

Annex 1

Draft Education Achievement Plan

2013 - 2017

Contents

1. Foreword.....	1
<i>Achieving full potential</i>	1
2. Summary and background.....	3
Children and Young People’s Strategy 2012 – 2017.....	3
Education and prosperity.....	3
Working in partnership to improve school standards.....	4
A local model for raising standards.....	4
3. Our vision for learning.....	6
4. Partnership working.....	7
5. The role of the Local Authority.....	8
6. Strategic priorities and approach.....	8
7. The policy landscape and local context.....	10
8. The challenges.....	12
a. The changing needs of our children and young people.....	12
b. Raising standards.....	13
c. Admissions, place planning and fair access.....	15
d. Funding reforms and a reduction in public spending.....	15
e. Special Educational Needs.....	16
9. What we need do to make a difference in education by 2017.....	17
Participation and engagement.....	17
Raise achievement, secure excellence and realise potential.....	17
Collaboration and partnership.....	18
Preventing exclusion.....	18
10. Appendices.....	20
Appendix 1. Education provision in Surrey.....	20
Appendix 2. Measures of success.....	22
Appendix 3. Primary Vision.....	23
Appendix 4. Secondary Vision.....	24

DRAFT

1. Foreword

I am very pleased to introduce Surrey County Council's Education Achievement Plan for the period 2013 to 2017.

Surrey County Council is committed to working with Surrey's schools and other education partners to raise outcomes for our children and young people over the next five years. Equally, local schools need to work together to maximise support to local communities. Partnership working requires long-term investment and support, building upon the successful joint work developed in this county over many years. The Surrey family of schools has a long history of successful mutual support and we will continue to support and develop this style of working. When local schools experience difficulties, we will continue to look first to Surrey partners to provide the necessary support.

Surrey County Council works closely with all Surrey state schools including academies and we will continue to work with all our early years settings, schools and partners regardless of organisational status to raise standards and build capacity for a self-improving system.

Achieving full potential

We are determined to ensure that every child and young person can achieve his or her potential. To do this, we want to ensure that every Surrey child will be able to attend an early years setting or school which is judged by Ofsted to be good or outstanding by 2017.

Surrey's education services aim to provide high quality education for all the county's children based on their individual needs. Where there is a particular difficulty or disadvantage (such as special educational needs, social and economic circumstances or difficult family histories), we will provide appropriate additional support. The gap between the performance of our most disadvantaged children and their peers continues to be a major concern and a priority for improvement over the next five years.

Many Surrey schools are among best in the country but we also recognise that we face challenges. The local population is rising rapidly and increasing the demand for early years and school places. Surrey is becoming more urbanised and crowded, and includes families from an ever-greater diversity of backgrounds. Within our service, more needs to be done to ensure that every early years settings and school is able to provide a good education for all its learners. Our current improvement strategy has secured more than three quarters of our 392 schools as good or outstanding: 75% of primary schools, 72% of secondary schools, and 87% of our special schools. We aim to see all these levels rise significantly, and reduce the proportion of schools that are not yet good. And we hope,

despite the difficult financial circumstances, to increase the resources available to support this work.

Surrey County Council is a key agency in education and we will continue to support and coordinate our schools and intervene where there are problems. The local challenges and the rapidly changing education landscape have increased the risks at all stages of education. This plan sets out the framework through which we will ensure that every child and young person in Surrey has access to a good early years setting, school or college and a good education by 2017.

This plan constitutes a key building block of the Surrey Children and Young People's Strategy with its four priorities: to prevent harm, protect children, raise participation, and realise potential. I would like to thank all the colleagues in Surrey schools, in Babcock 4S and within Surrey County Council who have contributed to its completion.

*Peter-John Wilkinson,
Assistant Director - Schools and Learning*

*Linda Kemeny,
Cabinet Member for Children and Learning*

DRAFT

2. Summary and background

Children and Young People's Strategy 2012 – 2017

In July 2012 Surrey County Council's Cabinet approved the Children and Young People's Strategy 2012-17 which makes a firm commitment to continue to engage in partnership working and focuses on four priorities: prevention, protection, participation and potential. It also reaffirmed the longstanding vision that:

'Every child and young person will be safe, healthy, creative, and have the personal confidence, skills and opportunities to contribute and achieve more than they thought possible.'

The Education Achievement Plan is one of three plans that will deliver the strategy. It will be our main vehicle for influencing the lifecourse outcomes for children and young people in the early, primary and teenage years, in relation to educational achievement. It outlines our approach to working in partnership with our early years and childcare settings, schools, colleges and other education partners to create the local agreements and provide the best opportunity for children and young people to succeed in Surrey. The national drive to raise standards means that early years settings and schools are being held to a higher standard of performance and there is an urgent need to agree a new plan to ensure that every child and young person in Surrey has access to a 'good school' and a 'good education' by 2017.

The Health, Wellbeing and Safeguarding Plan will be our main vehicle for positively supporting our children and young people to realise good health and wellbeing outcomes throughout their childhood. We will work together with a wide range of partners such as clinical commissioning groups, police and schools to protect children, promote their physical and emotional health and wellbeing, and improve outcomes for families as a whole.

The Young People's Employability Plan seeks to deliver our strategy of full participation for all children and young people. It will support young people in their teenage years and young adulthood to realise positive outcomes relating to their aspirations in education and beyond, and will deliver skills training that supports readiness for work and learning.

Education and prosperity

Surrey is one of the most prosperous and economically competitive parts of the country in which to grow up. And we want to ensure that the county's 272,800 children aged 0-19 are all able to enjoy the best possible start in life. It is essential that this includes a good education.

Many families choose to live in Surrey because they consider it an attractive place to bring up children, with access to good early years provision, schools, further and higher education. The prosperity of Surrey and the education provided within it are intrinsically linked. In order to provide children, young people, families and their communities with the best chance in life Surrey County Council seeks to maintain a significant leadership role in the local education system.

Working in partnership to improve school standards

Effective local collaborative networks of schools and long term investment in a self-sustaining school improvement system provide a strong platform to secure excellence in all schools in the future. Our strategic partnerships with primary, secondary, special schools (including academies) through confederations, the diocesan boards, 11-19 networks and phase councils remains a significant and unique strength from which to work together to improve school standards.

Surrey County Council continues to support strong partnership working with schools and between schools, working together as the Surrey family of schools. Schools sit at the heart of local communities. They form a key part of the social networks that hold and connect local life together. We strongly support the view that education is and should remain community-based. We have a strong history of community partnership and collaboration with all our schools established over the last 10 years. In the last year, we have worked successfully with head teachers to agree strategic priorities and commitments to implement the Primary Vision and Secondary Vision agreed for education over the next 5 years.

School to school support is at the heart of the long-term strategy for improving Surrey schools. The county has an excellent track record in brokering support from its leading schools, headteachers and governors to support neighbouring schools experiencing difficulties. Through developing this style of early intervention and support, Surrey can demonstrate it has the capacity to secure its own improvement.

The offer of local school support also goes much wider involving an alliance with six Teaching Schools, nine National Leaders of Education (NLE) and over 40 Local Leaders of Education (LLE). They include headteachers of academies as well as maintained schools. Surrey County Council is a leading local authority in developing this level of capability and capacity, which is not matched elsewhere in the country.

A local model for raising standards

Through the creation first of community technology colleges, foundation schools and old-style academies, and now through new-style academies and free schools, successive governments have sought to reduce the links between (some) schools and local authorities. Surrey County Council has long supported the development of local schools

as self-managing, self-improving, self-governing institutions, benefiting from a high level of day-to-day independence and with freedom to develop excellence in local contexts. We have, however, resisted notions that it is advantageous to increase competition between schools or to reduce the accountability of schools or other public services to local residents. And we will continue to support this position.

There is a growing view held by the Department for Education (DfE) that only academies and academy chains can improve schools rapidly. Our aim is to secure a successful locally agreed model which matches capacity, locality and existing partnership arrangements and allows it to be maintained to develop and grow. Where schools have been given support but do not have the leadership capacity to improve, we will look to our partners including our Surrey academy sponsors to provide a local solution.

There is no place for accepting failure and where there are more fundamental and deep rooted leadership issues we will respond accordingly. We intend to continue to exercise county-based judgments of how to respond to particular cases and to argue strongly for local solutions, decision-making and accountability.

Local authorities have an important role and responsibility for securing effective working relationships and facilitating communication between schools, government and the wider system. We want all schools in Surrey to work with us to support children and families who are most in need. We have worked hard to keep a strong relationship with all schools regardless of status and will continue to invest in them and our partnerships for the benefit of Surrey's children and communities. We will continue to work with all our schools and partners regardless of their status to agree a Surrey wide 'Compact' to secure future working agreements and arrangements with schools and other key partners.

Surrey County Council has demonstrated that we work closely with Surrey-based academies, and we will work with all schools regardless of status, to continue to raise standards and build capacity for a strong local self-improving education system.

Delivery of our strategy is also supported by a Public Value Programme focused on family support, early help, and disability services. This includes looking at how we support families with complex needs and significant social disadvantage, providing services as soon as possible to prevent issues that are emerging for children, and integrating services across health, social care and education for children with complex needs.

The programme will work to develop partnerships that enable greater efficiencies and effective working through a whole systems approach. The aim is that by supporting families in an integrated way, schools, education providers and other professionals can achieve better outcomes for children. This will ultimately support their ability to learn and achieve.

3. Our vision for learning

'Every child and young person contributes and achieves more than they thought possible'

This vision, agreed as part of the Learning Strategy in 2008, continues to be at the heart of our aspirations for education and achievement. In July 2012 Surrey County Council's Cabinet approved the Children and Young People's Strategy 2012-17. This Education Achievement Plan 2013-17 is one of three plans that will deliver the strategy.

It seeks to deliver the Surrey County Council's strategy for providing all children and young people with good lifecourse outcomes, particularly ensuring that all have access to a good early years, primary and secondary education. The plan is an overarching strategic one that confirms our future role in education and is a clear reference point for informing various council service plans, including the Early Years and Childcare Service Plan, School Organisational Plan, Special Educational Needs and Learners with Learning Difficulties and Disabilities Plan.

Surrey continues to perform among the top quartile of all 152 local authorities nationally for the majority of key attainment measures at all key stages

- Early Years: Achievement of 78+ points across the FSP (14th)
- Key Stage 1: Level 2+ in reading, writing and maths (8th, 10th and 3rd)
- Key Stage 2: Level 4+ English and maths (26th)
- Key Stage 4: 5+ A*- C GCSEs including English and maths (19th)
- Post 16: Points per entry and average points score across all post 16 providers (34th and 57th)

Although overall Surrey continues to perform better than the national and South East region in most key measures at all Key Stages analysis of 2012 performance data shows that there remains some key priorities particularly with progress in mathematics and English and the progress and attainment of disadvantaged and vulnerable pupils.

A new Ofsted measure of local authority success for schools published in November 2012 identifies that our primary schools were ranked 87th (primary) and 82nd (secondary) nationally for the percentage of children attending schools that were judged by Ofsted to be least 'good'. By the end of December 75.4% of all schools in Surrey compared to 69.5% nationally were judged to be good or better by Ofsted. However, there still remains room for improvement as 25% (95) of our schools are still not yet judged to be good.

The Education Achievement Plan recognises the unique contribution that early years and childcare settings, schools, and colleges make to their local communities. Working with our headteachers and governors through local phase councils and area meetings we have begun to co-construct a joint vision and agree key strategic priorities and actions we will take over the next five years.

4. Partnership working

Surrey has a successful history of working with and securing successful collaborative arrangements with its early years and childcare settings, schools, colleges and other key stakeholders and partners. Over the last twelve months both the Primary and Secondary Phase Councils have re-affirmed their commitment to continue to work together as part of a mixed economy of schools across all phases regardless of school status.

This plan builds on strong partnership working to achieve good educational outcomes at all stages in a child's life. It captures the ambitions and concerns of our partners, in particular those aims and values identified by the leaders of our schools in the primary and secondary visions for education (Appendix 1 and 2).

In return Surrey County Council has committed to:

- secure effective working relationships and partnerships and develop a formal 'Compact' for future working and partnership agreements with schools, colleges and other partners including the diocesan boards, health and the police
- support the early years and childcare sector to ensure that all aspects of the Early Years Foundation Stage are addressed so children are ready to learn when they start school
- support and challenge underperforming early years and childcare settings and schools to secure rapid improvement when they are judged to be failing or at risk of failing
- invest the capital needed to meet the growing demand for more early years, childcare and school places
- work with all our schools and colleges regardless of status to continue to raise standards and build capacity for a local self-improving school system
- engage with schools, colleges and other education partners to re-shape services to meet the needs of children and young people locally
- champion and promote inclusion and diversity to find and agree approaches to education that can support children and young people with additional needs and from vulnerable groups.

5. The role of the Local Authority

Our role as the local authority in education has changed, with more powers in education now devolved from local government to individual schools or held centrally by the DfE. The expectation is that we become more of a strategic commissioner and less of a direct provider of education services.

The Government has been explicit in promoting academies to become the norm within the education sector, reducing the number of maintained schools over which the local authority has traditionally had more influence and control. In Surrey, 22 out of 53 secondary schools and five out of 299 primary schools had converted to become academies by December 2012.

The relationship between Surrey County Council and schools has shifted so that schools now have more autonomy and this will shape how we are able to fulfil our role in the future.

Our **core education functions** will now be to:

- Ensure the sufficient supply of places in 'good' schools and fair access to education for all children and young people
- Support and promote the interests of vulnerable children and young people
- Promote and champion the interests of parents and families
- Champion Educational Excellence, tackle underperformance and support poor performing schools to improve quickly

6. Strategic priorities and approach

The Education Achievement Plan outlines our approach to working in partnership with all education providers to create the local agreements and environment for children and young people to succeed in Surrey. As a part of the Children and Young People's Strategy, the plan promotes prevention, potential and participation but also captures the ambitions and concerns of our partners, in particular those aims and values identified by our schools in the primary and secondary vision, which include:

- 1. Increasing participation and engagement** in the best education for all children and young people in Surrey, which includes ensuring that there is fair access to a sufficient number of high quality places provided for children and young people in their locality from the ages of two to 19.
- 2. Supporting collaboration and partnership** to improve outcomes and services for children and young people, through a more localised framework and compact for

partnership working between us, parents, local education providers and other agencies.

- 3. Raising achievement and excellence and realising potential** so that every early years and childcare setting, school, and college provides a good education and has the highest ambition for all their children and young people, and drives their own improvement to enhance life chances and reduce inequalities.
- 4. Preventing exclusion** so that every early years and childcare setting, school and college is able and willing to address disadvantage and find approaches to education that can support all children and young people with additional needs.

DRAFT

7. The policy landscape and local context

We are an effective local authority with 86% of early years settings, 75% of primary schools, 72% of secondary schools and 87% of special schools judged as good or outstanding by Ofsted. Most of Surrey's children perform well at all key stages compared with their peers nationally. However, by the end of the Autumn term 2012, of the remaining 25% of schools, 4% (15) were judged as inadequate and 11% judged as satisfactory at their last 2 consecutive inspections. The new Ofsted Inspection framework replaces the 'satisfactory' designation with 'requires improvement'. Any school judged inadequate will now be expected by the DfE to become an academy partnered with a strong academy sponsor.

Post 16 performance has improved year on year and Surrey remains in the top quartile of achievement at Level 3 nationally. 84% of young people achieved Level 2 qualifications and 65% of young people achieved Level 3 qualifications by the age of 19 in 2011.

Not all children and young people in Surrey achieve their potential. The challenge remains for us to ensure that our most disadvantaged and vulnerable children and young people are also able to achieve their best and make good progress throughout all stages of their education. Currently the inequalities gap between children eligible for free school meals and their peers at the end of key stage 2 is one of the largest in the country. Improving the progress of these children is a key priority for us over the next 5 years.

The Surrey family of schools is strong and continuing to develop through the changing landscape in schools' status and management. We are able to work effectively and well with the mixed economy of schools maintaining and continue to develop effective partnerships. This includes academies, diocesan schools and boards, foundation and maintained schools.

There are already effective, local and collaborative networks of schools in Surrey and long term investment in a local self-sustaining school improvement system. School to school support is strong and is a significant element of our school improvement strategy. The school improvement strategy is implemented by our joint venture partner Babcock 4S.

The Government policy to reform radically the education system has resulted in unprecedented changes. These include a new inspection framework, new curriculum and assessment arrangements, new qualifications, new teacher standards and performance management and new funding arrangements for schools and local authorities.

In addition, our young people who started in year 11 in September 2012 are expected to stay on in education, employment, or employment with training for a further year, as a result of the Raising of the Participation Age (RPA) from 16 to 17 years old from 2013. From 2015 all young people in England must continue in education and or training until at least their 18th birthday, which means that the end of compulsory participation will be

extended by two years. This is discussed in greater detail in the Young People's Employability Plan.

DRAFT

8. The challenges

While we are working to support our children and young people to achieve the best outcomes, we face a number of challenges. There is currently great pressure to reduce the cost of public services. Government policy and legislation around health, education and social care is changing and will fundamentally affect service provision. There is also a strong governmental drive to raise standards in schools, large through the greater use of academies and free schools. This Education Achievement Plan focuses on what is most important for children, young people and families in Surrey, providing value for money services and working in partnership to achieve the best outcomes for all. This may mean targeting available funding towards the services that meet the highest priority needs and decommissioning services that do not.

Our child population is rising and there is an increasing demand for our services overall but less money available to support services in their current form. Surrey County Council has already made significant savings of £67m in 2010/11 and a further £59m in 2011/12. These substantial savings mean that we are in a good position to deal with our increasing financial pressures. But because of the national economic situation, Surrey County Council needs to make a further £212m savings by 2017.

a. The changing needs of our children and young people

Surrey's child population is rising and there is an increasing demand for our services overall but less money available to support services in their current form. The Council has already made significant savings of £67m in 2010/11 and a further £59m in 2011/12. These substantial savings mean that we are in a good position to deal with our increasing financial pressures, but the national economic situation means Surrey County Council needs to make a further £212m savings by 2017.

There are 272,800 children and young people aged 0-19 years in Surrey and this is predicted to grow by a further 8% by 2018. Surrey is a prosperous county, yet 10% of the 0-19 population (23,090) is estimated to live in poverty. This is reflected in our schools, where 8% of the population is eligible to receive free school meals. The demography and profile of children and young people in Surrey has changed over the last decade. There is now greater ethnic and cultural diversity with more than 190 languages spoken, more children with English as an additional language and more children and young people living in single parent households.

The Joint Strategic Needs Assessment identifies a range of needs relating to children in Surrey. Despite improvements in attainment at all stages of education, children eligible for free school meals, looked after children and children from specific ethnic minority backgrounds are less likely to achieve as well as their peers and often perform worse in Surrey than in other parts of the country. Currently,

- 17% of children and young people live in lone parent households. 17,000 of these children and young people are also living in poverty
- In December 2012, there were over 900 children on a child protection plan, 3,361 children requiring social care support as Children in Need and 792 children are looked after by the County Council
- Over 19% of children and young people in our schools and academies are being supported through the special educational needs (SEN) code of practice. An increasing number of children are assessed with Autistic Spectrum Disorders; Behaviour, Emotional and Social Difficulties; and Speech, Language and Communication Needs
- 54% of children and young people who are persistently absent (PA) from education have special educational needs. 27% of those PA are eligible for free school meals
- 8% of 11-18 year olds are estimated to be Young Carers who have added responsibilities at home without additional support for their own needs
- Over 19% of children attending schools are now from black and other minority ethnic groups. There are over 2,200 Gypsy, Roma, and Traveller children and young people aged in 0-19 in Surrey.

b. Raising standards

The Government has adopted a number of policies to raise standards in schools including structural reform of the school system, a new inspection framework, raised floor standards, new performance and league tables, new curriculum and assessment arrangements and most recently the announcement of the reform of key stage 4 qualifications and 16-19 programmes and A Levels.

The challenge for us, early years and childcare settings, schools and colleges is to manage this unprecedented level of change while sustaining good and outstanding provision and accelerating improvement and effectiveness with little additional resource. Research shows that the quality of early years provision has a significant impact on outcomes for children later in life.

The Early Years and Childcare Service (EYCS) is committed to improving quality in all settings so that children have access to high quality, inclusive provision, which supports their learning and development. The EYCS offers guidance and support to newly registered providers, advises on the effective delivery of the Early Years Foundation Stage and a range of processes for raising the quality of provision, intervening quickly where

concerns have been identified. To support continuous quality improvement there is a comprehensive training programme to meet professional development needs.

We are well placed to meet our statutory functions and realise our ambitions for educational excellence with our unique school improvement and support service, Babcock 4S. Established as a joint venture in 2004, this pioneering partnership has grown even as other authorities have been forced to reduce services in this area.

School to school support is at the heart of the long-term strategy for raising standards in Surrey schools. The school improvement service has an excellent track record in brokering support from its Teaching Schools, other leading schools, headteachers and governors to support those experiencing difficulties.

Despite overall improvement in performance across the county, the introduction of the new Ofsted inspection framework has raised the bar resulting in more schools becoming vulnerable to 'requires improvement' judgements. Agreeing and implementing a new local education improvement strategy is an essential priority for us for the next 5 years. We intend to significantly increase the proportion of 'good and outstanding' schools in Surrey by 2017. This will be achieved by:

- engaging earlier, in a more focussed way with a greater number of schools to achieve our ambition that every child attends a good school
- targeting a higher number of schools for intensive support and intervention
- holding leaders, managers and governors more strongly to account for the performance and outcomes of all pupils and groups of pupils in their school
- ensuring that our services from different areas (education, health and social care) work closely together.
- ensure that our support is targeted in a more effective way on reviewing, supporting and developing the capacity of leadership and governance in school

Performance data indicates we need to:

- increase the rate of improvement across all key measures in order to improve our rankings against both statistical neighbours and all authorities nationally
- increase the number of pupils who make expected levels of progress in English and maths in particular, the lower ability and disadvantaged
- improve attendance, reduce persistent absence and exclusions.

Surrey County Council is committed to making support available for all children, but in particular those most vulnerable such as pupils eligible for free school meals or looked after children, to enjoy and achieve and make progress at all stages of their learning.

Key to our approach is the need to engage earlier and in a more focused manner with a greater number of schools. It is far less costly to work with schools before they significantly

decline, leading to better value for money. To achieve this we need to build capacity in the local system and re-shape the delivery of programmes and services in the future.

Resources are currently directed to a limited number of our most vulnerable schools. Our early preventative model relies on schools recognising the urgency of change and funding their own support. Our current school improvement strategy has secured nearly three quarters of schools as good or outstanding. Where we have targeted our resources on schools the majority have improved. It is therefore timely to review our current strategy in order to ensure that we engage earlier with a greater number of schools and our support is targeted in a more effective way to develop the capacity of leadership and governance in our schools.

c. Admissions, place planning and fair access

Since 2001 the birth rate in Surrey has risen by about 18% and continues to increase. This is creating very significant pressure on early years and school places, starting with those provided for the youngest children. It is projected that the birth rate will continue to rise over the next decade. Inevitably, the current “primary boom” in demand will turn into a “secondary boom” in the next five years. There is also a requirement to secure an additional 1,600 early years education places for 2 year olds in 2013.

The policy framework that surrounds maintained schools, free schools and academies raises concerns as to whether free schools and academies will be able to provide the additional capacity in a way that is fair for all children and young people in their area. With schools competing for pupils and funding, it may become increasingly difficult to align school autonomy and the need for collaboration on admissions procedures to ensure that all children have fair access to a school of their choice.

Surrey County Council will continue to work with all our schools and academies to develop admissions policies that ensure fair access to a good education for all our children and young people. It is the local authority’s ambition that ‘every Surrey child will be allocated an educational place at a good school or setting that supports them to reach their full potential’. This aim is a key part of the Education Achievement Plan, and one that is reflected in our visions with primary and secondary schools.

d. Funding reforms and a reduction in public spending

The DfE has announced reforms to the National Schools Funding Formula, starting with the simplification of local funding arrangements, before moving to a new national funding formula during the next spending period. Funding for schools will be distributed using a much simpler and nationally prescribed formula.

We are working with the Schools Forum to mitigate the impact the new funding formula is likely to have on budgets for many schools, particularly our most vulnerable schools.

Under previous arrangements these schools benefited from additional funding allocation for local categories of deprivation, but under the Government's new requirements this is no longer permitted.

e. Special Educational Needs

We believe that supporting all children and young people to have access to local education is vital. We will focus on improving the capacity of our schools to support and educate children and young people with complex needs. Too often our children and young people are placed remote settings outside our network and to tackle this we need to ensure that education staff are properly trained and schools are resourced to offer the full range of educational opportunities required to meet their particular needs.

While we will seek to reduce the number of children and young people needing to be placed in non-maintained independent schools, we also want to help our mainstream schools build up the confidence and expertise to support children and young people with SEN. This will mean that children and young people with SEN are able to achieve well within mainstream educational and be more successfully included and integrated with their peers. It also means that our special schools will have more capacity to provide and specialise support for more complex needs.

Following the School Funding reforms, funding for special educational needs will be allocated through the High Needs spending block. Our SEN strategy will aim to achieve a better match between the needs of pupils and the provision available locally, to deliver improved value for money and improved pupil outcomes. We recognise that the SEN strategy will require a realignment of resources to support developments in the mainstream sector as reliance on the non-maintained sector reduces.

Our SEN strategy is currently being revised; there is a need to adapt to new legislation being introduced in 2014. Over the next academic year we will review and make proposals to develop the range of special school provision it offers, and promote strategies to support the inclusion of more pupils with special educational needs in mainstream schools. Particular attention will be given to developing more robust commissioning arrangements with our key partners in health, social care and the voluntary sector.

9. What we need to do to make a difference in education by 2017

Participation and engagement

We will:

- provide accessible, good quality, free early years education places for every Surrey 3 and 4 year old and for the most disadvantaged 2 year olds
- invest the capital needed to meet the growing demand for early years and school places and work with schools to agree the expansion locally
- promote the participation and engagement of parents and carers in the education of their children
- ensure that every Surrey child and young person has a place at a good school or setting
- work with schools to promote equality and diversity to enable all children and young people to participate fully within their educational setting and reduce levels of bullying and discrimination
- work with partners to enable all young people to participate in education or training to the age of 17 by 2013 and to the age of 18 by 2015.

Raise achievement, secure excellence and realise potential

We will:

- ensure that all 2 year old looked after children eligible and children eligible for free school meals will be able to access a free education place
- support and challenge underperforming maintained nurseries and schools to secure rapid improvement when they are judged to be failing or not yet 'good'
- maintain a school improvement and support service that works in partnership with successful leaders, National Leaders of Education, Local Leaders of Education and Teaching Schools to raise standards
- continue to invest in a local leadership strategy to support the development of leaders and training for the workforce at all career stages
- develop and agree with partners a framework to broker the full range of school to school support to raise standards and build leadership capacity to improve
- champion and provide targeted support, advice and guidance to schools for children from vulnerable groups, in particular looked after children, young carers and children eligible for free school meals
- work in partnership with schools to raise attendance levels, providing a range of strategic and operational support to ensure children are fully accessing their entitlement
- sponsor, celebrate and share the success and the best practice in raising achievement of children and young people in Surrey

- support and challenge primary, secondary and special school partnerships and networks to raise achievement through the provision of broad, balanced and relevant curriculum opportunities to young people in the area
- continue to provide and share an overview of performance and standards at local authority, locality and provider level
- maintain a Virtual School for Looked After Children to champion high achievement and aspiration at all stages of their education.

Collaboration and partnership

We will:

- target support to schools with a high proportion of children with SEN in the Early Years Foundation Stage (Yr R)
- co-ordinate a local response for children under 5 years of age with complex health needs/disabilities through our Early Support Service
- work with all schools regardless of status to continue to raise standards and build capacity for a self-improving school system
- secure effective working relationships with schools and other partners and agree a Compact for working together - this includes us, maintained schools, academies, colleges, dioceses, health and the police
- continue to work with schools and other partners to re-shape services and develop new ways of working strategically together to raise standards for all children and young people
- ensure that agreements are secured so that local safeguarding systems and health and well-being strategies are agreed and implemented
- support the work of 11-19 Networks to work in partnership with local schools, colleges and special schools to provide a broad range of curriculum programmes to recognise achievement and provide progression routes for young people in their local area.

Preventing exclusion

We will:

- ensure all 2 year old looked after children and children eligible for free school meals will be able to access a free early education place
- support Children's Centres offering support to vulnerable families where their 2 year old is accessing education and childcare provision informed by a Common Assessment Framework
- provide a Children's Centre outreach and home visiting service to support families to access services to improve their home learning environment

- champion vulnerable and disadvantaged children and young people and support schools and settings to narrow the attainment gap
- increase the number of young people with SEN and disabilities accessing local education provision, with the support of their family and friends
- ensure that our schools are well equipped to deal with children and young people with complex needs, that there is a range of provision for children with Special Educational Needs and Disabilities and that access to local provision is promoted
- work in partnership with all schools to ensure access to education and school places are secured for the most vulnerable and challenging children
- work in partnership with schools to reduce exclusions, improve attendance and ensure quality and effectiveness of alternative provision.

DRAFT

10. Appendices

Appendix 1. Education provision in Surrey

Early years

We are investing in early intervention to enable children to reach their full potential and have greatly increased our early years provision in recent years. Surrey County Council offers part-time places to all three and four-year olds and we are beginning to expand provision for two year olds. Most nursery provision is made through private and voluntary nurseries, many located on school sites. 58 Children's Centres provide enhanced support to young children and their families, and services are targeted to include many of the county's more disadvantaged families.

Infant and primary education

We have a wide range of infant, junior and primary schools and we retains more separate infant and junior schools than many other local authorities. Most changes over the last 30 years have increased the proportion of primary against separate infant and junior schools. The county is now experiencing a rapid growth in primary numbers, which have increased by around 14% since 2000 and continue to rise. Surrey County Council is investing in school buildings and new school places and most of this growth will be accommodated by expansion within existing school sites, although some new schools will be necessary. Projections have been exceeded in five urban areas. To date only five primary schools have chosen to become academies and there remains a strong commitment from the primary sector to work with us and our partners to ensure locally agreed solutions to meet the challenges facing the sector.

Secondary education

In the late 1970s, we successfully consolidated our secondary educational provision into 53 non selective schools including two single sexed schools. All our schools are comprehensive, distinguishing Surrey County Council from the grammar and secondary modern schools in Kingston, Sutton and Kent. We continue to drive educational excellence through this comprehensive system, which works well to serve all Surrey children. Over 20 secondary schools are now converter academies but have continued to work in partnership with us and the Surrey family of schools through strong local 11-19 networks, area and phase council meetings.

Further education

We have a mixed economy of post 16 provision, divided in approximately equal proportions between 30 school sixth-forms, 5 sixth-form colleges and 4 further education

colleges, with considerable variation between areas. The vast majority of the school sixth-forms and the sixth-form colleges perform very well. There may be a need to review the viability of a few smaller school sixth forms given current funding pressures. Surrey has a relatively low number of young people not in education, employment or training; however reducing this further remains a priority for us.

Special Schools

Approximately 2% of the child population in Surrey has a statement of special educational needs. Surrey County Council supports a large number of special schools (23) and we also place a high proportion of our pupils in non-Surrey schools. We are seeking to reduce the number of children and young people placed in non-maintained independent schools. The Special School Vision is currently being developed with Special School Phase Council.

DRAFT

Appendix 2. Measures of success

The following measures will be used to measure the impact of the Education Achievement Plan. By 2017 we will:

1. increase the percentage of schools in Surrey judged by Ofsted to be good or outstanding to over 95%
2. increase the number of families registered with a Children's Centre and the levels of participation in the programmes on offer
3. increase the proportion of children achieving the expected level at the end of the Early Years Foundation Stage
4. increase the number of early education and childcare settings judged to be good or outstanding
5. ensure that sufficient additional school places have been opened to provide a suitable offer for every child of compulsory school age
6. increase the attainment of children from vulnerable groups (particularly those eligible for free school meals and looked after children) to above the national average at the end of each key stage of education
7. ensure that 90% of children achieve Level 4 in English and maths at the end of key stage 2 and 70% achieve 5*A-C GCSEs including English and maths at the end of key stage 4
8. improve attendance and persistent absence (PA). Primary schools will have above 96.9% overall attendance and no more than 2.25% (PA) by 2017. Secondary schools will have above 95.5% overall attendance no more than 5% (PA) by 2017. Special schools will have above 92.25 overall attendance and no more than 12.5% (PA)
9. increase participation of young people in education, training or employment to 99% (by 2015)
10. increase the percentage of 19 year olds gaining Level 2 qualification to 85% (by 2015)
11. increase the percentage of 19 year olds gaining Level 3 qualifications to 65% (by 2015).

Appendix 3. Primary Vision



A Vision for Primary Education in Surrey

Every child and young person contributes and achieves more than they thought possible

We are committed

to a partnership where goals are ambitious, partners come from a range of organisations and diversity is embraced within Surrey and all its schools.

This partnership will forge a strong professional workforce that recognises and enables dynamic leadership. When every stakeholder within education in Surrey engages in this vision we will secure an outstanding educational system for all children.

We believe the role of primary schools is unique because at their best they:

- celebrate the uniqueness and excitement of childhood
- unlock the door and lead children to future success and happiness
- empower children to believe in themselves, be resilient to life's challenges and overcome their barriers to learning
- equip children with essential literacy, language, numeracy and technological skills
- enthuse, excite and motivate children through a rich, stimulating curriculum and a broad range of experiences
- empower children to become responsible citizens and members of their community who make informed choices
- enable children to build positive relationships and understand how to keep themselves safe and healthy
- champion every vulnerable child by providing a safe, secure and stable learning environment
- connect and engage with the children, families and communities they serve and are valued by them
- empower parents to be aspirational for their children and work in partnership with schools

We recognise some of the challenges in Surrey to be:

- achieving the highest standards and improving outcomes for all children
- rising population requiring more school places
- greater diversity and inclusion
- an increase in the number of disadvantaged children aged 3-11 years
- the need to target and co-ordinate health and social care resources at younger children and families at a time of reduced public spending
- local decisions for local communities and the authority and infrastructure devolved to make this happen
- engaging a diverse set of schools who are at different stages in their capacity to engage
- achieving mutual support between schools
- shaping a new relationship and new way of working together
- growing, nurturing and sustaining a supply of good and outstanding leaders

Together we will achieve the best outcomes for all Surrey children by implementing the following strategic priorities

1. Improve participation and engagement in the best primary education for all children in Surrey
2. Improve collaboration and partnership working with the Local Authority to shape a more localised way of working
3. Raise achievement so that every school has the highest ambition for all their children and drives their own improvement and the life chances of every child

Our vision for learning
to secure an outstanding educational system for all children



Appendix 4. Secondary Vision

Surrey Secondary Schools: Our Vision

Every child and young person contributes and achieves more than they thought possible

All Surrey secondary schools share in valuing:

- the uniqueness and worth of every child and young person regardless of gender, race, disability, religious belief, sexual orientation;
- the entitlement of every child or young person to an education which enables them to become well rounded individuals, with a strong desire for lifelong learning and the confidence and ability to compete and contribute as influential members of their communities;
- the right of each child or young person to achieve their potential and pursue their aspirations through access to an inclusive education;
- the power of partnership working and collaboration between all schools, colleges, the Local Authority and other agencies to remove barriers to learning creatively so that this uniqueness, entitlement and right may be realised.

Together we are committed to:

- working with one another and with the Local Authority regardless of school status to deliver excellent and ever improving educational provision and outcomes for every child and young person in Surrey;
- building school communities in which every child and young person feels safe, valued and respected with a sense of themselves as local, national and international citizens who care for others and the environment;
- ensuring that every young person in Surrey progresses successfully at 16 to further education, training or employment with training;
- attracting, retaining and supporting the best professionals to lead and deliver education and support for children and young people in their learning now and into the future;
- supporting each school regardless of its status to become innovative, responsive, successful, at the forefront of learning practice and the heart of its community;
- developing creative strategies and practices for the effective use and acquisition of resources;

Together, we will overcome a range of current and emerging challenges some of these being:

- to develop robust new, mutually supportive working relationships between schools in all phases, Sixth Form and GFE Colleges, the Local Authority and Health, Social Care and the police;
- to narrow the gap in attainment and progress between all groups of young people by raising the attainment and securing the progress of all;
- to ensure that all children and young people in Surrey develop the highest levels of literacy and mathematics across the curriculum of which they are capable;
- to develop new and increasingly flexible approaches to inclusion;
- to manage the increasing need for additional secondary school places and the changing and more diverse local profile of communities;
- to ensure the progression of all young people to further education, training or employment with training in line with the Raising of the Participation Age;
- to anticipate and respond to changes in the curriculum;
- to positively address the needs of small schools, pockets of deprivation and the pressures of working across LA borders;
- to undertake effective and timely succession planning for leadership in schools;
- to manage these challenges in the face of reduced public spending.

Together we will live out our values, fulfil our commitments and overcome our challenges by implementing the following strategic priorities:

- improve participation, outcomes and progression opportunities for all children and young people in Surrey's state funded secondary schools;
- strengthen and shape the culture of partnership working between state funded secondary schools, regardless of school status, other schools in all phases, Sixth Form and GFE Colleges, the Local Authority and Health and Social Care and the police;
- secure best practice for the acquisition of funding.