
Children and Young People’s Services Scrutiny Committee

12 July 2022

Draft Outcomes on securing an Education and Learning Strategy 2022-25

Report by Paul Wagstaff, Assistant Director (Education and Skills)

Electoral Divisions: All

Summary

The process of engaging with stakeholders and the broader community to inform priorities for the Education and Skills Service began in the autumn 2021. During early spring 2022, information, data and research was drawn together to identify key areas, core to the role of the local authority. This was done to better engage with the community on how West Sussex County Council should prioritise its work. An online engagement survey was launched in February 2022 and was promoted with partners, parents and families, and also with members of West Sussex County Council. The survey asked a range of questions and encouraged participants to share their views on what they considered ought to be the key priorities for the next three years. Almost 600 individuals took part in this survey. A number of engagement sessions subsequently took place with school leaders, education staff and representatives from the further education sector. Additional engagement sessions have taken place with schools, governors and multi academy trusts (MATs) around the Education White Paper: Opportunities for All, particularly around the role of the local authority with respect of strategic planning of strong MAT partnerships, and also in the role of a local authority organised MAT.

The outcomes of the engagement have identified a range of issues considered to be priorities which respond to local issues, but also which take account of major national policy drivers currently being introduced, and which will shape the provision of education and learning into the future.

The intention is to agree a number of Key Themes arising from all information received to date and to form priorities for the Service. These will be used to engage with the sector in co-creating the detail of workstreams within these and to agree a timeline for implementation. The aim is to populate a detailed and costed Strategy, a project timeline, and a summary of activity within each workstream. This will also include a mapping of how this Strategy links to the Council’s broader plans and initiatives to improve outcomes for children, young people and adults. This co-creation will include engagement with our key partners and stakeholders around the detail and the respective roles and responsibilities of all involved. The resulting plans will be scrutinised in due course for their intent, their outcome measures, affordability, and for the value for money they provide.

In the engagement sessions it was acknowledged that the County Council already has an agreed Strategy for SEND & Inclusion 2019-24 which is still current. It was felt important that the work on this Strategy was not diluted or diminished by any

changes and that it should be included as part of the 3 year programme of priorities, but should not be distributed into other workstreams.

Focus for Scrutiny

The Committee is asked to consider the current progress in the development of the strategy, how stakeholder input has been considered and provide any comments on the key priorities and themes ahead of a draft strategy being developed.

Areas for Scrutiny to consider (key lines of enquiry):

- Any priorities or key themes that the Committee wish to highlight to the Cabinet Member for consideration for inclusion in the Strategy that have not already been identified.
- Whether the key themes and principles identified (section 3 and 4) meet the needs of the [Council Plan](#) to ensure the priorities and targets of the County Council can be met;
- How the strategy will maintain sufficient flexibility to address any outcomes of emerging national policy including the [SEND review Green Paper](#) and [Education White Paper](#) (section 2 of the report)
- Whether the Committee wish to carry out further scrutiny prior to the adoption of a Final Strategy by January 2023, and if so the timing of this and what data or information may be required.

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

1. Background & Context

- 1.1 In 2018 the County Council produced a School Effectiveness Strategy 2018-22 focused on bringing about improved outcomes for children in the county. This reflected standards and outcomes that had not reached the appropriate level compared to those achieved nationally. The Strategy focused on improving provision in schools, and also future planning for provision. In 2019, the County Council agreed a SEND & Inclusion Strategy 2019-24 and which is still current. This Strategy aims to improve inclusive practice and also to address a previous shortfall in provision and both the quality and access of support for children with SEND in West Sussex. Beyond these two strategies, the County Council has not had a cohesive strategy to address all provision and all phases of education and learning.
- 1.2 A redesign of the Department for Children, Young People and Learning between 2020-22 has restructured service areas and has enabled the Education and Skills Service to hold a single view of the learning journey for children from the age of two, through primary and secondary education, and also now into post 16 provision, and for those young people not currently in education, employment of training and adult learners. Whilst the County Council is not responsible for the 'direct delivery' of education and learning for children which is a responsibility of early years settings, schools and colleges, it does have statutory responsibilities relating to this. These statutory responsibilities cover championing the achievement and outcomes, intervening in provision where there are concerns, and ensuring effective safeguarding procedures in educational organisations. Whilst the local authority also has strategic responsibilities for SEND provision and both for place planning and admissions,

there are also a number of crucial responsibilities aligned to the needs of most vulnerable children and young people. However, for most work in improving provision and outcomes, the local authority needs to work through influence, leadership, and through engagement with schools and their staff, the early years providers and with a range of partners.

- 1.3 As the country emerges from two years of covid and schools begin to move back into business as usual, it is the right time to look forward to reset priorities for the next three years. This coincides with the publication of three seminal education policy developments introduced by national government. It is timely that a future strategy picks up on these key policy developments. These include the Post 16 White Paper now enshrined in law; the Education White Paper: Opportunities for All, which is scheduled for passage in the current session, and the SEND Green Paper which is currently out for consultation. All have been considered in discussions around priorities for the Strategy.
- 1.4 Whilst the last publicly captured data prior to the pandemic indicated that the proportion of children in the Early Years Foundation Stage reaching a good level of development by the age of 5 was in line with the national average, based on an average point score, the local authority ranked 109 out of 151 local authorities, reflecting the already significant discrepancy in the outcomes of our disadvantaged young children, with data on school readiness using the Professional Association for Childcare and Early Years (PACEY) model indicating that, whilst 71.4% of West Sussex 5 year olds have the health, emotional maturity and skills required to successfully settle into school, in line with the national average, only 52% of disadvantaged young children in West Sussex are similarly ready.
- 1.5 Schools have had no nationally validated data for the end of Key Stage 1 or Key Stage 2 since 2019. In 2019, the proportion of children achieving the expected standard in reading, writing and mathematics by the end of Key Stage 1 was broadly in line with the national average and with the local authority's results ranked 106 out of 151 local authorities, but higher in reading. Learning outcomes for pupils at the end of Key Stage 2 have been traditionally low. From a low base in 2016, attainment in reading, writing and mathematics improved significantly in closing the gap with the national average. However, due to the relatively low levels of deprivation across the county as a whole, attainment ought to have been higher. In 2019, the proportion of pupils reaching the required standard in reading, writing and mathematics at the end of Key Stage 2 was below the national average and ranked 116 out of 151 local authorities. Whilst attainment in reading was in line with the national average for the proportion of pupils reaching the expected standard, and above for the proportion reading with greater depth and exceeding the expected standard, it was below in writing and in mathematics. The 2019 attainment gap at the end of Key Stage 2 between disadvantaged pupils in West Sussex and their non-disadvantaged peers, based on the proportion achieving the expected standard in reading, writing and mathematics, was 26% compared with a difference nationally of 19%. For Children in Need and those with care plans, attainment had risen significantly since 2016 with overall outcomes being higher in West Sussex than those achieved nationally by Children in Need, with the local authority ranked 61 out of 151 local authorities for its attainment among the vulnerable and Children In need.
- 1.6 Although overall attainment measures at Key Stage 4 have shown a positive picture in GCSE and associated examinations, the differential progress and

achievement of disadvantaged students against their non-disadvantaged peers continued the pattern seen in primary schools, albeit to a lesser extent. Where the national gap in Attainment 8 scores between disadvantaged and non-disadvantaged students runs at -13.6, the gap is slightly wider in West Sussex at -16.24.

1.7 Behind the performance data, there are ten key challenges facing the local authority and which were raised in the engagement events:

1. Whilst **academic success and educational outcomes** have improved in recent years, there is still more to do to ensure that every child achieves as well as they ought. Some families face particular challenges which puts them at a disadvantage. The impact of the Covid has interrupted learning and the confidence of many children and young people.
2. Children who have **SEND or are vulnerable, for example young carers, are not achieving as well as they might** and **inclusive practice is not consistently applied** in all schools and across all parts of the county to enable them to do so.
3. There are still **too many children leaving education and learning** either through exclusions or through parents removing children as provision is not meeting their child's needs.
4. The **quality of provision** for children and young people varies across the county. This results in 'inequality of access' depending on where they live in the county and also on a young person's starting point and interests.
5. Even before children reach school age, the **underachievement of our disadvantaged children** is notable compared with their non-disadvantaged peers. Although some achieve well in some parts of the county and in some schools, the overall discrepancy seen in disadvantaged children's readiness for school remains a constant throughout their learning journey.
6. **Removing the barriers** to academic success for some children and young people are complex and require the engagement of many partners.
7. **Pathways and provision for students after the age of 16 years** vary across the county. There can be limited opportunities for the full range of options in some areas. This leads to students having to travel to the courses they want to study and which are appropriate to their needs.
8. Some of our most **vulnerable young people** continue to be at risk of criminal exploitation, exclusion or harm.
9. The current number of **specialist SEND school places** across maintained schools and academies is currently insufficient to meet escalating need. In the future this could lead to children increasingly having to travel out of their local communities or attend private schools.
10. The **proportion of surplus places** in our primary schools is increasing as the birth rate falls and house building slows down. This both places pressure on schools on retaining staff and managing the needs of all children with dwindling resources. It also leads to some schools becoming vulnerable,

affecting their ability to continue their improvement journey and maintain financial stability.

2 The National Policy Context

- 2.1 During the engagement process several key policy statements and papers have been published which provide future direction in some aspects of education and learning. Due account needs to be taken of these in planning the County Council's future priorities. The [Post 16 White Paper](#) produced in the early spring outlined key changes to post 16 qualifications and both curriculum and support for those young people over the age of 16 years. This White Paper has now become law and, whilst focusing on young people over the age of 16 years, there are implications on how younger children are guided and supported towards the appropriate post 16 courses and qualifications. The changes will have significant implications on what, and how schools and partner providers provide education and learning for young people over the age of 16. They will have implications on schools and the local authority in its future planning.
- 2.2 The [Education White Paper: Opportunities for All \(April 2022\)](#) outlines key changes in responsibilities for local authorities with greater definition in relation to its strategic role for planning school places and admissions, along with greater access for the local authority to secure information from academies and to direct academies to admit children. The White Paper also provides a responsibility for local authorities to plan for all schools to be within a partnership with a strong Multi Academy Trust (MAT) or with a plan to be so by 2030. Very clear criteria is provided on the features of a strong MAT including being of a size to provide strong support and professional development for school staff with inclusion at the heart. Work needs to be undertaken by the local authority in working with its schools and its Multi Academy Trusts to ensure that there are sufficient options for all schools to be within a strong Trust partnership. The White Paper opens a route through which local authorities can set up their own Multi Academy Trusts to help provide sufficient choice and opportunities for governing bodies to choose the appropriate MAT partnership for their schools. The White Paper also increases responsibility on a local authority with respect of supporting schools in overcoming persistent absence.
- 2.3 The [SEND Green Paper](#) is currently out for consultation and seeks views on a number of changes to help improve the current position for SEND across the country. The paper also features approaches to Alternative Provision for those who are at risk of exclusion or who have been permanently excluded from schools. The current SEND & Inclusion Strategy will be reviewed and enhanced with any additional workstreams created in response to proposals arising from any subsequent White Paper.

3 Key Principles arising from engagement

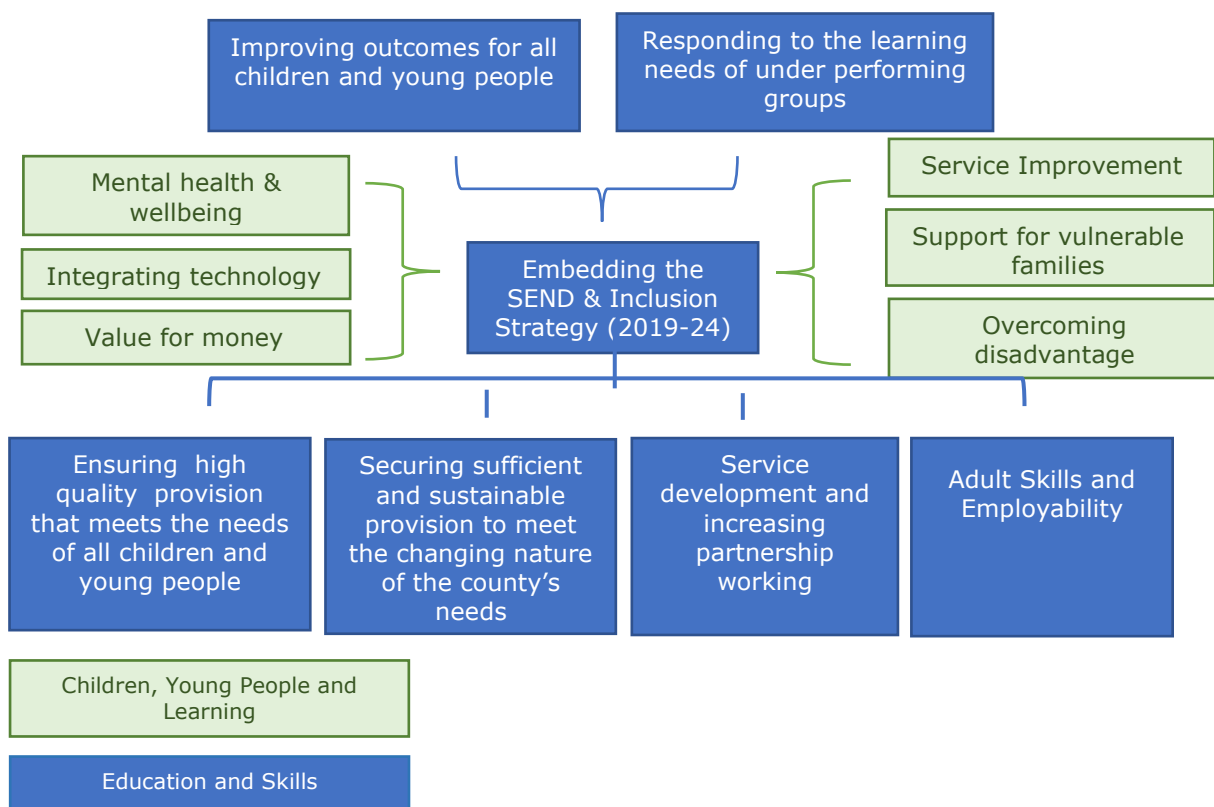
- 3.1 A number of key principles arose from the engagement sessions which were felt to be core to the delivery of any future strategy and upon which the County Council's plans should be based. These included the following:
 - a. Improving learning is more than improving outcomes for children but includes developing a lifelong passion and curiosity for learning through into adulthood.

- b. Centres of learning, which could be schools, early years providers, or independent alternative curriculum providers should always provide children and young people with safe environment where they can learn confidently and are free from intimidation, prejudice and harassment.
- c. The West Sussex County Council SEND & Inclusion Strategy, agreed in 2019, should remain at the heart of the Education and Learning Strategy with inclusive practice being core to the culture of all centres of learning.
- d. Improving provision and outcomes for children with SEND and vulnerabilities is only possible through strong partnerships and collective ownership of actions and policy.
- e. The local authority will, within its statutory powers and responsibilities, provide strategic direction and ambition to achieve the best outcomes for the county's children and young people, and will work with a range of partners to achieve these. It will use its role to engage, influence, coach and support schools and education providers to collectively achieve these ambitions.
- f. Improving outcomes and opportunities for all children, young people and our vulnerable adults should not be determined by where people live but strong provision and outcomes should be accessible for all.
- g. The Education and Learning Strategy should not be viewed in isolation from the strategic Children, Young People and Learning' Plan covering service improvement; supporting vulnerable families; improving outcomes and life chances for those who are disadvantaged; supporting children's mental health and wellbeing; developing strategic relationships with partners; integrating technology; ensuring value for money; and engaging with partners to jointly deliver improvement.
- h. Ensuring that children and young people can access education and learning as far as is possible close to where they live. Whilst this is not always feasible, the SEND Green Paper indicates an ambition that there should be 'appropriate and affordable specialist provision for those who need it, including alternative provision. This should be of high quality *and close to home wherever possible.*' For children and young people with specialist learning and support needs, we should always aim to achieve the concept of '*Live local – Learn Local*' wherever possible and efficient.

4. Key Themes arising from the engagement process

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

- 4.2 The seven key themes also have close links to the broader plans and initiatives that are already in place and being embedded in the Children, Young People and Learning (CYPL) Department Plan. Collaborative working and co-ordination between different teams aims to ensure synergy and that the drivers and enablers within the CYPL plans are drawn upon in fulfilling the Council’s ambitions for our children and young people.
- 4.3 An overview of the Key Themes arising from the process are captured below alongside some of the broader strategies and plans embedded within the Children, Young People and Learning Department’s plans which work alongside to provide a broader programme of support for children and learners.



4.4 **Theme 1: Improving outcomes for all children and young people**

This builds on the progress that has been made in the years leading up to the covid pandemic but also recognising that improving outcomes for all still remains a priority. National research and inspection evidence suggests that, as a consequence of the pandemic, many of our youngest children have missed out on quality early years experiences and the many social interactions that are crucial to developing social confidence and early language.

There are many facets to raising the attainment and outcomes for children and young people in West Sussex. The following workstreams have been explored as helping contribute towards improved outcomes and providing the foundations to achieve the government’s targets for 2030. These include 90% of children achieving the national benchmarks in literacy and mathematics at the end of Key Stage 2 and increasing the national GCSE average grade in both English Language and mathematics to 5 by 2030. A local authority’s role is not in the direct delivery of this work but to champion high standards and to influence improvement through networking best practice and intervening in

those schools and early years settings where there are concerns on the quality of provision.

- a. Securing high achievement in literacy and numeracy competencies for all pupils and students as we support schools towards the national targets set for 2030 within the White Paper.
- b. Working collaboratively with the Early Years sector to improve outcomes for young children including early language, reading and personal, social and emotional development
- c. Ensuring smooth transitions for all to ensure that every child is well prepared for their next stage of learning
- d. Ensuring that all children, irrespective of their learning provider have a curriculum of relevance and meaning to enable them to develop a broad knowledge and a diverse range of skills beyond literacy and mathematics to both motivate and inspire learning and achievement

4.5 **Theme 2: Responding to the learning needs of underperforming groups**

There are particular groups of learners who are not achieving as well as they could. Being aware of patterns of underachievement and providing leadership in tackling underperformance remains a key responsibility of a local authority. Working with education providers and partners to influence change and improvement to secure better outcomes for such children and young people is core to the local authority's role in improving life chances for every resident, supporting levelling up and social mobility. In engaging with partners and channelling resources with a clear focus on overcoming barriers that inhibit learners from achieving, the local authority has a crucial role to play.

Continuing to work strategically in tackling the attainment gap for disadvantaged by working to overcome the barriers to success is seen as essential by the local authority's schools and partners. Similarly, raising the attainment and achievement of those groups of children and young people who are vulnerable, for example, children we care for, asylum seekers, young carers, children with SEND, those at risk of criminal exploitation, poor school attenders and young people not in education, employment or training (NEET) is considered as remaining a key focus of our work. Building on the Education White Paper support for schools in tackling persistent absence is seen as crucial in ensuring young learners do not miss on the opportunities available in school. Working in partnership with schools to improve the attendance of children and learners has to be a key area of priority as an increasing number of children and young people struggle to return to the routine of learning and school attendance post covid.

A key piece of work to support schools is in guiding curriculum provision that is appropriate to the needs of children and young people who struggle in school and are at risk of exclusion, as well as the development of an alternative provision offer that enables those permanently excluded from school to achieve positive outcomes. This links closely to the SEND Green Paper and the Alternative Provision Strategy already being co-created with schools.

4.6 **Theme 3: Embedding the SEND & Inclusion Strategy 2019-24**

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

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

Much has been achieved in improving the tools and support for schools around securing a culture of inclusive practice. Actions taken to date have saved 486 placements from moving into independent special schools. An ambitious SEND Capital sufficiency plan is in place to create over 500 new specialist places in the county's schools and academies over the next five years. Achieving this is subject to the financial constraints faced along with increasing construction costs. A therapeutic approach to securing a cultural change in how schools and settings manage children exhibiting complex behaviour needs has been introduced. Key workstreams covering transitions between schools and settings, alternative provision and better data analysis of future need are well developed. Engagement sessions held through 2022 highlighted the need to maintain the focus and scope of this Strategy and to continue with the workstreams and plans already in place and highlighted below. However, it was also seen as important to reflect any changes arising from the Whited Paper recommendations arising from the SEND Green Paper consultation and changes to the Ofsted process of SEND Area Reviews. The following key workstreams remained high priority amongst those who responded and were involved in the engagement process.

- a. Securing inclusive practice as the core of all learning provision across the county
- b. Strengthening the education, health and care needs assessment process to improve timeliness of Education, Health and Care Plans (EHCPs) within the context of increasing demand
- c. Implementing the local authority's Alternative Provision Strategy towards early intervention and the reduction of exclusions
- d. Embedding therapeutic thinking as a core tool to secure a culture change in the management of behaviour across all providers and localities
- e. Securing appropriate increases in specialist places in the county's schools and academies thereby reducing the High Needs Grant overspend

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

The landscape of education providers across West Sussex is diverse. Although the quality of provision in schools and Early Years settings is generally strong with the proportion of schools and settings Ofsted rated Good or Outstanding being at the highest point ever in West Sussex, there remain inequalities between districts and localities. Access to a diverse range of high quality and appropriately targeted post 16 courses varies between localities. Therefore, access to good provision, and to a full range of post 16 courses and

programmes that meet the needs, interests and aspirations of all young people in the community, is dependent upon where in the county the young person lives. Tackling this inequality is morally the right thing to do. Whilst a local authority's direct responsibilities are limited with respect of Further Education, working in partnership with schools and colleges to plan for a diverse range of opportunities that meet the needs of all young people wherever they live should be an ambition.

Engagement recognised this and also that the covid pandemic provided the catalyst for schools to look at new ways of engaging children and young people through online and virtual learning. Feedback explored how the local authority ensured that the learning and increased skill and creativity in using technology to support learning did not fall away as the pandemic moves behind us.

A great deal of information and feedback from schools and early years settings explored the challenges of recruitment, particularly for learning support assistants, teaching assistants and child minders. Without such staff in our schools and learning centres, the needs of some of the most challenged children cannot be met effectively. Feedback suggested that these issues were issues where the local authority could play a significant leadership role in recruitment, and in retaining a quality workforce to support education and learning.

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

The Education White Paper: Opportunities for All, signposts a government ambition for all schools to be part of a partnership with a strong Multi Academy Trust (MAT) by 2030, and with a strong MAT being one which is inclusive, providing good outcomes, and with the capacity to grow and support underperforming schools. The White Paper outlined a strategic role for the local authority in planning to ensure that, over time there is sufficient choice and quality of MATs from which schools can choose the partnership that meets their particular needs. This strategic planning role increases in significance as an outcome of the Education White Paper.

Engagement with maintained school headteachers has fed back significant interest in working with the local authority in looking at the MAT offer across West Sussex and modelling up local MATs that have a clear link with the local authority as an alternative to joining an established MAT. The value of being engaged in shaping the partnership, and building on existing locality relationships is viewed as a positive opportunity by a number of school leaders and governors of maintained schools. Some Multi Academy Trusts already working in West Sussex recognise the value of looking at how they work together to merge, grow and strengthen their offers for schools. From a local authority perspective, there needs to be greater clarity on the need, shape and value of new school led or local authority established MATs and the part they have to play in working with established MATs to improve opportunities for our children and young people.

Many of those engaging through the discussions recognised the challenges facing schools with a falling birth rate and the impact this has on some schools' sustainability and financial viability. This, along with increasing pressure on the sufficiency of early years learning and care provision due to

the cost of living crisis is recognised as requiring leadership from the local authority to create a diverse range of schools and early years settings that is sustainable into the future as part of its wider place planning role.

4.9 **Theme 6: Service development and increasing partnership working**

A significant redesign of the County Council's services across the Department of Children, Young People and Learning has taken place over the last twelve months. A significant change has also taken place in the way in which schools and Early Years settings are supported, and how teams supporting schools co-ordinate their work with the service teams supporting children. Embedding these changes and securing effective relationships and new ways of working with our schools and early years settings is seen as a key priority to ensure co-ordination of the support around the child, the family and the school or setting. This is essential so that the needs of children are firmly at the heart of all we do. Many schools and Early Years settings continue to be reliant on improvement support and very positively wish to access high quality advice and guidance with expertise that may be held by the local authority but may be from elsewhere. A co-ordinating, brokering and commissioning role for the local authority in being able to be responsive to need, whilst offering its own services on a commercial basis, is already a key commitment arising from the redesign of the Council's Standards and Effectiveness Service. Embedding a co-ordinated approach including direct advice, and the use of broader local partnerships to support schools, early years providers and families is still seen as important by those feeding back on the engagement sessions. The ability to ensure timely support where needed remains a key requirement to ensure the quality of provision is secure.

4.10 **Theme 7: Adult learning and employability**

The County Council reset its strategy for economic renewal in 2021 to reflect a changing workforce, employment trends and opportunities seen over the covid pandemic. Priorities were reset, particularly with respect to the adult workforce, levelling up and economic regeneration. This has coincided with the national levelling up agenda, major investment in local further education providers supporting new technologies, and also a co-ordinated business sector led Pan Sussex approach to the development of an Adult Learning and Skills plan.

The Adult Skills agenda is very broad. Leadership is driven from many organisations representing the business, training and further education sectors, and those working to secure longer term skills for employability in the future. Whilst there are many organisations engaged in leading the Skills agenda, West Sussex has direct responsibility for delivery of some work, particularly with the County's most vulnerable adults. It has a crucial role in retaining the relationship and support for the most vulnerable adults in West Sussex who often lack the confidence to directly approach and access education and training. Due to a lack of skills, they also face greater challenge in securing employment and maintaining a level of personal and financial independence. The local authority also continues to have a crucial role in working with those young people who leave school at the age of 16 years without pathways into employment, education or training, and who can quickly become lost and increasingly dependent on long-term financial support. Continuing to drive forward a programme which captures these young people early and secures appropriate pathways into education, training or to

employment using the range of tools available, including apprenticeships, is essential if they are to overcome the poverty trap.

The Adult Skills landscape is extremely wide and involves a significant number of leadership partners beyond those of the local authority. There are key programmes covering the delivery of adult community-based learning and mathematics to adults with poor numeracy skills. However, due to the nature of the skills landscape being so diverse with many organisations leading its development being external to the County Council, it is suggested that a separate Skills Strategy with its own governance and broader stakeholder representation would bring greater value than embedding a skills theme within the wider Education and Learning Strategy. Whilst work on Adult Community Based Learning, reducing the number of young adults aged 16 years and over, and direct work with the county's most vulnerable young adults remains a key priority with accountabilities for achieving key performance measures, the work could also feed into the broader Skills agenda and Skills Strategy governance.

5. Next Steps

- 5.1 Once the Key Themes arising through the engagement process are agreed, it is important that the detailed work on the Strategy and the accompanying workstreams are then co-developed and consulted on in order to secure a comprehensive agreement on the actions and plans arising from the themes above. This will involve working together with partners and stakeholders to develop and agree these along with any financial and resource implications.
- 5.2 The intent would be to begin the work on shaping up the detail and workstreams during the early autumn to then have a final Strategy and accompanying work plans, along with performance and impact measures for agreement during the autumn. The process will involve working to develop the detail, consulting with partners and stakeholders, and then securing scrutiny during mid-autumn to have a final strategy, work plans and timeline for implementation of workstreams and initiatives from January 2023.

6. Finance

- 6.1 The financial and resource implications will be worked up as the themes, workstreams and actions of the Strategy are developed and finalised. Any additional financial implications arising from individual workstreams will be costed and, where they require funding over budget, either local authority or Dedicated School Grant (DSG), appropriate business cases would be made or existing resources reallocated wherever possible. Ambitions, actions and workstreams will be cognoscente of budgetary constraints.

7. Revenue Consequences

- 7.1 Consideration will be given to the possible impact of actions and workstreams on revenue streams to maintain budgetary control. Wherever feasible, existing resource will be reallocated where there is the need for additional activity. Where this can be allocated to DSG or where additional resourcing is linked directly to work with schools which is not part of the local authority's statutory duties, a request will be made through Schools Forum for an increase in de-delegation. Where additional grants can be accessed for particularly activity,

these will be pursued. Where additional resources cannot be secured through the above sources, workstream plans will be refined accordingly to ensure budgetary compliance.

8. Risk Implications and Mitigations

Risk	Mitigating Action (in place or planned)
Lack of stakeholder engagement in development of Strategy	Officers will be leading and co-ordinating the strategy workstream development. If it becomes challenging in securing the appropriate engagement of partners and stakeholders, existing links will be used as checkpoints to ensure that the direction of workstreams is agreed.
Further policy guidance and central government initiatives that are as yet unknown are introduced	The Strategy will be flexible and able to assimilate additional workstreams should this be required.
Budgetary constraints reduce ambition and officer time for development work over and above business as usual	Workstreams will be developed and costed carefully, including officer time, with final action plans reflecting agreed budgets and capacity assigned to them.
Increasing demand adds pressure on to current work	Strategy governance will ensure regular reviews of delivery against plans and sufficient flexibility will be embedded to be able to adapt and pause where other priorities arise. Impact assessments of any changes will be undertaken and reported through the governance process.
New themes arise in response to a rapidly changing economic situation that adds additional pressure on the current system	Prioritisation will be undertaken and, through review, adaptations to the Strategy workstreams will be made should key priorities have to change.

Paul Wagstaff

Assistant Director (Education and Skills)

Contact: Derry Richardson, Head of Service – Commercial and Contracting
derry.richardson@westsussex.gov.uk

Appendices: None

Background Papers

None