

# Kent Governors' Association

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Education and Young People's Services



# Key priorities and service developments

- EYPS Vision and Priorities for Improvement 2016 – 2019
- Vulnerable Learners Strategy
- NEETs Strategy
- Early Help Strategy and Three Year Plan
- Education Commissioning Plan Update

Education and Young People's Services  
**Vision and Priorities  
for Improvement**



Education and Young People's Services

**Kent's Strategy for Vulnerable  
Learners**



Education and Young People's Services

**Early Help and  
Preventative Services**  
Strategy and Three Year Plan



**Education and Young  
People's Services  
NEET Strategy and  
Action Plan 2015 - 16**



**Commissioning Plan  
for Education Provision  
in**

**KENT**

**2013 – 2018**



Education and Young People's Services

**Strategy for School  
Improvement**

**Inspiring Excellence**



# Vision and Priorities for Improvement 2016 - 2019

- The challenges for the future:
  - Ensure all children get the best start in the early years
  - Raise attainment at all key stages
  - Narrow the achievement gap for those vulnerable groups
  - Deliver improved multi-agency support for children and families who have additional needs
  - Develop and improve the opportunities and progression pathways for all 14-19 years olds to participate and succeed
  - Reduce the number of NEETS
  - Develop our PRUs and other services that support pupils at risk of exclusion
  - Continue to commercialise our traded services

Education and Young People's Services

# Early Help and Preventative Services

Strategy and Three Year Plan



**Early Help means intervening as soon as possible to tackle emerging problems.**

It is about ensuring that every child and young person from pre –birth to 25, and their family, who needs early help services will receive them in a **timely and responsive way**, so that they are safeguarded, their health, educational, social and emotional needs are met and **outcomes are good.**

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



# Response to recent national policy developments

The White Paper set out the government's plan for all schools become academies by 2022



# Changes made on 6 May 2016

Instead legislation will be introduced to trigger the conversion of all schools within a Local Authority area in the following circumstances:

- Where it is clear that the Local Authority can no longer viably support its remaining schools because a critical mass of schools in that area has converted;
- and where the Local Authority requests the DfE to convert all of its remaining schools;
- Or where the Local Authority consistently fails to meet a minimum performance threshold across its schools, demonstrating an inability to bring about meaningful school improvement.

We believe none of those conditions exist in Kent



# Academies (1)

At the same time KCC will continue to support the development of more small multi-academy trusts in Kent, where existing collaborations and partnerships are strong and where there is capacity to support and sponsor other schools, or become a sponsor for new schools.

Currently there are 193 academies in Kent, including 8 Free schools, which is 33% of all schools. This includes 72 (72%) Secondary schools, 120 (27%) Primary Schools and one Special school. The majority are standalone academies.

# Future Shape of Education in Kent



**Patrick Leeson**

# An alternative delivery model for Education and Early Help Services

## Context

- Our strong focus on partnerships, collaborations and local delivery models in Kent
- Aim to avoid greater fragmentation of the system
- Continuing financial and policy pressures and the need for ever greater efficiencies to offset the impact of reductions in funding
- Timely to consider the options available to KCC to meet its future statutory duties whilst furthering its aspirations for the education of children and young people of Kent.

# Strategic context

- Schools in Kent have been improving for the last five years
- The education landscape is changing rapidly, with the White Paper and the increasing remit of the RSC and MATs
- LAs are having to reassess their role in delivering education and young people's services
- In light of White Paper and changes to Schools National Funding Formula all LAs considering different business operating models
- Want to secure the future of a quality service to schools and continue to achieve positive outcomes for the children and young people

# Future service delivery

- Cabinet Members decided not to proceed at this time with the development of an Education Trust
- Moving forward, it has been agreed to increase the scope, capacity, commerciality and sustainability of an Education Trading Company in order to deliver a wider range of services and packages to schools and other LAs
- Government has intimated that high performing LAs may be able to establish MATs; we await developments

# Impact of School Collaborative Partnership Funding

# Performance of the collaborations

- The 'school to school support' collaborations were established in 2012. Funding has been allocated by the School Funding Forum annually
- A further £1.2m of funding was allocated in 2015-16 for the further development of collaborative partnerships
- In 2015, 409 Kent schools benefited from successful bids to the KAH Boards for funding to support collaborative partnership projects in order to raise standards

# Activities funded

- Provision of development opportunities for senior and middle leaders
- Building capacity for peer reviews and other forms of quality assurance
- Increasing the accuracy of the monitoring and analysis of data
- Improvement of classroom practice
- Raising achievement at the ends of Key Stages 1,2 and 4
- Narrowing the gaps between the outcomes of disadvantaged and other pupils



# Impact

- Since September 2014, 66 Kent Schools have improved their Ofsted outcomes, from 75% to 87%
- Between 2014 and 2015, the percentage of pupils gaining Level 4+ Reading, Writing and Mathematics at the end of Key Stage 2 rose from 79% to 81% and remains 2% above National
- Significant impact has been seen in collaborative partnerships in more challenging areas
- Overall the latest Ofsted data (June 2016) for shows that 87.2% of schools are rated good or better

# Grammar Schools and Social Mobility Select Committee

# Background

- KCC Select Committee established in December 2015 – report to be shared at Cabinet and County Council in the next few weeks
- A focus was placed on ensuring children in receipt of Pupil Premium support, FSM children or children in care are able to take advantage of a grammar school education, where this is most appropriate, and the opportunities this may provide.
- Evidence determined whether disadvantaged children and their parents face barriers in accessing grammar school education and to better understand the drivers that underpin these barriers

# Key Recommendations

- **Recommendation 1:** KCC to work with all Primary school Headteachers to identify those most academically able pupils eligible for the Pupil Premium and discuss with parents the opportunity to put their child forward for the Kent Test
- **Recommendation 2:** Grammar schools should engage fully Primary schools, parents and families to address misconceptions and promote the offer grammar schools can make to students irrespective of background
- **Recommendation 15:** To invite Grammar schools to fully consider the disadvantage children eligible for Pupil Premium support face and take action within their oversubscription criteria

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