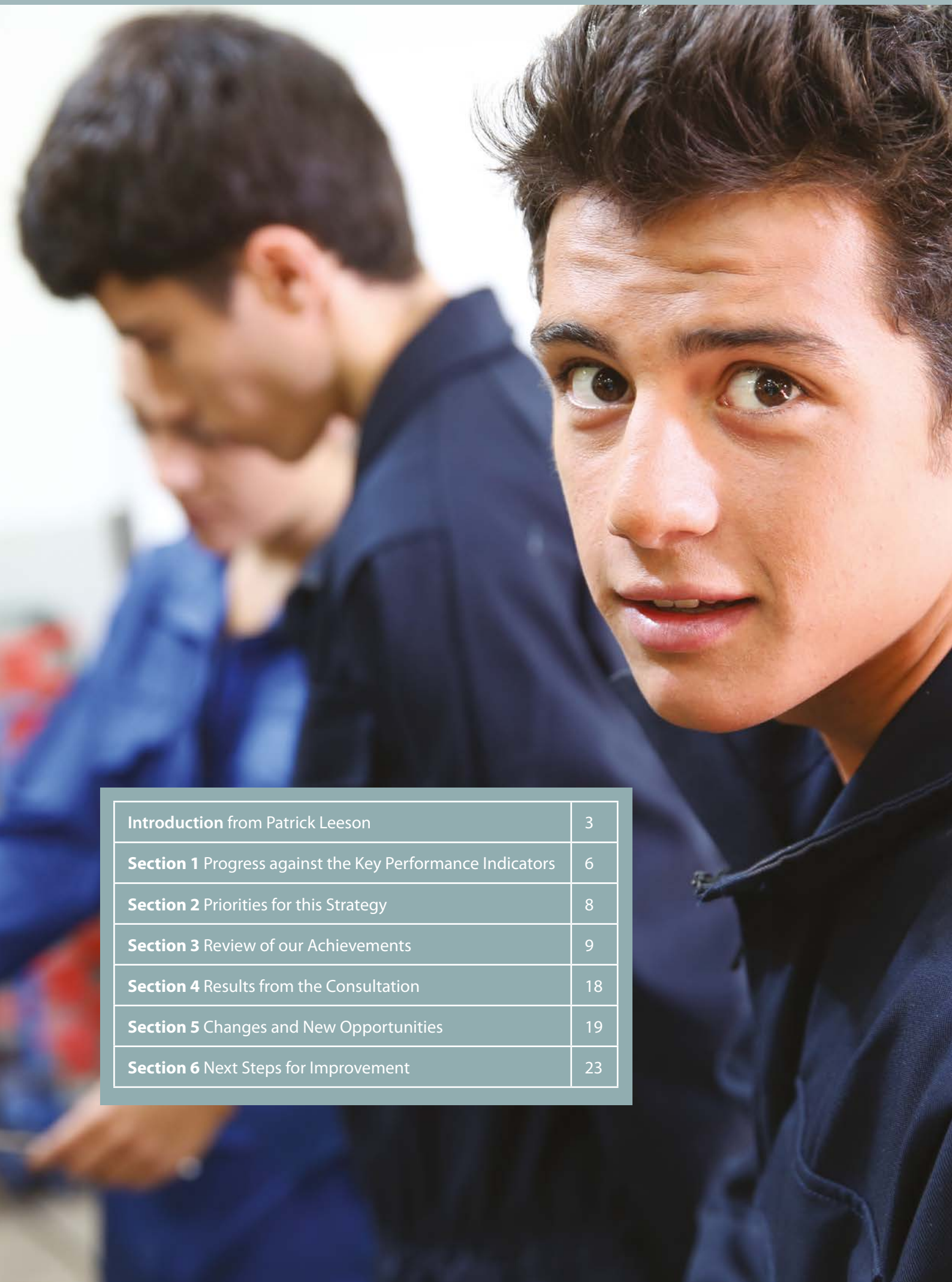


Revised 14 – 24  
Learning,  
Employment  
and Skills  
Strategy  
2017-2020



September 2017





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# Introduction

It is Kent County Council's aim to be the most forward looking area in England for education and learning so that Kent is the best place for children and young people to grow up, learn, develop and achieve. Every child and young person should be able to go to a good or outstanding school, college or other post 16 provisions, 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 and deliver appropriate and sustainable learning pathways and destinations.

We do this with all partners by focusing relentlessly on improving standards, the quality of education, learning and provision so that excellence is promoted across the system. We aim to ensure every young person to age 18 is engaged in purposeful education and training, and they are well prepared for skilled employment and higher learning. The 14–24 Learning, Employment and Skills Strategy is designed to achieve a fundamental shift in the education system in Kent, towards a more comprehensive technical offer for young people aged 14 to 24 and to make the changes needed to build a learning and skills system fit for the 21st century.

Through Area and District 14-19 partnerships, supported by robust data analysis, NEET tracking and reduction strategies, developing new 14-19 pathways, delivering apprenticeship campaigns, and supported employment and internships, we are increasing our effort and capacity to address gaps in provision and transform 14-19 learning pathways and training opportunities so that they are truly excellent.

This revised strategy will ensure a clearer focus on realising the opportunities for young people to benefit from new qualifications, developing further our employer engagement, linking the curriculum to the world of work, collaborating on the delivery of English and Mathematics post 16 and developing more effective school to school partnerships. This revision outlines the key actions that are being taken to achieve further progress and improvement, including ensuring there is a more joined up approach between schools, FE colleges and training providers to develop 14-19 progression pathways. Work with employers has significantly increased through the development of eight Sector Guilds, the increased involvement of employers in the Kent and Medway Skills Commission and the development of the Careers Enterprise Company.



The DfE (Department for Education) has developed a set of performance measures and outcomes for all post-16 providers and the updated strategy will support schools through these changes. New post-16 accountabilities include achievement at grades 4+ in maths and English and entry level, level 1 and level 2 results in other subjects, and separate outcomes for A levels, Applied General qualifications, Academic A levels and Tech levels.

There are further changes to the range of qualifications on offer post-16 and these will need to be reflected and pursued into new approaches to 14-19 curriculum design. These include Progress 8, the new Technical Awards, and Technical and Applied General qualifications.

Prior attainment is key to ensuring good progression post 16 in every type of provision. In the 2016 GCSE and post 16 results 36% of pupils did not achieve the perceived passport to successful progression to level 3, which is two good passes at GCSE Maths and English. Currently this stands at a grade C and above but from 2017 this will be represented by a grade 4/5 pass. We must continue to find solutions to improving this success rate and in cases where this has not happened, to facilitate creative ways of delivering, and being successful in Post16 maths and English. Whatever a learner's starting point, the key aim should be progression in these subjects.

High schools, wide ability schools, grammar schools and colleges provide for young people with a range of prior attainment and should be offering courses which challenge and stretch students and have currency for further and higher learning and post 16 destinations. This is not always



## Introduction continued

the case. For example, based on 2016 results, eight of Kent's Secondary schools are not delivering minimum standards due to low levels of A level achievement.

Students on free school meals enter post 16 provision with much lower prior attainment than non-FSM students and this lower prior attainment is reflected in level 3 outcomes upon completion. Disadvantaged students need continued support to make the transition to post 16 learning (in 2016 the number of FSM level 3 completers in schools was 303), and to stay the course as the drop out at 17 is unacceptably high. Assistance to access the curriculum and to succeed within it is a key challenge at Key Stage 5.

We are continuing to be successful in reducing the NEET figures and Kent is now down to 1.9% in Year 12 (313 learners) due to preventative action in Year 11 and a more appropriate post 16 offer. The rolling 3 month average for the NEET and Not Known figures combined was 7.6% recently, compared to 10.8% in 2016. For the first time in Kent, three districts have met their NEET reduction target but work still needs to be done to improve the overall numbers. A priority for us is to support providers to develop and plan more specialist programmes, with appropriate support, for young people at greatest risk of becoming NEET.

Kent achieves higher percentages than national figures for destinations which lead to apprenticeships, further education provision and sustained employment. However, the percentage of students moving on to higher education is lower in Kent, including the percentage who go to Russell Group universities and Oxbridge. We could therefore be achieving more for more able young people.

All students should benefit from effective guidance to support their informed choices related to local and wider market information and be supported in turn by study programmes which have identified progression to sustainable destinations, including apprenticeships. We are not yet achieving this.

Outcomes, and therefore secure progression into higher or further learning, employment with training, apprenticeships or employment, need to be improved by:

- More effective careers education, information, advice and guidance
- Appropriate study programmes leading to relevant

qualifications which link to student aspirations, including the opportunity to have a transition year to build a skills and knowledge for further learning.

- Stronger cohesion between the elements of study programmes which deliver purpose – which is more apparent in programmes like the IB, IBCP and the Tech Baccalaureate.
- Development of numeracy and literacy whatever the starting point of the learner.

We hope our partners, schools, FE colleges, HE, training providers and employers continue to share these aspirations and that we will collaborate effectively to achieve them.

The revised 14–24 Strategy 2017-2020 continues to provide a coherent framework for supporting Kent's young people and adults to become more highly skilled and work ready. This updated document reviews the positive achievements to date and sets out further opportunities and actions for improvement.

### Patrick Leeson

Corporate Director,  
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July 2017

# Section 1

## Progress in achieving the Performance Indicators in the 14 -24 Strategy

We set out below the key performance targets for the Strategy and the direction of travel. In these areas of performance the progress is good.

Strategic KPI's over achieving		
Performance direction of travel	2015-16	2016-17
<b>KPI 2:</b> There will be a significant impact on unemployment among 18-24 year olds so that current levels are below national averages	↑	↑
<b>KPI 3:</b> Decrease the numbers of SEND NEET (16-18) to 1%	→	→
<b>KPI 4:</b> Each district in Kent will have effective partnership working for 14-19 year olds, involving KCC, schools, colleges work based learning providers employers and other agencies	↑	↑
<b>KPI 10:</b> We will have established a successful pre-apprenticeship and level 1 programme for 17 year olds who are unable to achieve a level 2 apprenticeship	↑	↑
<b>KPI 12:</b> The KCC apprenticeship scheme will continue with at least 700 apprenticeships taken on each year, at least meeting the public sector target of 2.3%	↑	↑
<b>KPI 13:</b> Kent's schools will meet the 2.3% public sector target of employed apprentices by March 2018	→	→
<b>KPI 14:</b> To achieve at least 30% of all adult social care and autism team(18+) referrals into paid employment by 2018 to 90% into sustained employment for at least 13 weeks	↑	↑
<b>KPI 15:</b> To achieve 85% of all autism diagnosis referrals into paid employment by 2018	↑	↑
<b>KPI 16:</b> Engage with every special school across Kent to identify, and place 100 learners into supported work experience training for 14-18 year olds by 2018	↑	↑

### Strategic Performance Indicators Achieving in line with Targets

In these areas of performance the progress is satisfactory and improving.

Strategic KPI's achieving		
Performance direction of travel	2015-16	2016-17
<b>KPI 5:</b> Attainment in English and mathematics will improve so that at least 50% of 16 year olds who do not attain a good pass at GCSE will achieve the qualifications by age 19.	↑	↑
<b>KPI 8:</b> Participation of all young people aged 16-19 will be tracked by the LA working in partnership with schools and colleges. There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures to no more than 1%	↑	↑
<b>KPI 9:</b> The number of employers engaging with Kent and Medway Guilds will increase to 400	NEW	
<b>KPI 11:</b> The uptake of level 2 and 3 technical qualifications will increase by 10% and will be measured against local skill gaps	→	↑
<b>KPI 18:</b> Increase the number of schools developing a transition year to 30 by 2018	NEW	
<b>KPI 19:</b> Increase the number of schools between 20 to 40 working with Careers Enterprise Advisers	NEW	
<b>KPI 20:</b> 50% of all Primary schools will engage with Children's University.	NEW	

### Strategic Performance Indicators Requiring Improvement

The following areas of performance are not yet making the progress we would expect and need to show improvement.

Strategic KPI's requiring improvement		
Performance direction of travel	2015-16	2016-17
<b>KPI 1:</b> Key Stage 4 progress 8 and attainment 8 will be amongst the best for our statistical neighbours and at least 70% of pupils will attain good grades in maths and English (9-4 from 2017)	→	↑
<b>KPI 6:</b> Level 3 progression in Kent will be above the national average on all measures in all qualifications.	↑	↑
<b>KPI 7:</b> There will be clear learning pathways for SEND young people from 14-24 to enable improved participation rates	→	↑
<b>KPI 17:</b> Troubled families outcomes for Skills and Employability, is to achieve 100 apprenticeships by end of 2017	→	↑

# Section 2

## Priorities for this Strategy

Going forward our priorities, in addition to the targets set out above, are to ensure that:

- Kent's Progress 8 and Attainment 8 performance will be the best amongst statistical neighbours and that 70% of students will achieve standard and good passes in the new qualifications.
- Performance in all level 3 qualifications will continue to improve.
- More schools will offer new technical qualification pathways as part of the post 16 offer and there will be improved numbers of students and outcomes achieved in following these pathways.
- We will continue to see a reduction in the NEET and Not Known figures and in particular the number of SEND young people who are NEET will reduce to 5% by developing and enabling more effective and appropriate learning pathways for them.
- Level 3 progression in all qualifications will be above the national average.
- Schools will be supported to deliver the new qualifications and to achieve well in the new measures of progress.
- We will continue to increase the number of young people taking up apprenticeships at all levels and in particular 100 apprenticeships will be taken up by young people from families who meet the indicators of Troubled Families.
- There will be more effective and sustainable employer engagement in schools and schools will be better supported to deliver improved guidance for the delivery of new technical qualifications.
- We facilitate more creative ways of delivering, and being successful in, improving the achievement of good grades in post16 maths and English.
- Disadvantaged students have the necessary support, including efficient use of pupil premium, to make the transition to post 16 learning so that we improve the number of FSM students who can access and complete level 3 courses, and reduce the numbers who drop out at the age of 17.

- We will continue to link providers with the work place, teachers and students with employers, match curriculum provision to skills gaps, and link learning opportunities to appropriate destinations that succeed for young people.
- We will increase the participation rate for 16-18 year olds to over 95%.





# Section 3

## Review of our achievements

Since its original launch in February 2013 the Strategy has developed effective partnerships and collaboration to enhance 14-24 provision involving KCC, schools, colleges, work-based training providers, employers and other agencies. Developing active 14-19 partnerships with shared aims and objectives can be challenging but offers real opportunities to young people to move into employment and purposeful further and higher learning.

There has been a continued focus on providing high quality progression 14-19 pathways, appropriate guidance and support to enable young people to remain in education and training to age 18. The introduction of the Technical qualifications provides schools and colleges significant opportunities to develop new collaborative 14 to 19 provision which meets the needs of local employers and increases the number of apprenticeship opportunities. It still remains our priority to continue to link providers with the work place, teachers and students with employers, curriculum provision matched to skills gaps, learning linked to destinations.

This section describes a number of significant programmes and activities that have contributed to the progress achieved to date.

### 3.1 Employability Skills and the Ready to Work District Offer

KCC has the statutory duty to ensure that appropriate provision is available to all young people of Kent. Through its strategic leadership, KCC acts as a key link between educational provision and industry. There continues to be a mismatch of local provision to match the needs of young people wanting to enter the job market but this has been significantly decreased. The annual gap analysis conducted by the Skills and Employability Service revealed a lack of provision at Level 1 and, in particular, the limited availability of traineeships and pre-apprenticeship opportunities.

To address these gaps in provision KCC has developed the Ready to Work Kent programme. This has been developed and run by the Skills and Employability Service [www.readytoworkkent.co.uk](http://www.readytoworkkent.co.uk). The site is populated through collaboration with training providers and colleges across each District. This new strategic platform and the range of opportunities covers all the Districts and promotes the importance of employability skills for post 16 learners.

The web site helps young people to find appropriate training opportunities, build their skills and puts them on the path to their preferred career. Not all young people wish to stay in full-time education until age 18, and through the website they are made aware of other ways to get the qualifications that will open doors for them into the world of work.

The site is regularly updated with the latest news and events and the Skills and Employability Service monitors the activities of young people and provides more tailored supported if required to enable young people make appropriate choices.

Over the last year, 14-19 providers have supported, and improved, Level 1 offers for 16-18 year old students by increasing the range of pathways, generating 500 new opportunities for learners. Providers have continued to improve their offer for September 2017 and made a significant contribution to NEET reduction. The Ready to Work offer is used as a September Guarantee for those learners who are at risk of becoming NEET. Schools are more aware of this new strategy to ensure young people are supported to successfully transfer into provision at age 16. Ready to Work Kent now has over 180 offers across the 12 districts which include employability and study programmes, NEET engagement and many more bespoke local offers.

A total of 3,802 visits were made to the site since January 2017. These visits include training providers and support workers offering careers guidance as well as young people that are looking for career and learning opportunities. For example, 133 young people at risk of becoming NEET have registered with the site and 81 have enrolled on a course.

Phase two of the project is building a September offer for those at risk of being NEET after Year 1 with transitional support through the summer to increase the participation rate to over 95%.

### 3.2 Raising Attainment Post 16

One of the key factors in raising attainment post 16 is to improve outcomes in GCSE level 2 maths and English. However, it is also important to include maths and English in post 16 study provision even if students have reached level grades 4+. This has been achieved through data pack analysis, curriculum events and working with individual providers including colleges and training providers.

## Section 3 continued

### Review of our achievements

Using the old measure, namely the percentage of pupils achieving 5 or more GCSE grades A\*-C including English and mathematics, Kent achieved 59.0% in 2016 which is an improvement on the previous year's figure of 57.4%. This was above the 2016 national average of 57.7%. Kent was ranked fifth out of its statistical neighbours for this measure.

In the reformed headline measure, the proportion of pupils achieving grades A\*-C in English and mathematics was 63.7% in 2016. This was also above the national average in 2016 and 3.9% above the previous year's result of 59.8%. GCSE performance is improving for Kent pupils. Improvements were also achieved in GCSE A\*-C passes for English, where the success rate in 2016 was 76.2%, compared to 70.4% in 2015, and above the national average. In mathematics, there was a small improvement in 2016 to 68.1%, compared to 66.6% in 2015.

Performance at post 16 across the range of qualifications is variable and it remains a priority to continue working with schools to improve guidance for students in choosing appropriate pathways post 16 and to ensure provision of a full range of technical pathways 14-19. Due to assessment and accountability changes, comparisons between 2015 and 2016 become less valid but we can compare A Levels and Academic qualifications.

In 2016 show the A Level Average Point Score per entry achieved by students in Kent schools was 30.9 which was in line with the national average of 30.8 and equivalent to a C grade. Kent was ranked fourth out of its statistical neighbours.

Academic results include A Level, AS Level, International Baccalaureate, the IBCP and extended project qualifications. In 2016, the Average Point Score per entry achieved by Academic students in Kent schools was 32.2 which was above the national average of 31.0 and equivalent to a C+. Kent was ranked second out of its statistical neighbours and 27th out of 150 local authorities nationally for this measure.

Over the last three years achievement has remained mainly consistent as the table below demonstrates. The academic qualification improvement to C+ is welcome.

	2016	2015	2014
<b>A Level</b>			
National	C	C	C
Kent	C	C	C
<b>Academic</b>			
National	C	C	C
Kent	C+	C	C

For a significant number of students in high schools A levels and academic qualifications are inappropriate and even positive progression to a low grade has little currency. Through the use of the most appropriate technical qualification, it is possible to reach an average C+ for both qualifications.

### 3.3 Employer Engagement – The Kent Guild Model

Key to the success of the Strategy is meaningful engagement with employers. This has been successfully promoted through developing a Guild Model, which is a partnership between employers and education providers. The following 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:

- Sciences
- Creative and Media
- Land-Based Industries
- Engineering and Advanced Manufacturing
- Construction and the Built Environment
- Hospitality & Tourism
- Health and Social Care
- Financial Services

The Guilds provide an interface between local employers and education and training providers, which focus on developing young people's aspirations, attitude and achievements in preparation for accessing progression pathways, particularly in the growth sectors. The Guilds provide an ongoing forum to promote positive transition from education to employment particularly through apprenticeships.

The Guilds are attended by 200 employers and 50 Education Training providers including Kent's FE Colleges and Universities. The Guilds are already having a significant impact on engagement by arranging school visits, industry visits, workplace opportunities, traineeships and apprenticeships. Strong local partnerships have already developed.

Over 3,000 young people have attended sector specific careers events providing them with the opportunity to make direct contact with employers. In addition, many Guild member employers attend the Kent Choices events where 6,000 young people participate.

- Employers have attended 21 school assemblies, explaining their role to over 4,000 young people.
- Employers have held workshops providing hands-on practical experience in eighteen schools and four colleges.
- Over 300 students from eleven schools have visited local businesses, such as engineering works, building sites and care homes.
- 85 work based placements have been arranged for students
- 40 new apprenticeships have been created and each guild is being tasked to contribute to a target of 300 more Apprenticeships from Guild Members in 2017-18.

### Highlights include:

- An Enterprise Adviser Network has been created in 20 coastal schools.
- 500 young people attended the 'Hospitality Conversation' at Ashford International Hotel, with over thirty employers in a 'market place'. Over 410 'pledges' to provide work placements (310), and apprenticeships (104) were made and two positions were offered.
- 800 students attended a STEM careers event at the Leigh Academies Trust where fifteen employers were present.
- The Engineering and Advanced Manufacturing Guild has organised industry based training for staff from five schools.
- The Creative and Media Guild has created a partnership between two Theatres and the University of Kent.
- The development of a promotional video for the Health and Social Care sector by Mid Kent College.

### 3.4 Increase Participation in Technical Education

A key aim of the Strategy has been to develop the 14 to 19 pathways and qualifications which are purposeful and achieve the best outcomes for all learners. The table below shows the increase in uptake of applied general and technical education qualifications over the last year. This is a welcome development and shows how schools are now offering both academic and technical pathways at post 16 in line with the guidance set out in the DfE Post16 Skills Plan.

There is further work to do to with individual schools to improve KS5 progression. Students with just below 40 points at Key Stage 4 are able to achieve a distinction in applied general qualifications. The tech level 3 qualifications are more rigorous than the existing vocational qualifications and through our specialist and subject networks we share good practice to ensure that schools can develop high technical quality options for all young people.

Students	Vocational	Technical	Applied General	Total
2016		693	2843	3536
2015	2573			2573
2014	2583			2583

## Section 3 continued

### Review of our achievements

#### 3.5 Kent County Council Apprenticeships

KCC aims to be a model employer of young people by developing new employment opportunities and providing entry points for all young people who wish to achieve an apprenticeship. The pathways range from work experience through to graduate entry. The KCC Apprenticeship Scheme continues to develop, 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. Through this partnership working, KCC has 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. The KCC Apprenticeship Scheme is becoming a pathway of choice for young people and has been nationally recognised by the ESFA as good practice.

Current Government changes to apprenticeships and the introduction of the Apprenticeship Levy means that KCC has an annual target of over 700 starts from April 2017, which includes KCC schools. A dedicated service to support schools to develop their own apprenticeship programmes aims 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.

#### 3.6 Careers Education, Information, Advice and Guidance

The Skills and Employability Service continues to run a strong network to support the delivery of Careers Education. This aims to improve outcomes for young people by engaging employers with schools, and by advising schools on how best to use new qualifications and labour market information to support careers guidance to young people and affect curriculum change.

Other career education agencies are invited to speak at steering meetings to enhance work being done locally and county wide. Funding beneficiaries of the Careers Enterprise Company are also especially invited.

Providers have had the benefit of the Kent Careers Framework which supports the CEIAG offer in schools and an audit tool which measures the development of employability within the institution. In the coming year the framework and the tool will be reviewed in the light of service developments in the field of guidance. These are detailed in the table opposite.



CEIAG Activities 2016/17	
District Data Pacts	With added LMI and provision gap analysis
Work Experience <i>Kent.gov.uk</i>	Work experience opportunities throughout Kent County Council
ApprenticeKent.com	Kent website for learners, employers, training providers and parents/carers
Readytowork.com	Online support for employability programmes for those students for whom traditional learning may not be appropriate
Kentchoices	Area wide post 16 offer and prospectus and a common application processes September Guarantee process to measure participation
Kent Choices Live	4 Local careers events in the four areas of Kent in partnership with schools colleges and employers
8 Guilds	Training providers and employers supporting activities in schools to promote opportunities in the 8 priority sectors agreed by the LEP
CEIAG Network and County briefings	Lead practitioners to promote best practice
KCC CEIAG Framework	Strategic overview of CEIAG Kent (in the process of being reviewed)
CEIAG in Kent Coastal schools	Careers advice and raising aspirations in 20 coastal schools
Careers Enterprise Company	Enterprise advisers in 20 schools
Success in Schools	A careers platform with local information which support employment opportunities (launched in April) as part of the Service's new delivery model
CPD for staff	Level 4 diploma in Advice and Guidance as part of the Service's new delivery model
Made In Kent Campaign	Apprenticeship advice for young people and employers

### 3.7 Career Enterprise Company

The Skills and Employability Services hosts a Careers Enterprise Coordinator partly funded by the Careers Enterprise Company. Tristram Hooley, from the University of Derby and a director of that company, was commissioned by KCC to examine careers education in Kent's coastal schools. Schools were assessed on the Gatsby criteria, a set of principles developed to identify excellent CEIAG practice.

The outcomes of this research suggested a varied response to employer engagement and to address this the Careers Enterprise Coordinator's role is to link 20 schools to an enterprise adviser to facilitate employer engagement and enterprise activities. 16 schools have signed up to the scheme and 10 schools have been matched with an adviser.

### 3.8 Kentchoices4u (KC4U)

The following is a link to the KC4U website, which enables young people to search and apply for courses online:  
[http://www.kent.gov.uk/education\\_and\\_learning/kentchoices4u\\_home/search\\_and\\_apply\\_for\\_courses.aspx](http://www.kent.gov.uk/education_and_learning/kentchoices4u_home/search_and_apply_for_courses.aspx)

In 2016 – 2017, 11,627 students unlocked their accounts and 8718 students applied for post-16 courses through the medium of Kent Choices. 3225 of these were for FE places. The percentage of learners who have made an application, when compared with the previous year, was the same at 55%.

KC4U Live brings together Careers Information, Advice and Guidance (CEIAG) for students of all ages. At the 2016 KC4U Live event 2589 young people attended the event from Schools and Colleges in Kent and Medway. This two day event explored work and career opportunities to help young people to make decisions about their future.

Young people were supported in making their ambitions a reality by meeting employers, using interactive displays, having opportunities to talk to Guidance Professionals and Master Craftswomen and Craftsmen, engaging in volunteering opportunities and talking to colleges and universities from across Kent.

## Section 3 continued

### Review of our achievements

#### 3.9 KC4U Local Offer

Building on the success of the KentChoices live careers events in recent years, in 2016 we developed four local events focusing on the needs of more vulnerable learners and those who were interested in options other than Sixth Form for post 16 education. This offered the opportunity to meet local employers and training providers and learners without a post 16 offer were encouraged to make applications on the day.

These events were planned in collaboration with local partners in each area to make sure that local needs were met by the events and it is expected to continue this format in the coming years.

Feedback from the events has been very positive with young people coming away with offers. The providers have valued the opportunity to have meaningful conversations with young people about their futures.

#### 3.10 Tracking and NEETs

Engagement in learning and educational attainment is critical if young people are to gain employment and make a success of their lives. Evidence shows that not being in education, employment or training (NEET) between the ages of 16 and 18 is a major predictor of later unemployment, lower job security, poor health and lower rates of pay. There is also greater likelihood of teenage parenthood, depression, persistent youth offending, insecure housing and homelessness, use of illicit drugs, poor relationships and early death.

The NEET Strategy published in 2015 set out our commitment to vulnerable young people to ensure that they are able to engage in education and training, to maximise their life chances and to make a successful transition to adulthood. The aim of the Strategy is to ensure full participation by all young people to age 18 and beyond and to significantly reduce the number of young people who are not in education, employment or training.

The Action plan within the Strategy sets clear targets to ensure that the number of NEETs in Kent was reduced to 2.5% by January 2017. The NEET Strategy builds on existing plans and targets, by providing details of new approaches to ensure that all 14 – 19 year olds (and up to age 24 for SEND learners) can participate in appropriate learning pathways, which lead to sustained destinations for employment, training and higher education.

KCC plays a critical role in identifying and supporting young people who need help to re-engage with education or employment with training. Collecting data about young people's activities is a statutory duty for all Local Authorities, and last year significant changes were made to how this data should be collected mainly by removing the requirement to track young people past the age of 18.

A summary of the 3 key strands of activity which have been achieved over the past year include:

- Implementation of an integrated and high quality data system to track all learners across all KCC services. This information is available monthly in detailed reports and is used to identify activities and target resources to support young people into learning and training placements.
- Developing focused, collaborative and integrated working, not only between services within KCC, but also between KCC, schools, FE Colleges and work based learning providers. This has included focused work and interventions for the most vulnerable groups, including Children in Care, SEND learners, Young Offenders, Teenage Parents, and young people who are Home Educated.
- Providing high quality personalised pathways with positive destinations across all districts. A particular focus has been to ensure vulnerable learners have the necessary support to progress into appropriate pathways, internships, supported employment, or apprenticeships. A recent activity to meet local demand has been to provide 6 week programmes for unaccompanied asylum seekers (UASC) which provides ESOL support, living skills and vocational guidance so these young people can move into a positive destination.

There are now focused activities in place in all districts to identify those young people who are likely to become NEET and those young people who are NEET. These activities are coordinated within the districts through the District Participation meetings which meet monthly and cover the following;

- Identifying young people in school or college at risk of becoming NEET and provide additional support
- Working directly with NEET young people to enable them to access and sustain appropriate provision, apprenticeships or employment with training

- Providing additional coaching and support to young people as required
- Influencing the planning of local post 16 provisions
- Increasing skills and training provisions in all districts if required
- Sharing information on young people between organisations
- Reviewing and evaluating the impact of the NEETs Strategy and providing reports to the NEETs Board
- Increasingly the range and focus of activities within each district to meet the profile of all young people who are NEET.

Working directly with young people and coordinating the work of all services has made a significant impact in reducing NEET and Not Known figures over the last 4 months.

The target was to reduce the NEET figure to no more than 2.5% of 16 and 17 year olds by January 2017. The outturn was 3.0%. The reduction in the not known figures is welcome, down to 3.2% compared to 5.45% in 2016.

The activities and actions set out in the NEET Strategy Action Plan were designed to ensure that we were able to achieve these targets. The Strategy and action plan continues to be monitored and reviewed by the NEETs Strategy Group, chaired by the Corporate Director. All KCC services involved in the NEET Strategy are now clear about their requirements and contributions to this work.

### 3.11 Kent and Medway Progression Federation

The Kent and Medway Progression Federation comprises 40 Secondary schools, 3 universities, and Kent and Medway local authorities working together to enable young people from disadvantaged backgrounds to access higher education. The Kent and Medway Progression Federation (KMPF) announced the merger with the Kent and Medway Collaborative Network (KMCNet) in January 2017.

As part of the National Networks for Collaborative Outreach (NNCO), KMCNet has successfully engaged with a wide range of Secondary schools and Further Education Colleges in Kent and Medway, providing guidance, information and resources for education practitioners. This work will now continue as part of the newly established Federation, which provides targeted outreach activity for around forty schools.

Since 2007, the Federation has worked with 18,230 young people and 2,674 of the most disadvantaged young people in Kent and Medway entered Higher Education at ages 18 or 19. This means that an extra 764 entered higher education than would be expected, given the progression rate for similarly disadvantaged students in Kent and Medway. This is statistically significant and demonstrates the impact that targeted outreach makes to young people. This is measured by the National Statistics Socio-Economic Classification (NS SEC), which indicates that 72% of KMPF students who went to university moved from socio-economic groups 4-8 to groups 1-3 over the tracked period.

### 3.12 South East Local Economic Partnership (SELEP) and the Kent 14-24 Strategy

The 14-24 Strategy has influenced the work of the LEP (the Local Economic Partnership) Skills Advisory Group and the Kent and Medway Skills commission. This has ensured that the South East LEP considered 14-24 learning programmes when setting criteria for ESF funding and agreeing the skills and training priorities for 2016/17.

The South East LEP's distribution of ESF grant funding complements the 14-24 priorities by: developing apprenticeships with a focus on higher apprenticeships; developing vocational training for people near the labour market, which will directly progress them into employment; and, by looking to develop training packages to enable people to enter sectors where there is high demand for staff. There is also a strand of work looking at progressing people into higher learning, such as degree apprenticeships, responding to the concern that the average skill level of employees in the South East LEP is lower than the national average, particularly in relation to higher skills. All of this activity supports the priorities and Key Performance Indicators set out in the revised 14-24 Learning, Skills and Employment Strategy.

### 3.13 Post-16 Transport

The Kent Post-16 Travel Card is intended to reduce barriers to learning (including apprenticeships) and to provide support for post-16 learners by:

- meeting bus travel costs to schools, colleges and work-based learning providers (including apprenticeship providers);

## Section 3 continued

### Review of our achievements

- enabling Kent learning providers meet the requirements of Full Participation in learning to 18 years of age, by 2015; and,
- ensuring fair access and maintaining choice for post-16 provision for Kent learners.

By utilising 16-19 Bursary Funding, other learner support funds or contributions from employers, the schools, colleges and work-based training providers can reduce the cost of the Card for individual learners. 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.

#### 3.14 Adult Skills

The Adult Learning, Skills and Employment Strategy was developed with and approved by partners and KCC during the first half of 2015. The Strategy builds on the work of the 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.

***".....there is no more important issue facing our economy than getting the education and skills system right – it is crucial to cementing recent improvements in growth sustainably over the longer term. It's essential we build the right skills base if we are to support a rebalancing towards that high-value, high-skill activities that will underpin our role in the global marketplace".***

(Confederation for British Industry 2014).

The purpose of the Adult Skills Strategy is to set out our ambitions for the skills and qualifications of the adult population of Kent that all local providers of education and skills can aspire to and achieve by working in partnership. The Strategy is supported by all the relevant stakeholders, as an over-arching strategy for Kent to improve provision and outcomes.

The Strategy is built around the following priorities to:

- Increase adult employment in Kent
- Improve the education and the skill levels of the adult population of Kent

- Provide pathways, such as apprenticeships and retraining opportunities, to enable people to take up employment in priority sectors
- Increase participation in learning and employment amongst priority groups, in isolated communities, and deprived neighbourhoods; and including vulnerable adults such as those with disabilities.

The strategy is designed to address the significant gaps in the skill requirements of the local economy and the skill levels of the adult population in Kent, which cannot be addressed simply by improving the abilities of young people entering the workforce from school. Retraining and improving the skills of the existing workforce is vital if we are to gain the benefits of growth arising from economic recovery and the opportunities available in a global market. A considerable amount of resource is invested in adult learning. In order to maximise the effectiveness of this resource our priority is to co-ordinate at a local level to ensure collaboration between providers and engage employers in adult vocational education and training.

#### 3.15 Kent Supported Employment

Kent Supported Employment has helped 316 vulnerable learners with physical disabilities, autism and learning difficulties move into a variety of sustainable employment outcomes over the last year including 58% into paid sustainable employment. There were also a variety of other offers including work placements and voluntary work to enable students to progress into permanent employment as part of their individual journeys. Excellent results have also been achieved by working with 18 vulnerable learners from schools and training providers to move into Supported Internships and 23 into Assisted Apprenticeships. Kent Supported Employment has also been working closely with the NHS to help them employ more staff with learning difficulties as part of their five year pledge.

#### 3.16 Vulnerable Young People

A key challenge is to develop new provision that is needed for some groups of vulnerable learners. The Skills and Employability Service have held discussions with FE colleges and staff with responsibility for SEND vulnerable learners to identify how KCC and the Colleges can work together to improve progression pathways for these young people. This



includes developing new systems to support these young people through transition. A proposal will be put to the College Principals and a strategic plan will be developed in autumn 2017.

KCC has also made applications to the ESFA for specialist post 16 institution status to widen the offer to SEND young people to give them more post 16 options. They have been successful and will be funded from September 2017. These are small training providers who can meet the needs of these young people and engage them in employability programmes leading to employment.

### 3.17 Conferences

A series of conferences for schools, colleges and training providers have been successfully delivered to ensure schools and other providers are well informed on DfE changes, good practice is shared between Kent schools and new collaborations are established. At the last two conferences there were 110 delegates followed by a conference in February on the New Technical Qualifications with over 120 attendees. The Skills and Employability service will build on this success and has developed a comprehensive conference programme for 2017/18.

### 3.18 School Engagement

The Skills and Employability Service holds regular engagement events with schools and young people. The tables to the right represent the numbers of schools engaged in each of these events.

### 3.19 Apprenticeships

The 16-18 Apprenticeship Campaign plan, developed between KCC, The Kent Association of Training Organisations (KATO), the Association of South East Colleges (AOSEC) and Medway Council, has continued to develop effective partnerships to increase the number of apprenticeships for this age group.

In the past year over 3000 young people aged 16 to 18 started an apprenticeship across Kent, which is the highest number achieved for this age group. The plan will work towards the successful recruitment cycle of coordinating most apprenticeship vacancies during the year - in September, January, April and July.

### Number of schools that attended the local UCAS Briefings

	Schools attended	Total number of schools
Thanet	13	13
Tunbridge Wells	12	24
Dover	7	9
Canterbury/Swale	8	21
Dartford/Gravesend	10	21
Ashford/Shepway	10	15
Maidstone	13	13

### Conferences

	Maximising Opportunities for 14-19 year olds 24/11/2016	New Technical Qualifications 10/02/2017
Wide Ability Schools	6	7
Colleges	7	4
Grammar Schools	8	2
High Schools	14	24
Special Schools	7	5
<b>Total</b>	<b>42</b>	<b>42</b>

### Engagement with young people

Engagement with Primary and Secondary Schools on Apprenticeships 16-17	
Total Engaged	235
Apprenticeship Advice Given	107
Supported into Recruitment	128

Support given to young people 16-17	
Presentation	1723
Careers Events	1260
One to One	250

Kent Choices Live 16-17	
Secondary Schools	91
Students	2687

# Section 4

## Consultation with Partners on Revising the 14 to 24 Learning, Skills and Employment Strategy

During 2016-17, KCC consulted with partners on the revised 14-24 Strategy to identify the key activities they felt would be beneficial to securing better outcomes for young people. The key actions have been aligned to the four priorities of the strategy, which are outlined in the table below:

<b>Raise Attainment and Skills Levels</b>	Provide regular local curriculum provision updates with successful exemplars of appropriate collaborative 14 – 19 (24) pathways in order to ensure progression and links with local employment.
	Provide regular updates on curriculum information from the DfE, qualification news, resources and funding in order to best plan a financially sustainable 14 to 19 programme with better outcomes.
	Have access to on-line learning either to consolidate post 16 provision based learning or offer alternatives to the school provision.
	Receive a district profile including destination data, post 16 provision data, participation data, a local economic profile and a vulnerable learner profile in order to support 14 to 19 curriculum planning.
	Have access to online revision lessons for core subjects.
<b>Improve and extend Technical Education, Training and Apprenticeships</b>	Advice and support in ways of delivering level 1 and pre apprenticeship courses within the study programme which support continued progression and participation for the most vulnerable learners.
	Advice and support in delivering work experience as part of study programmes in order to enhance learning and skill development.
<b>Increase Participation and Employment</b>	Receive Labour Market Intelligence to inform the curriculum offer and learner destinations by identifying sector skills shortages.
	Have direct links and engagement with employers through the Guilds to enhance aspiration and develop awareness of the sectors' roles.
	Have access to a more developed KentChoices4U site for Years 11, 12 and 13 and other CEIAG software packages for Key Stage 4 and Key Stage 5.
	Have access to a strengthened Careers Coordinator Network supplying support and information for careers guidance professionals in order to improve participation and progression
<b>Target Support for Vulnerable Young People</b>	Receive information on English and Maths working towards grades 4+ GCSE and Functional Skills, and for KS5 teachers to be guided on how to improve outcomes for learners thus providing learners with a passport to further learning and employment.
	Receive support for vulnerable learners' programmes including access to assisted Apprenticeships and Supported Internships for vulnerable learners.
	Have access to bespoke Careers Guidance for SEND learners.
	Have the opportunity to take part in an Employability Health Check in order to develop employability programmes to enhance skills and work readiness of their learners.

# Section 5

## Changes and new Opportunities for 14 to 24 Provision in Kent

All providers face a number of challenges including qualification and accountability changes, reducing budgets, apprenticeship reforms, and the need for more employer engagement. At the same time there will be a new KCC delivery model for local authority education services.

### 5.1 Qualification Changes

#### New Qualifications

The range of qualifications available for accrediting Academic and Technical Learning has been enlarged and available for first teaching since September 2016. These new qualifications have been endorsed by the publication of the government's Post 16 Skills Plan and are accompanied by new progress and retention measures. As we facilitate the development of new curriculum opportunities in schools which link to local market information, it is important to achieve the greatest benefit from these qualifications to develop high quality and appropriate 14 to 19 provision. The new qualifications are set out below.

#### Technical Awards Pre16 levels 1 and 2

Technical Awards are broad, high quality level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills not usually acquired through general education. At Key Stage 4, students are encouraged to take up to three technical awards alongside a minimum of five academic GCSEs from the list of EBacc subjects.

Administration, Accounting and Personal Finance	Health and Social Care
Agriculture	Hospitality and Catering
Animal care	ICT
Art and design	Manufacturing
Business	Media and Communication
Child Development and Well-being	Performing Arts
Construction and the built environment Engineering	Retail
Hair and Beauty	Sport
	Travel and Tourism

#### Technical Certificates Post16 Level 2

Technical Certificates are rigorous intermediate (level 2) technical qualifications recognised by employers for students aged 16 plus who wish to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit at this level or where a level 2 qualification is needed before students can progress to a level 3 qualification. Technical certificates are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

Agriculture, Horticulture and Animal Care	Health, Social Care and Child Development and Well Being
Arts, Media and Publishing	Information and Communication Technology
Business, Accounting, Administration and Law	Leisure, Sport, Travel and Tourism
Construction, Planning and the built Environment	Retail, Hospitality and Commercial Enterprise
Engineering, Manufacturing Technologies and Transportation Operations	

#### Applied General Qualifications Post16 Level 3

Applied general qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills through applied learning. They allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels.

Performing Arts and Media	Information and Communication Technology
Finance and Business	Sport
Health and Social Care	Hospitality
Construction, Planning and the Built Environment	Science and Mathematics
Engineering	Sociology and Social Policy

## Section 5 continued

### Changes and new Opportunities for 14 to 24 Provision in Kent

#### Tech Levels Post 16 Level 3

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course.

- Agriculture, Horticulture and Animal Care
- Arts, Media and Publishing
- Business, Administration and Law
- Child Development and Well Being
- Construction, Planning and the Built Environment
- Engineering and Manufacturing
- Health and Social Care
- Information and Communication Technology
- Sport, Leisure and Recreation
- Retail, Hospitality and Commercial Enterprise.

#### Academic Qualifications Post 16 level 3

Academic qualifications cover A levels and a range of other academic qualifications taken at level 3, including AS levels, the International Baccalaureate, Applied A levels, Pre-U, Free-standing mathematics qualifications and the extended project.

#### 5.2 Changes in Accountabilities

##### Key Stage 4 Headline Measures

Progress 8 measures progress in subjects in Key Stage 4. These subjects may include up to 3 technical awards which allow students to transition into Key Stage 5 with technical skills for a variety of pathways. It is important to understand these accountability measures in order to get the best outcomes for schools as well as for young people. We will be working with schools and colleges to develop clear progression routes through the range of technical qualifications to improve retention post 16 and improve destination outcomes.

##### Key Stage 5 Headline Measures

The 16-18 school and college performance tables have changed as a result of previously announced government reforms. These reforms support planning and development of the curriculum with the best interests of the institution and the learner at heart. The changes include new headline measures, changes to the technical qualifications and to the points assigned to grades, new rules for how students are included in measures and new rules for how students are allocated to institutions.

Outcomes are reported separately for students studying different qualifications. The following measures have been published in the performances tables dated January 2017:

- Value added progress in Academic and Applied General qualifications
- Attainment in Academic, A levels, Applied General and Tech Level qualifications
- English and maths progression at post 16
- Destinations (for the 2013/14 cohort)
- Additional measures: % achieving AAB in 2 facilitating subjects; Best 3 A levels, Tech Bacc
- Minimum Standards.

The progress score allocated to all schools and colleges are divided into the following categories:

- Well above average
- Above average
- Close to national average
- Below average
- Well below average

The well below average captures all those below the newly defined minimum standard.

##### 5.3 Reducing Budgets

The DfE have an expectation for new 6th forms to have 200 students or more, either in the institution or through partnership with other providers, to enable breadth of offer and to ensure financial viability. The majority of our 6th forms in Kent are below this but most continue to offer

breadth, with approximately 15 subjects being offered to meet the interests of their students. Students at very small school sixth forms may or may not be getting a good experience where they are able to access a broad range of courses to meet their interests. Some schools are running post 16 programmes with small class sizes below the ESFA guided class size of 15 learners, and this is not sustainable. Therefore, a key part of this Strategy is to support partnerships and collaborations between providers, especially between schools and colleges, to deliver the best post offer and achieve value for money. The need for this will increase as budget pressures remain in the system under the current funding arrangements.

#### 5.4 Apprenticeships Reforms

The introduction of the apprenticeship levy, is a Government initiative aimed at increasing the level of investment in apprenticeships by encouraging employers to invest in apprenticeship programmes and to raise additional funds to improve the quality and quantity of apprenticeship training.

Kent County Council has a levy charge of 0.5% on its annual salary bill and has had to pay a figure of £2.1 million since April 2017. As a public sector organisation KCC will also be given a 2.3% public sector target of apprenticeship starts, as part of the Government drive to achieve 3 million new apprenticeships. KCC has one overall target and this is broken down into two separate targets one for non school staff (KCC) and for schools staff, based on KCC's headcount and how the authority shows the employment of staff across the directorates. The total number of starts will be 523 and this will be broken down for non-schools of 230 and schools of 293.

Skills and Employability Service provides support to schools to understand the changes taking place and how they can develop new standards to match their business needs. Often applicants for apprenticeships do not have the necessary qualifications or have the appropriate experience to be work ready. There is a commitment at KCC to develop personalised programmes, so young people can progress onto an apprenticeship. Our apprenticeship ambassadors will support students to understand the apprenticeship offer to increase the number of 16-18 apprenticeship starts to 3300 for 16/17.

#### 5.5 Changing Delivery Models

In line with many local authorities, KCC is developing a new education services company delivery model in partnership with schools. This aims to ensure support services can be sustained, especially to support school improvement and the 14-24 Strategy, and we continue to meet the needs of young people to achieve better outcomes and secure economies of scale and value for money.

The aim of Skills and Employability Service within the new delivery model will be to continue to work in partnership with schools to:

- Improve learner achievement and learner destinations
- Increase participation and employment for all learners
- Move from the existing offer of services, which is funded entirely by KCC, and develop a high quality traded services model for all providers.

The objectives will be:

- Support the development and delivery of 14 to 19 programmes
- Increase the take-up of apprenticeships in schools.
- Support the needs of vulnerable learners.
- Encourage a collaborative offer and more effective partnerships between schools and other providers
- Increase employer involvement in curriculum delivery.
- Enhance CEIAG and progression outcomes for learners.
- Support young people and adults into progressive and sustainable further learning, employment with training or employment through opportunities to improve literacy and numeracy levels
- Support employers to recruit and train employees in order to reduce skills gaps and grow.

To this end, the Service has built on existing good practice and in consultation with schools has developed the following services which are, or can be, traded:

- Grades 4+ maths and English online learning to consolidate classroom based teaching for students pre and post 16.

## Section 5 continued

### Changes and new Opportunities for 14 to 24 Provision in Kent

- A Kent badged national Careers platform, Success at Schools, to support professionals and students in guidance and career choice
- NVQ level 4 guidance to add certificated up skilling to career professionals
- Advice, support and guidance to plan, develop and deliver 14 – 19 progression pathways into sustainable further learning, employment with training or employment
- Advice, support and guidance to deliver supported employment
- Children's University packages to deliver pupil and parent aspiration to learn to full potential and to secure positive destinations
- A full conference and Specialist Network calendar for the academic year 2017–18 to reflect schools' current needs for information and support.

These traded services will complement and enhance the activities the Service undertakes to support raising attainment, increase participation and support the vulnerable to positive destinations.



# Section 6

## Next Steps for Improvement

**In this section we set out the more detailed actions to deliver on our priorities for further improvement to the 14-24 offer in Kent and the outcomes achieved by young people.**

### Extend Technical Education

#### 1. Tech Levels

##### Context

As we move forward, we need to get maximum benefit from the opportunities presented by the reformed qualifications and accountabilities at both key stages 4 and 5. In developing new curriculum models schools and other providers will need to constantly review qualification options and packages of subjects which can deliver appropriate 14 to 19 programmes that offer progression and clear destinations for all young people to succeed.

A significant emphasis in the reforms has been the development of Technical Levels.

Results for 2016 show that the Average Point Score per entry achieved by students in Kent schools at Technical Level was 36.7 which was slightly below the national average of 36.9 and equivalent to a Distinction+.

##### Action

We will provide teaching resources and high quality information for schools delivering new technical programmes by:

- Developing new subject specialist networks in, Health and Social Care, Financial services, Sciences, Engineering. This will include effective employer engagement in the delivery of these programmes.
- Creating strong partnerships between schools, colleges and employers which will ensure there are progression opportunities for all young people opting for a technical pathway
- Working with schools to provide information advice and guidance for young people at ages 16,17 and 18 on apprenticeships including level 4 and degree apprenticeships

#### 2. Applied General Qualifications

##### Context

Applied General advanced (Level 3) qualifications apart from A levels are currently the main post 16 qualifications used by the majority of Kent schools. In 2016, the Average Point Score per entry achieved by Applied General students in Kent schools was 37.0 which is below the national average of 38.0 and equivalent to a Distinction+.

##### Action

We will support schools to improve outcomes for all young people who opt for applied general qualifications by:

- Sharing good practice and expertise on the delivery of applied general qualifications with all Kent schools
- Developing school to school support, inform all networks and collaborations which improve the quality of teaching and learning at Key Stage 5
- Providing high quality online learning resources for English and maths.

## Section 6 continued

### Next Steps for Improvement

#### 3. The Technical Baccaulaureate

##### Context

The Technical Baccaulaureate is a new performance measure that allows young people, aspiring to a technical career, a high-quality alternative to the A level route. This recognises the achievement of students taking advanced (Level 3) programmes which include a DfE approved Tech Level, level 3 maths and extended project qualifications.

In Kent schools in 2016, 20 students achieved a Technical Baccaulaureate representing over 15% of the 129 students in state funded schools nationally.

##### Action

We are intending to expand this programme over the next academic year by:

- Supporting to schools to identify areas of specialisation for 14 to 19 pathways which link to identified skills gaps
- Supporting more schools to work in partnership with Colleges to develop this qualification option.

#### 4. IB and IBCP

##### Context

The Baccaulaureate qualifications, the Diploma and IBCP are a significant strength in a number of Kent schools. The expansion of the IBCP programme to 20 Secondary schools will significantly increase the number of young people engaged in this broad and balanced programme offer. The outcomes for Diploma learners were very positive in 2016, the average points achieved by International Baccaulaureate students in Kent schools was 208.6 which is above the national figure of 201.0.

In Kent, 540 young people took this qualification in 2016. The progression registered was positive at 0.62. The destination for learners who followed the IBCP has also been positive with many young people moving from this programme into Higher Education or degree apprenticeships. We will continue to support the further development of the IBCP and support schools to share best practice and lessons learnt from the introduction of the IBCP curriculum delivery model.

##### Action

We will do this by:

- Supporting more young people into higher and degree apprenticeships
- Providing a range of careers education, information, advice and guidance resources for IBCP learners, based on the local economic profile and Kent employment opportunities
- Expanding the range of technical qualifications offered within the IBCP
- Exploring the opportunity to develop a one year IB foundation programme.



## 16 - 18 Apprenticeships

### Context

The 16-18 Apprenticeship Campaign continues to develop between KCC, the Kent Association of Training Organisations (KATO), the Kent Further Education Colleges (KFE) and Medway Council. There is an effective partnership to promote and increase the apprenticeship offer across Kent and Medway.

During the past year the partnership helped achieve the highest number of 16-18 apprenticeship starts in Kent of 3020, which was the first time we had achieved over 3000 for this age. The new apprenticekent website launched in October 2016 currently has over 1300 young people registered on the site looking for an apprenticeship opportunity.

### Action

We will:

- Develop the apprenticeship ambassadors role with schools to promote the benefits of apprenticeships to students
- Increase the number of schools employing apprentices to meet the new public sector target of 2.3%
- Develop new Higher and Degree level apprenticeship standards which match the needs of schools, for example a teacher degree apprenticeship
- Promote an apprenticeship campaign for schools to raise the awareness of apprenticeship to young people, parents and their role as an employer
- Support the Kent Guilds to build closer collaborative partnerships with schools and employers to promote the benefits of their industries for future apprentices
- "Made in Kent" campaign to raise the awareness of the changes to apprenticeships and how employers can access new apprenticeship funding
- Develop a technical qualification group for providers to discuss and share good practice and address concerns on the technical qualifications and the route into apprenticeships
- Continue development of the apprenticekent website to offer a variety of apprenticeship roles across Kent.

## Section 6 continued

### Next Steps for Improvement

#### Improve progression

##### Context

A key focus of the Strategy is to decrease the number of 16 – 19 year olds who follow courses and do not raise their level of qualifications. Those young people who are yet to reach Level 2 often have multiple barriers to achievement.

##### Action

We will:

- Support 14-19 providers across all districts to collaborate to achieve the best outcomes for all learners and ensure there are pathways which offer progression
- Share with providers good practice on Key Stage 4 and 5 curriculum modelling and guidance
- Support schools, colleges and work based providers in the development of appropriate programmes which work towards achievement of grades 4+ Maths and English GCSE and level 2 functional skills.
- Develop a progression protocol between schools and colleges for vulnerable learners.
- Provide supported progression pathways for all young people with more complex needs including supported employment and internship opportunities.

#### Increase Participation Year 13

##### Context

In January 2017 95.1% of Year 12 students (academic age 16) were participating while the figure for Year 13 (academic age 17) was 86.8%. This gives an overall figure of 90.9%. The drop out rate at age 17 is too high.

##### Action

In order to support schools, colleges and work based trainers to increase participation particularly in Year 13 we will:

- Support providers to improve outcomes for learners at ages 16, 17, and 18 including positive destinations at 18, by providing models of academic and technical learning appropriate to local economies and further and higher learning.
- Continue to track all young people to the age of 18 and feedback to schools and other providers when young people disengage from their intended destination
- Plan, deliver and evaluate participation and engagement strategies in all districts in order to develop full participation to age 18, including the development of a transition year
- Continue to work across all services to reduce NEETs and Not Known figures, to improve schools' and colleges' destination outcomes and increase participation for vulnerable 16 – 18 year olds through specialist support and study programmes working in partnership with schools, colleges and other providers

## Increase Participation Year 12

### Context

Further work needs to be done to reduce the number of young people who become NEET during and at the end of Year 12

### Action

In order to maintain (that is, reduce drop out mid post 16 learning) and increase participation we will:

- Continue to work in partnership to improve the quality and breadth of post 16 programmes in schools and colleges
- Continue to research and produce the district data packs to inform the planning of 14-19 high quality progression pathways, in line with the providers' annual planning cycle, especially for vulnerable and SEND students and those with multiply barriers to learning who need pathways to age 24
- Continue to develop, coordinate and evaluate the Ready to Work offer, with an interactive module enabling schools to offer more inclusive career guidance.

## Career Information Advice and Guidance

### Context

The role of careers education and guidance in a young person's learning is crucial to making informed choices about appropriate learning pathways and future destinations.

### Action

We will continue to build on the Kent Careers Framework to

- Develop, update and manage the Kent Choices website and Kent Choices live events with a view to increasing impact on young people. Their views, as well as the views of schools and other providers will be considered in this reshaping.
- Review in consultation with schools, colleges and other training providers the Kent Careers Framework in order to secure better progression for young people, including a significant focus on employer engagement and labour market intelligence
- Continue to co-ordinate and strengthen the Kent Careers Network in order that schools and colleges Career Guidance Co-ordinators are kept informed on current practice and duties.
- Develop an online careers platform to provide a one stop shop for professionals, young people, parents and carers.

## Section 6 continued

### Next Steps for Improvement

#### Develop Employment Engagement Programmes for Vulnerable Learners

##### Context

Over the past 3 years the Skills and Employability service has significantly increased the number of supported employment opportunities for young people who are vulnerable and have additional learning needs. This has been nationally recognized for providing sustained employment for young people who would not have entered the labour market.

##### Action

We will continue to build capacity in schools and colleges to help the successful transition and provide more supported employment opportunities by:

- Developing capacity to deliver supported employment programmes for vulnerable learners to ensure continuity in progression at age 18
- Developing a range of post 16 pathways including traineeships, work experience, supported apprenticeships and supported internship programmes for vulnerable learners in order to improve their participation and progression into employment.

#### Employer Engagement

##### Context

While facilitating schools and learners to understand labour market information and recognise skill gaps, we will also facilitate employers' recruitment needs.

##### Action

We will:

- Manage the work of the Kent and Medway Skills Commission in order to inform providers of skill gaps and employer needs in order to improve provision of learning and skills.
- Co-ordinate and oversee the development of the Guilds in the priority sectors within the LEP in order to facilitate employer engagement with providers and build a database of work experience placements to enhance study programmes particularly the new technical qualification and re-engagement packages.
- Submit bids for LEP funding with other strategic partners to improve pathways and progression routes for young people.

### Targeted Support for Progression to Level 3

#### Context

A significant number of young people, in particular vulnerable learners, experience barriers to progression on to level 3 programmes and apprenticeships. In addition, the new progress measures for maths and English show the average change in grade in these subjects from the end of key stage 4 to the end of key stage 5. A student is not disadvantaged by achieving 2 or more grades lower than prior attainment.

Nationally average progress is negative for both English (-0.10) and maths (-0.13)

For English and maths, approximately 21% of students in England in each subject did not enter an approved English or maths qualification during 16-18 studies and subsequently received a score of -1 in the measure.

The table below sets out the English and maths progress measures for Kent schools and types of institution. At this stage only ranges are available.

Type of institution	English and Maths Progress			
	Number of students included in English progress measure (without at least an English GCSE grade C by end of key stage 4)	Average progress made in English	Number of students included in maths progress measure (without at least a maths grade C by end of key stage 4)	Average progress made in maths
<b>England</b>		<b>-0.1</b>		<b>-0.13</b>
<b>Kent</b>	<b>1,019</b>		<b>1,349</b>	
Grammar Schools	9	0.00 > 2.75	22	-0.20 > 1.00
High Schools	725	-0.71 > 1.67	926	-1.0 > 0.92
Wide Ability	285	-0.37 > 1.00	401	-0.31 > 0.71

Table 12 DFE January release 2017

Nationally the average progress was negative in both subjects. Higher progress was recorded in English than Maths in Kent High schools' student profile is evidenced by the wide progress range.

The delivery of post 16 maths needs review.

#### Action

We will:

- Continue to work in partnership with providers to provide eLearning packages for those students who have not reached level 2 GCSE maths and English (from August 2017 this will be grade 4 upwards to 9).
- Develop an offer of training courses to excellent teachers of other subjects to develop the skill of delivering maths and English to grade 4, with the intention of relieving a teacher recruitment issue.

## Section 6 continued

### Next Steps for Improvement

#### Narrowing the Gap

##### Context

Outcomes for disadvantaged learners at age 18 continue to be unacceptably low. The achievement gaps between this group and other learners still need to improve significantly at all levels.

In 2016 there were 1,715 students eligible for free school meals at the end of Key Stage 4, of which 27.3% (468) achieved 5 grades at A\* - C with maths and English, a 34.3 gap compared with non FSM students. FSM Level 3 completions at the end of the academic year stood at 301 young people, which was only 3% of level 3 completions.

FSM eligible students show much lower prior attainment. Only 68.1% of this cohort achieved 5+A\* - C GCSE with English and maths (v. 86.3% for non FSM). 78.4% of the same cohort achieved 5+ A\* - C GCSE (v. 92.8% for non FSM) This lower prior attainment is reflected in outcomes and progression at Key Stage 5.

Advanced level APE is 28.4 for FSM students (v. 32.3 for non FSM students). This translates to a third of a grade difference. This third difference manifests itself in Applied General and Tech Level qualifications. There will be a more focused approach to narrowing the post 16 gaps through this revised strategy.

##### Action

We will:

- Provide continued support for vulnerable learners, firstly to make the transition to post 16 delivery, and secondly to stay the course and not drop out at 17
- Develop transition protocols between schools and colleges
- Provide specialist guidance training for KCC staff working directly with disadvantaged groups.

#### The Transition Year

##### Context

The Post 16 Skills Plan's ambition is that every young person, after an excellent grounding in the core academic subjects and a broad and balanced curriculum to age 16, is presented with two choices: the academic or the technical option. The academic option is already well established, but the technical option must also be world-class. As with the reforms in higher education, it is desirable to improve both the quality of education and student choice. There should be appropriate bridging courses to make movement between the two options easily accessible.

The system needs to work for all groups of students. This will include ensuring that individuals who are not ready to access a route at age 16 (or older if their education has been delayed) can access up to a year of tailored and flexible support based on their prior attainment and aspirations.

This year, which will be funded by the ESFA, just as any other study programmed, is known as the Transition Year.

##### Action

We will:

- work with schools and colleges to plan and develop the transition year to provide those students needing the extra time to develop their employability skills, including maths English, and to make available to them quality guidance and careers education to identify technical learning based on labour market information.

## Planning and Developing New 14 to 19 Cost Effective Provision

### Context

The Strategy, moving forward, will have a distinct focus on 14 to 19 curriculum planning, design, and employer engagement to develop programmes that promote successful and sustained destinations. The intention is to develop academic, applied and technical pathways into employment. This includes developing good models of work experience, internships, traineeships and entry into apprenticeships. Alongside these entry to employment routes we will develop models of a new innovative one year transition programme for young people who wish to change direction in Year 12.

This revised strategy will strengthen the link between curriculum design and the world of work in line with the Post 16 Skills Plan.

### Action

We will work with schools, colleges and training providers to ensure that in each district there is an annual review of the District Data Pack to consider:

- Total curriculum offer to meet the needs of the labour market
- Gaps in provision
- Provision that lacks progression opportunities for learners
- Over-provision; and
- Provision which meets the needs of learners in all districts ensuring any offer of provision is financially sustainable as part of the process of supporting schools' curriculum planning
- Developing a new models for the transition year for both academic and technical pathways
- Inviting schools, colleges and work based learning providers to an ongoing and developing programme of briefings and conferences on 14 – 19 issues including information, advice and guidance and curriculum remodelling, and employer engagement.

### Looking Forward

The Strategy will not achieve its aims without continuing collaboration with partners to promote developments across individual schools and groups of schools, multi academy trusts, colleges, work based training and employers to deliver wide ranging programmes to include the IB, IBCP, Tech Bacc, a highly academic post 16 environment or a transition study programme.

The Strategy also works alongside other bodies, for example with the Employer Guilds, the Joint Managers and Partners Group, The Kent and Medway Skills Commission, the Kent Association of Headteachers, the Careers and Enterprise Company, the Learning Plus UK organization (which supplies data) and the ESFA and the DfE.

A key focus is to continue to promote more collaborative working across the range of education and skills training providers and employers through the revised 14-24 Strategy. We will succeed depending on the effectiveness of our collaborations and partnership. Kent young people depend on this for their success.

Review of the 14–24  
**Learning, Employment  
and Skills Strategy**  
2017 - 2020