6.1.4 Education

Why is this issue important?

There is a large and persistent association between education and health. Policies that impact educational attainment could have a large effect on population health.[1]

Evidence shows that good attendance links to attainment and safeguarding and is a protective factor related to other health and wellbeing outcomes such as teenage pregnancy and substance misuse.[2]

Young people who have been bullied have a significantly lower Key Stage 4 (GCSE) score than those who haven't been bullied. In addition, being bullied has impacts on a young person's mental health with, for example, 15% of persistently bullied children saying they self-harm.[3]

Key outcomes

- *School readiness (Public Health Outcomes Framework)*
- *Pupil absence (Public Health Outcomes Framework)*

Impact in Brighton & Hove

Attainment – Early Years: A child's earliest years, from their birth to the time they reach statutory school age, is crucial. Research shows that this stage of learning and development matters more than any other.[4]

The Government has introduced measures to narrow the pre-school educational gap between disadvantaged and better off children. These include funded places for the most disadvantaged two year olds. Take up is very high in Brighton & Hove with 88% of eligible children in a place in spring 2016 compared to the England average of 68%. The quality of childcare is also high, with 96% of private and voluntary early years' settings are currently judged by Ofsted as good or outstanding and 96% of childminders are judged by Ofsted to be good or outstanding.[5]

Early Years Foundation Stage Profile (age 5): The percentage of children achieving a good level of development in the Early Years Foundation Stage Profile has increased over the last three years by 6% and in 2016 is 66%. In 2015 we were in line or above the national figures for each of the 15 Areas of Learning.[6]

At **Key Stage 1** (age 5-7) since 2012 overall standards in the city for the percentage of pupils achieving level 2 or above for reading (91%) and writing (89%) have moved to be above the national standard (90% and 88%) in 2015 and mathematics (94%) has remained above national figures (93%) during this period.[7]

At **Key Stage 2** (age 7–11) overall standards for the percentage of pupils who attained at least level 4 (the expected level) in reading, writing and maths combined in 2015 in the city was (82%) were up by three percentage points from 2013 and have continued to be above the national standard (80%). The percentage of pupils achieving level 5 (above expected level) in reading, writing and maths combined has continued to be above the national standard. This is an indication that the success of more able pupils is continuing. Despite this above national attainment, the percentage of pupils making two levels of progress in reading (90%) and maths (88%) was below the national rate in 2015 (91% and 90%), writing (95%) was in line with the national figure (94%).[8] Maths remains a key area for improvement across.

As at July 2016, 86% of Primary schools, 100% of Special Schools and 60% of maintained Secondary Schools and Academies in Brighton & Hove have

[1] Cutler DM, Lleras-Muney A. Education and Health: Evaluating Theories and Evidence; 2006.

[2] Department for Education and Department for Health: Teenage Pregnancy Strategy Beyond 2010 and NICE: Interventions in schools to prevent and reduce alcohol use among children and young people.

[3] Department for Education. Bullying Amongst the Worst Affected Report. 2011. Available at http://socialwelfare.bl.uk/subject-areas/services-activity/education-skills/departmentforeducation/reducingbullying11.aspx [Accessed on 10/08/2016]

[4] Ofsted. Unknown children – destined for disadvantage? July 2016. Available at https://www.gov.uk/government/publications/helping-disadvantaged-young-children-ofsted-thematic-report [Accessed 10/08/2016]

[5] Ofsted http://reports.ofsted.gov.uk/ [Accessed 15/08/2016]

[6] Department for Education. Early years foundation stage profile results: 2014 to 2015. November 2015. Available at: https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2014-to-2015 [Accessed 15/08/2016]

[7] Department for Education. Phonics screening check and key stage 1 assessments: England 2015 May 2016. Available at: https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015 [Accessed 15/08/2016]

[8] Department for Education. National curriculum assessments: key stage 2, 2015 (revised). May 2016. Available at: https://www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-2015-revised [Accessed 15/08/2016]

6.1.4 Education

been judged to be good or outstanding by Ofsted. There are no schools in the city judged to be inadequate. The percentage of children in good or outstanding schools citywide was 81%.[5]

Key stage 4: In 2015 61% of pupils achieved five GCSE A*-C grades including English and Maths in Brighton & Hove compared with 57% for England. The percentage of pupils achieving expected progress in English (76%) continues to be above national standards (71%). However, expected progress in maths (66%) continues to be below the national standard (67%) and remains a key area for improvement.[9]

Attendance: Overall and persistent absence rates at Brighton & Hove primary schools are in line with the England rate (Table 1). However, overall and persistent absence at secondary school remains above England and the South East.[10,11]

Table 1: Overall and persistent absence, 2014/15			
	England	**South East**	**Brighton & Hove**
Overall absence rate			
Primary	4.0%	3.9%	4.1%
Secondary	5.3%	5.4%	5.8%
Persistent absence rate (based on new definition of 15%)			
Primary	2.1%	2.1%	2.1%
Secondary	5.4%	5.8%	6.6%

Source: Department for Education

Bullying: In the 2015 Safe and Well School Survey 90% of 8-11 year olds in primary schools and 75% of 11-16 year olds in secondary schools reported that they enjoyed coming to school. There has been a 12% reduction in secondary age students reporting that they had been bullied this term since 2007 (from 26% to 14%) and a 10% reduction in 8-11 year old pupils (from 27% to 17%).[12]

Local inequalities

Enjoying school: In the 2015 Safe and Well School Survey, 11-16 year old lesbian, gay, bisexual, unsure students and students who do not or do not always agree with the gender they were assigned at birth, are more likely to disagree that they enjoy coming to school than other groups. This is also the case for students who state they get extra help.[12]

Special Educational Needs (SEN): At Key Stage 1 progress has been made to raise attainment and narrow the gaps in attainment between children with Special Educational Needs and their peers. However, this still remains an area for concern.

At Key Stage 1, 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.[13]

At Key Stage 2, the gap in attainment between children with Special Educational Needs and their peers has narrowed at Level 4 to -46 points compared to national -51 points.[14] A strategy for closing the gap has been launched and Brighton & Hove has growing evidence of effective practice and interventions that is being shared with schools across the city.

At Key Stage 4, the gap in the proportion of local SEN pupils achieving five or more GCSE A*-C grades (including English and Maths) (24%) and non-SEN pupils across England (64%) has been closing to -41 points compared to national -44 points.[15] Over the last five years this gap has been narrower than the national attainment gap between SEN and non-SEN pupils. However, there is a wider attainment gap between local SEN and non-SEN pupils of -49 points and this is a priority area for the city's schools.

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[9] Department for Education. Revised GCSE and equivalent results in England: 2014 to 2015. January 2016. Available at: https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015 [Accessed 15/08/2016]
[10] https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2014-to-2015 [Accessed 15/08/2016]
[11] The overall absence rate is the total number of overall (authorised and unauthorised) absence sessions (half day) for all pupils as a percentage of the total number of possible sessions for all pupils.
Pupils are identified as persistent absentees by comparing the number of overall absence sessions they have against a standard threshold of around 15 per cent of possible sessions.
[12] Brighton & Hove City Council. Safe and Well at School Survey 2015. Available at http://www.bhconnected.org.uk/content/surveys [Accessed 10/08/2016]

[13] Brighton & Hove City Council. Annual Standards and School Performance Report 2011/12 – validated data. Available at: http://present.brighton-hove.gov.uk/Published/C00000701/M00004656/AI00033680/$BrightonHoveCityCouncilUpdatedAnnualStandardsandSchoolPerformanceReport201112.docA.ps.pdf
[14] During Key Stages 1, 2 and 3 (Years 1-9) each subject has a series of eight levels. These are used to measure a child's progress compared with other pupils of the same age across the country. Most pupils are at Level 4 by the end of Key Stage 2. Most pupils are at Level 5/6 by the end of Key Stage 3.
[15] The Department for Education and Ofsted guidance is that closing the gap should be measured between the local attainment for SEN pupils compared with the England attainment for non-SEN pupils.

6.1.4 Education

Free School Meals (FSM): Closing the gap in attainment between pupils entitled to free school meals and others is an important national and local priority. The Pupil Premium introduced by the current government provides additional funding which schools are using specifically to help disadvantaged pupils achieve more.

At all Key Stages the attainment gap for the pupils entitled to free school meals is wider than the national gap, but this is closing. In 2015, 29% of pupils eligible for free school meals in Brighton & Hove achieved 5+ A*-C GCSE grades including English and Maths compared with 61% of pupils across England who are not eligible for free school meals (Figure 1).[16]

Figure 1: GCSE attainment gap between Brighton & Hove pupils eligible for free school meals (FSM) and England non-eligible pupils, 2014 and 2015
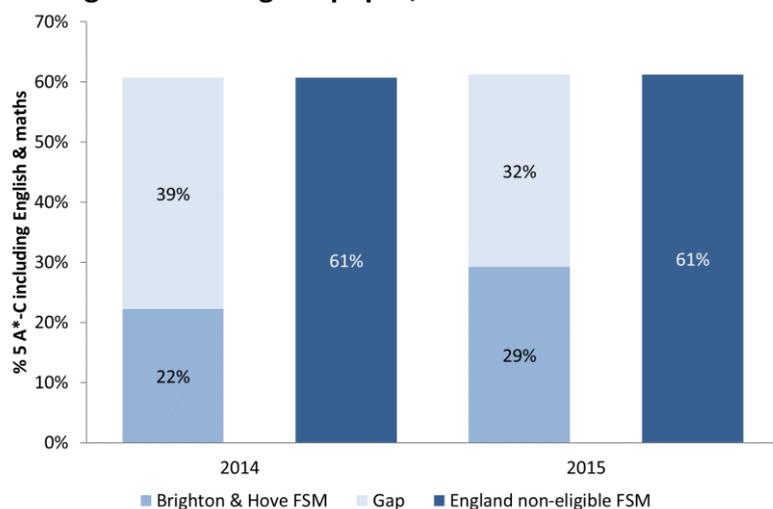
Source: Department for Education

Continuing to raise the performance of disadvantaged pupils so that this gap is narrowed remains a key priority. Brighton & Hove City Council have developed a strategy and allocated funds to address this vital issue.

Gender: In 2015, 65% of girls in the city achieved five or more A*-C grades at GCSE compared with 57% of boys, a gap which has narrowed by 3 points from the previous year.[9]

Ethnicity: in 2016, 25% of pupils in Brighton & Hove schools are from Black or Minority Ethnic groups (BME), an increase from 15.2% in 2007.

As at January 2016, there were 7,837 BME pupils in Brighton & Hove schools and the distribution is weighted towards primary schools. Almost half (47%) of BME pupils have English as an additional language (EAL), and 93% of those with EAL are BME pupils. Historically, as a group, EAL pupils have had significantly lower attainment than pupils with English as a first language (non-EAL). The results for EAL pupils and non-EAL pupils can be compared as the EAL gap.

At Key Stage 1 writing has been the subject with the widest gap between EAL and non-EAL pupils, but this has closed over time to be similar (-5 points) to other subjects in 2015. At Key stage 2 in 2015 the EAL gap in maths had closed, there was an EAL gap in reading (-2 points), but the greatest in EAL gap was in writing (-5 points).

EAL and BME Key Stage 2 pupils in schools that buy an Ethnic Minority Achievement Service (EMAS) specialist teacher made greater progress in all areas than in schools that do not. In particular, there were higher rates of pupils making more than nationally expected progress in reading and writing.

At Key Stage 2 in 2015 many BME groups have improved relative to 2014 results with successes being White and Black Caribbean who have increased combined attainment in reading, writing and maths by 14 percentage points and Any Other Asian background who have increased by 16 percentage points. This can be partly attributed to the Closing the Gap strategy and a focus on Mixed Race Achievement and Closing the Gap.

At Key stage 4 in 2015 the EAL and BME cohort outperformed the non-EAL and White British cohort in general attainment and progress measures. However, the following ethnic groups have lower GCSE attainment, and there is an association with income deprivation: Black Caribbean; Black African and Other Black backgrounds; Mixed White and Black Caribbean, and Mixed White and Black African.

Children looked after: There have been no permanent exclusions of children looked after so far in the school year 2015/16. Of the children who have been in care for longer than a year in 2015/16, 20 children (9%) have received one or

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[16] The Department for Education and Ofsted guidance is that closing the gap should be measured between the local attainment for FSM pupils compared with the England attainment for non-FSM pupils.

more fixed term exclusions, collectively missing a total of 77 days of school. Absence is 4.6% overall for children who have been in care for longer than a year in 2015, which is slightly higher than the national children looked after figure for 2015 of 4.0%.

Key Stage 2 children looked after results in 2015 were considerably down compared to 2014, but this was significantly impacted upon by the successful return home of some high achieving young people. Children looked after attainment at KS4 in 2015 saw 20% of students achieve 5 A*-C GCSE grads. Although this is slightly down on results for 2014, the percentage of children making expected progress was significantly higher for English than in 2014 and roughly similar for Maths. This suggests that the 2015 cohort had significantly lower prior attainment than the 2014 cohort.

Predicted future need

National education policy continues to promote Academies and Free Schools. There are currently two secondary academies, a secondary free school, one primary academy and one primary free school. Fragmentation of the system is a real risk and the Council is engaging with schools on the development of an educational partnership to maintain a city identity to reflect and address citywide priorities.

There has been a further increase in schools working in partnership and school to school support, which is having positive outcomes for pupils. This different way of working has opportunities for economies of scale and joint funding applications, but may also increase demand on services.

What we don't know

Data related to religion and belief, sexual orientation and gender identity is not available.

Key evidence and policy

Department for Education Policies
https://www.gov.uk/government/policies?organisations%5B%5D=department-for-education

Equality Act, 2010
http://www.legislation.gov.uk/ukpga/2010/15/contents

Department for Education - Resources to help raise the attainment of children who receive Pupil Premium https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings#using-the-pupil-premium-effectively

Recommended future local priorities

1. Improvements in achievement and attainment for all pupils continue to be our main focus. Within this we are focusing on closing the achievement gap for vulnerable pupils and improving maths outcomes at all key stages.

2. Good attendance continues to be a priority because of its relationship to attainment and wellbeing. Schools hold the day-to-day responsibility for improving attendance and the local authority needs to quality assure schools' systems in addressing attendance and compliance with the regulations surrounding attendance and challenge where necessary.

3. Schools need to continue to be supported to develop their whole school approaches to anti-bullying, equality and PSHE education to ensure schools provide safe environments that support children and young people to develop a positive sense of belonging and identity.

4. The development of an educational partnership and a system led self improving schools system to improve outcomes for children and young people.

Key links to other sections

- Not in education, employment or training
- Emotional health and wellbeing/ mental health
- Children in need
- Children and young people with disabilities and complex health needs

Further information

Department for Education Statistics
https://www.gov.uk/government/organisations/department-for-education/about/statistics

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