

## Notice of Meeting

# Children & Education Select Committee

**Date & time**

Wednesday, 13 May  
2015 at 10.00 am

**Place**

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

**Contact**

Andrew Spragg or George  
Foster  
Room 122, County Hall  
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**Chief Executive**

David McNulty

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**If you would like a copy of this agenda or the attached papers in another format, eg large print or braille, or another language please either call 020 8541 9068, write to Democratic Services, Room 122, County Hall, Penrhyn Road, Kingston upon Thames, Surrey KT1 2DN, Minicom 020 8541 8914, fax 020 8541 9009, or email [andrew.spragg@surreycc.gov.uk](mailto:andrew.spragg@surreycc.gov.uk) or [george.foster@surreycc.gov.uk](mailto:george.foster@surreycc.gov.uk).**

**This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Andrew Spragg or George Foster on 020 8213 2673 or 020 8213 2732.**

**Elected Members**

Dr Zully Grant-Duff (Chairman), Mr Denis Fuller (Vice-Chairman), Mrs Liz Bowes, Mr Ben Carasco, Mr Robert Evans, Mr David Goodwin, Mr Ken Gulati, Mrs Margaret Hicks, Mr Colin Kemp, Mrs Mary Lewis, Mrs Marsha Moseley and Mr Chris Townsend

**Independent Representatives:**

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

**TERMS OF REFERENCE**

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: 26 MARCH 2015

(Pages 1  
- 8)

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 (*Thursday 7 May 2015*).
2. The deadline for public questions is seven days before the meeting (*Monday 4 May 2015*).
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

There are no responses to report.

### 6 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME

(Pages 9  
- 24)

The Committee is asked to monitor progress on the implementation of recommendations from previous meetings, and to review its Forward Work Programme.

## **7 CORPORATE PARENTING: LEAD MEMBERS REPORT**

(Pages  
25 - 36)

**Purpose of report:** Scrutiny of Services

The Lead Member's annual report provides an overview of the Corporate Parenting Board and its work through the previous year. The Committee is asked to review this alongside the accompanying reports for the Adoption Agency and Fostering Service.

The Committee is asked:

To review the Lead Member's report

To scrutinise Adoption Agency and Fostering Service activity as presented in the Annual Reports

To note the Statements of Purpose for both Adoption and Fostering Services as required

## **8 SCHOOL ATTAINMENT AND OUTCOMES - TRENDS AND THEMES**

(Pages  
37 - 78)

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

This report presents an overview of the educational outcomes of children and young people in early years, primary, secondary, post 16 and special school phases for the academic year ending in the summer of 2014

## **9 UNDERSTANDING THE ROLE OF PUPIL PREMIUM IN REDUCING THE ATTAINMENT GAP**

(Pages  
79 - 96)

**Purpose of the report:** Policy Development and Review

This report presents an overview of the educational outcomes of disadvantaged children and young people in early years, primary, secondary, post 16 and special school phases for the academic year ending in the summer of 2014.

In addition it considers the impact of Pupil Premium on improving outcomes for disadvantaged pupils in Surrey.

## **10 DATE OF NEXT MEETING**

The next meeting of the Committee will be held at 10am on 9 July 2015.

**David McNulty**  
**Chief Executive**

Published: Tuesday, 5 May 2015

#### **MOBILE TECHNOLOGY AND FILMING – ACCEPTABLE USE**

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It is requested that if you are not using your mobile device for any of the activities outlined above, it be switched off or placed in silent mode during the meeting to prevent interruptions and interference with PA and Induction Loop systems.

*Thank you for your co-operation*

**MINUTES** of the meeting of the **CHILDREN & EDUCATION SELECT COMMITTEE** held at 10.00 am on 26 March 2015 at Ashcombe Suite, County Hall, Kingston upon Thames, Surrey KT1 2DN.

These minutes are subject to confirmation by the Committee at its meeting on Wednesday, 13 May 2015.

**Elected Members:**

- \* Dr Zully Grant-Duff (Chairman)
- \* Mr Denis Fuller (Vice-Chairman)
- Mrs Liz Bowes
- \* Mr Ben Carasco
- Mr Robert Evans
- \* Mr David Goodwin
- \* Mr Ken Gulati
- \* Mrs Margaret Hicks
- \* Mr Colin Kemp
- \* Mrs Mary Lewis
- \* 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:**

- Cecile White, Parent Governor Representative
- \* Derek Holbird, Diocesan Representative for the Anglican Church
- \* Simon Parr, Diocesan Representative for the Catholic Church

**Substitute Members:**

Mrs Liz Bowes  
Mr Robert Evans

**In attendance**

**11/13 APOLOGIES FOR ABSENCE AND SUBSTITUTIONS [Item 1]**

Apologies were received from Robert Evans and Liz Bowes. There were no substitutions.

**12/13 MINUTES OF THE PREVIOUS MEETING: MONDAY 26 JANUARY 2015 [Item 2]**

The minutes from the previous meeting were agreed as a true and accurate record of the meeting.

**13/13 DECLARATIONS OF INTEREST [Item 3]**

No declarations of interest were received.

**14/13 QUESTIONS AND PETITIONS [Item 4]**

No questions or petitions were received.

**15/13 RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE [Item 5]****Witness:**

Linda Kemeny, Cabinet Member for Schools and Learning.

**Key points raised during this discussion:**

1. The Chairman drew the Committee's attention to paragraph 5 on page 14 of the Agenda, informing Members that an update of the financial audit in schools plan 2015/16 would be brought to the Select Committee, and that this had been added to the Forward Work Programme.

**Recommendations:**

None.

**16/13 RECOMMENDATION TRACKER AND FORWARD WORK PROGRAMME [Item 6]**

**Witnesses:** None

**Key points raised during this discussion:**

1. Members referred to the Surrey Safeguarding Children Board Annual Report, page 19 of the recommendation tracker, asking when a

response might be expected. Officers informed the Committee that a report was expected in July 2015.

**Recommendations:**

None.

**17/13 YOUTH JUSTICE STRATEGIC PLAN 2015-2020 [Item 7]**

**Witnesses:**

Nick Wilson, Strategic Director for Children, Schools and Families  
Garath Symonds, Assistant Director for Young People  
Ben Byrne, Head of Youth Support Services

Meg Webb, Magistrate, South-West Surrey Bench  
Gavin Stephens, Assistant Chief Constable, Surrey Police

**Key points raised during this discussion:**

1. Officers informed the Committee that the Youth Justice Strategic Plan (YJSP) would cover a 5 year period from 2015 – 2020, instead of the usual annual plan, so to help develop a long term approach to tackling youth offending. Officers explained that Surrey's youth justice system had undergone significant developments and had taken a new focus on early intervention.
2. The Committee questioned officers over the level of input from mental health workers in tackling youth offending. The Committee commented that there was a need for greater representation for young carers, and Children and Adolescent Mental Health Services (CAMHS). Officers informed the Committee that the Youth Support Service works closely with CAMHS and were working together on re-commissioning services for young people. Officers highlighted the need to further improve joint work with mental health services and young carers.
3. There was a discussion concerning Child Sexual Exploitation (CSE), the Committee queried how continuity of support for young people and their carers was ensured in such cases. Officers informed the Committee that 20 social workers were employed by Youth Support Services, but highlighted staff retention was an issue. Officers added that continuity of support around CSE had been a core theme within the Surrey Youth Justice redesign, and stated that the re-commissioning of services for young people had had a positive impact in this area.
4. The Committee raised the issue of cyber crime and asked officers what was being done in connection to prevention of cyber crime in schools. Officers responded by stating that cyber crime represents a great challenge and recent research had shown that children feel most

unsafe online. The Committee was informed that Surrey has a Youth Intervention Officer whose role has a strong focus on tackling cyber crime in a restorative way. It was added that good links and communication between parents, schools and the community were paramount in tackling this, and that there was a need for further analysis on the role of social media in cyber crime.

5. The Committee asked about the resourcing of the strategy in the future, and were informed that there were multiple sources of funding available that had not yet been secured. This made forward planning for resourcing challenging. However, it was highlighted that the analysis contained within the report would support future negotiations for funding, and that a Service Budget would be included in the final report including more detail on future resource requirements.
6. The Committee discussed the provision of joined-up care for young offenders in custody and social services. Members questioned officers on the issue of communication between police and schools when young people have committed offences. Officers informed the Committee that only 5 young people from Surrey were at that time in custody. It was added that the Surrey Youth Support Service worked closely with adult services and that schools receive notification when an offence has been committed.
7. Officers were questioned over the link between anti-social behaviour and crime. The Assistant Chief Constable of Surrey Police informed the Committee that there was a strong link between anti-social behaviour and crime. He stated that the approach had been focused around problem solving and community engagement, for example through borough and district community action groups.
8. The Cabinet Member for Schools and Learning informed the Committee that Surrey County Council was supporting a conference themed on modern threats to young people, such as cyber crime. She added that two new posts have been created for safeguarding officers.

**Recommendations:**

- A. The Committee endorses the Youth Justice Plan, and commends the Youth Support Service and the Youth Justice Board for their success to date. It recommends:
- B. That the Youth Justice Board undertake evaluations with the probation services to understand what impact early youth justice interventions have on reducing long-term adult offending, and share these findings with the Committee at a later stage.
- C. That officers provide a report on the Reducing Re-offending Plan 2014-17 with details of how Youth Support Service and partners are working to address homelessness, NEET status and mental and



emotional health issues as known factors in relation to re-offending. The Committee requests that this report, along with the progress of the 1 year action plan and relevant performance data is provided 12 months time.

**18/13 CREATING OPPORTUNITIES FOR YOUNG PEOPLE: COMMISSIONING FOR 2015 - 2020 AND IMPLICATIONS OF BUDGET REDUCTIONS [Item 8]**

**Witnesses:**

Garath Symonds, Assistant Director for Young People  
Frank Offer, Head of Commissioning and Development

Clare Curran, Cabinet Associate for Children, Schools and Families

**Key points raised during this discussion:**

1. The Committee highlighted the transition from primary to secondary as a vulnerable time for young people and questioned whether there was enough early support. Officers stated that the transition from key stage 2 to 3 was a primary area of concern, and that the approach was centred on reducing the number of young people Not in Education, Employment, or Training (NEETs). The role of peer-to-peer mentoring was highlighted as an effective tool in early intervention.
2. Members expressed concerns about how the proposed changes to Services for Young People had been communicated to district and boroughs. The Committee discussed how boroughs and districts developed their own youth strategies and the role of the Local Prevention Framework was highlighted in this regard. The Committee was informed about the Resource Allocation System (RAS) and how the RAS formula would allocate resources according to need. Officers explained that a formula was based on figures and factors applicable to each borough and district with each factor being allocated a particular weighting.
3. The Committee was informed that a Youth Commission had been set up to gather evidence on the importance of youth work in improving outcomes for young people. This research would be used to develop a better understanding of the future of youth work provision, as well as to demonstrate its value.
4. The Committee questioned whether the hub and spoke model would result in the closure or relocation of youth centres across Surrey. It was confirmed that there were no plans for the closure or relocation of youth centres, and that the new model would designate one centre in each district and borough as a hub and the other centres as the

spokes. The role of the voluntary and faith sector was highlighted as being important in mitigating any reduction in service provision.

The Committee questioned officers over cuts to Individual Prevention Grants (IPG). It was commented that the IPGs has been identified as being an effective preventative tool. The Committee was informed that Services for Young People would seek to fund the IPGs through potential alternative sources.

5. The proposed recommendations were put to the vote, with four Members voting for it, and two against. There was one abstention. Ken Gulati requested that his abstention be noted in the minutes.

**Recommendations:**

- A. That Services for Young People explore with schools how peer mentoring for younger children can be developed across Surrey, to provide early support for those transitioning between primary and secondary schools.
- B. That officers report to the Committee on alternative resources identified to mitigate the reductions made to the Individual Prevention Grant in 6 months time.
- C. That the work of the Youth Commission in demonstrating the importance of youth work is accelerated and findings are shared with the Committee in order to support the Cabinet's budget planning for 2016.
- D. That, when re-commissioning, officers assist Local Committee Youth Task Groups in ensuring that there is continuity of support for those young people and their families with previously identified needs.

**19/13 CORPORATE PARENTING: FOSTERING & ADOPTION [Item 9]**

**Witnesses:**

Sheila Jones, Head of Countywide Services  
Caroline Budden, Deputy Director, Children, Schools and Families

Alison Benjamin, Care Services Team Manager  
Cea Francis, Care Service Team Manager  
Julie Lee, Foster Carer  
Alison Cox, Foster Carer  
Cindy Morris, Foster Carer  
Mary Angell, Cabinet Member for Children and Families

**Key points raised during this discussion:**

1. The Committee was joined by three foster carers who outlined the benefits of their training in Social Pedagogy. They highlighted

particular examples where the information and skills provided had enabled them to positively impact the lives of the young people in their care.

2. The Committee was shown a short video that outlined the Foster to Adopt Process, and the changes that had been made. The Committee highlighted that 9.3% of Looked After children went through 3 or more placements each year, as mentioned in the video. Officers informed the Committee that this represented a significant reduction on previous years and that there would be greater focus on placement stability.
3. The Committee asked the foster carers if they could highlight any areas for improvement within the system. Witnesses expressed the opinion that further development in the communication with professionals would help improve the experience for young people.
4. The Committee questioned whether there was any other specialist training available to foster carers. It was confirmed that there was a requirement that foster carers were trained in various topics such as safeguarding, and that Social Pedagogy provided an extra layer of training.
5. Officers informed the Committee that future funding had been allocated from Surrey County Council's budget, to ensure the work continued after the conclusion of the Head, Hands and Hearts pilot. This included employing two part-time social pedagogues, equivalent to one full-time who also worked as Supervising Social Workers within the Fostering Service to ensure the social pedagogy approach is fully integrated.

### **Adjournment:**

The meeting adjourned for lunch at 13.15pm, part way through the item on Corporate Parenting: Fostering and Adoption, and resumed at 13.45pm with all those present who had been in attendance in the morning session except for Mr Goodwin, Mr Townsend, Mr Gulati, Mrs Hicks, Mrs Moseley, Mr Holbird, Mrs Reynolds and Mrs White.

### **Recommendations:**

The Committee notes and receives the Fostering and Adoption Statements of Purpose and annual reports. The Committee resolves that:

- The Lead Member annual report is deferred to May 2015.

The Committee thanks the foster carers who attended, and commends them for their exemplary work in supporting the children and young people of Surrey. It notes the achievements made through the work of the Head, Hearts and Hands pilot, and the plans put in place to assure its legacy.

**20/13 DATE OF NEXT MEETING [Item 10]**

The next meeting of the Committee will be held at 10am on 13 May 2015

Meeting ended at: Time Not Specified

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**Chairman**



## **Children & Education Select Committee – 13 May 2015**

### **Recommendation Tracker & Forward Work Programme**

1. The Committee is asked to review its Recommendation Tracker and provide comment as necessary.
2. The Forward Work Programme for 2015 is attached, and the Committee is asked to review this.

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Report contact: Andrew Spragg, Scrutiny Officer, Democratic Services  
Contact details: [andrew.spragg@surreycc.gov.uk](mailto:andrew.spragg@surreycc.gov.uk) 020 8213 2673

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**CHILDREN & EDUCATION SELECT COMMITTEE  
ACTIONS AND RECOMMENDATIONS TRACKER – UPDATED MARCH 2015**

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
14 May 2014	<b>29/14 BRIEF OVERVIEW OF THE EARLY YEARS AND CHILDCARE SERVICE [Item 6]</b>	That the Directorate continues to explore how the Early Years and Childcare Service can work collaboratively with Babcock 4S, and other stakeholders, to deliver focussed support and better outcomes for disadvantaged children and those on Free School Meals.	Head of Early Years and Childcare Service	This has been added to the agenda for May 2015.	Complete
	<b>50/14 SPECIAL EDUCATION NEEDS AND DISABILITY UPDATE</b>	That the Committee is provided with the Key Performance Indicators the SEND Governance Board will use -- once agreed - - and that a report on these is provided to the Performance & Finance Sub-Group in six months. A further, formal report to be brought to the full Committee in 12 months.	Deputy Director for Children Services	The SEND governance board is developing these indicators in line with the Department for Education's accountability framework, published in March 2015 and the Council's refreshed Corporate Strategy 2015-20. The performance measures include: <ul style="list-style-type: none"> <li>• The percentage of education, health and care plans completed within 20 weeks;</li> <li>• Increased satisfaction of</li> </ul>	March 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
				<p>parents with SEND arrangements; and</p> <ul style="list-style-type: none"> <li>Improved progression, attainment and employability for children with special educational needs and disabilities</li> </ul> <p>A copy of the framework is available on the gov.uk website, and can be circulated to the Performance and Finance Sub-Group on request. These indicators also link to the Council's strategic priorities around well-being, economic prosperity and resident experience. A full report on progress against those performance indicators will be considered alongside representations made by Family Voice and the Parent Partnership in September 2015.</p>	



Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	<b>50/14 SPECIAL EDUCATION NEEDS AND DISABILITY UPDATE</b>	That the CCGs and Council officers provide a report in 12 months concerning the provision of joint paediatric therapies.	Deputy Director of Children's Commissioning and Transformation NHS Guildford and Waverley Clinical Commissioning Group	The Joint Commissioning Strategy for Speech and Language Therapy for Children and Young People was considered by the Committee at its meeting in January 2015, prior to it being taken to Cabinet for final decision in 2015. The Committee may wish to consider whether it wants to request a further report for 12 months time following this item.	September 2015
27 November 2014	<b>58/14 SURREY SAFEGUARDING CHILDREN BOARD ANNUAL REPORT</b>	<ul style="list-style-type: none"> <li>that the SSCB uses the appropriate area groups, such as the local safety partnerships, and audit mechanisms to further develop the evidence base and preventative work in connection with CSE in Surrey.</li> </ul>	SSCB	A letter outlining this recommendation has been sent to the Chair of the Safeguarding Children's Board. A report will be brought to the Committee in July 2015.	July 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	<b>58/14 SURREY SAFEGUARDING CHILDREN BOARD ANNUAL REPORT</b>	That a representative from the SSCB, Cabinet Member for Children and Families, Cabinet Member for Schools and Learning and Diocesan Representatives on the Committee work together in their respective roles to support engagement with faith communities on safeguarding issues.	SSCB, Cabinet Member for Children and Families, Cabinet Member for Schools and Learning and Diocesan Representative	A letter outlining this recommendation has been sent to the Chair of the Safeguarding Children's Board, the Cabinet Members and Diocesan Representatives.	March 2015
	<b>60/14 SCHOOLS AND SAFEGUARDING UPDATE</b>	That the Chairman of the Committee writes a letter of support, on behalf of the Committee, for Chelsea's Choice to accompany any future application to the Surrey Education Trust or other grant-giving bodies.	Chairman of Children and Education Select Committee	This letter has been sent to the Chair of the Safeguarding Children's Board and the Surrey Education Trust. The SSCB. The SSCB plan to make another application to the Education Trust in the summer term.	Complete
	<b>60/14 SCHOOLS AND SAFEGUARDING UPDATE</b>	That the Directorate and SSCB look at the expansion of a CSE education and training programme to younger age groups, and how materials can be adapted for those with special educational needs.	Head of Children, Schools and Families and SSCB	A letter outlining this recommendation has been sent to the Chair of the Safeguarding Children's Board and the Directorate, and has been noted.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
	<b>61/14 CHILDREN SERVICES ANNUAL COMPLAINTS REPORT</b>	· that officers from the Rights and Participation Service and Democratic Services work to develop a future proposal for ways in which the views of children, young people and their families can be used to support the Committee in its scrutiny role.	Rights and Participation Manager/ Democratic Services	Officers will be meeting in April to explore options concerning this, and will provide an update to the Committee following the AGM in May.	July 2015
	<b>62/14 INTERNAL AUDIT REPORT: REVIEW OF THE ADMINISTRATION OF LOOKED AFTER CHILDREN'S FINANCES</b>	The Committee notes progress against the Management Action Plan, and commends officers for their prompt response to areas of concern identified in the audit. It requests that Internal Audit circulate the follow-up of the Management Action Plan once completed to provide a final assurance on this area.		The follow-up has been scheduled for May 2015, to take account for new legislation in this area. This has been done in agreement with Internal Audit and the Directorate. The follow-up will be circulated to the Committee to ensure final assurances are made in this area.	July 2015
<b>26 January 2015</b>	<b>ITEM 5: RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE</b>	That Surrey County Council actively engages with District and Borough councils and Surrey Police to consider how the risk of Child Sexual Exploitation can be reduced through regulatory licensing, in particular taxi licensing and in respect of activities described as "Licensable Activities" by the Licensing Act 2003.	Cabinet	This recommendation was referred to the Cabinet on 24 February 2015. A response was included in the Committee's agenda papers on 26 March 2015	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
26 January 2015	<b>ITEM 5: RESPONSES FROM THE CABINET TO ISSUES REFERRED BY THE SELECT COMMITTEE</b>	That, given the crucial work of the Youth Support Service and Children's Services in supporting young people and children at risk of CSE and in reducing the risk of CSE, any future strategy and financial planning by Cabinet ensures that both services are suitably resourced to address CSE and safeguarding in Surrey.	Cabinet	This recommendation was referred to the Cabinet on 24 February 2015. A response was included in the Committee's agenda papers on 26 March 2015	Complete
26 January 2015	<b>Item 7 SCHOOL PLACE PLANNING AND EXPANSION PROGRAMME</b>	That Local Committees promote community engagement in relation to the School Expansion Programme.	Local Committee Chairmen's Group	A letter has been sent to the Chairman of the Local Committee's Chairmen's Group outlining the role local committees can play in relation to the School Expansion Programme. This letter was attached to the Committee agenda papers on 26 March 2015.	May 2015
26 January 2015	<b>Item 7 SCHOOL PLACE PLANNING AND EXPANSION PROGRAMME</b>	That a risk register evaluating the strategic risks connected to the School Expansion Programme is circulated to the Committee, in order to inform its future scrutiny of this item.	Assistant Director for Schools and Learning		May 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
26 January 2015	<b>ITEM 8: JOINT COMMISSIONING STRATEGY FOR SPEECH AND LANGUAGE THERAPY FOR CHILDREN AND YOUNG PEOPLE</b>	That a consistent universal offer of speech and language therapy is developed across all Surrey early years settings, education settings and schools through training for staff and carers. It is suggested that a “hub and spoke” model is implemented as part of this, in order to allow schools and therapists to share good practice.	Assistant Director for Schools and Learning	This recommendation will be addressed in the final report to Cabinet on 26 May 2015. A copy of the report will be circulated to the Committee.	July 2015
26 January 2015	<b>ITEM 8: JOINT COMMISSIONING STRATEGY FOR SPEECH AND LANGUAGE THERAPY FOR CHILDREN AND YOUNG PEOPLE</b>	That the strategy outlines how it will support children and young people who transition between stages of education.	Assistant Director for Schools and Learning	This recommendation will be addressed in the final report to Cabinet on 26 May 2015. A copy of the report will be circulated to the Committee.	July 2015
26 January 2015	<b>ITEM 8: JOINT COMMISSIONING STRATEGY FOR SPEECH AND LANGUAGE THERAPY FOR CHILDREN AND YOUNG PEOPLE</b>	That the strategy expands on how it will meet the needs of young people in Further Education colleges, given the new responsibilities as a result of Children and Families Act, 2014.	Assistant Director for Schools and Learning	This recommendation will be addressed in the final report to Cabinet on 26 May 2015. A copy of the report will be circulated to the Committee.	July 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
26 January 2015	<b>ITEM 8: JOINT COMMISSIONING STRATEGY FOR SPEECH AND LANGUAGE THERAPY FOR CHILDREN AND YOUNG PEOPLE</b>	That the implementation model includes performance indicators linked to the outcomes set out by the Joint Commissioning Strategy.	Assistant Director for Schools and Learning	This recommendation will be addressed in the final report to Cabinet on 26 May 2015. A copy of the report will be circulated to the Committee.	July 2015
26 January 2015	<b>ITEM 9: SCHOOL GOVERNANCE TASK GROUP – FINAL REPORT</b> [REDACTED]	That the Cabinet Member for Schools and Learning engages with local economic and enterprise partners, Phase Council representatives and SGOSS to consider how the Council can best encourage individuals in the business sector to serve as school governors.	Cabinet Member for Schools and Learning	This recommendation was referred to the Cabinet on 24 February 2015. A response was included in the Committee's agenda papers on 26 March 2015.	Complete
26 January 2015	<b>ITEM 9: SCHOOL GOVERNANCE TASK GROUP – FINAL REPORT</b> [REDACTED]	That the Cabinet Member and Assistant Director for Schools and Learning use the Council's internal communication network to actively promote the school governor role to all local government staff.	Cabinet Member for Schools and Learning/ Assistant Director for Schools and Learning	This recommendation was referred to the Cabinet on 24 February 2015. A response was included in the Committee's agenda papers on 26 March 2015.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
26 January 2015	<b>ITEM 9: SCHOOL GOVERNANCE TASK GROUP – FINAL REPORT</b> [REDACTED]	That the Directorate for Children, Schools and Families work with its professional governance partners to develop and strengthen peer to peer support between school governing bodies, and relevant professional associations.	Cabinet Member for Schools and Learning	This recommendation was referred to the Cabinet on 24 February 2015. A response was included in the Committee's agenda papers on 26 March 2015.	Complete
26 January 2015	<b>ITEM 9: SCHOOL GOVERNANCE TASK GROUP – FINAL REPORT</b> [REDACTED]	That the Internal Audit Team update the Committee on any themes emerging from the financial audits in schools following the conclusion of the 2015/16 audit plan.	Internal Audit Team/Democratic Services	This will be followed up after the conclusion of the 2015/16 audit plan.	May 2016
26 January 2015	<b>ITEM 9: SCHOOL GOVERNANCE TASK GROUP – FINAL REPORT</b> [REDACTED]	That the Council's Education Finance Team and Internal Audit Team are invited to attend a future meeting of all Surrey governors in order to highlight the skills and expertise of the Internal Audit Team and discuss the role of governing bodies in financial and risk management.	Cabinet Member for Schools and Learning	This recommendation was referred to the Cabinet on 24 February 2015. A response was included in the Committee's agenda papers for 26 March 2015.	Complete

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
<b>26 January 2015</b>	<b>ITEM 9: SCHOOL GOVERNANCE TASK GROUP – FINAL REPORT</b> [REDACTED]	That the Assistant Director for Schools and Learning considers how to involve the Internal Audit Team in future governor training on financial and risk management.	Assistant Director for Schools and Learning	This recommendation was referred to the Cabinet on 24 February 2015. A response was included in the Committee's agenda papers for 26 March 2015.	Complete
<b>26 March 2015</b>	<b>Item 7: YOUTH JUSTICE STRATEGIC PLAN</b>	That the Youth Justice Board undertake evaluations with the probation services to understand what impact early youth justice interventions have on reducing long-term adult offending, and share these findings with the Committee at a later stage.	Head of Youth Support	This recommendation has been added to the agenda for discussion at the June 2015 Youth Justice Partnership Board and a response will be provided to the committee following that meeting.	July 2015
<b>26 March 2015</b>	<b>Item 7: YOUTH JUSTICE STRATEGIC PLAN</b>	That officers provide a report on the Reducing Re-offending Plan 2014-17 with details of how YSS and partners are working to address homelessness, NEET status and mental and emotional health issues as known factors in relation to re-offending. The Committee requests that this report, along with the progress of the 1 year action plan and relevant performance data is provided 12 months time.	Head of Youth Support	This recommendation has been noted by officers and an item will be added to the Forward Work Programme for 2015/16	January 2016



Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
26 March 2015	<b>Item 8: CREATING OPPORTUNITIES FOR YOUNG PEOPLE: COMMISSIONING FOR 2015-2020 AND IMPLICATIONS OF BUDGET REDUCTIONS</b>	That Services for Young People explore with schools how peer mentoring for younger children can be developed across Surrey, to provide early support for those transitioning between primary and secondary schools.	Assistant Director for Young People	Services for Young People are exploring with schools what arrangements already exist in schools as many schools already have local arrangements.	July 2015
26 March 2015	<b>Item 8: CREATING OPPORTUNITIES FOR YOUNG PEOPLE: COMMISSIONING FOR 2015-2020 AND IMPLICATIONS OF BUDGET REDUCTIONS</b>	That officers report to the Committee on alternative resources identified to mitigate the reductions made to the Individual Prevention Grant in 6 months time.	Assistant Director for Young People	This recommendation has been noted by officers and a future item will be added to the Committee's Forward Work Programme, as part of a wider item on Services for Young People commissioning and new models.	July 2015
26 March 2015	<b>Item 8: CREATING OPPORTUNITIES FOR YOUNG PEOPLE: COMMISSIONING FOR 2015-2020 AND IMPLICATIONS OF BUDGET REDUCTIONS</b>	That the work of the Youth Commission in demonstrating the importance of youth work is accelerated and findings are shared with the Committee in order to support the Cabinet's budget planning for 2016.	Assistant Director for Young People	This recommendation has been noted and a future item will be added to the Committee's forward programme to include an interim update on Youth Work Commission and new models as above.	July 2015

Date of meeting and reference	Item	Recommendations	To	Response	Progress Check On
<b>26 March 2015</b>	<b>Item 8: CREATING OPPORTUNITIES FOR YOUNG PEOPLE: COMMISSIONING FOR 2015-2020 AND IMPLICATIONS OF BUDGET REDUCTIONS</b>	That, when re-commissioning, officers assist Local Committee Youth Task Groups in ensuring that there is continuity of support for those young people and their families with previously identified needs.	Assistant Director for Young People	Local Committees and Youth Task Groups are being supported through the current commissioning cycle and particularly in local implementation of Resource Allocation System and Hub and Spoke approach.	July 2015

# Children and Education Select Committee – Forward Work Programme 2015/16

9 July 2015

- Safeguarding: Neglect Strategy - implementation and progress
- Safeguarding: GP attendance at Child Protection Conference Update
- Safeguarding: Child Sexual Exploitation

17 September 2015

- Special Educational Needs and Disability (SEND) reform Update - SEND Governance Board and School Phase Councils
- SEND Customer Satisfaction - Parent Partnership & Family Voice

26 November 2015

- Safeguarding and Schools

## Performance & Finance Sub-Group

The Committee has established a Performance & Finance Sub-Group, following proposals made by the Council Overview & Scrutiny Committee.

The Sub-Group will focus on budget and performance monitoring of the Children, Schools & Families directorate and report regularly to the committee.



Children and Education Select Committee  
13 May 2015

## Lead Member's Annual Report for Corporate Parenting

### **Purpose of the report:** Scrutiny of Services

The Lead Member's annual provides an overview of the Corporate Parenting Board and its work through the previous year.

### **Corporate Parenting and Lead Member**

1. Corporate Parenting is the collective responsibility across services and local authorities to safeguard and promote the life chances of children who are looked after. Every elected member of Surrey County Council has legal responsibilities under the Children Act 2004, as a corporate parent to the children in the care of our council. It is the responsibility of all councillors to be satisfied that there is:
  - Effective policy in place
  - Mechanisms to support the participation of looked after children
  - Good scrutiny to inform improvement
  
2. The Lead Member for Children's Services (LMCS) has a statutory role that was established in the Children Act 2004. The Lead Member has political responsibility for the leadership, strategy and effectiveness of Children's Services. The LMCS is responsible for ensuring that the needs of all children and young people, including the disadvantaged and vulnerable, and their families and carers are addressed. In doing so the LMCS will work closely with local multi-agency partners through various strategic boards to improve the well-being and ultimate outcomes of children and young people. The LMCS is not drawn into day-to-day operational management of Children's Services and education but has to provide strategic leadership, support and challenge to both the Director of Children's Services and the senior management team, as appropriate.

## Children and care leavers in Surrey

3. Looked after Children and care leavers who are in the care of Surrey County Council are amongst the most vulnerable and disadvantaged in our community. The life experiences they will have been through before coming into care may have a major impact on their development and ability to grow and succeed in life. In addition, the consequences of being separated from family and community, whether through the need to protect from abuse or to support following neglect, may also impact on their progress.
4. It is essential that this group of children and young people are provided with the right services and the right support in order to support them in achieving well.
5. In order to grow up successful and happy, all children and young people need key things to be in place for their development. They need to be attached to caring and consistent carers, to live somewhere they feel safe and secure, to go to school where they are supported to achieve well and to make friends, to be healthy and happy, able to take part in all the hobbies and activities they would like to, to be a part of their community and to contribute and finally to go to university or further education, to find the right job for them and to leave home at the right time for them, to live independently as adults.
6. As Corporate Parents we need to check on the services and support we are providing to see if they are helping children to achieve the best of their abilities and to provide them with the best opportunities.
7. At the end of December 2014 there were 778 children in the care of Surrey County Council, a slight but not significant reduction from 800 at the start of the year. There were 437 care leavers who were entitled to ongoing support until the age of 21, or 24 when in higher education.

## Summary of key points from the Lead Member's report

8. Placement Stability has continued to improve, with a reduction to 9.3% of children who had three or more placements for the year of 2013-14. This places Surrey ahead of the national outcome for this indicator, although further work still needs to be prioritised to continue these improvements. Improving placement stability provides the fundamental basis on which all other improvements can be built.
9. Clinical Commissioning Group (CCG) commissioners have reviewed and strengthened the targeted health services they provide, with a significant increase in resources agreed to improve health outcomes.
10. Permanency orders, both adoption (59) and special guardianship orders (66), reached record high numbers in 2013 -14 and although these will reduce in subsequent years, in line with national trends and new case law, our Adoption and Fostering services show strong achievements.

- 11. Education outcomes at key stage 1 and for GCSEs have improved, placing us ahead of the national average for looked after children. However, results at key stage 2 are below the national average. This cohort contains many children with special educational needs.
- 12. Progress in supporting our young people so that fewer of them enter the criminal justice system continues, with a reduction in offending rates to 5.6%.
- 13. Priorities for the year ahead include refreshing the Corporate Parenting Strategy and the Pledge, which is an integral part of the strategy, and ensuring that work plans and actions to improve outcomes and priorities are in place.

**Conclusions:**

- 14. The committee is asked to receive and scrutinise the Lead Member’s report on Corporate Parenting for Surrey

**Recommendations:**

- 15. That the Committee note the progress and challenges as outlined in the Lead Member’s report
- 16. The Committee is asked to consider what further opportunities they have to support good outcomes for our children and young people in care.

**Next steps:**

To implement agreed recommendations as required

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**Report contact:**

Sheila Jones  
Head of Countywide Services  
Children’s Services and Safeguarding

**Contact details:**

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**Sources/background papers:**

Children’s Act, 2004

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# Lead Member's Annual Report

## Introduction

Through 2014 Surrey County Council had approximately 750 – 780 children living within its care at any one time. The exact number will change on a daily basis as some children enter into care and others leave for a variety of reason, possibly to return home, to move to live with a permanent new family or because they have reached the age of 18 years and have become care leavers.

We have approximately 450 young people who are aged 18 to 21 years old and who are known collectively as our care leavers.

We all have responsibilities for these children in our role as Corporate Parents, with different levels of involvement according to our own position as members, officers or partners. One of the most important and significant parts of my position as Lead Member and as Chair of the Corporate Parenting Board is to make sure that we are looking after these children properly and, in line with national and local expectations, to ensure that their care is provided to a high standard, as if they were our own children. To do this we need to work with our partners to provide the best possible services to contribute to making sure they can grow up healthy and happy.

All members of Surrey County Council have responsibility as Corporate Parents to ensure the wellbeing of our children in care, with additional responsibilities for those who are members of the Children and Education Select Committee to be informed through understanding and scrutiny of services. This annual report is my report on behalf of the Corporate Parenting Board to outline the progress we have made this year and to highlight specific areas of work and development.

## Lead Member of Children's Services (LMCS) Role

The Lead Member has a statutory role that was established in the Children Act 2004. The Lead Member has political responsibility for the leadership, strategy, and effectiveness of Children's Services. The LMCS is responsible for ensuring that the needs of all children and young people, including the disadvantaged and vulnerable, and their families and carers are addressed. In doing so, the LMCS will work closely with local multi-agency partners through various strategic boards to improve the well-being and ultimate outcomes of children and young people. The LMCS is not drawn into day-to-day operational management of Children's Services and education, but has to provide strategic leadership, support and challenge to both the Director of Children's Services and the senior management team, as appropriate.

## **Corporate Parenting Board**

As Lead Member I chair the multi-agency Corporate Parenting Board (CPB), which holds to account the Local Authority and all partner agencies in how they discharge their duties for Surrey's Looked after Children, wherever they are living.

Through this report I will be outlining the key areas of work covered by the Board, for the period January 2014 to December 2014.

The Corporate Parenting Board also has cross party political membership, and I am grateful to Peter Hickman and John Orrick for their commitment and hard work as members of the Corporate Parenting Board. The Chairman of the Children and Education Select Committee can attend as a participant observer.

## **Care Council**

One of the key functions we need to fulfil in our role as Corporate Parents and in overseeing our work through the Corporate Parenting Board is to ensure that children's views and wishes are at the heart of everything we do. We have a strong and established Care Council who have good links with the Board, attending meetings regularly and setting their own agenda for items they wish to discuss as well as contributing to many developments and improvements in our care and our services.

In addition to attending Corporate Parenting Board meetings, I also meet regularly with the Children's Rights and Participation team, including the apprentices who are part of this service, to ensure work to support our children and young people's views and participation is heard and supported strongly.

Several representatives from our Care Council and Children's Rights and Participation service were active members of workshops held on behalf of the national All-Parliamentary group for Looked after Children and Care leavers to consider what children and young people should expect from being in care. This led to a report on Entitlements being published nationally. Whilst we are confident that we do meet the entitlements as described, we have commissioned Care Council to undertake their own research on how well we are doing and will ensure we act on any findings from this work.

An example I am particularly pleased to note this year of how young people can influence the services available to them is through the development of our own Duke of Edinburgh scheme, specifically targeted for our children in care, in response to their feedback to us that more young people may feel confident enough to participate and safer within a scheme specifically targeted for them. The scheme has now launched and our first 9 young people have achieved their bronze award.

We continue to celebrate our children's achievements through a range of events throughout the year and this year has included a party for younger children held in Woking, an outing to Thorpe Park for our young people and a more formal dinner and awards ceremony for our care leavers (held at County Hall). Last year our care leavers reported to us that one of the hardest changes to cope with when moving into more independent living was not having anyone to go on holiday with or to celebrate particular events so we have continued our new traditions this year

with the second annual holiday (to the Isle of Wight on this occasion) and collective meals to celebrate both Christmas and Eid.

### **Bursary Awards**

One of the ways in which all members show their commitment to their role as Corporate Parents is through contributions from allocations to the annual Bursary Fund. Awards from the fund to reward and acknowledge achievements against targets or milestones for individual children are approved through a panel of members who are part of Corporate Parenting Board. This year has continued to be a rewarding year, both to see the achievements of some of our young people and the range of hobbies and activities they evidence through their requests. Awards have been provided for musical instruments and sporting equipment as well as coveted items such as I-pads.

### **Placement Stability and Social Pedagogy**

When the Corporate Parenting Strategy was launched in 2010 one of our most important aims was to ensure that our care provided the best opportunities it could do for our children, and a crucial component of that was to improve our placement stability which was at a low level with 14% of children moving placement three or more times during the year. I am pleased to report that it has now improved to 9.3% as of March 2014, placing us 2% ahead of the national average for this indicator.

As part of our work to improve our care and placement stability, Surrey is one of six pilot sites for a project on introducing social pedagogy. Social pedagogy provides a framework within which to offer holistic care to children, with an emphasis on the strength of the relationships and the shared experiences between children and carers.

A real highlight of the Board's work programme this year was the presentation on Social Pedagogy from our foster carers and Fostering service. The foster carers who attended gave a vivid and engaging description of the training they have undertaken, the learning and support they have accessed and most importantly of all, the difference it has made to them as carers and therefore the difference they can make in providing care for our children. The Board endorses its whole hearted support for this project and will continue to ensure that it receives support as needed as the work reaches the end of its national pilot and moves to become an embedded part of our approach.

In addition, I attended our first social pedagogy conference in Surrey in March 2014 and was so impressed with the support our carers are developing through their training and commitment.

### **Health Care**

2014 has seen a significant step forward in improving health services for our children, an area that has long been of concern and not deemed to be adequate. As a member of the Health and Wellbeing Board I have been a strong advocate for the priority of improving the health of our looked after children.

Guildford and Waverley Clinical Commissioning Group (GWCCG) took responsibility as host commissioner for services for looked after children to lead on a review of services and published their findings in April 2014. This review recommended additional investment towards the Looked After Children health team to support increases in clinical and business personnel and to improve business practices. This increased investment was subsequently agreed by the commissioners and additional staff are being recruited, with co-location planned within the Area teams to facilitate improved working together.

We are confident that the right steps have been taken to address the fundamental problems of sharing information and delayed assessments and expect to see this improvement evidenced through improved timescales and quality of plans in next year's outcomes and report.

### **Achievements in Education**

As a member of the Virtual School Management Board and in close collaboration with the lead member for Schools and Learning, we have focused on the need to improve the educational outcomes for our children and young people, which have not been as high as we aspire to.

I am pleased to report that achievements as measured through national indicators for children in care have shown improvements. For key stage 1 our children achieved at 88% in Reading, 76% in Writing and 88% in Maths, showing significant improvements from the previous year. However, it should be noted that 44% had no Special Education Needs (SEN) in this cohort as opposed to only 21% in 2013 and 29% in 2012.

For key stage 2, a cohort that contains a significantly higher than average number of children with SEN, results are below the national average, with 54% achieving level 4+ in Reading, 42% Writing and 46% in Maths.. This cohort will continue to be a strong focus to ensure they are achieving progress in line with expectations.

For GCSEs, as a consequence of the change in methodology for GCSE calculations this year, national results have reduced to 12%, making Surrey's key stage 4 results above the national average for 2014.

### **Planning for Permanency**

Permanency is an essential component of providing care for children as they grow and in 2014 we reported our highest ever number of permanency orders with 59 adoption orders and 66 special guardianship orders achieved. Fuller details can be accessed through the Adoption Agency annual report, which was endorsed by the Board in October 2014.

### **Missing Children and Child Sexual Exploitation**

The Corporate Parenting Board has always maintained a strong focus on ensuring we closely monitor the numbers of children who go missing from our care and their safe return, seeking to reduce these numbers through effective and responsive care. However, we are mindful of the developing knowledge around this area of concern about children, particularly in relation to Child Sexual Exploitation, and will be seeking to improve our services further. As Lead Member I have a key role with

both the Safeguarding Board and the Corporate Parenting Board to ensure this work is thoroughly embedded across all our services and partners to ensure effective protection of vulnerable children.

### **Achievements in Participation**

I am very pleased to report that for 2013-14, offending by Surrey's children in care fell for the fifth year in succession. Further analysis shows that our rates of offending are highest for those young people who are placed out of county (6.5%) as against those young people who are placed in county (4.6%). This provides further impetus to our work to reduce the number of children and young people who need to be placed out of county to ensure we can provide the right support to them as they grow through their teenage years.

### **Corporate Parenting Strategy refresh**

Our existing Corporate Parenting Strategy has been in place since 2010 and has proved to be an effective way in which to co-ordinate and prioritise our work to improve outcomes for looked after children and care leavers in Surrey. It is now time to refresh this strategy and work is underway to develop our new strategy to ensure it properly reflects the needs and priorities of our children and young people. It will be co-designed with children and young people, carers, staff and partners, with the members of the Corporate Parenting Board.

### **Looking Forward**

2014 has been a positive year in which we have continued to promote the well-being of our looked after children and care leavers through a range of improvements and developing opportunities. We have heard at first hand about the work our foster carers do and the difference they make to a child's life and I am very appreciative of the care and concern they show.

We are not complacent though and know there are many challenges ahead, particularly for our most vulnerable young people with complex and challenging needs. An area of particular focus for us will be to ensure that we are addressing Child Sexual Exploitation, particularly in light of growing understanding and knowledge of the risks and vulnerabilities of children and the responsibilities and requirements for ourselves and partners. As part of this we will be working closely with the Surrey Children's Safeguarding Board who have over-arching responsibility but ensuring that we keep our focus and detail on those who are growing up in our care. Throughout all that we do, we will always place children and young people at the heart of everything we do and ensure their voices can be heard as we plan and improve our care.

**Mary Angell**  
**Lead Member for Children's Services**

Appendix 1

# Our pledge

## To our children and young people

- To care about you, be honest with you and keep you in mind.
- Only make promises that we know we can keep and when mistakes are made to make sure we learn from them.
- To provide you with somewhere to live, with people who care about you.
- To involve you fully in plans about all aspects of your life.
- To listen to you and take your points of view seriously.
- To keep you safe and help support you to make the right choice.
- To help you to keep in touch with the important people in your life.
- To ensure you receive excellent education and health advice.
- To ensure your experience of care results in positive outcomes and prepares you for becoming an adult.
- To help and support you to live independently when the time is right.
- To make sure you know your rights and who to turn to when you need help.
- To be there for you and do everything we can to make sure you are happy.



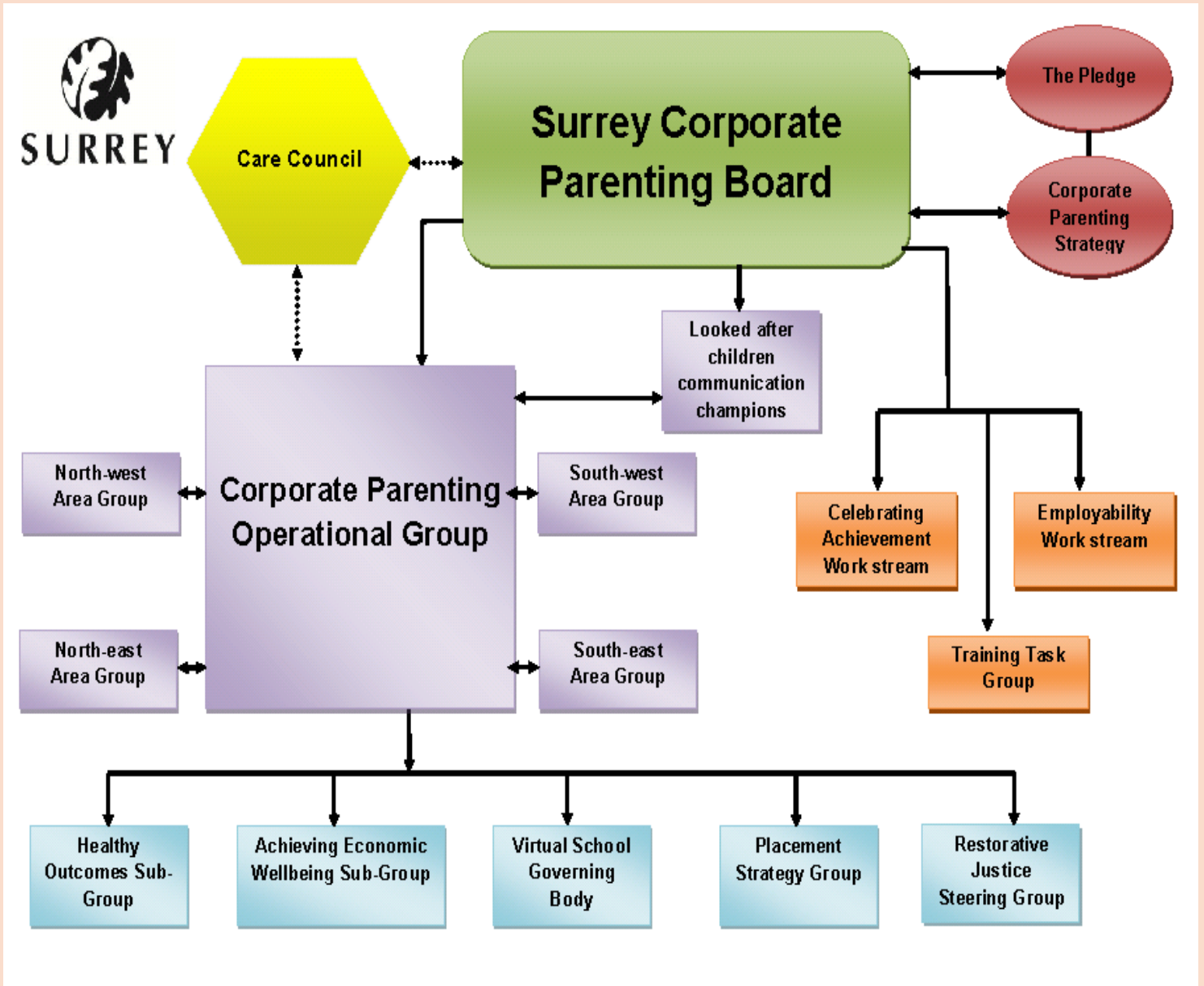


**Appendix 2****Corporate Parenting Board Membership**

Councillor Mary Angell	Cabinet Member for Children & Families, SCC
Councillor Yvonna Lay	Surrey County Council
Councillor Peter Hickman	Surrey County Council
Councillor Linda Kemeny	Surrey County Council
Councillor Clare Curran	Surrey County Council
Councillor John Orrick	Surrey County Council
David McNulty	Chief Executive, SCC
Russell Pearson	Head of Fire and Rescue, SCC
Caroline Budden	Deputy Director Children's, Schools and Families, SCC
Carmel Millar	Head of HR and Organisational Development, SCC
Maria O'Shaughnessy	Head of Virtual School, SCC
Ian Banner	Head of Commissioning, Children's, Schools and Families, SCC
Ben Byrne	Head of Youth Support Services, Services for Young People, SCC
Sheila Jones	Head of Countywide Services, Children's, Schools and Families, SCC
Gavin Stephens	Assistant Chief Constable, Surrey Police
Sarah Parker	Associate Director for Children's Commissioning, NHS Guildford & Waverley CCG
Vicky Stobbart	Executive Nurse/Director of Quality and Safeguarding, NHS
Sue Barham	Districts and Boroughs Representative
Dr Christine Arnold	Designated Doctor for Looked After Children

Appendix 3

# Corporate Parenting Board Structure







Children & Education Select Committee  
13 May 2015

**School Attainment and Outcomes - Trends and Themes**

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

This report presents an overview of the educational outcomes of children and young people in early years, primary, secondary, post 16 and special school phases for the academic year ending in the summer of 2014

**Introduction:**

1. This report presents an overview of the educational outcomes of children and young people in early years, primary, secondary, post 16 and special school phases for the academic year ending in the summer of 2014.
2. Surrey continues to perform better than the national and South East region in most key measures at all key stages. Attainment at the end of Key Stage 1, Key Stage 2 and Key Stage 4 in summer 2014 was in the top quintile nationally. In particular, Surrey is ranked 17th out of 150 local authorities for the proportion of pupils that achieve 5 or more good GCSEs with English and Mathematics. The achievement of disadvantaged pupils also continues to improve.
3. As of 31 August 2014, the proportion of schools that are good or better is 81.4%. The proportion of secondary and special schools that are judged to be good or better remains significantly higher than both nationally and other schools in the South-East. Surrey is ranked 11th out of 150 Local authorities for the proportion of pupils in a good or better secondary school at 93%. The proportion of primary schools judged to be good or better, whilst increasing, remains a priority. Ofsted considers that support from the local authority provided to schools is strong and effective.

4. The Surrey School Improvement Strategy – Every School A Good School – implemented in April 2013 has had a significant impact. Targeted support and intervention to a wide range of schools has facilitated the improvement of many schools with, for example, attainment at the end of KS2 in schools that are on Focused Support increasing at a faster rate than both in other Surrey schools and nationally.

## Education Outcomes - 2014

### Early Years (ages 2-4)

5. Foundation Stage assessment changed significantly in 2013; as a result, trend data is only available for one year. A child is defined as achieving a Good Level of Development (GLD) if they achieve at least the expected level for all eight goals within the three prime area of learning: communication and language, physical development and personal, social and emotional development, and in all four of the literacy and mathematics goals within the specific areas of learning.

### Early Years: Strengths

6. The proportion of pupils achieving a GLD in Surrey is now three points over the national average which takes the County Council within the top third of all authorities. The County Council has also risen from 8th to 7th (1st being top) out of its statistical neighbours. This reduces the gap on the top authority within the statistical neighbours and is now only four points away compared with nine last year.
7. As in the previous year, results for Surrey exceed the national average across all seven areas of learning. Both boys and girls are 3 points or higher in all their prime areas of learning than nationally and at least 5 points higher in their specific areas of learning.

### Early Years: Key Priorities

8. The proportion of Surrey pupils eligible for free school meals (FSM) achieving a GLD has positively increased from 26% in 2013 to 38% in 2014, but is still under the national average of 45%. The gap between those obtaining a GLD who are FSM compared to those without FSM has grown over the last year and is larger than national at 26 points compared with 19.
9. Even though Surrey's boys and girls are performing higher than their national counterparts, the gender gap in favour of girls within Surrey has increased from 14 percentage points in 2013 to 18 in 2014. The largest increases were within Mathematics and Literacy.
10. 64% of girls whose first language was other than English achieved a good level of development compared with 43% of boys, a 21 percentage point difference; this is a 12 percentage point increase since 2013.

### Key Stage 1 (ages 4-7): Strengths

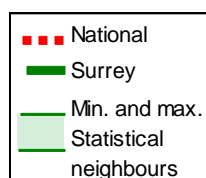
11. In 2014, 75% and 89% of pupils achieved the required standards in Phonics in Year 1 and 2 respectively; 5 percentage points higher than 2013 and one percentage point above the national level.
12. Overall, Surrey's key stage 1 performance remains strong compared to all authorities nationally and to statistical neighbours. Performance improved or was maintained in all subjects and at all thresholds this year.
13. There is positive attainment gap at Level 3 and above between Surrey and national in reading and mathematics, where Surrey is ranked 2nd and 3rd, respectively out of 152 local authorities.
14. 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 4 out of 152 authorities nationally for mathematics at all thresholds.

### Key Stage 1: Key Priorities

15. Surrey's attainment at key stage 1 remains high at all thresholds (89% or more of pupils achieved level 2 and above in all subjects). Whilst still in the top 20 authorities nationally, Surrey's national rank in writing remains below those in reading and maths at all thresholds this year.

### Key Stage 2 (ages 7-11)

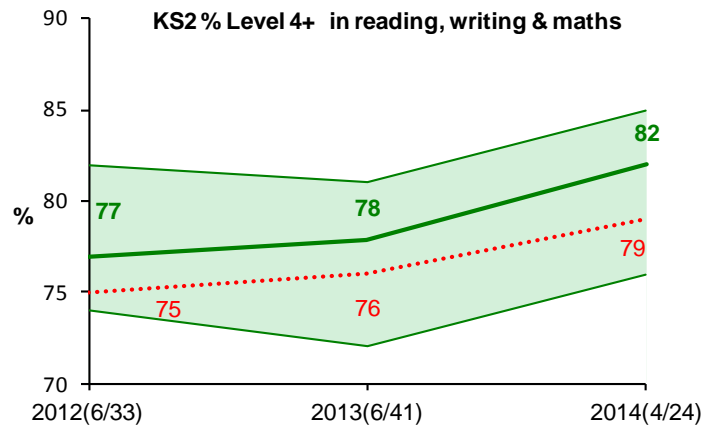
16. The Department of Education announced a number of changes to key stage 2 for 2013. They no longer calculate an English level but report the reading test and writing teacher assessment levels individually. As a result the floor targets indicator is now based on progress in reading, progress in writing, progress in maths and achievement of level 4+ in reading, writing and maths.
17. Key to trend graphs shown below:



Figures in brackets represent Surrey's ranking against our statistical neighbours and all other authorities in England.

### Key Stage 2: Strengths

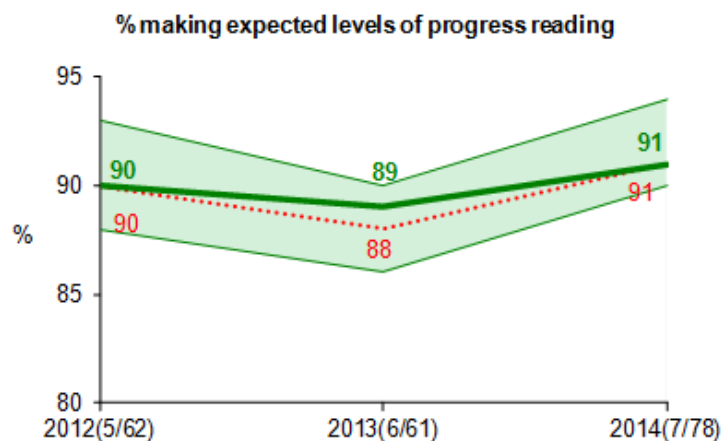
18. The proportion of pupils attaining level 4 and above in reading, writing and maths remains above national. Surrey is ranked 24th out of 152 local authorities and 4th out of 11 statistical neighbours for level 4 and above in reading, writing and maths. These rankings are improvements on last year.

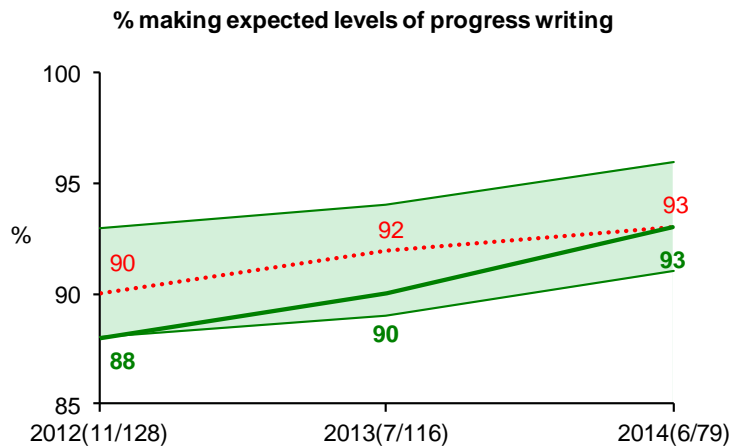


19. The proportion of pupils attaining level 5 in reading, writing and maths remains higher than national and Surrey is ranked 19th out of 152 local authorities.
20. The percentage of pupils attaining Level 4+ in the new grammar, punctuation and spelling test is above both the national and south east averages. Surrey is ranked 30th out of 152 local authorities.

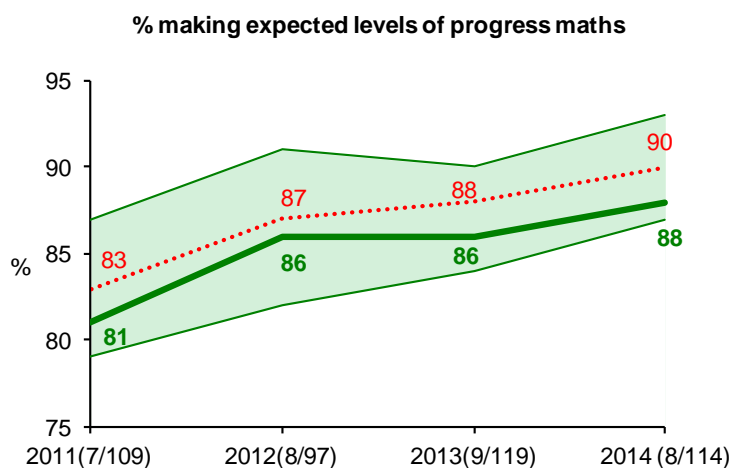
### Key Stage 2: Key Priorities

21. 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.
22. The proportion of pupils making expected progress in both reading and writing is now equal to that seen nationally. The percentage of pupils who made expected progress in writing is 93%, three percentage points higher than last year. Surrey is ranked 79th out of 150 local authorities, an improvement of 37 places on last year. The percentage of pupils who made expected progress in reading is 91%, two percentage points higher than last year. Surrey is ranked 78th out of 150 local authorities, a fall of 16 places on last year.





- 23. Surrey remains below the national average for the percentage of pupils making expected progress in mathematics. Surrey is ranked 114th out of 150 local authorities. This is an improvement of 5 places on last year. The gap between the percentage of pupils making expected progress nationally and the percentage in Surrey has remained the same at two percentage points.



- 24. Improving the attainment and progress of pupils in receipt of the Pupil Premium remains a key priority at key stage 2 (see paragraph number 47 – 51 Outcomes for disadvantaged pupils).
- 25. There are nine schools out of 204 below floor standard in 2014. This number cannot be directly compared with previous years as the attainment threshold increased from 60% in 2013 to 65% in 2014. Only five schools would have been below the floor in 2014 if the threshold had not changed, which is two schools fewer than in 2013.
- 26. It is expected that the school improvement measures currently in place will continue to improve outcomes at key stage 2. These include partnering weaker schools with stronger schools that are able to assist them to improve their practices and outcomes.

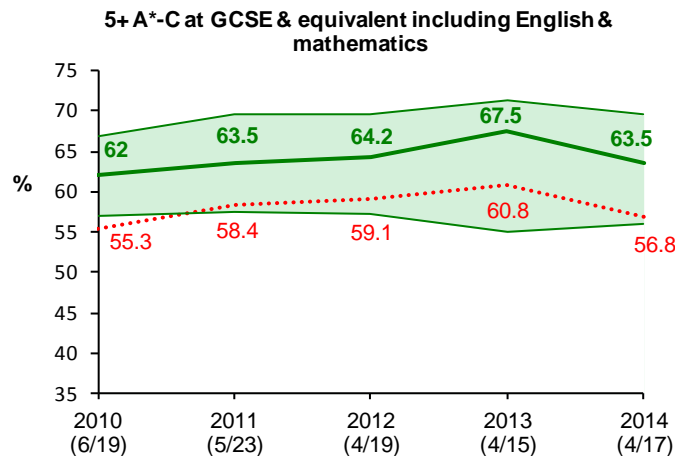
**Key Stage 4 (ages 14-16)**

- 27. Two major reforms have been implemented by the Department for Education which affect the calculation of key stage 4 performance

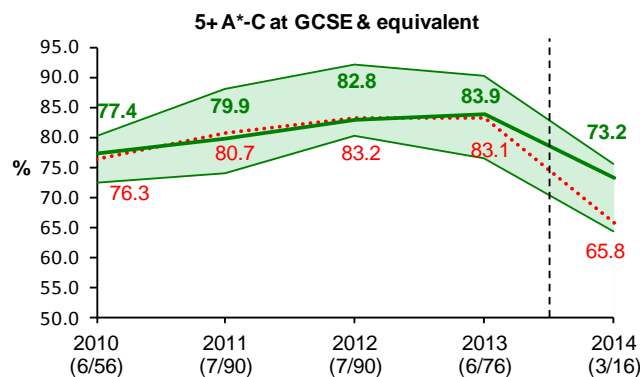
measures data in 2014. In addition, there have been three further changes which apply to the 2013/14 results but not to previous years. As a result, care must be taken when comparing the 2013/14 results with those for previous years.

#### Key Stage 4: Strengths

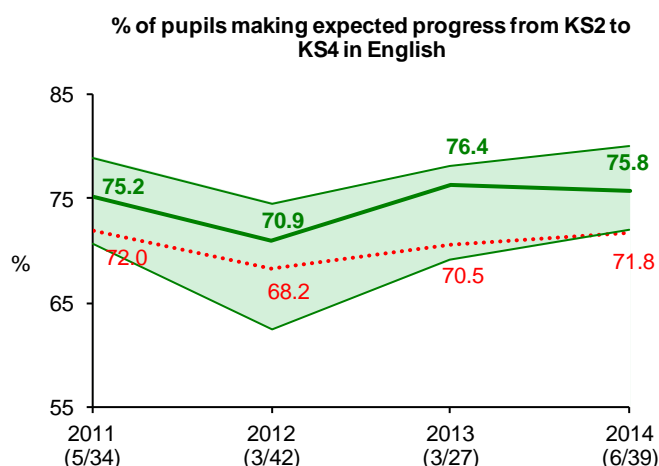
28. Based upon the revised results, the percentage of Surrey pupils achieving 5+ A\*-C including English and mathematics based on first entry is 63.5%. This compares to 56.8% nationally. Surrey has gone from 15th in 2012/13 to 17th in 2013/14 in the national rankings. Compared with statistical neighbours, Surrey has maintained its position of 4th (out of 11) for this measure.



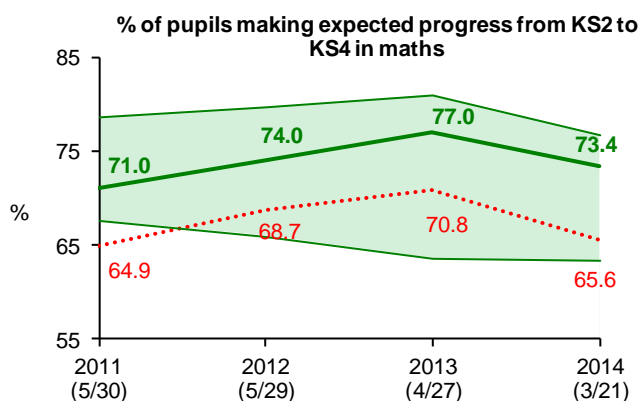
29. In 2012/13 the published statistics were calculated using a different methodology. The percentage of Surrey pupils achieving 5+ A\*-C including English and mathematics using this 'best grade' method was 67.5%. The national figure was 60.8%.
30. The proportion of Surrey young people who achieved five or more GCSEs (any subjects) at grades A\* to C in 2013/14 is 73.2%. Surrey remains above the national average of 65.8%. Surrey is ranked 16th for this measure in 2013/14, up from 76th the previous year. Surrey shares the position of highest ranked large authority with Hertfordshire. In 2012/13 the percentage of Surrey pupils achieving 5+ A\*-C was 83.9% compared with 83.1% nationally.



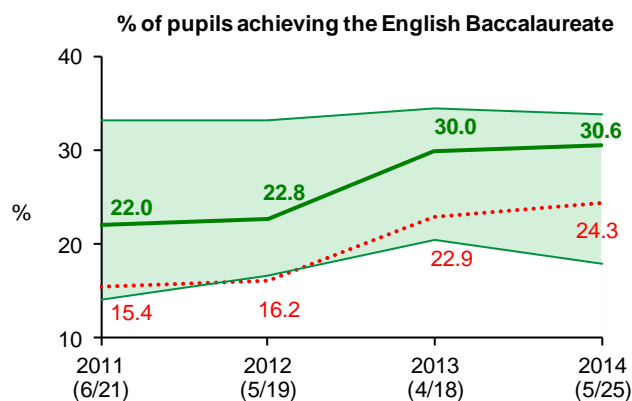
31. The changes to the methodology used for calculating the attainment statistics in 2013/14 have also had a significant impact upon the Key Stage 2 to 4 progress calculations. The proportion of pupils making expected progress in English is 75.8% in 2013/14 in Surrey compared with 71.8% nationally. Surrey has gone from 27th to 39th in the national rankings. Compared to its statistical neighbours, Surrey has gone from 3rd to 6th place.



32. The proportion of pupils making expected progress in mathematics in 2013/14 is 73.4% compared with 65.6% nationally. Surrey has climbed one place to 3rd position in the statistical neighbour rankings. Surrey is ranked 21st nationally for this measure, compared with 27th in 2012/13.



33. Forty-six percent of pupils in Surrey were entered for all components of the English Baccalaureate in 2013/14 compared with 39 percent nationally. Of those who were entered, 30.6% of pupils in Surrey achieved this measure compared with 24.3% nationally. Surrey is ranked 5th compared to statistical neighbours and 25th nationally for the percentage of pupils achieving the English Baccalaureate.



### Key Stage 4: Key Priorities

34. Improving the attainment and progress of pupils in receipt of the Pupil Premium remains a key priority at key stage 4 (see paragraph number 47 – 51 Outcomes for disadvantaged pupils).

### Key Stage 5 (age 16+): Strengths

35. Revised results at key stage 5 for 2014 indicate that average points per entry and the percentage achieving 2+ A Level passes (the minimum university entry requirement) are slightly above national, regional and statistical neighbour averages.
36. On average, Surrey pupils scored 214.3 points per entry, which is slightly higher than a grade C.
37. 91.8% of pupils completing A Levels in Surrey achieved 2 or more passes.
38. 16.6% of pupils completing A Levels in Surrey achieved 3 or more passes at grades AAB or better. This places Surrey above the national average in 2014, and in the top third of Local Authorities, but below regional and statistical neighbour averages.

### Key Stage 5: Key Priorities

39. 12.0% of pupils completing A Levels in Surrey achieved passes at grades AAB or better including 2 or more passes in facilitating subjects. Surrey is placed 10th of 11 statistical neighbours against this measure, and below regional and statistical neighbour averages, though slightly above the national average.
40. The proportion of A Level entries in Surrey in 2014 that were in Science, Technology, Engineering and Maths (STEM) subjects (31.1%) was lower than regional, national and statistical neighbour comparators. Surrey is ranked 10th against its statistical neighbours and 90th nationally for this measure.



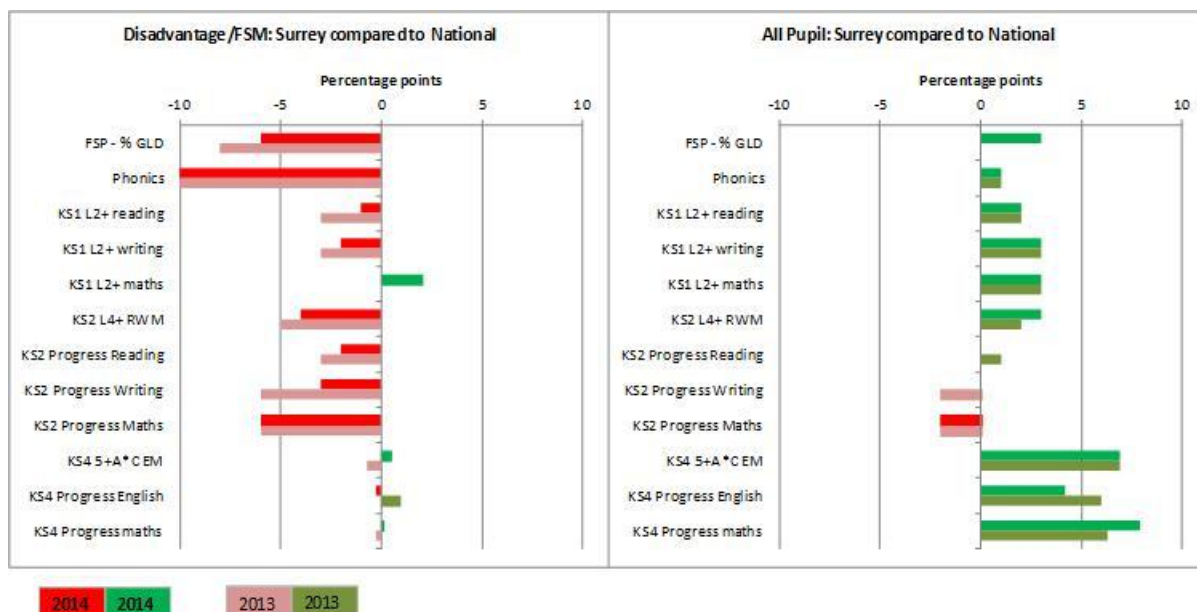
41. Babcock 4S works closely with school and sixth form leaders to improve outcomes through its Post-16 Leadership Development Programme and through its school monitoring arrangements. 30 of the 31 sixth-forms in Surrey are now rated Good or Outstanding by Ofsted (97%) which is a significant achievement on the part of schools and those who support them.
42. Ofsted is responsible for measuring quality within Surrey's Further Education (FE) provision. The Education Funding Agency (EFA), as the funding body, sets minimum floor standards and institutions which fall below them are issued with Notices to Improve. If the necessary improvements are not achieved within the time period set, the institutions are not funded to deliver provision in the relevant subject areas.

### **Children looked after by the local authority**

43. Over the course of the last academic year covering the period of this report (September 2013 to July 2014) 706 children of statutory school age were pupils of the Surrey Virtual School because they remained, became or ceased to be looked after during this period. Over this period, around 40 percent of these children, at any one time, were educated in schools or other educational provisions outside of Surrey's borders in more than 50 other local authorities across the UK.
44. All looked after children in Surrey's care are enrolled into the best performing schools available in the area where the child is placed, with Ofsted judgements of at least 'Good' in order to best support and accelerate opportunities for learning.
45. Key stage 1 results for 2014 show improvement on last year's results across the board and remain above the national average. 44% of pupils had no SEN in this cohort, compared with only 21% in 2013 and 29% in 2012. Overall results in percentage terms at key stage 2 remained similar to the previous year for Level 4 and above in reading (54%) and writing (42%), with an 11 percentage point improvement in mathematics (46%). They remain below the national average. This 2014 cohort had high levels of SEN (80%), including nine pupils (36%) with a statement.
46. Key stage 4 results have been confirmed to show that 13.2% of pupils achieved 5+ A\*-C GCSEs, including English and mathematics. As a consequence of the change in methodology for GCSE calculations this year, national results have reduced to 12% - making Surrey's key stage 4 results above the national average for 2014.

### **Outcomes for disadvantaged pupils**

47. The overall performance of pupils in Surrey remains similar to or higher than the attainment nationally. The achievement of disadvantaged pupils has improved and the gap between disadvantaged/FSM pupils in Surrey and those nationally has narrowed. However, disadvantaged pupils in Surrey remain, in most assessments below the disadvantaged nationally.



48. Disadvantaged pupils are behind the non-disadvantaged groups at the beginning of their school life (EYFSP and Phonics).
49. Pupils who are disadvantaged but not SEN or EAL make similar levels of progress to pupils as a whole at Key Stage 2 in 2014.
50. Surrey has one of the highest percentages of eligible pupils failing to claim Free School Meals (32% in 2012 and 29% in 2013). As a result the schools do not qualify for the Pupil Premium payment that could assist the school meeting their needs. Analysis of Autumn Census returns indicate that the percentage of parents claiming free school meals has dropped from 8.3% to 7.9% in year 1 and 2. This may in part be due to the introduction of meals for all infant age pupils in 2014. However, there is also a drop from 8.6% to 8.5% in years 3 -6 which suggest other factors may also be influencing the number of claimants.
51. Further details are to be found in the paper 'Understanding the role of Pupil Premium in raising attainment for disadvantaged pupils'.

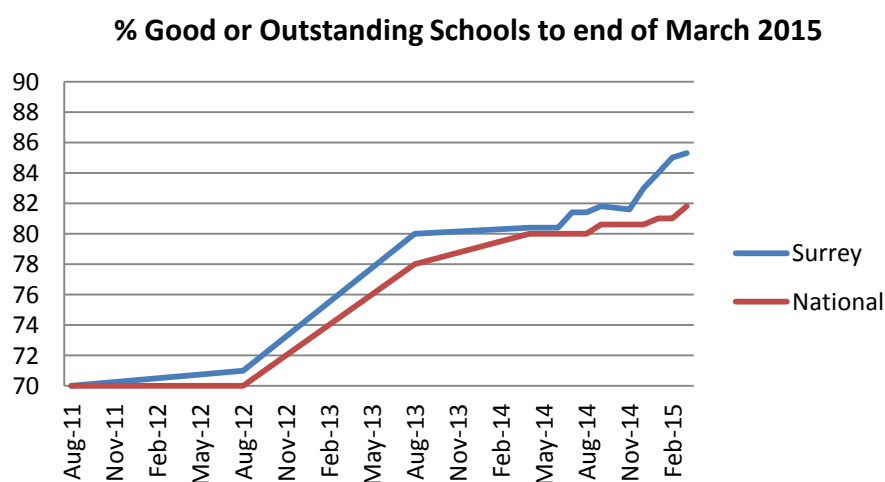
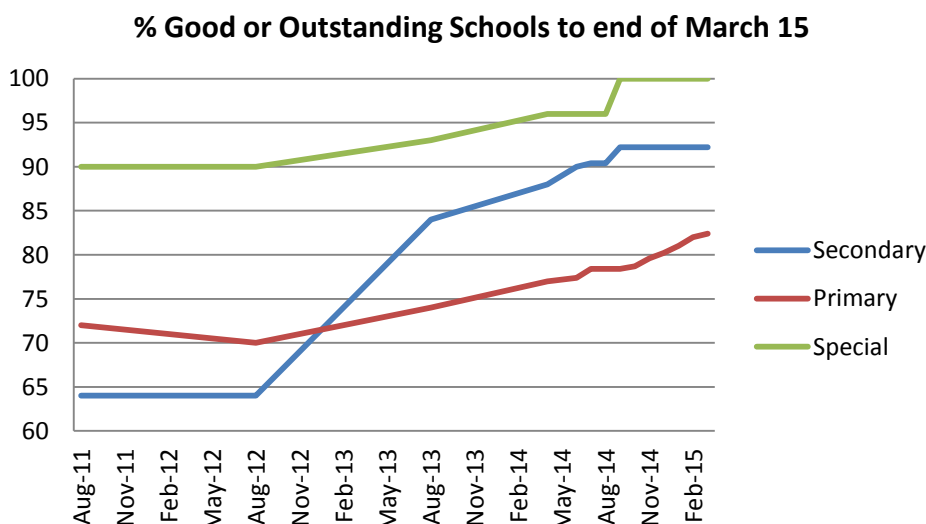
### Ofsted

52. Ofsted carried out 106 inspections during the 2013/14 academic year. Inspection results for all state funded schools within Surrey to the end of the 2013/14 academic year were as follows:

Total good or outstanding schools		
	Surrey	National
Nursery	100.0%	95.9%
Primary	78.0%	81.5%
PRU	80.0%	83.1%
Secondary	90.4%	70.9%
Special	100.0%	89.6%
Total	81.4%	80.6%

- 53. The proportion of Surrey schools that were good or outstanding as at the end of the 2013/14 academic year was 81%. This was in line with the national and above south east figures (78%).
- 54. As of 31 March 2015 an additional 45 schools have been inspected. This has led to a 4.3% improvement in the proportion of good or outstanding schools.

Total number of good or outstanding schools		
	Surrey	National
Nursery	100.0%	96.8%
PRU	90.0%	86.2%
Primary	82.4%	82.7%
Secondary	92.3%	72.4%
Special	100.0%	89.9%
<b>Total</b>	<b>85.3%</b>	<b>81.8%</b>



- 55. The proportion of secondary schools that are judged to be good or better remains significantly higher than both nationally and the South-East. 92.2% of all secondary schools are judged to be good or outstanding.

Surrey is ranked 1st out of 21 LAs in the SE and 10th out of 150 LAs nationally.

56. All Special Schools are now judged to be good or better.
57. The proportion of primary schools judged to be good or better has continued to increase and is now in line with national and above the South East. Surrey is currently ranked 8th out of 21 LAs in the SE. The proportion of primary schools that are outstanding remains significantly higher than national and the SE.

#### **Conclusions:**

58. 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.
59. The priorities for the coming year are to:
  - .1 Continue to increase the proportion of 'good' or better schools as judged by Ofsted
  - .2 Close the gap for vulnerable groups whilst maintaining high levels of attainment
  - .3 Achieve greater geographical consistency in outcomes across the county
  - .4 Develop partnership working between groups of schools to support each other and build sustainability in school improvement

Some amendments have been made to the school improvement strategy to ensure that these priorities are addressed

#### **Recommendations:**

60. Members are asked to:
  - a) Consider the revised education results for 2014 presented in this paper alongside the more detailed analyses in the Annexes

#### **Next steps:**

Identify future actions and dates.

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#### **Report contact:**

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**Annexes:**

Annex 1 – Key Stage Ages and Stages 2014

Annex 2 - Early Years Foundation Stage Profile 2014 Results Briefing

Annex 3 – Phonics and Key Stage 1 Briefing

Annex 4 – Key Stage 2 Briefing

Annex 5 – Key Stage 4 Briefing

Annex 6 – Key Stage 5 Briefing

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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	7	Key Stage 1 Teacher Assessments	Level 2+	
	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)	

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## Early Years Foundation Stage Profile 2014 Results Briefing

### Key Messages

#### Early Years Foundation Stage Profile

#### Surrey

##### Percentage achieving a good level of development has increased

At a Surrey level **63%** of children achieved a good level of development. This is an increase of 11 percentage points compared with the 2013 figure of **52%**.

**73%** of girls achieved a good level of development, a rise of 14 percentage points compared to **59%** in 2013.

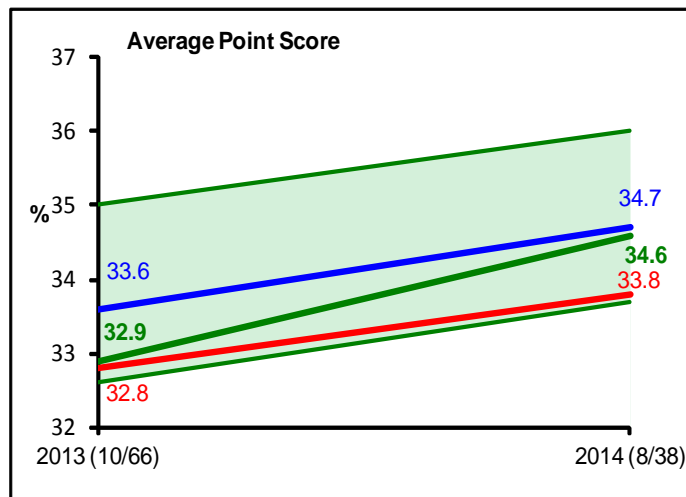
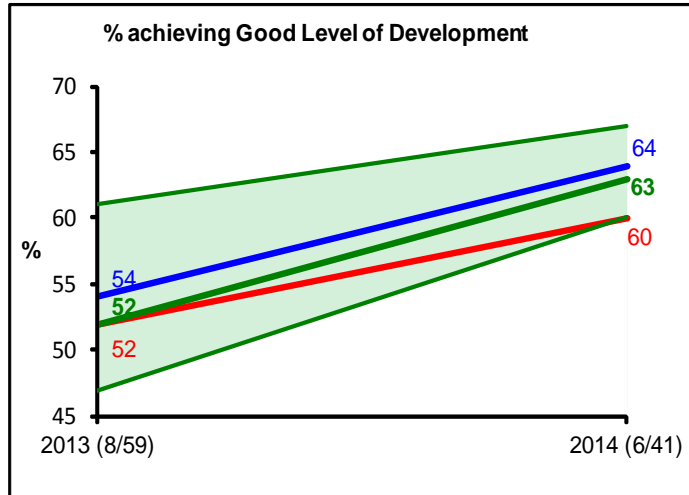
The proportion of boys achieving a good level of development also increased in 2014 to **55%**, up 10 percentage points from **45%** in 2013

	% achieving Good Level of Development			Average Point Score		
	2013	2014	Change '13 to '14	2013	2014	Change '13 to '14
Surrey	52%	63%	11%	32.9	34.6	1.7
National	52%	60%	8%	32.8	33.8	1.0
Gap	0%	3%	3%	0.1	0.8	0.7
SN Rank	8	6	2	10	8	2

#### Observations:

- The gender gap increased from 14 percentage points in 2013 to 18 in 2014 with girls outperforming boys.
- The gender gap widened by 2 percentage points in both *Mathematics* goals, taking these to 6% difference in gender with girls outperforming boys. The *Literacy* gap has also widened but only by 1%, however the difference in gender is far bigger at 10 and 15% in the two goals.
- 64% of girls compared with 43% of boys whose first language was other than English achieved a good level of development, a 21 percentage point difference; this is a 12ppt gap increase since 2013.
- Chinese pupils have not improved as much as other ethnicities. Chinese boys are 9ppts below their national counterparts whereas the girls are 14 ppts above their national counterparts.
- The FSM to Non FSM gap in Surrey for those achieving a good level of development is much larger than national, 26 percentage points compared to 19.
- SEN to Non SEN gap for those achieving a good level of development has increased by 9 percentage points compared to 5 national.

## Foundation Stage Profile Dashboard



— National  
— South East  
— Surrey

▭ 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.

Figures in brackets represent Surrey's ranking (statistical neighbour out of 11/ national out of 152)

### 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 except where 'p' denotes provisional results. TA = Teacher Assessment

## 2014 Phonics and Key Stage 1 Provisional Results Briefing

### Key Messages

#### *Phonics*

- The number of Year 1 pupils who met the expected standard of phonic decoding in Surrey increased from 70% last year to 75% this year.
- There is an increase of 5 percentage points in number of pupils meeting the expected standard by the end of year 2 in Surrey compared to last year (89% versus 84%). This is 1 percentage point higher than national figures.

#### *Key Stage 1*

- For the last five years, Surrey's results have been in the top 20 local authorities at all levels in reading, writing and mathematics.
- The percentage of pupils achieving level 2 or above in each of reading, writing and mathematics increased by 1 percentage point in Surrey and nationally.
- Our national rank in reading went up one place to 12<sup>th</sup> and remained unchanged in mathematics at 4<sup>th</sup>. In writing, Surrey's ranking went from 11<sup>th</sup> to 16<sup>th</sup> this year.
- The number of pupils achieving L2B+ has improved in all subjects this year. The gap to national has remained stable compared to last year, at 5 percentage points in mathematics and 4 percentage points in writing and reading.
- There is a particularly marked attainment gap at Level 3 or above between Surrey and national in reading and mathematics, where Surrey is ranked 2<sup>nd</sup> and 3<sup>rd</sup>. Surrey's national rank for writing is 17<sup>th</sup>, 2 places lower than last year.

#### **Phonics**

% achieving expected standard	2012	2013	2014	Change '13 to '14	Gap to national	Rank	
						SN	National
<b>Year 1</b>	61	70	75	+5	+1	3	56
<b>Year 2</b>		84	89	+5	+1	5	50

## Key Stage 1

% Level 2+	2012	2013	2014	Change '13 to '14	Gap to national	SN	Rank National
<b>Reading</b>	90	91	92	+1	+2	4	12
<b>Writing</b>	87	88	89	+1	+3	5	16
<b>Maths</b>	94	94	95	+1	+3	3	4

% Level 2B+	2012	2013	2014	Change '13 to '14	Gap to national	SN	Rank National
<b>Reading</b>	82	83	85	+2	+4	3	7
<b>Writing</b>	69	71	74	+3	+4	3	14
<b>Maths</b>	82	83	85	+2	+5	2	4

% Level 3+	2012	2013	2014	Change '13 to '14	Gap to national	SN	Rank National
<b>Reading</b>	39	41	42	+1	+11	1	2
<b>Writing</b>	18	19	19	-	+3	3	17
<b>Maths</b>	33	33	34	+1	+10	1	3

## Technical Notes

### The new national curriculum- key changes

#### Levels

- National Curriculum levels will be removed from September 2014
- Schools can choose their own method to monitor progress throughout the key stages
- The end of Key Stage tests will still use Levels in 2014 and 2015, meaning there is some leniency towards schools that don't have an alternative system in place for Sept 2014

#### The National Tests

- From Sept 2016 the end of Key Stage tests will provide students with a scaled score rather than a level
- Each pupil will be required to attain a scaled score of 100 or more in the tests in order to meet the expected level
- KS1 assessments and KS2 tests will remain statutory
- DfE will be providing performance descriptors to inform teacher assessment, from autumn 2014

#### *Reception baseline test*

- A new baseline assessment will be introduced from Sept 2015, this will not be compulsory
- This will be administered in schools in the first term of Reception
- Schools will be given a list of approved commercial providers to select between

#### *Early Years Foundation Stage Profile*

- Non-compulsory from Sept 2016

#### *End of Key Stage 1 tests from Sept 2016*

- A phonics check will continue to be carried out near the end of Year 1
- Teachers assessments in mathematics and reading will be externally-set and internally-marked

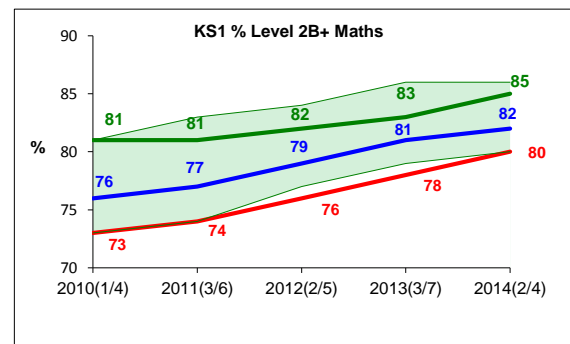
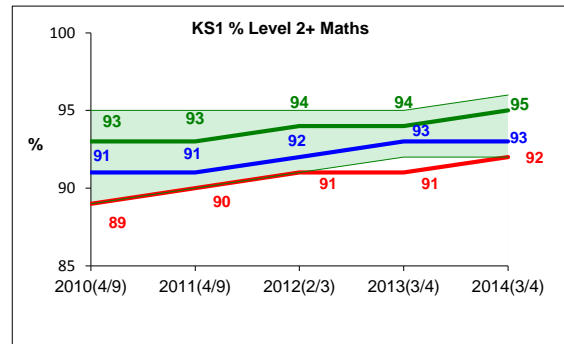
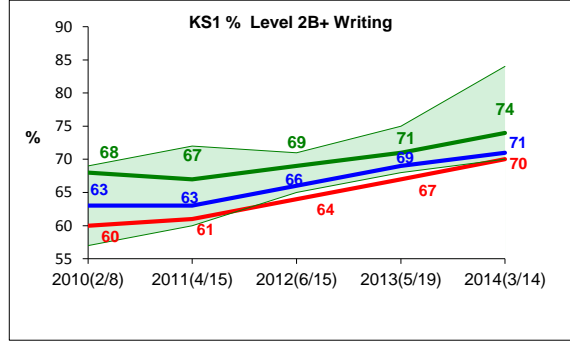
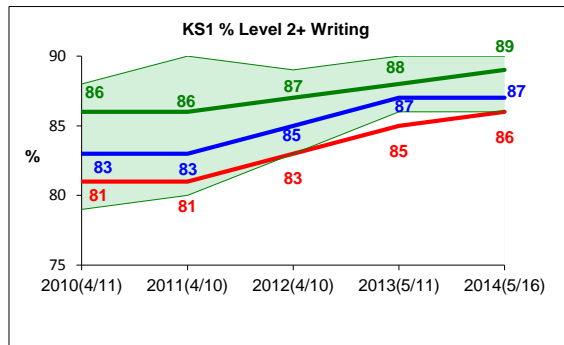
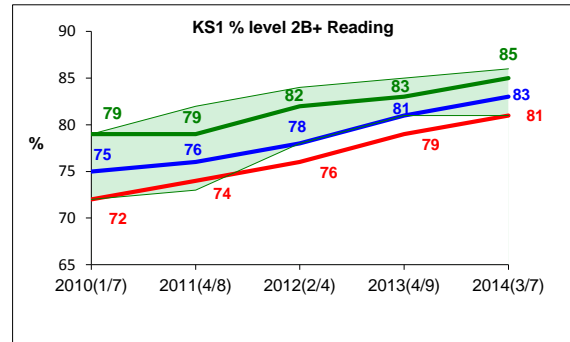
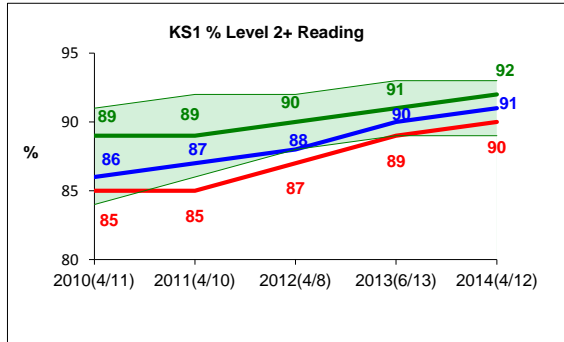
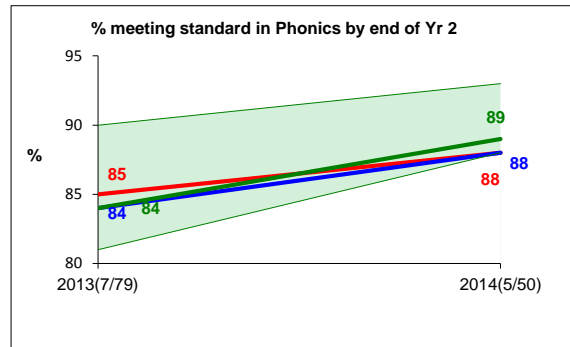
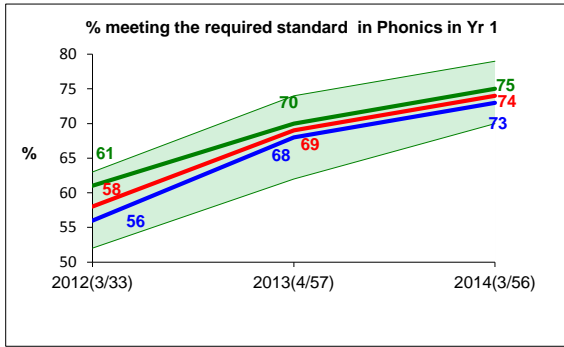
- Pupils will also sit an externally-set test in grammar, punctuation and spelling to inform teacher assessment of writing
- Results will be in the form of a scaled score

*End of Key Stage 2 tests from Sept 2016*

- Externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling
- Teacher assessments in mathematics, reading, writing and science
- A sample of pupils will continue to sit tests in science to give a picture of national performance.

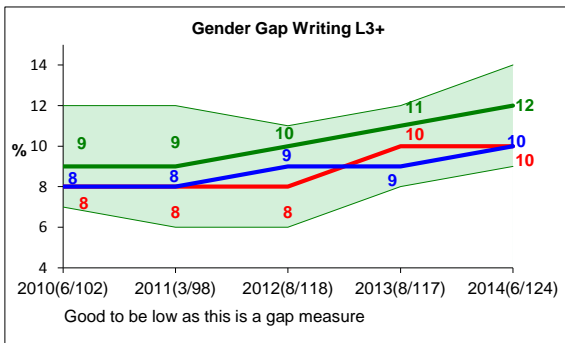
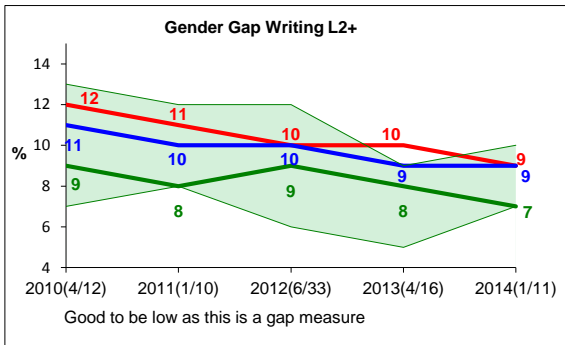
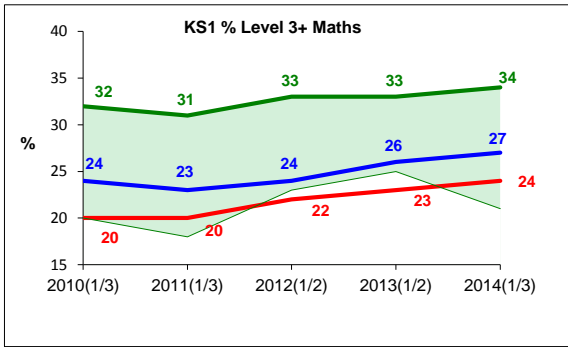
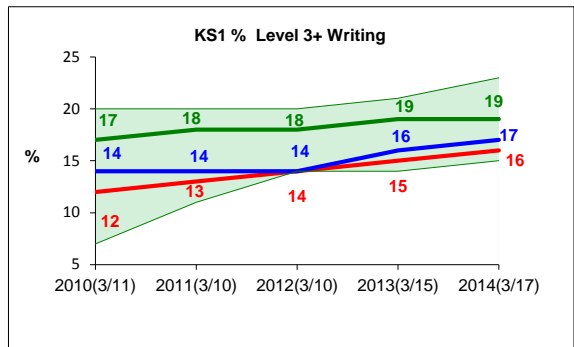
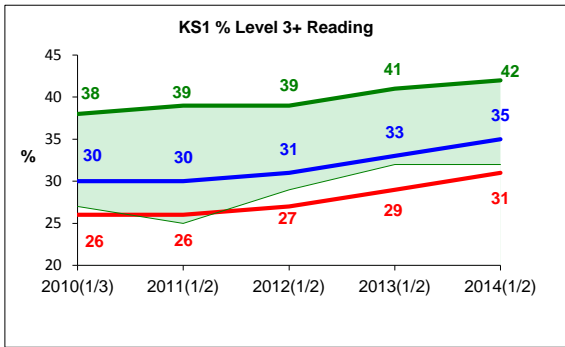
Source: <http://www.hoddereducation.co.uk/getmedia/78c3d064-1d76-4eb5-ac86-30cf6f385976/FAQs-National-Curriculum-changes.aspx>

## Phonics and Key Stage 1 Dashboard



<ul style="list-style-type: none"> <li><span style="color: red;">—</span> National</li> <li><span style="color: blue;">—</span> South East</li> <li><span style="color: green;">—</span> Surrey</li> </ul>	<p>Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts, Oxon, Windsor &amp; 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. 2014 results are for children taking tests/examinations/assessments in Summer 2014.  
 All figures are DfE FINAL data except where 'p' denotes provisional results.



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## 2014 Key Stage 2 Final Results Briefing

The Department of Education announced a number of changes to Key Stage 2 last year. 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 82% (3 percentage points higher than national levels). This is four percentage points more than last year. A similar pattern and level of increase is seen at Level 5+ (4 percentage points higher than national levels).
- Surrey is 4<sup>th</sup> in the statistical neighbour rankings for level 4 or above in reading, writing and maths, two places higher than last year. Nationally, Surrey is ranked 24<sup>th</sup> out of 152 local authorities for Level 4 and above in reading, writing and maths, 17 places higher than last year.
- The percentage of pupils who made expected progress in reading is 91%, two percentage points higher than last year<sup>1</sup>. The national average has increased three percentage points. Surrey is ranked 78<sup>th</sup> out of 152 local authorities. This is a fall of 17 places on last year.
- The percentage of pupils who made expected progress in writing is 93%, three percentage points higher than last year. Surrey is ranked 79<sup>th</sup> out of 152 local authorities. This is an improvement of 37 places on last year. The gap between the percentage of pupils making expected progress nationally and the percentage in Surrey has narrowed from two percentage points in 2013 to zero.
- The percentage of pupils who made expected progress in maths is 88%, two percentage points higher than last year. Surrey is ranked 114<sup>th</sup> out of 150 local authorities. This is an improvement of 5 places on last year. The gap between the percentage of pupils making expected progress nationally and the percentage in Surrey has remained the same with two percentage points.
- Nine schools in Surrey were below the government floor standard which incorporates attainment and progress measures; this equates to 5% of Surrey's state-funded mainstream schools.
- The threshold for the attainment element of the floor standards was raised this year, from 60% achieving level 4+ reading, writing and maths to 65%. Only five schools would have been below the floor in 2014 if the threshold had not changed, which is two schools fewer than in 2013
- Seventy-eight percent of the KS2 cohort were in schools rated Good or Outstanding (as at 1st August 2014)

<sup>1</sup> Note: There is a change in the ranking of reading progress at Surrey between revised and final data for 2013. As per the latest release of SFR, Surrey is ranked 62<sup>nd</sup> place out of 150 local authorities. Source: DfE SFR30\_2014\_LA\_Tables.xls

### Key Stage 2 Attainment

- The percentage of pupil attaining Level 4+ has increased by two percentage points in the reading test, writing TA and in maths test.
- The percentage for Level 5+ has increased by three percentage points in reading test, four percentage points in writing TA and one percentage point in maths test.
- The percentage of pupils attaining both Level 4+ and Level 4B+ in the new grammar, punctuation and spelling test has increased two percentage points. At Level 5+ the increase on 2014 is four percentage points.

% Level 4+	2012	2013	2014	Change '13 to '14	Gap to National	SN Rank	National Rank
Grammar, Punctuation, Spelling		78	80	+2	+3	4	30
Reading	90	89	91	+2	+2	6	23
Writing (TA)	83	85	87	+2	+1	6	35
Maths	86	86	88	+2	+2	5	32
RWM	77	78	82	+4	+3	4	24

% Level 4B+	2012	2013	2014	Change '13 to '14	Gap to National	SN Rank	National Rank
Grammar, Punctuation, Spelling		70	72	+2	+4	5	30
Reading		81	83	+2	+5	5	16
Maths		75	79	+4	+3	5	32
RWM		68	72	+4	+5	5	21

% Level 5+	2012	2013	2014	Change '13 to '14	Gap to National	SN Rank	National Rank
Grammar, Punctuation, Spelling		53	57	+4	+5	5	31
Reading		54	57	+3	+7	4	11
Writing (TA)		33	37	+4	+4	6	22
Maths	45	46	47	+1	+5	6	25
RWM	24	25	28	+3	+4	6	19

% making expected progress	2012	2013	2014	Change '13 to '14	Gap to National	SN Rank	National Rank
Reading	90	89	91	+2	-	7	78
Writing	88	90	93	+3	-	6	79
Maths	86	86	88	+2	-2	8	114

### 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 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in reading, writing and maths; and

- below the median percentage of pupils at the end of KS2 made expected progress in reading (2014 national median is 94%); and
- below the median percentage of pupils at the end of KS2 made expected progress in writing (2014 national median is 96%); and
- below the median percentage of pupils at the end of KS2 made expected progress in maths (2014 national median is 93%).

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 65% 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.

There are nine schools below floor standard in 2014. This number cannot be directly compared with previous years as the attainment threshold increased from 60% in 2013 to 65% in 2014. Only five schools would have been below the floor in 2014 if the threshold had not changed, which is two schools fewer than in 2013. Surrey has seen the fall of 15 places in the national rankings with the new measure.

KEY STAGE 2	2013	2014	Change '13 - '14	SN Rank	National Rank
Number of school below floor target	7	9	+ 2		
% of schools below floor target	4	5	+ 1	9	72

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.

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

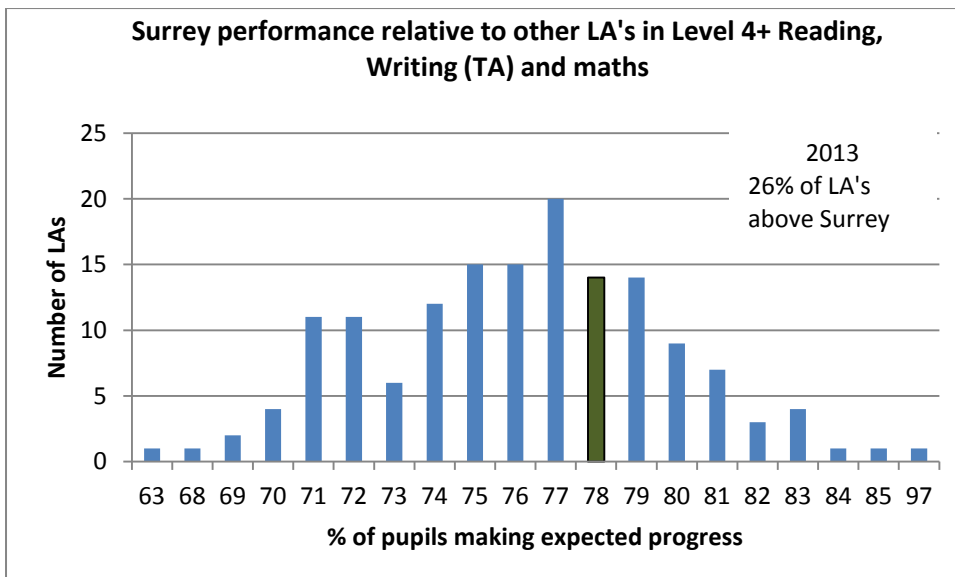
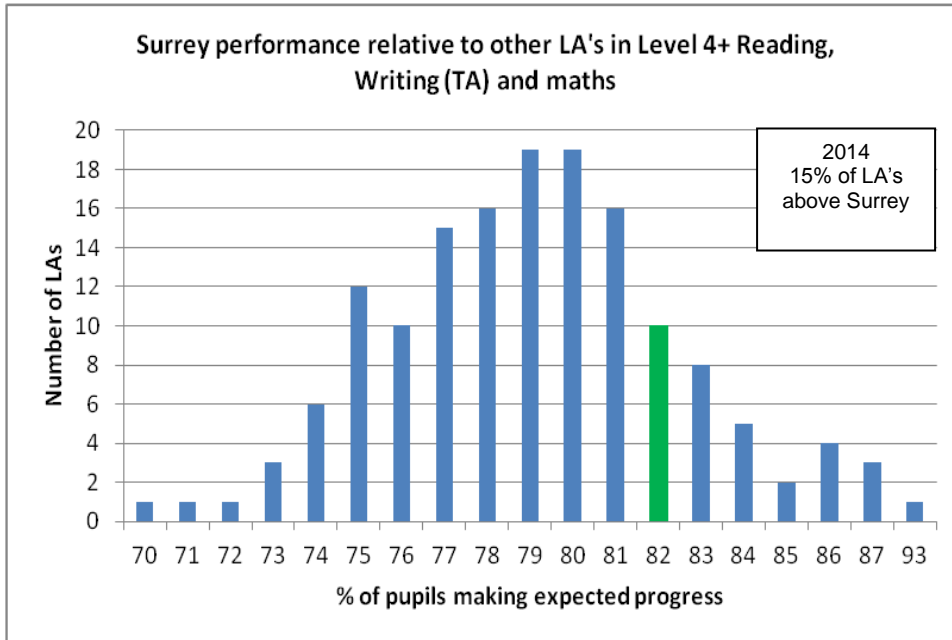
KEY STAGE 2	Number of schools		
	2013	2014	Change '13 to '14
<b>Number of schools below all floor standards</b>	<b>11</b>	<b>9</b>	<b>- 2</b>
Number of schools with less than 60% Level 4+ in Reading, Writing (TA) and Maths	16	-	n/a
Number of schools with less than 65% Level 4+ in Reading, Writing (TA) and Maths	-	21	n/a
Number of schools below median expected levels of progress:			
reading	101	130	+ 29
writing	116	113	- 3
maths	135	134	- 1

**Source:** 2014 Performance Table (Based on new measure)

## Range of performance across Surrey Schools

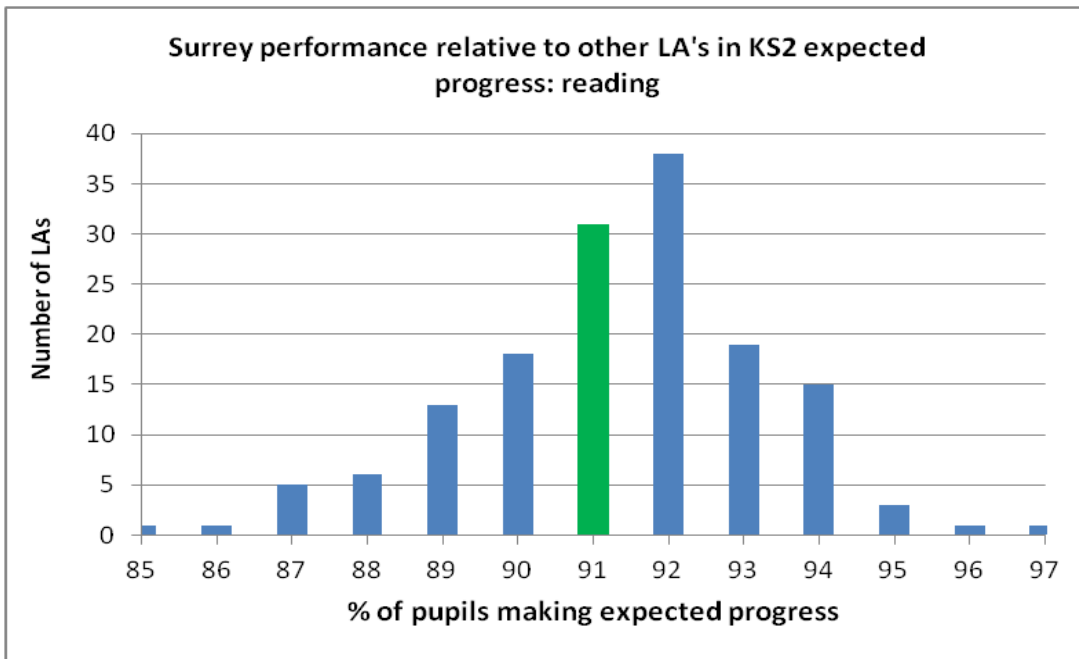
The following graphs provide an indication of the range of performance on the four key indicators.

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 79%<sup>2</sup> which is same as last year. Fifteen percent of LA's are above Surrey in L4+ Reading, Writing and Maths which is an improvement of 11 percentage points on 2013.

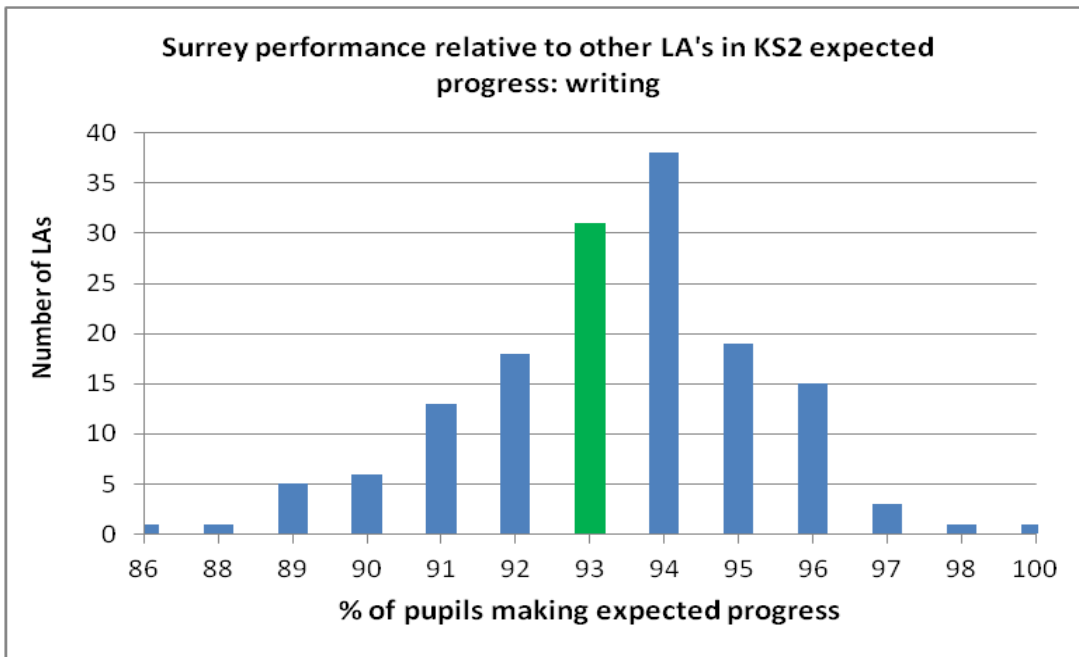


<sup>2</sup> Included mainstream, specials and academies

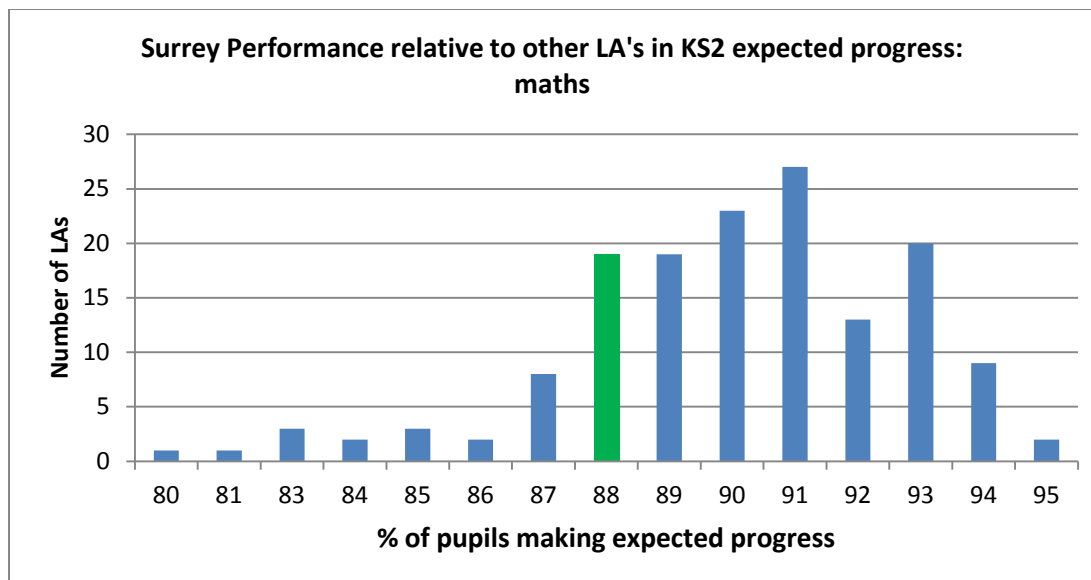
Thirty seven percent of Surrey schools have a lower percentage of pupils making expected progress in reading than the national percentage of 91% which is a one percentage point improvement compared to last year.



Thirty four percent of Surrey schools have a lower percentage of pupils making expected progress in writing than the national percentage of 93% which is an improvement of nine percentage points in comparison with the previous year.



Forty seven percent of Surrey schools have a lower percentage of pupils making expected progress in maths than the national percentage of 90%. This is again a one percentage point improvement compared to last year.



#### Pupil results based on prior attainment band

Pupils in the lower prior attainment band in Surrey are still not performing as well as their national peers but have narrowed the gap slightly since last year. Pupils in the higher prior attainment band continue to perform at similar levels to their national peers although the gap in favour of Surrey has narrowed slightly in Maths Progress.

In Surrey in terms of the lower prior attainment band, only one school achieved significantly above, 27 schools achieved significantly below and 45 schools are neither above nor below compared to national averages. In the middle prior attainment band again one school performed significantly above, 49 schools significantly below and 48 schools are of neither above nor below compared to national averages. In the high prior attainment band none performed significantly above, 28 schools were significantly below and 53 schools are not significantly different from the national averages. There are nearly 100 schools have been suppressed due to low school numbers.

KEY STAGE 2 - 2014	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	24	30	84	86	99	99
% Making expected progress reading	76	79	94	94	92	92
% Making expected progress writing	82	86	94	95	95	95
% Making expected progress maths	69	76	89	92	93	94

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 2014 information has been taken from the revised Department for Education Statistical First Release, which was published on 11<sup>th</sup> December 2014 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

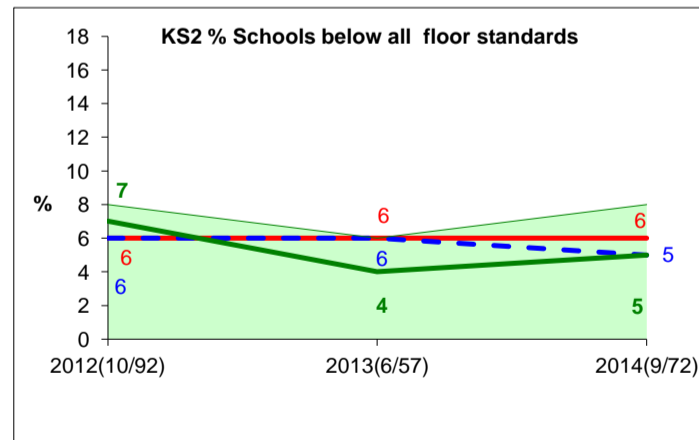
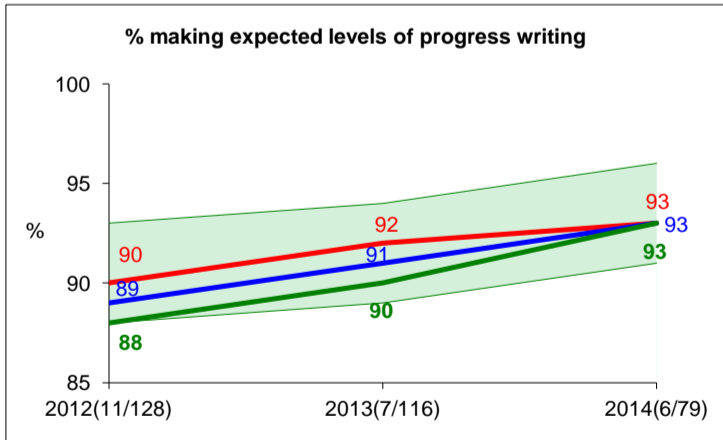
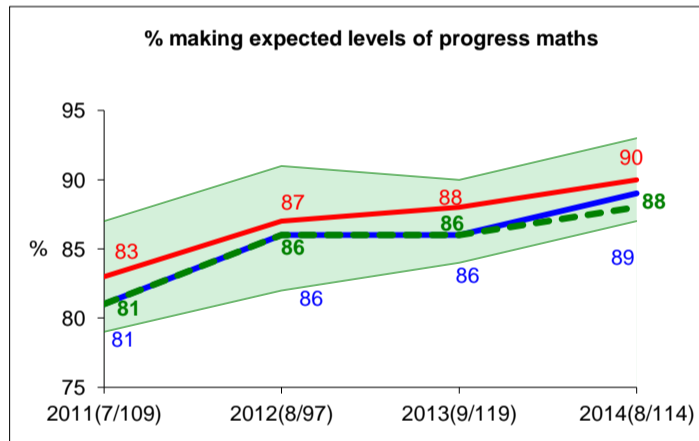
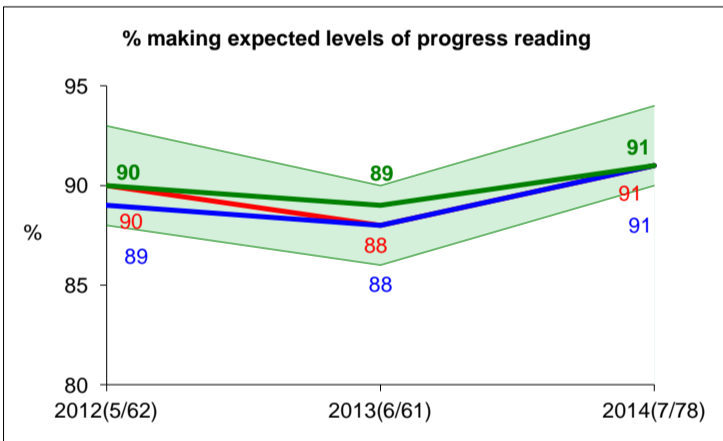
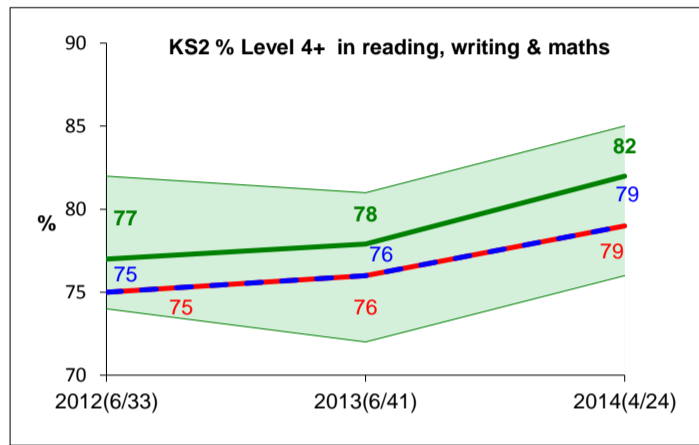
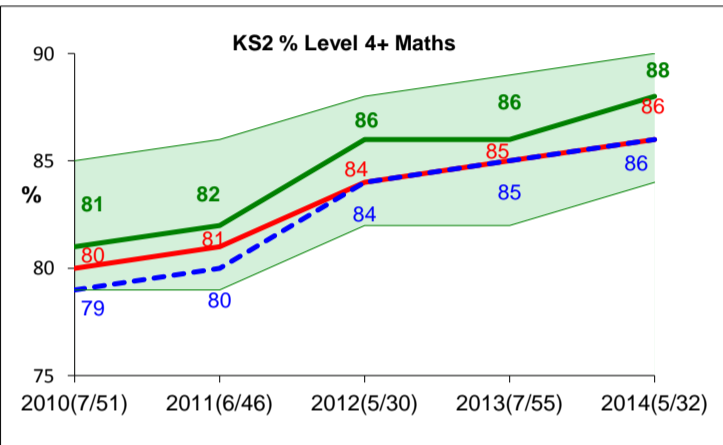
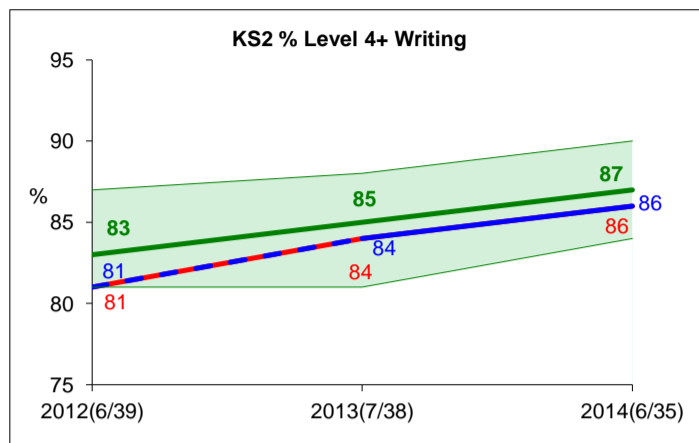
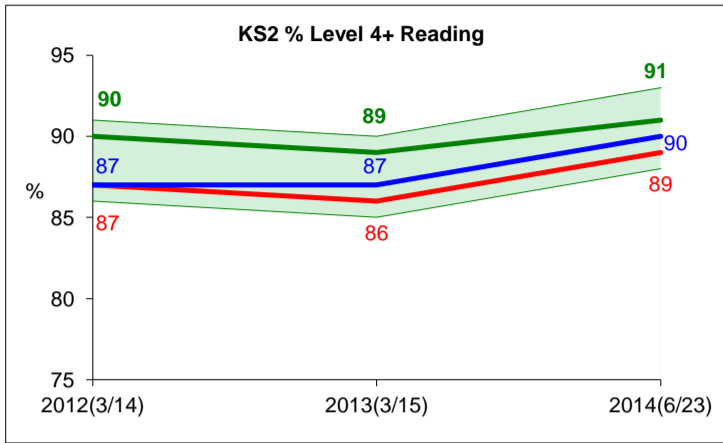
The English Level as calculated differently in 2012 to 2011 so caution is required when making comparisons to previous years. The English figures are based Writing TA figures and Reading Test levels.

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 2014 Primary Performance Tables via their website:

## Key Stage 2 Dashboard



<p><span style="color: red;">—</span> National</p> <p><span style="color: blue;">—</span> South East</p> <p><span style="color: green;">—</span> Surrey</p>	<p>Minimum and maximum statistical neighbours (Bucks, Bracknell Forest, Cheshire East, Cambs, Hampshire, Herts, Oxon, Windsor &amp; 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. 2014 results are for children taking tests/ examinations/ assessments in Summer 2014.  
 All figures are DfE Final data as published on 11th Dec 2014 SFR50



## 2014 Key Stage 4 Final Results Briefing

Two major reforms have been implemented by the Department for Education which affect the calculation of key stage 4 (KS4) performance measures data in 2014. In addition, there have been three further changes which apply to the 2013/14 results but not to previous years.

As a result, care must be taken when comparing the 2013/14 results with those for previous years. Please see pages 6-7 of this document for further details.

### Key Messages

- The percentage of Surrey pupils achieving 5+ A\*-C including English and mathematics based on first entry is 63.5%. This compares to 56.8% nationally.
- Surrey has gone from 15<sup>th</sup> in 2012/13 to 17<sup>th</sup> in 2013/14 in the national rankings for the percentage of pupils achieving 5+ A\* - C including English and mathematics. Compared with statistical neighbours, Surrey has maintained its position of 4<sup>th</sup> (out of 11) for this measure.
- In 2012/13 the published statistics were calculated using a different methodology (see pages 3-4 for more details). The percentage of Surrey pupils achieving 5+ A\*-C including English and mathematics using this 'best grade' method was 67.5%. The national figure was 60.8%.
- The proportion of Surrey young people who achieved five or more GCSEs at grades A\* to C in 2013/14 is 73.2%. Surrey remains above the national average of 65.8%.
- Surrey is ranked 16<sup>th</sup> for this measure in 2013/14, up from 76<sup>th</sup> the previous year. This puts Surrey in the top 10% of local authorities.
- In 2012/13 the percentage of Surrey pupils achieving 5+ A\*-C was 83.9% compared with 83.1% nationally.
- The changes to the methodology used for calculating the attainment statistics in 2013/14 have also had a significant impact upon the Key Stage 2 to 4 progress calculations.
- The proportion of pupils making expected progress in English is 75.8% in 2013/14 in Surrey compared with 71.8% nationally. Surrey has gone from 27<sup>th</sup> to 39<sup>th</sup> in the national rankings. Compared to its statistical neighbours, Surrey has gone from 3<sup>rd</sup> to 6<sup>th</sup>.
- The proportion of pupils making expected progress in mathematics in 2013/14 is 73.4% compared with 65.6% nationally. Surrey has climbed one place to 3<sup>rd</sup> position in the statistical neighbour rankings. Surrey is ranked 21<sup>st</sup> nationally for this measure, compared with 27<sup>th</sup> in 2012/13.
- Forty-six percent of pupils in Surrey were entered for all components of the English Baccalaureate in 2013/14 compared with 39 percent nationally. Of those who were entered, 30.6% of pupils in Surrey achieved this measure compared with 24% nationally.
- Surrey is ranked 5<sup>th</sup> compared to statistical neighbours and 25<sup>th</sup> nationally for the percentage of pupils achieving the English Baccalaureate.

ALL PUPILS - SURREY	2012	2013	2014	Change '13 to '14	National	Gap to National	SN Rank	National Rank
% 5+ A* - C inc. English and mathematics	64.2	67.5	63.5	-4.0	56.8	6.7	4	17
% 5+ A* - C	82.8	83.9	73.2	-10.7	65.8	7.4	3	16
% 5+ A* - G	95.8	96.2	95.2	-1.0	93.5	1.7	6	26
Any Passes	99.3	99.3	98.2	-1.1	98.3	-0.1	7	80
% making expected progress English*	70.9	76.4	75.8	-0.6	71.8	4.0	6	39
% making expected progress maths*	74.0	77.0	73.4	-3.6	65.6	7.8	3	21
% EngBacc	22.8	30.0	30.6	0.6	24.3	6.3	5	25

\*Includes all pupils in state-funded schools. DfE have also published results for state-funded mainstream schools only

### 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 74% of pupils would make an expected 2 level progress in English between KS2 and KS4; and
- less than 67% 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 2013/14 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			
	2012	2013	2014	Change '13 to '14
<b>Number of schools below all three floor standards</b>	1	0	0	-
Number of schools with less than 40% achieving 5+ A*-C including English and maths	1	0	2	+2
Number of schools below median expected levels of progress in English	22	8	19	+11
Number of schools below median expected levels of progress in maths	18	11	14	+3

Source: DfE 2014 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 59% of boys and 68% of girls achieved this measure. A similar difference in achievements is observed nationally: in 2013/14 62% girls and 52% 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, The Winston Churchill School and Thomas Knyvett College. Only one of those schools achieved above the Surrey average (The Winston Churchill – 70% of pupils obtained 5+ A\*-C GCSEs or equivalent including English and Mathematics).

There is only one school (Rydens Enterprise School & Sixth Form College) in Surrey where equal proportion of boys and girls obtained 5+ A\*-C GCSEs or equivalent including English and mathematics.

### 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.

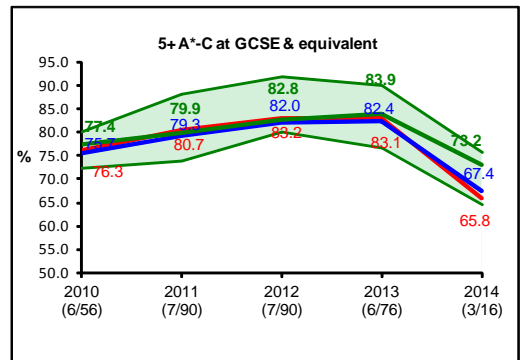
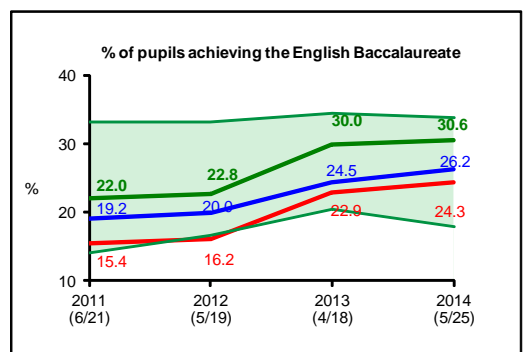
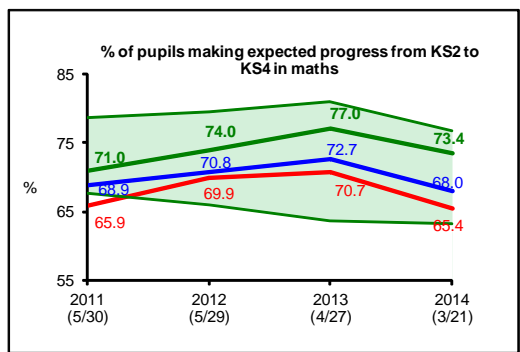
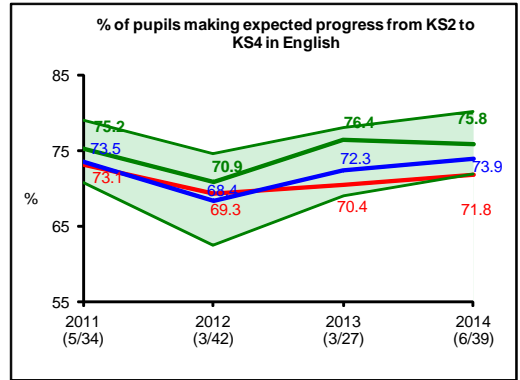
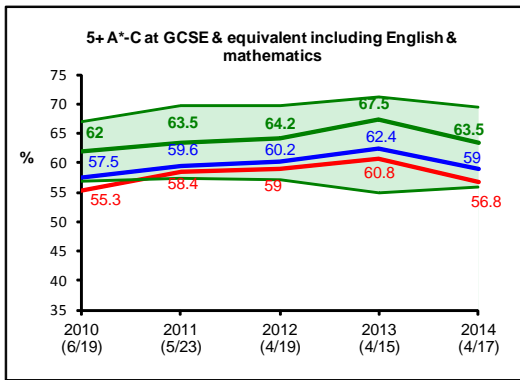
In all but one instance Surrey pupils performed better than their peers nationally. The exception was the proportion of low PA pupils achieving expected progress in Maths where progress was on a par with the national figure. It is noticeable that for the group that worked securely in KS2, the proportion of pupils achieving good progress and good GCSEs was nearly seven 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 decreased in the majority of the prior attainment categories this year. This is due to the change in methodology used to calculate the performance indicators this year- please see pages 6-7 of this briefing for further details.

KEY STAGE 4	Below L4 at KS2		At L4 at KS2		Above L4 at KS4	
<b>2013/14</b>	Surrey	National	Surrey	National	Surrey	National
% achieving 5+ A* - C including English and maths	5.7	5.5	57.0	50.9	93.0	92.8
% making expected progress English	51.5	48.5	73.4	70.2	86.8	85.6
% making expected progress maths	26.0	26.4	72.0	65.3	90.4	84.7

Source: DfE 2014 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 2013/14 academic year. The latest results have been taken from the revised Department for Education (DfE) Statistical First Release (SFR), which was published on 29 January 2015.

The total number on roll in Surrey for this academic year was 10,780.

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

Data for previous years is taken from the revised SFRs published by the DfE.

## Changes to performance reporting 2013/14

There are two major reforms that have an impact on the 2013/14 GCSE and equivalent results. These should be taken in to consideration when looking at the latest results alongside previous years. These changes only apply to figures shown for 2013/14. The new methodology has not been applied to previous years.

### Reform of vocational qualifications

The recommendations adopted from Professor Alison Wolf's Review of Vocational Education<sup>1</sup> take effect for the first time in the calculation of the data underpinning this SFR:

- 1) Only include qualifications in performance measures which meet the new quality criteria. This has led to the removal of around 3,000 unique qualifications from the performance measures between 2012/13 and 2013/14.
- 2) Adjust the associated point scores for non-GCSEs so that no qualification will count as larger than one GCSE in size. For example, where a BTEC may have previously counted as four GCSEs it will now be reduced to the equivalence of a single GCSE in its contribution to performance measures.
- 3) Restrict the number of non-GCSE qualifications that count in performance measures at two per pupil.

### Introduction of early entry policy

In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it. In September 2013, the DfE announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

### Performance measures using the 'new 2014 methodology'

The 2014 performance measures will be published on the basis of only including qualifications which were identified as part of the Wolf review and also applying the rules regarding the changes in early entry policy.

## Other changes from last year's results

In addition to the major reforms outlined above there are a number of other changes that have been made in the 2013/14 academic year. Again these do not apply to 2012/13 or earlier years.

### **Discounting across qualification type**

Qualification discounting ensures that, where a pupil has taken two or more qualifications with an overlap in curriculum, the performance measures only give credit once to the school for teaching a single course of study (qualification discounting does not impact on the individual results achieved by pupils). For the first time this year, discounting will be applied across qualification types. For example, where there is an overlap in curriculum, a GCSE can now discount against a BTEC and vice versa. This may reduce the total number of qualifications a pupil is shown as achieving or entered for on the performance measures.

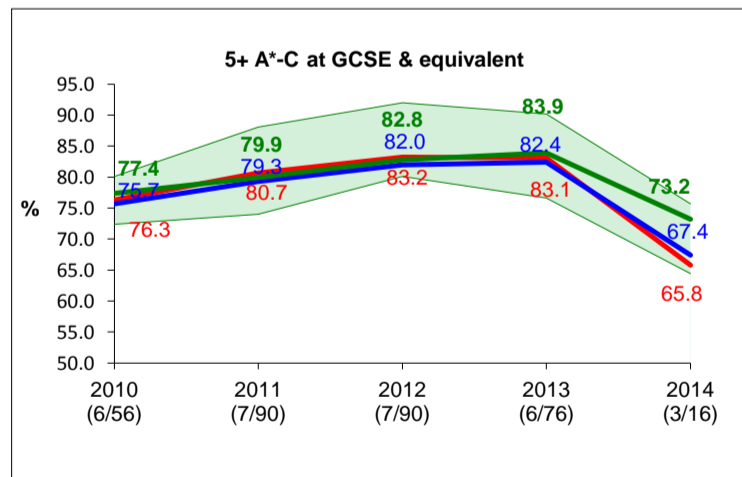
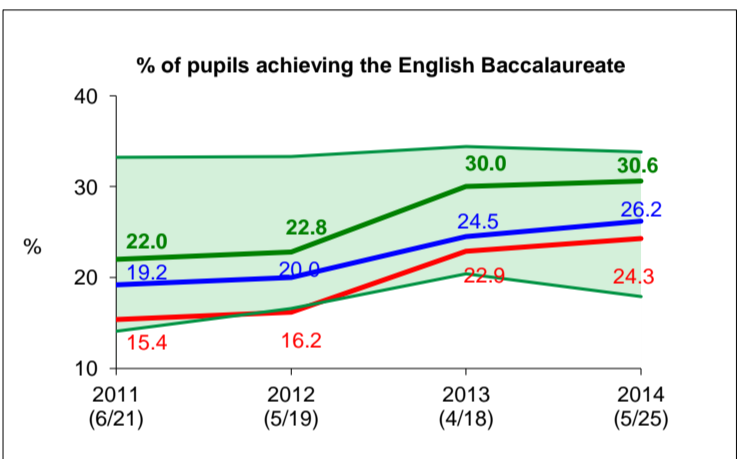
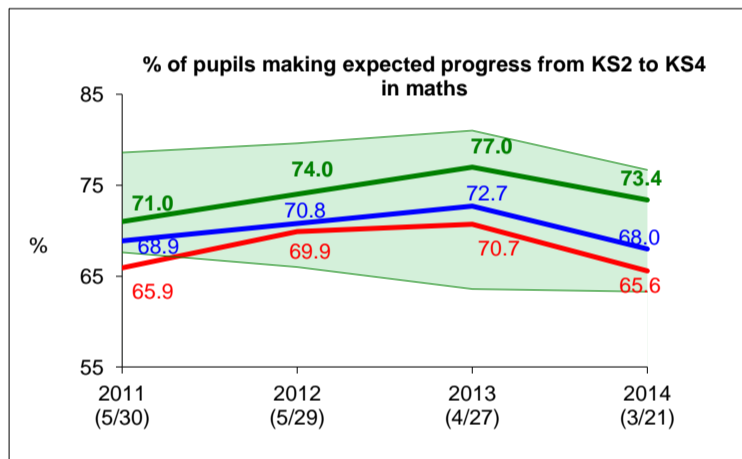
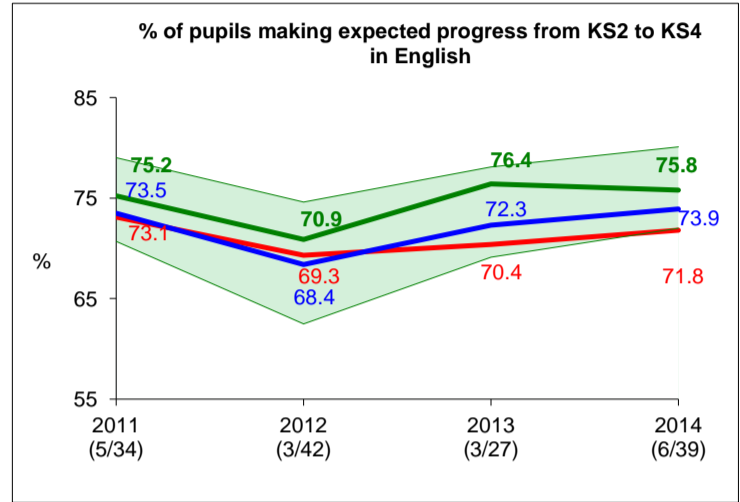
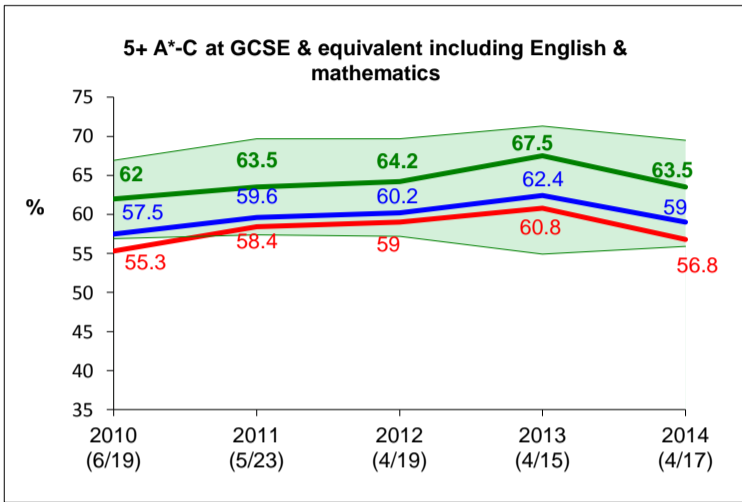
### **Move to linear GCSE formats**

In 2010 the Government set out its education policy aims in the White Paper, *The Importance of Teaching*. One of these was to reform GCSE qualifications and, in particular, course structures so that examinations are taken at the end of the course, as opposed to a modularised approach<sup>4</sup>. Ofqual consulted upon and implemented this reform. For two-year GCSE courses starting in September 2012 all examinations had to be sat at the end of the course, in summer 2014. This affects the cohort of pupils that this SFR is based upon and may have had an impact on the grades they achieved.

### **Removal of the speaking and listening component from English examinations**

Ofqual also reformed the constitution of GCSE English and GCSE English language results. From summer 2014, performance in speaking and listening no longer contributes to the overall grade achieved by a pupil but is separately reported. The GCSE grade is now calculated from the other component parts of the qualification. Ofqual considered the impact, noting that overall results in these qualifications would fall because pupils generally do better in speaking and listening than in the rest of the qualification. To mitigate for this, Ofqual have used a comparable outcomes approach to setting standards. This means that where the group of pupils is basically the same from one year to the next, their results should look broadly the same. However, individual schools and pupils may have been affected

## Key Stage 4 Dashboard



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

The following briefing provides a summary of the **Final** key stage 5 A level and equivalent results for the academic year 2013/14, released by the DfE on 29<sup>th</sup> January 2015. Surrey’s performance is compared with statistical neighbours’.

## Key Messages

- Revised results at key stage 5 for 2014 indicate that average points per entry and the percentage achieving 2+ A Level passes (the minimum university entry requirement) are slightly above national, regional and statistical neighbour averages.
- On average, Surrey pupils scored 214.3 points per entry, slightly higher than a grade C.
- 91.8% of pupils completing A Levels in Surrey achieved 2 or more passes, putting us in the top 35% of local authorities nationally.
- 16.6% of pupils completing A Levels in Surrey achieved 3 or more passes at grades AAB or better. This places Surrey above the national average in 2014, and in the top third of Local Authorities, but slightly below regional and statistical neighbour averages.
- 12% of pupils completing A Levels in Surrey achieved passes at grades AAB or better including 2 or more passes in facilitating subjects. Surrey is placed 10<sup>th</sup> of 11 statistical neighbours against this measure, and below regional and statistical neighbour averages, though slightly above the national average.
- The proportion of A Level entries in Surrey in 2014 that were in STEM subjects (31.1%) was lower than regional, national and statistical neighbour comparators. Surrey is ranked 10<sup>th</sup> against its statistical neighbours and 90<sup>th</sup> nationally for this measure.
- It is worth noting that, at the time of writing, only 1 of 45 post-16 education and training providers in Surrey is rated less than ‘Good’ by Ofsted. 97.7% of post-16 provision in Surrey is rated as ‘Good’ or ‘Outstanding’.

	Average Points per Entry		% A Level entries in STEM subjects		2+ passes		AAB+		AAB 2+	
	Points	Rank	%	Rank	%	Rank	%	Rank	%	Rank
<b>Surrey</b>	<b>214.3</b>	<b>6</b>	<b>31.1</b>	<b>10</b>	<b>91.8</b>	<b>9</b>	<b>16.6</b>	<b>8</b>	<b>12.0</b>	<b>10</b>
Bracknell Forest	206.6	11	34.3	5	84.6	11	11.5	11	8.2	11
Buckinghamshire	225.1	1	41.7	1	93.2	6	30.2	1	24.9	1
Cambridgeshire	212.0	8	33	7	93.5	4	21.7	3	16.9	3
Cheshire East	216.8	3	32.2	8	92.6	7	18.0	6	13.2	7
Hampshire	212.3	7	30.2	11	92.2	8	18.2	5	12.7	9
Hertfordshire	218.0	2	34.3	6	91.8	9	22.1	2	17.3	2
Oxfordshire	208.8	10	34.9	2	93.5	4	16.0	9	13.3	5
West Berkshire	215.7	5	31.6	9	95.9	2	18.9	4	13.9	4
Windsor and Maidenhead	210.1	9	34.7	4	93.8	3	16.0	9	13.0	8
Wokingham	216.2	4	34.9	3	98.5	1	17.2	7	13.3	5
SN Average	214.2		33.9		92.9		18.8		14.4	
South East	212.7		32.0		90.2		17.7		13.3	
<b>England (State-funded schools and colleges)</b>	<b>211.5</b>		<b>33</b>		<b>89.7</b>		<b>16.1</b>		<b>11.9</b>	
National Ranking		38		90		51		48		51

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## Children & Education Select Committee

13 May 2015

### Understanding the role of Pupil Premium in reducing the attainment gap

#### **Purpose of the report:** Policy Development and Review

This report presents an overview of the educational outcomes of disadvantaged children and young people in early years, primary, secondary, post 16 and special school phases for the academic year ending in the summer of 2014.

In addition it considers the impact of Pupil Premium on improving outcomes for disadvantaged pupils in Surrey.

#### **Introduction**

**“A school cannot be a good school unless it caters properly for ALL the children it is there to serve.” The Lamb Inquiry 2009**

1. A key focus of Surrey School Improvement Strategy is narrowing the achievement gap between both low attaining pupils entitled to support provided by pupil premium and other pupils. This has been driven through the No Child Left Behind Campaign.
2. The impact is beginning to be seen in improved outcomes at most key stages. At all key stages Surrey is narrowing the gap between disadvantaged pupils and that of all pupils nationally. However, attainment is still below that of all pupils and also of disadvantaged pupils nationally. In addition the gap is narrowing relatively slowly.
3. Schools are highly supportive of and engaged in the project. The culture of high expectations and no excuses for all is increasingly embedded in

schools. Schools are required to report on their websites about their use of pupil premium and Ofsted focus on outcomes for disadvantaged pupils in their reports. This work is a continued priority initiative for this academic year.

## Context

4. Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into higher education. The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven. The gap widens further during secondary education and persists into higher education. The likelihood of a pupil eligible for free school meals (FSM) achieving five or more GCSEs at A\*-C including English and mathematics is less than one third of a non-FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.
5. The Sutton Trust, founded in 1997 by Sir Peter Lampl to improve social mobility through education, considers that when compared to their peers, disadvantaged pupils on average:
  - Have less home support for their learning
  - Have weaker language and communication skills
  - Are more likely to have significant difficulties in basic literacy and numeracy skills
  - Experience more frequent behaviour difficulties
  - Are less likely to believe they can control events that affect them
6. Introduced in April 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces. It was introduced to enable schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers.
7. In the 2014 to 2015 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:
  - £1,300 for pupils in reception year to year 6
  - £935 for pupils in year 7 to year 11
8. Schools also received £1,900 for each pupil who has left local-authority care because of 1 of the following:
  - Adoption
  - A special guardianship order
  - A child arrangements order
  - A residence order

9. Children who have been in local-authority care for one day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.
10. Children who have parents in the armed forces are supported through the service child premium which for 2014-15 was set at £300 per pupil.
11. For the financial year 2015 to 2016 the funding remains very similar with an increase of £20 per pupil from reception to year 6. All other funding amounts remain the same.
12. In Surrey in 2015 to 2016 there are 23,700 children eligible for pupil premium attracting funding of £27 400 000.
13. It is for schools to decide how the pupil premium allocated to their school is spent. Schools will be held accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment. School performance tables now include a 'Narrowing the Gap' measure showing how disadvantaged children perform in each school. Since September 2012, schools have had to publish online details of their pupil premium allocation and their plans to spend it in the current year.
14. 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.

<b>No Child Left Behind</b>
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15. The Surrey No Child Left Behind project places a relentless focus on raising the achievement of disadvantaged pupils by creating a culture of no excuses and high expectations in all our schools and settings and providing challenge, support and guidance to all those who work in them.
16. During the past year the following initiatives were put in place:
  - Additional Headteacher Quadrant Meetings
  - No Child Left Behind Leaflet
  - HMI survey
  - Detailed data analysis of Surrey context
  - Updated data available to all schools
  - 60 Pupil Premium audits
  - School visits
  - Primary Vision conference
  - Sharing information through hub working

Further examples are given later in this paper.

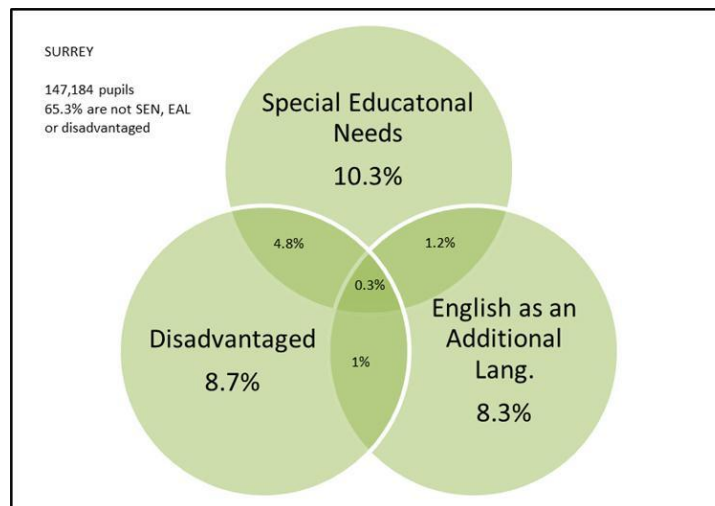
## Context

17. The number of disadvantaged pupils has increased over the last three years. Approximately 15% of pupils in Surrey were in receipt of the Pupil Premium for disadvantaged pupils in 2014 compared with 27% nationally

Surrey  = 1 in 7 pupils

National  = 2 in 7 pupils

18. Within the disadvantaged pupils cohort children may also have a range of other vulnerability factors that may impact on their performance. As the following diagram shows, 35% of disadvantaged pupils are also children with identified SEN.



19. The distribution of pupils entitled to pupil premium varies across and within boroughs. The wards with the highest proportion of pupils eligible for FSM are:

- Stoke and Westborough (both in Guildford)
- Stanwell South and Stanwell North
- Ashford North and Walton North

20. 80% of disadvantaged pupils are in schools with less than 20% of the total number of pupils eligible for FSM.

## Outcomes for disadvantaged children

21. Overall the performance of disadvantaged pupils in Surrey has improved across the primary key stages this year. At all key stages Surrey is narrowing the gap between disadvantaged pupils and that of all pupils nationally. However, attainment is still below that of all pupils and of the similar group nationally. In addition the gap is narrowing relatively slowly.

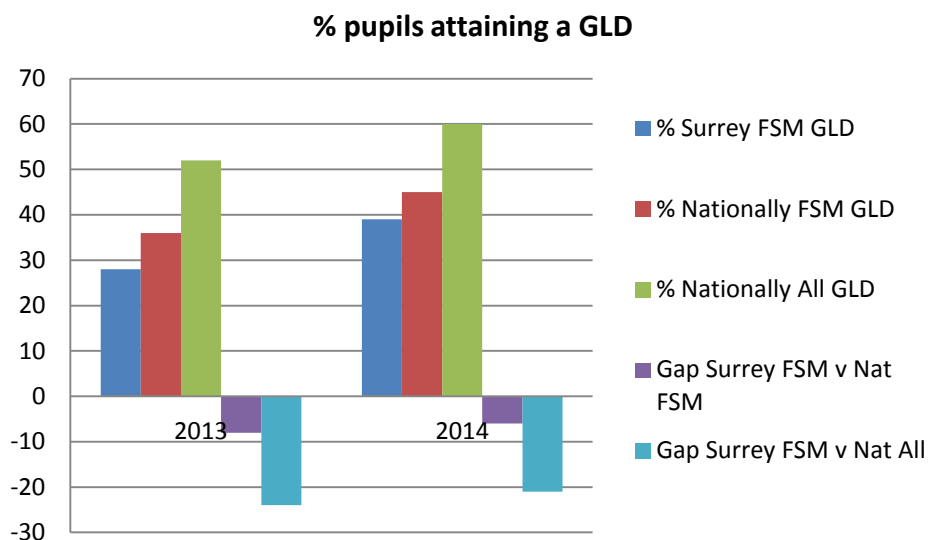
### Early Years

22. National figures for disadvantaged pupils are not published. The first table shows the trend for Surrey pupils – the second table provides a national comparison for FSM pupils.

Foundation Stage	Dis	All	Gap
% GLD 2014	40.5	63.4	-22.9
% GLD 2013	28.7	51.9	-23.2

Foundation Stage	Surrey		National		Surrey vs National	
	FSM	All	FSM	All	FSM Gap	All Gap
% GLD 2014	39	63	45	60	-6	+3
% GLD 2013	28	52	36	52	-8	-

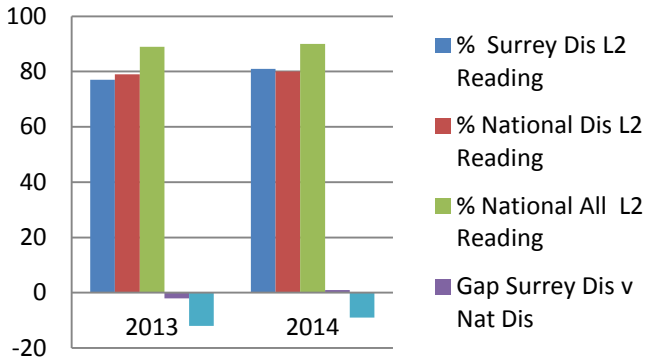
23. The percentage of children eligible for FSM that achieved a good level of development in 2014 increased from 28.7% to 40.5%. This narrows the gap between both FSM pupils nationally and all pupils nationally. However, this is still 6 percentage points below the similar group nationally.



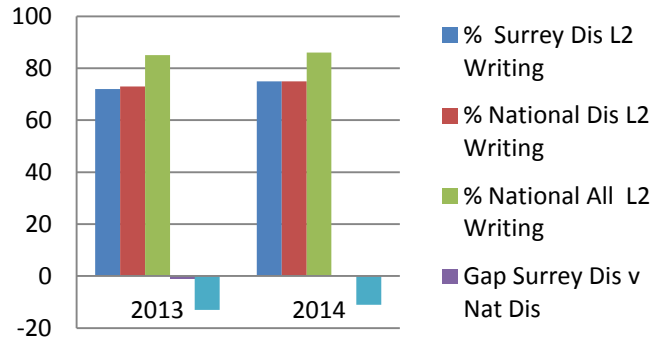
### KS1

24. At KS1 attainment for disadvantaged pupils in reading, writing and maths rose at a faster rate than for the similar group nationally. Disadvantaged pupils in Surrey now achieve as well as the similar group nationally in reading and writing and better than this group in maths. The gap between Surrey disadvantaged pupils and all pupils nationally is narrowing. However, disadvantaged pupils are still under-attaining in comparison to all Surrey children.

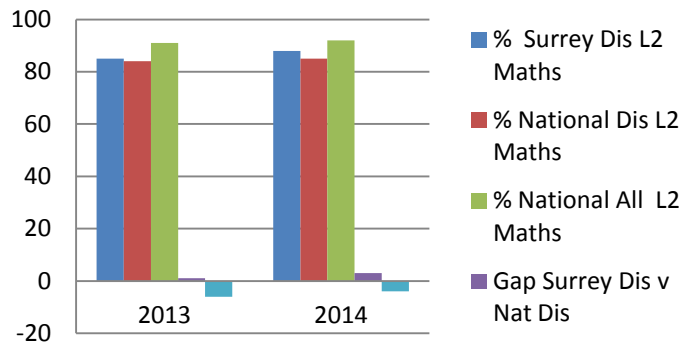
**% L2+ Reading**



**% L2+ Writing**



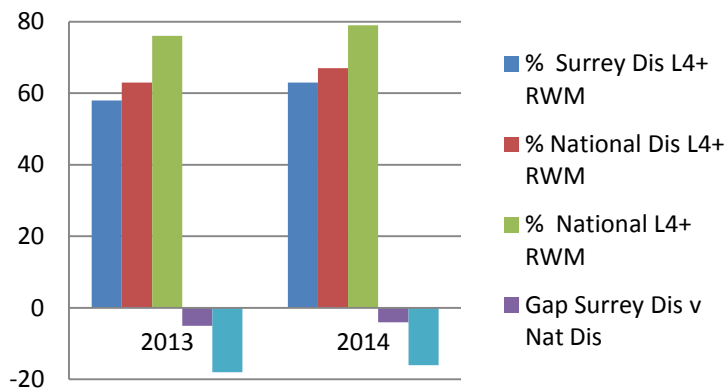
**% L2+ Maths**



**KS2**

25. The percentage of disadvantaged pupils that attained L4+ in Reading, writing and maths combined at the end of Year 6 in 2014 increased by 5 percentage points compared to an increase of 4 percentage points for all Surrey pupils.

**% L4+ RWM**

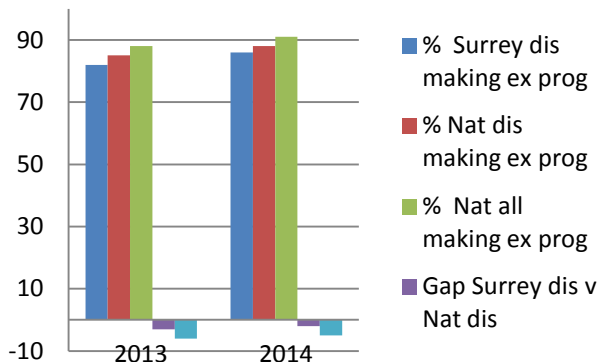


26. Whilst the gap is being narrowed both between similar pupils nationally and all pupils nationally, disadvantaged pupils in Surrey still do not attain as well as similar pupils nationally.

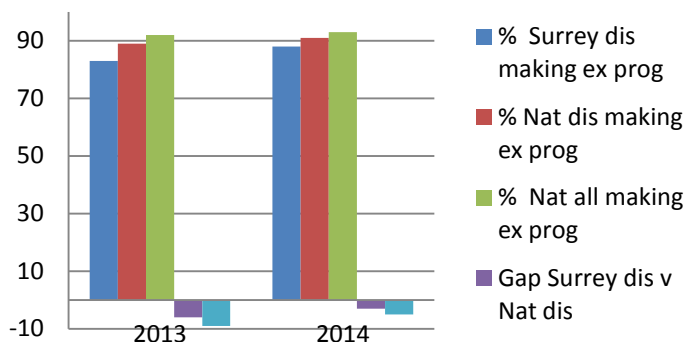


27. Surrey disadvantaged pupils are also narrowing the gap in terms of the proportion of pupils that are making expected progress in reading and writing. However, in maths the gap is not narrowing and remains wide.

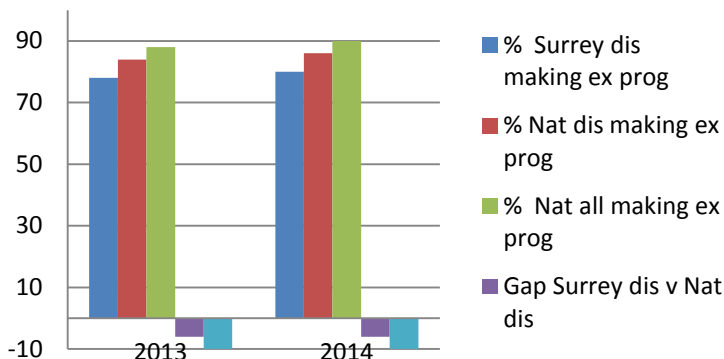
**% making expected progress in reading**



**% making expected progress in writing**



**% making expected progress in maths**

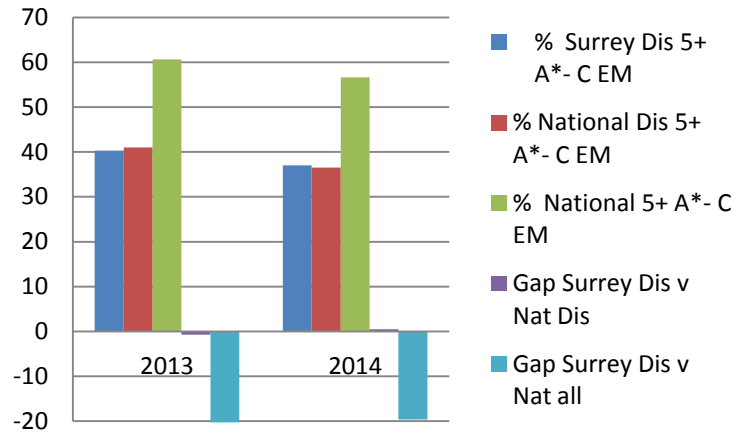


**KS4**

28. At KS 4 disadvantaged pupils achieve in line with disadvantaged pupils nationally. The major reforms implemented in 2014 to the calculation of KS4 performance measures affected results for disadvantaged pupils in the same way as other pupils and overall attainment fell.

29. Overall, less than two out of five pupils entitled to pupil premium attain five or more good GCSEs with English and maths. There remains big variation between schools and overall the gap between disadvantaged pupils and all pupils nationally has not narrowed.

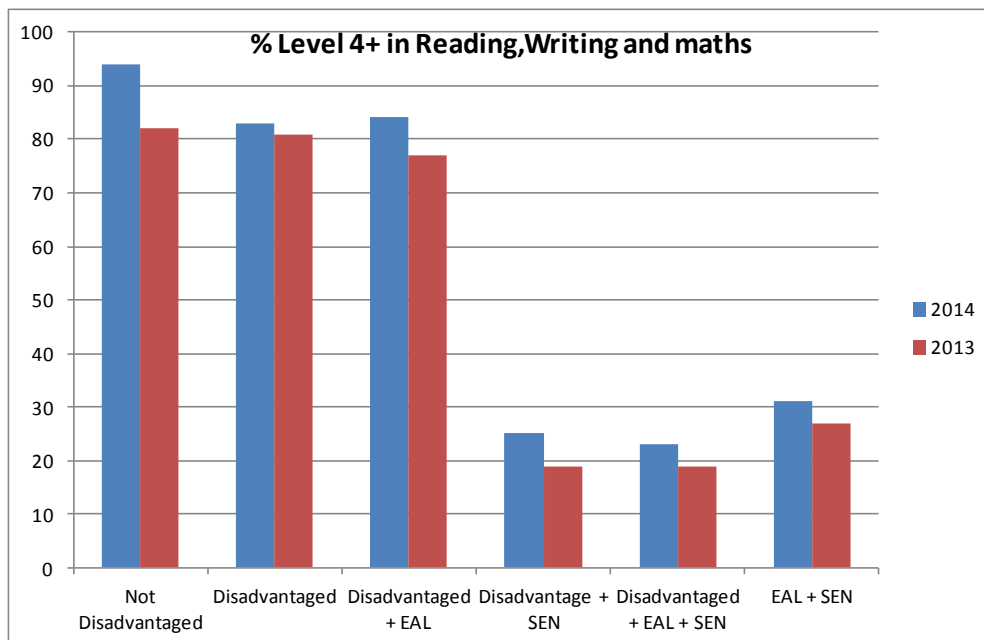
**% 5+A\*-C EM**



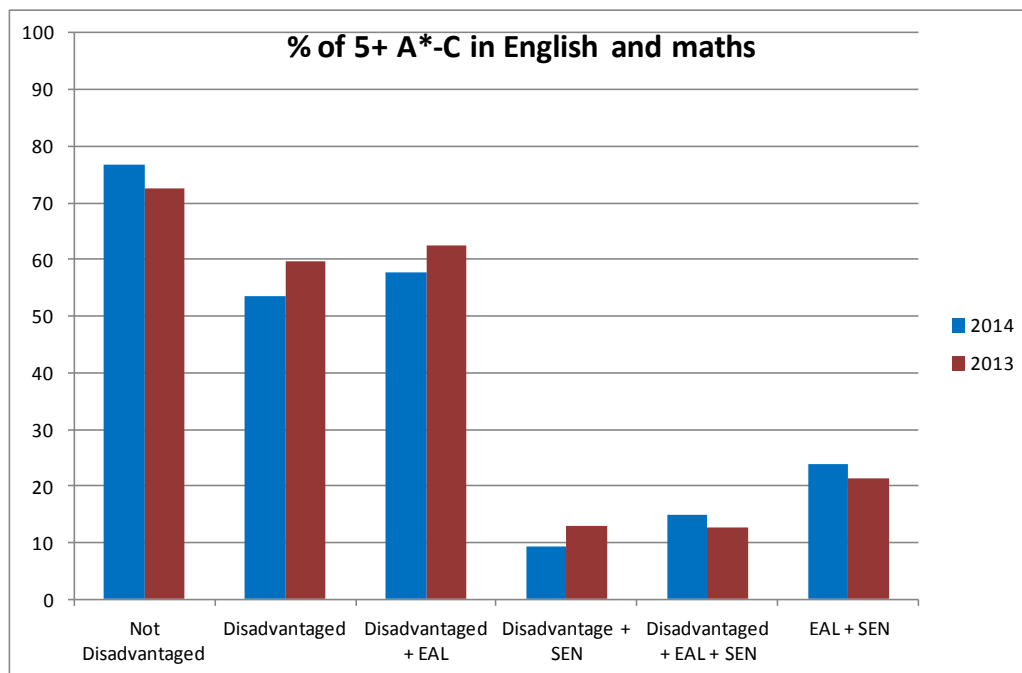
**Disadvantage Pupils and SEN**

30. 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 e.g. 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.

31. The performance based on combinations of vulnerability has improved since last year. The performance of disadvantaged pupils with SEN is similar this year to disadvantaged with SEN and EAL (however, the latter group contains only 44 pupils).



32. The percentage of not disadvantaged pupils at Key Stage 4 improved in all measures. The results for the other vulnerability groups were varied. This suggests they were affected more by the changes in accountability measures.



## How is SEN<sup>1</sup> impacting on the performance of disadvantaged pupils?

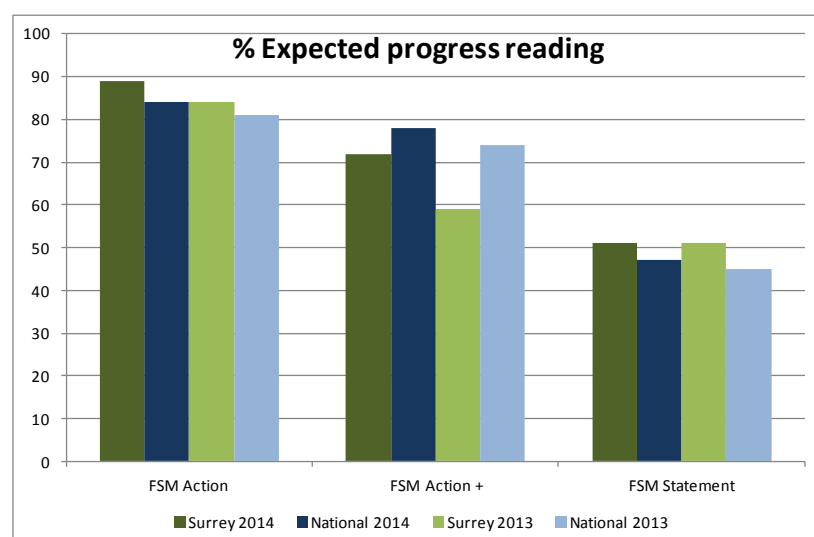
33. Comparison of disadvantaged pupils with SEN performance is not available nationally. However, DfE do publish figures on the performance of FSM by SEN type as part of the analysis of children with special education needs. The latest figures indicate that the percentage of FSM pupils with Action or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

The relative performance of FSM SEN groups Surrey to National

Key Stage 2 2014 FSM Pupils with SEN	Surrey			National		
	Action	Action Plus	Statement	Action	Action Plus	Statement
% Expected progress reading	89	72	51	84	78	47
% Expected progress writing	90	76	49	88	82	48
% Expected progress maths	74	66	47	80	75	45
% L4+ in Reading, writing (TA) & maths	39	14	9	41	29	10
% of FSM cohort	16	15	9	18	14	6

### Source: SFR50\_2014

34. Last year FSM/Action plus pupils in Surrey were performing well below their national peers (particularly in reading progress). The percentage of pupils achieving expected levels has increased for this group in both reading progress and writing progress which has reduced the gap between them and their national peers (59% to 72% in reading and 69% to 82% writing)



<sup>1</sup> 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)

### **Pupil Premium Awards**

35. The DfE in partnership with the TES allocate annual Pupil Premium awards to schools that have showed that they have improved outcomes for disadvantaged pupils in terms of the progress and attainment since 2011, and that they are highly effective in educating their disadvantaged pupils. Four Surrey Schools were given an award.

1. St Joseph's Catholic Primary School, Epsom
2. Wallace Fields School Junior
3. St Joseph's Catholic Primary, Guildford
4. St Michael's Catholic Primary, Ashford

36. In addition a further eleven schools narrowly missed qualifying for the Pupil Premium Awards this year. However David Laws wrote to the schools expressing his hope that they can build on their success through the summer 2015 results for disadvantaged pupils.

### **Making a difference in Surrey – The No Child Left Behind Project**

37. The No Child Left Behind Project was launched in Spring 2014. The No Child Left Behind project places a relentless focus on raising the achievement of disadvantaged pupils by creating a culture of no excuses and high expectations in all our schools and settings and providing challenge, support and guidance to all those who work in them.

38. During the year a wide range of initiatives were put in place including:

- Additional Headteacher Quadrant Meetings
- No Child Left Behind Leaflet
- HMI survey
- Detailed data analysis of Surrey context available to all schools
- Updated data available to all schools
- Audit tool for all schools
- 60 Audit of good practice
- School visits
- Primary Vision conference
- Sharing good practice through hub working.

39. We have encouraged schools to work collegiately to make a difference for our disadvantaged pupils. This has led to the creation of a large number of hubs across the county. Many of these have in addition been taking part in an 8-day course to support their work. Some of the themes chosen have included parental engagement, metacognition, intervention, phonics, EYFS and marking and feedback.

40. We have set up a dedicated No Child Left Behind Website for schools. This has been developed in conjunction with schools and includes areas where schools can access documentation, information and case studies.



No news yet

## No Child Left Behind Everyone's Responsibility

Raising the Achievement of Disadvantaged  
Pupils in Surrey

PP Courses	Audit Materials
Early Years	Useful Links
Quadrant Meetings	Parental Engagement
Case Studies	Interventions
Quality 1st Teaching	Documents

41. In addition, regular communication has taken place through a wide range of channels ensuring that The No Child Left Behind agenda is at the forefront of school work. Three additional headteacher quadrant meetings have focused on sharing expertise and information from both within Surrey and external to Surrey. The foci have included:

- Narrowing the gap at Early Years
- Achievement for all
- Parental Engagement
- Metacognition.

An up-date to the No child Left Behind Leaflet has been published and sent to all schools.



NO CHILD LEFT BEHIND  
EVERYONE'S RESPONSIBILITY

RAISING THE ACHIEVEMENT OF DISADVANTAGED  
PUPILS IN SURREY  
UPDATE MAY 2015



## What makes the difference

42. As shown by the improving outcomes, the No Child Left Behind project and pupil premium is making a positive difference in many schools in particular where there is strong leadership and governance. Schools spend their funding on a wide range of initiatives. Since September 2012, details of this spending and its impact must be published annually on schools' websites.
43. There has been a great deal of research carried out both nationally and locally into what makes the difference in narrowing the gap. The key aspects identified in particular by Ofsted are:
- Strong leadership - including governance - and a collective vision
  - High expectations for all
  - Quality first teaching
  - Relentless monitoring and rigorous use of data
  - Interventions matched to pupil needs
  - A focus on reading, writing and speaking from the earliest age
  - Social and emotional support
  - Working with parents
44. Ofsted carried out a survey of good practice in Surrey primary schools in November 2013 and found the same strengths. The outcomes of the Surrey Survey are in Annex 1. Additional research carried out by Babcock 4S also concurs with this. We have therefore ensured that our approach is focused on addressing these aspects.

### **Leadership and School Culture supported by the relentless use of data**

45. The influence of the head teacher in creating a culture that enables Pupil Premium children to attain well is the crucial factor in ensuring their success. In successful schools the head teacher builds the school's vision that permeates through the school. The senior leadership team is relentless in driving an ethos that encapsulates the beliefs that all children count and all children can achieve. An intolerance of any attitude that accepts that low attainment is inevitable exists. The senior team models the vision and high expectations daily. This commitment is shared by staff and governors who will do everything possible to remove any barriers that might hinder a pupil's development.
46. Evidence shows that the most effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. They then track the progress of pupils who are eligible for the pupil premium funding meticulously and make sensible amendments to the support they provide as a result of their monitoring and evaluation.

47. All primary schools in Surrey have been placed into FSM bands determined by the percentage of children eligible for FSM from 2011-2014. Schools have been provided with their own data and comparative data for the FSM band. This enables schools to compare their pupils' achievement with that of pupils in similar schools.
48. In addition schools are invited to undertake an audit in order to:
- Raise attainment for children with FSM
  - Create and strengthen a commitment to
    - raising the life chances for children with FSM and
    - any other child who is at risk of under-attainment
  - Develop a stimulating and motivating curriculum that matches the needs of vulnerable pupils
  - Use data effectively to track progress and set clear targets
  - Ensure interventions are appropriate and effective
49. Over 50 schools had visits from consultants to support them in undertaking the audit and to evaluate provision and outcomes alongside school leaders.

#### **Case Study – New Haw Primary School – Outstanding leadership**

The school has received a letter from David Laws congratulating them on the achievement of pupil premium children in the school. The headteacher has been invited to become a reviewer of schools' Pupil Premium strategy on behalf of the DfE.

In 2014 there were 11 Pupil Premium children in Year 6 (12%). All made expected progress in maths, reading and writing and six made more than expected progress in maths and reading and two in writing. All achieved NC Level 4+ in maths, reading and SPaG.

The Senior Leadership Team (SLT) are relentless in ensuring that all staff share their high expectations for all children to achieve at age appropriate levels or above. Pupil premium children are clearly identified in class records and teachers are held accountable for their progress and attainment. The SLT carry out weekly drop-ins on teaching and a proforma for observation has been developed with Pupil Premium children highlighted as a group.

Data on progress and attainment is analysed termly and used by class teachers to plan for provision. The school have developed their own measures of progress towards end of year expectations based on expected outcomes set out in the new curriculum. Progress is measured against emerging, developing, achieving and mastery for English and maths. The school has a rigorous assessment battery of tests and class based tasks so that they can make a fast start with addressing any perceived gaps or areas of difficulty. Governors are kept informed of pupil progress through year group overviews, which are detailed in terms of actual progress and achievement data.

The school ensures that children who are at risk of falling behind or those that are the hardest to teach are taught by the most skilled and

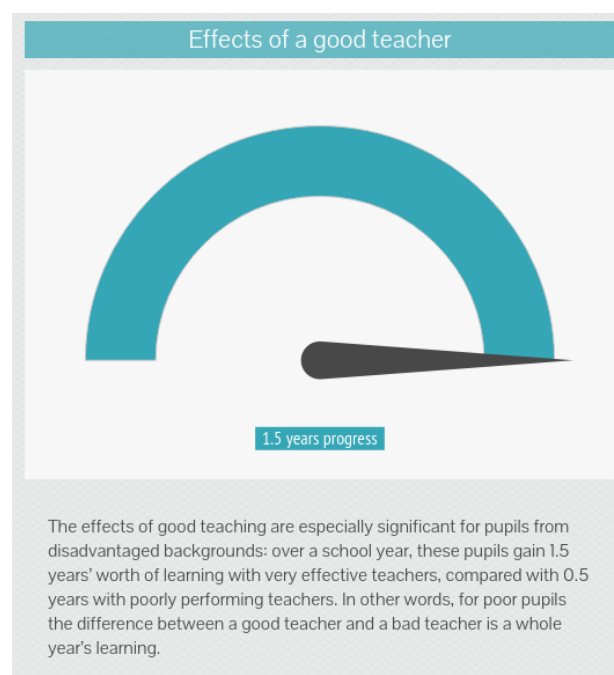


experienced teachers through a Focus Group system where a small group of nine or ten children work each day with a senior teacher during the whole class work. Children are positive about this approach and data clearly shows an upward trend of progress and attainment.

### A focus in the classroom.

50. Research shows that the quality of teaching is the biggest factor in improving outcomes for disadvantaged pupils.

*"There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work. It follows that it is legitimate to spend Pupil premium funding on raising the quality of teaching."* Sir John Dunford, DfE Pupil Premium Champion



Sutton Trust 2015

51. In Surrey therefore, there has been a focus on improving quality first teaching in our most vulnerable schools. Schools where Pupil Premium children achieve well develop an approach to teaching that promotes active, first hand learning. Children gain from an emphasis on challenge in lessons where they are encouraged to think hard and solve problems. Key classroom strategies include collaborative and cooperative working which develops strong learning attributes.

52. There is strong evidence that improving 'learning to learn' skills is a powerful way of improving outcomes for disadvantaged pupils. Therefore encouraging a range of deeper learning skills such as self-evaluation, perseverance on tasks etc. over extended periods is a priority. This approach benefits all children as well as those from vulnerable groups. Feedback to pupils is regular and detailed and teaching is precisely matched to the needs of the pupils.

### **Case Study – Horsell Junior School – Improving resilience**

This school identified that resilience was an issue along with the clarity of expectations of staff. They have put much work into developing feedback and children are given time to respond to developmental marking. Target cards have been introduced and updated to celebrate progress and precise instructions given which were then used to self-assess against. The intervention, 'Talking Partners', was used to develop spoken language and correct sentences structure and the techniques are also used in class. Also differentiation has been developed using 'must, could, should' in core lessons and this is clearly identified on planning for a number of needs. The data is showing that the changes are having a positive impact on the progress of pupil premium pupils.

53. The most successful schools ensure that pupils catch up with the basics of literacy and numeracy frequently through the use of accredited intervention programmes. Where these are successful it is because 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 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.

### **Case Study – Sayes Court School – use of Interventions**

In this school a range of named interventions with a proven track record are used. These include Numbers Count, 1st Class @ number, 1st Class @ number 2, success@arithmetic, Project X CODE, Write Away Together, Rapid Phonics, FFT wave 3, SEAL silver set and Talk Boost. Interventions are put in place when a need is identified through data analysis and pupil progress meetings. Staff running interventions track progress towards intended learning objectives using an 'intervention tracker sheet'. This data is then evaluated and decisions are made about whether to keep running the programme, cease it or adapt it.

Last year the majority of interventions showed accelerated progress. For example in Project X code all pupils made at least 7 months progress over the 11 weeks pupils took part.

54. In Surrey a number of accredited intervention programmes are available and schools are encouraged to engage with these. For some Focused Support schools the training is funded through the Service Delivery Agreement (SDA). Evaluation shows that the very great majority of children that take part in these make accelerated progress.

## Minimising Barriers to Learning and Achievement

55. Where schools had successfully begun to narrow the gaps in achievement between pupils who are eligible for the Pupil Premium and their peers they had often thought carefully about what barriers to learning pupils were experiencing, and how to remove or at least minimise them. Schools that do this well:

- Establish good relationships with parents, especially those whose children are eligible for free school meals.
- Are influential in the local community and take practical steps to forge strong, life-changing links between parents and between home and school
- Employ additional members of staff to support children's social, emotional needs
- Make sure that there is regular and effective communication with other agencies so that appropriate information about pupils is shared.

### Case Study – Kingfield Primary School – Parental engagement

In this school barriers to learning are often linked to experiences at home, for example attendance, parenting issues and homework. The Home School Link Worker is very involved with many families. Regular events in school are run, which parents are encouraged to attend e.g. phonics in class sessions and coffee mornings aimed at disadvantaged parents. A homework club has been set up specifically targeted at disadvantaged pupils and children receive vouchers to enable them to attend a club run by an outside agency.

### Case Study – Town Farm Primary Pupil Premium Pledges

Town Farm has found one of the key factors in raising outcomes for disadvantaged pupils is living out their school motto of Respect, Achieve, Aspire. Many of their disadvantaged pupils come from families where numerous generations have been out of work and are caught in this cycle. They have an unswerving approach where the positive is highly praised and aspirational values are communicated by all; setting the highest expectations when you set foot through the school gate. The school has set an absolute priority on providing access and opportunities to raise aspirations. Through their Pupil Premium Pledge something as simple as new shoes and uniform gives a completely new sense of self-respect, clearly evident in the way pupils conduct themselves. It is now cool to be smart, a sentiment which is epitomised by our house prefects who have special blazers which they wear with immense pride. The school has found that this approach with a relentlessly consistent focus has had a large impact on many of our disadvantaged families as well as the rest of the school community. The by-product of developing greater self-respect and raised aspirations is enhanced outcomes in reading, writing and maths at the end of KS2.

### Next Steps

56. Narrowing the gap, whilst maintaining high outcomes for all is a key priority for schools in the next year. Our focus as we move forward is to develop our work with all vulnerable groups in particular

- Disadvantaged pupils at Early years regardless of the setting
- Pupils who are both disadvantaged and SEN
- Looked after children

57. Our risk assessment process for identifying schools includes alerts based on a range of measures for disadvantaged/vulnerable groups and judgements regarding the school's capacity to develop effective inclusive provision for all learners. We will work in partnership with schools to monitor and measure impact on outcomes and challenge schools where outcomes for vulnerable groups need to be improved

### Recommendations:

Members are asked consider this paper.

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