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|--------------------------|--|---|--------------------|
| Subject: | Early Headlines: Standards and Achievement in Brighton & Hove Schools and Colleges, 2016 - 2017 | | |
| Date of Meeting: | 18th September 2017 | | |
| Report of: | Pinaki Ghoshal | | |
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| Ward(s) affected: | All | | |

FOR GENERAL RELEASE/ NOT FOR PUBLICATION**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 This report outlines the early headlines of the results of the national tests in summer 2017. Not all results are published and validated yet so this report contains provisional data. There will be a more detailed report produced later in the academic year which will include the achievement of vulnerable groups in the city.
- 1.2 This year has seen significant changes to key stage four and key stage five qualifications arrangements. This means that the results from this year cannot be compared with previous years. Also at this point the national comparators for key stage four and five performance have not been published by the Department for Education.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the Early Headlines Standards and Achievement Report for the academic year 2016 – 2017.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 School Effectiveness – snapshot July 2017**

The percentage of schools judged to be good or outstanding in the city has risen from 86% in summer 2016 to 93% in summer 2017. The percentage of pupils attending a school judged to be good or outstanding at the end of the summer term was 88%, which is a rise of seven percentage points from 2016. There are now 5 schools in the city that are judged to require improvement, five less than this time last year. There are no schools judged to be inadequate.

Key Stage Summary

3.2. Early Years Foundation Stage Profile – Age 4 to 5 (end of Reception year)

3.2.1 Good Level of Development

| Early Foundation Profile | Years Stage | Brighton & Hove | | | | National | | | |
|---|-------------|-----------------|------|------|------|----------|------|------|--------------------------|
| | | 2014 | 2015 | 2016 | 2017 | 2014 | 2015 | 2016 | 2017 (Proxy from NEXUS)* |
| % Achieving a Good Level of Development | | 60% | 65% | 66% | 69% | 61% | 66% | 69% | 71% |
| Pupils in Reception Year Cohort | | 2769 | 2851 | 2864 | 2793 | - | - | - | - |

*NEXUS is the tool provided by the National Consortium for Examination Results (NCER), a community interest community led by Local Authorities

69% of pupils achieved a good level of development (GLD) in the Early Years Foundation Stage Profile. This is three percentage points more than last year. Brighton and Hove are two percentage points below the emerging national percentage for 2017.

Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and
- The early learning goals in the specific areas of mathematics and literacy.

3.2.2 Areas of learning

| % pupils at the expected level in areas of learning | Brighton & Hove | | National | |
|---|-----------------|------|----------|------|
| | 2016 | 2017 | 2016 | 2017 |
| Communication & Language combined | 79% | 82% | 82% | - |
| - Listening & Attention | 87% | 86% | 86% | - |
| - Understanding | 86% | 87% | 86% | - |
| - Speaking | 84% | 86% | 85% | - |
| Physical Development | 87% | 88% | 88% | - |
| Personal, Social & Emotional Development | 84% | 86% | 85% | - |
| Literacy combined | 71% | 73% | 72% | - |
| - Reading | 76% | 78% | 77% | - |
| - Writing | 72% | 75% | 73% | - |
| Mathematics | 79% | 80% | 77% | - |
| Understanding the World | 86% | 87% | 83% | - |
| Expressive Arts & Design | 89% | 90% | 86% | - |

Pupils achieved highest in the Expressive Arts and Design area of learning, with 90% of pupils achieving the expected level.

The lowest outcome was in Literacy, with 73% of pupils achieving the expected level. This is, however, a two percentage point increase on the 2016 literacy outcome, with a three percentage point increase in writing.

The outcomes for Communication and Language have increased one percentage point in the ‘understanding’ learning goal and two percentage points in the ‘speaking’ learning goal.

3.3 Year 1 phonics screening check (age 6)

| Year 1 phonics check | Brighton & Hove | | National | |
|-----------------------------------|-----------------|------|----------|------|
| | 2016 | 2017 | 2016 | 2017 |
| % achieving the expected standard | 80% | 78% | 81% | 81% |

3.3.1 78% of year 1 pupils achieved the expected standard in the phonics screening check this year. This is a decrease of 2 percentage points from last year and is 3 percentage points below the emerging national figure for 2017 of 81%. The gap has widened with national.

3.3.2 Year 2 Phonics Screening Check

By the end of year 2, 89.2% of children (provisional data) had achieved the expected standard (including retakes of those who did not meet it in year 1 and checks for new pupils with no year 1 result). This is a decrease on 2017 (91%) although the DfE pupil matching may not reflect the local analysis.

There is no national benchmark data available until the statistical release is published in the autumn.

3.4 Key Stage 1 outcomes (seven year olds)

3.4.1 2017 is the second year of tests for 7 year olds in the ‘new’ National Curriculum, introduced in 2014. The interim teacher assessment frameworks still apply this year. Brighton and Hove outcomes are above the emerging national proxy figure from NEXUS* for 2017 in each reading and writing and in line for combined reading, writing and maths.

| Key Stage One | | Brighton & Hove | | National | |
|--------------------------------------|--------------------------|-----------------|------|----------|------|
| | | 2016 | 2017 | 2016 | 2017 |
| % pupils achieving expected standard | Reading | 75% | 76% | 74% | 76% |
| | Writing | 67% | 69% | 65% | 68% |
| | Maths | 74% | 75% | 73% | 75% |
| | Reading, Writing & Maths | 60% | 63% | 60% | 64% |
| % pupils achieving greater depth | Reading | 26% | 25% | 24% | 25% |
| | Writing | 13% | 14% | 13% | 16% |
| | Maths | 18% | 18% | 18% | 20% |
| | Reading, Writing & Maths | 9% | 9% | 8.9% | 11% |

3.5 Key Stage 2 outcomes (11 year olds)

3.5.1 This was the second year of the new, more challenging national curriculum 2014 new tests and interim frameworks for teacher assessment. Figures for 2017 are comparable to last year only.

Year six pupils sat tests in maths, reading and grammar spelling and punctuation (GPS). Writing was teacher assessed and moderated at LA level. Each child was given a scaled score for each of the subjects. A score of 100 means that a pupil has 'met age related expectations'. Schools are being measured on the percentage of pupils that achieved an age related score of 100 or more.

3.5.2 There are also progress scores in reading, writing and maths, but currently these are provisional and subject to change. Progress is part of the floor standard and coasting definition but the DfE will not confirm these thresholds for 2017 results until the autumn.

3.5.3 Summary

Overall schools in the city have outperformed the national results by three percentage points. 64% of pupils attained the new benchmark standard in reading, writing and mathematics against the national of 61%.

There have been increases in attainment in 2017 and the city is matching or exceeding national attainment levels in all areas:

| Key Stage Two | | Brighton & Hove | | National | |
|--------------------------------------|---|-----------------|------|----------|------|
| | | 2016 | 2017 | 2016 | 2017 |
| % pupils achieving expected standard | Reading | 75% | 77% | 66% | 71% |
| | Grammar, punctuation and spelling (GPS) | 75% | 77% | 73% | 77% |
| | Writing | 76% | 78% | 74% | 76% |
| | Maths | 70% | 75% | 70% | 75% |
| | Reading, Writing & Maths | 58% | 64% | 54% | 61% |

Reading

Brighton and Hove results reading results are significantly above national average..

Maths

In maths city schools were in line with the national of 75%.

Writing

In writing city schools were two percentage points above the national average. Writing is judged by teacher assessment and the LA had a statutory duty to moderate a number of schools to verify judgements and check process, which it completed.

Grammar, punctuation and spelling (GPS)

In GPS the city schools were in line with the national of 77%.

3.5.4 Underperforming schools

The DfE will not confirm the floor standards and coasting definition for 2017 results until the autumn and will not confirm whether schools have met the coasting definition or were below the floor standard until December when finalised results are released in their performance tables.

Until this information has been published we can only postulate which schools will be judged to be 'below the floor standard' or 'coasting', and require intensive support and challenge.

Eighteen schools had combined attainment below national and so we will be exploring the results of these schools further. Using last year's thresholds and provisional progress results the indication is one school may be below the floor standard and two schools may meet the coasting definition.

All schools which may be coasting or below floor targets already have plans to improve that are monitored by a school improvement board. In one case school improvement is slightly different as this is the responsibility of their Academy sponsor.

3.6 Key Stage Four – GCSE results (16 year olds)

3.6.1 This year is the first year that students sat the new reformed GCSEs in English and maths and were awarded grades 9 to 1, where 9 is the top grade. Grade 4 is called a standard pass and Grade 5 is a strong pass. Grade 5 is positioned between the old Grade C and B. Other subjects will continue to use A*-G grades this year and so students received a mixture of letter and number grades. This year the proportion of pupils achieving a strong pass in English and mathematics (5+) will begin to be a headline school accountability measure. It is important to note that new GCSEs in English and Maths are very different in content and assessment to previous examinations.

3.6.2 The new 9-1 grades in the new English and maths GCSEs mean that it is not possible to compare results to last year. Furthermore the 2017 national figures will not be published by the DfE until later this autumn term.

3.6.3 All schools will continue to be measured on how much progress students make from where they start in Year 7 to when they complete their exams at the ends of Year 11. This is known as Progress 8. The measure is based on student progress measured across eight subjects. This is the eight 'best' results. English and maths are double weighted.

| Provisional GCSE results 2017 | | Brighton & Hove |
|--|-------------------|-----------------|
| Pupils | | 2208 |
| Attainment 8 | | 48 |
| % achieving 'standard pass' grade 4 or above | English and maths | 67% |
| | English | 78% |
| | Maths | 72% |

3.6.4 Nationally the number representing Attainment 8 is expected to 'fall' because of 9-1 grades in English and maths and the changes in the points awarded to A*-C grades in other subjects. For example in 2016 a C grade was worth five points whereas in 2017 a C is worth four points. This change does not mean that attainment itself has 'fallen', but that the numbers used to represent attainment have been adjusted. The roll-out of the new GCSEs with 9-1 grades for other subjects will continue to affect the comparability of results to the preceding year until 2020.

3.6.5 At this point there is no national picture and so appropriate comparisons to evaluate these results and make secure judgements cannot be made. National

figures will be released in mid-October. Comparisons cannot be made with previous years national averages as these were calculated in different ways.

3.6.6 As stated above, at a future CYPS committee we will report on progress, gaps and strong passes in English and Maths (5+) when this data is available.

3.7 Key Stage Five - A level results (age 18)

| Provisional A level results 2017 | | Brighton & Hove | National (JCQ* benchmark) |
|----------------------------------|------|-----------------|------------------------------|
| Entries | | 5117 | - |
| % of entries graded | A*-A | 30.0% | 26.2% |
| | A*-B | 58.8% | 52.9% |
| | A*-C | 79.9% | 77.3% |
| | A*-E | 97.9% | 97.9% |

* Joint Council for Qualifications.

3.7.1 National Results

Nationally, the A level pass rate (A*-E) has fallen slightly from 98.1% to 97.9%, whilst the proportion of A* and A grades was 26.2%, up by 0.4% on last year.

This year's pattern is a slight increase in the top grades, but a slight decrease in the overall pass rate.

The A* - B pass rate is 52.9% and A*-C is 77.3%.

The 2017 results feature some linear A levels, as these are being phased in over a two year period. A-levels being linear rather than modular means that grades will be awarded on an end-of-course exam, instead of modules taken throughout the course.

AS levels are "decoupled" from being part of A-levels as part of these reforms, so that they are stand-alone qualifications. This year's figures show a 42% drop in AS Level entries.

3.7.2 Brighton & Hove

Provisional results suggest that in Brighton & Hove schools and colleges, students achieved above national averages in top A*-B grades. The overall pass rate is level with national.

Around 86% of A Level entries in the city were from the two sixth form colleges, which can be broken down into around 64% at BHASVIC and around 22% at Varndean College. The remaining 14% of entries were from the school sixth forms at Cardinal Newman, Blatchington Mill, Hove Park, BACA and PACA, with the majority of these from Cardinal Newman.

For 2016/17, there is an improving trend across the city in top grades A* - B. The proportion of entries awarded A* - B grades is 58.8%, well above the provisional national average figure of 52.9% and above the Brighton result for the previous year (58.0%).

The proportion of all entries achieving a pass grade fell slightly to 97.9% from 98.1%, however this figure is level with the provisional national average.

3.8 Looking ahead

The provisional headline results for 2017 suggest that Brighton & Hove will be in line with or above the national figures for almost every key stage. As more national data is released and schools undertake their own analysis, a clearer picture will emerge and we will be able to analyse the performance of vulnerable groups. School Partnership Advisers from the Standards and Achievement Team will be visiting every school to discuss the outcomes and plan next steps. A priority for 2017 is to continue the further development of schools supporting schools and partnership working that will enable further improvements to be made.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 In addition to this report there will be further reports as data is released. They will enable a full consideration of options going forward.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 The data will be shared with all school leaders and with governors.

6. CONCLUSION

- 6.1 Initial provisional outcomes look positive, but more detailed analysis and the publication of results in the next few months will enable more focused action to be taken.
- 6.2 There will be a more detailed report later in the year that analyses results for vulnerable groups and the validated data in more detail.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 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, which include their key stage exam results. Schools also have Pupil Premium funding from the government and must use this to support their disadvantaged pupils to narrow the attainment gap.
- 7.2 There are no financial implications for the LA as a result of the recommendations in this report.

Finance Officer Consulted: Andy Moore

Date: 08.09.2017

Legal Implications:

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

Lawyer Consulted:

Serena Kynaston

Date: 05.09.2017

SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

None

Background Documents

None