





Brighton & Hove
City Council

Overview & Scrutiny

Title:	Children & Young People's Overview & Scrutiny Committee
Date:	9 November 2011
Time:	5.00pm
Venue	Council Chamber, Hove Town Hall
Contact:	Sharmini Williams Overview & Scrutiny Support Officer 29-0451 sharmini.williams@brighton-hove.gov.uk

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CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

The following are requested to attend the meeting:

Councillors:

Powell (Chair), Lepper (Deputy Chair), Bennett, Brown, Buckley, A Kitcat, Pissaridou and Wealls

Statutory Co-optee with Voting Rights

Mike Wilson	Diocese of Chichester
David Sanders	Diocese of Arundel & Brighton
Amanda Mortensen	Parent Governor Representative
Vacancy	Parent Governor Representative

Non-Statutory Co-optees without Voting Rights

Rachel Travers	Community Voluntary Sector Forum
Mark Price	Youth Services
Rohan Lowe	Youth Council
Liam Dunne	Youth Council
Vacancy	Children's Social Care Representative

CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

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Agenda Item 20

To consider the following Procedural Business:-

A. Declaration of Substitutes

Where a Member of the Committee is unable to attend a meeting for whatever reason, a substitute Member (who is not a Cabinet Member) may attend and speak and vote in their place for that meeting. Substitutes are not allowed on Scrutiny Select Committees or Scrutiny Panels.

The substitute Member shall be a Member of the Council drawn from the same political group as the Member who is unable to attend the meeting, and must not already be a Member of the Committee. The substitute Member must declare themselves as a substitute, and be minuted as such, at the beginning of the meeting or as soon as they arrive.

B. Declarations of Interest

- (1) To seek declarations of any personal or personal & prejudicial interests under Part 2 of the Code of Conduct for Members in relation to matters on the Agenda. Members who do declare such interests are required to clearly describe the nature of the interest.
- (2) A Member of the Overview and Scrutiny Commission, an Overview and Scrutiny Committee or a Select Committee has a prejudicial interest in any business at meeting of that Committee where –
 - (a) that business relates to a decision made (whether implemented or not) or action taken by the Executive or another of the Council's committees, sub-committees, joint committees or joint sub-committees; and
 - (b) at the time the decision was made or action was taken the Member was
 - (i) a Member of the Executive or that committee, sub-committee, joint committee or joint sub-committee and
 - (ii) was present when the decision was made or action taken.
- (3) If the interest is a prejudicial interest, the Code requires the Member concerned:-
 - (a) to leave the room or chamber where the meeting takes place while the item in respect of which the declaration is made is under consideration. [There are three exceptions to this rule which are set out at paragraph (4) below].
 - (b) not to exercise executive functions in relation to that business and

(c) not to seek improperly to influence a decision about that business.

(4) The circumstances in which a Member who has declared a prejudicial interest is permitted to remain while the item in respect of which the interest has been declared is under consideration are:-

- (a) for the purpose of making representations, answering questions or giving evidence relating to the item, provided that the public are also allowed to attend the meeting for the same purpose, whether under a statutory right or otherwise, BUT the Member must leave immediately after he/she has made the representations, answered the questions, or given the evidence,
- (b) if the Member has obtained a dispensation from the Standards Committee, or
- (c) if the Member is the Leader or a Cabinet Member and has been required to attend before an Overview and Scrutiny Committee or Sub-Committee to answer questions.

C. Declaration of Party Whip

To seek declarations of the existence and nature of any party whip in relation to any matter on the Agenda as set out at paragraph 8 of the Overview and Scrutiny Ways of Working.

D. Exclusion of Press and Public

To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

Note: Any item appearing in Part 2 of the Agenda states in its heading the category under which the information disclosed in the report is confidential and therefore not available to the public.

A list and description of the exempt categories is available for the public inspection at Brighton and Hove Town Halls.

BRIGHTON & HOVE CITY COUNCIL

CHILDREN & YOUNG PEOPLE'S OVERVIEW & SCRUTINY COMMITTEE

4.00PM 14 SEPTEMBER 2011

COMMITTEE ROOM 1, BRIGHTON TOWN HALL

MINUTES

Present: Councillors Powell (Chair); Bennett, Brown, Buckley, A Kitcat, Pissaridou, Wealls and Gilbey

Statutory Co-optees: with voting rights: Mike Wilson (Diocese of Chichester), David Sanders (Diocese of Arundel & Brighton) and Ros Cook (Community Voluntary Sector Forum)

Non-Statutory Co-optees: Liam Dunne (Non-Voting Co-Optee), Mark Price (Youth Services) (Non-Voting Co-Optee) and Rohan Lowe (Youth Council) (Non-Voting Co-Optee)

Apologies: Councillor Jeane Lepper, Amanda Mortensen and Rachel Travers

PART ONE

9. PROCEDURAL BUSINESS

9a. Declarations of Substitutions

9.1 Apologies were received from Councillor Jeane Lepper and Amanda Mortensen – Parent Governor Representative. Councillor Penny Gilbey was substituting for Councillor Jeane Lepper.

9b. Declarations of Interest

9.2 The Chair declared a personal interest as she works at the Friends Centre which provides careers advice for all age groups.

9c. Declaration of Party Whip

9.3 There were none.

9d. Exclusion from the Press and Public

9.4 In accordance with section 100A(4) of the Local Government Act 1972, it was considered whether the press and public should be excluded from the meeting during the consideration of any items contained in the agenda, having regard to the nature of the business to be transacted and the nature of the proceedings and the likelihood as to whether, if members of the press and public were present, there would be disclosure to them of confidential or exempt information as defined in section 100I (1) of the said Act.

9.5 **RESOLVED** – That the press and public not be excluded from the meeting.

10. MINUTES OF THE PREVIOUS MEETING

10.1 The minutes from the 4 July 2011 were approved by the Committee.

11. CHAIRS COMMUNICATIONS

11.1 As it was the first meeting in Brighton Town Hall, the Chair requested that feedback on the venue was forwarded to the scrutiny team. The issue of DDA compliance was raised.

11.2 The Chair advised Members that a visit had been arranged to City College for 17 October, at 2pm. All Members should have received an email to this effect.

11.3 It was agreed to hold a workshop session in early October regarding the Youth Strategy review. Dates to be confirmed.

12. PUBLIC QUESTIONS

12.1 There were none.

13. QUESTIONS AND LETTERS FROM COUNCILLORS

13.1 There were none.

14. CHILD POVERTY UPDATE

14.1 Sarah Colombo, Childcare Strategy Manager (CSM) introduced the report highlighting the key findings of the needs assessment, namely:

- Severe financial pressures
- A significant minority of parents have low skills and qualifications
- Overall educational attainment is below average
- Higher than average numbers of young people not in education employment or training (NEET)
- Higher than average numbers of families with a range of risk factors for child poverty
- Intergenerational poverty with associated low aspirations

14.2 The CSM advised the Committee that the consultation on draft priorities was about to go live. The Draft Strategic Outcomes for the Reducing Child Poverty Strategy that would be consulted upon were appended to the report.

14.3 Future steps were outlined in paragraphs 3.5-3.7 of the report and described in more depth by the CSM. Members were supportive of the process and wished that the minutes of the meeting be used as part of the consultation feedback.

14.4 Members made a number of points and asked questions relevant to the development of the strategy including:

- Geographically focused issues and solutions. Schemes in some areas e.g. Tarnar are doing brilliant work, this needs to be learnt from.

- Work should focus on schemes that have worked in the past, with lessons learnt from those that haven't
- Specific charities and organisations provide excellent support, however it is often limited by funding
- There is an immediate pressure on many families now due to the economic situation and the changes to benefits. Whilst this may be a mid/long term strategy action needs to be taken now to support vulnerable families
- The rising cost of child care was raised as an issue that was causing immediate concern to families and impacting on the viability of some parents working
- There is a limit to what can be done locally and what are national issues that need to be addressed by government
- Consultation needs to be appropriate to the audience; a number of different formats will be required. Members were advised the CVSF would be helping clients complete the survey.
- How would the strategy help provide jobs and training to C&YP in the City? Members were advised that the needs assessment puts the spotlight on a number of issues, training and employment opportunities being one of them. The strategy itself won't be able to solve the problem, rather it will bring together partners and services offered under one banner and bring a focus on this type of issue. It was agreed to distribute the Employment & Skills Plan which goes into detail on these issues. http://www.brighton-hove.gov.uk/downloads/bhcc/economicdevelopment/CESP_2011-2014.pdf
- It was asked success will be judged and when will we know the aims have been met. Members were advised that there were a wide range of measurable indicators that would show progress within the strategy, the overall child poverty indicator relates to the number of children surviving on less than 60% of median income. There are a number of sub outcomes relating to housing, education etc
- Service should be specifically looking to support the emotional needs of children in poverty; this should be built into the strategy.

14.5 Members thanked Sarah Colombo for her work on child poverty and presenting it to the Committee.

14.6 CYPOSC resolved to forward their comments as part of the consultation on the child poverty strategy.

15. SERVICES FOR CHILDREN WITH AUTISTIC SPECTRUM CONDITIONS

15.1 Alison Nuttall, Strategic Commissioner Children, Youth and Families introduced the report on services for children with autistic spectrum conditions.

15.2 The Strategic Commissioner (SC) advised members that this was a service commissioned by the Council but delivered by a number of different providers. Partners are brought together through a partnership board which has parental representation on it.

15.3 The SC highlighted that all referrals are seen within 4 weeks and a growing number of cases have strength and difficulties questionnaires. There have been 3 complaints since 2009.

- 15.4 The SC advised that CAMHS offers a number of different services, those for children with autistic spectrum conditions being part of this larger service.
- 15.5 The issue of provision of services for children autistic spectrum conditions in private schools was raised. It was explained that the maintained schools, had through the Schools Partnership agreed to fund ASC support.
- 15.6 It was clarified that children not in maintained schools can access support through CAMHS, or schools could chose to opt into the ASC support service. (para 3.9 of the report refers).
- 15.7 Members thanked the Strategic Commissioner for a clear and detailed report and for presenting it in a very understandable manner. Members raised a number of points including:
1. Have spending constraints impacted upon the service provided? Members were advised that staffing levels had not been cut, however as with all areas of local government resources were limited.
 2. In relation to a specific question on speech and language therapy it was agreed to provide a written answer.
 3. If private schools have to opt into the service is there a danger children will miss out on the services they need? Members were advised that schools have a duty to provide support and if the local authority felt this was not occurring they could intervene. It was highlighted that many private schools have dedicated SEN units.
 4. It was raised that a number of Cllrs have received reports of less than satisfactory service provision from parents and carers. Whilst the report provided a considerable level of detail there did appear to be mismatch between the report and user feedback. Members agreed that further work was needed to gain a better understanding of the level of service available. Discussion focused on the best way of achieving this.
 5. It was highlighted how complex the issue was and the manner in which different children may access the service. It was asked whether the local authority should be promoting its services to private/free/non-maintained schools.
 6. Questions regarding the qualifications of staff were answered, with most staff having degrees and postgraduate qualifications.
- 15.8 Members resolved to request that an independent user satisfaction survey be carried out with the results to be reported back to CYPOSC at the earliest opportunity.

16. PARENTS' VIEWS ON THE FUTURE OF SPECIAL EDUCATIONAL NEEDS (SEN) IN BRIGHTON & HOVE FROM THE PARENT CARERS' COUNCIL

- 16.1 Debbie Collins, Parent Participation Worker with Amaze introduced the report from the Parent Carers' Council (PaCC). She advised that the PaCC aims to maximise children's opportunities to flourish by working with all organisations to champion equality and raise standards of services and support for carer families. There are now 174 parents who have agreed to become members of the PaCC.
- 16.2 Members were provided with further background to the PaCC and to SEN provision and how it has changed. Ms Collins outlined what action the PaCC would like to see taken, including:

- The government's Green paper, introduced in May, proposing radical changes in the way that SEN is delivered in schools has also meant that progress into the recommendations made in the report have been slow to be realised.
- It has been difficult to engage with head teachers and SENCOs from the mainstream school sector Members recommended that the report be sent out to Headteachers again.
- Commitment from the LA to follow through the recommendations outlined in the report is needed.
- A resourced systematic involvement of parent carers in the strategic delivery of SEN across the city should be aimed for.
- The SEN change board will be a good opportunity for this to happen and for parents to be more involved.

17. REPORT ON 'SUPPORT AND ASPIRATION: A NEW APPROACH TO SPECIAL EDUCATIONAL NEEDS (SEN) AND DISABILITY - A CONSULTATION BY THE DEPARTMENT FOR EDUCATION (GREEN PAPER) BRIEFING ON THE SOUTH EAST 7- APPLICATION TO BE A PATHFINDER FOR THE GREEN PAPER PROPOSALS

- 17.1 Jo Lyons, Lead Commissioner, Schools, Skills and Learning and Gill Henry, Acting Head of SEN & Specialist Placements introduced the report on the SEN Green Paper and the work of the South East 7 (SE7).
- 17.2 CYPOSC were taken through the main areas of the Green Paper including it proposals regarding:
- a new approach to identifying SEN
 - a single assessment process and a 'Education, Health and Care Plan (EHCP)'
 - a local offer of all services available
 - parents to have the option of a personal budget by 2014
 - giving parents a real choice of school
 - greater independence to the assessment of children's needs.
- 17.3 Members were advised that the SE7 pilot bid had been successful and that the authority would one of the lead authorities. Whilst it was an ambitious programme that had been put forward there was confidence it could be delivered.
- 17.4 Members were advised that there were 9 core elements to the pathfinder programme as outlined in the report, Brighton and Hove has then prioritised the optional elements in the following way:
1. Personal Budgets
 2. Banded funding models
 3. Support to parents and carers
 4. Support to vulnerable children
 5. Age range and employment.
- 17.5 It is the SE7 intention to test all 5 optional areas with one or two LAs leading on each work strand. The Change Board will have to be established urgently to oversee the programme.

- 17.6 There was general agreement that the work of the PaCC should be used to inform the pilot work going forward and that parents and other stakeholders should be 'round the table' as the pilots developed. Members felt the expertise and knowledge of parents should be utilised more by the council.
- 17.7 There was discussion as to the power of the local authority with regard to statementing and the support offered to children and their carers. Members were advised that the local authority could step in where it was felt the needs of child were not being met. However support offered in schools was felt to be improving.
- 17.8 The timetable for future work was questioned; it was explained that the SE7 had to move quickly, and a draft strategy should be ready by summer 2012.

18. WORK PROGRAMME JUNE 2011- APRIL 2012

- 18.1 The Committee agreed the work plan for the next meeting.

19. ITEMS TO GO FORWARD TO CABINET, THE CABINET MEMBER OR TO COUNCIL

- 19.1 There were no items to go forward to Cabinet, the Cabinet Member or to Council.

The meeting concluded at 6.00pm

Signed

Chair

Dated this

day of



**Brighton & Hove
City Council**

Mr Tom Hook
Head of Scrutiny
Brighton & Hove City Council

**Councillor Gill Mitchell
Leader of the Labour and
Co-operative Group**

41 Bennett Road
Kemp Town
Brighton BN2 5JL

31st October 2011

Dear Tom,

Calculation of home to school distances related to school admissions.

Through my casework as a ward councillor it has recently come to my attention that the computer programme that the Brighton & Hove Local Education Authority uses to determine home to school distances for the purposes of school admissions does not recognise private roads as they are deemed not to form part of the road network. However, I believe that other local authorities such as East Sussex County Council, do factor in private roads when determining routes.

In one particular local case this has meant an additional 245m metres being added into a computer modelled school route for one household living in a private road where a total distance of 930.42m from the school was given. Whereas the neighbouring property, also fronting the same private road but adjacent to a public highway, was deemed to be 245 metres nearer to the same school with a total 685.6473m being calculated.

This anomaly would appear to have implications for all families in Brighton and Hove that live in private roads and I would therefore request that the Children and Young People's Overview and Scrutiny Committee call for a full report on this issue.

Yours sincerely,

Councillor Gill Mitchell
CC Councillor Stephanie Powell, Chair CYPOSC.

Subject: FW: Brighton & Hove City Council website: Home to school distance request

Thank you for your enquiry. Home to school distances from 87 St George's Road are as follows:

School	Distance (Metres)
St John the Baptist RC Primary School	685.6473
Queens Park Primary School	866.5218
St Mark's CE Primary School	1085.9451
Carlton Hill Primary School	1263.8938
St Luke's Primary School	1279.8116
Whitehawk Primary School	1746.7319
Middle Street Primary School	1752.0888
Elm Grove Primary School	1906.468
St Paul's CE Primary School	2133.0294
St Mary Magdalen's RC School	2275.7913
St Bartholomew's CE Primary School	2326.7081
Fairlight Primary School	2355.0911
St Martin's CE Primary School	2407.7504
Downs Infant School	3049.0928
Davigdor Infant School	3095.2904
Coombe Road Primary School	3269.2589
St Joseph's RC Primary School	3595.9526
Stanford Infant School	3657.193
Hertford Infant School	3794.171
Cottesmore St Mary's RC Primary School	4010.4255
Bevendean Primary School	4218.5124
Balfour Primary School	4276.4154
West Hove Infant- Connaught Road	4351.2246
St Andrew's CE School	4352.5594
St Bernadette's RC School	4407.8905
Moulsecoomb Primary School	4563.5278
Woodingdean Primary School	4694.2695

Please note that the distances given for Secondary schools are for information only- they have no connection to the allocation process as we use catchment areas for Secondary Admissions.

We do update our map for measuring distances regularly where we receive information about new buildings, roads and new paths we agree to add. Therefore this measurement is only a snapshot of the measurements as at today.

Best regards,



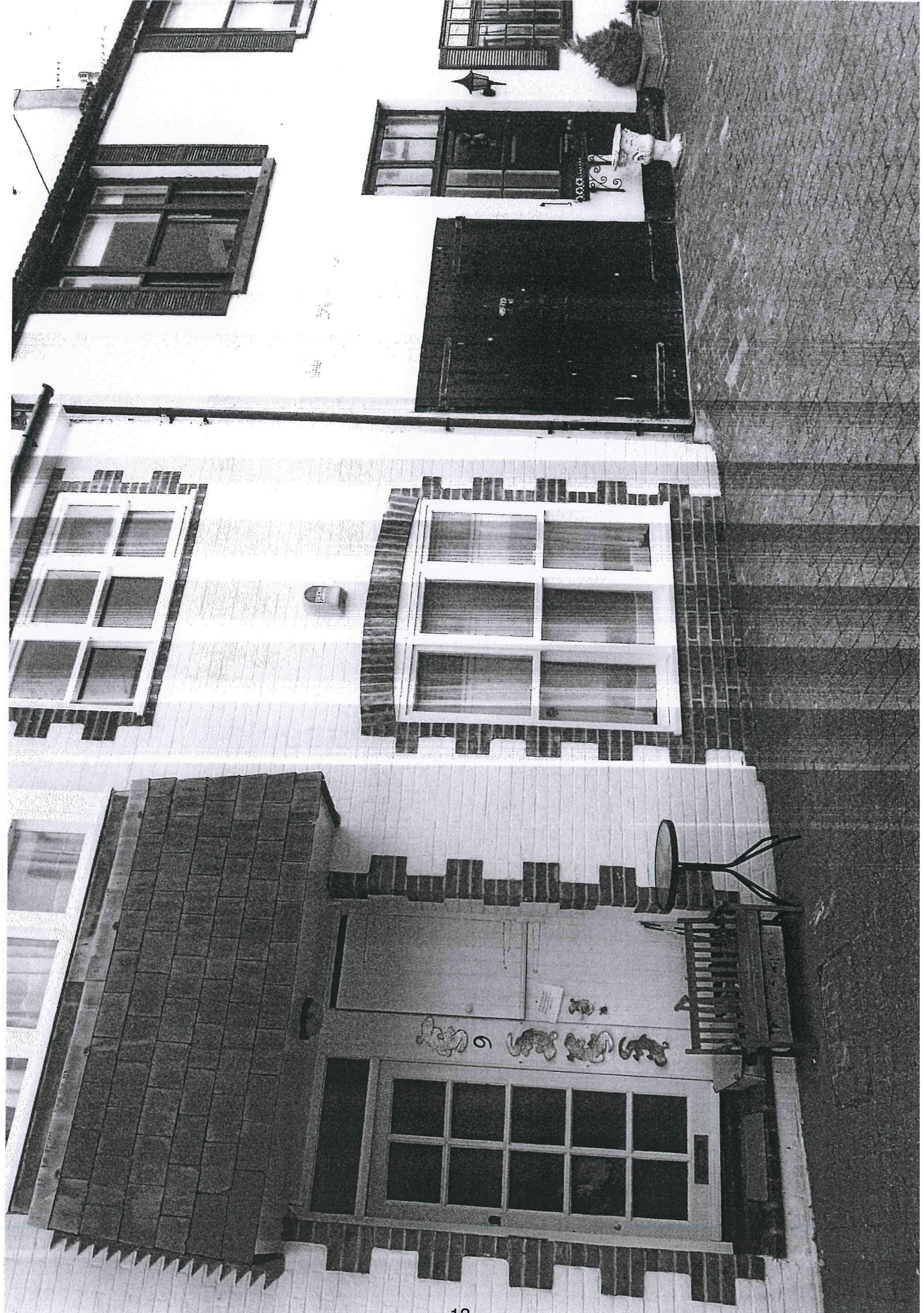
Brighton & Hove
City Council



Pupil Name: 1 1
Pupil Address: 9 PORTLAND MEWS, BRIGHTON, BN2 1EQ
School: St John the Baptist RC Primary School
Distance: 930 metres, 0.58 miles

distance to Infant and Primary Schools from 9 Portland Mews, Brighton BN2 1QE

School	Distance (Metres)
St John the Baptist RC Primary School	930.42
Queens Park Primary School	1091.22
St Mark's CE Primary School	1330.71
Carlton Hill Primary School	1469.40
St Luke's Primary School	1504.51
Middle Street Primary School	1900.10
Whitehawk Primary School	1991.50
Elm Grove Primary School	2131.17
St Paul's CE Primary School	2281.04
St Mary Magdalen's RC School	2423.80
St Bartholomew's CE Primary School	2532.22
Fairlight Primary School	2579.79
St Martin's CE Primary School	2632.45
Davigdor Infant School	3243.30
Downs Infant School	3254.60
Coombe Road Primary School	3493.96
Stanford Infant School	3805.20
St Joseph's RC Primary School	3820.65
Hertford Infant School	4018.87
Cottesmore St Mary's RC Primary School	4158.44
Bevendean Primary School	4443.21
New Hove School - Connaught Centre	4499.24
St Andrew's CE School	4500.57
Balfour Infant School	4536.62
St Bernadette's RC School	4613.40
Moulsecoomb Primary School	4788.23



CHILDREN AND YOUNG PEOPLE'S OVERVIEW COMMITTEE

Agenda Item 24

Brighton & Hove City Council

Subject:	Education Performance and Partnership Working		
Date of Meeting:	9 November 2011		
Report of:	Strategic Director, People		
Contact Officer:	Name:	Michael Nix	Tel: 29-0732
	Email:	michael.nix@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report presents the standards and achievement of schools and settings in Brighton and Hove. It states the main areas for celebration and concern and outlines the actions planned to address those concerns. The report describes the authority's changing relationship with schools, in the context of national and local policy on the organisation and development of education provision. It also describes how the outcomes of the Secondary Commission are informing the development of arrangements for school improvement in the secondary sector based on partnership working and 'schools supporting schools'.

2. RECOMMENDATIONS:

- 2.1 That the Committee considers, comments upon and endorses the progress being made in raising standards of achievement across the education service in Brighton and Hove, and the various steps being taken to sustain improvement.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

Context of the Report

- 3.1 The national policy context is one in which the government is encouraging and promoting increased autonomy for schools, and a focus on schools themselves being responsible for standards and improvement. 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.
- 3.2 At the same time, local authorities retain the statutory duty to ensure sufficient education for residents up to the age of 19 in their area, and 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.

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

Early Years

- 3.4 The Early Years Foundation Stage (EYFS) profile describes a child’s development and learning achievements at the end of the academic year in which they reach the age of five. It is based on ongoing observation and assessment in six areas of learning and the local authority has a duty to ensure there are robust systems of moderation in place.
- 3.5 The agreed measure for this is at least 78 points (in total from the different areas of learning) with a score of at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy. The table below shows the proportion of pupils achieving this standard. Pupils in Brighton and Hove continue to achieve well against the national outcomes for all pupils. This is a result of the high quality of provision that our children can now access across the city.

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

- 3.6 We are particularly proud of the difference we are making to children living in disadvantage. Figures illustrate that there is a direct correlation between disadvantage and the outcomes of the EYFS profile. The Early Years team target their work at the areas of most need. The table below shows the achievement of those children in the areas of greatest deprivation.

Most deprived areas (IDACI)	Achieving at least 78 points across the EYFS profile and at least 6 in each scale in PSED (Personal, Social and Emotional Development) and CLL (Communication, Language and Literacy)							
	2008		2009		2010		2011	
	%	number	%	number	%	number	%	number
5%	25.24	52	34.18	67	41.95	86	53.77	107
10%	27.11	93	35.80	126	41.54	140	55.49	187
15%	30.85	141	38.72	175	43.4	187	53.97	238
20%	32.87	191	41.68	248	45.9	262	54.84	306

- 3.7 A very high proportion (87%) of Nursery and EYFS primary are judged by Ofsted to be good or outstanding. These high Ofsted outcomes are a result of our city

commitment to raise the quality of provision for early years from birth to five to ensure every child gets the best possible start. Building on the success of our Children's Centres we are committed to raising the outcomes of our children at the end of the reception year and to narrow the gap between the lowest achieving, most vulnerable children and the rest of the city.

3.8 Areas for Development

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

Primary Phase Key Stage 1

3.9 At the end of Key Stage 1 (Year 2), children are teacher assessed against National Curriculum levels for speaking and listening, reading, writing and maths. 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.

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

Reading

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

Results	2008	2009	2010	2011
B&H All	84.0%	84.0%	83.0%	84.6%
Stat neighbours	82.2%	83.7%	84.0%	85.4%
England	83.8%	84.4%	84.7%	85%

Writing

3.12 Writing at Level 2+ has also increased to 80.8%. There is improvement, but there is a considerable gap between the best performing schools and those with lower results. Some schools have a significant number of children not attaining Level 2

or above in writing, while 13 schools have over 90% of pupils attaining at least Level 2.

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

Results	2008	2009	2010	2011
B&H All	81.0%	81.0%	80.0%	80.8%
Stat neighbours	78.0%	79.7%	79.9%	81.2%
England	79.9%	80.8%	80.9%	81.0%

Mathematics

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

Results	2008	2009	2010	2011
B&H All	91.0%	91.0%	90.0%	91.2%
Stat neighbours	89.3%	89.1%	89.0%	90.2%
England	89.5%	89.5%	89.2%	90%

Gaps in performance

- 3.14 We have carried out a rigorous analysis of the data regarding gender, Free School Meals (FSM) and Special Educational Needs (SEN). These show that the area of most need is in those pupils with FSM.

3.15 Areas for Development

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

Key Stage 2

- 3.16 At the end of Key Stage 2 (Year 6), children are teacher assessed against National Curriculum levels for English and maths. These tests are administered in an identified week under test conditions The Local Authority has a duty to ensure there are robust systems of administration in place.
- 3.17 Following the participation of many of the schools last year in the national boycott, this year saw all schools across the city take the statutory KS2 tests for English and maths, alongside the requisite teacher assessment for these subjects and science. In order to compare like with like data, this report compares test data from 2009 with 2011, and the three year trend runs from 2008.

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

Percentage of pupils achieving at least L4 in English and Maths

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

3.19 The DfE also measures the percentage of pupils making two or more levels of progress in maths and English. The data shows that the percentage of pupils making two levels of progress in English is good, but maths is a key area for improvement. We are addressing this with a project on effective teaching in maths, initiated by the infant and junior schools, but available to all schools and an Assessment for Learning Project. Several maths subject leaders in the city are on the MaST (Maths Specialist Teachers) programme delivered by the University of Brighton.

3.20 We carry out an analysis of all vulnerable groups in the city and the gap between their performance and of all other pupils. 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. The data below shows that the FSM gap is narrowing in writing, but widening in other areas.

Year	Reading L4+ (test) %			Writing L4+ (test) %			English L4+ (test)			Maths L4+ (test) %		
	Non FSM	FSM	Gap	Non FSM	FSM	Gap	Non FSM	FSM	Gap	Non FSM	FSM	Gap
2008	91.3	77.0	14.3	71.3	48.6	22.7	86.7	66.7	20.0	83.5	63.7	19.8
2009	89.6	74.3	15.3	67.2	43.9	23.3	83.3	62.4	20.9	82.2	62.6	19.6
2011	86.2	66.3	19.9	75.3	53.3	22.0	84.5	62.7	21.8	83.4	60.2	23.2

Year	Joint English and maths L4+ %			2+ levels progress English %			2+ levels progress maths %		
	Non FSM	FSM	Gap	Non FSM	FSM	Gap	Non FSM	FSM	Gap
2008	78.9	54.9	24.0	85.6	76.8	8.8	80.0	70.9	9.1
2009	75.9	52.2	23.7	90.0	84.0	6.0	80.0	70.6	9.4
2011	77.7	50.6	27.1	90.5	84.3	6.2	82.4	70.1	12.3

3.21 This is a key area for development. The government have given schools Pupil Premium funding which is to support children in various vulnerable groups, but particularly with FSM. We have retained an officer to work on this area and he is

supporting schools with their use of this funding, training tutors and leading professional development on teaching in small groups. A high level group will be working with Jo Lyons to lead on this area and there is a conference planned in November at the new teaching school with examples of good practice.

3.22 Standards and achievement at KS2 remain in line with national, but appear to be dropping and action needs to be taken to address this.

3.23 **Areas for development**

- Narrow the Gap for pupils with FSM
- Raise standards in schools
- Improve the number of pupils making two levels progress in maths from KS1 to KS2

School Effectiveness across the Primary Sector in Brighton and Hove

3.24 Brighton and Hove has double the national average of primary schools judged to be outstanding, but in line with the national average of 68% judged to be good or better (source: Ofsted Local area children's services performance profile, August 2010 and Annual Report of the Chief Inspector). At the time of writing there is one school judged to be 'inadequate' that has been put in Special Measures category and a robust action plan put in place to support it.

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

Support and Challenge for primary schools in Brighton and Hove

3.26 Each year the schools are allocated a support level. This is based on their own self evaluation, discussion with 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.

3.27 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 maths, and fewer pupils than average make the expected levels of progress between KS1 and KS2. There are five primary schools below the floor this year. The Lead Commissioner and Strategic Commissioner have met with the headteacher of each of these schools to discuss the results and plan a way forward.

These meetings have identified the barriers which the school has identified – for example high mobility, teacher sickness and then relevant support put in place.

- 3.28 The government is quite clear that it sees the future of school improvement as led by those within schools – ‘system led’ - and there is a variety of ways that we are supporting and developing this in Brighton and Hove Primary Schools:
- 18 Local Leaders of Education have been trained: these are headteachers of local schools, accredited by the National College of School Leadership, who can be deployed to work with schools, and lead and participate in city wide projects
 - Several partnerships of schools (including cross phase partnerships) are developing and working together to raise outcomes for pupils
 - Last year, we invited schools to bid for funds to carry out their own school improvement projects in groups of schools, and this was very well received. We are about to monitor the impact of these projects and review the process
 - The government is keen to develop ‘Teaching Schools’ which lead professional development across the city and are involved in the training of teachers. The first 100 Teaching Schools have been announced by the DfE and Westdene Primary School has been successful in its application. We are looking to work in partnership with Westdene in this

Secondary and Post 16 Phases

Key Stage 3

- 3.29 Key Stage 3 normally includes the first three years of secondary school, Y7 – Y9. There are no longer national tests at the end of this Key Stage (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.
- 3.30 Tests results from previous years and the more recent teacher assessments show an improving trend over the last five years. In 2011, 83% of Y9 pupils in Brighton and Hove achieved Level 5 in English, 82% in Maths and 86% in Science. In all three subject areas, the rate of improvement over the last six years has been faster than that for England and statistical neighbour averages. While in 2006 the KS3 figures for Brighton and Hove were below those of these comparators, by 2011 they were higher than the comparators in all three areas.
- 3.31 Overall achievement in these tests and (since 2009) teacher assessments is set out in Appendix 1.
- 3.32 Data are also collected relating to ‘narrowing the gap’ measures i.e. the gap between boys’ and girls’ achievement, between those eligible for free school meals and those who are not, and those who have special educational needs (SEN) and those who do not. In 2011, slightly more girls achieved Level 5 than boys in science, and slightly more boys than girls achieved Level 5 in maths. In English, 13% more girls achieved this level than boys. On all the FSM and SEN measures, there is a quite significant narrowing of the gap since 2007, with the exception of the FSM group in maths.

- 3.33 'Narrowing the gap' analyses for KS3 English, Maths and Science are set out in Appendices 2 - 4.
- 3.34 Each school and academy analyses closely the data for its own performance, including 'narrowing the gap' measures and down to the level of individual classes in each subject area, and each has improvement plans in place to address specific issues identified. In addition, the Secondary Schools Partnership has agreed a data protocol so that the schools and academies are able to support and challenge each other.
- 3.35 In spite of the good progress that is being made, it is recognised that there must continue to be an improvement focus on KS3 teaching and learning, so that the momentum is maintained from the primary phase and pupils are equipped with the key communication, literacy, numeracy and scientific skills which they need to succeed at GCSE and beyond. Improving teaching and learning, through consistent good or outstanding teaching and learning across all schools in the city is a key focus of the Secondary Schools Partnership's Raising Achievement Plan.

Key Stage 4

- 3.36 Key Stage 4 includes Years 10 and 11, and normally concludes with GCSE examinations or other qualifications, often in vocational areas. GCSE performance has been recognised as an area of weakness in the overall provision across the city, and this concern has been the main driver for the establishment of the Secondary Schools Commission, and the Raising Achievement Plan of the Secondary Schools Partnership.
- 3.37 In 2011, the proportion of students in Brighton and Hove achieving 5+ A* - C including English and Maths improved by 4% points to 53%. This maintained the improvement of the previous year, from a period of very slow improvement in 2006 - 2009. All schools were above the DfE's 'floor target' of 35% of pupils achieving 5+ A* - C grades including English and Maths.
- 3.38 A table showing provisional data for the GCSE performance in individual schools is included as Appendix 5. This includes comparisons with 2010 achievement and with targets agreed with the School Improvement Partners. It also includes information about performance on the English Baccalaureate measure (A* - C passes in English, Maths, two sciences, a modern or ancient foreign language, and history or geography), but this is not yet a reliable measure, as the students concerned would have chosen their GCSE courses before the EBac was introduced. Finally, the table gives information about the proportion of pupils eligible for free school meals.
- 3.39 The secondary schools have together agreed a target that overall Brighton and Hove performance on this measure should be in the top quartile of our statistical neighbours by 2014. To achieve this, further improvement will be required over the next three years to at least 62% achieving 5+ A* - C grades including English and maths.
- 3.40 Provisional comparative data for England and statistical neighbours was published by the DfE on 20 October. These data show that while the gap

between the Brighton and Hove schools' average and the statistical neighbours' average decreased from -4.2 % points in 2010 to -2.8 % points in 2011, the gap with the England average increased from -4.4 % points in 2010 to -5.7 % points in 2011. More detail on this comparative information can be found at Appendix 6.

- 3.41 The DfE has set targets for the proportion of pupils achieving the 'expected three levels of progress' in English and Maths between the end of KS2 and the end of KS4 (GCSE). For 2011, these targets were 71% in English and 63% in Maths. Overall, Brighton and Hove fell 7% points short of the target for English, and 3.8% points short of the target for Maths. Statistical neighbours' averages were also below these targets, although higher than Brighton and Hove, and the England average was slightly above the target.
- 3.42 In English, the Brighton and Hove figure was lower than in 2010, but 2.5% points above the 2009 figure. In Maths, there was a 3.1% points improvement, following on from a 4.5% points improvement in 2010. Overall, then, there is a trend of improvement in English and Maths, but further improvement is needed if the Brighton and Hove schools together are to achieve the targets they have set themselves of being in the upper quartile of statistical neighbours' achievement. More detail on English and Maths achievement can be found in Appendix 7.

Key Stage 5

- 3.43 Key Stage 5 refers to 16 – 18 year olds, who are attending schools, colleges or work based training providers. While participation beyond the age of 16 is currently not compulsory, in Brighton and Hove almost 95% of 16 year olds participated in learning in 2010/11. Of these, almost 80% attended one of the three colleges, around 17% attended school sixth forms, and around 5% were in work based learning or apprenticeships.
- 3.44 Under the Raising the Participation Age (RPA) policy, from 2013 all 16 year olds will be required to continue in learning for a further year (Y12), and from 2015, all young people will be required to participate in learning until their 18th birthday. The 2013 change affects those currently in Y10, and the 2015 change those currently in Y9.
- 3.45 Brighton and Hove is participating in a national project, with grant from the DfE, to explore the implications of RPA and to prepare for it. The main focus is on awareness raising about RPA, and on the type of provision that needs to be developed to engage those who are currently Not in Education, Employment or Training (NEET).
- 3.46 There is diverse choice of 16 – 18 provision in the city, including a general further education college (City College), two sixth form colleges (BHASVIC and Varndean), and five school sixth forms, including the newly opened sixth form at BACA. City College is also the largest provider of apprenticeship training in the city, and there are numerous other private sector training providers, many of them operating in specific vocational areas such as engineering or hair and beauty.
- 3.47 All three colleges are high performing, recognised as ‘good with outstanding features’ by Ofsted, and in the top 10% of achievement nationally among like colleges. Provisional information on 2011 examination results suggests that these high standards are being maintained.
- 3.48 Performance in the school sixth forms is more variable. In terms of ‘points per entry’ at A level, Cardinal Newman sixth form is close to the levels achieved by the sixth form colleges, whereas the achievement of the other three established sixth forms has in recent years been on average around one A level grade lower. Encouragingly, achievement at A level in 2011 in each of these three sixth forms improved by around half a grade on average. More detail on the 2011 A level results in schools sixth forms compared with 2010 can be found in Appendix 8. Information in this format is not yet available for the sixth form colleges, but in 2010, the points per entry scores were 223.2 at BHASVIC and 213.4 at Varndean.

- 3.49 Blatchington Mill, Hove Park, PACA and the new sixth form at BACA have recognised the need to secure improved achievement and more effective use of resources, especially at a time of increasing funding constraint for 16 – 18 education. They have formed ‘Connected School Sixth Forms’ (CS6), a collaborative arrangement with the aim of improving and strengthening the school sixth form offer in the city. A joint prospectus for 2012 has been issued, and the four sixth forms are working together on developing protocols on issues such as teaching and learning, monitoring and challenging student performance, support for students, quality assurance and staff development.
- 3.50 Alongside this development, the five schools with sixth forms and the three colleges, with support from the authority, are exploring ways in which they can work together to secure further improvement in the 16 – 18 offer across the city. This collaborative work will require strong commitment from the eight providers if it is to be sustained in the increasingly competitive 16 – 18 environment, driven by national funding changes.
- 3.51 The present government has continued the previous government’s policy of encouraging the development of apprenticeships (at Level 2 and Level 3) as an alternative offer for 16 – 18 year old young people. Apprenticeships are regarded as ‘participation in learning’ under the Raising Participation Age policy.
- 3.52 In Brighton and Hove, apprenticeships are offered by a wide range of providers. The largest provider is City College, but other providers include local and national private sector providers, and other local colleges, such as Sussex Downs and Northbrook Colleges. Detailed data for 2010/11 is still awaited from the National Apprenticeship Service, but in year data suggest that the number of young people participating in apprenticeships in the city is increasing and that at any one time around 400 16 – 18 year olds are in apprenticeship training.
- 3.53 Two specific issues around the development of apprenticeships are the readiness of young people to begin work and successfully complete an apprenticeship, and the number of employers willing or able to offer a job to young people. In Brighton and Hove, the preponderance of small and medium sized enterprises (SMEs) contributes to this second factor. Steps to address these issues include the development by City College and others of ‘pre-apprenticeship’ programmes, to equip young people with essential basic and work readiness skills, and the development by the college, in partnership with the City Council and others, of an Apprenticeship Training Association, which will employ apprentices and work with SMEs to secure the work element of their programme.

The Secondary Commission and the Secondary Schools Partnership

- 3.54 The Secondary Commission and the Secondary Schools Partnership represent a fundamental change in the approach to development and improvement in the secondary sector in Brighton and Hove, and in the relationship between the authority and the schools in achieving this.

- 3.55 The Secondary Commission was established by the Strategic Director, People and the then Leader of the Council, with the aim of reviewing the reasons for relatively poorer performance in the secondary sector in the city, compared with the Early Years and Primary sectors, and to make proposals for change which would result in consistently good and outstanding performance across the whole of the city's education service. The Commission engaged support from higher education, and performance and practice in Brighton and Hove was reviewed in the context of good practice and excellence elsewhere in the country. The Commission reported to the Cabinet at its meeting on 13 October 2011.
- 3.56 The Secondary Schools Partnership has developed from the challenge made by the Strategic Director, People to the heads and principals of the nine schools and academies in the Autumn Term 2010 to take collective responsibility for city wide improvement in the secondary sector, and for the educational and personal progress of all 11 – 16 year old learners (and those 16 – 18 year old learners in school sixth forms). The Partnership has agreed a vision for secondary education in the city:
- We are passionately committed to changing students' lives and transforming their futures
 - We believe that we have a collective responsibility for all students in the City, not just those in our own schools
 - We believe that we are stronger together and can achieve more through joint practice development and partnership for the benefit of every young person in Brighton and Hove
 - We, therefore, pledge to lead our schools, our students, our staff and our governors to work together collaboratively to achieve outstanding outcomes for all
- 3.57 The schools and academies have agreed a Raising Achievement Plan (RAP), through which this vision is to be achieved. Resources amounting to around £300,000 have been devolved by the authority to the Partnership in support of the RAP. Most significantly, these resources include staffing, including the Adviser for Secondary Teaching and Learning and part time seconded teachers from schools, and that part of the time of the Behaviour and Attendance Partnership Manager relating to the secondary sector.
- 3.58 These developments are consistent with the government's policy, set out in its 2010 White Paper 'The Importance of Teaching', that increasingly autonomous schools should take responsibility for school improvement, with 'schools supporting schools' in achieving area wide improvement. 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.

- 3.59 In Brighton and Hove this new relationship, in which the authority devolves responsibility for quality, performance and development to the secondary schools and academies, and holds them to account for achieving agreed objectives, is expressed through the principle of a Compact proposed by the Secondary Commission and approved by the Cabinet. The Compact represents a different kind of partnership between the authority and the schools and academies, but a partnership nonetheless, in which mature dialogue and clear, agreed objectives, outcomes and processes will be crucial to the achievement of all our aims for children and young people in the city. The next step in this process is to agree final wording of the Compact with the schools and academies.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 The information and issues set out in this report are subject of regular discussion with a wide range of groups that have an interest in the education service, including head teachers and principals, governors and employers.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 There are no direct financial implications arising from the recommendation in this report. Any implications for schools will be met from their individual school budgets.

Finance Officer Consulted: Andy Moore

Date: 13/10/11

Legal Implications:

- 5.2 The legal context of the report and the duties of the local authority are as set out in the body of the report.

Lawyer Consulted: Natasha Watson

Date: 01.11.2011

Equalities Implications:

- 5.3 The analysis of performance data undertaken by the authority and by individual schools and colleges includes factors such as special educational needs, disadvantage (using entitlement to free school meals as a proxy) and ethnicity. A key focus for improvement activity in all schools is 'narrowing the gap' in achievement by pupils and students in these groups and all other students. This will continue to be a focus of the dialogue between the authority and schools, through which the schools are held to account for the performance of all their pupils and students.

Sustainability Implications:

- 5.4 None

Crime & Disorder Implications:

- 5.5 No direct implications. However, high performance and an ordered environment in schools and colleges contribute to the development of children and young people into responsible citizens, able to fulfil their aspirations and make a contribution to community life and cohesion.

Risk and Opportunity Management Implications:

- 5.6 The City Employment and Skills Plan accurately identifies a risk to the economic prosperity and community well being of the city related to below average GCSE performance at 16. Key aspects of this risk are the potential failure to prepare young people adequately for the kind of employment available in the city, especially at more technical levels, and a potential reputational risk by which people in mid career with families may be deterred from re-locating here. Steps to improve performance of the secondary schools, primarily by the schools themselves working with partners, will help to address these risks.

Public Health Implications:

- 5.7 The city's Director of Public Health in his Annual Report 2011 has identified secondary school performance as 'an important vulnerability', given 'the importance of education in building future resilience against, for example, teenage pregnancy, substance misuse and participation in crime ... If the city can get the education of its children and young people to the highest standards, then many of the other factors which play an important role in building resilience will improve as a consequence' (p75). The steps being taken, described in this report, will contribute to addressing these concerns.

Corporate / Citywide Implications:

- 5.8 The wide implications of performance in schools in relation to priorities such as reducing inequality, developing employment and skills, improving public health and reducing crime and disorder have been outlined previously in this report.

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 The development of the 'support and challenge' relationship between the authority and the schools and colleges is rooted in regular dialogue with the schools and colleges, and their governing bodies, in groups and individually. This process of dialogue includes consideration of alternative options for ways of working between us. The ways of working described in this report reflect changes in the policy and funding climate, and will continue to be developed through further dialogue and work in practice.

7. REASONS FOR REPORT RECOMMENDATIONS

- 7.1 The Committee is asked to consider, comment upon and endorse the progress being made in raising standards of achievement across the education service in Brighton and Hove, and the various steps being taken to sustain improvement. The report describes improvements in attainment across the whole of the education service in Brighton and Hove, and the need for further improvement if the needs of all pupils and students are to be fully met. The report also describes steps that are being taken to improve performance, by schools and colleges themselves and by the local authority, in a changing policy and funding climate.

- 7.2 The quality of education provided across the city should be kept under review by the City Council, as well as the ways in which improvement is being sought and supported. The Cabinet at its meeting on 13 October 2011 has already endorsed the approach to secondary school improvement proposed by the Secondary Commission, and comments from this Committee will also inform the further development of the proposed Compact.

SUPPORTING DOCUMENTATION

Appendices:

1. Appendix 1: Key Stage 3 assessments in English, Maths and Science
2. Appendix 2: Key Stage 3 assessments in English, Maths and Science - 'Narrowing the gap' between boys' and girls' achievement
3. Appendix 3: Key Stage 3 assessments in English, Maths and Science - 'Narrowing the gap' between those entitled to receive free school meals and those who are not
4. Appendix 4: Key Stage 3 assessments in English, Maths and Science - 'Narrowing the gap' between those with special educational needs and all other pupils
5. Appendix 5: GCSE attainment in schools
6. Appendix 6 - LA level GCSE attainment with comparisons
7. Appendix 7 - GCSE achievement in English and Maths
8. Appendix 8: A level attainment in schools sixth forms

Documents in Members' Rooms

None

Background Documents

1. Report of the Secondary Schools Commission, Brighton and Hove City Council Cabinet, 13 October 2011

Children and Young People's Scrutiny Committee

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Appendix 1: Key Stage 3 assessments in English, Maths and Science

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

English

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

Maths

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

Science

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

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Appendix 2: Key Stage 3 assessments in English, Maths and Science - 'Narrowing the gap' between boys' and girls' achievement

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

English

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

Maths

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

Science

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

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

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

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

English

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

Maths

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

Science

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

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Appendix 4: Key Stage 3 assessments in English, Maths and Science - 'Narrowing the gap' between those with special educational needs and all other pupils

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

English

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

Maths

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

Science

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

Children and Young People's Overview and Scrutiny Committee, 9 November 2011
 Agenda item 24: Appendix 5: GCSE attainment in schools

School	Total no of Pupils 2011	5+ A*-C including English & Maths GCSE					5+ A*-C GCSE					English Baccalaureate 2010	English Baccalaureate 2011	Difference to Last Year	FSM % Year 7 -11		
		2011 Early Data from Schools %	2011 No of Pupils 5 A-C E&M	2010 Result %	Difference to Last Year	2011 Target %	Difference to Target	2011 Early Data from Schools %	2011 No pupils 5 A-C	2010 Result %	Difference to Last Year					2011 Target %	Difference to Target
Blatlington Mill	315	59.0	186.0	65	-6	59	0	81.0	254.0	87	-6	77	4	14%	11%	-3%	12.7
Cardinal Newman	342	66.1	226.0	59	7	66	0	82.5	282.0	81	2	79	4	32%	40%	8%	9.4
Dorothy Stringer	348	73.6	256.0	63	11	70	4	86.8	302.0	77	10	86	1	21%	31%	10%	9.1
Hove Park	298	43.6	130.0	41	3	51	-7	57.4	171.0	55	2	65	-8	16%		-16%	17.4
Longhill	241	37.0	90.0	43	-6	49	-12	63.5	152.0	67	-4	66	-3	8%	7%	-1%	20.4
Patcham	180	50.0	90.0	37	13	54	-4	65.0	117.0	60	5	71	-6	2%	5%	3%	18.3
PCC	181	41.0	74.2	35	6	40	1		0.0	57	-57	59	-59	4%		-4%	21.4
Varndean	237	56.0	132.0	58	-2	67	-11	71.0	168.0	73	-2	81	-10	12%	8%	-4%	19.3
ACE	18	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0%	0%	0%	52.2
Cedar Centre	14	0.0	0.0	0	0	0	0	0.0	0.0	8	-8	0	0	0%	0%	0%	39.5
Downs Park	12	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0%	0%	0%	22.9
Downs View	2	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0%	0%	0%	13.8
Hillside	6	0.0	0.0	0	0	0	0	0.0	0.0	0	0	0	0	0%	0%	0%	10.0
Patcham House	9	0.0	0.0	0	0	8	-8	0.0	0.0	0	0	8	-8	0%	0%	0%	20.5
Local Authority Average	2203	53.8	1184.2	49.1	4.7	54.0	0	65.6	1446.0	68.7	-3.1	N/A	N/A	14.1			
England (all schools) 2010				54%						75.4							15.6

Data Source: 2011 results (Schools) and 2010 results (DfE Performance Table)

BACA	120	36	43.0	23.2	12.8	32	4	73	87.0	58.7	14.3	60	13
LA Including BACA	2323	52.8%	1227.2					66.0%	1533.0				

Children and Young People's Overview and Scrutiny Committee, 9 November 2011
Agenda item 24: Appendix 6 - LA level GCSE attainment with comparisons

Table 17: GCSE and equivalent results of pupils at the end of Key Stage 4 for each Local Authority¹ and Region
Year: 2005/06 to 2010/11² (Provisor)
Coverage: England

Government Office Region Local Authority	Percentage of pupils at the end of Key Stage 4 achieving at GCSE and equivalents:											
	5+ A*-C grades					5+ A*-C grades inc. English & Mathematics GCSEs						
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Bristol, City of	43.8	46.9	54.9	61.7	71.9	76.8	30.4	31.5	35.5	40.2	46.2	49.7
Bournemouth	54.7	59.6	64.2	67.4	72.5	73.4	43.6	48.2	48.9	51.5	56.5	56.5
Reading	56.1	60.0	65.5	70.9	78.0	78.6	46.5	47.4	52.7	52.9	54.7	55.6
Portsmouth	47.6	53.4	57.2	58.5	63.7	68.9	29.2	33.1	38.5	39.5	42.8	45.1
Sheffield	48.5	52.5	57.4	65.2	71.5	73.8	37.1	39.9	40.6	44.5	49.2	49.1
Southampton	48.4	50.7	55.8	60.6	68.7	76.0	36.2	38.8	42.3	43.1	47.5	51.0
Bath and North East Somers	66.9	66.1	69.4	76.2	77.5	80.9	52.0	50.6	57.2	59.9	61.0	64.0
Southend-on-Sea	63.0	66.1	68.5	70.4	78.4	81.2	49.9	54.6	55.0	57.8	61.8	64.9
York	62.1	67.5	68.5	73.1	80.7	82.9	48.8	54.5	53.8	59.2	59.1	62.0
Plymouth	59.8	60.1	67.3	72.6	77.7	80.7	42.5	44.1	46.3	49.1	54.2	56.5
Brighton and Hove	55.2	57.4	59.7	61.8	68.7	70.8	41.8	43.5	44.5	44.5	49.1	52.6
Statistical Neighbours Average	55.1	58.3	62.9	67.7	74.1	77.3	41.6	44.3	47.1	49.8	53.3	55.4
England Average ^{1,5,6}	59.0	61.4	65.3	70.0	75.4	78.8	45.6	46.3	47.6	49.8	53.5	58.3

1. Local Authority and Region figures do not include pupils recently arrived from overseas. Figures in Tables 1-15 and in the England average line include all pupils. Local authority and regional figures cover achievements in maintained schools including academies but excludes hospital schools, Pupil Referral Units and Alternative Provision.
2. Including attempts and achievement in previous academic years.
3. Figures for 2010/11 are provisional, all other figures are final.
4. In 2009, Cheshire Local Authority split into Cheshire East and Cheshire West and Chester. Similarly, Bedfordshire LA split into Bedford and Central Bedfordshire.
5. England averages also includes independent schools as well as hospital schools and PRUs.
6. The figures given from 2009/10 onwards includes iGCSEs. See Table 2 for statistics without iGCSEs.

Source: DfE Statistical First Release published 20 October 2011

Children and Young People's Overview and Scrutiny Committee, 9 November 2011
Agenda item 24: Appendix 7 - GCSE achievement in English and Maths

Local Authority	English												Mathematics											
	2009				2010				2011				2009				2010				2011			
	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress	Number of eligible pupils	% making expected progress		
Bristol, City of	3,023	61.7	2,876	68.6	2,892	68.9	3,005	47.0	2,872	53.8	2,903	55.9												
Bournemouth	1,722	67.2	1,674	72.1	1,639	68.6	1,730	59.0	1,668	65.6	1,643	65.1												
Reading	881	66.6	912	72.0	926	66.2	901	63.8	921	64.9	926	66.5												
Portsmouth	1,927	56.1	1,865	62.2	1,873	63.4	1,925	44.2	1,857	52.1	1,884	50.7												
Sheffield	5,598	59.2	5,494	64.6	5,321	64.9	5,623	52.5	5,515	58.6	5,336	57.6												
Southampton	2,165	62.1	2,022	62.6	1,944	67.0	2,173	50.9	2,034	55.9	1,958	58.1												
Bath and North East Somerset	2,153	73.2	2,232	75.1	2,075	78.0	2,147	65.4	2,228	66.0	2,085	68.2												
Southend-on-Sea	2,152	72.9	2,180	75.7	1,999	75.8	2,151	66.0	2,183	68.9	2,004	70.5												
York	1,689	69.8	1,731	70.2	1,723	75.5	1,684	63.7	1,731	64.9	1,727	67.3												
Plymouth	2,908	62.1	2,943	68.7	2,796	71.6	2,910	53.4	2,953	55.8	2,819	59.5												
Brighton and Hove	2,209	61.5	2,283	66.5	2,219	64.0	2,209	51.6	2,296	56.1	2,233	59.2												
Statistical Neighbours Average		65.1		69.2		70.0		56.6		60.7		61.9												
England Average ^{1,5,6}	559641	65.3	560246	69.9	544333	71.7	561320	58.4	561923	62.5	545813	64.7												

1. Maintained mainstream schools (including academies and City Technology Colleges).
2. A full explanation of how expected progress is calculated is included in the SFR
3. Local Authority, Region and the Total maintained mainstream figures do not include pupils recently arrived from overseas.
4. Figures for 2011 are provisional. All other years are final.
5. Cheshire West and Chester and Cheshire East replaced Cheshire Local Authority in April 2009.
6. Bedford and Central Bedfordshire replaced Bedfordshire Local Authority in April 2009.

Source: DfE Statistical First Release published 20 October 2011

Children and Young People's Overview and Scrutiny Committee, 9 November 2011
 Agenda item 24: Appendix 8: A level attainment in schools sixth forms

Internal students at the end of KS5	Total Number of Learners 2010	Total Number of Learners 2011	*Avg Points per Candidate 2010	Avg Points per Candidate 2011	Difference	*Avg Points per Entry 2010	Avg Points per Entry 2011	Difference
Blatchington Mill	78	59	612.8	564.7	-48.1	182.5	196.2	13.7
Cardinal Newman	177	158	726.4	694.75	-31.65	212.1	210.1	-2
Hove Park	94	71	608.9	577	-31.9	182.2	199	16.8
PCC	34	Not provided	606.8	540	-66.8	176.5	194	17.5
Brighton & Hove LA	383	288	638.73	594.11	-44.6125	188.33	199.83	11.5

**AGENDA ITEM 18 – Children and Young People’s Overview and Scrutiny
(CYPOSC) Work Programme June 2011- March 2012**

Issue /Topic	Reason for the agenda item	Outcome & Monitoring
4 July 2011 Introduction to Children’s Services	To understand the priorities and challenges of the service	CYPOSC agreed to hear the draft Child Poverty Strategy at 15 September meeting.
Ofsted Inspection – safeguarding & looked after children	Overall effectiveness – Grade 3 (Adequate)	(1)Receive information via e-mail on an explanation of Section 17 & 47 (2)Have a report on the SEN pilots at the next Committee meeting. (3)Receive a further update on the action plan.
14 September 2011		
Child Poverty Update (14)	CYPOSC requested at the 4/7/2011 meeting. Will be looking at the Needs Assessment and consultation document. Opportunity to comment & respond.	Commented on the strategy and forward CYPOSC’s comments as part of the consultation on the child poverty strategy.
Children with Autistic Spectrum Conditions (15)	Response to the letter on Autism/CAHMS at 4/7/2011 CYPOSC – assurance regarding service provision, diagnosis, processes.	Specific question on speech and language therapy it was agreed to provide a written answer. Members resolved to request that an independent user satisfaction survey be carried out with the results to be reported back to CYPOSC at the earliest opportunity.
Parents’ views on the future of SEN in B&H (16)	Report from the PaCC, CYPOSC requested at the 4/7/2011 meeting. Parents views on how SEN services should be developed. To link with Agenda item 17.	CYPOSC agreed the work of the PaCC should be used to inform the pilot work going forward and that parents and other stakeholders should be ‘round the table’ as the pilots developed. Members felt the expertise and knowledge of parents should be utilised more by the council.
SEN pilots (17) (this item was combined with the report from PaCC views on the future of SEN in B&H)	CYPOSC requested at the 4/7/2011 meeting. To inform Member of SEN Green Paper & Pilot projects. Opportunity to comment on direction of travel & priorities.	As above.

**AGENDA ITEM 18 – Children and Young People’s Overview and Scrutiny
(CYPOSC) Work Programme June 2011 - March 2012**

CYPOSC Workshop – 17 October 2011	
<p>Private workshop for CYPOSC members to feed comments into the final part of the youth service review</p>	<p>An additional meeting was requested for the 28 November to invite the CMM and discuss the draft strategy further.</p>
9 November 2011	
Issue /Topic	Reason for the agenda item
<p>School Performance</p> <ul style="list-style-type: none"> • Primary schools • Secondary schools • Post 16 education/training <p>Focus to include:</p> <ul style="list-style-type: none"> • Exam performance • Partnership working • Local authority support 	<p>CYPOSC/Directorate joint request. To bring together performance data on school exam results with changes to school support arrangements and partnership working across schools.</p> <p>CYPOSC to endorse suggested approach to improving performance.</p>
25 January 2012	
Scoping Homelessness	Joint Member request with ASCHOSC. Scoping report on possible areas of work.
Home to School Transport	Cabinet Member request for pre-decision scrutiny.
Health & Wellbeing Boards	Future of the Health & Wellbeing Board.
Monitoring Scrutiny Reports	Monitoring implementation of scrutiny reports into: <ul style="list-style-type: none"> • Children & Alcohol • School Exclusions • Cultural Provision for Children
18 April 2012	
Local Safeguarding Children’s Board Annual Report 2010/2011	Safeguarding assurance role.
Summer 2012 Holiday Provision Plans	To review available activities planned for summer of 2012.

**AGENDA ITEM 18 – Children and Young People’s Overview and Scrutiny
(CYPOSC) Work Programme June 2011 - March 2012**

Other issues to be addressed:

- Children & Young People’s Plan Annual Report (Council policy framework documents)
- Annual Performance report
- PCT priorities – Childhood obesity and teenage pregnancy
- Young carers provision in the city – wait for CMM response- private meeting on the 28/10/2011

Private meeting:

Visit to City College – 17 October 2011

