



**Brighton & Hove
City Council**

**CHILDREN & YOUNG PEOPLE
COMMITTEE
ADDENDUM**

4.00PM, MONDAY, 11 JUNE 2012

COUNCIL CHAMBER, HOVE TOWN HALL

ADDENDUM

ITEM	Page
10. BRIGHTON AND HOVE SCHOOLS STANDARDS REPORT 2010/11	1 - 56

Subject:	Standards and Achievement in Brighton & Hove Schools 2010/11		
Date of Meeting:	11 June 2012		
Report of:	Strategic Director, People		
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Ward(s) affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The local authority has a statutory duty to promote high standards in schools, and to intervene where there are significant concerns about children's progress or their well being. In order to fulfil these duties, it is essential that the authority is well informed of the standards being achieved in the city's schools, and of the ways in which schools and the authority are working together to improve still further. The Secondary Commission, in its report to Cabinet on 13 October 2011, stressed the importance of effective arrangements for monitoring the progress of and working with the secondary sector.
- 1.2 This report provides information on the standards achieved in 2010/11, and on improvement and development work being undertaken in 2011/12. In particular, it informs the Committee of progress in establishing ways of working with the secondary schools and Academies, through the agreement of a Compact with the Secondary Schools Partnership and a Memorandum of Understanding with the Aldridge Foundation.

2. RECOMMENDATIONS:

- 2.1 That the Committee
 - i. considers and comments upon the standards achieved in Brighton & Hove schools, colleges and settings in 2010/11
 - ii. approves the Compact and Memorandum of Understanding which have been developed and agreed to underpin the authority's work with the secondary schools and Academies

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Appendix 1 to this report contains an analysis of standards and achievement in schools, colleges and settings in the city, based on the validated 2011 results at the end of each Key Stage. It also identifies the key priorities for the service and for the Standards and Achievement Team, and the ways in which all partners are working together to drive up standards still further and achieve excellence.

3.2 The analysis is divided into three sections:

1. an Executive Summary which gives the broad overall picture of standards and achievement in the city
2. a detailed report of standards and achievement in each Key Stage
3. the set of performance cards that show the attainment under key areas

3.3 The report concludes that, looking ahead, the priorities for Brighton & Hove schools are to:

- raise standards in secondary schools so that GCSE attainment is in the upper quartile of statistical neighbours and at least 80% of teaching is good or outstanding
- raise standards in KS2 so they are above national average and statistical neighbours
- close the gaps between vulnerable groups of pupils to be in line with or above national averages

3.4 Performance of the secondary schools, two of which are now Academies with the Aldridge Foundation as lead sponsor, has been an area of specific concern within the city's education service. In the period 2006/07 to 2008/09, there was almost no improvement in the city wide figure for 5+ A* - C including English and Maths, which lagged significantly behind national and statistical neighbour averages. In the two years 2009/10 and 2010/11, there was welcome improvement, but the gap between national and statistical neighbours averages remains too wide. The schools and Academies collectively are forecasting further improvement in this summer's examinations.

3.5 The Secondary Commission was established in November 2010 to review the reasons for this relatively low performance, and to make recommendations. The Commission reported its findings to the Cabinet on 13 October 2011.

3.6 At the same time, the secondary schools and Academies were challenged to act collectively to address issues for the sector as a whole, and additional centrally held resources were delegated to them (with one school acting as 'banker') to support this work. Pages 22 and 23 of the Standards Report describe how the secondary schools and Academies are responding to this challenge, through the establishment of the Secondary Schools Partnership, with a strong vision which affirms the collective responsibility of the Partnership members for the attainment and progress of all the city's secondary age children, with challenging targets and a wide ranging Raising Attainment Plan which sets out actions for achieving them.

3.7 The authority has worked with the Secondary schools and Academies to agree a clear framework for working together. Appendix 2 contains the Compact which has been agreed between the local authority and the Secondary Schools Partnership of all nine secondary schools and Academies. This Compact fulfils the recommendation of the Secondary Commission, describing the relationship and respective roles and accountabilities of the authority and the schools, and how we will work together to secure excellence in the secondary sector.

3.8 More specifically in relation to the Academies and their lead sponsor, the authority has worked with the Aldridge Foundation to agree a Memorandum of Understanding (MoU) , which sets out the parties' commitment to working together in the interests of Academy pupils and the communities the Academies serve. This MoU is included as Appendix 3 to this report. It refers specifically to issues such as the sharing of performance data, sharing of strategies and policies, community development and community services, and special educational needs. The MoU also sets out ways in which staff, governors and Members will work together to realise our mutual aims and objectives.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 This report has not been subject of community engagement or consultation. It reflects however the way in which the authority, schools, colleges and other settings engage with each other to secure improved standards and achievement.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 Schools are funded within the Dedicated Schools Grant (DSG) and any resource implications from the drive to raise standards and close the attainment gap, will have to be met from within each schools individual budget. Support may be available from central DSG funds to aid the action plan of any school, or group of schools, however any support given will be from within existing budgets

Finance Officer Consulted: Andy Moore *Date: 14/05/12*

Legal Implications:

5.2 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the Committee as to how the Authority is seeking to fulfil this duty

Lawyer Consulted: Serena Kynaston *Date: 25/05/12*

Equalities Implications:

5.3 There has been no Equality Impact Assessment made in relation to this report. The report highlights the differences in achievement between children and young people who are disadvantaged or in vulnerable groups, the improvements that have been made in narrowing the gaps in achievement for these groups and the continuing priority that should be given to raising the achievement of these children and young people, for example through the use of the Pupil Premium.

Sustainability Implications:

5.4 None.

Crime & Disorder Implications:

- 5.5 Improving the experience that children and young people have at school and college and helping them to achieve their full potential is likely to equip them with the skills and knowledge to secure employment and play a positive part in society.

Risk and Opportunity Management Implications:

- 5.6 No detailed risk assessment has been carried out in relation to this report. However, the risks to personal, community and civic development and well being if the city wide education service does not thrive and secure positive outcomes for children and young people are clear, and the steps that are being taken, described in this report, to secure improvement represent a strong commitment to addressing these risks.

Public Health Implications:

- 5.7 The Director of Public Health has previously identified (in his 2011 Report) the implications for public health and resilience if children and young people do not benefit from a high quality education. These implications continue to be important, and underline the importance of the actions being taken to improve standards and achievement by the schools, colleges and other settings in the city and by the authority.

Corporate / Citywide Implications:

- 5.8 Standards and achievement in the city's education service have clear implications for city wide priorities including reducing inequality, developing employment and skills, improving public health and reducing crime and disorder, and these are outlined in this report.

SUPPORTING DOCUMENTATION

Appendices:

1. Standards and Achievement in Brighton & Hove Schools
2. Compact between Brighton & Hove local authority and the Secondary Schools Partnership

Documents in Members' Rooms

None

Background Documents

None

How are we doing?

Standards and Achievement in Brighton & Hove Schools

Final Report April 2012

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Introduction

Context of the Report

The national policy context is one in which the government is encouraging and promoting increased autonomy for schools, and a focus on schools themselves being responsible for standards and improvement: developing a self improving schools system. The government is encouraging all schools, primary, secondary and special, to consider seeking academy status, either as a single body or as part of a group of schools. In addition, independent or community and voluntary groups are being given the opportunity to establish 'Free Schools', which are state funded but like academies independent of the local authority.

At the same time, local authorities retain the statutory duty to ensure sufficient education for residents up to the age of 19 in their area (and up to 25 for young people with Learning Difficulties and/or Disabilities) and to promote high standards in schools. They retain the duty to intervene where performance is judged to be inadequate, or where the well being of children is at risk. Fulfilling these duties in the context of increased autonomy for schools demands a new kind of relationship and absolute clarity about respective roles, responsibilities and accountabilities

The local policy context in Brighton and Hove is one in which clear distinctions are being made between commissioning and delivery roles, and in which issues of outcomes and accountability are paramount. The Children's Services department has been working closely with schools for the last two years or more on developing the concept of what 'schools supporting schools' means in this city, providing a good platform for the new relationship, in a spirit of partnership and transparency.

About this report

This report is an analysis of standards and achievement in the City, based on the validated 2011 results at the end of each Key Stage. It also identifies the key priorities of the Standards and Achievement Team.

It is divided into three sections:

1. an executive summary which gives the broad overall picture of standards and achievement in the City
2. a detailed report of standards and achievement in each Key Stage
3. the set of performance cards that show the attainment under key areas.

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Executive Summary

Summary of the different Key Stages

Early Years and Foundation Stage

Overall standards are above the national.

In the Early Years children continue to achieve well against the national outcomes for all pupils. This is a result of the high quality of provision that our children can now access across the city. We are particularly proud of the difference we are making to children living in disadvantage. The data (in the appendices) illustrates that there is a direct correlation between disadvantage and the outcomes of the EYFS profile. The Early Years team target their work at the areas of most need.

School effectiveness

A very high proportion (87%) of Nursery and EYFS primary are judged by Ofsted to be good or outstanding. These high Ofsted outcomes are a result of our city commitment to raise the quality of provision for early years from birth to five to ensure every child gets the best possible start. Building on the success of our Children's Centres we are committed to raising the outcomes of our children at the end of the reception year and to narrow the gap between the lowest achieving, most vulnerable children and the rest of the city.

Key Stage One

Overall, standards remain in line with the national average in reading, writing and maths. There have been small gains this year compared with 2010.

Reading at Level 2+ has increased by 1.6% to 84.6%; this is the highest overall figure for over 5 years. Writing at Level 2+ has also increased 1% to 81%. Mathematics shows an increase of just over 1% to 91.2%, which is above the national average.

Key Stage Two

Overall, in 2011 standards for English and maths combined at Level 4+ are very slightly below the national average, but 1% above our statistical neighbours in English and maths combined.

The percentage of pupils that attained at least Level 4 in both English and maths is a key measure for the Department for Education (DfE). There was a 1% increase from 2009, from 72% to 73% but this was 1.6% (37 pupils) lower than 2008. The percentage of pupils achieving L5 in both maths and English rose 1.5% and this is an indication that the success of more able pupils is continuing. (A significant number of the schools took part in the boycott of national tests in 2010 and as a result there is no validated data to make comparisons with 2010),

The DfE set the following floor standards for KS2:

- 60% of pupils achieving Level 4+ in English and Maths
- or

- Achieving at least the national median figure for two levels of progress in English and maths between KS1 and KS2

The national median figure for English was 87% and for maths 86%. Five primary schools fell below this 'floor standard'.

School effectiveness

The large majority of primary schools in Brighton & Hove have been judged to be good or better by Ofsted and although there has been no further increase in this proportion since the 2010 assessment, more are now outstanding rather than good. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection. Two schools are currently judged to be inadequate.

Key Stage Three

Overall there is a positive trend with faster than average rate of improvement

There are no longer national tests at the end of Key Stage 3 (Y9), but schools are required to carry out and report teacher assessments against national benchmarks for levels of progress in English, Maths and Science. At KS3 the national expectation is that pupils are performing at least at Level 5 by the end of the Key Stage.

Tests results from previous years and the more recent teacher assessments show an improving trend over the last five years. In 2011, 83% of Y9 pupils in Brighton & Hove achieved Level 5 in English, 82% in Maths and 86% in Science. In all three subject areas, the rate of improvement over the last six years has been faster than that for England and statistical neighbour averages. While in 2006 the KS3 figures for Brighton & Hove were below those of these comparators, by 2011 they were higher than the comparators in all three subject areas.

Key Stage Four

Overall standards are below the national average, but improving

GCSE performance has been recognised as an area of weakness in the overall provision across the city, and this concern was the main driver for the establishment of the Secondary Schools Commission, and the Raising Achievement Plan of the Secondary Schools Partnership.

In 2011, the proportion of students in Brighton and Hove achieving 5+ A* - C including English and Maths improved by 3.5% points to 52.6%. This almost equalled the improvement of the previous year, from a period of very slow improvement in 2006 – 2009, but is 5% below the national average.

The DfE set the following floor standards for KS4:

- 35% of pupils achieving 5+ A* - C grades including English and Maths
OR
- Achieving at least the national median figure for three levels of progress in English and maths between KS2 and KS4

The national median figure for English was 71% and for maths 63%.

None of the Brighton & Hove secondary schools was below the floor standard, as all schools had more than 35% of pupils achieving 5+ A* - C grades, including English and maths.

School effectiveness

Of the seven maintained secondary schools. Three are judged to be satisfactory, two good and two outstanding. Of the two academies, one has been judged to be making 'good progress' the other has yet to have a monitoring visit.

Key Stage Five

Overall, standards remain in line with the national average

All three colleges (BHASVIC, City College and Varndean College) are high performing, recognised as 'good with outstanding features' by Ofsted, and in the top 10% of value added achievement nationally among like colleges. These high standards were maintained in 2011 examination results.

Performance in the school sixth forms has historically been more variable. In terms of 'points per entry' at A level, Cardinal Newman sixth form is close to the levels achieved by the sixth form colleges, whereas the achievement of the other three established sixth forms has in recent years been on average around one A level grade lower.

Closing the Gap

A detailed analysis of the main 'gaps' can be found in the full report. This shows that that, in Brighton and Hove, the most vulnerable groups are:

Children and young people who are entitled to free school meals,

Children and young people with Special Educational Needs

Children in Care

Traveller pupils

Attendance

The data shows that both overall and persistent absence at primary level in Brighton & Hove continues to be below the national average. At secondary level we continue to have higher levels of absence for both overall and persistent absence compared to the national average.

Exclusions

There were 15 permanent exclusions from Brighton & Hove schools in 2010/11. This is a considerable increase from the previous three years. For the first time since 2007/08 the total includes 3 permanent exclusions from Primary Schools. This is 0.05% of the school population compared with 0.08% nationally.

Big Picture – Looking ahead

The data indicates that, looking ahead, the priorities for Brighton and Hove schools are to:

- Raise standards in secondary schools:
- Raise standards in KS2 so they are above national average and statistical neighbours:
- Close the gaps between those vulnerable groups of pupils to be in line or above national averages.

Every Child Counts: Making a difference to maths in the city



Report on the standards and achievement in Brighton & Hove

1 Early Years Foundation Stage

The context

The Early Years Foundation Stage profile describes a child's development and learning achievements at the end of the academic year in which they reach the age of five which is usually at the end of their Reception year. There are six Areas of Learning - Personal, Social and Emotional Development, Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy, Knowledge and Understanding of the World, Creative Development and Physical Development. If a child achieves 6 points and above they are said to be working securely within the Early Learning Goals and at age related expectations.

The judgements for each child are based on ongoing assessments through observing the child and the Local Authority has a duty to ensure there are robust systems of moderation in place.

Tables for the data for the Foundation Stage Profile can be found in the appendices at the end of this report.

In 2010/11 2656 pupils across the city undertook the EYFS profile. 2570 Pupils attended maintained schools – of these 7 pupils attended a maintained special school and 1 attended a pre school and 86 summer born children attended an independent school

The pupils in Brighton and Hove continue to achieve much higher than the national outcomes for all pupils.

The key indicator is the % of children across the city who achieve 6 points and above in the 2 areas of learning - Personal, Social and Emotional Development and Communication Language and Literacy and also a score of least 78 points across all the Areas of Learning.

The % of children in Brighton and Hove who achieve this is 64.1% which is well above the national percentage of 59%

The second key indicator is the % gap between the median and the bottom 20% of achieving children. Brighton and Hove have continued to narrow this gap each year and in 2011 the gap had reduced to 27.9 which is better than the national percentage of 31.4%

Results in each of the 6 Areas of Learning are also higher than the national figures.

The high results are a result of the high quality of provision that our children can now access across the city as evidenced in the outcomes from the Ofsted reports.

The significantly high Ofsted outcomes are a result of our city commitment to raise the quality of provision for early years in order to raise the outcomes of our children at the

end of the Reception year and to narrow the gap between the lowest achieving, most vulnerable children and the rest of the city.

There is a highly experienced team of early years consultants and development officers who support the implementation of the Early Years Foundation Stage framework across the city, through a high quality training programme, targeted support and Quality Improvement. Targeted support is offered to schools and individual children who are at a risk of underachieving. There are specialist services for children with Special Needs and English as an additional Language. These services have been particularly effective in narrowing the gap.

The city has robust systems in place to moderate the EYFS profile

Each year we look at the common characteristics of the pupils who are in the 20% lowest scores. This helps us to analyse the data, to see the impact of our work for vulnerable learners and to plan our next steps in the service to meet the needs of the children in the city.

Common characteristics of the lowest 20% scoring children in the city are:

- Children who live in disadvantage
- Children who are summer born and the youngest in the class (48%)
- Boys, particularly boys who fall into the above groups (60%)
- Children who have English as an Additional Language (19%)
- Children who have a special educational need (25%)
- Children who are looked after and fall into one of the above categories.(1.6%)
- Pupils who are eligible to Free school meals (25%)

Please note that the number of children in the categories of; English as an additional language, free school meals and special educational needs is not as robust as the other groups as there are a number of “not knowns” in the data. This “not known” figure includes pupils from independent schools who are not included in the census and pupils at LA schools for whom we do not have the information as it is not a mandatory field until the child reaches compulsory school age.

We are particularly proud of the difference we are making to children living in disadvantage. Figures illustrate that there is a direct correlation between disadvantage and the outcomes of the EYFS profile.

In 2008 just 25% of the children living in our 5% most deprived areas of the city achieved the 6 points in PSED and CLL and 78 points overall but in 2011 this has risen to 53%

There is a gap between the attainment of pupils who are eligible for free school meals and those who are not eligible and 25% of the 531 pupils in the lowest 20% of achieving children were eligible for free school meals

Following on from the City’s Children Centre programme for our most vulnerable families we offered “The Every Child a Talker” programme to support practitioners in raising the quality of early language development in our settings. There has also been an emphasis

on phonics in Reception and together these are having a significant impact on the early language development of children and narrowing the gap of achievement.

The schools which have lower results in CLL are the schools with a higher % of children who are eligible for free school meals. We are working very closely with these schools and many children will continue onto the ECAR programme to ensure Every Child does become a Reader.

Gender

Overall girls continue to achieve at a higher level than boys. For each assessment scale, a higher proportion of girls than boys are working securely within the early learning goals but this matches the national picture and stages of development for boys. However it is important to note that the boys in Brighton and Hove are achieving higher than the boys nationally.

We offer a number of training courses on supporting boys in the early years and have produced a booklet this year on supporting boys with early writing.

All schools undertake their own data analysis and this will highlight if there are gender differences in each school to address.

Across the city the gender gap is higher in Communication Language and Literacy and Creative development.

Looked After Status

9 of the pupils who have looked after status were in the bottom 20% band. These 9 children were also on the SEN register. We track these children very carefully to support their achievement.

English as an Additional Language

The Early Years consultants have been working closely with the EMAS team who work in the Reception years. All Bilingual assistants have received training on the Early Years Foundation stage profile assessment and support the teachers with gathering evidence for the scale points.

The early years consultant offers additional support with observing children to gather evidence against the scale points.

Areas for Development

- To continue to support and challenge individual schools where outcomes at the end of Reception are lower than age related expectations in order to raise the % achieving a good score in those schools
- To prepare all practitioners working in Early Years to be ready to deliver the new EYFS framework in September 2012

Case Study One – QuILT

Quality Improvement in Learning and Teaching (QuILT)

QuILT is Brighton and Hove's locally devised quality improvement programme for the Early Years Foundation Stage. It is based on a cycle of reflection and action, with a close monitoring of improvements in children's care and learning.

QuILT is supported by the Early Years Consultants, working in partnership with Development Officers where settings are identified as entitled to additional support through quality reviews.

The quality of the learning and teaching and the interactions between practitioners and children is a particular focus. The Relationships and Interactions module must be awarded at Credit level for full accreditation.



The quality of early years settings in Brighton and Hove: Ofsted outcomes

QuILT has provided support and rigorous challenge in to raise quality in settings, which is reflected in current inspection data. For childcare on non-domestic premises BHCC has the highest percentage of Outstanding settings in England and equal lowest Satisfactory/ Inadequate judgements.

Data taken from Ofsted inspection statistics from Sept 2008 to Dec 2011.

2. The Primary Phase

Key Stage 1

At the end of Key Stage 1 (Year 2), children are teacher assessed against National Curriculum levels for speaking and listening, reading, writing and mathematics. Alongside the teacher assessment, schools are required to test pupils using nationally produced materials to support the assessments being made. These tests also include tasks for children to carry out that give an indication of performance. At Key Stage 1 the national expectation is for a pupil to attain Level 2, and to be secure at this level (Level 2b). More able children will attain high Level 2 (2a) or Level 3. The Local Authority has a duty to ensure there are robust systems of moderation in place to support teachers and ensure data is secure.

Reading

Reading at Level 2+ has increased by 1.6% to 84.6%; this is the highest overall figure for over 5 years. This was also the largest Year 2 cohort in that time. The impact of programmes such as Communication, Language and Literacy Development, which supported targeted schools to improve the leadership and teaching of phonics, continues to impact on quality of teaching of reading. A continued increase in this area is expected in 2012, as the Every Child a Reader (ECaR) programme, with a targeted cohort of Year 1 pupils, reduces the number of lower attaining pupils across the city.

Case Study 2 ECaR



Every Child a Reader (ECaR) is building capacity by capitalising on the knowledge and expertise of the Reading Recovery Teacher. ECaR schools have invested in training more school staff to develop professional learning and understanding of the processes that help pupils learn to read and write.

Continued in school support from the ECaR team is promoting a whole school approach to ensure all pupils show sustained progress. The aim is for Quality First Teaching and Intervention to work together towards every child achieving success in literacy through carefully targeted support, closing the gap in attainment currently evident in our schools.

*In Brighton and Hove **70%** of Year 1 children who completed Reading Recovery made **accelerated progress** and were lifted to age appropriate levels of literacy. That is developing from a non reader to average reading/writing age 6 years 7 months. ECaR is also having a wider impact across year groups with Teachers and Teaching Assistants effectively enabling pupils to become successful, independent readers.*

ECaR data shows 69% of pupils identified for Reading Recovery were from the 30% local areas of highest deprivation. This demonstrates that ECaR provides successful early intervention for potentially vulnerable groups of pupils in the city.

Writing

Writing at Level 2+ has also increased to 80.8%. There is improvement, but there is a considerable gap between the best performing schools and those with lower results. Some schools have a significant number of children not attaining Level 2 or above in writing, while 13 schools have over 90% of pupils attaining at least Level 2.

There are 472 pupils who did not attain Level 2 writing, spread across a range of schools and wards.

Mathematics

Mathematics shows an increase of just over 1% to 91.2%. There have been significant gains in some schools, with 31 schools reporting that 90% or above of their cohort attained at least Level 2 in maths. The impact of the programme 'Every Child Counts' (ECC) (target cohort Y2 2011) to raise the overall maths attainment has proved effective.

Case Study Three - Every Child Counts



*Every Child Counts helps primary schools to raise achievements in mathematics through intensive 1 - 1 **Numbers Count** intervention, lighter-touch **1st Class @ Number** support and wider support from the specialist Numbers Count Teacher. Brighton and Hove currently have 20 schools with Numbers Count Teachers; 12 of these are in their second year. At the end of the first year 138 children had participated in Numbers Count. During the 3 month programme these children made over 16 months progress; more than 5 times the average rate of progress. These children continue to make accelerated progress back in the classroom, making almost 8 months progress in the follow 6 month period. Prior to participating in Numbers Count these children were not predicted to achieve a level 2 in maths, by the end of the year 72% of the children **did** achieve level 2 or above at the end of KS1.*

1st Class @ Number is a teaching assistant led intervention and the first group of 13 TAs commenced training in autumn 2011. TAs work with small groups of up to 4 children. The average progress made in the first term was over 9 months during the 2 month intervention.

Gaps in performance

We have carried out a rigorous analysis of the data for gender, Free School Meals (FSM) and Special Educational Needs (SEN). These show that the gaps in reading for gender and SEN are generally less than those nationally. However, the area in most

need of improvement is that of attainment of those pupils with FSM. Detailed data in relation to these factors can be found in Section 3 of this report.

At Key Stage 1, the percentages of pupils with SEN reaching the expected Level 2 at the end of Year 2 have increased and attainment gaps have narrowed in Reading, Writing and mathematics. In mathematics the SEN attainment gap is now substantially narrower by 8.3 percentage points than the national average gap. The significant investment in the Every Child a Reader and Every Child Counts programmes for identified children in targeted schools has had a measurable impact on performance in literacy and mathematics for low attaining pupils.

Action

- To expand the ECaR and ECC programmes
- Engage schools further in sharing good practice in writing
- Develop 'network' meetings for all Year 1 and Year 2 teachers to attend to discuss practice and share ideas. This is based on the existing very successful model in the EYFS
- To link teachers across schools to share and improve practice

Key Stage 2

At the end of Key Stage 2 (Year 6), children are teacher assessed against National Curriculum levels for English, maths and science, and also take statutory national tests in English and maths. These tests are administered in an identified week under test conditions. The Local Authority has a duty to ensure there are robust systems of administration in place.

Following the participation of many of the schools in 2010 in the national boycott, in 2011 all schools across the city took the statutory KS2 tests for English and maths, alongside the requisite teacher assessment for these subjects and science. In order to compare like with like data, this report compares test data from 2009 with 2011, and the three year trend runs from 2008.

Attainment in English showed a rise from 2009 test data, to 80.6% for 2011, but the overall LA figure did not reach or exceed the 2008 high of 83%. In maths, there was a slight rise of 0.3% to 79.2% at Level 4+ from 2009 to 2011. This equates to approximately 7 children. Again, 2008 was the highest year for test data, with 79.8% at this level.

The percentage of pupils that attained at least Level 4 in both English and maths is a key measure for the Department for Education (DfE). There was a 1% increase from 2009 from 72% to 73%, but this was 1.6% (37 pupils) lower than 2008. The percentage of pupils achieving L5 in both maths and English rose 1.5% and this is an indication that the success of more able pupils is continuing.

The DfE also measures the percentage of pupils making two or more levels of progress in mathematics and English. The data shows that the percentage of pupils making two levels of progress and in maths is below the national median of 87% for English and

86% for maths (we were 5% below in English and 4% in maths. All schools have been made aware of their progress figures and there is a focus on the quality of teaching and on accurate assessment to address this.

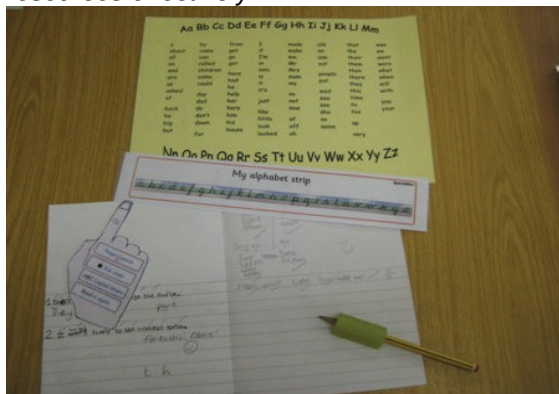
We carry out an analysis of vulnerable groups in the city and the gap between their performance and of all other pupils. As in Key Stage One, whilst the data shows some of these gaps are narrowing, our widest gap is between those pupils who receive free school meals (FSM) and others. Non FSM pupils attain higher than FSM pupils in every subject. The gap has widened for reading and maths, with over a third of FSM pupils not attaining L4+. It has remained fairly static for L4+ writing, and increased slightly for L4+ English. The gap has widened for the joint English and maths target, with half FSM pupils gaining a Level 4+ in both subjects. The gap for 2+ levels progress in maths has increased by 3%, as FSM pupils have remained static but non FSM pupils have made gains. The gap is least for 2+ levels progress in English, as numbers making progress have increased.

There was some improvement in the SEN gap in the period 2007 to 2009, (to 45%) but in 2011, this widened again to the level seen in 2006. The 2011 figure is the same as the England average (50%), which has gradually improved over recent years.

Case Study Four The Literacy Support Service – Dyslexia Toolkits

The Literacy Support Service has developed the Dyslexia Toolkit, an extensive collection of practical resources pupils and teachers can use to improve access in the mainstream classroom.

The toolkit includes over a hundred carefully selected resources designed to help with everything from scientific vocabulary to getting letters the right way round. It is available in electronic format, making it simple for teachers to select and print exactly what their pupils most need. LSS teachers are introducing the Toolkit to school staff and, crucially, providing training on advice on how to get pupils to use the resources effectively.



“Those word mats are just brilliant! The children now get them out themselves and it hasn’t just helped with their spelling. I find their vocabulary has improved as they are now encouraged to use so many more words and they have the confidence to write them.” Year 3 Teacher, Somerhill Junior School

The national average for Children in Care achieving L4 in Maths is 48%, and for L4 in English is 50%. In Brighton & Hove 40% of Children in Care achieved L4 in Maths and 47% achieved L4 in English in 2011. Until last year outcomes at the end of KS2 in Brighton & Hove have been consistently above the national average. In 2011 a higher number of children in care had SEN and while the drop in performance was disappointing, it did not come as a surprise. If we are to be truly aspirational we must

consider the data against national expectations for all children and not just those in care. When we make this comparison the gap between Children in Care and their peers remains significant. At the same time we have to be sensitive to the fact that children who have experienced neglect and trauma will have gaps in their learning and we must look individually at each child's attainment and level of prior progress to judge if outcomes are good enough.

The government has given schools Pupil Premium funding which is to support children in various vulnerable groups, but particularly with FSM. We have retained an officer to work on this area and he is supporting schools with their use of this funding, training tutors and leading professional development on teaching in small groups. A high level group is working with Jo Lyons to lead on this area and a conference was held in November at the new Teaching School, led by schools that have seen the gaps narrow.

Case Study Five Narrowing the Gap

In 2011 of the 80,000 pupils who had received free school meals, only 40 went to Oxbridge. Just two out of 57 developed countries have a wider attainment gap between the highest and lowest achieving pupils than England. At KS2 aged 11 the average gap in Brighton and Hove schools is 27% higher than the national gap. This may of course be because the most able pupils in our city perform better than similar pupils nationally. Our schools are concerned about this achievement gap and feel there is a moral imperative to help these pupils to do better.

Data analysis indicates that some schools in our city have managed to narrow their gap significantly. Across the academic year 2011/12 we have organised three conferences at which we have shared the successful strategies used by these schools to raise standards for all pupils. Senior leaders from these schools have explained how they target these pupils. Topics have included emotional support systems, effective pupil progress meetings leading to focused special intervention sessions for pupils experiencing special needs or additional sessions for those finding reading writing or mathematics difficult. Some schools have reviewed the curriculum to ensure it is more engaging for pupils.

We hope that in 2012 we will see a narrowing of the gap in performance of some of our cities most disadvantaged pupils. For as we are all too aware successful education is the key to later success in life.

Tyler's Story (aged 23)

'When I moved to the 16+ Support Team, I wasn't sure what to expect at all – and I certainly didn't expect that the support I received would be anywhere near as amazing as it has been.

With education I felt that the Team stuck with me; I had multiple chances (I've lost count!), but I am now at university. My Social Worker was there for me throughout – encouraging, believing and trusting in me; had it not been for this I most likely wouldn't have got to where I am. Also, aside from the moral and emotional support I have been given, I receive considerable financial help from the Team – they want everyone to succeed, and one of the greatest burdens that anyone can have is feeling overstretched financially, and with the financial help, the burden is removed. I feel incredibly lucky in this respect.

When it became time to move into supported accommodation, it took a while. I didn't want to live in a hostel, for personal reasons, and so my Social Worker really had to work hard to find somewhere else that was supported and suitable – and she did. I lived in supported accommodation for seven months before moving into my own place, which is brilliant. Again, the financial side of things can be a burden and, unlike being at university, with my somewhat grand expectations and the rather small setting up home allowance it was really tough – I've lived here for over two years and there are still things to do! But then, I have to admit, I was warned that 'setting up home' takes a long time – it's not something that just happens when you've finished buying 'stuff' from stores. Although, I also feel very privileged on the accommodation side of things – I don't know anyone else my age, who hasn't been through the Care System, that has their own place; nor do I know anyone my age (in general) with as much 'stuff' as me!

Independent living skills are essential for anyone moving into their own accommodation, and Brighton and Hove 16+ Support Team provides a course specifically aimed at equipping people with the skills needed

to live – financial, cooking, how to find information... The skills are invaluable, and the fact that this Team helps people to learn them simply demonstrates the level of commitment that this Team has to young people.

On the careers front, I was also given a lot of support on how to look for work, write a CV, approach interviews, and many other things via the Connexions worker who was based at the 16+ Support Team (until Connexions was scrapped, of course). The support was superb. My Social Worker, now being my 'main port of call' for just about everything that search engines and DirectGov can't tell me, also lets me know about any positions she feels I may be interested in – for instance, she put me in touch with the National Care Advisory Service, and since then I have gained a lot of experience which helps a lot now, but will help me an awful lot when I have completed my degree and begin searching for full-time work.

You can't really fault the support you get from the 16+ Support Team in Brighton & Hove – I can't, that's for sure. My Social Worker never gave up on me, not even for a second. She was there through everything – the highs, the lows and all that was between. The relationship we have built is one that I will not forget, even when I do not access the service any longer; it is lasting, and has taught me an incredible amount about life, and the ways in which I personally want to live mine. I'm not entirely sure where I'd be if I hadn't received the support, encouragement and belief from my Leaving Care Service, and particularly from my Social Worker...'

School Effectiveness across the Primary Sector in Brighton and Hove

The large majority of primary schools in Brighton & Hove are good or better and although there has been no further increase in this proportion since the 2010 assessment, more are now outstanding rather than good. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection (source: Ofsted Local area children's services performance profile, August 2011 and Annual Report of the Chief Inspector, November 2011). Two schools are judged to be 'inadequate'. One has been given a notice to improve and the other has been put into Special Measures. Robust action plans have been put in place to support the schools, and one of these schools is now in the process of becoming an Academy.

The new framework for inspection (from January 2012) is likely to have a huge impact for schools. Schools previously judged as outstanding will not be inspected (unless standards fall or there are causes for concern), schools judged as good will be inspected every five years and schools judged as satisfactory will be inspected more frequently. Schools in a category will be monitored more closely.

Case Study Six The Literacy Support Service – Innovative ICT for pupils with SpLD/Dyslexia

Brighton and Hove Literacy Support Service teacher Trish Adams has won a national award for her innovative work on 'Tom's Tales', an interactive blog apparently written by her border collie Tom! The blog gives Tom's point of view on all aspects of a dog's life, from visits to the vet to what he thinks about bonfire night. Children are highly motivated to read the simple texts, play the word games and write back to Tom in their own words. The blog is accessible to all Brighton and Hove pupils, from any internet computer through the Pier 2 Peer Virtual Learning Environment.

Nothing, however, can beat the thrill of actually meeting Tom, and seeing that he is 'really real!' Tom has met his penpals in six schools so far and more visits are planned.



"I find the blog is particularly motivating for boys, and of course a visit from Tom is wonderful, especially for those pupils who don't have much magic in their lives" Trish Adams, LSS teacher.

It's no surprise that this fantastic resource has been covered by both local and national press and won the Uniservity Virtual Learning Environment award.

Priorities for schools

- Raise standards to be above the national average and statistical neighbours
- Improve the number of pupils making two levels progress in maths from KS1 to KS2 to above the national average
- Narrow the Gap for pupils from vulnerable groups

Support and Challenge for primary schools in Brighton and Hove

Each year the schools are allocated a support level. This is based on their own self evaluation, discussion with School Partnership Advisers (formerly School Improvement Partners) the most recent data, the three year picture of data and inspection evidence. Schools that are judged to require 'high support' have a support plan with a number of different elements, depending on the needs of the school. These include extra advisory time, support from other schools and other external support.

The government has published a floor (or minimum) standard – a school will be below the floor if fewer than 60 per cent of pupils achieve the basic standard of level 4 in both English and mathematics, and fewer pupils than the national median make the expected levels of progress between KS1 and KS2. There are five primary schools below the floor this year. The Lead Commissioner and Strategic Commissioner have met with the headteacher of each of these schools to discuss the results and plan a way forward.

The government is quite clear that it sees the future of school improvement as led by those within schools – ‘system led’ - and there is a variety of ways that we are supporting and developing this in Brighton and Hove Primary Schools:

- 18 Local Leaders of Education have been trained: these are headteachers of local schools, accredited by the National College of School Leadership, who can be deployed to work with schools, and lead and participate in city wide projects
- Several partnerships of schools (including cross phase partnerships) are developing and working together to raise outcomes for pupils
- We invite schools to bid for funds to carry out their own school improvement projects in groups of schools, and this was very well received. We are about to monitor the impact of these projects and review the process. This will determine whether we carry on with this initiative.
- The government is keen to develop ‘Teaching Schools’ which lead professional development across the city and are involved in the training of teachers. The first 100 Teaching Schools have been announced by the DfE and Westdene Primary School has been successful in its application. We are looking to work in partnership with Westdene in this

Action: Standards and Achievement Team

- To review the School Improvement Strategy in light of the changing educational landscape
- To promote partnerships between schools
- To work in partnership with the Teaching School and other clusters and families of schools

3. Secondary and Post 16 Phases

Key Stage 3

There are no longer national tests at the end of Key Stage 3 (Y9), but schools are required to carry out and report teacher assessments against national benchmarks for levels of progress in English, Maths and Science. At KS3 the national expectation is that pupils are performing at least at Level 5 by the end of the Key Stage. Tables for the data for KS3 can be found in the appendices at the end of this report.

Tests results from previous years and the more recent teacher assessments show an improving trend over the last five years. In 2011, 83% of Y9 pupils in Brighton and Hove achieved Level 5 in English, 82% in Maths and 86% in Science. In all three subject areas, the rate of improvement over the last six years has been faster than that for England and statistical neighbour averages. While in 2006 the KS3 figures for Brighton and Hove were below those of these comparators, by 2011 they were higher than the comparators in all three subject areas.

Data are also collected relating to 'narrowing the gap' measures i.e. the gap between boys' and girls' achievement, between those eligible for free school meals and those who are not, and those who have special educational needs (SEN) and those who do not. 'Narrowing the gap' data for KS3 English,

In 2011, slightly more girls achieved Level 5 than boys in science, and slightly more boys than girls achieved Level 5 in maths. In English, 13% more girls achieved this level than boys. On all the FSM and SEN measures, there is a quite significant narrowing of the gap since 2007, with the exception of the FSM group in maths.

At Key Stage 3 the percentages of pupils with SEN gaining Level 5+ in English, mathematics and science all showed good improvement and attainment gaps are narrowing in all three subjects. In English the attainment gap has narrowed by 22% points since 2006 in the context of sustained improvement from 21% gaining Level 5+ in 2006 to 57% in 2011. There has been a significant improvement since 2006 in the proportion of pupils with SEN attaining L5+ in Maths. However, improvement in narrowing the gap with non SEN pupils has been less strong than for English, with the figure for 2011 being only 8% points better than for 2006. There was very strong improvement of 12% points in the proportion of pupils with SEN achieving L5+ at KS3 in Science, building on the very strong trend of improvement in recent years.

Each school and academy analyses closely the data for its own performance, including 'narrowing the gap' measures and down to the level of individual classes in each subject area, and each has improvement plans in place to address specific issues identified. In addition, the Secondary Schools Partnership has agreed a data protocol so that the schools and academies are able to support and challenge each other.

In spite of the good progress that is being made, the Secondary Schools Partnership has recognised that there must continue to be an improvement focus on KS3 teaching and learning, so that the momentum is maintained from the primary phase and pupils are equipped with the key communication, literacy, numeracy and scientific skills which they need to succeed at GCSE and beyond. Improving teaching and learning, through consistent good or outstanding teaching and learning across all schools in the city is a key focus of the Secondary Schools Partnership's Raising Achievement Plan.

Key Stage 4

GCSE performance has been recognised as an area of weakness in the overall provision across the city, and this concern was the main driver for the establishment of the Secondary Schools Commission, and the Raising Achievement Plan of the Secondary Schools Partnership.

Tables for the data for KS4 can be found in section three of this report.

A table showing the data published by the DfE for the GCSE performance in individual schools is included as comparisons with 2010 achievement. This table also includes information about performance on the English Baccalaureate measure (A* - C passes in English, Maths, two sciences, a modern or ancient foreign language, and history or geography). However, this is not yet a reliable measure, as the students concerned would have chosen their GCSE courses before the EBac was introduced. Finally, the table gives information about the proportion of pupils eligible for free school meals.

In 2011, the proportion of students in Brighton and Hove achieving 5+ A* - C including English and Maths improved by 3.5% points to 52.8%. This almost equalled the improvement of the previous year, from a period of very slow improvement in 2006 - 2009. GCSE attainment in Brighton & Hove schools remains below the averages for England (58.4%) and statistical neighbours (55.8%). While the gap between the Brighton and Hove schools' average and the statistical neighbours' average decreased from -4.2 % points in 2010 to -3.0 % points in 2011, the gap with the England average increased from -4.4 % points in 2010 to -5.6 % points in 2011.

The secondary schools have together agreed a target that overall Brighton and Hove performance on the 5+ A* – C grades including English and maths measure should be in the top quartile of our statistical neighbours by 2014. To achieve this, further improvement will be required over the next three years to at least 62% achieving 5+ A* – C grades including English and maths.

The DfE set the following floor standards for KS4:

- 35% of pupils achieving 5+ A* - C grades including English and Maths
- OR
- Achieving at least the national median figure for three levels of progress in English and maths between KS2 and KS4

The national median figure for English was 71% and for maths 63%.

None of the Brighton & Hove secondary schools was below the floor standard, as all schools had more than 35% of pupils achieving 5+ A* - C grades, including English and maths. However, only two schools also achieved the national median for both English and maths i.e. achieving the floor standard on all three measures. Two other schools achieved the national median figure for progress in Maths, and seven out of nine schools failed to achieve the national median for progress in English.

Across the city, 64% of pupils (7% points short of the national median) achieved three levels of progress in English and 59.3% (3.7% points short of the national median) in maths. Statistical neighbours' scores were also below these standards, although higher than Brighton and Hove, and the England score was slightly above the standard.

In English, the Brighton and Hove figure for three levels of progress was lower than in 2010, but 2.5% points above the 2009 figure. In Maths, there was a 3.1% points improvement, following on from a 4.5% points improvement in 2010. Overall, then, there is a trend of improvement in English and Maths, but further improvement is needed if the Brighton and Hove schools together are to achieve the targets they have set themselves of being in the upper quartile of statistical neighbours' achievement.

There was a marked improvement in the attainment of SEN pupils in 2011, continuing the broad trend of improvement in the previous five years. As a result, the gap narrowed in 2010/11, but remains broadly as it had been in the period 2006 - 2009. The SEN gap in B&H was narrower than that of statistical neighbour and England averages.

The National average for Children in Care achieving 5 GCSEs, A* - C including English and Maths is 13.2%. Outcomes at the end of KS4 in Brighton and Hove improved

significantly last year (from 5% in 2010 to 19% in 2011) almost 6% above the national average for all Children in Care. We anticipate further improvement in the summer 2012.

Despite improvements the gap between Children in Care and their peers at KS4 remains significant. While similar issues present at KS4 as described at KS2 there are additional factors that impact attainment. These can include disengagement, school and placement instability and greater incidence of risk taking behaviours by young people.

25% of Children in Care have statements of SEN, compared with 2.7% of all children nationally.

Securing improvement in KS3 and KS4

The government has made clear that it expects schools themselves, individually and supporting each other, to be responsible for school improvement. In Brighton & Hove, the secondary schools and academies are responding to this challenge through the formation of the Secondary Schools Partnership. The Partnership is taking collective responsibility for city wide improvement in the secondary sector, and for the educational and personal progress of all 11 – 16 year old learners (and those 16 – 18 year old learners in school sixth forms). The Partnership has agreed a vision for secondary education in the city:

- We are passionately committed to changing students' lives and transforming their futures
- We believe that we have a collective responsibility for all students in the City, not just those in our own schools
- We believe that we are stronger together and can achieve more through joint practice development and partnership for the benefit of every young person in Brighton and Hove
- We, therefore, pledge to lead our schools, our students, our staff and our governors to work together collaboratively to achieve outstanding outcomes for all

The schools and academies have agreed a Raising Achievement Plan (RAP), through which this vision is to be achieved. Resources amounting to around £300,000 have been devolved by the authority to the Partnership in support of the RAP. Most significantly, these resources include staffing, including the Adviser for Secondary Teaching and Learning and funding for part time seconded teachers from schools, and that part of the time of the Behaviour and Attendance Partnership Manager relating to the secondary sector.

The Partnership and the RAP are the key vehicles for securing KS3 and KS4 improvement across the city, alongside the intensive work in each school to drive up achievement. However, local authorities retain statutory duties for ensuring sufficient and high quality education in their area, and have continuing powers to intervene where performance is judged to be inadequate or where the well being of children is at risk.

In Brighton and Hove the new relationship, in which the authority devolves responsibility for quality, performance and development to the secondary schools and academies, and holds them to account for achieving agreed objectives, is expressed through the principle of a Compact, proposed by the Secondary Commission and approved by the

Cabinet, which includes clear, agreed objectives, outcomes and processes by which targets for improvement will be achieved.

Case Study Seven Secondary Schools Partnership Joint Practice Development Day

A key strand in the SSP's Raising Achievement Plan is 'Improving teaching and learning'. On 27 February 2012, there was a city wide closure day, so that all nine secondary schools and academies could participate in a 'Joint Practice Development Day'. Teachers from all nine secondaries conducted action research and led workshops for colleagues focused on the two priority areas identified in the raising attainment plan, effective feedback and student focused activity, within their subject specialisms. Outcomes from the day included action plans for each teacher to develop their practice in one of these areas, which will support and sustain the drive for excellence in teaching and learning in all Brighton & Hove secondary schools and academies .

Key Stage 5

While participation beyond the age of 16 is currently not compulsory, in Brighton and Hove almost 95% of 16 year olds participated in learning in 2010/11. Of these, almost 80% attended one of the three colleges, around 17% attended school sixth forms, and around 5% were in work based learning or apprenticeships.

All three colleges (BHASVIC, City College and Varndean College) are high performing, recognised as 'good with outstanding features' by Ofsted, and in the top 10% of value added achievement nationally among like colleges. These high standards were maintained in 2011 examination results

Performance in the school sixth forms has historically been more variable. In terms of 'points per entry' at A level, Cardinal Newman sixth form is close to the levels achieved by the sixth form colleges, whereas the achievement of the other three established sixth forms has in recent years been on average around one A level grade lower. In 2011, there was some improvement in average A level point scores at Blatchington Mill and Hove Park, but there was a very small decline in these scores at Portslade Community College

Blatchington Mill, Hove Park, PACA and the new sixth form at BACA have recognised the need to secure improved achievement and more effective use of resources, especially at a time of increasing funding constraint for 16 – 18 education. They have formed 'Connected School Sixth Forms' (CS6), a collaborative arrangement with the aim of improving and strengthening the school sixth form offer in the city. A joint prospectus for 2012 has been issued, and the four sixth forms are working together on developing protocols on issues such as teaching and learning, monitoring and challenging student performance, support for students, quality assurance and staff development.

Alongside this development, the five schools with sixth forms and the three colleges, with support from the authority, are exploring ways in which they can work together to secure further improvement in the 16 – 18 offer across the city. This collaborative work will require strong commitment from the eight providers if it is to be sustained in the increasingly competitive 16 – 18 environment, driven by national funding changes.

The present government has continued the previous government's policy of encouraging the development of apprenticeships (at Level 2 and Level 3) as an alternative offer for 16 – 18 year old young people. In Brighton and Hove, apprenticeships are offered by a wide range of providers. The largest provider is City College, but other providers include local and national private sector providers, and other local colleges, such as Sussex Downs and Northbrook Colleges. In line with the national priority, the number of young people participating in apprenticeships in the city is increasing and at any one time around 400 16 – 18 year olds are in apprenticeship training.

Two specific issues around the development of apprenticeships are the readiness of young people to begin work and successfully complete an apprenticeship, and the number of employers willing or able to offer a job to young people. In Brighton and Hove, the preponderance of small and medium sized enterprises (SMEs) contributes to this second factor. Steps to address these issues include the development by City College and others of 'pre-apprenticeship' programmes, to equip young people with essential basic and work readiness skills, and the development by the college, in partnership with the City Council and others, of an Apprenticeship Training Association, which will employ apprentices and work with SMEs to secure the work element of their programme.

Not in Employment, Education, or Training (NEET)

Reducing the proportion of 16 – 18 year olds who are NEET is an important development priority both locally and nationally. In Brighton & Hove, there has been a steady reduction in the NEET figure (with only a small increase in 2009/10), from well over 10% in 2006/07 to 7.5% in 2010/11. This is particularly encouraging in view of the challenging economic climate in 2010/11, and the improvement in the 'unknown' figures, which reflects better tracking of young people's progression. In recent years, the NEET figures for Brighton & Hove have been below the national average, but relatively high for the SE. In 2010/11 the Brighton & Hove figure (7.5%) was 2.1% points above the SE figure (5.4%), and 0.85 points below the national figure (8.3%).

Case Study Eight – Governance Strategy and Partnership Meeting

Our termly partnership meeting with governors from across the city has provided an excellent opportunity to engage with a wide range of people on local and national key issues for education and schools.

The meetings are attended by approximately 100 governors and led by senior officers from the local authority. Terry Parkin Director for People and Sue Shanks Lead Member are also invited to attend and contribute. The meetings discuss a wide range of issues which over the last year have covered school standards in Brighton & Hove, new Ofsted framework, school places and funding, SEN provision, the Teaching School and Learning Partnership.

These meetings enable the local authority to consult and debate with governors on some of the key areas that affect children and young people and help us to find ways together to make a significant difference in our schools.

4. Special Schools

In evaluating the standards achieved by special schools, the emphasis nationally and in Ofsted inspections is on measuring the progress made by pupils from their particular starting points rather than percentages reaching national benchmarks for attainment. This is because for many pupils in special schools, their severe and complex learning difficulties mean that their skills and abilities fall below the level measured by national tests and GCSE examinations and will need to be assessed using 'p scales', early National Curriculum levels and a range of alternative accreditations. Where pupils' ability is such that they can access national tests and examinations, they are still likely to have fallen well behind other pupils of similar age as a result of complex special needs, disrupted schooling and/or difficult life and family circumstances.

In this context, the most recent Ofsted inspections for the six special schools in the LA have found overall effectiveness to be 'good' in three schools and 'outstanding' in the other three. These judgments include an assessment of outcomes for individual pupils and groups of pupils.

Downs Park School is the most recently inspected special school and the only special school to date to have been inspected under the new framework. Ofsted judged the overall effectiveness of the school to be 'good' in January 2012, improving on its previous 'satisfactory' judgment, and commented: 'Pupils make good progress overall, and some make outstanding progress, through the P levels and the early levels of the National Curriculum.'

Additionally all special schools have been working with a school improvement partner on improving their assessment, tracking and target setting systems. This is to ensure that they are increasingly ambitious for their pupils and that all pupils are doing as well as they can, not only academically but also in terms of life and social skills and the skills to enable young people to live as independently as possible as adults.

Special schools in Brighton and Hove have been developing a definition of 'good' and 'outstanding' progress in their particular contexts and the work of the Federation of special schools (Patcham House, Cedar Centre and Downs Park) has been of a very high standard in this area.

5. Attendance and Exclusions

Attendance

The data shows that both overall and persistent absence at primary level in Brighton & Hove continues to be below the national average (0.6% and 0.4% respectively below). At secondary level we continue to have higher levels of absence for both overall and persistent absence compared to the national average (0.5% and 1.5% respectively above).

Latest figures show that while 184,000 pupils miss 20 per cent of lessons, more than 430,000 pupils miss 15 per cent of lessons a year – the equivalent of having a month off school a year.

Persistent absence is a serious problem for pupils. Much of the work children miss when they are off school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:

Of pupils who miss more than 50 per cent of school, only three per cent manage to achieve five A* to Cs including English and maths.

Of pupils who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A* to C GCSEs including English and maths.

Of pupils who miss less than five per cent of school, 73 per cent achieve five A* to Cs including English and maths.

Ofsted will continue to take into account the number of pupils over the 'persistently absent' threshold when looking at a school's performance on attendance. They will explore ways of taking this new threshold into account in the 2012 framework

With the recent decision to delete the Education Welfare Officer (EWO) posts, work previously undertaken by these officers has now been transferred to schools. Our secondary schools have chosen a number of options to address this with some employing their own EWO whilst others are using current staff to undertake this important role. Primary schools are consulting with the local authority on how they can undertake these duties to continue to improve attendance.

Attendance at school and access to appropriate education is key if children are to achieve their full potential. The Access to Education Team, on behalf of the local authority, will continue to undertake the LA statutory duties in relation to school attendance and monitor school attendance across the city including school's compliance of the range of legislative acts that relate to school attendance. The team will provide advice and guidance on good practice identifying areas needing further development.

In order to ensure the work undertaken by schools is consistent and that appropriate strategies and interventions are put in place to improve attendance the Access to Education will be consulting with all schools to look at ways in which we can work together to achieve this.

Exclusions

Permanent Exclusions

There were 15 permanent exclusions from Brighton & Hove schools in 2010/11. This is a considerable increase from the previous three years. For the first time since 2007/08 the total includes 3 permanent exclusions from Primary Schools. This is 0.05% of the school population compared with 0.08% nationally.

Fixed Term Exclusions

According to the preliminary data there were 2,106 fixed period exclusions which is 7.1% of the school population. This remains high when compared with 4.89% for the South East and 4.46% nationally. It should be noted that the preliminary data is missing returns from 3 secondary schools so the validated figures later in the year are expected to show

a year on year increase. Fixed period exclusions have fluctuated slightly over the last seven academic years between 2100 and 2500 incidents. During the last three years there have been a number of changes in data collection and analysis which have improved the reporting and accuracy of the data.

The lengths of fixed period exclusions have remained low with an average of 2.2 days lost per exclusion in secondary schools and 1.7 days lost in primary schools in 2010/11, well below the national averages of 2.5 days in secondary and 2.1 days lost in primary.

The most common reason for exclusion remains persistent disruptive behaviour in 31% of all fixed period exclusions followed by verbal abuse of an adult at 25%. There has been a doubling in the number of incidents coded as other which indicates an incident not covered by the 11 codes available.

There has been a 10% reduction in the number of fixed period exclusions of pupils with a statement of SEN.

In 73% of cases where a pupil with a statement of SEN is excluded for a fixed period, their statement is for behavioural, emotional and social difficulty (BESD). As shown in figure 9 the next three largest categories are Specific Learning Difficulties at 11% and Speech Language and Communication at 8% and Autistic Spectrum Disorder at 4%.

Children in Care

There were 96 incidents involving children in the care of the local authority which is a 29% decrease from 131 in 2008/09. These incidents involved 30 individual young people who lost a total of 225 days.

Children eligible for Free School Meals

Children eligible for Free School Meals made up 17% of the school population but account for 46% of exclusion incidents. Nationally those eligible account for 37% of exclusions.

Of the 15 pupils permanently excluded 8 were eligible for free school meals at the time of exclusion. This is 53% compared with 41% nationally.

Ethnicity

City wide, minority ethnic pupils make up 16% of the school population and account for 11 % of fixed period exclusions. There is considerable variation in this data at school level which is particularly noticeable in schools with very low numbers of incidents.

Gender

Of the 15 permanent exclusions in Brighton & Hove 8 were of boys and 7 of girls. Nationally the permanent exclusion figures are 77% for boys and 22% for girls. Bearing in mind that the actual numbers are small this is a notable increase from just one girl in the previous year and also at 46% of permanent exclusions a difference from the national picture.

City wide, boys received 72% of fixed term exclusions and girls 28% compared with nationally 75% for boys and 25% for girls.

PERFORMANCE INDICATOR REPORT CARD

NI 92 Foundation Stage - Narrowing the Gap

A low number is good

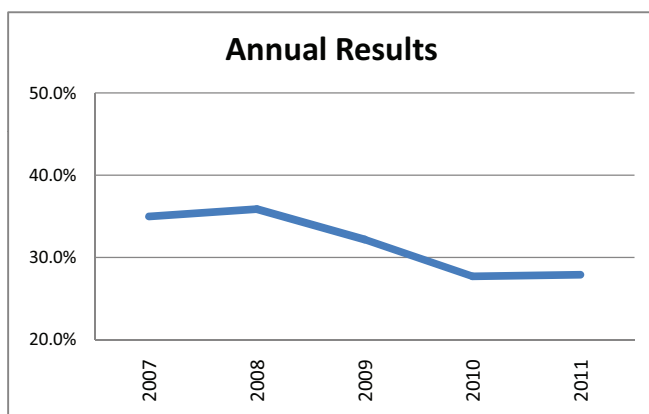
Direction of Travel	Same
RAG Status	Green

Number/percent	Percentage
Data Source	KEYPAS
Frequency	Annual
Short Definition	Narrowing the gap between lowest achieving 20% of pupils & the rest

Outcome	4 Children and young people do well at school
Sub-outcome	4.5 Gap for disadvantaged groups is improved
Service level outcome	Lowest achieving children do better at FSP stage
Delivery unit	Schools, Skills and Learning
Service unit	Schools
Lead Officer	Mary Ellinger
Lead Analyst	Katherine Eastland

Annual Results

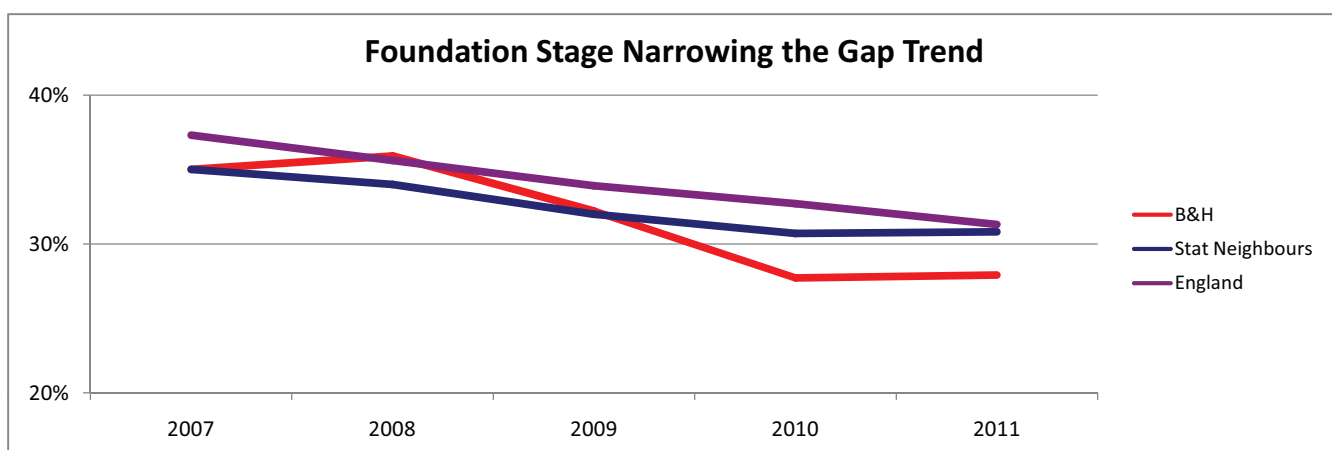
Results	2007	2008	2009	2010	2011						
B&H	35.0%	35.9%	32.2%	27.7%	27.9%						
Pupils in cohort			2545	2581	2656						



Commentary:

In 2010 the target was reached. Performance against comparators is good as illustrated in the graph (low is good). In 2011, there were 75 more pupils at the end of the EYFSP key stage than last year. We have seen a stabilising in the scores in each area of learning, with the gap slightly moving up by 0.2%. We are achieving better than statistical neighbours and nationally.

Results	2007	2008	2009	2010	2011				
B&H	35.0%	35.9%	32.2%	27.7%	27.9%				
Target	30.9%	28.4%	28.3%	27.9%					
Stat Neighbours	35.0%	34.0%	32.0%	30.7%	30.8%				
England	37.3%	35.6%	33.9%	32.7%	31.3%				



PERFORMANCE INDICATOR REPORT CARD

Early Years Foundation Stage - % Achieving a good score

A low number is good

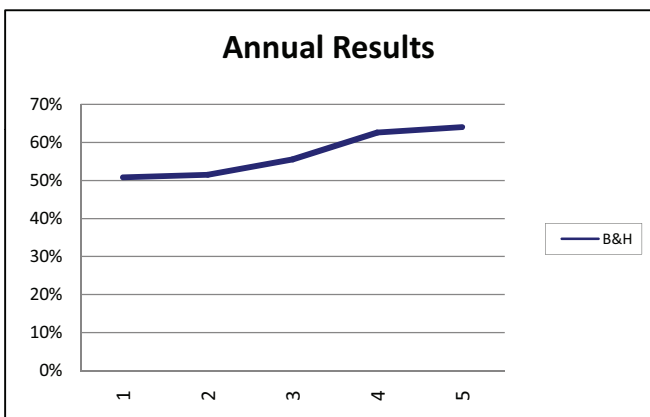
Direction of Travel	Better
RAG Status	Green

Number/percent	Percentage
Data Source	KEYPAS
Frequency	Annual
Short Definition	At least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy

Outcome	4 Children and young people do well at school
Sub-outcome	4.1 Children are ready for school
Service level outcome	Lowest achieving children do better at EYFSP stage
Delivery unit	Schools, Skills and Learning
Service unit	Schools
Lead Officer	Mary Ellinger
Lead Analyst	Katherine Eastland

Annual Results

Results	2007	2008	2009	2010	2011							
B&H	50.8%	51.5%	55.5%	62.6%	64.0%							
Pupils in cohort	2400	2488	2545	2581	2656							

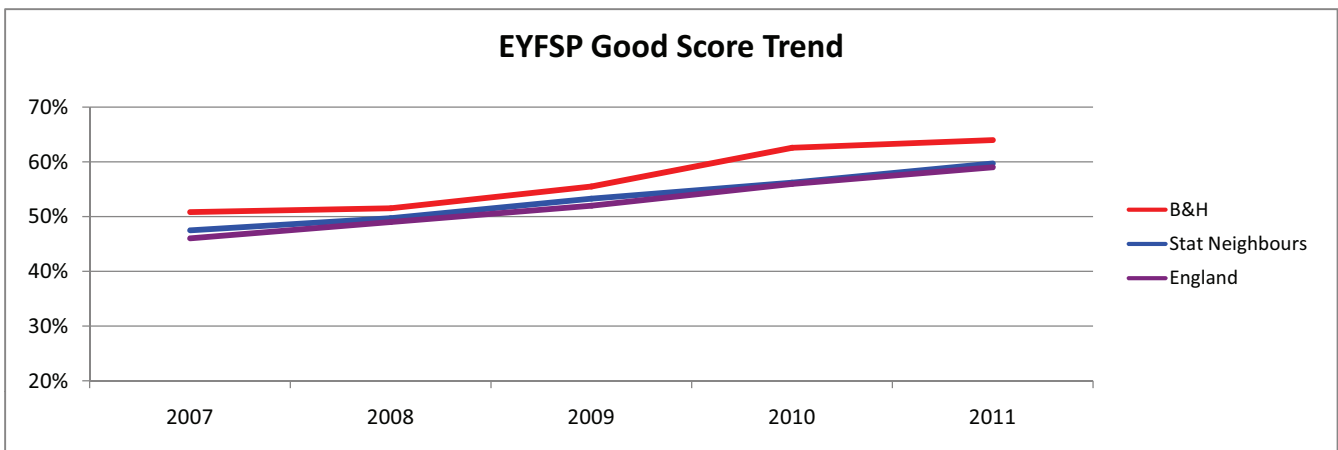


Commentary:

In 2011 standards rose 1.4% and the data shows year on year increase. We are 5% above national performance and 4.3% above our statistical neighbours.

Annual Results

Results	2007	2008	2009	2010	2011						
B&H	50.8%	51.5%	55.5%	62.6%	64.0%						
Stat Neighbours	47.5%	49.7%	53.3%	56.2%	59.7%						
England	46.0%	49.0%	52.0%	56.0%	59.0%						



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Reading Level 2+ (FSM gap)

A low number is good

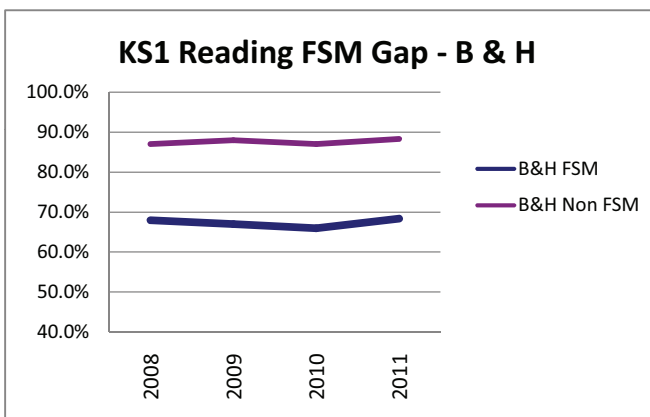
Direction of Travel	Better
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Reading at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2008	2009	2010	2011							
B&H FSM	68.0%	67.0%	66.0%	68.4%							
B&H Non FSM	87.0%	88.0%	87.0%	88.3%							
B&H Gap	19.0%	21.0%	21.0%	19.9%							

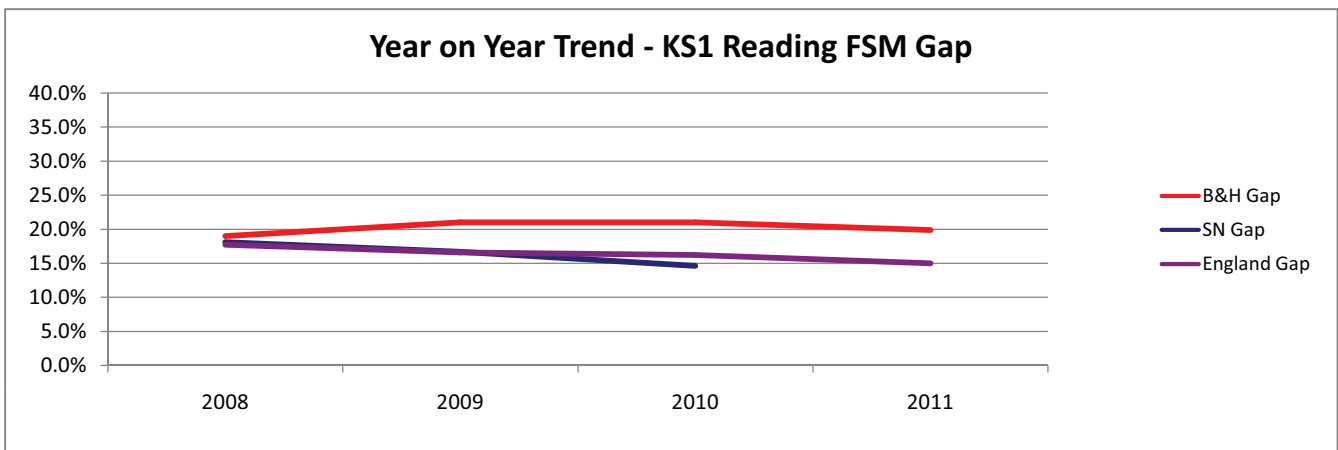


Commentary:

The gap has narrowed 1% since 2010, however this is a priority focus as the gap is wide in Brighton than nationally.

Year Trend Data and Targets

Results	2008	2009	2010	2011				
B&H Gap	19.0%	21.0%	21.0%	19.9%				
SN Gap	18.1%	16.7%	14.6%					
England Gap	17.7%	16.6%	16.2%	15.0%				



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Writing Level 2+ (FSM Gap)

A low number is good

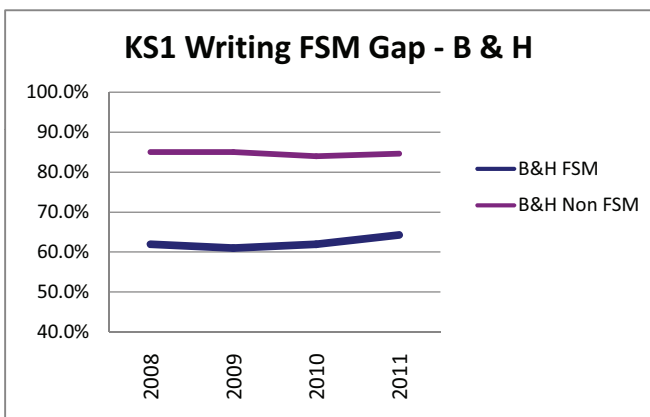
Direction of Travel	Better
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Writing at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2008	2009	2010	2011								
B&H FSM	62.0%	61.0%	62.0%	64.3%								
B&H Non FSM	85.0%	85.0%	84.0%	84.6%								
B&H Gap	23.0%	24.0%	22.0%	20.3%								

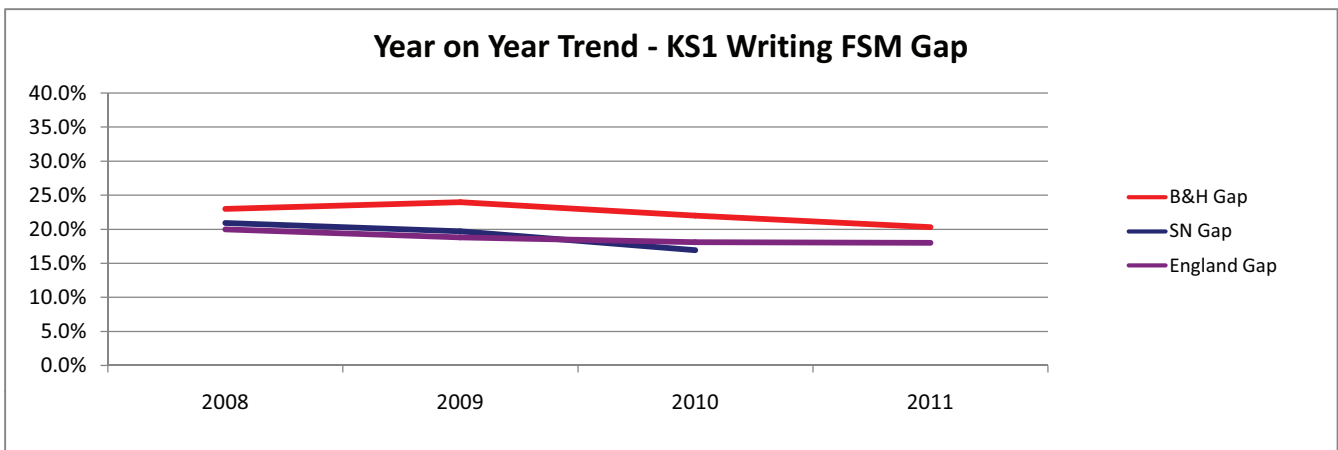


Commentary:

There is a narrowing of the gap over the last two years, however we are still below the national gap.

Year Trend Data and Targets

Results	2008	2009	2010	2011					
B&H Gap	23.0%	24.0%	22.0%	20.3%					
SN Gap	20.9%	19.7%	16.9%						
England Gap	20.0%	18.8%	18.1%	18.0%					



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Maths Level 2+ (FSM Gap)

A low number is good

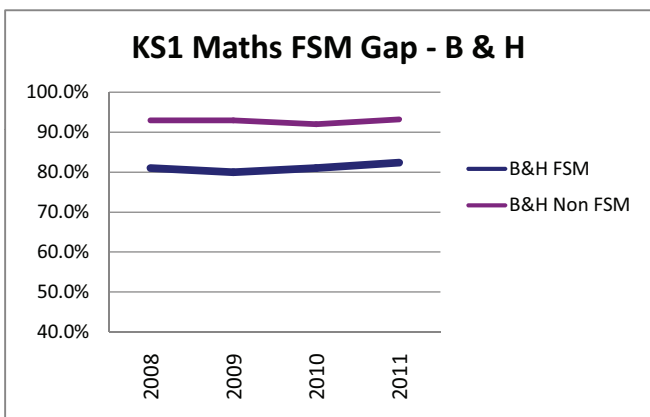
Direction of Travel	Better
RAG Status	Amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Maths at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2008	2009	2010	2011								
B&H FSM	81.0%	80.0%	81.0%	82.4%								
B&H Non FSM	93.0%	93.0%	92.0%	93.2%								
B&H Gap	12.0%	13.0%	11.0%	10.8%								

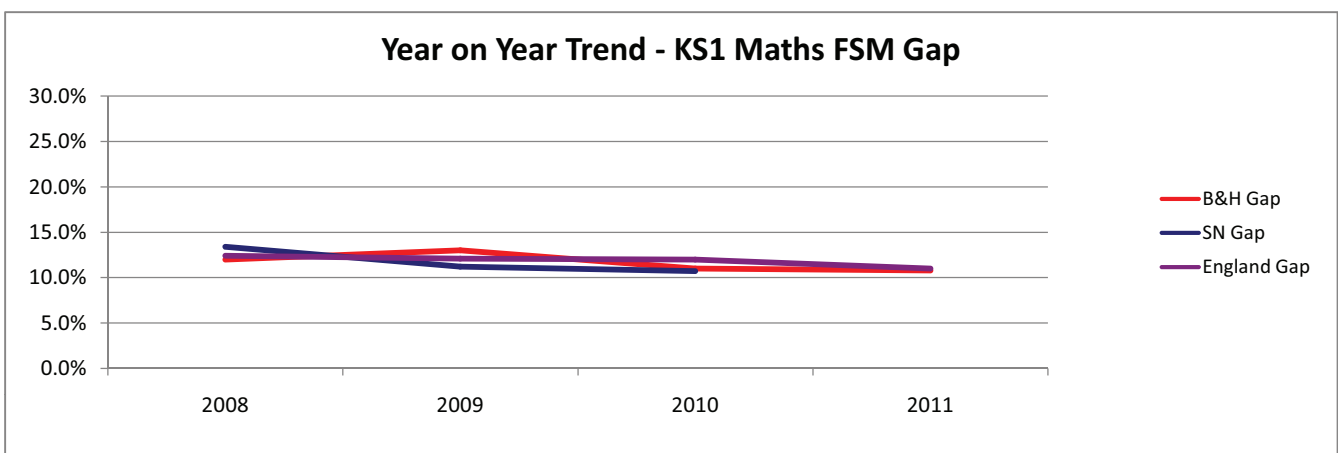


Commentary:

This gap has shown a narrowing over the last four years, and is in line with national performance.

Year Trend Data and Targets

Results	2008	2009	2010	2011				
B&H Gap	12.0%	13.0%	11.0%	10.8%				
SN Gap	13.4%	11.2%	10.7%					
England Gap	12.4%	12.1%	12.0%	11.0%				



PERFORMANCE INDICATOR REPORT CARD

Key Stage 2 Level 4+

A low number is good

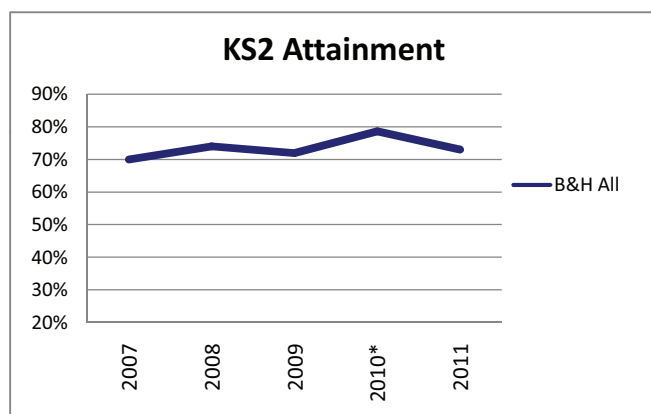
Direction of Travel		Difficult as comparing TA to Test Data
RAG Status	Amber	

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2007	2008	2009	2010*	2011						
B&H All	70%	74%	72%	79%	73%						

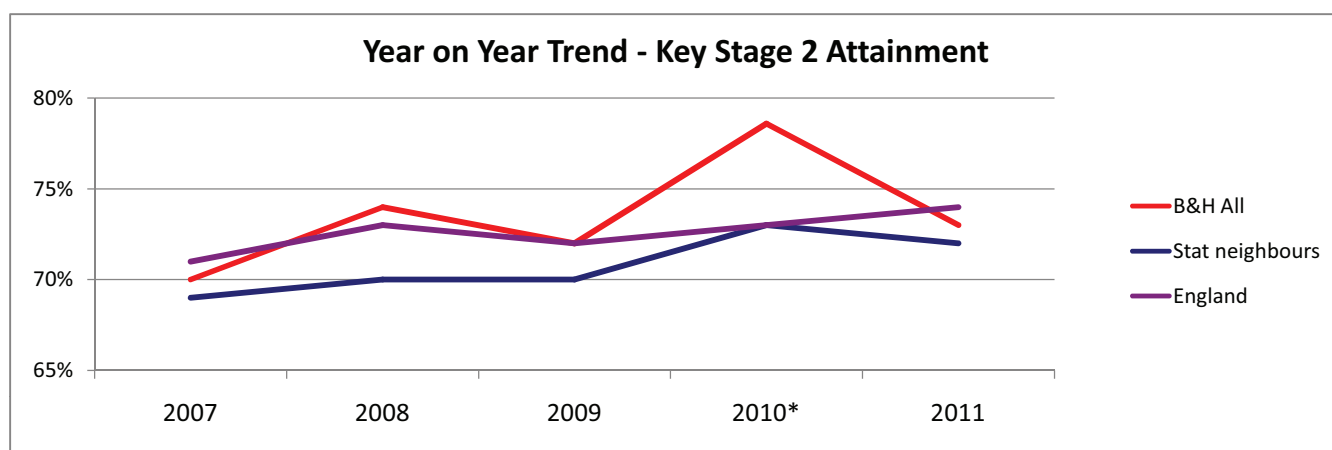


Commentary:
 *No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.

There was a 1% rise from 2009/10 but 1% less than the best year ever, which was 2008. This is below national but above our statistical neighbours.

Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011				
B&H All	70%	74%	72%	79%	73%				
Stat neighbours	69%	70%	70%	73%	72%				
England	71%	73%	72%	73%	74%				



PERFORMANCE INDICATOR REPORT CARD

Key Stage 2 Level 4+ (Gap in attainment for SEN pupils)

A low number is good

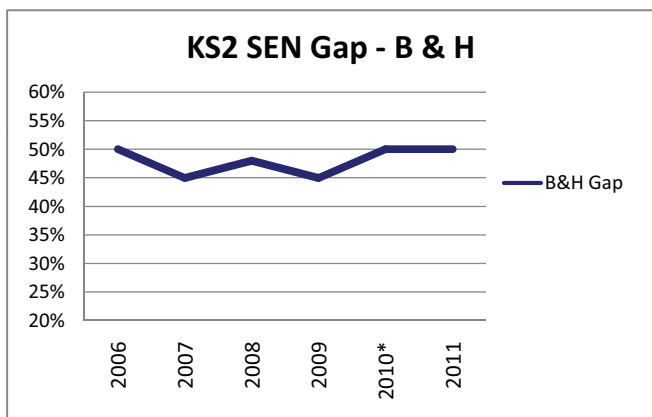
Direction of Travel	Same
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	SEN to Non-SEN gap in % attaining level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2006	2007	2008	2009	2010*	2011						
B&H SEN	36%	41%	42%	43%	43%	37%						
B&H Non SEN	86%	86%	90%	88%	93%	87%						
B&H Gap	50%	45%	48%	45%	50%	50%						

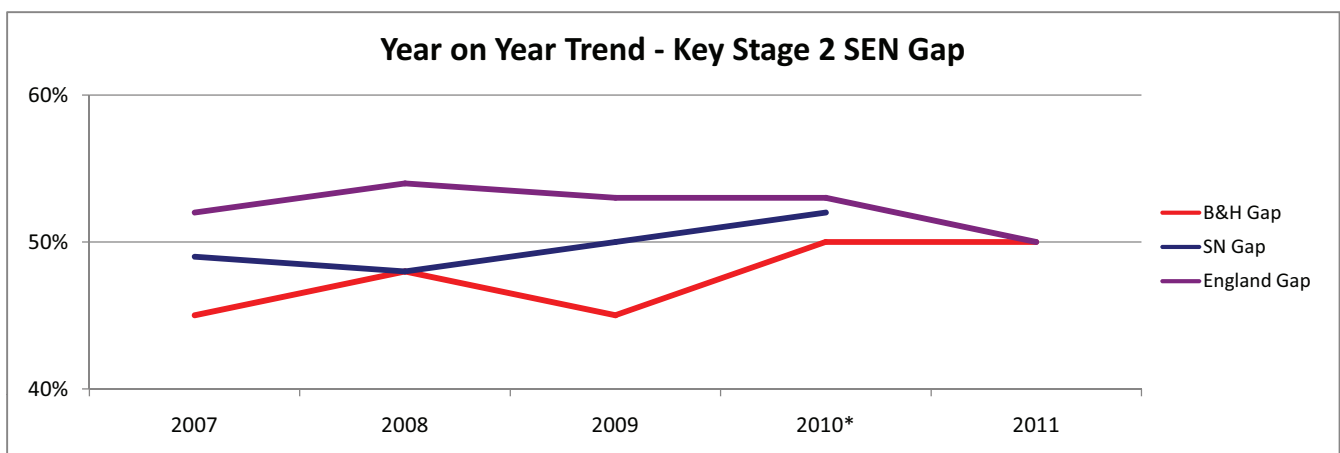


Commentary:
 *No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.
 N.B. Gap same but all pupil performance lower

The gap is the same as national performance, however it is wide and this is a priority area.

Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011				
B&H Gap	45%	48%	45%	50%	50%				
SN Gap	49%	48%	50%	52%	50%				
England Gap	52%	54%	53%	53%	50%				



PERFORMANCE INDICATOR REPORT CARD

Key Stage 2 Level 4+ (Gap in attainment for Free School Meals pupils)

A low number is good

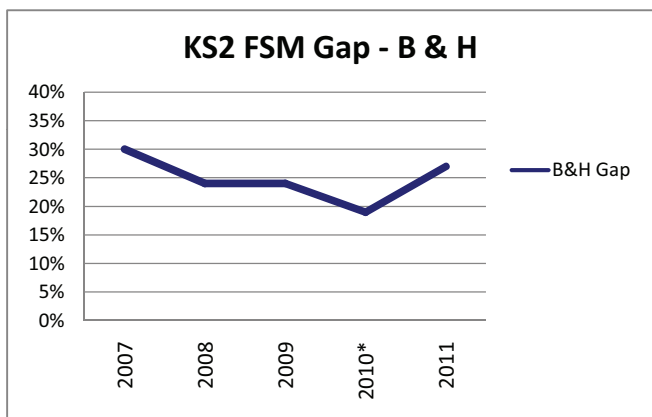
Direction of Travel	Worse
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM to Non-FSM gap in % attaining level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2007	2008	2009	2010*	2011						
B&H FSM	46%	55%	52%	63%	51%						
B&H Non FSM	76%	79%	76%	82%	78%						
B&H Gap	30%	24%	24%	19%	27%						



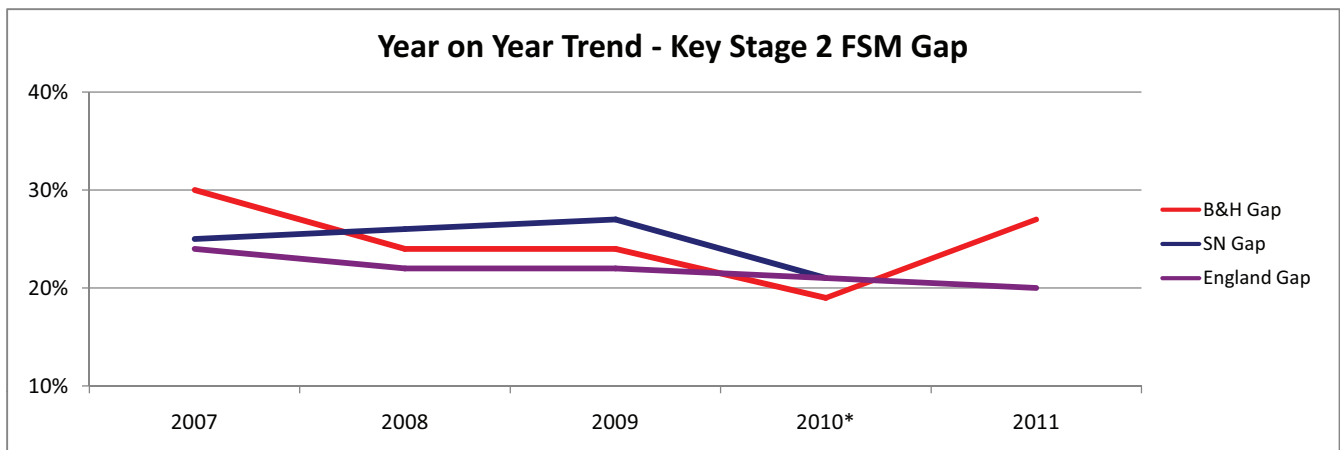
Commentary:
 *No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.

The gap has widened because the performance of pupils with a Free School Meals indicator has fallen and the performance of pupils without a Free School Meals indicator has risen.

More detailed analysis reveals that some individual schools show a very different picture to the Local Authority figure, with a range of performance gaps.

Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011				
B&H Gap	30%	24%	24%	19%	27%				
SN Gap	25%	26%	27%	21%	20%				
England Gap	24%	22%	22%	21%	20%				



Key Stage Three

Key Stage 3 assessments in English, Maths and Science

These tables show achievement in Brighton and Hove secondary schools in KS3 assessments for English, Maths and Science, and comparisons with statistical neighbour and England averages.

English

Results	2006	2007	2008	2009	2010	2011
B&H Result	66%	74%	72%	76%	81%	83%
Stat neighbours	71%	74%	75%	75%	77%	80%
England	73%	74%	76%	78%	79%	82%

Maths

Results	2006	2007	2008	2009	2010	2011
B&H Result	71%	80%	75%	80%	77%	82%
Stat neighbours	75%	78%	78%	77%	78%	80%
England	77%	79%	79%	79%	80%	81%

Science

Results	2006	2007	2008	2009	2010	2011
B&H Result	66%	77%	76%	76%	81%	86%
Stat neighbours	70%	75%	75%	75%	79%	81%
England	72%	75%	77%	78%	80%	83%

Key Stage 3 assessments in English, Maths and Science - 'Narrowing the gap' between boys' and girls' achievement

These tables show the differences in boys' and girls' achievement in KS3 assessments for English, Maths and Science, and comparisons with statistical neighbour and England averages.

English

Results	2006	2007	2008	2009	2010	2011
B&H Gender Gap	14%	16%	13%	10%	12%	13%
SN Gender Gap	15%	15%	14%	15%	14%	13%
England Gender Gap	17%	13%	13%	13%	13%	12%

Maths

Results	2006	2007	2008	2009	2010	2011
B&H Gender Gap	-6%	2%	0%	-1%	3%	-1%
SN Gender Gap	1%	3%	2%	2%	3%	4%
England Gender Gap	1%	1%	1%	1%	1%	2%

Science

Results	2006	2007	2008	2009	2010	2011
B&H Gender Gap	-5%	2%	2%	2%	5%	1%
SN Gender Gap	1%	4%	5%	3%	3%	5%
England Gender Gap	1%	3%	3%	2%	3%	4%

Note: Positive figures indicate girls' achievement was better than boys'. Negative figures indicate boys' achievement was better than girls'.

Key Stage 3 assessments in English, Maths and Science - 'Narrowing the gap' between those entitled to receive free school meals and those who are not

These tables show the differences in KS3 tests/assessments between the achievement of those pupils in Brighton & Hove who are entitled to receive free school meals and those who are not. Comparisons with statistical neighbour and England averages are not yet available.

English

Results	2006	2007	2008	2009	2010	2011
B&H FSM	42%	43%	46%	58%	63%	64%
B&H Non FSM	71%	70%	78%	80%	86%	87%
B&H FSM Gap	29%	28%	32%	22%	23%	23%

Maths

Results	2006	2007	2008	2009	2010	2011
B&H FSM	50%	55%	51%	64%	57%	63%
B&H Non FSM	75%	76%	77%	82%	81%	86%
B&H FSM Gap	25%	21%	27%	18%	24%	23%

Science

Results	2006	2007	2008	2009	2010	2011
B&H FSM	43%	46%	41%	59%	63%	71%
B&H Non FSM	70%	72%	73%	80%	85%	90%
B&H FSM Gap	27%	27%	33%	21%	22%	19%

Key Stage 3 assessments in English, Maths and Science - ‘Narrowing the gap’ between those with special educational needs and all other pupils

These tables show the achievement of those pupils with SEN (including School Action and School Action Plus) and all other pupils. Comparisons with statistical neighbour and England averages are not yet available.

English

Results	2006*	2007	2008	2009	2010	2011*
B&H SEN	21%	28%	34%	39%	51%	57%
B&H Non SEN	80%	78%	85%	88%	92%	93%
B&H SEN Gap	59%	51%	51%	49%	41%	37%

Maths

Results	2006*	2007	2008	2009	2010	2011*
B&H SEN	31%	39%	37%	51%	44%	53%
B&H Non SEN	80%	83%	84%	88%	88%	93%
B&H SEN Gap	49%	44%	48%	37%	45%	41%

Science

Results	2006*	2007	2008	2009	2010	2011*
B&H SEN	25%	34%	32%	47%	52%	64%
B&H Non SEN	78%	81%	80%	86%	91%	95%
B&H SEN Gap	53%	46%	48%	39%	39%	30%

PERFORMANCE INDICATOR REPORT CARD

% 5+ A*-C GCSE including English & Maths

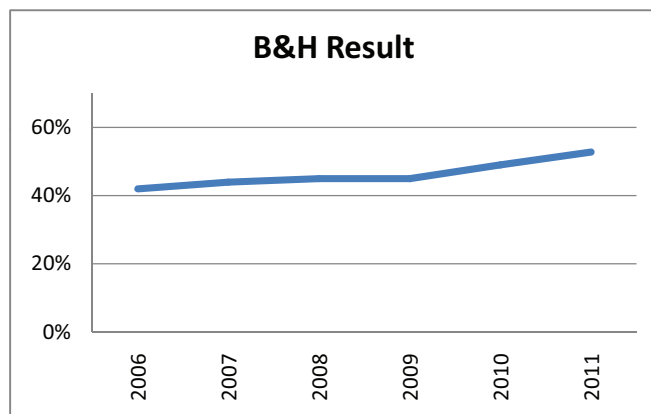
Direction of Travel	Better
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	The percentage of learners achieving 5+ A* to C grades at GCSE including English & Maths.

Outcome	Children and young people do well at school
Sub-outcome	More young people achieve good GCSEs
Service level outcome	N/A
Delivery unit	Learning and Partnership
Service unit	N/A
Lead Officer	Michael Nix
Lead Analyst	Daniel Elliott

Current Performance

Results	2006	2007	2008	2009	2010	2011						
B&H Result	42%	44%	45%	45%	49%	53%						
B&H cohort	2330	2310	2340	2289	2369	2324						



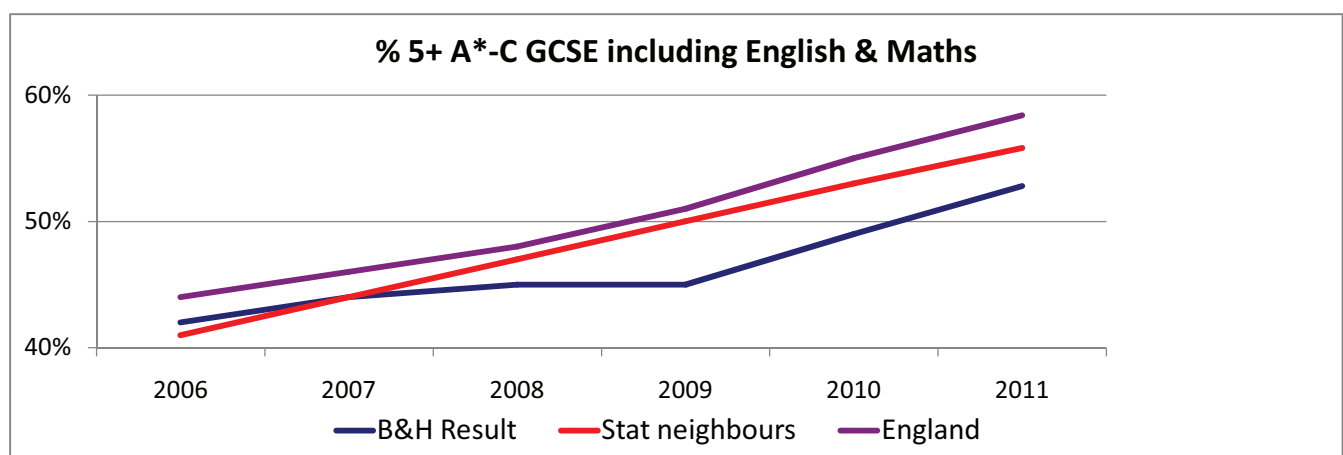
Commentary:

The 2011 improvement by 4% points maintained the improvement of the previous year, from a period of very slow improvement in 2006 - 2009. Whilst results have improved significantly since 2009, the gap between Brighton and Hove and statistical neighbours / England has not narrowed appreciably.

The secondary schools have together agreed a target that overall B&H performance on this measure should be in the top quartile of our statistical neighbours by 2014. This is expected to require further improvement over the next three years to the region of 62-65%.

Published Trend Data and Targets

Results	2006	2007	2008	2009	2010	2011		
B&H Result	42%	44%	45%	45%	49%	53%		
B&H Target		45%	45%	48%	51%	56%		
Stat neighbours	41%	44%	47%	50%	53%	56%		
England	44%	46%	48%	51%	55%	58%		



PERFORMANCE INDICATOR REPORT CARD

Learners with Special Educational Needs Gap % 5+ A*-C GCSE including English & Maths

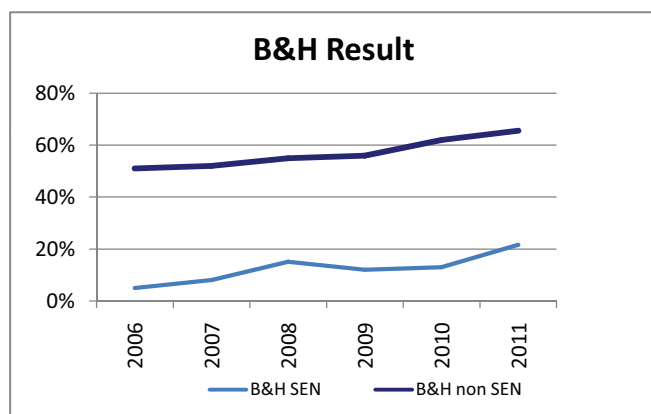
Direction of Travel	Worse
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Special Educational Needs gap in percentage attaining 5+ A* to C grades in GCSEs including English at Maths.

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Learning and Partnership
Service unit	N/A
Lead Officer	Michael Nix
Lead Analyst	Daniel Elliott

Current Performance

Results	2006	2007	2008	2009	2010	2011						
B&H SEN	5%	8%	15%	12%	13%	22%						
B&H non SEN	51%	52%	55%	56%	62%	66%						
B&H SEN cohort		454	560	572	649	690						
B&H Non SEN cohort		1850	1778	1717	1718	1632						

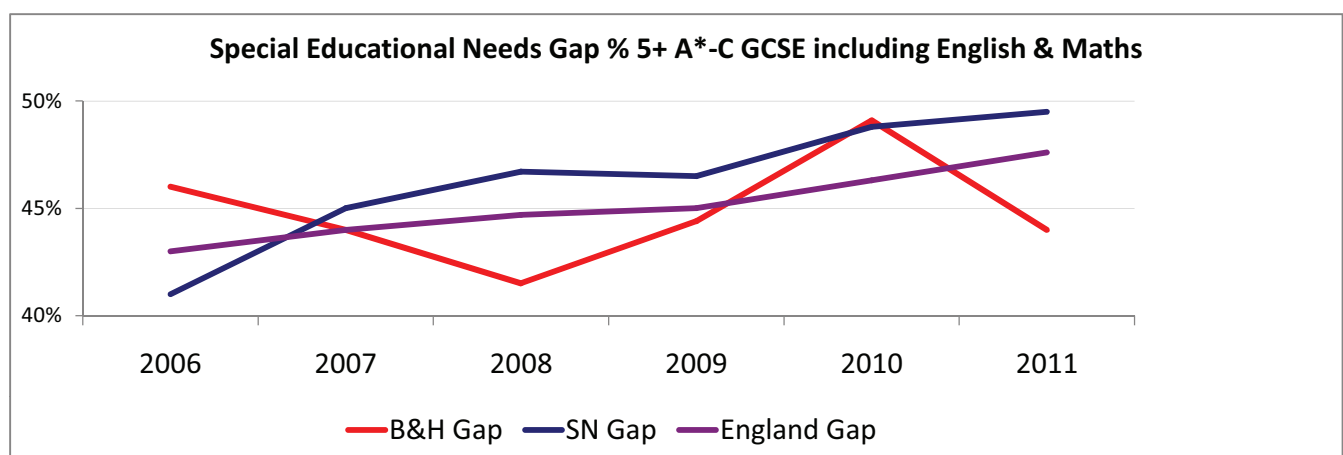


Commentary:

There was a marked improvement in the attainment of SEN pupils in 2011, continuing the broad trend of improvement in the previous five years. As a result, the gap narrowed in 2010/11, but remains broadly as it had been in the period 2006 - 2009. The SEN gap in B&H was narrower than that of statistical neighbour and England averages.

Published Trend Data and Targets

Results	2006	2007	2008	2009	2010	2011			
B&H Gap	46%	44%	42%	44%	49%	44%			
SN Gap	41%	45%	47%	47%	49%	50%			
England Gap	43%	44%	45%	45%	46%	48%			



PERFORMANCE INDICATOR REPORT CARD

Learners eligible for Free School Meals Gap % 5+ A*-C GCSE including English & Maths

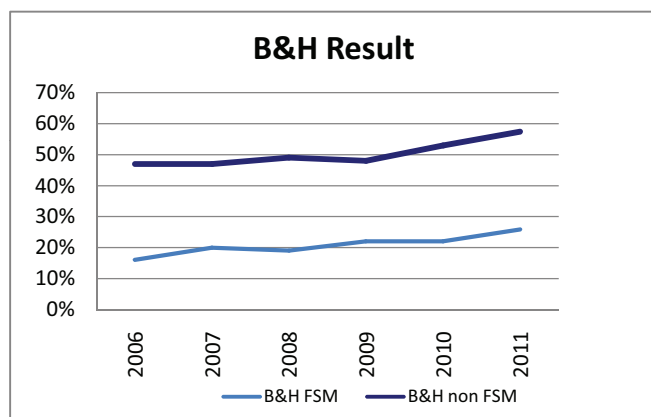
Direction of Travel	Worse
RAG Status	Amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Learners eligible for Free School Meals gap in percentage attaining 5+ A* to C grades in GCSEs including English at Maths

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Learning and Partnership
Service unit	N/A
Lead Officer	Michael Nix
Lead Analyst	Daniel Elliott

Current Performance

Results	2006	2007	2008	2009	2010	2011						
B&H FSM	16%	20%	19%	22%	22%	26%						
B&H non FSM	47%	47%	49%	48%	53%	57%						
B&H FSM cohort	358	306	330	334	337	337						
B&H non FSM cohort	1967	1998	2008	1955	2032	1987						

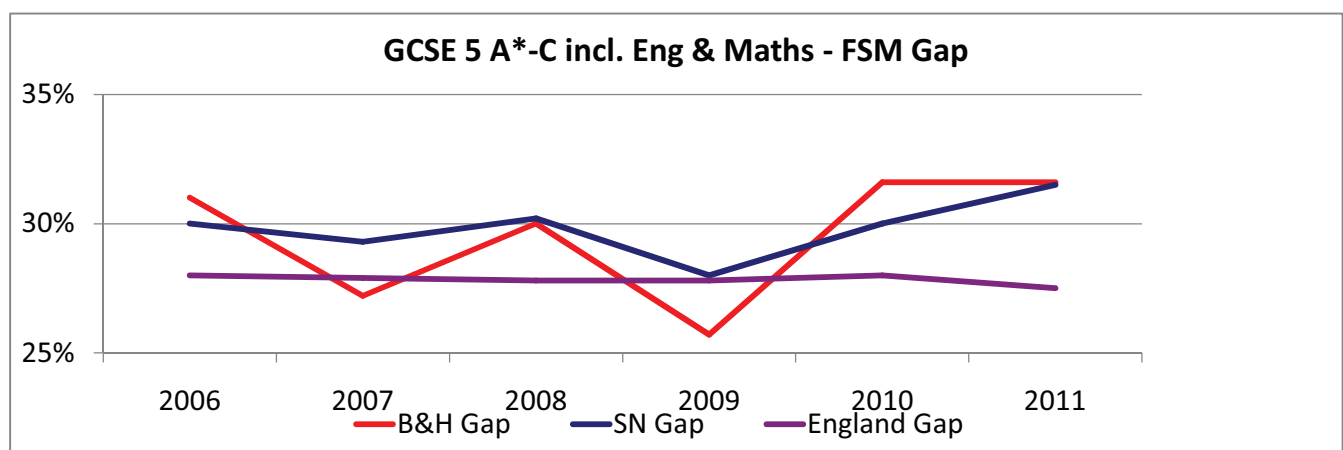


Commentary:

The performance of pupils with FSM improved by 4 points in 2011, the same rate as for pupils without FSM. The gap therefore stayed the same in 2010/11, and there has been no sustained improvement in this measure since 2006. This is also the case for the statistical neighbour and England averages. The gap in Brighton & Hove was the same as that for statistical neighbours and 4 points wider than the England figure.

Published Trend Data and Targets

Results	2006	2007	2008	2009	2010	2011			
B&H Gap	31%	27%	30%	26%	32%	32%			
SN Gap	30%	29%	30%	28%	30%	32%			
England Gap	28%	28%	28%	28%	28%	28%			



PERFORMANCE INDICATOR REPORT CARD

Post-16 Level 2 and above attainment by age 19 free school meal gap

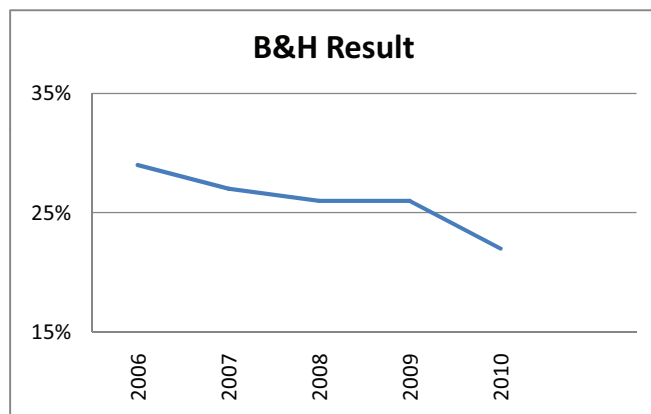
Direction of Travel	Better
RAG Status	Amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Free school meal gap percentage of learners with level 2 or above attainment by age 19. Level 2 is 5+ GCSEs at A*-C or equivalent full Vocational Related Qualifications.

Outcome	Children and young people do well at school
Sub-outcome	
Service level outcome	N/A
Delivery unit	Learning and Partnership
Service unit	N/A
Lead Officer	Michael Nix
Lead Analyst	Daniel Elliott

Current Performance

Results	2006	2007	2008	2009	2010							
B&H Result	29%	27%	26%	26%	22%							



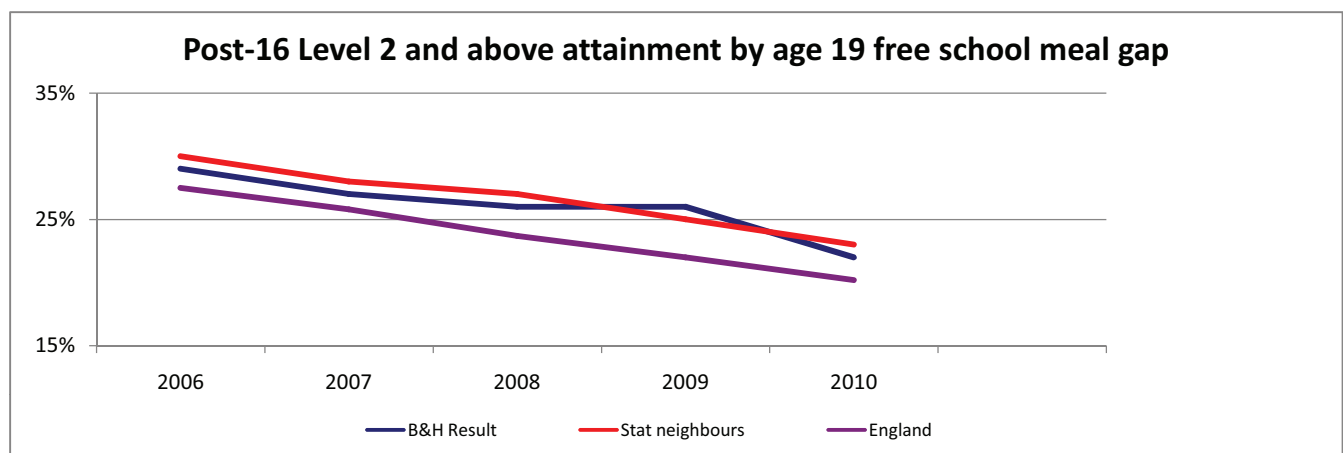
Commentary:

In the period 2006 - 2010, there was an improving trend in the gap between those previously with FSM achieving Level 2 at 19 and those who had been without FSM. The trend over this period in the statistical neighbour and England averages was very similar to that in Brighton & Hove. The city gap for 2011 was slightly narrower than the statistical neighbour average, but slightly wider than the England average.

(2011 data will be published by the DfE on 29 March 2012)

Published Trend Data and Targets

Results	2006	2007	2008	2009	2010				
B&H Result	29%	27%	26%	26%	22%				
Stat neighbours	30%	28%	27%	25%	23%				
England	28%	26%	24%	22%	20%				



PERFORMANCE INDICATOR REPORT CARD

Post-16 Level 3 attainment by aged 19 free school meal gap

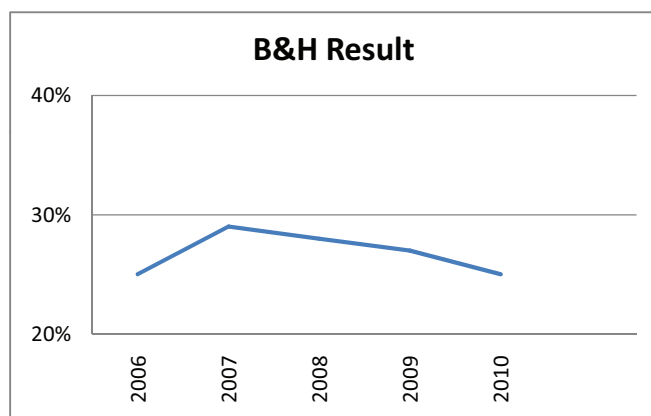
Direction of Travel	Better
RAG Status	Green

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Free school meal gap in percentage of learners with level 3 attainment by age 19. Level 3 is 4 AS Levels / 2 A levels or equivalent full vocational related

Outcome	Children and young people do well at school
Sub-outcome	
Service level outcome	N/A
Delivery unit	Learning and Partnership
Service unit	N/A
Lead Officer	Michael Nix
Lead Analyst	Daniel Elliott

Current Performance

Results	2006	2007	2008	2009	2010							
B&H Result	25%	29%	28%	27%	25%							



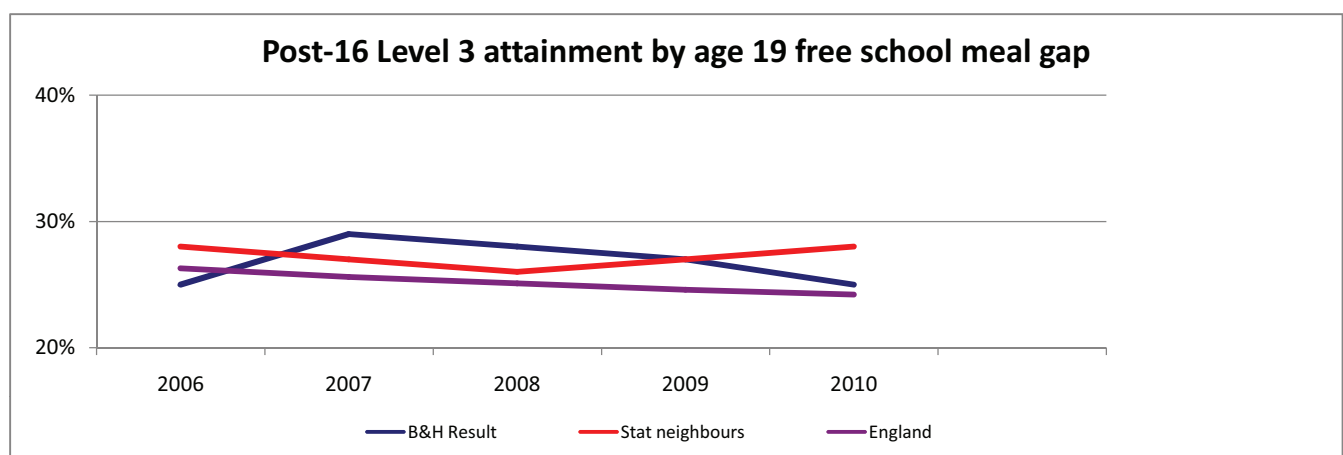
Commentary:

The gap between those with FSM and those without FSM has narrowed gradually since 2007, and this improvement continued in 2010. However, this improvement has only brought the figure back to the position achieved in 2006. The England average gap is slightly narrower than for Brighton & Hove, but the statistical neighbours' average gap is wider.

(2011 data will be published by the DfE on the 29 March 2012)

Published Trend Data and Targets

Results	2006	2007	2008	2009	2010				
B&H Result	25%	29%	28%	27%	25%				
Stat neighbours	28%	27%	26%	27%	28%				
England	26%	26%	25%	25%	24%				



Brighton and Hove City Council

Compact with Secondary Schools Partnership

Introduction

Relationships between secondary schools in the city of Brighton and Hove, and between the schools and the local authority are strong. All partners are committed to the greatest possible autonomy of schools, but as a community of schools working in collaboration with each other, and in partnership with the local authority. This commitment to collaboration is most fully expressed in the vision statement of the Secondary Schools Partnership.

The local authority has delegated significant responsibilities to the Secondary Schools Partnership for school improvement and other related matters. However, it still has major statutory duties which cannot be delegated, and these are described more fully on page 2.

This Compact describes how the local authority and the secondary schools will work together to fulfil their respective responsibilities in relation to school improvement and achievement. The aim is to secure clarity, understanding and shared agreement about our respective roles, responsibilities and accountabilities, so that together the local authority and the Secondary Schools Partnership can work for the best possible outcomes for our secondary age pupils.

The names of the schools and academies that have signed up to the Compact are given in Appendix 1. Throughout this paper, references to 'schools' mean the nine secondary schools and academies in the city.

Compact with Secondary Schools: A New Relationship

This Compact defines the:

- Respective responsibilities of the local authority and the schools in relation to school improvement and achievement;
- Future working together between schools and the local authority;
- Development of school-to-school collaboration to improve schools and standards;
- Contractual relationship by which the respective responsibilities of the local authority and the schools will be managed, monitored and kept under review.

The Compact encourages:

- A self-improving and self-managing school system, maximising school-to-school support;
- Co-leadership of improvement strategies and services;
- Joint accountability and a greater quality assurance role for schools;
- All schools using their resources together with the Local Authority to maximise efficiency and value for money in service delivery;

- Wider collaboration beyond the Secondary Schools Partnership with the primary and post 16 sectors, and with the local authority.

In order to fulfil its functions, the members of the Secondary Schools Partnership are to enter into a formal, legally binding arrangement (e.g. a Trust or company), which among other things will enable the Partnership to employ staff and provide services, both internally to its members and externally, where this is considered appropriate. This Compact is therefore between the local authority and this formal Partnership arrangement.

The Responsibilities of the City Council as Local Authority

The City Council, through the Director of Children's Services, remains the ultimate accountable body for the progress of maintained schools, and for the safety of children in all schools, including academies and independent schools. The Council holds the statutory duty to ensure sufficient school and college places to meet the needs of its area, and to promote high standards in schools. It may intervene where standards are considered to be unsatisfactory. The Council itself is held to account by the Department for Education and Ofsted for its fulfilment of these statutory duties, and the Director of Children's Services is accountable to the Members of the City Council for the achievement of agreed policies and objectives for the education service.

The Council holds specific duties in relation to all children resident within its area, in respect of, for example, assessing special educational needs and determining how those needs should be met, attendance at school, exclusions, children missing education and equalities. In addition, the Council has various other duties, including, for example, advising on the appointment of head teachers, support for governing bodies and the appointment of local authority governors.

In addition, the Council holds statutory duties relating to the safety and well being of all children in its area. These duties are fulfilled by the Children and Families Delivery Unit in partnership with other parts of the Council and other agencies, and all schools are under a duty to cooperate with the Council in matters relating to the safety and well being of children.

All these responsibilities are given in law and cannot be delegated. They are subject to annual assessment by Ofsted, and this assessment is published. In 2010 and 2011, the overall assessment for Brighton & Hove has been 'adequate', with the performance of the city's secondary school students at 16 being cited as one of a small number of reasons for this assessment.

The Council must, then, reserve the right to intervene in any school where children are at risk, either in terms of their educational progress or of their well being. It is intended that through this Compact, this type of intervention will not be necessary.

Transfer of Funding and Responsibilities

The local authority reviews each year with the Schools Forum retained DSG monies, including funding for school improvement and raising achievement. The trend of recent years, in line with national and local policies, has been to delegate an increasing amount of centrally retained funding relating to school improvement to schools, especially in the secondary sector. At the same time, there have been reductions in the local authority's core funding for school improvement, as part of the wider reductions in local authority funding.

More recently, the local authority has devolved to the Secondary Schools Partnership significant further funding, in the order of £300 000 per year, reflecting the new approach to school improvement and raising achievement through the Partnership. This includes funding for the work of the Adviser for Secondary Teaching and Learning and the team of part time seconded teachers managed by her, part of the funding for the Behaviour and Attendance Manager post and funding to support other development activities of the Partnership. The Adviser for Secondary Teaching and Learning is currently seconded to the Partnership and her work is managed by one of the head teachers.

Within the overall constraints on its funding, the local authority will seek, in discussion with the Partnership, to devolve further funding in support of shared Partnership and local authority objectives. Any additional funding delegated to schools through this Compact will be confirmed in writing each year to the Secondary Schools Partnership. In return, the local authority will expect schools to work together collaboratively to raise outcomes across the city, and to be accountable for achieving agreed targets and outcomes.

Outcomes

Through the work and report of the Secondary Commission (2011) and the development of the Secondary Schools Partnership's Raising Achievement Plan (RAP) there is shared agreement about the broad outcomes we all want for the city's young people. These include:

- being able to grow up and thrive in a healthy, sustainable city, and to be well prepared for life after school
- high achievement, which is important as a platform for progression into further learning or employment
- being proficient in the 'soft skills' demanded by employers and so necessary for a cohesive society, at ease with itself

It will be for schools to determine in the context of any national legislation how these achievements will be measured from time to time but specific outcomes sought through this Compact are:

1. Schools and academies should set outcome targets in line with the top quartile performers;
2. No school or academy should be below the floor targets that central government sets from time to time;
3. Every school and academy to be judged good or outstanding by Ofsted, with at least 80% of teaching judged to be good or outstanding;
4. That it should be the responsibility of all schools within this Compact to work together to eliminate poor performance.

These outcomes and progress towards them should be reviewed annually by the local authority and the Secondary Schools Partnership together, with regular monitoring agreed between the various parties and clear mechanisms for action where agreed outcomes are not achieved. It will be for schools collectively to decide how these outcomes will be secured.

Performance management, monitoring and target setting

In order to fulfil its own responsibilities, the local authority must have a good and sufficient understanding of progress and development of the Partnership and of individual schools. The aim is to develop and maintain a culture of open communication and trust, within the Secondary Schools Partnership and between the Partnership and the local authority, in pursuit of shared aims and objectives for the quality of education and achievement across the city.

The arrangements listed here will help to sustain this culture, which will depend also on the quality of and commitment to the relationship between all the partners. These arrangements are designed to put the minimum additional reporting burden on schools – targets and plans to be shared are those that the Partnership and individual members would be preparing anyway. They are negotiated within the Partnership, and not with the local authority or SIP as before.

- The Partnership will share its strategy documents and action plans (including updates) with the local authority;
- A data sharing protocol will set out the performance and target setting information that will be exchanged between the local authority and the schools, with timescales and an explanation of the ways in which these data will be used by the local authority and the Partnership; in addition, the authority will support the work of the Partnership's Strategic Data Group as a key focus for developing a shared understanding of the progress of the Partnership and its member schools;
- Targets for the Partnership, showing how the Partnership's longer term targets will be achieved, will be agreed within the Partnership and shared with the local authority;
- There will be termly partnership meetings between the local authority (i.e. the Lead Commissioner, Learning and Partnerships or her nominee(s)) and the Partnership, and between the local authority and individual schools, with additional meetings as agreed – the purpose of these meetings being to update on progress, identify areas of common interest or concern and agreed any shared actions that might be taken to achieve shared objectives;
- There will be agreed arrangements for informal and formal intervention, where this appears to be necessary;
- An annual standards report, drafted by the local authority in discussion with the Partnership will be presented jointly by Headteachers and Officers to the Cabinet and to the Learning Partnership Board, and shared with Council Members, Governing Bodies within the Partnership, and other stakeholders.
- This compact will be reviewed on an annual basis to ensure it continues to be fit for purpose.



Memorandum of Understanding

Between the Aldridge Foundation /academy trust and local authority co-sponsor, BHCC/DCC/RBKC

Introduction

Academies are defined as publicly funded independent schools which not subject to local authority and national government control. They are all ability schools established by sponsors from business, charity, faith or voluntary groups working with partners from the local community.

The Foundation is lead sponsor of five academies, of which three have Local Authority co-sponsors. We want to work in genuine, functional partnership with our co-sponsors. The terms of agreement with the lead sponsor/academy trust and the DfE are well defined. However, there are currently no such terms for the relationship between lead sponsor/academy trust and a co-sponsoring partner.

The Aldridge Foundation is committed to non-selective, inclusive, community education provision to improve outcomes for young people, particularly in areas of deprivation – and our local authority co-sponsors are too. Both the Foundation and its Local Authority co-sponsors are committed to providing a teaching and learning environment and curriculum in line with the best in the maintained sector. We also believe our academies have a key part to play in the regeneration of disadvantaged communities, and we understand that our LA co-sponsors share this conviction.

It makes sense to lay out the details of both parties' commitment to supporting the academy trust in delivering these shared aims. This is the purpose of this MOU.

Our MOU should focus on priorities we genuinely share. For example, the LA has responsibility for safe, healthy and prosperous communities. The Aldridge Foundation sees effective community engagement as essential for the sustainability of the its academies, as integral to its educational vision, and as central to the partnership with an LA.

The MOU/agreement

We propose that:

Communications

The Academy and LA will share, in confidence unless otherwise agreed, census and educational performance data, and will work together to ensure effective provision of statutory services where relevant to the priorities and obligations of the academy;

The academy trust will provide to the LA with named contacts in relation to Admissions, SEN and other student welfare issues, community relations, finance and communications;

The LA a will identify a named individual to act as principal liaison between parties and to ensure effective liaison with officers responsible for, for example, admissions, SEN and other student welfare issues;

The LA will commit to ensuring that its Leader, CEO, officers and elected members are informed and engaged in the development and performance of the academy, and to securing the full

support and advocacy of both. To that end, the LA will furnish the Foundation with positive introductions to relevant councillors, and other key stakeholders within the LA, and will actively support the development of mutually beneficial partnerships between such parties;

Whilst the academy and AF would not unreasonably withhold such rights to its co-sponsor, it retains in principle the sole right to issue statements about the Academy, including in relation to academic performance;

Community provision

The LA will commit to active, on-going promotion of community (leisure, learning etc) services delivered at/by the academy to ensure wide awareness and usage of its facilities and opportunities for learning;

The Academy leadership and governors will commit to prioritising high quality community provision and services for the neighbourhood around the academy, and will promote local services provided by the LA that benefit the families we serve;

The academy will identify specific SLT members with responsibility for community relations, and nominate a governor to do the same;

Wherever possible, the academy trust will support the priorities of the LA Children and Young People's Plan (or equivalent) and the broader educational and community aspirations of the LA;

The academy will be given by the LA introductions and access to, for example, the Adult Learning Group and Communities Team, to ensure on-going support for community provision at the academy and in the wider neighbourhood;

The Academy Trust will be given genuine opportunities to contribute to strategic planning within the LA in relation to its specific concerns in education, community, employment and business/economic development.

The LA will advise the Academy trust of any strategic issues that have a direct impact on it – in relation, for example, to admissions, new or existing education provision within the LA, transport plans, community services. This list is not intended to be exhaustive;

Co-sponsor (LA) nominated representatives on the Board of Governors of the Academy will include a representative with experience or skills in the delivery or provision of Community Services.

Management and leadership

The Foundation will direct key elements of the start-up phase, in agreed collaboration with the LA, including design of buildings, recruitment of principal and curriculum design.

The academy trust will manage and deliver all services provided within the academy, except where it has chosen to source another provider to do so. All suppliers and contracts will be chosen on the basis of value for money and quality of service alone. The LA's role as co-sponsor does not preclude it providing such services on this basis.

The trust will ensure the active engagement of the academy in appropriate areas of strategic planning and priorities for the local authority as agreed.

The Memorandum and Articles of the Academy Trust define all other strategic areas of governance for the academy, including the relative representation of lead and co-sponsor on the governing body. Current policy dictates that no Academies should have 'local Authority influenced' status. The Local Government and Housing Act 1989 states that a company is 'influenced' if:

- 20% or more of the **members** are associated persons (LA officers or councillors)
- 20% or more of the **directors** are associated persons (LA officers or councillors)

Furthermore, the policy restricts the overall representation of 'associated persons' to a maximum of 2 members or directors.

'Associated Persons' are current members (councillors), current officers, or anyone who has been a member within the past four years.

As lead sponsor, the Aldridge Foundation further takes the view that the most appropriate LA co-sponsor nominees are not elected officers/members/councillors, but trusted and skilled individuals proposed by them, in particular with skills/roles relating to SEN and Community provision as described elsewhere in this MOU.

Education within the LA

The academy trust will adopt the LA admissions policy, with an agreement to review and evaluate this, particularly in the early years of the academy;

Where there is a demonstrable need to change admission numbers or catchment areas for the benefit of students, both parties agree to resolve any local conflicts of interest in relation to either catchments or other admission criteria;

the LA will provide positive introductions between the academy trust and primary, secondary, independent and FE education providers within the LA, and will actively support the development of mutually beneficial relationships between such parties;

The academy will work in partnership with Primary and Secondary Head teachers and FE providers in the LA to support the transition and education of our students, and to promote and deliver a culture of high expectations and standards in educational delivery within the LA;

Co-sponsor (LA) nominated representatives on the Board of Governors of the Academy will include a representative with a specific experience in the delivery of support for students with special or additional educational needs;

The specialisms

The academy trust will foster and support entrepreneurial activities, particularly those which can be driven by young people or members of the immediate community, to help develop a better qualified local workforce. They will do this through the CREATES facility, through curricular and extra-curricular schemes including adult learning, and through the development of effective partnerships with businesses and funders in the area;

The Local authority will support and promote the entrepreneurial activities of the academy, facilitating the development of effective partnerships with businesses and funders in the area, offering access to strategic business and enterprise activities and events orchestrated by the LA.

We propose that this MOU is reviewed after 12 months.

It is intended to remain in place until any agreed subsequent amendment. We acknowledge that the substance of such an MOU may need to alter over time as the academy establishes itself/the education or LA landscape alters significantly.

We would expect our Academy Director or equivalent Foundation representative, the Principal of the academy or their representative and a named officer nominated as main contact between sponsors within the LA, to use this as a reference document throughout the year.

Agreements with Education Partners will be separately agreed between the AF/Academy Trust and any such Education Partners are not subject to the terms of this MOU.