

School Organisation Plan 2022-2032

14 November 2022



By 2032 we want Surrey to be a uniquely special place where all children have a great start to life and receive the education to achieve their full potential and become contributors to their communities. Most importantly, we want to strive to make sure that no child is left behind.

All children and young people should benefit from an education that helps them succeed in life and allows them to make the most of their skills and employment opportunities. We want Surrey pupils and young people to live healthy, active, and fulfilling lives, and for our nurseries, schools, and colleges to equip them to make good choices about their life and wellbeing. All children and young people should be able to feel safe and confident in their education.

92% of Surrey's maintained schools are currently providing a good or outstanding education for our children and young people. It is vital that the strategies and principles laid out in this plan, and which fundamentally underpin our school organisation decisions, support us in maximising the equality of opportunity and quality of provision across all different age groups, need types and quadrants of the county. To that end, in the last five years, we have provided more than 6000 additional places at schools which have been rated by Ofsted as being good or outstanding.

Across Surrey, we are proud of our partnerships and the outcomes that these partnerships achieve for our young people. We want to nurture our existing partnerships in an ever-shifting educational landscape, and work to forge new ones so that we can continue to make school organisational decisions that create a sufficiency of school places across the county and secure educational provisions that are sustainable in the long term. We strive to discuss collaborative solutions in terms of school organisation that will help to protect our small schools to ensure their long-term viability and sustain the value that they bring to our school community.

We will work collegiately to plan school organisation in Surrey with our schools, academy trusts, governing bodies, dioceses and other stakeholders to ensure that they feel supported to continue to provide the highest quality of education for our children and young people to achieve the best long-term outcomes.

This plan sets out our aims for providing education close to home by local providers, who can successfully support all children and young people to live, learn and grow up locally to achieve their full potential.



Clare Curran
Cabinet Member
Education and Learning



Liz Mills
Director – Education,
Lifelong Learning

DUTIES AND LEGISLATION

Under specific legislation and subsequent amendments, local authorities have statutory duties for providing school places as follows:

- Ensure sufficient school places to meet demand (Education Act 1996)
- Increase opportunities for parental choice (Education and Inspections Act 2006)
- Ensure fair access to educational opportunity (Education and Inspections Act 2006)
- Keep special educational provision under review, including planning, commissioning, and monitoring (Children & Families Act 2014, Section 21, part 3)
- Act as the lead strategic commissioner of education and training for 14- to 19-year-olds in provision other than schools (The Apprenticeships, Skills, Children and Learning Act 2009)

In relation to the provision of education for children with special educational needs, the council must also pay heed to the following

- Working Together to Safeguard Children (2022)
- The Children Act 1989 Guidance and Regulations Vol 2 (Care Planning Placement and Case Review) and Vol 3 (Planning Transition to Adulthood for Care Leavers)
- Equality Act 2010: Advice for schools
- Children and Families Act (2014)
- SEND Code of Practice: 0-25 Years (2015)
- Special Educational Needs and Disability Regulations (2014)
- Supporting pupils at school with medical conditions (2017)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Education and Inspections Act 2006 increased the strategic role of local authorities as champions of pupils and parents, and a duty to act as commissioner of school places, rather than the sole provider. The main legislation governing school organisational changes is found in sections 7-32 of the Education and Inspections Act 2006, as amended by the Education Act 2011.

DUTIES AND LEGISLATION

In addition, the Department for Education has also issued the following:

- [Opening and Closing Maintained Schools](#) (November 2019).
- [Making significant changes \('prescribed alterations'\) to maintained schools](#) (October 2018).
- [Making significant changes to an open academy and closure by mutual agreements](#) (January 2022).
- [The Free School Presumption](#)— Departmental advice for local authorities and new school proposers (November 2019).

Under Surrey County Council's scheme of delegation, decisions relating to school organisation within the remit of the council are delegated to the Cabinet Member for All Age Learning, except in the case of opening or closing schools, where the Leader of the Council makes the final decision.

As the role of the local authority has evolved to being a strategic commissioner of a mixed school system, the Council wishes to work closely with all schools in Surrey, irrespective of their school status.

However, we recognise that schools, Governing Bodies, Diocesan Authorities, Academy Trusts, the Regional Director (RD) on behalf of the Secretary of State, the Department for Education (DfE) and the Education and Skills Funding Agency (EFSA), all have collective duties and roles to play in planning, providing and funding school places.

PUPIL PLACE PLANNING PRINCIPLES

As the statutory and strategic commissioner of educational provision, effective pupil place planning is an essential process that enables the council to work with schools and stakeholders to commission and create high quality school places. In order to deliver this strategic role in an open and transparent way a set of clear school organisation principles underpin our approach.

- To undertake a robust and comprehensive approach to forecasting the number of children and young people requiring school places in mainstream, specialist, and other provision.
- To fulfil the requirement to meet the need for school places ensuring sufficient places for Surrey residents who require them and maximising the options for parents.
- To consider the challenges and actions that may need to be taken to ensure sustainability of existing small local schools. See Annex 1 for Surrey's Sustainability Strategy.
- Typically, Published Admissions Numbers (PANs) will be in multiples of 30, and school provision is generally co-educational.
- Where new schools are needed, primary schools should be at least two forms of entry (420 places) and secondary schools should be four forms of entry (600 places) or larger.
- New primary schools should provide from Reception year to Year 6. Pre-school provision should be included if a need for this is identified.
- New secondary schools should provide from Year 7 to Year 11, and if a need is identified, sixth form provision should be included.
- To promote and strengthen local links between schools that would benefit the schools and the community.
- Latent or vacant capacity in neighbouring areas should be used to meet demand, where these schools are within a reasonable distance.
- That all school organisational changes should promote the inclusion of children with Special Educational Needs and Disabilities (SEND) into mainstream settings.
- To ensure there are sufficient state-maintained specialist school places locally for pupils with an Education, Health and Care Plan (EHCP) who require one.

PUPIL PLACE PLANNING PRINCIPLES

- The commissioning of specialist school places in the non-maintained and specialist independent sector is only utilised where placements represent value for money, better long-term outcomes and is the most appropriate provision that can meet an individual's identified special educational needs.
- The provision of state maintained Alternative Provision will be available to serve pupil, parents/ carers and schools on a local basis through the provision of planned short-term educational placements.
- To offer an objective view of stakeholder proposals in a clear and transparent way, and support stakeholder's proposals where appropriate to a conclusion.
- To be flexible in providing school buildings that do not create future surplus places but safeguard a sufficiency of places.
- Decision making processes on proposals should consider factors that are inextricably linked with school organisation, such as the admissions processes, parental preferences, school size, published admission numbers and school transport.

PUPIL PLACE PLANNING CONTEXT

The National Context

Nationally, the pattern of demand for pupil places in England is changing and in July 2019, the Department for Education released an updated set of national pupil projections. The rate of increase in nursery and primary school populations has now slowed considerably as the lower birth rates from 2013 are moving through the primary sector and is projected to fall gradually. However, the secondary school population rose to 3.5 million in 2020 and is projected to continue increasing until around 2025.

In the last decade national policy has been principally focused on addressing the shortage of primary through supporting the opening of Free Schools, expansions of Academy Trusts and supporting local authority plans for the expansion of successful and popular primary schools. This focus is now shifting to the secondary schools as these increased numbers of primary pupils now transition into the secondary sector.

Surrey context

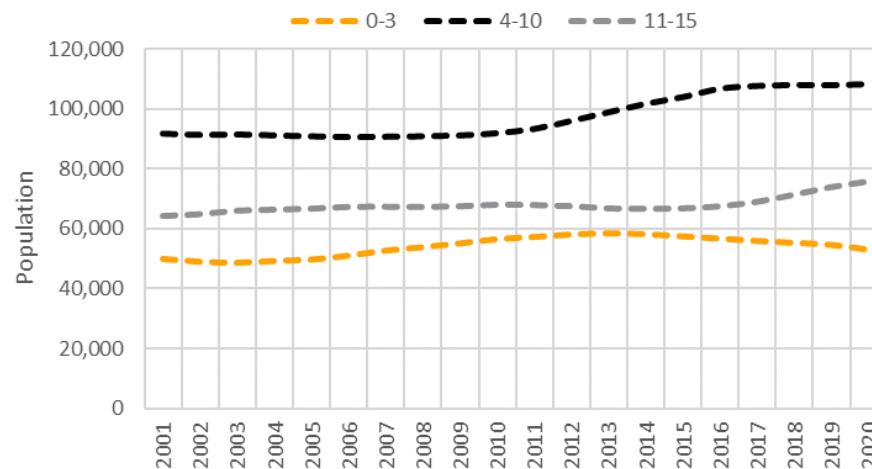
In Surrey, the pattern of demand for pupil places has largely been reflective of the birth rate, and housing and migration trends. In line with the national picture, Surrey saw births increase by 22% in the decade to 2012.

Following the nationwide trend, 2013 saw a dramatic decline in the birth rate in Surrey, which has continued to fall year on year and the number of births in 2021 was 13% lower than the peak numbers seen in 2012. The birth rate in 2020 was the lowest since 2002. This means that the nursery and primary aged school population is likely to plateau before gradually declining, whilst the secondary aged population is likely to continue to increase before echoing the plateau seen in younger year groups.

Births 2003-2021



School Age Population

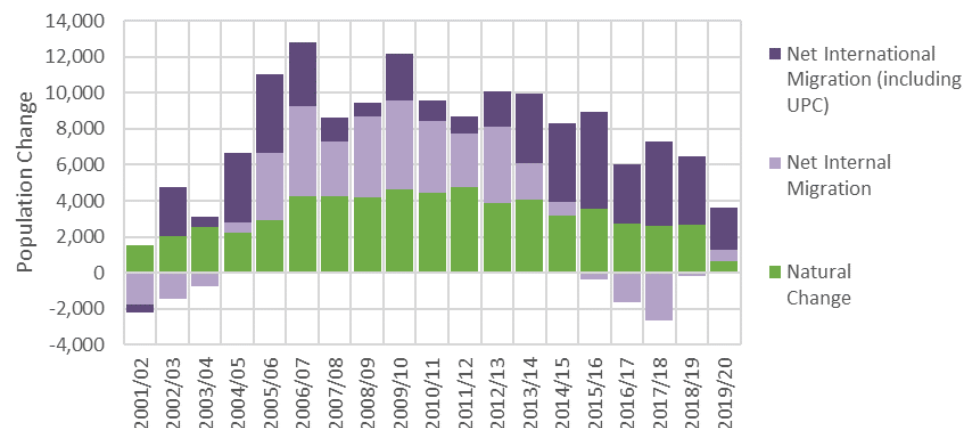


PUPIL PLACE PLANNING CONTEXT

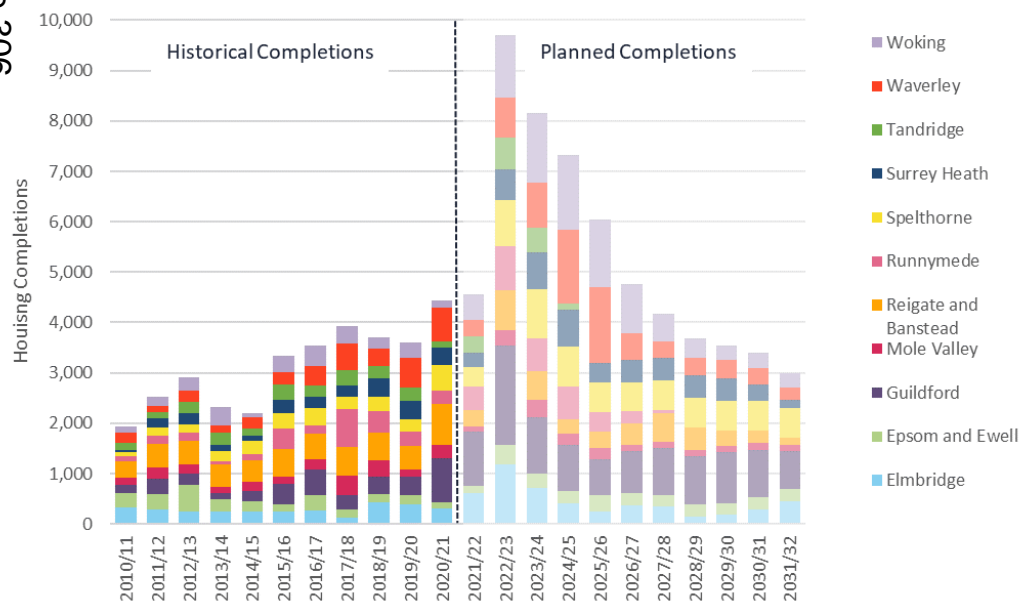
Surrey population

Surrey is a net importer of people, in that more people come into Surrey each year than leave it. This is also true of our school aged population - Surrey has more children who live out of the county attending its schools than it sends resident children to schools in other counties or boroughs.

Components of Population Change 2001–2020



Historical & Planned Housing Completions 2010/11–2031/32



Surrey housing

New housing developments will result in an increase in the number of pupils that need a place at Surrey schools. Planning permissions for housing falls within the remit of the eleven district and borough councils within Surrey. To support the projecting of pupil numbers, local councils share this information with Surrey County Council by providing data on housing permissions and trajectories, which are incorporated into long term pupil place forecasts.

Regional plans and government policies seek to increase the level of housing that the county should provide. As housing is now the main contributor to place planning pressures in Surrey, it is a major player in the place planning challenges that Surrey now faces.

EDUCATION IN SURREY

As of 1 September 2022, there are 509 schools in Surrey. These are comprised of the following types of school: (510 last academic year so need to check figure).

189 academies

93 community

20 foundation

9 free

115 non-maintained or independent

68 voluntary aided

15 voluntary controlled

Surrey's state funded school estate currently has:

369 maintained mainstream schools comprised of:

22 all through

78 infant

42 junior

4 nurseries

179 primary

8 pupil referral units

56 secondary

25 maintained specialist schools comprised of:

12 all through

4 primary

9 secondary

53 maintained specialist units in mainstream schools comprised of:

7 infant

7 junior

24 primary

15 secondary

EDUCATION IN SURREY

Specialist schools and specialist units

In the academic year 2022/23 in Surrey, there are:

4 specialist schools designated as **ASD** (Autism Spectrum Disorder) who offer places for autistic pupils and those with communication and interaction needs who work at broadly age-related expectations.

5 specialist schools designated as **ASD** (Autism Spectrum Disorder) who offer places for autistic pupils with co-occurring complex mental health, severe or profound and multiple learning difficulties. (Unclear from AP Capital Programme S/S).

7 specialist schools designated as **LAN** (Learning and Additional Needs) who offer places for pupils with moderate learning difficulties and co-occurring specific learning difficulties, sensory needs or speech language and communication needs.

4 specialist schools designated as **SEMH** (Social, Emotional and Mental Health) who offer places for pupils with complex social, emotional, and mental health needs.

6 specialist schools designated as **SLDD** (Severe Learning Difficulties and Disability) who offer places for pupils with severe or profound and multiple learning difficulties and disabilities.

19 specialist units designated as **ASD** (Autistic Spectrum Disorder) in mainstream schools who offer places for autistic pupils and those with communication and interaction needs.

4 specialist units designated as **HI** (Hearing impairment) in mainstream schools who offer places for pupils with a hearing impairment.

9 specialist units designated as **LAN** (Learning and Additional Needs) in mainstream schools who offer places for pupils with moderate learning difficulties.

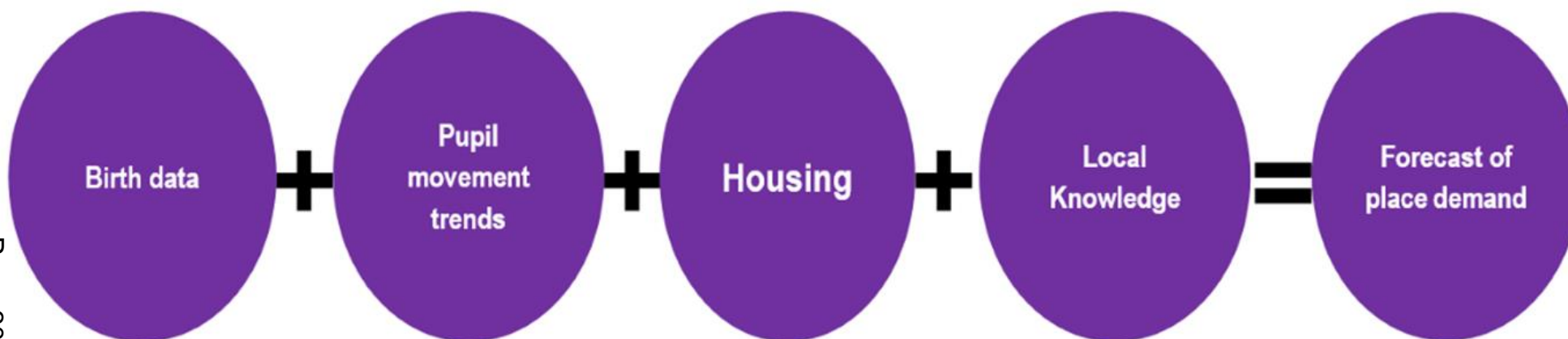
17 specialist units designated as **SLCN** (Speech, Language and Communication Needs) in mainstream schools who offer places for pupils with speech, language and communication conditions.

4 specialist units designated as **VI** (Visual Impairment) in mainstream schools who offer places for pupils with a visual impairment.

OUR APPROACH TO PUPIL PLACE PLANNING

Effective pupil place planning is an essential process that enables us to work with schools and stakeholders to commission and create high quality school places. These fulfil the requirement to meet the basic need for school places and provide the right level of choice for parents. We undertake a robust and comprehensive approach to pupil place planning that forecasts the numbers of children requiring school places, both mainstream and specialist.

Mainstream School Place Forecasting



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In mainstream school forecasting, the county is split into 'planning areas' for both primary and secondary sectors. Planning areas do not have geographical boundaries but are groups of schools that reflect the local geography, reasonable travel distances and existing pupil movement patterns. Therefore, some planning areas may include schools in different boroughs or districts.

Birth data underpins all forecasts. Birth data is collected by the Office for National Statistics (ONS) by electoral ward. Underlying demographic trends are also considered using mid-year population estimates from the ONS alongside fertility rates. We also collect data on current pupils from the School Census and examine pupil movement patterns between schools, in and out of the county and between educational phases (such as primary to secondary). This allows our forecasting model to establish pupil movement trends, which are then applied to population numbers going forward.

Housing permissions and trajectories are received from the District and Borough councils and are then combined with birth and pupil movement trends in specialist demographic forecasting software called 'Edge-ucate', which creates pupil projections, in a variety of different formats. These pupil projections allow the council to ensure that every Surrey child who requires one is offered a school place.

OUR APPROACH TO PUPIL PLACE PLANNING

Specialist SEND school place forecasting

Surrey's forecasting of specialist school places for children with Education, Health and Care Plans uses the same basic demographic projections as for mainstream pupils and these are underpinned by the same birth, population, and housing data. Pupil movement trends are also determined in a similar way, using information from the school census alongside the council's pupil level information.

However, whilst the proportion of children with an EHCP attending a mainstream educational setting is included as part of our mainstream forecasts, the demand generated by those children whose needs mean they require a specialist school place is projected separately. Additional information relating to a child's special educational need, such as primary need and designation of specialist school attended, are fed into these forecasts.

Children and young people with SEND have differing needs and are educated in a range of mainstream or specialist settings. Alongside the general presumption of a right to a mainstream education, parents of children with an EHCP and young people with an EHCP have the right to express their preference for a place at a particular mainstream school, specialist SEND unit or resourced provision in mainstream school, specialist school, specialist post-16 institution or specialist college.

Specialist schools (in the maintained, academy, non-maintained and independent sectors), specialist post-16 institutions and specialist colleges all have an important role in providing education for children and young people with SEND and in working collaboratively with mainstream and specialist settings to develop and share expertise and approaches.

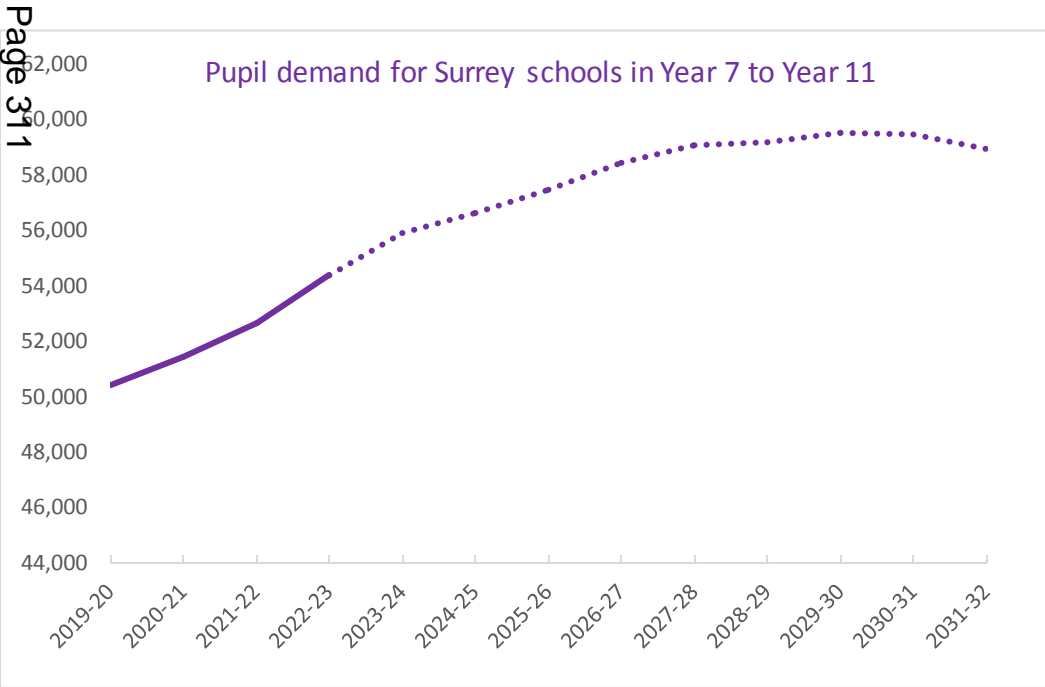
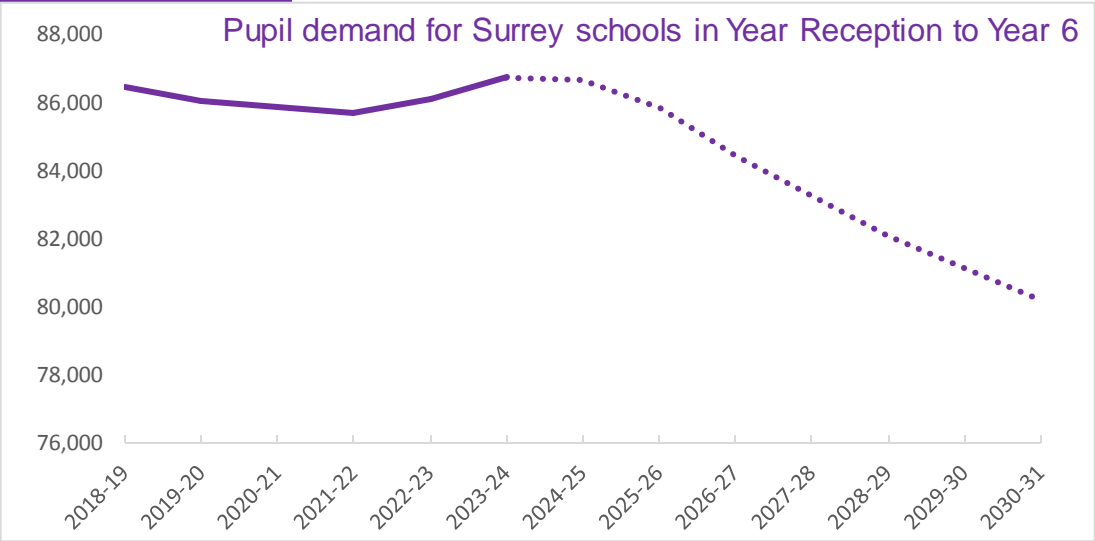
Specialist school place demand is currently analysed for each of Surrey's four quadrants (North East, North West, South East and South West) because it involves a significantly smaller number of pupils and schools and because there is also a wider range of the type of educational provision available. In Surrey, as is the case nationally, specialist provision does not just meet the needs of learners in the immediate surrounding area, so it has a far wider intake than most mainstream schools.

Specialist place sufficiency planning is also informed by detailed local knowledge enhanced through consultation with parents and carers and good relationships with local schools. This supports the strategic approach to evidence-informed place planning.

PUPIL PLACE DEMAND

Demand for mainstream school places

In the short term, the birth rate will mean the number of children requiring a primary school place is likely to have peaked in 2016/17. After that time increases in primary school demand will largely be because of inward migration and housing, causing pockets of high demand in certain areas but a landscape of surplus places in others. Surrey's approach to school planning must therefore adapt to support small and isolated populations in its more rural areas, as well as the more concentrated urban populations. Annex 1 sets out Surrey's Sustainability Strategy.



In the secondary sector, demand is offset by approximately eleven years from birth. This means that the pressures faced in the primary sector are now transitioning into secondary schools. As such, the secondary school population is projected to increase in most areas over the next five years, before stabilising and declining in some areas from 2025 onwards. From this time, any demand pressures in secondary schools are likely to result from migration or additional housing.

PUPIL PLACE DEMAND

Although school place demand is based on areas, it must also consider parental preference for mainstream, or school place request for children with an EHCP, as parents/students are under no obligation to apply for a place at their nearest school. The council strives to meet parental preference wherever possible. Surrey County Council's planning is effective in this regard and for September 2022, the council was able to offer a place at a preferred school to:

98.2% of Reception applicants

97.5% of Junior applicants

95.2% of Secondary applicants

Demand for places in mainstream schools also includes children with an EHCP whose needs can be met by mainstream educational provision. The number of children with an EHCP and attending a mainstream school has increased by approximately 30% since 2018.

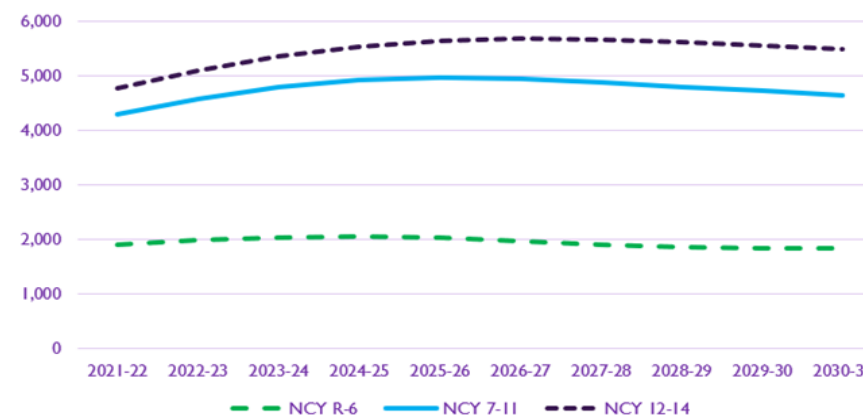
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Demand for specialist school and unit places

Since 2015, the number of pupils with an EHCP in Reception to Year 14 (ages 4 – 19 years) who live in Surrey and require a specialist school place has more than doubled. This is in comparison to growth of just 5% in the five years from 2010 and can potentially be attributed, in part, to the increase in the birth rate, the changes brought about by the Children and Families Act and the SEND Regulations in 2014, the 0-25 SEND Code of Practice in 2015, and the improvements to earlier identification and diagnosis of need.

The number of maintained specialist school places in year groups Reception to Year 14 across Surrey has grown significantly by 32% over the past 5 years from 2017-18 to 2021-22. As of September 2021, Surrey's existing maintained specialist education estate is 97% occupied. Planned places are projected to increase again by 5% to around 4000 from 2022-23.

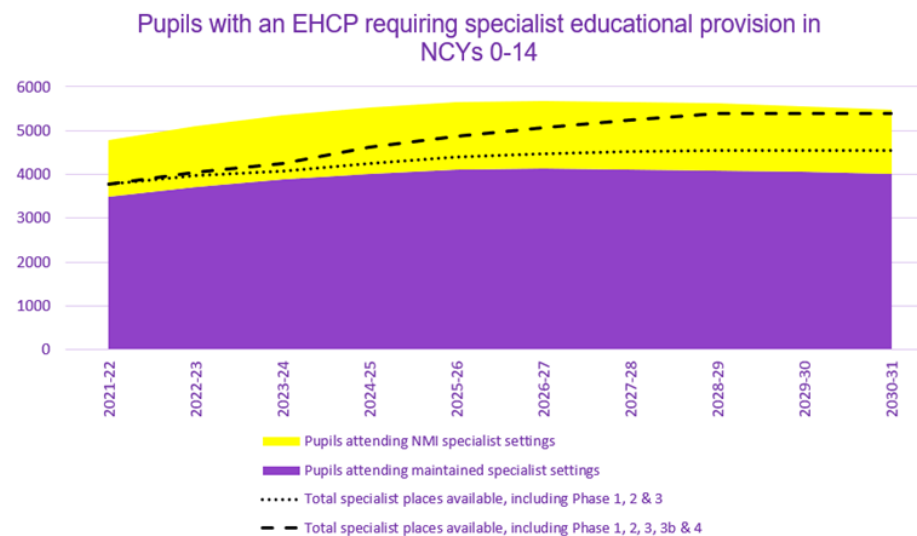
Projected number of children and young people with an EHCP living in Surrey who will require a specialist school/centre place



PUPIL PLACE DEMAND

However, demand is not uniform and there are some areas of the county where there are currently insufficient places to cater for some SEND need types so developing and maintaining high quality specialist provision in Surrey is vital to ensure placements for the county's most vulnerable children and young people who have complex SEND and require specialist educational provision.

To that end, a combined Capital investment of £79.6m approved between 2019-2021 will increase the county's specialist education estate by approximately 1,600 places in total over the next four to five years, which represents 96% growth from 2017. A fourth period of Capital investment will close the gap between sufficiency of maintained specialist school placements across the county and further reduce the over reliance on the non-maintained independent sector.



Demand for Post-16 sixth form/college places

For post-16 places, overall utilisation is estimated to be 81% currently. This is projected to rise to 91% by 2030, based on planned capacity increases and population projections. This figure reflects the total cohort and capacity and does not accommodate demand and capacity within specific sector subject areas.

Demand is not uniform across the county and there will be pockets of local pressure, most significantly in Epsom & Ewell, Reigate and Banstead and Woking, where capacity will be challenged through the forecast period to 2030. Demand for particular industry sectors, such as construction, is also growing and creating pressure on existing capacity. In addition to capacity within education institutions, the implementation of T Levels and ongoing developments across the apprenticeship sector is likely to see an increase in demand for work placements and employment opportunities for 16-18 year olds.

The Council will work with education and training providers alongside local employers to ensure that all young people are encouraged and supported to participate in education and training leading towards sustained employment. This will require a balanced increase in places at schools and colleges which both accommodate learner choice and meet skills gaps identified by employers.

ELMBRIDGE

In Elmbridge there are currently:

11 school-based nurseries **28** primary age schools **1** all-through school **5** secondary schools
1 pupil referral unit **4** sixth forms **2** Colleges

Planning areas

Elmbridge is made up of six individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



Elmbridge is a single secondary planning area; this means that demand for secondary places is forecast across the whole borough.

Elmbridge Births



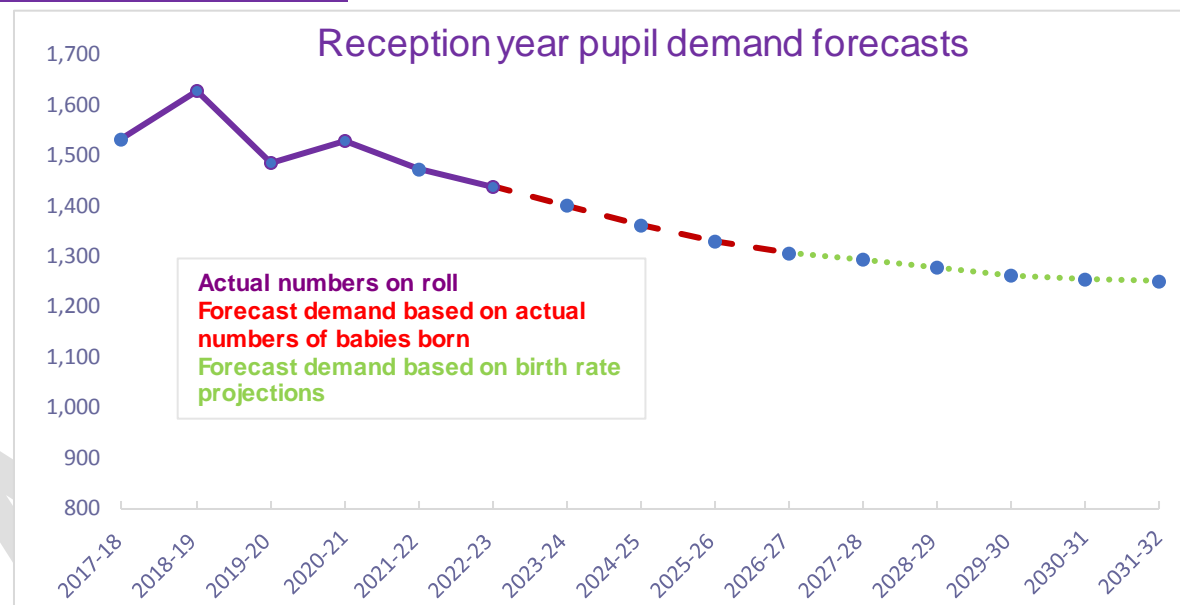
- Births **increased by 25%** in the decade to 2012.
- At their highest, births in the borough reached 1890 and increased year on year throughout the period.
- Births have now **decreased by 19%** since 2012.
- Births in the borough have decreased or plateaued year on year, reaching a low of 1474 in 2021. This is the lowest birth rate in the borough since 2002.

Year Reception school place demand

In the medium term, we would expect that the demand for reception places in Elmbridge will fall in line with the birth rate.

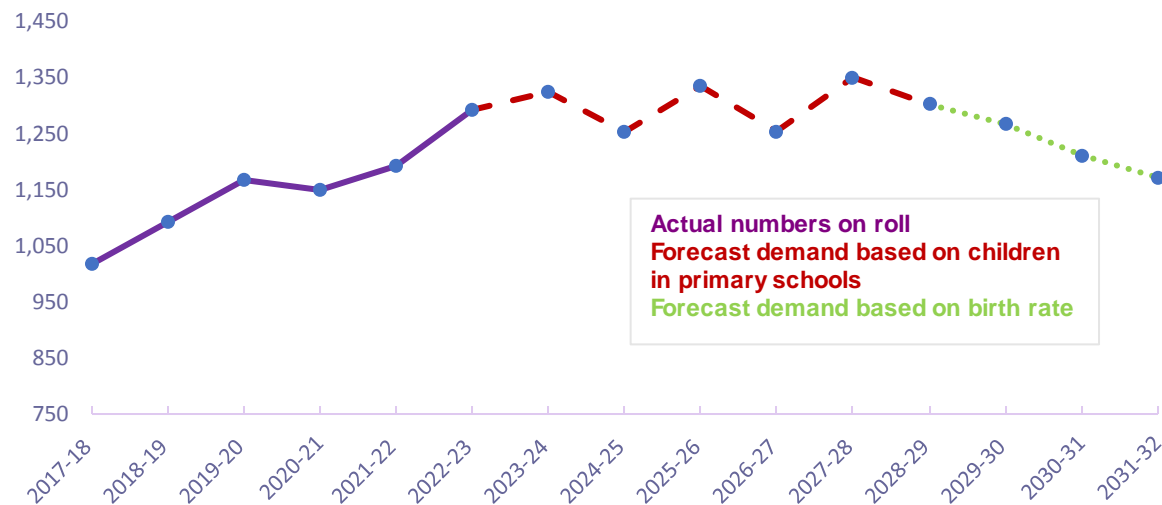
Any exceptional demand will stem from new housing or unexpected migration.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



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Year 7 pupil demand forecasts



Year 7 school place demand

Demand for secondary school places will reflect the peaks and troughs of the birth rate before plateauing.

Housing coming forward because of the borough's local plan may increase demand in certain years. It is too soon to quantify what impact, if any, the pandemic will have on the future supply of housing.

The opening of Heathside Walton-on-Thames in September 2022 by the DfE will impact on existing pupil movement trends in the area and may impact on forecasts in the short term.

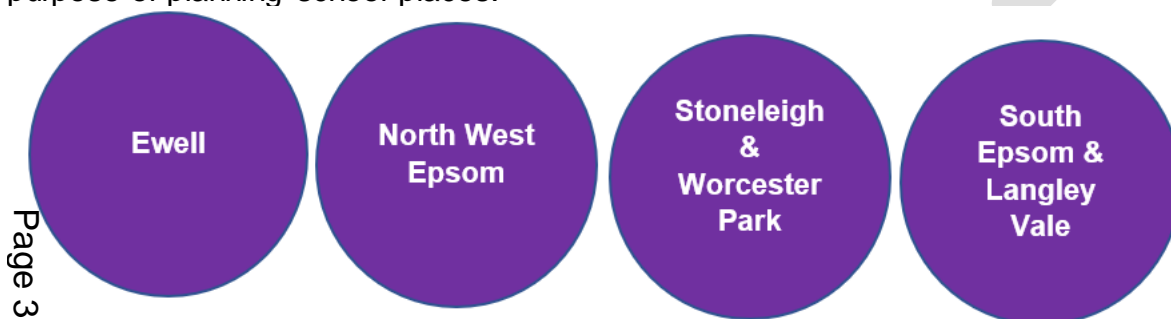
EPSOM AND EWELL

In Epsom and Ewell there are currently:

10 school-based nurseries **19** primary age schools **4** secondary schools **4** sixth forms **1** college

Planning areas

Epsom & Ewell is made up of four individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



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Epsom and Ewell is a single secondary planning area; this means that demand for secondary places is forecast across the whole borough.

Epsom and Ewell Births



- Births **increased by 27%** in the decade to 2012.
- At their highest, births in the borough reached 958, but, unlike some other boroughs, there were peaks and troughs in reaching this point.
- Births have now **decreased by 15%** since 2012.
- Births in the borough have decreased or plateaued year on year. 2020 saw an increase of 60 reaching 864 however in 2021 the borough saw its lowest birth rate since 2006.

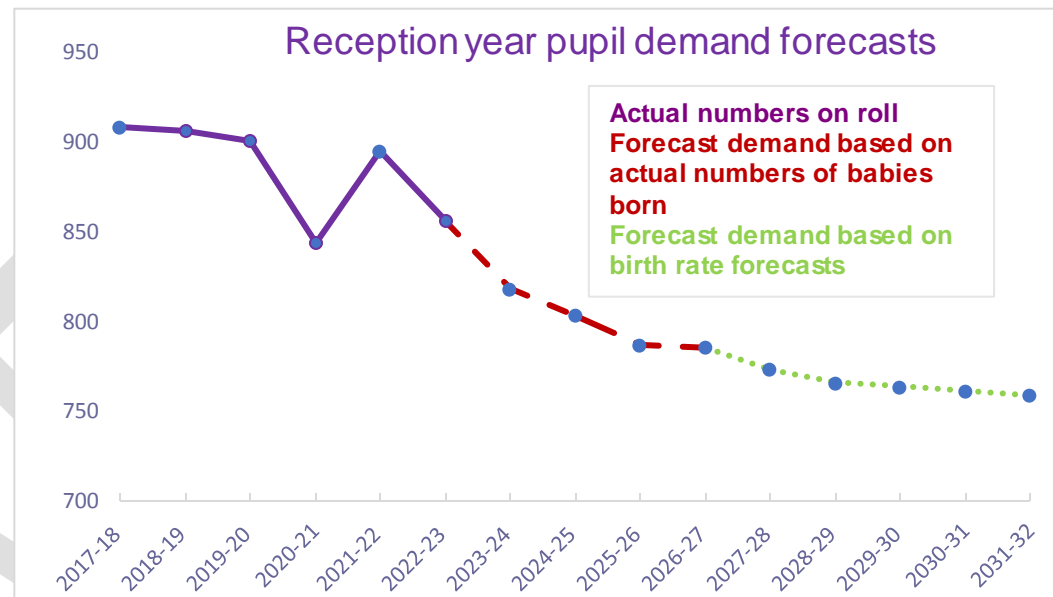
Year Reception school place demand

Short term increases reflect the later peak in birth rate.

In the medium term, we would expect that the demand for reception places will fall in line with the birth rate.

Any exceptional demand will stem from new housing or unexpected migration.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.

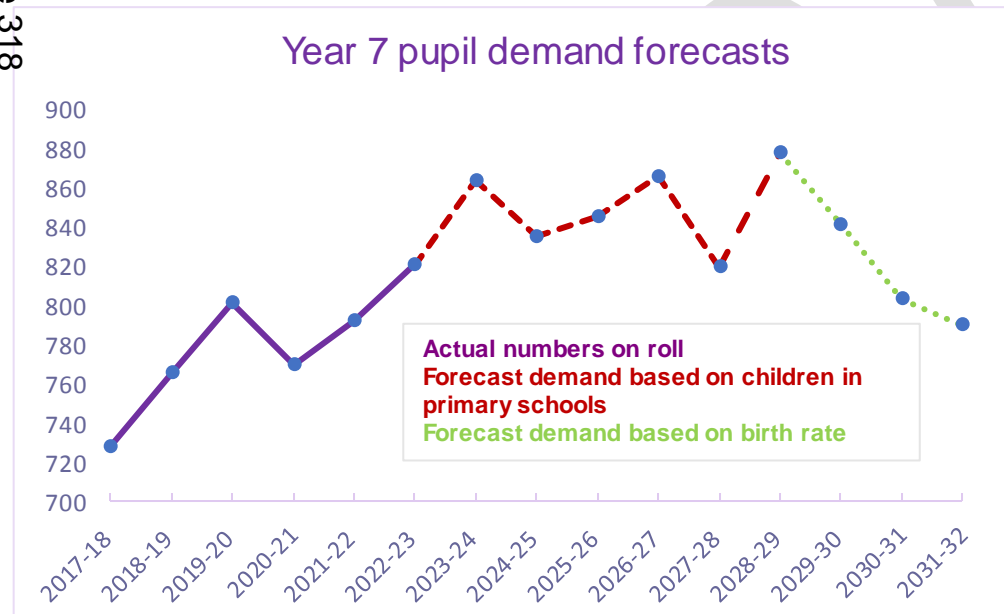


Year 7 school place demand

Demand reflects the peaks and troughs in the birth rate and it is expected that demand will plateau at the end of the planning period.

Proximity of some schools to county and borough boundaries mean that there is more cross-border movement both inward and outward.

The strategy for the area is to fill all existing vacant capacity in secondary schools before seeking to commission any additional provision.



SPELTHORNE

In Spelthorne there are currently:

10 school-based nurseries

21 primary age schools

6 secondary schools

2 sixth forms

Planning areas

Spelthorne is made up of five individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



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Spelthorne is a single secondary planning area; this means that demand for secondary places is forecast across the whole borough.

Spelthorne Births



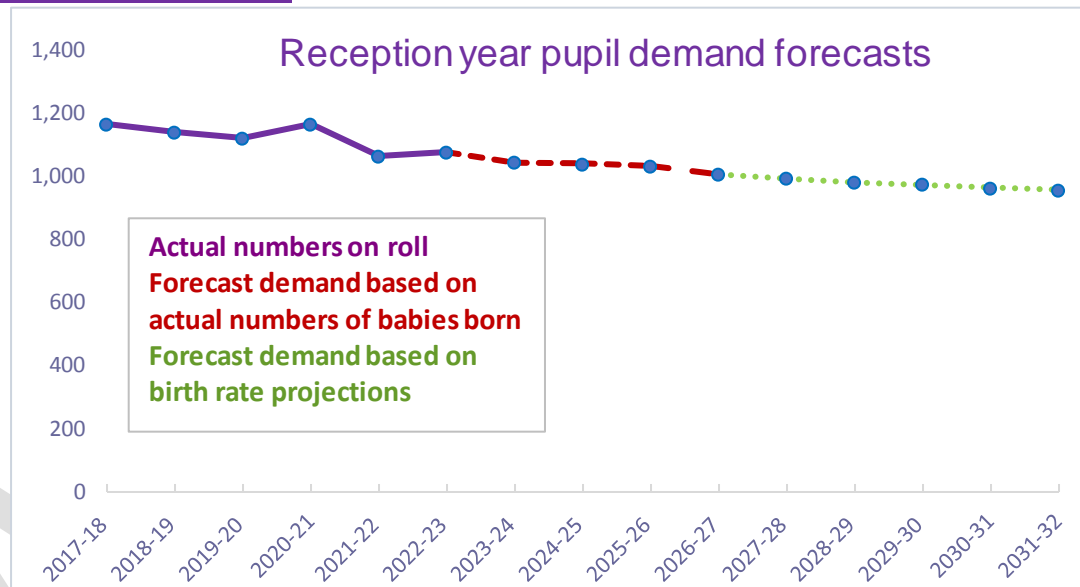
- Births **increased by 35%** in the decade to 2012.
- At their highest, births in the borough reached 1346 and increased year on year throughout the period. However, this peak was later than the countywide peak, being reached in 2016.
- Births have now **decreased by 4%** since 2012.
- Since 2016, births have fluctuated year on year, increasing from 1119 in 2020 to 1180 in 2021.

Year Reception school place demand

There is a general decline in demand expected, reflective of the birth rate.

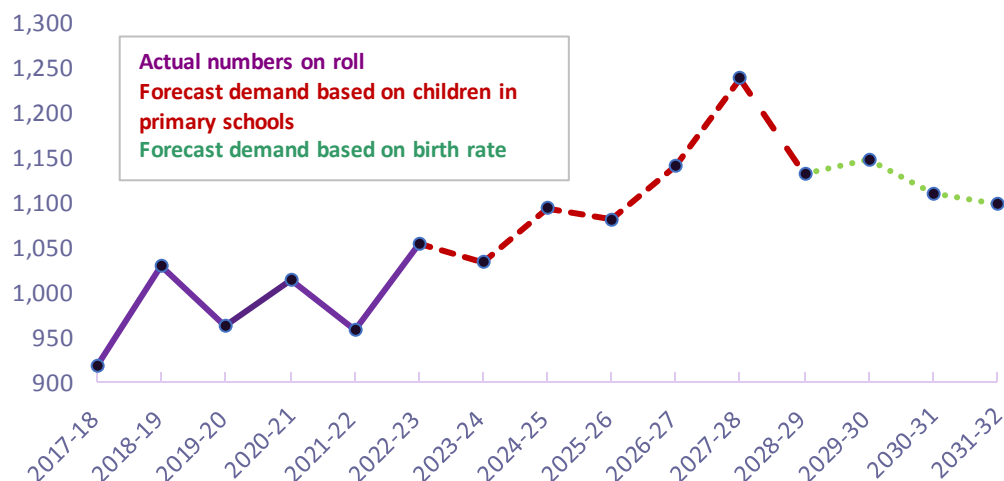
Any exceptional demand will stem from new housing or unexpected migration.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



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Year 7 pupil demand forecasts



Year 7 school place demand

Peaks and troughs are expected as the higher cohorts from the primary sector transition to secondary provision.

In the long term, we would expect demand to reach a plateau by the end of the planning period.

It is likely that additional provision will be required in the short and medium term.

NORTH EAST SEND

3 special schools

1

CSCN special school
providing

140

specialist school places
and with

141

children on roll
(January 2022)

2

SLDD special schools
providing

166

specialist school places
and with

175

children on roll
(January 2022)

Note: there are no COIN, LAN or SEMH special schools in the NE quadrant.

14 specialist units (in mainstream schools)

6

ASD specialist units
in mainstream schools
providing

82

specialist unit places
and with

73

children on roll
(January 2022)

3

HI specialist units
in mainstream schools
providing

35

specialist unit places
and with

10

children on roll
(January 2022)

2

LAN specialist units
in mainstream schools
providing

33

specialist unit places
and with

29

children on roll
(January 2022)

4

SLCN specialist units
in mainstream schools
providing

67

specialist unit places
and with

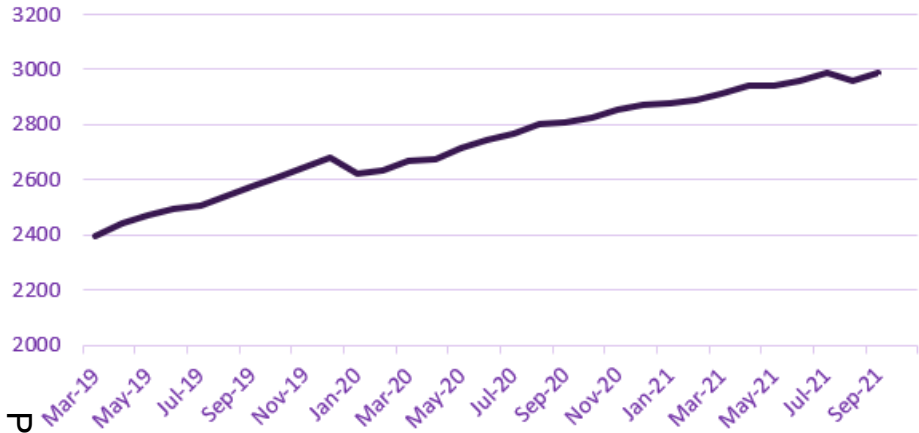
52

children on roll
(January 2022)

Note: there are no VI specialist units in mainstream schools in the NE quadrant.

NORTH EAST SEND

Number of children and young people aged 0-25 with an EHCP residing in NE Surrey



The number of children and young people aged 0-25 with an EHCP residing in North-East Surrey has increased by around 25% since May 2019.

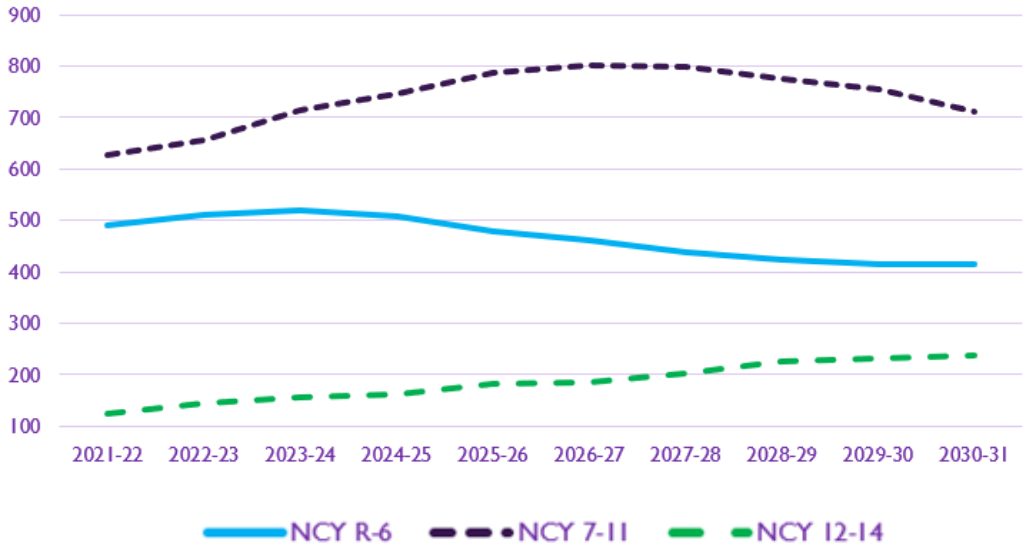
In 2021-22 there were **563** planned places in maintained specialist schools and specialist units in NE Surrey.

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In the 2021-22 academic year, there were **1244** children and young people with an EHCP, residing in NE Surrey and attending a specialist provision (either maintained or non maintained/independent) in school years Reception to 14.

The number of children and young people with an EHCP who live in NE Surrey and require a specialist school or specialist unit place is projected to increase within the secondary and post-16 sectors, with primary aged demand plateauing in the short term before starting to decline

Projected number of children and young people with an EHCP living in NE Surrey who will require a specialist school/centre place



RUNNYMEDE

In Runnymede there are currently:

7 school-based nurseries

23 primary age schools

5 secondary schools

2 sixth forms

Planning areas

Runnymede is made up of four individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



Runnymede is a single secondary planning area; this means that demand for secondary places is forecast across the whole borough.

Runnymede Births



- Births **increased by 27%** in the decade to 2012
- At their highest, births in the borough reached 1007 and increased year on year throughout the period.
- Births have now **decreased by 6%** since 2012
- Births in the borough have decreased or plateaued year on year, reaching a low of 883 in 2020. This is the lowest birth rate in the borough since 2006.

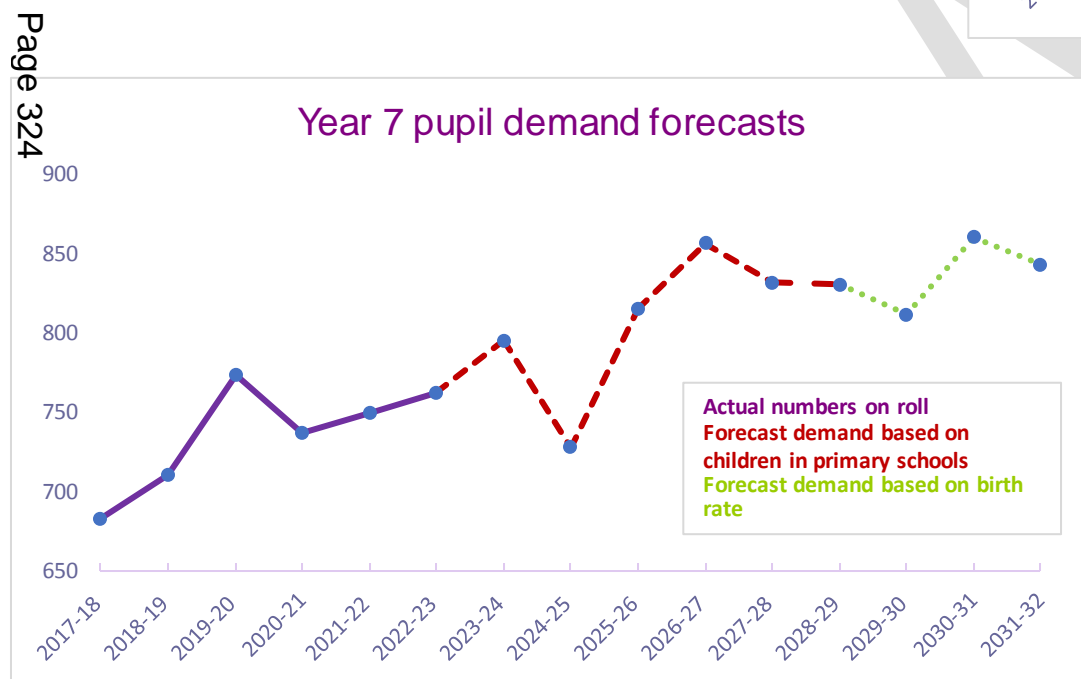
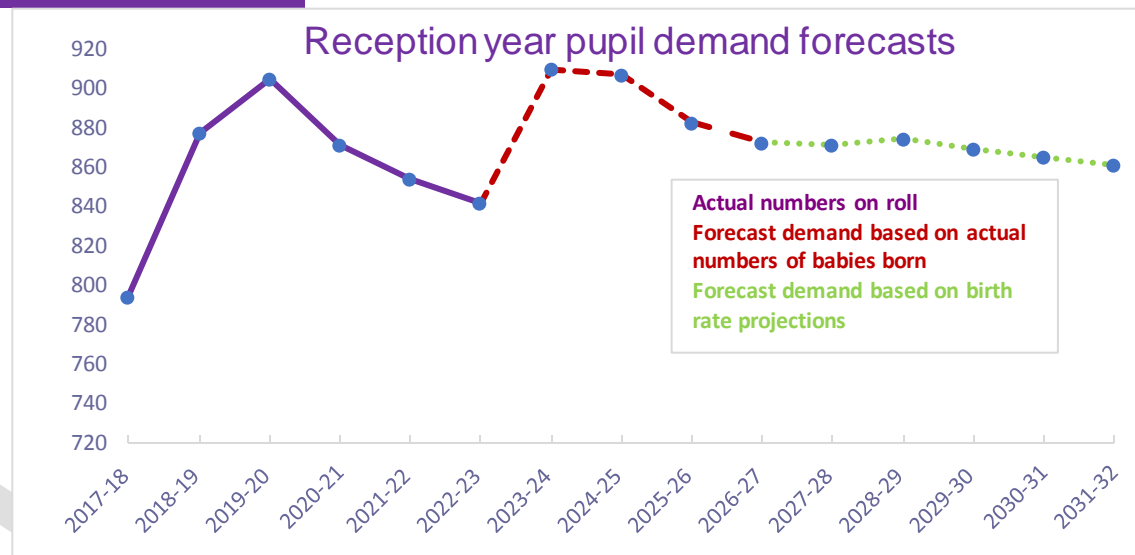
RUNNYMEDE

Year Reception school place demand

After peaks and troughs in the short term, demand is expected to stabilise and plateau.

Any areas of exceptional demand will stem from new housing and are expected to be in the more urban areas, such as Chertsey.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



Year 7 school place demand

Secondary demand mirrors primary demand, with peaks and troughs before a decline at the end of the period.

Vacant capacity in existing provision will be utilised where it is reasonable to do so before any additional provision is commissioned.

SURREY HEATH

In Surrey Heath there are currently:

7 school-based nurseries

25 primary age schools

4 secondary schools

2 sixth forms

Planning areas

Surrey Heath is made up of five individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



Surrey Heath is a single secondary planning area; this means that demand for secondary places is forecast across the whole borough.

Surrey Heath Births



- Births **increased by 14%** in the decade to 2012.
- At their highest, births in the borough reached 1029. However, this was reached earlier than in other boroughs, peaking in 2008, and declining since.
- Births have now **decreased by 7%** since 2012
- Births in the borough have decreased or plateaued year on year, reaching a low of 792 in 2018. After a significant rise in the birth rate to 837 in 2019, it has since increased slightly to 874 in 2021.

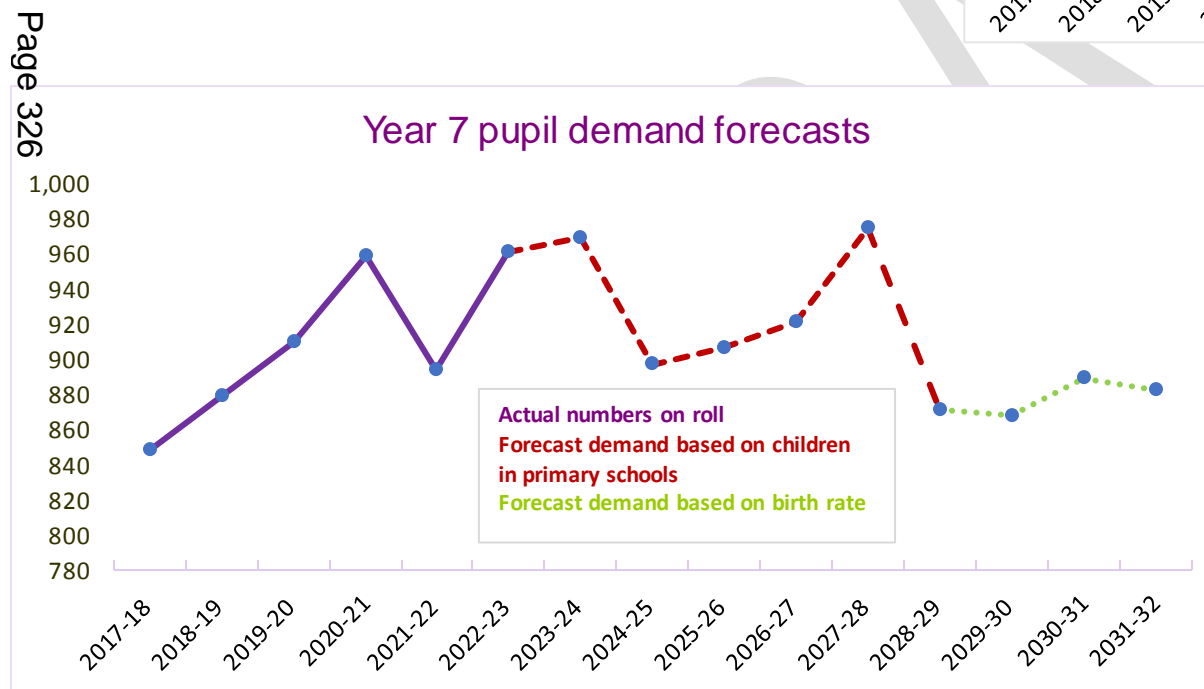
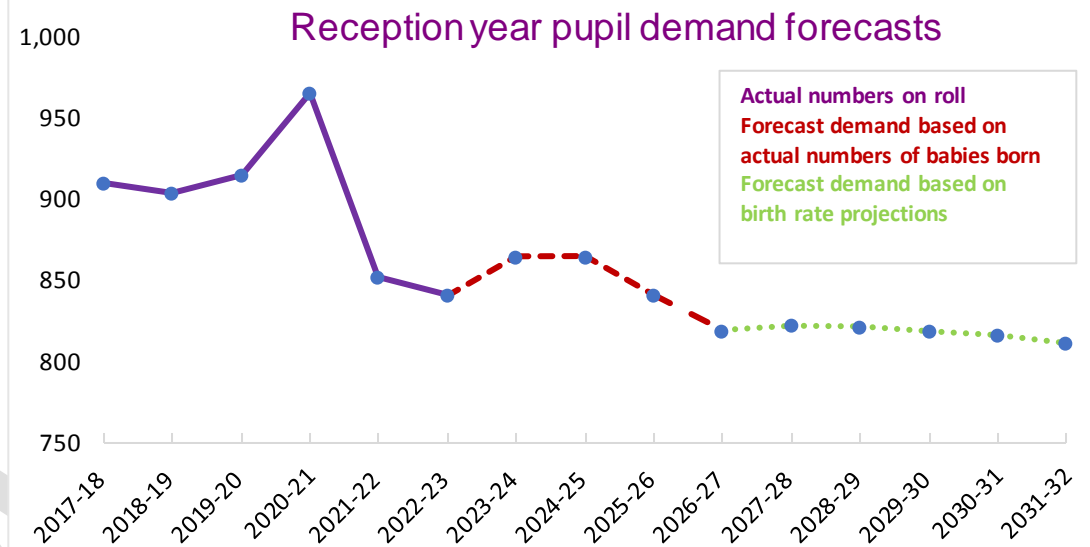
SURREY HEATH

Year Reception school place demand

Demand for places in Year Reception is expected to fall in the short term before reaching a plateau. There are likely to be surplus places across the borough.

Any areas of exceptional demand will stem from new housing.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



Year 7 school place demand

Secondary demand mirrors primary demand, with peaks and troughs before a decline at the end of the period.

Any demand increases are driven by new housing, and the impact of the pandemic on housing supply will need to be monitored.

Vacant capacity in existing provision in will be utilised where it is reasonable to do so before any additional provision is commissioned.

WOKING

In Woking there are currently:

13 school-based nurseries

25 primary age schools

5 secondary schools

1 pupil referral unit

1 sixth forms

1 college

Planning areas

Woking is made up of five individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



Woking is a single secondary planning area, this means that demand for secondary places is estimated across the whole borough.

Woking Births



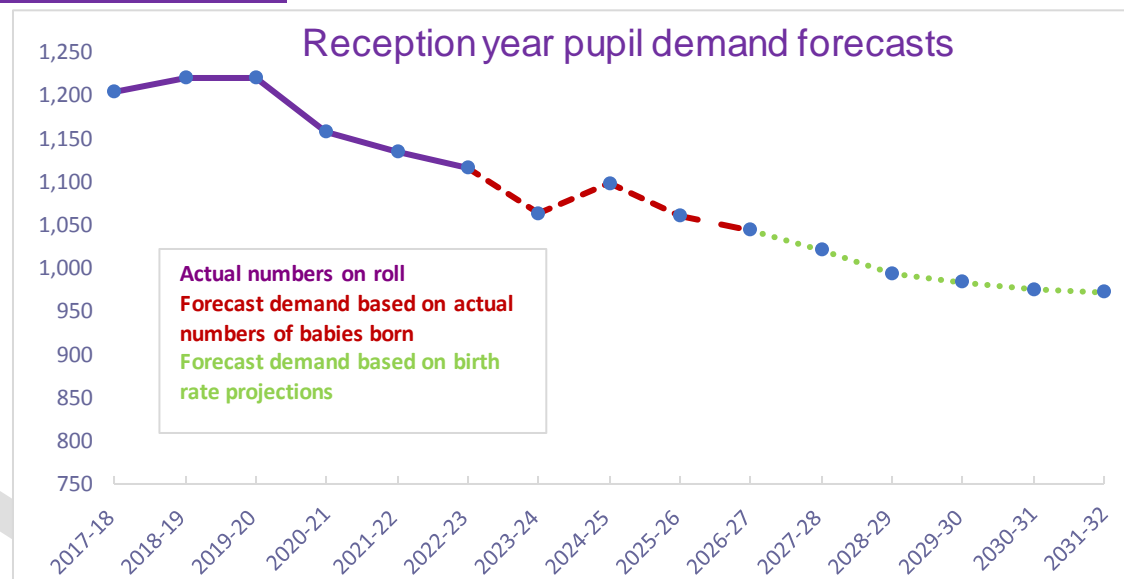
- Births **increased by 37%** in the decade to 2012.
- At their highest, births in the borough reached 1531 and increased year on year throughout the period.
- Births have now **decreased by 27%** since 2012.
- Woking saw the biggest decrease in births in 2013, dropping by 220. Births in the borough have decreased or plateaued year on year since, reaching a low of 1121 in 2021. This is the lowest birth rate in the borough since 2002.

Year Reception school place demand

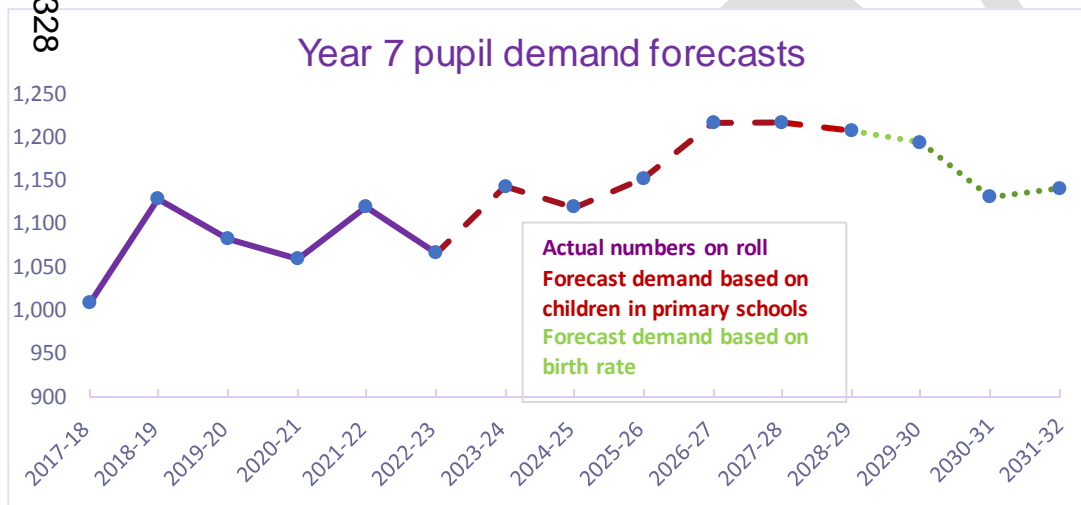
Demand is expected to fall throughout the planning period, reflecting the declining birth rate.

Any areas of exceptional demand will stem from new housing.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



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Year 7 school place demand

Secondary demand mirrors primary demand as the larger cohorts transition to secondary school before a decline at the end of the period.

Vacant capacity in existing provision in will be utilised where it is reasonable to do so before any additional provision is commissioned.

Given the decline at the end of the planning period, any additional provision is likely to be temporary to protect the sustainability of provision.

NORTH WEST SEND

7 special schools



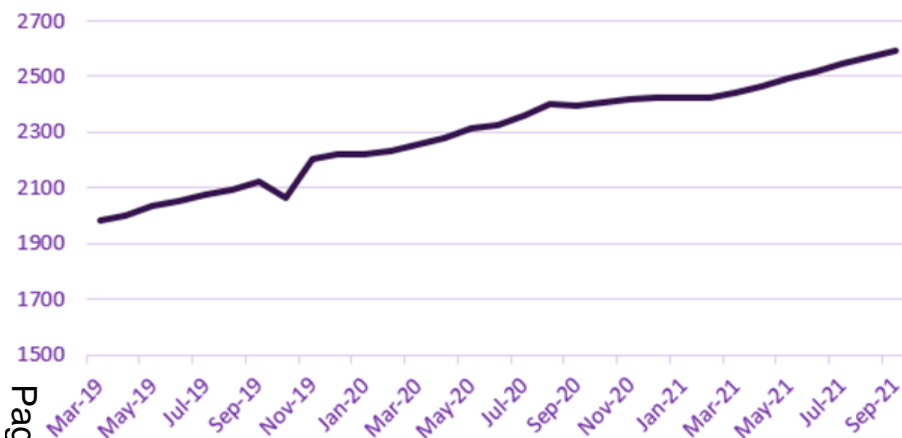
12 specialist units (in mainstream schools)



Note: there are no HI specialist units in mainstream schools in the NW quadrant.

NORTH WEST SEND

Number of children and young people aged 0-25 with an EHCP residing in NW Surrey



The number of children and young people aged 0-25 with an EHCP residing in North-West Surrey has increased by around 30% since May 2019.

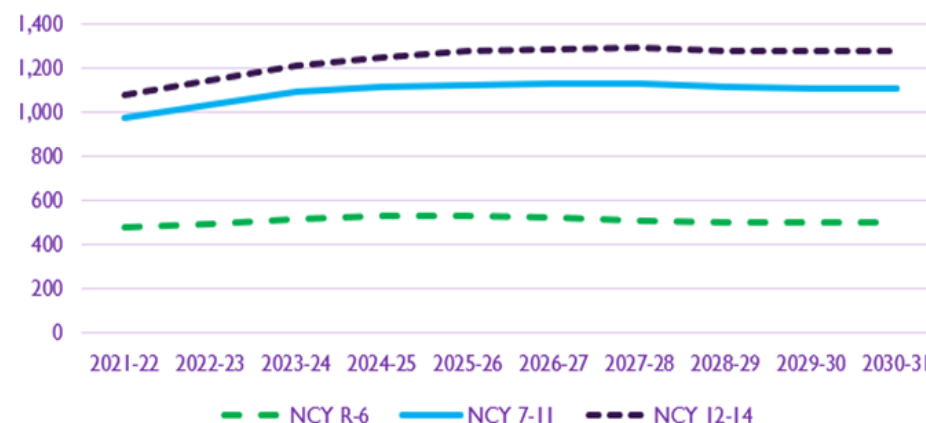
In 2021-22 there were **1095** planned places in maintained specialist schools and specialist units in NE Surrey.

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In the 2021-22 academic year, there were **1072** children and young people with an EHCP, residing in NW Surrey and attending a specialist provision (either maintained or non maintained/independent) in school years Reception to 14.

The number of children and young people with an EHCP who live in NW Surrey and require a specialist school or specialist unit place is projected to increase in the short term, before plateauing to the end of the planning period.

Projected number of children and young people with an EHCP living in NW Surrey who will require a specialist school/centre place



MOLE VALLEY

In Mole Valley there are currently:

3 school-based nurseries

24 primary age schools

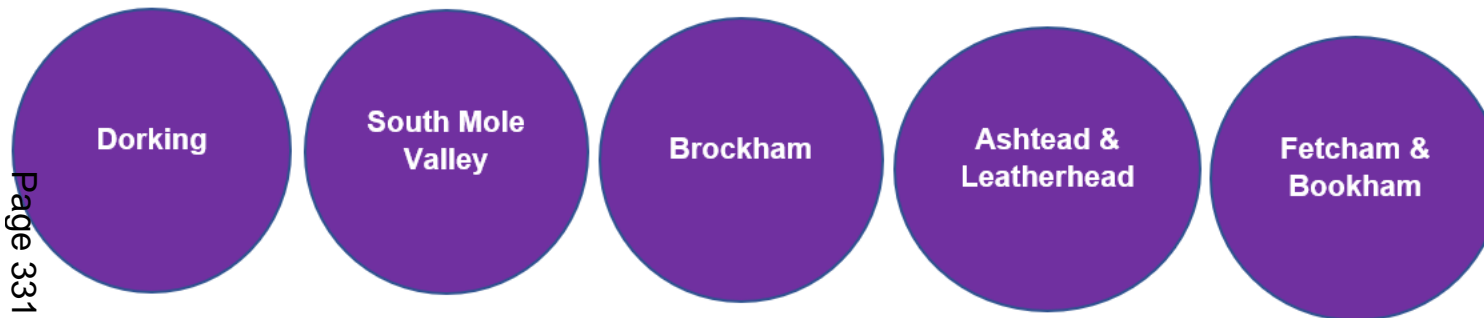
4 secondary schools

1 pupil referral unit

3 sixth forms

Planning areas

Mole Valley is made up of six individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



Mole Valley is separated into two planning areas, meaning that secondary places are planned to the north and to the south of the borough.



MOLE VALLEY

Mole Valley births



- Births **increased by 12%** in the decade to 2012.
- At their highest, births in the district reached 887 and increased year on year throughout the period.
- Births have now **decreased by 14%** since 2012.
- Births in the district have decreased or plateaued year on year, reaching a low of 703 in 2020. This is the lowest birth rate in the district in two decades.

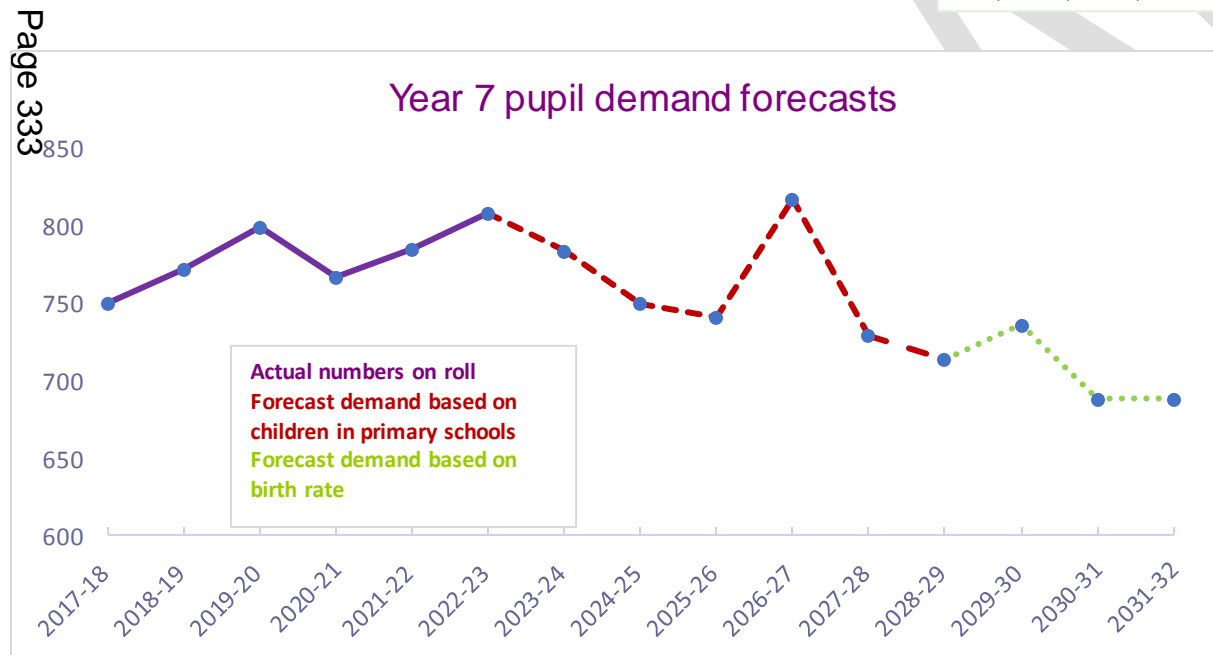
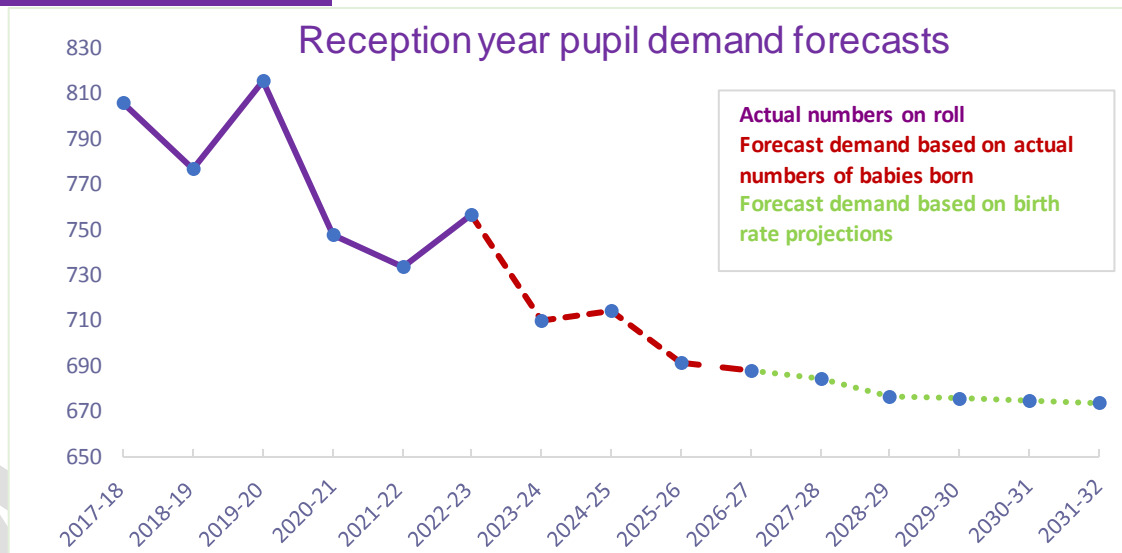
MOLE VALLEY

Year Reception school place demand

There is a general decline in demand expected, reflective of the birth rate.

Any areas of exceptional demand will stem from new housing or unexpected migration.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



Year 7 school place demand

Peaks and troughs are expected as the higher cohorts from the primary sector transition to secondary provision with a general decline expected in the long term.

Demand forecasts are impacted by existing pupil movement trends—faith schools tend to recruit pupils from a larger area outside the district boundaries, who do not attend other schools in the area if they are unsuccessful in obtaining a faith-based place.

REIGATE AND BANSTEAD

In Reigate and Banstead there are currently:

- 13** school-based nurseries
- 35** primary age schools
- 1** all-through school
- 5** secondary schools
- 1** pupil referral unit
- 3** sixth forms
- 2** colleges

Planning areas

Reigate and Banstead is made up of seven individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



Reigate & Banstead is a single secondary planning area, this means that demand for secondary places is estimated across the whole borough.

REIGATE AND BANSTEAD

Reigate and Banstead births



- Births **increased by 29%** in the decade to 2012.
- At their highest in 2010, births in the borough reached 1889 and increased year on year throughout the period.
- Births have now **decreased by 7%** since 2012.
- Births in the borough have decreased or plateaued year on year, reaching a low of 1677 in 2020.

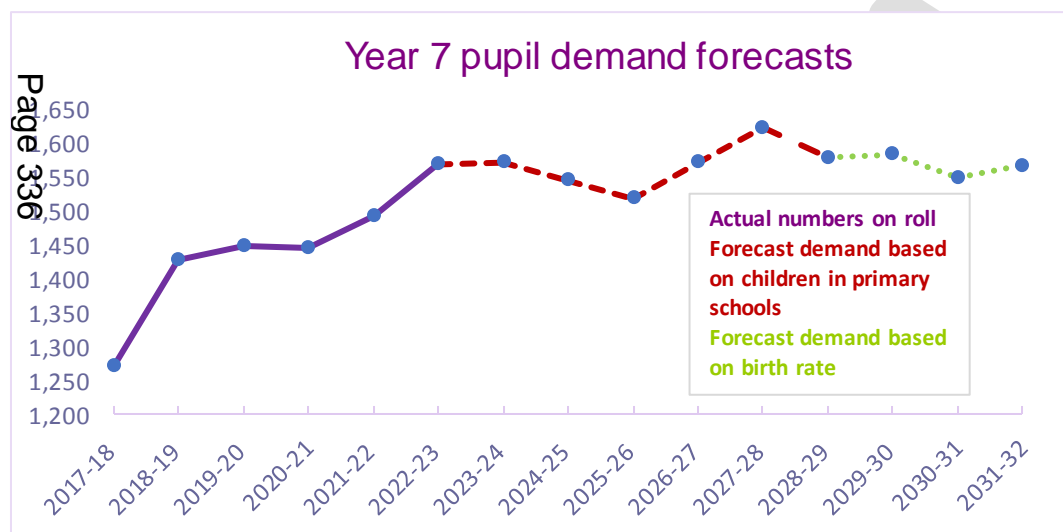
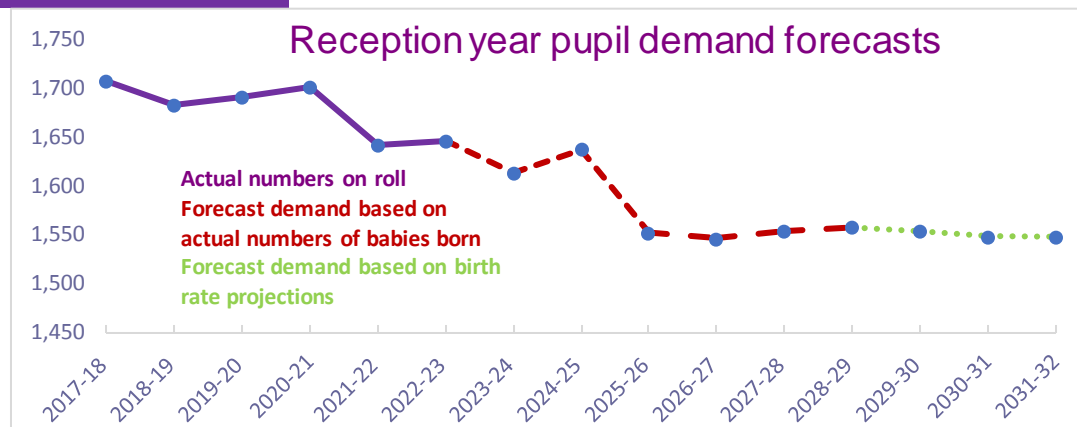
REIGATE AND BANSTEAD

Year Reception school place demand

There is a general decline in demand expected, reflective of the birth rate.

Any areas of exceptional demand will stem from new housing or unexpected migration.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



Year 7 school place demand

In the short term, larger primary cohorts will be transitioning to secondary schools.

Vacant capacity in existing provision in the centre of the borough will be utilised where it is reasonable to do so before any additional provision is commissioned.

It is likely that demand to the south of the borough will be impacted by housing development, although it is not yet known what impact, if any, the pandemic will have on housing supply.

TANDRIDGE

In Tandridge there are currently:

9 school-based nurseries

24 primary age schools

3 secondary schools

2 sixth forms

Planning areas

Tandridge is made up of four individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



Tandridge is a single secondary planning area, this means that demand for secondary places is estimated across the whole district.

Tandridge births



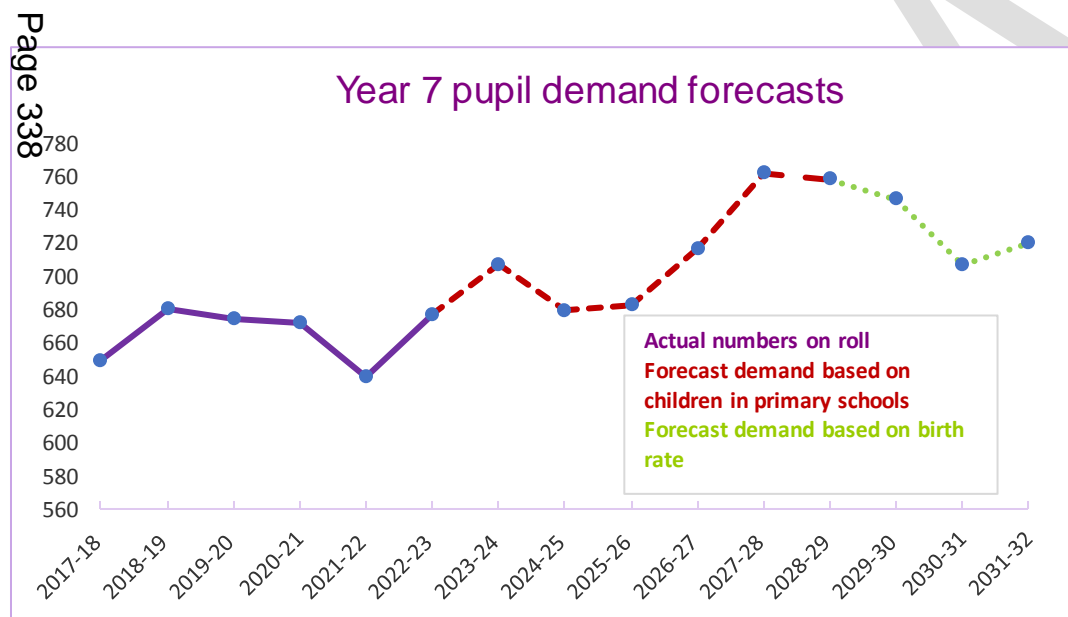
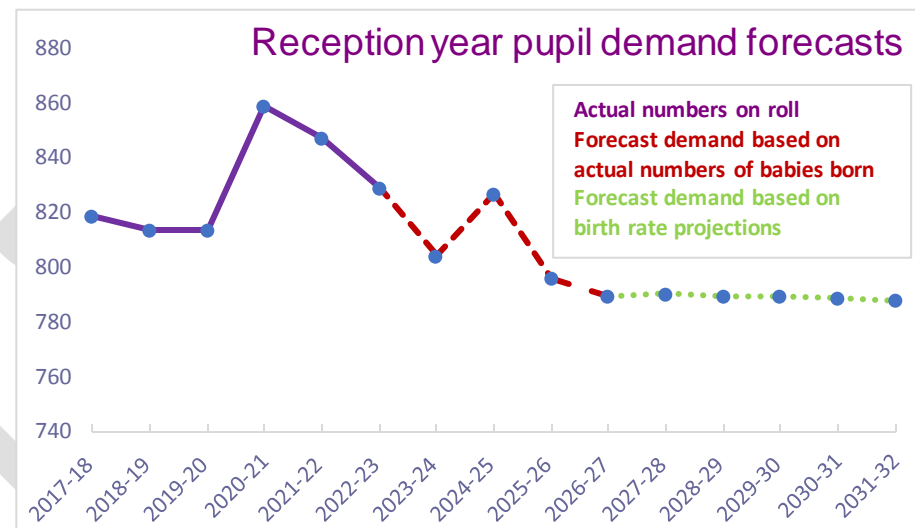
- Births **increased by 17%** in the decade to 2012.
- At their highest, births in the district reached 966 and increased year on year throughout the period. Unlike elsewhere, there has been a further peak in 2018.
- Births **decreased by 7%** between 2012 and 2020.
- Births in the district fell significantly from 2012 and 2013, plateaued and then fell again from 2018 to 2019 to a low of 894. The birth rate increased in 2021 to 983 an increase in 2% from 2012.

Year Reception school place demand

After peaks and troughs in the short term, demand is expected to stabilise and plateau.

Any areas of exceptional demand will stem from new housing or unexpected migration.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



Year 7 school place demand

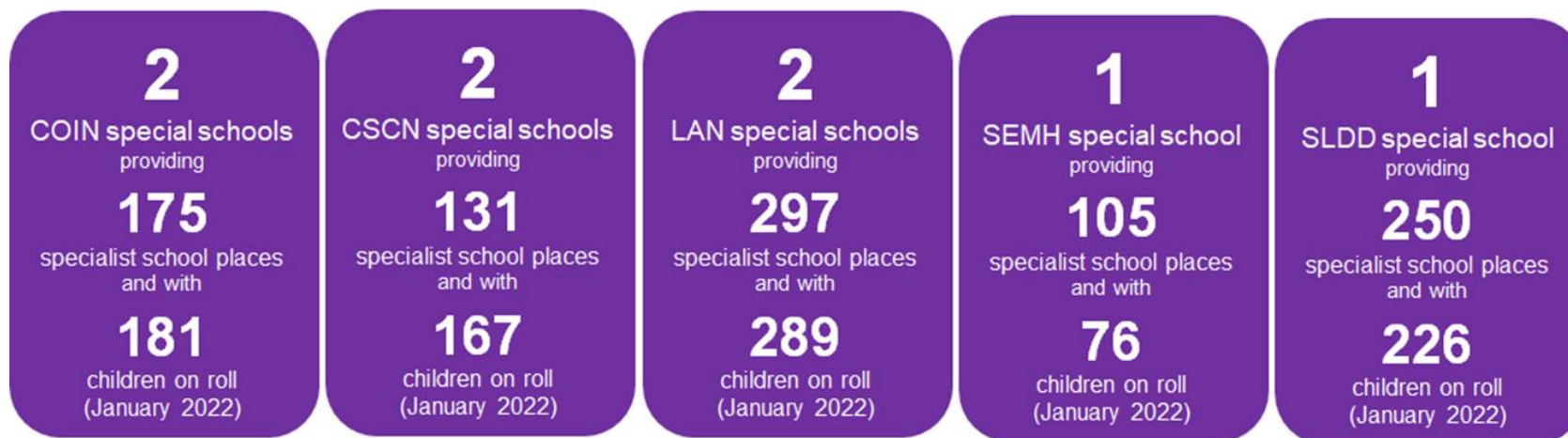
Secondary demand mirrors primary demand, with peaks and troughs before a plateau at the end of the period.

Vacant capacity in existing provision will be utilised where it is reasonable to do so before any additional provision is commissioned.

Forecasts are impacted by cross border movement, especially in and out of the county. In general, the district is a net importer of children.

SOUTH EAST SEND

9 special schools



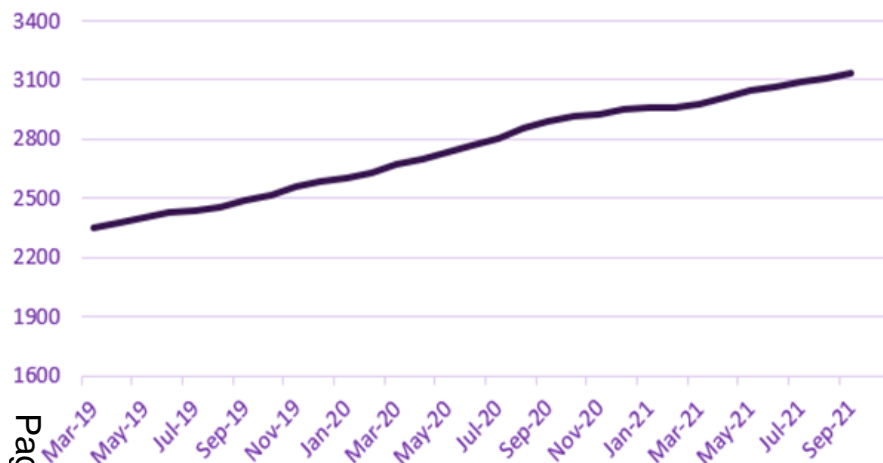
11 specialist units (in mainstream schools)



Note: there are no HI specialist units in mainstream schools in the SE quadrant.

SOUTH EAST SEND

Number of children and young people aged 0-25 with an EHCP residing in SE Surrey



The number of children and young people aged 0-25 with an EHCP residing in South-East Surrey has increased by around 30% since May 2019.

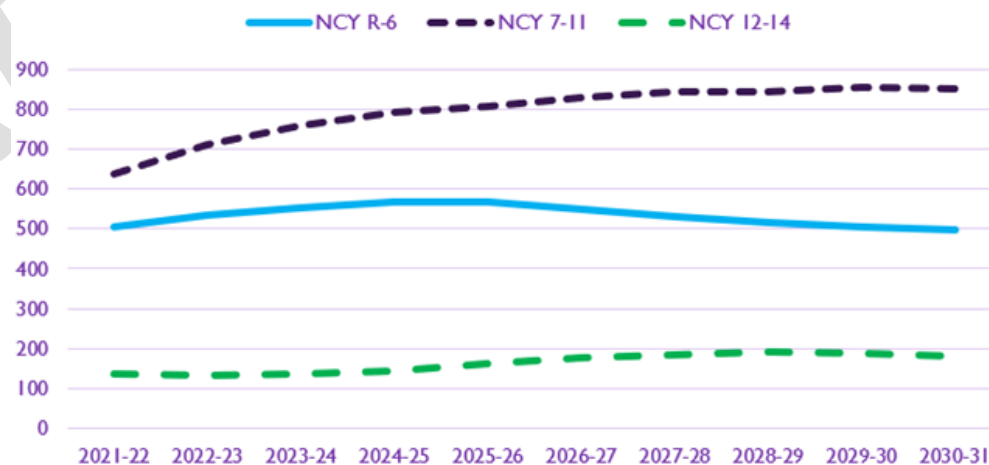
In 2021-22 there were **1149** planned places in maintained specialist schools and specialist units in NE Surrey.

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In the 2021-22 academic year, there were **1280** children and young people with an EHCP, residing in SE Surrey and attending a specialist provision (either maintained or non maintained/independent) in school years Reception to 14.

The number of children and young people with an EHCP who live in SE Surrey and require a specialist school or specialist unit place is projected to increase in the secondary and post-16 sectors steadily, but to plateau and decline in the primary sector after an initial rise.

Projected number of children and young people with an EHCP living in SE Surrey who will require a specialist school/centre place



GUILDFORD

In Guildford there are currently:

7 school-based nurseries

37 primary age schools

7 secondary schools

1 pupil referral unit

5 sixth forms

2 colleges

Planning areas

Guildford is made up of seven individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



Guildford borough is geographically large, and secondary schools in its area are considered as part of three different planning areas, two of which overlap borough boundaries.

GUILDFORD

Guildford births



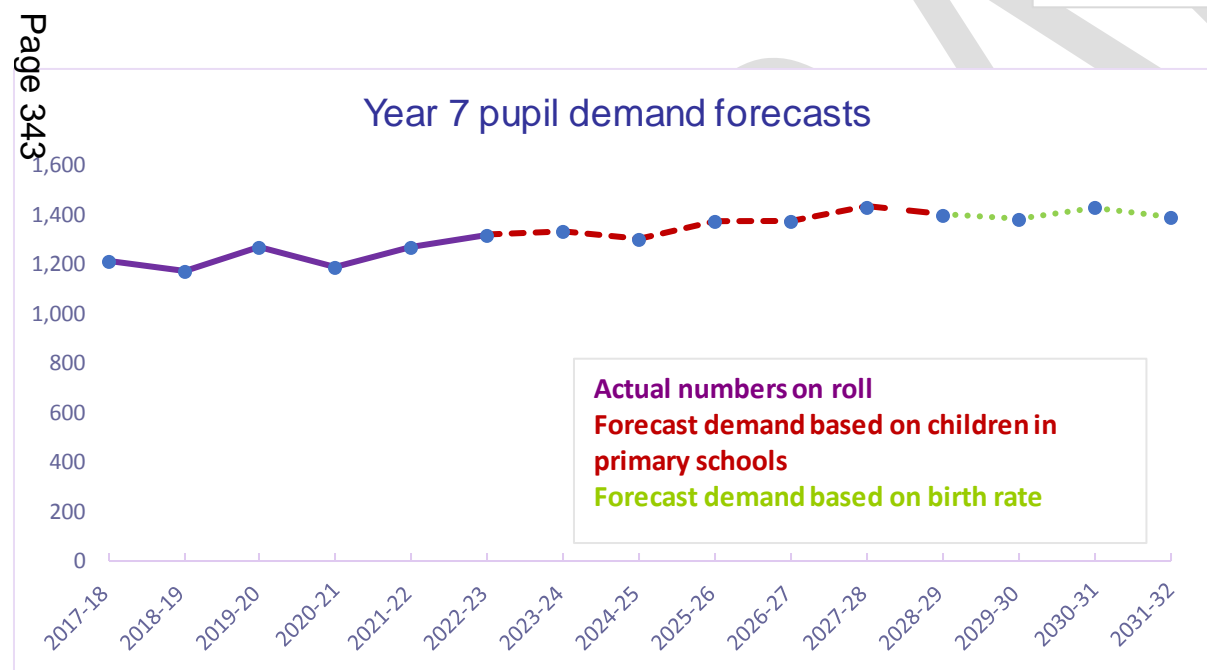
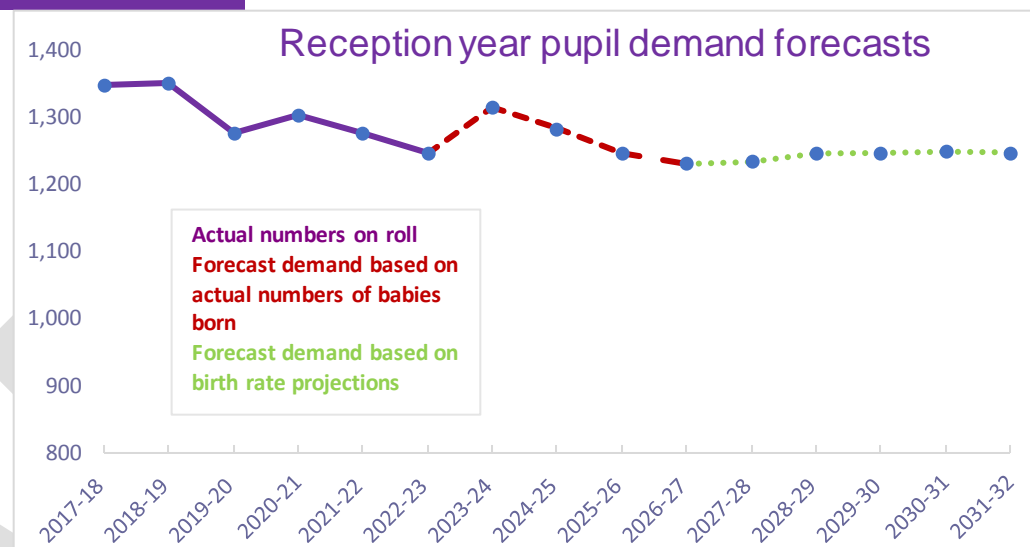
- Births **increased by 26%** in the decade to 2012.
- At their highest, births in the borough reached 1677 with some peaks and troughs to reach that point.
- Births have now **decreased by 18%** since 2012.
- Births in the borough have decreased or plateaued year on year, reaching a low of 1219 in 2020. This is the lowest birth rate in the borough in more than 20 years. The birth rate has since risen to 1370 in 2021.

Year Reception school place demand

In the medium term, we would expect that the demand for reception places will fall in line with the birth rate.

Any exceptional demand will stem from new housing or unexpected migration.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



Year 7 school place demand

Secondary demand mirrors primary demand as the larger cohorts transition to secondary school before a decline at the end of the period.

Vacant capacity in existing provision in will be utilised where it is reasonable to do so before any additional provision is commissioned.

WAVERLEY

In Waverley there are currently:

4 school-based nurseries

38 primary age schools

7 secondary schools

1 sixth form

2 colleges

Planning areas

Waverley is made up of seven individual primary planning areas. Each primary phase school is allocated to one of these planning areas for the purpose of planning school places.



WAVERLEY

Waverley is split into three separate secondary planning areas and demand is projected across these areas, one of which overlaps the borough boundary.



Waverley births



- Births **increased by 12%** in the decade to 2012.
- At their highest, births in the borough reached 1385 and increased year on year throughout the period.
- Births have now **decreased by 13%** since 2012.
- Births in the borough have decreased or plateaued year on year, reaching a low of 1040 in 2020. This is the lowest birth rate in the borough in two decades. Births have increased by 14% to 1207 in 2021.

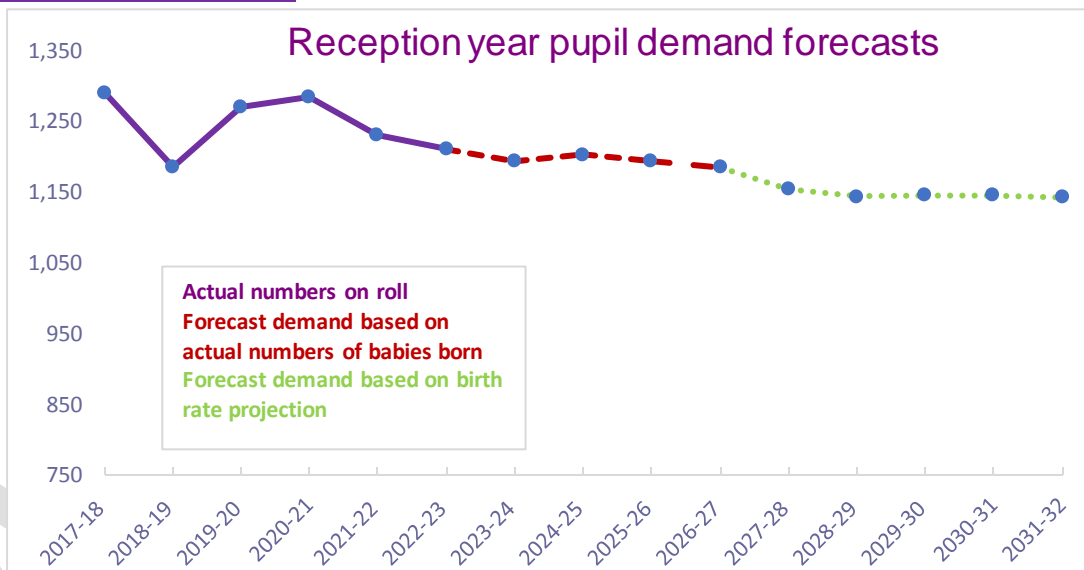
WAVERLEY

Year Reception school place demand

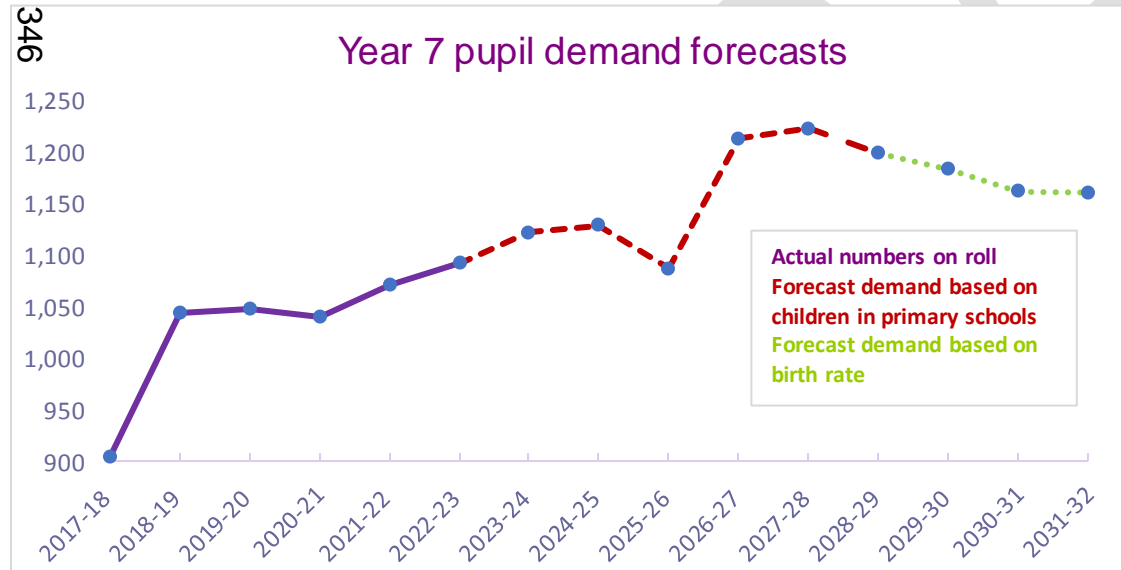
In the medium term, we would expect that the demand for reception places will fall in line with the birth rate.

Any exceptional demand will stem from new housing or unexpected migration.

It is too soon to quantify what effect, if any, the pandemic will have on the birth rate, housing, or migration.



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Year 7 school place demand

Secondary demand mirrors the peaks and troughs of primary demand as these cohorts transition to secondary school.

Any additional provision is not forecast to be required in the short term but will be investigated in the medium to long term in line with fluctuating demand.

SOUTH WEST SEND

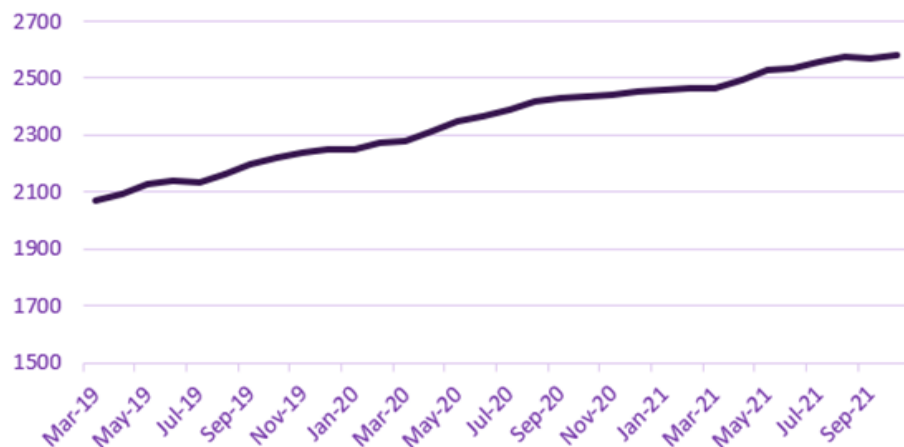
7 special schools

1 COIN special school providing 150 specialist school places and with 146 children on roll (January 2022)	1 CSCN special school providing 93 specialist school places and with 101 children on roll (January 2022)	2 LAN special schools providing 282 specialist school places and with 242 children on roll (January 2022)	2 SEMH special schools providing 117 specialist school places and with 116 children on roll (January 2022)	2 SLDD special schools providing 135 specialist school places and with 159 children on roll (January 2022)
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14 specialist units (in mainstream schools)

6 ASD specialist units in mainstream schools providing 136 specialist unit places and with 81 children on roll (January 2022)	1 HI specialist unit in mainstream schools providing 15 specialist unit places and with 14 children on roll (January 2022)	2 LAN specialist units in mainstream schools providing 28 specialist unit places and with 29 children on roll (January 2022)	4 SLCN specialist units in mainstream schools providing 69 specialist unit places and with 52 children on roll (January 2022)	1 VI specialist unit in mainstream schools providing 9 specialist unit places and with 3 children on roll (January 2022)
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Number of children and young people aged 0-25 with an EHCP residing in SW Surrey



The number of children and young people aged 0-25 with an EHCP residing in South-West Surrey has increased by just under 25% since May 2019.

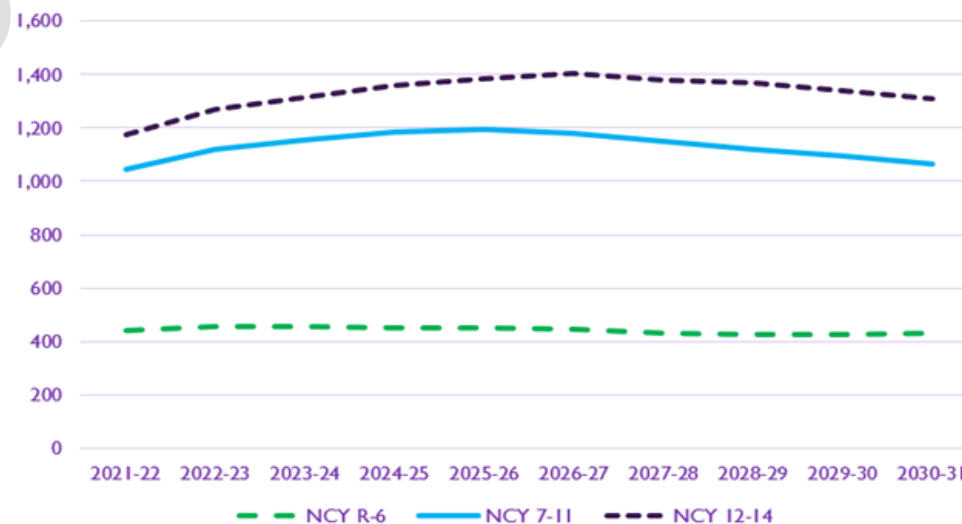
In 2021-22 there were **1015** planned places in maintained specialist schools and specialist units in SW Surrey.

Page 348

In the 2021-22 academic year, there were **1176** children and young people with an EHCP, residing in SW Surrey and attending a specialist provision (either maintained or non maintained/independent) in school years Reception to 14.

The number of children and young people with an EHCP who live in SW Surrey and require a specialist school or specialist unit place is projected to increase marginally before plateauing with a small decline across all school phases

Projected number of children and young people with an EHCP living in SW Surrey who will require a specialist school/centre place



Sustainability Strategy

Annex 1 – December 2022

Sustainability Strategy

Introduction

11

Surrey has a range of diverse schools, urban and rural, academy and maintained, faith and non-faith. We have 28 infant or junior schools which have less than 90 pupils, 45 primary schools with less than 210 pupils and 4 secondary schools with less than 600 pupils.

Surrey County Council is committed to working with schools to develop innovative solutions that enable small and rural schools and communities to continue to thrive and flourish. By working **in partnership** with setting, school and college leadership teams, regardless of their legal status, the local authority aims to secure sustainable settings and schools and continue to provide secure high-quality provision. Changes to the way settings and schools are funded, a falling birth rate, recruitment and retention issues, a changing role for the LA and a new Ofsted framework are combining to create very real challenges for all schools but especially our smaller settings and schools. Proactive collaborative solutions will provide resilience against many of these challenges and reduce the risk of poor inspection outcomes and potential sponsored academy orders.

The government has also set out their ambition for all schools to join a strong and effective Multi Academy Trust and this was set out by the Secretary of State in a speech in 2020 and subsequently in [Opportunity for all - Strong schools with great teachers for your child \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/speeches/opportunity-for-all-strong-schools-with-great-teachers-for-your-child) .

This strategy sets out the Council's approach and commitment to ensuring the sustainability of all our settings and schools. It provides details of the policy and principles which will guide and underpin proposals for school organisational changes.

The LA encourages self-determination and respects the autonomy of individual schools and trusts whilst at the same time seeking to work with you to address the challenges. However, we encourage genuine, open and transparent collaboration with other schools in the area as whilst it could be of vital importance to your own school, it could also impact and be important to neighbouring schools. It is for individual schools and trusts to formulate a strategic plan supported by the LA and Diocese where appropriate.

This strategy provides a range of creative opportunities for leadership teams within maintained schools and trusts to consider in order to sustain the provision of sufficient, high quality school places and schools of viable size. It also provides very specific advice and guidance in respect of leadership, governance, school improvement, finance and recruitment and retention that will prompt and challenge schools to form robust models of school organisation. The LA will work with all settings and schools to facilitate innovative solutions based on a collective responsibility to meet the needs of the children, young people and their families in Surrey.

Desired outcomes

We want to:

- Increase the number of schools in Surrey that are rated as either Good or Outstanding under the 2019 Inspection framework
- Promote schools working together to develop curriculum and pedagogy
- Ensure that we have sufficient local places for children and young people
- Promote inclusion and improve outcomes for vulnerable and disadvantaged learners
- Ensure value for money and sustainable use of the limited available resources
- Ensure that every school has a sustainable budget and a sustainable offer that meets the needs of all their learners.
- Create resilience in the system.

Context

The School Organisation Plan sets out our place planning principle and methodology for the period 2022-32. It highlights the contrasting challenges in the school age population of Surrey, from a falling birth rate and surplus primary places to the peak birth rate from 2012 entering the secondary sector. The plan summarises Surrey's school place planning principles and goes on to illustrate on a district and borough basis how these will be applied to demographics in that borough. Furthermore, it also details how place planning for children who require a specialist educational placement is undertaken and gives details of the nuances of this across the county.

Primary

In October 2021, there were 301 infant, junior and primary schools in Surrey (181 primary, 78 infant and 42 junior) educating 88,909 pupils aged between four and eleven (year groups Reception to Year 6). Of these 301 schools, there are:

- 45 primary schools with fewer than 210 children on roll (25% of primary schools).
- 28 infant or junior schools with fewer than 90 children on roll (23% of infant and junior schools)

Of these there are 73 schools with falling rolls:

- 29 schools are academies
- 27 are voluntary aided
- 12 are community
- 4 are voluntary controlled
- 1 is a foundation school

Secondary

In October 2021, there were 57 secondary schools in Surrey educating 65,152 pupils between eleven and eighteen (year groups Year 7 to Year 13).

Of these 57 schools, there were 4 schools with fewer than 600 pupils on roll. 3 of these schools are academies, and 1 is voluntary aided.

Small schools: The DfE defines small primary schools as having fewer than 210 pupils on roll and fewer than 600 for a secondary school.

Rural Schools: The DfE has for many years has been particularly concerned about schools serving rural communities. Certain primary schools, in England, are designated as rural primary schools for the purposes of section 15 of the Education and Inspections Act 2006. Section 15 of the Education and Inspections Act 2006 requires that when either a local authority or governing body of certain schools formulates proposals for the discontinuance of a rural primary school it has regard to specific factors. These factors include the likely effect of discontinuance on the local community and any alternatives to the discontinuance of the school. Before publishing proposals for discontinuance, the local authority or governing body must consult certain persons, including parents and, where the local authority is a county council, any district and parish councils. The Department for Education (DfE) uses the Office for National Statistics' rural and urban area classification to identify rural schools as being located in towns and fringe areas, villages or hamlets and isolated dwellings.

The Challenges

The challenges faced by small schools come under the following headings:

- Leadership and governance
- Resilience
- School Improvement including curriculum offer
- Finance, recruitment, and retention

Leadership and governance

- Strong, effective leadership is central to school improvement as the senior leadership team set the strategic direction for the school with their governing body.
- Leadership does not need to rest with a single stand-alone headteacher, there is increasing evidence that leadership of a school may be better served when the school is connected to a partnership, federation or MAT. The infrastructure of the organisation then provides for wider leadership, opportunity for succession and sustainability. Guidance to Federation and Collaboration arrangements in schools and Executive Headships is outlined in annex A.
- In some of our smaller schools the Headteacher holds additional responsibilities for example DSL and/or SENCo.
- From looking at models locally and nationally, it is apparent that small schools do not need to operate with a single headteacher.
- For a school to be effective there is a need for governors to be strategic and have the right experience and skills set to hold leaders to account. A full complement of governors is vital to this. Recruitment of governors in some schools remains a challenge.
- Under models such as federations and MATs this allows for governance to be strengthened with a pooling of collective expertise to support school improvement.

Resilience

- Small schools are affected to a greater degree by unexpected and unplanned costs i.e. long-term absence.
- Where a HT also has significant other responsibilities i.e. DSL and SENCo there is less capacity when a focussed improvement plan needs to be implemented - multiple roles can also affect the welfare of staff.
- The pandemic saw our smaller schools needing greater support in terms of decision-making around staff absence and risk assessment and support of individual pupils.
- Small schools by their very nature have a small DSL team and this can make creating and maintaining an effective safeguarding culture challenging.

School Improvement

- Since 2019 small schools have disproportionately had poorer Ofsted outcomes.
- Where partnerships and federations have been formed or where there is a MAT infrastructure, subject leadership is being shared and distributed across one of more school and this is leading to greater capacity and resilience.
- The Ofsted framework that came into effect from 1st September 2019 placed at its heart the quality of education and curriculum. This relies on subject leaders really knowing their subjects and the progression of skills exceptionally well. This is more challenging for leaders who are responsible for multiple subjects as is the case in stand-alone small schools.
- Small schools often have to consider mixed age teaching, and this brings additional demands on teaching staff in terms of planning.
- Meeting the needs of vulnerable learners is often complex and needs leadership capacity and expertise. The challenge is small schools is the capacity to keep up to date with safeguarding training as DSL lead, ensure a safeguarding culture is embedded, implement and monitor EMHWP strategies and meet the SEND statutory duties.
- In a larger school, MAT or federation the role of the DSL can be more widely shared and/or distributed and created opportunities for reflective supervision.

Finance, Recruitment and Retention

- During the financial year 2021-22, the number of small, maintained schools setting in-year deficits (i.e. placing reliance on surpluses brought forward from prior years) was:
 - 57 - maintained primary schools with under 210 number on roll
 - 1 - maintained secondary school with under 600 number on roll.
 - Of these, 2 primary schools predict a cumulative deficit for March 2022.
- In partnerships, federations and MATs there can be more opportunities for central functions to be developed, shared staffing, bulk purchasing and collective bargaining power.
- In recent years, small schools, or schools with falling rolls have found it more challenging to recruit a substantive Head teacher and governing bodies have looked at other options to secure leadership. Recent federations/partnerships such as Clandon and Shere have created both stability and greater capacity with the

appointment of one Headteacher for both schools and shared CPD and effective practice.

- Succession planning is key to sustaining high quality provision, with opportunities for CPD and for staff to take on additional responsibilities. When leadership rests with one or two colleagues the school is more vulnerable if a leader leaves the school or is off for a long period of time. Interim arrangements are usually expensive and often create uncertainty.
- Recruiting and sustaining a Special Educational Needs Co-ordinator (SENCo) is a national issue that is a challenge for many schools. It is increasingly difficult in the context of a small school to retain a SENCo with a high level of teaching commitment but also to enable them to discharge their responsibilities effectively.
- Small schools often have less opportunities for staff professional development, shared learning and career development unless part of a MAT, partnership or federation.

Guiding Principles

Set out below are the guiding principles that will be applied in agreeing the most appropriate model of organisation/proposal for small schools seeking change. Central to the local authority's approach is that any changes are based on improving schools and raising standards.

- Prioritise the needs of children and high-quality education.
- Support the work, well-being and development of headteachers and staff.
- Assume collective responsibility to work together to raise standards.
- Work supportively with communities to develop understanding of the need for change.
- Respect for the school's autonomy to make decisions about how to continue to improve outcomes for the children and young people.
- Value the important role that rural schools play in their local community.
- Parental preference is a key consideration and ability to access a school place close to home within the local community is an important factor.
- Securing the sustainability of schools is best achieved working in partnership.
- Solutions and partnerships should not be limited to maintained schools supporting maintained schools and academies supporting academies exclusively. Schools should work together as part of an effective mixed economy of schools whereby the need and focus for change dictates the best provider placed to help deliver the change.
- Good financial health as essential for achieving educational excellence.
- School ethos, vision and values are a key determinate of school-to-school compatibility.
- Closure of small schools which are no longer viable is a last resort.

The responsibility for delivering the strategy rests with everyone - Surrey schools, maintained and MATS and diocesan partners working together with the local authority.

Diocesan Boards of Education are an important partner since many of our small schools are faith schools.

Working in partnership with Diocesan Boards, the local authority will:

- Consult and engage Diocesan Boards at an early stage and understand their preferred model of MATs, federations or other forms of working together.

- When a school wishes to convert to an academy, commit to working with small schools and Diocesan Boards to find the best MAT.
- Respect that Diocesan Boards have advisory rights in relation to the appointment of headteachers and thus are able to advise governors, alongside SAfE as the LA representative.

The local authority and Schools Alliance for Excellence will work together to:

- Offer advice to schools and governing bodies about what to do when a leadership post becomes vacant: encouraging small schools to consider the most appropriate arrangements. Specifically, advise Governing Boards to satisfy themselves that their plans to recruit a head teacher, senior/middle leaders are affordable and sustainable.
- Provide data and information to help broker partnerships and encourage the coming together of schools for training and sharing best practice.
- Support Executive Headship and Governance.
- Provide effective oversight arrangements that give early warning of problems through statutory functions delivered by SAfE.
- Provide information to schools and Governing Bodies on collaborative ways of working and models of organisation including working with or in a MAT. Encourage schools to consider their options both for the short and long term.
- Encourage larger schools and MATS to offer support and collaborate with smaller schools as part of a development of a strong family of schools.
- Support federation, collaboration and MAT arrangements.

The local authority will:

- Continue to link decisions about capital investment in the school estate with raising standards, supporting curriculum intent and implementation, remodelling schools to support inclusion and intervention, address security and safeguarding issues in schools, support class organisation models.
- Ensure there is effective financial management of the school.
- Continue to link school organisation proposals with capital investment decisions. This includes school premises issues where accommodation seriously impacts upon learning.
- Help schools to complete the sustainability survey to understand short, medium- and longer-term risk.
- Monitor the implementation of this strategy and review annually.

Policy

Schools with fewer than 90 children on roll for Infant and Junior and less than 210 for Primary

There are currently 73 infant, junior or primary schools with fewer than 90 or 210 children on roll. Maintained schools will receive a joint bi-annual due diligence review by the local authority and SAfE that looks at the following aspects of the provision:

- School Improvement
- Finance and Personnel

- Buildings and premises
1. If the headteacher position becomes vacant, we would expect governors to consider other models of leadership.
 2. The local authority will not support the decision of a governing body to recruit a standalone substantive headteacher when the three year pupil planning numbers and business plan show that there are financial risks as a result of the appointment.
 3. If any senior or middle leadership role becomes vacant in the school, the governing body and the headteacher are asked to discuss and consider potential shared roles at either a local, cluster or hub level. It is also possible that this tier of leadership is brokered from a larger establishment.
 4. Where there are vacancies in terms of finance or site management, the governing body and headteacher are asked to look at localised options including operating finance and administration from a larger Primary, Secondary or Multi-Academy Trust.
 5. All schools should consider with the LA Early Years Foundation Stage (EYFS) whether there is capacity to lower age range and consider an integrated EYFS Nursery and Reception. This will be dependent on facilities, local pre-school providers and capacity within the area. This will be important also to meet our ambitions around the take up of Free Entitlement for Two year olds (FEET). FEET remains a key part of our strategy to ensure that no one is left behind.
 6. Where the local authority is concerned that a school is not engaging with others to ensure a financially and educationally sustainable model, the local authority would need to raise these concerns formally with the governing body. The local authority may subsequently use some of its statutory powers to appoint additional governors, withdraw the delegated budget and in exceptional circumstances consider issuing a warning notice and an application for an IEB.
 7. Examples of these triggers are as follows:
 - The bi-annual review demonstrates serious weaknesses in school performance, safeguarding and infrastructure that makes the school vulnerable in terms of the quality of education.
 - An external review identified serious concerns re quality of provision and /or safeguarding.
 - The school cannot demonstrate a financially sustainable 3-year budget forecast or recovery plan from deficit.
 - The school's first preference and offers data are exceptionally low i.e. well below the Planned Admission Number (PAN).
 - The School Organisation Plan data indicates that demand from pre-school age children in the planning area is insufficient to sustain demand equal to PAN.
 - The school draws less than 50% of children on roll who are resident within 2 miles from home to school (direct line distance). This will differ for rural faith schools.
 - The school is judged by Ofsted to be Inadequate or Requires Improvement.

Schools with fewer than 180 on roll for Infant and Junior fewer than 420 for Primary and 600 for Secondary

In addition to the 73 schools above, there are currently 113 schools with between 90-180 on roll for infant or junior schools, 210-420 on roll for primary and fewer than 600 on roll for secondary.

1. If the headteacher position becomes vacant, we would expect governors to consider other models of leadership including joining a Multi-Academy Trust, partnership with a local maintained school (Primary, Special or Secondary) or Federation (with partnership as a potential prelude to this
2. If the governing body move towards the recruitment of a substantive headteacher, the governing body would need to be assured that the structure they are proposing is sustainable for the subsequent 3 years financially, that the Ofsted judgement of the school is not at risk and that standards will be maintained. This should take the form of a formal strategic plan.
3. If any senior or middle leadership role becomes vacant in the school, the governing body and the headteacher are asked to discuss and consider potential shared roles at either a local, cluster or hub level. It is also possible that this tier of leadership is brokered from a larger establishment.
4. Where there are vacancies in terms of finance or site management, the governors and Head teacher are asked to look at localised options including operating finance and administration from a larger Primary, Secondary or Multi-Academy Trust.
5. All schools should consider with the EYFS team from the Local Authority whether there is capacity to lower age range and consider an integrated Early Years Foundation Stage Nursery and Reception. This will be dependent on facilities, local preschool providers and capacity within the area. This will be important also to meet our ambitions around the take up of Free Entitlement for Two year olds (FEET). FEET remains a key part of our strategy to ensure that no one is left behind.

All other schools

SAfE, the Diocese and the local authority will always look at approaching schools, no matter what their designation is, in supporting other schools within the system. Governors and Trust Boards are asked to be open-minded to the potential role that schools have in supporting system wide improvement. We will approach maintained schools and Multi-Academy Trusts to provide strategic leadership for either the short or long term. We will always be mindful though of ethos alignment and geography when making any approaches and ultimately this is a decision for individual governing bodies and Trust Boards.

School Organisation Change Opportunities

Governing Bodies and Trusts should consider whether there are innovative solutions which will enable small schools to be sustained.

In recent years there has been a small number of schools moving towards partnerships, federations and joining Multi Academy Trusts (MATs). In recent months, this number has

increased. The local authority is supportive of this approach and the benefits delivered through effective collaboration between schools and diocesan boards.

There are a number of options for small schools to consider but they can be a positive and constructive way to deliver high quality education. The following list provides guidance on the types of models of leadership that could be considered when a substantive Head resigns:

- Partnership of two or more schools with an Executive Head.
- Federation of two or more schools with an Executive Head.
- Service Level Agreement between small school and larger school to provide strategic leadership.
- School joins or becomes affiliated to a Multi-Academy Trust.

Operationally this might involve:

- Creating a SLA with a MAT/maintained school to provide some core functions that are easier to deliver centrally: finance, personnel, Safeguarding, SENCo, specialist subject delivery.
- Shared appointments of key personnel including Business Managers, Site Managers and SENCo's.
- Development of shared subject leadership across a number of small schools or outsourced from a larger school to smaller schools.
- Development of shared resources and SLAs across a number of small schools to provide better value for money.

Links to other Strategies and Stakeholders

- School Organisation Plan
- Childcare Sufficiency Assessment
- Schools Capital Programme
- Schools in Financial Difficulty (SIFD)

DfE List of Designated Rural Schools (2021)

APPENDIX 1

Establishment Name	Type of Establishment	Status	Phase	Postcode	Urban/Rural Indicator
All Saints CofE Aided Infant School	Voluntary aided school	Open	Primary	GU10 2DA	(England/Wales) Rural hamlet and isolated dwellings
Bagshot Infant School	Community school	Open	Primary	GU19 5BP	(England/Wales) Rural town and fringe
Beacon Hill Community Primary School	Community school	Open	Primary	GU26 6NR	(England/Wales) Rural town and fringe
Burstow Primary School	Foundation school	Open	Primary	RH6 9PT	(England/Wales) Rural town and fringe
Charlwood Village Primary School	Community school	Open	Primary	RH6 0DA	(England/Wales) Rural village
Chilworth CofE (Aided) Infant School	Voluntary aided school	Open	Primary	GU4 8NP	(England/Wales) Rural village
Clandon CofE Aided Primary School	Voluntary aided school	Open	Primary	GU4 7ST	(England/Wales) Rural village
Dormansland Primary School	Community school	Open	Primary	RH7 6PE	(England/Wales) Rural town and fringe
Ewhurst CofE Aided Infant School	Voluntary aided school	Open	Primary	GU6 7PX	(England/Wales) Rural town and fringe
Godstone Primary and Nursery School	Foundation school	Open	Primary	RH9 8NH	(England/Wales) Rural town and fringe
Kingswood Primary School	Community school	Open	Primary	KT20 7EA	(England/Wales) Rural town and fringe
Lingfield Primary School	Community school	Open	Primary	RH7 6HA	(England/Wales) Rural town and fringe
Milford School	Foundation school	Open	Primary	GU8 5JA	(England/Wales) Rural town and fringe
Newdigate CofE Endowed Aided Infant School	Voluntary aided school	Open	Primary	RH5 5DJ	(England/Wales) Rural village
North Downs Primary School	Community school	Open	Primary	RH3 7LA	(England/Wales) Rural town and fringe
Nutfield Church CofE Primary School	Voluntary aided school	Open	Primary	RH1 4JJ	(England/Wales) Rural town and fringe
Puttenham CofE Infant School	Voluntary aided school	Open	Primary	GU3 1AS	(England/Wales) Rural village
Scott Broadwood CofE Infant School	Voluntary aided school	Open	Primary	RH5 5JX	(England/Wales) Rural village
Send CofE Primary School	Voluntary aided school	Open	Primary	GU23 7BS	(England/Wales) Rural hamlet and isolated dwellings
Shere CofE Aided Infant School	Voluntary aided school	Open	Primary	GU5 9HB	(England/Wales) Rural village
St James CofE Aided Primary School	Voluntary aided school	Open	Primary	GU8 6DH	(England/Wales) Rural town and fringe
St John's CofE Aided Infant School	Voluntary aided school	Open	Primary	GU10 2JE	(England/Wales) Rural village
St Mary's CofE Aided Infant School, Frensham	Voluntary aided school	Open	Primary	GU10 3DS	(England/Wales) Rural village
St Mary's CofE Voluntary Controlled Infant School	Voluntary controlled school	Open	Primary	GU8 6AE	(England/Wales) Rural village
St Matthew's CofE Aided Infant School, Cobham	Voluntary aided school	Open	Primary	KT11 3NA	(England/Wales) Rural hamlet and isolated dwellings
St Michael's CofE Aided Infant School	Voluntary aided school	Open	Primary	RH5 6EW	(England/Wales) Rural hamlet and isolated dwellings
St Peter and St Paul CofE Infant School	Voluntary aided school	Open	Primary	CR3 5BN	(England/Wales) Rural hamlet and isolated dwellings
St Peter's CofE Infant School	Voluntary aided school	Open	Primary	RH8 9NN	(England/Wales) Rural village
The Chandler CofE Aided Junior School	Voluntary aided school	Open	Primary	GU8 5PB	(England/Wales) Rural town and fringe
Tillingbourne Junior School	Community school	Open	Primary	GU4 8NB	(England/Wales) Rural town and fringe
Valley End CofE Infant School	Voluntary controlled school	Open	Primary	GU24 8TB	(England/Wales) Rural hamlet and isolated dwellings
Witley CofE Controlled Infant School	Voluntary controlled school	Open	Primary	GU8 5PN	(England/Wales) Rural village
Wonersh and Shamley Green CofE Aided Primary School	Voluntary aided school	Open	Primary	GU5 0RT	(England/Wales) Rural village
Wood Street Infant School	Community school	Open	Primary	GU3 3DA	(England/Wales) Rural town and fringe
Worplesdon Primary School	Community school	Open	Primary	GU3 3NL	(England/Wales) Rural town and fringe

11

Annex A

Federation and Collaboration arrangements in schools and Executive Headships

11

Introduction

What is a Federation?

A federation is where Community, Voluntary Aided, Voluntary Controlled or Foundation schools come together under one governing body. The schools' individual governing bodies are disbanded and a new single over-arching governing body is formed with a new Instrument of Governance. This becomes the accountable body for all the schools and sets the strategic direction for the group. Each school in the federation remains a separate entity and receives its own delegated budget and is inspected separately.

The statutory context for federations is the Education Act 2002, The School Governance (Federations) (England) Regulations 2007, The School Governance (Federations) (England) Regulations 2012 and The School Governance (Constitution & Federations) (England) (Amendment) Regulations 2016.

These set out what a federation and its management should look like, how schools may join and leave and how a federation may be dissolved. Sections 24, 25 and 26 of the Education Act 2002 set out the different ways in which governing bodies may work together, ranging from joint committees and joint governing body meetings to a single governing body.

Section 24 specifically defines a federation as two or more schools operating under a single governing body. Although initially limited to five schools. The School Governance (Federations) (England) Regulations 2007 removed the upper limit of schools that can federate.

Federations enable schools to:

- Work together efficiently and sustainably to raise standards
- Improve services and increase opportunities for pupils and staff
- Share resources, staff, expertise and facilities
- Create a more resilient structure and
- Share good practice and a common ethos – Schools who are at risk may join a federation with a high performing school

Funding

Each school in the federation remains a separate entity and is funded according to the funding formula. However, the federated governing body can use funding across the schools in the federation but must account for each school budget separately.

What is a Collaboration?

Collaboration is a less formal arrangement in which the governing bodies remain separate but may establish a joint committee(s) for a specific purpose. They may also share a headteacher or staff. Collaborations can deliver excellent benefits. Collaborations may be permanent or temporary, e.g., where a school agrees to collaborate with another school and share a headteacher for a year whilst recruitment is made arranged through a memorandum of understanding.

Benefits of a Collaboration may include:

- Increased opportunities to work together efficiently and sustainably to raise standards

- Increase of staff development opportunities
- Secure better value for money by pooling resources and expertise
- Greater resilience to the impact of falling rolls and tightening budgets

Benefits of Federations (in addition to those in a collaboration)

- Formalising collaboration within a manageable framework of one governing bodies
- Providing opportunities for different leadership and management models, such as an Executive Headteacher or other shared staff
- Maintaining the unique character of each school within the local community
- Increasing the number of opportunities for maximising the sharing of resources
- Building a strong foundation for schools to be resilient to future financial and other pressures

Executive Head Teachers

Often schools in a federation will share a Headteacher as the lead professional, but this is not compulsory. Similarly, it is possible for two or more schools to share a headteacher but not be in a federation. This is referred to as an Executive Headteacher (EHT). An Executive Headteacher takes a strategic role in the schools that they are leading. When considering whether to employ an EHT, it is helpful to consider some of the following points:

- What aspects of Leadership will the EHT responsible for and might be divided with other leadership roles, (such as Head of schools if appropriate), (e.g., strategic leadership; day-to-day operation; recruitment, training and management of staff; teaching, learning and curriculum; use of data to monitor, evaluate and improve performance; community engagement and partnership working.)
- How many days is the EHT in each school? Will this change over time?
- How will the backfill of staff in each school be organised and what will the staffing structure look like? How will this be agreed?
- Who will run Senior Leadership team meetings?
- How will the governing body work with the EHT and any Head of School?

Federation: An example process

This process has been put together based on the DfE Guidance: [the Governance of Federations](#). Some aspects of this process will not be relevant for collaborations, but it is recommended that schools follow a similar process when entering into a formal collaboration agreement.

Initial plans about becoming a Federation or joining a collaboration	
	Federation or Collaboration
<p>The initiative to federate should come from the leadership team of the school. The governing body instigating the federation consider the collaboration and/or federation with potential partner schools.</p> <p>All governing bodies agree informally to explore this option</p> <ul style="list-style-type: none"> o What mutual benefits can be brought to each school taking part? o How the whole school community can be engaged when entering the agreement? <p>The governing bodies of all schools taking part should understand the context of the partner schools they are looking to join with and the impact it might have on their own school. (Due diligence)</p>	Both
Inform the local authority and Diocese (if appropriate) of intention to join federation or collaboration agreement and seek their advice.	Both

11	Staff and professional associations should be notified of intention to join federation or collaboration agreement	Both
	Set up a joint governance working group with representatives from governing bodies of all schools involved who will produce a report covering the following areas. This report should then be shared with all governors.	Both
	Design a new governance structure that will fit the new structure for the joint governing body as well as a name for the federation.	Federation
	Details of the proposed staffing arrangements – <ul style="list-style-type: none"> What are the arrangements for the post of Headteacher? – will there be an Executive Headteacher in charge of more than one school or will schools retain an existing head? If there will be an Executive Headteacher – what is the scope of this responsibility and who will manage each school on a day-to-day basis? Will staff need to alter their current working arrangements by working across different sites? 	Both
	If an Executive Headteacher is to be appointed – will it be an existing member of staff? Is there more than one person to be considered for the post? – If a recruitment process is required, follow the DfE guidance to ensure the appointment is done fairly.	Both
	Engage with the local authority and Diocese about the possible Human Resources and legal implications arising and take appropriate advice and guidance to resolve these issues	Both
	Examine the financial benefits/implications of a Federation to ensure that the proposal will be financially secure. Consider a 3-to-5-year business plan.	Both
	The Report must be an agenda item at a meeting of which 7 days' notice has been given where each governing body must decide whether to proceed with a formal proposal.	
	Creating a Proposal	
	Create a formal proposal signed off by all governing bodies concerned. This proposal will be shared with all stake holders and needs to be written in a way that parents will understand what the changes will mean for them and their children. The proposal may need to be customised for each school if they will be affected in different ways. The proposal should explain the rationale for this change and invite them to share any concerns that they might have so that these can be considered and addressed. If appropriate, it should also include details of the size and composition of single governing body, staffing arrangements and other changes.	Both
	Consultation	
	Once finalised, the proposal should be sent to the Headteachers, staff, parents, the LA, unions, the diocese (if appropriate) and foundation governors or trustees of any school that has a foundation and any other stakeholder that the school might engage with that the governing body feels it appropriate to include. Governing bodies should also send the proposal to the secretary of state. The consultation should have a deadline of at 6-8 weeks for stakeholder feedback to be received and compiled. It is good practice to exclude holidays from this deadline.	Both
	Organise consultation events for stakeholders to explain the rationale for joining a federation, the benefits and provide the opportunity to voice any concerns so that these may be addressed.	Both

Arrange a formal meeting with staff and professional associations to explain the impact any changes will bring and address any concerns staff may have with appropriate HR support.	Both
Governance	
Prepare a draft Instrument of Governance for all schools who are taking part in the federation which gives the name of the federation and the constitution of the governing body – Check with SAfE Governor Services for model Instrument of Governance and to ensure it is compliant with all applicable statutory provisions. For Voluntary Controlled or Voluntary Aided schools, the Instrument of Governance should be sent to the Diocese first for approval before being sent to the local authority.	Federation only
Once SAfE Governor Services have confirmed the Instrument of Governance is compliant, it is shared with all governors.	Federation only
End of Consultation	
Following the conclusion of the consultation, governors from all governing bodies, having considered feedback from parents, staff and other stakeholders, decide whether to proceed with the federation or collaboration.	Both
If one or more governing bodies do not wish to proceed, the proposal is reconsidered with appropriate changes being made and the consultation is relaunched.	Both
If all governing bodies are in agreement, the move to federation or collaboration will proceed. The governing bodies will give notice to parents, staff, professional associations and any other stake holders. Any necessary TUPE consultation and/or HR process should begin.	Both
Incorporation of the new governing body for a federation.	
A list of governors who wish to remain part of the federated governing body is produced –If there are surplus governors refer to The Constitution of Governing Bodies of Maintained Schools 2017 B.3 Surplus Governors (regulation 15). For VA, VC and Foundation schools, check with Diocese for their input relating to foundation governors.	Federation
The Clerk to the federated governing body prepares for elections of parent and staff governors if appropriate <ul style="list-style-type: none"> ○ All staff and parents receive the same letter asking for nominations, but this comes from their own school and follows their standard process for election of governors. 	Federation
Governor committees are agreed and membership is decided	
Individual governing bodies must discharge their responsibilities <ul style="list-style-type: none"> ○ A written report to be created highlighting how these have been fulfilled ○ An inventory of assets in each school must be prepared for the new federated governing body ○ Land and property held by individual schools to be transferred to the federated governing body ○ Rights and liabilities that existed before the federation are transferred to the federated governing body. 	Federation
For VA and Foundation schools, the employer may change from the respective governing bodies to the federated governing body.	Federation
The new federated governing body is formed	Federation
Governors are identified for EHT performance management (if appropriate) or targets for existing Headteachers are reviewed.	Federation
Business plans and budget setting are completed	Federation
The first meeting of federated governing body is held	Federation

FAQs

Q Can Maintained schools federate with Voluntary Aided, Foundation or Voluntary Controlled schools?

A Yes but this is subject to approval of local authority and Diocese and specific advice should be sought.

Q Can schools from Surrey federate with a school from another local authority?

A Yes but it is recommended specific advice be taken from both local authorities. A decision will need to be made over which local authority will have responsibility for the instrument of governance.

Q Does federation affect who is the Admissions authority for each school?

A Federating will not typically have an effect on this. The admission authority for each school will continue to be the LA for C&VC schools; the governing body for foundation and voluntary aided schools; or the Governing Body or Academy Trust for academies (subject to whether or not responsibility for admission has been delegated to the GB by the Academy Trust. The admission authority will continue to have responsibility for consulting on and determining admission arrangements and for making admission decisions for the school.

Q What is TUPE?

A TUPE stands for the Transfer of Undertakings (Protection of Employment)

Regulations and its purpose are to protect employees if the business in which they are employed changes hands. Its effect is to move employees and any liabilities associated with them from the old employer to the new employer.

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www.gov.uk/government/publications/recruiting-a-headteacher

Diocese of York – Federation Guidance

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