

Public Document Pack

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10 January 2023

Children and Young People's Services Scrutiny Committee

A meeting of the Committee will be held at **10.30 am** on **Wednesday, 18 January 2023** at **County Hall, Chichester, PO19 1RQ**.

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

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Agenda

- 10.31 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.
- 10.33 am 2. **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.
- 10.38 am 3. **Minutes of the last meeting of the Committee** (Pages 5 - 12)
- The Committee is asked to agree the minutes of the meeting held on 16 November 2022 (cream paper).
- 10.43 am 4. **Responses to Recommendations** (Pages 13 - 18)
- The Committee is asked to note the responses to recommendations made at previous meetings of the Committee.

- 10.48 am 5. **Education and Learning Strategy 2023-2025** (Pages 19 - 94)
- Report by Assistant Director of Education and Skills.
- The Committee is asked to consider the proposed Education and Learning Strategy 2023-25 ahead of its endorsement by the Cabinet Member for Learning and Skills.
- 11.48 am 6. **Commissioning of an Adult Community Education Service** (Pages 95 - 122)
- Report by Assistant Director of Education and Skills.
- The Committee is asked to consider the proposed decision on a new approach and delivery model to Adult Community Education and the launch of a procurement for the delivery of adult learning from September 2023.
- 12.48 pm 7. **Work Programme Planning and Possible Items for Future Scrutiny** (Pages 123 - 152)
- The Committee is asked to agree its draft work programme (Appendix A) in accordance with the scrutiny checklist attached (Appendix B) and highlight any further possible items for future scrutiny.
- The Committee is also asked to review the Forward Plan entries relevant to its remit (Appendix C) and consider whether it wishes to enquire about any of the forthcoming decisions within its portfolio.
- 1.03 pm 8. **Requests for Call-In**
- There have been no requests for call-in to the Scrutiny Committee 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.
- 1.05 pm 9. **Date of Next Meeting**
- The next meeting of the Committee will be held on 1 March 2023 at 10.30am at County Hall, Chichester. Probable agenda items include:
- Performance and Resources Report – Q3
- Any member wishing to place an item on the agenda for the meeting must notify the Director of Law and Assurance by 16 February 2023.

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

16 November 2022 – At a meeting of the Children and Young People's Services Scrutiny Committee held at 10.00 am at County Hall, Chichester, PO19 1RQ.

Present: Cllr Linehan (Chairman)

Cllr Burgess	Cllr McGregor	Cllr Sparkes
Cllr Cherry	Cllr Mercer	Mr Cristin
Cllr Cornell	Cllr Payne	Mrs Oldroyd
Cllr Duncton	Cllr Smith	Cllr Evans

Apologies were received from Cllr Baldwin, Cllr Hall, Mr Gurling and Lucy Butler

Absent:

Also in attendance: Cllr N Jupp and Cllr Russell

Part I

25. Declarations of Interests

25.1 In accordance with the County Council's code of conduct the following declarations were made:

25.2 Cllr Burgess declared a personal interest as a councillor at Crawley Borough Council under agenda item 6.

25.3 Cllr Cherry declared a personal interest as the chair of governors at the Burgess Hill Academy under agenda item 6.

25.4 Cllr Mercer declared a personal interest as the chair of the Orchard Hill Academy Trust under agenda item 6.

26. Urgent Matters

26.1 No urgent matters were raised.

27. Children First Improvement Programme - progress, current position and next steps

27.1 The Cabinet Member for Children and Young People, Cllr Russell, introduced the report by reflecting on the journey Children's Services had been through since 2019 and that it was a timely point to reflect on the progress made to date, with a full Ofsted inspection due between now and spring 2023. The report outlined all key areas of progress and work undertaken and outlined changes and transformation and the impact of those changes.

27.2 The Committee received a statement from Mr Coughlan, the independent chair of the Improvement Board and previously the

Commissioner for Children's Services in West Sussex. Mr Coughlan reminded the Committee that the County Council had found itself rated as inadequate following a long period of fragility in Children's Services. The first ever rescindment of a trust order by the DfE was a credit to the people involved in improving the service, particularly as it was during the early pandemic period. The cost-of-living crisis compacting after 10 years of austerity and a national recruitment crisis were national issues providing additional challenge to the improvement journey, but Mr Coughlan felt that the County Council had coped admirably.

27.3 Mr Coughlan felt confident around the work being done by the Improvement Board. He felt the chain of command and accountability in the County Council was stronger now, particularly through the Chief Executive and Director of Children, Young People and Learning and the management team, and this gave him confidence. He noted that the service was now awaiting a full inspection at any point within the next four months and that would be a critical milestone for the service.

27.4 Mr Coughlan reported that Ofsted inspections were primarily focussed on cases and case outcomes. Through support with Hampshire County Council as practice partner, a stronger model of self-audit and self-evaluation had been developed in West Sussex.

27.5 For the future Mr Coughlan reported there have been challenges with the pace and consistency of high-quality practice in what is a relatively large county. Driving at that consistency is now a core management priority. He also noted the reduction in funding from the Department for Education (DfE) for the new practice model, recruitment of social workers and other suitably qualified staff. The senior management team needed to be supported as they prepared for the full inspection, the Committee needed to carry on the much-improved tone of scrutiny going forward by getting the balance of support and challenge right.

27.6 Members of the Committee asked questions of Mr Coughlan and officers and a summary of those questions and answers follows.

27.7 The effectiveness of the Scrutiny Committee today is light years away from the position in 2019. Areas of interactions with members, the Leader and cabinet members is much better. Work of the Improvement Board and Corporate Parenting Panel is collaborative and transparent. The Scrutiny Committee could help officers more by challenging volatility in figures in quality assurance rather than scrutinising case outcomes. It takes a long time to turn a children's service department around, and even more so in a period of national recruitment and cost of living challenges.

27.8 Support for **16- and 17-year-olds presenting as homeless** had been highlighted by Ofsted several times through the monitoring visits. Since the Ofsted report the Youth Homelessness Team had been moved under the Integrated Front Door (IFD) and the Multi-Agency Safeguarding Hub (MASH) service with a new line management and focus and with greater support of social workers. Issues raised by Ofsted had changed over the years and more recently focussed on the quality of accommodation. The responsibility for accommodation had been held by the corporate Home Housing Team. From 1 December 2022 that team

would move to the Children's Commissioning team which would improve matters through increased quality assurance and greater monitoring and oversight.

27.9 The **Family Safeguarding Model** is a very flexible model that could be adjusted to fit local circumstances. The service is committed to the model with a reduced number of workers whilst continuing to lobby the Department for Education (DFE) for additional funding. It was hoped to be able to feed back on the benefits of the new model to the Scrutiny Committee in June 2023.

27.10 Work was underway to increase **IT efficiency** and streamline the systems and services used. The Committee asked that the Business Planning Group monitor progress at its next meeting to see if there were any areas for scrutiny.

27.11 The **recruitment of social workers** from South Africa had been an option because the social work model there was very similar to that of the United Kingdom. It was intended to revisit in the New Year for another round of recruitment. It was important to reduce the number of agency staff used and increase the permanent staff as they would be inducted into the culture of the service and take forward good practice. Our social worker offer is benchmarked against other authorities to ensure West Sussex is in the top quartile.

27.12 Since February 2021 the **Integrated Front Door** (IFD) had helped improve integration between early help and social workers. The streamlining of responses was much better and there had been more positive feedback from partners. The data on response times and referrals was consistently over 95%. The IFD and MASH had been reviewed by a peer partner and there had been a positive response.

27.13 There had been an anomaly in September 2022 when a high number of children came off **Child Protection Plans** at the first review (i.e. after 3 months). There had been an investigation into those cases to see why. It is a multi-agency decision but if a conference or reviewing officer chairs a meeting and thought a child is likely to come off at first review, they will discuss with the service manager and social worker.

27.14 The **Quality Assurance** process feeds into improving practice by a monthly collaborative audit with social workers and team managers looking at reflections and learning. The analysis of all the audits are moderated monthly and themes arising picked out. Learning is fed back into the system.

27.15 The expectation is that young people were kept informed of delays in allocation and changes to their social worker, however there had been occasions when that had not happened in the way we would have wanted. In this event the team manager stepped in and apologies were given. If there were gaps identified then young people were made aware of other partners e.g. school, health, who they could contact.

27.16 Scrutiny around **timeliness of visits**, and an action plan showed an improving picture. Weekly dashboards were provided for team managers

so they could plan visits and cleanse data to ensure it was reported correctly.

27.17 Cllr Russell took over the Chairman's role on the Corporate Parenting Panel in 2019 and, following the appointment of Mr Ruaux, and the involvement of young people from the Children in Care Council (CiCC) and Care Leaver's Advisory Board (CLAB) had embedded **the voice of young people** in the work of the Panel and its sub-groups. The Chairs of the CiCC and CLAB also help co-chair the Panel. Children we Care for are also involved in the Improvement Board and the Youth Cabinet are also involved in County Council work.

27.18 Since October 2021 Conference and Reviewing officers had undertaken children protection and children we care for work meetings. This had given more consistency for children who moved from child protection orders into being children we care for. The work had embedded the changes required and there was reassurance that it was now much better than it had been.

27.19 Over the summer period the service had struggled to allocate a small number of cases in a timely way. However, these issues had now been resolved and there were no unallocated cases. It had been acknowledged that the recruitment issues, that resulted in the allocation delays in the summer, were not acceptable and had been resolved. Those that were unallocated during the summer were risk assessed and closely monitored by a team manager until a key worker was in place.

27.20 Cllr Russell thanked Mr Coughlan and the Committee for their comments and questions. She valued the challenges raised by the scrutiny committee and highlighted that some of the key achievements including the social worker of the year award, youth justice award and the launch of the fostering website. She agreed to look at the request to access case studies with officers.

27.21 Resolved – That the Committee:

1. Recognises the huge amount of progress that has been made since October 2019 by the service to improve outcomes for children and young people.
2. Highlights that it is paramount that the pace and consistency of the improvement journey continues beyond the forthcoming Ofsted inspection to ensure that improvement is sustained, in particular around quality of practice.
3. Asks the Committee's Business Planning Group to consider the potential future scrutiny of quality assurance so that the Committee can continue to monitor and seek assurance that quality of practice is continuing to improve.
4. Will consider the impact of the Family Safeguarding Model in 2023 and would like to see how the benefits identified in the national model are being realised locally and feedback from children and families included within that item.

5. Recognises the impact of the national issue of recruitment and retention on the pace of the improvement journey and supports the continued focus on recruiting permanent staff.
6. Ask for a progress update on the IT implementation at its next Business Planning Group to consider if there are any areas for future scrutiny.
7. Will continue to monitor levels of unallocated cases, recognising the negative impact this has on children and young people.

28. Minutes of the last meeting of the Committee

28.1 Resolved – that the minutes of the meeting held on 28 September 2022 be approved as a correct record and signed by the Chairman.

29. Responses to Recommendations

29.1 The Committee noted the responses to the recommendations made at the meeting on 28 September 2022.

29.2 Members were asked to let the Chairman know if they would like to put their name forward to sit on the SEND Strategy Board.

29.3 The Chairman agreed to seek further updates on the recommendations around advice and support for schools and SEND families and work to identify children's needs early.

30. Performance and Resources Report 2022-2023 - Quarter 2 - July-September 2022

30.1 The Committee looked at the Performance and Resources Report – Quarter 2 – July-September 2022.

Children and Young People

30.2 The Cabinet Member for Children and Young People, Cllr Russell, introduced the report highlighting that the key performance indicators (KPIs) were looking positive but that there remained significant budget pressures.

30.3 Members of the committee asked questions and a summary of those questions and answers follows.

30.4 Measure 1 - Percentage of **re-referrals** within 12 months – The Head of the Integrated Front Door (IFD) and Multi-Agency Safeguarding Hub (MASH) regularly checks the data and had not to date seen anything to suggest the rating was not appropriate. Practice partners had also carried out quality assurance activities and had not found any concerns. It was suggested that a briefing on the changes to the Supporting Families Criteria could be given to the Committee.

30.5 Measure 2 – Percentage of **Early Help Plans** closed with outcomes met – The 74% target was ambitious, it compared well with the national benchmark but was higher than pre-pandemic. The drop was partly due to the effect of the pandemic on seeing families rather than staffing pressures, although there was continued difficulty in recruiting alternatively qualified staff in areas such as early help

30.6 Measure 7 – **Stability of children looked after placements** – The 10% target was out of the total number of children cared for. The national average is 10% and the County Council was currently exceeding that at 10.1%.

30.7 Measure 8 – **Percentage of care-leavers aged 17-21 who are in Employment, Education or Training** – The amber RAG rating on the 64.0% target would be on a par with national benchmarking and exceeding statistical neighbours. The County Council, as well as supporting various activities, had also ring-fenced two apprenticeship roles in the Voice and Participation team for care leavers.

30.8 **External residential placements** – The service acknowledge that there are too many children in external residential placements. The County Council had approximately 5% more than statistical neighbours, and work had taken place to publish a Placement Sufficiency Strategy and a placement recovery plan – this could be shared with the Committee. It was acknowledged nationally that there were insufficient residential placements available.

30.9 **Children with disability home care and transport costs** – Reassurance was given that where there were health-related elements monies would be sought from health organisations which could influence the potential overspend. Whilst this was happening children were still receiving the support they needed from County Council finances but there was a Disabilities Recovery Plan in place to help deal with pressures on the budget.

30.10 **Fostering Allowances Inflationary Pressure** – Officers were working with stakeholder groups of foster carers and were confident that, following the recent review of fees and allowances, and the addition to the inflationary uplift, foster carers would be fairly paid for their responsibilities and be supported.

30.11 Cllr Russell thanked the Scrutiny Committee for their questions and comments and said that the leadership team would be happy to answer any further questions outside of the meeting.

Learning and Skills

30.12 The Cabinet Member for Learning and Skills, Cllr N Jupp, introduced the report highlighting that some pressures on the portfolio continued.

30.13 Members of the Committee asked questions and a summary of those questions and answers follows.

30.14 The portfolio currently had 47 schemes in the **Capital Programme**, and with the current increases in costs were facing increased total costs. Cllr Jupp confirmed it was worrying that if money was pulled forward from projects scheduled in the future that there would not be sufficient funds available for all schemes. The whole programme would be kept under review going forward. It was agreed to share details of all the schemes in the portfolio with the Scrutiny Committee.

30.15 Members were pleased at the results under measure 21 **GCSE results** following the first set of exams since the pandemic but asked what impact measure 27 (percentage standards at end of Key Stage 2) and measure 29 (attainment gap of disadvantaged pupils) would have on future GCSE results. Officers were able to reassure that schools were now back in a cycle of assessments and examinations that they were familiar with, and much of the support they had given pupils since returning from lock down had meant that for measure 27 current data was showed that the gap had shrunk further.

30.16 With 9 million adults nationally unable to read, meaning some children were leaving school without full literacy, were there figures for West Sussex and what was the approach to adult literacy? Officers said figures were available and agreed to provide a briefing to the Scrutiny Committee outside of the meeting.

30.17 The Chairman acknowledged on behalf the Committee that most of the measures on pages 53 and 55 were going in the right direction indicating that effective work was taking place. Cllr Jupp endorsed the comments.

30.18 Resolved – That the Committee:

Children and Young People:

1. Explores how and if it should look in more detail at further performance data to provide assurance of continued progress on the Children First Improvement Journey.
2. Sought assurance that the targets for the performance measures are ambitious enough and in line with national and regional benchmarks.
3. Asks that the Committee is provided with further details on the Supporting Families Project and the recent change to the criteria and how this impacts on the County Council.
4. Raises concern on the high number of children we care for in external residential placements and ask that the placement sufficiency strategy is shared with the Committee.

Learning and Skills:

5. Highlights the additional spending on the learning and skills capital projects and the pressure that this could cause on the capital

budget, and ask to have sight of all the schemes within the Learning and Skills Capital Programme to see how they are progressing.

6. Raises concern over performance measure 27, recognising the impact of the covid pandemic and will monitor how this improves when more recent data is available in future quarterly reports.
7. Asks for details on the number of adults who are unable to read in West Sussex.

31. Work Programme Planning and Possible Items for Future Scrutiny

31.1 Resolved – That the Committee agreed the draft work programme prepared by the Business Planning Group following their meeting on 20 October 2022.

32. Requests for Call-In

32.1 There had been no request for call-in to the Scrutiny Committee within its constitutional remit since the date of the last meeting.

33. Date of Next Meeting

33.1 The next meeting would be held on 18 January 2023 at 10.30am.

The meeting ended at 12.45 pm

Chairman

CYPSSC Action and recommendations tracker 2022-23

The recommendations tracker allows scrutiny committees to monitor responses, actions and outcomes against their recommendations or requests for further action. The tracker is updated following each meeting. Once an action has been completed, it will be removed from the tracker at the next meeting.

Recommendations

Topic	Meeting (date raised)	Recommendation	Responsible Officer/ Member	Follow up	Response/Progress/ Deadlines	Status
Children First Improvement Programme	16 November 2022	It is paramount that the pace and consistency of the improvement journey continues beyond the forthcoming Ofsted inspection to ensure that improvement is sustained, in particular around quality of practice	Lucy Butler	Post Inspection	January 2023: Following the full Ofsted Inspection of Local Authority Children's Services (ILACS) which is expected by the end of March, the Director of Children Young People and Learning will report the outcome and ongoing improvement plans to the Committee through its continued scrutiny of the Children's First Improvement Programme.	In Progress

Topic	Meeting (date raised)	Recommendation	Responsible Officer/ Member	Follow up	Response/Progress/ Deadlines	Status
Children First Improvement Journey	16 November 2022	Will consider the impact of the Family Safeguarding Model at a meeting in 2023, and would like to see how the benefits identified in the national model are being realised locally and feedback from children and families included in that report.	Jenny Boyd	-	January 2023: The evaluation of the Family Safeguarding model will be undertaken early 2023. Following completion of the evaluation the full report, including the areas identified by the Committee, will be presented to the Committee (scheduled for 13 September 2023).	Complete
Children First Improvement Journey	16 November 2022	Recognises the impact of the national issue of recruitment and retention on the pace of the improvement journey and supports the continued focus on recruiting permanent staff	Vince Clark	April 2023	January 2023: The Service continues to focus on recruitment and retention activity. A review of the activity and its impact for 2021/22 is being undertaken, and the findings will be shared with Committee Members in April 2023	In progress

Topic	Meeting (date raised)	Recommendation	Responsible Officer/ Member	Follow up	Response/Progress/ Deadlines	Status
Performance and Resources Report – Quarter 2 (22/23)	16 November 2022	Raises concern on the high number of children we care for in external residential placements and ask that the placement sufficiency strategy is shared with the Committee.	Dan Ruaux	March 2023	January 2023: A briefing summarising the sufficiency strategy is being prepared and will be circulated to Committee Members.	In progress
Performance and Resources Report – Quarter 2 (22/23)	16 November 2022	Highlighted the additional spending on the learning and skills capital projects and the pressure that this could cause on the capital budget, and ask to have sight of all the schemes within the Learning and Skills Capital Programme to see how they are progressing.	Paul Wagstaff	March 2023	January 2023: A list of all the capital schemes within Learning and Skills portfolio is being prepared and will be circulated to Committee members.	In progress
SEND and Inclusion Strategy 2019 - 2024	28 September 2022	Agrees that open lines of communication with SEND families and schools are key to ensure they are aware of the journey and support available and ask that consideration is given	Paul Wagstaff	March 2023	November 2022: As part of our SEND & Inclusion Strategy, we are about to begin a piece of work with an external organisation, IMPOWER, to draw	In progress

Topic	Meeting (date raised)	Recommendation	Responsible Officer/ Member	Follow up	Response/Progress/ Deadlines	Status
		to how this can be improved, including a single point of access for advice for schools and dedicated communication support for families.			together the different advice lines running for parents and professionals to bring about greater consistency in responding to requests for help and being able to better signpost towards the range of support services available.	
SEND and Inclusion Strategy 2019 - 2024	28 September 2022	Asks that Adults Services and CYPSSC representation on the SEND Strategy Board is explored.	Paul Wagstaff	March 2023	November 2022: Representation is currently being sought from Adult Services and it is hoped to have such representation in place for the next Strategy Board. Volunteers from CYPSSC to sit on the Board were requested at 16 November meeting.	In progress

Topic	Meeting (date raised)	Recommendation	Responsible Officer/ Member	Follow up	Response/Progress/ Deadlines	Status
SEND and Inclusion Strategy 2019 - 2024	28 September 2022	Raises concern over the number of EHCPs being completed within the statutory deadline number and that the increase in number of requests for assessments is exacerbating this and highlights that early identification of Children and addressing their needs early is key and that this is focused on moving forward	Cllr Nigel Jupp - Cabinet Member for Learning and Skills	March 2023	November 2022: This is acknowledged and work is being undertaken to provide early support in the Early Years sector to de-escalate demand for EHCNAs through improving provision and access to appropriate resources. Recruitment of additional Education Psychologists is ongoing.	In progress
SEND and Inclusion Strategy 2019 - 2024	28 September 2022	Requests that the Cabinet Member makes every effort to accelerate the provision of additional SEND placements, including securing an additional capital commitment to fund this where possible.	Cllr Nigel Jupp - Cabinet Member for Learning and Skills	March 2023	November 2022: The Cabinet have agreed funding to create an additional 317 specialist places (235 Special School and 82 SSC places). Bids for two new SEND Free schools have been submitted to the DfE for an additional 260 places in total. A	In progress

Topic	Meeting (date raised)	Recommendation	Responsible Officer/ Member	Follow up	Response/Progress/ Deadlines	Status
					<p>submission has been made for a new Alternative Provision Free School in the north of the County. Further business cases are being constructed for funding to create an additional 140 additional specialist places.</p>	

Report to Children and Young People’s Services Scrutiny Committee

18 January 2023

Education and Learning Strategy – Focus for Scrutiny

Report by Director of Law and Assurance

Summary

The proposed Education and Learning Strategy sets out the key priorities to support education and learning in West Sussex. This will be the first time that a comprehensive strategy for the breadth of the local authority’s responsibilities in Education and Learning has been developed.

The Cabinet Member for Learning and Skills proposes to take a decision to implement the Education and Learning Strategy in January 2023 as set out in the attached draft decision report.

The Committee considered early plans for this new Strategy in July 2022 and set up a Task and Finish Group which met in October 2022 to input into the drafting of the Strategy, including the proposed workstreams.

Focus for scrutiny

The Committee is asked to carry out pre-decision scrutiny of the proposed Education and Learning Strategy and provide comments to the Cabinet Member for Learning and Skills for consideration as part of the decision-making.

Key lines of enquiry include:

- 1) The overall aims and objectives of the Strategy and the benefits of this approach.
- 2) Assessment of the individual workstreams and proposed implementation.
- 3) The comments and conclusions from the CYPSSC Task and Finish Group and how these have been addressed.
- 4) How the implementation and impact of the Strategy will be monitored, to include any added value scrutiny could bring to this process.

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

1. Background and context

- 1.1 The Cabinet Member for Learning and Skills plans to make a decision in January 2023, following consideration of the Committee’s feedback.

Agenda Item 5

- 1.2 The Children and Young People's Services Scrutiny Committee considered the development plans for the Strategy at its Committee meeting on 12 July 2022 and made a number of conclusions for consideration in the drafting of the Strategy. One of the outcomes was to ensure that the Committee was able to input and consider the draft Strategy prior to its finalisation.
- 1.3 A CYPSSC Task and Finish Group therefore convened on 6 October 2022 to consider the draft strategy, including the proposed workstreams. The conclusions of the task and finish group are set out in Appendix B, along with the responses from the Cabinet Member (Appendix C).
- 1.4 The background and context to this item for scrutiny are set out in the attached draft decision report (listed below), including resource and risk implications, Equality, Human Rights, Social Value, Sustainability and Crime and Disorder Reduction Assessments.

Tony Kershaw

Director of Law and Assurance

Contact Officer

Katherine De La Mora, Senior Advisor (Democratic Services), 0330 22 22535

Appendices:

Appendix A: Draft Key Decision Report - Education and Learning Strategy

Annex 1: Education and Learning Strategy

Annex 2: Education and Learning Strategy Themes and Workstreams

Appendix B: CYPSSC Draft Education and Learning Strategy Task and Finish Group Outcomes Report

Appendix C: Responses to the TFG conclusions

Background Papers: None

Key decision: Yes
Unrestricted
Ref:

Report to Cllr Nigel Jupp, Cabinet Member for Learning and Skills

January 2023

Education and Learning Strategy 2023-25

Report by Assistant Director of Education & Skills

Electoral division(s): All

Summary

Following the covid pandemic and the end of the School Effectiveness Strategy 2018-22, it is appropriate that the County Council reassesses its priorities for education and learning and to reflect a renewed plan to tackle some of the challenges that have arisen as a consequence of the last three years' disruption. The opportunity to reassess priorities and to identify a course of actions in education and learning also builds upon a redesign of the services supporting education, along with major national education policy developments.

A consultation and engagement process took place across the spring and summer 2022 to identify and test out key themes and priorities with a range of stakeholders, and also to incorporate some major policy initiatives announced by the Government in April 2022 some of which are not proceeding. Feedback from the engagement process was reviewed and was subject to scrutiny by the CYPSSC along with a Task and Finish Group which reviewed the draft Strategy and made recommendations during the autumn 2022. The recommendations have been considered and incorporated into the final version of the Education and Learning Strategy. Workstream plans have begun to be developed in line with the launch of key priorities. However, some of the workstreams are not due to go live immediately and the detail of these workstreams will be developed at the appropriate time.

The Strategy identifies seven Key Themes as priorities, two of which are outcome focused and five of which are linked to provision. The Key Theme of SEND & Inclusion remains at the heart of the Strategy, ensuring that the key principles and actions identified in the County Council's SEND & Inclusion Strategy 2019-24 which is still current, are embedded within this broader Education and Learning Strategy.

Recommendations

The Cabinet Member for Learning and Skills is asked to approve the adoption of the Education and Learning Strategy (Appendix 1) and the summary workstreams underpinning the Strategy's intent (Appendix 2) as set out in section 3 of this report

Proposal

1 Background and context

- 1.1 In 2018 the County Council produced a School Effectiveness Strategy 2018-22 focused on bringing about improved outcomes for children in the County. The Strategy focused on improving provision in schools. In 2019, the Council agreed a SEND & Inclusion Strategy 2019-24 and which is still current. This Strategy aims to improve inclusive practice, address a previous shortfall in provision and to improve both the quality and access of support for children with SEND in West Sussex. Beyond these two strategies, the County Council has not had a cohesive strategy to address all provision and all phases of education and learning.
- 1.2 A redesign of the Department for Children, Young People and Learning between 2020-22 has restructured service areas and enabled the Education and Skills Service to hold a single view of the learning journey for children from the age of two, through primary and secondary education, and also now into post 16 provision. Whilst the County Council is not responsible for the direct delivery of education and learning for children, a responsibility which rests with early years settings, schools and colleges, it does have statutory responsibilities including the assessment and provision for children with special educational needs and/or disabilities (SEND). These statutory responsibilities cover championing high achievement and outcomes, intervening in provision where there are concerns, and ensuring effective safeguarding procedures in educational organisations. However, for most work in improving provision and outcomes, the local authority needs to work through influence, leadership, and through engagement with schools and early years providers who deliver provision.
- 1.3 As the country emerges from three years of covid disruption and schools begin to return to business as usual, it is the right time to look forward and to reset priorities for the next three years. This coincides with the publication of national education policy developments. The Strategy was developed to incorporate national policy developments announced during the summer 2022. All were considered in discussions around priorities for the Strategy. However, with a change in central government, one of these key policy developments, The Schools Bill, incorporating policy outlined in the Education White Paper 'Opportunities for All' (April 2022), has been withdrawn. We still await detail on government policy in SEND and Alternative Provision following the SEND Green Paper consultation held during the summer 2022.
- 1.4 The return to national assessment and examinations in 2022 saw a fall in outcomes from pre-pandemic levels nationally and in West Sussex, along with increasing numbers of children and young people showing signs of anxiety and both mental and emotional ill health.
- 1.5 Behind the performance data and increasing challenges being faced by children as they return to school, there are ten key challenges facing the local authority and which were raised in the engagement events:
 - a. Whilst **academic success and educational outcomes** have improved in recent years, there is still more to do to ensure that every child achieves

as well as they ought. Some families face particular challenges which put them at a disadvantage. The impact of the Covid has interrupted learning and the confidence of many children and young people.

- b. Children who have **SEND or are vulnerable, for example young carers, are not achieving as well as they might** and **inclusive practice is not consistently applied** in all schools and across all parts of the county to enable them to do so.
- c. There are still **too many children leaving education and learning** either through exclusions or through parents removing children as provision is not meeting their child's needs.
- d. The **quality of provision** for children and young people varies across the county. This results in 'inequality of access' depending on where they live in the county and also on a young person's starting point and interests.
- e. Even before children reach school age, the **underachievement of our disadvantaged children** is notable compared with their non-disadvantaged peers. Although some achieve well in some parts of the county and in some schools, the overall discrepancy seen in disadvantaged children's readiness for school remains a constant throughout their learning journey.
- f. **Removing the barriers** to academic success for some children and young people is complex and requires the engagement of many partners.
- g. **Pathways and provision for students after the age of 16 years** vary across the county. There can be limited opportunities for the full range of options in some areas. This leads to students having to travel to the courses they want to study and which are appropriate to their needs.
- h. Some of our most **vulnerable young people** continue to be at risk of criminal exploitation, exclusion or harm.
- i. The current number of **specialist SEND school places** across maintained schools and academies is currently insufficient to meet escalating need. In the future this could lead to children increasingly having to travel out of their local communities or attend private schools.
- j. The **proportion of surplus places** in our primary schools is increasing as the birth rate falls and house building slows down. This both places pressure on schools on retaining staff and managing the needs of all children with dwindling resources. It also leads to some schools becoming vulnerable, affecting their ability to continue their improvement journey and maintain financial stability.

2 The National Policy Context

- 2.1 During the engagement process several key policy statements and papers were published which provide future direction in some aspects of education and learning. The [Post 16 White Paper](#) produced in the early spring 2022 outlined key changes to post 16 qualifications and both curriculum and support for those young people over the age of 16 years. This has now become law and, whilst focusing on young people over the age of 16 years,

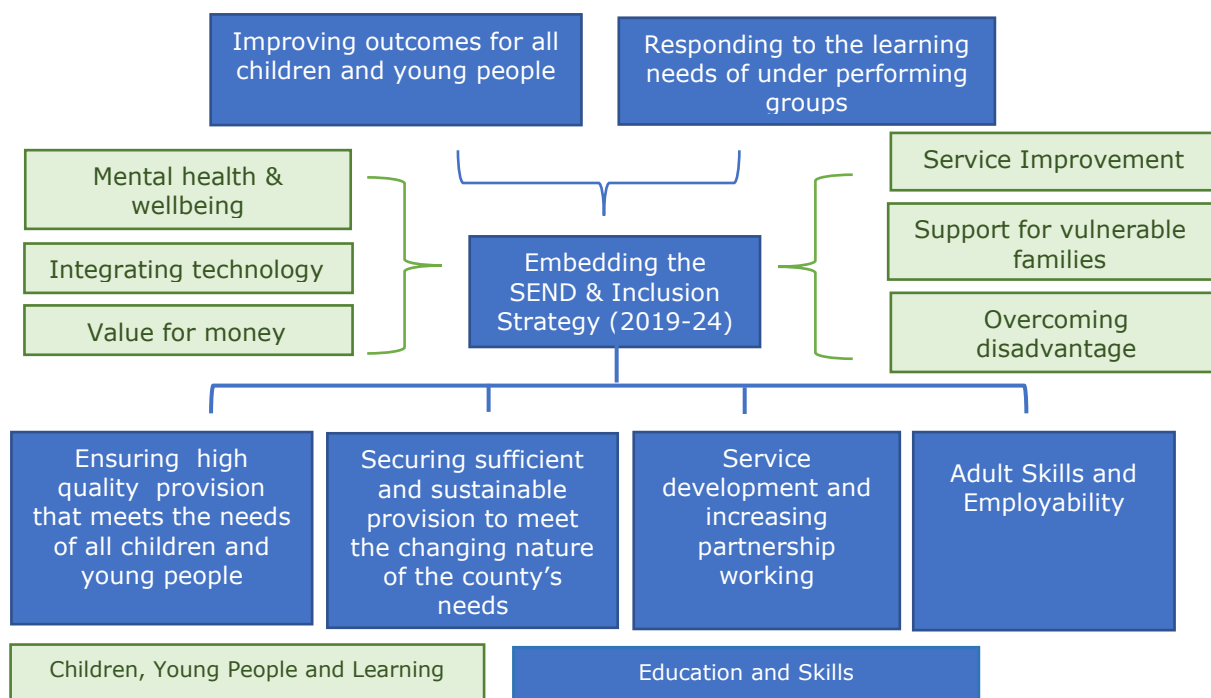
there are implications for how younger children are guided and supported towards the appropriate post 16 courses and qualifications. The changes will have significant implications on what, and how schools and partner providers provide education and learning for young people over the age of 16. They will have implications on schools and the local authority in its future planning.

- 2.2 The [Education White Paper: Opportunities for All \(April 2022\)](#) outlined key changes in responsibilities for local authorities with greater definition in relation to its strategic role for planning school places and admissions, The White Paper provided a responsibility for local authorities to plan for all schools to be within a partnership with a strong Multi Academy Trust (MAT) or with a plan to be so by 2030. However, the Schools Bill, tabled to enact the White Paper into law has been withdrawn. This has led to the draft Education and Learning Strategy being reviewed in light of changes in national policy and ambitions.
- 2.3 Whilst the [SEND Green Paper](#) consultation was concluded in July 2022, detail on the government's response to the consultation is still awaited. More recent policy statements relating to maths similarly are awaiting greater detail and clarity. It is therefore proposed that that the Council's Education and Learning Strategy 2022-25 remains a dynamic strategy that is able to adapt and change as further detail on national policy drivers are launched and detail known.

3 Proposal details

- 3.1 It is proposed to adopt the Education and Learning Strategy as set out in Appendix 1. The strategic priorities arising from the engagement process and forming the Education and Learning Strategy cover seven key areas, two of which are child and student outcome focused, and five of which cover areas of provision and strategic support.
- 3.2 Each of the key themes will be supported by specific workstreams as outlined in Appendix 2. Some are dependent on the outcomes of other workstreams. Therefore, it is planned that these are developed at the appropriate time in readiness for the Workstream's 'go live'. Where Workstreams contribute to the achievement of corporate performance measures, these will be clearly identified. Such measures are being reviewed as part of the Council Plan. Existing measures are currently included in the Strategy but, as it is aimed that the Strategy remains a dynamic document, this will allow for any changes in current measures to be included as they are agreed. Where there is the need for additional impact measures against any individual workstream, these will be identified and used by the Strategy Governance Board in their measurement of impact and progress.
- 3.3 The seven key themes also have close links to the broader plans and initiatives that are already in place and being embedded in the Children, Young People and Learning (CYPL) Department Plan. Collaborative working and co-ordination between different teams aims to ensure synergy and that the drivers and enablers within the CYPL plans are drawn upon in fulfilling the Council's ambitions for our children and young people.
- 3.4 An overview of the Key Themes arising from the process is captured below alongside some of the broader strategies and plans embedded within the Children, Young People and Learning Department's plans which work

alongside to provide a broader programme of support for children and learners.



3.5 A variety of stakeholders have a direct relationship with the County Council and a vested interest in improving provision for children and young people. There is shared accountability between stakeholders and partners for achieving the outcomes against the Key Themes within the Strategy. Such stakeholders include maintained schools and academies, multi academy trusts (MATs), early years providers and our post 16 colleges. Broader council service providers and representatives of our children and young people equally have a part to play in both shaping and monitoring the detail of the Strategy and its Workstreams, and in challenging impact. It is therefore proposed to establish a Strategy Partnership Board of stakeholder representatives which will provide oversight of the Education and Learning Strategy and to report progress and impact into the Children’s Services Improvement and Children First Boards.

3.6 As outlined in section 2 of the report, it is proposed that the Strategy is flexible to enable it to be amended in response to any further detail or announcements on changes to national policy.

4 Finance

Revenue Consequences

4.1 The financial costs of implementing this Strategy are routinely managed through the relevant budgets of the Learning and Skills Portfolio, and there are no additional costs associated with the adoption of the strategy.

4.2 A key financial driver of the Strategy is to contribute to a reduction in the DSG High Needs Block overspend resulting in increasing demand and cost of

SEND placements. Key Workstreams included in Theme 3: SEND & Inclusion, are directly linked to the High Needs Recovery Plan and cost avoidance.

Capital Expenditure

- 4.3 There are no additional capital costs directly associated with the adoption of this overarching strategy.
- 4.4 Included under the umbrella of this strategy is the SEND Sufficiency Strategy. Within this strategy £20.729m has already been identified in the capital programme for delivery of the highest priority projects to create in excess of an additional 317 specialist places for children with SEND.
- 4.5 The model encourages effective use of the budget to support broader Council teams in their objectives, freeing up budgets elsewhere, thus bringing a collective opportunity for efficiency and avoidable cost. This is particularly in the areas of Family Learning, ESOL and Adults with Learning Difficulties.

Human Resources, IT and Assets Impact

- 4.6 The Education and Skills directorate has undergone a re-structure over the last 12 months in order to support the workstreams set out in this strategy and therefore there is no requirement to increase internal capacity any further in order to deliver the strategy.
- 4.7 One exception to this is Key Theme 7 which includes the programme and future delivery mechanism for Adult Community Learning which is grant funded. A separate Key Decision Report is to be published for this (also subject to scrutiny by this Committee) and will include expansion of the Adult Community Learning team to incorporate the expertise required to run an effective curriculum. These roles will benefit from the existing Council infrastructure and overheads, rather than duplicating overheads through a subcontractor. They will be funded directly from the Education and Skills Funding Agency (ESFA) grant provided for the delivery of adult learning.

5 Risk implications and mitigations

Risk	Mitigating Action (in place or planned)
School capacity and resources to bring about change are limited due to financial pressures and recruitment challenges	Workstreams build upon action plans that are appropriately paced in their development. Tools and guidance provided by the Education and Skills teams will continue to underpin and support schools and early years settings. However, where actions are on hold due to financial and resource pressures on the front line, Workstreams may need to be refined and adapted to reflect the resource available.
School disruption due to a resurgence of covid or other factors including industrial action impact	The dynamic nature of the Strategy will allow for Workstreams to be paused and for a refocusing of activity should there be any significant need to respond to a changing situation

Risk	Mitigating Action (in place or planned)
on the continuity of provision	
National policy and education priorities lack clarity or consistency	The Strategy will be dynamic and held in a soft and interactive version able to be refined and adapted to reflect any major policy changes which have an impact on the existing Key Themes and Workstreams
Financial resources and capital funding are insufficient to support key initiatives and capital programmes involved in delivering the Strategy	The Workstreams and any particular initiatives developed to underpin the Strategy's Key Themes will be planned within the resources and committed funding available. This will be done in advance of agreeing the detailed content of such Workstreams, thereby moderating and prioritising actions and resources that are available and agreed

6 Policy alignment and compliance

6.1 Our Council Plan –

6.1.1 The Education and Learning Strategy links to all four priorities of the West Sussex Plan. It is integral to the Children and Young People's Plan and is focused on providing children with the best start in life.

6.2 Legal implications –

6.2.1 The statutory and legal responsibilities of the Council with respect to education and learning are reflected in the work of the Education and Skills team and their existing roles and responsibilities. The Strategy's Key Themes work within the current statutory role of a local authority and with clear reference to national policy and direction where the DfE has so determined.

6.3 Equality duty and human rights assessment –

6.3.1 The Strategy focuses on ensuring equality for all. It explicitly tackles both disadvantage and inequality based on socio-economic factors, vulnerability and special educational needs. It focuses on improving access to high achievement for all whilst overcoming barriers to success for those identified as being at risk of underachieving, thereby aiming to provide equity and justice for all. Data collection and analysis in line with the Key Themes and Workstreams will monitor progress and improved outcomes of the diverse range of learner groups to ensure that high quality provision and support is being accessed proportionately by the local population. All learner groups, regardless of having a protected characteristic or not, will be monitored to ensure they are achieving in line with their peers, allowing interventions if needed.

6.4 Climate change –

6.4.1 The impact on the climate will be considered through any capital works undertaken to support the achievement of the Strategy goals, in particular the provision of school places, transport of children to and from their place of learning, and in plans to address the Strategy's aims for 'Live Local-Learn Local.'

6.5 Crime and disorder –

6.5.1 The Strategy focuses on improving outcomes for those at risk of exploitation and crime and upon the provision of the skills and pathways to qualifications and employment. Close working partnerships with Children's Social Care and Early Help teams, along with explicit planning for the strengthening of joint working between all partners in tackling a reduction in youth crime is central to improving outcomes for young people. The Key Themes within the Strategy explicitly target those at risk of exclusion and exploitation and therefore focus on improving positive outcomes for all children and reducing the risk of crime.

6.6 Public health –

6.6.1 The Strategy supports Public Health across all the curriculum areas and specifically through the development of healthy life skills and improved wellbeing for children.

6.7 Social value –

6.7.1 The whole Strategy aims to achieve improved social value for all children and young people through providing them with the skills, opportunities and pathways to successful achievement and learning. This aims to improve longer term positive engagement in society through ensuring young people have the skill, knowledge and confidence to contribute positively within society.

Paul Wagstaff

Assistant Director Education and Skills

Contact - Derry Richardson, Head of Service – Education, Communication and Enterprise, Tel: 0330 22 27652

Appendices:

Annex 1: Education and Learning Strategy

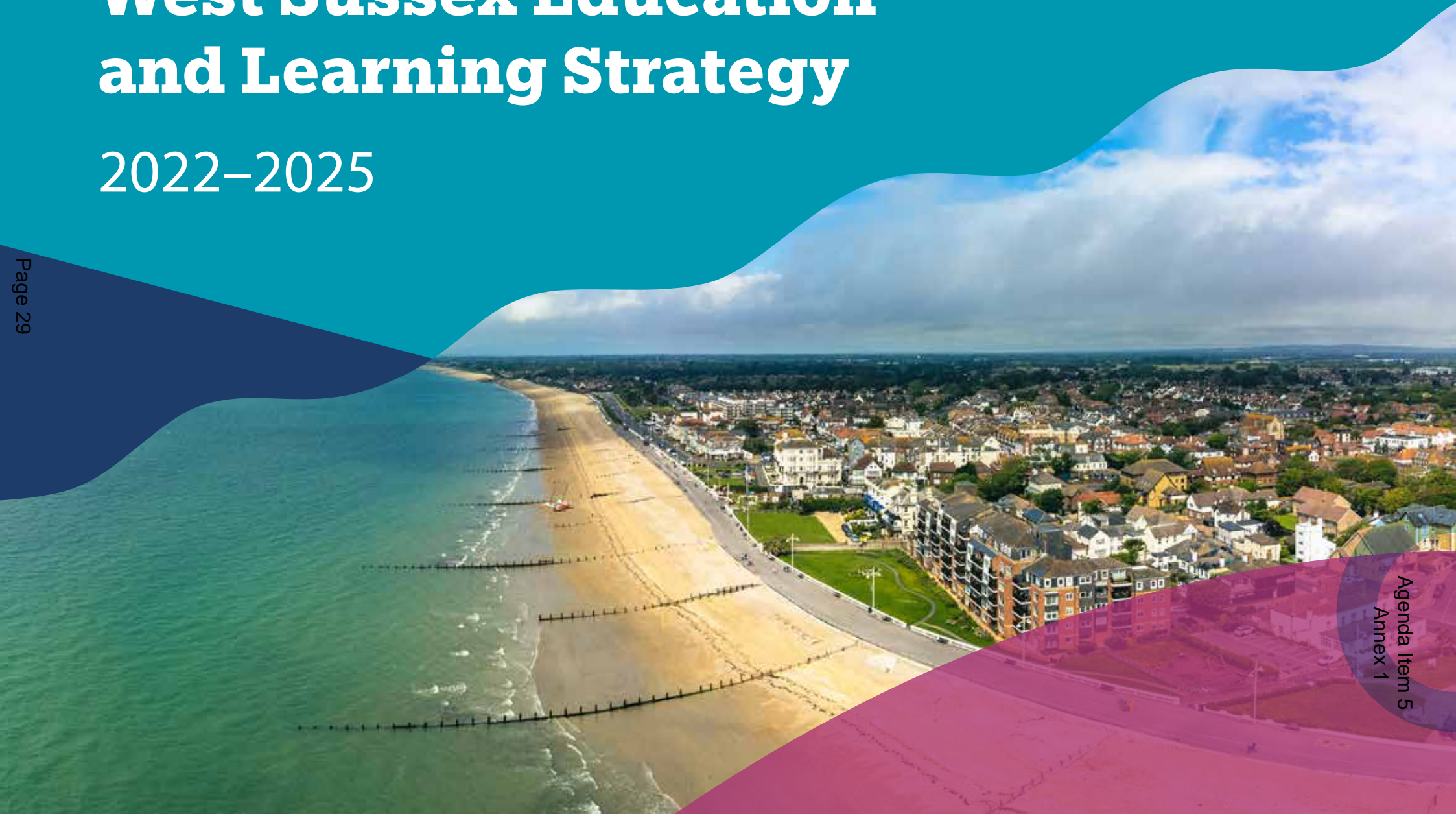
Annex 2: Education and Learning Strategy Themes and Workstreams

Background Papers:

None

West Sussex Education and Learning Strategy

2022–2025



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Foreword

As the UK emerges from the covid pandemic, it is the right time for West Sussex County Council to reflect, to look forward, and to reassess the priorities for education and learning as we set out on the next stage in our journey.

We owe it to our children and families to recognise that the disruption of recent years has had a profound effect on both the learning journey our children are engaged in, and also on their broader health and wellbeing. Many of the key priorities already established to improve outcomes and provision for all children in West Sussex remain our key priorities. However, the experience of our children and young people through the pandemic has led to renewed urgency in tackling the inequalities that inhibit some of our young people from achieving as well as they ought.

Catching up on lost learning many have experienced over the last two years has to be the key aim for us all. This also extends into providing our most vulnerable adults with opportunities to develop their skills to secure employment and be financially independent. This strategy draws all the Council's resources together towards achieving these goals.

Nigel Jupp
Cabinet Member for
Learning and Skills

The events of the last two years have had a profound impact on our children and families in West Sussex. As we emerge from the pandemic, this Strategy provides a clear focus for all of us in supporting our children and families in raising achievement and overcoming barriers to learning. It is a key component of the wider Children and Young People's Planning to provide children with the best start in life.'

Lucy Butler
Director of Children, Young
People and Learning

This strategy provides a single view of the learning journey for all children from the time they enter nursery until they reach adulthood. The key themes within the strategy have been shaped in partnership with our stakeholders and aim to raise the bar with respect of meeting the learning needs of all our children and young people irrespective of where they live within the county.'

Paul Wagstaff
Assistant Director:
Education and Skills

Introduction

This document sets out the Education and Learning Strategy for 2022–25, developed in response to feedback from a range of stakeholders.

1. This document sets out the Education and Learning Strategy for 2022–25, developed in response to feedback from a range of stakeholders. This includes parents/carers, young people, those working in or supporting an education setting, and members of the county council and its officers. The strategy has children, young people and our most vulnerable adults in West Sussex at the centre of its thinking. It embeds the Council's SEND & Inclusion Strategy 2019–24 as a central plank in improving provision and outcomes for our children and young people with additional learning needs. The strategy is integral to the County Council's Corporate Plan 2021–2025 and its key ambitions for keeping people safe from vulnerable situations; promoting a sustainable and prosperous economy; helping people and communities fulfil their potential; and making the best use of resources. Key Themes within this strategy have a direct link to the Council's Plan in broadening the skills, ambitions and opportunities for all children, young people and our most vulnerable adults. It supports them in the foundations to contribute to the County's future economic growth and prosperity.
2. Whilst the strategy outlines a programme that embodies statutory responsibilities of a local authority, it does not aim to outline all the statutory functions of a local authority. Many of the operational statutory responsibilities will run alongside the strategy in the form of continued business as usual. Inclusion is a central ambition of the strategy and is core to the County Council's Strategy Plan and the plans set out by the department of Children, Young People and Learning. Inclusion permeates the strategy and all of the key themes therein.
3. The Council aims to work collaboratively with all stakeholders over the next three years to ensure that all West Sussex children and young people have access to high quality education and learning. It aims to help all achieve the best outcomes and opportunities for future education, employment or training. There exists a clear connection between the Council's Strategic Plan, the department's plans and organisation, and with the principles and workstreams within this strategy. The Council's ambitions in tackling climate change remain central to the actions taken in implementing this strategy.

4. West Sussex County Council's Department for Children, Young People and Learning is committed to putting Children First in its work and its strategic thinking. The department has been through a major redesign in the way it delivers its services to support children, young people and families. For the Education and Skills service, this has led to greater co-ordination of its resources alongside those of Children's Social Care and Early Help. This aims to better deliver a cohesive programme that really does make a difference in challenging the barriers to success. The restructuring of the department has enabled a single view of the child's learning journey from the age of 2 years through our early years settings, schools, post 16 provision, and into adulthood. This provides an opportunity for the strategy to tackle some of the challenges that are complex and difficult to address, particularly at key transition points in that journey.
5. The setting of key priorities, laid out as key themes, are supported with more detailed workstream plans and timelines co-created with partners and stakeholders. Workstreams will be developed and fine-tuned as the Strategy unfolds and key initiatives are introduced. Whilst the Education and Learning Strategy incorporates planning for Post 16 and adult community-based learning, it does not aim to cover the much wider skills agenda in full. A Council wide skills strategy will be developed separately with its own governance, reflecting the multiple stakeholders and dependencies Pan Sussex. A Skills Strategy will be one that is aligned to sector led strategic planning, ensuring a skilled workforce able to meet future economic needs and developments in the region.
6. The Education and Learning Strategy is not a catch all. It does not aim to cover all the challenges facing children and families as we emerge from the covid pandemic and face the significant cost of living crisis. It is a strategy focused on learning and achievement. The strategy is constructed within the boundaries of a local authority's statutory responsibilities (a local authority's statutory responsibilities for education are summarised in Annex 1) and the levers for change that it can apply. The strategy will need to be viewed alongside the detail of the SEND & Inclusion Strategy 2019-24, the broader Council strategies for Mental Health and Wellbeing, and the key plans within the Children, Young People and Learning Department. It must also be viewed alongside major national policies on the future role of a local authority in education and learning, and the priorities set within these policies for improving outcomes for children and young people aged 2-19 years.
7. Several principles which the County Council considers to be enablers and values that underpin our strategic intent, and which provide influence and support to enable change to happen are outlined in paragraph 23.

Education and Skills Directorate

8. During 2021–22, the Education and Skills Service within West Sussex went through a significant redesign. This led to a rethink in how the Service operates to support schools and learning providers in line with the local authority's statutory responsibilities. This redesign incorporated Early Years Education and Care, along with the management of Free Entitlement for 2 and 3 year-olds, and support for Private, Voluntary and Independent (PVI) Early Years providers. This provides a significant opportunity to address issues of quality and continuity of provision through transition from early years into schools. This connection has led to services for schools and early years settings being reframed. It has led to these being more closely aligned to the Council's Early Help and Family Safeguarding services within a District and Borough structure to better join up the support for our most vulnerable children and families.
9. Since 2022, there have been significant reductions in grant from the government to fulfil the Council's school improvement responsibilities and to support schools in improving provision and outcomes. This has provided an opportunity for the local authority to reassess how such services can be reconfigured to meet future priorities. It has led to an even greater focusing of its resources in inverse proportion to success, and to working with those schools and providers needing the greatest help.

This has led to the greater commissioning of expertise from schools and external partners to provide peer support to schools, and to a traded offer of services more generally available to all schools and learning providers. Whilst grants provided to local authorities remain challenging, schools and learning providers themselves remain under significant financial pressures. Increasing demand for special educational needs support challenges both the High Needs grant provided to the local authority, but also schools' own budgets as increasing numbers of children need additional support post-covid. Increased costs and inflationary pressures combine with a falling birth rate to leave some schools and Early Years settings facing a challenging future.

10. The role of the local authority is reshaping in response to national policy and changes in funding which will determine the way a local authority operates in the future. Three key national policy initiatives have been introduced in 2022, each of which have a direct impact on the role of a local authority and both its strategic direction and operational structures. These include the Education White Paper: 'Opportunities for All' (2022); the SEND Green Paper consultation 'Right Support; Right Place; Right Time;' 2022; and changes in Post 16 Qualifications. Whilst the Schools Bill (2022) aiming to embed 'Opportunities for All' into law has been withdrawn, some



key expectations remain. The national deficit in the High Needs Block which supports special educational needs, and the Council's own work in reducing local financial pressures on the grant will continue to be a significant priority for the Education and Skills team. All will be reflected in the way services are deployed and reshaped to support education and learning. It may reduce flexibilities to support beyond the local authority's statutory role.

Engagement Survey

11. A period of engagement took place between February and June 2022 to gather the views of a range of interested groups and individuals on the future direction of education and learning within the County. An online survey drew significant interest from parents and the community. Focused engagement sessions with schools and the Further Education Sector provided a greater understanding of current and future priorities. Further engagement sessions with officers and councillors reflected organisational priorities in response to the publication of National Policy initiatives in April 2022.
12. There are ten key challenges facing the local authority and which were raised in engagement events:
 - Whilst academic success and educational outcomes have improved in recent years, there is still more to do to ensure that all children achieve as well as they ought. Some families face challenges which put them at a disadvantage. The impact of Covid has interrupted learning and the confidence of many children and young people. Assessment and examination results in 2022 reflect the significant disruption to learning over the last two years
 - Children who have SEND or are vulnerable, for example young carers, are not always achieving as well as they might, and inclusive practice is not consistently applied in all schools and across all parts of the county to enable them to do so
 - There are still too many children falling out of education and learning either through exclusions or through parents removing children from school rolls as they consider provision is not meeting their child's needs
 - Learning and curriculum opportunities, along with the quality of provision for children and young people varies across the county. This results in 'inequality of access' to the range of opportunities appropriate to both children and young people's needs and interests, and is too dependent on where children live within the county
 - Even before children reach school age, the underachievement of our disadvantaged children is notable compared with their non-disadvantaged peers. Whilst progress is being made in closing the disadvantaged gap as seen in the 2022 Key Stage 2 assessments, the overall discrepancy seen in disadvantaged children's readiness for school at the end of the early years remains a constant throughout their learning journey

- Removing the barriers to academic success for some children and young people are complex and require the engagement of many partners
- Pathways and provision for students after 16 years vary across the county. There can be limited opportunities for the full range of options in some areas leading to students having to either travel to find the courses they want to study, or having to pursue local courses to which they may not be suited
- Some of our most vulnerable young people continue to be at risk of criminal exploitation, exclusion, or harm
- The current number of specialist placements in our maintained schools and academies is currently insufficient to meet escalating demand. This is leading to children increasingly having to travel out of their local communities or attend private schools at significant cost
- The proportion of surplus places in our primary schools is increasing as the birth rate falls and house building slows down. This both places pressure on schools in retaining staff, and also in managing the needs of all children with dwindling resources. It also leads to some schools becoming vulnerable, affecting their ability to continue their improvement journey and maintain financial stability

13. The online survey and engagement sessions aimed to identify the top priorities for learning provision over the next three years. Feedback from those who were involved has been core to identifying the Key Themes and to developing a common vision and strategy.



Vision and Ambitions

14. In aiming to keep children safe from vulnerable situations and helping people and communities fulfil their potential, the County Council aims to address issues of inequality in education and learning. It aims to level up the quality of provision in those localities and in those learning providers where provision is not meeting the needs and interests of all. This includes provision for the most vulnerable, those with SEND, and those who have ambitions for vocational qualifications. It also includes those providers and schools requiring improvement, along with those Districts and Boroughs where pupil and student outcomes that are not high enough. All children and young people deserve the best start in life in West Sussex and this can only be achieved if they have full access to a broad range of high-quality learning opportunities. This will enable every young person to secure the skills, knowledge, and confidence they need to help them achieve their own ambitions. It will help support the development of a sustainable and prosperous economy across West Sussex.
15. Overcoming inequalities, learning gaps, and providing additional support is the responsibility of everyone involved with the lives of children. This can only be achieved through co-operation and both strong and responsive partnership working across all services, families and learning providers.
16. The Education and Learning Strategy is part of a co-ordinated series of actions and plans within the Children, Young People and Learning department. The breadth of these plans and relationships co-ordinate to tackle the barriers that many of our families and children face. They work collectively to enable our children, young people, and the County's most vulnerable adults, to secure the best outcomes, and develop their confidence and independence.
17. Inclusion and respecting the needs and vulnerabilities of all is central to our mission. It is achieved through a culture that values all and respects all. It puts the principle of Children First in all decision making. This embeds a focus on high achievement and good progress made by all children from their respective starting points. Where there is discrimination, or where children and young people are restricted from achieving success, it is the local authority's role to call this out and to create a climate that values children and young people and helps them succeed.

Where are we now?

18. The Education and Skills annual report in 2020 identified a number of key priorities based on the Council's education and learning performance measures at the time. These included but were not restricted to:
- Ensuring all pupils who are disadvantaged and those who are more able are challenged to achieve their potential
 - Providing strategic support for curriculum design, implementation and impact
 - Implementing the SEND & Inclusion Strategy
 - Exploring and implementing creative approaches to alternative provision to reduce the risk of exclusion
 - Integrating cross directorate service delivery through the Children First Strategy
19. Whilst the local authority and schools have worked hard to tackle these priorities, the impact of covid cannot be underestimated. Managing learning during that time has required redefining our operational activity to meet a new and challenging situation in our schools. Schools have worked



hard to maintain a level of normality and to provide learning experiences through a range of methods to reduce the risk of children losing ground through this period. However, several of the priorities that were identified in 2020 remain priorities today. National research and reporting have shown that many children and young people have lost ground over the period of the pandemic. Some have suffered a loss of confidence, increased anxiety, and have found their return to school challenging.



20. National data for Key Stage 2 assessments, along with GCSE and A level results in 2022 show a mixed picture on pupil and student attainment overall. West Sussex outcomes reflect a fall in Key Stage 2 outcomes from 2019. Whilst overall GCSE results in West Sussex show an improvement on the outcomes achieved in 2019, they are variable across schools and are generally below the highs of 2020 and 2021. Catching up on lost ground whilst ensuring that schools have the knowledge, expertise and resources to support those who's social, emotional and mental health has suffered during that time, is essential.
21. Coinciding with 'learning to live with covid' and returning to new ways of working in schools, the government introduced several key policy initiatives during 2022, some of which will, over the next three years, play a major role in the future shape of provision, the drive to raise standards in schools, and also the role of local authorities and their responsibilities for education. Any forward strategy for education and learning cannot ignore these key initiatives and strategies which will affect the way funding is deployed, and the way local authorities and their partners influence provision and outcomes.

Key Principles

22. Success in achieving the outcomes we seek relies upon key dependencies. These dependencies reflect that much of the early years sector is delivered through private organisations; responsibilities for improving schools and student outcomes rests with schools and their governing bodies; and that the local authority’s responsibilities with the academy sector are very limited.
23. Achieving the ambitions set out in this strategy requires co-operation and an openness among learning providers to align their own priorities with those identified by West Sussex and included within the strategy. It relies on the key principles being shared by all stakeholders. These principles form our shared core of thinking in the planning of workstreams and priorities to maximise their impact. These principles are:
- Improving learning is more than improving outcomes for children but developing a lifelong passion and curiosity for learning through into adulthood
 - Improving learning and achievement is focused on all children and young people achieving as well as they can
 - Centres of learning, which could be schools, early years providers, or independent alternative curriculum providers, should always provide children and young people with a safe environment where they can learn confidently and are free from intimidation, prejudice and harassment
 - The West Sussex County Council SEND & Inclusion Strategy, agreed in 2019, should remain at the heart of the Education and Learning Strategy with inclusive practice being core to the culture of all centres of learning
 - Improving provision and outcomes for children with SEND and vulnerabilities is only possible through strong partnerships and collective ownership of actions and policy from across the sector
 - The local authority will, within its statutory powers and responsibilities, provide strategic direction and ambition to achieve the best outcomes for the County’s children and young people, and will work with a range of partners to achieve these. It will use its role to engage, influence, coach and support schools and education providers to collectively achieve these ambitions

- Improving outcomes and opportunities for all children, young people and our vulnerable adults should not be determined by where people live, but strong provision and outcomes should be accessible for all
- The Education and Learning Strategy should not be viewed in isolation. It should be viewed alongside the strategic 'Children, Young People and Learning Plan' which covers service improvement; support for vulnerable families; improving outcomes and life chances for the disadvantaged; supporting children's mental health and wellbeing; developing strategic relationships and integrating technology; ensuring value for money; and engaging with partners to jointly deliver improvement
- Ensuring that children and young people can access education and learning as far as is possible close to where they live may not always be feasible. However, the SEND Green Paper indicates an ambition that there should be 'appropriate and affordable specialist provision for those who need it... and this should be of high quality and close to home wherever possible.' For children and young people with specialist learning and support needs, we should always aim to achieve the concept of 'Live local – Learn Local' wherever possible and efficient

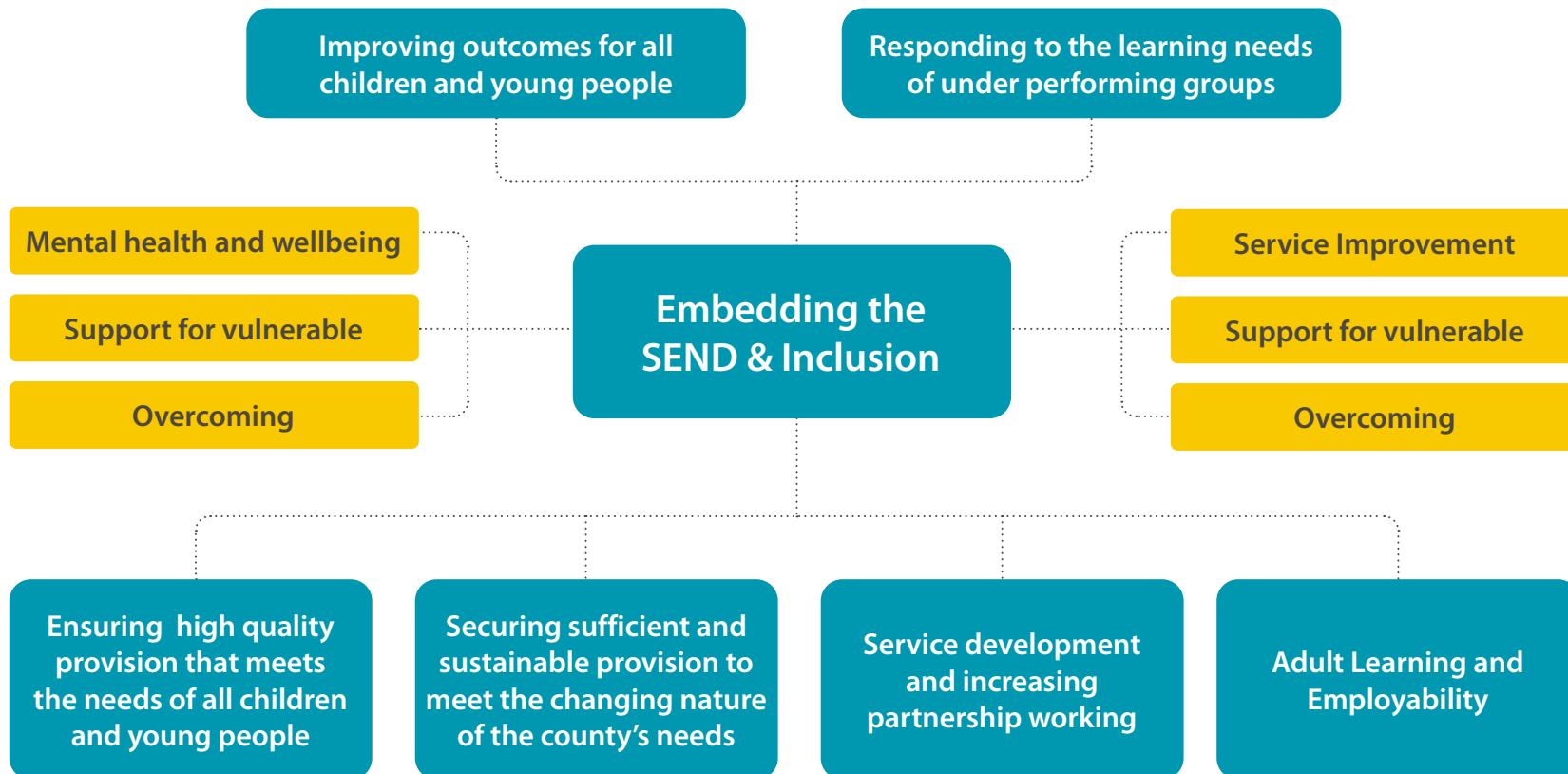
- In encouraging lifelong learning, we should provide a space for our children and young people to explore the issues that affect them both now and into the future. Our own work in meeting demand for new school places should also reflect the issues both of today and the future. All that we do should use all opportunities and tools we have to address the issue of climate change to assure the future for all our children



Key themes and priorities

24. The strategic priorities forming the Education and Learning Strategy cover seven key areas, two of which are child and student outcome focused, and five of which cover areas of provision and strategic support. Each of the key themes is supported with specific workstreams. These workstreams contribute towards achieving West Sussex County Council’s education and learning goals and ambitions for the next three years, whilst setting the foundations to meet the national education policy ambitions for 2030.
25. The seven key themes also have close links to the County Council’s Strategic Corporate Plan and the broader plans and initiatives embedded in the Children, Young People and Learning (CYPL) department. Collaborative working and co-ordination between different teams across the department aims to ensure synergy between them and that the drivers and enablers within the CYPL plans are drawn. Only through this can we fulfil the Council’s education and learning ambitions for our children and young people.
26. In order to meet the learning ambitions set within the strategy, children need to feel safe. They need to rebuild relationships and be supported in addressing the anxieties that may have developed over the covid pandemic. Whilst there are separate strategies and plans to support the mental health and wellbeing of our children, the co-ordination of these plans alongside the workstream plans within the current strategy will be crucial. Where workstreams include specific focus on social, emotional and mental health, or have dependencies on other plans, these will be referenced.

- Children, young people and learning
- Education and skills key themes



THEME 1

Improving outcomes for all children and young people

27. Improving outcomes and achievement for all children in West Sussex continues to be a key priority. Whilst national assessment outcome data for the Early Years Foundation Stage (EYFS), and at the end of both key stages 1 and 2 had been rising in the period leading up to 2019, outcomes were still not high enough. In 2019, West Sussex was ranked 109 out of 151 local authorities for outcomes at the age of 5 years (EYFS); 106 out of 151 local authorities for outcomes at the age of 7 years (Key Stage 1); and ranked 116 out of 151 local authorities for outcomes at the age of 11 years (Key Stage 2).
28. The gap between disadvantaged pupils and their non-disadvantaged peers was greater in West Sussex than both regional and national averages at all key stages. Data on school readiness in 2019 using the PACEY model indicated that, whilst 71.4% of West Sussex 5 year-olds had the health, emotional maturity and skills required to successfully settle into school, in line with the national average, only 52% of disadvantaged young children in West Sussex were similarly ready. Based on the proportion achieving the expected combined standard in reading, writing and mathematics at the end of Key Stage 2, the gap between disadvantaged pupils in West Sussex and their non-disadvantaged peers was 26% compared with a difference nationally of 19%.
29. National research and inspection evidence suggests that many of our youngest children have missed out on quality early years experiences and the many social interactions over the last two years. These are crucial to developing social confidence and early language. This is reflected in a reduced number of 5 year-olds achieving a good level of development in 2022 due to gaps in their personal, social and emotional development. The impact of the disrupted learning over the last two years is also reflected in the 2022 national assessments with a significant fall in the outcomes at the end of Key Stage 2, particularly in writing. Whilst 2022 examination outcomes for GCSE and A levels showed an improvement on outcomes achieved in 2019, there was a decline in the proportion achieving the highest grades, along with a fall in English Baccalaureate entries.

30. There are many facets to raising the achievement and outcomes for children and young people in West Sussex. Raising attainment and achievement should be a focus for all, including our children in care, those with additional learning needs, those learning English as an additional language, refugees, those with SEND, and those who are high attainers. For those children electively home educated (EHE), although the local authority has limited powers to intervene and support, it is important that high quality information and guidance is offered to parents to help them in their decision making. The following workstreams have been identified as helping towards improving outcomes and supporting high achievement for all children. A local authority's role in improving education standards across its schools is limited. It does not extend to the direct delivery of this work but rests with championing high standards. It requires influencing improvement through networking best practice, and in intervening in those schools and early years settings where there are concerns on the quality of provision.

WORKSTREAM 1

Securing high achievement in literacy and numeracy competencies for all pupils and students

This workstream will aim to work with schools on sharing best practice in raising attainment for all pupils including the most able. It will focus on tackling some of the areas where West Sussex data suggests weaknesses in performance compared with both national averages and statistical neighbours. This would include writing and mathematics, and the achievement of greater depth for high attaining pupils.

WORKSTREAM 2

Working collaboratively with the Early Years sector to improve outcomes for young children including early language, reading, and personal, social and emotional development

This workstream will involve the development of an Early Years Strategy for learning along with transition planning into schools.



WORKSTREAM 3

Ensuring smooth transitions for all so that every child is well prepared for their next stage of learning.

This workstream will build on current transitions planning incorporated into the SEND & Inclusion Strategy, but will also address issues of curriculum continuity. It will involve planning for those children and young people at risk of disengaging with education at transition points, and will include careers guidance and support.

WORKSTREAM 4

Ensuring that all children, irrespective of the learning provision they attend, have access to a curriculum of relevance and meaning to enable them to develop a broad knowledge and diverse range of skills that motivate and inspire learning and achievement

This workstream will focus on the provision of a range of high-quality curriculum pathways, including vocational and alternative curriculum, and appropriate adaptations for those who need them.

THEME 2

Responding to the learning needs of under-performing groups

31. Whilst setting an ambition for high achievement and improved outcomes for all children and young people, there are particular groups of learners who are not achieving as well as they ought. The local authority has a key statutory responsibility for reviewing patterns of underachievement, and for providing leadership in tackling underperformance. To this end, there has been significant success in the local authority's School Effectiveness Strategy 2018–22 and partnership working in tackling underperforming schools. The proportion of schools deemed good or outstanding in November 2022 reached 91.4% with 93.6% of West Sussex children attending schools that are good or outstanding. This marks the highest proportion on record in West Sussex.
32. The 2022 Key Stage 2 national assessments saw a closing of the attainment gap between disadvantaged pupils and their non-disadvantaged peers in West Sussex. However, overcoming the barriers to success remains an essential priority if our disadvantaged children are to fulfil their learning potential. Similarly, raising the attainment and achievement of those groups of children and young people who are particularly vulnerable, for example, the children we care for, asylum seekers, young carers, children with SEND, those not in education, employment or training (NEET), and those both subject to Youth Justice oversight or at risk of criminal exploitation, remain a key priority. It is crucial that these vulnerable children and young people have access to high quality learning that is both appropriate to their needs, and assures their future independence and access to continued learning or employment. Building on the Education White Paper '*Opportunities for All*' (2022 DfE), support for schools in tackling persistent absence is recognised as crucial in ensuring young learners maximise the opportunities available for them in school. The local authority has a statutory duty to provide a multi-agency partnership with schools to improve the attendance of children, and to tackle persistent absence. Improving attendance has to be a key area of priority as increasing numbers of children and young people struggle to return to the routine of learning and school attendance post covid.
33. A key piece of work to support schools in reducing exclusions and suspensions remains high priority. This has to include improving early identification of those at risk of exclusion and

engaging a multi-agency approach in supporting schools and families. It must include the provision of an appropriate full time alternative curriculum for those excluded, and a rebalancing of the resourcing towards prevention. This links closely to the SEND Green Paper and the Alternative Provision Strategy already being co-created with schools.

WORKSTREAM 1

Tackling the attainment gap for disadvantaged by working to overcome the barriers to success

This workstream aims to build on the work already initiated in tackling the attainment gap. It aims to focus on both identifying and tackling some of the key barriers that implicitly restrict opportunities for those children from disadvantaged backgrounds and in poverty.

WORKSTREAM 2

Raising the attainment and achievement of those groups of children and young people who are vulnerable, for example, children we care for, asylum seekers, young carers, children with SEND, those young people not in education, employment or training (NEET), and those both at risk of criminal exploitation and with Youth Justice oversight

This workstream will focus on strategies and both multi-agency and partnership working to raise aspirations and directly tackle the causes of underachievement where it exists.

WORKSTREAM 3

Working in partnership with schools to improve the attendance of children and learners

This workstream will fulfil the DfE's role for local authorities set out in 'Working together to Improve Attendance 2022'. This includes monitoring attendance and the inappropriate use of extended part-time timetables, along with providing multi-agency support to schools to improve attendance and tackle persistent absenteeism.

WORKSTREAM 4

Supporting schools in the early identification of children at risk of exclusion, providing appropriate provision to meet their needs, whilst rebalancing resources towards prevention and greater partnership working to achieve positive outcomes

This workstream aims to reshape the way children and young people at risk of exclusion are identified and supported. It aims to rebalance the use of funding towards prevention. It also aims to ensure that those young people subject to Youth Justice oversight or at risk of criminal exploitation are appropriately supported through full-time provision.

THEME 3

Embedding and developing the Council's SEND & Inclusion Strategy

34. The Council agreed a SEND & Inclusion Strategy in 2019 as a key driver to improving provision and outcomes for children with special educational needs. This strategy covered three key areas:

- knowing our children and families well (an inclusive person-centred approach);
- meeting the needs of our children and young people through our schools, education settings and services; and
- working together towards solutions (collective responsibility)

35. Much has been achieved in improving the tools and support for schools in developing a culture of inclusive practice. Actions taken to date have avoided 486 children moving from mainstream into independent special schools. An ambitious SEND Capital Sufficiency Plan is in place to create over 500 new specialist places in the county's schools and academies over the next five years. Achieving this is subject to the financial constraints faced, along with increasing construction costs. A therapeutic approach to securing a cultural change in how schools and settings manage children exhibiting complex behaviour needs has been introduced. Key workstreams covering transitions between settings and

schools, alternative provision and better data analysis of future need are well developed. Engagement sessions held through 2022 highlighted the need to maintain the focus and scope of this strategy and to continue with the workstreams and plans already in place and highlighted below. However, it is important that, whilst continuing the existing workstreams, actions reflect any changes arising from the outcomes of the SEND Green Paper consultation, and any changes to the Ofsted process of SEND Area Reviews.

36. The role of a local authority in managing the assessment of children with special educational needs and for securing appropriate provision to meet these needs is significant. As demand increases, this puts even greater pressure on the High Needs Block grant provided by the government to meet the needs of children with SEND, but which is already overcommitted.

37. The following key workstreams are already being implemented and remain high priority.

WORKSTREAM 1**Securing inclusive practice as the core of all learning provision across the county**

This workstream is a cross service workstream aligning services and support to ensure that all schools are inclusive. It focuses on schools having the skills, knowledge and capacity to meet the needs of all the children and young people they care for. It contributes significantly to the reduction of the High Needs deficit.

WORKSTREAM 2**Strengthening the education, health and care needs assessment process to improve timeliness of Education, Health and Care Plans (EHCPs) within the context of increasing demand**

This workstream is focused on reducing the time taken to complete Education, Health and Care Plans against an increasing demand.

WORKSTREAM 3**Implementing the local authority's Alternative Provision Strategy towards early intervention and reducing exclusions**

This workstream aligns closely with Workstream 4 in Key Theme 2 and targets improved quality and co-ordination of alternative provision along with a reduction in exclusions.

WORKSTREAM 4**Embedding therapeutic thinking as a core tool to secure a culture change in the management of behaviour across all providers and localities**

This workstream focuses on the expansion of 'Therapeutic Thinking' as the key strategy across all schools to bring about a cultural shift in the way complex behaviours are managed in schools.

WORKSTREAM 5**Securing appropriate increases in specialist places in the county's schools and academies, thereby reducing the High Needs Grant overspend**

This workstream focuses upon capital delivery of additional specialist places in schools and academies to reduce reliance on the independent non-maintained special school (INMSS) providers. It therefore has a significant part to play in reducing the High Needs deficit, the grant provided by the government to provide for children with special educational needs.

WORKSTREAM 6**Incorporating key themes arising from the national SEND policy review**

This workstream will pick up on issues arising from any policy announcements and drivers arising from the SEND Green Paper consultation.

THEME 4

Ensuring high quality provision that meets the needs of all children and young people

38. The landscape of education providers across West Sussex is diverse. Although the quality of provision in schools and Early Years settings is generally strong with the proportion of schools and settings Ofsted rated good or outstanding being at the highest point ever in West Sussex, there remain inequalities between districts and localities. Access to a diverse range of high quality and appropriately targeted pre and post 16 vocational courses varies between schools and localities. Therefore, access to good provision, and to a full range of curriculum pathways to meet the broad range of students' needs both pre and post 16 is dependent upon where in the county the young person lives. Tackling this inequality is morally the right thing to do. A local authority's direct responsibilities are limited with respect of Post 16 and Further Education. However, working in partnership with schools and colleges, the local authority plans for a diverse range of opportunities and courses that appropriately meet the needs of all young people wherever they live.

39. The impact of the pandemic, along with current cost of living pressures is having an impact on both schools' and early years providers' ability to recruit. Key roles required to support children with SEND in schools are becoming increasingly difficult to recruit. Financial pressures on Early Years settings are leading to challenges in recruiting and retaining a high quality and experienced workforce. In both cases, this inhibits some of our youngest and most vulnerable children from being able to access high quality provision. A county wide local authority recruitment plan to support the development and retention of a high quality and well qualified workforce is crucial in sustaining improvements into the future.

40. Whilst the covid pandemic has created many challenges, it also provided the catalyst for schools to look at new ways of engaging children and young people through online and virtual learning. Such approaches have created a diverse range of pedagogies and approaches with some engaging pupils in new and exciting ways.

WORKSTREAM 1

Ensure that children and young people have equal access to good or outstanding learning provision irrespective of where they live.

This workstream increases the focus of our Standards and Effectiveness team in monitoring provision across our schools and early years providers and intervening in inverse proportion to success. It also focuses on providing a programme of professional development and peer school to school support.

WORKSTREAM 2

Work with schools and post 16 providers to ensure efficient use of public funds in providing a diverse range of options for young people to access education, employment or training locally.

This workstream aims to work with schools and colleges to ensure a broad range of post 16 courses appropriate to student's needs and interests, whilst also ensuring efficient use of public funds. This will require a fundamental review of how Post 16 provision is organised across the county to ensure equality of access to a diverse range of programmes and qualifications locally.

WORKSTREAM 3

Strengthen the use of new technologies to enhance learning opportunities for all children and young people, and develop digital literacy as a core skill.

This workstream aims to build upon the significant development and use of virtual learning and innovative use of IT over the pandemic, through sharing best practice. It aims to make best use of new opportunities created through the implementation of a new school management information system (MIS) in schools.

WORKSTREAM 4

Implement a recruitment strategy to secure a high-quality workforce to support children and young people's learning, whilst engaging with partners to secure continuing professional development to maintain and further develop a talented workforce.

This workstream will work with schools and the early years sector alongside our strategic partners including Multi Academy Trusts, universities and our regional teaching and research schools, to implement a major recruitment drive along with creative solutions of securing and sustaining a high-quality workforce.

THEME 5

Securing sufficient and sustainable provision to meet changing nature the county's education and learning needs

41. The Education White Paper: 'Opportunities for All', signposted an ambition that all schools should be part of a partnership with a strong Multi Academy Trust (MAT), or with plans to be so, by 2030. The full impact of the withdrawal of the Schools Bill (2022) which aimed to provide the legislation to enact key provision within 'Opportunities for All' is yet to be clarified. However, West Sussex is committed to supporting schools in making informed choices on their future organisational structures. Part of this is that of strengthening partnership working to provide strong communities of schools whether these are localities of schools, maintained school partnerships and federations, or Multi Academy Trusts. The White Paper provided clarity on the definition of strong partnerships or Multi Academy Trusts. These were seen to be ones that were inclusive, providing good outcomes and with

the capacity to grow and support underperforming schools. An optimum of 10 schools or 7,500 learners is deemed by the DfE to an indicator of a strong MAT. West Sussex is well behind the curve on this with a larger than average number of MATs in West Sussex being regarded as small or single academies. West Sussex has a strategic role to play in planning for a diverse range of partnerships which include the provision of strong MATs as well as the possibility of setting up its own MATs where these add value. West Sussex is committed to ensuring all maintained schools are aware of their future options to ensure that they are a part of a strong federation, locality or Multi Academy Trust. It will require significant work in partnership with the Department for Education, MATs, strategic partners, including Diocesan authorities, and both governors and headteachers of the council's maintained schools.

42. Whilst demographic changes are occurring across the county as the birth rate falls and surplus primary provision increases, cost-of-living pressures and increased energy prices are also affecting the private, voluntary and independent (PVI) Early Years sector. Sustainability of early years provision in some communities is at risk. With falling birth rates, a number of primary schools also face a challenging future. The local authority's role in strategically planning places and ensuring sufficiency of high-quality places in schools and Early Years settings to meet current and future demand remains. Expanding and creating new schools in response to housing developments and working to make all our schools energy efficient as part of the Council's response to climate change will continue.
43. The local authority will face expansion of schools and school places in some areas of the county as well as meeting the growth in demand for specialist places for children with special educational needs. However, there are areas of the county where schools face a future with significant surplus school places. In some, across a locality, this will challenge some schools' financial viability and long-term sustainability. Reducing surplus provision to create greater efficiencies and to secure the sustainable future for schools is a challenge for the local authority as the bulge in demand for school places leaves our primary schools and works through our secondary schools. Although it is always the intention

to prescribe to the principle of 'live local-learn local' wherever possible and efficient, planning for sustainable provision which is sufficiently viable to enter into partnership with MATs, may require some consolidation and restructuring of current provision.

WORKSTREAM 1

Reduce surplus school places to ensure sustainable and financially viable schools into the future.

This workstream will build on initiatives already begun in reviewing provision in localities and agreeing achievable plans for reducing surplus school places in line with projections for future demand. Where this provides an opportunity to align provision to create all-through primary schools, this will still be a key consideration.

WORKSTREAM 2

Respond to basic need and work to increase places locally where demand requires.

This workstream aims to respond to ongoing demographic changes and building developments arising from District and Borough's housing and residential building plans. It aims to use Section 106 funding from developers to invest in increasing provision that is aligned with the Council's climate change strategy wherever possible.

WORKSTREAM 3

Work together with the early years sector to ensure sufficient high quality and accessible places for learning and care local to need.

This workstream will focus on working with the Early Years sector and local communities to ensure sufficient affordable learning and childcare places to meet local demand. This also includes working with providers to secure sufficient places to meet the growing demand for 2 and 3 year-old Free Entitlement.



WORKSTREAM 4

Develop a strategic county wide plan for the longer-term provision of a diverse range of high quality school partnerships and MATs

This workstream will involve work in mapping out the landscape and engaging with strong MATs, both currently operating within West Sussex and with those operating externally. It will include developing a strategic county wide plan and will involve close partnership working with the Diocesan offices to ensure sufficient choice for our church schools in forming partnerships either with MATs or strong localities of local schools. It may involve a role for the local authority in communicating and brokering links between schools and particular MATs. As part of the development of the strategic plan, consideration will be given in consultation with schools, to the setting up local authority MATs where this is deemed to add value and deliver on any gaps that could arise.

THEME 6

Service development and increasing partnership working

44. A significant redesign of the Council’s services across the Department of Children, Young People and Learning has taken place over the last two years. A significant change has also taken place in the way in which schools and Early Years settings are supported. It also changes the way in which teams supporting schools co-ordinate their work with the broader family support teams. Embedding these changes and securing effective relationships and new ways of working with our schools and early years settings is a key priority in ensuring the co-ordination of support around the child, the family, and the school or setting. This is essential to ensure that the needs of children are firmly at the heart of all we do. Co-ordinating work by aligning resources alongside Early Help, Family Safeguarding and Youth Justice will create a stronger and more effective wrap around support for children and their families.

45. Many schools and Early Years settings continue to be reliant on support to help them improve. Whilst many may wish to access high quality advice and guidance with expertise that may be held by the local authority, access to a much wider range of expertise can be gained from external sources. A co-ordinating, brokering and commissioning role for the local authority that is responsive to need, whilst offering its own services on a commercial basis, is already a key commitment arising from the redesign of the Council’s Standards and Effectiveness Service. Embedding a co-ordinated approach including direct advice, and the use of broader local partnerships to support schools, early years providers, and families is important for many schools. The ability to ensure timely support where needed remains a key requirement to ensure the quality of provision is secure.

WORKSTREAM 1

Embed a co-ordinated approach alongside broader local partnerships to support schools, early years providers and families to ensure timely support where needed.

This workstream reflects a significant change in the ways of working with schools and Early Years providers to monitor provision and quality. It focuses on organising support and intervention around both a District and Borough support structure. It also reflects the introduction of a stronger commissioning model to broaden access to expertise required at particular times.

WORKSTREAM 2

Work in partnership with stakeholders to ensure best use and deployment of the service support teams.

This workstream focuses upon the greater co-ordination of education and learning support alongside Children's Social Care, Early Help, and support for families.

WORKSTREAM 3

Work with the sector to ensure a professional and commercial range of services responsive to need and which makes best use of the expertise of partners to secure a sector led approach to support.

This workstream aims to provide a range of non-statutory support services to schools and others that are of high quality, professionally led, and also commercially viable.

THEME 7

Adult learning and employability

46. The County Council reset its strategy for economic renewal in 2021 reflecting a changing workforce and trends in employment over the covid pandemic. Priorities were reset, particularly with respect to the adult workforce, levelling up, and economic regeneration. This has coincided with the national levelling up agenda, major investment in local further education providers, and the support of new technologies. It has also led to a co-ordinated business sector led Pan Sussex approach to the development of an Adult Learning and Skills plan.
47. The Adult Skills agenda is very broad. Leadership is driven from many organisations representing the business, training and Further Education sectors, and those working to secure longer term skills for employability in the future. A separate Skills Strategy with its own governance and links to the business sector and a Pan Sussex view is crucial. This will be set out separately in due course.
48. Whilst there are many organisations engaged in leading the skills agenda, West Sussex does have direct responsibility for ensuring that grants directly provided for the delivery of adult learning in the community, are used effectively and provides good value for money. Grants received by the County Council for supporting the County's most vulnerable adults are not insignificant. The work on Adult Community Learning has a crucial role in retaining the relationship and support for the most vulnerable adults in West Sussex who often lack the confidence to access existing education and training. The local authority also continues to have a crucial role in tracking and working with those young people who leave school at the age of 16 years without pathways into employment, education or training. Continuing to drive forward a programme which captures these young people early and secures appropriate pathways into education, training or to employment, including apprenticeships, is essential if they are to overcome the poverty trap.
49. Work on Adult Community Learning for our most vulnerable adults and reducing the number of young adults aged 16 years and over currently not in education, employment and training remains a key priority. Whilst this is underpinned by dedicated workstreams within this strategy, the work will also feed into the broader skills agenda and governance of a Pan Sussex Skills Strategy.

WORKSTREAM 1

Ensure a sustainable model of support for adult community-based learning that reaches the county’s most vulnerable adults and provides high quality and responsive provision

This workstream focuses on the future delivery model for adult learning in the community and improving access for our most vulnerable adults. The aim is to reflect a changing need in the county council’s contracting and delivery model for this service whilst also creating clear and meaningful links into the broader Pan Sussex Skills Strategy.



WORKSTREAM 2

Work with schools and those young people not in education, employment or training to secure appropriate and robust pathways into further learning or employment

This workstream continues to support those young people not in education, employment or training (NEET) in securing access to appropriate course or employment opportunities. It also aims to provide careers support for those under the age of 16 years where schools consider bespoke advice and information is required.

WORKSTREAM 3

Through working with strategic partners, implement a high-quality programme to improve adult numeracy skills through the national Multiply programme.

This workstream is focused upon the delivery of a strong programme of numeracy for the county’s vulnerable adults and school leavers who do not have formal mathematics qualifications and therefore are restricted in the employment opportunities available to them.

ANNEX 1

Statutory responsibilities of a Local Authority

School place planning duties (s13-14 Education Act 1996)

The Council as an education authority has a duty to promote and champion high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties.

The LA has a duty to follow statutory processes when establishing, closing, or making alterations to a school (s6A, 7,9, 10,11, 15 and 19 Education and Inspections Act 2006 and school organisation regulations).

The class size duty requires the LA to restrict class sizes for children aged 4-7 years to 30 pupils per class (s1 School Standards and Framework Act 1998).

Education otherwise than at school

The Council as an education authority has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons of illness, exclusion or otherwise would not receive it unless such arrangements were made. This does not include for those children whose parents/ carers choose to educate their children at home, known as Elective Home Education (EHE). For such children, the local authority has the duty to provide information for families opting to educate their children at home. Where there are safeguarding concerns regarding a child being educated at home, the local authority has the duty to act under safeguarding procedures to ensure that the child is safe.

Local authorities may establish pupil referral units but do not have a duty to do so (s19 Education Act 1996). However:

- Where a PRU is established, the LA has duties to set up a management committee and to delegate its duties to the management committee
- The LA has a duty to provide education for a permanently excluded child from the sixth day after the exclusion

Welfare/inclusion

The local authority has a duty to do the following.

- Make arrangements to establish the identities of children residing in the area who are not receiving suitable education (s436A Education Act 1996)
- Begin procedures for issuing a School Attendance Order if it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise (s437 Education Act 1996)
- Consider serving an education supervision order before prosecuting for truancy (s 447 Education Act 1996)
- In relation to pupils excluded from school to receive information from schools and pass it to the Secretary of State and to establish review panels (s51A Education Act 2002)
- Develop accessibility strategies to facilitate better access to education for disabled pupils. Schools also have to develop access plans which build upon the local authority access strategy. (s88 Equality Act 2010)

Special Educational Needs

The Council as education authority has specific duties in relation to provision of education for children with special educational needs (SEN). The main duties are (Part 3 Education Act 1996):

- To publish information about SEND provision available in and outside the area
- To identify whether a child for whom they are responsible has SEN
- To assess a child who in their opinion has SEN
- if the assessment shows that it is necessary, to make an EHC Plan determining the child's needs and the educational provision required
- To ensure the specific provision set out in the plan is made
- To keep the plan under review
- To educate children with SEN in mainstream schools where possible
- To inform parents when SEN provision is made
- To arrange for and participate in mediation where required
- To make all decisions with regard to:
 - the views, wishes and feelings of the child and his/her parent or the young person
 - the importance of involving them in decisions and providing the right information and support to allow them to do so
 - the need to support the child or young person and help them achieve the best possible educational and other outcomes

- To promote integration of education and training provision with health and social care
- To make joint commissioning arrangements about education, health and care provision
- To make arrangements for an advice and information service and a dispute resolution service for parents of children with SEN

School transport duties

The local authority has a duty to do the following.

- Make provision for suitable home to school travel arrangements for eligible children of compulsory school age (5 to 16) to facilitate attendance at a relevant educational establishment. Travel arrangements are provided free of charge. (s508B Education Act 1996)
- To promote sustainable modes of travel to assess general school travel needs. The local authority must publish each academic year a document containing their strategy to promote the use of sustainable school travel. (s508A Education Act 1996)
- To have regard to religion and belief in exercise of travel functions (s509 AD Education Act 1996)
- To specify to what extent the arrangements they include in their annual transport policy statement facilitate the attendance of disabled persons and persons with learning difficulties

- To publish annual Post-16 Transport Policy Statement which must set out the arrangements for the provision of transport, and for financial assistance towards transports costs it considers necessary to facilitate attendance of students of 6th form age

Admissions duties

The council has duties in relation to school admissions both as local authority and as the admission authority for all community and voluntary controlled schools. These duties are:

- To provide advice and assistance to parents when deciding on a school place and allow parents to express a preference (s86(1A) School Standards and Framework Act 1998)
- For each school year, the local authority must publish the prescribed information about the admission arrangements for each of the maintained schools in their area, and if regulations so provide, such maintained schools outside their area (s92 SSFA)
- To publish each year a composite prospectus for all publicly funded schools in the area
- To formulate, publish and adopt a scheme to co-ordinate admission arrangements for all publicly-funded schools in the area, which allows parents to apply to schools in other local authority areas, and to provide information to the Secretary of State on secondary school admissions on national offer day

- To make arrangements for parents to appeal against admissions decisions
- To establish and manage a Fair Access protocol for in year admissions
- To annually write to parents of prospective schools in their locality with information about schools with atypical admission ages within the local authority or within reasonable travelling distance.
- To include details of schools with atypical admission ages in the local authority or within reasonable travelling distance in their composite prospectus

Curriculum and assessment

The local authority, and governing bodies have a duty to exercise their functions with a view to securing, and a head teacher has a duty to ensure, that the curriculum provided is:

- Broad and balanced
- Comprises the National Curriculum, including implementing key stage test arrangements (SATs)
- Including provision for religious education and for pupils in secondary school, sex education
- and that they have regard to statutory guidance issued by the Secretary of State (Education Act 2002, s79,85(9) and 88 1(A))

In relation to key stage 1 assessment, the local authority must:

- Make provision for moderating teacher assessments in respect of 25% of relevant schools
- Collect teacher assessment information from relevant schools and quality assure it, and submit it to the DfE
- Ensure school have training and advice in all aspects of key stage 1 assessment and electronic systems to submit data

In relation to key stage 2 assessment, local authorities must visit 10% of schools administering tests for monitoring purposes.

From summer 2012, local authorities must monitor at least 10% of relevant schools to ensure Yr 1 phonics screening check is being administered correctly. They must visit at least 10% of relevant schools before, during and after the check and submit information to the DfE. (Key Stage 1 assessment Order and statutory guidance)

Religious Education

The local authority must establish a body called a standing advisory council on religious education. (s390–391 Education Act 1996).

The local authority must ensure that head teachers comply with their duties to secure due provision of religious education, and that all pupils take part in a daily act of collective worship. (ss 69–70 School Standards and Framework Act 1998)

School Meals

The authority has a duty to provide school lunches for those eligible for free school meals, and to ensure that the food provided is nutritious. In practice, this duty is delegated to schools.

School Finance

The local authority has a duty to (s45 etc. School Standards and Framework Act 1998, School Finance Regulations 2008 and 2011):

- Determine school and PRU budget shares in accordance with the school finance regulations
- Establish a schools' forum for the area
- Maintain a scheme for financing schools

Provide accounting information to the DfE under the Consistent Financial Reporting Regulations

School Governors

The local authority has a duty to do the following.

- Appoint parent governor representatives to local authority committees dealing with education (s499 Education Act 1996)
- Appoint local authority governors to all maintained school governing bodies (s19 School Standards and Framework Act 1998)
- Provide training and information for school governors (s22 Education Act 2002)
- Set up temporary governing bodies for new maintained schools (s34 Education Act 2002)

School sites and buildings

The local authority has a duty to do the following.

- Ensure that school buildings meet minimum standards (s543 Education Act 1996 and School Premises Regulations 1999)
- Maintain school premises (s22 School Standards and Framework Act 1998)
- Comply with legislation governing disposal of land on school sites (s77 School Standards and Framework Act 1998)
- Transfer land when school changes category or becomes an Academy (Education and Inspections Act 2006)

Inspection/intervention

The local authority has a duty to do the following.

- Provide information, distribute report and to produce and distribute a post-inspection action plan for Joint Area Reviews and OFSTED inspections
- Produce an action plan if a school goes into special measures following an OFSTED inspection
- Comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006)
- To comply with a direction of the Secretary of state to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006)

Teachers and staff

The local authority is the employer of all staff in community, voluntary-controlled and special schools. In foundation, voluntary-aided and foundation special schools, the governing body is the employer.

Under the school staffing regulations, the governing body and head teacher in all schools are responsible for the day-to-day management of staff. The following duties are therefore largely delegated to schools, although the local authority will have supervisory or residual role, particularly where they are the employer.

The local authority has:

- Duties in relation to teachers pay (s122 Education Act 2002 and School Teachers Pay and Conditions Document)
- A duty to check that teachers have Qualified Teacher Status (School Teachers Qualifications Regulations)
- A duty to ensure that staff have the necessary health and physical capacity (Education Health Standards Regulations 2003)
- Duties in relation to the appointment, management and dismissal of staff (School Staffing Regulations)
- A duty to keep a register of vetting checks carried out on staff (School Staffing Regulations)
- To establish a performance management policy for teachers (s21 Education Act 2002)
- Duties as employer for pension purposes of all teachers in maintained schools relating to service and contribution remittance (Teachers' Pension Regulations 2010)

The Prevent duty

This duty arises from the Counter Terrorism and Security Act 2015 and relates to a range of organisations including schools and LAs. They must take steps to prevent people from being drawn into terrorism.

Local authorities must work with local partners to protect public, prevent crime and promote strong integrated communities. Some local authorities do this through Community Safety Partnerships.

LADO (Local Area Designated Officer)

The LADO has responsibility under Working Together to Safeguard Children 2013 to manage allegations against individuals who work with children.

Academy conversions

The local authority has a duty to, where the Secretary of State has made an academy order, to arrange to transfer the land and buildings to the academy trust on a 125 year lease and assist with the preparation of the lease and CTA within reasonable timescales.

Delegated grants

The local authority has the responsibility for ensuring that grants delegated to it for supporting education and learning are used effectively and provide value for money in the delivery of its functions.

Early Education and Childcare

The local authority has a duty to (s6,7,9 Childcare Act 2006):

- Secure sufficient childcare places, so far as is reasonably practicable, for working parents or parents who are studying or training for employment, for children aged 0- 14 (or up to 18 for disabled children)

- Take into account what is ‘reasonably practicable’ when assessing what sufficient childcare means in their area and:
 - the state of the local childcare market, including the demand for specific types of providers in a particular locality and the amount and type of supply that currently exists
 - the state of the labour market
 - the quality and capacity of childcare providers and childminders registered with a childminder agency, including their funding, staff, premises, experience and expertise
 - encourage schools in their area to offer out-of-hours childcare from 8.00am and 6.00pm
 - encourage existing providers to expand their provision and new providers to enter the local childcare market

The White Paper: ‘Opportunities for All’ currently going through to legislation includes new responsibilities for local authorities linked to the delivery of the aims and ambitions set out in the White Paper.

Contact us

Text here



West Sussex Education and Learning Strategy 2022 - 2025

Themes and Workstreams

Council Plan measures 2021 – 2025

Which inform priorities within the Education and Learning Strategy 2022 - 2025

Our Council Plan 2021-2025			
Priority	Keeping people safe from vulnerable situations	A sustainable & prosperous economy	Helping People & communities to fulfil their potential
Outcome	Support to people when they need it	Supporting people to develop the skills they need for the future	Access to excellent education and learning
KPI	8. Support for care leavers to achieve their aspirations – percentage of care-leavers aged 19-21 who are in Employment, Education or Training	21. The percentage of young people attaining Grade 4 and above for Maths and English GCSE by age of 16 years old	25. Percentage of schools with OFSTED rating 'good' or 'outstanding' 26. Percentage of pupils and students accessing Ofsted 'good' or 'outstanding' schools 27. Percentage achieving expected standard in reading, writing and maths combined at the end of KS2 28. Average attainment 8 score of students at Key Stage 4 including English and Maths 29. Percentage attainment gap of disadvantaged pupils compared with non-disadvantaged peers at the end of KS2 30. Combined percentage of 16-17-year olds that are Not in Education, Education and Training or whose activity is not known

Baseline referred

Education and Learning Strategy 2022 - 2025

Themes

24. The strategic priorities forming the Education and Learning Strategy cover seven key areas, two of which are child and student outcome focused, and five of which cover areas of provision and strategic support. Each of the key themes is supported with specific workstreams. These workstreams contribute towards achieving West Sussex County Council's education and learning goals and ambitions for the next three years, whilst setting the foundations to meet the national education policy ambitions for 2030.

25. The seven key themes support the Council Plan 2021-2025 priorities and the broader plans and initiatives embedded in the Children, Young People and Learning (CYPL) department. Collaborative working and co-ordination between different teams across the department aims to ensure synergy between them and that the drivers and enablers within the CYPL plans are drawn. Only through this can we fulfil the Council's education and learning ambitions for our children and young people.

West Sussex Education and Learning Strategy 2022 - 2025

Theme 1: Improving outcomes for all children and young people

Theme 2: Responding to the learning needs of under-performing groups

Theme 3: Embedding and developing the Council's SEND & Inclusion Strategy

Theme 4: Ensuring high quality provision that meets the needs of all children and young people

Theme 5: Securing sufficient and sustainable provision to meet changing nature the county's education and learning needs

Theme 6: Service development and increasing partnership working

Theme 7: Adult Learning and employability

Theme 1: Improving outcomes for all children and young people

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Securing high achievement in literacy and numeracy competencies for all pupils and students	Percentage achieving expected standard in reading, writing and maths combined at the end of Key Stage 2	62.7%	64.0%	68.0%	71.0%	72.0%	Head of Service, Yasmin Maskatiya	Standards and Effectiveness, representative Primary and Secondary Schools
	Average attainment 8 score of students at Key Stage 4 including English and Maths	46.9	47.5	48.3	49.0	49.5		
2. Working collaboratively with the Early Years sector to improve outcomes for young children including early language, reading, and personal, social and emotional development	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Yasmin Maskatiya	Standards and Effectiveness; FIS; Childcare Sufficiency Team; EY providers; PH, Early Help; representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery
3. Ensuring smooth transitions for all so that every child is well prepared for their next stage of learning	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Yasmin Maskatiya Head of Service, Helen Johns	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery
4. Ensuring that all children, irrespective of the learning provision they attend, have access to a curriculum of relevance and meaning to enable them to develop a	Percentage achieving expected standard in reading, writing and maths combined at the end of Key Stage 2	62.7%	64.0%	68.0%	71.0%	72.0%	Head of Service, Yasmin Maskatiya	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings,
	Average attainment 8 score of students at Key Stage 4 including English and Maths	46.9	47.5	48.3	49.0	49.5		

broad knowledge and diverse range of skills that motivate and inspire learning and achievement									Alternative Provision and Nursery
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Workstream	Actions
1. Securing high achievement in literacy and numeracy competencies for all pupils and students	<ul style="list-style-type: none"> • Service redesign to consolidate 4 service areas to effectively allow the team to create a new relationship with schools that focuses on journey of a child through their education • Core School Improvement Offer for 2023 -24 being developed with budget and capacity • Cross Department working on improving outcomes for vulnerable and children exploited • Establishing D&B cross department working around vulnerable pupils to ensure learning provision meets their needs • Recruitment of SEND transition specialists, starting with Early Years. • Effective use of School Management Information System to inform monitoring and intervention plans
4. Ensuring that all children, irrespective of the learning provision they attend, have access to a curriculum of relevance and meaning to enable them to develop a broad knowledge and diverse range of skills that motivate and inspire learning and achievement	

Theme 2: Responding to the learning needs of under-performing groups

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Tackling the attainment gap for disadvantaged by working to overcome the barriers to success	Percentage attainment gap of disadvantaged pupils compared with non-disadvantaged peers at the end of Key Stage 2	26.0%	24.0%	20.0%	16.0%	14.0%	Head of Service, Yasmin Maskatiya Head of Service, Helen Johns Head of Service, Sarah Clark	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery Communities and Public Health, Early Help and Family Safeguarding.
2. Raising the attainment and achievement of those groups of children and young people who are vulnerable, for example, children we care for, asylum seekers, young carers, children with SEND, those young people not in education, employment or training (NEET), and those both at risk of criminal exploitation and	Combined percentage of 16-17-year olds that are Not in Education, Education and Training or whose activity is not known (3-month average Dec-Feb annually)	11.7%	7.0%	6.5%	6.0%	5.5%	Assistant Director, Paul Wagstaff Head of Service, Sarah Clark	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery Communities and Public Health, Early Help and Family Safeguarding.

with Youth Justice oversight							
3. Supporting schools in early identification and providing appropriate provision for children and young people who are at risk of exclusion, rebalancing resourcing towards prevention, and greater partnership working between schools and alternative providers to achieve positive outcomes	<p>This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] .</p> <p>Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.</p>					<p>Head of Service, Yasmin Maskatiya</p> <p>Head of Service, Helen Johns</p> <p>Head of Service, Sarah Clark</p> <p>Head of Service, Graham Olway</p>	<p>Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery</p>

Workstream	Actions
1. Tackling the attainment gap for disadvantaged by working to overcome the barriers to success	<ul style="list-style-type: none"> • Cross Department working on improving outcomes for vulnerable and children exploited • Establishing D&B cross department working around vulnerable pupils to ensure learning provision meets their needs • New process to Quality Assure the Alternative Provision to ensure it meets the need of excluded children • Post 16 strategy to be developed through stakeholder engagement in light of the ending of the Think Futures project at the end of 2023 • Adding value through the Holiday Activity and Food Programme by ensuring places for refugee children, children with SEND or those 'Looked after' to reduce barriers outside of school and offer children enrichment with links to the curriculum where feasible
2. Raising the attainment and achievement of those groups of children and young people who are vulnerable, for example, children we care for, asylum seekers, young carers, children with SEND, those young people not in education, employment or training (NEET), and those both at risk of criminal exploitation and with Youth Justice oversight	

Theme 3: Embedding and developing the Council's SEND & Inclusion Strategy

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Securing inclusive practice as the core of all learning provision across the county	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Helen Johns	SEND and Inclusion, Standards and Effectiveness, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery
2. Strengthening the education, health and care needs assessment process to improve timeliness of Education, Health and Care Plans (EHCPs) within the context of increasing demand	The percentage of Education, Health and Care Plans (EHCPs) completed within 20 weeks	6% (October Y 2022)	n/a	n/a	35.0%	49.0%	Head of Service, Helen Johns	SEND and Inclusion, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery
3. Implementing the local authority's Alternative Provision Strategy towards early intervention and reducing exclusions	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Helen Johns	SEND and Inclusion, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery

								Pupil Entitlement and Early Help
4. Embedding therapeutic thinking as a core tool to secure a culture change in the management of behaviour across all providers and localities	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Helen Johns	SEND and Inclusion, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery Public Health
5. Securing appropriate increases in specialist places in the county's schools and academies, thereby reducing the High Needs Grant overspend	Percentage of Children and young people with Education, Health and Care Plans (EHCPs) accessing Mainstream Education	34.3% (October Y 2022)	n/a	n/a	37.0%	39.5%	Head of Service, Helen Johns Growth and Recovery Partner, Rachel Conway	SEND and Inclusion, Standards and Effectiveness, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery Finance, Procurement and Capital
	Percentage of Children and young people with Education, Health and Care Plans (EHCPs) accessing Independent and Non-maintained Special Schools (INMSS)	10.8%	n/a	n/a	9.0%	7.5%		
6. Incorporating key themes arising from the national SEND policy review	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Helen Johns	SEND and Inclusion, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative

			Provision and Nursery Public Health
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Workstream	Actions identified
2. Strengthening the education, health and care needs assessment process to improve timeliness of Education, Health and Care Plans (EHCPs) within the context of increasing demand	<ul style="list-style-type: none"> IMPOWER undertaking a diagnostic for Demand Management and to include an Early Intervention / Advice Trial and establish a demand/ cost baseline trajectory
5. Securing appropriate increases in specialist places in the county's schools and academies, thereby reducing the High Needs Grant overspend	<ul style="list-style-type: none"> Improved monitoring and scrutiny of the High Need Recovery Plan through new Finance lead Participation in the DfE Delivering Better Value programme to improve delivery of SEND services for children and young people while ensuring services are sustainable



Theme 4: Ensuring high quality provision that meets the needs of all children and young people

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Ensure that children and young people have equal access to Good or Outstanding learning provision irrespective of where they live	Percentage of schools with OFSTED rating 'good' or 'outstanding'	87.6%	88.5%	90.0%	90.5%	91.0%	Head of Service, Yasmin Maskatiya	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, Early Help, representative Primary and Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Nursery, Capital Planning, Transport
	Percentage of pupils and students accessing OFSTED 'good' or 'outstanding' schools	86.6%	88.0%	89.0%	90.0%	91.0%		
2. Work with schools and post 16 providers to ensure efficient use of public funds in providing a diverse range of options for young people to access education, employment or training locally	Combined percentage of 16-17-year olds that are Not in Education, Education and Training or whose activity is not known (3-month average Dec-Feb annually)	11.7%	7.0%	6.5%	6.0%	5.5%	Head of Service, Yasmin Maskatiya and Peter Waters, Senior Education Adviser Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager and Andrew Jenkins, Business Development and Partnership Manager	Standards and Effectiveness, Adult Community Education Team, Communities, Adults, Public Health, external providers, representative Secondary Schools, Special Schools, INMS Settings and Alternative Provision, Colleges and FE sector, Inspectorates, Districts and Boroughs, vulnerable adult groups and

								representative residents' groups
3. Strengthen the use of new technologies to enhance learning opportunities for all children and young people, and develop digital literacy as a core skill	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Yasmin Maskatiya	Standards and Effectiveness, SEND and Inclusion, representative Primary and Secondary Schools, Special Schools and Nursery
4. Implement a recruitment strategy to secure a high-quality workforce to support children and young people's learning, whilst engaging with partners to secure continuing professional development to maintain and further develop a talented workforce.	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Jenny Gumbrell, HR Business	HR, Standards and Effectiveness, SEND and Inclusion, representative Primary and Secondary Schools, Special Schools and Nursery, Education Communication and Enterprise

Workstream	Actions identified
1. Ensure that children and young people have equal access to Good or Outstanding learning provision irrespective of where they live	<ul style="list-style-type: none"> • Worthing and Durrington Review and associated Consultations • Consider and explore the options for an LA MAT
2. Work with schools and post 16 providers to ensure efficient use of public funds in providing a diverse range of options for young people to access education, employment or training locally	<ul style="list-style-type: none"> • Post 16 strategy to be developed through stakeholder engagement in light of the ending of the Think Futures project at the end of 2023 • Skills strategy and national priorities linking into both Post 16 and Adult Community Education

Theme 5: Securing sufficient and sustainable provision to meet changing nature the county's education and learning needs

Workstream	Education and Skills Operational Workstreams	Owner/ Lead	Stakeholders
1. Reduce surplus school places to ensure sustainable and financially viable schools into the future	This subset of workstreams feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.	Head of Service, Graham Olway	Organisation and Planning, Standards and Effectiveness, Finance, Capital Planning, legal and HR
2. Work together with the early years sector to ensure sufficient high quality and accessible places for learning and care local to need		Head of Service, Yasmin Maskatiya	Standards and Effectiveness, Early Help, SEND and Inclusion, Family Information, Communities, Pupil Entitlement, Nursery and Early Years sector representation including families
3. Develop a strategic county wide plan for the longer-term provision of a diverse range of high quality Multi Academy Trusts to meet future demand		Paul Wagstaff, Assistant Director with Head of Service Graham Olway	Heads Executive, MATs Executive, Diocese, Organisation and Planning, legal, HR, Finance, West Sussex Governors Association, representative schools, colleges and nursery settings

Theme 6: Service development and increasing partnership working

Workstream	Education and Skills Operational Workstreams	Owner/ Lead	Stakeholders
1. Embed a co-ordinated approach alongside broader local partnerships to support schools, early years providers and families to ensure timely support where needed	This subset of workstreams feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.	Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Standards and Effectiveness, (including Early Years and Governance), SEND and Inclusion, Family Information, Early Help, representative Primary and Secondary Schools, Colleges, Special Schools and Nursery, Education Communication and Enterprise, External partners including colleges, national providers, external delivery partners, Teaching Schools, Research Schools, Subject Hubs and MATs
2. Work in partnership with stakeholders to ensure best use and deployment of the Service support teams		Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Education and Skills, Business Support, HR, education stakeholders including schools, colleges and nurseries, external delivery partners
3. Work with the sector to ensure a professional and commercial range of services responsive to need and which makes best use of the expertise of partners to secure a sector led approach to support		Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Standards and Effectiveness, SEND and Inclusion, representative Primary and Secondary Schools, Special Schools and Nursery, Education Communication and Enterprise, External partners including colleges, national providers, Teaching Schools, Research Schools, Subject Hubs and MATs

Theme 7: Adult Learning and employability

Workstream	KPI	Baseline	Target Yr1	Target Yr2	Target Yr3	Target Yr4	Owner/ Lead	Stakeholders
1. Ensure a sustainable model of support for adult community-based learning that reaches the county's most vulnerable adults and provides high quality and responsive provision	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager	Adult Community Education Team, Communities, Adults, Public Health, external providers, Inspectorates, Districts and Boroughs, vulnerable adult groups and representative residents' groups
2. Work with schools and those young people not in education, employment or training to secure appropriate and robust pathways into further learning or employment	Combined percentage of 16-17-year olds that are Not in Education, Education and Training or whose activity is not known (3-month average Dec-Feb annually)	11.7%	7.0%	6.5%	6.0%	5.5%	Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning and Pete Waters, Senior Education Adviser	Standards and Effectiveness, SEND and Inclusion, Pupil Entitlement, , representative Secondary Schools, Special Schools, INMS Settings, Alternative Provision and Colleges
3. Through working with strategic partners, implement a high-quality programme to improve adult numeracy skills through the national Multiply programme	This workstream feeds into the corporate measures Workstreams and associated action plans. This is an operational workstream [page 19] . Overarching data set [page 18] is reviewed monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.						Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager	Adult Community Education Team, Communities, Adults, Public Health, external providers, Inspectorates, Districts and Boroughs, vulnerable adult groups and representative residents' groups

Workstream	Actions identified
2. Work with schools and those young people not in education, employment, or training to secure appropriate and robust pathways into further learning or employment	<ul style="list-style-type: none"><li data-bbox="595 229 2040 276">• Post 16 strategy to be developed through stakeholder engagement in light of the ending of the Think Futures project at the end of 2023<li data-bbox="595 280 2040 327">• Pursue the provision of vocational pathways to employment through the Adult Education Budget, and explore additional funding to support this offer

Education and Skills Data Set – Baseline 2022

Data set used monthly to track performance and prioritise actions against the West Sussex Education and Learning Strategy 2022 – 2025.

Ref	Measure	Frequency	Target	Previous Results	Latest Results	Direction of Travel	Year-End Forecast
25	Percentage of schools with OFSTED rating 'good' or 'outstanding'	M	90.00%	91.40% (Nov 22)	91.40% (Dec 22)	➡	Green
26	Percentage of pupils and students accessing OFSTED 'good' or 'outstanding' schools	M	89.00%	93.60% (Nov 22)	93.60% (Dec 22)	➡	Green
30	% Of 16-17 year olds who are not in education, employment or training (NEET) or whose status is Not Known	Q	6.50%	11.80% (Nov 22)	9.00% (Dec 22)	⬆	Green
21	BASICS - Percentage of pupils achieving 9-4 pass in English and Maths	A	67.50%	75.20% (20/21)	69.40% (21/22)	⬇	Green
28	Average attainment 8 score of students at Key Stage 4 including English and Maths	A	48.3	51.6 (20/21)	49.0 (21/22)	⬇	Green
27	Percentage achieving expected standard in reading, writing and maths combined at the end of Key Stage 2	A	68.00%	62.70% (18/19)	52.50% (21/22)	⬇	Red
29	Percentage attainment gap of disadvantaged pupils compared with non-disadvantaged peers at the end of Key Stage 2	A	20.00%	25.30% (18/19)	22.80% (21/22)	⬆	Red

For NEET and Not Known the figures above are provisional at the end of December 2022 and for the official measured period, December 2022-February 2023, this will be available towards to end of March 2023

** Due to the impact of the COVID-19 pandemic, most exams and assessments did not take place in the 2019/20, or 2020/21 academic years. The government also announced that it would not publish school or college level results data on Compare school and college performance (also commonly referred to as school and college performance tables) in autumn 2020 or autumn 2021, and that this data would not be used to hold schools and colleges to account. The DfE have also made clear that results data from 2020/21 will not be used in school and college level performance measures in future years. For 2022 results these are early unvalidated data and further updates will be available during the Autumn Term 2022.

*** For Key Stage 2 in 2022 SATS results have been released nationally and the picture is lower than in 2019, mainly due to the Covid-19 pandemic having an adverse effect on students, especially in Writing.

Education and Skills Operational Workstreams

This subset of Workstreams feed into the corporate measures and associated action plans. These Workstreams reflect our business as usual and are tracked monthly against our operational KPIs.

WS	Theme One	Owner/Lead	Theme Two	Owner/Lead	Theme Three	Owner/Lead	Theme Four	Owner/Lead	Theme Five	Owner/Lead	Theme Six	Owner/Lead	Theme Seven	Owner/Lead
1					Securing inclusive practice as the core of all learning provision across the county	Head of Service, Helen Johns			Reduce surplus school places to ensure sustainable and financially viable schools into the future	Head of Service, Graham Olway	Embed a co-ordinated approach alongside broader local partnerships to support schools, early years providers and families to ensure timely support where needed	Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Ensure a sustainable model of support for adult community-based learning that reaches the county's most vulnerable adults and provides high quality and responsive provision	Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager
2	Working collaboratively with the Early Years sector to improve outcomes for young children including early language, reading, and personal, social and emotional development	Head of Service, Yasmin Maskatiya							Work together with the early years sector to ensure sufficient high quality and accessible places for learning and care local to need	Head of Service, Yasmin Maskatiya	Work in partnership with stakeholders to ensure best use and deployment of the Service support teams	Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager		
3	Ensuring smooth transitions for all so that every child is well prepared for their next stage of learning	Head of Service, Yasmin Maskatiya Head of Service, Helen Johns	Supporting schools in early identification and providing appropriate provision for children and young people who are at risk of exclusion, rebalancing resourcing towards prevention, and greater partnership working between schools and alternative providers to achieve positive outcomes	Head of Service, Yasmin Maskatiya Head of Service, Helen Johns Head of Service, Sarah Clark Head of Service, Graham Olway	Implementing the local authority's Alternative Provision Strategy towards early intervention and reducing exclusions Embedding therapeutic thinking as a core tool to secure a culture change in the management of behaviour across all providers and localities	Head of Service, Helen Johns	Strengthen the use of new technologies to enhance learning opportunities for all children and young people, and develop digital literacy as a core skill	Head of Service, Yasmin Maskatiya	Develop a strategic county wide plan for the longer-term provision of a diverse range of high quality Multi Academy Trusts to meet future demand	Paul Wagstaff, Assistant Director with Head of Service Graham Olway	Work with the sector to ensure a professional and commercial range of services responsive to need and which makes best use of the expertise of partners to secure a sector led approach to support	Head of Service, Derry Richardson With Andrew Jenkins, Business Development and Partnership Manager and Lisa Hickman, Education Business and Communication Manager	Through working with strategic partners, implement a high-quality programme to improve adult numeracy skills through the national Multiply programme	Head of Service, Derry Richardson with Andrew Bishop, Adult Community Education Contracts and Commissioning Manager

4					Embedding therapeutic thinking as a core tool to secure a culture change in the management of behaviour across all providers and localities	Head of Service, Helen Johns	Implement a recruitment strategy to secure a high-quality workforce to support children and young people's learning, whilst engaging with partners to secure continuing professional development to maintain and further develop a talented workforce.	Jenny Gumbrell, HR Business							
5															
6					Incorporating key themes arising from the national SEND policy review	Head of Service, Helen Johns									

Children and Young People’s Services Scrutiny Committee

Education and Learning Strategy Task and Finish Group Outcomes Report

Report by Cllr Janet Duncton, Chairman of the Task and Finish Group

Summary

The Task and Finish Group (TFG) was made up of Members of the Children and Young People’s Services Scrutiny Committee. Its purpose was to scrutinise and input into the development of the County Council’s Education and Learning Strategy 2023 – 2025. The TFG considered the following areas: the draft Education and Learning Strategy, including the key themes and priorities, the draft work streams and the consultation proposals to develop and co-create these, and how the outcomes and recommendations from CYPSSC on 12 July had been considered/addressed within the draft.

Members of the Children and Young People’s Services Scrutiny Committee were invited to volunteer to serve on the TFG in the first instance, membership of which should be cross-party and comprise no more than seven. Group leaders were consulted before the final membership was agreed which was Councillors Burgess, Cornell, Duncton, McGregor and Mercer.

The TFG met informally on 6 October 2022. This report summarises the discussion that took place at that meeting and the recommendations of the TFG for consideration by the Cabinet Member for Learning and Skills.

This report, along with the responses from the Cabinet Member for Learning and Skills will be presented to the Children and Young People’s Services Scrutiny Committee on 18 January 2023 as part of its considerations when carrying out pre decision scrutiny of the final Education and Learning Strategy 2023- 2025.

1 Discussion

1.1 Paul Wagstaff, Assistant Director – Education and Skills and Derry Richardson, Head of Service – Commercial and Contracting highlighted the following key points:

- The Schools White Paper- Opportunity for All had currently been paused for a policy review. Any outcomes of this could impact on the statutory role of the Local Authority.
- Feedback from the Scrutiny Committee on 12 July had been taken on board and incorporated into the Draft Strategy
- The work streams would be co-created with the education and learning community, including schools, over the coming weeks and would be developed to include timelines for implementation and financial implications.

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This detail would be included in the final Strategy that would be considered by CYPSSC on 18 January 2023.

1.2 Members of the TFG considered the draft Strategy and a summary of the discussion is as follows:

- It was important that the style and content of the strategy was easy to understand for all audiences and that the actions were clearly set out. A version for parents and children and young people would be developed once a final version was agreed.
- The Strategy needed to ensure it focused on maximising the potential of all children, including high achievers throughout. Key Theme 1 was focused on improving the attainment of all children. The role of the Local Authority is to champion achievement of all children, whilst having direct and statutory responsibility for vulnerable children and young carers.
- The ambition for key stage 2 and key stage 4 attainment to be in top quartile was a continued ambition as set out in the Council Plan. There would be specific workstreams in the strategy focused on improving attainment in Primary and Early Years.
- Partnership work between schools to share key learning and best practice was important. This work was already carried out by the service in various ways including Schools Forum and Headteacher Executive, Headteacher Briefing publications and school to school support. The workstreams within Theme 6 would have a key focus on strengthening partnership with academies and bring together partnerships in localities. It was suggested this could be more explicitly referenced under Theme 6 within the Strategy.
- Highlighted the financial constraints and recruitment issues for schools and the impact this could have on them to be able to deliver the workstreams and whether this should be referenced in the Strategy as a risk. The Strategy was there to support schools, however the financial management was down to individual schools.
- The Strategy was a high level document focused on strategic intentions to deliver the Local Authority's statutory duties. There was other work that was carried out by the service (e.g. Admissions, home to school transport) that was not included in the Strategy, but details were already available.
- The members noted the relatively low responses from schools in the consultation in the spring, and that it was important to try and engage with as many schools as possible in the co-creation of the workstreams over the autumn.

2. Conclusions

2.1 The TFG made the following conclusions for consideration by the Cabinet Member for Learning and Skills:

- 1) That the wording of the Strategy is reviewed to ensure it is clear and concise and that actions and outcomes are more explicit. It also asks that the Strategy sets out what it doesn't include (e.g. business as usual functions) and where details on these can be found.

- 2) Suggests that the wording of the Strategy is strengthened to ensure that it is clear that it refers to the achievement and needs of *all* children being met.
- 3) That the improvement of outcomes for early years and primary are a key area of focus and the ambition for these should be clearly set out in the Strategy workstreams so that progress can be assessed, and should aim to be at least in line with our statistical neighbours (as per the Council Plan).
- 4) That it is important to have clear targets, measures and outcomes in the Strategy so that its progress, achievement and impact can be measured and would like to see this in the Final Strategy (for example achievement, attendance and children attending outstanding and good schools).
- 5) That the Committee considers what outcomes, actions and workstreams it wishes to focus on so that it can measure the impact of the Strategy as it is implemented.
- 6) Glad to hear of the well embedded work to share and learn best practice between schools and should consider referencing this work within the Strategy more explicitly under the workstreams in Theme 6.
- 7) Recognised the national financial and recruitment issues impacting some schools and to consider if this should be referenced in the strategy as a potential risk on the delivery of the workstreams.
- 8) Ask that every effort is made to engage with more schools and the BAME community when co-developing the workstreams over the autumn.

Cllr Janet Duncton

Chairman of the Task and Finish Group

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Background Papers

None

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Children and Young People's Services Scrutiny Committee

Education and Learning Strategy - Task and Finish Group Conclusion Responses

Report by Cabinet Member for Learning and Skills, Cllr Nigel Jupp and Assistant Director, Education and Skills, Paul Wagstaff

1. Conclusions

1.1 The Task and Finish Group made the following conclusions for consideration by the Cabinet Member for Learning and Skills, for which responses have been provided as set out below:

- 1) That the wording of the Strategy is reviewed to ensure it is clear and concise and that actions and outcomes are more explicit. It also asks that the Strategy sets out what it doesn't include (e.g. business as usual functions) and where details on these can be found.

Response: A Strategy should outline forward direction and intent, therefore it will not include business as usual functions as these are multiple across Education and Skills. Instead, the Workstreams will be audited to include and reference where business as usual is complimentary or essential in achieving the outcomes of the Strategy.

The Strategy document will be edited by the communications team.

- 2) Suggests that the wording of the Strategy is strengthened to ensure that it is clear that it refers to the achievement and needs of *all* children being met.

Response: The language used throughout the strategy will be strengthened in response to reference the needs of all children, young people and learners.

- 3) That the improvement of outcomes for early years and primary are a key area of focus and the ambition for these should be clearly set out in the Strategy workstreams so that progress can be assessed, and should aim to be at least in line with our statistical neighbours (as per the Council Plan).

Response: The intended work of the Workstream Owners (Heads of Service) and Leads (Senior Managers or Subject Matter Experts) is to draw together development plans and impact targets and report on these through and against Corporate Measures. Each Workstream Stakeholder group will establish their project timeline. With overlapping priorities for key individuals and groups within Education and Skills the workflow will be carefully mapped to ensure capacity and coherence in the work being carried out and impact achieved.

- 4) That it is important to have clear targets, measures and outcomes in the Strategy so that its progress, achievement and impact can be measured and would like to see this in the Final Strategy (for example achievement, attendance and children attending outstanding and good schools).

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Response: By aligning the Workstreams to our Corporate Measures we will have clear measures and outcomes. As the Workstreams develop into 2023 the baseline and target outcomes will be clearly evidenced through the Workstream Development Plans.

These plans will be used to track impact and report through the usual mechanisms of scrutiny.

- 5) That the Committee considers what outcomes, actions and workstreams it wishes to focus on so that it can measure the impact of the Strategy as it is implemented.

Response: Each Workstream, or group of Workstreams which work in combination with each other, led by specific subject matter expertise to achieve the outcomes, will be easily identifiable in the final Strategy.

- 6) Glad to hear of the well embedded work to share and learn best practice between schools and should consider referencing this work within the Strategy more explicitly under the workstreams in Theme 6.

Response: Each Workstream will draw on stakeholders from within and outside of the Council. Where relevant and necessary education settings will be invited to join the stakeholder groups to inform the work and measure impact. This will be made more explicit through Theme 6 in the final Strategy.

- 7) Recognised the national financial and recruitment issues impacting some schools and to consider if this should be referenced in the strategy as a potential risk on the delivery of the workstreams.

Response: While the financial and recruitment issues nationally will impact the work within our settings across early Years, Schools, Colleges, Further Education and into the Adult Education sector (0-19 and 19+), we must not limit our expectations. However, each Workstream will draw on the community of education to provide reasonable benchmarking and expectations, which will evolve throughout the timeline of the Strategy.

- 8) Ask that every effort is made to engage with more schools and the BAME community when co-developing the workstreams over the autumn.

Response: See response to co collaboration and stakeholder engagement within each Workstream or group of Workstreams (conclusion 6).

Report to Children and Young People's Services Scrutiny Committee

18 January 2023

Commissioning of Adult Community Education – Focus for Scrutiny

Report by Director of Law and Assurance

Summary

Adult Community Learning is a non-statutory provision, externally funded via the Department for Education through the Education Skills Funding Agency (ESFA). The County Council currently receives £3.1m funding to commission Adult Education in West Sussex.

The Cabinet Member for Learning and Skills proposes to take a decision to approve a new delivery model for Adult Community Learning and launch a procurement exercise for the delivery of Adult Learning in readiness for the new curriculum in the Autumn of 2023.

Focus for scrutiny

The Committee is asked to carry out pre-decision scrutiny of the proposed new approach for Adult Community Education and provide any comments to the Cabinet Member for Learning and Skills for consideration as part of the decision-making.

Key lines of enquiry include:

- 1) How well the new delivery model will meet the aims identified for the community of West Sussex and support the five outcomes set out in the Adult Community Education Mission Statement (Annex 1)
- 2) Whether the new model has fully taken account of changes in customer needs and expectations and new ways of learning.
- 3) How well the approach will ensure the sustainability of the future Adult Learning provision.
- 4) Any risks or issues identified and whether the plans in place to manage these are sufficient.

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

1. Background and context

- 1.1 The County Council receives funds from the ESFA for the provision of learning for adults to obtain skills and/or qualifications for work, to improve the quality of their life or to enhance wellbeing.

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- 1.2 The County Council currently procures adult education through a subcontracting model. The term of the current contract is due to expire during 2023. Future options for the delivery model for Adult Learning have been considered to enable the County Council to develop a new approach for Adult Community Education now being proposed for implementation.
- 1.3 The background and context to the service proposal are set out in the attached draft decision report together with an account of the information and considerations provided to support the proposed decision presented for the committee's scrutiny and comment.

Tony Kershaw

Director of Law and Assurance

Contact Officer

Katherine De La Mora, Senior Advisor (Democratic Services), 0330 22 22535

Appendices

Appendix A: Draft Key Decision Report -Commissioning of Adult Community Education

Annex 1: WSCC Adult Community Education Mission Statement

Background Papers: None

Key decision: Yes
Unrestricted
Ref:

Report to Cllr N Jupp, Cabinet Member for Learning and Skills

18 January 2023

Commissioning of an Adult Community Education Service

Report by Assistant Director Education and Skills

Electoral division(s): All

Summary

Adult learning in West Sussex is enabled by funding from the Department for Education which is provided to the County Council through the Education and Skills Funding Agency (ESFA). The Council has a contract with the ESFA and currently receives £3.2m funding per annum to provide Adult Education in West Sussex. The funding is split between Adult Skills and a non-formula based Community Learning budget.

The County Council has used a subcontracting model to deliver adult education since 2012, with most of the provision through a single provider. A review carried out in 2022 resulted in a widely consulted Adult Community Education (ACE) Mission Statement (see Appendix). This led to an options appraisal described in section 3, and further informed the Education and Learning Strategy 2022-2025. Following thorough consultation and review the ACE team identified that a new delivery model to commission Adult Community Education should be implemented.

The intention is to use appropriate procurement methods to enable the County Council to secure delivery of both Adult Skills courses through contracts and Community Learning with grant funding from September 2023, or earlier if that is practicable.

Recommendations

The Cabinet Member for Learning and Skills is asked to approve:

- (1) The commencement of an open procurement process to secure contracts with multiple providers to deliver Adult Skills courses for an initial period of three years with an option to extend for a further two years as set out in paragraph 2.1 of the report.
- (2) The commencement of process inviting organisations to submit Expressions of Interest to receive grant funding for the delivery of community learning from 2023 to 2026.
- (3) The delegation of authority to the Assistant Director (Education and Skills) to award the contracts to the successful providers against the ACE portfolio, for the initial 3-year period 2023 – 2026, and to extend contracts if required,

subject to performance meeting the required standards and to make grant awards for community learning as set out in section 2.3.

Proposal

1 Background and context

- 1.1 Provision of adult learning is a non-statutory requirement, however, the County Council recognise the importance of ensuring that a broad adult education offer is available to provide opportunities for building and developing skills. Participation has declined substantially over the last 10-years.
- 1.2 Funding for delivery of the service is provided through the ESFA and the County Council is accountable to the ESFA for the use of these monies, and to Ofsted for the quality and effectiveness of provision. The Adult Education Budget is ring fenced to be spent on a formula based Adult Skills element and a Community Learning element. The Council can use its judgement to decide the levels for each element.
- 1.3 Since 2012 the County Council has provided adult education through a subcontracting model, predominantly delivered by Aspire Sussex Ltd (Aspire). This contract included provision of a range of training including English and Maths Foundation to GCSE, English for Speakers of Other Languages (ESOL), digital skills, employability and personal development. It provided distance learning qualifications including health and social care, counselling and business start-up and independent living skills for adults with learning difficulties and disabilities. Community Learning has included health and wellbeing, family learning and re-engagement or first steps back into learning programmes to support progression to learning for work and life.
- 1.4 In 2020, the ESFA asked all providers to review their existing subcontracting activity. WSCC was in a minority of councils that subcontracted most provision to a sole provider. Therefore, it was recognised that the future model for adult education would need to meet the ESFA's expected approach and also enable delivery against the priorities and focus on Adult Skills, as set out in the [West Sussex Council Plan 2021-2025](#).
- 1.5 An Adult Community Education (ACE) Mission Statement (see Appendix) has been developed with stakeholders during 2022, emphasising the needs of different learners in the county. It has formed the basis of the options appraisal described in section 3.
- 1.6 The proposed new model has been developed taking on board the aspects of delivering learning that worked well during the pandemic. It endeavours to broaden the offer available through a range of providers leading to increased participation. Just under 17,000 learning hours were offered in 2021-22 and a minimum of 22,000 are expected through the new model.

2 Proposal details

- 2.1 It is proposed to launch a procurement to let contracts to multiple providers via outcome-based lots for the Adult Skills element of funding. This will include qualification-based courses including Maths and English GCSE and accredited

functional skills courses such as English for speakers of other languages, digital skills, and vocational courses.

- 2.2 To ensure sustainability the contracts would be for three years, with a potential extension period of two years, depending on the nature and volume of the specified learning. The contracts are due to start in September 2023, it may be possible to start sooner for some subject areas to avoid losses in learning hours for learners whose learning has been disrupted over recent months.
- 2.3 The Community Learning element will be awarded through a grant application process. This will involve organisations submitting expressions of interest to seek funding which will be evaluated against specified criteria by a panel of officers to approve funding bids. This process will mirror the approach taken for the [Multiply Programme](#), which aims to help adults improve their ability to understand and use maths. The grant approach will enable the Council to better target funds to priorities and key groups and to ensure that community and specialist organisations have the opportunity to be part of the overall offer.
- 2.4 The offer is designed to counteract the decline in Community Learning over the last ten years. Courses funded through the Community Learning element are designed to develop the skills, confidence, motivation, and resilience of adults of different ages and backgrounds. Courses under this banner will include learning for
- personal and community development, cultural enrichment, intellectual or creative stimulation and for enjoyment,
 - English, language and maths skills of parents, carers or guardians and their ability to help their children
 - different generations of family members to learn together how to support their children's learning
 - Neighbourhood learning in deprived communities
- 2.5 Approval is also sought from the Cabinet Member to delegate authority to the Assistant Director (Education and Skills) to award the contract/s on completion of the procurement process and the grants on the completion of Expression of Interests and Evaluation and to extend the contracts if required at the end of the initial contract period. The Cabinet Member is also asked to delegate authority to the Assistant Director to invite Expressions of Interest and award grant funding for delivery of future community learning. All these processes will be the subject of further key decision as appropriate.
- 2.6 In addition, the proposal seeks to strengthen joint working with teams across the Council to directly develop and offer to meet the needs of learners whose needs are considered to have priority. These include offering English for Speakers of Other Languages (ESOL), Independent Living Skills for Adults with Learning Difficulties and Family Learning.
- 2.7 The overarching mission for the Council's ACE is to maximise adult participation in education and training through an offer that supports five inter-related outcomes learning for work; learning for life, learning to support families; learning for health and wellbeing and learning for enrichment.
- 2.8 This will be achieved through a mixed economy of providers leaning to the strengths of the private sector, wider further education and independent

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Appendix A

training providers, the community and voluntary sector and existing Council services. The range of courses will be developed and commissioned to meet the outcomes and encourage creative offers alongside formal qualifications and adult skills. There will be a greater focus on vocational pathways aligned to employment sectors that are prominent in the county and the Local Skills Improvement Plan priorities. A mix of virtual and in-person learning is expected for accredited courses and learning activities to complement existing engagement between learners and council teams.

- 2.9 The mixed economy model offers the Council greater flexibility for the use of both elements of the Adult Education Budget (AEB) in the county (see paragraph 2.11) and will ensure it acts as an enabler to community and social outcomes. The main benefits of this option are:
- Strategic alignment of the budget to Council priorities
 - Spreads risks and increases agility across multiple suppliers
 - Optimises the offer to priority groups
 - Greater Council ownership and responsibility for the curriculum and outcomes
 - Economies and efficiencies (e.g., use of the Library Venues)
 - Agility to respond to evolving skills agenda
- 2.10 The proposed model has been designed to meet the priorities within our [Council Plan 2021- 2025](#) and the [Economy Plan](#). The aims for adult learning will also be embedded in the forthcoming Skills Strategy. The new approach fosters synergies between council teams with the residents at the centre, who are existing service users and adult learners. This will allow easy and effective referral routes for priority groups to access the skills and training.
- 2.11 The ACE team within the County Council would become responsible for designing the curriculum rather than devolving this to subcontractors. The current team is insufficient and over the next two years will expand to create and shape the curriculum and ensure that the provision meets local needs and Ofsted requirements through subcontracts, grant funding and partnership working. The team will also become responsible for existing and future funding under the forthcoming Skills Agenda. All roles and associated costs will be agreed on a case-by-case basis and fully funded through the programme, mitigating long term risks to the Council. Any new employee will be either a tutor on a zero-hour contract or essential to the operation and management of a growing programme, on temporary contracts according to the term of funding available at the time of recruitment. Costs associated with recruitment and on costs to the Council will be paid in full through the funding and managed against the cost centre for ACE.
- 2.12 The Council strategically managing the curriculum opens opportunities for other funding streams, and additional funding for the post 16s. An increased budget from complementary streams will make a significant contribution to attracting new adults to start and continue participation, resulting in increased learner numbers and wider authority impact, but also providing increased future ESFA and Multiply funding against increased learner numbers.

2.13 Proposed Split of the Adult Education Budget (AEB)

	Curriculum / subject area / sub-category	Learning for Work and Life	Learning to Support Families	Learning for Health & Wellbeing	Learning for Enrichment
Adult Skills 66%	English	6%			
	Maths	6%			
	English for Speakers of Other Languages	12%			
	Adults with Learning Disabilities	12%			
	Essential Digital Skills Qualifications	1%			
	Vocational Routes into employment sectors	16%			
Community Learning 34%	Family Learning & Parenting		15%		
	Community Learning	5%		5%	2%

2.14 The DfE defines the AEB provision and individuals which they fund:

- a. Four legal entitlements which enable eligible learners to be fully funded for the following qualifications ([ESFA list of qualifications approved for funding](#)):
 - English and maths GCSE and Functional Skills up to level 2 for those aged 19 and over and who have not achieved a GCSE grade 4-9 (prev. A*-C)
 - Provision to support progression up to and including a first full level 2 (equivalent to 5 GCSEs A*-C or grade 4-9) for individuals aged 19-23
 - Provision to support progression up to a first full level 3 for individuals aged 19-23
 - Essential digital skills, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1.
- b. Skills provision for the unemployed (incorporating 'local flexibility': tailored provision for adults, including qualifications and components of these and / or non-regulated learning, up to level 2. Either is fully or co-funded, depending on the learner's age, prior attainment, and circumstances).
- c. National Skills Fund - level 3 courses for jobs: targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification.
- d. Sector-based Work Academy Programme (SWAP), pre-employment elements: designed to help Jobcentre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them.
- e. Traineeships.
- f. Community Learning for learners furthest from learning or employment.

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- 2.15 Vocational Routes will focus on the following employment sectors: spectator safety, construction and engineering, health & social care, education and teaching, green sector and digital sector.
- 2.16 Funding will be allocated to organisations for between one and three years in accordance with the contract terms through a compliant procurement exercise. Bids will be evaluated based on the organisation's ability to meet the following principles:
- Responsive, accessible, and high-quality learning opportunities
 - Maximising the reach to adults eligible for means tested benefit
 - Targeting areas of social and economic deprivation – levelling up
 - Being inclusive and open to all learners
 - Partnerships complementary and coherent with other learning opportunities available to residents
 - Understanding the impact of their actions on the climate and the environment.
- 2.17 As part of the contract terms organisations will have to demonstrate minimum standards to meet Ofsted requirements and the subcontracting rules of the ESFA.

3 Other options considered (and reasons for not proposing)

- 3.1 A long list of delivery models for Adult Education was originally identified and evaluated and a preferred model was selected through a four-stage options appraisal.
- 3.2 Twelve delivery models were identified using good practice from other local authorities. They were considered against key principles when considering whether to instigate a change (ability to deliver, opportunities for growth, value for money, agility, quality and outcomes, and the effort required to make the change). This appraisal demonstrated that the Council would not have the capacity to move to a radically different model without taking on a high degree of risk.
- 3.3 Of the long list, four models were considered achievable. Using multiple sub-contractors and full direct delivery plus two hybrid options of a mixed economy and internal commissioning (commissioning expertise from within departments of the County Council). To establish the most viable, they were tested against success factors (cost to set up the model; timeframe; securing capability and how well it aligns with the Council's approach to working through providers). Despite full direct delivery being the most common model used by local authorities, it represented a step change from current ways of working in West Sussex. This would require a complex transition and lead in time and so this option was discounted. Similarly the internal commissioning model was discounted. It represents a radical shift in how departments would be accountable to Education & Skills, and it was felt that the current structures and working practices leant more towards collaboration.

- 3.4 Following this assessment, the two favoured models emerged:
- Multiple sub-contractors: all delivery via external contractors - secure Quality Assurance and contract management carried out by the Council
 - Mixed economy: majority external contractors, plus specialist Council teams undertaking curriculum design, contract management and quality assurance and the ability to develop specialist curriculum provision.
- 3.5 These two models were sensed checked against the ESFA funding guidelines along with the 'Do nothing' option to continue with the existing model of using a single subcontractor. This established that the single sub-contractor model was no longer fit for purpose as it had limited ability to tailor its offer according to location and learner needs. The experience through COVID also demonstrated the problems associated with the whole risk burden being carried by a single organisation.
- 3.6 Two options were considered in detail through a feasibility study that sought to understand which held the best chance of success, including the planning and the transition within the timeframe. A working group of procurement, legal, HR and finance with the service agreed that a 'mixed economy' was the preferred option, with most of the adult learning sourced through multiple sub-contractors and the option of developing offers in partnership with council teams. It is considered that this will give the Council greater strategic agility for use of the funding whilst being able to utilise existing relationships.

4 Consultation, engagement, and advice

- 4.1 An Internal stakeholder event in April 2022 brought together council colleagues to consider future delivery of Adult Community Education (ACE) and groups that it caters for. There was a strong theme to target individuals who are facing disadvantage and making the offer as easy and accessible and linking back to existing community and Council offers.
- 4.2 A soft market engagement survey in 2021, revealed that smaller providers in the market wanted a greater opportunity to play a part in the delivery of Adult Learning. Service providers come from a place of social value and favoured a model that would encourage more targeted, specialist and focussed provision rather than an all-encompassing single contract. They also wanted to enable links with employers and the creation of learning through to local employment pathways.
- 4.3 In summer 2022 market providers were invited to informal engagement sessions to hear about the suggestions for ACE and register their interest. Providers that attended were in favour of a multiple contractor model and saw how they could work in partnerships and consortiums to complement the offer across the county. The market analysis revealed at least 255 possible providers working in West Sussex 70 of whom are registered with Sussex Council of Training Providers.
- 4.4 Within the feasibility study an independent ACE professional was invited to act as a critical friend and review the preferred option. Feedback indicated the County Council should build on mutually beneficial links and identified opportunities for specialist teams working with target groups, and the need to foster greater support for the purpose of Adult Education. Advice was also

provided about how the budget should be used, who the key beneficiaries should be and the intended outcomes.

- 4.5 The ACE team are members of national forums and expertise for the Adult Learning, including [HOLEX](#) (the lead professional body) and liaise regularly with neighbouring authorities and counterparts across the region to gain and share expertise on best practice. This has enabled them to draw on this resource in developing the future model.

5 Finance

- 5.1 ESFA provide the Adult Skills and Community Learning grant to WSSC to a maximum value of £3,227,743 per annum. This grant comprises 4 main elements detailed below.

Grant Component	Grant Basis	£	Comments
Community Learning	Value for Money	1,895,178	Broad discretion to support learning outcomes as prioritised by the authority. Requirement to demonstrate value for money
Adult Skills	Performance based	1,249,320	Value of grant is awarded up to this value based on volume of delivery of specified courses such as Maths and English
Courses For Jobs	Performance based	45,451	Value of grant is awarded up to this value based on volume of delivery of specified courses
16-19 (Programme Funding and Tuition fund)	Performance based	37,794	Value of grant is awarded up to this value based on volume of delivery of specified courses. Value of grant can increase in subsequent years based on performance
Total		3,227,743	

5.2 Revenue consequences

- 5.2.1 It is anticipated that the full delivery model will take up to 24 months to reach anticipated volumes of learners. As such revenue directly related to course delivery will be reduced during this period. It is anticipated that the residual funding will be utilised to develop course delivery and the overarching learning market.
- 5.2.2 The managed increase in learner volumes will reduce reliance on the performance-based elements of the grant by enabling contracts and costs to only be expanded in instances of demonstrable demand and delivery.
- 5.2.3 This delivery model is detailed below. All values exclude inflation.

	2023/24 £'000s	2024/25 £'000s	2025/26 £'000s
Learning delivery	1,500	2,200	2,900
Available for development	1,727	1,027	327
Total Grant	3,227	3,227	3,227

5.3 **The effect of the proposal:**

(a) **How the cost represents good value**

5.3.1 The current proposal uses the existing infrastructure of West Sussex County Council, reducing duplication of overhead costs. Including cross fertilisation with other council services and teams.

5.3.2 It is also anticipated that the proposed model of commissioning several providers will enable greater transparency and control of delivery to ensure support to a greater volume of learners.

(b) **Future savings/efficiencies being delivered**

5.3.3 AEB funding is ringfenced to the delivery of Adult Learning and part is subject to a claw back as a consequence of under-delivery. The new model mitigates this risk by enabling the County Council to respond and act if there are low enrolments and to work with market providers to tailor offers and fill gaps. The model will maximize use of the Community Learning element, which is not formula funded and subject to claw back.

5.3.4 The model encourages effective use of the budget to support broader Council teams in their objectives, freeing up budgets elsewhere, thus bringing a collective opportunity for efficiency and avoidable cost. This is particularly in the priority areas of Family Learning, ESOL and Adults with Learning Difficulties.

(c) **Human Resources, IT and Assets Impact**

5.3.5 Additional resources will be required to develop, oversee, and control the curriculum and learning offer from all providers to meet Ofsted requirements. 10% of the ESFA funding can be used for management and administration costs. Within the parameters of the funding guidelines the ACE Team will expand to incorporate the expertise required to run an effective curriculum. This does not propose a risk to the Council long term with temporary contracts for the duration of funding. The roles will benefit from the existing Council infrastructure and overheads, rather than duplicating overheads through a subcontractor. All associated costs during the term of the funding are covered by the funding allocation and monitored through the ACE cost center.

5.3.6 A Management Information System has been procured to support the Multiply Programme (Shared Prosperity Fund) and this will service the broader requirements. No additional IT will be required. The full cost of this is within the funding allocation and is a requirement of both the DfE and ESFA. Ownership of

such a system will enable better analysis of impact, learner tracking and development of a needs-based curriculum.

- 5.3.7 The team will use Council and community buildings as learning venues, aligned with our Smarter Working Programme. Wherever possible working jointly with teams who are already supporting learners in (but not exclusive to) our day centres, children’s centres, and libraries.

6 Risk implications and mitigations

Risk	Mitigating Action (in place or planned)
Ofsted inspection of the adult education service is due	Ofsted and ESFA are briefed on the new model and WSCC have provided reassurance about the plans in place. Both parties are confident in the new model proposed and increased impact possibilities.
Under delivery on 22/23 resulting in Clawback	Use quarterly milestones with ESFA to update, track and monitor forecast to secure future funding and limit clawback.
Lack of Market providers	Soft Engagement with providers has indicated significant interest in the contract which will be complemented by a marketing and communication strategy. Early responses to ESOL provision indicate a strong market and associated need.

7 Policy alignment and compliance

7.1 Our Council Plan –

- 7.1.1 ACE links to all four priorities of the West Sussex Plan. With a particular focus under the third priority, to work with education providers to support them to run accessible learning and development opportunities as a focus on Lifelong Learning.
- 7.1.2 The economy and skills agenda has never been more important as the county recovers from the COVID 19 pandemic. The Council has developed an Economy Reset plan with a clear focus to re-focusing the Adult Learning Curriculum to support employability and provide opportunities.

7.2 Legal implications –

- 7.2.1 Legal and Procurement Services have been engaged and endorsed the proposal of contracts to meet the conditions of the funding and the legal implications and standards.
- 7.2.2 The Council is a Contracting Authority as defined in the Public Contract Regulations 2015 (“PCR”) and as such is governed by those regulations. The value of the proposed contract is above the relevant UK Thresholds as referred to in the PCR and as such the Council will competitively tender these services in accordance with the procedures set out in PCR.
- 7.2.3 The Council will enter into a services contract using terms and conditions, approved by Commercial Legal Services and compliant with section 10 of the

Council's Standing Orders on Procurement and Contracts. The services contract will include provisions similar to the grant conditions imposed on the Council in terms of required standards and clawback.

7.3 **Equality duty and human rights assessment –**

7.3.1 The funding will be distributed through a fair and equal procurement process. Public Sector Equalities Duty (PSED) will be applied to the tender documentation alongside the Council's Values. Through our commissioning, we will proactively seek organisations to engage with a diverse audience. All partners we procure will be required to have equality policies and codes of conduct. Data collection and analysis (incl. Individual Learner Records) will monitor engagement, progress and progression by demographics and individuals' characteristics to ensure provision is being accessed proportionately by the local population. All learners, regardless of having a protected characteristic or not, will be monitored to ensure they are achieving in line with their peers, allowing interventions if needed.

7.4 **Climate change**

7.4.1 The impact on the climate will be considered through the procurement process. For example, ensuring a balance of face to face, local provision alongside remote engagement opportunities. Providers will be asked to make proposals where adult learning can be added to existing activity including the Multiply programme.

7.5 **Crime and disorder**

7.5.1 It is anticipated that the council will create partnership with local prisons to develop interventions which focus on reducing the number of offenders re-offending and increasing the number who are in employment six weeks after release. The team will also seek to attract more funding to expand the offer for Post 16 to support initiatives to encourage young people to be in education, employment, or training after school.

7.6 **Public health**

7.6.1 ACE supports Public Health across all the curriculum areas and specifically through the development of life skills, family support to embed experiences and confidence that can be transferred to all aspects of an enriching lifestyle.

7.7 **Social value**

7.7.1 The whole service embodies social value and there is a broad opportunity to bring this into the contracts. Many suppliers will be local and linked into community networks, it will be in their interest to bring in aspects that are over and above the core offer to recruit and retain adult learners. This will be considered and included as part of the procurement and tendering exercise.

Paul Wagstaff

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Appendix A

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Appendices

Annex 1 – ACE Mission Statement

Background papers - None



Mission Statement

2023 -25 v1.1

Adult Community Education Mission Statement

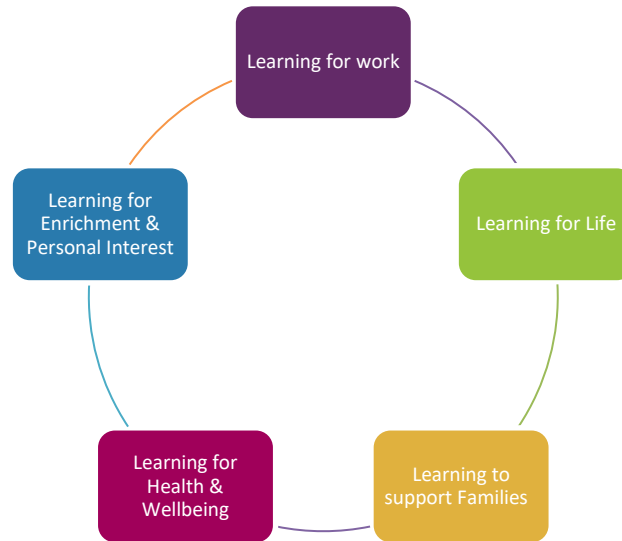
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1. What is the Mission Statement?

The overarching vision of West Sussex County Council’s Adult Community Education (WSSCC ACE) is to **maximise adult participation in education and training through an offer that supports five inter-related outcomes:**



1.1 Who are the target groups?

ACE in the county needs to be aimed at those whose individual circumstances places them most in need of learning and skills and may not otherwise have access to learning. This ties ACE into wider initiatives and agendas for the council.



1.3 Strategic Fit

ACE can foster a local collaborative response and contribute to national, regional and local strategies and safeguarding the quality provision of adult education.

• **Levelling Up White Paper¹**

Lifelong Skills is a key contributor to the government's Levelling Up agenda and ACE encompasses and instils the 6 capitals that drive success in towns, cities and counties.

WSCC want to optimise the allocation of the Adult Education Budget and the Multiply Numeracy budget to enable the Levelling Up missions. Particularly to increase the number of people successfully completing high quality skills training and to contribute to great health and wellbeing.



• **Coast to Capital Strategic Economic Plan 2018-30²**

Priority 4 of the Coast to Capital Strategic Economic Plan is to "Create Skills for the Future". This priority has a particular focus on upskilling and re-skilling the adult workforce, to address the impact of an ageing working population. This places ACE as a central enabler. It highlights the need to the need to changes attitudes and approaches to skills development among employers, workers and parents. The Local Enterprise Partnership (LEP) seeks to focus on areas with a shortage of relevant skills such as Crawley, Arun and Adur and where the skills of the existing workforce are out of date and focus on STEM, digital and basic skills.

• **Coast to Capital Skills Strategy and Action Plan 2020-2025³**

The Coast to Capital Skills Strategy and Action Plan provides a framework of targets, objectives and activities around two priorities of: People and Business. It focuses on what the region needs to do to recover, maintain its strengths and overcome the weaknesses that have come into focus after COVID 19. It acknowledges that the unemployed cohort now includes a higher number of people who have medium and high skills from sectors which may have shrunk significantly. Leading to a mis-match of skills and available jobs. Meaning adults across all age groups having to retrain for jobs in different sectors and occupations that are likely to thrive into the future. This is compounded for groups further from the labour market, now even less likely to find work easily and who now need to access professions requiring different skills.

ACE seeks to contribute to the C2C Skills Strategy and Action Plan through a:

- Local collaborative response, reducing competition and safeguarding the quality provision of education, at all stages
- Up-skilling residents to access local well-paid jobs
- Retaining and learning from the skilled older workforce
- Digital Skills essential for all
- Effective Information, Advice and Guidance

• **Sussex Trailblazer Local Skills Improvement Plan March 2022**

The Local Skills Improvement Plan (LSIP) identifies shorthand long term priorities in response to Covid-19. There are some key threats for West Sussex, including a gap in the number of working

¹Levelling up Executive Summary February 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1052046/Executive_Summary.pdf

² [Strategic Economic Plan, Gatwick 360° | Coast 2 Capital](#)

³ Coast to Capital Skills Strategy and Action Plan 2020-2025:

https://www.coast2capital.org.uk/storage/downloads/coast_to_capital_skills_strategy_and_action_plan_2020-25-1600180368.pdf

age 20-40 year olds and the challenges for the coastal strip and Crawley which experience pockets of unemployment, lower skills levels and less participation in further and higher education. ACE makes a central contribution to up-skilling residents to access local well-paid jobs, retaining and learning from the skilled older workforce, Digital Skills and Effective Information, Advice and Guidance.

West Sussex County Council’s Corporate Plan for 2021-25⁴

ACE links to all four priorities of the West Sussex Plan. With a particular focus under the 3rd priority, to work with education providers to support them to run accessible learning and development opportunities as a focus on Lifelong Learning.



The economy and skills have never been more important as the county recovers from the COVID 19 pandemic. The council has developed an Economy Reset plan with a clear focus *to re-focusing the Adult Learning Curriculum to support employability and provide opportunities.*

1.2 How will we know if we are successful?

There are 4 key benefits that will emerge if the ACE mission is successful which can be measured.

Benefit	Evidence
Sustainable and Productive Employment	<ul style="list-style-type: none"> ➤ No. of learners that move into work, apprenticeships, volunteering, further learning on completing their learning ➤ Feedback from DWP and LSIP on the ‘health’ of the workforce’s skills needs in relevant sectors and job roles.
Skills for life	<ul style="list-style-type: none"> ➤ No. of learners improving their skills and confidence with English and communication; Maths; Digital
Social Inclusion & Community Cohesion	<ul style="list-style-type: none"> ➤ No. of learners who: <ul style="list-style-type: none"> ▪ feel a heightened sense of belonging in their community. ▪ want to improve their local area after participating in ACE. ▪ take a more active role or volunteer in the community (e.g., schools).
Health and Wellbeing	<ul style="list-style-type: none"> ➤ Learner’s report: <ul style="list-style-type: none"> ▪ fewer visits to their GP / health service. ▪ improved mental wellbeing and increased self-confidence.

1.4 What will enable this mission to be delivered?

The council will allocate funding based on the following principles:

- Responsive, accessible, and high-quality learning opportunities
- Maximising the reach to adults eligible for means tested benefit
- Targeting areas of social and economic deprivation – levelling up
- Being inclusive and open to all learners
- Partnerships complementary and coherent with other learning opportunities available to residents
- understanding the impact of their actions on the climate and the environment.

WSCC receive:

- **£3.1m** annual Adult Education Budget (AEB) from the Education and Skills Funding Agency (ESFA)⁵. This is approximately split 40% for Adult Skills and 60% for Community Learning.

⁴ WSCC Council Plan 2021-2025 https://www.westsussex.gov.uk/media/15919/our_council_plan.pdf

⁵ ESFA Funding Rules can be found at <https://www.gov.uk/government/collections/sfa-funding-rates>

Adult Community Education Mission Statement

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Annex 1

- There is an additional **£35k** for 16–19 year olds not in employment, education or training (NEET).
- **£1.2m annual** funding to deliver Multiply, as part of the UK Shared Prosperity Fund (UKSPF), until to March 2025. This is to support the Levelling Up mission and help improve people's ability to understand and use maths in daily life, home, and work.

2. Needs Analysis

2.1 National picture⁶

There is a skills deficit that has now been recognised, arising from Covid-19 and the challenges the labour market faced. It is estimated that nationally 66% of the workforce face some level of under-skilling. The challenging climate for many adults is a result of some long running themes;

- **Poor basic skills** with almost half of adults from lowest socioeconomic groups not taking part in any training since leaving school
- **Rising and continuing automation** in the workplace meaning that skills of the workforce are not aligned to the skills needed in the available jobs
- **Wellbeing has greater prominence** as adults live longer and often alone – the lockdowns evidence how continued education contributes to healthier lives
- **Longer working lives** and the need for many older adults to continue to work and save for retirement, however this will require retraining as what they did in their younger lives may not be possible
- **Developing the Post Brexit labour market** to ensure our jobs are attractive and filled by British residents
- **Progressing from benefit to sustainable jobs** remains a challenge – low qualifications which increase the likelihood of unemployment and depresses earning power
- **Atypical working** and the rise of zero hours and self-employment where employer funded training is less prevalent

ACE is recognised as an important piece of the jigsaw, however despite the vast amount of data on learners there is little analysis or interpretation to create a coherent framework for LAs or providers to work to. Rather than a guiding narrative there is a patchwork of ad hoc projects across the country. Part of the Levelling Up⁶ task is for the DfE to developing a better understanding of ACE.

The data pulled from different sources from 2019 and 2020 shows a clear skills deficit and the breakdown;

- 17 million adults without a Level 2 qualification
- 9 million adults with poor basic skills
- 11.9 million adults do not have the essential digital skills they need for life
- 17.3 million adults do not have the essential digital skills they need for work
- An additional 7 million workers (20% of the current labour market) could be under-skilled for their job
- A further 0.9 million people could be over-skilled for their current role

Funding for ACE has decreased in real terms over the past 10 years, with fewer local sources for providers to draw on. Naturally this has led to participation rates decreasing with over 1 million learners being lost nationally.

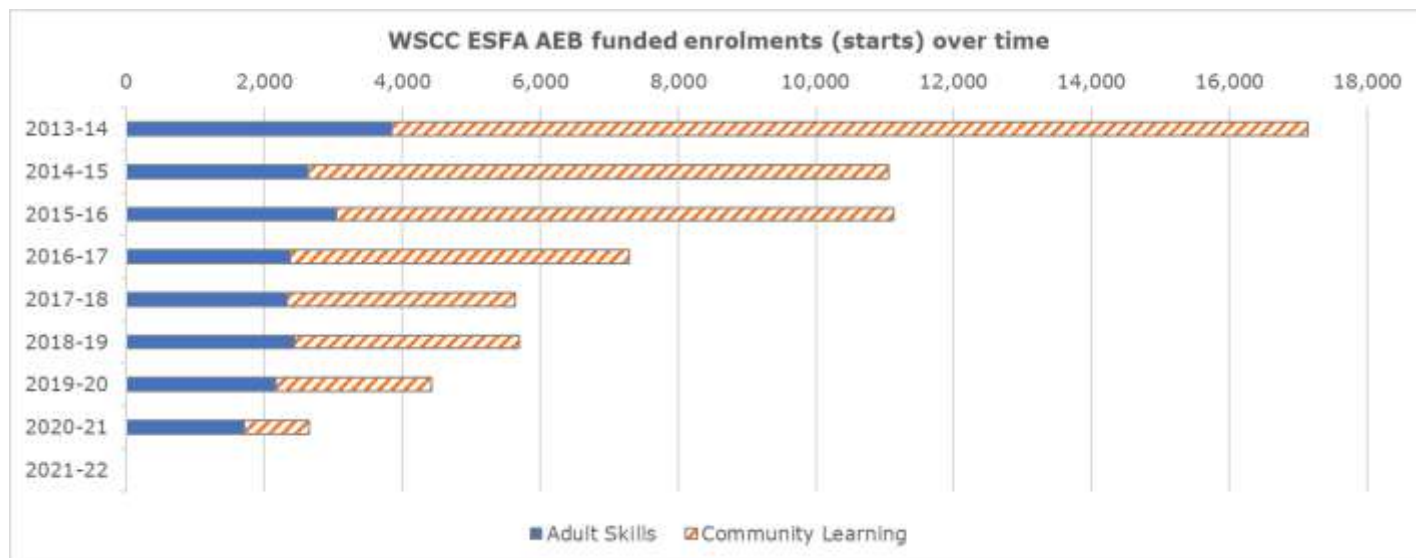
- Further education and skills participation 1,745,800, down 15.6% from 2018/19
- Adult education budget participation 1,042,000, down 20.0% from 2018/19
- Education and training participation 875,100, down 19.3% from 2018/19
- Community learning participation 358,500, down 26.9% from 2018/19

⁶ Levelling Up Adult Community Education <https://fetl.org.uk/publications/3252/>

- During the period since the start of lockdown (23 March to 31 July 2020) enrolment starts on adult education and training were 208,790, a 50.4% drop compared to the same period in 2018/19 (420,910)

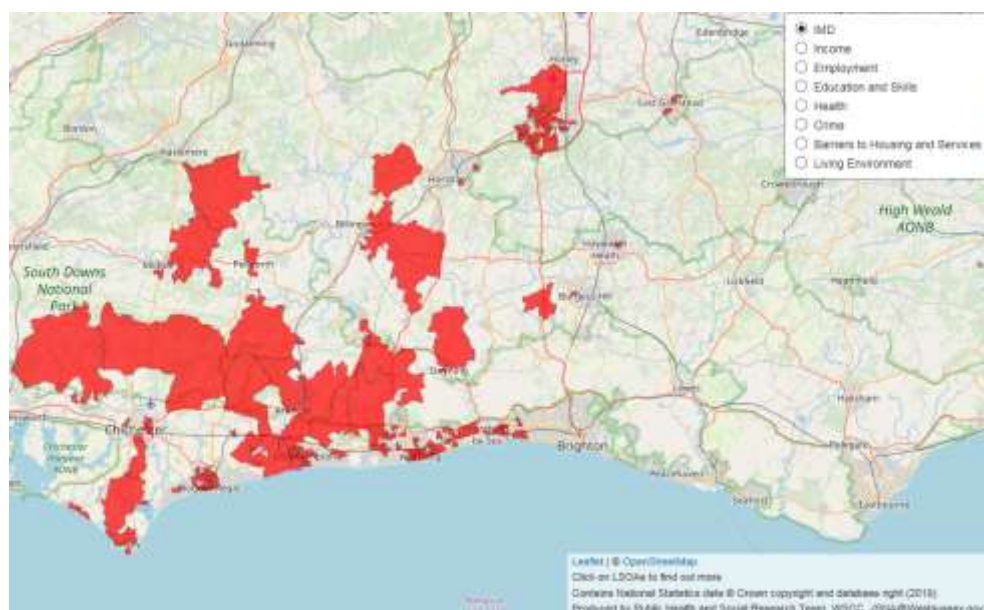
2.2 Local Picture

The current climate requires WSCC to look again at ACE and find ways to expand its approach to adult learning and skills for life needs. The local data is patchy, but we can see through Individualised Learner Record (ILR) returns that the number of learners engaging on subcontracted ACE provision has been falling in West Sussex.



2.3 Geographical Priorities

Learning opportunities need to be targeted where the need is most prevalent, can best be met and be highly accessible. The areas of greatest need, based on Index of Multiple Deprivation (IMD) 2019, show a prevalence of need in and around Crawley and the 'Coastal Strip' of Adur, Arun and Worthing. However, these areas have a low number of learners and participation rates mirror the downward trend in line with the rest of the county. Despite small increases from learning interventions following the COVID 19 lockdowns.



The 30% most deprived LSOAs in West Sussex using IMD 2019 data

2.4 People out of work⁷

The number of people claiming Universal Credit in West Sussex has seen an unprecedented increase through Covid 19 almost doubling from 27k in March 2020 before lockdown to 57k in April 2022. This has been a national trend but the effect was more pronounced in West Sussex than other parts of the South East. Although the numbers are starting to ease it highlights the need for appropriate and accessible Adult Education to help match skills to meet the vacancies and open opportunities for adults that have suffered during the pandemic.

Universal Credit claimants in West Sussex by employment status



Percentage of people aged 16-64 years claiming Universal Credit



Source: [Department for Work and Pensions](#)

Released: 17 May 2022 (April 2022 figures are provisional)

2.5 Skills Priorities in West Sussex⁸

The following sectors are identified as those with the highest employment rates and most significant skills gaps:

- Engineering and Manufacturing
- Construction
- Digital, IT & Technology
- Visitor, Hospitality, Creative & Cultural
- Land-based, Agriculture & Viticulture
- Health & Care, Bio Life Sciences & Pharmaceutical.

Emerging growth clusters in the region requiring specialist skills are: Digital Technology, Artificial Intelligence, Green Technology and Sustainability.



⁷ : [Department for Work and Pensions](#) Released: 17 May 2022 (April 2022 figures are provisional)

⁸ Sussex Trailblazer Local Skills Improvement Plan (LSIP) March 2022 <https://www.sussexchamberofcommerce.co.uk/storage/resources/lcip-2-1649415024.pdf>

3. Curriculum Framework

WSSC will use ESFA AEB funding to provide a curriculum which is categorised into five broad outcomes:

- Learning for Work
- Learning for Life
- Learning to support Families
- Learning for Health and Wellbeing
- Learning for Enrichment and Personal Interest

The curriculum will include regulated qualifications and non-regulated provision. Non-regulated provision, particularly English, Maths and ESOL, will be provided for individuals who:

- are assessed as requiring additional support and development in order to be ready to progress to a qualification or engage with employment
- require independent living skills or engagement in learning which supports them to operate confidently and effectively in life and work.

'Fusion Skills' – the skills needed for the future world of work and society more generally such as the ability to work effectively in teams, communicate with others and solve problems - will be developed to feature throughout our ACE curriculum and particularly Learning for Work. Fusion Skills will be delivered both explicitly and embedded alongside other technical and digital skills.

Intentionally, there is considerable flexibility with the range of subjects which can be delivered and the delivery method (classroom, online – whether live, pre-recorded or learning materials on a VLE, blended, distance).

3.1 Learning for Work

Provision within this theme will contribute directly to a learner's potential to be employed or progress in their work, including securing more substantive and sustainable employment.

Outcomes from this provision will be progression into employment, further work related training / learning, volunteering or self-employment.

The content of this theme is largely accredited, free to those who are unemployed and targeted at those with low skills in line with the ESFA Funding Rule eligibility. This includes Functional Skills and GCSE provision in both English and Maths for adults, the first full level 2 and level 3 qualification for those aged 19-23, Functional Skills ICT and some specific digital and computer skills provision. Fusion Skills, which represent the qualities most highly valued by employers for an employee's effectiveness in the workplace, will be developed to feature in this theme.

Learners entering this theme will be offered an opportunity to plan their learning journey across several courses both within a provider and across other providers where applicable. Through partnership with the National Career Service, learners will be able to benefit from impartial Information, Advice and Guidance to support them in making decisions on their next steps in learning, training and work.

Study Programmes for learners aged 16-19 is included in this theme and provides participants with challenging, individualised programmes that support their personal development, future learning and career plans as key requirements.

3.2 Learning for Life

Provision in this theme will contribute to a learner's sense of being, support greater independence, reduce the digital divide, develop skills that support families learning together and contribute to community cohesion.

Annex 1

The provision is largely non-accredited and heavily subsidised by the Education and Skills Funding Agency's Adult Education Budget contribution. Within this theme are programmes specifically supporting Adults with Learning Difficulties and Disabilities in improving their life and independent-living skills.

In this theme, some of the courses are of short duration to engage reluctant learners and support them into longer iterations of learning within the theme or across into other themes as their learning journeys develop. For some, learning in this theme will contribute to an improved opportunity for employment although learning may not originally be undertaken for that reason.

Particular outcomes from this theme will be further learning, increased social involvement, increased independence, improved wellbeing, increased involvement in children's learning (particularly through Family Learning and Parenting provision), increased use of technology to support everyday living and improved work-readiness with participants encouraged to progress on to Learning for Work provision.

Community engagement activity will be undertaken within this theme as well as the Learning for Personal Interest theme to re-engage adults in learning.

3.3 Learning to support Families

Family Learning and Parenting provision supports families (in the widest sense: children, parents, carers, grandparents) through programmes which:

- increase parents' involvement in their children's learning,
- improve family health and wellbeing,
- increase social and community engagement,
- raise aspirations and create positive attitudes to learning,
- support transitions (e.g. school phases),
- improve confidence and employability skills for adults,
- improve young people's development and attainment.

There is considerable flexibility with the range of subjects which can be delivered with a strong focus on developing 'skills for life' (English, Maths, ESOL and Digital / IT skills). Family Learning provides a unique range of opportunities for families, to learn together to raise skills across generations. The learning environment is relaxed and 'non-threatening', yet purposeful. Provision is usually delivered in partnership, for example with schools, children and family centres and libraries.

Community engagement activity will be undertaken within this theme to re-engage adults in learning, particularly those who have been away from education or have been economically inactive, for example, looking to return to learning / work after having a family.

3.4 Learning for Health and Wellbeing

Provision in this theme will develop the knowledge and understanding, skills, capabilities and attributes which individuals need for mental, emotional and physical wellbeing now and in the future. Provision will target those most in need of support to access as a result of their personal circumstances, for example (but not exclusively); having an identified health need, limited mobility, experiencing financial hardship, mental ill health through job insecurity / redundancy or other 'life-pressures' causing stress and anxiety.

Mental Health programmes (including those developed and successfully trialled through the national Community Learning and Mental Health Pilot and Aspire's "Aspire 2B Me") which support adults aged 19+ who are recovering from mild to moderate mental health illness, are included in this theme.

Particular outcomes from this theme will be include increased social involvement, improved health, fitness and wellbeing, increased independence, reduced reliance on public services and health services.

3.5 Learning for Enrichment and Personal Interest

Provision within this theme will contribute to a learner's quality of life, cultural enrichment, creative stimulation and personal fulfilment with enhanced skills and knowledge of how to use leisure time.

The provision is largely non accredited, although specialist accredited opportunities may be offered, designed to be accessible for those who work and / or are financially stable, minimally subsidised by the Education and Skills Funding Agency contribution (Former Community Learning Grant element of the AEB) and is the route for delivering the highest '£+' contribution from ESFA funded provision.

Provision will be up to and including notional level 2, enabling participants to progress to further learning, learning 'clubs' / social groups, private opportunities and / or a provider's own full cost recovery provision. Outcomes from these courses will have a greater weighting to personal development goals and progression to further learning.

Engagement activity will be offered in this theme, when appropriate.

As many learners engage with this theme as a social activity as well as a learning opportunity, commissioned providers are encouraged to develop further progression routes comprising full cost recovery programmes, 'Learning Clubs' and lectures / talks outside of the WSCC contract.

Provision in this theme will be restricted to ensure that resource is prioritised to the delivery of Learning for Work, Life, Health and Wellbeing and engaging those whose individual circumstances place them most in need of learning and skills.

Appendix A – National Thinking

WSCC ACE's curriculum takes account of the increasing range of commissions, national policy and strategy, such as:

- State of the Nation 2017: Social Mobility in Great Britain, Social Mobility Commission, November 2017.
- New Challenges New Chances: Further Education and Skills System Reform Plan 2011; Department of Business Innovation and Skills.
- Skills for Sustainable Growth 2010; Department of Business Innovation and Skills.
- Post-18 review of education and funding: independent panel report, Augar, May 2019.
- Select Committee Inquiry of Lifelong Learning, 2019.
- Government's ongoing review of qualifications at Level 3 and below.
- ESFA reforms to subcontracting for learners over 16, 2020.
- FE White Paper: "Skills for jobs: lifelong learning for opportunity and growth".
- DfE's Lifetime Skills Guarantee, March 2021.
- DfE's 'Skills Accelerator' programme and the development of Local Skills Improvement Plan trailblazers and Strategic Development Fund pilots, April 2021.

Appendix B - ESFA Adult Education Budget (AEB) Terms

The AEB aims to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may or may not require a qualification, to help eligible learners engage in learning, build confidence, and/or enhance their wellbeing.

The DfE defines the AEB provision and individuals which they fund:

- a. Four legal entitlements which enable eligible learners to be fully funded for the following qualifications (note the qualification must be on the ESFA list of qualifications approved for funding⁹):
 - English and maths GCSE and Functional Skills up to level 2 for those aged 19 and over and who have not achieved a GCSE grade 4-9 (prev. A*-C)
 - Provision to support progression up to and including a first full level 2 (equivalent to 5 GCSEs A*-C or grade 4-9) for individuals aged 19-23
 - Provision to support progression up to a first full level 3 for individuals aged 19-23
 - Essential digital skills, up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1.
- b. Skills provision for the unemployed (incorporating 'local flexibility': tailored provision for adults, including qualifications and components of these and / or non-regulated learning, up to level 2. Either is fully or co-funded, depending on the learner's age, prior attainment and circumstances).
- c. National Skills Fund - level 3 courses for jobs: targeted level 3 adult offer has been developed to support adults without an existing full level 3 qualification.
- d. Sector-based Work Academy Programme (SWAP), pre-employment elements: designed to help Jobcentre Plus claimants build confidence to improve their job prospects and enhance their CV, whilst helping employers in sectors with current local vacancies to fill them.
- e. Traineeships
- f. Community Learning for learners furthest from learning or employment.

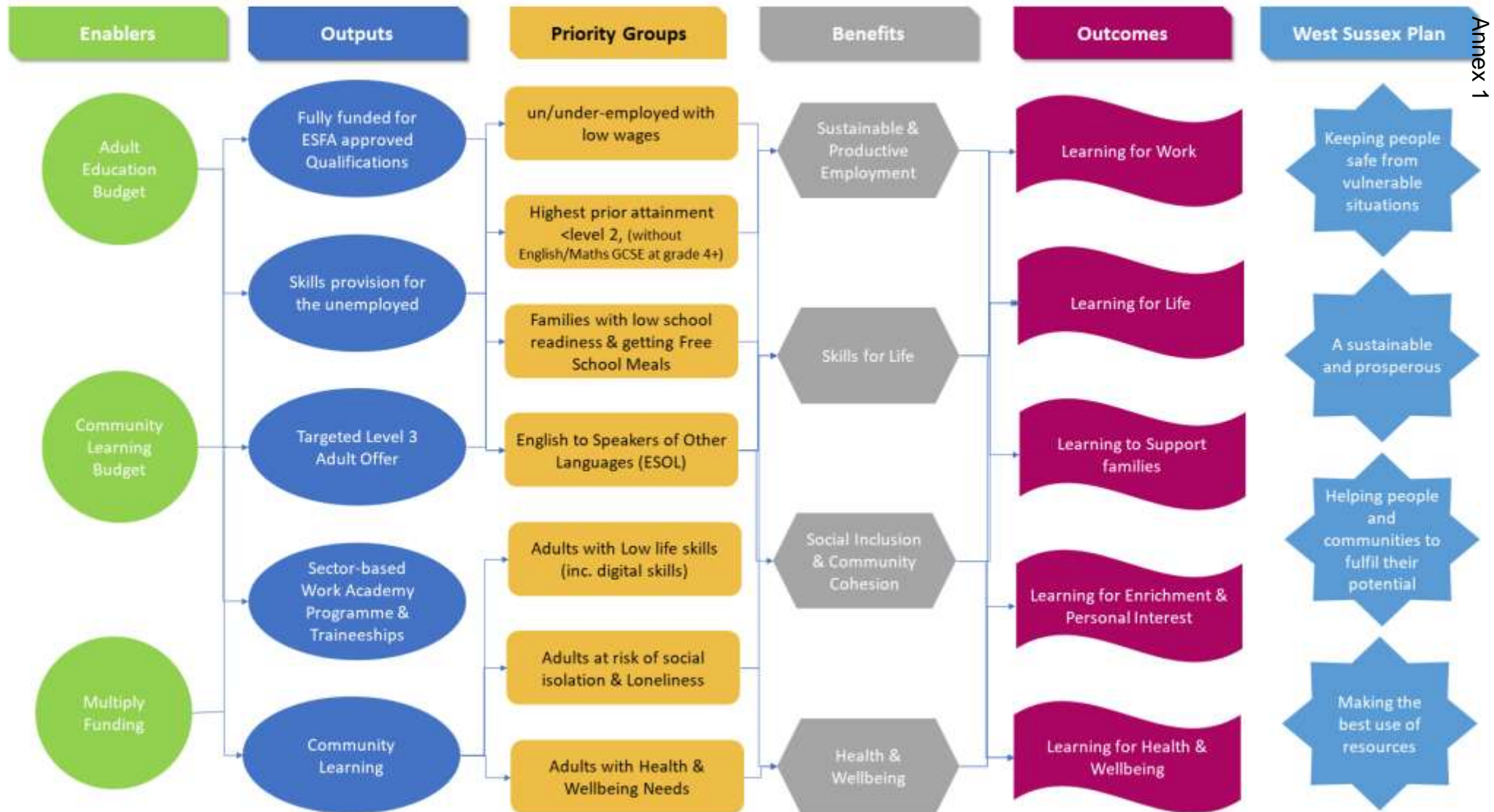
"Legal entitlements" and "Skills Provision for the unemployed" are commonly simplified to "**Adult Skills**". Adult Skills enables adults to achieve qualifications as well as tailored programmes of learning, which do not need to include a qualification but should prepare an individual for a qualification, to help those furthest from learning or employment.

The purpose of **Community Learning** is to develop the skills, confidence, motivation and resilience of adults of different ages and backgrounds in order to:

- a. progress towards formal learning or employment and / or
- b. improve their health and well-being, including mental health and / or
- c. develop stronger communities
- d. progress to new and more stretching provision.

⁹ ESFA List of Qualifications approved for funding: <https://www.qualifications.education.gov.uk/>

Appendix C – Monitoring and Review



Children and Young People's Services Scrutiny Committee Work Programme

Topic/Issue	Purpose of scrutinising this issue & Source	Timing/ Approach
1. Forthcoming Committee Meetings – confirmed items		
Performance and Resources Report – Q3 2022-23	Performance Monitoring: To assess the performance indicators relating to Children and Young People's Services in Our Council Plan (to be done quarterly).	1 March 2023
Early Help Service – review of new model	Performance Monitoring – to assess the impact of the first year of implementation of the new Early Help Model (implemented January 2022). What is working well, is it achieving what it set out to do and any areas for improvement. To also include a review of the financial impact (revenue and capital). (<i>Source: CYPSSC July 2021</i>)	7 June 2023
Family Safeguarding Model	Performance Monitoring: To assess the impact and performance of the first year of implementation of the Family Safeguarding Model (implemented February 2022)	13 September 2023
Performance and Resources Report – Q1 2023-24	Performance Monitoring: To assess the performance indicators relating to Children and Young People's Services in Our Council Plan (to be done quarterly).	13 September 2023
Performance and Resources Report – Q2 2023-24	Performance Monitoring: To assess the performance indicators relating to Children and Young People's Services in Our Council Plan (to be done quarterly).	15 November 2023
TBC		17 January 2024
Performance and Resources Report – Q3 2023-24	Performance Monitoring: To assess the performance indicators relating to Children and Young People's Services in Our Council Plan (to be done quarterly).	28 February 2024

Topic/Issue	Purpose of scrutinising this issue & Source	Timing/ Approach
2. CYPSSC –Confirmed items for timetabling		
Children First Improvement Programme Annual Review	Performance Monitoring: To provide an annual overview on the improvement journey for Committee to assess the progress that is being made and how outcomes are being met. To include outcome of full Ofsted inspection and next steps (<i>Source: BPG 9 May 2022</i>).	TBC – will confirm timing once outcome of full Ofsted inspection is known.
Sufficiency of Placements for Children we Care For	Policy Development: To assess the mix and numbers for placements and the policies the County Council is working to; and whether the right strategies are in place to provide the best outcomes for children we care for.	TBC – any areas for scrutiny to be considered following Member Briefing on residential services on 7 December 2022.
School Readiness	Performance Monitoring - to assess if the ongoing work with schools and early years settings is improving school readiness (<i>Source: CYPSSC 12 January 2022</i>)	TBC – BPG to review potential timing as part of scrutiny of implementation of Education and Learning Strategy.
Young Carers	Performance Monitoring: to assess the County Council’s responsibilities for young carers, the impacts being a young carer has on young people and how these are being addressed (<i>Source: CYPSSC Pre Meeting 26 September 2022</i>)	TBC
3. Business Planning Group – items for BPG to consider for Scrutiny (including those raised by Committee Members under ‘Items for Future Scrutiny’).		
Care Leavers	Performance Monitoring – To assess the support and provision provided for Care Leavers. (<i>Source: CYPSSC on 28 September 2022</i>)	BPG obtaining further information to establish if this is an item for scrutiny.
West Sussex Safeguarding Children Partnership Annual Report 2021-22	Performance Monitoring – to consider the successes and areas of improvement for the partnership and to identify any areas for future scrutiny.	Annual Report to be circulated to Committee members when published and BPG to consider if there are any areas

Topic/Issue	Purpose of scrutinising this issue & Source	Timing/ Approach
		within the report to add to the work programme.
MASH/Integrated Front Door	Performance Monitoring – To consider the performance of the MASH and impact of the introduction of the Integrated Front Door. <i>(Source: BPG 18 October 2022)</i>	BPG to consider in more detail on if this item requires scrutiny.
Youth Justice Action Plan	Performance Monitoring: To consider the progress made on the Youth Justice Action plan that was implemented following the Inspection of the service in Spring 2022 with a particular focus on the 6 recommendations from Ofsted <i>(Source: Full Council 15 July 2022)</i> .	BPG to consider update on progress on 1 February to confirm if wish to add to Committee work programme.
Business Planning Group – to monitor		
School Placements	Policy Development: To monitor the impact of any reduced birth rates on demand for school places, particularly small schools or rural areas and the impact this has on secondary schools <i>(Source: BPG 9 May 2022)</i> .	BPG to be kept updated on specific proposals and to consider if there are any areas that require scrutiny.
Social Worker Recruitment and retention	Performance Monitoring - To monitor the impact of the recruitment and retention initiatives in increasing the permanent social worker workforce <i>(Source: CYPSSC on 8 June 2022)</i> .	BPG will continue to monitor progress to identify if there is anything to add to the work Programme.
SEND and Inclusion Strategy updates.	Policy Development – To scrutinise any proposed changes or amendments to the SEND and Inclusion Strategy as a result of the outcomes of the SEND Green Paper <i>(Source: CYPSSC 12 July 2022)</i> .	BPG to monitor this and schedule scrutiny should any changes be proposed.
Lessons Learnt from inquests	Performance Monitoring – To scrutinise the lessons learnt and action plans following recent inquests, including if services are configured appropriately and if response to actions are sufficient to address any identified issues. This could include a focus on transitions. <i>(Source: CYPSSC 28 September 2022)</i>	BPG to have an update once inquests are complete to consider any potential areas for scrutiny.

Topic/Issue	Purpose of scrutinising this issue & Source	Timing/ Approach
Elective Home Education (EHE)	Performance Monitoring – to assess the County Council’s approach to elective home education. Impact of Covid-19 on EHE also to be considered as well as the implications of the Schools White Paper (currently paused for Policy Review).	BPG to monitor as part of the implementation of Education and Learning Strategy.
Skills Strategy	Policy Development – to input and influence the development of a Skills Strategy. (<i>Source: BPG & Work Programme Planning member session Spring 2022</i>). An Executive TFG is being established as agreed at Full Council on 16 December 2022. Members will be kept updated on the progress of this, including any opportunities for involvement. Any scrutiny of the Strategy will be considered at the appropriate time.	TBC
Scrutiny Task and Finish Groups		
Mental Health and Emotional Wellbeing of Children and Young People	Service Development – to assess the provisions and plans in place to support young people’s mental health and emotional wellbeing and any areas of influence. A TFG is being set up (led by HASC). The scope for the TFG will be discussed by HASC on 11 January 2023, and the ToR agreed by its BPG. The TFG will include representation from CYPSSC.	In Development – Scope of TFG to be discussed at HASC on 11 January 2023
Education and Learning Strategy 2022 - 2025	Policy Development – To input and influence into the draft Education and Learning Strategy ahead of a final strategy being considered by the scrutiny Committee in January 2023(<i>Source: CYPSSC 12 July 2022</i>)	Complete - One off TFG met on 6 October 2022 to consider the draft Strategy ahead of Consultation and Engagement to develop the strategy workstreams.
Needs Assessments and EHCPs –Process, Practice and Delivery	Service Development – To explore the process, criteria and practice of Education Health and Care Needs Assessments and Education and Health Care Plans. To review whether the County Council is providing a consistent approach and delivery to West	On Hold – an item on the SEND and Inclusion Strategy and EHCP performance was considered by Committee

Topic/Issue	Purpose of scrutinising this issue & Source	Timing/ Approach
	Sussex Children and Families and to identify any potential areas of improvement. <i>(Source: CYPSSC BPG)</i>	on 28 September. BPG to monitor the responses and progress on the recommendations made to consider if any further scrutiny is required.
Visits/Briefings to support scrutiny		
Briefing: Children’s Residential Homes	All member briefing on Children’s Residential Homes and Placement challenges <i>(Source: CYPSSC 28 September 2022)</i>	Complete - 7 December 2022 1.30pm – 3pm

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Scrutiny Business Planning Checklist

Priorities	<p>Is the topic:</p> <ul style="list-style-type: none"> • a corporate or service priority? In what way? • an area where performance, outcomes or budget are a concern? How? • one that matters to residents? Why? • key decision preview, policy development or performance?
What is being scrutinised and why?	<ul style="list-style-type: none"> • What should the scrutiny focus be? What key lines of enquiry should be covered? • Where can the committee add value, what impact can scrutiny have? • What is the desired outcome from scrutiny?
When and how to scrutinise?	<ul style="list-style-type: none"> • When can the committee have most influence? (Is the committee getting involved at the right time, or the earliest opportunity?) • What is the best approach - committee, TFG, one-off small group, informal briefing or written update? • What research, visits or other activities could complement the scrutiny? • Would scrutiny benefit from external witnesses or evidence?
Is the work programme focused and achievable?	<ul style="list-style-type: none"> • Have priorities changed – should any work be brought forward, stopped or put back? • Can there be fewer items for more in-depth consideration? • Is there a balance between policy development, performance monitoring and key decision preview? • Has sufficient capacity been retained for future work?

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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 [Cabinet Member](#) portfolios.

The most important decisions will be taken by the Cabinet sitting in public. The meetings are also 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 website. [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.
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 and Property 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 Katherine De La Mora on 033 022 22535, email katherine.delamora@westsussex.gov.uk.

Published: 3 January 2023

Children and Young People

Director of Children, Young People and Learning

Commissioning of specialist support staff to assist delivery of the Family Safeguarding Model for Children and Young People (Rolling Entry)	
<p>As part of the redesign of Children’s Services the Council is implementing a Family Safeguarding Model of practice which requires specialist staff to deliver services to support adults in families open to Children’s Social Care.</p> <p>Whilst the County Council and Health provides some of these services, the Family Safeguarding Model is an integrated approach with co-located teams made up of all the services required to provide an effective intervention. Therefore, it will be necessary to work with partner service providers to contribute to delivering elements of the wrap-around support for families, particularly those facing issues with mental health, domestic abuse and substance misuse.</p> <p>The partner service providers will be those already delivering mental health support (Sussex Partnership Foundation Trust and/or Sussex Community Foundation Trust), substance misuse support (Change, Grow, Live), and domestic abuse support (the Probation Service), in line with nationally recognised best practice.</p> <p>In August 2022 the Director for Children, Young People and Learning approved the award of contracts to Change, Grow, Live and The Probation Service for the provision of specialist staff (decision OKD24 (22/23) refers).</p> <p>The Director for Children, Young People and Learning will be asked to approve the direct award of contracts to Sussex Partnership Foundation Trust and/or Sussex Community Foundation Trust to source the provision of mental health support staff to support delivery of the Family Safeguarding Model.</p>	
Decision by	Director of Children, Young People and Learning (Lucy Butler)
Date added	3 May 2022
Month	Between July 2022 and January 2023
Consultation/ Representations	<p>No consultees currently identified.</p> <p>Representations concerning this proposed decision can be made to the decision-maker, via the report author, by the beginning of the month in which the decision is due to be taken.</p>
Background documents (via website)	
Author	Stephen Humphries
Contact	Wendy Saunders Tel: 033 022 22553

Director of Children, Young People and Learning

Award of contract for refurbishment of Contact Centre at Orchard House Children's Home	
<p>Orchard House children's home in Cuckfield is part of the County Council's Residential Service. The buildings at the site provide a range of services including court-ordered supervised contact between children and families.</p> <p>The Cabinet Member for Children and Young People approved the allocation of funding for remodelling the wider Orchard House site and the launch of two separate procurement processes to undertake the works, with the refurbishment of the contact centre being one of these tender opportunities (decision CYP04(21/22) refers)</p> <p>The Cabinet Member also delegated authority for the award of the contracts to carry out the works. Therefore, on completion of the procurement process the Director of Children, Young People and Learning will be requested to approve the award of a contract to carry out the refurbishment of the contact centre to the successful provider.</p>	
Decision by	Director of Children, Young People and Learning (Lucy Butler)
Date added	13 April 2022
Month	January 2023
Consultation/ Representations	<p>Finance Legal Procurement</p> <p>Representations concerning this proposed decision can be made to the Director of Children, Young People and Learning, via the contact officer, by the beginning of the month in which the decision is due to be taken.</p>
Background documents (via website)	Cabinet Member Decision CYP04(21/22)
Author	Thomas Strivens Tel: 033 022 22082
Contact	Wendy Saunders Tel: 033 022 22553

Director of Children, Young People and Learning

Award of contract for remodelling and refurbishment of Orchard House Children's Home	
<p>Orchard House children's home in Cuckfield caters for residential placements and short breaks for children with disabilities, with capacity for up to 16 children at one time.</p> <p>The Cabinet Member for Children and Young People approved the allocation of funding and the launch of a procurement to undertake remodelling and refurbishment works to modernise the home and improve the facilities for those children resident there and those who undertake short breaks at the home (decision CYP04(21/22) refers).</p>	

<p>The Cabinet Member also delegated authority for the award of the contract to carry out the works. Therefore, on completion of the procurement process, the Director of Children, Young People and Learning will be requested to approve the award of a contract to the successful provider.</p>	
Decision by	Director of Children, Young People and Learning (Lucy Butler)
Date added	13 April 2022
Month	January 2023
Consultation/ Representations	<p>Finance Legal Procurement</p> <p>Representations concerning this proposed decision can be made to the Director of Children, Young People and Learning, via the contact officer, by the beginning of the month in which the decision is due to be taken.</p>
Background documents (via website)	Cabinet Member Decision CYP04 (21/22)
Author	Thomas Strivens Tel: 033 022 22082
Contact	Wendy Saunders Tel: 033 022 22553

Director of Children, Young People and Learning

<p>Extension of the Child and Adolescent Multi-Disciplinary Psychological Service contract</p>	
<p>In March 2019 the Director of Children and Family Services approved the award of a contract for Integrated Child Psychology Services to Sussex Partnership Foundation Trust (SPFT) for an initial period of three years from 1 October 2019; the contract has an option for an extension of a further 2 years (Decision OKD26 (18/19) refers). A subsequent change of name for the contract to Child and Adolescent Multi-disciplinary Services (CHAMPS) was agreed in December 2019.</p> <p>The CHAMPS contract delivers psychological services across a range of needs with the largest cohort being Children we Care For. As the initial period of the contract is due to expire soon, to ensure that these services can continue it is proposed to extend the contract. As part of the extension options for potential contract variations are also being explored.</p> <p>The Director of Children, Young People and Learning will be asked to approve the extension of the CHAMPS contract and any agreed variations.</p>	
Decision by	Director of Children, Young People and Learning (Lucy Butler)
Date added	29 September 2022
Month	January 2023

Consultation/ Representations	No consultees currently identified. Representations concerning this proposed decision can be made to the decision-maker, via the report author, by the beginning of the month in which the decision is due to be taken.
Background documents (via website)	None
Author	Matthew Thomas
Contact	Wendy Saunders Tel: 033 022 22553

Learning and Skills

Cabinet Member for Learning and Skills

Proposed Expansion of Yapton CE Primary School - Allocation of Design Fees	
<p>The County Council has a statutory duty to ensure there are sufficient primary and secondary school places for all children who need a place. The Basic Need requirements are reviewed annually to identify the next tranches of projects and to ensure planned projects are still required following review of projection data of pupil numbers. The requirements across the county are set out in the annual update of the Planning School Places document.</p> <p>Pupil projections for the Barnham/Westergate planning area are indicating there are insufficient places for children starting school which is in part due to the significant house building across the area. The County Council are often unable to offer local places to movers into the area outside of the annual admissions round as all schools are full. It is therefore proposed that Yapton CE Primary School is expanded from 1.5 form entry (FE) (315 places) to 2FE (420 places) to meet the current demand for places. Additional land has been secured through a S106 Agreement to support the expansion of the school.</p> <p>Following conclusion of a feasibility study to consider how best to expand the school to meet Department for Education (DfE) and West Sussex guidelines for school accommodation, further design work is now required to develop an expansion project that will meet the overall programme for delivery of places by 2024.</p> <p>The Cabinet Member for Learning and Skills will be asked to approve the allocation of funds to enable the design work to commence.</p>	
Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	24 November 2021
Month	January 2023
Consultation/ Representations	School Representations concerning this proposed decision can be made to the Cabinet Member for Learning 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

Assistant Director (Property and Assets)

Allocation of S106 Funding to create provision for accommodating bulge classes at Sir Robert Woodard Academy, Lancing

Following a review of pupil projections for starting secondary school in Shoreham and Lancing in 2022, it is necessary to provide for two bulge classes of 30 pupils at Sir Robert Woodard Academy to ensure sufficient places are available for those starting secondary school.

The project will provide additional general teaching accommodation in modular accommodation and external dining facilities, enabling the school to accommodate a temporary increase in pupil numbers. This will be funded by monies from S106 funds which have been received specifically for creating additional secondary aged capacity within the planning area at Sir Robert Woodard Academy.

The Assistant Director (Property and Assets) will be asked to approve the budget required for delivering the expansion project at Sir Robert Woodard Academy in Lancing.

Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
Date added	13 April 2022
Month	January 2023
Consultation/ Representations	Representations concerning this proposed decision can be made to the Assistant Director (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)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Learning and Skills

Allocation of Funding for Expansion of QEII Silver Jubilee School, Horsham

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.

Following a review of current numbers on roll, projected needs and the existing accommodation at QEII School in Horsham the need for further additional accommodation has been identified, to enable the school to accommodate up to 65 additional young people in a phased approach. The school caters for 2 to 19 year olds with Special Educational Needs.

It is proposed that the additional provision is provided on a satellite site in Horsham, to be leased by the County Council. Refurbishment work will be required to ensure the accommodation at the satellite site is appropriate for the pupils who will be located there. The additional physical space created through this work will enable QEII School to accommodate the most complex young people with SEND.

The feasibility work for the project to accommodate the pupils has been commissioned. Following detailed design and associated cost estimates the Cabinet Member for Learning and Skills will be asked to approve the allocation of the funds required to enable the project to proceed.

Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	28 June 2022
Month	January 2023
Consultation/ Representations	Representations concerning this proposed decision can be made to the decision maker 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	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Learning and Skills

Allocation of Funding for Schools Access Initiative

The County Council encourages the inclusion, where appropriate, of all pupils with disabilities in mainstream schools. To assist in enabling this it is proposed that additional funds are approved for the Schools Access Initiative budget to fund adaptations and improvements to school buildings to ensure their accessibility to pupils

where reasonably practicable. This will improve the educational and social outcomes for children and their families and reduce the requirement for more costly specialist Special Educational Needs and Disabilities (SEND) provision. Works funded by the budget could include installing hygiene facilities, ramps and making acoustic improvements.

In February 2022 the County Council approved an allocation of £250,000 for the Schools Access Initiative for the 2022/23 financial year. The Cabinet Member for Learning and Skills will be asked to approve the allocation of additional funding from Basic Need Capital Provision to provide a School Access Initiative budget for 2023/24 to 2026/27.

Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	26 July 2022
Month	January 2023
Consultation/ Representations	Representations concerning this proposed decision can be made to the Cabinet Member for Learning 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	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Learning and Skills

Phase 2 Special Support Centre Programme - Warden Park Secondary Academy - Allocation of Additional Funding for Project Delivery

There is a need to increase provision for children and young people with Special Educational Needs and Disabilities (SEND) through the creation of additional places in Specialist Support Centres that are attached to mainstream schools and academies. This will assist with the aim of enabling children to attend school locally.

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\(19/20\)](#)). In October 2020 the Cabinet Member for Education and Skills approved the allocation of design fees to progress 6 of the Special Support Centres (SSC) including expanding the SSC at Warden Park Academy to create additional places ([Decision reference ES09 \(20/21\)](#)).

In November 2020 the Cabinet Member for Education and Skills approved the allocation of Section 106 funding for education infrastructure capital projects, including education infrastructure at Warden Park Secondary Academy (decision [ES10 \(20/21\)](#) refers).

Since that approval further design work has been undertaken and costed in relation to expanding the SSC at Warden Park Academy. This indicates that additional funding will be required over and above the S106 allocation to deliver the works required.

The Cabinet Member for Learning and Skills will be asked to approve the allocation of additional capital funding from the Capital Programme to enable the project to create additional places at the Special Support Centre at Warden Park Academy to proceed.	
Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	26 July 2022
Month	January 2023
Consultation/ Representations	Representations concerning this proposed decision can be made to the Cabinet Member for Learning 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	Leigh Hunnikin Tel: 033 022 23051
Contact	

Cabinet Member for Learning and Skills

Allocation of funding for creation of a Satellite Site for Fordwater School, Chichester	
<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.</p> <p>Fordwater School in Chichester caters for 144 pupils aged 2 to 19 with severe and complex learning difficulties. To assist in managing the growing demand for places additional accommodation to enable the school to expand is required. In August 2022 a decision was taken by the Cabinet Member for Finance and Property (decision FP06 (22/23) refers) to lease a building at Chichester High School to create a satellite site for Fordwater School which will offer provision for secondary aged pupils. This will enable Fordwater’s capacity to increase from 144 to 184 places in total in a phased approach.</p> <p>Remodelling work will be required to ensure the accommodation at the satellite site is appropriate for the pupils who will be located there.</p> <p>The Cabinet Member for Learning and Skills will be asked to approve the allocation of the funds required to enable a contractor to be appointed to undertake the remodelling works required.</p>	
Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	24 August 2022

Month	January 2023
Consultation/ Representations	No consultees currently identified. Representations concerning this proposed decision can be made to the decision maker via the report author by the beginning of the month in which the decision is due to be taken.
Background documents (via website)	
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Assistant Director (Property and Assets)

Allocation of S106 funding to enable expansion of St Wilfrid's Catholic School, Crawley	
<p>St Wilfrid's Catholic School in Crawley is currently a 5 form entry (5FE) 11-16 Secondary School. The school has grown in recent years to meet the demand for places, taking bulge classes of 30 pupils in each of the last three years. This has led to the requirement for additional accommodation to enable the school to become a 6FE 11-16 Secondary School in all year groups.</p> <p>It is proposed that a new teaching block incorporating 6 classrooms, office space, toilets and storage is provided. The intention is to fund the expansion project using received Section 106 funds which must be spent on additional secondary educational infrastructure and/or equipment in Crawley.</p> <p>It is intended that the expansion is delivered as a school managed project. Therefore, following detailed design and associated cost estimates provided by the school, the Assistant Director (Property and Assets) will be asked to approve the allocation of the S106 funds to the school to enable the project to proceed.</p>	
Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
Date added	12 August 2022
Month	January 2023
Consultation/ Representations	Cabinet Member for Learning and Skills Representations concerning this proposed decision can be made to the Assistant Director (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)	
Author	Leigh Hunnikin Tel: 033 022 23051

Contact	Wendy Saunders Tel: 033 022 22553
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Assistant Director (Property and Assets)

Allocation of S106 funding to enable expansion of The Holy Trinity CE Secondary School, Crawley	
<p>The Holy Trinity CE Secondary School in Crawley is currently a 7 form entry (7FE) 11-18 Secondary School. To meet the increased need for pupil places in Crawley and the wider area, it is necessary to accommodate a bulge class of 30 pupils at the school in September 2022. Projections indicate an ongoing demand for additional Secondary places and therefore it is proposed that the school be expanded from 7FE to 8FE (210 to 240 per year) to meet the demand. Additional accommodation is required to enable the school to become an 8FE 11-18 Secondary School in all year groups.</p> <p>It is proposed that a new teaching block incorporating 6 classrooms, office space, toilets and storage is provided. The intention is to fund the expansion project using received Section 106 funds which must be spent on additional secondary educational infrastructure and/or equipment in Crawley.</p> <p>It is intended that the expansion is delivered as a school managed project. Therefore, following detailed design and associated cost estimates provided by the school, the Assistant Director (Property and Assets) will be asked to approve the allocation of the S106 funds to the school to enable the project to proceed.</p>	
Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
Date added	12 August 2022
Month	January 2023
Consultation/ Representations	<p>Cabinet Member for Learning and Skills</p> <p>Representations concerning this proposed decision can be made to the Assistant Director (Property and Assets) 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

Assistant Director (Property and Assets)

Award of Contract for delivery of the new Secondary School in Burgess Hill	
<p>The new 6 form entry Secondary School and Special Support Centre to be built in the Brookleigh (formerly known as Northern Arc) development will provide 900 pupil places to the Burgess Hill area.</p>	

In July 2022 the Cabinet Member for Learning & Skills approved a budget allocation of £53.845m for delivery of the new school and delegated authority to the Assistant Director (Property & Assets) to enter into a contract or contracts to enable the progression of the project within the overall agreed budget ([decision LS04\(22/23\)](#) refers).

Procurement of this scheme is taking place using the Southern Construction Framework. On conclusion of the procurement, approval will be sought to appoint the main contractor under a Pre-Construction Services Agreement.

The Assistant Director (Property and Assets), in consultation with the Cabinet Member for Learning and Skills, will be asked to approve the appointment of and to enter into a Pre-construction Services Agreement with the successful contractor to deliver the Burgess Hill Northern Arc Secondary School project.

Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
Date added	3 October 2022
Month	January 2023
Consultation/ Representations	Cabinet Member for Learning and Skills Representations concerning this proposed decision can be made to the decision maker, 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	Lydia Schilbach Tel: 033022 25832
Contact	Wendy Saunders Tel: 033 022 22553

Assistant Director (Property and Assets)

Award of contract for the expansion project to accommodate bulge classes at Downlands Community School, Hassocks

Following a review of pupil projections for starting secondary school in Mid Sussex, and particularly in Hassocks, due to increasing pupil numbers it is necessary to provide for a bulge class of 30 pupils at Downlands School in September 2022 and September 2023, creating a total of 60 additional places. To accommodate this temporary increase in pupil numbers a project will be delivered to invest in teaching and non-teaching areas at the school.

In September 2022, the Assistant Director (Property and Assets) approved the allocation of £2.3m of received S106 contributions to fund the expansion and to procure the delivery of works as set out in Decision [ODK26 \(22/23\)](#).

A procurement has been undertaken and the Assistant Director (Property and Assets) will be asked to approve the award of the construction contract to the preferred provider for the expansion project at Downlands Community School.

Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
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Date added	27 October 2022
Month	January 2023
Consultation/ Representations	No consultees currently identified. Representations concerning this proposed decision can be made to the decision maker 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	Matthew Wakefield Tel: 07597 528007
Contact	Wendy Saunders Tel: 033 022 22553

Assistant Director (Property and Assets)

Award of contract for the replacement of modular teaching accommodation at Slinfold CE Primary School	
<p>Slinfold CE Primary School is a 140 place Primary School for 4-11-year-olds incorporating five classrooms and a pre-school on site. Two of the five classrooms are in 30-year-old modular classrooms, which have significant suitability and condition issues due to the age of the buildings, and are nearing the end of their life.</p> <p>In December 2021, the Cabinet Member for Learning and Skills approved the allocation of £1.158m funding to replace the modular classrooms with a two class extension and delegated authority to the then Director of Property and Assets to award the contract (Decision LS12 (21/22) refers).</p> <p>A procurement has been undertaken and the Assistant Director (Property and Assets) will be asked to approve the award of the construction contract to the preferred provider for the construction phase of the project to replace the classrooms at Slinfold CE Primary School.</p>	
Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
Date added	27 October 2022
Month	January 2023
Consultation/ Representations	No consultees currently identified. Representations concerning this proposed decision can be made to the decision maker, 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	Matthew Wakefield Tel: 07597 528007

Contact	Wendy Saunders Tel: 033 022 22553
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Cabinet Member for Learning and Skills

Commissioning of an Adult Community Education Service	
<p>Adult learning is a non-statutory provision, externally funded via the Department for Education through the Education Skills Funding Agency (ESFA). The County Council receive an Adult Education Budget each year from the ESFA which funds the provision of learning for adults to obtain skills or qualifications and/or enhance their wellbeing.</p> <p>The County Council currently provides adult education through a subcontracting model and the term of the current contract is due to expire during 2023. Future options for the delivery model for Adult Learning are therefore being considered to align with a new approach for Adult Community Education that is being developed to respond to the current context.</p> <p>The Cabinet Member for Learning and Skills will be asked to approve the new approach to Adult Community Education and the launch of a procurement exercise for the delivery of Adult Learning in readiness for the new curriculum in 2023. The Cabinet Member will also be asked to approve the delegation of authority to the Assistant Director (Education and Skills) to award the contract/s to the successful provider/s working across the authority and with multiple stakeholders.</p>	
Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	1 August 2022
Month	January 2023
Consultation/ Representations	<p>Adult Education Providers Children and Young People’s Services Scrutiny Committee – 18 January 2023</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Learning 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	Derry Richardson Tel: 033022 27652
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Learning and Skills

Education and Learning Strategy 2023 - 2025
<p>The School Effectiveness Strategy, agreed in 2018, set out the vision for Education in West Sussex until 2022. Implementing this strategy has led to the highest proportion of schools achieving Ofsted Good or Outstanding and improvements in pupil outcomes, but there is still much more to do.</p>

The strategy expires this year and it is proposed to implement a new Education and Learning Strategy that determines key priorities to support education and learning in West Sussex for the next three years. The aim is for the new strategy to be closely linked with the Council's Strategic Corporate Plan, the commitment to tackling climate change and other key plans in place to support children.

Engagement with key stakeholders has been undertaken to develop the new strategy. The combination of the feedback from this and detailed analysis of the County Council's performance data relating to education and learning has been fundamental to informing and shaping the final Strategy.

The Cabinet Member for Learning and Skills will be asked to approve the Education and Learning Strategy 2023 – 2025 and the implementation timeline for embedding the key themes and workstreams into practice.

Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	23 November 2022
Month	January 2023
Consultation/ Representations	Schools Parents Church of England and Catholic Dioceses Children and Young People's Services Scrutiny Committee (CYPSSC) Task and Finish Group - 6th October 2022. CYPSSC meeting – 18 January 2023 Representations concerning this proposed decision can be made to the decision maker 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	Derry Richardson Tel: 033022 27652
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Learning and Skills

School Funding 2023/24
<p>West Sussex County Council is required, under national funding regulations, to consult schools and the Schools Forum on proposed changes to funding arrangements affecting mainstream school budgets.</p> <p>Since much of the West Sussex local funding formula is now at the National Funding Formula factor values, and given the strong steer from schools in the responses to the 2022/23 schools funding consultation, with Schools Forum's approval no consultation document was sent out to mainstream schools for 2023/24. Feedback from Schools</p>

Forum has been taken into account in the development of the local funding formula for mainstream schools in 2023/24.

Despite continuing pressures within the High Needs Dedicated Schools Grant (DSG) block a one-off transfer from the Schools DSG block to help reduce the DSG deficit is not being considered for 2023/24.

Following consideration of the feedback from Schools Forum the Cabinet Member for Learning and Skills will be asked to approve the 2023/24 local funding formula for all mainstream schools in the county.

Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	23 November 2022
Month	January 2023
Consultation/ Representations	Schools Forum – 24 November 2022 Representations concerning this proposed decision can be made to the decision maker 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	Andy Thorne Tel: 03302223349
Contact	Wendy Saunders - Tel: 033 022 22553

Cabinet Member for Learning and Skills

Procurement for delivery of years 2 and 3 of the Multiply adult numeracy programme

West Sussex County Council (WSCC) has been awarded an allocation of £3,689,038 by the Department for Education (DfE) to deliver "Multiply". Funding is phased over 3-years, up to 31 March 2025.

[Multiply](#) is for those aged 19+ who do not have a level 2 maths qualification (GCSE 4-9 / A*-C). It aims to help people improve their ability to understand and use maths in daily life, home, and work - whether that be improving household finances, helping children with homework, making more sense of the facts in the media, or improving numeracy skills specific to a line of work.

In year 1, following a competitive expression of interest commissioning process, grants were awarded to a range of organisations to deliver a raft of new and innovative interventions to engage adults and support them to improve their numeracy. (Key Decision [OKD35 \(22/23\)](#) refers, October 2022).

It is now proposed to proceed with commissioning provision for years 2 and 3 of the Multiply Programme.

The Cabinet Member for Learning and Skills will be asked to approve the launch of a procurement process to enable delivery of the Multiply Programme for the period April

2023 to March 2025. The Cabinet Member will also be asked to delegate authority to the Assistant Director (Education and Skills) to approve the award of contracts to successful providers.	
Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	15 December 2022
Month	January 2023
Consultation/ Representations	Providers Representations concerning this proposed decision can be made to the decision maker, 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	Andrew Bishop Tel: 033 022 25399
Contact	Wendy Saunders Tel: 033 022 22553

Assistant Director (Education and Skills)

Award of contract to deliver years 2 and 3 of the Multiply adult numeracy programme	
<p>West Sussex County Council (WSCC) has been awarded an allocation of £3,689,038 by the Department for Education (DfE) to deliver "Multiply". Multiply aims to help people improve their ability to understand and use maths in daily life. Funding is phased over 3-years, up to 31 March 2025, and grants have been awarded to a range of organisations to deliver the first year of the programme (decision OKD35 (22/23) refers).</p> <p>As part of a separate decision process the Cabinet Member for Learning and Skills will be asked to approve the launch of a procurement process to commission provision for years 2 and 3 of the Multiply Programme. The Cabinet Member will also be asked to approve the delegation of authority to the Assistant Director (Education and Skills) to award the contracts.</p> <p>On conclusion of the procurement process the Assistant Director (Education and Skills) will be asked to approve the award of contracts to the successful organisations to deliver the Multiply Programme for the period April 2023 to March 2025.</p>	
Decision by	Assistant Director (Education and Skills) (Paul Wagstaff)
Date added	15 December 2022
Month	February 2023

Consultation/ Representations	Representations concerning this proposed decision can be made to the decision maker 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	Andrew Bishop Tel: 033 022 25399
Contact	Wendy Saunders - Tel: 033 022 22553

Assistant Director (Property and Assets)

Award of contract for construction of an All Weather Pitch at The Forest School, Horsham	
<p>In July 2020 the Cabinet Member for Education and Skills approved the siting of additional accommodation for QEII School on some of the existing playing field at The Forest School (Decision reference ES02(20/21)). In order to mitigate the impact of the loss of the playing field an All Weather Pitch will be constructed at The Forest School.</p> <p>The All-Weather pitch will enable pupils to undertake outside sport activities all year round whilst also providing the school the ability to generate additional income through letting.</p> <p>As part of a separate key decision process the Cabinet Member for Learning and Skills approved the allocation of capital funding from Section 106 contributions to undertake a project to provide an All Weather Pitch at The Forest School (Decision LS05(21/22) refers). The Cabinet Member also delegated authority to the then Director of Property and Assets to award the contract for the project.</p> <p>The Assistant Director (Property and Assets) will be asked to approve the award of contract for the proposed project at The Forest School.</p>	
Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
Date added	11 January 2021
Month	February 2023
Consultation/ Representations	<p>Procurement Legal Finance</p> <p>Representations concerning this proposed decision can be made to the Assistant Director (Property & Assets), via the contact officer, by the beginning of the month in which the decision is due to be taken.</p>
Background documents (via website)	None

Author	Liam Hayward Tel: 033 022 22002
Contact	Wendy Saunders Tel: 033 022 22553

Assistant Director (Property and Assets)

Award of contract for delivery of a Special Support Centre at Maidenbower Infants School, Crawley	
<p>There is a need to increase provision for children and young people with Special Educational Needs and Disabilities (SEND) through the creation of additional places in Specialist Support Centres that are attached to mainstream schools and academies. This 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 CAB03(19/20) refers). In October 2020 the Cabinet Member for Education and Skills approved the allocation of design fees to progress 6 of the Special Support Centres (SSCs) including Maidenbower Infants School in Crawley (Decision reference ES09 (20/21))</p> <p>Since that approval further design work has been undertaken and costed in relation to delivery of the SSC at Maidenbower Infants School.</p> <p>As part of a separate key decision process the Cabinet Member for Learning and Skills approved the allocation of capital funding for delivery of the SSC and delegated authority to launch a procurement for the necessary works (decision LS07(22/23) refers).</p> <p>Following completion of the procurement exercise the Assistant Director (Property and Assets) will be asked to approve the award of the construction contract to the preferred provider for the construction phase, of the project to provide a Special Support Centre at Maidenbower Infants School.</p>	
Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
Date added	25 May 2022
Month	February 2023
Consultation/ Representations	<p>Maidenbower Infant School Maidenbower Junior School</p> <p>Representations concerning this proposed decision can be made to the decision maker, 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	Katerina Evans-Makrakis Tel: 07597 526870
Contact	Wendy Saunders Tel: 033 022 22553

Assistant Director (Property and Assets)

Award of contract for works to expand Lindfield Primary Academy, Haywards Heath

Following a review of pupil projections for the North of the County, and in particular the Haywards Heath/Lindfield areas, it was necessary to provide for a bulge class of 30 pupils at Lindfield Primary Academy. The additional pupils started at the school in September 2021 with temporary arrangements in place to accommodate the extra children.

It is proposed to expand the school by creating 1 additional classroom as an extension to the existing school buildings, along with other necessary associated works, to provide permanent provision for this bulge class.

In November 2020 the Cabinet Member for Education and Skills approved the allocation of Section 106 funding for education infrastructure capital projects, including the expansion of Lindfield Primary ([decision ES10 \(20/21\)](#) refers). As part of the decision the Cabinet Member also delegated authority to the then Director of Property and Assets to undertake a procurement exercise and to enter into contracts for delivery of the projects. At the time of this decision it was not considered that an individual project would require an allocation in excess of £500,000; following a feasibility study the works required at Lindfield Primary will exceed this value, meeting the criteria for an individual officer key decision.

The Assistant Director (Property and Assets) will be asked to approve the award of contract for the expansion project.

Decision by	Assistant Director (Property and Assets) (Andrew Edwards)
Date added	3 October 2022
Month	February 2023
Consultation/ Representations	None currently identified Representations concerning this proposed decision can be made to the decision maker, 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	Katerina Evans-Makrakis Tel: 07597 526870
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Learning and Skills

Review of primary age pupil provision across the Worthing & Durrington area - Publication of Statutory Notices

The County Council has a statutory duty to ensure there are sufficient primary and secondary school places for all children who need a place. Pupil projections for the Worthing and Durrington locality of schools shows there is a significant surplus provision

of places at primary schools in the borough. After engagement with headteachers and the school governing bodies across the Worthing and Durrington area a number of planned changes in admission numbers and school organisation are proposed, with effect from September 2024 entry, to reduce this surplus.

In November the Cabinet Member for Learning and Skills approved the launch of a public consultation, in accordance with Department for Education (DfE) guidance, on proposed solutions to reduce the number of primary school places across the Worthing and Durrington area (decision [LS08\(22/23\)](#) refers). The consultation is open until 20 January 2023 and views and comments are invited from interested parties to assist in further shaping the proposals.

Following the conclusion of the consultation the feedback received will be reviewed; should it be determined that any of the proposals should proceed, the appropriate method for formalising the changes, as set out in decision LS08(22/23), will be undertaken.

For the re-organisation proposals related to three schools this would mean progressing the publication of statutory notices, in accordance with [DfE guidance for making prescribed alterations to maintained schools](#). Therefore, following a review of the consultation feedback, the Cabinet Member for Learning and Skills will be asked to consider whether to proceed with approving the publication of statutory notices for the reorganisation of primary education across the school sites of Lyndhurst Infants, Springfield Infants and Chesswood Junior. Should this proceed the Cabinet Member will also be asked to consider delegating authority to the Assistant Director (Education and Skills) to determine the outcome following conclusion of the statutory notice period.

Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	15 December 2022
Month	February 2023
Consultation/ Representations	Parents, pupils, governing bodies and local school communities Church of England and Catholic Diocese. Representations concerning this proposed decision can be made to the decision maker 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	Graham Olway Tel: 033 022 23029
Contact	Wendy Saunders - Tel: 033 022 22553

Cabinet Member for Learning and Skills

Proposed change of age range at Woodgate Primary School, Pease Pottage

Woodgate Primary School in Pease Pottage is a school that caters for children aged four to eleven-year-olds. There is also a pre-school nursery at the site offering provision for children aged two to four years old.

The Assistant Director (Education and Skills) has agreed to consult on a proposed change of age range to alter provision, so the school serves two to eleven-year-olds, from 1st May 2023. The proposed change means the school would incorporate the current pre-school provision within the age range of the maintained primary school, extending the age range by two years.

This age range change would assist in simplifying the transfer of the entire school to the Sussex Learning Trust which is taking over the sponsorship of the school as an academy from early May 2023.

In accordance with the Department for Education's [statutory guidance for making prescribed alterations to maintained schools](#) a four-week informal consultation with all major stakeholders will be undertaken during January 2023, to obtain feedback regarding the proposals.

Following assessment of the outcome of the consultation, should it be determined that the proposals should proceed, the Cabinet Member for Learning and Skills will be asked to consider whether to approve the publication of statutory notices for a four-week period, seeking representations on the proposed change of age range. The Cabinet Member will also be asked to consider delegating authority to the Assistant Director (Education and Skills) to determine the outcome following conclusion of the statutory notice period.

Decision by	Cabinet Member for Learning and Skills (Councillor Nigel Jupp)
Date added	22 December 2022
Month	February 2023
Consultation/ Representations	<p>Parents and carers from the school community of Woodgate Primary Governors, Leadership Team and Staff of Woodgate Primary Sussex Learning Trust Chief Executive Diocese of Chichester and Diocese of Arundel and Brighton Members of the public Local MP Local Member Mid Sussex District Council, Crawley Borough Council and Horsham District Council Neighbouring Schools</p> <p>Representations concerning this proposed decision can be made to the decision maker, 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	Vanessa Cummins Tel: 033 022 23046
Contact	Wendy Saunders Tel: 033 022 22553