



AN EDUCATION SYSTEM THAT IS BETTER FOR ALL

Impact Report

23/24



Our SAfE Values



Inclusion sits at the heart of all that SAfE does

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Message from the CEO and Chair

We are delighted to welcome you to SAE's Impact Report, summarising our performance and impact over our fifth academic year. We have come a long way since we incorporated in September 2019. As you will see, overall the quality of education in Surrey is very strong. This success belongs to our education community and SAE is proud to have played a part in this. We hope that you recognise the successes that we have highlighted.

But this does not mean that education nationally and locally doesn't continue to face challenges. As we navigate the ever-evolving landscape of education, SAE remains committed to working in collaboration with the schools, MATs and the partners that make up the SAE family. Solutions are not always within our control but working together collectively we can often find ones to fit our local context.



**None of us is as smart as
all of us.** Ken Blanchard



Our aim is to support schools to be the best that they can be and feedback highlights the value schools place on being part of SAE and being able to access the high quality school improvement support and training we offer in addition to being the 'glue' in the education system in Surrey. Our work with schools has been characterised by a genuine partnership and we are determined to continue to build on that as we take SAE forward.

We would like to thank the amazing SAE team, our board and our wider team of associates in school for the expertise and commitment that they continue to bring to everything that we do. We are excited to work with colleagues and our partners as the organisation moves forward into its next five years.

Maria and David



Maria Dawes CEO



David Harris Chair

History and Background

SAfE was established in September 2019 by the Surrey school community in partnership with Surrey County Council and other stakeholders to take responsibility for the quality of education in Surrey, delivering a school-led school improvement system to serve the whole school community. Its aim was a focus on collaboration in an increasingly fragmented educational landscape to drive improvements in outcomes for all children and young people.

This built on the existing culture of collaboration that characterised and underpinned education in Surrey over the last 15 years, including the work of the twenty Surrey Teaching Schools who became known as STSN.

SAfE is a not-for-profit company. It is limited by guarantee, of which 80% is owned by Surrey schools and 20% by Surrey County Council (SCC). It is a School Company and is governed by the School Companies Regulations (2002).

The partnership mission and vision has remained constant over the past 5 years with inclusion and system leadership.



We are an inclusive partnership where all children and young people have the opportunities to flourish, enjoy learning and achieve the best possible outcomes through excellent education.

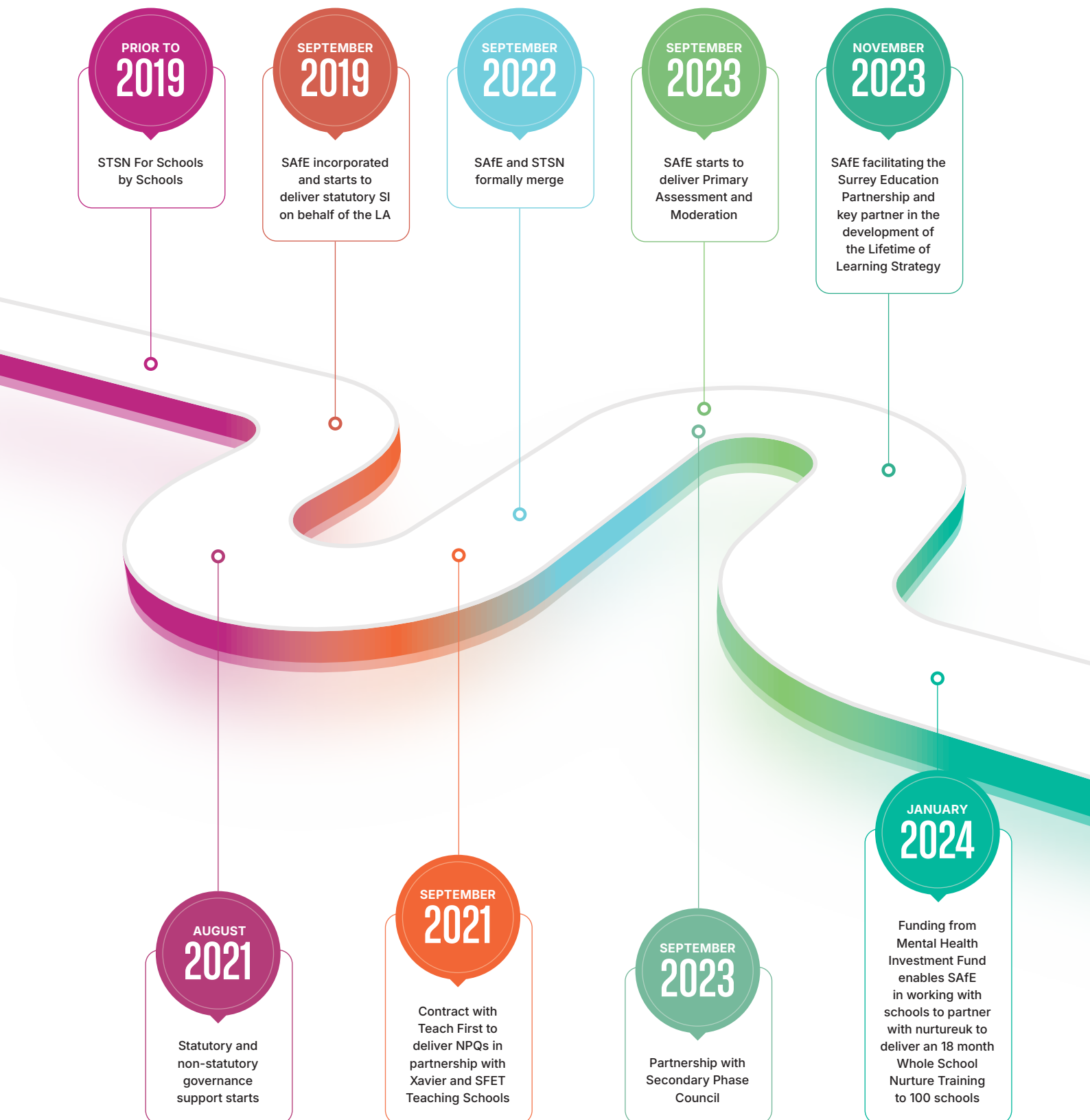
Over the last five years we have become a successful school's company retaining our strong moral purpose. We are valued by our Surrey schools with over 80% both subscribing and engaging with SAfE and our impact on the county has been very positive.

We have grown as a company developing a clearer strategic understanding of how to provide both support and challenge effectively. The quality of both our internal and wider school-based associate team is well-respected and experienced. SAfE has also broadened its scope in some aspects of work to work collaboratively across the local education system to help address some of the most significant system level challenges including SEND, inclusion, mental health and behaviour.

Most recently SAfE has led with Surrey County Council on the development of the Lifetime of Learning Strategy and the Surrey Education Partnership.

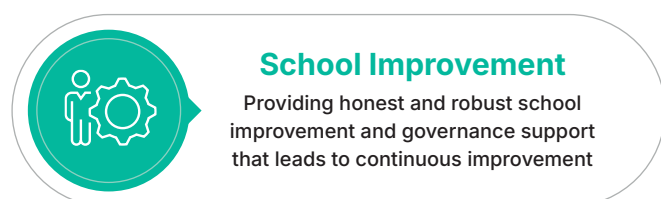
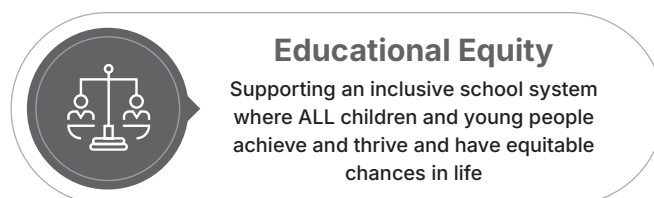
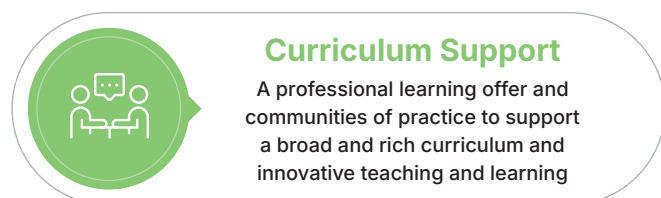
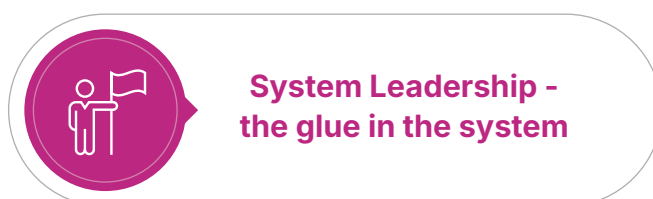


Timeline



What does SAE do?

The core business of SAE is school improvement, which includes direct work with schools, professional learning, leadership development and networks. Supporting an inclusive school system is fundamental to our work and SAE has a number of different targeted projects to support this. Underpinning all of our work is system leadership: we act as an engine of improvement locally, brokering connections and initiatives across schools, and stimulating innovation. Our aim is to bridge the divide between different types of schools and be the glue in the system.



School Improvement

Improve not Prove

SAfE is committed to supporting and driving improvement across all Surrey schools and trusts. We support schools to take responsibility for their own improvement including the ability to accurately self-evaluate using robust external challenge.

SAfE is commissioned by Surrey County Council to deliver the Local Authority's statutory improvement service, governance service and support for maintained schools in addition to a comprehensive traded school improvement service provided by both experts in our team and our school-based associates.



Your visit last autumn was a catalyst for some of the transition we saw recognised today, and prepared the team for the rigour of the inspection. As always – thank you for the insight, the feedback and the benefit of your knowledge and experience. Headteacher



Curriculum Support

Supporting Teachers Knowledge and Pedagogical Skills

Throughout the year we offer a range of high-quality professional learning including face-to-face, online and bespoke training courses, programmes and conferences.

All our programmes are designed around our professional learning principles and are directly aligned to the Teachers Standards and the Professional Standard for CPD. Central to our work is ensuring that we are research and evidence informed, and we have worked with a wide range of curriculum experts including Tom Sherringham, Christine Counsell, Sam Strickland, Marc Rowland and a variety of other high profile voices in the Education sector.

We are pleased to be a Chartered Status CPD Partner of the Chartered College of Teaching. This means we have been recognised for delivering high-quality, evidence-informed CPD that supports teachers and/or school leaders to develop their expertise and achieve the high standards set by the Chartered College of Teaching.



The facilitators passion for the subject and the clarity of why it is so important was great to see. This session really supported my teaching.

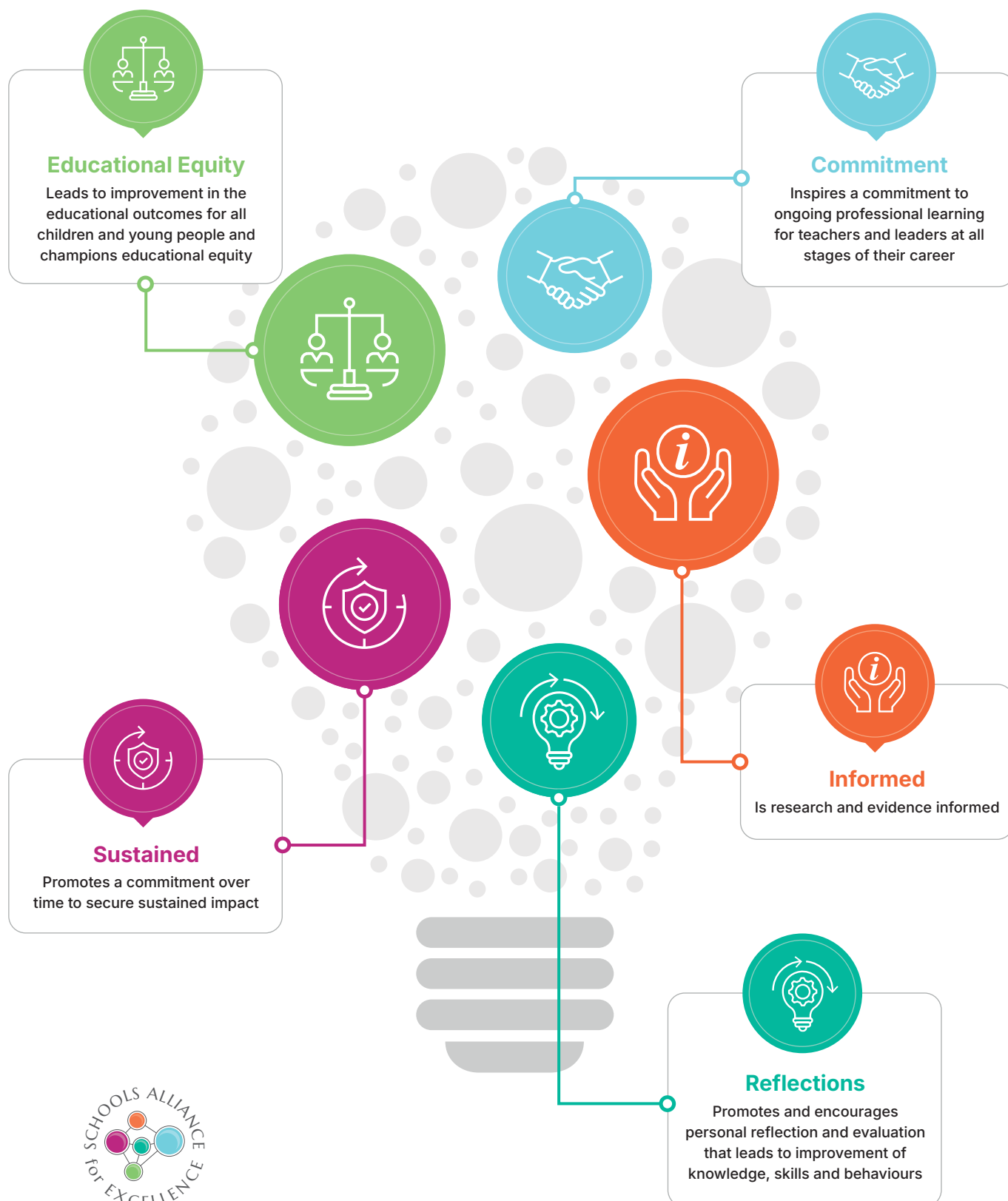
Training event delegate



Our involvement in work with SAfE over the last few years including the Opening Worlds curriculum, Pupil Book Study and more recently the Ambition for All project, really put us in a strong place during our recent inspection and complimented the work we do for school improvement. Headteacher



Our Professional Learning Principles



Leadership Development

We are passionate about helping leaders of schools, settings and trusts to deliver a great education. Great leadership and efficient management are essential aspects of delivering high-quality education.

SAfE offers a wide range of professional learning opportunities, development and networks to support leadership at all levels. We provide support with leadership recruitment and our New Headteacher Induction Programme gives colleagues a strong platform for their first year in post.

We work in partnership with Teach First and our two teaching school hubs, South Farnham Educational Trust and Xavier, to deliver the full suite of NPQs and our phase councils to provide leadership conferences.



It is clear that the programme members are in hugely experienced hands and are most fortunate to have such a caring and professional team.

Teach First



System Leadership

The real glue is relationships

SAfE offers a collaborative and inclusive way for maintained schools and academies to work together, across the six dioceses and over the 50 trusts in Surrey. We are a local hub with wider regional and national knowledge, where schools can develop strong ties and work jointly.

We are committed to

- + Having a comprehensive and accurate oversight of the quality of education in Surrey and helping to drive improvements in outcomes for children and young people.
- + Minimising the dangers of fragmentation and isolation within the school system ensuring that no school is left behind.
- + Acting as an engine of improvement locally – the glue – brokering connections and initiatives across schools, and stimulating innovation.
- + Promoting partnership working between schools and stakeholders including Surrey County Council.



Educational Equity

A place where I belong

We are committed to support schools to create a climate of inclusion where all students, and particularly disadvantaged, those with additional needs and who are underserved learners, love and thrive at school. We work in partnership with national experts including Marc Rowland, Rachel Macfarlane and Diverse Educators to support our schools. We are also a key member of the Surrey Education Partnership.

We have developed the Surrey Inclusion Framework to support schools to engage in rich discussions around inclusion working in partnership with Evaluate My School.

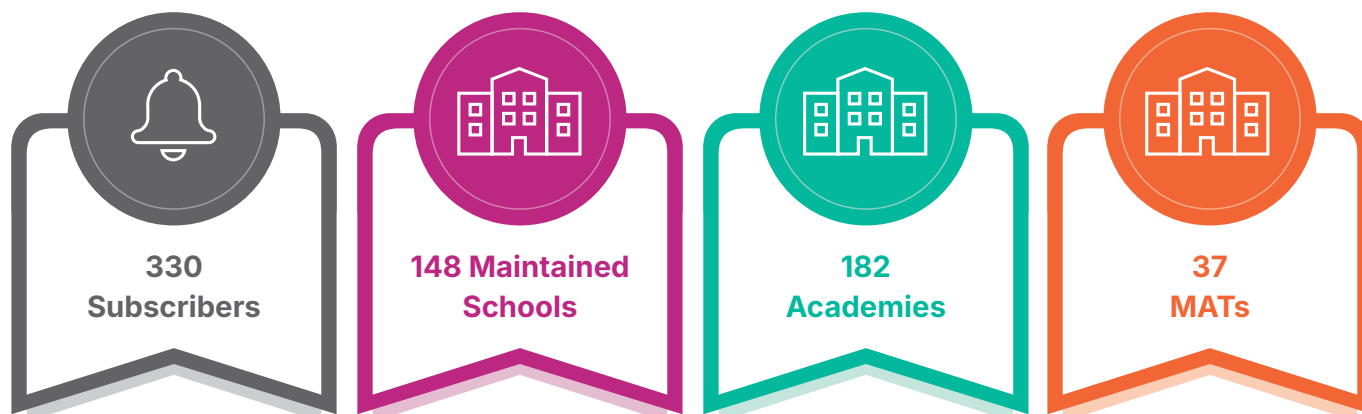


We need to remove the deficit discourse around disadvantage and its impact on learning and participation in school life. Disadvantaged pupils and their families are not a problem to be solved. They are our school community and held in high regards. Marc Rowland

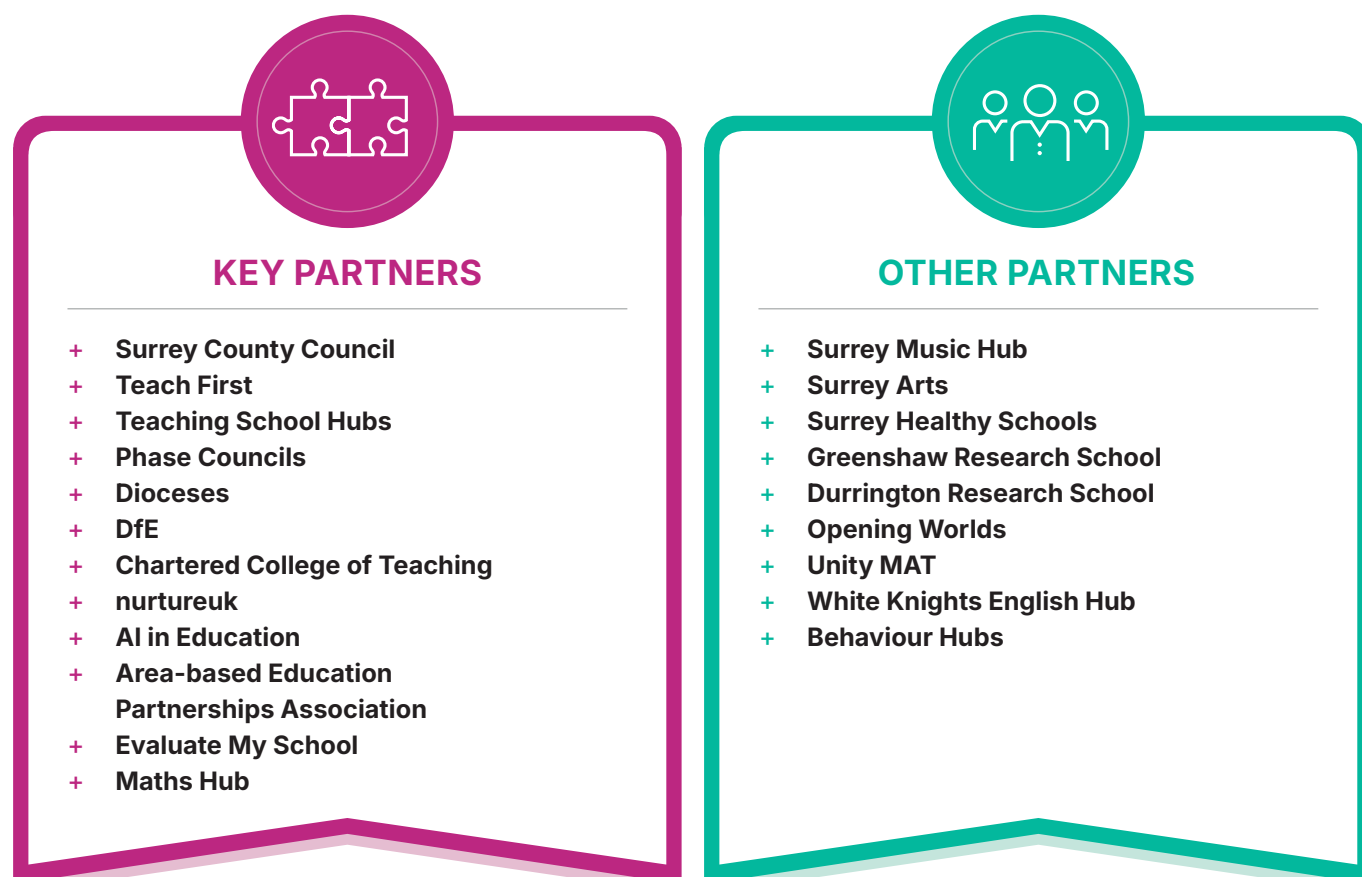


Relationships and Partners

We now have 330 schools as part of the SaFe family – working in partnership to enable all children and young people to have the opportunities to enjoy learning and achieve the best possible outcomes through excellent education.

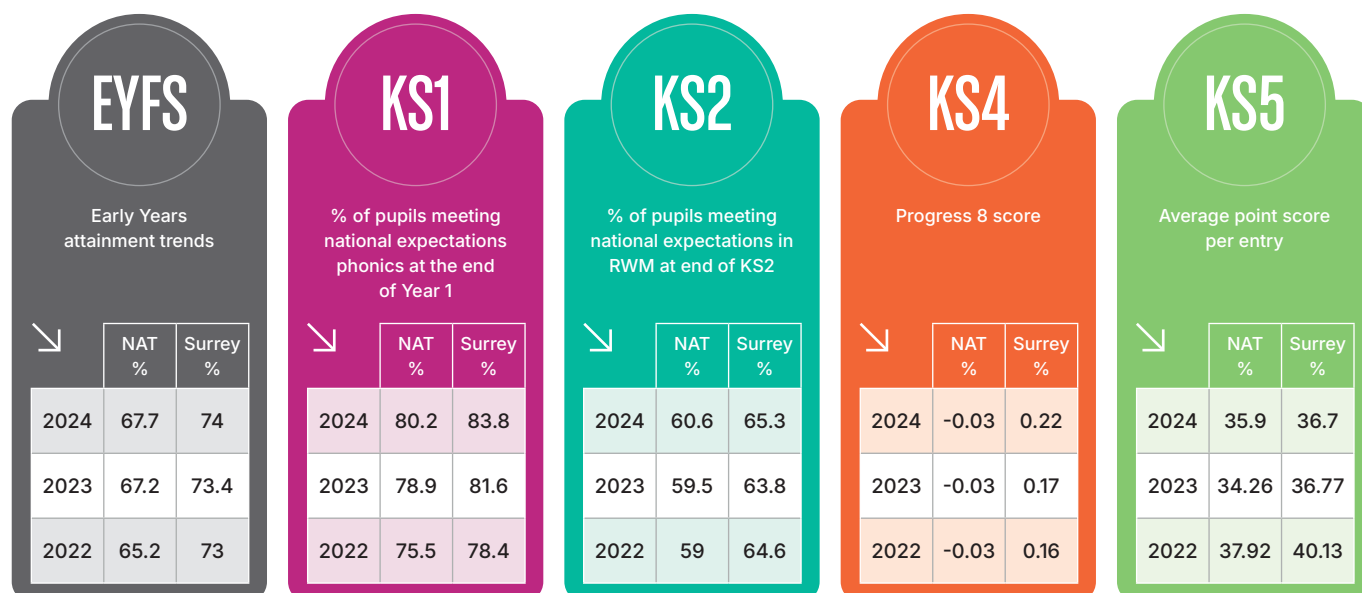


Our local strategic partnerships are essential, so that all schools across Surrey can play a part in our Excellence for All vision. We are working with many different groups to produce clear guidance and frameworks that schools, trusts and our local communities involved in education can adopt to champion change across Surrey.



Our Year in Numbers 23/24

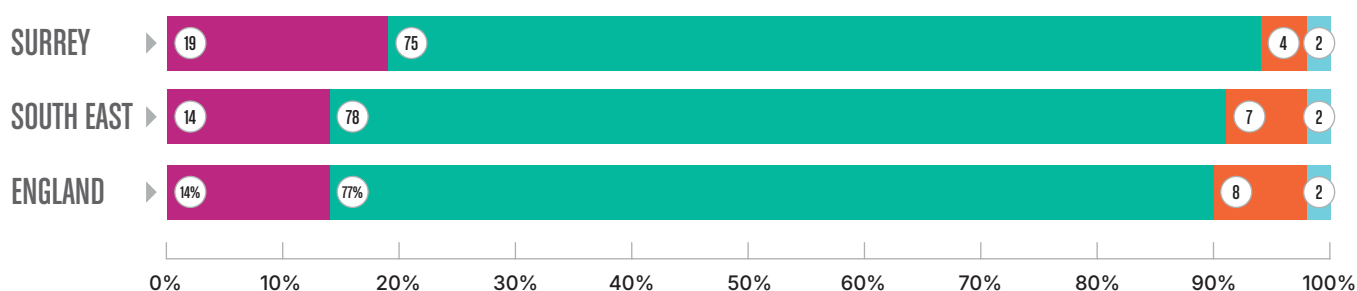
Outcomes



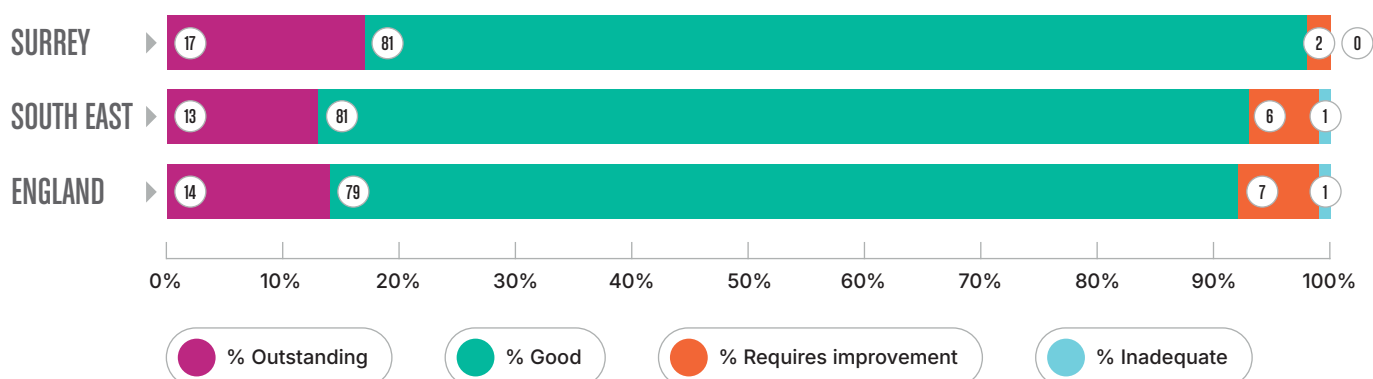
Data correct as of 27th January 2025

Ofsted

Most recent Ofsted overall effectiveness judgement for Schools. Inspected at 31 August 2024



Most recent Ofsted overall effectiveness judgement for Maintained Schools. Inspected at 31 August 2024



Supporting our most vulnerable schools

Seventeen schools that were judged to be in need to additional support and challenge were inspected and **fifteen** were judged to have either been Good or retained Good.



NPQs

- + 10 programmes
- + 99.8 % pass rate
- + 1835 programme members



Nurture Project

100 schools have started on a whole school nurturing programme with nurtureuk following a successful bid from SAfE to the Mental Health Investment Fund.



High Quality Professional Learning

85% of all Surrey schools took part in a SAfE programme or network.



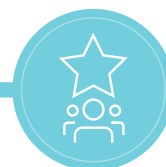
Belonging in Surrey Secondary Schools

20,000 students took part in our bi-annual secondary Belonging and Inclusion Survey in partnership with the Secondary Phase Council.



Leadership Conference

150 leaders reflecting on collaborative leadership learning and the future of education with Sir Anthony Seldon, Vivienne Porritt OBE, Professor Paul Miller and Professor Toby Greany.



Celebrating Governance

13 governor awards presented at the annual governance conference.



30 Networking Sessions

We host and facilitate over 30 network sessions for diverse groups of teachers and education specialists from school leaders, middle leaders, assessment leads, specialist centre leads to EYFS practitioners. Working together to share best practice, develop pedagogy and keep at the forefront of education.

Impact

Supporting schools to take responsibility for their own improvement

- + Our approach to school improvement involves a comprehensive strategy designed to empower and work with school leaders focusing on improving pupils' outcomes through delivering an ambitious curriculum, strengthening teacher's pedagogy and effectiveness and strengthening leadership at all levels. We take a shared accountability for improving the holistic education experience, outcomes both educational and wider and life chances of all pupils. Central to our approach is the engagement of a range of stakeholders - governors, headteachers, senior leaders and teachers - through collaboration and shared leadership and support from the best local system leaders.
- + When Sarah joined Long Ditton St Mary's as Headteacher she quickly recognised that despite strong outcomes, there were critical areas for improvement. Whilst the school had a nurturing environment, expectations for many pupils were too low and not enough pupils were achieving as well as they should. We worked with Sarah and her team to develop an action plan which included curriculum adjustments, targeted professional development, and enhanced analysis of pupils' data. Clear timelines, resource allocation, and defined roles were essential to the process alongside periodic reviews to support effective implementation. Sarah also joined our 'Embedding Excellence in Education' programme offering a strong insight from other school settings which have established excellent outcomes.
- + The impact of this intervention has been profound, with the school achieving an Outstanding Ofsted judgement in all areas in March 2024. Outcomes have improved overall, and specifically for disadvantaged pupils – in July 2024 outcomes for disadvantaged pupils was significantly above disadvantaged pupils nationally and above all pupils nationally. But equally importantly, teachers feel reinvigorated and are more reflective about their practice, while the curriculum changes have made learning more exciting and purposeful for all pupils.



The school has high ambitions for all pupils. Staff inspire pupils to learn and achieve highly in all subjects.

Ofsted March 2024



Leadership Matters

Powering Potential in Partnership

- + Since September 2021, the reformed NPQs have given teachers and school leaders opportunities to develop their skills and knowledge. SAfE, under the name of STSN, has worked in partnership with Teach First and the two local teaching school hubs, SFET and Xavier, to deliver the full suite of 10 NPQs.
- + In total, the partnership has engaged with 1835 programme members including 755 teachers undertaking a specialist NPQ and 837 aspiring leaders undertaking a leadership NPQ. These programme members have secured a 99.8% pass rate compared with a national pass rate of about 98%.
- + Our programme members are drawn from 476 schools across our region which not only demonstrates our geographical reach across the south-east region but also reflects the reputational support of multiple enrolment of programme members from the same school.
- + With the new scholarship funding arrangements from September 2024 which the DfE targets at the most challenging school environments, 72% of programme members for specialist NPQs are drawn from schools serving our most under-served pupil communities.

“

My experience in the NPQ programme has been immensely beneficial. The programme provided a comprehensive understanding of effective leadership in teaching, backed by research based and evidence-based practices. The modules have not only enhanced my knowledge but have also equipped me with practical tools and strategies to lead teaching at my school. NPQLT Programme Member

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“

The course has developed my confidence in thinking about the combination of elements that support a school in being successful, appropriate to the current needs, and has made me consider a wider number of variables in a creative way to enable sustained impact. NPQH Programme Member

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As a Headteacher, I use STSN's NPQs strategically to develop a pipeline of talented leaders who are prepared to take on senior roles and are retained for longer - it's a great incentive for teachers who want to progress when they join your school. Additionally, NPQs help create a common understanding of high standards and best practices amongst staff in school and ultimately contribute to a cohesive school culture. Headteacher

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As a growing multi academy trust we have always welcomed the engagement our teachers and leaders have had with the full suite of NPQs delivered through STSN. This arrangement has strengthened leadership and developed expertise within our schools in order to secure improved outcomes for our young people. CEO

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Improve Not Prove Inclusion and self-evaluation

- + Part of our work over the past few years has focused on how to engage in effective self-evaluation so that all schools and settings are encouraged to improve what they are doing rather than having to prove effectiveness. We firmly believe that if school leaders are able to develop a culture of robust school self-evaluation, then it will support continuous school improvement.
- + As part of a project through LocalED, SAfE has developed the Surrey Inclusion Framework to support schools to engage in rich discussions around inclusion. The objective behind the Framework is to support rigorous and robust self-evaluation. This in turn helps to clearly identify key areas for inclusive development based around a holistic understanding of whole school practices. The Framework is interactive and sits on the Evaluate My School platform providing a clear visual overview on self-evaluation judgements. These can be visited, reviewed and revised across the academic year following discussions involving a range of stakeholders. This is free for all Surrey schools.
- + Over 150 schools have worked with the Framework in different ways, and we have produced a guide to inclusive self-evaluation with associated case-studies of how other Surrey schools and MATs are using it. We view self-evaluation as an ongoing process, therefore, we encourage schools not to see the Surrey Inclusion Framework as a project. It is a framework that can support continuous improvement year on year.



The quality of discussion was productive. Sweeping generalisations about policy decisions, practices or impact were done away with – these questions allowed us to be data driven, evidence based and objective.



Surrey Inclusion Framework school



A Partnership Approach to Nurture

Helping every child become able to learn



- + SAfE, working with the schools-led Inclusion Innovation Working Group and with funding from the Mental Health Investment Fund, is partnering with national charity nurtureuk to deliver the Surrey Nurturing Schools Programme in 100 priority Surrey schools. Nurture is a tried and tested way of relating to children that helps them develop vital social skills, confidence and self-esteem, and become ready to learn. The programme had applications from almost 130 schools. Those that were successful were selected based on their proximity to a priority area, the proportion of students with SEND and/or SEMH needs and those with a high number of students from other groups that may be deemed vulnerable.
- + Of the schools on the programme, 70% are located within 3km of what Surrey has identified as a 'key neighbourhood' (areas with the highest levels of deprivation). The schools on the programme are a mixture of primary, secondary and specialist, both maintained and academies. There are four multi-academy trusts participating in the programme so that impact can be measured on a trust level.

“ We are very impressed with the level of engagement and participation from schools enrolled on the programme. Schools have taken a proactive approach to beginning to embed new nurturing approaches in their settings and recognise the value of the programme and are highly committed to nurture in their settings. nurtureuk ”



Every Learner Belongs

- + Educational Equity is at the forefront of everything we do at SAcE. From our secondary programme with Marc Rowland, to launching the Surrey Nurturing Schools Programme and delivering our recent Belonging and Inclusion survey, we continue to take the necessary steps to level the playing field for Surrey's underserved learners.

Working in partnership with author and lead adviser for underserved learners, Rachel Macfarlane, SAcE is supporting over 30 primary schools to work towards developing a culture of equity rather than equality so that all learners are empowered to thrive. Schools that participated in our Ambition for All programme last year saw an improvement in their end of KS2 data for both all pupils and those classed as disadvantaged.

“ Positive and thought-provoking. ”

“ Allows for rich discussion and the opportunity to share good practice with other schools. ”

SAcE has collaborated with diversity, equity and inclusion specialists Diverse Educators on various programmes, including our DEI Leadership Programme, DEI Middle Leaders Conference and DEI Workshop Webinars. Sessions have covered important themes relating to DEI, including the importance of diversifying the curriculum, developing anti-racist approaches and creating LGBT+ inclusive spaces, with attendees being provided with a safe space to discuss potentially sensitive issues.

“ Lots of take-aways and inspiring messages to share with our teams. ”

“ I feel like I have learned a lot and have so many ideas to take back to school. ”



Governing Boards driving Equity in Education

- + This year's Annual Governance Conference exemplified how we champion educational equity and excellence in Surrey. As SAfE's flagship event for governors and trustees, the conference welcomed over 100 participants, offering a vital platform for collaboration and professional growth.
- + The event's theme, "Better Serving Underserved Learners," led by Rachel Macfarlane, focused on empowering governors and trustees to address educational disparities and improve outcomes for all students. Her interactive session prompted attendees to critically evaluate their schools' support for underserved learners and explore strategies for greater equity. Governors and trustees were encouraged to scrutinise data more thoroughly, identify areas for strategic improvement and appoint a link governor for this crucial area.
- + SAfE's mission to foster inspirational leadership and ensure excellent outcomes for all learners in Surrey was clearly reflected in the conference's success, underscoring our commitment to education equity and continuous improvement.

“

A great balance between strategy and practical actions that could be taken forward.

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System Leadership through Collaboration

The Surrey Education Partnership

- + Over the last 18 months SAfE has been at the forefront of developing the Surrey Education Partnership and the Lifetime of Learning Strategy. This ambitious plan unites partners across early years, education and skills sectors at every stage of learning.
- + Whilst the majority of learners in Surrey benefit from the right education, skills and employment opportunities that help them succeed in life at the time they need it, this is not the case for all. Too many learners are left behind and not achieving their potential. The strategy is a manifesto for change and calls on all education providers and partners to commit to placing equity and inclusion at the heart of their work, decision-making, policies and accountability.
- + We have huge strength in our system but believe that whilst respecting autonomy for education settings we will make more progress by working in collaboration rather than in isolation or in competition. The solution needs to be bigger than any one institution. It is exciting to see so many partners coming together to make this happen.

Principles of Surrey Education Partnership Board



Equity in Education – no learner left behind



Moving Forward Strategically

With a new government and the inevitable changes to curriculum, school improvement, accountability, SEND and much more, we would all agree that, at times, the education landscape feels complicated, there are many different stakeholders and organisations with individual responsibilities and specialisms, all striving to ensure every child has a great education. As a schools-led partnership rooted in Surrey we are the anchor institution for education in the county.

Our school landscape is likely to remain a mix of academies and maintained schools and a key priority for SAfE is to ensure that all schools can flourish and thrive regardless of size or status. Our role is to add value and support by harnessing the expertise across our collaborative school-led system and beyond. We think that this is even more important now than ever.

However, we also know that we need to be a sustainable partnership and therefore we have four priorities moving forward.

4 Pillars of SAfE Growth



We are extremely excited and optimistic about the future of SAfE. We believe our track record and resources are strong, so we have a secure platform to approach the next phase of our development. We are proud of the contribution that we have made to improvements in Surrey but there is more to do, ensuring that **all** our children and young people have the chances and choices needed to succeed.



“

**Possibly the most informative, engaging and supportive training
I have ever had in 8 years teaching.**

SENCo Leadership Training delegate

”





AN EDUCATION SYSTEM THAT IS BETTER FOR ALL

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