

Equalities Monitoring – Services

Appendix F – Education

Annual Report - 2015-16



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1. Introduction

The Council's Children, Young People and Learning directorate aims to ensure that children, young people and adults achieve the best possible outcomes for their lives through education, advice and guidance, promoting lifelong learning and securing access to support and, where necessary, specialist placements.

The purpose of equalities monitoring is to ensure that the Council is providing a fair and equitable service to all residents. This report looks at outcomes for all stages of education from early years to adult learning.

Outcomes of education for children can be measured in a variety of different ways – e.g. in terms of physical, social/emotional well-being and educational attainment. For the purpose of this equalities report outcomes are measured in terms of the latter; educational attainment at the end of each Key Stage including GCSE results.

Outcomes have been analysed in relation to end of key stage performance in tests and public examinations for the following equality groups (where possible):

- Sex
- Race
- National Curriculum Year Group (NCY) – relates to age
- Pupils in receipt of additional funding through the Pupil Premium grant.

The Pupil Premium grant was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after for more than 1 day, adopted from care or under special guardianship, and children of service personnel.

Outcomes in exclusions from school and adult education (Community Learning and Skills) are also reported.

The remaining protected groups will be considered for future reports when data is available.

2. Early Years

Table 1: Foundation Stage (age 5) results for Bracknell Forest for 2015 by gender

% of children attaining the expected levels or above at the end of the Foundation Stage as measured by the Early Years Foundation Stage Profile (EYFSP) in Bracknell Forest in 2015

EYFSP data is collected every year in June/July. The data in the table below was collected in July 2015 which falls within the financial year April 2015 to March 2016.

EYFSP data for 2015			
Area of Learning	All	Girls	Boys
Communication and Language	85	90	80
Physical Development	89	95	83
PSED	86	91	81
Literacy	76	84	68
Mathematics	83	87	79
Understanding the World	86	90	81

Expressive Arts and Design	89	95	83
Average total points	36	37.5	34.6
Good Level of Development (GLD)	73.2%	81.4%	65.3%

At the end of the Foundation Stage all children are assessed against a range of criteria in the Early Years Foundation Stage Profile. Results for 2015 showed attainment remained above the national average across all areas of the curriculum and the percentage of children achieving a Good Level of Development (expected or exceeding levels in the prime areas of learning plus literacy and mathematics) was 73.2% as compared to 66.2% nationally. This showed a 10.2% increase over 2014 and compared very favourably to other authorities in the country, placing Bracknell-Forest eleventh out of 152 authorities, third in the South East and second when compared to our statistical neighbours.

Data in the table above shows that girls outperform boys in all areas of the curriculum and this is a national picture. The gap between the attainment of boys and girls in Bracknell Forest in 2015 remained at 16% in line with the national figure.

The attainment of children who attract additional pupil premium funding is analysed and plans are put in place to support vulnerable children. In 2015, 54% of pupil premium children in Bracknell Forest attained a Good Level of Development and this was a 10.2% increase over 2014 and was 3% above the national figure. The attainment of non pupil premium children in Bracknell Forest was 75% in 2015 giving a gap of 21% which was a 1% improvement over 2014. Maintaining high standards for all children remains a focus for Bracknell Forest along with improving the attainment of Pupil Premium children in particular and continuing to close the gap.

EYFSP outcomes for children in Bracknell Forest in 2015

	2013	2014	2015
GLD	58%	63%	73.2%
Pupil Premium attainment	33.9%	43.8%	54%
Pupil Premium gap	26%	22%	21%
Inequality gap	27.3%	25.1%	28%
Gender gap	21%	16%	16%

3. Key Stage 1 (Age 7)

Table 3: Key Stage 1 results by Sex in academic year 2014/15

Key Stage 1	Reading			Writing			Mathematics		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (all schools)	90	88	93	88	83	92	93	91	94
South East	92	89	95	89	85	93	94	93	95
Bracknell Forest	92	89	94	88	83	92	94	93	96

The local gap in attainment between boys and girls reflects precisely the same regional and national trend. Girls have continued to perform better than boys as has been the case in previous years.

Table 4: Key Stage 1 results by Race for academic year 2014/15

Reading	White		Mixed		Asian		Black		Chinese		All pupils	
	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2
England		91		91		91		91		92		90
South East		92		93		93		93		95		92
Bracknell Forest	1,228	92	102	91	88	97	44	91	10	100	1,490	92
Writing	White		Mixed		Asian		Black		Chinese		All pupils	
	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2
England		88		88		89		88		91		88
South East		89		90		90		90		92		89
Bracknell Forest	1,228	87	102	87	88	97	44	91	10	100	1,490	88
Mathematics	White		Mixed		Asian		Black		Chinese		All pupils	
	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2	No. of pupils	%L2
England		93		93		93		92		96		93
South East		94		94		93		92		95		94
Bracknell Forest	1,228	94	102	94	88	97	44	92	10	100	1,490	94

As the numbers for some groups are very small, final figures should be viewed with caution as small numbers can lead to large variations. However, results from 2014 – 15 demonstrate the continuing trend since 2009 – 10 where outcomes for pupils at Key Stage 1 have improved in comparison to their peers for the same period the year before.

Table 5: Key Stage 1 Performance of Pupil Premium pupils – 2014/15

	Narrowed by	Gap
KS1 Reading L2+	0.5%	-12.7%
KS1 Writing L2+	1.0%	-13.9%
KS1 Maths L2+	1.5%	-9.7%

4. Key Stage 2 (Age 10-11)

Table 6: Key Stage 2 results by Sex in academic year 2014/15

Key Stage 2	Reading			Writing			Mathematics			Spelling, Punctuation and Grammar		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
ENGLAND (all schools)	89	87	91	87	83	91	87	87	87	80	76	84
South East	90	88	92	88	84	92	87	87	87	80	76	84
Bracknell Forest	91	90	93	89	84	92	86	87	86	77	72	82

The national trend in gap in attainment between boys and girls was mirrored in the local performance for the same groups. However, the margins were closer than in other parts of the country. Boys performed marginally better than girls in mathematics which was against the regional and national trend.

Table 7: Key Stage 2 results by Race for academic year 2014/15

	White		Mixed		Asian		Black		Chinese		All pupils	
Reading	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4
England		90		91		89		89		92		90
South East		90		92		90		89		92		90
Bracknell Forest	1,081	91	68	88	76	96	31	89	3	100	1,274	91
	White		Mixed		Asian		Black		Chinese		All pupils	
Writing	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4
England		87		89		89		87		93		87
South East		88		89		90		87		92		88
Bracknell Forest	1,081	88	68	87	76	95	31	90	3	100	1,274	89
	White		Mixed		Asian		Black		Chinese		All pupils	
Mathematics	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4
England		87		87		89		86		96		87
South East		87		87		89		83		96		87
Bracknell Forest	1,081	86	68	90	76	93	31	80	3	100	1,274	86
	White		Mixed		Asian		Black		Chinese		All pupils	
Grammar, punctuation & spelling	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4	No. of Pupils	%L4
England		79		82		87		83		92		81
South East		79		83		88		83		91		80
Bracknell Forest	1,081	76	68	79	76	90	31	87	3	100	1,274	77

The attainment at Key Stage 2 in English and Mathematics for Black pupils reflects a better local performance than their peers nationally other than in Mathematics. This reflects further improvement for this particular group where progress is evident in higher outcomes than previous years. There are still barriers to future attainment at this level for groups of pupils from particular minority ethnic groups. This becomes more complex when a lack of early educational experience is combined as we have experienced when working with a number of such pupils this year.

The Virtual School for Vulnerable pupils works to empower teachers through training to have a more informed view of such challenges when working with pupils of **all** BME groups at different key stages. The team works closely with schools, pupils and their families/carers and identifies effective learning opportunities. This forms part of our work with schools to help teachers to have a better cultural understanding of different families, the varied backgrounds that young people of all ages have and to support both to have a closer link with each other.

Table 8: Key Stage 2 Performance of Pupil Premium pupils – 2014/15

	Narrowed by	Gap
KS2 Reading L4+	4.2%	-11.1%
KS2 Writing L4+	3.5%	-15.2%
KS2 Maths L4+	4.4%	-11.8%
GPS	-0.7%	-22.6%
Combined R,W,M L4+	4.4% (Target 6%)	-21.8%

6. Key Stage 4 (GCSE)

Table 9: Key Stage 4 - GCSE results 2014/15 by Sex

Key Stage 4	Boys			Girls				
	Number of pupils at the end of key stage 4	Percentage of pupils at the end of key stage 4 achieving at GCSE and equivalents:		Number of pupils at the end of key stage 4	Percentage of pupils at the end of key stage 4 achieving at GCSE and equivalents:			
		5+A*-C grades	5+ A*-C including English & mathematics GCSEs	5+A*-G grades		5+A*-C grades	5+ A*-C including English & mathematics GCSEs	5+A*-G grades
England		58.5	47.9	88.8		70.2	58.0	92.9
South East		62.5	54.6	93.1		72.6	63.5	95.5
Bracknell Forest	598	63.2	52.5	96.5	521	75.6	62.8	96.2

Girls generally performed better than boys across all reported areas. The performance of both boys and girls was better in Bracknell Forest than was the case nationally.

Table 10: Key Stage 4 – GCSE results 2014/15 by Race

5+ A* - C grades incl. English & Maths												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		57.0		58.3		61.9		52.6		78.3		57.3
South East		59.2		62.6		68.5		54.5		82.8		59.9
Bracknell Forest	990	58.3	44	52.3	52	69.2	20	45.0	4	100.0	1,119	58.2
5+ A* - C grades												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		65.8		68.4		71.8		64.7		88.2		66.5
South East		67.2		72.2		76.5		65.2		89.7		67.9
Bracknell Forest	990	69.1	44	70.5	52	78.8	20	60.0	4	100.0	1,119	69.3
5+ A* - G grades incl. English & Maths												
	White		Mixed		Asian		Black		Chinese		All Pupils	
	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%	No. of Pupils	%
England		91.6		91.5		93.9		91.4		96.6		91.7
South East		91.8		92.8		95.1		92.8		96.8		92.0
Bracknell Forest	990	94.5	44	91.0	52	96.2	20	95.0	4	100.0	1,119	94.5

As observed from the above table, the result of relative small cohorts can have an impact on statistical data. The Asian cohort includes a number of pupils who joined their secondary school during, rather than at the start of, a key stage. In contrast to previous years, Bracknell Forest schools have also admitted more pupils from various ethnic minority backgrounds for this academic year who have little or no previous education. This is partly due to their cultural practices as well as the outcome of originating from a region that has been affected by political conflict. However, these results not only demonstrate the continuing trend from the previous year of pupils from Black and Minority Ethnic backgrounds outperforming their peers locally but also across the region and nationally in some cases. This is further evidence of the work of the Virtual School and its effective partnership and support for local schools in not only meeting the needs of such pupils but also assisting schools to develop their provision to ensure that gifted EAL pupils are not held back on the basis of their additional language(s) but are encouraged to work to their potential if not exceed it.

Recent work has shown that there are variations between the level of success experienced by Black African pupils in comparison to those who have a Black Caribbean, White and Black Caribbean or White and Black African heritage. Although a small cohort, Black African pupils performed better across all three indicators at Key Stage 4. Of the 12 Black African pupils, 58% achieved 5+ A* - C (including English and Maths), 67% achieved 5 A* - C grades and 92% achieved 5+ A* - G grades. Working with these pupils and their families shows a number of possible reasons behind this. Amongst good practices that contribute to this success are high educational aspirations of African parents and pupils, inspirational leadership, high expectation for all students, diversity in the school workforce, celebration of cultural diversity, strong parental support, an inclusive curriculum that meets the needs of African students and adds to their growing pride in being African and strong links with African communities. These are being further explored through termly network meetings with the Council's additional language coordinators to learn lessons from what has worked and look at how this can be applied to other groups of pupils to enable them to achieve in line with their peers.

Table 11: Key stage 4 Performance of Pupil Premium (PP) pupils

	2014/15			2013/14			Narrowed by
	PP	Non-PP	Gap	PP	Non-PP	Gap	
5+A*-C incl. E&M first entry results	35.6%	64.3%	-28.7%	30%	62%	-32%	3.3%
5+A*-C incl. E&M best entry results	41.3%	68.5%	-27.2%	35%	69%	-34%	6.8%

7. Exclusions

Where the behaviour of a pupil in school is unacceptable they may be excluded from a school, either temporarily or, in extreme cases, permanently. Exclusion data is analysed by sex, by age (via year group) and by ethnicity.

Approximately 17,000 children attend Bracknell Forest maintained schools.

Table 12: Permanent Exclusions 2011/12 to 2015/16

	2011/12	2012/13	2013/14	2014/15	2015/16
Total number of pupils	28	5	1	2	3*
Sex					
Male	20	4	1	1	3*
Female	8	1		1	
Year Group					
3					1
4					1
5					
6	1				
7	4				
8	2				
9	7				1*
10	11	4	1	1	
11	3	1		1	
Race					
Race of pupils excluded	White	White	White Other	White	White
Proportion of excluded pupils	100%	100%	100%	100%	100%
Proportion in school population	83.2%	82.1%	5.1%	80.5%	79.4%

** NB: One of these exclusions is from a Bracknell Forest school, however the pupil resides in a neighbouring Local Authority (LA). For DfE statistical purposes the permanent exclusion counts against the home LA*

The number of exclusions is low in the last 4 academic years as a result of schools having new ways to manage exclusions. It should be noted that the number of permanent exclusions is very small and this can lead to large swings in percentages. For this reason, the data should be viewed with caution. Historically more boys have been excluded than girls. The latest published figures from the Department for Education show that, nationally, the permanent exclusion rate for boys was higher than that for girls.

In terms of race, again with a relatively small data set, it is difficult to determine trends, but over the past 5 years all permanently excluded pupils were of White British ethnicity, with the exception of one child excluded child of 'White Other ethnicity' in 2013/14.

8. Community Learning and Skills

Bracknell Forest Council's adult education provision is managed by the Community Learning and Skills Team. The service includes a broad programme of courses and workshops designed to develop skills for people aiming to increase their economic activity as well as a range of leisure and digital inclusion courses. Strong partnership working with organisations such as Bracknell Forest Homes, Involve, InnerSense, Bracknell and Wokingham Mencap, Community Council for Berkshire as well as Bracknell Forest schools and children's centres has enhanced the engagement of adults, who may not have participated in education previously, into learning.

Access

Table 13: Adult Learners by Sex (April 2015 - March 2016)

Gender of Adult Learners 2015/16 compared with Bracknell Forest adult population				
	Count	%	Bracknell Forest Adult population* %	Variance
Female	2,021	76%	51%	+25%
Male	648	24%	49%	-25%
Total	2,669			

*ONS Mid-2015 estimates

The 76%/24% split between female and male learners in Bracknell Forest broadly corresponds to figures for adult learning across the country. It has remained broadly similar over several years.

Table 14: Adult Learners by Age band

Age band of Adult Learners 2015/16				
	Adult Learners	%	Bracknell Forest Adult population* %	Variance
16-18	7	0.3%		
19-24	96	4%	8.4%	-4.4%
25-39	917	34%	29.3%	+4.7%
40-59	998	37%	40.6%	-3.6%
60 plus	595	22%	21.5%	+0.5%
Unknown	54	2%		
Total	2,669			

*ONS Mid-2015 estimates

Bracknell Forest has a larger proportion of adults in the 25-39 category and 14% more in the 40-59 category than nationally. This is broadly reflected in the age band split in adult learning which could correspond to Jobseekers in the current economic climate. There has been a further increase in the proportion of 25-39 year olds and a reduction in adult learners over 40.

Table 15: Adult Learners by Ethnicity

Ethnicity of Adult Learners 2015/16 compared with Bracknell Forest Population				
	Adult Learners	%	Total Bracknell Forest population*	Variance
			%	
Asian/Asian British	154	6%	4.7%	+1.3%
Black/Black British	58	2%	1.8%	+0.2%
Mixed	38	1%	1.3%	-0.3%
White	2,311	87%	91.5%	-4.5%
Other/Not provided	108	4%	0.4%	+3.6%
Total	2,669			

*National Population Census 27 March 2011

The proportion of adult learners is broadly in line with the local population. The proportion of White and Other ethnic minority learners has risen by around 3%. The proportion of Asian adult learners has reduced since last year as the focused projects, such as the European Integration Fund (EIF) which specifically funded learning opportunities for speakers of other languages have come to an end. Provision for BME learners continues to be offered through the English Language Café at the Open Learning Centre.

Table 16: Adult Learners by Disability

Adult Learners 2015/16 by Disability (self declaration)				
			Limiting Long Term Illness in Bracknell Forest population	
			%	Variance
	Count	%		
Has a learning difficulty / disability	519	19%	15%	+4%
Does not have a learning difficulty / disability	1,814	68%	85%	-17%
Not declared	336	13%		
Total	2,669			

*National Population Census 27 March 2011

The table above suggests that there are a higher proportion of people with a self-declared disability using this service than in the population which is a positive outcome.

Outcomes

Outcomes for people enrolling in adult learning courses are measured in terms of whether learners have met the learning objectives. A proportion of courses: mathematics, English, and some work skills courses are accredited and learners gain a recognised qualification.

Table 17: Levels of achievement by Sex

Adult Learners - % of people enrolled who achieved their goals				
	Enrolments	No. who completed courses	Achieved	% Achieved
All	3,456	2,880	2,721	93.7%
Female	2,634	2,246	2,124	93.4%
Male	822	634	597	94.8%

Table 18: Levels of achievement by Age band

	Enrolments	% Achieved
All	3,456	93.7%
19-24	111	89.2%
25-39	1,145	94.5%
40-59	1,322	92.7%
60 plus	803	94.9%
Unknown	67	93.8%

Table 19: Levels of achievement by Ethnicity

	Enrolments	% Achieved
All	3,456	93.7%
Asian	197	88.9%
Black	91	92.2%
Mixed	45	88.9%
Other	138	96.3%
White	2,985	94.0%

Table 20: Levels of achievement by Disability

	Enrolments	% Achieved
All	3,456	93.7%
Has a learning difficulty / disability	687	93.3%
Does not have a learning diff. / dis.	2,369	93.4%
Not declared	400	96.2%

The tables above show minor discrepancies in achievement across some groups. Variations are investigated, and often are as a result of lower numbers having a large influence on the average percentage. Success rates are higher overall than last year.

9. Conclusion

The data highlights some differences in the achievement of different groups of pupils, students and learners across the different stages of education. Work continues to understand the reasons for, and address, these differential performances in the context of raising achievement for all.

There are approximately 2500 pupils in receipt of Pupil Premium attending Bracknell Forest schools and the additional funding they bring into the borough is in the region of £3+m. The gap between their achievement and the achievement of other pupils is closing, but the pace of change needs to be accelerated. Some schools have had a significant impact on closing the gap in achievement, but in others there has been little change. This is a priority area for the Learning and Achievement branch with a detailed strategy which includes actions such as strengthening school leadership and governance as well as a range of activity which is specifically related to use of the grant.

10. Other Performance indicators related to specific groups

Table 21: Other Annual Performance indicators related to specific groups

Ind. Ref	Short Description	2011/12 (Financial year)	2012/13 (Financial year)	2013/14 (Financial year)	2014/15 (Financial year)	2015/16 (Financial year)
NI 092	Narrowing the gap between the lowest achieving 20 percent in the Early Years Foundation Stage Profile and the rest	24.9%	25.4%	27.3%	25.1%	28%
L153	Looked after children reaching level 4 in reading at Key Stage 2	100%	0%	50%	80%	86%
L154	Looked after children reaching level 4 in Maths at Key Stage 2	0%	0%	50%	80%	60%
L190	Looked after children reaching level 4 in writing at Key Stage 2	-	-	50%	80%	86%
L155	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	11%	0%	7%	13%	33%
NI 102.1	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 2	28%	18%	20%	26%	22%
NI 102.2	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 4	24%	32%	32%	32%	31%
NI 104	The Special Educational Needs (SEN)_non-SEN gap - achieving Key Stage 2 English and Maths threshold	44.2%	48.2%	-	-	-
NI 104	The Special Educational Needs (SEN)_non-SEN gap - achieving Key Stage 2 Reading, Writing and Mathematics	-	-	51%	56%	59%
NI 105	The Special Educational Needs (SEN)_non-SEN gap -- achieving 5 A*(star)-C GCSEs including English and Maths	44.6%	59.0%	43.9%	42.4%	40.0%
NI 107	Key Stage 2 attainment at Level 4+ for Black and minority ethnic groups in English	74.0%	77.3%	95.2%	92.7%	91.0%
L 192	Key Stage 2 attainment at Level 4+ for Black and minority ethnic groups in Writing	-	-	93.2%	91.8%	94.1%
L 193	Key Stage 2 attainment at Level 4+ for Black and minority ethnic groups in Maths	-	-	93.3%	90.0%	96.0%

NI 108	Key Stage 4 attainment for Black and minority ethnic groups (Annually) GCSE (Average point score)	347	354	347	368	371
NI 117	16 to 18 year olds who are not in education, training or employment (NEET)	5.6%	6.0%	4.0%	4.1%	n/a
L 195	Children who achieve or exceed levels of attainment at the end of the Foundation Stage in all of the Early Learning Goals for Communication and Language, Physical Development, Personal Social and Emotional development, Literacy and Mathematics	-	-	57.6%	63.0%	73.2%