

Public Document Pack

Hastings and St Leonards Local Strategic Partnership

Agenda

Monday, 20 October 2014 at 10.00 am

Downs Farm Community Centre, 43 Brightling Avenue, Ore, Hastings, TN35 5EG.
Tel: 01424 714871

		Page No.
1.	Welcome and apologies for absence	
2.	Notification of urgent items	
3.	Declarations of interest	
4.	Minutes and matters arising	
a)	Minutes from the last LSP meeting on 21st July 2014 to approve	1 - 6
b)	Matters arising	
	<u>FOR DISCUSSION</u>	
5.	Key findings from Education and Accountability conference (<i>5 mins</i>) Steve Manwaring, Director Hastings Voluntary Action	
6.	Supporting Education Locally	
a)	Ark William Parker Academy - One year on (<i>5 mins</i>) Mark Phillips, Principal	
b)	Hastings Academies Trust - Progress to date (<i>5 mins</i>) Paul Griffiths, University of Brighton	
7.	Education in Hastings (<i>10 mins</i>) Stuart Gallimore, Director of Children's Services, ESCC	
a)	Background info on key stage 4 results	7 - 8
b)	Key stage 4 results 2014 (provisional)	9 - 10
c)	Letter from Ofsted July 2014	11 - 18
d)	Excellence for All - ESCC Strategy	19 - 38
	NB Additional information is currently being prepared but may not be available until the Board meeting	
	Q and A discussion (<i>30 mins</i>)	
	BREAK (<i>10 mins</i>)	
8.	Seawater Bathing Quality (<i>20 mins</i>) Virginia Gilbert, HBC Head of Amenities, Resorts and Leisure and David Tyler, Southern Water	
	Q and A discussion (<i>20 mins</i>)	

FOR INFORMATION

9.	Regeneration update	39 - 40
10.	Family Keywork update (formerly families with multiple problems)	41 - 42
11.	Executive Delivery Group notes 22nd September 2014	
12.	Urgent items	
13.	Next and future meeting dates:	
	20th October 2014	
	26th January 2015	
	27th April 2015	
	20th July 2015	
	19th October 2015	
	25th January 2016	
	25th April 2016	

Agenda Item 4a

Hastings and St Leonards Local Strategic Partnership

Minutes 21 July 2014

Present:

Statutory Sector

Councillor Jeremy Birch	Hastings Borough Council
Paul Phelps	Sussex Police
Lynne Potter	Job Centre Plus
John Shaw	Seachange Sussex
Mike Thompson	AmicusHorizon

Community & Voluntary Sectors

Ron Bennett	Big Local East Hastings
Marie Casey	Hastings Community Network
Carole Dixon	Education Futures Trust
Georgiana DeLussy	Ore Valley Forum
Steve Manwaring	Hastings Community Network
Cliff Slack	Hastings Community Network
Marc Turczanski	Hastings Community Network
Catherine Watson	Hastings Community Network

Business Sector

Drew Knight	General Dynamics
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In Attendance:

Monica Adams-Acton	Hastings Borough Council
Councillor Andrew Cartwright	Hastings Borough Council
Jane Hartnell	Hastings Borough Council
Jenny Ling	Hastings Borough Council
Jan Papworth	Big Local East Hastings
Naomi Ridley	Hastings Furniture Service
Jonathan Wheeler	East Sussex County Council

Apologies for absence were received from:

Cllr Nick Bennett	East Sussex County Council
Bruce Campbell	Job Centre Plus
Cllr Robert Cooke	Hastings Borough Council
Clive Cooke	Sussex Coast College Hastings
Nigel Cusack	ESFRS
Julie Eason	Hastings Community Network
Jackie Everard	HARC
Paul Frost	University of Brighton in Hastings
Clive Galbraith	Chamber of Commerce
Jenny Jones	Hastings Academy
Mark Phillips	Ark (Academy sponsor)
Tsai Tenn	Baird Primary Academy

<u>1</u>	<u>NOTIFICATION OF URGENT ITEMS</u> None	
<u>2</u>	<u>DECLARATIONS OF INTEREST</u> Steve Manwaring declared that he sits on the Board of the Hastings Academies Trust and Sea Change Sussex with reference to agenda item 9 (Education and Accountability Conference).	
<u>3</u>	<u>MINUTES AND MATTERS ARISING</u>	
a	<u>MINUTES FROM THE LAST LSP MEETING ON 28 APRIL 2014 TO APPROVE</u> The notes of the last meeting were agreed as an accurate record.	
b	<u>MATTERS ARISING</u> Matters Arising: (5) – Carole Dixon reported that Tsai Tenn from the Baird Primary Academy has agreed to take up a place on the board to represent the town’s primary schools. (8) Lynne Potter from Job Centre Plus reported that no further news regarding the future of Heron House had been received from the freeholder so the Job Centre facilities will operate from here for the foreseeable future.	
<u>4</u>	<u>BIG LOCAL AND UPDATE ON ACTIVITIES IN EAST HASTINGS</u> Ron Bennett and Jan Papworth were in attendance to inform the board of the work of the Big Local project in East Hastings. This funding amounts to £1m over a ten year period which began in 2012. The Big Local group is a resident led partnership made up of 13 elected people who live or work in the area as well as coopted members from statutory bodies such as HBC, AmicusHorizon and Orbit housing associations. Ron Bennett gave a presentation to the Board outlining some of the initiatives the Big Local programme has undertaken, areas of particular focus and the goals it’s working toward. Issues of particular focus include the current bus service consultation which has proposed to reduce the number of services throughout the area especially after business hours. This will have a considerably detrimental effect on residents needing to travel to or from work outside of traditional 9-5 hours. Cllr Birch queried how the project will be evaluated to know if it’s been successful in making a lasting difference. Ron replied that a wide variety of both qualitative and quantitative data will be monitored as the project progresses utilising, amongst other tools, the Council’s Bi-annual Place Survey to canvas the perceptions and opinions of residents.	

	<p>The Board thanked Ron for the information. It recognised that there are a number of positives to celebrate in the East Hastings area including the provision of a number of educational successes such as the College in Ore Valley and the new Hastings Academy. Community facilities are plentiful although more work to improve housing stock provision is needed.</p> <p>Ron expressed the need for closer working with partners and better links with businesses. Help in problem solving would be most welcome as well as the ability to disseminate the work of Big Local throughout the town. The Board pledged to support in any way it can.</p> <p>It was suggested to hold the next meeting of the LSP Board in the Downs Farm Community Centre in order to members to become more aware of the area and its residents. This was agreed and further details will be distributed closer to the time of the October meeting.</p>	SB/JL
<u>5</u>	<p><u>DISCRETIONARY EAST SUSSEX SUPPORT SCHEME UPDATE</u></p> <p>Naomi Ridley from Hastings Furniture Service gave a presentation on the Discretionary East Sussex Support Scheme (DESSS). Her accompanying report outlined how support to those in need is threatened as a result of the Government decision to discontinue local welfare assistance funding. A number of protest lobbies have been made by partners and MPs at Westminster regarding this decision and these representations will continue over the coming weeks.</p> <p>Community Network representatives acknowledged the importance of this service and the enormity of the challenge ahead. Identifying other small charities that work with vulnerable people needing this type of support could provide a way to pool resources and a meeting was proposed to discuss between Steve Manwaring, Marc Turczanski and Naomi Ridley to begin this process.</p> <p>The funding administered by County Council was underspent last year and this may therefore still be available. Cllr Birch agreed to look into this further.</p> <p>It was requested that the situation be closely monitored by the Board to keep abreast of developments. Thanks were extended to Naomi for her report.</p>	<p>SM</p> <p>JB</p>
<u>6</u>	<p><u>STRATEGIC TRANSPORT</u></p> <p>Jonathan Wheeler, Strategic Economic Infrastructure manager at East Sussex County Council was in attendance to give an update on transport developments to promote economic growth throughout the region. In particular, updates on the Bexhill Hastings Link Road, A21 developments and the possibility of high speed rail links coming to Hastings.</p> <p>Comments from the Board concentrated on the aforementioned proposed bus timetable reductions. This service is a lifeline for many and any</p>	

	<p>restrictions could have a serious negative economic impact especially on those needing to travel to or from work.</p> <p>Submitting a response to the consultation on behalf of the Board was proposed. The end of the consultation falls before the next meeting of the Board so a response will be drafted and distributed by email. Partner organisations are already responding individually.</p> <p>Jonathan committed to pass back comments to County colleagues and investigate the best way to continue the dialogue with particular reference to supplying statistics regarding bus usage figures where these are not available as a part of previous reports submitted to committees.</p>	SB
<u>7</u>	<p><u>EDUCATION AND ACCOUNTABILITY CONFERENCE</u></p> <p>Each quarter, the Community Network hold an event focussing on an issue nominated by its members. The last one was dedicated to Education and organised in partnership with the University.</p> <p>Steve Manwaring reported that a variety of educational providers and users attended and a number of key issues for the town:</p> <ul style="list-style-type: none"> • Clear information on the admissions policies of education providers is needed for the public • The high rate of 'in year' admissions is of concern and needs to be closely monitored • Links between schools and community organisations need to be strengthened <p>A full report will be drawn up and distributed to the Board.</p> <p>In addition, the Council's Overview and Scrutiny panel have identified 'engaging with academies' as one of their reviews for 2014/15.</p>	
<u>8</u>	<p><u>REPORTS FOR INFORMATION</u></p> <p>Reports on the following issues were noted:</p> <ul style="list-style-type: none"> • Seawater Bathing Quality • Regeneration Update • Family Keywork Update (formerly families with multiple problems) • Executive Delivery Group notes 24th June 2014 • East Sussex Strategic Partnership notes 29th April 2014 	
<u>9</u>	<p><u>URGENT ITEMS</u></p> <p>Monica Adams-Acton reported that a review of the Community Cohesion Strategy has resulted in the framework being amended and a change of Steering Group membership. This group still needs representatives from the Health and Business sectors. The Board are asked to consider any potential</p>	

	<p>nominations.</p> <p>Closer working between the steering group and LSP Board is planned including a twice yearly report to advise the Board on emerging issues and any gaps or barriers to achieving the strategy's objectives.</p> <p>Marc Turczanski raised the concerns of HCN regarding GP First - a change some surgeries have implemented to the GP bookings system to make assessments over the phone. It was considered that this may exclude vulnerable people or those whose first language is not English. Marc will report back to the Board.</p>	MT
<u>10</u>	<u>NEXT MEETING DATE: MONDAY 20TH OCTOBER 2014</u>	

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Agenda Item 7a

Background

In autumn 2013, the Secretary of State for Education announced that, with effect from 29 September 2013, only a student's first entry to a GCSE examination will count in their school's performance tables.

For those who have already completed a GCSE, the performance tables will still record their best result from either their previous attempt or from the next time they sit that GCSE. Those who have not yet taken a GCSE will have their first GCSE taken after 29 September 2013 count in performance tables.

This change is being made by the Government to address the increase in early entry in recent years. In summer 2013, 23% of maths entries (170,537 entries) and 10% of English entries (70,134) were from students who were not yet at the end of their key stage 4 study. Overall, entries from 15-year-olds increased by 39% from 2012 to 2013.

The previous Secretary of State described early entry as a "damaging trend that is harming the interests of many pupils".

Changes from September 2013

From 29 September 2013, a pupil's first entry in a particular subject will count towards the school's performance tables.

For those who have already completed an eligible qualification (summer 2013 or previously), the performance tables (and associated data, such as that held on RAISEonline) will still record their best result from either their previous attempt or from the next time they sit a qualification in that subject. Those who have not yet taken an eligible qualification in the subject will have their first eligible qualification taken after 29 September 2013 count in performance tables.

Examinations planned for November 2013 and summer 2014

When these changes were announced, some schools had already planned for pupils to do early entry in November 2013. These schools then had to decide what the right policy was for their pupils. Different schools took different decisions and some withdrew students from November examinations, in order to ensure that their outcomes (as measured in the performance tables) were not adversely affected.

If schools were confident that pupils would achieve well even when entered early and that early entry was in the interests of the pupil, they may not have made any changes to entry plans. Any pupil who was entered early after September 2013, was still able to retake if they receive a disappointing result. However, that result will not count towards the performance tables for their school, even if it is an improvement on their earlier entry, but pupils will still be able to use their best result to support applications to further and higher education, or for employment.

This is the transitional year with respect to implementing the new Performance Table rules about 'first entry'. The rules are different to last year, but they are also different to the rules

for next year. For 2013-14, the new rules were amended in order to avoid penalising schools where exams were taken early before the rule changes were announced:

Rule for 2013-14 Performance Tables

A pupil took maths GCSE in Year 10 in summer 2012-13, and then takes GCSE maths again in summer 2013-14. The 2013-14 Performance Tables calculation will include the 'best entry' of these two exams.

Rule for 2014-15 Performance Tables

A pupil takes maths GCSE in Year 10 in summer 2013-14, and then takes GCSE maths again in summer 2014-15. The 2014-15 Performance Tables calculation will include the 'first entry' of these two exams.

2014 Results in East Sussex

It is important that elected members are aware of these changes but we do not yet know how they will impact on the overall outcomes for East Sussex pupils in 2014. However, due to the changes implemented since last year and the different response made by different schools, caution should be exercised this year when making comparisons with the outcomes achieved last year and between individual schools.

East Sussex County Council officers have been in discussion with secondary headteachers and have agreed that we will collect 'best entry' results on 21 August when GCSE results are released. We will then work with schools to also look at 'first entry' outcomes, in line with the approach being adopted by Ofsted during this transitional year.

GCSE performance tables are also subject to further change with the 5 A*-C including English and Maths measure being replaced by an attainment and progress measure across 8 GCSE subjects. These changes are due to be implemented in 2016; schools will be reviewing their curriculum offer in preparation and further information will be provided to elected members in due course.

Further information

For further details about these changes, please visit

<https://www.gov.uk/government/news/changes-to-early-entry-at-gcse>

Percentage of Pupils Gaining 5 or more A*-C Grades or Equivalent (including English & mathematics) at GCSE

2014 results are provisional only - final results may change significantly

DfE	School Name	% of pupils gaining 5A*-C grades or equivalent (including English & mathematics) at GCSE		
		2014 (provisional)	2013	2012
4003	ARK William Parker Academy	44	-	-
4026	Beacon Community College	57	57	63
4044	Bexhill High School	50	54	48
4042	Chailey School	72	65	64
4025	Claverham Community College	71	65	74
4027	Hailsham Community College	49	57	66
4028	Heathfield Community College	74	74	66
4055	Helenswood Academy	51	56	65
4000	Peacehaven Community School	47	57	48
4047	Priory School	68	75	72
4063	Ratton School	55	63	45
4041	Ringmer Community College	35	56	50
4035	Robertsbridge Community College	62	58	51
4045	Rye College	49	60	50
4036	Seaford Head School	71	62	64
4606	St Richard's Catholic College	75	82	75
4610	The Bishop Bell Church of England Mathematics and Computing Specialist School	71	71	70
4074	The Causeway School	43	58	60
4064	The Cavendish School	62	62	70
6905	The Eastbourne Academy	41	46	53
4612	The Hastings Academy	44	42	47
4611	The St Leonards Academy	53	51	50
4046	Tideway School	56	51	38
4037	Uckfield Community Technology College	59	71	70
4038	Uplands Community College	70	72	64
4039	Willingdon Community School	71	78	65
East Sussex (overall maintained only including special schools)		57.0	59.9	58.2

Data sources: 2014 data is collected from schools. The results for 2013 and earlier are taken from the DfE published Performance Tables.

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Agenda Item 7c

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15 July 2014

Mr Stuart Gallimore
Director of Children's Services
East Sussex County Council
County Hall
St Annes Crescent
Lewes
East Sussex

Dear Mr Gallimore

Inspection of local authority arrangements for supporting school improvement under section 136(1) (b) of the Education and Inspections Act 2006

Following the recent inspection by Her Majesty's Inspectors on 9-13 June 2014, I am writing on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

We are grateful to you for your cooperation, and to your staff, the Chief Executive, Leader of the Council, the Lead Member for Learning and Effectiveness, contracted partners, headteachers and governors who gave up their time to meet with us¹.

This inspection was carried out because of concerns about:

- the decline in the proportion of primary schools judged good or better for their overall effectiveness and the significantly higher-than-average proportion judged inadequate
- the low attainment and progress of pupils in primary schools from 2011 to 2013
- the wider-than-average gap between the achievements of pupils known to be entitled to free school meals and other pupils across all key stages
- the much lower-than-average proportion of 18 year olds successfully moving on to education, training or employment.

Summary findings

The local authority arrangements for supporting school improvement are ineffective.

¹ During the inspection, discussions were held with senior and operational officers, elected members of the Local Authority, governors and other stakeholders. Inspectors scrutinised available documents, including strategic plans, and analysed a range of available data.

- Too many primary-aged pupils in East Sussex attend schools that are not good enough and around 10% attend schools judged to be inadequate. This is much higher than average. The proportion of inadequate schools is also well above average.
- Over the past three years, a significantly lower-than-average proportion of pupils attained the expected levels in reading, writing and mathematics in Key Stages 1 and 2. Standards in English and mathematics are too low across both key stages.
- The gap in progress made by pupils known to be entitled to free school meals and their peers across all age groups is too wide. Too many primary-aged pupils are ill-prepared for secondary school.
- Too few older students attain Level 3 qualifications; the proportion of 18 year olds moving on successfully to education, training or employment is too low.
- The local authority's 2012 strategy to raise standards included facilitating autonomous 'alliances of schools. This strategy failed to: improve school leadership, including governance; reduce the proportion of inadequate primary schools; stem the decline of good schools; or raise the achievement of pupils across the primary phase.
- Challenge and support to schools to reduce exclusions have not been effective in lowering the above-average proportion of permanent exclusions in primary and secondary schools, or the high proportion of fixed-term exclusions in these and special schools.
- Essential information and guidance about an individual school's performance is received too late in the year by governors. It replicates information already published nationally but is not summarised in a way to ensure governors have a clear external evaluation of their particular school's strengths and areas of concern. This hinders them in challenging underachievement quickly and robustly.
- Systems to monitor the impact of school improvement services' staff do not work consistently well. For example, notes of visit to schools do not routinely say what school leaders should improve or how they will be held to account for their actions. In plans for work with schools, success measures are too often not focused sharply on the difference the actions identified will make. As a result, it is not sufficiently clear if they are working.
- Headteachers report improving relationships with, and strengthening leadership of, the local authority. However, support for the council's plans for improving schools is not yet universal among those who need to be involved, such as some school leaders.

There are a number of strengths in East Sussex.

- The proportion of secondary and special schools judged good at their most recent Ofsted inspection is significantly above average; as is the proportion of outstanding special schools.
- The impact of the Virtual School headteacher's challenge and support to schools can be seen in the above-average achievements of looked-after children.
- Initiatives like the 'Village School' in the Early Years Foundation Stage, where private, voluntary or independent settings are working closely with local schools, is helping to prepare children for school more effectively and improve the quality of provision.

- Partnership with agencies to secure sufficient, suitable provision for school leavers post-16 enabled a higher-than-average proportion in 2013 to participate in their chosen education or training. Well above average proportions of students who attend further education colleges and sixth forms now access good provision.

The local authority arrangements for school improvement require re-inspection in 12 months.

Context

A two-tier primary and secondary system comprises 153 primary, 26 secondary and ten special schools. Of these, 14 secondary, nine primary and one special school are academies. There is a free school (4-18) and a studio school (14-19). Alternative provision placements for secondary-aged permanently excluded pupils have been devolved to four behaviour and attendance partnerships led by four secondary schools. There are 242 early years settings. Most are private, voluntary or independent with 15 nursery classes in primary schools. Post-16 provision comprises two further education colleges, one land-based college, a sixth form college and eight school sixth forms. The Director of Children's Services was appointed in April 2014, following interim arrangements since May 2013. Changes to the structure of school improvement services saw reduced staffing in 2011. The Assistant Director, Schools, Youth and Inclusion Support oversees two full time equivalent Heads of Education Improvement, 15 managers and 10 advisers. Ten commissioned primary consultants and four consultant secondary headteachers provide extra capacity. Since September 2012, the local authority has encouraged the development of 19 local alliances of schools. It intends to move to seven formal area groups of primary, secondary and special schools by September 2015.

Areas for improvement

- Halt the decline in primary school performance and accelerate the pace of improvement, so that inspection outcomes are at least in line with the national averages by summer 2015.
- Identify and communicate unequivocally to underperforming schools that their rate of improvement is not good enough and follow through with robust monitoring.
- Ensure every school has high calibre leadership and governance and rapidly increase the number of effective leaders in primary schools, through pursuing key local authority strategies such as school-to-school support.
- Systematically monitor the impact of support and intervention provided by school improvement services, holding managers to account more effectively for the quality of the provision.
- Rapidly improve and sustain high attainment in English and mathematics by the end of all key stages, especially for pupils known to be eligible for free school meals.

- Ensure all learners have successful transitions between the phases of education training or employment to age 19, and sharply improve Level 3 attainment.
- Provide strong strategic leadership and challenge to schools to support the reduction of temporary exclusions across all types of schools.
- Provide all governing bodies with timely information and guidance to enable them to evaluate how well their school is performing and provide informed challenge to school leaders.

Corporate leadership and strategic planning

- The council's decision to reduce funding and take a 'hands-off' approach to challenging and supporting schools in 2011 reduced the quality of provision in, and the leadership of, primary schools. Following disappointing school test results in 2012, elected members initiated a review of the local authority's performance and, after significant consultation with schools and partners, developed the 'Excellence for All' strategy, which they began implementing in autumn 2013.
- The strategy provides an ambitious vision for improvement, with corporate, political and service leaders wanting to ensure every learner achieves well and attends a good school. However, the impact of this strategy on weak progress and leadership in primary schools, raising standards in English and mathematics and reducing temporary exclusions or improving the outcomes for pupils entitled to free school meals, is only now starting to show some improvement including the sharp two-year rise in the numbers of inadequate primary schools beginning to be reversed. Initial indications also suggest improvement in achievement in the Early Years Foundation Stage and Key Stages 1 and 2 this year.
- The council's ambitions and the sharper focus on improvement are generally understood and welcomed by headteachers and governors. The evidence of improving relationships with the local authority is clear. However, a significant minority of headteachers and governing bodies do not share the local authority's ambition, which is slowing the rate of improvement in some schools.
- Elected members have increased their scrutiny of school improvement services by adding an Education Performance Panel alongside the Scrutiny Committee and the quarterly monitoring of service plans. The panel is too recently set up to have had a significant impact, but its headteacher representatives are positive about the challenge being brought to bear on Early Years Foundation Stage outcomes.
- Elected members, corporate and senior officers receive detailed information about the strengths and weaknesses in the performance of schools and the work of services. However, the reports on services focus on whether actions have been completed, rather than on their impact. This impedes holding services to account for their work.
- Partnership working to secure sufficient, suitable provision for Year 11 school leavers is paying dividends; an above-average proportion of the 2013 cohort is participating in education or training. Improvements in further education provision now ensures the significant majority of students attend good provision.

- The proportion of young people achieving Level 3 qualifications, however, is still too low. Until very recently, the partnership's focus was not firmly enough on the support for 18 year olds, and the proportion moving successfully on to training or employment remains well below average. The local authority has rightly commissioned new contractors to tackle this.

Monitoring, challenge, intervention and support

- The impact of local authority monitoring, challenge, intervention and support has been ineffective overall because there has been an increase in the proportion of primary schools requiring improvement or judged to be inadequate.
- Until this academic year, senior officers did not use information on school performance well enough to tackle concerns at an early stage.
- This has started to improve, with sharper intelligence-sharing between leaders of the school improvement service and services for governors, financial audit and human resources.
- School leaders receive detailed, timely reviews of their pupils' performance. However, reviews for governors arrive too late in the year and are not presented clearly. This hinders governors' understanding of their school's strengths and areas for development and weakens their ability to challenge school leaders.
- Headteachers report that through the 'Excellence for All' strategy, the challenge to schools has been more rigorous, with improved deployment of staff and intervention in schools causing concern. School improvement leaders accept that, until recently, the service was reactive rather than proactive; meaning it was unable to tackle weaknesses quickly or avoid a decline in the number of good schools.
- Once schools are identified as requiring improvement or inadequate, Ofsted's monitoring shows that the school improvement service, in most cases, provides effective support and challenge. However, service reports do not always explain clearly to underperforming schools what leaders need to do and what difference they need to show. Follow-up visits do not routinely report on whether the rate of improvement is sufficient.
- Support for vulnerable 16 to 17 year olds is strong. For example, the employment and care to work strategy, the strategy to develop employability skills, a supported employment programme, residential provision, and funding for travel to remove barriers to participation, all contribute positively to the experience of this group of older learners.

Support and challenge for leadership and management (including governance)

- The local authority had a clear rationale for developing school-to-school support through alliances. However, choosing to facilitate rather than lead developments resulted in unevenness in the alliances' effectiveness, as well as a lack of focus on

improvement in some and a paucity of good leadership in others. Too many headteachers do not have a clear understanding of their alliance's purpose.

- The process of transition, from the 19 alliances to seven area groups, each led by a consultant headteacher, has yet to be explained to schools. Leaders are unclear about who will check that these arrangements make an impact. In addition, these groups will not be fully operational until September 2015. This is too slow for the primary sector.
- There are too few good or outstanding primary leaders locally to promote good practice. Until very recently there has been only one teaching school, two national leaders of education and one national leader of governance. Capacity has been enhanced with three more teaching schools and four national leaders of education.
- The local authority's use of statutory powers to intervene in schools causing concern has not been effective and has only recently begun to stem the decline in primary schools. The use of formal warning notices has been limited. Recent actions, such as removing delegated powers from one primary school, deploying additional governors to a number of weaker governing bodies and informal warning letters to schools, show the authority is beginning to act more urgently. Nevertheless, these actions and others, such as replacing governing bodies with Interim Executive Boards, are often in response to Ofsted judgements rather than used proactively to prevent such judgements being necessary.
- The Chief Executive, lead members and senior staff have fostered largely effective relationships with academies. Local authority leaders have robust discussions when there are concerns about an academy's performance. However, there is too long a delay in contacting the Department for Education when concerns arise, such as the growth in fixed-term exclusions attributed to some primary academies.

Use of resources

- The local authority's use of resources is ineffective, notably in improving primary schools' effectiveness.
- Decision-making is based on thorough reviews of school need, but there is a lack of clarity about how to hold school improvement services to account for the impact of centrally held funds. There is no mechanism to indicate whether funding is above, below or similar to national averages for schools. This makes it difficult to evaluate the impact or value for money of the local authority's work.
- Budget-setting is open and transparent with the School Forum playing an active role. Discussion is collaborative and a good representation of schools, including academies, means the views of headteachers, bursars, school finance managers and governors are heard when allocating money. Resources allocated to schools are checked properly by the finance team against priorities in school development plans.

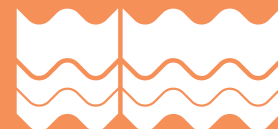
- School leaders are held to account effectively by the local authority for surplus budgets and plans are checked after two years to ensure planned savings have been used appropriately for building programmes or growth in staffing. Deficit budgets give rise to timely formal audits and successful recovery within the three years expected.

I am copying this letter to the Secretary of State and the Leader of East Sussex Council. This letter will be published on the Ofsted website.

Yours sincerely

Margaret Farrow
Her Majesty's Inspector

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Excellence For All

A strategy for education
improvement in East Sussex
(2013 to 2015)



**All children and young people
who are educated in East Sussex
will attend an establishment
that is at least rated good by Ofsted**

**All children and young people
who are educated in East Sussex
will make appropriate levels of progress**

Introduction

East Sussex County Council (ESCC) is committed to improving educational outcomes for all children and young people in the county. Currently pupil outcomes in East Sussex are below national averages at all key stages, and progress to improve them has been too slow. This strategy aims to address this and to secure excellence in all the county's schools. This will ensure that all children and young people educated in East Sussex have the opportunity to achieve their potential and benefit from a broad range of pathways to further learning and employment, for their own fulfilment and to help drive economic regeneration.

This strategy is driven by the Council Promise¹ and builds on the 'Proposition for Partnership', which outlined a new relationship between ESCC and all local schools. It reflects the new, 'mixed economy' model of delivering school improvement, in which schools and partners play different roles, depending on their strengths and development needs.

Our ambitions

By 2015, all children and young people who are educated in East Sussex will:

- Be able to attend an establishment that is rated at least good by Ofsted
- Make at least expected levels of progress throughout their school careers.

Our targets

These ambitions are underpinned by challenging, measurable targets, which will ensure that standards in East Sussex rise faster than the national rate of improvement.

- Performance at all key stages will be line with national averages by summer 2014 and will exceed them by summer 2015.
- Gaps in achievement between those most vulnerable to under-achievement and their peers will reduce to be in line with national averages by summer 2014 and less than the national gap by summer 2015.
- Improve attendance and reduce exclusions in line with national averages by summer 2015.
- The number of schools in Ofsted categories of concern will decrease by 50% by summer 2014 and by a further 50% by summer 2015.
- East Sussex will be in the top quartile of local authorities for good and outstanding schools by 2015.
- All eligible two year olds will be able to access a good or outstanding pre-school by summer 2014.²

Our challenges

There is evidence of outstanding leadership and teaching, innovative practice and inspiring educational experiences in many schools in East Sussex.

- 78% of Early Years settings, 70% of primary schools and 82%³ of secondary schools are rated by Ofsted as at least 'good',

¹ We will, in partnership, make the best use of resources to: help make East Sussex prosperous and safe; support the most vulnerable people; improve and develop roads and infrastructure; encourage personal and community responsibility; deliver the lowest possible council tax; and be a voice for East Sussex, listening and answering to local people.

² The strategy and key priorities will be reviewed against these targets in the light of the 2014 outcomes and, if necessary, will be refreshed at this point to ensure that the 2015 targets can be achieved.

³ Ofsted outcomes correct at 31 July 2013

- Results of pupils at 16 years are much better than might be expected given the number of pupils not meeting age-related expectations by the age of 11.

However, performance is not consistent and progress to improve pupil outcomes across the county has been too slow. In the past year too many schools have been judged by Ofsted to require improvement or Special Measures. Education at all stages is now delivered by an increasingly diverse range of providers. This landscape requires new partnerships, approaches and accountabilities to be developed to secure the best outcomes for all of the county's children and young people. A key element of these new ways of working must be excellent parental engagement, which is essential to raising aspirations.

One challenge to raising performance in East Sussex schools is that too many children are not attending regularly. Overall attendance across all key stages is below national averages and disproportionately low for children in groups vulnerable to underachievement. Particular concerns are exclusions for children with SEND, and overall levels of exclusion in primary schools. Improvements have been made in reducing fixed term exclusions in the secondary phase and reducing the number of days lost to education. However, permanent and fixed term exclusions and rates of persistent absence remain too high.

Early Years education

The proportion of children achieving 'a good level of development'⁴ at the end of the Early Years Foundation Stage (EYFS) in East Sussex is low. The weakest areas over the last few years have been communication, language and literacy, although the number of children meeting expectations in mathematics is also relatively low. This means that many children are leaving the EYFS below age-related expectations in the two key subjects that underpin future attainment.

East Sussex has no nursery schools and only 17 nursery classes, which is a different pattern of provision than in many similar authorities. Most children's first experience of early education is within private or voluntary or charity-run pre-schools, and through their early education they experience several transitions between providers. This means that ESCC must work with schools and settings to develop new partnerships to improve the quality of education for young children and to lay the foundations for life-long learning.⁵

Primary education

- At **Key Stage 1** the proportion of pupils achieving Level 3+ is below the national average and performance among disadvantaged pupils is not improving fast enough.
- At **Key Stage 2** progress is not sufficient to enable pupils to catch up from their low starting point at the end of Key Stage 1 and there is a wider than average attainment gap between pupils in receipt of Free School Meals (FSM) and their peers.
- Levels of exclusion across the primary phase are disproportionately high, both in terms of fixed term and permanent exclusions, with East Sussex performing in the lowest quartile of local authorities. Overall absence, and persistent absence, rates are higher than national averages.

A significant minority of primary schools do not have strong leadership and governance and find it difficult to attract and retain quality teaching staff. These

⁴ To achieve a good level of development at the EYFS, a child needs to meet expectations in all three prime and the two specific areas of literacy and mathematics.

⁵ This strategy should be read alongside 'Securing Early Years Excellence in East Sussex'

problems can be particularly damaging in the county's small schools. Strong partnerships and federations have provided very effective solutions for some of these schools and are driving improvements in outcomes.

Secondary education

- At **Key Stage 4** achievement is generally much better than might be expected, given the high number of pupils who do not achieve age-related expectations by the age of 11, although those in receipt of Free School Meal do not perform as well as this group nationally.
- Permanent exclusions from secondary schools are higher than national averages and, despite a reduction in days lost to fixed term exclusion over recent years, levels also remain high. Similarly, levels of persistent absence and overall absence are above national averages.

42% of secondary age young people are now educated in an Academy. This rapidly-changing landscape makes it more important than ever for schools to work within strong partnerships where they can support each other to improve learning outcomes across their local area.

Post 16

Post-16 outcomes in East Sussex are too low and do not prepare young people well for the next phase in their lives.

Around 15% of young people in East Sussex are educated in school sixth forms, with the rest attending further education or sixth form colleges and a range of training providers. This means that the majority of young people make a transition to a new provider at the age of 16.

Although this strategy does not specifically address post-16 standards, its success will help to ensure that the county's young people are well prepared to achieve a great deal more by the age of 19. ESCC will work with all post-16 providers over the coming year to agree how to improve outcomes for young people in this phase of their education.

Our priorities

Priority 1: Leadership development

ESCC is committed to ensuring that school leaders are well supported in their professional development. This includes providing robust headteacher induction, leadership training for existing headteachers, and growing our own headteachers.

We will:

- Expand the leadership internship programme, and work with alliances to support the development of outstanding leaders.
- Work in partnership with the National College to increase opportunities for leadership and governance development programmes.
- Explore strategies for encouraging strong headship applicants from both inside and outside East Sussex.

Priority 2: System leadership

Headteachers, governors and senior leaders all have a vital role to play as system leaders in a more devolved and collaborative school system. ESCC will continue to support the best schools and school leaders to drive improvement across all schools and settings.

We will:

- Expand system leadership to all schools that would benefit from such an approach.
- Develop and support system leaders so they can lead change beyond their own schools, while also maintaining excellence in their own schools.
- Develop and support senior leaders and governors to facilitate system leadership.

Priority 3: Better governance

Excellent governance ensures that schools can function effectively and deliver an excellent education to their pupils. ESCC will increase collaborative working between governing bodies to share best practice and to support governing bodies in difficult circumstances.

We will:

- Develop the expertise of governors at all levels of experience through a range of approaches including an improved training programme, leading governors supporting their peers, governing body peer review and chairs' networks.
- Provide excellent information and support for governors through online mechanisms, briefings, area meetings and a regular governors' newsletter.
- Provide further opportunities for clerks to develop professionally so they can provide high-quality support to governing bodies.

Priority 4: Improved teaching

Excellent outcomes for children and young people depend above all on consistently high quality teaching, based on high expectations, inspiring classroom practice, robust target setting and effective progress tracking. ESCC will ensure that all schools across the county have access to targeted support to deliver consistently excellent teaching.

We will:

- Develop the local school improvement market including alliances, Teaching Schools and independent providers to ensure that there is sufficient capacity for improving teaching across the county.
- Share and develop excellent practice in teaching including effective feedback, metacognition and tracking of pupils' progress.
- Support the development of high quality teaching for those at the start of their careers, from the training phase through their early years as qualified teachers.

Priority 5: Closing the Gap

Some of the most disadvantaged children in East Sussex are still significantly underperforming compared to their peers. In order to address this disparity, all schools need to ensure that the proportions of disadvantaged pupils that make expected, or better than expected progress in each year group are similar to, or above, those for other pupils in each school. This includes pupils of all abilities, including those that are most able.

We will:

- Improve progress rates for FSM pupils, particularly in Early Years, through bespoke professional development to improve the quality of teaching.
- Work with FSM system leaders to identify where the greatest gaps occur and support and challenge these targeted schools to close gaps in performance.
- Provide high quality professional development for senior leaders, governors and teaching staff on accelerating progress rates for pupils in receipt of FSM, including through effective use of the Pupil Premium.

Priority 6: Improve Behaviour, Attendance and Safety

We need to improve attendance and reduce exclusions by providing schools and school partnerships with improved data analysis, exploring the reasons for disaffection and sharing effective interventions for groups vulnerable to exclusion and poor attendance.

Working Together to Safeguard Children (2013) reminds us that safeguarding is everyone's responsibility. All schools need to ensure that their procedures and systems underpin good professional practice and that they enable effective work across all agencies.

We will:

- Strengthen secondary Behaviour and Attendance Partnerships and develop primary Behaviour Partnerships.
- Provide targeted support and challenge to schools with high exclusions and poor attendance developing high quality professional development for governors, school leaders, teachers and support staff.
- Work with partners to improve support and guidance to schools on best practice in relation to safeguarding.

Priority 7: Early Years

For the diverse Early Years sector in East Sussex to grow in stature and effectiveness, it must focus clearly on agreed next steps to achieve high quality and consistency for all children, particularly the most vulnerable.

We will:

- Strengthen opportunities for partnership, especially between reception and nursery provision on school sites in order to improve transition and facilitate the sharing of good practice.
- Develop leadership within the sector through the identification of EYFS peer champions with excellent practice to support, coach and mentor other providers and spread excellent practice across the sector.
- Develop an integrated approach to literacy development, including appropriate environments for boys' learning through Early Years and Key Stage 1.

Priority 8: Joint practice development

Schools improve their effectiveness by learning from successful and innovative practice in other schools. ESCC and the alliances are well placed to build on a range of mechanisms to spread excellent practice across all schools.

We will:

- Develop a shared database of talent and successes across the county, including system leaders, excellent practitioners and governors.
- Develop a strong culture of peer review by learning from a range of pilot peer reviews, including: whole school, school sixth form and governing body.
- Investigate excellent practice from other local authorities across the country and apply this to improve outcomes in East Sussex.

Our approach

Shared responsibility for outcomes

An increasingly diverse educational landscape requires a re-stated commitment to shared responsibility for outcomes between ESCC and all local schools. This will be underpinned by new ways of working, based on a “mixed economy” of school improvement that involves a range of providers and partners. These include:

- The Standards and Learning Effectiveness Service (SLES) and other ESCC services, such as Inclusion Support, Personnel and the Business Services Department
- School-to-school support
- Teaching Schools
- Independent providers of school improvement
- OFSTED
- Academy sponsors
- National, Local and Specialist Leaders of Education

Over the past two years, ESCC has actively worked to develop the local market for school improvement, through the establishment of school improvement alliances, facilitation of school-to-school support and the use of outstanding school leaders and school partnerships to bring about improvement. Additional expertise has been

brought into the county by attracting high quality academy sponsors, and encouraging the development of locally-based chains with a strong record in school improvement.

ESCC has commissioned a group of headteachers to work alongside senior officers during 2013 to 2014 to devise, consult on and implement a new approach to school improvement for secondary schools. This will develop into a Shared Accountability Model, initially for secondary schools and later for primary schools, which will include the development of Improvement Boards that will work closely with ESCC to:

- Deliver a shared strategy for school improvement and evaluate its effectiveness,
- Identify and utilise funding to deliver agreed priorities,
- Oversee the development and effectiveness of alliances,
- Identify schools at risk of underperforming and promote areas of good practice,
- Commission and evaluate support for schools,
- Provide and analyse data for schools and alliances to drive school improvement priorities, and
- Ensure that all schools continue to improve.

These approaches will ensure that there is sufficient capacity for school improvement across the county to secure the highest expectations for our pupils and schools, tackle underperformance as well as fulfilling the wider role of facilitating, enabling and quality assuring school-to-school support.

As this increasingly diverse model of school improvement continues to develop, it should be recognised that schools will play different roles depending on their individual strengths and development needs, and their involvement over time will change.

Evaluating and improving performance

In East Sussex, accountability for school improvement duties lies with the Standards and Learning Effectiveness Service (SLES), working closely with other departments within the Council. The service has a duty to know all East Sussex schools in order to:

- Provide support for vulnerable children,
- Champion educational excellence,
- Ensure positive behaviour and good attendance.
- Monitor performance and take prompt and effective action when schools are not performing, using the full range of the Council's intervention powers, and
- Ensure that all schools continue to improve.

In September 2013, SLES introduced a fully-funded 'School Evaluation Adviser Programme', based on the success of the existing 'Small Schools' External Adviser Programme'. It provides support and challenge for schools' self-evaluation and will enrich the service's knowledge of performance in all schools. From September 2013 the programme is targeted at primary schools, with a view to extending this as an offer to secondary schools during the course of the year.

Where underperformance is identified, SLES expects the school to take immediate and urgent action to ensure rapid improvement against clear milestones. The service also brokers support for the school from the most appropriate provider. Progress is monitored against agreed plans and robust action is taken and escalated where progress is too slow. Actions may include commissioning an in-depth review of the school or governing body, convening a challenge and review meeting, or issuing a warning notice and using statutory powers of intervention.

The process for support, challenge and intervention is set out in detail in the Standard Operating Procedures (see Appendix 1). A parallel process is in place for Early Years settings, detail of which can be found in the EYFS strategy 2013.

School Improvement Alliances and Teaching Schools

Since Spring 2012 ESCC has been working with schools to fund and develop school improvement alliances. Nineteen alliances have been established to improve outcomes in their member schools with the support of SLES officers. Some of these alliances are already providing excellent school-to-school support. The challenge now is to ensure that all alliances are firmly focused on addressing the priorities set out in this strategy and can demonstrate the impact of their work on outcomes for pupils across their local area. To support this, ESCC has commissioned a headteacher from a well-established alliance to work with alliances in 2013-14 to build their capacity to improve pupil outcomes.

East Sussex currently has one Teaching School and SLES is currently supporting bids for additional schools. Teaching Schools are at an early stage of development, but they are expected to bring additional capacity and expertise to school improvement across the county over the next three years.

Monitoring and Review

The success of this strategy will be measured by whether school and pupil performance reaches the targets that we have set. This can only be achieved through a focused and robust commitment to improvement from all our partners. East Sussex County Council and the Improvement Boards provide the model for a strong partnership approach to delivering school improvement. Together, they will monitor, review and report on progress; and take actions, where they are required, to ensure that all pupils in East Sussex achieve better outcomes throughout their school lives.

Appendix 1

Standard Operating Procedures: Support and challenge for schools

Introduction

East Sussex County Council (ESCC) aims to improve outcomes, in particular for the most vulnerable, and secure full participation in high quality education and training opportunities for all children and young people. ESCC is determined to ensure that every child attends a school⁶ that is at least good. All schools should perform above the floor standards, maintain an upward trajectory of improvement in attainment and achievement at all key stages and be judged by Ofsted to be good or outstanding.

In East Sussex, accountability for school improvement duties lies with the Standards and Learning Effectiveness Service (SLES), working closely with other departments within the Council. The service has a duty to know all East Sussex schools in order to:

- Provide support for vulnerable children
- Champion educational excellence,
- Ensure positive behaviour and good attendance,
- Monitor performance and take prompt and effective action when schools are not performing, using the full range of the Council's intervention powers, and
- Ensure that all schools continue to improve.

In order to deliver these duties, the service will operate in a way that is:

- Built on good relationships in which schools and SLES operate on a basis of professional trust and mutual respect
- Open and transparent, with the principle that there should be no surprises at any stage in the process
- Based on evidence that is accessible to all parties
- Underpinned by the principles of prevention and early intervention

Section 1: Knowing all schools

SLES monitors the performance of all schools regularly through a thorough and detailed process of information gathering and risk assessment as follows:

1. **School Self Evaluation** All schools are invited to complete a self-evaluation of their performance and make a recommendation for school category. This is submitted to SLES and is used alongside SLES analysis to reach a judgement on a school's category.
2. **Desktop Data Analysis** Analysing end of key stage outcomes of all schools. Timely analysis of performance data (including comparison with national benchmarks and trend over three years) is undertaken to identify:
 - schools where the data analysis undertaken by SLES reaches a different conclusion from the school's own self-evaluation
 - schools which are underachieving
 - schools at risk of under achievement
 - schools with consistently outstanding performance
 - performance trends, in order to identify county-wide priorities for improvement.

⁶ All references to schools in this document refer to maintained schools and academies

Data analysis timeline				
Data analysis for all key stages will include: <ul style="list-style-type: none"> • Below floor standard • Distance from national expectations • Distance from Fischer Family Trust (FFT) B and D estimates • Three year trend • Declining performance • Progress – reviewed once RAISEonline data is available • Closing the gaps – reviewed once data for vulnerable groups is available 				
	EYFS	KS1 and KS2	KS4	Special schools
July	Initial analysis of provisional EYFS results to identify under-performance	Initial analysis of provisional KS1 and KS2 results to identify schools below floor standard or schools where results have fallen significantly.		
August			Initial analysis of provisional GCSE results to identify schools below floor standard or schools where results have fallen significantly	
September	Comparison of school and SLES analysis of outcomes to agree categorisation	Comparison of school and SLES analysis of outcomes to agree categorisation	Comparison of school and SLES analysis of outcomes to agree categorisation	CASPA reports commissioned from the DRIM team
October/ November	Analysis of DfE EYFS Profile	Analysis of RAISEonline data for KS1 and KS2, noting particularly where attainment is significantly above or below average, significant trends and progress measures	Analysis of validated KS4 data attainment by characteristics	CASPA reports distributed to special schools and external advisers
November			Analysis of RAISEonline data for KS4, noting particularly where attainment is significantly above or below average, significant trends and progress measures	
December	Analysis of DfE EYFS attainment data by characteristics			External Adviser completes review of standards and sends draft report to SLES and the HT/CoG

3. Deeper Exploration In targeted schools where there are differences between SLES and school's analysis or no school data has been submitted. This may involve one or more of the following:

- telephone contact with individual schools
- further detailed analysis of school performance data by school and SLES
- further dialogue with the school in order to understand the issues including, as required, discussions with senior leaders and the Chair of Governors
- commissioning a formal review or monitoring visit. A written report will be prepared within 10 working days and sent to the Headteacher and Chair of Governors. The report will be placed on the Schools' Information Database.

The timescales for actions will be dependent upon the level of risk for the school. The focus will be on pupils' outcomes, quality of provision and leadership and management.

4. Ofsted Inspection reports and complaints to Ofsted

5. Concerns raised by:

SLES managers and consultants and ESCC departments, including finance and personnel

Information is shared between services when there are significant issues which may impact on the quality of provision or outcomes in a school. Examples include:

- projected budget deficit
- disproportionate number of SEN tribunal cases
- serious recruitment and retention issues, or high turnover of staff
- high exclusion rate or high levels of pupil absence
- high number of parental complaints received
- trade union concerns
- assaults on staff
- serious incidents, for example, fire, breakdown of discipline
- significant weaknesses in governance.

Parents and carers

- Complaints received from parents will be notified to the SLES Head of Education Improvement (HoEI). Where there are specific issues such as bullying or safeguarding complaints the HoEI will alert appropriate services within the Council, request an investigation and action as appropriate.

School leaders, staff or governors

- Concerns raised by schools will be notified to the HoEI for action. Where there are specific issues such as bullying or safeguarding complaints the HoEI will request an investigation into the issues and action as appropriate. Where there are issues around Governance, the Senior Manager: Governor Services and Planning will also be notified.

Section 2: School categories

Following the analysis and evaluation described above, schools are placed in East Sussex categories, which will determine the level of support and challenge provided to schools.

Category 1	outstanding
Category 2	good
Category 3	requires improvement
Category 4	school at risk of an Ofsted category of underachievement
Category 4C	school in Ofsted underachieving category

Section 3: Challenge

Schools in category 3 and 4

Where underperformance is identified, SLES expects the school to take immediate and urgent action to ensure rapid improvement. The process for intervention and challenge from the local authority (LA) is set out below.

Serious concerns about a maintained school

Where the LA has serious concerns about a maintained school, some or all of the following actions will be taken to secure rapid improvement.

1. Discussion with the headteacher and governing body outlining the areas requiring improvement and setting out the actions the school is required to take and the time scale.
2. Action plans will be evaluated to determine whether they are robust and fit for purpose. Where they are not sufficiently robust, SLES will either provide further guidance on how to improve the plan or escalate action.
3. Six weekly meetings to evaluate progress against the plan will take place as part of the School Evaluation Adviser Programme.
4. Commission a monitoring visit to support the school's self-evaluation.
5. Formal meeting between the ESCC Assistant Director, Headteacher and Chair of Governors to discuss school action plan.
6. Removal of the school's delegated budget.
7. Issue a formal warning notice under provisions of the Section 60 of the Education and Inspections Act 2006 (References 10 and 11) instructing the school to take the necessary action.
8. Following the issuing of a warning notice, or where an Ofsted judgement of Special Measures is made, the LA will use its statutory powers as it deems appropriate, including: appointment of additional governors, replacement of the governing body by an Interim Executive Board, requirement of the governing body to enter into a partnership with a good or outstanding school, appointment of an Executive Headteacher.

Serious concerns about an academy

Where the LA has serious concerns about an academy, some or all of the following actions will be taken to secure rapid improvement.

1. Discussion with the headteacher and governing body, sponsor or trust outlining the areas requiring improvement and seeking agreement on the actions the school will take and the time scale.
2. Communication with the Secretary of State for Education, as the academy funder, informing him of the issues and seeking a response.

3. Communication with Ofsted, as the regulator, informing them of the issues and seeking a response.

Schools in category 4C

Where a maintained school is identified by Ofsted as requiring Special Measures or having Serious Weaknesses, SLES will commission a bespoke package of support, detailed in the LA's statement of intent for Ofsted, including a school action plan.

The escalation of actions for maintained schools outlined above will be applied to all schools in category 4C where progress is not secured in line with agreed plans and timelines.

Three weekly meetings to evaluate progress against the plan will take place as part of the School Evaluation Adviser Programme.

Where an academy is identified by Ofsted as requiring Special Measures or having Serious Weaknesses, SLES will liaise with the headteacher and chair of governors or sponsor to support the development of the statement of intent for Ofsted, including a school action plan.

The escalation of actions for academies outlined above will be applied to all schools in category 4C where progress is not secured in line with agreed plans and timelines.

Section 4: Support

From September 2013 a fully funded **School Evaluation Adviser Programme** is provided for all maintained primary schools. Schools in categories 1 and 2 will receive three visits per year from an adviser and schools in category 3 and 4 will receive six visits. Schools judged by Ofsted to have Serious Weaknesses or require Special Measures will receive additional support, see matrix of support below.

The role of the adviser is to support and challenge schools to ensure that all pupils have a good standard of education. Adviser visits will include evaluation of the school action plan, headteacher performance management, analysis of school data, collection of targets and broker support as appropriate.

Support for schools that are categorised as 4 or 4C will be kept under regular review and may be subject to change to ensure provision for the increased support necessary.

Funding of support

- Maintained schools in category 4C and 4 currently receive 50% subsidy for consultancy support.
- Maintained schools in category 3 receive 25% subsidy for consultancy support.
- Academies in Ofsted categories of concern receive resources to support school improvement within their funding agreement.

SLES is both a provider and a commissioner of school improvement support. Support may be commissioned from:

- Good or outstanding schools and alliances, including Teaching Schools
- Independent providers of school improvement
- National and Local Leaders of Education and other outstanding Headteachers
- Ofsted
- Specialist Leaders of Education
- Other outstanding school personnel, including governors

School Improvement Matrix				
School Improvement Support	Intensive support Category 4 C	High Support Category 4	Medium Support Category 3	Low Support Category 1 or 2
Visits by advisers	3 weekly evaluations plus additional support (12 to 20 visits per year)	6 weekly (6 visits per year)	6 weekly (6 visits per year)	12 weekly (3 visits per year)
Consultant support	50% funded	50% funded	25% funded	Not funded
Ofsted support	<ul style="list-style-type: none"> •SLES interview with Ofsted inspector •SLES attendance at Ofsted feedback •Support with Ofsted action plan 	<ul style="list-style-type: none"> •SLES interview with Ofsted inspector •SLES attendance at Ofsted feedback 	<ul style="list-style-type: none"> •SLES interview with Ofsted inspector •SLES attendance at Ofsted feedback 	<ul style="list-style-type: none"> •SLES interview with Ofsted inspector •SLES attendance at Ofsted feedback
Every Lesson Counts Teaching Support		2 places per school offered	2 places per school offered	
Securing Good Programme Leadership Support		3 places per school offered	3 places per school offered	
Additional support	Tailored package of support	Tailored package of support	Tailored package of support	
Support for governors	<ul style="list-style-type: none"> •Governance review if required •Tailored support and consultancy 	<ul style="list-style-type: none"> •Governance review if required •Tailored support and consultancy 	<ul style="list-style-type: none"> •Governance review if required •Tailored support and consultancy 	Access to governor training programme

Section 5: Ofsted categories

SLES monitors the outcomes of Ofsted inspections and decides what further action (if any) is required. This might include changes to school categories.

Appendix 2

This strategy has been developed as a result of extensive debate with headteachers, governors and elected members over the past 18 months. At the same time, significant resources have been devoted to the development and piloting of a wide range of activities which now form key strands of the strategy. The key activities are described in this timeline.

A consultation on the strategy was launched in September 2013. Responses to consultation have now been incorporated into this final version of the strategy.

Strand	Jan-June 12	Sept-Dec 12	Jan-Mar 13	Mar-July 13
Proposition for Partnership	<ul style="list-style-type: none"> • 'Proposition for Partnership' debated and adopted by ESCC Chief Officers and Cabinet 	<ul style="list-style-type: none"> • Headteacher briefings • Headteacher meetings: primary, secondary and special schools • Governor Area Meetings 		
New models of delivery for school improvement			<ul style="list-style-type: none"> • 'Can Do Group' of elected members and officers consider ESCC role in school improvement 	<ul style="list-style-type: none"> • Headteacher meetings: primary, secondary and special schools
Alliance development (school-to-school support)	<ul style="list-style-type: none"> • First meeting of alliance steering group (followed by regular meetings up to July 2013) • Allocation of funding to alliances 	<ul style="list-style-type: none"> • Breakfast briefing on alliance developments 	<ul style="list-style-type: none"> • Primary headteachers' Strategic Management Board and meeting discuss alliance developments • Working group of headteachers and ESCC officers develop new approach to funding alliances 	<ul style="list-style-type: none"> • Breakfast briefing on alliance developments and funding • Alliance bids for funding against East Sussex priorities • Agreement to establish new arrangements to drive alliance strategy and secure engagement of wider range of headteachers
Peer review pilot activity			<ul style="list-style-type: none"> • Development of peer review models (whole school and school sixth form) 	<ul style="list-style-type: none"> • First school sixth form peer review conducted • Development of governor peer review model

Strand	Jan-June 12	Sept-Dec 12	Jan-Mar 13	Mar-July 13
Partnerships and Federations (Primary Review)	<ul style="list-style-type: none"> Governor Area Meetings: Primary Review Policy 	<ul style="list-style-type: none"> Governors' conference includes presentation and discussion of system leadership 		<ul style="list-style-type: none"> Governor Area Meetings: Succession Planning and Primary Review
Early Years		<ul style="list-style-type: none"> Development of EY 'village project' approach 	<ul style="list-style-type: none"> Governor Area Meetings: EYFS Framework 	
Closing the Gap			<ul style="list-style-type: none"> Secondary HT meeting: vulnerable learners 	<ul style="list-style-type: none"> Secondary HT meeting: pupil premium
Leadership Development		<ul style="list-style-type: none"> Primary HT SMB and meeting: leadership development strategy and headship transition reviews 		
Developing governance	<ul style="list-style-type: none"> Establishment of chairs' networks in local areas Delivery of NCSL Chairs' Development Programme starts locally 	<ul style="list-style-type: none"> Governors' conference Development of governor newsletter to improve communication 	<ul style="list-style-type: none"> Evaluation of clerking programme developed 	<ul style="list-style-type: none"> Development of governing body peer review

The development of this strategy has also been influenced by learning from other Local Authorities, including: Hampshire, Kent, Essex, Medway, Hartlepool, Devon, Buckinghamshire, Westminster, Brighton & Hove and West Sussex.

Other related strategies

This strategy should be read alongside the following related strategies

- 'Securing Early Years Excellence in East Sussex'
- 'Creating Opportunities' – East Sussex Raising the Participation Age strategy
- 'Achieving Potential' – East Sussex Closing the Gap work programme

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December 2013 • 13-14 342



Agenda Item 9

HASTINGS & ST LEONARDS LOCAL STRATEGIC PARTNERSHIP

BRIEFING NOTE ON REGENERATION

Employability & Apprenticeships

- Own Grown Challenge - 1,502 pledges to date, towards a target of 2,014 pledges by end of 2014. HBC taking a leading role in managing the project, including 1-2-1 brokering, social media/publicity
- Academies Employability Action Plan – HBC officers and FSB are working with Heads of the 4 Academies to finalise actions to better coordinate and increase business engagement with the Academies. Long-term goal to better prepare young for the world of work.
- Employability Forum - the forum met July 2014. They discussed briefing on Talent Match Funding and other potential new funding streams, and discussed the draft Academies Employability action plan.
- Apprenticeship Promotion - National Apprenticeship Service funded project ended July with all targets exceeded, including 75 apprenticeship starts (target of 50). Further funding bid submitted to deliver further Own Grown business engagement initiatives

Evening and Night Economy and Students

- The Evening Economy Partnership meets quarterly to discuss development and progress towards a better evening economy.
- Hastings Town Centre Management is currently developing proposals to become a Business Improvement District (BID) area. There are 170 BID areas in the UK and in most cases, they support town centres to carry out promotional activities, organising large and small events, enhance the evening economy, increasing safety and security for businesses and customers and enhancing the customer experience.
- A number of new venues are opening or have opened, for example the Owl and the Pussycat Lounge and the Crown in All Saints Street. The Kino Theatre in Norman Road is set to reopen very soon as an art, music and cinema venue.
- The Reduce the Strength campaign, introduced in October 2013, is currently being reviewed.
- Seafood and Wine Festival takes place on 20th and 21st September. Please see attached web link: <http://www.hastingsfestivals.com/>
- Brighton University Freshtival is from 26th September to 12th October 2014. There is an organised activity taking place every day of the festival including exploring all the main attractions in Hastings and the surrounding area.

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Family Keywork in East Sussex

Update: September 2014

For more information about any of the items below or to be added to the circulation list, please email Family.Keywork@eastsussex.gov.uk or call 01273 335966.

You can also follow us on Twitter @FamilyKeywork

Family Keywork in East Sussex is a multi-agency approach to improving outcomes for families identified as at risk of requiring repeated interventions or sanctions. It aims to provide earlier, coordinated and more effective support to whole families whilst reducing the long-term costs to local services. Family Keyworkers work in partnership with the family for an extended period of time, identifying strengths and issues, agreeing priorities for change and offering both support and challenge. Family Keywork is part of THRIVE and is a top priority for the East Sussex Strategic Partnership.

Alongside this, the Government's 3-year Troubled Families programme offers Attachment Fees and Payment-by-Results for local authorities that can turn around families in which members are involved in crime and anti-social behaviour, are unemployed and / or missing education. In East Sussex, we are using this funding to pump-prime our local services to embed Family Keywork.

Troubled Families programme update

As part of the national Troubled Families programme running from 2012-15, East Sussex has a target of engaging and achieving specific outcomes for 1015 families by April 2015. So far we have worked with 1023 families, meaning we have surpassed our engagement target.

The focus now is upon achieving the positive outcomes required by the programme; that is, reducing youth crime and antisocial behaviour, getting children back into school and adults into work. To date we have been able to claim positive results for 390 families, in particular where children are back in school and levels of crime and anti-social behaviour are down. We expect to increase this number significantly when we make our next set of claims in October. We are aiming to submit results to bring us up to at least 65% of our target number in October, which would guarantee entry to the new Troubled Families programme as an 'early starter'.

We are currently visiting keywork teams to ensure that every keyworker understands their part in helping East Sussex achieve our Payment by Results target. To book a visit, please email Family.Keywork@eastsussex.gov.uk.

The new Troubled Families programme is due to be rolled out nationwide from April 2015. The eligibility criteria for including families are much broader than in the current programme, meaning we will be able to extend support to a larger number of families. There will continue to be a significant element of Payment by Results.

THRIVE conferences in November

This year we have decided to combine the Keyworker Networking event with THRIVE conferences. This will enable colleagues from Early Help and Social Care services to come together in the morning, followed by a choice of afternoon workshops and an opportunity to meet other support providers in a lunchtime marketplace. The dates are as follows:

- Thursday 6th November – The Eastbourne Centre
- Tuesday 11th November – Wellshurst
- Tuesday 18th November – Bannatyne's Hotel, Hastings

Places will be limited so to book a place, please email Organisational.Development@eastsussex.gov.uk with your preferred date.

Family Keywork Employment Advisors

A reminder that we have two full-time Employment Advisors seconded to the Family Keywork programme; Jackie Bromfield (west of the county) and Charmaine Hill (east of the county) can offer advice and support to families to help overcome barriers to employment. Different types of support include:

- Visiting families alongside keyworkers, working on a case by case basis to provide individualised support
- Using the 'Better Off Calculator' to help families see if they would be better off financially in work, and to help work out entitlement to Tax Credits
- Advice regarding employment or self-employment
- Identifying work or volunteering placements
- Helping with CVs and interview preparation

Jackie can be contacted on 01323 464415 / 07557 158953 or email Jacqueline.Bromfield@eastsussex.gov.uk.
Charmaine can be contacted on 01424 726293 / 07778 133136 or email Charmaine.Hill@eastsussex.gov.uk.

Family Keywork film

A short film has been made exploring the experiences of four different families receiving keywork support. The film is available on DVD and can be used to encourage new families to take up the offer of keywork. Copies of the film will be sent shortly to all keywork managers for sharing with teams. Another short film is being made about the experiences of families using the support of the Employment Advisors. This will be available by Christmas.

Evaluation of the Family Keywork programme

An evaluation of our Family Keywork model is currently underway. Interviews with managers and the central team have taken place, and a workshop for keywork practitioners is taking place on the morning of 28th October. The evaluation team will also be meeting a number of families during October. The evaluation is scheduled to conclude by the end of November 2014, with the findings used to help shape future plans for keywork service provision.

Online guidance for practitioners

Practitioners are reminded that the following guidance documents are available on czone to view:

- [Guide to Early Help](#)
- [Guide to Family Keywork provision](#)
- [Step Up, Step Down: joint working between Social Care and Early Help](#)

The Family Keywork Central Team and responsibilities

Becky Surman	Family Keywork Coordinator: leads the overall programme
Celia Wilson	Integrated Working Manager: leads on interagency impact monitoring, reporting and information sharing
Alastair Lee	Data and Information Manager: leads the data team on TF eligibility / results
Mark Woodgate	Practice Manager: supports the development of keywork practice
Karen Crouch	Project Officer: Troubled Families eligibility 'hotline', Small Grants Fund, Keywork Advisory Network, general project administration
Jan Walls	Project Officer: czone, Small Grants Fund, Keywork Advisory Network
Nathaniel Greer	Administration Assistant: general project administration