

1. Overview

West Sussex County Council is developing a new School Effectiveness Strategy. It will set out how the Local Authority will work in partnership with all education settings; including schools, colleges and academy trusts in the drive to raise standards and develop sustainability. The new School Effectiveness Strategy will enable the County Council to respond to national changes and deliver the ambitions to **'give children the best start in life'** and ensure **'West Sussex is a prosperous place'** ([West Sussex Plan 2017-22](#))

Vision

Improving educational outcomes in West Sussex by championing all our children and young people.

Principles

1. To secure the highest quality education provision for all our West Sussex children and young people to ensure standards are the best they can be in order to ensure they have the best start in life.
2. To ensure that school organisation is centred on the needs of children as learners.
3. To ensure all West Sussex schools have high educational standards, are able to withstand external scrutiny and are financially sustainable.
4. To ensure West Sussex has an offer of primary education providing a consistent education provision for all children aged 4-11.
5. To ensure sufficiency of high quality local places that support parental preference whilst avoiding costly surplus capacity.
6. To ensure all schools are able to provide high quality teaching, learning and leadership, challenging schools to improve and fulfil their responsibilities as corporate parents.
7. The local authority system will enable schools to form sustainable partnerships which will secure long term structures of leadership and organisation within a given locality.

Values

1. The local authority acts as the champion for all West Sussex children and young people.
2. Effective leadership is essential in all aspects of managing and improving a school.
3. High quality teaching improves children and young people's life chances as a result of improving learning experience and key stage outcomes.
4. The local authority scrutinises the quality of education provision, promotes high standards of care and education and challenges and supports when outcomes for children are not at least 'good'.
5. Early help for children and families through the Integrated Prevention and Earliest Help Service (IPEH) improves pupil care and outcomes.
6. Strong school-based practice should be used to strengthen other schools by enabling high quality school-to-school support.
7. Children have the right to participate in learning experience where they feel valued, inspired and safe, in an environment which has a well-developed inclusive culture.

Reasons to Change

Never before, have we seen such rapid and significant change in educational policy and practice at a national level. West Sussex County Council is committed to resetting its own priorities to address the impact of this, we need to:

- Improve attainment and progress for West Sussex primary phase pupils
- Reduce dips in attainment arising from unnecessary multiple transition points
- Develop our collective commitment to enable all children and young people to experience an inclusive education
- Secure long-term financial sustainability for all schools taking account the funding challenges that schools and settings face, in the West Sussex context of increasing pupil numbers.

2. Aims and Objectives

The draft School Effectiveness Strategy intends to provide a framework to enable the County Council to address priorities on raising standards, securing sufficiency of places, and meet the needs of all children and young people with Special Educational Needs and Disability (SEND).

It sets out aims for the two aspects of the County Council's work – School Organisation and School Improvement. These aims complement the [SEND Strategy 2017](#).

The aims will support West Sussex to be in the **top 25% of Local Authorities nationally for education outcomes by 2022**.



School Organisation: One model of strong and sustainable education for all types of schools and key stages

Objectives

1. Establishing a model of primary provision for children from 4-11 years old
2. Securing sufficient places for children in all phases and types of school
3. Maximising the proportion of children being offered a place at one of their three school preferences
4. Building capacity at Specialist Support Centres to improve local provision for children with SEND being taught in mainstream schools
5. Ensuring the needs of all pupils are met by addressing the flexibility of provision for individual pupils and the Alternative Provision offer
6. Primary schools will be viable and of a sufficient size* to provide strong outcomes for children
7. Primary schools will be readily accessible** to its pupils; for the majority of children within walking distance in urban areas with transport to school in rural areas

*typically this is a minimum of one form entry providing 210 places or 7 classes of 30 children

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

School Organisation: Measures		Baseline 2017/18	Target 2021/22
Infrastructure that supports a successful economy	Additional school places delivered	-0.5%	5% buffer
A skilled workforce for West Sussex	16-17 year olds who are not in education, employment or training	2.7%	Upper quartile

School Improvement: There will be effective challenge and support to all schools and settings

Objectives

1. Monitoring all schools and categorising LA maintained schools annually to ensure the council resources are targeted where they are most needed to make the biggest difference
2. Enhancing the support provided to schools who are deemed not yet 'good' by Ofsted or the County Council
3. Making additional services available to all schools and settings through a comprehensive traded portfolio of services
4. Working in partnership with Ofsted and the Regional Schools Commissioner where schools are judged 'inadequate' to support them to improve
5. Strong leadership will be brokered and commissioned in West Sussex and beyond to provide school-to-school support

School Improvement: Measures

School Improvement: Measures		Baseline 2017/18		
All children and young people are ready for school and work	Children achieving a 'Good Level of Development' in Early Years Foundation Stage	70.6%	Upper quartile	
	West Sussex schools that are judged good or outstanding by Ofsted	83.6%		
	Pupils attending West Sussex schools that are judged good or outstanding by Ofsted	84.1%		
	Attendance of West Sussex Children Looked After at their school	92.7%		
Access to education that meets the needs of our community	Pupils attaining the expected standard at Key Stage 1 in reading, writing and maths	56.2%	In line with national average	
	Pupils attaining the expected standard at Key Stage 2 in reading, writing and maths	55%		
	Key Stage 4 Progress 8 score	0.03		
Children and young people are able to thrive	Children Looked After achieving educational outcomes in line with their peers	KS1	15.8%	In line with national average
		KS2	n/a	
		KS4 P8	-0.74	
	Attainment of disadvantaged pupils is in line with their peers	KS1	36.7%	Gap is less than national average

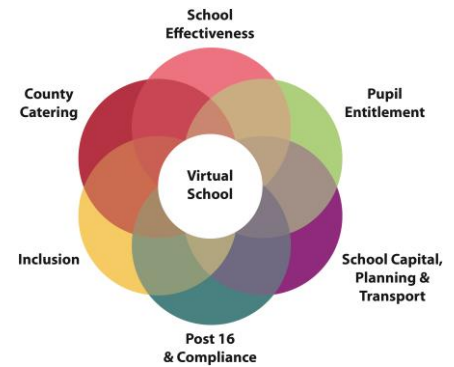
3. Areas of Focus

West Sussex County Council will focus on four geographical areas and change the way it has been working with schools and settings to develop strong partnerships based on trust and challenge

1. Organise services to raise standards

The Directorate of Education & Skills will:

- Provide leadership in all aspects of education to improve outcomes for children and young people
- Deliver the statutory functions of the local authority and provide enhanced support and challenge
- Work in partnership with all internal and external stakeholders to improve educational outcomes in West Sussex



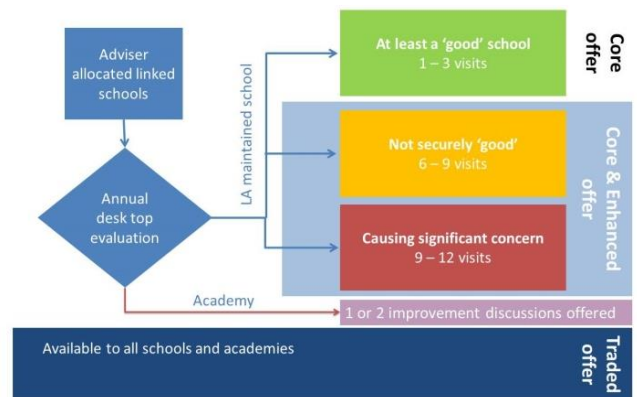
2. Organise high quality schools and build capacity

- Working with school leaders to ensure schools are cost effective and provide the breadth of curriculum and teaching expertise to meet the standards set out in education policy
- Consider new specialist places, more effective school clustering or alternatives through collaboration with schools
- Policies, principles and information on the current schools organisation with forecasts of future pupil numbers can be found in the [2018 Planning Schools Places Document](#) (*the Planning Schools Places Document is updated annually*)



3. Improve schools by targeting resources and trading services

- School improvement is prioritised according to the quality of pupil outcomes (categorisation overleaf)
- The core offer for LA maintained schools will be 1 to 3 days onsite visits (Autumn, Spring and Summer)
- For schools that are not good or better an enhanced offer will focus on areas that need to improve
- We will monitor and offer to keep in contact with academies
- Additional services will be available through a traded offer which will be expanded and strengthened



4. Develop greater partnership working with strong school leadership so that they provide peer-to-peer support

- Collaborate with dioceses, academy trusts, teaching schools, research schools, other local authorities, the Regional Schools Commissioner and Ofsted
- Develop school-to-school support mechanisms with Teaching Schools and strong leaders
- Work in partnership with providers that can deliver high quality school improvement packages
- Enable schools to be fully inclusive through the implementation of the SEND Strategy.



4. Schools Categorisation

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

*for LA maintained schools

5. Feedback

West Sussex County Council would like to hear your views on the proposals for the Draft School Effectiveness Strategy and if there is anything else you think we should include.

Online questionnaire: www.westsussex.gov.uk/schooleffectiveness2018
 Email SchoolConsultations@westsussex.gov.uk to request a paper copy.

The closing date for this consultation has been extended to 25 June 2018