



**OFFICER REPORT TO LOCAL COMMITTEE  
(REIGATE AND BANSTEAD)**

**LOCAL EDUCATION OFFICER'S ANNUAL REPORT ON  
EDUCATION**

**21 JUNE 2010**

**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. County Councillors also received an annual summary of 'good news' stories from local schools in a separate report (circulated in May 2010).

**The attainment data quoted in the report relates to the end of key stage results last Summer 2009 as the 2010 SATs and GCSE results are not yet available.**

**OFFICER RECOMMENDATION**

**The Local Committee (Reigate and Banstead) is asked to NOTE the report.**

## 1 INTRODUCTION AND BACKGROUND

- 1.1 Reigate and Banstead Borough has 41 schools maintained by Surrey County Council. These include:
- 9 infant schools covering the Foundation Stage (also known as Early Years and Reception classes) and Key Stage 1 of the National Curriculum
  - 6 junior schools covering Key Stage 2 only
  - 16 primary schools which deliver the Foundation Stage curriculum and the first two Key Stages
  - 6 secondary schools covering Key Stages 3 and 4 (up to GCSE O level). Two of the secondary schools also offer Key Stage 5 (sixth form – GCSE AS ,A level, NVQ and Diplomas)
  - 3 Special schools for Statemented pupils (with special educational needs that cannot be catered for within a mainstream setting)
  - 2 Short Stay Schools (formerly known as Pupil Referral Units) for excluded pupils; one for primary aged children, one for Key Stage 3 and one for Key Stage 4 students

There are 17,124 pupils educated in maintained schools within the Borough.

- 1.2 This summary is intended to provide a general picture of school performance in the Borough, in terms of academic attainment during the 2008/9 year; and also to report more broadly on other important aspects that contribute to the success and achievement of pupils attending schools in Reigate and Banstead.
- 1.3 The Department for Education (formerly the DCSF) publishes a range of statistical data on its website. Schools also have access to other sources of performance information, such as RAISE online and the Fisher Family Trust data, which enables them to monitor their own progress and make comparisons between the achievements of their pupils and those in schools across the country. All schools have access to Surrey specific data to help them compare their performance within a county context.
- 1.4 So, although some data is included below, this brief report does not go into the fine detail or attempt to make the 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 (SIP) provides an external challenge and scrutiny of the school's overall performance and that of specific groups of students. The Local Education Officers work closely with the SIPs in order that they, too, maintain an overview of schools' performance in their area.

## 2. ANALYSIS OF ATTAINMENT 2009

- 2.1 The DfE no longer publishes attainment results (SATs) for the end of the infant key stage (KS1) or for key stage 3 (age 14). Although most schools administer the SAT tests, the teacher assessment of pupil progress is the key indicator of attainment of pupils at these stages in their education. The national expectation at KS1 is that pupils will achieve a Level 2 in all core subjects (reading, writing, maths and science); although in Surrey many children do much better than this and there is an expectation that, locally, a number of children will achieve a Level 3. The national expectation at KS2 and KS3 respectively is a level 4 and 5 but schools are also set targets for the percentage of higher levels attained by Surrey students at the end of these key stages of the national curriculum.
- 2.2 The following statistical information provides an overview of the performance of Surrey County Council Maintained schools within the Borough of Reigate and Banstead. The data is taken from the Key Stage 1 Teacher Assessments, Key Stage 2 SATs and Key Stage 4 GCSE results. Key Stage 3 SATs results were not reported last year due to issues with the marking of some subjects; this resulted in a national review and delayed the data available to Local Authorities. The Local Education Officer has not been able to obtain the final data supplied by SCC Performance and Data management team as there may still be questions over its veracity or comparability with previous years' results.

### Key Stage 1: Borough schools' results

- The expected level of attainment at Key Stage 1 at Level 2 and above

	<b>2 Number schools with % of pupils 2+ at KS1 greater or equal to</b>	
	<b>National figures</b>	<b>Surrey figures</b>
Reading	18	10
Writing	14	12
Maths	18	15

- The level the DfE suggests that children need to reach to have the best chance of gaining Level 4+ at Key Stage 2 is Level 2B or higher.

	<b>3 Number schools with % of pupils 2B at KS1 greater or equal to</b>	
	<b>National figures</b>	<b>Surrey figures</b>
Reading	17	10
Writing	14	12
Maths	17	9

- Results at Level 3+, i.e. children exceeding the expected level of attainment at the end of Key Stage 1.

	<b>4 Number schools with % of pupils Level 3+ at KS1 greater or equal to</b>	
	<b>National figures</b>	<b>Surrey figures</b>
Reading	19	11
Writing	16	13
Maths	17	9

**Key Stage 2: Borough schools' results**

The following tables provide figures calculated from the Pupil Level results file or are taken from DCSF SFR 32/2009 (LA Maintained, National, SE results). It is based on all Maintained Schools i.e. mainstream and specials.

- The percentage of pupils in Reigate and Banstead schools achieving Level 4 and above in English **and** maths is above the National average (74.3% cf with Nat. Average of 72%). However this is below the Surrey average which is 77%.
- 15 Schools in Reigate and Banstead exceeded the national average of percentage of pupils achieving Level 4 and above in English
- 16 schools in Reigate and Banstead exceeded the national average of percentage of pupils achieving Level 4 and above in maths

	<b>%Level 4+</b>		
	<b>R&amp;B</b>	<b>Surrey</b>	<b>National</b>
<b>ALL PUPILS</b>			
<b>English</b>	82.5	85	80
<b>Mathematics</b>	79.3	81	79

- Reigate and Banstead has 2 schools that have fewer than 55% of pupils achieving Level 4+ in both English and maths (the floor target at this Key Stage)

<b>NI 73</b>	<b>%Level 4+in English AND Maths</b>		
	<b>R&amp;B</b>	<b>Surrey</b>	<b>National</b>
<b>ALL PUPILS</b>	74.3	77	72.0

- Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. The percentage of pupils achieving this in English and maths is lower in Reigate and Banstead than the Surrey average but higher than the national average.

	<b>Expected level of progress at KS2</b>	
	<b>R&amp;B</b>	<b>Surrey</b>
<b>ALL PUPILS</b>		
<b>English</b>	75.6	81.9
<b>mathematics</b>	72.7	80.4

Examining levels of attainment in isolation, however, does not give any indication of the progress pupils have 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.

	<b>% Surrey mainstream</b>	<b>% R&amp;B mainstream</b>	<b>Number R&amp;B mainstream</b>
<i>Top 5% of schools nationally</i>	0.5	0	0
<i>Next 20% of schools nationally</i>	14.4	4.3	1
<i>Next 15% of schools nationally</i>	11.4	13	3
<i>Middle 20% of schools nationally</i>	27.2	17.4	4
<i>Next 15% of schools nationally</i>	19.8	26.1	6
<i>Next 20% of schools nationally</i>	20.8	30.4	7
<i>Bottom 5% of schools nationally</i>	5.9	8.7	2

**Key Stage 4: Borough schools' results**

- The percentage of pupils achieving the Level 2 qualifications threshold (i.e. 5+A\*-C) was greater than the Surrey average in three schools in Reigate and Banstead.
- The percentage of pupils achieving the Level 2 qualifications threshold including English and mathematics (i.e. 5+A\*-C **incl. Eng and Maths**) was greater than the Surrey average in two schools school in Reigate and Banstead.

<b>ALL PUPILS</b>	<b>R&amp;B</b>	<b>Surrey</b>	<b>National Maintained</b>
% 5+ A* - C inc. English and mathematics	52.8	58.8	50.9
% 5+ A* - C	64.6	71.9	70.0
% 5+ A* - G	92.6	94.4	93.7
Any Passes	99.0	99.0	98.7
Average QCA Points Per Pupil (Uncapped)	413.4	419.9	419.8

## 5 Key Stage 2 to Key Stage 4 CVA

	% Surrey mainstream	% R&B mainstream	Number R&B mainstream
Top 5% of schools nationally	0.0	0	0
Next 20% of schools nationally	11.3	16.7	1
Next 15% of schools nationally	7.5	16.7	1
Middle 20% of schools nationally	24.5	16.7	1
Next 15% of schools nationally	18.9	0	0
Next 20% of schools nationally	32.1	16.7	1
Bottom 5% of schools nationally	5.7	33.3	2

### 3. ATTENDANCE

- 3.1 Schools have again worked hard during the past academic year to reduce the amount of persistent absence and to increase attendance overall. Good attendance is essential to higher levels of pupil attainment. Pupils with attendance lower than 80% are classed as being 'persistently absent' (PA). It is a stated delivery goal in the national Children's Plan that "by 2011 no Local Authority will have more than 5% of its secondary pupils who are persistently absent".
- 3.2 The PA target is set retrospectively by the DfE. For the present academic year, 2009/10, any school which had more than 6.1% of its pupils persistently absent in the previous year was identified as a 'PA school'. PA schools are subject to further scrutiny and there is an expectation that the SIP will monitor progress and the Education Welfare Service will engage more frequently with the school to help it improve the attendance of specific students.
- 3.3 In Reigate and Banstead, two secondary schools were identified as PA based on their last year's data. These were **Oakwood** and **The Warwick**. Both schools can evidence year on year decreases in the number of PA students and, if DfE reporting criteria remains the same, it is expected that **The Warwick** will not be judged as a PA school in September 2010 **Oakwood** is likely to remain PA in 2010/2011 but continues to make progress over a 'legacy' of poor attendance. All of the Borough's schools are developing effective practices for early identification of absenteeism and are working with families and children within the category as well as encouraging and acknowledging those children for whom attendance is good.

- 3.4 It is anticipated that the PA target for September 2010 will be 5% in line with The Children's Plan target. If this is the case then only 1 secondary school in the Borough will be labelled 'PA'.
- 3.5 The Persistent Absence target set by the DfE for Primary Schools is 2.5% (and at least 10 pupils) with attendance below 80%. This year six schools have been identified as falling into this category: **Salfords, Furzefield, Epsom Downs Primary, Manorfield and Brambletye.**
- 3.6 The Education Welfare Service works in association with the police, with the Home-School Link Workers employed by the confederations and with the social work team, in order to promote good attendance. Apart from supporting school pastoral staff on general attendance strategies and specific cases of absenteeism the EWOs undertake home visits, do periodic register checks, take part in truancy patrols and truancy panels and also support prosecutions for non-attendance where necessary.

#### 4. CONFEDERATIONS

- 4.1 Over the past few years all but one school in Reigate and Banstead has been involved in the development of Extended Services' Confederations. There are currently 23 confederations across Surrey and three of these include Reigate and Banstead schools (see below).
- 4.2 Each Confederation's activities are managed and co-ordinated by a manager:
- Gary Best (Redhill, Reigate and Merstham)
  - Bernardine Philpott (Horley Learning Partnership)
  - Vanessa Lygo-Baker (North Downs Partnership).

The Confederation websites provide a good overview of the Confederation's activities, a diary of events, newsletters, staff training and a forum to provide useful information and sharing of ideas and initiatives from all member schools.

- 4.3 Each confederation has its own identity, management structure and action plan. The action plans came about by schools (and other partners) identifying local needs, priorities and initiatives, promoting locally organised professional development opportunities for staff, developing extended service programmes for children and families and involving themselves in other events which support community cohesion.
- 4.4 As Surrey moves towards the final year of determined funding from the Schools' Standards Fund, which has supported this agenda, the Local Authority is reflecting on the current organisational structures and the impact of confederations. It is exploring future ways of working together that will enable confederations, as mutually supportive collaboratives, to

be sustainable, more consistent across the county and accountable to support the needs of all children and families in the borough.

- 4.5 A proposal has been put forward to implement either 11 or 12 confederations that will be more closely aligned with the district and borough boundaries, the 14 to 19 Partnerships and Children’s Services areas as well as being accountable to the Surrey Children’s Alliance. Four events have been held across the county for heads and governors in order to seek their views on the proposal. The events were particularly well attended in the south east and Andy Roberts, as well as the Confederation Strategy Group chaired by Nick Wilson, will now consider the feedback received before moving to any new organisational structure aiming to deliver services to children and families in partnership with our schools and others.
- 4.6 Particular successes of the local confederations include the establishing of Youth Councils, the Read, Write, Excite Programme in Horley (an accelerated learning programme), partnership and multi-agency working (HLP has around 50 working partners), shared CPD for school staff with links to the Children’s Centres; employment of Home School Link Workers and Early Years’ Outreach workers in the Children’s Centres and provision of a range of out of school and family learning activities.
- 4.7 Some quotations from service users:
- *“Extended Schools gave me choices. Now I have a well paid job and it has a huge impact on my family.”*
  - *“A great experience for my daughter ...she could use team building skills and forge new friendships.”*
  - *“I started at the bottom, but because I received praise and rewards I started to want to do well and so I worked really hard.”*
  - *“It’s the best holiday club I have been to. There are brilliant activities and you are seeing life from a different point of view of special needs children.”*

## 5. EDUCATION ISSUES – current picture June 2010

### 5.1 Admissions and school places

- 5.1.1 The issue of school places in the town continues to be a pressing one. In September 2010 **Merstham Primary School** has been directed to take an extra Reception class and the temporary classroom, placed on the **Holmesdale** site in 2007, is also being used to take extra pupils with no stated exit route. **The Priory Junior School** has increased its PAN for one year only, to take an extra 30 pupils, but it is now full to capacity and cannot be expected to take any more in subsequent years. The development of **Sandcross Primary School** is in the Capital Programme and this will eventually provide extra places in the south of the town. As it is the governors have agreed to

take an extra 20 infant pupils on the old Orchards site and an extra 30 on the main site. The pattern of admissions at **Sandcross** is now two forms of entry at KS1 and 4 forms at KS2, in order to take the **Dovers Green** children. A new primary school is planned for the Redhill area and estates have identified a suitable site but this may take two to three years to realise a new build.

- 5.1.2 Horley is similarly up to capacity in the existing schools and a new primary school is planned. Housebuilding is slowly picking up in the town and builders are currently utilising a piece of land that is earmarked for a school.
- 5.1.3 Secondary places are equally 'tight' and the Borough is bucking the trend of falling rolls across the county. There are currently some spare places at Oakwood and The Warwick and a few at The Beacon but another 'bulge' is expected by September 2014. The School Commissioning Team are managing this aspect of provision.
- 5.1.4 The coordinated admissions scheme is now fully operational for both primary admissions and KS2 and secondary transfers. Overall, across Surrey 92% of secondary and 96% of primary applicants have gained one of their three preferred schools for September 2010. (83% were offered a first preference school for a Reception place and 79% were offered their first preference secondary school). In Reigate and Banstead Borough 80 % of primary parents got their first choice of school and 83% of secondary parents got their first choice of school. The Local Authority's aim is always to offer the highest number of parents one of their three choices of school.

## 5.2 Headteacher changes:

- 5.2.1 Since last year's report a number of headteachers in Reigate and Banstead have moved on. New postholders this year are Ms Frances Ayres at **Reigate Parish Infant School**, Mrs Judith Constable at **Sandcross Primary School**, Mrs Janet Lightfoot at **St Matthews Primary School**, Mr Justin Kelly at **Tadworth Primary School** and Mr Owen Rhodes at **Woodmansterne Primary School**. Mr David Cole will be joining **Yattendon Primary School** as Headteacher in September.
- 5.2.2 There will be two changes of secondary Heads at the end of this term when Mrs Jennie Thomas and Mr John Cain retire. They will be replaced by Ms Lisa Croke at **The Beacon** and Ms Susan Wardlow at **Reigate School**.

## 5.3 Ofsted inspections:

- 5.3.1 Nine schools in the Borough have been inspected by OFSTED since June 2009. There has been a new inspection framework in place since

September 2009 and the revised tariff is much more challenging. Judgements are made across the school's work but certain aspects limit the grade a school can receive: pupil progress, the quality of teaching and learning, leadership and safeguarding arrangements are key to determining the final overall judgement. It is therefore now much more difficult to be graded as 'outstanding'.

- 5.3.2 There were no schools in the most recent round of inspections judged as Grade One (Outstanding). Four schools were judged as good and some had outstanding features. Two schools were given Grade 3 (satisfactory) and there was one Grade 4 (Notice To Improve). All OFSTED reports are notified to the local County Councillor by email from the LEO team once they are available on the OFSTED website.

## 5.4 Summary

- 5.4.1 In summary, Reigate and Banstead schools continue to provide positive and successful educational experiences for pupils and most parents living in the Borough choose to send their children to the local Surrey maintained schools. The attainment of all schools is generally good and many schools have features of outstanding practice. Six schools in the Borough are receiving additional support from VT FourS via the Additional Support and Intervention (ASIP) programme. In each case this is to assist the Head and governors with raising standards and, in some cases, to help resolve some difficult staffing issues. The indicators are that these schools are making satisfactory or good progress.
- 5.4.2 All schools in the Borough buy into the Local Education Officer Team support package and they are therefore entitled to enhanced support and guidance. Heads use the service well and we maintain good contact and very positive relationships with all schools in Reigate and Banstead.

## 6. FINANCIAL AND VALUE FOR MONEY IMPLICATIONS

- 6.1 The total budget delegated to Surrey Maintained schools in 2009/10 was **£533.583 million**. Reigate and Banstead schools ' share of this was £63,126,070.5.
- 6.2 The total School Standards Grant in 2009/10 was **£27.465 million**, of which **£3.287 million** relates to Reigate and Banstead schools. This is money that the former government gave directly to schools for Headteachers and governing bodies to spend as they saw fit.
- 6.3 The total Standards Fund (a series of thematic programmes which schools choose to follow, or not) devolved to the Borough's schools in 2009/10 was **£3.507 million**.

- 6.4 Total funding delegated or devolved to Reigate and Banstead schools from all sources in 2009/10 was: £63.1million in delegated budget, plus £3.287million in SSG, plus £3.351million in Standards Fund; plus. £0.701million in other miscellaneous grants which, rounded up, comes to: **£70.465million.**

## **7. EQUALITIES AND DIVERSITY IMPLICATIONS**

- 7.1 Surrey is a county of changing racial and ethnic population. Reigate and Banstead schools include pupils from other ethnic communities and teachers are increasingly developing the curriculum to reflect the multi-ethnic aspects of society. All schools have a statutory Equal Opportunities policy that includes protocols to prevent disability discrimination and other forms of discrimination and racism. Increasingly children with special needs are included in local mainstream schools, with appropriate support, so that they may be educated with their peers.
- 7.2 All the secondary heads in South East Surrey meet twice per term to place pupils who are excluded or without a school place. In addition to this the local Secondary heads have set up a system of 'managed moves' between the schools in order to avoid permanent exclusion of pupils with the most challenging behaviour. The 14-19 Learning Partnerships each work closely with the colleges, youth service and other providers to develop the curriculum and to reduce the need for exclusion by offering vocational and alternative learning packages.

## **8. CRIME AND DISORDER IMPLICATIONS**

- 8.1 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 fully engaged with partners such as the police, the Youth Service and Youth Justice Team to try and help reduce crime and anti-social behaviour.

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