

Notice of Meeting

Children & Education Select Committee



Date & time
Thursday, 27 March
2014 at 10.00 am

Place
Ashcombe Suite,
County Hall, Kingston
upon Thames, Surrey
KT1 2DN

Contact
Damian Markland or Andrew
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Room 122, County Hall
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Chief Executive
David McNulty

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This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Damian Markland or Andrew Spragg on 020 8213 2703 or 020 8213 2673.

Elected Members

Mrs Liz Bowes, Mr Ben Carasco, Mr Robert Evans, Mr Denis Fuller (Vice-Chairman), Dr Zully Grant-Duff (Chairman), Mr Ken Gulati, Mr Colin Kemp, Mrs Stella Lallement, Mrs Mary Lewis, Mrs Marsha Moseley, Mr Chris Townsend and Miss Marisa Heath

Independent Representatives:

Cecile White (Parent Governor Representative), Duncan Hewson (Parent Governor Representative), Derek Holbird (Diocesan Representative for the Anglican Church) and Mary Reynolds (Diocesan Representative for the Catholic Church)

TERMS OF REFERENCE

The Committee is responsible for the following areas:

Children's Services (including Looked after children, Fostering, Adoption, Child Protection, Children with disabilities, and Transition)

Schools and Learning

Services for Young People (including Surrey Youth Support Service)

AGENDA

1 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS

2 MINUTES OF THE PREVIOUS MEETING: 27 JANUARY 2014

(Pages 1
- 10)

To agree the minutes as a true record of the meeting.

3 DECLARATIONS OF INTEREST

To receive any declarations of disclosable pecuniary interests from Members in respect of any item to be considered at the meeting.

Notes:

- In line with the Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012, declarations may relate to the interest of the member, or the member's spouse or civil partner, or a person with whom the member is living as husband or wife, or a person with whom the member is living as if they were civil partners and the member is aware they have the interest.
- Members need only disclose interests not currently listed on the Register of Disclosable Pecuniary Interests.
- Members must notify the Monitoring Officer of any interests disclosed at the meeting so they may be added to the Register.
- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest.

4 QUESTIONS AND PETITIONS

To receive any questions or petitions.

Notes:

1. The deadline for Member's questions is 12.00pm four working days before the meeting (21 March 2014).
2. The deadline for public questions is seven days before the meeting (22 March 2014).
3. The deadline for petitions was 14 days before the meeting, and no petitions have been received.

5 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE

The Committee made no recommendations to Cabinet at its last meeting, so There are no responses to report.

6 CHAIRMAN'S INTRODUCTION

The Committee will use the meeting to explore how Surrey schools and the Council work to reduce the attainment gap in Surrey. Areas the Committee has previously wished to explore include:

- How can the attainment gap in Surrey (5+ A*-C including English and Mathematics) be improved?
- How is the School Improvement Programme helping to narrow the gap?

- How different are schools using the pupil premium and what impact it is having on outcomes for disadvantaged pupils?

Why scrutinise this area?

- During 2012/13 the Education Select Committee identified that the attainment gap in Surrey was larger than many comparative authorities.
- Investing in support to schools to further improve the attainment of pupils, especially those from vulnerable groups is a priority of the Council's Children and Young People Plan.

The Committee will also be considering Home to School Transport, specifically the outcome of the public consultation, and the use of Personal Education Plans for Children in care.

7	EDUCATION & ACHIEVEMENT PLAN	To Follow
8	EDUCATION PERFORMANCE & SCHOOL IMPROVEMENT STRATEGY	(Pages 11 - 64)
	Purpose of the report: Scrutiny of Services and Budgets/Performance Management	
	The aim of this item is to share the performance outcomes for all key stages for the academic year ending in the summer of 2013 including analysis of the performance of disadvantaged pupils.	
	In addition, it also includes an update on the Surrey School Improvement Strategy and in particular the strategy for raising the achievement of disadvantaged pupils.	
9	HOME TO SCHOOL TRANSPORT CONSULTATION	(Pages 65 - 120)
	Purpose of the report: Policy Development and Review	
	To consider the outcome of the consultation on Surrey's Home to School Transport policy	
10	PERSONAL EDUCATION PLANS	(Pages 121 - 126)
	Purpose of the report: Scrutiny of Services	
	To respond to a request for more information on Personal Education Plans for Children in Care.	
11	RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME	(Pages 127 - 138)
	The Committee is asked to monitor progress on the implementation of recommendations from previous meetings, and to review its Forward Work Programme.	
12	DATE OF NEXT MEETING	
	The next meeting of the Committee will be held at 10am on 14 May 2014.	

David McNulty
Chief Executive

Published: Wednesday, 19 March 2014

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Thank you for your co-operation

MINUTES of the meeting of the **CHILDREN & EDUCATION SELECT COMMITTEE** held at 10.00 am on 27 January 2014 at Ashcombe Suite, County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Committee at its meeting on Thursday, 27 March 2014.

Elected Members:

- * Mrs Liz Bowes
- * Mr Ben Carasco
- A Mr Robert Evans
- * Mr Denis Fuller (Vice-Chairman)
- * Dr Zully Grant-Duff (Chairman)
- * Mr Ken Gulati
- A Miss Marisa Heath
- * Mr Colin Kemp
- * Mrs Stella Lallement
- * Mrs Mary Lewis
- A Mrs Marsha Moseley
- * Mr Chris Townsend

Ex officio Members:

Mrs Sally Ann B Marks, Vice Chairman of the County Council
Mr David Munro, Chairman of the County Council

Co-opted Members:

- A Cecile White
- A Duncan Hewson
- * Derek Holbird
- A Mary Reynolds

Substitute Members:

Tina Mountain
Simon Parr

In attendance

Mary Angell, Cabinet Member for Children & Families

1/14 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]

Apologies were received from Cecile White, Robert Evans, Marsha Moseley, Mary Reynolds and Colin Kemp. Tina Mountain acted as a substitute for Marsha Moseley. Simon Parr acted as a substitute for Mary Reynolds.

2/14 MINUTES OF THE PREVIOUS MEETING: 28 NOVEMBER 2013 [Item 2]

These were agreed as an accurate record of the meeting.

3/14 DECLARATIONS OF INTEREST [Item 3]

There were no declarations of interest.

4/14 QUESTIONS AND PETITIONS [Item 4]

There were no questions or petitions.

5/14 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE [Item 5]

No items were referred to Cabinet at the last meeting of the Committee, so there were no responses to report.

6/14 SURREY'S LOOKED AFTER CHILDREN AND CARE LEAVERS [Item 6]

Declarations of interest: None.

Witnesses:

Caroline Budden, Deputy Director, Children, Schools & Families
 Sheila Jones, Head of County-wide Services, Children, Schools & Families
 Peter-John Wilkinson, Assistant Director for Schools and Learning
 Patrick Ward, Interim Headteacher, Virtual School for Children in Care
 Vicky Stobart, Executive Nurse, Director of Quality and Safeguarding,
 Guildford & Waverley Clinical Commissioning Group
 Mark Rapley, Interim Project Manager Looked After Children, Guildford &
 Waverley Clinical Commissioning Group

Mary Angell, Cabinet Member for Children & Families

Key points raised during the discussion:

1. The Committee asked for details about the Council's statutory responsibilities in relation to health assessments for Looked After Children. It was explained that it was the duty of the child's social worker to inform the health service that the child had become looked after. Children under-five were required to have two health-checks a year, while children over-five were required to have one. The Committee was informed that the health service commissioned a provider to undertake this assessment. It was clarified that all Looked After Children were also able to access a GP in the same manner as any other young person if any health issues occurred outside of this

assessment. It was highlighted that some older Looked After Children would refuse to attend this health-check.

2. Witnesses outlined the measures in place through the Guildford & Waverley Clinical Commissioning Group (CCG) to address concerns around the health assessments for Looked After Children. It was commented that there were concerns about the quality of these health assessments in other local authorities. It was explained that there had been additional investment in doctors, and that the Corporate Parenting Board had set a specific target for the backlog of health assessments to be resolved by the end of March 2014. It was confirmed by witnesses that they would ensure that, where a Looked After Children had not had an in-year assessment, a reason was noted on the young person's record.
3. The Committee held a discussion around the provision of residential homes. It was noted that the Council has seven children's homes, and was distinct from many local authorities in that respect. It was also highlighted that the term 'residential care' was applied to a wide spectrum of care provisions, including mother-and-baby units. The Committee was informed that all children's homes, both within the County and outside of it, were subject to Ofsted inspections; or Care Quality Commission (CQC) inspections where the home was a health provision. The Committee was informed that the Head of Children's Services had commissioned an independent report on residential care homes, and that this would be shared at a future meeting.
4. It was commented by officers that the decision to place a child out of county was made on an assessment of their needs. It was highlighted that this might be because the young person in question required a specialist provision, or education provision that Surrey could not provide. The decision to place Looked After Children out of county was based on identifying their needs, and then responding accordingly. Officers commented that a young person placed out of county would always receive the necessary statutory visits from their case worker. The Cabinet Member highlighted the role of the Care Council in delivering road shows to visit children and young people out of county.
5. The Committee questioned what results had been seen from the adoption of a regional protocol for youth justice. The Cabinet Member informed the Committee that the protocol had been in place for a month, and there was no information to report at the present stage.
6. The Committee held a discussion around the role of Special Guardianship Orders (SGO) in adoption. It was commented that the special guardian in such instances would emerge through the care process; this could be either a foster carer or a member of the young person's friends and family network. The SGO was intended to create a permanency to a care arrangement, as an alternative to adoptions. It meant that a child who was looked after would retain a legal link with their birth family, but with the special guardian having increased rights and responsibilities.
7. The Committee asked what work was being undertaken to recruit foster carers. Officers commented that the Council was part of a

national pilot that intended to develop new ways of recruiting, such as values based recruitment. It was also commented that retention was a key area to ensuring placement stability and better outcomes for both Looked After Children and foster carers. The Committee asked in which instances fostering agencies might be used, and it was clarified that this option would be considered where there were specific specialist needs. The example of child asylum-seekers was cited as being such a case where specialised foster care might be considered. Members asked if there were efforts made to match a child with a foster carer of similar ethnic or cultural background, and whether this caused delays. Officers commented that this would be done where possible, but not to the detriment of the timeliness of placing the young person in a suitable care provision.

8. The Committee discussed educational outcomes for Looked After Children and expressed concern that the GCSE attainment for Looked After Children was half the national average. Officers commented that a high proportion of Looked After Children held at Statement of Special Education Need, and that the attainment did not always reflect the progress made by individual students. It was highlighted that Ofsted were in the process of changing the performance indicator, so that it was more orientated to measure progress. The Committee was informed that a number of the current Key Stage 4 cohort were considering or undertaking educational pathways that did not include GCSEs. However, officers also recognised that it was important to raise expectations for Looked After Children around their educational attainment. The Committee discussed the role of Pupil Premium Plus in improving educational outcomes for Looked After Children. Officers agreed to bring an expanded report that would demonstrate both the measurements for educational progress, and the role of Pupil Premium Plus, to a future Committee meeting.
9. The Committee had a discussion around the timeliness of services provided to young people. Officers commented that in the case of Special Educational Needs, the Directorate took a rigorous approach which was measured against a series of national timescales. It was highlighted that there was need to ensure that any proposed plan was adequately tested. Some Members challenged such timeliness and requested that further scrutiny was conducted into this matter.

Recommendations:

- a) That the Committee receive a report at the meeting on 14 May 2014 on health outcomes for Looked After Children from the Guildford & Waverley CCG, with particular focus on:
 - progress made against the backlog of health and dental assessments
 - future arrangements to ensure Looked After Children have health and dental checks in line with statutory requirement

Action by: Deputy Director, Children, Schools and Families

- b) That the independent report on residential care homes, commissioned by the Head of Children’s Services, be presented to the Committee at a future date.

Action by: Deputy Director, Children, Schools and Families

- c) That the Committee receive a report on progress on learning outcomes for Looked After Children, from the acting Head of the Virtual School at the meeting on 27 March 2014, to include details of the process for timely completion of an up to date Personal Education Plan.

Action by: Head of the Virtual School

- d) That the Chairman & Vice Chairman discuss with officers the most appropriate way to receive information on timeliness of services provided to children.

Action by: Chairman/Vice Chairman/ Children’s Services

Actions/further information to be provided:

None.

Committee Next Steps:

The Committee will consider the reports indicated in the recommendations at its future meetings.

7/14 INTERNAL AUDIT REPORT - REVIEW OF HEALTH AND DENTAL CHECKS - CHILDREN IN CARE 2013/14 [Item 7]

Declarations of interest: None.

Witnesses:

- Caroline Budden, Deputy Director, Children, Schools & Families
- Sheila Jones, Head of County-wide Services, Children, Schools & Families
- Sue Lewry-Jones, Chief Internal Auditor
- Pascal Barras, Compliance Auditor
- Vicky Stobbart, Executive Nurse, Director of Quality and Safeguarding, Guildford & Waverley Clinical Commissioning Group
- Mark Rapley, Interim Project Manager Looked After Children, Guildford & Waverley Clinical Commissioning Group

Mary Angell, Cabinet Member for Children & Families

Key points raised during the discussion:

1. The Chairman informed the Committee that Internal Audit had undertaken a review of health and dental checks for children in care in October 2013. The report produced as a result of the review attracted an audit opinion of “Major Improvement Needed” and, in line with

Council policy, the matter had been referred to the Children & Education Select Committee.

2. An officer from NHS Guildford and Waverley Clinical Commissioning Group (CCG) stated that the issues around health and dental checks had already been acknowledged before the audit, and that work subsequently undertaken meant that, to some extent, the actions detailed in the Management Action Plan (MAP) had been superseded.
3. The Committee was informed that officers were examining the data available to identify specific operational issues and ensure that resources could be reconfigured in order that assessments were undertaken promptly. It had become apparent during the diagnostic phase that information governance could be improved, and data was now better shared between agencies.
4. The Committee highlighted a number of actions in the MAP and queried whether they had been completed. An officer stated that work had moved on significantly since the MAP had been produced and that the actions detailed may not longer be the most appropriate course to take.
5. It was added that it would be sensible for officers to revisit the MAP to ensure that the actions were still relevant and to update accordingly.
6. The Chief Internal Auditor stated that it was important that services informed Internal Audit when there had been a change in circumstances. It was further added that there would be a follow-up audit which would assess progress made.

Recommendations:

None.

Actions/further information to be provided:

The Committee to receive an updated Management Action Plan.

Committee Next Steps:

None.

**8/14 CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2012-2013
[Item 8]**

Declarations of interest: None.

Witnesses: Caroline Budden, Deputy Director, Children, Schools & Families
Sheila Jones, Head of County-wide Services, Children, Schools & Families

Belinda Newth, Head of Rights and Participation, Children, Schools & Families

Mary Angell, Cabinet Member for Children & Families

Key points raised during the discussion:

1. The Committee received a report setting out the process by which the County Council managed Children Social Care complaints. The Children's Services Annual Complaints Report 2012-13 was also enclosed.
2. The Chairman explained that the documents had been requested following a recommendation from the Communities Select Committee that Members scrutinise performance against the target response rate for Children's Social Care complaints.
3. An officer provided the Committee with an overview of the complaint handling process, including the various formal stages a complaint could pass through and the various statutory timescales that officers had to adhere to. The officer highlighted that the complexity of individual complaints could vary significantly although timescales remained, for the most part, rigid.
4. It was clarified that there were nuances to the way in which data was recorded and presented in the Annual Complaints Report, and data was not always directly comparable. Officers provided clarification on a number of specific queries and Members stated that they were satisfied with the explanations.
5. Members noted that very few complaints were in relation to initial handling by the contact centre, which was considered positive. It was also noted that the majority of complaints were in relation to decision making, as opposed to the Council's underlying policies and procedures. Officers were working hard to ensure that all complaints were dealt with to the same high standard irrespective of how or where within the organisation the complaint was received.
6. An officer stated that the nature of social care work meant that the service could be perceived as intrusive, and that complaints were inevitable. It was also highlighted that the service was in the process of changing the assessment process it undertook and therefore operational data for past and future years would not be directly comparable.
7. The Committee had a discussion on the content of reports provided to the courts. The Cabinet Member for Children and Families assured Members that the information provided was of a high standard and, most importantly, accurate.
8. Officers clarified that satisfaction surveys were sent to those that had complained, although the reality was that people would rarely be satisfied unless they had achieved their desired outcome, something that was not always possible.

Recommendations:

- a) That the Committee notes the report
- b) That the Committee notes the key learning arising from complaints during the previous fiscal year, detailed in section 8.7.9 of the annual report, and changes made as a result.

Actions/further information to be provided:

None.

Committee Next Steps:

None.

9/14 INFORMATION, ADVICE & GUIDANCE MEMBER REFERENCE GROUP UPDATE [Item 9]

Declarations of interest: None.

Witnesses: None.

Key points raised during the discussion:

1. The Committee received an update on discussions that had taken place with the Head of Commissioning and Development for Young People in relation to the Skills for the Future strand of the Public Service Transformation Programme.
2. Following a query from a Member, the Chairman clarified that the role of Skill Centres was acknowledged, but that Skills for the Future was wider and itself part of a much bigger programme.

Recommendations:

- That the Committee note the work of the Information, Advice & Guidance Member Reference Group.

Actions/further information to be provided:

None.

Committee Next Steps:

None.

**10/14 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME
[Item 10]**

Declarations of interest: None.

Witnesses: None.

Key points raised during the discussion:

1. The Committee noted its Forward Work Programme and Recommendations Tracker. There were no further comments.

Recommendations:

None.

Actions/further information to be provided:

None.

Committee Next Steps:

None.

11/14 DATE OF NEXT MEETING [Item 11]

The Committee noted that its next meeting would be held on 27 March 2014 at 10am.

Meeting ended at: 12.57 pm

Chairman

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Education Select Committee
27 March 2014

Education Performance and the School Improvement Strategy

Purpose of the report: Scrutiny of Services and Budgets/Performance Management

The aim of this item is to share the performance outcomes for all key stages for the academic year ending in the summer of 2013 including analysis of the performance of disadvantaged pupils.

In addition, it also includes an update on the Surrey School Improvement Strategy and in particular the strategy for raising the achievement of disadvantaged pupils.

Introduction:

1. This first part of this report presents an overview of the revised educational outcomes of children and young people in early years, primary and secondary, special school phases for the academic year ending in the summer of 2013.
2. An education data glossary is included as Annex 1. Results briefings containing results for Surrey and regional comparators at each key stage is included as Annex 2.
3. The report includes a focus on 'Disadvantaged Pupils'. Disadvantaged pupils are those eligible for Free School Meals at some point in the last 6 years (FSM6) plus those pupils who are Looked After (CLA). A Pupil Premium is paid to schools to help this group achieve as well as their peers.
4. A full briefing on Disadvantaged Pupils is included as Annex 3.
5. The second part of the report presents an update on the Surrey School Improvement Strategy and the revised strategy for improving outcomes for disadvantaged pupils – 'No Child Left Behind – Everyone's Responsibility'. A summary is included in Annex 4.
6. Updated Ofsted inspection outcomes and outcomes against KPIs for the School Improvement Strategy are included as Annex 5.

Summary

8

7. Surrey pupils continue to perform well at all key stages compared with their peers nationally. There have been improvements in attainment at both Key Stage 2 and 4 and the great majority of performance measures are above the national average.
8. The achievement of disadvantaged pupils has also improved at all key stages. This was acknowledged by Matthew Coffey HMI, Regional Director SE Ofsted, in a letter to Nick Wilson on 7 February. However, the rate of increase is not as large as seen nationally and Surrey remains below the performance of disadvantaged pupils nationally at most key stages.

Early Years (ages 2-4)

9. The method of assessment at the end of Foundation Stage changed significantly this year. As a result, no trend data is available. A child is defined as achieving a Good Level of Development (GLD) if they achieve at least the expected level within the three prime area of learning: communication and language, physical development and personal, social and emotional development, and in the early learning goals within the literacy and mathematics areas of learning. Guidance for the revision was released in January 2013 so Reception teachers had to implement a new system midway through the year.
10. A fundamental change was that the Good Level of Development [GLD] became harder to achieve. Children now have to reach 12 Early Learning Goals [ELG's] instead of 7. Consequently the numbers of children reaching the benchmark was anticipated to fall, as the expectation is significantly higher.
11. In addition the support Reception teachers received to make the necessary changes to their teaching and assessment arrangements varied across the country, with greatly reduced EY consultant teams in some LA's This may impact on the accuracy of the National figures particularly in the first year before new patterns, trends and levels emerge.
12. The proportion of pupils achieving a GLD in Surrey is in line with the national average this year. This echoes the results from the first year of reporting in the Early Years Foundation Stage Profile in 2005, when our results were close to the national average (+2 percentage points) before improving to become first among our statistical neighbours within three years.
13. Results for Surrey exceed the national average across all seven areas of learning. The gender gap in favour of girls is also much narrower in Surrey than nationally in all seven areas.
14. The impact of the changes appears to have been greater in Surrey than nationally. Investigation into this has identified that this was due to four reasons:
 - Lack of consistent information given out at Standardisation / moderation sessions.
 - Schools understanding of the significance of Good Level of Development [GLD]
 - Changes to a Best-fit judgement

- Inaccurate Data Returns

15. As a result, judgements against the profile have been inconsistent across the authority this year. An action plan to address this is in place and adjustments have been made to the training and standardisation programme to address this in future years.

EY Disadvantaged Pupils

16. National comparison data has not been published for disadvantaged pupils. However, data based on statistical first release which provides national figures on FSM eligible pupils shows that the gap between these pupils and all pupils in Surrey is wider than found nationally.

Key Stage 1 (ages 4-7)

17. Last year saw the introduction of phonics testing for year 1 pupils. This year 70 percent of pupils were judged to have reached the expected level, nine percentage points higher than last year and one percentage point above the national level.
18. Overall Surrey's key stage 1 performance compared to all authorities nationally and to statistical neighbours remains strong. Performance improved or was maintained in all subjects and at all thresholds this year.
19. Surrey is in the top twenty in the national rankings across all subjects at both the expected (level 2+) and higher (level 2b+; level 3) thresholds. In particular, Surrey is in the top ten out of 152 authorities nationally for mathematics at all thresholds.

KS1 Disadvantaged Pupils

20. Whilst Surrey's performance overall is above national in all measures, despite improvements, the performance of disadvantaged pupils is below the similar group nationally.

Key Stage 2 (ages 7-11)

21. The Department of Education announced a number of changes to key stage 2 for 2013. They no longer calculate an English level but report the reading test and writing teacher assessment levels individually. As a result the floor targets indicator is now based on progress in reading, progress in writing, progress in maths and achievement of level 4+ in reading, writing and maths.
22. The proportion of pupils attaining level 4 and above in reading, writing and maths remains above national.
23. Surrey is ranked 41st out of 152 local authorities and 6th out of 11 statistical neighbours for level 4 and above in reading, writing and maths.
24. The proportion of pupils attaining level 5 in reading, writing and maths remains higher than national and Surrey is ranked 23rd out of 152 local authorities.
25. The percentage of pupils attaining Level 4+ in the new grammar, punctuation and spelling test is four percentage points above both the national and south east averages. Surrey is ranked 31st out of 152 local authorities.

26. Although some improvements have been seen this year in the percentage of pupils making expected progress, Surrey's national rankings in the progress measures remain considerably lower than those for attainment. Nationally, junior and primary schools achieve similar levels of overall attainment but primary schools perform better than junior schools in the progress measures. Further detail is included in Annex 2.

KS2 Disadvantaged Pupils

27. Improving the attainment and progress of disadvantaged pupils remains a key priority at key stage 2. Whilst there have been improvements in the performance of disadvantaged pupils in Surrey in all measures, overall this has not been as fast as nationally. However, within these overall statistics there is a wide variation between schools.

Key Stage 3 (ages 11-14)

28. In October 2008, the requirement for schools to run national tests at the end of key stage 3 was ended with immediate effect. Since this date, schools have assessed outcomes at the end of key stage 3 using teacher assessment only.

Key Stage 4 (ages 14-16)

29. The proportion of pupils who achieved five or more GCSEs or equivalent at grades A* to C including English and mathematics increased in 2013 to 67.5%. Surrey remains well above south east and national comparators.
30. Surrey is ranked 15th out of 152 local authorities (an improvement from 2012) and 4th out of 11 statistical neighbours for the percentage of pupils achieving five or more GCSEs or equivalent at grades A* to C including English and mathematics. Of those local authorities above Surrey in the rankings, none is comparable in size- all have fewer than 5,600 pupils compared with Surrey's 10,660.
31. Surrey is ranked 20th nationally for the proportion of pupils achieving the English Baccalaureate. Just under one third of Surrey pupils (30%) achieved the English Baccalaureate, seven percentage points higher than the national figure.
32. The percentage of Surrey pupils making expected progress in both English and mathematics increased significantly in 2013 and Surrey is ranked 3rd and 4th respectively out of 11 statistical neighbours.

KS4 Disadvantaged Pupils

33. The gap between disadvantaged pupils in Surrey and disadvantaged nationally has reduced significantly and this year this group performed in line with similar pupils nationally. However they still perform below the cohort as a whole. Therefore improving the attainment and progress of pupils in receipt of the Pupil Premium remains a key priority at key stage 4.

End of Key Stage 5 (age 18)

34. A detailed updated on Key Stage 5 performance has been presented in an earlier paper.

Children looked after by the local authority

35. The goal of the Surrey Virtual School is to improve educational attainment, progress and achievement and secure better outcomes for children and young people in care. This is accomplished by close monitoring and tracking of children, working with a range of stakeholders to add value to the achievement of our pupils from an assessed starting point. Surrey strives to place all pupils in the best performing schools, looking for an Ofsted judgment of at least 'Good' to best support and accelerate opportunities for learning.
36. Surrey's 2013 attainment outcomes for those pupils in care for 12 months or more have improved at Key Stage 4 but have not sustained the exceptional performance seen last year at Key Stage 2. It should be noted that, due to the small size of the cohorts, the outcomes for children in care of the local authority are subject to a great deal of fluctuation from year to year. The proportion of pupils with a statement of special educational needs (SEN) also has an impact upon the results.
37. Systems are now in place to ensure that the Virtual School is able to report on progress indicators to all relevant bodies. Please see the item to be presented by the Head of the Virtual School for more information on outcomes for looked after children.

Ofsted – to end of December 2013

38. Inspection results for all state funded schools within Surrey to the end of December 2013 were as follows:

Total good or outstanding schools		
	Surrey	National
Nursery	100.0%	95.2%
Primary	75.6%	80.0%
Secondary	86.8%	72.3%
Special	91.3%	86.8%
Pupil Referral Units	90.0%	80.2%
Total	78.7%	79.5%

39. The proportion of Surrey schools that were good or outstanding as at the end of the 2012/13 academic year is 79%. This is slightly below the national (79.5%) but above the south east figures (77%).
40. The proportion of secondary, special and short stay schools that are judged to be good or better are notably higher than both nationally and in the south east as a whole. In particular, 87% of all secondary schools are judged to be good or outstanding compared with 72% nationally. There are only two secondary schools now where leadership is not judged to be at least good. There are no Surrey secondary schools in a category of concern.
41. The proportion of primary schools judged to be good or outstanding remains an area of concern and is lower than that found nationally although higher than in the south east as a whole (76%). The issue is particularly around those schools that are borderline Grade 2 (good) to 3 (requires improvement, RI). However, all that are judged to RI by Ofsted have been identified as Focussed Support Schools and are being intensively supported.

42. Eight schools are currently in an Ofsted category of concern. This is a decrease of eight since September and represents 2.6% of all schools. This is significantly below the proportion in the south-east (4%).
43. The proportion of primary schools that are outstanding (23%) remains considerably higher than the national and south east figures (both 17%).
44. Overall the proportion of pupils attending a good or better school is higher than both nationally or in the SE. However, this is due to the proportion of secondary schools being good or better being particularly high. A concern remains around the proportion of pupils attending a good or better primary school.

School Improvement Strategy

45. The new School Improvement Strategy launched on 1 April 2013. A summary is included as Annex 4. Schools are identified as either Focussed Support Schools or Overview Schools. Focused Support Schools are defined by one or more of the following criteria:
 - The most recent Ofsted S5 inspection judges the school's Overall Effectiveness as Grade 3 (requires improvement) or Grade 4 (inadequate)
 - There are concerns about performance data using current and three year trend data including the achievement of vulnerable groups
 - There are concerns about leadership and governance, in particular the leadership of learning.
46. Currently 111 schools are identified as Focussed Support Schools (FSS) and are receiving intensive monitoring and support. There was a proactive response to summer 2013 results with 10 schools being transferred to Focused Support. This number has been enabled due to additional funding from the Local Authority.
47. All Focused Support Schools have had a full Leadership Review which identifies the capacity of the leadership and the barriers to improvement. All Focused Support Schools have a bespoke package of support including leadership, teaching and learning, inclusion and governance consultants, support from schools with identified good practice, conferences and courses. For the majority of Focused Support Schools the intervention is a 6-term package with the expectation that the school will secure good in that time.
48. Focused Support Schools are all monitored on a half-termly basis. Most are making progress towards becoming a good school. However, in a number progress has been identified as being inadequate over a period of time and there have been significant concerns about the leadership and management. This has resulted in eighteen head teachers have been replaced and stronger leadership put in place. In other schools governance has been supported and enhanced.
49. Teaching Schools and National Support Schools have been brokered to provide all the support to 17 schools. In many cases these are ones that are in process of converting to sponsored academy status with the support school or Diocese. Most other schools receive some form of school-to-school support.

50. Ofsted reports show strong and effective support for schools. Inspections identified support as strong and effective in 97% of inspections and monitoring visits undertaken from April 2013. Feedback from schools and governors is also very positive about the new strategy.
51. Performance against KPIs is included in Annex 6.

Improving outcomes for disadvantaged pupils

52. A key focus of the new school improvement strategy is a focus on improving outcomes for disadvantage pupils. Therefore the 'No Child Left Behind – Everyone's Responsibility' strategy has been launched. The following actions are in place and agreed by schools:
- Primary Vision has decided to make narrowing the gap the key priority for 2013/14 to ensure all schools accept responsibility.
 - HMI have conducted a 'good practice' survey in six Surrey primary schools and outcomes published and shared – see annex 5
 - Additional research into Surrey context of FSM has been undertaken,
 - All primary schools have access to comparative and trend data for disadvantaged pupils
 - Where the achievement of disadvantaged pupils is below average consultants conduct additional support visits. These schools are paired with schools with identified good practice.
 - All school visits include a key focus on disadvantaged pupils.
 - Letters sent to schools with highest and lowest gaps from LA
 - Additional headteacher quadrant meetings each term with a disadvantaged pupil focus starting Spring 2014.
 - Primary Vision conference for all primary heads in June 2014.

Conclusions:

53. Whilst Surrey pupils continue to perform well at all key stages compared with their peers nationally and the majority of schools are now good or better there are still a number of priorities that need to be addressed. In particular, improving those primary schools that are struggling to improve to good and to improve the achievement of disadvantaged pupils.
54. Ofsted considers that it takes at least two years to move a school from 'Required Improvement' to Good.' The priorities for the coming year are to:
1. **embed** the strategy rigorously, monitoring and challenging schools
 2. **continue** to focus on leadership and management but with a clear focus on the improvement of teaching

3. **develop** further the partnership work particularly with the Teaching Schools and Multi-Academy Trusts
4. **reducing** the gap between disadvantaged groups and other groups through the 'No child left behind – Everyone's Responsibility' project

Recommendations:

55. Members are asked to:

- a) Consider the revised education results for 2013 presented in this paper alongside the more detailed analyses in the Annexes
- b) Consider the latest published Ofsted results of schools in Surrey and England.
- c) Consider the recommended actions to improve education performance in Surrey, particularly for disadvantaged pupils.
- d) Publish this report on the Council's website

Next steps:

Identify future actions and dates.

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Sources/background papers:

Annex 1 – Education data glossary

Annex 2 – Key Stage Results briefings

Annex 3 – Pupil Group Briefing: Disadvantaged Pupils

Annex 4 – Summary of the School Improvement Strategy

Annex 5 – KPIs

Annex 6 – Report from Ofsted on Surrey HMI Survey on Raising the Achievement of Pupils Eligible for Free School Meals

School accountability: performance and outcomes

Education phases, assessments and expected thresholds

Phase	Key Stage	Year Group	Age at end of year	Test / Teacher Assessment	Expected Thresholds
Nursery	Early Years Foundation Stage	Early Years	2		
			3		
			4		
Primary	1	R	5	EYFS Teacher Assessment	Achieving at least the expected level in 12 specific aspects of the early years curriculum
		1	6	Teacher Assessment Year 1 Phonics	
	2	2	7	Key Stage 1 Teacher Assessments	Level 2+
		3	8		
		4	9	Teacher Assessment	
		5	10		
		6	11	Key Stage 2 SATs & Teacher Assessment	Level 4+ 2 levels of progress in reading, in writing and in maths from KS1
Secondary	3	7	12		
		8	13	Teacher Assessment	
		9	14	Key Stage 3 Teacher Assessment	Level 5+
	4	10	15		
		11	16	GCSE & Equivalents	5+ A*-C including English & maths (Level 2) 3 levels of progress in English and in maths from KS2
Post 16 / FE	5 / Post 16	12	17		
		13	18	A-Level & Equivalents	2 or more A-level or equivalent at A*-E (Level 3)

School accountability: performance and outcomes

Commonly used abbreviations

8

DfE	Department for Education
EYFS	Early Years Foundation Stage
GCSE	General Certificate in Secondary Education
FE	Further Education (post 16 education below degree level)
FSM	Free School Meals
ICT	Information and Communications Technology
KS	Key Stage
NC	National Curriculum
OfSTED	Office for Standards in Education
P Scales	Performance Scales below National Curriculum Level 1
SATs	Standard Attainment Tests
SCC	Surrey County Council
SEN	Special Educational Needs
TAs	Teacher Assessments

Early Years Foundation Stage 2013

Note: The information below is based on Provisional Results

Key Messages:

- In 2013, 52% of children achieved a Good Level of Development (GLD). This is the same as the National average.
- More girls achieved a Good Level of Development than boys, 59% girls (60% nationally) compared with 45% boys (44% nationally).
- The average score achieved on the EYFSP is 32.9 points, with the National average at 32.8. 34 points is the equivalent of children achieving the expected level across all early learning goals.
- In each of the 17 early learning goals, a higher proportion of girls than boys achieved at least the expected level.

GLD	
Surrey	52
England	52
Stat Neighbour Ave	55
Stat Neighbour Rank	8 th /11

Average Score	
Surrey	32.9
England	32.8
Stat Neighbour Ave	33.8
Stat Neighbour Rank	10 th /11

1. Number achieving a Good Level of Development (GLD)

52% of children in Surrey (same as National average) achieved a Good Level of Development (those achieving at least the expected level within the three prime area of learning: communication and language, physical development and personal, social and emotional development and in the early learning goals within the literacy and mathematics areas of learning).

At a local Authority level, the proportion achieving a GLD ranged from 28% in Leicester to 69% in Greenwich (Isles of Scilly have 100% achieving a GLD but may be viewed as an outlier due to their very small numbers of children included).

2. Number achieving at least the expected level in all early learning goals within an Area of Learning

The proportion of children achieving at least the expected level in all early learning goals within an Area of Learning.

Figure 2.1

	Surrey	National	Difference
Communication & Language	74	72	+2
Physical Development	85	83	+2
Personal, social & Emotional Development	77	76	+1
Literacy	64	61	+3
Mathematics	70	66	+4
Understanding the World	80	75	+5
Expressive Arts and Design	83	78	+5

Please note: calculations are rounded and based on pupil level data imported into Keyphas by 152 LAs. Data is not validated or published. Data as of 11/09/13.

The lowest proportion of children achieved at least the expected level in the literacy and mathematics Areas of Learning. 64% (61% nationally) of children achieved at least the expected level in all early learning goals in Literacy and 70% (66% nationally) in mathematics. In comparison 85% (83% nationally) of children achieved at least the expected level in all the early learning goals within the physical development Area of Learning. Surrey follows the same trend as National in these areas.

Girls outperformed boys in all areas of learning which was also the case nationally. Figure 1.2 shows the percentage point difference in achievement between girls and boys. Surrey's gender gap is much narrower than the national.

Figure 2.2 Gender Gap

	Surrey Girls	Surrey Boys	Surrey Gender Gap	National Gender Gap
Communication & Language	80.1	74.1	6	13
Physical Development	91.0	85.2	5.8	12
Personal, social & Emotional Development	83.2	76.9	6.3	13
Literacy	71.4	64.1	7.3	16
Mathematics	71.6	69.6	2	7
Understanding the World	83.4	80.2	3.2	8
Expressive Arts and Design	91.9	83.2	8.7	17

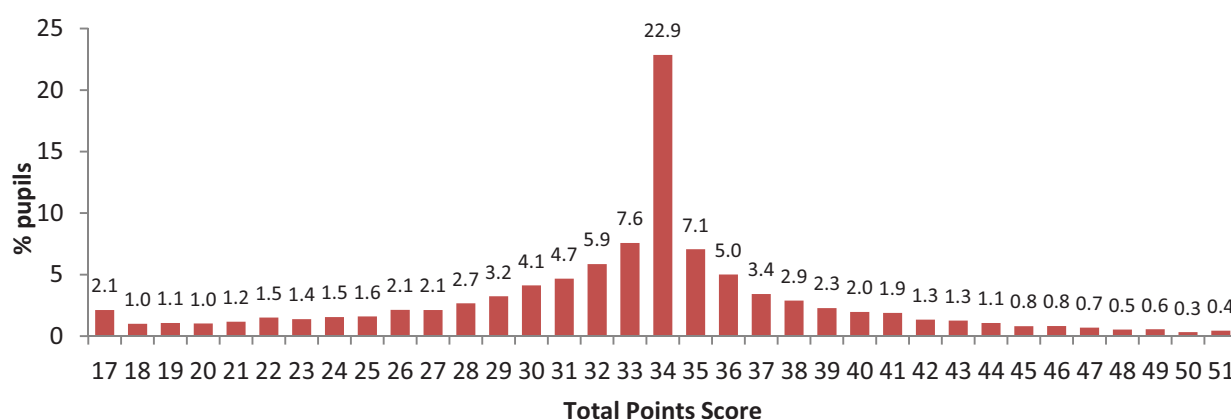
Please note: national calculations are rounded.

Girls performed best in the expressive arts and design and physical development (nationally this is the other way around) where 92% and 90% respectively achieved at least the expected level in all the early learning goals. Boys performed the best in physical development with 85% and expressive arts and design with 83%. Nationally boys performed best in physical development with 77% and understanding the world with 72%.

3. The total points score across all the early learning goals

The National average score was 32.8 points. Surrey was 32.9 points (boys 32, girls 33.9 points). 34 points is the equivalent of children achieving the expected level across all early learning goals. Figure 3.1 illustrates the distribution of points across the whole profile; it shows that the greatest proportion of children 22.9% (18.7% nationally) achieved 34 points which is the equivalent to children achieving the expected level across all the early learning goals. Only 2.1% of children achieved 17 points (equivalent to emerging in each early learning goal), nationally this is 3.8%. Only 0.4% of children achieved the maximum of 51 points which is lower than national at 1%.

Figure 3.1 Total Points Score distribution



4. Narrowing the Gap

The achievement gap between the lowest attaining 20% of children and the mean

At a National level, the achievement gap between the lowest attaining 20% of children and the mean is 36.6%, within Surrey this is 31.2% (smaller being better). 91 Local Authorities including Surrey have an achievement gap which is less than the national figure; the remaining 61 are above.

The percentage of children who achieved at least the expected level in the Areas of Learning, by national deprivation status of child residency.

Of those children in the 30% most deprived Super Output Areas (SOA) in England, 44% achieved a Good Level of Development. This compares with 56% of children resident in other areas and shows a gap of 12 percentage points. Within Surrey 35% of children in these deprived SOA's achieved a Good Level of Development, with a statistical neighbour average of 40%. This is a gap of 17% and 15% respectively to children resident in the other areas.

Surrey is under the national average scores for all areas of learning for this 30% SOA cohort.

Figure 4.1 Achievement of pupils in the 30% most deprived Super Output areas

	Surrey	National	Stat Neigh. Average	SN Rank (Out of 10*)
Communication & Language	58	64	63	8
Physical Development	76	77	77	5
Personal, social & Emotional Development	68	70	70	5
Literacy	43	53	48	9
Mathematics	50	58	56	9
Understanding the World	64	66	68	6
Expressive Arts and Design	69	70	74	7
% achieving a good level of development	35	44	40	8

*Bracknell Forest data suppressed.

2013 Key Stage 1 Provisional Results Briefing

Key Messages

- Reading and writing improved Level 2+ both improved by one percentage point. National increases were greater further narrowing the gaps on Surrey. As a result our national ranking in reading has dropped five places and one place respectively.
- Maths Level 2+ remained the same nationally and in Surrey. Our national rank also dropped on place.
- There is a similar picture at Level 2B+ with modest improvements in all subjects in Surrey maintaining a higher than national performance. However, greater levels of increase nationally has narrowed the gap between Surrey and the national percentage and led to a slight fall on our national ranking (5 places for reading, 4 places for writing and 2 places for maths)
- Last year saw the introduction of phonics testing for Year 1 pupils. This year 71 percent of pupils were judged to have reached the expected level, ten percentage points higher than last year. This is two percentage points above the national level.
- Forty six percent of pupils known to be eligible for Free School Meals reached the expected level in the phonics test at the end of Year 1 in Surrey. This compares to 56% nationally.
- Pupils who were not at the required standard at the end of Year 1 were tested again at the end of year 2. Eighty-four percent of pupils in Surrey met the expected standard in phonics testing by the end of year 2 compared to 85% nationally.

% Level 2+	2011	2012	2013	Change '12 to '13	Gap to national	SN Rank	National Rank
Reading	89	90	91	+1	+2	6	13
Writing	86	87	88	+1	+3	5	11
Maths	93	94	94	-	+3	3	4

% Level 2B+	2011	2012	2013	Change '12 to '13	Gap to national	SN Rank	National Rank
Reading	79	82	83	+1	+4	4	9
Writing	67	69	71	+2	+4	5	19
Maths	81	82	83	+1	+5	3	7

% Level 3+	2011	2012	2013	Change '12 to '13	Gap to national	SN Rank	National Rank
Reading	39	39	41	+2	+12	1	2
Writing	18	18	19	+1	+4	3	15
Maths	31	33	33	-	+10	1	2

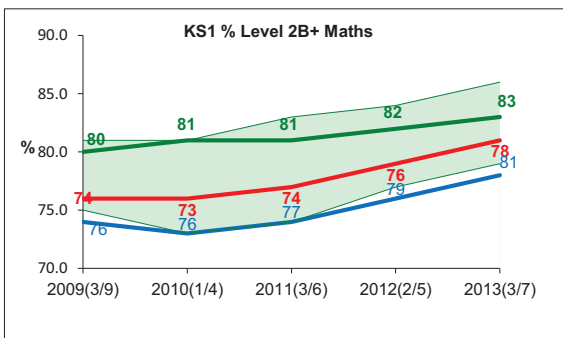
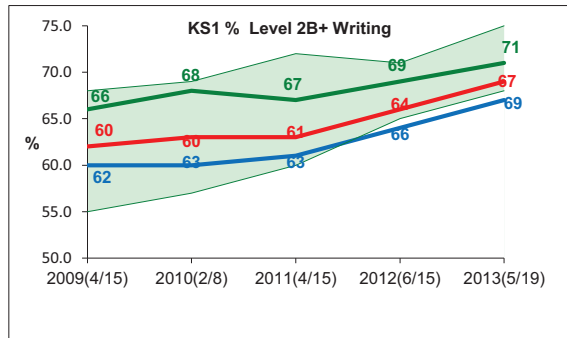
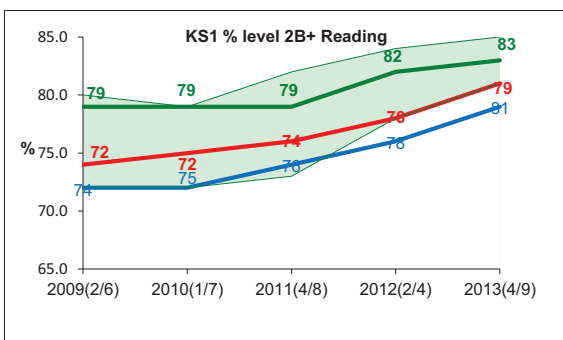
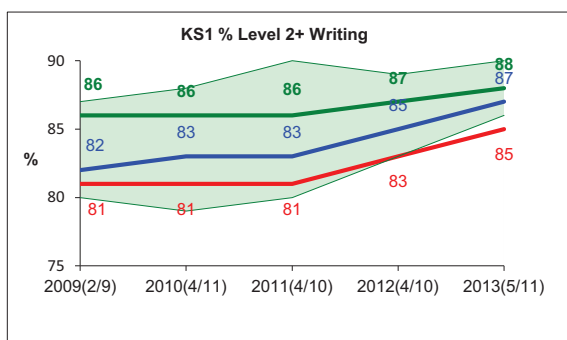
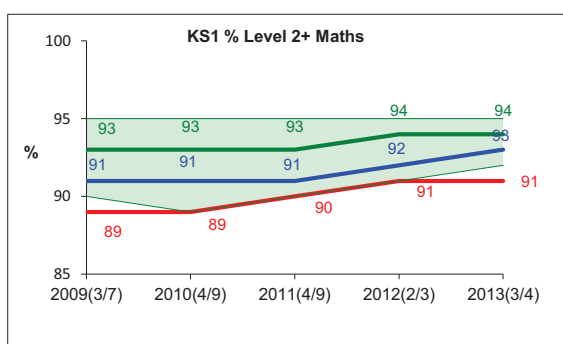
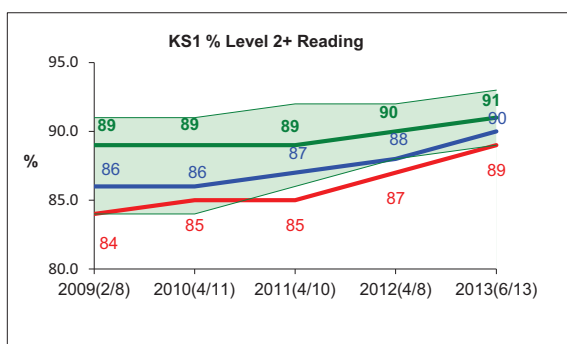
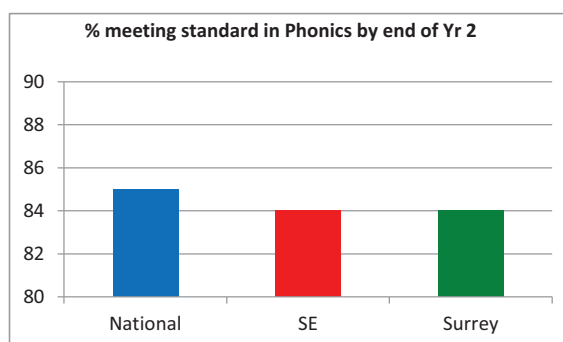
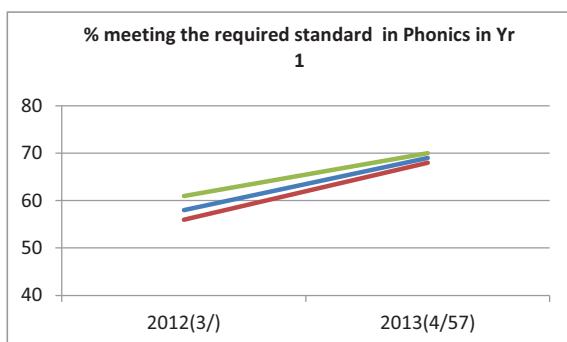
Technical Notes

The DfE recommend that children reach Level 2B or higher at Key Stage 1 to have the best chance of gaining Level 4+ at Key Stage 2.

Children are normally aged seven when they are assessed, although a minority may be slightly younger or older.

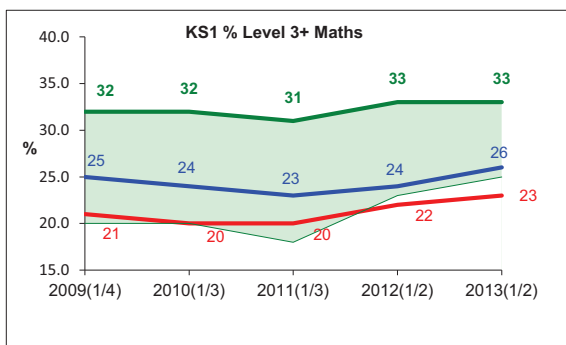
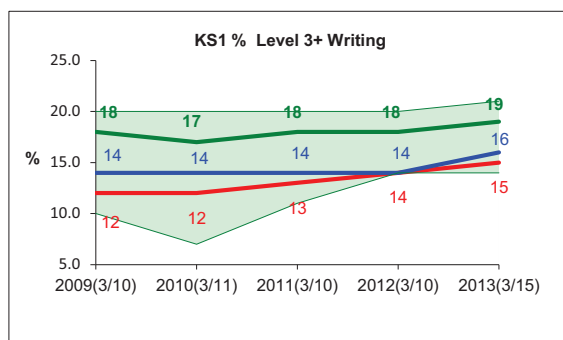
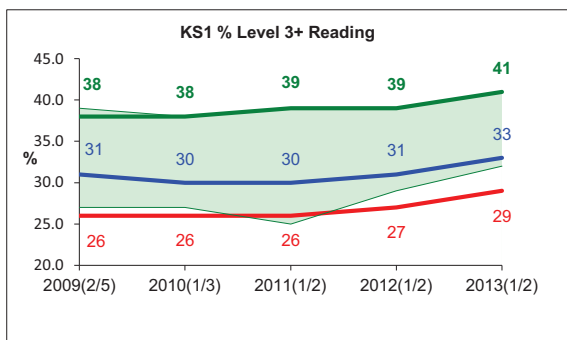
The tables based on DfE Statistical First Releases are rounded to 0 decimal places. Reports in the appendices are taken from Keypas which are rounded to 1 decimal places. This may results in slight variations between the tables.

Key Stage 1 Dashboard



— National	Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts, Oxon, Windsor & Maidenhead, West Berkshire and Wokingham). Note that these may not be the same from year to year.
— South East	
— Surrey	Figures in brackets represent Surrey's ranking (statistical neighbour/national)

NOTES
General - All years are academic year. i.e. 2011 results are for children taking tests/ examinations/ assessments in Summer 2011.
 All figures are DfE FINAL data except where 'p' denotes provisional results.
 TA = Teacher Assessment



2013 Key Stage 2 Final Results Briefing

8

The Department of Education announced a number of changes to Key Stage 2 for 2013.

They no longer calculate an English level but report the reading and writing TA levels individually.

As a result the floor targets indicator is now based on progress in reading, progress in writing, progress in maths and Level 4+ in reading, writing and maths.

We have tried to provide trends in this document wherever possible.

Key Messages

- Surrey's results remain above both national and south east attainment average.
- The percentage of pupils making the expected level of attainment ie Level 4 or above in reading, writing TA and maths is 78% (2 percentage points higher than national levels). This is one percentage point more than last year. A similar level of increase was made at Level 5+
- Surrey is ranked 6th in the statistical neighbour ranking position for level 4 or above in reading, writing and maths, the same as last year. Nationally, Surrey is ranked 41st out of 152 local authorities for Level 4 and above in reading, writing and maths, eight places lower than last year
- The percentage of pupils who made expected progress in reading is 89%, this is a drop of one percentage point on last year. Surrey is ranked 61st out of 152 local authorities. This is a rise of 1 place on last year. The national average has decreased two percentage points since last year leaving Surrey one percentage points above national
- The percentage of pupils who made expected progress in writing is 90%, two percentage points higher than last year. Surrey is ranked 116th out of 152 local authorities for expected progress in writing. This is an improvement of 12 places on last year. The gap between the percentage of pupils making expected progress nationally and the percentage in Surrey has remained the same since 2012
- The percentage of pupils who made expected progress in maths is 86%, the same as last year. Surrey is ranked 119th out of 152 local authorities for expected progress in maths. This is a drop of 22 places on last year. The gap between the percentage of pupils making expected progress nationally and the percentage in Surrey has widened from one percentage point in 2012 to two percentage points
- Seven schools in Surrey were below the government floor standard which incorporates attainment and progress measures; this equates to 4% of Surrey's state-funded mainstream schools.
- Sixty-eight percent of the KS2 cohort were in schools rated Good or Outstanding (as at 1st August 2013)

Key Stage 2 Attainment

- The percentage for Level 4+ has decreased by 1 percentage points in the reading test, increased by 2 percentage points in writing TA and remained the same in the maths test
- The percentage of pupils attaining Level 4+ in the new grammar, punctuation and spelling test is 78%, 70% attaining Level 4B+ and 53% attaining Level 5

% Level 4+	2011	2012	2013	Change '12 o '13	Gap to National	SN Rank	National Rank
Grammar, Punctuation, Spelling			78		+4	6	31
Reading	87	90	89	-1	+3	3	15
Writing (TA)		83	85	+2	+1	7	38
Maths	82	86	86	-	+1	7	55
RWM		77	78	+1	+2	6	41

% Level 4B+	2011	2012	2013	Change '12 o '13	Gap to National	SN Rank	National Rank
Grammar, Punctuation, Spelling			70		+5	5	27
Reading			81		+6	4	12
Maths			75		+2	7	55
RWM			68		+5		

% making expected progress	2011	2012	2013	Change '12 o '13	Gap to National	SN Rank	National Rank
Reading		90	89	-1	+1	6	61
Writing		88	90	+2	-2	7	116
Maths	81	86	86	-	-2	9	119

Key Stage 2 Number of schools below all three floor standards

The government assesses maintained mainstream primary schools' performance against defined floor standards. Considered against these, a school would be seen as underperforming if:

- fewer than 60% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in reading, writing and maths; and
- below the average percentage of pupils at the end of KS2 made expected progress in reading (2013 national median is 91%); and
- below the average percentage of pupils at the end of KS2 made expected progress in writing (2013 national median is 95%); and
- below the average percentage of pupils at the end of KS2 made expected progress in maths (2013 national median is 92%).

Schools are only included in these calculations if they have 11 or more pupils and if they have published results for all four measures above. It is harder for a school to get 60% of pupils to level 4+ in reading, writing and maths than in the previous measure of level 4+ in English and maths. However, there are now three progress indicators and schools only need to be above the median in one to be above the floor target.

In addition, DfE now exclude schools which closed during the year (even if they reopened as a different type of school eg sponsored academy) from the official floor target figures.

The number and percentage of Surrey schools below floor target have decreased this year. The results have improved our national ranking by 35 places.

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KEY STAGE 2	2012	2013	Change '12 - '13	SN Rank	National Rank
Number of school below floor target	13	7	-6		
% of schools below floor target	7	4	-3	6	57

The following table includes details of schools covered by the floor target plus those who have closed/re-opened as new schools during the year. It provides a guide to the number of schools where there are vulnerabilities in one or more floor standard factors. The government have announced that the element of the floor target relating to the percentage of Level 4+ in reading, writing (TA) and maths will increase next year from 60% to 65%. There are currently 6 schools in Surrey who are below 65% in this indicator and already below in three progress indicators.

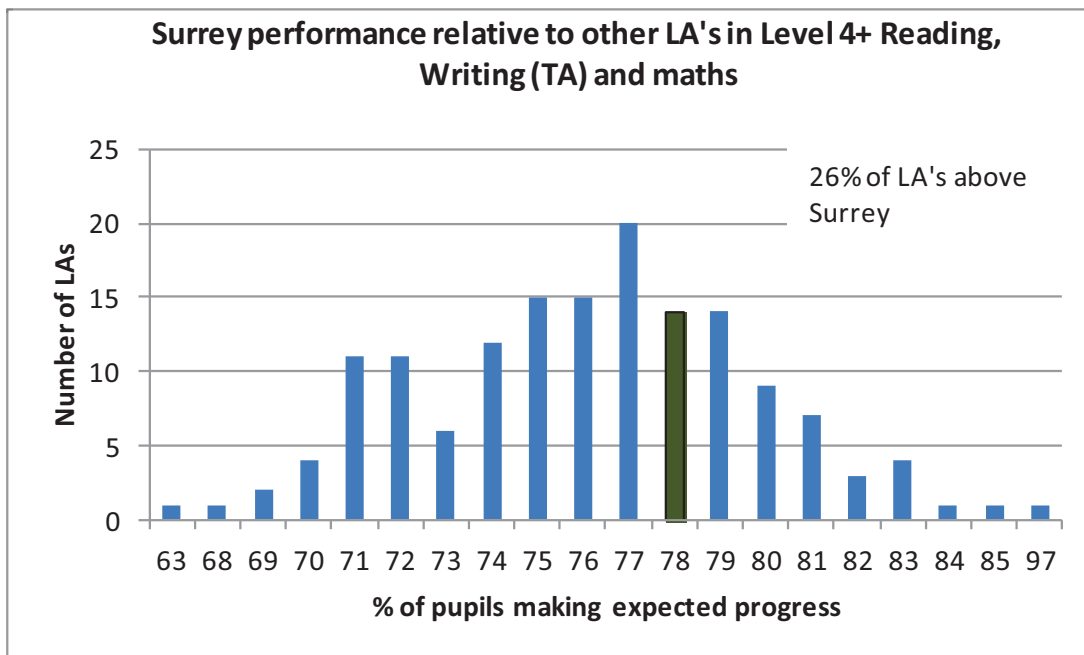
Key Stage 2 Number of schools below all three floor standards: 2 year trend

KEY STAGE 2	Number of schools		
	2012	2013	Change '12 to '13
Number of schools below all floor standards	10	11	+1
Number of schools with less than 60% Level 4+ in Reading, Writing (TA) and Maths		16	
Number of schools below median expected levels of progress			
reading		101	
writing		116	
maths	120	135	+15

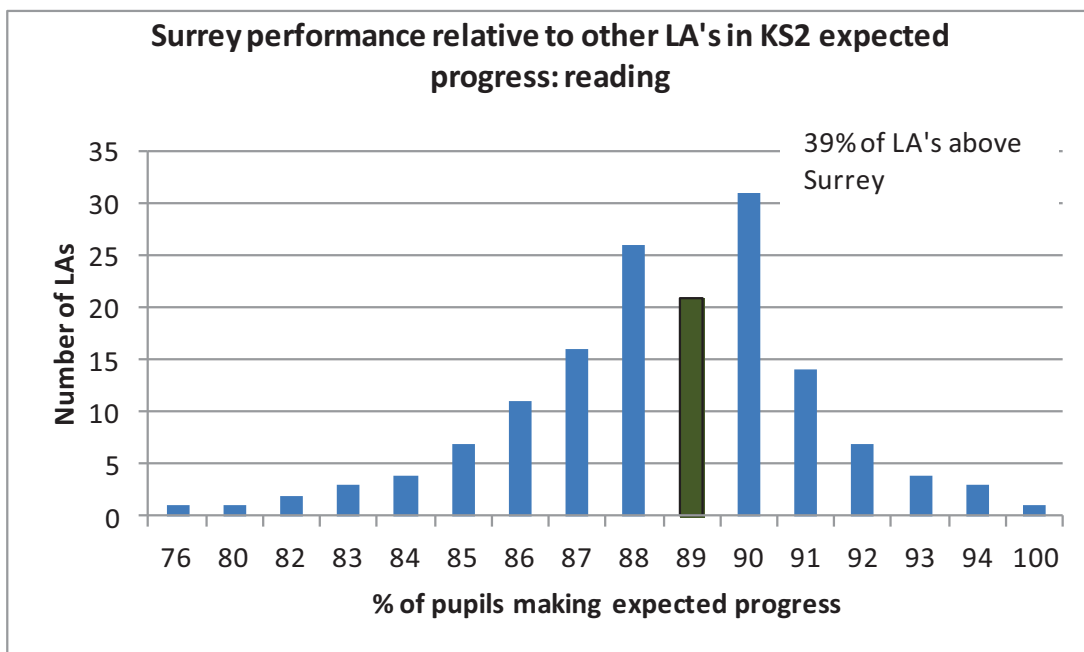
Source: KS2 2013 Master workbook v6

Range of performance across Surrey Schools

The following graphs provide an indication of the range of performance on the four key indicators.

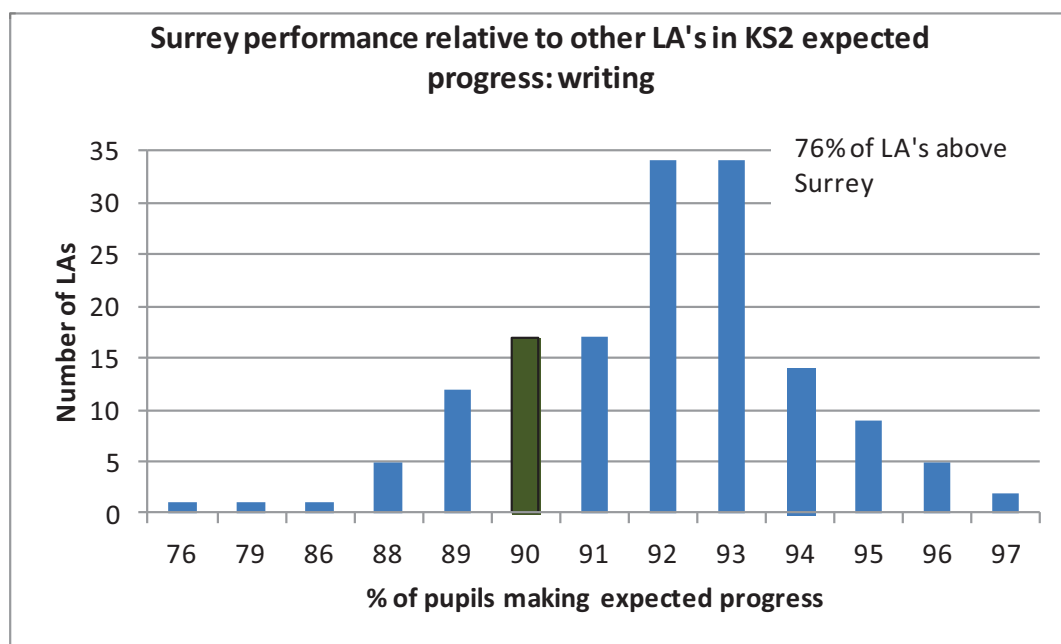


Thirty seven percent of Surrey schools have a lower percentage of pupils achieving Level 4+ in reading, writing and maths than the national percentage of 75%¹.

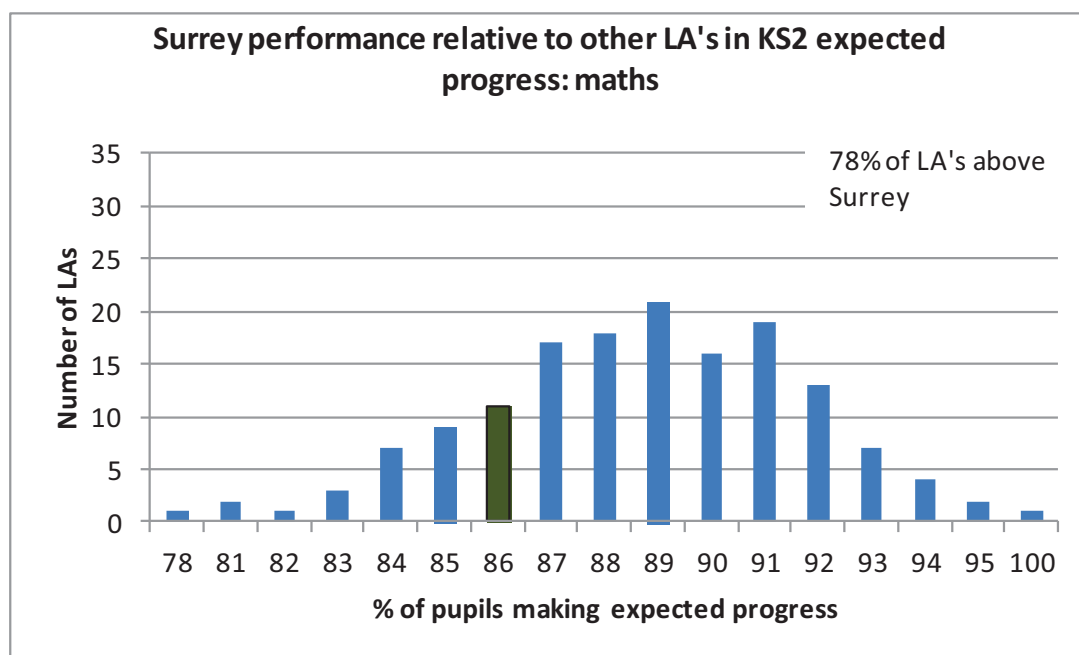


Thirty eight percent of Surrey schools have a lower percentage of pupils making expected progress in reading than the national percentage of 88%.

¹ Included mainstream, specials and academies



Forty-three percent of Surrey schools have a lower percentage of pupils making expected progress in writing than the national percentage of 92%.



Forty-eight percent of Surrey schools have a lower percentage of pupils making expected progress in reading than the national percentage of 88%.

Pupil results based on prior attainment band

DfE now publish results based on Prior Attainment banding. As the indicators have changed we can only make a direct comparison on the percentage making expected progress in maths. The percentage of pupils with low prior attainment in Surrey increased since last year the gap between the performance of this group and their national peers increased.

Pupils in the higher prior attainment band continue to perform at similar levels to their national peers. Pupils in the lower prior attainment band in Surrey are still not performing as well as their national peers.

KEY STAGE 2 - 2012	Below L2 at KS1		At L2 at KS1		Above L2 at KS1	
	Surrey	National	Surrey	National	Surrey	National
% Achieving L4+ in both English and maths	24	34	85	87	100	100
% Making expected progress English	76	83	91	93	87	87
% Making expected progress maths	63	71	87	90	91	92

KEY STAGE 2 - 2013	Below L2 at KS1		At L2 at KS1		Above L2 at KS1	
	Surrey	National	Surrey	National	Surrey	National
% Achieving L4+ in reading, writing TA and maths	19	26	79	82	99	99
% Making expected progress reading	72	76	92	92	90	89
% Making expected progress writing	79	84	90	93	94	94
% Making expected progress maths	65	74	87	90	92	93

Source: Performance tables

Technical Notes

The 2013 information has been taken from the revised Department for Education Statistical First Release, which was published on 12th December 2013 and the performance tables.

Children are normally aged eleven when they are assessed, although a minority may be slightly younger or older. Please note that the expected progress methodology for 2011 uses the KS2 test result if that is Level 3, 4 or 5. In other cases, the teacher assessment level is taken into account in deciding the appropriate KS2 level. The methodology was revised again in 2013 and was no longer based on an English calculation

The English Level as calculated differently in 2012 to 2011 so caution is required when making comparisons to previous years. The English figures are based Writing TA figures and Reading Test levels.

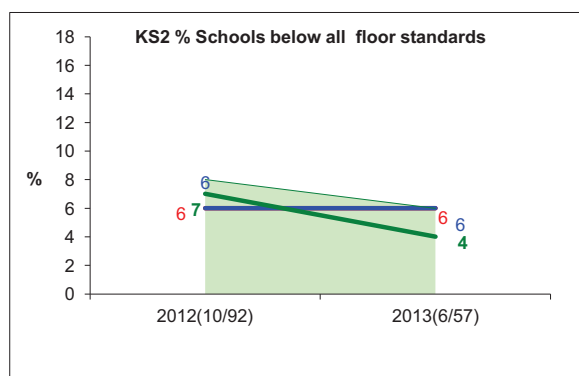
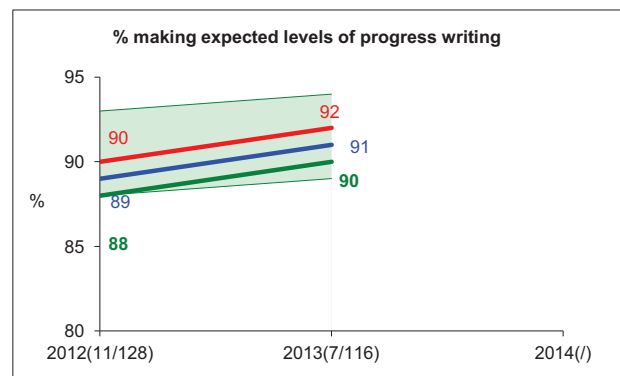
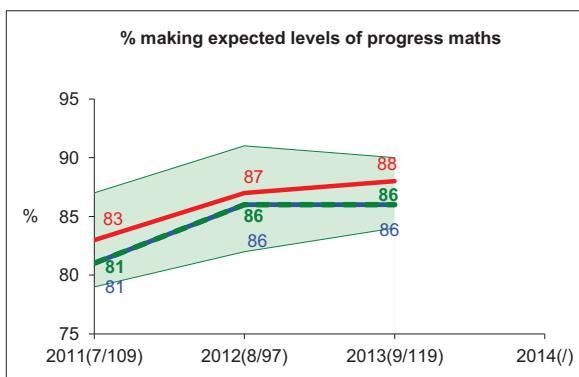
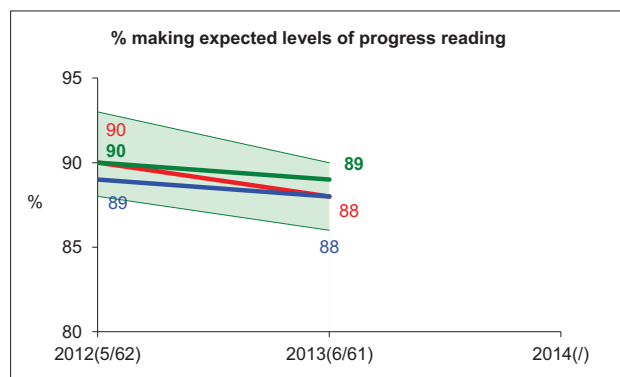
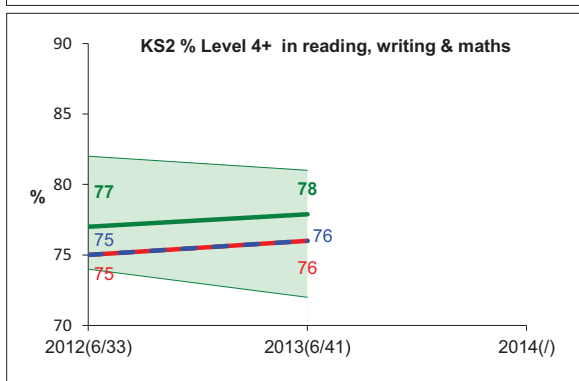
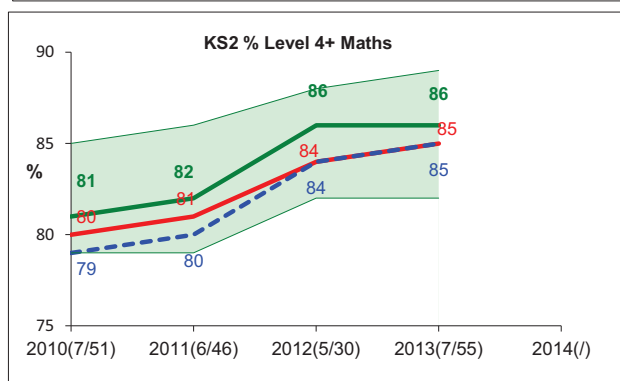
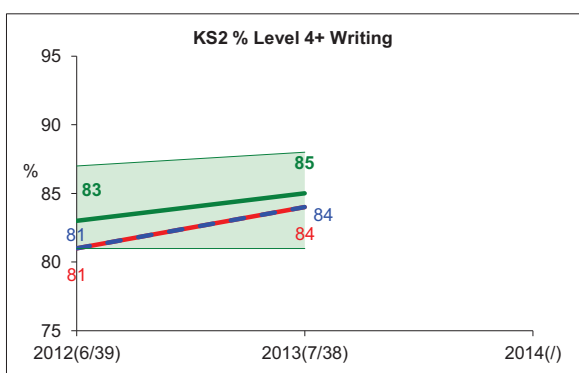
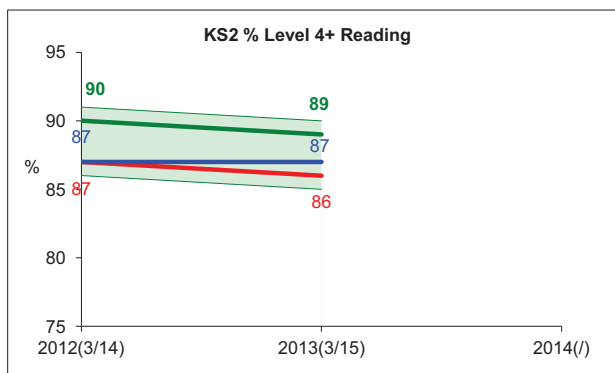
The methodology for calculating progress measures was amended in 2012 to take into account Level 6 at Key Stage 2. A pupil with Level 4 at Key Stage 1 now needs to achieve Level 6 at Key Stage 2 to make expected progress. Not all pupils were entered for the Level 6 test in Reading.

The tables based on DfE Statistical First Releases are rounded to 0 decimal places.

Further detailed information can be obtained from the Department for Education 2013 Primary Performance Tables via their website:

8

Key Stage 2 Dashboard



<ul style="list-style-type: none"> — National — South East — Surrey 	<p>Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts, Oxon, Windsor & Maidenhead, West Berkshire and Wokingham). Note that these may not be the same from year to year.</p> <p>Figures in brackets represent Surrey's ranking (statistical neighbour/national)</p>
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NOTES
General - All years are academic year. i.e. 2013 results are for children taking tests/ examinations/ assessments in Summer 2013.
 All figures are DfE Final data as published on 12th Dec in SFR51

2013 Key Stage 2 analysis by school type

8

Background

Nationally, junior and primary schools achieve similar levels of overall attainment but primary schools perform better than junior schools in the progress measures.

Key Messages

- Surrey has a higher than national proportion of junior schools (22% of Surrey schools are junior compared to 8% of key stage 2 schools nationally)
- Analysis of attainment at the end of Key Stage 1 in Surrey indicates a continuing pattern of higher overall attainment in infant schools than in primary schools
- Similarly, at Key Stage 2 overall attainment is higher in Surrey junior schools than in primary schools. This is not the case nationally, where attainment outcomes are largely the same in primary and junior schools
- Primary schools perform better in the progress measures than junior schools in Surrey. This pattern is also reflected in the national results
- However, when Surrey progress measures are evaluated like for like against the national figures (junior against junior, primary against primary), the performance of junior schools compares more favourably than that for primary schools
- An analysis of Performance Indicators in Primary Schools (PiPs) aptitude tests by school type suggests that, on the whole, Key Stage 1 assessments are accurate. However, a continuing process of refining our moderation processes has been undertaken to help build confidence among receiving schools
- There is evidence to suggest that the transitions from one school to another play an important factor in a child's progress
- Analysis of progress by prior attainment indicates that the biggest difference between the school types is in the lower attainment band

Attainment and progress by school type: trend data

Key Stage 2 2013	Junior			Primary		
	Surrey	National	Gap	Surrey	National	Gap
% L4+ in Reading	91	87	4	89	86	3
% L4+ in Writing	87	84	3	85	84	1
% L4+ in Maths	88	86	1	86	86	-
% L4+ in RWM	80	76	4	78	76	2
Expected Progress reading	88	86	2	90	89	1
Expected Progress writing	88	90	-2	92	93	-1
Expected Progress maths	85	86	-1	87	89	-2

Key Stage 2 2012	Junior			Primary		
	Surrey	National	Gap	Surrey	National	Gap
% L4+ in English	90	86	4	88	86	2
% L4+ in Maths	88	85	3	86	85	1
% L4+ in English & maths	85	80	5	81	80	1
Expected Progress English	86	87	-1	89	91	-2
Expected Progress maths	85	85	-	87	88	-1

Cohort differences

A review of composition of the cohorts in junior and primary schools indicate that primary schools have a higher percentage of disadvantaged pupils, those with English as a second language, pupils with high mobility and pupils with low prior attainment (PA).

The percentage of disadvantaged pupils in primary schools has increased since last year (up from 17.5%) but remained fairly constant in junior schools. The percentage of EAL pupils in junior schools has increased since last year (up from 6.7%) but remained fairly constant in primary schools. It is known that EAL pupils often make good progress once language issues are overcome.

	2013			
	Junior	%	Primary	%
Disadvantaged Pupils	493	13.7	1244	19.1
EAL	294	8.2	716	11.0
Mobility	192	5.3	430	6.6
Low PA	258	7.2	961	14.8
Middle PA	1625	45.2	3345	51.4
High PA	1533	42.6	1913	29.4

Key Stage 1 baseline

The analysis undertaken in 2011 found a complex range of factors that might be impacting on the different levels of performance between infant, junior and primary schools. The provision of national figures in 2012 confirmed that this was not solely a Surrey phenomenon.

The integrity of the Key Stage 1 results had been questioned and some had suggested that this was a possible cause of poor performance of junior schools in progress measures ie children assessed as level 3 at Key Stage 1 were not secure and then went on to struggle to achieve a level 5.

In 2012, a more targeted moderation regime was recommended and further analysis was undertaken to look at the differences in performance by school type.

The analysis based on 3 years worth of data showed that the average points score at the end of Key Stage 1 was significantly higher for those that attended infant schools compared with those who attended primary schools. However, the scores in the Performance Indicators in Primary Schools (PiPs) aptitude tests taken at the beginning of year 3 were also significantly higher among those that had attended infant schools compared to those that attended primary schools. This suggests that, on the whole, the Key Stage 1 assessment profile is accurate.

Analysis of progress by prior attainment this year indicates that those not making progress are not focused at one prior attainment level (see appendix for detailed figures). The biggest difference between Junior and Primary progress is seen among those who were at the lower levels at Key Stage 1. Further analysis of these cohorts is recommended.

Transition between schools

The earlier analysis completed in 2011 had identified that, "Pupils who start in an infant and move to a junior perform best. Those starting in a Primary and moving to a junior have the lowest attainment levels". This could be explained by the higher developed ability of those from infant schools.

The majority of pupils attending an infant school at the end of Key Stage 1 move on to a junior school in Key Stage 2. Conversely, almost all pupils that were attending a primary school at the end of Key Stage 1 stay within this school type for Key Stage 2. However, the research also found that "pupils who attend a primary school for both Key Stage 1 and 2 show the highest levels of expected progress across the majority of Key Stage 1 Prior Attainment levels in English and in maths. Pupils that move from an infant to a primary school tend to show the lowest levels of expected progress whilst pupils from all Key Stage 1 starting points make less progress in Junior schools than in Primary schools, particularly in English". This seems to indicate that transitions between schools play a part in children's progress.

Analysis undertaken by FFT has indicated that transitions from one school to another can have a temporary impact on progress. The 2011 research supports this. The management of transitions, particularly those from infant to junior, is a possible area for future research in Surrey.

The selection of schools for moderation at Key Stage 1 in 2014 will include schools chosen from an analysis for their previous results data. This should dispel any concerns receiving schools have about the integrity of the data. Moderation processes have been reviewed and will include further checks prior to submission to DfE.

Appendix

Comparison of Progress matrix by prior attainment

The tables below show the progress made by pupils between Key Stage 1 and 2 in junior and primary schools broken down by the level achieved by each pupil at the end of Key Stage 1. As this shows, a smaller proportion of pupils tend to make expected progress in junior schools than primary schools, regardless of their Key Stage 1 starting point.

Expected progress in Reading

Level at KS1	Junior			Primary			Difference in % not making progress Jun-Pri
	% making progress	% not making progress	No. not making progress	% making progress	% not making progress	No. not making progress	
None	40	2	3	50	1	3	1
0*	73	26	11	87	13	16	-13
1	74	26	52	79	20	139	-6
2	90	10	159	93	7	249	-3
3	88	12	184	89	10	217	-2
4	13	88	14	25	75	3	-13
Total	88	12	423	90	10	627	-2

Expected progress in Writing

Level at KS1	Junior			Primary			Difference in % not making progress Jun-Pri
	% making progress	% not making progress	No not making progress	% making progress	% not making progress	No not making progress	
None	50	2	3	43	1	4	1
0*	69	32	17	89	11	20	-21
1	86	14	30	90	10	85	-4
2	91	9	227	93	7	298	-2
3	84	16	123	90	10	87	-6
4	0	100	1	0	0	0	
Total	88	12	401	92	8	494	-4

Expected progress in Maths

Level at KS1	Junior			Primary			Difference in % not making progress Jun-Pri
	% making progress	% not making progress	No not making progress	% making progress	% not making progress	No not making progress	
None	95	1	1	96	0	1	1
0*	76	24	6	81	19	12	-5
1	68	33	42	77	23	102	-10
2	85	15	296	87	13	507	-2
3	86	14	187	90	10	163	-4
4	100	0	0	100	0	0	
Total	85	15	532	87	13	785	-2

*0 denotes pupils working below the level of the assessment at Key Stage 1. These pupils tend to have SEN

Source data: EPAS Revised data – please note percentages are rounded.

2013 Key Stage 4 Final Results Briefing

Key Messages

- The proportion of pupils achieving 5+ A*-C including English and mathematics at the end of KS4 has been continuously improving, and in the 2012/13 academic year 67.5% of pupils achieved good GCSEs. This is an improvement of 3.3 percentage points from the previous year. There was a small increase of 0.3 percentage points between the publication of provisional and final data for Surrey pupils.
- National results for pupils achieving 5+ A*-C or equivalent including English and mathematics increased by 0.2 points between the publication of provisional and final data, and show that 60.8% of pupils nationally achieved good GCSEs.
- Surrey is ranked as 15th best performing local authority in England and has been showing continuous improvement (was 19th in 2011/12 and 23rd in 2010/11). Among eleven statistical neighbours Surrey maintained 4th position.
- There was an improvement in the proportion of young people in Surrey achieving 5+ GCSEs or equivalents at grades A*-C: from 82.8% in 2011/12 to 83.9% in 2012/13. Surrey's performance is 0.8 percentage points higher than national, placing us 76th out of 152 local authorities.
- The proportion of pupils entered for English Baccalaureate has rapidly risen: nearly half of pupils (45.6%) were entered in 2012/13, compared with one third of pupils in the previous year. Of those who were entered, 30.0% achieved this measure. Across England 35.6% pupils were entered for English Baccalaureate, while 22.9% achieved this grade.
- In 2012/13 76.4% of pupils made expected progress in English, which is increase of over 5 percentage points. The progress in mathematics has also improved compared with the previous year by 3 percentage points (77% in 2012/13). Nationally 70.5% of pupils made expected progress in English, and 70.8% in mathematics.
- Surrey is ranked 27th for both the English and maths progress measures this year, an improvement in both subjects. We remain 3rd amongst our statistical neighbours for English progress, and have climbed one place to 4th for maths progress.
- There are no schools in Surrey that performed below the national standards in all 3 key measures (proportion of pupils achieving good GCSEs and proportion of pupils making the expected progress in English and maths), compared with one last year. There has been a sizeable drop in the number of schools where pupils do not make expected progress. Eight schools were below the floor standard for the percentage of pupils making expected progress in English compared with 22 last year. The corresponding figures for maths were 11 in 2012/13 compared with 18 in 2011/12.
- 96.1% of Surrey pupils who achieved high results at the end of KS2 (above the expected level), obtained 5+ A*-C at the end of KS4, compared with 94.7% nationally. 62% of pupils who worked securely by the end of KS2 achieved good GCSEs, compared with 57.4% nationally.
- The difference between the proportion of pupils from a disadvantaged background who achieved 5+ A*-C grades including English and mathematics and their peers is considerable on both national and local levels. Nationally 38% of pupils known to be eligible for Free School Meals achieved good GCSEs compared with 65% of their peers not receiving FSM. In Surrey 39.3% of pupils who are eligible for Free School Meals achieved good GCSEs compared with 69.4% of their non eligible peers (the gap in Surrey is 3 percentage points wider than national).

ALL PUPILS - SURREY	2010	2011	2012	2013	Change '12 to '13	National	Gap to National	SN Rank	National Rank
% 5+ A* - C inc. English and mathematics	62.0	63.5	64.2	67.5	+3.3	60.8	+6.7	4	15
% 5+ A* - C	77.5	79.9	82.8	83.9	+1.1	83.1	+0.8	6	76
% 5+ A* - G	95.0	95.4	95.8	96.2	+0.4	96.0	+0.2	8	65
% making expected progress English	74.6	75.2	70.9	76.4	+5.5	70.5	+5.9	3	27
% making expected progress maths	69.4	71.0	74.0	77.0	+3.0	70.8	+6.2	4	27
% Eng Bacc	22.0	22.0	22.8	30.0	+7.2	22.9	+7.1	4	18

Source: DfE SFR 01/2014

Key Stage 4 Number of schools below all three floor standards

The government assesses maintained mainstream secondary schools' performance against defined floor standards. Considered against these, a school would be seen as underperforming if:

- fewer than 40% of pupils achieved 5+ A* - C including English and mathematics; and
- less than 70% of pupils would make an expected 2 level progress in English between KS2 and KS4; and
- less than 70% of pupils would make an expected 2 level progress in mathematics between KS2 and KS4.

Schools are only included in these calculations if they have 11 or more pupils and if they have published results for all three measures above.

In 2012/13 academic year there was no school in Surrey that underperformed in all 3 categories.

Key Stage 4 Number of schools below all three floor standards: 2 year trend

KEY STAGE 4	Number of schools			
	2011	2012	2013	Change '12 to '13
Number of schools below all three floor standards	1	1	0	-1
Number of schools with less than 40% achieving 5+ A*-C including English and maths	1	1	0	-1
Number of schools below median expected levels of progress in English	20	22	8	-14
Number of schools below median expected levels of progress in maths	19	18	11	-7

Source: DfE 2013 Performance Tables

Pupil results based on gender

In the vast majority of schools in Surrey, girls outperform boys for the attainment of 5+ A*-C including English and mathematics. In Surrey 63.3% of boys and 71.9% of girls achieved this measure. A similar difference in achievements is observed nationally: in 2012/13 65.9% girls and 55.9% of boys achieved good GCSEs across England.

However, there are 3 schools in Surrey where boys outperformed girls for this measure in the last academic year. These are: Therfield School, All Hallows Catholic School and The Bishop David Brown School. Only one of those schools achieved above the Surrey average (All Hallows – 73% of pupils obtained 5+ A*-C GCSEs or equivalent including English and Mathematics).

There are 3 schools in Surrey where equal proportion of boys and girls obtained 5+ A*-C GCSEs or equivalent including English and mathematics. All those schools performed better than Surrey average. The proportion of pupils who pupils with 5+ A*-C grades including English and mathematics was: 71% (The Winston Churchill School), 69% (The Priory CofE School) and 69% (Ash Manor School).

Pupil results based on prior attainment band

In 2011 the government introduced new measures to show attainment and progress for different ability pupils, based on their prior attainment at the end of key stage 2.

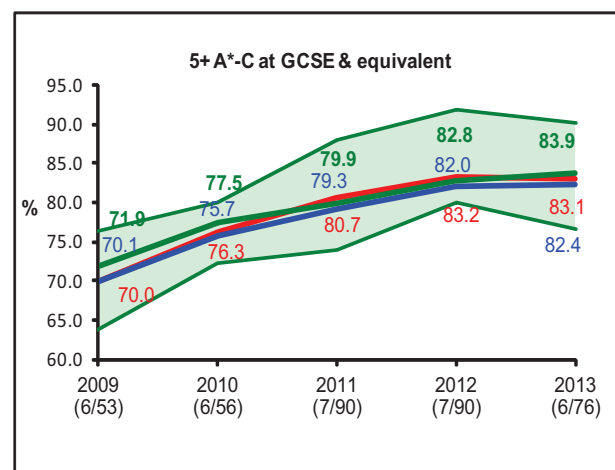
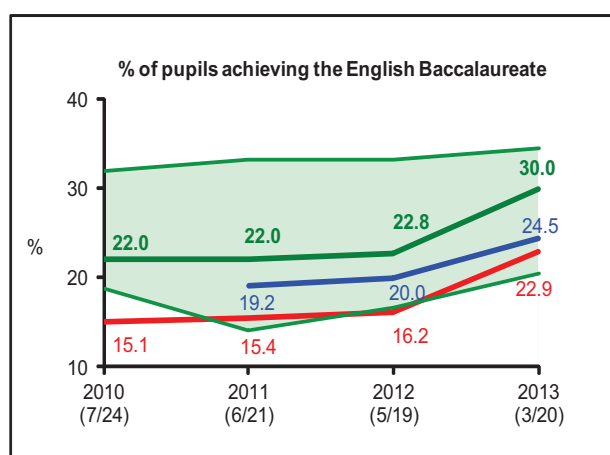
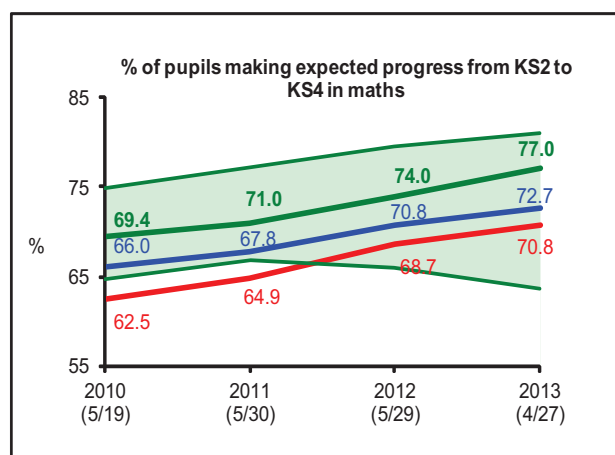
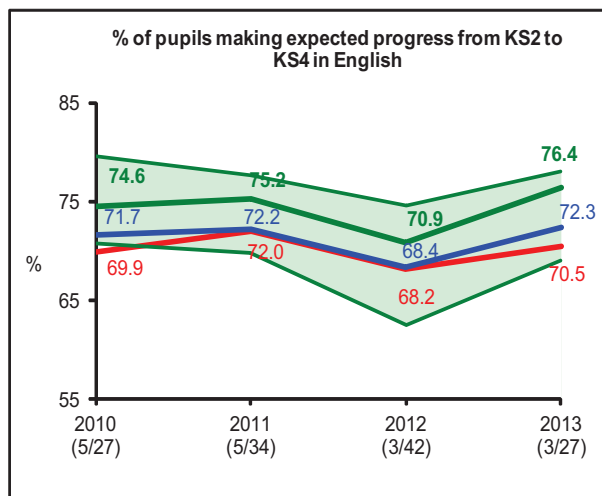
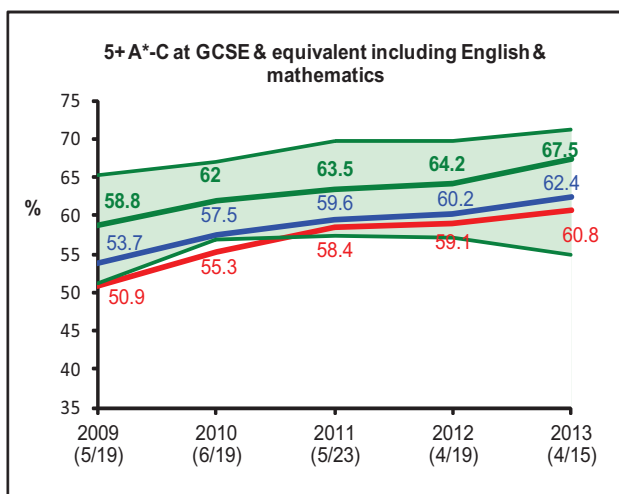
In all but one instance Surrey pupils performed better than their peers nationally. The exception was the proportion of low PA pupils achieving (% of low PA pupils achieving 5+ A* - C including English and maths, where attainment was on a par with the national figure. It is noticeable that for the group that worked securely in KS2, the proportion of pupils achieving good progress and good GCSEs was nearly five percentage points higher in Surrey than across England.

In Surrey the proportion of pupils achieving good progress and 5+ A*-C GCSEs including English and mathematics has improved for each prior attainment category.

KEY STAGE 4	Below L4 at KS2		At L4 at KS2		Above L4 at KS4	
2012/13	Surrey	National	Surrey	National	Surrey	National
% achieving 5+ A* - C including English and maths	6.8	6.9	61.9	57.4	96.1	94.7
% making expected progress English	49.3	45.2	73.5	68.6	89.2	86.2
% making expected progress maths	31.0	29.7	77.2	72.6	91.8	87.8

Source: DfE 2013 Performance Tables

Key Stage 4 Dashboard



	National		Statistical neighbour range. (Statistical neighbours: Bucks, Bracknell Forest, Cheshire East, Cambs, Hants, Herts, Oxon, Windsor & Maidenhead, West Berks and Wokingham)
	South East		
	Surrey		
Figures in brackets represent Surrey's ranking (statistical neighbour/national)			

Technical Notes

These tables provide a summary of the GCSE and equivalent results for pupils at the end of Key Stage 4 in state-funded schools (mainstream schools, special schools and academies) in the 2012/13 academic year. The latest results have been taken from the revised Department for Education (DfE) Statistical First Release (SFR), which was published on 23 January 2014 as well as the DfE Performance Tables, also published on 23 January 2014.

Where figures are included in both publications, the SFR data is used as this is the source of the local-authority level figures which allow a ranking calculation to be carried out. The SFR figures for state-funded schools do not include pupils recently arrived from overseas and so may not match with state-funded figures in the Performance Tables.

The English Baccalaureate (EBacc) was announced in the Education White Paper in 2010. This is based on pupils achieving A* - C in the following subject areas: English, mathematics, science, humanities and modern foreign languages

Further detailed information can be obtained from the Department for Education 2013 Secondary Performance Tables via their website:

<http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=sec&view=aat&sort=&ord=&no=936&pg=1>

2013 Pupil Group Briefing: Disadvantaged Pupils

Notes:

Disadvantaged pupils include those eligible for Free School Meals at some point in the last 6 years (FSM6) plus those pupils who are Looked After (CLA). A Pupil Premium is paid to schools to help this group achieve as well as their peers.

The key measures at Key Stage 2 changed in 2013. English levels were no longer calculated. The main indicator of attainment is now Level 4+ in reading, writing (TA) and maths and the progress is measured in reading, in writing and in maths.

Background Information

The coalition government has clearly stated that:

“We believe it is unacceptable for children’s success to be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.”

In 2011 the government introduced a new focus on raising the attainment/narrowing the gaps for disadvantaged pupils. This extended the scope of previous gap analyses. The performance tables published last year included key measures at key stage 2 and key stage 4 for the disadvantage pupils group which combined those eligible for free school meals (FSM) and those continuously looked after for 6 months.

The drive to improve outcomes for these pupils has been supported by the introduction of the pupil premium (introduced in April 2011); a fixed amount of money per eligible pupil given to schools. The pupil premium funding is also provided for pupils whose parents are in the armed forces.

In April 2012 the pupil premium was extended to cover those who had been eligible for free school meals over the last 6 years (FSM6). This measure is now used in preference to currently FSM eligible in RAISE, the main system used by Ofsted inspectors.

In 2014 the government are raising the amount paid to schools for pupil premium. They will be providing £1,300 per pupil at Primary level, £935 at secondary level and £1,900 for looked after children, care leavers and adopted children.

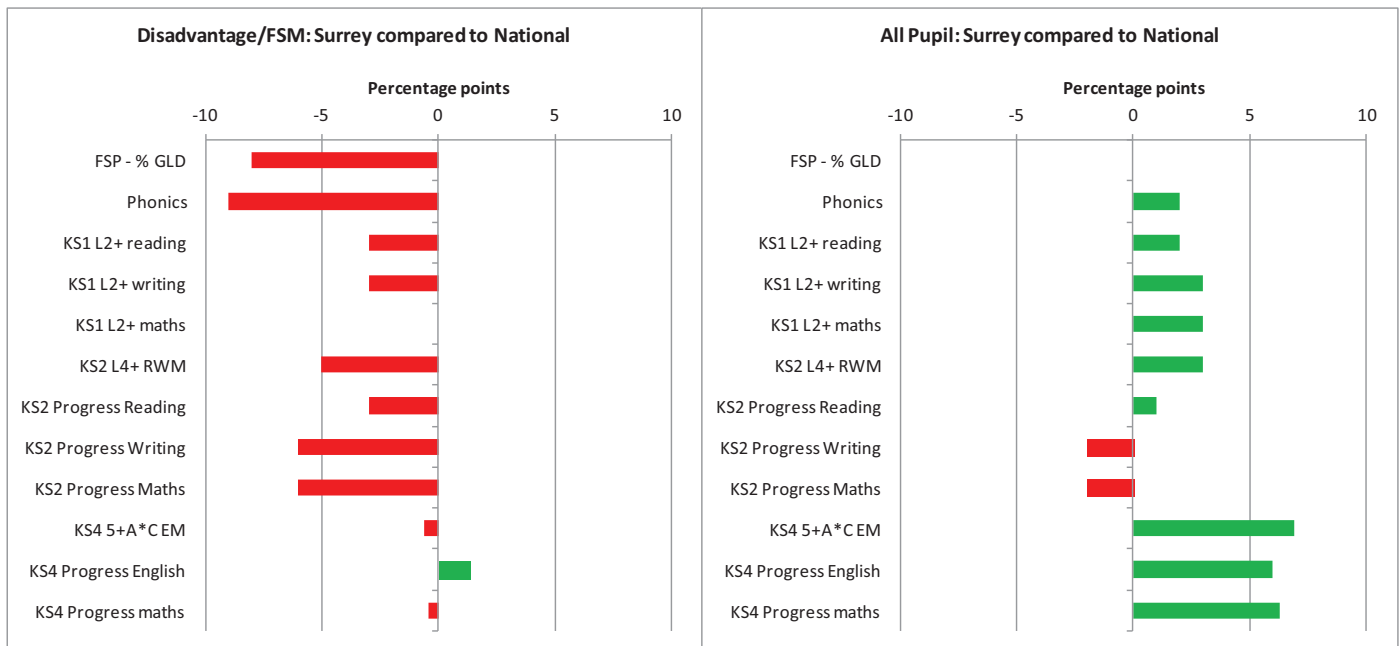
Ofsted inspections focus specifically on both how well schools are spending their pupil premium and also the impact of this on the achievement of pupils.

Key Messages

1. The overall performance of pupils in Surrey is similar or higher to the attainment nationally. The achievement of disadvantaged pupils has also improved at all key stages. This was acknowledged by Matthew Coffey HMI, Regional Director SE Ofsted, in a letter to Nick Wilson on 7 February. However, the rate of increase is not as large

as seen nationally and Surrey remains below the performance of disadvantaged pupils nationally at most key stages.

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2. Disadvantaged pupils are already falling behind the non disadvantaged groups at the beginning of their school life.
3. Pupils who are disadvantaged but not SEN or EAL performed at similar levels to pupils as a whole at Key Stage 2 in 2013.
4. The lowest performing group in all measures within the disadvantaged cohort are those with SEN1 but not EAL. Within the SEN cohort, those with Action Plus do not perform as well in Surrey as nationally.
5. Surrey has one of the highest of percentage of eligible pupils failing to claim Free School Meals (32% in 2012). As result the schools do not qualify for the Pupil Premium payment that could assist the school meeting their needs. It is likely the introduction of meals for all infant age pupils in 2014 will further impact on the percentage of parents claiming.
6. Improving the achievement for this group of pupils is one of the key priorities for Surrey schools and the Local Authority in the coming year. As part of this the 'No Child Left Behind – Everyone's Responsibility' has been introduced.

¹ It should be noted that this analysis includes SEN pupils both with and without a full statement of SEN. It also includes pupils with a range of different types of need (e.g. behavioural, emotional and social difficulties; moderate and severe learning difficulties; autistic spectrum disorder etc.)

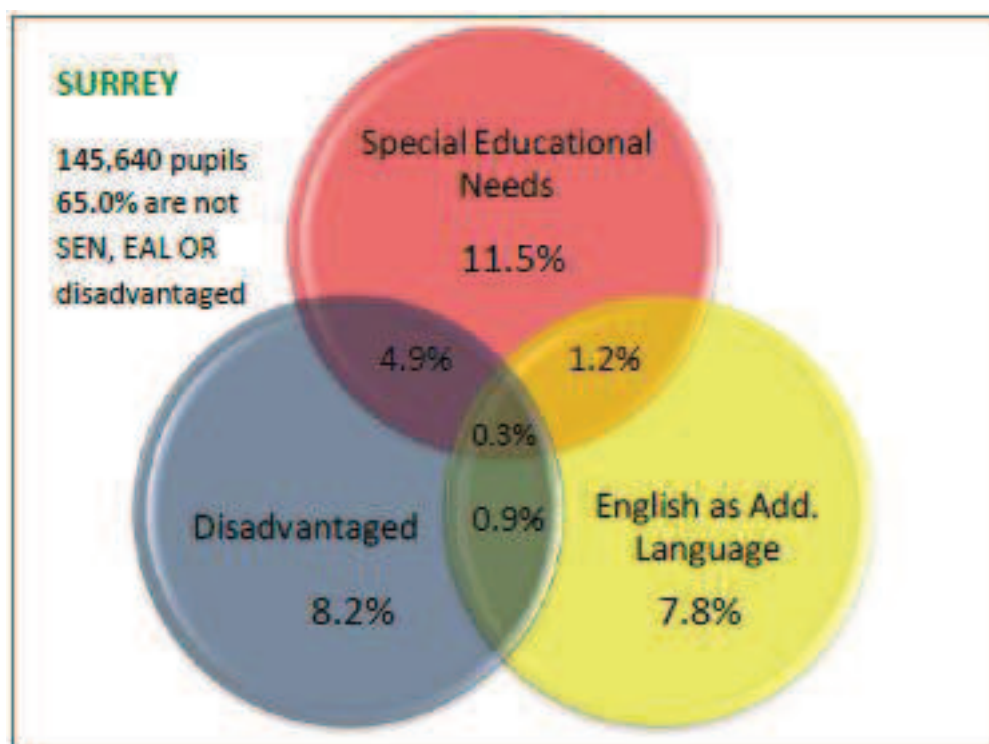
Cohort Context

The number of disadvantaged pupils has increased over the last three years.

	2011		2012		2013	
	Number	%	Number	%	Number	%
Early Years	1,108	9	1,069	8	1,250	9
Key Stage 1			1629	14	1705 ²	14
Key Stage 2	1628	15	1689	16	1769	17
Key Stage 4	1486	14	1492	14	1660	16

Raise disadvantage figures/2013 performance tables

Within the disadvantaged pupils cohort children may also have a range of other vulnerability factors that may impact on their performance. The following breakdown is based on the January Census 2013 and provides an indication of the complexity of needs within the disadvantaged cohort.



Source: January 2013 Pupil Level School Census

The table below gives a more detailed breakdown by key stage. The pupil level datasets have been matched to the January 2013 Census (please note that 100 pupils were not matched in KS1, 51 pupils were not matched in KS2).

² RAISE currently includes a small number of non Surrey maintained pupils

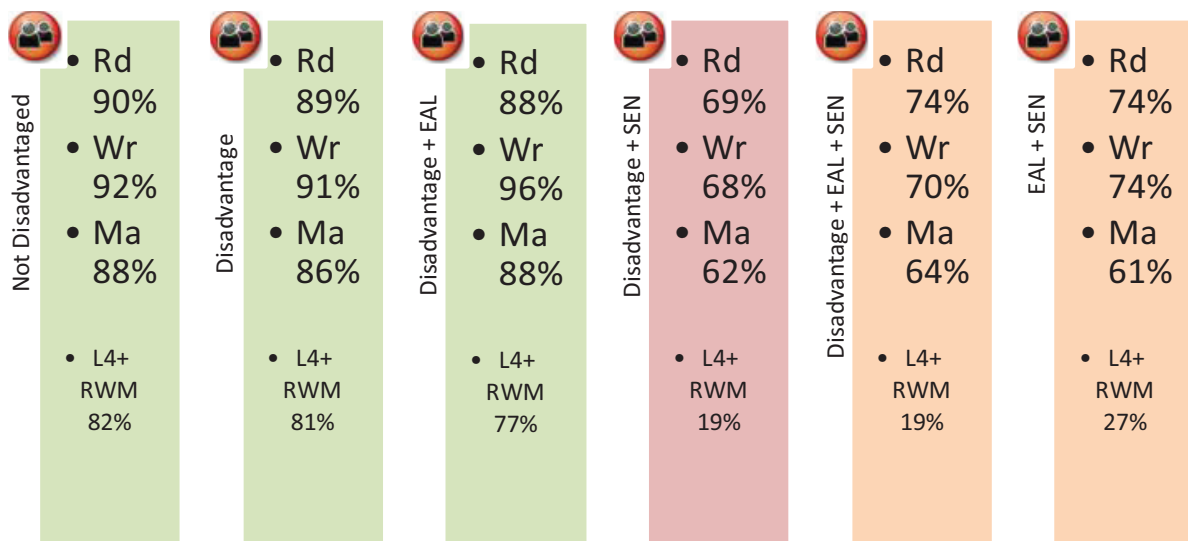
Cohort breakdown of disadvantaged (Pupil Premium)

	FSP	Key Stage 1	Key Stage 2	Key Stage 4
No. of pupils in pupil level data set	1250	1680	1769	1660
EAL and SEN	1.5%	2.7%	1.8%	2.3%
EAL but Not SEN	6.5%	6.2%	6.7%	5.5%
SEN but Not EAL	15.1%	31.9%	34.5%	39.6%
Not EAL and Not SEN (just PP)	66.4%	59.2%	57.1%	52.6%

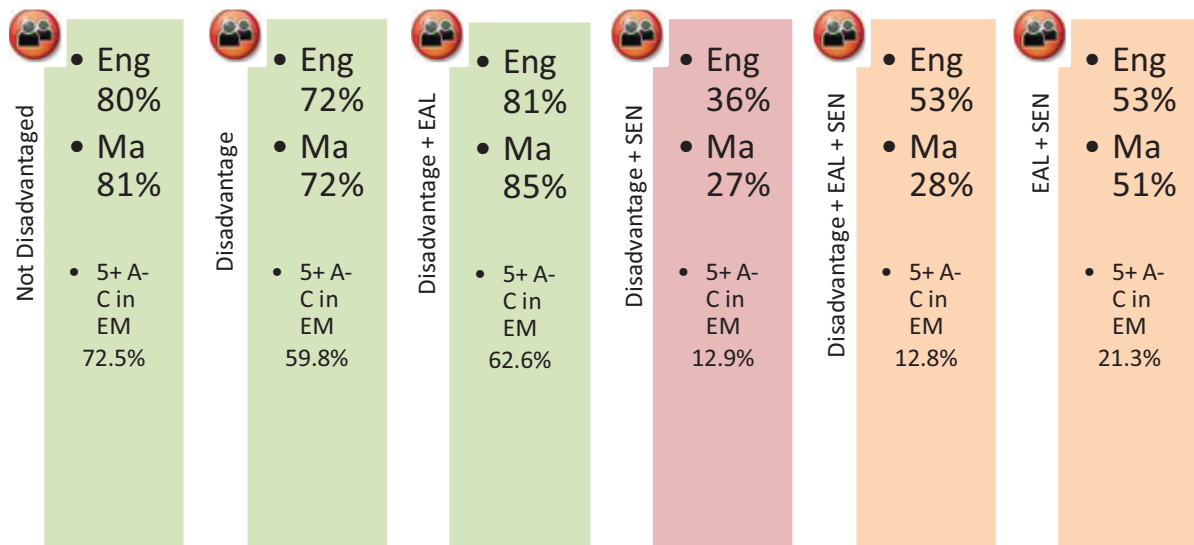
Source: Keypas pupil level file (FSP, KS1) and DfE pupil files for KS2 and KS4

When looking at the performance of the various groups there is a marked difference between those pupils with one factor compared to those with multiple factors eg expected progress at Key Stage 2 for those pupils who were disadvantaged (but with no other factors) was similar to the performance of all pupils. The table below shows the relative percentage making expected progress in reading, writing and maths by the various combinations, as well as the key attainment indicators for each key stage. SEN remains a key factor in lower performance levels for this group. EAL pupils tend to make higher levels of progress once language difficulties have been overcome.

Performance by vulnerability – Key Stage 2



Performance by vulnerability – Key Stage 4

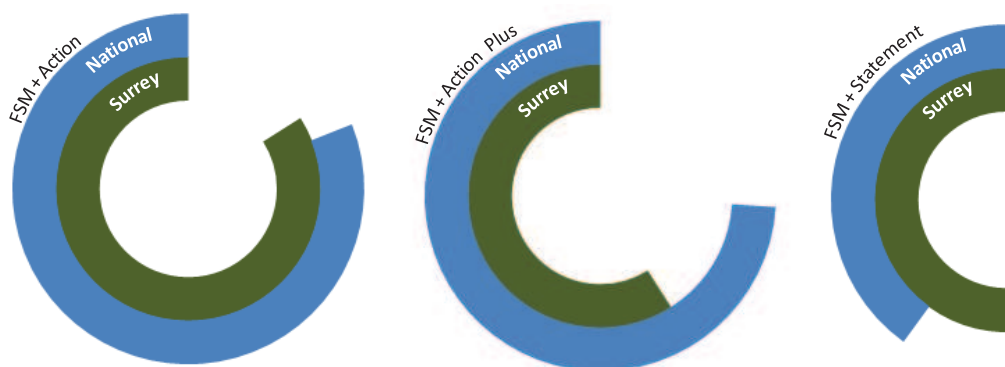


How is SEN³ impacting on the performance of disadvantaged pupils?

Comparison of disadvantaged pupils with SEN performance is not available nationally. However, DfE do publish figures on the performance of FSM by SEN type as part of the analysis of children with special education needs. The latest figures indicate that the percentage of FSM pupils with Action Plus or a Statement is higher in Surrey than nationally.

The Action Plus pupils in Surrey perform well below their peers nationally at Key Stage 2 and in maths progress and 5+ A*-C in EM at Key Stage 4. The diagram overleaf illustrates this.

Key Stage 2 Reading: relative performance of FSM SEN groups Surrey to National



³ It should be noted that this analysis includes SEN pupils both with and without a full statement of SEN. It also includes pupils with a range of different types of need (e.g. behavioural, emotional and social difficulties; moderate and severe learning difficulties; autistic spectrum disorder)

Key Stage 2 2013		Surrey			National	
FSM Pupils with SEN	Action	Action Plus	Statement	Action	Action Plus	Statement
% Expected progress reading	84	59	51	81	74	45
% Expected progress writing	75	69	49	85	81	47
% Expected progress maths	72	56	45	78	73	44
% L4+ in Reading, writing (TA) & maths	32	13	8	37	26	9
% of FSM cohort	18	14	9	19	13	6

Source: SFR51_2013 G:\CSF PKM Team\S&L\2013\Disadvantaged Pupils_FSM Project\Analysis\FSM with SEN 2013.xlsx

Key Stage 4 2013		Surrey FSM			National FSM	
FSM Pupils with SEN	Action	Action Plus	Statement	Action	Action Plus	Statement
% Expected progress English	56.7	38.3	14.8	45.3	36.2	17.7
% Expected progress maths	46.9	22.7	12.4	37.8	29.3	13.4
% 5+ A*-C in EM	21.2	9.84	5.56	19.3	14.8	4.1
% of FSM cohort	15	18	13	17	12	8

Source: SFR5_2014 (National) EPAS for Surrey

Persistent Absence and disadvantaged pupils

Persistent Absence rates are classified as pupils missing 15+% of available sessions at school. Using the available data⁴ it is clear that the rate of persistent absence is higher for disadvantaged pupils, particularly at Key Stage 2, than rates for the cohort overall. The combination of SEN with disadvantage is a contributory factor.

Key Stage 2	% Persistent Absence 2012/13	No. of Persistent Absentees
All pupils	2.5	253
Non disadvantage	1.4	117
Disadvantage	7.7	136
Disadvantage No SEN	5.3	60
Disadvantage Action	10.3	28
Disadvantage Action Plus	10.9	25
Disadvantage Statement	16.3	23

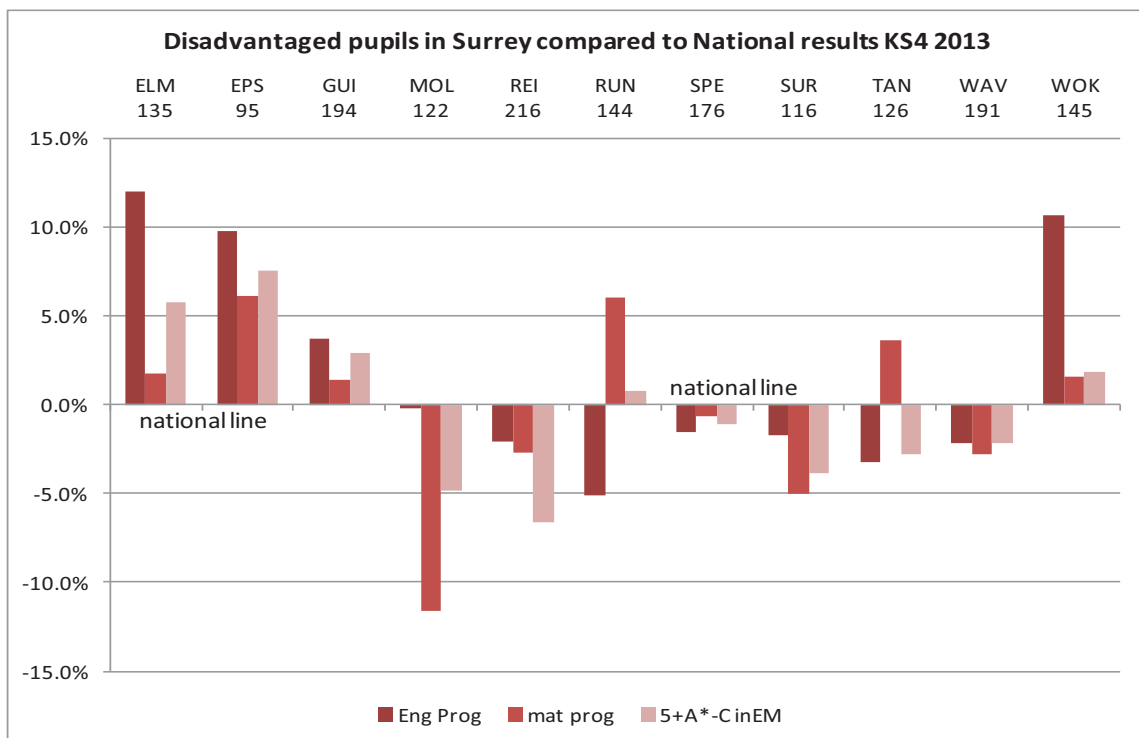
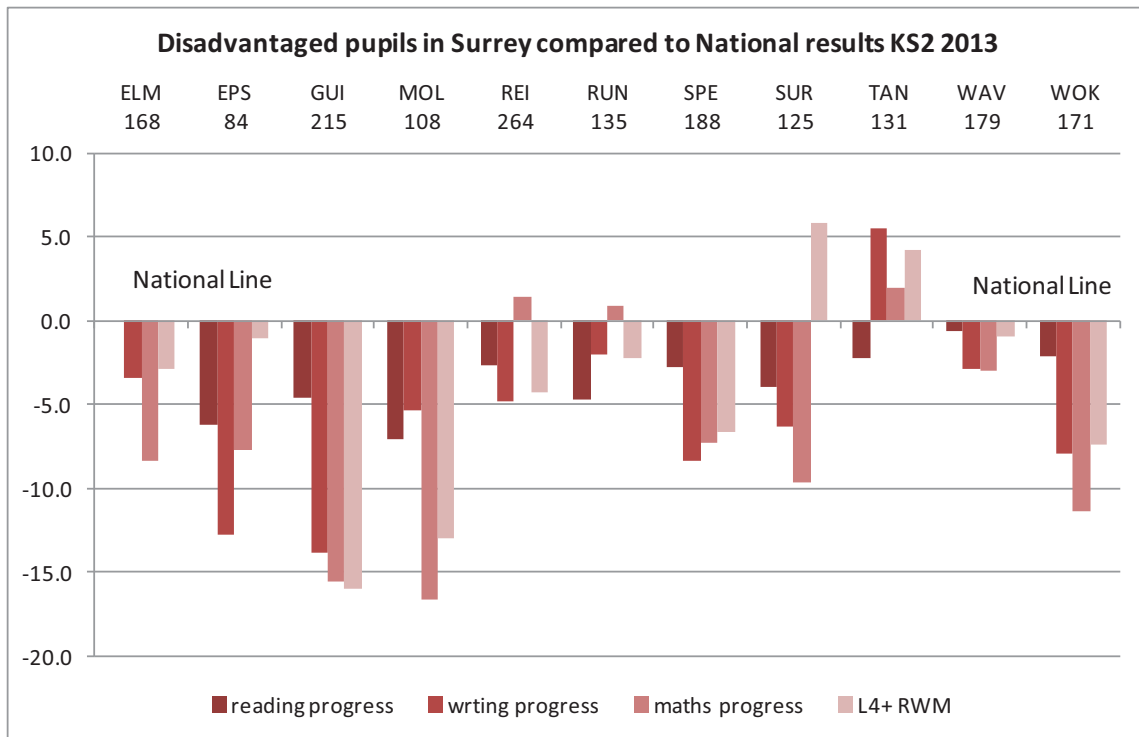
Missing academy data in the attendance database is more problematic at Key Stage 4, resulting in a poor match rate.

Geographic differences

The performance of disadvantaged pupils is variable across the boroughs. The graphs below show the number of disadvantaged pupils per borough (based on school location) and

⁴ Data is missing for some pupils/academies

the relative performance to the national percentage for disadvantaged pupils at Key Stage 2 and Key Stage 4.



What, if any, is the influence of school type on disadvantaged pupils?

The difference in performance between junior and primary schools is also seen in the performance of disadvantaged pupils with progress levels being higher in primary schools than in junior schools.

Key Stage 2 2013	Junior Schools				Primary Schools			
	Dis ⁵	Not Dis	Gap	No of Dis	Dis	Not Dis	Gap	No of Dis
% L4+ in reading, writing & maths	59	84	25	493	59	82	23	1244
Expected Progress reading	79	89	10	476	84	91	7	1214
Expected Progress writing	80	90	10	476	86	94	8	1213
Expected Progress maths	77	86	9	477	79	89	10	1212

However the proportion of disadvantaged pupils per prior attainment band differs between school types, with a higher percentage of pupil premium pupils in the low Prior Attainment band in primary schools than junior schools.

% of disadvantaged pupils	Key Stage 1 PA band of Key Stage 2 cohort		
	Low	Middle	High
PRI	29%	53%	16%
JUN	20%	56%	21%

No Child Left Behind – Everyone’s Responsibility

A key focus of the new school improvement strategy is a focus on improving outcomes for disadvantage pupils. Therefore the ‘No Child Left Behind – Everyone’s Responsibility’ has been launched. The following actions are in place and agreed by schools:

- Primary Vision has decided to make narrowing the gap the key priority for 2013/14 to ensure all schools accept responsibility.
- HMI have conducted a ‘good practice’ survey in six Surrey primary schools and outcomes published and shared.
- Additional research into Surrey context of FSM has been undertaken.
- All primary schools have access to comparative and trend data for disadvantaged pupils. This will extend to secondary schools.
- Where the achievement of disadvantaged pupils is below average consultants conduct additional support and challenge visits. These schools are paired with schools with identified good practice.
- All school visits will include a key focus on disadvantaged pupils.
- Additional headteacher quadrant meetings each term with a Free-School Meal focus starting Spring 2014.
- Develop links between Early Years provision and schools.
- E-Directory of support developed.
- Primary vision conference for all primary heads in June 2014.

⁵ Dis = Disadvantaged: FSM6 + Children Looked After

Every School a Good School

Surrey Local Authority School Improvement
Strategy – Summary

Maria Dawes – Head of School Effectiveness

Every School a Good School: Surrey Local Authority School Improvement Strategy - a Summary

Key Priorities:

- Increase the proportion of schools that are judged by Ofsted to be 'good' or 'outstanding'
- Increase the proportion of children that attend a good or better school
- Improve the proportion of pupils that make or exceed expected progress in mathematics and English by the end of both KS2 and KS4
- Rapidly improve the attainment and progress of disadvantaged and vulnerable children so they achieve as well as other children
- Continue to develop leadership capacity at senior level through partnership work with Teaching Schools, National Support Schools and other good or outstanding schools
- Develop aspiring leaders to improve succession planning.



Given these priorities our strategy will:

- ensure that our support is targeted in a more effective way on reviewing, supporting and developing the capacity of leadership and governance in schools
- engage earlier, in a more focused manner, with a greater number of schools
- implement a more rigorous risk assessment to identify schools that are declining or likely to decline from 'good' and intervene, challenge and support at an earlier stage
- challenge schools where there are large inequalities in attainment between children entitled to FSM or other vulnerable groups and all other children and target them with support
- ensure that our services from education, health and social care work strategically together to ensure best practice to achieve and maintain a 'good' or 'outstanding' Ofsted Judgement
- continue to use and develop the expertise and experience within Surrey's schools to support our improvement programme.

The Strategy identifies the appropriate support and challenge for all schools so they are able to improve further and share their expertise locally and more widely.

The key outcomes by 2017 that the new strategy will enable Surrey to achieve are:

KPI 1	The very great majority of all schools in Surrey are judged to be at least 'good' schools
KPI 2	More than 95% of children in Surrey will be educated in an at least 'good' school
KPI 3	86% children achieve Level 4 in English and maths at the end of key stage 2 and 70% achieve 5*A-C GCSEs including English and maths at the end of key stage 4
KPI 4	The proportion of pupils making and exceeding expected progress in mathematics and English between KS1 and KS2 and KS2 and KS4 is above that found nationally
KPI 5	No schools are below government floor standards
KPI 6	Children in care and children from vulnerable groups achieve at least the national average at end of each key stage of education



Diagram 1 summarises the School Improvement Strategy. Currently Surrey is supporting 110 Focused Support Schools.

Surrey Leadership Strategy

Surrey County Council and Babcock 4S understand the importance of effective leadership in raising standards and bringing about improvements.

The 2013/2014 Surrey Leadership Strategy offers a range of leadership development opportunities for all schools and closely reflects the aspects of leadership cited in the 2012 Ofsted Framework.



The 2013/2014 Core Offer for Leadership includes a range of leadership development opportunities which will enable schools to not only ‘grow’ leaders of the future but develop those colleagues currently in post. Many of the Core offer programmes will be available to Focused Support Schools as part of their Action Plan for raising standards. These will be additional features of the plan and will be mandatory elements of engaging with the Surrey School Improvement Strategy. Any of the core offer programmes available to Focused Support Schools as part of their action plan are also available to Overview Schools through direct purchase. Additionally, a number of programmes have Enhanced Packages to enable schools to benefit from additional support.

LEADERSHIP DEVELOPMENT

Risk Assessment is regular and responsive; based on data; focussed on progress, vulnerable groups and different attainment groups; Headteacher turnover; soft information; Ofsted; finance; changes in governance and structure.

Overview Schools

Mostly grade 1/2

Focused Support Schools

All Grade 3 schools, and those declining and identified from grade 2/1

Lowest Risk Schools

Highest Risk Schools

Exit?
LA intervention

Interim Review and Challenge Meeting - every half term

Leadership Review

Purchased support
Analysis of end of KS results and other information

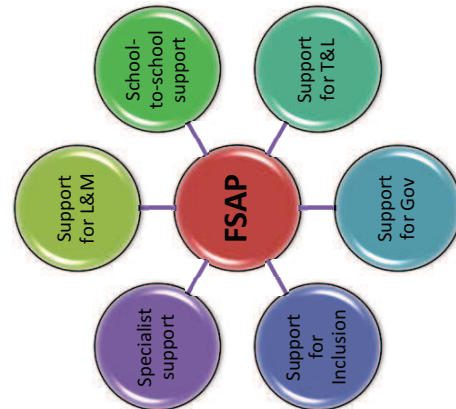
Recommendations

School Self-evaluation

Annual Health check

Implementation of support programme

Action Plan



Babcock 4S
Opus One Bay Tree Avenue
Kingston Road
Leatherhead
KT22 7UE

www.babcock-education.co.uk/4s | 01372 834 444

School Improvement KPIs

			Baseline	2013/14 target	Current position	Comment
KPI 1	Proportion of good schools	Proportion of good schools (overall)	71%	80%	79%	Significant increase but slightly below national
		Proportion of schools that have been 'grade 3' for two or more consecutive Ofsted inspections	11%	6%	8%	
		Proportion of schools judged to be inadequate	3.9%	2%	2%	
		Proportion of primary schools judged to be good or better	71%	75%	76%	Whilst hitting target still slightly below national
		Proportion of secondary schools judged to be good or better	71%	75%	87%	
KPI 2	Proportion of pupils educated in a good or better primary school		67%	75%	76%	Whilst hitting target still slightly below national
	Proportion of pupils educated in a good or better secondary school		68%	76%	87%	
KPI 3	Attainment	Proportion of pupils achieving Level 4 in reading, writing and maths at end of key stage 2	77%=	78%	78%	
		Proportion of pupils achieving 5+ A*-C GCSEs in English and maths at end of key stage 4	63%	64%	68%	
KPI 4	Progress	Proportion of pupils achieving making 2+ levels of progress in English between KS1 and KS2	87%	89%	88%	
		Proportion of pupils achieving making 2+ levels of progress in maths between KS1 and KS2	86%	88%	86%	
		Proportion of pupils achieving making 3+ levels of progress in English between KS2 and KS4	71%	76%	76.4%	
		Proportion of pupils achieving making 3+ levels of progress in maths between KS2 and KS4	74%	75%	77%	

KPI 5	Floor standards	Number of primary schools below floor standards*	10	6	6	
		Number of secondary schools below floor*	2	0	0	
KPI 6	Pupil Premium	Proportion of pupils eligible for pupil premium achieving Level 4 in RWM at end of key stage 2	57	59	58	
		Proportion of pupils eligible for pupil premium achieving 5+ A*- C GCSEs in English and maths at end of key stage 4	35	40	40	

'No Child Left Behind – Everyone's Responsibility'

Raising the Achievement of Pupils Eligible for Free School Meals

Ofsted HMI Survey on good practice in six Surrey Schools

Between 25th and 27th November 2013 six Surrey schools took part in an HMI survey on good practice in raising the achievement of pupils eligible for free school meals. We have pleasure in setting out below the common features of effective practice identified in the participating schools and would like to thank the schools listed below for their co-operation.

Pine Ridge Infant & Nursery School – Janet Du Cros
 Guildford Grove School – Elizabeth Corlett
 Limsfield CofE Infant School – Jenny Baird
 St Joseph's Catholic Primary School, Guildford – Steve Philips
 Wallace Fields Junior – Stephen Lee
 St Bartholomew's CofE Primary School – Charles Beckerson

Outline of survey activity

Six schools from the primary phase received a survey visit from an HMI during the week beginning 25 November 2013. The schools were selected on the basis of their attainment and progress data. The schools are situated across the four Surrey quadrants, serve diverse communities and contain varying proportions of pupils eligible for free school meals. In all six schools pupils eligible for free school meals attain results that are above the average attainment of similar pupils in Surrey as a whole. All six schools had been judged to be good or outstanding at their most recent Ofsted inspection.

During the monitoring visits, HMI gathered information about the impact of leadership on the progress of pupils eligible for free school meals, the quality of provision and teaching in the classroom and the quality of interventions and links with parents and the community outside the classroom. All visits included meetings with senior leaders and governors, joint lesson observations with the headteacher or a senior leader, discussions with pupils and scrutiny of pupils' work. In two of the schools, HMI also met parents of pupils eligible for free school meals. Relevant documentary evidence, particularly relating to the tracking of pupils' progress and teachers' planning, was also scrutinised. All schools involved in the survey were provided with significant opportunities to engage in discussion with HMI.

Features of good practice

The impact of leadership

- **School leaders relentlessly aim to ensure that all pupils achieve well.** Leaders' primary focus is on continually

improving teaching so that it is of the highest quality. Teachers receive regular training which helps them improve their practice. They know what the different aspects of good quality teaching are and strive to put them into practice. Leaders create a strong professional culture in which teachers share ideas, draw on best practice, reflect on their teaching, and receive effective support from each other and from leaders. Often, this is enhanced by strong partnerships with other schools. Teachers continually seek to improve their teaching so that no pupil underachieves.

- **The headteacher leads by example. He or she is an expert in teaching and learning.** The high level of subject knowledge and skills of other leaders ensures that teachers get the advice and support they need in order to effectively meet the needs of pupils. Leaders are reflective and make sure that teachers are given sufficient time for their own professional development and support.
- **Data are comprehensive and useful, and make a difference to what happens in the classroom.** The progress of all pupils is assessed accurately and regularly, and analysed in detail. Leaders pay very close attention to the achievement of pupils eligible for free school meals. When these pupils are at risk of underachievement, leaders and teachers take effective and specific steps to improve the progress of these pupils.
- **Leaders monitor and evaluate teaching rigorously.** Frequent lesson observations focus on how well teachers are helping underachieving pupils to make more rapid progress. Leaders' timely review of pupils' work and teachers' planning ensures that pupils are being challenged appropriately and making good progress over time. Importantly, leaders regularly give teachers high quality feedback about what they are doing well and what they need to improve. Leaders make sure that this feedback is acted upon by teachers and that it makes a positive difference to pupils' achievement. The records of leaders' monitoring activities show a clear focus on the achievement of different groups of pupils, including those eligible for free school meals.
- **The school environment promotes pupils' learning.** Classrooms and corridors welcome children and adults with celebratory displays of work and resources to support current programmes of study. Working walls and desktop toolkits provide pupils with helpful resources when working individually or on tables, encouraging independence and resilience. There are frequent examples of pupils' work that demonstrate high achievement, including that of pupils eligible for free school meals.

- **Leaders make sure that pupils who are eligible for free school meals play a full part in school life.** School leaders ensure that pupils whose circumstances may make them vulnerable have a real stake in the school: for example, places on the school council. Additional funding is used to allow pupils to participate in school trips and other activities. Leaders encourage and sometimes insist upon extra learning – such as home learning, the use of a virtual learning environment, reading at home and involvement in after-school provision.
- **Governors know how well pupils are achieving and why.** They regularly receive detailed information about the achievement of pupils and the quality of teaching. This allows them to challenge school leaders effectively. Governors focus specifically on the pupils who are at risk of underachieving, including those eligible for free school meals, and expect leaders to take swift action to improve the progress of these pupils. They regularly check whether these actions have been effective or not.

In the classroom

- **Pupils establish a secure foundation in the Early Years Foundation Stage.** Leaders identify this as critically important for pupils eligible for free school meals. It is often enhanced by partnerships with children's centres, provision for under-3s and nursery provision. Children's learning is enriched with high quality language and number work, purposeful child-initiated activities and thoughtfully planned interaction with adults. Carefully thought-out provision in the outdoor learning areas enhances children's experience.
- **Teachers have high expectations of all pupils.** They expect all pupils to reach the same high standards, regardless of their backgrounds. Teachers carefully differentiate the kinds of support pupils receive in order for all pupils to achieve well. Teachers do not put ceilings on what pupils can achieve. Resilient behaviour, independence and purposeful learning are promoted by all teachers. No time is wasted in transitions between activities. Extremely positive relationships with teachers and other adults ensure that pupils are motivated and challenged.
- **Teachers' feedback to pupils is regular and effective.** Marking clearly shows pupils what they have done well and what they need to do to improve. Pupils are routinely expected to make improvements to their work. Teachers give pupils specific feedback during lessons as well. They question pupils effectively in order to find out what pupils have learnt and what gaps exist in their understanding. Often, teachers ask pupils eligible for free school meals additional targeted questions, or give them extra feedback about how well they are doing and what they need to do to improve.
- **Teaching is precisely matched to pupils' needs.** Teachers know pupils' strengths and weaknesses in detail. They use what they have found out about pupils' learning from marking their work and from observations they make in the classroom to adapt subsequent activities and lesson plans. Consequently, lesson plans show how teachers intend to meet the needs of all groups of pupils, including those eligible for free school meals. Groupings of pupils are flexible and are determined by careful planning that takes account of individual needs. Thorough planning ensures that there are varied opportunities to practise literacy and numeracy skills throughout the curriculum, in science, topic work, technology and PE.
- **Teaching assistants play a central part in supporting pupils' learning.** Leaders invest time and money in providing high quality training for teaching assistants. As a result,

teaching assistants make a crucial contribution to pupils' learning because their levels of skill are high. They question pupils well and make sure that pupils' independence is not jeopardised by their support in lessons. There is good communication between teachers and teaching assistants. They see themselves as one team who work together to help pupils make great progress.

- **Effective speaking and listening forms the basis of good learning.** Pupils productively work together in lessons. They are taught how to work well in pairs and groups, and they confidently contribute to whole-class discussions. Not only do pupils develop each other's ideas, but they often challenge each other's thinking. They are taught how to review the quality of their own learning and that of their peers, and they are given regular opportunities in lessons to do so. Pupils are encouraged to speak in sentences and give extended answers. Storytelling, oral rehearsing of writing, role-play and drama engage pupils, build their confidence and promote confident, vibrant writing from the early years upwards. These features combine to improve pupils' language skills. This is often crucial for improving the achievement of pupils eligible for free school meals.
- **Pupils' reading skills develop rapidly.** Pupils are taught phonics effectively. Reading for pleasure is promoted throughout the school, with high expectations of parental involvement. Teachers continue to track reading regularly and with frequency, particularly for those pupils who have not reached national expectations. Regular guided reading, specific reading interventions reading recovery programmes and refreshed library provision drive pupils' tangible love of reading.

Outside the classroom

- **Pupils' needs are comprehensively evaluated.** Leaders and teachers go to great lengths to make sure that they have detailed information about individual pupils. This includes information about their achievement but also information about their social and emotional needs. This ensures that leaders and teachers know every pupil extremely well so that they can offer the right provision for them.
- **Interventions are effective.** They are matched precisely to pupils' needs because of the detailed information leaders and teachers have about pupils. For pupils eligible for free school meals, these interventions often focus on developing reading and language skills, but they also focus on improving pupils' social skills, self-esteem and confidence. Interventions are led by skilled teachers and teaching assistants. However, interventions are never seen as a replacement for high quality teaching in the classroom. Rather, it is the carefully planned blend of the two that help pupils make more rapid progress. Leaders evaluate the impact of interventions in great detail, making changes when necessary.
- **Links with parents and other agencies are very strong.** Leaders make extra efforts to establish good relationships with parents, especially those whose children are eligible for free school meals. School leaders know they are influential in the local community and take practical steps to forge strong, life-changing links between parents and between home and school. Schools often employ additional members of staff to enhance this. Equally, teachers make themselves readily available to parents in order to discuss the needs and progress of pupils. Leaders also make sure that there is regular and effective communication with other agencies so that appropriate information about pupils is shared. This helps ensure that provision for pupils in school is specifically tailored to their needs.



Children and Education Select Committee
27 March 2014

Home to School Transport Policy

Purpose of the report: Policy Development and Review

To consider the outcome of the consultation on Surrey's Home to School Transport policy

Introduction

1. The legal responsibility for ensuring a child's attendance at school rests with the child's parent. Generally, parents are expected to make their own arrangements for ensuring that their child travels to and from school.
2. However, the local authority has:
 - a statutory duty to provide free home to school transport to eligible children (Section 508B of the Education Act 1996)
 - discretion to provide transport (free or otherwise) to any other children (Section 508C of the Education Act 1996)
3. The statutory duty covers the following children:
 - Children who are under the age of 8 years old who attend a school which is their nearest suitable school and which is more than 2 miles from their home
 - Children who are aged 8 years and over who attend a school which is their nearest suitable school and which is more than 3 miles from their home
 - Children who are aged 8 years and over but under the age of 11 who are in receipt of free school meals or whose parents receive the maximum amount of Working Tax Credit and who attend a school which is their nearest suitable school which is more than 2 miles from their home
 - Children who are aged 11 to 16 who are in receipt of free school meals or whose parents receive the maximum amount of Working Tax Credit and who attend one of their three nearest schools between 2 and 6 miles from their home
 - Children who are aged 11 to 16 who are in receipt of free school meals or whose parents receive the maximum amount of Working Tax Credit and who attend a school on the grounds of their religion or belief which is between 2 and 15 miles from their home
4. All other aspects of home to school transport are discretionary.
5. Surrey's home to school transport policy for mainstream children generally only provides for children who meet the statutory eligibility criteria to receive free home to school transport. Surrey's home to school transport policy for 2014 is set out in Annex 1.

6. The only discretionary elements remaining within the policy are as follows:
 - Although the maximum walking distance increases from two miles to three miles when a child turns eight years old, Surrey's policy allows transport to continue until the end of the academic year in which the child turns eight i.e. transport is not withdrawn mid year
 - Although the statutory duty to provide transport only applies to children once they reach statutory school age, Surrey's policy provides for transport entitlement to be assessed for children once they start in Reception at four years old
 - Where a different school is nearest by straight line distance then transport will normally be provided to either school as long as the other conditions of eligibility are met. This is because many of Surrey's schools prioritise applicants based on whether the school is their nearest by straight line distance and it would be perverse for a child to be refused a place at a school on the basis that it was not their nearest by straight line distance, but then be refused home to school transport to another school on the basis that the preferred school was the nearest by shortest walking distance
7. Whilst a parent has the right to apply for a school of their preference, the local authority has no duty to provide transport to that school if there is another school which is nearer which could have offered a place had the parent applied, whether or not that school is inside or outside the County boundary.
8. Families whose children do not meet the statutory eligibility criteria may ask for their specific circumstances to be taken in to account at a Transport Case Review or, subsequently, a Members Review. Any such cases are considered on an individual basis and do not alter overall policy.
9. The overall expenditure on home to school transport for statutory school age pupils who are travelling to school (including children who start school at four years old) is approximately £9m per annum.
10. However this includes approximately £1.2m per annum for discretionary transport to denominational schools on faith grounds. Whilst, on 24 May 2011, Cabinet made the decision to withdraw such discretionary free home to school transport to denominational schools, it was agreed that this withdrawal should be phased in for new pupils from September 2012¹.
11. Current expenditure also includes approximately £113,000 per annum for approximately 160 children across all year groups to travel from Lingfield and Dormansland in Tandridge to Oxted School, even though they may have a nearer school outside of Surrey which could offer a place. The fact that these children were receiving transport in error came to light in 2012 but at that time it was agreed for free transport to continue exceptionally for the 2013 and 2014 intakes. However it was made clear that there would be a review of Surrey's Home to School Transport policy for 2015 and that from that date, applications would be considered in accordance with the policy.
12. Currently, approximately 6,450 pupils of statutory school age receive free home to school transport.
13. Entitled pupils are generally expected to travel by the cheapest mode of transport and this is assessed by Surrey's Transport Coordination Centre. Currently, based on January projections, the number of mainstream statutory school age children

¹ The phased withdrawal of discretionary transport to denominational schools on faith grounds does not impact on transport provided under the statutory duty outlined in paragraph 3, bullet point 5.

(including children who start school at four years old) travelling by each mode of transport is as follows:

Mode of travel	Number of entitled children travelling
Contract coach	3,242
Rail Pass	267
Bus Pass	1,623
School's own coach	216
Reimbursement	198
Taxi/Minibus	904
Total	6,450

14. Regulations require that the local authority's Home to School Transport policy is published at least six weeks before the deadlines for parents to apply for a school place in the following academic year. The local authority's composite prospectus on admissions must also include information on home to school transport. This means that any policy changes on home to school transport for 2015 must be determined and published by the end of the Summer term 2014.
15. Children who have a statement of special educational needs are not included in the figures above as they are assessed for home to school transport under the SEN Home to School Transport policy which has not been included as part of this review.

Background to Review

16. Other than the withdrawal of discretionary transport on faith grounds to denominational schools, Surrey's Home to School Transport policy has not been reviewed since the policy was considered by Surrey's Executive in June 2006.
17. At that time the Executive reviewed 44 exceptional transport routes which it had withdrawn since 2002 and considered whether any should be reinstated. However the Executive agreed to maintain its current Home to School Transport policy, which did not allow for any known exceptional arrangements, so that all residents would be treated fairly and objectively and there would be a consistent application of the policy across the County.
18. It is therefore clear that the intent at that time was to have a policy that could be applied equally to all families, regardless of where they live in Surrey.
19. However, notwithstanding that policy intent, as Surrey's Home to School Transport policy had not been reviewed since 2006 and as a number of queries had been raised by parents and Members in recent years, it seemed timely to assess whether it still delivered a fair and equitable policy or whether any changes needed to be made.

Consultation

20. It was agreed to carry out a public consultation that would enable respondents to contribute their views to the policy review. This would enable Members to better understand the concerns of parents and schools when they considered whether any changes needed to be made to Surrey's Home to School Transport policy.

21. As a result, Surrey's Admissions and Transport team issued a consultation document to stakeholders on 11 November 2013 (Annex 2). The consultation ran for 6 weeks until 20 December 2013.
22. The consultation document was sent directly to all Surrey schools, Diocesan Boards of Education, Surrey County Councillors, Borough and District Councillors, Parish and Town Councillors, members of Surrey's Admission Forum, Early Years establishments and Surrey MPs.
23. Surrey County Council Members and Borough and District Councillors were asked to draw the consultation to the attention of any local community or resident groups in their area who may have an interest in responding.
24. All schools were sent a suggested form of wording for parents, which they were encouraged to put on websites, notice boards and in newsletters, as appropriate.
25. Notice of the consultation was also published on Surrey County Council's website from three areas – School Admissions, School Transport and the generic Consultations page.
26. The consultation document made clear that, whilst Surrey County Council was not proposing any changes to its policy, it was interested to hear:
- the views of Surrey residents and schools on the equity of the existing policy;
 - details of any home to school transport difficulties that Surrey parents might currently face; and
 - details of any suggestions for change (recognising that any additional expenditure on home to school transport would mean that Surrey would need to make savings elsewhere).
27. Whilst the consultation invited comments on some specific matters it also invited respondents to comment freely on any difficulties they may have faced as a result of Surrey's home to school transport policy and on how the policy might be changed.
28. By the closing date, 170 responses had been submitted online and seven responses had been received by email/letter.
29. A summary of the 170 online responses is set out below in Table A.

Table A - Summary of responses to transport consultation for September 2015

Question No.	Question	Yes	No
1	Have you read the consultation document on Surrey's Home to School Transport policy?	164 (96%)	6 (4%)
2	Are you familiar with Surrey's current policy on home to school transport?	165 (97%)	5 (3%)
3	Do you think that Surrey's current home to school transport policy delivers an equitable policy that can be applied County wide?	107 (63%)	63 (37%)
4	Do you think that Surrey's current home to school transport policy enables parents to clearly understand how decisions are made in individual cases?	125 (73.5%)	45 (26.5%)
5	Have you ever faced any difficulties as a result of Surrey's current home to school transport policy?	68 (40%)	102 (60%)
6	Do you think that Surrey should provide free home to school transport for a child to attend a	97 (57%)	73 (43%)

Question No.	Question	Yes	No
	Surrey school, even if there is a school outside Surrey which is nearer to the child's home address which the child could be offered?		
7	Do you think that Surrey should provide free home to school transport for a child to attend a feeder school, even if there is another school which is nearer to the child's home address which the child could be offered?	88 (52%)	82 (48%)
8	Do you think that Surrey should provide free home to school transport for a child to attend the same school as a sibling if the sibling has already qualified for free home to school transport to that school?	148 (87%)	22 (13%)
9	Do you wish to make any suggestions for change to Surrey's current home to school transport policy? (Any suggestions should relate to a policy change and not one that would apply to just one school or in one area.)	94 (55%)	76 (45%)

30. The seven respondents who submitted emails/letters wrote about very specific issues. Further analysis of these responses and those that were submitted online are set out in Annex 3.

Consideration of the Issues

31. The response rate to the consultation was low with only 177 responses being submitted. Given the fact that there are approximately 124,000 Surrey children of school age and approximately 28,000 applications for school admission from Surrey residents each year, this might demonstrate that, generally, families and schools are satisfied with Surrey's Home to School Transport policy.
32. This conclusion may be further evidenced by the low rate of requests for Transport Case Review and Members Review each year. During the 2013 calendar year 171 requests were considered by officers at Transport Case Review, with 73 cases being agreed exceptionally. Of those which were not agreed, 13 were passed to a Members Review and of those, eight were upheld.
33. The vast majority of comments were received from parents, with representatives from only two mainstream schools contributing their concerns. This seems to demonstrate that in most areas, transport was not an issue or that any issues were managed locally by each school.
34. Overall, 107 respondents (63%) felt that Surrey's Home to School Transport policy was equitable and 125 respondents (73.5%) felt that the policy enabled parents to clearly understand how decisions are made.
35. In addition, 102 respondents (60%) indicated that they had faced no difficulties as a result of the policy.
36. Given the low response rate and the fact that the nature of this consultation would be more likely to encourage a response from those who were unhappy with the policy, these figures are generally positive.
37. Geographically, respondents appeared to be scattered around the County demonstrating that there were few specific issues affecting a number of parents.

38. However there was a pocket of 55 respondents with an RH7 postcode who lived around the Lingfield and Dormansland area in Tandridge. Their responses are set out in Table B below:

Table B - Summary of responses to transport consultation from RH7 postcode

Question No.	Question	Yes	No
3	Do you think that Surrey's current home to school transport policy delivers an equitable policy that can be applied County wide?	30 (55%)	25 (45%)
4	Do you think that Surrey's current home to school transport policy enables parents to clearly understand how decisions are made in individual cases?	36 (65%)	19 (35%)
5	Have you ever faced any difficulties as a result of Surrey's current home to school transport policy?	16 (29%)	39 (71%)
6	Do you think that Surrey should provide free home to school transport for a child to attend a Surrey school, even if there is a school outside Surrey which is nearer to the child's home address which the child could be offered?	54 (98%)	1 (2%)
7	Do you think that Surrey should provide free home to school transport for a child to attend a feeder school, even if there is another school which is nearer to the child's home address which the child could be offered?	52 (95%)	3 (5%)
8	Do you think that Surrey should provide free home to school transport for a child to attend the same school as a sibling if the sibling has already qualified for free home to school transport to that school?	54 (98%)	1 (2%)

39. Many of these respondents raised a particular concern regarding transport to Oxted School, even though their nearest school was out of County. Whilst children in this area are currently receiving free transport to Oxted School on an exceptional basis, they will not continue to be eligible from September 2015 unless a change of policy is agreed. This concern was supported by the senior leadership team and Chair of Governors at Oxted School, a governor at Lingfield School and by the Parish Councils for Lingfield and Dormansland.

40. The consultation posed a series of questions to respondents and, in addition to the specific concern set out above regarding transport to Oxted School, there were a number of recurring themes which shall be covered in this report:

- Surrey's transport policy is not consistent with the admissions policies for Surrey schools
- Distance should be measured according to the walking or road route
- Surrey should provide more than the minimum required under the legislation
- Schools over the County boundary should not be considered in the assessment of nearest school
- Decisions do not take account of existing transport links or cost of transport
- The policy fails to take account of individual circumstances
- There should be support to siblings when an older child receives free transport

Surrey's transport policy is not consistent with the admissions policies for Surrey schools

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41. Eligibility to transport is not linked to the admission criteria of a school. Whilst some schools give priority to children who are attending a feeder school or to those who live within a catchment, attending a feeder school or living within catchment does not confer an automatic right to transport.
42. Any such extension of the policy is not part of Surrey's statutory duty and as such would be discretionary. The County Council would need to consider how it would fund such a, potentially, open ended increase in eligibility.
43. Notwithstanding the increase in expenditure, linking transport eligibility to admission criteria would introduce a level of complexity to the policy and there would be a number of challenging factors to consider.
44. In Surrey there are now over 170 schools which act as their own admission authority and as such are responsible for determining their own admission arrangements. These include academies and free schools. As long as the admission arrangements are lawful and comply with the School Admissions Code, these schools have no obligation to be guided by the local authority on what admission arrangements to set.
45. In this way, the local authority is slowly starting to see more cases of diverse admission arrangements which no longer follow the local authority's 'standard' criteria. As these criteria are outside the local authority's control, it follows that any policy which links home to school transport to the admission criteria of a school would remove the local authority's control on its home to school transport expenditure.
46. In total, 88 respondents (52%) felt that home to school transport should be provided for children who attend a named feeder school, even if there is a nearer school to the child's home address which the child could be offered.
47. Already in Surrey there are 26 junior schools and 11 secondary schools which admit children according to feeder school priority. Across these schools a total of 1,275 junior places and 663 secondary places were offered according to feeder school priority in 2013. These figures discount faith schools which prioritise children who meet faith based criteria attending a feeder school ahead of other children. There are at least three more schools which have introduced feeder links for 2014 entry and others may be considering such proposals for 2015.
48. Whilst some of these children may already qualify for free transport it is likely that a number will not, but much will depend on the location of the feeder school and where that school draws its intake from. An extension of policy to provide transport to children attending a feeder school would therefore be likely to increase significantly the number of children who would be eligible to receive free transport.
49. In addition there are a number of other admission criteria available to schools such as siblings, nearest school, catchment, distance and faith. If home to school transport entitlement was to be linked to admission criteria for a school, in order to be equitable it would stand to reason that any child qualifying for a school place according to the school's admission criteria should qualify for home to school transport.
50. Notwithstanding the equity issue, unless transport was also agreed for pupils who obtain a place under other criteria for a school, committing transport to children who attend a named feeder school would put more schools under pressure to introduce feeder links, which may not always be fair to local children or the appropriate criteria for a school.

51. In the current economic climate Surrey cannot commit to linking transport eligibility to the admission criteria of each school as it would result in open ended eligibility to free home to school transport.

Distance should be measured according to the walking or road route

52. When assessing entitlement to home to school transport, generally the shortest available walking distance is considered between the home and the school. A route will be available if it is a route that a child, accompanied as necessary, can walk with reasonable safety to school.
53. Where a different school is nearest by straight line distance then transport will normally be provided to either school as long as the other conditions of eligibility are met.
54. The only other exceptions apply for the following categories, where the furthest distance is measured by the shortest road route:
- Children who are aged 11 to 16 who are in receipt of free school meals or whose parents receive the maximum amount of Working Tax Credit and who attend one of their three nearest schools between 2 and 6 miles from their home
 - Children who are aged 11 to 16 who are in receipt of free school meals or whose parents receive the maximum amount of Working Tax Credit and who attend a school on the grounds of their religion or belief which is between 2 and 15 miles from their home
55. The Home to School Transport policy also makes provision for walking routes to be assessed for their safety by a Community Travel Advisor.
56. As the Home to School Transport policy currently provides for the shortest available walking and road routes to be assessed in this way, there is no requirement to make any change to the policy in this respect.

Surrey should provide more than the minimum required under the legislation

57. A number of comments made throughout the consultation indicated a belief that Surrey should provide more than the minimum required under the legislation. Some respondents went so far as to say that all children should receive free home to school transport regardless of the school being attended.
58. With approximately 124,000 Surrey children of school age and only 6,500 children currently in receipt of free home to school transport, a commitment to provide free home to school transport to all pupils would be financially untenable.
59. The County Council is not adverse to extending the policy to provide support beyond its statutory duty where there is a compelling case for doing so, but only where additional resource can be identified and where such an extension of policy is equitable to all families.

Schools over the County boundary should not be considered in the assessment of nearest school

60. Generally, any out of County schools which would have been able to offer a place had a family applied are taken in to account when assessing entitlement to home to school transport, regardless of whether they are inside or outside the County boundary.

- 61. Overall, 97 respondents (57%) felt that Surrey should provide transport for a child to attend a Surrey school even if there was another nearer school outside of Surrey which could offer a place. However 43% of respondents felt that transport should not be provided in these circumstances.
- 62. Respondents in support generally felt that Surrey residents were not provided for in the admission arrangements for schools outside of Surrey and as such they were uncertain of their chances of success.
- 63. Respondents also felt that communities in Surrey would be more likely to have links with Surrey schools and thereby transition for the children would be easier if Surrey children attended a Surrey school.
- 64. Families in Lingfield and Dormansland raised this as a specific concern as, in future, they may not be eligible for home to school transport to Oxted School if nearer schools in West Sussex (Sackville and Imberhorne) were able to offer them a place. One of the concerns of parents was that they were not provided for in the admission arrangements for Sackville and Imberhorne and as such there was a reluctance to commit to those schools if younger siblings might not be given a place in future years. However the table below demonstrates that since 2011 a number of parents have applied and been offered a place at Sackville and Imberhorne as a preferred school, despite transport being made available to Oxted:

Number of Surrey children offered places at Sackville and Imberhorne schools		
	Sackville	Imberhorne
2014	23 (16 as 1 st Preference)	33 (33 as 1 st Preference)
2013	17 (16 as 1 st Preference)	44 (40 as 1 st Preference)
2012	23 (15 as 1 st Preference)	24 (24 as 1 st Preference)
2011	16 (16 as 1 st Preference)	33 (33 as 1 st Preference)

- 65. The case for Lingfield and Dormansland was supported by Lingfield and Dormansland Parish Councils as well as the senior leadership team and Chair of Governors at Oxted School, who were concerned at the potential for application numbers to decline for Oxted in favour of Sackville and Imberhorne.
- 66. A similar concern was raised by Tatsfield Parish Council on behalf of residents in Tatsfield who may be refused home to school transport to Oxted School if their nearer Bromley school, Charles Darwin, is able to offer them a place. However in this case, Charles Darwin has recently named Tatsfield Primary School as a feeder school for admissions, thereby ensuring that children attending Tatsfield Primary might be provided with a school place.
- 67. In some areas, out of County schools are popular and are seen as a natural destination for Surrey children. The table below sets out, by primary and secondary phase, how many Surrey children have been offered a place at an out of County school as a preference since 2012:

Number of Surrey children offered places at out of County schools		
	Primary	Secondary
2014	-	595 (464 as 1 st Preference)
2013	225 (202 as 1 st Preference)	630 (506 as 1 st Preference)
2012	252 (222 as 1 st Preference)	494 (383 as 1 st Preference)

	Primary	Secondary
2014	-	595 (464 as 1 st Preference)
2013	225 (202 as 1 st Preference)	630 (506 as 1 st Preference)
2012	252 (222 as 1 st Preference)	494 (383 as 1 st Preference)

68. However some parents may choose a Surrey school in preference to a nearer out of County school in the knowledge that they will not have to pay for home to school transport themselves.

69. Extension of the policy to provide home to school transport to a Surrey school where there was a nearer school outside of Surrey would be likely to commit the local authority to discretionary expenditure in the following areas:

- Tatsfield where the nearest secondary school is in Bromley
- Epsom & Ewell where families living on the north and west border with Kingston may have Kingston secondary schools that are nearer
- Elmbridge and Spelthorne where families living on the border with Richmond may have Hampton Academy as nearer
- Several rural areas along the south stretch of Waverley where families may have primary and secondary schools in either Hampshire or West Sussex as nearer
- In the north of Reigate & Banstead some families may have Oasis Academy in Croydon as nearer
- In Mole Valley families living to the south of the district may have nearer schools in West Sussex

70. From the 2013 admission round, 4 primary aged children and 42 secondary aged children from these areas were refused transport to a Surrey school on the basis that they had an out of County school which was nearer. If these numbers were similar each year, there could be at least 24 primary aged children and 210 secondary aged children who might be entitled to transport to a Surrey school each year if Surrey's Home to School Transport policy was extended to make these children eligible.

71. The current cost of a train pass is £393 per annum and the current cost of a bus pass is £816 per annum. If these children were entitled and were able to travel to school by train or bus the additional cost could be anything between £91,962 (if they were all to travel by train) and £190,944 (if they were all to travel by public bus). However these costs would increase if any children required a taxi to travel to school if there was not already a vehicle operating on the route.

72. The examples given above are unlikely to be exhaustive. As each case must be considered individually and subtle differences can apply between different addresses and according to whether or not a child would have got in to another school, it is not possible to come up with a definitive list.

73. If the policy was extended Surrey would have to commit to paying transport for these children where otherwise it would not have done so and may also lose the fare that it charges for concessionary seats where a parent can take advantage of a school coach route.

74. Even if conditions were placed on eligibility to the nearest Surrey school, such as if an out of County school was nearest but home to school transport would still need to be paid to that school (because the route was unsafe or because the distance threshold was exceeded), the local authority would still see an increase in eligibility of home to school transport. This is because in many of the areas where an out of County school is nearer, these conditions would apply.
75. However, such a policy would ensure that the cost of transport would not be a barrier for children to attend their nearest Surrey school.

Decisions do not take account of existing transport links or cost of transport

76. Eligibility according to Surrey's statutory duty is based on the shortest walking distance to the school from the home address.
77. If a parent prefers a school which is further away but which is easier or cheaper to get to by public transport, the child will not be eligible for free home to school transport if the parent chooses that school over another nearer school.
78. The consideration of transport links and cost in establishing eligibility for home to school transport would not provide for an equitable, consistent or transparent policy across the County as it would provide for different outcomes for different pupils in different areas.
79. The availability and cost of public transport is also a factor outside the local authority's control and can be subject to change, thus introducing a constant element of uncertainty regarding home to school transport eligibility.
80. In addition, the assessment of transport links and costs for each individual child to a number of different schools would take a far greater resource commitment than is currently available within the Admissions and Transport team.
81. One respondent commented that families in Oakwood Hill, Ockley, Walliswood and Forest Green do not receive free transport to attend Dorking schools because Cranleigh schools were closer, despite there being no good transport links from these villages. However this is a policy which is applied consistently across the local authority and it would not be equitable for some families to benefit from free home to school transport just because no transport links currently existed.
82. As public transport is generally demand led, if there was a proven need for a route to serve a particular area then, in time, transport links might improve to other areas of the County if patterns of school preference change.

The policy fails to take account of individual circumstances

83. As agreed by Surrey's Executive in 2006, Surrey's Home to School Transport policy provides for officers to consider the individual circumstances of a case at Transport Case Review, where a parent either believes that a transport decision is incorrect or where they wish exceptional circumstances to be taken in to account.
84. For cases that are unsuccessful at Transport Case Review, parents are given the opportunity to have their case heard at a Members review Panel.

85. As the Home to School Transport policy currently provides for individual circumstances to be taken in to account, there is no requirement to make any change to the policy in this respect.

There should be support to siblings when an older child receives free transport

86. Overall, 148 respondents (87%) believed that Surrey should provide free transport for a child to attend the same school as a sibling if the sibling had already qualified for free transport to that school.
87. Respondents felt that such a policy would make it easier for families to keep siblings at the same school and would help reduce unnecessary home to school journeys.
88. Generally, where an older sibling has already qualified for home to school transport a younger child would also be eligible. However different decisions may be made if the older sibling had been offered a school further away due to oversubscription at nearer schools and, by the time the younger child applied, there were places available at nearer schools. In this scenario, if the parent wanted to keep the children together they would have to either pay for their younger child to travel to the school which was further away or transport them themselves whilst the older sibling travelled on the free transport. Alternatively, if money or time did not allow this, the parent would have to accept that their children would have to attend different schools.
89. There are currently 135 children who have been allocated a concessionary (fare paying) seat as a sibling on a school coach and another 15 children who are on the waiting list as a sibling for a concessionary seat on one of nine school coach routes. If Surrey's policy was to change to provide home to school transport for siblings, these children would become eligible.
90. Children who are allocated a concessionary seat are required to pay £2.56 a day and so, based on a 190 day school year, the income currently generated in respect of children who have been allocated a concessionary seat on a coach on the basis of being a sibling is £65,664 per annum. This income would be lost if entitlement was extended to siblings.
91. In addition, if the 15 children on the waiting lists for the nine coach routes became entitled, it is likely that this would incur additional vehicle costs. The additional costs would be subject to the routes of these nine coaches, the size of the existing vehicle and the increase required and the quotes to be provided by the transport supplier. However on the basis that it would not be economically viable to increase the size of the coach for the number of additional children needing to travel, the cost of taxis to transport these extra children would be estimated to be in the region of £54,340 per annum. However in time these costs may reduce as contracts are renegotiated.
92. These figures do not account for approximately 1,890 children who travel by bus and train and are in receipt of a bus or rail pass. Whilst we have no record of how many of these children might have siblings who are not eligible for free home to school transport, if the same percentage applied to that which applies to those travelling by school coach (4.63%) there may be 88 children who might have siblings travelling by bus and train who would become eligible for home to school transport if the policy was extended. The current cost of a train pass is £393 per annum and the current cost of a bus pass is £816 per annum. The additional cost for these pupils would therefore be anything between £34,584 (if they were all to travel by train) and £71,808 (if they were all to travel by public bus).

93. These figures also do not account for approximately 904 children travelling by taxi. However if the same percentage rate were applied (4.63%) there may be 42 children who might have siblings travelling by taxi who would become eligible for home to school transport if the policy was extended. The cost of transporting siblings could vary widely depending on the route, the number of pick ups and the distance but at very least, if these children were currently paying for a concessionary seat, Surrey would see a loss of income amounting to £20,428, although the true cost would be likely to be greater if additional vehicles needed to be provided.
94. In summary therefore, an extension of policy to provide free transport for children to travel to the same school as an older sibling who has already been assessed as entitled, is likely to cost Surrey between £175,016 and £212,240 per annum as set out in the following table:

Mode of transport for siblings	Cost to SCC
Loss of income on school coach	£65,664
Taxi cost for children unable to travel on school coach	£54,340
Train or bus	From £34,584 to £71,808
Taxi	£20,428
Total	From £175,016 to £212,240

95. A change in policy in this respect may also influence a parent’s school preferences in that more parents may decide to send younger children to the same school as an older sibling on the basis that they will also receive free home to school transport. This may further increase the cost to Surrey.
96. Local authorities must have regard to the Department for Education’s Home to School Travel and Transport Guidance (2007) when setting its policy. This guidance confirms that discretionary policies may be an important part of the local authority’s strategy to promote sustainable travel, and to promote fair access.
97. In considering transport for siblings it might be argued that sustainable travel would be promoted if there was provision for siblings to travel together and that this might be more equitable to families who could not be offered a nearer school for an older child.
98. Whilst the DfE’s Home to School Travel and Transport Guidance confirms that there is no requirement for discretionary arrangements to be provided free of charge it does indicate that good practice suggests that, where charges are levied, children from low income groups should be exempt.
99. However, even if transport is not provided free of charge for the majority of children, concessionary fares would still be provided at a subsidy to Surrey County Council.

Other specific matters of concern

100. The Chair of Governors at Surrey Hills CofE Primary School (and district councillor for Mole Valley) also raised an issue whereby children were not eligible to receive transport to the Westcott site of Surrey Hills for the junior phase of education because they had another nearer school, despite the Abinger Common site being their nearest school site. He indicated that Surrey had committed that

transport would be provided for pupils who lived more than the statutory distance, including children for whom Abinger Common was their nearest school who, as juniors, would attend the Westcott Site.

101. The policy has been applied at Surrey Hills as it has at other split site schools. If children had been entitled to transport to the infant site then children would continue to be entitled to transport to the junior site if the distance threshold was met.
102. However if children were not entitled to transport to the infant site because another infant or primary school had been nearer, than children would only be entitled to transport to the junior site if it was the nearest junior site to the home address and it exceeded the distance threshold. In assessing distance in this respect, only the site that provided the junior phase of education would be considered.
103. Other schools which have transport assessed in this way are North Downs Primary School, Riverbridge Primary School, South Camberley Primary School and South Farnham School. Any change of policy for Surrey Hills would need to be applied consistently to these other schools and would therefore have cost implications to Surrey's Home to School Transport budget.

Risk Management and Implications:

104. If Surrey's Home to School Transport policy was extended to only provide exceptions for certain areas, there would be a risk that the local authority may open itself up to challenge on the basis that the policy was not equitable.

Financial and Value for Money Implications

105. Surrey's current Home to School Transport policy provides for children who have a statutory entitlement to free home to school transport to receive it.
106. Other than the provision of transport on faith grounds to denominational schools, which since September 2012 is being phased out, there is no element of discretionary expenditure which in Surrey's view, could be argued to be unreasonable.
107. As a result, current policy provides good value for money as it ensures that Surrey is not committed to provide transport support beyond that which it has a statutory duty to provide.
108. If the policy were to be extended to make more children eligible, Surrey would have to identify how it would fund the additional costs.
109. In 2012, the financial year savings that were estimated to be realised until 2019/20 as a result of the withdrawal of home to school transport on faith grounds to denominational schools were estimated to be as follows (excluding SCC coaches):

Potential Financial Year Saving on Denominational Transport (excluding SCC Coach)				
F/year saving	Prev Ac/Yr (1/3)	Current Ac/Yr (2/3)	Total	Accumulative Total
2012/13	£0	£137,620	£137,620	£137,620
2013/14	£68,810	£124,250	£193,060	£330,680
2014/15	£62,125	£137,247	£199,372	£530,052
2015/16	£68,623	£163,433	£232,056	£762,108
2016/17 (estimated)	£81,717	£115,110	£196,827	£958,935

2017/18 (estimated)	£57,555	£16,667	£74,222	£1,033,157
2018/19 (estimated)	£8,333	£16,667	£25,000	£1,058,157
2019/20 (estimated)	£8,333	£0	£8,333	£1,066,490
	£355,496	£710,994	£1,066,490	

110. Whilst some of these savings are likely to be absorbed by an increase in transport costs, it is possible that an extension of policy could be funded or part funded by these anticipated savings, which have not yet been taken out of the budget.

Legal Implications – Monitoring Officer

111. Surrey's Home to School Transport Policy meets the local authority's statutory requirements under the Education Act 1996. The authority also has a power to provide additional support which goes beyond what is required by the Act and the policy provides a process for the exercise of this power in exceptional circumstances.

112. Under the Equality Act 2010 (Specific Duties) Regulations 2011, the local authority has a 'public sector equality duty' to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups sharing a protected characteristic and those who do not
- Foster good relations between different groups sharing a protected characteristic and those who do not

Members need to be satisfied that the proposals comply with this duty and should take into account the Equality Impact Assessment attached at Appendix 4.

113. The policy promotes consistency across the County for all Surrey residents regardless of whether or not they share one of the protected characteristics defined by the Equality Act 2010 and any changes would need to adhere to this principle.

114. The extension of the policy to provide transport to the nearest Surrey school where a child's nearest school was out of County but would still require transport support would support those families who feel their school preferences are restricted due to their inability to pay transport costs to their preferred Surrey school, and would enhance parental choice.

Equalities and Diversity

115. The Equalities Impact Assessment has been completed and is attached in Annex 4.

116. Surrey's current Home to School Transport policy is written so that it can be applied equally and objectively across Surrey and in this way it is fair and equitable to all families.

117. If the transport policy were to be extended in any way consideration would need to be given to whether such financial benefit would favour certain groups above any other and whether this would be fair and equitable.

Other Implications

118. The potential implications for the following council priorities and policy areas have been considered. Where the impact is potentially significant a summary of the issues is set out in detail below:

Area assessed:	Direct Implications:
Corporate Parenting/Looked After Children	No significant implications arising from this report
Safeguarding responsibilities for vulnerable children and adults	No significant implications arising from this report
Public Health	No significant implications arising from this report
Climate change	No significant implications arising from this report
Carbon emissions	No significant implications arising from this report

Further Considerations

There are conclusive questions that clearly emerge from the information above:

1. Whether Surrey’s policy should be extended to provide for children to receive free home to school transport to attend the same school as a sibling where the sibling has already been assessed as entitled to free home to school transport?

Benefits

- There was strong support of respondents for siblings to receive transport
- It is a policy change that could be applied consistently across the County
- It would support families who may find it difficult to get children to different schools or to the same school where they are travelling by different modes
- It would ease the financial burden on parents with more than one child
- It would have the potential to reduce the need for parents to take one child to school whilst the other travels by school coach
- It would enable siblings to support each other on the journey to school

Disadvantages

- It would extend the policy beyond Surrey’s statutory duty which the local authority is not required to do
- It would commit the local authority to additional expenditure
- It would be likely to reduce the concessionary income that is generated from selling spare seats on school coaches
- It would add a further level of complexity to the policy
- Children whose older siblings were assessed as entitled to transport on faith grounds to denominational schools (which was withdrawn for new applicants from 2012) would not be so entitled and this may be confusing and lack transparency for parents
- It would add a further level of checking to the transport eligibility process and may have resource implications on the team
- It is difficult to assess how many siblings might become entitled to transport if this policy change was implemented and as such it is difficult to assess the true impact on Surrey’s Home to School Transport budget
- It may pave the way for other elements of discretionary support to be requested

2. Whether Surrey’s policy should be extended to provide free home to school transport for a Surrey child to attend their nearest geographical Surrey school if

their nearest school is out of County and the distance or safety of route² to that school would mean that transport would still need to be provided

Benefits

- It is a policy change that could be applied consistently across the County
- It would enable parents who would otherwise receive transport to their nearest out of County school, to send their children to their nearest Surrey school and still receive transport, thus potentially increasing their 'choice' of schools
- It would demonstrate support for Surrey schools by offering families an incentive to apply for their nearest Surrey school, even if they have an out of County school which is nearer
- It would help to support the financial viability of undersubscribed Surrey schools and in turn may reduce the likelihood of County Council funding being needed to support the recovery of an undersubscribed school
- In some cases it may cost less to transport a child to a Surrey school than to an out of County school
- It would ensure that the cost of transport would not be a barrier for children to attend their nearest Surrey school
- It would mean that families living in Dormansland and Lingfield would not have their transport to Oxted withdrawn if their nearest school is outside of Surrey

Disadvantages

- It would extend the policy beyond Surrey's statutory duty which the local authority is not required to do
- It would commit the local authority to additional expenditure
- It would be likely to reduce the concessionary income that is generated from selling spare seats on school coaches
- It would add a further level of complexity to the policy
- It has the potential to generate an increase in demand for Surrey schools which would need to be considered in school place planning
- It would add a further level of checking to the transport eligibility process and may have resource implications on the team
- It is difficult to assess how many children might become entitled to transport each year if this policy change was implemented and as such it is difficult to assess the true impact on Surrey's Home to School Transport budget
- It would mean that Surrey parents whose nearest school was out of County would be eligible to receive transport to two schools whilst other Surrey parents would not
- It may pave the way for other elements of discretionary support to be requested

RECOMMENDATIONS

The Committee is invited to consider the information contained within this report and make recommendations as it deems appropriate.

² Safety is determined by a Safety of Route Assessment carried out by a Community Travel Advisor (see paragraph 55)
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WHAT HAPPENS NEXT

The outcome of the consultation will be considered by Cabinet on 22 April 2014, along with any views put forward by Select Committee.

Surrey's Home to School Transport policy for 2015 will be published online by the end of the Summer term and summarised in Surrey's School Admissions booklet for parents applying for a school place for September 2015.

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School Admissions Forum
Surrey schools
Early Years establishments in Surrey
Diocesan Boards of Education
Surrey County Councillors, Parish Councils, Local MPs,
Parents

Sources/background papers: Home to School Travel and Transport Guidance (2007)

Home to School Transport Policy for 4-16 year olds 2014/15

1. Introduction

- 1.1 The legal responsibility for ensuring a child's attendance at school rests with the child's parent. Generally, parents are expected to make their own arrangements for ensuring that their child travels to and from school.
- 1.2 A local authority is only under a statutory duty to provide transport if the nearest qualifying school is not within statutory walking distance of the child's home by the nearest available route (section 444(5) of the Education Act) or to certain children whose families are on a low income (Schedule 35B to the 1996 Education Act). Otherwise the provision of transport is at the local authority's discretion.
- 1.3 Only where children meet the criteria in this policy will they be entitled to free transport between their home and school.
- 1.4 This policy does not apply to children with statements of special educational needs or to children who are over compulsory school age and who are in sixth form or college. Separate policies apply in these cases.

2. Eligibility

- 2.1 Children must be resident in Surrey County Council in order to qualify for free transport.
- 2.2 Children who are between the ages of 8 and 11 years (Year 4 to Year 6) and who are entitled to free school meals, or those whose families are in receipt of their maximum level of Working Tax Credit, will qualify for assistance with travel to their nearest qualifying school (see paragraph 2.5 for more details on nearest qualifying school), if the walking distance between their home and the school is more than two miles. Assistance under this criterion will be reviewed annually.
- 2.3 Children who are of compulsory school age who are aged 11 or over (Year 7 to Year 11) and who are entitled to free school meals, or those whose families are in receipt of their maximum level of Working Tax Credit, will qualify for assistance with travel to one of their three nearest qualifying schools (see paragraph 2.5 for more details on nearest qualifying school), where they live between two miles (measured by the shortest walking distance) and six miles (measured by the shortest road route) from the school (*with exception to schools attended based on religion or belief, please see Section 3*). Assistance under this criterion will be reviewed annually.
- 2.4 Assistance with travel can also be granted, if:
 - A child is aged between 4 and 16 and attending reception up to Year 11; **and**

- the school they attend/are due to attend is their nearest qualifying school (see paragraph 2.5 for more details on nearest qualifying school), with exception to schools attended based on religion or belief (see Section 3); **and**
 - the shortest walking distance between their home and the school is more than two miles for a child under 8 years of age, or more than three miles for a child aged 8 years and over.
- 2.5 The nearest qualifying school will be one that has a vacancy and that provides education appropriate to the age, ability and aptitude of the child, regardless of whether or not it is within the County of Surrey. In the case of the junior stage of education the nearest qualifying school will either be a junior school or an all through primary school with a separate published admissions number at 7+. The point at which a school will be determined as having a vacancy will be the point at which places are allocated. Qualifying schools under this policy are:
- Community, Foundation, Trust, Voluntary-Aided and Voluntary Controlled schools
 - City Technology Colleges, City Colleges for the Technology of the Arts and Academies
- 2.6 If on the date places were allocated, a place would have been available at a nearer school, then free transport will not be given to a school which is further away. This is the case whether or not the nearer school was named as a preference on the application form.
- 2.7 The walking distance between the home and the school is measured as the shortest available walking route. A route will be available if it is a route that a child, accompanied as necessary, can walk with reasonable safety to school (see Section 4 for more details on safety of route).
- 2.8 Distances will be measured using the Admissions & Transport Team's Geographical Information System from the address point of the pupil's house, as set by Ordnance Survey, to the nearest school gate available for pupils to use. In some instances there may be a school closer to the home address if measured by a straight line (as used in the admission criteria for Surrey Community and Voluntary Controlled). In this situation the authority will provide transport assistance to either school so long as the other criteria are met.
- 2.9 Assistance with travel will not normally be agreed if a house-move results in the prescribed distance being breached and if the school being attended is still the nearest school or if there are other nearer schools with an available place (but see enforced council moves in paragraphs 2.10 and 2.11). However, assistance may be agreed if the school being attended is not the nearest school and if the child is in years 6, 10 or 11 at the time of the move, if there are exceptional reasons for a move at that time. Where parents wish their case to be considered as an exceptional case they should provide details along with independent evidence of their case.
- 2.10 Assistance with travel may be agreed if the prescribed distance is breached as a result of an enforced permanent council move and if the school being attended is still the nearest school. Evidence of an enforced permanent council move must be provided.

- 2.11 Assistance with travel may also be agreed if the prescribed distance is breached as a result of an enforced temporary council move that is anticipated to last less than 6 months. Evidence of an enforced temporary council move must be provided.
- 2.12 Assistance with travel will not be agreed if a parent takes a child out of a local school and voluntarily places them at a school over the prescribed distance.
- 2.13 If a child has been offered travel assistance and they have a sibling, that child must also meet the terms of this policy in order to qualify for travel assistance in their own right.
- 2.14 Eligibility to transport is not linked to the admission criteria of a school. Some schools give priority to children who are attending a feeder school, but attending a feeder school does not confer an automatic right to transport to a linked school.
- 2.15 Patterns of admission change and as such parents should not presume that their child will be eligible to home to school transport on the basis that other children have been entitled in the past. Applications are considered on a case by case basis according to the home address of each applicant and the availability of other schools for that cohort.
- 2.16 Surrey County Council makes no provision for assistance with travel to children attending independent schools.

3. Children attending schools on grounds of religion or belief

- 3.1 Children who are of compulsory school age who are 11 or over (Year 7 to Year 11) and who are entitled to free school meals, or those whose families are in receipt of their maximum level of Working Tax Credit, will qualify for assistance with travel to their nearest faith school preferred on grounds of religion or belief, where they live more than two miles (measured by the shortest walking distance), but not more than 15 miles (measured by the shortest road route) from that school.
- 3.2 When considering whether a faith school is preferred on the grounds of religion or belief, the County Council will take into account the nature of other schools that may have been named as higher preferences on the application form. For an application for travel assistance to be agreed under this section, the expectation will be that the school that is preferred on the grounds of religion or belief will be named above any non-faith schools that have been named on the application form.
- 3.3 Parents must provide supporting evidence regarding their genuine adherence to their religion or belief and this will normally be confirmed by asking their minister of religion to sign the application form.

4. Safety of route

- 4.1 Any queries regarding the safety of a route are assessed by a Community Travel Advisor from the Safer Travel Team in line with Surrey County Council's Risk Assessment Procedure at Highway Sites.

- 4.2 Factors to be taken into consideration include the age of the child, the width of the roads, the existence of pavements, visibility, the speed and volume of traffic, the existence or otherwise of lighting and the condition of the route at different times of the year. Each case will be considered on its own merits on consideration of all the risks and the existence on any one negative factor will not automatically deem the route to be unsafe.
- 4.3 If a walking route under the statutory walking distance is deemed to be unsafe then transport will be agreed only if the school was the nearest qualifying school.
- 4.4 If measures are subsequently introduced which make a route safe, which was previously assessed as unsafe, then transport may be withdrawn.

5. Children and parents with medical conditions and/or disabilities

- 5.1 If, due to a medical condition or disability, a child has to attend a particular school that is not the nearest qualifying school but is over the statutory walking distance, then transport will be agreed to the allocated school. Medical evidence must be provided that demonstrates why the child needs to attend that school. In these cases the Admissions and Transport team reserve the right to seek the view of Surrey County Council's designated medical officer.
- 5.2 If, due to a medical condition or disability, a child is unable to walk to a qualifying school which is within the statutory walking distance and no arrangements can be made for them to attend a school nearer to their home, then transport will be agreed for them to attend their existing school. Medical evidence must be provided that demonstrates why the child is unable to walk to school. In these cases the Admissions and Transport team reserve the right to seek the view of Surrey County Council's designated medical officer.
- 5.3 If a route is only deemed to be safe when accompanied by a parent and if a single parent has a disability or both parents have a disability which would prevent them from accompanying the child, then the child would be eligible for home to school travel assistance even if the prescribed distance was not breached. In such cases medical evidence must be provided to confirm the nature of the parent's disability and how it would impact them in accompanying their child to school. In such cases assistance might take the form of a walking escort. Travel assistance agreed under this provision will be subject to periodic review.

6. Children in Public Care

- 6.1 When a child/young person is accommodated in a social services residential unit or in foster care on a long term basis and requires full-time education for longer than twelve months it will be expected that the child will transfer to a local school within one term. During the period that attendance at their existing school is maintained, any transport costs will be shared equally between social services and the education department.
- 6.2 If a local school placement is not achieved within one term because nearer schools are full and the child/young person continues to attend their previous school, then

the education department will provide travel assistance to the school until an appropriate vacancy occurs at a nearer school.

- 6.3 If the child/young person has less than twelve months to attend school then they will, if appropriate, continue with their existing school placement and the cost of the any transport will be met by education and social services equally.
- 6.4 In all cases travel assistance will only be agreed if the distance to the existing school breaches the maximum statutory walking distance appropriate to the age of the child.
- 6.5 Other travel assistance may be available to children in public care directly from social services.

7. Assistance Available

- 7.1 Parents cannot choose the type of transport they will receive for their child. Wherever possible, children will be expected to travel by the cheapest form of public transport so the County Council can provide the most cost-effective service.
- 7.2 A journey to school will be considered as suitable if it allows the child to reach the school without undue stress, strain or difficulty that they would then be prevented from benefiting from the education. To this end the following maximum journey times are considered to be reasonable for a journey to school:
 - 45 minutes for primary aged pupils
 - 75 minutes for secondary aged pupils
- 7.3 Subject to meeting the eligibility criteria of this policy, the following assistance will be considered:
 - A free bus or train pass
 - A seat on a school coach
 - Where a Surrey pass is not appropriate, such as where a child is travelling to an out of County school, parents can claim for reimbursement of the cost for their child to travel to school. Parents will be asked to submit a claim form at the end of each term and evidence of the cost of the tickets purchased must be submitted. The refund will be for the lowest equivalent public transport rate between the pupil's home and the school.
 - Where no public transport service is available and parents take their child to school by car they may claim a petrol allowance for the journeys undertaken with the child on board. The mileage rate to be used will be Surrey County Council's approved mileage rate. The mileage to be used will be the shortest road route from the home address to the school. For car users taking more than one child, only a single application will be considered per family.
- 7.4 Taxis will not be provided unless there is no alternative mode of transport available that will get the child to school within the Government's guidelines of 45 minutes for a primary aged child and 75 minutes for a secondary aged child or if a child's medical condition and/or disability means that he/she is unable to travel using the alternative modes of transport that are available.

- 7.5 No tickets will be issued for part journeys of one mile or less unless that route has been deemed to be an unsafe walking route.
- 7.6 Provision will be reviewed periodically and if a more economical mode of transport becomes available then the parent will be given notice of a change to the mode of transport.
- 7.7 Assistance agreed under paragraphs 2.2, 2.3 and 3.1 of this policy will be reviewed annually.
- 7.8 Travel assistance is only available towards travel from home to school at the start and end of the day. Costs towards day release or school events will not be considered under this policy. In these circumstances parents should contact the school directly.
- 7.9 When children are given tickets on buses or trains it is the parent's responsibility to find out about the relevant timetables.
- 7.10 Parents will be issued with a policy on how their children are expected to behave on any transport provided, along with advice on procedural and safety issues. Failure of a child to conform to this policy might lead to a child being removed from the transport.
- 7.11 Assistance will be withdrawn if at any time it is discovered that a child lives within the prescribed distance.
- 7.12 Transport that has been agreed in error or as a result of incorrect, misleading or fraudulent information will be withdrawn. Surrey County Council will seek reimbursement of any costs that have been obtained fraudulently and reserve the right to take legal action against any person who has made a fraudulent application for free home to school transport.

8. How to apply

Starting school and transfer to junior and secondary school

- 8.1 Surrey children who are due to start primary school in reception or to transfer to year 3 at junior school or year 7 at secondary school in September will be automatically assessed for school transport eligibility. As such parents need not make an application. The Admissions and Transport team will tell parents if their child meets the criteria for free transport, usually by the end of June. (However, see paragraphs 8.3 for details of transport applications according to paragraphs 2.2, 2.3 and 3.1 of this policy).
- 8.2 If they are eligible, parents will be sent a slip to return to the Transport Coordination Centre (TCC) to confirm that they wish to take up the offer of transport. On receipt of that confirmation the TCC will make the arrangements for transport and they will write to the parent to confirm once those are in place.
- 8.3 Parents who are entitled to free school meals or those whose families are in receipt of their maximum level of Working Tax Credit and who believe they will qualify for

free transport under the provisions in paragraphs 2.2, 2.3 and 3.1 of this policy should obtain an application form from Surrey Schools and Childcare Services on 0300 200 1004 or download a form from Surrey County Council's website at www.surreycc.gov.uk. Evidence of free school meals or Working tax Credit eligibility must be provided with the application form.

- 8.4 The Admissions and Transport team will share details of all eligible pupils with the Transport Coordination centre (TCC), which is based at County Hall in Kingston. The TCC are responsible for arranging the most appropriate transport for each child. They will advise parents of the transport arrangements that have been made, as appropriate, and will arrange for any bus or rail passes to be sent.

Late applications for starting school and transfer to junior and secondary school, in year admissions and changes in address

- 8.5 Parents who apply late for starting school and transfer to junior and secondary school, children who change school in year and those that have moved will need to make an application for school transport. Application forms are available from the Surrey Schools and Childcare Service - Telephone: 0300 200 1004 or to download on Surrey County Council's website at www.surreycc.gov.uk.

9. Special consideration and appeals

- 9.1 Parents of children who do not satisfy the conditions of this policy but who wish their case to be given exceptional consideration and those who believe that a decision to refuse transport is incorrect may apply for their case to be considered at transport case review.
- 9.2 Parents must complete a transport case review form on which they must indicate whether they believe the original decision to be wrong or whether they wish their case to be considered as an exception to the policy. The form must be returned with a personal letter giving details of their case within 20 working days from receipt of the decision.
- 9.3 Applications for special consideration must be accompanied by independent supporting evidence such as from a GP or consultant, a social worker, the police, other local authority officers, copies of relevant court orders etc.
- 9.4 With the exception of paragraphs 2.2, 2.3 and 3.1, qualification for travel assistance is not means-tested, and family income will not be given special consideration under the terms of this policy.
- 9.5 Transport case reviews will be carried out by a panel of at least three senior officers within 20 working days of receipt of the transport case review form.
- 9.6 If the parent remains unhappy with the decision at transport case review, they can request, within 20 working days, to have their application reviewed by a panel of three County Council Members.
- 9.7 The County Member review panel will aim to review the application within 40 working days of receipt of the parent's request.

10. Changes in circumstances

- 10.1 Any change in circumstances, at any time, that might affect eligibility for assistance with the cost of travel, such as a change of address/school or the child leaving school, must be notified immediately in writing to the Admissions and Transport team who will need to reassess the child's eligibility to free transport.
- 10.2 If a child moves out of the administrative area of Surrey County Council the parent must surrender any travel pass with immediate effect. Responsibility for travel will rest with the local authority in whose area the child has moved to.
- 10.3 If the child is no longer eligible for free travel, the travelcard/train pass must be returned immediately to the Transport Co-ordination Centre at County Hall, so that they can obtain a refund from the operator. Failure to do so will result in the parent/guardian being financially liable for the proportionate cost of the unused card.

11. Concessionary seats

- 11.1 If the child is not eligible for free transport and the school that they go to is served by a contract vehicle, they may be offered spare seats at a concessionary rate. More details of the scheme and the current concessionary rates are available from TCC at Transport Co-ordination Centre, Room 311, County Hall, Kingston on Thames, KT1 2DY.
- 11.2 Parents must make an application for a concessionary seat and are recommended to do so before the end of July in order to be considered in the initial allocation of concessionary seats. Pupils who had a concessionary seat in the previous academic year will not need to reapply but their application will be considered afresh each year, alongside any new applications that have been received. In this way there is no guarantee that a child will receive a concessionary seat for two consecutive years.
- 11.3 Where possible, spare seats on coaches will be offered in August. There may also be some spare seats available on taxis and minibuses. However these will not be offered until October half term in order to make sure that all entitled pupils have been allocated seats. As such if you are not offered a spare seat on a coach you should make your own arrangements for travel for the start of term.
- 11.4 Concessionary seats on contract vehicles are limited, so if an entitled child needs that seat in the future, a child may have their seat withdrawn at short notice.
- 11.5 If more families want concessionary seats than there are seats available, priority will be given to Surrey applicants before out of County applicants and within each category, statutory school age children will be considered ahead of post 16 students. Applicants will then be prioritised according to the following criteria, in order:
 - 1) Children with a brother or sister who already travel on the vehicle
 - 2) Children for whom there is no other public transport available to travel to school

- 3) Children based on straight line distance from their home address to the school, with priority being given to those who live furthest from the school
- 11.6 When it is not possible to offer a seat on the coach, parents will be notified that their child's name is on a waiting list.
- 11.7 Where there is no waiting list, late applications will be considered on a first come first serve basis.

12. Attendance at alternative provision

- 12.1 Responsibility for transport to alternative provision rests with the Area Lead for Pupil Support. Full details of the policy is set out in the document 'Transport for children attending alternative provision'.
- 12.2 Pupils who meet the eligibility criteria below will have a statutory entitlement to transport to their alternative provision.
- a. Pupils who are dual registered at a mainstream school and alternative provision will qualify for transport if:**
- They qualified for home to school transport to their on roll mainstream school; and
 - The shortest walking distance between their home and the alternative provision is more than two miles for a child under 8 years of age or more than three miles for a child aged 8 years and over; and
 - They only attend the alternative provision e.g. they do not split their attendance between the alternative provision and the mainstream school
- b. Pupils who are registered at an alternative provision as sole provider will qualify for transport if:**
- The shortest walking distance between their home and the alternative provision is more than two miles for a child under 8 years of age or more than three miles for a child aged 8 years and over
- 12.3 Children who are between the ages of 8 and 11 years (Year 4 to Year 6) and who are entitled to free school meals, or those whose families are in receipt of their maximum level of Working Tax Credit, will qualify for assistance with travel under the above criteria, if the walking distance between their home and the alternative provision is more than two miles.
- 12.4 For other pupils who do not meet the criteria above, the school will generally be responsible for paying transport costs. However discretionary transport support may be agreed for pupils who continue to be on roll of a mainstream school where alternative provision has been implemented to prevent exclusion from a Surrey school or where it links to a placement made under Surrey's Fair Access Protocol.
- 12.5 Children on the roll of a Surrey school will be considered for transport to alternative provision regardless of residency, however if the pupil is not resident in Surrey transport will only be considered from the on roll school to the alternative provision.

- 12.6 The Area Lead for Pupil Support will make arrangements to assess and determine eligibility for transport in line with this policy and in consultation with appropriate professionals at the time of agreeing the placement/provision. This will include liaison with the Head of the alternative provision, where appropriate.
- 12.7 Where alternative provision is made for children who are entitled to home to school transport, it is the responsibility of the school to notify the Admissions and Transport team that the child's provision has changed so that the child's eligibility might be reassessed according to the child's new provision and, where appropriate, amend the arrangements for transport.

13. Children with statements of special educational needs

- 13.1 Children do not automatically qualify for free travel because they have a statement of special educational needs. There is a separate transport statement for children with statements of special educational needs.

14. Further Education

- 14.1 Please see Surrey County Council's separate policy for students of sixth form age.

15. Further advice on home to school transport

- 15.1 Parents can get more help or advice from the Surrey Schools and Childcare Service on 0300 200 1004 (calls are charged at the local rate) or visit Surrey's website at: www.surreycc.gov.uk/learning/schools/school-transport/free-home-to-school-transport.

Surrey County Council

Consultation on Surrey's Home to School Transport Policy - 2015

1. Is Surrey County Council proposing any changes to its home to school transport policy for 2015?

In the current economic climate, Surrey County Council is not currently proposing any change to its home to school transport policy for 2015. With the cost of transport increasing, Surrey is working hard to ensure that its expenditure under existing policy remains within budget.

Any proposal to extend or vary policy would lead to an increase in expenditure on home to school transport. Any increase in expenditure would be likely to impact on other services that the Council offers as Surrey would need to consider making savings elsewhere to fund an increase in home to school transport expenditure.

2. Why is Surrey County Council carrying out a consultation?

In 2006 there was a clear commitment from Surrey's Executive and Full Council that there should be no exceptional arrangements applied to Surrey's transport policy and that all pupils should be considered against a policy that should be applied equally and transparently across the County. As a result it was agreed at that time that any area or school based exceptional arrangements should cease and that all pupils across the County should be assessed according to common eligibility criteria.

A number of years have passed since that review and Surrey County Council now wishes to ensure that its home to school transport policy remains fair and equitable to all its residents and that the policy contributes to its commitment for all children to have fair access to education.

Whilst the County Council has not proposed any changes to its policy, it is interested to hear:

- the views of Surrey residents and schools on the equity of the existing policy
- details of any home to school transport difficulties that Surrey parents might currently face; and
- details of any suggestions for change (recognising that any additional expenditure on home to school transport would mean that Surrey would need to make savings elsewhere).

In submitting comments, respondents are asked to consider that Surrey remains committed to a County wide policy that can be applied equally and transparently in all areas. As such, if any changes are to be suggested they should relate to a policy change and not one that would apply to just one school or in one area.

3. Legislative framework of Surrey's home to school transport policy

The legal responsibility for ensuring a child's attendance at school rests with the child's parent. Generally, parents are expected to make their own arrangements for ensuring that their child travels to and from school.

A local authority is only under a statutory duty to provide transport if the nearest qualifying school is not within statutory walking distance of the child's home by the nearest available route (section 444(5) of the 1996 Education Act) or to certain children whose families are on a low income (Schedule 35B to the 1996 Education Act). The provision of transport beyond these requirements is at the local authority's discretion.

A local authority must publish its home to school transport policy in time for parents to take account of it when applying for a school place. As the policy for 2014 has already been published in Surrey's school admissions booklets for 2014, this consultation relates to the policy for 2015.

4. Surrey's current home to school transport policy

Surrey's home to school transport policy provides only for those Surrey children who are eligible by law to receive free home to school transport, as follows:

- Children who are under the age of 8 who attend a school which is their nearest suitable school which is more than 2 miles from their home
- Children who are aged 8 years and over who attend a school which is their nearest suitable school which is more than 3 miles from their home
- Children who are aged 8 years and over but under the age of 11 who are in receipt of free school meals or whose parents receive the maximum amount of Working Tax Credit and who attend a school which is their nearest suitable school which is more than 2 miles from their home
- Children who are of compulsory school age who are aged 11 years and over who are in receipt of free school meals or whose parents receive the maximum amount of Working Tax Credit and who attend one of their three nearest schools between 2 and 6 miles from their home
- Children who are aged 11 to 16 who are in receipt of free school meals or whose parents receive the maximum amount of Working Tax Credit and who attend a school on the grounds of their religion or belief which is between 2 and 15 miles from their home

Generally, whilst a parent has the right to apply for a school of their preference, the local authority has no duty to provide transport to that school if there is another school which is nearer which could have offered a place had the parent applied.

Whilst there is no longer any provision within Surrey's policy for children to receive discretionary support for transport to faith schools on denominational grounds (this was withdrawn for new applicants from September 2012), there are still some children in receipt of this discretionary support because they were assessed as entitled before September 2012. **It is not intended for this review to consider the reinstatement of transport to faith schools on denominational grounds.**

Currently, under this policy, Surrey County Council is providing free home to school transport for approximately 6,300 compulsory aged mainstream pupils at a cost of approximately £9.3m per annum.

5. Common queries on home to school transport

- **Why does Surrey County Council take account of schools outside Surrey when assessing entitlement to free home to school transport?**

The local authority has a duty to ensure that a school place is available for each child in its area, but does not have a duty to provide a place at a Surrey school for each child. Many parents choose to apply for schools across the County boundary and some are successful. Where parents live close to the County boundary and have a nearer school which is in the area of another local authority, Surrey will usually consider this school in the assessment of home to school transport. This is because it would not be a good use of public funds to pay for a child to travel to a school which is further away when there is a school which is nearer which they could travel to.

- **Are the admission arrangements of a school taken in to account when assessing eligibility for free home to school transport?**

No, in order to ensure that a consistent policy is applied across the County, admission arrangements are not taken in to account when assessing eligibility to free home to school transport. In this way feeder links or a catchment within a school's admission criteria do not confer an automatic right to free transport to that school for eligible pupils.

- **Will my child be eligible to receive free transport if other children or siblings have received it in the past?**

Not necessarily. The assessment of free home to school transport is considered for each child individually rather than on an area by area basis and so parents should not presume that because other children from an area or siblings have received free transport to a particular school in the past, that their child will be entitled to free transport to that school in the future. Each year the pattern of admissions and availability of places can change and this can influence the outcome of home to school transport applications if a parent has not applied to their nearest schools.

- **Will I receive free home to school transport if I don't apply to my nearest schools?**

Your child will normally only be eligible for free home to school transport if they are attending the nearest available school that could have offered them a place. If your child would have secured a place at a nearer school had it been named as a preference, then they will not be eligible for free transport to a school that is further away (although some exceptions may apply for secondary aged children whose families are on Working Tax Credit or who are entitled to free school meals).

- **Does the County Council have regard to transport links or costs when considering eligibility for home to school transport?**

No, eligibility is generally based on the shortest walking or straight line distance to the school from the home address. If the parent prefers a school which is further away but

which is easier or cheaper to get to by public transport, the child will not generally be eligible to free home to school transport if the parent chooses that school over another nearer school.

The consideration of transport links and cost in establishing eligibility for home to school transport would not provide for an equitable, consistent or transparent policy across the County as it would provide for different outcomes for different pupils. The availability and cost of public transport is also a factor outside the local authority's control and can be subject to change.

6. Who is being consulted as part of this consultation?

Surrey County Council is consulting with parents, schools, the Diocesan Bodies that represent the church schools in Surrey, Early Years establishments, Members of Surrey's Admissions Forum, County Councillors, Borough & District Councillors and Parish Councils.

7. How can I respond to the consultation?

Respondents should complete the online response form which is available at www.surreycc.gov.uk/schooltransportconsultation or send the paper response form to: Principal Manager Admissions and Transport (Strategy), Quadrant Court, 35 Guildford Road, Woking GU22 7QQ.

8. What is the timetable for the consultation?

The closing date for responses is Friday 20 December 2013. An analysis of the responses will then be prepared and recommendations put forward for consideration by Surrey County Council's Cabinet for a decision on 22 April 2014. The transport policy for 2015 will then be published on Surrey's website and in the school admissions booklets for 2015 which will be available from the beginning of September 2014.

Surrey County Council

Consultation on Surrey's Home to School Transport Policy - 2015

Response form

In submitting comments, respondents are asked to consider that Surrey remains committed to a County wide policy that can be applied equally and transparently in all areas.

1. Have you read the consultation document on Surrey's Home to School Transport policy?

Yes	No
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(tick box as appropriate)

2. Are you familiar with Surrey's current policy on home to school transport?

Yes	No
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(tick box as appropriate)

3. Do you think that Surrey's current home to school transport policy delivers an equitable policy that can be applied County wide?

Yes	No
-----	----

(tick box as appropriate)

If No, please provide details:

4. Do you think that Surrey's current home to school transport policy enables parents to clearly understand how decisions are made in individual cases?

Yes	No
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(tick box as appropriate)

If No, please provide details:

5. Have you ever faced any difficulties as a result of Surrey's current home to school transport policy?

 Yes No

(tick box as appropriate)

If Yes, please provide details including the name of the school involved:

6. Do you think that Surrey should provide free home to school transport for a child to attend a Surrey school, even if there is a school outside Surrey which is nearer to the child's home address which the child could be offered?

 Yes No

(tick box as appropriate)

If Yes, please provide reasons:

7. Do you think that Surrey should provide free home to school transport for a child to attend a feeder school, even if there is another school which is nearer to the child's home address which the child could be offered?

 Yes No

(tick box as appropriate)

If Yes, please provide reasons:

8. Do you think that Surrey should provide free home to school transport for a child to attend the same school as a sibling if the sibling has already qualified for free home to school transport to that school?

Yes	No
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(tick box as appropriate)

If Yes, please provide reasons:

9. Do you wish to make any suggestions for change to Surrey's current home to school transport policy? **(Any suggestions should relate to a policy change and not one that would apply to just one school or in one area)**

Yes	No
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(tick box as appropriate)

If Yes, please provide details (recognising that any additional expenditure on home to school transport would mean that Surrey would need to make savings elsewhere)

10. Other comments – please attach additional information as required:

Your details:

Please provide your name and address below. Individuals should only make one response to the consultation. Checks will be carried out to ensure there are no multiple responses. Only response forms which are fully completed with the respondent's name and address will be accepted.

Title: _____ First Name: _____ Surname: _____

Address: _____

_____ Post Code: _____

Name of your school/organisation (if applicable): _____

Please tick the category that most applies to you:

- | | | | |
|-----------------------------|--------------------------|-----------------------------------|--------------------------|
| Chair of Governors | <input type="checkbox"/> | Headteacher | <input type="checkbox"/> |
| School Governor | <input type="checkbox"/> | School staff member | <input type="checkbox"/> |
| Early years establishment | <input type="checkbox"/> | Representative from the Diocese | <input type="checkbox"/> |
| Parent | <input type="checkbox"/> | Family member (other than parent) | <input type="checkbox"/> |
| Member of Admissions Forum | <input type="checkbox"/> | Surrey County Councillor | <input type="checkbox"/> |
| Borough/District Councillor | <input type="checkbox"/> | Parish Council member | <input type="checkbox"/> |
| Local community group | <input type="checkbox"/> | | |

Other (please specify):

Signed: _____

Date: _____

Please respond by **Friday 20 December 2013** by completing the online form at www.surreycc.gov.uk or by returning this form to:

By Post: Principal Manager Admissions and Transport (Strategy), Quadrant Court, 35 Guildford Road, Woking, GU22 7QQ

Email: schoolsconsultation@surreycc.gov.uk

For queries regarding this consultation please telephone the Surrey Schools and Childcare Service on 0300 200 1004. Please note that we are unable to give individual responses.

Consultation on Surrey’s home to school transport policy 2015

Outcome of consultation

Response to consultation

1. By the closing date, 170 responses had been submitted online and 7 responses had been received by email/letter.

2. These 177 responses were from:

Borough/District Councillor	1
Chair of Governors	1
Family member (other than parent)	1
Headteacher	1
Member of public	1
Parent	162
Parish/Town Council	7
School Governor	2
School senior leadership team	1

3. A summary of the 170 online responses is set out below in Table A. A further breakdown of these responses according to the category of respondent is included in paragraph 5.

Table A - Summary of responses to transport consultation for September 2015

Number	Question	Yes	No
1	Have you read the consultation document on Surrey’s Home to School Transport policy?	164 (96%)	6 (4%)
2	Are you familiar with Surrey’s current policy on home to school transport?	165 (97%)	5 (3%)
3	Do you think that Surrey’s current home to school transport policy delivers an equitable policy that can be applied County wide?	107 (63%)	63 (37%)
4	Do you think that Surrey’s current home to school transport policy enables parents to clearly understand how decisions are made in individual cases?	125 (73.5%)	45 (26.5%)
5	Have you ever faced any difficulties as a result of Surrey’s current home to school transport policy?	68 (40%)	102 (60%)
6	Do you think that Surrey should provide free home to school transport for a child to attend a Surrey school, even if there is a school outside Surrey which is nearer to the child’s home address which the child could be offered?	97 (57%)	73 (43%)
7	Do you think that Surrey should provide free home to school transport for a child to attend a feeder school, even if there is another school which is nearer to the child’s home address which the child could be offered?	88 (52%)	82 (48%)
8	Do you think that Surrey should provide free home to school transport for a child to attend the same school as a sibling if the sibling has already qualified for free home to school transport to that school?	148 (87%)	22 (13%)
9	Do you wish to make any suggestions for change to Surrey’s current home to school transport policy? (Any suggestions should relate to a policy change and not one that would apply to just one school or in one area.)	94 (55%)	76 (45%)

4. The seven respondents who submitted emails/letters wrote about very specific issues which will be covered below in the analysis of the any other comments section from paragraph 36.

5. A breakdown of online responses according to the category of respondent is as follows:

Question 1:		Yes	No
Have you read the consultation document on Surrey's Home to School Transport policy?	Borough / district councillor	1	
	Family member (other than parent)	1	
	Headteacher	1	
	Member of public	1	
	Parent	154	6
	Parish Council member	3	
	School governor	2	
	School senior leadership team	1	
	Total	164 (96%)	6 (4%)

Question 2:		Yes	No
Are you familiar with Surrey's current policy on home to school transport?	Borough / district councillor	1	
	Family member (other than parent)	1	
	Headteacher	1	
	Member of public	1	
	Parent	155	5
	Parish Council member	3	
	School governor	2	
	School senior leadership team	1	
	Total	165 (97%)	5 (3%)

Question 3:		Yes	No
Do you think that Surrey's current home to school transport policy delivers an equitable policy that can be applied County wide?	Borough / district councillor	1	
	Family member (other than parent)		1
	Headteacher		1
	Member of public		1
	Parent	102	58
	Parish Council member	3	
	School governor	1	1
	School senior leadership team		1
	Total	107 (63%)	63 (37%)

Question 4:		Yes	No
Do you think that Surrey's current home to school transport policy enables parents to clearly understand how decisions are made in individual cases?	Borough / district councillor		1
	Family member (other than parent)		1
	Headteacher		1
	Member of public	1	
	Parent	120	40
	Parish Council member	3	
	School governor	1	1
	School senior leadership team		1
	Total	125 (73.5%)	45 (26.5%)

Question 5:		Yes	No
Have you ever faced any difficulties as a result of Surrey's current home to school transport policy?	Borough / district councillor	1	
	Family member (other than parent)		1
	Headteacher	1	
	Member of public	1	
	Parent	64	96
	Parish Council member		3
	School governor		2
	School senior leadership team	1	
	Total	68 (40%)	102 (60%)

Question 6:		Yes	No
Do you think that Surrey should provide free home to school transport for a child to attend a Surrey school, even if there is a school outside Surrey which is nearer to the child's home address which the child could be offered?	Borough / district councillor		1
	Family member (other than parent)	1	
	Headteacher	1	
	Member of public		1
	Parent	90	70
	Parish Council member	2	1
	School governor	2	
	School senior leadership team	1	
	Total	97 (57%)	73 (43%)

Question 7:		Yes	No
Do you think that Surrey should provide free home to school transport for a child to attend a feeder school, even if there is another school which is nearer to the child's home address which the child could be offered?	Borough / district councillor		1
	Family member (other than parent)	1	
	Headteacher		1
	Member of public		1
	Parent	85	75
	Parish Council member		3
	School governor	1	1
	School senior leadership team	1	
	Total	88 (52%)	82 (48%)

Question 8:		Yes	No
Do you think that Surrey should provide free home to school transport for a child to attend the same school as a sibling if the sibling has already qualified for free home to school transport to that school?	Borough / district councillor	1	
	Family member (other than parent)	1	
	Headteacher	1	
	Member of public		1
	Parent	140	20
	Parish Council member	2	1
	School governor	2	
	School senior leadership team	1	
	Total	148 (87%)	22 (13%)

Question 9:		Yes	No
Do you wish to make any suggestions for change to Surrey's current home to school transport policy? (Any suggestions should relate to a policy change and not one that would apply to just one school or in one area.)	Borough / district councillor	1	
	Family member (other than parent)	1	
	Headteacher		1
	Member of public	1	
	Parent	88	72
	Parish Council member	1	2
	School governor	1	1
	School senior leadership team	1	
	Total	94 (55%)	76 (45%)

6. A breakdown of the online responses by post code is as follows:

Postcode	Number of respondents	Postcode	Number of respondents
CR3	1	KT10	2
CR TOTAL	1	KT11	5
GU10	5	KT12	3
GU12	1	KT13	4
GU15	3	KT17	4
GU16	4	KT18	1
GU18	2	KT19	2
GU2	2	KT20	3
GU21	2	KT21	1
GU22	4	KT22	3
GU24	2	KT23	2
GU25	1	KT8	5
GU26	2	KT TOTAL	35
GU27	1	SM5	1
GU4	2	SM7	1
GU5	3	SM TOTAL	2
GU7	3	TW16	3
GU8	1	TW20	1
GU9	2	TW TOTAL	4
GU TOTAL	40		
RH1	5		
RH19	1		
RH2	2		
RH4	1		
RH5	16		
RH6	3		
RH7	55		
RH8	3		
RH9	2		
RH TOTAL	88		

Analysis of online responses to questions within the home to school transport consultation

7. **Question 1 - Have you read the consultation document on Surrey's Home to School Transport policy?** Overall, all but six of the 170 online respondents indicated that they had read the consultation document on Surrey's Home to School Transport policy.
8. All six of the respondents who indicated that they had not read the consultation document were parents.
9. **Question 2 - Are you familiar with Surrey's current policy on home to school transport?** Overall, all but five of the 170 online respondents indicated that they were familiar with Surrey's current policy on home to school transport.
10. All five of the respondents who indicated that they were not familiar with Surrey's policy on home to school transport were parents.
11. **Question 3 - Do you think that Surrey's current home to school transport policy delivers an equitable policy that can be applied County wide?** Overall, 107 respondents (63%) felt that Surrey's current home to school transport policy delivers an equitable policy that can be applied County wide. Only 63 respondents (37%) felt that the policy was not equitable.
12. Of the 107 respondents who felt that Surrey's current policy was equitable, 102 were parents, three were Parish Council members, one was a borough/district councillor and one was a school governor.
13. Of the 63 respondents who felt that Surrey's policy was not equitable, 58 were parents, one was a school governor, one was a member of public, one was a school senior leadership team, one was a headteacher and one was a family member (other than a parent).
14. Reasons given for believing that the policy was not equitable were as follows:
 - Providing minimum required under legislation is unfair in many cases and increases traffic congestion and pollution as parents use their cars
 - Too generic and does not allow for specific needs
 - It penalises families living close to County boundaries and inequitable to only fund transport to nearest school rather than nearest Surrey school
 - There is a disjointed approach to the way admissions and transport is assessed and transport entitlement does not take into account feeder links
 - Children living in Lingfield and Dormansland are disadvantaged because of their location
 - Transport commitment was made to Lingfield and Dormansland when the secondary school in Lingfield closed
 - There is more transport given to affluent areas of the County than less affluent
 - It limits a parent's choice of school, especially those on low income
 - Distance is measured as the crow flies but should be according to road route
 - Catholic schools should not be counted as local schools as they do not admit non-Catholic children
 - Transport policy shouldn't take account of schools outside of Surrey
 - Children with a disability receive transport whilst more able children have to travel up to an hour from the same road to the same school
 - Transport decisions do not take account of the cost of transport
 - Policy does not allow for schools that feed from a church infant school to a church junior school such as Puttenham to Waverley Abbey
 - Difference between distance to nearest and next nearest school can be negligible
 - Private coach is more expensive than taking the train
 - Transport policy forces parents to choose a school based on which is nearest

- Policy needs to take in to account geographical obstacles, existing transport links and community cohesion
- People want their children to go to the best school
- If a decision is made to go to a school that is further away and they have to pay this is unfair and will mean that only people who can afford to pay for travel will attend that school
- No provision for families where both parents are working
- Doesn't enable siblings to travel safely together
- A sliding scale of fees would be fairer
- The policy is just followed as written with no opportunity to improve or review on case by case basis
- Disproportionate number of taxis to Surrey Hills but poor parking in village should not be a reason for excessive transport at the cost of the taxpayer
- A school place should automatically come with transport if the child requires it, above a certain distance
- Unfair that children entitled to free school meals have free transport to their nearest three schools between 2 and six miles whilst others do not

15. **Question 4 - Do you think that Surrey's current home to school transport policy enables parents to clearly understand how decisions are made in individual cases?** Overall, 125 respondents (73.5%) felt that Surrey's current home to school transport policy enabled parents to clearly understand how decisions are made in individual cases. Only 45 respondents (26.5%) felt that the policy did not enable parents to clearly understand how decisions are made.

16. Of the 125 respondents who felt that Surrey's current policy enabled parents to clearly understand how decisions are made, 120 were parents, three were Parish Council members, one was a school governor and one was a member of public.

17. Of the 45 respondents who felt that Surrey's policy did not enable parents to clearly understand how decisions are made, 40 were parents, one was a borough/district councillor, one was a school governor, one was a school senior leadership team, one was a headteacher and one was a family member (other than a parent).

18. Reasons given for believing that the policy did not enable parents to clearly understand how decisions are made were as follows:

- The fact cases are dealt with on an individual basis means that the policy can't explain how individual decisions are made
- It is not transparent enough
- Ambiguity to way policy is worded – not clear if you have to apply for schools in the same order as they are distance from home address or if you just have to apply for nearest
- Policy not aligned to admissions and so difficult for parents to make informed decisions
- Too complicated and obtuse – try simple english
- One child might get transport and the next might not
- Some schools may appear closer but don't take account of rivers, traffic problems or how long a journey will take by road
- Little clarity about decisions for schools which change status
- Fails to take account of individual circumstances

19. **Question 5 - Have you ever faced any difficulties as a result of Surrey's current home to school transport policy?** Overall, 68 respondents indicated that they had faced difficulty as a result of Surrey's current home to school transport policy whilst 102 indicated that they had not.

20. Of the 68 respondents who indicated that they had faced a difficulty, 64 were parents, one was a borough/district councillor, one was a member of public, one was a school senior leadership team and one was a headteacher.

21. Examples of difficulties which had been faced as a result of the transport policy which were within the remit of this consultation were as follows:
- The Chair of Governors at Surrey Hills (and district councilor for Mole Valley) raised an issue whereby children are not eligible to receive transport to the Westcott site for the junior phase of their education because they have another nearer school, despite the Abinger Common site being their nearest school.
 - The senior leadership team of Oxted School indicated that they had seen a significant drop in numbers as a result of the policy
 - A number of parents commented on the uncertainty of receiving transport from Dormansland, Lingfield and Tatsfield to Oxted because they have an out of County school that is nearer
 - A parent who lived in Lingfield commented that they were not eligible to free transport to Oxted School because Oakwood in Horley was closer, despite there being no direct transport links to that school
 - A parent expressed concern that the bus to St Bede's in Send and the bus to George Abbot School ceased, creating difficulties and increased cost in getting to school
 - A parent indicated that they had difficulty getting a concessionary seat on the bus to Waverley Abbey, which stopped outside their house
 - A parent indicated that they were not eligible for free transport to Rydens Enterprise School because it was not the closest school but the schools that were closer were a much longer drive than when measured as the crow flies
 - A parent in Capel was advised that a busy road with no pavement or street lighting was a safe walking route
 - Several parents indicated that their eldest child receives free transport but that the younger one does not
 - A parent indicated that they were not eligible to receive free transport from Oakwood Hill to The Priory because another school was nearer, despite children from the village traditionally going to Dorking schools.
22. **Question 6 - Do you think that Surrey should provide free home to school transport for a child to attend a Surrey school, even if there is a school outside Surrey which is nearer to the child's home address which the child could be offered?** Overall, 97 respondents (57%) thought that Surrey should provide free home to school transport for a child to attend a Surrey school, even if there was a nearer school outside of Surrey which could offer a place. However, 73 respondents (43%) thought that Surrey should not offer free home to school transport in that scenario.
23. Of the 97 respondents who felt that home to school transport should be offered if there was a nearer school outside of Surrey which could offer a place, 90 were parents, two were Parish Council members, two were school governors, one was a headteacher, one was a school senior leadership team and one was a family member (other than a parent).
24. Reasons given for believing that home to school transport should be offered in such a scenario were as follows:
- The child may have better links with the Surrey school
 - Should keep Surrey pupils in Surrey schools
 - Links exist between Surrey primary and secondary schools
 - Transition will be affected to the detriment of students
 - Children in the same families may be split
 - Yes, if SCC would have to pay for them to attend their nearest school anyway
 - Surrey parents pay council tax to Surrey
 - Applying for schools across the County boundary generally means that the child will be out of catchment
 - Anyone who sends their child to a distant school does so for good reason
 - There is no safe route to other schools from a rural village
 - May be inconsistent with designating schools as feeder schools

- Free transport should be provided to the catchment school
- Yes, if the school is more suitable on medical, educational, social or family grounds
- Obligation to provide school places falls on Surrey
- Important to go to school of choice
- Ease of transport should be considered
- Transport to all schools should be free for all children
- Policy should take account of peer groups, social cohesion and existing transport links

25. Of the 73 respondents who felt that home to school transport should not be offered if there was a nearer school outside of Surrey which could offer a place, 70 were parents, one was a borough/district councillor, one was a parish council member and one was a member of public.
26. **Question 7 - Do you think that Surrey should provide free home to school transport for a child to attend a feeder school, even if there is another school which is nearer to the child's home address which the child could be offered?** Overall, 88 respondents (52%) thought that Surrey should provide free home to school transport for a child to attend a feeder school, even if there was a nearer school which could offer a place. However, 82 respondents (48%) thought that Surrey should not offer free home to school transport in that scenario.
27. Of the 88 respondents who felt that home to school transport should be offered to a feeder school even if there was a nearer school which could offer a place, 85 were parents, one was a school governor, one was a school senior leadership team and one was a family member (other than a parent).
28. Reasons given for believing that home to school transport should be offered in such a scenario were as follows:
- No point in designating a school as a feeder and not paying transport
 - Transport policy should be brought in to line with admissions policy and support effective transport between schools
 - Should be considered on case by case basis
 - Feeder schools develop good working relationships with the secondary school and makes the transition less daunting as children remain with their peers
 - School choice should not come down to whether you can afford transport
 - Supports minimal disruption to the child
 - Social cohesion
 - Yes, if transport would still need to be paid to nearest school
 - It is fair and equitable
29. Of the 82 respondents who felt that home to school transport should not be offered to a feeder school if there was a nearer school which could offer a place, 75 were parents, one was a borough/district councillor, one was a headteacher, three were parish council members, one was a school governor and one was a member of public.
30. **Question 8 - Do you think that Surrey should provide free home to school transport for a child to attend the same school as a sibling if the sibling has already qualified for free home to school transport to that school?** Overall, 148 respondents (87%) thought that Surrey should provide free home to school transport for a child to attend the same school as a sibling if the sibling had already qualified for home to school transport to that school. Only 22 respondents (13%) thought that Surrey should not offer free home to school transport in that scenario.
31. Of the 148 respondents who felt that home to school transport should be offered to a sibling, 140 were parents, two were parish councillors, two were school governors, one was a borough/district councillor, one was a headteacher, one was a school senior leadership team and one was a family member (other than a parent).

32. Reasons given for believing that home to school transport should be offered in such a scenario were as follows:
- Represents family equity
 - Helps keep siblings together
 - Avoids more school journeys than are necessary and keeps traffic down
 - Parents would want to keep children at the same school as this makes it easier for parent to engage with school, manage holidays and inset days, collecting them from extracurricular activities, parents evenings etc
 - Difficult for parents to understand that different decisions might be made
 - Difficult for parents if children travelling by different modes to the same school
 - Helps keep children safe if siblings travel together
 - Could charge a fee for the second child
 - If one sibling not eligible it could create difficulties between siblings
 - Prevent financial burden on families
 - Parents wouldn't have to change work arrangements to get children to school
 - Little incremental cost if transport already organised
 - More environmentally friendly
 - Forced separation of siblings due to financial costs would be unfair on the children
 - May encourage school changes
33. Of the 22 respondents who felt that home to school transport should not be offered to a sibling, 20 were parents, one was a parish council member and one was a member of public.
34. **Question 9 - Do you wish to make any suggestions for change to Surrey's current home to school transport policy? (Any suggestions should relate to a policy change and not one that would apply to just one school or in one area.)** Overall, 94 respondents indicated that they wished to make suggestions for change to Surrey's home to school transport policy.
35. A summary of the suggestions that were within the remit of this consultation are as follows:
- Allow junior pupils who attend the Westcott site of Surrey Hills to receive free transport if the Abinger site is their nearest school
 - The policy should contain flexibility and a way for dealing with schools close to the County border
 - Transport should be paid for a child who attends a feeder school, lives within catchment and has no safe walking route to any school and/or lives more than three miles from any school
 - Provide transport to pupils who attend their feeder secondary school even if there is a nearer out of county school
 - Allow children to choose whether to use buses or trains
 - Do not provide anything for secondary pupils
 - Take account of changes in circumstances of schools if parking facilities are removed and there are no suitable alternatives and no safe footpath to the school
 - There should be no exception to families on working tax credit
 - Treat all children equally and stop counting Catholic schools as nearest schools if they won't let other children in
 - Have free transport to nearest or catchment school
 - Make the policy village specific for rural areas
 - If two schools are a similar distance away allow free transport to either
 - Make sure there is suitable transport available before advising parents which school they should choose to receive free transport
 - Children should only be eligible to attend their nearest school, even if that is out of county. People choose to live where they live and should account for having to pay for transport of they live rurally
 - Make more transport available to help reduce congestion on roads
 - Discount out of county schools in the assessment of nearest school

- Align school admission and transport policies so they work together
- Provide transport to all pupils to travel to any school regardless if there is a closer school
- Policy should allow children to go to the same school as their friends
- Transport should be agreed if transport costs would be cheaper than to a nearer school
- Policy should take account of child's and family's best interests
- Consider a nominal charge for all home to school transport with some exceptions
- Siblings should be given a higher priority. Even if they pay they should travel together
- Only consider out of county schools if transport cheaper
- Take in to account transport links
- Only those with disabilities and on low income should receive free transport
- The policy needs to be extended to cover 16 to 18 year olds
- Transport should only be provided to children in significant difficulty rather than tax credits
- Transport should be funded for every pupil in the form of vouchers which parents could 'top up' if they wished to travel to a school further away

36. **Other comments** – A number of respondents chose to submit other comments to supplement their response.

37. Matters which have not already been covered elsewhere in this report are as follows:

- With busy roads buses should be encouraged
- Children should be able to attend the school that best meets their educational needs not the school that is closest
- Need support to encourage diversity in rural communities
- Imberhorne School on two separate sites and the upper building may not be the closest school
- It's the local authority's responsibility to ensure that a child can get to school and cannot discharge that responsibility on to parents because of financial constraints
- Boundaries for free transport to George Abbot should include the whole of Send not just part of the village
- Oakwood Hill, Ockley, Walliswood and Forest Green historically send children to Dorking schools but Cranleigh schools are assessed as nearest
- If a child has a school that is closer and has a place, then that child should forfeit free transport
- SCC should only provide transport to schools as a last resort for people that can't manage themselves with testing according to means, physical ability and public transport availability
- School transport arrangements for Waverley Abbey are good and high valued by many
- Whilst there may be school/area specific improvements that could be made they are outside the policy context and are for schools/parents/communities to act upon
- Replace bus passes with train passes where services allow it
- All children should be provided with a free bus to Waverley Abbey

38. The senior leadership team and Chair of Governors at Oxted school expressed specific concern at the impact that considering out of County schools in transport assessments would have on their school community and that they were committed to ensuring a seamless transition from their feeder primary schools.

39. Letters were received from Dormansland and Lingfield Parish Councils in support of families living in their parishes continuing to receive free home to school transport to attend Oxted School.

40. An email was received from Tatsfield Parish Council expressing their concern that families living in Tasfield no longer received free transport to Oxted because there was an out of County school which was nearer to most families.

41. **Comments out of scope of consultation** – during the consultation a number of comments were made which were out of scope of the consultation and will not be considered as part of the resulting report. These were as follows:

- Transport for the youngest children (4-7) needs to be much more considered
- Named drivers need to be known to the children
- Providing different modes of transport to children from the same area can isolate children
- Poor communication once transport had been approved
- Introduce a new route from Lower Kingswood to Therfield School via Headley (Therfield School)
- School transport is continually late
- No questions on safety or level of service
- If bus needs to be paid for it should be per journey and not per term
- Children should be able to pay for a termly ticket at a discounted rate
- Spaces on buses needs to be managed better to allow spaces to be filled and payments to start earlier (The Weald CofE Primary)
- Parents should contribute to long journeys
- More buses should be provided where there is no public transport close by
- Cutting school buses will force parents out on the road causing more congestion and the chance of more accidents
- Unable to find Surrey's sustainable transport policy
- Would welcome support to improve capacity and services from private operators at peak school times to accommodate children (Banstead)
- Subsidised fees and the addition of further routes/service would encourage uptake and alleviate pressure on local roads
- Improvements would be a late bus protocol to contact parents in the event of buses running late and contact numbers for the bus companies
- Please invest in road crossings, road signs and safety training to make it easier for children to walk and cycle to school
- There are some private hires that flout the law with speed and usage of handheld devices and parents should be able to choose mode of transport
- Consider modifying pavements/lighting and to make routes to school safer to allow more children to cycle/walk instead of using the bus
- Lack of communication between transport department with different answers being given by different staff
- Issues with transport providers or escorts responsible for taking children with statements of special educational needs to school
- A parent expressed concern that the bus driver was the only adult on the bus to St Paul's Catholic Primary School
- Surrey Transport did not deal with failings of a transport provider quickly enough
- Issue with safety of routes in Horley with not enough zebra crossings and cars driving too fast
- Paid for seats not notified to parents until very shortly before term starts
- School buses turning up late or failing to turn up
- The County Council should increase incentives for schools to encourage parents to use cars less
- There should be encouragement for people to group together to help each other do school runs
- Surrey should negotiate reduced/subsidised rates on the trains with local operators
- Concessionary places should be prioritised according to those who live closest not furthest away
- Transport arrangements should be finalised two weeks from the start of the new school year, no later
- Provide greater subsidy on school transport to reduce congestion
- Parents should have a say in which company wins the tender contract for their child's transport

- All schools should be of equal quality so there is no need to commute
- Provide more school buses to ensure the safety of children travelling to school
- Consider reintroducing the Pegasus bus service
- Why do all children in London get free bus travel on public transport yet in Surrey there is no subsidy for council tax payers to send children to the school of their choice
- More walking and cycling to school should be encouraged and speed restrictions should be reduced and effectively enforced

Addressing Inequalities

Equalities Impact Assessment

Surrey County Council Equality Impact Assessment Template

Stage one – initial screening

9

What is being assessed?	Home to School Transport policy
Service	Admissions and Transport
Name of assessor/s	Claire Potier
Head of service	Peter-John Wilkinson
Date	12 March 2014
Is this a new or existing function or policy?	Existing policy under review

Write a brief description of your service, policy or function. It is important to focus on the service or policy the project aims to review or improve.

The policy being considered under this EIA is Surrey's Home to School transport policy which sets out the circumstances when children will be entitled to receive free home to school transport. Surrey's policy is currently written so that it can be applied consistently, objectively and fairly across Surrey and in this way is equitable to all families.

No changes are currently proposed although there are options to:

- Extend policy to provide free home to school transport for children whose sibling has already been assessed as entitled to transport to attend the same school (other than on faith grounds to denominational schools)
- Extend policy to provide free home to school transport for any child to attend their nearest Surrey school if their nearest school is out of County and the distance or safety of route to that school would mean that transport would still need to be provided

Both options would ensure that the policy could continue to be applied County wide.

Indicate for each equality group whether there may be a positive impact, negative impact, or no impact.

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Equality Group	Positive	Negative	No impact	Reason
Age			X	
Gender Reassignment			X	
Disability			X	
Sex			X	
Religion and belief			X	
Pregnancy and maternity			X	
Race			X	
Sexual orientation			X	
Carers			X	
Other equality issues – please state				
Looked After Children and care leavers			X	.
Low income families	X			<ul style="list-style-type: none"> • Policy provides for children who are eligible for free school meals and those whose families receive the maximum amount of Working Tax Credit to receive free transport in accordance with statutory requirements • Extension of policy to provide transport to nearest Surrey school where a child's nearest school was out of County but would still require transport support would support

				those families who feel their school preferences are restricted due to their inability to pay transport costs to their preferred Surrey school.
HR and workforce issues			X	
Human Rights implications if relevant			X	
<p>If you find a negative impact on any equality group you will need to complete stage one and move on to stage two and carry out a full EIA.</p> <p>A full EIA will also need to be carried out if this is a high profile or major policy that will either effect many people or have a severe effect on some people.</p>				

Is a full EIA required?	Yes (go to stage two)	No X
If no briefly summarise reasons why you have reached this conclusion, the evidence for this and the nature of any stakeholder verification of your conclusion.		
Briefly describe any positive impacts identified that have resulted in improved access or services		

For screenings only:

Review date	
Person responsible for review	
Head of Service signed off	
Date completed	

- Signed off electronic version to be kept in your team for review
- Electronic copy to be forwarded to Equality and Diversity Manager for publishing

Stage 2 – Full Equality Impact Assessment - please refer to [equality impact assessment](#) guidance available on Snet

Introduction and background

Using the information from your screening please describe your service or function. This should include:

- The aims and scope of the EIA
- The main beneficiaries or users
- The main equality, accessibility, social exclusion issues and barriers, and the equality groups they relate to (not all assessments will encounter issues relating to every strand)

Now describe how this fits into 'the bigger picture' including other council or local plans and priorities.

-

Evidence gathering and fact-finding

What evidence is available to support your views above? Please include a summary of the available evidence including identifying where there are gaps to be included in the action plan.

Remember to consider accessibility alongside the equality groups

Sources of evidence may include:

- Service monitoring reports including equality monitoring data
- User feedback
- Population data – census, Mosaic
- Complaints data
- Published research, local or national.
- Feedback from consultations and focus groups
- Feedback from individuals or organisations representing the interests of key target groups
- Evidence from partner organisations, other council departments, district or borough councils and other local authorities

How have stakeholders been involved in this assessment? Who are they, and what is their view?

Analysis and assessment

Given the available information, what is the actual or likely impact on minority, disadvantaged, vulnerable and socially excluded groups? Is this impact positive or negative or a mixture of both? (Refer to the EIA guidance for full list of issues to consider when making your analysis)

What can be done to reduce the effects of any negative impacts? Where negative impact cannot be completely diminished, can this be justified, and is it lawful?

•

Where there are positive impacts, what changes have been or will be made, who are the beneficiaries and how have they benefited?

•

Recommendations

Please summarise the main recommendations arising from the assessment. If it is impossible to diminish negative impacts to an acceptable or even lawful level the recommendation should be that the proposal or the relevant part of it should not proceed.

•

Action Plan – actions needed to implement the EIA recommendations

Issue	Action	Expected outcome	Who	Deadline for action

- Actions should have SMART Targets
- Actions should be reported to the Directorate Equality Group (DEG) and incorporated into the Equality and Diversity Action Plan, Service Plans and/or personal objectives of key staff.

Date taken to Directorate Equality Group for challenge and feedback	
Review date	
Person responsible for review	
Head of Service signed off	
Date completed	
Date forwarded to EIA coordinator for publishing	

- **Signed off electronic version to be kept in your team for review**
- **Electronic copy to be forwarded to your service EIA coordinator to forward for publishing on the external website**

EIA publishing checklist

- Plain English – will your EIA make sense to the public?
- Acronyms – check that you have explained any specialist names or terminology
- Evidence – will your evidence stand up to scrutiny; can you justify your conclusions?
- Stakeholders and verification – have you included a range of views and perspectives to back up your analysis?
- Gaps and information – have you identified any gaps in services or information that need to be addressed in the action plan?
- Legal framework – have you identified any potential discrimination and included actions to address it?
- Success stories – have you included any positive impacts that have resulted in change for the better?
- Action plan – is your action plan SMART? Have you informed the relevant people to ensure the action plan is carried out?
- Review – have you included a review date and a named person to carry it out?
- Challenge – has your EIA been taken to your DEG for challenge
- Signing off – has your Head of Service signed off your EIA?
- Basics – have you signed and dated your EIA and named it for publishing?

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**Children & Education Select Committee
27 March 2014**

Personal Education Plans for Looked After Children

Purpose of the report:

To respond to a request for more information on Personal Education Plans for Looked After Children.

Introduction: Context of the Surrey Virtual School (SVS)

1. Local Authority Virtual Schools are dedicated to improving the educational outcomes for Looked after children (CLA).
2. The Headteacher of the Virtual School has responsibility for monitoring the educational progress of all CLA within their own authority and those placed out of area. CLA may be attending a diverse range of educational provisions.
3. By analysing available data and 'soft' information on educational achievement, the Headteacher (VSH) identifies priorities for improving education provision, both for individual children and for the overall cohort. Working with a range of colleagues in schools, across the local authority and within social care the Virtual School provides support and raises awareness of the additional needs of children in care to ensure the pupils within the school receive the best possible education.
4. The Virtual School Headteacher post is statutory and a key part of SCC's role as corporate parents for children in their care.

Designated Teachers for Children in Care

5. Every school in the country is required to nominate a Designated Teacher for CLA. Their role is to support and advocate for looked after children attending their school, and ensure that all CLA are monitored and tracked as a discrete cohort. They are required to provide an annual report to the Governing Body on the progress of the CLA cohort as well

as issues affecting individual CLA. This should assist governors in their role of supporting the educational progress of children in care.

6. Designated Teachers are the 'field force' of the Virtual School and Virtual School Assistant Headteachers (AHTs) are expected to train and support these staff in their role.

Personal Education Plans (PEPs)

7. Every CLA has a care plan to ensure the local authority is fulfilling their role as corporate parent. The educational aspect of this plan will be delivered and evidenced through the PEP.
8. The child's Care Plan provides the overarching vehicle for bringing together information from all assessments, including the child's developmental needs. The health and education dimensions of the care plan are populated by the health plan and the PEP. Most children coming into care are already known to children's social care, so core assessments for most should already be current and Care Plan Regulations expect PEPs to be initiated prior to entering care, as part of the care plan process.
9. The PEP is a document which relates to a particular child and sets out their educational targets for educational progress and attainment. It provides a multi-agency framework for how these outcomes will be impacted upon by relevant agencies. Local authorities have a duty to promote the educational achievement of children in care under section 52 of the Children Act 2004 and must ensure all children in care have an effective, robust and up-to-date PEP. Social workers must liaise directly with schools and all other relevant parties to arrange PEP meetings and ensure an up-to-date PEP exists and is being used as part of the care plan. SVS should support partner agencies at all stages of this process.
10. Schools are also accountable for ensuring all children in their care have an up-to-date PEP in place and will be asked about these at the time of any inspection.
11. The PEP is a record of the child's education and training. It should describe what needs to happen for a CLA to help fulfil their potential and reflect (though not necessarily duplicate) any existing education plans such as a statement of special educational needs or an individual education plan. The local authority should work in partnership with the child, their school (especially the Designated Teacher), carers and other professionals to develop and review the PEP in order to make sure it fully reflects the needs of the child, remains up to date and is implemented.
12. The PEP should interrelate with other strands of the care plan, particularly those relating to health, emotional and behavioural development. Surrey's Virtual School takes a lead role in ensuring the

quality of PEPs for its pupils and in training social workers to develop their understanding of progress measures and appropriate, personalised target-setting. This is achieved through auditing completed PEPs and ensuring that training is provided to all professionals involved in the PEP process.

13. PEPs must be reviewed at least twice a year. In the case of emergency placements the PEP should be initiated within ten working days, and for all their PEP should be available for the first statutory review meeting of the care plan (28 days after entry to care or accommodation).
14. Key points of an academic year for the review of PEPs are autumn and spring terms. Following entry into care and an initial PEP, social workers and schools will plan for reviews to take place within these timeframes although individual circumstances will determine this along with other factors such as school holiday periods. This does mean there are a significant proportion of PEP reviews at certain points of the year ie. October/November and March/April where fluctuations in monitoring data are more likely to occur.
15. It is the responsibility of both the assigned Social Worker and the Designated Teacher at the relevant educational provider to ensure the PEP is completed in a timely way and to a good standard. Surrey Virtual School should support all professionals involved in this process.

Issues Identified

16. Ensuring PEPs are completed within the statutory timescales is part of the Care Plan process. Weekly reports on timeliness provide relevant information to support the monitoring of this. Over the last six months as part of the new audit process, senior management action has seen timeliness rates improve from 54.5% in September to 85.5% currently.
17. Ensuring PEPs are of a sufficient quality and demonstrate multi-agency planning in the interests of the young person. An audit process has been developed and undertaken by SVS to ensure that all existing PEPs are of sufficient quality. This applies across the 48 local authorities in which Surrey's CLA currently attend education provision.
18. Ensuring the voice of the young person is represented in the PEP meeting and has as significant an impact as possible on the outcome is a developing theme in our PEPs. Simple questionnaires have been devised for all children and young people to complete, either with the help of an adult, or by themselves.
19. There is a greater likelihood that a looked after child will change education placements. The PEP is the core document which enables continuity of good provision when these moves are unavoidable.

- 10
20. Over the course of an Academic Year the number of pupils (those of statutory school age) in the SVS increases. In recent years, starting with around 450 pupils in September and rising to over 500 by the end of the academic year. Within this period there is also a significant 'turbulence' of pupils. Since September 2013 there have been 133 pupils starting and 72 leaving the school. This creates a challenge in terms of initiating PEPs as well as ensuring every PEP for a child in care is reviewed at least twice a year. These changing circumstances affect completion rates.
 21. The significant turnover of pupils along with factors such as placement moves and school holidays means that a target of 100% of PEPs completed within timescale at any given time is extremely unlikely to be met. However services should aspire to achieving as high a completion rate as possible.

Proposed Actions

22. Relevant managers should continue to ensure that PEPs are prioritised by their teams and that management action is taken when appropriate. This should ensure that PEP completion rates continue to be of a good standard.
23. Surrey Virtual School to continue to audit PEPs for quality and ensure our training offer is effectively communicated to all social workers and designated teachers involved in the PEP process. We currently estimate that approximately 80% of PEPs have been fully audited for quality. We expect this number to increase as the new system becomes fully embedded.
24. Review of the PEP document to ensure the young person is encouraged to represent their views. We now have a section on the PEP to encourage this and will continue to review this based on service user feedback. The new [SVS website](#) can also support with this.

Conclusions:

25. All PEP indicators are improving. Effective systems are in place across the directorate to make further progress against PEP indicators.
26. Continued progress against PEP indicators will improve progress towards overall performance indicators for the education of CLA.

Recommendations:

- For the Committee to endorse the proposed actions and support the work of Children's Services and SVS towards further improving educational outcomes for CLA.

Next steps:

The VSH to present an update on progress towards the end of 2014

Report contact:

Patrick Ward
Acting Headteacher of Surrey Virtual School

Contact details: patrick.ward@surreycc.gov.uk 07772194740

Sources/background papers:

PEP review document on Voice of the Child

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**CHILDREN & EDUCATION SELECT COMMITTEE
ACTIONS AND RECOMMENDATIONS TRACKER – UPDATED MARCH 2014**

The recommendations tracker allows Committee Members to monitor responses, actions and outcomes against their recommendations or requests for further actions. The tracker is updated following each Select Committee. Once an action has been completed, it will be shaded out to indicate that it will be removed from the tracker at the next meeting. The next progress check will highlight to members where actions have not been dealt with.

Recommendations:

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
31 June 2013	INCREASING THE EMPLOYABILITY OF YOUNG PEOPLE IN SURREY	That the Committee look to further explore the provision of careers advice and information and guidance in Surrey, with a particular focus on consistency.	Chairman/Scrutiny Officer	It is recommended that the Children & Education Select Committee commission a Member Reference Group to consider the Skills for the Future strand of the Public Service Transformation Programme, particularly proposals around future provision of Information, Advice and Guidance. A full report setting out proposals is included in the agenda.	Ongoing. Update was provided to the Committee in January 2014. It is intended that the Select Committee will dedicate a meeting to explore post-16 education within the context of this wider work.
		That the Assistant Director for Young People clarify whether the peer review action plan meeting will take place on 4 October 2013 and that the Committee be informed of the steps taken to implement the recommendations of the review.	Assistant Director for Young People	The workshop to develop actions in relation to the findings from the peer review took place in October and the actions have been agreed. A formal document is in the process of being drafted and will be shared with the Committee once available.	TBC <i>Scrutiny Officer to chase.</i>

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
19 September 2013	EARLY HELP OFFER - REDUCING THE NEED FOR FAMILIES TO ACCESS HIGH SUPPORT SERVICES [Item 7]	That once available, the Committee receives the formal Early Help Commissioning Strategy and Action Plan.	Assistant Director for Children's Services	<p>The Early Help Strategy has been published in draft format for consultation and will be shared with the Children and Education Select Committee.</p> <p>The partnership action plan is being developed with partners at the next Early Help Partnership Reference Group meeting on 27 November.</p> <p>High level partnership plan to be shared with the Children and Education Select Committee by May 2014.</p>	May 2014
		That in development of the Strategy, officers give consideration as to how partner contribution and commitment can be encouraged and tracked.	Assistant Director for Children's Services	Early Help agreed joint priority by Children's Health and Wellbeing Group.	May 2014
		That officers also give consideration to how the intended overarching partnership outcomes will be agreed and measured with the intention that the Select Committee will revisit the progress once the formal Strategy is in place.	Assistant Director for Children's Services	Outcomes and measures to be determined by work with partners.	May 2014
	THE SURREY FAMILY SUPPORT PROGRAMME AND TRANSFORMING PUBLIC SERVICES [Item 8]	That the Family Support Programme model be used to inform the development of the Early Help and Commissioning Strategy.	Assistant Director for Children's Services/ Head of Family Services	Officers have acknowledged this recommendation and the Early Help and Commissioning Strategy will be developed accordingly.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		That officers consider how best to monitor savings achieved by the Family Support Programme and ensure that this information is received by the Select Committee once available.	Assistant Director for Children's Services/ Head of Family Services	Extension of the Family Support Programme is one strand of the Council's Public Service Transformation Programme. A full business case for this strand is currently being developed by officers for Cabinet approval in February 2014. This document will project likely future savings from a scaled up programme, and will be shared with the Committee once available.	May 2014 (For inclusion in the 2014/15 work programme)
	PUBLIC HEALTH, EARLY HELP AND THE SUPPORTING FAMILIES PROGRAMME [Item 9]	That officers ensure all commissioned services have a universal and targeted element.	Assistant Director for Children's Services/ Director of Public Health	The Committee will be scrutinising the implementation of this as part of its future work programme.	May 2014
		That officers design a support programme for the Early Help system which mirrors the core offer being developed for the Family Support Programme.	Assistant Director for Children's Services/ Director of Public Health	The Committee will be scrutinising the implementation of this as part of its future work programme.	May 2014
	RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 10]	The Committee set up a Member Reference Group to contribute to the development of a strategy to improve outcomes for Gypsy, Roma and Traveller children and young people in Surrey.	Children & Education Select Committee/Scrutiny Officer	The group met on 14 November to input into the Council's GRT strategy. The group will reconvene in January 2014 to consider the final strategy and an update report will be submitted to the Select Committee.	The Group is due to meet on 25 March to consider the final strategy. An update will be provided to the Committee in May 2014.

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
28 November 2013	SURREY SAFEGUARDING CHILDREN BOARD (SSCB) ANNUAL REPORT 2012-2013 [Item 7]	That the Surrey Safeguarding Children Board considers developing and agreeing with all partners an accepted funding model, to help determine appropriate partner contributions in future years.	Chair of the Surrey Safeguarding Children Board	The SSCB will be pursuing this. There will be a further report to SSCB on the future funding arrangements in the next few months.	May 2014
		That future Surrey Safeguarding Children Board Annual Reports clearly distinguish between the objectives required to fulfil statutory duties and “targeted” priorities.	Chair of the Surrey Safeguarding Children Board	The Chair of the Surrey Safeguarding Children Board acknowledged that future reports could make the distinction clearer.	Complete
	SURREY COUNTY COUNCIL'S SAFEGUARDING ROLE [Item 8]	That the Directorate develop working protocols and agreements with the adult services regarding their role in Child Protection Planning: this to be measured by increasing attendance at Child Protection Conferences.	Head of Safeguarding	Work has been completed with Adult Services to develop a protocol - Think Family. The next steps will be to communicate this further and provide joint training to the workforce.	May 2014
		That, as part of the work being carried out on raising understanding of neglect, the Quality Assurance audit focuses over the next year on cases subject to CP Plans for 18 months plus, many of whom are subject to plans under the category of Neglect. The purpose will be to identify the services and approaches required by professionals to improve the timeliness achieving change.	Head of Safeguarding	The QA team have been asked to include in their work plan a regular audit of cases that have been subject to CP Plans for 16 months plus to identify where cases are drifting and work with the areas to progress case work.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		That the Social Work Reform Board (SWRB), in conjunction with the Social Work Reform Project, have in place by April 2014 a Learning and Development Pathway for staff integrated with the Professional Capabilities Framework (PCF), and a robust programme for the development of Assistant Team Managers.	Head of Safeguarding	A draft Learning and Development Pathway has been written that links training to the Professional Capabilities Framework. The Children's Social Work Reform Board has reviewed this and asked for amendments. The revised document will be presented to the next Board meeting for final ratification next month.	May 2014
		That the Child Protection Conference Service increases its efforts in engaging the CCGs in improving the involvement of GPs in Child Protection Conferences and Child Protection Plans.	Head of Safeguarding	A number of meetings have been organised with key partners in Health to look at the blockage to GP attendance and report writing for CP Conferences. A work plan is being put together to try to ensure greater engagement by this key group of staff. A further meeting has been organised for 16th January and the issue is due for consideration by the SSCB Health Sub-Group later this month.	May 2014
	SAFEGUARDING CHILDREN IN SCHOOLS [Item 9]	That Surrey schools consider using a self audit tool to show how they discharge their responsibilities to safeguard and protect children and young people. This would be similar to section 11 audits for key people and bodies .	Education Safeguarding Advisor	SCC is in consultation and discussions with Surrey Safeguarding Children Board and partners in Education to design the audit tool which will then be presented to the Phase Councils when approved.	May 2014

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
		That an E learning package is created for 'Working Together to Safeguard Children' so that everyone who works with children can undergo online training.	Education Safeguarding Advisor	The e learning package in relation to safeguarding training is being considered by the Training Officer of the SSCB.	May 2014
		That the County Council work with the Surrey Governors' Association (SGA), Babcock 4S, Phase Councils and other relevant bodies to ensure that Safeguarding remains a standing item on the agenda of all governing bodies.	Education Safeguarding Advisor	The Scrutiny team is liaising with Babcock 4S to ascertain progress against this recommendation.	May 2014
		That the Cabinet Member for Schools and Learning report back to the Committee in due course to update Members on her attempts to engaged with non-maintained schools on the issue of Safeguarding.	Cabinet Member for Schools and Learning		May 2014
	SURREY CLINICAL COMMISSIONING GROUPS - SAFEGUARDING CHILDREN [Item 10]	The Committee notes that currently GPs attend only 2% of Initial Child Protection Conferences (ICPCs) and provide reports in 20% of the cases, and requests that Guildford & Waverley CCG's Director of Quality and Safeguarding and Clinical Lead for Children consider, without delay, measures to ensure GPs increased attendance and reporting to ICPCs.	Guildford & Waverley CCG's Director of Quality and Safeguarding/ Clinical Lead for Children	Following the Select Committee meeting, the Named GP for safeguarding children has made contact with all GP practice leads, to remind them and their colleagues of the vital nature of the information held in primary care. Specific reference has been made to sending a report to conference, if attendance is impossible due to clinical commitments and the tight timescales often involved in initial child protection conferences. The GP conference pro forma has been re-circulated to all	See below.

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
				<p>practices.</p> <p>A meeting is scheduled for February 3rd with key senior level from the Surrey safeguarding team (health), the safeguarding unit and the Surrey and Sussex local area team of NHS England. This will aim to further clarify responsibilities between the CCGs and NHS England. Health's Surrey-wide safeguarding team acknowledge this as a high priority area, and are committed to finding workable solutions to the problems identified.</p>	
		That the Committee re-examine the matter in 6 months time to assess progress.	Democratic Services	This item will be added to the 2014/15 Forward Work Programme.	Complete
	MEMBER REFERENCE GROUP ON PROVISION OF CAREER INFORMATION, ADVICE AND GUIDANCE TO STUDENTS IN SURREY [Item 12]	That the Committee establish a Member Reference Group of up to 4 Members to input into the development of the Skills for the Future strand of the Public Service Transformation Programme.		Members met with the Head of Commissioning and Development and a report has been provided to the Committee setting out the discussions so far.	March 2014

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
27 January 2014	SURREY'S LOOKED AFTER CHILDREN AND CARE LEAVERS [Item 6]	a) That the Committee receive a report at the meeting on 14 May 2014 on health outcomes for Looked After Children from the Guildford & Waverley CCG, with particular focus on: <ul style="list-style-type: none"> • progress made against the backlog of health and dental assessments • future arrangements to ensure LAC have health and dental checks in line with statutory requirement 	Guildford & Waverley CCG		May 2014
27 January 2014	SURREY'S LOOKED AFTER CHILDREN AND CARE LEAVERS [Item 6]	That the independent report on residential care homes, commissioned by the Head of Children's Services, be presented to the Committee at a future date	Head of Children's Services	To be scheduled as part of the Committee's 2014/15 work programme.	May 2014
27 January 2014	SURREY'S LOOKED AFTER CHILDREN AND CARE LEAVERS [Item 6]	That the Committee receive a report on progress on learning outcomes for Looked After Children, from the acting Head of the Virtual School at the meeting on 27 March 2014, to include details of the process for timely completion of an up to date Personal Education Plan.	Head of the Virtual School	Report presented to the Committee on 27 March 2014.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
27 January 2014	SURREY'S LOOKED AFTER CHILDREN AND CARE LEAVERS [Item 6]	That the Chairman & Vice Chairman discuss with officers the most appropriate way to receive information on timeliness of services provided to children	Chairman/Vice Chairman and Head of Children's Services	The Head of Children Services will be looking at how information is presented. An update will be provided to the Committee in due course.	May 2014
27 January 2014	INTERNAL AUDIT REPORT - REVIEW OF HEALTH AND DENTAL CHECKS - CHILDREN IN CARE 2013/14 [Item 7]	Revised Management Action Plan be produced and be presented to the Committee at the meeting in May 2014.	Head of Children's Service/Chief Internal Auditor		May 2014
27 January 2014	CHILDREN'S SERVICES ANNUAL COMPLAINTS REPORT 2012-13 [Item 8]	That the Chairman write to the Chairman of Communities select committee to inform them of the discussion and response given on the number of complaints regarding the contact centre	Chairman	This letter has been sent.	Complete

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Children & Education Select Committee – Forward Work Programme 2013/14

14 May 2014: Joined up support for children with disabilities and complex needs

- How is Surrey joining up support for children with disabilities?
- How prepared is Surrey to meet new legislation in this area – for example the requirement to provide and Education, Health and Care Plan (EHC)?
- How is Surrey's role as the SEN pathfinder for the SE7 informing the transition to a single assessment arrangement?

Why scrutinise this area?

- The Children and Families Bill places a duty on services involved in supporting children and young people with SEN to cooperate with each other and in particular requires local authorities and Clinical Commissioning Groups (CCGs) to make arrangements for joint commissioning.

To be scheduled as part of the Committee's 2014/15 work programme

Early Years

The Education Select Committee previously acknowledged the value of Children's Centres in targeting hard to reach groups and playing a vital role in children's early education, including raising young people's aspirations. It is intended that the Children & Education Select Committee will consider this area of work in more detail during 2014/15.

Post-16 Education

At its meeting on 27 March the Children & Education Select Committee will be considering educational performance up to Key Stage 4. It is intended that the Committee will at a later meeting consider Key Stage 5 performance, within the wider context of the work being undertaken to support the raising of the participation age and the Skills for the Future strand of the Public Service Transformation Programme.

GRT – The Member Reference Group met on 14 November to input into the Council's Gypsy, Roma and Traveller Strategy. The group will meet again in early 2014 to consider the final strategy. A further update will be brought to a future meeting.

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