



**OFFICER REPORT TO LOCAL COMMITTEE
(Mole Valley)**

**CHILDREN AND YOUNG PEOPLE IN MOLE VALLEY
LOCAL EDUCATION OFFICER'S ANNUAL REPORT ON
EDUCATION**

11 JUNE 2008

KEY ISSUE

To provide councillors with an overview of local educational issues, developments, and attainment in the borough.

SUMMARY

The report contains a summary of educational attainment, a synopsis of local education issues and some general information on schools.

OFFICER RECOMMENDATIONS

The Local Committee Mole Valley is asked to:

1. note the report

1 INTRODUCTION AND BACKGROUND

- 1.1 Mole Valley borough has 34 schools maintained by Surrey County Council. These are:
- 1 Nursery school
 - 9 infant schools covering Key Stage 1 of the National Curriculum
 - 3 first schools covering Key Stage 1 and part of Key Stage 2
 - 2 junior schools covering Key Stage 2
 - 12 primary schools which deliver both Key Stages
 - 4 secondary school covering key stages 3 and 4 (up to GCSE O level) and 5 (sixth form – AS and A level)
 - 3 schools for pupils with special educational needs
 - The Howard of Effingham School in the Borough of Guildford also educates students from the villages of Bookham and Fetcham
- 1.2 The Department for Children, Schools and Families (DCSF) publishes national and school data on its public website. However, reporting on school attainment purely by looking at data such as SATs and GCSE results is to only see half the picture; education is about the development of the whole child. So, although some data is included below, this brief report does not go into the fine detail or sophisticated analysis of school performance that would be available to individual governing bodies, for example. It is the governing body of the school that is primarily responsible for monitoring standards. Governors rely on their headteacher to guide them through the data and the FourS School Improvement Partner provides external challenge and scrutiny of the school's performance.
- 1.3 The attainment data provided below relates to the academic year 2006-2007 (the most recent year for which data is available).

2. ANALYSIS

2.2 Key Stage 1

The DCSF no longer publishes attainment results (SATs) for the end of the infant key stage (KS1). Although some schools may administer the SAT tests, the teacher assessment of pupil progress is the key indicator of attainment of young children at this level. The national expectation is that pupils will achieve a Level 2 in reading, writing, maths and science, although in Surrey many children do better than this and there is an expectation that a number of children will achieve Level 3.

Seventeen (71%) of the 24 schools in Mole Valley with infant age pupils achieved results in line with, or above, the national average in all four core subjects (reading, writing, mathematics and science). Eleven of these schools achieved results in line with, or above, the Surrey average in all core subjects. Notably, one school achieved 100% in all subjects (**St Giles Infant**).

Thirteen of the 24 schools with Infant age pupils achieved results in line with, or above, the national averages for Level 3 in all core subjects. Of these, three schools achieved results in line with, or above, Surrey averages in all 3 subjects (**Abinger First, Barnett Wood Infant, St Giles Infant**).

2.3 Key Stage 2

Eight of the 14 schools with Key Stage 2 pupils achieved results in line with, or above, national averages in all core subjects (Level 4 in English, mathematics and science). Of these, six schools achieved results in line with, or above, Surrey averages in all core subjects. Notably, one school (**St Paul's Primary**) achieved results of 90% and above in all three subjects. In addition, this school achieved results of 60% and above in all subjects at Level 5.

Eight of the 14 Mole Valley schools with Key Stage 2 pupils achieved results in line with, or above, national averages in all core subjects at Level 5. Four of these schools achieved results in line with, or above, Surrey averages in all subjects (**Eastwick Junior, Powell Corderoy Primary, St Paul's Primary, West Ashted Primary**).

Examining levels of attainment in isolation, however, does not give an indication of the progress that pupils made since taking their end of Key Stage 1 assessments. Value Added measures are intended to allow fairer comparisons between schools with different pupil intakes and provide a better indication of schools' overall effectiveness.

Three of Mole Valley's mainstream schools had a Contextual Value Added score within the top quarter of maintained mainstream schools nationally (**Powell Corderoy Primary School, St Martin's CofE Controlled Primary School, Dorking and St Paul's CofE (Aided) Primary School**).

2.4 Key Stages 3 and 4

Three of Mole Valley's four secondary schools achieved results in line with, or above, the national average in all core subjects (English, Mathematics and Science) at Level 5 and above. One school (**The Ashcombe**) also achieved results in line with, or above, the Surrey average in all subjects. This school also achieved results above the national and Surrey averages in all subjects at Level 6 and above.

The Howard of Effingham also achieved results that were above the national average in all core subjects at level 5 and above. Students at this school attained results above the Surrey average in Maths and Science but were below both Surrey and national averages at Level 6 in English.

Contextual Value Added (CVA)

In terms of progress made by students between Key Stage 2 and Key Stage 3 three of the four Mole Valley schools fell into the top 25% of schools nationally.

Three of Mole Valley's four secondary schools achieved a 5+ A*-C pass rate above both the national and Surrey averages. In addition, these three schools had a 5+ A*-C (including English and maths) pass rate above the national average. Two school achieved results above the Surrey average for this measure (**The Ashcombe, Therfield**). **The Howard of Effingham** was above both the Surrey and the national averages for both its 5+ A* to C pass rate and 5+ A* to C subjects including English and Maths.

Very few pupils leave Mole Valley schools without achieving any qualifications. The percentage of pupils achieving at least one qualification is in line with or above the national average in all five secondary schools covered by this report. **The Howard of Effingham** achieved 100% of its students leaving with at least one qualification in 2007.

In terms of progress made by pupils between Key Stage 2 and Key Stage 4, none of Mole Valley's secondary schools had a CVA score in the top 40% of schools nationally. The picture was similar for progress made between Key Stage 3 and Key Stage 4.

2.5 Other achievements

Beyond the national tests and examinations many schools in Mole Valley have achieved specialist curriculum awards and quality standards such as Arts Mark, Healthy Schools, Investors in People and Eco Schools awards.

2.6 Ofsted inspections

During the period April 2007 to April 2008, 15 schools in Mole Valley were inspected by Ofsted (3 Secondary phase, 11 Primary phase, and 1 Special). Of these, one school was graded overall as 4 ("unsatisfactory"), four schools were graded overall as 3 ("satisfactory"), and ten schools were graded overall as 2 ("good").

3. CONFEDERATIONS IN MOLE VALLEY

Three confederations of schools operate in the Mole Valley area; these are **The Dorking Schools Partnership, The Ashstead and Leatherhead Partnership and The Effingham Partnership**. Each confederation has employed a Manager to coordinate and implement activities in and around the schools.

The focus of the confederations is to deliver Extended Services which contribute to the government's Every Child Matters strategy. There is a core offer that every confederation is expected to deliver; this includes a varied menu of activities before and after school which in primary schools may involve child care from 8 am to 6 pm each day; community access to schools facilities, family learning and parenting support and swift and easy access to targeted and specialist support services (eg educational psychology, mental health services for children, speech and language therapy and so forth).

The Dorking Schools Partnership has forged excellent links with the Locality Team. Schools meet with Local Authority staff to make joint decisions about time allocations of specialist support and share resources where possible. The Partnership continues with its work on language development and foreign language acquisition and is significantly contributing to the District wide anti-bullying strategy. The Partnership has formed a governors' forum a headteacher steering group and its work is managed on a day to day basis by Alison Reed, a Deputy Headteacher at The Ashcombe school.

The Effingham Partnership has a strong focus on Science and Technology in all its schools and has arranged a great deal of professional development for teachers and other staff. It has also taken a key role in implementing an anti-bullying strategy across the District and, along with The Ashcombe, is helping to develop and pilot the Surrey Anti-Bullying Charter Mark for schools. This initiative involves young people's contributions and has the strong support of the District Council and Surrey Youth Service. The initiative is being led by the Local Education Officer.

The Ashstead and Leatherhead Confederation is the newest of the three partnerships and is currently developing its action plan with assistance from FourS consultants. It is also delivering a project to encourage personal safety skills in young people based on a series of workshops with skilled practitioners.

4. EDUCATION ISSUES

4.1 Admissions

Dorking town and the surrounding villages are part of an area review of school places. This initially came about as a result of parental concern and uncertainty about the provision of places at Key Stage 2; children normally leave the three First Schools (**Abinger Common, Westcott and St Michael's at Mickleham**) at Year 3 but if places become available parents will remove them earlier to secure a place in a school of choice. This creates instability in the First Schools as well as in Year 2 and 3 classes in the primary schools.

Additionally, the Ofsted inspection of **St John's** which highlighted leadership and performance issues at the school refocused the Local Authority's attention more widely on the provision of school places in the town.

It is pleasing to report that St John's has been judged by Her Majesty's Inspectorate to be making good progress and the Local Authority has plans to secure strong long term leadership at the school which will support continued progress and raised educational performance. Although it has not reached its PAN for September 2008 and has a number of spare places in all year groups it is hoped and anticipated that parents will see the progress over time and increasingly consider this as a school of choice along with others in the town. As the Dorking Review is not yet concluded it is not possible to report on the future pattern of primary school places in the area at this stage.

Brockham Primary School is experiencing Admissions issues at present. These have arisen partly because the school was allowed to raise its Published Admission Number (PAN) in the past and thus had the capacity to admit children from outside of the village. These children now have siblings who have priority over more local children. Consequently a small number of Brockham children had been refused a place at the school but offered places elsewhere in their local schools. The request to allow a second Reception class to operate at the school from September 2008 has been agreed by the Local Authority. It is possible that this will have an impact on other local schools.

4.2 New Headteachers

During the period April 2007 to April 2008, there have been no substantive new headteachers appointed to schools in the area: However, Kate McKeever has been Interim Headteacher at **St John's** for the academic year. Kate is employed by the Interim Executive Board (which has replaced the governing body) and came to Surrey with a great deal of experience in working with schools in challenging circumstances; St John's has benefited from her expertise.

The end of the academic year sees the departure of the Headteachers at **Scott Broadwood** and **The Weald**. Both schools have been fortunate to secure new Heads of quality who will take up their new posts in September.

4.3 Building projects

The Priory has celebrated the launch of its new Performing Arts facility this term with Richard Stilgoe performing the official opening. Building work has been completed on the **Dorking Nursery** and it has received its Children's Centre status. Construction has begun on the new **Leatherhead Trinity School** at the Woodvill Road site. A number of schools have undertaken minor buildings works to renovate or repair existing provision and improve facilities.

4.4 Local Education Officer service

All schools in the borough have indicated that they will buy in to the Local Education Officer support package this financial year and will therefore receive enhanced support and guidance as required. The LEO team is involved in supporting a number of local initiatives including the review of school places, the anti-bullying strategy and Melanie Harris is chairing the In Year Admission and Reintegration panel for excluded and 'hard to place' students. Heads and governors use the LEO service well and we maintain good contact and very positive relationships with all schools in Mole Valley.

4.5 Summary

In summary the majority of schools in Mole Valley are providing a good standard of education for pupils, and parents are choosing to send their children to our schools. Many schools are oversubscribed. Attainment is generally high and many schools have outstanding features of good practice. Four schools are receiving additional support as part of the ASIP process to help them address some difficult issues.

5 FINANCIAL AND VALUE FOR MONEY IMPLICATIONS

The total delegated schools' budget for Surrey in 2007/8 was around £479 million. This included £32 million for the Learning and Skills Council to finance post 16 education and training. The non-delegated budget retained by the council to pay for school transport, special educational needs, specialist advisory and officer support for schools etc. was £64 million. As most of the education budget is now delegated to schools the council retains minimal control over how the money is spent. However all schools are subject to stringent financial regulations and routine audit which scrutinises their expenditure using Best Value criteria.

6 EQUALITIES AND DIVERSITY IMPLICATIONS

Surrey is a county of changing racial and ethnic population. Mole Valley schools include students from a variety of ethnic communities and teachers are increasingly developing the curriculum to reflect their needs and the multi-racial aspects of society. All schools, by law, have to develop an Equalities policy that includes protocols for dealing with race and disability discrimination. Increasingly children with SENs are included in mainstream schools, with appropriate support, so that they may be educated alongside their peers and friends.

The secondary schools across South East Surrey meet twice per term as part of an area In Year fair Access panel. The aim of this is to place pupils who have been excluded or are otherwise without a school place.

7 CRIME AND DISORDER IMPLICATIONS

Preventative work in schools is prominent. In Personal, Social and Health education lessons students are taught about what constitutes good citizenship and responsible, safe behaviour. This is part of both the primary and secondary curriculum. Schools are using a range of anti-bullying strategies and Headteachers are engaged with local partners, such as the police, the Youth Service and Youth Justice Team, to try and reduce crime and anti-social behaviour.

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BACKGROUND PAPERS:

Appendices

Appendix A: Key Stages and Expected Levels of Attainment
Appendix B: Value Added Measures

Appendix A: Key Stages and Expected Levels of Attainment

National Curriculum Key Stage 1, 2 and 3 assessments are designed to assess pupils' attainment and not to measure pass or failure. They provide teachers and parents with information about each pupil's strengths and weaknesses, and with evidence about how much they have learnt and understood in English, Mathematics and Science. They help teachers to plan for each pupil's future learning so they achieve their full potential and also allow comparisons with other pupils of the same age.

When studying each school's results it is important to take into account the impact of pupils who were absent on the day of the test or unable to take the test for other reasons, who are nevertheless included in the statistics. In a small group this can adversely affect overall results – for example, in a group of 20, the absence of only one child makes a 5% difference.

Key Stage 1

These results are based on Teacher Assessment results drawn from the work of each child and informed by the outcomes of the national tasks and tests. These assessments are carried out towards the end of Key Stage 1, when children are about to start the Key Stage 2 programme of study. Children are usually aged 7 when they are assessed. Level 2 is the expected level of achievement for most 7-year-olds. Children gaining Level 3 and above have achieved beyond age-related expectations.

Key Stage 2

These results are based on national tests carried out towards the end of Key Stage 2, when children are about to leave Primary school. Children are usually aged 11 when they take these tests. Level 4 is the expected level of achievement for most 11-year-olds. Children who gain Level 5 have achieved beyond age-related expectations.

Key Stage 3

These results are based on national tests carried out towards the end of Key Stage 3, when pupils are about to start the Key Stage 4 programme of study. Pupils are usually aged 14 when they take these tests. Most pupils are expected to achieve Level 5 or Level 6.

Key Stage 4

These results are based on the achievement of all pupils at the end of Key Stage 4, that is, those pupils who were in Year 11 in the 2006/07 school year. This is the year group in which pupils normally take their exams. Although most pupils in Year 11 are aged 15 at the start of the school year, in some schools there are younger and older pupils in this year group, as different pupils progress at different rates.

The results are based on achievements in all qualifications approved for pupils of compulsory school age. This includes GCSEs, vocationally related qualifications, Entry Level qualifications and GCE/VCE AS and A2 level qualifications taken early.

Appendix B: Contextual Value Added (CVA) Measures

Some pupils will find it particularly difficult to do well in End of Key Stage tests and examinations. It may be, for example, that they have significant special educational needs. But all pupils are capable of making progress and it is important that schools are given recognition for the work that they do with all their pupils. Value added measures are intended to allow fairer comparisons between schools with different pupil intakes and provide a better indication of a school's overall effectiveness.

The Department for Children, Schools and Families (DCSF) publish one value added measure in the Primary School (Key Stage 2) Achievement and Attainment Tables and two measures in the Secondary School (GCSE and equivalent) Tables.

Contextual Value Added Measures for Primary Schools

The Primary School Tables contain a Key Stage 1 to Key Stage 2 Contextual Value Added (CVA) measure. This measures the progress that individual pupils at the end of Key Stage 2 – i.e. in Year 6 – have made since taking their End of Key Stage 1 assessment in Year 2 (pupils are usually aged 7 when they are assessed).

The CVA measure for Key Stage 1 to Key Stage 2 is shown as a score based around 100 - it is not a percentage. Scores above 100 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 100 represent schools where pupils made less progress.

The DCSF also publish a Key Stage 1 to Key Stage 2 CVA profile. This profile allows you to see how the value added score for a particular school compares to other schools nationally:

	1	All Schools	All Maintained Mainstream Schools	All Special Schools
Top 5% of schools nationally		101.5 and above	101.5 and above	101.8 and above
Next 20% of schools nationally		100.6 - 101.4	100.6 - 101.4	100 - 101.7
Next 15% of schools nationally		100.2 - 100.5	100.2 - 100.5	99.8 - 99.9
Middle 20% of schools nationally		99.8 - 100.1	99.8 - 100.1	99.7
Next 15% of schools nationally		99.4 - 99.7	99.4 - 99.7	99.6
Next 20% of schools nationally		98.5 - 99.3	98.5 - 99.3	98.2 - 99.5
Bottom 5% of schools nationally		98.4 and below	98.4 and below	99.1 and below

Note: As the analysis above excludes Special schools, the CVA analysis is based upon the profile for maintained mainstream schools only.

The significance that can be attached to any particular school's CVA score depends, among other things, on the number of pupils included in the calculation. The smaller the number of pupils, the less confidence can be placed on the CVA measure as an indicator of whether the effectiveness of a school is significantly above or below average.

Contextual Value Added Measures for Secondary Schools

The Secondary School (GCSE and equivalent) Tables have a Key Stage 2 to Key Stage 4 Contextual Value Added (CVA) measure and a Key Stage 3 to Key Stage 4 CVA measure. A Key Stage 2 to Key Stage 3 measure will be available once the Key Stage 3 tables are published.

The Key Stage 2 to Key Stage 4 CVA score demonstrates the progress that individual pupils at the end of Key Stage 4 – i.e. in Year 11 – have made since taking their End of Key Stage 2 tests in Year 6 (pupils are usually aged 11 when they take these tests). This measure looks at the progress pupils have made across the whole of their Secondary phase education.

The Key Stage 3 to Key Stage 4 CVA measure shows the progress individual pupils have made since taking their End of Key Stage 3 tests in Year 9 (pupils are usually aged 14 when they take these tests).

The CVA measures for Key Stage 2 to Key Stage 4 and Key Stage 3 to Key Stage 4 are shown as scores based around 1000. Scores above 1000 represent schools where pupils on average made more progress than similar pupils nationally, while scores below 1000 represent schools where pupils made less progress.

The DCSF also publish profiles for both Secondary school CVA measures. These profiles allow you to compare CVA scores for a particular school against other schools nationally:

Key Stage 2 to Key Stage 4

	2	All Schools	All Maintained Mainstream Schools	All Special Schools
Top 5% of schools nationally		1041.11 and above	1029.09 and above	1095.46 and above
Next 20% of schools nationally		1013.41 - 1041.10	1011.16 - 1029.08	1041.11 - 1095.45
Next 15% of schools nationally		1006.11 - 1013.40	1005.01 - 1011.15	1023.11 - 1041.10
Middle 20% of schools nationally		997.61 - 1006.10	997.11 - 1005.00	1002.31 - 1023.10
Next 15% of schools nationally		990.66 - 997.60	990.91 - 997.10	984.86 - 1002.30
Next 20% of schools nationally		971.54 - 990.65	973.82 - 990.90	963.34 - 984.87
Bottom 5% of schools nationally		971.53 and below	973.81 and below	963.33 and below

Key Stage 3 to Key Stage 4

ITEM 09
Part A

	3	All Schools	All Maintained Mainstream Schools	All Special Schools
Top 5% of schools nationally		1038.31 and above	1027.11 and above	1077.24 and above
Next 20% of schools nationally		1011.91 - 1038.30	1009.91 - 1027.10	1036.71 - 1077.23
Next 15% of schools nationally		1004.71 - 1011.90	1003.81 - 1009.90	1017.91 - 1036.70
Middle 20% of schools nationally		997.57 - 1004.70	997.41 - 1003.80	998.71 - 1017.90
Next 15% of schools nationally		991.61 - 997.56	992.01 - 997.40	985.69 - 998.70
Next 20% of schools nationally		975.21 - 991.60	978.71 - 992.00	960.21 - 985.68
Bottom 5% of schools nationally		975.20 and below	978.70 and below	960.20 and below

Note: As the analysis above excludes Special schools, the CVA analysis is based upon the profile for maintained mainstream schools only.

The significance that can be attached to any particular school's CVA score depends, among other things, on the number of pupils included in the calculation. The smaller the number of pupils, the less confidence can be placed on the CVA measure as an indicator of whether the effectiveness of a school is significantly above or below average.