

How are we doing?

Standards and Achievement in Brighton & Hove Schools

**2011/12
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Introduction

The national policy context is one in which the government continues to encourage and promote increased autonomy for schools, and a focus on schools themselves being responsible for standards and improvement within 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.

In Brighton & Hove, two of the nine secondary schools have become Academies, both of them sponsored by the Aldridge Foundation. There is one Free School, the Bilingual Primary School temporarily located at BACA. A secondary Free School, The King's CE School, has approval from the Secretary of State to open in September 2013, subject to a suitable site being identified.

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 three 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.

This report is an analysis of standards and achievement in the city, based on the 2012 results at the end of each Key Stage. Results for KS4 and 5 remain provisional at this stage. The report also identifies the key priorities of the Standards and Achievement Team.

The report 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. appendices that show the attainment under key areas

Aspects of the work in Brighton & Hove schools are illustrated through case studies, shown in boxes in the body of this report.

Executive Summary

Early Years and Foundation Stage

Overall standards are above the national level.

In the Early Years children continue to achieve much higher than the national outcomes for all pupils. In 2012, 67% of Brighton & Hove children achieved the key national indicator of six points and above in both Personal Social and Emotional Development and Communication, Language and Literacy and also at least 78 points across all six Areas of Learning. The figure for Brighton & Hove remains above the national figure of 64% for 2011.

The second key indicator is the percentage gap between the median and the bottom 20% of achieving children. Brighton and Hove early years settings have continued to narrow this gap each year and in 2012 the gap has reduced to 27.8%, which is better than the national percentage gap of 30.1%.

This high achievement is a result of the high quality of provision that our children can now access across the city. 86% of early years settings are rated as good or outstanding compared to 78% nationally and 33% of these are outstanding compared to 14% nationally.

We are particularly proud of the difference we are making to children living in disadvantage. The data (in Appendix 2, page 2) 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 and 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 and writing and slightly above the national average in maths. There have been small gains in all three areas this year compared with 2011.

Appendix 2, pages 5 – 10 contain more detailed information about performance at KS1.

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.

In 2012, reading at Level 2+ increased by 1.7% points to 86.3%, the highest overall figure for over 5 years, but almost 1% point below the England average. Writing at Level 2+ also increased slightly to 81.4%, but was 1.6% points below the England average. Mathematics showed a small increase to 91.8%, which is above the England average (91.0%).

We expect the improvements in reading and maths to continue, as 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.

At Key Stage 1, the percentage of pupils with SEN reaching the expected Level 2 at the end of Year 2 across subjects has increased and attainment gaps have narrowed in reading and mathematics, although slightly widened in writing. However, not all groups have made the same rate of improvement and some attainment gaps have widened, in particular:

- FSM reading at KS1
- SEN and FSM writing at KS1
- FSM maths at KS1

Key Stage Two

In 2012 there were strong improvements in KS2 test scores in Brighton & Hove schools, with L4 scores being the highest ever. There were also strong improvements in the number of pupils making two levels of progress from KS1, but these figures remain below the national averages.

Appendix 2, pages 11 - 13 contain more detailed information about performance at KS2.

The DfE sets the following floor standards for KS2:

- 60% of pupils achieving Level 4+ in English and Maths
- Achieving at least the national median figure for two levels of progress in English and maths between KS1 and KS2

The percentage of pupils that attained at least Level 4 in both English and maths improved by 6% points from 2011, from 73% to 79%, which is the highest level ever achieved by Brighton & Hove schools. This figure is in line with the national average.

The results for Level 5 were even better. The percentage of pupils achieving L5 in both maths and English is not available yet, but separately they improved by 13.3% and 8.8% respectively. In addition, 3.2% of children achieved Level 6 in maths.

88% of children made two or more levels of progress in English, which is an improvement of 9% since 2011. 84% of children made two or more levels of progress in maths, which is an improvement of 5% since 2011. Despite these gains we are below national figures for this measure by 1% and 4% respectively.

There were five primary schools below the DfE floor standard at the end of 2010/11. All five of these schools have risen above the floor in 2011/12, but two schools have fallen below the floor standard. The Standards and Achievement Team is providing high support to these schools.

The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection. Two schools are judged to be 'inadequate'. Hertford Junior is in 'notice to improve' and Whitehawk

Primary School is in Special Measures. Both schools have had positive monitoring visits over the year and we continue to provide extensive support. The governing body at Whitehawk has voted in favour of seeking academy status.

Key Stage Three

Overall, assessment outcomes at the end of KS3 have continued to improve in English, but did not improve further in Maths and Science, compared with 2011.

At KS3 the national expectation is that pupils are performing at least at Level 5 by the end of the Key Stage. Appendix 2, page 14 contains a summary of the key data for KS3.

In 2012, 86% of Y9 pupils in Brighton & Hove achieved Level 5 in English (+3% from 2011), 82% in Maths and 86% in Science (same as 2011). These figures were very similar to England and statistical neighbour averages, and slightly better than these in English and Science.

On the various 'closing the gap' measures, overall performance at KS3 was variable, with some attainment gaps narrowing and others widening. However, there were good improvements by students with SEN in all three subject areas, continuing the positive trend of recent years.

Key Stage Four

Overall, attainment in GCSE examinations continued the positive trend since 2009. However, much improvement is still needed if Brighton and Hove schools and academies are to reach the challenging targets they have set themselves of being in the top quartile of statistical neighbours for GCSE and for all schools to be good or outstanding. The Brighton & Hove figure for five or more A* - C grades including English and Maths is still below the England and statistical neighbour averages, but the gap has decreased.

Appendix 2, pages 15 – 16 contains the key data used in preparing this part of the report.

Overall, in 2012 performance in GCSE examinations continued the trend of improvement seen over the last three years, from 44.5% achieving 5 or more A* - C grades including English and Maths in 2009 to 56.4% in 2012. This was an improvement of 3.6% points from 2011. The England average increased by only 0.6% points compared with 2011, and the statistical neighbour average increased by 1.7% points, and so the gap with these two comparators decreased in 2012.

Among individual schools, the provisional figures show some significant improvements, notably at Hove Park (17% points), Longhill (8% points) and Patcham (6% points). For all but one school the longer term trend since 2009 is upwards, ranging across the nine schools and Academies from -2% points to +33% points.

The DfE set the following floor standards for KS4 in 2012:

- 40% of pupils achieving 5+ A* - C grades including English and Maths (compared with 35% in 2011); or
- Achieving at least the national median figure for three levels of progress in English and maths between KS2 and KS4

PACA was below the A* - C grades floor standard for 2012. As an Academy, it is for the sponsors and the DfE to agree an improvement programme to bring PACA above the floor standard for future years. LA officers will keep closely in touch with PACA on progress with this.

Only one secondary school, Cardinal Newman Catholic School, was inspected by Ofsted in 2011/12. It was judged to be 'Good' for overall effectiveness, with all contributory grades at this level.

Key Stage Five

Overall, attainment in AS, A level and Level 3 equivalent BTEC qualifications was broadly similar to 2011, with the most notable improvements in achievement being at Blatchington Mill School and City College.

Overall attainment in 2012 was broadly similar to the national average, with only BHASVIC being significantly above it. There was a significant improvement in the proportion of high grade passes at City College and Blatchington Mill, and the proportion of A* - B grades was above or around 50% at BHASVIC, Varndean College, City College, Blatchington Mill and Cardinal Newman. .

City College was graded 'good, with outstanding features' in its most recent inspection in the summer term 2011.

The overall picture of Key Stage 5 provision across the city is very strong, but there is a need now to move on to attainment which is above the national average.

Attendance

The data shows that in 2011/12 both overall and persistent absence at primary level in Brighton & Hove continued to be below the national average (0.6% and 0.5% respectively below). At secondary level we continued to have higher levels of absence for both overall and persistent absence compared to the national average (0.6% and 1.4% respectively above).

Exclusions

There were 9 permanent exclusions from Brighton & Hove schools in 2011/12. This is six fewer than those recorded in 2010/11.

The fixed term exclusion statistics are relatively high. However, this is in many cases the result of the policy within Brighton & Hove to ensure that unofficial exclusion, whereby a child or young person is sent home to 'cool off' for periods of time, is eliminated. Fixed term exclusion is also used to allow time for longer term solutions to be negotiated and arranged to avoid the need for permanent exclusions.

Looking ahead

The Standards Report for 2010/11 suggested that the priorities for Brighton and Hove schools for 2011/12 should be 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

While this report on attainment in 2011/12 records some solid improvements at all stages of the service, these priorities remain valid for 2012/13. However the KS1 results suggest that there should be a focus on writing, maths and phonics in KS1, and progress from KS1 to KS2.

Report on 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 and 117 statements overall - 13 assessment scales from 1-9 which children are judged against. The six areas are: 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. The judgements for each child are based on ongoing assessments through observation of the pupil by the school staff.

If a child achieves six points and above in each area they are said to be working within age related expectations.

The Local Authority has a statutory duty to ensure there are robust systems in place to moderate the profile across the city to ensure practice matches national standards.

Tables for the data the Foundation Stage Profile results for 2012 can be found in Appendix 2, pages 1 - 4 at the end of this report.

In 2011/12 2785 pupils undertook the EYFS profile. 80 pupils from this figure are summer born children who attend an independent school (only summer born pupil data is required from the independent schools). 13 pupils attended a special school. There was an increase of 128 pupils this year and an increase overall of 203 pupils to this year group over the last 2 years.

One key indicator for the EYFS profile is the percentage of children who achieve six points and above in both Personal, Social and Emotional Development and Communication Language and Literacy and also score at least 78 points across all Areas of Learning.

The percentage of children who achieved this in 2012 was 67% which is above the national figure of 64%.

The second key indicator is the percentage gap between the median and the bottom 20% of achieving children. Brighton and Hove early years settings have continued to narrow this gap each year and in 2012 the gap has reduced to 27.8% which is better than the national percentage gap of 30.1%.

Results in each of the six Areas of Learning are also higher than the national figures for 2012.

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

86% of early years settings are rated as good or outstanding compared to 78% nationally and 33% of these are outstanding compared to 14% nationally.

These 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. It gives a firm foundation on which to build their lifelong learning.

We have a highly experienced and effective team of early years consultants and development officers who support the implementation of the EYFS framework through high quality training and targeted support and quality improvement. We have specialist early years services for special educational needs and English as an Additional Language. Schools are working in close partnership with each other and we have some very strong early years clusters working across the city – sharing ideas and raising outcomes.

Each year the Early Years Adviser analyses the data of the EYFS profile to plan the next steps to target the support in the service to meet the needs of the children in the city.

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

- Children who live in disadvantage
- Children who are the youngest in the year group
- Boys, particularly boys who fall into the above two groups
- Children who have a special educational need
- Children who have English as an additional Language
- Children who are eligible for Free School Meals

The data for each of these groups can be found in Appendix 2.

Quality Improvement in Learning and Teaching

Quality Improvement in Learning and Teaching (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 the improvements in children's care and learning closely monitored.

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.

Participation in a quality improvement scheme is a requirement of the Brighton and Hove Agreement for Funding for Early Years Education for Private, Voluntary and Independent schools and settings.

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.

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.

In 2011/12, the QuILT scheme was completed at Aldrington CE Primary School. The Reception class teacher said

“I have found QuILT really useful, as ... the Early Years Consultant is a partner with whom I can develop ideas and practice. It reassures me and is making me feel more thoroughly prepared for OFSTED and more confident.”

Living in Disadvantage

We are particularly proud of the trend data since 2008 which illustrates the difference we are making to children living in disadvantage. Figures illustrate there is a direct correlation between disadvantage and the outcomes of the EYFS profile and subsequent life chances.

In 2008 just 25 % of the children living in the 5 % most disadvantaged areas of our city achieved a “good” score of 6 points and above. This year 42% achieved 6 points.

FSM

16% of the whole year group receive Free School meals. 29% of the lowest scoring children receive free school meals

Gender

Overall 1453 boys and 1332 girls undertook the EYFS profile.

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

The greatest gap between boys and girls is in Communication, Language and Literacy and the smallest gap is in Knowledge and Understanding of the World.

There are more boys in the bottom 20% of pupils in the city – 62% of boys compared to 38% of girls.

We offer a number of training courses on supporting boys in the early years. All schools undertake their own data analysis and this will highlight if there is a gender difference in their own school which will need to be addressed.

Special Educational Needs

In this cohort of 2785 pupils 7.8% were school action, 7.2% were school action plus, 1.2% had a statement of SEN.

Within the 20% of lowest scoring pupils (557 pupils) 45% had a special educational need (20% school action, 19% school action plus and 6% with a statement).

English as an Additional Language

11% of all the pupils in this cohort were known to have English as an Additional Language and 19% of the lowest 20% scoring pupils had English as an Additional Language. A full EAL report is attached at the end of this paper.

The Early Years consultants work closely with the specialist EMAS early years team. Additional support is offered to observe pupils to gather evidence against the scale points.

Areas for development in the Early Years and Foundation Stage:

- To continue to support and challenge individual schools where outcomes at the end of Reception are lower than age related expectations
- To support schools to implant the new EYFS from September 2012
- To support schools to implement the new EYFS profile

2. The Primary Phase

Key Stage One

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. This year saw the introduction of a phonics test for Year 1 pupils.

Reading

Reading at Level 2+ has increased by 1.7% percentage points to 86.3%; this is the highest overall figure for over 5 years and the largest Year 2 cohort in that time, but is almost 1% point below the national average. 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 the quality of teaching of reading. The increase in this area is expected to continue, 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.

2012 was the first year of the Y1 phonics test. The percentage of pupils in Brighton and Hove 'meeting the required standard of phonic decoding' was 49%. This was 7% points below the national figure. This will be a focus for improvement in 2012/13.

Writing

Writing at Level 2+ has also increased 0.6% points to 81.4%, but is 2% points below the national average. The biggest gains in writing at L2+ have been seen in Fairlight Primary, St Martin's CE Primary, St Joseph's RC Primary, St Mary Magdalen RC Primary and Mile Oak Primary. The biggest gains in writing at L3+ have been seen in St Bernadette's, Rudyard Kipling and West Hove Infants.

Mathematics

Mathematics shows an increase of 0.6% to 91.8%, which is almost 1% above the national average. The impact of the programme 'Every Child Counts' (ECC) (target cohort Y2 2012) to raise the overall maths attainment continues to prove effective.

Gaps in performance

We have carried out a rigorous analysis of the data for gender, English as an Additional Language (EAL) Free School Meals (FSM) and Special Educational Needs (SEN).

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 and Mathematics, although slightly widened in Writing. The gap between boys and girls has continued to narrow in the last year in all subjects.

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.

However, not all groups have made the same rate of improvement and some attainment gaps have widened. These include the gap between:

- FSM reading at KS1
- SEN and FSM writing at KS1
- FSM maths at KS1

'Closing the gap' information for Brighton & Hove schools at KS 1 is summarised in the table below.

	2009/2010	2010/2011	2011/2012	Improvement from 2010/2011 – 2011/2012
% at L2 Reading	83.0%	84.6%	86.0%	+1.4%
Gender Reading gap	6.3%	6.2%	5.3%	-0.9%
SEN Reading gap	43.3%	40.6%	35.5%	-5.1%
FSM Reading gap	21.0%	19.9%	20.5%	+0.6%
% at L2 Writing	80.0%	80.8%	81.4%	+0.6%
Gender Writing gap	9.8%	9.6%	9.4%	-0.2%
SEN Writing gap	46.6%	44.7%	45.5%	+0.8%
FSM Writing gap	22.0%	20.3%	26.3%	+6.0%
% at L2 Maths	90.0%	91.2%	91.8%	+0.6%
Gender Maths gap	2.3%	2.6%	1.9%	-0.7%
SEN Maths gap	29.1%	24.7%	23.4%	-1.3%
FSM Maths gap	11.0%	10.8%	14.9%	+4.1%

Actions for 2012/13

- To expand the ECaR and ECC programmes and related interventions to improve standards in KS1
- To support and challenge schools to evaluate the effectiveness of Pupil Premium to address the concerns around a widening gap in attainment between children receiving FSM and the rest
- To engage schools in sharing good practice and provision for higher attainers in Reading
- To support 'Closing the Gaps' projects between partnerships of schools

Working in Partnership to Close Gaps in Attainment

Every Child a Reader operates as part of an approach where high quality, inclusive day to day teaching is promoted as a core entitlement for all children. Additional intervention support is layered according to the intensity of children's need and based on established programmes as part of whole school provision mapping. When Quality First Teaching and Intervention work together outcomes are improved and sustained for all pupils as shown below.

Ofsted extracts: Carlton Hill (July 2012): Quality of teaching

Children's skills on entry to Reception are well below those expected for their age, particularly in speech and language. Improvements in reading attainment have been built on since the last inspection. By the end of Key Stage 1, attainment in reading is broadly average and improving rapidly. The very effective teaching of letters and their sounds is supported well by learning programmes, such as 'Reading Recovery'. This helps to ensure pupils develop reading skills rapidly.

KS1 outcomes in Reading and Writing have again shown improvements with 13 ECaR schools showing between 5 % – 35% percentage gain in reading during the last two years. In 2011-12, Reading Recovery served 195 Y1 and Y2 pupils. A significant proportion of these children were FSM (45%). More than 4 in every 5 (84%) made accelerated progress to age appropriate levels of literacy. FSM pupils made almost as good progress as their peers with 81% making accelerated progress with continued progress evident at 3 month and 6 month follow up data. The core role of the ECaR teacher working as part of a cohesive school team has been central to these outcomes.

Every Child Counts

Every Child Counts helps schools raise achievements in mathematics at three levels:

- intensive 1-1 **Numbers Count** intervention
- lighter touch **1stClass@Number** support
- wider support from the specialist Numbers Count Teacher

Brighton & Hove has 20 Numbers Count Teachers who worked with 159 children, who find mathematics very difficult, in years 1 - 3. 131 year 2 children participated in Numbers Count in 2011-12. All children made accelerated progress, the average made a gain of almost 16 months during the 3 month intervention and 66% of these children achieved level 2 or above by the end of KS1.

1stClass@Number has proved very popular with schools. 37 teaching assistants across 29 schools have been trained to support groups of up to 4 children at a time, to catch up with their peers. Official end of year data is not yet available but the progress according to teaching assistants and schools has been very positive with children making over 9 months progress during the 2 month intervention.

Key Stage Two

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 6% increase from 2011, from 73% to 79% and this brings us in line with the national average. The percentage of pupils achieving L5 in both maths and English is not available yet, but separately they improved by 13.3% and 8.8% respectively

The DfE set the following floor standards for KS2:

- 60% of pupils achieving Level 4+ in English and Maths
- Achieving at least the national median figure for two levels of progress in English and maths between KS1 and KS2

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. The tests for Reading and maths were administered in an identified week under test conditions. The significant changes in 2012 were the option for schools to opt out of externally marked tests for Writing, and administer and mark

Writing tests internally, and the introduction of a level 6 test for maths. Throughout the year the LA offered additional supported opportunities for levelling and moderating levels in Writing and in June all schools were invited to a locality based moderation cluster for Writing. The LA therefore feels there was a robust and secure system in place for the moderation of writing. Most schools believe the new system is more robust and accurate in judging pupils' writing levels.

The three year trend at the end of KS2 continues on an upward trajectory in Brighton & Hove schools, with a 6% improvement to 79% in the statutory combined Level 4 English and mathematics achievement. KS2 performance in Brighton & Hove now matches the England average and is above the statistical neighbour average (77%).

Level 4+ English increased by 4.9% percentage points to 85.8% and Maths increased by 3.9% percentage points to 83.3%. Fairlight Primary, Hertford Junior and Whitehawk saw the biggest gains for level 4 for English & Maths combined.

The results for L5 were even better. The proportion of children attaining L5 in English increased by 13.3% percentage points to 42.6%, and in Maths by 8.8% percentage points to 43.0%. In addition, 3.2% of children achieved L6 in the new L6 test for maths.

In 2012, pupils were able to undertake level 6 tests. Level 6 would be an above average score for pupils aged 14 years of age. Some schools did enter pupils for these higher level tests. Interestingly very few children achieved the level 6 score in English and of those who did, boys performed better in English, especially writing. More pupils (4.6%) achieved level 6 in mathematics. These figures may well have been skewed by the fact that only twenty-two primary schools entered pupils for the test.

In 2013 there will be some changes to the English tests with greater emphasis made on spelling and the correct use of grammar. This will make it harder to make comparisons between achievement this year and next year.

Two levels of progress

The DfE also measures the percentage of pupils making two or more levels of progress. The data shows that 88% of children made two or more levels of progress in English, which is an improvement of 9% since 2011. 84% of children made two or more levels of progress in maths, which is an improvement of 5% since 2011. Despite these gains we are below national figures for this measure which are 89% and 87% respectively.

The gap between disadvantaged groups and other pupils at KS2

We carry out an analysis of vulnerable groups in the city and the gap between their performance and of all other pupils.

At KS2, whilst the data shows some of these gaps are narrowing, some attainment gaps have widened:

- The gender gap remains fairly consistent and girls still outperform boys by 3.7% joint L4+ English & maths, although the L5 gaps have widened, particularly in English
- The EAL gap has improved for joint L4+ English & maths, but as with the gender gap it has widened substantially at L5

- The FSM gap has improved substantially at L4+ English and joint L4+ English and maths, but widened substantially at L4+ maths and L5 for all subjects
- The SEN gap has improved at L4+ across the board, but substantially widened at L5 across the board
- In English the gap has improved for all vulnerable groups at L4+ in both reading and writing, other than writing for EAL and FSM children. At L5 the gap has widened for all vulnerable groups
- In maths the gap for all vulnerable groups at L4+ and L5 has widened other than SEN at L4+, although the L5 gap for SEN has substantially widened
- Joint English & maths levels have narrowed for all groups at L4+, and widened for all groups at L5

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 narrowed however, by 4% points for English and maths combined, but there is still a difference of 23% points. 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. A full report about the achievement of EAL pupils is attached to this document.

EMAS (Ethnic Minority Achievement Service) Talking Maths Intervention Pilot at West Blatchington Primary School

Fiona Gibson (English as an Additional Language (EAL) specialist teacher with EMAS) is a Talking Maths Trainer. In 2011/12, Fiona trained two Higher Level Teaching Assistants (HLTAs), who planned and delivered the programme in both Year 2 and Year 6, to small groups of 3 children.

The aim of the Intervention was to develop the understanding and use of mathematical language so that attainment is raised. The programme is particularly suitable for EAL learners, but also non EAL learners.

Pupils receive 3 weekly sessions run over a 10 week period. The practical activities focus on 'talking maths' through e.g. problem solving and games.

One Y6 pupil said; *"We learn and play games at the same time. I learnt new words and language and easy ways to do different questions and problems. I was learning from it and it was fun!"*

Teachers reported that the pupils are more vocal, willing to share ideas and that they are picking up new concepts more quickly.

Following the success of the pilot at West Blatchington Primary School, the Talking Maths Intervention is being rolled out to other schools from September 2012.

Healthy Settings Programme Case Study

In 2011 Brighton & Hove's Healthy Settings Programme was launched as a means of maintaining and extending the good practice to support pupil health and wellbeing already in place in Brighton & Hove Schools.

In February 2012, fifteen schools submitted evidence that they had continued to maintain their healthy school status and three primary schools provided evidence that they had met the health and wellbeing outcomes they had set for themselves:

- Davigdor Infants has reduced by more than 30% the number of problem incidents at lunchtimes, and doubled the number of Year 2 boys who are able to calm down when they are angry
- St Luke's Primary has increased by 20% the number of children who say they always like coming to school, and increased by 20% the number of vulnerable children who attend clubs
- At Carlton Hill Primary the number of free school meal children who are satisfied with their school meal has gone up by 50%, and the numbers of children who have fruit in their packed lunch and take part in physical activities have also gone up.

The programme has now been extended to include early years settings.

Children in Care

KS2 English 2012

There were 15 Year 6 pupils in care this year, 9 boys and 6 girls. Of these, three were not entered for SATs due to their special educational needs. Of the remaining 12 pupils, eight (67%) reached Level 4 in English. This is above the 2011 figure of 60% locally, and the national average of 50%.

When children with severe SEN are included in the figures, the percentage gaining Level 4 is 53%.

Of the 12 pupils entered for SATs, overall 83% made two levels of progress or more. Three made more than two levels of progress, seven pupils made two levels of progress in English since KS1 and, two did not make two levels of progress. Including the young people with severe SEN, 67% made two levels of progress or more, compared to a national figure for CiC of 48%, and 80% for all children.

Four young people in the cohort have been continuously looked after since they were assessed for KS1 SATs at the end of Y2. 100% made the expected progress or more. Two made two levels of progress between key stages and two made better than two levels of progress.

KS2 Maths 2012

There were 15 Year 6 pupils in care this year, nine boys and six girls. Of these, three were not entered for SATs due to their special educational needs. Of the remaining 12 pupils, seven (58%) reached Level 4 in Maths. This is above the 2011 figure of 40% locally and the national average of 48%.

When children with severe SEN are included in the figures, the percentage gaining Level 4 is 47%.

Of the 12 pupils entered for SATs, four made two levels of progress in English since KS1, four did not make two levels of progress, and four made more than two levels of progress. Overall 67% made two levels of progress or more. Including the young people with severe SEN, 53% made two levels of progress or more, compared to a national figure for CiC of 48%, and 80% for all children.

Four young people in the cohort have been continuously looked after since they were assessed for KS1 SATs at the end of Y2. 75% made the expected progress or more. Two made better than two levels of progress, one made two levels of progress between key stages, and one did not make two levels of progress.

Pupil Premium

The government has given schools Pupil Premium funding which is to support children in various vulnerable groups, but particularly those whom are eligible for free school meals (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 leading on this area and a conference was held in November at the Teaching School, led by schools that have seen the gaps narrow. This year the local authority is offering funding to groups of schools to work on different ways of closing the gap.

School Effectiveness across the Primary Sector in Brighton and Hove

The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton & 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'. Hertford Juniors is in 'notice to improve' and Whitehawk Primary Schools is in Special Measures. Both schools have had positive monitoring visits over the year and we continue to provide extensive support.

The new framework for inspection (from September 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. The grading 'satisfactory' has been replaced with 'requires improvement' and these schools will be inspected more frequently. Schools in a category will be monitored more closely.

Priorities for schools

- Raise standards to be above the national average and statistical neighbours
- Improve the number of pupils making two levels of progress in maths from KS1 to KS2 to above the national average
- Close 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 were five primary schools below the floor at the end of 2010/11. All five of these schools have risen above the floor in 2011/12, but two schools have fallen below the floor. The Strategic Commissioner, Standards and Achievement, has met with the headteacher of all schools receiving high support 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 & Hove Primary Schools:

- Local Leaders of Education have been trained: these are headteachers of local schools, accredited by the National College of School Leadership, who are 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. This has been reviewed and recommendations made to improve the effectiveness further. There will be another round of this funding which will focus on closing the gap
- Westdene Primary was one of the first 100 Teaching Schools announced by the DfE. The school has developed a Teaching School Alliance with other local schools and their work has four strands:
 1. Initial Teacher training
 2. Continuing Professional Development
 3. Leadership and Succession Planning
 4. Schools Supporting Schools

The LA is a strategic partner with the Teaching School Alliance.

Action: Standards and Achievement Team

- To review the School Improvement Strategy in light of the changing educational landscape
- To promote partnerships between schools
- To challenge and support schools in their school improvement
- To work in partnership with the Teaching School Alliance and other partnerships and families of schools to achieve the priorities previously stated
- To investigate the underperformance of girls in mathematics especially at the higher levels and promote effective strategies for engaging girls in mathematics.
- To promote strategies for boys' progress in reading and writing at all levels

3. Secondary and Post 16 Phases

Key Stage Three

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.

Overall there is a positive trend of improvement at KS3 in English. In Maths and Science, figures for 2012 were similar to those for 2011. The table at Appendix 2, page 14 gives a summary of the city wide figures for KS3.

In 2012, 86% of Y9 pupils in Brighton & Hove achieved Level 5 in English (+3% from 2011), 82% in Maths and 86% in Science (same as 2011). In English and Science, performance was slightly (no more than 2% points) higher than England and statistical neighbour averages. In Maths, performance was the same as for statistical neighbours and 1% point below the England average.

Closing the gap at KS3

Data are also collected relating to 'closing 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. At KS3, whilst the data shows some of these gaps are narrowing, some attainment gaps have widened

Gender

In 2012, girls performed better than boys in each of the core subjects of English, Maths and Science. In English, around nine out of ten girls achieved a Level 5, whereas only around eight out of ten boys achieved this standard. In Maths girls outperformed boys by 3% points, although over the last three years both boys and girls have improved their attainment in maths at KS3 by 6% points. In Science boys' performance declined by 3% points compared with 2011, whilst girls' performance continued the trend of improvement, and in 2012 girls achieved significantly better than boys.

Compared with statistical neighbour and England averages, the gap between boys' and girls' performance is similar to or very slightly higher than England and statistical neighbour averages.

FSM

There is a mixed picture for FSM pupils. Overall there has been little significant change over the three years 2010 – 2012 in the gap between FSM and non-FSM pupils in the core subjects of English, Maths and Science. In English there is an underlying trend of improvement for both FSM and non FSM students across these three years, and a 6% point improvement in the FSM group in 2012 narrowed the gap by 3% points. However, in both Maths and Science the performance of the FSM group declined in 2012, and although for both subjects the performance of the FSM group was better than in 2010, there was a widening of the gap in both subjects by 3% points. In Maths, the gap was wider than in 2010, and in Science the gap figure was the same as in 2010.

SEN

At KS3 the percentages of pupils with SEN gaining Level 5+ in English, mathematics and science all showed good improvement, continuing the positive trend of recent years. Attainment gaps narrowed in all three subjects, by 6% points in English and by 5% points in Maths and Science.

Key Stage 4

GCSE attainment

Overall, in 2012 performance in GCSE examinations continued the trend of improvement seen over the last three years. In 2009, 44.5% of Y11 students in the city achieved the headline figure of 5 or more A* - C grades including English and Maths. For 2012, the figure was 56.4%, an improvement of 3.6% points from 2011.

A table showing key figures for each school and Academy and for the city as a whole can be found at Appendix 2, page 15.

The table also includes performance in the English Baccalaureate (A* - C passes in English, Maths, two sciences, a modern or ancient foreign language, and history or geography). However, the English Baccalaureate is still not yet a reliable measure, as the students concerned would have chosen their GCSE options before it was introduced. Students taking GCSEs in 2013 will be the first cohort to have chosen their options knowing which subjects would count towards the English Baccalaureate.

The DfE published final validated performance tables in January 2013. The figures show that there was some narrowing of the gap with England and statistical neighbour (SN) averages, where there was improvement of 0.6% and 1.7% respectively. This means that the performance in Brighton & Hove was 2.4% points behind the England average (was 5.4% points in 2011) and 1.1% points behind SN average (was 3.0).

The DfE data also includes information about the proportion of students achieving the expected levels of progress between Key Stage 2 and Key Stage 4 in English and Maths. This presents a very mixed picture. In English 70.4% of students achieved the expected three levels of progress or more, comfortably above England (68.1%) and statistical neighbour (68.3) averages. This ranked Brighton & Hove third among eleven statistical neighbours. By contrast, in Maths only 58.6% of students achieved the expected three levels of progress or more, well below England (68.7%) and statistical neighbour (67.2) averages, and ranking eleventh among our statistical neighbours. Improving performance in Maths continues to be a key area of focus for the schools and the Secondary Schools Partnership team.

Among individual schools, the provisional figures show some significant improvements, notably at Hove Park (17% points), Longhill (8% points) and Patcham (6% points). For all but one school the longer term trend since 2009 is upwards, ranging across the nine schools and Academies from -2% points to +33% points.

For several schools, the 5+ A* - C including English and Maths figure was undoubtedly affected by the decisions by exam boards to change the grade boundaries for English GCSE between January and July 2012. These decisions were subject of a national legal challenge, in which the City Council participated, but the judgement handed down in January 2013 did not support the grounds for challenge.

Floor standards

The DfE set the following floor standards for KS4 in 2012:

- 40% of pupils achieving 5+ A* - C grades including English and Maths (compared with 35% in 2011); or
- Achieving at least the national median figure for three levels of progress between KS2 and KS4 in English and maths

The national median figures for English and Maths in 2012 were 70% in both subjects.

The published figures show that PACA was below the A* - C grades floor standard for 2012. As an Academy, it will be for the sponsors and the DfE to agree an improvement plan to bring PACA above the floor standard for future years. LA officers will keep closely in touch with PACA on progress with this.

In English and Maths, the published figures show much greater consistency across the city's schools and Academies in English than there was in Maths.

- In English, the range achieving A* - C across the nine schools and Academies was from 63% to 77%, and in seven schools and Academies at least 70% of students achieved a C grade or above.
- In Maths, the range achieving A* - C was from 43% to 77%; in only two schools did over 70% of students achieve A* - C grades in Maths, and in three schools and Academies less than half of Y11 students achieved at least a C grade

Closing the gap: disadvantaged students

In 2012 the DfE changed the way in which the proportion of all pupils who are disadvantaged is calculated, to now include all pupils who had been eligible for free school meals (FSM) in the last six years ('Ever 6') and children in care. By this calculation, the proportion of Brighton & Hove KS4 students classed as 'disadvantaged' in 2011/12 was 27.4%, increasing from 26.6% in 2011 and a little higher than the England figure of 25.3%. For individual schools and academies in Brighton & Hove, the proportion of KS4 students classed as 'disadvantaged' ranged from 15% to 56%.

In 2012, the gap between FSM and non FSM students achieving 5 or more A* - C grades including English and Maths improved very slightly to 31.8% points, compared

with 31.9% points in 2011. There was also a very slight improvement in the gap between the proportion of disadvantaged students achieving A* - C in English and Maths and other students, compared with 2011. For both groups (disadvantaged and 'other') there was an improvement of around 4% points for both these measures.

In English the gap between the proportion of FSM and non FSM students making the expected three levels of progress between KS2 and KS4 narrowed from 27.6% points in 2011 to 18.6% points in 2012, and in Maths it narrowed from 31.3% points to 28.6% points.

Closing the gap: gender

The gap in the proportion of boys achieving 5+ A* - C grades including English and Maths compared with girls improved slightly in 2012, from 8% to 7%, and was slightly better than the SN average (8%) and the England average (10%). The scores for both boys and girls improved, with a slightly better improvement for boys. Further information, including the trend since 2006, which is uneven, can be found in the appendices.

Closing the gap: SEN

The gap in the proportion of students with SEN achieving 5+ A* - C grades including English and Maths compared with all other students worsened in 2012, from 44% to 51%, and was higher than the SN average (50%) and the England average (47%). The score for students with SEN declined by 3% points compared with 2011, while the score for all other students improved by 3% points. Further information, including the trend since 2006 can be found in the appendices. Although there is no consistent trend in the size of the SEN gap in Brighton & Hove schools, the figure for 2012 was the highest in this seven year period. However, the proportion of these students achieving 5+ A* - C grades including English and Maths in 2012 was much higher than in previous years, other than 2011.

Value added

The performance tables published by the DfE in January 2013 include a wealth of value added information, for the authority as a whole and for individual schools, which compares actual performance at GCSE with expected performance given students KS2 test scores at the end of primary education. The tables no longer include 'contextual value added' data, which takes into account other factors such as disadvantage. There are value added tables for a range of measures, including 5+ A* - C grades including English and Maths, 'best 8' average points scores, and achievement in English and Maths. The tables also show the value added performance for different groups, including disadvantaged students, and those with low, middle or high attainment in KS2 tests.

The 2012 performance tables show that in most cases, overall and for individual schools, and for most groups of students, value added in Brighton & Hove is either in line with or below the England benchmark figure. Only BACA was consistently significantly above the England figure. This indicates the room for further improvement which exists.

A significant amount of the value added data contained in the 2012 performance tables was presented in graphical form at the two Members workshops in January and March.

The slides and additional papers used in these workshops can be made available on request are attached to this document as an appendix.

School Effectiveness across the Secondary Sector in Brighton and Hove

Only one secondary school, Cardinal Newman Catholic School, was inspected by Ofsted in 2011/12. It was judged to be 'Good' for overall effectiveness, with all contributory grades at this level. In 2012/13, five schools and academies have been inspected under the new inspection framework introduced in September 2012. The overall effectiveness grade for PACA and BACA was 'requires improvement', although BACA received 'good' grades for Leadership & Management, Quality of Teaching and Behaviour & Safety. The overall effectiveness grades for Blatchington Mill, Hove Park and Patcham High Schools were all 'good', in all three cases improving from 'satisfactory' in their previous inspections in 2010. It is expected that the remaining three secondary schools (Dorothy Stringer, Longhill and Varndean) will be inspected some time in 2013.

As with the primary phase, the new framework for inspection (from September 2012) is likely to have a significant impact for schools. Schools previously judged as outstanding will not be inspected (unless standards fall or there are causes for concern), and schools judged as good will be inspected every five years. The grading 'satisfactory' has been replaced with 'requires improvement' and these schools will be inspected more frequently. Schools in a category will be monitored more closely.

The overall improvements which continue to be achieved across the city's secondary school sector are a result of focussed action to drive up attainment in individual schools, and of joint development work and peer support and challenge within the Secondary Schools Partnership (SSP). This work has been supported with funding and the secondment of staff from the local authority. The authority has agreed with the SSP the basis for ongoing resources for the SSP, which includes pooled funding from the schools and Academies.

Performance of Children in Care at GCSE

Of the 42 Year 11 pupils in the Virtual School at the end of the last academic year, 34 were formally reported on to the DfE with regard to their GCSE or equivalent results. These are the children who had been in the care of Brighton & Hove continuously for a year on 31st March 2012. Given the small numbers involved, quite small changes in the number of children achieving particular standards may appear to make large differences in percentage terms in annual comparisons.

In Brighton & Hove two pupils achieved five A* - C GCSEs including English and Maths – this equates to 6%. This is a significant decrease on last year's validated figure of 19.2% and is below the national average of 12%.

The alteration of the grade boundaries for GCSE English Language in 2012 had an impact, with three young people who achieved grade C in their mocks only achieving a D.

In terms of the overall number of GCSEs achieved in all subjects, grade C and above there was a significant upward trend over the past three years:

2012 - 34 pupils achieved 76.5 GCSE passes, grade C and above

2011 - 26 pupils achieved 57 GCSE passes, grade C and above
2010 - 36 pupils achieved 27 GCSE passes, grade C and above

Of the 34 students 9 (26.5%) achieved 5A* - C at GCSE. (This was below the national average of 31%).

Of the 34 students 18 (53%) achieved 5 A* - G at GCSE. (This was higher than the national average of 51%).

Of the 34 students, 27 (79%), achieved 1 A* - G at GCSE. (This was higher than the national average of 73%).

15 students (44%) within the cohort of 34 had special educational needs. Of these 15 students, 12 were educated in special school provision. This equates to 35% of the cohort. It is important to recognise the achievements of those pupils who achieved a range of alternative qualifications that will enable their continued engagement in education and ensure they continue to develop skills for life.

Securing improvement in KS3 and KS4

Government policy continues to be that it expects schools themselves, individually and supporting each other, to be responsible for school improvement. In Brighton & Hove, one way on which the secondary schools and academies have responded to this challenge is through the formation of the Secondary Schools Partnership. The Partnership has accepted 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 is reviewing its Raising Attainment Plan (RAP), but retains as its 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

Resources amounting to around £300,000 have been devolved by the authority to the Partnership in support of the RAP, and it has been agreed that this will continue in 2013/14. 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 key vehicles for securing KS3 and KS4 improvement across the city, alongside the intensive work which each school individually is undertaking 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 this 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 Compact, which was approved by the Cabinet earlier this year. The Compact includes clear, agreed objectives, outcomes and processes by which targets for improvement will be shared and monitored.

Key Stage 5

At AS level the pass rate (i.e. the proportion of entries awarded grades A* - E) for the city was 89%, compared with just under 87% nationally. Over 56% of all AS entries for the city were at BHASVIC, and almost 92% of entries at BHASVIC were awarded grades A* - E. At Blatchington Mill, Cardinal Newman and Varndean College around 86% achieved an AS pass grade. For Hove Park and PACA the figures were 83% and 74.5% respectively. The new sixth form at BACA is still very small and the focus of its curriculum currently is on BTEC courses, with a small number of complementary AS levels. Given the small number of students, it would not be appropriate to comment on these results.

Almost 40% of AS entries in the city were awarded A* - B grades, compared with just over 35% nationally. At BHASVIC 45.6% of entries were A* – B, and at Varndean College 36.4%. In the four established school sixth forms, the proportion of high grades ranged from 14% to 28%.

At A level, pass rates (i.e. achieving a grade A* - E) are higher locally and nationally because generally students will have dropped their weaker AS subjects or changed to more appropriate courses. Some students also withdraw from courses in year if they believe they will fail them, so that they can concentrate on stronger subjects. This resulted in a pass rate in 2012 of 98.1%, compared with 98.6% nationally. Hove Park and PACA achieved 100% A* - E grades.

The proportion of high grades A* - B was 53.3%, compared with the England average of 50.5%. The figures were much more variable between schools and colleges across the city. BHASVIC achieved 58.4% high grade passes, and at Varndean College and Cardinal Newman the figure was just over 50%. High grade passes at the other three school sixth forms ranged from 23% to 46%. There was particularly strong improvement in high grades at Blatchington Mill, where 8.6% of entries were awarded A* grades.

Another valuable indicator of performance at A level is 'average points per entry'. This is calculated on a scale where an A* grade is awarded 300 points and an E grade 150 points. Each individual grade is worth 30 points, and so the England average points per entry in 2012 (210.2) was almost exactly equivalent to a C grade. For Brighton & Hove, the average points per entry score was 214.8. This figure is strongly impacted by the score for BHASVIC (220.8), as over 50% of entries across the city were for BHASVIC students. Cardinal Newman, Blatchington Mill and Varndean College all achieved average points per entry scores at or just above the England average. For Blatchington Mill, this was a significant improvement of around 18 points on 2011.

Brighton and Hove Sixth Forms providing careers information, advice and guidance

As part of a local collaborative project, four Sixth Forms (HPS, BMS, BACA & PACA) and the local authority worked together to organise a joint Careers event for post 16 learners in February 2012. The day was unique for two reasons - one it was the first event of its kind to bring together staff and students from the four Sixth Forms, and secondly it was aimed at supporting learners wishing to progress to employment rather than to Higher Education.

The event showcased local opportunities with a Market Place exhibiting local employers and training organisations, national speakers and lots of interactive workshops focusing on Work Preparation, Employability Skills, Apprenticeships, Enterprise and Self Employment and more.

Attended by over 120 young people studying on both Level 2 and Level 3 courses the event was successful in raising awareness of the opportunities available locally, highlighting the benefits of alternative to HE routes and inspiring young people to be proactive rather than reactive in their career plans and future job search.

The event was positively evaluated with over 80% of learners feeding back that they found Market Place useful or very useful and over 90% of learners found the workshop on Employability and Apprenticeships useful/very useful.

Comments from participants included:

- *'It made things much clearer for me'*
- *'Good to hear about options other than university'*
- *'Today was useful as I had no idea what I wanted to do. This has opened up my mind'*.

The event will now run for a second year, strengthening relationships between the Sixth Forms and partnerships with local employers as well as supporting young peoples' progression to positive outcomes and thereby reducing the numbers of young people not in employment, education or training (NEET).

Not in Employment, Education, or Training (NEET)

Reducing the proportion of 16 – 18 year olds who are NEET continues to be an important development priority both locally and nationally, especially as we move towards the raising of the participation age to 17 in September 2013. In Brighton & Hove, there was 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 (November 2010 – January 2011 three month average). The three month average figure for November 2011 – January 2012 increased to 8.3%. However, because the way in which NEET figures are calculated was changed by the DfE in 2011, like for like comparisons are not straightforward. Equally, because the number of ‘not knowns’ in Brighton & Hove was relatively low (because of the tracking and support capacity provided by the Youth Employability Service), comparisons with other local authorities are not straightforward either.

In 2012/13, in particular through the work of the Youth Employability service in tracking and supporting young people into learning, both the NEET and ‘unknowns’ figures have improved further. The three month average figure for November 2012 – January 2013, published by the DfE, was 6.7%, and the proportion of ‘not knowns’ was 4.6%. These were the best ever 16-18 NEET and Not Known results for Brighton & Hove. The DfE data for 2012/13 shows that Brighton & Hove was the most improved local authority in the South East over the period January 2012 – January 2013, and one of the most improved throughout England. As a result of the reduction in young people who are NEET, there was a 5.9% increase in 16-18 young people ‘In Learning’.

However, these figures indicate that there is still work to be done to achieve full participation of 16 year olds in learning, training or employment with training from September 2013, as required by the Raising Participation Age (RPA) legislation. Through the RPA project, the authority is working with schools, colleges and training providers, and with the Youth Employability Service and other agencies, on a range of initiatives to prepare for RPA, including developing new provision, improving transition processes and providing guidance to young people.

4. Special Schools

Most recent Ofsted inspections of the authority’s six special schools have found three to be offering a ‘good’ overall standard of education and three to be ‘outstanding’. These judgments include an assessment of the standards achieved by learners.

The latest inspection in the summer of 2012 found Downs View School to be offering outstanding education in all areas and subsequently the school has been visited by advisers from the DfE as an example of best practice.

Given the low starting points and complex needs of most pupils in special schools, it is not appropriate to compare attainment with mainstream schools. For most 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. Their progress is 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.

The SEN Partnership Board has commissioned work to determine means of using P scale and other data to compare the progress of pupils across the LA.

Some pupils with complex needs and BESD have achieved success at GCSE or equivalent level and the challenge for the coming year is to see if the most able pupils can be supported to reach Grade C and above in core subjects.

5. Attendance and Exclusions

Attendance

The most recent validated data (for 2010/11) shows that both overall and persistent absence at primary level in Brighton & Hove continued to be below the national average. For overall absence, the figure was 4.4% (national figure 5.0%), and for persistent absence the figure was 3.4% (national figure 3.9%). At secondary level we continued to have higher levels of absence for both overall and persistent absence compared to the national average. For overall absence, the figure was 7.1% (national figure 6.5%), and for persistent absence the figure was 9.8% (national figure 8.4%).

For both primary and secondary phases, the figures for overall absence were markedly better than for 2009/10 and in each case almost 20% lower than they were in 2006/07.

Data recently received from DfE for the autumn and spring terms suggests that the figures for primary schools were closer to England and statistical neighbour averages, and for secondary schools they continues to be higher than England and statistical neighbour averages. The reasons behind these figures are currently being analysed.

Latest national 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 are exploring 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. Brighton & Hove 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 schools' compliance with 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 9 permanent exclusions from Brighton & Hove schools in 2011/12. This is less than those recorded in 2010/11.

Fixed Term Exclusions

The fixed term exclusion statistics are relatively high. This is in many cases the result of the policy within Brighton & Hove to ensure that unofficial exclusion, whereby a child or young person is sent home to 'cool off' for periods of time, is eliminated. This has been rigorously implemented in the city because of the need to comply with DfE statutory guidelines, and to be explicit about safeguarding responsibilities for children and young people. There is at least anecdotal evidence that this is not the case in other authorities where the practice still exists.

Fixed term exclusion is also used to allow time for longer term solutions to be negotiated and arranged to avoid the need for permanent exclusions.

Reducing the numbers of fixed term exclusions is an absolute priority because of the obvious correlation between days lost to learning and future achievement and attainment for children and young people. Specific strategies to address this will be the focus of both the primary and secondary Behaviour and Attendance Partnerships for the forthcoming academic year. It is already anticipated that there will be a reduction in fixed term exclusion in the secondary phase because of the introduction of initiatives, such as the use of restorative justice in schools and the use of an alternative school day.

Attached Report

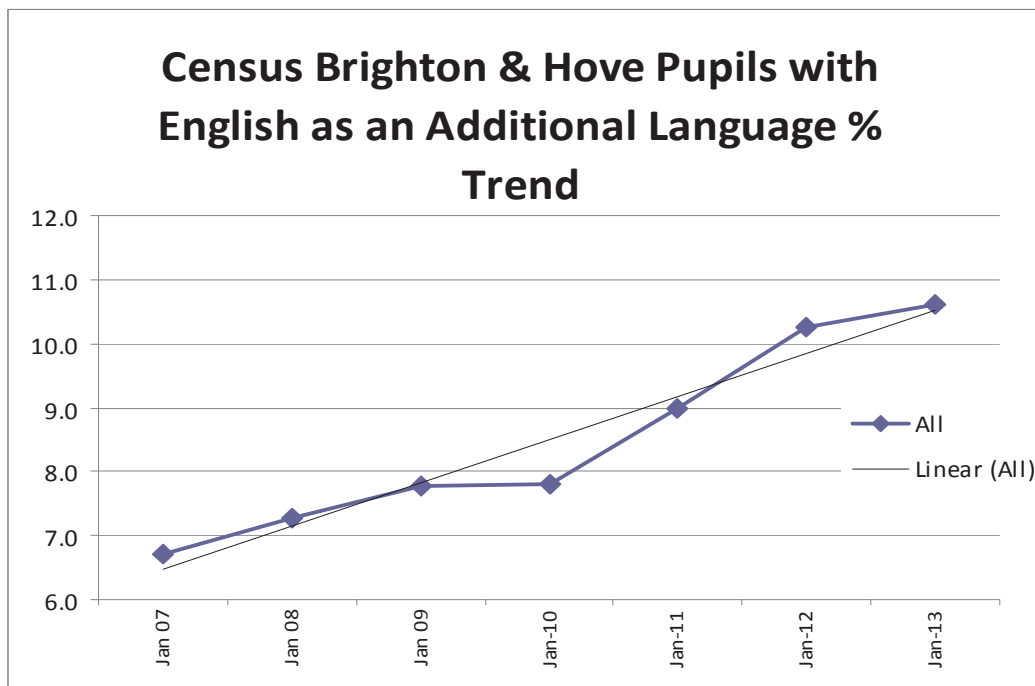
Black and Minority Ethnic Attainment in Brighton and Hove Schools - 2012

The following information is based on the attainment of pupils in our maintained schools and two secondary phase academies. Whilst attainment by ethnicity is a significant indicator, even at Brighton and Hove local authority level the numbers in some of the categories are too low to be statistically significant and any numbers under 10 pupils have been suppressed.

Many young people from minority ethnic backgrounds achieve at the highest level, but for some groups, the gaps remain. One of the biggest barriers to attaining can be for pupils for whom English is an additional language and we have data on the attainment gap for these pupils.

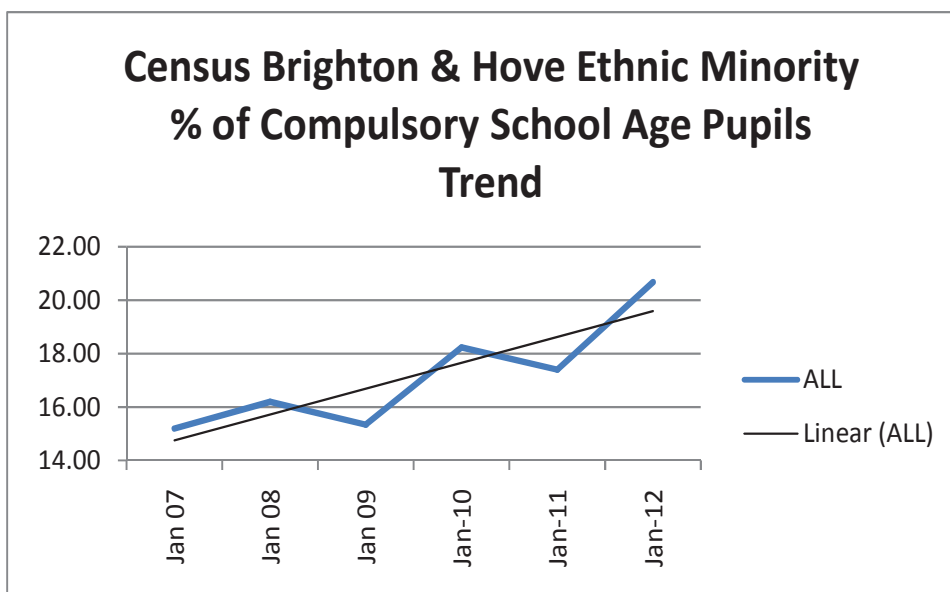
- **BME and English as an Additional Language Trends**

We currently have 10.3% of our pupils (reception year and above) who have English as an additional language. This is lower than the National average which is 15.1%.



In Jan 2013 there were 3,171 pupils with EAL speaking 97 different languages other than English, attending Brighton and Hove schools and Academies. The two most widely spoken languages other than English are Arabic (768 pupils) and Bengali (345 pupils).

The LA provides an Ethnic Minority Achievement Service (EMAS) available to schools and many buy in their service.



As at Jan 2012 we had 20.7% ethnic minority pupils – this has increased from 15.2% in 2007.

The three biggest non-white British ethnicities represented are:

- White - other 5.0%
- Mixed dual background - other 2.6%
- Mixed dual background - white & Asian 2.3%

• Early Years Foundation Stage Profile (EYFSP) Teacher Assessments at end of Reception Year

EYFSP 2012 Attainment by Ethnicity Category

Main Category	Sub Category	No of Pupils	Average EYFSP Total	Difference to LA average
White	British	1993	92.61	-1.0
	Irish	14	88.29	3.3
	Traveller of Irish Heritage	x	x	x
	Gypsy/Roma	x	x	x
	Any other White background	162	89.67	1.9
Mixed/Dual Heritage	White and Black Caribbean	44	92.64	-1.0
	White and Black African	54	90.94	0.7
	White and Asian	88	93.24	-1.6
	Any other mixed background	70	93.16	-1.6
Asian or Asian British	Indian	14	95.93	-4.3
	Pakistani	x	x	x
	Bangladeshi	38	84.08	7.5
	Any other Asian background	55	83.27	8.3
Black or Black	Caribbean	x	x	x
	African: Sudanese	18	87.72	3.9

British	African: Other Black African	33	87.12	4.5
	Any other Black background	x	x	x
Chinese		x	x	x
Any Other Ethnic Group		39	83.82	7.8
Refused		x	x	x
Information not yet obtained		21	87.90	3.7
Not known		114	86.53	5.1
LA Overall		2785	91.6	

For the categories with enough pupils to not be suppressed, the biggest negative difference to the LA result (8.3%) was for pupils with an ethnicity of *any other Asian background* and the largest positive difference (4.3%) was for pupils with an ethnicity of *Indian*.

EAL to non-EAL pupils' gap in the average EYFSP score

EYFSP 2008	EYFSP 2009	EYFSP 2010	EYFSP 2011	EYFSP 2012
10.4%	12.0%	8.0%	8.1%	7.3%

Over time, the gap is decreasing. This is against an increase in overall attainment.

11% of all the pupils in the 2012 cohort were known to have English as an Additional Language and 19% of the lowest 20% scoring pupils had English as an Additional Language.

The Early Years consultants work closely with the specialist EMAS early years team. Additional support is offered to observe pupils to gather evidence against the scale points.

- **Key Stage 1 (Teacher assessment at end of year 2)**

EAL Attainment Gap Trend – percentage of pupils meeting the expected level (2)

Reading KS1	2008	2009	2010	2011	2012
B&H EAL	72.0%	77.0%	74.0%	72.0%	77.0%
B&H Non EAL	85.0%	85.0%	84.0%	86.0%	88.0%
B&H Gap	13.0%	8.0%	10.0%	14.0%	11.0%
Statistical Neighbours Gap	8.0%	9.0%	8.0%	8.0%	7.0%
England Gap	7.0%	6.0%	5.0%	4.0%	4.0%
Writing KS1	2008	2009	2010	2011	2012
B&H EAL	71.0%	75.0%	69.0%	65.0%	71.0%
B&H Non EAL	82.0%	82.0%	81.0%	83.0%	83.0%
B&H Gap	11.0%	7.0%	12.0%	18.0%	12.0%
Statistical Neighbours Gap	8.0%	10.0%	7.0%	8.0%	7.0%
England Gap	7.0%	6.0%	5.0%	4.0%	4.0%
Maths KS1	2008	2009	2010	2011	2012
B&H EAL	89.0%	86.0%	84.0%	82.0%	88.0%
B&H Non EAL	92.0%	91.0%	91.0%	92.0%	92.0%
B&H Gap	3.0%	5.0%	7.0%	10.0%	4.0%
Statistical Neighbours Gap	6.0%	5.0%	6.0%	5.0%	5.0%
England Gap	6.0%	5.0%	4.0%	4.0%	3.0%

We tend to see more changes in this data year on year due to cohort fluctuations and the different ability levels of pupils within the EAL definition, however in reading and writing the Brighton and Hove gap is larger than that for our statistical neighbours and nationally.

KS1 2012 Percentage of pupils meeting the expected level (2) by ethnicity

Ethnicity Code	No of Pupils	Reading	Writing	Maths
Unknown	22	77.27	77.27	90.91
Asian or Asian British - Bangladeshi	30	66.67	60	73.33
Asian or Asian British - Indian	15	93.33	93.33	100
Asian or Asian British - any other Asian background	31	77.42	70.97	93.55
Asian or Asian British - Pakistani	X	X	X	X
Other Black African	28	96.43	82.14	96.43
Black or Black British - Caribbean	X	X	X	X
Black or Black British - any other Black background	12	83.33	83.33	91.67
Sudanese	17	76.47	58.82	82.35
Chinese	X	X	X	X
Mixed - any other mixed background	68	86.76	83.82	89.71
Mixed - White and Asian	54	96.3	92.59	96.3
Mixed - White and Black African	58	84.48	79.31	89.66
Mixed - White and Black Caribbean	33	75.76	69.7	84.85
Information not obtained	36	83.33	80.56	94.44
Any other ethnic group	32	78.13	75	93.75
Parent/pupil preferred not to say	X	X	X	X
White - British	1864	87.55	82.51	92.22
White - Irish	15	93.33	93.33	100
Traveller of Irish Heritage	X	X	X	X
White - Any Other Background	139	77.7	74.1	87.77
Gypsy/Romany	X	X	X	X
ALL - LA	2484	86.39	81.36	91.75

When looking at the percentage of pupils meeting the expected level by ethnicity code, for the categories with enough pupils to not be suppressed, pupils in only three ethnicity codes are below the LA level for maths and across the three main subjects.

Bangladeshi pupils perform significantly lower than other ethnicities. *Indian*, *mixed white & Asian* and *white Irish* perform better than the LA level in all three subjects.

- **Key Stage 2 (National Tests at end of Year 6)**

EAL Attainment Gap Trend – percentage of pupils meeting the expected level (4)

KS2 Level 4+ English & Maths	2007	2008	2009	2010*	2011	2012
B&H Non-EAL	71%	75%	72%	79%	74%	80%
B&H EAL	60%	68%	68%	75%	61%	74%
B&H EAL Gap	11%	7%	4%	4%	13%	6%
Statistical Neighbours EAL Gap	7%	9%	8%	6%	5%	3%
England EAL Gap	7%	6%	6%	3%	3%	2%

*Teacher Assessment data due to boycott of tests

The EAL gap has fluctuated since 2007 and has narrowed since last year, whilst at the same time, overall attainment went up.

KS2 2012 Percentage of pupils meeting the expected level (4) by Ethnicity

KS2 2012 Ethnicity description	Number of pupils	% English & Maths Level 4+	Difference to LA
White and Asian	41	87.8	-9.1
Information Not Yet Obtained	15	86.7	-8.0
White - Irish	14	85.7	-7.0
White - British	1887	79.4	-0.7
Any Other White Background	134	79.1	-0.4
Chinese	x	x	x
Indian	x	x	x
Any Other Mixed Background	59	76.3	2.4
Not known	x	x	x
Refused	x	x	x
White and Black Caribbean	27	74.1	4.6
Bangladeshi	23	73.9	4.8
Any Other Ethnic Group	34	73.5	5.2
Any Other Asian Background	26	73.1	5.6
White and Black African	29	72.4	6.3
Black - Sudanese	12	66.7	12.0
Any Other Black Background	11	54.5	24.2
Pakistani	x	x	x
Black Caribbean	x	x	x
Traveller of Irish Heritage	x	x	x
Other Black African	18	38.9	39.8
All - LA	2372	78.7	

When looking at the percentage of pupils meeting the expected level by ethnicity code, for the categories with enough pupils to not be suppressed, pupils in three ethnicity codes, (*other black African, any other black background and black Sudanese*) are significantly below the LA level.

White & Asian pupils performed well above the LA level.

Ethnicity and Free School Meals

This analysis adds in the deprivation element and the data has been grouped into the broader categories to avoid the need to suppress further data. The key indicator for deprivation used by the Department for Education is pupils whose parents have claimed for and who are eligible for free school meals.

Brighton and Hove Key Stage 2 2012	% English & Maths Level 4+	% English & Maths Level 4+	No of Pupils English & Maths Level 4+	No of Pupils English & Maths Level 4+	Total % English & Maths Level 4+	Total Pupils
Ethnicity group	FSM	Not FSM	FSM	Not FSM	All	All
White	59.5	83.6	346	1691	79.5	2037
Mixed / Dual Background	65.7	81.8	35	121	78.2	156
Asian or Asian British	x	x	x	x	71.2	66
Black or Black British	30.0	57.6	10	33	51.2	43
Any Other Ethnic Group	80.0	70.8	10	24	73.5	34
Information Not Yet Obtained	0.0	86.7	0	15	86.7	15
Chinese	x	x	x	x	x	x
Not known	x	x	x	x	x	x
Refused	x	x	x	x	x	x
LA Total	59.9	82.6	414	1958	78.6	2372

* Suppressed fewer than 10 FSM or total pupils

When looking at the percentage of pupils meeting the expected level by ethnicity code, for the categories with enough pupils to not be suppressed, the data shows that only 30% of *black* or *black British* pupils in receipt of free school meals meet the expected level at the end of primary school in English and Maths.

There were only 10 pupils in this category in 2012, however this small group's results were 48.6% below the LA total.

- **Key Stage 4 (GCSE & equivalent at the end of Year 11)**

KS4 GCSE and Equivalents by Ethnicity 2012	Number of Pupils	% 5+ A*-C inc E&M
White and Asian	37	70.3
White and Black Caribbean	21	61.9
Any other White background	95	61.1
Any other Ethnic Group	20	60.0
Irish	17	58.8
African: Sudanese	17	58.8
Any other Asian background	19	57.9
White British	1819	55.9
Any other mixed background	48	52.1
White and Black African	34	50.0
Bangladeshi	28	50.0
Any other Black background	11	36.4
African: Other Black African	17	35.3
Indian	x	x
Pakistani	x	x
Caribbean	x	x
Chinese	x	x
African Asian	x	x
Refused	x	x

Information not yet obtained	x	x
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In 2012 the lowest performance ethnic group (*other black African*) remained unchanged between key stage 2 and key stage 4, as did the highest performing ethnic group (*white & Asian*).

Brighton and Hove KS4 2012 Provisional Data	% 5+ A*-C inc English & Maths	% 5+ A*-C inc English & Maths	No of Pupils 5+ A*-C inc English & Maths	No of Pupils 5+ A*-C inc English & Maths
Ethnicity - Main Group	FSM Yes	FSM No	FSM Yes	FSM No
Mixed/Dual Heritage	28.6	62.5	21	120
White	26.1	61.3	283	1648
Black or Black British	16.7	52.8	12	36
Any Other Ethnic Group	x	x	x	x
Asian or Asian British	x	x	x	x
Chinese	x	x	x	x
Not Yet Obtained	x	x	x	x
Refused	x	x	x	x
LA Overall	26.9	61.2	331	1882

When looking at the percentage of pupils meeting the expected level by ethnicity code, for the categories with enough pupils to not be suppressed, the data shows that only 16.7% of *black* or *black British* pupils in receipt of free school meals meet the expected level at the end of primary school in English and Maths. Although, as at the end of key stage 2, there number is pupils in this group is small at 12, this is a further drop in numbers meeting expectations since the end of primary school at key stage 2.

From the Department for Education Website page ‘Ethnic Minority Achievement’:

There is no single intervention that achieves the best possible results for every disadvantaged or minority ethnic child, but evidence does show that schools are independently important for narrowing attainment gaps.

Research suggests that schools which are successful in raising the attainment of minority ethnic pupils share broadly similar approaches to the creation of a genuinely inclusive school community. This is true whether their intake is highly diverse or predominantly white.

These schools are strongly committed to an ethos that stresses:

- high achievement
- equal opportunities
- the valuing of cultural diversity
- the provision of a secure environment
- the importance of challenging racism
- the centrality of Ethnic Minority Achievement (EMA) work
- partnership with parents and the wider community.

The ways in which schools create such an ethos differ according to individual contexts and specific needs, but the vision remains essentially the same:

- Pupils and parents are aware of, and appreciate, the schools' stand on race equality because the schools have made it explicit. This creates a positive climate for learning which underpins and contributes to the schools' success.
- Creating an inclusive school which enables all pupils to thrive takes time and requires considerable effort and commitment at all levels. In the most successful schools, no stone is left unturned.
- Where schools have used it effectively, Ethnic Minority Achievement Grant funding has been a catalyst for the development of high-quality provision for minority ethnic and bilingual pupils, enabling them to achieve well.
- Successful schools routinely monitor the way they use the additional resources to ensure that it results in improved outcomes for targeted pupils.
- Good-quality partnership teaching between mainstream and Ethnic Minority Achievement staff is one of the most effective forms of whole-school continuing professional development.
- High-quality assessment, tracking and target-setting procedures, for individuals and groups, are key. The systematic collection and analysis of data enable schools to identify need and deploy resources effectively.

How are we doing? Education Update Workshop for Councillors

EYFS, KS2 and KS4
January 2013



Agenda

1. Welcome and Introduction10:00
2. Terms used..... 10:05
3. Key Stage 410:15
4. Key Stage 211.15
5. EYFS11:45
6. Future Members' Workshops e.g. schools funding11:50



Definitions

- **Attainment** – what level the children and young people achieve (e.g. Level 2, Level 4 etc)
- **Progress** – the levels or average point scores (APS) that pupils make
- **Value Added** – the difference the school makes
- **Floor Standard** – the minimum level for schools to achieve (set by government)
- **RAISEonline** - Reporting and Analysis for Improvement through School Self-Evaluation
- **Fischer Family Trust** – estimates of expected performance taking into account prior attainment and socio-economic factors



Key Stage 4

Ofsted Judgements

	Date	Overall effectiveness grade
Blatchington Mill	Feb 2010	3
BACA	Dec 2012	3
Cardinal Newman	May 2012	2
Dorothy Stringer	Dec 2009	1
Hove Park	Feb 2010	3
Longhill	Sept 2010	2
Patcham	Sept 2010	3
PACA	Dec 2012	3
Vardean	Dec 2009	2



Key Stage 4

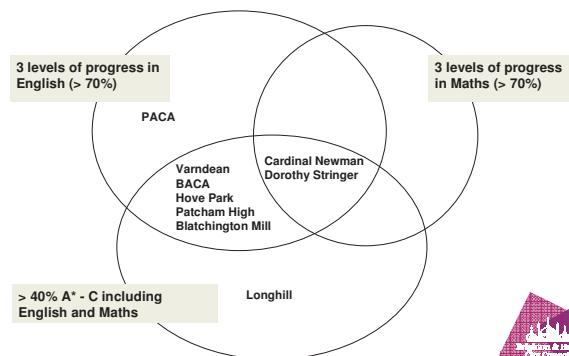
Secondary School Floor Standards 2012

- > 40% 5+ A* to C grades including English and Maths
- or:
- Exceeding the England median figure for achieving three levels of progress in English and Maths (both 70% in 2012)

Expected to rise to 45% in 2014 and 50% in 2015



KS4 Floor Standards 2012 in Brighton and Hove secondary schools and academies



GCSE trends: 5+ A* - C including English and Maths

Local Authority	2007/08	2008/09	2009/10	2010/11	2011/12
Bath and North East Somerset	57.2	59.9	61.0	64.2	57.5
Bournemouth	48.9	51.5	56.5	57.4	60.7
Brighton and Hove	44.5	44.5	49.1	52.8	56.4
Bristol, City of	35.5	40.2	46.2	50.2	51.6
Plymouth	46.3	49.1	54.2	56.8	57.5
Portsmouth	38.5	39.5	42.8	45.5	52.4
Reading	52.7	52.9	54.7	55.9	60.7
Sheffield	40.6	44.5	49.2	49.4	55.6
Southampton	42.3	43.1	47.5	51.7	54.4
Southend-on-Sea	55.0	57.8	61.8	65.0	61.8
York	53.8	59.2	59.1	62.1	62.7
Statistical Neighbour Average	47.1	49.8	53.3	55.8	57.5
South East Region	51.7	53.7	57.5	59.6	60.2
East Sussex	46.1	50.8	55.4	58.4	63.2
West Sussex	51.5	52.2	55.3	58.6	64.5
England (State-funded sector)	48.4	50.9	55.3	58.4	59.0

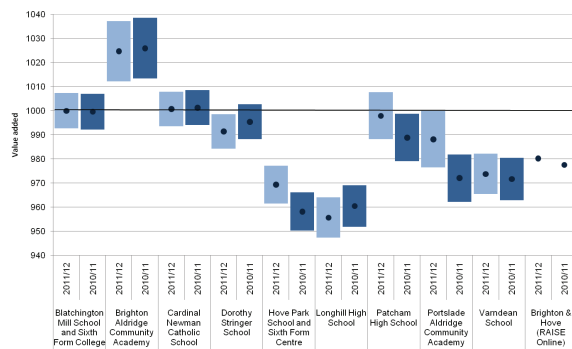
GCSE trends: Achieving expected levels of progress in English

Local Authority	2008/09	2009/10	2010/11	2011/12
Bath and North East Somerset	73.2	75.1	78.2	66.4
Bournemouth	67.2	72.1	68.7	71.4
Brighton and Hove	61.5	66.5	64.1	70.4
Bristol, City of	61.7	68.6	69.1	68.0
Plymouth	62.1	68.7	71.8	69.7
Portsmouth	56.1	62.2	63.7	62.8
Reading	66.6	72.0	66.5	69.9
Sheffield	59.2	64.6	65.0	67.2
Southampton	62.1	62.6	67.2	67.5
Southend-on-Sea	72.9	75.7	75.9	68.5
York	69.8	70.2	75.7	71.5
Statistical Neighbour Average	65.1	69.2	70.2	68.3
South East Region	67.5	71.7	72.2	68.4
East Sussex	63.0	68.2	70.0	65.9
West Sussex	68.4	73.6	74.6	66.7
England (State-funded sector)	65.3	69.9	72.0	68.1

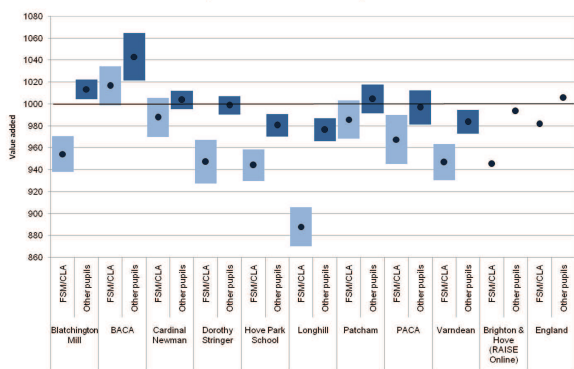
GCSE trends: Achieving expected levels of progress in Maths

Local Authority	2008/09	2009/10	2010/11	2011/12
Bath and North East Somerset	65.4	66.0	68.4	67.4
Bournemouth	59.0	65.6	65.3	68.8
Brighton and Hove	51.6	56.1	59.4	58.6
Bristol, City of	47.0	53.8	56.0	61.6
Plymouth	53.4	55.8	59.8	64.2
Portsmouth	44.2	52.1	51.0	61.7
Reading	63.8	64.9	66.8	72.4
Sheffield	52.5	58.6	57.6	65.0
Southampton	50.9	55.9	58.6	66.0
Southend-on-Sea	66.0	68.9	70.5	70.4
York	63.7	64.9	67.4	74.1
Statistical Neighbour Average	56.6	60.7	62.1	67.2
South East Region	62.5	66	67.8	70.8
East Sussex	60.8	65	66.3	70.1
West Sussex	59.4	64.2	66.6	67.5
England (State-funded sector)	58.4	62.5	64.9	68.7

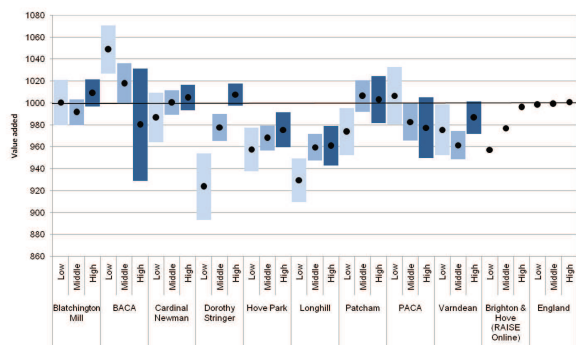
8 Best Value Added: Performance Tables 2010/11 and 2011/12

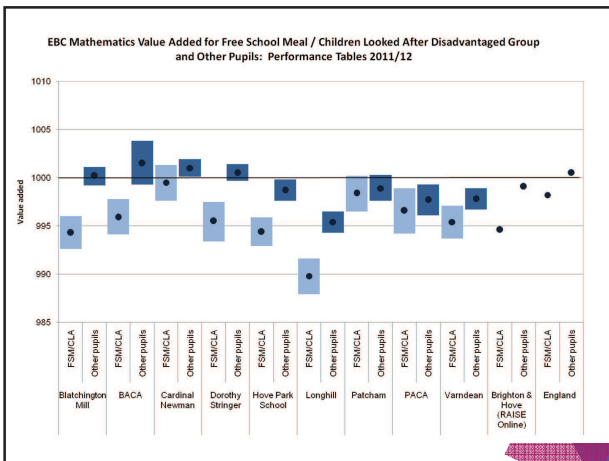
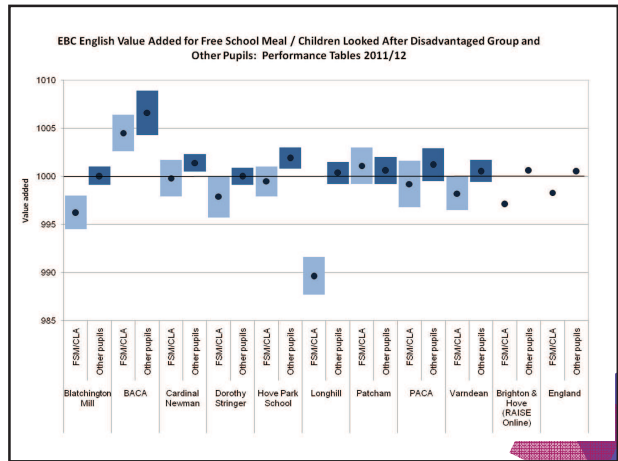
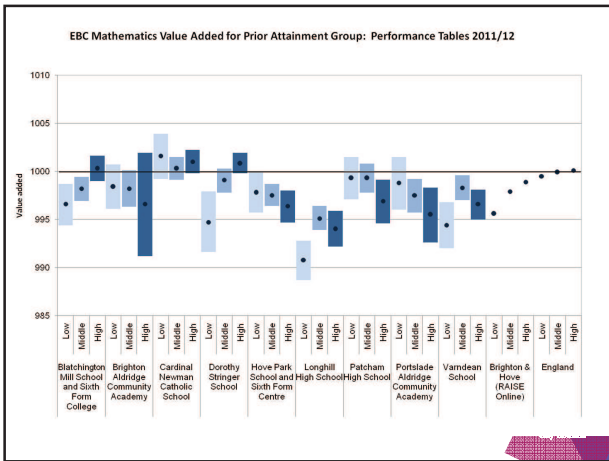
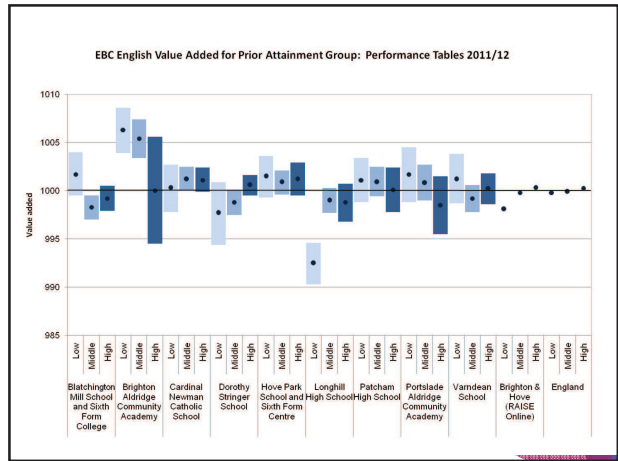
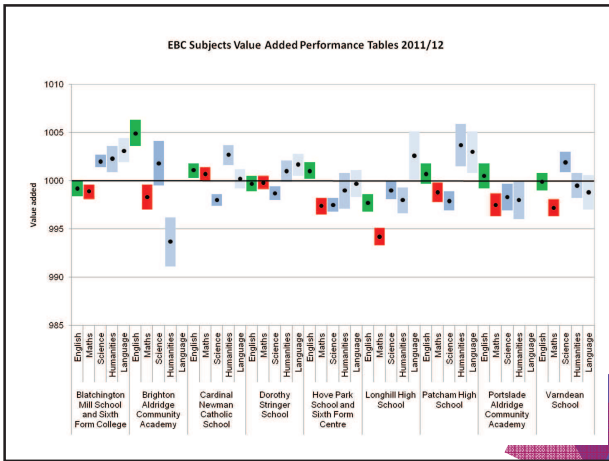


8 Best Value Added for Free School Meal / Children Looked After Disadvantaged Group and Other Pupils: Performance Tables 2011/12



8 Best Value Added for Prior Attainment Group: Performance Tables 2011/12





KS4: differences in performance between boys and girls

- The gender gap in Brighton & Hove schools has widened since 2007, and in the last two years has been similar to the historic trend for Statistical neighbours and England

Results	2007	2008	2009	2010	2011	2012
B&H Boys	43%	43%	41%	47%	49%	53%
B&H Girls	44%	46%	48%	51%	57%	60%
B&H gender gap	1%	3%	7%	4%	8%	7%
B&H Boys cohort	1170	1180	1204	1232	1221	1154
B&H Girls cohort	1140	1160	1085	1137	1103	1059
SN gender gap	9%	8%	8%	9%	7%	8%
England gender gap	8%	8%	8%	8%	8%	10%



KS4 Vulnerable groups: FSM

- The FSM gap has widened over recent years, and now exceeds quite markedly the SN and England averages. However, the underlying attainment for both groups is improving.

Results	2007	2008	2009	2010	2011	2012
B&H FSM	20%	19%	22%	22%	26%	27%
B&H non-FSM	47%	49%	48%	53%	57%	62%
B&H FSM cohort	306	330	334	337	337	332
B&H non FSM cohort	1998	2008	1955	2032	1987	1881
B&H gap	27%	30%	26%	32%	32%	35%
SN gap	29%	30%	28%	30%	32%	31%
England gap	28%	28%	28%	28%	28%	26%



KS4 Vulnerable groups: SEN

- The SEN gap widened in 2012, and was above the SN and England gaps.

Results	2007	2008	2009	2010	2011	2012
B&H SEN	8%	15%	12%	13%	22%	19%
B&H non SEN	52%	55%	56%	62%	66%	69%
B&H SEN cohort	454	560	572	649	690	585
B&H non SEN cohort	1850	1778	1717	1718	1632	1628
B&H gap	44%	42%	44%	49%	44%	51%
SN gap	45%	47%	47%	49%	50%	50%
England gap	44%	45%	45%	46%	48%	47%



Key Stage 2

Ofsted Judgements

- In the HMCI Annual Report, the proportion of primary schools in Brighton & Hove judged to be good or better is 72% which means that parents are 'likely' to be able to send their child to a school judged good or better (this is the second category). This is currently 77%.
- Two schools are judged 'inadequate'. Benfield Primary and Whitehawk Primary Schools were judged to require Special Measures. Hertford Juniors is no longer in a category.



Key Stage 2

Floor Standards 2012

- The Venn diagram shows the schools that meet the Floor Standard for KS2
- 60% of pupils achieving Level 4+ in English and Mathematics
- Achieving at least the national median figure for two levels of progress in English and Mathematics between KS1 and KS2



2 level progress from KS1 - KS2 in English above national median for 2011



60% of pupils achieve at least L4 in maths and English combined

FSM Bands: Band 1 - 0-7.9% turquoise, Band 2 - 8-19.9% yellow, Band 3 - 20-34.9% pink, Band 4 - 35-49.9% green, Band 5 - 50%+ grey

Figures in brackets: (A) Most recent Ofsted grading of overall effectiveness, (B) % 2 level progress from KS1 - KS2 in English, (C) % 2 level progress in maths from KS1 - KS2

Progress from KS1 to KS2

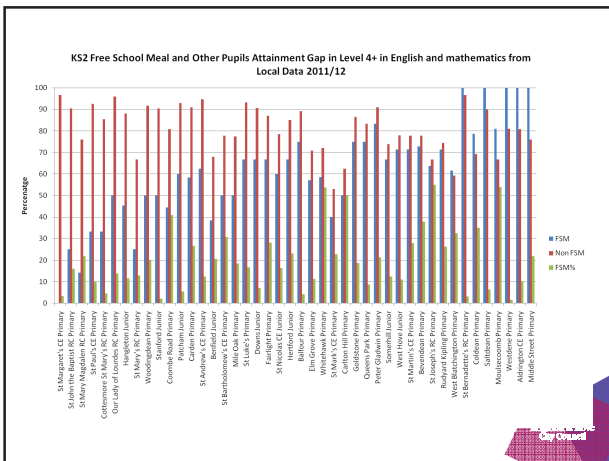
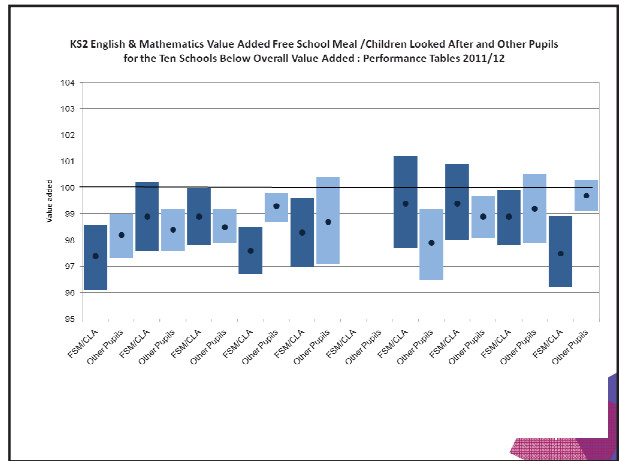
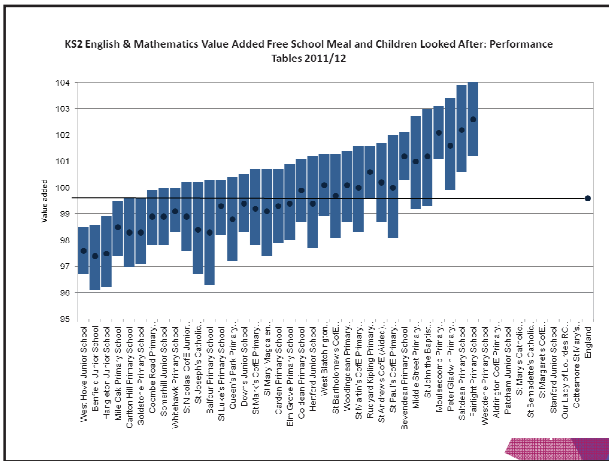
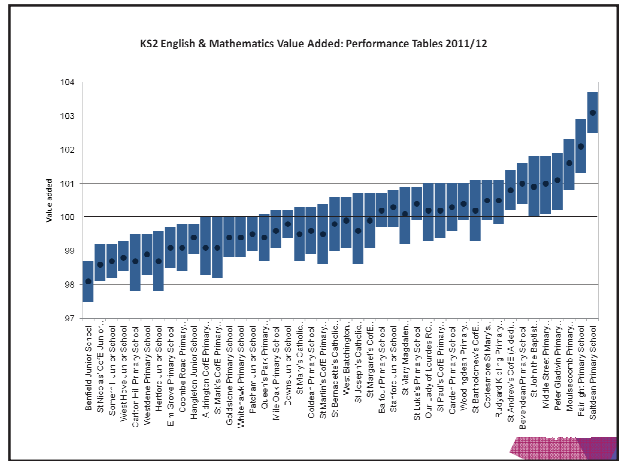
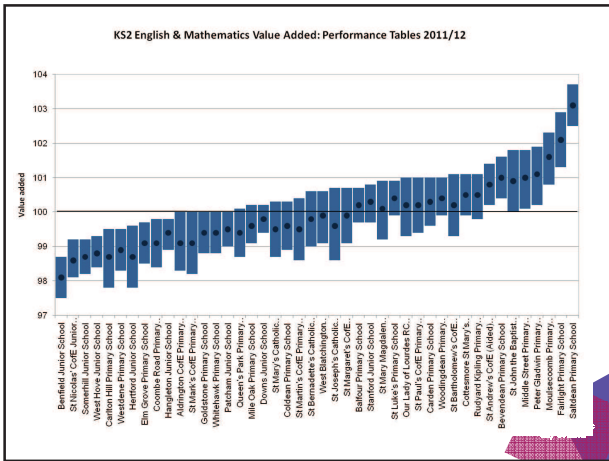
KS2 English Expected Progress %

	2009	2010	2011	2012
Brighton and Hove	79	-	79	88
Statistical Neighbour Average	81	83	83	88
England (state funded)	81	83	84	89

KS2 Mathematics Expected Progress %

	2009	2010	2011	2012
Brighton and Hove	78	-	79	84
Statistical Neighbour Average	78	81	82	86
England (state funded)	80	82	83	87





Vulnerable Groups: FSM

- Children with FSM in Brighton and Hove made 9 percentage points progress against 5 percentage points for those who do not have FSM. However, the gap is still wider than the national gap.

Results	2007	2008	2009	2010	2011	2012
B&H FSM	46%	55%	52%	63%	51%	60%
B&H non-FSM	76%	79%	76%	82%	78%	83%
B&H gap	30%	24%	24%	19%	27%	23%
SN gap	25%	26%	27%	21%	23%	19%
England gap	24%	22%	22%	21%	20%	17%

Vulnerable Groups: SEN

- The gap in SEN is in line with the national.

Results	2007	2008	2009	2010	2011	2012
B&H SEN	41%	42%	43%	43%	37%	43%
B&H non-SEN	86%	90%	88%	93%	87%	92%
B&H gap	45%	48%	45%	50%	50%	49%
SN gap	49%	48%	50%	52%	55%	51%
England gap	52%	54%	53%	53%	50%	49%



Vulnerable Groups: EAL

- Although the EAL gap has narrowed in Brighton and Hove, it is still above the national gap.

Results	2007	2008	2009	2010	2011	2012
B&H EAL	71%	75%	72%	79%	74%	80%
B&H non-EAL	60%	68%	68%	75%	61%	74%
B&H gap	11%	7%	4%	4%	13%	6%
SN gap	7%	9%	8%	6%	5%	3%
England gap	7%	6%	6%	3%	3%	2%



Early Years Foundation Stage profile

Assessment at the end of Reception year – age 5

- One key indicator** for the EYFS profile is the % of children who achieve 6 points and above in both Personal, Social and Emotional Development and Communication Language and Literacy and also score at least 78 points across all Areas of Learning.

The % of children who achieved this in 2012 was 67% in Brighton and Hove which is above the national figure for 2012 - 64%.

- 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 2012 the gap has reduced to 27.8 which is better than the national percentage gap of 30.1



Achieving a good level of development 2012

