

## Notice of Meeting

# Education Select Committee



**SURREY**  
COUNTY COUNCIL

**Date & time**  
**Monday, 28**  
**January 2013**  
**at 10.00 am**

**Place**  
Ashcombe Suite,  
County Hall, Kingston  
upon Thames, Surrey  
KT1 2DN

**Contact**  
Damian Markland  
Room 122, County Hall  
Tel 0208 132703

**Chief Executive**  
David McNulty

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**If you would like a copy of this agenda or the attached papers in another format, eg large print or braille, or another language please either call 020 8541 9068, write to Democratic Services, Room 122, County Hall, Penrhyn Road, Kingston upon Thames, Surrey KT1 2DN, Minicom 020 8541 8914, fax 020 8541 9009, or email [damian.markland@surreycc.gov.uk](mailto:damian.markland@surreycc.gov.uk).**

**This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Damian Markland on 02082 132703.**

### **Members**

Mrs Denise Turner-Stewart (Chairman), Denis Fuller (Vice-Chairman), Mrs Carol Coleman, Nigel Cooper, Mr Tim Hall, Mr Peter Lambell, Mrs Marsha Moseley, Mr Chris Pitt, Dr Andrew Povey, Mrs Diana Smith, Mr Keith Taylor and Mr Chris Townsend

### **Co-opted Members**

Derek Holbird, Mary Reynolds, Sean Whetstone, Cecile White, Duncan Hewson

### **Ex Officio Members:**

Mr David Munro (Vice Chairman of the County Council) and Mrs Lavinia Sealy (Chairman of the County Council)

## **TERMS OF REFERENCE**

The Select Committee is responsible for the following areas:

- Education Services
- Youth Development Service

## PART 1 IN PUBLIC

### 1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

### 2 MINUTES OF THE PREVIOUS MEETING

(Pages 1  
- 10)

To agree the minutes of the meeting held on 29 November 2012 as a true record.

### 3 DECLARATIONS OF INTEREST

To receive any declarations of disclosable pecuniary interests from Members in respect of any item to be considered at the meeting.

**Notes:**

- In line with the Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012, declarations may relate to the interest of the member, or the member's spouse or civil partner, or a person with whom the member is living as husband or wife, or a person with whom the member is living as if they were civil partners and the member is aware they have the interest.
- Members need only disclose interests not currently listed on the Register of Disclosable Pecuniary Interests.
- Members must notify the Monitoring Officer of any interests disclosed at the meeting so they may be added to the Register.
- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest.

### 4 QUESTIONS AND PETITIONS

To receive any questions or petitions.

**Notes:**

1. The deadline for Member's questions is 12.00pm four working days before the meeting (*22 January 2013*).
2. The deadline for public questions is seven days before the meeting (*21 January 2013*).
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

### 5 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE

There are no responses to report.

### 6 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME

(Pages  
11 - 24)

The Committee is asked to monitor progress on the implementation of recommendations from previous meetings, and to review its Forward Work Programme.

- 7 SCHOOL PLACE PROVISION** (Pages 25 - 32)
- Purpose of the report:** Scrutiny of Services and Budgets
- The purpose of this report is to enable the Select Committee to scrutinise School Place Planning and the Provision of School places through the Schools Basic Need Capital Programme.
- 8 DESIGNATED TEACHER REPORTS ON CHILDREN IN CARE TO SCHOOL GOVERNORS** (Pages 33 - 44)
- Purpose of report:** Scrutiny of Services
- This report from Surrey's Virtual School for Children in Care provides information to those with a corporate parent role on the effectiveness of scrutiny by School Governors, with similar responsibilities for raising expectations and monitoring the educational progress of children in care attending their schools.
- 9 BUDGET MONITORING 2012/13** (Pages 45 - 50)
- Purpose of report:** Scrutiny of Services and Budgets
- This report sets out the current forecast position on the budget for Schools & Learning Services as at the end of November 2012.
- 10 2012 EARLY YEARS AND PRIMARY EDUCATION PERFORMANCE** (Pages 51 - 84)
- Purpose of report:** Scrutiny of Services / Performance Management
- This report outlines the revised results for early years and primary phases for the academic year ending in the summer of 2012, including analysis of the performance of disadvantaged and minority pupil groups.
- 11 ADMISSION ARRANGEMENTS FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS AND COORDINATED SCHEMES FOR 2014 ADMISSION** (Pages 85 - 160)
- Purpose of report:** Policy Development
- To consider the proposed changes to the admission arrangements for Community and Voluntary Controlled schools and coordinated schemes for September 2014.
- 12 DATE OF NEXT MEETING**
- The next meeting of the Committee will be held at 10:00am on 28 March 2013.

**David McNulty**  
**Chief Executive**

Published: Wednesday, 16 January 2013

## MOBILE TECHNOLOGY – ACCEPTABLE USE

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- Interfere with the PA and Induction Loop systems
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*Thank you for your co-operation*

**MINUTES** of the meeting of the **EDUCATION SELECT COMMITTEE** held at 10.00 am on 29 November 2012 at Ashcombe Suite, County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Committee at its meeting on Monday, 28 January 2013.

**Elected Members:**

- \* Mrs Denise Turner-Stewart (Chairman)
- \* Denis Fuller (Vice-Chairman)
- \* Mrs Carol Coleman
- \* Nigel Cooper
- \* Mr Tim Hall
- A Mr Peter Lambell
- \* Mrs Marsha Moseley
- \* Mr Chris Pitt
- \* Dr Andrew Povey
- A Mrs Diana Smith
- \* Mr Keith Taylor
- \* Mr Chris Townsend

**Ex officio Members:**

- A Mr David Munro, Vice Chairman of the County Council
- A Mrs Lavinia Sealy, Chairman of the County Council

**Co-opted Members:**

- A Cecile White
- \* Derek Holbird
- A Sean Whetstone
- \* Duncan Hewson
- Mary Reynolds

**47/12 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]**

Apologies were received from Peter Lambell, Diana Smith, Cecile White, Sean Whetstone and Simon Parr. Will Forster substituted for Peter Lambell.

**48/12 MINUTES OF THE PREVIOUS MEETING: 4 OCTOBER 2012 [Item 2]**

The minutes of the previous meeting were agreed as a true record of the meeting.

**49/12 DECLARATIONS OF INTEREST [Item 3]**

No disclosable pecuniary interests were received from Members.

**50/12 QUESTIONS AND PETITIONS [Item 4]**

None.

**51/12 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE [Item 5]**

None.

**52/12 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 6]**

Carol Coleman queried whether the letter to the Secretary of State for Education referred to in section SC015 of the recommendation tracker had been sent. The Committee's Scrutiny Officer stated that the letter would be sent shortly. The letter had not been sent immediately as it had become apparent that a similar letter had previously been sent and officers wished to check the content of this first.

**53/12 LOCAL PREVENTION FRAMEWORK [Item 7]**

**Declarations of Interest:**

None.

**Witnesses:**

- Garath Symonds, Assistant Director for Young People
- Peter Brayne, Secretary, Surrey Youth Consortium
- Andy Gill, Community Projects Manager, The Leatherhead Youth Project
- Linda Kemeny, Cabinet Member of Children and Learning
- Kay Hammond, Cabinet Member for Community Safety

**Key Points Raised During the Discussion:**

1. The Cabinet Member for Community Safety introduced the report. She stated that the Local Prevention Framework (LPF) was still very much in its infancy and, like any new process, scrutiny was important. It was explained that whilst the implementation of the LPF had not been

without its problems, there were already some positive signs that it was making an impact and that the ground work already achieved would set the way for further improvements.

2. The Assistant Director for Young People supported these comments and added that it was important to note that the Youth Transformation project had saved significant sums of money with no loss of frontline service. He stressed that despite the procurement issues identified in the report, he strongly supported the LPF principles.
3. The Community Projects Manager for the Leatherhead Youth Project stated that one of the biggest challenges the LPF faced was overcoming the conflict between localism and the desire for central control. He added that the Risk of NEET Indicator (RONI) list had been a little crude in practice and welcomed the findings of the report. The Secretary for the Surrey Youth Consortium added that the LPF procurement process had been difficult for small organisations.
4. The Assistant Director for Young People stated that whilst his service had worked closely with both Legal and Procurement to try and streamline the commissioning process as much as possible, it was accepted that the process was still challenging for small organisations. It was hoped that by incorporating Youth Small Grants and the LPF into a commissioning grants approach, the application process would be made clearer.
5. A Member queried whether treating the LPF as distinct from centre-based youth work had the potential to cause unnecessary fragmentation. The Assistant Director for Young People stated that whilst the LPF was focussed on specific outcomes, centre-based youth work was often focussed on the needs of individuals. Whilst there was some natural cross-over, both strands of work had different focuses.
6. Members thanked officers for providing the comparative performance data for the different contracts across Surrey. It was noted that some contracts were performing significantly better than others and that it would be beneficial for Youth Task Group Chairmen to jointly explore the data to see what could be learnt. Officers were asked to add additional information to the comparative performance data, including details of hours worked.
7. The Committee felt that it would be beneficial for Members to be involved in the market development process, not just the commissioning stage.
8. The recommendation to get rid of the centrally-prescribed RONI list with the intention of moving towards a neighbourhood based approach was generally supported, although such an approach would have to be managed carefully to ensure that small pockets of deprivation were not missed. The Assistant Director for Young People stated that the RONI list was conceptually sound, but had been undermined by inadequate IT and out of date data. He acknowledged the potential issues with a neighbourhood approach, but stated that local discretion

could be used to avoid a situation where small but needy areas were missed.

9. The Committee commented that LPF contracts were performing best where providers had already been working in an area and had good connections with the local community. The Projects Manager for the Leatherhead Youth Project stated that his organisation had already been working with approximately half of the individuals listed on the RONI list and had therefore been in a good position to work with the additional individuals. In areas where there was no existing level of provision, the Committee accepted that it would likely take longer to see results.
10. In line with the recommendations of the report, the Committee agreed that there was a need to ensure young people were properly involved in the process of defining outcomes of LPF contracts.

**Actions/Further Information to be Provided:**

- i. Officers to add additional information to the comparative contract performance data, including details of hours worked, with the intention that this can be shared with Youth Task Group Chairmen;
- ii. Officers agreed to provide Members with further detail of the discussions that had happened with Local Committee Chairmen on 20th November 2012, and greater clarity around the proposed implementation of opportunity grants and personalised budgets.

**Recommendations:**

- i. The recommendations contained in the report be supported;
- ii. Officers ensure that the list of young people at risk of being NEET is up-to-date and broader in scope so to include siblings and peers;
- iii. Officers to more clearly involve Members of the Local Committee Youth Task Groups and young people in the process of defining outcomes of LPF contracts.

**54/12 THE EDUCATION AND ACHIEVEMENT PLAN [Item 8]**

**Declarations of Interest:**

None.

**Witnesses:**

- Maria Dawes, Head of School Effectiveness, Babcock 4S
- Penny Plato, Head of Education, Babcock 4S
- Linda Kemeny, Cabinet Member of Children and Learning
- Dr Kathy Beresford, Performance and Intelligence Manager



## Key Points Raised During the Discussion:

1. The Head of Education at Babcock 4S introduced the Education and Achievement Plan, explaining that the document was one of three plans that made up the Children and Young People's Strategy, approved by Cabinet in July 2012. The plan was intended to be a high level document and consultation with a wide range of organisations, including the Phase Councils, had begun.
2. Officers stressed that Surrey had always worked hard to maintain good relationships both with and between schools. However, it was hoped that these relationships could be better formalised. This was particularly important in light of the new Ofsted inspection framework and schools, particularly primary schools, would increasingly need to work in partnership to succeed. However, it was not realistic to expect schools to tackle the issue of improvement alone and there remained a need for Surrey County Council to be actively involved in the process.
3. A Member noted that many parents had concerns about post-16 provision and questioned whether the draft document gave this enough of a focus. Officers agreed to see whether this could be strengthened.
4. It was felt that the plan did not reflect the real pressures facing education in Surrey, particularly the need to increase performance in a time of dwindling resources. Members queried whether the Measures of Success detailed in Appendix 4 were achievable with the current level of resource. The Head of Education at Babcock 4S stated that with the current level of resource, which was only 30% of that available 3 years ago, it would not be possible to meet all these targets by 2017 and that officers were currently involved in discussions to identify how much additional funding would be required.
5. A Member raised concern that given the current economic climate, the ability of Surrey County Council to raise achievement was limited and that some of the ambitions contained in the report seemed unrealistic. The Head of Education at Babcock 4S stated that there had been a big shift in the way the County Council worked with schools and that Babcock 4S could add most value by brokering partnerships and helping schools to share knowledge and experience. However, the vast majority of schools had been supportive of the Local Authority remaining involved.
6. The Head of School Effectiveness at Babcock 4S stated that there needed to be an increased focus on building and supporting strong leadership in schools, and holding these leaders to account. Whilst additional resources were required, there probably wasn't the need for as much as there had historically been.
7. A Member queried whether there needed to be reconsideration of how head teachers were trained, as the role had evolved significantly over the years and was increasingly complex. The Head of Education at Babcock 4S stated that they were looking at

how they supported new head teachers and that Surrey's Chief Executive had supported a leadership programme for those already in post.

**Actions/Further Information to be Provided:**

None

**Recommendations:**

- i. The Committee endorses the content and aims of the Draft Education and Achievement Plan for Surrey 2012-17;
- ii. Officers to ensure that the plan reflects the urgency required to ensure that all schools in Surrey are good or outstanding by 2017;
- iii. Officers to strengthen the reference to post-16 provision in the plan.

**55/12 EDUCATION PERFORMANCE (2011/12) HEADLINE REPORT [Item 9]**

**Declarations of Interest:**

None.

**Witnesses:**

- Maria Dawes, Head of School Effectiveness, Babcock4S
- Dr Kathy Beresford, Performance and Intelligence Manager, Schools and Learning
- Linda Kemeny, Cabinet Member of Children and Learning

**Key Points Raised During the Discussion:**

1. The Education Select Committee considered provisional results for early years, primary, secondary and special school phases for the academic year ending in the summer of 2012. In addition to giving the Committee an opportunity to scrutinise the provisional data, the report allowed Members to identify specific areas of interest so that further analysis could be made available when the validated data was brought back to the Committee in 2013.
2. The Committee noted that education performance seemed to worsen as students got older, with each subsequent key stage performing worse than the one before it. It was noted that whilst the County Council had historically sought to address this disparity through investment in secondary education, it was possible that there was a need to invest more heavily in the lowest performing primary schools to ensure that students were prepared for the next step in their education. It was agreed that officers would provide a more detailed analysis of performance results for individual phases in subsequent reports to Committee.
3. The Committee asked that further analysis be conducted to see whether there was a variance in performance between students that

attended combined primary schools and those that were educated in separate infant and junior schools. An initial view of the situation was shared with Members in June 2012 but did not find a conclusive outcome. However, it was requested that this analysis be extended with the 2012 results and brought back to the Committee.

4. Members raised concern that since the introduction of the new Ofsted Inspection Framework in January 2012, 17% of schools inspected in the first six months of the new framework had been judged to be inadequate. Whilst it was accepted that the new framework was more challenging and that the schools inspected were not a representative sample of education provision in Surrey, it was felt that the data would still cause concern for parents. It was therefore requested that any information published on Ofsted inspection results note and explain the changes to the inspection framework.
5. When presenting Ofsted inspection data, the Committee felt it would be beneficial for subsequent reports to include more detailed information on the quality of teaching in schools - one of the four key judgements school inspectors reported on.
6. The Committee agreed that there was an urgent need to review the way in which Surrey sought to raise standards in schools, particularly in light of budget pressures and the new Ofsted inspection framework. Members expressed concern that Surrey had historically been too content with its school improvement performance and that Babcock 4S had not done enough to challenge this status quo. As such, the Committee welcomed Babcock 4S' commitment to review its School Improvement activities to ensure that in the future it provided both better value for money and a more robust service. However, the Committee also acknowledged the need to consider whether additional resources might be required in order to achieve this given the County Council's aim for all children to attend a 'Good' school by 2017.

**Actions/Further Information to be Provided:**

- i. Officers to ensure that the final validated data presented to Committee include:
- ii. Detailed analysis of performance results for individual phases;
- iii. Analysis of performance between students attending combined primary schools and those educated in separate infant and junior schools;
- iv. Greater clarity concerning the changes to the Ofsted inspection framework.

**Recommendations:**

- i. Officers to ensure that future reports concerning education performance consider the specific areas of interest highlighted by the Committee, as detailed above.

- ii. Officers bring more detailed analysis of performance results for individual phases to future meetings.
- iii. Officers to ensure that information published on Ofsted inspection results acknowledges the changes to the Inspection Framework.

## **56/12 CHAMPIONING PARENTS TASK GROUP UPDATE [Item 10]**

### **Declarations of Interest:**

None.

### **Witnesses:**

- PJ Wilkinson, Assistant Director for Schools and Learning
- Linda Kemeny, Cabinet Member of Children and Learning

### **Key Points Raised During the Discussion:**

1. The increased transparency detailed in Recommendation 3 was strongly supported.
2. A Member queried how Surrey would identify school admission policies that were not in the spirit of the Admissions Code of Practice. The Assistant Director for Schools and Learning stated that the Head of Admissions was responsible for monitoring admission policy and had a duty to report unfair or ill-conceived admission rules. The admission policy for Surrey maintained schools was reviewed every year, although there were no significant changes expected for 2013/14.
3. Following questions, the Assistant Director for Schools and Learning stated that Surrey had to be prepared to actively challenge school performance and could no longer simply be content with the current situation.
4. It was acknowledged that recent comments by Sir Michael Wilshaw indicated that local authorities would continue to have a role in monitoring the performance of academies.
5. There was a need to explore how Babcock 4S could support the Pupil Premium. For example, was it more effective to use the resource to reduce class sizes across the board, or was it better utilised by supporting specific children?
6. In response to a question, it was clarified that there was no prospect of bringing the Home School Link Worker role back into the Local Authority. However, it was acknowledged that there was a need to improve consistency amongst Link Workers and to strengthen partnership arrangements.

**Actions/Further Information to be Provided:**

None.

**Recommendations:**

- i. That the report and the progress made be noted.

**57/12 DATE OF NEXT MEETING [Item 11]**

It was noted that the next meeting of the Committee would be held on 28 January 2013 at 10:00am.

Meeting ended at: 1.15 pm

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**Chairman**

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Date	Item	Why is this a Scrutiny Item?	Contact Officer	Additional Comments
<b>January 2013</b>				
28 January 2013	Education Performance 2011/12 – Early Years and Primary	To bring a more in-depth report on finalised results for Early Years and Primary, and also to respond to Member requests for information from the 29 November meeting.	Kathy Beresford Penny Plato	Primary Phase Council to be invited as witness
28 January 2013	Admissions Arrangements for September 2014 for Community and Voluntary Controlled Schools	Policy Development – School admission arrangements are an issue of key interest to Surrey residents. The Select Committee can bring residents’ views to the debate before developing its recommendations. The Select Committee will have the opportunity to feed into the consultation prior to the paper going to Cabinet.	Claire Potier	
28 January 2013	School Organisation Plan	To receive an update on progress made against the School Organisation Plan. This item follows the report received by the Select Committee on 4 October 2012 and is designed to allow more in-depth scrutiny of school place planning.	Nick Smith Keith Brown (EPM)	
28 January 2013	Designated Teacher Reports on Children in Care to School Governors	To explore the effectiveness of scrutiny by School Governors in raising expectations and monitoring the educational progress of children in care attending their schools. This was initially requested by the Children & Families Select Committee, but it was felt that there was a better fit with the Education Select Committee.	Maureen Giles	

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Education Select Committee Work Programme

Date	Item	Why is this a Scrutiny Item?	Contact Officer	Additional Comments
28 January 2013	Finance Update	The purpose of the report is to set out the current forecast position on the budget for Schools and Learning, to keep Members informed of the wider financial position of the Directorate.	Paula Chowdhury	
<b>March 2013</b>				
28 March 2013	Education Performance (201112) – Secondary  Review of Ofsted Inspections	To bring finalised results for Secondary and a review of Ofsted inspections through the first year since revision of the inspection framework.	Kathy Beresford  Penny Plato	Secondary Phase Council to be invited as witness
28 March 2013	Support to Children with Special Educational Needs	This item has been scheduled in anticipation of the Children and Families Bill, which will draw on evidence from 20 local pathfinders. Surrey CC has been part of the SE7 pathfinder and this will provide an opportunity for the Select Committee to scrutinise progress.	P-Wilkinson  Jo Holtom  Jane Barker  Beverley Clarke	Surrey Family Voice to be invited as witness
28 March 2013	Championing Parents Task Group Update	To provide a brief update on the progress against the recommendations of the Championing Parents Task Group – 12 month update.	P-J Wilkinson	

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Education Select Committee Work Programme

Date	Item	Why is this a Scrutiny Item?	Contact Officer	Additional Comments
<b>June 2013</b>				
June 2013	Education Performance – Post 16  Post Transformation project performance	To bring finalised results for post-16.  In June 2012, the Committee endorsed a recommendation to receive performance reports on the progress of youth services following the closure of the transformation programme.	Kathy Beresford  Penny Plato  Frank Offer  Jonathon Stewart	Secondary Phase Council and GFE representative to be invited as witnesses.
June 2013	School Organisation Plan	To receive an update on progress made against the School Organisation Plan as part of an on-going programme of scrutiny of school place planning.	Nick Smith	

TBS				
TBS	Looked After Children Admissions	To scrutinise procedures for seeking appropriate admissions for Looked After Children, and to look at ways to increase support in this area as part of the Council's corporate parenting responsibility within Surrey's education system (Ref: Recommendation 24 of the Championing Parents Task Group).	P-J Wilkinson Caroline Budden Maureen Giles Claire Potier Parents / Carers	
Page 14 TBS	Early Years / Primary Vision	Scrutiny of services – The Committee will look at Early Years as part of its scrutiny programme during 2013/14	P-J Wilkinson	
TBS	Pupil Premium	Scrutiny of services – The Committee will use information provided by schools to the Department for Education to scrutinise how they are using the Pupil Premium (as recommended by the Championing Parents Task Group)	P-J Wilkinson	To be scheduled once timings for reporting to DfE are clear
TBS	Babcock 4S Annual Report	Scrutiny of Services – To consider the annual report of Babcock 4S.		



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**EDUCATION SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER – UPDATED JANUARY 2012**

The recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each Select Committee. Once an action has been completed, it will be shaded out to indicate that it will be removed from the tracker at the next meeting. The next progress check will highlight to members where actions have not been dealt with.

**Select Committee & Officer Actions**

Number	Item	Recommendations	Responsible Member (Officer)	Comments	Due completion date
SC001	Public Value Review of Schools & Learning	That the Committee undertakes robust monitoring of the numbers of children in our non-maintained schools on a twice-yearly basis	P-J Wilkinson/ Scrutiny Officer	Members received a brief update on progress as part of the PVR update at the June 2012 meeting. This also formed part of discussions at the Business Planning workshop on 4/10/2012. Further item to be scheduled on the Committee's work programme.	4/10/2012

SC002	Recommendation Tracker and Forward Work Programme	That regular updates on the School reorganisation programme be added to the agenda of future meetings to update Members as to the County-wide position.	Denise Turner-Stewart/Scrutiny Officer	Items on School Place Planning have been scheduled for the committee's January 2013 and June 2013 meetings. This will include updates on the School Organisation Plan.	4/10/2012
SC003	School Place Planning Rapid Improvement Event	That serious consideration is given to the need for dedicated statistical expertise in this area and that this be addressed in a future update to the Committee.	Liz Hanrahan/ Nick Smith / Scrutiny Officer	Officers will ensure this area is covered in the update to Committee at its January 2013 meeting.	28/01/2013
SC004	School Place Planning Rapid Improvement Event	The Committee recommends that School Place Planning becomes part of the formal agenda for Local Committees.	James Painter/ Scrutiny Officer	Democratic Services are awaiting an update from the Community Partnership Team regarding this recommendation.	TBS

SC005	Primary Vision	To report back to the Committee at an appropriate time on how the Primary Plan to implement the vision is developing and meeting its strategic aims.	Penny Plato/Primary Headteachers	An Early Years Item is on the work programme to be scheduled for 2013/14. Members may want to consider receiving on-going updates as part of the bulletin.	TBS
SC006	Post 16 Performance	To report back to the Committee with a more comprehensive report covering the wider further education sector.	Kathy Beresford/Penny Plato	An item to scrutinise Post-16 performance has been scheduled for the Committee's June 2013 meeting.	June 2013 (date TBC)
SC007	Recommendation Tracker and Forward Work Plan	That officers look into the possibility of the Committee scrutinising the annual report of Babcock 4S.	Scrutiny Officer	This item is to be scheduled on the Committee's 2013/14 work programme.	TBS

SC008	Schools Funding Reform	That the Senior Finance Manager continues to update the Committee regarding the proposals for School Funding Reform as required.	Paula Chowdhury / Lynn McGrady	Work on funding reform is on-going. Further updates to be included in the bulletin. General finance update being brought to January meeting.	28/01/2012
SC009	Services for young people transformation	That the Committee performs more in-depth scrutiny of the Local Prevention Framework at a future meeting.	Garath Symonds	Scheduled for the November 2012 meeting.	29/11/2012
SC010	Additional Support and Intervention Programme [Item 7] 4/10	That the Committee considers what forms of additional support could be provided by the County Council to the small minority of schools in Surrey that have not been able to sustain improvement over a period of more than 8 years.	Scrutiny Officer	Updates to be scheduled on the Committee's 2013/14 work programme.	TBS
SC011	Additional Support and Intervention Programme [Item 7] 4/10	That the Committee recommends further exploration of the suggestion that schools with a higher than average proportion of children eligible for Free School Meals (proxy deprivation indicator) need different resources and more support.	Head of Education, Babcock 4S Principal Adviser Secondary, Babcock 4S Principal Adviser Primary, Babcock 4S	Updates to be scheduled on the Committee's 2013/14 work programme.	TBS



SC012	Additional Support and Intervention Programme [Item 7] 4/10	That the Committee recommends further exploration of the role of Governors in schools struggling to sustain improvement.  a) That the Committee continues to receive regular reports on the effectiveness and impact of the ASIP programme	Scrutiny Officer	Updates to be scheduled on the Committee's 2013/14 work programme.	TBS
SC013	School Organisation Plan [Item 9] 4/10	That officers provide more detail on the themes of consumer choice and Special Educational Needs provision in the School Organisation Plan.	School Commissioning Officer	Update to be provided as part of the item on school place planning at the Committee's January 2013 meeting.	28/01/2013
SC014	School Organisation Plan [Item 9] 4/10	That the School Organisation Plan states as a principle the utilisation of vacant places will be a priority.	School Commissioning Officer	Update to be provided as part of the item on school place planning at the Committee's January 2013 meeting.	28/01/2013

SC015	School Organisation Plan [Item 9] 4/10	That a letter is written to the Secretary of State for Education Michael Gove on behalf of the Committee concerning the revision of the date for notifying Primary Schools admissions applications.	Chairman / Scrutiny Officer	Officers have been working with the Chairman to raise concerns over Primary Schools admissions with the Secretary of State for Education.	28/01/2013
SC016	School Organisation Plan [Item 9] 4/10	That the Committee receives regular updates on the School Organisational Plan, including a further item on school place planning to come to the Committee meeting in January 2013.	Scrutiny Officer	The Committee will receive an item on school place planning at its January 2013 meeting.	28/01/2013
SC017	Surrey Outdoor Learning and Development (SOLD) [Item 8] 4/10	The Committee recommends that officers consider the value of inviting persons independent of the authority to provide advice on models that ensure best use of SOLD resources.	Deputy Manager Youth Support Service (YSS), Head of SOLD	SOLD officers have been working with Members to revise the models put forward to Committee on 4 October 2012 – an update will be scheduled for a meeting in the Committee's 2013/14 work programme.	TBS

SC018 Nov 2012	Local Prevention Framework [53/12]	Officers to add additional information to the comparative contract performance data, including details of hours worked, with the intention that this can be shared with Youth Task Group Chairmen.	Garath Symonds / Jenny Smith		ASAP
SC019	Local Prevention Framework [53/12]	Officers agreed to provide Members with further detail of the discussions that had happened with Local Committee Chairmen on 20th November 2012, and greater clarity around the proposed implementation of opportunity grants and personalised budgets.	Garath Symonds / Jenny Smith		ASAP
SC020	Education Performance (2011/12) Headline Report	Officers to ensure that the final validated data presented to Committee include: <ul style="list-style-type: none"> <li>Detailed analysis of performance results for individual phases.</li> <li>Analysis of performance between students attending combined primary schools and those educated in separate infant and junior schools.</li> <li>Greater clarity concerning the changes to the Ofsted inspection framework.</li> </ul>	Kathy Beresford/Penny Plato	Officers have discussed the provision of primary data at the January meeting with the Chairman and Vice-Chairman. Further finalised data for the Secondary and Post-16 phases will follow in March and June respectively.	28/01/2013 (Primary) 28/03/2013 (Secondary) June (Post-16)

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Education Select Committee  
28 January 2013

## SCHOOL PLACE PROVISION

**Purpose of the report:** Scrutiny of Services and Budgets

The purpose of this report is to enable the Select Committee to scrutinise School Place Planning and the Provision of School places through the Schools Basic Need Capital Programme.

### Introduction:

- 1 The School Commissioning Team within the Schools and Learning Directorate undertakes School Place Planning in Surrey County Council. The procurement and delivery of school building projects and responsibility for the Capital Programme is through the Property Services Team within the Change and Efficiency Directorate. There is a close working relationship between the two teams which operate as a 'virtual team' in the delivery of the Schools' Basic Need Programme.
- 2 The teams plan to provide the appropriate number and quality of school places across the County, to meet changes in pupil demand and to maintain sustainable patterns of provision for the future. In planning provision, the Schools and Learning service has to have regard to many factors including: the diversity of provision now and for the future, parental preference, the geography of demand and changes to this arising from new development; the sustainability of provision, particularly in terms of finance, school leadership and standards to support good educational outcomes and school performance.
- 3 Alongside these educational considerations many physical factors are assessed when determining the appropriate sites for school development. These include; the likelihood of planning approval being obtained; the size of school sites; the availability of other sites; access; the construction of existing schools and highways considerations.
- 4 Both teams, on behalf of the County Council, endeavour to undertake these tasks in cooperation and partnership with School Governing Bodies and Foundations, Church Dioceses, education professionals including Headteachers and school staff, parents and local communities

and other key stakeholders. This requires a high level of negotiation, especially with schools for which the County Council does not control admissions or where a school is outside of Local Authority Control such as an Academy or Free School.

- 5 The current context is one of a rising primary school population across Surrey that will feed into the secondary school sector in due course. The County Council has established a capital basic need programme to expand school places across the County. The current 5 year programme, 2012-17 Medium Term Financial Plan (MTFP), will provide around 9000 primary places and 600 secondary places. Further school places are being planned to 2021.
- 6 The Council is required to plan to ensure that an appropriate number of school places are provided over the long term and the programme of basic need allows for this. Additionally every year the Council must ensure that all applicants are offered a place at the start of September. Fluctuations in demand patterns can challenge any established programme of school place delivery and as a result changes to the profiling of the long term programme or temporary solutions may be required on a yearly basis.

#### **Surrey Context**

- 7 Surrey County Council is the 7<sup>th</sup> largest education authority based on the number pupils educated within its schools. The number of new pupils entering Surrey schools as at October 2012 was 13,080 in primary and 10,212 in secondary. The total number of Surrey schools as at October 2012 was 351 (primary 298 and secondary 53) In addition the Council maintains 23 Special School, and 4 Nursery Schools. The County has in excess of 140,000 students educated in its maintained schools
- 8 The County has a diversity of school provision, including Foundation, Trust, Free and Academy Schools; Church Aided Schools, affiliated to 6 independent dioceses, as well as Community and Voluntary Controlled Schools.
- 9 In comparison to National Performance Standards Surrey is a high performing authority in terms of pupil outcomes. Attainment at all key stages is above the national average. In addition post 16 participation is high and the level of young people not in education, employment or training is amongst the lowest in the country.
- 10 The Council produces a School Organisation Plan. This comprehensive document, reviewed annually, sets out the forecasts and the forecast methodology of pupil demand over a ten-year period. In addition it details the existing provision and indicates where changes in future demand will cause the council to alter the number of school places offered, either by increasing or rationalising school provision.

## Development of the Basic Need Programme

### Demographics

- 11 The most significant variable affecting School Place Planning within Surrey has been a change in demography that has, in turn, impacted on the number of children requiring school places.
- 12 Between 2002 and 2010 birth rates within Surrey increased by 20%, with the Boroughs of Reigate and Banstead, Elmbridge, and Woking seeing increases of in excess of 28%. Although increases in birth rates have reduced there has not been a significant change in trend and we are therefore planning for a long-term increase in births up to 2016.
- 13 Births in 2008, 2009 and 2010 at 13,710, 13,626 and 14,018 respectively were higher than any of the preceding 15 years.
- 14 Allied to this, Surrey had been identified to accommodate 56,600 new dwellings up to 2026. Whilst changes to planning law may alter this, it is clear that significant pressure for school places will result from future new housing.
- 15 It is also acknowledged that the current economic downturn has led to increased demand reflective of a reduction in the proportion of Surrey resident pupils educated in the private sector.
- 16 These factors have led to an increased demand for pupil places that have been experienced initially in the Primary phase and will follow into the Secondary sector. Projections are produced annually using the latest school rolls and births data together with borough and district housing assumptions. This process identifies the likely need for additional places over the next ten years.
- 17 Surrey saw a significant drop in birth rate from 1998 – 2001, which created surplus provision in some Surrey Schools. Some of this surplus was removed in a government-led drive to reduce surplus places earlier this decade. As the number of children requiring school places has increased, much of the remaining surplus provision across the whole County has been utilised to meet the additional demand.
- 18 The level of demand has reached the total capacity of the existing schools and, as such, any decision to expand school provision relates directly to a capital requirement to provide new accommodation.
- 19 The demand for additional places is concentrated in urban areas; Elmbridge, Guildford Town, Woking Town, Reigate and Redhill, Horley, Farnham and latterly, Spelthorne have been under particular pressure.

## Demand for places reception school places

- 20 The total number of 'on time' Reception applications was 13,485. This figure includes out of county applicants and Surrey applicants applying for non-Surrey Schools and was approximately 5% greater than those received in 2011, which was 4% up on 2010 figures. (1470 more applicants in 2012 than 2010)
- 21 Trend analysis, whilst masking much variation between Districts and Boroughs had indicated an increase of 1% on 2011 figures. This would have equated to 19 classes above schools existing capacity. The School Commissioning Team had anticipated that growth would be above the indicated trend and had been planning for additional spaces above forecast especially in the urban areas where demand increase has been most acute. Discussions were ongoing with schools concerning additional classes throughout the autumn and spring terms and 34 classes or part classes were confirmed.
- 22 Following the first iteration of parental preferences in mid March 2012 an additional 8 classes and part classes were agreed with schools by the end of the spring term.
- 23 In total 42 additional classes and part classes were provided throughout the county to meet this demand. This compares with 22 classes and part classes provided in 2011.
- 24 The distribution of additional classes by District/Borough is indicated below.

District/Borough	Forecast Demand	Shortfall of Classes against Projection	Actual Applications	Actual Additional spaces (Classes) provided
Elmbridge	1431	3	1619	240 (8)
Epsom and Ewell	925	2	922	60 (2)
Guildford	1458	3	1437	150 (5)
Mole Valley	827	0	902	60 (2)
Reigate and Banstead	1484	2	1654	195 (6 + 0.5)
Runnymede	833	1	825	30 (1)
Spelthorne	1102	1	1099	60 (2)
Surrey Heath	1012	0	989	0 (0)
Tandridge	872	0	927	57 (1 + 2, 0.5)
Waverley	1279	0	1435	105 (3 + 0.5)
Woking	1101	3	1236	240 (8)
<b>Surrey</b>	<b>12,324</b>	<b>19</b>	<b>13,045</b>	<b>1197 (38 + 4, 0.5)</b>



- 25 One of the additional forms provided in Tandridge was used to meet demand in the Redhill/Merstham area of Reigate and Banstead. This resulted in some challenging allocations of school places in this area. Throughout the County, whilst there were some individual cases in rural areas, of placements made in excess of 5 miles there were no significant groups of children without offers of local schools.
- 26 Despite all of the stresses implicit in the system requiring significant adjustment, schools worked extremely well in cooperation with the Authority to ensure it met its statutory duty, to offer all applicants a school place. The additional demands placed on schools when taking 'bulge' classes are recognised and we will continue to work with schools to manage these as they progress through the schools.

**Demand for permanent school places**

- 27 The need for additional permanent places will not be felt uniformly across all areas or via a gradual year on year increase. We are anticipating particular pressures in Reigate Town, Redhill and Merstham, Elmbridge Borough, Woking and Guildford Town.
- 28 The current five year plan outlines a programme to deliver the following number of permanent primary school places by borough as follows;

<b>Borough</b>	<b>Number of Places</b>
Elmbridge	1980 (9+ forms of entry)
Epsom and Ewell	840 (4 forms of entry)
Guildford	1500 (7+ forms of entry)
Mole Valley	240 (1+ forms of entry)
Reigate and Banstead	1680 (8 forms of entry)
Runnymede	1050 (5 forms of entry)
Spelthorne	600 (2+ forms of entry)
Surrey Heath	420 (2 forms of entry)
Tandridge	210 (1 form of entry)
Waverley	630 (3 forms of entry)
Woking	750 (3+ forms of entry)

- 29 Mostly we have identified expansions to existing schools however in some instances new sites are being sought specifically in Reigate and Banstead Borough.
- 30 Officers will also need to monitor the level of school applications for entry in 2013 that are received to ascertain whether these are in line with forecast trends. Should applications for school places be well above trend, the Council will engage with the planning process at an early stage so that any accommodation can be provided in a timely manner.

## **Capital Programme**

- 31 The County Council has recognised the ongoing capital demands needed to provide these additional school places. The Council has agreed a capital programme to account for school increases (Basic Need) over a five-year period.
- 32 The initial programme, based on cost estimates for traditional build of all new school places in line with Department for Education school building recommendations, was significantly above affordability levels.
- 33 Following the establishment of the programme there have been changes to school building recommendations, both in terms of site sizes and built areas, both of which have been significantly reduced. Similarly a centrally funded Priority School Building Programme has been established that put forward models of new school buildings with reduced floor area and greater potential for different forms of construction aimed at significantly reducing costs. As a result of these factors 40% saving targets were applied to the Basic Need Programme.
- 34 This has challenged the teams to review the provision of school buildings and consider alternative approaches to their delivery. The property teams have been reviewing the market and piloting new proven modular system builds, these offer costs savings and also reduce the time required on site therefore reducing disruption to schools. Additionally we will be required to challenge schools to make better use of existing space through design planning and adaptation. We will also consider alternative building use, such as the use of offices that could be returned to original use when demand patterns change.
- 35 We are restricting the use of temporary/demountable classrooms whilst developing a modular light system to replace demountables. These have full planning permission and offer permanent solutions in modular construction at reduced costs.
- 36 Further planning work is also being undertaken to map out the long-term school planning requirements. Forecasts of future pupil demand are being tested for the period 2016 – 2020. Increases in demand experienced in 2012 have led to a revision of existing school demand forecasts. A further 20 forms of reception entry have been identified as required in between 2014 – 2016. As with the 2012-17 programme these additional forms are being developed with a 40% budget reduction built in and are being included as part of the 2013 – 2018 MTFP.

## **Delivery of the Programme**

- 37 A cluster programme office has been developed to enact the capital programme. The programme office includes professionals from Hampshire County Council, Surrey County Council, Reading and West Sussex County Council. By combining the projects of these authorities the Council is able to attract efficiencies and significant cost savings by

grouping relevant projects and going to market with larger programmes of work.

- 38 The programme office is already delivering against the capital programme. The budget position at the end of November 2012 was within £0.513m (Budget £31.993m, actual £31.480m). The position for the entire MTFP is broadly in line with the programme costs with additional costs relating to further land purchases.

### **Conclusions:**

- 39 The Council is experiencing a significant and long-term increase in the demand on school places and the existing provision is running close to its physical capacity. The council has made a substantial commitment to address this through a capital programme to provide permanent school buildings over a 5-year period. Many capital projects have already been developed and the council has been providing additional permanent provision from 2011 through a cluster programme office.
- 40 Increased demand will continue beyond this period specifically in the Secondary sector. There will be further capital requirements to account for this growth and these have been identified in the medium term financial plan 2013-18 that will be considered for member approval.
- 41 Officers will need to continue to monitor and revise pupil level forecasting to ensure that both statutory duties are met and that any changes in demand patterns are responded to appropriately.

### **Financial and value for money implications**

- 42 The financial commitment in relation to future capital expansion of schools is significant. All capital projects will have to go through the relevant procurement procedure to ensure best value.
- 43 The source and proportions of future long-term capital funding, whether it be through local borrowing or grant funding from the DfE is unknown at this stage. However, the implications of the funding source are crucial for local authorities in their corporate and financial planning.
- 44 The Council is working with its Districts and Boroughs in the development of the Community Infrastructure Levy. This process will ensure that developers provide appropriate capital funding to meet the additional demand that results from new housing

### **Equalities Implications**

- 45 The provision of sufficient school places, accessible to all, is a statutory duty for all authorities. Providing appropriate education for all is of specific importance for those most vulnerable within our communities.

## **Risk Management Implications**

- 46 The service will need to moderate its approach to stakeholders with regard to the changing status of schools as they respond to national policy development. This relates specifically to School Organisation proposals in the context of greater freedoms for individual schools through Academy Status, and the links to central government in providing future capital and local services. In addition the Council will need to work with Free School proposers to ensure that this additional provision is recognised within the strategic plan for school place provision within Surrey.

## **Implications for the Council's Priorities or Community Strategy/Local Area Agreement Targets**

- 47 The provision of sufficient school places contributes to the children and young people strand of the Community Strategy.

### **Recommendations:**

- That the Select Committee continues to have an overview of the performance of the School Planning and Property Services Team in the delivery of school places

### **Next steps:**

- The Select Committee will receive updates of performance against the Capital Programme.

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### **Sources/background papers:**

School Organisation Plan 2012 - 2022



## Education Select Committee

28 January 2013

**DESIGNATED TEACHER REPORTS ON CHILDREN IN CARE  
TO SCHOOL GOVERNORS****Purpose of the report:**

This report from Surrey's Virtual School for Children in Care provides information to those with a corporate parent role on the effectiveness of scrutiny by School Governors, with similar responsibilities for raising expectations and monitoring the educational progress of children in care attending their schools.

**Introduction:**

- 1 All schools are required to nominate a Designated Teacher (DT) for Children in Care to 'champion' the specific needs of this group of young people. Designated Teachers (DTs) must have Qualified Teacher Status and ideally should be placed to influence senior management decisions and policy in schools. Part of the Designated Teacher role is to ensure Governing Bodies receive the necessary information and data to fulfil their own responsibilities around the education of children in care.
- 2 The Annual Report on Children in Care to Governors is no longer a statutory requirement in schools, but very much considered 'good practice' and would form part of evidence requested by Ofsted to inform the outcome of any school inspection.

**Survey Findings**

- 3 The Virtual School requested information and copies of Annual Reports to governing bodies from Surrey Headteachers. The findings from this survey are;
  - 3.1 Not all schools with children in care produce a report for the governing body.

- 3.2 Some schools have alternative arrangements in place for reporting to sub-groups, such as an Inclusion or Safeguarding Committee, or arrangements for DTs to meet directly with a Governor.
- 3.2 Schools without children in care would rarely see the need for producing any type of reporting, even where this would provide a review of school policy.
- 3.3 In general, those schools who do report to governors do so on a termly basis, with an annual update on assessment results.
- 3.4 A number of schools have elected a Governor with specific responsibility for children in care.
- 3.5 The quality of reporting from those schools with children in care is varied, but all make mention of academic progress – either as a brief comment or as a full set of data.
- 3.6 The better quality reports include information on overall attendance including exclusions of pupils in care; information around actions taken for Key Stage transitions and the use of pupil premium funding.
- 3.6 Very few reports make mention of other key areas such as staff training, workload challenges for DTs or personal education plans.
- 3.7 Many schools felt they would benefit from further advice on the content of a Governor's Report and would welcome a standard template to complete.

<b>Conclusions:</b>
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- 4 There are actions that can and should be taken to further improve the reporting of educational outcomes for children in care to school governors.

### **Financial and value for money implications**

- 5 Pupil Premium LAC (for looked after children) is a growing sum of funding. This uniquely 'follows the child' as local authorities are able to determine the payment mechanisms. Whilst there is no obligation for schools to report on the specific spend for this funding, there are obvious value for money implications for our children in care which reporting to governors would highlight.

### **Equalities Implications**

- 6 Governing bodies need to continually consider how well their school ensures equality of opportunity for all its pupils with especial reference to those in care. They need to ensure they narrow the gap between children in care and all pupils both in the context of achievement and access to opportunities.

## **Risk Management Implications**

- 7 There is compliance risk for Governing bodies in terms of meeting national and professional standards for Designated Teachers and statutory obligations in terms of completion of Personal Education Plans and the monitoring and tracking of children in care. Failure to comply will have implications in terms of Ofsted inspection.

## **Implications for the Council's Priorities or Community Strategy/Local Area Agreement Targets**

- 8 It is essential for the Council to continue to lead the drive towards higher ambition and aspiration for children in care - ensuring others who have similar statutory accountabilities around the progress and achievement of these children are receiving timely and appropriate information to inform policy and practice, is key to improving outcomes.

<b>Recommendations:</b>
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- (a) To make available to all schools the Templates now designed, for regular reporting to governors for schools with, and schools without children in care (copies attached). Aspects of these templates have been taken from the better examples schools made available to us, and from national best practice examples provided by Virtual Schools.
- (b) To promote the best practice of reporting to governors through both Designated Teacher and Governor Training.
- (c) To monitor on-going receipt of governor reports and undertake to report back an overall evaluation on content to schools.

<b>Next steps:</b>
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The Virtual School will work closely with Surrey's school improvement service to engage all schools in this aspect of their responsibilities.

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**Report contact:** Maureen Giles, Headteacher – Surrey Virtual School for Children in Care

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**Sources/background papers:**

**Children in Care Reports to Governors – Surrey Templates**

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YOUR  
SCHOOL  
LOGO

# CHILDREN IN CARE REPORT TO GOVERNORS



School:
Date:
By (name)
Designated Teacher for Children in Care

**There were no children in care (CiC) on the roll of the school for the year to which this report relates. However, the school complies with the statutory guidelines aimed at improving the educational achievement of children in care in the school as outlined in the statutory guidance on the role and responsibilities of the Designated Teacher for Looked After Children.**

We have appointed a Designated Teacher for Children in Care      Yes / No  
 The Designated Teacher CiC has qualified teacher status      Yes / No

## Training

<b>List any training accessed by the Designated Teacher</b>
<b>List any training accessed by Governors</b>
<b>List training disseminated to all School Staff and Governing Body</b>
<b>Suggested actions for the Governing Body</b>

## Policies

The school has a Policy relating to CiC	Yes / No
Last review date:	

Other Policies mentioning CiC	
Admission & Exclusions	Yes / No
Reporting progress & target setting	Yes / No
Extended School & Visits	Yes / No
Inclusion	Yes / No
Staffing & Partnership working	Yes / No

Others - please specify

**We are confident that policy and practice is in place to allow a child in care to be admitted at 24 hours notice.**

Please return a copy of this document to the Surrey Virtual School for CiC - [virtual.school@surreycc.gov.uk](mailto:virtual.school@surreycc.gov.uk) Many thanks

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**Are there any workload, or other challenges, relating to the role of the Designated Teacher or other staff, arising as a result of the number of children in care on roll at the school and the number of local authorities which are involved?**

**Suggested actions for the Leadership Team and the Governing Body**

## **2 - Progress**

**Are CiC in your school achieving in line with their peers? Please consider;**

**a) How the progress of CiC is monitored as a discrete group**

**b) How you promote high aspiration of CiC to ensure they achieve in line with their peers, according to their ability**

**Suggested actions for the Leadership Team and the Governing Body**

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## **3 - Attendance and Exclusion (This authority has a policy of avoiding the permanent exclusion of children in care)**

<b>Overall % attendance of children in care</b>			
<b>Number of CiC missing 15% or more sessions</b>			
<b>Fixed term exclusions total number of sessions</b>		<b>Number of children</b>	

**How does the pattern of attendance and exclusion for Children in Care relate to that of all children in your school?**

**Suggested actions for the Governing Body**

#### 4 - Personal Education Plans (PEPs)

Number of Personal Education Plans completed on arrival	
Number of PEP reviews completed within statutory time scales*	
Are Governor reviews of PEPs routinely undertaken?	
Are relevant staff included in the implementation of the PEP?	

\*Children in care should arrive at your school with a Personal Education Plan – if not, this should be completed, or reviewed, within days of joining the school and further reviewed at least six monthly (or at any other time appropriate to the needs of the child)

Please explain process or planning issues arising from personal education plans (PEPs)

Suggested actions for the Governing Body

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#### 5 - Planning, Intervention and Resources

Are the teaching, learning and inclusion needs of children in care reflected in school development plans and policies?

How is the school meeting these needs? Please include comments on the use of Pupil Premium LAC

Suggested actions for the Governing Body

## 6 – Training\*

List any training accessed by the Designated Teacher

List any training accessed by Governors

List any training disseminated to all School Staff and Governing Body

Suggested actions for the Governing Body

\*This could include any support and guidance offered by the Surrey Virtual School

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### **ANNEX A (see exemplar attached)**

*Individual Pupil Information, providing both context and detailed assessment data for each student should be provided in an anonymised section and treated as Part B information for Governing Body meetings that is not available to the general public.*

Please return a copy of this document to the Surrey Virtual School for CiC - [virtual.school@surreycc.gov.uk](mailto:virtual.school@surreycc.gov.uk) Many thanks

# ANNEX A - EXEMPLAR

## Boy A – Year 9

Boy A has yet again settled in really well to the new academic year. He continues to get involved in the after school sporting clubs and regularly attends the Homework Club. He is very popular with staff and students and should have another successful year.

### Boy A

Students are expected to achieve their Target Minimum Level, TML, by the end Year 8. Students more than 2 sub-levels below their TML, are a concern. Language is usually 1 whole level below other subjects.													On or above target target, can be 2 sublevels below TL				3 sub level below target.				More than 3 sub levels below target			Overall			
Surname Forename	Reg Group	Gender	Gifted/Talented	SEN	EAL	FSM	LAC	MIDYIS SCORE TOTAL	KS2 En	KS2 Ma	TML fine NCL Yr 8	Art	Drama	DT	English	Geography	History	IT	Language	Maths	Music	PE	RS	Science	Average Yr 8 Level	Monitoring in Sub Levels	
Boy A Autumn 2011	M	8J		A	Y		Y	85	D	3A	4C	5C	3A	5C	4B	4A	4A	5C	4C	4A	5C	5B	4A	4C	4B	4b	-2
Boy A Spring 2012	M	8D		P			Y	110	B	4B	5C	6C	4C	5B	4A	4B	5C	5C	5B	4B	5B	5C	5B	5C	4C	4a	-4
Boy A Summer 2012	M	8D		P			Y	110	B	4B	5C	6C	5B	5B	4A	4C	5B	5B	5A	4A	5C	5B	5A	5C	4A	5c	-3

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## Boy B – Year 9

Boy B did not have a good start to the new academic year. He had a lengthy exclusion on the second day back. He is at present on Red Report Card to the Deputy Headteacher and because of the Red card a senior member of staff sees him daily. On top of that Designated Teacher also sees him daily – so the school can give him intense one to one support. His behaviour is one of the main topics for his PEP meeting at the end of October. In spite of some difficult challenges with Boy B the staff continue to do their utmost to support him, along with his carers and social workers.

### Boy B

Students are expected to achieve their Target Minimum Level, TML, by the end Year 8. Students more than 2 sub-levels below their TML, are a concern. Language is usually 1 whole level below other subjects.													On or above target target, can be 2 sublevels below TL				3 sub level below target.				More than 3 sub levels below target			Overall			
Surname Forename	Reg Group	Gender	Gifted/Talented	SEN	EAL	FSM	LAC	MIDYIS SCORE TOTAL	KS2 En	KS2 Ma	TML fine NCL Yr 8	Art	Drama	DT	English	Geography	History	IT	Language	Maths	Music	PE	RS	Science	Average Yr 8 Level	Monitoring in Sub Levels	
Boy B Autumn 2011	M	8D		P			Y	110	B	4B	5C	6C	5C	4C	5A	5B	5A	4B	3B	6C	5C	5C	5A	5C	5C	5c	-3
Boy B Spring 2012	M	8D		P			Y	110	B	4B	5C	6C	5C	4B	6C	5B	5A	5A	4A	3A	6C	5C	5C	6C	5B	5c	-3
Boy B Summer 2012	M	8D		P			Y	110	B	4B	5C	6C	5C	4A	7C	5B	6C	6C	5C	4C	6B	5B	5A	6C	5B	5b	-2

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Education Select Committee  
28<sup>th</sup> January 2013

## BUDGET MONITORING 2012/13

**Purpose of the report:** Scrutiny of Services and Budgets

This report sets out the current forecast position on the budget for Schools & Learning Services as at the end of November 2012.

### Introduction:

1. The annex to this report sets out the latest financial forecast position for the service and some of the service volumes as at the end of November 2012.
2. An update on the achievement of the savings against the MTFP target savings is explained in the report.

### Budget Headlines:

3. **Schools & Learning Services are projecting an overall - £5.4m underspend at year-end on an annual gross budget of £191m. If the net underspend on the Dedicated Schools Grant (DSG) is excluded, then the SCC related underspend is - £2.7m.** This distinction is made because Schools Forum will decide the use of the underspend on DSG. The rest of this report will discuss the significant SCC related underspends, as per the Cabinet report. However, the areas of variance relating to DSG can also be seen in **Annex 1**.
4. The Schools and Learning Service is continuing to underspend in order to off-set significant overspends in Childrens social care. The service also has significant on-going savings to find in both this financial year and in 2013/14 and is therefore gearing itself to this position ready for the start of 2013/14. The savings targets are detailed later in the report.
5. The most significant variances are:
  - Early Years -£1.8m. This is as a result of staffing vacancies (-£0.7m), the low take up of the two year old nursery provision, this being the first year (-£0.6m) and underspends on other initiatives (-£0.5m)

- School Planning & Leadership (-£0.9m). Of this underspend, (-£0.5m) relates to income for the provision of broadband in Surrey schools. At the end of the financial year a carry forward request will be made to ensure the income transfers to the financial year 2013/14 as the broadband roll-out continues. The remaining balance of the underspend relates to intended underspends as management action to balance the Directorate budget.
  - Staffing underspends in the Areas (-£0.3m). As the impact of the restructure subsides vacant posts are being filled.
  - Business support (-£0.1m)
  - Transport overspend (+£0.5m). The financial monitoring information from the Trapeze system is still not as reliable as management would like, but this overspend position is being monitored carefully.
6. The detailed Schools & Learning budget position can be seen in **Annex 1**

### **Progress Against In-Year Savings Targets**

7. The service has a total 2012/13 MTFP savings target of £8.7m. Specific areas for savings were identified as part of the medium term financial planning process. During 2012/13, the service realised that all of the original planned savings could not be achieved. A review was undertaken and alternative savings were identified to ensure that on-going savings could be realised and the target achieved.
8. Currently, of the £8.7m savings, there is now only a shortfall of £0.1m against the target.
9. It is worth highlighting at this stage that Schools and Learning have a further savings target of £7.2m in 2013/14.

### **Conclusions:**

10. Although Schools and Learning are underspending this financial year, these are largely one-off short-term variances or they are a gearing up to more savings in 2013/14. The service have struggled to make their planned on-going savings this financial year but have eventually achieved the target. The next financial year will continue to be a challenge.

### **Equalities Implications**

11. Any impacts of budget monitoring actions are evaluated by the service as they implement the management actions.

### **Risk Management Implications**

12. Risk implications are considered throughout the budget monitoring process and highlighted in the budget monitoring report and in the service risk register. All budgets are assessed as high, medium or low

risk according to their size, volatility, complexity and profile. Budget monitoring effort and resource is directed in proportion to the risk involved.

**Implications for the Council's Priorities or Community Strategy/Local Area Agreement Targets**

13. Any impacts on the Council's priorities are considered by the service as they implement the management actions.

**Recommendation:**

14. That the Select Committee consider the content of this report and attached annex.

**Next steps:**

Regular Budget Monitoring Reports will be presented to the Select Committee.

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**Sources/background papers:** November Budget Monitoring Report

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**Schools & Learning Budget and Volume monitoring as at the end of November 2012**

	Expenditure				Service Volume			
	Budget £'000	Year End Projection £'000	With DSG Forecast over/under £'000	Without DSG Forecast over/under £'000	At 1 April	At start of month	At end of month	Projected year end
<b>Special Education Needs (SEN) Service</b>								
-School Agency Placements	38,887	39,424	537	0	733	706	713	711
-Individual Statemented Pupil Schools Budget (ISPSB)	25,690	24,891	-799	0				
-SEN Transport	19,467	19,467	0	0				
-Head of Additional Special Education Needs (HASEN)	8,361	8,218	-143	0				
<b>Sub Total SEN</b>	<b>92,405</b>	<b>92,000</b>	<b>-405</b>	<b>0</b>				
School Planning & Leadership	13,849	12,937	-912	-912				
Virtual School for Looked After Children	734	734	0	0				
Early Years Service	54,795	51,296	-3,499	-1,849				
Home to School Transport (mainstream & PRUs)	10,382	10,832	450	450				
Pupil Referral Units (PRUs)	6,173	6,118	-55	0				
Area Services (mainly staffing)	12,092	11,279	-813	-312				
Commercial Services	80	80	0	0				
Business Support	800	671	-129	-129				
<b>TOTAL</b>	<b>191,310</b>	<b>185,947</b>	<b>-5,363</b>	<b>-2,752</b>	<b>733</b>	<b>706</b>	<b>713</b>	<b>711</b>

	Full Year Budget	Year End Projection	Projected under/ over
<b>Staffing/FTE Spend</b>			
Staffing establishment (£000s)			0
Source: Nov Budget Monitoring	47,997	46,662	-1,335

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Education Select Committee  
28th January 2013

## 2012 EARLY YEARS AND PRIMARY EDUCATION PERFORMANCE

**Purpose of the report:** Scrutiny of Services / Performance Management

The aim of this item is to share the revised results for early years and primary phases for the academic year ending in the summer of 2012 including analysis of the performance of disadvantaged and minority pupil groups.

### Introduction:

1. This report presents educational outcomes of children and young people in the early years and primary phases for the academic year ending in the summer of 2012.
2. Revised key stage 2 results were published by the Department for Education in December 2012 and this paper provides updates on these results.
3. Briefings containing results for Surrey and regional comparators for the revised key stage 2 results and pupil groups are available as background papers.

### Key trends and comparisons:

4. Results for early years and key stage 1 have not altered since the publication of the provisional results. Full details of these results can be found in the Education Select Committee report from 29 November 2012 (item 55/12).
5. Revised results for pupils at the end of key stage 2 were published by the Department for Education in December 2012. These included detailed national and regional comparator data for groups of pupils of different ability based on their prior attainment and those pupils in receipt of the Government's pupil premium funding (introduced for the first time in April 2011).
6. Surrey's headline figures did not change from the provisional results that were shared with Education Select Committee in November 2012, although relative statistical neighbour and national rankings were altered for some measures.

7. National results for key stage 2 improved by one percentage point on publication of the revised figures in the combined English and mathematics threshold but remained the same for the English and mathematics expected progress measures.
8. Based on the revised results for key stage 2, Surrey was above the south-east and national averages for pupils achieving thresholds in both English and mathematics but was below the national average for pupils making expected progress between key stage 1 and 2.
9. The percentage of pupils making expected progress in English between key stage 1 and 2 increased six percentage points to 87% compared with results for 2011. A similar increase from the 2011 results was recorded in mathematics, which increased five percentage points to 86%. Nationally the increase in these measures was five percentage points for English and four percentage points for mathematics. This means that Surrey has narrowed the gap to the national average in both progress measures but remains behind for the third consecutive year.
10. Surrey is ranked 128th out of 152 local authorities for expected progress in English (one place lower than in 2011), and 97th in mathematics (twelve places higher than in 2011).
11. Ten schools in Surrey were below the government floor standard which incorporates attainment and progress measures; this equates to 5% of Surrey's state-funded mainstream schools. This is an improvement of four percentage points on last year and a reduction of seven schools. However, nationally only 4% of state-funded mainstream schools are below the floor standard.
12. Pupils in all prior attainment (PA) ability bands – low, middle and high – have improved compared with last year. However, the rate of improvement has not been consistent across all three ability groups.
13. The largest improvement was made by the high PA band (pupils who were above the expected level at key stage 1) in English progress which rose from 75% to 87%. The smallest improvement was made by the low PA band (pupils who were below the expected level at key stage 1) which rose from 74% to 76% in the same measure.
14. For pupils in the low PA band, Surrey performance was 10 percentage points lower than similar pupils nationally for pupils achieving the expected threshold at the end of key stage 2 (level 4 and above in English and mathematics).
15. Sixteen percent of pupils in the key stage 2 Surrey cohort are classified as disadvantaged and therefore in receipt of the pupil premium (PP) compared to twenty-nine percent nationally. For pupils achieving level 4 and above and for making expected progress, the Surrey pupil premium group is below their peers nationally in all subjects.
16. However, the percentage of disadvantaged pupils making expected progress in English increased by seven percentage points from 2011 results compared to a six percentage point increase nationally. The percentage of disadvantage pupils making expected progress in mathematics increased by four percentage points from 2011 results in Surrey compared to an increase of five percentage points nationally.



17. The percentage of pupils with English as an additional language (EAL) in Surrey reaching a good level of development at the end of the early years was greater than the same cohort nationally. However, the gap between EAL and non EAL pupils was greater in Surrey than nationally.
18. The percentage of EAL pupils achieving level 4 and above in English at key stage 2 is greater than their peers nationally.
19. EAL pupils tend to make greater progress between key stage 1 and key stage 2 than their non-EAL peers. The gap between the EAL and non-EAL groups in Surrey is similar to the gap nationally in both the English and mathematics progress measures.
20. Results for a selection of ethnic minority pupil groups that have been targeted in recent years are included in Annex 4 with key points below.
  - 20.1 Both the Gypsy/Roma and White Traveller of Irish Heritage groups had a higher percentage of pupils achieving level 4 and above in both English and mathematics than in 2011.
  - 20.2 The percentage of Black African pupils achieving level 4 and above in both English and mathematics is 78%; the same level as this group achieves nationally
  - 20.3 The mixed White/Black African group remains about 12 percentage points below the main Surrey cohort
  - 20.4 The percentage of Pakistani pupils gaining level 4 and above in both English and mathematics increased to 75%. This is the same as for their peer group nationally.
  - 20.5 The percentage of Bangladeshi pupils gaining level 4 and above in both English and mathematics continued to improve (a 13 pp increase from 2011 to 82%). This is one percentage point above results for their peers nationally.

<b>Key strengths:</b>
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21. The headline figures for Surrey show a strong performance in the majority of areas.
22. In the early years, the proportion of pupils achieving the early learning goals improved for the fifth consecutive year. Results for Surrey exceeded the national average across all 13 assessment scales.
23. In the year 1 phonics screening test that was introduced this year, over 60% of Surrey pupils were judged to have reached the expected level. This was three percentage points above national average for this measure.
24. At the end of key stage 1, Surrey's performance compared to all authorities nationally and to statistical neighbours remained strong.
25. The proportion of pupils attaining level 4 and above in both English and mathematics at the end of key stage 2 also remained above the national average.
26. The proportion of pupils attaining the higher level 5 threshold in both English and mathematics is significantly higher than nationally and Surrey is ranked 12th out of 152 local authorities at this level.

27. 137 schools (of 203 mainstream state-funded schools) improved their performance in level 4 and above in both English and mathematics compared with 2011.
28. Surrey has made progress towards closing the gap between disadvantaged pupils and their peers over the last two years. Within Surrey, there are several schools with high proportions of disadvantaged children where outcomes for all pupils are very high, for example Manorfield Primary and Nursery School where 44% of children are eligible for pupil premium and all achieved a L4+ in English and mathematics or Broadmere Community Primary School where 42% of children are eligible for pupil premium and 92% made at least expected progress in both English and mathematics.

<b>Key areas for improvement:</b>
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29. The percentage of pupils in Surrey that are disadvantaged (eligible for the pupil premium) is significantly less than nationally (16% vs. 30%). There is also a higher proportion of high ability children in Surrey than nationally and a lower proportion of lower ability children than nationally. This results in the disadvantaged and lower ability children either being dispersed thinly between schools or concentrated into higher levels within one school.
30. The result is either a school isolated within a locality, often surrounded by more affluent and higher performing schools, or due to low numbers provision is targeted mainly at the middle and higher attaining pupils. Surrey schools do not have the even spread of lower ability children or the concentration of these children to make this a significant factor like in other unitary authorities. The agencies and services around schools need to work together better to target support for the lower ability children.
31. Performance in Surrey in comparison to the national average is better at the end of key stage 1 than at the end of key stage 2. This ensures that there are high expectations at key stage 1 and that children have a good start to their education. However, these levels of progress and achievement are not sustained into key stages 2 and 3. There are several factors:-
  - 31.1 Although raised by some schools as a factor, there is no clear evidence to suggest that over-inflation of teacher assessments at the end of key stage 1 is the reason for lower progress in junior schools, compared with primary schools. Nationally, as in Surrey, junior schools perform worse than primary schools in the progress measures clarifying that this is not a Surrey-specific issue. However, in order to give junior schools confidence that over-inflation is not an issue, thus allowing them to focus on improving the progress of all pupils, further work will be undertaken to investigate any inconsistencies across all schools where this is apparent. There is a need to ensure moderation within schools is tight and that schools are challenged for making over optimistic assessments.
  - 31.2 Transition between infant and junior schools needs to be improved. There is a need to ensure better data liaison between phases to

ensure children start their key stage 2 careers at the same level as they left key stage 1.

- 31.3 The proportion of pupils in Surrey that start key stage 2 with low attainment is significantly less than nationally. Smaller proportions can lead to lower expectations; it must therefore be ensured that aspiration and expectation is driven through all key stage 2 settings.
- 31.4 In addition, schools have not been held to account sufficiently for the achievement of the disadvantaged groups, particularly as most schools only have small groups of disadvantaged or lower ability pupils.
32. Realignment and investment into school improvement services and school to school support is necessary. With limited resources, some challenging decisions about deployment of support need to be made to ensure that funds and resources are being used to best effect.

<b>Actions to improve Surrey performance:</b>
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33. Surrey's Education and Achievement Plan 2012 – 17, due to be published shortly, is clear in its ambition that all children should attend a 'good' school by 2017. As part of this commitment we are currently undertaking a full review of our school improvement strategy with our partners, Babcock 4S, with a view to making a number of changes.
34. In particular we will ensure that our support is targeted in a more effective way on reviewing, supporting and developing the capacity of leadership and governance in schools in order to improve outcomes for all children and in particular those that are disadvantaged. As part of this we are also reviewing the way our services from different areas (education, health and social care) work strategically together to ensure best practice to achieve the highest possible outcomes for pupils.
35. The Ofsted outcomes within Surrey must improve so that Surrey ranks in the first quartile nationally and, by 2017, all schools in Surrey should be judged 'good' or better. This will be done through:
- 35.1 developing a new data management system which ensures all schools are accurately categorised and targeted in a timely manner
  - 35.2 targeting a higher number of schools for intensive support and intervention
  - 35.3 holding leaders, managers and governors more strongly to account for the performance and outcomes of all pupils and groups of pupils in their school
  - 35.4 ensuring that those schools that are due an Ofsted inspection are properly prepared for the inspection.
36. More pupils must make progress in English and mathematics so that the gap between the highest ability pupils and lowest ability pupils narrows. This should ensure that Surrey is meeting and exceeding national averages. Strategies used will include:
- 36.1 Continuation of the free school meal and pupil premium school project, 'No Child Left Behind', on a Surrey wide basis. The project includes detailed data analysis of those schools with high proportions of FSM; raising awareness of the problem throughout

Surrey; providing schools with an analysis of their individual pupil outcome data for children eligible for FSM to support their self-evaluation; actively identifying good practice that exists in Surrey to demonstrate what is possible and publicising these findings across Surrey. Moving forward the project includes consultants working with schools to undertake an audit of outcomes of and provision for children eligible for Pupil Premium, developing an action plan to address areas for future development to raise attainment for these children and close monitoring and tracking on a half termly basis to ensure progress is being made. Headteachers and other senior leaders are being held more fully to account where progress is slow

36.2 Conduct a review of the moderation processes within Surrey for early years, key stage 1 and key stage 2. This review will establish:

- a) accuracy of teacher assessments
- b) highlight possible issues between infant and junior schools
- c) ensure that schools are making accurate assessments.

36.3 Review and target the transition arrangements within schools. This work will:

- a) ensure schools adopt best practice for transition between year groups
- b) ensure that transition between years R and 1, 2 and 3 and years 6 and 7 is effective and that levels of achievement are sustained
- c) look closely at transition between infant and junior schools.

37. All primary schools in Surrey are committed to ensuring that all children do better than expected. Through Surrey's primary council a 'Primary Vision' has been established with the progress of disadvantaged pupils a central part of the plan. Surrey is funding a number of specific programmes to support the delivery of the plan.
38. The local authority is also engaged with the Department for Education to use a sponsored academy solution to bring about rapid transformation in a number of underperforming schools where pupils from disadvantaged backgrounds are not making enough progress.

<b>Conclusions:</b>
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39. Headline figures for Surrey's early years and primary pupils are strong in the majority of key measures compared with national and regional averages.
40. Disadvantaged and lower ability pupils do not do as well in Surrey as in other local authorities nationally. In particular, smaller proportions of pupils make progress from key stage 1 to 2 in Surrey than nationally.
41. It has been highlighted that the small proportions of the disadvantaged and lower ability pupils may have led to lower expectations and this must be overcome.
42. Schools must also be held to account for ensuring that all pupils make progress, regardless of their starting point at the beginning of key stage 2.

43. A number of key actions to improve outcomes have been highlighted, including committing to the new education and achievement plan and, as part of this, conducting a full review of our school improvement strategy.

#### **Financial and value for money implications**

44. To meet our ambition to have all schools judged to be 'good schools' by 2017 we need to engage earlier, in a more focused manner, with a greater number of schools. It is significantly less costly to work with schools before they significantly decline leading to better value for money.

#### **Equalities Implications**

45. The background papers included with this paper incorporate a range of analyses for pupils in minority groups including pupils with English as an additional language and those who are eligible for pupil premium funding.
46. The recommended actions above will ensure that education outcomes and progress will improve for all pupils, and in particular those who are disadvantaged or of lower ability.

#### **Implications for the Council's Priorities or Community Strategy**

47. Raising education achievement and standards in Surrey schools is a key priority in the children's and young people's strategy approved by Cabinet in July 2012 and will continue to be the focus with the commitment to the Education and Achievement Plan 2012 - 17.
48. These priorities include improving education and achievement outcomes and providing all children and young people in Surrey access to a 'good' school by 2017.

<b>Recommendations:</b>
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49. Members are asked to:
- a) Consider the revised education results for 2012 presented in this paper alongside the more detailed analyses on pupil premium, first language, ethnicity and school type
  - b) Consider the recommended actions to improve education performance in Surrey, particularly for disadvantaged pupils.
  - c) Publish this report to make the findings available to the public on the Council's website
- 

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**Sources/background papers:**

**Annex 1:** Key Stage 2 Final Results Briefing

**Annex 2:** Key Stage 2 Analysis by School Type

**Annex 3:** Pupil Premium Results Briefing - Primary

**Annex 4:** First Language and Ethnicity Results Briefing - Primary

## 2012 Key Stage 2 Final Results Briefing

### Key Messages

- Surrey's headline results did not change between publication of the provisional and final data. National results increased by one percentage point in the combined English and mathematics threshold measure (pupils achieving level 4+); results for the progress measures were not altered.
- Surrey's results remain above both national and south east attainment average. In terms of the progress measures, Surrey remains below the national average for both English and maths.
- 137 schools (of the 203 mainstream state-funded schools) improved their performance in level 4 and above in both English and mathematics compared with the previous year.
- In Surrey, the proportion of pupils attaining level 4 and above in both English and mathematics increased this year (5 percentage point increase at L4+ and 7 percentage point increase at L5+). Similar increases were reported nationally (6 percentage point increase at L4+ and 6 percentage point increase at L5+).
- Surrey has regained 4<sup>th</sup> place in the statistical neighbour ranking position for level 4 or above in both English and maths (previously reached in 2009). Surrey remains at fifth position in English but made further improvements in maths this year, rising back to fifth position (from seventh in 2010).
- Nationally, Surrey is ranked 28<sup>th</sup> out of 152 local authorities for Level 4 and above in both English and maths (a rise of 7 places compared with 2011). In English alone, Surrey is ranked 21<sup>st</sup> and in maths is ranked 30<sup>th</sup> (a rise of 16 places from 46<sup>th</sup> last year).
- The percentage of pupils making expected progress in English between key stage 1 and 2 has increased 6 percentage points to 87%. A similar increase has been recorded in maths, which has increased 5 percentage points to 86%. Nationally the increase has been 5 percentage points and 4 percentage points respectively. This means that Surrey has narrowed the gap to national in this measure but remains behind.
- Surrey is ranked 128<sup>th</sup> out of 152 local authorities for expected progress in English (one place lower than last year), and 97<sup>th</sup> in maths (twelve places higher).
- Pupils in all prior attainment (PA) bands have improved compared with last year. However, the rate of improvement has not been the same in each ability group. The greatest improvement was made by the high PA band (pupils who were above the expected level at key stage 1) in English progress which rose from 75% to 87%. The least improvement was made by the low PA band (pupils who were below the expected level at key stage 1) which rose from 74% to 76% in the same measure.
- Surrey performance in the low PA band is 10 percentage points lower than similar pupils nationally in the percentage of pupils achieving level 4+ in English and maths.
- Ten schools in Surrey were below the government floor standard which incorporates attainment and progress measures; this equates to 5% of Surrey's state-funded mainstream schools. This is an improvement of four percentage points on last year; however, nationally only 4% of state-funded mainstream schools are below the floor standard.

% Level 4+	2010	2011	2012	Change '11 to '12	Gap to National	SN Rank	National Rank
English	84	85	88	3	2	5	21
Maths	81	82	86	4	2	5	30
English and maths	77	77	82	5	2	4	28

% making expected progress	2010	2011	2012	Change '11 to '12	Gap to National	SN Rank	National Rank
English	82	81	87	6	-2	10	128
Maths	80	81	86	5	-1	8	97

### Key Stage 2 Number of schools below all three floor standards

The government assesses maintained mainstream primary schools' performance against defined floor standards. Considered against these, a school would be seen as underperforming if:

- fewer than 60% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in both English and maths; and
- below the average percentage of pupils at the end of KS2 made expected progress in English (2012 national median = 92%); and
- below the average percentage of pupils at the end of KS2 made expected progress in maths (2012 national median = 90%).

Schools are only included in these calculations if they have 11 or more pupils and if they have published results for all three measures above.

### Key Stage 2 Number of schools below all three floor standards: 2 year trend

KEY STAGE 2 Test results	Number of schools		
	2011	2012	Change '11 to '12
<b>Number of schools below all three floor standards</b>	<b>17</b>	<b>10</b>	<b>-7</b>
Number of schools with less than 60% Level 4+ in both English and Maths	20	13	-7
Number of schools below median expected levels of progress in English	118	128	+10
Number of schools below median expected levels of progress in maths	128	120	-8
Number of schools below median expected levels of progress in English and maths	94	92	-2

Source: KS2 2012 Master Workbook\_6

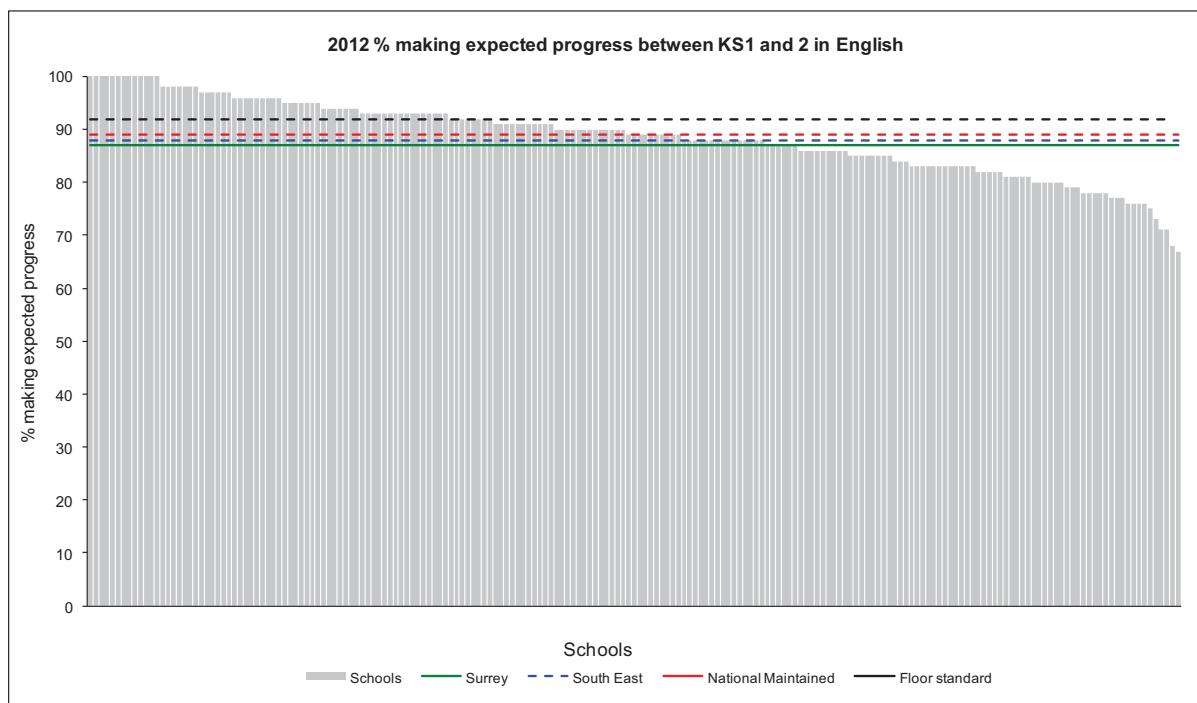
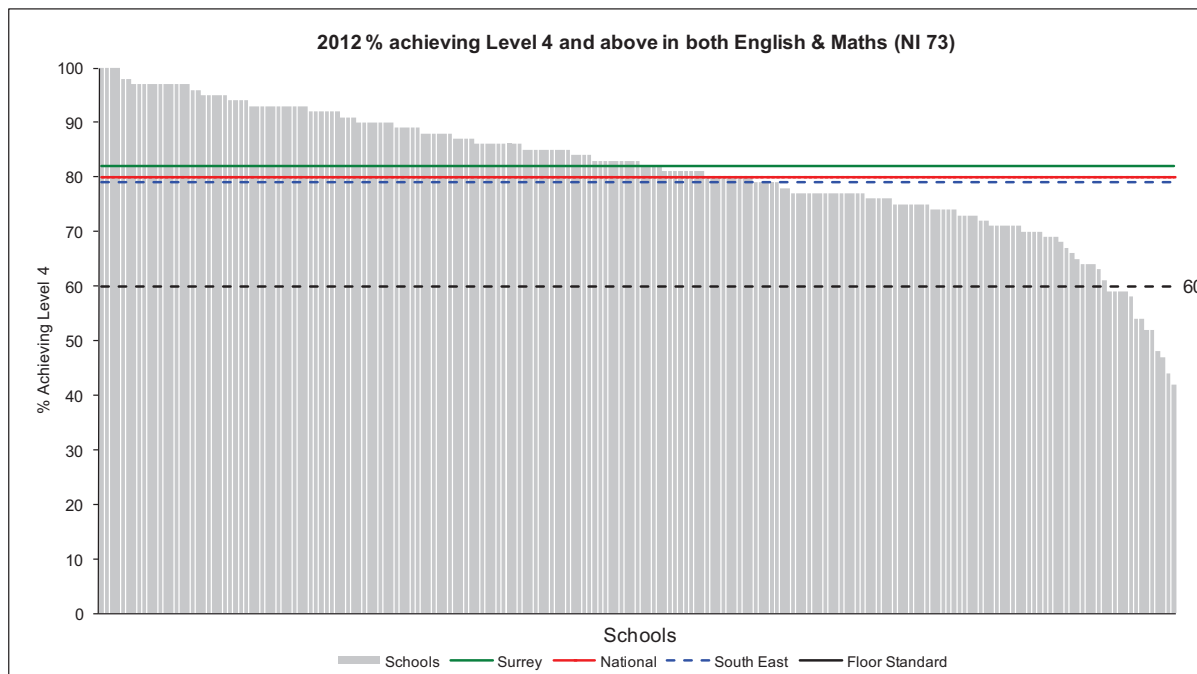
When the percentage of schools below all three floor standards is compared against our statistical neighbours, Surrey is ranked eleventh.

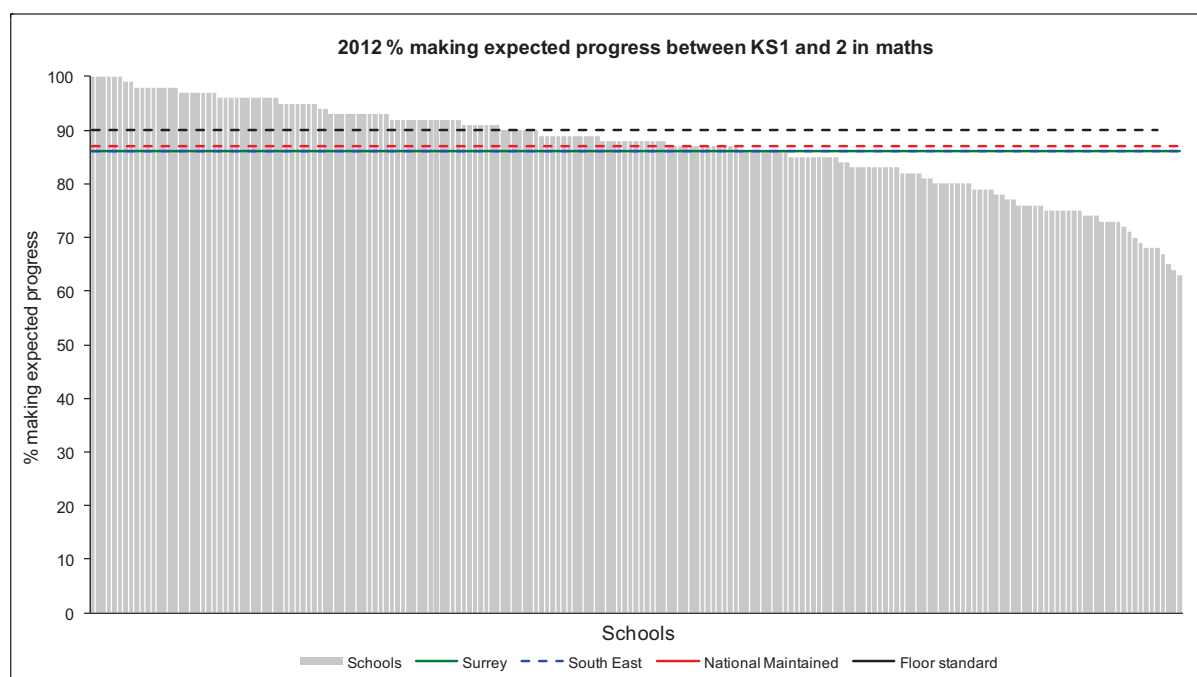
One element of the floor standards is the percentage of pupils achieving level 4+ in both English and maths. Thirteen schools are below the 60% threshold on this element of the floor target. This is seven less schools than last year.



### Range of performance across Surrey Schools

The following graphs provide an indication of the range of performance on the three key indicators. The Surrey and National performance are shown as green and blue lines respectively.





### Pupil results based on prior attainment band

DfE now publish results based on Prior Attainment banding. Whilst all bands have improved compared to last year the improvement has not been the same in each group.

KEY STAGE 2	Below L2 at KS1		At L2 at KS1		Above L2 at KS1	
	Surrey	National	Surrey	National	Surrey	National
% Achieving L4+ in both English and maths	24	34	85	87	100	100
% Making expected progress English	76	83	91	93	87	87
% Making expected progress maths	63	71	87	90	91	92

### Technical Notes

The 2012 information has been taken from the revised Department for Education Statistical First Release, which was published on 13<sup>th</sup> December 2012.

Children are normally aged eleven when they are assessed, although a minority may be slightly younger or older. Please note that the expected progress methodology for 2011 uses the KS2 test result if that is Level 3, 4 or 5. In other cases, the teacher assessment level is taken into account in deciding the appropriate KS2 level. This differs from the method used in previous years. All figures have been recalculated using this revised method.

The English Level is calculated differently this year so caution is required when making comparisons to previous years. The English figures are based Writing TA figures and Reading Test levels.

The methodology for calculating progress measures was amended this year to take into account Level 6 at Key Stage 2. A pupil with Level 4 at Key Stage 1 now needs to achieve Level 6 at Key Stage 2 to make expected progress. Not all pupils were entered for the Level 6 test in Reading.

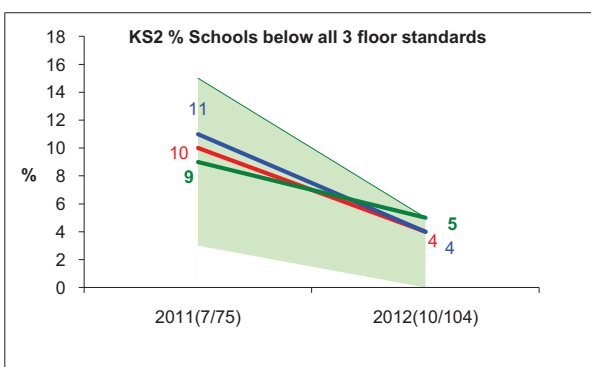
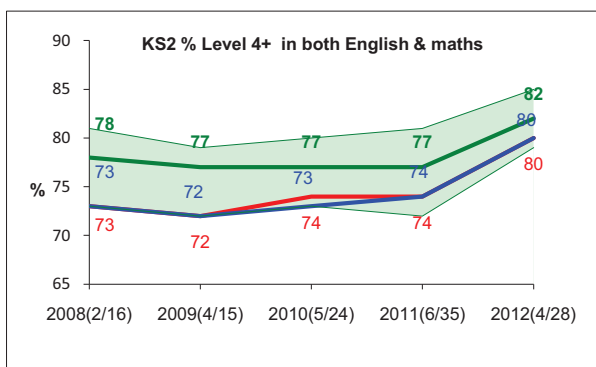
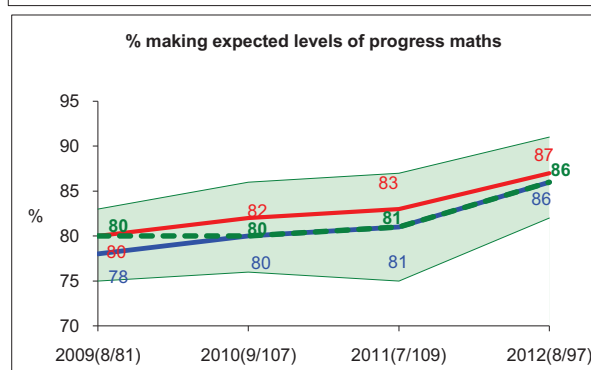
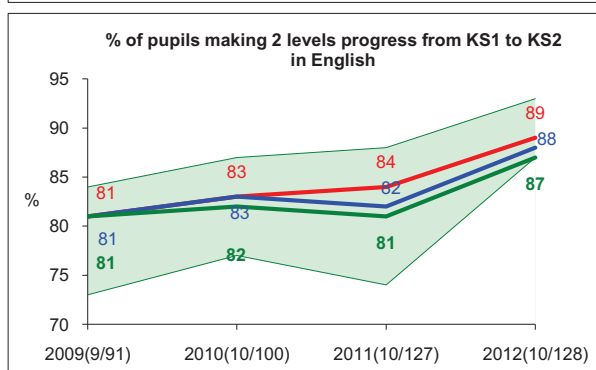
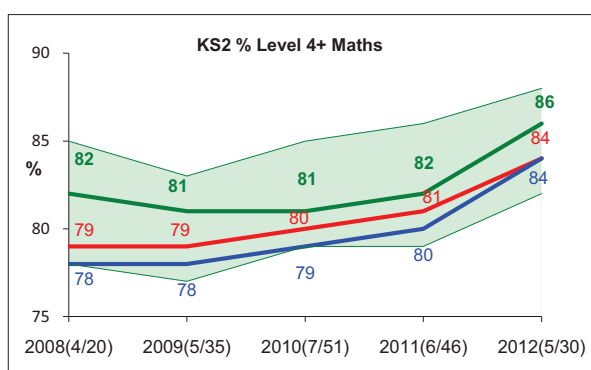
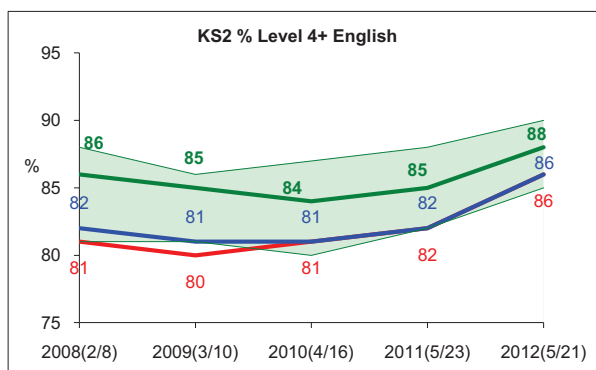
In 2009 and 2010 pupils achieving 31 marks or higher on the reading paper were awarded Level 5. In 2011, pupils were required to achieve 34 marks or higher to achieve a Level 5. This affects just under one thousand pupils in Surrey (9% of the cohort who were awarded between 31 and 33 marks on the reading paper this year).

If the level 5 marking band for reading had remained unchanged in 2011, approximately 59% of Surrey pupils would have achieved a Level 5 compared with 57% in 2010 (+2 percentage points). Among authorities similar to Surrey (statistical neighbours) the percentage of pupils **achieving** level 5 has fallen by eight percentage points, whilst Surrey has fallen seven percentage points. The national result has fallen by nine percentage points.

The tables based on DfE Statistical First Releases are rounded to 0 decimal places.

Further detailed information can be obtained from the Department for Education 2012 Primary Performance Tables via their website: <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=NAT&superview=pri>

## Key Stage 2 Dashboard



National	Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts, Oxon, Windsor & Maidenhead, West Berkshire and Wokingham). Note that these may not be the same from year to year.
South East	
Surrey	
Figures in brackets represent Surrey's ranking (statistical neighbour/national)	

### NOTES

**KS2** - In 2010 around 25% of schools boycotted the KS2 tests. Figures reported here do not include results for these schools.  
**General** - All years are academic year. i.e. 2011 results are for children taking tests/ examinations/ assessments in Summer 2011.  
 All figures are DfE Final data except for 2012 which is based on provisional results.

## 2012 Key Stage 2 analysis by school type

### Background

Nationally, junior and primary schools achieve the same in overall attainment but primary schools perform better than junior schools in the progress measures.

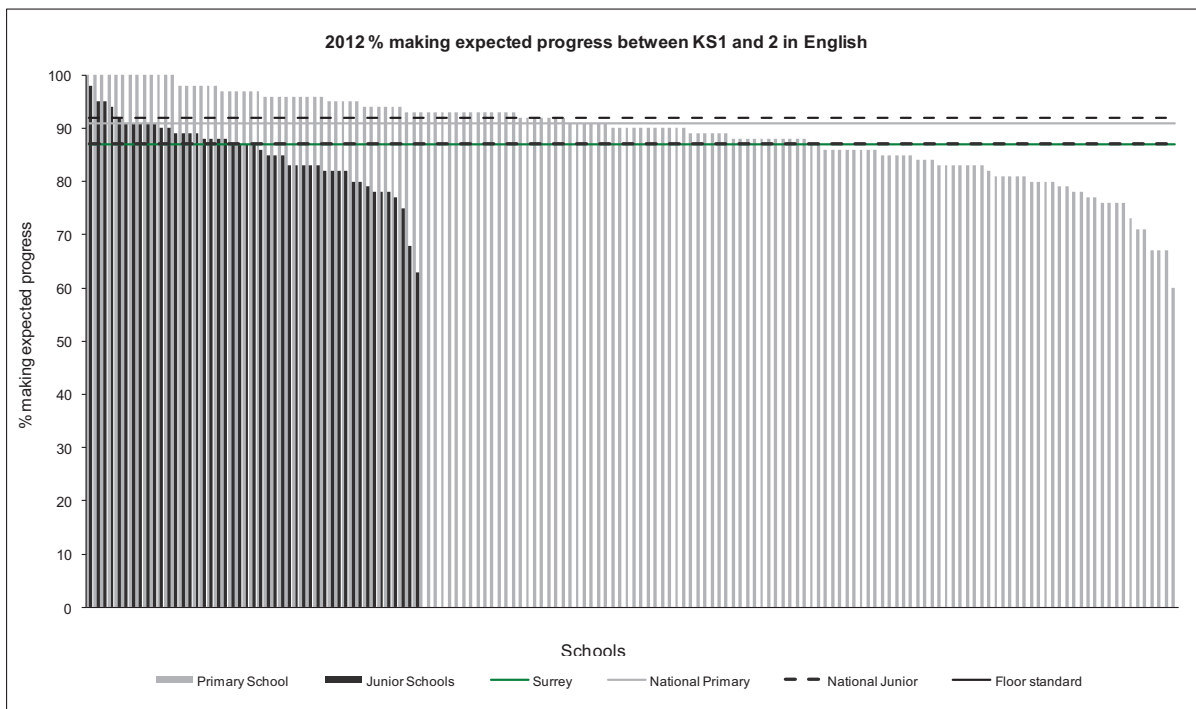
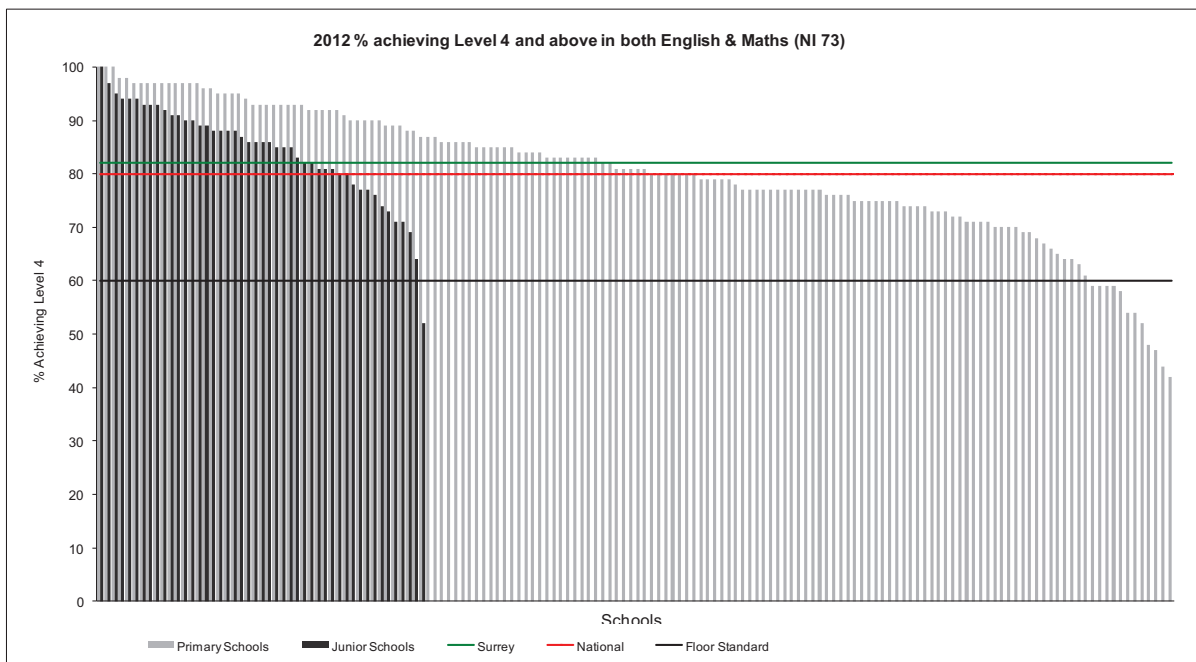
### Key Messages

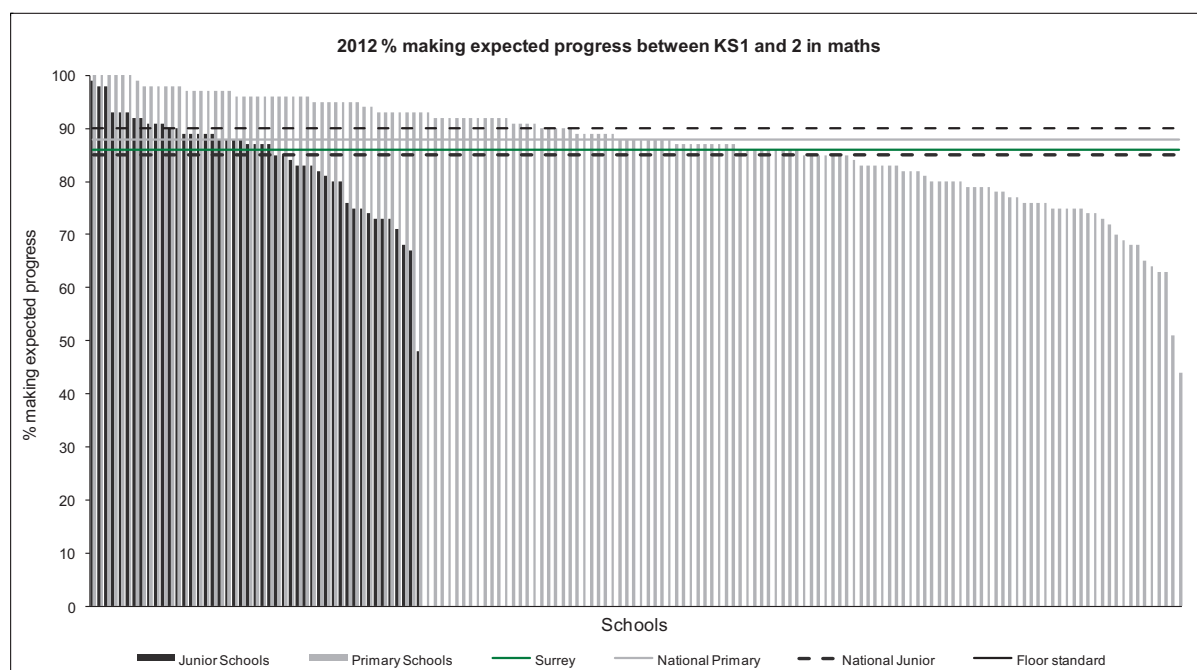
- A higher percentage of schools in Surrey are junior compared to nationally (24% of Surrey schools are junior compared to 9% of key stage 2 schools nationally).
- Analysis of attainment and progress at the end of the earlier primary stage key stages indicate a continuing pattern of higher overall attainment in infant schools over primary schools eg Early Years Foundation Stage and Key Stage 1
- Similarly, at Key Stage 2 overall attainment is higher in junior schools than in primary schools but primary schools perform better in the progress measures.
- Surrey junior schools are below junior schools nationally in English progress and the same as national in maths progress. However, 43% of Surrey junior schools are above the national junior school progress measure in English and 55% in maths.
- Overall Surrey primary schools are below primary schools nationally in English and maths progress. However, 44% of Surrey primary schools are above the national primary school progress measure in English and 48% in maths.

Key Stage 2 2012	Junior			Primary		
	Surrey	National	Gap	Surrey	National	Gap
% L4+ in English	90	86	4	88	86	2
% L4+ in Maths	88	85	3	86	85	1
% L4+ in English & maths	85	80	5	81	80	1
% L5+ in English	47	38	9	43	38	5
% L5+ in Maths	49	41	8	44	39	5
% L5+ in English & maths	37	28	9	32	27	5
Expected Progress English	86	87	-1	89	91	-2
Expected Progress maths	85	85	-	87	88	-1

### School level analysis

There is a wide variation in the performance within the school types as can be seen in the following graphs. Each bar represents a school and the progress graphs have the relative national performance indicators represented in by lines of the same colour as the bars.





### Cohort differences

A review of composition of the cohorts in junior and primary schools indicate that primary schools have a higher percentage of disadvantaged pupils, those with English as a second language, mobility and low prior attainment (PA). It is known that EAL pupils often make good progress once language issues are overcome.

	2012			
	Junior	%	Primary	%
Disadvantaged Pupils	501	13.8	1151	17.5
EAL	243	6.7	703	10.7
Mobility	179	4.9	409	6.2
Low PA	289	8.0	892	13.6
Middle PA	1692	46.7	3362	51.1
High PA	1495	41.2	2005	30.5

### School Type and specific pupil groups

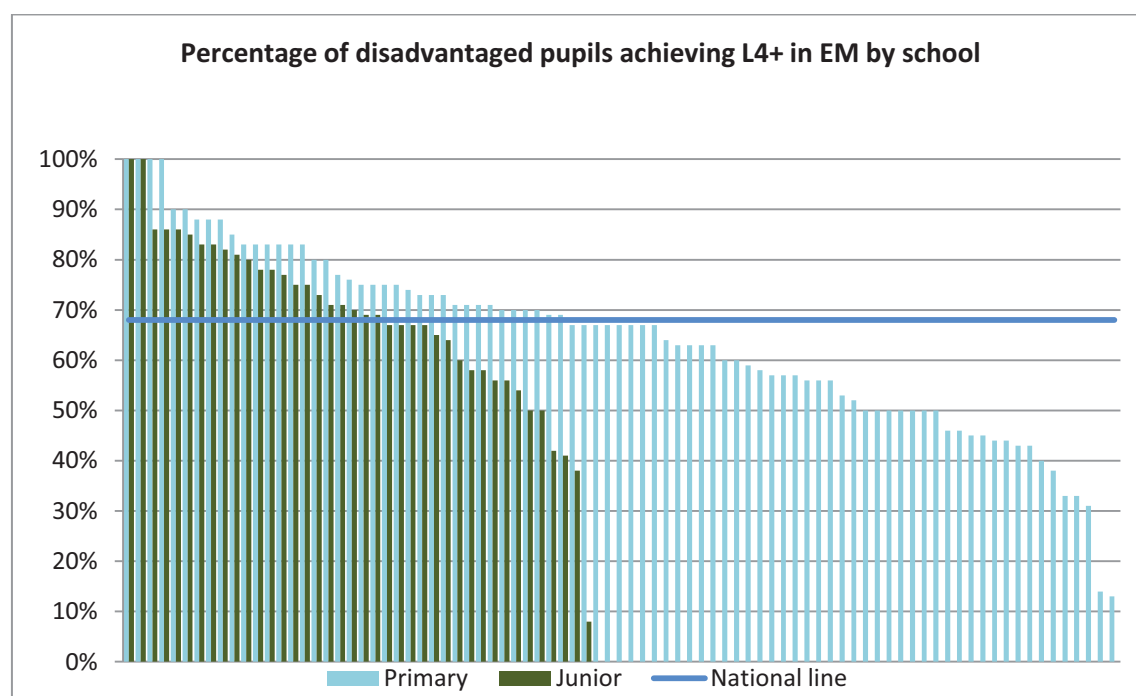
The proportion of disadvantaged pupils per prior attainment band also differs between school types.

% of pupil premium pupils	Key stage 1 PA band		
	Low	Middle	High
PRI	29%	53%	15%
JUN	19%	59%	18%

Overall the gap between pupil premium and non pupil premium children achieving L4+ in English and maths was similar in both primary and junior schools. However, the gap was greater in junior schools when looking at progress measures, particularly in maths.

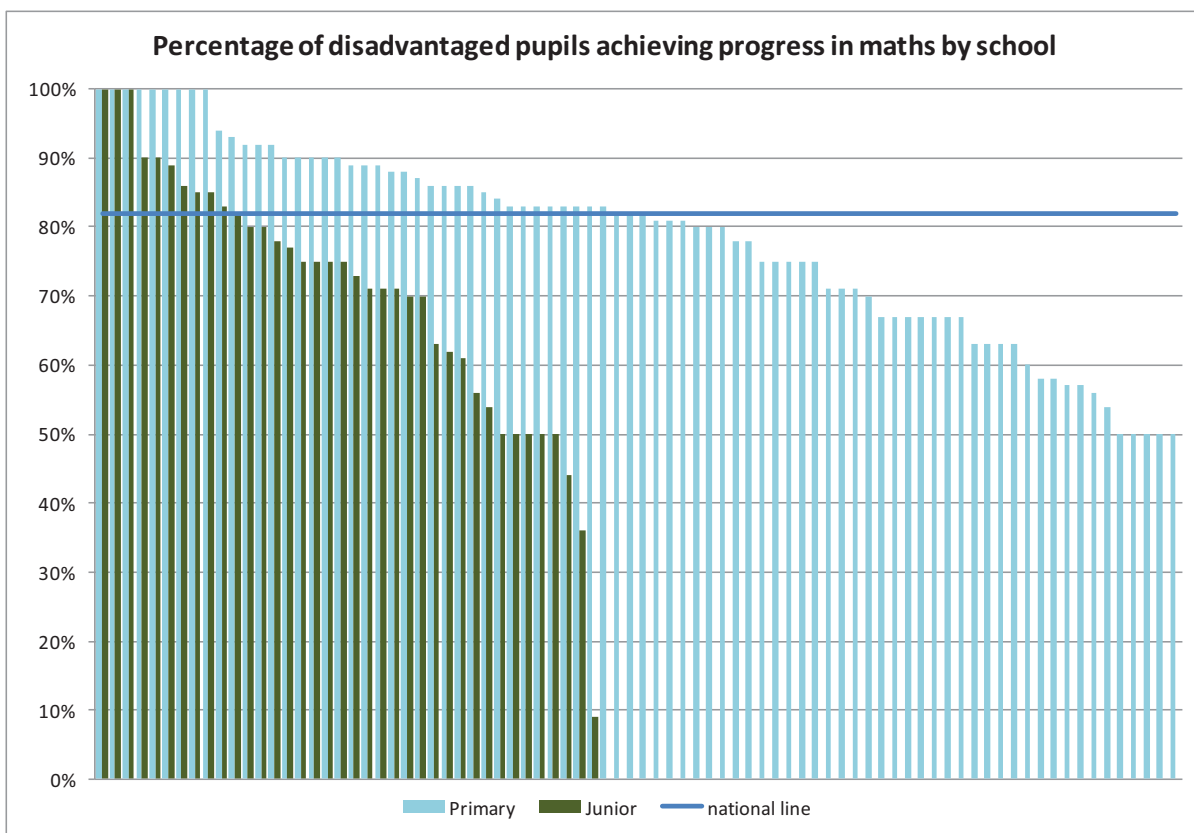
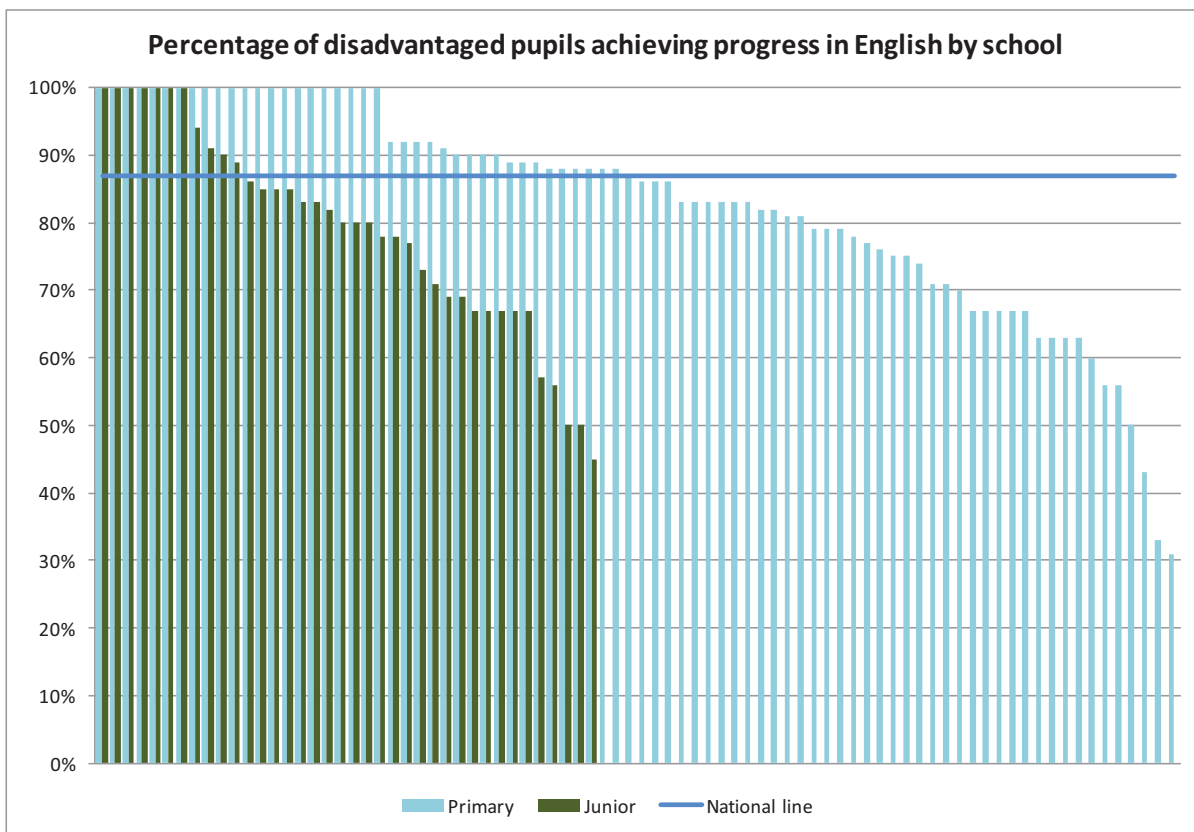
Key Stage 2 2012	Junior Schools				Primary Schools			
	PP <sup>1</sup>	Not PP	Gap	No of PP	PP	Not PP	Gap	No of PP
% L4+ in English & maths	66	88	22	501	64	85	21	1151
Expected Progress English	79	87	9	482	83	90	7	1116
Expected Progress maths	70	87	17	483	78	89	11	1115

Performance varies widely across schools (see graphs below). This does not appear to be dependent upon the number/percentage of Pupil Premium children in the cohort or school type.



<sup>1</sup> PP = Pupil Premium: FSM6 + Children Looked After





## Early Years and Primary Phase- Four Year Trend comparing schools types

Foundation Stage	2009		2010		2011		2012	
	Infant	Primary	Infant	Primary	Infant	Primary	Infant	Primary
% achieving good level of development	64.1	57.5	67.6	60.2	68.6	63.3	73.9	67.5

Source: FSP TA 2012v3.xlsx

Key Stage 1	2009		2010		2011		2012	
	Infant	Primary	Infant	Primary	Infant	Primary	Infant	Primary
% L2B+ in Reading	84.4	74.8	84.1	76.0	84.5	75.8	87.4	78.6
% L2B+ in Writing	75.0	60.1	75.6	61.7	74.4	61.6	77.9	64.3
% L2B+ in maths	86.2	76.5	86.1	77.1	86.3	77.7	88.4	79.1
% L3+ in Reading	46.7	32.3	46.5	31.9	46.7	33.1	48.0	34.1
% L3+ in Writing	23.7	13.3	23.6	12.5	23.7	13.4	25.4	13.2
% L3+ in Maths	39.3	26.8	39.9	26.3	38.8	26.2	42.0	26.9

Source: 2011 KS1\_4S Master workbookv3\_KO110923, Keypas 2012

## KS2 attainment by school type: Four year trend

Key Stage 2	2009		2010		2011		2012	
	Junior	Primary	Junior	Primary	Junior	Primary	Junior	Primary
% L4+ in English	88	84	88	83	87	84	90	88
% L4+ in Maths	84	81	84	81	83	82	88	86
% L4+ in English & maths	81	76	81	75	80	77	85	81
% L5+ in English	39	35	43	37	36	35	47	43
% L5+ in Maths	43	38	44	37	44	38	49	44
% L5+ in English & maths	28	25	31	26	28	25	37	32

Source: 2011 KS2\_4S Master Workbook\_TEST\_v5, Keypas AAT

## 2012 Pupil Group Results Briefing: Pupil Premium

### Background Information

In 2011 the government introduced a new focus on raising the attainment/narrowing the gaps for disadvantaged pupils. This extended the scope of previous gap analyses. The performance tables published last year included key measures at key stage 2 and key stage 4 for the disadvantage pupils group which combined those eligible for free school meals (FSM) and those continuously looked after for 6 months.

The drive to improve outcomes for these pupils was supported by the introduction of the pupil premium (introduced in April 2011); a fixed amount of money per eligible pupil given to schools. The pupil premium funding is also provided for pupils whose parents are in the armed forces.

In April 2012 the pupil premium was extended to cover those who had been eligible for free school meals over the last 6 years (FSM6). This measure is now used in preference to currently FSM eligible in RAISE, the main system used by Ofsted inspectors.

The majority of pupils in the disadvantaged group are those eligible for free school meals (98% of the key stage 2 group) and, for the purposes of providing some trend analysis, the FSM eligible group has been used in a number of the tables below and has continued to be used to analyse results in other key stages.

### Key Messages

- The key stage 2 targets for the attainment and progress of FSM pupils were exceeded in all measures this year.
- The percentage of FSM pupils achieving Level 4+ in English and maths has increased 6 percentage points this year.
- The gap between FSM and non FSM pupils has reduced in all main attainment measures<sup>1</sup> in the primary sector. However, the gap has increased at key stage 2 in the progress measures.
- The percentage of Surrey pupils achieving the expected level in the new year 1 phonics test is lower than the national average for this group.
- A comparison of average points scores on RAISE indicate that the Surrey average for FSM pupils is below the national average for writing at key stage 1. It is above in all other subjects at this key stage.

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<sup>1</sup> Primary Key Measures: FSP 78+pts inc 6+ PSED and CLL, KS1 L2+ in Reading, Writing and Maths, KS2 L4+ in English, Maths, English and Maths, expected progress English and expected progress maths

## Cohort Context

	2010		2011		2012	
	Number	%	Number	%	Number	%
Early Years	1,004	8	1,108	9	1,069	8
Key Stage 1	1,000	9	1,106	10	1,115	10
Key Stage 2 FSM	912	8	920	9	891	9
Key Stage 2 PP			1628	15	1689	16

## Early Years

The gap between those achieving a good standard of development (78 points plus including 6+ in PSED and CLL scales) has reduced this year. However, it remains larger than the national gap. Surrey's ranking has improved nationally and among it's statistical neighbours on this measure rising from 139<sup>th</sup> to 106<sup>th</sup> and 9<sup>th</sup> to 4<sup>th</sup> respectively.

The gap in the percentage of children eligible for FSM and those not eligible achieving 6+ has decreased in almost all of the thirteen scales (there was a very small increase of 0.2 percentage points in Reading). As in previous years the narrowest gap in 2012 for Surrey pupils is in Dispositions and Attitudes, with just under 6 percentage points separating FSM from non-FSM pupils, whilst the widest gap is in Writing where the gap is 20.7 percentage points (five percentage points smaller than last year)<sup>2</sup>.

Eighteen percent of the FSM cohort was also identified as SEN (two percentage points more than last year).

Foundation Stage 2012	Surrey			National			Surrey vs National
	FSM	Not FSM	Gap	FSM	Not FSM	Gap	Gap
% achieving 78 pts inc 6+ in PSE and CLL scales	49	72	23	48	67	19	4

## Year 1 Phonics

A new Phonics test was introduced by the government in 2012 for all pupils in Year 1.

Year 1 2012	Surrey			National			Surrey vs National
	FSM	Not FSM	Gap	FSM	Not FSM	Gap	Gap
% working at expected level	40	64	24	44	61	17	7

<sup>2</sup> Early Presentation of Foundation Stage Results 2012

## Key Stage 1

The size of the attainment gap between FSM eligible pupils and their peers has decreased this year in reading, writing, maths and science but increased in speaking and listening.

Key Stage 1 2012	Surrey			National			Surrey vs National
	FSM	Not FSM	Gap	FSM	Not FSM	Gap	Gap
% L2+ in Reading	75	92	17	76	90	14	3
% L2+ in Writing	69	89	20	70	86	16	4
% L2+ in Mathematics	84	95	11	82	93	11	0
% L2B+ in Reading	63	85	22	63	81	18	4
% L2B+ in Writing	46	73	27	49	70	21	6
% L2B+ in maths	64	85	21	63	81	18	3

Source: Level 2 SFR21-2012LA Level 2b RAISE unvalidated

## Key Stage 2

The gap between the percentage of pupils achieving Level 4+ in English, maths and English and maths has reduced this year. However, the gap has increased in the percentage of pupils making expected progress in English and in maths. Both groups have shown improvement in this measure. However, the FSM eligible group has not improved as much as the not-FSM eligible group.

Nationally the percentage of FSM pupils who achieved level 4 + in English and maths increased 8 percentage points from 58 to 66. This compares to a 6 percentage point increase in Surrey.

Key Stage 2 2012	Surrey			National			Surrey vs National
	FSM	Not FSM	Gap	FSM	Not FSM	Gap	Gap
% L4+ in English & maths	58	84	26	66	83	17	9
% L4+ in English	70	90	20	74	88	14	6
% L4+ in maths	66	88	22	73	87	14	8

Surrey is ranked 8<sup>th</sup> among its statistical neighbours and 144<sup>th</sup> nationally in terms of the gap between FSM and Non FSM pupils. The gap will be influenced as much by the performance of the FSM group and the non FSM group and does not always reveal the full story ie there are examples of small gaps with lower attainment in both FSM and non FSM compared to Surrey. However, among our statistical neighbours it is worth noting that the LA with the smallest gap has the same percentage of non FSM pupils achieving L4+ in English and maths but 63% of their FSM group were also achieving this level.

The results of the disadvantaged (PP) group of children are shown below. Sixteen percent of pupils in the Key Stage 2 Surrey cohort are classified as disadvantaged compared to twenty-nine percent nationally. Analysis at school level can be problematic as many have

their results suppressed due to low disadvantaged pupil numbers and single pupils can make a big difference to percentage scores. At Level 4+, the Surrey PP group is below the national group in all measures. However, the percentage of disadvantaged pupils making expected progress in English increased by 7 percentage points compared to a 6 percentage point increase nationally. The percentage of disadvantage pupils making expected progress in maths increased by 4 percentage points in Surrey compared to an increase of 5 percentage points nationally.

Key Stage 2 2012	Surrey			National			Surrey vs National
	PP <sup>3</sup>	Not PP	Gap	PP	Not PP	Gap	Gap
% L4+ in English & maths	63	86	23	68	84	16	7
Expected Progress English	81	89	8	87	90	3	5
Expected Progress maths	75	88	13	82	89	7	6

Key Stage 2 2011	Surrey			National			Surrey vs National
	PP <sup>3</sup>	Not PP	Gap	PP	Not PP	Gap	Gap
% L4+ in English & maths	57	81	24	61	80	19	5
Expected Progress English	74	82	8	81	85	4	4
Expected Progress maths	71	83	12	77	85	8	4

Source: 936\_ks2\_DfE\_Download

<sup>3</sup> PP = Pupil Premium: FSM6 + Children Looked After

## Technical Notes

Following Lord Bew's independent review of Key Stage 2 testing, assessment and accountability, interim arrangements are in place for English writing in 2012, ahead of fully implementing his recommendations in 2013. As a result, the method for calculating the overall English level this year is based on a combination of the Writing teacher assessment and the Reading test results. Extreme caution is required when comparing results from this year with previous years.

The methodology for calculating progress measures between Key Stage 1 and Key Stage 2 was amended this year to take into account Level 6 at Key Stage 2. A pupil with Level 4 at Key Stage 1 now needs to achieve Level 6 at Key Stage 2 to make expected progress. Not all pupils were entered for the Level 6 test in Reading and Writing.

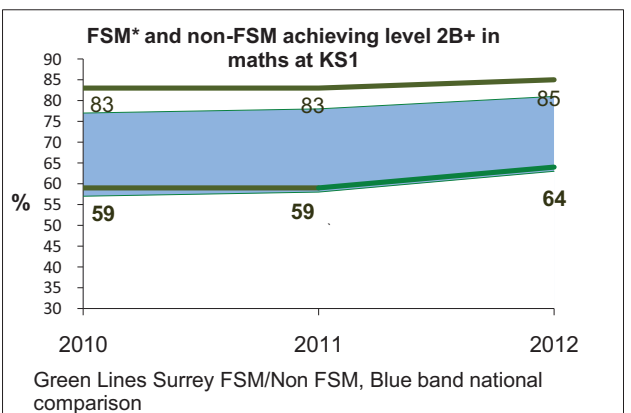
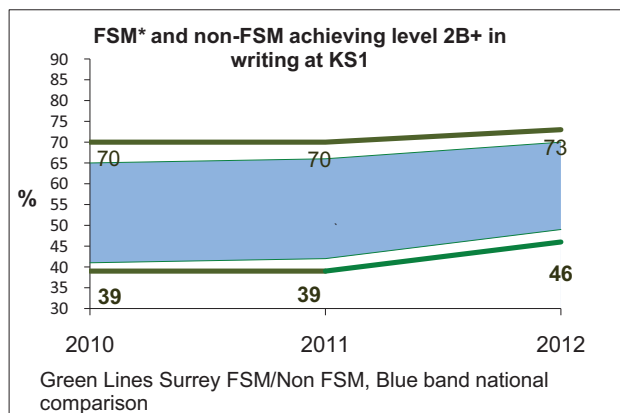
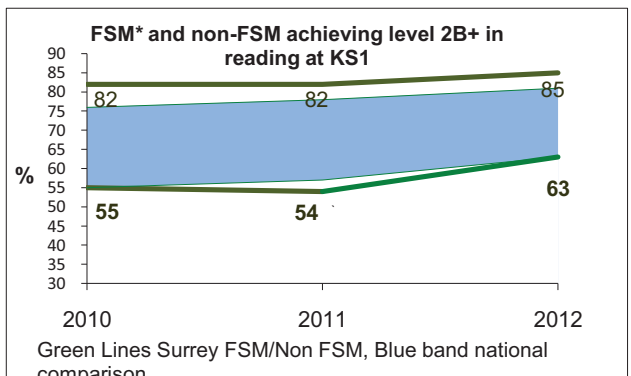
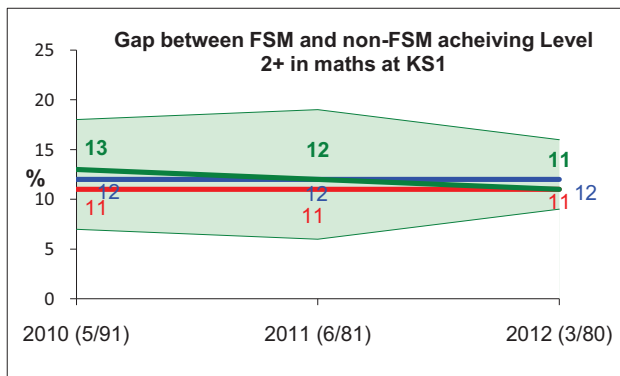
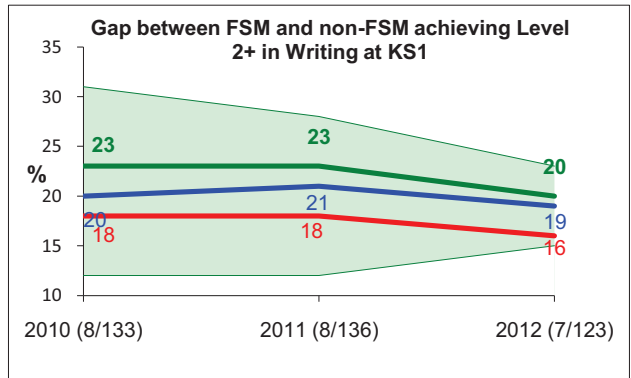
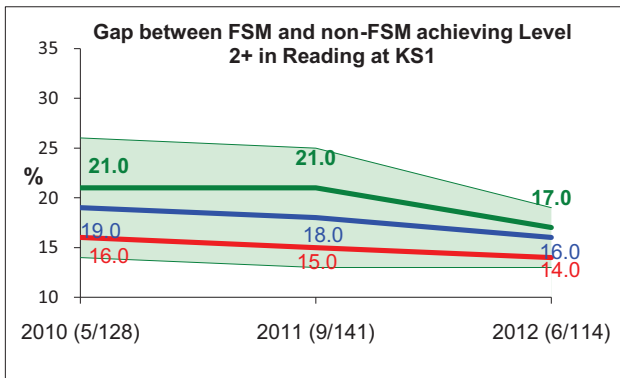
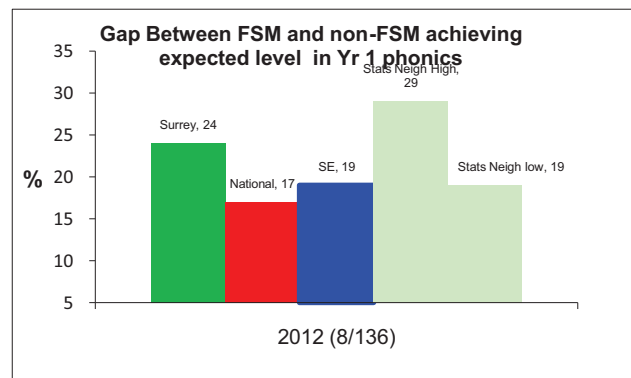
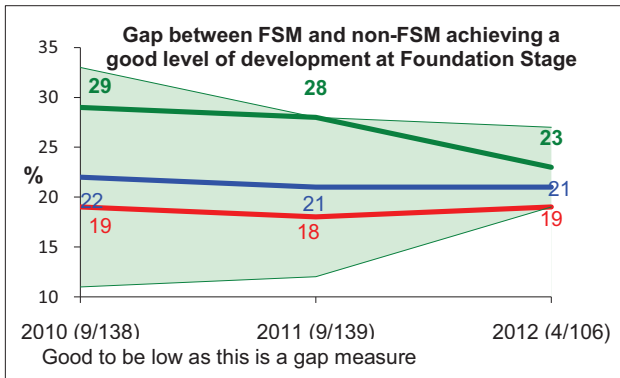
### Data Sources:

The main sources data were Statistical First Releases (SFR) SFR30\_2012ntla, SFR21-2012pt, SFR21\_2012la RANK.xlsx.

Key Stage 2 is based on SFR33\_2012 and data underlying the performance tables.

# Disadvantaged Pupils Dashboard

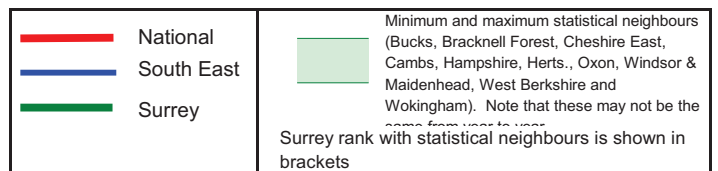
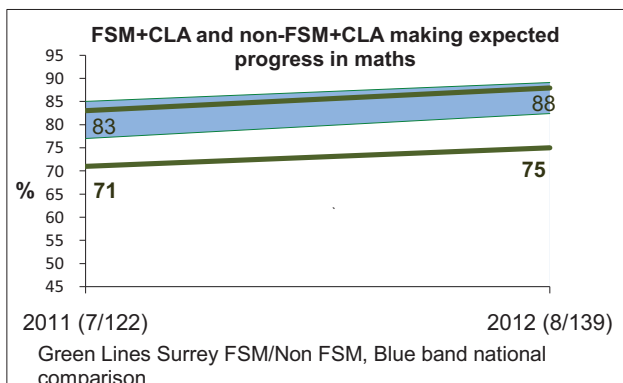
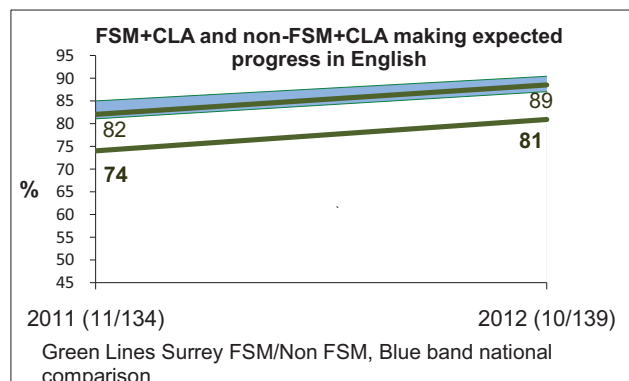
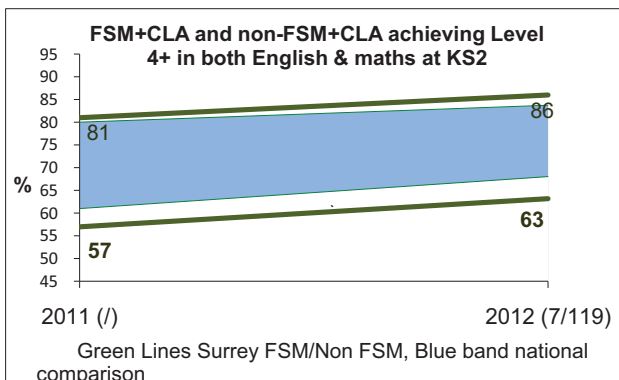
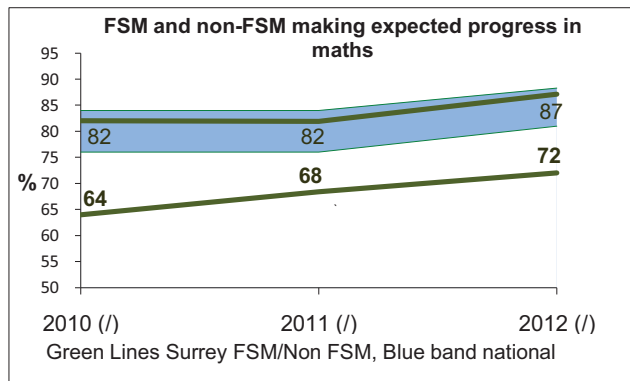
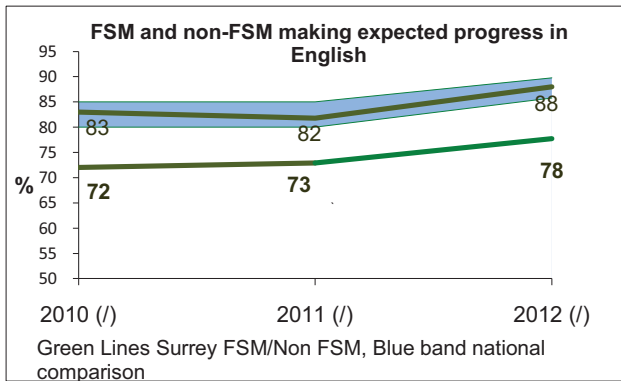
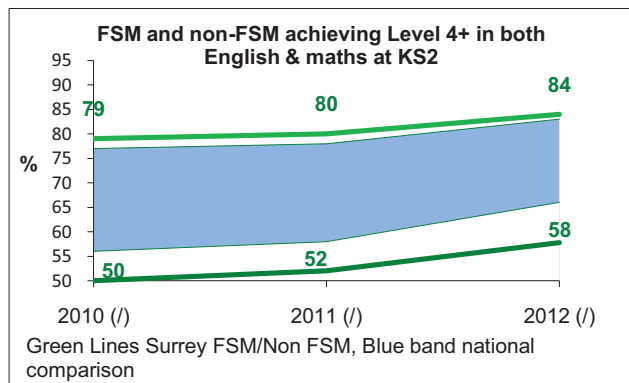
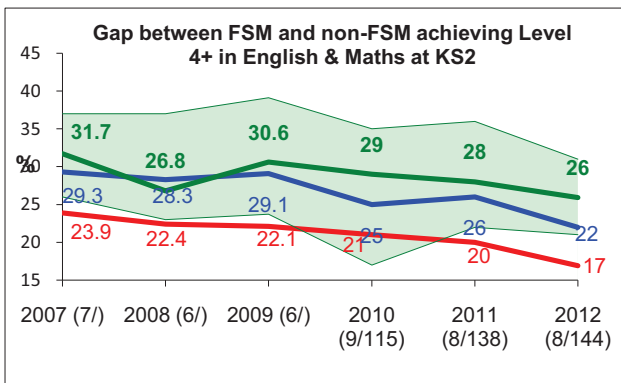
In all gap measure graphs it is good to be low



National	Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts., Oxon, Windsor & Maidenhead, West Berkshire and Wokingham). Note that these may not be the same from year to year. Surrey rank with statistical neighbours is shown in brackets
South East	
Surrey	

FSM = eligible for Free School Meals in year of test  
 FSM\* = 2012 figures include eligible for and claiming FSM any time in last 6 years  
 FSM+CLA = eligible for FSM at any time in last 6 years or looked after





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## 2012 Pupil Group Results Briefing: Language and Ethnicity

### Background Information

#### Key Messages

- The percentage of pupils with EAL in Surrey reaching a good level of development at Foundation Stage was greater than the same cohort nationally. However, the gap between EAL and non EAL pupils was greater in Surrey than nationally.
- EAL pupils achieving the expected level in the Year 1 phonics test exceeded the percentage among their non EAL peers. Both groups were higher than their national peers.
- The percentage of EAL pupils achieving Level 4+ in English at Key Stage 2 is greater than the national EAL cohort.
- EAL pupils tend to make greater progress between key stages than their non EAL peers. The gap between the EAL and non EAL groups in Surrey is similar to the gap nationally.

#### Cohort Context

The table below shows the number of pupils who had English as an additional language in Surrey over the last three years.

	2010		2011		2012	
	Number	%	Number	%	Number	%
Early Years	1088	8.9	1174	9.4	1383	10.5
Key Stage 1	1062	9.5	1097	9.5	1194	10.3
Key Stage 2	840	7.6	884	8.4	973	9.4

#### Early Years

Foundation Stage 2012	Surrey			National			Surrey vs National
	EAL	Not EAL	Gap	EAL	Not EAL	Gap	Gap
% achieving 78 pts inc 6+ in PSE and CLL scales	60	72	12	56	65	9	3

**Year 1 Phonics**

Year 1 2012	Surrey			National			Surrey vs National
	EAL	Not EAL	Gap	EAL	Not EAL	Gap	Gap
% working at expected level	64	61	-3	58	58	0	-3

**Key Stage 1**

Key Stage 1 2012	Surrey			National			Surrey vs National
	EAL	Not EAL	Gap	EAL	Not EAL	Gap	Gap
% L2+ in Reading	88	90	2	84	88	4	4
% L2+ in Writing	86	87	1	80	84	4	3
% L2+ in Maths	92	94	2	88	91	3	1

**Key Stage 2**

Key Stage 2 2012	Surrey			National			Surrey vs National
	EAL	Not EAL	Gap	EAL	Not EAL	Gap	Gap
% L4+ in English and maths	80	82	2	78	80	2	0
% L4+ in English	86	88	2	83	86	3	-1
% L4+ in Maths	84	86	2	83	84	1	0
Expected Progress English	91	87	-4	91	89	-2	2
Expected Progress maths	88	86	-2	90	87	-3	-1

## Key Stage 2 Ethnicity Key Messages

- Both Gypsy/Roma (28%) and White Traveller Irish Heritage (44%) groups had a higher percentage of pupils achieving Level 4+ in English and mathematics.
- The percentage of Mixed White/Black Caribbean pupils achieving Level 4+ remains at a similar level to those achieved in the last 3 years (74%) and is just below the level achieved by the group nationally (76%).
- The percentage of Black African pupils achieving Level 4+ in English and mathematics is 78% - the same level as this group achieves nationally.
- The Mixed White/Black African group remains about 12 percentage points below the main Surrey cohort.
- The percentage of Pakistani pupils gaining Level 4+ in English and mathematics increased to 75%. This is the same as for their peer group nationally.
- The percentage of Bangladeshi pupils gaining Level 4+ in English and mathematics continued to improve (up 13 pp to 82%). This is one percentage point above the same group nationally.

Black Caribbean	2010			2011			2012		
	Actual	Target	Diff.	Actual	Target	Diff.	Actual	Target	Diff.
L4+ in both English and maths	52	62	-10	65	-		70	62	8
Expected Progress English	89	78	11	79	79	-	83	79	4
Expected Progress maths	70	69	1	78	63	15	83	72	11

White/Black Caribbean	2010			2011			2012		
	Actual	Target	Diff.	Actual	Target	Diff.	Actual	Target	Diff.
L4+ in both English and maths	75	80	-5	74	80	-6	74	78	4
Expected Progress English	83	80	3	85	81	4	88	82	4
Expected Progress maths	82	78	4	82	81	1	79	82	-4

Black African	2010			2011			2012		
	Actual	Target	Diff.	Actual	Target	Diff.	Actual	Target	Diff.
L4+ in both English and maths	84	70	14	76	-		78	75	3
Expected Progress English	96	89	7	86	-		87	89	-4
Expected Progress maths	87	73	14	83	-		85	80	5

White & Black African	2010			2011			2012		
	Actual	Target	Diff.	Actual	Target	Diff.	Actual	Target	Diff.
L4+ in both English and maths	69	78	-9	69	-		70	74	4
Expected Progress English	87	88	-1	88	-		92	88	4
Expected Progress maths	77	80	-3	70	-		75	75	-

Pakistani	2010			2011			2012		
	Actual	Target	Diff.	Actual	Target	Diff.	Actual	Target	Diff.
L4+ in both English and maths	68	71	-3	71	72	-1	75	70	5
Expected Progress English	87	86	1	84	86	-2	86	86	-
Expected Progress maths	75	77	-2	83	78	5	86	78	8

Bangladeshi	2010			2011			2012		
	Actual	Target	Diff.	Actual	Target	Diff.	Actual	Target	Diff.
L4+ in both English and maths	52	-	-	69	72	-3	82	70	12
Expected Progress English	89	-	-	83	83	-	95	86	5
Expected Progress maths	77	-	-	81	75	6	95	78	7

### Technical Notes

Following Lord Bew's independent review of Key Stage 2 testing, assessment and accountability, interim arrangements are in place for English writing in 2012, ahead of fully implementing his recommendations in 2013. As a result, the method for calculating the overall English level this year is based on a combination of the writing teacher assessment and the reading test results. Extreme caution is required when comparing results from this year with previous years.

The methodology for calculating progress measures between Key Stage 1 and Key Stage 2 was amended this year to take into account Level 6 at Key Stage 2. A pupil with Level 4 at Key Stage 1 now needs to achieve Level 6 at Key Stage 2 to make expected progress. Not all pupils were entered for the Level 6 test in reading and writing.

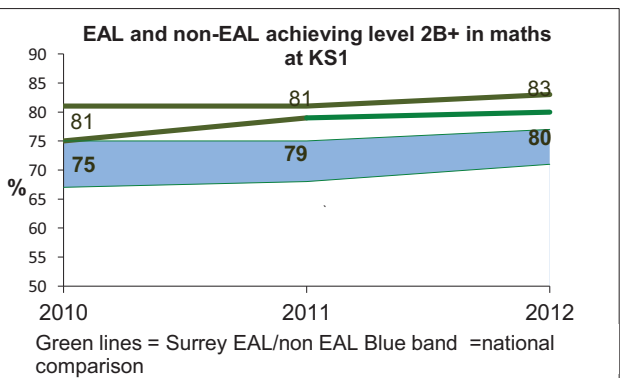
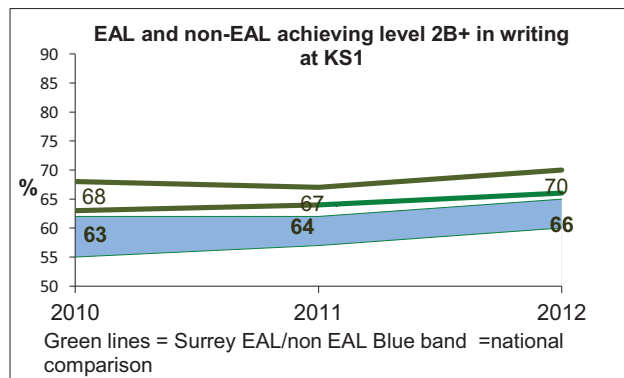
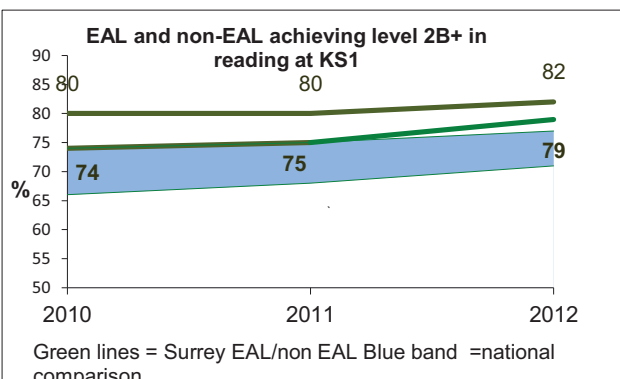
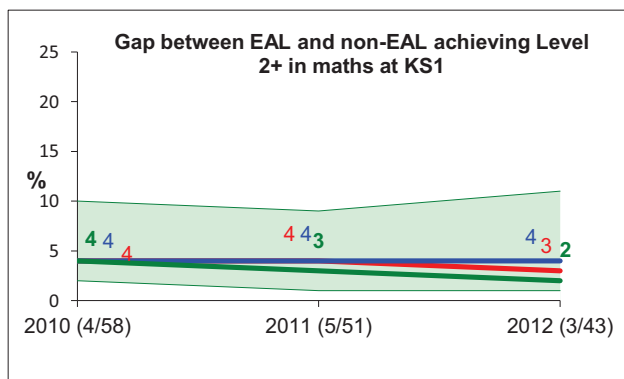
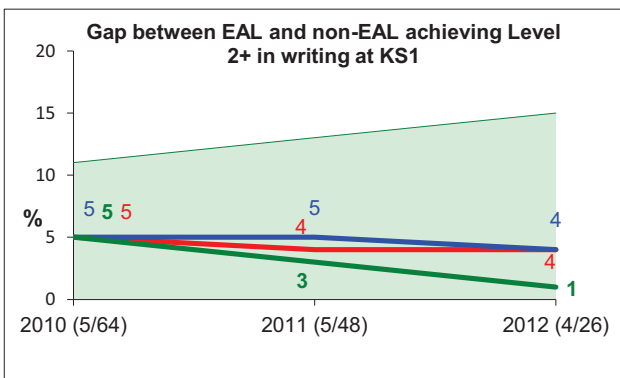
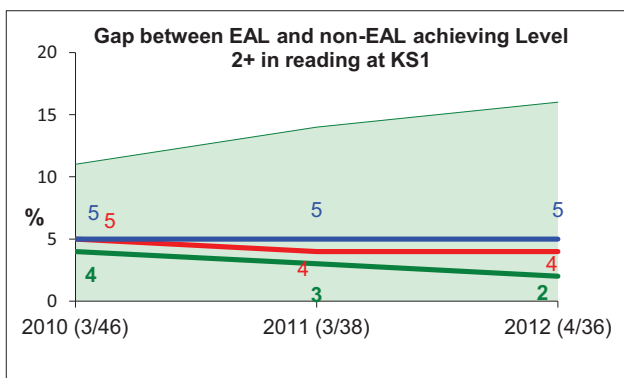
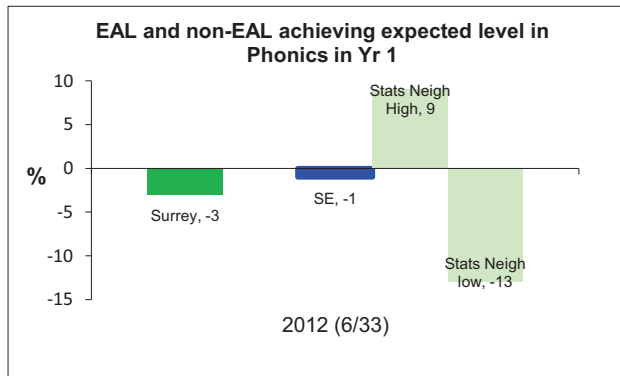
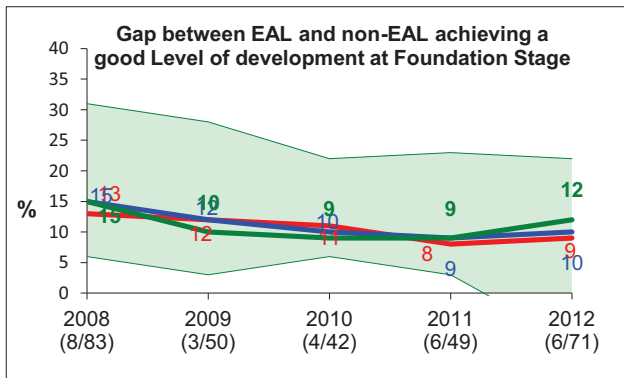
### Data Sources:

The main sources of data were Statistical First Releases (SFR): SFR30\_2012ntla, SFR21-2012pt, SFR21\_2012la RANK.xlsx.

Key Stage 2 based on SFR33\_2012 and DfE performance tables.

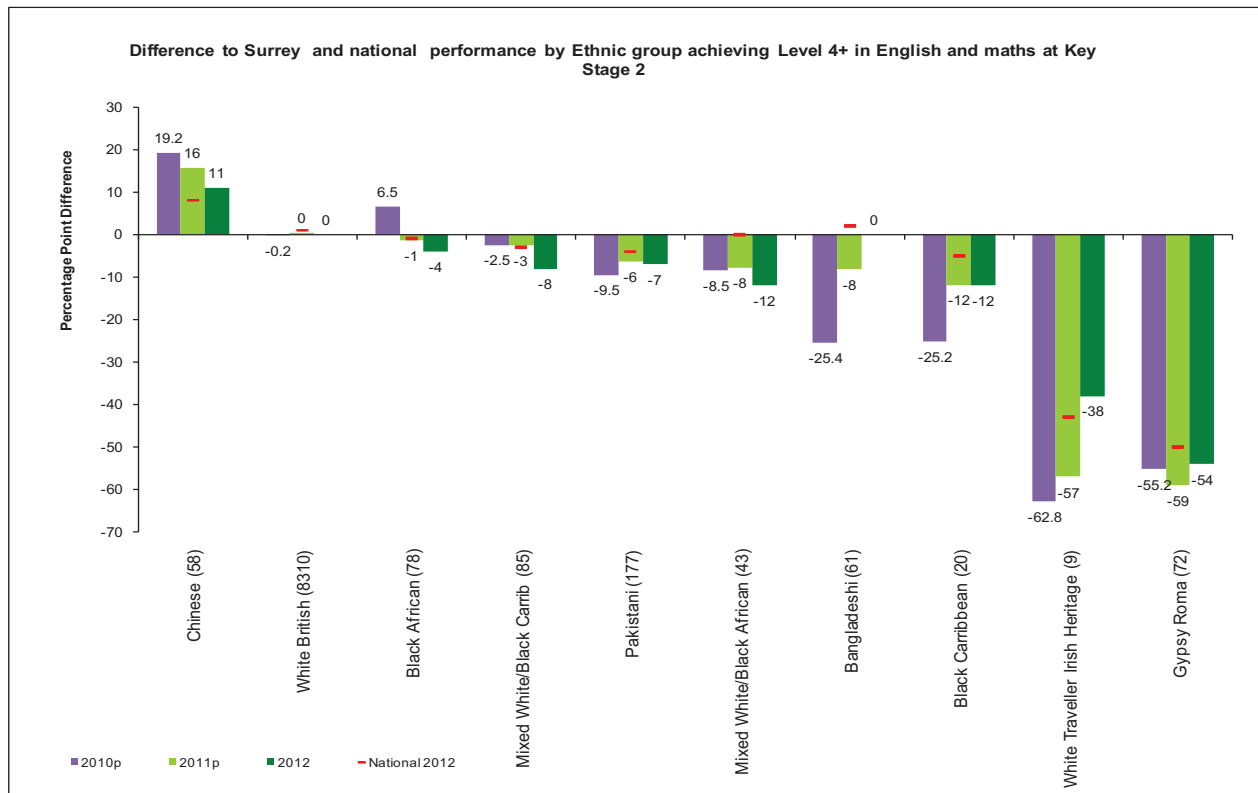
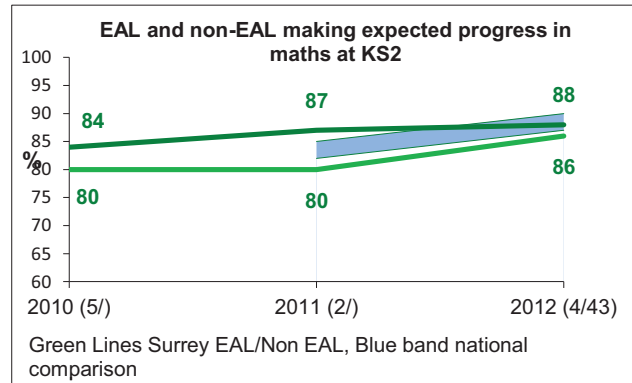
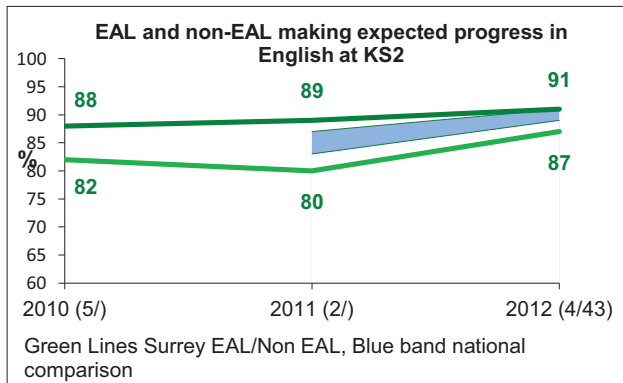
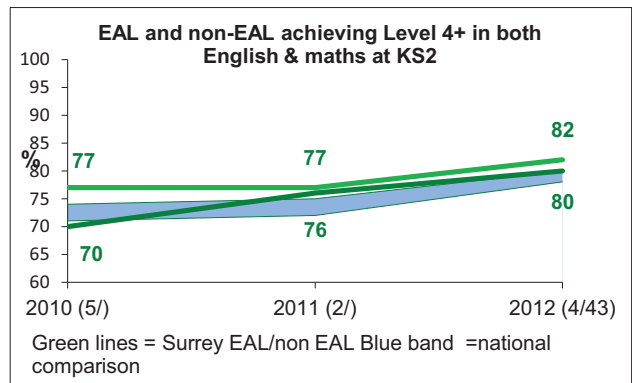
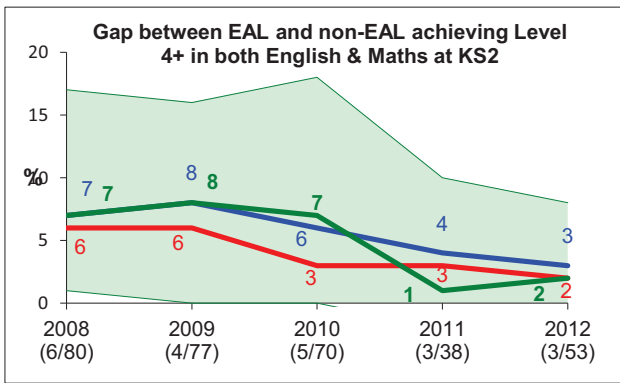
# EAL/Ethnicity Dashboard

In all gap measure graphs it is good to be low. Negative gaps indicate EAL pupils performed better than non EAL pupils



	National
	South East
	Surrey
	Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts., Oxon, Windsor & Maidenhead, West Berkshire and Wokingham)
	Surrey rank with statistical neighbours/national is shown in brackets

EAL = first language is or is believed to be other than English  
 Non EAL = first language is or is believed to be English



	National	Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts., Oxon, Windsor & Maidenhead, West Berkshire and Wokingham). Surrey rank with statistical neighbours/national is shown in brackets
	South East	
	Surrey	

Ethnicity graph: Bars show the percentage a group was above or below the Surrey average each year (2010 - 2012). The red dash shows the difference this group is nationally to their peers 2012 ie Chinese pupils nationally are 8 pp higher than the national cohort. The numbers in brackets show the size of the cohort in Surrey in 2012

EAL = first language is or is believed to be other than English  
 Non EAL = first language is or is believed to be English





Education Select Committee  
28 January 2013

**ADMISSION ARRANGEMENTS FOR COMMUNITY AND VOLUNTARY  
CONTROLLED SCHOOLS AND COORDINATED SCHEMES FOR 2014  
ADMISSION**

**Purpose of the report**

1. Members of the Education Select Committee are asked to consider the proposed changes to the admission arrangements for Community and Voluntary Controlled schools and coordinated schemes for September 2014.

**Introduction**

2. The School Admissions (Admission Arrangements and Coordination of Admission Arrangements) (England) Regulations 2012 require all admission authorities to consult on their admission arrangements every seven years, unless they are proposing any changes to their arrangements, in which case they must consult each year they are proposing a change.
3. Consultation must take place for a minimum of eight weeks, between 1 November and 1 March, and all admission authorities must then determine their arrangements by 15 April, whether or not they have been subject to consultation.
4. Surrey County Council is proposing some changes to its admission arrangements for Community and Voluntary Controlled schools for 2013 and has therefore consulted on those changes between 28 November 2012 and 22 January 2013.
5. Full details of the proposed admission arrangements are set out in Appendix 1 and its Annexes as follows:

<b>Appendix 1</b>	Admission arrangements for Community & VC schools
<b>Annex 1</b>	Proposed Published Admission Numbers
<b>Annex 2</b>	Schools to be considered as adjoining/shared sites for sibling priority
<b>Annex 3</b>	Schools to be considered to admit local children
<b>Annex 4</b>	Coordinated Schemes
<b>Annex 5</b>	Catchment map for Esher High

<b>Annex 6</b>	Catchment map for Southfield Park Primary
<b>Annex 7</b>	Catchment map for Woodmansterne Primary
<b>Annex 8</b>	Catchment map for Oxted
<b>Annex 9</b>	Catchment map for Tatsfield Primary

6. Where changes are proposed text is highlighted in bold.
7. Local Authorities are also required to consult on their Relevant Area every two years. As Surrey last consulted on its Relevant Area in November 2010, it has done so again this year. The consultation is included at **Appendix 2** but proposes no change to the Relevant Area that was determined in 2011.

<b>Changes to Local Admission Arrangements</b>
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### **Banstead Community Junior School – Reigate and Banstead**

8. Banstead Community Junior School currently has a reciprocal sibling link with Banstead Infant School but there is no feeder link from the infant school to the junior school. Instead the admission criteria for the junior school currently follow the standard criteria for Community and Voluntary Controlled schools in Surrey.
9. From September 2014 it is intended that both schools will have a PAN of 90 (please see paragraph 64 which confirms the proposal to increase the PAN for Banstead Infant School from 80 to 90).
10. It is therefore proposed to introduce a feeder link to Banstead Community Junior School for children at Banstead Infant School so that the admission arrangements would be as set out in **paragraph 8 e) i) of Appendix 1**, as follows:
  1. Looked after and previously looked after children
  2. Exceptional social/medical need
  3. Children attending Banstead Infant School
  4. Siblings not admitted under 3 above
  5. Any other children
11. This would bring the admission criteria in to line with the criteria that exist for most other schools which have a feeder and reciprocal sibling links.
12. Whilst there is still no guarantee that all children at Banstead Infants who apply would be given a place at the junior school it is likely that in most years those who want to transfer would be able to. In this way these criteria would provide continuity and a clearer transition for children and would reduce anxiety for parents.
13. In line with Surrey County Council policy, due to the reciprocal sibling link between the infant and the junior schools, the introduction of a feeder link would also enable sibling priority to be given to a child who is applying to start at the infant school in Reception even if they have a sibling who would have left the infant school by the time the younger child starts. This is

because the admission criteria provides for them to be admitted to the junior school thereby retaining their sibling priority. This is reflected in **section 11 of Appendix 1**.

14. This proposal is supported by the Governing Body of Banstead Community Junior School.

### **Reigate Priory School – Reigate and Banstead**

15. Reigate Priory is an oversubscribed junior school in Reigate. Whilst historically most children who want to have been able to transfer to Reigate Priory from Holmesdale Community Infant School and Reigate Parish Church Infant School, with the increased pressure on school places in Reigate, increasingly, there are children who have found it difficult to access a local junior place.

16. It is therefore proposed to introduce a feeder link for children from Holmesdale and Reigate Parish. However it is intended to introduce this on a tiered basis so that priority would be given to children for whom it is the nearest school ahead of children for whom it is not. The admission criteria would be as set out in **paragraph 8 e) iii) of Appendix 1**, as follows:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children with a sibling attending Reigate Priory School at the time of the child's admission
4. Children attending Holmesdale Infant or Reigate Parish for whom Reigate Priory is the nearest school with a Junior PAN
5. Other children for whom Reigate Priory is the nearest school with a Junior PAN
6. Children attending Holmesdale Infant or Reigate Parish for whom Reigate Priory is **not** the nearest school with a Junior PAN
7. Any other children

17. This proposal ensures that both feeder schools would be considered equally in the admission criteria for Reigate Priory and as such, should not have a negative impact on applications for these schools. Whilst not offering a straight feeder link, this proposal offers some parents more certainty in the admissions process.

18. Whilst there is no guarantee that Reigate Priory would be able to allocate a place to every child who has it as their nearest school, this proposal lessens the disadvantage that might be caused to families who have chosen different infant provision or those who were unable to obtain a place at either of the feeder schools.

19. In proposing to give priority to children who have the school as their nearest ahead of those who do not the Local Authority is also ensuring, as far as it is able, that children living further away to the north of Reigate who still have Reigate Priory as their nearest school, would not be disadvantaged in favour of other children who live closer to Reigate Priory but who actually have another school which is nearer.

20. The PAN for Reigate Priory is 150, although arrangements are being made for the school to take an extra class in 2015 to ensure that there are sufficient places in the area to accommodate a 'bulge' class that was admitted to Holmesdale Infant School in September 2012. The PAN for Holmesdale Community Infant School is 90 and the PAN for Reigate Parish is 60.
21. Prior to consultation, this proposal received support from the Southwark Diocesan Board of Education, Holmesdale Infant School, Reigate Parish Church Infant School and Reigate Priory.

### **Southfield Park Primary School – Epsom and Ewell**

22. In 2011, after the admission arrangements had been determined for 2013 admission, the Local Authority received representation from parents living in the Parkview estate for the catchment for Southfield Park Primary School to be extended to include them. As a result the Local Authority undertook to carry out a review of the catchment prior to the consultation on the admission arrangements for 2014 admission.
23. The catchment for Southfield Park Primary School (**Annex 6 of Appendix 1**) was developed to ensure that children living in the Horton Park development could access their nearest school, as they had no reasonable alternative. Whilst the Parkview estate does also have Southfield Park Primary School as their nearest school, unlike the Horton Park development, it does also have another accessible school in Epsom Primary.
24. The existing catchment for Southfield Park Primary School is used as part of the oversubscription criterion to prioritise applicants when there are more applicants than places available, with priority being given to applicants who live within catchment ahead of those who live outside of it. If there are more applicants within catchment than places available, then priority is given to those who live the furthest distance from the school. This is to ensure that the children living in the Horton Park development are provided for.
25. Historically, the school is not oversubscribed by applicants from within catchment and each year the school has admitted some children from outside the catchment area. The number allocated from outside the catchment and the distance allocated to for the past four years is as follows:

2009	15 (2.93 km)
2010	21 (3.19 km)
2011	15 (0.85 km)
2012	7 (0.44 km)

26. Information provided by parents living on the Parkview estate indicates that there will be the following number of applications from that estate each year, although these numbers do not cover all properties on the estate and so the numbers are likely to be higher:

2013 intake	11
2014 intake	7

2015 intake 14  
2016 intake 19

27. This data has not been validated and perhaps not all parents would apply for a place at Southfield Park Primary School from the Parkview estate. However, it is clear that if the catchment for Southfield Park was extended to include the Parkview estate, the Local Authority would risk there being more applications from within catchment than places available. If this were the case, with priority currently being given to families who live furthest from the school, the children who would be displaced would be those who live nearest.
28. Whilst the Local Authority could give priority to those families within catchment who lived nearest the school, the families which would then be displaced would be those living furthest away on the Horton Park development. However it is these families which the catchment was developed to provide for, as they do not have another school within a reasonable distance.
29. As an alternative to amending the catchment for the school, it is therefore proposed to change the criteria so that after providing for children within the catchment, priority would be given to children for whom the school is their nearest ahead of those for whom it is not. The admission criteria would be as set out in **paragraph 8 b) i) of Appendix 1** as follows:
1. Looked after and previously looked after children
  2. Exceptional social/medical need
  3. Siblings
  4. Children living in the defined catchment of the school with priority being given to children living furthest away from the school
  5. Other children for whom the school is their nearest school
  6. Any other children
30. Whilst these criteria do not guarantee a place for children living on the Parkview estate, they would mean that those children would receive a higher priority than other applicants who perhaps have Epsom Primary or Stamford Green as a nearest school.
31. Currently there are proposals to expand Stamford Green Primary School by 30 pupils in either 2014 or 2015, depending on demand. If that expansion goes ahead there may then be a need to have a more fundamental review of the catchment area for Southfield Park.
32. This proposal has received support from the Governing Body of Southfield Park Primary School.

### **St Ann's Heath Junior School - Runnymede**

33. Following a consultation with parents by St Ann's Heath Junior School and Trumps Green Infant School, the Governing Bodies of both schools received strong support to make a change to their admission criteria.

34. On the basis that the proposed changes should not lead to children being disadvantaged, the Governing Bodies support the proposed introduction of a reciprocal sibling link between the two schools and also a feeder link from Trumps Green Infant School to St Ann's Heath Junior School.
35. The admission criteria for St Ann's Heath Junior School would be as set out in **paragraph 8 f) iii) of Appendix 1** as follows:
1. Looked after and previously looked after children
  2. Exceptional social/medical need
  3. Siblings
  4. Children attending Trumps Green Infant School
  5. Children for whom St Ann's Heath Junior School is the nearest school with a Junior PAN
  6. Any other children
36. Historically, the majority of children wishing to progress to St Ann's Heath from Trumps Green Infant School do so. However St Ann's Heath does also admit children to Year 3 from other schools.
37. The proposed PAN for St Ann's Heath for September 2014 is 64 (although a separate consultation on expansion has determined that the school would have a PAN of 90 from September 2015) and the proposed PAN for Trumps Green Infant School for September 2014 is 60.
38. The schools supported retaining priority for siblings above the feeder link to ensure that families who had chosen alternative infant provision were not disadvantaged.
39. Subject to the number of siblings, the establishment of a feeder link is likely to mean that all children who want to would be able to transfer to the junior school from Trumps Green Infant School. In this way these criteria would provide continuity and a clearer transition for children and would reduce anxiety for parents.

#### **St Ann's Heath Junior School and Trumps Green Infant School - Runnymede**

40. Subject to the establishment of a feeder link from Trumps Green Infant School to St Ann's Heath Junior School, it is also proposed to introduce a reciprocal sibling link between these two schools. In this way Trumps Green Infant School and St Ann's Heath Junior School would be described as being on a shared or adjoining site for applying sibling criteria (see **ANNEX 2 of Appendix 1**).
41. In line with Surrey County Council policy, due to the reciprocal sibling link between the infant and the junior schools, the introduction of a feeder link would also enable sibling priority to be given to a child who is applying to start at the infant school in Reception even if they have a sibling who would have left the infant school by the time the younger child starts. This is because the admission criteria provides for them to be admitted to the junior

school thereby retaining their sibling priority. This is reflected in **section 11 of Appendix 1**.

42. The introduction of a reciprocal sibling link between the two schools would provide a greater chance of families keeping their children together or at schools in close proximity.

#### **Tatsfield Primary School - Tandridge**

43. Historically all children living in Tatsfield have always been offered a place at the school, even if other children from outside the village have been offered a place under a higher priority, e.g. if they had a sibling attending the school.
44. However in 2011/12 the number of siblings increased and the knock on effect was that three children with a Tatsfield postal address would not have been eligible for a place had the school kept to its Published Admission Number of 30.
45. Analysis of admission data and feedback from the school indicated that the number of siblings was unusual and this situation was not expected to repeat itself in 2012. As a result the Local Authority made a decision not to seek a review of the admission arrangements. This assessment was correct and the number of siblings who applied for entry in 2012 was 14.
46. However, although the sibling numbers were not unduly high, in 2012 there were still two children who lived within Tatsfield Parish who were not eligible for a place within the school's Published Admission Number of 30 on the date of the initial allocation.
47. In rebuilding Tatsfield Primary School it was the intention of Surrey County Council that it would serve the children living within Tatsfield village. As such, the Admissions team carried out a pre-consultation with parents within the school community and residents within the wider local community to ask their views on potential changes to the admission criteria.
48. The outcome of that consultation was that 68 out of 72 respondents favoured introducing a catchment with 27 of those in favour of retaining priority for all siblings and 41 in favour of giving priority only to siblings living within the catchment area.
49. Respondents felt that children living in Tatsfield should be able to get in to their village primary school. However a small number also expressed concern for families who might get one child in to the school but then be unable to get a subsequent child in if they lived beyond the catchment area.
50. It is the view of Tatsfield Parish Council and the District Councillor that in future years there will be more children requiring a school place from within the parish as new houses are built and large houses, previously occupied by single residents, are sold to families. Whilst this cannot be corroborated, it is the view of the School Commissioning team that the numbers in this area will at very least remain static.

51. Even a small increase in numbers is likely to lead to places being unavailable for children living within Tatsfield parish and, due to its bordering and rural location, the consequence of this is that Surrey will have difficulty in identifying alternative places for these children.

52. It is therefore proposed to introduce a catchment and to give priority to siblings and other children who live within the catchment before other children who live outside the catchment. However in order to protect those families with children already at the school it is proposed to phase in these criteria. The admission criteria would be as set out in **paragraph 8 h) ii) of Appendix 1** as follows:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. **Transitional criterion** - Children who will have a sibling on roll at the school at the end of the 2013/14 academic year and that sibling will still be expected to be on roll at the school on the date of the child's admission
4. Siblings who live within the catchment area
5. Other children who live within the catchment area
6. Siblings who live outside the catchment area
7. Other children who live outside the catchment area

53. It is proposed that the Tatsfield parish boundary will form the catchment for the school, as set out in **Annex 9 to Appendix 1**.

54. The Governing Body of the school are concerned that the introduction of these criteria might act as a deterrent to families living outside of Tatsfield from applying. On the basis that just less than 50% of the school population is made up of children from outside the area, they are concerned at the impact this might have on the school. However Tatsfield Primary School is a successful and popular school that is oversubscribed. Whilst there is no evidence that families would cease to apply for the school from outside the area, the phasing in of the amended sibling rule would mean that the impact would be gradual and during that time the Local Authority could monitor any unintended consequence of the change if application numbers from within Tatsfield parish do not increase.

### **Thames Ditton Junior School - Elmbridge**

55. Thames Ditton Infant School admitted an extra class in 2012 and due to previous extra classes in 2009 and 2010, has admitted siblings from beyond the normal catchment of Thames Ditton Junior School.

56. As a result of these 'bulge' classes, the admission criteria for the Infant school were changed in September 2012 to give priority to children who have the school as their nearest school ahead of children who do not.

57. Currently, after providing for looked after children, exceptional social/medical cases and siblings, Thames Ditton Junior School provides for all children at the infant school to transfer to the junior school.



58. However, due to the pressure of places in this area, in order to ensure that families living locally to Thames Ditton Junior School are not disadvantaged if they choose a different infant provision or if they are unable to obtain a place at the Infant school, it is proposed to align the criteria for the two schools. The admission criteria would be as set out in **paragraph 8 a) iv) of Appendix 1** as follows:

1. Looked After and previously looked after children
2. Exceptional social/medical need
3. Children with a sibling attending Thames Ditton Junior School at the time of the child's admission for whom the school is the nearest school to their home address
4. Children attending Thames Ditton Infant School for whom the school is the nearest school to their home address
5. Other children for whom the school is the nearest school to their home address
6. Other children with a sibling attending Thames Ditton Junior School at the time of the child's admission for whom the school is not the nearest school to their home address
7. Other children attending Thames Ditton Infant School for whom the school is not the nearest school to their home address
8. Any other children

59. This proposal has the support of Thames Ditton Junior School.

60. This change in admission criteria would mean that places would be offered to children for whom the school was nearest ahead of other children for whom it was not, thus helping to ensure that a school within a reasonable distance could be offered to all children living in the area.

61. It is not currently intended to introduce a reciprocal sibling link between the infant and junior school but this may be considered for 2015 admission.

### **Changes proposed to the Published Admission Numbers (PAN) for schools**

62. **Annex 1 of Appendix 1** sets out the proposed admission numbers for all Community and Voluntary Controlled Schools for 2014 admission. Changes are highlighted in bold.

63. Admission authorities are no longer required to consult on proposed increases to PANs but are required to consult on any decrease to PAN. As such the Local Authority has only consulted on a decrease in PAN for the following school:

#### **Thames Ditton Junior - Elmbridge**

The PAN for Thames Ditton Junior School was increased for one year only for September 2013 to accommodate a 'bulge' class moving through from the Infant school. However the school cannot sustain the admission of 120 pupils each year and as such it is proposed to decrease the PAN from 120 back to 90 from September 2014.

64. For information, the Local Authority intends to increase the PAN for the following schools in September 2014 but these increases **have not been subject to consultation**:

**Elmbridge**

Bell Farm Primary – increase Reception PAN from 60 to 90 as agreed by statutory proposals

**Epsom and Ewell**

West Ewell Infant – increase Reception PAN from 90 to 120

**Reigate and Banstead**

Banstead Infant – increase Reception PAN from 80 to 90

Earlswood Infant – increase Reception PAN from 90 to 120

Earlswood Junior – increase Junior PAN from 90 to 120

Salfords Primary – increase Reception PAN from 45 to 60

**Runnymede**

Trumps Green Infant – increase Reception PAN from 30 to 60

**Spelthorne**

Spelthorne Primary – increase Reception PAN from 60 to 90

65. The following decreases in PAN have been subject to consultation through statutory proposals and as such these decreases **have not been subject to consultation**:

**Elmbridge**

Bell Farm Primary – decrease Junior PAN from 120 to 30 (as agreed through statutory proposals following expansion to a primary school)

Grovelands – decrease Reception PAN from 90 to 60 (as agreed through statutory proposals following expansion to a primary school)

**Mole Valley**

Charlwood Village Infant – decrease in Reception PAN from 30 to 15 (as agreed through statutory proposals following expansion to a primary school)

**Changes proposed to the Coordinated Schemes**

66. **Annex 4** sets out the proposed primary and secondary coordinated schemes.

67. Paragraph 2 of the draft primary scheme proposes to allow parents to name up to four preferences. To date Surrey has only allowed parents to name three preferences as part of their application for admission to primary school. This is the minimum requirement under the Coordination Regulations. However with the current pressure on primary school places, parents are faced with a difficult choice if they expect their local schools to be oversubscribed.

68. This situation is exacerbated by the fact that in each of the London boroughs parents are allowed to name up to six primary preferences. This is especially significant because it means that parents who live in London and who name

a Surrey school as their fourth, fifth or sixth preference must have it considered, even though Surrey parents do not have the opportunity to name that many schools.

69. Surrey does not propose to introduce six preferences for primary school as given its mixture of rural and urban areas and the generally high primary preference satisfaction rate it is not felt that six preferences are needed. However an increase in the number of primary preferences to four would increase a parent's opportunity to get a school of their preference at the initial allocation and may reduce the number of parents wishing to add additional preferences after the allocation date or appeal for other schools.
70. Parents would not be obliged to name four preferences and many would not wish to do so, but it would give those parents who wish to, the opportunity to apply for an extra school. This in turn is also likely to support undersubscribed schools, as parents might be more willing to name those schools lower down in their preference list.
71. In the 2012 admission round 8,157 parents (62.8% of applicants) named three preferences, demonstrating that there is likely to be demand for four preferences.
72. Paragraph 32 of the primary and secondary schemes now provide for parents to name additional preferences after the offer day so that a parent's right to name a preference for a school is not restricted. This wording has been updated following a successful complaint to the Ombudsman.

### **Consultation**

73. A paper setting out some of the proposed changes was passed to the School Admissions Forum on 28 September 2012.
74. On 21 November 2012 the Cabinet Member for Children Schools and Families approved for public consultation the proposed admission arrangements for Community and Voluntary Controlled schools and Coordinated Schemes for 2014, including the changes set out in this report.
75. The School Commissioning team has been involved in considering the proposals for change.
76. All schools directly affected by the proposed changes have been consulted.
77. Parents, schools and other stakeholders have had the opportunity to comment on the proposed admission arrangements, including any changes being proposed, throughout the eight week consultation that has run between 28 November 2012 and 22 January 2013.

### **Financial and value for money implications**

78. There is no significant financial impact.

## **Equalities Implications**

79. An Equality Impact Assessment is attached. The adoption of determined admission criteria is a mandatory requirement supported by primary legislation. The policy as it relates to Community and Voluntary Controlled schools does not discriminate by age, gender, ethnicity, faith, disability or sexual orientation.

80. Measures have been taken to reference vulnerable groups both in terms of exceptional arrangements within admissions, the SEN process and the In-Year Fair Access protocol. In addition, a right of appeal exists for all applicants who are refused a place at a particular school.

## **Risk Management Implications**

81. The risks of implementing these changes are low. There may be some local opposition to some of the proposals from those cohorts or groups that may be disadvantaged by the proposals, but the consultation will allow that feedback to be captured so that differing viewpoints might be taken into account by Cabinet when they consider the proposals.

## **Implications for the Council's Priorities or Community Strategy**

82. The efficient and timely administration of the schools admission process, coupled with the equitable distribution of school places in accordance with the School Admission Code and parental preference, contribute to the council's priority of protecting vulnerable children and young people.

83. The proposed admission arrangements give top priority to children who are Looked After by a Local Authority and to those children who have left care through adoption, a residence order or a special guardianship order.

## **Recommendations:**

It is recommended that Education Select Committee considers the proposed changes to Surrey's admission arrangements for Community and Voluntary Controlled schools for September 2014 so that any comments might be taken into account by Cabinet when it considers the admission arrangements on 26 February 2013.

## **Next steps:**

- A paper setting out the proposed changes to admission arrangements will be passed to Cabinet on 26 February 2013. This will include a summary of the responses to the consultation.
- Full Council will ratify the decision of Cabinet on 19 March 2013 so that the admission arrangements for Surrey's Community and Voluntary Controlled Schools and the Coordinated Schemes can be determined before the legal deadline of 15 April 2013.

- The admission arrangements for September 2014 will then be published by 1 May 2013 on Surrey's website and a notice will be sent to all those consulted with.

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**Sources/background papers:** All consultation documents attached as appendices.

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## PROPOSED Admission Numbers for Surrey County Council's Community and Voluntary Controlled schools 2014

This document sets out Surrey County Council's PROPOSED Published Admission Numbers for Community and Voluntary Controlled schools for September 2014.

### 1. Primary Schools

**School** **PAN**

#### ELMBRIDGE

<b>#Bell Farm Primary</b>	<b>4+ 90 7+ 30</b>
Claygate Primary	60
Cranmere Primary	60
<b>*Grovelands Primary</b>	<b>60</b>
Hinchley Wood Primary	60
Hurst Park Primary	30
Long Ditton Infant & Nursery	60
Manby Lodge Infant	60
Oatlands	90
The Royal Kent C of E Primary	4+ 30 7+ 2
St Andrew's Cof E Primary	4+ 52 7+ 8
St James C of E Primary	60
Thames Ditton Infant	90
<b>Thames Ditton Junior</b>	<b>90</b>
Walton Oak	60

# Agreed through statutory proposals to become a primary school from September 2012 with an amended Reception and Junior PAN for 2014

\* Agreed through statutory proposals to become a primary school from September 2014 with a PAN of 60

#### EPSOM & EWELL

Auriol Junior	90
Cuddington Community Primary	30
Cuddington Croft Primary	4+ 60 7+ 6
Epsom Primary	60
Ewell Grove Infant & Nursery	70
The Mead Infant	90
Meadow Primary	90
Southfield Park Primary	60
Stamford Green Primary	60
The Vale Primary	30
Wallace Fields Infant	60
Wallace Fields Junior	68
<b>*West Ewell Infant</b>	<b>120</b>

\* Separate consultation on expansion to a PAN of 120 from September 2013

**GUILDFORD**

Ash Grange Primary	30
Boxgrove Primary	90
Guildford Grove Primary	60
Holly Lodge Primary	60
Merrow C of E (Cont) Infant	60
Onslow Infant	60
Pirbright Village Primary	60
Ripley Church of England Primary	28
St Lawrence Primary	30
St Mary's C of E (VC) Infant	25
St Paul's Church of England Infant	30
Sandfield Primary	30
Shalford Infant	30
Shawfield Primary	30
Stoughton Infant	60
Tillingbourne Junior	90
Walsh Church of England Junior	75
Walsh Memorial C of E (Cont) Infant	60
Weyfield Primary	60
Wood Street Infant	30
Worplesdon Primary	60
Wyke Primary	30

**MOLE VALLEY**

Barnett Wood Infant	52
<b>*Charlwood Village Infant</b>	<b>15</b>
The Dawnay	4+ 30 7+ 30
Eastwick Infant	75 (+ 7 SEN)
Eastwick Junior	90
Fetcham Village Infant	60
The Greville Primary	4+ 30 7+ 60
Leatherhead Trinity	60
North Downs Primary	64
Oakfield Junior	60
Polesden Lacey Infant	30
Powell-Corderoy Primary	30
St John's C of E Community	30
St Martin's Church of England (C) Primary	4+ 45 7+ 15
West Ashted Primary	4+ 30 7+ 30

\*Separate consultation on becoming all through primary school from September 2013 with a reduced PAN of 15



**REIGATE & BANSTEAD**

<b>Banstead Infant</b>	<b>90</b>
Banstead Community Junior	90
Dovers Green	56
*Earlswood Infant & Nursery	90
*Earlswood Junior (formerly Brambletye Junior)	90
Epsom Downs Primary	60
Furzefield Primary Community	60
Holmesdale Community Infant	90
Horley Infant	90
Kingswood Primary	30
Langshott Infant	60
Manorfield Primary & Nursery	30
Meath Green Infant	70
Meath Green Junior	90
Merstham Primary	30
Reigate Priory Community Junior	150
St John's Primary	30
<b>Salfords Primary</b>	<b>60</b>
Sandcross Primary	4+ 60 7+ 60
Shawley Community Primary	45
Walton on the Hill Primary	30
Warren Mead Infant	70
Warren Mead Junior	75
Woodmansterne Primary	60
Wray Common Primary	60

\* Separate consultation to be held on expansion to a PAN of 120 from September 2014

**RUNNYMEDE**

*Darley Dene Infant	30
Englefield Green Infant & Nursery	60
The Grange Community Infant	90
The Hythe Community Primary	30
Manorcroft Primary	58
Meadowcroft Community Infant	30
New Haw Community Junior	90
Ongar Place Primary	30
Ottershaw Infant	60
Ottershaw Junior	60
Pycroft Grange Primary	30
**St Ann's Heath Junior	64
Stepgates Community	30
Thorpe Lea Primary	30
<b>#Trumps Green Infant</b>	<b>60</b>

\* Separate consultation on becoming an all through primary school from September 2013

\*\* Separate consultation on expansion to a PAN of 90 from September 2015

# Separate consultation on expansion to a PAN of 60 from September 2013

**SPELTHORNE**

Ashford Park Primary	60
Beauclerc Infant	40
Buckland Primary	60
Chennestone Primary Community	4+ 30 7+ 40
Clarendon Primary	30
The Echelford Primary	90
Kenyngton Manor Primary	60
Riverbridge Primary	90
Saxon Primary	30
<b>Spelthorne Primary</b>	<b>90</b>
Springfield Primary	4+ 30 7+ 30
Stanwell Fields C of E Primary	60
Town Farm Primary	60

**SURREY HEATH**

Bagshot Infant	60
Connaught Junior	90
Cordwalles Junior	60
Crawley Ridge Infant	60
Crawley Ridge Junior	66
Cross Farm Infant	50
Frimley Church of England	90
The Grove Primary	60
Hammond Community Junior	90
Heather Ridge Infant	60
Holy Trinity Church of England	60
Lakeside Primary	60
Lightwater Village	60
Lorraine	30
Mytchett Primary	30
Pine Ridge Infant & Nursery	30
Prior Heath Infant	60
Ravenscote Community Junior	150
Sandringham	60
South Camberley Primary & Nursery	110
Valley End Church of England Infant	60
Windlesham Village Infant	60

**TANDRIDGE**

Audley Primary	30
Dormansland Primary	30
Downs Way	48
Felbridge Primary	30
Hamsey Green Primary	60
Hillcroft Primary	60
Holland Junior	60
Hurst Green	30
Lingfield Primary	60
Marden Lodge Primary	30
St Catherine's Primary	30
Tatsfield Primary	30
Warlingham Village Primary	30

**WAVERLEY**

Badshot Lea Village Infant	45
Beacon Hill Primary	30
Busbridge Infant	60
Cranleigh CofE Primary	4+ 30 7+ 30
Farncombe CofE Infant & Nursery	40
Folly Hill Infant	30
Godalming Junior	58
Hale Primary	4+ 60 7+ 2
Milford	50
Moss Lane	60
The Pilgrims' Way Primary	30
Potters Gate CE Primary	60
St Andrew's C of E (Cont) Infant	40
Shottermill Infant	60
Shottermill Junior	68
Weybourne Infant	40
William Cobbett Junior	90
Witley C of E (Cont) Infant	30

**WOKING**

Barnsbury Primary	60
Beaufort Community Primary	60
Broadmere Community Primary	30
Brookwood Primary	30
Byfleet Primary	30
The Hermitage	90
Horsell Village	90
Kingfield	30
Knaphill	90
Knaphill Lower	90

Maybury Primary	30
New Monument	30
The Oaktree	90
St John's Primary	30
St Mary's C of E (Cont) Primary, Byfleet	60
Sythwood Primary	60
West Byfleet Infant	60
West Byfleet Junior	60
Westfield Primary	60

## 2. Secondary Schools

School	PAN
<b>ELMBRIDGE</b>	
Esher C of E High School	210
<b>GUILDFORD</b>	
Ash Manor School	210
<b>MOLE VALLEY</b>	
The Ashcombe School	240
Therfield School	210
<b>REIGATE &amp; BANSTEAD</b>	
Oakwood School	240
Reigate School	250
The Warwick	180
<b>TANDRIDGE</b>	
Oxted School	335
<b>WAVERLEY</b>	
Broadwater School	120
Farnham Heath End School	170
Glebelands School	180
<b>WOKING</b>	
Bishop David Brown School	120

**PROPOSED Schools in Surrey which will be treated as being on adjoining or shared sites for the purpose of sibling criteria for Community and Voluntary Controlled schools for admission in 2014**

For the purpose of applying **sibling** criteria for Surrey Community and Voluntary Controlled schools, the following schools will be considered as being on adjoining or shared sites:

**Epsom & Ewell**

- The Mead Infant and Auriol Junior
- Wallace Fields Infant and Wallace Fields Junior

**Guildford**

- Merrow C of E Infant and Bushy Hill Junior (Foundation)
- Walsh Memorial C of E Infant and Walsh C of E Junior

**Mole Valley**

- Eastwick Infant and Eastwick Junior

**Reigate & Banstead**

- Banstead Infant and Banstead Community Junior
- Earlswood Infant and Brambletye Junior
- Meath Green Infant and Meath Green Junior
- Warren Mead Infant and Warren Mead Junior

**Runnymede**

- The Grange Community Infant and New Haw Community Junior
- Ottershaw Infant and Ottershaw Junior
- **Trumps Green Infant and St Ann's Heath Junior**

**Surrey Heath**

- Crawley Ridge Infant and Crawley Ridge Junior
- Lightwater Village and Hammond Community Junior

**Waverley**

- Shottermill Infant and Shottermill Junior
- Weybourne Infant and William Cobbett Junior

**Woking**

- The Oaktree and The Hermitage
- Knaphill Lower and Knaphill School
- West Byfleet Infant and West Byfleet Junior

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## PROPOSED

**Academies and Foundation, Trust and Voluntary Aided schools that will be considered to admit local children and out of county schools that will not be considered to admit local Surrey children 2014/15 admissions**

1.	Academies and Foundation, Trust and Voluntary Aided schools <b>in Surrey</b> that will be considered to admit local children and will therefore be considered under Surrey's nearest school criterion are set out below. Community and Voluntary Controlled schools which convert to Academy status after these arrangements have been determined will be added to this list by default.	
	<b>a) Infant &amp; Primary Schools – Reception intake</b>	
	<p><b>Elmbridge</b>            Burhill Community Infant School            Chandlers Field Primary School            Cobham Free School            The Orchard School            St Matthew's C of E Infant School</p> <p><b>Epsom &amp; Ewell</b>            Riverview C of E Primary School            St Martin's C of E Infant School</p> <p><b>Guildford</b>            Burpham Foundation Primary School            Chilworth C of E Infant School            Clandon C of E Infant School            Pewley Down Infant School            Puttenham C of E School            The Raleigh School            St Nicolas C of E Infant School            Send C of E First School            Shere C of E Infant School</p> <p><b>Mole Valley</b>            Newdigate C of E Endowed Infant School            St Giles C of E Infant School            St Michael's C of E Infant School            St Paul's C of E Primary School            Scott-Broadwood C of E Infant School            Surrey Hills C of E Primary School            The Weald C of E Primary School</p> <p><b>Reigate &amp; Banstead</b>            Reigate Parish Church Infant School            St Matthew's C of E Primary School            Tadworth Primary School            Yattendon School</p> <p><b>Runnymede</b>            Christ Church C of E Infant School            Lyne &amp; Longcross C of E School            Sayes Court School            St Paul's C of E Primary School            Thorpe C of E Infant School</p>	<p><b>Spelthorne</b>            Ashford C of E Primary School            Hawkedale Infant School            Laleham C of E Primary School            Littleton C of E Infant School            St Nicholas C of E Primary School</p> <p><b>Surrey Heath</b>            Bisley C of E Primary School            St Lawrence C of E Primary School</p> <p><b>Tandridge</b>            Burstow Primary School            Godstone Village School            Limpsfield C of E Infant School            Nutfield C of E Primary            St John's C of E Primary School            St Peter &amp; St Paul C of E Infant School            St Peter's C of E Infant School            St Stephen's C of E Primary School            Whyteleafe School            Woodlea School</p> <p><b>Waverley</b>            All Saints C of E Infant School            Bramley C of E Infant School            Ewhurst C of E Infant School            Grayswood C of E Infant School            Greenoak C of E Primary School            Loseley Fields Primary School            Park Mead Primary School            South Farnham Primary            St Bartholomew's C of E Primary School            St James's C of E Primary School            St John's C of E Infant School            St Mary's C of E Infant School            St Mary's C of E Primary School            St Peter's C of E Primary School            Wonersh &amp; Shamley Green C of E Infant School</p> <p><b>Woking</b>            Goldsworth Primary School            Pyrford C of E Primary School</p>

b)	<b>Junior &amp; Primary Schools – Year 3 intake</b>	
c)	<b>Secondary Schools – Year 7 intake</b>	
2.	<p>Out of County comprehensive schools that will <b>not</b> be considered to admit local Surrey children and will therefore not be considered under Surrey’s nearest school criterion for Surrey residents are as follows:</p> <ul style="list-style-type: none"> <li>• The Wavell School – Hampshire County Council</li> <li>• Charters School – Royal Borough of Windsor &amp; Maidenhead</li> </ul>	

**Elmbridge**  
Cleves School  
Long Ditton St Mary’s C of E Junior School  
St Lawrence C of E Junior School

**Epsom & Ewell**  
Danetree Junior School  
St Martin’s C of E Junior School

**Guildford**  
Bushy Hill Junior School  
Holy Trinity Junior School  
Northmead Junior School  
Queen Eleanor’s C of E Junior School  
St Bede’s C of E Junior School

**Mole Valley**  
**Surrey Hills C of E Primary School**  
**(Westcott site)**  
The Weald C of E Primary School

**Runnymede**  
St Jude’s C of E Junior School

**Spelthorne**  
St Nicholas C of E Primary School

**Tandridge**  
St John’s C of E Primary School  
St Mary’s C of E Junior School

**Waverley**  
Busbridge C of E Junior School  
The Chandler C of E Junior School  
Loseley Fields Primary School  
Park Mead Primary School  
South Farnham Primary  
St Bartholomew’s C of E Primary School  
Waverley Abbey C of E School

**Woking**  
Horsell C of E Junior School

**Elmbridge**  
Heathside School  
Hinchley Wood School  
Rydens School

**Epsom & Ewell**  
Blenheim High School  
Epsom & Ewell High School  
Glyn Technology School (Boys)  
Rosebery School (Girls)

**Guildford**  
Christ’s College  
George Abbot  
Guildford County School  
Howard of Effingham School  
Kings College

**Mole Valley**  
The Priory

**Reigate & Banstead**  
The Beacon

**Runnymede**  
Fullbrook School  
Jubilee International High School  
The Magna Carta School

**Spelthorne**  
The Matthew Arnold School  
Sunbury Manor School  
Thamesmead School  
Thomas Knyvett College

**Surrey Heath**  
Collingwood College  
Gordon’s School  
Kings International College  
Tomlinscote School

**Tandridge**  
De Stafford School  
Warlingham School

**Waverley**  
Rodborough  
Weydon School  
Woolmer Hill

**Woking**  
The Winston Churchill School  
Woking High School



## **Surrey County Council**

### **PROPOSED Coordinated Schemes for Admission to Primary and Secondary school 2014/15**

#### Contents

Page 2: Proposed Scheme for co-ordination of admissions to Reception for 2014/15

Page 8: Proposed Scheme for co-ordination of admissions to Year 7 for 2014/15

## Surrey County Council

### Proposed Coordinated Scheme for Admission to Primary School 2014/15

#### Applications

1. Surrey's Admissions and Transport team will distribute information leaflets on admissions early in September 2013. These will be available in all Surrey primary schools. The leaflet will refer parents to the Surrey County Council website [www.surreycc.gov.uk/admissions](http://www.surreycc.gov.uk/admissions) via which parents will be able to access the admissions booklet and apply online. Alternatively, they can obtain a primary school admissions booklet and a paper preference form by ringing the Surrey Schools and Childcare Service on 0300 200 1004.
2. All parents living in Surrey must only complete Surrey's online application form or a Surrey paper form. Parents living outside Surrey must use their Home Local Authority's form to apply for a place at a Surrey school. Parents living inside Surrey can apply for a school in another Local Authority on Surrey's online or paper form. Along with all other Local Authorities, Surrey operates an equal preference system. Surrey's application form invites parents to express a preference for up to **four** maintained primary schools or Academies within and/or outside of Surrey. This enables Surrey County Council to offer a place at the highest possible ranked school for which the applicant meets the admission criteria.
3. In accordance with the School Admissions Code, the order of preference given on the application form will not be revealed to a school within the area of Surrey. However, where a parent resident in Surrey expresses a preference for a school in the area of another Local Authority, the order of preference for that Local Authority's school will be revealed to that Local Authority in order that it can determine the highest ranked preference in cases where a child is eligible for a place at more than one school in that Local Authority's area.
4. The closing date for all applications (either online or paper) will be 15 January 2014. Changes to ranked preferences and applications received after the closing date will not be accepted unless they are covered by paragraphs in this scheme which relate to late applications and changes of preference. If a parent completes more than one application stating different school preferences, Surrey's Admissions and Transport team will accept the form submitted on the latest date before the closing date. If the date is the same, Surrey's Admissions and Transport team will contact the parents to ask them to confirm their ranked preferences.
5. Schools that are their own admission authority must not use any other application form but may use a supplementary form if they need to request additional information that is required to apply their admission criteria. Surrey County Council's website and the Primary School Admissions booklet will indicate which schools require a supplementary form. Supplementary forms can be accessed via the website or can be obtained from each school. All supplementary forms should be returned to the school by the date specified by the school but in any case no later than the national closing date of 15 January 2014. The supplementary form should clearly indicate where it is to be returned. Where supplementary forms are used by admission authorities within Surrey, the Admissions and Transport team will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with the School Admissions Code. Page 110

6. Where a school in Surrey receives a supplementary form, Surrey's Admissions and Transport team will not consider it to be a valid application unless the parent/carer has also listed the school on their home Local Authority's Common Application Form.
7. It is recommended that any paper preference forms handed in to schools should be sent to Surrey's Admissions & Transport Team immediately.
8. Surrey's Admissions and Transport team will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is a Looked After or Previously Looked After Child and will provide evidence to the maintaining Local Authority in respect of a preference for a school in its area by 3 February 2014.
9. Surrey's Admissions and Transport team will advise a maintaining Local Authority of the reason for any preference expressed for a school not in its area and will forward any supporting documentation to the maintaining Local Authority by 3 February 2014.
10. Surrey County Council participates in the Pan London Coordinated Admission Scheme. Surrey's Admissions and Transport team will upload application data relating to preferences for schools in other participating Local Authorities, which have been expressed within the terms of Surrey's scheme, to the Pan London Register by 3 February 2014. Alternative arrangements will be made to forward applications and supporting information to non-participating Local Authorities.
11. Surrey County Council will participate in the Pan London application data checking exercise scheduled between 17 and 24 February 2014.

## **Processing**

12. By 10 February 2014, Surrey's Admissions and Transport team will have assessed the level of preferences for each school and will send all admission authority schools a list of their preferences so that they can apply their admission criteria.
13. By 10 March 2014 all schools which are their own admission authority will have applied their admission criteria and will provide Surrey's Admissions and Transport team with a list of all applicants in rank order. This will enable Surrey to offer places to ensure that under the terms of the coordinated scheme each applicant is offered the highest possible ranked preference. Surrey County Council will expect schools to adhere to their Published Admission Number unless there are exceptional circumstances such as if this would not enable Surrey to fulfil its statutory duty where the demand for places exceeds the number of places available.
14. Between 17 and 21 March 2014 Surrey's Admissions and Transport team will send and receive electronic files with all coordinating Local Authorities, in order to achieve a single offer.

## **Offers**

15. Surrey's Admissions and Transport team will identify the school place to be offered and communicate information as necessary to other Local Authorities by 31 March 2014. In instances where more than one school could make an offer of a place to a child, Surrey's Admissions and Transport team will offer a place at the school which the parent had ranked highest on the application form. Where Surrey is unable to offer a place at any of the preferred schools the Admissions and Transport team will offer a

place at an alternative Community or Voluntary Controlled school with places or by arrangement with an Academy or Voluntary Aided, Foundation or Trust school with places.

16. Surrey's Admissions and Transport team will not make an additional offer between the end of the iterative process and 16 April 2014 which may impact on an offer being made by another participating Local Authority.
17. Notwithstanding paragraph 16, if an error is identified within the allocation of places at a Surrey school, the Admissions and Transport team will attempt to manually resolve the allocation to correct the error. Where this impacts on another Local Authority (either as a home or maintaining Local Authority) Surrey's Admissions and Transport team will liaise with that Local Authority to attempt to resolve the correct offer and any multiple offers which might occur. However, if another Local Authority is unable to resolve a multiple offer, or if the impact is too far reaching, Surrey's Admissions and Transport team will accept that the applicant(s) affected might receive a multiple offer.
18. Surrey's Admissions and Transport team will participate in the Pan London offer data checking exercise scheduled between 24 March and 10 April 2014.
19. Surrey's Admissions and Transport team will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than 11 April 2014.
20. By 16 April 2014 lists of children being allocated places will be sent to primary schools for their information.
21. On 16 April 2014 an outcome will be sent by Surrey's Admissions and Transport team to all parents who have completed a Surrey application form. Where a first preference has not been met a letter will be sent by first class post which will refer parents to Surrey's website or the Contact Centre for further advice. Parents will be asked to confirm whether or not they wish to accept any school place offered. **UNDER NO CIRCUMSTANCES MUST ANY SCHOOL WRITE TO OR MAKE ANY OTHER CONTACT WITH PARENTS TO "MAKE AN OFFER" OF A PLACE, OR TAKE ANY ACTION TO INFORM THEM THAT A PLACE WILL OR WILL NOT BE OFFERED BEFORE 16 APRIL 2014.**

## **Late Applications and changes of preference**

22. It is recognised that applications will be received after the closing date and that some parents will wish to change their preferences e.g. if a family is new to the area or has moved house. Such applications must still be dealt with and this section deals with applications received in these circumstances.

### **Applications and changes of preference received after the closing date but before 16 April 2014**

23. Some late applications will be treated as late for good reason. These will generally relate to applications from families who are new to the area where it could not reasonably have been expected that an application could have been made by the closing date. Applicants must be able to provide recent proof of ownership or tenancy of a Surrey property (completion or signed tenancy agreement). Other cases might relate to a single parent family where the parent has been ill or where there has been a

recent bereavement of a close relative. These cases will be considered individually on their merits.

24. The latest date that an application can be accepted as late for good reason is 14 February 2014. If an application is deemed late for good reason and all supporting information is received by this date it will be passed to any admission authority named for consideration alongside all applications received on time.
25. Where applications which have been accepted as late for good reason contain preferences for schools in other Local Authorities the Admissions and Transport team will forward the details to maintaining Local Authorities as they are received.
26. Where an applicant lives out of County, Surrey will accept late applications which are considered to be on time within the terms of the Home Local Authority's scheme up to 14 February 2014.
27. Where an applicant moves from one Home Local Authority to Surrey after submitting an on time application under the terms of the former Home Local Authority's scheme, Surrey will accept the application as on time up to 14 February 2014, on the basis that an on time application already exists within the system.
28. Late applications from parents where it could reasonably have been expected that an application could have been made by the closing date and those received after 14 February 2014 will be considered as late. These applications will not be processed until after all on time applications have been considered.
29. Some parents may wish to change a preference after the closing date due to a change of circumstances. Surrey's Admissions and Transport team will accept changes to preferences after the closing date only where there is good reason, such as a house move or other significant change of circumstance, which makes the original preference no longer practical. Any such request for a change of preference must be supported by documentary evidence and must be received by 14 February 2014. Any changes of preference received after 14 February 2014 will not be considered until all on time applications have been dealt with.

#### **Applications and changes of preference received between 16 April 2014 and 31 August 2014**

30. Applications will continue to be received after the 16 April 2014. Only those preferences expressed on the application form will be valid. Where the school is its own admission authority the application data will be sent to them requesting an outcome for the preference within 14 days. Once the outcome is known for each preference Surrey's Admissions and Transport team will issue the outcome letter to the parent.
31. Where the stated preference is for a school in a neighbouring authority the application form will be passed to that authority requesting an outcome for the preference within 14 days. Once the outcome is known for each preference Surrey's Admissions and Transport team will issue the outcome letter to the parent.
32. After 16 April 2014 some parents may wish to change a preference or order of preference due to a change of circumstances. Surrey's Admissions and Transport team will accept changes to preferences or order of preferences after the 16 April 2014.  
**Parents may also name additional preferences after the offer day of 16 April 2014.**
33. The Coordination Scheme will end on 31 August 2014. Applications received after 31 August 2014 will be considered in line with Surrey's in year admissions procedures.

## Post Offer

34. Surrey's Admissions and Transport team will request that resident applicants accept or decline the offer of a place by 30 April 2014, or within two weeks of the date of any subsequent offer.
35. If they do not respond by this date Surrey's Admissions and Transport team will issue a reminder. If the parent still does not respond the Admissions and Transport team or the school, where it is its own admission authority, will make every reasonable effort to contact the parent to find out whether or not they wish to accept the place. Only where the parent fails to respond and the Admissions and Transport team or school, where it is its own admission authority, can demonstrate that every reasonable effort has been made to contact the parent, will the offer of a place be withdrawn.
36. Where an applicant resident in Surrey accepts or declines a place in a school maintained by another Local Authority by 30 April 2014, Surrey's Admissions and Transport team will forward the information to the maintaining Local Authority by 14 May 2014. Where such information is received from applicants after 30 April 2014, Surrey's Admissions and Transport team will pass it on to the maintaining Local Authority as it is received.
37. When acting as a maintaining Local Authority, Surrey will inform the home Local Authority, where different, of an offer that can be made for a maintained school or Academy in Surrey, in order that the home Local Authority can offer the place.
38. When acting as a maintaining Local Authority, Surrey and the admission authorities within it, will not inform an applicant resident in another Local Authority that a place can be offered.
39. When acting as a home Local Authority, Surrey will offer a place at a maintained school or Academy in the area of another Local Authority, provided that the school is ranked higher on the Common Application Form than any school already offered.
40. When acting as a home Local Authority, when Surrey is informed by a maintaining Local Authority of an offer which can be made to an applicant resident in Surrey which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining Local Authority that the offer will not be made.
41. When acting as a home Local Authority, when Surrey has agreed to a change of preference order for good reason, it will inform any maintaining Local Authority affected by the change.
42. When acting as a maintaining Local Authority, Surrey will inform the home Local Authority, where different, of any change to an applicant's offer status as soon as it occurs.
43. When acting as a maintaining Local Authority, Surrey will accept new applications (including additional preferences) from home Local Authorities for maintained schools and academies in its area.

## Waiting Lists

44. Where a child does not receive an offer of their first preference school, their name will automatically be placed on the waiting list for each school in Surrey that is named as a

higher preference school to the one they have been offered. Parents will be advised that if they want to go on the waiting list for an out of county preference school that they should contact the school or the maintaining Local Authority for the school to establish their policy on waiting lists.

- 45.** Details of pupils on the waiting list for each school within Surrey will be shared with each school by 7 May 2014.
- 46.** Each admission authority will operate waiting lists so that it is clear which child will be eligible for the next offer of a place should a vacancy arise. The waiting list order will be determined by the admission criteria of the school. However all offers must be made by the home Local Authority. Admissions authorities are encouraged to share waiting list information confidentially with other local schools to support effective planning of school places.
- 47.** Schools within Surrey will not inform any applicant that a place can be offered in advance of such notification being sent by the home Local Authority.
- 48.** Waiting lists for each school will be held until the end of the Autumn term after which some schools may cancel their waiting lists and in those cases parents may apply in writing to remain on the list if they wish to.

## Surrey County Council

### Proposed Coordinated Scheme for Admission to Secondary School 2014/15

#### Applications

1. Surrey's Admissions and Transport team will distribute information leaflets on admissions early in September 2013. These will be distributed to all children in Year 6 in Surrey maintained schools who are resident in Surrey. The leaflet will refer parents to the Surrey County Council website [www.surreycc.gov.uk/admissions](http://www.surreycc.gov.uk/admissions) via which parents will be able to access the admissions booklet and apply online. Alternatively, they can obtain a secondary school admissions booklet and a paper preference form by ringing the Surrey Schools and Childcare Service on 0300 200 1004.
2. All parents living in Surrey must only complete Surrey's online application form or a Surrey paper form. Parents living outside Surrey must use their Home Local Authority's form to apply for a place at a Surrey school. Parents living inside Surrey can apply for a school in another Local Authority on Surrey's online or paper form. Along with all other Local Authorities, Surrey operates an equal preference system. Surrey's application form invites parents to express a preference for up to six maintained secondary schools or Academies within and/or outside of Surrey (and any City Technology College that has agreed to participate in their Local Authority's Qualifying Scheme). This enables Surrey County Council to offer a place at the highest possible ranked school for which the applicant meets the admission criteria.
3. In accordance with the School Admissions Code, the order of preference given on the application form will not be revealed to a school within the area of Surrey. However, where a parent resident in Surrey expresses a preference for a school in the area of another Local Authority, the order of preference for that Local Authority's school will be revealed to that Local Authority in order that it can determine the highest ranked preference in cases where a child is eligible for a place at more than one school in that Local Authority's area.
4. The closing date for all applications (either online or paper) will be 31 October 2013 but parents will be encouraged to return their form by 25 October 2013, which is the Friday that schools break up for the autumn half term. Changes to ranked preferences and applications received after the closing date will not be accepted unless they are covered by the paragraphs in this scheme which relate to late applications and changes of preference. If a parent completes more than one application stating different school preferences, Surrey's Admissions and Transport team will accept the form submitted on the latest date before the closing date. If the date is the same, Surrey's Admissions and Transport team will contact the parents to ask them to confirm their ranked preferences.
5. Schools that are their own admission authority must not use any other application form but may use a supplementary form if they need to request additional information that is required to apply their admission criteria. Surrey County Council's website and the Secondary School Admissions booklet will indicate which schools require a supplementary form. Supplementary forms can be accessed via the website or can be obtained from each school. All supplementary forms should be returned to the school by the date specified by the school but in any case no later than the national closing date of 31 October 2013. Surrey County Council will publish information that will encourage applicants to submit their supplementary form by 25 October 2013 (i.e. the



Friday before half term). The supplementary form should clearly indicate where it is to be returned. Where supplementary forms are used by admission authorities within Surrey, the Admissions and Transport team will seek to ensure that these only collect additional information which is required by the published oversubscription criteria in accordance with the School Admissions Code.

6. Where a school in Surrey receives a supplementary form, Surrey's Admissions and Transport team will not consider it to be a valid application unless the parent/carer has also listed the school on their home Local Authority's Common Application Form.
7. Surrey's Admissions and Transport team will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is a Looked After or Previously Looked After Child and will provide evidence to the maintaining Local Authority in respect of a preference for a school in its area by 14 November 2013.
8. Surrey's Admissions and Transport team will advise a maintaining Local Authority of the reason for any preference expressed for a school not in its area and will forward any supporting documentation to the maintaining Local Authority by 14 November 2013.
9. Surrey County Council participates in the Pan London Coordinated Admission Scheme. Surrey's Admissions and Transport team will upload application data relating to preferences for schools in other participating Local Authorities, which have been expressed within the terms of Surrey's scheme, to the Pan London Register by 14 November 2013. Alternative arrangements will be made to forward applications and supporting information to non-participating Local Authorities.
10. Surrey County Council will participate in the Pan London application data checking exercise scheduled between 16 December 2013 and 2 January 2014.

## **Processing**

11. By 9 December 2013, Surrey's Admissions and Transport team will have assessed the level of preferences for each school and will send all admission authority schools a list of their preferences so that they can apply their admission criteria.
12. By 13 January 2014 all schools which are their own admission authority will have applied their admission criteria and will provide Surrey's Admissions and Transport team with a list of all applicants in rank order. This will enable Surrey to offer places to ensure that under the terms of the coordinated scheme each applicant is offered the highest possible ranked preference. Surrey County Council will expect schools to adhere to their Published Admission Number unless there are exceptional circumstances such as if this would not enable the Local Authority to fulfil its statutory duty where the demand for places exceeds the number of places available.
13. Between 3 and 14 February 2014 Surrey's Admissions and Transport team will send and receive electronic files with all coordinating Local Authorities, in order to achieve a single offer.

## **Offers**

14. Surrey's Admissions and Transport team will identify the school place to be offered and communicate information as necessary to other Local Authorities by 14 February 2014.

In instances where more than one school could make an offer of a place to a child, Surrey's Admissions and Transport team will offer a place at the school which the parent had ranked highest on the application form. Where Surrey is unable to offer a place at any of the preferred schools the Admissions and Transport team will offer a place at an alternative Community or Voluntary Controlled school with places or by arrangement with an Academy or Voluntary Aided, Foundation or Trust school with places.

15. Surrey's Admissions and Transport team will not make an additional offer between the end of the iterative process and 3 March 2014 which may impact on an offer being made by another participating Local Authority.
16. Notwithstanding paragraph 15, if an error is identified within the allocation of places at a Surrey school, the Admissions and Transport team will attempt to manually resolve the allocation to correct the error. Where this impacts on another Local Authority (either as a home or maintaining Local Authority) Surrey's Admissions and Transport team will liaise with that Local Authority to attempt to resolve the correct offer and any multiple offers which might occur. However, if another Local Authority is unable to resolve a multiple offer, or if the impact is too far reaching, Surrey's Admissions and Transport team will accept that the applicant(s) affected might receive a multiple offer.
17. Surrey's Admissions and Transport team will participate in the Pan London offer data checking exercise scheduled between 17 and 26 February 2014.
18. Surrey's Admissions and Transport team will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than 27 February 2014.
19. By 3 March 2014, lists of children being allocated places will be sent to secondary schools for their information.
20. On 3 March 2014 an outcome will be sent by Surrey's Admissions and Transport team to all parents who have completed a Surrey application form. Where a first preference has not been met a letter will be sent by first class post which will refer parents to Surrey's website or the Contact Centre for further advice. Parents will be asked to confirm whether or not they wish to accept any school place offered. UNDER NO CIRCUMSTANCES MUST ANY SCHOOL WRITE TO OR MAKE ANY OTHER CONTACT WITH PARENTS TO "MAKE AN OFFER" OF A PLACE, OR TAKE ANY ACTION TO INFORM THEM THAT A PLACE WILL OR WILL NOT BE OFFERED BEFORE 3 MARCH 2014.

## **Late Applications and changes of preference**

21. It is recognised that applications will be received after the closing date and that some parents will wish to change their preference e.g. if a family is new to the area or has moved house. Such applications must still be dealt with and this section deals with applications received in these circumstances.

### **Applications and changes of preference received after the closing date but before 3 March 2014**

22. Some late applications will be treated as late for good reason. These will generally relate to applications from families who are new to the area where it could not reasonably have been expected that an application could have been made by the

closing date. Applicants must be able to provide recent proof of ownership or tenancy of a Surrey property (completion or signed tenancy agreement). Other cases might relate to a single parent family where the parent has been ill or where there has been a recent bereavement of a close relative. These cases will be considered individually on their merits.

23. The latest date that an application can be accepted as late for good reason is 13 December 2013. If an application is deemed late for good reason and all supporting information is received by this date it will be passed to any admission authority named for consideration alongside all applications received on time.
24. Where applications which have been accepted as late for good reason contain preferences for schools in other Local Authorities the Admissions and Transport team will forward the details to maintaining Local Authorities as they are received.
25. Where an applicant lives out of County, Surrey will accept late applications which are considered to be on time within the terms of the Home Local Authority's scheme.
26. The latest date for the upload to the Pan London Register of late applications which are considered to be on time is 13 December 2013.
27. Where an applicant moves from one participating Home Local Authority to another after submitting an on time application under the terms of the former Home Local Authority's scheme, the new Home Local Authority will accept the application as on time up to 13 December 2013, on the basis that an on time application already exists within the Pan London system. Applicants moving to or from non-participating Pan London Local Authorities will be managed on a case by case basis.
28. Late applications from parents where it could reasonably have been expected that an application could have been made by the closing date and those received after 13 December 2013 will be considered as late. These applications will not be processed until after all on time applications have been considered.
29. Some parents may wish to change a preference after the closing date due to a change of circumstances. Surrey's Admissions and Transport team will accept changes to preferences after the closing date only where there is good reason, such as a house move or other significant change of circumstance, which makes the original preference no longer practical. Any such request for a change of preference must be supported by documentary evidence and must be received by 13 December 2013. Any changes of preference received after 13 December 2013 will not be considered until all on time applications have been dealt with.

#### **Applications and changes of preference received between 3 March 2014 and 31 August 2014**

30. Applications will continue to be received after the 3 March 2014. Only those preferences expressed on the application form will be valid. Where the school is its own admission authority the application data will be sent to them requesting an outcome for the preference within 14 days. Once the outcome is known for each preference Surrey's Admissions and Transport team will issue the outcome letter to the parent.
31. Where the stated preference is for a school in a neighbouring authority the application form will be passed to that authority requesting an outcome for the preference within 14 days. Once the outcome is known for each preference Surrey's Admissions and Transport team will issue the outcome letter to the parent.

32. After 3 March 2014 some parents may wish to change a preference or order of preferences due to a change of circumstances. Surrey's Admissions and Transport team will accept changes to preferences or order of preferences after the 3 March 2014. **Parents may also name additional preferences after the offer day of 3 March 2014.**
33. The Coordination Scheme will end on 31 August 2014 Applications received after 31 August 2014 will be considered in line with Surrey's in year admissions procedures.

## Post Offer

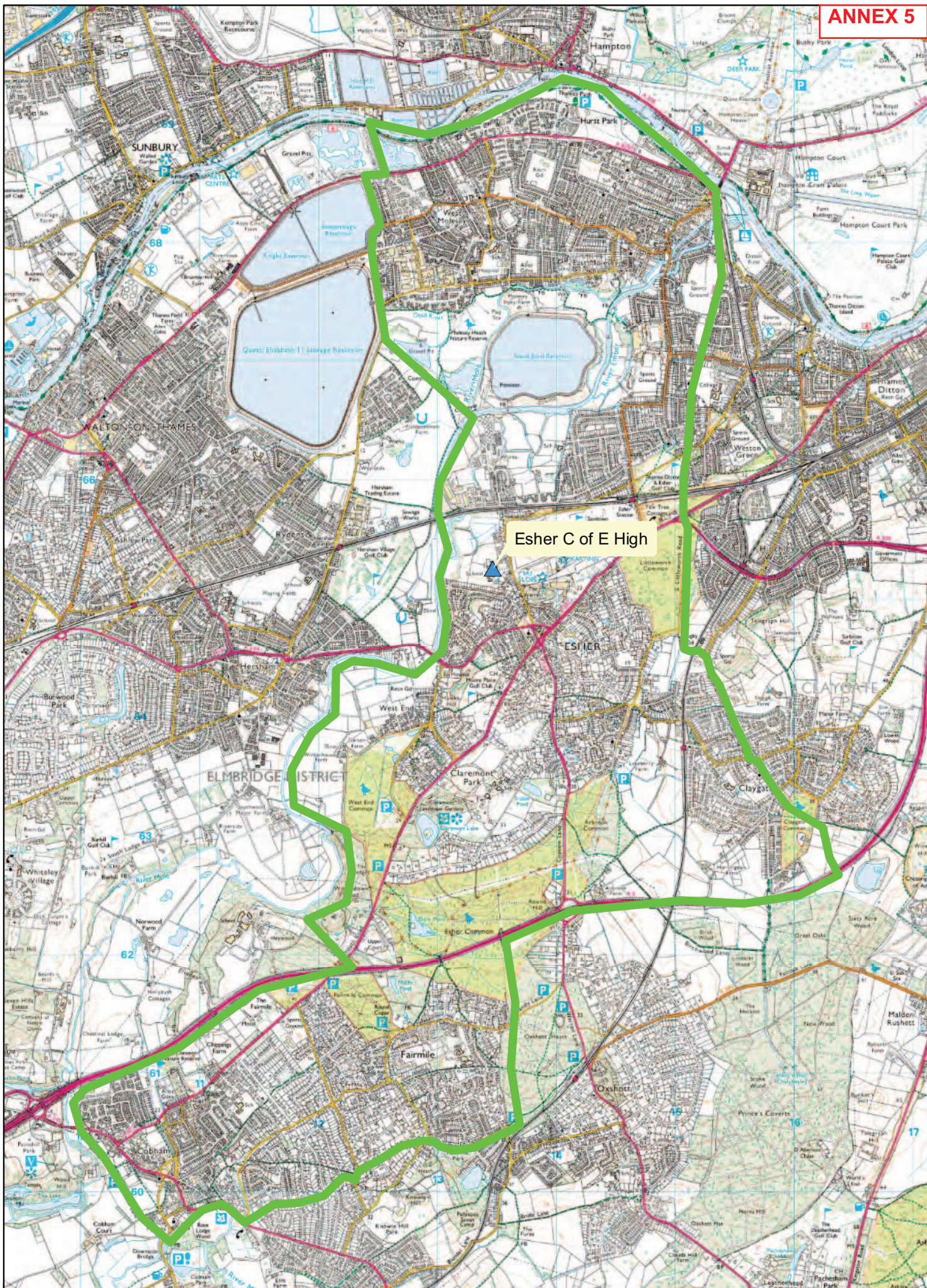
34. Surrey's Admissions and Transport team will request that resident applicants accept or decline the offer of a place by 16 March 2014, or within two weeks of the date of any subsequent offer.
35. If they do not respond by this date Surrey's Admissions and Transport team will issue a reminder. If the parent still does not respond the Admissions and Transport team or the school, where it is its own admission authority, will make every reasonable effort to contact the parent to find out whether or not they wish to accept the place. Only where the parent fails to respond and the Admissions and Transport team or school, where it is its own admission authority, can demonstrate that every reasonable effort has been made to contact the parent, will the offer of a place be withdrawn.
36. Where an applicant resident in Surrey accepts or declines a place in a school maintained by another Local Authority by 16 March 2014, Surrey's Admissions and Transport team will forward the information to the maintaining Local Authority by 23 March 2014. Where such information is received from applicants after 16 March 2014, Surrey's Admissions and Transport team will pass it on to the maintaining Local Authority as it is received.
37. When acting as a maintaining Local Authority, Surrey will inform the home Local Authority, where different, of an offer that can be made for a maintained school or Academy in Surrey, in order that the home Local Authority can offer the place.
38. When acting as a maintaining Local Authority, Surrey and the admission authorities within it, will not inform an applicant resident in another Local Authority that a place can be offered.
39. When acting as a home Local Authority, Surrey will offer a place at a maintained school or Academy in the area of another Local Authority, provided that the school is ranked higher on the Common Application Form than any school already offered.
40. When acting as a home Local Authority, when Surrey is informed by a maintaining Local Authority of an offer which can be made to an applicant resident in Surrey which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining Local Authority that the offer will not be made.
41. When acting as a home Local Authority, when Surrey has agreed to a change of preference order for good reason, it will inform any maintaining Local Authority affected by the change.
42. When acting as a maintaining Local Authority, Surrey will inform the home Local Authority, where different, of any change to an applicant's offer status as soon as it occurs.

- 43.** When acting as a maintaining Local Authority, Surrey will accept new applications (including additional preferences) from home Local Authorities for maintained schools and academies in its area.

## **Waiting Lists**

- 44.** Where a child does not receive an offer of their first preference school, their name will automatically be placed on the waiting list for each school in Surrey that is named as a higher preference school to the one they have been offered. Parents will be advised that if they want to go on the waiting list for any out of county preference school that they should contact the school or the maintaining Local Authority for the school to establish their policy on waiting lists.
- 45.** Details of pupils on the waiting list for each school within Surrey will be shared with each school by 28 March 2014.
- 46.** Each admission authority will operate waiting lists so that it is clear which child will be eligible for the next offer of a place should a vacancy arise. The waiting list order will be determined by the admission criteria of the school. However all offers must be made by the home Local Authority. Admissions authorities are encouraged to share waiting list information confidentially with other local schools to support effective planning of school places.
- 47.** Schools within Surrey will not inform any applicant that a place can be offered from a waiting list in advance of such notification being sent by the home Local Authority.
- 48.** Waiting lists for each school will be held until the end of the Autumn term after which some schools may cancel their waiting lists and in those cases parents may apply in writing to remain on the list if they wish to.

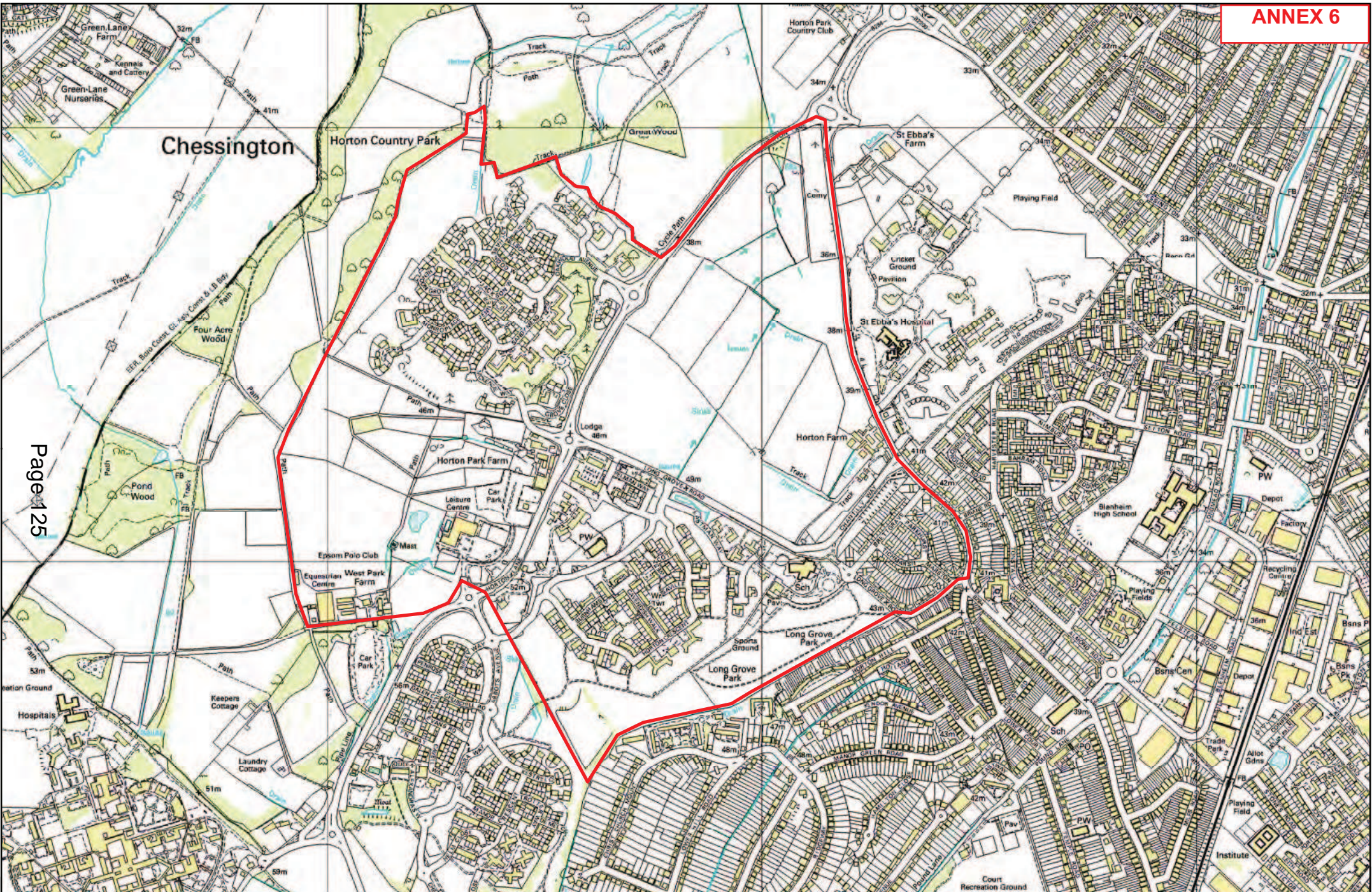
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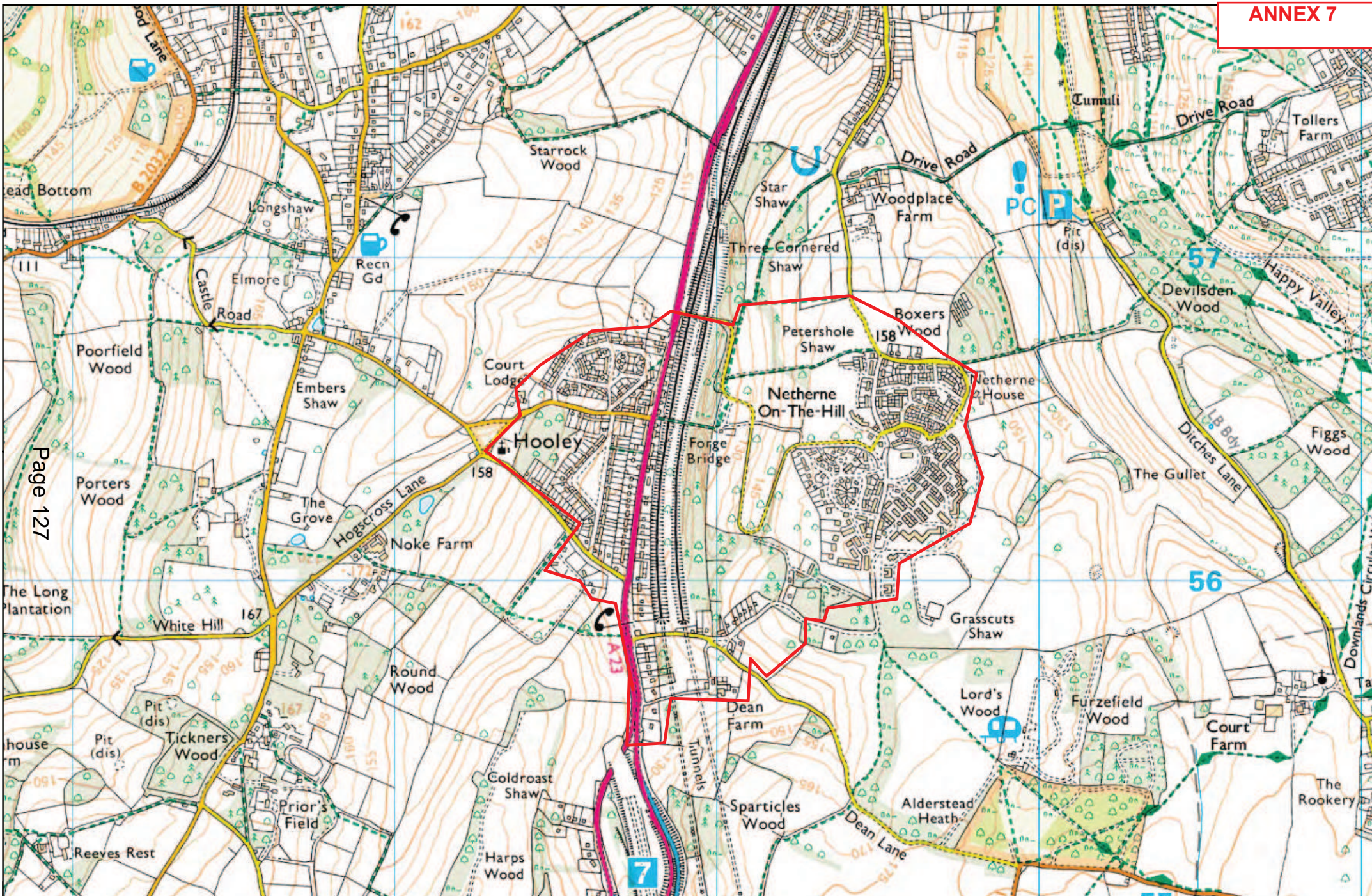




### Southfield Park Primary Catchment Area



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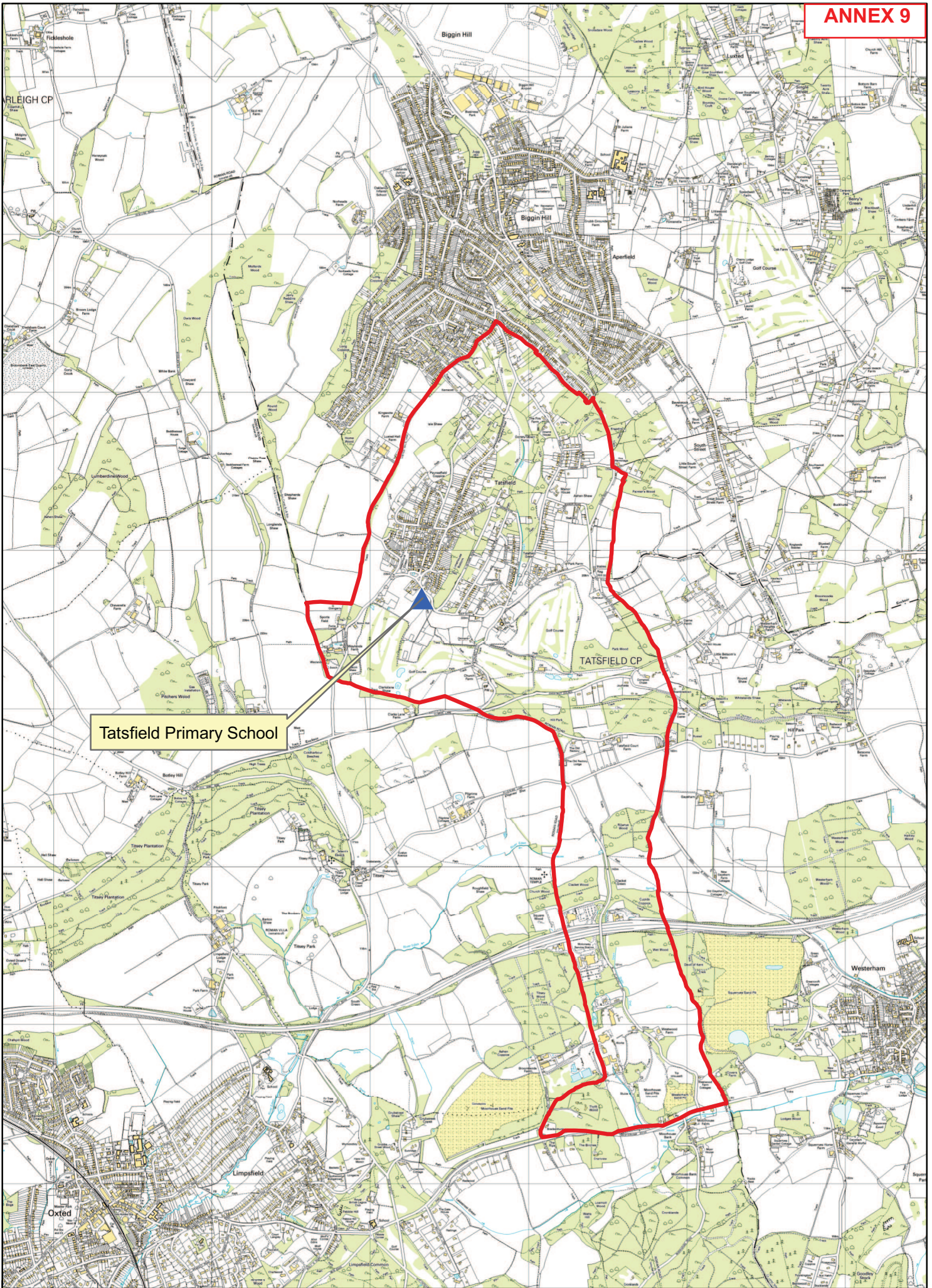
### Woodmansterne Primary Catchment Area



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Tatsfield Primary School

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## PROPOSED Admission arrangements for Surrey County Council's Community and Voluntary Controlled schools September 2014

This document sets out Surrey County Council's PROPOSED admission arrangements for Community and Voluntary Controlled schools for September **2014**.

1. The Published Admission Numbers for Surrey's Community and Voluntary Controlled schools for **2014** admission are set out in ANNEX 1.
2. Applications for admission at the normal intake will be managed in accordance with Surrey's coordinated schemes on primary and secondary admission. Please see Surrey's coordinated schemes at ANNEX 4 for further details regarding applications, processing, offers, late applications, post-offer and waiting lists.
3. Applications for Reception and Junior school must be made by 15 January **2014**. Places at Surrey primary schools will be offered on the basis of the preferences that are shown on the application form. Parents will be asked to rank up to **four** preferences and these will be considered under an equal preference system.
4. Applications for Secondary school must be made by 31 October **2013**. Places at Surrey secondary schools will be offered on the basis of the preferences that are shown on the application form. Parents will be asked to rank up to six preferences and these will be considered under an equal preference system.
5. The admission arrangements for September **2014** for the majority of Surrey's Community and Voluntary Controlled schools are set out in Section 7 below. Where there are local variations these are set out by area and by school in Section 8.
6. Children with a Statement of Special Educational Needs that names a school will be allocated a place before other applicants are considered. In this way, the number of places available will be reduced by the number of children with a statement that has named the school.
7. Other than for schools listed in Section 8, when a Community or Voluntary Controlled school is over-subscribed for any year group, applications for entry in **2014/2015** will be ranked in the following order:
  - i) **First priority: Looked after and previously looked after children**  
See Section 9 for further information relating to looked after and previously looked after children.
  - ii) **Second priority: Exceptional social/medical need**  
See Section 10 for further information relating to exceptional social/medical need.
  - iii) **Third priority: Children who will have a sibling at the school or at an infant/junior school which is on a shared/adjoining site at the time of the child's admission**  
See ANNEX 2 for schools that will be treated as being on shared/adjoining sites for the purpose of this criterion. See Section 11 for further information relating to siblings.

If within this category there are more applicants than places available, any remaining places will be offered to applicants who meet this criterion on the basis of proximity of the child's home address to the school (please see criterion v).

**iv) Fourth priority: Children for whom the school is the nearest to their home address**

A list of the Academies and Foundation, Trust and Voluntary Aided schools that will be considered to admit local children and the out of county schools that will not be considered to admit local Surrey children can be seen at ANNEX 3. See Section 12 for further information on the definition of nearest school. See Section 13 for further information on the definition of home address.

If within this category there are more applicants than places available, any remaining places will be offered to applicants who meet this criterion on the basis of proximity of the child's home address to the school (please see criterion v).

**v) Fifth priority: Any other children**

Remaining places will be offered on the basis of nearness to the school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System. See Section 13 for further information on the definition of home address.

Where two or more children share a priority for a place, e.g. where two children live equidistant from a school and only one place remains, Surrey County Council will draw lots to determine which child should be given priority.

## **8 LOCAL ADMISSION ARRANGEMENTS FOR SEPTEMBER 2014**

**a) Elmbridge**

**i) Esher High School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. Children living within the catchment area of Esher High School (see ANNEX 5 for map)
5. Any other children

If the school is oversubscribed within any category priority will be given to those living closest to the school. Home to school distance will be measured by a straight line from the address point of the pupil's house as set by Ordnance Survey to the nearest official school gate for pupils to use.

**ii) Hinchley Wood Primary School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings for whom the school is the nearest to their home address
4. Non-siblings for whom the school is the nearest to their home address
5. Other siblings for whom the school is not the nearest to their home address
6. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**iii) Thames Ditton Infant School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings for whom the school is the nearest to their home address
4. Non-siblings for whom the school is the nearest to their home address
5. Other siblings for whom the school is not the nearest to their home address
6. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**iv) Thames Ditton Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. **Siblings for whom the school is the nearest school to their home address**
4. **Children attending Thames Ditton Infant School for whom the school is the nearest school to their home address**
5. **Other children for whom the school is the nearest school to their home address**
6. **Other siblings for whom the school is not the nearest school to their home address**
7. **Other children attending Thames Ditton Infant School for whom the school is not the nearest school to their home address**
8. **Any other children**

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**b) Epsom & Ewell**

**i) Southfield Park Primary School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. Children living in the defined catchment area of the school (see ANNEX 6 for map). If the number of applicants in the defined catchment area is greater than the number of places available at the school, places will be offered to those living the furthest distance from the school, measured in a straight line.

**5. Other children for whom the school is their nearest school**

**6. Any other children**

If there is oversubscription in criterion 5 and 6, priority will be given on the basis of nearness to the school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**ii) Wallace Fields Infant School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children who will have a sibling at Wallace Fields Infant School on the date of their admission and that sibling was on roll at that school at the end of the 2012/13 academic year
4. Other children who will have a sibling at Wallace Fields Infant School or Wallace Fields Junior School on the date of their admission and for whom the school is the nearest to their home address
5. Non-siblings for whom the school is the nearest to their home address
6. Other children who will have a sibling at Wallace Fields Infant School or Wallace Fields Junior School on the date of their admission and for whom the school is not the nearest to their home address
7. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**iii) Wallace Fields Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children who will have a sibling at Wallace Fields Junior School on the date of their admission and that sibling was on roll at that school at the end of the 2012/13 academic year
4. Other children who will have a sibling at Wallace Fields Infant School or Wallace Fields Junior School on the date of their admission and for whom the school is the nearest to their home address
5. Non-siblings for whom the school is the nearest to their home address
6. Other children who will have a sibling at Wallace Fields Infant School or Wallace Fields Junior School on the date of their admission and for whom the school is not the nearest to their home address
7. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

c) **Guildford**

i) **Walsh C of E Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending Walsh Memorial CofE (Controlled) Infant School
4. Siblings not admitted under 3 above
5. Children attending St Paul's CofE Infant School (Tongham)
6. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

d) **Mole Valley**

i) **St Martin's Primary School at 7+:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. Children attending St Michael's CofE (Aided) Infant School
5. Children for whom the school is the nearest to their home address
6. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

e) **Reigate & Banstead**

i) **Banstead Community Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. **Children attending Banstead Infant School**
4. **Siblings not admitted under 3 above**
5. **Any other children**

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

ii) **Earlswood Junior School (formerly Brambletye Junior School):**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending Earlswood Infant School
4. Siblings not admitted under 3 above

5. Children for whom the school is the nearest to their home address
6. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**iii) Reigate Priory School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. **Children attending Holmesdale Infant or Reigate Parish for whom Reigate Priory is the nearest school with a Junior PAN**
5. **Other children for whom Reigate Priory is the nearest school with a Junior PAN**
6. **Children attending Holmesdale Infant or Reigate Parish for whom Reigate Priory is not the nearest school with a Junior PAN**
7. **Any other children**

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**iv) Warren Mead Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending Warren Mead Infant School
4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**v) Woodmansterne Primary School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. Children living in the defined catchment area of the school (see ANNEX 7 for map).
5. Children for whom the school is nearest to the home address
6. Any other children

If there is oversubscription within any criteria, priority will be given on the basis of nearness to the school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for

pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

f) **Runnymede**

i) **New Haw Community Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending The Grange Community Infant School
4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

ii) **Ottershaw CofE Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending Ottershaw CofE Infant School
4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

iii) **St Ann's Heath Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. **Siblings**
4. **Children attending Trumps Green Infant School**
5. **Children for whom St Ann's Heath Junior School is the nearest school with a Junior PAN**
6. **Any other children**

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

g) **Surrey Heath**

i) **Crawley Ridge Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending Crawley Ridge Infant School

4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**ii) Hammond Community Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending Lightwater Village School
4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**h) Tandridge**

**i) Oxted School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. Children who both live in the catchment area (see ANNEX 8 for map) and who attend one of the following partner/feeder schools:

- Crockham Hill CofE Primary School (Kent)
- Dormansland Primary School
- Godstone Village School
- Holland Junior School
- Lingfield Primary School
- St Catherine's Primary School
- St John's CofE (Aided) Primary School
- St Mary's CofE Junior School
- St Stephen's CofE Primary School
- Tatsfield Primary School
- Woodlea School

5. Those children who live in the catchment area but do not attend one of the partner/feeder schools named above
6. Any other children

If there is oversubscription within any criteria, priority will be given to children who live furthest from their nearest alternative school as measured by straight line from the address point of the pupil's house, as set by Ordnance Survey, to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.



**ii) Tatsfield Primary School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. **Children who will have a sibling on roll at the school at the end of the 2013/14 academic year and that sibling will still be expected to be on roll at the school on the date of the child's admission**
4. **Siblings who live within the catchment area (see ANNEX 9 for map)**
5. **Other children who live within the catchment area**
6. **Siblings who live outside the catchment area**
7. **Other children who live outside the catchment area**

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**i) Waverley**

**i) Farnham Heath End School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. Children attending a named partner school. In alphabetical order these are:
  - Hale Primary School
  - Potter's Gate CofE Primary School
  - St Michael's CofE Junior School (Hampshire)
  - William Cobbett Junior School
5. Children for whom the school is the nearest to their home address
6. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**ii) Hale Primary School at 7+:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. Children attending one of the following named partner schools. In alphabetical order these are:
  - Folly Hill Infant School
  - Weybourne Infant School
5. Children for whom the school is the nearest to their home address
6. Any other children

If there is oversubscription in any of the above criteria priority will be given on the

basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**iii) Shottermill Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending Shottermill Infant School
4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**iv) William Cobbett Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Siblings
4. Children attending a named partner school. In alphabetical order these are:
  - Badshot Lea Village Infant School
  - Folly Hill Infant School
  - Weybourne Infant School
5. Children for whom the school is the nearest to their home address
6. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**j) Woking**

**i) The Hermitage Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending The Oaktree Infant School
4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**ii) Knaphill Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending Knaphill Lower School
4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**iii) West Byfleet Junior School:**

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children attending West Byfleet Infant School
4. Siblings not admitted under 3 above
5. Any other children

If there is oversubscription in any of the above criteria priority will be given on the basis of nearness to school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

**9. Looked after and previously looked after children**

Within the admission arrangements for all Community and Voluntary Controlled schools looked after and previously looked after children will receive the top priority for a place. Looked after and previously looked after children will be considered to be:

- children who are registered as being in the care of a Local Authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and
- children who have left care through adoption (in accordance with Section 46 of the Adoption and Children Act 2002), a residence order (in accordance with Section 8 of the Children Act 1989) or special guardianship order (in accordance with Section 14A of the Children Act 1989).

Places will be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

**10. Exceptional social/medical need**

Occasionally there will be a very small number of children for whom exceptional social or medical circumstances will apply which will warrant a placement at a particular school. Supporting evidence from a professional is required such as a doctor and/or consultant for medical cases or a social worker, health visitor, housing officer, the police or probation officer for other social circumstances. This evidence must confirm the circumstances of the case and must set out why the child should

attend a particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

Places may be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

## **11. Siblings for Community and Voluntary Controlled schools**

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living at the same address.

A child will be given sibling priority if they have a sibling at the school concerned at the time of the child's admission. For the initial intake to the school a child will be given priority for admission only if their sibling will still be at the school in September **2014** or he/she will have a sibling at an infant/junior school on a shared/adjoining site in September **2014**. See ANNEX 2 for schools that will be treated as being on adjoining or shared sites for the purpose of the sibling criterion. This will apply both at the initial allocation of places and also when prioritising the waiting list. Giving sibling priority has the effect of maximising the opportunity for children in the same family to be educated at the same school or at a school on a shared or adjoining site.

At the initial allocation, when a parent is applying for a Reception place at an Infant school that has **both a feeder and sibling link** to a Junior school and that child has a sibling currently attending Year 2 of the Infant school but who will have left by the time the younger child starts, the Reception applicant will be considered under the sibling criterion as part of the initial allocation. This is because, due to the feeder link, they will be expected to still have a sibling at the linked junior school at the time of admission. The schools for which this will apply are as follows:

### **Banstead Infant and Banstead Community Junior**

Crawley Ridge Infant and Crawley Ridge Junior

Earlswood Infant and Earlswood Junior

The Grange Community Infant and New Haw Community Junior

Knaphill Lower and Knaphill Junior

Lightwater Village Infant and Hammond Community Junior

Ottershaw Infant and Ottershaw Junior

Shottermill Infant and Shottermill Junior

The Oaktree Infant and The Hermitage Junior

### **Trumps Green Infant and St Ann's Heath Junior**

Walsh Memorial CofE Infant and Walsh CofE Junior

Warren Mead Infant and Warren Mead Junior

West Byfleet Infant and West Byfleet Junior

Weybourne Infant and William Cobbett Junior

For other schools, which have a sibling link but no feeder link, neither child will be treated as a sibling under the sibling criterion until after the offer day. At that time, if

a place has been offered to only one child, the waiting list position for the other child will be adjusted to reflect the fact that they are expected to have a sibling in a school on a shared or adjoining site at the time of admission. The schools for which this will apply are as follows:

Eastwick Infant and Eastwick Junior  
The Mead Infant and Auriol Junior  
Meath Green Infant and Meath Green Junior  
Merrow CofE Infant and Bushy Hill Junior (Foundation)  
Wallace Fields Infant and Wallace Fields Junior'

Where a sibling is in Year 11 or Year 12 at a school that has a sixth form at the time of an application for a younger child to start year 7 in September **2014**, they will be deemed as being in the school at the time of admission, unless the parent has specifically expressed that they will not be continuing in to the following academic year.

## **12. Nearest School**

The nearest school within the admission arrangements for Community and Voluntary Controlled schools is defined as the school closest to the home address with a published admission number for pupils of the appropriate age-range, as measured by a straight line and which admits local children. The nearest school may be inside or outside the county boundary. Under this criterion all Surrey Community and Voluntary Controlled schools are considered to admit local children. A list of the Academies and Foundation, Trust and Voluntary Aided schools that are considered to admit local children and the out of county schools that will not be considered to admit local Surrey children can be seen at ANNEX 3.

## **13. Home Address**

Within the admission arrangements for Community and Voluntary Controlled schools the child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. In the case of formal equal shared custody **it will be up to the parents to agree which address to use**. In other cases it is where the child spends most of the time. All distances will be measured by the computerised Geographical Information System maintained by Surrey's Admissions and Transport team.

The address to be used for the initial allocation of places to Reception, Year 3 and Year 7 will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's Coordinated Scheme if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Parents have a responsibility to notify Surrey County Council of any change of address.

## **14. Tie Breaker and the admission of twins, triplets, other multiple births or siblings born in the same academic year**

Where two or more children share a priority for a place when using distance as a tie breaker, e.g. where two children live equidistant from a school and only one place

remains, Surrey County Council will draw lots to determine which child should be given priority.

In the case of multiple births, where children are ranked consecutively in their order of priority for a place and there are not sufficient vacancies remaining for each of them, wherever it is logistically possible, each child will be offered a place. Where it is not logistically possible to offer each child a place the child(ren) to be offered the last remaining place(s) will be determined by the drawing of lots.

## **15. Waiting lists**

Where there are more applicants than places available, waiting lists will operate for each year group according to the oversubscription criteria for each school without regard to the date the application was received or when a child's name was added to the waiting list.

Waiting lists for the initial intake to each Community and Voluntary Controlled school will be maintained until the last day of the Autumn term when they will be cancelled. Parents wishing to remain on the waiting list after this date must write to Surrey County Council by 31 December **2014**, stating their wish and providing their child's name, date of birth and the name of their child's current school. After 31 December **2014**, parents whose children are not already on the waiting list but who wish them to be so must apply for in-year admission through Surrey County Council. Waiting lists for all year groups will be cancelled at the end of each academic year.

## **16. In-year admissions**

The following applications will be treated as in-year admissions:

- applications after 1 September 2014, for admission to Reception
- applications after 1 September 2014, for admission to Year 3
- applications after 1 September 2014, for admission to Year 7
- all applications for admission to Years 1 to 6 and 8 to 11
- 

Applications for Surrey's Community and Voluntary Controlled schools must be made to the Local Authority on Surrey's common application form. Where there are more applications than places available, each application will be ranked in accordance with the published oversubscription criteria for each school.

## **17. Starting school**

The Community and Voluntary Controlled infant and primary schools in Surrey have a single intake into Reception. All children whose date of birth falls between 1 September **2009** and 31 August **2010** will be eligible to apply for a full time place in Reception at a Surrey school for September **2014**. Parents may request to defer their child's entry to Reception until later in the school year, but this will not be agreed beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted. Parents may also request for their child to start part time until their child reaches statutory school age.

## **18. Nursery admissions**

A child will be eligible for admission to a nursery class in a Community or Voluntary Controlled school or nursery in the term after they turn 3 years old, although admission will be subject to an application being made and places being available.

Each nursery class within Community and Voluntary Controlled infant and primary schools operate one or two part-time sessions of up to 3 hours a day, depending on the school. This means that children might normally attend in the morning or afternoon, although if the school is offering the place more flexibly this could be over a longer period. Children attending a nursery in a Community or Voluntary Controlled infant or primary school would normally either attend for 5 morning or 5 afternoon sessions per week. Schools which offer part-time sessions of less than 3 hours a day should review their session length each year.

The Local Authority has delegated the admissions of nursery children to the Governing Body of Community and Voluntary Controlled schools. Parents wishing to apply for a place must complete the application form and submit it directly to the school that they wish to apply for when their child is two years old or in accordance with the dates set by the school, if different.

When a nursery in a Community or Voluntary Controlled infant or primary school is over-subscribed for any year group, applications for entry in **2014/2015** will be ranked according to the following criteria:

- a) Looked after and previously looked after children
- b) Where there is a social or medical need for a place at that school
- c) Where a child is expected to have a sibling attending the nursery or the main school at the time of admission
- d) Children who will turn 4 years old between 1 September **2014** to 31 August **2015** (this is to give priority to older children who will be due to transfer to Reception in the next academic year and hence only have one year left to attend nursery)
- e) Children who will be 3 years old between 1 September **2014** to 31 August **2015** (these children will be able to stay on in nursery for another year in **2015/16** as they will not be due to start Reception until September **2016**)

Where any category is oversubscribed, applicants will be ranked according to the straight line distance that they live from the school with priority being given to children who live closest to the school.

Each school will endeavour to inform parents of the outcome of their application by letter, at least one term before admission. If a parent is offered a place they must confirm acceptance directly with the school by the date stipulated in their offer letter.

The final decision with regard to admission and the allocation of morning or afternoon sessions rests with the Governing Body of the school.

Where a school is oversubscribed it will maintain a waiting list in criteria order.

Admission to a school's nursery does not guarantee admission to the Reception class at that school. Applications for Reception must be made on a separate application and be submitted by the statutory deadline in order to be considered.

In addition to nurseries within some Community and Voluntary Controlled infant and primary schools, Surrey also has four stand alone Nursery schools, some with attached Children's Centres, in Chertsey, Dorking, Godalming and Guildford. These may provide a mix of full and part time places. Whilst these schools will also follow the admission criteria set out above, under the social and medical need criterion they may also consider the individual learning need of a child, if it can be demonstrated that no other school can meet the child's learning needs.

## 19. Sixth Form Admissions

The following Community and Voluntary Controlled schools have sixth forms:

- The Ashcombe School
- Therfield School
- Oxted School

### Internal Students

Each school will welcome applications from internal students who will have attended year 11 of the school during the **2013/14** academic year.

### External Students

Each school will also accept applications for entry to the sixth form from external applicants. The Published Admission Number for external applicants for entry to Year 12 in September **2014** will be 15 for each school, but more places may be available subject to the take up by internal applicants. Acceptance onto a programme of subjects/courses is subject to a student having achieved the entry requirements. Students should refer to each school's Sixth Form Prospectus for the individual subject requirements. Individual subjects may be limited in the number of students they can accommodate.

Should applications from suitably qualified external students exceed the number of places available, the following oversubscription criteria will apply:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Other applicants on the basis of nearness to the school, measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey, to the nearest official school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

## 20. Home to School Transport

Surrey County Council has a Home to School Transport policy that sets out the circumstances that children might qualify for free home to school transport.

Generally, transport will only be considered if a child is under 8 years old and is travelling more than two miles or is over 8 years old and travelling more than three miles to the nearest school with a place. Transport will not generally be provided to a school that is further away if a child would have been offered a place at a nearer school had it been named as a preference on the application form, although exceptions may apply to secondary aged children whose families are on a low income if they are travelling to one of their three nearest schools.

Eligibility to transport is not linked to the admission criteria of a school. Some schools give priority to children who are attending a feeder school, but attending a feeder school does not confer an automatic right to transport to a linked school. In considering admission criteria and school preferences it is important that applicants also consider the home to school transport policy so they might take account of the likelihood of receiving free transport to their preferred school before making their application. A full copy of Surrey's Home to School Transport policy is available on Surrey's website at [www.surreycc.gov.uk](http://www.surreycc.gov.uk) or from the Surrey Schools and Childcare Service on 0300 200 1004.



## Surrey's PROPOSED Relevant Area for Admissions - 2013

The School Standards & Framework Act 1998 requires Local Authorities to establish Relevant Area(s) for admission policy consultations. The Relevant Area is the area in which admission authorities must consult with schools regarding their proposed admission arrangements before finalising them.

The Education Act 2002 requires the Local Authority to consult on and review its Relevant Area every 2 years. Surrey last consulted on its Relevant Area in November 2010.

It is proposed that Surrey retains its Relevant Area as follows:

- i) The Local Authority consults on the admission arrangements for Community and Voluntary Controlled schools with:
  - all schools within the administrative area of Surrey
  - all 14 neighbouring Local Authorities
  - any out of county Academy and Foundation, Trust and Voluntary Aided primary school within 4.8 kilometres (3 miles) of the Surrey border
  - any out of county Academy and Foundation, Trust and Voluntary Aided secondary school within 8 kilometres (5 miles) of the Surrey border.
  
- ii) Having first consulted with the Diocese, **primary** Voluntary Aided schools consult with:
  - Surrey County Council
  - all other primary schools within a 4.8 kilometre radius (3 miles)
  - other Local Authorities within a 4.8 kilometre radius (3 miles)
  - other primary Voluntary Aided schools within their own deanery, if appropriate and if these schools are not within the 4.8 kilometre radius
  
- iii) Primary Academies and Foundation and Trust schools consult with:
  - Surrey County Council
  - all other primary schools within a 4.8 kilometre radius (3 miles)
  - other Local Authorities within a 4.8 kilometre radius (3 miles)
  
- iv) Having first consulted with the Diocese, **secondary** Voluntary Aided schools consult with
  - Surrey County Council
  - all other primary and secondary schools within an 8 kilometre radius (5 miles)
  - other Local Authorities within an 8 kilometre radius (5 miles)
  - other primary and secondary Voluntary Aided schools within their own deanery, if appropriate and if these schools are not within the 8 kilometre radius
  
- v) Secondary Academies and Foundation schools consult with:
  - Surrey County Council
  - all other primary and secondary schools within an 8 kilometre radius (5 miles)
  - other Local Authorities within an 8 kilometre radius (5 miles)

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# Addressing Inequalities

Equalities Impact Assessment Interim Template – Nov  
2010

## Surrey County Council Equality Impact Assessment Template

### Stage one – initial screening

<b>What is being assessed?</b>	<b>Admissions Policy and Coordinated Schemes 2013</b>
<b>Service</b>	<b>Admissions and Transport</b>
<b>Name of assessor/s</b>	<b>Claire Potier</b>
<b>Head of service</b>	<b>Peter-John Wilkinson</b>
<b>Date</b>	<b>8 November 2011</b>
<b>Is this a new or existing function or policy?</b>	<b>Existing policy under review</b>

**Write a brief description of your service, policy or function. It is important to focus on the service or policy the project aims to review or improve.**

The policies being considered under this EIA set out the processes and criteria for admitting children to Community and Voluntary Controlled schools and how Surrey County Council will coordinate admission applications and outcomes within the County Council and across County borders. In accordance with the School Admissions Code, these policies include processes and criteria that are fair, objective and transparent.

**Indicate for each equality group whether there may be a positive impact, negative impact, or no impact.**

<b>Equality Group</b>	<b>Positive</b>	<b>Negative</b>	<b>No impact</b>	<b>Reason</b>
<b>Age</b>	<b>X</b>			<b>Parents of 4 year olds can ask for their child to defer entry or start Reception full / part-time</b>
<b>Gender Reassignment</b>			<b>X</b>	

<b>Disability</b>	<b>X</b>			<p><b>Provision is made for SEN children to be admitted to school</b></p> <p><b>Provisions made within the policy for priority to be given to medical need</b></p>
<b>Sex</b>			<b>X</b>	
<b>Religion and belief</b>	<b>X</b>			<b>Provision made within the admissions timetable for faith school to rank their applicants</b>
<b>Pregnancy and maternity</b>			<b>X</b>	
<b>Race</b>			<b>X</b>	
<b>Sexual orientation</b>			<b>X</b>	
<b>Carers</b>	<b>X</b>			<b>Potential for child carers to claim for social priority for a school place</b>
<b>Other equality issues – please state</b>	<b>X</b>			<p><b>Looked After Children, including children who have left care through adoption, a residence order or special guardianship order, receive top priority for a school place by law</b></p> <p><b>A translation service is on offer for parents who might find language a barrier to understanding the literature and the Contact Centre acts as a Choice Advice service to help parents understand the process</b></p>
<b>HR and workforce issues</b>			<b>X</b>	
<b>Human Rights implications if relevant</b>			<b>X</b>	

If you find a negative impact on any equality group you will need to complete stage one and move on to stage two and carry out a full EIA.

A full EIA will also need to be carried out if this is a high profile or major policy that will either effect many people or have a severe effect on some people.

Is a full EIA required?	Yes (go to stage two) X	No
If no briefly summarise reasons why you have reached this conclusion, the evidence for this and the nature of any stakeholder verification of your conclusion.		
Briefly describe any positive impacts identified that have resulted in improved access or services		

**For screenings only:**

Review date	
Person responsible for review	
Head of Service signed off	
Date completed	

- Signed off electronic version to be kept in your team for review
- Electronic copy to be forwarded to Equality and Diversity Manager for publishing

**Stage 2 – Full Equality Impact Assessment - please refer to [equality impact assessment](#) guidance available on Snet**

### **Introduction and background**

Using the information from your screening please describe your service or function. This should include:

- The aims and scope of the EIA
- The main beneficiaries or users
- The main equality, accessibility, social exclusion issues and barriers, and the equality groups they relate to (not all assessments will encounter issues relating to every strand)

The policies being considered under this EIA set out the processes and criteria for admitting children to Community and Voluntary Controlled schools and how Surrey County Council will coordinate admission applications and outcomes within the County Council and across County borders. These are statutory policies required by legislation and in accordance with the School Admissions Code, these policies include processes and criteria that are fair, objective and transparent and that comply with equalities legislation and the Human Rights Act.

The main users of the policies will be parents applying for Surrey schools, schools and neighbouring Local Authorities.

The admission policy allows for SEN children to be admitted ahead of other applicants. These admissions fall outside the scope of admissions legislation.

The admission criteria make provision for Looked After Children, including children who have left care through adoption, a residence order or special guardianship order, as a top priority for admission. The second criteria for admission allows for children who have a social or medical need for a place at a particular school to be given priority, this might include a child who has a disability or a child who has caring responsibilities for a parent.

Most children start school in the year after they turn 4 years old but all children must be in school in the term after they turn 5 years old. By law the admission arrangements for entry to Reception allow for a parent of a 4 year old to defer their entry until later in the school year and for parents of 4 year olds to ask that their child start school part time.

The policies and application procedure are widely publicised on Surrey County Council's website, in print and broadcast media and through publicity posters throughout the County. Parents are encouraged to apply online and leaflets are sent out widely setting out how parents can apply and how they might obtain a paper copy of the application form. Schools act as a support and advisory point for parents and primary schools are asked to target parents of children in their nursery to make sure they apply for a Reception place. Primary schools are also asked to check the applications made to ensure that all children who are approaching Year 7 transition have made an application. Online application numbers are high at over 94%, which demonstrates that most parents have the access and ability to apply online. However the County Council needs to ensure that support continues to be provided to parents who do not have the access or ability to apply online so that these parents have equal access to school places. There is no evidence that would indicate that these families are not currently accessing the service.

The County Council also employs a dedicated translation service for all written material and the Contact Centre is used to support parents who might have difficulty in understanding and applying the policy.

**Now describe how this fits into 'the bigger picture' including other**

### **council or local plans and priorities.**

Surrey County Council acts as admission authority for Community and Voluntary Controlled schools, whilst the governing body of each school acts as the admission authority for Academies and Foundation, Trust and Voluntary Aided schools. The admission arrangements for all schools must be determined by 15 April each year and the arrangements and processes to determine which children will be admitted must be lawful and comply with the School Admissions Code.

Under the Co-ordination regulations each Local Authority must coordinate applications for children living in their area and must publish schemes setting out how it will do this.

The over-arching aspect of admission arrangements and coordinated schemes is that they must be fair and objective, give every parent the opportunity to apply for schools that they want for their child, provide parents with clear information and provide support to parents who find it hardest to understand the system.

### **Evidence gathering and fact-finding**

**What evidence is available to support your views above? Please include a summary of the available evidence including identifying where there are gaps to be included in the action plan.**

**Remember to consider accessibility alongside the equality groups**

95% of parents applied online but regard must be given to the parents who did not and actions included to ensure that those parents who cannot apply online are not disadvantaged

37 places offered at Community and Voluntary Controlled schools to Looked After Children as top priority in 2011

29 places offered at Community and Voluntary Controlled schools on exceptional grounds (social/medical need) in 2011

Sources of evidence may include:

- Service monitoring reports including equality monitoring data
- User feedback
- Population data – census, Mosaic
- Complaints data
- Published research, local or national.
- Feedback from consultations and focus groups
- Feedback from individuals or organisations representing the interests of key target groups



- Evidence from partner organisations, other council departments, district or borough councils and other local authorities

**How have stakeholders been involved in this assessment? Who are they, and what is their view?**

Schools which have changes being proposed have been consulted on the changes and are in support. All Community and Voluntary Controlled schools were sent confirmation of the PAN that was to be proposed and were offered the opportunity to query it if they felt it was incorrect or if they had anticipated a change.

The consultation is the opportunity to engage with parents and the wider school community.

**Analysis and assessment**

**Given the available information, what is the actual or likely impact on minority, disadvantaged, vulnerable and socially excluded groups? Is this impact positive or negative or a mixture of both? (Refer to the EIA guidance for full list of issues to consider when making your analysis)**

Based on the assessment of the policies and the evidence, these policies will have an overall positive equality impact.

**What can be done to reduce the effects of any negative impacts? Where negative impact cannot be completely diminished, can this be justified, and is it lawful?**

No evidence of any negative impact.

**Where there are positive impacts, what changes have been or will be made, who are the beneficiaries and how have they benefited?**

A change has been made to the definition of Looked After Children to ensure

children who have left care through adoption, a residence order or special guardianship order, are included in the top priority for admission

### Recommendations

Please summarise the main recommendations arising from the assessment. If it is impossible to diminish negative impacts to an acceptable or even lawful level the recommendation should be that the proposal or the relevant part of it should not proceed.

### Action Plan – actions needed to implement the EIA recommendations

Issue	Action	Expected outcome	Who	Deadline for action
Availability of paper application forms	Review number and location of late applications	Identify if any groups are being disadvantaged by policy to encourage online applications and if so review policy for making paper forms available	Claire Potier	July 2011

- Actions should have SMART Targets
- Actions should be reported to the Directorate Equality Group (DEG) and incorporated into the Equality and Diversity Action Plan, Service Plans and/or personal objectives of key staff.

Date taken to Directorate Equality Group for challenge and feedback	
Review date	
Person responsible for review	Claire Potier
Head of Service signed off	Peter-John Wilkinson
Date completed	8 November 2011
Date forwarded to EIA	

coordinator for publishing	
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- **Signed off electronic version to be kept in your team for review**
- **Electronic copy to be forwarded to your service EIA coordinator to forward for publishing on the external website**

### **EIA publishing checklist**

- Plain English – will your EIA make sense to the public?
- Acronyms – check that you have explained any specialist names or terminology
- Evidence – will your evidence stand up to scrutiny; can you justify your conclusions?
- Stakeholders and verification – have you included a range of views and perspectives to back up your analysis?
- Gaps and information – have you identified any gaps in services or information that need to be addressed in the action plan?
- Legal framework – have you identified any potential discrimination and included actions to address it?
- Success stories – have you included any positive impacts that have resulted in change for the better?
- Action plan – is your action plan SMART? Have you informed the relevant people to ensure the action plan is carried out?
- Review – have you included a review date and a named person to carry it out?
- Challenge – has your EIA been taken to your DEG for challenge
- Signing off – has your Head of Service signed off your EIA?
- Basics – have you signed and dated your EIA and named it for publishing?

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