

**Brighton & Hove City Council**

**For general release**

**Meeting:** Children, Families & Schools Sub Committee

**Date:** Monday 29 November 2004

**Report of:** Director of Children, Families and Schools

**Subject:** Test and examination results in Brighton & Hove schools, 2004

**Wards affected:** All

**1. Purpose of the report**

The report sets out the national test and examination results for Brighton & Hove schools for the 2003/2004 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 in bold 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 Appendices:

Appendix 1 – results, gender  
Key Stage 1 results  
Key Stage 2 results  
Key Stage 3 results  
Key Stage 4/GCSE results

Appendix 2 – results by ethnic groups  
Key Stage 1 results  
Key Stage 2 results  
Key Stage 3 results  
Key Stage 4/GCSE results  
A Level results

## Appendix 3 – Looked After Children

## Appendix 4 – Value added

### 3.1 LITERACY

#### Key Stage 1

In writing at Key Stage 1, in line with the national picture, the percentage of children in Brighton and Hove achieving level 2 or above has risen by 1% to 79%. Those gaining level 2b and above remained static at 58% in line with the national picture which remained static at 62%. The percentage of more able pupils gaining level 3 dropped 1% to 14% whilst nationally this remained the same at 16%. This generally static picture may change next year with the advent of the use of teacher assessment in 2005.

In reading, Brighton and Hove results at Key Stage 1 have increased by 2% to 83%, whilst nationally they have increased 1% to 85%. The percentage achieving level 2b and above has risen from 65% to 70% well above the 2% national increase to 71%. This is encouraging as these pupils can be reasonably expected to achieve a level 4 at the end of KS2. For the more able there was a 3% increase as opposed to 1% nationally. Last year we were concerned that writing was taking the focus away from reading so this year's results show the effect of having realigned the effort towards reading.

Gender differences show girls outperforming boys in reading and writing but this is in line with the national picture. Ethnic groups are small and not statistically significant but taking groups of ten or more the Irish, Chinese, any other white background, white and black Caribbean, white and Asian, any other mixed background do well. The white and black African, Bangladeshi, any other Asian and African Sudanese do less well compared to the whole cohort. Some of these pupils have EAL and for their first two years receive support from the SEAL service. The majority need to be supported through their schools and by good teaching in the classroom.

#### Key Stage 2

There was a 1% increase in the percentage of children achieving level 4 or above in English at Key Stage 2 to 76%. This was below our target figure of 84% and 1% below national figures, which improved for the first time in five years. The rate of improvement of KS2 English continues to be at a greater rate than nationally with a continued improvement year on year however the Department for Education & Skills (DfES) LEA target of 84% has been extremely stretching and difficult to meet. 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 improved 4% to 61%. This is above the national rate of 3% to 63%. The Brighton and Hove reading results at level 4 remained static at 82% whilst the national increased 2% to 83%.

At level 5, LEA English results improved 1% to 26% whilst the national results remained static at 27%. Last year's improvement in the reading scores was not maintained and they dropped 3% to 39% exactly the same as nationally. The writing percentage improved 2% to 16% in line with the national improvement to 17%. The steady improvement in level 3 writing over the last five years is encouraging. Reading results tend to oscillate around 40% - 41%.

The DfES use as a floor target, schools having less than 65% of their pupils achieving level 4 or above for English, and this year we have reduced the number of these schools to 11, 2 fewer than last year. We also have more schools achieving 78% Level 4 or above, with 22 schools in this group compared with 19 last year.

Last year was the first year of the Primary Leadership Programme with 12 schools involved. They had to focus on improvements in literacy and mathematics and the results, though not consistent across all schools, were significantly more improved at L4+ English with a 5.6% increase than the LEA schools as a whole 2%.

When looking at the progress made from KS1 to KS2 compared with the national progress tables last year pupils at levels 1, 2c and 2b progressed slightly better than nationally. Those from levels 2a and 3 progressed as well as the national whilst a higher percentage of those below level 1 at KS1 were assessed at the end of KS2 as below level 3 than their national counterparts. English shows more underachievement than mathematics with writing being most significant, however that should not detract from the very high achievement of many pupils especially some of those with SEN and many girls.

Girls again outperformed boys at L4+ English by just under 8% but more significant was the level 5+ result where they outperformed boys by 12%. Because the number in minority ethnic groups is small the implications vary with the individual pupils in each year group. At KS2 those doing well are: any other white background, white and black African, white and Asian and any other mixed. Whilst those which do less well are: white and black Caribbean, any other Asian, African Sudanese and other Black African. Analysis of results in the EB4U area show almost 25% fewer pupils achieve level 4+ in English compared with the LEA as a whole with

girls doing relatively better than the boys. In the Hollingdean area pupils achieve 7% below the whole of the LEA for English.

The implementation of the literacy strand of the Primary National Strategy will continue this year with the following emphases:  
Development of learning and teaching of spelling and phonics  
Maintain focus on reading at KS1  
Improve writing at KS1 especially moving 2c to 2b and level 3  
Support for schools with below 65% level 4+ KS2 English through the new Intensifying Support Programme. This uses careful tracking of pupils and targeting. Improvements are expected in 2006.  
Support for schools in the Primary Leadership Programme  
Support for pupils with SEN through the work with LSS and SLSS on literacy programmes for these pupils  
Development of learning and teaching of speaking and listening  
Cluster work to improve boys writing  
Writing across the curriculum

### Key Stage 3

There has been a significant improvement in English attainment at age 14  
The proportion of pupils attaining Level 5+ increased by 6 % to 70%, which is well above the national rise of 2% but still 3% below our target. the proportion gaining Level 6 increased by 4 % to 34.5%. The proportion attaining Level 7+ (the highest attaining pupils) was 1% more than the previous year and there was a 1% increase in the number attaining at least level 4. Much of the improvement has been in writing with achievement in reading being less good. Boys attainment is still well below that of girls.

Following on from the success of this year's training programme we will continue to put in maximum support for those pupils who arrive in secondary schools below the expected level. There is also work in individual schools focussed on guided reading and particularly reading for boys. To support the English consultant we have appointed five leading teachers of English each of which has a collaborative project to manage concerned with raising standards and with transition from Key Stage 3 to Key Stage 4

The implementation of the literacy strand of the National Strategy will continue this year with the following emphasis:  
Speaking and listening  
Boys writing  
Writing across the curriculum

### Key Stage 4

There has been an improvement in the performance in English at GCSE level. The number of students achieving A\*-C has increased by 3%. Pleasingly there was a 5% increase in the proportion of boys attaining

the higher grades as this was a focus for several schools. There was also a greater proportion of girls and boys entered for GCSE although there are still too many (193) who did not achieve a grade.

## 3.2 MATHEMATICS

### Key Stage 1

The 2004 mathematics results for level 2 and above increased again by 1% to 91% above the national figure of 90%. Over the past five years these results have remained much the same oscillating between 90% and 91%. The score for level 2b and above rose by 6% to 78% regaining the position we were in prior to last year. This is now 3% above the national 75% and we have maintained a steady rise in the results over the years indicating that we are being successful in moving level 2c into level 2b which gives children greater opportunity to gain a level 4. The level 3 results were 32% a rise of 2% from the previous year whereas the national dropped 1% to 28%.

Boys and girls achieve as well as each other at this stage with the more able level 3s having a slight edge for the boys (27% girls to 36% boys) similar to the national. Ethnic groups show consistency with the reading and writing.

Taken over time, the Brighton & Hove results for Key Stage 1 mathematics have improved well especially as they are generally above the national results whereas in many other areas we attain just below the national level. Our greatest success is the increasing numbers of pupils gaining levels 2b, 2a and 3. We are at the top of the group of statistical neighbours.

### Key Stage 2

In 2004 the percentage of pupils achieving L4+ was 72%, 2% up on the previous year compared with a national increase of 1% to 74%. However there had been a 1% drop in the previous year. We did not meet the 84% target and similarly the national target 85% was not met and there is a national push to improve the teaching of mathematics. There was a general improvement in schools this year and the picture was much more consistent than last year. There were fourteen schools which attained below 65% L4+ for mathematics compared to 18 last year. Also those attaining 78% or above increased by 1 to 16. Comparing the LEA with its statistical neighbours we are still placed seventh out of eleven. This is disappointing given the success at KS1.

The more able pupils - 29% attained level 5, a rise of 2% in line with the national 2% rise to 31%. Pupils' progress from KS1 to KS2 is in line with the national figures but with a higher percentage of pupil achieving a level 5 from both 2b and level 1 which is very encouraging. Our pupils

with SEN do less well overall although some individuals do achieve very highly. Of the pupils who do not achieve as well as they might many are girls.

Boys again outperformed girls at L4+ mathematics by almost 2% but more significant was the level 5+ result where they outperformed girls by 5%. Because the number in minority ethnic groups is small the implications vary with the individual pupils in each year group. At KS2 those doing well are: any other white background, white and black African, white and Asian and any other mixed. Whilst those which do less well are: white and black Caribbean, any other Asian, African Sudanese and other African. Analysis of results in the EB4U area show 21% fewer pupils achieve level 4+ in mathematics compared with the LEA as a whole with girls doing relatively better than the boys. In the Hollingdean area pupils achieve 3% below the rest of the LEA for mathematics.

In the first year of the Primary Leadership Programme the 12 schools taking part were overall more improved at L4+ Mathematics with a 3.5% increase against the 2% for LEA schools' as a whole. This programme continues this year with 15 further schools taking part and is seen to have been a success with schools now asking to take part.

The programme for support this year includes:

Schools with low attainment (under 65%) are taking part in the Intensifying Support Programme this year.

Continue to develop ways of teaching all pupils more effectively relating to different learning styles and effective differentiation

15 Leadership Programme schools will receive between 1 and 6 days of additional mathematics consultant support

The mathematics subject knowledge course is being run twice for KS2 and once for KS1. This provides three days training and two days of work back in school for 72 teaching staff

Cluster work to improve attainment in mathematics for girls

Work through the Excellence cluster to support progression and transition

Support for pupils with SEN through the work with LSS and SLSS on literacy programmes for these pupils

Mathematics and art and other cross curricular work

There is a difference between these core subjects with 29/44 schools doing better at L4+ English than at maths and 28/44 schools doing better at L5+ maths than English. In only one school at each level did pupils do equally well at both subjects. In addition the same pupils were less successful at L4+ maths than English by 4% but better at L5 mathematics than English by 3%. This imbalance needs to be looked at further to find good practice to share between our schools which will lead to improvements.

### Key Stage 3

This has been a difficult year for mathematics. We were without a consultant for this subject although we did have support from a leading teacher to support the schools with the greatest problems. The proportion of pupils attaining level 5+ increased slightly this year by 0.5% which is not as good as the national rise of 2%. A greater proportion attained level 6 than the previous year; an increase of 1.4%. However fewer pupils attained level 7 than the previous year. The situation for recruitment of mathematics teachers remains difficult with staff turnover being quite high. Staffing difficulties accounted for a decrease in standards in 4 schools. The targets for this subject were not met. Overall the proportion attaining at least level 4 remained the same and most pupils are making satisfactory progress from their KS2 levels.

The Minority Ethnic groups that achieve well at KS3 are the same as those for KS2 and similarly it is the white and black Caribbean, African Sudanese and other black African who do less well. In this year the number of Bangladeshi pupils taking their KS3 national test was much higher than that at KS2 and this group also did worse than their peers. Looked after Children did poorly in comparison.

Work this year will focus on:

Early intervention for pupils starting at a low level

early intervention for those who are not likely to attain a level 5.

### Key Stage 4

There is a very small rise in the proportion of students attaining an A\*-C grade. The gap between boys' and girls' performance has increased this year with boys achieving the higher grades increasing by 2% whilst girls decreased by 1%. The number not achieving any grade increased to 206. 7% of boys and 5% of girls were not entered for the GCSE qualification.

## 3.3 SCIENCE

### Key Stage 1

At Key Stage 1, the percentage of pupils assessed as achieving level 2 and above was 89%. This is just below the national at 90%. The percentage of pupils attaining level 3 remained at 30% and is still 4% above the national average.

### Key Stage 2

The percentage of pupils attaining level 4 and above dropped 1% to 85% in line with the national. This remains just 1% below the national and is 2% below our target of 87%.

The percentage of pupils attaining level 5 in science (42%) has increased 1% and is just below the National Average (43%).

The progress of pupils between KS1 and KS2 in science is overall better than national equivalents.

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 achieving level 5 dropped by 4% across the country but by 5% in Brighton & Hove. In part this was due to schools following advice to enter more pupils for the harder paper that actually proved too difficult for them. This is supported by the very significant drop nationally and locally in the proportion attaining Level 6+. The science tests have been changing over the last few years to give more emphasis to the process of science and ability to interpret results, reach conclusions and manipulate data. This year a significant increase in this style has led some schools to re-think their teaching approaches. There was a high staff turnover in three schools which had an impact on their performance

Work to support teachers will be focused on:

Developing lessons to encourage higher level thinking rather than recall

Key Stage 4

A greater number of students were entered for science GCSE in 2004 and there was a 2% rise in those taking a single science option. Whilst there was an increase in the proportion of students attaining A\*-C (1.4%) boys increased by 2% and girls by only 0.6%. The results in single science were poor and only half of that achieved in 2004 this may be explained by a changed entry policy in some schools. There is a move towards more motivating teaching of science and several schools have chosen different courses to follow after last year's achievements were analysed to show that a significant proportion of pupils did worse in science than their other GCSEs. The outcome of this change will not be evident until 2005.

### 3.4 GCSE

Performance at 5+A\*-C

The improvement has again been sustained in 2004 with an increase of 1.5% to 49.2%. This is greater than the national improvement. The students achieving five A\* - C grade included many from minority ethnic groups who proportionately did better than their peers. Those identified

as other black background, other black African and white and black African were the only significant groups who did proportionately worse than their peers in all the three indicators. The 27 Sudanese students did better overall than their peers with 56% gaining 5 A\* - C as opposed to the 49% for the LEA overall. However the size of the cohorts is very small and these statistics must be read with caution.

#### **Value added from Key stage 3 (2001) to Key Stage 4 (2004)**

Four schools are in the top 20% of all schools for this measure, with one school is in the top 5%. A further 3 schools are placed in the top 40% of all schools. There are three schools in the bottom 50% and one is in the bottom 25%.

#### **Value added from Key Stage 2 (1999) to Key Stage 4 (2004)**

Two schools are in the top 10% of schools for their value added. A further 3 schools are in the top 50%. The other five schools are in the bottom 50%.

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

The percentage of pupils achieving 5 or more GCSEs at grades A\* to G in 2004 was 87% as in 2003 but the national figure showed a 0.4% decrease.

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

Performance has improved 1% in 2004 to 95%. We are above the national average for pupils achieving at least one pass.

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

This has risen to 39.7 which is an increase of 0.2% over last year this is less than the 0.4% national increase. The capped average point score increased by 3 points taking us above the national average.

Work this year includes:

- **Work on transition between KS3 and KS4 to improve pupil progress**
- **Preparation of a greater range of vocational options for 2005**

### **3.5 A LEVELS**

The average point score per candidate for our maintained schools has risen from 245 in 2003 to 257 in 2004. National figures are 270. Many of our students sit their A levels at the different colleges in the city, the 134 who are represented here are those in the four schools with sixth forms. Detailed information is not yet available.

### **3.6 Looked After Children**

The numbers of looked after children eligible to take the National tests were small, KS1 14, KS2 17, KS3 30 and KS4 28 so comparisons with the overall LEA figures are not statistically valid. The percentage of these pupils who have SEN is also much above the LEA average for the cohort as a whole, KS1 43%, KS2 24%, KS3 43% and KS4 50%. However, on adjusting the figures to take account of this, at KS1 these children did well but not at KS2 or KS3 and at GCSE they achieved below their peers although less significantly than at the previous key stages.

#### **4 Further information**

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

Detailed information about pupil performance at all Key Stages, including national comparisons, is attached in the appendices.

#### **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
<b>Subject</b>	Test and examination results in Brighton & Hove schools, 2003
<b>Wards affected</b>	All

### **Financial implications**

Any costs will be contained within the current budget and Standards Fund allocations for 2004/05

*Finance Officer Consulted: Andy Moore      Date: November 2004*

### **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).

*Lawyer Consulted: Natasha Watson      Date: 16 November 2004*

### **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**

The strategies employed are developed with the schools with the intention of raising standards. The LEA targets are demanding but no longer directly linked to the cumulative results of the schools. Therefore there is less flexibility for ensuring that school targets meet the LEAs and that these will be met.

### **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]***

Education Development Plan 2002-07

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