





Contents

1	A Vision for Education in West Sussex	5
	1.1 West Sussex Plan 2017-2022	5
	1.2 Outcomes	5
2	The School Effectiveness Strategy	6
	2.1 Reasons for Change	6
	2.2 Inclusion	7
	2.3 Safeguarding	7
	2.4 Principles	8
	2.5 Values	9
3	School Organisation	10
	3.1 Aim	10
	3.2 Objectives	10
	3.3 Sufficient School Places	10
	3.4 A Diverse Supply of Strong Schools	11
	3.5 Admissions Process	12
4	School Improvement	13
	4.1 Aim	13
	4.2 Objectives	13
	4.3 School Improvement Policy	13
	4.4 School Improvement Approach	14
	4.5 The Role of School Governance	15
	4.6 Targeting Resources and Categorising Schools	16
	4.7 Additional and Enhanced Support for Schools	17
	4.8 Support for schools that are not yet 'Good'	18
	4.8.1 Task Groups	18
	4.8.2 School Reviews	18
	4.8.3 Power of Intervention	19
	4.9 School-to-School Support	20
	4.9.1 Area Inclusion and Improvement Boards	20
	4.10 External Peer Review Support	21
	4.11 Developing Young Peoples' Skills	22
5	Summary	23
6	Appendices	24
	6.1 Appendix A - Towards Federations	24
	6.2 Appendix B - School Improvement Development Objectives	25
	6.3 Appendix C - School Improvement Adviser Roles	26
	6.4 Appendix D - County Council Categorisation of Schools	27
	6.5 Appendix E - Area Improvement and Inclusion Boards Terms of Reference	28

Foreword

Ensuring that all children and young people secure the best start in life and are able to support the county in its quest for sustainability and prosperity is key to the future of West Sussex. Our new School Effectiveness Strategy includes our policy for supporting the improvement of schools. It will enable us to raise standards against a rapidly changing and ever evolving educational landscape.

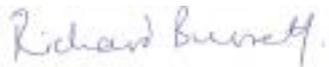
We have a developing picture for a mixed economy of education in this country, replicated in West Sussex, which is underpinned by a combination of maintained schools and academies, most of which are part of larger Multi Academy Trusts.

Our new School Effectiveness Strategy aims to take account of this changing landscape and mitigate the extreme challenges of current educational funding faced both by schools and the County Council. At a time when we have a relentless drive to raise standards and to support the urban and rural diversity of our beautiful county to ensure the sustainability of provision. The County Council is responsible for strategically organising schools to ensure that they work in the most sustainable and effective way to support pupil outcomes. The strategy sets out West Sussex County Council's principles and values regarding how we will work with schools now and into the future when considering School Organisation and Improvement.

For School Organisation, the aim is to establish a model of robust and sustainable education for all schools and key stages. This includes an eventual objective of all - through Primary Schools in West Sussex for children from 4 - 11 years old, securing sufficient places at schools which are of a viable size and readily accessible, and ensuring the needs of all pupils are met.

For School Improvement, the aim is to effectively challenge and support schools in order to secure long-term financial sustainability. Resources will be closely monitored to ensure their use is targeted in the best way, an enhanced level of support for schools that require help or improvement will be available, and strong leadership will be brokered.

In developing this new strategy we have engaged in widespread multi-stakeholder consultation both by digital and face to face means.



Richard Burrett
Cabinet Member for Education and Skills



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Executive Director Children, Adults,
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1 A Vision for Education in West Sussex

The West Sussex School Effectiveness Strategy, which includes the Policy for School Improvement, sets out how schools, colleges, academy trusts and the County Council will work in partnership to achieve our vision:

In West Sussex we have a relentless drive to champion all our children and young people to ensure they have the best start in life. We organise all our schools to ensure they are sustainable, provide high quality learning opportunities, continually raise standards to improve educational outcomes and meet the needs of diverse urban and rural communities

Our aspiration is that by 2022, West Sussex will be one of the top 25% of local authorities nationally for the quality and provision of learning across all age groups and abilities.

1.1 West Sussex Plan 2017-2022

This strategy supports the aims in the [West Sussex Plan 2017-22](#) to give all children and young people the best start in life, provide opportunity for all and create a suitably skilled workforce for the county. The West Sussex Plan includes the following priorities:

Giving our children and young people the best start in life

- Children and young people are able to thrive
- Access to education that meets the needs of our community
- Children and young people feel safe and secure
- Families and children have a healthy family, home and work life
- All children and young people are ready for school and work

Ensuring West Sussex is a prosperous place

- A great place to live, visit and work
- A skilled workforce for West Sussex
- A place that provides opportunity for all
- Infrastructure that supports a successful economy
- A place where businesses thrive

1.2 Outcomes

We have already made great strides in raising standards at all key stages during the past two years. The ambitions in this strategy underpin our drive to secure the very best start in life for all children and young people in West Sussex. As the local education authority this strategy enables West Sussex County Council to:

- Have a fully embedded partnership model, which involves all our stakeholders working together in practice not just in theory.
- Be known for our ability to work in a supportive and challenging way delivering on commitments and dealing with issues regardless of how hard they appear to be.
- Be operating within budget with fully developed business areas that are recognised for quality and provision nationally.

2 The School Effectiveness Strategy

This strategy sets out how West Sussex County Council will balance both the support and challenge offered to all our education stakeholders. The goal is that all West Sussex young people leave school and college at Post-16 with a thirst for learning, an ability to prosper and fully participate in the community in which they live and work. It has two elements; priorities for School Organisation and a School Improvement Policy.

In delivering the School Effectiveness Strategy, West Sussex County Council will:

- Improve attainment and progress for West Sussex primary phase pupils.
- Reduce dips in attainment arising from multiple transition points when children change school phases.
- Develop our collective commitment to enable all children and young people to experience an inclusive education.
- Embed the ambition to raise standards for all pupils including those who are disadvantaged, those with Special Educational Needs and Disabilities (SEND) and those in the care of the County Council.
- Secure long-term financial sustainability for all schools taking into account funding challenges and increasing pupil numbers.
- Work in partnership with all stakeholders who play a role in education provision and standards across West Sussex.

We will evaluate our progress based on the measures set out in the West Sussex Plan 2017-2022.

2.1 Reasons for Change

The landscape for education in West Sussex is changing in line with the national context:

- The implementation of the revised National Funding Formula presents challenges to all schools, regardless of whether they have experienced small gains or a significant reduction in funding. Our smaller schools are likely to be particularly vulnerable.
- The curriculum demands under the new inspection regime from Ofsted will increase the range of leadership responsibilities. These will affect all schools, but are especially demanding for smaller schools alongside changes in funding.
- School leadership is demanding. School leaders have to respond to challenges to recruit high quality staff and the governing body to ensure that it has a full complement of members. This can be a challenge across our county and is intensified in smaller schools.
- Outcomes across key stages 1 and 2 are rapidly rising, but remain below national averages.
- Key stage 4 remains above national average, but standards still need to improve.
- There is an increased number of transition points in West Sussex, as children move from infant to junior schools which can impact negatively on an individual's progress and attainment.
- Progress for disadvantaged pupils is below national average.
- West Sussex has three districts that are highlighted by the Social Mobility Commission as having low social mobility: Crawley, Chichester and Adur.
- There is a lack of appropriate provision in some areas for children and young people with Special Educational Needs and Disabilities (SEND).
- Demand for school places is increasing as the population grows in some parts of the county, whilst it is declining in other areas.



2.2 Inclusion

Developing inclusive practice is a consistent theme in ensuring the success of this strategy. All children and young people are entitled to an education which enables and empowers them to achieve the best possible outcomes. The majority of school aged young people with special educational needs and/or disabilities attend a mainstream school in their local community.

A minority of young people have such high levels of need that they can only properly be met in a special school that focuses only on pupils with special needs. In West Sussex there are 11 maintained special schools which provide for those pupils who are not able to access a mainstream setting.

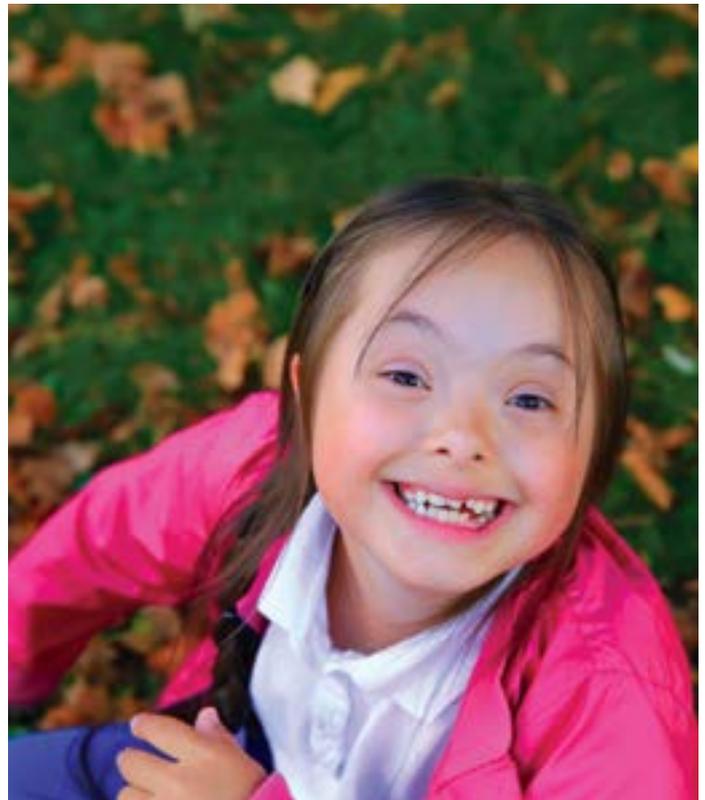
In order to thrive, all young people need to feel safe, cared for and loved. For some children this responsibility falls on local authorities and is underpinned by statutory guidance. The County Council has a unique responsibility to children in care and as corporate parents should ask the question 'would this be good enough for my child?'

All officers of the County Council, working in collaboration with partner agencies, have a responsibility to ensure that all 'children looked after' receive the highest quality education. The Virtual School provides challenge and support to all partners and promotes the educational rights of all 'children looked after'.

The aims and objectives and the work that the County Council will carry out complements the work set out in the [SEND Strategy 2017](#).

2.3 Safeguarding

Safeguarding in Education is a high priority. This includes providing training to Designated Safeguarding Leads (DSL) in schools and other educational settings and coordinating DSL networks to ensure regular updates and information. We regularly provide advice and support to schools and parents as appropriate.



2.4 Principles

Our principles have a foundation in the statutory duties that local education authorities are required to carry out. The table shows how they will be applied in West Sussex. In so doing the County Council will act as the champion for all West Sussex children and young people.

Statutory Responsibility	What we will do in West Sussex
<p>Provide strong, strategic local leadership and development of an increasingly autonomous and diverse education and children's services sector</p>	<ul style="list-style-type: none"> Promote high educational standards for all our children and young people in the county and ensure that particular attention is given to the most disadvantaged groups. Work in partnership with the Department for Education, local school leaders and the Dioceses, ensuring that school organisation is centred on the needs of children and young people as learners. Actively form partnerships with academy trusts, and other local independent stakeholders. Ensure all those working with children and young people will fulfil their responsibilities as corporate parents.
<p>Safeguarding children is 'integral to all the local authority, schools and other partners do'</p>	<ul style="list-style-type: none"> Working with all partners to ensure children are effectively safeguarded. Support self-evaluation of school cultures for safeguarding and challenge when these are not secure.
<p>'Work with partners to promote prevention and early intervention so early problems are dealt with before they become serious'</p>	<ul style="list-style-type: none"> Work in partnership with other County Council services such as Integrated Prevention and Earliest Help hubs, and beyond, such as Health Services. As champions of children we will work with school leaders so schools cultures ensure that the mental health of pupils and staff is everyone's concern.
<p>'Promote the interests of children, young people, parents and families and work with local communities to stimulate and support a diversity of school, early years and 16-19 provision that meets local needs'</p>	<ul style="list-style-type: none"> West Sussex primary, secondary and special schools will actively form sustainable partnerships to improve standards, and be more able to withstand all aspects of external scrutiny and will be financially sustainable. There will be sufficiency of high quality local places that support parental preference whilst avoiding costly surplus capacity (a target of no more than 5% spare capacity). Young people will have the knowledge, skills and experience to be ready to work and have access to vocational and technical pathways, comprehensive careers information advice and guidance and meaningful employer engagement. Children and young people in the care of the County Council are at the centre of all we do and benefit from all services. The headteacher of the Virtual School champions the educational rights of all 'children looked after' and will ensure that they achieve the best possible educational outcomes and works with schools to use Pupil Premium Plus funding to best effect.
<p>Work with headteachers, school governors and academy sponsors and principals, to 'promote educational excellence for all children and young people and be ambitious in tackling under-performance'</p> <p>Source: <i>Guidance on the Roles and Responsibilities for the Director of Children's Services and Lead Member for Children's Services</i> (April 2015)</p>	<ul style="list-style-type: none"> Continue the national drive for self-improving schools through strong school leadership and governance. School leadership will be challenged to provide high quality teaching, learning and leadership through the School Improvement Policy. School leaders will be challenged to provide concise evidence of standards and strategies for improvement during monitoring discussions. Under-performance will be rigorously challenged by County Council advisers and through discussions with the Regional Schools Commissioner. Pupil performance data will be made available and will be used to underpin monitoring and evaluations.

2.5 Values

The values that we hold, affect the way we work. West Sussex County Council has five values that embody how services are delivered. We have shown how they apply to education and services to schools.



Trust and support

- All stakeholders have a part to play in maintaining the diversity of West Sussex schools.
- Strong school-based practice will be used to improve other schools.
- Challenge and support are provided to school leaders in inverse proportion to need.



Listen and act upon

- Effective communication between the County Council and schools is the best way to raise standards.
- Effective school leadership and governance is essential in all aspects of managing and improving a school.
- Groups and partnerships will enable schools to be stronger in a time of change to provide resilient local education.



Customer centred

- Inclusive school cultures provide effective education for disadvantaged children including those in the care of the County Council.
- High quality teaching improves children and young people's life chances as a result of improving learning experience and key stage outcomes.
- Early help for children and families through the Integrated Prevention and Earliest Help Service (IPEH) improves pupil care and outcomes.



Honest and realistic

- Honest conversations about standards of leadership, teaching and pupil outcomes with and between school leaders are the foundations of strong partnership.
- West Sussex County Council and Governing Bodies have a duty of care for the mental health of the staff they employ and the children in the school.
- Evidence and data is used to underpin school evaluation and encourage improvement.



Genuinely valued

- Every child has the right to participate in learning experiences where they feel valued, inspired and safe, in an environment which has a well-developed inclusive culture.
- The County Council scrutinises the quality of education provision, promotes high standards of care and education and challenges and supports when outcomes for children are not at least 'Good'.

3 School Organisation

3.1 Aim

Our School Organisation aim is that by 2022 West Sussex will have a 'strong model of sustainable education for all types of school and key stages'.

3.2 Objectives

- i. Establish a preferred model of all-through primary provision for children from 4-11 years old.
- ii. Secure sufficient places for children in all phases and types of school.
- iii. Maximise the proportion of children being offered a place at one of their three school preferences.
- iv. Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children.
- v. Primary schools will be readily accessible* to pupils; for the majority of children within walking distance in urban areas and with transport to school in rural areas, in accordance with the County Council's [Home to School Transport Policy April 2018](#)

To meet our objectives, we will:

- Plan school places to meet both current and projected future demand.
- Actively promote strong schools, encouraging 'Good' schools to expand.
- Work with the Admissions Service to maximise the opportunity for parents to secure a place at one of their three preferences when applying to a school for admission.
- Work in partnership with the Department for Education (DfE), the Church of England and Roman Catholic Dioceses, Multi-Academy Trusts, local councils and agencies to secure the best and sustainable schools for local communities.

Further guidance on School Organisation across West Sussex is given in the County Council's ['Planning School Places 2018'](#) document.

3.3 Sufficient School Places

It is the role of West Sussex County Council to plan, organise and commission places for all local authority maintained schools in the county, in a way that raises standards, manages rising as well as declining pupil numbers and creates a diverse community of schools. The County Council seeks to exercise this function in partnership with those who have an involvement in education.

The need for school places changes in response to population movements and birth rate variations. Increases in demand can lead to the creation of a new school or the expansion of existing schools by adding permanent or temporary accommodation. Surplus places can also mean the reduction of school provision in an area through reduced admission arrangements or the rationalisation of school provision, including changes to existing catchment areas. Predicting school place demand is a complex task. Where children go to school involves a range of factors such as housing growth, inward and outward migration and parental preference. For instance, some of our schools on the edges of West Sussex cater for out-of-county pupils, some West Sussex pupils attend schools in neighbouring counties, and other schools rely on significant numbers of pupils beyond catchment areas to fill places.

* Pupils under eight years old may receive free transport if they live more than two miles away from their catchment school, or nearest suitable school and this rises to three miles for children over eight years old.

As a result, planning for school places is based on probabilities and not certainties. The practice of school organisation must take into account a number of different, and at times conflicting, factors and attempt to mitigate against rising and falling pupil numbers.

Any review of school provision undertaken by the County Council (e.g. which can result in proposals to open, close, federate, amalgamate, expand or contract schools) will, in the large part, be led by forecast pupil numbers. We are committed to ensuring there is best match of pupil places to pupil demand, wherever practicable.

3.4 A Diverse Supply of Strong Schools

West Sussex is a mix of rural and urban areas and we want to ensure that education provision is sustained in all parts of the county to ensure the needs of our local communities are met. This is especially important given the national challenges that we face. We will work with schools to develop area-based plans that provide the best provision of school places and outcomes for pupils within a given locality.

Many schools in rural settings in West Sussex are voluntary controlled or aided by the Church of England. We will work closely with the Dioceses to adopt a common approach when working with governing bodies that face any of the challenges described in this strategy. This includes the principles and self-review set out in the document; [*Embracing Change: Rural and Small Schools, March 2018, The Church of England Education Service.*](#)

Our partnership with the Regional Schools Commissioner's office, school governors and academy trusts supports the development of a primary school model where there are academy schools in the area. The County Council will support a governing body to join an academy trust where there is a need to raise standards, to develop a primary model or expand the variety of provision in an area.

Through our work on place planning we will analyse schools in DfE areas using the 12 questions listed and identify if a school may be at risk in the future. Where schools are identified as being at risk, they need to consider options for change. These could include:

- Consulting on amalgamating or merging two or more schools to become an all-through primary school.
- Consulting on expanding the age range of a group of schools so each becomes all-through primary schools.
- Consulting on federating two or more schools.
- Finally, consulting on closing a school.

All schools are different and governing bodies need to reflect on which option works for them. The creation of federations can lead to one governing body operating across two or more schools. This can strengthen a schools prospects. Federations can also offer benefits, such as; sharing a headteacher or other leaders and creating a broad curriculum running between the schools. We will arrange for training and mentorship for headteachers moving to working across two or more schools. However, there may be other models of formal federations. See Appendix A for the characteristics of different organisation models.

- We will support and challenge school governors who have considered options themselves and wish to move towards federations, mergers, closure or age-range expansions and we will monitor progress.
- We will approach some governing bodies that need to consider the sustainability of quality and the options available.
- We will analyse schools in DfE area localities against the criteria listed below for all schools including looking at the numbers who attend from each local catchment and community.

Twelve Key Questions for Schools

1. Does the school have an infant to junior relationship with another school?
2. Is there a vacancy for a headteacher?
3. Could the curriculum be delivered more effectively by working with other nearby schools?
4. Does the budget prohibit leadership responsibilities from being distributed amongst a range of staff?
5. Does the school have difficulties recruiting high quality teachers, leaders or governors?
6. Can all the schools in an area sustain the projected numbers of local pupils over the next 5 years?
7. Are maximum pupil numbers for the school equal to or less than 100?
8. Does the school have less than or equal to 75% of pupils on roll in proportion to its capacity?
9. Do parental preferences for the school, taking into account the planned housing development, support the school to reach 95% of the planned roll capacity of the school over the next 5 years?
10. Does recent County Council monitoring indicate the school is not moving quickly to 'Good'?
11. Does the financial projection for the next 3 years show a sustainable budget?
12. Does the school offer a specialism that is not replicated elsewhere in the area?

In West Sussex a small school is defined as a school with 100 or fewer pupils. Central government uses a variety of measures for minimum pupil numbers for schools. We will use these to support our guiding principles for primary schools which are, wherever possible, they should have a minimum of one form of entry (1FE), 210 places, and ideally a maximum of 3FE, 630 places. Recent guidance from the DfE is that all new primary schools should be no smaller than 2FE, 420 places. However, we recognise the need for sufficient high quality pupil places in all areas to meet local demand.

3.5 Admissions Process

West Sussex County Council subscribes to the national admissions process. This includes rounds for starting school, junior and secondary transfers and managing in-year admissions. It also includes adhering to a Fair Access Protocol to place children who may be considered vulnerable.

4 School Improvement

4.1 Aim

Our School Improvement aim is that by 2022, there will be an effective process to ‘challenge and support all schools to increase quality and standards of education’

4.2 Objectives

- i. Monitor all schools and categorise local authority maintained schools annually to ensure that council resources are targeted where they are most needed to make the biggest difference.
- ii. Enhance the support provided to schools that are deemed not yet ‘Good’ by Ofsted or the County Council.
- iii. Make additional services available to all schools and settings through a comprehensive traded portfolio of services.
- iv. Work in partnership with Ofsted and the Regional Schools Commissioner where schools are judged ‘Inadequate’ to support them to improve.
- v. Broker and commission strong leadership in West Sussex and beyond to provide school-to-school support.

To meet our objectives we have strengthened the School Improvement Policy to sustain the level of service in light of funding challenges.

4.3 School Improvement Policy

West Sussex County Council has a statutory duty to promote high standards of care and education across West Sussex. In order to do this we need to work in strong partnerships within a school-led improvement system and with reducing national funds.

The County Council will work with all of those involved across the education system. We each have a different role to play, but will work together to make the biggest improvement for children and young people so they get the best start in life.



Academy trusts, governing bodies and leaders will:

- Fulfil their responsibility to continuously improve outcomes for children.
- Lead a school that at least meets national expectations.
- Accumulate evidence for well-judged self-evaluation.
- Develop effective systems for self-improvement.
- Accurately evaluate the standards of the school against national benchmarks.
- Develop a highly skilled workforce with strong succession planning.
- Have high expectations of themselves, teachers, other staff and pupils.
- Effectively withstand external scrutiny.
- Seek to emulate best practice locally, county-wide and beyond the county borders.
- Work in partnership with other school leaders and the County Council to improve their school.
- Use any strengths and additional capacity they have to support other schools.

West Sussex County Council will:

- Promote educational excellence for all children and young people and be ambitious in tackling underperformance.
- Ensure that all schools effectively safeguard children and young people.
- Challenge underperformance in leadership, governance and pupil performance.
- Support how school leaders effectively promote pupil health and care, including their mental health and well-being.
- Build effective relationships with school leaders and understand a school's strengths and areas for development.
- Work in partnership with leaders of the emerging school-led improvement system, such as teaching schools, to support school improvement in any West Sussex school.
- Use statutory powers of intervention where there is evidence that this is needed.
- Work with school leadership and governance so that they can effectively withstand external scrutiny, such as inspection by Ofsted.
- Liaise with the Regional Schools Commissioner to ensure academies and free schools provide high standards of education for West Sussex pupils.
- Support local authority maintained schools in delivering an appropriate and broad national curriculum.
- Work towards effective inclusive cultures and practice in schools and West Sussex County Council.

4.4 School Improvement Approach

The School Improvement Service provided by West Sussex County Council consists of school link advisers, associate advisers, a governance team and the appropriate body for newly qualified teachers. The team organises and conducts statutory moderation duties.

The service challenges and supports school leadership teams and governing bodies or boards so their schools are (at least) a 'Good' place for West Sussex children to enjoy learning so they have the best start in life. We aim for school leaders to effectively self-evaluate, self-manage and self-improve.

Area education advisers lead four area based advisory teams and have a responsibility to develop and create a consistent framework for leadership, teaching, partnership and performance across the county. (Appendix B)

Link advisers work directly with schools, assessing quality of provision, evaluating impact on learning, and brokering support and training. Link advisers are the point of contact for headteachers.

Associate advisers provide teaching and curriculum support in English, Early Years and coaching. External support could be commissioned for other areas and this will develop into a service level agreement option as part of a traded offer. Appendix C outlines the roles of advisers in full.

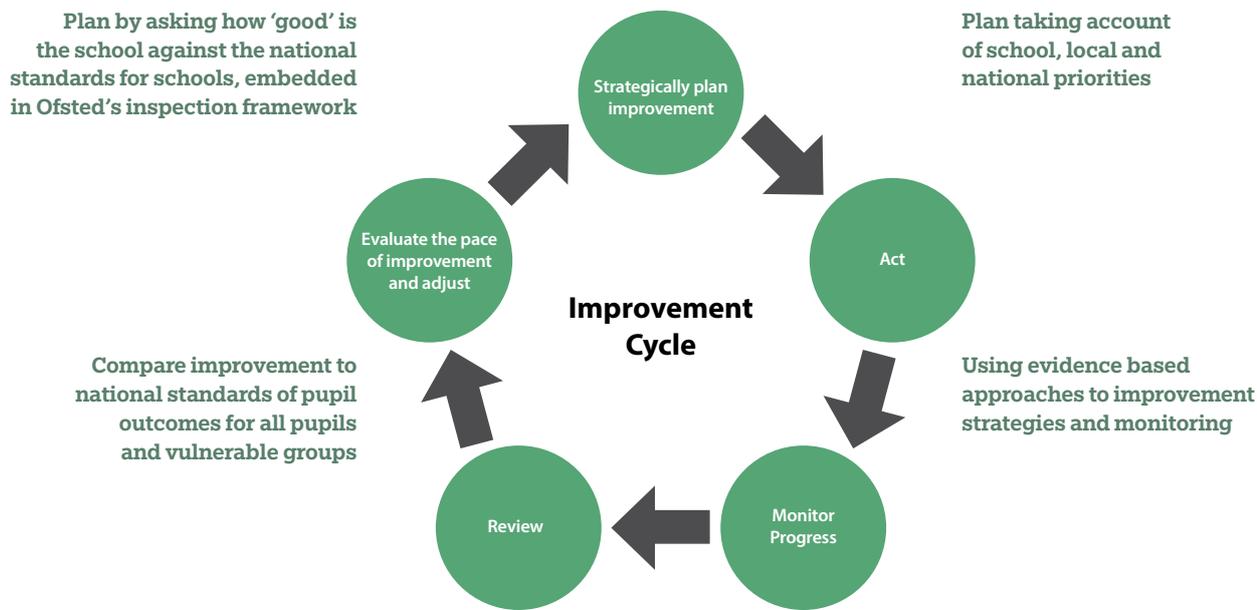
The governance team is central to the success and improvement of schools. They ensure leadership has a successful impact on learning which is backed by solid and knowledgeable governance. They provide support and training to ensure all governors have a good understanding of schools and the skills to both challenge and support their teachers and leaders. The team offer advice and training through the West Sussex Governor Service Level Agreement (SLA), and work closely with the link advisers to challenge and support school governance.

The Newly Qualified Teacher Service: The County Council acts, on a service level agreement basis, as the appropriate body service for newly qualified teachers. It provides training, support for mentors, advice, quality assurance and accreditation.

Support for academies is by a link adviser through one or two contacts (depending on their category in Appendix D). These contacts could be to attend a meeting to review data or support to externally monitor the progress of an improvement plan. Additional support to the leadership of an academy will be available to purchase from the traded offer.

All teams will work in close partnership with the Head of the Virtual School so that children in the care of the County Council find success in learning, care in schools and a parental response from us all so that they prosper in all West Sussex schools.

Effective school improvement uses the following cycle. Link adviser core visits and additional visits support the cycle, challenging and supporting leadership to continuously improve.



- We will develop the approach taken by link advisers to strengthen headship and governance by providing the necessary levels of challenge and support so that school leadership autonomously improves schools and successfully withstands external scrutiny.

4.5 The Role of School Governance

'Good' or 'Better' schools require good or better governance. School governors are vital to school improvement and to secure the educational outcomes for West Sussex children and young people. Governors' carry out a strategic role and are required to fulfil three strategic functions:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- Overseeing the financial performance of the school and making sure its money is well spent.

In order for schools and their pupils to thrive, governors must fulfil their responsibilities to create a strong school vision, appointing strong leadership teams and challenging them to improve. They also have a duty of care to the headteacher so that they can fulfil their role effectively.

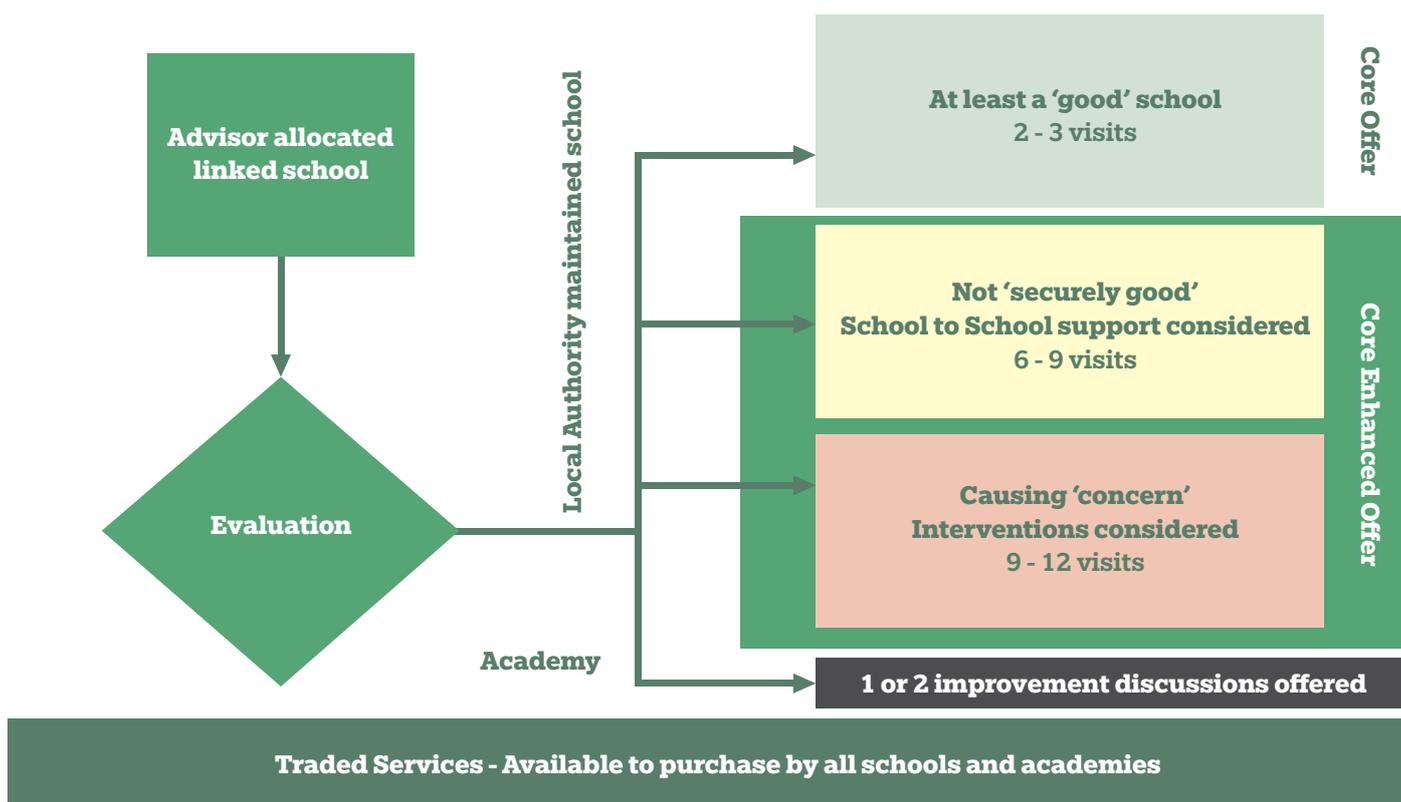
The governance of schools in West Sussex takes a wide variety of forms, mainly dependent upon whether they are an academy or local authority maintained. A governing body of a voluntary aided or controlled school will be constituted to reflect their relationship with the Dioceses.

School Governors are vital in the decision making for clustering, federating or merging schools. The County Council will work closely with governing bodies (and the Diocese) when options are being considered. At the earliest possible moment, consideration needs to be given on how schools can respond to the organisational challenges outlined in this strategy. We will expect governors to understand future challenges of funding, curriculum and leadership and what this means for them and nearby schools. It is expected that they will engage in the process of consultation, considering the future prospects of the school and how it fits in the local area of schools.

- We will develop a strong group of expert governors to spread good practice.
- We will expand the range of services available to buy that are offered by the governance team.
- We will challenge governors to effectively withstand external scrutiny as inspection changes and monitoring by the local authority increases.
- We will work with the West Sussex Governors Association to continually review the School Governance Strategy for West Sussex.

4.6 Targeting Resources and Categorising Schools

Through its core offer the School Improvement Service will monitor quality and challenge schools to make improvements, support autonomy and intervene where necessary. Schools will be prioritised and put into categories according to their need. Challenge and support will be offered accordingly. See Appendix D for the criteria for categorisation and the offer. There will be an increasingly broad range of services that schools will be able to purchase through the traded offer.



Good or Outstanding Schools

Schools categorised as at least 'Good' (category 1 or 2a) receive the core offer of two or three visits. These could consist of requesting a broad range of evidence for evaluation, to a walk through of a pupil's learning experience. Schools of this strength will be expected to have secure and concise self-evaluation allowing for more monitoring activity within the allocated time.

Schools not securely 'Good' or 'causing concern'

Schools in lower categories (2c, 3a, 3b, 3c, or 4) may well have been considered by the Area Inclusion and Improvement Boards for school-to-school support. They will be graded as suitable for high, medium or low levels of funding to allow a strong school to support them. Schools in this category will be offered an enhanced offer from link advisers. This will be used to monitor an improvement plan and to provide external evidence of the impact of school-to-school support.

Link Adviser visits 2 to 3 days onsite	
Autumn term visit	Review of pupil outcomes.
Spring term visit	In-depth examination of evidence of the quality of teaching, pupil work and progress for a focussed group of pupils.
Summer term visit	Focus on leadership and management of a specific area or subject

Ensuring effective safeguarding will be an item on every core visit. As corporate parents, the link advisers will seek evidence of how well children in care are progressing.

4.7 Additional and Enhanced Support for Schools

West Sussex County Council is committed to retaining a School Improvement Service that effectively challenges and supports schools. To develop a sustainable service, the way we provide it must continue to change and adapt to lower levels of funding from the Department for Education.

At present school leaders buy a range of service level agreements, for instance, the governance team, finance, Newly Qualified Teacher and outdoor education. We intend to expand some of these and create other service level agreements. They are likely to be presented as a bundle including services already charged for, additional support on- demand and training packages for leaders, teachers and governors. Link advisers will support schools to identify areas of need. School leaders will be free to choose where they buy this additional support from. This will develop between 2018 and 2021 and be part of the usual announcement of service level agreements.

- We will define the work of the school improvement team into core, enhanced, intervention, statutory and traded so that school leaders understand what is provided by central funding and what they are paying for.
- We will work towards schools being able to purchase service level agreements in cost effective batches of 3, 5 or 10. We will develop offers so that County Council maintained schools gain more discount. We will develop further offers such as:
 - o Additional time from a link adviser from the core offer or further support with an external view for self-evaluation.
 - o To do an in-depth review of leadership, governance, teaching and learning, assessment, SEND, inclusion, and early years.
 - o Assessment of the effectiveness of and support in development of a broad and balanced curriculum (as will be judged by the new inspection framework).
 - o Training for governors on their role.
 - o Headteacher appraisal or school performance management.
- It is proposed that additional days could be purchased to include early years, subject development and additional (non-statutory) moderation. These could be purchased on a locality basis.

4.8 Support for Schools that are not yet ‘Good’

For those schools categorised as ‘Requiring Improvement’ or ‘Intervention’ (3a, 3b, 3c or 4) there is an expectation that they will improve in six half terms from the point of identification. Evidence needs to show that the quality produced by the school has moved to at least ‘good’ (1, 2a, 2b or 2c).

Half terms since judged as not ‘good’ or ‘better’					
1	2	3	4	5	6
Core link visit	Task group	Core link visit	Task group	Core link visit	Task group
	Enhanced visit	Enhanced visit	School review	Enhanced visit	

4.8.1 Task Groups

A task group will be chaired by an area education adviser. They will provide an external view of the evidence, as supplied by the school leadership, of progress to ‘Good’ against the school’s improvement plan. The meetings will be alternate half-terms to the link adviser core visit. The task group meeting will last for about 2½ hours. Attendance will consist of the headteacher, a governor (probably the chair) and the link adviser. The headteacher may invite a senior leader to be part of the evidence giving process.

The conclusion to the meeting will consist of the area education adviser examining the evidence submitted and deciding how close the school is to ‘Good’. An evaluation will be made and recorded as to whether the pace of improvement means the school is on course to become ‘Good’ within the six half-term schedule.

If the school has not become or is not on track to become a ‘Good’ school within six half-terms, it will be expected to seek additional support and intervention.

Where successful and rapid improvement is not evident, the statutory powers of intervention will be considered based on the evidence from visits, data and the task group meetings.

4.8.2 School Reviews

A review of a school is scheduled as soon as the link adviser has assessed the school ‘Requiring Improvement’ or ‘Intervention’ (3a, 3b, 3c, or 4). The review will be conducted by an external reviewer, another area education adviser or a link adviser (not the school’s). It could last a day or half a day depending on the size of the school and the number of areas to examine.

The review will consider whether the school is likely to be graded ‘Good’ at an inspection. It will either consist of a whole school review, or a focused review on a key issue such as leadership and management.

About a week before the onsite visit, the lead reviewer will explain what is required from the school so they can prepare. If appropriate, the school review will be conducted alongside school leaders, so they can see the evidence and understand what this means. This will make sure that the outcomes are not a surprise, and there is a feeling of collaboration. However, if there is a disagreement, the advisers view will stand. A headteacher can ask the area education adviser for further advice and support.

Feedback will be given at the end of the review. It is expected that governor(s) will also attend.

The review will be written up according to strengths and areas for improvement. It will conclude with a statement as to whether the school is likely to be 'Good' at an inspection and in what areas it should focus its next stages of development.

The leadership will be given an opportunity to do one factual check on the report, which will then be kept electronically for reference. Future link visits and task group meetings will consider the response of school leadership to the review.

If the school is not on track to become 'Good' within the schedule or a further term then a subsequent review will be planned.

A review will be cancelled if an inspection is undertaken by Ofsted, when the improvement process will restart.

School leaders and teachers should not be placed under undue pressure. However, it is West Sussex County Council's responsibility to have honest dialogue about performance.

- Where a school is judged as not 'Good' or 'Better' we will expect that this will be for no more than six half terms so that all children get the best start in life.
- We will develop our monitoring function so that school leaders of schools which are not at least 'Good' will produce evidence of an improvement plan assessed during task group meetings and school reviews.
- We will strengthen the effectiveness of task groups so that school leaders take the lead in demonstrating the progress the school is making to 'Good'.
- We will implement a process of regularly reviewing schools that are not yet 'Good' to form an in depth view of the effectiveness of school improvement.

4.8.3 Power of Intervention

If a school does not improve or show significant signs of improving to 'Good' by the end of six half-terms, consideration will be given to the use of the power to intervene by the local authority. This includes, but is not limited to, using warning notices or the installation of an Interim Executive Board (sections 67 to 69, Education and Inspection Act, 2006).

If the school is given a warning notice, the school will be judged by the link adviser as being able to improve with some intervention (3c) and the headteacher and chair of governors will be required to undertake task group meetings at an area office, such as county hall.

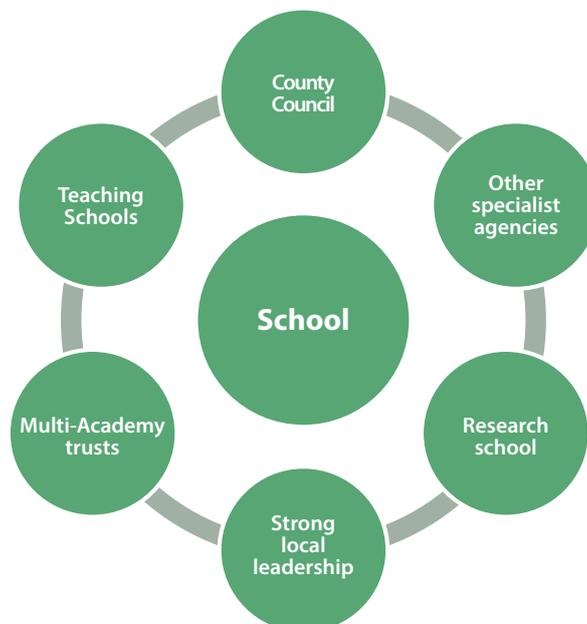
A discussion may be held with the Regional Schools Commissioner's office about whether school governors should meet with academy trusts who may be able to rapidly improve the school.

If there are extraneous circumstances, such as a new headteacher, an extension to the six half-terms will be considered.

4.9 School-to-School Support

Schools that have strengths will be expected to offer support as part of an Area Inclusion and Improvement Board school-to-school support package. These may be identified at the autumn term visit, or, for school leaders' planning, earlier. Schools offering support may be part of a teaching school alliance or just have strengths. These should be indicated as potential to be donor schools in the summer term and be recorded as part of the autumn term visit (for local authority maintained schools) or through a conversation (for academies).

Information will be fed to the Area Inclusion and Improvement Boards. These strengths will undoubtedly change over time.



4.9.1 Area Inclusion and Improvement Boards

Area Inclusion and Improvement boards (AIIBs) and their governing body (AIIGB) meet three times a year on an annual cycle to commission and monitor school-to-school support. They broker, deliver and evaluate the impact of school-to-school support packages that are targeted at schools requiring improvement or intervention (categorised as 2c, 3a, 3b, 3c, 4).

AIIBs will be asked to intervene where there is a significant issue which may concern;

- Weak senior leadership.
- Major curriculum area under achieving / progress poor.
- A group of pupils underachieving.
- Special Educational Needs Coordinator (SENCo) / middle leadership.
- Lack of or a new headship to a school that needs rapid improvement.
- Ineffective curriculum.

Support will be brokered using the guide set out in the table below:

Most likely recipient school categorisation*	Typical number of significant issues	Guide to choosing donor school package size		
		Medium	High	High
Categories 3c, 4 Intervention Required	More than two	Medium	High	High
Categories 3b Requires Improvement	Two	Low	Medium	High or medium
Categories 2c, 3a not 'Securely Good'	One	Low	Low	Medium or low
*Appendix D County Council Categorisation of Schools		Small recipient school 210	↔	Large recipient school 630
		Size – No. on Roll		

There are four AIIBs, one for each area in the county. They share a generic remit to improve academic outcomes for all children and young people by co-ordinating and maximising the impact of school support provision. All AIIBs are accountable to the AIIGB who evaluate and assess the outcome focus and criteria being implemented and the measures being used to demonstrate improvement and impact. They will maintain consistent reporting and data in relation to all dealings with schools and commissioning partners; making available regular feedback and analysis on impact to the AIIGB as required. The Terms of Reference are attached as Appendix E.

After consideration with the link adviser, school-to-school support using AIIB funding maybe the best vehicle to improve a school. A school must have the capacity to receive and make effective use of support to achieve the desired improvement within the time limits. The accountability for school improvement and inclusion rests with the headteacher and governors of each school or academy. However, school leaders will be encouraged to develop their own relationships for support or other forms of advice or intervention may be appropriate.

- We will continue to develop the effectiveness of how we utilise strong schools that can offer support to improve recipient school leadership teaching and curriculum
- The AIIGB and AIIBs will embed the improvement of inclusion in the work of area boards as well as school improvement.
- The AIIBs will ensure that the improvement of school leadership and governance are priorities and that evidence is submitted on each to the AIIGB.

4.10 External Peer Review Support

West Sussex County Council plans to develop a system-led school improvement process to replace some aspects of link adviser support. This will principally be for school leadership of 'Good' or 'Better' schools and will be developed over a number of years.

- In Year 1 (2018/19) we will develop a limited number of pilots and examine the benefits of the processes already used in some localities.
- In Year 2 we will extend the number of pilots based on the evidence from year 1.
- In Years 3 and 4 we will roll out a peer review model across West Sussex to all applicable local authority maintained schools. Link adviser time will be allocated according to the core and enhanced support model.

There may be a variety of peer review models, but typically three school headteachers will review each other's schools supported by the same external adviser. One headteacher will take a lead and write up the findings from the review. The external adviser will act as providing quality standards and rigour.

The following principles will be applied:

- Does it have external support from someone who has a wider view of standards (link adviser, area education adviser, someone who inspects or is an National Leader in Education)?
- How rigorous is the process, does it cover all areas of standards (or do a thorough job of a focused area)?
- The process should not be burdensome to participants, but provide enough time for a thorough review and feedback.
- The process should be cost neutral to the County Council and minimal to schools.
- Is it challenging and supportive of senior leadership so they know why they are doing well and what they need to improve?
- Does leadership develop a much stronger ability to withstand external scrutiny (most likely inspection)?
- Do all parties find it very useful and worthwhile?

4.11 Developing Young Peoples' Skills

Strong education for young people is important in ensuring West Sussex is a prosperous place to live and work. The development of skills in preparation for further learning and the world of work start at a young age. The new primary national curriculum places an increased emphasis on skills such as reasoning, application and effective communication. This is continued and expanded upon in the new GCSEs. As young people prepare to enter the world of work, they should do so with confidence, knowing they have received a consistent and high quality education.

It is important to provide a comprehensive careers information advice service and the opportunity to engage with external vocational providers at secondary level. West Sussex County Council and schools are committed to delivering high quality apprenticeships to provide formal on-the-job training and practical experience with qualifications.

As part of the education provision in West Sussex, the County Council is committed to:

- Ensuring access for a range of education and training providers to inform pupils about technical education qualifications and apprenticeships.
 - Using the [Gatsby Benchmarks](#) to improve careers provision.
 - Offering every young person seven encounters with employers – at least one each year from Year 7 to Year 13, including Science Technology Engineering and Mathematics (STEM) employers.
 - Secondary schools having a named careers leader to lead the careers programme.
 - Schools publishing details of careers programmes for young people and their parents.
 - Working with schools to track destinations of young people in education, employment and training.
 - Supporting young people at risk of becoming 'not in education, employment or training' (NEET).
- We will promote the early adoption of a broad and balanced curriculum in primary and secondary schools so that inspection recognises schools are preparing effectively delivering for young people from 16 years upwards to begin to contribute to West Sussex being a prosperous place.



5 Summary

West Sussex County Council acts as the champion for its children and young people. This strategy recognises that education for West Sussex children needs to continue to improve. West Sussex County Council will work in close partnership with the Regional Schools Commissioner and the RC Diocese and CoE Diocese in order to deliver changes.

In the next four years, school leadership teams and governing bodies or boards have a number of challenges that they will need to confront to maintain or improve their quality. School leaders need to act quickly to mitigate the impact of:

- The full effect of the national funding formula.
- The expectation to deliver a broad curriculum by expert teachers.
- An increasing number of designated leadership responsibilities.

School Organisation

The national context will especially affect small schools in West Sussex. School governing bodies are responsible for considering the impact and the actions that they can take. Early action is needed to mitigate the risks of schools becoming vulnerable which leads to financial unsustainability and consequently a reduction in provision and standards.

The twelve key questions and self-review questions from the [Church of England's Embracing Change, Rural and Small Schools document \(March 2018\)](#), provide a strong basis upon which school governors can self-evaluate their situation. Clustering and federations provide one solution, but these can take several years to establish and create a strong and sustainable situation.

To reduce the number of transition points for children in West Sussex's schools and the impact on their educational experience, the council's long term aim is to move to a system of primary schools by expanding age ranges or merging infant and junior schools where it makes sense to do so.

School Improvement

Schools in West Sussex are steadily improving. For this to be maintained the School Improvement Service will refocus and offer constructive challenge to school leaders. This will mean that leaders will be confident in what they are doing and that it is having a positive impact on the standard of education in their school, so that they can produce the required evidence to achieve or maintain at least 'Good' status. Support will be given to schools that are 'not securely Good' so improvement plans are effective. The expectation is that schools will improve within six half terms.

We will continue to work with school leaders who are part of the school-led improvement system. School leaders will be offered an increasing range of additional support as part of traded service level agreements. This will be enhanced by developing a school-to-school support model.

6 Appendices

6.1 Appendix A - Towards Federations

Characteristics	Informal Soft Collaboration	→		Hard Federation
Statutory /non-statutory	Non-statutory – schools can form informal collaborations without having to follow regulations.	Non-statutory – schools can set up soft federations without having to follow regulations.	Statutory – soft governance federations are established using the Collaboration Regulations made under Section 26 of the Education Act 2002.	Statutory – hard governance Federations are established using Federation Regulations made under Section 24 of the Education Act 2002.
Governing body	Each school has its own governing body, with representatives on a joint committee that meets informally on an ad hoc basis.	Each school has its own governing body, with representatives on a joint committee.	Each school has its own governing body, with representation and delegated powers on a joint governance/ strategic committee.	Single governing body, shared by all schools in the Federation.
Common goals and plans?	All schools share common goals and work together on an ad-hoc basis and through informal agreements.	All schools share common goals; joint committee recommendations, but it is up to the individual governing bodies to authorise decisions / plans.	All schools share common goals through the Service Level Agreement (SLA) and protocol; Joint committee can make joint decisions/ recommendations in specified agreed areas, but not all.	All schools share common goals through SLA and protocol; having a single governing body allows for efficient, streamlined decision-making in all areas.
Common budget?	No, but if the schools want to commit to a budgetary decision affecting all schools, each individual school's governing body would need to approve this.	No, but it could make budgetary recommendations for the group which in turn would have to be approved by each individual school's governing body.	No, but if the joint/ strategic committee has budgetary powers delegated to it, it can make prompt budgetary decisions on behalf of schools in the Federation.	No (technically), but whilst each school receives and must account for its own separate budget, there is considerable scope, through the single governing body, to use the pooled budgets across the schools in the Federation.
Shared Staff	Unlikely to have common management positions, but if they do exist, they would have to be agreed in a protocol or contract.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments agreed by single governing body in a simple and effective manner. Schools can agree to have a single executive head teacher responsible to the schools in the hard Federation.

Adapted from National Foundation for Educational Research

Source: https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2_JB.doc

6.2 Appendix B - School Improvement Development Objectives

Leadership and Governance	Teaching, Learning, Assessment and Curriculum
<p>Objectives</p> <ol style="list-style-type: none"> To further develop the quality of school leadership To further develop the quality of governance To create core improvement packages based on need e.g. governance, performance management To further develop schools that have strong safeguarding and inclusive cultures To ensure that schools are viable, providing a sustainable education and efficient place planning To support schools to transition to the new National Funding Formula e.g. governance, curriculum To further develop the Area Improvement & Inclusion Boards (AIIB). 	<p>Objectives</p> <ol style="list-style-type: none"> To improve the outcomes for all pupils and young people, particularly for those groups vulnerable to underachievement To develop the quality of subject leaders and SENCOs To improve the quality of teaching To develop more inclusive school cultures where children vulnerable to underachievement make accelerated progress To ensure that the curriculum is broad, balanced and strong and that school leaders are ready to withstand any external examination of it.
<p>We will</p> <ul style="list-style-type: none"> Ensure School Improvement is prioritised according to the quality of outcomes which the schools achieves. Challenge school leadership effectively to adopt three year budgets. Ensure that AIIBs improve school leadership. Further develop leadership programmes for aspiring and new headteachers, including mentors. Develop leadership programmes for headteachers working across more than one school. Strengthen the governance development programmes Have one core link adviser visit on leadership. 	<p>We will</p> <ul style="list-style-type: none"> Strengthen the identification of children who are not progressing well and ensure interventions are timely, targeted and successful. Develop training and school networks to strengthen middle/subject leadership. Strengthen the moderation as a means to spread what expected standards look like and improve classroom practice. Have one core link adviser visit concentrating on the quality of teaching, assessment and/or curriculum.
Partnership	Performance (Data & Quality Assurance)
<p>Objectives</p> <ol style="list-style-type: none"> To work effectively with dioceses, academy trusts, teaching schools, research schools, other local authorities, the DfE via the Regional Schools Commissioners office, Ofsted to improve outcomes To develop effective partnerships which enable school-led improvement Develop further school-to-school support to utilise partners such as teaching schools and strong leaders Enable schools to be fully inclusive through the implementation of the SEND Strategy Work in partnership with those who can provide high quality school improvement packages. 	<p>Objectives</p> <ol style="list-style-type: none"> Pupil performance data, particularly progress, is used to underpin school evaluation School leaders use data to improve the quality of leadership, teaching and pupil outcomes The outcomes for pupil groups vulnerable to underachievement are a high priority in self-evaluation Data is available for school leaders to compare their performance with national averages School leaders and governors effectively evaluate their own schools performance Improvement processes are strong and effective.
<p>We will</p> <ul style="list-style-type: none"> Increase the capacity for school-to-school support. Promote quality leadership programmes from established providers such as academy trusts and teaching schools. Work effectively with early help and SEND teams to promote inclusive practice. Ensure all partnerships lead to schools improving. Support school leaders to plan to purchase high quality CPD, support or training. 	<p>We will</p> <ul style="list-style-type: none"> Further develop school leadership to effectively evaluate pupil performance data and create a consistent framework. Support school leaders to concisely evaluate the quality of pupil outcomes during external scrutiny Transparently deliver high quality improvement services. Have one core link adviser visit that concentrates on the quality of pupil outcomes.

6.3 Appendix C – School Improvement Adviser Roles

An area education adviser will:

- Monitor the standards of each school in one of the four areas.
- Provide evidence for support or intervention.
- Monitor the effectiveness of school improvement in an area.
- Line manage link advisers and manage them as a team.
- Provide expertise to the area team and a point of contact for school leaders beyond link advisers.
- Provide leadership for one of the school improvement priority areas.
- Co-chair the AIIB in their area.
- Develop partnerships within an area, especially with academies.
- Chair task group meetings.
- Organise and monitor the quality of school reviews.
- Organise for new headteachers of LA maintained schools to attend an induction programme and have a mentor.

A link adviser will work in inverse proportion to the need of all schools by:

- Challenging all school leadership and governance to deliver the strongest learning.
- Continuously monitoring how effective provision is in their named schools.
- Monitoring how effective leadership and governance are in raising standards.
- Represent the Director of Education and Skills at headteacher appointments.
- Categorising the school as measured against national standards (presently embedded in the framework for inspection).
- Being accountable for knowledge of each schools improvement in quality of outcomes, leadership and teaching and the causes of underachievement.

for local authority maintained schools

- Delivering the core and enhanced school monitoring visits.
- Ensuring that headteacher appraisal in schools of concern is rigorous by providing expert advice.
- Monitoring the effectiveness of governance in challenging and supporting school leadership, including in their duty of care for the headteacher.
- Monitoring the impact of an improvement plan when the school is not effective.
- Brokering or providing support for school leadership, within an improvement plan, when needed outside the core offer.
- Intervening when school leadership is unable to rapidly improve outcomes.
- Being accountable for the impact of actions taken to promote the highest quality.
- Providing evidence for the impact of additional support and school leadership on improvement to a Task Group.
- Taking part in or leading a review of a school.

for academies

- The core offer consists of keeping in contact with and visits by invitation from an academy or an academy trust.

A visit time will consist of preparation, onsite visit and report writing.

A link adviser will always be the first point contact for advice by email or phone.

In addition they may well:

- undertake commissioned focussed reviews, such as for inclusion
- contribute to the priority development areas
- undertake statutory moderation at EYFS, KS1, KS2 and for phonics assessments

6.4 Appendix D – County Council Categorisation of Schools

Category	Typical criteria	Visits*
1 Outstanding	<ul style="list-style-type: none"> Recent inspection graded the school 'Outstanding'. Evidence from recent self-evaluation and agreed with by the link adviser is of outstanding provision throughout the school. As a consequence, school leadership will be able to provide support for other schools. 	2
2a Strong or improving 'Good'	<ul style="list-style-type: none"> Recent inspection is 'Good' with one or more 'Outstanding' grades. The school has been given a letter from a Section 8 Inspection that indicates that the school might be 'Outstanding' at the next Section 5 Inspection. The school's own self-evaluation or the link adviser indicates that the school is 'Good' but with several very strong areas. The link adviser evaluates the school as 'Good' and it is continuing to improve. School leadership may well be able to provide support for other schools. 	2
2b Securely 'Good'	<ul style="list-style-type: none"> A recent inspection judges the school as being 'Good'. Self-evaluation demonstrates that the school has no significant areas that aren't elements of 'good' and this is agreed by the link adviser. School leadership may well be able to provide support for other schools. 	3
2c Good, but some indications of a weakness	<ul style="list-style-type: none"> Whilst the school is judged by Ofsted as 'Good' there is one or two significant areas of weakness that need to rapidly improve. A recent Section 8 Inspection has indicated that the school remains 'Good', but there are significant areas that need to be improved before the next inspection. The link adviser judges that there are signs of declining outcomes for children or weaknesses in leaders or governance. 	4
3a Improving from requires improvement	<ul style="list-style-type: none"> School self-evaluation, agreed by the link adviser, demonstrates that the school is rapidly improving the areas that required improvement and will soon be 'Good'. The school is using external support effectively to improve. 	6
3b There are several areas that require improvement	<ul style="list-style-type: none"> The school has recently been inspected and there are several areas that aren't 'Good'. The link adviser indicates that the school has several significant areas that aren't 'Good'. The school may have been identified as coasting. 	7
3c With some intervention, school leadership can improve the school	<ul style="list-style-type: none"> The school has been inspected and has gained a second or third judgement that it 'Requires Improvement'. The link adviser judges that the school is not improving rapidly enough towards 'Good' or increasingly more areas need to be improved. There are signs that school leadership or governance is unable to improve the school to 'Good' without some external intervention. The school may not be using external support effectively to improve. The school have been given a warning notice to improve or are identified as coasting. 	9
4 Needs high levels of intervention	<ul style="list-style-type: none"> Evidence from external evaluation or self-evaluation shows that safeguarding is ineffective or there are significant concerns about the culture of health and safety. Leadership, governance or teaching is unable to improve without significant external intervention or support. The school has been given a warning notice to improve and needs intervention to do so. The school has been inspected and requires 'Special Measures' or has serious weaknesses. 	12

* For County Council maintained schools. This proportion will alter during the period of this strategy and as the peer review model fulfils some of the function for schools that are judged 1, 2a or 2b

6.5 Appendix E – Area Improvement and Inclusion Boards Terms of Reference

The terms of reference for each Area Improvement and Inclusion Boards (AIIB) are to:

- work with and understand the school improvement and inclusion needs of each school within their designated area.
- identify the schools and their lead practitioners who are willing and able to support other schools by sharing best practice.
- negotiate complementary approaches for supporting local and regional priorities with the Teaching Schools Regional Council (TSRC).
- look for common needs with a view to providing opportunities for coordinated, cost effective support and joint practice development.
- highlight emerging themes which could form the basis of additional training provision and/or commissioned projects/research.

AIIBs will support schools/localities by:

- working with schools/groups of schools to identify need, specific support package success criteria and expected outcomes.
- finding the necessary support by brokering or signposting the most appropriate provision.
- considering priorities of the Teaching Schools Regional Council (TSRC)/ Regional Improvement Boards and negotiate the complementary interaction with AIIB support.
- contracting this support from the most appropriate provider.
- oversee the appropriate action plans drawn up by the area education advisers.

They will monitor, evaluate and quality assure the impact of support by:

- reviewing with each school the effectiveness of the support provided against the agreed success criteria.
- receiving/gathering data which informs progress against school/County Council/National benchmarks.
- evaluating the impact of school support and their value for money.

They will contribute to the wider school improvement agenda by:

- providing reports and updates to be delivered to the Area Improvement and Inclusion Governing Board (AIIGB).
- taking advice from the AIIGB where it is negotiating the wider picture of funding priorities with the Regional Schools Commissioner (RSC)/TSRC.
- providing support and challenge to secure the maximum impact on outcomes.
- working closely with County Council staff to coordinate support activity.
- developing sustainable systems and protocols for school improvement across the whole of West Sussex.

References - Legislative and Policy Framework

Changes to legislation and statutory guidance mean a local authority has to be agile and proportionate as responses are required in a changing political environment.

- The Framework for the Inspection of Local Authority Arrangements for Supporting School Improvement (22 September 2015)
- Arrangements for Supporting School Improvement (2015)
- SEND Code of Practice (2015)
- The Framework for School Inspection under Sections 5 of the Education Act 2005 (as amended), Section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006. (September 2015)
- The Education and Adoption Act 2016 (which amends the Education and Inspections Act 2006 and the Academies Act 2010)
- The Schools' Causing Concern Guidance – Intervening in failing, underperforming and coasting Schools (February 2018)
- Policy Agreement for Education in West Sussex 2016-2019 -
The Department for Education's statutory guidance publications for schools and local authorities is available at: www.gov.uk/government/collections/statutory-guidance-schools



NOTES

A series of horizontal dotted lines for writing notes.



