



Consultation

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.
- 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',
- 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.

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

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.

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.

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 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.

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.

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

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

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 and aspiring headteachers, and ensuring that good leaders are attracted to schools in East Sussex.

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 headship applicants from 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.
- Develop and support 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 target setting and tracking of pupils' progress.
- Support the development of high quality teaching for those at the start of their careers through the Graduate Teacher Programme and monitoring and support for Newly 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: 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 7: 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,
- 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.

DRAFT

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,
- 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

DRAFT

Data analysis timeline				
<p>Data analysis for all key stages will include:</p> <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.

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
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

DRAFT

Strand	Jan-June 12	Sept-Dec 12	Jan-Mar 13	Mar-July 13
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

Getting more copies of this leaflet

You can get all our leaflets in large print, easy read format, in Braille, on audio tape or CD, or in other languages. They are also available in PDF form, which you can download from our website at eastsussex.gov.uk

East Sussex County Council

County Hall
St Anne's Crescent
Lewes BN7 1UE
Phone: 0345 60 80 190
Fax: 01273 481261
Website: eastsussex.gov.uk/contactus

September 2013 • 13-14 342



Education Performance Panel

Purpose

To promote high standards and improvement in East Sussex schools and among other providers so that all children and young people achieve well and fulfil their educational potential.

Terms of Reference

- (a) To ensure improvement in the attainment and progress of pupils in East Sussex schools and other providers, this role to be carried out by commissioning and considering reports on:
- national key stage tests and public examination results;
 - predictive key stage and public examination outcomes generated by the schools and the Local Authority;
 - OFSTED inspections of East Sussex schools;
 - the identification of and intervention in underperforming schools and the use of formal powers available to the local authority;
 - the progress of schools identified by OFSTED and the local authority as a cause of concern;
 - the targeting and impact of the support and challenge given to schools by the local authority, schools and other school improvement providers;
 - the educational outcomes achieved by vulnerable children and young people;
 - innovative and outstanding practice in schools and other providers from which others can learn;
 - the effectiveness of strategies to support highly effective leadership and management in schools and other providers; and
 - the impact of support and challenge for school governance.
- (b) To oversee the continued development of the Council Strategy for School Improvement and to monitor its implementation.
- (c) To report and make recommendations as appropriate to the Cabinet and the Children's Services Scrutiny Committee.

- (d) To identify opportunities and challenges for improving school performance arising from legislative and policy changes.

Membership

| Lead Member, Learning and School Effectiveness (Chair of the Panel)
Chair of Children's Services Scrutiny Committee
Representative of each of the political groups or their deputies
(representatives of political parties not included in the above roles)
Assistant Director, Children's Services Department
Representative of Diocese of Brighton and Arundel
Representative of Diocese of Chichester

Invitation:

Headteachers
Chairs of Governors
Representative of Academy Sponsors
Local Member when a school in their division is being considered