

**OFFICER REPORT TO LOCAL COMMITTEE
(TANDRIDGE)**

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

03 July 2009

KEY ISSUE

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

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 2009).

The attainment data quoted in the report relates to the end of key stage results last Summer 2008.

OFFICER RECOMMENDATIONS

The Tandridge Local Committee is asked to note the content of this report.

1 INTRODUCTION AND BACKGROUND

- 1.1 Tandridge district has 32 schools maintained by Surrey County Council. These include:
- 6 infant schools covering the Foundation Stage (also known as Early Years and Reception classes) and Key Stage 1 of the National Curriculum
 - 3 junior schools covering Key Stage 2 only
 - 17 primary schools which deliver the Foundation Stage curriculum and the first two Key Stages
 - 3 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 - AS and A level)
 - 3 Special schools for Statemented pupils with special educational needs that cannot be catered for within a mainstream setting.
- 1.2 The Department for Children, Schools and Families (DCSF) publishes national and school data on its public website. However to report on school attainment purely by looking at end of Key Stage attainment data, such as SATs and GCSE results, is to only see half the picture. Education is about the school adding value to whichever starting point the student began and is also about the broader achievements and all round development of the whole child.
- 1.3 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 (SIP) provides an external challenge and scrutiny of the school's overall performance and that of specific groups of students.

2 ANALYSIS OF ATTAINMENT 2008

- 2.1 The DCSF 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 Twelve (52%) of the 23 schools with Infant pupils achieved results in line with, or above the national average in all core subjects. Seven of these schools achieved results in line with or above Surrey averages in all four areas of learning. Notably, at one school every pupil achieved a level 2 or above in all four subject areas at KS1. Nine schools achieved results in line with or above the national averages in all core subjects at Level 3 or above. Of these, the Teacher Assessments in four schools indicated pupil achievement in line with or above the Surrey average in **all** subjects (ie core and foundation subjects such as history, art, IT and so forth).
- 2.3 At Key Stage Two, 11 of Tandridge's 19 schools achieved results in line with or above the national average in all core subjects (Level 4 in English, Maths and Science). Seven of these schools achieved results in line with or above the Surrey average in all core subjects and the 2008 cohort of **Tatsfield Primary** pupils did particularly well, achieving results of 90% and above in all three core subjects.
- 2.4 Examining levels of attainment in isolation, however, does not give any indication of the progress pupils have made since their end of Key Stage 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.
- 2.5 Five of Tandridge's primary schools (**Marden Lodge, Nutfield, St Francis, Tatsfield and Warlingham Village Primary**) had a Contextual Value Added (CVA) score within the top quarter of schools nationally. This means that the schools added good value to the learning of the pupils, irrespective of whether or not they achieved the nationally expected or 'Surrey expected' scores in their SATs. **Nutfield Primary** was in the top 5% of schools nationally for its CVA score. The CVA is a particularly important indicator when we consider pupils from less affluent backgrounds or with SENs. It shows that the school is moving these pupils on in relation to their starting point.
- 2.6 The Department for Children, Schools and Families did not publish the 2008 Key Stage 3 Achievement and Attainment Tables as there were considerable problems with the marking of papers in various subjects and the results were therefore unreliable in terms of year on year comparison.
- 2.7 **Key Stage 4 (GCSE exams):** Two of Tandridge's three mainstream 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. Both schools also achieved results in line with or above the national average in all subjects at Level 6 and above. One of these schools (**Oxted**) was above the Surrey average in all subjects at both Level 5 and above and Level 6 and above.

- 2.8 One of Tandridge's three Secondary schools achieved a 5+A*-C pass rate in line with or above the national average (**Oxted**). This school also achieved a 5+A*-C pass rate in line with or above the Surrey average. Two schools had a 5+A*-C including English and Maths pass rate above the national average (**Oxted, Warlingham**).
- 2.9 GCSE results at **de Stafford School** showed significant improvement in 2008. The percentage of students achieving five A* to C grades rose by 20% from 33% in the previous year to 55% last year. 42% of students achieved five A* to C grades including English and Maths and further improvements are confidently expected this year.
- 2.10 Very few pupils leave Tandridge secondary schools without achieving any qualifications. The percentage of pupils achieving at least one qualification is in line with or above the national average in two schools (**Oxted, Warlingham**). All the schools offer a range of qualifications alongside the traditional GCEs. These may be GNVQs, Key Skills or other more vocational courses.
- 2.11 In terms of progress made by pupils between Key Stage 2 and Key Stage 4, none of Tandridge's Secondary schools had a CVA score in the top 25% of schools nationally. One explanation for this may be that because the primary schools are successful in raising attainment and an increasing number of pupils are leaving primary school with Level 5 SATs, it is harder to demonstrate significant progress in terms of SATs results. There is also a complex points weighting system that operates in secondary schools and some qualifications are worth more points than others. In some subjects it may be easier to achieve a higher pass rate and when this is all aggregated the school is given a total average point score. A school's point score will very much depend on the combination of qualifications and subjects offered and the individual grades achieved by students.
- 2.12 Beyond the national tests and examinations many schools in Tandridge have achieved specialist curriculum awards and quality standards such as Arts Mark, Healthy Schools and Eco Schools awards. These will be reported on in the individual school information annexe.

3 ATTENDANCE

- 3.1 Schools in the Tandridge area have worked hard this academic year to meet the government's persistent absence targets and as a result school attendance has improved. None of the Secondary Schools in Tandridge were classified as "Persistent Absence" Schools for the last academic year and each school's attendance has improved further during the current school year. Whole school attendance for each of the Secondary Schools remains good.

- 3.2 Of the Primary Schools, the DCSF highlighted 6 Primary Schools, whose Persistent Absence was higher than the national average of 2.4%. Five of these schools have improved their Persistent Absence and the other school has remained the same as last year's level. Although "official" Persistent Absence targets have not been set by DCSF for Primary Schools yet, it is anticipated that these targets could be introduced soon. Whole school attendance for the area remains good, with the Primary Schools achieving a whole school attendance range between 92.2% to 96.9%.

4 TANDRIDGE CONFEDERATION

- 4.1 The Tandridge Confederation of schools has had another successful and productive year. The Confederation has officially developed into an Extended Services Confederation and is now offering a range of activities across the five core areas (delivering a varied menu of extra-curricular activities, enabling community access to facilities and events, swift & easy access to specialist services for pupils and families and providing parenting support and childcare either directly or through a third party). It is judged by the Local Authority to be one of the strongest and most effective confederations in the county.
- 4.2 Sarah Sadler, Headteacher, Nutfield Primary, continues in the role of Confederation Chair. The Confederation's activities are managed and co-ordinated by Sarah Davison. All schools are involved, and Headteachers and other staff have put in a tremendous amount of work and commitment to this venture. Sarah Davidson has steered the Confederation through its first action plan and has initiated many activities locally (eg Learning Mentors) which have directly benefited young people and their families.
- 4.3 Highlights during 2008 included the Confederation Day in which staff came together to take part in a range of training activities. Another highlight was the continuing success of the Tandridge Youth Council. Every school in the area sends a representative, and they have worked together to produce their first newsletter.
- 4.4 The Confederation website (www.tandridgeconfederation.org.uk) provides a complete overview of the Confederation, a diary of events, newsletters, staff training and a forum to provide useful information and sharing of ideas and initiatives from all member schools.

5 EDUCATION ISSUES – current picture May 2009

- 5.1 While the issue of Admissions to Oxted School has been resolved to some extent by the introduction of a catchment area, there is still concern among some parents in the south of Tandridge that no real alternative Surrey school is available if they fail to obtain a place at Oxted. The nearest schools are either out of county in West Sussex or Oakwood School at Horley, which is difficult to access as there is no easy public transport route. The School Place Planning team are monitoring the situation with regard to numbers of available places.
- 5.2 There was a slight shortfall of infant places identified this year once all parental preferences had been considered. As a temporary measure, Limpsfield Infant School has agreed to take an extra class to meet the basic need in the area in September 2009. However, the Local Authority anticipates a similar shortfall in the next two years and so has entered into consultation with all infant and junior schools in the Oxted area to seek a local solution.
- 5.3 In Tandridge **86 %** of secondary applicants received their first preference in 2009. **83 %** of applicants received their first preference for primary school admission in 2009. Overall, across **Surrey 92% of secondary and 98% of primary** applicants gained one of their three preferred schools for 2009. The Local Authority's aim is always to offer the highest number of parents their choice of school.
- 5.4 All three secondary schools are proving popular with parents. **de Stafford School** received more first preferences in 2008 and 2009 than its Published Admission Number (150) and its continued improvement and strong leadership was recognised by Ofsted in its inspection in December 2007. Parental confidence in the school is now high and it has become a school of choice. Both **Warlingham** and **Oxted** are also oversubscribed as in previous years.
- 5.5 Since last year's report only one Headteacher in Tandridge has resigned her post (Carole Howard, St John's Caterham) and the governors of the school have been fortunate to appoint a high calibre replacement in Mrs Liz Wombwell (formerly Head of Reigate Parish Infant School).
- 5.6 Seven schools in the District have been inspected by OFSTED since September 2008 and the quality of education provided was judged as satisfactory or good in all of them. **Warlingham School** received a Grade 2 overall (Good) and its Sixth Form was judged as Outstanding (Grade 1). **Sunnydown School** (Special) was also judged as Outstanding in February 2009. All OFSTED reports are notified to the local County Councillor by email from the LEO team once they are available on the OFSTED website.

- 5.7 In summary, Tandridge schools are providing a good education for pupils and most parents choose to send their children to local Surrey maintained schools. The attainment of all schools is generally good and many schools have features of outstanding practice. Only three schools in the District are receiving additional support from 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 parental confidence in these schools is also generally high.
- 5.8 All schools in the District buy into the Local Education Officer Team support package and 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 Tandridge.

6 FINANCIAL AND VALUE FOR MONEY IMPLICATIONS

- 6.1 The total delegated schools budget for Surrey in 2008/9 was **£514.159 million**. This included money from the Learning and Skills Council to finance post-16 education. Schools also received **£26.793million** in School Standards Grant and **£26.272 million** in other Standards Funds. 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 **£162.1 million**. As most of the education budget is now delegated to schools the Council retains minimal control over how the money is spent. However, schools are subject to stringent financial regulations and routine audit which scrutinises their expenditure using Best Value criteria.

7 EQUALITIES AND DIVERSITY IMPLICATIONS

- 7.1 Surrey is a county of changing racial and ethnic population. Tandridge 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. 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 three Tandridge 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.

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.

9 CONCLUSION AND RECOMMENDATIONS

- 9.1 It is recommended that Members note the content of this report.

10 REASONS FOR RECOMMENDATIONS

- 10,1 It is a function of the Local Committee to monitor service provision by County services within the District which it will fulfil by noting the content of this report and commenting on the delivery of local education.

11 WHAT HAPPENS NEXT

- 11.1 The reporting officer will note any comments made by Members in relation to this report, and education issues locally, and will report back accordingly.

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