





Brighton & Hove
City Council

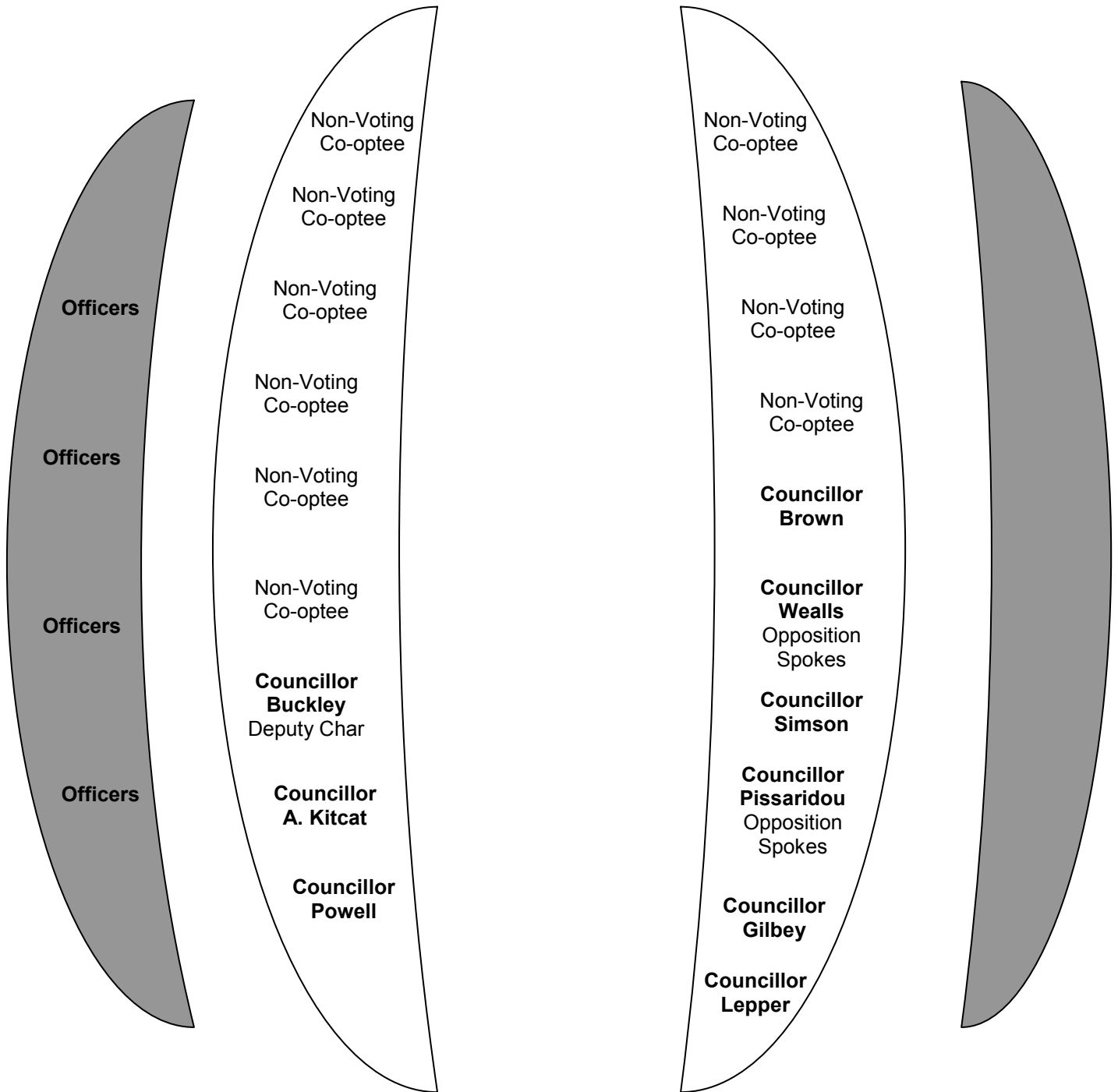
Children & Young People Committee

Title:	Children & Young People Committee
Date:	3 June 2013
Time:	4.00pm
Venue	Council Chamber, Hove Town Hall
Members:	Councillors: Shanks (Chair), Buckley (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Opposition Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell and Simson
Non Voting Co-opted Members	Co-opted Members : Clinical Commissioning Group (1 clinical and 1 executive); Police Representative; Chair, Local Safeguarding Children Board; Chair, Learning Partnership; Youth Justice Board Representative; Parent Forum; Sussex NHS Community Health Trust; Youth Council (2); Community and Voluntary Sector; CAMHS
Contact:	Penny Jennings Democratic Services Officer 01273 291065 penny.jennings@brighton-hove.gov.uk

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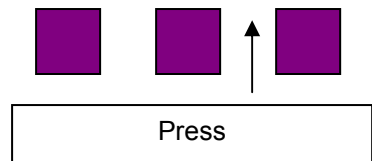
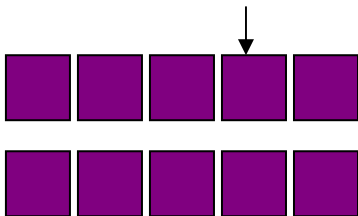
Democratic Services: Children & Young People Committee

Legal Officer	Councillor Shanks Chair	Strategic Director, People	Democratic Services Officer
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Presenting Officer & Public Speaker	Presenting Officer & Public Speaker
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Public Seating



AGENDA

1. PROCEDURAL BUSINESS

(a) Declaration of Substitutes: Where Councillors are unable to attend a meeting, a substitute Member from the same Political Group may attend, speak and vote in their place for that meeting.

(b) Declarations of Interest:

- (a) Disclosable pecuniary interests not registered on the register of interests;
- (b) Any other interests required to be registered under the local code;
- (c) Any other general interest as a result of which a decision on the matter might reasonably be regarded as affecting you or a partner more than a majority of other people or businesses in the ward/s affected by the decision.

In each case, you need to declare

- (i) the item on the agenda the interest relates to;
- (ii) the nature of the interest; and
- (iii) whether it is a disclosable pecuniary interest or some other interest.

If unsure, Members should seek advice from the committee lawyer or administrator preferably before the meeting.

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

NOTE: Any item appearing in Part Two of the Agenda states in its heading the category under which the information disclosed in the report is exempt from disclosure and therefore not available to the public.

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

2. MINUTES

1 - 12

To consider the minutes of the meeting held on 11 March 2013 (copy attached).

Contact Officer: Penny Jennings

Tel: 01273 291065

CHILDREN & YOUNG PEOPLE COMMITTEE

3. CHAIR'S COMMUNICATIONS

4. CALL OVER

- (a) Items (7 –11) will be read out at the meeting and Members invited to reserve the items for consideration.
- (b) Those items not reserved will be taken as having been received and the reports' recommendations agreed.

5. PUBLIC INVOLVEMENT

To consider the following matters raised by members of the public:

- (a) **Petitions:** to receive any petitions presented to the full council or at the meeting itself;
- (b) **Written Questions:** to receive any questions submitted by the due date of 12 noon on the 23 May 2013;
- (c) **Deputations:** to receive any deputations submitted by the due date of 12 noon on the 23 May 2013.

6. MEMBER INVOLVEMENT

To consider the following matters raised by Councillors:

- (a) **Petitions:** to receive any petitions submitted to the full Council or at the meeting itself;
- (b) **Written Questions:** to consider any written questions;
- (c) **Letters:** to consider any letters;
- (d) **Notices of Motion:** to consider any Notices of Motion referred from Council or submitted directly to the Committee.

7. CONSTITUTIONAL CHANGES

13 - 20

Report of the Monitoring Officer (copy attached)

Contact Officer: Penny Jennings Tel: 01273 291065
Ward Affected: All Wards

8. CLOSING THE GAP IN EDUCATIONAL ACHIEVEMENT FOR VULNERABLE GROUPS IN THE CITY

21 - 38

Report of Interim Director, Children's Services (copy attached)

Contact Officer: Hilary Ferries Tel: 29-3738
Ward Affected: All Wards

9. BRIGHTON & HOVE CITY COUNCIL: UPDATED ANNUAL STANDARDS AND SCHOOL PERFORMANCE REPORT 2011/12

39 - 108

CHILDREN & YOUNG PEOPLE COMMITTEE

Report of the Interim Director, Children's Services (copy attached)

Contact Officer: Hilary Ferries Tel: 29-3738
Ward Affected: All Wards

10. UPDATE ON CHILDCARE FOR TWO YEAR OLDS AND PROVISION FOR THE EAST OF THE CITY 109 - 140

Report of the Interim Director, Children's Services (copy attached)

Contact Officer: Vicky Jenkins Tel: 29-6110
Ward Affected: All Wards

11. PROVISION OF CHILDCARE IN EAST BRIGHTON 141 - 144

NB: The public are likely to be excluded during consideration of this item as it is Exempt under Paragraphs 2 and 3 of Schedule 12 of Part 1 of the Local Government Act 1972.

Report of the Interim Director, Children's Services (copy circulated to members only)

Contact Officer: Vicky Jenkins Tel: 29-6110
Ward Affected: East Brighton

12. ITEMS REFERRED FOR COUNCIL

To consider items to be submitted to Council meeting for information.

In accordance with Procedure Rule 24.3a, the Committee may determine that any item is to be included in its report to Council. In addition, any Group may specify one further item to be included by notifying the Chief Executive no later than 10am on the eighth working day before the Council meeting at which the report is to be made, or if the Committee meeting take place after this deadline, immediately at the conclusion of the Committee meeting

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The closing date for receipt of public questions and deputations for the next meeting is 12 noon on the fifth working day before the meeting.

Agendas and minutes are published on the council's website www.brighton-hove.gov.uk. Agendas are available to view five working days prior to the meeting date.

Meeting papers can be provided, on request, in large print, in Braille, on audio tape or on disc, or translated into any other language as requested.

CHILDREN & YOUNG PEOPLE COMMITTEE

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If you have any queries regarding this, please contact the Head of Democratic Services or the designated Democratic Services Officer listed on the agenda.

For further details and general enquiries about this meeting contact Penny Jennings, (01273) 291065, email penny.jennings@brighton-hove.gov.uk or email democratic.services@brighton-hove.gov.uk.

Date of Publication - Thursday, 23 May 2013

**BRIGHTON & HOVE CITY COUNCIL
CHILDREN & YOUNG PEOPLE COMMITTEE**

4.00pm 11 MARCH 2013

COUNCIL CHAMBER, HOVE TOWN HALL

MINUTES

Present: Councillors Shanks (Chair) Councillor Buckley (Deputy Chair), Wealls (Opposition Spokesperson), Pissaridou (Opposition Spokesperson), Brown, Gilbey, A Kitcat, Lepper, Powell and Simson

Non Voting Co-optees: Andrew Jeffery, Parent Forum, Rachel Travers, Amaze/Voluntary Sector Forum, Alan Bedford Local Safeguarding Children Forum; Geraldine Hoban, Clinical and Commissioning Group and Soaad Eboyuk, Youth Council

PART ONE

53. PROCEDURAL BUSINESS

53a Declaration of Substitutes

53.1 There were none.

53b Declarations of Interest

53.2 There were none.

53c Exclusion of Press and Public

53.2 In accordance with Section 100A of the Local Government Act 1972 ("The Act"), the Children and Young People Committee considered whether the press and public should be excluded from the meeting during an item of business on the grounds that it was likely, in view of the nature of the proceedings, that if members of the press and public were present during that item, there would be disclosure to them of confidential information (as defined in Section 100A(3) of the Act) or exempt information (as defined in Section 100 (1) of the Act).

53.4 **RESOLVED** – That the press and public be not excluded during consideration of any item on the agenda.

54. MINUTES

54.1 Councillor Buckley referred to Paragraph 50.14 of the minutes stating that she did not consider the comments attributed to her reflected her strength of feeling about the matter or concerns regarding the approach taken by the other political groups.

54.2 Ms Travers, Amaze referred to the minute relating to the Public Health Approach to Parenting (Page 8 of the minutes referred). She believed that there was a lengthy waiting list for training to Level 4, also that funding for this was limited and had wished to receive further clarification in respect of this issue. It was agreed that the relevant officer would provide this information to her.

54.3 Ms Travers, Amaze referred to the minute relating to future arrangements for the delivery of Family Group Conferencing (Page 11 of the minutes referred). Councillor Wealls had stressed that there needed to be a “level playing field” in seeking to retender for this service in she considered that explicit reference to this needed to be included in the minutes.

54.4 **RESOLVED** – That the Chair be authorised to sign the minutes of the meeting held on 14 January 2013 as a correct record subject to the amendments set out above.

55. CHAIR'S COMMUNICATIONS

Funding for the Music Service

55.1 Councillor Shanks, the Chair, stated that £50,000 had been put back into the budget for provision of the School Music Service for 2013/14. Councillor Pissaridou referred to her request that that the level of subsidy to families on low incomes be rolled out further. It was confirmed in response to questions by Councillors Brown and Wealls that the logistics of implementing this prior to the start of the academic year in September 2013 would be explored.

56. CALL OVER

56.1 It was agreed that all items would be reserved for discussion with the exception of Item 61, “Section 75 Agreements Children’s Services.”

57. PUBLIC INVOLVEMENT

57a Petitions

57.1 There were none.

57b Written Questions

57.2 There were none.

57c Deputations

57.3 There were none.

58. MEMBER INVOLVEMENT**58a Petitions**

58.1 There were none.

58b Written Questions

58.2 There were none.

58c Letters

58.3 There were none.

58d Notices of Motion

58.4 There were none.

59. EXPANDING THE PREMISES OF ALDRINGTON CHURCH OF ENGLAND SCHOOL – FINAL DECISION

59.1 The Committee considered a report of the Interim Director of Children's Services the purpose of which was to report the representations and objections received during the statutory notice period following agreement by the Committee at its meeting on 14 January 2013 to the provision of an additional form of entry for September 2013 at Aldrington CE Primary School. No representations or objections had been received during the statutory notice period and therefore endorsement of the proposal was being sought from the Committee.

59.2 It was confirmed that in line with the current Council's Constitution all decisions regarding proposed changes to the Council's school admission arrangements needed to be determined at full Council. This meant that the final decision regarding enlargement of the premises of Aldrington Voluntary Aided Church of England Primary School would need to be taken by full Council at its meeting on 28 March 2013.

59.3 Councillor Lepper referred to background papers which had been circulated with this report which had related to proposed extension of Stanford Infant School (this proposal had been rejected at the last meeting of the Committee), stating that it would have been useful had that information had been provided with the earlier report. The Head of Capital Strategy explained that all of the relevant paperwork received up to the expiry of the statutory consultation period had been made available in the Members rooms and via the Political Assistants' rooms at King's House, as background documents and Members had been advised accordingly. The outcome of the further statutory consultation had been included as an appendix to the papers circulated for consideration at Committee that day.

- 59.4 Councillor Lepper stated that the Members Rooms were not easily accessible to all Members between meetings depending on where their Wards were located. In the past full copies of all relevant documents had been circulated to Members individually. The Chair stated that thought could be given to this matter for future occasions but considered that it was important to note for the purposes of the Committees decision on this issue that no objections had been received in respect of the proposals for the expansion of Aldrington Church of England Primary School.
- 59.5 A vote was taken and Members agreed to refer the matter to Full Council for decision as set out below.
- 59.6 **RESOLVED** – That the Children and Young People Committee endorse the decision to proceed with the proposal for providing an additional form of entry for September 2013 at Aldrington CE Primary School subject to securing planning consent necessary for the extension by 31 August 2013; and
- 59.7 **RESOLVED TO RECOMMEND TO COUNCIL** – That the Children and Young People Committee recommend that on 28 March 2013 Council confirms the statutory notice and resolves to expand the premises of Aldrington Voluntary Aided Church of England Primary School from September 2013 subject to securing the necessary planning consent by 31 August 2013.

60. YOUTH JUSTICE STRATEGY 2013-14

- 60.1 The Committee considered a report of the Interim Director of Children's Services setting out the Youth Justice Strategy 2013-14. Since 2000 there had been a requirement in the Crime and Disorder Act 1998 for Youth Offending Services (YOS) and their partnerships, to produce a Youth Justice Strategy, setting out how YOS would be resourced locally and detailing those services which would be available in relation to the statutory primary aim of YOS to prevent youth offending in the area.
- 60.2 It was noted that the plan had been produced by the YOS manager and overseen by the partnership board which included representatives of the "Safer in the City Partnership", and wider statutory and voluntary services. The last year had been a period of change; a full restructure of the service had been undertaken and a new service structure would be in place for 1 April 2013, designed to focus on the core purpose of the service, and taking into account current performance and feedback from inspections. The strategy set out the new delivery model and the partnership working that would be developed from this. A full Joint Strategic Need Assessment had been undertaken on youth offending across the city in 2012; and had fed into a stakeholder event including partners from across statutory and voluntary sectors. The service and delivery of interventions to young offenders across the city had been scrutinised and as a result priority areas had been identified city in order to address prevention of youth offending in the city with focused support programmes to prevent reoffending. Following budgetary pressures over recent years and a subsequent restructure a team was in place which was ready to deliver on the key priorities set out.
- 60.3 A priority area had been the development of a more robust restorative justice programme across the city, greater intelligence sharing between the police and YOS,

stronger links between YOS and probation, multi agency planning and work to address and reduce repeat offending within the city. These requirements had been incorporated into the new YOS structure and model of working. Over the past two years the Youth Offending Service had been inspected twice by HMI Probation, following which a peer review had been undertaken the most recent inspection had taken place in October 2012. The Youth Justice Strategy and Plan had been developed to incorporate the findings from these inspections, in order to develop a more robust, outcome focused services to reduce youth offending and to improve management of risk and safeguarding of young people. Implementation of the strategy and delivery of the plan would be monitored by the YOS partnership board on a quarterly basis. The YOS partnership board was made up of council, strategic and voluntary sector partners and was accountable to the Safe in the City Partnership Board and chaired by the Director of Children's Services.

- 60.4 Councillor Shanks, the Chair, welcomed the report commending the work that had been carried out to ensure that the new structure would be in place for 1 April 2013.
- 60.5 Councillor Wealls also welcomed the report referring to the development of an overarching policy aimed at helping to prevent looked after children from re-offending and working to avoid their criminalisation. Clarification was sought regarding the role of the Safeguarding Children Board in dovetailing with the work of the LEA and other partners. It was confirmed that work was on-going between all partners to ensure that robust measures were in place and all relevant information was shared. Mr Bedford explained that this would be his last meeting as he was stepping down as Chair of the Safeguarding Children Board and would be replaced by former Chief Superintendent Bartlett wef 1 April.
- 60.6 It was noted in answer to questions that as a consequence of the changes in legislation brought in at the beginning of the year in addition to the work being undertaken with carers and foster parents of vulnerable young people to seek to prevent re-offending, in future all youngsters placed on remand would automatically be treated as looked after children. It was intended that robust bail packages would be put into place and that advice and support from the team would be available six days a week. Whilst there had been a reduction in first time entrants to the YOS from 231 in 2009/10 to 95 in 2011/12, 30% of that number re-offended within 12months. Although that was a lower figure than for the city's statistical neighbours this was still a high figure (3.68) when viewed nationally and measures had been put into place to seek to address this. One strand of this would be to for YOS to link its work to that of the Stronger Families, Stronger Communities team given the additional resources available from within that team to assist.
- 60.6 Councillor Buckley referred to those children who experienced delay with speech and language and the period of time for which these children were tracked. It was explained that work was being undertaken in concert with Education Welfare. All young people who came onto the system would be tracked for at least 12 months and there would be a focus on early intervention which would also link into pre-school initiatives.
- 60.7 Ms Travers Amaze referred to the fact that 57% of young people supported by the YOS were of school age and a significant number of them attended Queensdown/Pupil Referral Unit, there could often be a correlation between behavioural difficulties, lack of

social skills and offending. As a number of these young people had speech and language difficulties she requested a breakdown on the numbers seen by YOS and those in receipt of statements for SEN.

- 60.8 Councillor Powell stated that there was a recognized causal link between housing issues, poor literacy and educational under achievement, there was a need for overarching linkage between all relevant services.
- 60.9 It was noted that one of the team's priority areas was around the on-going development of a restorative justice programme.
- 60.10 Councillors Pissaridou and Wealls referred to the involvement of the Scrutiny Panel Chaired by Councillor Morgan, stating that the Panel needed to be made aware of the changes made and that it would be premature for the report to be referred to Full Council at the present time. The Chair, Councilor Shanks concurred stating that as it stood at present the Committee were being requested to agree the Strategy and to authorise the Interim Director of Children's Services to proceed with it.
- 60.11 **RESOLVED** – (1) That the Youth Justice Strategy set out in Appendix 1 to the report be agreed; and
- (2) That the Children and Young People Committee authorise the Interim Director of Children's Services to proceed with the Youth Justice Strategy 2013-14.

61. SECTION 75 AGREEMENTS CHILDREN'S SERVICES

- 61.1 This report was not subject to callover and therefore the report recommendations were agreed.
- 61.2 **RESOLVED** – That the Children and Young People Committee:
- (1) Notes the dissolution of the PCT from 31st March 2013 and the creation of the Clinical Commissioning Group (CCG) pursuant to the Health and Social Care Act 2012;
- (2) Authorises the Director of Children's Services, after consultation with the Director of Finance and Head of Law, to finalise and agree a new s75 Partnership Agreement between the Council and the CCG in relation to jointly commissioned children's services, such agreement to take effect from 1st April 2013 with a two year term;
- (3) Notes that the Council's existing S75 Agreement with Sussex Community NHS Trust in relation to the integrated provision of children's services remains in place until 1st April 2015 and that the Director of Children's Services is authorised to negotiate and agree any variations or amendments considered necessary within the term of that Agreement;
- (4) Authorises the Director of Children's Services, after consultation with the Director of Finance and Head of Law, to agree a revised contract between the Council and Sussex Community NHS Trust for the provision of children's community health services for a period of one year from 1st April 2013 with the option to extend for a further year.

62. CAPITAL PROGRAMME 2013/14

Note: The special circumstances for non-compliance with Council Procedure Rule 3, Access to Information Procedure Rule 5 and Section 100B(4) of the Local Government Act 1972 (items not considered unless the agenda is open to inspection at least five days in advance of the meeting) are that details of the capital allocation for 2013/14 were not received from central government until after the report deadline.

- 62.1 The Committee considered a report of the Interim Director of Children's Services detailing the Capital Programme 2013/14 and was requested to allocate funding available in the Capital programme under Structural Maintenance, Pupil Places and Condition cost centres for 2013/2014. A report by the Director of Finance and Resources, entitled Capital Resources and Capital Investment Programme for 2013/14 was received by Policy and Resources on 14th February 2013 and Budget Council on 28th February 2013.
- 62.2 On 1 March 2013, the Government had announced the capital allocations for Education. The announcement included a one year allocation for maintenance funding for 2013/14 and a two year announcement for Basic Need covering 2013/14 and 2014/15. The overall level of capital funding available for expenditure on school buildings from the Government has increased from last year when comparing with the main allocations. However last year the council were fortunate to benefit from additional basic need allocations which are not likely to be available this year.
- 62.3 Funding was now allocated under three headings only; Structural maintenance (under which £920,000 is available for expenditure on schools and other educational establishments); Capital Maintenance Grant (under which £3,107,784 is available for expenditure on improving the condition of the school estate); and Basic Need Funding (under which £7,921,299 in total is available for expenditure on providing additional pupil places for the 2013/14 and 2014/15 financial years). In addition to this a further £1,000,000 has been included within the capital strategy to assist with new pupil places. This related to forward funding from education resources in previous years to support the Whitehawk co-location project.
- 62.4 Councillor Pissaridou referred to the proposed use of the Police Station Buildings in Holland Road stating that from the available figure it appeared that the cost of refurbishing the site could prove to be greater than the cost of providing a new build. The Head of Capital Strategy stressed that this was not the case, also referring to the lack of availability of suitable sites across the city.
- 62.5 Councillor Wealls referred to the proposed use of the Police Station buildings noting that the Capital costs were not set out in the report querying whether these would come from a separate budget. It was explained that the total costs for purchase of the site had not been discussed in the public domain and that this matter was subject to continuing negotiations.
- 62.6 Reference was also made to the potential impact on pupil places across the city in light of the decision not to expand Stanford Infant School. It was explained that there would be consequential pressures on the school places budget during the coming year and that this information had not been available when the Council's overall budget had been set.

- 62.7 The Head of Capital Strategy, responded in answer to questions that there although there were sufficient school spaces available there would be pressures across the city, the precise numbers and where this would occur would not be fully known until all of the parental preference forms had been processed and places allocated, April .
- 62.8 In the wake of further discussions the legal adviser to the Committee cautioned that it would not be appropriate for Members discuss use of particular sites any further, as to do so, could impact adversely on the availability of any given site or compromise the local authority's ability to purchase it.
- 62.9 Ms Travers, Amaze referred to the fact that £150,000 had been spent on carrying out a survey in relation to pupils special mobility needs. This figure seemed to be very high. Head of Capital Strategy explained that this sum had been used to carry out a number of detailed surveys across 15 schools.
- 62.10 Councillor Simson enquired whether it was necessary for the council to continue to take condition surveys at schools in light of the fact that the government was now undertaking the Property Data Survey Programme (PDSP) and that this was currently under way. The Head of Capital Strategy explained that the PDSP would collect up to date high level information on the school estate although PDSP's were not viewed as a direct replacement for the condition data collected by local authorities which was likely to be more detailed. To ensure that the local authority had the best possible information at its disposal in order to prioritise its yearly maintenance programme it was important that it continued to collect the detailed information on its school estate which was provided by the condition surveys.
- 62.11 **RESOLVED** - That Committee approve the allocation of funding as shown in Appendices 2 and 3 to the report.

63. ADMISSIONS ARRANGEMENTS FOR BRIGHTON & HOVE SCHOOLS 2014/15

- 63.1 The Committee considered a report of the Interim Director, Children's Services setting out the proposed school admission arrangements for the City's schools for 2014/15.
- 63.2 The Head of Capital Strategy explained that each year local authorities must consult on school admission arrangements and school admission numbers with community schools and voluntary aided schools, neighbouring local authorities and with parents living in the City. This process included the proposed admission priorities for community schools and those proposed by the governing bodies of voluntary aided schools and those proposed by voluntary aided schools and academies. This consultation took place approximately 18 months in advance of the school year in which pupils should be admitted under the proposed arrangements. The consultation papers for the 2014/15 admission year for Brighton and Hove were attached as an appendix to the report.
- 63.3 It was noted that the consultation process had to be concluded by 1 March 2013, with a minimum of 8 weeks consultation time, that requirement had been fulfilled. The City Council had to have reached its decisions and confirmed its admission arrangements for 2014/15 by 15 April 2013 in order to conform to the requirements of the School Admissions Code.

- 63.4 Councillor Pissaridou enquired regarding the number of successful appeals in relation to particular schools. She was particularly concerned at the potential impact of decisions such as that to allow a number of additional pupils into Dorothy Stringer School which the school then had to absorb. She was concerned about what restraints were placed on Appeal Panel Members. It was agreed that information relating to the number of successful appeals would be provided to Members separately.
- 63.5 Councillor Lepper also enquired regarding the training received by those sitting on Appeals Panels. Under previous legislation elected Councillors had sat on such panels, they had received in depth training and had taken their decision making role very seriously, appeals had only been successful in exceptional circumstances.
- 63.6 The Legal Adviser to the Committee explained that Appeal Panel Members were appointed and trained in line with statutory requirements and received regular and on-going training. Their role was independent of the Local Education Authority as required by legislation. The Democratic Services Team who clerked the Appeal Panels took a pro-active role in ensuring that Appeal Panels were properly clerked and that Members were properly trained and took proper advice when arriving at decisions. She was aware that legal advice was sought throughout the process including during the course of appeal hearings themselves if this was considered appropriate. The Legal Adviser also confirmed that after the appeals Panel last year the way the Panel were appointed, trained and advised was being examined and a report would be given on progress.
- 63.7 Councillor Gilbey enquired regarding the potential impact on Portslade Aldridge Community College (PACA) if a number of potential pupils were to attend the new King's School. The Head of Capital Strategy explained that Parents set out their preferences on school admissions application forms and the LEA always sought to meet their highest stated preference if it was able to do so.
- 63.8 A vote was taken and Members agreed to the recommendations set out below.
- 63.9 **RESOLVED TO RECOMMEND TO COUNCIL:** The Committee recommends the following to full Council for approval:-
- (1) That the proposed school admission numbers set out in the consultation documents be adopted for the admissions year 2014/15, with the exception of Stanford Infant School which will remain at 90 rather than increasing to 120 as proposed;
- 2.2 (2) That the admission priorities for Community Schools set out in the Consultation documents be adopted for all age groups;
- 2.3 (3) That the Council should review the final version of the Cardinal Newman Roman Catholic Secondary School and King's Church of England Free School admission arrangements (as amended in light of the Diocesan response and parental and school responses) to decide whether it should comment further;
2. (4) That the co-ordinated schemes of admission be approved; and

- 2.5 (5) That the City boundary be retained as the relevant area for consultation for school admissions.

64. SPECIAL EDUCATIONAL NEEDS ANNUAL REPORT 2011/2012

- 64.1 The Committee considered a report of the Interim Director of Children's Services setting out the Annual Special Needs (SEN) Performance for the academic year 2011/2012. The report set out Special Educational Needs (SEN) Performance for the academic year 2011/2012. The analysis of SEN and disabilities across the City was largely based on census information available for January 2012. The January 2013 census was still ongoing and national data would not be published until the autumn of 2013. However where possible more recent internal data had been included to show any continuing trends. Pupil performance data relating to SEN and disabilities was based on national tests and public examinations for summer 2012.
- 64.2 This report updated the previous SEN Annual Report 2010/2011 with some significant additions. Data had been included on the overlap between FSM and SEN and disabilities to draw links between SEN and deprivation. Additionally in line with the focus on 'outcomes' rather than 'processes' for children with SEN and disabilities, data had been included on the performance of pupils with SEN and disabilities against national thresholds for 2012.
- 64.3 Councillor Simson, stated that whilst it appeared "good news" that the number children with statements across the city was falling, she hoped that this was not due to financial constraints and that those children whose needs were such that they needed a statement continued to receive them. The Lead Commissioner, Schools, Skills and Learning confirmed that children requiring statements would continue to receive them, however in line with the changes being made nationally, there would continue to be a greater emphasis on early intervention which would be effected by use of a multi agency approach and the drawing up of individual Education Care and Health Plans. In answer to further questions it was confirmed that the number of children in residential placements outside the city had fallen and that this had resulted in commensurate savings.
- 64.4 Ms Travers, Amaze noted that £1.35m had been saved by reducing agency/out of city placements and asked if 100% had been reinvested into mainstream local provision so that these young people had been able to be accommodated within the city, she requested a breakdown of what this money had been spent on. In view of the fact that 52% agency placements been used where no suitable local authority provision was available to suit an individual child's needs she enquired whether it was unlikely that the council would continue to be able to save such sums in the future and it was confirmed that was the case.
- 64.5 Councillor Pissaridou sought details of the number, if any of children from outside the city who either had a residential placement within the city or attended special schools within the city, also, where this related to those who were looked after children or resided in children's homes. The Lead Commissioner, Schools, Skills and Learning, explained that this information fell under two separate sets of legislation and fell under two different sets of legislation and that this would be looked into and that information provided separately.

- 64.6 Councillor Gilbey stated that it was her understanding that Mile Oak Primary School used their Pupil Premium for SEN provision enquiring whether there was any correlation between that and the number of children attending Hillside school. It was explained that that the number of pupils with SEN across all schools varied year on year and that the annual figures were adjusted accordingly.
- 64.7 Ms Travers, Amaze, stated that a number of parents had expressed concern regarding the potential ramifications of the new arrangements. A Statement gave parents a degree of reassurance as it carried with it specific entitlements, parents might not agree that a reduction in the number of statements was a good thing. The Lead Commissioner, Schools, Skills and Learning responded that as the statementing process was costly, it was considered preferable to shift funding to early assistance services where this was an option.
- 64.8 Councillor Wealls considered it was very important to seek to ensure that the educational attainments of schools at Key Stage 2 also reflected the value added element and indicated the broader curriculum that available beyond GCSE subjects. The Lead Commissioner, Schools, Skills and Learning referred to the re-launch of “Closing the Gap” to identify and seek to close gaps in provision. It was important to ensure that schools were directing their pupil premium into the right places and to look at broadening their curriculum offer. Ms Travers, Amaze asked if the available data could be broken down and provided by school and disability type.
- 64.9 Councillor Powell referred to the transition between secondary and post sixteen education including foundation learning and to the difficulties in finding placements for young people with SEN on learning programmes. It would be useful if this information could be provided
- 64.10 **RESOLVED** – That the Committee agree to the publication of the final draft of the new SEN Annual Report 2011/12.

65. ITEMS REFERRED FOR COUNCIL

- 65.1 The following items needed to forward to Full Council for decision:

Item 59 – Expanding the Premises of Aldrington Church of England School – Final Decision; and

Item 63 – Admission Arrangements for Brighton & Hove Schools 2014/15.

The meeting concluded at 5.40pm

Signed

Chair

Dated this

day of

Subject:	Constitutional Changes		
Date of Meeting:	3 June 2013		
Report of:	Monitoring Officer		
Contact Officer:	Name:	Penny Jennings	Tel: 29-1065
	E-mail:	penny.jennings@brighton-hove.gov.uk	
Key Decision:	No		
Wards Affected:	All		

For General Release

1. SUMMARY AND POLICY CONTEXT

- 1.1 On 17th May 2012 the Council adopted a new constitution based on a committee system of governance. This was the earliest date that the Council could move to a committee system following the implementation of the Localism Act 2011 and Brighton & Hove was one of the first authorities to move to the new system of governance.
- 1.2 This report sets out recommendations for amendments to the constitution in relation to the Children and Young People Committee which were agreed at the meeting of Full Council held on 28 May 2013. These took into account how the new arrangements have worked in practice since their implementation and feedback from Members and Officers.

2. RECOMMENDATIONS

- 2.1 That the Committee's terms of reference as set out in this report, be noted.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 When Brighton & Hove City Council adopted its new constitution in May 2012, it was recognised that the new arrangements would need to be kept under review and that, once the system had been in place for a time, it would be good practice to consider any further changes that could be made to improve its effectiveness.
- 3.2 The design principles that were agreed for the development of the new constitution included:-
 - (1) Openness and Transparency
 - (2) Accountability
 - (3) Efficiency
 - (4) Soundness
 - (5) Affordability
 - (6) Best practice from the cabinet system

(7) Forward Looking

- 3.3 After approximately 9 months in operation, Members and Officers had the opportunity to assess what had worked well in the new system and where changes could be made to improve the arrangements in line with the original design principles. During that period, the Council's new Chief Executive had also joined the Council and a new senior officer structure had been approved.
- 3.4 Officers worked with the Leaders Group to draw together key issues and proposals. Council agreed to the changes set out below in relation to the Children & Young People Committee:

Matters reserved to full council

- 3.5. School admissions arrangements (defined as comprising the council's admissions policy as represented by the admissions booklet for primary and secondary schools and the School Organisation Plan) were previously reserved to full Council. Any organisational changes to individual schools proposed under the school organisation legislation are subject to a number of statutory stages: (i) consultation, (ii) the publication of statutory notices, (iii) a period for making representations, and (iv) a final decision. At present the first three stages are considered at the Children and Young People Committee with the final decision reserved to full Council. This has caused problems with timetabling as there is a statutory requirement under the Education and Inspections Act 2006 and associated Regulations that the final decision *must* be taken within two months of the end of the representation period.
- 3.6 It was therefore agreed to adopt revised arrangements that reserve to full Council the most strategic aspects of school admissions while allowing the Children & Young People Committee to deal with the annual admissions policy.
- 3.7 This means the following functions will be dealt with by the Children & Young People Committee:
- (1) The annual consultation and determination of school admission arrangements under section 88 of the School Standards and Framework Act 1998, and
 - (2) Any proposals under the Education and Inspections Act 2006 (the school organisation legislation) concerning the expansion, alteration, or change in age range of a maintained school.
- 3.8. The following functions will be reserved to full Council:
- (1) Approval of the school organisation plan; and
 - (2) Approval of any changes to catchment areas.
- 3.9. Given its strategic importance and the challenges facing the Council in supporting the local economy, it is recommended that the Council's Economic Strategy be added to the list of policies and strategies reserved for approval by Council. There is also a legal requirement under the Localism Act 2011 for

the Statement of Pay Policy to be approved by full Council. It is therefore proposed to add this to the list of functions reserved to full Council in the constitution.

4. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 4.1 There are no specific financial implications arising from this report. It is expected that the overall effect of the introduction of the new constitution will be cost neutral.

Finance Officer Consulted: Name Anne Silley Date: 20/05/13

Legal Implications:

- 5.2 The Council's constitution complies with the requirements of the Localism Act 2011, the Local Government Act 2000, the Local Authorities (Constitutions) Direction and relevant guidance.
- 5.3 There are no adverse Human Rights Act implications arising from this report.

Lawyer Consulted: Natasha Watson Date: 20/05/13

Equalities Implications:

- 5.4 There are no equalities implications arising from the report.

Sustainability Implications:

- 5.5 There are no sustainability implications arising from the report.

Crime & Disorder Implications:

- 5.6 There are no crime & disorder implications arising from the report.

Risk and Opportunity Management Implications:

- 5.7 The provision of this pay policy statement provides greater transparency to enable the public to understand and challenge local decisions of pay and reward of the council's workforce.

Public Health Implications:

- 5.8 There are no public health implications arising from the report.

Corporate / Citywide Implications:

- 5.9 There are no corporate or city wide implications arising from the report..

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

6.1 There are none.

7. REASONS FOR REPORT RECOMMENDATIONS

7.1 The recommendations are being put forward in line with the requirements of the constitution.

SUPPORTING DOCUMENTATION

Appendices:

1. There are none.

2.

Background Documents

1. The Constitution

Amended Scheme of Delegation to Committees, Sub-Committees and Advisory Bodies

APPENDIX ONE

DELEGATIONS TO COMMITTEES AND SUB-COMMITTEES – AMENDED SECTIONS

11/09/12

CHILDREN & YOUNG PEOPLE COMMITTEE

Explanatory Note

3/11/2013 This Committee is responsible for education, children's health and social care

services, public health relating to children and young people, including services to young people up to the age of 19, and exercises the council's functions as Local Education Authority. Most of these services are delivered jointly with the Health Service and, to reflect this, the Committee is also the Council's Children and Young People's Trust Board for the purposes of the Children Act 2004.

Delegated Functions

To exercise the functions of the Council:

1. as a Local Education Authority under any enactment relating to education, youth services and the employment of children, **including the annual consultation and determination of school admission arrangements under s88 of the Schools Standards and Frameworks Act 1998**;
2. in relation to educational charities;
3. in partnership arrangements with other bodies connected with the delivery of education;
2:51:08 PM
4. in relation to social services for children and young people;
5. in partnership arrangements with other bodies connected with the delivery of services for children, young people and families;
6. regarding families in connection with the functions of the Committee set out above or where there are no other arrangements made under this scheme of delegation;
7. under or in connection with the children and young people's partnership arrangements made with health bodies pursuant to section 75 of the National Health Service Act 2006 and section 10 of the Children Act 2004 ("the section 75 Agreements");
8. in relation to children's public health including but not limited to:
 - sexual health
 - physical activity, obesity, tobacco control programme

- prevention and early detection
- immunisation
- mental health
- NHS health check and workplace health programmes
- dental health
- social exclusion
- seasonal mortality;

9. in relation to those aspects of children's public health which transfer to the council under the Health and Social Care Act 2012.

Joint working with the Clinical Commissioning Group

1. The Committee may meet concurrently with the Clinical Commissioning Group as necessary in order to discuss and develop jointly commissioned services in relation to children and young people.

NOTE

(a) All the above functions shall NOTE

(a) All the above functions shall be exercised subject to any limitations in the section 75 Agreements.

(b) Policy issues which are relevant both to this Committee and the Adult Care & Health Committee may be considered by either of those Committees or by the Policy & Resources Committee. be exercised subject to any limitations in the section 75 Agreements.

Subject:	Closing the Gap in Educational Achievement for Vulnerable Groups in the City		
Date of Meeting:	Children & Young People's Committee Meeting 3 June 2013		
Report of:	Interim Director, Children's Services		
Contact Officer:	Name:	Hilary Ferries – Head of Standards and Achievement	Tel: 293738
	Email:	hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

1.1 A full analysis of the gaps in achievement for all groups of pupils can be found in the Standards Report. The data shows that the achievement gap between pupils living in disadvantage widens from KS1 to KS2 and again from KS2 to KS4. This report provides information on the gaps in achievement between those pupils who have been registered for free school meals (FSM) at any point in the last six years: known as 'Ever 6 FSM') with FSM and those who have not been registered for FSM in 2011/12, from Key Stage 1 – 4, those pupils who have been identified as having special educational needs or disability (SEND) and Children who are Looked After (CLA) and outlines the LA Strategy to address this.

1.2 Her Majesty's Chief Inspector, Sir Michael Wilshaw, has recently made it clear that, although schools are being given increased levels of autonomy, Local Authorities have a direct responsibility for the standards achieved in all of the schools in their area, including academies. This is also in relation to the progress made by vulnerable groups. He has written to headteachers to inform them that Ofsted will be making judgements about the impact schools are making through the use of the Pupil Premium on 'Closing the Gap in educational achievement' for vulnerable groups.

1.3 Ofsted are also placing an increased emphasis on Governor's involvement in the monitoring of the progress of pupils, particularly those from vulnerable groups. There is a clear expectation of Governors being seen to influence the decision making surrounding the use of the Pupil Premium.

2. RECOMMENDATIONS:

2.1 That the Committee considers and comments upon the Closing the Gap in educational achievement Strategy. This will be launched and discussed in July 2013, alongside the School Improvement Strategy. The Strategy for Closing the Gap in educational achievement includes:

- Evaluation of national research: (e.g. Sutton Trust).

- Evaluation the national evidence into most effective interventions.
- Evaluation of the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- The identification, through the data analysis of schools where practice is strong and schools where the gap is particularly wide.
- Universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training).
- Supporting partnership / Cluster data analysis – so that every school knows its pupils.
- Linking schools with similar profiles together to share practice.
- Investigation of different evidence based programmes such as: ‘Achievement for All’ or ‘Success for All’ and Working with Others to see if they would support schools in the city.
- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives.
- Extend the ‘Every Child a Reader’ programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The Annual Report – ‘How are we Doing? Standards and Achievement in Brighton and Hove Schools, How are we doing - shows that closing the gap in educational achievement for vulnerable groups in the city is one of our key priorities. This has also been identified by Ofsted as a regional and a national issue.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 This report is being consulted on with school leaders and school staff and a launch is planned for July 2013. It reflects the way in which the authority, schools, colleges and other settings engage with each other to secure improved standards and achievement.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 Schools are funded within the Dedicated Schools Grant (DSG) and any resource implications from the drive to raise standards and close the attainment gap will have to be met from within each school’s individual budget. Support may be available from central DSG funds to aid the action plan of any school, or group of schools, but any support given will be from within existing budgets.

Schools also receive Pupil Premium funding which for 2012/13 was £623 per eligible pupil and totalled £4.4m and for 2013/14 will be £900 per eligible pupil and is estimated to be £6.8m and this funding must use to close the attainment gap

Legal Implications:

- 5.2 Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions relating to the provision of education are exercised with a view to promoting high standards. This report informs the Committee as to how the Authority is seeking to fulfil this duty via the launch of the Closing the Gap in educational achievement strategy.

Equalities Implications:

- 5.3 There has been no Equality Impact Assessment made in relation to this report. The report highlights some of the differences in achievement between children and young people who are disadvantaged or in vulnerable groups, the improvements that have been made in narrowing the gaps in achievement for these groups and the continuing priority that should be given to raising the achievement of these children and young people, for example through the use of the Pupil Premium.

Sustainability Implications:

- 5.4 None

Crime & Disorder Implications:

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

Risk and Opportunity Management Implications:

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

Public Health Implications:

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

Corporate / Citywide Implications:

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

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

6.1 This report does not require the consideration of alternative options.

SUPPORTING DOCUMENTATION

Appendices:

1. Closing the Gap in educational achievement - the Strategy for Brighton and Hove

7. REASONS FOR REPORT RECOMMENDATIONS

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

SUPPORTING DOCUMENTATION

Appendices:

1. Closing the Gap in Educational Achievement for Vulnerable Groups in the City – draft for consultation - May 2013

2. How are we Doing? Standards and Achievement in Brighton and Hove Schools
Documents in Members' Rooms

None

Background Documents

None

Brighton and Hove City Council - Learning and Partnership Team

Closing the Gap in Educational Achievement for Vulnerable Groups in the City – draft for consultation - May 2013

1. Introduction

This strategy outlines Brighton and Hove's vision, priorities and expectations in relation to closing the gap in educational achievement for vulnerable children and young people in the city. It builds upon the success of schools in raising attainment and progress and is ambitious for the future.

Closing the Gap is a moral imperative. We believe that through educational success vulnerable children and young people will maximise their life chances and secure their future economic well being. We are committed to partnership working and believe that everyone has a part to play in addressing this most serious issue.

2. Links to the Corporate Plan and other strategies

This strategy links to the City's Corporate Plan 2011-2015; the key priority of this plan is to reduce inequality, ensuring that children and young people have the best start in life through access to personalised high quality education:

'We want to make sure that all of our children and young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and to be happy, healthy and safe'. This means making sure that all children and young people in the city have access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible citizens. We will focus on raising overall attainment and narrowing the gap between the lowest and highest performing pupils.'

Brighton and Hove Corporate Plan 2011-2015

In Brighton and Hove we have recently launched our Special Education Needs Partnership Strategy, reviewed our School Improvement Strategy and are developing an Early Help Strategy. This Strategy comes from the highlighting, in these documents, of the importance of closing the achievement gap.

3. Vision for Education

Our vision was devised by the Learning Partnership with contributions from learning organisations across the city. It is shared by all and interpreted by each phase and school to meet the needs of the learners. It underpins everything we do.

A 21st Century Vision for Learning in Brighton & Hove

Our provision will ensure a coherent and inclusive experience that makes learning personalised, irresistible, engaging and enjoyable. To maximise the potential of every learner, each must thrive from relevant, motivating and exciting experiences that draw upon the uniqueness of our vibrant city by the sea.

We will encourage all to become confident, flexible, resilient and capable life-long learners and critical and reflective thinkers, empowered with essential knowledge, life skills, dispositions and technological capability necessary to participate as responsible citizens in the 21st century.

Together we:

- Are passionately committed to changing learners' lives and transforming their futures
- Believe that we have a collective responsibility for all learners in the City, not just those in our own organisations
- Believe that we are stronger together and can achieve more through joint practice development and partnership for the benefit of every learner in Brighton and Hove
- Pledge to lead our organisations collaboratively to achieve outstanding outcomes for all

4. Rationale for "Closing the Gap"

Each year the Standards and Achievement Team carries out an extensive data analysis and examines the performance of the different groups of pupils in the City. The data analysis shows that the most significant gaps in performance are those between the performance of children and young people eligible for Free School Meals (FSM) and their more advantaged peers, between those children and young people identified as having special educational needs or disability (SEND) and their peers and for those children who are looked after (LAC/ CiC). These gaps widen as the young people move through our school system (see appendices). The impact of large numbers of pupils, particularly pupils with FSM not achieving 5 GCSE's A* to C with English and Maths at the end of Key Stage 4, not only has implications for the economy of the city, but also has an impact on the quality of opportunity.

5. Partnership working and the role of the LA

Brighton and Hove is committed to working in partnership to 'Close the Gap' in educational achievement for vulnerable groups. To achieve this we will work collaboratively with school and all partners in the city.

Although schools are being given increased levels of autonomy, it is still the responsibility of the LA to ensure that there is robust self evaluation by the management of the school, particularly in relation to pupil progress. A key task for this LA is to further develop its work to ensure schools are effectively addressing the needs of their vulnerable groups of pupils, and that good progress is made towards 'Closing the Gap' in educational achievement in all schools.

The Ofsted Chief Inspector, Sir Michael Wilshaw, has recently made it clear that Local Authorities still retain a direct responsibility for the standards achieved in all of the schools in their area, including academies; this responsibility is particularly in relation to the progress made by vulnerable groups. He has also told Headteachers, that increasing attention will be given, during the course of school inspections, to the impact schools are making through the use of the Pupil Premium on the issue of 'Closing the Gap' for the disadvantaged. It has also been indicated by senior Her Majesty's Inspectors (HMI) that there will be an increasing focus on this issue, not just at a school level, but when considering the relative performance of local authorities in addressing the issue of the progress of disadvantaged pupils in their area.

It has been calculated that there is a 'cross-over' of around 32% of pupils with Special Educational Needs or Disabilities (SEND) who are also entitled to free school meals. This is the case in Brighton and Hove (see appendices). Ofsted are intending to give increased attention to the monitoring of a school's impact these pupils' progress, and particularly those who belong to the 'school action' category.

In its role as champion of children and families, the LA can facilitate, broker and commission support. We have a small intervention team with a focus on closing the achievement gap and they offer support and challenge for schools in this area.

7. The Provision of Pupil Premium

Pupil Premium is intended to assist schools with addressing the gap in achievement between disadvantaged pupils and their peers; for the purposes of identification, disadvantage is identified with registration for Free School Meals (FSM). Although an imprecise indicator, FSM registration remains the most accessible way to identify disadvantage in schools.

From April 2013 the premium stands at £900 for each FSM pupil, registered during the last six school years, and this is likely to rise to, at least, £1000 by the final year of this parliament. Additionally, there is funding available of £500 for each FSM pupil to support Year 6/7 Summer School Transition Programmes, and a further £500 'catch-up' payment, paid for Year 7 pupils who did not achieve Level 4 at the end of the Primary phase; this produces a potential £1900 for each underachieving FSM pupil at the key point of the Primary / Secondary school transition.

Best Practice

Where schools have been most effective in raising the progress of vulnerable pupils, and have closed the gap, there are eight factors which are frequently observed:

- the deliberate and systematic involvement of pupils, at all stages, with taking responsibility for their own progress and learning;
- the identification of strategies that are right for the particular setting and needs of the pupils - all of the selected interventions being subject to a rigorous process of cost/benefit analysis;
- the careful selection, training and support of intervention staff, recognising that intervention requires a different range of skills to that of class teaching;
- suitable assessment processes that fully and adequately inform intervention, enabling progress to be monitored across a range of learning need;
- appropriate management structures, quality assurance and data collection;
- the fullest integration of intervention staff into the work of the whole school - particularly that of the class/subject teacher;
- First Quality Teaching in the classroom, setting intervention into a context in which the progress secured can be developed and sustained;
- effective leadership on the issue of intervention from the school's senior management team;

These are all key elements in the 'EveryChild' intervention programmes (Every Child a Reader (ECaR) and Every Child Counts (ECC), which have been highly successful when introduced into the work of the city's schools. Without any one of these elements the intervention provided is likely to be less than effective.

6. Action planning

The Steering Group will produce a full action plan. Actions will include:

- Formation of a group of school leaders and LA officers to develop and review the strategy
- Evaluation and dissemination of national research: (e.g. Sutton Trust).
- Evaluation and dissemination of the national evidence into most effective interventions.
- Evaluation and dissemination of the local evidence: e.g. Schools data and the Schools Supporting Schools projects – what is working well?
- The identification, through the data analysis of schools where practice is strong and schools where the gap is particularly wide.
- Universal offer of data analysis, advice and guidance (e.g. Intervention health check / governor support and training).
- Supporting partnership / Cluster data analysis – so that every school knows its pupils.
- Linking schools with similar profiles together to share practice.
- Investigation of different evidence based programmes such as: 'Achievement for All' or 'Success for All' and 'Working with Others' to see if they would be the right support for schools in the city.
- Continue to promote and facilitate the Every Child a Reader and the Every Child Counts programmes with schools along with their associated initiatives.
- Extend the 'Every Child a Reader' programme, in a number of target schools, to encompass a broader strategy for addressing achievement in literacy, particularly in writing.
- Promote virtual learning opportunities where these have been shown to make a successful contribution

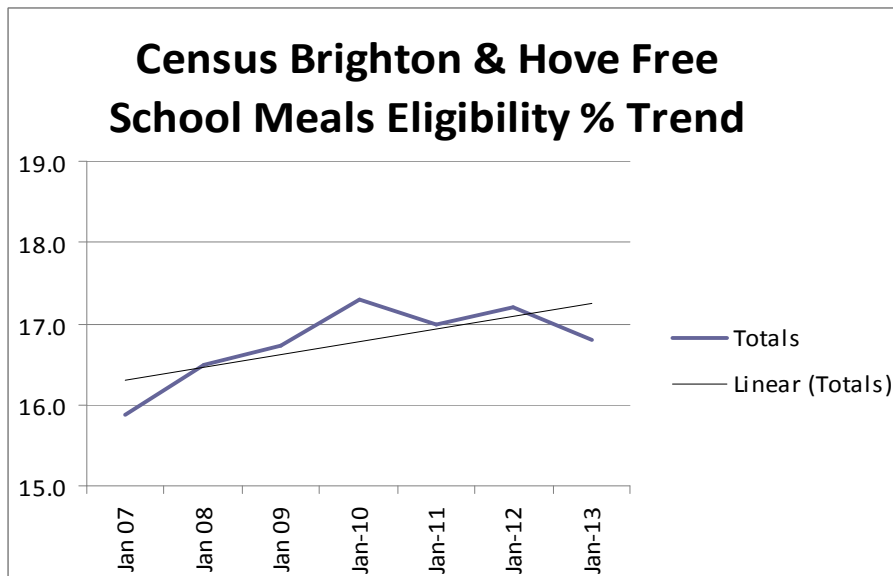
7. Expected Outcomes

Schools and other educational settings will increasingly be held to account for the achievement of their most vulnerable groups through the DfE and Ofsted inspections. In addition, schools have to report to governors on the use and impact of the Pupil Premium funding.

We will identify key milestone targets to support and challenge schools to accelerate achievement of the most vulnerable, the milestones seek to raise aspiration and ensure that the gaps in educational achievement are in line and then below the national average at all key assessment points.

APPENDIX 1

Free School Meal Eligibility

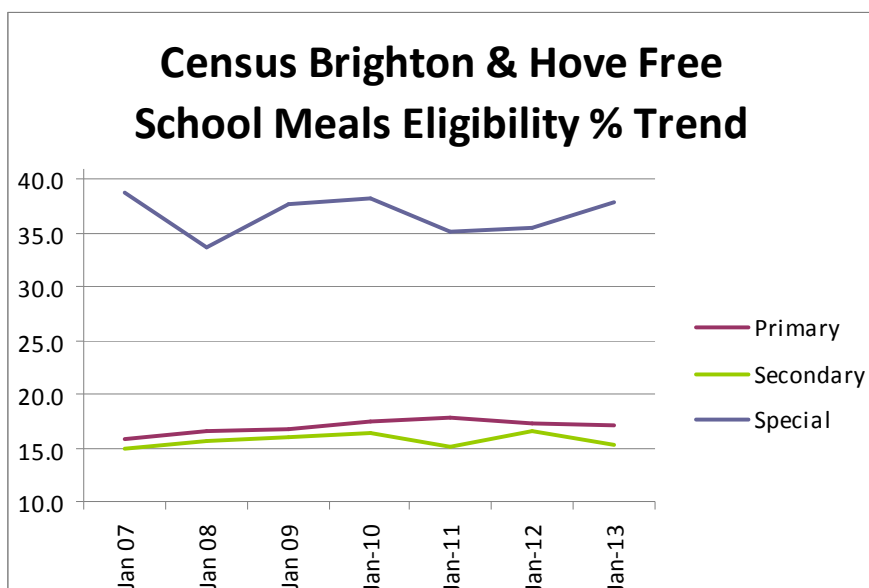


16.8%* of Brighton and Hove pupils from years R to 11 (aged 4 to 16) have applied for and have been deemed eligible for free school meals. The numbers of FSM eligible pupils has increased since 2012 but due to an increase in pupils from year R to 11 in 2013 (1158) the percentage of FSM eligible has decreased.

There is a wide variation across settings, the lowest % of FSM at 2.8% and the highest at 65.1%.

Across the school types, the breakdown of Brighton and Hove FSM is made up as follows:

§ Primary***	17.1% (National** 19.3%)
§ Secondary*	15.2% (National* 16.0%)
§ Special	37.9% (National 37.5%)
§ PRU	31.0% (National 36.7%)

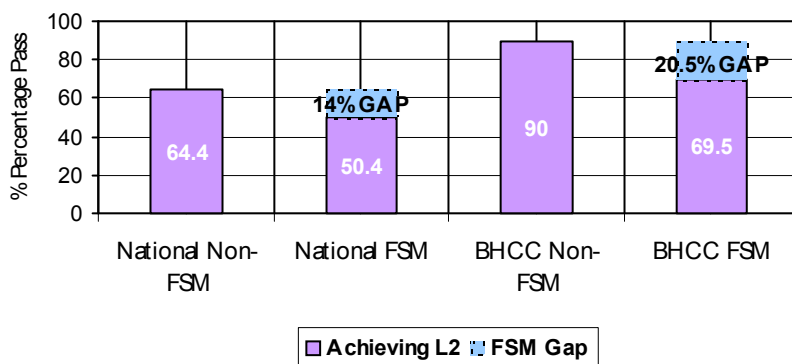


APPENDIX 2

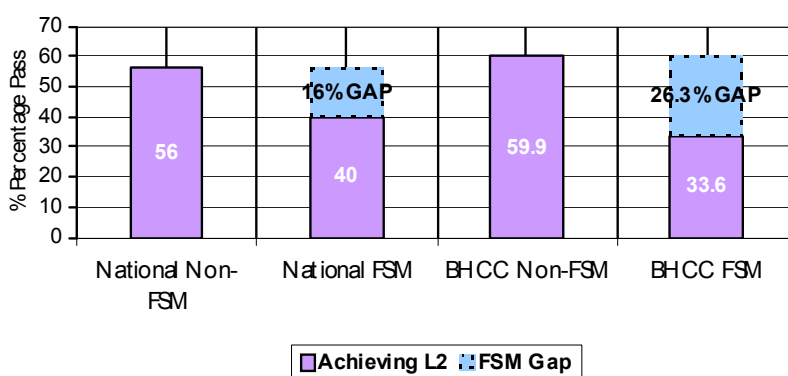
Brighton & Hove LA

Comparative Graphs of Achievement Data: Free School Meals/Non Free School Meals Pupils 2011 – 2012:

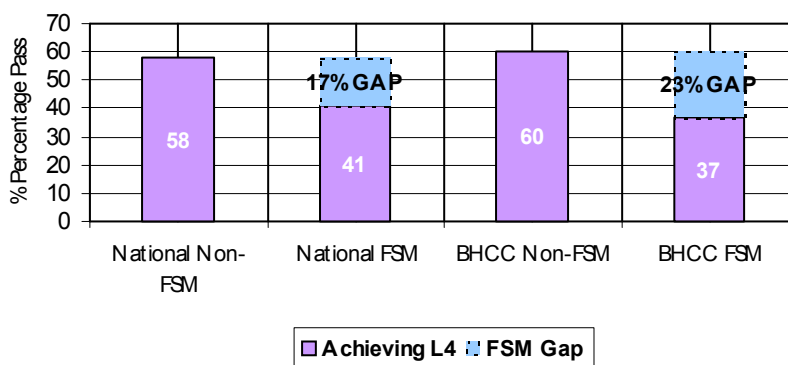
End of Key Stage 1 (Infant) National Benchmark Level 2
READING



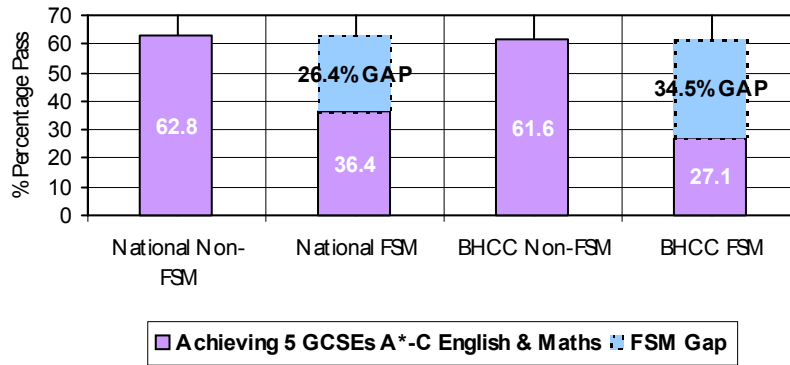
End of Key Stage 1 (Infant) National Benchmark Level 2
WRITING



End of Key Stage 2 (Junior) National Benchmark: Level 4
English & Maths



**End of Key Stage 4 (Year 11) National Benchmark: 5
GCSEs A*-C English & Maths**



APPENDIX 3

Brighton & Hove LA: Summary of the Comparative Achievement Data: Free School Meals/Non Free School Meals Pupils, 2011 – 2012:

Key Stage 1

At the end of Key Stage 1 (Infant) the city's children out perform their peers nationally in Reading, Writing and Mathematics. There is, however, a significant gap in all three subject areas between the city's disadvantaged pupils (FSM) and their peers.

While the city's FSM pupils out perform their peers (FSM) nationally in Reading and Maths there is a troubling gap that has opened up in writing. It is worth noting, in this context, that the city has effective intervention programmes in reading and mathematics, at Key Stage 1 (ECaR and ECC), but nothing which addresses underachievement in writing at this stage.

The FSM gap at the end of key Stage 1 (Infant, achieving Level 2) was:

Reading	B&H	20.5%	National	14%
Writing	B&H	26.3%	National	16%
Maths	B&H	14.9%	National	11%

-there were six schools where the FSM pupils did as well, or better than the non Free school meals pupils in all three areas of the curriculum and had, therefore, closed the gap;

-there were many schools where the FSM pupils had done as well or better than non FSM pupils in one or more of these areas of the curriculum;

69.5% of FSM pupils reach the benchmark in reading. National 64%

59.9% of FSM pupils reach the benchmark in writing. National 56%

79.6% of FSM pupils reach the benchmark in mathematics. National 68%

16% of pupils at the end of Key Stage 1 were eligible for free school meals;

Key Stage 2

There is an overall fall in the achievement of the city's disadvantaged pupils (FSM) from the end of Key Stage 1 (Infant) to the end of Key Stage 2 (Junior)

60% of Brighton and Hove Non FSM pupils reached the Level 4 benchmark at the end of KS2 compared to 58% nationally

37% of all FSM pupils achieved Level 4 SATS at the end of Key Stage 2

The gap at the end of Key Stage 2 (Primary, achieving Level 4 SATS) was widened to 23%; nationally the gap was -17% giving a -5% difference between the city's FSM pupils and their FSM peers nationally

17.4% of pupils in Brighton and Hove at the end of Key Stage 2 were eligible for Free School Meals nationally;

- there were twenty four schools where the FSM pupils reached or exceeded the national end of Key Stage floor standard (60% of pupils achieving Level 4 in English and Mathematics);
- There were eight schools where the FSM pupils equalled or exceeded the percentage of all pupils achieving Level 4;

Key Stage 4

The gap at the end of Key Stage 4 (Secondary 2011/12, achieving 5 GCSEs A* - C with English and mathematics) had widened to -34.5% from -23% at the end of Key Stage 2 (Year 6).

Nationally the gap at the end of Key Stage 4 was 36.4% giving a gap of – 8.1% between Brighton and Hove's FSM pupils and their FSM peers nationally.

27.1% of FSM pupils reach the GCSE benchmark at the end of Key Stage 4 36.4% nationally

61.6 % of all non FSM pupils achieved the benchmark in Brighton and Hove compared to 62.8 nationally

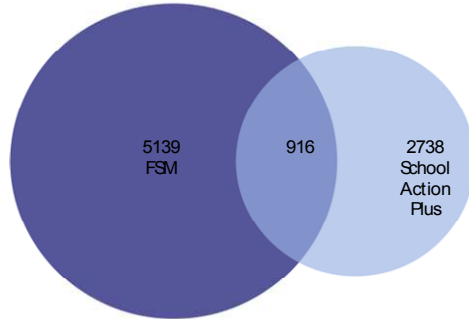
14.7% of pupils at the end of Key Stage 4 were eligible for Free School Meals;

-there were two schools where the FSM pupils reached or exceeded the national end of Key Stage 4 benchmark (40% of pupils achieving 5 GCSEs A* - C with English and mathematics);

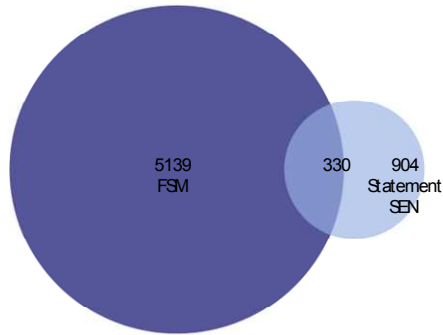
-there were no schools where the FSM pupils equalled or exceeded the percentage of all pupils achieving 5 GCSEs A* - C with English and mathematics;

APPENDIX 4

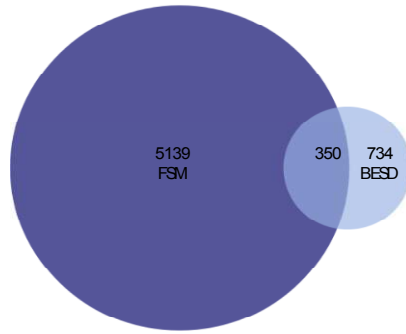
Free School Meal and School Action Plus (33.5%)



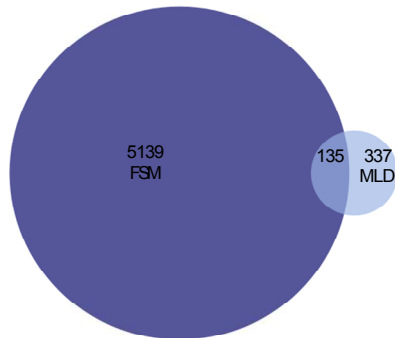
Free School Meal and Statement of Special Educational Need (36.5%)



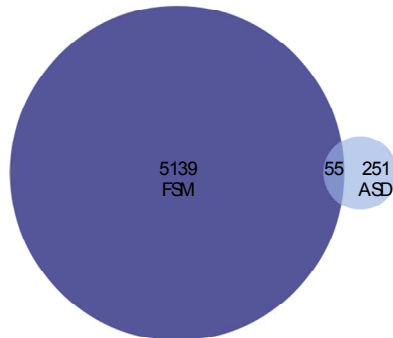
Free School Meals and Behaviour, Emotional and Social Difficulties (47.7%)



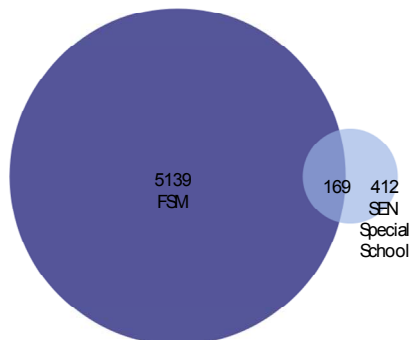
Free School Meals and Moderate Learning Difficulties (40.1%)



Free School Meal and Autistic Spectrum Disorder (21.9%)



Free School and Special Educational Need at Special School (41.0%)*



* refers to main or sole registration at a special school

APPENDIX 5

1. Data on the performance of children and young people with SEN

Early Years

Results	2007	2008	2009	2010	2011	2012
B&H	35.0%	35.9%	32.2%	27.7%	27.9%	27.8%
Target	30.9%	28.4%	28.3%	27.9%	N/A	N/A
Stat Neighbours	35.0%	34.0%	32.0%	30.7%	30.8%	30.0%
England	37.3%	35.6%	33.9%	32.7%	31.3%	30.1%

There is a positive and improving trend at KS1 in Reading and maths. In writing, outcomes for pupils with SEN were more mixed.

KS1

Key Stage 1 Reading Level 2+ (SEN gap)

Results	2008	2009	2010	2011	2012
B&H Gap	42.4%	43.4%	43.3%	40.6%	35.5%
SN Gap	47.5%	42.9%	41.8%	42.4%	40.2%
England Gap	44.2%	43.1%	42.8%	43.0%	40.1%

Key Stage 1 Writing Level 2+ (SEN gap)

Results	2008	2009	2010	2011	2012
B&H Gap	42.4%	44.7%	46.6%	44.7%	45.5%
SN Gap	51.4%	47.9%	48.3%	48.3%	47.7%
England Gap	49.6%	48.6%	48.6%	49.0%	46.9%

Key Stage 1 Maths Level 2+ (SEN Gap)

Results	2008	2009	2010	2011	2012
B&H Gap	27.4%	27.5%	29.1%	24.7%	23.4%
SN Gap	31.8%	31.1%	32.9%	31.9%	31%
England Gap	32.2%	32.5%	32.8%	33%	31%

Key Stage 2 Level 4+ (Gap in attainment for SEN pupils)

Current Performance

Results	2007	2008	2009	2010*	2011	2012
B&H SEN	41%	42%	43%	43%	37%	43%
B&H Non SEN	86%	90%	88%	93%	87%	92%
B&H Gap	45%	48%	45%	50%	50%	49%

Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011	2012
B&H Gap	45%	48%	45%	50%	50%	49%
SN Gap	49%	48%	50%	52%	55%	51%
England Gap	52%	54%	53%	53%	50%	49%

There is a positive and improving trend at Key Stage 2

Key Stage 4 % 5+ A*-C GCSE (Including Maths and English) and SEN gaps

Current Performance

Results	2006	2007	2008	2009	2010	2011	2012
B&H SEN	5%	8%	15%	12%	13%	22%	19%
B&H non SEN	51%	52%	55%	56%	62%	66%	69%
B&H SEN cohort		454	560	572	649	690	585
B&H Non SEN cohort		1850	1778	1717	1718	1632	1628

Published Trend Data

Results	2006	2007	2008	2009	2010	2011	2012
B&H Gap	46%	44%	42%	44%	49%	44%	51%
SN Gap	41%	45%	47%	47%	49%	50%	50%
England Gap	43%	44%	45%	45%	46%	48%	47%

After a number of years of continuous improvement in terms of the number of pupils with SEN gaining 5+A*-C grades including English and maths, there was a fall of 3 percentage points from 2011 to 2012 and a widening of the achievement gap by 7 percentage points to a level above both the national and statistical neighbour averages. A key LA priority is to work with secondary schools to improve outcomes for pupils with SEND and narrow achievement gaps.

Subject:	Brighton & Hove City Council: Annual Standards and School Performance Report 2011/12 – validated data		
Date of Meeting:	Children & Young People’s Committee Meeting 3 June 2013		
Report of:	Interim Director, Children’s Services		
Contact Officer:	Name:	Hilary Ferries, Head of Standards and Achievement	Tel: 29-3738
	Email:	Hilary.ferries@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE.

1. SUMMARY AND POLICY CONTEXT:

- 1.1 The local authority has a statutory duty to promote high standards in schools and to intervene where there are significant concerns about children’s progress or their well being. The new Ofsted framework states clearly Ofsted’s expectation that the local authority will know well the attainment and progress being made in schools in its area
- 1.2 This is the updated report which provides information on the standards achieved in 2011/12, from Early Years to Key Stage 5 using the validated data and performance tables

2. RECOMMENDATIONS:

- 2.1 That the Committee accepts the updated report about standards achieved in Brighton & Hove schools, colleges and settings in 2011/12

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 Appendices 1 and 2 to this report contain an analysis of standards and achievement in schools, colleges and settings in the city, based on 2011 results at the end of each Key Stage using the validated data. The report also identifies the key priorities for the service and for the Standards and Achievement Team, and the ways in which all partners are working together to drive up standards still further and achieve excellence.
- 3.2 The analysis is divided into three sections:
 - an Executive Summary which gives the broad overall picture of standards and achievement in the city
 - a detailed report of standards and achievement in each Key Stage
 - tables and charts (in Appendix 2) that show the attainment under key areas

- 3.3 The report concludes that, looking ahead, the priorities for Brighton & Hove schools are 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
 - focus on writing and maths in KS1 and progress from KS1 to KS2
 - 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
- 3.4 In the Early Years children in Brighton & Hove continue to achieve much higher than the national outcomes for all pupils, both in terms of attainment against the Early Years and Foundation Stage Profile and in terms of the gap between disadvantaged and other children. 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.
- 3.5 At Key Stage 1, standards overall 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. We expect 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. The percentage of pupils with SEN reaching the expected Level 2 at the end of Year 2 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.
- 3.6 At Key Stage 2, there were strong improvements in KS2 test scores in Brighton & Hove schools. 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. 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 and in line with the national average. The results for Level 5 were even better, improving by 13.3% and 8.8% respectively. In addition, 3.2% of children achieved Level 6 in maths.
- 3.7 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.
- 3.8 At Key Stage 3, there was some improvement in English, but in the other core subjects of Maths and Science achievement was broadly similar to 2011. Progress in 'closing the gap' was variable in relation to the performance of boys and girls, and those eligible for free school meals. However, there continues to be good progress in closing the gap for all three core subjects for students with SEN.

- 3.9 At Key Stage 4, the trend of improvement since 2009 continued, with a city wide improvement of 3.6 percentage points to 56.4% of students. Within this, there were some strong improvements at individual schools, while in some results were less good than expected. One school, PACA, was below the DfE's floor standard of 40% achieving five or more A* - C grades including English and Maths (increased from 35% in 2011).
- 3.10 At Key Stage 5, all three colleges recorded very good success rates, and they continue to be placed among the top performing colleges of their type in England. Around 80% of Brighton & Hove 16 – 18 year olds who are in learning attend one of the three colleges. Two of the four established sixth forms achieved improved results at A level, while the other two achieved broadly similar results to those in 2011. There were some encouraging increases in the number of high grade passes.
- 3.11 The local authority continues to work with and support schools in securing improved outcomes for all their pupils. In the Early Years and primary phases, the authority continues to provide packages of support to individual schools, the level of support being determined by a systematic and agreed assessment of need. The authority also works closely with the Teaching School Alliance led by Westdene Primary School, providing or supporting a range of training and development programmes through the framework of the Teaching School.
- 3.12 In the secondary phase, the authority has delegated the main part of its school improvement resources, including seconded staff, to the Secondary Schools Partnership (SSP) of the nine secondary schools and academies. The SSP has developed a wide ranging Raising Attainment Plan, which sets out how the schools and academies work together to secure city wide improvement. The Compact agreed between the local authority and the schools provides the mechanism by which the authority is sufficiently informed of attainment, progress and key developments in the secondary sector, and able to identify areas where additional support may need to be brokered.
- 3.13 In addition, there are some major developments in practice in individual schools, in the primary and secondary phases, which are resulting in significant improvements in outcomes for learners. The authority seeks to identify these, both to celebrate them more widely and to replicate good practice elsewhere.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

- 4.1 The earlier version of this report with unvalidated data was shared with headteachers and councillors. It has not been subject of community engagement or consultation. It reflects however the way in which the authority, schools, colleges and other settings engage with each other to secure improved standards and achievement.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 5.1 Schools are funded within the Dedicated Schools Grant (DSG) and any resource implications from the drive to raise standards and close the attainment gap will

have to be met from within each school's individual budget. Support may be available from central DSG funds to aid the action plan of any school, or group of schools, but any support given will be from within existing budgets

The council's funding contribution to education and schools beyond the DSG is now minimal and relates only to making small funding contributions to service areas where we have a statutory duty.

Finance Officer Consulted: Andy Moore

Date: 30/04/13

Legal Implications:

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

Lawyer Consulted Serena Kynaston

Date: 01/05/13

Equalities Implications:

- 5.3 There has been no Equality Impact Assessment made in relation to this report. The report highlights some of the differences in achievement between children and young people who are disadvantaged or in vulnerable groups, the improvements that have been made in narrowing the gaps in achievement for these groups and the continuing priority that should be given to raising the achievement of these children and young people, for example through the use of the Pupil Premium.

Sustainability Implications:

- 5.4 None

Crime & Disorder Implications:

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

Risk and Opportunity Management Implications:

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

Public Health Implications:

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

Corporate / Citywide Implications:

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

6. EVALUATION OF ANY ALTERNATIVE OPTION(S):

- 6.1 This report does not require the consideration of alternative options.

7. REASONS FOR REPORT RECOMMENDATIONS

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

SUPPORTING DOCUMENTATION

Appendices:

1. How are we doing? Standards and Achievement in Brighton & Hove Schools - validated data
2. How are we doing? Tables and charts – validated data

Documents in Members' Rooms

1. none

Background Documents

1. none

How are we doing?

Standards and Achievement in Brighton & Hove Schools

**2011/12
Validated data April 2013**

For further information please contact:

Hilary Ferries, Strategic Commissioner, Standards and Achievement
hilary.ferries@brighton-hove.gov.uk

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. However, much 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 and for all schools to be good or outstanding. The Brighton & Hove figure for five or more A* - C grades including English and Maths is still below the England and statistical neighbour averages, but the gap has decreased.

Appendix 2, pages 15 – 16 contains 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 56.4% in 2012. This was an improvement of 3.6% points from 2011. The England average increased by only 0.6% points compared with 2011, and the statistical neighbour average increased by 1.7% 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 (17% points), Longhill (8% points) and Patcham (6% 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 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

PACA was below the A* - C grades floor standard for 2012. As an Academy, it is 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' for overall effectiveness, with all contributory 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.

Overall attainment in 2012 was broadly similar to the national average, with only BHASVIC being significantly above it. There was a significant improvement in the proportion of high grade passes at City College and Blatchington Mill, and the proportion of A* - B grades was above or around 50% at BHASVIC, Varndean College, City College, Blatchington Mill and Cardinal Newman. .

City College was graded 'good, with outstanding features' in its most recent inspection in the summer term 2011.

The overall picture of Key Stage 5 provision across the city is very strong, but there is a need now to move on to attainment which is above the national average.

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. A full EAL report is attached at the end of this paper.

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. A full report about the achievement of EAL pupils is attached to this document.

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

GCSE attainment

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 figure was 56.4%, an improvement of 3.6% points from 2011.

A table showing key figures for each school and Academy and for the city as a whole can be found at Appendix 2, page 15.

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 final validated performance tables in January 2013. The figures show that there was some narrowing of the gap with England and statistical neighbour (SN) averages, where there was improvement of 0.6% and 1.7% respectively. This means that the performance in Brighton & Hove was 2.4% points behind the England average (was 5.4% points in 2011) and 1.1% points behind SN average (was 3.0).

The DfE 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 70.4% of students achieved the expected three levels of progress or more, comfortably above England (68.1%) and statistical neighbour (68.3) averages. This ranked Brighton & Hove third among eleven statistical neighbours. By contrast, in Maths only 58.6% of students achieved the expected three levels of progress or more, well below England (68.7%) and statistical neighbour (67.2) 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 (17% points), Longhill (8% points) and Patcham (6% 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.

For several schools, the 5+ A* - C including English and Maths figure was undoubtedly affected by the decisions by exam boards to change the grade boundaries for English GCSE between January and July 2012. These decisions were subject of a national legal challenge, in which the City Council participated, but the judgement handed down in January 2013 did not support the grounds for challenge.

Floor standards

The DfE 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 between KS2 and KS4 in English and maths

The national median figures for English and Maths in 2012 were 70% in both subjects.

The published 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 English and Maths, the published figures show much greater consistency across the city's schools and Academies in English than there was in Maths.

- In English, the range achieving A* - C across the nine schools and Academies was from 63% to 77%, and in seven schools and Academies at least 70% of students achieved a C grade or above.
- In Maths, the range achieving A* - C was from 43% to 77%; in only two schools did over 70% of students achieve A* - C grades in Maths, and in three schools and Academies less than half of Y11 students achieved at least a C grade

Closing the gap: disadvantaged students

In 2012 the DfE changed the way in which the proportion of all pupils who are disadvantaged is calculated, to now include all pupils who had been eligible for free school meals (FSM) in the last six years ('Ever 6') and children in care. By this calculation, the proportion of Brighton & Hove KS4 students classed as 'disadvantaged' in 2011/12 was 27.4%, increasing from 26.6% in 2011 and a little higher than the England figure of 25.3%. For individual schools and academies in Brighton & Hove, the proportion of KS4 students classed as 'disadvantaged' ranged from 15% to 56%.

In 2012, the gap between FSM and non FSM students achieving 5 or more A* - C grades including English and Maths improved very slightly to 31.8% points, compared

with 31.9% points in 2011. There was also a very slight improvement in the gap between the proportion of disadvantaged students achieving A* - C in English and Maths and other students, compared with 2011. For both groups (disadvantaged and 'other') there was an improvement of around 4% points for both these measures.

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 27.6% points in 2011 to 18.6% points in 2012, and in Maths it narrowed from 31.3% points to 28.6% points.

Closing the gap: gender

The gap in the proportion of boys achieving 5+ A* - C grades including English and Maths compared with girls improved slightly in 2012, from 8% to 7%, and was slightly better than the SN average (8%) and the England average (10%). The scores for both boys and girls improved, with a slightly better improvement for boys. Further information, including the trend since 2006, which is uneven, can be found in the appendices.

Closing the gap: SEN

The gap in the proportion of students with SEN achieving 5+ A* - C grades including English and Maths compared with all other students worsened in 2012, from 44% to 51%, and was higher than the SN average (50%) and the England average (47%). The score for students with SEN declined by 3% points compared with 2011, while the score for all other students improved by 3% points. Further information, including the trend since 2006 can be found in the appendices. Although there is no consistent trend in the size of the SEN gap in Brighton & Hove schools, the figure for 2012 was the highest in this seven year period. However, the proportion of these students achieving 5+ A* - C grades including English and Maths in 2012 was much higher than in previous years, other than 2011.

Value added

The performance tables published by the DfE in January 2013 include a wealth of value added information, for the authority as a whole and for individual schools, which compares actual performance at GCSE with expected performance given students KS2 test scores at the end of primary education. The tables no longer include 'contextual value added' data, which takes into account other factors such as disadvantage. There are value added tables for a range of measures, including 5+ A* - C grades including English and Maths, 'best 8' average points scores, and achievement in English and Maths. The tables also show the value added performance for different groups, including disadvantaged students, and those with low, middle or high attainment in KS2 tests.

The 2012 performance tables show that in most cases, overall and for individual schools, and for most groups of students, value added in Brighton & Hove is either in line with or below the England benchmark figure. Only BACA was consistently significantly above the England figure. This indicates the room for further improvement which exists.

A significant amount of the value added data contained in the 2012 performance tables was presented in graphical form at the two Members workshops in January and March.

The slides and additional papers used in these workshops can be made available on request are attached to this document as an appendix.

School Effectiveness across the Secondary Sector in Brighton and Hove

Only one secondary school, Cardinal Newman Catholic School, was inspected by Ofsted in 2011/12. It was judged to be 'Good' for overall effectiveness, with all contributory grades at this level. In 2012/13, five schools and academies have been inspected under the new inspection framework introduced in September 2012. The overall effectiveness grade for PACA and BACA was 'requires improvement', although BACA received 'good' grades for Leadership & Management, Quality of Teaching and Behaviour & Safety. The overall effectiveness grades for Blatchington Mill, Hove Park and Patcham High Schools were all 'good', in all three cases improving from 'satisfactory' in their previous inspections in 2010. It is expected that the remaining three secondary schools (Dorothy Stringer, Longhill and Varndean) will be inspected some time in 2013.

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.

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.

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 were formally reported on to the DfE with regard to their GCSE or equivalent results. These are the children who had 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 in 2012 had an impact, with three young people who achieved grade C in their mocks only achieving a D.

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

2012 - 34 pupils achieved 76.5 GCSE passes, grade C and above

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 was below the national average of 31%).

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

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

15 students (44%) within the cohort of 34 had special educational needs. Of these 15 students, 12 were educated in special school provision. This equates to 35% of the cohort. It is important to recognise the achievements of those 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

At AS level the pass rate (i.e. the proportion of entries awarded grades A* - E) for the city was 89%, compared with just under 87% nationally. Over 56% of all AS entries for the city were at BHASVIC, and almost 92% of entries at BHASVIC were awarded grades A* - E. At Blatchington Mill, Cardinal Newman and Varndean College around 86% achieved an AS pass grade. For Hove Park and PACA the figures were 83% and 74.5% respectively. 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 40% of AS entries in the city were awarded A* - B grades, compared with just over 35% nationally. At BHASVIC 45.6% of entries were A* – B, and at Varndean College 36.4%. In the four established school sixth forms, the proportion of high grades ranged from 14% to 28%.

At A level, pass rates (i.e. achieving a grade A* - E) are higher locally and nationally 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 pass rate in 2012 of 98.1%, compared with 98.6% nationally. Hove Park and PACA achieved 100% A* - E grades.

The proportion of high grades A* - B was 53.3%, compared with the England average of 50.5%. The figures were much more variable between schools and colleges across the city. BHASVIC achieved 58.4% high grade passes, and at Varndean College and Cardinal Newman the figure was just over 50%. High grade passes at the other three school sixth forms ranged from 23% to 46%. There was particularly strong improvement in high grades at Blatchington Mill, where 8.6% of entries were awarded A* grades.

Another valuable indicator of performance at A level is 'average points per entry'. This is calculated on a scale where an A* grade is awarded 300 points and an E grade 150 points. Each individual grade is worth 30 points, and so the England average points per entry in 2012 (210.2) was almost exactly equivalent to a C grade. For Brighton & Hove, the average points per entry score was 214.8. This figure is strongly impacted by the score for BHASVIC (220.8), as over 50% of entries across the city were for BHASVIC students. Cardinal Newman, Blatchington Mill and Varndean College all achieved average points per entry scores at or just above the England average. For Blatchington Mill, this was a significant improvement of around 18 points on 2011.

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 increased to 8.3%. However, 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 ‘not knowns’ in Brighton & Hove was relatively low (because of the tracking and support capacity provided by the Youth Employability Service), comparisons with other local authorities are not straightforward either.

In 2012/13, in particular through the work of the Youth Employability service in tracking and supporting young people into learning, both the NEET and ‘unknowns’ figures have improved further. The three month average figure for November 2012 – January 2013, published by the DfE, was 6.7%, and the proportion of ‘not knowns’ was 4.6%. These were the best ever 16-18 NEET and Not Known results for Brighton & Hove. The DfE data for 2012/13 shows that Brighton & Hove was the most improved local authority in the South East over the period January 2012 – 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’.

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. 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 continues 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.

Attached Report

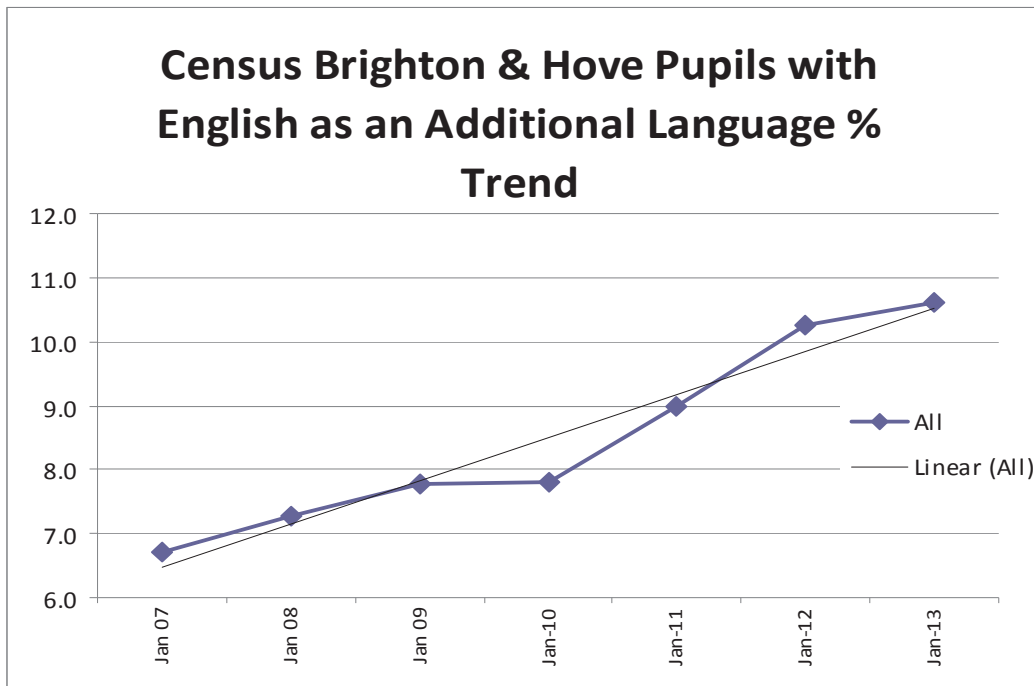
Black and Minority Ethnic Attainment in Brighton and Hove Schools - 2012

The following information is based on the attainment of pupils in our maintained schools and two secondary phase academies. Whilst attainment by ethnicity is a significant indicator, even at Brighton and Hove local authority level the numbers in some of the categories are too low to be statistically significant and any numbers under 10 pupils have been suppressed.

Many young people from minority ethnic backgrounds achieve at the highest level, but for some groups, the gaps remain. One of the biggest barriers to attaining can be for pupils for whom English is an additional language and we have data on the attainment gap for these pupils.

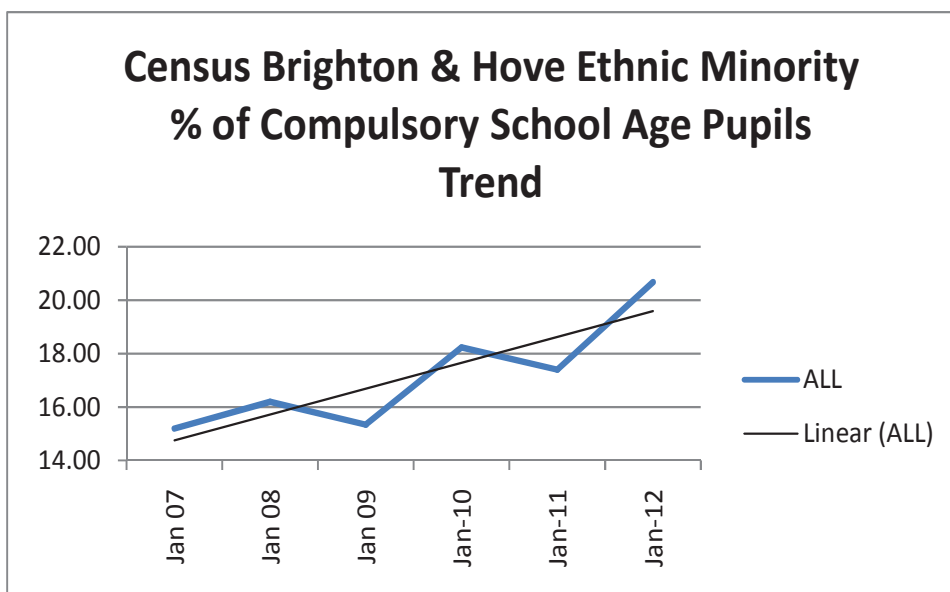
- **BME and English as an Additional Language Trends**

We currently have 10.3% of our pupils (reception year and above) who have English as an additional language. This is lower than the National average which is 15.1%.



In Jan 2013 there were 3,171 pupils with EAL speaking 97 different languages other than English, attending Brighton and Hove schools and Academies. The two most widely spoken languages other than English are Arabic (768 pupils) and Bengali (345 pupils).

The LA provides an Ethnic Minority Achievement Service (EMAS) available to schools and many buy in their service.



As at Jan 2012 we had 20.7% ethnic minority pupils – this has increased from 15.2% in 2007.

The three biggest non-white British ethnicities represented are:

- White - other 5.0%
- Mixed dual background - other 2.6%
- Mixed dual background - white & Asian 2.3%

• Early Years Foundation Stage Profile (EYFSP) Teacher Assessments at end of Reception Year

EYFSP 2012 Attainment by Ethnicity Category

Main Category	Sub Category	No of Pupils	Average EYFSP Total	Difference to LA average
White	British	1993	92.61	-1.0
	Irish	14	88.29	3.3
	Traveller of Irish Heritage	x	x	x
	Gypsy/Roma	x	x	x
	Any other White background	162	89.67	1.9
Mixed/Dual Heritage	White and Black Caribbean	44	92.64	-1.0
	White and Black African	54	90.94	0.7
	White and Asian	88	93.24	-1.6
	Any other mixed background	70	93.16	-1.6
Asian or Asian British	Indian	14	95.93	-4.3
	Pakistani	x	x	x
	Bangladeshi	38	84.08	7.5
	Any other Asian background	55	83.27	8.3
Black or Black	Caribbean	x	x	x
	African: Sudanese	18	87.72	3.9

British	African: Other Black African	33	87.12	4.5
	Any other Black background	x	x	x
Chinese		x	x	x
Any Other Ethnic Group		39	83.82	7.8
Refused		x	x	x
Information not yet obtained		21	87.90	3.7
Not known		114	86.53	5.1
LA Overall		2785	91.6	

For the categories with enough pupils to not be suppressed, the biggest negative difference to the LA result (8.3%) was for pupils with an ethnicity of *any other Asian background* and the largest positive difference (4.3%) was for pupils with an ethnicity of *Indian*.

EAL to non-EAL pupils' gap in the average EYFSP score

EYFSP 2008	EYFSP 2009	EYFSP 2010	EYFSP 2011	EYFSP 2012
10.4%	12.0%	8.0%	8.1%	7.3%

Over time, the gap is decreasing. This is against an increase in overall attainment.

11% of all the pupils in the 2012 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.

- **Key Stage 1 (Teacher assessment at end of year 2)**

EAL Attainment Gap Trend – percentage of pupils meeting the expected level (2)

Reading KS1	2008	2009	2010	2011	2012
B&H EAL	72.0%	77.0%	74.0%	72.0%	77.0%
B&H Non EAL	85.0%	85.0%	84.0%	86.0%	88.0%
B&H Gap	13.0%	8.0%	10.0%	14.0%	11.0%
Statistical Neighbours Gap	8.0%	9.0%	8.0%	8.0%	7.0%
England Gap	7.0%	6.0%	5.0%	4.0%	4.0%
Writing KS1	2008	2009	2010	2011	2012
B&H EAL	71.0%	75.0%	69.0%	65.0%	71.0%
B&H Non EAL	82.0%	82.0%	81.0%	83.0%	83.0%
B&H Gap	11.0%	7.0%	12.0%	18.0%	12.0%
Statistical Neighbours Gap	8.0%	10.0%	7.0%	8.0%	7.0%
England Gap	7.0%	6.0%	5.0%	4.0%	4.0%
Maths KS1	2008	2009	2010	2011	2012
B&H EAL	89.0%	86.0%	84.0%	82.0%	88.0%
B&H Non EAL	92.0%	91.0%	91.0%	92.0%	92.0%
B&H Gap	3.0%	5.0%	7.0%	10.0%	4.0%
Statistical Neighbours Gap	6.0%	5.0%	6.0%	5.0%	5.0%
England Gap	6.0%	5.0%	4.0%	4.0%	3.0%

We tend to see more changes in this data year on year due to cohort fluctuations and the different ability levels of pupils within the EAL definition, however in reading and writing the Brighton and Hove gap is larger than that for our statistical neighbours and nationally.

KS1 2012 Percentage of pupils meeting the expected level (2) by ethnicity

Ethnicity Code	No of Pupils	Reading	Writing	Maths
Unknown	22	77.27	77.27	90.91
Asian or Asian British - Bangladeshi	30	66.67	60	73.33
Asian or Asian British - Indian	15	93.33	93.33	100
Asian or Asian British - any other Asian background	31	77.42	70.97	93.55
Asian or Asian British - Pakistani	X	X	X	X
Other Black African	28	96.43	82.14	96.43
Black or Black British - Caribbean	X	X	X	X
Black or Black British - any other Black background	12	83.33	83.33	91.67
Sudanese	17	76.47	58.82	82.35
Chinese	X	X	X	X
Mixed - any other mixed background	68	86.76	83.82	89.71
Mixed - White and Asian	54	96.3	92.59	96.3
Mixed - White and Black African	58	84.48	79.31	89.66
Mixed - White and Black Caribbean	33	75.76	69.7	84.85
Information not obtained	36	83.33	80.56	94.44
Any other ethnic group	32	78.13	75	93.75
Parent/pupil preferred not to say	X	X	X	X
White - British	1864	87.55	82.51	92.22
White - Irish	15	93.33	93.33	100
Traveller of Irish Heritage	X	X	X	X
White - Any Other Background	139	77.7	74.1	87.77
Gypsy/Romany	X	X	X	X
ALL - LA	2484	86.39	81.36	91.75

When looking at the percentage of pupils meeting the expected level by ethnicity code, for the categories with enough pupils to not be suppressed, pupils in only three ethnicity codes are below the LA level for maths and across the three main subjects.

Bangladeshi pupils perform significantly lower than other ethnicities. *Indian*, *mixed white & Asian* and *white Irish* perform better than the LA level in all three subjects.

- **Key Stage 2 (National Tests at end of Year 6)**

EAL Attainment Gap Trend – percentage of pupils meeting the expected level (4)

KS2 Level 4+ English & Maths	2007	2008	2009	2010*	2011	2012
B&H Non-EAL	71%	75%	72%	79%	74%	80%
B&H EAL	60%	68%	68%	75%	61%	74%
B&H EAL Gap	11%	7%	4%	4%	13%	6%
Statistical Neighbours EAL Gap	7%	9%	8%	6%	5%	3%
England EAL Gap	7%	6%	6%	3%	3%	2%

*Teacher Assessment data due to boycott of tests

The EAL gap has fluctuated since 2007 and has narrowed since last year, whilst at the same time, overall attainment went up.

KS2 2012 Percentage of pupils meeting the expected level (4) by Ethnicity

KS2 2012 Ethnicity description	Number of pupils	% English & Maths Level 4+	Difference to LA
White and Asian	41	87.8	-9.1
Information Not Yet Obtained	15	86.7	-8.0
White - Irish	14	85.7	-7.0
White - British	1887	79.4	-0.7
Any Other White Background	134	79.1	-0.4
Chinese	x	x	x
Indian	x	x	x
Any Other Mixed Background	59	76.3	2.4
Not known	x	x	x
Refused	x	x	x
White and Black Caribbean	27	74.1	4.6
Bangladeshi	23	73.9	4.8
Any Other Ethnic Group	34	73.5	5.2
Any Other Asian Background	26	73.1	5.6
White and Black African	29	72.4	6.3
Black - Sudanese	12	66.7	12.0
Any Other Black Background	11	54.5	24.2
Pakistani	x	x	x
Black Caribbean	x	x	x
Traveller of Irish Heritage	x	x	x
Other Black African	18	38.9	39.8
All - LA	2372	78.7	

When looking at the percentage of pupils meeting the expected level by ethnicity code, for the categories with enough pupils to not be suppressed, pupils in three ethnicity codes, (*other black African, any other black background and black Sudanese*) are significantly below the LA level.

White & Asian pupils performed well above the LA level.

Ethnicity and Free School Meals

This analysis adds in the deprivation element and the data has been grouped into the broader categories to avoid the need to suppress further data. The key indicator for deprivation used by the Department for Education is pupils whose parents have claimed for and who are eligible for free school meals.

Brighton and Hove Key Stage 2 2012	% English & Maths Level 4+	% English & Maths Level 4+	No of Pupils English & Maths Level 4+	No of Pupils English & Maths Level 4+	Total % English & Maths Level 4+	Total Pupils
Ethnicity group	FSM	Not FSM	FSM	Not FSM	All	All
White	59.5	83.6	346	1691	79.5	2037
Mixed / Dual Background	65.7	81.8	35	121	78.2	156
Asian or Asian British	x	x	x	x	71.2	66
Black or Black British	30.0	57.6	10	33	51.2	43
Any Other Ethnic Group	80.0	70.8	10	24	73.5	34
Information Not Yet Obtained	0.0	86.7	0	15	86.7	15
Chinese	x	x	x	x	x	x
Not known	x	x	x	x	x	x
Refused	x	x	x	x	x	x
LA Total	59.9	82.6	414	1958	78.6	2372

* Suppressed fewer than 10 FSM or total pupils

When looking at the percentage of pupils meeting the expected level by ethnicity code, for the categories with enough pupils to not be suppressed, the data shows that only 30% of *black* or *black British* pupils in receipt of free school meals meet the expected level at the end of primary school in English and Maths.

There were only 10 pupils in this category in 2012, however this small group's results were 48.6% below the LA total.

- **Key Stage 4 (GCSE & equivalent at the end of Year 11)**

KS4 GCSE and Equivalents by Ethnicity 2012	Number of Pupils	% 5+ A*-C inc E&M
White and Asian	37	70.3
White and Black Caribbean	21	61.9
Any other White background	95	61.1
Any other Ethnic Group	20	60.0
Irish	17	58.8
African: Sudanese	17	58.8
Any other Asian background	19	57.9
White British	1819	55.9
Any other mixed background	48	52.1
White and Black African	34	50.0
Bangladeshi	28	50.0
Any other Black background	11	36.4
African: Other Black African	17	35.3
Indian	x	x
Pakistani	x	x
Caribbean	x	x
Chinese	x	x
African Asian	x	x
Refused	x	x

Information not yet obtained	x	x
------------------------------	---	---

In 2012 the lowest performance ethnic group (*other black African*) remained unchanged between key stage 2 and key stage 4, as did the highest performing ethnic group (*white & Asian*).

Brighton and Hove KS4 2012 Provisional Data	% 5+ A*-C inc English & Maths	% 5+ A*-C inc English & Maths	No of Pupils 5+ A*-C inc English & Maths	No of Pupils 5+ A*-C inc English & Maths
Ethnicity - Main Group	FSM Yes	FSM No	FSM Yes	FSM No
Mixed/Dual Heritage	28.6	62.5	21	120
White	26.1	61.3	283	1648
Black or Black British	16.7	52.8	12	36
Any Other Ethnic Group	x	x	x	x
Asian or Asian British	x	x	x	x
Chinese	x	x	x	x
Not Yet Obtained	x	x	x	x
Refused	x	x	x	x
LA Overall	26.9	61.2	331	1882

When looking at the percentage of pupils meeting the expected level by ethnicity code, for the categories with enough pupils to not be suppressed, the data shows that only 16.7% of *black* or *black British* pupils in receipt of free school meals meet the expected level at the end of primary school in English and Maths. Although, as at the end of key stage 2, there number is pupils in this group is small at 12, this is a further drop in numbers meeting expectations since the end of primary school at key stage 2.

From the Department for Education Website page ‘Ethnic Minority Achievement’:

There is no single intervention that achieves the best possible results for every disadvantaged or minority ethnic child, but evidence does show that schools are independently important for narrowing attainment gaps.

Research suggests that schools which are successful in raising the attainment of minority ethnic pupils share broadly similar approaches to the creation of a genuinely inclusive school community. This is true whether their intake is highly diverse or predominantly white.

These schools are strongly committed to an ethos that stresses:

- high achievement
- equal opportunities
- the valuing of cultural diversity
- the provision of a secure environment
- the importance of challenging racism
- the centrality of Ethnic Minority Achievement (EMA) work
- partnership with parents and the wider community.

The ways in which schools create such an ethos differ according to individual contexts and specific needs, but the vision remains essentially the same:

- Pupils and parents are aware of, and appreciate, the schools' stand on race equality because the schools have made it explicit. This creates a positive climate for learning which underpins and contributes to the schools' success.
- Creating an inclusive school which enables all pupils to thrive takes time and requires considerable effort and commitment at all levels. In the most successful schools, no stone is left unturned.
- Where schools have used it effectively, Ethnic Minority Achievement Grant funding has been a catalyst for the development of high-quality provision for minority ethnic and bilingual pupils, enabling them to achieve well.
- Successful schools routinely monitor the way they use the additional resources to ensure that it results in improved outcomes for targeted pupils.
- Good-quality partnership teaching between mainstream and Ethnic Minority Achievement staff is one of the most effective forms of whole-school continuing professional development.
- High-quality assessment, tracking and target-setting procedures, for individuals and groups, are key. The systematic collection and analysis of data enable schools to identify need and deploy resources effectively.

How are we doing? Education Update Workshop for Councillors

EYFS, KS2 and KS4
January 2013



Agenda

1. Welcome and Introduction10:00
2. Terms used..... 10:05
3. Key Stage 410:15
4. Key Stage 211.15
5. EYFS11:45
6. Future Members' Workshops e.g. schools funding11:50



Definitions

- **Attainment** – what level the children and young people achieve (e.g. Level 2, Level 4 etc)
- **Progress** – the levels or average point scores (APS) that pupils make
- **Value Added** – the difference the school makes
- **Floor Standard** – the minimum level for schools to achieve (set by government)
- **RAISEonline** - Reporting and Analysis for Improvement through School Self-Evaluation
- **Fischer Family Trust** – estimates of expected performance taking into account prior attainment and socio-economic factors



Key Stage 4

Ofsted Judgements

	Date	Overall effectiveness grade
Blatchington Mill	Feb 2010	3
BACA	Dec 2012	3
Cardinal Newman	May 2012	2
Dorothy Stringer	Dec 2009	1
Hove Park	Feb 2010	3
Longhill	Sept 2010	2
Patcham	Sept 2010	3
PACA	Dec 2012	3
Vardean	Dec 2009	2



Key Stage 4

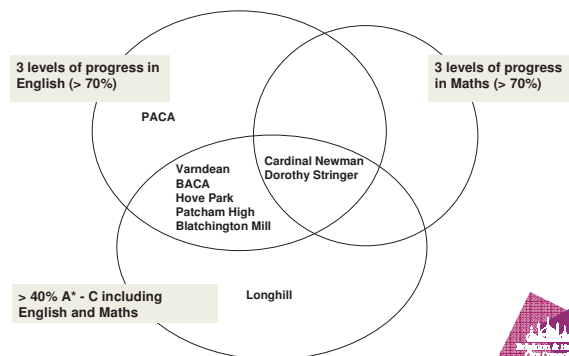
Secondary School Floor Standards 2012

- > 40% 5+ A* to C grades including English and Maths
- or:
- Exceeding the England median figure for achieving three levels of progress in English and Maths (both 70% in 2012)

Expected to rise to 45% in 2014 and 50% in 2015



KS4 Floor Standards 2012 in Brighton and Hove secondary schools and academies



GCSE trends: 5+ A* - C including English and Maths

Local Authority	2007/08	2008/09	2009/10	2010/11	2011/12
Bath and North East Somerset	57.2	59.9	61.0	64.2	57.5
Bournemouth	48.9	51.5	56.5	57.4	60.7
Brighton and Hove	44.5	44.5	49.1	52.8	56.4
Bristol, City of	35.5	40.2	46.2	50.2	51.6
Plymouth	46.3	49.1	54.2	56.8	57.5
Portsmouth	38.5	39.5	42.8	45.5	52.4
Reading	52.7	52.9	54.7	55.9	60.7
Sheffield	40.6	44.5	49.2	49.4	55.6
Southampton	42.3	43.1	47.5	51.7	54.4
Southend-on-Sea	55.0	57.8	61.8	65.0	61.8
York	53.8	59.2	59.1	62.1	62.7
Statistical Neighbour Average	47.1	49.8	53.3	55.8	57.5
South East Region	51.7	53.7	57.5	59.6	60.2
East Sussex	46.1	50.8	55.4	58.4	63.2
West Sussex	51.5	52.2	55.3	58.6	64.5
England (State-funded sector)	48.4	50.9	55.3	58.4	59.0

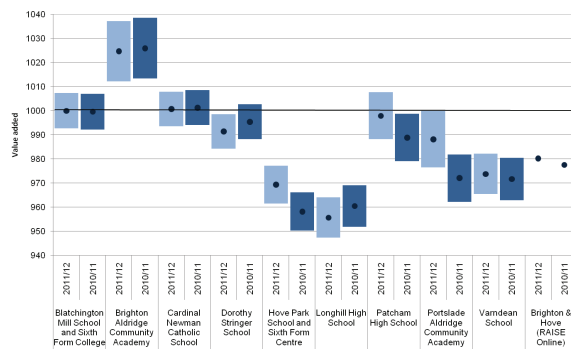
GCSE trends: Achieving expected levels of progress in English

Local Authority	2008/09	2009/10	2010/11	2011/12
Bath and North East Somerset	73.2	75.1	78.2	66.4
Bournemouth	67.2	72.1	68.7	71.4
Brighton and Hove	61.5	66.5	64.1	70.4
Bristol, City of	61.7	68.6	69.1	68.0
Plymouth	62.1	68.7	71.8	69.7
Portsmouth	56.1	62.2	63.7	62.8
Reading	66.6	72.0	66.5	69.9
Sheffield	59.2	64.6	65.0	67.2
Southampton	62.1	62.6	67.2	67.5
Southend-on-Sea	72.9	75.7	75.9	68.5
York	69.8	70.2	75.7	71.5
Statistical Neighbour Average	65.1	69.2	70.2	68.3
South East Region	67.5	71.7	72.2	68.4
East Sussex	63.0	68.2	70.0	65.9
West Sussex	68.4	73.6	74.6	66.7
England (State-funded sector)	65.3	69.9	72.0	68.1

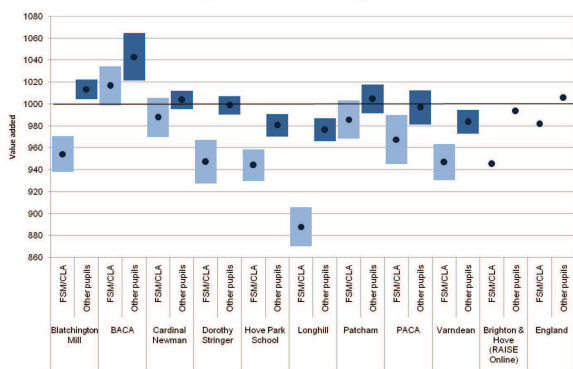
GCSE trends: Achieving expected levels of progress in Maths

Local Authority	2008/09	2009/10	2010/11	2011/12
Bath and North East Somerset	65.4	66.0	68.4	67.4
Bournemouth	59.0	65.6	65.3	68.8
Brighton and Hove	51.6	56.1	59.4	58.6
Bristol, City of	47.0	53.8	56.0	61.6
Plymouth	53.4	55.8	59.8	64.2
Portsmouth	44.2	52.1	51.0	61.7
Reading	63.8	64.9	66.8	72.4
Sheffield	52.5	58.6	57.6	65.0
Southampton	50.9	55.9	58.6	66.0
Southend-on-Sea	66.0	68.9	70.5	70.4
York	63.7	64.9	67.4	74.1
Statistical Neighbour Average	56.6	60.7	62.1	67.2
South East Region	62.5	66	67.8	70.8
East Sussex	60.8	65	66.3	70.1
West Sussex	59.4	64.2	66.6	67.5
England (State-funded sector)	58.4	62.5	64.9	68.7

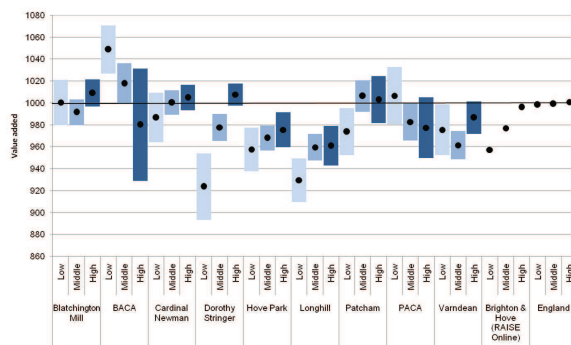
8 Best Value Added: Performance Tables 2010/11 and 2011/12

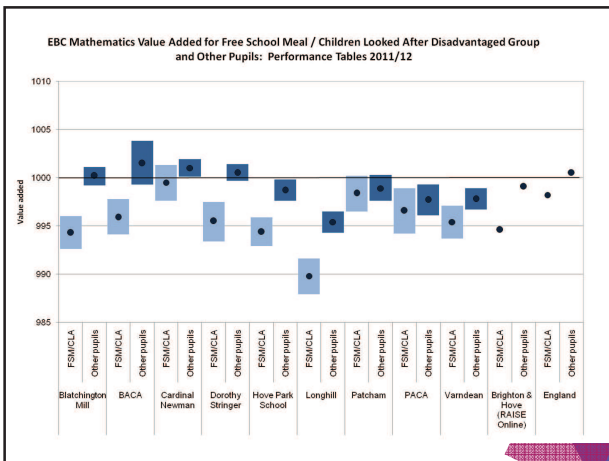
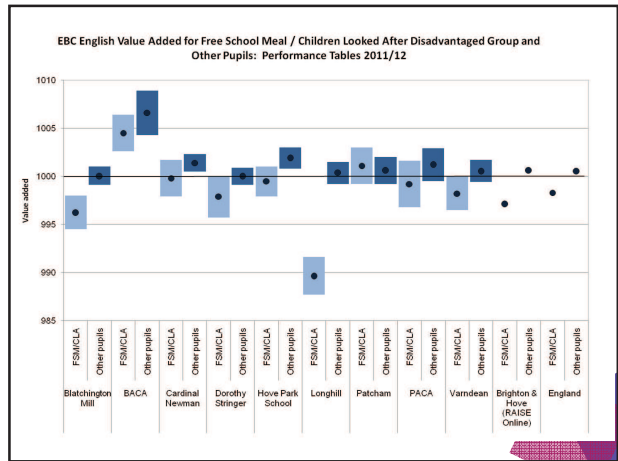
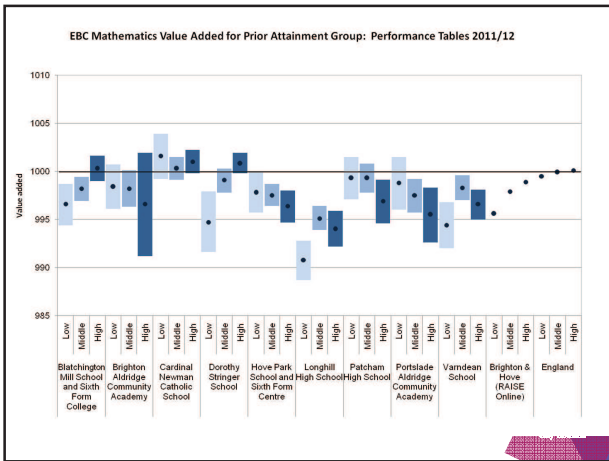
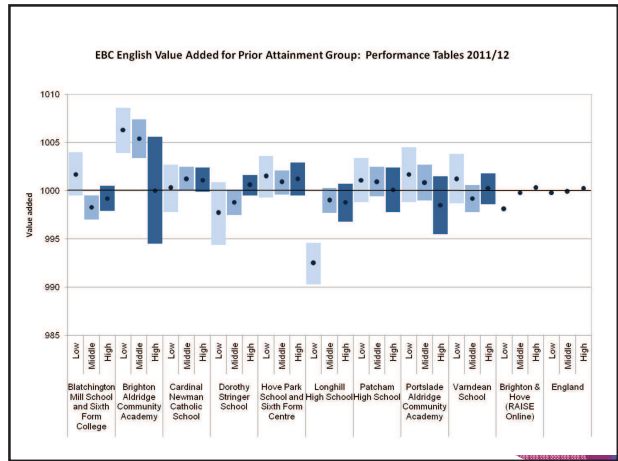
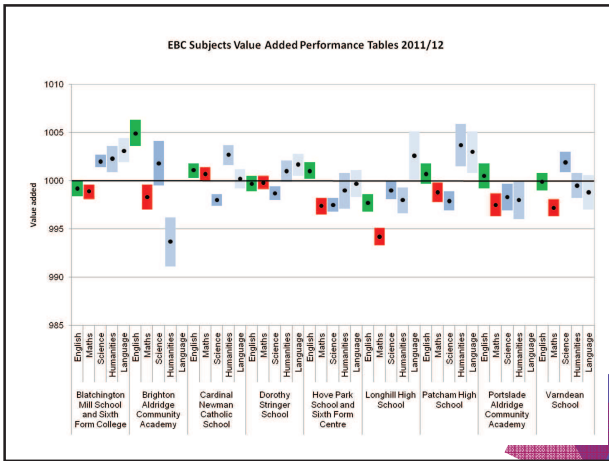


8 Best Value Added for Free School Meal / Children Looked After Disadvantaged Group and Other Pupils: Performance Tables 2011/12



8 Best Value Added for Prior Attainment Group: Performance Tables 2011/12





KS4: differences in performance between boys and girls

- The gender gap in Brighton & Hove schools has widened since 2007, and in the last two years has been similar to the historic trend for Statistical neighbours and England

Results	2007	2008	2009	2010	2011	2012
B&H Boys	43%	43%	41%	47%	49%	53%
B&H Girls	44%	46%	48%	51%	57%	60%
B&H gender gap	1%	3%	7%	4%	8%	7%
B&H Boys cohort	1170	1180	1204	1232	1221	1154
B&H Girls cohort	1140	1160	1085	1137	1103	1059
SN gender gap	9%	8%	8%	9%	7%	8%
England gender gap	8%	8%	8%	8%	8%	10%



KS4 Vulnerable groups: FSM

- The FSM gap has widened over recent years, and now exceeds quite markedly the SN and England averages. However, the underlying attainment for both groups is improving.

Results	2007	2008	2009	2010	2011	2012
B&H FSM	20%	19%	22%	22%	26%	27%
B&H non-FSM	47%	49%	48%	53%	57%	62%
B&H FSM cohort	306	330	334	337	337	332
B&H non FSM cohort	1998	2008	1955	2032	1987	1881
B&H gap	27%	30%	26%	32%	32%	35%
SN gap	29%	30%	28%	30%	32%	31%
England gap	28%	28%	28%	28%	28%	26%



KS4 Vulnerable groups: SEN

- The SEN gap widened in 2012, and was above the SN and England gaps.

Results	2007	2008	2009	2010	2011	2012
B&H SEN	8%	15%	12%	13%	22%	19%
B&H non SEN	52%	55%	56%	62%	66%	69%
B&H SEN cohort	454	560	572	649	690	585
B&H non SEN cohort	1850	1778	1717	1718	1632	1628
B&H gap	44%	42%	44%	49%	44%	51%
SN gap	45%	47%	47%	49%	50%	50%
England gap	44%	45%	45%	46%	48%	47%



Key Stage 2

Ofsted Judgements

- In the HMCI Annual Report, the proportion of primary schools in Brighton & Hove judged to be good or better is 72% which means that parents are 'likely' to be able to send their child to a school judged good or better (this is the second category). This is currently 77%.
- Two schools are judged 'inadequate'. Benfield Primary and Whitehawk Primary Schools were judged to require Special Measures. Hertford Juniors is no longer in a category.



Key Stage 2

Floor Standards 2012

- The Venn diagram shows the schools that meet the Floor Standard for KS2
- 60% of pupils achieving Level 4+ in English and Mathematics
- Achieving at least the national median figure for two levels of progress in English and Mathematics between KS1 and KS2



2 level progress from KS1 - KS2 in English above national median for 2011



60% of pupils achieve at least L4 in maths and English combined

OFSTED Bands: Band 1 - 0-7.9% (purple), Band 2 - 8-19.9% (yellow), Band 3 - 20-34.9% (pink), Band 4 - 35-49.9% (green), Band 5 - 50%+ (grey)

Figures in brackets: (A) Most recent Ofsted grading of overall effectiveness, (B) % 2 level progress from KS1 - KS2 in English, (C) % 2 level progress in maths from KS1 - KS2

Progress from KS1 to KS2

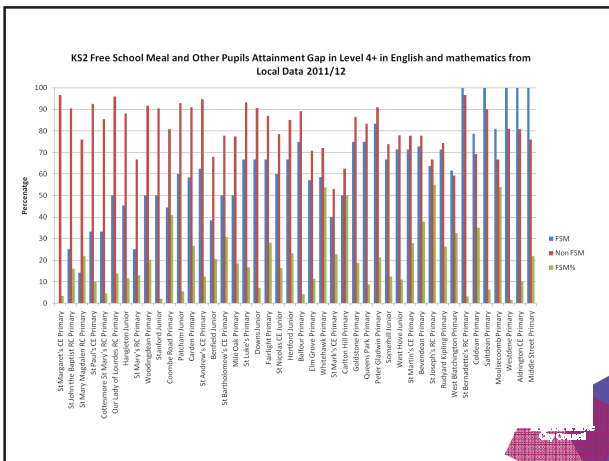
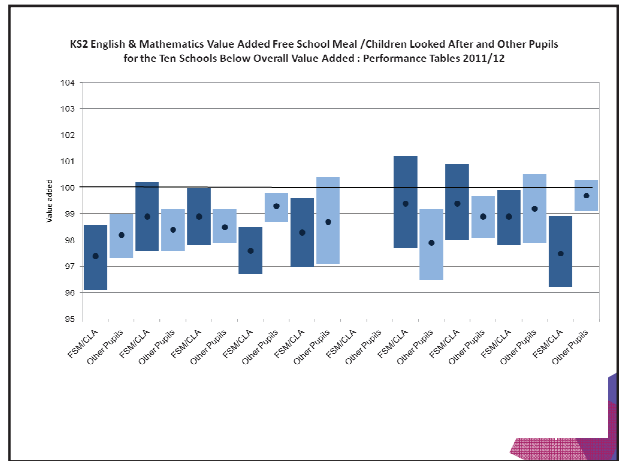
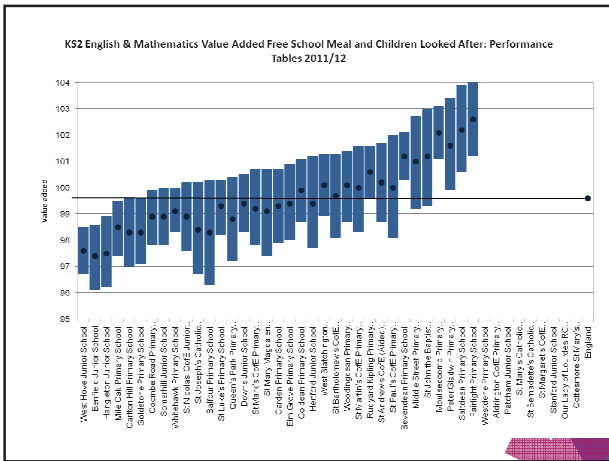
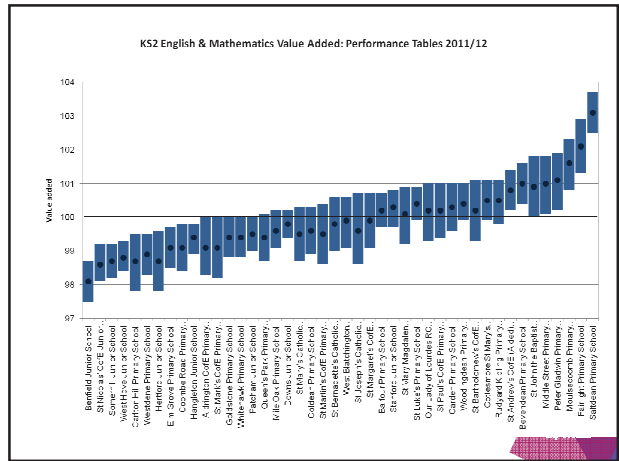
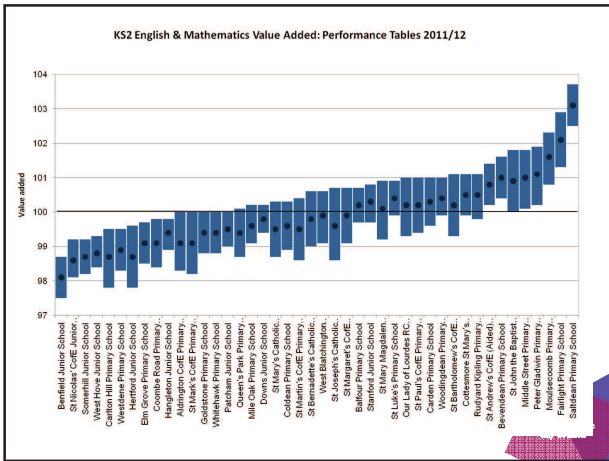
KS2 English Expected Progress %

	2009	2010	2011	2012
Brighton and Hove	79	-	79	88
Statistical Neighbour Average	81	83	83	88
England (state funded)	81	83	84	89

KS2 Mathematics Expected Progress %

	2009	2010	2011	2012
Brighton and Hove	78	-	79	84
Statistical Neighbour Average	78	81	82	86
England (state funded)	80	82	83	87





Vulnerable Groups: FSM

- Children with FSM in Brighton and Hove made 9 percentage points progress against 5 percentage points for those who do not have FSM. However, the gap is still wider than the national gap.

Results	2007	2008	2009	2010	2011	2012
B&H FSM	46%	55%	52%	63%	51%	60%
B&H non-FSM	76%	79%	76%	82%	78%	83%
B&H gap	30%	24%	24%	19%	27%	23%
SN gap	25%	26%	27%	21%	23%	19%
England gap	24%	22%	22%	21%	20%	17%

Vulnerable Groups: SEN

- The gap in SEN is in line with the national.

Results	2007	2008	2009	2010	2011	2012
B&H SEN	41%	42%	43%	43%	37%	43%
B&H non-SEN	86%	90%	88%	93%	87%	92%
B&H gap	45%	48%	45%	50%	50%	49%
SN gap	49%	48%	50%	52%	55%	51%
England gap	52%	54%	53%	53%	50%	49%



Vulnerable Groups: EAL

- Although the EAL gap has narrowed in Brighton and Hove, it is still above the national gap.

Results	2007	2008	2009	2010	2011	2012
B&H EAL	71%	75%	72%	79%	74%	80%
B&H non-EAL	60%	68%	68%	75%	61%	74%
B&H gap	11%	7%	4%	4%	13%	6%
SN gap	7%	9%	8%	6%	5%	3%
England gap	7%	6%	6%	3%	3%	2%



Early Years Foundation Stage profile

Assessment at the end of Reception year – age 5

- One key indicator** for the EYFS profile is the % of children who achieve 6 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.

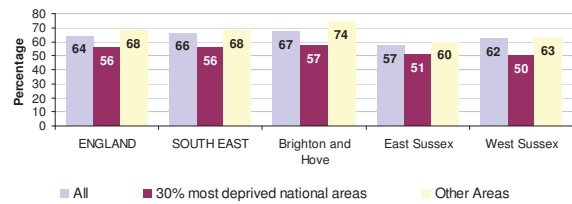
The % of children who achieved this in 2012 was 67% in Brighton and Hove which is above the national figure for 2012 - 64%.

- The second key indicator** is the % gap between the median and the bottom 20% of achieving children.

Brighton and Hove 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



Achieving a good level of development 2012



EYFS achieving L6 trend chart

% achieving 6+ Brighton and Hove	2008	2009	2010	2011	2012	National 2012
Personal Social and Emotional Development	74.4	80.2	84.4	83.0	85.6	82
Communication, Language and Literacy	54.7	57.7	64.9	66.9	69.2	66
PSED and CLL	51.6	55.8	62.6	64.1	67.2	64
Problem solving reasoning and Numeracy	73.3	72.5	80.2	81.3	83.1	77
Knowledge and Understanding of the World	81.3	83.3	89.7	90.3	90.9	86
Physical Development	89.1	89.8	93.5	93.1	94.1	92
Creative Development	81.5	83.5	89.3	89.7	91.1	85

EYFS achievement of children living in disadvantaged areas

Pupils Living in Most Deprived Areas (IDAC)**	Achieving a good score*									
	%					No of Pupils				
	2008	2009	2010	2011	2012**	2008	2009	2010	2011	2012**
5% most deprived	25.24	34.18	41.95	53.77	42.37	52	67	86	107	75
10% most deprived	27.11	35.80	41.54	55.49	46.95	93	126	140	187	154
15% most deprived	30.85	38.72	43.4	53.97	48.36	141	175	187	238	206
20% most deprived	32.87	41.68	45.9	54.84	50.28	191	248	262	306	272
All EYFSP				63.85	67.13					

*A good score is defined as 'Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy'

** In 2012 there were only 14 pupils who are not included in these figures as their postcodes were not included in the latest South East Postcode tables when they were produced. The data this year is a better match to previous years (c. 95 unmatched pupi

PERFORMANCE INDICATOR REPORT CARD

NI 92 Foundation Stage - Narrowing the Gap

A low number is good

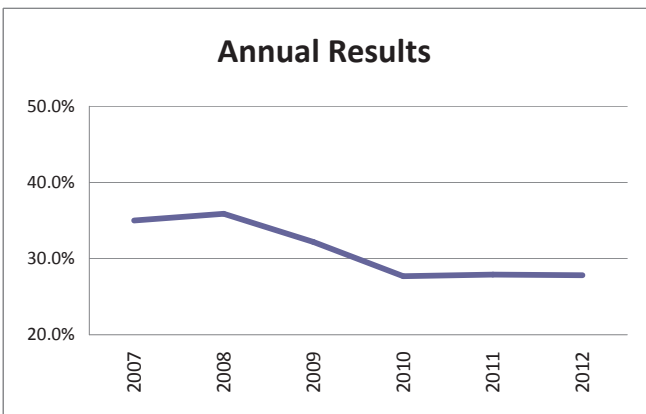
Direction of Travel	Same
RAG Status	Green

Number/percent	Percentage
Data Source	KEYPAS
Frequency	Annual
Short Definition	Narrowing the gap between lowest achieving 20% of pupils & the rest

Outcome	4 Children and young people do well at school
Sub-outcome	4.5 Gap for disadvantaged groups is improved
Service level outcome	Lowest achieving children do better at FSP stage
Delivery unit	Schools, Skills and Learning
Service unit	Schools
Lead Officer	Mary Ellinger
Lead Analyst	Katherine Eastland

Annual Results

Results	2007	2008	2009	2010	2011	2012						
B&H	35.0%	35.9%	32.2%	27.7%	27.9%	27.8%						
Pupils in cohort			2545	2581	2656	2784						

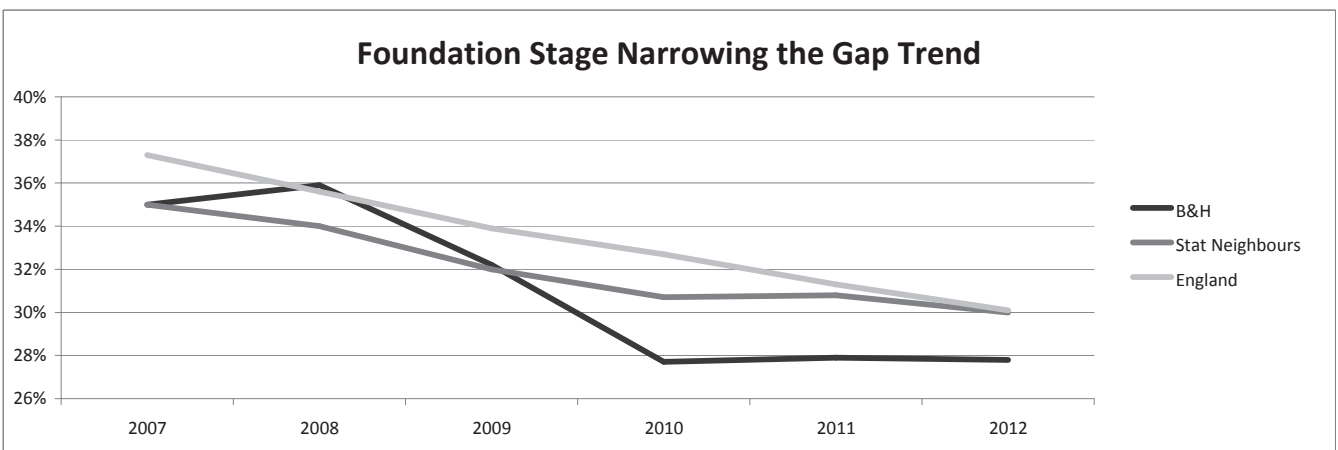


Commentary:

National and Statistical Neighbour data due to be published by the DfE in October 2012 (no specific publication date yet)

Foundation Stage Narrowing the Gap Trend

Results	2007	2008	2009	2010	2011	2012			
B&H	35.0%	35.9%	32.2%	27.7%	27.9%	27.8%			
Target	30.9%	28.4%	28.3%	27.9%	N/A	N/A			
Stat Neighbours	35.0%	34.0%	32.0%	30.7%	30.8%	30.0%			
England	37.3%	35.6%	33.9%	32.7%	31.3%	30.1%			



PERFORMANCE INDICATOR REPORT CARD

Early Years Foundation Stage - % Achieving a good score

A low number is good

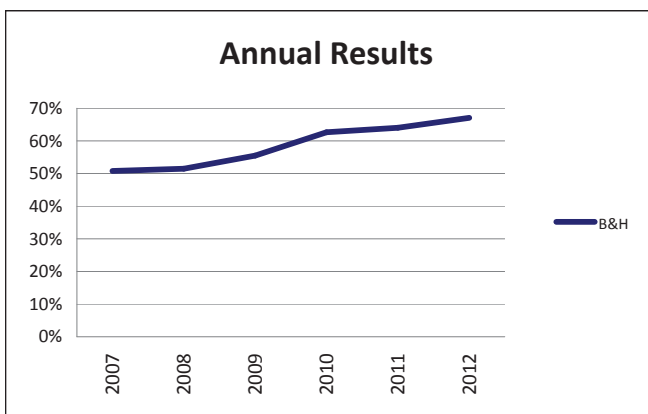
Direction of Travel	Better
RAG Status	Green

Number/percent	Percentage
Data Source	KEYPAS
Frequency	Annual
Short Definition	At least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy

Outcome	4 Children and young people do well at school
Sub-outcome	4.1 Children are ready for school
Service level outcome	Lowest achieving children do better at EYFSP stage
Delivery unit	Schools, Skills and Learning
Service unit	Schools
Lead Officer	Mary Ellinger
Lead Analyst	Katherine Eastland

Annual Results

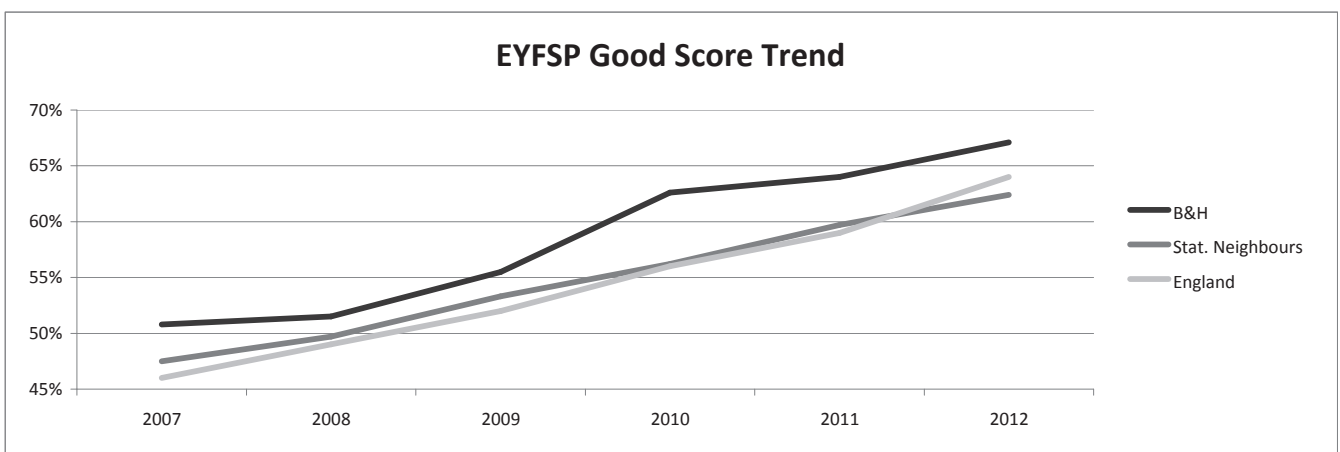
Results	2007	2008	2009	2010	2011	2012						
B&H	50.8%	51.5%	55.5%	62.6%	64.0%	67.1%						
Pupils in cohort	2400	2488	2545	2581	2656	2784						



Commentary:

Annual Results

Results	2007	2008	2009	2010	2011	2012			
B&H	50.8%	51.5%	55.5%	62.6%	64.0%	67.1%			
Stat. Neighbours	47.5%	49.7%	53.3%	56.2%	59.7%	62.4%			
England	46%	49%	52%	56%	59%	64%			



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Level 2+ in Reading

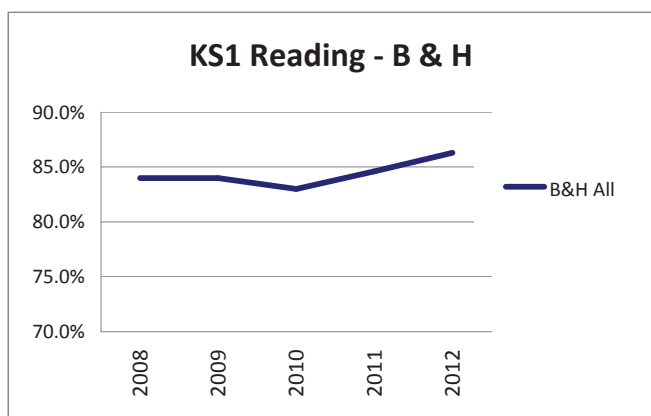
Direction of Travel	Better
RAG Status	Amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 2+ in Reading at the end of key stage 1

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

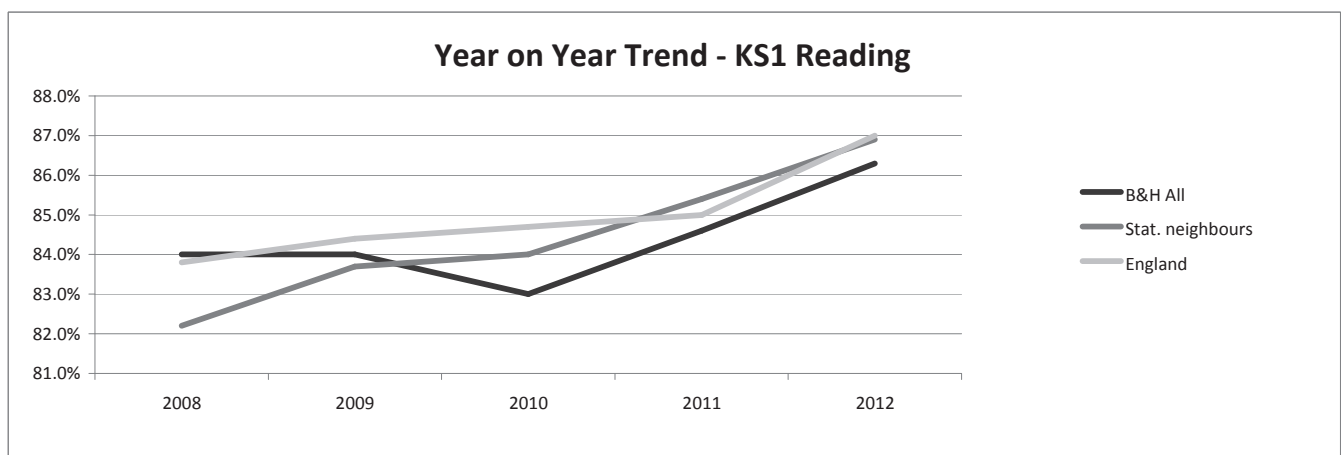
Results	2008	2009	2010	2011	2012						
B&H All	84.0%	84.0%	83.0%	84.6%	86%						



Commentary:

Year Trend Data and Targets

Results	2008	2009	2010	2011	2012				
B&H All	84.0%	84.0%	83.0%	84.6%	86.3%				
Stat. neighbours	82.2%	83.7%	84.0%	85.4%	86.9%				
England	83.8%	84.4%	84.7%	85%	87.0%				



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Reading Level 2+ (FSM gap)

A low number is good

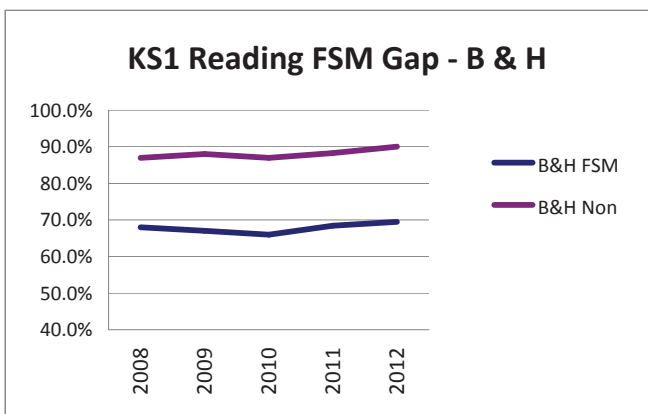
Direction of Travel	Better
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Reading at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

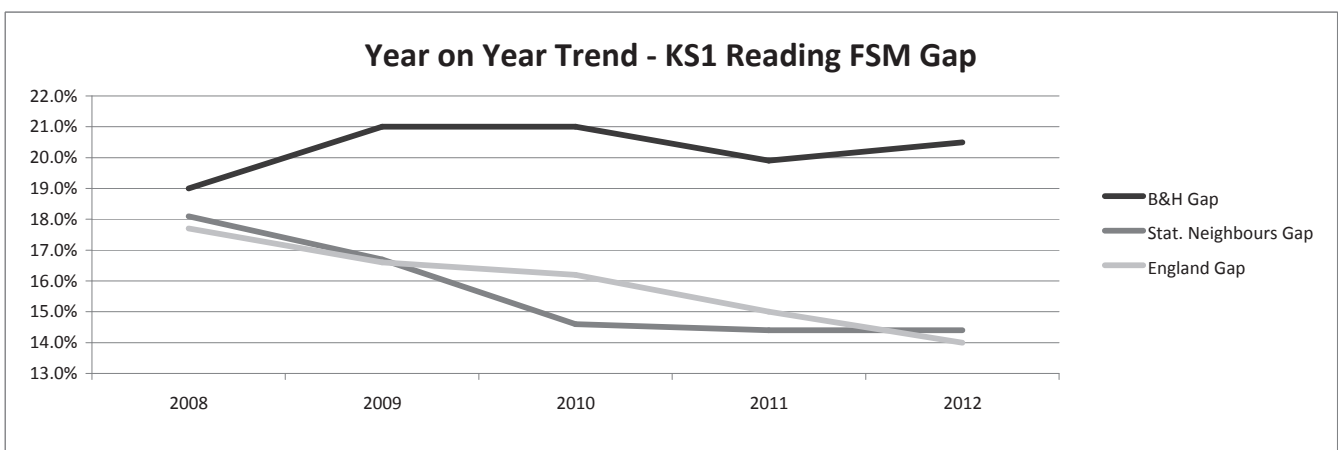
Results	2008	2009	2010	2011	2012						
B&H FSM	68.0%	67.0%	66.0%	68.4%	69.5%						
B&H Non FSM	87.0%	88.0%	87.0%	88.3%	90.0%						
B&H Gap	19.0%	21.0%	21.0%	19.9%	20.5%						



Commentary:

Year Trend Data and Targets

Results	2008	2009	2010	2011	2012					
B&H Gap	19.0%	21.0%	21.0%	19.9%	20.5%					
Stat. Neighbours Gap	18.1%	16.7%	14.6%	14.4%	14.4%					
England Gap	17.7%	16.6%	16.2%	15.0%	14.0%					



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Writing Level 2+

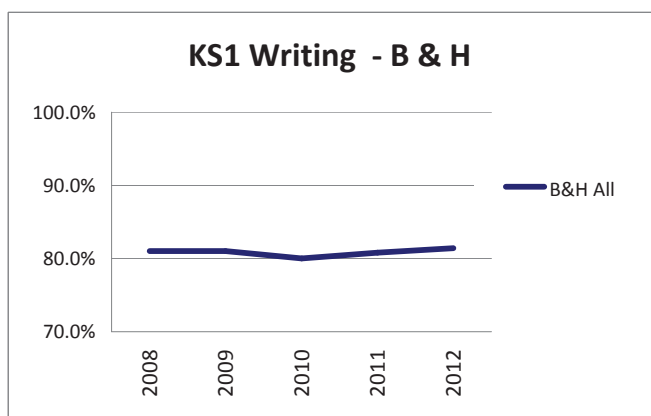
Direction of Travel	Better
RAG Status	Amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 2+ in Writing at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

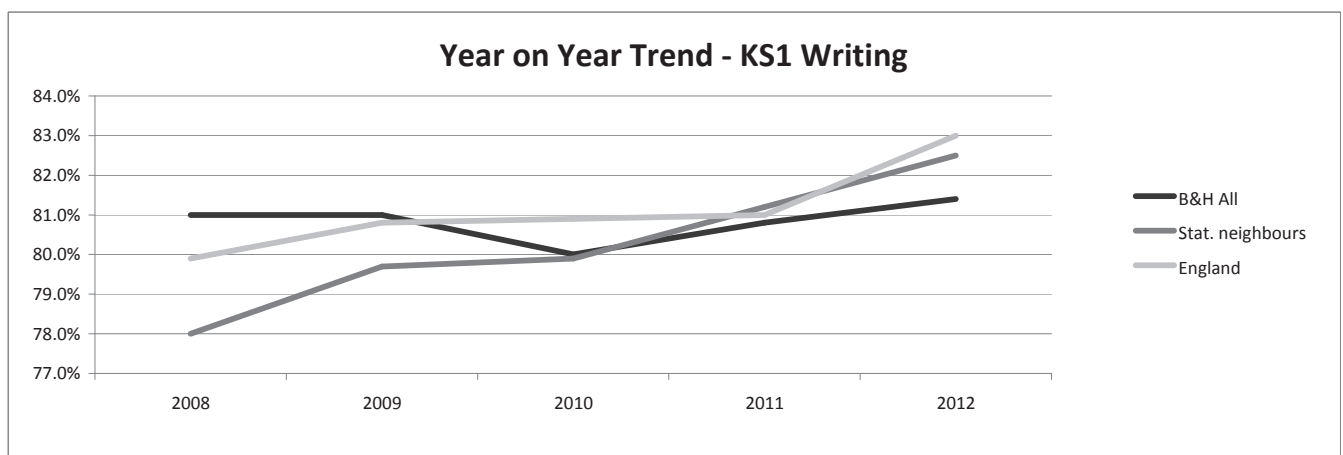
Results	2008	2009	2010	2011	2012							
B&H All	81.0%	81.0%	80.0%	80.8%	81.4%							



Commentary:

Year Trend Data and Targets

Results	2008	2009	2010	2011	2012					
B&H All	81.0%	81.0%	80.0%	80.8%	81.4%					
Stat. neighbours	78.0%	79.7%	79.9%	81.2%	82.5%					
England	79.9%	80.8%	80.9%	81.0%	83.0%					



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Writing Level 2+ (FSM Gap)

A low number is good

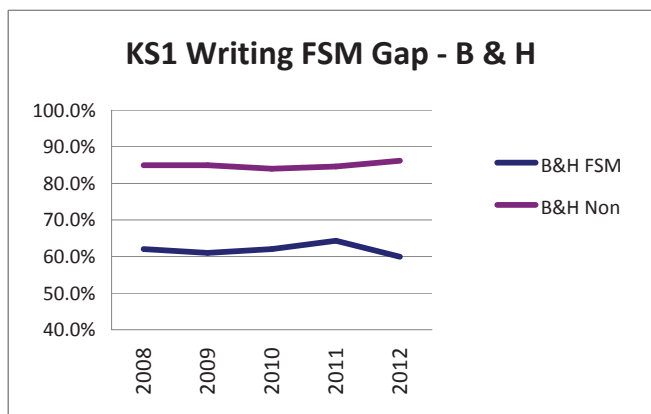
Direction of Travel	Worse
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Writing at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

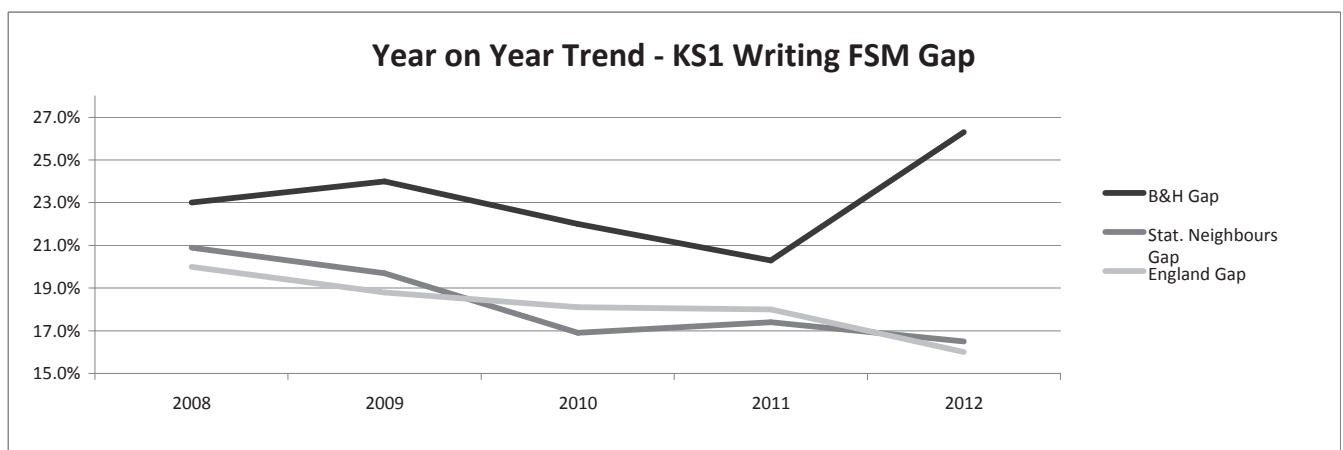
Results	2008	2009	2010	2011	2012						
B&H FSM	62.0%	61.0%	62.0%	64.3%	59.9%						
B&H Non FSM	85.0%	85.0%	84.0%	84.6%	86.2%						
B&H Gap	23.0%	24.0%	22.0%	20.3%	26.3%						



Commentary:

Year Trend Data and Targets

Results	2008	2009	2010	2011	2012				
B&H Gap	23.0%	24.0%	22.0%	20.3%	26.3%				
Stat. Neighbours Gap	20.9%	19.7%	16.9%	17.4%	16.5%				
England Gap	20.0%	18.8%	18.1%	18.0%	16.0%				



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Maths Level 2+

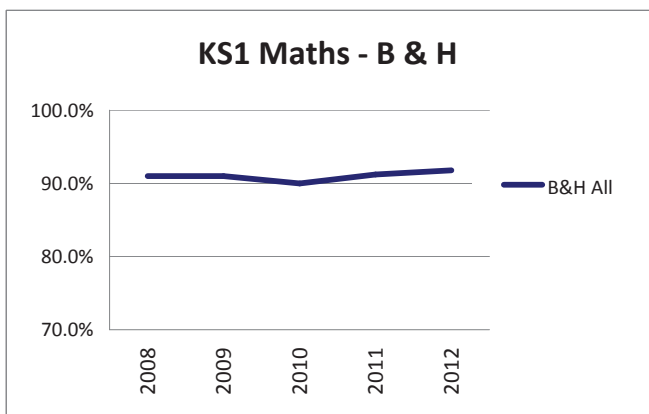
Direction of Travel	Better
RAG Status	Green

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 2+ in Maths at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

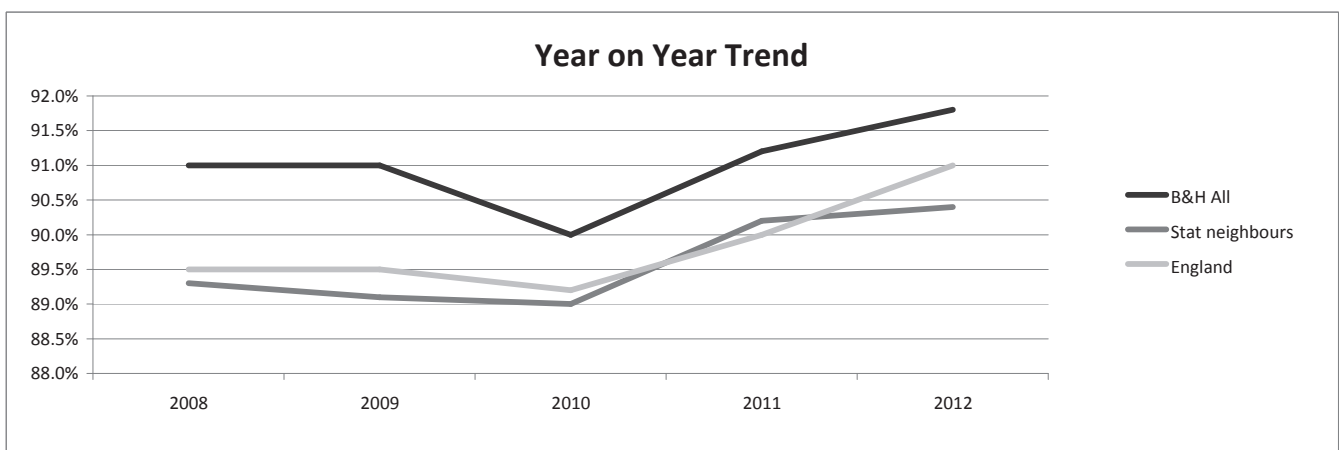
Results	2008	2009	2010	2011	2012							
B&H All	91.0%	91.0%	90.0%	91.2%	91.8%							



Commentary:

Year Trend Data and Targets

Results	2008	2009	2010	2011	2012					
B&H All	91.0%	91.0%	90.0%	91.2%	91.8%					
Stat neighbours	89.3%	89.1%	89.0%	90.2%	90%					
England	89.5%	89.5%	89.2%	90.0%	91.0%					



PERFORMANCE INDICATOR REPORT CARD

Key Stage 1 Maths Level 2+ (FSM Gap)

A low number is good

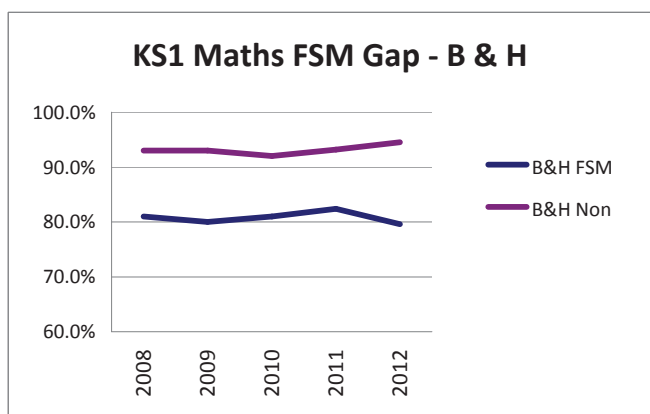
Direction of Travel	Worse
RAG Status	Red

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM gap in % attaining level 2+ in Maths at the end of Key Stage 1

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

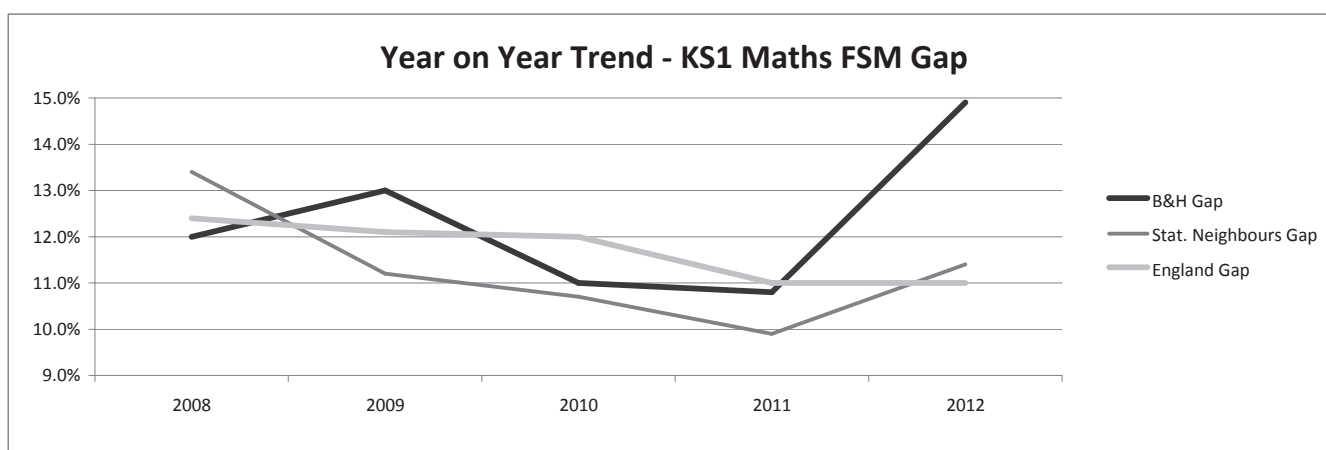
Results	2008	2009	2010	2011	2012						
B&H FSM	81.0%	80.0%	81.0%	82.4%	79.6%						
B&H Non FSM	93.0%	93.0%	92.0%	93.2%	94.5%						
B&H Gap	12.0%	13.0%	11.0%	10.8%	14.9%						



Commentary:

Year Trend Data and Targets

Results	2008	2009	2010	2011	2012				
B&H Gap	12.0%	13.0%	11.0%	10.8%	14.9%				
Stat. Neighbours Gap	13.4%	11.2%	10.7%	9.9%	11.4%				
England Gap	12.4%	12.1%	12.0%	11.0%	11.0%				



PERFORMANCE INDICATOR REPORT CARD

Key Stage 2 Level 4+

A low number is good

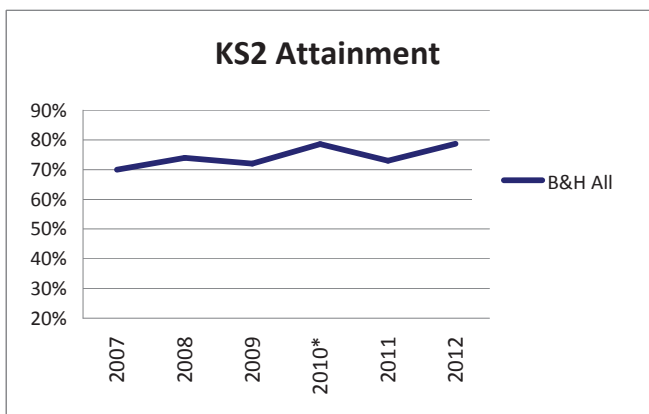
Direction of Travel	Better
RAG Status	Green

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Overall attainment at level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The quality of teaching and learning is improved for all
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2007	2008	2009	2010*	2011	2012						
B&H All	70%	74%	72%	79%	73%	79%						

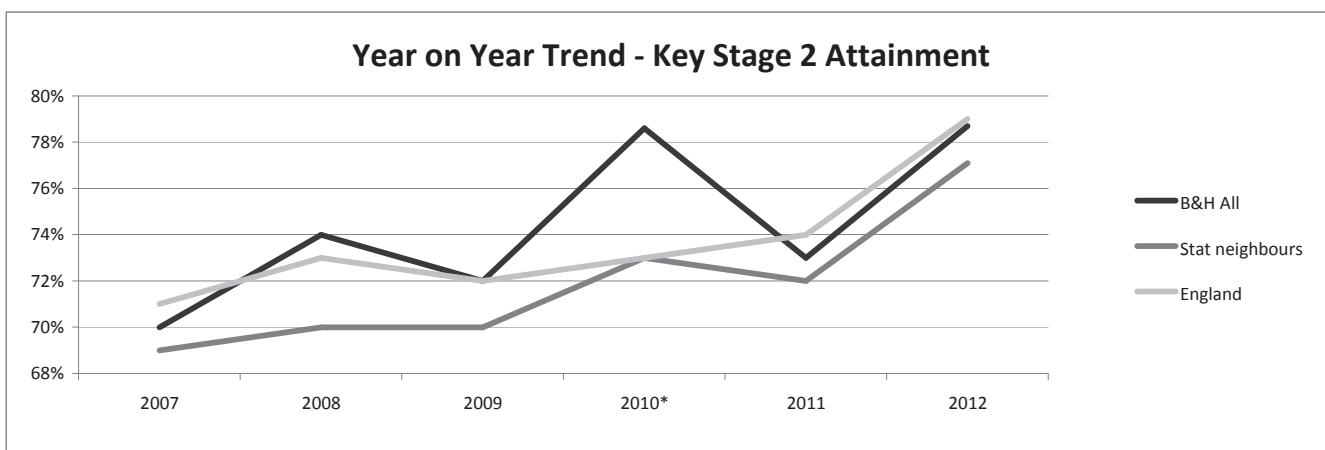


Commentary:

*No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.

Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011	2012			
B&H All	70%	74%	72%	79%	73%	79%			
Stat neighbours	69%	70%	70%	73%	72%	77%			
England	71%	73%	72%	73%	74%	79%			



PERFORMANCE INDICATOR REPORT CARD

Key Stage 2 Level 4+ (Gap in attainment for SEN pupils)

A low number is good

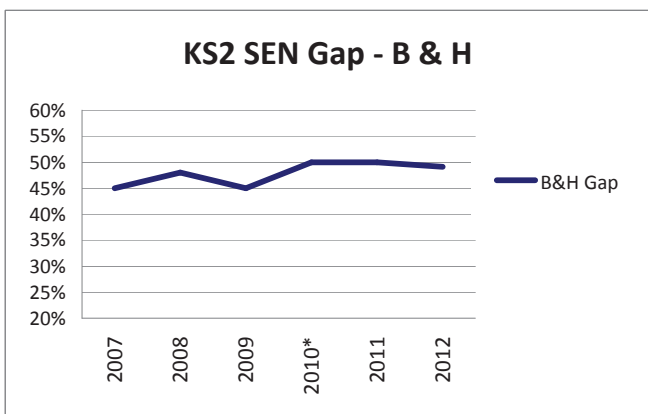
Direction of Travel	Better
RAG Status	TBA

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	SEN to Non-SEN gap in % attaining level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2007	2008	2009	2010*	2011	2012						
B&H SEN	41%	42%	43%	43%	37%	43%						
B&H Non SEN	86%	90%	88%	93%	87%	92%						
B&H Gap	45%	48%	45%	50%	50%	49%						



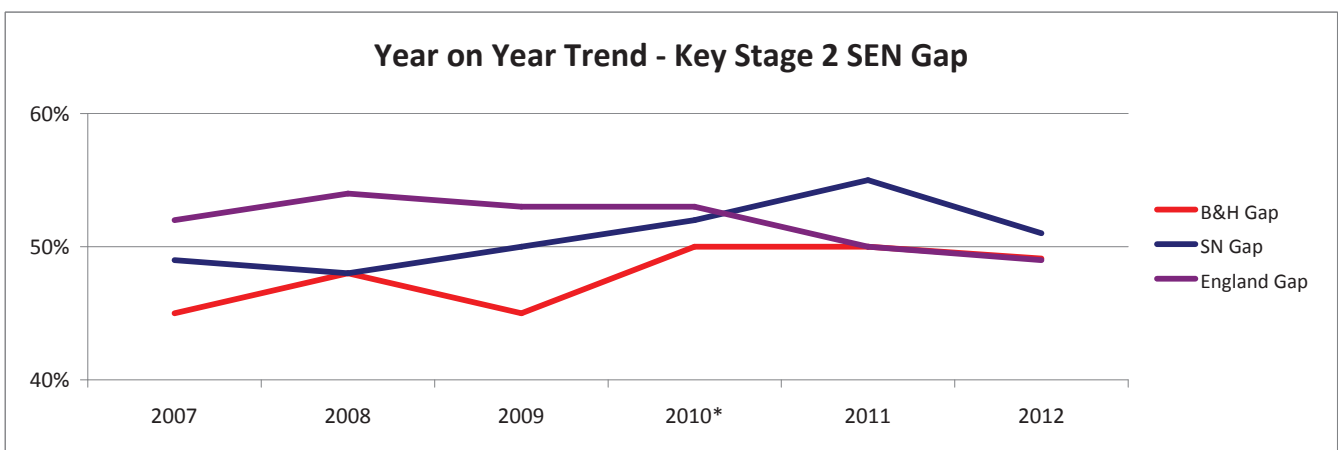
Commentary:

The gap between pupils with SEN and those non SEN has narrowed by 1% from 2011 which was the widest gap recorded in the last five years. In 2011 the gap was lower than our statistical neighbours, which too has been increasing year on year. at the time of writing (November 2012) the national figures for 2012 have not been released.

*No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.
N.B. Gap same but all pupil performance lower

Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011	2012		
B&H Gap	45%	48%	45%	50%	50%	49%		
SN Gap	49%	48%	50%	52%	55%	51%		
England Gap	52%	54%	53%	53%	50%	49%		



PERFORMANCE INDICATOR REPORT CARD

Key Stage 2 Level 4+ (Gap in attainment for Free School Meals pupils)

A low number is good

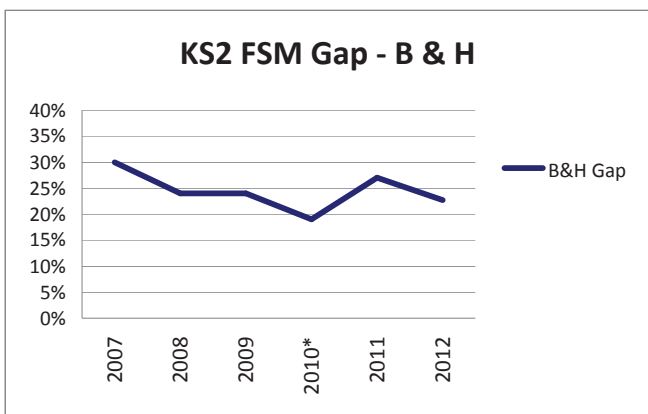
Direction of Travel	Better
RAG Status	TBA

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	FSM to Non-FSM gap in % attaining level 4+ in English and Maths at the end of key stage 2.

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Schools Skills and Learning
Service unit	N/A
Lead Officer	Hilary Ferries
Lead Analyst	Katherine Eastland

Current Performance

Results	2007	2008	2009	2010*	2011	2012						
B&H FSM	46%	55%	52%	63%	51%	60%						
B&H Non FSM	76%	79%	76%	82%	78%	83%						
B&H Gap	30%	24%	24%	19%	27%	23%						



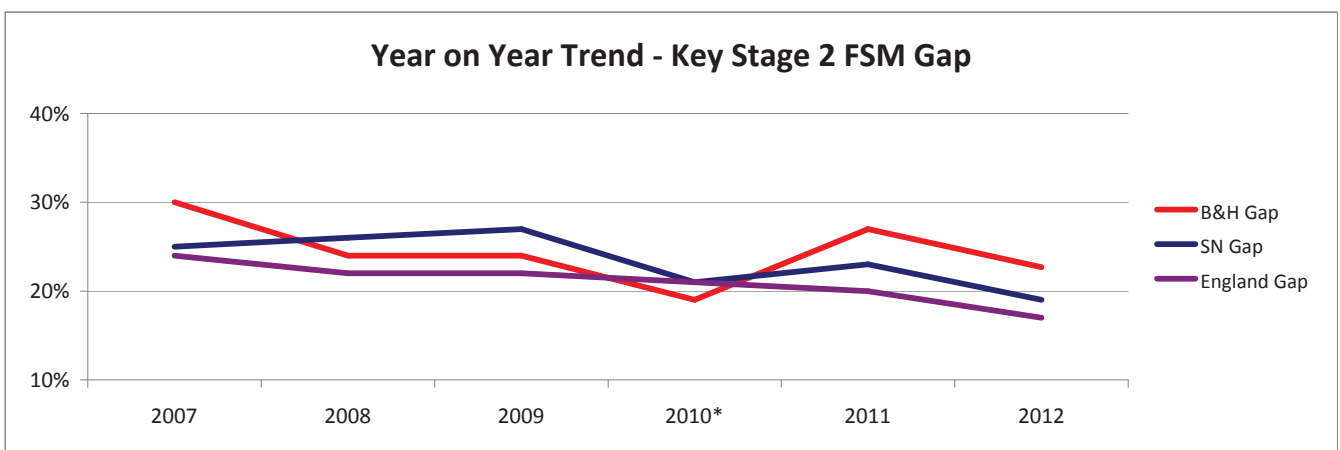
Commentary:

This gap has narrowed as achievement of pupils with FSM have increased 9 percentage points and Non FSM 5 percentage points. However, this remains a focus.

**No test data for 2010 due to the KS2 test boycott. The 2010 Brighton figures are from the Teacher Assessment data, however the comparator data is from the KS2 Test Data.*

Year Trend Data and Targets

Results	2007	2008	2009	2010*	2011	2012		
B&H Gap	30%	24%	24%	19%	27%	23%		
SN Gap	25%	26%	27%	21%	23%	19%		
England Gap	24%	22%	22%	21%	20%	17%		



Key Stage 3 attainment

Pupil Groups	% L5+ English			% L5+ Maths			% Level 5 Science		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
All Pupils B&H	81	83	86	77	82	82	81	86	86
Stat n'bours	79	81	84	78	80	82	79	81	84
England	79	82	84	80	81	83	80	83	85
11/12 B&H change			+3			0			0
Male	76	76	81	75	82	81	78	86	83
Female	88	89	92	78	81	84	83	87	89
Gender Gap*	+12	+13	+11	+3	-1	+3	+5	+1	+6
Stat n'bours	+14	+13	+10	+3	+4	+2	+3	+5	+5
England	+13	+12	+11	+1	+2	+2	+3	-4	+4
2011 - 2012 B&H change			-2			0			-5
FSM	63	64	70	57	63	61	63	71	68
Non-FSM	86	87	90	81	86	87	85	90	90
FSM Gap	23	23	20	24	23	26	22	19	22
2011 - 2012 change			-3			+3			+3
SEN	51	57	65	44	53	59	52	64	69
Non-SEN	92	93	95	88	93	94	91	95	95
Gap in 2012	41	36	30	44	40	35	39	31	26
2011 - 2012 change			-6			-5			-5

* In this row, positive figures mean girls performing better than boys, and negative figures mean boys performing better than girls.

Brighton Hove Provisional GCSE Results 2010

School	Total no of Pupils 2012	5+ A*-C including English & Maths GCSE										5+ A*-C GCSE				English Baccalaureate		
		2012 DfE Performance Table %	2012 No of Pupils 5 A-C E&M	2011 Final Result %	Difference from Last Year	2012 School Prediction %	Difference from School Prediction	FFT 'D' Prediction 2012 (taken from FFT June 2012)	2012 DfE Performance Table %	2012 No pupils 5 A-C	2011 Final Result %	Difference from Last Year	2012 School Prediction %	Difference from School Prediction	2012	2011	Difference from Last Year	FSM % Up to Year 11
BACA	108	40	44	37	3	N/A	N/A	29	92	100	78	14	N/A	N/A	4.6	0	4.6	40.1
Blatchington Mill	309	61	186	58	3	71	-10	73	83	257	76	7	85	-2	19.9	20	-0.1	12.8
Cardinal Newman	337	69	228	66	3	68	1	74	84	278	83	1	83	1	35.1	39	-3.9	10.3
Dorothy Stringer	336	67	223	74	-6	73	-6	82	82	278	88	-6	87	-5	29.3	25	4.3	9.7
Hove Park	286	61	172	44	17	56	5	62	64	183	58	6	72	-8	13.0	16	-3.0	16.9
Longhill	235	45	105	37	8	54	-9	59	72	163	63	9	75	-3	8.0	7	1.0	21.4
PACA	117	38	43	39	-1	50	-12	49	81	82	65	16	75	6	2.0	5	-3.0	20.9
Patcham	177	57	99	51	6	50	7	54	72	141	68	4	70	2		4	-4.0	16.3
Varndean	237	56	132	55	1	69	-13	65	72	172	70	2	85	-13	13.7	10	3.7	18.5
ACE	18	0	0	0	0	0	0	31	0	0	0	0	0	0	0.0	0	0.0	61.7
Cedar Centre	15	0	0	0	0	0	0	2	0	0	0	0	0	0	0.0	0	0.0	50.0
Downs Park	14	0	0	0	0	0	0	1	0	0	0	0	0	0	0.0	0	0.0	31.6
Downs View	6	0	0	0	0	0	0	2	0	0	0	0	0	0	0.0	0	0.0	21.1
Hillside	7	0	0	0	0	0	0	1	0	0	0	0	0	0	0.0	0	0.0	28.3
Patcham House	11	0	0	11	-11	27	-27	21	18	1	11	7	36	-18	0.0	0	0.0	34.8
Local Authority	2213	56.4	1232	52.8	3.6	61.8	-5	64	75.4	1655	71.0	4.4	78	-3		17.0	-17	16.6
England (all schools)		58.8		58.2					83.0		81.5				16.2	15.4		

Data Source: DfE Performance Tables for 2011 and 2012

KS4 Free School Meals Closing the Gap 2012

School	% Free School Meal (FSM)	% 3+ A*-A FSM Gap	% 5+ A*-C inc E&M FSM Gap	% 5+ A*-C FSM Gap	% English 3+ Levels Progress FSM Gap	% Maths 3+ Levels of Progress FSM Gap
Blatchington Mill School	11.7	-30.2	-37.1	-25.3	-20.8	-35.4
Brighton Aldridge Community Academy	33.3	-19.4	-36.1	-9.7	-16.7	-33.7
Cardinal Newman School	8.9	-13.0	-24.3	-18.7	-14.5	-5.4
Dorothy Stringer School	7.1	-25.6	-23.1	-16.0	-1.4	-14.5
Hove Park School	15.4	-11.2	-29.5	-27.5	-17.6	-31.1
Longhill School	16.6	-16.8	-29.0	-33.5	-34.7	-27.6
Patcham High School	19.8	-16.8	-39.1	-22.4	-9.6	-31.4
Portslade Aldridge Community Academy	21.4	-11.2	-23.5	-20.1	-8.1	-15.7
Varndean School	16.0	-19.6	-31.9	-22.7	-25.3	-24.3
Alternative Centre for Education	38.9	0.0	0.0	0.0	-9.1	0.0
Downs Park Special School	50.0	0.0	0.0	0.0	0.0	0.0
Downs View Special School	0.0	0.0	0.0	0.0	0.0	0.0
Hillside School	28.6	0.0	0.0	0.0	0.0	0.0
Patcham House Special School	9.1	0.0	0.0	-20.0	-22.2	0.0
The Cedar Centre	46.7	0.0	0.0	0.0	0.0	0.0
Brighton & Hove 2012	15.0	-22.3	-34.3	-24.5	-19.1	-30.5
Brighton & Hove 2011	14.5	-22.3	-31.5	-30.5	-27.9	-97.3

PERFORMANCE INDICATOR REPORT CARD

Learners with Special Educational Needs Gap % 5+ A*-C GCSE including English & Maths

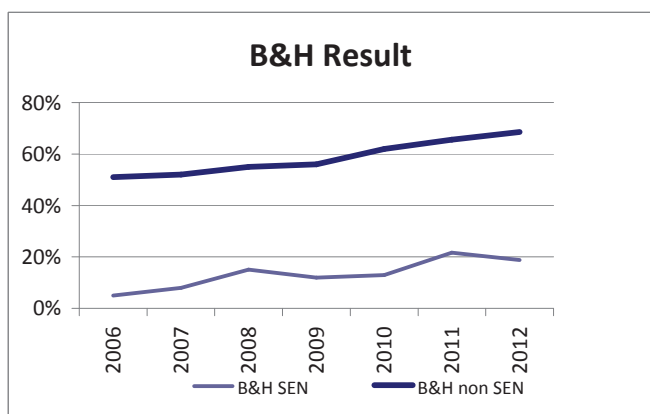
Direction of Travel	Worse
RAG Status	amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Special Educational Needs gap in percentage attaining 5+ A* to C grades in GCSEs including English at Maths.

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Learning and Partnership
Service unit	N/A
Lead Officer	Michael Nix
Lead Analyst	Daniel Elliott

Current Performance

Results	2006	2007	2008	2009	2010	2011	2012						
B&H SEN	5%	8%	15%	12%	13%	22%	19%						
B&H non SEN	51%	52%	55%	56%	62%	66%	69%						
B&H SEN cohort		454	560	572	649	690	585						
B&H Non SEN cohort		1850	1778	1717	1718	1632	1628						

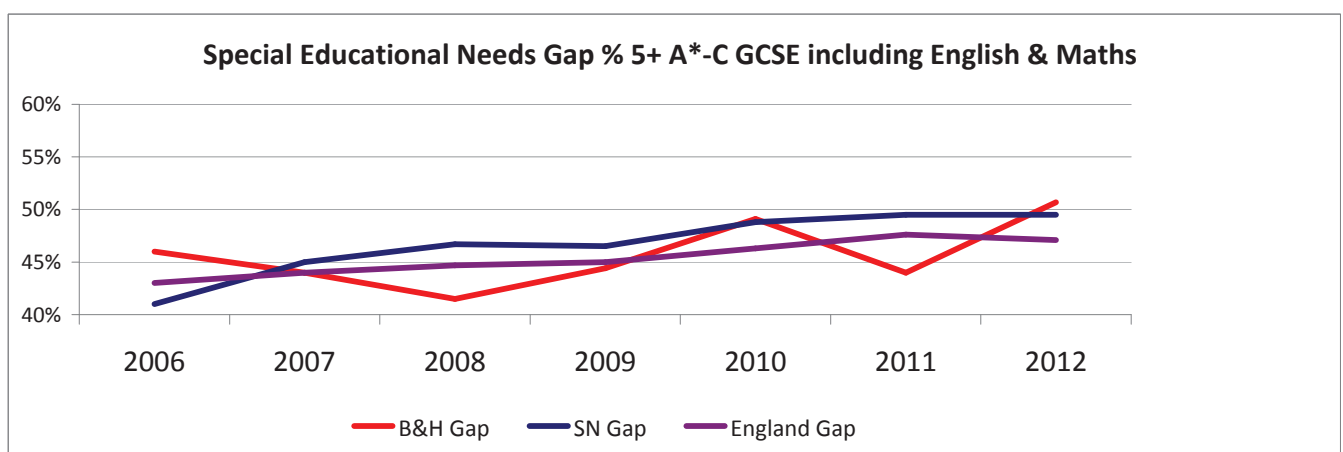


Commentary:

The gap in the proportion of SEN and non SEN children achieving 5+ A* - C grades including English and Maths increased by 7% points compared with 2011, and was higher than at any time since 2006. This was because the performance of non SEN students improved, while the performance of SEN students declined compared with 2011 - although still significantly higher than in the five years before 2011, and almost four times higher than in 2006. Figures for England and statistical neighbour averages are not yet available.

Published Trend Data and Targets

Results	2006	2007	2008	2009	2010	2011	2012		
B&H Gap	46%	44%	42%	44%	49%	44%	51%		
SN Gap	41%	45%	47%	47%	49%	50%	50%		
England Gap	43%	44%	45%	45%	46%	48%	47%		



PERFORMANCE INDICATOR REPORT CARD

Learners eligible for Free School Meals Gap % 5+ A*-C GCSE including English & Maths

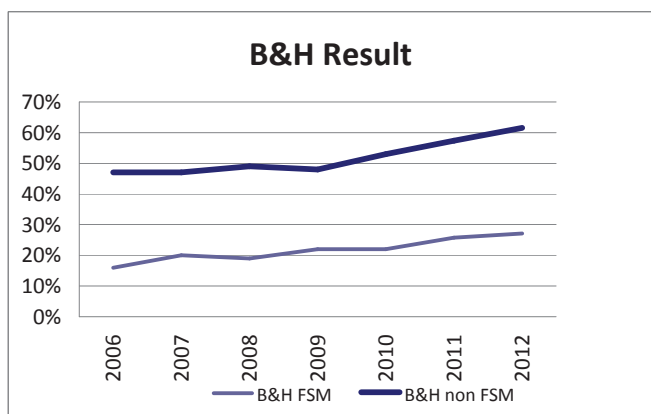
Direction of Travel	Worse
RAG Status	amber

Number/percent	Percentage
Data Source	DfE
Frequency	Annual
Short Definition	Learners eligible for Free School Meals gap in percentage attaining 5+ A* to C grades in GCSEs including English at Maths

Outcome	Children and young people do well at school
Sub-outcome	The attainment gap for disadvantaged groups is improved
Service level outcome	N/A
Delivery unit	Learning and Partnership
Service unit	N/A
Lead Officer	Michael Nix
Lead Analyst	Daniel Elliott

Current Performance

Results	2006	2007	2008	2009	2010	2011	2012						
B&H FSM	16%	20%	19%	22%	22%	26%	27%						
B&H non FSM	47%	47%	49%	48%	53%	57%	62%						
B&H FSM cohort	358	306	330	334	337	337	332						
B&H non FSM cohort	1967	1998	2008	1955	2032	1987	1881						

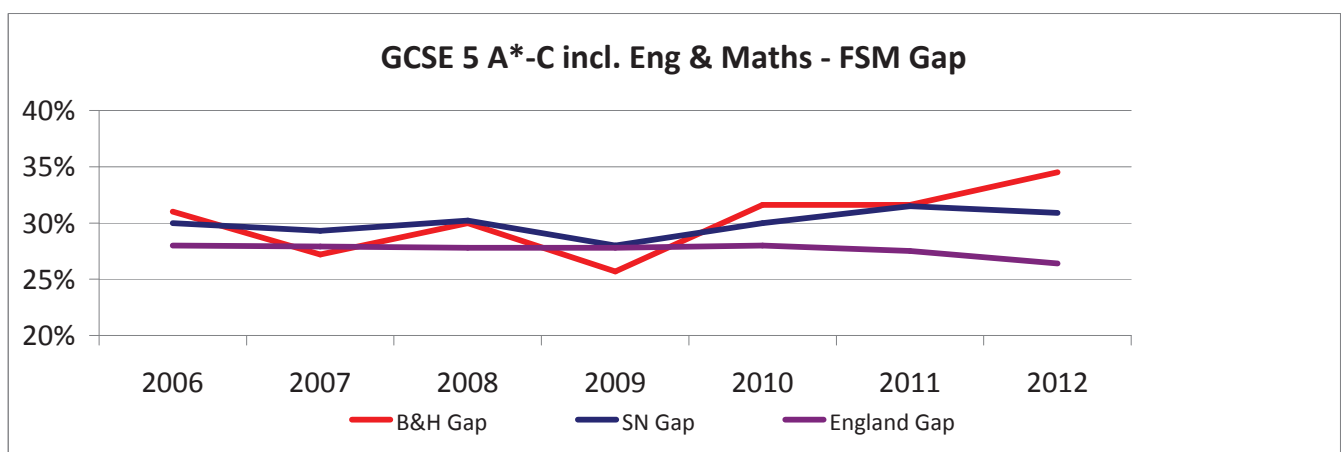


Commentary:

The gap in the proportion of children with FSM and without FSM achieving 5+ A* - C grades including English and Maths increased by 3% points compared with 2011, and was higher than at any time since 2006. Although the performance of students with FSM improved by 1% point, maintaining a continuous trend of improvement since 2006, the performance of students without FSM improved by 5% points.

Published Trend Data and Targets

Results	2006	2007	2008	2009	2010	2011	2012		
B&H Gap	31%	27%	30%	26%	32%	32%	35%		
SN Gap	30%	29%	30%	28%	30%	32%	31%		
England Gap	28%	28%	28%	28%	28%	28%	26%		



Subject:	Update on Childcare for Two Year Olds and Provision for the East of the City		
Date of Meeting:	3rd June 2013		
Report of:	Interim Director of Children's Services		
Contact Officer:	Name:	Vicky Jenkins	Tel: 296110
	Email:	vicky.jenkins@brighton-hove.gov.uk	
Ward(s) affected:	All		

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 Disadvantaged two year olds have received free childcare since September 2009; this currently applies to around eight per cent of two year olds in Brighton and Hove. The government is extending this entitlement as a statutory duty to 20 per cent of two year olds from September 2013 and 40 per cent from September 2014. This paper explains the work being carried out to develop proposals for capital expenditure to attempt to ensure that there are sufficient places for all eligible two year olds by September 2014. It also draws the committee's attention to the Childcare Sufficiency Assessment (CSA), completed in March 2013, which sets out current childcare supply in Brighton and Hove.
- 1.2 A specific issue in relation to childcare in East Brighton is dealt with in a Part II paper

2. RECOMMENDATIONS:

- 2.1 That the committee notes work being undertaken to develop proposals for capital spend.
- 2.2 That the committee notes the CSA and agrees to its publication.
- 2.3 That the committee agrees to the proposal set out in the Part II paper

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 From September 2013 20 per cent of Brighton & Hove's two year olds (estimated 517 children) will be entitled to a free early education place, rising to 40 per cent (an estimated 1,300 children) from September 2014.
- 3.2 Based on current data available, there appears to be sufficient provision for eligible two year olds in September 2013, but a shortage of places in the areas where they are needed in September 2014.
- 3.3 The government has provided a capital allocation of £421,653 to develop childcare places and we have allocated an additional amount of "trajectory funding" of £350,000, approved by the DfE, from the two year old childcare allocation in the Dedicated Schools Grant, making a total capital budget of £771,653 available.

3.4 In order to ensure that there is sufficient childcare provision for September 2014 and to develop a strategy for capital spend, the following pieces of work are being undertaken:

- A review of the data on where eligible children are likely to live. This will continue when more government data is available later this year
- A review of existing childcare provision in accordance with the CSA May 2013
- Discussions regarding expansion with local childcare providers in relevant areas of the city
- Discussions about taking two year olds with maintained nursery schools and classes in relevant areas
- Capital feasibility studies in accordance with the above

3.5 A report will be brought to the Children and Young People's committee on 14th October 2013 containing a proposal for capital spend which will aim to get the most childcare places where most needed at best value for money.

3.6 In the meantime the CSA is attached for approval prior to publication.

4. COMMUNITY ENGAGEMENT AND CONSULTATION

4.1 Childcare providers and maintained provision in relevant areas of the city have been or will be contacted regarding the possibility of expanding their provision

4.2 A marketing strategy is in place to inform parents of their entitlement to free childcare.

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 The budget for disadvantaged two year olds is contained in the Dedicated Schools Grant (DSG). The total budget for 2013/14 is £1,991,000. Its use was agreed at the Schools' Forum on 28th January 2013. There is an additional DfE capital allocation of £421,653.

Finance Officer Consulted: Andy Moore

Date: 08/05/13

Legal Implications:

The report sets out how the Local Authority intends to meet its' statutory duty to extend free childcare to disadvantaged two year olds in the City.

Lawyer Consulted: Hilary Priestley :

Date : 23/05/13/

Equalities Implications:

5.2 Equality Impact Assessment was completed for two year funding in November 2012 and no adverse impacts were found.

Sustainability Implications:

5.4 There are no specific sustainability implications

- Crime & Disorder Implications:
- 5.5 There are no specific crime and disorder implications
- Risk and Opportunity Management Implications:
- 5.6 Risk management will be carried out prior to any capital spend
- Public Health Implications:
- 5.7 There are no specific public health implications
- Corporate / Citywide Implications:
- 5.8 The two year old childcare scheme supports the council's priority of tackling inequality through providing high quality childcare in a disadvantaged area of the city.
- 6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**
- 6.1 Options for capital spend will be explored prior to final decisions being made
- 7. REASONS FOR REPORT RECOMMENDATIONS**
- 7.1 To note the information in the report, pending decisions to be made regarding capital spend
- 7.2 Part II report is for separate decision

SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

1. Childcare Sufficiency Assessment 2013

Background Documents

None

**Childcare
Sufficiency
Assessment
Refreshed May 2013
Brighton & Hove City Council**

DRAFT



INTRODUCTION

This Childcare Sufficiency Assessment (CSA) was undertaken in accordance with the Childcare Act 2006 s.11 and associated statutory guidance.¹ The Act requires local authorities to carry out an assessment of the childcare in their area at least every three years. Brighton & Hove city council previously published full assessments in 2008 and 2011, with refreshed assessments in 2009 and 2012.

Local authorities are required to refresh their data annually, and this document does so, using data collected in 2012 and 2013. The document concentrates on childcare quality and childcare supply.

As this is a refreshed document rather than a full CSA there is no attempt to measure childcare demand or childcare gaps in the city.

The Children and Families Bill 2013 repeals section 11 of the Childcare Act 2006, which means that local authorities will no longer have a duty to assess childcare sufficiency in their area. However, Brighton & Hove has found the practice of assessing childcare supply and demand to be extremely useful in planning future provision.

DRAFT

¹ *Securing Sufficient Childcare statutory guidance for local authorities in carrying out their childcare sufficiency duties* DCSF 2010



MAIN FINDINGS**Section One: CHILDCARE QUALITY****1.1 Childcare Quality and Ofsted Data****Figure 1: Early Years Ofsted Inspection Judgements****Figure 2: Early Years Ofsted Inspection Judgements by Category****Figure 3: Early Years Ofsted Inspection Judgements by Deprivation****Figure 4: Children's Centre Ofsted Inspection Judgements****1.2 Childcare Quality Children's Centre Nurseries****Section Two: CHILDCARE SUPPLY****2.1 Childcare Supply****2.2 Ownership of Childcare Provision****Figure 5: Ownership of Full Day Care****Figure 6: Ownership of Sessional Care****Figure 7: Ownership of After-School Clubs****2.3 City-Wide Childcare Supply****Figure 8: Number of Childcare Providers, by Type****Figure 9: Change in Childcare Providers Since 2011****Figure 10: Number of Childcare Places****Figure 11: Change in Childcare Places Since 2011****Figure 12: Childcare Places Change Since 2008****2.4 Childcare Provision by Ward****Figure 13: Full Day Care Provision****Figure 14: Sessional Care Provision****Figure 15: Childminding Provision****Figure 16: After-School Club Provision****2.5 Childcare Provision, Penetration Rates Pre-School Children****Figure 17: Childcare Provision, Penetration Rates Pre-School Children****2.6 Early Years Providers Offering Free Early Learning for Three and Four Year Olds****Figure 18: Settings Offering Free Early Learning by Setting Type****Figure 19: Distribution of Children in Free Early Learning by Setting Type****2.7 Early Years Providers Offering Free Early Learning for Eligible Two Year Olds****Figure 20: Funded Two Year Olds' Attendance by Sector****2.8 Provision of and Demand for Free Early Learning for Eligible Two**

Year Olds

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Figure 23: Holiday Opening by Play Schemes

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2.12 Cost of Full Day Care

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2.13 Cost of Sessional care

Figure 26: Distribution of Sessional Care Costs

2.14 Cost of Childminding and At Home Childcare

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Figure 28: Cost of At Home Childcarer Average Cost and Change in Costs

2.15 Cost of Holiday Play Schemes and After-School Clubs

Figure 29: Cost of Holiday Play Scheme Per Day and Change in Costs

Figure 30: Cost of Holiday Play Scheme per Day and Change in Costs

2.16 Cost of Breakfast Clubs

2.17 Childcare Costs; Regional and National Comparisons

Figure 31: Cost of Childcare, Regional and National Comparisons



MAIN FINDINGS

Childcare Quality

- Childcare in Brighton & Hove is high quality compared with England as a whole, with 87 per cent per cent of settings on the early years register judged good or outstanding by Ofsted, compared with 77 per cent in the south east and 74 per cent nationally.

Childcare Ownership

- Most full day care in the city remains privately owned (68 per cent of settings and 70 per cent of places).
- Sessional care providers are fairly evenly split between the private (36 per cent), maintained and voluntary (both 30 per cent) sectors, with four per cent in the public sector. However, in terms of places more are in the maintained sector (41 per cent) than the private (34 per cent) and voluntary (23 per cent) sectors with the remaining two per cent in the public sectors.
- Most after-school club places are in the private sector (49 per cent of places) although the voluntary (33 per cent of places) maintained (18 per cent of places) sectors still have a presence.

Childcare Providers and Places

- There has not been a significant change in the number of full day care, sessional care and holiday play scheme providers since the last CSA.
- There has been an increase in the number of after-school club providers, breakfast clubs and home childcarers.
- There has been a decrease in the number of childminders.
- There was little change in the number of full day and sessional care places, an increase in after-school and holiday play scheme places, and a decrease in the number of childminding places.
- Childcare provision is not spread evenly over the city, with some areas having significantly more than others.
- This is particularly significant in terms of the numbers of children per childcare place, which ranges from 24.3 children per full day care place in South Portslade to 1.4 in Wish. In two wards (Brunswick & Adelaide and Woodingdean) there is no full day care.
- There has been a small increase in the number of providers offering free early learning (three more than in the last CSA).
- Just under half the city's three and four year olds receive their free early learning at a private sector setting (private childcare provider, independent school or childminder/childminder nursery). The public sector (including maintained nursery classes and schools) provides free early learning for 32 per cent of children.
- Most two year olds in free early learning places are in public sector settings.
- There is a variety of provision across the city for two year olds, and data to determine where more provision is needed so that two year olds entitled to a free place can take this up is being developed.
- There is very little childcare available during non-traditional hours, that is outside 8 am to 6 pm Monday to Friday. Those who are able to provide this offer home-based care, namely childminders and at home childcarers.

Childcare Costs

- Full day care costs in Brighton & Hove are on average £4.53 an hour for a child under two and £4.28 for a child over two. This is an increase of approximately 0.2 per cent on last year's costs.
- Childminding costs in Brighton & Hove are on average £4.80 an hour, which is a 2.3 per cent increase on last year.
- Holiday play schemes in Brighton & Hove cost on average £23.27 per day, which is an decrease of 4.7 per cent on last year.
- After-school clubs in Brighton & Hove cost on average £9.20 per session, which is 2.3 per cent more than last year.
- The average cost of a breakfast club session is £2.20, a 12.2 per cent increase on 2012.
- Most childcare in Brighton & Hove is more expensive than that in England as a whole, but nursery care and after-school clubs are cheaper than those in the south east.
- Childminding in Brighton & Hove is nearly seven per cent more expensive than the south east average.

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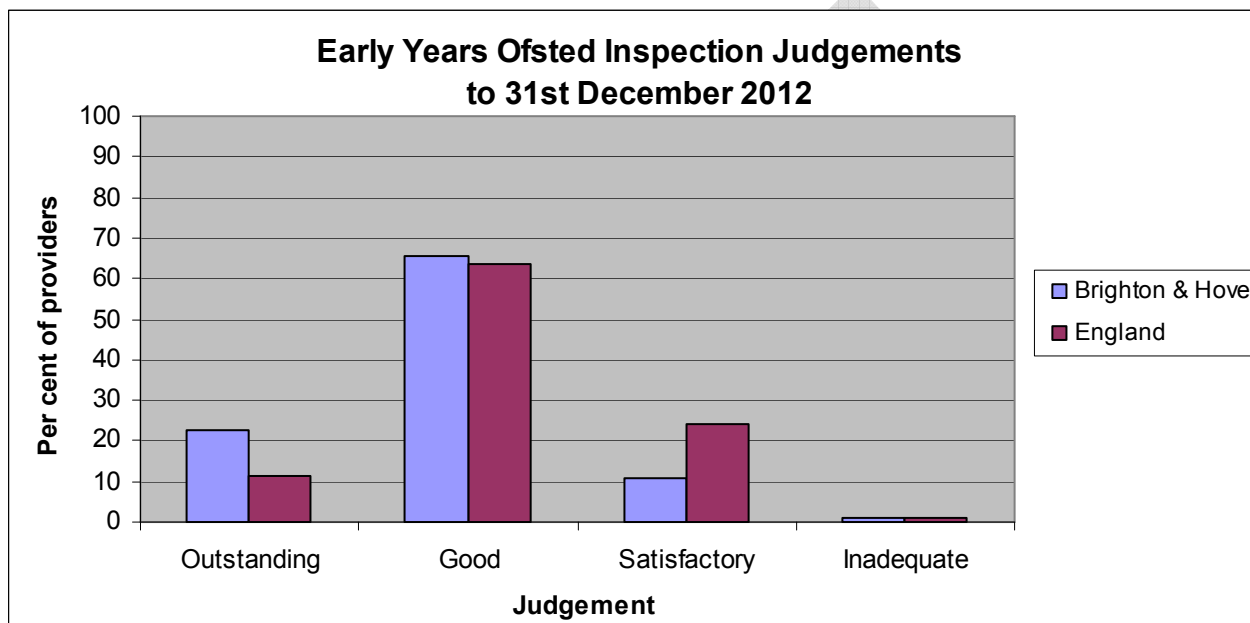
Section One

CHILDCARE QUALITY

1.1 Childcare Quality and Ofsted Data

This section looks at childcare and children's centre quality in Brighton & Hove based on Ofsted inspection judgements.

Figure 1: Early Years Ofsted Inspection Judgements
How well does the setting meet the needs of children in the Early Years Foundation Stage



Brighton & Hove's figure of 88 per cent of providers good or outstanding compares favourably with the equivalent figure for England as a whole of 75 per cent. Brighton & Hove's early years settings are second in the country, in terms of quality.

Figure 2 shows a breakdown of these judgements separating childcare on non-domestic premises and childminders. Childcare on domestic premises is not shown because there was only one inspection of this type in the period.

Figure 2: Early Years Ofsted Inspection Judgements
How well does the setting meet the needs of children in the Early Years Foundation Stage: by Category

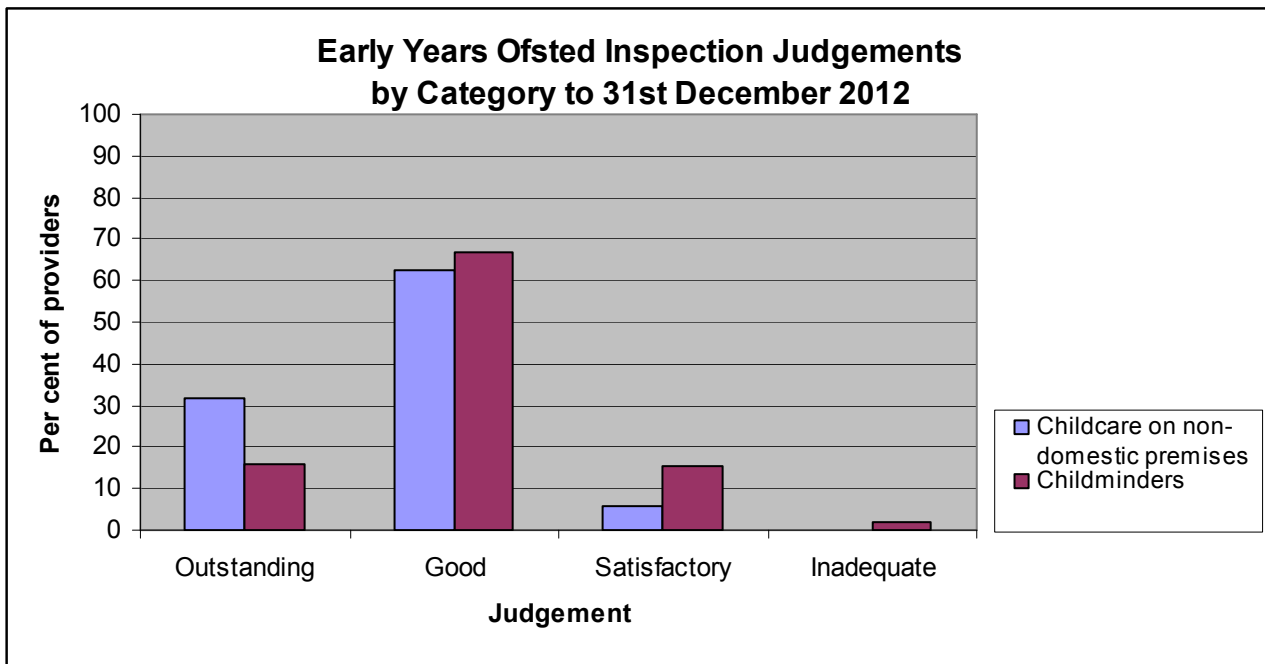
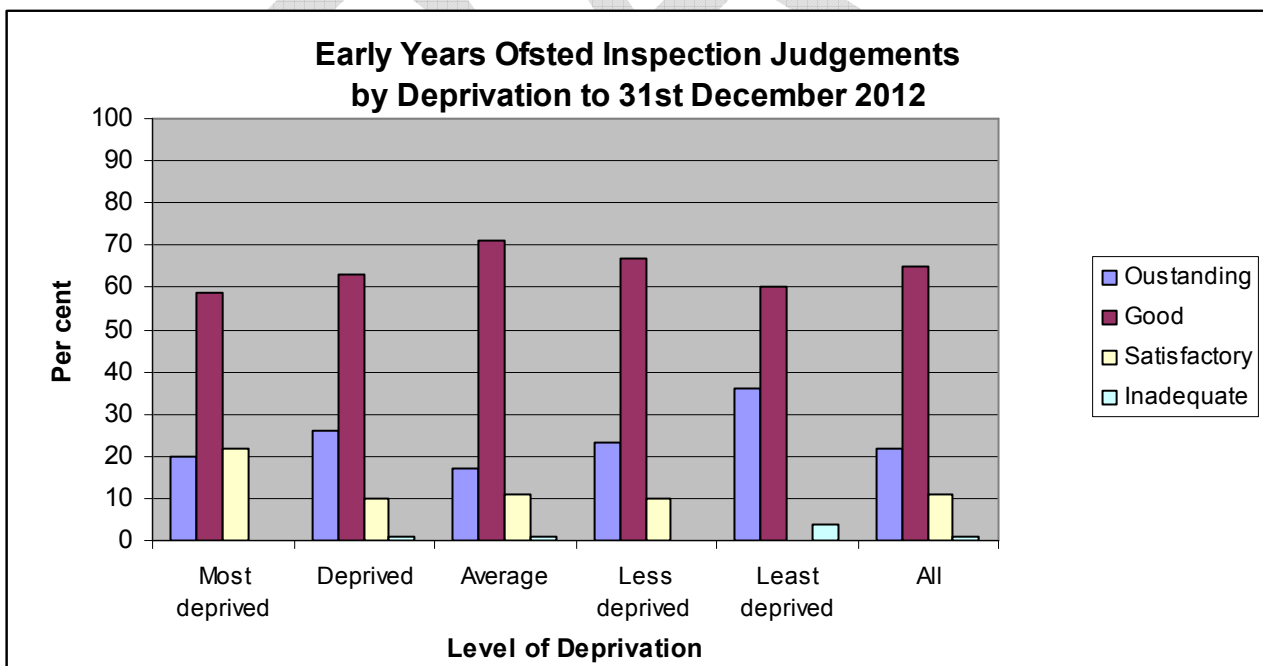
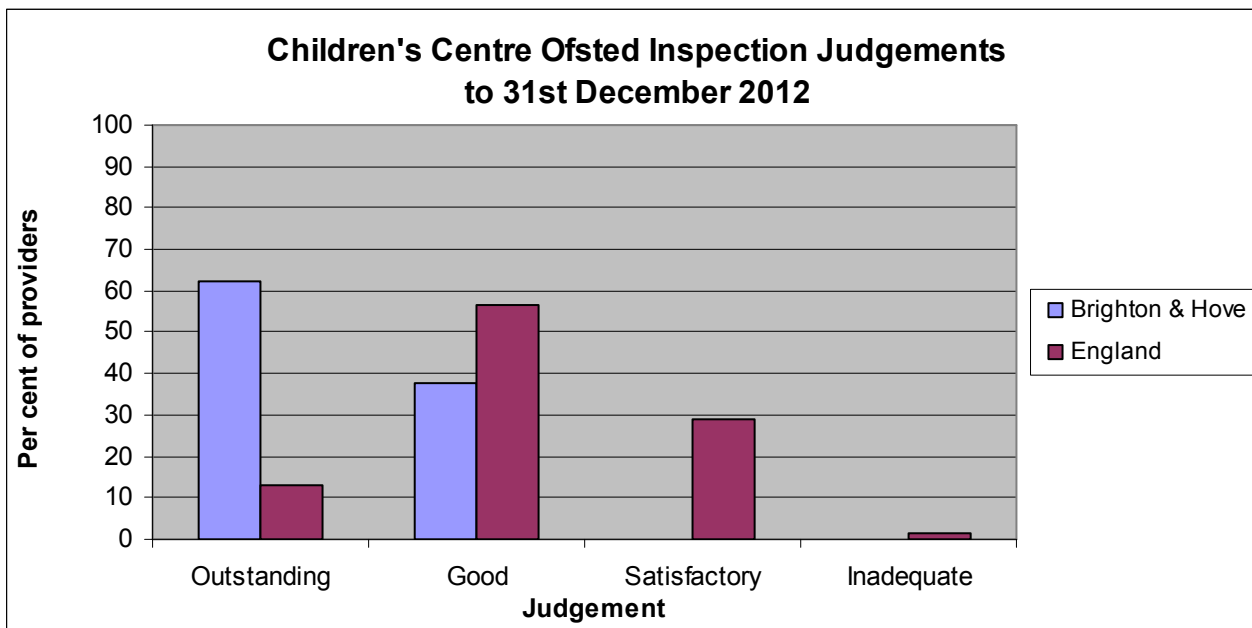


Figure 3: Early Years Ofsted Inspection Judgements: by Deprivation
 The chart below shows the quality of all early years settings by the deprivation index of the area in which they are located.



This shows that while there are no inadequate settings in the most deprived areas of the city, there are more good and outstanding settings in the least deprived areas.

**Figure 4: Children’s Centre Ofsted Inspection Judgements
Overall effectiveness**



Brighton & Hove’s figure of 100 per cent of children’s centres good or outstanding compares favourably with the equivalent figure for England as a whole of 70 per cent.

1.2 Childcare Quality Children’s Centre Nurseries

Childcare quality in Brighton & Hove’s five children’s centre nurseries is also high, with four judged outstanding and one good. This is significant as they are located in the most disadvantaged areas of the city.



Section Two

CHILDCARE SUPPLY

2.1 Childcare Supply

This section of the CSA looks at childcare supply. Supply data is taken from the Family Information Service (FIS)² database and its childcare audit carried out in October 2012. Childcare supply is that registered by Ofsted on either its compulsory or voluntary childcare registers.

Where possible school-run out of school provision (breakfast and after-school clubs) is included, although these fall under the school's Ofsted registration and are not inspected separately. This means that data on this type of provision is dependent on schools' response to the FIS childcare audit, which is incomplete in some cases.

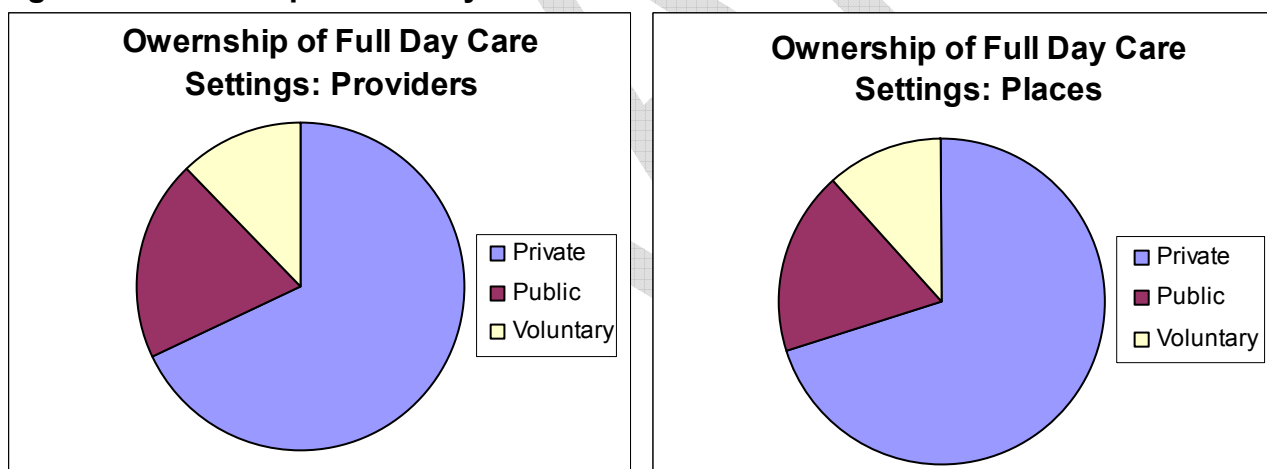
Where possible and relevant, data is compared with previous CSAs.

Where appropriate, childcare supply has been mapped by ward.

2.2 Ownership of Childcare Provision

The following charts show ownership of childcare settings in Brighton & Hove by type. Public refers to settings owned by the local authority, universities or health trusts.

Figure 5: Ownership of Full Day Care³

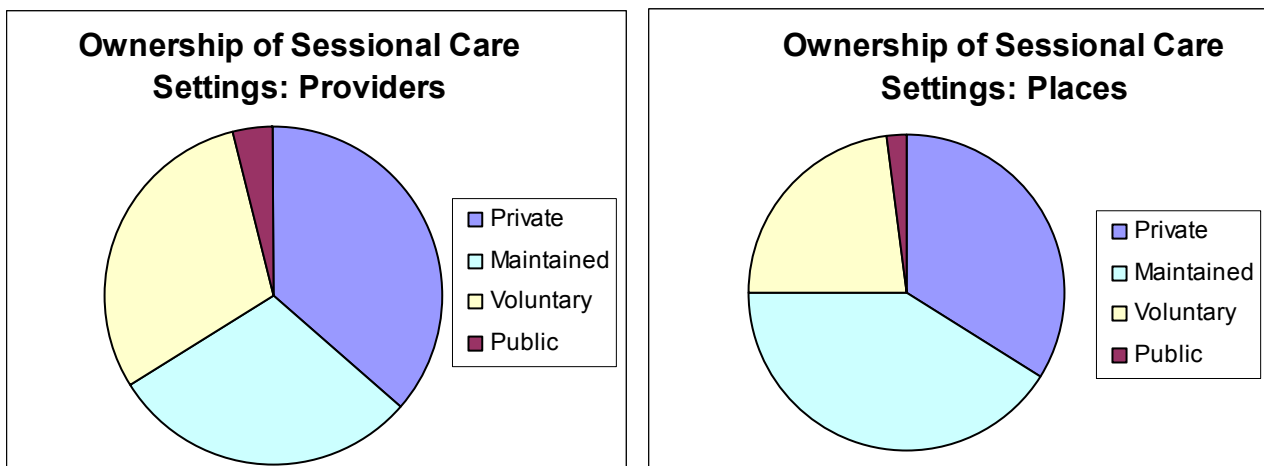


In Brighton & Hove full day care for children from birth to age five is largely privately owned.

² Brighton & Hove's Family Information Service provides information and advice on childcare (amongst other services) for children and young people aged 0 to 19 years and their families in the city

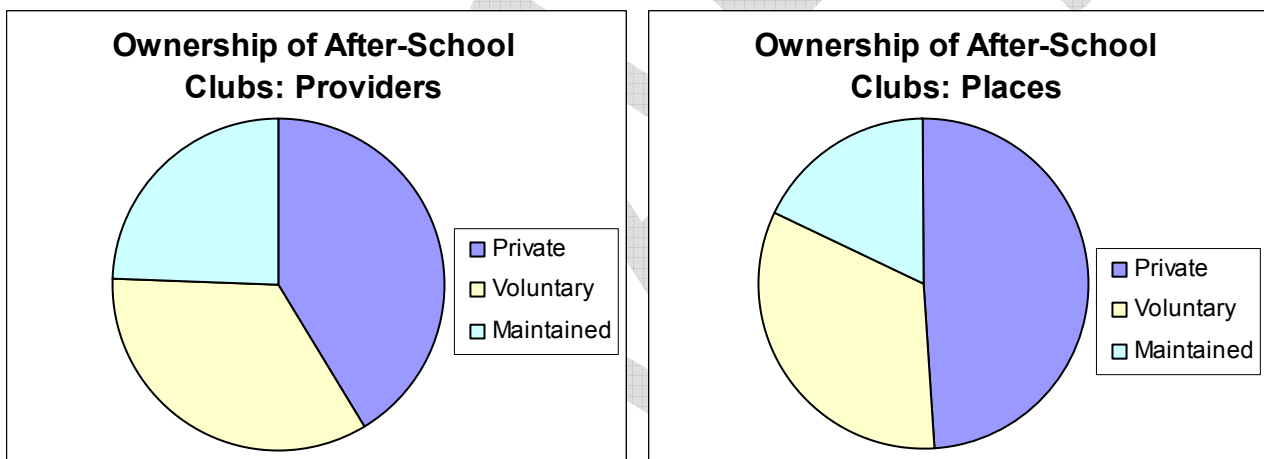
³ "Full day care" refers to childcare which is open for at least eight hours a day

Figure 6: Ownership of Sessional Care⁴



The ownership of sessional care for children from birth to five is fairly evenly spread between the private, maintained and voluntary sectors, although there are more places in the maintained sector.

Figure 7: Ownership of After-School Clubs



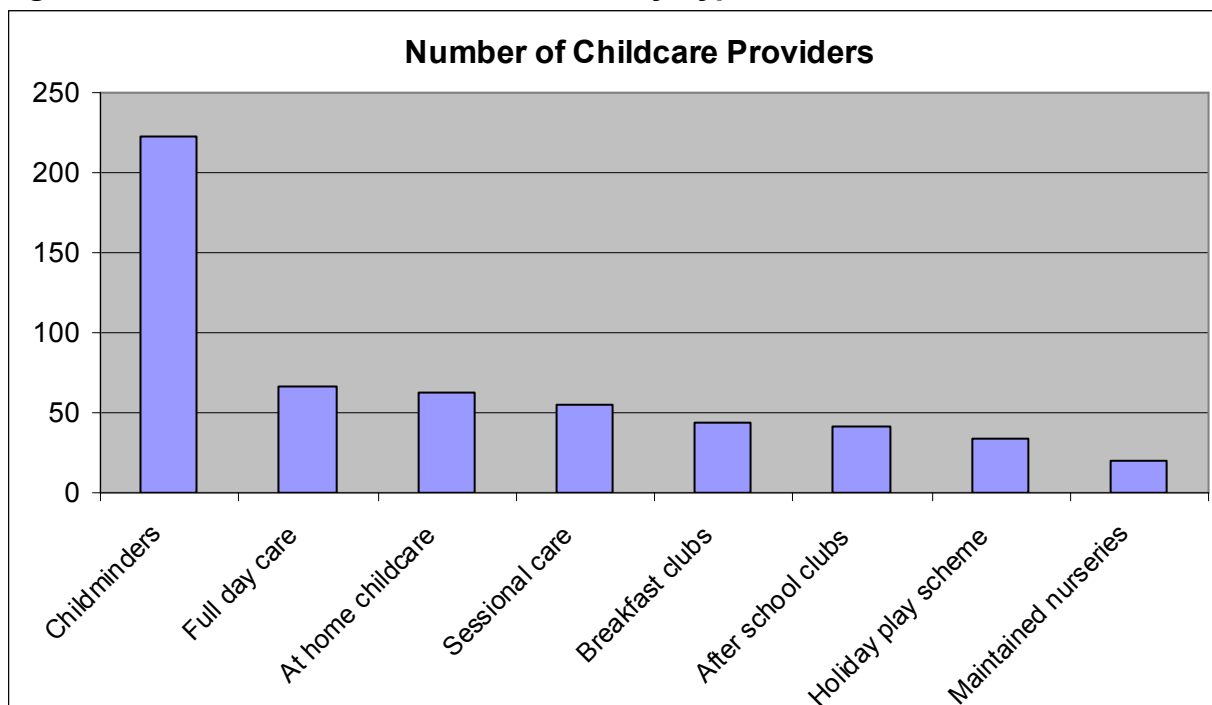
Ownership of after-school clubs is significantly focussed in the private sector, particularly when the spread of places (as opposed to clubs) is considered.

⁴ Sessional care refers to care which is open for fewer than eight hours a day and includes nursery units of independent schools

2.3 City-Wide Childcare Supply

The graph below shows city-wide childcare supply, both providers and places, by provider type. Figures are for the number of registered childcare places.

Figure 8: Number of Childcare Providers, by Type

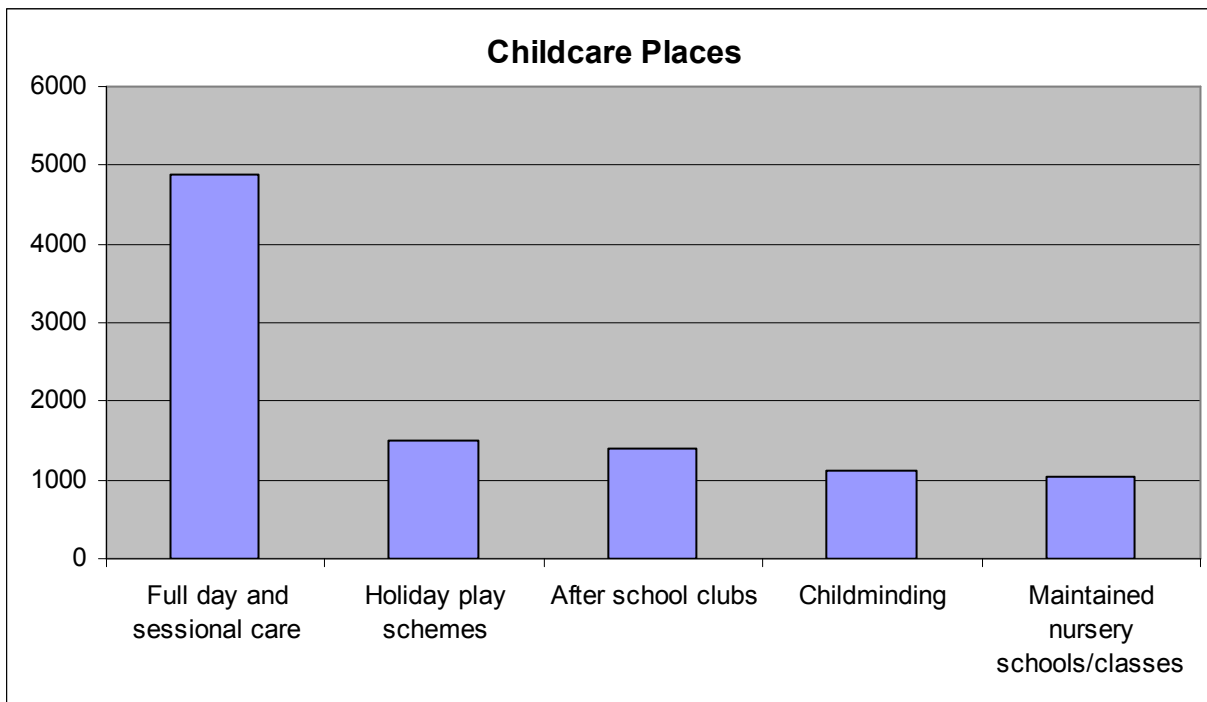


Since last year the number of full day care, sessional care, maintained care and holiday play scheme providers has remained fairly constant. The number of after-school clubs, breakfast clubs and at home childcarers has increased, whereas the number of childminders has decreased, as shown in the table below.

Figure 9: Change in Childcare Providers Since 2011

Type	Number in 2012	Number in 2011	Per cent change
Breakfast club	44	39	+12.9
Home childcarer	63	56	+12
After-school club	41	37	+10.8
Sessional care	55	53	+3.8
Holiday play scheme	34	34	no change
Full day care	66	68	-2.9
Childminders	222	257	-13.6

Figure 10: Number of Childcare Places

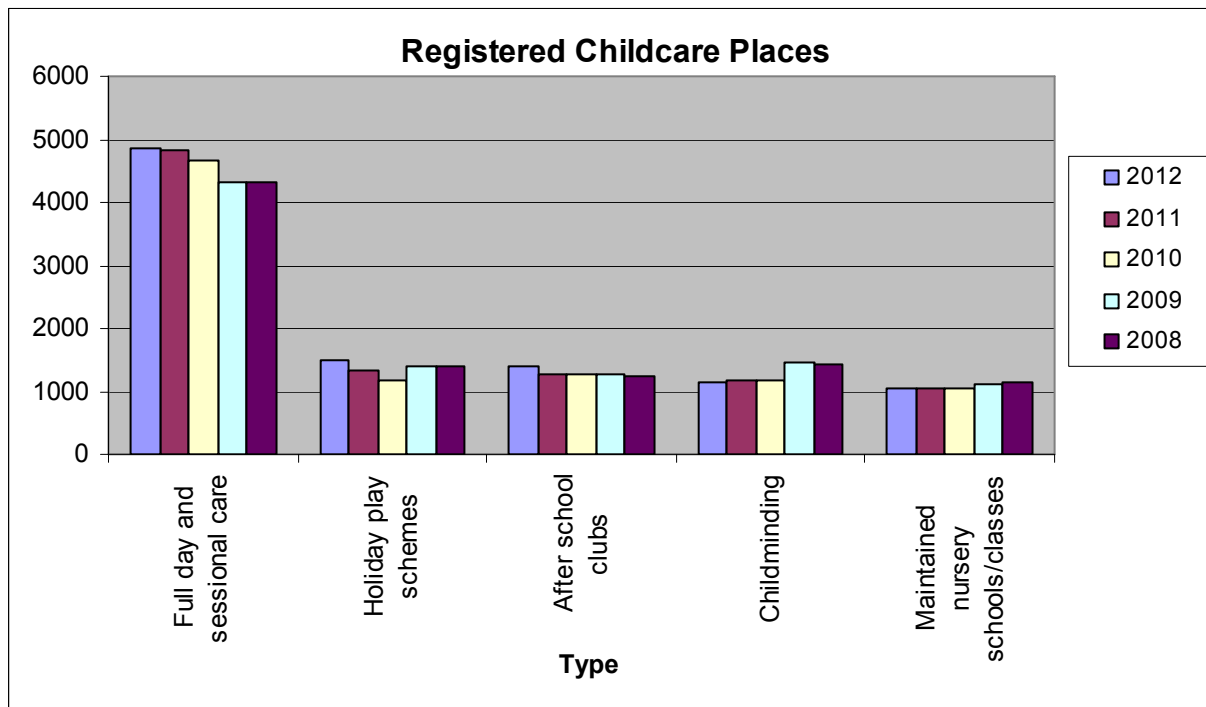


The figures compared with last year are shown in the table below.

Figure 11: Change in Childcare Places Since 2011

Type	Number in 2012	Number in 2011	Per cent change
Holiday play scheme	1,499	1,343	+11.6
After-school club	1,389	1,258	+10.4
Childminding	1,128	1,172	-3.7
Full day and sessional care	4,869	4,819	+1

Figure 12: Childcare Places Change Since 2008



There has been an increase in full day and sessional care places (a 13 per cent increase since 2008) and a decrease in childminding places (a 21 per cent reduction since 2008). Part of the reason for the reduction in childminding places is through childminders converting to become “childcare on domestic premises” and therefore no longer registered as a childminder.

2.4 Childcare Provision by Ward

Childcare provision is not spread evenly over the city. The following data shows provision by type and by ward. Each ward has been ranked with the lowest amount of provision in the darkest colours and the highest in the lightest

Figure 13: Full Day Care Provision

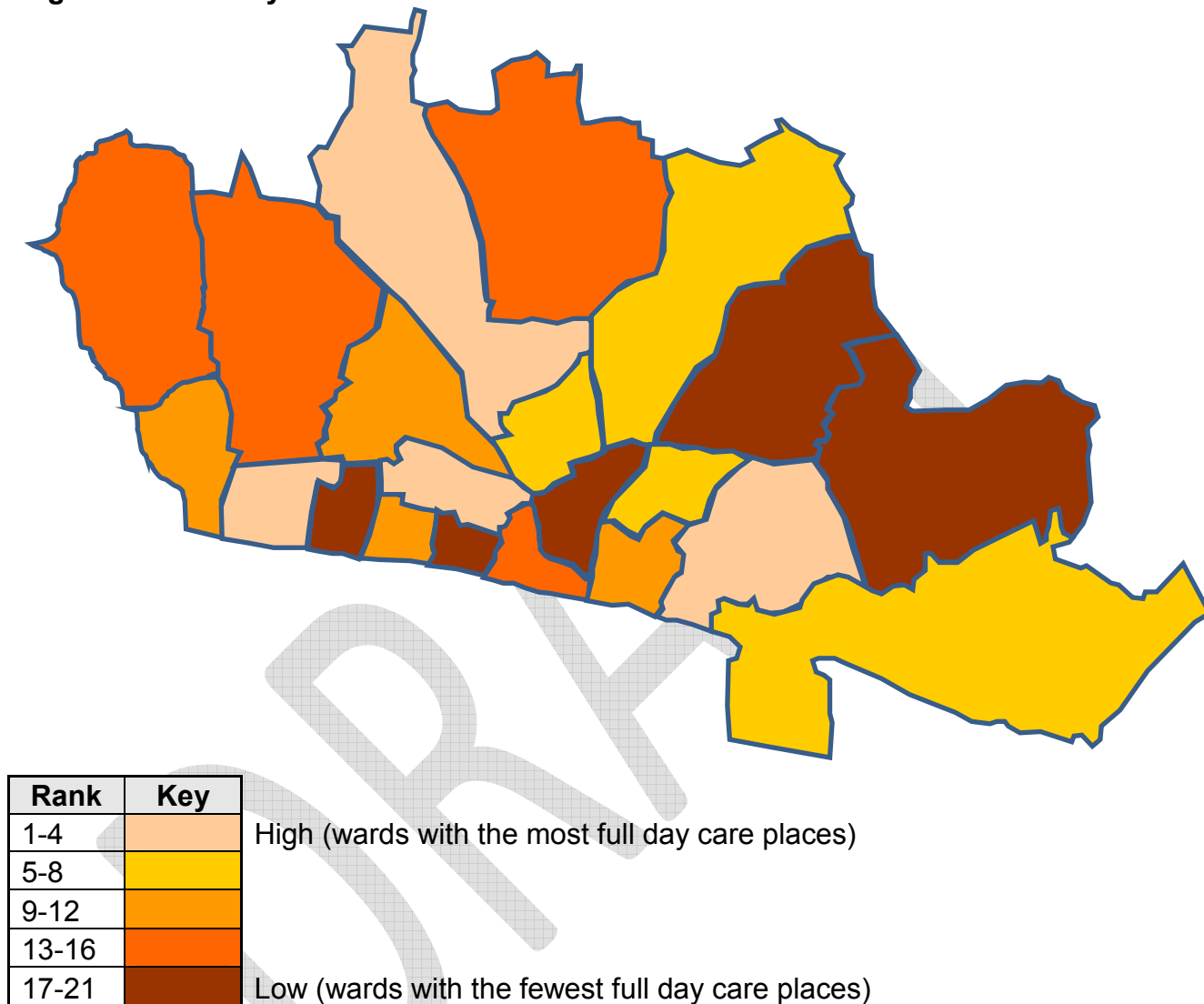
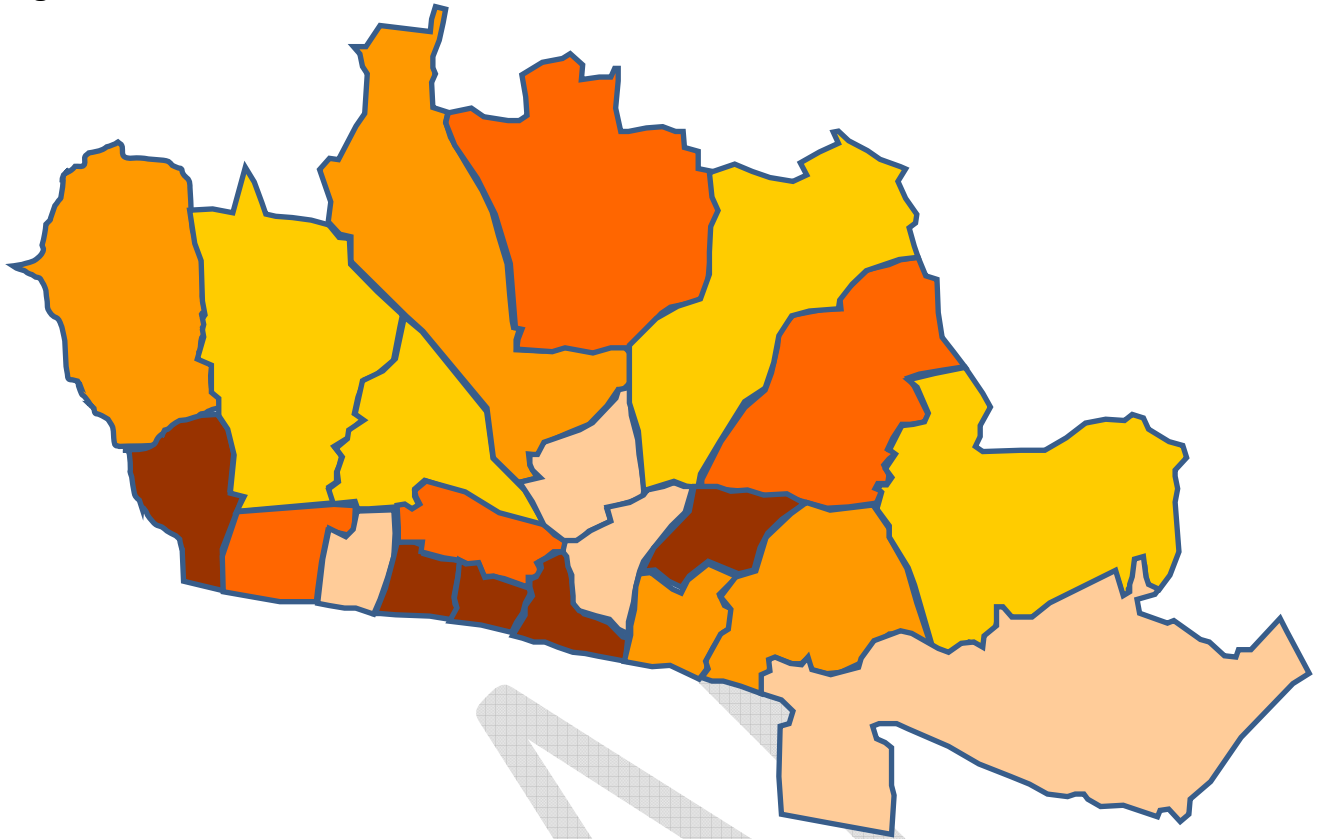


Figure 14: Sessional Care Provision








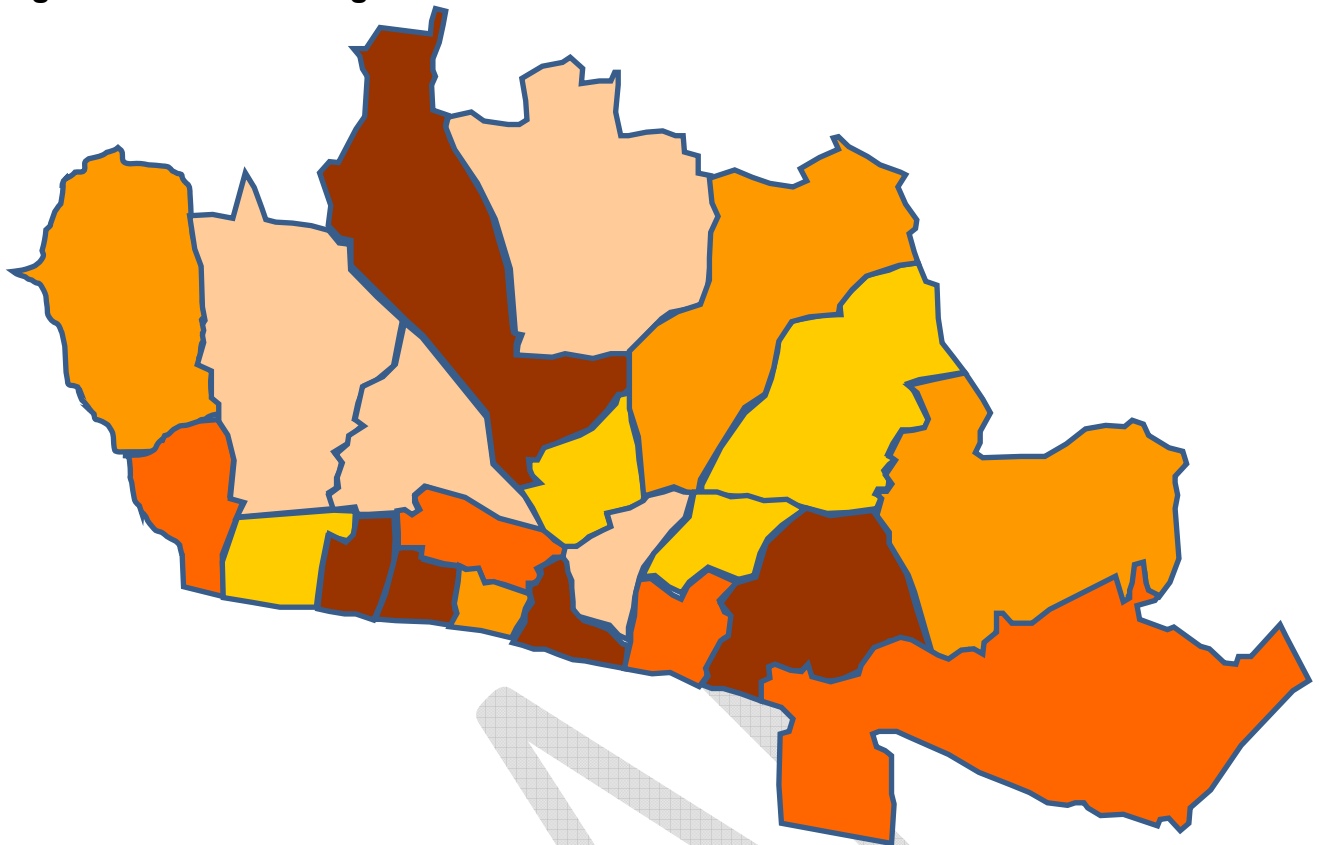
Rank	Key	
1-4		High (the wards with the most sessional care places)
5-8		
9-12		
13-16		
17-21		Low (wards with the fewest sessional care places)

Figure 15: Childminding Provision








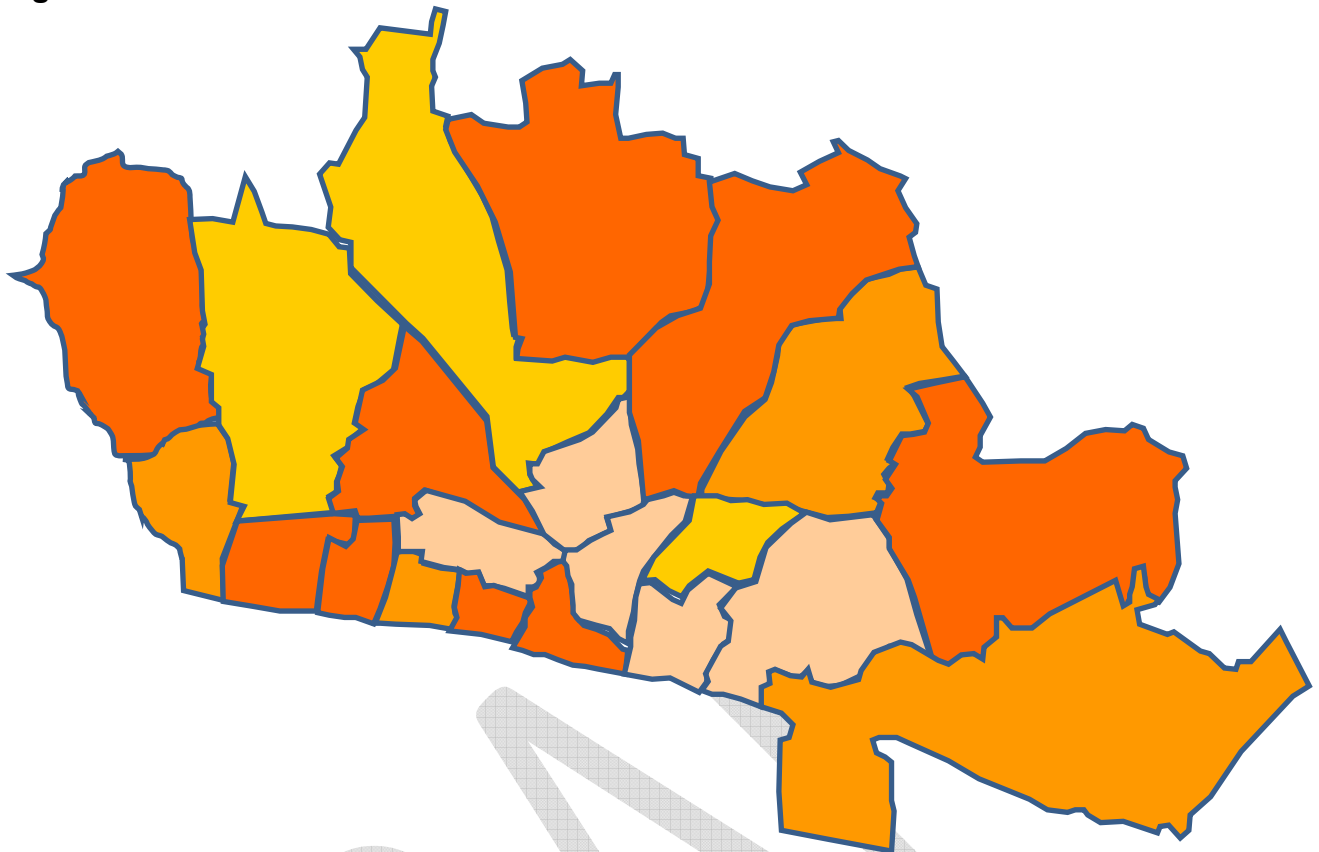
Rank	Key	
1-4		High (the wards with the most childminding places)
5-8		
9-12		
13-16		
17-21		Low (the wards with the fewest childminding places)

Figure 16: After-School Club Provision



Rank	Key
1-4	High (wards with the most after-school club places)
5-8	
9-12	
13-16	
17-21	Low (wards with the fewest after-school club places)

To some extent provision of childcare for school-age children (in particular after-school clubs) will be linked with the number of schools in the ward.

2.5 Childcare Provision Penetration Rates Pre-School Children

The table below shows the provision of childcare in relation to the local child population (aged four years or under), and indicates the number of children per childcare place by type and by ward. Data is shown by registered places. Childminding places are included, through they may be available for children up to the age of eight.

Figure 17: Childcare Provision, Penetration Rates Pre-school Children

Ward	Full day care	Sessional care	Childminding
Brunswick & Adelaide		12.6	11
Central Hove	5.9	18	20
East Brighton	3.4	11.1	216.5
Goldsmid	1.5	19.2	33.3
Hangleton & Knoll	13.5	8.6	9.7
Hanover & Elm Grove	4.5		12.6
Hollingbury & Stanmer	5.5	9.7	12.2
Moulsecoomb & Bevendean	23	17.3	11.8
North Portslade	11.1	8.3	11.3
Patcham	11.2	13	7.5
Preston Park	4.4	7.8	13.2
Queen's Park	5.8	9.8	22.1
Regency	5.9		42.2
Rottingdean Coastal	3.9	2.9	16.4
South Portslade	24.3	4.6	8.5
St Peter's & North Laine	8	22.7	16.4
Stanford	5.1	5.8	6.8
Westbourne	16	5.7	26
Wish	1.4	11.6	10.2
Withdean	2.9	11.9	34.8
Woodingdean		7.3	9.3
Average	7.5	9.9	26.3

This shows uneven distribution of childcare across the city, ranging from 24.3 children per full day care place in South Portslade to 1.4 in Wish. In two wards (Brunswick & Adelaide and Woodingdean) there is no full day care.

For sessional care the range is from 22.7 children per place in St Peter's & North Laine, to 2.9 in Rottingdean Coastal, and with no sessional care in Hanover & Elm Grove and Regency.

Childminding ranges from 216.5 children per childminding place in East Brighton to 6.8 in Stanford.

2.6 Early Years Providers Offering Free Early Learning for Three and Four Year Olds

There are 144 providers across the city offering free early learning. This is three more than reported in the last CSA. Of these 59 (66 last time) are private sector nurseries, pre-schools or playgroups, 30 (no change from last time) are voluntary sector nurseries, pre-schools or playgroups, eight (no change from last time) are independent schools, 14 (13 last time) are public sector (local authority, university or NHS) and 13 (four last time) are childminders or childminder nurseries. There are 18 nursery classes in infant and primary schools, and two maintained nursery schools.

The number of different types of setting and the distribution of children in these settings is shown in the charts below.

Figure 18: Settings Offering Free Early Learning by Setting Type

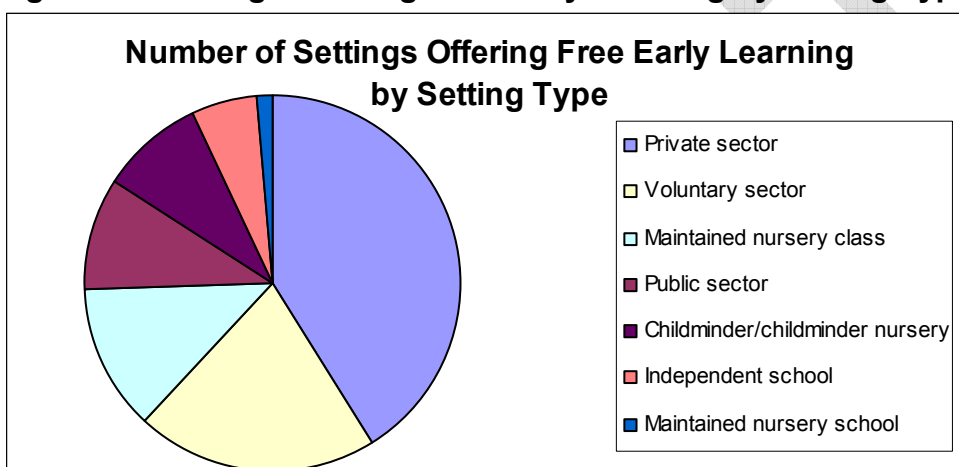
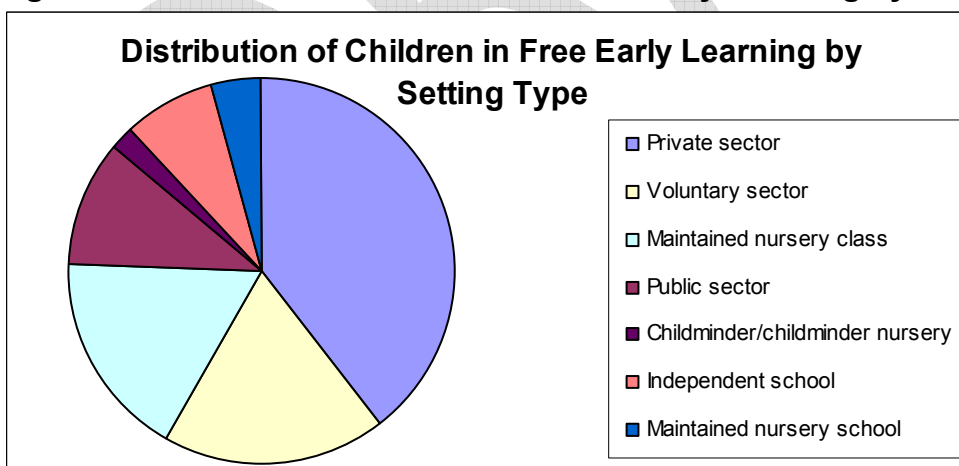


Figure 19: Distribution of Children in Free Early Learning by Setting Type



This shows that nearly 56 per cent of the childcare settings in Brighton & Hove providing free early learning are in the private sector (private childcare providers, independent schools and childminders/childminder nurseries), and also that these settings provide for just under 50 per cent of children. The public sector as a whole (including maintained nursery classes and schools) provides for 32 per cent of children. The biggest growth

since last year has been in childminders/childminder nurseries which now provide for 84 children.

2.7 Early Years Providers Offering Free Early Learning for Eligible Two Year Olds

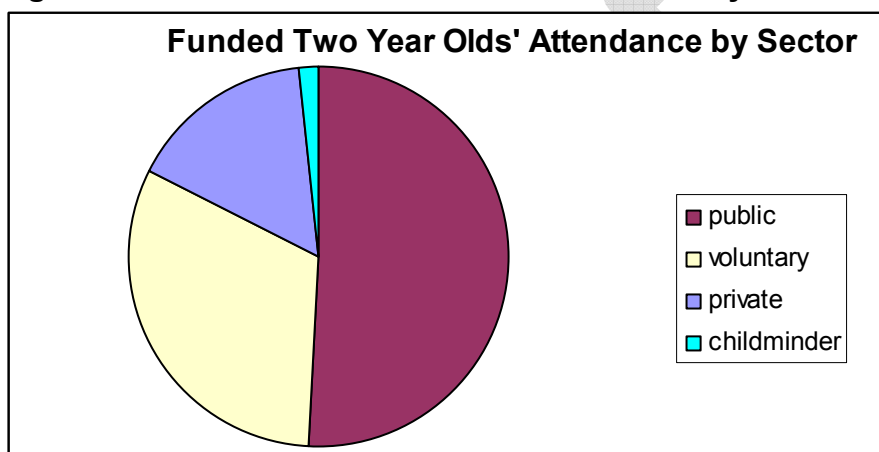
In December 2012 there were 58 childcare providers signed up to offer free early learning to eligible two year olds. Of these 20 were in the voluntary sector, 19 were in the private sector, 10 were childminders, and nine were in the public sector.

However at the end of December 2012 only 35 of the 58 had funded two year olds attending.

In total there were 222 two year old children in a funded childcare place.

The majority of funded two year olds (50.9 per cent) attended a public sector childcare setting.

Figure 20: Funded Two Year Olds' Attendance by Sector



2.8 Provision of and Demand for Free Early Learning for Eligible Two Year Olds

From September 2013 an approximately 20 per cent of two year olds in Brighton & Hove will be eligible for a free early learning place for 15 hours a week, 38 weeks a year. This will increase to 40 per cent of two year olds from September 2014. The estimates provided by the Department for Education are that this will result in 517 two year old children taking up a free place in September 2013, increasing to 1,300 in September 2014.

Childcare providers who meet required quality standards will be able to choose to offer free places to two year olds. At the time of writing work was underway to investigate where these children live in the city, and to aim to ensure that childcare is available to them locally.

Provision of places for two year olds is estimated as below and shows the following distribution by ward.

Figure 21: Distribution of Childcare Places for Two Year Olds by Ward

Ward	Total estimated places available for two year olds
Brunswick & Adelaide	5
Central Hove	46
East Brighton	79
Goldsmid	257
Hangleton & Knoll	80
Hanover & Elm Grove	73
Hollingbury & Stanmer	82
Hove Park	34
Moulsecoomb & Bevendean	50
North Portslade	58
Patcham	82
Preston Park	82
Queen's Park	26
Regency	112
Rottingdean Coastal	60
South Portslade	51
St Peter's & North Laine	46
Westbourne	66
Wish	235
Withdean	143
Woodingdean	26
Total	1,694

This table shows the estimated number of childcare places available for two year olds in each ward in the city, combining both full day care⁵ and sessional childcare places. It shows that there is a significant difference in provision in different areas. However, the table does not show the differing demand for free places in different areas. This data is currently being developed and will be reported on later in the year.

⁵ Note that a full day care place may be taken up by more than one child

2.9 Childcare Available in Non-Traditional Hours

In terms of care for pre-school children for working parents which might be needed for a lengthy day, childminders and full day care offered the longest hours.

Some providers offer hours outside weekdays and 8 am to 6 pm and details of these are given below. Childminding offers the widest variety of times of provision. There is more childcare available before 8 am than after 6 pm and very limited provision at weekends. This is important for shift workers who need childcare.

There are a number of providers of all types offering emergency and/or ad hoc care. In some cases this will be for children already attending a provider who need extra sessions on an emergency basis. Again there is most provision among childminders.

Figure 22: Number of Providers City-Wide by Type Offering Non-Traditional Hours⁶

Type	Mornings before 8 am	Evenings after 6 pm	Saturday and/or Sunday	Emergency/ad hoc or occasional care
Childminder	110 (49.5)	68 (30.6)	28 (12.2)	154 (69.3)
Full day care	15 (22.7)	12 (18.2)	1 (1.5)	19 (28.8)
At home childcare	6 (9.5)	40 (63.5)	30 (47.6)	16 (25.4)
After-school club		1 (2.4)	1 (2.4)	17 (41.5)

Figure 23: Holiday Opening by Play Schemes⁶

Holiday	City-wide total
Summer	26 (100)
Easter	17 (65.4)
Half-term(s)	14(53.8)
Christmas	5 (19.2)

2.10 Childcare Vacancies

Childcare providers were asked for details of their vacancies but a significant number did not provide this information. Childcare vacancy information can change on a daily basis and providers do not record or vacancies in the same way, which has made vacancy data less than robust. For these reasons childcare vacancy data is not reported in this CSA.

2.11 Childcare Costs

This data relates to all childcare provision and gives an indication of childcare costs across the city.

When looking at childcare costs the following should be noted:

- Childcare providers were asked to give their cost for a place for a child per day, or per session as appropriate. In some cases they offer discounts, for example for a child attending for a whole week. Many settings offer discounts for siblings.

⁶ Per cent of all providers in brackets

Conversely many settings charge more, on a pro-rata basis, for a half day, particularly for a morning session.

- Cost data does not take into account what the fee buys. This is particularly relevant for full day care where some providers include all food and supplies in their fee, while others will require parents to provide everything.
- Cost only matters to parents if they can find a vacancy at a price they can afford in a place where they want it. When a parent is looking for childcare it is irrelevant to them that there may be vacancies at a cheaper price in an area of the city they cannot get to, or there may be nurseries with lower fees but all its places are full. It is also irrelevant to a parent who cannot find childcare at session times they need.
- Costs do not take account of the fact that from the term after their third birthday until they start school children are entitled to 15 hours of free early learning for 38 weeks a year. From September 2013 this offer will be extended to 20 per cent of two year olds in the city.
- The cost of a full-time place all year round for a child up to the age of two can be as much as £16,237 (or £312 per week)⁷. However, very few parents use childcare to this extent. For a parent of a child up to the age of two using childcare all year round for 25 hours a week and paying the average fee of £45.30 per day, the cost would be £5,889 a year (or £113.25 a week).
- Some voluntary sector and school-run breakfast clubs, after-school clubs and holiday play schemes offer significantly discounted fees to low income and non-working parents, particularly where children are in receipt of free school meals. However, the costs used for these calculations are the highest cost the setting charges.

2.12 Cost of Full Day Care

The following table shows average⁸ childcare costs and change over time.

Figure 24: Cost of Full Day Care per Day Average Cost and Change in Costs⁹

Age of child	Average cost per ten hour day (2012) (£)	Average cost per ten hour day 2011 (£)	Average cost per ten hour day 2010 (£)	Average cost per ten hour day 2009 (£)	Average cost per ten hour day 2008 (£)
0 to 23 months	45.30 (+0.2)	45.19 (+3.3)	43.70 (+3.8)	42.10 (+4.1)	39
2 years	45.30 (+0.2)	45.19 (+12.1)	40.30 (+2.3)	39.40 (+6.8)	36.9
3 to 5 years	42.84 (+0.2)	42.83 (+7.3)	39.90 (+9)	36.60 (+3.1)	35.5
0 to 5 years	44.03 (+0.3)	43.88 (+7)	41.00 (+4.1)	39.40 (+7.9)	36.5

⁷ Assuming the child attends ten hours a day for five days a week and the setting charges for 52 weeks a year

⁸ All averages in tables are means

⁹ Per cent change in brackets

The following table shows the number of registered places by cost band.

Figure 25: Number of Full Day Care Places by Cost Band

Band	Price per day (£)	Number of places	Per cent of all places
1	25.00 - 29.99	59	1.8
2	30.00 - 34.99	96	3.0
3	35.00 - 39.99	351	10.8
4	40.00 - 44.99	964	29.8
5	45.00 - 49.99	1,224	37.8
6	50.00 - 54.99	340	10.5
7	55.00 - 59.99	202	6.2
Total		3,236	100

This shows that 67.6 per cent of all full day care places are priced between £40.00 and £49.99 per day. However, the number of full day care places costing £50 or more per day has increased from 13.1 per cent of all places last year to 16.7 per cent of all places this year.

2.13 Cost of Sessional Care

The average cost of sessional childcare is £14.43 per session. However, session lengths vary between settings.

In previous CSAs the cost of sessional care per hour was reported. However, as parents cannot usually purchase sessional care by the hour this has been amended to report cost per session. For this reason a comparison with previous years cannot be made.

Figure 26: Distribution of Sessional Care Costs

Band	Price per session (£)	Number of registered places	Per cent of all places
1	5.00 - 9.99	155	9.9
2	10.00 - 14.99	655	41.7
3	15.00 - 19.99	458	29.2
4	20.00 - 24.99	177	11.3
5	25.00 - 29.99	40	2.5
6	30.00 - 34.99	84	5.4
Total		1,569	100

This shows that more than 70 per cent of sessions are priced between £10.00 and £19.99.

2.14 Cost of Childminding and At Home Childcare

Childminding and at home childcare costs are shown for children of all ages, as rates tend to be the same.

Figure 27: Cost of Childminding per Hour Average Cost and Change in Costs⁹

Childminding city-wide	Average cost per hour 2012 (£)	Average cost per hour 2011 (£)	Average cost per hour 2010 (£)	Average cost per hour 2009 (£)	Average cost per hour 2008 (£)
All ages	4.80 (+2.3)	4.69 (+6.6)	4.40 (no change)	4.40 (+7.3)	4.11

Figure 28: Cost of At Home Childcarer per Hour Average Cost and Change in Costs⁹

Average cost per hour 2012 (£)	Average cost per hour 2011 (£)	Average cost per hour 2010 (£)
8.05 (+3.9)	7.75 (+7.5)	7.21

2.15 Cost of Holiday Play Schemes and After-School Clubs

These are reported per day or per session. For holiday play schemes the length of days tends to vary and so the rate for the standard day is shown, excluding any additional hours which parents may opt to purchase.

After-school club sessions last on average for two and three quarter hours.

Figure 29: Cost of Holiday Play Scheme per Day Change in Costs⁹

Average cost per day 2012 (£)	Average cost per day 2011 (£)	Average cost per day 2010 (£)	Average cost per day 2009 (£)	Average cost per day 2008 (£)
23.27 (-4.7)	24.42 (+14.6)	21.30 (+7)	19.90 (no change)	19.90

Figure 30: Cost of After-School Club per Session Change in Costs⁹

Average cost per session 2012 (£)	Average cost per session 2011 (£)	Average cost per session 2010 (£)	Average cost per session 2009 (£)	Average cost per session 2008 (£)
9.20 (+2.3)	8.99 (+8.3)	8.30 (-1.2)	8.40 (+6.3)	7.90

2.16 Cost of Breakfast clubs

Of those breakfast clubs which make a charge, the average cost per session is £2.20 which is a 12.2 per cent increase on the sessional cost of £1.96 last time.

Some breakfast clubs are free to attend and only charge for the food children consume.

2.17 Childcare Costs: Regional and National Comparisons

The Day Care Trust publishes data in its annual Childcare Costs Survey¹⁰, and these have been compared with the costs in Brighton & Hove in the table below.

Figure 31: Cost of Childcare: Regional and National Comparisons

Type of Care	Brighton & Hove ¹¹ (£)	South East (£)	England (£)
Nursery for 25 hours a week (under two)	113.25	125.16	108.51
Nursery for 25 hours a week (age two and over)	110.12	131.34	106.52
Childminder for 25 hours a week (under two)	120.00	112.76	98.98
Childminder for 25 hours a week (age two and over)	120.00	111.73	97.27
After-school club 15 hours a week	46.00	52.65	49.71

In all cases except after-school club, the cost of childcare in Brighton & Hove is more expensive than the cost in England as a whole. However, Brighton & Hove's costs are cheaper than the south east averages for nursery care as follows

- Nursery for under two is 9.5 per cent cheaper in Brighton & Hove than in the south east
- Nursery for two and over is 16.1 per cent cheaper in Brighton & Hove than in the south east

Childminding, on the other hand, is more expensive in Brighton & Hove, compared with the south east averages

- Childminder for a child under two is 6.4 per cent more expensive in Brighton & Hove than in the south east
- Childminder for a child over two is 7.4 per cent more expensive in Brighton & Hove than in the south east

The cost of an after-school club place in Brighton & Hove is 12.6 per cent cheaper than in the south east.

¹⁰ *Childcare Costs Survey 2013*, Daycare Trust

¹¹ The Daycare Trust refers to "nursery care" and the cost for full day care in Brighton & Hove are used for comparison, not the cost of sessional care

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