

Decision Maker: **Children and Young People Portfolio Holder**

Date: **For Pre-Decision Scrutiny by the Children and Young People PDS Committee on 20 March 2012**

Decision Type: Non-Urgent Executive Non-Key

TITLE: STANDARDS OF ATTAINMENT IN BROMLEY SCHOOLS 2011

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Chief Officer: Gillian Pearson, Director of Children and Young People Services

Ward: Boroughwide

1. Reason for report

- 1.1 Children and Young People Services reports annually on the standards of attainment and quality of provision in Bromley schools. The report is based on an analysis of recently published National Curriculum assessments and Summer 2011 GCSE/GCE examination results. The report also provides a summary of the outcomes following Ofsted inspection of schools and the Annual Report from the Standing Advisory Council for Religious Education with examination analysis of Religious Education.

2. **RECOMMENDATION(S)**

2.1 **The Portfolio Holder for Children and Young People is asked to:**

- (i) **consider the annual report on the standards of attainment and quality of provision in Bromley schools;**
- (ii) **approve the priorities for the Local Authority's school improvement strategy for the next academic year 2012-2013.**

Corporate Policy

1. Policy Status: Existing policy: Children and Young People's Plan 2011-12
 2. BBB Priority: Children and Young People
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Financial

1. Cost of proposal: Within existing resources and grant funding.
 2. Ongoing costs: N/A
 3. Budget head/performance centre: Learning and Achievement Services
 4. Total current budget for this head: £2,556k
 5. Source of funding: The approved service budget is funded from Council Revenue, Dedicated Schools Grant and sold services to schools.
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Staff

1. Number of staff (current and additional) -
 2. If from existing staff resources, number of staff hours -
-

Legal

1. Legal Requirement: Statutory requirement: The LA has a number of statutory duties to secure school improvement and to meet the statutory targets with respect to attainment of children and young people
 2. Call-in: Applicable:
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected) - 47,000 children and young people in 95 schools and other education settings (e.g. PRS).
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? N/A
2. Summary of Ward Councillors comments:

3. COMMENTARY

- 3.1 This report highlights the standards achieved in Bromley schools during the academic year September 2010 to July 2011. The analysis has been used to identify priorities for support to schools, additional challenge and where necessary intervention to secure improvement. This report draws from the results of teacher assessment undertaken at the end of the reception year and Key Stage 1, National Curriculum tests conducted at the end of Key Stage 2 and GCSE and GCE A-level examinations (**Appendix 1**). The report also summarises the outcomes from the Ofsted inspections of Bromley schools since January 2011 and includes the Annual Report for the Standing Advisory Council for Religious Education (SACRE) (**Appendix 2**).

SUMMARY OF ACHIEVEMENTS

3.2 Early Years Foundation Stage (5 year olds) (Appendix 1, Table 1)

At Early Years Foundation Stage children are assessed across 6 areas of learning, these being: personal, social and emotional development, communication, language and literacy, problem solving, reasoning and numeracy, physical development, knowledge and understanding of the world, and creative development. Assessments are determined through teachers' professional judgements which are moderated across all schools; there are no set tasks or tests.

Performance against the National Indicator 72 (78 points or more and 6 points in each of Personal, Social & Emotional Development and Communication, Language & Literacy) shows a 4% point improvement on 2010 compared with a 3% improvement nationally. However, the overall outcomes of the Early Years Foundation Stage for Bromley are 1% below the National Average. Dispositions and Attitudes declined by 1%, Reading has declined by 2% and Numbers by 3%. The gap between those who are eligible for Free School Meals (FSM) and Non FSM is 24% an increase of 2% from 2010. The gap nationally is 20%. Support for EYFS is a priority for 2012/2013

3.3 Key Stage 1 (7 year olds) (Appendix 1, Table 2)

Across Key Stage 1 teacher assessments, Bromley's performance remains above the national average. At Level 2+ for Reading there was an increase of 2% point on the 2010 results compared with a 3% decrease nationally. Writing remained the same both at Local Authority level and nationally for three consecutive years and Bromley is 2% above the national average. Mathematics increased by 1% as did the national average and Bromley remains 1% ahead of the national average. At Level 3+ there was a 2% increase in reading whilst writing remained the same. Nationally there was no change. In mathematics there was a 2% increase. Bromley's figures are above the national figures by between 1 and 2% points.

At Level 2+ in Reading the gap between those on FSM compared with Non FSM is 16%, an increase of 1%. Nationally the gap is 15%. In writing the gap is 21% compared with 18% nationally, which represents a 1% increase from 2010. In maths the gap is 13% compared with 9% in 2010. The gap nationally is 11%.

3.4 Key Stage 2 (11 year olds) (Appendix 1, Table 3)

The overall performance at Key Stage 2 in Bromley remains above the national average at Level 4+ in all subjects and there is an increase of between 1% and 5%. In English 86% gained a Level 4 compared with 81% nationally and this is a 2% increase from 2010. In writing 81% gained a Level 4+ which is an increase of 5% from 2010. In reading there was a 1% increase to 88%. In mathematics 84% gained a Level 4+ compared with 80% nationally. In English and mathematics combined 79% gained a Level 4+ compared with 74% nationally. Bromley has increased its performance in all areas at Level 4+ compared with a more static picture nationally.

At Level 5 English decreased by 2% compared with 4% nationally whilst mathematics increased by 2% compared with a 1% increase nationally. English and mathematics combined decreased by 1% which is the same nationally.

At Key Stage 2 Level 4+ girls continue to outperform boys in English and mathematics by 9% and 3% respectively compared with 10% and 1% in 2010. Nationally in 2011 girls outperform boys in English by 7%, however there is no gap for mathematics.

At Level 4+ English and mathematics combined the gap for pupils eligible for FSM has closed from 21% in 2010 to 18% in 2011 which is 2% below the national figure.

The National floor target for Level 4+ in English and Mathematics combined is 60%: The number of schools in Bromley below this target is 6 compared with 12 schools in 2010.

Overall, Bromley's Key Stage 2 results are consistently above the national average, but there still remains a wide range of achievement across Bromley primary schools and there are a small number of schools where sustainable improvement is not yet achieved. Each of these schools is categorised as a cause for concern and subject to an agreed improvement plan.

3.5 Key Stage 4 (16 year olds) (Appendix 1, Table 4)

In 2011 Key Stage 4 performance improved further. The 2011 average for the percentage 5+A*-C including English and mathematics is 67% compared with 58% nationally which is a 2% increase on 2010 compared with a 3% increase nationally. Girls continue to outperform boys by 4%. The gap nationally is 6.5%

The percentage of pupils gaining 5+ A*-C including English and Mathematics who are eligible for Free Schools Meals in Bromley is 43% compared with 69% Non FSM – a gap of 26% compared with a gap of 35% in 2010 and 27% nationally. The closing of this gap remains a priority for 2012.

The percentage of pupils making the expected 3+ levels of progress from Key Stage 2 to Key Stage 4 in English is 80% locally compared with 71% nationally. The percentage of pupils making the expected 3+ levels of progress from Key Stage 2 to Key Stage 4 in Mathematics is 73% locally compared with 64% nationally.

There are no secondary schools in the Borough below the DFE floor target (35% 5A*-C including English and Mathematics). Most Bromley schools continue to remain high performing at Key Stage 4.

3.6 The English Baccalaureate (EBac) KS4

The Secretary of State for Education introduced the EBac comparison of schools as part of the 2010 National performance tables. There is no requirement on schools to teach to EBac as part of the statutory National Curriculum or for pupils in Year 9 to choose to study EBac qualifications. 15.4% of pupils nationally achieved this benchmark while 22.3% achieved this in Bromley.

3.7 Post-16 Advanced Level Achievement (Level 3)

The Local Authority has a strategic responsibility for the Level 3 curriculum and its performance across both school/academies and FE colleges and the published performance on which Bromley is judged includes Bromley College of FE and HE.

High performance at Level 3 is dependent upon excellence in teaching and learning; a Bromley-wide curriculum which is broad, balanced and meets the needs and aspirations of young people and, impartial information, advice and guidance on the best choice and location of Post-16 study. Ofsted Inspection shows that there is no provision for post-16 in schools or colleges which is less than satisfactory and 81% of school sixth forms are judged to be Good or Outstanding.

The DfE Performance Table for Level 3 (Advanced Level) Post-16 Attainment and Achievement includes achievement in traditional A-Levels and all other equivalent Level 3 qualifications, for example BTEC National. In 2011 the Bromley average point score per examination at 216 was above the national average (213) for all maintained schools and colleges. The Bromley average point score per student at 738 was above the National average (728) for all maintained schools and colleges.

Attainment of Level 2 by age 19 (the equivalent of 5 GCSEs at Grade C) at 94.3% is above the national average of 93.3%. Attainment of Level 3 by 19 (the equivalent of 2 Good A Level passes) is 82% and is above the national average of 80.9%. The attainment gap at 19 for young people on free school meals has narrowed at Level 2 and Level 3 and is narrower than the national averages.

From 2013 under the 'Raising of the Participation Age Strategy', the first year-group of young people will be expected to stay on in school, FE College or employment with training until the age of 17 (i.e. the end of Year 12). Up-to-date statistics for Bromley LA on the current participation rates are still awaited. For 2 years, the Bromley 14-19 Partnership has been engaged with schools and colleges on a strategy to prepare for this whether through improved information, advice and guidance or through curriculum improvement to ensure that young people are attracted to remain in education.

3.8 Young People 16-19 Not in Education Employment or Training

The final 16-18 Not In Education Employment and Training (NEET) performance for 2011-12 was 5.2%. This was slightly below the annual target of 4%.

The increase has arisen following the decommissioning of a contract to provide the Connexions general Information Advice and Guidance (IAG) Service. In July 2011, to contribute towards overall savings that Bromley Council has been required to make in response to Central Government's Comprehensive Spending Review, the Council took the decision to cap funding for a contract commissioned by the Royal Borough of Kingston on behalf of a consortium of six south London Boroughs to provide Connexions general IAG services. This contract also entailed the collection of information about young people's education, employment and training (EET) status (their destination) after the end of their Year 11 for reporting to the Department for Education. This latter function is a requirement on Local

Authorities to track young people's participation in learning under section 68 (4) of the 2008 Education and Skills Act.

Each year, as of 1st September, the destination recorded by DfE of all young people in education, employment and training "expires" leading to a seasonal increase in the number whose destination is reported as 'unknown' pending the updating of their reported EET status with information collection from schools, academies and colleges. Under a DfE statistical adjustment, a percentage of young people whose destination is reported as 'unknown' are also assumed to be in the NEET group. Local Authorities rely on the co-operation of schools, academies and colleges to identify students entering years 12, 13 and 14. In the past this tracking function involved the collection of data by Personal Advisers employed to work within the schools, academies and colleges via the Connexions general IAG contract. Following the termination of the IAG contract Head Teachers and the College Principal were written to early in the Autumn Term to request that they provide the relevant data directly to the Local Authority. A small minority of institutions have not co-operated with this request and this has resulted in an increase in the number of young people whose destination has been reported as "unknown" and a subsequent increase in the numbers who are assumed to be NEET.

Changes to the 16-18 year cohort classification made in 2011 have also contributed to an increased NEET figure for Bromley:

- (a) The 16-18 Yr cohort is now based on Academic Year Group rather than actual ages of 16, 17 and 18 with some 19 yrs are now included in the cohort, some of whom are NEET.
- (b) The 16 -18 yr cohort is now based on residency rather than educational establishment. Some of those students who have attended schools outside the borough have not been tracked for several years and their destination is 'unknown' or they are tracked and discovered to be NEET.

To remedy this situation, officers from Children and Young People Service are working with our Schools, Colleges and Academies to improve data sharing arrangements. Additionally, through a six borough shared service arrangement organised on behalf of the Authorities by the Royal Borough of Kingston a 'destination tracking team' has been established to focus solely on collecting the information required. This team is actively following up students who have been reported as having an 'unknown' EET status.

In order to provide support to the increasing number of young people who are identified as actually in the NEET group and to work on moving young people into EET the Bromley Targeted Youth Support Programme staff are case loaded with referrals from the destination tracking team and from key partners to provide additional 1-1 and group work support.

3.9 **Statistical Neighbours (Appendix 1: Tables 6a-f)**

At the Early Years Foundation Stage, Bromley has achieved 58% reaching National Indicator 72 (percentage of children achieving 78 points or more including at least 6 points in Personal, Social and Emotional Development and Communication, Language and Literacy); 5 statistical neighbours are above Bromley with 5 the same as or below Bromley.

At Key Stage 1, Bromley is above the national and outer London averages in all subjects, at the expected and higher levels. However in all subjects at Level 2+ there are 6 statistical neighbours above Bromley with 4 the same or below. It is similar at Level 3.

At Key Stage 2, Bromley is again above the national averages in all subjects, at the expected and higher levels. At Level 4+ in English 3 statistical neighbours are above Bromley whilst 7 are the same as or below Bromley. It is a similar for mathematics. At Level 5 in English and mathematics only one statistical neighbour is above Bromley which is the same for progress in English. Two statistical neighbours have better progress measures for mathematics

At Key Stage 4, Bromley is also above the national and outer London averages in all indicators. When compared with statistical neighbours, Bromley is ranked third out of 11 local authorities with similar characteristics in the 5 A*-C measure and third out of 11 in terms of 5A*-C including English and mathematics. There are 3 statistical neighbours above Bromley from the EBac.

At GCE A Level Bromley has dropped to 7th out of 11 compared with statistical neighbours.

3.10 Vulnerable Groups (Appendix 1: Tables 7a-c)

For pupils from *minority ethnic backgrounds* (**Appendix 1, Table 7a**), there is a significant improvement performance across the groups compared with 2010, with some performing well above the national average. Some of the groups have very small numbers of pupils, which can significantly affect the results and make year on year comparisons inappropriate.

At Key Stage 2 L4+ in English the pupils performing significantly below the national average include Pakistani and Black-Other. At Key Stage 2 L4+ in mathematics, those below the national average include Mixed – White and Black African, Mixed-White and Black Caribbean, Pakistani, Black African, Black Caribbean and Black Other.

The 2011 data for Key Stage 4 for pupils from minority ethnic backgrounds will be available at the end of March 2012.

Pupils with *Special Educational Needs* do perform less well than their peers at all Key Stages and subjects (**Appendix 1, Table 7b**). At Key Stage 1 the results for those pupils on School Action improved in mathematics and science but dropped in reading and writing. The results for those pupils on School Action Plus improved significantly in reading, writing and science but remained the same for mathematics. Statemented pupils made significant improvements in all subjects with a 9% increase in reading. At Key Stage 2, the results for those pupils at School Action in English decreased whilst mathematics and science increased. For School Action Plus and statemented pupils results increased for English but decreased in mathematics for School Action Plus and remained the same for statemented pupils. At Key Stage 4, the results for pupils at School Action, School Action Plus and those who are statemented increased in the main indicators.

For those pupils who are Looked After (Appendix 1, Table 7c), at Key Stage 2. 50% achieved the expected level in English and 40% in mathematics. It should be noted that the Year 6 cohort was made up of just 10 pupils and in both English and mathematics 60% of pupils achieved two or more levels of progress. The proportion of looked after pupils gaining 5+A*-C grades including English and mathematics at key Stage 4 was 8.6%. This was disappointing but should be seen in the context of the small size of the cohort – 35 pupils- and the remarkably high number of pupils in that cohort with identified SEN (82%), including 18 young people – 51% - with statements.

3.11 Inspections under the new Ofsted Framework September 2010 to December 2011

Of the Bromley schools inspected under the (2009 Revised) Inspection Framework overall effectiveness was judged as follows:

| | |
|-----------------------|---|
| Primary (44): | 5 Outstanding; 21 Good; 16 Satisfactory; 1 was given a Notice to Improve and 1 was subject to Special Measures. |
| Secondary (6): | 3 Outstanding; 2 Good; 1 Satisfactory |
| Special (1): | 1 Outstanding |

3.12 Analysis of Current Ofsted Inspection Judgements under old and revised frameworks

Bromley continues to have a high proportion of schools judged Good or Outstanding; 27 schools are Outstanding, 40 Good, 23 Satisfactory and 1 with a Notice to Improve, 1 in Special Measures. 10 schools received letters from Ofsted in April 2011 informing them that they will not be inspected again until at least September 2012. These schools have all been judged Outstanding or Good in previous inspections.

3.13 Bromley Standing Advisory Council on Religious Education (SACRE) Annual Report

Every Local Authority is required to have a SACRE which is made up of four groups, Faith representatives, The Church of England, Teachers and Councillors. The committee should reflect the make up of the community. A SACRE's main function, as set out in the 1996 Education Act, is to advise the local education authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with the agreed syllabus as the authority may refer to the council or the council may see fit (s.391(1)(a)). A SACRE can also require the local authority to review its current agreed syllabus for RE (s.391(3)) and must consider applications made by a head teacher to alter the requirement for collective worship in his/her school to be wholly or mainly of a broadly Christian character for some or all of the pupils in that school (a 'determination') (s.394(1)).

The content of a SACRE's annual report (**Appendix 2**) should, as a minimum, indicate how each of the functions has been discharged during the reporting year. Such a report can inform developments in RE and collective worship, both locally and nationally, and can be a highly effective engine for school improvement. The attached report uses the section headings of the Ofsted SACRE self-evaluation guidance to capture information on aspects of SACRE work. The Bromley SACRE annual report also provides information about the way in which RE contributes to the number of pupils gaining five or more A*-C grades at GCSE. It also includes the development plan for the year and a table of the self evaluation outcome of the SACRE.

3.14 Local Priorities

The detailed analysis outlined above contributes to the annual review of the Children and Young People's Plan within the Children and Young People Service. In addition to continuing to challenge, support and intervention as necessary in schools to achieve sustainable improvement, there will be specific focus to address:

- improving outcomes for all children at all Key Stages and closing the gap for those pupils who are eligible for Free School Meals.
- Improving outcomes for children in the Early Years Foundation Stage.

4. POLICY IMPLICATIONS

4.1 The Children and Young People’s Plan highlights as a main aim raising the educational standards in Bromley schools. This report highlights strengths and areas for development in Bromley and in so doing will contribute to the amendments to Children and Young People’s Plan currently being prepared.

5. FINANCIAL IMPLICATIONS

5.1 None arising from this report.

6. LEGAL IMPLICATIONS

6.1 The Council has a statutory duty to provide support and challenge to schools (Education and Inspection Act 2006) in order to raise attainment and to intervene in schools causing concern in line with the guidance given in the Council’s policy approved by the Children and Young People Portfolio Holder on 11 November 2005 (DE05139).

| | |
|---|--|
| Non-Applicable Sections: | Personnel Implications |
| Background Documents: (Access via Contact Officer) | Children and Young People’s Plan 2011-12 Building a Better Bromley 2006-09 (Corporate Brochure) |

Standards of Attainment in Bromley Schools 2011

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Summary of Results - All Key Stages

Summary of Results for all Key Stages and Post-16 (national results shown in brackets)

Table 1: Foundation Stage Results

Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy.

| | 2008 | 2009 | 2010 | 2011 |
|---|------------|------------|------------|------------|
| percentage of children achieving good level of overall achievement | 46 (49) | 53 (52) | 54 (56) | 58 (59) |

Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile

| | 2008 | 2009 | 2010 | 2011 |
|---|----------------|----------------|----------------|----------------|
| percentage gap between lowest achieving 20% in the FSP | 34.9 (35.6) | 33.7 (33.9) | 33.3 (32.7) | 31.2 (31.4) |

Foundation Stage Results - All LA Maintained Schools and Private, Voluntary and Independent Settings

| | 2009 % 6+ Points | 2010 % 6+ Points | 2011 % 6+ Points | 2009 % 1-3 Points | 2010 % 1-3 Points | 2011 % 1-3 Points | 2009 % 4-8 Points | 2010 % 4-8 Points | 2011 % 4-8 Points | 2009 % 9+ Points | 2010 % 9+ Points | 2011 % 9+ Points |
|--|------------------------|------------------------|------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------|------------------------|------------------------|
| Dispositions and Attitudes | 89 (89) | 88 (91) | 92 (91) | 2 (1) | 2 (1) | 1 (1) | 90 (86) | 93 (87) | 92 (87) | 8 (12) | 5 (12) | 7 (12) |
| Social Development | 83 (83) | 83 (86) | 88 (87) | 3 (3) | 3 (2) | 2 (2) | 92 (87) | 93 (88) | 94 (88) | 4 (10) | 4 (9) | 4 (9) |
| Emotional Development | 79 (79) | 80 (81) | 84 (83) | 6 (5) | 5 (4) | 4 (4) | 88 (86) | 90 (87) | 91 (87) | 6 (9) | 4 (9) | 5 (9) |
| Language for Communication and Thinking | 81 (82) | 82 (84) | 86 (86) | 4 (4) | 4 (4) | 3 (3) | 89 (86) | 91 (87) | 91 (88) | 6 (9) | 4 (9) | 5 (9) |
| Linking Sounds and Letters | 72 (74) | 75 (77) | 77 (79) | 10 (9) | 8 (8) | 8 (7) | 81 (79) | 82 (81) | 83 (82) | 8 (12) | 9 (11) | 9 (11) |
| Reading | 73 (72) | 74 (74) | 75 (76) | 6 (6) | 6 (6) | 6 (5) | 88 (86) | 89 (87) | 87 (87) | 6 (7) | 5 (7) | 7 (7) |
| Writing | 65 (62) | 65 (65) | 66 (67) | 12 (13) | 12 (11) | 11 (10) | 85 (82) | 85 (84) | 86 (85) | 3 (5) | 2 (5) | 3 (5) |
| Numbers as Labels and for Counting | 89 (88) | 89 (89) | 91 (90) | 3 (3) | 2 (2) | 3 (2) | 86 (82) | 88 (83) | 85 (82) | 11 (15) | 10 (15) | 12 (15) |
| Calculating | 73 (73) | 76 (76) | 78 (78) | 8 (9) | 8 (8) | 7 (7) | 87 (85) | 88 (86) | 89 (87) | 4 (6) | 3 (6) | 3 (6) |
| Shape, Space and Measures | 84 (82) | 84 (84) | 86 (85) | 4 (5) | 4 (4) | 4 (4) | 90 (88) | 92 (89) | 92 (89) | 5 (7) | 3 (7) | 4 (7) |
| Knowledge and Understanding of the World | 82 (81) | 83 (83) | 86 (84) | 3 (4) | 4 (4) | 3 (3) | 95 (92) | 95 (93) | 96 (93) | 1 (3) | 1 (3) | 1 (3) |
| Physical Development | 89 (90) | 89 (91) | 91 (91) | 3 (2) | 3 (2) | 2 (2) | 92 (90) | 94 (91) | 95 (92) | 5 (7) | 4 (7) | 3 (6) |
| Creative Development | 82 (80) | 84 (82) | 87 (83) | 3 (3) | 3 (2) | 2 (2) | 95 (93) | 96 (94) | 97 (94) | 2 (4) | 1 (3) | 1 (3) |

Table 2: Key Stage 1

| % Level 2+ | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reading | 88 (85) | 85 (84) | 86 (84) | 86 (84) | 87 (84) | 86 (85) | 88 (85) |
| Writing | 85 (82) | 83 (81) | 82 (80) | 82 (80) | 83 (81) | 83 (81) | 83 (81) |
| Mathematics | 93 (91) | 90 (90) | 92 (90) | 91 (90) | 91 (89) | 90 (89) | 91 (90) |

| % Level 2B+ | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reading | 76 (72) | 73 (71) | 75 (71) | 74 (71) | 75 (72) | 74 (72) | 76 (74) |
| Writing | 65 (62) | 63 (60) | 62 (59) | 61 (58) | 63 (60) | 61 (60) | 62 (61) |
| Mathematics | 77 (74) | 75 (73) | 77 (74) | 76 (74) | 75 (74) | 75 (73) | 77 (74) |

| % Level 3+ | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reading | 31 (27) | 29 (26) | 29 (26) | 28 (25) | 29 (26) | 27 (26) | 29 (25) |
| Writing | 18 (15) | 15 (14) | 14 (13) | 14 (12) | 14 (12) | 14 (12) | 14 (13) |
| Mathematics | 26 (23) | 23 (21) | 25 (22) | 23 (21) | 24 (21) | 22 (20) | 24 (20) |

| Average Point Score | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|----------------------------|-------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Reading | 16 (16) | 15.9 (15.6) | 16.0 (15.6) | 15.9 (15.6) | 16.1 (15.7) | 15.9 (15.7) | 16.1 (15.8) |
| Writing | 15 (15) | 14.6 (14.4) | 14.5 (14.2) | 14.5 (14.2) | 14.6 (14.3) | 14.6 (14.4) | 14.6 (14.4) |
| Mathematics | 16 (16) | 16.0 (15.8) | 16.1 (15.8) | 16.0 (15.8) | 16.1 (15.7) | 15.8 (15.7) | 16.0 (15.7) |
| Overall APS | 16 (16) | 15.5 (15.4) | 15.6 (15.3) | 15.5 (15.3) | 15.7 (15.3) | 15.1 (15.3) | 15.6 (15.3) |

Table 3: Key Stage 2

| % Level 4+ | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|-------------------------------------|------------|------------|------------|------------|------------|------------|------------|
| Reading | 88 (84) | 88 (83) | 88 (84) | 88 (87) | 89 (86) | 87 (84) | 88 (84) |
| Writing | 69 (63) | 74 (67) | 71 (67) | 74 (68) | 70 (68) | 76 (71) | 81 (73) |
| English | 84 (79) | 85 (79) | 84 (80) | 85 (81) | 83 (80) | 84 (81) | 86 (82) |
| Mathematics | 77 (75) | 79 (76) | 78 (77) | 81 (79) | 81 (79) | 83 (80) | 84 (81) |
| English & Maths combined | 73 (69) | 75 (70) | 75 (71) | 77 (73) | 75 (72) | 77 (74) | 79 (74) |

| % Level 5+ | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|-------------------------------------|------------|------------|------------|------------|------------|------------|------------|
| Reading | 48 (43) | 54 (47) | 54 (48) | 54 (49) | 54 (47) | 57 (51) | 49 (42) |
| Writing | 17 (15) | 22 (18) | 23 (19) | 23 (20) | 23 (20) | 24 (20) | 24 (20) |
| English | 31 (27) | 37 (32) | 38 (34) | 34 (30) | 34 (29) | 38 (33) | 36 (29) |
| Mathematics | 34 (31) | 39 (33) | 36 (32) | 37 (31) | 39 (35) | 40 (34) | 42 (35) |
| English & Maths combined | 21 (18) | 28 (22) | 26 (22) | 23 (20) | 25 (20) | 28 (22) | 27 (21) |

| KS1-KS2 2 Levels Progress | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------------------|------------|------------|------------|------------|------------|------------|------------|
| English | 81 (78) | 85 (81) | 86 (83) | 85 (83) | 83 (81) | 87 (83) | 88 (84) |
| Maths | 75 (73) | 77 (74) | 76 (76) | 82 (78) | 81 (80) | 86 (82) | 86 (83) |

| Average Point Score | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|----------------------|------------|----------------|----------------|----------------|----------------|-----------------|-----------------|
| English | 28 | 28.2 | 28.1 | 28.0 | 27.8 | 28.0 | 28.1 |
| Mathematics | 27 | 27.8 | 27.6 | 27.8 | 28.0 | 28.1 | 28.3 |
| All Subjects* | 28 (28) | 28.4 (27.8) | 28.3 (27.9) | 28.3 (27.9) | 28.3 (27.9) | 28.0 (27.5)* | 28.2 (27.5)* |

* English, Mathematics & Science to 2009, thereafter English and maths only

Table 4: Key Stage 4¹**Key Stage 4 - All Pupils at the end of Key Stage 4, Maintained Schools only**

| GCSE | 2007 | 2008 | 2009 | 2010 | 2011 |
|--|------------------|------------------|------------------|------------------|------------------|
| % Achieving 5 A* - C | 71 (60) | 73 (64) | 78 (70) | 85 (76) | 88 (81) |
| % Achieving 5 A*-C inc English and Mathematics | 55 (46) | 60 (48) | 63 (51) | 65 (55) | 67 (58) |
| % Achieving English Baccalaureate* | | | | 22 (16) | 23 (15) |
| Average Points Score (uncapped) New Points | 408.7 (374.3) | 413.5 (392.8) | 442.4 (419.8) | 473.5 (449.7) | 498.8 (468.3) |

* New indicator from 2010

| % Making 2 Levels Progress KS3-KS4 | 2005 | 2006 | 2007 | 2008 | % Making 3 Levels Progress KS2-KS4 | 2009* | 2010* | 2011* |
|------------------------------------|------------|------------|------------|------------|------------------------------------|------------|------------|------------|
| English | 70 (54) | 61 (56) | 65 (55) | 68 (63) | | 75 (65) | 77 (70) | 80 (72) |
| Maths | 30 (26) | 34 (27) | 36 (28) | 36 (24) | | 70 (58) | 73 (63) | 73 (65) |

* From 2009 the progress indicators refer to the 3 levels of progress between KS2 and KS4

Table 5: Level 3 points per candidate of 16-18 year olds by gender (LA Maintained schools and FE colleges)

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|---------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Male | 683.6 (694.5) | 680.6 (713.0) | 678.0 (719.5) | 701.2 (720.4) | 714.9 (728.1) | 702.4 (716.2) |
| Female | 728.2 (735.5) | 741.5 (746.5) | 748.6 (758.0) | 733.8 (756.0) | 749.8 (759.5) | 744.1 (748.1) |
| Total | 707.6 (716.4) | 713.5 (731.2) | 715.2 (740.0) | 718.6 (739.3) | 733.3 (744.8) | 724.7 (733.1) |

| A level Grade | Points |
|---------------|--------|
| A* | 300 |
| A | 270 |
| B | 240 |
| C | 210 |
| D | 180 |
| E | 150 |

¹ Maintained schools only, all pupils at the end of Key Stage 4.

Table 6a: 2011 Foundation Stage - Statistical Neighbours

Statistical neighbours, ordered by 'Closeness' to Bromley (i.e. Hertfordshire is our closest statistical neighbour)

Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy

| | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|---|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| percentage of children achieving good level of overall achievement ² | 58 | 61 | 69 | 65 | 66 | 56 | 54 | 69 | 58 | 58 | 58 | 60 | 59 |

Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile

| | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|--|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| percentage gap between lowest achieving 20% in the FSP | 31.2 | 33.2 | 28.9 | 29.8 | 30.4 | 28.1 | 24.9 | 31.1 | 30.5 | 29.0 | 27.9 | 32.0 | 31.4 |

| % 6+ points | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|-------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| DA | 92 | 92 | 96 | 94 | 93 | 94 | 94 | 92 | 93 | 93 | 91 | 92 | 91 |
| SD | 88 | 88 | 93 | 91 | 89 | 88 | 86 | 89 | 88 | 88 | 89 | 88 | 87 |
| ED | 84 | 84 | 91 | 86 | 86 | 82 | 82 | 86 | 84 | 83 | 84 | 84 | 83 |
| LCT | 86 | 86 | 92 | 89 | 89 | 87 | 87 | 89 | 88 | 88 | 90 | 85 | 86 |
| LSL | 77 | 82 | 86 | 82 | 82 | 77 | 82 | 86 | 78 | 79 | 82 | 79 | 79 |
| R | 75 | 79 | 86 | 83 | 81 | 75 | 77 | 84 | 77 | 78 | 81 | 76 | 76 |
| W | 66 | 68 | 75 | 74 | 73 | 66 | 64 | 76 | 65 | 67 | 65 | 69 | 67 |
| NLC | 91 | 91 | 94 | 93 | 93 | 91 | 93 | 93 | 90 | 92 | 92 | 91 | 90 |
| C | 78 | 79 | 87 | 84 | 81 | 74 | 82 | 86 | 81 | 81 | 81 | 78 | 78 |
| SSM | 86 | 87 | 92 | 89 | 88 | 80 | 88 | 87 | 87 | 87 | 88 | 84 | 85 |
| KU | 86 | 85 | 91 | 91 | 86 | 85 | 86 | 88 | 86 | 86 | 85 | 84 | 84 |
| PD | 91 | 92 | 96 | 95 | 92 | 94 | 92 | 93 | 91 | 92 | 91 | 92 | 91 |
| CD | 87 | 85 | 89 | 90 | 86 | 84 | 86 | 88 | 84 | 85 | 85 | 85 | 83 |

| | | | |
|-----|---|-----|--------------------------------|
| DA | Disposition and Attitudes | NLC | Numbers as labels for counting |
| SD | Social Development | C | Calculating |
| ED | Emotional Development | SSM | Shape Space and measures |
| LCT | Language for communication and thinking | KU | Knowledge and Understanding |
| LSL | Linking sounds and letters | PD | Physical Development |
| R | Reading | CD | Creative Development |
| W | Writing | SUM | Sum of Percentages |

Table 6b: 2011 Key Stage 1 – Statistical Neighbour

| % Level 2+ | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|-------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| Reading | 88 | 89 | 89 | 89 | 86 | 87 | 86 | 91 | 87 | 89 | 91 | 86 | 85 |
| Writing | 83 | 86 | 85 | 86 | 83 | 83 | 81 | 87 | 83 | 86 | 88 | 82 | 81 |
| Mathematics | 91 | 92 | 92 | 92 | 91 | 91 | 91 | 94 | 91 | 93 | 94 | 90 | 90 |

| % Level 3 | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|-------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| Reading | 29 | 34 | 33 | 32 | 26 | 27 | 25 | 39 | 26 | 34 | 37 | 26 | 26 |
| Writing | 14 | 20 | 16 | 18 | 13 | 16 | 11 | 23 | 15 | 14 | 19 | 13 | 13 |
| Mathematics | 24 | 28 | 26 | 28 | 22 | 21 | 18 | 33 | 21 | 26 | 28 | 21 | 20 |

Table 6c: 2011 Key Stage 2 - Statistical Neighbours

| % Level 4+ | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|-----------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| English | 86 | 85 | 89 | 87 | 86 | 78 | 82 | 87 | 82 | 84 | 85 | 83 | 82 |
| Mathematics | 84 | 83 | 88 | 86 | 85 | 79 | 78 | 84 | 79 | 83 | 82 | 82 | 81 |
| English & Maths | 79 | 78 | 84 | 82 | 80 | 69 | 72 | 80 | 72 | 77 | 77 | 76 | 74 |

| %Level 5 | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|-----------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| English | 36 | 34 | 39 | 36 | 35 | 22 | 25 | 36 | 30 | 33 | 35 | 31 | 29 |
| Mathematics | 42 | 40 | 48 | 48 | 39 | 31 | 30 | 42 | 32 | 38 | 39 | 39 | 35 |
| English & Maths | 27 | 25 | 32 | 29 | 25 | 16 | 16 | 26 | 20 | 24 | 25 | 23 | 21 |

| % making 2 levels progress | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|----------------------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| English | 88 | 83 | 89 | 88 | 86 | 76 | 83 | 82 | 81 | 83 | 86 | 87 | 84 |
| Mathematics | 86 | 83 | 90 | 87 | 85 | 77 | 79 | 82 | 78 | 83 | 83 | 85 | 83 |

Table 6d: 2011 Key Stage 4 - Statistical Neighbours

| | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|-------------------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| % 5+ A* to C | 88 | 84 | 89 | 92 | 82 | 76 | 88 | 89 | 78 | 77 | 81 | 83 | 81 |
| % 5+ A*-C inc En and Ma | 67 | 67 | 70 | 75 | 65 | 56 | 60 | 62 | 59 | 61 | 64 | 63 | 58 |
| English Baccalaureate | 23 | 26 | 28 | 32 | 13 | 15 | 15 | 17 | 18 | 18 | 23 | 20 | 15 |

| % making 3 levels progress | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National |
|----------------------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|
| English | 80 | 76 | 79 | 82 | 76 | 75 | 73 | 75 | 75 | 73 | 78 | 78 | 72 |
| Mathematics | 73 | 74 | 75 | 79 | 69 | 65 | 68 | 63 | 67 | 69 | 68 | 73 | 65 |

* Maintained Schools only - All Pupils

Table 6e: GCE A level results (or equivalent) - statistical neighbours *

| Average Point Score / Candidate | Bromley | Hertfordshire | Trafford | Sutton | Stockport | Bedford Borough | Bracknell Forest | Solihull | West Sussex | Hampshire | Bath & North East Somerset | Outer London | National | Bromley Rank (/11) |
|---------------------------------|---------|---------------|----------|--------|-----------|-----------------|------------------|----------|-------------|-----------|----------------------------|--------------|----------|--------------------|
| 2006 | 714.5 | 695.3 | 825.0 | 816.2 | 690.5 | n/a | 633.2 | 625.2 | 679.0 | 766.3 | 671.3 | n/a | 721.5 | 4 |
| 2007 | 717.4 | 713.6 | 817.2 | 829.1 | 701.9 | n/a | 671.7 | 648.5 | 685.0 | 783.0 | 684.5 | n/a | 731.1 | 4 |
| 2008 | 715.2 | 732.4 | 859.8 | 837.5 | 741.9 | n/a | 684.3 | 670.5 | 693.0 | 796.4 | 712.9 | 704.2 | 739.8 | 6 |
| 2009 | 718.6 | 730.9 | 832.0 | 865.5 | 736.6 | 697.5 | 700.4 | 662.4 | 697.0 | 787.0 | 694.5 | 709.5 | 739.1 | 6 |
| 2010 | 733.3 | 741.9 | 853.2 | 863.8 | 745.9 | 687.1 | 689.7 | 682.0 | 707.5 | 794.2 | 700.6 | 722.4 | 726.5 | 6 |
| 2011 | 724.7 | 734.2 | 848.3 | 873.3 | 727.6 | 691.4 | 715.9 | 680.0 | 672.6 | 760.8 | 747.6 | 721.5 | 733.1 | 7 |

* Includes LA maintained schools, CTCs, Academies and FE Sector Colleges

Table 7a: Attainment of Pupils by Ethnic Group

| | KS2 2009 | | | | | KS2 2010 | | | | KS2 2011 | | | |
|------------------------------------|------------------|---------------|-------------|---------------|--------------------------------|------------------|---------------|-------------|--------------------------------|------------------|---------------|-------------|--------------------------------|
| | Number of Pupils | English % L4+ | Maths % L4+ | Science % L4+ | English & Maths Combined % L4+ | Number of Pupils | English % L4+ | Maths % L4+ | English & Maths Combined % L4+ | Number of Pupils | English % L4+ | Maths % L4+ | English & Maths Combined % L4+ |
| All | 3336 | 83 | 81 | 90 | 75 | 2694 | 84 | 83 | 77 | 3221 | 86 | 84 | 79 |
| | | (80) | (79) | (88) | (72) | | (80) | (80) | (74) | | (81) | (80) | (74) |
| White – British | 2330 | 84 | 82 | 91 | 76 | 1848 | 85 | 85 | 79 | 2276 | 86 | 85 | 80 |
| | | (81) | (80) | (89) | (73) | | (81) | (81) | (74) | | (82) | (81) | (75) |
| White – Irish | 14 | 86 | 86 | 93 | 85 | 21 | 67 | 81 | 67 | 22 | 82 | 86 | 77 |
| | | (86) | (84) | (91) | (79) | | (85) | (84) | (79) | | (87) | (85) | (81) |
| White - Other | 135 | 81 | 80 | 84 | 78 | 124 | 83 | 81 | 80 | 175 | 84 | 82 | 77 |
| | | (72) | (76) | (82) | (66) | | (73) | (78) | (68) | | (74) | (78) | (68) |
| Mixed – White and Asian | 47 | 81 | 87 | 85 | 79 | 27 | 93 | 78 | 78 | 35 | 91 | 94 | 89 |
| | | (87) | (85) | (92) | (80) | | (87) | (85) | (81) | | (87) | (85) | (81) |
| Mixed – White and Black African | 30 | 83 | 70 | 83 | 68 | 22 | 91 | 91 | 86 | 38 | 95 | 76 | 71 |
| | | (82) | (77) | (88) | (71) | | (83) | (81) | (75) | | (83) | (79) | (74) |
| Mixed – White and Black Caribbean | 88 | 80 | 73 | 85 | 71 | 79 | 79 | 75 | 70 | 85 | 85 | 73 | 67 |
| | | (79) | (75) | (87) | (68) | | (79) | (78) | (71) | | (80) | (77) | (70) |
| Mixed - Other | 90 | 88 | 86 | 93 | 80 | 85 | 94 | 85 | 83 | 76 | 80 | 83 | 77 |
| | | (82) | (79) | (89) | (73) | | (83) | (81) | (76) | | (84) | (82) | (77) |
| Indian | 41 | 85 | 85 | 88 | 83 | 22 | 91 | 96 | 91 | 45 | 91 | 91 | 89 |
| | | (84) | (85) | (90) | (79) | | (87) | (87) | (82) | | (88) | (86) | (82) |
| Pakistani | 9 | - | - | - | - | 11 | 82 | 73 | 73 | 9 | 78 | 78 | 78 |
| | | (72) | (72) | (80) | (64) | | (76) | (74) | (68) | | (76) | (75) | (68) |
| Bangladeshi | 12 | 67 | 75 | 75 | 67 | 27 | 89 | 89 | 85 | 19 | 90 | 95 | 90 |
| | | (77) | (76) | (83) | (69) | | (80) | (78) | (72) | | (82) | (80) | (74) |
| Asian or Asian British - Other | 40 | 75 | 85 | 85 | 69 | 32 | 87 | 81 | 81 | 45 | 81 | 93 | 79 |
| | | (77) | (78) | (84) | (70) | | (81) | (83) | (76) | | (82) | (84) | (78) |
| Black - African | 129 | 85 | 75 | 90 | 68 | 121 | 79 | 76 | 71 | 133 | 89 | 78 | 76 |
| | | (74) | (73) | (82) | (65) | | (78) | (76) | (70) | | (79) | (76) | (70) |
| Black - Caribbean | 82 | 82 | 67 | 82 | 65 | 74 | 80 | 70 | 66 | 76 | 87 | 72 | 71 |
| | | (75) | (70) | (83) | (63) | | (78) | (73) | (66) | | (79) | (73) | (67) |
| Black - Other | 33 | 73 | 67 | 91 | 65 | 33 | 82 | 79 | 71 | 39 | 76 | 70 | 67 |
| | | (75) | (71) | (82) | (63) | | (75) | (71) | (65) | | (77) | (73) | (67) |
| Chinese | 23 | 87 | 91 | 87 | 87 | 12 | 90 | 90 | 90 | 35 | 94 | 94 | 94 |
| | | (84) | (92) | (92) | (82) | | (87) | (92) | (85) | | (88) | (94) | (86) |
| Gypsy/ Romany | 15 | 33 | 40 | 67 | 29 | 18 | 39 | 39 | 39 | 11 | 90 | 100 | 90 |
| | | (33) | (36) | (51) | (25) | | (31) | (31) | (23) | | (30) | (33) | (23) |
| Any other ethnic group | 62 | 81 | 79 | 82 | 72 | 59 | 93 | 85 | 80 | 53 | 90 | 82 | 77 |
| | | (70) | (75) | (80) | (64) | | (74) | (78) | (69) | | (73) | (78) | (68) |
| Parent/ pupil preferred not to say | 29 | 59 | 59 | 72 | - | 18 | 61 | 72 | 61 | 22 | 73 | 82 | 64 |
| | | (-) | (-) | (-) | (-) | | (-) | (-) | (-) | | (-) | (-) | (-) |
| Information not obtained | 115 | 89 | 89 | 97 | 77 | 49 | 82 | 80 | 76 | 15 | 80 | 67 | 67 |
| | | (-) | (-) | (-) | (-) | | (-) | (-) | (-) | | (-) | (-) | (-) |
| Unknown | 12 | 67 | 67 | 83 | - | 12 | 67 | 83 | 67 | 12 | 36 | 46 | 36 |
| | | (-) | (-) | (-) | (-) | | (-) | (-) | (-) | | (-) | (-) | (-) |

- Results are not shown where the pupil numbers are less than 10.

Key Stage 4 - Secondary & Special Schools (2011 data available March 2011)

| | KS4 2008 | | | | KS4 2009 | | | | KS4 2010 | | | |
|--|------------------|-----------|-------------------|-------------------------------|------------------|-----------|-------------------|-------------------------------|------------------|-----------|-------------------|-------------------------------|
| | Number of Pupils | % 5+ A*-C | % 5+ A*-C inc E&M | Uncapped Average Points Score | Number of Pupils | % 5+ A*-C | % 5+ A*-C inc E&M | Uncapped Average Points Score | Number of Pupils | % 5+ A*-C | % 5+ A*-C inc E&M | Uncapped Average Points Score |
| All | 3483 | 74 | 60 | 414.1 | 3515 | 78 | 62 | 440.4 | 3468 | 65 | 64 | 473.5 |
| White – British | 2744 | 73 | 60 | 413.1 | 2698 | 79 | 63 | 442.6 | 2678 | 84 | 64 | 466.1 |
| White – Irish | 13 | 85 | 85 | 451.0 | 13 | 92 | 85 | 504.9 | 16 | 88 | 69 | 458.3 |
| White - Other | 103 | 80 | 59 | 438.2 | 92 | 73 | 59 | 434.6 | 87 | 79 | 58 | 472.3 |
| Mixed – White and Asian | 39 | 82 | 69 | 468.3 | 36 | 94 | 81 | 510.3 | 44 | 89 | 82 | 513.2 |
| Mixed – White and Black African | 12 | 67 | 50 | 392.2 | 17 | 71 | 53 | 391.1 | 12 | 83 | 67 | 519.7 |
| Mixed – White and Black Caribbean | 64 | 69 | 48 | 371.2 | 65 | 63 | 46 | 384.2 | 66 | 88 | 55 | 463.9 |
| Mixed - Other | 57 | 70 | 60 | 410.9 | 55 | 84 | 76 | 489.8 | 55 | 84 | 69 | 472.6 |
| Indian | 45 | 89 | 80 | 516.8 | 35 | 94 | 86 | 565.0 | 37 | 95 | 92 | 579.8 |
| Pakistani | 10 | 60 | 60 | 424.5 | 9 | 67 | 67 | 509.4 | 9 | 100 | 100 | 547.2 |
| Bangla-deshi | 10 | 60 | 50 | 401.6 | 20 | 80 | 65 | 425.5 | 24 | 67 | 54 | 432.9 |
| Asian or Asian British - Other | 27 | 85 | 67 | 486.5 | 38 | 87 | 76 | 500.3 | 30 | 90 | 90 | 601.7 |
| Black - African | 91 | 71 | 56 | 404.7 | 107 | 78 | 64 | 437.8 | 122 | 87 | 71 | 481.4 |
| Black - Caribbean | 63 | 71 | 57 | 403.3 | 99 | 70 | 46 | 393.9 | 110 | 77 | 52 | 447.6 |
| Black - Other | 51 | 65 | 49 | 362.0 | 34 | 62 | 47 | 374.8 | 25 | 68 | 44 | 388.5 |
| Chinese | 23 | 100 | 91 | 572.2 | 19 | 89 | 84 | 599.6 | 25 | 96 | 92 | 623.9 |
| Gypsy/ Romany | 5 | - | - | - | 10 | 50 | 40 | 290.4 | 2 | 50 | 0 | 128.0 |
| Any other ethnic group | 40 | 68 | 50 | 391.1 | 42 | 81 | 52 | 445.2 | 48 | 75 | 58 | 470.5 |
| Parent/pupil preferred not to say | 59 | 73 | 59 | 401.2 | 75 | 76 | 48 | 433.5 | 65 | 85 | 63 | 480.4 |
| Information not obtained | 27 | 63 | 48 | 305.4 | 47 | 66 | 53 | 401.4 | 13 | 70 | 50 | 358.1 |

- Results are not shown where the pupil numbers are less than 10.

Table 7b: Attainment of Pupils with Special Educational Needs

| Key Stage 1 | School Action | | | School Action Plus | | | Statemented | | |
|-------------|---------------|------|------|--------------------|------|------|-------------|------|------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| % Level 2+ | | | | | | | | | |
| Reading | 58 | 62 | 61 | 40 | 38 | 42 | 43 | 30 | 39 |
| Writing | 50 | 50 | 47 | 31 | 28 | 32 | 28 | 23 | 26 |
| Maths | 75 | 73 | 74 | 55 | 55 | 55 | 44 | 36 | 37 |
| Science | 72 | 75 | 77 | 55 | 55 | 60 | 44 | 27 | 32 |

| Key Stage 2 | School Action | | | School Action Plus | | | Statemented | | |
|-------------|---------------|------|------|--------------------|------|------|-------------|------|------|
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| % Level 4+ | | | | | | | | | |
| English | 61 | 64 | 62 | 36 | 37 | 39 | 26 | 22 | 24 |
| Maths | 57 | 58 | 61 | 36 | 45 | 41 | 31 | 28 | 28 |
| Science | 79 | 71* | 73* | 62 | 48* | 47* | 45 | 35* | 29* |

* based on science TA data - no tests from 2010 onwards

| Key Stage 4 | School Action | | | School Action Plus | | | Statemented | | |
|------------------------------|---------------|-------|-------|--------------------|-------|-------|-------------|-------|-------|
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| % 5 A*-C Including En and Ma | 23 | 21 | 25 | 15 | 13 | 17 | 10 | 13 | 15 |
| Capped Points Score | 250.9 | 278.4 | 300.6 | 215.4 | 212.5 | 246.9 | 171.0 | 181.4 | 212.8 |

Table 7c: Attainment of Looked After Children

| | 2007/08* | 2008/09 | 2009/10 | 2010/11 |
|--|------------|------------|-------------|------------|
| Percentage of Children in care reaching level 4 in English at Key Stage 2 | 83 (46) | 40 (46) | 100 (45) | 50 (50) |
| Percentage of Children in care reaching Level 4 in Maths at Key Stage 2 | 67 (44) | 20 (46) | 80 (44) | 40 (48) |
| Percentage of Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English & Maths) | 4 | 10 (10) | 25 (12) | 9 (13) |

Introduction to the Annual Report 2011

Bromley Standing Advisory Council on Religious Education (SACRE)

Every Local Authority is required to have a SACRE which is made up of four groups, Faith representatives, The Church of England, Teachers and Councillors. The Committee should reflect the make up of the community.

A SACRE's main function, as set out in the 1996 Education Act, is:

To advise the local education authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with the agreed syllabus as the authority may refer to the council or the council may see fit (s.391(1)(a)).

A SACRE can also require the Local Authority to review its current agreed syllabus for RE (s.391(3)) and must consider applications made by a head teacher to alter the requirement for collective worship in his/her school to be wholly or mainly of a broadly Christian character for some or all of the pupils in that school (a 'determination') (s.394(1)).

The content of a SACRE's annual report should, as a minimum, indicate how each of the functions has been discharged during the reporting year. Such a report can inform developments in RE and collective worship, both locally and nationally, and can be a highly effective engine for school improvement. The Bromley SACRE annual report includes the development plan for the year and a table of the self evaluation results of the SACRE.

Contacts;

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SACRE Membership

Committee A

Christian and other religious denominations

| | |
|----------------------|---------------------------|
| Mr M Sweet | Free church (Chair) |
| Mr S Gupta | Hindu |
| Mrs R Michaelis | Jewish (until March 2011) |
| Mr S Mahmood | Muslim |
| Mr S Riat | Sikh |
| Mr Ray Hagley | Free Church |
| Mrs Patricia Colling | Roman Catholic |
| Mrs S Polydorou | Humanist Co-opted |

Committee B

Church of England Representatives

Revd M Camp
Mr C Town
Revd S Varney
Ms J Thompson

Committee C

Teacher Representatives

Mr Jed Stone
Mrs Fiona Hawkes
Mrs Helen James
Mrs Jackie Tranchina
Ms E Honey

Committee D

LEA Representatives as at July 2010

Cllr. R Charsley
Cllr R Jackson
Cllr D MacMull
Cllr Ian Payne
Cllr Mrs A Manning (Vice Chair)

Officers

Dr George Searle - Assistant Director, Children and Young People Services
Mrs P Smith-Orr - RE Consultant
Mrs Christine Reeks – Clerk

Overview

This report covers the academic year 2010-2011, three meetings of SACRE were held on the following occasions;

20th October 2010 at Bromley Civic Centre
16th February 2011 at Bromley Civic Centre
25th May 2011 at Bromley Civic Centre

All the work of Bromley SACRE is done with the aim of raising achievement in RE and improving the quality of teaching and learning, to improve the provision and quality of Collective Worship and to help promote pupils' spiritual, moral, social and cultural development.

In addition to the normal work of SACRE this year, the priorities of Bromley SACRE have been;

- To further develop members understanding of religious education
- Make a Faith Directory for schools use
- To consider the need to review the Agreed Syllabus

The numbered headings below refer to the new reporting and evaluating toolkit provided by NASACRE whose headings have changed since the self evaluation document was revised in July 2011.

Section 1: Standards and Quality of Provision of Religious Education:

The RE consultant held three meetings with the Primary RE Co-ordinators during the year. The subjects discussed included Celebrating RE month, resources to be found on the internet, their views on the current agreed syllabus and making assessment easier. Members of the committee carried out visits to five schools during the year, two secondary and three primary schools, these visits are an opportunity for the SACRE to offer support and for the Coordinators to suggest issues for the SACRE meetings to discuss. Three visits were carried out during celebrating RE month in March. Information on RE provision in schools is gathered by means of these visits and from the Coordinators. The Consultant also runs an annual course for New Coordinators and is able to give advice to teachers by email throughout the year.

Public Examinations

The public examination results give information on standards. The results of 12 schools are shown Beaverwood School, Kemnal Technology College and Ravensbourne school have not submitted their results to the LA and are now Academies. This would explain the lower numbers of candidates although most schools entered more pupils than previously. Nationally less pupils are being entered for the short course and this is reflected in the Bromley results, with 3 less schools entering candidates and less candidates being entered from most schools. Despite this the results are good and still well above the national average for A*-C passes. Pupils from Bishop Justus were entered for the first time so the numbers of pupils taking AS was higher but from less schools, however the results were better than previous years. In A level Religious Studies more pupils took the exam with 100% gaining a pass. All results at this stage are still provisional.

GCSE Full Course in Religious Studies 2007-2011

| Year of examination | Number of Bromley schools | Number of Bromley Candidates | Bromley schools: % of students with A* - C | Schools nationally: % of students with A* - C |
|---------------------|---------------------------|------------------------------|--|---|
| 2007 | 15 | 1263 | 74.0 | 71.0 |
| 2008 | 16 | 1407 | 76.0 | 72.5 |
| 2009 | 15 | 1288 | 77.3 | 73.4 |
| 2010 | 15 | 1198 | 77.5 | 73.1 |
| 2011 | 12 | 1082 | 85.8 | 73.3 |

SCHOOLS (no. of pupils): Bishop Justus (176), Cator Park (155), Charles Darwin (75), Coopers Technology College (51), Darrick Wood (193), Hayes (36), Kelsey Park (97) Langley Park Boys (22), Langley Park Girls (54), Newstead Wood (141), Ravens Wood (6), The Priory (61), Bullers Wood (90)

GCSE Short Course in Religious Education/Religious Studies 2007-2011

| Year of examination | Number of Bromley schools | Number of Bromley Candidates | Bromley schools: % students A* - C grades | Schools nationally: % students A* - C grades |
|---------------------|---------------------------|------------------------------|---|--|
| 2007 | 11 | 864 | 65.2 | 51.3 |
| 2008 | 13 | 794 | 46.0 | 53.7 |
| 2009 | 11 | 1078 | 54.5 | 54.3 |
| 2010 | 11 | 1079 | 55.6 | 54.6 |
| 2011 | 8 | 660 | 70.2 | |

SCHOOLS (no. of pupils): Bishop Justus (1), Bullers Wood (90), Cator Park (17) Coopers Technology College (1), Hayes (195), Kelsey Park (29) Ravens Wood (210), St Olave's (117).

AS Level in Religious Studies 2007-2011

| Year of examination | Number of Bromley schools | Number of Bromley Candidates | % Bromley students with grades A-E | % students nationally with grades A-E |
|---------------------|---------------------------|------------------------------|------------------------------------|---------------------------------------|
| 2007 | 10 | 44 | 90.9 | 92.1 |
| 2008 | 8 | 26 | 100 | 93.3 |
| 2009 | 13 | 44 | 93.1 | 92.6 |
| 2010 | 10 | 50 | 80 | |
| 2011 | 10 | 31 | 90.3 | |

SCHOOLS (no. of pupils): Bishop Justus (2) Bromley college (1) Bullers Wood (5) Darrick Wood (3), Hayes (6), Langley Park Boys (1) Langley Park Girls (4), Newstead wood (4) Ravens Wood (1) St Olaves & St Saviours (4)

A level in Religious Studies 2007-2011

| Year of examination | Number of Bromley schools | Number of Bromley Candidates | % Bromley students grades A-E | % students nationally grades A-E |
|---------------------|---------------------------|------------------------------|-------------------------------|----------------------------------|
| 2007 | 10 | 98 | 100 | 98.7 |
| 2008 | 10 | 76 | 77 | 98.6 |
| 2009 | 11 | 122 | 100 | 98.6 |
| 2010 | 11 | 138 | 98.6 | |
| 2011 | 10 | 142 | 100 | 80.4 A*-C |

SCHOOLS (no. of pupils): Bishop Justus (22), Bullers Wood (10), Cator Park (7) Darrick Wood (5), Hayes (24), Langley Park Boys (24), Langley Park Girls (11), Newstead Wood (27), Ravens Wood (7), St Olave's (5)

Quality of teaching, learning, leadership and management

Bromley SACRE has previously sent out an RE and Collective Worship self evaluation form and has discussed sending out an updated version to gain up to date information from schools. Much of the committee's information comes from the school visits and the Co-ordinators. The LA provides the public exam information. Dr George Searle, Assistant Director, attended one meeting during the year and retired at the end of the academic year (2010-11). During the year the RE Resource Centre, based at Bishop Justus School, was closed. The resources were distributed to different centres in Bromley and the Diocese of Rochester and are still available for schools to borrow. Most schools have a number of their own resources and an ideal set of resources and resources on the Internet have been discussed at Coordinator meetings. The SACRE has little information on the recruitment and retention of specialist RE staff in schools.

New Primary coordinators have access to a course each year; some coordinators are very experienced while in some schools the Coordinator changes regularly. Some schools are using planning and preparation time and TAs are teaching the RE with support from the Coordinator. In the secondary schools there is a good spread of RE specialists in most schools.

Discussion on the necessity of religious education in Academies has taken place but an overall strategy is not in place so far.

Section 2: The Effectiveness of the Locally Agreed Syllabus

Discussions have taken place regarding the need to review and revise the Agreed Syllabus which has been in place since 2007. Coordinators have been asked at meetings for their thoughts and a budget bid will be submitted during the next academic year. The current syllabus is based on the Non Statutory National Framework and the suggestions for the coverage of each religion are taken from the previous syllabus of 1995.

National assessment levels are provided in the current syllabus and teachers have been sent the national 'I can' statements to assist them with these.

Many schools in Bromley have access to the Fronter system which has a Bromley SACRE page. The syllabus and various guidance documents can be found on this page.

There have been no determinations regarding religious education this year.

Section 3: Collective worship

Members from the Bromley SACRE committee carry out up to 6 school visits per year and generally observe an act of collective worship on these occasions. The Chair of Bromley SACRE runs the Spinnaker organisation and many schools in Bromley have visits from representatives who carry out collective worship on a regular basis. There is a comprehensive guidance document 'Reflective Pools' Refreshing Collective Worship in Bromley Schools' which has been sent to all schools and can be found on the Fronter page.

There have been no determinations regarding collective worship this year.

Section 4: Management of SACRE and Partnership with the LA and other stakeholders

Three meetings per year are held and a SACRE annual event is a tradition of Bromley SACRE. This year all meetings have been quorate.

The clerk to SACRE, both for administration and minute taker at meetings, was Mrs Christine Reeks. The RE consultant was Mrs Penny Smith-Orr employed for 35 days per year. Members agreed to undertake some training exercises from the NASACRE training CD modules during the year. The development plan for the academic year 2010-11 can be seen at Appendix A. During the year SACRE has had presentations from the Youth SACRE and members have had lively discussions on a number of issues particularly during the training sessions led by the consultant. The RE consultant is a member, and on the executive, of the Association of RE Inspectors, Advisers and Consultants, and is the secretary of the London and South East Region. Information from this body informs the SACRE's work. Bromley SACRE is a member of the National Association of SACRES. The Chairman had attended the NASACRE Annual General Conference on 11th May 2011, when Dr Robert Beckford had given a keynote address on "Effective SACREs engaging with Young People in the Big Society". There was also a report, at the summer meeting, on the NASACRE conference "Who's RE is it anyway?" which had been held on 31st March 2011. The London SACREs meeting was postponed until the autumn term 2011.

Self Evaluation of SACRE:

The committee asked the RE consultant to consider the current self evaluation document (Appendix B), to update it and advise on priorities for self evaluation during this year. It was decided to concentrate on these three areas

- 2B Membership and training
- 2F Partnership with our key stakeholders
- 5D Links to the LA initiatives promoting social and racial harmony

The LA provides a budget for the year which has covered the costs of the consultant, attendance at conferences and the venue for the meetings and the annual event.

Bromley SACRE has had a Youth SACRE for the past 2 years. This group has met at least once a term at Coopers Technology College and the RE consultant is well supported by Mrs Hawkes from the school. The group has produced information on various aspects of religious education from the pupil point of view which can be found on the Fronter page. They also devised and produced a film of a virtual visit to the Bromley Synagogue. At the end of this year the members left school and a new group will be recruited in September 2011.

The annual event in autumn 2010 was presented by Jed Stone a teacher rep on SACRE from Bullers Wood School. The subject was Philosophy 4 Children and was very well received by the participants who heard from pupils from Bullers Wood and from Pickhurst Junior School and had the opportunity to take part in a P4C activity.

Information from a number of contacts and bodies enables the SACRE to be informed about national initiatives and developments. SACRE works in conjunction with the Diocesan Education adviser, Jan Thompson, who retired at the end of the year but has joined committee B of SACRE. Members of the committee are involved in Interfaith activities in Bromley. The Chair and consultant are members of other SACREs which supports the information available to the committee. Information from pupils comes via the Youth SACRE, a future development should be to make more local contacts.

Section 5: Contribution of SACRE to promoting cohesion across the community

The Borough of Bromley remains less religiously diverse than other London boroughs, however the SACRE committee is representative of the groups found in Bromley. It was a great sadness in the spring that our long standing Jewish representative, Rae Michaelis passed away and we are waiting for a new representative.

The planned Faith Directory has still to be completed. A proposed training date had to be postponed due to the small number of volunteers but it has been decided to run the training in Spring 2012 and put the names on the managed learning environment, Fronter system for teachers to access along with a list of places of worship for schools to visit and an evaluation sheet.

The consultant has links with the pupil support service and attended the annual Holocaust Memorial event organised by them. The Muslim representative once again organised the annual competition for schools on the 'Value of Islam' three schools entered and members of the committee attended the prize giving event in Dar Ul Loom School in Chislehurst. The current syllabus is not explicit in the regard of the promotion community cohesion. This responsibility will form part of the review.

Appendix A

Bromley SACRE Development Plan –January 2011 to December 2011

| Objective | Action | Responsibility | Timescale | Costs | Success Criteria | Achievement |
|---|--|--|---|---------------------------------|--|---|
| To keep members informed and involve them in decision making. | Hold three SACRE meetings. | Clerk Chairman RE Adviser Members | Termly. | Clerking Services RE Adviser | Effective meetings. | Meetings held and all quorate |
| To develop SACRE's work. | Review self evaluation process. | All SACRE members. | During the Summer meeting | | Identify further areas for development – to be incorporated as appropriate into future development plans. Results to be incorporated into the annual report. | Discussion . RE consultant requested to decide on development items for SACRE to concentrate on. |
| To report annually on the work of SACRE. | Write a report by December on the previous academic year. | RE Adviser to write, Chairman to read, Clerk to circulate. | Deadline end December 2010 | RE Adviser | Completed on time and copies provided for SACRE members, Director, Assistant Director, CYP portfolio holder, libraries, schools and their governing bodies | Completed and sent out |
| To monitor standards of RE and CW in Bromley Schools. | 1. Review the use of /make school visits and reports 2. look at alternative ways to monitor standards | RE Adviser SACRE team of visitors | Up to Six school visits each year? | RE Adviser | meaningful visits or discussion completed and reports discussed at SACRE meetings. | Committee requested continuation of visits although not many committee members attend these. 2 visits made to schools in celebration of RE month by adviser. Request to link with councillor visits denied |
| | 3. Provide data for members on RE examination results in Secondary Schools. | Data team at Civic Centre RE Adviser | Part of annual report. Discuss at Spring meeting | RE Adviser | Data provided, with analysis for Spring meeting | Completed |

| Objective | Action | Responsibility | Timescale | Costs | Success Criteria | Achievement |
|---|--|--|--|---|---|--|
| | 4. Consider National RE reports from OfSTED 5. Act to ensure schools are aware of the statutory nature of RE. | RE Adviser SACRE members | As appropriate | RE Adviser and members | Discussion and actions taken on the future of RE and CW Attend two national conferences and report back Adviser and interested members attendance and discussions held in summer term | Chair attended NASACRE AGM Several members and consultant attended London SACRE meeting Consultant attended AREIAC conference Reports given to meetings |
| SACRE consider reports and initiatives from NASACRE | 1. Consider relevant material from National SACRE Conference and NASACRE AGM | RE Adviser/ Chairman and nominated rep | Following NASACRE meetings summer term | Budget: £400 Cost of two annual conferences and travel | | As above |
| Youth SACRE | At meeting discuss projects that YS would like to pursue Reps to attend future SACRE meetings | RE Adviser | Termly | 6 days of RE Adviser's time | Youth SACRE able to enhance the work of SACRE and teaching of RE in schools | Youth SACRE held several meetings and made a film for primary schools which was shown at the summer meeting by 2 members of YS. |
| To develop members understanding of religious education | Members to make themselves aware of the Bromley agreed syllabus Members to look at suggested scheme of work for Bromley schools and discuss desired outcomes of review | All members of SACRE | Summer meeting | | Better understanding of the agreed syllabus. Knowledge enhanced ready for new syllabus to be written. | Members asked to look at syllabus and discussion held on content and need to update |
| Training of committee members | Invite members to Primary network meetings Annual lecture to be held to highlight work of SACRE and importance of effective RE | RE Adviser RE adviser to arrange As above All members to attend | Termly meetings to be advised Sept/Oct 2011 Each SACRE meeting | Cost of venue, speakers and materials | Well attended event which inspires audience with better understanding of value of RE | No members attended the meetings Decision to hold pupil conference made which was then cancelled |

| Objective | Action | Responsibility | Timescale | Costs | Success Criteria | Achievement |
|--|---|--|--------------------------------|--|--|--|
| | Short training during each meeting using NASACRE material | All members | At meetings | | Further understanding by members of the role of SACRE and the teaching methods to be used in schools | Training sessions using NASACRE CD materials led by Consultant on what makes a good SACRE and what do we expect from a lesson |
| Make a Faith Directory for schools use | Organise the information gained so far into a useful directory Distribute finished document (either as booklet or via internet) Organise a training event for interested speakers | RE Adviser and interested members of the main SACRE cttee Adviser | During 2011 Early 2011. | Advisers time Cost of printing guidance/ arranging for internet space | A directory of the faith communities of Bromley, including addresses of places of worship that would welcome visits from school groups and contact details of individuals who would speak at collective worship and RE lessons for all Bromley schools | Training planned and invitations sent out but had to be cancelled due to lack of take up. Schools still requesting speakers of other faiths |

Appendix B

Bromley SACRE Self Evaluation July 2011 results (using QCDA categories)

| Key Area Number | Key Area | Developing | Established | Advanced |
|-----------------|---|------------|-------------|----------|
| 1A | Compliance and time allocation for RE | | x | |
| 1B | Public examination entries RE | | | x |
| 1C | Standards and achievement | | x | |
| 1D | Quality of teaching | x | | |
| 1E | Quality of leadership and management | x | | |
| 1F | Recruitment and retention issues | | x | |
| 1G | Resources | | | x |
| 2A | SACRE meetings | | x | |
| 2B | Membership and training | | x | |
| 2C | Improvement and development planning | | x | |
| 2D | Professional and financial support | | | x |
| 2E | Information and advice | | x | |
| 2F | Partnership with our key stakeholders | x | | |
| 3A | Review of Agreed Syllabus | x | | |
| 3B | Using the non statutory National Framework for RE | | | x |
| 3C | Developing the revised Agreed Syllabus | x | | |
| 3D | Consultation/launch/implementation of the Agreed syllabus | | | x |
| 3E | Additional guidance/ monitoring and evaluating the Agreed syllabus | | x | |
| 4A | Practice and provision for collective worship | | x | |
| 4B | Monitoring collective worship/ tackling issues of non compliance | x | | |
| 5A | Representative nature of SACRE | | x | |
| 5B | Knowledge and understanding of the local religious, cultural, ethnic community | x | | |
| 5C | Understanding the intrinsic contribution RE can make to social and racial harmony | x | | |
| 5D | Links to the LA initiatives promoting social and racial harmony | | x | |