

Equalities Monitoring – Services

Appendix F – Education

Annual Report - 2014-15



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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 2014 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 2014

EYFSP data is collected every year in June/July. The data in the table below was collected in June/July 2014 which falls within the academic year 2013/14.

EYFSP data for 2014			
Area of Learning	All	Girls	Boys
Communication and Language	82	87	78
Physical Development	89	94	84
PSED	83	89	78
Literacy	71	78	65
Mathematics	80	83	77
Understanding the	87	91	82

World			
Expressive Arts and Design	90	95	85
Average total points	35.5	36.9	34
Good Level of Development (GLD)	63%	71.2%	55.4%

At the end of the Foundation Stage all children are assessed against a range of criteria and results have shown improving attainment once again in 2015 (see table below). The percentage of children attaining a Good Level of Development has risen by 10% since last year and is now 7.2% above the national figure, although these figures are yet to be confirmed. Data in the table below shows that the gender gap has stayed the same as last year and remains roughly in line with the national figure.

The gap between the attainment of children who receive additional funding (Pupil Premium Gap) and children who do not receive extra funding has closed by 2% this year to 20% which is now only 1% above the national figure. This shows that the additional funds are being spent wisely and that strategies put in place to support these vulnerable children are proving successful.

Table 2: EYFSP data for Bracknell-Forest 2013, 2014, 2015

Academic years	2012/13 confirmed	2013/14 confirmed	2014/15 confirmed	2014/15 National scores
Good Level of Development	58%	63%	73.2%	66.3%
Average total points	34.5	35.5	36	33.8
Pupil Premium gap	26%	22%	20% Not confirmed	19% in 2014 Not yet available for 2015
Inequality gap	27.3%	25.1%	28%	32.1%
Gender gap	21%	16%	16.1%	15.6%

3. Key Stage 1 (Age 7)

Table 3: Key Stage 1 results by Sex in academic year 2013/14

	<i>Average Point Score</i>	
	Boys	Girls
Speaking/Listening	15.3	16.3
Reading	16.3	17.4
Writing	14.5	16.3
Mathematics	16.4	16.5
Science	15.9	16.0

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 have traditionally achieved higher average scores than boys in reading and in writing. However, for this period, girls outperformed boys across all assessed areas.

Table 4: Key Stage 1 results by Race

Number of pupils achieving Level 2+ in academic year 2013/14					
	Reading	Writing	Maths	Science	Speaking/Listening
White	1016	993	1053	1060	1045
Mixed	67	67	67	69	67
Asian	71	71	72	71	66
Black	34	33	36	34	32
Chinese	4	4	5	4	5
Not known/ Preferred not to say	73	64	73	76	74
All Pupils	1261	1228	1301	1310	1264
% All White British	76.05	76.38	75.94	76.03	77.93
% All BME pupils	92.62	90.77	97.05	96.31	91.14

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. However, results from this year show that more pupils from a Black and Minority Ethnic (BME) origin have achieved higher than they did during the 2012 – 13 academic year across all assessed areas.

The performance of pupils in receipt of Pupil Premium funding showed some improvement particularly in maths, however the target was not achieved and the pace of improvement will need to be accelerated.

Table 5: Key Stage 1 Performance of Pupil Premium pupils

	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 2013/14

Key Stage 2 test	<i>Average Points</i>		<i>Average Level</i>	
	Boys	Girls	Boys	Girls
Reading	28.7	29.7	4.3	4.4
Writing	26.7	28.6	3.9	4.3
Mathematics	29.0	28.7	4.3	4.3

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. This was also true for attainment in Maths. At Level 5, boys achieve better than girls in mathematics with 41% achieving a level 5+ against 37% of girls. There were 642 boys and 585 girls in the cohort.

Table 7: Key Stage 2 results by Race (Average Point Score)

Race	Number of pupils achieving Level 4+					% achieving Level 4+
	Number	Grammar	Reading	Writing	Maths	%Reading/ Writing/ Maths
White	983	744	880	857	844	79
Mixed	42	49	58	57	57	81
Asian	68	56	64	64	62	85
Black	25	18	22	21	20	76
Chinese	SUP	SUP	SUP	SUP	SUP	100
Not known/ Preferred not to say	15	6	12	10	10	53
All Pupils	1227	921	1093	1056	1040	78

*SUP – suppressed due to small numbers.

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. A notable improvement was noted for pupils of Black African, Black Caribbean and any other Black origin (as compared to 2013).

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 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 and to support both to have a closer link with each other.

The performance of pupils in receipt of Pupil Premium funding (226 pupils) at KS2 showed improvement, again particularly in maths. For reading, writing and maths combined the gap last year was -26.2% and this has reduced to -21.8% in 2015. We have not met our own ambitious target; however the evidence shows a significant shift in the right direction. Of seven LAC pupils, four achieved L4, with none achieving L5.

Table 8: Key Stage 2 Performance of Pupil Premium pupils

	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 2013/14 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	53.7%
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 regionally and nationally. Across the South East 63.9% of girls and 54.3% achieved 5+ A* to C grades (incl. English and Mathematics) compared with 48.2% (boys) and 58.9% (girls) nationally.

Table 10: Key Stage 4 – GCSE results 2013/14 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 - 2013/14				
	Bracknell Forest Number	Bracknell Forest %	England (2013) %	South East (2013) %
White	1109	54.73	60.4	62.0
Mixed	14	71.43	62.7	65.2
Asian	48	58.33	64.9	68.2
Black	22	54.55	58.7	62.0
Chinese	2	50	80.1	83.3
Other	6	33.33		
Refused	5	60		
All pupils	1206	54.98	60.8	62.5

Source: NCER / examination boards

Broadly, the results in the key stages are similar for White pupils and those from Minority Ethnic groups. An improved picture has been noted across all BME groups this year in comparison with figures from last year. However, this could also be the result of relative small cohorts as this 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.

The performance of pupils in receipt of Pupil Premium funding (208 pupils) at KS4 showed improvement. For the percentage of young people obtaining 5 or more GCSE grades A* - C including English and mathematics, best entry, the gap last year was -34%, and has reduced to -27.2% in 2015. We have not met our target of -22%, but this narrowing of 6.8% is a significant improvement. In published figures however, which are for first entry, the gap has narrowed by 3.3%.

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

	2015			2014			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 2014/15

	2011/12	2012/13	2013/14	2014/15
Total number of pupils	28	5	1	2
Sex				
Male	20	4	1	1
Female	8	1		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	1
11	3	1		1
Race				
Race of pupils excluded	White	White	White Other	White
Proportion of excluded pupils	100%	100%	100%	100%
Proportion in school population	83.2%	82.1%	5.1%	80.5%

The number of exclusions is particularly low in 2013/14 and 2014/15 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, 2012/13 and 2014/15 all permanently excluded pupils were of White British ethnicity. In 2013/14 the one child excluded was of White Other ethnicity.

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 and Community Council for Berkshire has enhanced the engagement of adults, who may not have participated previously, into learning.

Access

Table 13: Adult Learners by Sex (April 2014 - March 2015)

Gender of Adult Learners 2014/15 compared with Bracknell Forest adult population				
	Count	%	Bracknell Forest Adult population* %	Variance
Female	2,020	72%	50%	+22%
Male	800	28%	50%	-22%
Total	2,820			

*ONS Mid-2014 estimates

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 14: Adult Learners by Age band

Age band of Adult Learners 2013/14				
	Adult Learners	%	Bracknell Forest Adult population* %	Variance
19-24	98	4%	8.9%	-4.9%
25-39	864	31%	29.7%	+1.3%
40-59	1081	39%	40.6%	-1.6%
60 plus	668	24%	20.8%	-3.2%
Unknown	82	3%		
Total	2,793			

*ONS Mid-2014 estimates

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 15: Adult Learners by Ethnicity

Ethnicity of Adult Learners 2013/14 compared with Bracknell Forest Population				
	Adult Learners	%	Total Bracknell Forest population* %	Variance
Asian/Asian British	129	8%	5.0%	+3%
Black/Black British	56	3%	1.9%	+1.1%
Mixed	26	2%	2.0%	+/-0%
White	1,453	85%	90.6%	-5.6%
Other	43	3%	0.4%	+1.6%
Total	1,707			

*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 European Integration Fund (EIF) 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 English Language Café at the Open Learning Centre.

Table 16: Adult Learners by Disability

Adult Learners 2013/14 by Disability (self declaration)		
	Count	%
Has a learning difficulty / disability	666	24%
Does not have a learning difficulty / disability	1,951	69%
Not declared	207	7%
Total	2,824	

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, and some work skills courses are accredited and learners gain a qualification.

Table 17: Levels of achievement by Sex

Adult Learners - % of people enrolled who achieved their goals				
	Enrolments	No. completed courses	Achieved	% Achieved
All	4,431	3,861	3,893	87.9%
Female	3,018	2,687	2,675	88.6%
Male	1,413	1,174	1,218	86.2%

Table 18: Levels of achievement by Age band

	Enrolments	% Achieved
All	4,431	87.9%
19-24	170	75.3%
25-39	1,164	88.9%
40-59	1,884	87.4%
60 plus	1,120	89.4%
Unknown	93	88.2%

Table 19: Levels of achievement by Ethnicity

	Enrolments	% Achieved
All	4,431	87.9%
Asian	525	94.5%
Black	99	74.7%
Mixed	70	80.0%
Other	154	92.9%
White	3,582	87.2%

Table 20: Levels of achievement by Disability

	Enrolments	% Achieved
All	4,431	87.9%
Has a learning difficulty / disability	1,159	82.5%
Does not have a learning diff. / dis.	2,888	89.4%
Not declared	384	92.7%
Total	4,047	

The tables above show broadly similar levels of achievement across all groups. Variations are investigated, and often are as a result of lower numbers having a large influence on the average percentage.

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	2010/11 (Academic year)	2011/12 (Academic year)	2012/13 (Academic year)	2013/14 (Academic year)	2014/15 (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%	25.1%	28%
L153	Looked after children reaching level 4 in English at Key Stage 2	100%	0%	50%	80%	57%
L154	Looked after children reaching level 4 in Maths at Key Stage 2	0%	0%	50%	80%	57%
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	28.00%	18.00%	20%	26%	n/a
NI 102.2	Achievement gap between pupils eligible for free school meals and their peers - Key Stage 4	24%	32%	32%	32%	n/a
NI 104	The Special Educational Needs (SEN)_non-SEN gap - achieving Key Stage 2 English and Maths threshold	44.20%	48.20%	-	-	-
NI 104	The Special Educational Needs (SEN)_non-SEN gap - achieving Key Stage 2 Reading, Writing and Mathematics	-	-	51%	56%	n/a
NI 105	The Special Educational Needs (SEN)_non SEN gap -- achieving 5 A(star)-C GCSEs including English and Maths	44.60%	59.0%	43.9%	42.4%	n/a
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	-	-	84.2%	86.7%	85%
NI 108	Key Stage 4 attainment for Black and minority ethnic groups (Annually) GCSE (Average point score)	346	354	356	357	356
NI 117	16 to 18 year olds who are not in education, training or employment (NEET)	6.1%	5.6%	6.0%	4.2%	4.0%

