

How are we doing?

Standards and Achievement in Brighton & Hove Schools

2012/13

**November Version: unvalidated
data**

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1. Introduction

The local policy context in Brighton and Hove is one in which there is a strong emphasis on partnership working with and between schools, paired with robust data analysis and challenge. The Children's Services department has been working closely with schools 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 approach is captured in the new School Improvement Strategy.

This report is an analysis of standards and achievement in the city, based on the 2013 results at the end of each Key Stage. Results for KS4 and 5 remain provisional at this stage and none of the data will be finally validated until April when the report will be refreshed. The report also identifies the key priorities of the Education and Inclusion Team.

The report outlines the headlines for each key phase and also analyses the achievement gaps in the city.

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

2. Overall Summary

School Effectiveness

The percentage of school judged to be good or outstanding in the city has risen from 71% in summer 2012 to 80% in summer 2013. This underlines the hard work and successes of young people and teachers across the city, but we know there is still much more to be done to ensure that all pupils in the city achieve well.

3. Early Years and Foundation Stage (age 5) Introducing the new EYFS Profile 2013

The Early Years Foundation Stage Profile 2013 was introduced this academic year. It describes a child's development and learning achievements at the end of the academic year when they have reached the age of five years old. It is based on ongoing observation and assessments in three prime and four specific area of learning and three learning characteristics.

The three prime areas are communication and language, physical development and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world and expressive arts and design. The learning characteristics are: playing and exploring, active learning and creating and thinking critically.

A good level of development – the prime areas and literacy and mathematics	45%
% of pupils working at the expected level in the prime areas	61%
Specific learning goals	47%
All learning goals	42%

The Early Years Foundation Stage Profile changed in 2013. The new measure is a “good level of development”. Pupils need to be working securely at the expected level in 5 areas of learning. It should be noted that the expectations for pupils in this new profile for the end of Reception Year have been significantly raised. We cannot compare results from previous years as the measures this year are completely different. Data from previous years will reflect the previous system of assessment and we are unable to make comparisons between the results of the old and the new system. In addition, this data set will not be secure as it is the first year of the assessment.

Gender in Early Years Foundation Stage

The figures show a gender gap of 13.3%

Pupils	Number	GLD%
Female	1370	51.8%
Male	1526	38.5%
Difference		13.3%

Comment

The gender gap is significant in pupils working at the expected level in Literacy with a 10.3% gap in writing and a 7.5 % gap in reading. There are 11.2% more boys than girls working at the emerging level in reading and 16.2% more boys than girls working at the emerging level in writing.

There is a strong early years service in Brighton and Hove which for the last 10 years has challenged and supported every setting through a quality improvement scheme. The city has a high percentage of good and outstanding early years settings. There is a strong focus on early language development and supporting our practitioners in quality adult child interactions which supports learning.

4. The phonics screening check in Year One (age 6)

64% of pupils met the expected standard of phonic decoding. This was an increase of 15% since 2012. This rise of 15% was 4% higher than the national increase. However we remain 5% lower than the national percentage of pupils reaching the expected standard. Girls out performed boys in the test by 2% with 65% meeting the required standard compared to 63% of boys. Nationally the girls outperformed the boys by 8%.

5. Key Stage One Assessments (tests at age 7)

This is a positive picture. The 2013 key stage 1 teacher assessments show that the percentage of pupils achieving the expected level has continued to rise in all subjects which reflects the national results. The children have improved by 4% in reading and writing and by 2% in maths. Nationally there was a 2% point rise in reading and writing and a 1% rise in maths.

Reading

All schools	2011 - 2012	2012 - 2013	difference	National
L2+	86.3%	90.1	+3.8	89
L3	32.0%	31.4	- 0.6	
APS	16.3	16.6	+0.3	

Writing

All schools	2011 - 2012	2012 - 2013	difference	National
L2+	81.4%	85.8	+4.4	85
L3	13.9%	13.3	-0.6	
APS	14.7	14.9	+0.2	

Maths

All schools	2011 - 2012	2012 - 2013	difference	National
L2+	91.8%	93.4	+1.6	91
L3	26.4%	25.1	- 1.3	
APS	16.3	16.5	+0.2	

When compared to statistical neighbours, the city of Brighton & Hove is joint 2nd in the combined average point score for reading, writing and maths. When compared to the national picture, the city is ranked in the top 22-30% of Local Authorities for joint reading, writing and maths results.

6. Key Stage 2 (tests at age 11)

This is an improving picture. The results for the Key Stage 2 national curriculum tests taken at the end of year 6 indicate a rise in attainment in all subjects. Reading, writing and maths combined for Brighton & Hove was above national, South East, East and West Sussex outcomes and in the top 3 of 10 of our statistical neighbours.

The city's "expected progress" of two levels also rose and was above the national, the South East, East and West Sussex and in the upper quartile for reading and writing. Expected progress in maths was the same nationally, but above South East, East and West Sussex and was also in the upper quartile of statistical neighbours.

Joint Reading, Writing & Maths

All schools	2011-2012	2012-2013	difference	National 2013	Compared to national data we are
L4	74	78	+4	75	+4
L4b	66	67	+1		
L5	23	24	+1	21	+3
L6	0	0.1	+0.1		
APS	28	28	0		

Percentage of pupils making 2 levels of progress

Percentage of pupils making 2 levels of progress	2011-2012	2012-2013	difference	national	Compared to national data
reading	91	90	-1	88	+2
writing	90	92	+2	91	+1
maths	84	88	+4	88	0

When ranked out of 152 Local Authorities for reading writing and maths combined at level 4+ and level 5+, Brighton & Hove was 30 and 27 respectively.

The progress data was strong in English. For two levels of progress in reading the city's results were ranked 25th, and progress in writing was ranked 53rd. Maths progress was not so strong: Brighton and Hove was ranked 80th and maths is a citywide focus this year.

7. Key Stage Three (teacher assessment at age 14)

Overall, assessment outcomes at the end of KS3 has 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.

In 2013, 87% of Y9 pupils in Brighton & Hove achieved Level 5 in English compared with an England target of 90%. This is +1% higher than in 2012. Pupils achieved 86% in Maths which is an increase of 4% and 88% in Science, up 2%.

8. Key Stage Four (age 16)

Overall, attainment in GCSE examinations continued the positive trend since 2009. However, further improvement is still needed if Brighton and Hove schools and academies are to reach the challenging targets they have set themselves of being in the top quartile of statistical neighbours for GCSE.

In 2013 collectively, the nine secondary schools predicted that 64% of students would achieve 5 A*-C including English and maths, and this has been achieved. The 2012 figure of 56% includes special schools, therefore when the numbers for special schools are included in the 2013 figures; the like for like LA figure is 62%. The underlying increase in the secondary schools' performance is therefore almost 6% which is a significant increase.

This improvement continues and accelerates the improving trend of the last five years. In 2009, 45% of students (including special schools) achieved 5+ A* - C including English and Maths. This has improved by around 3% to 4% points each year since then until 2012. In 2013 the city saw an improvement of 6%.

Among individual schools, the provisional overall figures show some significant improvements, notably at PACA (22% points), Blatchington Mill (11% points) and Vardean School (7% points). For all but one school the longer term trend since 2009 is

upwards, ranging across the nine schools and Academies from 0% points to +22% points. All secondary schools are above the DfE floor standard.

Girls in Brighton & Hove outperformed boys at GCSE by 6%. 65% of girls achieved 5 A*-C GCSEs locally compared with 59% of boys. Boys performed better than the average boy in England at GCSE, while girls' performance was in line with the national average.

In English 73% of Brighton & Hove pupils made three levels of progress. This is above the England average for state-funded schools of 70% and the same statistical neighbour Local Authority average of 70%. Brighton and Hove was ranked 41st out of 152 LAs this year at Key Stage 4, last year the rank was 47. Brighton & Hove was ranked 3rd out of 10 statistical neighbour Local Authorities, which is the same as last year.

66% of children obtained three levels of progress in Mathematics across Brighton & Hove. This was below the England state-funded schools national average of 71%, and the statistical neighbour Local Authority average of 69%. Brighton and Hove was ranked 119th out of 152 Local Authorities, last year the rank was 142 which is an improvement. Brighton and Hove was ranked 8th out of our 10 statistical neighbour Local Authorities. Last year it was at the bottom. Maths is a focus across the city this year.

The value added and prior attainment information is unavailable at the time of writing. An analysis of this will be included in the refresh of this report in April 2014.

The citywide results at GCSE have been achieved through the work of the Secondary Partnership and the development of the subject leader networks, as well as a more rigorous approach to using data to inform teaching and learning.

9. Key Stage Five (age 18)

The city's two sixth form colleges, BHASVIC and Varndean College, have reported excellent results, with A level pass rates of 98%, and A* - B grades of 59% and 48% respectively. Varndean College also offers the International Baccalaureate Diploma (IBD). The overall average for the city of A*-B grades is 41.5% when the School Sixth Forms are included in the results. However, 67% of young people in Brighton & Hove achieved A*-E grades at A Level. This compares very favourably with 52% of young people locally achieving a Level 3 qualification last year in Brighton & Hove. Last year the national benchmark was 55% and the statistical neighbour local authority average benchmark was 52%. The benchmarks for this year will follow with the validated version of this document in the new year.

Performance at the state maintained schools at A and AS level has remained broadly similar to that in 2012. The overall picture for Brighton and Hove's sixth forms is a pass rate of 98% at A-Level and 86% at AS level. This is very similar to the provisional national figure* for all students at A level but at AS level this is 2% below the national figure.

10. Not in Employment, Education, or Training (NEET)

Since raising of the participation age to 17 came into effect in September 2013, reducing the proportion of 16 – 18 year olds who are NEET continues to be an important priority, both locally and nationally. In Brighton & Hove, the headline annual NEET figures for 2012/13 have improved from 7.9% to 6.7%. These figures are based on the three month average NEET figures for November 2012, December 2012 and January 2013 for 16-18

year olds (Y12-14). The figures can only be compared with 2011 because since then, young people have been recorded according to where they live, rather than where they study. These annual figures were the best ever 16-18 NEET and Not Known results for Brighton & Hove, and are robust, due to the rigorous tracking by the Youth Employability Service. The DfE data for 2012/13 shows that Brighton & Hove was the most improved local authority in the South East over the period November 2012 to January 2013, and one of the most improved throughout England. As a result of the reduction in young people who are NEET, there was a 5.9% increase in 16-18 young people 'In Learning'.

Provisional NCCIS data collected for the three months ending in August 2013 shows that 8% of young people are NEET in Brighton & Hove, 78% are in learning and less than 3% are unaccounted for (unknown.) The NEET figure is therefore stable. The comparative annual, validated data will be issued between November and January and available with the refreshed document in April 2014. This provisional 2013 data may well change in the interim.

However, these figures indicate that there is still work to be done to achieve full participation of 16 year olds in learning, training or employment with training from September 2013, as required by the Raising Participation Age (RPA) legislation. More than 500 young people are not in education, employment (with training) or training alone in Brighton & Hove.

Throughout the year, the authority has worked with schools, colleges and training providers, and with the Youth Employability Service and other agencies, on a range of initiatives to maximise participation, including developing new provision, improving transition processes and providing personalised guidance to young people.

<p><u>I AM DIFFERENT</u></p> <p>Silently, I sit My companions beside me Impatiently, we wait for our turn I am not glamorous Like the ladies with sharp noses I am not big Like the men with rubbery muscles I am different I have a heart</p> <p>Whenever the occasion arrives When it is my turn to shine Proudly, I will cling onto her feet As my life depended on it Along the street Out of the corner of my eye I will witness the disdain I will hear the sniggers Of my contemporaries</p>	<p>But I will hide my strife And hold my head as high as the birds I may be tattered And I may be old But one thing is for certain I am different I have a heart</p> <p>Zuzia, Year 6 October 2013 Zuzia spoke no English when she came to Brighton and Hove in Reception Year</p>
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10. Attendance and Exclusions

Attendance

The most recent validated data (for 2011/12) shows that both overall and persistent absence at primary level in Brighton & Hove is in line with the national average but slightly above the average for the south east. For overall absence, the figure was 4.4% (south east figure 4.3%), and for persistent absence the figure was 3.1% (south east figure 2.9%) at the end of 2012. At secondary level we continued to have higher levels of absence for both overall and persistent absence compared to the national average and south east average. For overall absence, the figure was 6.5% (national figure 5.9% and south east 6%), and for persistent absence the figure was 9.8% (national figure 7.4% and south east 7.8%).

Primary overall absence shows a reduction of 0.5% compared to 2010/11 and reductions of 0.3% for persistent absence. Secondary overall absence shows a reduction of 0.6% when compared to 2010/11 and a 0.5% reduction in persistent absence.

Data recently received from DfE for the autumn term in 2013 shows that overall absence at secondary level in Brighton & Hove is 1.1% above the national average and 1% above the south east average. Schools and Colleges in the city are 2.1% above the national and 2% above the south east for persistent absence. At primary level the data shows that overall absence is 0.7% above the national average, 0.8% above the south east and 0.6% above the national. Persistent absence is 1% above the south east. It should be noted that during this term Brighton & Hove schools saw a significant increase in the number of children absent for sickness due to flu and the norovirus.

Exclusions

Permanent Exclusions

There were zero primary, permanent exclusions for the 2012/13 period. For both the primary and secondary phases, permanent exclusion is significantly below the national average.

Fixed Term Exclusions

The fixed term exclusion statistics are high compared to the national figure and is a top priority for the city. 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 in order 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. Fixed term exclusions impact attendance. Specific strategies to address this will continue 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 exclusions, 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.

11. Anti-bullying and equality

Brighton & Hove City Council (BHCC) has been in the top two of Stonewall's Education Equality Index which is testimony to the innovative work to challenge and prevent homophobic bullying in Brighton & Hove Schools. The local schools remain committed to participation in the annual 'Safe and Well School Survey' and to reducing bullying. There has been a 12% reduction in secondary age students reporting that they had been bullied this term since 2005 and a 14% reduction in bullying of 7-11 year old pupils.

In the 2012, the Safe & Well School Survey showed that 90% of 7-11 year olds in primary schools and 78% of 11-16 year olds in secondary schools reported that they enjoyed coming to school. In the 2012 Safe & Well School Survey, lesbian, gay, bisexual & unsure 11-16 year old students; and those who state they get extra help, are more likely to disagree that they enjoy coming to school than other groups. In primary schools the data does not show as many significant differences between equality groups. An impressive 94% of pupils in primary schools and 88% in secondary schools feel safe in our schools. There has also been an improvement in the health related data, for example, 87% of key stage 4 students said they were confident to use condoms now or in the future.

42 schools have achieved or maintained Healthy School Status as part of the BHCC Healthy Settings Programme.

In September 2013, 73% of schools were compliant with the Public Sector Duty of the Equality Act.

A small group of schools are working hard to develop practice that is inclusive of trans* pupils and students; trans* children are in a small minority in our schools, but the work done to support them by challenging gender stereotypes will benefit many more children and young people and support the raising of aspirations.

Over the last year, all Ofsted Reports for Brighton & Hove Schools report positively on children's understanding of what bullying is, and actions taken by schools to prevent and challenge it.

Closing the Gaps in Educational Achievement

1. Early Years Foundation Stage Profile

The context for our Reception Year

Number of children in LA maintained and free school EYFSP: 2843

Number of pupils included in EYFSP 2831

Maintained schools pupils included: 2788

Free School pupils included: 43

Number of pupils excluded from EYFSP: 12

Number of LA maintained and free schools EYFSP: 49

	Number
Boys	1486
Girls	1345
Summer born	966
Spring born	910
Autumn born	955
SEN	415
School Action	192
School Action Plus	177
Statement	46
CiC	9
FSM	495
EAL	356
Ethnicity – other than white British	857
Living in 30% most deprived	930

Characteristics of the lowest 20% achieving pupils

Number of pupils in the lowest 20% is 579 pupils

Number of these pupils with:

Male	357	61.7%
Summer born	317	54.7%
Living in 30% most deprived LSOAs	259	44.7%
SEN – 224 (37 statemented, 93 School Action+, 94 School Action)	224	38.7%
Free School Meals	187	32.3%
Number of pupils with EAL	123	21.2%

2. Closing the Gap in the Educational Achievement of Learners known to be eligible for free school meals (FSM)

Early Years Foundation Stage FSM

Gaps in attainment

% FSM GLD	26.1%
% Not FSM GLD	49.8%
EYFSP FSM gap	23.7%

The gap between children in the Early Years Foundation Stage in receipt of free school meals (FSM) and the average child is 23.7%. There is no national gap data yet for FSM.

Targeted support and challenge to schools where the gap is high will continue with a focus on early literacy development. This is the Area of Learning which is scoring the lowest and is therefore bring down the Good level of Development percentage.

Key Stage 1 FSM

There has been a significant improvement in closing the gap in Brighton & Hove schools at Key Stage 1 and they are now broadly in line with national averages. The gap has been significantly reduced this year in Key Stage 1 as a result of targeted intervention programmes.

- In reading the gap has reduced from 21% in 2012 to 13% in 2013 which is 1% higher than the national.
- In writing the gap has reduced from 26% in 2012 to 15% in 2013 which is in line with the national.
- In maths the gap has reduced from 15% in 2012 to 11% in 2013 which is 2% higher than the national.

Every Child a Reader Case Study Closing the Gap

C started Reading Recovery intervention in Year 1, autumn term 2012, when she was 5 years and 10 months old. C had been referred to both a speech and language therapist and an educational psychologist in Reception because of concerns around receptive and expressive language skills, significant difficulties with attention and concentration and gross and fine motor skills.

From about week 13, C's reading started to accelerate and she moved up a book level each week, reading the new book with good pace as in familiar reads. She was able to verbally compose a simple sentence and hear more sounds within words. Writing was still difficult for C, but she was able to read back her writing. C's family were very supportive, she read with someone and reassembled her cut-up sentence every day.

C's exit assessments after 20 weeks: 85 lessons showed the progress she made during this period. From not being able to read a level 1 published text, she was reading books at book level 9. She was very engaged in reading and enjoyed discussing stories and characters. She was animated, read at a fast pace and understood story meaning. C

controlled early reading behaviours and was secure in reading and writing a bank of high frequency words. She could now identify all of her letters. There were still a lot of areas in which C still needed support, so I worked closely with the class TA in a handover. We both taught C, so that the TA could see what she was capable of when she continued the BRP model of reading with C 3 times a week.

C's follow-up assessments after 3 months showed that C was continuing to make progress, reading book level 11 and continuing to increase her reading and writing vocabularies. C was showing more confidence in class and was no longer in the lowest phonics group.

C will continue to need support in school but the fact that she, and others, now see her as a reader and an active learner has provided a crucial step forward.

Key Stage 2 FSM

The gap has reduced by 2% for the combined percentage for reading, writing and maths at level 4. In 2012 the combined gap was 26%. In 2013, the combined gap was 25% National data is not yet available.

- In writing the achievement of pupils known to be eligible for FSM has remained the same at 65% but the gap has risen by almost 2%.
- In maths the achievement of pupils known to be eligible for FSM has risen by 5% and the gap has reduced by 3%.
- In reading the achievement of pupils known to be eligible for FSM has reduced by 3% and the gap increased by 2%

Key Stage 3 FSM

At Key Stage 3, only the Free School Meals data is available. This shows that the overall performance of FSM pupils in mathematics improved by 8%, narrowing the gap with their peers to -20%: an encouraging trend for the future. In English the achievement scores and differential between FSM pupils and their peers (-20%) has remained the same.

Key Stage 4 FSM

There are almost 2000 children in receipt of free school meals in Brighton & Hove at Key Stage 4. In 2012/13 the percentage achieving 5+ A*-C GCSE (or equivalent) including English and mathematics GCSE was 30% which was an improvement of 3% from last year. The 2012/13 national figure was 38%, so Brighton and Hove children in receipt of free school meals, were 8 percentage points below the national average at age 16. The achievement gap is therefore 38% and has widened because free school meals achievement is lower (30%) and non free school meal achievement is higher at 68%.

In 2012/13 expected progress (3 levels) in English for Brighton and Hove Free School Meals young people, was 52%, narrowing the gap by 1 percentage point since the last academic year. Just over half of the children with free school meals made expected progress. In 2012/13 the Brighton & Hove non-FSM result at Key Stage 4 was 76%, and nationally was 73%. No other local authority benchmarking figures are currently available.

3. Closing the Gap in Educational Achievement of Learners with Special Educational Needs (SEN)

Early Years SEN

The gap in EYFS between those with free school meals and with special educational needs (SEN) and the average child, is 37.5% for their general level of development. As stated in the early years part of the primary phase, a change in methodology for submitting the data prohibits comparison of trend data this year.

% SEN GLD	12.3%
% Not SEN GLD	49.8%
EYFSP FSM gap	37.5%

Key Stage 1 SEN

The 2013 Special Educational Needs versus non SEN gap narrowed further in 2013 across all subjects, in terms of pupils reaching Level 2 and above, in the context of improved attainment for pupils with and without SEN. The gap narrowed by very nearly 2% in maths, 6% in reading and over 8% in writing.

While the gap remains too wide, the Local Authority has evidence of the effectiveness of interventions such as ECAR in improving outcomes for young people with SEN and is confident that the new focussed Closing the Gap Strategy will result in further rises in attainment and narrowing of gaps.

Key Stage 2 SEN

The 2013 SEN versus non SEN gap narrowed further by 6 percentage points on the new combined Reading, Writing and Mathematics (RWM) benchmark. In terms of individual subjects, there were substantial improvements in outcomes for pupils with SEN in mathematics with a rise from 56% attaining Level 4+ in 2011/12 to 63% in 2012/13; and in writing, with a rise from 44% attaining level 4+ in 2011/12 to 51% in 12/13. However, in reading there was a slight fall in the percentage of pupils attaining Level 4 from 67% to 66%.

Relevant, national comparative data is not yet available. While the gap remains too wide, the Local Authority has evidence of the effectiveness of interventions, such as improved, more forensic 'gap' data for schools and a focus on early intervention. Brighton & Hove City Council is confident that the new focussed Closing the Gap Strategy will result in further rises in attainment and narrowing of gaps. A key focus for work this coming year will be on Reading as results were least promising in this area.

It is important to note that the national benchmark measure changed this year to the more stringent combined RWM measure and so direct comparison with the former 'English' benchmark measure is invalid.

Key Stage 4 SEN

The 2012/13 figures are provisional, and refer to that academic year. In 2012/13 25% of pupils with special educational needs achieved 5+ A*-C including English and maths. In 2011/12 performance was 19%. There has therefore been a rise of 6%. For non-SEN pupils, (the 'average child') 75% achieved this standard in 2012/13, and 70% in 2011/12. This indicates an increase of 5 percentage points.

The 2012/13 SEN attainment gap was -50 percentage points, and 2011/12 was -51 percentage points. Both SEN and non-SEN achievement rose in 2012/13, with SEN 1 percentage point more than non-SEN pupils, leading to a closing of the gap by 1 percentage point. The gap is wider than the national gap because the achievement of non-SEN pupils was above average achievement nationally.

4. Closing the Gap in Educational Achievement for Children in Care

Progress from KS2 for children in care

Of the 26 students whose results we have: 15 (57.6%) achieved expected progress or more in relation to their KS2 result in English. This is currently significantly higher than the national average of 30.3% (2012)

17 (65.3%) achieved expected progress or more in relation to their KS2 result in Maths. This is currently significantly higher than the national average of 31.0% (2012)

Performance of Children in Care at GCSE: results so far

Of the 44 Year 11 pupils in the Virtual School at the end of the academic year, 35 will be formally reported on to the DfE with regard to their GCSE or equivalent results. These children have been in the care of Brighton and Hove continuously for a year on the 31st March 2013.

11 students (31%) within the cohort of 35 have a statement of special educational needs. This compares with just 3% nationally for all children and 21% for children in care (2012). Of these 11 students, 10 were educated in special school provision.

Currently we have results for 26 out of 35 children so percentages will change when we have the final figures as several of those in our care, have not yet received statements of special educational need.

5 pupils in Brighton & Hove achieved five A* - C GCSEs including English and Maths which equates to 14.2%. This is currently a significant increase on last year's validated figure of 6% and is slightly below the national average of 14.6% (2012). This year's data cannot be validated until January 2014. We expect an improvement on the figure reported above as we have a significant number of students (10) who have achieved a D in English. We will be requesting remarks for those who are close to the borderline.

Of the 26 students 9 (25.7% of the whole cohort) achieved 5A* - C at GCSE. This is currently below the national average of 36.8% (2012.) Of the 26 students 20 (57.1% of the whole cohort) achieved 5 A* - G at GCSE. This is currently higher than the national average of 51% (2012.) Of the 26 students, 25 (71.4 % of the whole cohort) achieved 1 A* - G at GCSE. This is currently slightly lower than the national average of 73%

5. Closing the Gap in Educational Achievement for Children with English as an Additional Language (EAL): Ethnic Minority Achievement Service (EMAS)

Comparison with National data

The national data shows an average for the last 5 years when compared to the current B&H average it looks as though there will be a substantial drop in EAL attainment. However, for reasons detailed below, it is likely that the actual EAL data will be quite different following individual school's choice to discount EAL pupils before data becomes public.

There appears to be some inconsistency between schools on whether to enter pupils for SATs. Schools choose to enter pupils working at the level of the test. Some newly arrived pupils have been entered for Maths and have an interpreter (provided by EMAS) for the paper and can achieve a good level of attainment. However, these pupils are also automatically entered for reading, writing and grammar where there is no real chance of achieving level 4. Due to this low achievement for Reading Writing and Grammar, some pupils who arrived as recently as 2011/12 school year have been discounted.

Early Years English as an Additional Language (EAL)

The gap between children with English as an Additional Language and the 'average child' is 14.4%.

%EAL GLD	31.7%
% Not EAL GLD	46.1%
EYFSP EAL gap	14.4%

Key stage 1 data

The gap in maths at level 2+ is narrower initially for children with English as an additional language. Achievement has declined by 0.3 percentage points. Non EAL achievement has improved by 2%. The gap has widened because of improved local non EAL results.

In writing, there has been a steady increase of over 10% in EAL performance from 65% achieving level 2+ in 2011 to 75.3% in 2013. Non EAL children achieving level 2+ has risen by 4% in 2013. Attainment has improved in both groups and the gap remains the same. In reading, attainment has improved in both groups and the gap has narrowed by 2.1%

Key stage 2 data

There has been a sustained upward trend of 14% in attainment of EAL pupils achieving level 4 in Reading, Writing and Maths since 2011. There has been an increase for Non EAL of 13% over the last 3 years. In 2013 the EAL cohort achieving level 4 at Key Stage 2 increased by 1% and the non EAL by 4% which makes the gap appear bigger this year but over the last 3 years, the actual increase in attainment has been greater in the EAL group.

Key stage 2 by ethnicity

There are 94 pupils in the key stage 2 dataset who are in the Black/Black British, White/Black African, other Black African, Black Sudanese and Black Caribbean categories. All of these groups have a significant achievement gap when compared to the white British Average. For example Other Black African (40 children) had an average of 62.5% and a gap of 17%.

Key stage 2 by language

The Chinese group of 12 children have particularly low attainment in their writing. This is a trend EMAS are aware of. The Chinese community in Brighton and Hove is not typical of the national Chinese community. There are many housing issues, poverty, living without recourse to public funding, possible trafficking of women and parents working long shifts. EMAS have responded to this by training our Home Liaison Worker for the Chinese community to deliver Triple P and to offer an enhanced service to the Chinese families we support.

Hungarian is another language with poor writing results. This group are often recent arrivals to the UK and have not had any prior literacy education, because in Hungary school does not start until children are 7. EMAS also recognises that there are Gypsy Roma pupils amongst the Hungarian cohort. These families do not always choose to record this as their ethnicity. We are working with our Hungarian and Slovak Home Liaison team and the Traveller Service to begin to address this.

EMAS will target particular training and interventions, for example Talking Maths intervention for schools identified as having a larger gap in that area. EMAS will ensure the schools know which areas we have identified as being weaker for their EAL cohort and work with them toward improved outcomes.

Key Stage 4 by ethnicity

Provisional data produced by EPAS shows that young people from non white British ethnic groups do not perform adversely when compared with white British young people at GCSE, in general. However, approximately a quarter of Black African and black other young people continue to fall below expected levels of progress in English and maths and in GCSEs generally, continuing the trend at Key Stage 2. However, by Key Stage 4, provisional EPAS data shows that Chinese young people (12) outperform White British young people, with 75% achieving 5 GCSE's including English and Maths. This reverses the trend at Key Stage 2 and demonstrates the impact of the EMAS teachers. 80% of the 5 young people who were Pakistani obtained 5 GCSE's including English and Maths. This group performed the best of all ethnic groups.

Key Stage 4 by language

English as an Additional Language	Pupils	% 5+ A*-C inc E&M	% English 3+ Levels Progress	% Maths 3+ Levels of Progress
No	2115	62.8	73.0	66.1
Not known	1	100.0	100.0	100.0
Yes	182	52.7	75.8	78.3

Over 2000 young people at Key Stage 4 speak English as an Additional Language. 53% of them achieved 5 or more GCSE's at grades A*-C and over 75% of them made expected progress.

Travellers

No Traveller children participated in public exams in the summer of 2013. This was mainly due to the fact that the City's transit site was closed during April and May because of essential works. No housed Gypsy Roma Traveller children were in the appropriate year groups to be tested.

Traveller Case Study

As part of our introduction to learning about travellers, a parent brought in his caravan to show the children. The children were very excited and loved exploring the caravan! Then Jennie came and shared a story about a traveller family using a persona doll and lovely props. After Jennie spoke about travellers at Hello Time, the children played extensively with the caravans and eagerly read and discussed the books that were available about travellers.

Thinking about journeys followed this play and the children went on a wander in the neighbourhood. An advance party chose a route and drew arrows on the ground, pavements and walls to show the 'rear guard' where to go. The children developed this further by noting arrows in the environment. They took photos of the trip themselves; this is how they saw it!

The children loved this so much they asked to repeat it the next day. The children's learning experiences throughout this topic included mark-making, measurement and distance, understanding the world (communities and different ways of life), reading books with a traveller theme, role play, creative work from decorating lace doilies to collaging a giant caravan, singing songs accompanied by musical instruments around a camp fire, map-making, photography and lots and lots of talking!

10. Looking Ahead – priorities

We appreciate that there is still much improvement to be made and our priorities looking ahead are:

1. All schools inspected to be judged good or outstanding
2. The achievement of boys in the EYFS
3. Raise standards and achievement in secondary schools to be in the top quartile of statistical neighbours
4. Improve the progress of maths across the city by at least five percentage points
5. Close the gaps in education achievement between pupils in vulnerable groups (Free School Meals, Special Educational Needs, English as an Additional Language and Children in Care) and their peers to less than the national average
6. Reduce the number of fixed term exclusions to below the national average

11. How the Local Authority will work with schools

The revised School Improvement Strategy has just been published. This document sets out how the Council will work closely in partnership with all schools and education providers. It is based on the set of principles outlined below.

When carrying out its school Improvement role the LA will:

- Respect schools' autonomy for their own development, using school self-evaluation (SSE);
- Maintain strong and dynamic relationships between headteachers, governors and the LA, characterised by regular professional dialogue;
- Promote a school led system as the main vehicle for building sustainable school improvement, and for sharing good practice, supported and held to account by parents, and the LA with the Learning Partnership;
- Advance equality of opportunity, foster good relations and aim to eliminate discrimination;
- Intervene early and commission support to prevent schools becoming a cause of concern;
- Encourage / share responsibility and accountability, with parents, carers and other stakeholders, to support the attendance, behaviour and safety of all pupils;
- Inform the focus on pupil progress and attainment across the ability range, and the many factors which influence it, including pupil health and well-being and parental involvement;
- Promote effective partnership and collaboration, to identify, share and develop good practice;
- Coordinate support for vulnerable learners with other teams within Children's Services.

We will work collectively to build on and share good practice that is shown to work, putting learning and teaching at the centre and developing school to school support, excellent maths teaching and a focus on closing the gaps – outlined in the Strategy – Closing the Gaps in Educational Achievement.

Governors

School governing bodies have a vital role to play in school support and challenge through

- Help schools to set high standards by planning for the school's future and setting targets for school improvement.
- Keep the pressure up on school improvement and be a critical friend to the school, offering support and advice.
- Help the school respond to the needs of parents and the community
- Make the school accountable to the public for what it does
- Work with the school on planning, developing policies and keeping the school under review (DfE website)

We provide support for governors to help them fulfil their role. An analysis of Ofsted reports show that Ofsted were largely very positive of the impact of governing bodies in the city.

Appendix One - unvalidated data

5+ A*- C including English & Maths GCSE									
School	Total no of Pupils 2012	Total no of Pupils 2013	2013 Early Data from Schools %	2013 No of Pupils 5 A-C E&M	2012 Final Result %	Difference from Last Year	2013 School Forecast as at May 2013 %	Difference from School Prediction	*FFT 'D' Estimate 2013 %
BACA	109	136	46	62	40	6	45	1	40
Blatchington Mill	309	302	72	216	61	11	70	2	77
Cardinal Newman	337	347	73	252	69	4	74	-1	77
Dorothy Stringer	335	316	71	223	67	4	75	-4	81
Hove Park	287	295	65	191	61	4	67	-2	66
Longhill	235	230	50	114	45	5	52	-2	60
PACA	117	149	60	89	39	21	50	10	52
Patcham	178	171	57	97	57	0	58	-1	57
Varndean	237	292	63	183	56	7	62	1	67
ACE	18	13							
Cedar Centre	15	14							
Downs Park	14	7							
Downs View	6	10							
Hillside	7	4							
Patcham House	11	11							
Local Authority	2213	2297	62	1427	56.4				66
LA excluding Special Schools		2238	64	1427					
England (all schools) 2012					59.4				
England (state funded only) 2012					58.8				

Unvalidated data, schools self-report: August 2013