

EDUCATION REPORT FOR ELMBRIDGE 2003-2004 ACADEMIC YEAR

SURREY COUNTY COUNCIL'S LOCAL COMMITTEE (ELMBRIDGE AREA) 23 MARCH 2005

SUMMARY:

This report summarises information relating to the education of pupils within the borough, and highlights some issues that are of concern to head teachers, governors and Local Education Authority (LEA) officers. To avoid duplication information shared with Children's Services is covered in the Surrey Children's Service (Education Support Services) report, also on this Local Committee agenda (Item 8).

OFFICER RECOMMENDATIONS:

Members are asked to identify ways in which their support of schools, and/or pupil groups, can facilitate further improvements to education within the borough.

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1 BOROUGH CONTEXT

Introduction

1.1 The purpose of this report is to review education within Elmbridge, examining both educational attainment and highlighting any relevant issues for the academic year 2003-4. In order to present an accurate picture of education in Elmbridge, it is also essential to explain local educational issues and any factors that may have impacted on levels of attainment during the last academic year. For this reason, the report places education within its local context, including both area and pupil group demographics.

Area Profile (See Appendix D)

- 1.2 Indicators of deprivation show Surrey to be a county that is advantaged compared to other Local Authorities. For example, out of 150 County Councils nationally, Surrey is in the top 3% of counties on the Indices of Deprivation¹; and the proportion of pupils entitled to free school meals (7%)² is more than 8% below the national average (16%)³.
- 1.3 Whilst Elmbridge Borough is on the whole a relatively affluent area, there are pockets of deprivation where disadvantaged communities (e.g. Walton North and Walton Ambleside) sit next to, and contrast sharply with, more advantaged neighbourhoods. Elmbridge ranks in the top 5% of Local Authorities nationally on the Indices of Deprivation¹. The borough has the fourth highest percentage of pupils in Surrey that are eligible for free school meals (8%)². It is also important to remember that Elmbridge imports over 10% of its pupils from outside the borough², and of this 5% are from outside Surrey.

Ethnic Minorities⁴ (See Appendix D)

- 1.4 The percentage of the pupils from ethnic minority groups in Surrey $(7\%)^2$ is lower than the national figure $(15\%)^3$. Surrey's profile of ethnic minority pupil groups reflects the national pupil profile, with Asian pupils comprising the largest ethnic group, followed by those of Mixed ethnic origin, then Black ethnic origin. However there are relatively lower percentages of each ethnic minority within Surrey compared to the national figures.
- 1.5 Elmbridge has a similar percentage of ethnic minority pupils to Surrey as a whole at 8%², and the profile of ethnic groups matches that of the county. For some of these pupils, English may not be their first language, however this often has only short-term impact on learning although their early attainment may be relatively low, evidence suggests they usually catch up over time.

Number of schools and pupils⁵ (See Appendix D)

¹ Office of the Deputy Prime Minister (ODPM), Indices of Multiple Deprivation

² Pupil Level Annual School Census (PLASC) 2004 data.

³ DfES, Research and Statistics Gateway, *Statistics of Education Schools in England 2004 Edition* Statistical Volume V05/2004 (excludes Special Schools). Travellers – as footnote 4.

⁴ Travellers, categorised as 'White Irish Traveller' and 'White Gypsy Roma', are subsumed within 'White' Ethnicity and not analysed separately. Specific traveller analysis is included in the MPT report.

⁵ PLASC 2004 data

- There are just over 13,000 pupils in maintained schools within Elmbridge. 1.6 Although the district is a relatively small one in terms of size, only four other Surrey boroughs have more pupils; Spelthorne, Guildford, Reigate & Banstead and Waverley. Elmbridge has 35 schools; nine Infant schools, six Junior schools, fourteen Primary schools, four Secondary schools, one Pupil Referral Unit, and one Special School. Of these schools, one is classed as a small school (i.e. those with typically less than 100 pupils).
 - **Attainment Threshold⁶** (See Appendices A and B)
- 1.7 Measures of pupil attainment in Elmbridge schools are based upon performance table 'threshold' results for SATs / GCSEs.
 - **Key Stage 1 (Infant)** The expectation nationally is that most pupils will achieve a Level Two, and a certain percentage of higher performing pupils will achieve a Level Three in the core subjects (reading, writing, mathematics and science). Elmbridge performs above the national average for both Levels. Compared to other districts and boroughs in Surrey, Elmbridge generally achieves higher levels of attainment. Since last year, results have improved in line with the other districts and boroughs for Level 2, but not for Level 3, where Elmbridge has shown relatively less improvement.
 - Key Stage 2 (Junior) The expectation nationally is that most pupils will achieve a Level Four, and a certain percentage of higher performing pupils will achieve a Level Five in the core subjects (reading, writing, English, mathematics and science). Elmbridge performs above the national average for both Levels. Compared to other districts and boroughs in Surrey, Elmbridge generally achieves higher levels of attainment and, compared to last year, results have generally improved in line other districts and boroughs, with the exception of reading.
 - Key Stage 3 (Lower Secondary) The expectation nationally is that most pupils will achieve a Level Five, and a certain percentage of higher performing pupils will achieve a Level Six in the core subjects (English, mathematics and science). Elmbridge performs above the national average for Level Five. Compared to other districts and boroughs in Surrey, Elmbridge generally achieves average levels of attainment, although results have generally improved less than other districts and boroughs this year.
 - GCSE/ Key Stage 4 (Upper Secondary) The expectation nationally is that most pupils will achieve 5 passes graded at A*-G (87%), and just over half the pupils will achieve 5 passes graded between A*-C (52%). Elmbridge performs above the national average at Key Stage 4. Compared to other districts and boroughs in Surrey, Elmbridge generally achieves similar levels of attainment for those achieving 5 passes at A*-C, but lower attainment for those graded between A*-G.

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⁶ Initial data feeds from Four S, University of Bath and Qualifications and Curriculum Authority. The data refers to the attainment of pupils in schools that were operating through the 2003-4 academic year. Data is provisional for Key Stages 2 and 3, and final data may be significantly different.

1.8 Considering its community profile, Elmbridge may be more accurately compared to neighbouring boroughs, including boroughs outside of Surrey (e.g. Kingston-upon-Thames and Richmond). When using this comparator group, Elmbridge is one of the higher attaining boroughs for Key Stage 2 pupils whose attainment is as expected. However attainment is relatively lower for Key Stage 4 pupils in Elmbridge.

Attainment – Value added⁷ (See Appendix C)

- 1.9 Examining threshold levels in isolation, however, does not give any indication of how far pupils have progressed, and as such, may not show the whole picture. In order to rectify this, the government produces 'value added' results for schools, to allow a fairer comparison between schools with different pupil intakes. For example, students attending school 'A' may achieve above average results when they take their exams while students at school 'B' may achieve below average. In value added terms, however, the students at school 'B' may have made more progress than other students nationally, relative to their starting point, and therefore have a higher value added 'score' than school 'A'.
 - **Key Stage 2 (Junior)** Surrey's performance (100.3) was average compared to the national performance (100). In general, across schools in Elmbridge, value added is in line with this.
 - GCSE/ Key Stage 4 (Upper Secondary) Surrey's performance (988.7) was slightly lower than the national performance (991.2). Elmbridge's value added score is in line with the County average (986.1).

2 ISSUES FOR FUTURE CONSIDERATION

Admissions

- 2.1 Surrey LEA is in the process of implementing recent national legislation on co-ordinated admissions for Secondary schools, and following statutory requirements, is using the consultation period to review its admissions criteria for September 2006. Surrey LEA is also currently conducting a separate pre-consultation with parents, head teachers and governors. This pre-consultation aims to determine stakeholder preferences across a range of issues, such as catchment areas, sibling priority, and calculation method for home-to-school distances. A key objective of the pre-consultation is to determine whether stakeholders favour an admissions process with a preference weighted scheme or one that operates on equal preferences. Following statutory requirements, the outcome of the pre-consultation will be validated the following year (2006), and any changes would then be implemented in 2007. The outcomes of the pre-consultation will be presented to the Select Committee and Executive in Summer 2005.
- A further issue, affecting Secondary schools⁸ admissions (particularly those 2.2 near the county borders), is parental anxiety over expression of a single set

⁷ School Performance Tables 2003/4, DfES website (http://www.dfes.gov.uk/ rsgateway/contents.html). - data only available for Key Stage 2 and Key Stage 4 The primary admissions scheme will not involve co-ordination between other LEAs.

- of preferences through their 'home' LEA. Parents generally appear to favour an equal preference scheme, but some schools are concerned about how this will impact on them. This is also being consulted upon in the pre-consultation discussed above in paragraph 2.1.
- 2.3 In Elmbridge there were three Secondary Schools and nine Primary schools oversubscribed for places in September 2004. While there is an underlying concern that falling birth rates, which have been experienced across Surrey during the five years leading up to 2002, will have an impact on Primary Schools generally over the coming years, the latest birth figures showed a slight upward movement, so that further research is necessary before any reviews of surplus places are initiated in particular localities.

Budget

- 2.4 The outturn position for schools at the beginning of 2004/5 was a reduction in balances of £2.5 million. This indicates that the majority of schools successfully managed the significant financial pressure placed upon them, and some ended the year with surpluses. However the balancing of budgets was at a cost to many schools and required significant cuts to expenditure. This has meant, in some cases, loss of staff, shortened school days, larger class sizes and fewer curriculum resources. A small minority of schools continue to face significant difficulties, exacerbated in some cases by falling rolls. These schools have had to set licensed deficit budgets which are being closely monitored by Surrey LEA through Four S. In Elmbridge one school has a licensed deficit over 5% of their total budget, and two schools have a licensed deficit of less than 5%.
- 2.5 Spending pressures continue with workforce reform and teacher salary progression causing immediate concern. The government's Five-year Strategy for Children and Learners guarantees three-year budgets for schools from 2006, geared to pupil numbers, with every school also guaranteed a minimum per pupil increase each year. The guaranteed minimum pupil increase has been set at 5% for Primary schools and 4% for Secondary and Special schools. Standards Fund increases are set at 4%. It is not anticipated that there will be major changes to funding in 2005/6, however from April 2006 the government has pledged to introduce a new system via a Dedicated Schools Grant. There will be a consultation on its specific proposals in the Spring 2005.

Confederations

- 2.6 This year, eleven new confederations in Surrey, in addition to the original five, have been given start-up funding to explore ways of collaborating to improve outcomes for children, young people, families and communities. To date, 42% of Surrey's schools, 176 in all, are now members of confederations.
- 2.7 Each confederation is focusing on activities that suit local needs, including shared training and technical support. Multi-professional teams are working in partnership with confederations, to provide locally determined support especially for pupils with additional needs. Support for confederations is developing through the year, with advice on employment

- and legal issues, and encouragement to extend their activities into the community.
- 2.8 The ELM Partnership was formed in response to Surrey's 'Organising for Success' initiative that proposed schools voluntarily organise themselves into collaborative networks which have a formal structure and become the focal point for the development of education, health and well being for the children and young people in the area. Head teachers in Elmbridge have a history of working collaboratively and this presented the opportunity to formalise their joint working and to build on the good links that already existed between many of the schools in Elmbridge.
- 2.9 Currently the ELM Partnership includes 5 Infant schools, 16 Primary schools, 2 Secondary schools and a sixth form College, and is one of the largest confederations in Surrey. Our aim is to impact on the lives of the 10,000 children and young people in our schools by raising achievement and aspiration at all Key Stages and by inspiring a love of learning that enables them to acquire the skills and competencies they need to develop to their full potential. Many of our partner schools are among the highest achieving schools in Surrey, and the culture of continuous evaluation and improvement that exists within them is a strong foundation on which to build a successful, collaborative learning community
- 2.10 The ELM Partnership has gained momentum and achievements so far include:
 - 5 Committees, including representation from every school in the Partnership, have been established and drawn up action plans.
 Committees meet each half term and report back to the rest of the Partnership at the termly conferences. The Committees focus on Curriculum, Finance, Community, Continuing Professional Development and Management.
 - Project Manager recruited and in post working 15 hrs per week.
 - Draft Strategic Plan is out for consultation to all our schools. This will be finalised and become our working document by April 05.
 - Termly conferences are held at Sandown Park for head teachers and a governor from every partner school.
 - Successful twilight INSET session with more than 30 participants from partner schools held at Cleves. The focus was Incorporating Dance into Science and Geography.
 - · Support group for Newly Qualified Teachers established.
 - E-bulletin distributed to every partner school each half term.
 - A web page for the Partnership is in the process of being established within the Elmbridge BC website.
 - Initial links with Multi-Professional team established.
 - A successful bid for £2000 to R C Sheriff Rosebriars Trust to support our collaborative cross-phase 'Rivers' project.
 - A transition project is in progress.

- A Logo competition across the Partnership produced 2 designs to be amalgamated into a logo, to form the ELM Partnership 'brand'.
- Areas of disadvantage within the Partnership locality have been identified to enable initiatives to be targeted effectively.
- Initial discussions with Four S have taken place to look at opportunities for economies of scale and bespoke service specifications.
- 2.11 The funding from Surrey County County is used to pay the Project Manager's salary and in this financial year to fund our launch on 27th May 2005 at Sandown Park. The cost of bringing together 800+ staff is very high but vital to the success of the ELM Partnership, as it will be the first time all of our staff have had the opportunity to work together and experience the benefits of being in the partnership in a tangible way. If we are to succeed in our aims, commitment and buy-in from all staff is crucial.

2.12 Plans for the future include:

- Coordinating networking groups for Teaching Assistants, Subject Coordinators, Nursery Nurses, Bursars/Admin officers.
- Develop a Family Support Resource Pack for each school.
- Set up a programme of in-service opportunities between partner schools.
- Working in partnership with the Multi Professional team.
- Write a broad, creative, cross phase curriculum that inspires pupils and staff and raises standards.

Governor Recruitment

- 2.13 The overall number of school governors in Surrey is approximately 6,569. This figure indicates a vacancy rate of around 1,015, which equates to 15.5%. This is higher than the national average of approximately 12% (the statistical data is only available from 1992), but is in line with other South East Regions. (The data on vacancies within each borough or district is not currently available, although it may be possible to obtain this in the near future.)
- 2.14 To date, 65% of schools within Surrey have reconstituted their governing body under the requirements of the 2002 Education Act. This is a factor in the vacancy rate, as some schools are holding over vacancies until reconstitution has been completed. The result of this process has been an average net loss of one governor per school in order to achieve the optimum size required by the governing body.
- 2.15 86% of governing bodies buy into Surrey's Four S Governance
 Consultancy Service Level Agreement. The level of support received is in
 relation to the level of service purchased, but where a school is on the
 Additional Support and Intervention Programme (ASIP), and a governing
 body is judged as being in need of additional support, this is provided and
 financed through the Education Development Plan. 41% of individual

governors have attended at least one training event and 74% of governing bodies have been represented at training over the past year. Four S has delivered 93 centre-based training events and 132 in-house sessions for schools. However this only represents a total attendance at LEA provided training of around 35% of governors. Uptake of Governor training may therefore be an issue for schools, although some may be accessing it from other sources such as the dioceses or in-house sessions led by staff or independent trainers. The new Ofsted inspection framework grades governing bodies on their effectiveness. With the constant changes to education law and practice it is important that governors keep abreast of new initiatives and have the opportunity to meet with other governors to discuss them.

Recruitment and Retention

- 2.16 The LEA was successful in its application to become a 'designated' recommending body' for primary school graduate teachers training, and the first cohort of trainees qualified at the end of the summer term.
- Teacher vacancy levels fell in 2004 (June) by approximately 23% to their lowest level in over 4 years. Although most posts are filled, difficulties still remain in recruiting head teachers, some subject specialists in Secondary schools and good quality supply teachers. Recruitment and retention is still a time consuming issue of concern for both head teachers and governors.

School Re-organisation

Walton Oak School opened at the beginning of September following the 2.18 closure and amalgamation of Swansmere Infant and Ambleside Junior Schools. The new school has enjoyed a very successful start, with the vast majority of the children arriving in a new school uniform and excited and committed about their new school. Since the opening there have been many events to bring the previous two schools together including a friendship week, joint lunch times, joint assemblies, concerts, plays, mentoring of the younger children by year 6 and a school council. Parents have been made very welcome through coffee mornings, workshops, a new PTA and open afternoons. The school community is looking forward positively to the future, including the building of a brand new school.

Workforce Remodelling

- Remodelling is a national change programme that aims to improve 2.19 attainment of pupils through reducing the workload of teachers. This reduction in workload is intended through changing the basis on which support staff may be deployed with respect to teaching and learning. Under new regulations, support staff may undertake specified work, including Planning, Assessing, Delivering and Reporting.
- 2.20 Genuine concerns about remodelling are being raised by some head teachers and governors. These include: insufficient budget; a reluctance to deploy support staff for whole class delivery as a strategy for providing Planning, Preparation and Assessment time; concern at whether remodelling and workforce reform will really raise standards of teaching and learning; and lack of suitable workspace for teachers. In particular,

small schools are finding some aspects of remodelling and implementation of the national agreement difficult.

3 UPDATES ON DEVELOPMENTS

- 3.1 The past year has seen significant developments, both on the national and local scene that will impact on the focus and scope of support for schools in Surrey. The government's Five-year Strategy for Children and Learners places children's services, children, parents and learners centre-stage. A "new relationship with schools" is designed to cut the red tape involved in accountability. There is a commitment to increased capital funding for rebuilding and support for the expansion of popular schools. The strategy supports the concept of "Foundation partnerships", where schools work together to take on wider responsibilities.
- 3.2 The government's paper "Every Child Matters: Change for Children" sets out a programme for change to improve outcomes for all children and young people. Five outcomes that are key to well-being in childhood and later life have been identified: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. The programme aims to improve those outcomes for all children and to close the gap in outcomes between the disadvantaged and their peers. The Children Act 2004 sets out the strategies to achieve this, with the emphasis on the integration of services, such as education, social care for children and health services in order to provide seamless support for children and young people. There is a particular focus on the needs of looked after children and children with disabilities.
- 3.3 Locally, an issue for Children and Young People has been on meeting the government agenda within the context of Surrey children and learners. The integration of the multi professional teams has provided families, schools and communities with a unified service to meet individual needs. The growth of Confederations has enabled schools to establish networks, which provide services and support to meet the needs of their locality.
- 3.4 The Policy and Productivity Review being carried out by Surrey County Council is designed to ensure that resources are focused on front line delivery, targeted to areas of need. While we welcome the requirement for the majority of funding for education from government to be passed to schools, another issue occupying Children and Young People is the financial pressure on local funding for schools improvement. It is important to ensure that the range of local projects supported through the Education Development Plan deliver impact and provide value for money.
- 3.5 A further development from the "Every Child Matters" agenda is the requirement for all Councils to establish a Single Plan for Children and Young People by 2006. The Plan will provide an overarching framework to enable public services to work together to achieve the five outcomes for children and young people. Individual plans, such as the Education Development Plan, the School Organisation Plan and the Behaviour Support Plan will be aligned to this new framework. A major consultation is

planned for later in the year with schools, partners, agencies and voluntary organisations, on the shape of Surrey's Single Plan. The views of children and young people will be integral to this process. The involvement of Local Committees, Local Strategic Partnerships and Boroughs and Districts in the consultation will be important, given the emphasis on providing seamless services for local communities. Further guidance from government is expected this month on the breadth and format of the plan.

4 WHAT CAN THE LOCAL COMMITTEE DO?

- 4.1 Local members are often school governors, and therefore already play a very important role in supporting schools and helping them to develop. However, head teachers in Elmbridge welcome the commitment from local members who visit their schools (by prior arrangement).
- 4.2 In terms of more specific support members could arrange meetings with schools to discuss relevant issues. These may include members acting as advocates for the schools, or members using their influence with local people to encourage them to consider taking up a governorship in a school with vacancies. Local Committee financial support to any of the confederation project would also be welcomed.
- 4.3 In line with the government's "Every Child Matters" agenda, the involvement of local members in the consultation to shape Surrey's Single Plan will be important in providing seamless services to local communities.

5 SOURCES OF FURTHER INFORMATION

- 5.1 For further statistical and field knowledge information local members should read the forthcoming Children & Young People's School Performance Report (2003-2004 academic year). This provides a detailed analysis of performance in Surrey schools. The report is scheduled for release in March.
- 5.2 The Local Education Officer and a school consultant from Four S will be present at the Local Committee meeting to provide more field knowledge and to answer questions that local members may have.

6 APPENDICES

Appendix A: Attainment Data 2002/4, Comparison to Other Surrey

Boroughs

Appendix B: Key Stage 2-4 Neighbouring Boroughs Attainment Data

Appendix C: GCSE / Key Stage 4 Value Added 2003/4

Appendix D: Area Profile Data

Appendix A: Attainment Data 2003/4, Comparison to Other Surrey Boroughs Key Stage 1, Level 2

				20	03			
Key Stage 1, Level 2	÷		est & /est	Ž.			Suri age?	
Borough or District	Reading 2+	Writing 2+	Maths 2+	Science 2+	Reading 2+	Writing 2+	Maths 2+	Science 2+
Elmbridge				Н	Υ	Υ	Υ	Υ
Epsom & Ewell	Н	Н	Н		Υ	Υ	Υ	Υ
Guildford					Υ	Υ	Υ	Υ
Mole Valley				L	Υ	Υ	Υ	
Reigate & Banstead							Υ	Υ
Runnymede	L	L	L	L				
Spelthorne	┙	Г	Г					
Surrey Heath	Η	Н	Н		Υ	Υ	Υ	Υ
Tandridge				Н		Υ	Υ	Υ
Waverley					Υ	Υ	Υ	Υ
Woking					Υ		Υ	

			20	04			
ŀ		est & /est	XC			Surr age?	
Reading 2+	Writing 2+	Maths 2+	Science 2+	Reading 2+	Writing 2+	Maths 2+	Science 2+
				Υ	Υ	Υ	Υ
Н		Н	L	Υ	Υ	Υ	
		Н		Υ	Υ	Υ	
Н			Н	Υ		Υ	Υ
					Υ		Υ
L	L	L	L				
					Υ		Υ
Н	Н		Н	Υ	Υ	Υ	Υ
L	L	L					
	Н			Υ	Υ	Υ	Υ
						Υ	

APPENDIX A Data:

Data includes all maintained schools including Specials, but not PRUs

The table indicates:
i) The two highest
and lowest
performing boroughs
for each subject or
indicator at each
stage in 2004 and
2003.

ii) The boroughs or districts with results above the Surrey average (indicated with a 'Y')

Key Stage 1, Level 3

				20	03					
Key Stage 1, Level 3	H	ligh Low	est 8 /est	ì.			ove Suri			
Borough or District	Reading 3+	Writing 3+	Maths 3+	Science 3+	Reading 3+	Writing 3+	Maths 3+	Science 3+		
Elmbridge					Υ	Υ	Υ	Υ		
Epsom & Ewell			Н	Н	Υ	Υ	Υ	Υ		
Guildford						Υ				
Mole Valley					Υ			Υ		
Reigate & Banstead		L		L						
Runnymede		L	L							
Spelthorne	L			L						
Surrey Heath	Н	Н	Н		Υ	Υ	Υ	Υ		
Tandridge	L		L							
Waverley	Н	Н		Н	Υ	Υ	Υ	Υ		
Woking								Υ		

			20	04							
ŀ		est & vest	è.	Above Surrey Average?							
Reading 3+	Writing 3+	Maths 3+	Science 3+	Reading 3+	Writing 3+	Maths 3+	Science 3+				
				Υ	Υ	Υ					
	Н	Н	Н	Υ	Υ	Υ	Υ				
				Y Y Y	Y Y Y	Y Y Y	Y Y Y				
Н			Н	Υ	Υ	Υ	Υ				
L		L									
L	L		L								
	Н	Н		Υ	Υ	Υ	Υ				
	L	L									
Н				Υ	Υ	Υ	Υ				
			L			Υ					

Key Stage 2, Level 4

Key Stage 2	2003												
Level 4	Hig	hes	t & I	_ow	est	Above Surrey Average?							
Borough or District	Reading 4+	Writing 4+	English 4+	Maths 4+	Science 4+	Reading 4+	Writing 4+	English 4+	Maths 4+	Science 4+			
Elmbridge	Н		Н			Υ	Υ	Υ	Υ				
Epsom & Ewell	Н	Н	Н	Н	Н	Υ	Υ	Υ	Υ	Υ			
Guildford	L	L								Υ			
Mole Valley	L		L	L	L								
Reigate & Banstead					Н		Υ	Υ	Υ	Υ			
Runnymede							Υ	Υ		Υ			
Spelthorne		L	L	L	L								
Surrey Heath		Н		Н		Υ	Υ	Υ	Υ	Υ			
Tandridge						Υ			Υ				
Waverley						Υ		Υ		Υ			
Woking													

				•	004							
					004							
Hig	hes	t & I	Low	est	Above Surrey Average?							
Reading 4+	Writing 4+		Maths 4+	Science 4+	Reading 4+		English 4+		≺ Science 4+			
		Н	 H	Н	Υ	Υ	Y	Y	Υ			
					Υ			Y	Υ			
				Н		Υ	Υ		Υ			
L	L	L	L	L								
L								Υ				
	Η					Υ		Υ				
	L	L	L									
Н		Н	Н	L	Y		Y	Υ				
					Υ	Υ						
	Н				Υ	Υ	Υ	Υ				
						Υ						

Key Stage 2, Level 5

					20	003									2	004				
Key Stage 2 Level 5	Hig	hes	t & I	Above Surrey & Lowest Average?				,	Highest & Lowest				est			ve Su erag				
Borough or District	Reading 5+	Writing 5+	English 5+	Maths 5+	Science 5+	Reading 5+	Writing 5+	English 5+	Maths 5+	Science 5+	Reading 5+	Writing 5+	English 5+	Maths 5+	Science 5+	Reading 5+	Writing 5+	English 5+	Maths 5+	Science 5+
Elmbridge						Υ	Υ	Υ	Υ	Υ	Н			Н	Н	Υ			Υ	Υ
Epsom & Ewell	Н	Н		Н	Н	Υ	Υ	Υ	Υ	Υ							Υ		Υ	
Guildford		L	L							Υ							Υ	Υ	Υ	Υ
Mole Valley								Υ	Υ					Г		Υ				
Reigate & Banstead				٦			Υ	Y			L		Г		٦					
Runnymede	L						Υ	Υ				Н	Н				Υ	Υ		
Spelthorne	L	L	L	L	L						L	L	L	L	L					
Surrey Heath	Н		Н	Н	Н	Υ	Υ	Υ	Υ	Υ	Η			Н		Υ	Υ	Υ	Υ	Υ
Tandridge					L	Υ						L								
Waverley		Н	Н			Υ	Υ	Υ	Υ	Υ		Н	Н		Н	Υ	Υ	Υ	Υ	Υ
Woking																	Υ			Υ

Key Stage 3, Level 5

			20	003		
Key Stage 3 Level 5		ghes owe			ve Su erag	_
Borough or District	English 5+	Maths 5+	Science 5+	English 5+	Maths 5+	Science 5+
Elmbridge	H			Y	Y	Y
Epsom & Ewell		Н	Н	Υ	Υ	Υ
Guildford					Υ	Υ
Mole Valley	Н		Н	Υ	Υ	Υ
Reigate & Banstead				Υ	Υ	
Runnymede						
Spelthorne	L	L	L			
Surrey Heath	L	Н			Υ	Υ
Tandridge						
Waverley				Υ		Υ
Woking		L	L			

		2	004		
	ghes owes			ve Su erag	
English 5+	Maths 5+	Science 5+	English 5+	Maths 5+	Science 5+
Н	Н	Н	Υ	Υ	Υ
			Y Y Y	Y Y Y	Y Y Y
		Η	Υ	Υ	Υ
L	L	L			
		L			
Н	Η		Υ	Υ	Υ
	L		Y Y Y		
			Υ	Υ	Υ
				Υ	

Key Stage 3, Level 6

			20	003			
Key Stage 3 Level 6		ghes owe		Above Surrey Average?			
Borough or District	English 6+	Maths 6+	Science 6+	English 6+	Maths 6+	Science 6+	
Elmbridge						Υ	
Epsom & Ewell		Н	Ι	Υ	Υ	Υ	
Guildford				Υ	Υ	Υ	
Mole Valley	Н		Н	Υ	Υ	Υ	
Reigate & Banstead							
Runnymede	L						
Spelthorne	L	L	L				
Surrey Heath		Н			Υ	Υ	
Tandridge				Υ			
Waverley	Н			Υ	Υ	Υ	
Woking		L	L	Υ			

		20	004					
	ghes .owes		Above Surre					
English 6+	Maths 6+	Science 6+	English 6+	Maths 6+	Science 6+			
			Υ					
		Н	Y Y Y	Υ	Y Y Y			
			Υ		Υ			
	Н			Υ	Υ			
L	L	L						
L	L	L						
H H	Н	Н	Υ	Υ	Υ			
Н			Υ					
			Y Y Y	Υ	Υ			
			Υ		Υ			

Key Stage 4

	2003											
Key Stage 4	Hig	jhest :	and	Low			Abov Av	e Su erag				
Borough or District	Average GCSE Points	Average GCSE Points Per Subject	% 5+ A*-C or Equivalent	% 5+ A*-G or Equivalent	% 1+ A*-G or Equivalent	Average GCSE Points	Average GCSE Points Per Subject	% 5+ A*-C or Equivalent	% 5+ A*-G or Equivalent	% 1+ A*-G or Equivalent		
Elmbridge						Υ	Υ	Υ				
Epsom & Ewell		H				Υ	Υ	Υ	Υ	Υ		
Guildford	Н					Υ	Υ	Υ				
Mole Valley		Н	Н		Η	Υ	Υ	Υ	Υ	Υ		
Reigate & Banstead									Υ	Υ		
Runnymede	L		L	Н	L				Υ			
Spelthorne	L	L	L	L	L							
Surrey Heath	Н		Н			Υ	Υ	Υ	Υ	Υ		
Tandridge		L				Υ			Υ	Υ		
Waverley				Н	Н	Υ	Υ		Υ	Υ		
Woking				L		Υ	Υ	Υ		Υ		

				20	04				
Hig	jhest a	and	Low	est					
Average GCSE Points	Average GCSE Points Per Subject	% 5+ A*-C or Equivalent	% 5+ A*-G or Equivalent	% 1+ A*-G or Equivalent	Average GCSE Points	Average GCSE Points Per Subject	% 5+ A*-C or Equivalent	% 5+ A*-G or Equivalent	% 1+ A*-G or Equivalent
			L	L			Υ		
Н	Н	Н	Н		Υ	Υ	Υ	Υ	Υ
Н					Y	Y Y Y	Y	Υ	Y Y Y
	H	Τ		Н	Υ	Υ	Υ	Υ	Υ
							Υ	Υ	
L	L	L	L						
L	L			L			Υ		
		L						Υ	
			Н	Н	Y	Υ	Y	Υ	Y
					Υ	Υ	Υ		Υ

Key Stage 4

				20	03				
Key Stage 4	High	nest &	Lov	vest	Above Surrey Average?				
Borough or District	% A*-C in all of EN, MA	% A*-G in all of EN, MA	% 5+ A*-C in all of EN, MA	% 5+ A*-G in all of EN, MA	% A*-C in all of EN, MA	% A*-G in all of EN, MA	% 5+ A*-C in all of EN, MA	% 5+ A*-G in all of EN, MA	
Elmbridge					Υ		Υ		
Epsom & Ewell					Υ	Υ	Υ	Υ	
Guildford					Υ	Υ	Υ	Υ	
Mole Valley					Υ	Υ	Υ	Υ	
Reigate & Banstead						Υ		Υ	
Runnymede						Υ		Υ	
Spelthorne	L	L	L	L					
Surrey Heath	Н	Н	Н	Н	Υ	Υ	Υ	Υ	
Tandridge	L		L						
Waverley		Н		Н	Υ	Υ	Υ	Υ	
Woking	Н	L	Н	L	Υ		Υ		

	2004										
ŀ		hest wes				Surr age?					
% A*-C in all of EN, MA		% 5+ A*-C in all of EN, MA	% 5+ A*-G in all of EN, MA	% A*-C in all of EN, MA	% A*-G in all of EN, MA	✓ S+ A*-C in all of EN, MA	% 5+ A*-G in all of EN, MA				
	L		L			Υ					
Н		Н	Н	Υ	Υ						
	Н			Y Y Y	Y Y Y	Y Y Y	Y Y Y				
	Н		Н	Υ	Υ	Υ	Υ				
				Υ		Υ	Υ				
L	L	L	L								
H L		Н		Υ	Υ	Υ					
L		L									
	Н			Υ	Υ	Υ	Υ				
Н				Υ		Υ					

KEY: EN: English MA: Maths

Appendix B: Key Stage 2-4 Neighbouring Boroughs Attainment Data Elmbridge

Borough / District		KS2 Reading 4+	KS2 Reading 4+ Ranking	KS2 Writing 4+	KS2 Writing 4+ Ranking	KS2 English 4+	KS2 English 4+ Ranking	KS2 Mathematics 4+	KS2 Mathematics 4+ Ranking	KS2 Science 4+	KS2 Science 4+ Ranking	KS2 Reading 5+	KS2 Reading 5+ Ranking	KS2 Writing 5+	KS2 Writing 5+ Ranking	KS2 English 5+	KS2 English 5+ Ranking	KS2 Mathematics 5+	KS2 Mathematics 5+ Ranking	KS2 Science 5+	KS2 Science 5+ Ranking
Kingston upon Thames	Stage 2	85	6	71	5	83	5	77	5	88	7	54	2	20	5	40	2	41	2	50	4
Richmond upon Thames	Key Sta	91	1	75	1	87	1	82	1	94	1	60	1	23	3	43	1	41	2	55	1
Elmbridge	X	90	2	73	4	87	2	81	2	92	2	51	3	19	6	34	5	42	1	55	2
Guildford		89	3	73	3	85	3	78	4	91	3	48	5	25	2	37	4	37	4	52	3
Mole Valley		83	7	63	7	78	7	74	7	88	6	49	4	22	4	34	6	31	6	50	5
Runnymede		89	4	73	2	84	4	80	3	90	5	45	6	27	1	37	3	36	5	48	6
Spelthorne		88	5	65	6	81	6	76	6	90	4	44	7	16	7	28	7	29	7	45	7

Borough / District		KS3 English 5+	KS3 English 5+ Ranking	KS3 Maths 5+	KS3 Maths 5+ Ranking	KS3 Science 5+	KS3 Science 5+ Ranking	KS3 English 6+	KS3 English 6+ Ranking	KS3 Maths 6+	KS3 Maths 6+ Ranking	KS3 Science 6+	KS3 Science 6+ Ranking
Kingston upon Thames	age 3	79	2	80	1	78	2	50	1	64	2	57	1
Richmond upon Thames	Key Stage	74	5	72	7	70	6	39	4	51	7	44	5
Elmbridge	X	75	4	79	4	74	5	46	2	56	5	44	4
Guildford		80	1	80	2	76	3	46	3	60	3	45	3
Mole Valley		78	3	80	2	80	1	38	5	65	1	48	2
Runnymede		73	6	78	5	74	4	36	6	60	4	41	6
Spelthorne		73	6	76	6	52	7	31	7	52	6	23	7

	5+A*-C grades	RANK 5+A*-C grades	5+A*-G grades	RANK 5+A*-G grades	5+A*-G inc English & Maths	RANK 5+A*-G inc English & Maths
Key Stage 4	63	1	90	5	88	5
ey Sta	55	6	90	4	89	4
Ā	59	5	89	6	87	6
	59 59 63 59 47	5 3 1 3 7	92 92 91	6 2 1 3 7	91 91 89 86	6 2 1 3 7
	63	1	92	1	91	1
	59	3	91	3	89	3
	47	7	88	7	86	7

Appendix C: GCSE / Key Stage 4 Value Added 2003/4

Value added scores explanatory notes

Value added profiles are included in the national performance tables to allow schools to see where they are placed nationally, based on a value added measure. Value added measures explore the progress that pupils make during their stay in the school. The tables below show the banded profiles for 2003/04 for Key Stage 2 and Key Stage 3 to Key Stage 4.

Percentile	Ranking	KS2 to KS4 Value Added Measure	KS3 to KS4 Value Added Measure
Top 5% of schools nationally	1	> 1056.6	> 1046.3
Next 20% of schools nationally	2	1017.5 - 1056.5	1007.5 - 1046.2
Next 15% of schools nationally	3	1001.7 - 1017.4	997.9 - 1007.4
Middle 20% of schools nationally	4	985.2 - 1001.6	988.9 - 997.8
Next 15% of schools nationally	5	969.5 - 985.1	980.1 - 988.8
Next 20% of schools nationally	6	937.2 - 969.4	950.6 - 980
Bottom 5% of schools nationally	7	< 937.1	< 950.5

The DfES provides a guide as to whether schools' value added scores can be regarded as significantly (statistically) above, below or the same as the national average. (Note: With very small cohorts the value added score can not be validly calculated).

Key Stage Progression	Type of school	No of students included in value added calculation	Broadly average scores
	Mainstream	50+	970.4 to 1011.6
KS2 - KS4	Mainstream	100+	976.5 to 1005.5
NO2 - NO4	Special	10+	979.6 to 1036.6
	Special	20+	988.0 to 1028.2
	Mainstream	50+	972.2 to 1006.2
KS3 - KS4	Mainstream	100+	977.2 to 1001.2
100-104	Special	10+	983.9 to 1038.3
	Special	20+	991.9 to 1030.3

District/ Borough	Number of 15 year old pupils	KS2-GCSE and equivalents VA measure	Percentage of pupils included in KS2-GCSE and equivalents VA measure	KS3-GCSE and equivalents VA measure	Percentage of pupils included in KS3-GCSE and equivalents VA measure
Elmbridge	798	984.9	93.7	986.1	95.4
Epsom and Ewell	986	1004.8	93.7	994.6	98.3
Guildford	1,358	987.2	96.2	983.1	97.3
Mole Valley	765	1006.2	95.9	1005.2	97.4
Reigate and Banstead	1,264	987.3	94.3	988.1	97.2
Runnymede	855	981.8	96.5	984.9	98.2
Spelthorne	1,022	963.8	96.8	981.3	97.6
Surrey Heath	836	986.9	92.6	989.7	95.8
Tandridge	802	995.5	93.6	996.3	97.5
Waverley	1,252	983.3	96.4	985.2	96.7
Woking	837	997.6	94.0	995.7	97.6

Appendix D: Area Profile Data

Index of Multiple Deprivation 2004 (Data Source: ODPM)

		Rank of	
LA Name	Average Score	Average Score	Quintile
Elmbridge	7.02	337	95.2
Epsom and Ewell	6.88	340	96
Guildford	8.34	322	91
Mole Valley	6.2	351	99.2
Reigate and Banstead	8.95	309	87.3
Runnymede	7.76	331	93.5
Spelthorne	10.44	284	80.2
Surrey Heath	4.93	353	99.7
Tandridge	8.33	323	91.2
Waverley	6.2	350	98.9
Woking	7.29	335	94.6

Note: Total number of authorities = 354

Free School Meals 2003 - 04

(Data Source: PLASC)

School District	Grand Total	% FSM Not Eligible	% FSM Eligible
SURREY	140845	92.8	7.2
Elmbridge	13047	92.0	8.0
Epsom & Ewell	10600	94.2	5.8
Guildford	17047	92.6	7.4
Mole Valley	10289	93.6	6.4
Reigate & Banstead	16904	91.7	8.3
Runnymede	10106	92.7	7.3
Spelthorne	13319	91.2	8.8
Surrey Heath	11942	95.0	5.0
Tandridge	11057	92.8	7.2
Waverley	14901	93.9	6.1
Woking	11633	91.6	8.4

Flow of Pupils

(Data Source: PLASC)

School District	Total educated in borough	Percentage incoming pupils (from out of Surrey)	Percentage incoming pupils (from out of Borough/ District)
Surrey	140845	9.1	N/a
Elmbridge	13047	4.8	10.2
Epsom & Ewell	10600	14.1	23.1
Guildford	17047	6.1	22.1
Mole Valley	10289	1.9	16.8
Reigate & Banstead	16904	8.3	17.3
Runnymede	10106	3.1	23.6
Spelthorne	13319	12.6	15.1
Surrey Heath	11942	8.9	14
Tandridge	11057	21.9	25.2
Waverley	14901	14.2	19.8
Woking	11633	4.8	15.6

Ethnicity of pupils in maintained schools in Surrey (Data Source: PLASC)

School District	Grand Total (minus Information Not Obtained, Refused and Blank)	Total White	% white ethnicity	% Asian	% Black	% Other (includes Chinese and Mixed Race Ethnicity)
SURREY	136981	127568	93	3	1	3
Elmbridge	12550	11578	92	3	1	4
Epsom & Ewell	10364	9262	89	5	1	5
Guildford	16764	16076	96	2	0	2
Mole Valley	9870	9536	97	1	0	2
Reigate & Banstead	16670	15483	93	3	1	3
Runnymede	9805	9282	95	3	0	2
Spelthorne	12814	11784	92	3	1	4
Surrey Heath	11703	11038	94	3	0	2
Tandridge	10845	10304	95	1	1	3
Waverley	14363	13870	97	1	0	2
Woking	11233	9355	83	12	1	4