



OFFICER REPORT TO LOCAL COMMITTEE (TANDRIDGE)

LOCAL EDUCATION OFFICER'S ANNUAL REPORT ON EDUCATION

24 June 2011

KEY ISSUE

To provide Councillors 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. The report contains an appendix of information about individual schools and the Tandridge Confederation.

Please note that the attainment data quoted in this report relates to the end of key stage results last summer (2010), as the 2011 SATs and GCSE results are not yet available at time of writing.

OFFICER RECOMMENDATIONS

The Local Committee (Tandridge) is asked to note the content of this report and its annexes for information.

1 INTRODUCTION AND BACKGROUND

- 1.1 As of September 2010 Tandridge District has 31 schools maintained by Surrey County Council. The number has changed over time to take into account amalgamations and the re-organisation of educational places in a planning area. The District's current provision includes:
- 5 infant schools covering the Foundation Stage (also known as Early Years and Reception classes) and Key Stage 1 of the National Curriculum (Years 1 and 2)
 - 2 junior schools covering Key Stage 2 only
 - 18 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 – GCSE, AS, A level, NVQ and Diplomas)
 - 3 Special schools for Statemented pupils (whose special educational needs cannot be catered for within a mainstream setting)
- 1.2 This summary report is intended to provide a general picture of school performance in the District, in terms of academic attainment during the 2009/10 year. The report also comments more broadly on other important aspects that contribute to the success and achievement of pupils attending schools in Tandridge.
- 1.3 The Department for Education (DfE) publishes a range of statistical data on its website. Additionally schools 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 A School Improvement Advisor (SIA) employed by Babcock FourS meets with the Headteacher twice a year to have a professional conversation. The SIA may advise the school on issues related to teaching and learning and pupil progress; he or she will challenge them, where necessary, to achieve more; they might be directed to other schools where there is good practice and the SIA can also support them with development planning and other school leadership issues. The SIA advises the governors who carry out the Headteacher's performance management and delivers much of the School Improvement role on behalf of the Local Authority. The SIAs work closely with the Local Education Officers to ensure that Surrey County Council has a good knowledge of its maintained schools.

2 ANALYSIS OF ATTAINMENT 2010

- 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 SATs and other 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 Tandridge District. The data is taken from the Key Stage 1 Teacher Assessments, Key Stage 2 SATs and Key Stage 4 GCSE results were taken from the DfE performance website and analysed by the Surrey County Council Performance Team. This information is in the public domain and is therefore available to senior leaders in schools, governors, the LEOs and by the FourS SIAs. Key Stage 3 teacher assessments were not individually reported last year to the DfE but there is a progress measure available for KS2 to KS4 for each of the three secondary schools. Where possible, I have included comparable data from previous years.

2.3 Key Stage 1: Tandridge Schools' Results

- Below is the data on Tandridge schools that equalled or exceeded the expected level of attainment at Key Stage 1 at Level 2 and above last summer (2010). **NB There are 23 schools that have KS1 pupils**
- The numbers in brackets indicate the previous year's results based on moderated teacher assessments

3	Number of schools with % of KS1 pupils at L2+ greater or equal to	
	= / > National figures	= / > Surrey figures
Reading L2+	15 (14)	9 (8)
Writing L2+	16 (15)	12 (11)
Maths L2+	19 (14)	13 (14)
Science L2+	20	16

2.3.1 The DfE suggests that a Level 2B or higher at KS1 gives children the best chance of gaining Level 4+ at Key Stage 2.

4	Number schools with % of KS1 pupils at L2B greater or equal to	
	National figures	Surrey figures
Reading	15 (12)	8 (10)
Writing	12 (10)	8 (7)
Maths	16 (13)	9 (10)

2.3.2 Results at Level 3+, i.e. the number of Tandridge schools with pupils exceeding the expected level of attainment at the end of Key Stage 1.

Number schools with % of pupils achieving Level 3+ at KS1 greater or equal to		
	National figures	Surrey figures
Reading	14 (13)	6 (8)
Writing	6 (10)	4 (7)
Maths	12 (14)	6 (5)
Science	11	7

2.3.3 The national average point score per pupil at the end of Key Stage 1 is 15.7. In Tandridge 13 of the 23 schools matched or exceeded this in English, 15 in Maths and 14 in Science.

2.3.4 The Surrey Average Point Score was 16.8 in 2010 and 5 Tandridge schools matched or exceeded this in English; 6 schools in Maths and 8 schools in Science.

2.4 Key Stage 2: Tandridge Schools' Results

2.4.1 The tables below and on the next page provide figures calculated from the Pupil Level results file or are taken from DCSF SFR 32/2010 (LA Maintained, National, SE results). The data is based on all Maintained Schools i.e. mainstream and specials.

2.4.2 Some general background information to put the results into context:

- 21 SCHOOLS IN Tandridge cover the KS2 curriculum
- Achieving at least a Level 4 is the national expected norm for the end of this Key Stage
- Surrey schools generally perform better than the national norm, partly because the pupils tend to come from backgrounds of greater advantage and also because there is a relatively high percentage of good teaching and pupil progress in comparison with all schools nationally
- 80% of pupils nationally achieved a Level 4 or a L5 in English and 79% in Maths last year
- 73% achieved these levels in both subjects nationally and 77% in Surrey
- Pupils are expected to make 2 levels of progress between the end of KS1 and the end of KS2 (e.g. from a L3c to a 5c) 84% of pupils achieve this nationally

2.4.3 The following table shows the number of Tandridge schools that met these national and Surrey expectations and also allows comparison with the two other SE area districts.

Area	Borough	No of Schs with Lv4+ Eng >= National	No of Schs Lv4+ Maths >= National	No of Schs with Eng & Ma L4+ >= National	No of Schs with 2 levels of progress in En >= National	No of Schs with % 2 levels of progress in Maths >= National	No of Schs with Average Points Score for En and Ma >= National	Total No of Schs
SE	Mol	11	11	12	8	9	12	14
	Rei	15	13	14	13	9	12	21
	Tan	12	8	10	9	8	11	18
SE Total		38	32	36	30	26	35	53
National Figures		80%	79%	73%	84%	83%	27.4%	

2.4.4 Pupils are expected to make two levels of progress between Key Stage 1 and Key Stage 2. The national floor target is that 55% of all pupils in a school achieve this benchmark. All primary/junior schools in Tandridge met this target.

Area	Borough	No of Sch with % of Eng Lv4+ >= Surrey	No of Schs with % of Maths Lv4+ >= Surrey	No of Schs with % Eng & Maths Lv4+ >= Surrey	No of Schs with % making 2 levels of progress in Eng >= Surrey	No of Schs with % making 2 levels of progress in Maths >= Surrey	No of Schs with Average Points Score for En & Ma >= Surrey	Total No of Schs
SE	Mol	7	9	8	9	10	9	14
	Rei	12	12	11	13	10	11	21
	Tan	11	7	9	10	9	9	18
SE Total		30	28	28	32	29	29	53
National Figures		84%	81%	77%	83%	81%	28.1%	

- 2.4.5 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.

	Surrey mainstream	South East Surrey mainstream	Number Tandridge mainstream
<i>Top 5% of schools nationally</i>	2%	0%	0
<i>Next 20% of schools nationally</i>	14.8%	13.2%	22.2%
<i>Next 15% of schools nationally</i>	16.1%	17%	11.1%
<i>Middle 20% of schools nationally</i>	26.2%	20.8%	11.1%
<i>Next 15% of schools nationally</i>	20.1	28.3%	27.8%
<i>Next 20% of schools nationally</i>	20.8	20.8%	27.8%
<i>Bottom 5% of schools nationally</i>	0	0	0

- 2.4.6 These tables show the number of schools who have a CVA score in the various score bandings i.e. if a school is in the Top 5% in the table it means they have a CVA score in the top 5% of score. It does not mean they are necessarily in the top 5% of schools in the country.

2.5 **Key Stage 3**

Schools no longer report SATs results at Key Stage 3 but they do administer a range of mid key stage assessments and predictive tests. They also conduct end of key stage (summative) assessments. The DfE's RAISE online combined with The Fisher Family Trust (FFT) data helps secondary schools to monitor individual, group and whole cohort progress and this is used to assist target setting.

2.6 **Key Stage 4: Tandridge schools' GCSE results 2010**

- The percentage of pupils achieving the Level 2 qualifications threshold (i.e. 5+A*-C) was 77.4% of schools in Surrey overall. 62% of Surrey secondary schools achieved 5 good passes including English and Maths. In Tandridge de Stafford School had 79% of its pupils achieving 5 good passes and 54% with the two core subjects. 79% of Oxted students achieved 5 good passes and 58% of them with English and Maths; and at Warlingham School 87.9% achieved 5 good passes and 64% included the two core subjects in these. Therefore the percentage of pupils achieving the Level 2 qualifications threshold **including** English and Mathematics was greater than the Surrey average in only one Tandridge school last year, although both the other schools indicate a rising trend in their results.

2.7 **Key Stage 2 to Key Stage 4 Contextual Value Added**

Area	Borough	Top 5%	Next 20%	Next 15%	Middle 20%	Next 15%	Next 20%	Bottom 5%	Total No of Schools
NE	ELM	0	0	25	25	50	0	0	100
	EPS	0	25	0	50	0	25	0	100
	SPE	0	0	0	16.7	16.7	50	16.7	100
NE Total		0	7.1	7.1	28.6	21.4	28.6	7.1	100
NW	RUN	0	25	0	0	0	50	25	100
	SUR	0	25	0	0	25	50	0	100
	WOK	25	0	0	0	50	25	0	100
NW Total		8.3	16.7	0	0	25	41.7	8.3	100
SE	MOL	0	0	0	25	25	50	0	100
	REI	0	16.7	0	0	33.3	33.3	16.7	100
	TAN	0	0	33.3	33.3	0	33.3	0	100
SE Total		0	7.7	7.7	15.4	23.1	38.5	7.7	100
SW	GUI	0	28.6	14.3	14.3	14.3	28.6	0	100
	WAV	0	14.3	14.3	42.9	14.3	14.3	0	100
SW Total		0	21.4	14.3	28.6	14.3	21.4	0	100
Total No of Schools		1.9	13.2	7.5	18.9	20.8	32.1	5.7	100

Please Note: These tables show the number of schools who have a CVA score in the various score bandings ie if a school is in the Top 5% in the table it means they have a CVA score in the top 5% of score. It does not mean they are necessarily in the top 5% of schools in the country.

3 ATTENDANCE

- 3.1 Under the previous Labour Government one of the key aims included within the Children's Plan was that no Local Authority would have more than 5% of its Secondary School pupils who were persistently absent.
- 3.2 A child classed as persistently absent, typically, would be missing 20% of their education i.e. missing the equivalent of a day per week.
- 3.3 The Coalition Government dispensed with this target but challenged schools to continue to tackle Persistent Absence. Persistent Absence is still reported via the School Census on an individual school and Local Authority basis. Overall absence rates are also collated through the school census and monitored by the Education Welfare Service.
- 3.4 **Absence Rates Nationally and in Surrey**
- 3.4.1 **Primary Schools** – The rate for Persistent Absence in Surrey for our Primary Schools remains low; this is in line with statistical neighbours and better than the National Average. In Surrey in 2009/10 1.3% of the children in Maintained Primary Schools were within the Persistent Absence category compared with 1.4% nationally. For Surrey schools this is the same result as of 2008/09 but an improvement compared to 1.5% in 2007/08. Overall absence declined slightly for 2009/10 from 4.84% in 2008/09 to 4.94%

3.4.2 Secondary Schools – The rate for Persistent Absence in Surrey for our Secondary Schools shows consistent improvement in line with national trends. In Surrey in 2009/10 4.1% of children in Maintained Secondary Schools were within the Persistent Absence category compared with the 4.2% nationally. For Surrey school's this shows an improvement compared to 4.6% Persistent Absentees in 2008/09.

3.4.3 Overall absence figures have improved consistently over the last 5 Academic Years. In 2009/10 overall absence rates were 6.73% compared with 7.06 in 2008/09. This is better than the national average of 6.8% and the average for the South East region of 6.9%

3.5 Tandridge – School Attendance

3.5.1 School Attendance figures are collected at regular intervals for DfE via the School Census. Government figures released for School League Tables are based on Half Terms 1-4 and are typically available in the September or October of the following academic year. However, with the Education Welfare Service, schools are encouraged to continually monitor the attendance within their schools to highlight concerns. For every maintained school EWS collects this information regularly, so as to be able to allocate resources appropriately.

3.5.2 At the beginning of the 2010/11 academic year no Tandridge Secondary Schools had more than 5% of their school roll who were Persistent Absentees. This position has continued into 2011 and all three secondary schools currently have very low levels of PA.

3.5.3 In the Primary sector four schools were identified as having levels of Persistent Absence highlighted as a concern. These targeted schools have worked incredibly hard and have put time and resources into tackling this issue. Marden Lodge and Hillcroft have shown very real improvements on the previous academic year and have now reduced their PA to below 5%. Burstow has also shown improvement in reducing its PA and Lingfield Primary is beginning to show signs of progress in this respect.

3.5.4 The Education Welfare Service is assisting all schools with managing attendance, not just by producing and monitoring the figures and visiting families whose children's attendance is poor but also in advising school staff how the importance of good school attendance can be promoted to children and parents. All Tandridge schools have developed a more systematic approach to monitoring and intervening with Persistent Absentees and are encouraging those students whose attendance is good to improve further.

4 THE TANDRIDGE CONFEDERATION

4.1 Over the past few years all Tandridge schools have been involved in the development of the Extended Services' Confederation. There are currently 23 confederations across Surrey. The Tandridge Confederation is regarded by the Local Authority as one of the most effective, successful and sustainable.

4.2 The Confederation's activities are managed and co-ordinated by Sarah Davidson, who is based at de Stafford School. The lower floor of the former 6th form building is used by the Confederation for many activities. The Confederation website provides a good overview of the menu of activities open to families and young people, a diary of events, newsletters, staff training and a forum to share

information and ideas from all member schools. (See also the attached report on the Confederation's Successes over 2010-2011)

- 4.3 Each Surrey Confederation has developed its own identity, management structure and action plan. The action plans came about by schools (and other partners) identifying local needs, 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 so far supported this agenda, the Local Authority is reflecting on the sustainability of the confederations, their current organisational structures and their impact. It is exploring future ways of working together that will enable confederations, as mutually supportive collaboratives, to be sustainable, accountable and more consistent across the county.
- 4.5 A proposal has been put forward by Nick Wilson to implement the 23 local confederations into 11 larger clusters that will be more closely aligned with the district and borough boundaries. They will also take into account the configurations of the 14-19 Partnerships and Children's Services areas. At a recent conference for Primary Headteachers countywide, the Local Authority received a very clear message from Heads that they wish to remain as 23 separate confederations. The strategic leadership is considering the feedback received before moving to any new organisational structure which will aim to deliver services to children and families in partnership with schools and others. Any future change in configuration is unlikely to affect Tandridge Confederation as it already operates as a single collaborative within the District.

5 SPECIAL EDUCATIONAL NEEDS

- 5.1 The Head of the local team is Mrs Shelagh Green. Case Officers within her team work on an allocated basis according to pupils' surname. There are various levels of provision: the majority of pupils being maintained in mainstream schools; some attending specialist centres attached to mainstream schools and those in Special Schools. Pupils cross boroughs and districts due to the way in which the provision is spread in Surrey. Not all pupils with SENs have a Statement; many are able to have their needs met within the school's resources, or with some additional resources from the Local Authority. All pupils in special schools have a statement of Special Educational Needs which is reviewed at least annually in conjunction with their parents and the Authority.
- 5.2 Clifton Hill School caters for pupils with severe learning difficulties; Limpsfield Grange and Sunnydown schools are single sex establishments catering for pupils with learning and emotional difficulties; the latter schools have residential provision.
- 5.3 St Catherine's and Marden Lodge have specialist provision for pupils with speech, language and communication needs. St Stephen's has specialist provision for pupils with visual impairment. de Stafford School has provision for speech, language and communication and Oxted School has provision for pupils with visual impairment.

6 OTHER EDUCATION ISSUES – the current picture as of September 2010

6.1 Admissions and school places

- 6.1.1 By 1 March and 11 April respectively the School Admissions and Transport Team had sent out letters to all parents advising them of the outcome of their applications for secondary and reception and junior school places for September 2011.
- 6.1.2 Overall, nearly 95% of applications for Reception and junior places were received on-line this year, which is an increase of 4% on last year. 92% of secondary applications were received online, which again represents an increase. This should improve the offer process for parents as they can now accept or decline their place on-line. Parents who applied on-line received an email with the outcome and were also able log on to view the outcome of their application for a school place.
- 6.1.3 Applications for Reception increased by nearly 4% this year and this may be due, in part, to the introduction of cross border coordination for primary admissions which has meant that, for the first time, parents have had to apply through their Home Local Authority for a primary school place, regardless of the schools that they wish to apply for. This is in contrast to secondary school applications which reduced by 5% this year.
- 6.1.4 The increase in applications has meant that additional provision has needed to be found in many areas of Surrey. Specific pressure has been placed on Elmbridge, Reigate and Banstead, Waverley and Woking all of which have seen an increase in first preference applications for Reception. As in previous years some schools have been asked to over-offer with the intention to drop back to their Published Admission Number (PAN) as parents decline places. Parents deciding to decline a place is not an infrequent occurrence in Surrey, especially where families accept a state school offer but then move house or later decide to opt for private education.
- 6.1.5 In Tandridge there have been sufficient primary places available to meet need, although a number of admissions appeals for places at the new Tatsfield School have been allowed and this presents the school with a challenge with regard to numbers in Reception and Infant Class Size legislation. In the secondary sector de Stafford has agreed to offer additional places to meet demand.

6.2 Headteacher Changes

- 6.2.1 Since last year's report one Headteacher in Tandridge District has moved on. A new postholder taking up her headship since then is Ms Stephanie Scutter who replaced Mrs Linda Huggett at Hillcroft Primary.
- 6.2.2 New to post this term (April 2011) are Mrs Fiona Morgan, who has replaced Mrs Chris McClelland at Hamsey Green, Mr Terry Sheen, who has replaced Mrs Elspeth Andrews, the Acting Head at Holland Junior School, Mr Anthony Marsh who has replaced Mrs Jenny Jeffcoat at Whyteleafe School and Mrs Amanda Blackburn, an acting Head, awaiting the start in September of Ms Sarah Lewis, the new Head Designate at St Mary's CE Junior.
- 6.2.3 Due to retire at the end of this term (July 2011) is Jane Cowley at Dormansland Primary. She will be replaced by Mr Matthew Apsley.

6.2.4 One Headteacher has reduced her working hours and the school now has a shared Headship. From January 2011 Mrs Tricia Burke, the Deputy at St Francis Primary assumed the role of Co-Head with the existing head Mrs Margaret Clerkin.

6.3 **Ofsted inspections**

6.3.1 9 schools in the District have been inspected by OFSTED since my last report to you in August 2010. 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'.

6.3.2 Five schools were judged as Grade 2, (Good) – Felbridge, Holland, Hurst Green, de Stafford and Limpsfield Grange.

6.3.3 Three schools were judged as Grade 3 (Satisfactory) – Godstone Village, Marden Lodge and Oxted.

6.3.4 One school was judged at Grade 4 and has been given a notice to improve – St Stephen's

6.3.5 All OFSTED reports are notified to the local County Councillor by email from the LEO team once they are available on the OFSTED website.

7 **SUMMARY**

7.1 In summary, Tandridge schools continue to provide positive and successful educational experiences for pupils. Most parents living in the District choose to send their children to their local school and many parents from Croydon and Kent continue to seek places at Surrey County Council Maintained schools in Tandridge.

7.2 The attainment of all schools in the District is generally good and many schools have features of outstanding practice. One primary school in the District is currently receiving additional support from VT FourS via the Additional Support and Intervention (ASIP) programme.

7.3 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 the area.

8 **FINANCIAL AND VALUE FOR MONEY IMPLICATIONS**

8.1 The total delegated schools' budget for Surrey in 2010/11 was £559.2 million, of which £ 44.6 million was for Tandridge schools. This is an increase on the previous year (£533.58m and £ 42.7 m)

8.2 The total School Standards Grant delegated to schools in 2010/11 was £28.4 million, of which £2.2million relates to Tandridge schools. Cf with the total grant in 2009/10 of £27.4 of which £ 2.1 m went to Tandridge.

- 8.3 The total Standards Fund devolved to schools in 2010/11 was £38.2 million (cf. £30.33m) of which £ 2.7million was devolved to Tandridge schools.
- 8.4 Total funding delegated or devolved to schools from all sources in 2010/11 was £636.8 million, (cf. previous year: £597.7m) of which £ 49.9 million was for Tandridge schools. Total funding includes all of the allocations above plus practical and applied learning, Local Authority funded school improvement initiatives etc.

9 EQUALITIES AND DIVERSITY IMPLICATIONS

- 9.1 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.
- 9.2 Surrey is a county of changing racial and ethnic population. Mole Valley schools include pupils from other ethnic communities and teachers are increasingly developing the curriculum to reflect the multi-ethnic aspects of society. Schools are expected to promote community cohesion and Ofsted check on this aspect of the curriculum. All schools have Behaviour and Anti-Bullying policies and 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.
- 9.3 All the secondary heads in South East Surrey meet twice per term to place pupils who are excluded or without a school place.

10 CRIME AND DISORDER IMPLICATIONS

- 10.1 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 including Restorative Approaches 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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