CHILDREN'S SERVICES SCRUTINY COMMITTEE



MONDAY, 20 MARCH 2017

10.00 am COUNCIL CHAMBER, COUNTY HALL, LEWES

MEMBERSHIP - Councillor Kathryn Field (Chair)

Councillors Stephen Shing (Vice Chair), Claire Dowling, Kim Forward, Roy Galley, Mike Pursglove, Alan Shuttleworth, Barry Taylor and

Francis Whetstone

Ms N Boulter, Parent Governor Representative

Dr Anne Holt, Diocese of Chichester

Mr Parr, Roman Catholic Diocese representative

Councillor Julian Peterson, Borough and District Representative

AGENDA

- 1 Minutes of the meeting held on 28 November 2016 (Pages 3 6)
- 2 Apologies for absence
- 3 Disclosures of interests

Disclosures by all members present of personal interests in matters on the agenda, the nature of any interest and whether the member regards the interest as prejudicial under the terms of the Code of Conduct.

4 Urgent items

Notification of items which the Chair considers to be urgent and proposes to take at the appropriate part of the agenda. Any members who wish to raise urgent items are asked, wherever possible, to notify the Chair before the start of the meeting. In so doing, they must state the special circumstances which they consider justify the matter being considered urgent.

- Reconciling Policy, Performance and Resources (RPPR) (Pages 7 10)
 Report by the Chief Executive
- 6 ISEND service demand (Pages 11 16)
 Report by the Director of Children's Services
- 7 Scrutiny Review of Educational Attainment at Key Stage 4 (Pages 17 34) Report by the Chair of the Review Board
- Standing Advisory Council for Religious Education (SACRE) Annual Report (Pages 35 62)
 Report by the Director of Children's Services
- 9 Scrutiny committee future work programme (Pages 63 68)
- 10 Forward Plan (Pages 69 76)

The Forward Plan for the period to 30 June 2017. The Committee is asked to make comments or request further information.

PHILIP BAKER **Assistant Chief Executive** County Hall, St Anne's Crescent LEWES BN7 1UE

10 March 2017

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CHILDREN'S SERVICES SCRUTINY COMMITTEE

MINUTES of a meeting of the Children's Services Scrutiny Committee held at Council Chamber, County Hall, Lewes on 28 November 2016.

Present Councillors Kathryn Field (Chair), Stephen Shing (Vice Chair), Jim

Sheppard, Claire Dowling, Kim Forward, Roy Galley, Mike

Pursglove, Alan Shuttleworth and Barry Taylor.

Simon Parr (Roman Catholic Diocese Representative)

Councillor Julian Peterson (Borough and District Representative)

Nicola Boulter (Parent Governor Representative).

Lead Members: Councillor Sylvia Tidy (Lead Member Children & Families /

designated statutory Lead Member for Children's Services).

Councillor Nick Bennett (Lead Member for Education and Inclusion, Special Educational Needs and Disability).

Other Members Councillor David Elkin (Deputy Leader of the Council and Lead

Member for Resources).

Also present Stuart Gallimore, Director of Children's Services; Louise Carter,

Assistant Director (Communication, Planning and Performance) Liz Rugg, Assistant Director (Early Help and Social Care) Fiona Wright, Assistant Director (Education & ISEND), Mark Whiffin, Head of Finance, Ruth Szulecki, Early Years Development

Manager.

Stuart McKeown, Senior Democratic Services Adviser.

18 MINUTES OF THE MEETING HELD ON 26 SEPTEMBER 2016

18.1 RESOLVED – to confirm as a correct record the minutes of the last Committee meeting held on 26 September 2016.

19 APOLOGIES FOR ABSENCE

19.1 Apologies were received from Dr Ann Holt (Church of England Representative). It was also noted that Councillor Jim Sheppard was substituting for Councillor Francis Whetstone.

20 URGENT ITEMS

20.1 No urgent items were notified.

21 <u>RECONCILING POLICY, PERFORMANCE AND RESOUR</u>CES (RPPR)

21.1 The Director of Children's Services, Stuart Gallimore, introduced the report by providing an overview of the context of the current RPPR process.

- 21.2 The Committee then discussed the areas of search before them and reiterated their request that written responses be provided to the items raised at its meeting in September. These items are listed below, together with any further requests raised at the November meeting of the Committee:
 - Revenue Budget. The Committee asked for more detailed information about progress with Children's Services review of all its costs across the department (which it is undertaking in response to a projected overspend for the year of approximately £4million);
 - Mental Health and Young People. More detail was requested about the impact of the savings plan on the provision of services relating to Mental Health and Young People. In particular the Committee asked about progress with the integration of Child and Adolescent Mental Health Services (CAMHs) with the local Clinical Commissioning Groups (CCGs).
 - Children's Centres. Further clarification was requested about the impact of the savings plan on Children's Centres. In particular, the Committee asked for more information about the extent of the integration between Children's and Health Services and whether more could be done to maximize this collaboration.
 - Troubled Families. More detail was requested about the impact of the savings plan on the delivery of services for Troubled Families. In particular, the Committee noted the Department's comments about the scope for making further improvements for the 0-5 age group within this service area and the Early Help service. The Committee therefore asked for further information from the Department regarding its plans for this age group in relation to these two services.
 - Looked After Children. The Committee were concerned about the reference under the Impact Assessment column for this service which indicates that the proposed reduction in staffing levels will mean there is an increased risk of young people being subjected to Child Sexual Exploitation. Further clarification was therefore sought from the Department about this proposed area of savings and their potential impact.
 - Inclusion, Special Educational Needs and Disability (ISEND). Further clarification was sought regarding the increased costs the ISEND service is experiencing. The Committee were specifically interested in:
 - whether more could be done to manage public expectations about the level of special educational needs support available; and
 - delays in converting statements to Education, Health and Care Plans (EHCPs) and the additional costs this may incur.
 - In addition to this, and following the discussion about the overspend for the ISEND budget, the Committee requested that a report be brought to its March meeting setting out in more detail the reasons behind the high level of demand the ISEND service is experiencing.
- 21.3 The Committee also discussed a number of other issues. A summary of these issues, together with responses from officers are set out below:
 - <u>Troubled Families</u>. The Committee were informed that a total of 1,382 families had been engaged by the Troubled Families service, with 505 'payment by results' agreed by the Department for Communities and Local Government (DCLG). It was explained that 'payment by results' refers to a scheme whereby local authorities can claim funding from the DCLG when it can be shown an intervention by the local authority has resulted in pre-determined positive outcomes for the family which received assistance. In response to a request for clarification about how positive outcomes are assessed, the Committee were informed that the Department have an outcomes framework which identifies the improvements a family need to make to enable a claim to be made by the

- authority. It was also clarified that for some outcomes evidence is needed to show that the outcomes are sustained over a given period of time e.g school attendance levels.
- <u>Music Service.</u> It was clarified to the Committee that it is legitimate for schools to use the pupil premium to part-fund music lessons for children on free school meals.
- Home to School Transport. In response to a query, it was clarified that the
 Department continues to monitor the impact of the savings already made to this
 budget. Furthermore, the Committee were informed that the Department is
 reviewing transport arrangements for children that are transported to school
 because they cannot walk safely to school. This review includes, for example,
 considering whether footpaths and bridleways could be used in some areas as
 safe home to school walking routes.
- <u>Locality services</u>. A question was raised as to whether staff in the Early Help hub would have the relevant experience and knowledge to effectively redirect families. In response, the Department confirmed that staff are provided with training and support to ensure that all families are provided with appropriate advice and guidance.

21.4 RESOLVED to:

- 1) to request that the additional information requested at the September meeting, together with the further requests outlined above in paragraph 21.2, be provided to the Committee for the RPPR Board meeting on 13 December 2016; and
- 2) that the work programme be amended to include reference to the Committee's request that a report providing more detail about the reasons behind the high level of demand the ISEND service is experiencing be brought to its March 2017.

22 SCRUTINY REVIEW OF EARLY YEARS ATTAINMENT

- 22.1 The Committee were provided with an update on the implementation of the Integrated Progress Review for children aged 27 months.
- 22.2 The Committee noted the report.

23 SCRUTINY COMMITTEE FUTURE WORK PROGRAMME

- 23.1 The Committee reviewed its work programme, noting the following:
 - that in relation to minute 21.4 (3), a report providing more detail about the reasons behind the high level of demand the ISEND service is experiencing be brought to the March 2017 meeting of the Committee.

24 FORWARD PLAN

24.1 The Committee noted the Forward Plan for the period 1 November 2016 to 28 February 2017.

(The meeting ended at 11.25 am)



Agenda Item 5

Report to: Children's Services Scrutiny Committee

Date of meeting: 20 March 2017

By: Chief Executive

Title: Reconciling Policy, Performance and Resources

Purpose: To review scrutiny's input into the Reconciling Policy, Performance

and Resources process during 2016/17

RECOMMENDATIONS

The Committee is recommended to:

- 1) Review its input into the Reconciling Policy, Performance and Resources process;
- 2) Identify any lessons for improvement of the process in future; and
- 3) Note the response to the RPPR Board's comments on the budget.

1 Background

- 1.1 Reconciling Policy, Performance and Resources (RPPR i.e. aligning the Council's budget setting process with service delivery plans) has established an effective and transparent business planning process.
- 1.2 Scrutiny committees actively engage in the process, firstly to allow them to bring the experience they have gained through their work to bear and, secondly, to help inform their future work programmes.

2 Reconciling Policy, Performance and Resources and scrutiny in East Sussex

- 2.1 In September 2016 each scrutiny committee considered extracts from the *State of the County* report and the existing departmental savings and Portfolio Plans. Requests for further information or reports were made to help the scrutiny committee gain a full understanding of the context for budget and service planning.
- 2.2 The scrutiny committees established scrutiny Boards to provide a more detailed input into the RPPR process. These met in December 2016 to consider the draft 2017/18 Portfolio Plans and the impact of proposed savings. The Boards:
 - considered any amendments to the Portfolio Plans and how priorities were reflected against the proposed key areas of budget spend for the coming year;
 - assessed the potential impact of proposed savings on services provided to East Sussex County Council customers.
 - Made comments and recommendations to Cabinet on the budget proposals for 2017/18.
- 2.3 Appendix 1 summarises the comments and recommendations made by the Children's Services Scrutiny Committee RPPR Board to Cabinet together with the response where appropriate.

3. Conclusion and reasons for recommendations

3.1 The committee is recommended to review its input into the RPPR process, establish whether there are lessons for improvement for the future and to note the response to comments made by the RPPR Board.

BECKY SHAWChief Executive

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LOCAL MEMBERS

All.

BACKGROUND DOCUMENTS

None

APPENDIX

Appendix 1. Comments and recommendations made by the Children's Services Scrutiny Committee RPPR Board together with the response where appropriate.

Responses to scrutiny comments/recommendations from RPPR 2016/17

Children's Services

Scrutiny comment / suggestion / recommendation at Dec 2016 RPPR Board	Response
The Board considered that no actions which impact on educational standards or the vulnerable are desirable and should be avoided wherever possible. The Board therefore wished to acknowledge the hard work of officers in finding innovative ways to identify savings that have minimum negative impact. However, the Board remained concerned that the proposed mitigations may not be sufficient and that continued year on year savings will impact negatively on educational attainment outcomes and our ability to support vulnerable young people in the longer-term.	The Equality Impact Assessments for the savings proposals will identify any potential negative impacts and possible mitigations. Performance outcomes will continue to be monitored closely.
It was notable that we seem satisfied when we achieve the national average for many performance indicators; there is an associated feeling that we are "paddling hard to stand still" at our current performance levels. However, we question whether national average performance is a sufficiently high target to aim for in many areas of Children's Services. The Board therefore requested that it	In many areas performance is good and above national performance levels as recognised in our most recent inspections. However there are some areas where performance does require improvement. We acknowledge the challenge of sustaining and improving performance within a context of diminishing resources.
is made clear to Cabinet that Members are not satisfied that such significant savings are required and that Members' genuine concerns about their impact is acknowledged and carefully considered.	To help us achieve the best possible performance within the resources we have available we will remain committed to an Early Help service which will enable us to provide support to the most vulnerable children and young people at an earlier stage, before they get into difficulties which require social care interventions. In this way we aim to achieve better outcomes.
	Another overriding principle in all our work is to work with the right children, families and settings, in the right way for the right amount of time, targeting our resources carefully to bring about the changes needed.

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Agenda Item 6

Report to: Children's Services Scrutiny Committee

Date of meeting: 20 March 2017

By: Director of Children's Services

Title: Inclusion Special Educational Needs and Disability (ISEND) Service

Demand

Purpose: To provide detail of the reasons behind the high level of demand

that ISEND is experiencing

RECOMMENDATIONS

The Committee is asked to:

- 1) Comment on and note the increasing demand for SEND provision across the county which has combined to lead to significant pressures on the High Needs budget; and
- 2) Comment on the proposed priority areas for action in order to address the demands

1 Background

- 1.1 Over the last 18 months, the Children's Services Department have seen an increase in demand across all of Inclusion Special Educational Needs and Disability (ISEND) services. These have come in a variety of forms, both in terms of demand for service delivery and in terms of increasing demands for higher levels of funding or higher cost placements for children with Special Educational Needs and Disabilities (SEND). The latter has placed a significant financial burden on the High Needs Block (the element of schools funding which is used to pay for higher cost SEN placements) which is not sustainable moving forward.
- 1.2 Changes in national policy and local challenges have impacted upon the overall demand for statements/Education Health Care Plans (EHCPs), which have caused the highest pressure within the system. Interacting together, these drivers have created something of a 'perfect storm', the consequence of which has been to further exacerbate demand for statutory assessment and specialist provision in ways that could not have been predicted.

The statutory changes in provision for SEND through the Children and Families Act 2014

- 1.3 The provisions within the Children and Families Act 2014 (the Act) have led directly to heightened parental expectations around choice and control over education placements for their children. This, subsequently, has led to more requests for additional provision and high-cost placements. Furthermore, the Act has strengthened both the parents' voice and the weight given to their preferences in the assessment process and tribunal system, which has made it increasingly difficult for the Local Authority to challenge requests for high-cost placements, even where we do not feel that these will appropriately meet needs.
- 1.4 The Act also created a revised consultation process for SEND assessment through which schools can effectively challenge the Local Authority and refuse the placement of a child with an EHCP. This has led to an increase in referrals by schools for statutory assessment to secure additional resources for a child or alternative specialist provision.
- 1.5 The revised legislative framework changed the responsibilities for the provision of education in Tier 4 Health placements, which were previously commissioned alongside health costs, shifting the costs to education with no scope for negotiation on education provision. As the LA makes no decisions in relation to the placement of children in these high cost placements, it is

very difficult to challenge the provision as it is made purely on health grounds. These changes have resulted in a growth in the independent sector for the provision of education to children with health needs and additional demand on the LA to meet the costs.

- 1.6 Significantly, the new Act extended the provision of statutory assessment for an EHCP from 16 to 19. Whereas, historically, the LA would have ceased the vast majority of statements at the end of Year 11, the extension of the age range means that more young people are moving into post-16 provision with EHCPs or applying for EHCPs in KS4. In addition, those young people whose statements had previously been converted to an Learning Difficulties Assessment, a largely advisory document, setting out their needs, now have an EHCP that sets out their expected outcomes and provision with the backing of the statutory assessment process and tribunal system. No guidance or additional resource was provided with regard to this new responsibility. This has created a new market and income stream for post-16 providers who have developed new, high-cost provision to meet and now stimulate further demand.
- 1.7 Furthermore, the provisions within the Act extended the support for children with SEND from age 19 to 25, raising expectations from parents and providers that young people with an EHCP can continue in education until they have met their planned outcomes. No guidance or additional resource was provided with regard to this new responsibility. This has created a new market and income stream for post-16 providers who have developed new, high-cost provision to meet and now stimulate further demand.

The East Sussex SEND Pathfinder 2012-14

- 1.8 Although intended to prepare the way for the implementation of the Children and Families Act, the activity undertaken through the pathfinder work had some unforeseen and unintended consequences for SEND practice and provision across East Sussex, which have contributed to an increase in demand across a number of key areas.
- 1.9 Historically, East Sussex had high levels of identification of children with SEND (both with and without a statement). For example in 2012/13, 17.5% of children age 4-16 in East Sussex schools were identified as having SEND, receiving in-school support but no statement, against a national figure of 16.1%; this has fallen year-on year to 2015/16 when 9.2% of children in East Sussex schools were identified as having SEND, receiving in school support but no statement / EHCP, compared to 11.9% nationally. This decrease is directly attributable to the East Sussex Pathfinder target to reduce over-identification and over-provision of SEN statements. To achieve this reduction schools removed significant numbers of children from their SEN registers. However, these children were receiving in-school support, not those with Statements. Therefore, the proportion of 4-16 year olds with a statement/ EHCP only fell from 3.9% in 2012/13 to 3.7%. The unintended consequence is that schools have set a much lower threshold for children with EHCPs who can be educated in a mainstream context. This is reflected in a reduction of newly issued statements/plans with placements in mainstream schools falling from 47.8% in 2014 to 38.6% in 2015. This decline mirrors the national trend in newly issued plans placed in mainstream schools/academies (see appendix 1).
- 1.10 The Local Offer was introduced in the Children and Families Act to provide children, young people and their parents/ carers with information on services available across the Local Authority from support services, health and schools. The Pathfinder's strong adherence to co-production with schools and parents meant that the LA took a step away from prescription about what all schools should have in their Local Offer. Consequently schools developed offers that showed considerable variation in the capacity to meet children's needs, lowering parental expectations and undermining their confidence in schools' provision for children with SEND. The offer also reduced the appearance of choice with some schools publishing limited provision or not identifying the range of support that should be available to children on their roll, nor how this might be accessed.

1.11 The implementation the new Code of Practice was modelled on examples of best practice from a very limited sample of families. This promoted new ways of working which are unsustainable across the whole cohort in terms of the additional time required to complete Statutory Assessments, EHCP reviews etc.

2 Supporting information

- 2.1 The legacy of practice, combined with the implications of both the preparations for the SEND reforms, and the implications of the Children and Families Act itself, have contributed significantly to a rapid and unpredicted demand on SEND services and provision. In addition to these, there are a wide range of drivers which interact to impact on the number of children who have statements/EHCPs and provision for them:
 - Mainstream and special schools capacity and willingness to manage pupils learning
 and behaviour effectively has a direct correlation to the demand for additional
 resources and specialist provision. National legislation creates a direct link between
 school capacity/ willingness to support children with SEND through the SEND
 assessment process and tribunal system to secure statutory assessment, additional
 support and places in specialist provision.
 - Parents' lack of confidence that the local mainstream provision can meet the needs
 of their child has a direct correlation to the demand for statutory assessment,
 additional resources and specialist provision. Schools directly influence parental
 expectations and confidence, interacting with parents to identify local services to
 provide additional resources and support; they combine powerfully in the SEND
 assessment process and tribunal system to secure statutory assessment, additional
 resources and specialist provision.
 - Other partners, Health, and Social Care (eg CAMHS, GPs, Paediatricians) provide support and advice for parents seeking help to address their children's needs and they also prescribe statutory assessment and specialist provision without the budget responsibility. Recommendations from these partners have a very significant bearing on the progress and outcome of cases through the statutory assessment process and in the tribunal system.
 - Independent providers of services for SEND including educational psychologists, behaviour specialists, therapists, and independent special schools provide advice and guidance for parents on the approach to secure SEND assessment, additional resources and specialist provision. Recommendations from these providers have a very significant bearing on the progress and outcome of cases through the statutory assessment process and in the tribunal system.
- 2.2 In order to address the upward pressure on provision and resources, the Children's Services Department has identified five key strands of work to take forward as key priorities to reduce the pressures on services and funding:
 - I. Building capacity and inclusive ethos in mainstream schools targeted interventions with mainstream schools from specialist support services, and work through Education Improvement Partnerships, to improve Quality First Teaching and confidence in supporting more children with higher levels of need. For example:
 - Review of our outreach services for Autistic Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN) to deliver a more effective and equitable service offer;
 - b. Dedication of a 'core' targeted offer from our intervention and support teams, which provide a multi-service response to schools who are causing concern.
 - II. **Improving parental confidence in local provision** ensuring that parents receive consistent messages from schools and support services around the ability of local

schools to support their children appropriately, within their local community. This includes:

- a. Improving the quality of information to parents about the quality of provision in local schools and the positive impact this has on children with SEN;
- b. Working with schools to support local placements wherever possible and provide a consistent message to prospective parents around the offer that can be made locally.
- III. Robustly implementing the East Sussex post-16 pathways and ceasing EHCPs at age 16 where they are not required for the young person's chosen pathway.

 Targeting as appropriate the young people age 12-15 to strengthen their targets for independence and academic progression to ensure that they are ready for transition at the age-appropriate date without the need for an ongoing EHCP. For example:
 - a. Development of a Preparation for Adulthood plan, which is non-statutory and enables children to move onto post-16 provision without unnecessary resource allocations:
 - b. Providing guidance to schools on ceasing EHCPs where they are no longer needed to secure outcomes in post-16 institutions.
- IV. Increasing the number of local special school places increasing the number of places through the development of specialist facilities in mainstream schools, Free Schools or Capital Programme. For example:
 - a. Using our forecasting data to identify where we will require additional provision in the future and planning additional provision around this, which will reduce expenditure in the independent sector.
- V. Working with partners, ESBT and C4Y, to take a joined up approach to planning the use of resources available.
- 2.3 In order to realise the above, the County Council has agreed £0.5m of transition funding to appoint specialist staff to target the highest cost drivers with an aim of reducing onward and upward pressures within the system. For example, this will involve targeting the highest cost Independent Non Maintained Special School placements to actively work to bring more children into local provision over the next financial year.

3. Conclusion and reasons for recommendations

- 3.1 The increase in the demand across SEND services and provision over the last 12 months has placed a significant burden on the LA in terms of funding and staff time. Much of this demand has been created from the challenges and tensions between a legacy of provision in East Sussex, the local independent sector market and the impact of the implementation of the Act.
- 3.2 Within each of the 5 priority areas outlined above, a range of activities are being undertaken which are targeted on both reducing demand and stemming the escalating cost of provision in the future. Work is already underway with all of our local schools to make a significant shift in practice that moves away from using statutory processes as a methodology to improve outcomes, and towards creating more local, low-cost solutions to address the demand. The Children's Services Scrutiny Committee is asked to comment on these priority areas that have been identified in order to address the pressures in future years.

STUART GALLIMORE Director of Children's Services

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BACKGROUND DOCUMENTS

None



Agenda Item 7

Report to: Children's Services Scrutiny Committee

Date: 20 March 2017

By: Chair of the Review Board

Title: Scrutiny Review of Educational Attainment at Key Stage 4

Purpose: To present the outcomes of the scrutiny review and make

recommendations

RECOMMENDATION: That the Committee considers and endorses the report of the Review Board, and makes recommendations to Cabinet for comment, and County Council for approval

1. Background

- 1.1 The Children's Services Scrutiny Committee appointed a Review Board to conduct a review of educational attainment at Key Stage 4. The Committee decided such a review was timely, as it would build on previous reviews of educational attainment relating to other, earlier Key Stages.
- 1.2 More specifically, and following a discussion of the barriers to sustained improvements in educational attainment, it was decided to focus on issues relating to teacher recruitment and retention. The Board agreed therefore that it would explore the issues/challenges schools and academies face in relation to the recruitment and retention of teachers and its potential impact on attainment.

2. Supporting information

- 2.1 The Scrutiny Review Board comprised five members of the Children's Services Scrutiny Committee: Nicola Boulter, Parent Governor Representative and Councillors Kim Forward, Roy Galley, Claire Dowling and Alan Shuttleworth. Nicola Boulter was elected as the Chair of the Review Board.
- 2.2 The attached report (appendix 1) contains the findings and recommendations of the Review Board. Copies of evidence papers listed in the report and other support documentation are available on request from the contact officer.
- 2.3 The Committee is recommended to receive the Review Board's report for submission to Cabinet and County Council on 18 April 2017 and 23 May 2017 respectively.

3. Conclusion and reasons for recommendations

3.1 The Committee is requested to consider and endorse the report of the Review Board for submission to Cabinet and Full Council.

Nicola Boulter Chair of the Review Board

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<u>APPENDICES</u>

Appendix 1 – Scrutiny Review of Key Stage 4 Educational Attainment

BACKGROUND DOCUMENTS

None



Scrutiny Review of Educational Attainment at Key Stage 4 Report by the Review Board

Nicola Boulter, Parent Governor Representative (Chair)
Councillor Claire Dowling
Councillor Kim Forward
Councillor Roy Galley
Councillor Alan Shuttleworth

March 2017

Children's Services Scrutiny Committee – 20 March 2017 Cabinet – 18 April 2017 Full Council – 23 May 2017

Final report of the Scrutiny Review of Educational Attainment at Key Stage 4

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	Recommendations	Page		
1	East Sussex Teacher Recruitment and Retention Strategy 2015-2017			
	 a) additional work is undertaken to understand the scale of the recruitment challenge in East Sussex. This would help the Children's Services Department and local schools establish clear targets for teacher recruitment and in turn, enable progress to be effectively monitored; and b) more focus is given to the retention of existing teaching staff. This would include developing a clearer understanding of why teachers are leaving the profession and whether there are factors which are specific to East Sussex. 			
2	Succession planning and leadership			
	a) work is undertaken to identify those schools with effective succession planning policies; and			
	b) having identified the range of successful policies which local schools have adopted, work is undertaken to update the current succession planning policy statement and to actively promote the new succession planning policy with governing boards and local schools. This would mean that governing boards and schools are better placed to promote suitably trained and motivated teachers to leadership roles at all levels as vacancies become available.			
3	Recruitment Strategy - East Sussex as a unique place to live and work.			
	a) the Education Secretary's recent announcement of the expansion of the 'Opportunity Areas Programme' to include Hastings and the further funding it attracts be investigated as a possible resource for improving teacher recruitment and retention rates.			
	b) where appropriate, the scope of the investigation into the viability of developing housing projects as a way of attracting teachers as 'key workers' is widened; this should include exploring with all local borough and district councils the potential for including teachers as key workers within plans for future affordable housing projects.			

4	Broadening the scope of the recruitment strategy		
	Consideration should be given to broadening the scope of the recruitment and retention strategy so as to explore other potential sources of recruitment and aligning these proposed developments within the 'Find Your Spark' recruitment campaign. This could include:		
	 a) activities aimed at inspiring young people within our local schools to become teachers; and 		
	b) finding ways of encouraging parents who might be interested in teaching as a career.		
5	Partnership working between schools	12	
	Schools should be encouraged to work together to find innovative ways to develop teacher training models which share resources and good practice, are cost-effective and produce quality teachers which meet the needs of our schools. Such partnership working should be encouraged and promoted by the Children's Services Department through the Schools Direct and SCITT programmes		
6	Broadening the geographical area of search for recruits	12	
	Work is undertaken to investigate developing an 'East Sussex Ambassador' role. This role would involve the Ambassador travelling to recruitment fairs across the country to promote East Sussex as a place to live and work. The role would require partnership working between schools, as the Ambassador role could be performed by appropriately trained senior staff and/or governors from different schools.		

Objectives and scope of the review

- 1. At its meeting on 27 June 2016, the Children's Services Scrutiny Committee appointed a Scrutiny Review Board to conduct a scrutiny review of educational attainment in Key Stage 4. The Committee decided such a review was timely, as it would build on previous reviews of educational attainment relating to other, earlier Key Stages.
- 2. The primary indicator of educational attainment at Key Stage 4 is GCSE results. With this in mind, at its first meeting the Review Board considered a summary of the GCSE results for East Sussex for 2016. The Board welcomed the overall positive outcomes these (at the time provisional) results indicated. However, they were also struck by the stark difference in 'Attainment 8' outcomes between the top and bottom performing secondary schools/academies in East Sussex (a description of Attainment 8, Key Stages and other relevant aspects of the National Curriculum are provided in paragraph 7). The variability in outcomes led the Board to conclude it should investigate further and attempt to understand the causes of these differences.
- 3. More specifically, and following consideration of an overview of the barriers to sustained improvements in educational attainment, the Board decided to investigate the issues and challenges that schools and academies face in relation to the recruitment and retention of teachers and any impact this has on educational attainment.
- 4. A further goal of the review would be to make recommendations that would help schools/academies improve their teacher recruitment and retention rates. In turn, the Board hoped its recommendations would also ultimately not only help raise educational attainment overall, but also help close the gap between the top and bottom performing secondary schools/academies.

Background

- 5. The National Curriculum (NC) is a set of subjects and standards used by schools in England. It sets out what subjects are taught and the standards children should attain. Furthermore, the national curriculum is divided into blocks of years called Key Stages. At the end of each key stage, pupils are formally assessed. Key Stage 4 covers Years 10 and 11 (with pupils aged between 14 and 16). At the end of this stage most pupils take their GCSEs (or other national qualifications).
- 6. In recent years there have been a number of major developments relating both to the delivery of education and its assessment for children of compulsory school age. These developments are regularly cited as sources of additional pressures on teaching staff which may impact on recruitment and retention rates. Developments of particular relevance include:
 - the introduction of a new assessment framework that replaced national curriculum levels (which occurred within key stages) with a new process called 'Assessment Without Levels' (introduced in September 2015); and
 - the revised National Curriculum introduced for 2014 onwards.
- 7. Related to these developments, the Government announced that a new secondary school accountability system would be implemented from 2016. This included the introduction of a new headline measure called 'Attainment 8'. This measure records the achievement of a pupil across:
 - 8 qualifications including mathematics (double weighted) and English (double weighted);
 - 3 further qualifications that count in the English Baccalaureate (EBacc) measure; and
 - 3 further qualifications that can either be GCSE qualifications (including EBacc subjects) or technical awards from the DfE approved list.
- 8. The Government introduced this measure with the aim of encouraging schools to offer a broad, well-balanced curriculum. The Attainment 8 score for a school is based on the average of all its pupil's scores.

9. It is against this backdrop that the Board considered the 2016 provisional GCSE data for East Sussex schools. As highlighted above, the data indicates generally positive trends in East Sussex. However, it also highlights differences in Attainment 8 performance between secondary schools in the County as shown in the following table (with the top performing 'Attainment 8' school in East Sussex listed as number 1).

Provisional 2016 GCSE results for East Sussex Schools					
No.	Attainment 8 Score	Average Progress 8 Score	% 5+ A*-C Incl English & Maths	% A*-C English & Maths (basics measure)	No. of pupils at End of KS4
1	59	+0.56	81%	82%	188
2	56	+0.29	75%	76%	236
3	55	+0.14	72%	72%	228
4	55	+0.29	70%	72%	237
5	55	+0.38	73%	74%	148
6	55	+0.23	73%	73%	122
7	53	+0.33	72%	74%	233
8	53	+0.05	63%	66%	267
9	53	+0.36	72%	76%	231
10	52	+0.27	65%	68%	240
11	52	+0.24	66%	70%	192
12	51	-0.03	66%	71%	209
13	50	+0.07	60%	61%	197
14	50	+0.22	68%	69%	118
15	50	+0.47	58%	60%	228
16	49	-0.06	57%	59%	205
17	47	-0.12	56%	62%	170
18	47	-0.28	56%	59%	126
19	46	+0.11	46%	54%	97
20	46	+0.09	48%	58%	174
21	44	-0.41	46%	48%	118
22	43	-0.27	48%	51%	259
23	43	-0.20	53%	55%	92
24	42	-0.50	39%	43%	148
25	41	-0.57	39%	45%	181
26	41	-0.32	42%	42%	154
27	38	-0.75	38%	48%	21

Key				
VA				
	Local Authority			
	Foundation Trust			
	Academy			

- 10. An additional 'Progress 8' column is also included within the table. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of 'value added' measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. This data was not available to the Board at its early meetings and is included here as it provides, arguably, the most important attainment measure and a fairer picture of school performance.
- 11. The Board was concerned about what appears to be a significant variance in attainment outcomes in the above table. It is also an issue that the Children's Services Department recognises as requiring further attention: the 'Excellence For All 2016-17' strategy states that whilst notable progress has been made in improving outcomes on most indicators, this improvement "is not consistent across all groups of pupils, and there remains too much variability across the county".
- 12. Based on this and other evidence presented to them, the Board decided to investigate the causes of these differences in performance and began by considering the results of a survey conducted by the Standards and Learning Effectiveness Service (SLES), a team based within East Sussex County Council Children's Services Department. This survey asked schools for their views on what they considered the barriers to sustained educational improvement to be. The survey results identified the following four areas as key barriers:
 - Curriculum change
 - Young people's mental health
 - Budget pressures
 - Teacher recruitment.
- 13. Of these, the Board focussed on the challenges local schools face with regard to teacher recruitment and retention and potential links to educational attainment outcomes; this issue has national significance and the Board wished to understand the local situation in more depth.
- 14. Having identified the area of search, the Board also wished to explore whether there is indeed a causal link between attainment and recruitment and retention. This fundamental link has also been identified at the national level by key stake holders: for example, the House of Commons Education Committee states in its report on the recruitment and retention of teachers that "The quality of education in England depends on the quality of the teachers in our schools" (February 2017). A National Audit Office report also states that 'Teachers are critical to the success of all money spent in England's schools' ('Training new teachers' February 2016).
- 15. Board members undertook evidence-gathering visits to discuss these issues with local secondary Headteachers and Principals. These sessions provided valuable testimony for the review; for example, one Principal commented that "in recent years the recruitment situation had deteriorated and that for certain subjects and positions schools may only have one applicant". Another commented that "where the number of applicants is low, there is less opportunity for schools to appoint high calibre candidates".
- 16. Two recently retired local secondary Headteachers who now serve as Consultant Headteachers (CHTs) also attended as witnesses as part of the review in November 2016. CHTs provide support and challenge to serving Heads in order to improve outcomes for our local young people. All local maintained and academy secondary schools are supported by a CHT.
- 17. One CHT witness described one East Sussex school's struggle to appoint high quality teachers to help it raise educational attainment levels (the school in question appears in the bottom half of the provisional Attainment 8 scores cited in paragraph 8). In response to a question about whether the appointment of experienced, high calibre candidates would make a telling difference to the school's results, one of the CHT witnesses commented that "good teaching would indeed directly and massively improve outcomes".

- 18. Evidence was also considered regarding the importance of school leaders. For example, the 'School Leadership Challenge: 2022' report suggests that 'Good leadership is a key ingredient of good school performance. This is evident in England where schools with good leadership get better results and schools with weak leadership get worse results (report by 'The Future Leaders Trust', 'Teaching Leaders' and 'TeachFirst'). The importance of leadership roles within schools was also recognised locally, with one Principal saying "every school needs good leadership at all levels".
- 19. Many East Sussex schools and academies are clear that teacher recruitment and retention is a challenge for them. It is worth noting though that not all institutions believe they have a significant problem. For example, one local academy (which is ranked within the upper half of the above Attainment 8 table) indicated that it had not experienced many recruitment and retention problems recently because it is a school where the environment is such that people want to teach. It has an ethos of high quality teaching, high commitment, discipline and good attendance. The staff are very supportive of the school vision and their CPD is considered excellent. The resulting stability gives pupils confidence.
- 20. With the above preliminary findings in mind, the Board considered that:
 - many East Sussex schools are facing significant recruitment and retention challenges;
 and
 - based on both national and local sources, there is compelling evidence of a clear link between recruitment and retention challenges and educational attainment.
- 21. Given these initial findings, the Board focused on the relationship between recruitment and retention and educational attainment because it considered that that provided a realistic chance of developing practical recommendations to assist schools with the recruitment challenges they face. Such recommendations it was hoped, could then contribute toward the drive to sustained improvements in educational attainment at Key Stage 4.

Issues relating to teacher recruitment and retention

22. There are a wide range of issues which contribute to the pressures our schools are facing when trying to both recruit and retain existing teaching staff.

Secondary school population increase

23. The national secondary population rose to 2.76 million in 2016 (the first rise since 2005) as the increased births from 2002 reached secondary school age. The secondary school population is projected to continue increasing to 3.04 million by 2020 and further until 2025 when it will peak at 3.33 million (DfE 'National pupil projections – future trends in pupil numbers, July 2016). The implication of this projection is that unless class sizes increase, a significantly higher number of secondary teachers will be needed in the coming years.

Workload Pressure and Accountability

- 24. One CHT witness observed that 'teaching is a tough profession and keeping on top of workload is difficult. These pressures will get worse and this will lead to more teachers leaving the profession'. At the national level workload is also recognised as a key pressure. For example, the Education Select Committee cites the Education Policy Institute's (EPI) finding that many teachers find their workloads unmanageable. When asked by the EPI about the extent to which they agreed with the statement 'My workload is unmanageable, 38% of teachers agreed and 13% strongly agreed, whilst only 3% strongly disagreed' (EPI 'Teacher workload and professional development in England's secondary schools October 2016).
- 25. At more senior teacher levels, the issue of accountability, and especially the implications of the Ofsted judgements and school performance was seen by many as being a significant factor in recruitment. One East Sussex Principal commented that "people don't want to take on the responsibility to be accountable".

East Sussex as a place to live and work

26. There may also be issues which are peculiar to East Sussex:

- East Sussex is a coastal authority. This means the county does not have access to the same number of potential recruits living in neighbouring areas compared to a 'landlocked' authority.
- East Sussex has relatively high number of rural schools and recruiting to such schools can be more challenging (smaller schools can be perceived as having less career development prospects).
- It may also be more difficult to recruit to schools in the east of the county as in particular, younger recruits may be more drawn to living nearer to Brighton. One CHT witness stated that "the nearer you are to Brighton the easier recruitment becomes".
- 27. After considering the above range of pressures, consideration was given to the types of recruitment and retention problems that are apparent.

Subject specific issues

28. The evidence from national and local sources indicates that there are subjects where recruitment is more challenging. For example, the National Association of Headteachers (NAHT) survey for 2015 indicates that the subjects in which most respondents experienced recruitment difficulties were maths, science and English. Many schools also had problems with finding staff to teach languages, geography and history. In East Sussex, one Principal commented that there is a "general shortage of maths teachers at all levels".

Retention of staff

29. The National Audit Office reported that, between 2011 and 2014, the number of teachers leaving the profession rose by 11% overall. However, a number of different sources comment that there is not sufficient data on retention rates. For example, key data on retention rates by subject, region and route into teaching are not recorded by the Department for Education.

Leadership roles

30. The Board was presented with evidence relating to the importance of leadership roles within schools and the shortages faced. For example 'The School Leadership Challenge: 2022' report states that schools across England are set to face a leadership challenge in the next 5-7 years. Assuming no other changes to the system, there is a risk of a shortage of up to 19,000 leaders countrywide by 2022. The data suggests that this might be most acute in secondary schools, and that the situation could worsen across the country. One CHT witness commented that "inspiring our middle leaders is really important. We need to develop new leaders as a priority".

Further Evidence of pressures

- 31. The Children's Services Department's 'Teacher Recruitment and Retention Strategy in East Sussex' report recognises the growing and increasingly serious problem of teacher and headteacher recruitment and retention nationally which is also reflected locally. (Education Performance Panel 23 June 2016). The same NAHT survey mentioned above supports this view and includes data showing that 20% of schools were not able to recruit at all and that 33% of schools report that their struggles in this area are the result of the significant numbers of teachers leaving the profession.
- 32. The Council's recognition of this subject as a critical issue is further demonstrated by the development of an 'East Sussex Teacher Recruitment and Retention Strategy 2015-17'. This strategy has the following four key aims and objectives:
 - **Aim 1.** East Sussex is shown as a diverse, vibrant and ambitious place to live and work. **Objective:** Create a local and national communication strategy to promote a positive and new perception of East Sussex that meets local needs.
 - **Aim 2.** Children and young people have access to inspirational, highly motivated, aspirational teachers and leaders. **Objective:** All school staff are entitled to access high quality and clear CPD opportunities at all career stages from ITT through to System leadership to support their development. Ensure that succession planning and talent management is identified within schools and Education Improvement

Partnerships.

- **Aim 3.** The quantity of high quality teachers and leaders available to work in East Sussex education is increased to meet local needs. **Objective**: Ensure that sufficient ITT is available in East Sussex to meet local need which is coherent, flexible and understood by prospective trainees and school leaders.
- **Aim 4.** The quantity, diversity and skill set of high quality governors available to work in East Sussex education is increased to **m**eet local needs. **Objective:** Ensure that all governors have access to high quality training and support.
- 33. The development of the Department's recruitment and retention strategy, and within that the further development of a modern marketing strategy was welcomed by the Board. The overall effectiveness of these important strategies was also recognised. The Board considered that there are a number of practical recommendations which might assist the Children's Services Department and local schools with the challenges they are facing. The next section sets out the Board's findings and reasoning that lead to these recommendations.

Findings and Recommendations

East Sussex Teacher Recruitment and Retention Strategy 2015-2017

- 34. The Board noted that whilst local schools and East Sussex County Council have undertaken a wide range of teacher recruitment and retention activities prior to 2015, there was no single, over-arching strategy in place before then. The development of a strategy which brings this vital issue into focus was therefore welcomed.
- 35. However, given the fundamental links between educational attainment and teacher recruitment and retention, it was recommended that further work is undertaken to understand the level of need within East Sussex. This is necessary as it was not clear:
 - how many teachers were required;
 - at what level the need was being experienced;
 - what subjects were a particular issue; and
 - whether there are certain schools or areas that face more challenges than others.
- 36. Such an evidence based approach is advocated in the recent Education Select Committee's report which recommends that the Government should collect more 'granular' data on teacher retention rates; this would include the factors driving teachers away from the profession. The Board considered that if there was a cost-effective means to collect such data, a clearer picture about the level of need would be possible. This in turn would help the creation of a targeted recruitment strategy.
- 37. The Board also considered that whilst the issue of retention is mentioned within in the Department's strategy document, there was insufficient detail about how the local authority and local schools would go about improving this rate. The strategy should therefore place greater emphasis on retaining staff as this would be a cost-effective means of addressing teacher shortages. Increasing retention rates would also assist with addressing the leadership shortages identified in our schools.

Recommendation 1

- a) Additional work is undertaken to understand the scale of the recruitment challenge in East Sussex. This would help the Children's Services Department and local schools establish clear targets for teacher recruitment and in turn, enable progress to be effectively monitored; and
- b) Greater focus is given to the retention of existing teaching staff. This would include developing a clearer understanding of why teachers are leaving the profession and whether there are factors which are specific to East Sussex.

Succession planning and leadership

38. The Board considered more could be done to promote the role of middle and senior leaders in schools. With this in mind, it was noted there are schools in East Sussex which appear to have effective succession planning policies in place that help inspire future leaders from amongst their own staff. Policies such as these should be more widely shared, as this could help schools create a larger pool of experienced staff to look to develop and promote from.

Recommendation 2

- a) Work is undertaken to identify those schools with effective succession planning policies; and
- b) having identified the range of successful policies which local schools have adopted, work is undertaken to update the current succession planning policy statement and to actively promote the new succession planning policy with governing boards and local schools. This would mean that governing boards and schools are better placed to promote suitably trained and motivated teachers to leadership roles at all levels as vacancies become available.

Recruitment Strategy - East Sussex as a unique place to live and work

- 39. The Review Board welcomed the deployment of a modern marketing strategy which promotes East Sussex as a place to live and work. However, whilst it recognised that part of this strategy would necessarily include highlighting the 'rural beauty and stunning coastline' of East Sussex, it was agreed that further consideration be given to identifying potential benefits which are both more tangible and possibly unique to our county. This is because, for example, every rural/ semi-rural local authority will be able to promote the beauty of its countryside.
- 40. As a result, the Board suggested that further innovative ideas for attracting recruits to the county are explored as part of the Department's current strategy for promoting East Sussex. This could include developing further the work already being undertaken to investigate the viability of developing housing projects as a way of attracting teachers as 'key workers'.

Recommendation 3

- a) the Education Secretary's recent announcement of the expansion of the 'Opportunity Areas Programme' to include Hastings and the further funding it attracts be investigated as a possible resource for improving teacher recruitment and retention rates.
- b) where appropriate, the scope of the investigation into the viability of developing housing projects as a way of attracting teachers as 'key workers' is widened; this should include exploring with all local borough and district councils the potential for including teachers as key workers within plans for future affordable housing projects.

Broadening the scope of the recruitment strategy

41. The Review Board considered that schools could spot young people with the potential to become teachers and encourage inspire them to think about pursuing a career in the profession.

Recommendation 4

Consideration should be given to broadening the scope of the recruitment and retention strategy so as to explore other potential sources of recruitment and aligning these proposed developments within the 'Find Your Spark' recruitment campaign. This could include:

- a) activities aimed at inspiring young people within our local schools to become teachers; and
- b) finding ways of encouraging parents who might be interested in teaching as a career.

Partnership working between schools

- 42. Evidence indicates there is a need to increase the teacher training capacity within the county. In response to this challenge, one Principal commented that schools should look to help themselves and that "all schools should join together to pay for someone with experience to do teacher training".
- 43. The Board agreed that collaborative working of this kind should be positively encouraged. They noted with interest that one local secondary school is aiming to develop a teaching training model that would involve a number of local schools working in partnership to share teacher training costs.
- 44. The Board considered that partnership working of this kind would have the potential to create training packages that could be tailored to meet the specific needs of local schools, and at the same time, reduce costs.

Recommendation 5

Schools should be encouraged to work together to find innovative ways to develop teacher training models which share resources and good practice, are cost-effective and produce quality teachers which meet the needs of our schools. Such partnership working should be encouraged and promoted by the Children's Services Department through the Schools Direct and SCITT programmes.

Broadening the geographical area of search for recruits

- 45. The County Council's recruitment strategy primarily focuses on seeking recruits from within East Sussex. This local focus in recruitment is driven in part by the limited resources available to the department and schools. However, the recruitment challenge faced by East Sussex schools is such that we need to find innovative and cost-effective ways of making contact with potential recruits from both within *and* from outside the local area.
- 46. Developments of this kind would work in conjunction with the East Sussex Initial Teacher Training Group and School Direct.

Recommendation 6

That work is undertaken to investigate the development of an 'East Sussex Ambassador' role. This role would involve 'Ambassadors' travelling to recruitment fairs across the country to promote East Sussex as a place to live and work. Partnership working between schools would be needed to ensure that appropriately trained senior staff and/or governors from different schools are recruited as ambassadors.

Concluding comments

- 47. The Board decided to focus this scrutiny review on teacher recruitment and retention and links to achieving sustained improvements in educational attainment at Key Stage 4. It did this to produce a number of practical, attainable recommendations that it hopes will be of real assistance to young people in East Sussex.
- 48. Sustained improvements in educational attainment are difficult to achieve and the contributory factors that affect performance in this area are numerous and complex. The situation is further complicated by an educational landscape that is subject to wide scale change. With this in mind, it was agreed that there remains scope for specific issues being identified in future as possible scrutiny subjects.

Appendix: Terms of reference, membership and evidence

Scope and terms of reference

This scrutiny review was established by the Children's Services Scrutiny Committee on 27 June 2016 to consider and make recommendations on educational attainment in Key Stage 4.

Board Membership and project support

Review Board Members:

Nicola Boulter, Parent Governor Representative (Chair)

Councillor Claire Dowling

Councillor Kim Forward

Councillor Roy Galley

Councillor Alan Shuttleworth

The Project Manager was Stuart McKeown

Support to the Board

The Review Board would like to thank for their co-operation and assistance those schools and academies listed below who were visited as part of this review. The Board would also like to thank the Consultant Head Teachers for their helpful and interesting contributions at its meeting in November 2016. The Board were also grateful for the support provided by officers listed below from within the Children's Services Department.

School/Academy visits were undertaken by members of the Review Board:

Councillor Claire Dowling - Uckfield Community Technology College

Councillor Kim Forward – The Hastings Academy

Councillor Roy Galley - Beacon Academy

Witnesses providing evidence

Ian Jungius, Consultant Headteacher

Lesley Young, Consultant Headteacher

Support was provided by the following officers:

Fiona Wright, Assistant Director (Education & ISEND)

Elizabeth Funge, Head of Education Improvement

Julie Dougill, Senior Manager: Leadership and Governor Services

Review Board meeting dates

- 26 September 2016
- 28 November 2016
- 24 January 2017

Evidence papers

No.	Title of Evidence	Date
1	Excellence for All 16/17	20 09 16
2	Provisional GCSE results	20 09 16
		20 09 16
3	Changes to performance table document	20 09 16
4	Department for Education Key Stage 4 Guidance	
5	Department handout on Key Issues for September meeting	26 09 16
6	GCSE results table	26 09 16
7	Education Performance Panel report on Teacher Recruitment and Retention Strategy (from 23 06 16 meeting)	12 10 16
8	East Sussex Teacher Recruitment and Retention Strategy 2015-17	12 10 16
9	East Sussex Leadership Framework 2015-16	12 10 16
10	Guidance on Consultant Head teachers	12 10 16
11	Find your spark Briefing Note	25 11 16
12	Link to find to 'find your spark' pages	25 11 16
		25 11 16
13	Links to career change and leader videos	
14	SCITT Get Into Teaching - DFE guidance	28 11 16
15	The School Leadership Challenge - and brief over document	12 12 16
16	Key Stage 4 - 2016 Attainment and Progress	12 12 16
17	Update on the Teacher Recruitment and Retention Strategy in East Sussex	23 01 17
18	Link to comments from Sir Michael Wilshaw, Her Majesty's Chief Inspector of Education, Children's Services and Skills (until 2016)	23 01 17
19	Education Select Committee	21 02 17
	National Audit Office 'Training New Teachers'	
20		03 03 17

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Agenda Item 8

Report to: Children's Services Scrutiny Committee

Date of meeting: 20 March 2017

By: Director of Children's Services

Title: Standing Advisory Council for Advisory for Religious Education

Purpose: To update members on the role and work of the East Sussex

SACRE.

RECOMMENDATIONS:

The Children's Services Scrutiny Committee is recommended to comment on and note:

- 1) the work of SACRE in improving the quality of religious education, especially in maintained Secondary schools;
- 2) the work of SACRE in supporting schools with collective worship and pupils' spiritual, moral, social, cultural development and British Values 2015-2016; and
- 3) the three-year development plan for SACRE.

1 Background

1.1 The role of SACRE

Since 1988 local authorities have had a statutory duty to establish a Standing Advisory Council for Religious Education (SACRE).

1.2 Duties of SACRE

- It is the duty of SACRE to advise the LA on matters relating to religious education, collective worship and pupils' spiritual, moral, social and cultural development (SMSC).
- It is the duty of the LA to provide a locally agreed syllabus for religious education which must be reviewed every five years. Religious Education is a statutory element of the curriculum for all pupils, which is determined locally.
- The Education Act 1996 requires that each year the SACRE from each LA publish a report on standards of religious education in its schools and of the functions and actions taken by the representative groups on the council during the preceding year.

1.3 How SACRE works

- SACRE meets each term and includes representation from elected members who are appointed at the annual council meeting each May. Members' places are currently allocated on a proportionate basis (2 conservatives, 1 liberal democrat, 1 labour and 1 UKIP).
- Membership of the East Sussex SACRE currently has representation from Christian denominations and those other faith groups who represent the principal religions locally (in East Sussex this includes: the Jewish tradition, the Muslim tradition, the Buddhist tradition and the Baha'i tradition); The Church of England; Members of the Teacher Associations.
- The SACRE budget of £5,000 funds a Religious Education consultant and costs of training.
- The consultant writes a termly newsletter which goes to schools and covers National and Local issues on RE, collective worship and pupils' SMSC development.
- SACRE also deals with complaints about RE.

2. Supporting Information

2.1 The National picture for RE: 'Realising the Potential' (Ofsted 2013)

Following the Ofsted Report 'Realising the Potential' (2013), there have been several new initiatives:

- The formation of a 'Commission for Religious Education. This is a high-profile independent Commission, which has been established with a remit to make wideranging recommendations to overhaul religious education in schools. The Commission has been asked to review the legal, education and policy frameworks for religious education in all primary schools, secondary schools and further education colleges in England. It will report back in 2017. The commission is headed up by The Very Rev Dr John Hall, Dean of Westminster, former Chief Education Officer for the Church of England.
- The Church of England have commissioned 'RE Today' to produce a new set of materials to improve the teaching of Christianity. 'Understanding Christianity' is a huge project and is having a significant impact in the church schools where it is being trialed.
- The East Sussex Annual Conference in 2017 aims to focus on this and allow nonchurch schools to access the training and materials.

2.2 Religious Education in East Sussex and the work of East Sussex SACRE

- Analysis of GCSE outcomes considers full and short courses and both outcomes and take-up. Across the variables East Sussex trends, in 'comparison' to the national picture, is mixed. See **Appendix 2** for full analysis of GCSE RE results in East Sussex 2015.
- Members of SACRE have a programme to visit all maintained secondary schools. So far
 the results show a very mixed picture with regards to compliance. Where there are RE
 specialists teaching the subject most pupils are given the opportunity for accreditation
 but where there are limited numbers of specialist staff, pupils are not being given their
 statutory entitlement
- During 2015-2016 the following training for RE has taken place in East Sussex:
 - 8th October Understanding Concepts in Judaism and Islam Course
 - 23rd October 2016 Spiritual, Moral, Social and Cultural Development (SMSC) and British Values -Day training at Holy Cross Primary School
 - 5th November 2015 Annual Conference- Moving Forward in RE
 - 24th May Assessment without Levels Course
 - 22nd June SMSC and British Values Course
 - 23rd June Winning in the Game of Life A programme for pupils' Spiritual, Moral, Social and Cultural development

It was agreed that there would be no network meetings this year instead the funding would be spent on reviewing the Agreed Syllabus, writing materials on the Faith and Belief guidance, Assessment guidance (RE-Think –RE) and training courses.

- 'Faith and Belief in Educational Settings'. This 126 page document was a joint initiative between East Sussex and Brighton and Hove and contributed to the LA's public sector equality duty. It was written by Sam Beal – from the Standards and Achievement team in Brighton and Hove and Lilian Weatherley RE Consultant to East Sussex. It has now gone to all East Sussex schools and received a very positive response. Details within Appendix 1.
- East Sussex SACRE also funded the writing of new materials on assessment in RE. This disc 'Re-Think RE' will be going into schools in 2017
- SACRE has a three-year development plan 2015 2018, which outlines the work of SACRE see Appendix 3.
- Ofsted now regularly inspects schools on pupils' spiritual, moral, social and cultural development and their promotion of British values. The SACRE consultant has provided training for headteachers to ensure that East Sussex schools are prepared for this element of an Ofsted inspection.
- One complaint was received about Priory school in Lewes not fulfilling its statutory duty

- and this is ongoing with the National Association of SACREs (NASACRE)
- The RE Agreed Syllabus has to be revised every 5 years, SACRE has convened an Agreed Syllabus Conference to begin this process.

3. Conclusion and reasons for recommendations

3.1 The Committee is asked to comment on and note the work of SACRE and to continue to support its work with schools.

STUART GALLIMORE

Director of Children's Services

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LOCAL MEMBERS: All

APPENDICES:

Appendix 1: Annual report for NASACRE

• Appendix 2: GCSE results

• Appendix 3: SACRE three year development plan 2015 – 2018

BACKGROUND DOCUMENTS: None



Appendix A East Sussex SACRE Annual Report 2015 -2016

East Sussex SACRE Annual Report 2015-2016

Introduction

The aim of this report is to provide an update on the work of the members of the Standing Advisory Council on Religious Education (SACRE). Our function is to advise the Local Authority (LA) on matters relating to collective worship in community schools and on Religious Education (RE) given in accordance with the East Sussex Agreed Syllabus.

The period 2015-2016 which this reports covers marks a changing national landscape and the East Sussex SACRE have kept abreast of all new developments.

Over the course of the year we have bid farewell to some existing SACRE members and welcomed new members. Our members are volunteers and we value their dedication to the SACRE Council. We hope that members will continue to work harmoniously together over the coming twelve months, so that we can fulfil our statutory duties to the very best of our abilities.

Advice to Statutory Bodies

Within East Sussex advice is available in the following ways:

- The RE consultant;
- Regular CPD opportunities through SACRE;
- SACRE documents being sent in hard copies and electronically into all primary, secondary and special schools including:
 - o 'Faith and Belief in Educational Settings' document
 - o 'RE –Think- RE' A comprehensive disc to support non-specialist primary teachers and help them plan for assessment without levels.
- Regular newsletter RE View from SACRE into all schools;
- Cllr Roy Galley (Chair of SACRE) delivers the annual SACRE report to the East Sussex Scrutiny Committee

The RE consultant to SACRE has given advice and guidance to the local authority on legal developments, national and local developments and SACRE procedures. They have also produced materials for teachers, which has supported non-specialists to teach more effectively.

SACRE has sent a range of advice documents into all East Sussex schools. These have been well received.

Standards and Quality of the Provision of RE

GCSE Full Course % A*-C

Overall attainment in the GCSE Full Course % A*-C in East Sussex was 71% compared to 70.2 % nationally. Results in East Sussex remain slightly above national for the last five years in comparison to a downward trend nationally.

	2011	2012	2013	2014	2015	2016
National	73.8	74.2	73.6	71.5	70.6	70.2
East Sussex	73.8	76.8	77.5	71.8	71.7	71.0

In 2016,11 schools achieved above the national average. Of those schools with over 100 entries only two schools were significantly above national.

GCSE Full Course % Take-up

Although take up of the full GCSE in East Sussex has been below national for the last four years there is an improving trend on the % of take up. In relation to take-up in 2016, 37.5% of pupils in East Sussex took the GCSE full course (an increase of 10.2% compared to 2013), compared to 46.7% (a 9.5% increase compared to 2013) nationally. However despite a slight increase in national % of take up, East Sussex has consistently improved its overall % of take up.

	2011	2012	2013	2014	2015	2016
National	31.1	34.6	37.2	45.3	45.8	46.7
East Sussex	23.1	24.3	27.3	35.3	35.6	37.5

Two maintained schools and two Academy schools did not have **any** pupils taking the GCSE full course. Of all maintained and Academy schools twelve schools had less than 25% of their cohort taking the GCSE full course and only eight schools had over 50% of their cohort taking the GCSE full course, it was six schools in 2015.

GCSE Short Course % A*-C

Overall attainment in the GCSE short Course % A*-C in East Sussex was 48.9% compared to 53.3 % nationally. Results in East Sussex remain inconsistent over the last three years and remain below national although there has been a 11.3% improvement on last years results. In 2016,only two schools achieved above the national average.

	2012	2013	2014	2015	2016
National	35.1	49.2	53.6	51.9	53.3
East Sussex	41.5	46.6	51.0	37.6	48.9

GCSE short Course % Take-up

Only 6 schools in East Sussex continue to offer the short course GCSE in East Sussex. Of schools offering a short course four schools had entries of over 50 pupils.

	2012	2013	2014	2015	2016
National	25.6	25.9	19.3	11.0	7.6
East Sussex	27.1	31.7	24.5	15.1	10.3

According to the provisional 2016 data there are four schools who did not have entries onto either the full or short course GCSE, and a total of 9 schools who did not offer the short course GCSE and only have 25% of their cohort being entered for the full GCSE course (see Appendix 3).

Attainment in RE - Ofsted and SIAMs

The RE consultant has worked with primary and secondary subject leaders through network meetings on grading and assessing pupils work in 2014-15. The RE Advisor has systematically reviewed school Ofsted reports in order to maintain an overview of standards within schools.

From September 2015 - July 2016 the profile of SIAMs inspections are as follows:

SCHOOL	Date	Overall Grade	Previous Grade	Christian Distinctiveness	Collective Worship	Religious Education	Leadership &
		Grade	Grade	Distilictiveness	Worship	Ludcation	Management
Christ Church St. Leonards	05.11.2015	1	1	1	1	1	1
Icklesham	10.11.2015	1	1	1	1	1	1
Herstmonceux	18.11.2015	2	2	2	2	Controlled	2
Wadhurst	27.11.2015	1	1	1	1	Controlled	1
St. Peter's Chailey	30.11.2015	2	2	2	2	Controlled	2
St. Peter & St. Paul, Bexhill	09/02/2016	1	2	1	1	1	1
Barcombe	10/02/2016	1	2	1	2	Controlled	1
Forest Row	01/03/2016	2	2	2	2	Controlled	2
Hurst Green	08/03/2016	3	3	3	3	Controlled	3
St. Margaret's Ditchling	07/03/2016	2	2	2	2	Controlled	2
Firle	17/03/2016	2	3	2	2	Controlled	2
Bishop Bell	17-18/03/16	2	1	1	2	2	1
Sir Henry Fermor Academy	05/05/2016	3	NA	3	2	3	3
Bonners	10/05/2016	1	1	1		Controlled	1
Ticehurst & Flimwell	25/05/2016	3	2	3	2	Controlled	3
East Hoathly	25/05/2016	1	3	1		Controlled	
Holy Cross Uckfield	08/06/2016	2	3	1	2	2	2
Northiam	09/06/2016	1	2	1	2	Controlled	1
Ninfield	14/06/2016	2	2	2	2	Controlled	2

NB – RE in Aided schools is inspected under the SIAMS framework. RE in Controlled schools is inspected under Ofsted

Attainment in RE not covered by public examination

The Quality of provision in schools

From the monitoring visits and GCSE results, East Sussex SACRE have discovered that secondary schools continue to have needs around the training of non-specialists and appointment of specialist teachers to adequately cover provision 11 SACRE's visit reports to East Sussex secondary schools reveal that where schools follow the Agreed Syllabus and put all students through a GCSE examination provision is good. However, some schools who do not have specialist provision appear to have combined RE with PSHE and show a lack of statutory entitlement for RE.

Greater evidence is required to monitor standards and progression in Primary schools. The statistics from training would support the fact that statutory provision is met in east Sussex primary schools.

There is still a need for training as there are very few (3 or 4) subject specialists in East Sussex primary schools. SACRE is committed to offering professional training to support the teaching of RE and raise standards.

Developing stronger links with local faith leaders and places of worship is also a key issue for SACRE

Withdrawals from RE

There have not been any withdrawals reported this year to SACRE.

Complaints about RE

The only formal complaint received was for one secondary school, The Priory School Lewes for non-compliance.

The East Sussex Agreed Syllabus

The last East Sussex Agreed Syllabus was published in September 2011 and has been used in schools for the last 5 years. A SACRE working party has now been established to review the Agreed Syllabus rather than renew the whole document. The Agreed Syllabus Committee (ASC) met on the 19th April 2016 to remove references to levels, and to update the language in line with national initiatives. The RE Consultant also updated the syllabus in line with the Understanding Christianity programme for the Controlled schools (see below). Further meetings are planned for 21st September 2016 and 19th January 2017. It is SACRE's aim to have an agreed syllabus conference in March 2017 so the text of the new agreed syllabus will be agreed at the annual SACRE meeting in February 2017.

SACRE and the LA have made provision for training teachers in the new agreed syllabus for the summer term 2016 and onwards.

Collective Worship

Statutory Compliance

All primary schools meet their statutory requirements. There is very little data for the secondary schools other than in Ofsted reports and SACRE has plans to monitor this following the training and the Collective Worship disc which went into all schools in 2014-2015

The Quality of Collective Worship

Secondary and primary, monitoring of Ofsted reports show that good standards are being maintained to provide a meaningful act daily. Where this is not the case the SACRE RE consultant will contact schools to offer assistance.

Determinations

There have not been any determinations this year.

Complaints about Collective Worship

There have not been any complaints received by the LA or SACRE about Collective Worship this year

The Management of SACRE Attendance at SACRE meetings

SACRE Meeting Attendance 2015-2016

Group	Representative	Meeting	Meeting	Meeting
Other Christian denominations & other Religions	Peter White Dr Norman Williamson	25 Nov 2015 25 Nov 2015	11 Feb 2016 11 Feb 2016	22 June 2016 22 June 2016
	Dr Brenda Vance Pamela Hartog Jenni Osborn	25 Nov 2015 25 Nov 2015 25 Nov 2015	11 Feb 2016 11 Feb 2016 11 Feb 2016	22 June 2016
Church of England	Rev Derek Bastide Kelly Dillon	25 Nov 2015		22 June 2016
	Rosemary Roberts	25 Nov 2015	11 Feb 2016	
Teacher Associations	Lewis Hall Rebecca Gough Andrew Jervis	25 Nov 2015	11 Feb 2016	22 June 2016
	Laura Cooper Mike Rundle		11 Feb 2016	22 June 2016
Local Authority	Cllr Roy Galley (Chair)	25 Nov 2015	11 Feb 2016	22 June 2016
	Cllr Pat Rodohan Cllr Richard Stogdon Cllr Mike Pursglove	25 Nov 2015 25 Nov 2015	11 Feb 2016 11 Feb 2016	22 June 2016 22 June 2016
	Julie Dougill (LA Adviser)	25 Nov 2015	11 Feb 2016	22 June 2016
	Lilian Weatherley (RE Consultant)	25 Nov 2015	11 Feb 2016	22 June 2016
	,	25 Nov 2015	11 Feb 2016	22 June 2016

Observers	George Jelliss		11 Feb 2016	
	(Humanist)			
	Alistair Robertson	25 Nov 2015		22 June 2016
	(Humanist)			
	Robin Taylor		11 Feb 2016	
	(Pagans)			

Attendance at all meetings has been quorate. We had an average attendance of 12 SACRE members attending the meetings 2015-16; this equates to 49% of the total membership. As is the usual SACRE practice we held our three meeting in three different venues across the local authority in order to reflect the each phase of school that SACRE works with. SACRE is still looking for additional members from different faith communities.

GROUP A Christian denominations and other religions and religious denominations	GROUP B The Church of England	GROUP C Teachers' Associations	GROUP D The Authority	Co-opted Members
Dr Taleb Durgahee	Rev Derek Bastide	Lewis Hall	Cllr Roy Galley	
Peter Ward/Sarah Feist	Martin Lloyd/Kelly Dillon	Becky Gough	Cllr Pat Rodohan	
Lienna Gomm	Mrs Pat Lock	Laura Cooper	Cllr Richard Stogdon	
Ms Jenni Osborn	Mrs Rosemary Roberts	Mike Rundle	Cllr Mike Pursglove	
Dr Tariq Rajbee			Cllr Trevor Webb	
Imam Dr Abduljalil Sajid				
Mr Ashwin Soni				
Mr Afshin Taraz				
Dr Brenda Vance				
Mr Peter White				
Dr Norman Williamson				
Pamela Hartog				
In attendance	Julie Stevens (Clerk) Ju Lilian Weatherley (RE C		fficer)	
Observer	Alistair Robertson			_

Membership and Training

Membership and attendance continues to be good and the meetings are held in a variety of school settings across the local authority. All new members receive a SACRE handbook and any training that is required is undertaken by the RE consultant. All members of SACRE are invited to attend any of the training sessions being delivered by the RE consultant for teachers.

Complaints about RE and Collective Worship

SACRE had one complaint from NASACRE about non-compliance. The RE Consultant, the LA officer and the Chair have visited the school twice since the complaint (5th July 2016 and 23rd November 2016) to check improvement and offer support. Reports on the visits have been submitted to SACRE and the LA.

The Contribution of SACRE to the wider Local Authority Agenda

Identify what SACRE has contributed

On 17th May 2016, the RE Consultant attended the annual NASACRE Conference on behalf of SACRE and disseminated the information to SACRE and all schools through the SACRE newsletter. SACRE has also supported the training of governors in British Values.

SACRE's contribution to the LA's public sector equality duty

'Faith and Belief in Educational Settings'. This document was a joint initiative between East Sussex and Brighton and Hove and was produced by the Standards and Achievement team in Brighton and Hove and Lilian Weatherley RE Consultant to East Sussex and Brighton and Hove SACRE. It involved consultation from the different faith communities, members of SACRE and a range of teachers from different phases of schools. The document was completed in the spring of 2016 and has gone out to all schools in East Sussex and Brighton and Hove. The aim of the guide was for schools and colleges to have greater knowledge and understanding of the various faith traditions and know how to support students with their individual faith needs. This guide summaries the religions studied in the Agreed RE Syllabus (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism) and Humanism and then goes on to provide supportive information for settings on a range of relevant issues to that faith or belief including names, dress, participation in PE, relationships and sex education and more. (See Appendix 1)

Councillors who are SACRE members have contributed to the LA's ongoing work to ensure all groups within East Sussex have a voice in the decision-making and policies of the council.

SACRE continues to look for members from different faith communities.

What SACRE has done to support schools through events and training Training Offered 2015 – 2016:

- 8th October Understanding Concepts in Judaism and Islam Course
- 23rd October 2016 Spiritual, Moral, Social and Cultural Development (SMSC) and British Values -Day training at Holy Cross Primary School
- 5th November 2015 Annual Conference

 Moving Forward in RE
- 24th May Assessment without Levels Course
- 22nd June SMSC and British Values Course
- 23rd June Winning in the Game of Life A programme for pupils' Spiritual, Moral, Social and Cultural development
- Network Meetings: It was agreed that there would be no network meetings this year instead the funding would be spent on reviewing the Agreed Syllabus, writing materials on the Faith and Belief guidance, Assessment guidance (RE-Think–RE) and training courses

East Sussex Secondary Schools:

Following concern over non-compliance, members of SACRE have visited all secondary schools in the LA to see what support was required and to assess the provision and quality of Religious Education offered. The results of these visits were then published in a report to SACRE. It is clear that there is a clear correlation between the numbers of students entered for GCSE examinations and the numbers of specialist staff employed.

Links to broader community initiatives

East Sussex SACRE is a part of NASACRE.

The RE Consultant attended training for trainers on the National Church of England initiative 'Understanding Christianity' on behalf of SACRE in July 2016. This is a national project from the Church of England and RE- Today that is aimed at helping schools raise standards in RE and improve the quality of teaching and learning in the Christian tradition. This was a response to the two Ofsted reports for RE 'Realising the Potential' and 'Making a Difference' in 2014.

The publication of Faith and Beliefs in Educational Settings- July 2016

Achievements by SACRE members:

- One SACRE member represents SACRE at the children and young people service committee; another member represents SACRE on the overview and scrutiny committee,
- SACRE members have gone into schools to deliver acts of collective worship and as visitors into RE lessons to talk about their beliefs and faith, and
- SACRE members have visited 11 Secondary schools, to see RE in action, and have reported findings back to SACRE meetings.

Summary

Membership of East Sussex SACRE including officers who attend and professional advice

During the year 2015-16 three LA officers supported SACRE professionally and administratively:

- Lillian Weatherly as Professional RE consultant;
- Julie Dougill as the Local Authority link office, and
- Julie Stevens as Clerk to SACRE.

Membership numbers for 2015/16 as follows:

- Representatives of the Local Authority County Councillors x 5;
- Local Authority Adviser 1;
- RE Consultant for the Local Authority 1;
- Clerk to SACRE 1;
- Representatives of the Teacher Associations 3;
- Representatives of the Church of England 4;
- Representatives of other Christian denominations, and
- Other Religions 12

Faith and Belief in Educational Settings

1.1 Purpose of this guide

East Sussex and Brighton & Hove are increasingly diverse communities that have within them different religious and non-religious beliefs and world views. This guide acknowledges the challenging national and international situation and the need for schools, colleges and educational settings to be confident in supporting pupils and students to explore the sensitive issues and serious events that impact on our communities. This guide has been produced to support educational settings to develop their knowledge and understanding of some of our local communities in order to contribute to:

- improving community and social cohesion and approaches to equality so that educational settings can meet their duties under the Equality Act, 2010
- the effective promotion of values which encourage pupils and students to regard individuals of all faiths, ethnicities and cultures with respect
- the promotion of the spiritual, moral, social and cultural development of children and young people
- the development of positive identities for all children and young people
- improving the subject knowledge of RE teachers and therefore the effective delivery of the East Sussex and Brighton and Hove Agreed Syllabus for RE
- improving the subject knowledge of PSHE teachers and therefore the effective delivery of the citizenship, diversity and equality aspects of the East Sussex and Brighton and Hove Programme of Study for PSHE
- the provision of safe spaces to explore sensitive and controversial issues, so as to equip pupils and students with the skills to understand and manage difficult situations
- accommodating, where possible the religious obligations associated with different faith groups
- ensuring that teaching across the curriculum is sensitive to the religious and cultural backgrounds of all pupils and students.

This guide therefore summarises the religions studied in the Agreed RE Syllabus (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism) and Humanism and then goes on to provide supportive information for settings on a range of relevant issues to that faith or belief including names, dress, participation in PE, relationships and sex education and more.

1.2 Good practice principles underpinning this guide

SACRE recommend that educational settings refer to these principles when developing their approach to the inclusion of religious and belief groups:

- Every effort should be made to engage and consult with a range of faith and community leaders, parents and carers, pupils and students in order to inform policy and developments
- Where possible educational settings should be aware of the religious and non-religious belief backgrounds of pupils and students and use this information to appropriately shape curriculum and practice in consultation with pupils, students and their families (see section 2.2)
- It should be understood that there will be diversity of belief and practice within a group of people with the same stated religion or belief and so assumptions,

- stereotypes and judgments about individuals and groups should be avoided
- Educational settings should take reasonable steps to ensure that teaching and the wider environment (including display etc.) is sensitive to the religious and cultural backgrounds of pupils and students, both in terms of the 'what' (content) and the 'how' (methodology)
- Pupils and students with religious and non-religious views and beliefs should have an opportunity to see their faith or belief represented in the school environment and the curriculum
- Different faith or belief perspectives on, for example, relationships and sex education or drugs, alcohol and tobacco should be acknowledged
- It should be recognised that experiences that come from having a faith or belief can have a positive impact on the lives of young people (as do a wide range of other spiritual, cultural, social and moral experiences)
- Difference should be regarded as positive, as an asset that will encourage reflection, critical thinking and discussion and in so doing enrich the wider community
- Settings should aim to provide a safe environment for debating controversial or sensitive issues and helping children and young people to understand how they can influence and participate in decision-making
- Effective inclusive practice will support the learning and achievement of all children and young people and prepare them for life after formal education.

1.3 Guide coverage

This guide is intended to be read by a range of people including senior leaders, governors, RE teachers and PSHE education teachers within educational settings to inform whole setting and curriculum review and development. The term 'settings' or 'educational settings' is used to be inclusive of schools, colleges, early years and other educational providers.

The guidance cannot hope to be exhaustive and therefore focuses on the six world religions that are studied as part of the locally Agreed Syllabus for RE and an additional section on Humanism. The section on Christianity provides brief coverage of some of the main branches and denominations within Christianity. There will be children and young people in our settings who are religious, faith, belief or cultural backgrounds not covered by this guide. The same general principles that run throughout this document should be applied to children and families with these faiths or beliefs.

The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics under the Equality Act. Non-religious world views will be discussed in schools as part of the locally Agreed Syllabus for RE. This guide acknowledges that pupils, students and families may have other philosophical and ethical beliefs not included in this guide and reminds schools that all communities, families, groups and individuals will have moral codes and rich cultural lives. The same principles of consulting with individuals and groups and ensuring a full range of views are represented applies to all.



Religious Education: Full Course GCSE entries and attainment, 2012-2016

DfE	School			Cohort				GCSE F	ull Course Er	tries RE		GCSE Full Course % A*-C				
DIE	School	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
	England (State Funded Schools)	561,305	571,322	558,432	553,195	539,985	194,369	212,408	242,052	253,196	252,022	72.5	72.0	70.1	70.9	70.2
	East Sussex	5,048	5,352	5,248	5,159	4,933	1,226	1,463	1,854	1,835	1,852	76.3	77.4	72.0	71.8	71.0
4055	Ark Helenswood Academy	212	214	217	213	206	197	208	118	121	200	67.0	50.0	64.4	80.2	54.5
4003	Ark William Parker Academy			213	220	178			25	10	18			84.0	70.0	72.2
4026	Beacon Academy	230	221	237	207	232	69	79	122	43	42	95.7	83.5	82.0	76.7	81.0
4044	Bexhill High Academy	300	326	303	249	259					8					0.0
4074	Causeway School	111	184	183	176	148	11	11	9	3		36.4	36.4	55.6	66.7	
4042	Chailey School	162	159	134	158	123		145	126	152	116		62.1	65.9	56.6	69.0
4025	Claverham Community College	234	238	234	229	237		14	217	221	218		85.7	58.1	57.9	66.1
4027	Hailsham Community College	203	192	228	198	170										
4028	Heathfield Community College	231	234	235	232	237	13	16	36	24	33	76.9	87.5	77.8	91.7	90.9
4000	Peacehaven Community School	174	179	163	179	174	1		70	51	43	0.0		57.1	56.9	51.2
4047	Priory School	229	233	232	232	228	2				1	50.0				100.0
4063	Ratton School	232	241	241	242	240	186	198	214	220	223	76.9	79.8	79.4	73.6	75.3
4041	Ringmer Community College	127	140	136	127	119	7		14	20	12	85.7		50.0	60.0	75.0
4035	Robertsbridge Community College	119	130	127	129	119	9	17		89	99	100.0	100.0		64.0	61.6
4045	Rye College	139	131	151	132	127		7	111		12		57.1	19.8		41.7
4001	Rye Studio School				26	21					1					0.0
4036	Seaford Head School	188	217	208	200	232	100	118	160	182	190	83.0	82.2	87.5	60.4	67.9
4004	Seahaven Academy				131	96				30	18				63.3	44.4
4606	St Richard's Catholic College	198	196	199	203	186	198	196	174	203	186	85.9	93.9	90.2	88.2	93.0
4610	The Bishop Bell CofE School (St Catherine's College)	203	207	206	206	208	38	95	96	82	75	76.3	91.6	80.2	70.7	88.0
4064	The Cavendish School	198	201	201	199	198	23	1	1	7	18	95.7	100.0	100.0	100.0	88.9
6905	The Eastbourne Academy	116	156	160	136	94					13					69.2
4612	The Hastings Academy	144	146	149	145	154										
4611	The St Leonards Academy	264	296	231	254	230		34	27	79	39		91.2	85.2	75.9	64.1
4037	Uckfield Community Technology College	261	275	264	277	264	260	273	261	273	261	74.6	84.6	80.1	82.8	74.3
4038	Uplands Community College	157	169	164	161	148	1		12	17		0.0		91.7	94.1	
4039	Willingdon Community School	188	200	200	202	197	25	19	20	9	23	100.0	84.2	100.0	100.0	78.3

Religious Education: Full Course GCSE entries and takeup, 2012-2016

D/E	0.11			Cohort				GCSE Fu	II Course E	ntries RE		GCSE Full Course % Take Up				
DfE	School	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
	England (State Funded Schools)	561,305	571,322	558,432	553,195	539,985	194,369	212,408	242,052	253,196	252,022	34.6	37.2	43.3	45.8	46.7
	East Sussex	5,048	5,352	5,248	5,159	4,933	1,226	1,463	1,854	1,835	1,852	24.3	27.3	35.3	35.6	37.5
4055	Ark Helenswood Academy	212	214	217	213	206	197	208	118	121	200	92.9	97.2	54.4	56.8	97.1
4003	Ark William Parker Academy			213	220	178			25	10	18			11.7	4.5	10.1
4026	Beacon Academy	230	221	237	207	232	69	79	122	43	42	30.0	35.7	51.5	20.8	18.1
4044	Bexhill High Academy	300	326	303	249	259					8					3.1
4074	Causeway School	111	184	183	176	148	11	11	9	3		9.9	6.0	4.9	1.7	
4042	Chailey School	162	159	134	158	123		145	126	152	116		91.2	94.0	96.2	94.3
4025	Claverham Community College	234	238	234	229	237		14	217	221	218		5.9	92.7	96.5	92.0
4027	Hailsham Community College	203	192	228	198	170										
4028	Heathfield Community College	231	234	235	232	237	13	16	36	24	33	5.6	6.8	15.3	10.3	13.9
4000	Peacehaven Community School	174	179	163	179	174	1		70	51	43	0.6		42.9	28.5	24.7
4047	Priory School	229	233	232	232	228	2				1	0.9				0.4
4063	Ratton School	232	241	241	242	240	186	198	214	220	223	80.2	82.2	88.8	90.9	92.9
4041	Ringmer Community College	127	140	136	127	119	7		14	20	12	5.5		10.3	15.7	10.1
4035	Robertsbridge Community College	119	130	127	129	119	9	17		89	99	7.6	13.1		69.0	83.2
4045	Rye College	139	131	151	132	127		7	111		12		5.3	73.5		9.4
4001	Rye Studio School				26	21					1					4.8
4036	Seaford Head School	188	217	208	200	232	100	118	160	182	190	53.2	54.4	76.9	91.0	81.9
4004	Seahaven Academy				131	96				30	18				22.9	18.8
4606	St Richard's Catholic College	198	196	199	203	186	198	196	174	203	186	100.0	100.0	87.4	100.0	100.0
4610	The Bishop Bell CofE School (St Catherine's College)	203	207	206	206	208	38	95	96	82	75	18.7	45.9	46.6	39.8	36.1
4064	The Cavendish School	198	201	201	199	198	23	1	1	7	18	11.6	0.5	0.5	3.5	9.1
6905	The Eastbourne Academy	116	156	160	136	94					13					13.8
4612	The Hastings Academy	144	146	149	145	154										
4611	The St Leonards Academy	264	296	231	254	230		34	27	79	39		11.5	11.7	31.1	17.0
4037	Uckfield Community Technology College	261	275	264	277	264	260	273	261	273	261	99.6	99.3	98.9	98.6	98.9
4038	Uplands Community College	157	169	164	161	148	1		12	17		0.6		7.3	10.6	
4039	Willingdon Community School	188	200	200	202	197	25	19	20	9	23	13.3	9.5	10.0	4.5	11.7

Religious Education: Short Course GCSE entries and attainment, 2012-2016

D/E	0.11			Cohort				GCSE Sho	rt Course E	Intries RE		GCSE Short Course % A*-C				
DfE	School	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
	England (State Funded Schools)	561,305	571,322	558,432	553,195	539,985	143,737	147,988	107,748	60,754	40,788	35.1	49.2	53.6	51.9	53.3
	East Sussex	5,048	5,352	5,248	5,159	4,933	1,370	1,699	1,286	779	507	41.5	46.6	51.0	37.6	48.9
4055	Ark Helenswood Academy	212	214	217	213	206			86	49				22.1	16.3	
4003	Ark William Parker Academy			213	220	178			36	1				94.4	100.0	
4026	Beacon Academy	230	221	237	207	232	116	123				23.3	43.1			
4044	Bexhill High Academy	300	326	303	249	259	67	7	1			25.4	71.4	0.0		
4074	Causeway School	111	184	183	176	148		1					0.0			
4042	Chailey School	162	159	134	158	123	152	9	1			69.7	0.0	100.0		
4025	Claverham Community College	234	238	234	229	237		216	231	2	14		52.8	51.9	0.0	0.0
4027	Hailsham Community College	203	192	228	198	170	1	1	1			0.0	0.0	0.0		
4028	Heathfield Community College	231	234	235	232	237	188	205	193	199	116	55.3	45.4	48.7	33.2	66.4
4000	Peacehaven Community School	174	179	163	179	174	82	77		3		43.9	33.8		0.0	
4047	Priory School	229	233	232	232	228	208	213	226	217	221	23.6	50.7	51.8	57.6	61.1
4063	Ratton School	232	241	241	242	240	23	27	19	3		13.0	18.5	5.3	0.0	
4041	Ringmer Community College	127	140	136	127	119	99	58				30.3	65.5			
4035	Robertsbridge Community College	119	130	127	129	119	59	82	166	15		78.0	69.5	76.5	13.3	
4045	Rye College	139	131	151	132	127		111	1				26.1	0.0		
4001	Rye Studio School				26	21										
4036	Seaford Head School	188	217	208	200	232	40	41	32	12	29	35.0	31.7	40.6	0.0	3.4
4004	Seahaven Academy				131	96				92	65				7.6	21.5
4606	St Richard's Catholic College	198	196	199	203	186										
4610	The Bishop Bell CofE School (St Catherine's College)	203	207	206	206	208	111	43	58	53	62	44.1	9.3	34.5	28.3	33.9
4064	The Cavendish School	198	201	201	199	198	1	140	125	132		100.0	62.9	64.0	51.5	
6905	The Eastbourne Academy	116	156	160	136	94										
4612	The Hastings Academy	144	146	149	145	154	1	1				0.0	100.0			
4611	The St Leonards Academy	264	296	231	254	230										
4037	Uckfield Community Technology College	261	275	264	277	264		1					0.0			
4038	Uplands Community College	157	169	164	161	148	121	2				74.4	0.0			
4039	Willingdon Community School	188	200	200	202	197	1	1				100.0	100.0			

Religious Education: Short Course GCSE entries and takeup, 2012-2016

DfE	School			Cohort				GCSE Sho	ort Course I	Entries RE		GCSE Short Course % Take Up				
DIE	SCHOOL	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
	England (State Funded Schools)	561,305	571,322	558,432	553,195	539,985	143,737	147,988	107,748	60,754	40,788	25.6	25.9	19.3	11.0	7.6
	East Sussex	5,048	5,352	5,248	5,159	4,933	1,370	1,699	1,286	779	507	27.1	31.7	24.5	15.1	10.3
4055	Ark Helenswood Academy	212	214	217	213	206			86	49				39.6	23.0	
4003	Ark William Parker Academy			213	220	178			36	1				16.9	0.5	
4026	Beacon Academy	230	221	237	207	232	116	123				50.4	55.7			
4044	Bexhill High Academy	300	326	303	249	259	67	7	1			22.3	2.1	0.3		
4074	Causeway School	111	184	183	176	148		1					0.5			
4042	Chailey School	162	159	134	158	123	152	9	1			93.8	5.7	0.7		
4025	Claverham Community College	234	238	234	229	237		216	231	2	14		90.8	98.7	0.9	5.9
4027	Hailsham Community College	203	192	228	198	170	1	1	1			0.5	0.5	0.4		
4028	Heathfield Community College	231	234	235	232	237	188	205	193	199	116	81.4	87.6	82.1	85.8	48.9
4000	Peacehaven Community School	174	179	163	179	174	82	77		3		47.1	43.0		1.7	
4047	Priory School	229	233	232	232	228	208	213	226	217	221	90.8	91.4	97.4	93.5	96.9
4063	Ratton School	232	241	241	242	240	23	27	19	3		9.9	11.2	7.9	1.2	
4041	Ringmer Community College	127	140	136	127	119	99	58				78.0	41.4			
4035	Robertsbridge Community College	119	130	127	129	119	59	82	166	15		49.6	63.1	130.7	11.6	
4045	Rye College	139	131	151	132	127		111	1				84.7	0.7		
4001	Rye Studio School				26	21										
4036	Seaford Head School	188	217	208	200	232	40	41	32	12	29	21.3	18.9	15.4	6.0	12.5
4004	Seahaven Academy				131	96				92	65				70.2	67.7
4606	St Richard's Catholic College	198	196	199	203	186										
4610	The Bishop Bell CofE School (St Catherine's College)	203	207	206	206	208	111	43	58	53	62	54.7	20.8	28.2	25.7	29.8
4064	The Cavendish School	198	201	201	199	198	1	140	125	132		0.5	69.7	62.2	66.3	
6905	The Eastbourne Academy	116	156	160	136	94										
4612	The Hastings Academy	144	146	149	145	154	1	1				0.7	0.7			
4611	The St Leonards Academy	264	296	231	254	230										
4037	Uckfield Community Technology College	261	275	264	277	264		1					0.4			
4038	Uplands Community College	157	169	164	161	148	121	2				77.1	1.2			
4039	Willingdon Community School	188	200	200	202	197	1	1				0.5	0.5			



1. Monitor standards and provision of RE in East Sussex schools Lead/ **Action Points** Method **Success Criteria** R Α G Timescale By whom • Questionnaire to be sent during term 5 RE Advisor 75% of schools **1.1** Develop a simple annual Once a year to RE Subject Lead within schools return for schools to include responding to Clerk questionnaire staff and curriculum • Questionnaire to contain information information. (This has not been around: carried out in 2016 Meeting statutory requirements because of Agreed for RE (include detail of these) Syllabus revisions) Which examination board do you follow? What are your examination Page results? What are your development needs? 55 - Have you been able to access training? - How and where are you getting support? - Awareness of local facilities - Would the school be happy to have a visit from a SACRE member **RE Advisor** 1.2 Report on how many • Short report on how many and which Annually Report to be presented to SACRE schools have responded to questionnaire. schools have responded to Clerk To be brought to SACRE meeting once a meeting once a year questionnaire to be brought to SACRE meeting. vear. (See above) Check on schools who have not replied **1.3** Monitor self evaluation **RE** Advisor Ongoing Schools submit an A self evaluation form to be used in all from schools around RE schools annual self evaluation teaching. (This is planned for • Support to be offered for RE clusters 2017 to link into lead meetings to complete self evaluation revised syllabus).

Appendix C



1. Monitor standards and provision of RE in East Sussex schools Lead/ **Action Points** Method **Timescale Success Criteria** R Α G By whom 100% of RE subject **1.4** Deliver training for RE advisor to run termly twilight RE Advisor/ Each term leaders have attended schools and governing bodies network sessions for both RE subject Training one or more courses leads and school staff. Events team (Subject leaders • Training sessions for school clusters to change on a regular be offered. basis but most • Whole school training sessions to be schools have attended offered. training). • Training to be offered to governing bodies on RE, SMSC and collective worship Collate GCSE results for Analyse the percentage of schools LA Advisor Ongoing each entering pupils for GCSE's, KS3 & KS4 year



2. Raise profile of RE, Collective Worship and SMSC in East Sussex

Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	Α	G
2.1 Develop a termly newsletter for RE teachers, RE subject leads, Headteachers and SACRE.	 RE advisor to develop a newsletter to be circulated electronically Newsletter to be sent through e-mail, Virtual Schoolbag. Newsletter to be made available on Czone. 	RE Advisor Clerk Clerk	Quarterly Ongoing	Schools are aware of newsletter and content.			
2.2 Annual conference to be held.	 Annual conference to be held each Autumn term but not on a Friday to ensure Muslim teachers are able to attend RE subject leads and SACRE members to be invited Faiths to be invited to run workshops. Panel of multi-faith representatives to present and opportunity for Q&A session. 	RE Advisor Clerk Training events team	October /November each year (2016 Conference postponed to March 2017)	At least one member of staff from each school attends conference.			
2.3 Increase training on spiritual, moral, social and cultural development	Run staff training courses on SMSC across the curriculum to improve the quality of pupils' SMSC development in East Sussex schools	RE Advisor					



Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	А	G
2.4 Training and induction for SACRE members.	 Information pack to be provided to new members Provide SACRE members with the support they need. 	Clerk LA Advisor/ RE Advisor	Ongoing				
2.5 Improve SACRE members knowledge and whoderstanding of East Sussex chools	 SACRE members to visit secondary schools to monitor provision and offer support with RE teaching SACRE members to begin monitoring by checking websites to highlight schools that might be a cause for concern 	SACRE	Ongoing				
2.6 Raise SACRE members understanding of other faiths	 Faiths to be asked to invite SACRE members to attend places of worship All SACRE members and schools received a copy of Faith and Belief in Educational Settings Guidance . 	SACRE	Ongoing	SACRE members are better aware of other faiths.			
2.7 Capture the views of children and young people.	 SACRE to write to Youth Cabinet to ask for views. Pupils to be invited to speak at SACRE meetings when meetings based in a school. Youth conference to be arranged with an inter-faith theme January 2018 	Chair	Ongoing	Views of children and young people are brought to SACRE.			



2. Raise profile of RE, Collective Worship and SMSC in East Sussex

Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	А	G
2.8 To encourage Academies to follow the SACRE syllabus and ensure Academies are following a syllabus	 Officer from Education to attend SACRE meeting to advise on the role of SACRE with Academies. Member of Academy staff appointed to SACRE 	Clerk	Ongoing	Academies take up SACRE RE syllabus.			
2.9 Increasing the effectiveness of SACRE Day Go	Ensure representatives of all faiths attend SACRE meetings or alternatively send a substitute.	Clerk	Ongoing	All meetings to be quorate			



3. Publicise range of resources which are available Lead/ **Action Points** Method **Success Criteria** R Α G Timescale By whom **RE** Advisor Ongoing Schools are more 3.1 Raise awareness of Article to be included within the available resources newsletter on what resources are aware of the resources which are available. available. Link on Czone to all resources Clerk Resources include: • Disc to support schools with Collective Worship sent to all schools • Disc to support schools with Assessment in process of being Page completed to go out to schools 2017

• Faith and Belief in Educational Settings

Document in sent to all schools

6



4. Review RE Syllabus									
Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	А	G		
4.1 Review the agreed RE Syllabus in light of what happens nationally	•	RE Advisor	2016	New RE syllabus will be developed by September 2016 ready for implementation Spring 2017.					
4,2 Monitor changes at a mational level which will impact ACRE.	 National changes to be brought to SACRE meetings. LA Consultant to undergo training on new, national Understanding Christianity project ready for implementation in 2017 	RE Advisor	Ongoing	SACRE is aware of changes which are made at a national level.					

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Work programme for Children's Services Scrutiny Committee



Updated: March 2017

Future work at a glance

This list is updated after each meeting of the scrutiny committee. Follow us on Twitter for updates: @ESCCScrutiny

Items that appear	ar regularly at committee
The Council's Forward Plan	The latest version of the Council's Forward Plan is included on each scrutiny committee agenda. The Forward Plan lists all the key County Council decisions that are to be taken within the next few months together with contact information to find out more. It is updated monthly.
	The purpose of doing this is to help committee Members identify important issues for more detailed scrutiny <i>before</i> key decisions are taken. This has proved to be significantly more effective than challenging a decision once it has been taken. As a last resort, the <u>call-in</u> procedure is available if scrutiny Members think a Cabinet or Lead Member decision has been taken incorrectly.
	Requests for further information about individual items on the Forward Plan should be addressed to the listed contact. Possible scrutiny issues should be raised with the scrutiny team or committee Chairman, ideally before a scrutiny committee meeting.
Committee work programme	This provides an opportunity for the committee to review the scrutiny work programme for future meetings and to highlight any additional issues they wish to add to the programme.

Future Committe	Author						
26 June 2017							
Raising the Age of Participation	Twelve month update report on the implementation of the recommendations of the Scrutiny Review of Raising the Age of Participation.	Stuart Gallimore, Director of Children's Services					
Local Safeguarding Children Board (LSCB) Serious Case Reviews	A report outlining the findings and outcomes of the Serious Case Reviews undertaken by the LSCB during 2015/16.	Reg Hooke, Chair of LSCB/ Stuart Gallimore, Director of Children's Services					
25 September 2017							
Reconciling Policy, Performance and Resources (RPPR)	Reconciling Policy, Performance and Resources (RPPR). The Committee will start looking at departmental portfolio plans and budget setting process for 2018/19.	Becky Shaw, Chief Executive					
East Sussex Local Safeguarding Children Board	Presentation of the annual report of the Local Safeguarding Children Board (LSCB).	Stuart Gallimore, Director of Children's Services					
Annual Review of Safer Communities Performance	An opportunity for the Committee to consider and comment on performance in relation to safer communities in 2016/17 and the priorities and issues identified for 2017/18.	Stuart Gallimore, Director of Children's Services					
Scrutiny Review of Key Stage 1 Educational Attainment	At its meeting in June 2016, the Committee asked for a monitoring report on the implementation of the Assessment Without Levels assessment framework.	Stuart Gallimore, Director of Children's Services					

27 November 2017							
Reconciling Policy, Performance and Resources (RPPR)	Reconciling Policy, Performance and Resources. The Committee will review the information provided at its September meeting and establish the RPPR Board to examine departmental portfolio plans and the budget setting process for 2018/19.	Becky Shaw, Chief Executive					

Current scrutiny reviews and other work underway	Date Available
Scrutiny Review of Educational Attainment in Key Stage 4. Review of Educational Attainment in Key Stage 4 focusing on issues relating to teacher recruitment.	6 monthly monitoring report provisionally scheduled for November 2017
Scrutiny Review of Educational Attainment in Key Stage 1. A report updating the Committee on the implementing the 'Assessment Without Levels' assessment framework is scheduled to put before the Committee in September 2017.	25 September 2017

Potential future scrutiny work

(Proposals and ideas for future scrutiny topics appear here to be prioritised in due course)

Educational Excellence Everywhere

To consider the impact of the key proposals contained within the Government white paper, 'Educational Excellence Everywhere'. In particular, the Committee are interested in discussing the implications of the Government's proposals relating to converting schools into academies.

Schools that work for everyone

A government consultation which covers amongst other key proposals faith and selective schools delivering more school places.

Safer Schools Survey Results

The Committee will have an opportunity to comment on the results of the Safer Schools Survey and to consider whether there are any issues relating to cyberbullying, mental health issues and feelings of isolation and online exploitation that the Committee might want to explore in future.

Background / info	Date available	
Performance monitoring	Performance monitoring is an integral part of scrutiny. The committee is alerted to the relevant quarterly reports that Cabinet and Lead Members receive. Members can then suggest matters for scrutiny to investigate in more detail.	Every quarter
	In the performance reports, achievement against individual performance targets is assessed as either 'Red', 'Amber' or 'Green' ('RAG'):	Every quarter
	'Green' means that the performance measure is on target to be achieved	
	'Amber' means that there is concern about the likelihood of achieving the performance measure by the end of the year	
	'Red' means that the performance measure is assessed as inappropriate or unachievable.	
	Requests for further information about individual items in the performance reports should be addressed to the listed contact. Possible scrutiny issues should be raised with the scrutiny team or committee Chair.	
Children's Services statutory complaints report 2016-17	This will include information about compliments and other representations for the period April 2016 – March 2017.	August 2017

Enquiries: Member Services (Democratic Services and Scrutiny)
Author: Stuart McKeown, Senior Democratic Services Adviser

Telephone: 01273 481583

Email: <u>stuart.mckeown@eastsussex.gov.uk</u>

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EAST SUSSEX COUNTY COUNCIL'S FORWARD PLAN

The Leader of the County Council is required to publish a forward plan setting out matters which the Leader believes will be the subject of a key decision by the Cabinet or individual Cabinet member in the period covered by the Plan (the subsequent four months). The Council's Constitution states that a key decision is one that involves

- (a) expenditure which is, or the making of savings which are, significant having regard to the expenditure of the County Council's budget, namely above £500,000 per annum; or
- (b) is significant in terms of its effects on communities living or working in an area comprising two or more electoral divisions.

As a matter of good practice, the Council's Forward Plan includes other items in addition to key decisions that are to be considered by the Cabinet/individual members. This additional information is provided to inform local residents of all matters to be considered, with the exception of issues which are dealt with under the urgency provisions.

For each decision included on the Plan the following information is provided:

- the name of the individual or body that is to make the decision and the date of the meeting
- the title of the report and decision to be considered
- groups that will be consulted prior to the decision being taken
- a list of other appropriate documents
- the name and telephone number of the contact officer for each item.

The Plan is updated and published every month on the Council's web-site two weeks before the start of the period to be covered.

Meetings of the Cabinet/individual members are open to the public (with the exception of discussion regarding reports which contain exempt/confidential information). Copies of agenda and reports for meetings are available on the web site in advance of meetings. For further details on the time of meetings and general information about the Plan please contact Andy Cottell at County Hall, St Anne's Crescent, Lewes, BN7 1SW, or telephone 01273 481955 or send an e-mail to andy.cottell@eastsussex.gov.uk.

For further detailed information regarding specific issues to be considered by the Cabinet/individual member please contact the named contact officer for the item concerned.

EAST SUSSEX COUNTY COUNCIL

County Hall, St Anne's Crescent, Lewes, BN7 1UE

For copies of reports or other documents please contact the officer listed on the Plan or phone 01273 335138

FORWARD PLAN – EXECUTIVE DECISIONS (including Key Decisions) –1 March 2017 TO 30 June 2017

Additional notices in relation to Key Decisions and/or private decisions are available on the Council's website via the following link: http://www.eastsussex.gov.uk/yourcouncil/about/committees/download.htm

Cabinet membership:

Councillor Keith Glazier - Lead Member for Strategic Management and Economic Development

Councillor David Elkin - Lead Member for Resources

Councillor Chris Dowling - Lead Member for Community Services

Councillor Rupert Simmons – Lead Member for Economy

Councillor Carl Maynard – Lead Member for Transport and Environment

Councillor Bill Bentley - Lead Member for Adult Social Care

Councillor Sylvia Tidy - Lead Member for Children and Families

Councillor Nick Bennett – Lead Member for Education and Inclusion, Special Educational Needs and Disability

Date for Decision	Decision Taker	Decision/Key Issue	Decision to be taken wholly or partly in private (P) or Key Decision (KD)	Consultation	List of Documents to be submitted to decision maker	Contact Officer
7 Mar 2017	Cabinet	Council Monitoring: Quarter 3 2016/17 To consider the Council Monitoring report for Quarter 3, 2016-17.	KD		Report, other documents may also be submitted	Jane Mackney 01273 482146
7 Mar 2017	Cabinet	East Sussex Better Together - Strategic Commissioning Board To seek agreement to the establishment of a Strategic Commissioning Board jointly with Clinical Commissioning Groups as part of the transitional arrangements for the East Sussex Better Together Accountable Care Model.		Local Members	Report, other documents may also be submitted	Vicky Smith 01273 482036

7 Mar 2017	Cabinet	Industrial Strategy Green Paper To consider the Council's response to the Industrial Strategy Green Paper Consultation			Report, other documents may also be submitted	James Harris 01273 482158
7 Mar 2017	Cabinet	National Funding Formula for Schools To consider a response to the National Funding for Schools Consultation Phase 2			Report, other documents may also be submitted	Mark Whiffin 01273 337114
7 Mar 2017 Page 71	Cabinet	School Improvement Inspection report of Special Educational Needs and Disability services To consider the inspection report in relation to SEND services			Report, other documents may also be submitted	Amanda Watson 01273 481339
20 Mar 2017	Lead Member for Transport and Environment	Alexandra Park, Hastings - proposed designated shared pedestrian and cycle route - consultation results Outline of the results of the consultation led by Hastings Borough Council and funded by East Sussex County Council for providing a cycling route through Alexandra Park, and agree with the recommendations made to Hastings Borough Council Cabinet on 4 January 2017	KD	Hastings Borough Council Local Members	Report, other documents may also be submitted	Tracey Vaks 01273 482123
20 Mar 2017	Lead Member for Transport and Environment	Allocation of the 2017/18 Community Match Funding to a number of community led local transport schemes	KD	Local Members	Report, other documents may also be submitted	Jonathan Wheeler 01273 482212

20 Mar 2017	Lead Member for Transport and Environment	Capital Programme for Local Transport Improvements 2017/18 To approve the list of schemes and associated expenditure to be included in the programme	KD		Report, other documents may also be submitted	Jonathan Wheeler 01273 482212
20 Mar 2017	Lead Member for Transport and Environment	Issuing of postal Penalty Charge Notices (Regulation 10 PCNs) for vehicle drive away To consider the option of issuign postal or Regulation 10 PCNs for instant offences recorded by approved hand held devices			Report, other documents may also be submitted	Jonathan Wheeler 01273 482212
Page 1 Mar 2017 6 72	Lead Member for Education and Inclusion, Special Educational Needs and Disability	Final decision on a proposal to lower the age range at Shinewater Primary School To make a final decision on the proposal to lower the age range at Shinewater Primary School		Staff at Shinewater Primary School Parents of children at Shinewater Primary School Key Stakeholders The Local Community Local Members	Report, other documents may also be submitted	Jane Spice 01323 747425
21 Mar 2017	Lead Member for Education and Inclusion, Special	St Thomas a Becket Catholic Infant and Junior schools (proposed amalgamation)			Report, other documents may also be submitted	Gary Langford 01273 481758

	Educational Needs and Disability	Final decision on a proposal to amalgamate St Thomas a Becket Catholic Infant School with St Thomas a Becket Catholic Junior School		
18 Apr 2017	Cabinet	External Audit Plan 2016/17 External Audit Plan 2016/17: To consider the work to be carried out by the Council's external auditors.	Report, other documents may also be submitted	Ola Owolabi 01273 482017
18 Apr 2017 Page	Cabinet	Internal Audit Strategy and Annual Plan 2017/18 To consider the Internal Audit strategy and plan for 2017/18.	Report, other documents may also be submitted	Russell Banks 01273 481447
प्रें8 Apr 2017	Cabinet	Scrutiny Review of Educational Attainment at Key Stage 4 To consider the report of the Children's Services Scrutiny Committee on the Scrutiny Review of Educational Attainment at Key Stage 4, together with the observations of the Chief Officer on the Scrutiny Review	Report, other documents may also be submitted	Stuart McKeown 01273 481583
18 Apr 2017	Cabinet	Scrutiny Review of Superfast Broadband To consider a report from the Economy, Transport and Environment (ETE) Scrutiny Committee on the Scrutiny Review of Superfast Broadband in East Sussex, and the response to the report from the Chief	Report, other documents may also be submitted	Martin Jenks 01273 481327

		Officer.				
21 Apr 2017	Lead Member for Education and Inclusion, Special Educational Needs and Disability	Approval to publish notices in relation to a proposal to lower the age range at Sandown Primary School To seek approval to publish notices in relation to a proposal to lower the age range at Sandown Primary School		Staff Parents Key Stakeholders The Local Community Local Members	Report, other documents may also be submitted	Jane Spice 01323 747425
- 2 4 Apr 2017 age 74	Lead Member for Transport and Environment	Review of the East Sussex Local Flood Risk Management Strategy's delivery plan 2017/18 To agree the delivery plan as the framework for the Local Flood rsk management activities in East Sussex for 2017/18	KD		Report, other documents may also be submitted	Marie Nickalls 01273 482146
25 Apr 2017	Lead Member for Resources	Annual debt write off report 2016/17 Annual report to request Lead Member approval to write off debts over a given value	KD		Report, other documents may also be submitted	Janyce Danielczyk 01273 481893
19 Jun 2017	Lead Member for Education and Inclusion, Special Educational Needs and Disability	Final decision on a proposal to lower the age range at Sandown Primary School To consider the final decision on a proposal to lower the age range at Sandown Primary School		Staff Parents Key stakeholders The Local	Report, other documents may also be submitted	Jane Spice 01323 747425

				Community		
19 Jun 2017	Lead Member for Education and Inclusion, Special Educational Needs and Disability	School Transport – Review of walking routes to school including Public Rights of Way To consider a report regarding the School Transport Review of walking routes to school including Public Rights of Way	KD		Report, other documents may also be submitted	Jo Miles 01273 481911
27 Jun 2017	Cabinet	Council Monitoring: Quarter 4 2016/17 end of year report. To consider the end of year Council Monitoring report for 2016/17.			Report, other documents may also be submitted	Jane Mackney 01273 482146
27 Jun 2017 67 Jun 2017	Cabinet	Employability and Skills Strategy 2016 - 18 To consider an update on progress regarding the Employability and Skills Strategy 2016 - 2018			Report, other documents may also be submitted	Holly Aquilina 01323 463538
27 Jun 2017	Cabinet	Rodmell CE Primary School To consider proposals regarding the publication of statutory notices in relation to the proposed closure of Rodmell CE Primary School	KD		Report, other documents may also be submitted	Gary Langford 01273 481758
28 Jun 2017	Lead Member for Community Services	Petition to support traffic calming measures in Etchingham To consider whether traffic calming measures in Etchingham would be a priority for the County Council			Report, other documents may also be submitted	Brian Banks 01424 724558

28 Jun 2017	Lead Member for Community Services	Traffic calming measures around Bourne School To consider a petition requesting traffic calming measures including additional parking restrictions and safer crosing points			Report, other documents may also be submitted	Brian Banks 01424 724558	
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