

Subject:	Annual Standards Report		
Date of Meeting:	9 March 2017		
Report of:	Executive Director, Children, Families & Learning		
Contact Officer:	Name:	Ellen Mulvihill	Tel: 01273 294410
	Email:		
Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 This report contains an analysis of the End of Key Stage results for children and young people for the 2016 academic year;
- 1.2 This report briefs members on the interventions implemented to sustain improvements made and to address areas of under-achievement, particularly as they relate to disadvantaged pupil outcomes;
- 1.3 The local authority has a statutory duty to 'know schools well' and to intervene in schools causing concern, where there are significant concerns about pupils' progress or wellbeing;
- 1.4 The report provides members with information related to the new assessment measures for Key stages 2 and 4.

2. RECOMMENDATIONS

- 2.1 To note the report and endorse the focus across the City on improving outcomes for all children and young people, particularly those from disadvantaged backgrounds.
- 2.2 Members are asked to note the changes in the curriculum, assessment and benchmark measures for Key Stages 2 and 4 and for determining the performance of disadvantaged groups which means that there is significant difficulty in establishing trends when not comparing like with like.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 School Effectiveness**

For Early Years and Foundation Stage (EYFS) and Year 1 Phonics, the Brighton & Hove results are just below the national average but are improving year on year over a three year period. For Key Stage 1 and Key Stage 2 tests, Brighton & Hove is above the

national average. This is also the case for the new measures at Key Stage 4, Attainment 8 and Progress 8.

Brighton and Hove is ranked in the top 25 local authorities nationally for Key Stage 2 outcomes and ranked 45th out of all 152 Local Authorities for the percentage of young people achieving A*-C in English and maths in our secondary schools.

The difference in performance between the disadvantaged pupils and the national non disadvantaged pupils is higher than for the national average. This has been identified as a significant issue in the south east region and for coastal strip areas more specifically. Brighton & Hove performs better than other areas along the south coast.

The percentage of schools judged to be good or outstanding in the city has risen to 80% in secondary schools and 94.2% in primary schools. These are both above the national average;

The percentage of pupils currently attending a school judged to be good or outstanding is 87.9% against a national average of 87.1%;

We continue to focus on the schools which we believe may be vulnerable to losing their judgement of 'Good' as well as supporting and challenging schools which are currently 'Requiring Improvement' to get to 'Good' at their next inspection.

4. SUMMARY OF OUTCOMES

4.1 Early Years foundation stage profile – (4 to 5 year olds)

All pupils

The Brighton & Hove percentage of pupils achieving a good level of development is below the national and statistical neighbour average. Brighton & Hove is in 113th place out of 151 local authorities in England (data is not available for the Isles of Scilly);

To achieve a good level of development a pupil must achieve the expected level in all the early learning goals within areas of communication and language, physical development, personal, social and emotional development, literacy, and numeracy.

Pupils Eligible for Free School Meals

The Brighton & Hove percentage of pupils eligible for free school meals achieving a good level of development is above the national and statistical neighbour average. Brighton & Hove is in 95th place out of 150 local authorities in England (data is not available for City of London and Isles of Scilly).

Pupils with Special Educational Needs

In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving a good level of development is above national. The statistical neighbour average and local authority rank is not available due to suppression of 107 out of 152 local authority results to protect the privacy of individuals;

The percentage of pupils with SEN support achieving a good level of development is below the national and statistical neighbour averages. Brighton & Hove is in 100th place out of 150 local authorities in England (data is not available for City of London and Isles of Scilly).

Pupils with English as an Additional Language

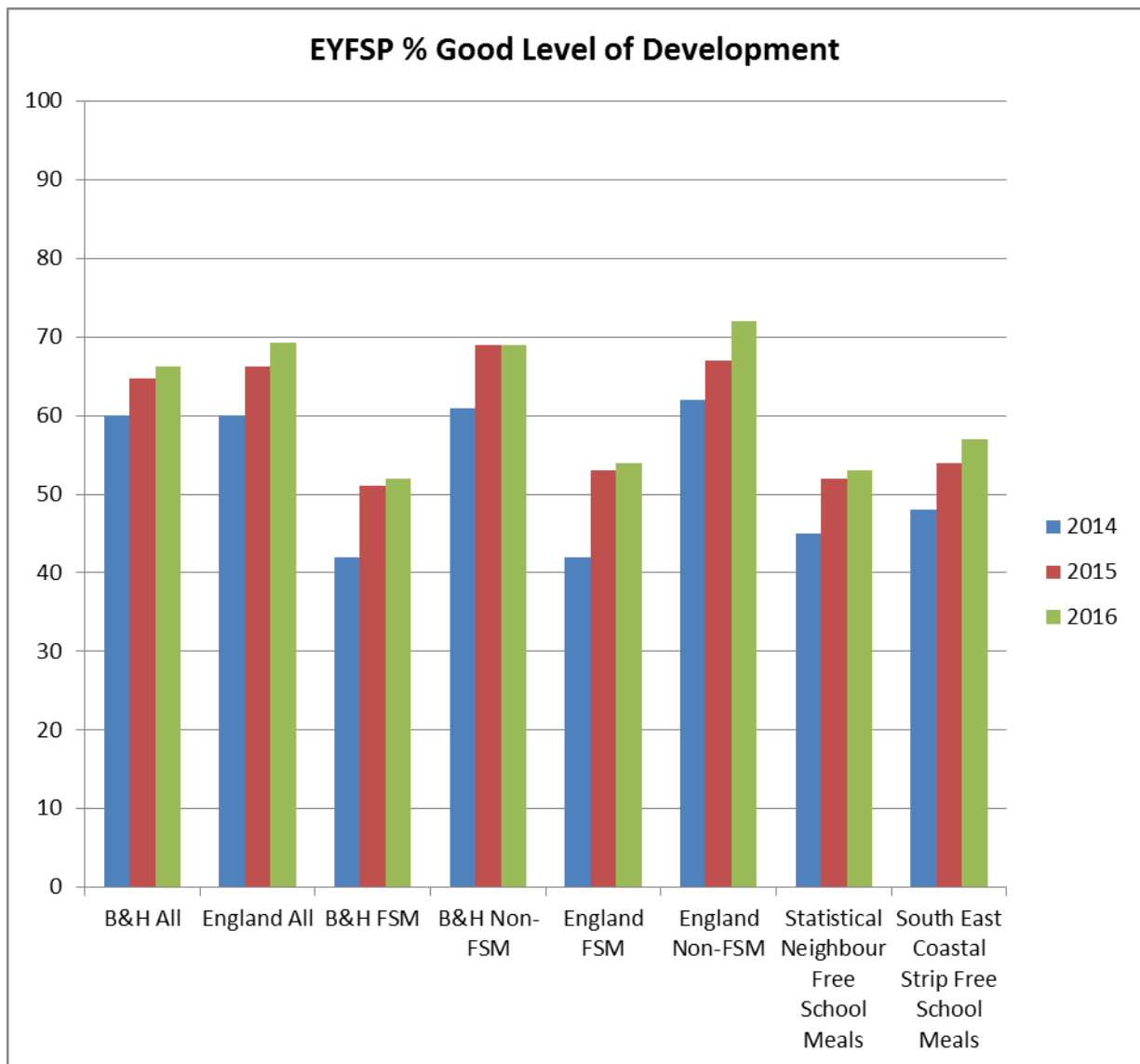
The percentage of pupils with English as an additional language achieving a good level of development is below the national and statistical neighbour average. Brighton & Hove is in 104th place out of 145 local authorities in England where data is available.

Other groups

The percentage of girls and boys achieving a good level of development are below their respective national groups, but boys are further below their national group than girls. The percentage of pupils with ethnicities classified by the government as Mixed, Asian, Black and Chinese achieving a good level of development are further below their respective national groups, than pupils with ethnicities classified as white.

EYFSP % Good Level Development	2014	2015	2016
B&H All	60	65	66
England All	60	66	69
B&H FSM	42	51	52
B&H Non-FSM	61	69	69
England FSM	42	53	54
England Non-FSM	62	67	72
Statistical Neighbour Free School Meals	45	52	53
South East Coastal Strip Free School Meals	48	54	57

**Statistical Neighbour refers the average of results for Leeds, Sheffield, York, Bath and NE Somerset, Bristol, Bournemouth, Reading, Portsmouth, Southend on sea, and Bromley. South east coastal strip refers to the average of results for Medway, Kent, East Sussex, West Sussex, Portsmouth, Southampton, Hampshire, and Isle of Wight.*



4.2 Year 1 phonics check (age 6)

All pupils

The Brighton & Hove percentage of pupils meeting the required standard for Phonics decoding is below national and statistical neighbour averages. Brighton & Hove are ranked joint 102nd out of 150 local authorities (data is not available for City of London and Isles of Scilly).

Pupils Eligible for Free School Meals

The percentage of pupils eligible for Free School Meals meeting the required standard for Phonics decoding is below the national average but above the statistical neighbour average. Brighton & Hove are ranked joint 84th out of 150 local authorities.

Pupils with Special Educational Needs

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan meeting the required standard for Phonics decoding is above national and statistical neighbour averages. Brighton & Hove are ranked joint 53rd out of the 133 local authorities with data available;

The percentage of pupils with SEN support meeting the required standard for Phonics decoding is below national and statistical neighbour averages. Brighton & Hove are ranked joint 99th out of 150 local authorities.

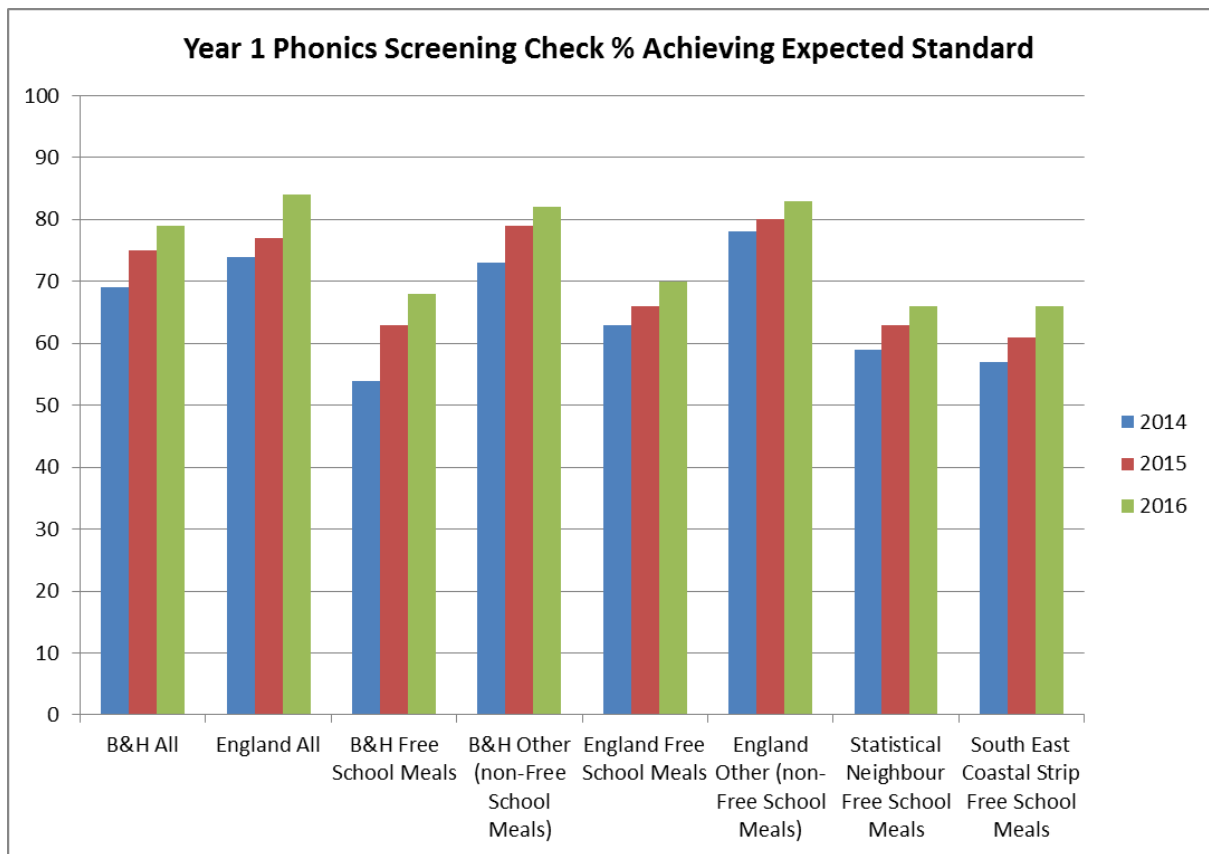
Pupils with English as an Additional Language

The percentage of pupils with English as an additional language meeting the required standard for Phonics decoding is below national and statistical neighbour averages. Brighton & Hove are ranked joint 93rd out of 150 local authorities.

Other

The percentage of pupils with ethnicities classified by the government as Mixed, Asian, Black and Chinese meeting the required standard for phonics decoding are below their respective national groups.

Year 1 Phonics Screening Check % Achieving Expected Standard	2014	2015	2016
B&H All	69	75	79
England All	74	77	84
B&H Free School Meals	54	63	68
B&H Other (non-Free School Meals)	73	79	82
England Free School Meals	63	66	70
England Other (non-Free School Meals)	78	80	83
Statistical Neighbour Free School Meals	59	63	66
South East Coastal Strip Free School Meals	57	61	66



4.3 Key Stage 1 outcomes (7 year olds)

All pupils

The Brighton & Hove percentage of pupils achieving the expected standard and higher standard in reading, writing and mathematics combined is slightly below national;

The percentage of pupils achieving the expected standard or working at greater depth in reading is above national and the statistical neighbour average. Brighton & Hove is in joint 58th place for the expected standard and joint 41st place for the higher standard out of 150 local authorities in England (data is not available for City of London and Isles of Scilly);

The percentage of pupils achieving the expected standard or working at greater depth in mathematics is above national and above the statistical neighbour average. Brighton & Hove is in joint 55th place for the expected standard and joint 64th place for the higher standard out of 150 local authorities in England;

The percentage of pupils achieving the expected standard or working at greater depth in writing is above national and the statistical neighbour average. Brighton & Hove is in joint 65th place for the expected standard out of 150 local authorities and joint 76th place for the higher standard out of 150 local authorities in England.

Pupils Eligible for Free School Meals

In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in reading is above the national and statistical neighbour averages;

The percentage of pupils eligible for Free School Meals achieving the expected standard in writing is below the national average but above statistical neighbour average;

The percentage of pupils eligible for Free School Meals achieving the expected standard in mathematics is below the national average but above statistical neighbour average.

Pupils with Special Educational Needs

In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in reading is below the national and statistical neighbour averages;

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in writing is above the national average but below the statistical neighbour average;

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in mathematics is equal to the national average and above the statistical neighbour average;

The percentage of pupils with SEN support achieving the expected standard in reading is below the national and statistical neighbour averages;

The percentage of pupils with SEN support achieving the expected standard in writing is equal to the national average and above the statistical neighbour average;

The percentage of pupils with SEN support achieving the expected standard in mathematics is equal to the national average and above the statistical neighbour average.

Pupils with English as an Additional Language

In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard in reading is below the national average but above the statistical neighbour average;

The percentage of pupils with English as an additional language achieving the expected standard in writing is below the national average but above the statistical neighbour average;

The percentage of pupils with English as an additional language achieving the expected standard in maths is equal to the national average but above the statistical neighbour average.

Other

Pupils with ethnicities classified by the government as Black are below their national group for the percentage achieving the expected standard in reading, writing and mathematics. Pupils with ethnicities classified by the government as Mixed are below

their national group for the percentage achieving the expected standard in writing. Pupils with ethnicities classified by the government as Asian are below their national group for the percentage achieving the expected standard in mathematics.

4.4 Key Stage 2 outcomes (11 year olds)

All pupils

The Brighton & Hove percentage of pupils achieving the expected standard and higher standard in reading, writing and mathematics combined is above national and the statistical neighbour average. In both these attainment standards, Brighton & Hove is in 22nd place out of 150 local authorities in England (data is not available for City of London and Isles of Scilly);

The percentage of pupils achieving the expected standard and the percentage of pupils achieving the higher standard in reading is above national and the statistical neighbour average. Brighton & Hove is in 6th place for the expected standard and 9th place for the higher standard out of 150 local authorities in England;

The progress score in reading is significantly above national, and is in 16th place out of 152 local authorities in England;

The percentage of pupils achieving the expected standard in writing based on teacher assessment is above national and the statistical neighbour average. Brighton & Hove is in 40th place out of 150 local authorities in England. The percentage of pupils writing at a greater depth within the expected standard was above the national and statistical neighbour average. Brighton & Hove is in 14th place out of 150 local authorities in England;

The progress score in writing is significantly above national, and is in 64th place out of 152 local authorities in England;

The percentage of pupils achieving the expected standard in mathematics is equal to national and above the statistical neighbour average. For the percentage of pupils achieving the higher standard in mathematics, Brighton & Hove is below the national and the statistical neighbour average. Brighton & Hove is in 67th place for the expected standard and 66th place for the higher standard out of 150 local authorities in England;

The progress score in mathematics is significantly below national, and is in 108th place out of 152 local authorities in England.

Disadvantaged pupils

In Brighton & Hove the percentage of disadvantaged pupils achieving the expected standard in reading, writing and mathematics is below the national average for this group. The difference of Brighton & Hove disadvantaged pupils achieving the expected standard to national other pupils is greater than the national difference, and is in 76th place out of 152 local authorities in England;

The percentage of disadvantaged pupils achieving the expected standard in reading and the progress score is above the national average for this group. The difference of Brighton & Hove disadvantaged pupils achieving the expected standard to national other pupils is less than the national difference, and is in 31st place out of 152 local authorities in England;

The percentage of disadvantaged pupils achieving the expected standard and the progress score in writing is below the national average for this group. The difference of Brighton & Hove disadvantaged pupils achieving the expected standard to national other pupils is greater than the national difference, and is in 86th place out of 152 local authorities in England;

The percentage of disadvantaged pupils achieving the expected standard and the progress score in mathematics is below the national average for this group. The difference of Brighton & Hove disadvantaged pupils achieving the expected standard to national other pupils is greater than the national difference, and is in 121st place out of 152 local authorities in England.

Pupils with Special Educational Needs

In Brighton & Hove the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in reading is equal to the national average for this group, but the progress score is below the national average. For the expected standard Brighton & Hove is in 71st place out of 152 local authorities in England;

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard in writing is above the national average for this group, and the progress score is equal to the national average. For the expected standard Brighton & Hove is in 30th place out of 152 local authorities in England;

The percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standard and the progress average score in mathematics is below the national average for this group. For the expected standard Brighton & Hove is in 92nd place out of 152 local authorities in England;

The percentage of pupils with SEN support achieving the expected standard and the progress score in reading is above the national average for this group. For the expected standard Brighton & Hove is in 14th place out of 152 local authorities in England;

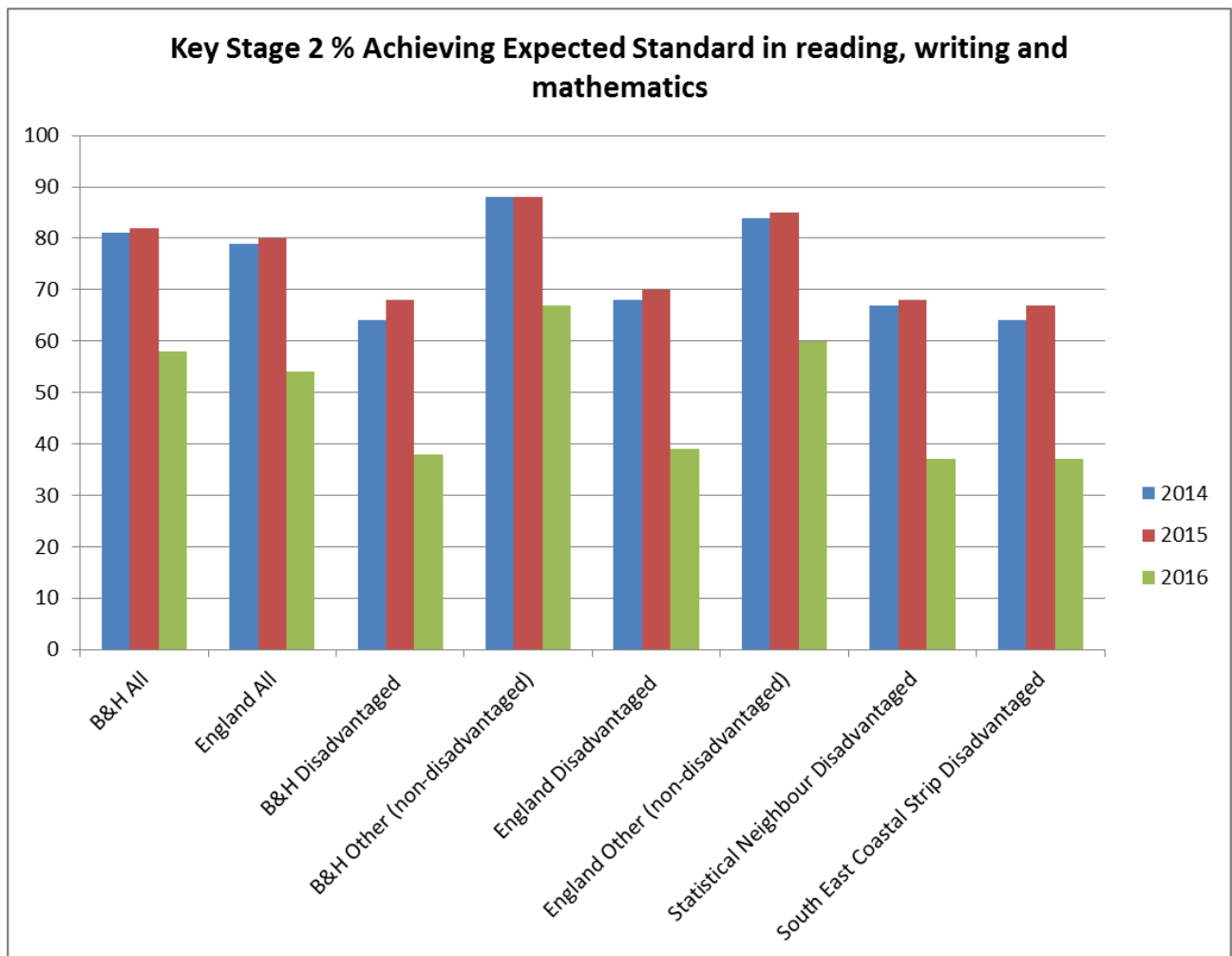
The percentage of pupils with SEN support achieving the expected standard in writing is above the national average for this group, and the progress score is similar to the national average for this group. For the expected standard Brighton & Hove is in 45th place out of 152 local authorities in England;

The percentage of pupils with SEN support achieving the expected standard in mathematics is above the national average for this group, but the progress score is below. For the expected standard Brighton & Hove is in 73rd place out of 152 local authorities in England.

Other groups

The average progress score in reading, writing and mathematics is below the respective national group for pupils of White and Black Caribbean, Black Caribbean and Black African ethnicity, but outcomes are varied and low progress is associated with disadvantaged pupils.

Percentage of pupils achieving the expected standard in reading, writing and maths	2014	2015	2016
B&H All	81	82	58
England All	79	80	54
B&H Disadvantaged	64	68	38
B&H Other (non-disadvantaged)	88	88	67
England Disadvantaged	68	70	39
England Other (non-disadvantaged)	84	85	60
Statistical Neighbour Disadvantaged	67	68	37
South East Coastal Strip Disadvantaged	64	67	37



4.5 Key Stage 4 – GCSE results (16 year olds)

All pupils

The Brighton & Hove Attainment 8 average score is above the national average, and below the statistical neighbour average. Brighton & Hove is in 64th place out of 151 local authorities in England (data is not available for City of London);

The Progress 8 score is above the national average for state-funded schools and the statistical neighbour average. Brighton & Hove is in 50th place out of 150 local authorities in England (data is not available for City of London and Isles of Scilly);

The English attainment and progress average scores are above the national average, and equal to the statistical neighbour average. Out of 150 local authorities, in English attainment Brighton & Hove is in 51th place, and in English progress 57th place;

The mathematics attainment and progress average scores are above the national average, and above or equal to the statistical neighbour average. Out of 150 local authorities, in mathematics attainment Brighton & Hove is in 57th place, and in English progress 45th place. There is an upward trend in mathematics attainment and progress, and it is now similar to English;

The attainment and progress average score for the open qualification element are below national and the statistical neighbour average and this is associated with lower entries in non-GCSE qualifications and higher unfilled open qualification slots;

The attainment and progress average score for English Baccalaureate qualification element are above national and the statistical neighbour average.

Disadvantaged pupils

The Attainment 8 and Progress 8 average scores for disadvantaged pupils are below the national average for this group. The difference of Brighton & Hove disadvantaged pupils to national other pupils is greater than the national difference, although this difference is diminishing over time;

English and mathematics attainment and progress average scores for disadvantaged pupils are also below the national average for this group. There is an upward trend in mathematics attainment and progress, and relative progress in mathematics is now similar to English, although relative attainment in mathematics is below English.

Pupils with Special Educational Needs

All attainment and progress average scores for the pupils with a Statement of Special Educational Need or an Education, Health and Care Plan are significantly below the national average for this group;

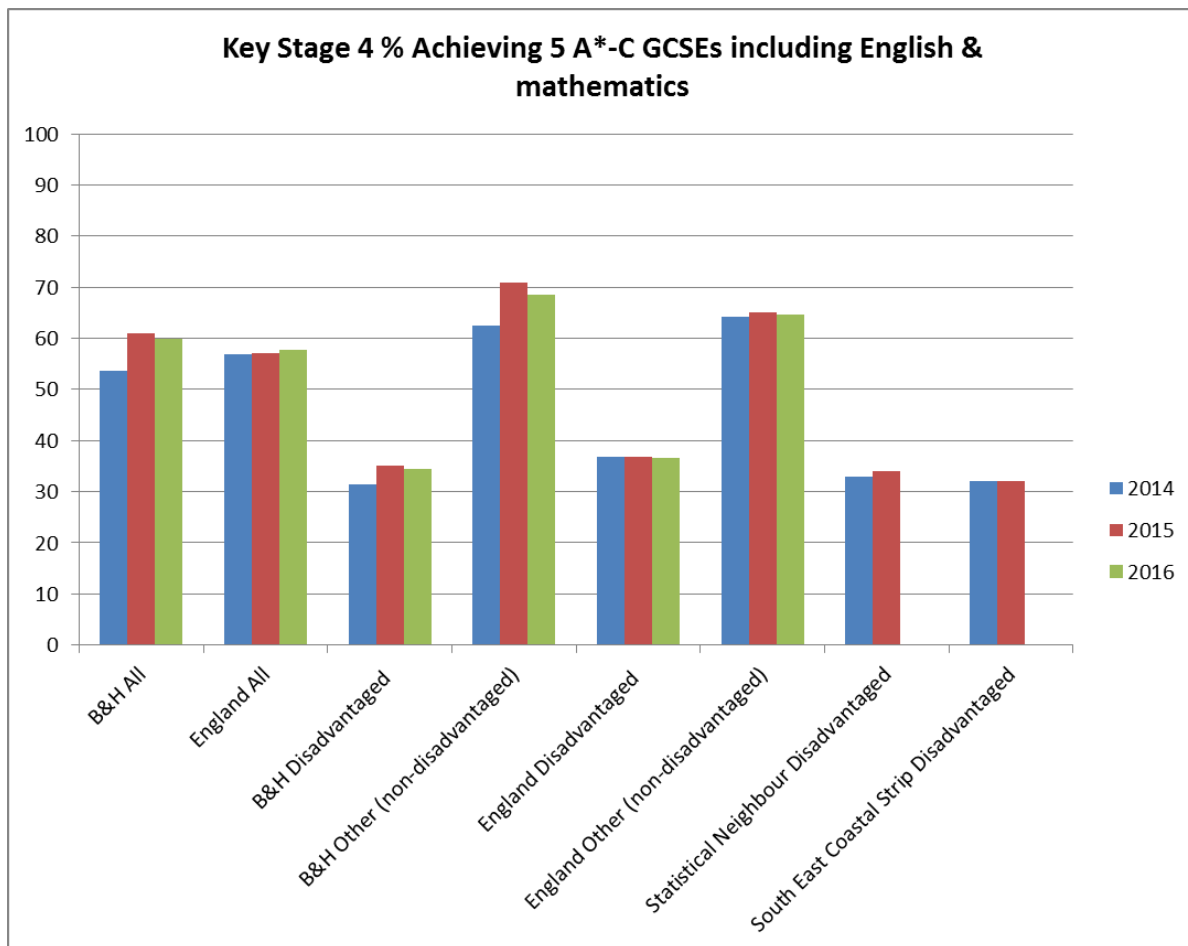
All attainment and progress average scores for pupils with SEN Support are above the national average for this group;

When these SEN groups are combined then in Brighton & Hove all attainment and progress average score for pupils with Special Educational Needs are above national average for this group.

Other groups

Average progress scores are below the respective national groups for pupils of White and Black African and Indian ethnicity. Outcomes are varied for pupils of White and Black African ethnicity, but low progress is associated with disadvantaged pupils.

Percentage of Pupils Achieving 5 A*-C GCSEs Including English and Maths	2014	2015	2016
B&H All	54	61	59
England All	57	57	57
B&H Disadvantaged	31	35	35
B&H Other (non-disadvantaged)	62	71	69
England Disadvantaged	37	37	37
England Other (non-disadvantaged)	64	65	65
Statistical Neighbour Disadvantaged	33	34	-
South East Coastal Strip Disadvantaged	32	32	-



**Analysis from the Department of Education has shown for local authorities the indicator of 5+ A*-C GCSEs including English and maths is correlated to the new indicator of Attainment 8. 5+ A*-C GCSEs including English and maths has been used here to show the trend over time.*

5. Conclusion and Next Steps

- 5.1 The upward trends in Early Years and Foundation stage and Year 1 phonics; the above national average performance for Key Stage 2 and 4 outcomes, and for the percentage of 'good' and 'outstanding' schools, is a positive reflection on the school improvement strategy and partnership working across the city. There are, however, key priorities that remain with regard to outcomes for disadvantaged pupils and Maths performance. Despite intervention and some improvement these are ongoing areas for development and scrutiny and feature prominently both implicitly in general intervention and explicitly in focused events and strategies. A feature for 2016/17 is to aim for consistency and to raise performance in the everyday practice rather than releasing strategies which lead to short term unsustainable projects and gains.
- 5.2 Each school has been allocated a prioritisation level which has a specified action plan outlining the support for those schools thought to be at risk. The use of Strategy Board Meetings and individual meetings with Heads and chairs of governors allows the LA to challenge outcomes appropriately;

- 5.3 A new system of school improvement and intervention which fully incorporates the partnership and schools supporting schools systems within the LA has been devised and will be implemented in April 2017. National Leaders of Education (NLE), Local Leaders of Education (LLE), National Leaders of Governance (NLG) and Local Leaders of Governance (LLG) will be deployed in our schools to ensure that the most successful and current practitioners are sharing their expertise and informing the LA challenge function;
- 5.4 The creation of 'Schools at a Glance' data sheets has meant that schools and all professionals who are involved in schools can easily and accessibly identify priorities and intervene collaboratively and effectively to address these;
- 5.5 We are consulting on a new 'Reducing the Differences Strategy' to address the under-performance of disadvantaged children and young people in the city. Significant work has already been undertaken with Head teachers and governing bodies to identify and disseminate good practice and to highlight and challenge schools where outcomes are not good enough. As part of this strategy, it is proposed that a working party is created consisting of councillors, Heads across all phases, chairs of governors, parents, professionals and children and young people to provide strategic oversight and hold the LA and schools to account;
- 5.6 We propose that in the first instance there is a citywide focus on addressing the correlation between poor attendance and under achievement for disadvantaged groups. The plan needs to galvanise the wider council and community to prioritise this area in their work as the complexity of this issue requires a creative and collaborative solution which fully incorporates but is not limited to schools;
- 5.7 A city wide Maths event will identify the successful practice across the city and establish links between the schools and within the clusters to facilitate good continuing professional development (CPD), effective planning, moderation and assessment. The event will be led by the Sussex Maths Hub;
- 5.8 There will be significant investment in work on 'poverty proofing' educational settings and in the school day generally. It is expected that this work will be co-designed with Heads and other key stakeholders to address the barriers to learning for disadvantaged groups and to deliver tangible and quantifiable improvements in performance;
- 5.9 A programme of governor events will be held and reviews will be conducted to strengthen the knowledge base and capacity of our governors to challenge and support their own schools to improve outcomes;

COMMUNITY ENGAGEMENT & CONSULTATION

Community engagement options will be considered as an integral part of the ongoing work to further raise standards.

FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing delegated budgets. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.

There are no financial implications for the LA as a result of the recommendations in this report.

Andy Moore: 01273 293460

Legal Implications:

Local Authorities have a statutory duty under section 13A of the Education Act 1996 to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty.

Serena Kynaston: 01273 291537

SUPPORTING DOCUMENTATION

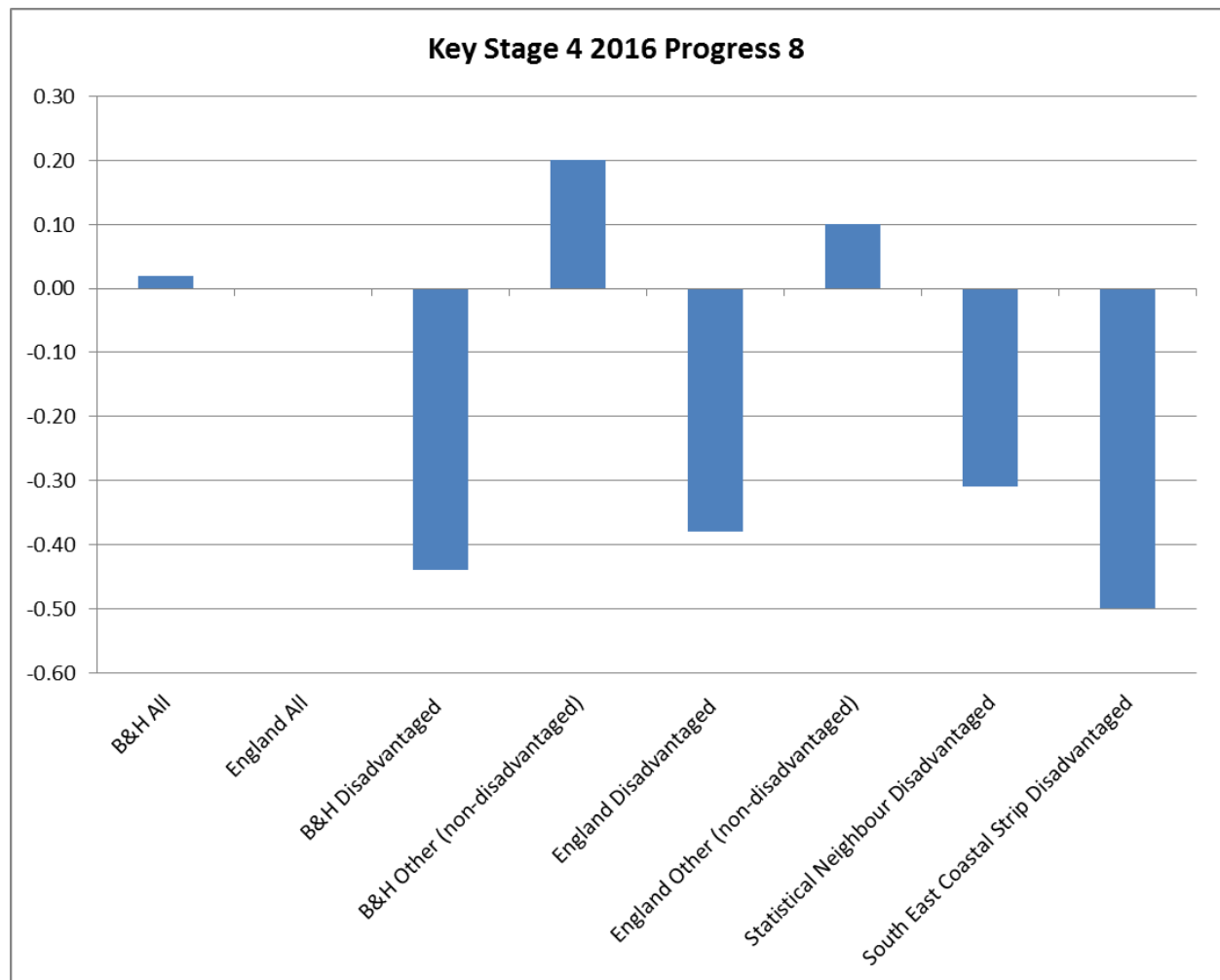
Appendices:

1. Additional data analysis of performance for the 2016 academic year.

APPENDIX 1:

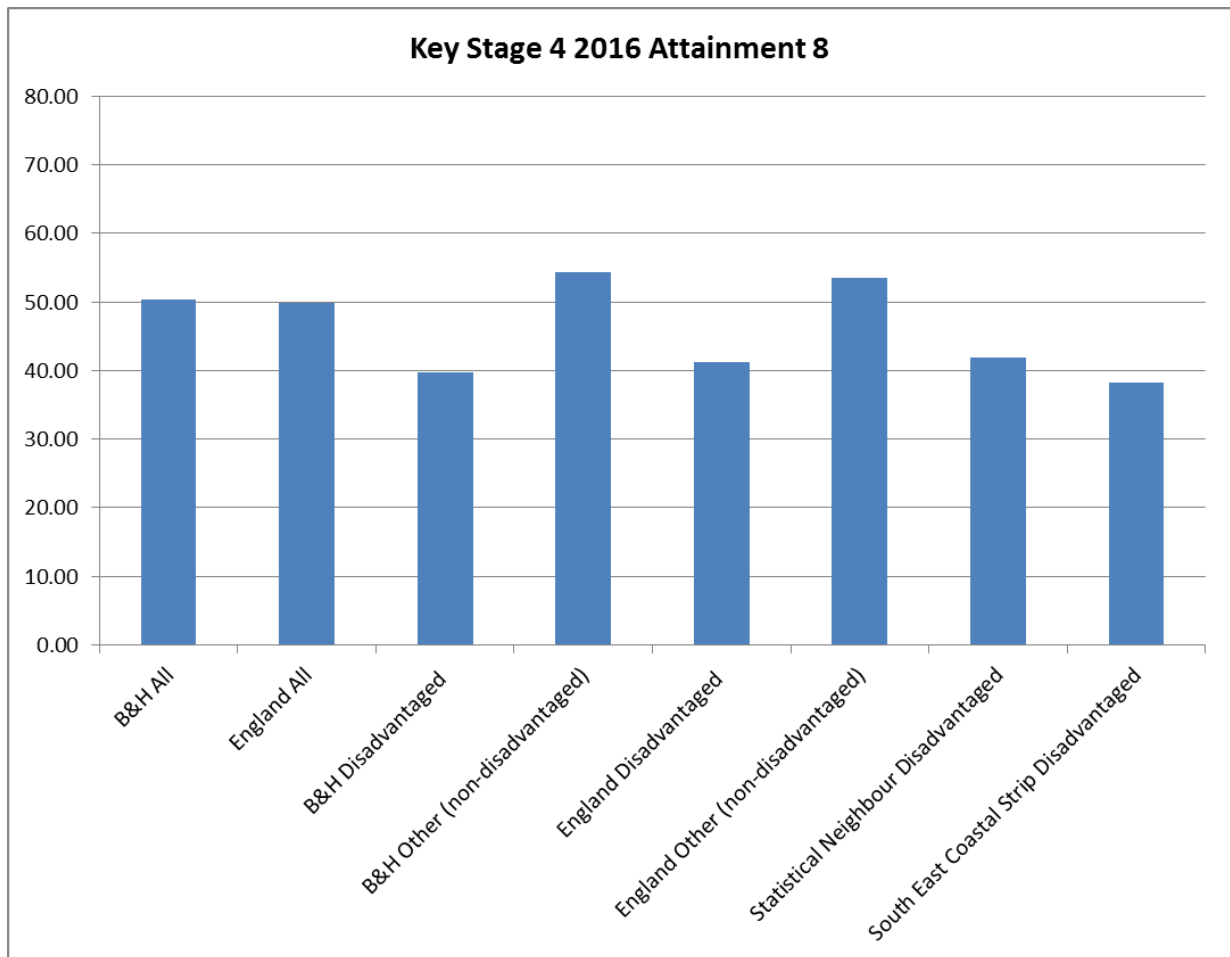
Progress 8 Summary

Progress 8	2016
B&H All	0.02
England All	0.00
B&H Disadvantaged	-0.44
B&H Other (non-disadvantaged)	0.20
England Disadvantaged	-0.38
England Other (non-disadvantaged)	0.10
Statistical Neighbour Disadvantaged	-0.31
South East Coastal Strip Disadvantaged	-0.50



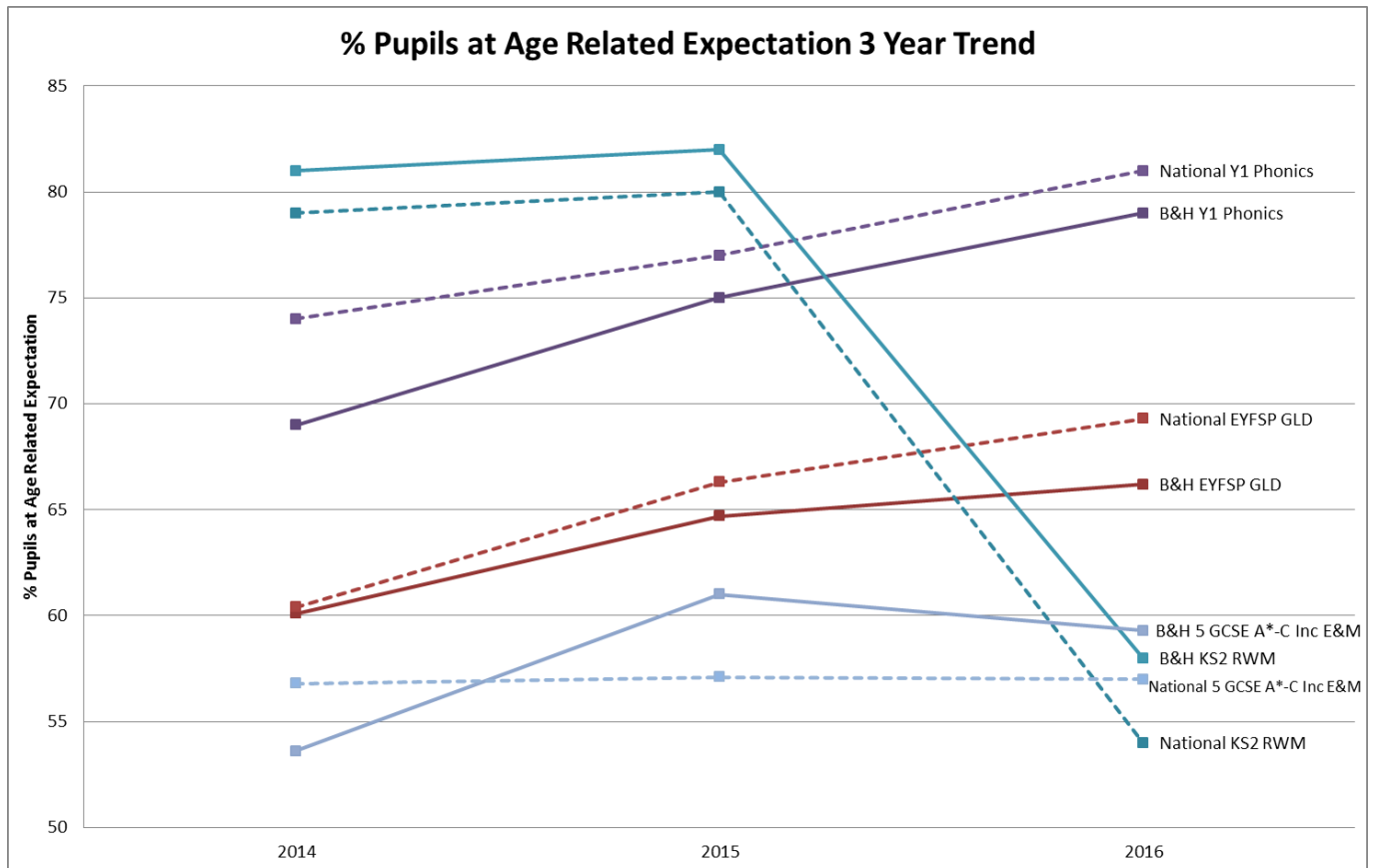
Attainment 8 Summary

Attainment 8	2016
B&H All	50.40
England All	49.90
B&H Disadvantaged	39.80
B&H Other (non-disadvantaged)	54.30
England Disadvantaged	41.20
England Other (non-disadvantaged)	53.50
Statistical Neighbour Disadvantaged	41.86
South East Coastal Strip Disadvantaged	38.33



Summary of Brighton & Hove Age Related Expectations Over Time

Age Related Expectations	2014	2015	2016
B&H EYFSP GLD	60.1	64.7	66.2
National EYFSP GLD	60.4	66.3	69.3
B&H Y1 Phonics	69	75	79
National Y1 Phonics	74	77	81
B&H KS2 RWM	81	82	58
National KS2 RWM	79	80	54
B&H 5 GCSE A*-C Inc E & M	53.6	61	59.3
National 5 GCSE A*-C Inc E & M	56.8	57.1	57



Coloured coded summary of Brighton & Hove results compared to national

Green highlights where the Brighton & Hove 2016 result is above national or similar to the national result for the respective group, and red highlights below national for the respective group.

		All pupils	Pupil with Free School Meals or Disadvantaged pupils	Pupils with a Statement of SEN or EHCP	Pupil with SEN support	White	Mixed	Asian	Black	Chinese
Early Years	Foundation Stage Profile	Red	Green	Green	Red	Red	Red	Red	Red	Red
Key Stage 1	Phonics attainment	Red	Red	Green	Red	Green	Red	Red	Red	Red
	Reading attainment	Green	Green	Red	Red	Green	Green	Red	Red	Green
	Writing attainment	Green	Red	Red	Red	Green	Red	Green	Red	Green
	Maths attainment	Green	Red	Red	Red	Green	Green	Red	Red	Green
Key Stage 2	Reading attainment	Green	Green	Red	Green	Green	Green	Red	Red	Red
	Writing attainment	Green	Red	Green	Green	Red	Green	Red	Red	Green
	Maths attainment	Red	Red	Red	Green	Green	Red	Red	Red	Red
	Reading progress	Green	Green	Red	Green	Green	Green	Red	Red	Red
	Writing progress	Green	Red	Red	Green	Red	Red	Red	Red	Red
	Maths progress	Red	Red	Red	Red	Red	Red	Green	Red	Red
Key Stage 4	Attainment 8	Green	Red	Red	Green	Green	Red	Red	Red	Green
	English attainment	Green	Red	Red	Green	Green	Red	Red	Red	Green
	Maths attainment	Green	Red	Red	Green	Green	Red	Red	Red	Green
	Progress 8	Green	Red	Red	Green	Green	Green	Green	Green	Green
	English progress	Green	Red	Red	Green	Green	Red	Green	Green	Green
	Maths progress	Green	Red	Red	Green	Green	Green	Green	Green	Red

