
Annex 2: draft output specification for SAfE 2019/20

Background and context

Council officers are seeking Cabinet approval for the Local Authority (LA) to be a partner in a new private company limited by guarantee, which is to be called *Schools Alliance for Excellence (SAfE)*. This is a partnership – between schools, both maintained schools and academies, the Surrey Teaching Schools’ Network (STSN), the Dioceses operating in Surrey and Surrey County CC – the aim of which is to continue to improve the quality of education in Surrey.

The Council intends to commission SAfE to deliver a number of services previously provided by Babcock 4S. In the first instance, these services are those relating explicitly to school improvement but as SAfE establishes itself, it is likely this commission will be extended to other areas.

This document sets out an initial outline of outcomes and performance indicators for the three-year period of the commission and for the first school year (2019/20). These are consistent with the council’s ambition to have a world class education system in Surrey.

2019 to 2022: 3-year outcomes and targets

As most children in Surrey succeed without intervention from the council, there needs to be a focus on those not so well served by the system. This entails an overall focus on the progress and outcomes of potentially vulnerable children, including disadvantaged pupils, pupils with special educational needs and children who are looked after or were previously looked after, with the aim of increasing overall educational engagement and achievement as well as closing the gap in attainment levels.

Over the three-year life of the strategy, the proposed outcomes are to:

- maintain Surrey pupils’ top-quartile performance at the early years foundation stage (EYFS), key stage (KS) one, two and four;
- increase the percentage of schools judged as good or outstanding, with the aspiration that no school will be placed in an Ofsted ‘inadequate’ category within the next 18 months;
- increase the percentage of disadvantaged pupils achieving the expected standards at KS 2 and at KS 4;
- increase the percentage of disadvantaged learners making good progress in writing and mathematics between the ages of 7 and 11;
- increase the percentage of disadvantaged pupils making expected or better progress against the progress 8 measure at KS 4;
- reduce vulnerable pupils’ rates of absence and exclusion from school; and
- increase the percentage of disadvantaged learners who enter higher education (HE) by age 19.

Council officers will work with SAfE to agree how these translate into annual outcomes so they are in place for September 2019.

Key Deliverables: 1 September 2019 to 31 August 2020

INTELLIGENCE GATHERING AND INFORMATION SHARING

- Collate and analyse, on a half-termly basis, a range of agreed data at school, area and phase levels for all Surrey schools and to share this with the LA as commissioner;
- Share responsibility with the LA for the organisation of a half-termly evidence gathering meeting to identify not only schools needing additional support but also areas of good practice and expertise;
- On a termly basis, provide the local authority (LA) with a risk assessment of all schools, based on an agreed approach to categorisation;
- Alert the LA immediately to any concerns that could impact on safeguarding and pupil welfare;
- Provide the LA with a comprehensive annual assessment of the performance of the education system in Surrey, highlighting strengths, priorities and key areas for development. This annual review will include a focus on the progress and attainment of potentially vulnerable groups, including disadvantaged pupils, pupils with special educational needs and children who are looked after or were previously looked after;
- As requested by the LA, obtain and collate other intelligence (for example, on safeguarding, behaviour and attendance matters) at school or system level on and to compile appropriate reports for the LA;
- Provide an anonymised summary of provisional GCSE results to the LA in August each year;
- Agree a data sharing protocol LA which includes an agreed approach to the dissemination and use of schools' data;
- Support the LA in producing council reports; and
- Support the LA in responding to freedom of information requests, members and MPs' enquiries, investigations and so on.

SCHOOLS CAUSING CONCERN AND AT RISK

SAfE will support the LA to meet its statutory duties as set out in the February 2018 guidance

Schools Causing Concern – see [here](#), and particularly chapter 6 page 33 (school performance) and page 34 (safeguarding). The specific duties are 1, 56, 57, 64, 79, 80, and 81 as set out in **attachment 1** to this document. The key performance indicators (KPIs) for 2019/20 are:

- Unless there are exceptional reasons, any maintained school judged 'requires improvement' or worse following an inspection by Ofsted should be on an appropriate support package;
- Support each maintained school causing concern as defined in the DfE guidance in producing an action plan that will ensure rapid improvement;
- Ensure that an effective support programme for each maintained school causing concern is in place and work with those schools to secure progress, reporting on the effectiveness of that support to the LA on a half-termly basis;
- Ensure all maintained schools at risk are supported and monitored;
- Take prompt action in cases where any maintained school goes into an Ofsted category, supporting any local authority intervention using statutory powers;
- Support each maintained school in preparation for any Ofsted monitoring visits;

- As appropriate, prepare bids for additional resources; and
- Provide information to support the LA in the writing of letters of concern, warning notices, consultation with governing bodies about an IEB proposal and the response to Ofsted qualifying complaints.

LA STATUTORY DUTY TO PROVIDE GENERAL SUPPORT AND PROMOTE HIGH STANDARDS

- SAfE will work closely with the LA, other local partners and statutory bodies to ensure all schools have the support they need to improve;
- Acting on behalf of the LA, support head teacher appointments in maintained schools at all stages of the recruitment process;
- Work with the LA, the dioceses and academy trusts to facilitate interim leadership arrangements in Surrey schools;
- Signpost and broker high quality CPD for staff in schools;
- Signpost and broker support and development opportunities for governors; and
- Establish good relationships and effective communications with the key partners in the educational community, ensuring they recognise the successes of Surrey schools and have an understanding of current educational issues.

SAFEGUARDING

- Work in partnership with SCC officers to ensure an integrated approach to discharging the LA's responsibility to safeguard children.

MEETINGS WITH THE DfE, OFSTED AND THE RSC

- Establish cordial and effective relationships with the DfE, Ofsted and the RSC; and
- Support the Director of Education, Lifelong Learning and Culture, or her representative, in any of Surrey CC's meetings with the DfE, Ofsted and the RSC.

SUPPORT FOR INSPECTION

- Support schools in their preparation for inspection and, where required, during inspections;
- Speak to Ofsted lead inspectors, on behalf of SCC, during the course of an inspection; and
- Attend Ofsted feedback meetings as appropriate.

STATUTORY ASSESSMENT AND MODERATION

The Board should consider whether SAfE could take on this responsibility from April 2020. This decision is not urgent.

If SAfE assumes this responsibility, it must ensure that all compliance checking is undertaken relating to early years and key stage assessments as follows:

- moderate assessment in at least 25 per cent of schools to ensure consistency of standards in key stage 2 (see attachment 1, duty 51);
- report key stage 1 data to the DfE for school performance monitoring purposes (see duty 52);
- ensure schools are equipped to run key stage 1 teacher assessment and capture/submit results (see duty 53);
- ensure the security of assessment documents (see duty 54);
- visit 10 per cent of schools during test week to ensure key stage 1 tests are being administered correctly (see duty 55); and
- ensure head teachers fulfil their statutory duties in administering key stage assessments (59).

CONTRACT MONITORING

- Meet informally with the LA, as commissioner, on a monthly basis to report progress and raise issues about the delivery of the commission; and
- Provide a formal report of the commission's progress on a termly basis which will be discussed in detail with the LA, as commissioner, and with the SAfE Board.