

Equalities Monitoring – Services

Appendix F – Education

Annual Report - 2013-14



Published: January 2015

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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, access to the service and complaints for the following equality groups (where possible):

- Sex
- Race
- National Curriculum Year Group (NCY) – relates to age

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 2013 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 2013

EYFSP data is collected every year in June/July. The data in the table below was collected in June/July 2013 which falls within the financial year April 2013 to March 2014.

EYFSP data for 2013			
Area of Learning	All	Girls	Boys
Communication and Language	77	83	70
Physical Development	88	93	83
PSED	80	86	73
Literacy	68	77	59
Mathematics	75	80	70
Understanding the World	83	87	80
Expressive Arts and Design	88	93	82
Average total points	34	35.6	33.1
Good Level of Development	58%	68%	47%

At the end of the Foundation Stage all children are assessed against a range of criteria in the Early Years Foundation Stage Profile. Results from Early Years Foundation Stage classes in schools and settings in 2013 showed attainment that was above the national average across all areas of the curriculum. The percentage of pupils at the end of the Early Years Foundation Stage (age 5) achieving a Good Level of Development (expected or exceeding levels in the prime areas of learning plus literacy and mathematics) was 58% as compared to 52% nationally. Data in the table above shows that girls outperform boys in all areas of the curriculum and this is a national picture. The gender gap in Bracknell Forest in 2013 was 21% as compared to a national gap of 16%. However improvements in 2014 have resulted in a gender gap of 16% which brings us in line with national figures which also stand at 16%.

When comparing the percentage of children who attained a Good Level of Development (GLD) in Bracknell Forest to children in LA's across the South East and across the country, Bracknell Forest ranked 4th out of 18 authorities in the South East and 21st out of 154 nationally.

The attainment of children who attract additional pupil premium funding is also analysed. In 2013 33% of pupil premium children in Bracknell Forest attained at least expected levels in all Early Learning Goals. This is in line with national figures. However as the attainment of non pupil premium children was 59% in Bracknell Forest in 2013 this gave a gap of 26%, compared with 19% nationally. The attainment of pupils attracting pupil premium funding has therefore been a focus for the academic year 2013 – 2014 resulting in improvements in this position.

As major changes in the assessment of children at the end of the EYFS took place in 2013, it is not possible to compare results with previous years in order to show trend data.

3. Key Stage 1 (Age 7)

Table 2: Key Stage 1 results by Sex in academic year 2012/13

	<i>Average Point Score</i>	
	Boys	Girls
Speaking/Listening	15.5	15.9
Reading	16.3	17.1
Writing	14.6	15.8
Mathematics	16.5	16.2
Science	16.1	15.7

Average point scores are calculated by assigning a score to the national curriculum level (e.g. Level 3) attained by a pupil in the end of Key Stage 1 teacher assessments. This enables an average score for the whole cohort to be calculated.

Girls achieve higher average scores than boys in reading and in writing. Boys achieve marginally higher scores than girls in mathematics due to their stronger performance at Level 3 (the highest level).

Table 3: Key Stage 1 results by Race

Key Stage 1 - Pupils achieving Level 2+ in academic year 2012/13					
	<i>Number</i>	<i>Average Points score</i>			
<i>Race</i>		<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Science</i>
White	1049	16.57	15.46	16.80	15.22
Mixed	57	17.30	15.58	17.03	15.65
Asian	70	16.84	16.10	16.81	15.92
Black	32	18.27	16.93	17.17	16.10
Chinese	6	20.30	18.30	19.70	18.00
Not known/Preferred not to say	116	15.26	14.00	14.96	14.78
Total	1330	16.70	15.20	16.30	15.90

As the numbers for some races are very small, the average points score should be viewed with caution as small numbers can lead to large variations.

4. Key Stage 2 (Age 10-11)

Table 4: Key Stage 2 results by Sex in academic year 2012/13

Key Stage 2 test	<i>Average Points</i>		<i>Average Level</i>	
	Boys	Girls	Boys	Girls
Reading	27.8	29.1	4.3	4.4
Writing	27.2	28.4	4	4.2
Mathematics	29.1	28.3	4.4	4.2

The average point score is calculated from the levels attained by pupils in the end of Key Stage 2 tests or teacher assessments, taken in May each year. The expected level is Level 4.

Girls continue to achieve better results in reading and writing than boys. Boys achieve better than girls in mathematics with 45% achieving a level 5+ against 36.75% of girls. There were 536 boys and 551 girls in the cohort.

Table 5: Key Stage 2 results by Race (Average Point Score)

Key Stage 2 - Pupils achieving Level 4+ in 2012/13				
	<i>Number</i>	<i>Average Points Score</i>		
<i>Race</i>		<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
White	825	30.18	27.94	28.76
Mixed	39	31.40	29.23	29.65
Asian	66	29.70	28.57	30.57
Black	16	26.60	27.00	26.57
Chinese	1	SUP	SUP	SUP
Not known/Preferred not to say	140	26.30	22.32	25
All pupils	1087	29.00	27.80	28.7

Table 6: Key Stage 2 results (English & Maths) by Race (% Achieving Level 4+)

Key Stage 2 - % of pupils achieving Level 4+ in 2012/13	
<i>Race</i>	<i>Reading/Writing/Maths</i>
White	76.24%
Mixed	87.18%
Asian	89.39%
Black	62.50%
Chinese	SUP
Not known/Preferred not to say	79.29%
All pupils	77.60%

* SUP - Suppressed due to very small number in this cohort.

The attainment at Key Stage 2 in English and Mathematics for Black pupils reflects the national trend for the same group. Whilst a number of pupils in this cohort would have achieved in line with their expected levels, varied backgrounds, cultural impact and own (pupils') perceptions and aspirations for their learning are some of the biggest barriers to progression and attainment. An EMTAS (Ethnic Minority and Traveller Achievement Service) team work 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.

However, the performance of pupils of Black African, Black Caribbean and any other Black origin has been of a particular concern (correlating to the national trend for this particular ethnic group). One of the main reasons for particularly mentioning these groups is the historical trend in educational achievement which needs highlighting and the fact that supporting these groups is part of our main efforts has to be reiterated.

Data from four years ago identifies 33 pupils of black origin in the KS2 cohort. It is worth noting that there is a smaller cohort at KS2 than at KS1 which does have a statistical impact. In addition to this is also the home learning environment and level of support that young people of not only this but generally from a BME background receive at home. This forms part of our work with schools to help teachers to have a better cultural understanding of different families and to support both to have a closer link with each other.

5. Key Stage 3 (Age 13-14)

Table 7: Key Stage 3 results by Sex in academic year 2012/13

Key Stage 3 assessment	<i>Average Point</i>		<i>Average Level</i>	
	Boys	Girls	Boys	Girls
English	33.8	37.3	5.1	5.7
Mathematics	37.6	38.0	5.8	5.8

The average point score is calculated from the levels attained by pupils in the end of Key Stage 3 teacher assessments. The expected level is Level 5/6.

The pattern in performance seen in previous years continues and is similar to national averages and differences between boys and girls. There were 596 boys and 540 girls in the cohort.

6. Key Stage 4 (GCSE)

Table 8: Key Stage 4 - GCSE results 2012/13 by Sex

% Achieving 5+ A*-C grades (including English and Maths) at GCSE and equivalent for pupils at the end of Key Stage 4	
Boys	55.5%
Girls	60.7%

The proportion of boys achieving 5+ A* to C grade GCSEs is lower than that for girls. This difference is also seen nationally. There were 549 girls and 554 boys in the cohort.

Table 9: Key Stage 4 – GCSE results 2012/13 by Race

% Achieving 5+ A*-C grades including English and Maths, at GCSE and equivalent for pupils at the end of Key Stage 4 by ethnicity - 2012/13				
	Bracknell Forest Number	Bracknell Forest %	England (2013) %	South East (2013) %
White	1013	54	60.4	62.0
Mixed	5	80	62.7	65.2
Asian	48	42	64.9	68.2
Black	26	69	58.7	62.0
Chinese	1	SUP	80.1	83.3
Other	6	33		
Refused	4	50		
All pupils	1103	54	60.8	62.5

Source: NCER / examination boards

The table shows the percentage of each ethnic group achieving the benchmark of 5+ A*-C grades including English and Maths. The White group, which includes White British and other White groups, the biggest ethnic group by far, is the second lowest performing group against this benchmark, significantly below the South East and England average. It is notable that the performance of the Asian group is lower than the South East and England averages, and the Mixed and Black ethnic groups are significantly above the South East and England averages.

7. Adult Learning

Bracknell Forest Council's adult and family learning 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 attracting and motivating new learners. An intensive family learning programme helps parents and carers to support their children's education as well as improve their own literacy and numeracy skills. The Community Project Fund provides an opportunity for local community groups, voluntary and faith organisations, to bid for a grant to provide learning activities within their own organisations. Strong partnership working with organisations such as Bracknell Forest Homes, Involve, InnerSense, Bracknell and Wokingham Mencap and Community Council for Berkshire has enhanced the engagement of adults into learning who may not have participated previously.

Access

Table 10: Adult Learners by Sex (April 2013 - March 2014)

Sex of Adult Learners 2013/14 compared with Bracknell Forest adult population				
	Count	%	Bracknell Forest Adult population* %	Variance
Female	1,645	72%	51%	+21%
Male	636	28%	49%	-21%
Total	2,281			

* National Population Census 27 March 2011

The 72%/28% split between female and male learners in Bracknell Forest broadly corresponds to outcomes for adult learning across the country. It has remained the same over several years.

Table 11: Adult Learners by Age band

Age band of Adult Learners 2013/14				
	Adult Learners	%	Bracknell Forest Adult population*	Variance
19-24	152	7%	9.9%	-2.9%
25-39	617	27%	32.3%	-5.3%
40-59	941	41%	40.9%	+0.1%
60 plus	547	24%	16.9%	+7.1%
Unknown	24	1%		
	Total	2,281		

* National Population Census 27 March 2011

The age band split corresponds broadly with the national picture with a larger proportion of learners in the 60+ category. There is also a larger proportion of 25-39 year olds in learning which could correspond to Jobseekers in the current economic climate.

Table 12: Adult Learners by Ethnicity

Ethnicity of Adult Learners 2011/12 compared with Bracknell Forest Population				
	Adult Learners	%	Total Bracknell Forest population* %	Variance

Asian/Asian British	249	10.9%	5.0%	+5.9%
Black/Black British	41	1.8%	1.9%	-0.1%
Mixed	23	1.0%	2.0%	-1.0%
White	1856	81.2%	90.6%	-9.4%
Other	115	5.0%	0.4%	+0.1%
Total	2,284			

*National Population Census 27 March 2011

There is a higher proportion of Asian adult learners than in the general Bracknell Forest population. This is mainly due to focused projects, such as the EIF (European Integration Fund) which specifically funds learning opportunities for speakers of other languages, including English courses. In addition to the regular promotional mix (leaflets, web and emails), promotion to the BME population has proved most effective when conducted via community leaders, faith groups and via gatherings such as the International Café at the Open Learning Centre and English for Speakers of Other Languages courses (ESOL) at the Open Learning Centres in Bracknell and Sandhurst.

Table 13: Adult Learners by Disability

Adult Learners 2013/14 by Disability (self declaration)		
	Count	%
Has a learning difficulty / disability	550	23.9%
Does not have a learning difficulty / disability	1,516	65.9%
Not declared	233	10.1%
Total	2,299	100%

It is estimated that around 10% of the population have a disability. Therefore 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.

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, English as a Second Language (ESOL) and some work skills courses are accredited and learners gain a qualification.

Table 14: Levels of achievement by Sex

Adult Learners - % of people enrolled who achieved their goals				
	Enrolments	Completed courses	Achieved	% Achieved
All	4,668	4,509	4,415	98%
Female	3,091	2,957	2,887	98%
Male	1,577	1,552	1,528	98%

Table 15: Levels of achievement by Age band

	Enrolments	% Achieved
All	4,668	97.9%
19-24	202	96.1%
25-39	1,016	96.7%
40-59	2,123	98.3%
60 plus	1,303	99%
Unknown	24	96%

Table 16: Levels of achievement by Ethnicity

	Enrolments	% Achieved
Asian	539	98.1%
Black	93	97.7%
Mixed	83	98.8%
Other	173	99.4%
White	3,780	97.8%

Table 17: Levels of achievement by Disability

Adult Learners 2013/14 by Disability		
	Enrolments	% Achieved
Has a learning difficulty / disability	1,233	97.1%
Does not have a learning diff. / dis.	569	97.9%
Not declared	2,866	98.3%
Total	4,668	

The tables above show broadly similar, high levels of achievement across all groups.

8. Exclusions

Parents have a legal obligation to ensure that their children, (aged 5 to 16 years), have access to education. This can be via state schools, private/public schools or through home tuition.

Where the behaviour of a pupil 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 16,000 children attend Bracknell Forest maintained schools.

Table 18: Permanent Exclusions 2011/12 to 2013/14

	2011/12	2012/13	2013/14
Total number of pupils	28	5	1
Sex			
Male	20	4	1
Female	8	1	
Year Group			
4	0	0	
5	0	0	
6	1	0	
7	4	0	
8	2	0	
9	7	0	
10	11	4	1
11	3	1	
Race			
Race of pupils excluded	White	White	White Other
Proportion of excluded pupils	100%	100%	100%
Proportion in school population	83.2%	82.1%	5.1%

The number of exclusions is particularly low in 2013/14 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 in 2011/12 and 2012/13 all permanently excluded pupils were of White British ethnicity. In 2013/14 the one child excluded was of White Other ethnicity.

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.

10. Other Performance indicators related to specific groups

Table 19: Other Annual Performance indicators related to specific groups

Ind. Ref	Short Description	2010/11 (Academic year)	2011/12 (Academic year)*	2012/13 (Academic 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%
L153	Looked after children reaching level 4 in English at Key Stage 2	100%	0%	50%
L154	Looked after children reaching level 4 in Maths at Key Stage 2	0%	0%	50%
L155	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)	11%	0%	25%
NI 102.1	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 2	28.0%	18.0%	20%
NI 102.2	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 4	19%	32%	32%
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	-	-	51.0%
NI 105	The Special Educational Needs (SEN)_non SEN gap -- achieving 5 A(star)-C GCSEs including English and Maths	44.6%	59%	-
NI 107	Key Stage 2 attainment at Level 4+ for Black and minority ethnic groups in English and Maths	77%	79%	-
NI 107	Key Stage 2 attainment at Level 4+ for Black and minority ethnic groups in Maths	-	-	95.2%
NI 108	Key Stage 4 attainment for Black and minority ethnic groups (Annually) GCSE (Average point score)	346	354	347
NI 117	16 to 18 year olds who are not in education, training or employment (NEET)	6.1%	5.6%	6.0%