



Educating for the Future: Developing New
Locality Models for English Schools




LocalEd2025 Inclusion and Ambition Through Local School Accountability

Maria Dawes, Ron Searle, Jane Evans and Kenny
Wheeler


An education system that is better for all





System Leadership - the glue in the system



Curriculum Support
A professional learning offer and communities of practice to support a broad and rich curriculum and innovative teaching and learning



Educational Equity
Supporting an inclusive school system where ALL children, young people achieve & thrive and get equitable chances in life



School Improvement
Providing honest and robust school improvement & governance support that leads to continuous improvement



Leadership Development
High quality leadership & governance programmes & support to ensure inspirational leadership at all levels

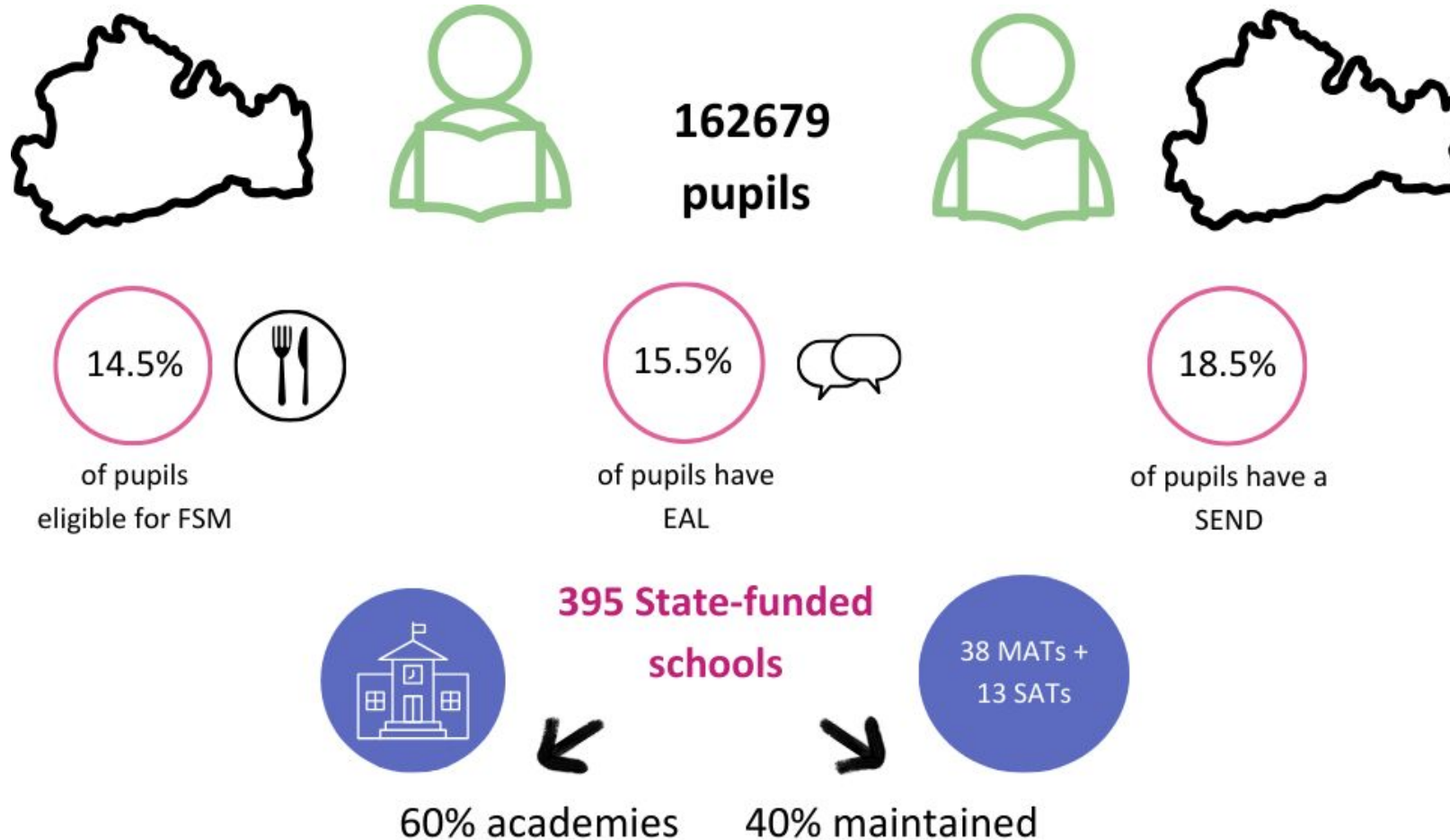


We are an inclusive partnership where all children and young people have the opportunities to flourish, enjoy learning and achieve the best possible outcomes through excellent education.

Schools Alliance for Excellence is an innovative and successful schools-led partnership rooted in Surrey. As well as our schools and MATs, we work in partnership with Surrey County Council, the dioceses, Teaching School Hubs and other stakeholders to serve the whole school community.

We are the anchor institution for education in the county.

Surrey: A diverse and vibrant education landscape



An education system that is better for all

Why this project?

‘Imagine if all children were on an equal playing field. Imagine children waking up believing that their dreams could come true. Imagine what the belief could do for the future of this country.’

Marcus Rashford MBE

Inclusion is key to tackling inequity in educational settings, focusing on how schools engage and support underserved learners.



Inclusion and Ambition Through Local School Accountability

To develop a new Surrey locality accountability framework that incentivises schools to be **ambitious and inclusive** and captures the real story of the school placing rigorous and robust self-evaluation as a key driver for continuous improvement and professional aspiration.

Improve Not Prove: Supporting rigorous and robust self-evaluation

‘Without proper self-evaluation, failure is inevitable.’

John Wooden

Evaluate My School

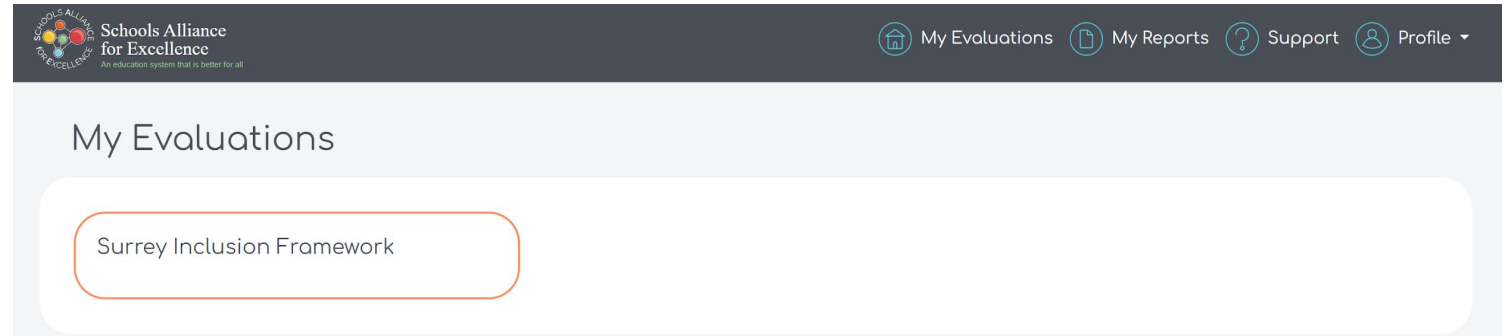
9 Working with learners and families

This section evaluates how well you engage your learners and their families with the process of learning

91 The school provides a wide range of opportunities to nurture, develop and stretch the talents and interests of Disadvantaged learners and for learners with SEND. Learners make good use of these opportunities.



92 Disadvantaged learners and learners with SEND are proportionately represented in pupil leadership roles.



Schools Alliance for Excellence
An education system that is better for all

My Evaluations My Reports Support Profile

My Evaluations

Surrey Inclusion Framework

Evaluate Analyse Track Improve



What have we done?

- Developed a framework to support schools self-evaluation around inclusivity: the Surrey Inclusion Framework
- Provided the framework for schools on the EMS platform
- 160 schools have used the Surrey Inclusion Framework
- Developed a series of case-studies
- Developed a SAfE guide to self-evaluation
- Developed other self-evaluation frameworks

Giving leaders freedom to take responsibility for their own actions



A SAfE guide to self-evaluation
using the Surrey Inclusion
Framework



EvaluateMySchool



What did we learn about inclusion...

- Nebulous – means everything and nothing
- Invariably linked with SEND
- Framework got delegated to SENCOs in some cases
- Needs to be seen as a whole school leadership priority



Some reflections

Principles for using the framework

- **Carve out the time** – it's an investment.
- **Collaborate** - use data and evidence to drive objective led discussions with a range of stakeholders.
- **Encourage curiosity and openness** – wonder what is going on and the difference it is all making.

Hidden gifts of effective self-evaluation

- **Curiosity** - Taking time to think and reflect about why we are doing what we are doing.
- **Challenge** - So what?

Improving not Proving

- Clarity around what is making a difference and what will make a difference in your own context.
- The framework gives leaders the freedom to take responsibility for their own actions.
- Schools should be the experts of their own setting.



Challenges

- **Avoiding project focused thinking** – it is a continuous process not a 1-year commitment.
- **Accepting that you can go backwards** as well as forwards and that it is still progress.
- **Leadership** – developing and empowering individuals to lead at all levels knowing they are supported.
- **Confidence to do less rather than more** – commit to most important priorities

What do our schools say?

<https://vimeo.com/manage/videos/1048847001>



Locality working at its best

- Common Cause
- Collective Moral Purpose
- Integrated Working
- Strengthening professional accountability
- Place still matters



An education system that is better for all



Thank you!

An education system that is better for all



01483 749954

admin@schoolsallexcel.com

www.schoolsallianceforexcellence.co.uk