



# Education & Skills Annual Report

Review of the Year 2019



## Contents

Foreword.....	3
Effectiveness of Schools.....	5
Inclusion and Special Educational Needs and Disabilities .....	7
Pupil Entitlement .....	9
School Organisation and Admissions .....	11
Post-16 Support .....	12
Adult Education .....	13
Services for Schools .....	14
Performance Appendix.....	15
Corporate Plan Key Performance Indicators.....	23
Coronavirus Pandemic .....	24
Priorities for 2020* .....	24
Further Information.....	25

# Foreword

## Cabinet Member for Education and Skills



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

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

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

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

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

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

A handwritten signature in black ink that reads "Nigel".

**Nigel Jupp**  
**Cabinet Member for Education & Skills**



## Director of Education and Skills



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

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

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

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

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

Our key priorities for 2019 were to:

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

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

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

**Paul Wagstaff**  
**Director, Education & Skills**

## Effectiveness of Schools

### Ofsted

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

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

### Ofsted Programme

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

### Ofsted Programme

#### Feedback from Schools on the most helpful areas

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

### Area Inclusion and Improvement

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

During 2019:

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

### Trends in pupil outcomes

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

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

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

2020  
Priority  
2

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

Develop and implement approaches to support disadvantaged pupils

Provide and disseminate good practice

Work with external partners, to develop support mechanisms for schools

Focus on improving provision in areas of high deprivation

2020  
Priority  
3

### Provide strategic support for curriculum design, implementation and impact

Launch and support the Education for Safeguarding curriculum

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

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

2020  
Priority  
1

### Implement the School Effectiveness Strategy 2018-22

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

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

## Inclusion and Special Educational Needs and Disabilities

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

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

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

So far, we have:

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

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

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

### **Therapeutic Approach to Behaviour Management Feedback from Schools on Launch Event**

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

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

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

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

### Trends for pupils with SEND and EHCP

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

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

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

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

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

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

### Children Looked After

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

2020  
Priority  
4

### Implement the SEND and Inclusion Strategy 2019-24

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

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

Support the mental health and wellbeing of pupils

Implement therapeutic thinking

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

## Pupil Entitlement

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

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

## Fair Access

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

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

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

## Safeguarding in Education

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

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

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

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

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

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

#### Trends for pupil entitlement

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

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

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

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

2020  
Priority  
5

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

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

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

2020  
Priority  
6

#### Integrate cross directorate service delivery through the Children First Strategy

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

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

## School Organisation and Admissions

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

### Admissions

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

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

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

### Federations

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

## Small School Review

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

### New schools

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

2020  
Priority  
7

### Ensure the efficient use of capital resources

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

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

Place planning and reducing or repurposing surplus provision

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

Restructure and consult on changes to catchment areas

## Post-16 Support

### European Social Investment Funding (ESIF) Programme

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

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

### Case Study

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

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

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

### Trends for Post 16 Young People

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

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

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

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

2020  
Priority  
8

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

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

Build new working relationships with our education partners

Collaborate and explore further social media options

## Adult Education

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

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

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

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

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

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

### Trends for Adult Learners

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

2020  
Priority  
9

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

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

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

## Services for Schools

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

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

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

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

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

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

2020  
Priority  
10

### Commercialise and professionalise our traded work for schools

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

Increase traded income generation from schools

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

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

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

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

2020  
Priority  
11

### Adapt to new ways of working

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

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

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

## Performance Appendix

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

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

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

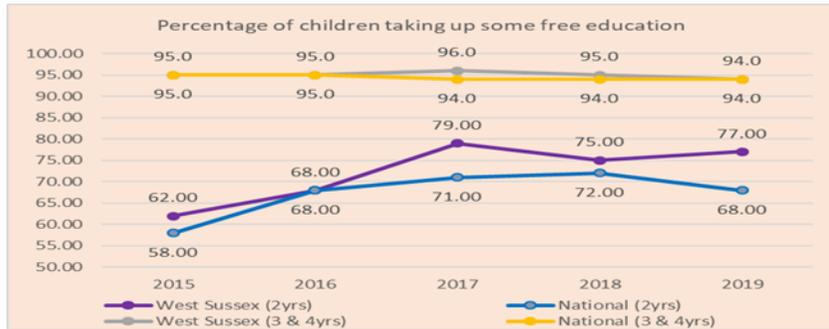
The data concerning the proportion of schools and the proportion of pupils who attend at least good schools is the latest data and from the end of December 2019. Other dates are as stated.

### Effectiveness of Schools

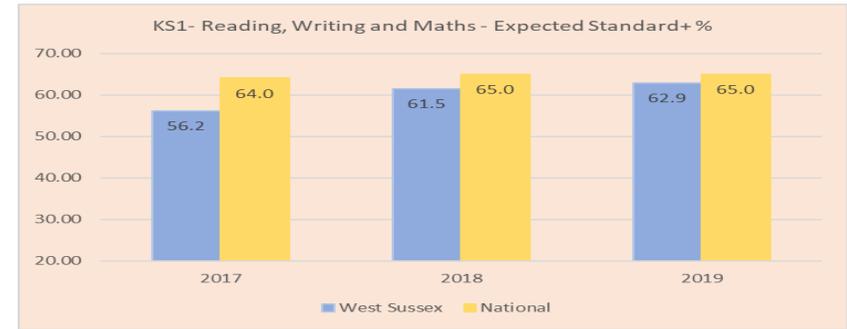
% of Pupils attending Good or Outstanding Schools			
	Dec 2018	Dec 2019	Change
All	85.3%	86.3%	+1.0%
Primary	83.9%	84.7%	+0.8%
Secondary	86.8%	88.1%	+1.3%
Special	96.4%	100.0%	+3.6%

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

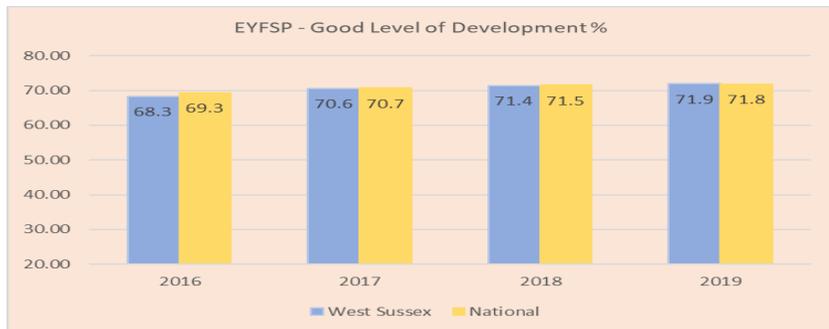
## Early Years



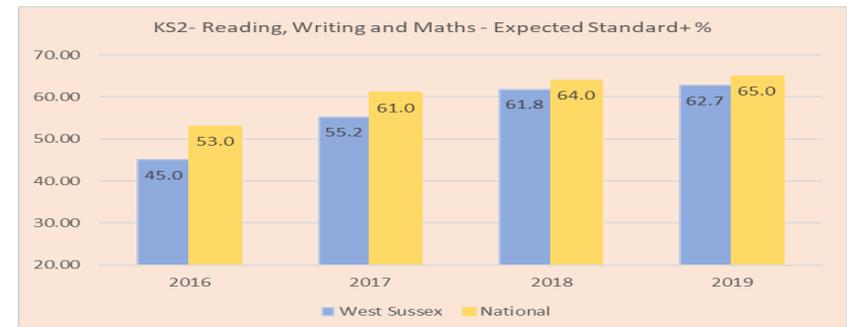
## Key Stage 1



## Early Years Foundation Stage

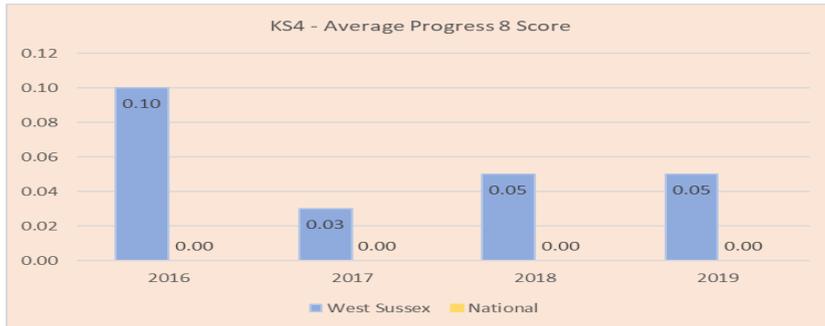


## Key Stage 2

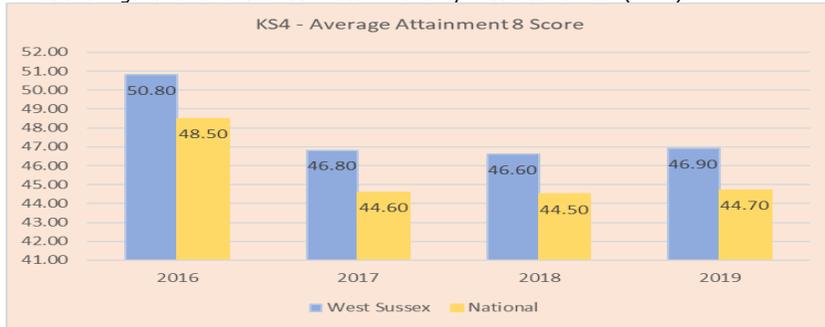


Children achieving at least the expected level in the early learning goals (ELGs) within the three prime areas of learning and within literacy and mathematics is classed as achieving a 'good level of development'. Achieved at least the expected level across all ELGs means a child achieved 'expected'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

## Key Stage 4



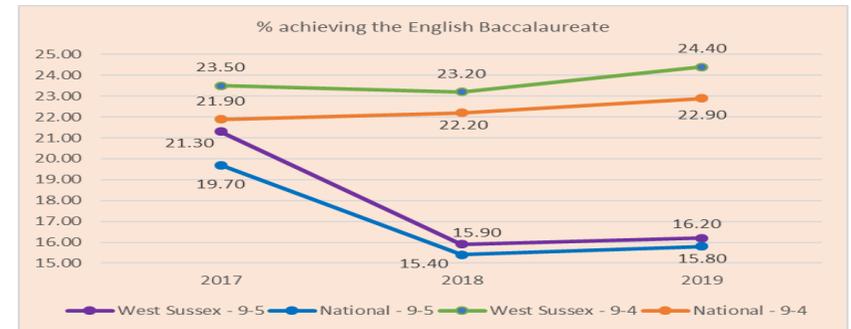
National figure is zero. Source: Local Authority Interactive Tool (LAIT)



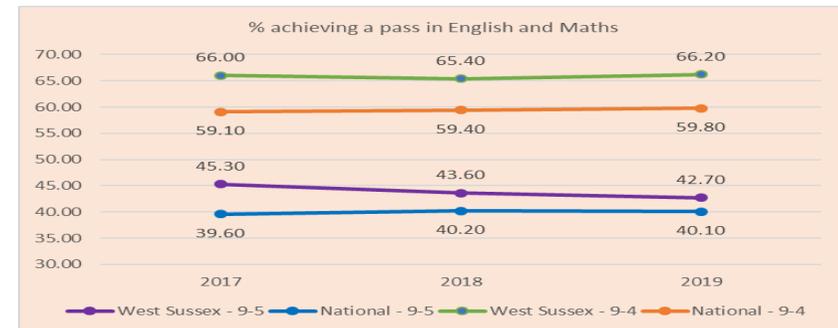
Progress 8 was introduced in 2016 as the headline indicator of school performance. It aims to capture the progress that pupils in a school make from the end of primary school to the end of key stage 4. It is a type of value-added measure, which means that pupils' results are compared to the progress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

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

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

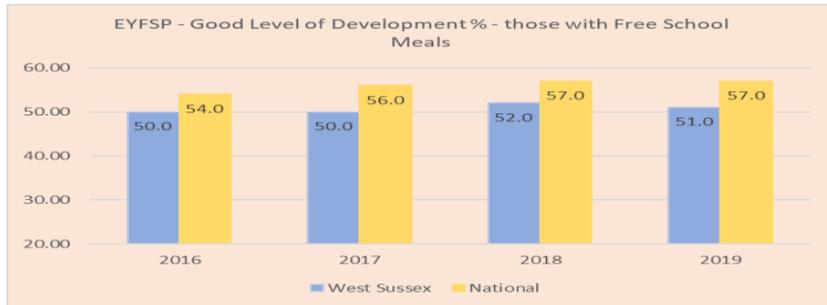


EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve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

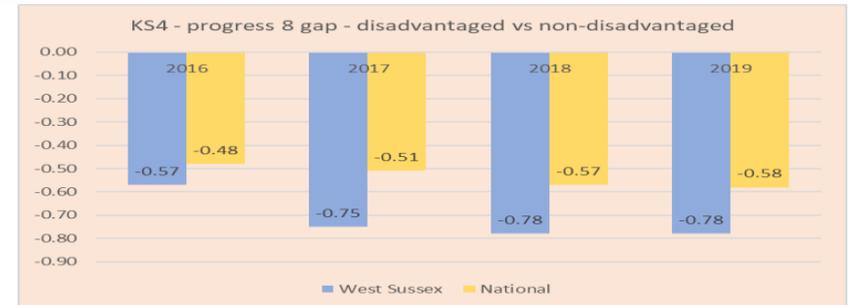
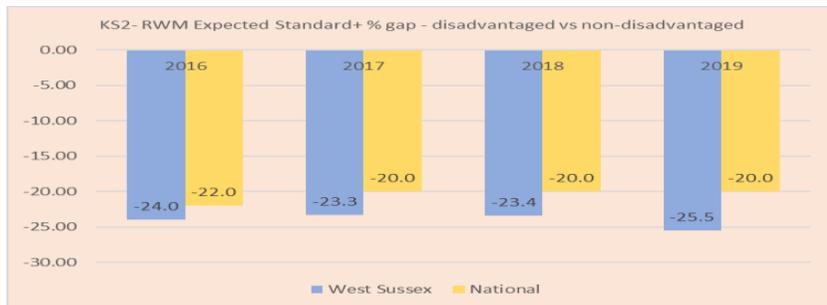
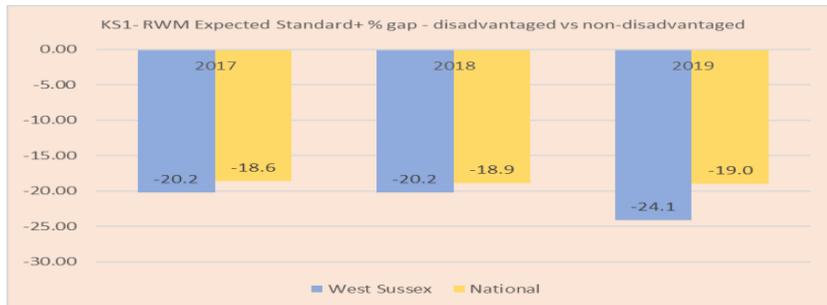


## Disadvantaged Pupils

### % with Free School Meals achieving a Good Level of Development



### % Attainment gap at Key Stages 1, 2 and 4



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

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

## Inclusion

### Special Educational Needs and Disabilities (SEND)

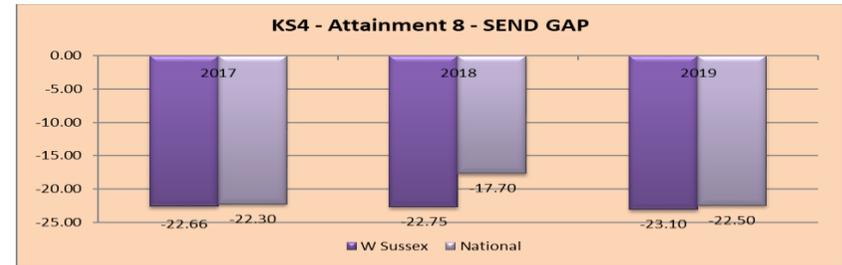
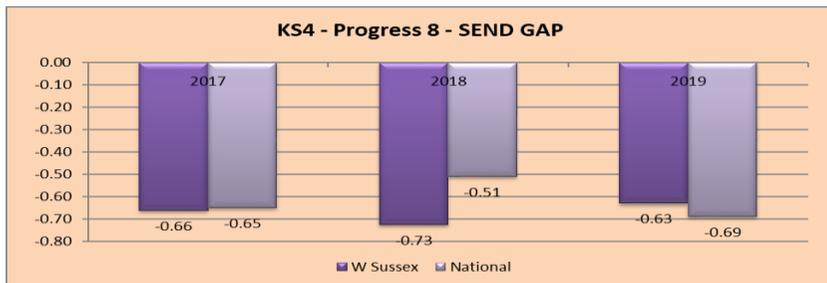
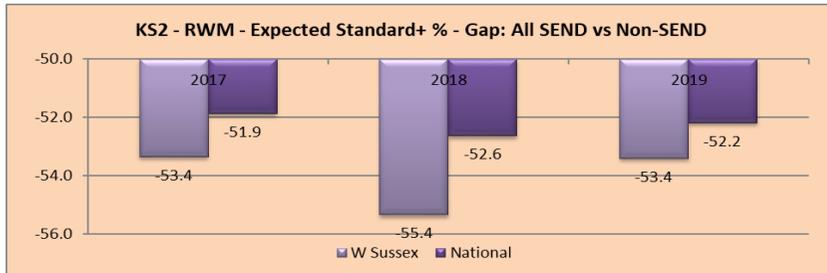
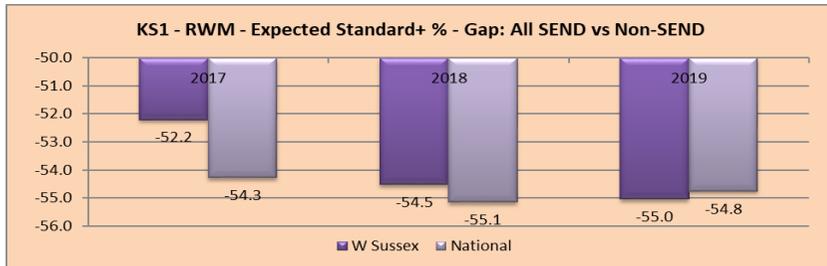
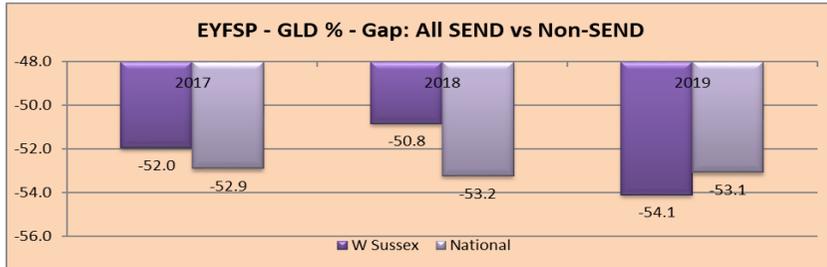
The number of pupils with SEND support in the January 2020 school census rose to **13.9%** from 13.7% in January 2019. The number of pupils with an EHC Plan in the January 2020 school census rose to **3.4%** from 3.2% in January 2019. Attainment results are as follows:

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

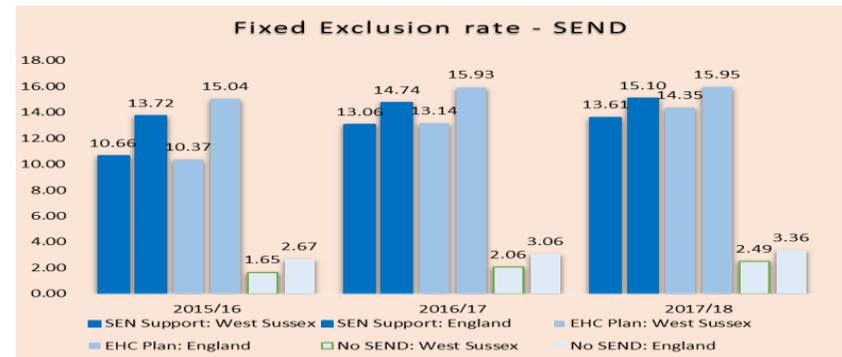
EHC PLAN	2017		2018		2019	
KEY STAGE	West Sussex	National	West Sussex	National	West Sussex	National
EYFSP: GLD %	5.6	4.1	8.3	4.9	6.4	4.5
KS1: RWM EXS+ %	5.2	7.6	11.2	7.5	7.7	7.4
KS2: RWM EXS+ %	5.0	7.7	5.0	9.0	7.0	9.0

## % Attainment gap at Key Stages 1, 2 and 4

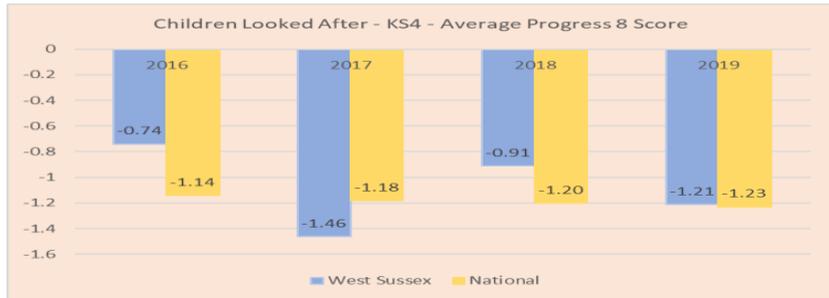
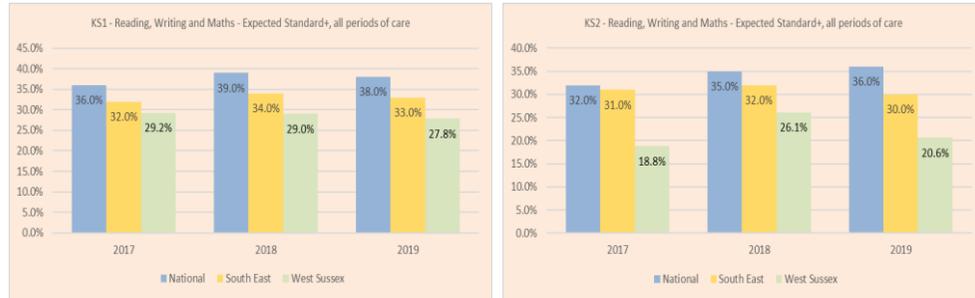


These charts relate to the respective Key Stages for the difference (gap) between results for SEND pupils and non-SEND pupils against the national equivalent.

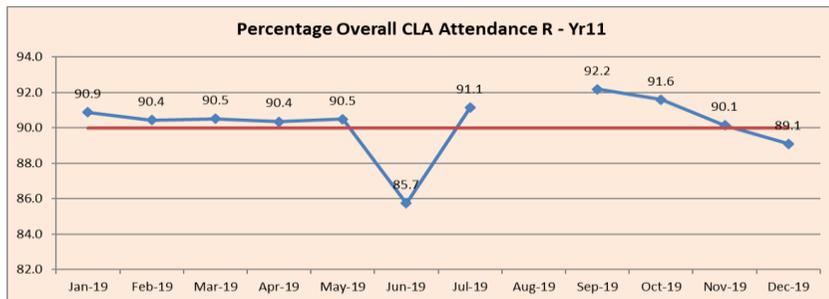
## The exclusion of SEND pupils



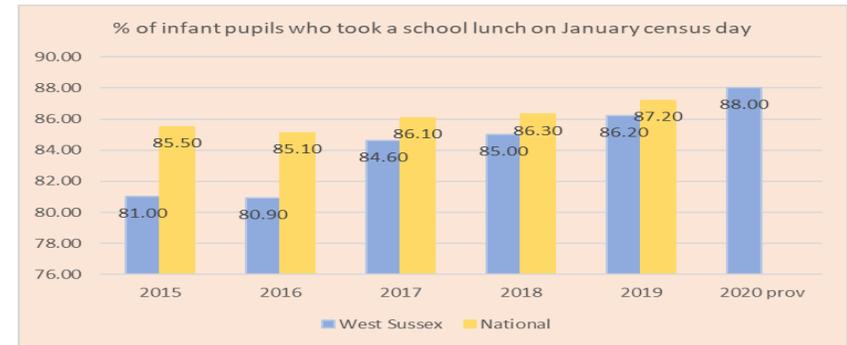
### Children Looked After



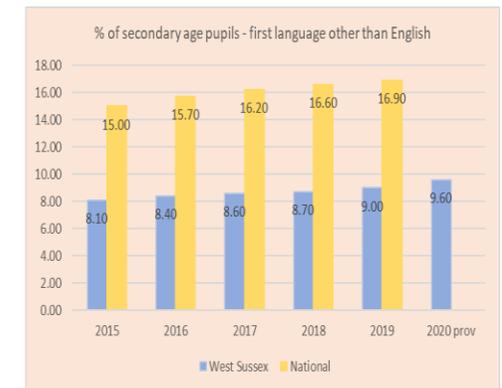
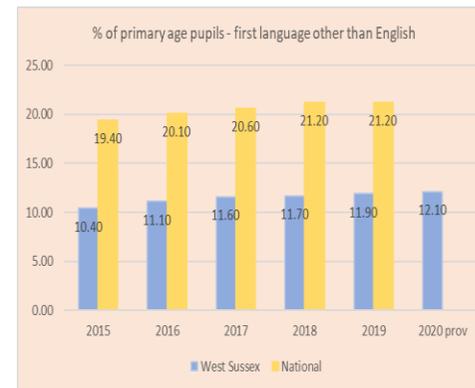
The fall in attendance during June was directly due to Year 11 Study Leave being recorded as Authorised Absence. There is no attendance recorded in August due to the summer school holidays. Regular attendance underpins achievement and the Virtual School works closely with all partners to ensure that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



### Free School Meals



### English as Second Language



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

## Pupil Premium

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

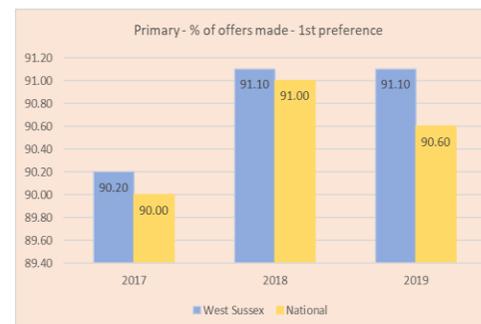
Pupil Premium Category	Numbers of Pupils Eligible	Pupil Premium Allocation
Deprivation - Primary	9,226	£12,177,770
Deprivation - Secondary	7,546	£7,055,354
Service Child	705	£211,500
Post-CLA	688	£1,581,250
PP+ - CLA	530	£1,219,000
<b>TOTAL</b>	<b>18,695</b>	<b>£22,244,874</b>

2019-20 was calculated as follows:

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

## School Admissions

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



## Post 16 Adult Learning & Skills

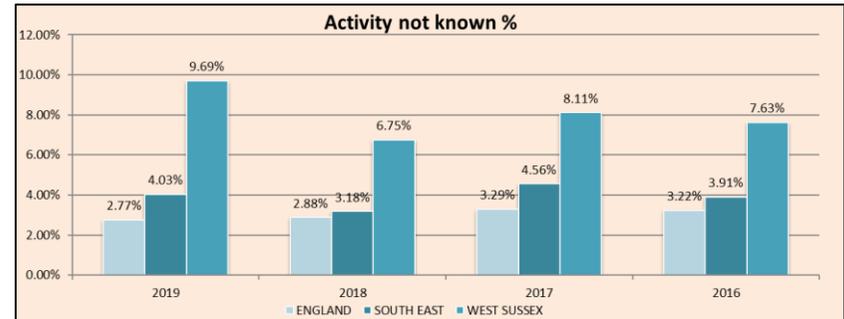
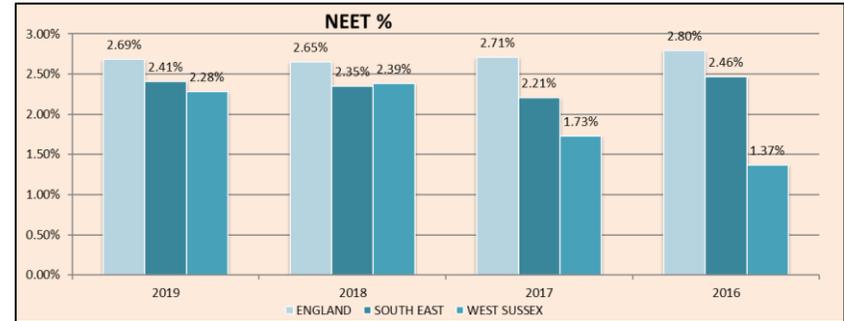
### Key Stage 5 Attainment



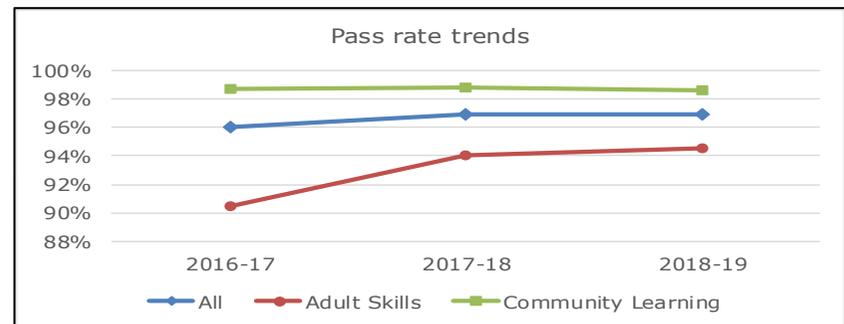
These charts relate to the students at the end of advanced level study who were entered for at least one qualification, in each subject type, during 16-18 study.

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

## Education, employment, or training



## Adult Education



# Corporate Plan Key Performance Indicators

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

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

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

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

## Coronavirus Pandemic

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

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

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

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

## Priorities for 2020\*

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

\*set in January 2020 prior to the Covid 19 pandemic

## Further Information

### West Sussex County Council Performance Dashboard

[www.performance.westsussex.gov.uk](http://www.performance.westsussex.gov.uk)

### Department for Education Statistics

[www.compare-school-performance.service.gov.uk/](http://www.compare-school-performance.service.gov.uk/)

[www.gov.uk/government/organisations/department-for-education/about/statistics#forthcoming-publications](http://www.gov.uk/government/organisations/department-for-education/about/statistics#forthcoming-publications)

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

### Progress 8 (and Attainment 8) definitions

[www.gov.uk/government/publications/progress-8-school-performance-measure](http://www.gov.uk/government/publications/progress-8-school-performance-measure)

### 16 to 18 accountability measures

[www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/746566/16-18\\_Accountability\\_Measures\\_Technical\\_Guide\\_Oct18.pdf](http://www.assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746566/16-18_Accountability_Measures_Technical_Guide_Oct18.pdf)

### West Sussex School Effectiveness Strategy

[www.westsussex.gov.uk/about-the-council/policies-and-reports/school-policy-and-reports/school-effectiveness-strategy](http://www.westsussex.gov.uk/about-the-council/policies-and-reports/school-policy-and-reports/school-effectiveness-strategy)

### Planning School Places

[www.westsussex.gov.uk/about-the-council/policies-and-reports/school-policy-and-reports/planning-school-places](http://www.westsussex.gov.uk/about-the-council/policies-and-reports/school-policy-and-reports/planning-school-places)

## Virtual School

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



