

Committee:	Lead Member for Learning and School Effectiveness
Date:	6 October 2014
By:	Director of Children's Services
Title of Report:	Ofsted inspection of East Sussex arrangements for supporting school improvement Action Plan
Purpose of Report:	To present the draft Action Plan devised to secure improvement in the Local Authority arrangements for school improvement.

Recommendation:

The Lead Member is recommended to note the draft Ofsted Action Plan

1. Financial Appraisal

1.1 The financial implications for the high level actions were reported to Cabinet on 16 September 2014. Where possible, resources within the SLES budget and staffing have been re-prioritised. In addition it was proposed that £500,000 of available Dedicated Schools Grant funds the majority of the improvements. A bid to the Corporate Transformation Fund for a further £370,000 has been approved.

2. Supporting information

2.1 East Sussex County Council was inspected on 9 to 13 June 2014 under the Office for Standards in Education, Children's Services and Skills (Ofsted) inspection framework, which was introduced in May 2013, for local authority arrangements for supporting school improvement.

2.2 The outcome of the inspection was published 3 August 2014. The Council's arrangements for supporting school improvement are judged to be ineffective. The Ofsted judgement and areas for improvement were reported to Cabinet on 16 September 2014.

2.3 A paper was submitted to CMT on 17 September 2014, with a draft of the action plan, and their comments have been incorporated into this draft.

2.4 A draft Action Plan has been developed to address the areas for improvement and this is attached at **appendix 1**. A process of consultation with head teachers is underway on the detail of the action plan and the contribution of schools to securing the required improvement. This consultation will close on 8 October 2014.

2.5 A report showing progress against the action plan will be considered by the Children's Services Scrutiny Committee on 17 November 2014.

3. Conclusion and reason for recommendation

3.1 The Council is committed to improving educational outcomes for all children and young people in the county as part of one of its key priority outcomes, driving economic growth. We are confident that we have the right strategy in place to secure swift improvement in the performance of our schools and ensure that children and young people make the appropriate levels of progress. Ofsted endorsed this strategy in their report. The Lead Member is asked to note the draft Ofsted action plan.

STUART GALLIMORE

Director of Children's Services

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Local Members: All

Background Documents: None

East Sussex OFSTED Action Plan Draft September 2014

Friday, 26 September 2014

<p>Priority 1: 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.</p> <p>Lead: Alison Rendle</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • By July 2015 the proportion of Early Years settings judged good or outstanding compares favourably with national averages. • By July 2015 the proportion of primary schools judged good or outstanding compares favourably with national averages. • All schools judged Inadequate are removed from this category within 18 months. • All schools judged as Requires Improvement move to at least good at their next inspection. • Increase the number of schools assessed at risk of Special Measures or Requires Improvement which achieve good or outstanding following LA support. • Increase the proportion of schools judged as or assessed at risk of Special Measures or Requires Improvement which demonstrate improvement in in-year progress data.
<p>Priority 2: Identify and communicate unequivocally to underperforming schools that their rate of improvement is not good enough and follow through with robust monitoring.</p> <p>Lead: Alison Rendle</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • Timely categorisation of schools and communication with headteachers and chairs of governors. • Based on risk assessments, formal meetings conducted with schools (HTs and chairs of governors). • Action plans in place, with clear milestones to enable governors to monitor the impact of actions taken by the school. • Where schools do not engage with the local authority to address areas of concern identified by advisers and consultants, warning letters delivered which set out the expectations of actions by the governing body. • Use of LA powers in schools where governors are failing to fulfil their roles and responsibilities. • Increase in the number of schools achieving good or outstanding.
<p>Priority 3: 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.</p> <p>Lead: Alison Rendle</p>	<ul style="list-style-type: none"> • All schools are setting challenging targets, and monitor in-year progress through regular collection of progress data, which is evaluated through the adviser programme and meetings with the consultant heads. • External evaluators provide clear judgements on the effectiveness of the support and challenge provided by external advisers and its impact on school improvement targets. • Schools are provided with clear evaluations of their performance by external advisers and consultants and given appropriate guidance on expectations of progress and quality of provision.

	<ul style="list-style-type: none"> Managers and consultants are given regular feedback on the quality of their work and are provided with professional development opportunities at regular intervals. Schools achieve agreed targets for improvement within the timescales set.
<p>Priority 4: 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</p> <p>Lead: Alison Rendle</p>	<p>Success Measures</p> <ul style="list-style-type: none"> Increase the proportion of children achieving at least the national average for literacy and mathematics in EYFSP outcomes. Increase the proportion of pupils achieving Level 2b+ in Reading, Writing and Mathematics at the end of KS1 in 2015. Increase the proportion of KS2 pupils achieving Level 4 or above in Reading, Writing and Mathematics combined to 80% in 2014-15. Increase the proportion of KS2 pupils achieving Level 4b or above in Reading, Writing and Mathematics combined to 75% in 2014-15. Increase the proportion of pupils making good progress in English and Mathematics at KS2 as measured by in-year progress data. Increase the proportion of students achieving A*-C at GCSE in English to 71% by July 2015. Increase the proportion of students achieving A*-C at GCSE in mathematics to 70% by July 2015. Continue to decrease the LA's gap between FSM and non-FSM pupils so that it is lower than the national average across all key stages.
<p>Priority 5: Ensure all learners have successful transitions between the phases of education training or employment to age 19, and sharply improve Level 3 attainment.</p> <p>Lead: Elizabeth Funge</p>	<p>Success Measures</p> <ul style="list-style-type: none"> Decrease the number of academic age 18 year olds who are NEET to below 10%. Increase the number of students achieving Level 3 by age 19. Maintain the success in increasing participation for 16 and 17 year olds (95% for 16 years old and 86% for 17 year olds).
<p>Priority 6: Provide strong strategic leadership and challenge to schools to support the reduction of temporary exclusions across all types of schools.</p> <p>Lead: Nathan Caine</p>	<p>Success Measures</p> <ul style="list-style-type: none"> Reduce the number of temporary exclusions by 25% in 2014-15, compared to 2013/14. Secure a 5% reduction in the number of temporary exclusions on a termly basis (cumulative for terms 1-5) compared to the same period last year. Achieve the biggest reductions in temporary exclusions in those areas facing the greatest challenges e.g. Hastings and Rother.

<p>Priority 7: 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.</p> <p>Lead: Lesley Wickham</p>	<p>Success Measures</p> <p>Success Measures</p> <ul style="list-style-type: none"> • Increase the number of Heads from good and outstanding Schools who are signed up to be East Sussex system leaders. • Increase the number of East Sussex system leaders being deployed to help schools with the greatest challenges. • Grow and develop the capacity of Education Improvement Partnerships*, Alliances and Teaching School Alliances to provide school to school support • Increase the use of statutory powers to ensure that, except in exceptional circumstances, all schools in Special Measures have delegated budgets removed or an IEB in place. • Increase the number of Federations and Multi-Academy Trusts at primary level by 20% July 2015 compared to July 2014.
<p>Priority 8: 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.</p> <p>Lead: Di Francombe</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • Updated timeline for the provision of data, for all governing bodies, distributed in September 2014. • New datapacks and guidance, for all governing bodies, distributed in September 2014. • Bespoke data dashboard, for all governing bodies, distributed in October 2014. • Training for Chairs of Governors and Headteacher on RAISEonline in November 2014. • Evaluation of data, guidance and training, by all governing bodies, by March 2015.

* Education Improvement Partnerships were formerly known as Area Groups

<p>Priority 1: 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.</p> <p>Lead: Alison Rendle</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • By July 2015 the proportion of Early Years settings judged good or outstanding compares favourably with national averages. • By July 2015 the proportion of primary schools judged good or outstanding compares favourably with national averages. • All schools judged Inadequate are removed from this category within 18 months. • All schools judged as Requires Improvement move to at least good at their next inspection. • Increase the number of schools assessed at risk of Special Measures or Requires Improvement which achieve good or outstanding following LA support. • Increase the proportion of schools judged as or assessed at risk of Special Measures or Requires Improvement which demonstrate improvement in in-year progress data.
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Actions	Owner	Milestones	Timing	Progress
<p>1.1 Review the service’s processes for support and challenge to schools, especially those that Require Improvement or Special Measures to ensure that they provide appropriately robust measures for improvement.</p> <p>1.2 Introduce leadership reviews for all schools judged by OfSTED or LA as Requiring Improvement, which are not making sufficient progress towards Good.</p>	Alison Rendle	<p>a. New protocols agreed and communicated to schools.</p> <p>b. All schools identified for leadership reviews informed and dates agreed for reviews to take place.</p> <p>c. Clear action plans, identifying strategies for improvement and targeted support, drawn up with the school’s external adviser.</p> <p>d. Milestones and monitoring clearly identified.</p> <p>e. Increase in the number of schools moving from RI to Good</p>	<p>September 2014</p> <p>By October 2014 and at regular intervals</p> <p>Termly review</p> <ul style="list-style-type: none"> - December 2014 - March 2015 - July 2015 	

Actions	Owner	Milestones	Timing	Progress
<p>1.3 Review the Service's processes for support and challenge to Early Years settings, especially those that are Inadequate or Require Improvement, to ensure that they provide appropriately robust measures for improvement.</p>	<p>Lesley Wickham</p>	<p>a. New enhanced and intensive support protocols agreed and communicated to settings.</p> <p>b. Increase in the number of settings improving OfSTED grading on re-inspection.</p>	<p>October 2014</p> <p>Termly review - December 2014 - March 2015 - July 2015</p>	
<p>1.4 Strengthen the primary adviser programme by ensuring that advisers:</p> <ul style="list-style-type: none"> • receive training on the format of visits and expectations of report writing • receive training on updates to the current Ofsted framework • work more closely with governors • have access to early data sets produced by the LA as well as full access to RAISE and FFT • monitor the school's progress against agreed targets • support school improvement planning to ensure strategic planning and rapid progress towards improvement targets • have a better overview of the support being provided to a school and measure its impact 	<p>Lesley Wickham</p>	<p>a. Review of performance of current advisers and recruitment of new advisers completed.</p> <p>b. Training events held for new and current advisers to update on new Protocols.</p> <p>c. Induction of new advisers and regular training for all advisers to share expectations and improve programme consistency.</p> <p>d. Shadowing of new advisers and coaching provided where appropriate.</p> <p>e. Training materials and protocols shared with headteachers and chairs of governors.</p> <p>f. Desktop risk-assessment of all schools, based on 2014 provisional results, completed by SLES managers and communicated to advisers as part of categorisation information.</p> <p>g. All schools have school development plans which are fit for purpose and used by governors to monitor school's progress.</p>	<p>End of July 2014</p> <p>July and Sept 2014</p> <p>July 2014 (1 of 5) then 2-3 monthly</p> <p>July and Sept 2014</p> <p>October 2014</p> <p>End July 2014 (EY & Primary)</p> <p>End Aug 2014 (Secondary)</p> <p>End Sept 2014 (Special)</p> <p>By October 2014 Reviews</p> <p>- December 2014 - March 2015 - July 2015</p>	

Actions	Owner	Milestones	Timing	Progress
<ul style="list-style-type: none"> are aware of the expectations for safeguarding and alert programme co-ordinators promptly to any concerns 		h. Safeguarding issues regularly monitored and appropriate actions taken to raise concerns with LA when observed.	Term 1/2, 3/4, 5/6 (category 1 and 2) Termly (category 3 and 4)	
<p>1.5 Recruit new Primary Consultant Heads to provide additional capacity to support LA category 2 and 3 schools.</p> <p>1.6 Hold initial meeting with heads to design and agree ways of working with schools.</p> <p>1.7 Confirm offer from Consultant Primary Heads to schools and Education Improvement Partnerships and agree impact measures.</p>	Alison Rendle	<p>a. Recruitment of Primary Consultant Heads.</p> <p>b. All headteachers have a clear understanding of the purpose of the consultant headteachers' group and engage with them to bring about school improvement.</p>	<p>September 2014</p> <p>October 2014</p>	
<p>1.8 Work with the Secondary Consultant Heads to develop and commission support for secondary schools where under-performance is identified.</p> <p>Additional Resources (primary and secondary) 2014/15 - £60,000 (DSG) 2015/16 - £40,000 (DSG)</p>	Elizabeth Funge	<p>a. On track to achieve their target of % of schools that are good or better.</p> <p>b. In year and end of year progress data and Ofsted outcomes clearly demonstrate that schools are meeting agreed improvement targets regarding pupil outcomes.</p>	<p>January 2015 March 2015 July 2015</p>	
<p>1.9 Increase resources available for commissioning proven external providers, including the new Education Improvement Partnerships, to bring additional capacity and expertise to the improvement of schools facing multiple challenges.</p> <p>Additional Resources: 2014/15 - £160,000 (DSG) 2015/16 - £90,000 (DSG)</p>	Alison Rendle	<p>a. Schools requiring additional capacity and expertise from external provider have been identified.</p> <p>b. Additional capacity commissioned from external providers, including new Education Improvement Partnerships.</p>	<p>July – Sept 2014</p> <p>September 2014</p>	

Actions	Owner	Milestones	Timing	Progress
<p>1.10 Implement consistent and effective processes to ensure that the LA is able both to work in partnership with academies and to challenge those that are under-performing.</p>	<p>Alison Rendle</p>	<ul style="list-style-type: none"> a. Consultation with academy trusts on protocol for working with the LA b. Criteria and processes for LA referral to DfE clearly articulated and communicated to academy sponsors. c. Where academies are under performing there is clear evidence to demonstrate that the LA has both offered support and referred the academy to the DfE. 	<p>October 2014</p> <p>October (categorisation) Terms 2 and 4 (in-year progress data)</p>	

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<p>Priority 2: Identify and communicate unequivocally to underperforming schools that their rate of improvement is not good enough and follow through with robust monitoring.</p> <p>Lead: Alison Rendle</p>		<p>Success Measures</p> <ul style="list-style-type: none"> • Timely categorisation of schools and communication with headteachers and chairs of governors. • Based on risk assessments, formal meetings conducted with schools (HTs and chairs of governors). • Action plans in place, with clear milestones to enable governors to monitor the impact of actions taken by the school. • Where schools do not engage with the local authority to address areas of concern identified by advisers and consultants, warning letters delivered which set out the expectations of actions by the governing body. • Use of LA powers in schools where governors are failing to fulfil their roles and responsibilities. • Increase in the number of schools achieving Good or Outstanding. 		
Actions	Owner	Milestones	Timing	Progress
<p>2.1. Desktop risk-assessment of all schools, based on 2014 provisional results by SLES managers.</p> <p>2.2. Clear communication with headteachers and governors about LA's concerns and identification of actions to support improvement.</p> <p>2.3. Analysis of progress data and confirmation of school categories.</p> <p>2.4. Strategies for improvement with clear milestones and expectations of improved outcomes within a tight time frame agreed with external adviser.</p>	<p>Alison Rendle</p>	<ul style="list-style-type: none"> • Provisional categorisation of schools completed and possible menus of support identified for individual schools. • School categories confirmed with headteachers and chairs of governors. • Analysis of schools' in year data and work in books demonstrates appropriate progress towards agreed targets. 	<p>September 2014</p> <p>October 2014</p> <p>January 2015 April 2015 July 2015</p>	

<p>Priority 3: 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.</p> <p>Lead: Alison Rendle</p>		<ul style="list-style-type: none"> • All schools are setting challenging targets, and monitor in-year progress through regular collection of progress data, which is evaluated through the adviser programme and meetings with the consultant heads. • External evaluators provide clear judgements on the effectiveness of the support and challenge provided by external advisers and its impact on school improvement targets. • Schools are provided with clear evaluations of their performance by external advisers and consultants and given appropriate guidance on expectations of progress and quality of provision. • Managers and consultants are given regular feedback on the quality of their work and are provided with professional development opportunities at regular intervals. • Schools achieve agreed targets for improvement within the timescales set. 		
Actions	Owner	Milestones	Timing	Progress
<p>3.1 Introduce the role of external evaluator for LA category 3 and 4 primary schools, including special measures schools without an IEB to evaluate progress towards milestones and identify any barriers towards progress.</p>	<p>Nicola Blake</p>	<p>a. External evaluators commissioned. b. Evaluation meetings with identified schools three times a year. c. External evaluator visits indicate that advisers have provided appropriate levels of challenge to enable schools to address identified areas for improvement, as demonstrated by improved progress data and Ofsted outcomes.</p>	<p>October/November 2014 December 2014/January 2015 March 2015/April 2015 June/July 2015 September 2014</p>	
<p>3.2 Monitor the impact of Primary Consultant Heads support to individual schools and groups of schools through collection of progress data and Ofsted outcomes.</p>	<p>Alison Rendle</p>	<p>a. Success measures on school improvement plans are met within agreed time scales as indicated in milestones and measured on a bi-termly basis. b. More RI schools move to good and good schools maintain or improve their OfSTED grading.</p>	<p>December 2014 March 2015 July 2015 December 14, April and July 15</p>	
<p>3.3 Monitor the impact of Secondary Consultant Heads support to individual</p>	<p>Elizabeth Funge</p>	<p>a. In year and end of year progress data and OfSTED outcomes clearly demonstrate that</p>	<p>January 2015 March 2015</p>	

<p>schools and groups of schools through collection of progress data and Ofsted outcomes.</p>		<p>schools are meeting agreed improvement targets regarding pupil outcomes.</p>	<p>July 2015</p>	
<p>3.4 Monitor impact of external providers support to under-performing schools through robust contract monitoring and the collection of in year progress data and feedback from Advisers.</p>		<p>a. In year and end of year progress data and OfSTED outcomes clearly demonstrate that schools are meeting agreed improvement targets regarding pupil outcomes.</p>	<p>January 2015 March 2015 July 2015</p>	
<p>3.5 Review the processes for the collection and use of in-year progress data. 3.6 Establish new reporting system for SMT and Education Performance Panel to monitor and evaluate progress.</p>	<p>Di Francombe</p>	<p>a. New process for collecting in year progress data agreed and communicated to schools. b. Internal reporting systems and processes designed for analysing in-year progress data and reviewing LA category of RI schools in-year. c. New reporting system for SMT and Education Performance Panel amended to include in-year progress monitoring. d. Elected members have clearer picture of progress in-year. e. First collection of in-year progress data from schools. f. Further collection of in-year progress data from schools. g. Monitoring of progress in SM and RI schools by IEB, external evaluator, or by Senior Manager, to include progress data, impact of support and HMI monitoring.</p>	<p>September 2014 September 2014 October 2014 1st week of January 2015 March/April 2015 Monthly</p>	

<p>Priority 4: 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</p> <p>Lead: Alison Rendle</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • Increase the proportion of children achieving at least the national average for literacy and mathematics in EYFSP outcomes. • Increase the proportion of pupils achieving Level 2b+ in Reading, Writing and Mathematics at the end of KS1 in 2015. • Increase the proportion of KS2 pupils achieving Level 4 or above in Reading, Writing and Mathematics combined to 80% in 2014-15. • Increase the proportion of KS2 pupils achieving Level 4b or above in Reading, Writing and Mathematics combined to tbc in 2014-15. • Increase the proportion of pupils making good progress in English and Mathematics at KS2 as measured by in-year progress data. • Increase the proportion of students achieving A*-C at GCSE in English to 71% by July 2015. • Increase the proportion of students achieving A*-C at GCSE in mathematics to 70% by July 2015. • Continue to decrease the LA's gap between FSM and non-FSM pupils so that it is lower than the national average across all key stages.
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Actions	Owner	Milestones	Timing	Progress
4.1 Review the impact of interventions and primary support programmes in mathematics and English in 2013/14 and target resources to those with evidence of potential for substantial and rapid impact.	Alison Rendle	a. Evaluation of interventions and support programmes in mathematics and English completed using provisional data for 2013/14.	August 2014	
4.2 Work with Secondary Consultant Heads to evaluate secondary schools' performance and determine which schools need support for English and mathematics.		b. 2014/15 targeted interventions and support programmes to address the issues identified from 2014 data analysis communicated to Education Improvement Partnerships and schools.	September 2014	
4.3 Use early KS5 analysis of outcomes to identify impact of support and challenge.		c. Secondary schools requiring support in English and/or mathematics identified and approaches agreed to address under performance.	October 2014 September 2014	

Actions	Owner	Milestones	Timing	Progress
<p>4.4 Pilot in-depth subject reviews for English and mathematics in schools where 2014 outcomes give cause for concern.</p> <p>4.5 Increase focus on CPD for English and mathematics subject leaders including through review of subject leader network meetings and conferences for subject leaders based on the Ofsted model.</p>	<p>Bill Roddick/ Deborah O'Donoghue</p>	<p>a. First subject reviews completed and evaluated and process and materials refined where appropriate.</p> <p>b. Further subject reviews rolled out to schools identified as meeting the agreed criteria.</p> <p>c. Subject leader networks reviewed and refocused upon key priorities for the year.</p>	<p>December 2015</p> <p>January – March 2015</p> <p>December 2014 March 2015</p>	
<p>4.6 Promote and support the development of the new regional Maths Hub (led locally by St Richard's Catholic College), to drive improvements in maths teaching and outcomes by providing data analysis, identifying best practice, building capacity, sign-posting to external providers.</p>	<p>Bill Roddick</p>	<p>a. Identify the scope and focus of Maths Hub plans.</p> <p>b. Work actively with Maths Hub on initiatives that will have a rapid impact across ESCC during this year e.g. identifying school-to-school support expertise and capacity.</p>	<p>October 2014</p>	
<p>4.7 Commission specialist expertise in English and Maths in order to accelerate improvement.</p> <p>4.8 Monitor progress in English and maths in schools receiving support</p> <p>Additional Resources: 2014/15 - £50,000 (DSG) 2015/16 - £45,000 (TF)</p>	<p>Bill Roddick/ Deborah O'Donoghue</p>	<p>a. Schools identified where subject specialist expertise is required.</p> <p>b. Specialist expertise commissioned</p> <p>c. Schools receiving commissioned support make in year progress as agreed when support is initiated.</p>	<p>September 2014</p> <p>October 2014</p> <p>Termly</p>	
<p>4.9 Commission specialist training in Early Years speech, language and communication to accelerate improvement in targeted schools.</p> <p>4.10 EYFS CPD training programme to increase focus on writing in reception and early mathematics.</p>	<p>Fiona Large/Ruth Szulecki</p>	<p>a. Schools and pre-schools identified where improved outcomes are required.</p> <p>b. ELKLAN training rolled out to identified schools and pre-schools.</p> <p>d. All schools report in-year 'progress towards targets' attainment data for writing and mathematics. Schools participating in targeted</p>	<p>Termly</p> <p>September 2014</p> <p>Term 2 2014 and Term 4 2015</p> <p>Term 1 2014 to Term 4 2015 (according to</p>	

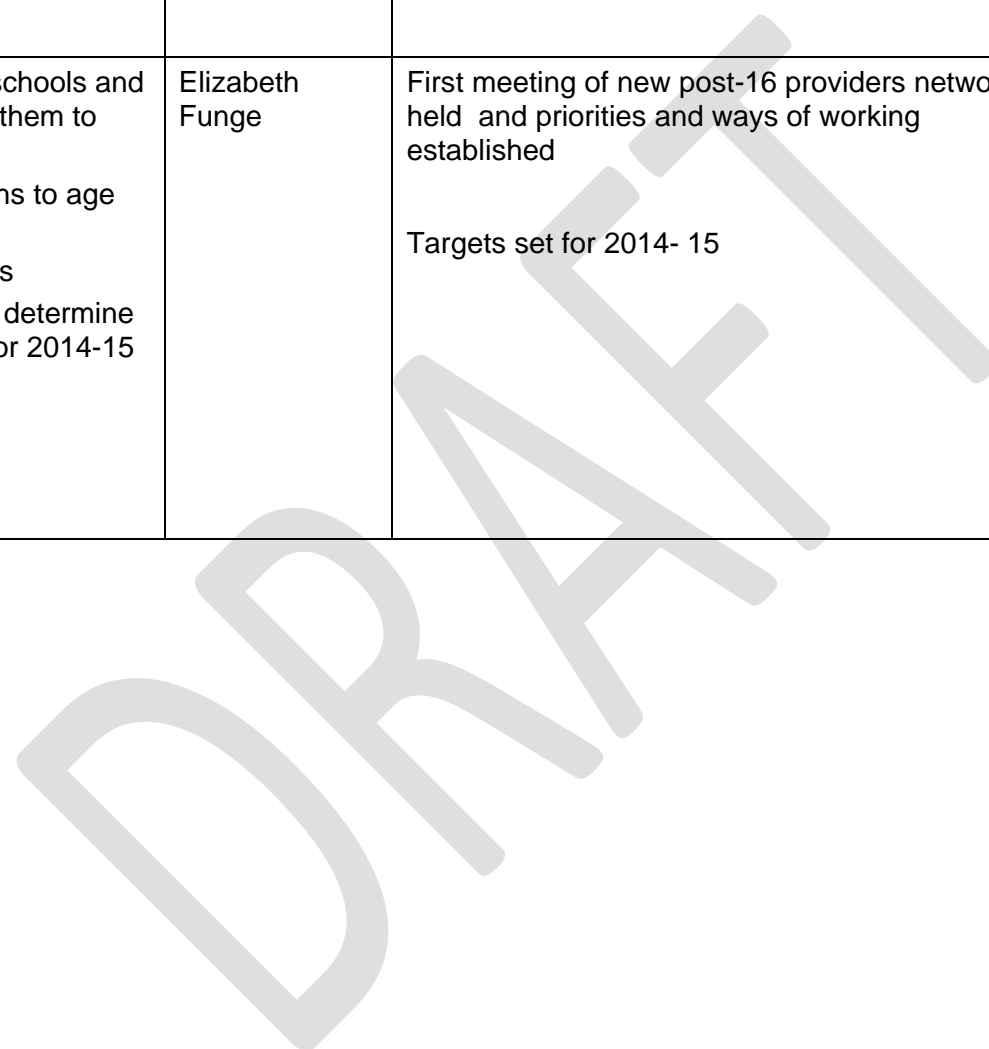
Actions	Owner	Milestones	Timing	Progress
		programmes provide entry and exit data, as well as ongoing data throughout the programme	programme)	
<p>4.11 Commission specialist expertise in closing achievement gaps for pupils eligible for FSM in order to accelerate improvement in targeted schools.</p> <p>Additional Resources: 2014/15 - £15,000 (TF) 2015/16 - £10,000 (TF)</p> <p>4.12 Monitor progress in closing achievement gaps in schools receiving support.</p>	Alison Rendle	<p>a. Schools identified where closing the gap specialist expertise is required.</p> <p>b. Specialist support commissioned from system leaders or consultants.</p> <p>c. Schools receiving commissioned support make in year progress in line with expectations.</p>	<p>September 2014</p> <p>Sept/Oct 2014</p> <p>Termly</p> <p>December 2014</p> <p>March 2015</p> <p>July 2015</p>	

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<p>Priority 5: Ensure all learners have successful transitions between the phases of education training or employment to age 19, and sharply improve Level 3 attainment.</p> <p>Lead: Elizabeth Funge</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • Decrease the number of academic age 18 year olds who are NEET to below 10% • Increase the number of students achieving Level 3 by age 19 • Maintain the success in increasing participation for 16 and 17 year olds (95% for 16 years old and 86% for 17 year olds)
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Actions	Owner	Milestones	Timing	Progress
<p>5.1 Expand the successful Village Project approach to strengthen the transition between Early Years Providers and Primary Schools.</p> <p>5.2 Identify champions in each Education Improvement Partnership to develop at least one Village project per area.</p> <p>5.3 Monitor the impact of the model to strengthen Early Years and KS1 outcomes by collecting progress data and feedback.</p>	Lesley Wickham//Ruth Szulecki	<p>a. Number of schools and settings engaged in Village Project increased by 50%.</p> <p>b. In Year progress data and end of Key Stage data shows at least a 5% increase from previous year.</p>	<p>By October 2014</p> <p>January and April 2015 data collection points and end of Key Stage outcomes July 2015</p>	
<p>5.4 Pilot a re-engagement programme for 18 year olds.</p> <p>5.5 Monitor participation data for the cohort monthly.</p> <p>Additional Resources: 2014/15 - £15,000 (TF)</p>	Caroline Mckiddie	<p>a. Targeted cohort of 18 year olds identified.</p> <p>b. Programme commissioned and launched.</p> <p>c. Impact/progress measures required.</p>	<p>September 2014</p> <p>November 2014</p> <p>monthly</p>	
<p>5.6 Build on success in supporting young people into EET at age 16 and 17, by commissioning additional capacity to improve transitions for young people at or nearing age 18.</p> <p>5.7 Further develop tracking systems for 18 year olds, including improved data sharing with key partners</p>	Caroline McKiddie	<p>a. Proposal/s invited for tracking and support for 18 year olds.</p> <p>b. New support commissioned for supporting 18 year olds.</p> <p>c. Impact/progress measures.</p> <p>d. Monthly participation data shows increase of 18 yr olds in EET and reduction in the % of unknowns.</p>	<p>September 2014</p> <p>October 2014 onwards</p> <p>Monthly</p>	

Actions	Owner	Milestones	Timing	Progress
<p>Additional resources: 2014/15 - £30,000 (TF) 2015/16 - £20,000 (TF)</p>				
<p>5.8 Establish post-16 network of schools and FE Colleges and commission them to focus on:</p> <ul style="list-style-type: none"> • improving English and maths to age 19 • improving Level 3 outcomes <p>5.9 Consider 2013-14 results and determine target for Level 3 attainment for 2014-15</p> <p>Additional Resources: 2014/15 - £20,000 (TF) 2015/16 - £15,000 (TF)</p>	<p>Elizabeth Funge</p>	<p>First meeting of new post-16 providers network held and priorities and ways of working established</p> <p>Targets set for 2014- 15</p>	<p>October 2014</p> <p>November 2014</p>	



<p>Priority 6: Provide strong strategic leadership and challenge to schools to support the reduction of temporary exclusions across all types of schools.</p> <p>Lead: Nathan Caine</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • Reduce the number of temporary exclusions by 25% in 2014-15, compared to 2013/14. • Secure a 5% reduction in the number of temporary exclusions on a termly basis (cumulative for terms 1-5) compared to the same period last year. • Achieve the biggest reductions in temporary exclusions in those areas facing the greatest challenges e.g. Hastings and Rother.
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Actions	Owner	Milestones	Timing	Progress
<p>6.1 Carry out a rigorous review of the impact of interventions and initiatives to reduce exclusions and improve attendance. Target resources to those with evidence of potential for substantial and rapid impact.</p> <p>6.2 Monitor and evaluate the impact of interventions and support on a half termly basis using the exclusions data.</p>	Nathan Caine	<p>a. Action plan developed to target high excluding schools with associated resource against each.</p> <p>b. 2014-15 interventions and support identified and communicated to Education Improvement Partnerships and Schools.</p> <p>c. Half-termly data collection process in place with progress towards targets shown.</p>	<p>October 2014</p> <p>October 2014</p> <p>six weekly</p>	
<p>6.3 Develop a clear process for challenging all schools, including academies, who do not share fully in their responsibilities to excluded learners and target resources at the highest excluding schools to secure change in quality first teaching.</p> <p>6.4 Join up intelligence across ESBAS and SLES so that exclusions and attendance data are used when challenging schools.</p> <p>6.5 Work with Education Improvement Partnerships to identify ways in which they</p>	Nathan Caine	<p>a. Robust data dashboards compiled for all areas of the county to highlight areas of concern and highlight disparity across geographical areas.</p> <p>b. Education Improvement Partnerships engaged in using data dashboards for their local areas to determine what action they should take to support reductions in exclusions.</p> <p>c. Reduction in exclusions across all Education Improvement Partnerships</p>	<p>October 2014</p> <p>Termly meetings</p> <p>July 2015</p>	

Actions	Owner	Milestones	Timing	Progress
<p>could influence reductions in exclusions.</p> <p>6.6 Develop nurture classes and share intelligence with schools.</p>				
<p>6.7 Pilot new systems within the Hastings and Rother area for increasing school ownership of children who are excluded, at risk of exclusion or require placement through the Fair Access Protocol.</p> <p>Additional Resources: 2015/16 - £25,000 (DSG)</p>	Nathan Caine	<p>a. First meeting held with Headteachers to discuss data for area and consider potential solutions to challenges faced.</p> <p>b. Proposed solutions for local area implemented.</p> <p>c. Impact of proposed solutions using exclusions data evaluated and report to all Headteachers who are part of first meeting.</p>	<p>September 2014</p> <p>October 2014 onwards</p> <p>Monthly</p>	
<p>6.8 Improve the support to primary schools to reduce exclusions by extending behaviour and attendance partnerships across primary as well as secondary phase and through the allocation of Behaviour Support provision to primary schools for specific targeting on early intervention and training to reduce escalation.</p> <p>Additional Resources: 2014/15 - £50,000 (DSG) 2015/16 - £25,000 (DSG)</p>	Nathan Caine	<p>a. New Behaviour and Attendance Collaboratives for Primary Schools established.</p> <p>b. New offer of Behaviour Support provision for Primary Schools published.</p>	<p>October 2014</p> <p>October 2014</p>	

<p>Priority 7: 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.</p> <p>Lead: Lesley Wickham</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • Increase the number of Heads from Good and Outstanding Schools who are signed up to be East Sussex system leaders. • Increase the number of East Sussex system leaders being deployed to help schools with the greatest challenges. • Grow and develop the capacity of Education Improvement Partnerships, Alliances and Teaching School Alliances to provide school to school support. • Increase the use of statutory powers to ensure that, except in exceptional circumstances, all schools in Special Measures have delegated budgets removed or an IEB in place. • Increase the number of Federations and Multi-Academy Trusts at primary level by 20% July 2015 compared to July 2014.
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Actions	Owner	Milestones	Timing	Progress
<p>7.1 Expand the pool of system leaders with the track record and expertise to provide school to school support by:</p> <ul style="list-style-type: none"> • designating East Sussex Leaders of Education (ESLE) • designating East Sussex Leaders of Governance (ESLG) as a stepping stone to increasing the number of East Sussex Governors able to apply to be National Leaders of Governance • commissioning system leaders from out of county (e.g. from Teaching Schools in London, Kent and West Sussex) • Monitor and review the impact of support from ELSE and ESLG. Those not demonstrating clear impact de-designated. <p>Additional Resources:</p>	<p>Julie Dougill/Di Francombe</p>	<p>a. Development and publication of criteria and payment models for East Sussex Leaders of Education (ELSE) and East Sussex Leaders of Governance (ESLG).</p> <p>b. Programme to designate new ELSE and ESLG designed and commissioned.</p> <p>c. Continued expansion of the number of ELSE and ESLG</p>	<p>October 2014</p> <p>October 2014</p> <p>Termly December 2014 April 2015 July 2015</p>	

Actions	Owner	Milestones	Timing	Progress
<p>2014/15 - £35,000 (TF)</p> <p>2015/16 - £20,000 (TF)</p>				
<p>7.2 Provide strategic leadership for the development of a suite of professional development programmes to support system leaders.</p>	<p>Julie Dougill</p>	<p>a. Development programmes and support procedures devised for system leadership at all levels: for new headteachers, aspiring Primary and Secondary Headteachers, Executive Headteachers and aspiring Executive Headteachers.</p> <p>b. Publication of CPD leadership framework.</p> <p>c. Programmes delivered.</p> <p>Summative report produced, indicates positive evaluation of CPD programmes provided for Leaders.</p>	<p>September 2014</p> <p>October 2014</p> <p>October 2014 – June 2015</p> <p>June 2015</p>	
<p>7.3 Establish robust partnerships with teaching school alliances and other collaborative groups in order to develop leadership capacity</p>	<p>Julie Dougill</p>	<p>a. Available capacity and gaps in capacity within existing partnerships identified.</p> <p>b. Leadership development provision in TSAs and partnerships in other authorities located.</p> <p>c. High quality provision from nationally accredited providers identified and commissioned to work with TSAs</p> <p>d. Protocols and commissioning processes for deployment of TSA school to school support established</p>	<p>October 2014</p> <p>October 2014</p> <p>December 2014</p> <p>June 2015</p>	
<p>7.4 Further develop the use of leadership reviews to support the development of primary school headteachers.</p>	<p>Claire Roberts</p>	<p>a. Commissioned leadership reviews across the authority as required.</p> <p>b. Support packages for primary school leaders implemented following reviews.</p>	<p>September 2014</p> <p>From October 2014</p>	

Actions	Owner	Milestones	Timing	Progress
<p>7.5 Continue to improve primary school leaders' knowledge of Ofsted inspection processes paying due attention to any changes in the framework in inspection.</p> <p>7.6 Monitor and review the impact of Ofsted training on Ofsted leadership grades.</p>	<p>Lesley Wickham</p>	<p>a. Further Ofsted training programmes in East Sussex commissioned.</p> <p>b. All RI schools and LA category schools 3/4 supported to attend Ofsted training.</p>	<p>March 2015</p> <p>July 2015</p>	
<p>7.7 Build on the successful use of IEBs over the 2013-14 year by developing an approach that can be adopted by GBs to ensure they tackle underperformance swiftly and robustly in the manner of an IEB.</p> <p>Additional Resources: 2014/15 - £30,000 (TF) 2015/16 - £20,000 (TF)</p>	<p>Di Francombe/ Jan Gough</p>	<p>e. All schools at-risk of Special Measures identified and appropriate intervention powers implemented to strengthen governance (IEB-type approach, additional governors, etc).</p> <p>f. Improved governance across East Sussex schools as evidenced in OfSTED inspection reports.</p>	<p>September 2014</p> <p>July 2015</p>	
<p>7.9 Accelerate the development of federations and partnerships to secure improvement and to ensure that small rural schools remain viable through enhanced support to identified schools.</p> <p>7.10 Pilot the use of providing building capacity grants to governing bodies for one year to address some of the barriers to the development of federations and build a critical mass of schools working in federations and partnerships.</p> <p>7.11 Ongoing support to schools implementing structural solutions to address performance challenges</p> <p>Additional Resources: 2014/15 - £80,000 (TF) 2015/16 - £15,000 (TF)</p>	<p>Jessica Stubbings</p>	<p>a. Ongoing identification of small primary schools with significant performance challenges through updated risk assessment.</p> <p>b. Take up of selected pilot schools of new grant to support those wanting to take forward Collaborations, Federations or Multi-Academy Trust as solution to performance challenges.</p> <p>c. Good take up by schools of the enhanced support offered to move towards partnership solutions.</p> <p>d. Increased number of federation consultations underway.</p>	<p>July – September 2014</p> <p>September – December 2014</p> <p>September – March 2015</p> <p>January – July 2015</p>	

<p>Priority 8: 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</p> <p>Lead: Di Francombe</p>	<p>Success Measures</p> <ul style="list-style-type: none"> • Updated timeline for the provision of data, for all governing bodies, distributed in September 2014. • New datapacks and guidance, for all governing bodies, distributed in September 2014. • Bespoke data dashboard, for all governing bodies, distributed in October 2014. • Training for Chair of Governors and Headteacher on RAISEonline in November 2014. • Evaluation of data, guidance and training, by all governing bodies, by March 2015.
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Actions	Owner	Milestones	Timing	Progress
8.1 Review current datasets provided to governors, identify improvements, and introduce revised datapacks (which provide a clear interpretation of performance of the school).	Di Francombe	a. End of September 2014 datapacks issued to governors.	September 2014	
8.2 Accelerate the development of new datapacks to ensure provisional data is available to Governing Bodies as soon as possible in the new academic year.		b. Mid-late October: Copy of the FFT Governor Dashboard issued.	October 2014	
8.3 Provide access to further data as it becomes available via SID, RAISE and FFT Aspire, ensuring that Governors receive a flow of data that can inform discussions through the year.		c. Mid-late October: Governors notified when RAISEonline unvalidated data has been released.	October 2014	
8.4 Collect feedback from Governing Bodies on the new data packs and refine for next year		d. March 2015: Copy of the Ofsted Dashboard issued.	March 2015	
		e. Feedback from governing bodies	April 2015	