

Area: Maidstone and Malling

LCPA Self-Evaluation 2024-2025

Key impact made in the academic year

- Clearer communication and networks – an example of this is work being done to communicate the college offer and application processes more clearly to schools to reduce the number of students without a back-up plan. The strategic lead has met with several headteachers 1:1 regarding developing L2 and below provision and how to support students not attending school regularly. There were plans to do this in task and finish groups, but these were difficult to implement. Some of the schools contacted were: St Simon Stock, St Augustine's, Valley Park, Maidstone Science and Technology College and Maidstone Girls Grammar.
- Understanding of key issues across institutions, e.g. capacity, curriculum offer and local gaps, condition of funding restrictions, qualification change impacts. These issues have been discussed in the Maidstone strategic conversation and headteacher meetings. A new strategic conversation is planned to take place on 11/3/25. Partnerships are in their infancy, but greater coordination and discussion of local offer, across levels of study is beginning to take place.

Identified issues in the LCPA area, either from data or discussions, such as those at the sector-wide conversation

- Lack of progression to level 3 as a result of students not meeting entry requirements, and the challenge of meeting the condition of funding for students continuing to sixth form study.
- Lack of sufficient provision at level 1 and 2 locally to meet population growth need.
- Inadequate provision to meet all NEET types and requirements. Opportunities but also restrictions and practicalities around blended learning models and remote study (pre-and) post-16.

Sustainability plans for the work of the LCPA once the funding period has ended

- Continuation of annual strategic conversations around curriculum design and challenges, and embedding collaborative working through existing and developing networks (e.g. Heads groups, KALE, Education partnerships, RIGs).

Engagement including issues and plans

- Less engagement from Grammar Schools in general, although the single grammar school that has engaged, has engaged well. Sometimes strategic decision making is limited by representation rather than heads for some schools (e.g. at the recent Canterbury event).
- The headteachers have now agreed to have PfA as a standing item on their agenda for their termly meetings. This will be the focus of engagement moving forward.

Headline success, impact measures and monitoring

- Placement of students locally.
- Number of NEETs.
- Level 2 and level 3 participation rates.
- Institution enrolment figures.

These will be reviewed as part of the Maidstone annual conversation and in headteacher meetings. These will also be monitored more frequently by the LCPA co-ordinator and fed back as necessary.

Alignment with the Pathways for All Strategy

- Continued involvement with the strategic board and LCPA lead meetings.
- Alignment with RIGs, steered by local developments.
- Agenda points aligned to PfA review and strategy documents at all meetings.

LCPA Action Plan – March 2025

Objectives	How will action be monitored? Who by?	Actions/Milestones		
		Date and details Action/Milestone 1	Date and details Action/Milestone 2	Date and details Action/Milestone 3
1. Develop a broader level 2 offer to provide for students who do not meet the entry requirements for level 3.	Local co-ordinator	Sept 2025 Identify providers willing to expand or establish a level 2 post-16 provision (e.g. suite of GCSE retakes). This will largely take place through 1:1s and existing meetings.	December 2025 Establish collaborative partnerships to achieve, if any (e.g. school-school, school-College). Two schools are currently interested and developing an offer.	Sept 2026 / Sept 27 New intake of students on level 2 provision.
2. Establish operational categories of NEETs and investigate appropriate provision-type solutions.	Local co-ordinator	April 2025 Working with TEP and providers, establish and agree on NEETs categories, including those now created by capacity issues. Invite representatives from schools etc to join this group.	Jan 2026 Identify recommendations for provision locally and identify potential institutions and map costs. Discussions to take place in 1:1s and Maidstone Heads meetings.	August 2026 Draw up proposals and/or feasibility studies for establishing provision types to meet multiple needs.
3. Represent in national curriculum reviews, in particular regarding the condition of funding for maths & English in post-16 Education, and the impact on entry requirements and progression to level 3.	Local co-ordinator	Ongoing Engage with national curriculum review, consultations, and representative groups to identify and clarify challenges.	Sept 2025 Submit representation, at local or (through PfA board) county level, to feed into central government review and policy.	

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4. Investigate and develop alternative delivery methods to support vulnerable learners and/or alleviate space and capacity issues for individualised or growth delivery (e.g. blended learning, learning technology, AI).	Local co-ordinator	Academic years 2024-25 & 2025-26 Pioneer and pilot schemes of alternate delivery within institutions already engaging with technological advances. Gather “Lessons learnt”. This will be linked to the work of RIG 7.	February 2025 and on. Re-establishment of RIG7 to support and encourage innovation & experimental adoption within the current funding methodology. Available county-wide.	Sept 2025 and ongoing? Develop a resource bank/information and guidance repository for local educators to facilitate adoption of alternative methods of delivery to solve problems and overcome barriers.
5. Establish an ongoing “annual strategic curriculum planning conversation” to extend the work of the LCPA beyond the funded period, either as an independent event or embedded within establishing Heads networks.		February 2025 JM to attend Heads forums and discuss future plans for conversation and how best to implement (including preferred forum).	March-April 2025 2 nd annual conversation held with specific agenda related to overall action plan.	March/April 2026 and on Established recurring event with strong attendance from Heads.
Review 1 - Notes and next steps				
Review 2 - Notes and next steps				
Review 3 - Notes and next steps				