

Subject:	Brighton & Hove City Wide Maths Project Plan 2013/14	
Date of Meeting:	Children & Young People's Committee Meeting 14 October 2013	
Report of:	Pinaki Ghoshal, Executive Director, Children's Services	
Contact Officer:	Hilary Ferries, Head of	
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Ward(s) affected:	All	

1. SUMMARY AND POLICY CONTEXT:

- 1.1 An analysis of the maths outcomes in the city shows that standards and progress in maths fall below those nationally from Key Stage 2 onwards. As a result we have identified the academic year 2013 – 2014 as the 'Year of Maths' and will be looking to further raise standards and achievement in maths across the city.
- 1.2 Substantial funding of 150K from the Dedicated Schools Grant (DSG) has been put towards this project which has three main themes:
 - o Develop the leadership of maths
 - o Improve the quality of teaching and learning of maths
 - o Engage families and communities with maths

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the summary of the Maths Project for the Year of Maths. This has been developed in partnership with a steering group of headteachers and maths specialists, representatives from the University of Brighton and the University of Sussex and a member of Her Majesty's Inspectorate (HMI).

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Analysis of individual schools data shows that across the city progress in maths is a major issue. Whilst progress from KS2 to KS4 in English is 'significantly above' the national average, the same measure in maths is 'significantly below' and this is the case for all groups of pupils identified in the reports.

Schools have been working on this issue for some years and there is evidence of improving standards in maths, however it was felt that this would be best addressed with a city wide maths focus.

- 3.2 The aims of the project, which will be measured by the 2014 outcomes are that:
1. All students will make expected or better progress.
 2. There will be a high profile for maths in the city and Brighton and Hove will be known as a beacon authority for continued professional learning and collaboration in Maths education.
 3. Leaders at all levels and across all phases will be confident and competent in leading effective Maths practice.
 4. All teachers will be able to access Continuing Professional Development (CPD) matched to their stage to ensure good or better maths teaching
 5. Bridging the gaps between different phases of education will ensure continued progress in maths throughout the journey of education
 6. Families will be engaged in their child/ren's maths education
 7. Maths will be seen as valuable and an exciting subject

3.3 These will be achieved by a focus on three areas outlined above (in 1.2) and the attached document gives a breakdown of how this will be achieved. We will be seconding expertise in maths from Brighton University and Varndean College to build capacity in schools.

3.4 This will be monitored and evaluated by the Steering Group and the Learning Partnership Strategic Board and a report brought to Committee. The Steering Group is made up of primary and secondary headteachers, maths subject leaders from primary and secondary schools, the Secondary Teaching and Learning Lead for the Secondary Schools Partnership, a senior leader from the Teaching School Alliance, Every Child Counts Lead, a link inspector from Ofsted, representatives from the Universities of Sussex and Brighton and the Head of Standards and Achievement.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 We have consulted with headteachers, Heads of Maths Department in secondary schools and primary headteachers. The Steering Group consists of a range of educational providers and LA officers.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 The £150k funding is contained within the Dedicated Schools Grant (DSG) for 2013/14 and will be used to support the Citywide Maths Project. Any over or underspend in this will be contained within the overall DSG for 2013/14 and will be rolled forward into 2014/15 if the spending is in line with the school academic year.

Finance Officer Consulted: Andy Moore

Date: 03/09/13

Legal Implications:

5.2 There are no legal implications arising from this report.

Equalities Implications:

- 5.3 An Equalities Impact Assessment has been undertaken.

Sustainability Implications:

None

Crime & Disorder Implications:

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

Risk and Opportunity Management Implications:

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

Public Health Implications:

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

Corporate / Citywide Implications:

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

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 The data analysis shows that maths is an issue. We have considered different ways of ensuring a city wide focus on maths and believe, after consultation with school staff, that this will be the most effective response.

7. REASONS FOR REPORT RECOMMENDATIONS

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

SUPPORTING DOCUMENTATION

Appendices:

1. Summary of the Brighton & Hove Maths Citywide focus - August 2013