

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