

Public Document Pack

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23 October 2018

Children and Young People's Services Select Committee

A meeting of the committee will be held at **10.30 am** on **Wednesday, 31 October 2018** at **County Hall, Chichester**.

Tony Kershaw
Director of Law and Assurance

Agenda

- 10.30 am 1. **Declarations of Interests**
- Members and officers must declare any pecuniary or personal interest in any business on the agenda. They should also make declarations at any stage such an interest becomes apparent during the meeting. Consideration should be given to leaving the meeting if the nature of the interest warrants it. If in doubt please contact Democratic Services before the meeting.
- 10.30 am 2. **Minutes of the last meeting of the Committee** (Pages 5 - 12)
- The Committee is asked to agree the minutes of the meeting held on 12 September (cream paper).
- 10.30 am 3. **Urgent Matters**
- Items not on the agenda which the Chairman of the meeting is of the opinion should be considered as a matter of urgency by reason of special circumstances, including cases where the Committee needs to be informed of budgetary or performance issues affecting matters within its terms of reference, which have emerged since the publication of the agenda.
- 10.40 am 4. **Forward Plan of Key Decisions** (Pages 13 - 26)
- Extract from the Forward Plan dated 16 October 2018.
- An extract from any Forward Plan published between the date of despatch of the agenda and the date of the meeting will be tabled at the meeting.

The Committee is asked to consider whether it wishes to enquire into any of the forthcoming decisions within its portfolio.

10.45 am 5. **School Effectiveness Strategy 2018-2022** (Pages 27 - 72)

Report by the Executive Director Children, Adults, Families, Health and Education.

In June the Committee previewed the Draft School Effectiveness Strategy and requested that the final Strategy return to the Committee. The report updates the Committee on the progress made since June 2018, to develop and agree the new School Effectiveness Strategy 2018-2022. This includes the public consultation feedback and the refinements that have been made as a result.

The Committee is asked to acknowledge the pupil performance improvement at Key Stages 1 and 2 since 2016 and recent improvements in the quality of schools. The Committee is also asked to consider how it can actively support the Cabinet Member and officers in the strategy's implementation. It is also recommended that yearly updates are provided to the full Committee.

11.45 am 6. **Alterations to the Integrated Prevention and Earliest Help (IPEH) Service** (Pages 73 - 94)

Report by the Executive Director Children, Adults, Families, Health and Education.

Following a reduction in government funding for the 'Think Family' initiative in 2019/20, IPEH must adapt its service to manage this decline in funds. The report sets out how the service proposes to manage this reduction of £560,000, and proposes that a targeted family support service is developed to support the most vulnerable and disadvantaged families in West Sussex.

The Cabinet Member for Children and Young People will be asked to approve proposals to maintain the services delivered using the national Troubled Families Initiative grant in 2019/20, beginning with those set out in the report.

The Committee is asked to review and comment upon the approach to reshaping IPEH to manage the reduction in resources in 2019/20.

The Committee will break for lunch at 12.45

1.15 pm 7. **Provision of accommodation for Care Leavers**

Report by the Executive Director Children, Adults, Families,

Health and Education – to follow.

The report explains plans to explore options for the County Council to acquire or invest in property for specialist accommodation for adolescents who would otherwise require external provision. The aims of the proposal, the potential benefits and the principles which will inform its development will be presented for comment and questions from the Committee.

2.15 pm 8. **Business Planning Group Report** (Pages 95 - 102)

The report informs the Committee of the Business Planning Group meeting held on 12 September 2018, setting out the key issues discussed.

The Committee is asked to endorse the contents of this report, and particularly the Committee's Work Programme revised to reflect the Business Planning Group's discussions (attached at Appendix A).

The Education and Skills Annual Report will be the subject of a one meeting Task & Finish Group in the New Year. Four members of the committee are asked to volunteer to take part.

2.30 pm 9. **Possible Items for Future Scrutiny**

Members to mention any items which they believe to be of relevance to the business of the Select Committee, and suitable for scrutiny, e.g. raised with them by constituents arising from central government initiatives etc.

If any member puts forward such an item, the Committee's role at this meeting is just to assess, briefly, whether to refer the matter to its Business Planning Group (BPG) to consider in detail.

2.30 pm 10. **Requests for Call-In**

There have been no requests for call-in to the Select Committee and within its constitutional remit since the date of the last meeting. The Director of Law and Assurance will report any requests since the publication of the agenda papers.

2.30 pm 11. **Date of Next Meeting**

The next meeting of the Committee will be held on 10 January 2018 at 10.30 am at County Hall, Chichester.

Any member wishing to place an item on the agenda for the meeting must notify the Director of Law and Assurance by 28th December 2018.

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

Children and Young People's Services Select Committee

12 September 2018 – At a meeting of the Children and Young People's Services Select Committee held at 10.30 am at County Hall, Chichester.

Present: Mr Cloake (Chairman)

Mr High	Mrs Hall	Mr Lozzi
Mr Baldwin	Mrs Jones	
Mrs Dennis	Ms Lord, left at 13.30pm	

Apologies were received from Mrs Bennett, Mrs Mullins, Mr Wickremaratchi, Mrs Ryan and Kim Curry

Absent: Mr Arnold

Also in attendance: Mr Boram, Mr Fitzjohn, Ms Goldsmith and Mr Simmons

Part I

14. Declarations of Interests

14.1 Mr Cloake declared a personal interest in item 7 (Developing a Sustainable Workforce for West Sussex) as his wife is a social worker. He left the room for the Social Care element of the report. Mr High chaired the item.

15. Minutes of the last meeting of the Committee

15.1 Resolved – that the minutes of the last meeting held on 20 June 2018 be approved as a correct record and that they be signed by the Chairman.

16. Responses to Recommendations

16.1 The Committee considered a response from the Cabinet Member for Education and Skills. This included a letter from the Leader and the Cabinet Member for Education and Skills to the Secretary of State for Education, expressing concerns about the inability of the Local Authority to act in contributing to improving the performance of failing academies.

16.2 The Cabinet Member for Education and Skills added that the Department for Education Minister for Schools was interested to receive the letter, and has invited the Leader and Cabinet Member to attend a meeting to discuss further.

16.3 Resolved – that the responses be noted.

17. Forward Plan of Key Decisions

17.1 The Committee considered a tabled paper which was a new version of the Forward Plan dated 11 September 2018 (copy appended to the signed minutes). This version of the Forward Plan was not included in the Committee papers as it had been published following the statutory despatch of the agenda.

17.2 Resolved – that the Forward Plan be noted.

18. Children's Residential Homes

18.1 The Committee considered a report by the Executive Director Children, Adults, Families, Health and Education. The report was introduced by Annie MacIver, Director of Children and Family Services and Karen Wells, Head of Market Development. Before taking the Committee through a presentation (copy appended to the signed minutes), the Director of Children and Family Services advised the Committee that she took full responsibility for the recent Ofsted judgement and subsequent events. The Committee heard the following:

- In June 2018, Seaside Children's home was inspected by Ofsted and given an inadequate rating; a suspension of service notice was given. In August 2018, Ofsted visited the home again and judged that insufficient progress had been made. As the unit had not followed compliance as had been set out, a notice to suspend the registration of Seaside children's home was issued.
- The Children and Family Services Senior Management Team subsequently undertook quality assurance visits of the other children's homes in West Sussex. Concerns were identified at two further homes; Cissbury Lodge and May House. The decision was made to gradually withdraw services from these homes following insufficient assurance of the stability of service.
- On 29 August 2018 a briefing took place to inform members of the Children and Young People's Services Select Committee, the Corporate Parenting Panel and the local member for Seaside, of the recent events, and to address any questions. It was agreed that an item on Children's Residential Homes would go to the Select Committee as an open space to discuss recent events and future plans.

18.2 In discussion after the presentation, the following points were considered by members and answered by the Director of Children and Family Services, and the Head of Market Development.

- The Cabinet Member for Children and Young People advised the Committee that the concerns about children's homes had been under intense scrutiny by the Leader and Cabinet. He shared that the Children and Family Services Senior Management Team had been working tirelessly as a collective to create and deliver a Residential Improvement Programme. Members and officers agreed that whilst recent events were clearly unsatisfactory, this should be seen as an opportunity to refocus West Sussex County Council's (WSCCs) offer of children's homes to provide a stable and confident service. The Director of Children and Family Services added that regular conversations were being had with Ofsted, establishing a

collaborative relationship with a mutual goal of culminating a highly functional residential estate.

- The Chairman stressed that the Select Committee's purpose served to be a critical friend, and that children must remain the core priority to ensure services were as good as possible for our vulnerable young people. Members echoed they needed to know what was going on in children's homes, and specifically where support was required.
- Members asked for assurance of the safety and protection of the children who have had to be moved as a result of the temporary closure of Seaside. The Director of Children and Family Services provided reassurance that these children had been safely relocated, that transition visits had taken place and next steps were being taken for their care plans.
- Members asked whether social workers and other staff in these homes were adequately equipped to deal with the difficult behaviours exhibited by some children. The Director of Children and Family Services explained that the previous training arrangements had not been robust enough, but that any staff redeployed from the affected homes would be interviewed to assess their capability, and any gaps in knowledge or training be immediately addressed.
- Members expressed concern that risks in these homes had not been identified or raised until the Ofsted visit. The Director of Children and Family Services explained that the Head of Children's Social Care had recently attended the team meetings of staff in residential homes, and stressed that they have a duty to report and escalate their concerns. Members considered that social workers were advocates for these vulnerable children, and were disappointed that alarms had not been raised to protect them.
- Members heard that this had occurred within a national context where the recruitment and retention of experienced social workers was increasingly difficult. The Director of Children and Family Services reported that Registered Managers (RMs) were incredibly difficult to recruit; the market options were limited in terms of individuals with the required skills and experience, particularly in view of liability for risk and high levels of accountability. Equally, the behaviours of some children were extremely challenging and volatile. The service's aim was to recruit RMs for complex adolescents, with robust provision for both mental health and education.
- A Residential Improvement Plan was being designed to build a wrap-around service. This would include partnerships with occupational therapists, speech and language therapists and mental health professionals, resulting in a wider support network. The Director of Children and Family Services described the strong steer from Leader and Cabinet that WSCC continue as the provider of in-house children's homes. Independent organisations offer an incredibly expensive and inconsistent service and WSCC could do it better, as shown by the majority of the homes achieving good or outstanding Ofsted judgements. The Head of Market Development added that there would be a multi-level approach to the commissioning strategy including considerations of care, planning, infrastructure and investment.

- Members questioned whether the presence of additional resources could have prevented the unfortunate outcome of the home closures. The Director of Children and Family Services explained that without additional resources going forward, the pace of improvement would be slower than desirable. There was limited capacity in terms of RMs and experienced social workers, and it would not be possible to achieve the full aspirations of the Residential Improvement Plan without an adequate workforce.

18.3 Resolved that the Committee:-

1. notes the residential improvement plan in respect of children's homes in West Sussex.
2. works with officers to agree a protocol for communication with members following an inadequate inspection of a children's home.
3. notes the investment required in the children's residential estate in order to build capacity – namely ongoing investment in the infrastructure and maintenance of the estate.
4. notes the strengthened investment required in the children's estate in order to build its capability – including the review of the grading of some posts, leadership capacity, an enhanced learning and development offer and support to management and staff working across children's residential care.
5. recommends all members be notified of contact details of children's homes in their divisional areas.
6. recommends that officers consider the establishment of an emergency budget for Residential Managers to deal with facilities management issues.
7. adds 'Developing a Safe and Sustainable Residential Estate' to its work programme, and revisits the Residential Improvement Plan as part of this.
8. recommends that any children's home judged as Requires Improvement by Ofsted be reported to the Leader, Cabinet Member for Children and Young People, the Chairman of the Select Committee, the local member, the Chief Executive Officer and the Corporate Parenting Panel.
9. recommends any facilities management issue that relates to a children's home is prioritised.
10. recommends a standing item for the BPG on children's homes, which considers dashboard data of those difficult to recruit posts (Quality Assurance and Residential Managers), and oversight and governance.

19. Developing a Sustainable Workforce for West Sussex

Mr High took the Chair

19.1 The Committee considered a report by the Executive Director of Children, Adults, Families, Health and Education, and the Head of School Effectiveness. The Chairman welcomed Cate Mullen, Principal Educational Psychologist, and Yasmin Maskatiya, Executive Principal of Chichester High School (CHS) to the meeting. The Head of School Effectiveness introduced the education element of the report; the Committee heard the following:

- The recruitment and retention of people to education roles was a national challenge. The recruitment crisis was not restricted to teaching posts and also included head-teachers. Science, Technology, Engineering and Mathematics (STEM) subjects were particularly difficult to recruit to. A report by the National Audit Office (NAO) indicated that children across the Country were being taught these subjects by non-specialists in those areas.
- Schools were responsible for their own recruitment. The role of the Local Authority was to support them by making West Sussex an attractive and good place to work. Localised issues, such as the cost of living and high house prices in certain parts of the County, presented a challenge when attempting to recruit to West Sussex.
- There were a number of reasons attributable to the national challenge of recruiting to education roles. Some examples included the following:
 - Some roles could be very demanding, resulting in a short career span.
 - The burden of marking could often be astounding.
 - A heavy workload, high levels of stress and accountability.
 - A negative ethos in schools, demoralised workforces and unhappy staff doesn't make for a positive impression on new or prospective teachers.
 - Challenging behaviours of some children.
 - Exceeding number of statutory demands which reduces the time and opportunities to undertake behavioural understanding training.
 - Some schools operate a traditional approach to working hours, with a limited openness to flexible working or part-time arrangements.
- Recent recruitment fairs organised by the County Council have shown the wider variety of educational roles available. Events at Fontwell and Crawley had been well attended.
- Members heard that school based training was now the most popular route into a career in education.
- The Executive Principal of CHS shared that contact with young people was widely regarded as the most rewarding aspect of working in a school environment.

19.2 Members thanked Cate Mullen, Yasmin Maskatiya and the Head of School Effectiveness. The Committee raised the following questions which are included below with their responses:

- Members asked about data from exit interviews, and whether this could be analysed to identify trends in why people were leaving the education profession. Members were advised that schools themselves undertook the exit interviews, and that this information was not currently shared with the County Council.
- Members heard that Primary schools were easier to recruit to than Secondary, and were interested to further understand the use of agency and supply staff to fill these vacancies at Secondary level. The Executive Principal of CHS reported that appointing temporary agency staff was not a good use of a school's budget, but that little mechanism existed to facilitate the training and appointment of education staff. Members agreed that a collegiate and collaborative

broker system for schools and teachers would assist local recruitment.

- The Principal Educational Psychologist reported that positive links had been established between WSCC and universities in the South East, to promote teacher training in a Higher Education setting.
- Members asked if, and how, WSCC was prohibiting schools. The Executive Principal of CHS responded that funding was the biggest challenge, however noted that this was a restriction placed upon them by central government rather than local. The financial constraints limit schools from being able to provide young people with extra support to get the best possible outcomes.
- The Executive Principal of CHS added that schools needed strong leadership from the Local Authority. Members heard that the co-ordination of effort and sharing of information could yield positive rewards on a small budget. The Head of School Effectiveness responded that despite the absence of a Director of Education and Skills, a full senior team was now in place that recognised the importance of partnership work.
- Members highlighted that recruitment campaigns could also be targeted at those looking for career changes, and that a public relations plan could inform people about the different options for training. This would raise awareness of the different routes into teaching that might appeal to those not just at the beginning of their professional lives.
- Members and officers agreed that the County Council could support schools in maximising the opportunities of the Apprenticeship Levy by an informative communications and marketing scheme.

19.3 Mr Cloake left the room.

19.4 Mr High welcomed Vicki Edgington, Senior Human Resources Business Partner for Children and Family Services, who introduced the Children's Social Care element of the report. The Committee heard the following:

- There were many similarities between the recruitment and retention challenges across education and children's social care. Many of the themes crossed over such as workload, challenging behaviours and localised issues. As with education roles, the recruitment and retention of social workers was a challenge both locally and within a national context.
- The biggest challenge for the service was demand and capacity; the current caseloads were running at far too high a rate.
- The turnover rate of staff was high. It had fallen recently, but work was still happening to steady this. There were too many people leaving and therefore individual caseloads were increasing, subsequently resulting in low morale.
- Some neighbouring authorities offered a more competitive salary than West Sussex. The service was looking to identify innovative schemes to recruit and retain, including more common incentives such as relocation assistance and key worker housing.
- Unlike education, as the direct employer of social workers the County Council conducted the exit interviews. This has given the service further insight as to why people were choosing to leave.

- Children’s social care and Human Resources were taking a refreshed look at recruitment, considering how the County Council could maximise the experience given to employees.
- Newly qualified social workers could not undertake the more complex areas of work than that of an experienced social worker. The service needed to nurture the newer social workers in order to encourage longevity of their career at West Sussex. This would ultimately result in a good level of knowledge and expertise, helping to spread the workload amongst a solid workforce.
- The service was pending the framework for a national pathway for apprenticeships. This would help tremendously with the recruitment crisis as it would offer some alternative routes into a career in social care.
- The overall aim was to bring Children’s Social Care to a positive cycle and return caseloads to a manageable level.

19.5 Members were pleased to receive further insight into the recruitment and retention challenges in the Social Care profession in view of the earlier problems identified in Item 6 (Children’s Residential Homes). The following questions were considered and answered by the Senior Human Resources Business Partner, and the Director of Children and Family Services:

- Members were interested to know which particular neighbouring authorities were paying a more competitive salary for these positions. Members were advised that West Sussex was most out of sync with areas north of the county, such as Surrey and Hampshire.
- Members were keen to understand the main reasons for staff choosing to leave the County Council arising from the exit interviews. The recurring reasons were given as lack of opportunity for development or competitive pay, unmanageable caseloads which created a high level for risk and subsequently individual accountability, and morale.
- Members heard that disciplinary procedures were appropriately managed, and there was clarity for staff about the boundaries of acceptable practice. The Director of Children and Family Services added that the Senior Leadership team was visible and approachable.

19.6 Resolved that the Committee:-

1. notes the nationally demanding environment within which West Sussex schools and the County Council recruits to education and social care careers.
2. considers how further West Sussex could be promoted as a good place to work in education and social care.
3. considers how to maximise the opportunity the apprenticeship levy funding provides to develop professional skills, build capacity and secure workforce sustainability into schools and education roles in the local authority.
4. recommends that officers consider a pilot mechanism that pools local teaching vacancies or promotes better partnership working.

5. recommends that Human Resources collect data on why people are leaving education roles, and to use that information for knowledge on recruitment strategies.

19.7 Mr Cloake returned to the room.

20. School Effectiveness Strategy 2018-2022

Mr Cloake took the Chair

20.1 With the agreement of the Committee, the Chairman deferred this item to a later meeting of the Committee.

21. Business Planning Group Report

21.1 Resolved - that the Committee endorses the contents of the Business Planning Group report.

22. Date of Next Meeting

22.1 The Committee noted that the next scheduled meeting will be held on 31 October 2018 at 10.30am at County Hall, Chichester.

The meeting ended at 2.55 pm

Chairman



Forward Plan of Key Decisions

Explanatory Note

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

- Best Start in Life
- A Prosperous Place
- A Safe, Strong and Sustainable Place
- Independence in Later Life
- A Council that Works for the Community

The Forward Plan is updated regularly and key decisions can be taken daily. Published decisions are available via this [link](#). The Forward Plan is available on the County Council's website www.westsussex.gov.uk and from Democratic Services, County Hall, West Street, Chichester, PO19 1RQ, all Help Points and the main libraries in Bognor Regis, Crawley, Haywards Heath, Horsham and Worthing.

Key decisions are those which:

- Involve expenditure or savings of £500,000 or more (except decisions in connection with 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	The title of the decision, a brief summary and proposed recommendation(s)
Decision By	Who will take the decision
West Sussex Plan priority	See above for the five priorities contained in the West Sussex Plan
Date added to Forward Plan	The date the proposed decision was added to the Forward Plan
Decision Month	The decision will be taken on any working day in the month stated
Consultation/ Representations	Means of consultation/names of consultees and/or dates of Select Committee meetings and how to make representations on the decision and by when
Background Documents	What documents relating to the proposed decision are available (via links on the website version of the Forward Plan). Hard copies of background documents 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




For questions about the Forward Plan contact Helena Cox on 033022 22533, email helena.cox@westsussex.gov.uk.

Published: 16 October 2018

Forward Plan Summary

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

Page No	Decision Maker	Subject Matter	Date
 Best Start in Life			
5	Cabinet Member for Education and Skills	Change to the Approved Capital Programme - Creation of a Schools Access Initiative Budget	October 2018
5	Cabinet Member for Education and Skills	Expansion of Crawley Down Primary School	October 2018
6	Cabinet Member for Education and Skills	Expansion of St Mary's Catholic Primary School, Bognor Regis	October 2018
7	Cabinet Member for Education and Skills	Expansion of Bourne Community College	November 2018
8	Executive Director Economy, Infrastructure and Environment	Award of Contract for expansion of Crawley Down Primary School	October 2018
8	Executive Director Economy, Infrastructure and Environment	Award of Contract for the expansion of St Mary's Catholic Primary School, Bognor Regis	October 2018
9	Executive Director Economy, Infrastructure and Environment	Award of Contract for the expansion of Bourne Community College	November 2018
10	Cabinet Member for Education and Skills	Proposed increase in space at Manor Green Primary School, Crawley	December 2018
 A Prosperous Place			
11	Cabinet Member for Highways and Infrastructure	Update of the Surface Water Management Policy	October 2018
12	Cabinet Member for Highways and Infrastructure	Strategic Transport Investment Programme (2018/2019)	November 2018
12	Cabinet Member for Highways and Infrastructure	Guidance on Parking in New Developments	November 2018
13	Cabinet Member for Highways and Infrastructure	Policy on Commuted Sums for maintaining infrastructure in association with S278 and S38 Highway Agreements	November 2018

14	Cabinet Member for Highways and Infrastructure	Procurement of new Highways Contract	November 2018
15	Cabinet Member for Highways and Infrastructure	A29 Realignment Scheme	December 2018
 A Strong, Safe and Sustainable Place			
16	Cabinet Member for Environment	Re-procurement for the provision of Clinical Waste Services	October 2018
17	Cabinet Member for Environment	Soft Sand Review - Issues and Options Consultation (Regulation 18 stage)	December 2018
18	Cabinet Member for Environment	Halewick Lane Energy Storage Project	March 2019
 Independence in Later Life - None			
 A Council that works for the Community			
19	Cabinet Member for Finance and Resources, Leader	Total Performance Monitor (Rolling Entry)	Between April 2018 and April 2019
20	Cabinet Member for Finance and Resources	Review of Property Holdings (Rolling Entry)	Between January 2018 and December 2018
20	Cabinet Member for Corporate Relations	Procurement of Support and Maintenance Contract for Mosaic software	November 2018
21	Cabinet Member for Finance and Resources	Procurement of Outdoor Media Services	October 2018
22	Executive Director Children, Adults, Families, Health and Education	Pilot of Minor Adaptations and Deep Clean Services for eligible West Sussex residents with disabilities	October 2018
23	Cabinet Member for Adults and Health	Endorsement of Future arrangements for District and Borough Wellbeing Hub Services	October 2018
24	Cabinet Member for Adults and Health	Procurement of Mortuary Services for West Sussex	December 2018
25	Executive Director Children, Adults, Families, Health and Education	Approval of Contract Variations Regarding the Review of Charges for the Care and Support at Home Framework	November 2018

Strategic Budget Options 2019/20			
25	Cabinet Member for Children and Young People	Alterations to the Integrated Prevention and Earliest Help Service	December 2018
26	Cabinet Member for Children and Young People	Provision of accommodation for Care Leavers	November 2018
27	Cabinet Member for Education and Skills	Creation of additional Special Support Centres	November 2018
28	Cabinet Member for Highways and Infrastructure	On-street parking to support traffic management	November 2018
29	Cabinet Member for Highways and Infrastructure	Passenger Transport (Bus) Strategy and Supported Services Review	December 2018
30	Cabinet Member for Environment	Funding for Recycling Credits	October 2018
30	Cabinet Member for Adults and Health	Adults In-house Social Care services - Choices for the Future	October 2018

Best Start in Life

Cabinet Member for Education and Skills

Change to the Approved Capital Programme - Creation of a Schools Access Initiative Budget	
<p>The Council encourages the inclusion, where appropriate, of all pupils with disabilities in mainstream schools. To assist in enabling this it is proposed that a Schools Access Initiative budget is established 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 new budget could include installing hygiene facilities, ramps and making acoustic improvements.</p> <p>In December 2017 the Council approved an allocation of £30.2m for Schools Basic Need projects in 2018/19. The Cabinet Member for Education and Skills will be asked to approve the reallocation of £500,000 of the approved sum for Basic Need Funding to create a Schools Access Initiative budget.</p>	
Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	21 August 2018
Decision Month	October 2018
Consultation/ Representations	<p>Headteacher Groups Cabinet Member for Finance and Resources</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Expansion of Crawley Down Primary School
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. Due to growing demand for school places in the Crawley</p>

Agenda Item 4

Down area there is a need to expand the local Primary School to accommodate additional pupils. In March 2016 following a positive public consultation, the Governing Body approved an expansion of Crawley Down Primary School to increase its admission number from 45 pupils in each year group to 60 pupils in each year group with effect from September 2019.

The Cabinet Member for Education and Skills will be asked to approve the allocation of the funds required to enable the expansion project to proceed.

Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	20 March 2018
Decision Month	October 2018
Consultation/ Representations	School Parents and local residents Parish and District Councils Cabinet Member for Finance and Resources Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Expansion of St Mary's Catholic Primary School, Bognor Regis	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. Due to the growing demand for school places in the Bognor Regis area, in March 2018 proposals were endorsed to increase the pupil admission number at St Mary's Catholic Primary School from 45 pupils in each year group to 60 pupils in each year group with effect from September 2019.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the project to proceed.</p>	
Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	24 April 2018

Decision Month	October 2018
Consultation/ Representations	School Parents and local residents Parish and District Councils Cabinet Member for Finance and Resources Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	Cabinet Member Decision ES10(17/18)
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills

Expansion of Bourne Community College	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. Due to the growing demand for school places, in March 2017 the Cabinet Member for Finance and Resources approved an expansion of Bourne Community College to increase the admission number from 150 pupils in each year group to 180 pupils in each year group with effect from September 2019.</p> <p>The Cabinet Member for Education and Skills will be asked to approve the allocation of the funds required to enable the project to proceed.</p>	
Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	20 March 2018
Decision Month	November 2018
Consultation/ Representations	School Parents and local residents Parish and District Councils Cabinet Member for Finance and Resources Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contact, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	Cabinet Member Decision Report FIN09(16/17)

Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Executive Director Economy, Infrastructure and Environment

Award of Contract for expansion of Crawley Down Primary School	
<p>Due to growing demand for school places in the Crawley Down area there is a need to expand the local Primary School to accommodate additional pupils. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the expansion to proceed and to delegate authority to the Executive Director of Economy, Infrastructure and Environment to award the contracts for the works.</p> <p>Following receipt of this approval from the Cabinet Member, the Executive Director of Economy, Infrastructure and Environment will be asked to award the construction contract to expand Crawley Down Primary School.</p>	
Decision By	Lee Harris - Executive Director Economy, Infrastructure and Environment
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	17 April 2018
Decision Month	October 2018
Consultation/ Representations	<p>Executive Director Children, Adults, Families, Health and Education</p> <p>Representations concerning this proposed decision can be made to the Executive Director Economy, Infrastructure and Environment, via the officer contact, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	None
Author	Leigh Hunnikin Tel: 033 022 23051
Contact	Wendy Saunders Tel: 033 022 22553

Executive Director Economy, Infrastructure and Environment

Award of Contract for the expansion of St Mary's Catholic Primary School, Bognor Regis	
<p>Due to growing demand for school places in the Bognor Regis area there is a need to expand St Mary's Catholic Primary School to accommodate additional pupils. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the expansion to proceed and to delegate authority to the Executive Director of Economy, Infrastructure and Environment to award the contracts for the</p>	

works. Following receipt of this approval from the Cabinet Member, the Executive Director of Economy, Infrastructure and Environment will be asked to award the construction contract to expand St Mary's Catholic Primary School.	
Decision By	Lee Harris - Executive Director Economy, Infrastructure and Environment
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	17 April 2018
Decision Month	October 2018
Consultation/ Representations	Executive Director Children, Adults, Families, Health and Education Representations concerning this proposed decision can be made to the Executive Director Economy, Infrastructure and Environment, 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

Executive Director Economy, Infrastructure and Environment

Award of Contract for the expansion of Bourne Community College	
Due to growing demand for school places there is a need to expand Bourne Community College to accommodate additional pupils. The Cabinet Member for Education and Skills will be asked to approve the allocation of funds required to enable the expansion to proceed and to delegate authority to the Executive Director of Economy, Infrastructure and Environment to award the contracts for the works. Following receipt of this approval from the Cabinet Member, the Executive Director of Economy, Infrastructure and Environment will be asked to award the construction contract to expand Bourne Community College.	
Decision By	Lee Harris - Executive Director Economy, Infrastructure and Environment
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	17 April 2018
Decision Month	November 2018

Consultation/ Representations	Executive Director Children, Adults, Families, Health and Education Representations concerning this proposed decision can be made to the Executive Director Economy, Infrastructure and Environment, 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 Education and Skills

Proposed increase in space at Manor Green Primary School, Crawley	
<p>The County Council has a statutory duty to provide sufficient school places for all children who need a place. The County Council has been closely monitoring the number of pupils across the county and this number has been rising for the last five years, including the number of children with Special Educational Needs and Disabilities (SEND).</p> <p>Manor Green Primary School in Crawley, a school which caters for children with a wide range of SEND, has admitted increasing numbers of children in recent years. The School requires expansion to provide additional teaching space to accommodate the growing pupil population; it is intended that this additional space will be in place for September 2019.</p> <p>This proposal will be the subject of a public consultation during October and November 2018. Following assessment of the outcome of the consultation the Cabinet Member for Education and Skills will be asked to decide whether the expansion should proceed.</p>	
Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	16 October 2018
Decision Month	December 2018
Consultation/ Representations	<p>A public consultation exercise with parents, education stakeholders and the wider community will be completed during October and November 2018. This complies with statutory guidance published by the Department for Education.</p> <p>A summary of responses will be available on the County Council website upon completion of the consultation exercise.</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contact, by the beginning of the month in which the decision is</p>

	due to be taken.
Background Documents (via website)	Public Consultation
Author	Vanessa Cummins Tel: 033 022 23046
Contact	Wendy Saunders - 033 022 22553

Strategic Budget Options 2019/20

As part of the County Council's budget process 2019/20 and in light of current financial challenges, Cabinet Members will be asked to determine various portfolio budget proposals as set out below.

Cabinet Member for Children and Young People

Alterations to the Integrated Prevention and Earliest Help Service	
<p>One of the external sources of funding for the Integrated Prevention and Earliest Help (IPEH) service is grant arising from the national Troubled Families initiative, which has supported the turn-around of families struggling with multiple and complex problems. This national programme is due to close in March 2020, with a tailing-off of grant receivable by the County Council starting in 2019/20.</p> <p>At the present time, no national successor initiatives have been announced, although strong representations have been made to central government about the continued need for an equivalent programme, both from this County Council and other local government organisations across the country.</p> <p>Due to this reduction in funding starting in 2019/20, it is proposed that a more targeted family support service is developed, aimed at supporting the most vulnerable and disadvantaged families within West Sussex. This will involve developing a revised service offer, and further work to ensure that the whole of IPEH's resource base is geared to the most efficient delivery of its objectives, so that the greatest number of families can continue to be helped.</p> <p>The Cabinet Member for Children and Young People will be asked to approve proposals to achieve a more bespoke service for IPEH, deliverable within a smaller budget.</p>	
Decision By	Mr Marshall - Cabinet Member for Children and Young People
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	29 August 2018
Decision Month	December 2018
Consultation/ Representations	Staff, Unions, District and Borough Councils, other delivery partners. Service users where affected. Children and Young People's Services Select Committee – 31 st October 2018

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	Representations concerning this proposed decision can be made to the Cabinet Member for Children and Young People, via the officer contact below, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	None
Author	Hayley Connor Tel: 033 022 23792
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Children and Young People

Provision of accommodation for Care Leavers	
<p>The County Council has a statutory responsibility to provide a variety of accommodation based services for children, young people and young adults. This responsibility extends beyond children who are looked after (CLA) and includes care leavers.</p> <p>Whilst the County Council provides some of these services for care leavers a significant volume of accommodation is obtained via the external market. Due to the rising unit costs and a lack of a suitable supply it is proposed that the County Council makes arrangements to acquire properties suitable for care leavers. This would enable care leavers to develop personal skills, resilience and life experience to help them to progress in to the wider housing market.</p> <p>The Cabinet Member for Children and Young People will be asked to agree proposals for the acquisition of appropriate properties to accommodate care leavers.</p>	
Decision By	Mr Marshall - Cabinet Member for Children and Young People
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	29 August 2018
Decision Month	November 2018
Consultation/ Representations	<p>Internal advice Cabinet Member for Finance and Resources</p> <p>Representations concerning this proposed decision can be made to the Cabinet Member for Children and Young People, via the officer contact below, by the beginning of the month in which the decision is due to be taken.</p>
Background Documents (via website)	None
Author	Karen Wells Tel: 033 022 26480
Contact	Wendy Saunders Tel: 033 022 22553

Cabinet Member for Education and Skills**Creation of additional Special Support Centres**

The West Sussex County Council Special Educational Needs and Disability (SEND) Strategy 2016-19 includes as one of its objectives 'To build a model of educational provision and support in West Sussex which enables young people, wherever possible, to live and go to school/college locally'.

In order to assist in achieving this objective it is proposed to increase the number of Special Support Centres (SSCs); SSCs are units attached to mainstream schools which provide additional support for children with various types of SEND. Provision of up to 11 new SSCs across the county will enable more children and young people with SEND to be educated locally and in mainstream education. It will also reduce the number of more costly out of county placements for pupils in the independent and non-maintained special schools sector.

The Cabinet Member for Education and Skills will be asked to agree the proposal to create up to 11 additional Special Support Centres in various locations across the county.

Decision By	Mr Burrett - Cabinet Member for Education and Skills
West Sussex Plan priority	Best Start in Life
Date added to Forward Plan	29 August 2018
Decision Month	November 2018
Consultation/ Representations	Schools Cabinet Member for Finance and Resources Representations concerning this proposed decision can be made to the Cabinet Member for Education and Skills, via the officer contacts below, by the beginning of the month in which the decision is due to be taken.
Background Documents (via website)	SEND Strategy 2016-19
Author	Graham Olway Tel: 033 022 223029, Helen Johns Tel: 07715 616560
Contact	Wendy Saunders Tel: 033 022 22553

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Children and Young People's Services Select Committee
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12 September 2018

School Effectiveness Strategy 2018-2022
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Report by Executive Children, Adults, Families, Health & Education

Summary

West Sussex County Council is committed to giving all children and young people the best start in life and has undertaken a thorough review of current policy and practice relating to education. The West Sussex Plan 2018 sets clear outcomes to ensure that all children and young people are ready for school and work and that there is access to education that meets the needs of our community.

The new School Effectiveness Strategy 2018-2022 sets out the council's approach for the next four years and the way services will work towards these outcomes. It replaces the Strategy for School Improvement 2016-2019 and provides an update to the Policy Agreement for Education in West Sussex 2015-2019.

The implementation of new national arrangements for funding schools and centralised services (previously the responsibility of local authorities) has resulted in the need to significantly review how schools are organised and school improvement services are delivered. The new School Effectiveness Strategy 2018-2022 takes into account the diversity of schools in West Sussex and places the need of children and their learning at its heart.

To develop the new School Effectiveness Strategy 2018-2022 the council has conducted a widespread consultation to give all stakeholders an opportunity to actively participate in the development and refinement of the new strategy.

The aspiration is that by 2022, West Sussex will be one of the top 25% of local authorities nationally for the quality and provision of learning across all age groups and abilities. The School Effectiveness Strategy 2018-2022 sets out a county wide vision for education;

In West Sussex we have a relentless drive to champion all our children and young people to ensure they have the best start in life. We organise all our schools to ensure they are sustainable, provide high quality learning opportunities, continually raise standards to improve educational outcomes and meet the needs of diverse urban and rural communities

We aim to achieve a strong and sustainable provision for all types of schools and key stages in the way that schools are organised. Establishing a preferred model of primary provision bringing infant and junior schools together when opportunities arise, working with our smaller schools to minimise the impact of funding changes and develop collaborative solutions. This may mean looking at different and new options or harnessing the expertise and capacity of Multi Academy Trusts in order to deliver sustainable models.

Working with schools leaders, governors, and academy sponsors, the County Council has a statutory responsibility to promote educational excellence for all children and young people and be ambitious in tackling under performance. Our new School Effectiveness Strategy 2018-2022 enables the council to discharge its statutory responsibility; take rapid and decisive action to challenge underperforming schools; deliver robust school improvement; promote high standards by supporting effective school-to-school collaboration.

The focus for scrutiny

To provide the Children and Young People's Service Select Committee with a presentation concerning school and pupil performance in 2018 in relation to performance indicators from the West Sussex Plan. This includes 2018 results for in West Sussex children for attainment at Key Stages 1 and 2 and the proportion of children in schools that are good or better according to Ofsted inspection judgements. The presentation will illustrate changes in pupil performance since the new national curriculum has been in place and the areas for development. It will also illustrate the rationale for the development of the new school effectiveness strategy.

To update Children and Young People's Service Select Committee on the progress made since June 2018 to develop and agree the new School Effectiveness Strategy 2018-2022. This includes the public consultation feedback and the refinements that have been made as a result.

Recommendation(s)

- (1) That the committee acknowledge the pupil performance improvement at Key Stages 1 and 2 since 2016 and recent improvements in the quality of schools
- (2) The Committee is asked to consider how it can actively support the Cabinet Member and officers in the strategy's implementation.
- (3) That yearly updates are provided to the full Committee.

Proposal

1. Background and Context

- 1.1 The County Council is responsible for raising standards to enable good educational progress and outcomes, strategically organising sufficient pupil places for West Sussex children and to make sure that schools work in the most sustainable and effective way.
- 1.2 The County Council is committed to addressing the impact of significant change in educational policy and practice and its affect in the local context in West Sussex. There are four clear drivers:
 - The implementation of the revised National Funding Formula (NFF) presents challenges to all schools, regardless of whether they have experienced small gains or a significant reduction in funding. Smaller schools are likely to be particularly vulnerable to these changes which have greater emphasis on funding per pupil and as the current funding protection is reduced over time.
 - The curriculum demands under the new inspection regime from Ofsted will increase the range of leadership responsibilities. These will affect all schools, but are especially demanding for smaller schools as it is combined with changes in funding, and they are faced with doing more with less.

- School leadership is demanding. School leaders have to respond to challenges to recruit high quality staff and governors. This has been a challenge across the county and is intensified in smaller schools.
- Locally, there is a need to improve attainment and progress for West Sussex primary phase pupils and reduce dips in attainment arising from multiple transition points, where children move from one phase of education to another, such as infant and junior school. It has been a national drive to create all-through primary schools and West Sussex still have a number of separate infant and junior schools, and will encourage the move to this model where the opportunity arises.

- 1.3 The current Strategy for School Improvement 2016-2019 was written to reflect changes in national policy and guidance in 2015 and 2016. With further changes being announced, particularly on funding, the County Council needs to reset its own priorities for education; the new School Effectiveness Strategy will assist in addressing this aim.
- 1.4 In May and June 2018 stakeholders were invited to provide feedback on a draft School Effectiveness Strategy that outlined the County Council's Vision, Principle and Values for education and the areas of focus for the County Council over the next four years.
- 1.5 The consultation feedback has been fully considered and discussions with stakeholders have informed the development of a new School Effectiveness Strategy 2018-2022 for West Sussex.

2. Proposal

- 2.1 The School Effectiveness Strategy 2018-2022 (Appendix A) sets out Principles and Values to underpin the following county wide Vision for education;

In West Sussex we have a relentless drive to champion all our children and young people to ensure they have the best start in life. We organise all our schools to ensure they are sustainable, provide high quality learning opportunities, continually raise standards to improve educational outcomes and meet the needs of diverse urban and rural communities

- 2.2 The aspiration is that by 2022, West Sussex will be one of the top 25% of local authorities nationally for the quality and provision of learning across all age groups and abilities.
- 2.3 The Strategy seeks to deliver the following outcomes:-
- Improved attainment and progress for West Sussex primary phase pupils.
 - Reduction in dips in attainment arising from multiple transition points when children change school phases.
 - A collective commitment to enable all children and young people to experience an inclusive education.
 - Standards raised for all pupils including those who are disadvantaged, those with Special Educational Needs and Disabilities (SEND) and those in the care of the local authority.

- Long-term financial sustainability for all schools, taking into account funding challenges and increasing pupil numbers.
- Partnership working with all stakeholders, such as academy trusts, the Dioceses, parent and carer forums and community groups who play a role in education provision and standards across West Sussex.

Progress to deliver these outcomes will be evaluated using the measures set out in the [West Sussex Plan 2018-2022](#).

- 2.4 The focus of the Strategy is on two key County Council responsibilities that provide the framework for the education system locally. These are developing a strong model of education in West Sussex and a refreshed School Improvement Policy to enable the County Council to challenge and support schools to raise standards. The changes will allow us to prepare for and mitigate against forthcoming challenges and the local impact set out in paragraph 1.2.

School Organisation

- 2.5 The aim for School Organisation is that by 2022 West Sussex will have a *model of strong and sustainable education for all types of schools and key stages*. This will be achieved through the following five objectives
- i. Establishing a preferred model of all-through primary provision for children from 4-11 years old, thereby limiting the number of transitions between schools a pupil would be required to undertake during their primary education.
 - ii. Securing sufficient places for children in all phases and types of school.
 - iii. Maximising the proportion of children being offered a place at one of their three school preferences.
 - iv. Ensuring that primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, and attract pupils from the local community and provide strong outcomes for children.
 - v. Ensuring that primary schools will be readily accessible¹ to pupils; for the majority of children within walking distance in urban areas with transport to school in rural areas. . For the majority of children within walking distance in urban areas with transport to school in rural areas, where applicable and in accordance with the County Council's [Home to School and College Transport Policy](#).
- 2.6 The objectives will be delivered by ensuring that there is a sufficient supply of suitable school places in our rural and urban areas for early years, primary, secondary and sixth form education provision. Places should be located appropriately to meet the current and projected demand in the future. This will maximise the opportunity for parental preference across the whole county whether in urban or rural areas.

¹ Pupils under eight may receive transport if they live more than 2 miles away from their catchment school, or nearest suitable school and 3 miles for children over eight

- 2.7 In recognition of the number of rural villages in our county, and that we are in the South Downs National Park, the Strategy commits to developing an area-based plan with schools. These will be developed in collaboration with the Church of England Dioceses and the local community to provide the best supply of school places and to sustain the community benefits a school can offer some of our villages. Through the work on planning primary school places and budget forecasting a school may be identified as being at risk in terms of its viability. The future viability of a school is a judgement based on a number of factors including the projected number of pupils, the funding settlement under the NFF, the standard of the school and the rate of progress and attainment among its pupils. Where risks are identified; schools will need to start considering options to improve their viability, which could include consulting to merge schools, expanding the age range, federating two or more schools and finally consulting on closure. There are 55 schools in the county with 100 pupils or less, and there are 40 separate infant and junior schools. The Council's guiding principles for school organisation is given in the [2018 Planning Schools Places Document](#).

School Improvement

- 2.8 The aim for 'School Improvement' is to create an effective process to '*challenge and support all schools to increase the quality and standards of education*'; this will be driven by the implementation of five objectives.
- i. Monitoring all schools and categorising local authority maintained schools annually to ensure the council resources are targeted where they are most needed to make the biggest difference.
 - ii. Enhancing the support provided to schools that are deemed not yet 'good' by Ofsted or the County Council.
 - iii. Making additional services available to all schools and settings through a comprehensive traded portfolio of services.
 - iv. Working in partnership with Ofsted and the Regional Schools Commissioner where schools are judged 'inadequate' to support them to improve.
 - v. Brokering and commissioning strong leadership in West Sussex and beyond to provide school-to-school support.
- 2.9 A number of proposed changes to existing practice will be implemented to deliver the objectives. Local Authority maintained schools will be categorised annually (details of the categories are set out in Appendix D of the strategy). This will allow the team to focus their time on working with schools that are most in need of improvement but will mean those schools in less need would receive fewer officer visits. Greater school-to-school support will be encouraged and initially facilitated through the existing Area Inclusion and Improvement Boards (AIIB), moving to a model of external peer review and support model during the life of the strategy.
- 2.10 The number of services that are available for schools to purchase will grow with a view to generating income to sustain provision of an effective School Improvement Service. This, and facilitating peer-to-peer support will enable the County Council to continue to deliver the statutory expectations and provide leadership and consistency across the education system in West Sussex despite reducing budgets.

3. Resources

- 3.1 The new Strategy takes into account the changing landscape of education provision, the increasing number of academies, funding for schools and the financial position of the County Council in its ability to continue to deliver fully funded services. Cabinet Board was supportive of this work being progressed in December 2017.
- 3.2 The proposals seek to transform the organisation of small rural schools to avoid and mitigate any negative impact from the new Dedicated Schools Grant (DSG) National Funding Formula (NFF) and secure the supply of school places. The refreshed School Improvement Policy transforms the delivery model in order to take into account current uncertainty over existing funding streams in the future. This includes expanding the traded offer to provide a more sustainable income source.
- 3.3 Implementation of these proposals is over and above the operational business of the Education & Skills Directorate. However, in order for projects to progress in two school planning areas in parallel plus the changes in the School Improvement Team, the resource cost is initially to be accommodated within present staffing budgets. This covers HR, financial and legal support, and staff to embed business and behavioural change. Officers will endeavour to offset resource costs by developing services that are available to buy to schools making changes, so that the cost is shared.
- 3.4 The School Effectiveness Service is fully funded in 2018/19 through the Dedicated Schools Grant, the School Improvement Monitoring and Brokerage Grant and an annual charge per pupil to all West Sussex maintained schools. The School Improvement Monitoring and Brokerage Grant is a discretionary grant and confirmation of its continuation will not be known until the winter 2018. Similarly the charge per pupil will need to be agreed by Schools Forum in December 2018 for 2019/2020.
- 3.5 Capital investment is also required for building costs as schools begin to organise themselves in to new groups and partnerships. This is expected to be required progressively from 2020/21, in order to allow sufficient time for feasibility design and planning consent beforehand.
- 3.6 It is estimated that 80% of the capital investment would be required for building work to create all-through primaries², and is associated with;
- Adapting schools on existing sites e.g. toilet facilities, playgrounds
 - Merging infant and junior schools where they are adjacent e.g. single access and joined up reception areas
 - New schools or expansions on existing sites where current school buildings would not meet building requirement for an all-through primary to cater for children aged 4 to 11 years.
- In 2018/19 and 2019/20 costs, if needed, would be sought from capital receipts from projects.
- 3.7 The remaining estimated 20% capital building costs would be required for small schools who are looking to work together more collaboratively. For example, an option for small schools is to federate and this may require capital investment in order to set up a joined back office environment which facilitates staff to work across sites. However, initially such costs will be sought from the federating schools.

² [DfE advice on Standards for School Premises](#) and [Building Bulletin 103: area guidelines for mainstream schools](#)

- 3.8 As stated above, opportunities will be explored from capital receipts within each project. The overall capital funding requirement from 2020/21 is not yet known and will depend on the number of school projects that are progressed. No provision for these costs are yet included within the current Capital Programme.
- 3.9 The Corporate Transformation Board has been made aware of the funding requirement to deliver the strategy. Officers will follow the corporate decision making process to release funding through appropriate and full Business cases.

Factors taken into account

4. Issues for consideration by the Select Committee

- 4.1 The consultation results provide members of the CYPSSC insight into the views of stakeholders. Scrutiny of the subsequent changes to strategy provide reassurance that officers are listening and acting upon feedback and working in collaboration with all those that play part in education across the county. The Committee is asked to consider the recommendations as listed above.

5. Consultation

- 5.1 The consultation invited comments on a four page draft strategy document that outlined the County Council's Vision, Principles and Values for Education in West Sussex. The consultation was primarily targeted at schools, educational settings and academy trusts; however as this was a public consultation responses were received from a wide range of stakeholders and their contribution has been welcomed.
- 5.2 The public consultation was undertaken via an online survey on the County Council's 'Have your Say' Consultation Portal. This opened on Friday 18th May and closed on Monday 25th June 2018.
- 5.3 To enable direct engagement with interested partners, discussions were held at over a dozen stakeholder forums including the Youth Cabinet, Parent and Carer Forum and the Primary, Secondary and Special Schools Briefings. School leaders and governors were also invited to one of three sessions to discuss the proposed strategy with officers. In addition, letters or emails expressing views were accepted and have been taken into account.
- 5.4 413 responses were received to the online survey, plus 50 letters or emails of representation.
- 5.5 The underpinning Vision, Principles and Values were broadly supported, as were the aims and objectives on 'School Improvement'. There were some concerns about the number of visits reducing for those schools who were performing well and the move to a model that solely relied on school-to-school support. As a consequence, the minimum number of visits has been increased from one to two in the final strategy,

and there is a fuller account of how a school-to-school support system will work over time.

- 5.6 The aims and objectives relating to 'School Organisation' caused significant concern; people felt there was an implication that all small schools were under threat. This was due to a reference to Department of Education guidance of 210 places being a typical size for a small school. Many consultation responses focused on this point with requests for great clarity. There is no nationally agreed definition of what is classed as a small school, in practice the County Council perceives that schools with less than 100 pupils are potentially at risk to the changes (outlined above) and therefore require additional efforts by the council to work with them. This was not clear enough in the consultation document.
- 5.7 As a consequence the new Strategy provides greater clarity and the criteria (including the size threshold) that the Council will use to work with schools to identify those that are at risk of becoming vulnerable to future funding regime. The steps that the Council will take to work with schools, especially those in rural parts of the county are set out. It is hoped that this will ensure that education provision is sustained in those communities through the options that are available to them. A final draft of the full Strategy document was shared with schools for final comments in advance of the Cabinet Member's approval.
- 5.8 The full report responding to the consultation and presenting the results is attached as Appendix B. This is publically available on the ['Have your Say'](#) Consultation Hub.

6. Risk Management Implications

- 6.1 The School Effectiveness Strategy provides the framework for discussions with schools potentially at risk to consider long term sustainable solutions in communities. If the strategy is not approved there is the risk of solutions being delayed and less support for schools looking at their options. This could place some schools at greater risk when the full impact of the NFF and the new curriculum come into force.
- 6.2 If the new School Effectiveness Strategy is not approved, the County Council will be in a position where it continues operating under the current School Improvement Policy which is no longer considered fit for purpose. In the face of funding pressures the current way of working will not continue to be affordable. The service needs to reset its focus to create a sustainable service that supports educational outcomes.
- 6.3 There is a risk that that capital or revenue funding is not available or used for other council priorities. To mitigate this the full implementation of the strategy could be slowed down or reduced e.g. the creation of all through primaries by merging infant and junior could be less ambitious or removed to allow other elements of the strategy to progress at a lower cost.
- 6.4 The Strategy sets out a clear direction, however some difficult decisions are required which could present a reputational risk to the council. To minimise this efforts will be

made to collaborate with partners at all opportunities to ensure that they are listened to and concerns heard.

- 6.5 All of the proposals will be implemented using a project management approach that includes appropriate risk management tools and escalation.

7. Other Options Considered

- 7.1 There was an alternative option to wait until the current Strategy for School Improvement ends in 2019. This option was rejected to allow the maximum amount of time to make sufficient impact. Replacing the strategy in 2018 ensures its alignment with the West Sussex Plan from 2018–2022. Embedding a new approach within the Directorate from September 2018 will ensure sufficient time to prepare for forthcoming changes and allow benefits in school improvement and educational outcomes to emerge as soon as possible.
- 7.2 The consultation feedback demonstrated the passion held by stakeholders for West Sussex schools. Given the strong disagreement on the School Organisation objectives an alternative option could have been to proceed only with the School Improvement Policy. However, the County Council has a responsibility to organise education provision across the whole county and a framework needs to be in place to support schools to implement changes in advance of the full effect of the NFF being felt. As cited elsewhere some of the county's small schools could be at risk of facing particular challenges and the Strategy enables the council to instigate and facilitate the necessary work with schools to mitigate the risks. In response to the feedback the Council's approach will now focus on area based solutions, with schools forming groups either by clusters or federations to ensure their sustainability.

8. Equality Duty

- 8.1 The School Effectiveness Strategy promotes sustainable education provision that successfully works for all children and young people in West Sussex. It recognises that progress for disadvantaged pupils is below the national average and in some areas there is a lack of appropriate provision for children with Special Educational Needs and Disabilities (SEND). The Strategy complements the County Council's existing SEND Strategy and reflects the County Council's responsibility to be a corporate parent. As the Strategy is implemented officers will always *ask "would this be good enough for my child?"*
- 8.2 The values include the creation of inclusive culture in West Sussex Schools, which is underpinned with a principle to promote the interest of all children. This will be monitored through pupil performance data, to track the progress and attainment of disadvantaged groups and so interventions can be instigated to improve outcomes.
- 8.3 Any change being made as a result of the strategy will have regard to groups with protected characteristics and seek to mitigate any detriment to those groups through the use of Impact Assessments. This will include consulting with all affected groups when needed, to fulfil the public sector equality duty to:

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- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

8.4 The consultation demographics reflected a good representation of parent and professional groups, and included representation from people sharing a protected characteristic. 55% of participants were of the working age and between 35-54 years, with a smaller percentage (23%) from the dominant age-group in West Sussex of between 55 and 74 years. 56% of respondents were female resulting in slightly higher ratio of female to male than in the county's population. The majority were from a white ethnic group, and identified as Christian but some responses were received from minority ethnic groups and other religious backgrounds.

9. Social Value

9.1 None

10. Crime and Disorder Implications

10.1 None

11. Human Rights Implications

11.1 None

Kim Curry

Executive Director Children, Adults, Families, Health & Education

Contact: Contact Officer: Mark Jenner Head of School Effectiveness 03302227854

Appendices (documents which are critical to the decision)

Appendix A- School Effectiveness Strategy 2018-2022

Appendix B –Summary of Consultation Views and Feedback

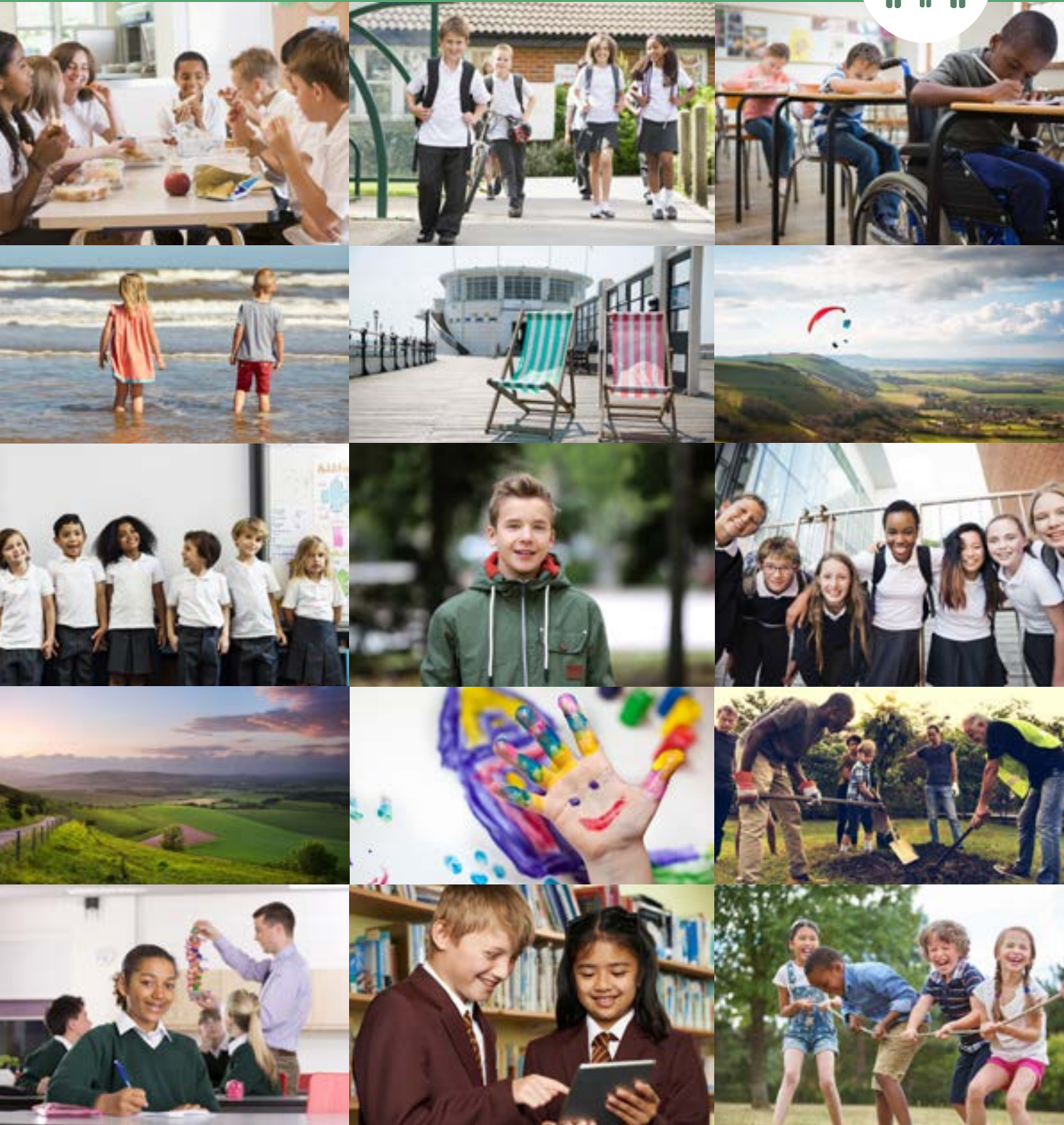
Background papers (documents which are referred to in the report)

[Draft School Effectiveness Strategy 2018-2022 Consultation Response paper](#)

[SEND Strategy 2016-2019](#)

[Policy Agreement for Education in West Sussex 2015-2019](#)

[West Sussex Strategy for School Improvement 2015-2019](#)





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Ensuring that all children and young people secure the best start in life and are able to support the county in its quest for sustainability and prosperity is key to the future of West Sussex. Our new School Effectiveness Strategy includes our policy for supporting the improvement of schools. It will enable us to raise standards against a rapidly changing and ever evolving educational landscape.

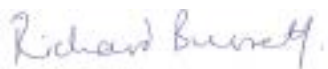
We have a developing picture for a mixed economy of education in this country, replicated in West Sussex, which is underpinned by a combination of maintained schools and academies, most of which are part of larger Multi Academy Trusts.

Our new School Effectiveness Strategy aims to take account of this changing landscape and mitigate the extreme challenges of current educational funding faced both by schools and the County Council. At a time when we have a relentless drive to raise standards and to support the urban and rural diversity of our beautiful county to ensure the sustainability of provision. The County Council is responsible for strategically organising schools to ensure that they work in the most sustainable and effective way to support pupil outcomes. The strategy sets out West Sussex County Council's principles and values regarding how we will work with schools now and into the future when considering School Organisation and Improvement.

For School Organisation, the aim is to establish a model of robust and sustainable education for all schools and key stages. This includes an eventual objective of all - through Primary Schools in West Sussex for children from 4 - 11 years old, securing sufficient places at schools which are of a viable size and readily accessible, and ensuring the needs of all pupils are met.

For School Improvement, the aim is to effectively challenge and support schools in order to secure long-term financial sustainability. Resources will be closely monitored to ensure their use is targeted in the best way, an enhanced level of support for schools that require help or improvement will be available, and strong leadership will be brokered.

In developing this new strategy we have engaged in widespread multi-stakeholder consultation both by digital and face to face means.



Richard Burrett
Cabinet Member for Education and Skills



Kim Curry
Executive Director Children, Adults,
Families, Health and Education



1 A Vision for Education in West Sussex

The West Sussex School Effectiveness Strategy, which includes the Policy for School Improvement, sets out how schools, colleges, academy trusts and the County Council will work in partnership to achieve our vision:

In West Sussex we have a relentless drive to champion all our children and young people to ensure they have the best start in life. We organise all our schools to ensure they are sustainable, provide high quality learning opportunities, continually raise standards to improve educational outcomes and meet the needs of diverse urban and rural communities

Our aspiration is that by 2022, West Sussex will be one of the top 25% of local authorities nationally for the quality and provision of learning across all age groups and abilities.

1.1 West Sussex Plan 2017-2022

This strategy supports the aims in the [West Sussex Plan 2017-22](#) to give all children and young people the best start in life, provide opportunity for all and create a suitably skilled workforce for the county. The West Sussex Plan includes the following priorities:

Giving our children and young people the best start in life

- Children and young people are able to thrive
- Access to education that meets the needs of our community
- Children and young people feel safe and secure
- Families and children have a healthy family, home and work life
- All children and young people are ready for school and work

Ensuring West Sussex is a prosperous place

- A great place to live, visit and work
- A skilled workforce for West Sussex
- A place that provides opportunity for all
- Infrastructure that supports a successful economy
- A place where businesses thrive

1.2 Outcomes

We have already made great strides in raising standards at all key stages during the past two years. The ambitions in this strategy underpin our drive to secure the very best start in life for all children and young people in West Sussex. As the local education authority this strategy enables West Sussex County Council to:

- Have a fully embedded partnership model, which involves all our stakeholders working together in practice not just in theory.
- Be known for our ability to work in a supportive and challenging way delivering on commitments and dealing with issues regardless of how hard they appear to be.
- Be operating within budget with fully developed business areas that are recognised for quality and provision nationally.

2 Appendix A The School Effectiveness Strategy

This strategy sets out how West Sussex County Council will balance both the support and challenge offered to all our education stakeholders. The goal is that all West Sussex young people leave school and college at Post-16 with a thirst for learning, an ability to prosper and fully participate in the community in which they live and work. It has two elements; priorities for School Organisation and a School Improvement Policy.

In delivering the School Effectiveness Strategy, West Sussex County Council will:

- Improve attainment and progress for West Sussex primary phase pupils.
- Reduce dips in attainment arising from multiple transition points when children change school phases.
- Develop our collective commitment to enable all children and young people to experience an inclusive education.
- Embed the ambition to raise standards for all pupils including those who are disadvantaged, those with Special Educational Needs and Disabilities (SEND) and those in the care of the County Council.
- Secure long-term financial sustainability for all schools taking into account funding challenges and increasing pupil numbers.
- Work in partnership with all stakeholders who play a role in education provision and standards across West Sussex.

We will evaluate our progress based on the measures set out in the West Sussex Plan 2017-2022.

2.1 Reasons for Change

The landscape for education in West Sussex is changing in line with the national context:

- The implementation of the revised National Funding Formula presents challenges to all schools, regardless of whether they have experienced small gains or a significant reduction in funding. Our smaller schools are likely to be particularly vulnerable.
- The curriculum demands under the new inspection regime from Ofsted will increase the range of leadership responsibilities. These will affect all schools, but are especially demanding for smaller schools alongside changes in funding.
- School leadership is demanding. School leaders have to respond to challenges to recruit high quality staff and the governing body to ensure that it has a full complement of members. This can be a challenge across our county and is intensified in smaller schools.
- Outcomes across key stages 1 and 2 are rapidly rising, but remain below national averages.
- Key stage 4 remains above national average, but standards still need to improve.
- There is an increased number of transition points in West Sussex, as children move from infant to junior schools which can impact negatively on an individual's progress and attainment.
- Progress for disadvantaged pupils is below national average.
- West Sussex has three districts that are highlighted by the Social Mobility Commission as having low social mobility: Crawley, Chichester and Adur.
- There is a lack of appropriate provision in some areas for children and young people with Special Educational Needs and Disabilities (SEND).
- Demand for school places is increasing as the population grows in some parts of the county, whilst it is declining in other areas.



2.2 Inclusion

Developing inclusive practice is a consistent theme in ensuring the success of this strategy. All children and young people are entitled to an education which enables and empowers them to achieve the best possible outcomes. The majority of school aged young people with special educational needs and/or disabilities attend a mainstream school in their local community.

A minority of young people have such high levels of need that they can only properly be met in a special school that focuses only on pupils with special needs. In West Sussex there are 11 maintained special schools which provide for those pupils who are not able to access a mainstream setting.

In order to thrive, all young people need to feel safe, cared for and loved. For some children this responsibility falls on local authorities and is underpinned by statutory guidance. The County Council has a unique responsibility to children in care and as corporate parents should ask the question 'would this be good enough for my child?'

All officers of the County Council, working in collaboration with partner agencies, have a responsibility to ensure that all 'children looked after' receive the highest quality education. The Virtual School provides challenge and support to all partners and promotes the educational rights of all 'children looked after'.

The aims and objectives and the work that the County Council will carry out complements the work set out in the [SEND Strategy 2017](#).

2.3 Safeguarding

Safeguarding in Education is a high priority. This includes providing training to Designated Safeguarding Leads (DSL) in schools and other educational settings and coordinating DSL networks to ensure regular updates and information. We regularly provide advice and support to schools and parents as appropriate.



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2.4 Principles

Our principles have a foundation in the statutory duties that local education authorities are required to carry out. The table shows how they will be applied in West Sussex. In so doing the County Council will act as the champion for all West Sussex children and young people.

Statutory Responsibility	What we will do in West Sussex
<p>Provide strong, strategic local leadership and development of an increasingly autonomous and diverse education and children’s services sector</p>	<ul style="list-style-type: none"> • Promote high educational standards for all our children and young people in the county and ensure that particular attention is given to the most disadvantaged groups. • Work in partnership with the Department for Education, local school leaders and the Dioceses, ensuring that school organisation is centred on the needs of children and young people as learners. • Actively form partnerships with academy trusts, and other local independent stakeholders. • Ensure all those working with children and young people will fulfil their responsibilities as corporate parents.
<p>Safeguarding children is ‘integral to all the local authority, schools and other partners do’</p>	<ul style="list-style-type: none"> • Working with all partners to ensure children are effectively safeguarded. • Support self-evaluation of school cultures for safeguarding and challenge when these are not secure.
<p>‘Work with partners to promote prevention and early intervention so early problems are dealt with before they become serious’</p>	<ul style="list-style-type: none"> • Work in partnership with other County Council services such as Integrated Prevention and Earliest Help hubs, and beyond, such as Health Services. • As champions of children we will work with school leaders so schools cultures ensure that the mental health of pupils and staff is everyone’s concern.
<p>‘Promote the interests of children, young people, parents and families and work with local communities to stimulate and support a diversity of school, early years and 16-19 provision that meets local needs’</p>	<ul style="list-style-type: none"> • West Sussex primary, secondary and special schools will actively form sustainable partnerships to improve standards, and be more able to withstand all aspects of external scrutiny and will be financially sustainable. • There will be sufficiency of high quality local places that support parental preference whilst avoiding costly surplus capacity (a target of no more than 5% spare capacity). • Young people will have the knowledge, skills and experience to be ready to work and have access to vocational and technical pathways, comprehensive careers information advice and guidance and meaningful employer engagement. • Children and young people in the care of the County Council are at the centre of all we do and benefit from all services. • The headteacher of the Virtual School champions the educational rights of all ‘children looked after’ and will ensure that they achieve the best possible educational outcomes and works with schools to use Pupil Premium Plus funding to best effect.
<p>Work with headteachers, school governors and academy sponsors and principals, to ‘promote educational excellence for all children and young people and be ambitious in tackling under-performance’</p> <p>Source: <i>Guidance on the Roles and Responsibilities for the Director of Children’s Services and Lead Member for Children’s Services</i> (April 2015)</p>	<ul style="list-style-type: none"> • Continue the national drive for self-improving schools through strong school leadership and governance. • School leadership will be challenged to provide high quality teaching, learning and leadership through the School Improvement Policy. • School leaders will be challenged to provide concise evidence of standards and strategies for improvement during monitoring discussions. • Under-performance will be rigorously challenged by County Council advisers and through discussions with the Regional Schools Commissioner. • Pupil performance data will be made available and will be used to underpin monitoring and evaluations.

2.5 Values

The values that we hold, affect the way we work. West Sussex County Council has five values that embody how services are delivered. We have shown how they apply to education and services to schools.



-
- All stakeholders have a part to play in maintaining the diversity of West Sussex schools.
 - Strong school-based practice will be used to improve other schools.
 - Challenge and support are provided to school leaders in inverse proportion to need.
-

- Effective communication between the County Council and schools is the best way to raise standards.
 - Effective school leadership and governance is essential in all aspects of managing and improving a school.
 - Groups and partnerships will enable schools to be stronger in a time of change to provide resilient local education.
-

- Inclusive school cultures provide effective education for disadvantaged children including those in the care of the County Council.
 - High quality teaching improves children and young people's life chances as a result of improving learning experience and key stage outcomes.
 - Early help for children and families through the Integrated Prevention and Earliest Help Service (IPEH) improves pupil care and outcomes.
-

- Honest conversations about standards of leadership, teaching and pupil outcomes with and between school leaders are the foundations of strong partnership.
 - West Sussex County Council and Governing Bodies have a duty of care for the mental health of the staff they employ and the children in the school.
 - Evidence and data is used to underpin school evaluation and encourage improvement.
-

- Every child has the right to participate in learning experiences where they feel valued, inspired and safe, in an environment which has a well-developed inclusive culture.
 - The County Council scrutinises the quality of education provision, promotes high standards of care and education and challenges and supports when outcomes for children are not at least 'Good'.
-

3 School Organisation

3.1 Aim

Our School Organisation aim is that by 2022 West Sussex will have a 'strong model of sustainable education for all types of school and key stages'.

3.2 Objectives

- i. Establish a preferred model of all-through primary provision for children from 4-11 years old.
- ii. Secure sufficient places for children in all phases and types of school.
- iii. Maximise the proportion of children being offered a place at one of their three school preferences.
- iv. Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children.
- v. Primary schools will be readily accessible* to pupils; for the majority of children within walking distance in urban areas and with transport to school in rural areas, in accordance with the County Council's [Home to School Transport Policy April 2018](#)

To meet our objectives, we will:

- Plan school places to meet both current and projected future demand.
- Actively promote strong schools, encouraging 'Good' schools to expand.
- Work with the Admissions Service to maximise the opportunity for parents to secure a place at one of their three preferences when applying to a school for admission.
- Work in partnership with the Department for Education (DfE), the Church of England and Roman Catholic Dioceses, Multi-Academy Trusts, local councils and agencies to secure the best and sustainable schools for local communities.

Further guidance on School Organisation across West Sussex is given in the County Council's ['Planning School Places 2018' document](#).

3.3 Sufficient School Places

It is the role of West Sussex County Council to plan, organise and commission places for all local authority maintained schools in the county, in a way that raises standards, manages rising as well as declining pupil numbers and creates a diverse community of schools. The County Council seeks to exercise this function in partnership with those who have an involvement in education.

The need for school places changes in response to population movements and birth rate variations. Increases in demand can lead to the creation of a new school or the expansion of existing schools by adding permanent or temporary accommodation. Surplus places can also mean the reduction of school provision in an area through reduced admission arrangements or the rationalisation of school provision, including changes to existing catchment areas. Predicting school place demand is a complex task. Where children go to school involves a range of factors such as housing growth, inward and outward migration and parental preference. For instance, some of our schools on the edges of West Sussex cater for out-of-county pupils, some West Sussex pupils attend schools in neighbouring counties, and other schools rely on significant numbers of pupils beyond catchment areas to fill places.

* Pupils under eight years old may receive free transport if they live more than two miles away from their catchment school, or nearest suitable school and this rises to three miles for children over eight years old.

As a result, planning for school places is based on probabilities and not certainties. The practice of school organisation must take into account a number of different, and at times conflicting, factors and attempt to mitigate against rising and falling pupil numbers.

Any review of school provision undertaken by the County Council (e.g. which can result in proposals to open, close, federate, amalgamate, expand or contract schools) will, in the large part, be led by forecast pupil numbers. We are committed to ensuring there is best match of pupil places to pupil demand, wherever practicable.

3.4 A Diverse Supply of Strong Schools

West Sussex is a mix of rural and urban areas and we want to ensure that education provision is sustained in all parts of the county to ensure the needs of our local communities are met. This is especially important given the national challenges that we face. We will work with schools to develop area-based plans that provide the best provision of school places and outcomes for pupils within a given locality.

Many schools in rural settings in West Sussex are voluntary controlled or aided by the Church of England. We will work closely with the Dioceses to adopt a common approach when working with governing bodies that face any of the challenges described in this strategy. This includes the principles and self-review set out in the document; [*Embracing Change: Rural and Small Schools, March 2018, The Church of England Education Service.*](#)

Our partnership with the Regional Schools Commissioner's office, school governors and academy trusts supports the development of a primary school model where there are academy schools in the area. The County Council will support a governing body to join an academy trust where there is a need to raise standards, to develop a primary model or expand the variety of provision in an area.

Through our work on place planning we will analyse schools in DfE areas using the 12 questions listed and identify if a school may be at risk in the future. Where schools are identified as being at risk, they need to consider options for change. These could include:

- Consulting on amalgamating or merging two or more schools to become an all-through primary school.
- Consulting on expanding the age range of a group of schools so each becomes all-through primary schools.
- Consulting on federating two or more schools.
- Finally, consulting on closing a school.

All schools are different and governing bodies need to reflect on which option works for them. The creation of federations can lead to one governing body operating across two or more schools. This can strengthen a schools prospects. Federations can also offer benefits, such as; sharing a headteacher or other leaders and creating a broad curriculum running between the schools. We will arrange for training and mentorship for headteachers moving to working across two or more schools. However, there may be other models of formal federations. See Appendix A for the characteristics of different organisation models.

- We will support and challenge school governors who have considered options themselves and wish to move towards federations, mergers, closure or age-range expansions and we will monitor progress.
- We will approach some governing bodies that need to consider the sustainability of quality and the options available.
- We will analyse schools in DfE area localities against the criteria listed below for all schools including looking at the numbers who attend from each local catchment and community.

Twelve Key Questions for Schools

1. Does the school have an infant to junior relationship with another school?
2. Is there a vacancy for a headteacher?
3. Could the curriculum be delivered more effectively by working with other nearby schools?
4. Does the budget prohibit leadership responsibilities from being distributed amongst a range of staff?
5. Does the school have difficulties recruiting high quality teachers, leaders or governors?
6. Can all the schools in an area sustain the projected numbers of local pupils over the next 5 years?
7. Are maximum pupil numbers for the school equal to or less than 100?
8. Does the school have less than or equal to 75% of pupils on roll in proportion to its capacity?
9. Do parental preferences for the school, taking into account the planned housing development, support the school to reach 95% of the planned roll capacity of the school over the next 5 years?
10. Does recent County Council monitoring indicate the school is not moving quickly to 'Good'?
11. Does the financial projection for the next 3 years show a sustainable budget?
12. Does the school offer a specialism that is not replicated elsewhere in the area?

In West Sussex a small school is defined as a school with 100 or fewer pupils. Central government uses a variety of measures for minimum pupil numbers for schools. We will use these to support our guiding principles for primary schools which are, wherever possible, they should have a minimum of one form of entry (1FE), 210 places, and ideally a maximum of 3FE, 630 places. Recent guidance from the DfE is that all new primary schools should be no smaller than 2FE, 420 places. However, we recognise the need for sufficient high quality pupil places in all areas to meet local demand.

3.5 Admissions Process

West Sussex County Council subscribes to the national admissions process. This includes rounds for starting school, junior and secondary transfers and managing in-year admissions. It also includes adhering to a Fair Access Protocol to place children who may be considered vulnerable.

4 School Improvement

4.1 Aim

Our School Improvement aim is that by 2022, there will be an effective process to ‘challenge and support all schools to increase quality and standards of education’

4.2 Objectives

- i. Monitor all schools and categorise local authority maintained schools annually to ensure that council resources are targeted where they are most needed to make the biggest difference.
- ii. Enhance the support provided to schools that are deemed not yet ‘Good’ by Ofsted or the County Council.
- iii. Make additional services available to all schools and settings through a comprehensive traded portfolio of services.
- iv. Work in partnership with Ofsted and the Regional Schools Commissioner where schools are judged ‘Inadequate’ to support them to improve.
- v. Broker and commission strong leadership in West Sussex and beyond to provide school-to-school support.

To meet our objectives we have strengthened the School Improvement Policy to sustain the level of service in light of funding challenges.

4.3 School Improvement Policy

West Sussex County Council has a statutory duty to promote high standards of care and education across West Sussex. In order to do this we need to work in strong partnerships within a school-led improvement system and with reducing national funds.

The County Council will work with all of those involved across the education system. We each have a different role to play, but will work together to make the biggest improvement for children and young people so they get the best start in life.



Academy trusts, governing bodies and leaders will:

- Fulfil their responsibility to continuously improve outcomes for children.
- Lead a school that at least meets national expectations.
- Accumulate evidence for well-judged self-evaluation.
- Develop effective systems for self-improvement.
- Accurately evaluate the standards of the school against national benchmarks.
- Develop a highly skilled workforce with strong succession planning.
- Have high expectations of themselves, teachers, other staff and pupils.
- Effectively withstand external scrutiny.
- Seek to emulate best practice locally, county-wide and beyond the county borders.
- Work in partnership with other school leaders and the County Council to improve their school.
- Use any strengths and additional capacity they have to support other schools.

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West Sussex County Council will:

Appendix A

- Promote educational excellence for all children and young people and be ambitious in tackling underperformance.
- Ensure that all schools effectively safeguard children and young people.
- Challenge underperformance in leadership, governance and pupil performance.
- Support how school leaders effectively promote pupil health and care, including their mental health and well-being.
- Build effective relationships with school leaders and understand a school's strengths and areas for development.
- Work in partnership with leaders of the emerging school-led improvement system, such as teaching schools, to support school improvement in any West Sussex school.
- Use statutory powers of intervention where there is evidence that this is needed.
- Work with school leadership and governance so that they can effectively withstand external scrutiny, such as inspection by Ofsted.
- Liaise with the Regional Schools Commissioner to ensure academies and free schools provide high standards of education for West Sussex pupils.
- Support local authority maintained schools in delivering an appropriate and broad national curriculum.
- Work towards effective inclusive cultures and practice in schools and West Sussex County Council.

4.4 School Improvement Approach

The School Improvement Service provided by West Sussex County Council consists of school link advisers, associate advisers, a governance team and the appropriate body for newly qualified teachers. The team organises and conducts statutory moderation duties.

The service challenges and supports school leadership teams and governing bodies or boards so their schools are (at least) a 'Good' place for West Sussex children to enjoy learning so they have the best start in life. We aim for school leaders to effectively self-evaluate, self-manage and self-improve.

Area education advisers lead four area based advisory teams and have a responsibility to develop and create a consistent framework for leadership, teaching, partnership and performance across the county. (Appendix B)

Link advisers work directly with schools, assessing quality of provision, evaluating impact on learning, and brokering support and training. Link advisers are the point of contact for headteachers.

Associate advisers provide teaching and curriculum support in English, Early Years and coaching. External support could be commissioned for other areas and this will develop into a service level agreement option as part of a traded offer. Appendix C outlines the roles of advisers in full.

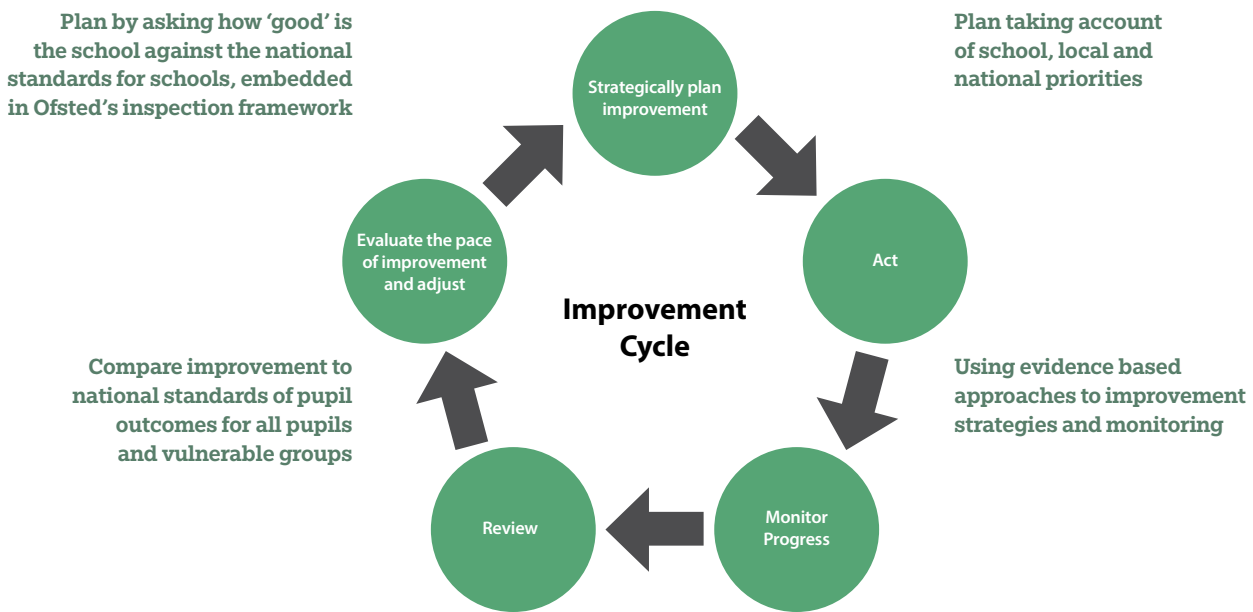
The governance team is central to the success and improvement of schools. They ensure leadership has a successful impact on learning which is backed by solid and knowledgeable governance. They provide support and training to ensure all governors have a good understanding of schools and the skills to both challenge and support their teachers and leaders. The team offer advice and training through the West Sussex Governor Service Level Agreement (SLA), and work closely with the link advisers to challenge and support school governance.

The Newly Qualified Teacher Service: The County Council acts, on a service level agreement basis, as the appropriate body service for newly qualified teachers. It provides training, support for mentors, advice, quality assurance and accreditation.

Support for academies is by a link adviser through one or two contacts (depending on their category in Appendix D). These contacts could be to attend a meeting to review data or support to externally monitor the progress of an improvement plan. Additional support to the leadership of an academy will be available to purchase from the traded offer.

All teams will work in close partnership with the Head of the Virtual School so that children in the care of the County Council find success in learning, care in schools and a parental response from us all so that they prosper in all West Sussex schools.

Effective school improvement uses the following cycle. Link adviser core visits and additional visits support the cycle, challenging and supporting leadership to continuously improve.



- We will develop the approach taken by link advisers to strengthen headship and governance by providing the necessary levels of challenge and support so that school leadership autonomously improves schools and successfully withstands external scrutiny.

4.5 The Role of School Governance

'Good' or 'Better' schools require good or better governance. School governors are vital to school improvement and to secure the educational outcomes for West Sussex children and young people. Governors' carry out a strategic role and are required to fulfil three strategic functions:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent.

In order for schools and their pupils to thrive, governors must fulfil their responsibilities to create a strong school vision, appointing strong leadership teams and challenging them to improve. They also have a duty of care to the headteacher so that they can fulfil their role effectively.

The governance of schools in West Sussex takes a wide variety of forms, mainly dependent upon whether they are an academy or local authority maintained. A governing body of a voluntary aided or controlled school will be constituted to reflect their relationship with the Dioceses.

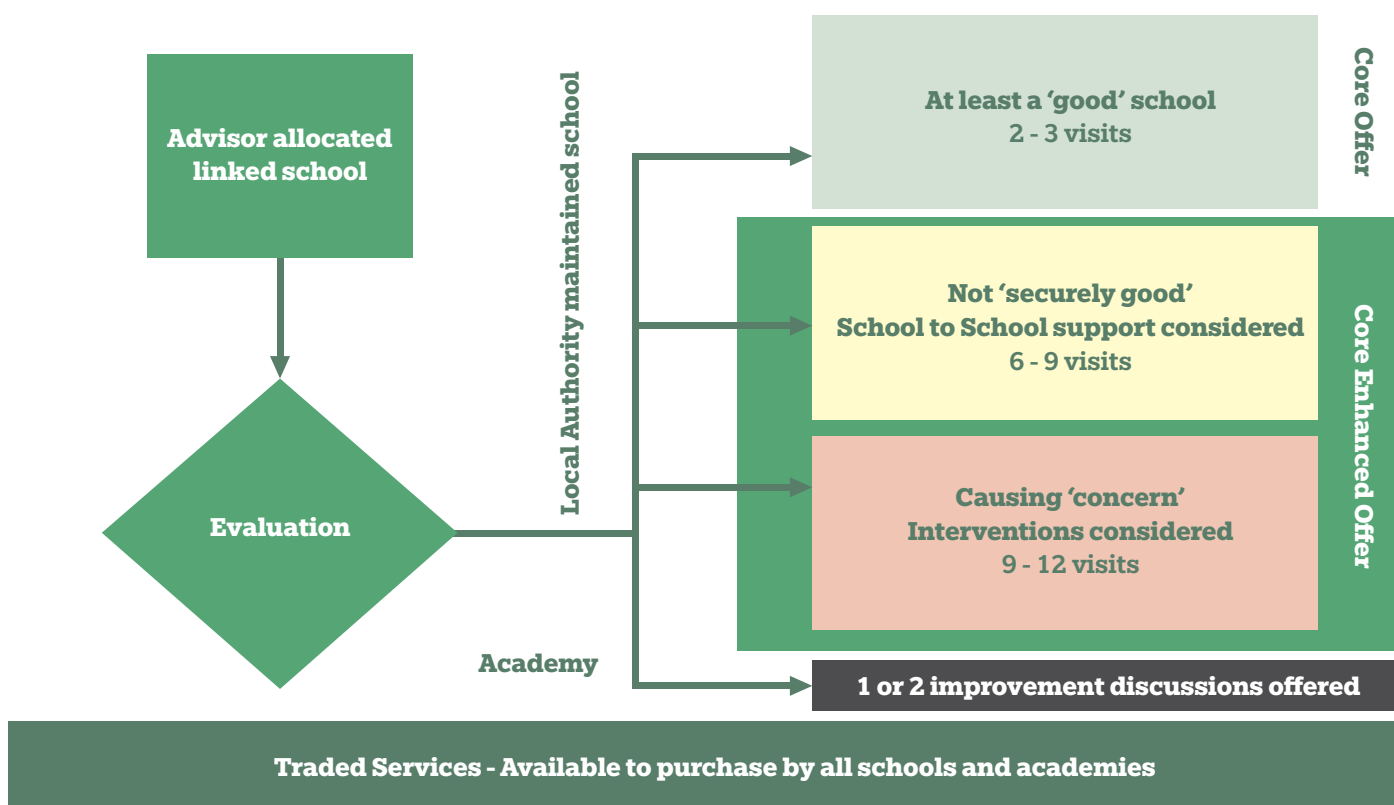
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School Governors are vital in the decision making for clustering, federating or merging schools. The County Council will work closely with governing bodies (and the Diocese) when options are being considered. At the earliest possible moment, consideration needs to be given on how schools can respond to the organisational challenges outlined in this strategy. We will expect governors to understand future challenges of funding, curriculum and leadership and what this means for them and nearby schools. It is expected that they will engage in the process of consultation, considering the future prospects of the school and how it fits in the local area of schools.

- We will develop a strong group of expert governors to spread good practice.
- We will expand the range of services available to buy that are offered by the governance team.
- We will challenge governors to effectively withstand external scrutiny as inspection changes and monitoring by the local authority increases.
- We will work with the West Sussex Governors Association to continually review the School Governance Strategy for West Sussex.

4.6 Targeting Resources and Categorising Schools

Through its core offer the School Improvement Service will monitor quality and challenge schools to make improvements, support autonomy and intervene where necessary. Schools will be prioritised and put into categories according to their need. Challenge and support will be offered accordingly. See Appendix D for the criteria for categorisation and the offer. There will be an increasingly broad range of services that schools will be able to purchase through the traded offer.



Good or Outstanding Schools

Schools categorised as at least 'Good' (category 1 or 2a) receive the core offer of two or three visits. These could consist of requesting a broad range of evidence for evaluation, to a walk through of a pupil's learning experience. Schools of this strength will be expected to have secure and concise self-evaluation allowing for more monitoring activity within the allocated time.

Schools not securely 'Good' or 'causing concern'

Schools in lower categories (2c, 3a, 3b, 3c, or 4) may well have been considered by the Area Inclusion and Improvement Boards for school-to-school support. They will be graded as suitable for high, medium or low levels of funding to allow a strong school to support them. Schools in this category will be offered an enhanced offer from link advisers. This will be used to monitor an improvement plan and to provide external evidence of the impact of school-to-school support.

Link Adviser visits 2 to 3 days onsite	
Autumn term visit	Review of pupil outcomes.
Spring term visit	In-depth examination of evidence of the quality of teaching, pupil work and progress for a focussed group of pupils.
Summer term visit	Focus on leadership and management of a specific area or subject
Ensuring effective safeguarding will be an item on every core visit. As corporate parents, the link advisers will seek evidence of how well children in care are progressing.	

4.7 Additional and Enhanced Support for Schools

West Sussex County Council is committed to retaining a School Improvement Service that effectively challenges and supports schools. To develop a sustainable service, the way we provide it must continue to change and adapt to lower levels of funding from the Department for Education.

At present school leaders buy a range of service level agreements, for instance, the governance team, finance, Newly Qualified Teacher and outdoor education. We intend to expand some of these and create other service level agreements. They are likely to be presented as a bundle including services already charged for, additional support on- demand and training packages for leaders, teachers and governors. Link advisers will support schools to identify areas of need. School leaders will be free to choose where they buy this additional support from. This will develop between 2018 and 2021 and be part of the usual announcement of service level agreements.

- We will define the work of the school improvement team into core, enhanced, intervention, statutory and traded so that school leaders understand what is provided by central funding and what they are paying for.
- We will work towards schools being able to purchase service level agreements in cost effective batches of 3, 5 or 10. We will develop offers so that County Council maintained schools gain more discount. We will develop further offers such as:
 - o Additional time from a link adviser from the core offer or further support with an external view for self-evaluation.
 - o To do an in-depth review of leadership, governance, teaching and learning, assessment, SEND, inclusion, and early years.
 - o Assessment of the effectiveness of and support in development of a broad and balanced curriculum (as will be judged by the new inspection framework).
 - o Training for governors on their role.
 - o Headteacher appraisal or school performance management.
- It is proposed that additional days could be purchased to include early years, subject development and additional (non-statutory) moderation. These could be purchased on a locality basis.

4.8 Support for Schools that are not yet 'Good'

For those schools categorised as 'Requiring Improvement' or 'Intervention' (3a, 3b, 3c or 4) there is an expectation that they will improve in six half terms from the point of identification. Evidence needs to show that the quality produced by the school has moved to at least 'good' (1, 2a, 2b or 2c).

Half terms since judged as not 'good' or 'better'					
1	2	3	4	5	6
Core link visit	Task group	Core link visit	Task group	Core link visit	Task group
	Enhanced visit	Enhanced visit	School review	Enhanced visit	

4.8.1 Task Groups

A task group will be chaired by an area education adviser. They will provide an external view of the evidence, as supplied by the school leadership, of progress to 'Good' against the school's improvement plan. The meetings will be alternate half-terms to the link adviser core visit. The task group meeting will last for about 2½ hours. Attendance will consist of the headteacher, a governor (probably the chair) and the link adviser. The headteacher may invite a senior leader to be part of the evidence giving process.

The conclusion to the meeting will consist of the area education adviser examining the evidence submitted and deciding how close the school is to 'Good'. An evaluation will be made and recorded as to whether the pace of improvement means the school is on course to become 'Good' within the six half-term schedule.

If the school has not become or is not on track to become a 'Good' school within six half-terms, it will be expected to seek additional support and intervention.

Where successful and rapid improvement is not evident, the statutory powers of intervention will be considered based on the evidence from visits, data and the task group meetings.

4.8.2 School Reviews

A review of a school is scheduled as soon as the link adviser has assessed the school 'Requiring Improvement' or 'Intervention' (3a, 3b, 3c, or 4). The review will be conducted by an external reviewer, another area education adviser or a link adviser (not the school's). It could last a day or half a day depending on the size of the school and the number of areas to examine.

The review will consider whether the school is likely to be graded 'Good' at an inspection. It will either consist of a whole school review, or a focused review on a key issue such as leadership and management.

About a week before the onsite visit, the lead reviewer will explain what is required from the school so they can prepare. If appropriate, the school review will be conducted alongside school leaders, so they can see the evidence and understand what this means. This will make sure that the outcomes are not a surprise, and there is a feeling of collaboration. However, if there is a disagreement, the advisers view will stand. A headteacher can ask the area education adviser for further advice and support.

Feedback will be given at the end of the review. It is expected that governor(s) will also attend.

The review will be written up according to strengths and areas for improvement. It will conclude with a statement as to whether the school is likely to be 'Good' at an inspection and in what areas it should focus its next stages of development.

The leadership will be given an opportunity to do one factual check on the report, which will then be kept electronically for reference. Future link visits and task group meetings will consider the response of school leadership to the review.

If the school is not on track to become 'Good' within the schedule or a further term then a subsequent review will be planned.

A review will be cancelled if an inspection is undertaken by Ofsted, when the improvement process will restart.

School leaders and teachers should not be placed under undue pressure. However, it is West Sussex County Council's responsibility to have honest dialogue about performance.

- Where a school is judged as not 'Good' or 'Better' we will expect that this will be for no more than six half terms so that all children get the best start in life.
- We will develop our monitoring function so that school leaders of schools which are not at least 'Good' will produce evidence of an improvement plan assessed during task group meetings and school reviews.
- We will strengthen the effectiveness of task groups so that school leaders take the lead in demonstrating the progress the school is making to 'Good'.
- We will implement a process of regularly reviewing schools that are not yet 'Good' to form an in depth view of the effectiveness of school improvement.

4.8.3 Power of Intervention

If a school does not improve or show significant signs of improving to 'Good' by the end of six half-terms, consideration will be given to the use of the power to intervene by the local authority. This includes, but is not limited to, using warning notices or the installation of an Interim Executive Board (sections 67 to 69, Education and Inspection Act, 2006).

If the school is given a warning notice, the school will be judged by the link adviser as being able to improve with some intervention (3c) and the headteacher and chair of governors will be required to undertake task group meetings at an area office, such as county hall.

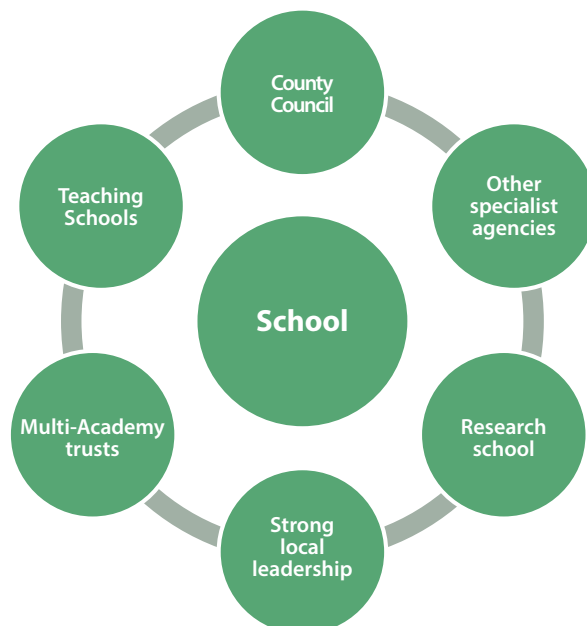
A discussion may be held with the Regional Schools Commissioner's office about whether school governors should meet with academy trusts who may be able to rapidly improve the school.

If there are extraneous circumstances, such as a new headteacher, an extension to the six half-terms will be considered.

4.9 School-to-School Support

Schools that have strengths will be expected to offer support as part of an Area Inclusion and Improvement Board school-to-school support package. These may be identified at the autumn term visit, or, for school leaders’ planning, earlier. Schools offering support may be part of a teaching school alliance or just have strengths. These should be indicated as potential to be donor schools in the summer term and be recorded as part of the autumn term visit (for local authority maintained schools) or through a conversation (for academies).

Information will be fed to the Area Inclusion and Improvement Boards. These strengths will undoubtedly change over time.



4.9.1 Area Inclusion and Improvement Boards

Area Inclusion and Improvement boards (AIIBs) and their governing body (AIIGB) meet three times a year on an annual cycle to commission and monitor school-to-school support. They broker, deliver and evaluate the impact of school-to-school support packages that are targeted at schools requiring improvement or intervention (categorised as 2c, 3a, 3b, 3c, 4).

AIIBs will be asked to intervene where there is a significant issue which may concern;

- Weak senior leadership.
- Major curriculum area under achieving / progress poor.
- A group of pupils underachieving.
- Special Educational Needs Coordinator (SENCo) / middle leadership.
- Lack of or a new headship to a school that needs rapid improvement.
- Ineffective curriculum.

Support will be brokered using the guide set out in the table below:

Most likely recipient school categorisation*	Typical number of significant issues	Guide to choosing donor school package size		
		Medium	High	High
Categories 3c, 4 Intervention Required	More than two	Medium	High	High
Categories 3b Requires Improvement	Two	Low	Medium	High or medium
Categories 2c, 3a not 'Securely Good'	One	Low	Low	Medium or low
*Appendix D County Council Categorisation of Schools		Small recipient school 210	↔	Large recipient school 630
		Size – No. on Roll		

There are four AIIBs, one for each area in the county. They share a generic remit to improve academic outcomes for all children and young people by co-ordinating and maximising the impact of school support provision. All AIIBs are accountable to the AIIGB who evaluate and assess the outcome focus and criteria being implemented and the measures being used to demonstrate improvement and impact. They will maintain consistent reporting and data in relation to all dealings with schools and commissioning partners; making available regular feedback and analysis on impact to the AIIGB as required. The Terms of Reference are attached as Appendix E.

After consideration with the link adviser, school-to-school support using AIIB funding maybe the best vehicle to improve a school. A school must have the capacity to receive and make effective use of support to achieve the desired improvement within the time limits. The accountability for school improvement and inclusion rests with the headteacher and governors of each school or academy. However, school leaders will be encouraged to develop their own relationships for support or other forms of advice or intervention may be appropriate.

- We will continue to develop the effectiveness of how we utilise strong schools that can offer support to improve recipient school leadership teaching and curriculum
- The AIIGB and AIIBs will embed the improvement of inclusion in the work of area boards as well as school improvement.
- The AIIBs will ensure that the improvement of school leadership and governance are priorities and that evidence is submitted on each to the AIIGB.

4.10 External Peer Review Support

West Sussex County Council plans to develop a system-led school improvement process to replace some aspects of link adviser support. This will principally be for school leadership of 'Good' or 'Better' schools and will be developed over a number of years.

- In Year 1 (2018/19) we will develop a limited number of pilots and examine the benefits of the processes already used in some localities.
- In Year 2 we will extend the number of pilots based on the evidence from year 1.
- In Years 3 and 4 we will roll out a peer review model across West Sussex to all applicable local authority maintained schools. Link adviser time will be allocated according to the core and enhanced support model.

There may be a variety of peer review models, but typically three school headteachers will review each other's schools supported by the same external adviser. One headteacher will take a lead and write up the findings from the review. The external adviser will act as providing quality standards and rigour.

The following principles will be applied:

- Does it have external support from someone who has a wider view of standards (link adviser, area education adviser, someone who inspects or is an National Leader in Education)?
- How rigorous is the process, does it cover all areas of standards (or do a thorough job of a focused area)?
- The process should not be burdensome to participants, but provide enough time for a thorough review and feedback.
- The process should be cost neutral to the County Council and minimal to schools.
- Is it challenging and supportive of senior leadership so they know why they are doing well and what they need to improve?
- Does leadership develop a much stronger ability to withstand external scrutiny (most likely inspection)?
- Do all parties find it very useful and worthwhile?

4.11 Developing Young Peoples' Skills

Strong education for young people is important in ensuring West Sussex is a prosperous place to live and work. The development of skills in preparation for further learning and the world of work start at a young age. The new primary national curriculum places an increased emphasis on skills such as reasoning, application and effective communication. This is continued and expanded upon in the new GCSEs. As young people prepare to enter the world of work, they should do so with confidence, knowing they have received a consistent and high quality education.

It is important to provide a comprehensive careers information advice service and the opportunity to engage with external vocational providers at secondary level. West Sussex County Council and schools are committed to delivering high quality apprenticeships to provide formal on-the-job training and practical experience with qualifications.

As part of the education provision in West Sussex, the County Council is committed to:

- Ensuring access for a range of education and training providers to inform pupils about technical education qualifications and apprenticeships.
- Using the [Gatsby Benchmarks](#) to improve careers provision.
- Offering every young person seven encounters with employers – at least one each year from Year 7 to Year 13, including Science Technology Engineering and Mathematics (STEM) employers.
- Secondary schools having a named careers leader to lead the careers programme.
- Schools publishing details of careers programmes for young people and their parents.
- Working with schools to track destinations of young people in education, employment and training.
- Supporting young people at risk of becoming 'not in education, employment or training' (NEET).

- We will promote the early adoption of a broad and balanced curriculum in primary and secondary schools so that inspection recognises schools are preparing effectively delivering for young people from 16 years upwards to begin to contribute to West Sussex being a prosperous place.



5 Summary

West Sussex County Council acts as the champion for its children and young people. This strategy recognises that education for West Sussex children needs to continue to improve. West Sussex County Council will work in close partnership with the Regional Schools Commissioner and the RC Diocese and CoE Diocese in order to deliver changes.

In the next four years, school leadership teams and governing bodies or boards have a number of challenges that they will need to confront to maintain or improve their quality. School leaders need to act quickly to mitigate the impact of:

- The full effect of the national funding formula.
- The expectation to deliver a broad curriculum by expert teachers.
- An increasing number of designated leadership responsibilities.

School Organisation

The national context will especially affect small schools in West Sussex. School governing bodies are responsible for considering the impact and the actions that they can take. Early action is needed to mitigate the risks of schools becoming vulnerable which leads to financial unsustainability and consequently a reduction in provision and standards.

The twelve key questions and self-review questions from the [Church of England's Embracing Change, Rural and Small Schools document \(March 2018\)](#), provide a strong basis upon which school governors can self-evaluate their situation. Clustering and federations provide one solution, but these can take several years to establish and create a strong and sustainable situation.

To reduce the number of transition points for children in West Sussex's schools and the impact on their educational experience, the council's long term aim is to move to a system of primary schools by expanding age ranges or merging infant and junior schools where it makes sense to do so.

School Improvement

Schools in West Sussex are steadily improving. For this to be maintained the School Improvement Service will refocus and offer constructive challenge to school leaders. This will mean that leaders will be confident in what they are doing and that it is having a positive impact on the standard of education in their school, so that they can produce the required evidence to achieve or maintain at least 'Good' status. Support will be given to schools that are 'not securely Good' so improvement plans are effective. The expectation is that schools will improve within six half terms.

We will continue to work with school leaders who are part of the school-led improvement system. School leaders will be offered an increasing range of additional support as part of traded service level agreements. This will be enhanced by developing a school-to-school support model.

6 Appendices

6.1 Appendix A - Towards Federations

Characteristics	Informal Soft Collaboration	→		Hard Federation
Statutory /non-statutory	Non-statutory – schools can form informal collaborations without having to follow regulations.	Non-statutory – schools can set up soft federations without having to follow regulations.	Statutory – soft governance federations are established using the Collaboration Regulations made under Section 26 of the Education Act 2002.	Statutory – hard governance Federations are established using Federation Regulations made under Section 24 of the Education Act 2002.
Governing body	Each school has its own governing body, with representatives on a joint committee that meets informally on an ad hoc basis.	Each school has its own governing body, with representatives on a joint committee.	Each school has its own governing body, with representation and delegated powers on a joint governance/ strategic committee.	Single governing body, shared by all schools in the Federation.
Common goals and plans?	All schools share common goals and work together on an ad-hoc basis and through informal agreements.	All schools share common goals; joint committee recommendations, but it is up to the individual governing bodies to authorise decisions / plans.	All schools share common goals through the Service Level Agreement (SLA) and protocol; Joint committee can make joint decisions/ recommendations in specified agreed areas, but not all.	All schools share common goals through SLA and protocol; having a single governing body allows for efficient, streamlined decision-making in all areas.
Common budget?	No, but if the schools want to commit to a budgetary decision affecting all schools, each individual school’s governing body would need to approve this.	No, but it could make budgetary recommendations for the group which in turn would have to be approved by each individual school’s governing body.	No, but if the joint/ strategic committee has budgetary powers delegated to it, it can make prompt budgetary decisions on behalf of schools in the Federation.	No (technically), but whilst each school receives and must account for its own separate budget, there is considerable scope, through the single governing body, to use the pooled budgets across the schools in the Federation.
Shared Staff	Unlikely to have common management positions, but if they do exist, they would have to be agreed in a protocol or contract.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments agreed by single governing body in a simple and effective manner. Schools can agree to have a single executive head teacher responsible to the schools in the hard Federation.

Adapted from National Foundation for Educational Research

Source: https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2_JB.doc

6.2 Appendix B - School Improvement Development Objectives

Leadership and Governance	Teaching, Learning, Assessment and Curriculum
<p>Objectives</p> <ol style="list-style-type: none"> To further develop the quality of school leadership To further develop the quality of governance To create core improvement packages based on need e.g. governance, performance management To further develop schools that have strong safeguarding and inclusive cultures To ensure that schools are viable, providing a sustainable education and efficient place planning To support schools to transition to the new National Funding Formula e.g. governance, curriculum To further develop the Area Improvement & Inclusion Boards (AIIB). 	<p>Objectives</p> <ol style="list-style-type: none"> To improve the outcomes for all pupils and young people, particularly for those groups vulnerable to underachievement To develop the quality of subject leaders and SENCOs To improve the quality of teaching To develop more inclusive school cultures where children vulnerable to underachievement make accelerated progress To ensure that the curriculum is broad, balanced and strong and that school leaders are ready to withstand any external examination of it.
<p>We will</p> <ul style="list-style-type: none"> Ensure School Improvement is prioritised according to the quality of outcomes which the schools achieves. Challenge school leadership effectively to adopt three year budgets. Ensure that AIIBs improve school leadership. Further develop leadership programmes for aspiring and new headteachers, including mentors. Develop leadership programmes for headteachers working across more than one school. Strengthen the governance development programmes Have one core link adviser visit on leadership. 	<p>We will</p> <ul style="list-style-type: none"> Strengthen the identification of children who are not progressing well and ensure interventions are timely, targeted and successful. Develop training and school networks to strengthen middle/subject leadership. Strengthen the moderation as a means to spread what expected standards look like and improve classroom practice. Have one core link adviser visit concentrating on the quality of teaching, assessment and/or curriculum.
Partnership	Performance (Data & Quality Assurance)
<p>Objectives</p> <ol style="list-style-type: none"> To work effectively with dioceses, academy trusts, teaching schools, research schools, other local authorities, the DfE via the Regional Schools Commissioners office, Ofsted to improve outcomes To develop effective partnerships which enable school-led improvement Develop further school-to-school support to utilise partners such as teaching schools and strong leaders Enable schools to be fully inclusive through the implementation of the SEND Strategy Work in partnership with those who can provide high quality school improvement packages. 	<p>Objectives</p> <ol style="list-style-type: none"> Pupil performance data, particularly progress, is used to underpin school evaluation School leaders use data to improve the quality of leadership, teaching and pupil outcomes The outcomes for pupil groups vulnerable to underachievement are a high priority in self-evaluation Data is available for school leaders to compare their performance with national averages School leaders and governors effectively evaluate their own schools performance Improvement processes are strong and effective.
<p>We will</p> <ul style="list-style-type: none"> Increase the capacity for school-to-school support. Promote quality leadership programmes from established providers such as academy trusts and teaching schools. Work effectively with early help and SEND teams to promote inclusive practice. Ensure all partnerships lead to schools improving. Support school leaders to plan to purchase high quality CPD, support or training. 	<p>We will</p> <ul style="list-style-type: none"> Further develop school leadership to effectively evaluate pupil performance data and create a consistent framework. Support school leaders to concisely evaluate the quality of pupil outcomes during external scrutiny Transparently deliver high quality improvement services. Have one core link adviser visit that concentrates on the quality of pupil outcomes.

6.3 Appendix C – School Improvement Adviser Roles

An area education adviser will:

- Monitor the standards of each school in one of the four areas.
- Provide evidence for support or intervention.
- Monitor the effectiveness of school improvement in an area.
- Line manage link advisers and manage them as a team.
- Provide expertise to the area team and a point of contact for school leaders beyond link advisers.
- Provide leadership for one of the school improvement priority areas.
- Co-chair the AIIB in their area.
- Develop partnerships within an area, especially with academies.
- Chair task group meetings.
- Organise and monitor the quality of school reviews.
- Organise for new headteachers of LA maintained schools to attend an induction programme and have a mentor.

A link adviser will work in inverse proportion to the need of all schools by:

- Challenging all school leadership and governance to deliver the strongest learning.
- Continuously monitoring how effective provision is in their named schools.
- Monitoring how effective leadership and governance are in raising standards.
- Represent the Director of Education and Skills at headteacher appointments.
- Categorising the school as measured against national standards (presently embedded in the framework for inspection).
- Being accountable for knowledge of each schools improvement in quality of outcomes, leadership and teaching and the causes of underachievement.

for local authority maintained schools

- Delivering the core and enhanced school monitoring visits.
- Ensuring that headteacher appraisal in schools of concern is rigorous by providing expert advice.
- Monitoring the effectiveness of governance in challenging and supporting school leadership, including in their duty of care for the headteacher.
- Monitoring the impact of an improvement plan when the school is not effective.
- Brokering or providing support for school leadership, within an improvement plan, when needed outside the core offer.
- Intervening when school leadership is unable to rapidly improve outcomes.
- Being accountable for the impact of actions taken to promote the highest quality.
- Providing evidence for the impact of additional support and school leadership on improvement to a Task Group.
- Taking part in or leading a review of a school.

for academies

- The core offer consists of keeping in contact with and visits by invitation from an academy or an academy trust.

A visit time will consist of preparation, onsite visit and report writing.

A link adviser will always be the first point contact for advice by email or phone.

In addition they may well:

- undertake commissioned focussed reviews, such as for inclusion
- contribute to the priority development areas
- undertake statutory moderation at EYFS, KS1, KS2 and for phonics assessments

6.4 Appendix D – County Council Categorisation of Schools

Category	Typical criteria	Visits*
1 Outstanding	<ul style="list-style-type: none"> Recent inspection graded the school 'Outstanding'. Evidence from recent self-evaluation and agreed with by the link adviser is of outstanding provision throughout the school. As a consequence, school leadership will be able to provide support for other schools. 	2
2a Strong or improving 'Good'	<ul style="list-style-type: none"> Recent inspection is 'Good' with one or more 'Outstanding' grades. The school has been given a letter from a Section 8 Inspection that indicates that the school might be 'Outstanding' at the next Section 5 Inspection. The school's own self-evaluation or the link adviser indicates that the school is 'Good' but with several very strong areas. The link adviser evaluates the school as 'Good' and it is continuing to improve. School leadership may well be able to provide support for other schools. 	2
2b Securely 'Good'	<ul style="list-style-type: none"> A recent inspection judges the school as being 'Good'. Self-evaluation demonstrates that the school has no significant areas that aren't elements of 'good' and this is agreed by the link adviser. School leadership may well be able to provide support for other schools. 	3
2c Good, but some indications of a weakness	<ul style="list-style-type: none"> Whilst the school is judged by Ofsted as 'Good' there is one or two significant areas of weakness that need to rapidly improve. A recent Section 8 Inspection has indicated that the school remains 'Good', but there are significant areas that need to be improved before the next inspection. The link adviser judges that there are signs of declining outcomes for children or weaknesses in leaders or governance. 	4
3a Improving from requires improvement	<ul style="list-style-type: none"> School self-evaluation, agreed by the link adviser, demonstrates that the school is rapidly improving the areas that required improvement and will soon be 'Good'. The school is using external support effectively to improve. 	6
3b There are several areas that require improvement	<ul style="list-style-type: none"> The school has recently been inspected and there are several areas that aren't 'Good'. The link adviser indicates that the school has several significant areas that aren't 'Good'. The school may have been identified as coasting. 	7
3c With some intervention, school leadership can improve the school	<ul style="list-style-type: none"> The school has been inspected and has gained a second or third judgement that it 'Requires Improvement'. The link adviser judges that the school is not improving rapidly enough towards 'Good' or increasingly more areas need to be improved. There are signs that school leadership or governance is unable to improve the school to 'Good' without some external intervention. The school may not be using external support effectively to improve. The school have been given a warning notice to improve or are identified as coasting. 	9
4 Needs high levels of intervention	<ul style="list-style-type: none"> Evidence from external evaluation or self-evaluation shows that safeguarding is ineffective or there are significant concerns about the culture of health and safety. Leadership, governance or teaching is unable to improve without significant external intervention or support. The school has been given a warning notice to improve and needs intervention to do so. The school has been inspected and requires 'Special Measures' or has serious weaknesses. 	12

* For County Council maintained schools. This proportion will alter during the period of this strategy and as the peer review model fulfils some of the function for schools that are judged 1, 2a or 2b

6.5 Appendix E – Area Improvement and Inclusion Boards Terms of Reference

The terms of reference for each Area Improvement and Inclusion Boards (AIIB) are to:

- work with and understand the school improvement and inclusion needs of each school within their designated area.
- identify the schools and their lead practitioners who are willing and able to support other schools by sharing best practice.
- negotiate complementary approaches for supporting local and regional priorities with the Teaching Schools Regional Council (TSRC).
- look for common needs with a view to providing opportunities for coordinated, cost effective support and joint practice development.
- highlight emerging themes which could form the basis of additional training provision and/or commissioned projects/research.

AIIBs will support schools/localities by:

- working with schools/groups of schools to identify need, specific support package success criteria and expected outcomes.
- finding the necessary support by brokering or signposting the most appropriate provision.
- considering priorities of the Teaching Schools Regional Council (TSRC)/ Regional Improvement Boards and negotiate the complementary interaction with AIIB support.
- contracting this support from the most appropriate provider.
- oversee the appropriate action plans drawn up by the area education advisers.

They will monitor, evaluate and quality assure the impact of support by:

- reviewing with each school the effectiveness of the support provided against the agreed success criteria.
- receiving/gathering data which informs progress against school/County Council/National benchmarks.
- evaluating the impact of school support and their value for money.

They will contribute to the wider school improvement agenda by:

- providing reports and updates to be delivered to the Area Improvement and Inclusion Governing Board (AIIGB).
- taking advice from the AIIGB where it is negotiating the wider picture of funding priorities with the Regional Schools Commissioner (RSC)/TSRC.
- providing support and challenge to secure the maximum impact on outcomes.
- working closely with County Council staff to coordinate support activity.
- developing sustainable systems and protocols for school improvement across the whole of West Sussex.

References - Legislative and Policy Framework

Changes to legislation and statutory guidance mean a local authority has to be agile and proportionate as responses are required in a changing political environment.

- The Framework for the Inspection of Local Authority Arrangements for Supporting School Improvement (22 September 2015)
- Arrangements for Supporting School Improvement (2015)
- SEND Code of Practice (2015)
- The Framework for School Inspection under Sections 5 of the Education Act 2005 (as amended), Section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006. (September 2015)
- The Education and Adoption Act 2016 (which amends the Education and Inspections Act 2006 and the Academies Act 2010)
- The Schools' Causing Concern Guidance – Intervening in failing, underperforming and coasting Schools (February 2018)
- Policy Agreement for Education in West Sussex 2016-2019 -
The Department for Education's statutory guidance publications for schools and local authorities is available at: www.gov.uk/government/collections/statutory-guidance-schools





Appendix B: Summary of Consultation Views and Feedback

A full report responding to the consultation and presenting the results is available on the '[Have your Say](#)' Consultation Hub.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	Vision	122	146	35	20	90	413
	Principles	68	143	46	29	127	413
	Values	90	157	54	21	91	413
School Organisation	There will be one model of strong and sustainable education for all types of schools and key stages	42	80	55	94	142	413
	Establishing a model of primary provision for children from 4-11 years	37	133	99	50	94	413
	Securing sufficient places in all phases and types of schools	120	183	52	9	49	413
	Maximising the proportion of children being offered a place at one of their three school preferences	122	176	62	17	36	413
	Building capacity at Specialist Support Centres to improve local provision for children with SEND being taught in mainstream schools	117	155	83	24	34	413
	Ensuring the Alternative Provision offer is flexible and meets the needs of all pupils using it	116	157	98	12	30	413
	Primary schools will be viable and of a sufficient size to support outcomes of children	39	42	22	44	266	413
	Primary schools will be readily accessible to its pupils	149	137	31	23	73	413
School Improvement	There will be effective challenge and support to all schools and settings	111	170	69	15	48	413
	Monitoring all schools and categorising Local Authority (LA) schools annually to ensure council resources are targeted where they are most needed to make the biggest difference	71	173	89	18	62	413
	Enhancing the support provided to schools who are deemed 'not yet good' by Ofsted or the County Council	104	210	64	8	27	413
	Making additional services available to all schools and settings through a comprehensive traded portfolio of services	75	173	106	20	39	413
	Working in partnership with Ofsted and the RSC where schools are judged 'inadequate' to support them to improve	107	196	65	11	34	413
	Strong leadership will be brokered and commissioned in West Sussex and beyond to provide school-to-school support	85	166	80	30	52	413

Appendix B: Summary of Consultation Views and Feedback

School Organisation

The majority of comments on School Organisation showed a real concern about the statements made in relation to small schools, including many observations about the impact on community, travel to different schools and parental choice. These comments were repeated throughout the survey and in the letters of representation.

Many parents choose small schools for their children due to the needs, personality, emotional capacity or previous experiences of their children. Outcomes can be good with the right leadership, teaching and learning capacity and support.

The statements suggest a rigidity that does not allow for local adaptation to suit the needs of the location, creative teachers or the children. It is not clear what is meant by "one model" in questions 1 and 2. I agree that there should be general guidelines and achievement expectations but there should be flexibility to allow for innovative, inspirational teaching beyond the minimum "3Rs".

I understand that to be financially viable schools need to look at becoming 1FE but feel County should support schools such as us who wish to do that. I also feel there is a need for small village schools such as [REDACTED] should support these schools if parents want these schools to remain open.

It is unclear from the documents how the "typical" minimum of 210 pupils has been arrived at. Why is a smaller school not viable? There are many ways to ensure the viability of smaller schools, for example federations, whilst retaining their character and high level education which parents often prefer. Approximately 26% of WSCC primary schools have a capacity of less than 200 pupils. The strategy would imply 26% of schools are not viable, where will these children go?

It is that by implication the small rural schools that are integral to the county's rural communities would be under threat. This would be bad for the pupils, bad for families and bad for communities. For example, the proposed travel arrangements are simply unworkable for average families.

I do however feel that having separate infant and junior schools is effective and allows the infant phase to create a strong foundation through good early years provision. The Junior schools can also present a clear vision around growing up and moving on. I feel this suggested move is all about end of key stage results in infant settings and how junior schools perceive them.

The collaboration stage with schools and stakeholders is critical and time should be spent in each setting observing how things are done and with what resources, discussing funding and most importantly gaining a measure of children's overall wellbeing and engagement in learning, before decisions are made about viability based on pupil numbers. My concern is that the outcome of this collaboration will have no bearing on final decisions about the future of small schools.

As far as the evidence I have examined shows. Bigger schools can produce good outcomes and bad. Small schools can produce the same. Performance depends on leadership and management not size.

Strong partnerships in clusters of schools can provide the efficiencies needed to face the current financial and educational challenges.

I agree that there needs to be a basic framework for schools but I don't agree that one model works for all schools. What works for one school does not necessarily work for another school.

School Improvement

Particular points on School Improvement were that one visit was not considered sufficient; the targeting of resources should be more flexible so that some schools don't lose out. School-to-school support was considered positively, however, there were concerns about the capacity in the school providing the support. It was emphasised how school leadership is key to making a difference. Finally there was uncertainty about the level of traded services and the cost.

Local Authority should have sufficient expertise, knowledge and skills to undertake a role to give proper professional support to all of its schools. If "school-to-school" support means leadership of one school giving help to another, there is the potential danger of the school delivering support to suffer and decline in its own standards because of the loss of effective leadership. It is extremely difficult for one person to lead two schools effectively as responsibilities double and the leader has half the time perhaps to spend in each place.

If the LA wishes to be in top 25% then frequent scrutiny and support is key. So much can happen in a single academic year, ranging from a change in the SLT to pupil mobility for various reasons. Really good support from the LA is always appreciated and will help promote a "working together" approach.

With overall reduction in real terms education finance, it makes sense to utilise peer support, to share good practice and ideas. However the cost to the individual schools can be high when supply teachers have to be bought-in to cover teachers visiting other schools.

If we lose this termly visit, I believe that more schools will be vulnerable, as the advisor brings skills of knowing a wide range of OFSTED information across the county and are vital to our development and school improvement. They also have a professional relationship with colleagues in schools and it is this that ensures recruitment and retention of school leaders.

This will work as long as the services are comparable with those which can be purchased outside the LA, offering the best quality for the best value for money.

I am not convinced that the LA dictating the size and organisational structure of schools will improve school performance. What matters in schools is effective leadership and sufficient funding. School leaders are in the best place to determine what works in a school. A more proactive leadership programme of support and challenge to school leaders would probably have a greater impact on the vision outlined at the start of the consultation.

this will depend on how much support is taken from good schools in order to free up resources to support weaker schools. We could support the idea in theory but the devil is in the detail: if the balance is not right, the strategy could result in the loss of "effectiveness" by good schools matching the gain by weak schools

This could be a high negative impact if it fails to identify schools that have begun a slow decline in either performance or numbers. This is not always immediately obvious. The LA will need to have very good on the ground intelligence about what is happening in each school.

Partnership working has to be brokered carefully to ensure compatibility and can be counterproductive if both parties do not share a similar ethos.

Would school to school support be funded by the local authority? If not, it is unreasonable to expect schools that are already financially stretched to be in a position to support other schools in place of the local authority.

Agenda Item 5
Appendix B

This is a positive model, that could help to support the smaller village schools by allowing them to benefit from the resources available while still sustaining the quality in a smaller setting.

Children and Young People's Services Select Committee
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31 October 2018

Alterations to the Integrated Prevention and Earliest Help (IPEH) Service
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Report by Executive Director Children, Adults, Families, Health & Education and Director of Children and Family Services

Summary

The Integrated Prevention and Earliest Help (IPEH) service was launched on 01 April 2017.

'Think Family' is an integral part of the IPEH service which has been part-funded by government grant under the national Troubled Families initiative (TFI), dating back to 2012. This income, which helps to pay for keyworker services to vulnerable families, is reducing in 2019/20 as the national scheme, which ends in March 2020, is wound down. IPEH must adapt to this first tranche of reductions in funding, which amounts to £560,000 in 2019/20.

The approach to managing the reduction is set out in this report. It is proposed that a more targeted family support service is developed, to support the most vulnerable and disadvantaged families in West Sussex. This report focuses on the immediate requirement to manage the reduction in central government grant in 2019/20 in order to ensure the 'Think Family' approach is retained in the year to come.

The Cabinet Member for Children and Young People will be asked to approve proposals to maintain the Services delivered using the national TFI grant in 2019/20, beginning with those set out in this report.

The focus for scrutiny

The Committee is asked to review and comment upon the approach to reshaping IPEH to manage the reduction in resources in 2019/20.

Proposal

1. Background and Context

- 1.1 The Integrated Prevention and Earliest Help (IPEH) service was launched in April 2017. The service brought together seven separate County Council services to form one cohesive team, focussed on the delivery of a quality safe and connected early help system for the 0-25 age group, with a strong

preventative agenda, and including integration with health services, and close working with schools and other key partners.

- 1.2 This Select Committee reviewed IPEH's progress in June 2018 and found that the service was effective in preventing the needs of children and families from escalating. This was evidenced by a range of improving performance measures, and supported by positive views from staff, service users and partners, and national evaluation evidence. The evidence relating to the impact of Think Family is summarised and attached to this report at Appendix 1.

2. Proposal

- 2.1 In response to the general financial constraints and demand pressures, the County Council is considering all options to ensure services are as effective as they can be, and to test whether they can be achieved with reduced expenditure. This report explains the immediate need to consider how a Think Family service may operate when the grant for it is reduced by £560,000 in 2019/20. Further information about the grant and the reasons for its loss are set out at Appendix 2.

- 2.2 It is proposed that the reduction will be absorbed by making changes and efficiencies across the IPEH service and will ensure 'Think Family' continues in 2019/20. It is proposed that the budget reductions are delivered from both pay and non-pay budgets. Specifically by:

- Service reconfiguration across IPEH;
- Changing the way some services are delivered;
- Reducing what is spent on purchasing goods and services.

Service reconfiguration

- 2.3 There are opportunities to alter the way staff are deployed and services organised to make more flexible use of the workforce. This can be done by using a number of the 35 current vacancies in IPEH. Rather than recruit to all of these roles, some existing staff will be temporarily reassigned to deliver priority tasks and will therefore be asked to operate in a more flexible and integrated way. This arrangement of holding some posts vacant will remain in place until the end of the 2018/19 financial year, during which time further work on the shape of the IPEH offer will have been completed. This approach will enable delivery of the savings required by 01 April 2019 and will provide a platform for managing the future resilience of the service in dealing with financial constraints and further service pressures. This will result in various changes, to include removal of vacant posts to the value required. We will still need to retain and seek to fill other vacancies to maintain service levels, but all posts will be included in the further overview of how the service can most effectively be configured.

Changes to service delivery

- 2.4 It is proposed to focus on changes to services that will have an impact on discrete areas of delivery, meaning that the operating model and principles of

the IPEH service co-designed in 2016 are maintained. The services that are proposed to be included are those which are universal rather than specialist, and those which can be delivered by another partner.

2.5 Specifically the service changes proposed are:

- **Operating authority function for the Duke of Edinburgh's Award Scheme**

The proposal is to relinquish the County Council's licence to deliver the administration of this scheme. In 2018, 2,723 young people have started an award, 1,318 achieved an award. There are currently 3,360 active participants and 64 operational award centres in the County. The plan to relinquish the licence will not impact on these young people or their opportunities to continue with their award. The proposal is to identify how these support functions could be delivered in the future. In some other areas of the country that do not have a County Council administering the scheme, the tasks that include the coordination, administration and QA functions have been passed on to the Regional Duke of Edinburgh team and/or the centres that are already delivering the programme.

- **Administration & delivery of National Citizen Service (NCS) in Chichester and Arun**

Having delivered the scheme for the past three years and subsidised it with WSCC revenue streams, the proposal is to pass this to another provider. 346 young people participated in the County Council NCS in 2018 and next year the target for attaching young people is 450. Initial discussions with the regional contract provider 'Advanced Personal Management' (APM) indicate that they are prepared to assume delivery with effect from January 2019.

- **Mobile Offer - Purple Bus** (Chichester and Horsham)

The Purple Bus is owned by a Voluntary Sector Trust and operates in rural areas during term time. The Bus goes out approximately two/three evenings per week to rural areas. The Trust owns the vehicle and WSCC provide workers to both drive and staff the bus which when stationary is visited by young people with a variety of issues. Most of the young people that visit the bus do so multiple times, last year circa 100 young people received a service, each attending 11 times. The intention at this time would be to not provide workers from the County Council to staff the Bus, instead to work with the Trust to find resources to replace this support.

TUPE may arise as a result of these changes to how some services will be delivered in future and this will be explored as this review is progressed.

3. Resources

3.1 The gross IPEH budget is made up of a range of funding streams, as shown in the table below. It includes external grants as well as specific ring-fenced resources for the delivery of commissioned services such as Youth Emotional Support ('YES') and performance-related payments for the delivery of the national Troubled Families Initiative. The £560,000 represents 3.8% of the net IPEH budget.

<u>IPEH budget breakdown</u> <u>2018/19</u>		
	£000's	%
Hubs	6,823	46%
Central costs	1,962	13%
Care Leavers	1,759	12%
Intentionally Homeless	1,563	11%
Domestic Abuse	923	6%
Supervised Contact	781	5%
Think Family	625	4%
Young Carers	167	1%
Youth Intervention Programmes	86	1%
Projects	34	0%
	14,723	

- 3.2 In assessing risks associated with reshaping IPEH, officers have been mindful of ensuring these external revenue funding streams remain intact and claimable. The £560,000 saving will be drawn from several budget lines including pay and non-pay, to reflect the changes described in this report.

	Budget Saving
Service reconfiguration	£296,000
NCS	£78,000
Purple Bus	£37,000
Duke of Edinburgh	£54,000
Reduction of Non Pay Budget	£95,000
TOTAL	£560,000

- 3.3 Currently 6 permanent members of staff are employed by the County Council to deliver the administration of the Duke of Edinburgh scheme, NCS and the Purple Bus. The transfer of employees to new providers under the Transfer of Undertakings (Protection of Employment) Regulations (TUPE) will be explored in relation to the Duke of Edinburgh Scheme and National Citizen Service. If TUPE does not arise, and therefore staff do not transfer to a new provider, it is intended to actively seek to redeploy them into the vacancies that IPEH and other County Council services have. This mitigates the risk of any redundancies emerging from this process.

Factors taken into account

4. Issues for consideration by the Select Committee

4.1 The Committee is asked to review the approach taken to deliver savings across the IPEH service, and to comment on the specific proposals for doing so.

5. Consultation

5.1 The Cabinet Member for Children and Families has been briefed about these proposals.

5.2 Regular bulletins to staff have been issued about the need to find savings to replace the TFI grant. The proposals have been worked on by the IPEH Wider Integrated Leadership Team and at Hub meetings. In order to prepare staff for the Select Committee process, individual and team conversations have been undertaken. Unison will be engaged in discussions about this proposal.

5.3 The changes that affect staff will be the subject of further discussions with them and trade unions over the next few months.

5.4 Outline consultation with partners occurred at the IPEH Partnership Board on 15 October 2018. At this meeting stakeholders requested a further opportunity to engage in a conversation about proposals prior to the Cabinet Member decision.

6. Risk Management Implications

6.1 The IPEH service is multi-functional in character, and capable of being scaled down in the manner proposed. The effectiveness of the IPEH delivery model through hubs is altered, but not significantly compromised by these proposals. The main predicted risks are:

Risk	Arrangements for the continuity of the services subject to change are not established.
Risk level	Low
Mitigation	<ul style="list-style-type: none"> • Work has already started with some of the services to gauge the market’s appetite to carry out these functions, and therefore it is unlikely that an alternative provider will not be found. • Arrangements for the delivery of Duke of Edinburgh in areas without support from a County Council have been reviewed. It is clear that alternative delivery models are in place. • The process of exploring the transitioning of some of the services has started early, providing maximum opportunity to obtain an alternative provider before April 2019.

Risk	TUPE does not arise, meaning that the County Council staff associated with these schemes do not transfer to the new provider.
Risk level	Low
Mitigation	<ul style="list-style-type: none"> • The process for transitioning these services has begun in good time, meaning that negotiations with providers and the interpretation of TUPE regulations can take place early. • If TUPE does not arise it is intended that we will seek to redeploy staff into vacancies, so reducing the risk of redundancies.

Risk	Services may be disrupted as they transition to the new arrangements leading to a gap/reduction for young people and a consequential impact on the County Council's reputation.
Risk level	Low
Mitigation	<ul style="list-style-type: none"> • See mitigations listed above. • Well established relationships at senior management level will remain in place during this period of time. • A project plan to guide the work will be drafted and will be overseen by IPEH SMT. • WSCC can be flexible in determining the handover dates, ensuring that if a provider needs more time then this can be negotiated.

Risk	Staff may not be reassigned to cover tasks in IPEH in a flexible manner.
Risk level	Low
Mitigation	<ul style="list-style-type: none"> • Initial conversations with staff have indicated that staff are willing to work more flexibly for a defined period of time. • Discussions have already taken place with Unison in relation to temporarily re-assigning staff. • Reasonable adjustments will be pursued in order to facilitate the reassignment.

7. Other Options Considered

- 7.1 There is considered to be no other choice than to prudently anticipate the reduction of government grant in 2019/20. The universal services described in paragraph 2.5 could be maintained and savings drawn from a more extensive reconfiguration of the service. This would however take much longer to plan and implement and it is felt that there are reasonable

alternatives to reduce the loss of County Council provision in these instances. In so doing, consideration has been given to protect front-line service delivery particularly in targeted areas to continue to address the needs of the most vulnerable families.

8. Equality Duty

- 8.1 The provision of IPEH services is based on need, as determined through formal assessment protocols. This need is not explicitly related to formally protected characteristics, but any such characteristic is and will continue to be respected in full compliance with equality principles, and taken into account in the way in which the service is delivered.
- 8.2 The majority of service need is known to exist within disadvantaged groups, i.e. vulnerable families with a range of often inter-connected problems including unemployment, low financial capability, mental and physical health, parenting and attachment issues, readiness for school, children in need, educational under-achievement, young people at risk of being NEET, families affected by domestic violence and criminality. Under this proposal, it is intended that those families and children worked with under these criteria will continue to receive a service, although it will be more targeted toward the highest-need families.

9. Social Value

- 9.1 IPEH services are a mixture of progressive universal and targeted statutory intervention. The service recognises the prime importance of strong family relationships, good parenthood and the nurture of children to fulfil their potential. At this point in time it has been possible to retain the IPEH mission, identity and culture, and continue to strive to deliver excellent outcomes for children and families in West Sussex. Building family resilience and social capital contributes towards stronger and effective communities. Developing skills and capacity in communities together with volunteering support are intrinsic to the delivery of local services from the Hubs, in accordance with the IPEH service model. The universal services proposed to no longer be delivered by the Council will in the main, be replaced through other providers.

10. Crime and Disorder Implications

- 10.1 There are implications for Sections 17, 37 and 39 of the Crime and Disorder Act in the prevention and reduction of crime and anti-social behaviour, and in reducing offending and re-offending by young people. IPEH will continue to deliver interventions likely to prevent and reduce offending, although these will be limited to those with higher levels of needs going forward. It should be noted however that the Youth Offending Service (previously an IPEH service) is now managed within the High Risk Adolescents service in Children & Family Services.

11. Human Rights Implications

- 11.1 The County Council is mindful of Article 8 of the European Convention on Human Rights – The Right to Respect for Family and Private Life - and has taken relevant factors into consideration in preparing this report. In those cases where personal information about individuals or families is shared without subject consent, this is fully justified by existing legislation, and for the purpose of discharging the Council's and its partners' legitimate Social Care responsibilities.
- 11.2 The County Council is also mindful of Article 12 of the United Nations Convention on the Rights of the Child - which states that all children have the right to be consulted and to have their opinion heard on any decision that affects them. The Voice of the Child (and Family) is a key design principle embodied in the philosophy and operating principles of IPEH and its constituent services.

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Executive Director
Children, Adults, Families,
Health & Education

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Appendices

- 1) Evaluation Evidence for Effectiveness of Troubled Families (Think Family)
- 2) The National Troubled Families Programme: Background to the Loss of Funding in 2019/20

**Appendix 1: Evaluation Evidence for Effectiveness of Troubled Families
(Think Family)**

Evaluating The Impact of The National Troubled Families Initiative (Think Family)

May 2018

Agenda Item 6
Appendix 1

Has Think Family had the impact expected on families, on local services and for tax payers?

What contribution has Think Family made on reducing demand for other services especially CSC?

What is the predicted impact of stopping if the MHCLG grant is no longer provided?

Who should continue to invest in Think Family should MHCLG stop doing so?

For families

To support parents and children to overcome multiple disadvantage including worklessness, debt and family conflict, crime & ASB

For local services

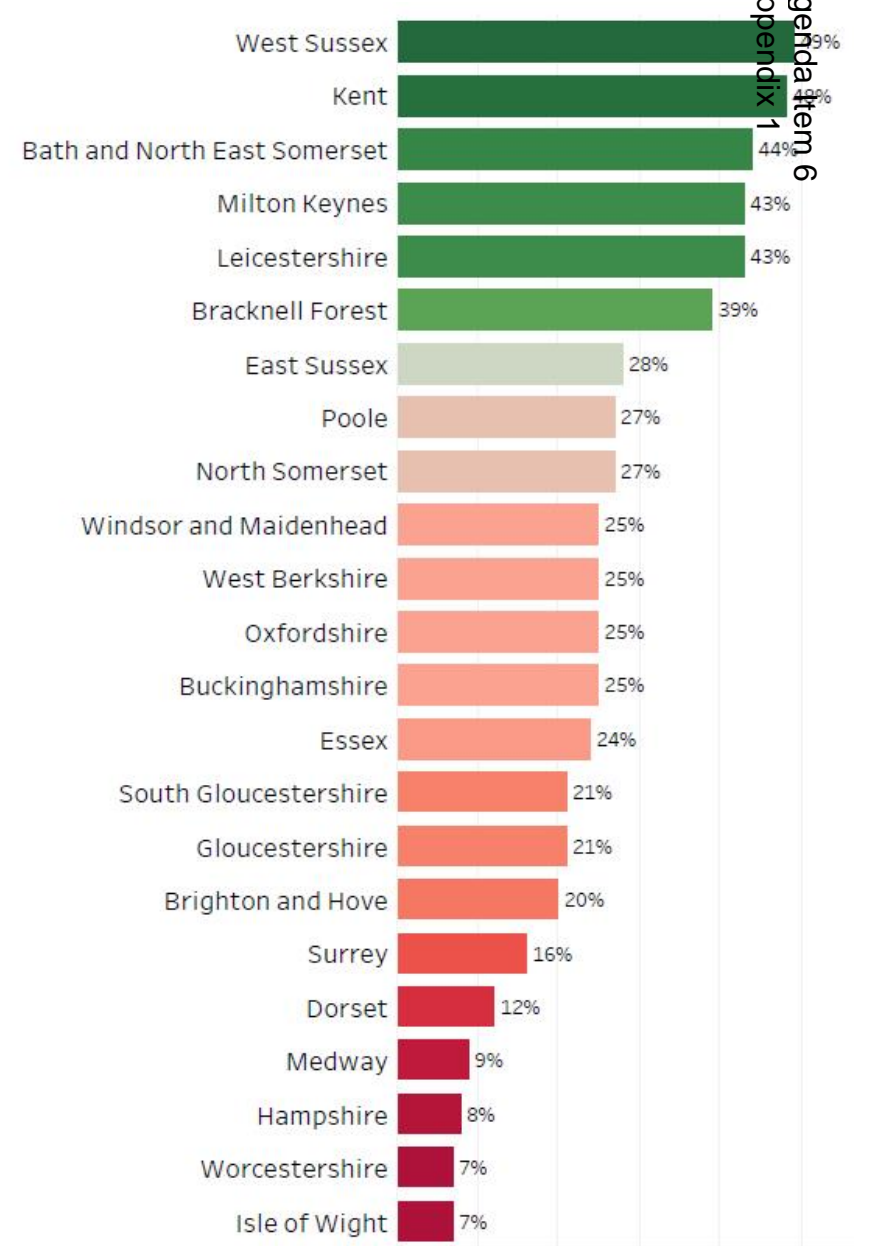
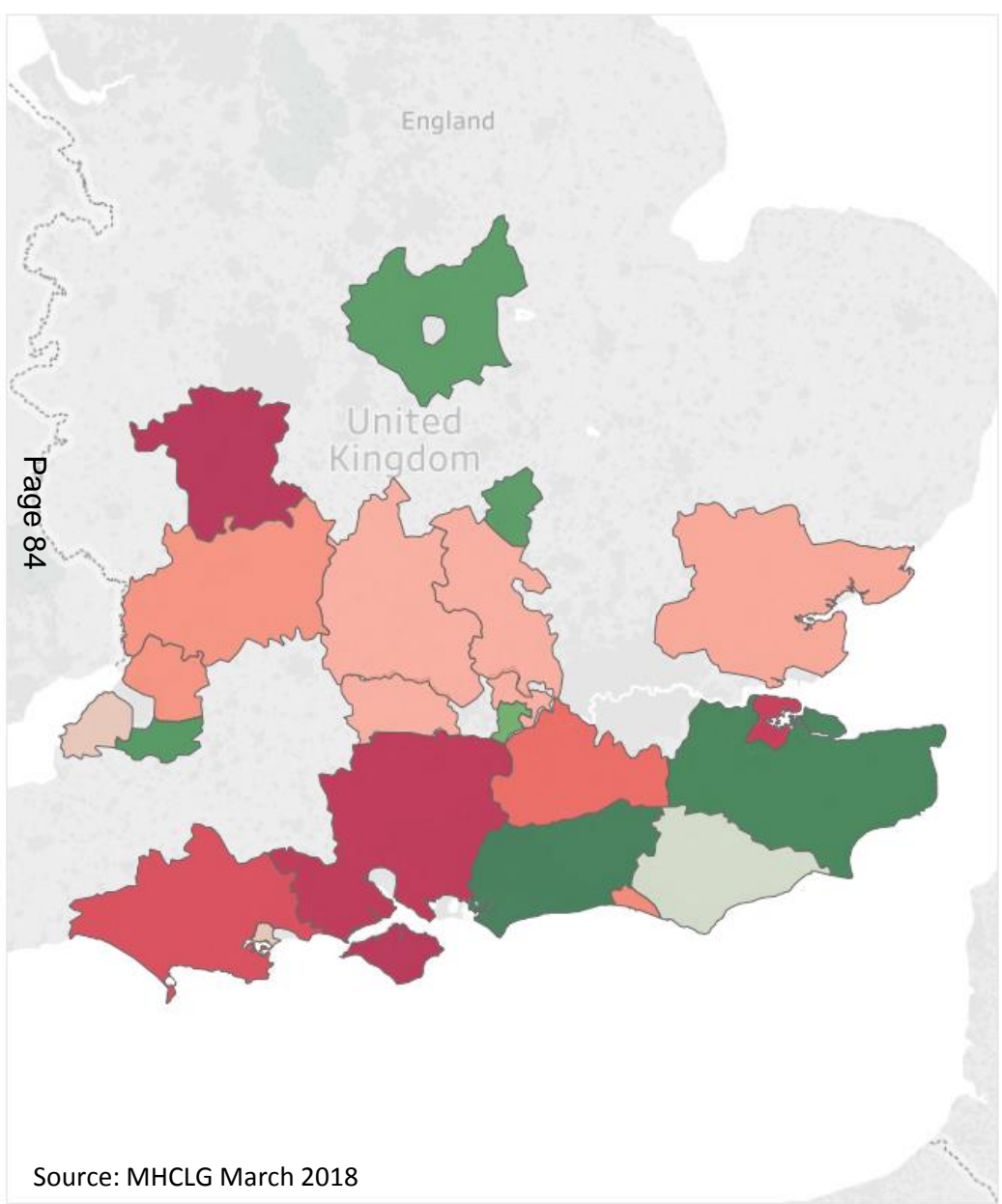
To transform the way that public services work with families with multiple problems to take an integrated whole family approach

To help reduce demand for reactive services including Children's social care services

For the tax payer

To demonstrate that this way of working results in lower costs and savings for the tax payer

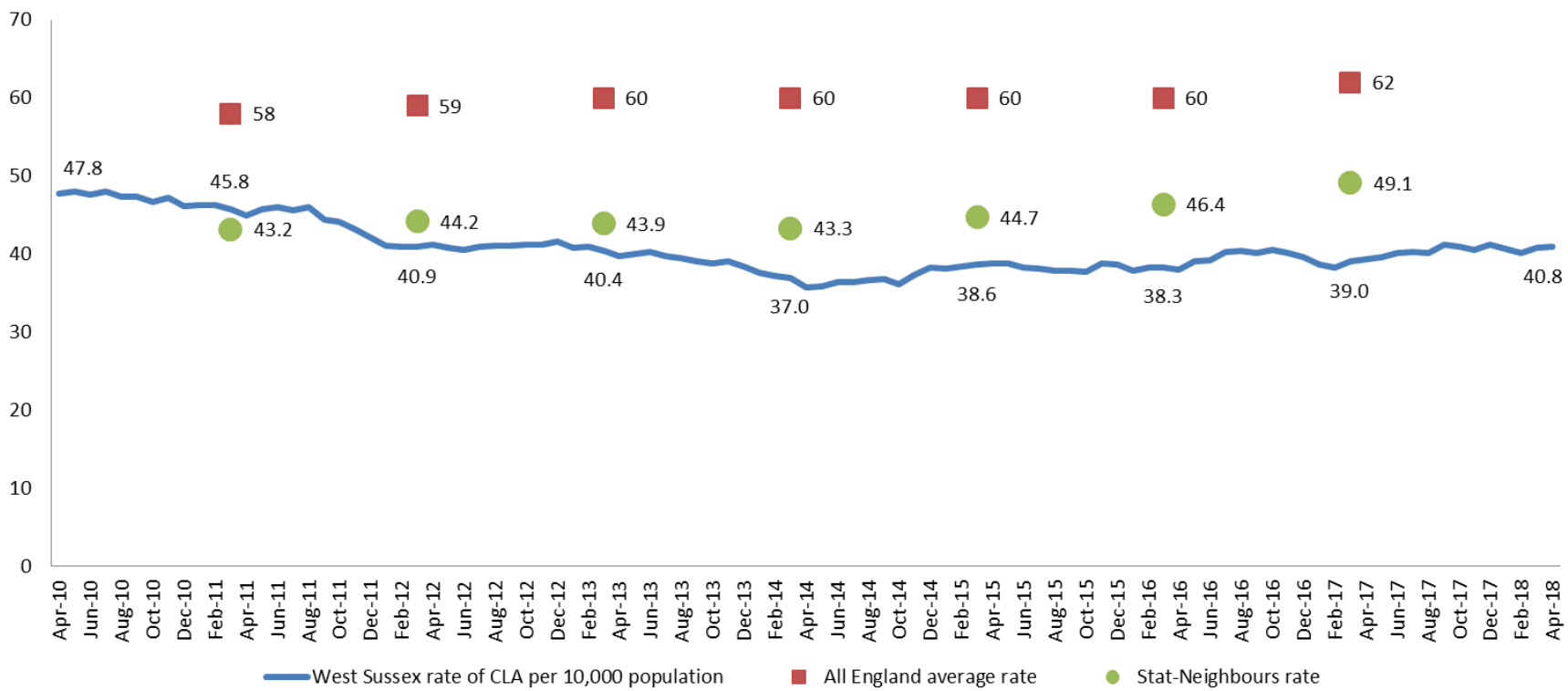
% of 2020 TFI target achieved by West Sussex, its stat-neighbours and south-east authorities



Agenda Item 6
Appendix 1

National evaluation applied to West Sussex

From April 2010 to March 2014 the rate of Children Looked After per 10,000 of population in West Sussex fell from a high of 47.8 to 37.0. Our statistical neighbours saw the rate remain at around 43 to 44.



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Since April 2014, the number of Children Looked After in West Sussex has been increasing more slowly (from 37.0 per 10,000 of population, to 40.8 in March 2018) compared to our statistical neighbours (who have risen, on average, from that have risen from 43.3 per 10,000 population to 49.1 in March 2017).

We believe these results are due, at least in part, to the success of our Think Family approach.

Agenda Item 6
Appendix 1

4,760 IPEH cases attached to the Troubled Families programme at the end of March 2017 with a total of **10,140** children in those families.

6,949 cases attached at the end of March 2018, with a total of **14,855** children in those families – or an additional 4,715 children in the 12 months from March 2017.

If we take the research findings from the Government's latest Troubled Families evaluation outcomes report and apply this to the families worked with in West Sussex, we can extrapolate the scale of impact of Think Family

About **61** children would not have required to be Looked After by West Sussex by the end of March 2018 rising to around **89** by the end of March 2019

WSCC has a **£74m** Children's Social Care budget which funds support for around **700** Children Looked After and **5000** Children In Need. The cases we extrapolate above equates to **12%** of our current capacity, or around **£9m**. While this figure does not account for any economies of scale it provides an indication of the scale of financial benefits.

Table 2 Results of the Propensity Score Matching for the programme and comparison group

At 12 months after intervention:	Child In Need	Child Protection Plans	Looked After Children
Proportion on the programme	26.1%	7.1%	0.63%
Proportion in the comparison group	30.0%	6.8%	1.23%
<i>Difference</i>	-3.9*	0.3%	-0.6*

Note: *statistically significant difference (P value <0.05)

Approximately **395** children would not have fallen into the Children-In-Need (CIN) status by the end of March 2018 with this potentially rising to **579** CIN by the end of March 2019.

What has happened in West Sussex?

Crime – reduction in number of convictions

Health – reduction of number of A&E visits

Domestic Violence - Reduction in number of incidents of domestic violence incidents

School Absence – Reduction in persistent absenteeism

Work – increase the number of adults in work

Children in Need – change in the number of children placed in to care

Phase 1 November 2012 to March 2015: Target 1165 – Success claimed **1176**

Phase 2 April 2015 to March 2020: Target 3940 – Success claimed **1939** (at Mar-18)

National comparison: second only to Walsall in success proportion

Think Family phase one ran from 2012- August 2014

From the 1,656 children turned around during phase one:

Only **5** children (0.3%) have been recorded as having a Children Social Care intervention after the Early Help Plan was closed

201 families we reattached to Phase 2 from Phase One

Of these, **173** (86%) had 1 or more needs as identified in Phase One and **28** (14%) had a new set of needs

Think Family Phase Two began in September 2014

From the 4,056 **children** turned around during phase two to date (Sep-14 to Mar-18):

446 (11%) have a Children Social Care intervention after being closed and claimed for through Early Help

of these:

271 (7%) had a Children in Need Plan

175 (4%) children had a Child Protection Plan

Think Family phase two began in September 2014

From the 1,939 **families** turned around during phase two to date (Sep-14 to Mar-18):
Only **224** (11.6%) of cases claimed have been re-opened to Early Help. This encompasses 539 children.

148 cases reopened contained one or more of the original identification of needs of which 42% relate to further Domestic Abuse

76 cases reopened with different identification of needs to the original

Youth Offending Service (YOS) and Youth Justice

1095 young people in total recorded as having a YOS intervention in Phase One and Phase Two

2 children who have gone on to receive a Youth Justice intervention and were turned around in Phase One

33 children who have gone on to receive a Youth Justice intervention and were turned around in Phase Two

The Data supports our view that working to the ‘Think Family’ principles and practices improves sustainable outcomes.

This is clearly evidenced by the low numbers of Early Help Plans that, following closure, later opened to Children’s Social Care or the Youth Offending Service (YOS).

The system-wide change that the National Troubled Families Initiative brought about is delivering outcomes beyond the scope of the original programme. For example, the creation of IPEH which includes further innovation to reduce demand on Children’s Social Care.

Appendix 2

The National Troubled Families Initiative: Background to the Loss of Funding in 2019/20 (£560,000)

1. The national Troubled Families Initiative (TFI) has been in existence since 2012, supporting local authorities to work intensively with vulnerable families across a range of circumstances. In West Sussex the aims of the national initiative have been strongly endorsed through the local programme known as Think Family, led by the IPEH service.
2. In all respects, West Sussex has been notably successful in delivering the TFI programme. In the period 2012-2020, when the programme closes, it is expected that a total of over 5,000 families will have made significant and sustained progress against strict national criteria. The impact of the programme is subject to a national evaluation. Locally it is clear that Think Family interventions do make a significant positive difference to maintaining family stability, and reduce demand and expenditure in higher cost services, including Children's Social Care. National programme evaluation has endorsed these findings.
3. In spite of the success of Think Family in West Sussex however, there remains further unmet need for Early Help services. As a result, although government funding for Troubled Families is being withdrawn from April 2020, this County Council, in common with many other public sector organisations, has been lobbying government regarding the desirability of a successor scheme that continues the momentum of Troubled Families, and addresses the need. No decision on this has yet been forthcoming.
4. This savings proposal is therefore based on the known reduction in government grant for 2019/20 of £560,000. It is due to the tailing-off of the element of grant that is paid when a family with qualifying characteristics is 'attached' to the programme, to be worked with. West Sussex was given a quota of 3,940 families to be worked with over the five years to March 2020, and according to the scheme protocols, only 5% of these families can be attached in the final year: this reflects the time necessary to achieve and evidence success with a family, and also the government's expectations of a consistent throughput of families during the life of the programme. The issue is therefore one of the phasing of grant: the entire grant available in each year of the programme to date has been secured, and through helping the maximum number of families, we expect also to maximise income to its closure.

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Children and Young People's Services Select Committee

31 October 2018

Children and Young People's Services Select Committee Business Planning Group

Report by the Chairman of the Business Planning Group

Executive Summary

Each Select Committee has a Business Planning Group (BPG) to oversee the Committee's work programme and prioritise issues for consideration by the Committee. This report provides an update of the last meeting of the outgoing BPG held on 12th September 2018, setting out the key issues discussed.

Recommendations

1. The Committee is asked to endorse the contents of the report.

1. Declarations of Interest

- 1.1 None.

2. Background/Context

- 2.1 The BPG met on 12 September 2018, members in attendance were Mr Cloake, Mrs Hall and Mr High. Ms Lord and Mrs Mullins gave their apologies.

3. Recommendation from the Select Committee – Supporting Schools

- 3.1 The BPG considered how best to work with schools who had received a double 'requires improvement' judgement from Ofsted in order to support School Improvement. The following points were noted:
 - Lack of funding could not always be accountable for a poor Ofsted judgement. Some schools within the County were receiving 'good' or 'outstanding' judgements within the same budgets as those receiving 'requires improvement'.
 - The new School Effectiveness Strategy will see schools performing better.
 - Link advisors will visit those schools who receive consistently poor Ofsted outcomes, and will be given 6 half terms to improve.
 - If evidence of progress and improvement is not seen at review meetings, the school will be sent a warning letter.
 - At the same time as the warning letter, the Committee will invite the Chair of Governors and/or the Head-teacher to the Select Committee. A letter will be sent from the Chairman of the Committee expressing the Committee's concern, the requirement for an action plan, and that a response must be received within 21 days.
 - The school will have the opportunity to represent themselves at the Committee and to share the support they feel they need in order to improve.

4. Education and Skills Update

4.1 The BPG heard the following updates from the Education and Skills directorate:

- Key Stage 2 results data will be available at the next meeting of the Committee. This will form part of the School Effectiveness Strategy report which was deferred to the October meeting.
- The Director of Education and Skills post was out to advert, and interviews will take place in mid-October.

5. Children and Family Services Updates

5.1 The BPG heard the following updates from the Children and Family Service:

- The recent Ofsted judgement and subsequent closure of Seaside children's home has required the service to make the provision of children's homes their current priority. West Sussex's children's home offer as a whole was being reconsidered, and the priorities include the following measures: Safeguarding, Management, Quality Assurance and Facilities Management.
- The Director of Children and Family Services specified the pressure on the service in terms of demand and capacity, noting extremely high caseloads. Children's Social Care requires additional investment in order to recruit and maintain staff, subsequently reducing the caseload pressures. The current pace was unsustainable.

6. Total Performance Monitor

6.1 The BPG was updated on the current financial position for the Education and Skills and Children and Young People portfolios.

7. Work Programme Planning

7.1 Forward Plan

7.1.1 The BPG identified the following decisions in the Forward Plan for preview by the Committee:

- Alterations to the Integrated Prevention and Earliest Help Service
- Provision of accommodation for Care Leavers
- Creation of additional Special Support Centres

7.2 Plan the October Committee meetings

7.2.1 Future Meetings:

- School Effectiveness Strategy (deferred from September)
- Alterations to the Integrated Prevention and Earliest Help Service
- Provision of accommodation for Care Leavers
- Creation of additional Special Support Centres

7.3 Consider potential suggestions for the work programme:

- 7.3.1 The BPG to add a standing item on Children's Residential Homes which considers dashboard data of those difficult to recruit posts (Quality Assurance and Residential Managers), and oversight and governance.

7.4 Consider the latest Corporate Risk Register:

- 7.4.1 The BPG did not identify any priority areas for scrutiny or review.

8. Implications

- 8.1 There are no resource, risk management, Crime and Disorder Act or Human Rights Act implications arising directly from this report. However, many of the substantive reports to the Committee will have some implications and an Equality Impact Report will be included in appropriate substantive reports to the Committee.

Michael Cloake

Chairman

Children and Young People's Services Select Committee Business Planning Group

Contact: Natalie Jones-Punch - Assistant Democratic Services Officer – 0330 222 5098

Background Papers: None

Appendix – Work Programme for Children and Young People's Services Select Committee.

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Children and Young People's Services Select Committee Work Programme – December 2019

Select Committee Meeting Date	Subject/Theme	Objectives/Comments	Key Contacts
31st October 2018 10.30am	Alterations to the Integrated Prevention and Earliest Help Service	Pre-decision	Hayley Connor, Lance John
	Provision of accommodation for Care Leavers	Pre-decision	Stuart Gibbons
	School Effectiveness Strategy 2018-2022	To consider the outcomes of the consultation and the final strategy document.	Mark Jenner, Rachel Conway

Children and Young People’s Services Select Committee Work Programme – December 2019

<p align="center">10th January 2019</p> <p align="center">10.30am</p>	<p>Review of SEND (TFG)</p>	<p>The recommendation from the 09/03/17 committee asks the Cabinet Member for Education and Skills to ensure that delivery of the Strategy will continue to be a high priority, and that there continues to be strong emphasis on inclusion for children with SEND in mainstream schools, if this is the most appropriate setting.</p>	<p>Education and Skills directorate</p>
	<p>School Funding Update</p>	<p>Revisit the school funding situation</p>	<p>Education and Skills directorate.</p>
	<p>WSSCB Annual Report 2017/18</p>	<p>Annual report of the Safeguarding Children Board.</p>	<p>Jon Brydon, Annie MacIver, Independent Chair</p>
<p align="center">Future Items to be timetabled</p>	<ul style="list-style-type: none"> • Monitoring the financial challenges for Children’s services • Domestic Violence • The 1001 Critical Days Principle • CLA Team structure update 		<p>TBC</p>

Children and Young People’s Services Select Committee Work Programme – December 2019

	Possible Joint items <ul style="list-style-type: none">• Integrated Transport System• Mental Health		
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