

**SURREY'S**  
VISION FOR LEARNING  
**IN 2020**



learning and achievement

inclusion and culture

workforce and continuing professional development

leadership and partnership working

Surrey's Vision for Learning  
is one where every child and young  
person contributes and achieves more  
than they thought possible



The programme of work to develop this vision was managed by  
Surrey County Council Strategy and Policy Projects Service on behalf of the learning community.

# SURREY'S VISION FOR LEARNING IN 2020

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## ● portfolio holder

I was delighted to be appointed the Executive Member for Schools, Children and Youth Services in May 2008 and have a strong personal affinity with this portfolio. I began my own career as a teacher and my wife too was a teacher. I am absolutely of the view that the learning experience we offer our children and young people will have a profound and lasting impact upon their life opportunities.

Surrey's vision has been created by and belongs to Surrey's learning community. That includes young people themselves, their families, learning providers such as teachers, tutors, workplace providers and organisations that provide the necessary resources and support such as the County Council. The vision has been based on a comprehensive programme of engagement with the learning community and with young people and is intended to provide a common sense of direction for providers and partners in Surrey, a challenge to move from 'good to great', and a touchstone for future policy and strategy development.

Together with the core learning values of confidence, care, creativity and collaboration, the Vision for Learning will inform our ethos and thinking about learning in Surrey. It clearly sets out the direction we wish to take in Surrey in the medium to long term and will form the basis of a rolling three-year action plan to ensure that we stay on track. This will focus on areas for improvement and development that we agree should underpin partnership working. It will also form the basis of our discussions with central government departments, in particular in shaping our capital investment programme in Surrey and in our Local Area Agreement with government.



“ Let us  
think of education  
as the means of developing  
our greatest abilities, because  
in each of us there is a private  
hope and dream which, fulfilled,  
can be translated into benefit  
for everyone and greater  
strength for our  
nation.”

John F Kennedy

In my role as Chairman of the Learning Strategy Programme Board I will act as the guardian of the vision on behalf of Surrey. As Executive Member I will ensure that the County Council continues to exercise its key role in providing leadership and support to partners in delivering quality learning for all children and young people in an increasingly demanding environment.

I believe Surrey is already a great county for children and young people to start their lives. This vision is the basis for making it even better. I look forward to working with members of the learning community to achieve this together.



**Peter Martin**

**Executive Member for Schools, Children and Youth Services**



## ● Surrey's approach to developing a vision

Surrey's Vision for Learning in 2020 is set out in this document on pages 6-17. It is based on extensive analysis of current learning provision and the challenges facing Surrey together with a comprehensive programme of stakeholder engagement involving over 700 participants.

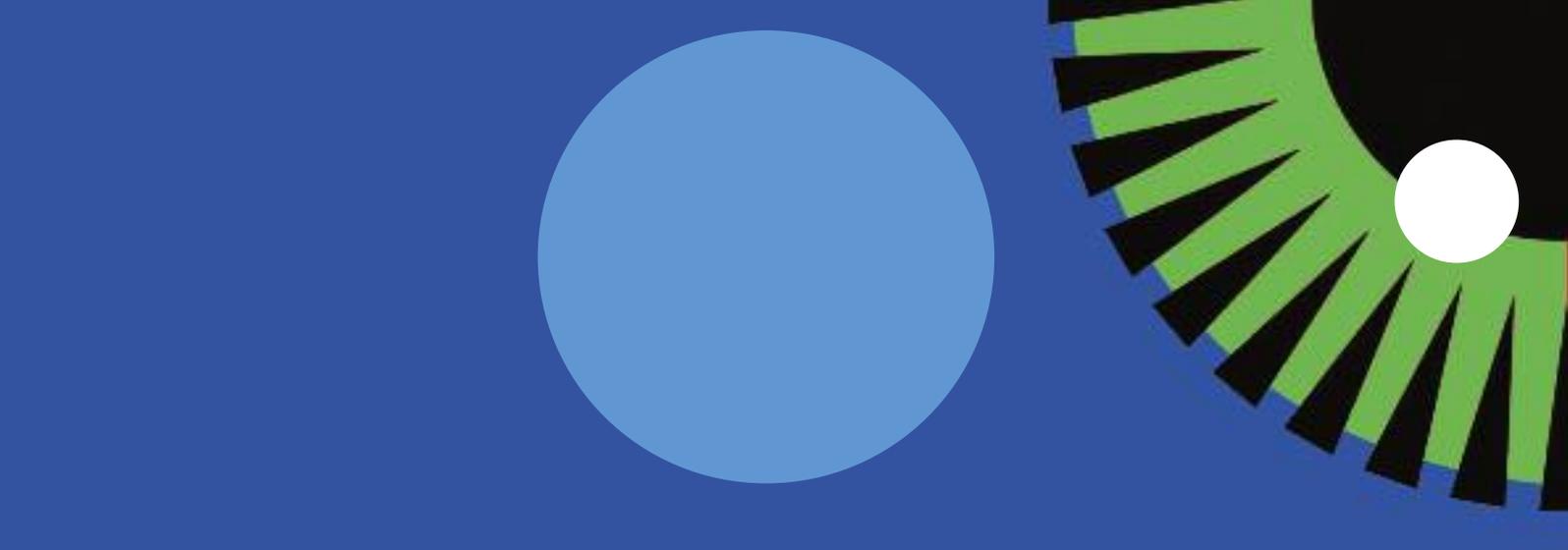
It is an aspirational vision that will drive the medium and long term learning agenda in Surrey until 2020 and beyond.

The vision serves to provide:

- **a common sense of direction for learning providers and partners in Surrey**
- **a challenge to move learning from 'good to great'**
- **a touchstone for future policy and strategy development.**

This document also sets out how partners will work together and ensure delivery of the vision (page 18). A second linked document will set out a three-year rolling programme of improvement and development that partners will have agreed. Alongside this will be the existing policies and strategic plans that also contribute to and support learning in Surrey.





# ● Understanding this document

**Pages 6-7** set out a summary of the vision.

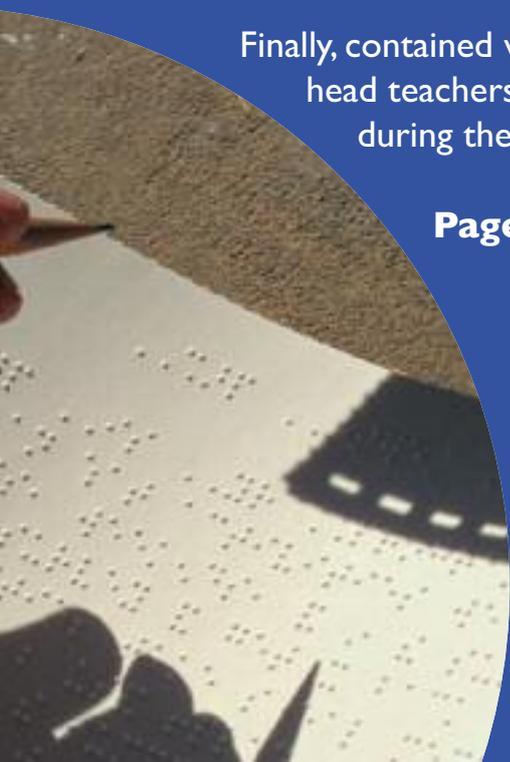
**Pages 8-9** describe the values underpinning the vision.

**Pages 10-17** present the vision under four key themes that are based upon the aspirations and concerns that people expressed during the debate about what learning should look like in 2020.

For each key theme there are three headline outcome indicators that have been selected to best measure overall progress towards the vision. Each indicator will be broken down into sub-groups, for example children and young people in receipt of free school meals, 14-19 network areas and confederations. A wide-ranging package of other indicators will also sit behind these key measures.

Finally, contained within this document, are quotes from young people, parents, head teachers, governors and businesses in Surrey who were consulted during the development of the vision.

**Page 18** outlines how the vision will be realised in Surrey.





## ● Vision and values for learning in Surrey

**Surrey's Vision for Learning is one where every child and young person contributes and achieves more than they thought possible.**

Surrey has a diverse and distinctive character and is a good place to learn and be educated. Many of our learning establishments are amongst the best in the country and consistently maintain high standards for their children and young people. The county also faces challenges, particularly in ensuring vulnerable children and young people achieve their full potential.

The Vision for Learning in Surrey recognises the challenges and seeks to build strongly on its achievements for the future. At its heart it has the key values of **confidence, care, creativity** and **collaboration**.

The focus of the vision is on high quality provision for every individual child and young person, excellent professional development of its workforce, and strong partnership working and leadership across the county.





## **Summary of the four themes**

There are four key themes to the Vision for Learning (set out in detail on pages 10-17), these are summarised as follows:

### **Learning and achievement**

Children and young people in Surrey will develop well-rounded life skills, a strong desire for lifelong learning and be very well prepared for work in a global economy. Every child and young person will be entitled to a personalised learning programme to make the most of his or her ability. Children and young people will learn in an exciting and innovative array of styles and settings.

### **Inclusion and culture**

Partners will work together to deliver excellent provision for all children and young people. Barriers to learning will be creatively addressed so that all achieve to their full potential. Centres of learning will provide imaginative and well planned extended services for families. Inclusion and diversity will be valued.

### **Workforce and continuing professional development**

The high quality of Surrey's learning provision will be rooted in attracting and retaining the best professionals. Surrey will be acknowledged as a leader in the professional development of its learning workforce. Creative succession planning will inspire talented professionals to become senior leaders.

### **Leadership and partnership working**

The Vision for Learning in Surrey will provide a common sense of direction among partners. It will enable them to embrace change and engage effectively with government at all levels. Parents, children and young people will play a key role in decision-making, and in the delivery of high quality learning across the county.



“ We should  
be creating a  
learning culture for  
children and young people  
in Surrey schools . ”

Surrey Governor

## ● Values

The vision is underpinned by four key values that define our ethos and ways of working.

### Confidence

- **A county that is positive about acting in the best interests of all learners.**
- **A county that understands its distinctive learning issues and is bold enough to challenge and take risks to deliver what it believes is important.**
- **A county where learners develop confidence and the skills for work and lifelong learning.**

### Care

- **A learning community where every individual feels safe, is safe and the rights and views of all are respected.**
- **A community where partners are committed to the Vision and take responsibility for delivering high quality learning.**
- **A community in which young people develop a strong sense of local, national and international citizenship, caring for others and for the environment.**



### **Creativity**

- **A learning community where individuals and organisations are encouraged to be innovative and responsive.**
- **A community that uses resources effectively to overcome obstacles.**
- **A community that continues to be at the forefront of learning practice.**

### **Collaboration**

- **A county in which partners come together to support children and young people in their learning.**
- **A county where we listen as partners, develop a shared understanding of priorities and work together to shape the future and create great learning opportunities.**
- **A county where children and young people learn the importance of working together as well as individually.**



Pages 10-17 set out the four themes of the Vision for Learning in more detail.



“ I’m learning so much by working on the cars, it really helps you to understand the theory when you get to do things in practice .”

Student

## ● Learning and achievement

Children and young people in Surrey will develop a well-rounded set of life skills, a strong desire for lifelong learning and be prepared positively for work in a global economy.

All will progress very well through their education and training from early years, through primary and secondary phases and on to colleges and work-based learning. Partners are ambitious for children and young people to become active and involved members of society.

Every child and young person will be entitled to a personalised learning programme, which makes the most of his or her potential. Partners will work together to find innovative ways to provide mentoring, ensuring that children and young people get the greatest benefit from the wide range of group and individual learning opportunities available. Children and young people will sustain their good progress during transition between different phases and settings.

As the traditional idea of accessing the curriculum evolves, children and young people in Surrey will learn in an exciting array of styles and settings. Tried and tested learning practice will be celebrated and built upon, harnessing technological advances and extended services. Surrey will have the confidence to develop measures of success that reflect this diversity and the aspiration that Surrey has for every child and young person. These measures will be recognised by employers and learning institutions nationally and internationally.





All parents, children, young people and employers will be well informed about and be given fair and open access to learning. They will work with learning professionals to develop an understanding of shared expectations and responsibilities. Surrey will overcome the challenges of providing full access to a broad curriculum and training opportunities within and beyond the learning day. Learning establishments in Surrey will work with the independent, voluntary and business sectors to deliver exciting programmes of learning opportunities in a range of settings. These will include vocational, enterprise, voluntary, cultural, sport and international learning experiences.

## **Indicators**

**Number of young people in education, employment and training**

**Young people achieving Level 2 or 3 qualifications by age 19**

**This indicator is still under development but will be related to Children and Young people's sense of engagement in centres of learning and the wider community**

**“ Learning  
should be about  
preparing an individual  
child for an independent  
future life .”**

Surrey learning professional



“ We should  
be aiming to provide  
a good school for  
every child .”

Surrey Governor

## ● Inclusion and culture

Partners will work together to deliver excellent provision for all children and young people. Barriers to learning will be addressed and overcome so that everyone can achieve their full potential. There will be high expectations for achievement especially for vulnerable children and young people.

Centres of learning will be at the heart of their communities. They will provide imaginatively planned extended services for parents, children, young people and adults in their local area. The centres will be outward looking and an integral part of the wider community. They will play an important role in promoting community cohesion and positive impacts on the environment.

Inclusion and diversity will be valued and centres of learning will positively involve all children and young people from their local community. Partners will be committed to ensuring that the emotional, social and physical needs of children and young people are fully met. All children and young people who are vulnerable or have additional needs will be well supported to achieve more than they thought possible. Early intervention and inclusion will be the norm.

There will be a strong culture of support, guidance and inclusion for children, young people and parents. Partners will work creatively and consistently to ensure there is both a wide range of provision for everyone and to significantly reduce the number and impact of exclusions. Children, young people and their families will be able to access services promptly in times of need or crisis.

Learning environments over the coming years will be designed to inspire, encouraging positive behaviour and high achievement. Within this environment a culture of open communication and mutual respect will be secured between learning professionals, children, young people and their families.



## Indicators

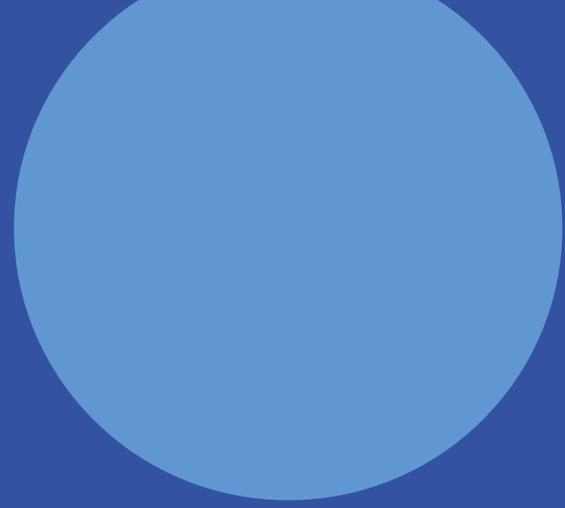
Levels of achievement of vulnerable children and young people

Children and young people attending centres of learning

Children and young people enjoying and feeling safe at their place of learning

“ It is the  
purpose of education  
to take each child as far as  
possible along the path of life  
and to support them in  
realising the opportunities  
as they arise .”

Technical Director, Surrey company



## ● Workforce and continuing professional development

The high quality of Surrey's learning provision will be rooted in attracting and retaining the best professionals. Partners will work together to ensure that professional support and the right incentives are in place so that the entire workforce is highly regarded and respected.

Surrey will be acknowledged as a leader in the professional development of its workforce. Centres of learning will be skillful in developing a broad range of roles to reflect changing responsibilities, new ways of working and extended service provision. Professionals will follow different paths depending on their strengths and interests, with business and learning professionals being found in senior leadership teams. The sharing of good practice, mentoring and secondments will be encouraged to enhance individuals' skills and knowledge in the best interests of the learning communities they serve.



There is an integrated workforce and it is recognised that, from the point of view of the child or young person, all contribute in some way to the development of their skills, knowledge and experience as they learn and develop. Creative succession planning, within learning centres and across Surrey, will inspire talented professionals to become senior managers and tomorrow's leaders.

Governors will be confident in making key decisions about the future of learning in their communities, enabled by the excellent training and support they receive.



## ● Indicators

**This set of indicators is still under development but will be related to:**

**Retention of teachers in Surrey's centres of learning**

**Job satisfaction amongst Surrey's learning workforce**

**Learners' and parents' perception of the learning experience**

“ I'm  
just motivated  
by wanting to become  
a better teacher .”

Biology lecturer, FE college





## ● Leadership and partnership working

The Vision for Learning in Surrey will provide both a challenge and a common sense of direction among partners to move learning from 'good to great'. The vision will enable partners to embrace change and engage effectively with government at all levels. The Local Authority will take a lead role in supporting networks of partners to prioritise activities to ensure that high standards are maintained. Within the various networks there will be strong leadership at senior level so that best practice and innovation is shared.

Parents, children and young people will be fully engaged, and take a key role in decision-making and the delivery of high quality learning and care in Surrey.

A diverse range of learning providers will interact well with each other. New models of leadership and governance will emerge to shape future provision of learning and care. Centres of learning will work together with businesses and other partners to deliver attractive and varied high quality learning experience. Partners will support each other to become creative and effective places to learn and work. There will be healthy and constructive competition grounded in confidence and trust between partners.

The sharing of professionals, support staff and resources will allow settings to maximise learning and professional development opportunities.

Centres of learning will work with partners to overcome the challenges of providing secure community facilities available seven days a week, all the year round. A range of services including, parental support, adult learning, health and cultural facilities will be made available. These sites will benefit from a creative mix of public, private and voluntary sector investment so that Surrey can rightly claim that it has excellent, sustainable provision for all.



“ The most important qualities in our business are communication, influencing, teamwork and leadership .”

Head of Sales and Marketing,  
Surrey based company



## Indicators

**This set of indicators is still under development but will be related to:**

**Effectiveness of leadership and management**

**Success in delivery of the annual partnership development priorities**

**The perception of organisations' individual and collective leadership**

“ Together we will make a difference across Surrey .”

Select Committee Member





## ● From Vision to action

New arrangements have been put in place to oversee the delivery of Surrey's Vision for Learning. This will be achieved through partnership working and a shared commitment to focus upon agreed priorities over a three-year rolling programme of improvement and development.

There are three elements to these new arrangements:

- **Learning Strategy Network and Conference**
- **Surrey Learning Strategy Programme Board**
- **Delivery groups**

The Learning Strategy Programme Board, chaired by the Executive Member for Schools, Children and Youth Services, will oversee implementation of a three-year action plan. Membership of the board will include key commissioning organisations, together with wide-representation from Surrey's learning community. The Board will use existing forums, partnerships and delivery groups to recommend priorities, deliver improvement programmes and monitor progress.

As a result of these arrangements it is intended there will be a reduction in the number of learning groups and meetings across the county.





## ● Organisations endorsing the Vision

It is important that organisations within the learning community endorse the Vision for Learning. Endorsing the Vision demonstrates that it represents a broad consensus of aspiration across Surrey and sends a clear message to commissioning organisations that the vision should act as a touchstone for policy, strategic thinking and planning. It also confirms a commitment to a common sense of direction for learning.

As of 1 December 2008, representatives of the following organisations have already given their endorsement to the vision.

- Association of Learning Providers in Surrey
- Dioceses
- Joint Schools Phase Council
- Learning and Skills Council
- Primary Schools Phase Council
- Secondary Schools Phase Council
- Special Schools Phase Council
- Surrey Chamber of Commerce
- Surrey County Council
- Surrey County Council Trade Unions
- Surrey Economic Partnership
- Surrey Governors Association
- Surrey Police

The following organisations are being invited to formally endorse Surrey's Vision for Learning in 2020.

- Surrey Colleges Forum
- Surrey Primary Care Trust



## ● Glossary

● **The vision** covers learning for children and young people aged 0-19 and those up to the age of 25 with learning disabilities

● **'Learning'** is a phrase used in connection with centres of learning and activities that contribute to an individual's learning such as:

- Businesses
- Colleges and sixth form colleges
- Early years centres
- Experiential learning
- Infant schools
- Junior schools
- Primary schools
- Secondary schools
- Special schools
- Training placements
- Work-based learning
- Alternative centres of learning such as libraries, museums, theatres, parks and play areas

● **'Partners'** is a phrase used to refer to the organisations and individuals that work together to deliver and support learning, such as:

- Businesses
- Dioceses
- Governors
- Learning and Skills Council
- Parents/carers
- Police
- Primary Care Trust
- Surrey Chambers of Commerce
- Surrey Economic Partnership
- Voluntary groups

**‘Workforce’ in this document refers to learning and support professionals such as:**

Administrators  
Assessors  
Bursars  
Caretakers  
Cleaners  
Community police officers  
Cooks  
Counsellors  
Early years practitioners  
Head teachers and members of their management team  
Learning support teachers  
Learning support assistants  
Lecturers  
Mentors  
Principals/CEO’s and members of their management team

School nurses  
Special education needs coordinators  
Teachers  
Teaching assistants  
Technicians  
Trainers  
Tutors  
Workplace learning providers  
Other learning professionals  
eg those working for Surrey County Council such as educational psychologists

It is recognised that, especially from the point of view of a child or young person, all of these professionals contribute in some way to their skills, knowledge and experience as they learn and develop.





# ● Learning in Surrey 2008

## Population

There are approximately 262,400 children and young people of 0-19 years old living in Surrey.

Over 18,000 children and young people live in deprived wards and 17,200 have unemployed parents.

There are currently 5,216 children and young people with a statement of Special Educational Need in Surrey.

There are around 790 children in care in Surrey.

Around 11,000 children and young people in Surrey schools are identified as being gifted and talented.

Children from ethnic minority communities make up nearly 15% of the school population and speak over 120 different languages.

## Provision

Surrey has 140,450 students in maintained schools attending 4 nurseries, 314 primary schools, 53 secondary schools, 23 special schools and 13 pupil referral units. Surrey has 31 sixth forms in schools, 5 sixth form colleges and 4 general FE colleges.

Around 21% of the school population in Surrey attend school in the independent sector.

Sixty-one percent of Surrey's schools offer extended services.

Thirty-five percent of primary and 21% of secondary schools have a Christian religious character.





Seventy-nine percent of Surrey's secondary schools have specialist schools status, with technology being the most prevalent.

There are 51 designated Children's Centres across Surrey delivering a range of early years services in response to local need\*.

## Performance

Surrey provides a high standard of education with academic attainment being well above the national average at foundation stage and all key stages.

In 2006/07 Surrey permanently excluded 0.14 of the school population, above the national average of 0.12 and Surrey's statistical neighbours\*\* average of 0.13.

Post-16 participation in Surrey is in line with national trends. Only 3% of 16-18 year olds are Not in Employment, Education or Training (NEET).

Approximately 45% of young people progress onto Higher Education.

\* There is a rolling programme for the opening of Children's Centres.

\*\* From 2007 onwards Surrey's Statistical Neighbours are: Bedfordshire, Bracknell Forest, Buckinghamshire, Cambridgeshire, Hampshire, Hertfordshire, Oxfordshire, West Berkshire, Windsor and Maidenhead, Wokingham.



## ● For further information

Should you wish to find out more about the vision, or the arrangements, which have been put in place to oversee its delivery, please contact:

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