



## **CHILDREN'S SERVICES SCRUTINY COMMITTEE**

**FRIDAY 2 MARCH 2018**

**10.30AM COUNCIL CHAMBER, COUNTY HALL, LEWES**

MEMBERSHIP - Councillor Roy Galley (Chair)  
Councillors Tania Charman, Chris Dowling, Kathryn Field, Tom Liddiard,  
Laurie Loe, Stephen Shing, Alan Shuttleworth (Vice Chair) and  
Francis Whetstone

Ms Nicola Boulter, Parent Governor Representative  
Dr Anne Holt, Diocese of Chichester  
Mr Simon Parr, Roman Catholic Diocese representative  
Councillor Julian Peterson, Borough and District Representative

### **A G E N D A**

- 1 Minutes of the meeting held on 27 November 2017 (*Pages 3 - 8*)
- 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.
- 5 Reconciling Policy, Performance and Resources (*Pages 9 - 12*)  
Report by the Chief Executive.
- 6 Update on the Demand on ISEND Services (*Pages 13 - 20*)  
Report by the Director of Children's Services.
- 7 Key Stage 4 Review of Educational Attainment (*Pages 21 - 48*)  
Report by the Director of Children's Services.
- 8 Standing Advisory Council for Religious Education (SACRE) Annual Report (*Pages 49 - 78*)  
Report by the Director of Children's Services.
- 9 Scrutiny committee future work programme (*Pages 79 - 88*)

10 Forward Plan (*Pages 89 - 96*)

The Forward Plan for the period to 31 May 2018. The Committee is asked to make comments or request further information.

11 Any other items previously notified under agenda item 4

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22 February 2018

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## CHILDREN'S SERVICES SCRUTINY COMMITTEE

MINUTES of a meeting of the Children's Services Scrutiny Committee held at County Hall, Lewes on 27 November 2017.

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- PRESENT** Councillors Roy Galley (Chairman), Chris Dowling, Kathryn Field, Roy Galley (Chair), Tom Liddiard, Laurie Loe, Stephen Shing, Alan Shuttleworth (Vice Chair),
- Dr Anne Holt (Church of England Representative)  
Mr Simon Parr (Catholic Diocese Representative)  
Councillor Julian Peterson (Borough and District Representative)  
Mrs Nicola Boulter (Parent Governor Representative)
- LEAD MEMBERS** Councillor Bob Standley (Lead Member for Education and Inclusion, Special Educational Needs and Disability - EISEND)
- Councillor Sylvia Tidy (Lead Member for Children and Families)
- OTHER MEMBERS** Councillor Keith Glazier, Leader of the Council, Councillor David Elkin, Deputy Leader of the Council
- ALSO PRESENT** Becky Shaw, Chief Executive, Stuart Gallimore, Director of Children's Services; Louise Carter, Assistant Director (Communication, Planning and Performance) Fiona Wright, Assistant Director (Education & ISEND), Mark Whiffin (Head of Finance), Keith Brown (Schools Capital Programme Manager), Peter Bowley (Property Maintenance Manager), Tina Glen (Head of Property Operations) and Gary Langford (Place Planning Manager)
- Stuart McKeown, Senior Democratic Services Advisor.

### 18 MINUTES OF THE MEETING HELD ON 25 SEPTEMBER 2017

18.1 RESOLVED – to confirm as a correct record the minutes of the last Committee meeting held on 25 September 2017.

### 19 APOLOGIES FOR ABSENCE

19.1 Apologies were received from Councillor Francis Whetstone.

### 20 DISCLOSURES OF INTERESTS

20.1 No disclosures were declared.

### 21 RECONCILING POLICY, PERFORMANCE AND RESOURCES (RPPR)

21.1 Becky Shaw, Chief Executive, Stuart Gallimore, Director of Children's Services, Councillor Sylvia Tidy (Lead Member for Children and Families) and Councillor Bob Standley (Lead Member for Education and Inclusion, Special Educational Needs and Disability) introduced the report by providing an overview of the current context within which the RPPR process has been undertaken.

21.2 The Committee then discussed the areas of search before them. The key discussion points are summarized below:

- **Impact of reducing services to the statutory minimum.** The Committee asked for clarification as to what the likely impact of reducing a given service to its 'statutory minimum' might be on the public. In particular, the Committee were concerned about the impact of 'short term' cuts within 'Early Help' and the longer term negative outcomes this might result in for young people; and that such cuts do not appear to be cost-effective. In response, the Committee were informed that the Department share the Committee's concerns with regard to these points. However, the scale of the financial challenges which the Department is now facing means it believes it has no choice other than to make such savings. In practical terms this means it will often not be possible to provide services to the same depth as before, to as wide a range of young people as before or as quickly as has previously been possible. For example, the Department have moved away from universal youth work provision to targeted support. Such targeting is aimed at focusing limited resources on the most vulnerable and where it is likely to produce the greatest benefit. The Department have also taken steps to ensure it works as efficiently as possible. This has resulted in the authority, when compared to its statutory neighbours, as being assessed as a 'low cost, high outcome' authority. The Committee were also informed that the areas which the Department can take into account for potential savings are severely restricted. So, for example, each financial year approximately half of the Department's budget is reserved for named individual children (such as Looked After Children).
- **The scope for income generation.** The Committee asked if the Department have a clear understanding of the potentially limited scope it will have for generating income from a traded school improvement service. In response, the Department confirmed it understands the range of challenges and choices faced by local schools and how this might impact on their decisions as to whether they purchase services from the Council. As a result the Department does not view potential income from this area of traded service as sustainable in the longer term.
- **Engagement with the Voluntary Sector.** The Committee asked for clarification as to the nature of East Sussex County Council's engagement with the voluntary sector, particularly with regard to Youth Work. More specifically the Department were asked whether more could be done to develop relationships with relevant organisations. In response, the Committee were informed that the Department is keen to identify further ways of working with the voluntary sector and that the ongoing review of how services are delivered includes consideration of this relationship. In addition, East Sussex has a vibrant voluntary sector and whilst it is generally not able to provide financial support to these organisations, the Council actively seeks to assist voluntary organisations in a range of ways, including by signposting them to external sources of funding.

21.3 The Committee were satisfied that it did not need to add any further items to the list of issues it had formally identified at its September meeting. However, Councillor Roy Galley, asked the Department to be in a position to respond to the following two matters at the RPPR Board meeting on Thursday 7 December:

- **Standards and Learning Effectiveness Service (SLES).** Given the further savings identified in the Savings Plan, Councillor Galley asked if the Department could provide the Committee with an overview of how it sees SLES functioning in future.

- **Savings Plan Targets.** The Chairman confirmed that he would also like to discuss at the RPPR Board meeting whether the savings identified in the Budget are realistic and the scope for individual savings targets not being achieved.

21.4 RESOLVED – the Committee agreed:

that in addition to the information requested at its September meeting, the further information outlined in paragraph 21.3 above be made available to the Committee for its RPPR Board meeting on 7 December 2017.

## 22 THE STATE OF SCHOOL BUILDINGS AND PLANT AND WIDER ISSUES RELATING TO SCHOOL EXPANSIONS AND CLOSURES.

22.1 At its meeting in June 2017 the Committee requested a report on the ‘state of school buildings and plant’ and ‘wider issues relating to school expansions and closures’. The key discussion points are summarized below:

- **Disparity between the total Numbers on Roll (NOR) and overall school place capacity.** The Committee asked why the total number of pupils on roll was often less than the total capacity available within the county (with regard to the table in paragraph 2.10 of the report). In response the Committee were informed that capacity levels vary across the county. However, overall there is indeed a surplus of places. Ensuring that the right level of school places are available in all the different areas of the county is a major challenge, and one which is subject to influence from a wide range of factors. As a result, the Department conduct an ongoing review of school place capacity which responds to new developments. On occasion, and for example, this review process has led to difficult decisions being made to close schools. The key elements of this review process are set out in the Department’s ‘Education Commissioning Plan’ (ECP), a revised version of which is scheduled to be published in early 2018. The new version of the ECP will provide an update on the breakdown of the numbers on roll and the number of school places in specific areas.
- **Working with Voluntary Aided Schools, Academies and Free Schools.** For Community and Voluntary Controlled Schools, the Council retains its power of direction with regard to schools admissions. However, the Council does not have such powers with regard to Voluntary Aided Schools, Academies and Free Schools. This is despite the Council still retaining its general statutory duty to ensure that there is sufficient capacity to meet demand for school places across the county. On occasion this has led to difficulties in reaching agreement with non-maintained and voluntary aided schools about exceeding their Published Admission Number (with a view to serving children living in their local communities). In response to a query from the Committee, Gary Langford, Place Planning Manager, confirmed that Local Authorities do not have jurisdiction over academies in terms of expansion. To mitigate the challenges this can present, efforts are made by the Department to ensure it maintains good relations with academies and free schools within the county. By such methods the Department aims to resolve specific issues. However, and despite its best efforts, it has not always been possible to reach an agreement in all cases.
- **Diversity of Provision.** The Committee asked for clarification on the importance the Department places on the diversity of provision in the county, particularly with regard to the proportion of Catholic school places available and whether the current levels are equitable. In response Councillor Standley confirmed that diversity of provision is important to the Department. Fiona Wright, Assistant Director, also informed the Committee that whilst the Department recognises the importance of diversity of provision, increasing this diversity can be difficult to achieve and is subject to a range of factors, many of which are outside of the authority’s control. Nonetheless the Department are keen to work with the Catholic Diocese regarding its future plans, particular with regard to

secondary provision. Councillor Standley offered to meet with representatives of the Education Service of the Diocese of Arundel and Brighton to discuss the matter in more detail if so requested.

- **Viability of Small Schools.** The Committee asked for clarification about the impact of the National Funding Formula (NFF) and its potentially disproportionate impact on small schools. In response, the Committee were informed by Councillor Standley that in some cases at least, single form entry schools are increasingly not regarded as being financially sustainable. However the issue is complex and one not easily addressed. For example, closing two small single form of entry schools and replacing them with a larger school can create other financial pressures (such as increased financial support for home to school transport).

## 22.2 RESOLVED – the Committee agreed to:

- 1) note the robust approach to place planning and forecasting and delivery of the Capital Programme.
- 2) the current condition backlog position and approach to managing the backlog maintenance and priority works identified through the condition survey programme.
- 3) note and agree the steps taken regarding Health and Safety information in respect of fire risks following the Grenfell Tower incident.

## 23 SCRUTINY COMMITTEE FUTURE WORK PROGRAMME

23.1 The Committee discussed its future work programme. The key discussion points are summarized below:

- **'Get a Grip' campaign.** The Children's Services Department recently ran an awareness raising campaign for parents relating to school attendance. The campaign generated significant levels of public debate and media attention. Given this Councillor Standley was asked to comment on the feedback he had received from schools and parents about the campaign. In response, Councillor Standley informed the Committee that he had received only a small number of responses from parents and that he had had no comments from Head teachers. Councillor Standley also highlighted the online petition opposing the campaign which would be dealt with at the next meeting of Full Council on 5 December 2017. Councillor Standley also accepted that despite there being no intention to do so, some members of the public had been offended by the campaign. Nicola Boulter, Parent Governor Representative, expressed the view that the campaign had not been appropriately focused on those parents who were not ensuring their child's regular attendance at school. As a result many parents felt unfairly targeted. In response, the Director of Children's Services highlighted the lack of success of previous campaigns and the fact that East Sussex appears to have a specific problem of 'low-level, odd days' of non-attendance. The Director therefore took the decision to launch a campaign that deliberately set out to generate a debate. At the same time, the Department were clear that whilst all parents would potentially receive the 'get a grip' literature, a conscious effort was made to clarify that the campaign was not aimed at, for example, parents with children who have serious medical conditions.
- **Inspections of local authority children's services (ILACS).** A new method of inspecting local authority children's services will begin in January 2018. The new process will look at how well local authorities are supporting and protecting vulnerable children in their area. More specifically, Ofsted intends the new method to be more proportionate, risk-based and flexible than before. Given this new approach, the Committee wanted to have a clearer understanding of the implications of the new inspection process for East Sussex and the Department's preparedness for its

implementation. Councillor Tidy responded by confirming that one benefit of the new process relates to East Sussex County Council's 'good' Ofsted rating. As a result, any future inspection would only last one week - whereas for an authority that is rated 'inadequate', the resultant inspection will last a month. Councillor Tidy also confirmed that having checked with the appropriate senior manager, she had received an assurance that the Department have put in place the necessary arrangements to deal effectively with the new inspection process.

- **Proposed changes to statutory guidance relating to safeguarding.** Following legislative changes introduced through the Children and Social Work Act 2017, the Government launched a consultation on its statutory 'Working Together to Safeguard children' guidance document. Some of the key issues consulted on include; the possible replacement of Local Safeguarding Children Boards (LSCBs) with local safeguarding partners and the establishment of a new national Child Safeguarding Practice Review Panel. With regard to these changes, the Committee wanted to understand whether there are any issues they might want to explore further and whether a response had been made to the consultation. In response Councillor Tidy informed the Committee that a response had indeed been provided to the consultation and that given the current 'good' rating from Ofsted, the Department are satisfied with the current arrangements. Councillor Tidy also informed the Committee that the proposal to replace LSCBs with local safeguarding partners could result in a body which is 'too big'. As a result, on occasion it may well become necessary to convene smaller bodies that enable the appropriate level of focus to be given to specific safeguarding issues.
- **Proposed changes to statutory guidance relating to Virtual School Heads and Designated Teachers.** The Government has also launched a consultation on the following statutory guidance documents:
  - 'Promoting the education of looked after children'; and
  - 'Roles and responsibilities of designated teachers for looked after children'.

This consultation is also in response to changes introduced by the Children and Social Work Act 2017. In response to a question, Councillor Tidy informed the Committee that the Virtual School in East Sussex is recognised nationally for its excellence and that the service is well-placed to cope with the proposals set out in the consultation should they be implemented.

### Educational Attainment and Performance Scrutiny Reference Group

23.2 Given the recent decision to discontinue the Education Performance Panel and the ongoing fundamental changes occurring within the education system, the Committee agreed to appoint an 'Educational Attainment and Performance Scrutiny Reference Group'. The reference group is intended to provide committee members with a forum to discuss in more detail attainment and performance issues. It was agreed that the first meeting would probably take place in February 2018 (after the validated exam results had been published). It is anticipated that the group would meet on an ad hoc basis, with the outcomes and possible recommendations being reported back to the Committee at appropriate intervals. Councillor Standley, as the relevant portfolio holder, also offered to attend meetings of the working group if required.

### Scrutiny Review Board: Coping with change – the way forward

23.3 The Committee agreed to appoint a Scrutiny Review Board to consider issues relating to how schools are coping with change (with a particular emphasis on a forward-looking approach). Whilst the Committee is interested in developing a clearer understanding of the key changes and their potential impact on all types of school within East Sussex, the Committee have a particular interest in the following issues which might become a focus of the Review:

- the sustainability of small schools;
- school funding issues, including data on school funding bids to the Strategic School Improvement Fund (SSIF) and the impact this is having on under-performing schools;
- the impact of the 'Federate First' programme (Federation First is a national campaign developed in 2016 by the National Governors Association to raise awareness of the advantages of federations to school improvement);
- how schools are now increasingly making decisions regarding which services they purchase and the impact this may have on performance and attainment.

It is anticipated that the first 'scoping' meeting of the Review Board will take place early in 2018. At this first meeting the Review Board will focus on identifying the key issues it would like to investigate further. If a suitable subject for review is identified, the Review Board will then agree its terms of reference and key objectives.

23.4 RESOLVED – to update the scrutiny work programme so that:

- 1) in relation to minute 23.2, wording is added to reflect the Committee's decision to convene an 'Educational Attainment and Performance Scrutiny Reference Group'.
- 2) in relation to minute 23.3, wording is added to reflect the Committee's decision to appoint a Scrutiny Review Board to consider issues relating to how schools are coping with change.

## 24 FORWARD PLAN

24.1 The Committee considered the Forward Plan for the period to 28 February 2018. The relevant Lead Members were asked to comment on the two items listed below (both items appearing on the Forward Plan for consideration on 11 December 2017):

- **National Funding Formula (NFF).** Councillor Standley provided the Committee with an update on progress with the NFF. The update included an overview of the actions undertaken by the School Forum and that local schools had been consulted regarding the NFF proposals. With regard to the consultation, a relatively small number of schools had responded.
- **Proposed Expansion of Lansdowne Secure Unit.** Councillor Tidy provided the Committee with an update on the proposed expansion at Lansdowne Secure Unit. The Committee asked for the update given that the proposal will incur significant expenditure at a time of large scale savings being implemented across the Department. Councillor Tidy informed the Committee that if agreed, the expansion would be paid for from the Capital Programme and therefore would not impact on the revenue budget and related savings plan. At the time of the meeting the business case for the proposal was still being developed.

24.2 RESOLVED – to note Forward Plan for the period to 28 February 2018.



(The meeting ended at 12.25 pm)

CHAIRMAN

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**Report to:** Children' Services Scrutiny Committee

**Date of meeting:** 2 March 2018

**By:** Chief Executive

**Title:** Reconciling Policy, Performance and Resources

**Purpose:** To review scrutiny's input into the Reconciling Policy, Performance and Resources process during 2017/18.

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## **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.**
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## **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 2017 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 2017 to consider the draft 2018/19 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 2018/19.

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. Where relevant, comments relating to the RPPR process will also be fed into the ongoing review of scrutiny arrangements in East Sussex.

**BECKY SHAW**  
**Chief 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 2017/8

### Children's Services

Scrutiny comment / suggestion / recommendation at Dec 2017 RPPR Board	Response
<p><u>The Children's Services Department's (CSD) role in an increasingly complex school system</u></p> <p>The Board noted that the school system had evolved into a complex mix of different types of schools and academies, with different lines of accountability. At the same time schools had been granted increasing levels of autonomy. This greater level of autonomy had the potential to produce benefits for all schools.</p> <p>The Board also welcomed the steps CSD was taking to support all schools and academies in the county to cope with the ongoing changes within the educational system and that, given its reduced resources, the Department needed to find new ways of working to achieve its proposed savings.</p> <p>The Board remain concerned though, about how the educational system will work with more 'fragmentation of control' and therefore asked that its concerns on this point be taken into account by Cabinet.</p>	<p>The Cabinet and Lead Member recognise the description of a fragmented landscape and believe the authority is already doing all it can with the money available and the environment it is working within. The Committee's interest in this issue is welcomed though and careful consideration will be given to any recommendations which may arise from the separately appointed 'Coping with Change – The Way Forward' Review Board.</p>
<p><u>Early Help and Savings Plan Details</u></p> <p>With regard to 'Early Help', and as the figures set out in the Savings Plan did not appear to be 'firm' at the time of its meeting, the Board agreed it would like further information and reassurance regarding CSD's proposals for 2018/19 and 2019/20. It appeared to the Board that some savings built into the 2018/19 Plan will not be delivered until 2019/20. This caused some concern about the deliverability of the 2018/19 plan. The Board also felt it had not been presented with sufficient general background detail to be able to make informed comments regarding the potential impact of the proposed savings on this crucial service area. This could also apply to other savings areas within the Plan.</p>	<p>Subject to the County Council agreeing to fund the savings requirement out of reserves for 2018/19 there are no in-year impacts. Future impacts will be considered as part of the Early Help Review commencing in 2018 to inform savings proposals in 2019/20.</p>

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**Report to:** Children's Services Scrutiny Committee

**Date of meeting:** 2 March 2018

**By:** Director of Children's Services

**Title:** Update on the Demand on ISEND Services

**Purpose:** To provide an update on the demand across the services and the impact of the steps that have been taken to address these.

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**RECOMMENDATION:**

The Committee is asked to:

**Comment on the work undertaken across the priority areas identified last year and the proposals for utilising the High Needs review as the vehicle for delivering further developments.**

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## **1 Background**

1.1 Since the implementation of the Children and Families Act (2014), the Children's Services Department (CSD) have seen an increase in demand across all of Inclusion Special Educational Needs and Disability (ISEND) services. A report to the Children's Services Scrutiny Committee in March last year outlined the range of sources for these pressures and articulated what the Local Authority was intending to do to address these.

1.2 To address the upward pressure on provision and resources, CSD identified five key strands of work:

- I. **Building capacity and inclusive ethos in mainstream schools** – targeted interventions with mainstream schools, and work through Education Improvement Partnerships, to improve Quality First Teaching and confidence in supporting more children with higher levels of need.
- 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.
- III. **Robustly implementing the East Sussex post-16 pathways and ceasing Education Health Care Plans (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.
- 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.
- V. **Working with partners, ESBT and Connecting 4 You (C4Y), to take a joined up approach to planning the use of resources available.**

1.3 To support these developments, ISEND has been allocated £500k of Transformation Grant. The intentions around this were:

- I. Appointment of a Post-16 lead to conduct an audit of current provision and make recommendations for future processes.

- II. Appointment of 3.0fte Educational Psychologists to support the Annual Review process with a focus on bringing high cost placements back into the mainstream or to cease EHCPs where these are no longer required.
- III. Appointment of 10.0fte fixed term additional Assessment and Planning Officers to support a more proactive approach to casework, targeting more high risk cases with a view to bringing costs down.

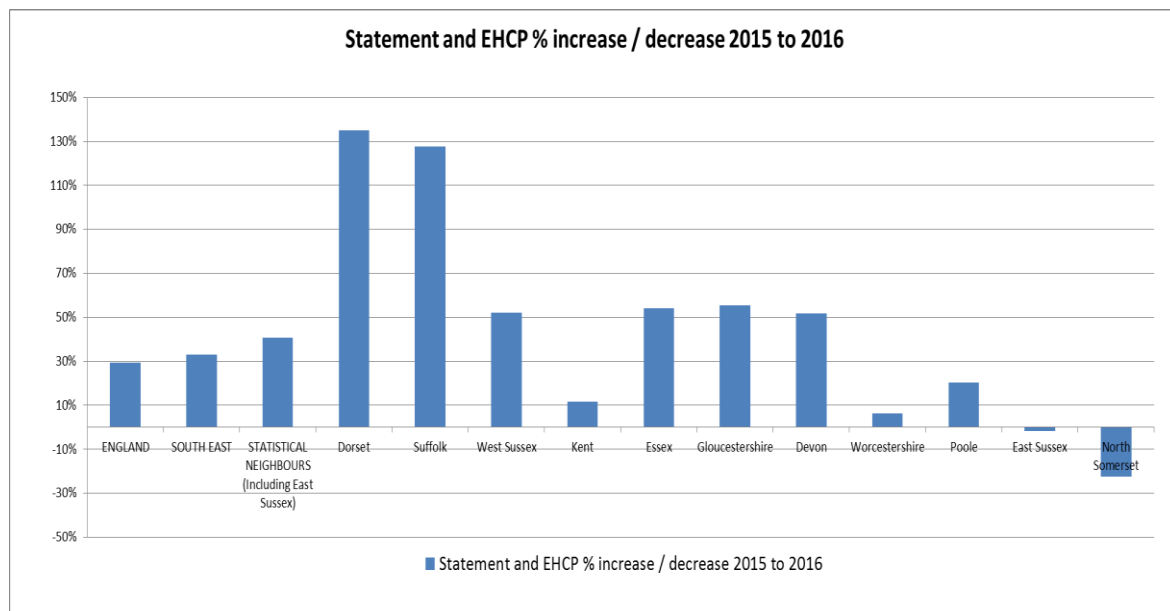
## 2 Supporting information

2.1 The significant rise in demand for statutory assessment and the issuing of EHCPs has been a national trend since 2014 and the increase and volume is unprecedented. Historically, the proportion of EHCPs across East Sussex has been high, and we have been proactive in leading a dialogue with schools about the challenge this creates over the past two years, which has placed us in a stronger position to improve the county’s practice in relation to the demand for statutory assessments.

2.2 We improved our procedures for the assessment of children as to whether or not a statutory assessment and EHCP are appropriate, which were linked closely to the Special Educational Needs and Disability (SEND) Matrix (a guidance document for schools which outlines appropriate thresholds for different levels of support) that was published in late 2015.

2.3 East Sussex maintained and developed a ‘core’ offer to schools from a range of support services (e.g. Educational Psychology Service, the Communication, Learning and Autism Support Service) which mean that schools can access support without the need for statutory assessments. This is instrumental in delivering some of the key messages to schools around improving support for children with SEND.

2.4 The impact of this work can clearly be seen as East Sussex County Council is one of only two Local Authorities (LAs) within our statistical neighbour (SN) group who have seen a reduction in the number of EHCPs issued over the 2016 calendar year<sup>1</sup> (a reduction of 1.59%). Nationally, the number of EHCPs went up by 29.26%, LAs in the South East went up by 33.07% and the SN group increased by 40.79% collectively.



2.5 Although this is a promising start to managing the demand, it should be noted that East Sussex still has the highest proportion of the school age population with an EHCP within our SNs (3.6% set against a national figure of 2.8%). It is clear that the early work with schools has stemmed the demand; the drive, now, needs to be to make significant inroads into the overall

<sup>1</sup> Last available comparative data



proportion of CYP with statutory assessments through ongoing work within the 5 strands outlined below.

### ***Building Capacity and Ethos in Mainstream Schools***

2.6 The profile of children identified as having SEN (but without an EHCP) across East Sussex (ES) is low (9.2% compare to 11.6% nationally) and a concerted drive has been started over the last 12 months to increase the proportion of children in this category, as this is an indication of good identification. To bring about a substantial reduction in demand, there needs to be a significant shift in the threshold for statutory assessment. More children must be supported in their local mainstream school with an appropriate plan, which is instigated early enough for support to be in place, to address emergent concerns without the need to progress onto an EHCP.

2.7 One of the barriers that was presented from schools to early identification, was the old School-Based plan, introduced by the East Sussex SEND Pathfinder. The plan was overly complex and was not used consistently. In response to this, the LA has created an 'Additional Needs Plan' which facilitates not just the early identification of children, but tracks the impact of interventions so that they can be modified as the child progresses. Feedback on this has been very positive and it is already acting as a tool to evidence support and identify where schools need additional support to build capacity.

2.8 At the breakfast meetings in the spring, headteachers consistently identified a range of issues in relation to confidence of teaching staff to manage children with higher levels of need, especially those with Autistic Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH) needs. Early identification of these children is particularly important as, with appropriate adjustments to support and teaching, these children can succeed in mainstream environments.

2.9 As a follow-up to the breakfast meetings, the CSD commissioned the ISOS Partnership to facilitate a workshop with secondary school heads and SEN leads. At the workshops actions were identified that would address some of the barriers to inclusion and broaden capacity in schools. Out of this workshop, a number of pathways were identified:

- Re-focus the SENCo network to provide training and sharing of good practice;
- Develop school-based provision to support children within the mainstream environment, based on successful models already in place in some secondary schools;
- Training for schools in managing challenging conversations with parents, specifically to improve the management by schools of parental expectations and improve pupil outcomes.
- LA to lead on a bid for DfE School Improvement Funding. The bid was successful and brings £250k directly into local secondary schools to improve practice. Priory school will be leading on the offer to 15 secondary schools in the county.

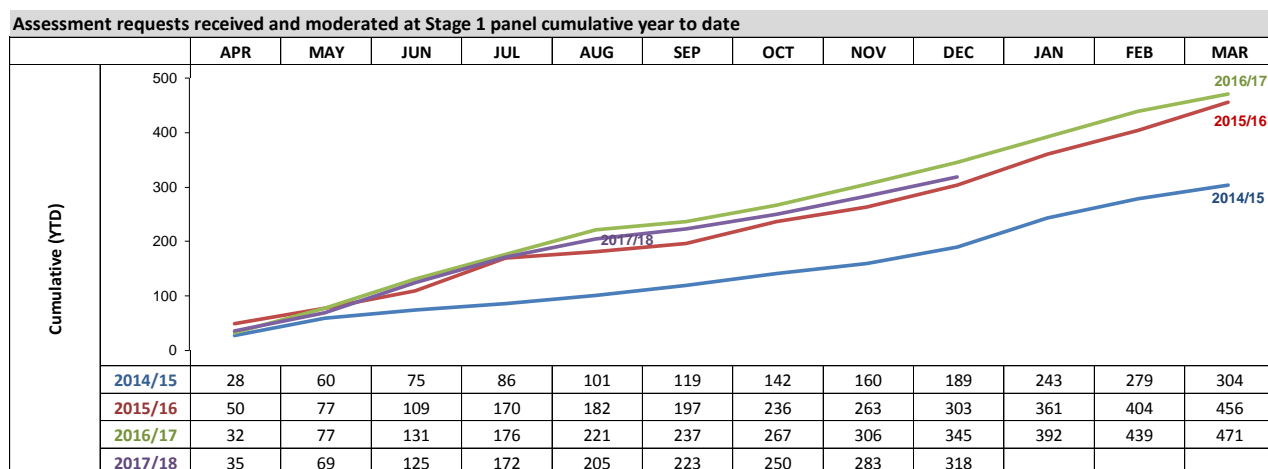
2.10 To manage support effectively for children with SEND, schools need to make good use of delegated SEND budgets (which form part of the DSG). In order to ascertain the efficacy of current practice, an audit on school use of delegated budgets was conducted by Orbis and follow-up guidance has been issued to schools on best practice around utilising funding already in schools' budgets to support all children with SEND. Recommendations in this guidance include:

- Greater transparency of SEND funding for SEN leaders in schools;
- Strengthening the role of SENCOs so that they become members of Senior Leadership Teams;
- Giving SENCOs the authority to spend against delegated budgets so that timely provision is made for individual children.

2.11 In response to the concerns around lack of capacity and confidence around ASD in local schools, we have revised our countywide ASD offer and have reorganised the Communication, Learning and Autism Support Service (CLASS). This managing change process involves bringing back existing outreach services into one central service and improving the reach of the offer to cover all schools across the county. The new service will focus on improving provision in local

mainstream schools and offering a high quality CPD programme to give classroom practitioners the confidence in supporting children with a wide range of ASD and Speech, Language and Communication needs.

2.12 As a result of this work, we are beginning to see a reduction in the number of requests for statutory assessment coming into the Local Authority.



### Improving Parental Confidence in Local Provision

2.13 Improving parental confidence in our systems and processes has been identified as one of the keystones to managing demand. Plans to improve confidence are focusing on three key areas:

- 1) the message that schools provide to parents about capacity to support their children;
- 2) the overall communication with parents across the county around the quality of local provision; and
- 3) the wider engagement with parents and carers in shaping provision.

2.14 An ongoing concern from parents is a feeling from some that their children with SEND will not thrive in local mainstream education provision. This was identified by Ofsted and is evident in the high number of EHCPs across the county and the number of requests for specialist provision (including schools in the independent sector). There are three main areas of concern that have been identified by parents:

- children’s needs will not be met in mainstream schools without an EHCP;
- children with an EHCP in mainstream primary schools will require considerable additional support to transition well to a secondary mainstream setting;
- children are more likely to succeed in an independent school.

2.15 Communication between the Local Authority’s Assessment and Planning Team and parents has not been satisfactory. This has led to parental frustration and general dissatisfaction with the system and the decision-making processes. This in turn has contributed to high numbers of complaints or challenge at tribunal.

2.16 A comprehensive audit of the work of the Assessment and Planning team has identified that caseloads were not manageable to deliver statutory requirements as well as to drive down pressures. A revised staffing plan was therefore drawn up to address these challenges. This has led to increased numbers of frontline staff and provided increased capacity to spend more time building positive relationships with parents, managing expectations and delivering a timely response. Nonetheless, staffing remains an area of challenge.

2.17 Following on from the initial meetings with schools, the Assessment and Planning Team has been following up and, where appropriate, challenging any concern that has been raised around the confidence that schools have in giving prospective parents a positive experience of local provision and, therefore, a sense that their child’s needs will be appropriately met in that setting.

2.18 A challenge for East Sussex is the availability of Independent Schools and their high level promotion. To counter this message, we have worked with our local special schools to encourage the development of better promotional material. In addition, and in conjunction with the East Sussex Parent and Carer's Council (ESPaCC) we have a local SEN prospectus, which promotes the range and success of provision across the county, from mainstream nurseries through special schools and FE colleges. Alongside this, we have increased the county's social media profile with a focus on publishing messages around the success in local SEN provision. This will enable us to counter some of the perceptions that are promoted through some external groups that specialist independent provision is the best option for children with SEND.

2.19 To improve wider engagement with parents, the LA commissioned AMAZE (a local charity who already work with ES and have improved parental engagement successfully in Brighton and Hove) to review the current channels of parental engagement and to draw up a new model for East Sussex. The report identifies a range of options for the Local Authority and the parent and carer forum to take forward to improve engagement with parents across the county.

***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.***

2.20 As part of the transformation funding, we have appointed a Post-16 SEND specialist to develop strategies to manage the pressure from the FE sector. This work has included site visits to all FE providers, audits of provision across 4 main FE sites and scrutiny of learner files to identify target areas to reduce unnecessary demand.

2.21 We have identified both a significant disparity in the charging levied by FE colleges in relation to element of High Needs expenditure and significant variation in the delivery of support for children with SEND.

2.22 We have revised the process for agreeing High Needs funding for Post-16 placements which includes:

- A new timetable for early identification of children from Year 10 (as opposed to year 11 as was previously the case). This will allow more young people to transition onto non-statutory Preparation for Adulthood plans or to have their EHCPs ceased prior to applying to college and they, therefore, will not draw down high needs funding.
- Standardisation of costing's across all post-16 High Needs providers to, reduce unit costs.
- Standardisation of the information required from FE providers which link proposed costs to EHCP outcomes.
- New panel process to assess proposed costs from colleges and to challenge any provision that is considered high cost and not clearly linked to learner outcomes.
- Links with other LAs to manage the market and agree standard costs.

2.23 Strategic conversations have been held with all FE providers including, Sussex Downs and Sussex Coast to deliver more responsive provision from September 2018. This would provide funding for well-subscribed courses as opposed to individual learners and would give certainty of funding for the providers and reduce overall costs for cohorts of young people for the LA. Strategic conversations with Plumpton College have progressed more slowly, in recent years their costs have been high and there has been some resistance to work with the LA to reduce these in line with other providers.

2.24 The Educational Psychology Service has targeted a group of young people in Year 11, in high cost Independent Non-Maintained Special Schools (INMS) placements, which we consider could successfully move onto mainstream FE placements. We have successfully recruited additional EP time through the transformation grant to build on this work from September and to target more children in INMS to increase the numbers progressing into maintained FE provision. The aim is to ensure that more young people move onto courses which deliver good progression for them and enhance their skills for moving on to independence in adulthood.

***Increasing the number of local special school placements***

2.26 In autumn 2016, applications for 3 special schools and 1 Alternative Provision Free School were being prepared. In the early part of 2017, an opportunity arose for the Local Authority to submit an Expression of Interest for an LA sponsored Free School. The LA provided considerable support to all the Free School applicants and the county was successful in securing agreement from the DfE in April 2017 for the following 3 new schools:

- One Autistic Spectrum Disorder (ASD) special school in Eastbourne,
- one ASD special school in Hastings; and
- one countywide Alternative Provision Free School.

A total of 20 New Special Free Schools were agreed nationwide which shows that ES was particularly successful in that it gained 15% of the total agreed new builds.

2.27 So as to meet the high level of demand for children with the most complex needs, the Local Authority has secured capital funding for an extension of the agreed ASD free school in Eastbourne to include 51 places for children with Profound and Multiple Learning Difficulties (PMLD). Furthermore, we are currently tendering for a provider to run a new Free School (for children with Social Emotional and Mental Health needs) in the Hailsham area. These will increase the capacity of local provision and significantly improve the local offer for children with SEN in East Sussex from 2020 onwards.

***Working with partners, ESBT and C4Y, to take a joined up approach to planning the use of resources available***

2.28 As a large number of the cohort of children with PMLD also have accompanying health needs, there is a clear benefit in Clinical Commissioning Groups (CCGs) working with the LA to review the commissioning of provision for children with PMLD to achieve better outcomes and, therefore, value for money. The Chartered Institute of Public Finance and Accountancy (CIPFA) benchmarking shows that ES has the lowest percentage of financial contribution from health in the benchmarking group.

2.29 Through the ESBT workshops, opportunities have arisen for the LA to look at the options for joint placing with CCGs to look at how they can support the development of the PMLD provision in Eastbourne so that we can create a more centralised service for children with complex needs.

2.30 The DfE have identified a grant for all LAs to undertake a review of their High Needs Expenditure. CSD has undertaken a review of all SEND and provision which will provide a vehicle to reduce demand in a number of key areas, for example:

- Reducing the upward pressure in supporting children, from mainstream schools to special;
- Increasing opportunities for developing more in-school provision to support children with additional needs, working with schools to maximise resources and opportunities through partnership;
- Creating opportunities for schools to access additional support for children with SEN without the need to going through statutory assessment and increasing the use of Additional Needs Plans to drive improvements for individual children.

### **3. Conclusion and reasons for recommendations**

3.1 There continues to be an ongoing pressure on ISEND due to the increase in demand that stems from the reasons outlined in the previous report to Scrutiny Committee. There is evidence of clear impact in reducing demand through the range of strategies that we have outlined above and we envisage that these will continue.

3.2 The Local Authority will publish the High Needs Block review in April 2018 and we will use this as a vehicle for the strategic planning of provision with schools and parents. This will enable us to identify commissioning priorities based on the current demands across the county.

3.3 Furthermore, we are using the SE19 network to work with other LAs on this agenda to share experiences that come out of the review and areas where there have been successes in reducing demand from across the region. The final review will make recommendations toward the end of March 2018, with work being done to implement any changes by September 2018.

3.4 The Children's Service Scrutiny Committee is asked to comment on the work that has been undertaken over the last 12 months and the proposal to use the outcomes of the High Needs review as the vehicle for delivering sustained improvements.

**STUART GALLIMORE**  
**Director of Children's Services**

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**BACKGROUND DOCUMENTS**

Report to Scrutiny Committee on 20 March 2017: Inclusion Special Educational Needs and Disability (ISEND) Service Demand

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**Report to:** Children's Services Scrutiny Committee

**Date of meeting:** 2 March 2018

**By:** Director of Children's Services

**Title:** Scrutiny Review of Educational Attainment KS4 – Progress on the action plan.

**Purpose:** To update the Committee on the action plan to address recruitment and retention of teachers in East Sussex schools.

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**RECOMMENDATION:**

**Scrutiny Committee is asked to note and comment on the update on the action plan to address recruitment and retention of teachers in East Sussex schools.**

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## **1. Background**

1.1. On the 20 March 2017 the Children's Services Scrutiny Committee received a report from the Scrutiny Review Board on its review of Educational Attainment at Key Stage 4, attached as Appendix 1. The review investigated the issues and challenges that secondary schools and academies face in relation to the recruitment and retention of teachers and the potential impact this has on educational attainment.

1.2. Children's Services welcomed the Scrutiny Review and in particular the recognition that it gave to the importance of the recruitment and retention of teaching staff and senior leaders. An Action Plan, attached as Appendix 2 was produced setting out the response to the recommendations made by the Scrutiny Committee. The report of the Review Board and the Action Plan was submitted to Cabinet for comment in June 2017 and to Full Council for approval in July 2017.

## **2. Supporting information**

2.1. The Scrutiny Review provided a useful insight into the issues relating to the retention and recruitment of teaching staff and leadership posts in East Sussex schools and academies. The report made six recommendations which covered the recruitment and retention of staff, and specifically recommended a greater emphasis on the retention of staff in the Council's strategy.

2.2. The Action Plan attached as Appendix 2 shows the progress and outcomes of the actions in response to the six recommendations. Some of the actions have been amended in order to reflect changes to national policy and the increased role of the teaching schools in the training and development of teachers and leaders in our schools and academies.

2.3. The timescale for updating the Council's Recruitment and Retention Strategy has been amended to take account of changes to teacher recruitment and training, as well as the shift in responsibility from the Council to the teaching schools.

2.4. There is a national issue with regards to the recruitment and retention of teachers across all sectors. There is a growing and increasingly serious problem of headteacher recruitment and retention nationally which is also reflected in local trends. The recruitment of Primary School Headteachers in particular has been a significant challenge. This is acknowledged by all teaching unions, professional bodies and schools.

2.5. The report acknowledged that there are a wide range of issues which contribute to teacher recruitment and retention in the county including: secondary school population increase; workload pressure and accountability; shortages within specific subject areas, especially within the secondary sector in STEM subjects (Science, Technology, Engineering and Maths) as well as languages and humanities; and the location of secondary schools in rural and coastal areas.

2.6. The challenges identified in the report are exacerbated by lower recruitment to initial teacher training (ITT) courses. Issues relating to the recruitment of new entrants to the teaching profession have

been well publicised in the national press recently and UCAS data shows a decrease in applications to ITT courses of 34% nationally and 33% in the south east.

2.7. East Sussex currently recruits teachers onto ITT courses through a range of providers: HEI (Higher Education Institutions) such as University of Sussex, University of Brighton and Canterbury Christ Church University as well as, increasingly, through school led training. The majority of trainees that come through the school led model go on to work within East Sussex. Further changes to ITT are planned from September 2019 with the introduction of the apprenticeship training route, and ITT providers are waiting for further details on this.

2.8. The Council currently runs a successful school centred ITT programme (SCITT) in partnership with local primary schools. There are now seven teaching schools in the county and these are becoming established centres for teacher and school leadership training and development. The Council believes that the increase in teaching school capacity makes this the right time to transition the SCITT programme to school-led provision. This change would provide an opportunity to build a strong model of partnership delivery across East Sussex, putting schools in the driving seat at a time when the recruitment and retention of teachers is more challenging than ever before. It would also coincide with the changes planned for ITT. The development of strong school-led partnerships will provide the infrastructure and expertise in East Sussex schools to develop high quality, joined-up provision for the recruitment of teachers and their professional development in the early stages of their careers.

### **3. Conclusion and reasons for recommendations**

3.1. The Committee is requested to note the update on the action plan to address recruitment and retention of teachers in East Sussex schools.

3.2. The Committee is advised that an updated Recruitment and Retention Strategy will be circulated to them in September 2018.

#### **Appendices:**

Appendix 1 – Scrutiny Review of Educational Attainment at Key Stage 4 – Report by the Review Board. March 2017

Appendix 2 – Children’s Services Scrutiny Review of Educational Attainment at Key Stage 4 – Action Plan to address leadership and teacher shortages. February 2018

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LOCAL MEMBERS: All.

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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	<b>Recommendations</b>	<b>Page</b>
1	<b>East Sussex Teacher Recruitment and Retention Strategy 2015-2017</b>	<b>10</b>
	<p>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</p> <p>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.</p>	
2	<b>Succession planning and leadership</b>	<b>11</b>
	<p>a) work is undertaken to identify those schools with effective succession planning policies; and</p> <p>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.</p>	
3	<b>Recruitment Strategy - East Sussex as a unique place to live and work.</b>	<b>11</b>
	<p>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.</p> <p>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.</p>	

4	<b>Broadening the scope of the recruitment strategy</b>	<b>11</b>
	<p>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:</p> <ul style="list-style-type: none"> <li>a) activities aimed at inspiring young people within our local schools to become teachers; and</li> <li>b) finding ways of encouraging parents who might be interested in teaching as a career.</li> </ul>	
5	<b>Partnership working between schools</b>	<b>12</b>
	<p>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.</p>	
6	<b>Broadening the geographical area of search for recruits</b>	<b>12</b>
	<p>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.</p>	

## 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 9). 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 meet 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

- |   |
|---|
| <p>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</p> <p>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.</p> |
|---|

## **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
3	Changes to performance table document	20 09 16
4	Department for Education Key Stage 4 Guidance	20 09 16
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
13	Links to career change and leader videos	25 11 16
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
20	National Audit Office 'Training New Teachers'	03 03 17

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CHILDREN'S SERVICES SCRUTINY REVIEW of Educational Attainment at Key Stage 4 – Action Plan to address recruitment and retention of teachers in East Sussex schools			
SCRUTINY RECOMMENDATION		DIRECTOR'S RESPONSE AND ACTION PLAN	OUTCOME
<b>East Sussex Teacher Recruitment and Retention Strategy 2015-2017</b>			
R1	<p>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</p> <p>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.</p>	<p>The East Sussex Teacher Recruitment and Retention Strategy is currently being updated with partners and stakeholders in order to embed and develop further the strategies it has developed in relation to teacher recruitment and to place greater emphasis on the retention of staff .</p> <p>Action</p> <p>1.1 SLES to undertake a consultation with all schools to ascertain why teachers are leaving the profession in East Sussex in order to identify and local patterns. By July 2017</p> <p>1.2 SLES to undertake an analysis of which roles and specific subjects schools in East Sussex face a challenge in recruiting to. By July 2017</p> <p>1.3 SLES to update the next phase of the East Sussex Teacher Recruitment and Retention Strategy 2017-19. By July 2017</p>	<p>ESCC are working in partnership with Canterbury Christchurch University, Kent and Medway in an innovative ITT campaign. The project includes market research which will pinpoint the subjects and geographic areas that face a challenge in recruiting, and undertake collaborative campaigns to promote teaching in the region. This is an exciting collaboration that will add strength to ITT training, teacher recruitment and retention in the region.</p> <p>1.1 An online survey was completed but the level of response was disappointing. There were no clear trends to identify why teachers were leaving the profession or whether there were specific factors relating to East Sussex.</p> <p>1.2 An online survey of secondary schools has shown that between September 2016 to January 2018 recruitment to the sciences, languages, computing, technology and mathematics were the most challenging. Of these, mathematics was overwhelmingly the area of shortage. Head of department positions were also difficult to fill in secondary schools.</p>

			1.3 The timescale for the updated ESCC Teacher Recruitment and Retention strategy has been revised to take account of the changing role of the Council and changes to teacher training routes from September 2019. The new strategy is being developed in partnership with the teaching schools, in order to reflect their emerging role as centres for teacher and school leadership training and development.
<b>Succession planning and leadership</b>			
R2	<p>a) work is undertaken to identify those schools with effective succession planning policies; and</p> <p>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.</p>	<p>SLES acknowledges that the current succession policy needs to be updated to reflect current national and local developments regarding different models of leadership.</p> <p>Actions:</p> <p>2.1 SLES to work with the Primary External Advisors and the Secondary Headteacher Consultants to identify those schools with clear and effective succession planning policies. By July</p>	<p>Our rapidly changing educational landscape requires a move from the traditional model of one headteacher for one school. Different leadership styles and models are required to meet the various needs and circumstances of East Sussex schools. We are working with our schools and governing bodies to promote new models of leadership which open up career development opportunities and pathways for all staff. A partnership between SLES and the teaching schools sets out a clear progression pathway into systems leadership. Existing headteachers and middle leaders are encouraged and supported to take on system leadership roles which in turn provide deputies, assistant heads and others the chance to broaden their leadership experience. Teaching schools provide training for leadership at each level and SLES supports training for the growing number of newly appointed heads of school working to executive Headteachers. A network has been set up to support Executive Headteachers in meeting the demands of their role.</p> <p>2.1 Advisors, Consultants and SLES staff continue to work with schools to ensure there are effective succession</p>

		<p>2017</p> <p>2.2 SLES to work with schools and Governors to update the current succession planning policy. By Sept 2017</p> <p>2.3 SLES to work with colleagues to provide training opportunities for governors on the importance of succession planning and link this into the performance management cycle. By December 2016</p>	<p>planning policies in place and to share good practice. They work with schools to develop distributed models of leadership and to build the capacity of middle leadership. This includes subject leader hubs, a network for deputy headteachers and a head of school training programme. School staff with potential for leadership at middle, senior or executive level are encouraged and supported to undertake appropriate training and accreditation in order to take on more senior roles and to fill emerging leadership vacancies.</p> <p>2.2 The Succession Planning Policy was updated and is provided for governors to adopt This is currently available on czone under the Policy page:<a href="https://czone.eastsussex.gov.uk/policies/model-documents-for-education/">https://czone.eastsussex.gov.uk/policies/model-documents-for-education/</a> and on the governor website <a href="https://czone.eastsussex.gov.uk/school-effectiveness/leadership-development/east-sussex-leadership-framework/">https://czone.eastsussex.gov.uk/school-effectiveness/leadership-development/east-sussex-leadership-framework/</a></p> <p>2.3 Training opportunities for governors were provided as follows: Governor Local Are Forums are held at 4 locations across the county, 3 times a year. At the Spring 2016 forum one of the topics presented was 'Effective Succession Planning'. In the summer 2017 one of the topics presented was ' HT Performance Management and the School Improvement Plan'</p> <p>In addition the Governor Services training programme includes specific training sessions on Headteacher Performance Management for both primary and secondary governors. We have also launched from this year (January 2018) a new training session on 'Governor</p>
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			Retention and Succession Planning’.
<b>Recruitment Strategy - East Sussex as a unique place to live and work.</b>			
R3	<p>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.</p> <p>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</p>	<p>SLES have worked with the East Sussex Communications team to develop a modern marketing strategy which promotes East Sussex as a place to live and work. The website and portal are now in place and an additional social media campaign has been implemented which has targeted teaching staff into senior leadership roles within East Sussex.</p> <p>Actions</p> <p>3.1 SLES to work with the Hastings Educational Improvement Partnership and Robsack Wood Teaching School to investigate whether funding from the Hastings Opportunity Areas Programme can be accessed to support teacher recruitment and leadership development programmes. By Dec 2017</p> <p>3.2 SLES to work with colleagues from the Communications team to make more explicit and promote on the website the range of housing support that can be offered to teachers as key workers. Dec 2017</p> <p>3.3 SLES to work with colleagues within</p>	<p>3.1 Recruitment and retention is incorporated into the Hastings Opportunity Area’s improvement agenda. Discussions are being held by an executive panel comprising representatives from RSC, DfE, Robsack Wood Teaching School, all Hastings academy trusts, special schools, and ESCC representatives. Nationally accredited leadership training (NPQ) for senior and middle leaders is being encouraged from Lewes and Hastings priority areas, sponsored by the DfE. These courses are provided locally by St Richard’s Teaching School and Robsack Wood.</p> <p>3.2 Two home buying support schemes are listed on the relevant ‘Find your Spark’ web page accessed through <a href="https://www.eastsussex.gov.uk/changecareer">https://www.eastsussex.gov.uk/changecareer</a></p>

		Economic Development to establish an approach towards working with district and borough councils on key worker housing. July 2018	3.3. A key worker housing scheme is not yet established in East Sussex. SLES will continue to work with Economic Development to raise further awareness with Districts and Boroughs on how key worker housing could help address some of the problems of teacher and recruitment in their local communities
<b>Broadening the scope of the recruitment strategy</b>			
<p>R4</p> <p>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:</p> <p>a) activities aimed at inspiring young people within our local schools to become teachers; and</p> <p>b) finding ways of encouraging parents who might be interested in teaching as a career.</p>	<p>Within the Find Your Spark media campaign a flyer was produced which went into all primary schools to promote and encourage parents who may be considering a career change to consider teaching, this can easily be extended to secondary schools.</p> <p>Actions</p> <p>4.1 SLES to produce a secondary school flyer which targets parents who may consider a change of career into teaching. By Nov 2017</p>	<p>The distribution of leaflet in primary schools was successful as leaflets could be easily sent into homes via children's book bags. Investigation showed this system of communication does not exist in secondary schools and so is not a viable means of reaching into homes.</p> <p>4.1 In place of the leaflet, the strategy has exploited more popular social media as a wide-reaching and cost effective means of promoting teaching in East Sussex as a career. Further resources have been invested in the 'Find you Spark' campaign to further develop media exposure: A radio campaign promoting teaching as a career ran in October 2017. Linked to the Find Your Spark web pages is a new 'talking head' video of a young NQT from Hastings now teaching maths in East Sussex. This has been used in Facebook and Instagram posts and has reached over 2,500 people.</p> <p>Twitter, Facebook and Instagram have been used to promote both teaching a career and East Sussex as a</p>	

	<p>4.2 Work with the Post-16 Educational Improvement Partnership to establish and implement a programme with sixth formers which includes opportunities to visit schools on work placements and targets teaching as a positive and exciting career. By July 2018</p>	<p>place to train and to teach. Paid advertisements on Facebook have generated over 800 leads (divided into those interested in teaching as a career and existing teachers looking for a senior leader role) and newsletters are sent to this group regularly with information on teacher recruitment events and senior leader job vacancies as appropriate. To date this has seen limited success.</p> <p>4.2. In response to 2017 pupil outcomes, funding delegated to schools through EIPs has been focussed on building the capacity within and across schools for improvement at all key stages. The focus of the Post-16 EIP has been on outcomes for vulnerable groups, GCSE English and Maths and A Level Attainment. As part of our strategy for securing post-16 participation, we continue to work with schools to ensure that pupils receive appropriate opportunities for career development, including increased opportunities for work placements and engagement with employers.</p> <p>Work will be undertaken with the ESCC Skills, Education and Employment training team and the ESCC Apprenticeship Levy Strategy Manager to roll out the apprenticeship route into teaching.</p>
<p><b>Partnership working between schools</b></p>		
<p>R5</p> <p>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</p>	<p>Currently secondary schools are members of the East Sussex Initial Teacher Training (ITT) network which includes all local Higher Education Institutions, School Direct providers, SCITT and the five teaching schools from across East Sussex who all offer</p>	<p>ESCC are working in partnership with Canterbury Christchurch University as part of the Confederation for the Education of Teachers in East Sussex, Kent and Medway. The project brings together key ITT providers and lead schools for Schools Direct with local authorities, diocesan boards and other schools to transform the ways in which ITT provision supports teacher recruitment, and to</p>

<p>promoted by the Children's Services Department through the Schools Direct and SCITT programmes</p>	<p>teacher training programmes. They meet regularly and work together to promote all teacher training opportunities within East Sussex. In April 2017 four secondary schools will hear if their teaching school applications have been approved. If so, this will provide excellent opportunities to develop even further the range of local training opportunities and provide the lever for schools to work in partnership to develop their own secondary school SCITT. By July 2018</p> <p>Actions</p> <p>5.1 SLES to support School Direct partner secondary schools and the Teaching Schools to explore how they can work together to develop new models of teacher training delivery.</p>	<p>secure ITT placements for 3 years. The project will engage target schools systematically in ITT, improve the training, qualification and retention of staff in target schools and ultimately improve outcomes for pupils. This is a powerful partnership which brings the benefits of drawing on wider resources and expertise.</p> <p>With the national move towards a school-led system the local authority's role in providing ITT is changing. As teaching schools develop an increasingly significant role we are working pro-actively with the SCITT partnership schools to explore the implications of this change and ensure a successful transition to a new model of delivery.</p> <p>The introduction of a nationally accredited apprenticeship route into teaching has further implications for the traditional model of ITT delivery. Significant change in the 19/20 year will provide a useful opportunity to explore how secondary ITT can be developed and expanded and provide a transition vehicle to the new apprenticeship model of delivery.</p> <p>Since the last report two secondary schools have been successful in their teaching school bids (Beacon and Lewes Priory) which will add to capacity within the system. A further primary school is awaiting the outcome the most recent bid. SLES continues to support schools which are in a strong position to meet the requirements and take on this role.</p> <p>5.1 The ITT network is gaining strength and is now attended by a DfE representative. The network seeks to develop a regionally co-ordinated approach to recruitment, marketing and signposting of trainee teachers and developing high quality teacher training. Teaching schools</p>
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		<p>offer affordable, continuing professional development for teachers at all stages of their career - from courses for newly qualified teachers to leadership training. An example is the NPQ accredited leadership at middle and senior levels, offered across the TSA, in partnership with the London University Institute of Education.</p> <p>ESCC SCITT recruitment data shows that a significant proportion students come into teaching as a career following a role as teaching assistant in local schools. The Teaching Assistant page of the ESCC website is updated to promote career progression route from teaching assistant to ITT within ESCC schools. The university of Brighton now offers in-service degrees to Teaching Assistants.</p> <p>The 'Find your Spark' campaign is supporting Sussex Downs College 'Access to Teaching' pathway and is looking to extend this partnership to other FE colleges.</p> <p>The introduction of a nationally recognised apprenticeship scheme brings further changes to the delivery of ITT. The work -based route into both primary and secondary teaching offers an attractive alternative to a traditional full-time university course offering post graduate qualification, no tuition fees and the opportunity to earn while learning. The University of Sussex is developing a level 6 teaching apprenticeship postgraduate route in collaboration with local schools. Delivery dates are to be confirmed, possibly 2019.</p> <p>The SCITT reports some success with a part time route. Consequently the ITT Forum is considering formalising this route for candidates suited to this model of training.</p>
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Broadening the geographical area of search for recruits		
<p>R6</p> <p>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</p>	<p>Currently through the East Sussex ITT network all providers have developed a joint approach to attending and offering Teach to train events and attendance at local University events, all of which are advertised through the East Sussex website <a href="http://www.eastsussex.gov.uk/teach">www.eastsussex.gov.uk/teach</a> and on websites of those offering Schools Direct. This group focuses on attending local events due to time and financial constraints on the staff involved.</p> <p>The Council has previously had mixed success with adopting Ambassador roles and would not propose to adopt it this time but consider it as part of the wider piece of work being undertaken to promote the Council.</p> <p>Actions</p> <p>6.1 Schools continue to work in partnership to promote opportunities to teach in East Sussex. By Dec 2017</p>	<p>The partnership with Canterbury Christchurch University extends the reach of teacher recruitment to the area to Kent and Medway. This will broaden the geographic area of search for recruits.</p> <p>6.1 ESCC and Teaching School staff continue to plan, deliver and attend recruitment fairs across East Sussex. Around 15 have been held over the year.</p> <p>A schedule of planned 2017-18 recruitment events included drop in sessions held by all providers ahead of the 21/07/2017 deadline for applications, recruitment mornings held by Robsack Wood, SCITT drop in events held at Newick and St Richard's teaching schools.</p> <p>'Get Into Teaching' events have been co-hosted by the University of Sussex; University of Brighton; Wood Primary Academy, Hastings; Manor Primary school, Uckfield; The Haven, Eastbourne; University of Brighton and Newick CE Primary School, Lewes. A Saturday morning Recruitment Event is held at St Richard's CC</p>

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**Report to:** Children's Services Scrutiny Committee

**Date of meeting:** 2 March 2018

**By:** Director of Children's Services

**Title:** Standing Advisory Council for Religious Education (SACRE)

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

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## **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 2016-2017; 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 Local Authority (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 (3 conservatives, 1 liberal democrat and 1 labour).
- 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 and Members of the Teacher Associations.
- The SACRE budget 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:

- **Commission for Religious Education:** This is a high-profile independent Commission, which has been established with a remit to make wide-ranging 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. The Commission produced its interim report 'Religious Education for All' in September 2017. It will report back in 2018. The commission is headed up by The Very Rev Dr John Hall, Dean of Westminster, former Chief Education Officer for the Church of England.
- **Understanding Christianity:** This Church of England project is having a significant impact in the church schools and East Sussex schools where it is being trialed. The East Sussex Annual Conference in 2017 focused on this and allowed non- church 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 analysis of GCSE results in East Sussex 2017.
- 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 2016-2017 training and support for RE has taken place in East Sussex. See the Annual Report at **Appendix 1** for details.
- Network meetings did not take place last year. It was agreed that 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'. See **Appendix 1**.
- SACRE has a three-year development plan 2015 – 2018, which outlines the work of SACRE. See **Appendix 3**.
- The complaint about an East Sussex school not fulfilling its statutory duty is ongoing with the National Association of SACREs (NASACRE) and the DfE. SACRE has supported the school. As a result of discussions with the school about the language of the old syllabus (e.g. *should* as opposed to *will*) SACRE was asked to submit its new Agreed Syllabus to the DfE solicitors for scrutiny. This has taken place, each word has been checked and the syllabus has been declared legal.
- The RE Agreed Syllabus has to be revised every 5 years, SACRE has completed this process and the revised Agreed Syllabus 'Continuing the Journey' is in East Sussex schools.

## 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 2016-17 for NASACRE
- Appendix 2: GCSE results
- Appendix 3: SACRE three year development plan 2015 – 2018

BACKGROUND DOCUMENTS: None

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# East Sussex SACRE Annual Report

2016 -2017

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# East Sussex SACRE Annual Report 2016-2017

## Introduction

The aim of this report is to provide an update on the work of the members of the Standing Advisory Council for 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 2016-2017 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. 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 provided to all primary, secondary and special schools including:
  - The new East Sussex Agreed Syllabus 'Continuing the Journey'
  - '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 (Chairman 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 LA 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. This has included information on 'Religious Education for all' the interim report from the Commission on Religious Education.

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 68.3% compared to 71.2 % nationally. Results in East Sussex have declined by nearly 3.0% since 2016 and are now below national. Nationally results have shown a slight decrease from 2016.

	2012	2013	2014	2015	2016	2017
National	74.2	73.6	71.5	70.6	71.6	71.2
East Sussex	76.8	77.5	71.8	71.7	71.0	68.3



In 2017, 9 schools achieved above the national average. Of those schools with over 100 entries three schools were significantly above national.

### GCSE Full Course % Take-up

Take up of the full GCSE in East Sussex has shown a slight decrease of less than 1.0% since 2016 and remains below the national figure. This trend is also represented nationally with a greater decrease in uptake of nearly 2% since 2016.

	2012	2013	2014	2015	2016	2017
National	34.6	37.2	45.3	45.8	46.7	44.8
East Sussex	24.3	27.3	35.3	35.6	37.5	37.1

Five Academies did not have any pupils taking the GCSE full course. Of all maintained schools and Academies eleven 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. This is the same number as 2016.

### GCSE Short Course % A\*-C

Overall attainment in the GCSE Short Course % A\*-C in East Sussex was 62.1% compared to 53.1 % nationally. Please note this data is based on three schools. Results in East Sussex have remained inconsistent over the last three years although are now 9% above the national figure. In 2017, only one school achieved above the national average.

	2012	2013	2014	2015	2016	2017
National	35.1	49.2	53.6	51.9	53.3	53.1
East Sussex	41.5	46.6	51.0	37.6	48.9	62.1

### GCSE Short Course % Take-up

At the time of writing this report provisional data collected shows only three schools in East Sussex who continue to offer the short course GCSE in East Sussex. Of the schools offering a short course two schools had entries of over 50 pupils. Since 2012 the percentage of pupils taking short course GCSE RE was 25.6% nationally, 27.1% in East Sussex. In 2017 it was 5.9% nationally and 3.8 in East Sussex.

	2012	2013	2014	2015	2016	2017
National	25.6	25.9	19.3	11.0	7.6	5.9
East Sussex	27.1	31.7	24.5	15.1	10.3	3.8

According to the provisional 2017 data there are five schools who did not have entries onto either the full or short course GCSE (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 2016-17. The RE Advisor has systematically reviewed school Ofsted reports in order to maintain an overview of standards within schools.

From September 2016 - July 2017 the profile of SIAMs inspections are as follows:

School	VA/VC*	Date	Prev Grade	Overall grade	Christian Distinctiveness	Collective Worship	RE	Leadership & Management
Bodiam	VC	04.10.16	2	1	1	1	N/A	1
Beckley	VC	06.10.16	1	2	2	2	N/A	2
Buxted	VC	10.10.16	2	1	1	1	N/A	1
Haven	VA	07.11.16	1	2	1	1	3	2
Southover	VC	15.11.16	2	2	2	3	N/A	2
Salehurst	VC	16.11.16	1	3	3	3	N/A	3
Guestling Bradshaw	VA	18.01.17	1	1	1	1	2	1
St John's	VA	07.02.17	1	1	1	1	1	1
Pevensey & Westham	VC	01.03.17	1	2	2	2	N/A	2
All Saints	VC	10.03.17	2	2	2	2	N/A	2
St Leonards Academy	VA	14.03.17	2	2	2	2	N/A	2
Newick	VC	14.03.17	2	1	1	1	N/A	1
St Paul's	VC	26.04.17	2	2	2	2	N/A	2
St Johns Meads	VA	27.04.17	2	1	1	1	1	1
Peasmarsh	VC	28.04.17	2	1	1	1	N/A	1
Mayfield	VC	04.05.17	2	2	2	2	N/A	2
Playden, St Michael's	VC	18.05.17	3	1	1	1	N/A	1
Sth Malling	VC	18.05.17	3	2	2	2	N/A	2
Fletching	VC	14.06.17	2	2	2	2	N/A	2
Burwash	VC	14.06.17	1	1	1	1	N/A	1
All Saints & St Richards	VA	16.16.17	2	2	2	2	2	2
Framfield	VA	04.07.17	2	2	1	2	2	1

\*VA – voluntary aided VC – voluntary controlled

Grade 1 = Outstanding

Grade 2 = Good

**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**

Ofsted no longer inspect RE in schools therefore data on standards is collected through school self evaluation.

### **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.

SACRE members have continued their regular monitoring visits to all East Sussex Secondary schools. Although results are still below the national picture there has been a slight improvement and more schools are asking for support following these visits.

SACRE visits to East Sussex secondary schools reveal that where schools follow the Agreed Syllabus and put all students through a GCSE examination provision appears to be 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 (see **Appendix 1a**).

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. This has been taken up by the DfE who have been in discussion with the school.

### **The East Sussex Agreed Syllabus**

The East Sussex Agreed Syllabus has been reviewed and updated and agreed at the annual SACRE meeting in February 2017. It was published and sent to all schools by the end of the academic year in July 2017.

SACRE and the Local Authority provided training for teachers in the new agreed syllabus in 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 2016-17

Group	Representative	Meeting	Meeting	Meeting
Other Christian denominations & other Religions	Peter White	23 Nov 2016	22 Feb 2017	15 June 2017
	Dr Norman Williamson	23 Nov 2016	22 Feb 2017	15 June 2017
	Dr Brenda Vance	23 Nov 2016	22 Feb 2017	15 June 2017
	Pamela Hartog		22 Feb 2017	15 June 2017
	Jenni Osborn	23 Nov 2016	22 Feb 2017	
	Elizabeth Coleman Sarah Feist		22 Feb 2017	15 June 2017 15 June 2017
Church of England	Rev Derek Bastide		22 Feb 2017	
	Kelly Dillon	23 Nov 2016		
	Rosemary Roberts Mandy Watson	23 Nov 2016 23 Nov 2016	22 Feb 2017 22 Feb 2017	15 June 2017
Teacher Associations	Laura Cooper		22 Feb 2017	
	Mike Rundle			15 June 2017
	Rebecca Gough	23 Nov 2016		
Local Authority	Cllr Roy Galley (Chair)	23 Nov 2016	22 Feb 2017 22 Feb 2017	15 June 2017
	Cllr Mike Pursglove	23 Nov 2016	22 Feb 2017	
	Cllr Pat Rodohan	23 Nov 2016		
	Cllr Trevor Webb	23 Nov 2016		15 June 2017
	Cllr Richard Stogdon			15 June 2017
	Cllr Philip Daniel			15 June 2017
	Julie Dougill (LA Adviser)	23 Nov 2016		15 June 2017
Lilian Weatherley (RE Consultant)	23 Nov 2016	22 Feb 2017	15 June 2017	
Observers	Alistair Robertson (Humanist)	23 Nov 2016	22 Feb 2017	15 June 2017

Attendance at all meetings has been quorate. We had an average attendance of 12 SACRE members attending the meetings 2016-17; this equates to 49% of the total membership. Two of the meetings were held in County Hall and one at a primary school within the county. SACRE is still looking for additional members from different faith communities.

## Membership 2016-17

GROUP A Christian denominations and other religions and religious denominations	GROUP B The Church of England	GROUP C Teachers' Associations	GROUP D The Local Authority Up to May 2017	GROUP D The Local Authority May 2017 onwards
Dr Taleb Durgahee	Rev Derek Bastide	Lewis Hall	Cllr Roy Galley	Cllr Roy Galley
Lienna Gomm	Kelly Dillon	Rebecca Gough	Cllr Richard Stogdon	Cllr Richard Stogdon
Jenni Osborn	Rosemary Roberts	Laura Cooper	Cllr Trevor Webb	Cllr Trevor Webb
Dr Tariq Rajbee	Mandy Watson	Mike Rundle	Cllr Pat Rodohan	Cllr Philip Daniel
Ashwin Soni			Cllr Mike Pursglove	Cllr Colin Belsey
Dr Benda Vance				
Dr Norman Williamson				
Peter White				
Pamela Hartog				
In attendance	Julie Stevens (Clerk) Julie Dougill (LA Officer) Lilian Weatherley (RE Consultant)			
Observer	Alistair Robertson			

### Membership and Training

The Local Authority members changed in May 2017 following the local elections. 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. Several members do not attend the SACRE meetings so we will be contacting these representatives to see if they can suggest others from their faith community that would be able to be present at the meetings.

### 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 (5<sup>th</sup> July 2016 and 23<sup>rd</sup> 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 17<sup>th</sup> 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, p10,11**)

Feedback from schools shows this to have been a very helpful document

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.

### **What SACRE has done to support schools through events and training**

Training Offered 2016 – 2017

- Written RE-Think RE ' A major document to help teachers with subject knowledge in the six major world faiths and support Assessment in RE
- Held regular meetings with the Agreed Syllabus Conference and teachers to revise the East Sussex Agreed Syllabus
- Revised the East Sussex Agreed Syllabus 'Continuing the Journey'
- Supported The Priory School
- 16<sup>th</sup> November –Training for primary teachers on 'Assessment without Levels'
- 7<sup>th</sup> February Training on Assessment without levels
- 29<sup>th</sup> March Held its annual conference on 'Understanding Christianity' to help improve rigor and challenge in the teaching of Christianity
- (day 1 of the training)
- 25<sup>th</sup> May Day Training on Assessment in RE using the new materials
- 15<sup>th</sup> June – The Launch of the new Agreed Syllabus
- 12<sup>th</sup> July day 2 'Understanding Christianity training
- Visits to individual schools to support the subject leaders and help write a scheme of work, including:  
St Leonards Primary  
Robsack Wood Primary Academy  
Newhaven Primary  
Roselands and Stafford Primary
- SACRE newsletter sent to every school to keep schools updated on National, and Local issues and training events

### **East Sussex Secondary Schools:**

Following concern over non-compliance, members of SACRE have continued to visit all secondary schools in the Local Authority 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 (National Association of SACREs)

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.

Following this the 2016 conference was on 'Understanding Christianity' and many East Sussex staff have now been trained to use the project materials.

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
- SACRE members have visited 11 Secondary schools, to see RE in action, and have reported findings back to SACRE meetings.
- SACRE members are now looking at school websites to establish what schools are reporting about their RE, SMSC and Collective Worship

## Summary

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

During the year 2016-17 three LA officers supported SACRE professionally and administratively:

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

### **Membership numbers for 2016/17 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 – 4;
- Representatives of the Church of England – 4;
- Representatives of other Christian denominations, and
- Other Religions - 9

# Faith and Belief in Educational Settings - Appendix 1

## 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.

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# Religious Education: AS Levels (KS4 pupils only) - 2013-2017

## APPENDIX 2

DFE	School	Cohort					AS Level Entries RE (KS4 only)					AS Level % A-C (KS4 Only)				
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>England (State Funded Schools)</b>		<b>571,322</b>	<b>558,432</b>	<b>553,195</b>	<b>539,985</b>	<b>526,328</b>	<b>396</b>	<b>740</b>	<b>273</b>	<b>141</b>		<b>69.7</b>	<b>58.4</b>	<b>71.4</b>	<b>67.4</b>	
<b>East Sussex</b>		<b>5,352</b>	<b>5,248</b>	<b>5,159</b>	<b>4,933</b>	<b>4,841</b>	<b>16</b>	<b>38</b>	<b>28</b>	<b>27</b>	<b>18</b>	<b>68.8</b>	<b>78.9</b>	<b>96.4</b>	<b>96.3</b>	<b>100.0</b>
4055	Ark Helenswood Academy	214	217	213	206	166										
4003	Ark William Parker Academy		213	220	178	151										
4026	Beacon Academy	221	237	207	232	184										
4044	Bexhill High Academy	326	303	249	259	234										
4074	Causeway School	184	183	176	148	157										
4042	Chailey School	159	134	158	123	152										
4025	Claverham Community College	238	234	229	237	222										
4027	Hailsham Community College Academy Trust	192	228	198	170	188										
4028	Heathfield Community College	234	235	232	237	219										
4000	Peacehaven Community School	179	163	179	174	171										
4047	Priory School	233	232	232	228	224	16	12				68.8	58.3			
4063	Ratton School	241	241	242	240	240										
4041	Ringmer Community College	140	136	127	119	92										
4035	Robertsbridge Community College	130	127	129	119	128										
4045	Rye College	131	151	132	127	124										
4001	Rye Studio School			26	21	17										
4036	Seaford Head School	217	208	200	232	216										
4004	Seahaven Academy			131	96	82										
4610	St Catherine's College	207	206	206	208	203										
4606	St Richard's Catholic College	196	199	203	186	205		26	28	27	18		88.5	96.4	96.3	100.0
4064	The Cavendish School	201	201	199	198	198										
6905	The Eastbourne Academy	156	160	136	94	122										
4612	The Hastings Academy	146	149	145	154	152										
4611	The St Leonards Academy	296	231	254	230	229										
4037	Uckfield Community Technology College	275	264	277	264	266										
4038	Uplands Community College	169	164	161	148	139										
4005	UTC@harbourside					47										
4039	Willingdon Community School	200	200	202	197	200										

**Religious Education: Full Course GCSE entries and attainment, 2013-2017**

DFE	School	Cohort					GCSE Full Course Entries RE					GCSE Full Course % A*-C				
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>England (All Schools)</b>		<b>632,397</b>	<b>618,437</b>	<b>611,024</b>	<b>600,425</b>	<b>589,096</b>	<b>229,009</b>	<b>259,359</b>	<b>269,511</b>	<b>268,759</b>	<b>264,108</b>	<b>73.6</b>	<b>71.6</b>	<b>72.1</b>	<b>71.6</b>	<b>71.2</b>
<b>England (State Funded Schools)</b>		<b>571,322</b>	<b>558,432</b>	<b>553,195</b>	<b>539,985</b>	<b>529,073</b>	<b>212,408</b>	<b>242,052</b>	<b>253,196</b>	<b>252,025</b>	<b>248,210</b>	<b>72.0</b>	<b>70.1</b>	<b>70.9</b>	<b>70.4</b>	<b>70.0</b>
<b>East Sussex</b>		<b>5,352</b>	<b>5,248</b>	<b>5,159</b>	<b>4,933</b>	<b>4,841</b>	<b>1,463</b>	<b>1,854</b>	<b>1,835</b>	<b>1,852</b>	<b>1,794</b>	<b>77.4</b>	<b>72.0</b>	<b>71.8</b>	<b>71.1</b>	<b>68.3</b>
4055	Ark Helenswood Academy	214	217	213	206	166	208	118	121	200	158	50.0	64.4	80.2	54.5	38.0
4003	Ark William Parker Academy		213	220	178	151		25	10	18	55		84.0	70.0	72.2	43.6
4026	Beacon Academy	221	237	207	232	184	79	122	43	42		83.5	82.0	76.7	81.0	
4044	Bexhill High Academy	326	303	249	259	234				8	4				0.0	0.0
4074	Causeway School	184	183	176	148	157	11	9	3			36.4	55.6	66.7		
4042	Chaitley School	159	134	158	123	152	145	126	152	116	140	62.1	65.9	56.6	69.0	69.3
4025	Claverham Community College	238	234	229	237	222	14	217	221	218	214	85.7	58.1	57.9	66.1	57.0
4027	Hailsham Community College Academy Trust	192	228	198	170	188										
4028	Heathfield Community College	234	235	232	237	219	16	36	24	33	11	87.5	77.8	91.7	90.9	100.0
4000	Peacehaven Community School	179	163	179	174	171		70	51	43			57.1	56.9	51.2	
4047	Priory School	233	232	232	228	224					1	1			100.0	100.0
4063	Ratton School	241	241	242	240	240	198	214	220	223	234	79.8	79.4	73.6	75.3	65.0
4041	Ringmer Community College	140	136	127	119	92		14	20	12	3		50.0	60.0	75.0	33.3
4035	Robertsbridge Community College	130	127	129	119	128	17		89	99	109	100.0		64.0	61.6	60.6
4045	Rye College	131	151	132	127	124	7	111		12	20	57.1	19.8		41.7	100.0
4001	Rye Studio School			26	21	17					1				0.0	
4036	Seaford Head School	217	208	200	232	216	118	160	182	190	181	82.2	87.5	60.4	67.9	72.4
4004	Seahaven Academy			131	96	82			30	18	15			63.3	44.4	53.3
4610	St Catherine's College	207	206	206	208	203	95	96	82	75	78	91.6	80.2	70.7	88.0	93.6
4606	St Richard's Catholic College	196	199	203	186	205	196	174	203	186	185	93.9	90.2	88.2	93.0	89.7
4064	The Cavendish School	201	201	199	198	198	1	1	7	18	20	100.0	100.0	100.0	88.9	90.0
6905	The Eastbourne Academy	156	160	136	94	122				12	2				75.0	50.0
4612	The Hastings Academy	146	149	145	154	152										
4611	The St Leonards Academy	296	231	254	230	229	34	27	79	40	36	91.2	85.2	75.9	65.0	66.7
4037	Uckfield Community Technology College	275	264	277	264	266	273	261	273	261	257	84.6	80.1	82.8	74.7	75.5
4038	Uplands Community College	169	164	161	148	139		12	17		23		91.7	94.1		56.5
4005	UTC@harbourside					47										
4039	Willingdon Community School	200	200	202	197	200	19	20	9	23	47	84.2	100.0	100.0	78.3	93.6

**Religious Education: Full Course GCSE entries and takeup, 2013-2017**

DFE	School	Cohort					GCSE Full Course Entries RE					GCSE Full Course % Take Up				
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>England (All Schools)</b>		<b>632,397</b>	<b>618,437</b>	<b>611,024</b>	<b>600,425</b>	<b>589,096</b>	<b>229,009</b>	<b>259,359</b>	<b>269,511</b>	<b>268,759</b>	<b>264,108</b>	<b>36.2</b>	<b>41.9</b>	<b>44.1</b>	<b>44.8</b>	<b>44.8</b>
<b>England (State Funded Schools)</b>		<b>571,322</b>	<b>558,432</b>	<b>553,195</b>	<b>539,985</b>	<b>529,073</b>	<b>212,408</b>	<b>242,052</b>	<b>253,196</b>	<b>252,025</b>	<b>248,210</b>	<b>37.2</b>	<b>43.3</b>	<b>45.8</b>	<b>46.7</b>	<b>46.9</b>
<b>East Sussex</b>		<b>5,352</b>	<b>5,248</b>	<b>5,159</b>	<b>4,933</b>	<b>4,841</b>	<b>1,463</b>	<b>1,854</b>	<b>1,835</b>	<b>1,852</b>	<b>1,794</b>	<b>27.3</b>	<b>35.3</b>	<b>35.6</b>	<b>37.5</b>	<b>37.1</b>
4055	Ark Helenswood Academy	214	217	213	206	166	208	118	121	200	158	97.2	54.4	56.8	97.1	95.2
4003	Ark William Parker Academy		213	220	178	151		25	10	18	55		11.7	4.5	10.1	36.4
4026	Beacon Academy	221	237	207	232	184	79	122	43	42		35.7	51.5	20.8	18.1	
4044	Bexhill High Academy	326	303	249	259	234				8	4				3.1	1.7
4074	Causeway School	184	183	176	148	157	11	9	3			6.0	4.9	1.7		
4042	Chailey School	159	134	158	123	152	145	126	152	116	140	91.2	94.0	96.2	94.3	92.1
4025	Claverham Community College	238	234	229	237	222	14	217	221	218	214	5.9	92.7	96.5	92.0	96.4
4027	Hailsham Community College Academy Trust	192	228	198	170	188										
4028	Heathfield Community College	234	235	232	237	219	16	36	24	33	11	6.8	15.3	10.3	13.9	5.0
4000	Peacehaven Community School	179	163	179	174	171		70	51	43			42.9	28.5	24.7	
4047	Priory School	233	232	232	228	224				1	1				0.4	0.4
4063	Ratton School	241	241	242	240	240	198	214	220	223	234	82.2	88.8	90.9	92.9	97.5
4041	Ringmer Community College	140	136	127	119	92		14	20	12	3		10.3	15.7	10.1	3.3
4035	Robertsbridge Community College	130	127	129	119	128	17		89	99	109	13.1		69.0	83.2	85.2
4045	Rye College	131	151	132	127	124	7	111		12	20	5.3	73.5		9.4	16.1
4001	Rye Studio School			26	21	17				1					4.8	
4036	Seaford Head School	217	208	200	232	216	118	160	182	190	181	54.4	76.9	91.0	81.9	83.8
4004	Seahaven Academy			131	96	82			30	18	15			22.9	18.8	18.3
4610	St Catherine's College	207	206	206	208	203	95	96	82	75	78	45.9	46.6	39.8	36.1	38.4
4606	St Richard's Catholic College	196	199	203	186	205	196	174	203	186	185	100.0	87.4	100.0	100.0	90.2
4064	The Cavendish School	201	201	199	198	198	1	1	7	18	20	0.5	0.5	3.5	9.1	10.1
6905	The Eastbourne Academy	156	160	136	94	122				12	2				12.8	1.6
4612	The Hastings Academy	146	149	145	154	152										
4611	The St Leonards Academy	296	231	254	230	229	34	27	79	40	36	11.5	11.7	31.1	17.4	15.7
4037	Uckfield Community Technology College	275	264	277	264	266	273	261	273	261	257	99.3	98.9	98.6	98.9	96.6
4038	Uplands Community College	169	164	161	148	139		12	17		23		7.3	10.6		16.5
4005	UTC@harbourside					47										
4039	Willingdon Community School	200	200	202	197	200	19	20	9	23	47	9.5	10.0	4.5	11.7	23.5

**Religious Education: Short Course GCSE entries and attainment, 2013-2017**

DFE	School	Cohort					GCSE Short Course Entries RE					GCSE Short Course % A*-C				
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>England (State Funded Schools)</b>		<b>571,322</b>	<b>558,432</b>	<b>553,195</b>	<b>539,985</b>	<b>529,073</b>	<b>147,988</b>	<b>107,748</b>	<b>60,754</b>	<b>40,788</b>	<b>31,396</b>	<b>49.2</b>	<b>53.6</b>	<b>51.9</b>	<b>53.3</b>	<b>53.1</b>
<b>East Sussex</b>		<b>5,352</b>	<b>5,248</b>	<b>5,159</b>	<b>4,933</b>	<b>4,841</b>	<b>1,699</b>	<b>1,286</b>	<b>779</b>	<b>507</b>	<b>182</b>	<b>46.6</b>	<b>51.0</b>	<b>37.6</b>	<b>48.9</b>	<b>62.1</b>
4055	Ark Helenswood Academy	214	217	213	206	166		86	49				22.1	16.3		
4003	Ark William Parker Academy		213	220	178	151		36	1				94.4	100.0		
4026	Beacon Academy	221	237	207	232	184	123					43.1				
4044	Bexhill High Academy	326	303	249	259	234	7	1				71.4	0.0			
4074	Causeway School	184	183	176	148	157	1					0.0				
4042	Chailey School	159	134	158	123	152	9	1				0.0	100.0			
4025	Claverham Community College	238	234	229	237	222	216	231	2	14		52.8	51.9	0.0	0.0	
4027	Hailsham Community College	192	228	198	170	188	1	1				0.0	0.0			
4028	Heathfield Community College	234	235	232	237	219	205	193	199	116	99	45.4	48.7	33.2	66.4	84.8
4000	Peacehaven Community School	179	163	179	174	171	77		3			33.8		0.0		
4047	Priory School	233	232	232	228	224	213	226	217	221		50.7	51.8	57.6	61.1	
4063	Ratton School	241	241	242	240	240	27	19	3			18.5	5.3	0.0		
4041	Ringmer Community College	140	136	127	119	92	58					65.5				
4035	Robertsbridge Community College	130	127	129	119	128	82	166	15			69.5	76.5	13.3		
4045	Rye College	131	151	132	127	124	111	1				26.1	0.0			
4001	Rye Studio School			26	21	17										
4036	Seaford Head School	217	208	200	232	216	41	32	12	29	20	31.7	40.6	0.0	3.4	25.0
4004	Seahaven Academy			131	96	82				92	65			7.6	21.5	
4606	St Richard's Catholic College	196	199	203	186	205										
4610	The Bishop Bell CofE School (St Catherine's College)	207	206	206	208	203	43	58	53	62	63	9.3	34.5	28.3	33.9	38.1
4064	The Cavendish School	201	201	199	198	198	140	125	132			62.9	64.0	51.5		
6905	The Eastbourne Academy	156	160	136	94	122										
4612	The Hastings Academy	146	149	145	154	152	1					100.0				
4611	The St Leonards Academy	296	231	254	230	229										
4037	Uckfield Community Technology College	275	264	277	264	266	1					0.0				
4038	Uplands Community College	169	164	161	148	139	2					0.0				
4005	UTC@harbourside					47										
4039	Willingdon Community School	200	200	202	197	200	1					100.0				

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

DFE	School	Cohort					GCSE Short Course Entries RE					GCSE Short Course % Take Up				
		2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>England (State Funded Schools)</b>		<b>571,322</b>	<b>558,432</b>	<b>553,195</b>	<b>539,985</b>	<b>529,073</b>	<b>147,988</b>	<b>107,748</b>	<b>60,754</b>	<b>40,788</b>	<b>31,396</b>	<b>25.9</b>	<b>19.3</b>	<b>11.0</b>	<b>7.6</b>	<b>5.9</b>
<b>East Sussex</b>		<b>5,352</b>	<b>5,248</b>	<b>5,159</b>	<b>4,933</b>	<b>4,841</b>	<b>1,699</b>	<b>1,286</b>	<b>779</b>	<b>507</b>	<b>182</b>	<b>31.7</b>	<b>24.5</b>	<b>15.1</b>	<b>10.3</b>	<b>3.8</b>
4055	Ark Helenswood Academy	214	217	213	206	166		86	49				39.6	23.0		
4003	Ark William Parker Academy		213	220	178	151		36	1				16.9	0.5		
4026	Beacon Academy	221	237	207	232	184	123					55.7				
4044	Bexhill High Academy	326	303	249	259	234	7	1				2.1	0.3			
4074	Causeway School	184	183	176	148	157	1					0.5				
4042	Chailey School	159	134	158	123	152	9	1				5.7	0.7			
4025	Claverham Community College	238	234	229	237	222	216	231	2	14		90.8	98.7	0.9	5.9	
4027	Hailsham Community College	192	228	198	170	188	1	1				0.5	0.4			
4028	Heathfield Community College	234	235	232	237	219	205	193	199	116	99	87.6	82.1	85.8	48.9	45.2
4000	Peacehaven Community School	179	163	179	174	171	77		3			43.0		1.7		
4047	Priory School	233	232	232	228	224	213	226	217	221		91.4	97.4	93.5	96.9	
4063	Ratton School	241	241	242	240	240	27	19	3			11.2	7.9	1.2		
4041	Ringmer Community College	140	136	127	119	92	58					41.4				
4035	Robertsbridge Community College	130	127	129	119	128	82	166	15			63.1	130.7	11.6		
4045	Rye College	131	151	132	127	124	111	1				84.7	0.7			
4001	Rye Studio School			26	21	17										
4036	Seaford Head School	217	208	200	232	216	41	32	12	29	20	18.9	15.4	6.0	12.5	9.3
4004	Seahaven Academy			131	96	82			92	65				70.2	67.7	
4606	St Richard's Catholic College	196	199	203	186	205										
4610	The Bishop Bell CofE School (St Catherine's College)	207	206	206	208	203	43	58	53	62	63	20.8	28.2	25.7	29.8	31.0
4064	The Cavendish School	201	201	199	198	198	140	125	132			69.7	62.2	66.3		
6905	The Eastbourne Academy	156	160	136	94											
4612	The Hastings Academy	146	149	145	154	152	1					0.7				
4611	The St Leonards Academy	296	231	254	230	229										
4037	Uckfield Community Technology College	275	264	277	264	266	1					0.4				
4038	Uplands Community College	169	164	161	148	139	2					1.2				
4005	UTC@harbourside					47										
4039	Willingdon Community School	200	200	202	197	200	1					0.5				

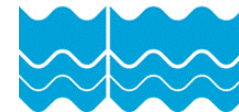
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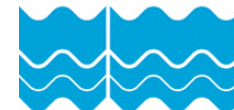
## SACRE Development Plan 2015-2018

1. Monitor standards and provision of RE in East Sussex schools							
Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	A	G
Page 73	<ul style="list-style-type: none"> <li>• Questionnaire to be sent during term 5 to RE Subject Lead within schools</li> <li>• Questionnaire to contain information around:               <ul style="list-style-type: none"> <li>- Meeting statutory requirements for RE (include detail of these)</li> <li>- Which examination board do you follow?</li> <li>- What are your examination results?</li> <li>- What are your development needs?</li> <li>- Have you been able to access training?</li> <li>- How and where are you getting support?</li> <li>- Awareness of local facilities</li> <li>- Would the school be happy to have a visit from a SACRE member</li> </ul> </li> </ul>	RE Advisor Clerk	Once a year	75% of schools responding to questionnaire (This has not been carried out in 2016 because of Agreed Syllabus revisions)			
<p><b>1.2</b> Report on how many schools have responded to questionnaire to be brought to SACRE meeting.</p>	<ul style="list-style-type: none"> <li>• Short report on how many and which schools have responded to questionnaire. To be brought to SACRE meeting once a year.</li> <li>• Check on schools who have not replied</li> </ul>	RE Advisor Clerk	Annually	Report to be presented to SACRE meeting once a year (See above)			
<p><b>1.3</b> Monitor self evaluation from schools around RE teaching.</p>	<ul style="list-style-type: none"> <li>• A self evaluation form to be used in all schools</li> <li>• Support to be offered for RE clusters lead meetings to complete self evaluation</li> </ul>	RE Advisor	Ongoing	Schools submit an annual self evaluation (This is planned for 2017 to link into revised syllabus).			



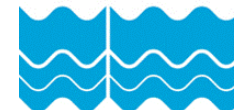
## SACRE Development Plan 2015-2018

1. Monitor standards and provision of RE in East Sussex schools							
Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	A	G
1.4 Deliver training for schools and governing bodies	<ul style="list-style-type: none"> <li>• RE advisor to run termly twilight network sessions for both RE subject leads and school staff.</li> <li>• Training sessions for school clusters to be offered.</li> <li>• Whole school training sessions to be offered.</li> <li>• Training to be offered to governing bodies on RE, SMSC and collective worship</li> </ul>	RE Advisor/ Training Events team	Each term	100% of RE subject leaders have attended one or more courses (Subject leaders change on a regular basis but most schools have attended training).			
1.5 Collate GCSE results for RE	<ul style="list-style-type: none"> <li>• Analyse the percentage of schools entering pupils for GCSE's, KS3 &amp; KS4</li> </ul>	LA Advisor	Ongoing each year				



## SACRE Development Plan 2015-2018

2. Raise profile of RE, Collective Worship and SMSC in East Sussex							
Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	A	G
<b>2.1</b> Develop a termly newsletter for RE teachers, RE subject leads, Headteachers and SACRE.	<ul style="list-style-type: none"> <li>RE advisor to develop a newsletter to be circulated electronically</li> <li>Newsletter to be sent through e-mail, Virtual Schoolbag.</li> <li>Newsletter to be made available on Czone.</li> </ul>	RE Advisor  Clerk  Clerk	Quarterly Ongoing	Schools are aware of newsletter and content.			
<b>2.2</b> Annual conference to be held	<ul style="list-style-type: none"> <li>Annual conference to be held each Autumn term but not on a Friday to ensure Muslim teachers are able to attend..</li> <li>RE subject leads and SACRE members to be invited</li> <li>Faiths to be invited to run workshops.</li> <li>Panel of multi-faith representatives to present and opportunity for Q&amp;A session.</li> </ul>	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.			
<b>2.3</b> Increase training on spiritual, moral, social and cultural development	<ul style="list-style-type: none"> <li>Run staff training courses on SMSC across the curriculum to improve the quality of pupils' SMSC development in East Sussex schools</li> </ul>	RE Advisor					



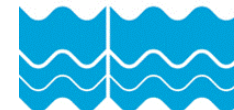
## SACRE Development Plan 2015-2018

2. Raise profile of RE, Collective Worship and SMSC in East Sussex							
Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	A	G
2.4 Training and induction for SACRE members.	<ul style="list-style-type: none"> <li>Information pack to be provided to new members</li> <li>Provide SACRE members with the support they need.</li> </ul>	Clerk  LA Advisor/ RE Advisor	Ongoing				
2.5 Improve SACRE members knowledge and understanding of East Sussex schools	<ul style="list-style-type: none"> <li>SACRE members to visit secondary schools to monitor provision and offer support with RE teaching</li> <li>SACRE members to begin monitoring by checking websites to highlight schools that might be a cause for concern</li> </ul>	SACRE	Ongoing				
2.6 Raise SACRE members understanding of other faiths	<ul style="list-style-type: none"> <li>Faiths to be asked to invite SACRE members to attend places of worship</li> <li>All SACRE members and schools received a copy of Faith and Belief in Educational Settings Guidance .</li> </ul>	SACRE	Ongoing	SACRE members are better aware of other faiths.			
2.7 Capture the views of children and young people.	<ul style="list-style-type: none"> <li>SACRE to write to Youth Cabinet to ask for views.</li> <li>Pupils to be invited to speak at SACRE meetings when meetings based in a school.</li> <li>Youth conference to be arranged with an inter-faith theme</li> </ul>	Chair  Clerk	Ongoing	Views of children and young people are brought to SACRE.			



## SACRE Development Plan 2015-2018

2. Raise profile of RE, Collective Worship and SMSC in East Sussex							
Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	A	G
<p><b>2.8</b> To encourage Academies to follow the SACRE syllabus and ensure Academies are following a syllabus</p>	<ul style="list-style-type: none"> <li>Officer from Education to attend SACRE meeting to advise on the role of SACRE with Academies.</li> <li>Member of Academy staff appointed to SACRE</li> </ul>	Clerk	Ongoing	Academies take up SACRE RE syllabus.			
<p><b>2.9</b> Increasing the effectiveness of SACRE</p>	<ul style="list-style-type: none"> <li>Ensure representatives of all faiths attend SACRE meetings or alternatively send a substitute.</li> </ul>	Clerk	Ongoing	<b>All meetings to be quorate</b>			



**SACRE Development Plan 2015-2018**

3. Publicise range of resources which are available							
Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	A	G
<p><b>3.1</b> Raise awareness of available resources</p>	<ul style="list-style-type: none"> <li>Article to be included within the newsletter on what resources are available.</li> <li>Link on Czone to all resources</li> </ul> <p>Resources include:</p> <ul style="list-style-type: none"> <li>Disc to support schools with Collective Worship sent to all schools</li> <li>Disc to support schools with Assessment in process of being completed to go out to schools 2017</li> <li>Faith and Belief in Educational Settings Document in sent to all schools</li> </ul>	<p>RE Advisor</p> <p>Clerk</p>	Ongoing	Schools are more aware of the resources which are available.			

**SACRE Development Plan 2015-2018**



4. Review RE Syllabus							
Action Points	Method	Lead/ By whom	Timescale	Success Criteria	R	A	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 national level which will impact SACRE.	<ul style="list-style-type: none"> <li>National changes to be brought to SACRE meetings.</li> <li>LA Consultant to undergo training on new, national Understanding Christianity project ready for implementation in 2017</li> </ul>	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

## Future work at a glance

Updated: January 2018

*This list is updated after each meeting of the scrutiny committee.*

<b>Items that appear regularly at committee</b>	
<p>The Council's <a href="#">Forward Plan</a></p>	<p>The latest version of the Council's <a href="#">Forward Plan</a> 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.</p> <p>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 <a href="#">call-in</a> procedure is available if scrutiny Members think a Cabinet or Lead Member decision has been taken incorrectly.</p> <p>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.</p>
<p>Committee work programme</p>	<p>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.</p>

<b>Future Committee agenda items</b>		<b>Author</b>
<b>2 March 2018</b>		
Reconciling Policy, Performance and Resources (RPPR) 2018/19	To provide the Committee with an opportunity to review its input into the RPPR process for 2018/19 and suggest improvements to the process.	Becky Shaw, Chief Executive
ISEND Service Demand.	At its meeting in June 2017, the Committee requested a report be provided which evaluates the impact of the measures set out in the Department's Action Plan to the March 2018 meeting.	Stuart Gallimore, Director of Children's Services
Scrutiny Review of Educational Attainment in Key Stage 4 – Teacher Recruitment and Retention	Six month update report monitoring progress on the implementation of the recommendations of the Scrutiny Review of Educational Attainment in Key Stage 4 – Teacher Recruitment and Retention	Stuart Gallimore, Director of Children's Services
Standing Advisory Council for Religious Education (SACRE) Annual Report	To update the Committee on the work of SACRE.	Roy Galley, Chairman of SACRE/ Stuart Gallimore, Director of Children Services
<b>25 June 2018</b>		
East Sussex 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 2016/17. In addition, at its June 2017 meeting, the Committee requested that the Local Safeguarding Children Board include the findings of its review of the impact of Serious Case Reviews as part of its annual Serious Case Review report to the Committee in June 2018.	Reg Hooke, Chair of LSCB/ Stuart Gallimore, Director of Children's Services
Raising the Age of Participation	At its meeting in June 2017, the Committee requested a progress report on the measures set out in the Department's action plan following the recommendations of the Scrutiny Review of Raising the Age of Participation.	Stuart Gallimore, Director of Children's Services

<b>1 October 2018</b>		
Reconciling Policy, Performance and Resources (RPPR)	Reconciling Policy, Performance and Resources. The Committee will start looking at departmental portfolio plans and the budget setting process for 2019/20.	Becky Shaw, Chief Executive
Educational Attainment in Key Stage 4	Teacher Recruitment and Retention: 12 Month monitoring report planned for the 2018 meeting of the Committee.	Scrutiny/Assistant Directors.
East Sussex Local Safeguarding Children Board	Presentation of the annual report of the Local Safeguarding Children Board (LSCB).	LSCB Chair/ Director of Children's Services

<b>27 November 2018</b>		
Reconciling Policy, Performance and Resources (RPPR)	Reconciling Policy, Performance and Resources. The Committee will review the information provided at its September meeting and establish an RPPR board to examine departmental portfolio plans and the budget setting process for 2019/20.	Becky Shaw, Chief Executive

<b>Current scrutiny reviews and other work underway</b>	Date available
<p><b>Scrutiny Review Board: Coping with change – the way forward</b></p> <p>At its November 2017 meeting, the Committee agreed to appoint a Scrutiny Review Board to consider issues relating to how schools are coping with change (with a particular emphasis on a forward-looking approach). Whilst the Committee is interested in developing a clearer understanding of the key changes and their potential impact on all types of school within East Sussex, the Committee have a particular interest in the following issues which might become a focus of the Review:</p> <ul style="list-style-type: none"> <li>○ the sustainability of small schools;</li> <li>○ school funding issues, including data on school funding bids to the Strategic School Improvement Fund (SSIF) and the impact this is having on under-performing schools;</li> <li>○ the impact of the 'Federate First' programme (Federation First is a national campaign developed in 2016 by the National Governors Association to raise awareness of the advantages of federations to school improvement);</li> </ul>	<p>The first meeting of the Review Board took place on 05/02/18.</p>

Current scrutiny reviews and other work underway	Date available
<ul style="list-style-type: none"> <li>○ how schools are now increasingly making decisions regarding which services they purchase and the impact this may have on performance and attainment.</li> </ul> <p>At this first meeting the Review Board will focus on identifying the key issues it would like to investigate further. If a suitable subject for review is then identified, the Review Board will then subsequently agree its terms of reference and its key objectives.</p> <p><b>Review of Early Help services – Scrutiny Reference Group</b></p> <p>The Children’s Services Department is undertaking a review of Early Help services. With this in mind, the Committee has been asked to nominate Members who will sit on a reference group. Members of the reference group will be briefed on and be given the opportunity to make contributions to the review.</p> <p><b>Educational Attainment and Performance Scrutiny Reference Group</b></p> <p>Given the decision to discontinue the Education Performance Panel and the ongoing fundamental changes occurring within the education system, the Committee agreed to appoint an ‘Educational Attainment and Performance Scrutiny Reference Group’. The reference group is intended to provide committee members with a forum to discuss in more detail attainment and performance issues. The outcomes and possible recommendations of this meeting will be reported back to the Committee at appropriate intervals.</p> <p><b>Educational Attainment in Key Stage 4- Teacher Recruitment and Retention:</b> 12 Month monitoring report planned for the October 2018 meeting of the Committee.</p> <p><b>East Sussex Better Together (ESBT).</b> Joint Scrutiny Board established with representatives from two other scrutiny committees to consider the ESBT programme and specific policy and service developments arising from it.</p>	<p>To be confirmed</p> <p>To be confirmed</p> <p>1 October 2018</p> <p>2 March 2018</p>



<b>Background / information reports available to the Committee</b> (Items in this list appear on committee agendas when proposed for scrutiny)		<b>Date available</b>
	addressed to the listed contact. Possible scrutiny issues should be raised with the scrutiny team or committee Chair.	
<b>Children's Services statutory complaints report 2017-18</b>	This will include information about compliments and other representations for the period April 2017 – March 2018.	November 2018

**Enquiries:** Democratic Services  
 Author: Stuart McKeown, Senior Democratic Services Adviser  
 Telephone: 01273 481583  
 Email: [stuart.mckeown@eastsussex.gov.uk](mailto:stuart.mckeown@eastsussex.gov.uk)

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## GLOSSARY OF TERMS AND ACRONYMS APPEARING IN CHILDREN'S SERVICES COMMITTEE PAPERS

<b>Term</b>	<b>What it means</b>
<b>CAMHS</b>	The Child and Adolescent Mental Health Service (CAMHS) provides advice, diagnosis of mental disorders and therapeutic work with young people to treat complex, severe or persistent mental health difficulties.
<b>Child Protection Plan (CPP)</b>	A detailed inter-agency plan setting out what must be done to protect a child from further harm; to promote the child's health and development; and, if it is in the best interests of the child, to support the family to promote the child's welfare.
<b>Children in care</b>	Children being looked after by the local authority. See also LAC – Looked after children.
<b>Children's Centre</b>	East Sussex Children's Centres offer all families with children under five a range of services, information and support. Services vary depending on local needs but typically include: advice; home visiting; family 'drop-in'; child health information; help finding specialist and other services they can't provide directly.
<b>Children and Young People's Plan (CYPP)</b>	The CYPP sets out the shared priorities of the <b>Children and Young People's Trust</b> partners to improve the lives of children, young people and their families in East Sussex.
<b>Children and Young People's Trust (CYPT)</b>	The East Sussex CYPT is a group of partners that work together in different ways to improve what we provide for children, young people and families.
<b>DfE</b>	Department for Education (Government department)
<b>Early years foundation stage (EYFS)</b>	The EYFS is a set of welfare and learning and development requirements, which must be followed by providers of care for children below 5 years old – the age of compulsory education in the UK.
<b>ESBAS</b>	East Sussex Behaviour & Attendance Service
<b>Key Stage 1 (KS1)</b>	The two years of schooling in maintained schools in England and Wales normally known as Year 1 and Year 2, when pupils are aged between 5 and 7.
<b>Key Stage 2 (KS2)</b>	The four years of schooling in maintained schools in England and Wales normally known as Years 3, 4, 5 and 6, when pupils are aged between 7 and 11.
<b>Key Stage 3 (KS3)</b>	The three years of schooling in maintained schools in England and Wales normally known as Years 7, 8 and 9, when pupils are

<b>Term</b>	<b>What it means</b>
	aged between 11 and 14.
<b>Key Stage 4 (KS4)</b>	The two years of school education which incorporate GCSEs, and other exams, in maintained schools in England, Wales, normally known as Years 10 and 11 in England and Wales.
<b>Key Stage 5 (KS5)</b>	An unofficial label used to describe the two years of post-compulsory education for students aged 16-18, or at sixth form, in England and Wales.
<b>LAC (Looked After Children)</b>	Children who are either looked after or in the care of a local authority, or are provided with accommodation for more than 24 hours by a local authority. We use the term 'children in care' to include all children being looked after by a local authority.
<b>Local Safeguarding Children Board (LSCB)</b>	The Children Act 2004 places a duty on every local authority to establish an LSCB. Members of the East Sussex LSCB include an independent chair, two lay members and senior representatives from a wide range of statutory and voluntary sector agencies. The LSCB coordinates the work undertaken by its members to safeguard and promote the welfare of children in East Sussex, and to ensure that the safeguarding work is effective. See <a href="http://www.eastsussexlscb.org.uk">http://www.eastsussexlscb.org.uk</a>
<b>NEETs</b>	People who are <b>N</b> ot in <b>E</b> ducation, <b>E</b> mployment or <b>T</b> raining.
<b>Pupil Premium</b>	The pupil premium was introduced in April 2011 and is an additional payment paid directly to schools by the government for every pupil who has been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.
<b>RPA (Raising the school participation Age)</b>	From summer 2013, all young people will have to continue in education or training until the end of the academic year in which they turn 17. From summer 2015, this will change to their 18th birthday.
<b>RPPR</b>	Reconciling Policy, Performance and Resources is the County Council's budget and business planning process.
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>- protecting children from maltreatment</li> <li>- preventing impairment of children's health or development</li> <li>- ensuring that children are growing up with safe and effective care</li> <li>- undertake that role so as to enable those children to have optimum life chances and to enter adulthood successfully.</li> </ul>
<b>Schools Forum</b>	A body which advises the local authority on how the schools budget is spent. Members include headteachers, school governors and councillors.



<b>Term</b>	<b>What it means</b>
<b>SE7(South East 7)</b>	South East 7 group of local authorities is a partnership of local authorities in the South East that are committed to working together on some key work areas for mutual benefit.
<b>SEN</b>	Special Educational Needs
<b>SEND Pathfinder</b>	Special Educational Needs and Disability (SEND) Pathfinder is a national programme trying to find better ways to help families who need it. The main thing is to put families at the centre of the process when assessing their needs and those of their child, to give them more choice and control over the help they can get.
<b>THRIVE Transformation programme</b>	In East Sussex - a means of improving outcomes for children by investing more money in the early help services to give families the support they need <i>before</i> they get into difficulties. The thinking is that if families solve their problems before they escalate, the need for more costly social care services, such as Child Protection Plans or taking children into care, is reduced.
<b>TYS Targeted Youth Service)</b>	The Targeted Youth Support (TYS) Service offers young people advice, information and support around issues such as: sexual and mental health, drugs and alcohol, family and relationships, money and accommodation. Youth work sessions include: sports and arts based activities, getting involved in youth councils and local volunteering opportunities.
<b>Youth Offending Team</b>	The Youth Offending Team aims to cut youth crime by changing the behaviour of young people who offend. It helps them get into mainstream education and health services, so that they can be diverted from crime in the future.
<b>VSB</b>	Virtual Schools Bank.

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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:

- Page 91
- 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 website 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 website 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 1UE, or telephone 01273 481955 or send an e-mail to [andy.cottell@eastsussex.gov.uk](mailto: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 335274.

**FORWARD PLAN – EXECUTIVE DECISIONS (including Key Decisions) –1 February 2018 TO 31 May 2018**

Additional notices in relation to Key Decisions and/or private decisions are available on the [Council's website](#).

Cabinet membership:

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

Councillor David Elkin – Lead Member for Resources

Councillor Bill Bentley – Lead Member for Communities and Safety

Councillor Rupert Simmons – Lead Member for Economy

Councillor Nick Bennett – Lead Member for Transport and Environment

Councillor Carl Maynard – Lead Member for Adult Social Care and Health

Councillor Sylvia Tidy – Lead Member for Children and Families

Councillor Bob Standley – 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
19 Feb 2018	Lead Member for Education and Inclusion, Special Educational Needs and Disability	Admission Arrangements 2019/20  To seek approval to consult on proposed Admission Arrangements for 2019/20	<b>KD</b>		Report, other documents may also be submitted	Jo Miles 01273 481911
19 Feb 2018	Lead Member for Children and Families	Collaboration Agreement for Integrated Services between East Sussex County Council and East Sussex Healthcare Trust (ESHT) for 0-5 Services  Agreement sought to enter into a	<b>KD</b>		Report, other documents may also be submitted	Simone Lane 01273 335216

		collaboration agreement with ESHT (East Sussex Healthcare Trust) to deliver public health services				
26 Feb 2018	Lead Member for Transport and Environment	Notice of Motion - elimination of avoidable plastic waste  To consider a Notice of Motion regarding elimination of avoidable plastic waste			Report, other documents may also be submitted	Andy Arnold 01273 481606
26 Feb 2018	Lead Member for Transport and Environment	Petition requesting the introduction of a pedestrian crossing on Offham Road (A2029), Lewes in the vicinity of Blois Road  To consider the petition of 453 signatures presented by Offham Road Residents Action Group		Local Members Lead Petitioner	Report, other documents may also be submitted	Andrew Keer 01273 336682
26 Feb 2018	Lead Member for Transport and Environment	St Anthony's division, Eastbourne footways petition  To consider the response to the petition calling for repairs to be made to the footways in St Anthony's division, Eastbourne, specifically Boswell Walk, Kipling Walk and Shelley Walk		Local Members Lead Petitioner	Report, other documents may also be submitted	Dale Poore 01273 481916
26 Feb 2018	Lead Member for Transport and Environment	York Gardens, Hastings – Petition  To consider the response to the petition calling for the replacement of the roadway, pavement and kerbs as well as enhancement to street lighting.		Local Members Lead Petitioner	Report, other documents may also be submitted	Dale Poore 01273 481916

27 Feb 2018	Lead Member for Communities and Safety	Surveillance Camera Policy New corporate policy in order to meet the requirements of new legislation and code of practice			Report, other documents may also be submitted	Heidi Judd 01273 482184
6 Mar 2018	Cabinet	Council Monitoring: Quarter 3 2017/18 To consider the Council Monitoring report for Quarter 3, 2017/18.			Report, other documents may also be submitted	Jane Mackney 01273 482146
6 Mar 2018	Cabinet	Libraries Transformation Programme revised Libraries Strategic Commissioning Strategy  To seek Cabinet approval of the revised Libraries Strategic Commissioning Strategy.	<b>KD</b>	12 week Public Consultation  Local Members	Report, other documents may also be submitted	Nick Skelton 01273 482994
6 Mar 2018	Cabinet	Proposals for the creation of a Major Road Network - consultation response  Cabinet is asked to review and approve the Council's response to the Government consultation on the creation of a Major Road Network.			Report, other documents may also be submitted	Jon Wheeler 01273 482212
6 Mar 2018	Cabinet	Fair Funding Review Consultation Response  To consider East Sussex County Council's response to the Secretary of State for Communities and Local Government consultation on the Fair Funding Review.			Report, other documents may also be submitted	Ian Gutsell 01273 481399
16 Mar 2018	Lead Member for	Road Safety Policies Update			Report, other	Claire Scriven

	Communities and Safety	To consider a report regarding the updates to Road Safety Policies.			documents may also be submitted	0345 6080193
19 Mar 2018	Lead Member for Transport and Environment	Allocation of the 2018/19 Community Match Funding to a number of community led local transport schemes  To seek approval of the proposed allocation of match funding to a number of community led transport improvement schemes	<b>KD</b>	Draft circulated to all Members, and cross party Member Panel to consider draft schemes.	Report, other documents may also be submitted	Sarah Valentine 01273 335724
19 Mar 2018	Lead Member for Transport and Environment	Capital Programme for Transport Improvements 2018/19  To approve the list of transport schemes and associated expenditure in 2018/19 to be included in the programme	<b>KD</b>		Report, other documents may also be submitted	Andrew Keer 01273 336682
19 Mar 2018	Lead Member for Transport and Environment	East Sussex Statement of Community Involvement adoption The Statement of Community Involvement (SCI) and its accompanying publicity is a statutory requirement under the Planning and Compulsory Purchase Act 2004 and associated regulation	<b>KD</b>		Report, other documents may also be submitted	Sarah Iles 01273 481631
23 Mar 2018	Lead Member for Resources	Annual write off of debts Annual report to request formal approval to write-off debts over a certain value.	<b>P</b> <b>KD</b>		Report, other documents may also be submitted	Janyce Danielczyk 01273 481893
23 Mar 2018	Lead Member for Resources	Hailsham - Delivery of school sites Exercise of options in relation to two schools in Hailsham	<b>KD</b>	Local Members Lead Members	Report, other documents may also be submitted	Graham Glenn 01273 336237

29 Mar 2018	Lead Member for Children and Families	Children's Centre Nursery Fee Increase Lead Member decision required to agree the proposal to increase the nursery fees at two Children's Centre Nurseries located in Bexhill		Local Members	Report, other documents may also be submitted	Celia Lamden 01323 463112
16 Apr 2018	Lead Member for Transport and Environment	Proposed pedestrian crossing in Belgrave Road, Seaford To consider feedback received in response to a local consultation on a proposal to introduce a pedestrian crossing and determine whether the scheme should continue.		Local residents School Community	Report, other documents may also be submitted	Andrew Keer 01273 336682
24 Apr 2018	Cabinet	External Audit Plan 2017/18 To consider the work to be carried out by the Council's External Auditors for the financial year 2017/18.	<b>KD</b>		Report, other documents may also be submitted	Ola Owolabi 01273 482017
24 Apr 2018	Cabinet	External Audit Report on Grants Claim Certificate 2016/17  External auditors are required to certify certain grant claims. This is an annual report summarising that grant work and highlights the key issues arising for the year ending 31 March 2017.			Report, other documents may also be submitted	Ola Owolabi 01273 482017
24 Apr 2018	Cabinet	Internal Audit Strategy and Annual Plan 2018/19  To consider the Internal Audit Strategy and Plan for 2018/19.			Report, other documents may also be submitted	Russell Banks 01273 481447



26 Apr 2018	Lead Member for Communities and Safety	<p>Update on East Sussex Road Safety Programme</p> <p>To note the progress made in the East Sussex Road Safety Programme to reduce Killed and Seriously Injured on East Sussex Roads</p>			Report, other documents may also be submitted	Charlotte Marples 01273 482824
30 Apr 2018	Lead Member for Education and Inclusion, Special Educational Needs and Disability	<p>Request to publish statutory notices regarding lowering the age range at Langney Primary School</p> <p>To seek Lead Member approval to publish statutory notices in respect of a proposal to lower the age range at Langney Primary School to enable the school to take 2 year olds in their current nursery provision</p>		Local Members	Report, other documents may also be submitted	Jane Spice 01323 747425

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