

Children, Families, Lifelong Learning and Culture Select Committee



TUESDAY 28 JULY 2020

UPDATE ON THE SCHOOLS ALLIANCE FOR EXCELLENCE (SAfE)

PURPOSE OF THE REPORT:

- To outline the purpose and impact of SAfE
- To provide assurance that SAfE is meeting the council's core statutory duties for school improvement, as well as steering the changes needed to support the achievement of a sector-led education partnership
- To provide a summary of the role of SAfE during the current COVID-19 crisis,

INTRODUCTION: THE ESTABLISHMENT OF SAfE

1. On 31 March 2019, Surrey County Council ended its contract with Strictly Education (previously Babcock 4S). The contract had previously delivered the council's core statutory duties for school improvement and schools causing concern. At this point, the activity transferred back to the Local Authority.
2. On 16 July 2019, Cabinet approved Surrey County Council's partnership with Schools Alliance for Excellence (SAfE), a schools-led company which provides a number of services relating explicitly to school effectiveness.
3. The design and establishment of SAfE signalled a change in the council's relationship with schools, bringing about a more collaborative endeavour between the council and key partners, and with Surrey schools taking greater responsibility for their collective performance and for ensuring that sector-led school improvement leads to better outcomes for children and young people.
4. SAfE is a not-for-profit, schools-led company (both maintained schools and academies) working in partnership with the council and other key partners in the education community. It is limited by guarantee and the directors of the Board include two members from Surrey County Council (the Director of Education, Lifelong Learning and Culture and Assistant Director of Education) as well as representation from Primary, Secondary, Special School and EYFS Phases, the Diocese, a representative from the Surrey Teaching Schools Network (STSN) - who is currently acting as Chair of the Board - and three additional co-opted directors.
5. The company was formally incorporated at Company's House on 13 September 2019.
6. SAfE's mission is 'to create an inclusive partnership where all children and young people have the opportunities to flourish, enjoy learning and achieve the

best possible outcomes through excellent education'. This aligns with the council's Vision 2030.

7. Surrey County Council discharges its statutory duties in relation to school effectiveness and schools causing concern through the company, as agreed by Cabinet on 16 July 2019. A memorandum of understanding is currently in place to support delivery and management against a set of key performance indicators and an agreed contract value. This takes into account the government's statutory guidance (Schools Causing concern Ref: DFE-00013 – 2018).
8. Surrey County Council's formal contract with SAfE is being finalised and will be set up to run, initially, for three years until 2022. The council will monitor progress against the contract with monthly informal meetings and formal six-monthly contract reviews. The formal contract reviews are led by the council's commissioning leads. Annex 1 (presented to Cabinet on 16 July 2019) sets out the outcomes and performance indicators for the next three years and targets for the first academic year (2019/2020).
9. Surrey County Council committed £27,000 as seed-funding to SAfE to support the set-up of the company. In addition, they provided support from an external consultant, Christine Gilbert. The school improvement commission is a total of £583,158 in addition to 0.8 of an advisor who is seconded to SAfE. Lately Surrey County Council have added to the commission, with SAfE delivering SENCO networks. SAfE also trades services and schools are asked to pay a commission equivalent to 89p per pupil. Two thirds of schools have so far subscribed.
10. A termly meeting takes place with the Cabinet Member for All-Age Learning and the Assistant Director for Education to discuss work streams and the intervention work in schools causing concern and to ensure accountability.
11. The council continues to deal with any related Ofsted complaints in respect of schools sent directly to the Executive Director for Children, Families, Lifelong Learning and Culture Services and with safeguarding issues or concerns in schools. A data sharing agreement enables the council to share any relevant and appropriate information with SAfE to facilitate them to properly risk assess schools.

SAfE's PRACTICES

VISION AND OBJECTIVES

12. SAfE has developed an informative and professional website which can be viewed on <https://schoolsallianceforexcellence.co.uk>.
13. SAfE's promotion of partnership and collaboration between schools is supported by its underlying principle, that "all Surrey children are our collective

responsibility". SAfE refers to itself as the 'glue' that supports this approach between schools so that no school is left behind.

14. SAfE has established four key objectives that are aligned with the council's expectations. Details of SAfE's actions to date in meeting these objectives are found in [Annex 2](#):
 - 14.1 **Engagement and Partnership:** Strong partnership working across and between schools and stakeholders (including Surrey County Council) impacts positively on outcomes for children and schools.
 - 14.2 **Professional Learning:** To provide the very best support and professional development delivered by system practitioners with expertise and track record.
 - 14.3 **Vulnerable Groups:** To improve outcomes and progress for identified vulnerable groups including disadvantaged and pupils with special educational needs and disabilities.
 - 14.4 **School Improvement:** To maintain Surrey pupils' top quartile performance at the Early Years' Foundation Stage (EYFS), key stage one, two and four. To increase the proportion 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.
15. SAfE produces a regular Newsletter which keeps schools up to date with developments and professional learning opportunities.

METHODS OF SUPPORT

16. Working with schools and partners, a risk assessment process has been put in place for all maintained schools. Following risk assessment, all schools are allocated to one of the four levels of support as noted below. Attached to each level are packages of school improvement support. A more detailed explanation of the definitions of each category and the level of offer is found in [Annex 3](#) and on SAfE's website:
 - 16.1 **Light Touch** (where a school is securely good or outstanding)
 - 16.2 **Light Touch +** (where a school is good or outstanding but has some identified needs under 2019 Ofsted Inspection Framework)
 - 16.3 **Support & Challenge** (where a school is judged by Ofsted as 'Requires Improvement' [RI] or is judged as good or outstanding but identified as vulnerable to a decline in Ofsted grading but not at risk of being Inadequate, under the 2019 framework)
 - 16.4 **Support & Challenge +** (where a school is judged by Ofsted to be Inadequate or at risk of being judged to be Inadequate under the 2019 framework at next inspection)
17. SAfE has undertaken an initial risk assessment for all 184 maintained primary schools, followed up by two 'School Categorisation' meetings so far with school representatives and officers from Surrey County Council in attendance. As a result, there are currently 30 maintained schools, with the highest percentage being Primary, which have been categorized as needing Support and Challenge

(see Table 1). Risk assessment is a continuous process overseen by SAfE’s Board.

TABLE 1: SUPPORT & CHALLENGE (S&C) SCHOOLS PER PHASE

Primary & Nursery schools	26/183	14.2%
Secondary schools	2/12	17%
Special Schools and PRUs	2/22	9%
Total S&C schools	30/217 (of total mainstream schools)	13.8% of all schools

18. Each Support and Challenge School is allocated a SAfE Adviser and a Support Partner (SP). SPs are Headteacher colleagues who have National Leader of Education (NLE) status or other Headteachers with significant leadership experience. The role of the SP is to support the school with the development of an action plan and broker appropriate support. Progress towards improvement is regularly evaluated and monitored by the allocated SAfE advisor.
19. Additionally, whilst SAfE is not responsible for working with the 179 academies across Surrey, SAfE has undertaken internal risk assessments of these schools. Senior leaders from SAfE will meet at least annually with representatives of all multi-academy trusts and standalone academies and will raise any concerns about outcomes with them. Where a trust has at least one school identified as meeting the criteria for Support and Challenge, SAfE will meet with the trust termly. The CEO of SAfE and the Executive Director of Education, Lifelong Learning and Culture also meet with the Regional Schools Commissioner on a termly basis and will raise concerns as appropriate.

SAfE’s role during the COVID-19 crisis

During the current Coronavirus pandemic SAfE has been working in close partnership with the Directorate of Education, Lifelong Learning and Culture and Phase Councils to provide a co-ordinated education response for Surrey. During the early stages SAfE took on specific responsibility for ensuring that schools had clear support and guidance on home-learning, monitoring the offer provided by schools, coordinating FAQs for schools and providing support for governors.

Since the beginning of the summer term SAfE has continued with their support for home-learning both for individual schools and more widely through case studies and subject network opportunities. In addition, they have provided a number of webinars and other training opportunities including a Bereavement webinar, remote recruitment webinar, governor webinars and headteacher webinars.

SAfE is leading on two of the four strands of the Surrey Schools and Settings COVID-19 Recovery Plan: Organisation and People and Learning and Narrowing the Gap. These include planning in terms of the implications for capacity, recruitment and development of school/setting staff, the mental health and well-being of staff

including heads, transition for pupils from one key stage to another and supporting vulnerable and disadvantaged learners to ameliorate the growing education gap,

Conclusions:

20. SAfE has been established at pace since the council decision in July 2019 and has already started to make in-roads into addressing the council's key performance indicators (as recorded in [Annex 4](#)). Its website is helpful, focusing on the partnership element, and directs schools to a range of support elements. A regular newsletter keeps schools in touch and initial feedback reported from schools is positive, with, for instance, at least 50% having completed and returned their own self-evaluations - an essential starting point for schools to record where they believe are their strengths and weaknesses.
21. SAfE has been involved in all inspections since the Autumn Term 2019 and timely interventions in a small number of schools have resulted in a positive inspection outcome.
22. Two formal school categorisation meetings have taken place to categorise each school according to the four levels of support system and to ensure consistency between all SPs (support partners) involved in risk assessing schools. All primary schools have been risk assessed in detail and shared with the Assistant Director of Education; the same level of scrutiny for secondary schools and special schools is being completed this term. SAfE has demonstrated the skill and confidence to accurately categorise schools.
23. SAfE has set up a range of programmes (as recorded in Annex 2) which demonstrates that the council's expectations are being addressed.
24. SAfE is addressing the needs of vulnerable groups and the council's 2030 Vision by setting up SEND training programmes over the Autumn and Spring Terms entitled '*Zooming in on SEND opportunities for whole-school improvement and why it matters*' and the Disadvantaged Primary Project starting in January 2020.
25. SAfE has been a lead partner in developing the coordinated response to the COVID-19 crisis in schools.
26. SAfE is developing the partnership as an organisation run by schools for schools and the mutual benefits which can be achieved across the county.
27. SAfE leaders are working with Support Partners (colleagues/headteachers from schools) to ensure consistency and transparency.

Recommendations:

The Committee note the formal methodology of measuring progress against KPIs in the twice-yearly contract monitoring meetings and to be assured that monthly

meetings between SAfE and the Assistant Director of Education identify and remedy any issues affecting the efficiency and impact of the model.

Next steps:

- a) February 2020: Agree a formal contract monitoring visit
- b) February 2020: Ensure that by this time all secondary schools, special schools and PRUs will have had a school-based risk assessment
- c) February 2020: Ensure that data sharing and dissemination is in place so that it is used effectively to inform action planning
- d) April 2020: Update on current Support and Challenge schools

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Sources/background papers:

- SAfE Data Dashboard (presented to SAfE Board on 6.12.2019)
- SAfE website; SAfE Newsletter (October 2019 Issue 2)
- DfE Schools Causing concern Ref: DFE-00013 – 2018)
- Annex 1 (see below)

Annex 1: Document presented as Annex 2 to Cabinet on 16 July 2019 outlining SAfE's outcomes and targets

Annex 2: SAfE's objectives and work completed to date

Annex 3: Risk assessment – Four Level tiered support offer for all maintained primary and secondary schools

Annex 4: Ofsted Inspection outcomes. Progress and Attainment

Annex 5: Presentation: Schools Alliance for Excellence Update

Annex 1:

DOCUMENT PRESENTED AS ANNEX 2 TO CABINET ON 16 JULY 2019 OUTLINING SAfE's OUTCOMES AND TARGETS

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 Council - to continue to improve the quality of education in Surrey.

The Council intends to commission SAfE to provide a number of services previously provided by Babcock 4S. In the first instance, these services are those relating explicitly to school effectiveness 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 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 KS2 and at KS4;
- increase the percentage of disadvantaged learners making good progress in Writing and Maths between the ages of 7 and 11;

- grow the percentage of disadvantaged pupils making expected or better progress against the progress 8 measure at KS4;
- reduce the percentage of vulnerable pupils' 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 as 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;
- Support each maintained school 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 headteacher 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 continuous professional development(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 their representative, in any of Surrey County Council's meetings with the DfE, Ofsted and the RSC.

SUPPORT FOR INSPECTION

- Support schools in their preparation for inspection and, in exceptional circumstances, 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.

Annex 2:

SAfE's OBJECTIVES AND WORK COMPLETED TO DATE

A. Engagement and Partnership:

Strong partnership working across and between schools and stakeholders (including Surrey County Council) impacts positively on outcomes for children and schools

- 276 schools attended SAfE's inaugural conference on 11 October 2019 where the overall feedback was positive
- There are currently 40 members and 192 'subscribers'
- All maintained primary schools are 'subscribers', having de-delegated the 89p per pupil subscription. SAfE have now invoiced all maintained secondary and special schools, in addition to all new academies
- There is a growing number of partners, as found on the website

B. Professional Learning:

To provide the very best support and professional development delivered by system practitioners with expertise and track record

- Each school was asked to complete a Self-Evaluation to identify schools' curriculum areas of strength and development as well as to identify where schools could offer support and expertise. This information will be used to update SAfE's directory of learning in February 2020 as well as informing what professional learning offer is needed. Currently, a total of 203 schools have returned their completed self-evaluations (159 Primary, 22 Secondary and 23 Special and PRU)
- There has been a range of Professional Learning provided by SAfE so far or planned for Spring Term, such as: Ofsted briefings (150 participants); the first SEND workshop (100 participants); interest in the Locality SEND Peer Review for January 2020 (75 schools); network meetings (SENCo, English and Maths) have been commissioned and are being led by Teaching Schools, Multi Academy Trusts (MATS) or Federations; Disadvantaged Primary Projects (150 schools).
- As the majority of Professional Learning will continue to be 'For Schools by Schools' and to ensure consistent high quality, SAfE has drafted a Quality Assurance (QA) process for schools to follow.

C. Vulnerable Groups:

To improve outcomes and progress for identified vulnerable groups including disadvantaged and pupils with special educational needs and disabilities

- SAfE's own analysis of disadvantaged pupils confirms outcomes at all key stages being significantly below those for similar groups nationally with gaps widening in 2019 in some cases
- Curriculum design and early reading have been identified as areas that have the potential to make a difference. SAfE is therefore launching a significant project to raise outcomes for Primary disadvantaged children in January 2020

(funded for maintained primary schools through the de-delegated school improvement fund)

- SAfE is working with the Council to support its vulnerable groups with SEN/D by supporting schools to build capacity within their school system by introducing a stepped approach to SEN/Inclusion support that will also include new programmes ranging from what all schools can expect, to where focused support might be required and to the most targeted SEND support, including support and challenge schools

D. School Improvement:

To maintain Surrey pupils' top quartile performance at the Early Years' Foundation Stage (EYFS), key stage one, two and four. To increase the proportion 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

- SAfE has implemented a robust risk assessment process for primary schools which takes into account a wide range of quantitative and qualitative data and information working with Primary Phase Council and the council
- All schools which have been categorised as 'Support and Challenge' schools have been allocated a SAfE adviser and a school system lead, either a National Leader in Education (NLE) or a strong headteacher to support the development of an action plan and brokerage of support
- 50% of all action plans have been received back from schools and have been approved, with a process in place to support funding of the support where necessary
- Maintained 'Light Touch' schools are in the process of having an SP allocated, prioritising the schools that are due an Ofsted visit over the next two terms
- All maintained 'Light Touch' schools will receive a half-day visit to support self-evaluation and identify support where requested
- All Special schools and Pupil Referral Units (PRUs) will have a one-day risk assessment visit by a specialist NLE consultant

SAfE is working with a specialist consultant to review all units attached to schools (Additional Resource Provisions – ARPs)

Annex 3:

RISK ASSESSMENT- FOUR LEVEL TIERED SUPPORT OFFER FOR ALL MAINTAINED PRIMARY AND SECONDARY SCHOOLS

A. Level of Support: Light Touch

Definition of Light Touch:

- Securely good or outstanding (and likely to remain so under 2019 framework)
- Outcomes for disadvantaged and SEND pupils in line with comparable schools or rapidly improving.
- Safeguarding is secure
- School is outwardly facing and engaged in partnership working with systems that enable accurate self-evaluation
- Strong governance
- Capacity to provide external support

Support offer per academic year:

- Named Support Partner
- 0.5 day visit to discuss self-evaluation, discuss capacity to offer support and signpost support
- Hotline phone or email support
- Ofsted support (for inspection) where necessary; Ofsted feedback attendance, where required
- Newsletters
- One Conference per year

B. Level of Support: Light Touch +

Definition of Light Touch +:

- Good or outstanding schools but with some identified needs under 2019 Framework
- Outcomes for disadvantaged and SEND pupils need some improvement
- Good or outstanding schools where self-evaluation needs support
- Capacity to provide external support may be limited, perhaps due to a new head teacher, temporary staffing issues or inexperienced governance.
- Good or outstanding schools that are not outward facing

Support offer per academic year:

- As Light Touch above plus:
- Support for self-evaluation normally as part of a cluster approach
- Where necessary an additional 0.5-day visit

C. Level of Support: Support & Challenge

Definition of Support & Challenge:

- Schools judged by Ofsted as 'Requires Improvement' (RI) but not at risk of being inadequate (under 2019 framework)
- Good schools likely to be judged by Ofsted as 'Requires Improvement' (under 2019 Framework) including all schools that get an Ofsted Section 8 that states next inspection will be a full inspection

- Schools with declining performance measures or where performance is significantly below standards of comparable schools
- Outcomes for disadvantaged and SEND pupils are significantly lower than similar groups nationally.
- Attendance and Persistent Absence (PA) is a concern.
- Exclusions, off-rolling, or provision for vulnerable groups is a concern.
- Schools where leadership and/or governance need support to drive rapid improvement
- Schools with financial concerns
- Schools with some safeguarding concerns

Support offer per academic year (per school):

- One-day initial meeting with SAfE consultant and identification of SP (NLE or other expert system leader)
- One SP day's support in producing an action plan, developing a support plan and brokering support
- Five days additional support from SP to support school, gather evidence to inform C&S group, support preparation for Ofsted or transition to academy
- Termly Challenge and Support Group chaired by SAfE consultant to hold school to account for school improvement and identify effective intervention.
- Maintained Primary schools up to £5000 of improvement support
- Plus Light Touch Support

D. Level of Support: Support & Challenge +

Definition of Support & Challenge+:

- Schools judged by Ofsted to be inadequate
- Schools at risk of being judged to be inadequate (under 2019 framework) at next inspection
- Schools with complex weaknesses which require significant improvement with limited capacity to improve
- Consistently weak outcomes with little improvement over time
- Safeguarding significant concern
- Significant financial concerns

Support offer per academic year (per school):

- One-day initial meeting with SAfE consultant and identification of SP (NLE)
- One SP days support in producing an action plan, developing a support plan and brokering support
- Six days' additional support from SP to support school, gather evidence to inform Challenge & Support (C&S) group, support preparation for Ofsted or transition to academy
- Half-termly Challenge and Support Group chaired by SAfE consultant to hold school to account for school improvement and identify effective intervention.
- Primary schools Up to £8000 of improvement support
- Plus Light Touch Support

Annex 4:

OFSTED INSPECTION OUTCOMES, ATTAINMENT AND PROGRESS

OFSTED UPDATE

- A. There have been 20 Ofsted published reports since 1 September 2019, with several schools awaiting publications of reports or undergoing inspections. The new inspection framework introduced in September 2019 is a demanding one with a clear focus on the quality of the curriculum and safeguarding and inclusion. The majority have been Section 8 (short) Inspections, with all but one school retaining a 'Good' judgement. Additionally, three schools, whilst retaining a 'good' outcome, have had concerns identified (see Table 2 below):

TABLE 2: OFSTED OUTCOMES (1 SEPTEMBER – 31 DECEMBER 2019)

Number of published Ofsted inspections since 1 September 2019	20
Number of schools downgraded from Outstanding/Good to Requires Improvement/Inadequate	1
Schools remaining Good but with concerns	3
Schools improved to Good/Outstanding from Requires Improvement/Inadequate	0

- B. Two outstanding secondary schools inspected under Section 8 converted to Section 5 and were judged Good (though these schools are not included in the statistics as the reports were not published by 31 December 2019.) This reflects in part the shifts in focus in the inspection from examination outcomes to the curriculum.
- C. All maintained schools that were inspected have been supported by SAfE throughout their inspections, with feedback from schools being very positive.
- D. Nine schools in Surrey are currently graded as Inadequate; six of these have now converted to academy status.
- E. SAfE has supported schools with the new Inspection Framework by running a series of five workshops, a session at the Launch Conference and posting relevant news reviews on the SAfE website.
- F. As an authority, Surrey scores highly in its Ofsted outcomes against all schools, and against individual primary and secondary phases (see Tables 3, 4 and 5):

TABLE 3: OFSTED INSPECTION OUTCOMES (ALL SCHOOLS) %

Area	Outstanding	Good	Requires Improvement	Inadequate
England	20	67	10	4
South East	20	71	7	2
Surrey	29	64	5	2

Ref: Ofsted Management Information 31 December 2019

TABLE 4: OFSTED INSPECTION OUTCOMES (PRIMARY) %

Area	Outstanding	Good	Requires Improvement	Inadequate
England	17	70	10	3
South East	17	74	17	2
Surrey	26	68	4	2

Ref: Ofsted Management Information 31 December 2019

TABLE 5: OFSTED INSPECTION OUTCOMES (SECONDARY) %

Area	Outstanding	Good	Requires Improvement	Inadequate
England	21	55	17	7
South East	22	65	11	2
Surrey	33	60	7	0

Ref: Ofsted Management Information 31 December 2019

CURRENT ATTAINMENT AND PROGRESS

G. SAfE's assessment of attainment and progress in 2019 highlights that whilst overall results across the key stages in Surrey are strong, there is, however, a variation between schools, particularly at Primary (see Table 6 below):

- a. 69 schools are below national benchmark in Phonics screening (that takes place at the end of Year 1)
- b. 18 schools are below 50% for the percentage of children meeting national expectations at the end of KS2
- c. Progress between KS1 and KS2 in writing and maths places Surrey in the bottom half of all authorities.

TABLE 6: 2019 RANKINGS – NATIONAL & STATISTICAL NEIGHBOURS

Attainment or progress Key stage/area of focus	National Ranking of Local Authorities (total 150)	Statistical Neighbour rankings (total 11)
EYFS (Early Years Foundation Stage)	4	1
Phonics	21	4
KS1 Reading	11	4
KS1 Writing	28	3
KS1 Maths	29	4
KS2 Reading/Writing/Maths	18	2
KS1- KS2 Reading progress	58	5
KS1- KS2 Writing progress	125	8
KS1- KS2 Maths progress	88	1
KS4 Progress 8	26	2
KS4 Attainment 8	23	4
Maths and English % attainment Level 5+	16	3

CURRENT ATTAINMENT AND PROGRESS: VULNERABLE GROUPS

- H. Whilst most Surrey children succeed without the need for targeted support, a key challenge for SAfE is addressing the unfavourable outcomes for Surrey’s vulnerable pupils that are categorized as disadvantaged, i.e. those in receipt of the Pupil Premium Grant - PPG (see Table 7 below).
- I. The national ranking figures shown in Table 7 clearly demonstrate that Surrey’s PPG pupil outcomes fall in the 3rd and 4th quartile of all LAs in every measure across the key stages.
- J. Even though KS4 Progress 8 and Attainment 8 scores for Surrey pupils achieve in the top 17% of all LAs as demonstrated in Table 6, the disadvantaged cohort in Table 7 is lagging behind, achieving at around 50% ranking of all LAs.
- K. Discrepancies in outcomes are clearly evident at EYFS and KS1, achieving in the top quartile for all Surrey pupils, compared to third quartile and bottom quartile respectively for disadvantaged pupils, as found in Tables 6 and 7.
- L. Surrey’s national ranking for PPG pupils has worsened in some areas compared to 2018, notably KS1 writing and maths and KS4 Attainment 8.
- M. When considering Surrey’s PPG pupils and bridging the gap, it is worth noting that over 75% of disadvantaged pupils are in schools that have less than a 20% intake of disadvantaged children and therefore, the small numbers can not only skew statistics but, more importantly, schools need to work more effectively with the grant for these – in some cases – one or two pupils across a school. The challenges to improve outcomes for this group are therefore different for different schools.
- N. SAfE has launched a large scale, longitudinal Primary Disadvantaged Programme to support schools in helping to ‘narrow the gap’. The programme is focussed on improving curriculum design and early reading. It is supported by national figures and organisations such as Christine Counsell, the Education Endowment Foundation through a national Research School as well as Ofsted. The project follows on from a project named ‘Premium Learners’ that is supporting secondary schools.

TABLE 7: 2018 RANKINGS – NATIONAL & STATISTICAL NEIGHBOURS FOR VULNERABLE GROUPS: DISADVANTAGED PUPILS IN RECEIPT OF PPG

Attainment or progress Key stage/area of focus	National Ranking of Local Authorities (total 150) 2018	Statistical Neighbour rankings (total 11) 2018
EYFS	92	3
Phonics *	136 (2019)	4 (2019)
KS2 Reading/Writing/Maths	103	4
KS1- KS2 Reading progress	85	2
KS1- KS2 Writing progress	137	7
KS1- KS2 Maths progress	100	2
KS4 Progress 8	76	7
KS4 Attainment 8	74	6

- O. Conversely, as evidenced in Table 8 below, the vulnerable group determined by a child's Special Educational Needs and/or Disabilities (SEN/D) status generally reflects favourably in line with national statistics, with pupils on SEN Support and in particular those in receipt of an Educational Health Care Plan (EHCP), achieving better than similar groups nationally.
- P. At the end of KS2 and KS4, pupils with SEN Support or who are in receipt of an EHCP attain more highly than similar groups nationally and in comparison, to Surrey's statistical neighbours. Whilst progress scores at the end of KS2 are lower than national, this is in line with Surrey's progress scores for all children.
- Q. Whilst the figures for each performance indicator in Table 8 are not necessarily consistent between the two sets of pupils, a common area of scores declining since 2018 to below the national average is KS2 progress in reading. Even though the Surrey pupils with EHCPs are demonstrating a greater percentage point difference above national average than those with SEN Support, there has been a reduction of the percentage point difference in their 2019 scores in almost all areas, except for Phonics and the Attainment 8 KS4 scores (recorded as KS4 A8 in Table 8) which have improved further since 2018.
- R. The SEN Support pupils in Surrey, whilst demonstrating a smaller percentage point difference above national scores (compared to those with EHCPs), in 2019 have either remained at the same percentage points above national compared to 2018 or have increased their percentage point difference above national even further across more performance indicators.
- S. The KS4 Attainment 8 scores were just above national average in 2018 for both sets of pupils, although SEN Support pupils have reduced their points difference above national average for 2019 whilst those with EHCPs have increased by almost 2 percentage points. Progress 8 scores (recorded as KS4 P8 in Table 8) remain at national levels for SEN support pupils but for those with EHCP the figure of just above national for 2018 has now fallen below national average for 2019, albeit small. The KS4 Ebacc scores for 2019 have improved compared to 2018 for both sets of SEN pupils, where they now sit just below the national average outcome for similar pupils.
- T. SAfE is promoting a thematic approach on whole school SEND, supporting Surrey's ambition to ensure that all schools are welcoming of children with SEND and have a better understanding of their needs.
- U. All pupils with SEN Support are in mainstream schools, as are many with EHCPs. To build additional capacity within the school system in order to better understand the needs of pupils so that offer matches pupil needs, SAfE has introduced a stepped approach to SEN/Inclusion support that also includes a number of new programmes such as the SEND peer review project, SENCo Conferences and workshops.
- V. SAfE is promoting its partnership development by establishing, for instance, joint conferences with the Council and Strictly Education.

W. As part of providing the best support for schools, the local authority with SaFe are also reviewing governance support to ensure governance across our schools is strong, effective and makes a positive contribution to school improvement and sustainability.

TABLE 8: OUTCOMES FOR VULNERABLE GROUPS ACCORDING TO SEN

