

# BRIGHTON AND HOVE CITY COUNCIL

## CHILDREN, FAMILIES AND SCHOOLS

### EDUCATION DEVELOPMENT PLAN

#### PROGRESS REPORT APRIL 2003 – SEPTEMBER 2003

##### Priority 1

##### **Raising attainment in Early Years towards the early learning goals and in primary education especially in literacy and numeracy**

- 1.1 The early years training programme is in place and all schools have been made aware of the need for each early years practitioner to have at least four days training per year. The LEA's early years quality assurance scheme has been endorsed by Investors in Children and the Early Years Consultants are promoting the scheme both in Brighton and Hove and further afield. One Consultant has been given a particular responsibility for QA.
- 1.2 The Early Years team of consultants is fully staffed and working hard to deliver the Plan. Support for settings is being provided and 96% of nursery Ofsted inspections have been satisfactory.
- 1.3 The transition and transfer document was used by the majority of Early Years settings. This is reported to have gone reasonably well.
- 1.4 Training and support for literacy at KS1 & 2, mathematics in FS and at KS1 & 2 and science at KS1 & 2 continues as planned.
  - Reading test – the percentage of pupils achieving level 2+ in the reading test has fallen slightly since 2002 to 81%. At level 2b+ and 3+, the figure has remained in line with last year's results at 66% and 31% respectively. Nationally, the proportion of pupils achieving level 2+ has remained constant at 84%.
  - Writing test – the percent of pupils achieving level 2+ has fallen from 85% in 2002 to 78% in 2003, whilst the proportion of pupils achieving the higher levels has increased – 15% of pupils achieved level 3+ compared with 4% in 2002. However, changes in the test this year make comparisons with last year's figures or the targets agreed for 2003 difficult, since the distribution of results has altered quite significantly. These changes are reflected nationally.
  - Maths test – the percent of pupils achieving level 2+ (90%) has fallen slightly since 2002 and this is reflected at the higher level too. However, the target figure of 30% at level 3+ was met. Nationally, the proportion of pupils achieving level 2+ has remained constant at 90%.

- English test – the proportion of pupils achieving level 5+ has remained the same at 64% and the percent achieving the higher level 6 has risen by 2% to 31%. Nationally, the proportion of pupils achieving level 5+ has increased by 1% to 68%.
- Mathematics test – there have been significant increases at both level 5+ and level 6+. The proportion of pupils achieving level 5+ has risen from 65% to 69% in 2003, which compares well with the LEA target figure of 71% and is higher than the national increase of 3% to 70%. The proportion of pupils achieving level 6+ has risen from 43% to 47% - the LEA target figure is 48%.
- Science test – the proportion of pupils achieving level 5+ has risen this year from 62% to 66% and at the higher level 6, there has been an increase from 26% to 37%. In both cases, the LEA target has been met. Nationally, the proportion of pupils achieving level 5+ has increased by 1% to 68%.

- 1.5 All schools have now completed their NOF training and there is therefore more dedicated time for ICT development as outlined in the EDP. All but two of our primary schools were able to assess the level of ICT skills attained by year 6 pupils. All schools with an ICT Ofsted key issue are being supported by the ICT consultant.
- 1.6 The literacy and numeracy teams have been merged into the primary team with the ICT consultant. This will enable the further development of joint and generic working and cross curricular developments. The selection of schools for support has been standardised and it is hoped that schools will see this as a more coherent approach to support.
- 1.7 The Primary Strategy Leadership Programme has started very well with the selection of three consultant leaders and four Beacon School headteachers receiving training. The twelve schools selected this year are all positive, have received the first half day training and the Consultant Leaders have started their visits. This promises to be a successful way to raise standards through developing strengths within the school's leadership.
- 1.8 Two additional programmes have started which were not included in the EDP:
- a) Brighton & Hove have been invited to join the Behaviour & Attendance pilot. This will involve all our schools and is based on the development of all pupils social emotional and behavioural skills within school. The focus is on pupils from 4 to 8 years old and there will be a number of schools piloting materials, some schools working with a teacher coach to address whole school and classroom issues

and a small group intervention programme involving parents. At present we are starting this project up.

- b) We also have been successful in a bid for a Modern Foreign Language Pathfinder project based on Key Stage 2 early language learning. There are about 20 schools who will be taking part initially based around 4 secondary schools. This also has links with a number of other areas such as literacy and numeracy, ICT and SEAL.

## **Priority 2**

### **Raising attainment in Key Stage 3**

#### **2.1 Raising standards in English**

The English consultant has worked with schools on priorities that they identified. This consisted of support for teaching strategies, help with developing teaching programmes and guidance for departmental management. The programmed work for gifted and talented pupils was successfully undertaken. The proportion of pupils attaining Level 5+ increased by 1% to 65%, which matches the national rise but is 5% below our target. The proportion attaining Level 7+ (the highest attaining pupils) was lower than previous year and there was a 1% drop in the number attaining at least level 4. From September schools are being supported to work with new materials to help lower attaining pupils and those who are underachieving.

#### **2.2 Raising standards of work in mathematics**

The work with schools from April to August produced some very good outcomes. The proportion of pupils attaining level 5+ increased by 4%, which was better than the national rise. The result was close to, but 2% below, the target. However we exceeded the targets for the lowest and highest attaining pupils. We have been unable to employ a new consultant for this year and work to support mathematics is coming from collaborative activity between schools.

#### **2.3 Raising standards in science**

The proportion of pupils attaining level 5+ in science (66.4%) are just slightly below the LEA target 67%. There has been a measurable improvement in the quality of teaching where the consultant has worked closely with a department. The targets for both lower attaining and higher attaining pupils were met. There is some good liaison activity with primary schools and work with special schools is developing well.

#### **2.4 Raising standards in ICT**

There has been much teacher training in the planning of quality lessons that stretch pupils with a lot of experience whilst supporting those who need help. Teachers have enjoyed the courses and schools report that the training is being successful. We have managed to collect information from primary schools and we are currently testing all students in Year 7 to provide feedback to the primary schools and to give a base-line for

measuring improvements. Many more pupils are using ICT and are being motivated in their learning. There is increased use of ICT by teachers of pupils with SEN.

- 2.5 **Raising standards in foundation subjects**  
Modern languages teachers have received much support with the new teaching scheme and they all report that the lessons have become more enjoyable for the pupils. The consultant post ended in August but Hove Park are continuing the support for modern languages as part of their Specialist Schools work.
- 2.6 **Five secondary schools took part in an assessment for learning project which has stimulated teachers to re-think the ways in which they plan lessons and provide feedback to pupils about how well they are doing. The work has transformed some teaching and we are now helping spread this good practice.**
- 2.7 **We have appointed 6 leading teachers from the schools who will manage network groups to develop higher expectations of pupils and to help build support for colleagues especially where there are very few specialists in a particular school.**
- 2.8 **Behaviour and attendance**  
A new consultant started in September and has met with senior staff in all secondary schools. The schools are undertaking an audit of their current policies so that they can identify areas for improvement.
- 2.9 **Transition and transfer**  
The secondary schools have received good quality information in time for this to be useful in their planning. The booklet for use with Year 6 and then Year 7 pupils was revised and extensively used. Many primary schools taught pupils units of work in English and mathematics which have been completed in the secondary school.

### **Priority 3**

#### **Raising attainment in Key Stage 4**

- 3.1 **The 2003 examination results show that the LEA has increased the number of 5 A\*-Cs by 2% which is above the national average and has increased the average point score by 1%. There continues to be focused support to raise achievement in the four core subjects and there has been particular success in ICT with a 25% rise in A\*-C grades since 2000. There is a particular focus on the least and most able and a gifted and talented network has been established. Citizenship courses have been held to support teaching, learning and assessment and a working party has been set up to produce examples of best practice in assessment.**

- 3.2 There has been very good progress on working collaboratively on the 14-19 curriculum to support transition, particularly with the Sussex Learning and Skills Council and Connexions. The secondary strategy has been produced and the 14-19 management group is taking this strategy forward supported by the 14-19 curriculum group to ensure its implementation in schools.
- 3.3 The development of vocational courses within schools has continued with 90% of schools offering such a course at Key Stage 4. Termly meetings are held to engage senior managers in schools and colleges with at least 90% of schools attending. Subject groups have been established for Leisure and Tourism, Health and Social Care and ICT and a Leisure and Tourism conference was held for pupils to raise achievement and to update subject staff. Strong links have been established with business through collaborative working with the Education Business Partnership. There has been increased take up on link courses and detailed monitoring of pupil performance has been undertaken. The STEP programme continues to flourish with demand from schools increasing.

#### **Priority 4**

##### **Narrowing the attainment gaps and tackling underachievement**

- 4.1 Analysis of underachievement linked to PLASC categorisation shows that the main underachievement is to be found in white working class pupils. Further post code analysis is taking place to identify this further. In our ethnic minorities the Bangladeshi and Sudanese pupils both underachieve in relation to other groups, although these groups are small in numbers and are therefore not statistically significant. Work on the areas of priority 4 will inevitably support these pupils but we need to raise their profile to ensure that they receive the appropriate support in school.
- 4.2 The conference on inclusion on 3<sup>rd</sup> November was well attended and has been effective in extending the understanding of need and of how to address this more effectively. Following the internal CFS conference in May a group of officers have been developing a statement of values for use with schools and looking into the selection of a Schools Self Review package on inclusion. The OfSTED Inclusion training will be offered to schools in the spring term.
- 4.3 Support for assessment outside of the LEA's statutory requirements is limited at present by the maternity leave of the Assessment consultant. Efforts to recruit cover for this post were unsuccessful but other avenues are being explored. The major changes to the statutory tests last year were handled well by schools with support from the CFS staff. This year these changes will need consolidating and new members of

staff will continue to receive support through training and through the KS1 audit. The new Foundation Stage Profile has been implemented successfully in Brighton & Hove and staff are now using it as an ongoing assessment tool. The work of the Early Years team has helped greatly with this.

- 4.4 The Assessment for Learning project at secondary completed its first year with a sharing of practice session at Hove Park last term. This continues to receive the support of Kings College, London and the KS3 consultant promotes this work throughout the authority. A primary group of schools who attended the training session by Shirley Clarke will also be supported through Kings College. They will be looking at how to disseminate practice throughout the school and at feedback.
- 4.5 Improvements have been made to the provision of performance data both for CFS and for schools. Much of the information has been provided earlier and the school profiles have been developed and improved. Target setting for KS2 has been changed this year by the DfES so that schools targets will be set by them with challenge from the LEA. Target setting information will continue to be sent out to schools and is ready to go out now. An additional member of the performance data team has supported this improvement. The revised interactive Autumn package PAT (Performance Assessment Tracker) will be sent to schools this week and we will be encouraging its use through training.

## **Priority 5**

### **Support for schools causing concern**

- 5.1 There are no schools in the Ofsted category of special measures or serious weaknesses. There is one school in the primary sector which the Ofsted inspection 2003 indicated was 'underachieving' this decision was challenged by the school and LEA and part of the complaint to Ofsted has been upheld. A detailed analysis and evaluation is made of the examination data and progress is reported separately to CFS. The analysis of the performance data is used to inform the school categorisation process.
- 5.2 A three point school categorisation process is followed which places schools in one of three categories (1a Good progress with school improvement; 1b Satisfactory progress with school improvement; and 2 where more support and targeted intervention is needed, this could be because the school is in an Ofsted category, has a new headteacher or has been identified as needing additional support for school improvement). The categorisation is discussed and reported to the headteacher and Chair of Governors.

- 5.3 The school categorisation process is informed by assessing school progress on nine separate indicators (Standards - pupil performance; Attitudes, behaviour and attendance; Quality of teaching; Curricular provision, including extra curricular activities and study support; Care and guidance, including assessment; Partnership working, including parents/carers and community links and Leadership and management). The Standards indicator has a higher weighting than the others. The process is complemented by the School Self Evaluation framework which is also used to inform categorisation.
- 5.4 In the primary sector there are 14 schools in category 2 (5 new headteachers; 1 provisionally in the Ofsted underachieving category; and 8 of concern to the LEA for a variety of reasons most often because of Standards). There are 23 schools in category 1b and 19 schools in category 1a. All schools in category 2 have a Support Plan which details the actions and support which CFS will be providing and indicates when the school should expect to move into the next category.
- 5.5 In the special school sector there are 3 schools in category 1a, 2 schools in 1b and 2 schools in category 2 (one because there is a new headteacher and the other for additional support). In the secondary sector there are 3 schools in 1a, 4 in 1b and 3 in category 2 (because of support for Standards and new headteachers). The progress of each school is reviewed by the Senior Adviser and their team and reported to the Assistant Director (Quality, Standards and Leadership) at least every six weeks but more frequently where there are particular issues to be addressed. In addition at DMT Sub Education Group the progress of each school is reviewed and reported to full DMT.
- 5.6 Support is provided to all Governing Bodies but additional support is given to Governors where the school is causing concern. Plans are well in hand to develop a Governor School Self Evaluation framework and a draft will be available for consultation in the late autumn term. The support by Governors for the school is monitored through attendance at meetings and scrutiny of the minutes.

## **Priority 6**

### **Recruitment and retention**

- 6.1 The recruitment of teachers and senior managers (deputy headteachers and headteachers) has improved. There are no vacant posts which are proving difficult to fill and the recruitment of newly qualified teachers this year has been particularly successful for our schools with vacancies – even those with shortage subjects. There remains a shortage of experienced specialist teachers in shortage subject areas (secondary mathematics, science, modern foreign languages, design & technology – especially food technology). Vacancy rates are closely

monitored by our Recruitment Strategy Manager and reported termly to the Recruitment & Retention Strategy group. Summary figures for the school year 2002/3 show a continuation of the year on year decrease in the actual and proportional figures of teachers leaving the profession from Brighton & Hove. The returners programmes (primary and secondary) run in 2002 had 22 participants. All completed the programme and subsequent tracking shows that 19 have returned to teaching. We are currently bidding to the Teacher Training Agency (TTA) for funding to run a secondary shortage subject area programme in 2004.

- 6.2 A comprehensive programme of CPD activities are in place to support staff delivering the national and local initiatives. It has been a major disappointment that the promised national rollout of the Early Professional Development scheme (for teachers in their first five years of teaching) has been reversed by the DfES. Brighton & Hove was a pilot authority for this initiative and it has proved to have important benefits for teachers and helps to retain them in the profession.
- 6.3 The recruitment of newly qualified teachers has resulted in 87 NQTs joining our schools from September 2003. Our comprehensive training programme of Induction tutors ensures they are well supported at school level and the LEA offers a comprehensive training programme (which includes child protection).
- 6.4 There is also an induction and support programme in place for new and acting headteachers, this includes experienced headteachers who are new to Brighton and Hove. There are 11 headteachers on the current programme and a buddy and mentor system is also in place. The programme complements the National Induction (Headteacher Induction Programme HIP) for new headteachers and other leadership and management programmes provided through the National College for School Leadership.
- 6.5 The Learning Development Centre has been successful in bidding to become a 'hub' for the National College of School Leadership in the South East. This will mean that we are able to deliver locally the National Programmes as well as being a local centre for leadership and management. This is an exciting development and one which is at the early stage of development. A room at the LDC will be dedicated to this work.
- 6.6 There is a recruitment drive underway to recruit new governors and a range of publicity material has been used. The database is up to date and has been used to analyse the composition of Governing Bodies and the make up. Regular communications are maintained through the Governor Newsletter and other publicity material and information. A

programme of support is in place for school governors to enable them to be effective.

## **Priority 7**

### **Raising achievement through partnership working**

- 7.1 Support is provided to schools through the Beacon and Leading Edge schools where cluster arrangements are in place. The extension of the Specialist School categories by the DfES has enabled more secondary schools to apply. Recently Longhill School was awarded specialist status for Technology. There are four specialist secondary schools (Blatchington Mill: Performing Arts, Dorothy Stringer: Physical Education, Hove Park: Modern Foreign Languages, Varndean Leading Edge Status and specialist in ICT). Further applications are expected. Support is provided for making applications and in outreach work.
- 7.2 The Beacon and Specialist schools have continued to meet on a regular basis. Examples of ways the Beacon schools have supported other schools includes: holding briefings for the Artsmark and Sportsmark; supporting inservice training by leading inset eg 'handwriting without tears'. There have been considerable developments in mathematics, literacy, support for challenging behaviour and through specialist SEN support. Beacon and Specialist school reports on the year 2003 are now at the draft stage.
- 7.3 Improvement clusters have been organised to improve 'attendance' and support schools with falling rolls 'to promote themselves in their own communities'.
- 7.4 The music and performing arts services are targeting their advisory support to schools in 'inverse proportion to success' and working closely with the advisory service to raise standards in schools causing concern.
- 7.5 SACRE are undertaking a complete review of their locally agreed syllabus. The use of Ofsted reports to support those in need of extra help in developing their RE education has been very effective.
- 7.6 The appointment of the EB4U Education Officer has improved the additional support for schools in raising standards.
- 7.7 The work on extended schools continues as planned with proposals for the first full service school to be submitted.
- 7.8 In the Healthy Schools Scheme four schools have been newly recruited to level 3 of the scheme. A strategy is in place to direct the resources of Healthy Schools & PSHE Advisory Team towards the recruitment of three new schools with 20%+ FSM and a general recruitment

information event was held 23.09.03. A maintenance strategy is in place with resources attached, the visits to existing level 3 schools are underway to review involvement.

- 7.9 In PSHE two pilots have been established in schools for the Primary Links Project to continue to develop links between primary schools and primary care professionals. Visitor Guidelines have been produced to disseminate best practice and will be launched Autumn Term 2003. Planning for the theme group is underway in secondary schools with a focus on emotional health and well-being (3 B & H schools attending); planning in place for theme groups in primary emotional health and well-being, healthy eating (Spring Term), physical activity(Spring/Summer Term); mapping exercise underway in safety theme. Healthy Eating resources to be launched November 2003.
- 7.10 The Healthy School Partnership Steering Groups now includes representation from both Education Authorities, as well as each Primary Care Trust. The representation from Brighton & Hove PCT is at Health Improvement manager level. The school nurse manager also attends, as does a representative of Sussex Police and the Youth Service. Discussions underway to review management of the scheme in order to engage more at a strategic level within key organisations.