

# Equalities Monitoring – Services

## Appendix F – Education

**Annual Report - 2017-18**



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# 1. Introduction

The Council's Children, Young People and Learning directorate aimed 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 (PPG) 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. The outcomes included in this report do not include those pupils eligible for the Service Pupil Premium Grant (SPPG).

Outcomes in exclusions from school and Community Learning are also reported.

## 2. Early Years

**Table 1: Foundation Stage (age 5) results for Bracknell Forest for 2017 by sex**

**% 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 2017**

EYFSP data is collected every year in June/July. The data in the table below was collected in July 2017 which falls within the academic year September 2016 to August 2017.

<b>EYFSP data for 2017</b>			
<b>Area of Learning</b>	<b>All</b>	<b>Girls</b>	<b>Boys</b>
Communication and Language	88	93	82
Physical Development	89	94	83
PSED	89	93	85
Literacy	75	82	68
Mathematics	82	85	79
Understanding the World	90	93	87
Expressive Arts and Design	93	97	88
<b>Average total points</b>	<b>36</b>	<b>37</b>	<b>35</b>
<b>Good Level of Development (GLD)</b>	<b>73</b>	<b>81</b>	<b>66</b>

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 2017 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 73.3% as compared to 70.7% nationally. Although all areas of learning remain above national figures, a GLD of 73% was a fall of 1% compared to the previous year. Data for all schools was analysed and support for schools where specific needs were identified was put in place.

Data in the table above shows that girls continued to 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 2017 remained at 15%.

The attainment of children who attract additional pupil premium funding is analysed and plans are put in place to support vulnerable children. In 2017, 56.6% of pupil premium children in Bracknell Forest attained a Good Level of Development and this was a 2.6% increase over 2016 and was 4.6% above the national figure of 52%. The attainment of non-pupil premium children in Bracknell Forest was 75.1% in 2017 giving a gap of 18.5% which was a 3.8% improvement from 2016. 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.

**Table 2: EYFSP outcomes for children in Bracknell Forest in 2017**

	2014	2015	2016	2017
GLD	63%	73.0%	74%	<b>73%</b>
Gap between sexes	16%	16%	15%	<b>15%</b>
Pupil Premium attainment	44%	54%	54%	<b>57%</b>
Pupil Premium gap	22%	21%	22%	<b>18%</b>
Inequality gap*	25%	28%	26%	<b>26%</b>

\* 'The inequality gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children.

### 3. Key Stage 1 (Age 7)

The Key Stage 1 indicators are based on the percentage of students reaching 'expected standard' in reading, writing, mathematics.

**Table 3: Key Stage 1 results by Sex in academic year 2016/17**

Key Stage 1	Reading			Writing			Mathematics			Combined		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
England (all schools)	75.6	71.4	79.9	68.2	61.5	75.2	75.1	73.9	76.3	63.7	58.4	69.2
South East	78.0	73.9	82.3	69.8	63.0	76.9	76.5	75.5	77.6	65.4	60.1	70.9
<b>Bracknell Forest</b>	<b>74.8</b>	<b>69.4</b>	<b>80.3</b>	<b>66.9</b>	<b>59.3</b>	<b>74.6</b>	<b>75.8</b>	<b>74.7</b>	<b>76.9</b>	<b>62.5</b>	<b>57.2</b>	<b>68.0</b>

As in previous years, girls in Bracknell Forest outperformed boys in all key indicators although the results followed the general trend of the national picture.

**Table 4: Key Stage 1 results by Race for academic year 2016/17**

<b>Reading</b>												
	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	%
<b>England</b>		75.5		77.6		76.6		76.7		84.2		75.6
<b>South East</b>		78.0		80.7		79.6		79.8		85.4		78.0
<b>Bracknell Forest</b>	1231	74.1	86	81.4	92	89.1	46	80.4	4	75.0	1492	74.8
<b>Writing</b>												
	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	%
<b>England</b>		67.7		70.1		71.5		70.4		82.1		68.2
<b>South East</b>		69.4		72.9		74.0		79.8		84.4		69.8
<b>Bracknell Forest</b>	1231	65.8	86	69.8	92	84.8	46	80.4	4	75.0	1492	66.9
<b>Mathematics</b>												
	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	%
<b>England</b>		75.1		75.7		77.0		73.1		90.8		75.1
<b>South East</b>		76.7		77.5		79.1		74.4		91.4		76.5
<b>Bracknell Forest</b>	1231	76.0	86	76.7	92	84.8	46	71.7	4	100	1492	75.8
<b>Combined</b>												
	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	%
<b>England</b>		63.2		65.4		67.1		64.8		79.4		63.7
<b>South East</b>		65.1		68.2		70.1		66.9		81.3		65.4
<b>Bracknell Forest</b>	1231	61.7	86	65.1	92	80.4	46	65.2	4	75.0	1492	62.5

The local distribution follows a similar pattern to the national figures although Asian students are above national averages in all indicators, Black students above national averages in Reading and Writing and White Bracknell Forest students are below national average in key indicators except for mathematics. The cohort of Chinese students is too small to make any general conclusions at this stage.

**Table 5: Key Stage 1 Performance of Pupil Premium pupils by percentage – 2016/17**

	<b>2016/17 (181 Pupil Premium)</b>			<b>2015/16 (213 Pupil Premium)</b>			
<b>Reading</b>	PPG	Non-PPG	Gap	PPG	Non-PPG	Gap	<b>Narrowed by</b>
<b>England</b>	63.2	79.0	-15.8	61.9	77.6	-15.7	-0.1
<b>South East</b>	62.6	80.9	-18.3	61.7	79.7	-18.0	-0.3
<b>Bracknell Forest</b>	54.1	77.7	-23.6	57.3	80.4	-23.1	-0.5
	<b>2016/17</b>			<b>2015/16</b>			
<b>Writing</b>	PPG	Non-PPG	Gap	PPG	Non-PPG	Gap	<b>Narrowed by</b>
<b>England</b>	54.3	72.0	-17.7	52.2	69.3	-17.1	-0.6
<b>South East</b>	52.7	73.0	-20.3	50.2	70.5	-20.3	0.0
<b>Bracknell Forest</b>	44.8	69.9	-25.1	48.4	71.7	-23.3	-1.8

	2016/17			2015/16			
Mathematics	PPG	Non-PPG	Gap	PPG	Non-PPG	Gap	Narrowed by
England	62.3	78.7	-16.4	59.9	76.3	-16.4	0.0
South East	60.7	79.6	-18.9	58.6	77.6	-19.0	0.1
Bracknell Forest	54.7	78.7	-24.0	58.2	78.5	-20.3	-3.7
	2016/17			2015/16			
Combined	PPG	Non-PPG	Gap	PPG	Non-PPG	Gap	Narrowed by
England	49.3	67.6	-18.3	46.4	64.3	-17.9	-0.4
South East	47.5	68.8	-21.3	44.6	65.7	-21.1	-0.2
Bracknell Forest	37.0	66.1	-29.1	42.7	66.6	-23.9	-5.2

The attainment of pupils in receipt of the Pupil Premium funding dropped slightly in reading (by 3.2%), writing (by 3.6%) and mathematics (by 3.5%), and the gap widened in all subjects, but particularly in mathematics. Outcomes for Pupil Premium pupils at Key Stage 1 were disappointing, and remain a key priority for 2017-2018.

#### 4. Key Stage 2 (Age 10-11)

The Key Stage 2 indicators are based on the percentage of students reaching 'expected standard' in reading, writing, mathematics and grammar, punctuation and spelling.

**Table 6: Key Stage 2 results by Sex in academic year by percentage 2016/17**

Key Stage 2	Reading			Writing			Mathematics			Combined			GPS		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
England (all schools)	71.5	68.2	74.9	76.3	70.3	82.6	74.9	74.5	75.2	61.1	57.3	65.0	76.9	72.6	81.5
South East	74.0	70.8	77.3	76.9	71.0	83.1	74.9	74.8	75.0	62.2	58.6	65.9	76.6	72.3	81.1
Bracknell Forest	70.9	67.9	74.0	72.2	67.0	77.5	70.8	71.8	69.8	57.2	55.0	59.4	75.9	73.6	78.3

The national picture continues to show girls outperforming boys and this is followed in Bracknell Forest except for mathematics where the boys outperformed the girls.

**Table 7: Key Stage 2 results by Race for academic year 2016/17**

Reading													
	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		71.9		73.0		69.0		68.4		79.7			71.5
South East		74.3		75.3		74.1		71.8		77.9			74.0
Bracknell Forest	1071	70.5	63	81.0	76	81.6	37	78.4	5	100	1280		70.9
Writing													
	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		75.7		77.6		79.6		76.3		85.2			76.3
South East		76.5		79.1		82.9		77.5		83.9			76.9
Bracknell Forest	1071	71.5	63	77.8	76	86.8	37	83.8	5	100	1280		72.2

<b>Mathematics</b>												
	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	%
<b>England</b>		74.0		74.5		79.3		73.6		91.8		74.9
<b>South East</b>		74.4		75.3		82.6		75.0		89.1		74.9
<b>Bracknell Forest</b>	1071	69.8	63	71.4	76	89.5	37	78.4	5	100	1280	70.8
<b>Combined</b>												
	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	%
<b>England</b>		60.7		62.0		63.0		58.9		76.7		61.1
<b>South East</b>		61.9		64.2		68.3		61.0		73.7		62.2
<b>Bracknell Forest</b>	1071	55.8	63	65.1	76	77.6	37	64.9	5	100	1280	57.2
<b>Grammar, Punctuation &amp; Spelling</b>												
	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	%
<b>England</b>		75.5		78.5		83.5		80.0		87.6		76.9
<b>South East</b>		75.6		79.2		86.4		82.1		86.7		76.6
<b>Bracknell Forest</b>	1071	74.9	63	84.1	76	89.5	37	89.2	5	100	1280	75.9

Despite the small cohort sizes it can be seen that BAME students at KS2 are outperforming their national counterparts, and White students not doing as well as nationally.

**Table 8: Key Stage 2 Performance of Pupil Premium pupils – 2016/17**

	2016/17 (267 PPG)			2015/16 (276 PPG)			
<b>Reading</b>	PP	Non-PP	Gap	PP	Non-PP	Gap	<b>Narrowed by</b>
<b>England</b>	59.5	76.9	-17.4	52.6	71.6	-19	1.6
<b>South East</b>	59.2	78.6	-19.4	52.6	74	-21.4	2
<b>Bracknell Forest</b>	<b>55.1</b>	<b>75.1</b>	<b>-20.0</b>	<b>40.9</b>	<b>71.6</b>	<b>-30.7</b>	<b>10.7</b>
	2016/17			2015/16			
<b>Writing</b>	PP	Non-PP	Gap	PP	Non-PP	Gap	<b>Narrowed by</b>
<b>England</b>	65.7	81.1	-15.4	63.5	78.7	-15.2	-0.2
<b>South East</b>	63.1	81.2	-18.1	61.0	78.6	-17.6	-0.5
<b>Bracknell Forest</b>	<b>55.1</b>	<b>76.7</b>	<b>-21.6</b>	<b>61.2</b>	<b>78.8</b>	<b>-17.6</b>	<b>-4.0</b>
	2016/17			2015/16			
<b>Mathematics</b>	PP	Non-PP	Gap	PP	Non-PP	Gap	<b>Narrowed by</b>
<b>England</b>	63.0	80.1	-17.1	57.0	75.3	-18.3	1.2
<b>South East</b>	59.2	79.8	-20.6	53.4	75.2	-21.8	1.2
<b>Bracknell Forest</b>	<b>54.3</b>	<b>75.1</b>	<b>-20.8</b>	<b>46.0</b>	<b>70.8</b>	<b>-24.8</b>	<b>4.0</b>
	2016/17			2015/16			
<b>Combined</b>	PP	Non-PP	Gap	PP	Non-PP	Gap	<b>Narrowed by</b>
<b>England</b>	47.1	67.3	-20.2	38.7	59.7	-21	0.8
<b>South East</b>	44.2	67.8	-23.6	36.8	60.6	-23.8	0.2
<b>Bracknell Forest</b>	<b>37.5</b>	<b>62.4</b>	<b>-24.9</b>	<b>28.6</b>	<b>57.9</b>	<b>-29.3</b>	<b>4.4</b>

Grammar, Punctuation & Spelling	2016/17			2015/16			Narrowed by
	PP	Non-PP	Gap	PP	Non-PP	Gap	
England	66.1	81.8	-15.7	60.5	77.7	-17.2	1.5
South East	61.7	81.3	-19.6	56.3	77.7	-21.4	1.8
Bracknell Forest	<b>59.9</b>	<b>80.2</b>	<b>-20.3</b>	<b>46.0</b>	<b>67.9</b>	<b>-21.9</b>	<b>1.6</b>

The attainment of Pupil Premium pupils in reading increased significantly by 14.2% from 2016 to 2017, and the gap between these pupils and their peers narrowed by 10.7%, so that it is now broadly in line with the gap in the region. Attainment in mathematics increased by 8.3%, and the gap narrowed by 4% to -20.8%, broadly in line with the region. Attainment in grammar, punctuation and spelling increased significantly by 13.9%, and the gap narrowed by 1.6%. Attainment in writing decreased by 6.1%, and the gap widened by 4%. Attainment in reading was identified as a key priority for this vulnerable group, and this is where the greatest impact was seen. Overall, outcomes at Key Stage 2 for Pupil Premium pupils were significantly improved from 2016.

## 5. Key Stage 4 (Age 16)

Key Outcome measures, Progress 8 and Attainment 8, are judged across attainment in a student's key 8 subjects and progress in those 8 subjects. The goal is to have a positive progress score. This was the first year that English and Maths were graded on the 1-9 scale with 9 being the highest. 4 is judged to be a standard pass and 5 a good pass so the percentages have been calculated as a combination of A\*-C and 5 and above.

**Table 9: Key Indicators by Sex at KS4 – 2016/17**

Progress 8				
	Boys		Girls	
	No. of Pupils		No. of Pupils	
England		-0.24		+0.18
South East		-0.28 (-)		+0.18 (+)
Bracknell Forest	565	-0.27 (-)	554	+0.10 (+)
Attainment 8				
	Boys		Girls	
	No. of Pupils		No. of Pupils	
England		43.7		49.0
South East		42.1		47.8
Bracknell Forest	565	44.2	554	48.5
5+ A*-C/9-5 inc E&M				
	Boys		Girls	
	No. of Pupils	%	No. of Pupils	%
England		56.9		65.7
South East		51.5		61.4
Bracknell Forest	565	59.1	554	66.2

+/- significantly above/below national average



Girls are outperforming boys in all key indicators and are making significantly better progress than them. It is interesting to note that, when looking at attainment 8, boys in the area outperformed the national average while girls were below the average.

**Table 10: Key Indicators by Race at KS4 – 2016/17**

<b>Progress 8</b>												+/- significantly above/below national average	
	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		
<b>England</b>		-0.11		-0.02		+0.47		+0.16		+0.93		-0.03	
<b>South East</b>		-0.11 (-)		0.00		+0.57 (+)		+0.26 (+)		+1.01 (+)		-0.06 (-)	
<b>Bracknell Forest</b>	990	-0.12 (-)	46	-0.27	52	+0.70 (+)	19	+0.61 (+)	1	+1.38	1119	-0.08 (-)	
<b>Attainment 8</b>													
	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		
<b>England</b>		45.9		47.0		49.8		44.8		62.6		46.3	
<b>South East</b>		46.2		47.8		52.7		46.1		63.6		44.8	
<b>Bracknell Forest</b>	990	46.2	46	42.9	52	51.1	19	48.8	1	69.0	1119	46.3	
<b>5+ A*-C/9-5</b>													
	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	%	
<b>England</b>		60.9		61.0		66.6		57.3		83.6		61.2	
<b>South East</b>		61.8		63.5		72.3		61.1		85.8		56.3	
<b>Bracknell Forest</b>	990	62.0	46	54.3	52	76.9	19	68.4	1	100	1119	62.6	

With only one Chinese student, although they performed well, there is not much inference that can be made regarding this group. The data shows that Asian and Black students in the borough are making more progress than other groups and are significantly above national average. However, White students are significantly below average when looking at progress and mixed race students are making the least amount of progress. However, when looking at attainment, White students are in line with the national average.

**Table 11: Pupil Premium performance**

5+ A*-C/9-5 inc E&M	2016/17			2015/16			Narrowed by
	PP	Non-PP	Gap	PP	Non-PP	Gap	
<b>England</b>	41.6	68.2	-26.6	43.4	70.3	-26.9	0.03
<b>South East</b>	36.5	60.3	-23.8	38.9	63.5	-24.6	0.08
<b>Bracknell Forest</b>	39.6	67.1	-27.2	38.4	65.1	-26.7	-0.05

The attainment of Pupil Premium pupils has improved by 1.2% from 2016, and the gap between Pupil Premium pupils and their peers has remained broadly static. The gap at Key Stage 4 remains wider than that in the region and continues to be a key priority for 2018.

## 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 race. Nearly 18,000 children attend Bracknell Forest maintained schools.

**Table 12: Permanent Exclusions 2013/14 to 2017/18**

	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Total number of pupils</b>	<b>1</b>	<b>2</b>	<b>3*</b>	<b>7</b>	<b>14</b>
<b>Sex</b>					
Male	1	1	3*	7	11
Female		1			3
<b>Year Group</b>					
2					1
3			1		
4			1		
5				1	
6					
7					1
8					1
9			1*	3	6
10	1	1		3	5
11		1			
<b>Race</b>					
Race of pupils excluded	White Other	White	White	White	White 11 White Other 2 Black African 1
Proportion of excluded pupils	100%	100%	100%	100%	White 79% White Other 14% Black African 7%
Proportion in school population	5.1%	80.5%	79.4%	78.7%	White 78% White Other 6% Black African 2%

\* 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

Historically more boys have been excluded than girls. The latest published figures are in line with national data which shows an increase in the use of exclusion. Numbers are approximately equally split between academies and local authority schools.

In terms of race, again with a relatively small data set, it is difficult to determine trends, but over the past 5 years, of the 27 permanently excluded pupils, 23 had a race of White British. Of the 4 non White British children, 3 with a race of 'White Other' were excluded, one in 2013/14 and the other two in 2017/18. There was also a child described with 'Black African' race excluded in 2017/18.

## 7. Community Learning

Bracknell Forest Council's adult education provision is managed by the Community Learning team. The service includes a programme of courses and workshops designed to:

- develop skills for people aiming to increase their economic activity
- encourage people to live active and healthy lifestyles and contribute to the community
- support and promote digital inclusion.

This year through sub-contracts and a service level agreement (SLA), the service worked in partnership with two community organisations as well as Bracknell Forest schools and children's centres. This enhances the breadth of engagement with adults who may not have otherwise previously participated in adult education.

### Access

**Table 13: Adult Learners by Sex (April 2017 - March 2018)**

<b>Sex of Adult Learners 2017/18 compared with Bracknell Forest adult pop'n</b>				
	<b>Adult Learners</b>	<b>%</b>	<b>Bracknell Forest Adult population* %</b>	<b>Variance</b>
Female	2,316	76%	49%	+27%
Male	722	24%	51%	-27%
<b>Total</b>	<b>3,038</b>			

\*ONS Mid-2016 estimates

The 76% to 24% split between female and male learners using our service is in line with adult learning across the country. However, compared to 2016/17 we have increased our proportion of male learners by 2%. This ratio has remained broadly similar over several years even though the sex split across Bracknell Forest, South East and the UK is 49% female to 51% male.

**Table 14: Adult Learners by Age band**

<b>Age band of Adult Learners 2017/18</b>				
	<b>Adult Learners</b>	<b>%</b>	<b>Bracknell Forest Adult population* %</b>	<b>Variance</b>
16-18	8	0.3%		
19-24	131	4%	7.9%	-3.9%
25-39	1,505	50%	28.0%	+22.0%
40-59	993	33%	38.9%	-5.9%
60 plus	371	12%	25.2%	-13.2%
Unknown	30	1%		
<b>Total</b>	<b>3,038</b>			

\*ONS Mid-2016 estimates

Our service has a larger proportion of adults in the 25-39 age category than the Bracknell Forest and national adult population figures. As to be expected, the focus on meeting the needs of unemployed jobseekers in line with the Council Plan has increased the number of learners in the 25-39 age category in 2017/18 from 1,395 (46% of total Community Learning learners) in 2016/17.

**Table 15: Adult Learners by Race**

<b>Race of Adult Learners 2017/18 compared with Bracknell Forest Population</b>				
	<b>Adult Learners</b>	<b>%</b>	<b>Total Bracknell Forest population* %</b>	<b>Variance</b>
Asian/Asian British	192	6%	4.7%	+1.3%
Black/Black British	59	2%	1.8%	+0.2%
Mixed	41	1%	1.3%	+0.3%
White	2,425	80%	91.5%	-11.5%
Other ethnic group	321	11%	0.4%	+10.6%
<b>Total</b>	<b>3,038</b>			

\*National Population Census 27 March 2011

The race of adult learners is broadly in line with the local Bracknell Forest population. However a variance can be seen with the 'White' and 'Other ethnic minority' learners. This again reflects a response to Council priorities resulting in the service engaging with a significantly larger proportion of learners in the other ethnic minority category in comparison to 2016/17. Our English Language Cafés continue to be successful for speakers of other languages who want to improve their English speaking skills, which allows learners to progress on to formal qualifications and supports integration.

**Table 16: Adult Learners by Disability**

<b>Adult Learners 2017/18 by Disability (self declaration)</b>				
	<b>Adult Learners</b>	<b>%</b>	<b>Limiting Long Term Illness in Bracknell Forest population %</b>	<b>Variance</b>
Has a learning difficulty / disability	497	16%	15%	+1%
Does not have a learning difficulty / disability	2,541	84%	85%	-1%
Not declared	0	0%		
<b>Total</b>	<b>3,038</b>			

\*National Population Census 27 March 2011

The data suggests that the service reaches a good representation of the local Bracknell Forest population who have declared a learning difficulty or disability with a variance of +1% engaging with Community Learning. This is an improvement on the previous year where an eighth of learners had chosen to not declare their status. This target group can be hard to reach; so Community Learning has worked hard to collaborate with local partners to ensure an accessible and inclusive service is provided.

## Outcomes

Achievement rates for people enrolling in adult learning courses are measured in terms of whether learners have met the course learning objectives. Some 13% of courses, such as English, Retail, Customer Service, Hospitality, Food Safety, Health & Safety and Emergency First Aid at Work lead to a recognised qualification.

**Table 17: Levels of achievement by Sex**

<b>Adult Learners - % of people enrolled who achieved their goals</b>		
	<b>Enrolments</b>	<b>% Achieved</b>
<b>All</b>	3,600	98.4%
Female	2,751	98.5%
Male	489	98.2%

**Table 18: Levels of achievement by Age band**

	<b>Enrolments</b>	<b>% Achieved</b>
<b>All</b>	3,600	98.4%
19-24	8	100.0%
25-39	164	99.2%
40-59	1,741	98.5%
60 plus	1,233	98.1%
Unknown	421	98.0%

**Table 19: Levels of achievement by Race**

	<b>Enrolments</b>	<b>% Achieved</b>
<b>All</b>	3,600	98.3%
Asian	249	99.1%
Black	76	99.0%
Mixed	46	100.0%
Other	353	95.2%
White	2,876	98.0%

**Table 20: Levels of achievement by Disability**

	<b>Enrolments</b>	<b>% Achieved</b>
<b>All</b>	3,600	98.4%
Has a learning difficulty / disability	660	97.5%
Does not have a learning diff. / dis.	2,940	98.6%
Not declared	0	0.0%

The overall achievement rate continues to improve. Achievement in 2017-18 increased to c.98%; a 3% increase on 2016/17 and a 5% increase from 2015/16. Levels of achievement by BME groups are above the average for the population as a whole.

## 8. 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.

At all ages girls in the Borough perform better than boys. This reflects the national position.

At all Key Stages in the Borough generally Asian and Black groups achieve better than White and Mixed Race groups. Also the Asian and Black groups achieve higher than the same groups nationally, and White and Mixed Race groups not as well as nationally. The exception is Key Stage 4 when the White group achieves as well or slightly higher than the same group nationally. The differences between the groups are similar to the pattern nationally, although the performances of different groups are more similar nationally than in the Borough.

Outcomes for Pupil Premium pupils at Key Stage 2 have seen a marked improvement, particularly in reading - a key subject in supporting these vulnerable pupils' access to the secondary curriculum. The gap is narrowing at both Key Stage 2 and in the Early Years, However, despite some improvements to pupil attainment, the gap between Pupil Premium pupils and their peers remains static at Key Stage 4, and has widened at Key Stage 1. These two Key Stages will continue to be a key priority for 2018, and the pace of change needs to be accelerated further.

## 9. Other Performance indicators related to specific groups

Table 21: Other Annual Performance indicators related to specific groups

Ind. Ref	Short Description	2014/15 (Financial year)	2015/16 (Financial year)	2016/17 (Financial year)	2017/18 (Financial year)
L153	Looked after children reaching level 4 in reading at Key Stage 2	80%	86%	100%	50%
L154	Looked after children reaching level 4 in Maths at Key Stage 2	80%	60%	100%	75%
L190	Looked after children reaching level 4 in writing at Key Stage 2	80%	85.7%	100%	100%
L155	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	12.5%	33.3%	33.3%	21.4%
NI 102.1	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 2	26%	22%	31%	24%
NI 102.2	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 4	32%	31%	26%	28%
NI 117	16 to 18 year olds who are not in education, training or employment (NEET)	4.1%	4.0%	3.9%	3.2%
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	63.0%	73.2%	74.0%	73.3%