

**Brighton & Hove City Council**

**For general release**

**Meeting:** Children, Families & Schools Sub Committee  
**Date:** Monday 1 December 2003  
**Report of:** Director of Children, Families and Schools  
**Subject:** Test and examination results in Brighton & Hove schools, 2003  
**Wards affected:** All

**1. Purpose of the report**

1.1 The report sets out the national test and examination results for Brighton & Hove schools for the 2002/2003 academic year.

**2. Recommendations**

2.1 That the report be noted, the results published and the action outlined in the individual sections of the report be endorsed.

**3. Information/background**

A summary of performance is given below, together with implications for future school improvement work (shown in bold type). More detailed performance information is tabulated in the Appendix.

**3.1 LITERACY**

**Key Stage 1**

In **writing** at key stage 1 there were significant changes to the method of testing in 2003 that have had the effect of reducing the overall percentage of pupils achieving level 2 or above whilst increasing the percentage achieving level 3 and above. In line with the national picture the percentage of children in Brighton and Hove achieving level 2 or above in **writing** has fallen to 78% (2002 85%). Whilst those gaining level 2b and above and level 3 and above rose to 58% (2002 51%) and 15% (2002 4%) respectively. Generally this change is to be welcomed especially the number of pupils gaining level 3.

In **reading**, Brighton and Hove results at Key Stage 1 have dropped 1% to 81%, while nationally they have remained static at 84%. This pattern is repeated for level 2b and above, and level 3 and above. **Work again needs to be focussed on reading at KS1 to ensure that the general trend is increasing.**

**Overall we need to ensure that more pupils currently achieving a 2c achieve a level 2b and continue to ensure that our more able pupils achieve highly. There are no particular gender issues in key stage 1**

## Key Stage 2

There was a 2% increase in the percentage of children achieving level 4 or above in **English** at Key Stage 2 to 75%. This was below our target figure of 82% but for the first time reached the level of the overall national figures, which have flattened out at 75%. **Therefore the rate of improvement of KS2 English has been at a greater rate than nationally.** In comparison with our statistical neighbours Brighton & Hove rates with the average.

In **writing**, the Brighton and Hove results at level 4 and above have remained the same at 57%. This is the same as the national rate. The Brighton and Hove **reading** results at level 4 rose by 3% to 82% following last year's dip. Nationally the results increased by 1%, again showing that we are improving faster than the national rate. **There is still a continuing need to help schools refocus on the teaching of reading while maintaining the gains made in writing, and a programme of development, support and training is already in place to support this.**

At level 5, LEA English results remained at 25% whilst the national results dropped by 2%. This was mainly due to a 6% improvement in the reading scores to 42% which reversed the drop in the previous year. The writing percentage dropped 2% to 14% showing that schools and teachers tend to focus on one area at a time although they were still able to maintain some of the gains in writing from the previous year whilst improving their reading scores.

Although girls continue to out-perform boys in Key Stage 2 English, this pattern does not apply in all of our schools in fact twenty-nine out of forty-nine schools showed no significant difference. **Therefore we need to identify the good practice which supports boys writing in those successful schools and disseminate this.**

The monitoring of the teaching of literacy in Key Stages 1 and 2 by advisers and consultants indicates that many schools have improved planning and that the quality of writing has improved. **The LEA needs to continue to support schools in catering for all learning styles in order to continue to narrow the gap while improving the achievement of all**

children, with a particular focus on the teaching of reading. Those thirteen schools with below 65% level 4 in English need additional support.

### Key Stage 3

The proportion of pupils attaining Level 5+ increased by 1% to 65%, which matches the national rise but is 5% below our target. The proportion gaining Level 6 increased by 3 % to 32% The proportion attaining Level 7+ (the highest attaining pupils ) was lower than previous year and there was a 1% drop in the number attaining at least level 4. From September schools are being supported to work with new materials to help lower attaining pupils and those who are underachieving. Boys attainment is still well below that of girls.

The results for level 6 have remained at 30%, maintaining the 6% improvement over 1999–2001. This figure exceeded the LEA target by 3%. Brighton and Hove's results were below the national average by 2%, both remaining the same as for 2001. In order to achieve the LEA target of 34% for 2003 the LEA needs to continue supporting schools' development of strategies to extend more able pupils.

63% of boys gained level 5 and above compared with 74% of girls. The gap is very similar for level 6 and above. This reflects the national figures which indicate that girls have a 17% lead over boys in English, compared with 1% in Maths and Science. The gap in attainment between boys and girls in English remains very similar across local schools, with girls ahead on Average Point Score by 2 - 3.5 points. However, in one school the gender gap is significantly smaller at level 5 and above, though girls are still ahead of boys. Useful development work has been done on boys' literacy and this needs to be maintained while not disadvantaging girls' progress.

The implementation of the literacy strand of the National Strategy will continue this year with the following emphasis:

- writing for all year groups in English
- writing across the curriculum

## 3.2 MATHEMATICS

### Key Stage 1

The 2003 mathematics score for level 2 dropped by 1% to 90% the same as the national figure. The score for level 2b and above was 72% a drop of 5% which we believe to be linked to the introduction of a separate level 3 test which covered the full level 3 range rather than the small number of lower level 3 questions on the previous papers. The level 3 results were

30% a drop of 3% from the previous year in line with the national. **This result is disappointing and we will be further developing the KS1 five day subject knowledge course and supporting KS1 teachers more during this year. However looked at over a period of four years, the LEA trends for KS1 mathematics does show a faster rate of improvement than the national.**

## **Key Stage 2**

In 2003 the percentage of pupils achieving L4+ was 71%, the same as the previous year mirroring the national picture. This showed consolidation but did not meet the 81% DfES target. This result hides a great variety in the performance of individual schools. Some showed a decrease in their mathematics whilst others stayed the same and others an increase. Some of the losses were in strong performing schools and this also reflected the national picture when comparing LEAS with each other. Comparing the LEA with its statistical neighbours we are placed seventh out of eleven. **We need to continue to focus on those schools with low achievement especially those eighteen schools with under 65% level 4 and above. The work of the primary team will be focused on these schools. Schools in the higher free school meal bands tend to do worse which implies the need to address wider issues leading to under-attainment in these schools.**

Boys outperformed girls at L4+ mathematics in 13/49 schools but girls outperformed boys in 7/49 schools and 29/49 schools had no significant difference so the gender pattern is varied and would seem to be related to particular schools rather than an overall LEA pattern.

The need to develop the capacity to manage change in schools has been accepted in the Primary Strategy and the Leadership Programme is in place in Brighton & Hove which develops this. The twelve schools working on the leadership programme should show improvements in 2004 which will take us nearer to our targets of 85% level 4 and above. **There is however a significant gap in attainment which will be hard to address with reduced resourcing. The intervention programmes which have been successful in helping borderline pupils achieve cannot be run without the now highly trained teacher assistants in post.**

Last year a full range of additional support was put in place and this will be continued this year:

- **developing the role of the numeracy co-ordinator**
- **improved self review of numeracy**
- **schools who are underachieving in relation to similar schools but that can make effective use of support are being targeted with consultant support**
- **the whole numeracy team approach to support is being continued in selected schools**
- **Support for year 6 teachers continues but this strategy is short term and we need to improve teaching in all year groups**

- further extension of able pupils through targeted support
- developing consistency of teaching through progression in calculation
- greater use of assessment for learning to further engage pupils

### Key Stage 3

The proportion of pupils attaining level 5+ increased by 4%, which was better than the national rise and there was also a similar rise in those attaining Level 6. The result and was close to, but 2% below, the target. However we exceeded the targets for the lowest and highest attaining pupils. The results over the last 4 years are significantly improved.

The situation for recruitment of mathematics teachers remains difficult with staff turnover being quite high. This is affecting our recruitment of a consultant for KS3. The development of numeracy at key stage 3 continues this year with a focus on:

- intervention with small groups of pupils in years 7 and 8

## 3.3 SCIENCE

### Key Stage 1

At Key Stage 1, the percentage of pupils achieving level 2 and above has remained at 90%. This is still above the national at 89%. The percentage of pupils attaining level 3 has risen again to 30% and is 4% above the national average.

### Key Stage 2

In 2003 the percentage of pupils attaining level 4 and above has increased to 86%. This is just 1% below the national and our target of 87%.

The percentage of pupils attaining level 5 in science (41%) has increased and is above the National Average (37%). The rate of progress continues to exceed that found nationally.

Support for primary science will continue with emphasis on those schools that are below average compared to similar schools. There will be particular emphasis on

- Moderating investigative work
- Literacy and science

### Key Stage 3

The proportion of pupils attaining level 5+ in science (66.4%) are just slightly below the LEA target 67%. There was a huge increase in the proportion of pupils attaining Level 6 (11%) which exceeds the target and is significantly better than the national rise. The targets for both lower attaining and higher attaining pupils were met. This year's focus is on:

- **Making lessons more exciting**
- **Improving writing**

### **3.4 GCSE**

#### **Performance at 5+A\*-C**

The improvement has again been sustained in 2003 with an increase of 2.3% to 47.8%. Girls have performed better than boys overall, the scores being 51% and 45% respectively. In two schools boys have outperformed girls.

#### **Performance at 5+ A\*-G (including English and Mathematics)**

The percentage of pupils achieving 5 or more GCSEs at grades A\* to G in 2002 was 87% and this has dropped slightly to 86% this year and is 3% below the national figure. The result for boys was 86% and for girls 87%.

#### **Performance at 1+A\*-G**

Performance has remained the same as 2002 at 94%. There is no significant difference between the performance of boys and girls. There are two schools who have achieved 100% at this indicator.

#### **Average GCSE points per pupil**

This has risen to 39.5 which is an increase of 1.5% over last year and above the national average increase. There is one school which has increased its average point score by 8%. The national average point score at GCSE/GNVQ is 40.2.

*Source: DfEs statistical first release (17/10/02), National Consortium of Exam Results (NCER)*

The Key Stage 3 subject consultants in English, ICT and Science will be working with identified schools this year to raise achievement at Key Stage 4 through consultancy and training. There will continue to be a high level of support to improve the achievement of pupils undertaking specialist courses.

### **3.5 A LEVELS**

The average point score per candidate has risen from 230 in 2002 to 245 in 2003. There have been significant increases in 2 schools. National figures are not yet available.

**4. Further information**

**4.1 Performance against targets and performance indicators:**

Detailed information about pupil performance at all key stages, including national and statistical neighbour comparisons, is attached in the appendix

**5. Consultation**

**5.1 Schools and partner organisations have been consulted on the school improvement priorities in the Education Development Plan 2002/2007. These priorities will contribute towards reaching the pupil performance targets in future years.**

## COMMITTEE REPORT APPENDIX

<b>Meeting/Date</b>	Children, Families and Schools Sub Committee: 1 December 2003
<b>Report of</b>	Director of Children, Families and Schools
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**Financial implications**

Contained within the budget and Standards Fund allocations for 2003/04

**Legal implications**

Targets for future pupil performance have been published in the LEA's Education Development Plan 2002/2007 and will contribute to the discharge of the City Council's education functions, including contribution towards continuous improvement under the Local Government Act 1999 (Best Value).

The proposals for future school improvement work are consistent with the Human Rights Act 1998 and, in particular, article 2 of the first protocol (right to education).

**Corporate/Citywide implications**

The proposals for future school improvement work have been published in the LEA's Education Development Plan 2002/2007 and this makes reference to other related local plans.

**Risk assessment**

See Education Development Plan

**Sustainability implications**

The EDP makes reference to other related local plans, including Brighton & Hove's commitment to Agenda 21 policies and to sustainable development.

**Equalities implications**

The work of the Quality, Standards & Leadership team is directly focused on raising achievement of all pupils in Brighton & Hove. This involves support for underachieving groups.

**Implications for the prevention of crime and disorder**

The proposals for future school improvement work have been published in the LEA's Education Development Plan 2002/2007. Priority 4 of this plan supports the development of strategies to meet the needs of youngsters at risk of disaffection.

**Background papers *[Part 1 reports only]***

None

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