EDUCATION DEVELOPMENT PLAN
PROGRESS REPORT
April - September 2005

Priority 1

1a. Early Years

Training
- 99% FS provision inspected by OfSTED is rated good or better, 47% making very good progress towards the Early Learning Goals
- Training since April - 26.5 days of training offered to 556 practitioners April – September 2005
  40 days of quality assurance with 182 practitioners seen April – September 2005
- 1.5 days Nursery school visits provided for 7 practitioners.

Support
- 30 days support visits to supported settings in PVI sector involved 119 practitioners.
- 60 BME Early Years children have received support from SEAL. 94% of children have reached the Welcome Project targets
- Uptake of support from the SEAL team in the PVI sector has increased to 20 settings

Quality Assurance
- 93% of settings are committed to QUILT
- Total credits gained 249, total certificates gained 531
- 9 settings have completed 20 modules

1b. Support for schools in addressing curricular issues mainly identified by data

KS1 progress 2005

At Key Stage 1 because there were changes to the assessment so that only teacher assessment was reported this year the comparisons between years are not realistic, however the percentage of children gaining the expected level increased whilst the more able and level 2b reduced. For level 2 and above reading and mathematics showed an increase of 1% to 84% and 92%, (85% and 91% nationally) writing increased by 2% to 81% (82% nationally). For those gaining level 2b and above there was a reduction in reading and mathematics of 1% and an increase in writing of 1%. Brighton and Hove attained reading 71%, writing 59%, mathematics 75% compared with 72%, 62% and 74% nationally. At level 3, the more able pupils, also showed a reduction of 2% to 31% for reading, of 1% to 13% for writing and of 4% to 28% for mathematics. A report on the findings from the changes in KS1 assessment will be sent to you in the next few weeks.

KS2 progress 2005

At Key Stage 2 level 4 and above again shows steady improvement over the year of 1% in line with the national picture, the details are:
English level 4+ improved by 1% at 78% (79% nationally), and level 5 the same at 26% (27% nationally), Mathematics level 4+ an increase of 1% to 73% this is 2% below the national average. The more able pupils achieved a 1% rise to 30% in mathematics at level 5 compared with no change nationally at 31%. Science Level 4+ rose by 1% to 86% and is now in line with the national figure. Level 5+ science shows an increase of 5% to 49%, one percent more than the national increase to 47%.
- One drop in course held in June
- Data analysis session with 6 ISP schools in July
- School based support for supported schools to identify target groups/curricular targets
- 25% of schools moderated for ICT in June, 1% increase in pupils attainment

- Science support offered to five primary phase schools.

1c. Support for developing cross-curricular links

- "Helping boys see it" visual literacy and boys' achievement project completed awaiting publication. Results indicative of good improvement.
- In-service training is being provided in academic year 2004-05 in order to develop curriculum awareness for the use of ICT.
- Hands on Support for ICT in geography - resources produced and made available through the website and lead teachers for ICT.
- The use of ICT in MFL as part of MFL support has taken place, all pathfinder schools have been supported.
- Story Sacks linked to MFL completed
- PE audit- completed. Results to be published Nov. 05
- PSA-Most schools achieving PSA target of 2 hrs. PE & Sch. Sp.
- PE Training-4 modules of Prim. CPD programme to begin Sep. 05 & Assessment module for Sec.
- FA Charter Status - 21 schools hold or working towards FA Charter. 20 more Aut. 05
- Maths and Art project completed and lesson plans provided to NPS an disseminated within LEA

1d. Support for development of core subject literacy

Training

- Course evaluations for mathematics indicate that subject knowledge and confidence in mathematics have improved – further work needed on problem solving
- School based inset on control technology enabled all audit schools to carry out delivery and assessment of the control technology unit

School support

- Support for 35 schools in total for literacy in both ISP and PLP schools
- All PLP schools supported have met identified success criteria
- One school achieved NAACEmark July 05, three more preparing an application

1e. Foundation subjects of the primary curriculum

MFL

- MFL audit completed and used to prioritise emergency MFL support
- Two positive MFL HMI inspections in the summer term
- In service support for secondary MFL teachers wishing to convert to primary run in June 2005
- Inset for MFL key teachers in MFL related issues
- Pathfinder website further developed
- Workshop on culture and food delivered
- MFL clusters created

Arts

- Strategy completed. Going to CFS sub committee in October 05
- Group formed to develop action plans.
- Termly arts co-ordinator meetings well attended.
- INSET planned for year 05/06
- DT lead teacher (KS1) appointed

Music

- Records kept of schools receiving demonstrateion and training on new music scheme
- Visits to schools to evaluate effectiveness of new scheme

History

- The in-service course for primary history subject leaders was run in June 2004 and was well received by participants.

Creativity

- Creativity statement draft intent completed and will be ready for Oct 05
- Lead teacher recruited. She held session for lead teachers in the city
- Termly network meetings for teachers run by creativity lead teacher

- Conference on 31st October
- Good practice article written for case study booklet
- Creativity in maths course held and evaluated as good by 96% of participants and two headteachers have offered positive feedback on the impact

Religious Education

- Syllabus completed, and distributed to schools (July 05)
- Launch event held (20.6.05)
- INSET for teachers held (20.6.05) and more planned
- INSET evaluations very positive
- All schools asked to send in action plans on implementation of the new syllabus by Oct 05 for SACRE to monitor
- Schemes of work started (due or completion November 05)
- SACRE to carry out self evaluation (Nov 05)
- SSE for SMSC underway

Physical Education

- PLTs-16 teachers completed PLT course.
- 15 half way through. 17 next term.
- Audit- completed. Results to be published Nov. 05
- Training-CPD-20 teachers completed successful cricket coaching course.
- Basketball & Athletics to follow.
- PESSCL CPD modules begin Sep. 05
- Resources-All KS1 & 2 schools have resource folders & access to ed. online-well received.
- OfSTED-All HMI visits had positive outcomes. SSCos scheme praised in all schools.

1f. Support for learning

Improve the quality of teaching and learning

Advice given as part of training and in schools support

Mini modules for literacy updated to include themed version, unit plans put on website together with advice on using visual literacy

SEN pupils

- The evaluation of training on visual models and images indicated that teachers appreciated the practical activities and the need for additional time. Evaluation to be completed at the end of the autumn term
- Narrative Approach end of project assessments demonstrate improved competence in use of expressive language. Targeted children will be tracked from end of Y1 to Y2 SATs to assess impact on attainment.
- Acceleread/Accelewrite programmes have full evaluations completed – shows better than expected improvements in reading age of targeted children. Follow-up from first project after a year shows gains are maintained in 80% of cases.
- Story Packs project planned for Autumn/Spring 05/06.

Gender

- "Helping boys see it" visual literacy project completed results indicate good improvement with 75% of boys making faster than predicted progress

Able pupils

- Process underway , lead teachers from KS2 and 3 have prepared to lead lessons with identified groups of children
- Gifted and talented analysis undertaken by Hilary Ferries as part of the school categorisation procedure. Primary support group continues under the auspices of Hilary Ferries. In-service courses are planned for later in the year.
- Cross authority working developing for gifted and talented pupils – Seagull project
- Work planned with EiC consultant to support teachers in planning for G&T pupils

1g. Attendance and behaviour

- **Auditing:** All schools completed auditing and action planning process. Its success was partly dependent on how welcoming the HT was to the whole pilot. Most schools regarded it as a very useful process (particularly the use of SF tools) that acknowledged the emotional impact of behaviour management.

- **Action Plans:** All but one school have completed their action plans. Full evaluations of each are contained in the exit reports. The most successful work was undertaken with regards to writing new school policies, creating whole school sanction and reward systems, MSA training and linking work with ISP under conditions for learning strand. Some action plans were adapted as work went on in response to issues raised during the coaching process. Work on using solution-focused tools for joint problem solving was particularly successful.
- **Coaching:** Well received by all but one school where SMT support was lacking. Coaching had a strong and beneficial impact on teacher's self-esteem, confidence in sharing issues and ability to problem solve behaviour issues. 85% of teachers enjoyed the sessions, felt it had made them more positive and found them helpful on a personal level. Most teachers felt the process had helped them develop positive behaviour management strategies and the confidential aspect of coaching was rated as one of the most positive aspects. TA group coaching has taken / is also taking place in 3 schools and was judged to be appositive method of supporting TA CPD.
- Fixed term exclusions have fallen in 5 of the 9 schools.
- Permanent exclusions have fallen in 2 schools (4 of the 9 schools made no permanent exclusions in either 2004 or 2005)
- Lunchtime exclusions have fallen in 2 of the 9 schools and remained level in 1 school. The remaining 6 schools made no lunchtime exclusions in either 2004 or 2005.
- Audit of needs completed and PESSCL CPD programme up & running: Learning through PE, Assessing Progress & Healthy Lifestyles.

1h&i. Promoting leadership and remodelling

- Induction session for new headteachers held in September. 'Buddying' system in place for all headteachers new to the authority. HIP action plan in place for all new headteachers in a first headship. Three headteachers have applied and been accepted on NCSL consultant leadership.
- 15 new schools have requested to be included in the Primary Leadership Programme. Two f these schools are involved in the national Sustaining Success programme. Three are doing an extension pilot called Extending Support for Success. 10 schools have been identified to be part of the intensifying support programme.
- Five further headteachers have been trained as PSCLs and will be working with schools this year
- Four schools in the two year ISP programme achieved significantly improved attainment this year after only one year.

1j. Transition & Transfer

- Progression in calculation document now published and receiving very positive feedback. Launch scheduled for 13th September which will focus on the introduction, embedding and evaluating of impact in EiC schools
- ICT – sessions on cross phase levelling of work in ICT were run for year 6 & 7 teachers.
- Science and ICT linked to KS2 to KS3 cross phase work

1k. Realising the vision

- Advisers are supporting SSE in relation to the SEF.
- Consultation with headteachers on support for schools identified principles within which to provide support
- Primary Strategy for Brighton & Hove written and consulted upon. To be published by half term
- School categorisation completed using the revised system and support allocated to schools accordingly
- Four primary learning networks have been established involving 23 schools and focusing on: Creative thinking, gender and mathematics, Writing especially boys' and Quality of learning and teaching in the Foundation Stage.
- Lead teacher training held in the summer term and positively evaluated – lead teachers currently involved in leading G&T lessons (EiC project)

Priority 2 Raising attainment in Key stage 3

2a Raising attainment in English at age 14

Preliminary analysis of results on unvalidated data shows that attainment in English at Level 5+ has improved by . Whilst not meeting the target of 78% the improvement is better than the national average. Some schools are waiting for papers to be remarked.

Support for schools

- Joint evaluations of work carried out in 2004-5 are completed & identification of issues for 2005-6 activity. Evaluations from every school indicate a high level of satisfaction with school based work.
- Support given with planning of new curriculum for Year 7 at Falmer. Training for teaching team given.
- Joint planning of Year 8 English for gifted and talented pupils at Longhill.
- At Portslade Community College helped a Leading Professional to complete inter-active whiteboard project & teaching resources on improving writing.
- Continuing development of skills to support effective roles for TAs in the classroom and in intervention programmes.
- Provided support for each head of English department in analysing data, particularly for underachieving groups & looked after children.
- Provided continued support in building capacity in schools.

Training

- Training provided linked to national & local priorities focused on
    - How to get more pupils from Level 3 – Level 5;
    - Y9 – 10 transition;
    - Effective preparation for KS3 tests.
- Extended the participation of second in English departments in training.

Networking

- Developed the role of Lead Professional (LP)networks with very successful outcomes:
  workshop sessions by LPs at summer conference;
  articles about network projects & end products (teaching resources) currently being put on website.
  effective LP meetings held; *Articulate* literacy conference attended by LPs inspiring further improvement work in their schools eg developing extended writing in CN, PCC.
- Disseminated good practice through termly network meetings and summer term English conference.
- Support given to the lead Consultant in planning for & delivering the launch of new Literacy in Learning materials.
- Currently planning with primary English Consultants to train primary and secondary teachers to make effective use of a bridging unit via Lead Professional network project involving Patcham High & feeder schools.

2b Raising attainment in mathematics at age 14

Provisional test results in mathematics show an overall improvement of 1% across the LEA in the percentage of pupils achieving Level 5 and above (from 69% to 70%). However this was below the LEA target for 2005 of 78%. Six schools showed an improvement in their results for 2005 with four of these exceeding their target.

- Most departments are able to use data effectively to predict achievement and to measure pupils' progress on a termly basis. Other departments, whilst showing some improvement during 2004-05, still need to develop the effectiveness of their use of data to track pupils' progress. This will be a focus for support in these schools in 2005-06.
- Good practice has been disseminated across the LEA through core training, the secondary mathematics conference (with a focus on ICT), three curriculum leaders network meetings and four secondary mathematics bulletins.
- ICT is being used more effectively. Four schools now have interactive whiteboards (IWB) in every mathematics classroom whilst six others have at least one IWB within the mathematics department. Only two mathematics departments in mainstream schools have no IWB (although one has projectors in most classrooms). Where IWBs were installed, they are now being used more effectively, particularly in those schools targeted for support.
- Three mathematics curriculum leaders' network meetings were held during 2005-06 with, on average, half the schools represented. Feedback suggested the meetings were valuable and they will continue on a termly basis.
- The two Mathematics Leading Professionals (MLP) appointed in January 2005 have successfully completed the development phase of their projects. Publications will be produced and circulated by December 2005. The two MLPs appointed for September 2005 will complete their projects by July 2006.

2c Raising attainment in Science at age 14

Preliminary analysis of tests indicate that the results have improved since last year by 5% although this is below the LA target but a greater rise than the national average.

Individual schools

- All schools have revised their work programmes to include objectives for investigations, all have completed at least Y7.
- Several schools, Hove Park, East Brighton College of Media Arts, and Falmer were supported intensively with a positive impact on results.

Training

- All schools have received training in ways of intervening to help pupils who make slower progress than expected. Teachers have received a range of intervention materials.
- Falmer school has a dedicated teaching assistant for science who has received training in particular literacy in science. There have been training sessions for other teaching assistants.

Networking

- Leading professionals for science were appointed. Network meetings have been held and projects have been published on the website.
- Schools have collaborated in producing material to exemplify work at different
- Levels and this is published on B&H web site.

2d Raising attainment in ICT at age 14

The full set of results from the summer assessments is not yet available. Data to date does not look promising. A booster model prepared by Hove Park school needs to be adopted by all schools to improve KS3 ICT. Performance data needs to be used more effectively

Training and support

- Programmes of work with schools 04-05 successfully evaluated and show a high degree of satisfaction with the work of the consultant. The action points for new programmes have been identified.
- Development of KS3 ICT curriculum with Blatchington Mill School and Falmer through department meetings and meetings with KS3 co-ordinator.
- Support for use of electronic whiteboards with training given in Hove Park School science, geography and DT departments, Portslade Community College with English, Dorothy Stringer – Geography.
- There has been support across all schools for the use of ICT in geography. There was a successful geography conference and the work has continued through the work of a lead professional. A visit by the DfES to the LEA and Cardinal Newman school on in July identified the LA as having a successful model, with Cardinal Newman as an exemplary centre
- Work with Hove Park School Design Technology department with training in CAD/CAM software and the planning of the integration of it into the curriculum next year.
- There was support at Hove Park School with booster week and Patcham House with ICT week.
- Training given to improve the use Information and Communications Technology across the curriculum in identified schools. Work carried out at Downs Park and Uplands to use the materials within the current schemes of work
- Training on use of dataloggers given to science teaching assistants

Quality assurance

- Staff in KS2/3 improving teacher assessment of ICT capability through moderation events. Control technology trialled in KS2/KS3 this summer term. Support given from consultant to primary and secondary schools.
- Lead professional identified to develop materials for transition project

2e Transition from primary schools

- There have been a number of projects that primary and secondary teachers have worked on together in science, mathematics, English and ICT. These projects aim to improve knowledge of the work in both phases.
- The successful Brighton & Hove transition booklet called Moving On has been evaluated and updated. Evaluations indicate that the booklet is widely used and seen to be valuabe. Additional material to share work in English, mathematics and science were added. The effectiveness of these will be evaluated in November

2f Raising attainment in foundation subjects

- Evaluation of the work with schools has shown a high degree of satisfaction with the work of the consultant.
- Schools have continued working on projects identified with them to develop the quality of teaching and learning. Work has focused on targeting underachieving groups and finding appropriate strategies to engage learners.
- Schools are working to embed Assessment for Learning (AfL)developments , linking them with other priorities such as Literacy and ICT, and monitoring them as part of their on-going self evaluation
- Subject conferences for Geography, History & PE have addressed issues about standardisation of work. Examples of work at different levels have been published on the website.
- A series of subject conferences has supported heads of subject areas in looking at developments in specific areas of their subjects and these have been extremely well-received by schools. Of particular impact has been a focus in History and Geography on the use of ICT. The sharing of practice in using ICT effectively to raise attainment and

engage pupils is being disseminated through subject networks and will be further focused
- The launch of the revised RE syllabus took place on June 20th. RE departments are revising their schemes of work to meet the new requirements, and at the same time working to incorporate a wider range of approaches to secure improved attainment.
- DT departments are beginning to plan for progression using the new framework for teaching designing
- Leading professional projects have been planned for next year to develop use of ICT and Literacy to support raising attainment. Where possible, we are beginning to link leading professional to specialist schools to maximise impact.

2g Supporting the development of strategies to improve behaviour and attendance

Work with Individual secondary schools

- Building on last year's good work, three schools have now successfully completed the review of their behaviour policies. Three are about to start early in the Autumn Term.
- Four schools have been involved in training on use of positive language and more is planned. Feedback from the schools indicates that this is a successful strategy and work continues to embed the practice.
- Work on positive behaviour management with school 'Behaviour Groups' has enhanced the ownership of projects. A successful event was held on 6th July that included presentations from six schools. These showed the range of projects undertaken on positive behaviour management and peer support. This was well attended.
- Work with special schools on the behaviour management is continuing with 3 schools working on auditing current situation and action planning related to the outcomes.

Networking

- Work with schools' Inclusion Co-ordinators on enhancing inclusive practice including the targeting of students from East Brighton, has been successful. Meetings have been well attended and there was a successful two-day session on best practice for re-integration of students who have been out of school.
- Inter-school networks for specific areas of concern have proved valuable in working on classroom behaviour and policy review. Inter school visits assisted completion of first phase of action planning and continue. The Special school network has had 2 constructive meetings since March 2005.
- The first network meeting of teachers responsible for child protection was well received, a further meeting is planned for November 2005. These meetings are supporting teachers to review and update their policies

Collaboration with other projects / partners

- A whole staff INSET for ACE staff was held on Solution-focused working and principles of positive behaviour management. This was well received. A session for Governors was held in May. Regular development sessions have been held with ACE staff that work in mainstream schools, to enhance practice, including the production of resources for support work.
- Joint work with the manager for Children Looked After has been constructive and well received and well received by schools.
- The monthly reports from the Education Welfare Officers on termly attendance figures are reviewed and where appropriate discussions are held with schools.
- The behaviour and attendance consultant is a member of the Anti-Bullying Practitioners group. This lead to joint planning with Anti -bullying consultant on a major conference for school leaders in April. Key messages. Shared by both programmes were therefore re-enforced. The conference also involved work on National Healthy School Standards with contributions form the PSHE team.

Priority 3: Raising Attainment in Key Stage 4

3a – GCSE attainment especially English, mathematics, science and ICT

Initial analysis of the unvalidated 2005 results indicate that the number of students gaining 5+ A*-C grades in Brighton and Hove has risen by 5.6% from 49.3% to 54.9%. This compares with a national rise of 2% from 59.2% to 61.2%. The number gaining 5+A*-G grades has increased by 1% to 88% and 94% gained 1+A*-G, the same as last year. More detailed analysis will be possible when the DfES publishes further data.

Support continues to be focused on raising attainment in English, mathematics, science and ICT. Over 2005-06 particular emphasis has been placed on developing the use of Secondary Strategy techniques in Key Stage 4 and the use of subject network groups. In English, a good start has been made on providing school-based support for English departments and a successful network meeting was held in the summer term.

The mathematics consultant has met with secondary and special school heads of department to consider the development of teaching strategies; he has participated in team teaching in three schools. A successful mathematics training day addressed the use of data and other methods for improving pupils' performance in Years 10-11.

In science, training has taken place through departmental meetings at five mainstream schools to begin the development of suitable materials to use with underachievers at KS4. The Lead Professional project has produced a resource for use with pupils whose coursework is inadequate: this will be made available to all schools. Speakers at the recent conference provided information about KS4 developments and strategies for use in the classroom. Network meetings have been held to familiarise Heads of Science with the new science courses to be introduced in 2006 and to provide an opportunity for the development of action plans to prepare for this change.

The ICT consultant has provided school-based support for GNVQ and training to facilitate the implementation of the new DIDA courses. Audit work on the use of ICT across the curriculum has also been carried out.

To support the development of accreditation opportunities for pupils with learning difficulties, an analysis of the 2004 secondary Key Stage 4 school results has been carried out, also an analysis of intake in each secondary school which indicated the number of pupils entering schools below level 4. Following the identification of good practice in mathematics in one mainstream school, a teacher has been appointed to lead the development of entry levels as part the Lead Professional programme. Further support for entry levels is being provided by Uplands through their outreach work.

Network meetings for Gifted and Talented secondary schools' coordinators continue to be held and the forthcoming programme of training includes sessions on raising the attainment of able pupils and developing both policy and practice. There has been effective liaison between primary and secondary advisors to share and develop good practice, and regular meetings with the regional Gifted and Talented "collaborative".

Support for the development of PSHE and citizenship has been provided for two schools where they have been identified as areas for improvement and further support is planned.

Good progress continues to be made on embedding Assessment for Learning (AfL) strategies in lessons; schools are increasingly monitoring this aspect of their work and making good use of data. Subject consultants are all working to further develop AfL in their specialist areas. Termly network meetings have been held to consider new developments and disseminate good practice.

3b – Transition and transfer

A particular focus over 2005-06 is the development of effective transition from Key Stage 4 to Key Stage 5. In English a training session was held in the summer term to examine the place of media work in improving transition. A self-analysis "tool" has been developed to help Year 9 pupils analyse their performance in mathematics and set themselves targets for Key Stage 4. The development of bridging plans was the focus of a mathematics training day. Heads of ICT have been trained in the use of Secondary Strategy transition materials.

Over the last two years local transport policy has been effective in ensuring transport is not a barrier to progression into Further Education. The policy for 2005-06 was published in the summer term. Information about Education Maintenance Allowances (EMAs) has been provided to the Year 11 cohort and a questionnaire has been devised to gather information about students' awareness of EMAs.

3c – Development of an appropriate curriculum

In order to raise standards through the development of the 14-19 curriculum, the 14-19 manager has liaised with the Learning Partnership, supported work on the post-OfSTED action plan (PIAP) and attended the strategic group's meetings. Secondary schools have been updated on vocational education developments

To ensure the vocational offer is expanded and effectively delivered, collaborative links between schools are being further developed to support the delivery of catering, horticulture, and BTEC qualifications. There has been effective liaison with Plumpton College to support the development of Horticulture NVQ 1 at Longhill and Hove Park. Curriculum groups have been established to support Leisure and Tourism, Health and Social Care, and ICT/Business. Systems have been set up to monitor vocational results. Guidance about DIDA, BTEC and NVQ qualifications has been provided: further support will be provided through network groups. NVQ assessor training has now been set up for 16 teachers, starting in the autumn term. A range of CDs has been developed to support the teaching of vocational courses.

Support was provided for sixth form BTEC programmes in the summer term and further work is planned. The 14 -19 manager has provided training to support the teaching of BTEC National units in Sport at Blatchington Mill and the accreditation of Business at Cardinal Newman.

Close liaison with City College has identified where joint training can be provided. Learning support assistants from City College have worked with Year 9 pupils in schools and further training has been agreed. LSDA funding has been applied for to support the development of Level 1 provision and joint training will be included.

Progress regarding Business support is included under EDP 7e.

3d - Supporting 14-19 collaboration

The 14 -19 manager has attended Learning Partnership meetings and line managed the 14 -19 coordinator up until the end of the summer term. A new coordinator, Sylvia King, has been appointed over the summer whose remit will include working with Aimhigher to improve pathways into Higher Education.

Link Course provision has been monitored through regular meetings with City College. The Service Level Agreement (SLA) was reviewed and issues will be addressed. The new SLA was sent out to secondary schools in September following unavoidable delays in the reviewing process. A review of course provision is to be undertaken with City College, Plumpton College and other providers.

Collaborative work with Connexions Sussex is ongoing and the 14 -19 manager has attended Local Management Connexions (LMC) meetings each half term.

The Education Business Partnership consultant has worked with the Careers Adviser for Varndean College in partnership with Brighton and Hove Training Agency to provide an update on progression post-16. Further work on the development of individual learning plans has been identified as a next step.

Meetings with heads of sixth forms have continued on a regular basis: in the summer term the focus was on the evaluation of Education Maintenance Allowances and the post-16 potential of video conferencing.

Recommendations which have been made by the 14 -19 strategic group have been acted on by the 14-19 coordinator, as required.

Both the 14 –19 manager and coordinator have worked with the data consultant and secondary data group to establish ways of using data effectively to track students through the secondary and post-16 phases.

Priority 4 Narrowing attainment gaps and tackling underachievement

4a. Assessment for Learning (AfL)

Quality of day to day assessment

- The majority of primary schools are now familiar with National Primary Strategy; Excellence and Enjoyment Teaching & Learning materials and their use in developing teachers' knowledge and use of AfL strategies. Training sessions discussed with headteachers and to be offered as a menu for schools to buy.
- Evidence from lesson observation shows that where schools have used these materials effectively, there has been an increase in pupil involvement in learning
- Examples of good practice in AfL have been collected, further materials to be sought and in use to disseminate in November 2005. Website being developed for this
- Primary AfL lead teachers advertised for last term – re advertised this term
- Secondary reported in priorities 2 and 3

Quality of overall assessment

- Support for primary phase schools identified and provided based on knowledge of schools needs and OfSTED inspection reports.
- Through early intervention and targeted support, only I primary school has had assessment raised as a key issue in the past year. In OfSTED inspections in 19 schools since 2003: 10 schools have had some assessment practice identified as needing improvement and 12 have had good practice identified with 8 having very good practice.

Effective use of tracking

- Launch of guidance and training over the past year for primary tracking and support for the use of Pupil Achievement Tracker (PAT) has improved the quality of schools tracking systems and focus on groups of pupils.
- Progress charts awaited from 2005 National Curriculum tests to assess this
- Where satisfactory progress was not being made, effective tracking systems have been put in place to assist teachers in understanding where individual pupils are at in their learning and the appropriate expectation of progress to be made
- Work with Intensive Support Programme(ISP) schools at Primary level on tracking linked to curricular target setting has resulted in much improved progress in six schools.

Statutory and ICT testing

- Moderation of the KS1 tests in 25% schools verified sound teacher assessments. Scrutiny of work indicated in some cases insufficient challenges and children not working to their full potential.. This is to be addressed in adviser's and consultant's visits to schools.
- In KS2 & 3 monitoring visits to 10% of schools tests were administered in accordance with the ARA guidance in all cases.
- Access arrangements were requested from the LEA for fewer pupils as a result of the changes to the application requirements.
- 25% of KS2 schools were moderated for their ICT teacher assessment this year. There is a more reliable assessment of pupils' skills by staff in these schools. Those schools where assessment needed changing have been supported in making a sound judgement. Issues arise where schools are not addressing all the areas of the ICT curriculum especially control.

4b Teaching and learning especially learning styles, differentiation, development of learning programmes and self managed learning

Primary phase Excellence and Enjoyment Teaching and learning materials

- Centralised training has been reduced over the past year in response to the reduction in schools' funding. In primary and secondary work by the consultants with individual schools promotes the materials and provides in school training.
- Excellence in Cities (EiC) schools have worked on developing pupils' access to learning.
- Leading teachers have had training in the Learning and Teaching materials and are able to exemplify good practice in their work for the authority. This includes writing and promoting resources, support for individual teachers and work with schools.

Secondary Phase - See evaluation in priorities 2 and 3

SEN pupils

- Awaiting results of the SEN review
- The SENCO support groups have continued to meet and will be linked into the work of healthy schools social and emotional access to learning.
- Primary SENCO support group being led by a lead SENCO for Primary.
- Lead SENCOs have supported new SENCOs in other schools to help them develop their role.

4c. Performance Data Analysis

- Committee report on NC test results being prepared for November committee
- All statutory data collection made either through or with monitoring by the performance data team (PDT) Timeline for schools provided to clarify.
- PDT monitor schools' submission of NC data to DfES via 'S2S' website, schools reminded where necessary
- KS1teacher assessments and Foundation Stage Profiles collected via Common Transfer Files, checked and analysed
- Pupil Level Annual School Census PLASC – arrangements to collect this termly in place
- Fischer Family Trust (FFT) pupil level data made available to schools, advisers and consultants.
- New improved school profiles provided for KS1 and KS2, awaiting results for other key stages.
- Value added information provided to schools at same time as school profiles (October 2005).
- Changes to target setting agreed in the light of the availability of FFT data
- Attendance data to be collected from schools on a termly basis in order to identify links between attendance and progress
- Training for all primary schools in the use of Performance Achievement Tracker (PAT) took place over the last year. Further sessions offered in summer and next month enabling groups of children to be tracked effectively.
- Schools visited and supported in use of PAT, FFT data – general training courses also provided.

- Support for all ISP schools last year in the use of PAT and setting up of tracking systems – to be extended to PLP schools this year
- Regular meetings of secondary and primary data groups have been held enabling the development of areas of common interest and support for schools.

4d. Social inclusion and support for underachieving groups

- Work with schools on following up those not achieving any GCSE outcomes last year to be undertaken again this year.

EOTAS

- Targets were set for all KS4 students taking GSCEs.
- All students who were entered sat their exams. Results not yet collated and analysed.

SEAL

Underachievement project

- Leaflet for Bangladeshi parents (to encourage their support for good attendance and high achievement) written and distributed to Bangladeshi parents.
- 94% SEAL supported pupils met their Language acquisition targets
- Y6 pupils supported by special underachievement project reached their targets, with a much increased percentage gaining level 4 in English

  Level 5 1
  Level 4 29
  Level 3 14
  Level 2 2
  Disapplied 4

- KS2 Maths results were excellent.

  Level 5 3
  Level 4 19

- KS2 Science results

  Level 5 6
  Level 4 22

Welcome project

- 300% increase in BME children supported into early years settings (60 instead of 20)
- 94% of children achieved their project targets

Healthy Schools

- 11 teachers have been recruited onto the Certification programme and are being supported.
- 25 primary schools (over 40%) have been recruited for the SEAL programme.
- Currently 28 schools have achieved Healthy School silver award (40% and a further 24 are working towards it. There are three 20%+ FSM schools that will not achieve silver by Mar 2006. It has been agreed with Advisers that they will aim to start the process before Mar 2006.
- 100% of summer applicants had parent & governor involvement.
- 8 schools have plans for TP3.
- Longhill and Hove Park recruited for the YP Consultation project.
  Four schools are participating in the non-managerial supervision project.

SEN

- Report to Committee in current cycle re SEN review, proposing strategic planning for SEN.
- Improved provision for post 16 for ASD/MLD students planned and first cohort due to start, jointly provided by Downs Park school and FE providers.

Attendance

- Attendance figures improved-currently 94.2% for Primary and 91.8% secondary, but short of 94.5% LPSA target.

Behaviour

- Workshops have taken place for inclusion coordinators in secondary schools to share good practice and to develop effective protocols for positive integration of excluded students or those with significant behavioural difficulties

Priority 5 Support for schools causing concern

5a Support for schools in an Ofsted category

There are currently no schools in an Ofsted category. The one school that was underachieving was supported effectively and has been re-inspected and found to be satisfactory

5b Schoo l self-improvement and development of categorisation system

- Intensive work with all schools to improve self evaluation strategies has lead to most schools improving their systems.
- The new Ofsted framework requires schools to summarise their self assessment and this has been the focus of a set of seminars for school leaders. All secondary schools have produced an early draft of their document.
- Advisers are particularly supporting schools likely to be inspected this term
- The categorisation process was revised and school leaders have been fully consulted and approve of the process.

5c Support for governors

- Governor support continues to be valued by schools.
- Difficulties in recruiting parent governors detailed in Prioirty 7
- Governors have self-evaluation documentation and many are using this to identify areas of strength and devising strategies for improvement.

5d Developing leadership teams in schools in schools causing concern

- Leaders in primary schools causing concern have been supported by consultant leaders, trained and managed by advisers. In the 05-06 categorisation process schools were removed form the concern category. There are now 7 primary schools causing concern
- In the secondary phase link advisers worked intensively with 3 schools causing concern. The leadership of East Brighton College of Media Arts has led to the best ever GCSE results. Falmer leadership is now strong and there are now only 2 schools in this category.

Priority 6 Leadership and management

6a - Recruitment

Withdrawal of Teacher Training Agency funding has reduced recruitment activity - a minimum service is being agreed with HR/schools training team

6b - Retention

- Continuing Professional Development (CPD) programmes all in place, publicised to schools and available on the Education Online.
- Awaiting HR report of reasons for leaving to check our positive trend is continuing.
- Good middle leadership development and retention through takeup of Leading from the Middle course and the Advanced Skills Teachers training.
- Remodeling work in schools is very positive with regard to workload agreement implementation.
- Key worker housing scheme well promoted

6c –Support for Newly qualified teachers (NQTs)

- Newly qualified teaches are very well supported in nearly all our schools –
- 100 NQTs met induction standards last year (with one NQT requiring an extension).
- Quality assurance procedures are rigorous.

- Training for induction tutors is good. All those involved have a portfolio to guide them through the process

6d – Development of leadership and management

- Leadership and management is good in our schools overall (see ofsted reports).
- Many of our headteachers are involved in National College of School Leadership (NCSL) programmes especially as consultant leaders.
- There is above average take up of National Professional Qualification for Headteachers (NPQH). Induction for new headteachers is set up - with the appropriate support although there are some problems with the NCSL headteacher induction programme as funding is inflexible to meet need.
- Support and guidance for the restructuring management in schools to reward staff fir teaching and learning responsibilities (TLR) has been provided.
- Unfortunately primary headteachers conference cancelled due to lack of funding in schools to pay for their headteahers to attend.
- High take up of Leading from the Middle course in secondary schools - primary take up limited, again due to funding issues, although their is take up when funding id available eg our Leadership Incentive Grant (LIG) group in Portslade
- Advisers have been updated in new Ofsted framework and have worked with headteachers in creating their self evaluation forms (SEF).

6e – Governor Support

- Recruitment is challenging, although all recruitment activities are well delivered (eg advertising on buses) , the increased responsibility of the role is resulting in more resignations and fewer starting the role.
- Good training programme and communication strategy in place.

Priority 7 Partnership Working

7a Partnership between schools to disseminate and develop best practice

Cardinal Newman Catholic School's bid for humanities status, fully supported by the LEA, has been successful, meaning that 7 out of 9 local secondary are currently specialist schools. There is a good spread of specialisms. Blatchington Mill has a second specialism and another school has been invited to apply.

Specialist schools continue to have the opportunity to share good practice through termly network meetings. The local specialist school strategy is in the process of being updated and specialist schools will be consulted. The revised strategy will strengthen links between specialist schools and other linked initiatives such as Primary Networks and Leading Edge

The Blatchington Mill, Hove Park, Hangleton Juniors Leading Edge partnership held a very successful sharing event on 14th July. This included a variety of reports by students from Years 5-11on research into educational issues they had carried out e.g. transition. Good practice and research findings from this Leading Edge partnership were shared with partners and LEA staff. It was agreed at the event that this work should be more widely disseminated and a case study is planned.

7b Partnerships to tackle low achievement in specific geographical areas

Children's Fund evaluation published in the Spring term and On Track evaluation carried out in summer term. Key findings highlight positive outcomes for children and parents but also the difficulty in obtaining reliable short term monitoring data on outcomes

Children's Fund Partnership Board met with University of Brighton in summer term to discuss findings and future developments., and delivery plan broadly approved by GOSE.
Priority now is to sustain CF and On Track services as part of local area agreement

The advisor linked to the Excellence Cluster has attended all the meetings of the Excellence Cluster's management group and other relevant training. There is regular local monitoring of the Excellence Cluster's Transformation Action Plan in addition to participation in the national self and peer review process. The outcome of the reviews was favourable showing that partnership working was increasing. The outcomes of the Summer tests show that 2 secondary schools improved their GCSE results significantly and one primary was particularly successful. Early analysis of unvalidated data suggests that in 2005 at L4+ 38% of Cluster primaries improved their English results, 30% maths and 46% science. At L5+, 46% improved their English results, 23% maths and 46% science.

The linked advisor has worked closely with the chair and management group to ensure a clear strategic overview of the Cluster's work is maintained and links are made with other initiatives. Updates have regularly been provided for other groups, e.g. primary advisors, Eb4U, EWOs

In April a Behaviour Improvement Programme (BIP) coordinator was appointed.
The Excellence Cluster management group and BIP Strategy group have been developing a detailed BIP plan for implementation in the autumn term 2005 and beyond. This will increase the number of adults working with children and provide for pupils to maintain their education when excluded from a school.

Regular contact has been maintained with the Brighton and Hove Area Aimhigher manager to discuss schools' progress. Aimhigher has agreed to fund a new 14-19 post to extend relevant activities.

7c Partnership with pupils to increase participation and commitment to education

Two School Council Link meetings held in Spring term but none in summer term 05. Will resume termly meetings Autumn 05. Three termly meetings for Pupil Councillors have been held this year and the numbers of schools participating is increasing slowly. According to returns from schools we now have 100% of schools with Councils. 63 pupils attended a successful annual 'School Council Pupil Day' day.

The launch of "I am a teenage governor" project resulting in expressions of interest from 2 secondary schools. There is substantial interest in progressing further from Falmer. Ruth Hilton is organising training programme for students and governors with Governor Support team.
Brighton schools participated in a mock election, organised by Varndean College.

7d Partnerships with parents to promote positive relationships with schools

AMAze have continued to fulfil the LEAs statutory responsibility for parent partnership, but in addition facilitated the involvement of parents in the disability services review set up by the Children's Trust. AMaze have also worked with the LEA on improving attendance and provided training for independent parent supporters, and conciliation training for schools to improve their ability to resolve problems with parents of children with SEN

In order to increase level of parent consultation through partnership with parent governor representatives (PGR) there were 2 elections for PGRs. The election material was rewrittenl to stress importance of parental voice. 2 interested governors were unable to stand for personal reasons. No PGRs currently in post. (2 vacancies) An ex PGR who attended "Training the Trainer" has been involved in running 3 Parent Governor Workshops" in schools. There was reasonable attendance at workshops and very positive feedback from participants

There is good attendance at termly briefing meetings that help governors understand school improvement issues e.g. pupil performance data and monitoring & evaluation. Governing Body Self Evaluation promoted in briefings and newsletter. Facilitation held with 10 schools. 5 sessions arranged for next term.

Ofsted judgements on governance on 10 schools100% satisfactory or better 90% good or very good

7e Partnerships with community and local organisations/agencies to improve educational outcomes

Colleagues continue to successfully encourage schools to undertake Artsmark/ ECO school status and other quality marks. A further 2 schools have achieved silver Artsmark and a further 3 schools have achieved Gold Artsmark. An Artsmark briefing is to be held at St Mary's R C School in Portslade in September. Artsmark guidance is being created by S.Amstell (Blatchington Mill Performing Arts School) and will be available in September 2005. The purpose of the guidance is to support schools in the application process. Active and Sports marks is in abeyance so that it can become part of a healthy schools award to be accredited at a national level next year

National Reorganisation of NCSL has resulted in .the hub arrangement ceasing in April 06. Currently working with regional providers of NCSL programmes to ensure local access.

There has been successful promotion of extended schools and healthy schools. A ' healthy and extended schools 'strategy group has been set up, to link developments with Children's Trust and all interested parties. 7 additional schools have been designated as hubs or clusters and 3 area based development workers have been appointed to develop extended schools in line with Children's Trust developments.

An agreed syllabus has been completed in partnership with SACRE reflecting the particular characteristics of Brighton and Hove. This has been distributed to schools.
The launch event was held on 25th June attended by CFS Director and Chair and attended by majority of schools.

There has been significant development in using sport as a motivational tool for greater attainment. Colleagues Finalised agreement for partnership with Hollingbury Park Tennis Club to be a City Tennis Club. Maintenance work being carried out and the club will be used to host events and coaching sessions around the year for schools in the locality. There has been an increase in the use of facilities by Primary schools and sustained high use by Secondary schools:

15-20 schools use Surrenden Pool for swimming lessons;
2 schools use Surrenden campus for PE;
1 school uses Waterhall.

Future developments :

a new ATP being built at Waterhall to be finished by September 2005;
plans to install orienteering course on surrounding downland;

new 'Boulder' parks being planned for Tarner Park and Hove Park, which can be used by schools.

Training taking place for school sorts coordinators to use facilities and schools have been contacted to increase access to facilities at Boulder Parks, Waterhall and Hollingbury Park Tennis club. Negotiations underway at corporate level to organise bus transport to increase access.

Business activity in schools has increased in partnership with SEBA. An e-mentoring project is being piloted to support students with their curriculum. Patcham High will be involved in this project initially for 15 identified pupils.

During the summer term the following schools have received specific business support for activities linked to the KS4 & post 16 curriculum:

- Longhill School – business link with Lloyds TSB identified for supporting business studies with ICT at KS4 in Year 11;
- Patcham School – work is being undertaken on planning for employability skills and enterprise activities;
- Falmer school submitted an entry for the Sussex Business Enterprise Awards and achieved 2nd in their category;
- At Downsview /Ash Cottage Lush Cosmetics supported work related learning to increase pupil awareness of the workplace and provide information on the retail and manufacturing industry;
- Cardinal Newman were supported for 'Moving on Day' a careers advice day for Year 12 students providing specific information about vocational opportunities and apprenticeships and highlighting progression;
- KS4 Science has been supported at Hove Park by providing a business visit to Kings Brewers for a member of staff. Pupils will visit a later date;
- Visits to local business arranged for Dorothy Stringer with students visiting the Pavilion to support Leisure & Tourism course. A Leisure & Tourism conference for all schools and Year 10 to support one of the units of work of the qualification;
- A 'Safety in Action' week was supported to provide information to Year 6 pupils regarding their personal safety;
- Gifted and talented workshops in Science (Year 10) have been supported for all schools.

Partnership with the Brighton Festival led to many interesting and exciting opportunities for pupils:

- Adopt an Author (3) –literacy project with 4 schools. Plus opportunity to meet authors for over 200 pupils;
- Station Performances - 5 school and Performing Arts Bands and Choirs performing for Brighton Festival;
- Production of The Crucilble by BDYT;
- Performances by Stomp and Protein Dance all with workshops. Independent evaluation by Brighton University Teacher Training Dept, indicated enhanced attainment in literacy and increased self-esteem amongst participating pupils. Performance opportunity for over 300 pupils;
- Performance opportunity for 100 pupils plus back stage experience and opportunity to integrate with students from schools county wide;
- Cross age workshop opportunity for young people and their families. 40 people attended;
- Curriculum -linked live theatre and dance – opportunities to see professional live theatre and dance Sept 05. 1000 Discounted seats for pupils.