



AN EDUCATION SYSTEM THAT IS BETTER FOR ALL

Impact Report

**Academic Year
24/25**



Our SAfE Values



Inclusion sits at the heart of all that SAfE does

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Message from the Interim CEO and Chair

We are delighted to welcome you to SAE's Impact Report for 24/25, showcasing our performance and the difference we have made together. Since our inception in September 2019, SAE has grown into a trusted partner in Surrey's education community. This year has been one of both challenge and opportunity, and we are proud that, through the strength of collaboration, the quality of education in Surrey continues to thrive.

While the national and local education landscape presents ongoing pressures, SAE's commitment remains clear: to work side by side with schools, trusts, and partners to ensure that all children and young people benefit from the very best education. We know that solutions are rarely simple, but by working collectively and harnessing the expertise across our system, we are able to find innovative and sustainable ways forward.



**Coming together is a beginning;
keeping together is progress;
working together is success.**



Henry Ford

Our mission is to support schools to be the best they can be, and feedback from leaders and teachers reinforces the value of SAE as a hub for high-quality improvement, professional development, and partnership. SAE continues to act as the glue within Surrey's education system, bringing coherence, challenge, and support. As an organisation, we remain determined to build on this foundation and to adapt to the needs of our schools and communities in the years ahead.

This year also marks an exciting new chapter for SAE. In November 2025, we welcomed our new Chief Executive Officer, Patrick Alexander, who will bring fresh perspective and leadership as SAE enters its seventh year. His arrival represents an important milestone in our journey. Under his guidance, SAE will continue to go from strength to strength in service of Surrey's children and young people.

We want to express our gratitude to the incredible SAE team, our board, and the wider network of associates and school leaders who contribute so much to this work. It is your expertise, passion, and commitment that make the impact captured in this report possible. Together, we look forward to shaping the next chapter of SAE as we move forward with optimism and ambition.

Louise and David



Louise Yarnell Interim CEO



David Harris Chair of the Board

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 education 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 6 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.

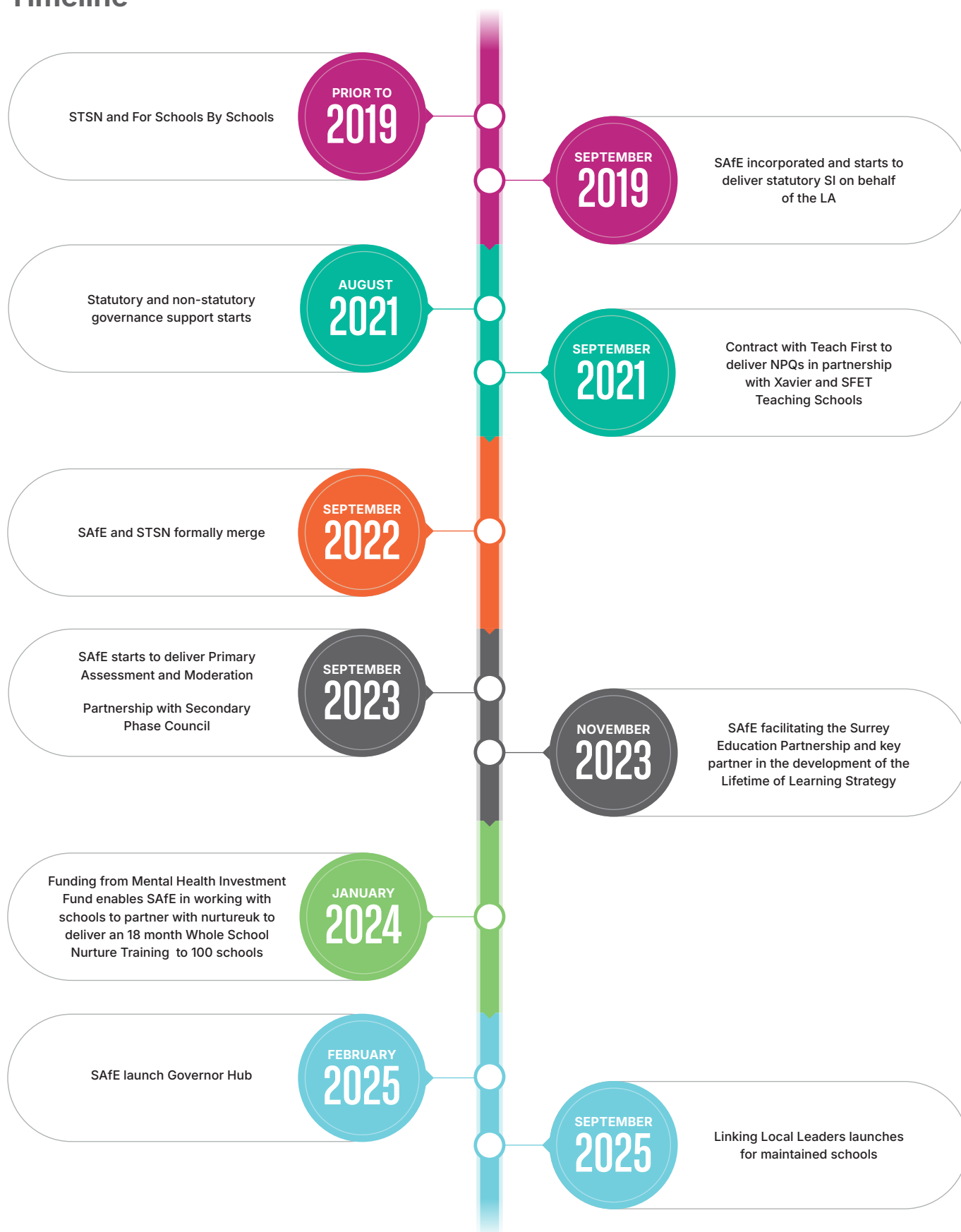
Over the last six years, we have become a successful school's company, retaining our strong moral purpose. We are valued by our Surrey schools with over 80% both subscribing and engaging with SAfE and our impact on the county has been very positive.

We have grown, 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.

The previous CEO of SAfE, Maria Dawes, was appointed as a RISE Advisor in the inaugural cohort, recognising her expertise in school improvement and leadership development. She continues to work closely with the RISE team, contributing to national efforts to strengthen school effectiveness and build leadership capacity. Through this ongoing partnership, she supports schools in achieving sustainable improvement and delivering high-quality education for all learners.

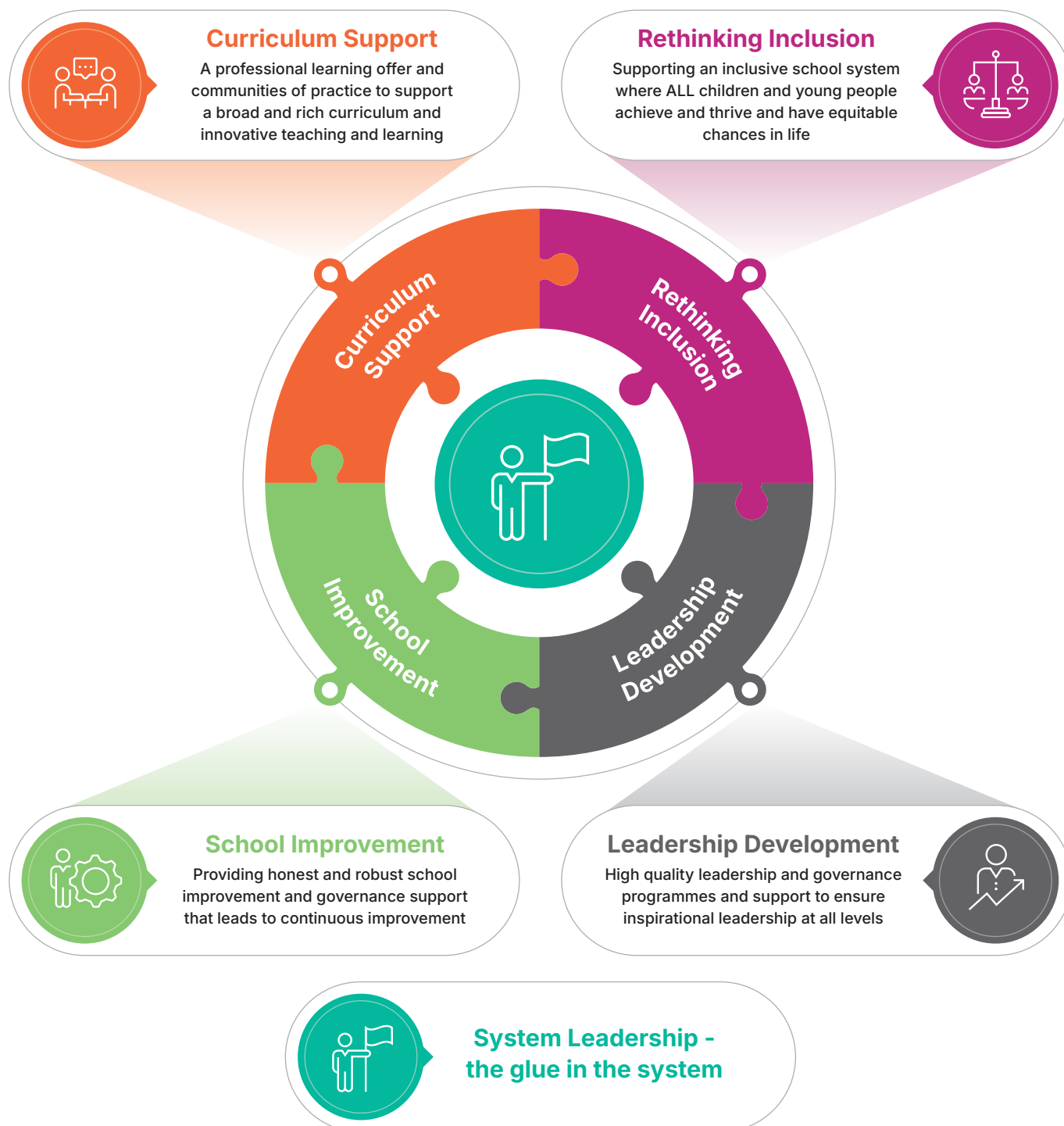


Timeline



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

SAfE is committed to supporting and driving continuous improvement across all Surrey schools and trusts. We empower schools to take ownership of their own improvement journey, fostering a culture of collaboration, professional learning, and shared accountability. Commissioned by Surrey County Council, SAfE delivers the Local Authority's statutory school improvement service for maintained schools, ensuring that high-quality support and challenge are available where they are most needed.

In addition, SAfE provides a comprehensive traded school improvement offer, delivered through our team of expert advisers and a network of highly skilled school-based associates. Our programmes, networks, and bespoke support packages are designed to strengthen leadership, enhance teaching and learning, and improve outcomes for all children and young people across Surrey. Through partnership and evidence-informed practice, SAfE continues to play a key role in sustaining excellence and promoting equity across the education system.

Curriculum Support: Overseas Trained Teacher (OTT) Network:

SAfE was commissioned by the Secondary Phase Council to write and lead a programme to support teachers who have trained in another country and have come to work in Surrey secondary schools. This was in response to the desire of schools to support recently arrived colleagues in the UK, with little prior working knowledge of the UK education system, to facilitate both their well-being and success.

Our OTT colleagues bring a rich range of experiences and expertise, and as a community, we are determined to create an infrastructure of support and development for these colleagues as they transition to a career in Surrey. The network comprises two elements; a termly meeting of colleagues to network and enjoy mutual support with other OTTs, and access to a comprehensive suite of digitally accessible materials that provide learning, opportunities to reflect and improve. Units include behaviour, inclusion, meeting the need of a variety of learners and navigating the structure of the UK Education system. There is also support for mentors who line manage and nurture OTTs in their school.



Feedback from participants



It was supportive to connect with other teachers who understand what it is like to work in schools in England, when they are really the only people who understand. OTT Network attendee



I had heard so many acronyms when I started my job, and this programme has helped me to know what they mean. OTT Network attendee

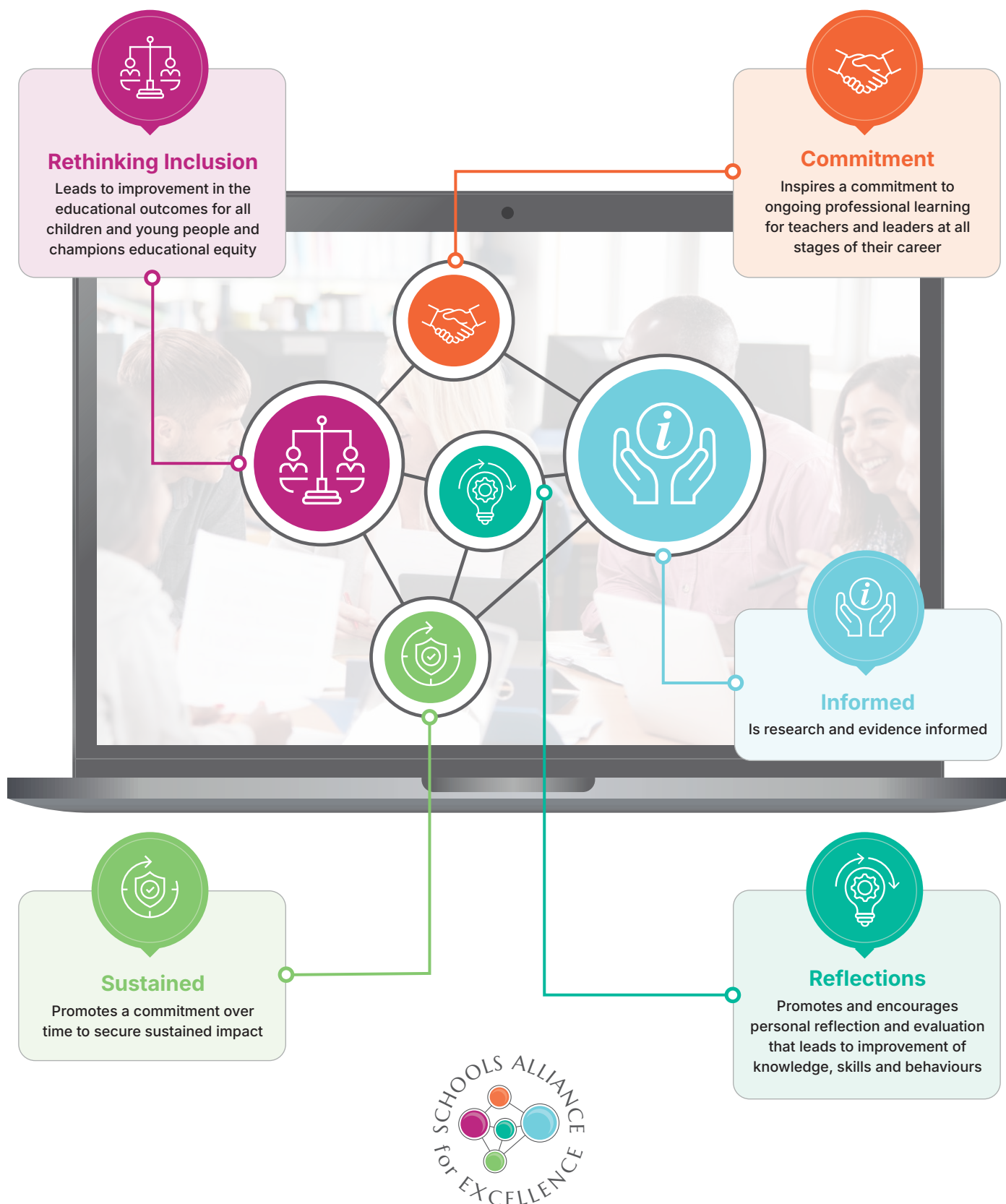


SEND is not something I knew anything about in my previous school. It was so hard to understand how to approach this, and the network and materials have given me confidence.

OTT Network attendee



Our Professional Learning Principles



Leadership Development

We are passionate about helping leaders of schools, settings and trusts to deliver a world class educational experience. 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 49 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.



CEO Summit

The Anchor group community of CEOs were keen to explore a collective approach to solving national problems locally. There is an appetite to collaborate on the challenging issues faced by schools across all phases. The first summit was established to consider how we might improve inclusion in our schools by reducing the number of suspensions.

Whilst this is a national issue, our CEOs have the collective potential to work together even more cohesively to tackle this difficult problem. The first summit was a sharing of information and learning together from impactful work in other areas of the country. The next summit will include learning from a variety of case studies from our local schools.



Thank you for organising the summit – a great opportunity to look at how we can work together for the benefit of Surrey children.

CEO Summit Attendee



Case Studies

We were delighted to welcome the presenters of four case studies from Surrey settings at the CEO Summit. The case studies will showcase work on inclusion and reduction in suspensions rates are demonstrating impact.

The case studies are:



A Trust wide approach to reducing suspensions
The Howard Partnership Trust



A Trust approach to reducing suspensions in the Primary phase
Bourne Educational Trust



A holistic approach to reducing suspension in the Secondary phase
Esher High School



Collaboration across Trusts to reduce suspension risk in a complex case
Lumen Trust and IET



Rethinking Inclusion

We know that our current approach is neither sustainable nor desirable and it is not enabling our most vulnerable children and young people to thrive and achieve. Putting learners into homogeneous groups which suggests similar characteristics and behaviours is not working. It leads to silo working where we work separately for some learners rather than together for all learners. Inclusion needs to be joined up with a coherent whole school approach to maximise impact and reduce duplication of time, effort and resources. This has driven the work behind Rethinking Inclusion.

The Rethinking Inclusion Framework; we have developed a new framework to support effective whole school self-evaluation using the Evaluate My School platform.

The new framework focuses on:

1. Leadership including Governance



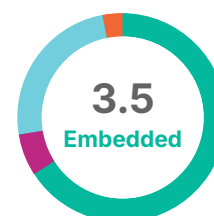
2. Culture & Belonging



3. Pedagogy including TAs Curriculum



4. Curriculum



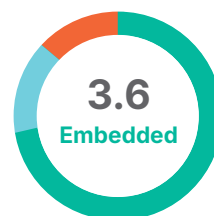
5. Assessment & Tracking



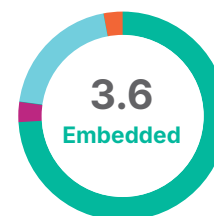
6. Professional Development



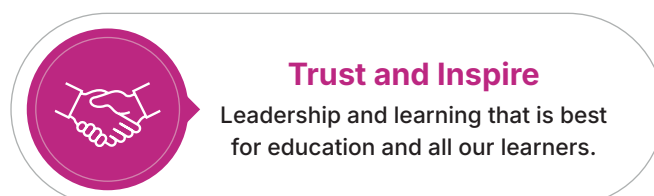
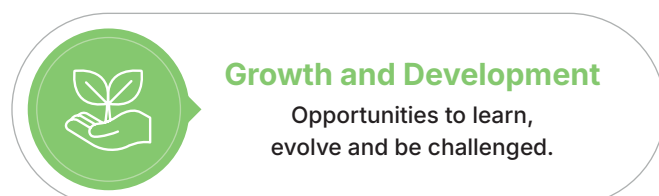
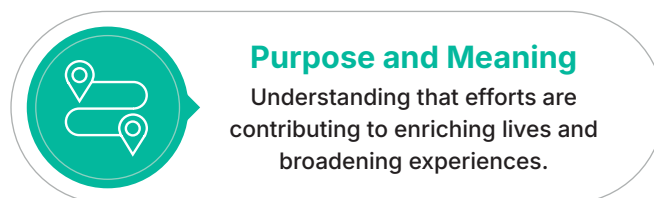
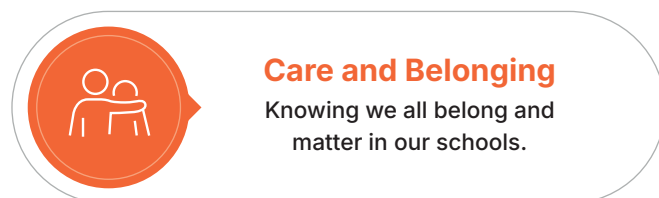
7. Engaging external Agencies



8. Families & Learners



Our Rethinking Inclusion Principles



Building on our work around effective self-evaluation (LocalEd project) we developed the Rethinking Inclusion Framework to support schools to engage in rich and challenging discussions around inclusion. If we really want inclusion to evolve and improve then we need each setting to really understand their own context. If each school context is unique then we know our framework can help give schools a clear starting point from which to build more inclusive practices.

Our work dovetails in with key messaging from Ofsted around leaders really knowing their own context, identifying and understanding barriers to engagement and then doing something about it. This is not an 'off the shelf' package of support that SAfE can provide. What we can do is listen, understand, guide and support so that schools increasingly engage in more inclusive practices as a result of clearly understanding their unique context.



SAfE support for Rethinking Inclusion

- + Access and guidance for the Rethinking Inclusion Framework
- + Develop communities of practice through our Inclusion Leaders Hubs
- + Share thought leadership on inclusion through our 'In SAfE Hands' blogs and podcasts
- + Facilitate high quality professional learning events to support leaders in the ongoing development of inclusive communities
- + Walk alongside school leaders, guiding and supporting developments to drive pedagogic and cultural change



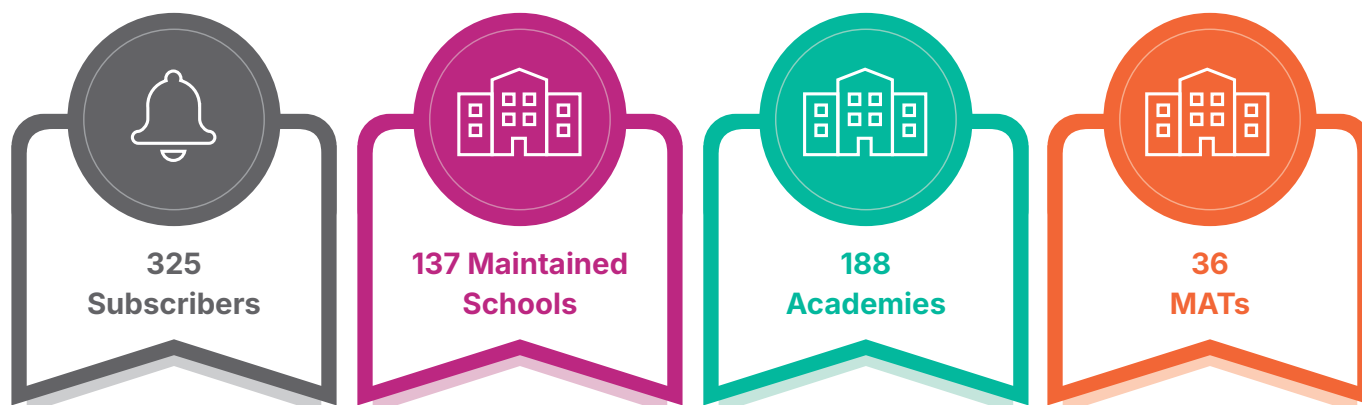
SAfE are a fantastic organisation who help schools across the county. You only have to look at the OFSTED outcomes for schools who have been supported by SAfE to know that they make a real difference.

Headteacher, training delegate

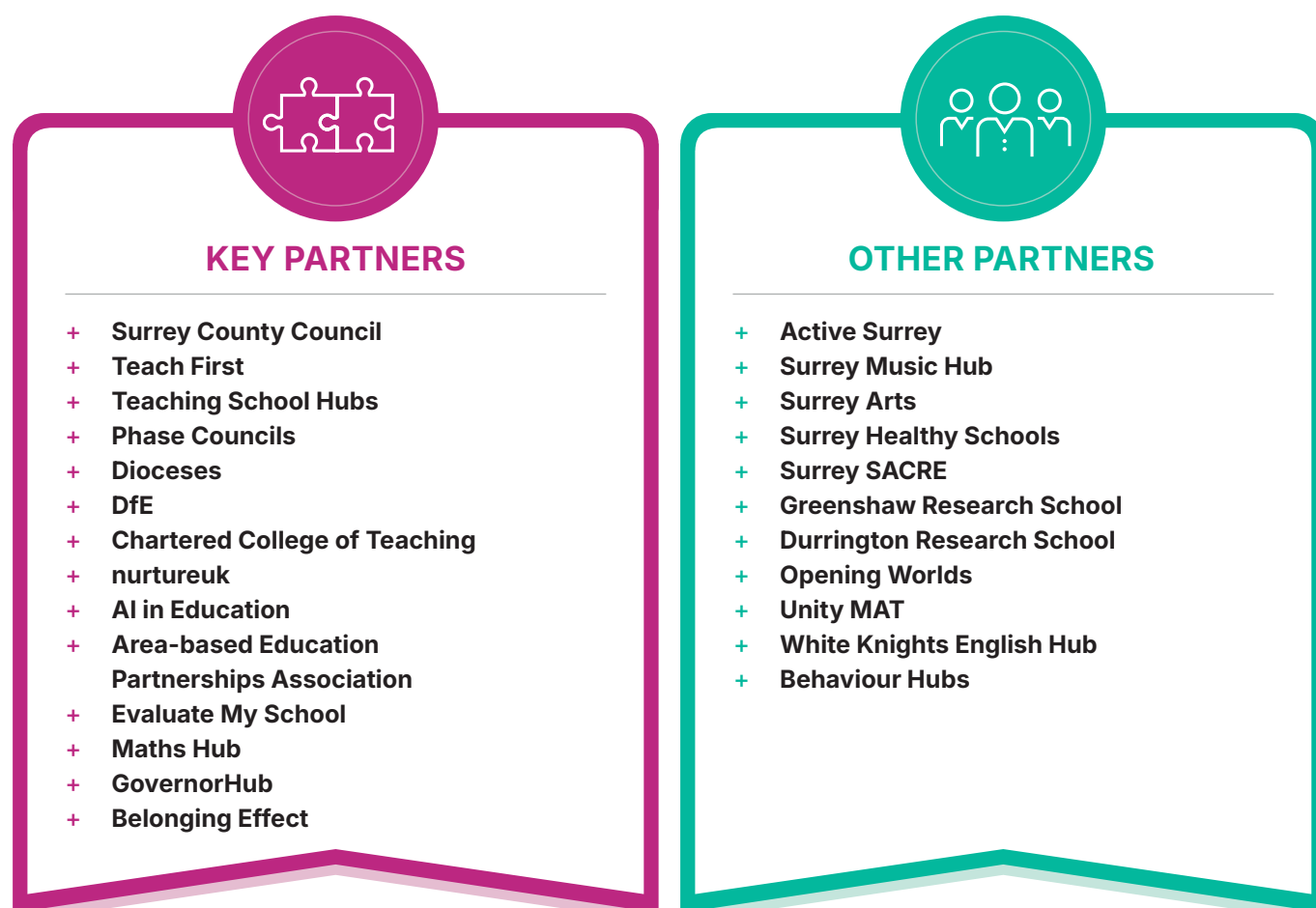


Relationships and Partners

We now have 325 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.

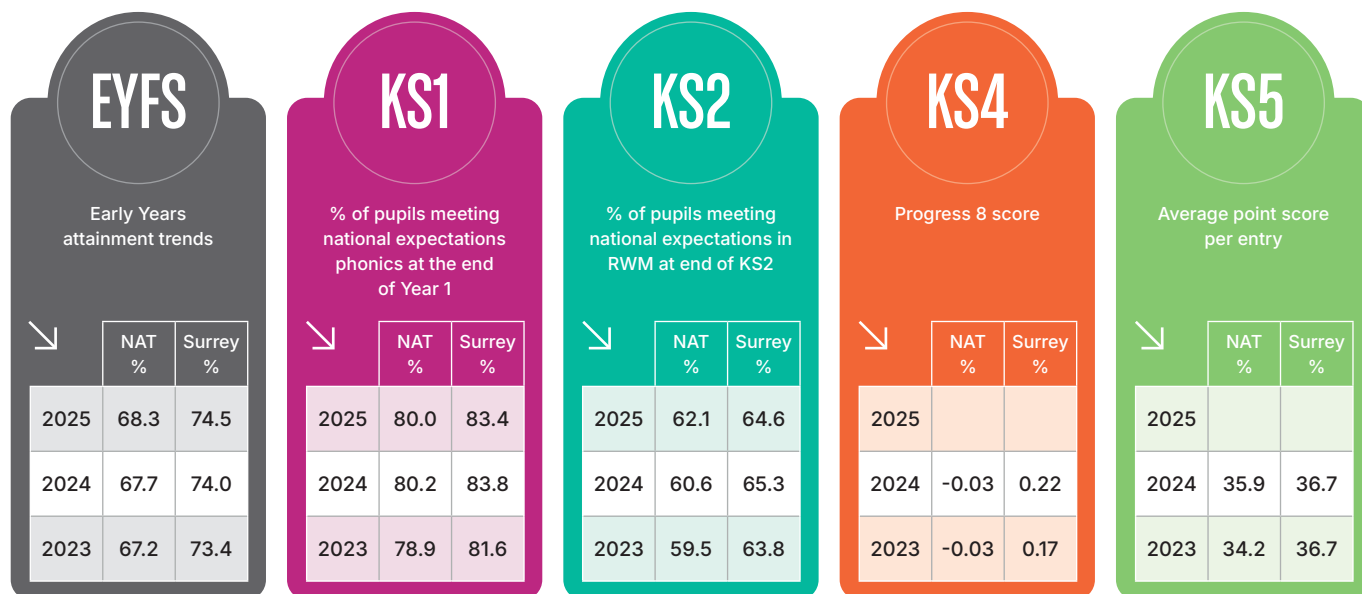


Our local strategic partnerships are essential, so that all schools across Surrey can play a part in our Excellence for All vision. We are working with many different groups to produce clear guidance and frameworks that schools, trusts and our local communities involved in education can adopt to champion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



Our Year in Numbers 24/25

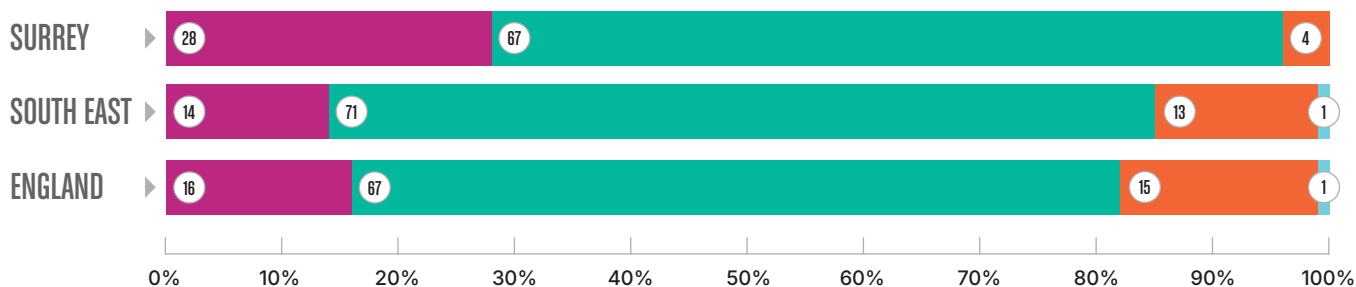
Outcomes



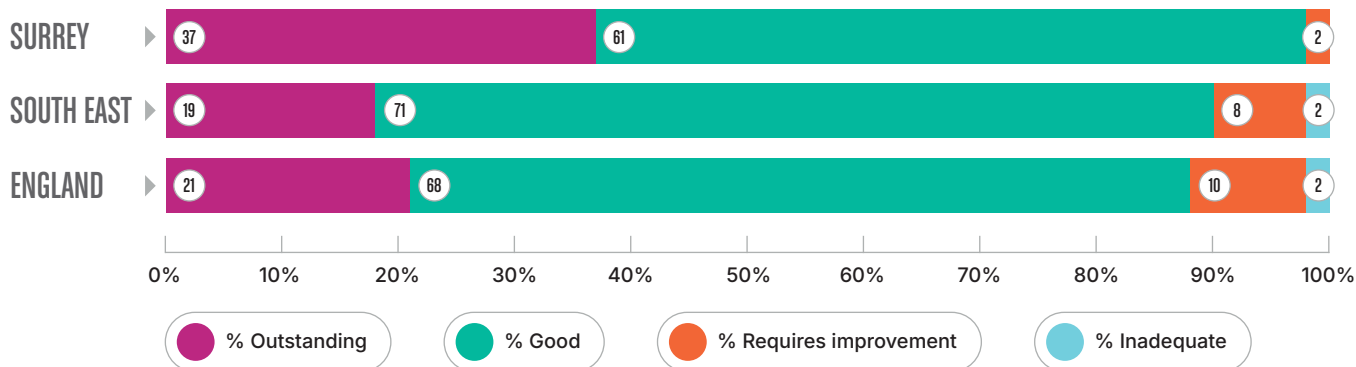
Data correct as of November 2025

Ofsted

2024/25 Quality of Education Judgements



2024/25 Effective Leadership & Management Judgements



Figures rounded to the nearest whole number

Supporting our most vulnerable schools

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



NPQs

Our NPQ suite has been selected by 318 schools, enrolling 2,020 programme members, and delivering a 98% pass rate that surpasses the national average of 97%.



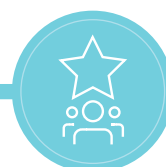
Nurture Project

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

86% of all Surrey schools took part in a SAfE programme or network.



Celebrating Governance

21 governor awards over 5 categories were presented at the annual governance conference.



Leadership Conference

150 education leaders exploring **"Future-Ready Leadership: Shaping Schools' Success in a Changing World"** - a day dedicated to sustainable leadership, innovation and inclusion. With inspiring insights from Jon Hutchinson, Rob Robson and Professor Toby Greany, sharing strategies for driving meaningful change in education.



50 Networking Sessions

We host and facilitate over 50 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

System Leadership through collaboration

National Professional Qualifications: NPQs



- + SAfE, under the name of STSN, continues to contribute significantly to teacher and leadership development across our region and on behalf of both SFET and Xavier Teaching School Hubs.
- + Over the past 4 years, we have engaged with 2020 programme members for the full suite of 10 NPQs. This includes 869 teachers undertaking a specialist NPQ and 1151 aspiring leaders undertaking a leadership NPQ. These programme members have secured a 98% pass rate with a national pass rate of about 97%.
- + Since September 2024, we have delivered the new NPQ for SENCOs which is the statutory qualification required for all SENCOs. We recruited 155 programme members for cohorts starting in 24/25.
- + During 24/25, we recruited 424 programme members across 9 of the NPQs (excluding NPQ in Early Years Leadership).
- + Our programme members for 24/25 are drawn from 318 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.
- + The scholarship funding arrangements continue, targeting NPQ in Headship, Leading Primary Maths and the new NPQ for SENCOs.
- + Scholarship funding is also targeted at schools serving communities with high levels of disadvantage. 122 programme members for our NPQs are drawn from schools serving our most under-served pupil communities.



I have found both of the in-person sessions great. If I am honest, before the session yesterday I was thinking about leaving teaching - but yesterday reminded me that there are great schools out there and great people. I just need to find the right school and the right people. Specialist NPQ Programme Member



It has been a very enjoyable, and informative, programme to be a part of. I would recommend to future prospective colleagues. Across the programme, there have been a variety of tasks/activities/opportunities to learn. It has been formal and structured; however, the learning environment and atmosphere created has been very positive and reassuring.



NPQSL Programme Member



We will continue to strategically plan how to use NPQs within our school and ensure that the staff we put forward for the programme are able to have the greatest impact on our school development.



Headteacher of a local school

Small School Developmental Support Programme

Introduction

SAfE's Small School Developmental Support Programme provided three targeted development days to 30 small schools across Surrey. Each school focused on its own priorities—such as curriculum, assessment, inclusion, or staff well-being—while also addressing the unique challenges of small settings. Support was delivered through tailored guidance from School Improvement Advisors, professional learning, and opportunities for peer collaboration. This approach strengthened leadership capacity, enhanced classroom practice, and ensured small schools had equitable access to high-quality improvement support.

2 examples of how schools used their developmental days:

Strengthening leadership for Ofsted readiness

At the start of the year, leaders identified a need to deepen their collective understanding of the Education Inspection Framework and sharpen the alignment between strategic priorities and evidence.

Senior and middle leaders took part in focused training on inspection readiness, curriculum leadership, and self-evaluation. Mock “deep dives” and a practice 90-minute phone call enabled leaders to rehearse presenting evidence, refine messaging, and build confidence.

As a result, the leadership team became more cohesive and assured in articulating their vision, impact, and improvement journey. The school subsequently achieved a strong Ofsted outcome. Leaders described the development days as *“positive and insightful... offering tailored, constructive support with a calm approach”* and noted a renewed confidence moving forward.



**It gave me great confidence that I was
on the right track.** School Leader,
Small Schools Developmental Support Programme



At a one-form-entry infant school, support focused on improving retrieval practice, feedback and marking, KS1 writing assessment, and assessment across foundation subjects.

Following lesson observations in phonics and English, the advisor worked with a KS1 teacher to refine sentence and grammar instruction. The collaboration strengthened modelling techniques and embedded more effective retrieval strategies.

Teachers now have increased clarity and confidence, with curriculum planning more consistent and aligned with National Curriculum expectations. Staff have already seen noticeable improvements in pupils' sentence structure and grammar. Leaders reported that the visit *"went a long way to shaping our curriculum for next year."*



Thank you for coming to visit before Easter. I really appreciated the time to talk and a listening ear. I was really pleased with the results of your collaboration with English, thank you. Delegate Leader



Small Schools Network

To complement the individual development days, SAfE facilitated a Small Schools Network to provide targeted support for leaders managing the distinctive pressures of small settings. Three online sessions- one each term- enabled accessible participation for Headteachers balancing multiple roles and limited staffing.

Each meeting focused on a core theme such as inclusive practice, dual-role management, or sustaining work-life balance. Headteachers shared case studies, offering practical insight shaped by real small-school contexts. A Governance Advisor also delivered input on statutory duties, monitoring, and effective oversight.

To support evidence-informed leadership, each session included a short "research spotlight" that distilled a key piece of research into actionable takeaways.

Participants valued the openness of discussion, the relevance of the content, and the reassurance of connecting with peers who share similar challenges. Leaders reported increased confidence, stronger professional relationships, and clearer understanding of effective governance in small schools. The network now provides a sustainable model for ongoing support, with future sessions shaped by emerging needs and Headteacher feedback.

Small School Development Support Programme



3 targeted developmental days provided to 30 small schools across Surrey.

3 visits over the year.

- + Focused on each school's priorities
- + Experienced advisors
- + Peer collaboration

Case Study 1

Strengthening middle leaders

Case Study 2

Enhancing pedagogy



Thank you so much for spending time with us this afternoon, we found it very helpful and has gone a long way to shaping our curriculum for next year. Headteacher



Surrey Nurturing Schools Programme

The Surrey Nurturing Schools Programme (SNSP), delivered by SAfE in partnership with national charity nurtureuk, is a two-year initiative supporting 100 schools across Surrey to embed a whole-school nurture approach. Funded by the Mental Health Investment Fund, the programme began in January 2024 and concludes in December 2025.

Programme Reach and Delivery

- + Each school received 51 hours of training, with up to five staff members participating.
- + Training informed INSET days, leadership workshops, SENDCo forums, and governor sessions, all underpinned by the Six Principles of Nurture.
- + 73% of schools are located within 3km of Surrey's identified key neighbourhoods, ensuring support reaches areas of highest need.

Impact Highlights

- + **Staff Development:** Schools report improved staff confidence, wellbeing, and understanding of SEMH needs. Training has led to better teaching strategies and stronger staff-parent communication.
- + **Pupil Outcomes:** Schools have observed improved behaviour, emotional resilience, and attendance. Suspensions and incidents of school avoidance have decreased.
- + **Whole-School Culture:** A shared language around nurture has emerged, fostering consistency and coherence across schools and multi-academy trusts.
- + **Positive Feedback:** nurtureuk trainers consistently report high engagement and commitment from schools. External evaluators confirm strong qualitative improvements.

Case Study: Greensand Multi Academy Trust



Greensand MAT, comprising ten schools across Surrey and West Sussex, exemplifies the programme's impact:

- + Strategic implementation included embedding nurture principles into development plans and using tools like the Boxall Profile to tailor support.
- + Trust-wide training events fostered cultural change and coherence.
- + Outcomes include calmer classrooms, reduced exclusions, improved attendance, and stronger parental engagement.
- + A strong sense of belonging has emerged through a consistent, trust-wide approach.

Evaluation and Feedback

- + External evaluators have conducted mid-point reviews and case studies, confirming improvements in staff knowledge, pupil behaviour, and school culture.
- + SAfE's own case study of Greensand MAT reinforces the value of collaborative implementation.
- + Feedback from schools and nurtureuk remains overwhelmingly positive.

Conclusion

The Surrey Nurturing Schools Programme is driving meaningful change across Surrey schools. As the programme enters its final phase, SAfE remains committed to supporting schools in sustaining and deepening nurturing practices. The evidence is clear: when children feel safe, valued, and supported, they thrive - academically, socially, and emotionally.

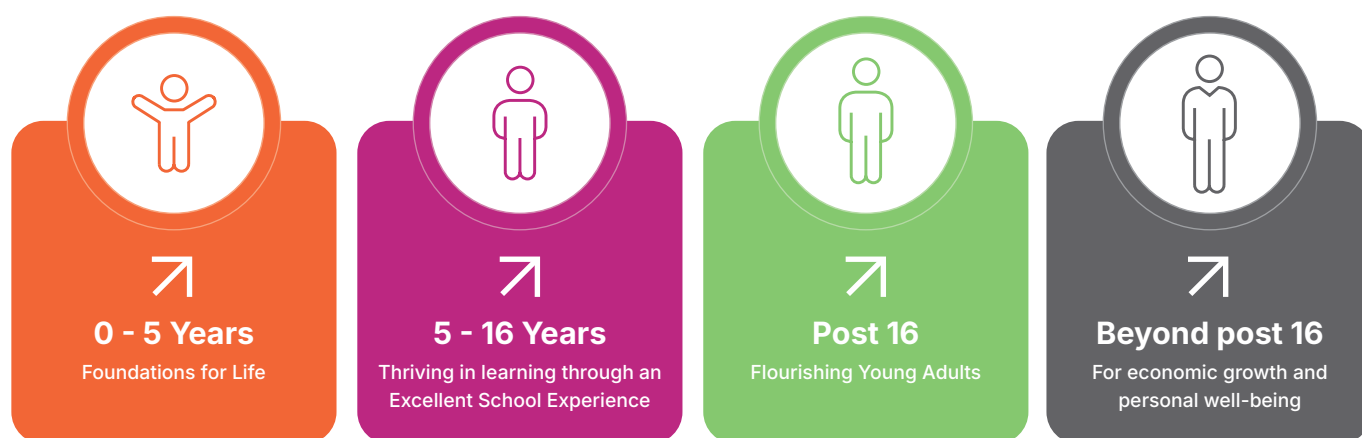


Surrey Education Partnership: Lifetime of Learning Strategy

SAfE is proud to be a part of The Surrey Education Partnership, a collaborative initiative committed to achieving excellence and equity across our county's diverse education landscape. The partnership is made up of representatives from schools, colleges, early years, higher education, skills, adult learning settings along with Surrey County Council, the Department for Education, members of the Surrey Health and Wellbeing Board, and the Dioceses.



The Surrey Education Partnership continues to drive forward the Lifetime of Learning Strategy, aiming to improve outcomes for underserved learners across all phases of education and ensure that no learner is left behind.



Despite Surrey's strong overall educational performance, many disadvantaged, vulnerable, or SEND learners still face persistent barriers to attendance, achievement, and inclusion. The Lifetime of Learning Strategy aims to close these gaps by ensuring every learner has access to high-quality, inclusive education that supports wellbeing and strengthens the local economy.

The strategy focuses on four priorities: improving communication and literacy, tackling low attendance, supporting emotional wellbeing, and strengthening workforce development.

The Surrey Education Partnership has championed local initiatives aligned with these priorities, including Early Talk Boost in Early Years settings, the ASPIRE programme for post-16 NEET prevention, inclusive outreach through the Surrey STARS and Scholars programmes and youth-led research through the "In Our Own Words" project.

Looking ahead, the Surrey Education Partnership will host a major conference at the University of Surrey in January 2026, with the aim of further advancing Surrey's Lifetime of Learning Strategy, showcasing best practices and case studies in inclusive education and fostering collaboration between educators, policymakers, and community leaders.

The Surrey Education Partnership is committed to building a connected education system where equity and excellence are not divided.



Through collaboration, strategic priorities and ongoing monitoring, the SEP aims to transform educational experiences and outcomes for all residents of Surrey, ensuring no learner is left behind in their educational journey.

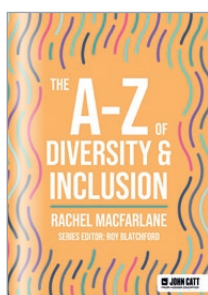


Jon Chaloner, Independent Chair

Rethinking Primary Inclusion Programme with Rachel Macfarlane

The Rethinking Primary Inclusion programme, now in its second year, has had a significant impact on participating schools, with 100% of participants last year agreeing it was effective and high quality, and 89% strongly agreeing it positively influenced school priorities and pupil outcomes.

Delivered by Rachel Macfarlane, the programme provided high-quality professional learning, with 94% of participants strongly agreeing that it was well-paced, structured, and led by a knowledgeable, evidence-informed facilitator. Participants valued the opportunity for personal reflection, practical strategies, and professional dialogue, with strong praise for the immersive intersessional tasks, cohort collaboration, and inclusion of governors.



Rachel Macfarlane

Key outcomes included improved understanding of unconscious bias, enhanced vocabulary around inclusion, and strengthened Pupil Premium strategies.

This year's programme has been designed to be especially useful in assisting school leaders to prepare for inspection under the new Ofsted framework, with its focus on how well learners '*achieve, belong and thrive.*'



“

The facilitator was excellent, and each session's content was really thought-provoking. The intersessional tasks gave us the opportunity to put ideas into practice at school. It was a great opportunity to connect with other schools through the hub visits.

Cohort 1 Participant (Headteacher)

”

“

The actions between sessions made this a more immersive piece of training. The hub visits were exceptionally useful. The insistence on two members of staff meant that we could implement changes together.

Cohort 1 Participant (Pupil Premium Lead)

”

Streamlining Governance Data Management Through GovernorHub

Spring 2025 marked a pivotal moment for Surrey's governance support with the migration of governor data to GovernorHub. This shift has fundamentally changed how we manage and monitor governance information across the county.

The previous system required clerks to follow a cumbersome process when reporting changes to their governing bodies. The new platform reduces this administrative burden considerably whilst supporting best practice in data handling. Working with live data means our records remain current and accurate. Governing bodies benefit too, gaining access to platform features that support their compliance obligations without additional cost.

The most substantial impact, however, lies in our enhanced ability to conduct comprehensive compliance checks. The SAfE team now systematically verifies that governance information meets statutory requirements by cross-referencing three sources: GovernorHub, Get Information About Schools, and individual school websites. This triangulated approach helps each governing body fulfil its legal obligations around the publication of governance information.

Each school receives a detailed compliance report, giving governors a clear picture of where they stand. Schools have found this feedback particularly valuable for identifying and addressing gaps in their statutory disclosures.

Since implementation, we have completed checks for 89 schools, with all Surrey schools scheduled to receive their compliance review by the end of the 2025/26 academic year. This systematic approach represents a substantial step forward in supporting effective governance across the county.



Strengthening Leadership Through the Developing Chairs Programme

Throughout the 24/25 academic year, nine chairs and aspiring chairs participated in our comprehensive Developing Chairs Programme, which comprised two virtual sessions and one face-to-face workshop. This year-long initiative proved invaluable in building both the capacity and confidence of those leading school governance.

The programme addressed critical areas of chair development, including strategic governance, monitoring frameworks, delegation, and effective meeting leadership. Between formal sessions, participants engaged with additional resources and reflection activities, embedding their learning into practice. Many took advantage of the 360-degree review opportunity, gaining valuable insights into their leadership approach.

The feedback demonstrated tangible impact. One chair noted that the programme had been instrumental to their induction, providing both essential information and networking opportunities. Another highlighted how dedicated time to consider strategic objectives resulted in a clear action plan that improved their board's operations. Participants particularly appreciated gaining tools to support the wider development of their governing bodies.

By investing in chair development, we continue to strengthen governance leadership across Surrey schools. The skills and confidence gained through this programme translate directly into more effective strategic oversight and improved outcomes for pupils.



The course has been an instrumental element to my induction as a Chair - from an information and networking perspective this is key for anyone starting or wanting to develop as a Chair.

Course delegate



Moving Forward Strategically

SAfE is a crucial, trusted anchor for Surrey schools. This is due to its school-owned, politically independent position. This structure enables SAfE to foster strong local relationships and find solutions to area challenges. While high-quality school improvement is the core focus, SAfE must become more ambitious. This means addressing outcomes for vulnerable groups and supporting schools through continuous challenges like funding cuts and framework changes (Ofsted, SEND). The future strategy involves a comprehensive evolution to maintain strength. This includes widening services beyond core improvement, increasing MAT support, taking broader responsibility (e.g., SEND, safeguarding), and strengthening partnerships. These actions are essential to improve outcomes for all young people. They ensure every setting receives the collaboration and support needed to thrive locally amidst a changing education landscape.



Big picture! Presented with language for inclusion!

“

**Love and Hate – it's okay to say and confirmation that it's hard.
Most importantly, I feel ready to fight the fight again - it did not make me
feel terrible or behind or failing, it gave me positive energy to keep going.**

”

Rethinking Inclusion delegate Oct 2025

“

**I just wanted to say a big thank you for the training you did with
us yesterday. It was really helpful and everyone on the team was really
positive about the work we did and the ideas you gave us.**

”

We very much look forward to working with you again!

Training delegate







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