

How are we doing?

Standards and Achievement in Brighton & Hove Schools

2011/12

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Introduction

The national policy context is one in which the government continues to encourage and promote increased autonomy for schools, and a focus on schools themselves being responsible for standards and improvement within a self improving schools system. The government is encouraging all schools, primary, secondary and special, to consider seeking academy status, either as a single body or as part of a group of schools. In addition, independent or community and voluntary groups are being given the opportunity to establish 'Free Schools', which are state funded but like academies independent of the local authority.

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

Local authorities retain the statutory duty to ensure sufficient education for residents up to the age of 19 in their area (and up to 25 for young people with Learning Difficulties and/or Disabilities) and to promote high standards in schools. They retain the duty to intervene where performance is judged to be inadequate, or where the well being of children is at risk. Fulfilling these duties in the context of increased autonomy for schools demands a new kind of relationship and absolute clarity about respective roles, responsibilities and accountabilities

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

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

The report is divided into three sections:

1. an executive summary which gives the broad overall picture of standards and achievement in the City
2. a detailed report of standards and achievement in each Key Stage
3. appendices that show the attainment under key areas

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

Executive Summary

Early Years and Foundation Stage

Overall standards are above the national level.

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

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

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

We are particularly proud of the difference we are making to children living in disadvantage. The data (in Appendix 2, page 2) illustrates that there is a direct correlation between disadvantage and the outcomes of the EYFS profile. The Early Years team target their work at the areas of most need and we are committed to raising the outcomes of our children at the end of the reception year and to narrow the gap between the lowest achieving, most vulnerable children and the rest of the city.

Key Stage One

Overall, standards remain in line with the national average in reading and writing and slightly above the national average in maths. There have been small gains in all three areas this year compared with 2011.

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

At Key Stage 1 the national expectation is for a pupil to attain Level 2, and to be secure at this level (Level 2b). More able children will attain high Level 2 (2a) or Level 3.

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

We expect the improvements in reading and maths to continue, as the significant investment in the Every Child a Reader and Every Child Counts programmes for

identified children in targeted schools has had a measurable impact on performance in literacy and mathematics for low attaining pupils.

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

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

Key Stage Two

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

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

The DfE sets the following floor standards for KS2:

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

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

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

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

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

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

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

Key Stage Three

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

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

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

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

Key Stage Four

Overall, attainment in GCSE examinations continued the positive trend since 2009. The Brighton & Hove figure for five or more A* - C grades including English and Maths is still to be below the England and statistical neighbour averages, but the gap has decreased.

Data on GCSE performance remains unvalidated and incomplete, including data on closing the gap measures. Fuller information will be provided in later revisions to this report. Appendix 2, pages 15 – 16 contain the key data used in preparing this part of the report.

Overall, in 2012 performance in GCSE examinations continued the trend of improvement seen over the last three years, from 44.5% achieving 5 or more A* - C grades including English and Maths in 2009 to 55.4% in 2012. This was an improvement of 2.6% points from 2011. The England average increased by only 0.2% points compared with 2011, and the statistical neighbour average increased by 1.3% points, and so the gap with these two comparators decreased in 2012.

Among individual schools, the provisional figures show some significant improvements, notably at Hove Park (16% points), Longhill (8% points) and Patcham (5% points). For all but one school the longer term trend since 2009 is upwards, ranging across the nine schools and Academies from -2% points to +33% points.

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

- 40% of pupils achieving 5+ A* - C grades including English and Maths (compared with 35% in 2011); or

- Achieving at least the national median figure for three levels of progress in English and maths between KS2 and KS4

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

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

Key Stage Five

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

As for GCSE, data on Level 3 performance remains unvalidated and incomplete, including data on closing the gap measures. Fuller information will be provided in later revisions to this report.

Provisional data suggests that overall attainment in 2012 was broadly similar to the national average, with only BHASVIC being significantly above it. These data suggest a small reduction overall in the proportion of high grade passes at Level 3, but that at City College and Blatchington Mill there was a significant improvement in the proportion of high grade passes.

None of the colleges was inspected by Ofsted in 2011/12 – each was graded 'good, with outstanding features' in its most recent inspection. Cardinal Newman's sixth form was inspected as part of the overall school inspection, and shared in the overall grade of 'good'.

Attendance

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

Exclusions

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

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

Looking ahead

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

- raise standards in secondary schools so that GCSE attainment is in the upper quartile of statistical neighbours and at least 80% of teaching is good or outstanding
- raise standards in KS2 so they are above national average and statistical neighbours
- close the gaps between vulnerable groups of pupils to be in line with or above national averages

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

Report on standards and achievement in Brighton & Hove

1 Early Years Foundation Stage

The context

The Early Years Foundation Stage profile describes a child's development and learning achievements at the end of the academic year in which they reach the age of five which is usually at the end of their Reception Year.

There are six Areas of Learning and 117 statements overall - 13 assessment scales from 1-9 which children are judged against. The six areas are: Personal, Social, and Emotional Development; Communication, Language and Literacy; Problem Solving, Reasoning and Numeracy; Knowledge and Understanding of the World; Creative Development; and Physical Development. The judgements for each child are based on ongoing assessments through observation of the pupil by the school staff.

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

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

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

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

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

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

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

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

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

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

These significantly high Ofsted outcomes are a result of our city commitment to raise the quality of provision for early years in order to raise the outcomes of our children at the end of the reception year and to narrow the gap between the lowest achieving most vulnerable children and the rest of the city. It gives a firm foundation on which to build their lifelong learning.

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

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

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

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

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

Quality Improvement in Learning and Teaching

Quality Improvement in Learning and Teaching (QuILT) is Brighton and Hove's locally devised quality improvement programme for the Early Years Foundation Stage. It is based on a cycle of reflection and action, with the improvements in children's care and learning closely monitored.

QuILT is supported by the Early Years Consultants, working in partnership with Development Officers where settings are identified as entitled to additional support through quality reviews.

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

The quality of the learning and teaching and the interactions between practitioners and children is a particular focus. The Relationships and Interactions module must be awarded at Credit level for full accreditation.

QuILT has provided support and rigorous challenge in to raise quality in settings, which is reflected in current inspection data. For childcare on non-domestic premises BHCC has the highest percentage of Outstanding settings in England and equal lowest Satisfactory/ Inadequate judgements.

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

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

Living in Disadvantage

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

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

FSM

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

Gender

Overall 1453 boys and 1332 girls undertook the EYFS profile.

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

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

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

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

Special Educational Needs

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

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

English as an Additional Language

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

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

Areas for development in the Early Years and Foundation Stage:

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

2. The Primary Phase

Key Stage One

At the end of Key Stage 1 (Year 2), children are teacher assessed against National Curriculum levels for speaking and listening, reading, writing and mathematics. Alongside the teacher assessment, schools are required to test pupils using nationally produced materials to support the assessments being made. These tests also include tasks for children to carry out that give an indication of performance. At Key Stage 1 the national expectation is for a pupil to attain Level 2, and to be secure at this level (Level 2b). More able children will attain high Level 2 (2a) or Level 3. The Local Authority has a duty to ensure there are robust systems of moderation in place to support teachers and ensure data is secure. This year saw the introduction of a phonics test for Year 1 pupils.

Reading

Reading at Level 2+ has increased by 1.7% percentage points to 86.3%; this is the highest overall figure for over 5 years and the largest Year 2 cohort in that time, but is almost 1% point below the national average. The impact of programmes such as Communication, Language and Literacy Development, which supported targeted schools to improve the leadership and teaching of phonics, continues to impact on the quality of teaching of reading. The increase in this area is expected to continue, as the Every Child a Reader (ECaR) programme, with a targeted cohort of Year 1 pupils, reduces the number of lower attaining pupils across the city.

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

Writing

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

Mathematics

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

Gaps in performance

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

At Key Stage 1, the percentages of pupils with SEN reaching the expected Level 2 at the end of Year 2 have increased and attainment gaps have narrowed in Reading and Mathematics, although slightly widened in Writing. The gap between boys and girls has continued to narrow in the last year in all subjects.

The significant investment in the Every Child a Reader and Every Child Counts programmes for identified children in targeted schools has had a measurable impact on performance in literacy and mathematics for low attaining pupils.

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

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

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

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

Actions for 2012/13

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

Working in Partnership to Close Gaps in Attainment

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

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

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

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

Every Child Counts

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

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

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

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

Key Stage Two

The percentage of pupils that attained at least Level 4 in both English and maths is a key measure for the Department for Education (DfE). There was a 6% increase from 2011, from 73% to 79% and this brings us in line with the national average. The percentage of pupils achieving L5 in both maths and English is not available yet, but separately they improved by 13.3% and 8.8% respectively

The DfE set the following floor standards for KS2:

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

At the end of Key Stage 2 (Year 6), children are teacher assessed against National Curriculum levels for English, maths and science, and also take statutory national tests in English and maths. The tests for Reading and maths were administered in an

identified week under test conditions. The significant changes in 2012 were the option for schools to opt out of externally marked tests for Writing, and administer and mark Writing tests internally, and the introduction of a level 6 test for maths. Throughout the year the LA offered additional supported opportunities for levelling and moderating levels in Writing and in June all schools were invited to a locality based moderation cluster for Writing. The LA therefore feels there was a robust and secure system in place for the moderation of writing. Most schools believe the new system is more robust and accurate in judging pupils' writing levels.

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

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

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

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

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

Two levels of progress

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

The gap between disadvantaged groups and other pupils at KS2

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

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

- The gender gap remains fairly consistent and girls still outperform boys by 3.7% joint L4+ English & maths, although the L5 gaps have widened, particularly in English
- The EAL gap has improved for joint L4+ English & maths, but as with the gender gap it has widened substantially at L5
- The FSM gap has improved substantially at L4+ English and joint L4+ English and maths, but widened substantially at L4+ maths and L5 for all subjects
- The SEN gap has improved at L4+ across the board, but substantially widened at L5 across the board
- In English the gap has improved for all vulnerable groups at L4+ in both reading and writing, other than writing for EAL and FSM children. At L5 the gap has widened for all vulnerable groups
- In maths the gap for all vulnerable groups at L4+ and L5 has widened other than SEN at L4+, although the L5 gap for SEN has substantially widened
- Joint English & maths levels have narrowed for all groups at L4+, and widened for all groups at L5

As in Key Stage One, whilst the data shows some of these gaps are narrowing, our widest gap is between those pupils who receive free school meals (FSM) and others. Non FSM pupils attain higher than FSM pupils in every subject. The gap has narrowed however, by 4% points for English and maths combined, but there is still a difference of 23% points. It has remained fairly static for L4+ writing, and increased slightly for L4+ English. The gap has widened for the joint English and maths target, with half FSM pupils gaining a Level 4+ in both subjects. The gap for 2+ levels progress in maths has increased by 3%, as FSM pupils have remained static but non FSM pupils have made gains. The gap is least for 2+ levels progress in English, as numbers making progress have increased.

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

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

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

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

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

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

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

Healthy Settings Programme Case Study

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

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

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

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

Children in Care

KS2 English 2012

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

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

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

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

KS2 Maths 2012

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

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

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

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

Pupil Premium

The government has given schools Pupil Premium funding which is to support children in various vulnerable groups, but particularly those whom are eligible for free school meals (FSM). We have retained an officer to work on this area and he is supporting schools with their use of this funding, training tutors and leading professional development on teaching in small groups. A high level group is leading on this area and a conference was held in November at the Teaching School, led by schools that have seen the gaps narrow. This year the local authority is offering funding to groups of schools to work on different ways of closing the gap.

School Effectiveness across the Primary Sector in Brighton and Hove

The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton & Hove primary schools were judged as outstanding in their most recent inspection (source: Ofsted Local area children's services performance profile, August 2011 and Annual Report of the Chief Inspector, November 2011). Two schools are judged to be 'inadequate'. Hertford Juniors is in 'notice to improve' and Whitehawk Primary Schools is in Special Measures. Both schools have had positive monitoring visits over the year and we continue to provide extensive support.

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

Priorities for schools

- Raise standards to be above the national average and statistical neighbours
- Improve the number of pupils making two levels of progress in maths from KS1 to KS2 to above the national average
- Close the Gap for pupils from vulnerable groups.

Support and Challenge for primary schools in Brighton and Hove

Each year the schools are allocated a support level. This is based on their own self evaluation, discussion with School Partnership Advisers (formerly School Improvement Partners) the most recent data, the three year picture of data and inspection evidence. Schools that are judged to require 'high support' have a support plan with a number of different elements, depending on the needs of the school. These include extra advisory time, support from other schools and other external support.

The government has published a floor (or minimum) standard – a school will be below the floor if fewer than 60 per cent of pupils achieve the basic standard of level 4 in both English and mathematics, and fewer pupils than the national median make the expected levels of progress between KS1 and KS2. There were five primary schools below the floor at the end of 2010/11. All five of these schools have risen above the floor in 2011/12, but two schools have fallen below the floor. The Strategic Commissioner, Standards and Achievement, has met with the headteacher of all schools receiving high support to discuss the results and plan a way forward.

The government is quite clear that it sees the future of school improvement as led by those within schools – 'system led' - and there is a variety of ways that we are supporting and developing this in Brighton & Hove Primary Schools:

- Local Leaders of Education have been trained: these are headteachers of local schools, accredited by the National College of School Leadership, who are deployed to work with schools, and lead and participate in city wide projects
- Several partnerships of schools (including cross phase partnerships) are developing and working together to raise outcomes for pupils
- We invite schools to bid for funds to carry out their own school improvement projects in groups of schools, and this was very well received. This has been reviewed and recommendations made to improve the effectiveness further. There will be another round of this funding which will focus on closing the gap
- Westdene Primary was one of the first 100 Teaching Schools announced by the DfE. The school has developed a Teaching School Alliance with other local schools and their work has four strands:
 1. Initial Teacher training
 2. Continuing Professional Development
 3. Leadership and Succession Planning
 4. Schools Supporting Schools

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

Action: Standards and Achievement Team

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

3. Secondary and Post 16 Phases

Key Stage Three

There are no longer national tests at the end of Key Stage 3 (Y9), but schools are required to carry out and report teacher assessments against national benchmarks for levels of progress in English, Maths and Science. At KS3 the national expectation is that pupils are performing at least at Level 5 by the end of the Key Stage.

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

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

Closing the gap at KS3

Data are also collected relating to 'closing the gap' measures i.e. the gap between boys' and girls' achievement, between those eligible for free school meals and those who are not, and those who have special educational needs (SEN) and those who do not. At KS3, whilst the data shows some of these gaps are narrowing, some attainment gaps have widened

Gender

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

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

FSM

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

SEN

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

Key Stage 4

Overall, in 2012 performance in GCSE examinations continued the trend of improvement seen over the last three years. In 2009, 44.5% of Y11 students in the city achieved the headline figure of 5 or more A* - C grades including English and Maths. For 2012, the provisional (still to be finally validated) figure is 55.4%, an improvement of 2.6% points from 2011. Factors which may bring about some changes in the provisional figures include requests for re-marks and the challenge to the way in which grade boundaries were set this year for English, in which Brighton & Hove City Council is participating with other councils, schools and teacher unions.

A table showing key provisional figures for each school and Academy and for the city as a whole can be found at Appendix 2, page 15. This table shows a slightly higher figure for 5+ A* - C grades than has been recently published by the DfE (see below), as the DfE has not yet published figures at the individual schools level. The table includes comparisons with validated figures for 2011.

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

The DfE published provisional national figures on 18 October, and final validated performance tables will be published in January 2013. The provisional figures show that there was some narrowing of the gap with England and statistical neighbour averages, where there was improvement of 0.2% and 1.3% respectively. This means that the

performance in Brighton & Hove was 3.0% points behind the England average (was 5.4% points in 2011) and 1.6% points behind SN average (was 3.0).

The DfE provisional data also includes information about the proportion of students achieving the expected levels of progress between Key Stage 2 and Key Stage 4 in English and Maths. This presents a very mixed picture. In English 72.2% of students achieved the expected three levels of progress or more, comfortably above England (68.9%) and statistical neighbour (69.2) averages. This ranked Brighton & Hove first among eleven statistical neighbours. By contrast, in Maths 60.3% of students achieved the expected three levels of progress or more, well below England (69.6%) and statistical neighbour (68.2) averages, and ranking eleventh among our statistical neighbours. Improving performance in Maths continues to be a key area of focus for the schools and the Secondary Schools Partnership team.

Among individual schools, the provisional figures show some significant improvements, notably at Hove Park (16% points), Longhill (8% points) and Patcham (5% points). For all but one school the longer term trend since 2009 is upwards, ranging across the nine schools and Academies from -2% points to +33% points.

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

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

The national median figures for English and Maths are yet to be published. In 2011, these figures were 71% for English and 63% for maths.

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

In the core subjects of English, Maths and Science, the provisional figures show much greater consistency across the city's schools and Academies in English than there was in Maths and Science.

- In English, the range achieving A* - C across the nine schools and Academies was from 63.2% to 77.4%, and in seven schools and Academies over 70% of students achieved at least a C grade. These figures may improve still further as a result of re-marks and the challenge over grade boundaries
- In Maths, the range achieving A* - C was from 42.7% to 75.9%, and in three schools and Academies less than half of Y11 students achieved at least a C grade
- In Science, the range achieving at least two A* - C passes was from 16.7% to 68.4%, and in four schools and Academies less than half of Y11 students achieved at least a C grade

Provisional 'closing the gap' data in relation to free school meals (FSM) students is available, but data related to other characteristics, and averages for national and statistical neighbour comparators, are still awaited. In 2011/12, 14.7% of secondary age students in Brighton & Hove were recorded as being eligible for free school meals, ranging across the nine schools and academies from 7.1% to 33.0%. The gap between FSM and non FSM students achieving 5 or more A* - C grades including English and Maths increased to 34% points, compared with 31.5% points in 2011. However, there was a narrowing of the gap in the proportion of students achieving 5 or more A* - C grades (any) from 30.5% points in 2011 to 24.5% points in 2012.

In English the gap between the proportion of FSM and non FSM students making the expected three levels of progress between KS2 and KS4 narrowed from 27.9% points in 2011 to 18.5% points in 2012, and in Maths it widened very slightly from 30.0% points to 30.5% points. More detailed information relating to the performance of FSM students can be found at Appendix 2, page 16.

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

Only one secondary school, Cardinal Newman Catholic School, was inspected by Ofsted in 2011/12. It was judged to be 'Good', with all constituent grades being 'good'.

As with the primary phase, the new framework for inspection (from September 2012) is likely to have a significant impact for schools. Schools previously judged as outstanding will not be inspected (unless standards fall or there are causes for concern), and schools judged as good will be inspected every five years. The grading 'satisfactory' has been replaced with 'requires improvement' and these schools will be inspected more frequently. Schools in a category will be monitored more closely. Given the dates of previous inspections, it is expected that several Brighton & Hove schools will be inspected in 2012/13.

Performance of Children in Care at GCSE

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

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

The alteration of the grade boundaries for GCSE English Language summer exam has had an impact, with three young people who achieved grade C in their mocks only

achieving a D. We requested remarks for these candidates but unfortunately their papers were not upgraded. All have agreed to re-sit the exam in November and will receive additional tuition until then. If successful this will bring us back into line with the national average as these results are included in the return to the DfE for the 2012 results.

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

2012 - 34 pupils achieved 76.5 GCSE passes, grade C and above (data not validated)
2011 - 26 pupils achieved 57 GCSE passes, grade C and above
2010 - 36 pupils achieved 27 GCSE passes, grade C and above

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

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

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

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

Securing improvement in KS3 and KS4

Government policy continues to be that it expects schools themselves, individually and supporting each other, to be responsible for school improvement. In Brighton & Hove, one way on which the secondary schools and academies have responded to this challenge is through the formation of the Secondary Schools Partnership. The Partnership has accepted collective responsibility for city wide improvement in the secondary sector, and for the educational and personal progress of all 11 – 16 year old learners (and those 16 – 18 year old learners in school sixth forms). The Partnership is reviewing its Raising Attainment Plan (RAP), but retains as its vision for secondary education in the city:

- We are passionately committed to changing students' lives and transforming their futures
- We believe that we have a collective responsibility for all students in the City, not just those in our own schools
- We believe that we are stronger together and can achieve more through joint practice development and partnership for the benefit of every young person in Brighton and Hove
- We, therefore, pledge to lead our schools, our students, our staff and our governors to work together collaboratively to achieve outstanding outcomes for all

Resources amounting to around £300,000 have been devolved by the authority to the Partnership in support of the RAP, and it has been agreed that this will continue in 2013/14. Most significantly, these resources include staffing, including the Adviser for Secondary Teaching and Learning and funding for part time seconded teachers from schools, and that part of the time of the Behaviour and Attendance Partnership Manager relating to the secondary sector.

The Partnership and the RAP are key vehicles for securing KS3 and KS4 improvement across the city, alongside the intensive work which each school individually is undertaking to drive up achievement. However, local authorities retain statutory duties for ensuring sufficient and high quality education in their area, and have continuing powers to intervene where performance is judged to be inadequate or where the well being of children is at risk.

In Brighton and Hove this relationship, in which the authority devolves responsibility for quality, performance and development to the secondary schools and academies, and holds them to account for achieving agreed objectives, is expressed through the Compact, which was approved by the Cabinet earlier this year. The Compact includes clear, agreed objectives, outcomes and processes by which targets for improvement will be shared and monitored.

Key Stage 5

As for GCSE, final validated results for A and AS levels, and for BTEC vocational courses, are not yet available. Value added information is also not yet available on a city wide basis. The comments in this report are therefore provisional, and will be updated when final performance tables are published by the DfE in January 2013.

At AS level the provisional pass rate (i.e. the proportion of entries awarded grades A* - E) for the city was just under 86%, compared with just over 84% nationally. Over 53% of all AS entries were at BHASVIC, and almost 90% of entries at BHASVIC were awarded grades A* - E. At Cardinal Newman Catholic School and Varndean College over 80% achieved a pass grade. A* - E pass rates at the other three established sixth forms ranged between 67% and 79%. The new sixth form at BACA is still very small and the focus of its curriculum currently is on BTEC courses, with a small number of complementary AS levels. Given the small number of students, it would not be appropriate to comment on these results.

Almost 36% of AS entries in the city were awarded A* - B grades, compared with just under 32% nationally. At BHASVIC over 42% of entries were A* - B, and at Varndean College just over 32%. In the four established school sixth forms, the proportion of high grades ranged from almost 11% to 27%.

At A level, pass rates are higher because generally students will have dropped their weaker AS subjects or changed to more appropriate courses. Some students also withdraw from courses in year if they believe they will fail them, so that they can concentrate on stronger subjects. This resulted in a provisional pass rate in 2012 of

99.7%, compared with 99.5% nationally. No school achieved lower than 98.6% pass grades, and two schools achieved 100%.

The proportion of high grades A* - B (against a national average of 51%) was much more variable between schools and colleges across the city. BHASVIC and City College (mainly BTEC Level 3, equivalent to A level) both achieved almost 60% high grade passes, and at Varndean College and Cardinal Newman the figure was over 50%. High grade passes at the other three school sixth forms ranged from 21% to 48%. There was particularly strong improvement in high grades at Blatchington Mill, where 10% of entries were awarded A* grades.

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

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

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

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

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

Comments from participants included:

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

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

Not in Employment, Education, or Training (NEET)

Reducing the proportion of 16 – 18 year olds who are NEET continues to be an important development priority both locally and nationally, especially as we move towards the raising of the participation age to 17 in September 2013. In Brighton & Hove, there was a steady reduction in the NEET figure (with only a small increase in 2009/10), from well over 10% in 2006/07 to 7.5% in 2010/11 (November 2010 – January 2011 three month average). The three month average figure for November 2011 – January 2012 was 7.9%. Because the way in which NEET figures are calculated was changed by the DfE in 2011, like for like comparisons are not straightforward. Equally, because the number of ‘unknowns’ in Brighton & Hove is relatively low (because of the tracking and support capacity provided by the Youth Employability Service), comparisons with other local authorities are not straightforward either.

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

4. Special Schools

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

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

Given the low starting points and complex needs of most pupils in special schools, it is not appropriate to compare attainment with mainstream schools. For most pupils in special schools, their severe and complex learning difficulties mean that their skills and abilities fall below the level measured by national tests and GCSE examinations. Their progress is assessed using ‘p scales’, early National Curriculum levels and a range of alternative accreditations. Where pupils’ ability is such that they can access national tests and examinations, they are still likely to have fallen well behind other pupils of similar age as a result of complex special needs, disrupted schooling and/or difficult life and family circumstances.

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

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

5. Attendance and Exclusions

Attendance

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

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

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

Latest national figures show that while 184,000 pupils miss 20 per cent of lessons, more than 430,000 pupils miss 15 per cent of lessons a year – the equivalent of having a month off school a year.

Persistent absence is a serious problem for pupils. Much of the work children miss when they are off school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:

Of pupils who miss more than 50 per cent of school, only three per cent manage to achieve five A* to Cs including English and maths.

Of pupils who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A* to C GCSEs including English and maths.

Of pupils who miss less than five per cent of school, 73 per cent achieve five A* to Cs including English and maths.

Ofsted will continue to take into account the number of pupils over the 'persistently absent' threshold when looking at a school's performance on attendance. They are exploring ways of taking this new threshold into account in the 2012 framework.

With the recent decision to delete the Education Welfare Officer (EWO) posts, work previously undertaken by these officers has now been transferred to schools. Brighton & Hove secondary schools have chosen a number of options to address this with some employing their own EWO whilst others are using current staff to undertake this important role. Primary schools are consulting with the local authority on how they can undertake these duties to continue to improve attendance.

Attendance at school and access to appropriate education is key if children are to achieve their full potential. The Access to Education Team, on behalf of the local authority, will continue to undertake the LA statutory duties in relation to school attendance and monitor school attendance across the city including schools' compliance with the range of legislative acts that relate to school attendance. The team will provide advice and guidance on good practice identifying areas needing further development.

In order to ensure the work undertaken by schools is consistent and that appropriate strategies and interventions are put in place to improve attendance the Access to Education will be consulting with all schools to look at ways in which we can work together to achieve this.

Exclusions

Permanent Exclusions

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

Fixed Term Exclusions

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

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

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

