

Public Document Pack

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16 September 2020

Children and Young People's Services Scrutiny Committee

A virtual meeting of the Committee will be held at **10.30 am** on **Thursday, 24 September 2020**.

Note: In accordance with regulations in response to the current public health emergency, this meeting will be held virtually with members in remote attendance. Public access is via webcasting.

The meeting will be available to watch live via the Internet at this address:

<http://www.westsussex.public-i.tv/core/portal/home>

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Director of Law and Assurance

Agenda

- 10.30 am 1. **Declarations of Interests**
- Members and officers must declare any pecuniary or personal interest in any business on the agenda. They should also make declarations at any stage such an interest becomes apparent during the meeting. Consideration should be given to leaving the meeting if the nature of the interest warrants it. If in doubt please contact Democratic Services before the meeting.
- 10.32 am 2. **Minutes of the last meeting of the Committee** (Pages 5 - 10)
- The Committee is asked to agree the minutes of the meeting held on 4 June 2020 (cream paper).
- 10.34 am 3. **Urgent Matters**
- Items not on the agenda which the Chairman of the meeting is of the opinion should be considered as a matter of urgency by reason of special circumstances, including cases where the Committee needs to be informed of budgetary or performance issues affecting matters within its terms of reference, which have emerged since the publication of the agenda.

- 10.45 am 4. **Forward Plan of Key Decisions** (Pages 11 - 24)
- Extract from the Forward Plan dated 10 September 2020.
- An extract from any Forward Plan published between the date of despatch of the agenda and the date of the meeting will be tabled at the meeting.
- The Committee is asked to consider whether it wishes to enquire into any of the forthcoming decisions within its portfolio.
- 10.50 am 5. **Children First Improvement - Service Update** (Pages 25 - 38)
- Report by Executive Director of Children, Young People and Learning.
- The report updates the Committee on developments in the Children First programme since its last update in June.
- 12.20 pm 6. **Education and Skills Annual Report Task and Finish Group Recommendations** (Pages 39 - 68)
- The Education and Skills Annual Report provides an overview of the main outcomes achieved by West Sussex learners, highlights strengths and indicates areas for improvement.
- Scrutiny of the 2019 report was undertaken by a Task and Finish Group of Committee members in July 2020. Attached are: -
- a) Education and Skills Annual Report Task and Finish Group Recommendations
 - b) Response from the Cabinet Member for Education and Skills
 - c) Draft 2020 Education and Skills Annual Report
- The Committee is asked to note the recommendations of the TFG and Cabinet Member response.
- 12.35 pm 7. **Business Planning Group Report** (Pages 69 - 76)
- The report informs the Committee of the Business Planning Group meetings held on 9 March 2020 and 25 June 2020, setting out the key issues discussed.
- The Committee is asked to endorse the contents of this report, and particularly the Committee's Work Programme revised to reflect the Business Planning Group's discussions (attached at Appendix A).

- 12.45 pm 8. **Appointments to the Business Planning Group**
- The Committee to make appointments to fill the vacancies on the Business Planning Group.
- 12.47 pm 9. **Possible Items for Future Scrutiny**
- Members to mention any items which they believe to be of relevance to the business of the Scrutiny Committee, and suitable for scrutiny, e.g. raised with them by constituents arising from central government initiatives etc.
- If any member puts forward such an item, the Committee's role at this meeting is just to assess, briefly, whether to refer the matter to its Business Planning Group to consider in detail.
- 12.52 pm 10. **Requests for Call-In**
- There have been no requests for call-in to the Scrutiny Committee and within its constitutional remit since the date of the last meeting. The Director of Law and Assurance will report any requests since the publication of the agenda papers.
- 12.53 pm 11. **Date of Next Meeting**
- The next meeting of the Committee will be held on 5 November at 10.30am. Probable agenda items include:
- Children First Improvement Programme
 - Fostering Service Review
 - Impact of Covid-19 on Educational Outcomes for Children and Young People
- Any member wishing to place an item on the agenda for the meeting must notify the Director of Law and Assurance by 21 October 2020.

To all members of the Children and Young People's Services Scrutiny Committee

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Children and Young People's Services Scrutiny Committee

4 June 2020 – At a meeting of the Children and Young People's Services Scrutiny Committee held at 10.30 am at Virtual meeting with restricted public access.

Present: Cllr Barling (Chairman)

Cllr Lord	Cllr Hall	Cllr Wickremaratchi
Cllr Baldwin	Cllr Hillier	Mr Lozzi
Cllr Bridges	Cllr A Jones	Mrs Roberts
Cllr Burgess	Clr Lea	Mrs Ryan
Cllr Flynn	Cllr Sudan	Mr Cristin

Also in attendance: Cllr Nigel Jupp, Cllr Marshall and Cllr Russell

7. Declarations of Interests

7.1 No recordable interests were declared.

8. Minutes of the last meeting of the Committee

8.1 Resolved – that the minutes of the meeting held on 14 April 2020 be approved as a correct record and that they be signed by the Chairman.

9. Urgent Matters

9.1 The Chairman asked Cllr Nigel Jupp, Cabinet Member for Education & Skills to update the Committee on the return of pupils to school. The Cabinet Member told the Committee that: -

- 99% of schools would be open by the week commencing 15 June
- Immediately prior to the reopening of primary schools in the week commencing 1 June, the number of children of key workers and vulnerable children allowed to attend our primary and secondary schools under the lockdown restrictions compared to the total of school children in the county was nearly twice the national average
- Attendance figures for the week commencing 8 June would be provided to members of the council when they are known

9.2 The Director of Education & Skills added that there had been no guidance yet from the Department for Education about how schools would open in September, but the Council was looking into possible extra accommodation to comply with social distancing rules.

10. Responses to Recommendations

10.1 The Committee considered the responses to recommendations it made its 4 March 2020 and 14 April 2020 meetings (copies appended to the signed minutes) - the following points were covered in relation to the response regarding small schools: -

- The Cabinet had considered all the points raised by the Committee but felt that the decision should go ahead to comply with the Schools Effectiveness Strategy
- The Education, Health & Care Plans (EHCPs) of children with special needs identified the additional help they required, and this would be provided at new schools. So far three out of four pupils with EHCPs at Clapham & Patching had found new schools

10.2 Resolved – that the Committee notes the responses to recommendations.

11. Forward Plan of Key Decisions

11.1 The Committee considered an extract from the Forward Plan dated 20 May 2020 (copy appended to the signed minutes). The Committee asked questions about the decision on the proposed change of status for Forest Boys' School, Horsham and St Andrews CE Boys' School, Worthing to co-educational schools and received the following answers/assurances

- The proposals had the support of the governors of each school
- The driver for the change to co-educational provision was to ensure sufficient pupil numbers at each school so that they were sustainable in the future
- With the population increasing in each area, the viability of the local girls' schools should not be affected
- The consultation on the proposals was open until the end of June and was available through the County Council's website. The neighbouring girls' schools, parents and neighbourhood Councils would be able to partake in the consultation process to provide their views

12. Children First Improvement - Service Update

12.1 The Committee considered a report by the Executive Director of Children, Young People and Learning (copy appended to the signed minutes) which was introduced by Cllr Russell, Cabinet Member for Children & Young People who made the following points: -

- Referrals to the Multi-Agency Safeguarding Hub (MASH) were expected to increase now that children were returning to school – staffing levels were sufficient to cope with this
- Face to face visits had increased
- An OFSTED inspector had been seconded to the Council's Adolescent Family Resource Team to provide support during the Covid-19 pandemic
- In Early Help, safeguarding concerns were being dealt with and care packages and resources were still being delivered
- The voice of the child was still being heard though video, texting and phone calls and the Department of Digital Media & Sport has requested to interview the team in relation to examples of good support given during Covid-19
- 1,396 Early Help Plans had been put in place with the proportion of referrals to social care being 2.6% against a predicted 2.8%
- The Early Help service was being remodelled and it was expected that plans would be developed by September

- The Step Across Panel has helped 343 children move to Early Help from Social Care
- Early Help has helped other areas during Covid-19 and will continue to do so during the recovery phase. The service was expecting a spike in demand as pupils returned to school
- The Pause service has continued to help young women through virtual means
- 50% of early years settings remained open at the peak of Covid-19
- 101 vulnerable children have been attending early years settings with support available to 188 who have not been able to attend
- 1,555 children of critical workers had been attending early years provision
- Questions around funding meant that not all early years' settings would open from 1 June
- The service anticipated greater demand in areas of the County hit by unemployment in the travel and tourism industries
- The review of in-house residential services had been delayed by Covid-19
- The Fostering service has met with the United Foster Carers' Association to review the foster care allowance scheme and improve recruitment and retention of foster carers

12.2 Lucy Butler, Executive Director of Children Young People and Learning added the following: -

- 90% of social workers kept working during Covid-19 often using virtual methods to contact children. This was popular with older young people and would be continued
- Assistant Director posts for Corporate Parenting and Quality & Assurance were currently being advertised
- Improvement work had continued as a priority during the pandemic with the Improvement Board continuing to meet. Ofsted inspections had been delayed, with no inspections anticipated before September
- The County Council's Promise for Looked After Children and those leaving care was being digitally launched in June
- The service is continuing to focus on prevention and was working to put a practice model in place
- Establishing a Children's Trust had been paused until August, however the legal and financial work would continue

12.3 Summary of responses to committee members questions and comments: -

- The Commissioner for Children's Services in West Sussex received monthly updates on the County Council improvement progress and also provides updates to the Department for Education
- Service remodelling meant less buildings, not a reduced service which would in fact be enhanced
- An impact assessment by Human Resources and a new recruitment & retention offer in September would hopefully offset deferred resignations and the end of the recruitment & retention offer that could lead to a high number of social workers leaving in the autumn

- The journey of the child from the child's point of view was being looked at as part of the service redesign with the aim of there being the least number of disruptions possible e.g. fewer changes of social worker
- The aim was for social workers to have between 13 and 16 cases at one time to maintain quality of service, so caseloads were monitored weekly with extra resources used where necessary
- Newly qualified social workers were supported and fed back on their experience near the end of their first year
- A preventative practice model helped reduce caseloads and the amount of time children and families spent in social care
- It was not possible to grade caseloads due to the complexity and difference between individual cases
- The Council employed more agency staff than it wished and was working towards a more sustainable workforce – **ACTION:** Lucy Butler to provide the Committee with the number of agency workers in the Looked After Children service
- Thirty social workers were about to join the Council and it was hoped a further ten would join in September
- The number of children harmed had remained consistent over the last five months – **ACTION:** Sally Allen to provide relevant data to the Committee
- Households identified by the early help hubs as suffering due to loss of income during Covid-19 were given help
- The Committee recognised that reduced social worker caseloads were critical in the improved quality of work and outcomes for children and wished to be kept informed on caseload numbers at a future meeting
- The Committee noted the amount of work that had progressed during the Covid-19 pandemic and thanked officers for their work to continue the improvement journey
- The Committee also requested to be kept updated on the impact of Covid-19 on workforce numbers at a future meeting as workforce stability was also key to improve the outcomes for children

12.4 Resolved – that the Committee is satisfied with the direction of travel and progress being made on the Children First improvement journey.

13. Practice Improvement - Neglect

13.1 The Committee considered a report by the Executive Director for Children, Young People and Learning (copy appended to the signed minutes) which was introduced by Cllr Russell, Cabinet Member for Children & Young People who told the Committee that Children's social care had launched virtual neglect training and webinars for all staff to complete by the end of June.

13.2 Lesley Walker, Chairman of the West Sussex Children's Safeguarding Board told the Committee: -

- Children and young people were spoken to directly if they were involved with the Child Protection service in the preceding three months – information from this showed where improvements could be made

- The Neglect Strategy had been reviewed with tools and individual action plans developed
- There had been excellent sign-up from partner agencies, all of which had their own action plans in place
- There was quarterly scrutiny and an impact framework measured the effectiveness of work that had been put in place

13.3 Sally Allen, Deputy Director, Children's Services told the Committee: -

- In developing the toolkit, the Council consulted partners and looked at best practice in other authorities, especially Hampshire and East Sussex from which the following four components were taken: -
 1. Chronology – recognising the accumulative impact of neglect
 2. A day in the life of the child – to understand the child's experience
 3. Parent/child observation – to see how they interact together
 4. Assessment check list – to prompt practitioners what to look for
- Partners have agreed to complete the chronology and the day in the life of a child tool
- Partners were also given an analysis tool to help identify the level of risk
- 24 neglect champions lead on training and support with staff and practitioners through webinars and e-learning

13.4 Summary of responses to committee members' questions and comments: -

- There was positive feedback from practitioners and staff that had used the toolkit
- The toolkit and chronology were now being used frequently
- It was hard to say whether an increase in identification of children needing help was good or bad, what was key was the amount of time they were classified as children in need or had protection plans
- The numbers of those taking part in e-learning was recorded
- Multi-Agency Safeguarding Hub (MASH) practitioners had taken part in training
- The neglect champions were pivotal in embedding the neglect strategy and toolkit and received feedback on them from practitioners
- The Council was keen to promote the neglect strategy with district/borough councils and the voluntary sector and would tweak training sessions to fit their needs if necessary
- The Committee highlighted the importance of this area of work and its impact on reducing the numbers of children entering social care. It was vital that there was demonstrable evidence that this work was making a difference to children and families. On that basis, the Committee requested an update on the work at its next meeting to see how the work was bedding in

13.5 Resolved – that the Committee welcomes the work being undertaken and is satisfied with the direction of travel and would welcome an update at its next meeting to assess the difference the work is making to children and families.

14. Possible Items for Future Scrutiny

14.1 Cllr Nigel Jupp, Cabinet Member for Education & Skills, gave the following update on Woodlands Meed school following a decision by Cabinet on 26 May: -

- The the £20m funding for the new building had been approved and work was taking place on the design - the planning application is programmed to be submitted in November
- Only 2% - 3% of the building layout was yet to be agreed but it was expected that the build would be completed on time

14.2 Cllr Barling, Chairman of the Committee, reported that there would be a Task & Finish Group on the Education & Skills Annual report in July. Members of the Group are Cllr Lord, Cllr Hillier, Cllr Flynn, Cllr Sudan, Cllr Anne Jones, Cllr Baldwin and Cllr Burgess.

15. Requests for Call-In

15.1 There had been one request for call-in since the last meeting - Small Schools proposals - Cabinet Decision ES 20/21. The Director of Law and Assurance concluded that no valid grounds for a call-in had been provided. The call-in request was therefore declined.

16. Date of Next Meeting

16.1 The next meeting of the Committee will be held on 24 September at 10.30 am.

The meeting ended at 1.09 pm

Chairman



Forward Plan of Key Decisions

The County Council must give at least 28 days' notice of all key decisions to be taken by councillors or officers. The Plan describes these proposals and the month in which the decisions are to be taken over a four-month period. Decisions are categorised according to the [West Sussex Plan](#) priorities of:

- **Best Start in Life** (those concerning children, young people and schools)
- **A Prosperous Place** (the local economy, infrastructure, highways and transport)
- **A Safe, Strong and Sustainable Place** (Fire & Rescue, Environmental and Community services)
- **Independence in Later Life** (services for older people or work with health partners)
- **A Council that Works for the Community** (finances, assets and internal Council services)

The most important decisions will be taken by the Cabinet. In accordance with regulations in response to the current public health emergency, Cabinet meetings will be held virtually with councillors in remote attendance. Public access will be via webcasting and the meetings will be available to watch online via our [webcasting website](#). The [schedule of monthly Cabinet meetings](#) is available on the website. The Forward Plan is updated regularly and key decisions can be taken on any day in the month if they are not taken at Cabinet meetings. The [Plan](#) is available on the. [Published decisions](#) are also available via the website.

A key decision is one which:

- Involves expenditure or savings of £500,000 or more (except treasury management); and/or
- Will have a significant effect on communities in two or more electoral divisions in terms of how services are provided.

The following information is provided for each entry in the Forward Plan:

Decision	A summary of the proposal.
Decision By	Who will take the decision - if the Cabinet, it will be taken at a Cabinet meeting in public.
West Sussex Plan priority	Which of the five priorities in the West Sussex Plan the proposal affects.
Date added	The date the proposed decision was added to the Forward Plan.
Month	The decision will be taken on any working day in the month stated. If a Cabinet decision, it will be taken at the Cabinet meeting scheduled in that month.
Consultation/ Representations	How views and representations about the proposal will be considered or the proposal scrutinised, including dates of Scrutiny Committee meetings.
Background Documents	The documents containing more information about the proposal and how to obtain them (via links on the website version of the Forward Plan). Hard copies are available on request from the decision contact.
Author	The contact details of the decision report author
Contact	Who in Democratic Services you can contact about the entry

Finance, assets, performance and risk management

Each month the Cabinet Member for Finance reviews the Council's budget position and may take adjustment decisions. A similar monthly review of Council property and assets is carried out and may lead to decisions about them. These are noted in the Forward Plan as 'rolling decisions'.

Each month the Cabinet will consider the Council's performance against its planned outcomes and in connection with a register of corporate risk. Areas of particular significance may be considered at the scheduled Cabinet meetings.

Significant proposals for the management of the Council's budget and spending plans will be dealt with at a scheduled Cabinet meeting and shown in the Plan as strategic budget options.

For questions contact Helena Cox on 033 022 22533, email helena.cox@westsussex.gov.uk.

Published: 10 September 2020

Forward Plan Summary

Summary of all forthcoming executive decisions in West Sussex Plan priority order

Decision Maker	Subject Matter	Date
Cabinet Member for Education and Skills	Allocation of Section 106 Funding towards Education Infrastructure Capital Projects and Design Fees	September 2020
Cabinet Member for Education and Skills	Parklands Primary School, Chichester - Funding for remedial works programme	September 2020
Cabinet Member for Education and Skills	Phase 2 Special Support Centre Programme - Allocation of Design Fees	September 2020
Director of Property and Assets	Award of contract for construction of new school hall at Thorney Island Primary School	September 2020
Cabinet Member for Education and Skills	Allocation of Section 106 Funding to Provide Additional Furniture, Fittings and Equipment in Schools	September 2020
Cabinet Member for Children and Young People	Children Looked After and Care Leavers' Strategy 2020-2024	September 2020
Cabinet Member for Education and Skills	Expansion of Palatine Primary School, Worthing	September 2020
Cabinet Member for Education and Skills	The re-designation of Post 16 provision at Oak Grove College, Worthing	October 2020
Cabinet Member for Education and Skills	Slinfold CE Primary School - Funding for Replacement of Modular Teaching Accommodation	October 2020
Cabinet	Scope of services for a proposed Children's Trust	October 2020
Executive Director Children, Young People and Learning	Children's Trust Phase 2 Procurement	October 2020
Director of Property and Assets	Award of contract for installation of Modular Teaching Block at Queen Elizabeth II Silver Jubilee Special School, Horsham	October 2020
Cabinet Member for Education and Skills	Replacement All Weather Pitch at Tanbridge House School, Horsham	November 2020
Cabinet Member for Education and Skills	Provision of an All Weather Pitch at The Forest School, Horsham	November 2020

Best Start in Life

Cabinet Member for Education and Skills

Allocation of Section 106 Funding towards Education Infrastructure Capital Projects and Design Fees	
<p>Developer contributions towards education provision are secured by means of conditions attached to planning permissions under Section 106 of The Town and Country Planning Act 1990 or the Community Infrastructure Levy (CIL). Contributions are sought by the Education and Skills School Organisation and Development Team and collected either direct by the County Council or, in some cases, by the District or Borough Council on the County Council's behalf.</p> <p>The contributions are required to mitigate the impacts of development and/or make the development acceptable in planning terms. When secured, the funding usually has a 10 year 'life' in which funds should be spent, in accordance with the criteria in the Section 106 agreement.</p> <p>Following a detailed review of Section 106 funds received for Education the Cabinet Member for Education and Skills will be asked to approve the allocation of Section 106 funds to deliver a number of Education capital projects across the County.</p>	
Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added	22 June 2020
Month	September 2020
Consultation/ Representations	<p>Schools</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the author or officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Parklands Primary School, Chichester - Funding for remedial works programme	
<p>Following the completion in 2018 of the expansion at Parklands Primary School in Chichester to create a 2 form entry (2FE) school a range of defects have been identified within the new school building which require addressing.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of capital funding from the Basic Need Capital Programme for the remedial works required at Parklands Primary School.</p>	
Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added	11 June 2020
Month	September 2020
Consultation/ Representations	<p>Legal Services</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the officer contact, by the beginning of the month in which the decision is due to be taken</p>
Background Documents (via website)	None
Author	Philippa Hind Tel: 033 022 23041
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Phase 2 Special Support Centre Programme - Allocation of Design Fees	
<p>There is a need to reduce the number of children and young people with Special Educational Needs and Disabilities (SEND) moving from maintained schools and academies into costly out of county education provision. Increasing provision for children and young people with SEND through the creation of additional places in Specialist Support Centres that are attached to mainstream schools and academies will assist with the aim of enabling children to attend school locally.</p> <p>In December 2019 Cabinet approved the proposal to develop phase two of the project for opening additional Special Support Centres in accordance with capital governance processes (decision reference CAB03(19/20)). Since that approval feasibility studies have been undertaken for school sites identified within the Phase 2 Special Support Centre Programme.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of capital funds to enable design work to progress for the prioritised projects following the completion of feasibility studies.</p>	

Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added	1 July 2020
Month	September 2020
Consultation/ Representations	Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Director of Property and Assets

Award of contract for construction of new school hall at Thorney Island Primary School	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. Over recent years there has been an increase in pupil numbers at Thorney Island Primary School and an enlarged school hall is now required to provide sufficient and suitable accommodation for the additional children.</p> <p>In June 2020 the Cabinet Member for Education and Skills approved the allocation of capital funding from the Basic Need Capital Programme to enable the project to proceed and delegated authority to the Director of Property and Assets to award the contract for the works (Decision reference ES01 (20/21)).</p> <p>Following receipt of this approval from the Cabinet Member, the Director of Property and Assets will be asked to award the construction contract to deliver the enlarged school hall.</p>	
Decision by	Andrew Edwards - Director of Property and Assets
West Sussex Plan priority	Best Start in Life
Date added	27 April 2020
Month	September 2020
Consultation/ Representations	School Representations concerning this proposed decision can be made to the Director of Property and Assets via the author or officer contact, by the beginning of the month in which the decision is due to be taken.
Background	Cabinet Member Decision Report ES01 (20/21)

Agenda Item 4

Documents (via website)	
Author	Liam Hayward Tel: 033 022 22002
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Allocation of Section 106 Funding to Provide Additional Furniture, Fittings and Equipment in Schools	
<p>Developer contributions towards education provision are secured by means of conditions attached to planning permissions under Section 106 of The Town and Country Planning Act 1990 or the Community Infrastructure Levy (CIL). Contributions are sought by the Education and Skills School Organisation and Development Team and collected either direct by the County Council or, in some cases, by the District or Borough Council on the County Council's behalf.</p> <p>The contributions are required to mitigate the impacts of development and/or make the development acceptable in planning terms. When secured, the funding usually has a 10 year 'life' in which funds should be spent, in accordance with the criteria in the Section 106 agreement.</p> <p>Following a detailed review of Section 106 funds received for Education the Cabinet Member for Education and Skills will be asked to approve the block allocation of Section 106 funds to deliver furniture, fittings and equipment at a number of Schools across the County.</p>	
Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added	22 June 2020
Month	September 2020
Consultation/ Representations	<p>Schools</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the author or officer contact, by the beginning of the month in which the decision is due to be taken</p>
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Children and Young People**Children Looked After and Care Leavers' Strategy 2020-2024**

The current Children Looked After and Care Leaver's Strategy (2018-21) is being updated following the Ofsted inspection of 2019 and the appointment of a Commissioner to work with West Sussex County Council

The update is necessary to ensure a strategic approach and evidence our commitment to ensuring that children who are looked after by the authority are happy, healthy, and safe and have the opportunity to achieve their full potential.

The proposed new strategy is the product of consultation with the Children in Care Council, Corporate Parenting Panel and partners. It will have an annually updated action plan to enable the service to measure delivery against the objectives outlined in the strategy and ensure resources are targeted so as to improve the quality of life for children and young people in the care of the local authority.

The Cabinet Member for Children and Young People is asked to support the adoption of the Children Looked After and Care Leavers' Strategy 2020-24.

Decision by	CIlr Russell - Cabinet Member for Children and Young People
West Sussex Plan priority	Best Start in Life
Date added	2 March 2020
Month	September 2020
Consultation/ Representations	<p>Corporate Parenting Panel - 12 March 2020, 25 June 2020 Children in Care Council Health Education Local Safeguarding Partnership Staff and Young People living in County Council Children's Homes</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Children and Young People via the author or officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	Cabinet Member Decision CYP04 (17/18)
Author	Louise Warren Tel: 033 022 24653
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Expansion of Palatine Primary School, Worthing	
<p>The Special Educational Needs and Disability (SEND) Strategy 2019-2024 aims to provide high quality local education provision for children and young people with SEND and optimise value for money from the High Needs Block of the Dedicated Schools Grant. As part of the development of the SEND Strategy, the County Council has identified an increased demand for extra provision in Special Schools across West Sussex to meet increasing needs. There is a requirement to both increase places at certain special schools and to ensure existing school accommodation meets the needs of the pupils on roll.</p> <p>Following a review of current numbers on roll, projected needs and the existing accommodation at Palatine Primary School in Worthing the need for additional accommodation has been identified, to meet a projected increase in pupils from 153 to 178. The school caters for a wide-range of Special Educational Needs and Disability for pupils aged between 4 and 11, including children with moderate and severe learning difficulties, complex social and communication difficulties and profound and multiple learning difficulties.</p> <p>A proposed project to deliver an increase in capacity would enable the school to offer suitable accommodation and support spaces for 178 pupils.</p> <p>The feasibility work for the project to accommodate the pupils has been completed. Following detailed design and associated cost estimates the Cabinet Member for Education and Skills will be asked to approve the allocation of the funds required to enable the project to proceed.</p>	
Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in LIfe
Date added	1 April 2020
Month	September 2020
Consultation/ Representations	<p>School, parents and local residents Parish and Borough Councils Cabinet Member for Finance and Resources</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the author or officer contact, by the beginning of the month in which the decision is due to be taken</p>
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills**The re-designation of Post 16 provision at Oak Grove College, Worthing**

Oak Grove is a special college in Worthing that offers provision for students with learning difficulties from Years 7-14.

One of the aims of the County Council's Special Educational Needs and Disabilities (SEND) and Inclusion Strategy 2019-2024 is to support the inclusion of all children and young people with SEND to participate in local mainstream schools and educational settings. Following assessment of options for post-16 provision for children with SEND it is recognised that many of the pupils with less complex needs who currently undertake their post-16 studies at Oak Grove could be successfully educated within mainstream Further Education Colleges, thereby enabling Oak Grove College to focus provision for students with more complex needs.

A public consultation on the proposal that post-16 provision at Oak Grove is redesignated to become more specialist and cater for pupils with complex needs including; Complex Autistic Spectrum Condition, Profound and Multiple Learning Difficulties and Severe Learning Difficulties will be undertaken during the autumn term.

Following assessment of the outcome of the consultation the Cabinet Member for Education and Skills will be asked to consider whether to proceed in approving the redesignation of post-16 provision at Oak Grove College to become more specialist focussing on pupils with complex needs with effect from September 2021.

Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added	8 July 2020
Month	October 2020
Consultation/ Representations	Schools Governing Bodies Parents and Carers Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None
Author	Oliver Lane-Smith Tel: 033 022 23105
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Slinfold CE Primary School - Funding for Replacement of Modular Teaching Accommodation	
<p>The County Council has a statutory duty to provide sufficient primary and secondary school places for all children who need a place. Slinfold CE Primary School is a 5 class Primary School with a broad range of buildings including a double modular unit which was installed on the site in excess of 30 years ago. The modular unit has significant suitability issues and requires replacement with new teaching accommodation that meets current required standards for construction.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of capital funding from Section 106 contributions and a procurement exercise to undertake a project to replace the modular classrooms with new purpose built classrooms.</p>	
Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added	8 July 2020
Month	October 2020
Consultation/ Representations	<p>School Cabinet Member for Finance and Resources</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills via the officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet

Scope of services for a proposed Children's Trust
<p>In order to meet the requirements of the Direction made by the Secretary of State, Department for Education (DfE) on 17th December 2019, the County Council will take steps for a range of its Children's Services to be delivered through an alternative delivery model (referred to as a Children's Trust). The detailed proposals for the establishment and operation of the Trust and its relationship to the County Council will be described in a Memorandum of Understanding between the Council and the DfE.</p> <p>It is expected that this document will be concluded during September 2020, with a view to planning for the operation of the Trust to take effect during 2021.</p> <p>The Cabinet will take a decision on the proposed scope of services to be included in the proposed Trust and the programme of work for the establishment of the Trust and other</p>

critical aspects of the project which need to be included in the Memorandum of Understanding.	
Decision by	Cllr N Jupp, Cllr Marshall, Cllr Urquhart, Cllr Russell, Cllr Elkins, Cllr A Jupp, Cllr Hunt, Cllr Lanzer, Cllr Crow - Cabinet
West Sussex Plan priority	Best Start in Life
Date added	25 February 2020
Month	October 2020
Consultation/ Representations	Children and Young People's Services Scrutiny Committee Representations concerning this proposed decision can be made to the Cabinet Member for Children and Young People, via the officer contact, by the beginning of the month in which the decision is due to be taken
Background Documents (via website)	None
Author	Vince Clark Tel: 07402 338396
Contact	Wendy Saunders Tel: 033 022 22553

Executive Director Children, Young People and Learning

Children's Trust Phase 2 Procurement	
<p>In order to meet the requirements of the Direction made by the Secretary of State, Department for Education (DfE) on 17th December 2019, the County Council is taking steps for a range of its Children's Services to be delivered through an alternative delivery model (referred to as a Children's Trust) as set out in the agreed Memorandum of Understanding between the Council and the DfE (due to be agreed during September 2020).</p> <p>The Executive Director Children, Young People and Learning will be asked to approve the commencement of a procurement process to appoint a contractor to manage the process of establishing the West Sussex Children's Trust and the transfer of the agreed services to that Trust (as set out in the Memorandum of Understanding).</p>	
Decision by	Lucy Butler - Executive Director Children, Young People and Learning
West Sussex Plan priority	Best Start in Life
Date added	18 March 2020
Month	October 2020
Consultation/ Representations	Representations concerning this decision should be made to the Executive Director Children, Young People and Learning via the officer contact by the beginning of the month in which the decision is due to be taken.

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Background Documents (via website)	None
Author	Vince Clark Tel: 07402 338396
Contact	Wendy Saunders Tel: 033 022 22553

Director of Property and Assets

Award of contract for installation of Modular Teaching Block at Queen Elizabeth II Silver Jubilee Special School, Horsham

Queen Elizabeth II Silver Jubilee School (QEII School) in Horsham caters for a wide range of Special Educational Needs, for children aged between 2 and 19 with severe learning difficulties, profound and multiple learning difficulties or complex needs.

Over recent years additional pupils have been accommodated by the school but without the supporting investment in accommodation. Pupil numbers have increased from 85 in 2017 to 105 in 2019.

In July 2020 the Cabinet Member for Education and Skills approved the allocation of capital funding from the Basic Need Capital Programme to expand the school and delegated authority to the Director of Property and Assets to award the contract for the works (Decision reference [ES02 \(20/21\)](#)). The building project will provide a three class modular teaching block with associated group room, hygiene provision, storage and external works.

The Director of Property and Assets will be asked to approve the award of contract for the expansion works at QEII school.

Decision by	Andrew Edwards - Director of Property and Assets
West Sussex Plan priority	Best Start in Life
Date added	3 August 2020
Month	October 2020
Consultation/ Representations	School Parents and local residents Parish and District Councils Representations concerning this proposed decision can be made to the Director of Property and Assets via the officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	Decision Report ES02 (20/21)
Author	Liam Hayward Tel: 033 022 22002
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Replacement All Weather Pitch at Tanbridge House School, Horsham	
<p>As part of the secondary school curriculum, Physical Education is a core subject and suitable provision is required to enable a wide range of sport to be offered and ensure children are given the Best Start in Life.</p> <p>Tanbridge House School has an All Weather Pitch facility which is in a deteriorating condition and is now at the end of its life. The pitch requires replacement to ensure continued provision for sport.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of capital funding, from Section 106 contributions, to undertake a project to replace the All Weather Pitch at Tanbridge House School, thereby ensuring ongoing sports provision to meet the needs of the secondary school curriculum.</p>	
Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added	3 August 2020
Month	November 2020
Consultation/ Representations	<p>School Parents and local residents Parish and District Councils</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contact, by the beginning of the month in which the decision is due to be taken</p>
Background Documents (via website)	
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Provision of an All Weather Pitch at The Forest School, Horsham	
<p>As part of the secondary school curriculum, Physical Education is a core subject and suitable provision is required to enable a wide range of sport to be offered and ensure children are given the Best Start in Life.</p> <p>The Forest School does not currently have an All Weather Pitch (AWP) facility. Following the Cabinet Member Decision in July 2020 (Decision reference ES02(20/21)) that approved the siting of additional accommodation for QEII School on some of the existing playing field at The Forest School installation of an AWP is now required to mitigate the impact.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of</p>	

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<p>capital funding from Section 106 contributions to undertake a project to provide an All Weather Pitch at The Forest School thereby ensuring ongoing sports provision to meet the needs of the secondary school curriculum.</p>	
Decision by	Cllr N Jupp - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added	3 August 2020
Month	November 2020
Consultation/ Representations	<p>School Parents and local residents Parish and District Councils</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	Cabinet Member Decision ES02 (20/21)
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Children and Young People's Services Scrutiny Committee
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24 September 2020

Children First Improvement – Service Update
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Report by the Executive Director of Children, Young People and Learning
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Summary

This report updates the Committee on service developments since its last meeting on 4 June 2020 and explains a proposed new phase in the Children First Improvement Programme to take place during the Autumn.

The report details new senior leadership arrangements and other recent developments in Children's Services (Section 2); proposals for a redesign of the service (Section 3); activity that has occurred or is planned to put the redesign into effect, together with other improvement projects which contribute to the overall programme (Section 4); a proposal for regular reporting of examples of positive impacts for children and young people (Section 5).

The focus for Scrutiny

The Scrutiny Committee is asked to consider the progress made on the Children First Improvement Programme and whether this demonstrates sufficient progress on the improvement journey and outcomes for children and young people.

With this in mind the key areas for scrutiny include whether:

- a) the initial service redesign proposals, as set out in sections 3 & 4 of the report, give sufficient assurance that the Council can deliver its vision and principles (section 1.2 and 3.3).
- b) the mitigating actions to the identified risks as set out in Section 8 of the report are sufficient and if any areas should be considered for the focus of future scrutiny.
- c) the proposal for regular reporting of examples of the experiences of children and young people, as set out in section 5 of the report, will provide an assurance that positive outcomes are being achieved as a result of the improvement work to date.
- d) the Committee supports the continued availability of the Transformation Fund to resource the Improvement Programme (section 6.3).

The Chairman will summarise the output of the debate for consideration by the Committee.

1. Introduction

- 1.1 This report reviews recent developments and sets the scene for a period of major change in Children's Services. The challenges posed by Covid-19 have

been successfully managed, with the service maintaining three key principles:

- a) ensuring effective safeguarding of children and young people;
- b) staff are properly supported and protected during this period;
- c) the planned service improvement work has continued.

This report therefore summarises recent developments and goes on to explain how a comprehensive service redesign will be progressed during the Autumn. This is fundamental to delivering the changes necessary to address issues identified by Ofsted and further analysed in the report by the Commissioner for Children's Services in West Sussex, and to sustain these changes going forward.

The Vision

- 1.2 The entire Children First agenda is predicated on principles which are summarised in the agreed Vision for Children, Young People and Learning, and how this is embedded throughout the service:

The West Sussex approach puts the child first. We work with children, families, communities, our partners and each other in a restorative, strength-based way. Strong Relationships are at the heart of what we do.

2. Current Developments

This section summarises current service developments.

Leadership and Management in Children's Services

- 2.1 Strong management is an essential pre-requisite to a sound change process. Lucy Butler, the Director of Children's Services and Executive Director of Children, Young People and Learning has been consolidating a permanent management team. This will provide increased stability as the next phase of service transformation proceeds. New appointments that have been made are as follows:

Linda Steele, Assistant Director, Safeguarding, Quality and Practice
Daniel Ruaux, Assistant Director, Corporate Parenting
Jenny Boyd, Assistant Director, Social Care
Darlington Ihenacho, Principal Social Worker

These officers will be taking up their posts in West Sussex during October and November 2020. The Executive Director will maintain the services of a number of interim senior managers to provide the additional resource required to oversee the programme of improvement work, transformation programme and the delivery of the Trust.

Covid-19 Recovery

- 2.2 As previously reported, the service weathered the Covid-19 crisis in a robust manner. The vast majority of staff remained healthy, and very effective use was made of technological solutions for ensuring staff and children's continued safety. In the current recovery phase, face-to-face visits are now being re-introduced and are increasing. Staff have returned to the office where a 'business critical' need arises, in a safe and appropriate manner. As anticipated, increasing demand and pressure within the service is now being experienced, including upward pressure on caseloads. These circumstances, in the context of adjusting to a post-Covid world, make the service redesign work and the efficiencies and improved quality arising, all the more important to achieve.

The Improvement Agenda

- 2.3 The stakeholders of the improvement agenda (the Department for Education, Ofsted and the Commissioner for Children's Services in West Sussex together with staff at Hampshire County Council, our Partner in Practice), have continued to work effectively with the service throughout this period. The oversight and challenge provided by the Commissioner has been robust and through the Improvement Board has continued its constructive challenge of West Sussex performance and culture.

Ofsted

- 2.4 The particular areas identified by Ofsted for improvement have been prioritised within the context of the drive for quality within the service. The Ofsted Annual Conversation, which is a forum for taking stock of the service's overall position, has recently been held and resulted in positive feedback from Ofsted. It is expected that the regular Ofsted Visits to examine aspects of service improvement will recommence in the Autumn, although we do not have a definite date for the next visit at this stage. The service is preparing strenuously for these visits, for example through a very clear analysis of the state of development in each part of the service, supported by performance information; by ensuring that all audit actions and records are complete, as part of a relentless focus on quality; and by providing all staff with thorough briefings on expectations and developments within the improvement programme.

Commissioner's Briefing to Councillors

- 2.5 On 3 September 2020, the Commissioner, John Coughlan provided an on-line briefing to which all county councillors were invited. This was followed by an opportunity for councillors to ask questions. The Commissioner, who reports to the Department for Education (DfE), has broadly speaking formed a favourable view of the Council's commitment to change, and the energy it has shown in taking the Children's Services improvement agenda forward so far, and he endorses the direction of travel.

Children's Trust

- 2.6 In regard to the Children's Trust, the next stage of the process is for the County Council to agree the detail of a Memorandum of Understanding (MoU) with the DfE. The MoU will define the scope of the Trust that would subsequently take responsibility for the delivery of Children's Services in West Sussex and set out the process for creating such a Trust. The MoU is supported by an outline business case which includes the cost of the Trust set-up arrangements; these costs will be met by the DfE.
- 2.7 This matter will be considered by Cabinet on 20 October 2020. However, in advance of this, in early October a Cross-cutting Scrutiny Task and Finish Group of councillors drawn jointly from this Committee and the Performance and Finance Scrutiny Committee will preview the decision. The MoU and business case documents will be made available to the Task and Finish Group nearer the time.

3. Service Review

Introduction

- 3.1 In his [October 2019 report](#) to the DfE (Department for Education) following the Ofsted judgement of May 2019, the Commissioner for Children's Services in West Sussex, John Coughlan, drew attention to shortcomings in the quality of practice in the delivery of social care, which had led to unsatisfactory outcomes for children in West Sussex. He presented an analysis of the organisational and professional factors underlying this situation. One of the key issues identified was a very broad-based concern with the manner in which the staffing within Children's Services was organised.
- 3.2 In the light of this analysis, it is important for the Committee to hold in mind the magnitude of the challenge facing the service, the obstacles to be removed, and the comprehensive approach required to achieve a genuinely 'Good' service. Taking its cue from the *Vision* at 1.2, this requires the realisation of a suitably skilled, organised, motivated and rewarded workforce, one that has adopted an agreed culture, a commitment to high quality and common working principles; service demand is addressed and managed in the most advantageous way, with an agreed Service Model that incorporates the best principles and practice; partners are fully engaged, their role is valued, and mutual benefits arising within a close operational network are fully recognised. It is in this light that attention is drawn to the continuing need for resources to achieve this vision, whose realisation will necessarily continue into 2020/21.

Key principles supporting the Vision

- 3.3 Outlined below are the principles which illustrate the values that must underpin the creation of a new service over the next two years:
- We work as one department;
 - We show that we care;

- We take responsibility - when we make a commitment, we deliver;
- Everything we do needs to add value to children and families: only actions that pass this test will be accomplished;
- Diversity matters - we recognise the value diversity brings to our department;
- We use positive and clear language;
- We are a learning organisation;
- As staff we are empowered, and we act in this way;
- We celebrate our successes, both internally and externally;
- Staff are encouraged to ask for support and clarification, and support mechanisms are fully in place for them;
- There are no shortcuts or workarounds – ‘we do things properly’.

A Model for Change: Whole Service Redesign

3.4 The most important task now before us is to create the conditions deliver a ‘Good’ service. This is demonstrated by three ‘pillars’, which are summarised below:

- **Pillar 1 - ‘What good looks like’:** it is essential for us to set standards of expectation that everyone in the service understands and measures themselves against.
- **Pillar 2 - Creating the right Environment:** this includes developing ‘the Social Work Offer’ – comprising competitive remuneration, the best working environment, a balanced workload, the right equipment, professional techniques and support for staff – in other words making West Sussex a place that naturally attracts and retains the best social work talent.
- **Pillar 3 - Improved Service Model:** this is how we frame our entire service offer, recognising the need to manage demand and reduce escalation through a preventive approach - always with children and families at the heart of everything we do. This will be a model that recognises the needs of local areas, and in which we will invite our partners to take their full share.

Pillar 1 – ‘What Good Looks Like’

3.5 Being able to recognise and articulate a common view of what a good quality standard of service looks and feels like is fundamental to service improvement at every level. In an exercise undertaken throughout the service this summer, staff teams have been asked to set out their shared view of ‘Good’ as it would apply in their respective work areas. This will act as a springboard for further work in developing quality and practice and serve to promote a striving for excellence and pride in a job well done. Alongside this the service has begun to significantly improve the quality assurance framework which will evidence the changes and improvements made in practice across all areas of the service. More work is required here to demonstrate a real and sustainable shift in the quality and effectiveness of our social work practice.

Pillar 2 – The ‘Social Work Offer’

- 3.6 Our ability to recruit and retain good social work staff is fundamental to delivering the service improvement required within West Sussex. To that end we acknowledged that social care staff should be suitably recognised and rewarded, and we are therefore developing a comprehensive ‘Social Work Offer’ which goes above and beyond the current simplistic approach of providing a retention bonus for these hard-to-fill posts. To replace the current Recruitment and Retention scheme, a new remuneration package is currently being designed, which will consolidate permanent benefits rather than simply adding them to an existing offer, and thereby give West Sussex a structured and competitive place in the social work employment market. Staff will have balanced caseloads; good and reflective supervision and support will be in place; staff will have the right resources to hand and make the best use of technology to maximise their own effectiveness. In order to ensure we retain all of our current staff we are planning to extend the retention scheme until details of the new social work offer are finalised.
- 3.7 Beyond this, it is well understood that social care staff need and deserve other forms of recognition and support as a cultural standard within the department. Therefore, the redesign includes consideration for the ‘softer’ skills and modelling behaviours associated with an inclusive, mutually supportive environment, in which all aspire to give of their best and respect their colleagues at every level. A management development programme will focus on key skills such as supervision, communication, and managing the performance of others effectively; the programme will also support transitioning between roles as part of career progression – e.g. moving to first-line management.

Staffing Structures

- 3.8 Hand-in-hand with this approach, there will be a much-needed redesign of the staffing structures and management layers. The Commissioner commented in his report (October 2019) that among the underlying issues facing the service was a confusing and incoherent range of managerial and staffing roles, one that has built up through the accretions of time, but is no longer fit for purpose and does not allow the authority to deploy its resources to best effect. Particular features of this have been an unstable and frequently changing senior management team, and the proliferation of different managerial tiers and grades in excessive layers that have frequently failed to add value.
- 3.9 The first of these is being addressed, as described in Section 2.1 above by permanent recruitment. It now remains to redesign a ‘delayed’ staffing structure along straightforward and transparent lines, with a clear basis for managerial and professional progression, and in line with best practice. This is already underway and will complement the new Social Work Offer and provide a firm foundation for the revised service. We will implement a simplified management structure that will be facilitated by clear levels of accountability and be in line with our revised scheme of delegation and improved practice policies. Staff and unions will be consulted on the proposals during the Autumn.

Pillar 3 – A new Practice Model: ‘Family Safeguarding’

3.10 The third key component of a good service is to have a sound Social Work Practice Model in place, one that takes the journey of the child as its starting point and puts children, young people and their families right at the heart of all decisions. The preferred model for adoption is called Family Safeguarding, which is regarded as a national best practice standard, and has been used to great effect in Hertfordshire and elsewhere. The key features of this model can be summarised as follows:

- It gives primacy to the importance of the child’s relationships;
- It takes full account of the wider context of the child;
- It incorporates a consideration of the child’s community, education, parents’ wellbeing, and wider ‘family focus’;
- It promotes an improved partnership approach to achieve the best outcomes;
- Its stance is preventative and pre-emptive – meeting families’ needs proactively, rather than responding reactively to abuse and family breakdown; it therefore reduces trauma and costly interventions after breakdown has occurred;
- As a strengths-based model, it values and works with what is good in the family situation;
- It builds efficiencies and stability through reducing the numbers of transfers between workers;
- It is delivered through multi-professional teams, thereby reducing a tendency for individual disciplines to work in silos, and improving outcomes through a holistic approach.
- Interventions are evidence-based, with a strong system of recording;
- Through reducing administrative time, staff are freed up to do more direct, productive work.

It is intended that this model be adopted comprehensively throughout the service, becoming fully embedded over the next year, and with appropriate staff development and support measures in place to ensure its full understanding and implementation.

Benefits of the Proposed Model

3.11 Based primarily on the Hertfordshire experience, but also other nationally recognised pilot models, a very wide range of benefits have been seen to accrue, both for children and families, and for the partner services. Evaluation of these models has resulted in the following benefits being delivered:

Children and Families

- Significant reductions in repeat police call-outs to domestic abuse incidents between the parents of the families in the model;
- Significant reductions in emergency hospital admissions for adults of the parents of the families in the model;
- Up to a 50% reduction in use of 'care' by the County Council (in Hertfordshire there were 200 fewer under 12s in care compared with the previous year without the model);
- Significant improvement in school attendance;
- A reduction in children subject to child protection plans;
- A reduction in care proceedings.

The Services

- Reductions in A&E and Police expenditure;
- Staff across all disciplines feel more confident and less stressed;
- Improved recruitment and retention of staff with 7% vacancies in hard-to-recruit posts (December 2017);
- Cashable efficiency savings on Council expenditure in first full year after implementation of the model.

4. Preparation for Service Redesign

This section describes the preparatory work that has been undertaken during Summer 2020, and the further proposed implementation agenda during the Autumn.

Preparatory Work

4.1 Work that has been taking place over the Summer has included the following:

- To develop and promote the service design concepts, staff engagement workshops with managers, staff & stakeholders have been held. These have introduced the change principles and their rationale, and allowed a two-way exchange of information. Workshops have been scheduled for groups of staff in person, under safe conditions. As noted above (3.6), staff teams have been encouraged to examine the characteristics of a 'Good' service as these apply in their areas.
- A new draft 'Social Work Offer' as described in Section 3.6-3.7 above is being constructed.
- An exercise has been undertaken to draft new staffing structures, including the proposed removal of superfluous layers of management.
- A proposal has been drafted for the assessment of managers against the new service roles, and opportunities for them to develop their skills in accordance with these standards.

The Programme for the Autumn

- 4.2 The proposed next stage of the process to be embarked upon now can be summarised as follows:
- The details of the Whole Service Redesign will be finalised as a proposal for political approval; further dialogue will be held with staff, partners and other stakeholders.
 - The consolidation of the permanent Senior Leadership Team will continue to full operational capacity.
 - The existing service improvement activity will be maintained under the oversight of the Improvement Board.

Consolidating other change initiatives within a single programme

- 4.3 With the goal of comprehensive change before us, other strands of service development will continue as assimilated elements of the overall design. This applies to initiatives such as the following:

i) The Children First Strategic Approach

This is a high level, partnership-orientated statement of our values and principles, and aligns very closely with the *Vision* given at the head of this report (1.2). The Committee has previously been briefed on how partners are articulating a shared vision for children and young people, placing children at the heart of all we do. The Strategic Approach work will now be consulted on and developed by the Children's Sub Group which has been set up to sit under the Health and Wellbeing Board. It is likely that this work will be incorporated into a wider Children and Young People's Plan rather than being a separate strategy. The timetable will be clarified in due course.

ii) Early Help

A need to refashion the Early Help service, while retaining and enhancing its ability to work in a preventative manner with children and families, has been identified. In accordance with the principles of the new practice model set out at 3.10, one of the key considerations will be to achieve multi-disciplinary teams that include social care, early help, health and other professional disciplines, to address the broad spectrum of need in the most effective and efficient way. Further work will therefore be undertaken as part of the Early Help service model to ensure it properly assimilates and dovetails into the wider transformation approach.

iii) Children Looked After and Care Leavers' Strategy 2020-2024

This Strategy represents a key aspect of improving the County Council's services to children and young people. An update of the current Strategy (2018-21) is necessary, following the Ofsted inspection, to ensure a strategic approach and evidence the commitment to ensuring that children who are looked after by the authority are happy, healthy and safe, and have the

opportunity to achieve their full potential. Following consultation lasting until 16 September, the new Strategy is intended for adoption in September 2020. The Corporate Parenting Panel, at its meetings on 12 March 2020 and 25 June 2020 has examined the Strategy document prior to the decision by the Cabinet Member. Scrutiny Committee members received an invitation to be part of the consultation process.

iv) Children's In-house Residential Care

A review of service provision is being implemented which includes the reopening of three previously closed homes (Cissbury Lodge and May House in Worthing, and Seaside at Shoreham) in the Spring of 20/21.

v) Fostering Service Review

Proposed improvements to the in-house Fostering Service are expected to be considered by this Committee at its 5 November 2020 meeting, which will also review the results of consultation taking place during October.

5. Positive Change to Children's Lives - Impact

- 5.1 As frequently reiterated, the service has firmly committed to put children, young people and families at the centre of all we do, with particular emphasis on making positive change in the lived experience of the child. The Scrutiny Committee has expressed a wish to be kept in closer touch with the working out of this commitment in terms of practical impacts for children and young people and their families.
- 5.2 With this in mind it is proposed to inaugurate a programme of regular reporting based on actual engagement with children and young people through the service's Voice and Participation Team. Items proposed for consideration in a programme of future topics would include:
- 'Mind of My Own' app (MOMO)
 - Children in Care Council (CiCC)
 - Leaving Care Executive Group

'Mind of My Own' (MOMO)

- 5.3 MOMO is a digital App designed to cater innovatively for the needs of looked after children. It is used by care professionals in West Sussex to stay in touch with children in care and young people aged 10-17 that they are working with. It is appreciated by young people as a tool enabling them to express their feelings and wishes, and for their voice to be heard in making plans for their care. It is proposed that a separate report on the effectiveness of this as a tool for supporting young people, together with their own testimony, be brought to the next meeting of this Committee.

Continued Scrutiny of Service Improvement Topics

- 5.4 The Committee has previously received regular updates on activity in specific areas of the service, where Ofsted had identified a need for improvement. It is intended that these reports will continue to be received as part of the scrutiny process of the journey of Improvement.

6. Issues for consideration by the Scrutiny Committee

- 6.1 In the light of the narrative above, it will be clear that service redesign must necessarily be conceived as an undertaking that embraces and assimilates all of its component parts, under the broad vision that we have set out for our children in West Sussex. Only at this comprehensive level will the full benefits – which include value for money and efficiencies for the County Council, as well as the prevention of trauma and suffering for young people and their families – be achieved.
- 6.2 The Committee is accordingly asked to consider the material set out in this report and confirm that it supports this view of how an outstanding service can be fashioned and delivered in the future. Committee members have quite rightly long paid special attention to the role and condition of staff, for example as exemplified by caseload numbers. While very significant improvements have been made in workload, skill levels and general morale over the past year, it is strongly believed that only the complete redesign of the workforce structure, based on modern principles and removing unnecessary tiers of management, will result in a workforce that is truly able to fulfil its potential. Above all, having a permanent, robust and competitive reward system, allied to a supportive culture, will enable skilled practitioners both to recognise their own value, and in turn to value West Sussex as a location in which their careers can flourish. The beneficiaries will be the children and families that we serve.
- 6.3 A scheme of this ambition necessarily requires sound investment. Accordingly, the Committee's support for the case for continued resources being made available under the Transformation Budget is requested.

Practice Week

- 6.4 At the meeting on 4 March, the Committee expressed a wish to be involved in Practice Week, an event then being planned. Due to the national situation, this particular event had to be postponed, but is now expected to take place during December 2020.

7. Consultation

- 7.1 Not applicable – this is a report for information.

8. Risk Implications and Mitigations

8.1 For an undertaking of the magnitude of Children’s Services Improvement, it is natural that there will be a wide range of risks, both relating to the improvement agenda and more widely. A summary of the risk areas identified in the current risk log, and the associated mitigating factors, is given in the table below:

Risk Area	Examples of Mitigating Actions
The Covid-19 Pandemic may continue to impact the delivery of the service in various ways: safeguarding of children must be assured; staff need to be kept safe from infection; protective equipment must be sufficiently available to support face-to-face interaction with children and families, and in residential settings	The service has dealt well with the outbreak to date; much learning has resulted, and new ways of working have been developed. This risk is thought to be under control.
A surge in demand following the cessation of Covid-19 restrictions	The service has planned for this eventuality. Service Redesign will support greater efficiency for the management of future demand.
Knowing that the service is safer for children	Every aspect of the improvement agenda is orientated towards this fundamental issue, from workforce through practice improvement, to performance management, governance, scrutiny and use of technology: it is a whole-system issue.
Understanding and applying quality practice	A Practice Improvement project is in progress to implement quality standards and assurance and will increase in effectiveness in a redesigned workforce.
Multi-agency capacity and capability	Our joint undertakings with partners are very strongly stressed in the design principles of the proposed changes.
Demonstrating to the Commissioner, Ofsted and the DfE that the service can continue its improvement journey	The service has demonstrated to the Commissioner, to Ofsted and the DfE that it has the ambition and capacity for comprehensive change. All the issues raised in the Commissioner’s original report (October 2019) have been addressed, although it is essential that impetus is maintained.

Leadership capacity and capability	New permanent leadership team now coming into place.
Organisational morale & retention of experienced social work staff, in the context of national market scarcity and competition from other authorities for their services	This risk will be comprehensively addressed in the new service redesign proposals.
Social workers encumbered with administrative burdens are less effective	Within the service redesign the need has been recognised to remove unnecessary administration and to maximise productive professional time with clients.
Data management not supporting good practice	Using technology to improve service is recognised as a priority; planning is in hand to deliver a project, allied to quality improvement. Much has been learned from managing Covid-19 about effective use of technology.
Preparedness for cycle of Ofsted monitoring visits	The December 2019 visit and outcomes were satisfactory. The service is considered to be in a good position to face further Ofsted scrutiny. The recent Ofsted Annual Conversation yielded good outcomes.

9. Other Options Considered

- 9.1 Not applicable – this is a report for information. The case for a comprehensive service review which is made throughout this report is summarised above at 6.1.

10. Equality Duty

- 10.1 The service recognises the primary importance of child safeguarding, sound family relationships, good parenting and the nurture of children to fulfil their potential. The provision of the service is based on need, as determined through formal assessment protocols. This need is not explicitly related to formally protected characteristics, but any such characteristic is and will continue (as now) to be respected in compliance with equality principles and taken into account in the way in which the service is delivered.
- 10.2 In terms of those with a protected characteristic, the service will ensure enablement and support across all relevant categories, and this will both continue and be enhanced through the Children First agenda.

11. Social Value

- 11.1 The Children First agenda and measures for service recovery discussed in this report will directly support improved delivery of the West Sussex Plan priority to give every child the Best Start in Life. Enhancing the protection of young lives and support for family life will continue to build resilience and social capital and contribute towards stronger and more effective communities. The implementation of the service improvements will also respect sustainability principles in accordance with the County Council's strategic policies.

12. Crime and Disorder Implications

- 12.1 There are positive implications for Sections 17, 37 and 39 of the Crime and Disorder Act 1998 in the prevention and reduction of crime and anti-social behaviour, and in reducing offending and re-offending by young people, all of which are affected by the progress activity discussed in this report.

13. Human Rights Implications

- 13.1 The County Council has an overriding duty to safeguard the Human Rights of children in need, and this has been recognised in the Children First agenda. The Council is mindful of Article 8 of the European Convention on Human Rights – The Right to Respect for Family and Private Life - and has taken relevant factors into consideration in preparing this report. The processing of personal and special category data is subject to the Council's Data Protection Act policies and procedures in relation to discharging the Council's and its partners' legal responsibilities.
- 13.2 The County Council is also mindful of Article 12 of the United Nations Convention on the Rights of the Child - which states that all children have the right to be consulted and to have their opinions heard on any decision that affects them. Hearing, understanding and acting upon the voice and experiences of the child is a key design principle of the Children First service improvements.

Lucy Butler,

Executive Director of Children, Young People and Learning

Contact:

Vince Clark, Children First Transformation Director

Lance John, Business Manager – 03302 222511

23 July 2020

Dear Nigel,

Task and Finish Group: Education and Skills Annual Report 2019

On 8 July 2020 a meeting of the Children and Young People's Services Scrutiny Committee Task and Finish Group (TFG) was held. The TFG scrutinised the content of the Education and Skills Annual Report for 2019, with consideration of the following areas; the performance against the 2019 priorities, including Ofsted outcomes; the progress made against the School Effectiveness Strategy; the data and trajectory for school attainment, progress and exclusions and the priorities that had been set for 2020 and whether these reflect the right areas of focus. The TFG was also asked to identify any areas for potential future scrutiny.

As a result of the meeting, the TFG has made the following recommendations for your consideration and response:

1. Recognises the attainment gap for disadvantaged children as a key priority area and the importance of understanding the reasons for this and how the gap can be reduced, with a specific focus on Early Years. The TFG recommends that updates on this work, and the progress of Priority 6, are provided to the Children and Young People's Services Scrutiny Committee Business Planning Group to identify any areas for future scrutiny.
2. Recognises that the response to Covid-19 and providing support to get children back into education safely is a key priority for 2020.
3. Requests that there is detail included in the report on the corporate targets around the progress and attainment of Children Looked After.
4. Requests that further detail around the exclusion rates for children with SEND in West Sussex and what is being done to address these is included in the Annual Report given that this was a priority for 2019.

Agenda Item 6

5. Suggests that the corporate targets are included in the Annual Report against each measure to help provide clarity on the progress made in 2019.
6. Suggests that further detail on the Adult Community Learning Curriculum is presented to a future CYPSSC Business Planning Group for consideration for future scrutiny.
7. Requests sight of the feedback received from Headteachers on the content and priorities within the report, where possible, prior to the CYPSSC meeting on 24 September 2020.

The Children and Young People's Services Scrutiny Committee will receive an update on the recommendations of the TFG at its next meeting on 24 September 2020 and therefore a response would be welcomed by Friday 11 September so that it can be considered at the meeting.

Yours sincerely

Cllr David Barling, on behalf of the Members of the Education and Skills Annual Report Task and Finish Group:

Cllr Andrew Baldwin
Cllr Anne Jones
Cllr Karen Sudan
Cllr Stephen Hillier
Cllr Brenda Burgess
Cllr Kirsty Lord

CC Paul Wagstaff, Director of Education and Skills
Danny Pell, Head of Post-16 and Compliance

BY EMAIL

Cllr David Barling

**Chairman of the Children and Young People's Services
Scrutiny Committee**

12 August 2020

Dear David

Task and Finish Group: Education and Skills Annual Report 2019

Thank you for your letter containing the recommendations of the Task and Finish Group (TFG) that considered the Education and Skills Annual Report 2019.

I am pleased to learn that the TFG has suggested that the Business Planning Group of the Committee should receive updates on the work to address the attainment gap for disadvantaged children and the progress of Priority 6. As noted, this is a key priority area and I endorse the approach of the School Improvement Team as they work to support these children achieve attainment levels in line with their peers.

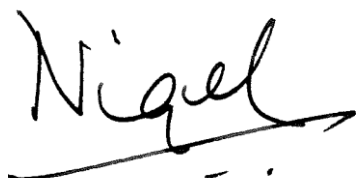
I also welcome the suggestion that the Adult Community Learning Curriculum is presented to a future meeting of the Business Planning Group, so they can gain a greater insight into the broad range of the curriculum

I can confirm that, in response to the requests from the TFG:-

- Detail has been included in the report on the corporate targets around the progress and attainment of Children Looked After
- Information about the exclusion rates for children with SEND has been incorporated, along with the measures being taken to address this issue.
- The corporate targets against each measure to help provide clarity on the progress made in 2019 have also been added.

I am aware that the Director of Education and Skills has written to all Headteachers to seek feedback on the content and priorities within the report and will collate the responses to share with the Scrutiny Committee.

Yours sincerely



Cllr Nigel Jupp
Cabinet Member for Education and Skills

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Education & Skills Annual Report

Review of the Year 2019



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Foreword

Cabinet Member for Education and Skills



I am delighted to present the Annual Report for Education and Skills for 2019 which reflects the many successful pieces of work undertaken during the year.

For instance the year saw significant effort undertaken with schools and stakeholders to plan the future direction of our provision for an increasing number of children and young people experiencing SEND.

It also saw some important advances in the achievement and success of our schools as witnessed by the continued increase in the number achieving good or outstanding Ofsted ratings. Such successes could never be achieved without co-operation from all those involved in supporting our children and young people.

We recognise that our work is not yet complete and there remains much more to do to ensure that our most disadvantaged pupils in particular close the gap with their peers and that we truly offer provision that is inclusive and enables every child to get the best start in life.

In recognising the many ambitions, we have set for 2020, none of us can underestimate the task we have in overcoming the challenges posed by Covid 19 on the education of our children. However, we have built on the very positive and growing relationships we have been establishing, and which have been

central to the successes of 2019. Those relationships will be core to our continued drive to ensure that every child in West Sussex thrives and can realise their full potential.



Nigel Jupp
Cabinet Member for Education & Skills



Director of Education and Skills



The work of the Education and Skills Directorate covers a broad spectrum of activity aiming to improve the outcomes for children, young people, and also adults accessing our adult education programmes. Our work ensures that the County has a cadre of strong schools with learning opportunities that meet the diverse needs of West Sussex; and that our most vulnerable

children and young people, including those with special educational needs, are properly identified and appropriately supported.

The Directorate sets an annual plan in the January of each year which drives our ambitions and priorities over the year. We are held to account in achieving these priorities and in improving both provision and outcomes for our children and young people through a broad range of measures including attainment in public examinations and assessments, County Council Scrutiny, feedback from schools and colleges, and through our own Project Boards where we track progress and impact of the work we do.

I am delighted to present this report as an overview of the Directorate's performance against its priorities and our statutory and County Council performance measures for 2019. It illustrates the work of the Directorate and exemplifies the impact we achieve with our schools and colleges. However, successes cannot be measured by individual actions that we take, but by the partnerships we have created, and the support we receive from our schools and our colleges. We still have more to do. We all know this, and those working with our children and young people know this too.

The challenges we face in a climate where the number of children and young people who are vulnerable, have special educational needs, or whose adverse childhood experiences have shaped their early life become more complex each year.

Our key priorities for 2019 were to:

- Embed our School Effectiveness Strategy 2018-2022 including small schools;
- Improve the range of support for our schools through our traded work in areas that reflect school priorities;
- Develop a SEND and Inclusion Strategy with both ambition and drive to meet our changing needs.
- Continuing to improve achievement and progress for all our children and young people and to reduce the risk of exclusion from education and learning.

Our report reviews the achievements of our schools, our children and young people, and illustrates successes against a broad range of measures over 2019. I hope that this is useful in explaining what we have achieved, examples of how we have achieved this together, and why our new priorities for 2020 are as they are.

A handwritten signature in black ink, appearing to read 'Paul Wagstaff'. The signature is stylized and cursive.

Paul Wagstaff
Director, Education & Skills

Effectiveness of Schools

Ofsted

The [School Effectiveness Strategy 2018-22](#) aims to increase quality and standards. By the end of 2019, 87.6% of West Sussex schools were judged as good or outstanding. This was a recent all-time high for West Sussex. The improvement was enabled by targeted intervention to schools through the year:

- Support on strategic planning, curriculum and leadership;
- Enhanced visits to support specific improvement areas;
- Task Group Meetings, to commit specific accountability to drive improvement;
- Support for governors to provide strategic leadership and hold school leaders to account.

Ofsted Programme

To help school leaders and governors prepare for the new Ofsted framework, we provided a development and support programme. It gave schools a working knowledge of the new inspection methodology introduced in September 2019 which will be used to evaluate and inspect schools. This enabled them to have a clearer understanding of their priorities for their preparations. The programme began in the Autumn Term 2019/20 and 168 people attended a launch and overview. Two subsequent modules were fully booked and are being rescheduled in 2020.

Ofsted Programme Feedback from Schools on the most helpful areas

- Trainer's knowledge and ability to provide 'real-life' context to the new framework
- Much greater clarity on the new framework well explained.
- Gave clarity on the role of governors in the Ofsted process
- Focus on curriculum because of inspector's focus on this, in new framework

Area Inclusion and Improvement

School to school support is a key aim of the School Effectiveness Strategy. Area Inclusion and Improvement Boards (AIIB) broker, deliver and evaluate the school support packages.

During 2019:

- 39 schools received school to school support, and showed demonstrable impact on teacher confidence, quality of teaching, pupil progress and effectiveness of leadership;
- A further seven schools receiving support went through an Ofsted inspection and moved from requiring improvement to Ofsted Good.

Trends in pupil outcomes

71.9%, achieved the expected level of learning by the end of the Early Years Foundation Stage, but those eligible for Free School Meals didn't do as well.

Attainment increased and, in some areas, reached levels similar to the national average. More pupils reached the expected standard in reading, writing and maths than previously and 62.9% achieved the standard at Key Stage 1 and 62.7% at Key Stage 2. Average Progress 8 scores at Key Stage 4 remained unchanged at 0.05.

The attainment gap for disadvantaged children in West Sussex remains a concern. It declined at Key Stage 1 and 2 and is around 5% below the national average. Progress 8 scores stayed the same for disadvantaged pupils in 2018 and 2019 and their attainment remained behind non-disadvantaged pupils.

2020
Priority
2

Ensure all pupils, both disadvantaged and those who are more able, are challenged to achieve their potential

Develop and implement approaches to support disadvantaged pupils

Provide and disseminate good practice

Work with external partners, to develop support mechanisms for schools

Focus on improving provision in areas of high deprivation

2020
Priority
3

Provide strategic support for curriculum design, implementation and impact

Launch and support the Education for Safeguarding curriculum

Review and launch the new Syllabus 2020 agreed by Standing Advisory Council on Religious Education (SACRE)

Explore greater depth, design, principles and practice including deep dive methodology to analyse curriculum impact

2020
Priority
1

Implement the School Effectiveness Strategy 2018-22

Review the categorisation of schools with inclusion at the core and the rigour to support schools causing concern

Improve the impact of support through the Area Inclusion and Improvement Boards and the funding for school to school support projects

Inclusion and Special Educational Needs and Disabilities

The [SEND and Inclusion Strategy 2019-24](#) was co-produced with a broad range of stakeholders throughout 2019 and published in November. The resulting Strategy has three priorities:

1. Knowing our children and families well
2. Meeting the needs of our children and young people through our schools, educational settings and services
3. Working together towards solutions

Pupils with support for Special Educational Needs and Disabilities (SEND) or Education, Health and Care Plan (EHCP)s in West Sussex do not always attain to the same standard as their peers. We are below national benchmarks. The SEND and Inclusion Strategy addresses this by providing schools with the resources and support to accurately identify children with special needs and to meet their needs.

So far, we have:

- Agreed shared expectations of universal support and the graduated approach for those with SEND;
- Developed guidance, tools and resources in a SEND Toolkit which will be published on our improved SEND online facility. This supports schools and settings to identify need as early as possible; put into place appropriate provision; and know when and how to access more specialist support;
- Progressed work to upgrade the Local Offer, which will give schools easier access to the information they need;
- Provided continuous professional development on inclusion through the Area Improvement and Inclusion Boards. Focusing

on behaviour, attendance, quality first teaching, supporting pupils with SEND, and academic resilience, it was delivered in a partnership between the County Council, teaching schools, the Research School and academies, whilst also using expertise from our maintained schools;

- Co-designed an Inclusion Framework and self-assessment template with schools and partners;
- Appointed SEND and Inclusion Advisers to support the development of an inclusive culture in all schools and settings;
- Introduced training on a Therapeutic Approach to Behaviour Management. This has been a successful method used by other Local Authorities to help eradicate permanent school exclusions.

Therapeutic Approach to Behaviour Management Feedback from Schools on Launch Event

Really encouraged a lot of thought, changes in practices, equality, equity and popular behaviours

Good introduction to therapeutic approach and how we can move away from sanctions and reward systems

We have started on the road through trauma based developmental delay and managing the traumatised child. This will build on these beginnings to build a sustainable future change

It definitely makes sense and I can see the positive benefits of applying this approach

Trends for pupils with SEND and EHCP

The percentage of SEND pupils overall reaching expected standards at Key Stage 1 and 2 is still significantly below the national average.

The attainment gap between pupils with SEND and their peers widened in Key Stage 1 over 2019. However, the gap at Key Stage 2 narrowed over the same timeframe.

There has been a significant improvement in the progress made by pupils with SEND at KS4 with a reducing gap between the Progress 8 scores between those with SEND and those without.

Pupils with EHCPs do better at achieving a good level of development in the Early Years. It is higher than the national average and is increasing at Key Stages 1 and 2.

In 2017/18 (the latest available figures), Permanent Exclusion rates for pupils with EHC Plans was below the national average, with a rise from 0.17% to 0.31%. This shows an upward trend over the past three years. A similar trend exists for pupils with SEN Support. West Sussex exclusions are similar to the national figure with regards to pupils with no SEND provision.

In 2017/18 (the latest available figures), Fixed Term exclusion rates for pupils with EHC Plans was better than the national average but with an upward trend over the past three years. This is the same for pupils with SEN Support. West Sussex exclusions were lower than the national average for pupils with no SEND provision but again is trending upwards.

Children Looked After

The number of children looked after (CLA) at the end of February 2020 was 799, of which, 485 were of statutory school age. This is a marginal increase from February 2019 at 700 and 414. Whilst attainment in the 2019 national assessments for CLA were below the national average at Key Stage 1 and 2, they were in line with the average at Key Stage 4. However, due to the low number of CLA taking the national assessments, it is difficult to draw conclusions on broader achievement and progress. Attendance throughout the year was generally in line with the target of 90%.

2020
Priority
4

Implement the SEND and Inclusion Strategy 2019-24

Improve capacity in mainstream schools and SEND specialist facilities to reduce reliance on external Independent Non-Maintained Special School places

Improve the implementation of inclusive practice, particularly in our mainstream schools through targeted support and de-escalation towards exclusion

Support the mental health and wellbeing of pupils

Implement therapeutic thinking

Create policy and practice to improve the transition for pupils with SEND as they move across school phases

Pupil Entitlement

In 2019 we prioritised reducing the risk of children being excluded from learning and ensuring that each received their entitlement to a suitable education. A number of initiatives were developed to shape effective practice and policy.

Referrals for non-attendance increased over the year. In response to the growing complexity of individual cases, greater use was made of the Fast Track Prosecution process providing the family and other agencies more time to work together on improving attendance. Of 188 parents entering the judicial process, 55% resulted in improved attendance and the ceasing of legal action.

Fair Access

A total of 380 mainstream school places were identified in the 2018/19 academic year for our vulnerable pupils. This was a marginal increase on the previous year. We commissioned places at the West Sussex Alternative Provision College (WSAPC) for children who are excluded, directed off site, or who are in need of alternative provision for health reasons. We engaged with schools in a variety of ways to help reduce exclusions:

- Regular networking partnerships and collaborative practice;
- Training for governors and headteachers around the exclusion process and roles and responsibilities;
- Providing advice and support to reduce the risk of exclusion;
- Deploying the WSAPC Inclusion Team to identify suitable pupils for centre placements and Blended Learning;

- Monitoring progress of identified pupils, and supported WSAPC with further advice and guidance on process, reintegration and access to other services.
- Collaborating with Chichester College Group and Brighton Metropolitan College in Worthing to develop a Fresh Start Programme focusing on personal development and the skills needed to thrive in a life at College.

Safeguarding in Education

2019 was a year of exceptional year for the Safeguarding in Education Team. We introduced:

- Two new MASH Education Advisers who have recorded 652 safeguarding discussions with schools and other partners;
- In-depth Safeguarding Audits as an enhanced offer to schools. 16 audits were delivered and we expect this to grow;
- The E4S[®], Education for Safeguarding curriculum in collaboration with colleagues in health and community safety, providing a unique webtool for schools to tailor their safeguarding curriculum specifically for the needs of their children.

The Safeguarding in Education Team provided statutory training to 482 Designated Safeguarding Leads (DSLs) and continual professional development to a further 552 DSLs. Ofsted found effective safeguarding practice in over 97% of West Sussex schools inspected.

304 schools signed up to Operation Encompass in 2019, a scheme involving the police in sharing domestic abuse incidents where

school age children may have been present. This has resulted in children receiving timely support and schools having a better understanding of the child's home circumstances.

2019 saw the second annual Safeguarding in Education conference, 'Voice of the Child', attended by 107 safeguarding leads in our schools. Alongside the Local Safeguarding Children Partnership, we co-designed and delivered the new Neglect Strategy across West Sussex and worked with colleagues in schools to design bespoke tools for children with disabilities.

Trends for pupil entitlement

Although permanent exclusions increased in 2019 from 136 to 150, this was in line with the national average. However, our work with schools to find alternative solutions to exclusion, resulted in 45 children having their permanent exclusion withdrawn.

There were 1,307 referrals for non-attendance investigations, a reduction of 4% from the previous year.

1,463 students were registered as Electively Home Educated (EHE) in the 2018/19 school year, a rise of 16% on 2017-18, with a 138% rise overall in the last 5 years, reflecting a national rise in EHE.

The number of licences issued for children in employment and entertainment increased from 7,134 in 2017/18 to 8,891 in 2018/19. The biggest increase was in Entertainment Licences which increased by 27%.

2020
Priority
5

Explore and implement creative approaches to alternative provision to reduce the risk of exclusion

Review and expand commissioning arrangements in relation to alternative provision to increase opportunities for learners

Work with all agencies to align activity with the Children First and SEND and Inclusion Strategies

2020
Priority
6

Integrate cross directorate service delivery through the Children First Strategy

Explore greater integration of support for schools and pupils in need by aligning and co-ordinating expertise

Strengthen links between the Virtual School, Safeguarding in Education, Investigations and Children Missing Education, and the post 16 team with children's social care

School Organisation and Admissions

The number of children that attended schools in West Sussex increased from 113,930 to 115,011 (Census 2018 and 2019).

Admissions

There was a marginal increase in primary pupil numbers in 2019. Whilst there are a number of popular schools that are oversubscribed, overall we have surplus capacity across our primary schools. 91.1% of pupils were offered their first preference, with 99% offered one of their top three preferences to start primary school in September 2019.

In secondary schools, 84.2% of places offered were parents' first preferences with 96.5% of parents offered one of the top three preferences September 2019.

A total of 19,818 applications for school places were made in the admissions rounds in 2019 to be ready for the start of the 2019/20 academic year. The number of in year applications from parents continues to increase year on year these are admissions to schools outside of the main rounds, for Primary the figure was 5,124 and for Secondary 3,331 giving a total of 8,455 applications.

Federations

Discussions continued throughout 2019 to support governing bodies in exploring the benefits of federations. Guidance was developed with representatives of governing bodies and dioceses and issued to all governing bodies in the summer. Since early 2019, the number of schools actively exploring federations has increased from 2 to 14.

Small School Review

In accordance with the proposals outlined in the School Effectiveness Strategy 2018-2022, approved by County Council in October 2018, extensive public consultation was undertaken in the autumn of 2019 to consider proposals for five small primary schools. Options under consideration included amalgamation, federation, relocation to a new site, closing a school or no change. Further consultation is expected on these schools in 2020.

New schools

Two new schools opened in West Sussex in September 2019, through the Department for Education's Free School programme. The schools were Kilnwood Vale Primary Academy and Bohunt in Horsham.

2020
Priority
7

Ensure the efficient use of capital resources

To further develop how we review and supporting small schools to respond to their challenges

Continue to review the viability of schools and implementation of the Small Schools Strategy

Place planning and reducing or repurposing surplus provision

Restructure our boys' secondary schools towards co-education from September 2021

Restructure and consult on changes to catchment areas

Post-16 Support

European Social Investment Funding (ESIF) Programme

We have continued to focus on reducing the number of young people not in Education, Employment or Training (NEET) in the county. Particularly to quickly identify and help those most in need with support and guidance.

With the support of European funding, our careers advisers have worked with 430 NEET young people in 2019. 94% of them have moved into education, training or employment.

Case Study

16-year-old J had been in elective home education for two years since the sudden death of her father two years ago. She did not follow a curriculum and did not intend to take any exams. She lived with her mother and her older brothers, had no social circle, struggled with social norms and spoke very little.

The team supported J to use her love of horses to pursue a potential career. They liaised with Chichester College at Brinsbury and got her a college interview. They worked on J's self-esteem, drew up a CV, prepared her for the interview process and took her to the interview, finally they negotiated some learning support for her.

J's mum was overwhelmed with relief. The team kept in constant touch and prepared J for her taster days which she successfully completed, including travelling independently. J is now enjoying studying at Brinsbury and according to her mum she is now smiling, confident, communicative and a "totally different girl".

Trends for Post 16 Young People

In 2019 the average point score per entry increased for level 3 pupils across the board and for Tech level pupils it now meets the South East and national average.

7,636 young people completed Key Stage 4 in July 2018, and in January 2019, 87% attended sustained education providers. These were:

- 40% at a FE college or other FE provider (37% last year)
- 30% at a state funded school sixth form (32% last year)
- 17% at a 6th Form college (18% last year)
- 4% at a sustained apprenticeship;
- 3% in sustained employment;
- 4% no destination sustained
- 2% not captured in DfE data

At the end of 2019, 2.28% of 16 and 17-year-olds in West Sussex were not in education, employment, or training (NEET). This was better than the national average. The educational, employment or training status of 9.69% of these young people was not known. This was worse than the national average.

2020
Priority
8

Improve the collection of data to reduce the number of young people whose educational, employment or training status is not known

Establish data gaps and improve the quality, and frequency of our internal and external data sources

Build new working relationships with our education partners

Collaborate and explore further social media options

Adult Education

WSCC's Adult Education Service is funded in full by the Education and Skills Funding Agency (ESFA) and is subcontracted to three providers:

1. Aspire Sussex (Adult Skills and Community Learning)
2. Albion In The Community (Adult Skills)
3. Asphaleia Ltd (16-18 Study Programmes)

Provision is in community venues, and we have been increasing learning opportunities for the low skilled in areas of deprivation.

- 17.8% of learners in 2018-19 resided in parts of West Sussex which are in the 30% most deprived areas nationally;
- 36.1% of learners had prior attainment below level 2.

A new partnership with Asphaleia commenced in 2019 to deliver 16-18 Study Programmes for English, Maths and Employability Skills. It targeted young people who would otherwise be NEET, and from a disadvantaged area in Bognor, with participants recruited by WSCC's Post-16 Support team.

We developed an Adult Education Curriculum Strategy to be implemented in 2019-20 which categorised provision into; Learning for work; Learning for life (*includes Health & Wellbeing, Family Learning & life skills for adults with learning difficulties and / or disabilities*) and Learning for personal interest.

Trends for Adult Learners

- Participation levels remained stable and 5,700 adults enrolled in 2018-19 and 5,184 enrolments completed in 2018-19. This equates to 90.9%. There were a further 28 who were on course which ran across academic year (so couldn't have completed in-year) giving a retention rate of 91.4%. Retention rate" is the measure ordinarily used as a KPI measure.
- Pass Rates continued to be very good with many priority curriculum areas improving. GCSE English pass rate went from 95.9% last year to 98.5% with 68% achieving a grade 4-9
- Outstanding pass rates were maintained in GCSE Maths (98.7%), with 63% adult learners achieving grade 4+
- There was a 100% pass rate for Spectator Safety Level 2 NVQ
- Provision for Adults with Learning Difficulties and/or Disabilities was at 99.6%
- 163 adults achieved ESOL qualifications
- 111 adults achieved NVQ level 2 Spectator Safety

2020
Priority
9

Deliver an Adult Community Learning Curriculum to improve employability and meet the needs of residents living in our more deprived communities

Grow provision for 'Learning for Life' and 'Learning for Work' and reduce learning for personal interest

Increase family learning programmes across the county, particularly in Crawley and the 'coastal strip'

Services for Schools

In 2019 we aimed to establish a coherent suite of traded services that deliver high quality support, assist schools in their improvement and to meet their statutory responsibilities.

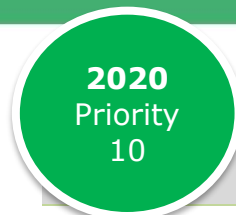
We identified key new products and commissioned partners to support the School Effectiveness Strategy to make the best use of resources to maintain a sustainable school improvement offer.

Over the last year, the offer to schools broadened with the introduction of new consultancy and professional services. This included working with colleagues across the council. Income increased to sustain core services and provide a good foundation for our future traded offer. New services introduced were:

- School Effectiveness Consultancy;
- Duke of Edinburgh Award Service Level Agreements;
- Safeguarding Audits;
- Firebreak Youth Intervention Programme;
- Early Years Training and Support.

We committed to create a professional customer experience for schools when they buy services from the council and are continuously improving what we do. We have:

- Reshaped the Communication to Headteachers;
- Strengthened our Quality Assurance;
- Canvassed the views of schools on their customer experience;
- Implemented a new 'marketplace' store on West Sussex Services for Schools.



Commercialise and professionalise our traded work for schools

Establish and implement quality control and commercial disciplines to the local authority's Service Level Agreements and Continuous Professional Development for schools

Increase traded income generation from schools

Establish a pipeline of new quality products and services for schools that recognise the strategic needs of schools

Prepare for post Capita SLA requirements for IT and Employment Support Services and quality standards

Increase the number of services available to purchase on West Sussex Services for Schools

Pursue opportunities through a combination of in-house development and partnership working



Adapt to new ways of working

Use technology to provide alternative approaches to engage and collaborate with stakeholders

Build staff expertise and our capacity to manage online and virtual working

Develop virtual tours, online information and strategies with schools to support pupil transition to help parents select schools

Performance Appendix

The pupil performance data is for the academic year 2018/19. Data is validated by the Department for Education in the autumn term with Key Stage 4 data published in early 2020.

The data concerning the proportion of schools and the proportion of pupils who attend at least good schools is the latest data and from the end of December 2019. Other dates are as stated.

Pupils in West Sussex Schools			
School Type	Academy	Maintained	Total
Nursery	0	405	405
Primary	19,406	45,357	64,763
Secondary	20,413	25,462	45,875
Free	1,973	0	1,973
Special	115	1,724	1,839
PRU / APC	0	156	156
Total	41,907	73,104	115,011

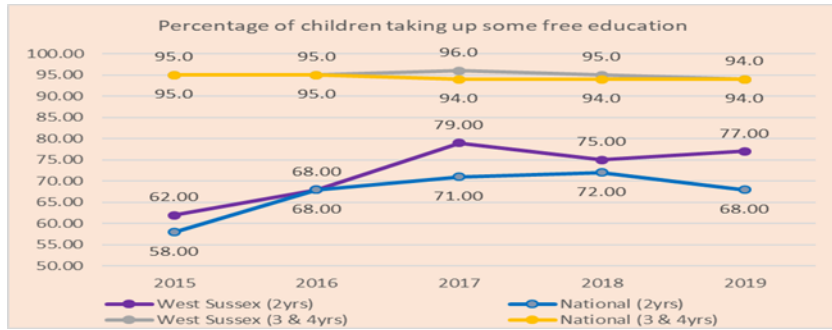
Effectiveness of Schools

% of Pupils attending Good or Outstanding Schools			
	Dec 2018	Dec 2019	Change
All	85.3%	86.3%	+1.0%
Primary	83.9%	84.7%	+0.8%
Secondary	86.8%	88.1%	+1.3%
Special	96.4%	100.0%	+3.6%

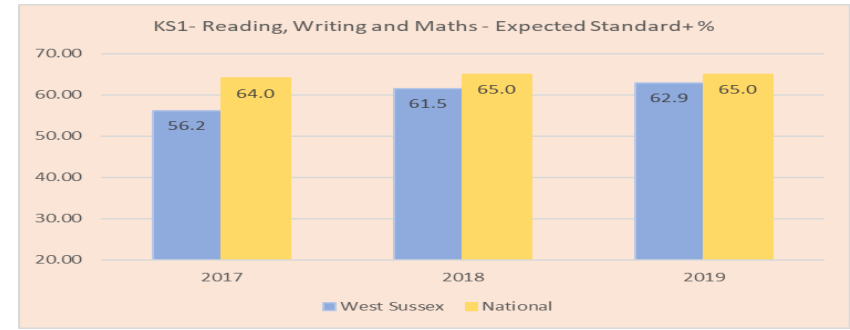
Schools in West Sussex			
School Type	Academy	Maintained	Total
Nursery	0	4	4
Primary	49	178	227
Secondary	17	20	37
Free	4	0	4
Special	2	10	12
PRU / APC	0	2	2
Total	72	214	286

% of Good or Outstanding Schools			
	Dec 2018	Dec 2019	Change
All	84.3%	87.6%	+3.3%
Primary	84.0%	87.1%	+3.1%
Secondary	84.2%	87.2%	+3.0%
Special	90.9%	100.0%	+9.1%

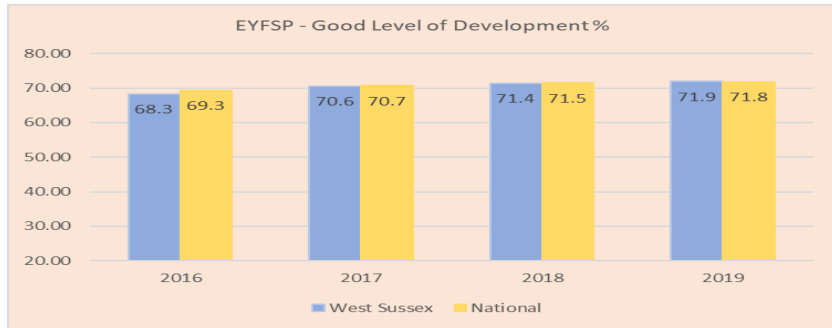
Early Years



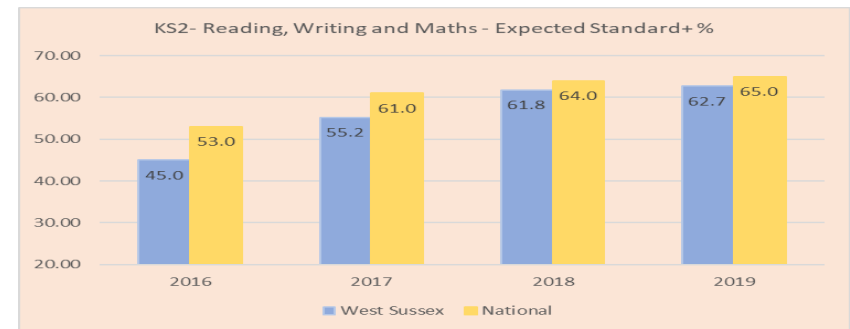
Key Stage 1



Early Years Foundation Stage

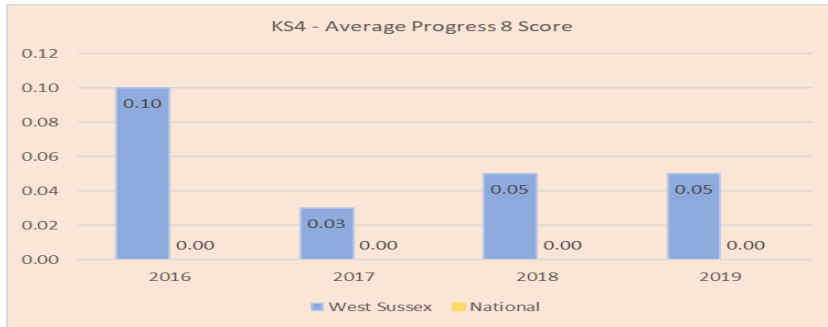


Key Stage 2

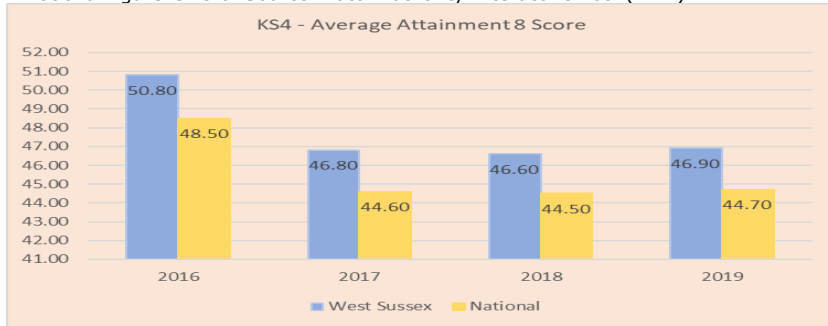


Children achieving at least the expected level in the early learning goals (ELGs) within the three prime areas of learning and within literacy and mathematics is classed as achieving a 'good level of development'. Achieved at least the expected level across all ELGs means a child achieved 'expected' or 'exceeded' in all 17 ELGs.

Key Stage 4



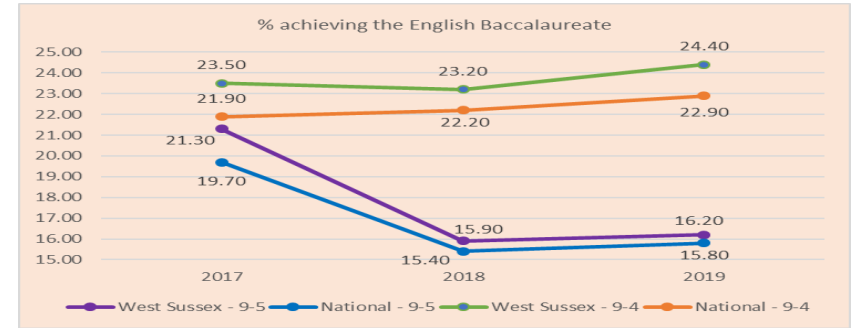
National figure is zero. Source: Local Authority Interactive Tool (LAIT)



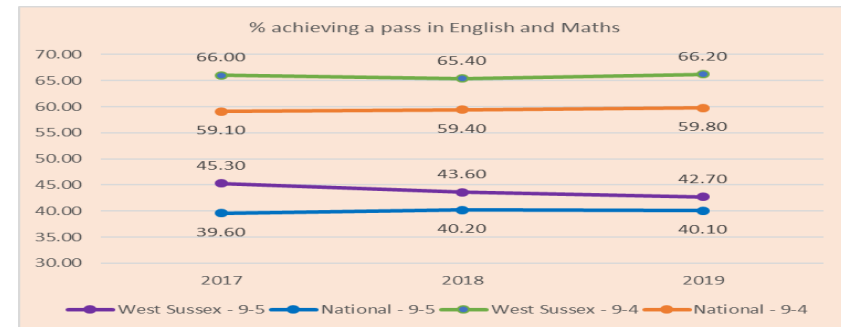
Progress 8 was introduced in 2016 as the headline indicator of school performance. It aims to capture the progress that pupils in a school make from the end of primary school to the end of key stage 4. It is a type of value-added measure, which means that pupils' results are compared to the progress of other pupils nationally with similar prior attainment. Every increase in every grade a pupil achieves will attract additional credit in the performance tables.

Attainment 8 measures pupils' attainment across 8 qualifications including: maths (double weighted) and English (double weighted, if both English language and English literature are sat), 3 qualifications that count in the English Baccalaureate (EBacc) measures, 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list Performance tables: technical and vocational qualifications. For further information on key stage 4 measures and methodology, please use the following link, [here](#).

English Baccalaureate (EBacc) ⁱ - Average Point score		
Area	2018	2019
West Sussex	4.06	4.11
National	3.85	3.87

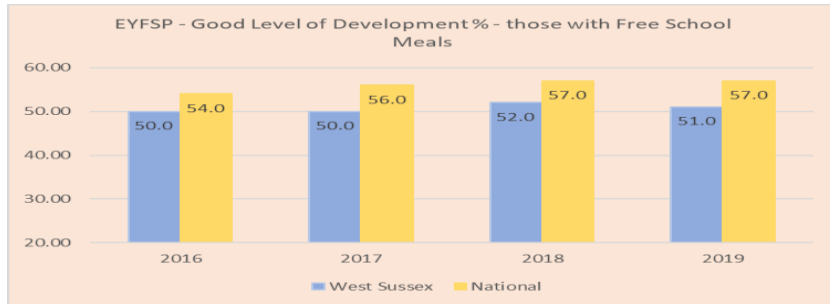


EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

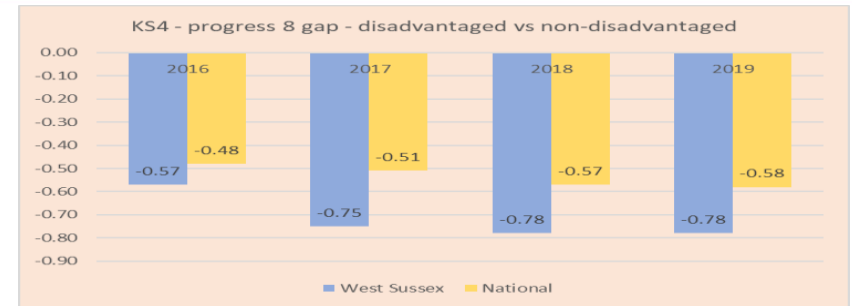
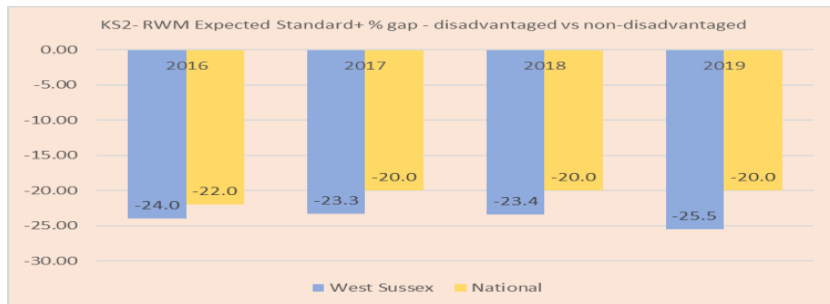
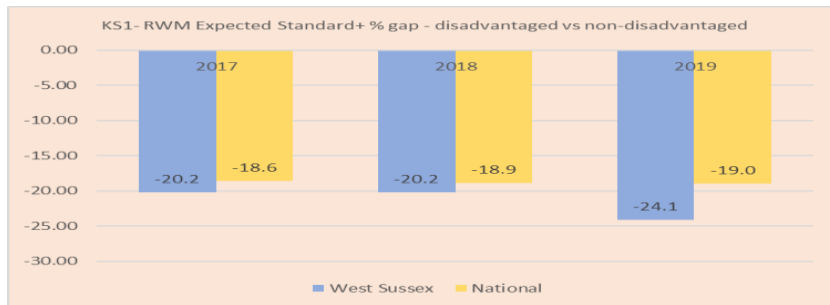


Disadvantaged Pupils

% with Free School Meals achieving a Good Level of Development



% Attainment gap at Key Stages 1, 2 and 4



These charts relate to the respective Key Stages for the difference (gap) between results for disadvantaged pupils and non-disadvantaged pupils and the gap data is in line with our Corporate targets. Pupils are defined as disadvantaged if recorded as,

- Eligible for Free Schools Meals (FSM) in the last six years,
- Looked After Children (LAC) continuously for one day or more,
- Post LAC: because of an adoption, a special guardianship order, a child arrangements order or a residence order.

Inclusion

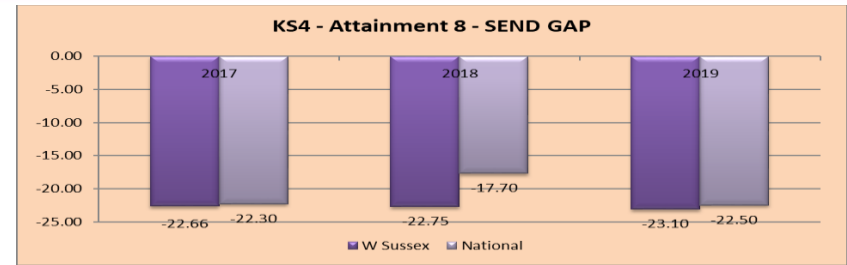
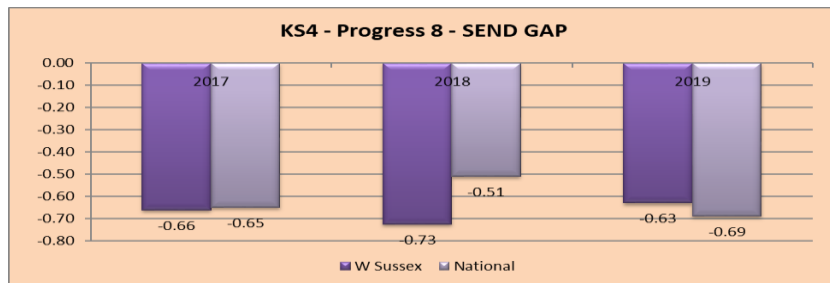
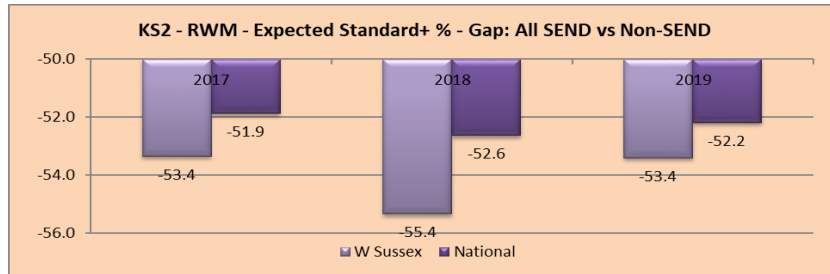
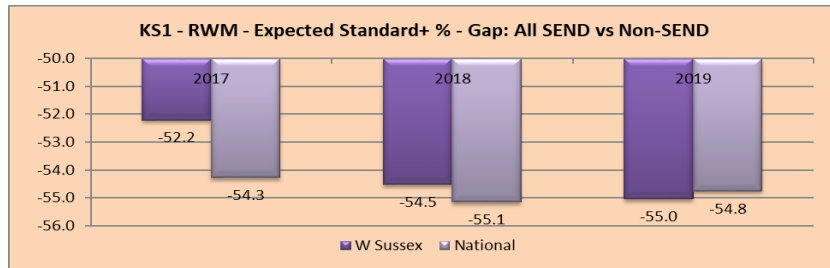
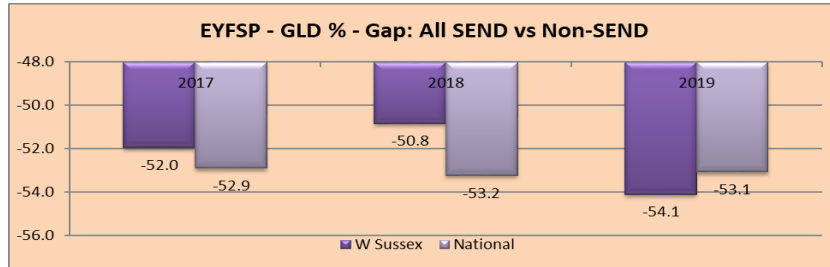
Special Educational Needs and Disabilities (SEND)

The number of pupils with SEND support in the January 2020 school census rose to **13.9%** from 13.7% in January 2019. The number of pupils with an EHC Plan in the January 2020 school census rose to **3.4%** from 3.2% in January 2019. Attainment results are as follows:

SEND SUPPORT	2017		2018		2019	
KEY STAGE	West Sussex	National	West Sussex	National	West Sussex	National
EYFSP: GLD %	29.0	26.4	32.1	27.6	28.2	28.5
KS1: RWM EXS+ %	12.9	19.2	16.1	20.6	17.8	20.6
KS2: RWM EXS+ %	12.0	21.0	17.8	23.8	20.9	24.9

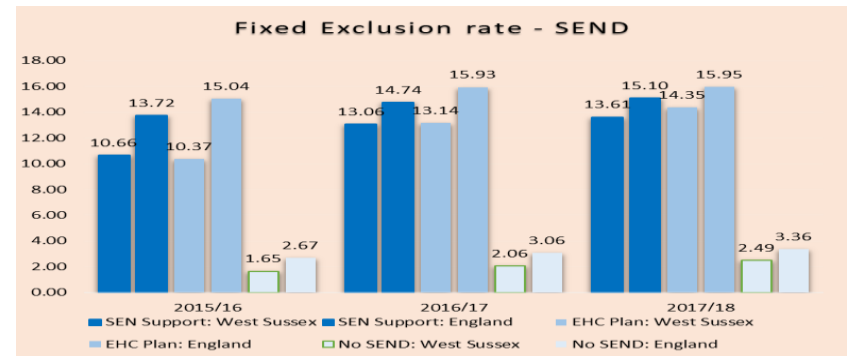
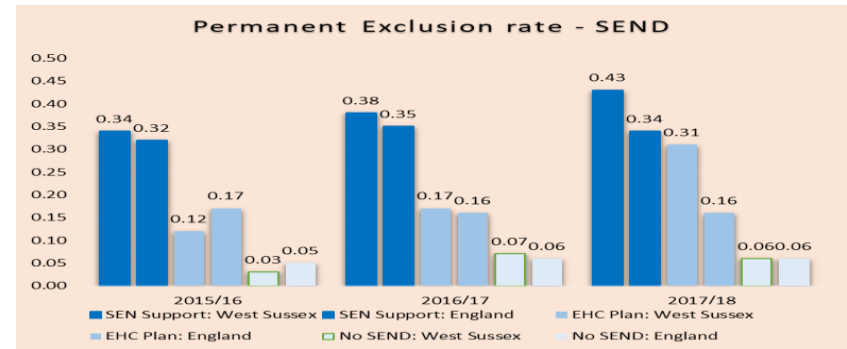
EHC PLAN	2017		2018		2019	
KEY STAGE	West Sussex	National	West Sussex	National	West Sussex	National
EYFSP: GLD %	5.6	4.1	8.3	4.9	6.4	4.5
KS1: RWM EXS+ %	5.2	7.6	11.2	7.5	7.7	7.4
KS2: RWM EXS+ %	5.0	7.7	5.0	9.0	7.0	9.0

% Attainment gap at Key Stages 1, 2 and 4

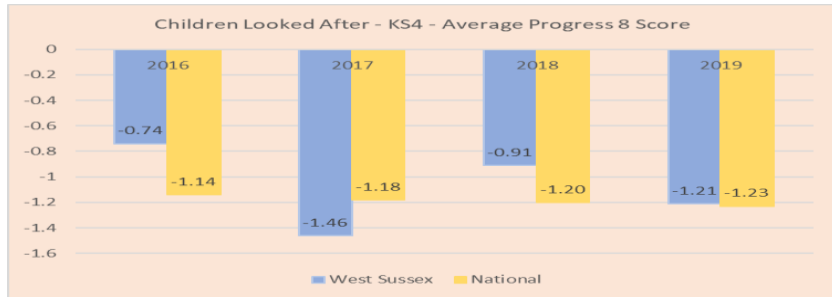
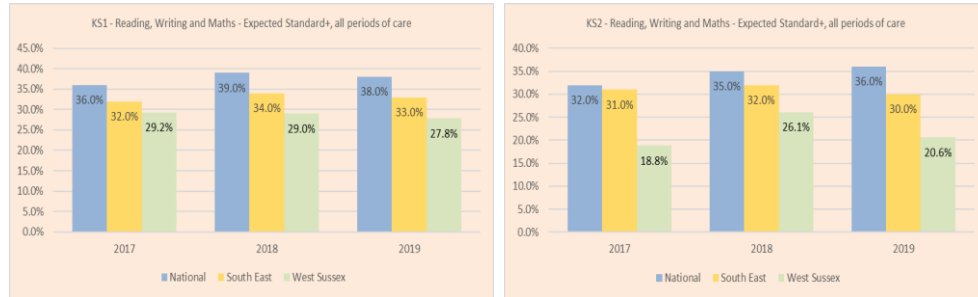


These charts relate to the respective Key Stages for the difference (gap) between results for SEND pupils and non-SEND pupils against the national equivalent.

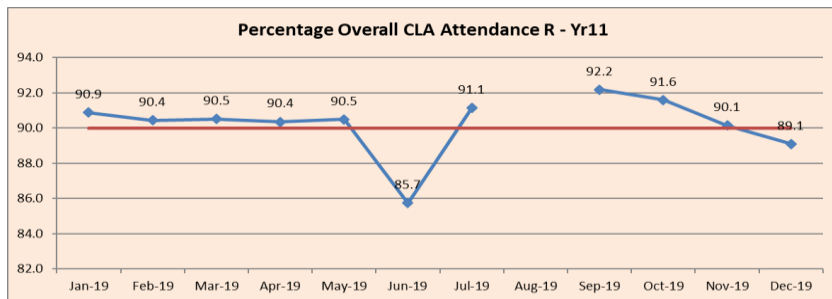
The exclusion of SEND pupils



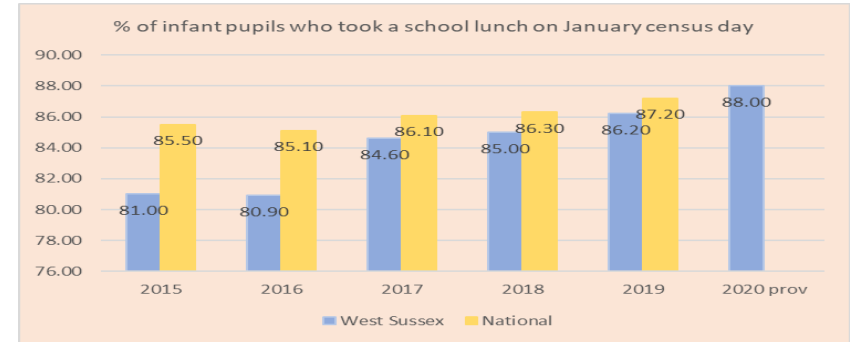
Children Looked After



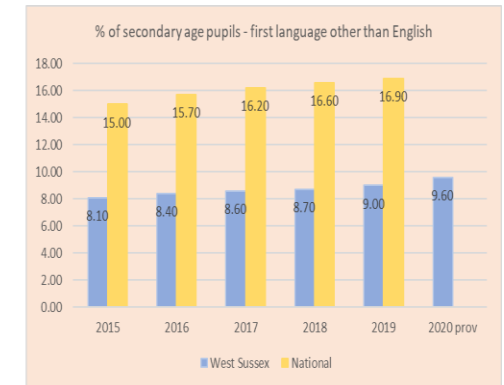
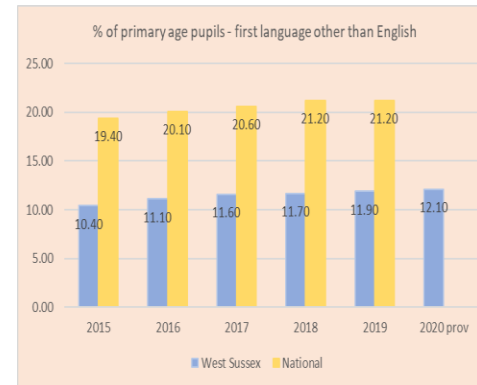
The fall in attendance during June was directly due to Year 11 Study Leave being recorded as Authorised Absence. There is no attendance recorded in August due to the summer school holidays. Regular attendance underpins achievement and the Virtual School works closely with all partners to ensure that children are supported to attend school as often as possible.



Free School Meals



English as Second Language



These charts relate to the January School Census, in each year, for on roll pupils where it is indicated that these pupils has their first language identified as 'Other than English'.

Pupil Premium

The 2018-19 Pupil premium funding for West Sussex was calculated as follows:

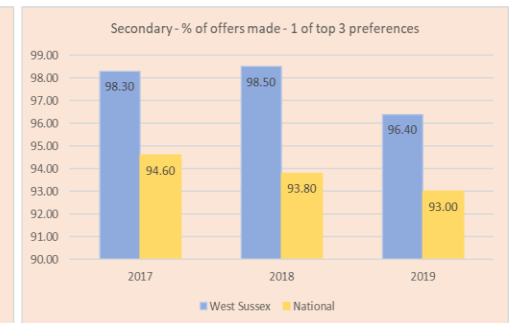
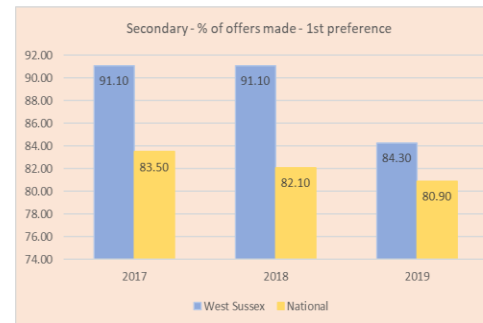
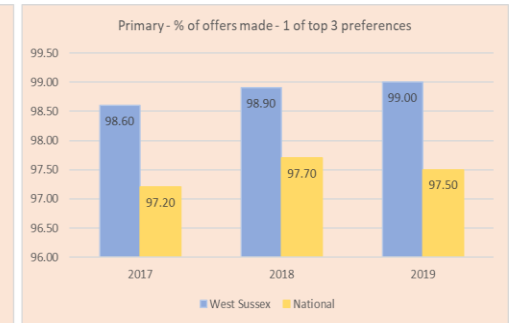
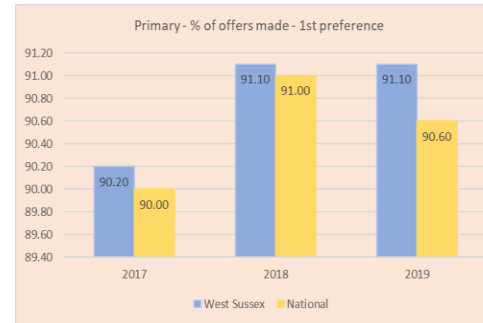
Pupil Premium Category	Numbers of Pupils Eligible	Pupil Premium Allocation
Deprivation - Primary	9,226	£12,177,770
Deprivation - Secondary	7,546	£7,055,354
Service Child	705	£211,500
Post-CLA	688	£1,581,250
PP+ - CLA	530	£1,219,000
TOTAL	18,695	£22,244,874

2019-20 was calculated as follows:

Pupil Premium Category	Numbers of Pupils Eligible	Pupil Premium Allocation
Deprivation - Primary	9,018	£11,903,100
Deprivation - Secondary	7,453	£6,968,088
Service Child	725	£217,350
Post-CLA	708	£1,628,400
PP+ - CLA	536	£1,232,800
TOTAL	18,440	£21,949,738

School Admissions

Admission Measure	2017	2018	2019
Primary - % of offers made 1 st Preference	90.2	91.1	91.1
Primary - % of offers made 1 of top 3 Preferences	98.6	98.9	99.0
Secondary - % of offers made 1 st Preference	91.1	91.1	84.3
Secondary - % of offers made 1 of top 3 Preferences	98.3	98.5	96.4



Post 16 Adult Learning & Skills

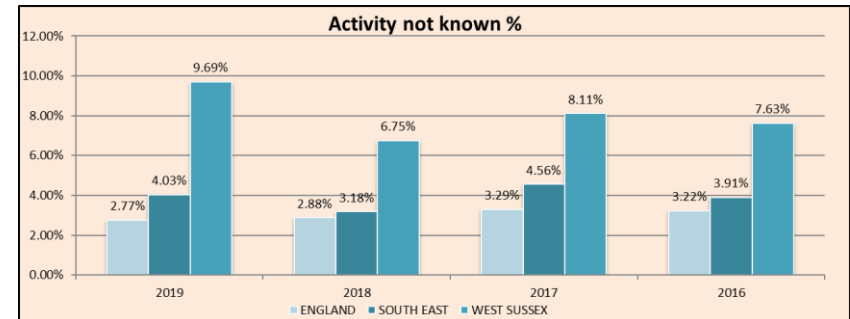
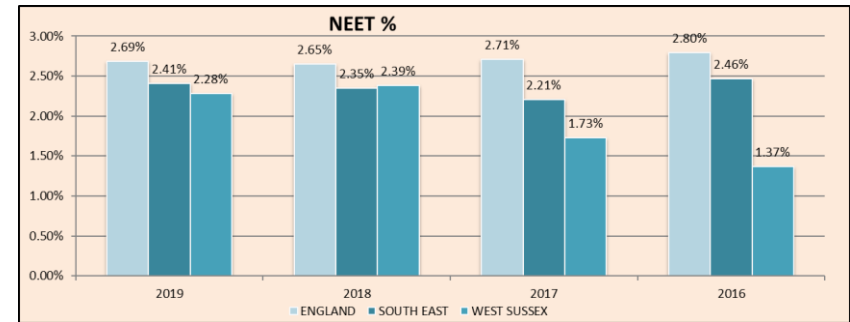
Key Stage 5 Attainment



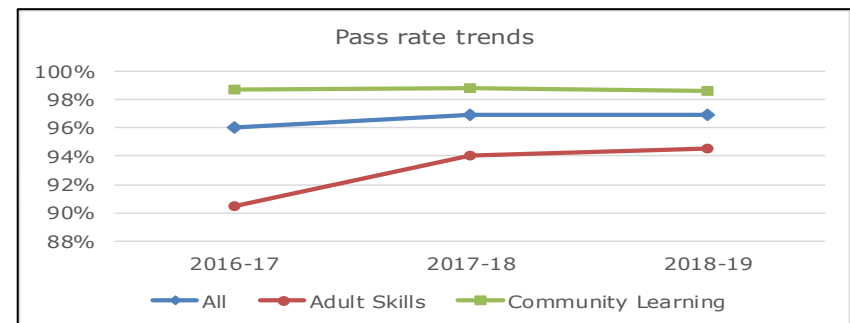
These charts relate to the students at the end of advanced level study who were entered for at least one qualification, in each subject type, during 16-18 study.

More information on 2019 applied general and tech level qualifications is available [here](#).

Education, employment, or training



Adult Education



Corporate Plan Key Performance Indicators

relation to the previous year's result. The end of year RAG status shows the position relative to the 2019 target.

*Results with a small cohort which means fluctuating results and one student can significantly affect results. KS1 and KS2 taken from NOVA reporting system

The following table summarises the position at the end of 2019 of the Corporate Plan Key Performance Indicators. The direction of travel is in

MEASURE	AMBITION	2019 TARGET	PREVIOUS RESULT	LATEST RESULT	Direction of Travel	End of year RAG
Children achieving a Good Level of Development in Early Years	We aim to be in the top quartile of all Local Authorities by 2022	72.3%	71.4%	71.9%		A
% Schools that are judged good or outstanding by OFSTED	We aim to be in the top quartile of all Local Authorities by 2022	88.5%	84.3%	87.6%		A
% Pupils in schools that are judged good or outstanding by OFSTED	We aim to be in the top quartile of all Local Authorities by 2022	89.0%	85.3%	86.3%		A
Attendance of children looked after at their school	We aim to be in the top quartile for all local authorities by 2022	90.0%	90.1%	89.1%		A
Key Stage 1 attainment (RWM Combined %)	We aim to exceed national average by 2022	64.9%	61.5%	62.9%		A
Key Stage 2 attainment (RWM Combined %)	We aim to exceed national average by 2022	64.6%	61.8%	62.7%		A
Key Stage 4 attainment Progress 8 Average Score	We aim to be in the top quartile of all Local Authorities by 2022	0.11	0.05	0.05		A
CLA >12 months KS1 educational outcomes (RWM Combined) *	We aim to be in line with national average by 2022	38.0%	10.0%	44.4%		G
CLA >12 months KS2 educational outcomes (RWM Combined) *	We aim to be in line with national average by 2022	37.0%	31.3%	21.7%		R
CLA > 12 months KS4 educational outcomes (Average Progress 8 Score) *	We aim to be in line with national average by 2022	-1.23	-0.91	-1.21		G
Key Stage 1 RWM attainment gap: disadvantaged pupils	We aim to reduce the gap to less than nationally achieved by 2022	19.2%	20.2%	24.1%		R
Key Stage 2 RWM attainment gap: disadvantaged pupils	We aim to reduce the gap to less than nationally achieved by 2022	22.0%	23.4%	25.5%		R
KS4 Progress 8 attainment gap: disadvantaged pupils	We aim to reduce the gap to less than nationally achieved by 2022	0.57	0.78	0.78		R
16-17-year olds who are not in education, employment or training	We aim to be in the top quartile of all Local Authorities by 2022	2.60%	2.65%	2.69%		A

Coronavirus Pandemic

2020 will not be as we anticipated, and we still do not fully know the effect the Covid pandemic will have on the education, and both the mental and emotional health and wellbeing of our children and young people over the coming year. All of our Education Settings play a vital role in responding to the pandemic in West Sussex. The efforts and contributions of all governors and staff in them cannot be underestimated.

Supporting and enabling all settings through reopening in a safe and secure way for pupils, staff and parents will be essential and will be a key priority for 2020. The support needed during the ongoing recovery across the year will be paramount to achieving strong educational outcomes and reducing the learning gaps between different groups of children and young people. The Coronavirus pandemic will frame the way that we educate our children and young people for the foreseeable future.

As we look forward, recovering from the pandemic and enabling schools to work in new ways has become a key focus and all our priorities will reflect this new context.

There is no doubt that the pandemic in the Spring of 2020 will have significant ramifications on how our schools work, and also how we work with schools in the future. Covid related restart and support for schools and children will be a key priority for the local education authority. Our planned priorities for 2020 may need to be refined and adapted depending on how the situation progresses during the year.

Priorities for 2020*

1. Implement the School Effectiveness Strategy 2018-22
2. Ensure all pupils, both disadvantaged and those who are more able, are challenged to achieve their potential
3. Provide strategic support for curriculum design, implementation and impact
4. Implement the SEND and Inclusion Strategy 2019-24
5. Explore and implement creative approaches to alternative provision to reduce the risk of exclusion
6. Integrate cross directorate service delivery through the Children First Strategy
7. Ensure the efficient use of resources
8. Improve the collection of data to reduce the number of young people whose educational, employment or training status is not known
9. Deliver an Adult Community Learning Curriculum to improve employability and meet the needs of residents living in our more deprived communities
10. Commercialise and professionalise our traded work for schools
11. Adapt to new ways of working

*set in January 2020 prior to the Covid 19 pandemic

Further Information

West Sussex County Council Performance Dashboard

www.performance.westsussex.gov.uk

Department for Education Statistics

www.compare-school-performance.service.gov.uk/

www.gov.uk/government/organisations/department-for-education/about/statistics#forthcoming-publications

<https://www.gov.uk/government/publications/local-authority-interactive-tool-lait>

Progress 8 (and Attainment 8) definitions

www.gov.uk/government/publications/progress-8-school-performance-measure

16 to 18 accountability measures

www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746566/16-18_Accountability_Measures_Technical_Guide_Oct18.pdf

West Sussex School Effectiveness Strategy

www.westsussex.gov.uk/about-the-council/policies-and-reports/school-policy-and-reports/school-effectiveness-strategy

Planning School Places

www.westsussex.gov.uk/about-the-council/policies-and-reports/school-policy-and-reports/planning-school-places

Virtual School

Full performance data for Children Looked After is reported to the Corporate Parenting Panel in the Virtual School Annual Report. For more information contact wsvs@westsussex.gov.uk



Children and Young People's Services Scrutiny Committee

24 September 2020

Business Planning Group Report

Report by Chairman, Business Planning Group

Executive Summary

Each Scrutiny Committee has a Business Planning Group (BPG) to oversee the Committee's work programme and prioritise issues for consideration by the Committee. This report provides an update to the Committee of the BPG meetings held on 9 March 2020 and 25 June 2020 setting out the key issues discussed.

1. Background

- 1.1 The BPG met on 9 March 2020, members in attendance were Cllr Barling (Chairman), Cllr Flynn, Cllr Hall, Cllr Lord. Also present were Rachel Allan, Natalie Jones-Punch, Katherine De La Mora (Democratic Services), Paul Wagstaff (Director of Education & Skills), Marie Foley (Service Leader - Business Support & Performance Group), Sara Boothroyd (Senior Solicitor). Cllr Sudan was absent.
- 1.2 The BPG met on 25 June 2020, members in attendance were Cllr Barling (Chairman), Cllr Flynn, Cllr Hall, Cllr Lord and Cllr Sudan. Also present were Vince Clark (Children First Transformation Director) and Paul Wagstaff (Director of Education & Skills).

9 March 2020

2. Education and Skills Update

- 2.1 The BPG heard that the number of children being Electively Home Educated (EHE) was approximately 1037. 41 of which had Education and Health Care Plans. The BPG requested further detail on the 1037 EHE children and the balance of primary and secondary age children.
- 2.2 The BPG felt that government feedback on EHE should be received before this came to the Committee as a substantive item.
- 2.3 The BPG were provided with an update on Alternative Provision for post-16, which confirmed that the service worked with Alternative Provision Colleges to work with rising 16's to get them college ready. Those that did not go onto college, were engaged by the post-16 support team to assist in moving into education, employment or training.
- 2.4 The BPG heard that the European Social Investment Fund would end in December 2020 and considered reviewing the impact of this at a later date.

- 2.5 The BPG also received an update on home to school transport, confirming that the service was working with SENAT, the Post-16 team and parents/carers to encourage more independent travel. The BPG was concerned at the continued overspend of the service as outlined in the TPM and agreed to refer this to the Performance and Finance Scrutiny Committee BPG.

3. Children and Family Services Update

- 3.1 The BPG received an update on the increasing costs in the conduct of child protection cases by legal services childcare and advocacy team, which was due to a 34% increase in caseloads. The BPG agreed to receive a further update should the increase in caseloads continue.
- 3.2 The BPG was informed on the development of proposals around the Early Help offer. The BPG agreed that a Task & finish group should be established to consider these proposals at the appropriate time.

25 June 2020

4. CYPSSC Work Programme Planning 2020-21

- 4.1 The BPG discussed the Committee's work programme for its meetings to March 2021. The Work Programme was updated and is attached at appendix A.

5. Date of next BPG meeting

- 5.1 Members noted that the next BPG meeting will be held at 10.30 on 18 November 2020.

6. Implications

- 6.1 There are no social impact, resource, risk management, Crime and Disorder Act or Human Rights Act implications arising directly from this report.

David Barling, Chairman, Children & Young People's Services Scrutiny Committee

Contact: Rob Castle, 0330 22 22 546, rob.castle@westsussex.gov.uk

Appendices - Appendix A - CYPSSC Work Programme 2020-21

Background Papers - None

Children and Young People’s Services Scrutiny Committee Work Programme June 2020 – March 2021

Topic/Issue	Purpose of scrutinising this issue	Timing
CYPSSC – September 2020 – March 2021		
Children First Improvement Programme	Performance monitoring - To seek assurance and evidence that appropriate progress is being made on the children first improvement journey and outcomes are improving for children and families. Focus: To include detail on preparation for OFSTED monitoring visit and detail on the stability of Social Care workforce (including plans to mitigate any impact of the cessation of the current recruitment and retention offer), and how this is impacting on the outcomes for children and families. There will also be details of the transformation programme.	24 September 2020
Report from Education and Skills Annual Report TFG	Performance monitoring - To review the output of the Education and Skills Annual Report TFG of July 2020 to monitor educational attainment (see below).	24 September 2020
Children First Improvement Programme	Performance monitoring - To seek assurance and evidence that appropriate progress is being made on the children first improvement Journey and outcomes are improving for children and families. Focus: TBC	5 November 2020
Fostering Service Review	Policy development – To review the proposals on the fostering service review (foster carer remuneration, recruitment and retention)- implementation expected in Spring 2021.	5 November 2020
Impact of Covid-19 on Educational Outcomes for Children and Young People.	Service Improvement - Assessing the impact of school/college closures on children and young people; measures to support the return to education and preparedness for any future emergencies. External Witnesses to be invited (DfE/RSC, School Governors etc)	5 November 2020

Topic/Issue	Purpose of scrutinising this issue	Timing
Children First Improvement Programme	Performance monitoring - To seek assurance and evidence that appropriate progress is being made on the children first improvement Journey and outcomes are improving for children and families. Focus: tbc	7 January 2021
SEND (Special Educational Needs and Disability) and Inclusion Strategy	Performance Monitoring - To review the effectiveness of the strategy after its first year of implementation, how objectives are being met and any recommendations/areas for improvement/focus. This could include the appropriateness of placements for SEND children (as raised by Committee on 4 March)	7 January 2021
Support for School Governors	Raised at CYPSSC on 14 April & 9 January- to identify any areas of improvement for the support, training and guidance provided to school governors and to consider recruitment and retention issues.	7 January 2021
Children First Improvement Programme	Performance monitoring - To seek assurance and evidence that appropriate progress is being made on the children first improvement Journey and outcomes are improving for children and families. Focus: TBC	4 March 2021
CYPSSC –Confirmed items for timetabling		
Adoption of the Children First Strategic Approach	Pre-decision scrutiny – (cross-cutting with PFSC) - to review the proposed Children’s First Strategic Approach. Work is being progressed through the newly created Children Sub Group that reports to HWB. Scrutiny to be determined following work of the group.	TBC
Early Help Redesign	Pre-decision scrutiny – to assess the draft proposals for the redesign of early help. NB – further work being carried out in light of Covid-19 and reset and reboot proposals. Therefore, a new timeline is being established.	TBC
Regional Adoption Agency	Service Improvement - To assess the impact of the Regional Adoption Agency (requested by BPG in February 2020 & SC in 2019) and	April/May 2021

Topic/Issue	Purpose of scrutinising this issue	Timing
	scrutinise its first year of operation (established April 2020).	
Children Looked After Strategy	Service improvement/Pre decision scrutiny- To review the Draft CLA Strategy. To be shared virtually with the Committee for comment on the content prior to its adoption. Was reviewed by Corporate Parenting Panel on 25 June 2020.	To be shared virtually with Committee for comment in early September.
High Cost Residential Placements and Residential Homes	Service Improvement – To review plans for post-16 residential placements and the re-opening of some children’s residential homes. (requested by BPG in February 2020).	TBC
Visits to residential homes	To form part of a training day for CYPSSC members (originally scheduled for June 2020). Will be linked with above agenda item.	TBC
Enquiry Days		
Sussex Wide Children and Young People Emotional Health and Wellbeing Report	Performance Monitoring - To review emotional health and wellbeing support for children and young people, jointly with the HASC and the West Sussex Youth Cabinet. (following the publication of the Sussex Wide Children and Young People Emotional Health and Wellbeing Report).	February 2021
Task & Finish Groups		
Education and Skills Annual Report	Performance Monitoring - To review the performance of West Sussex Children in academic year 2019-20 and progress towards achievement against targets in the WS Plan. The TFG will be invited to put forward any recommendations to the Cabinet Member and identify any priorities for further scrutiny.	8 July 2020
Home to School Transport	Performance Monitoring - Suggested by PFSC as a cross cutting TFG to explore the budget overspend and policy. Scoping meeting scheduled for September 2020.	TBC
Proposed Scope of Services for a Children’s Trust	Pre-decision scrutiny – Cross Cutting TFG with PFSC. A one off meeting in early October to review the proposed scope of services	October 2020

Topic/Issue	Purpose of scrutinising this issue	Timing
	ahead of the decision being taken by Cabinet on 20 October.	
Business Planning Group – items for BPG to consider for Scrutiny (including those raised by Committee Members under 'Items for Future Scrutiny').		
Post-16 and NEETS	Performance Monitoring - To focus on the impact on young people on the changes to the services following the cessation of ECF funding in December 2020.	Spring 2021
IT in Children's Social Care	Raised at CYPSSC on 4 March. To assess and review if the IT support and provision available for Social Workers is sufficient and robust.	A briefing note to be circulated to the Committee (no agenda item required).
Allocation of funding of SEND provision in early years.	Raised at Committee in January 2020. Detail to be explored at future BPG.	TBC
Elective Home Education	Performance Monitoring - Discussed at BPG in March 2020 – agreed to await government feedback/guidance on EHE before considering if further scrutiny is required.	TBC
Adult Community Learning Curriculum	To review the current curriculum and performance and consider any areas for future scrutiny	TBC
Business Planning Group – to monitor		
Woodlands Meed	BPG to monitor progress and identify any areas for scrutiny as the project progresses	Ongoing
Attainment Gap for disadvantaged Children	Performance Monitoring – to understand reasons for attainment gap and explore how this can be reduced, with a focus on Early Years. BPG to monitor progress and identify any areas for future scrutiny	November 2020
Total Performance Monitor	To review the latest performance monitor at each BPG and consider any areas that require scrutiny.	At each meeting
Work Programme Planning	To consider updates from the services and stakeholders and consider whether any issues should be subject to formal scrutiny by CYPSSC (when assessed against the BPG checklist).	At each meeting

Topic/Issue	Purpose of scrutinising this issue	Timing
Contract Monitoring	The BPG agreed to look at contract monitoring twice a year and identify any areas that may require further scrutiny.	Twice a year
Children and Young People Services Training (as requested by Committee)		
Children's Safeguarding Partnership (focus on neglect)	Suggested as a full member day to inform members of the work of the Safeguarding Partnership with a focus on neglect (requested by CYPSSC 4 March 2020).	Virtual Member day for Adult and Children Safeguarding being explored for October 2020
Exclusions and Alternative Provision	Suggested as a Member Day to inform members of the processes, roles and responsibilities, voice of child, quality assurance and members role with local residents requesting assistance.	Member day being explored with Member Development Group

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