

## Education Development Plan Progress Report – April 2003

*This is a summary of the progress achieved with the Education Development Plan (EDP) Action Plan 2002/03.*

### **Priority 1 – Early Years and Primary**

There has been 100% take up of the Early Years Quality Assurance Scheme (QuILT).

Three new consultant posts for early years have been advertised. Additional leading early years practitioners and teachers are also to be appointed. We hope to have all these new posts filled and operating from September 2003.

Our government target of 94% satisfactory nursery Ofsted inspections has been exceeded, 96% being graded as satisfactory or better.

All literacy, numeracy and Information & Communication Technology (ICT) support and training have been delivered as planned with positive evaluations. The New Opportunities Fund (NOF) ICT training programme for teachers has now been completed in all our schools.

The Early Literacy Strategy (ELS) and Further Literacy Strategy (FLS) programmes have now been introduced into Year 1 and Year 5. In schools, there has been a considerable amount of support for writing, reading and numeracy and we hope to reap the rewards of this work within the curriculum in this year's national tests.

### **Priority 2 – Key Stage 3**

All secondary and special schools have made progress in identified areas for improvement, aided by Key Stage 3 consultants. There have been significant improvements in individual teacher skills and also in department and whole school aspects of teaching and learning. Evaluation of the effectiveness of these improvements in raising standards will take place in June after the publication of the statutory assessments of pupils at age 14.

Special schools are taking a full part in the training for developing teaching and learning at Key Stage 3.

High quality training courses have been provided at the Learning Development Centre and have been enjoyed by those attending. This method of providing new information and developing skills has become a much smaller part of the work in this strand as schools find in-school training more effective.

Representatives from primary and secondary schools reviewed the processes for helping pupils make a smooth transfer at age 11. A revised 'Moving On' booklet was produced and all have agreed to use it this year. Consultants have trained teachers in

the use of materials which will be used in Year 6 and then the pupils will continue with the work in their secondary schools.

There are now good systems for transferring important attainment data from primary to secondary school. There has been extensive training for teachers on how to make good use of the information to improve learning and progress in Year 7.

Eight schools successfully introduced the new framework for modern foreign languages and there is an expectation that there will be a greater proportion of pupils who will enjoy the subject and wish to take it further.

There has been a successful introduction of the new ICT materials and over the next few years this will have a significant impact on the standards attained by Year 9 pupils.

### **Priority 3 – Key Stage 4**

Overall improvement at the end of Key Stage 4 is good. The percentage achieving 5 or more A\*-C grades has risen by 3% to 46% (2003 target is 51%). 88% achieved 5 or more A\*-G grades, 3% higher than in 2001. The percentage of students who left school with no GCSEs has decreased by 2% to 5.9% with a number of schools ensuring that all their pupils took at least one GCSE. The average points score is up by 1.5% to 38% (2003 target is 40.2%). The numbers of pupils taking GCSE ICT have increased by 53%. The average point score for those pupils taking A levels has also risen.

Collaborative working on the 14-19 curriculum has progressed well with a good conference, attended by all schools and colleges of further education, held in November and successful termly curriculum meetings. A range of curriculum initiatives, ie Leisure and Tourism and ICT, has developed with the schools and colleges working closely together to ensure progression for pupils across this phase. Post-16 planning, with the Sussex Learning and Skills Council, has progressed and, as a result of the research undertaken, all schools with sixth forms are set to expand.

The support for the curriculum at Key Stage 4 has been extensive and has been enhanced by the appointment of a 14-19 Manager. A broad range of INSET has been undertaken for a range of subjects and 80% of schools have introduced new vocational courses. Link courses with the college of further education have increased and the Increased Flexibility programme has proved successful. The Education Business Partnership is now an integral part of support for schools and this has provided both teachers and pupils with a broad range of work based experiences. Very good progress has been made in this area of work.

Sussex Connexions service started in September 2002. Advice, information and support is provided through a range of staff in the schools and colleges serving 13-19 year olds (up to 25 for those with special needs). We have additional funding for Personal Advisers (PAs) to provide intensive support to the young people (13-19) most at risk. New PAs have been recruited and will be based in each secondary school, college and special school serving the age group. The youth service and a range of

voluntary and specialist agencies are also providing Connexions services in community settings.

#### **Priority 4 – Tackling Underachievement**

Data for at-risk groups of pupils has been collected and reported to committee. The small cohort size means that this is not always statistically significant but some valuable information has come out from the analysis. This data was linked to overall results and provided to schools and officers in November.

The assessment for learning project with secondary teachers has been running successfully with very good practice being developed in some departments in our secondary schools. Specific aspects of this work have included, establishing success criteria, questioning and self and peer evaluation. Following the year's development, schools are coming together to collate a series of case studies for others to use. Christine Harrison from Kings College will help us to take this forward for the next year's development which will involve disseminating the individual good practice more widely throughout the schools.

The year has been dominated by the changes to the National Curriculum tests, especially the introduction of the new Foundation Stage Profile and the changes to all the statutory tests for Key Stages 1, 2 and 3 as well as the new optional tests for Years 3, 4 and 5. This has required an increased number of training and briefing sessions for teaching staff as well as additional monitoring to ensure consistency for the Foundation Stage Profile. Our new Assessment Consultant and the Early Years Team have spent a considerable amount of time in ensuring that the schools are fully conversant with these changes.

The additional member of staff has enabled schools to have more support in developing their assessment policies and practices. In particular where a recent OfSTED inspection has identified assessment as a key area to work on, schools have had support from the assessment consultant in developing this. At the same time another series of exemplars for schools to consider is being produced.

#### **Priority 5 – Schools Causing Concern**

There are no schools in Brighton & Hove who are currently in the Ofsted categories of special measures or serious weaknesses. There is one primary school in the Ofsted underachieving category and an appeal is in progress regarding this grading. There are, however, a number of schools in challenging circumstances (those schools with 25% or less 5 A\*-C GCSE), and also those which are of concern to the LEA, including one secondary school. These schools are receiving more intensive support from the Advisory Service.

There were four secondary schools in 2002/03 (Portslade Community College, Patcham, Falmer and Comart) with Raising Attainment Plans (RAPs) who have received additional support this year through their RAPs and improvements have been noted.

The school self evaluation procedures are becoming embedded and are helping schools to focus on self-review and evaluation. This information is feeding into the school categorisation process. The pilot work on secondary departmental categorisation has been trialled and will be evaluated this term. Schools that are judged as of concern to the LEA following the categorisation procedures in the summer 2003 will have support plans.

Effective guidance is in place for Governing Bodies through the Governor Support Unit. Whole Governing Body training sessions have been held and specific support for Chairs of Governors in schools causing concern. Advice has been provided as appropriate, including advice on the school merger process and legislative changes. DfES consultations have been carried out with all Governors through briefings, correspondence and bulletins. Training for Governors has taken place on school self-evaluation. Further developments include targeting experienced Governors to fill vacancies on the Governing Bodies of schools causing concern, and targeting Clerks to act as 'experts', particularly in relation to pupil discipline hearings.

The dissemination of best practice continues to be an important strand in the EDP. The evaluation of the first year of the EDP has indicated the need to provide additional provision for new and acting headteachers and a programme has been developed to better meet this identified need. There are now eight Advanced Skills Teachers working in Brighton & Hove, mainly in our secondary schools. Six of the Advanced Skills Teachers are in schools facing challenging circumstances. It is intended to develop the strategies for dissemination of best practice as there is much to celebrate and feel proud of in our schools.

### **Priority 6 – Recruitment and Retention**

Most recent exit surveys (2002/03 yet to be completed) show that year on year the numbers of teachers in Brighton & Hove have increased (from 1560 in 99/00 to 1778 in 01/02) while 'leavers' have decreased (from 443 to 265 over the same period). Of these, 10% left to promoted posts in other authorities

Recruitment fairs, promotional material, guidance material, national advertisements, provision of specialist services for schools who find it challenging to recruit staff and rental/housing initiatives have all contributed to the reduction of teachers leaving Brighton & Hove. Evaluation from schools using these services are positive and give further suggestions for refinement in the forthcoming year

The LEA programme of professional development was well received and course evaluations are very positive (90% agreed course aims were met). However, as always, attendance does create pressure back in schools. In exit surveys no teachers indicated that lack of Continuing Professional Development (CPD) contributed to their decision to leave.

99% of our Newly Qualified Teachers (NQTs) are on target to achieve Induction Standards this year (we have over 100 NQTs in our schools).

National evaluations show that the Early Professional Development programmes is recognised as having a very positive impact on teachers early in their career. Schools and the teachers involved have been very enthusiastic about the opportunities it offers.

Ofsted judges that 60% of our schools have good or better leadership. School Self-Evaluation materials have been designed and are now in schools for supporting headteacher/adviser work. The primary headteacher conference received 100% very good or better evaluations. Support for new headteachers has been revised to include a peer buddy/mentoring programme. This will better address new headteachers' needs. Successful applications from Brighton & Hove deputy headteachers onto the National Professional Qualification for Headteachers is above the national average.

An open day was held for prospective governors and associated publicity resulted in some high calibre candidates applying to be governors and there was a publicity stall to raise awareness of governance at a local community fair. The Governor Support Team has provided specific advice and support for schools with high vacancy rates (overall or in particular categories of governor). They have sought baseline information on ethnic origin and ages of governors as the first step in widening the range of people on governing bodies. Businesses have been targeted in areas where schools have long term LEA vacancies. A database has been regularly updated and reports on governor vacancies sent to schools. Vacancy rates for LEA governor have fallen from 12% to 9% between May 02 and May 03. Good quality publicity material is being produced for a recruitment campaign in June 03. The overall vacancy rate is steady at 11%. This may be affected in the future by resignations if the budget situation remains difficult and by changes to the composition of governing bodies under the new Constitution Regulations.

### **Priority 7 – Partnership Working**

Annual reports have been circulated to all schools on the activities of the specialist and Beacon schools. Termly meetings have been established to review progress and to disseminate good practice in Beacon and specialist schools, and also a cluster group to support improvements in attendance. As a result, the authority's parental request form has been re-written and information for parents concerning school attendance has been translated into the main community languages of Brighton & Hove.

The benefits of Advanced Skills Teachers have been actively promoted and this has resulted in an increase in recruitment in these posts.

The Children's Social Behaviour project is developing well. This is a longitudinal research project that predicts patterns of peer of social behaviour in primary school children. We hope, by getting an insight into these factors, to be able to develop more effective strategies for working with children who are experiencing difficulties in their social interaction. The data analysis of this project is only at the preliminary stage, but

it is already revealing some fascinating insights into social, cognitive and emotional issues under investigation.

The award winning Music and Performing Arts service provides tuition and skills development, as well as a range of school and community based projects and performing opportunities. Curriculum advice and development is provided for the schools. The service is key to ensuring enrichment and creativity for a balanced curriculum.

The Personal, Social and Health Education team provide curriculum advice and support for schools on a number of issues, including drugs and alcohol, sexual health and relationships, citizenship. Advice is provided on social and school inclusion, particularly through the anti-bullying project and teenage pregnancy prevention and support.

The Children's University continues to provide extra-curricular study support and enrichment. A study centre has been set up in partnership with Sussex Cricket Club. We have gained additional funding to develop a range of extended services for schools, including social care, health, community activities, family and adult learning.

In the EDP Action Plan for 2003/04, Priority 7 has been extended to reflect the wider service remit of Children, Families and Schools and the benefits of increased partnership working within Brighton & Hove, and across health through the proposed Children's Trust.