

Standards and Learning
Effectiveness Service

External Providers' Event

Thursday 17 May 2018

East Sussex National Golf Club

Agenda

- East Sussex standards and priorities for education improvement
- Review of major projects and developments over the past year
- The new SLES Dynamic Purchasing System ('Framework')
- Outline of broad commissioning intentions 2018/19
- Opportunities for discussion and networking

SLES Contacts

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Excellence for All 2017-19

Vision

“East Sussex should be one of the best places in England to go to school”.

- **Every early years’ setting, school and college judged good or better**
- **Every child and young person supported to prosper and achieve**

Excellence for All 2017-19

Objectives

1. Every school, college and setting to be judged at least good by Ofsted, with an increasing proportion judged to be outstanding.
2. Performance at all key stages to be at least in the second quartile and often in the top quartile on all key outcome measures.
3. Accelerate progress and improve attainment for all key groups of pupils, regardless of their starting point.

Excellence for All 2017-19

Objectives

4. Increase attendance and reduce exclusions in line with national averages, with no group of pupils disproportionately represented in exclusion figures.
5. Every child and young person to be able to access high quality school places, employment, further education or training up to the age of 19 (25 for those with SEND).

System-led improvement

Schools, early years' settings and post-16 providers working in partnership

- Education Improvement Partnerships (EIPs)
 - Teaching School Alliances (TSAs)
 - Early years' hubs for excellence
 - Post-16 EIP
 - Behaviour and attendance partnerships
 - Secondary Leadership Support Group
- An increasing number of other formal and informal federations, alliances and collaborations

All underpinned by common priorities for improvement

The role of the LA

- **Champion**
- **Commissioner**
- **Leader**
- **Enabler**
- **Broker**
- **Provider**

The role of the LA

- **Knowing our schools and our children**
- **Challenge and intervention**
- **Improvement and support**

ESCC 2017 Outcomes

- **Early Years** – Good Level of Development (GLD): three year rising trend and above national averages over the same time.
- **Year 1 Phonics**: previously a rapid trend of improvement and just above national outcomes in 2016 – stumbled a bit in 2017 – still close to but just below national outcomes.

ESCC 2017 Outcomes

Key Stage 1

- Reading and Writing: above national averages for EXS and GDS.
- Key Stage 1 Mathematics: above national average for EXS and in line with national average for GDS.
- **Key priority:** Mathematics, to support outcomes at Key Stage 2.

ESCC 2017 Outcomes

Key Stage 2

- Reading: broadly in line with national averages for EXS and GDS. Above national outcomes for progress.
- ***All other indicators below national averages.***
- ***Key priorities:*** Writing, **Mathematics** and English grammar punctuation and spelling (EGPS).

ESCC 2017 Outcomes

Key Stage 4

- Progress 8 dropped to be in line with national outcomes. All four elements of English, Mathematics, EBacc and Open were also in line with national outcomes.

Key priorities:

- Accelerating progress in all four elements.

ESCC 2017 Outcomes

The performance of disadvantaged and SEND pupils are common ***key priorities*** across all key stages.

These pupil groups in East Sussex do not do as well as similar groups nationally.

ESCC – Ofsted profile

- Rapid and sustained improvement in the primary phase over previous 3 years.
- Positive movement in the secondary phase, now edging above national average for Good/better judgments and should improve further.
- Special schools continue to perform strongly.

The new SLES DPS

- Lot 1 Delivering improvements in schools, colleges and settings through pedagogy, leadership and management at all levels
- Lot 2 Delivering improvements in provision and promoting participation in education
- Lot 3 Developing school improvement services in East Sussex

The new SLES DPS

- Initial term of four years.
- Should feel familiar:
 - application and assessment approach.
 - mini-competition approach.
- Paperwork.
- New style letter of appointment (Order Form).

Examples of externally commissioned work to date

- Primary and Secondary leadership support and QA of these programmes
- Other leadership support e.g. IEBs, HT recruitment, new HT induction
- Schools requiring support
- Safeguarding
- Moderation and test monitoring (KS 1/2)
- Developing system leadership in primary En & Ma
- Recruitment and retention
- Governor training strategy
- SACRE
- Hastings Opportunity Area

The SLES commissioning cycle – example triggers

- Broad commissioning plans based on overarching priorities
- LA categorisation timeline based on schools' self-evaluation assessments – all key stages
- Collection and analysis of schools' in-year data
- Monthly review & monitoring meetings for all schools
- School / EIP requests for support
- Ofsted inspections
- Data analysis e.g. from ASP or FFT
- Strategic School Improvement Fund (SSIF) - DfE funding through the RSC for targeted support
- Opportunity Area – priorities and needs

Discussion

Thoughts, comments and further questions in relation to:

- The LA role.
- The new SLES DPS.
- Examples of work and triggers – framed by the current ESCC outcomes.
- General questions / observations.

Commissioning intentions 2018/19:

- 2017/18 was another busy year.
- Desired outcomes include key targets met in Excellence for All/Council Plan /SLES performance plan.
- Commissioning plans based on evaluation of what has worked and will reflect 2018 outcomes.
- All SLES support builds capacity within schools and settings and harnesses school to school support.
- *Schools requiring support* includes those schools on the journey from good to outstanding.

Broad commissioning intentions 2018/19:

- Support for Leadership
- Primary consultant headteachers
- Building capacity for system leadership
- Support for the Governor and Clerking Service, Governing Boards, Governors and Clerk to Governing Boards
- The primary and special leadership support programme and work commissioned by the secondary improvement board
- Support for the development of school partnerships and federations
- Support for new and aspiring teaching schools

Leadership and Management....

- Headteacher recruitment
- External reviews, inspection support and preparation
- Preparation for Ofsted
- Governor support and training
- Development of middle and senior leaders

Teaching and Learning

- Statutory moderation of KS1 and KS2 assessments
- Lead moderator trainer
- Mathematics and English support for primary schools
- Support for schools causing concern – Eng and maths
- Mathematics – subject leader training, greater depth in maths and system leadership
- Possible SEN training for schools

IR35

- We will continue to assess all new engagements using the HMRC tool and guidance.

Networking