



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

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**Children's Services Scrutiny Committee – 20 March 2017**

**Cabinet – 18 April 2017**

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# 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

<b>Key</b>	
	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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