

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