

Brighton & Hove City Council

For General Release

Meeting: Children's and Young People's Trust Board

Date: 21 January 2008

Report of: Interim Director of Children's Services

Subject: Test and examination results in Brighton & Hove schools - 2007

Wards affected: All

1. Purpose of the report

1.1 The report sets out the national test and examination results for Brighton & Hove schools for the 2006/2007 academic year.

2. Recommendations

2.1 That the report be noted.

3. Information/background

3.1 A summary of performance is given below, together with implications for future school improvement work. More detailed performance information is tabulated in the Appendices.

4. Foundation Stage

4.1 Performance measures for the end of first year of formal schooling are the percentage of children achieving at least point 6 (out of a possible 8) in 13 areas of learning, grouped under these headings: Personal Social and Emotional Development (PESD); Communication Language and Literacy (CLL); Mathematical Development (MD); Knowledge and Understanding of the World (KUW); Creative Development (CD).

4.2 Our systems for moderation of Foundation Stage Profile (FSP) results are robust. We have met our improvement target for 2007:

- Proportion attaining level 6+ for Communication Language and Literacy (CLL) is 56% up 7% since 2005
- Proportion attaining level 6+ for Personal Social and Emotional Development (PSED) is 75% slight dip compared to last year.
- The percentage of children achieving 78 points and scoring at least 6 on all 13 scales has increased by 5 % since 2005 to 52% in 2007.

- 4.3 However we have not met the new target for narrowing the gap. This is a target set for all young children and it is intended to reduce inequalities between them.
- 4.4 Analysis of the pupils in the bottom 20% (502 pupils) by Foundation Stage Profile total reveals the following. 52% live in the 30% most deprived Super Output Area's and of these children and that 60% of them were boys. 51% are summer born, 63% are boys.12% have English as an additional language,0.7% were Children in Care.15% are school action and 18% school action plus for Special Educational Needs. 4% have statements of Special Educational Needs.
- 4.5 The impact of the Communication Language and Literacy Development (CLLD) training programme for schools has been very positive across the city and has led to a general improvement in Communication Language and Literacy results. The number of pupils attaining level 6+ in the least deprived Super Output Areas (70%) increased by 5 % . This is the result of increased subject knowledge of phonics by teachers and early years practioners. The has led to higher expectations and work better targeted to pupils abilities . The number of pupils attaining level 6+ in the 30% most deprived super output areas has increased by 2% in the last year.
- 4.6 Additional targeted support for the CLLD programme was offered by early years consultants attached to our schools receiving intensive support and although teachers have observed that their pupils are more confident in their approach to writing this has not yet been reflected in the Foundation Stage Profile data. In order to address better the needs of our most vulnerable children in the classroom we are targeting them with some extra teacher time.
- 4.7 The Personal, Social and Emotional Development (PSED) results have slightly dipped. In order to address this we will continue our training programme for PSED and link it into the Social and Emotional Aspects of Learning (SEAL) materials that are being used by schools and settings to better address the well being of our pupils.

5. English and Literacy

5.1 Key Stage 1

- 5.1.1 Following the changes made to assessment in 2005, schools were required to report only a teacher assessment for each pupil; it is therefore only possible to make effective comparisons over a two year period.
- 5.1.2 In writing at Key Stage 1, the percentage of children attaining Level 2 or above in Brighton & Hove has increased 1% to 82%. This makes us 2% above the national percentage, of 80%. The number of pupils gaining the more secure Level 2b is 59%, which is in line with the national average for this year.

5.1.3 The percentage of more able pupils gaining level 3 in writing has increased by 1% to 15%, which is 2% above the national average. Writing, especially for boys and the more able, has continued to be a key area of targeted work during the last year.

5.1.4 In reading, Brighton & Hove results at Key Stage 1 have remained static at 84% and are in line with the national average. The percentage achieving the more secure level 2b has increased by 2% to 72% and is above the national percentage of 71%. For the more able, the results have increased by 2% to 32% achieving level 3. Our results are now 6% above the national average.

5.2 Key Stage 2

5.2.1 We have maintained our high standards of last year. The percentage of children achieving level 4 or above in English at Key Stage 2 has remained at 81%, which is 1% above the national average. This is 2% above the CYPT target. More able pupils have recorded a further improvement on last year's upward trend, which is a 2% improvement to 36% attaining level 5 in English, and this is 3% above the national percentage of 33% and 4% above the CYPT target. We are again above the national trend for improvement.

5.2.2 In writing, the Brighton and Hove results at level 4 and above have improved by 1% to 68%, which is above the national figure of 67% and also ahead of the trend nationally, as Brighton & Hove schools have improved whereas the national achievement in writing has remained the same. The writing percentage for more able pupils at level 5 rose by 5% to 21% which is now 2% above the national average, a good improvement as last year we were below the national figure at this level.

5.2.3 Brighton and Hove reading results at L4+ and above have remained at 85%. This is above the national figure of 84%. The reading results at level 5 are also 2% higher than the national figures.

5.2.4 This year schools are implementing the new framework for Literacy and through this focus reading and writing will continue to be a focus for improvement.

5.2.5 At Key Stage 2 the Department for Children Schools and Families sets a floor target for every school that at least 65% of their pupils should achieve level 4 or above for English. This year there are six schools below the floor target in English. This is especially encouraging as it represents significant school improvement in schools facing challenging circumstances as their schools are placed in areas of high socio-economic disadvantage. The schools are: Carden, Fairlight, Moulsecoomb, St Joseph's, St Mark's, Whitehawk.

5.2.6 Of these schools one is a DCSF "hard to shift" (where results have been below the floor target for 5 years); two are one-form entry small cohort

schools this means that each child represents a higher percentage of the whole, two schools are struggling to maintain attainment above 65% and continuing to receive intensive support; and one where results fell substantially. However, many of our schools have made good improvements overall this year.

5.3 Key Stage 3

5.3.1 Six of the nine secondary schools in Brighton & Hove have arranged re-marking of the English Test papers as they found so many errors in the marking. Consequently the current overall KS3 data for English are very provisional. The main points to emerge from existing data are as follows:

5.3.2 Following relatively strong results in both 2004 and 2005 when results at L5+ were a little below the national average and L6+ results were above, there has been a decrease in overall L5+ and L6+ results in each of the following years. There has been a pleasing upturn in Reading at L5+ in 2007. This was the main focus of our work with teachers of English. However, there have been two consecutive years of decline in writing at L5+ especially by boys whereas nationally the figures have been stable

5.3.3 66% of pupils gained L5+ in English, a slight decrease on 2006 and 7% below the national average. 28% gained L6+, a 5.3% decrease on 2006.

5.3.4 Reading results improved by 1.3% to 63.2% at L5+ with both boys and girls performing better than in 2006. However, results were below the national average. At L6+ there was a decrease of 1.4% to 29.2% with both boys and girls performing less well than last year and below the national average.

5.3.5 In writing 66% gained L5+, a decrease of 4.4% on 2006 and almost 7% below the national average. 26% gained L6+, a substantial decrease of 9.6% on 2006: this was well below the national average.

6. Mathematics

6.1 Key Stage 1

In mathematics at Key Stage 1, the percentage of children in Brighton and Hove achieving level 2 has fallen 1% to 90%, however this is still 1% above our target and in line with the national picture. The percentage achieving the more secure Level 2b has fallen by 1% to 75% this is 1% ahead of the national figure. The percentage of more able pupils achieving Level 3 has increased by 2% to 29% which is 7% above that achieved nationally.

6.2 Key Stage 2

6.2.1 In mathematics there has been a 1% fall in the percentage of children achieving Level 4 taking the figure to 76%. However, this is in line with the national average and equates to a 4% increase over the 2005-7 period. The percentage of more able pupils achieving Level 5 has risen 1% to 33% and is in line with the national average. Boys in Brighton and

Hove achieve 2% more than the national average at both Level 4+ and Level 5, whereas the girls achieve 2% less. If the girls were to achieve at the same level as the boys, Brighton and Hove's averages would be significantly higher than those achieved nationally.

6.2.2 The Department of Children, Schools and Families (DCSF) uses as a floor target: schools having less than 65% of their pupils achieving level 4 or above for Maths. This year there are 13 schools below the floor target, with 4 of those missing it by less than 3%. These schools are: Whitehawk, St Mark's, Carden, Coombe Road, St Joseph's, Carlton Hill, Bevendean, Hertford Junior, Mouslecomb, West Blatchington Junior, Coldean, Fairlight and St Martin's.

6.3 Key Stage 3

There has been an increase of 1% in pupils attaining at least Level 5 compared to 1% drop nationally. Both local and national results decreased at Level 6. Five schools have improved their results, two schools stayed the same and two schools had a slight decline. Two schools had significant staffing problems. Two others had new heads of department one not yet turned around a weak legacy. There are no schools below the floor target of 50% Level 5+.

7. **Science**

7.1 Key Stage 1

Level 2 performance has reduced by 3% and is 1% below the national average. More able pupils at Level 3 have improved by 2% and are 8% above pupils nationally. The CYPT has employed a science consultant to support subject leaders in developing the curriculum.

7.2 Key Stage 2

There has been a 3% increase at Level 4 or above, 1% above the national percentage. More able pupils at Level 5 have achieved 49%, 3% above the national percentage. The science consultant is supporting targeted schools to improve provision. Subject Leaders are benefiting from a science conference the first for a number of years.

7.3 Key Stage 3

There has been an increase of 1.2% in the proportion of pupils attaining at least Level 5 which is better than the national average. However, we saw a reduction in those attaining Level 6. Intensively supported schools improved (Falmer, Patcham and Hove Park). In science the questions on investigation prove problematic and are less well done. No schools were below the floor target.

8. **Key Stage 4 - GCSE results**

8.1.1 In all measures there has been improvement. Boys overall have improved more than girls. The proportion attaining 5+A*-C grades has improved by 2% bringing this to 57.4%, very close to the target of 58%.

Girls made a 3% improvement and boys 1.5%. There is now a difference of 4% between the genders. Boys have achieved above the national average and girls below.

8.1.2 The percentages of 5+A*-C including English and mathematics has increased by 1.5% and is now 43.3%, 1% below target. Girls' results have remained stable but those of boys have improved by 3%. There is a 1.5% difference between girls and boys. A priority for 2008 is to improve girls' achievement.

8.1.3 There has been a pleasing increase in the proportion attaining 3A*-A grades, 2% increase overall and 3.5% for boys. This reflects the impact of the work designed to raise the attainment of gifted and talented pupils. The proportion of pupils achieving at least 5 GCSE passes has increased by 3% overall and 4% for boys.

8.1.4 A priority for 2007 was to decrease the numbers of young people leaving school with no qualifications as part of an overall strategy for reducing NEET's. There was a marked improvement in 2007 this year 97.5% achieved a qualification 98% being the boys overall achievement. This means we have met our stretching target.

8.1.5 A*-C in English has improved overall by 2%. Boys made 4.5% improvement (above last year's national average) but girls' results remained static.

8.1.6 A*-C in maths have improved overall by 2% . Again a narrowing of the gender gap with girls improving by 2.5% and boys by only 1%

8.2 Schools

8.2.1 Five schools increased the proportion attaining 5+A*-C including English and mathematics, Cardinal Newman, Dorothy Stringer, Falmer, Patcham High and Varndean. Three schools had lowered results in this measure Blatchington Mill, Portslade Community College and Hove Park.

8.2.2 Five schools increased the proportion attaining 5+A*-C grades, Blatchington Mill, Dorothy Stringer, Hove Park, Longhill, Patcham High. Three schools had lower results Portslade Community College School, Falmer and Cardinal Newman.

8.3.3 At Key Stage 3 the DCSF sets a floor target: for schools to have at least 50% of their pupils achieving level 5 or above in end of key stage English test at age 14. At present (before re-marking) 3 schools are below the floor target, Falmer, Hove park and Portslade Community College. Absence from the tests is significantly above the national picture although improved from last year. Schools have adopted a range of strategies to encourage all to take the test.

9. Gender

9.1 Key Stage 1

9.1.1 The gender breakdown for reading, at level 2 and above boys matches the national percentage of 80%, girls also match the national average of 88%. At the more secure Level 2b and above, boys attain slightly above the national average of 66% by 1% (67%). Attainment at the higher Level 3 is high, with boys attaining 29% against a national figure of 22%, and girls attaining 35% against a national figure of 30%.

9.1.2 Boys' writing continues to strengthen, and attainment is above the national average for all levels. For level 2 and above, attainment for boys is 77%; this is 2% above the national percentage of 75%. The percentage of boys achieving the more secure level 2b and above is 52%, against a national figure of 51%.

9.1.3 The pattern continues with more able boys, attaining 11% at Level 3 compared with 9% nationally.

9.1.4 Girls' attainment in writing falls more in line with national data, with just over 86% attaining level 2 and above. For the more secure Level 2b and above the percentage is 67% this is the same as that achieved nationally. However, for the more able pupils at level 3, the attainment of girls is above the national average at 17%.

9.1.5 In maths, girls outperform boys by 3% at Level 2B+, but boys achieve better at Level 3+ by 9%. This is a concern even though, our girls outperform girls nationally.

9.2 Key Stage 2

9.2.1 Overall the English performance of girls in Brighton and Hove match the national percentage of 85%, whilst attainment of boys at 78% is 2% above the national average of 76%.

9.2.2 The breakdown between more able boys and girls attaining level 5 shows that we exceed the national averages. In Brighton and Hove 31% of boys attained level 5 compared to a national figure of 28%, and 42% of girls attained level 5 compared to a national figure of 39%.

9.2.3 For pupils attaining level 4 and above in writing, boys attained 62% in Brighton and Hove compared with a national figure of 60%. Girls are slightly below the national figure of 75%, at 74%. The gap between boys and girls in writing attainment is 12% at level 4 but only 6% at level 5.

9.2.4 Girls perform better in reading than the national percentages at Level 4 and above (88% compared to 87%) and Level 5 (54% compared to 52%). Boys also perform better than the national percentages, with 83% attaining Level 4 and above (2% above national) and 45% attaining Level 5 (1% above national).

9.2.5 In mathematics, boys outperform girls by 5% at Level 4 and above and by 7% at Level 5. The performance of girls in mathematics has been a local concern for a number of years. A learning network of five schools in the city focused recently on improving the achievement of girls in Maths and a publication detailing their findings has been published this term. Two of the coordinators involved have also shared their findings at the Mathematics Coordinators Conference on 3rd October 2007.

9.3 Key Stage 3

9.3.1 In English (before remarks) boys performance at Level 5+ was lower than last year, by 1.4%, but girls performed better than last year by 1.7%. However, both boys' and girls' results were below the national average. Both boys and girls performed less well than last year at Level 6+, by 5.1% and 5.6% respectively.

9.3.2 In reading results improved by 1.3% to 63.2% at Level5+ with both boys and girls performing better than in 2006. However, results were below the national average. At Level 6+ there was a decrease of 1.4% to 29.2% with both boys and girls performing less well than last year.

9.3.3 In writing both boys and girls performed less well than last year, especially boys, and in both cases were well below the national average. Both boys and girls performed substantially less well than in 2006, boys by 9.4% and girls by 9.9%. Both performed well below their respective national averages

9.3.4 In mathematics the proportion of boys attaining Level 5 is 1.5% above that of girls. Girls made a significant 3% improvement from 2006 whereas boys declined by 1% closing the gap.

10. **Minority Ethnic groups**

10.1 Whilst Brighton & Hove is a cosmopolitan place the numbers in any particular ethnic group in each key stage are quite small. We report only on those groups which have more than 30 pupils.

10.2 At age 7 the pupils in the following groups are in line with or above the City average in reading and writing and above the average in mathematics:

Mixed/Dual Background: White and Black Caribbean

Mixed/Dual Background: White and Black African

10.3 At age 11 the following groups are in line or slightly above the City average and in mathematics and science they are above average. At age 14 and at age 16 these same groups are above average in all three core subjects.

White: Any other White background

Mixed/Dual Background: Any other mixed background

10.4 The groups of pupils supported by SEAL generally perform below the City average. In each age group the pattern remains the same with better performance in Mathematics than English and Science. At age 11 the proportion of pupils supported by SEAL that attain the expected level for English is 30% below that for all young people. There is a similar pattern at age 14. At age 16 40% of the group attain 5+A*-C grades at GCSE 17% below that for all 16 year olds. However the proportion attaining 5 passes is the same as the whole group.

11. Area Analysis

11.1 At age 7 pupils in the Hollingdean area are generally in line or within 1% of the CYPT as a whole in reading and maths at Level 2 and above the CYPT average in writing and maths at Level 3.

11.2 In English at age 11 a higher proportion of pupils from the Hollingdean area attained Level 4 than in the City as a whole, they were 2% above the CYPT average. In maths, pupils' performance has fallen from last year and is now 1% below the rest of the city. In science, the results are in line with the rest of the city.

11.3 At age 14 a greater proportion achieve Level 5 or above than the city as a whole, this year 4% more. However this is not replicated in mathematics and science where a lower proportion attained Level 5. 4% and 8% lower respectively.

11.4 At age 7 in the East Brighton area, pupils' results were 30% less than the LA average in reading, 29% in writing and 19% below in maths. This represents a narrowing of the gap of 9% in maths.

11.5 Analysis of the English results at age 11, in the EB4U area this year, shows that the gap between pupils living in this area and in the city generally has narrowed from 20% to 16%. In mathematics, the gap between pupils living in this area and in the city in maths L4+ is 29%, which is a widening of the gap from 2006 (20%). In science the difference is 25%. Whilst this is encouraging news for Literacy it is of a concern in mathematics. It is our belief that initiatives such as the Extending Schools for Success programmes are now making a difference. We expect the gap to continue to narrow.

11.6 The gap between East Brighton pupils at age 14 and the whole cohort has narrowed from last year in English and mathematics. The change is 6% and 4% respectively. However the gap between this area and the rest of the city is 20%. The gap for science is 25% as it was last year.

11.7 There is a consistency across all key stages in that the proportion of pupils attaining the expected level is highest in the schools in the West Area. The proportion in Central Area schools is slightly below the West but much higher than those in the East. It is important to note this does

not necessarily mean that those pupils did not make good progress in these schools as many will have started at a lower prior attainment.

12. Children with special educational needs

12.1 For pupils with special educational needs it is important to look at rate of progress rather than attainment. At age 16 the data shows us that groups of young people with statements make at least satisfactory progress in all our schools and in a few they make more progress than expected. Groups of pupils with school action plus mostly make satisfactory progress although in 3 schools the group makes less than expected progress. At age 11 pupils with a general learning difficulty and a statement of special educational need achieve the following results; at level 4 in English 22.4%, Mathematics 49.3 in Science. Pupils at school action and school action plus achieve in English level 4 52.6%, Maths 48.5% and Science 72.4%. Those with physical disabilities achieved the following English L4 50%, Maths 33% and Science 83.3%.

13. Children in Care (CiC)

13.1 In the Key Stage 1 cohort –with 7 learners: the proportion attaining level 2+reading 29%, writing 29% and maths 43%.
In the Key Stage 2 cohort – with 13 learners. The proportion attaining Level 4+ in English was 54%, Maths 46% and in Science 77%. This reflects sustained improvements in English and Science over previous years and shows obviously signs of the gap between Children in Care and their peers narrowing. We are also likely to meet our local (LPSA) target for KS2 and
Key Stage 3. The performance of children in care is much lower than the city average at age 14. This is an area of concern and a priority for 07–08.

14. Children educated at Home

14.1 The law allows parents to educate their children other than at school and Brighton and Hove City Council's responsibility is to ensure that each child receives a suitable education. It is important to be sure that every child has access to a high quality education. It is expected that all children they are receiving basic life skills, in literacy, numeracy, physical activity and social interaction so that they grow up healthily and can achieve their full potential. In order to do this we provide parents with information and advice and check the educational programme provided for their child. This is usually via an annual visit however we are happy to provide more help when asked.

14.2 The numbers of children we know are receiving education otherwise in Brighton and Hove at the present time is 137 which is an increase in numbers from last year. This is partly due to the increase in popularity in education otherwise but mainly due to the good work between agencies which has resulted in our records being more accurate. We do not have any figures for exam results for home educated children but we have

started working closely with Connexions this year which has proved very successful in getting these young people into further education.

- 14.3 Home tuition is also provided for pupils from 5-16 years and beyond when appropriate who are too ill to attend school. We also provide a hospital teaching service for pupils in the Royal Alexander Children's Hospital. The hospital teaching service moved to the new hospital to vastly improved premises and worked with 146 pupils over the last academic year. 26 children received tuition at home. Of 6 Year 11 pupils 3 took GCSE examination. 2 pupils gained 6 GCSE passes and 1 got 3 A*-C grades. 3 pupils attained a pass in a vocational course. 4 students entered for AS level examinations at 17. These young people have worked hard to attain these results and hve been able to make preparations to move onto future education or training.

15. Excluded pupils

- 15.1 Exclusions have reduced significantly from 2006 to 2007. Permanent exclusions reduced from 42 to 18. There were also fewer fixed period exclusions (insert figures). This is a result of positive collaboration between CYPT staff and Headteachers and the development of a clear city wide behaviour strategy. New systems have been put in place to implement rigorous intervention from officers and an agreement with schools to flag up potential exclusions earlier so that support from city wide, area teams and ACE can help avoid exclusion.
- 15.2 All secondary schools are linked with their multi-agency area teams and meetings are held to plan early and collaboratively for individual pupil needs. Schools have Lead Behaviour Professionals who are well engaged with the training provided
- 15.3 Networking is a strong feature of work to improve behaviour. Commitment to the curriculum designed to help deliver SEAL is strong across the city. 100% primary schools are involved in this program, 2 secondary schools are involved this year with the new secondary program, (meeting the 10% target), set for us by the government
- 15.4 Under new regulations the CYPT is required to respond to a Headteacher's decisions to permanently exclude a pupil by providing suitable full-time education within 6 days. The CYPT meets this target through ACE who makes this provision either at Bavant Road (Primary) or Dyke Road (Secondary). At the current rate of exclusion ACE is able to meet all the demands placed upon them in relation to response times and levels of provision. The quality of provision for all excluded pupils is deemed to be good with many outstanding features.

16. Attendance

- 16.1 Primary attendance levels are high and 2007 targets have been reached. There is a clear connection made between attendance and uptake of

primary programme Social and Emotional Aspects of Learning (all schools engaged). There is close working with Education Welfare Officers who attend meetings to set attendance targets led by the link advisers and held with each headteacher and Chair of Governors. All schools have attendance action plans which give an analysis of attendance, identify areas of good practice and identify development needs and action to be undertaken by both Educational Welfare Officers and the school (The CYPT has taken very strong position re. the issuing of penalty notices for holidays taken in term time and during KS1 and KS2 assessment and testing periods.)

16.2 Attendance in secondary school is a significant cause for concern, including attendance at tests. Five schools have been identified as having too many pupils who are persistently absent (PA) and there is a programme, lead by the Principal Education Welfare Officer to help with this problem. All the schools are well engaged in the process and new procedures are having an impact. The need to take account of the circumstances of individual pupils has been recognised and systems for identifying patterns of absence and meeting with parents have been become much more rigorous

16.3 Attendance of Children in Care is good.

17. Success in other Enjoy and Achieve areas

17.1 Participation in cultural and arts activities is amongst the highest in the country, and the proportion of schools gaining Artsmark awards is twice the national average. The advisory service encourages schools to kite mark their standards through external validation. The city has a range of high quality recreational and voluntary learning opportunities across the local authority, schools, voluntary and private sectors. Large numbers of children and young people engage with music making activity. We have an award winning music, performing arts and study support service that is very effective in promoting take up of instrumental tuition in schools.

17.2 Participation in cultural and arts activities is amongst the highest in the country, and the proportion of schools gaining Artsmark awards is twice the national average. The advisory service encourages schools to kite mark their standards through external validation. The city has a range of high quality recreational and voluntary learning opportunities across the local authority, schools, voluntary and private sectors. Large numbers of children and young people engage with music making activity. We have an award winning music, performing arts and study support service that is very effective in promoting take up of instrumental tuition in schools.

17.3 Our work to develop PE and school sport has also been very successful. The vast majority of our schools are now offering at least two hours

sport a week with many children enjoying sports enrichment on site with high quality instruction.

- 17.4 There is a comprehensive Play Strategy, supported by a city wide Play Forum, providing opportunities for children, including young carers and children with disabilities

18. Primary Support for Schools

18.1 Intensifying Support Programme (ISP) now revised as Extending Support Success

- 18.1.1 The Intensifying Support Programme continues to support primary schools below the 65% floor target for literacy and mathematics and other schools causing concern. The 9 schools supported have shown a 12% improvement from 05 – 07 when the programme began. This is well above the CYPT trend of 4% improvement in the CYPT overall.

18.2 Primary Leadership Programme (PLP)

- 18.2.1 At the time of writing last year, the Primary Leadership programme schools had not made as much progress as we had expected and it was felt that there would be greater improvement in 2006. This has proved to be the case, with the first cohort of schools showing an 11% improvement since 04 and the 05 schools 10% improvement. Most schools in the CYPT have now completed this programme and it will not therefore be repeated.

- 18.2.2 We are especially pleased that the partnership between our schools and the advisory service has been so successful this year. Pupils and teachers have worked very hard with the CYPT staff to ensure the embedding of school improvement in all our schools. This has been especially successful in schools operating in challenging circumstances. This joint work has resulted in sustaining our results this year. The analysis of the data has determined our support for the year.

18.3 Support for this year

- 18.3.1 The advisory service will provide continued development and support for schools with the Primary Frameworks for Literacy and Mathematics. There will be a focus on school improvement and teaching and learning in Years 1, 3 and 5. The team will support primary schools with attainment below 65% using the Extending Support for Success (ESS) programme.

- 18.3.2 Support schools that are not reaching targets to produce robust tracking systems and appropriate intervention. Continue to work with Year 6 teachers in the ESS schools, to ensure they are using effective planning and are making good use of the materials provided for planning, assessment and monitoring progress.

- 18.3.3 Support schools in identifying and addressing the needs of the more able, through a city-wide programme of support linked to national materials focused on the more able and gifted and talented. Consultants will support this in SCAFFOLD and ESS schools using curricular targets and effective tracking of progress.
- 18.3.4 The service will disseminate the findings of the Learning Network focussing on improving Attainment in mathematics for girls. We will also develop the capacity of Lead teachers to support improvement in teaching and learning across the City.
- 18.3.5 We will continue with a strong focus on the teaching of early reading and writing, to include embedding the findings of the Rose Report. The Primary Team will offer training to schools for Year 1 teachers. This training will focus on the use of effective phonics learning and teaching and planning for the application of skills to reading and writing. New strategy materials on the teaching of reading and writing will be shared with teachers, and the Primary Strategy resource 'Letters and Sounds' will be reviewed by practitioners and embedded into this programme.
- 18.3.6 The Primary Teams will have a strong focus on speaking and listening across this year, both in maths and literacy, as well as supporting application and practise of skills across the curriculum. Following the Year 1 training, Literacy Consultants will work intensively with selected schools to ensure that strategies are built into a whole school progression that will impact on attainment in writing. A group of 4 schools will be supported in developing a whole-school approach to story telling, in order to supplement the narrative storehouse of ideas for pupils to draw on when constructing their own versions of the genre. The aim is to secure improvements in narrative writing confidence and attainment.
- 18.3.7 We will embed the use of coaching as effective CPD to improve teaching and learning. Work through the Excellence in Cities Project will implement effective progression and transition.
- 18.3.8 The service will continue to support groups of underachieving primary pupils in maths and literacy using the SCAFFOLD programme. Lead Teachers and Primary Consultants will work with 8 schools to continue to develop effective approaches to intervention, including continuing to use Attainment Mapping and supporting Provision Mapping. The effective use of data analysis, and identification of groups of pupils at risk of underachievement, will ensure that teachers across the school are aware of patterns of attainment and how these relate to age-appropriate expectations. The Subject Leaders will work with Lead Teachers to ensure that suitable interventions are used, with carefully selected pupils and trained teaching assistants. In some cases bespoke versions of interventions will be created to meet the needs of particular cohorts. Continued support will be offered for assessment, data analysis and tracking using RaiseOnLine and the Brighton and Hove 'Pathways to

Progress'. Science support also includes a City-wide conference and bespoke school provision.

19. Secondary Support for Schools

19.1 Key actions for secondary English support include:

- Results analysis
- Improving writing and new Shakespeare Scheme of Work
- Classroom Quality First Teaching through collaborative planning
- Using Assessing Pupil Progress (APP) effectively
- Subject leaders in tracking
- Boys' writing

19.2 Key actions for secondary mathematics support include:

- Identifying and targeting right students to make 2 levels of progress
- Identification of student weaknesses and addressing through planning and Quality First Teaching
- Implementing APP in a targeted way, improving pedagogy
- Collaborating and planning with the right teachers

19.3 Key actions for secondary science support include:

- Improving student attainment in new context questions
- How science works, introducing a wider range of pedagogic approaches
- Teaching aspects of physics that are not well taught
- In-class interventions and booster
- Research into pupil perceptions and feed back into teaching methods

21.4 Actions at whole school and leadership level for secondary school include:

- Conference in November on innovative approaches to KS3 and continued intensive work on reforming the KS4 curriculum with introduction of Diplomas and Vocational provision
- Major focus on tracking systems and teacher training to develop understanding of progression
- Audit tool, adviser time and seconded senior school leader to support. School Improvement Partners to have a focus on this in October meeting
- Visit reports will now be sent directly to subject line managers and will make explicit the progress made and areas for action.
- Changes to ways of working: Refocus of consultants' work. Almost all time spent on 5 schools. More work in classrooms to improve teaching.
- Concentrated consultant time in schools or regular weekly meeting
- Bespoke programme from National College of School Leadership for 3 schools to develop senior leadership teams.

COMMITTEE REPORT APPENDIX

Meeting/Date	Children and Young People's Trust Board: 21 January 2007
Report of	Interim Director of Children Services
Subject	Test and examination results in Brighton & Hove school - 2007
Wards affected	All

Financial implications

Legal implications

<p>Corporate/Citywide implications The proposals for future school improvement work have been published in the LEA's Education Development Plan 2002/2007 and this makes reference to other related local plans.</p>	<p>Risk assessment The strategies employed are developed with the schools with the intention of raising standards. The LEA targets are demanding but no longer directly linked to the cumulative results of the schools. Therefore there is less flexibility for ensuring that school targets meet the LEA's and that these will be met.</p>
<p>Sustainability implications The EDP makes reference to other related local plans, including Brighton & Hove's commitment to Agenda 21 policies and to sustainable development.</p>	<p>Equalities implications The work of the Learning branch is directly focused on raising achievement of all pupils in Brighton & Hove. This involves support for underachieving groups.</p>
<p>Implications for the prevention of crime and disorder The proposals for future school improvement work have been published in the LEA's Education Development Plan 2002/2007. Priority 4 of this plan supports the development of strategies to meet the needs of youngsters at risk of disaffection.</p>	

Background papers
Appendix 1- % increases in attainment by school
Appendix 2 - 2006 Academic Results

Contact Officer
Mandy Miller, Senior Adviser Early Years and Primary Schools
Linda Ellis, Senior Adviser Secondary and Special Schools

Appendix 1 The following schools have made a 5% or more increase in attainment

5% or more gain in Reading L2+	5% or more gain in writing L2+	5% or more gain in maths L2+
Aldrington CE Primary Bevendean Primary Coombe Road Primary Davigdor Infants Fairlight Primary Goldstone Primary Hertford Infant Mile Oak Primary Our Lady of Lourdes RC Primary Saltdean Primary St Andrews CE Primary St Bartholomew's CE Primary St Bernadette's RC Primary St John the Baptist RC Primary St Joseph's RC Primary St Margaret's CE Primary St Mary's RC Primary St Peter's Infants	Bevendean Primary Coombe Road Primary Fairlight Primary Goldstone Primary Hertford Infants Our Lady of Lourdes Primary Rudyard Kipling Primary Saltdean Primary St Andrew's CE Primary St John the Baptist RC Primary St Margaret's CE Primary St Mary's RC Primary St Peter's Infant Whitehawk Primary Woodingdean Primary	Goldstone Primary Hangleton Infants Hertford Infants Our lady of Lourdes RC Primary Rudyard Kipling Primary St Bartholomew's CE Primary St Joseph's RC Primary St Mary's RC Primary
Level 3+ Reading	Level 3+ Writing	Level 3+ Maths
Aldrington CE Primary Carden Primary Carlton Hill Primary Coombe Road Primary Goldstone Primary Hangleton infant Middle Street Primary Portslade Infant Saltdean Primary St Bartholomew's CE Primary St Bernadette's RC	Aldrington CE Primary Bevendean Primary Carlton Hill Primary Coombe Road Primary Davigdor Infant Downs Infant Goldstone Primary Hangleton Infant Hertford Infant Our Lady of Lourdes RC Primary Rudyard Kipling Primary	Coldean Primary Goldstone Primary Hangleton Infants Hertford Infants Our Lady of Lourdes RC Primary Portslade Infants Saltdean Primary St Bartholomew's CE Primary St Bernadette's RC Primary

Primary St John the Baptist RC Primary St Luke's Infant St Peters Infant West Blatchington Infants Westdene Primary Whitehawk Primary	Saltdean Primary St Bartholomew's CE Primary St Bernadette's RC Primary St Luke Infants St Mary RC Primary St Paul's CE Primary Woodingdean Primary	St John the Baptist RC Primary St Joseph's RC Primary St Luke's Infant St Margaret's CE Primary St Mary's RC Primary St Paul's CE Primary St Peters Infant Westdene Primary
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Schools that have made improvements of 5% or more at KS2

5% or more gain in English L4	5% or more gain in maths L4	5% or more gain in science L4
St Paul's CE Primary St Margaret's CE Primary Coombe Road Primary Westdene Primary Somerhill Juniors Patcham Juniors, Our Lady of Lourdes RC Primary Whitehawk Primary St Mary's RC Primary Woodingdean, Goldstone Primary Peter Gladwin Primary St Bartholomew's CE Primary	St Bernadette's RC Primary Patcham Juniors, Our Lady of Lourdes RC Primary, Stanford Juniors Aldrington CE Primary Whitehawk Primary Westdene Primary Elm Grove Primary West Hove Juniors Cottesmore RC Primary St Margaret's CE Primary St Mary Magdalene RC Primary Peter Gladwin Primary St Bartholomew's CE Primary	Peter Gladwin Primary West Hove Juniors, Woodingdean Primary St Bartholomew's CE Primary Mouslecoomb Primary, St Nicolas CE Junior Goldstone Primary Fairlight Primary

Level 5		
<p>Bevendean Primary Aldrington Junior , Mouslecoomb Primary Middle Street, Rudyard Kipling Primary, Woodingdean Primary St John the Baptist RC , Primary Downs Juniors, peter Gladwin Primary St Andrew's CE Primary Patcham Junior St Mary's RC Primary Somershill Junior St Luke's Juniors, Westdene Primary, St Paul's CE Primary Stanford juniors</p>	<p>St John the Baptist RC Primary, Saltdean Primary Patcham Juniors. Hertford Junior, Bevendean Primary, Woodingdean Primary St Andrews CE Primary Somershill Junior Stanford Juniors St Bernadette's RC Primary Aldrington CE Primary St Mary Magdalene RC Primary Middle Street Primary Peter Gladwin Primary</p>	<p>West Hove Juniors Somershill Junior Bevendean Primary St Nicolas CE Junior, St Andrew's CE Primary St Bernadettes RC Primary St Mary Magdalene RC Primary Peter Gladwin Primary</p>