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| Subject: | Annual Standards Report |
| Date of Meeting: | 5th March 2018 |
| Report of: | Executive Director, Children, Families & Learning |
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| 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 2017 academic year.
- 1.2 This report explains some of the interventions implemented and planned in the future to address areas of underachievement.

2.0 RECOMMENDATIONS

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

3.0 CONTEXT/ BACKGROUND INFORMATION**3.1 School Effectiveness:**

- 3.2 At the end of December 2017 91.7% of schools in Brighton & Hove were judged by Ofsted to be good or outstanding. This was above the national average of 89.3%.
- 3.3 The percentage of pupils currently attending a school judged to be good or outstanding is 87.9% against a national average of 87.1%.
- 3.4 The Local Authority continues to focus on the schools which it believes may be vulnerable to losing their judgement of 'Good' as well as supporting and challenging schools which are currently judged as 'Requires Improvement' to get to 'Good' at their next inspection.

- 3.5 **Overall Headlines for this report include:**
- 3.6 The percentage of good and better schools and Early Years providers is higher than national averages in Brighton and Hove.
 - 3.7 When compared to other areas in the last 4 years Brighton and Hove have seen improvements in attainment in all phases.
 - 3.8 Reading and Writing assessments at Key Stage 1 are above national averages and broadly in line for Maths.
 - 3.9 At KS2 the percentage of pupils achieving the expected standard and higher standard in Reading, Writing and Mathematics combined is above national average. In Reading these pupils were significantly above national averages; in Writing, above, and in Maths, in line.
 - 3.10 At KS4 attainment measures such as attainment 8 and Level 4 + in both English and Maths are above or significantly above national averages.
 - 3.11 Certain groups such as boys at KS2; black and Chinese pupils at KS4 have done particularly well.
 - 3.12 Disadvantaged pupils at KS2 and KS4 make below national average attainment and progress. This is an issue in common with other South Coast authorities. Disadvantaged is the priority for School Improvement across the City and there are plans in place that are expected to have impact. It is key to realise that within the City there is significant variation between schools with some schools doing exceptionally well with disadvantaged pupils.
 - 3.13 Robust plans are in place to support Early Years; Mathematics at KS2 and disadvantaged across all phases. Strategic school improvement funding has been successfully applied for to support schools in the authority.
- 4.0 SUMMARY OF OUTCOMES**
- 4.1 Early Years Foundation Stage Profile – (4 to 5 year olds)**
- 4.2 All Pupils**
- 4.3 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. The Brighton & Hove percentage of pupils achieving a good level of development is broadly in line with the national average.
 - 4.4 Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development is below the national average.

4.5 Table 1- Early Years Foundation Stage Profile

| EYFSP % Good Level Development | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|
| B&H All | 60 | 65 | 66 | 69 |
| England All | 60 | 66 | 69 | 71 |
| B&H FSM | 42 | 51 | 52 | 50 |
| B&H Non-FSM | 61 | 69 | 69 | 72 |
| England FSM | 42 | 53 | 54 | 56 |
| England Non-FSM | 62 | 67 | 72 | 73 |
| Statistical Neighbour Free School Meals | 45 | 52 | 53 | 55 |
| South East Coastal Strip Free School Meals | 48 | 54 | 57 | 58 |

*‘Statistical Neighbour’ refers to 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.

- 4.6 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 in line with national, but was suppressed from the published data due to low cohort numbers.
- 4.7 The percentage of pupils with English as an additional language achieving a good level of development is below the national average. Data tells us that the Brighton cohort are more likely to be new to English (and not fluent) when compared to other areas. Brighton’s Ethnic Minority Achievement Service (EMAS) prioritises this group for support.
- 4.8 In Brighton and Hove 98% of private and voluntary Early Years providers on non-domestic premises are judged by Ofsted to be good or outstanding.
- 4.9 This is 2 percent higher than the national figure of 96% for good and outstanding settings. 40 (41%) private and voluntary Early Years providers are outstanding (20% nationally), 56 (57%) are good, 2 are requires improvement and none are inadequate.
- 4.10 Further information on Early Years can be found in the strategy that came to committee in June 2017;
<http://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Early%20Years%20Strategy%202017-19%20Final.pdf>
- 4.11 **Actions as a result of data:**
- 4.12 Funding has been allocated to support further school improvement services for Early Years. This is led by the Head in an outstanding nursery and includes a training program and in class support for reception teachers where outcomes most need to improve.
- 4.13 A bid will be resubmitted to the strategic school improvement fund to specifically focus on Early Years school improvement.

- 4.14 The Local Authority's school improvement model means that all schools with the lowest results will either be targeted for intervention through a school improvement board; using Early Years support; Pupil Premium review or schools' own planned interventions.

4.15 Year 1 Phonics Check (age 6)

- 4.16 The Brighton & Hove percentage of Year 1 pupils (both disadvantaged and not disadvantaged) meeting the required standard for Phonics remains below national averages but above statistical neighbours and south coast strip.

- 4.17 Table 2 - Phonics Check

| Year 1 Phonics Screening Check % Achieving Expected Standard | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|
| B&H All | 69 | 75 | 79 | 78 |
| England All | 74 | 77 | 84 | 81 |
| B&H Free School Meals | 54 | 63 | 68 | 66 |
| B&H Other (non-Free School Meals) | 73 | 79 | 82 | 80 |
| England Free School Meals | 63 | 66 | 70 | 68 |
| England Other (non-Free School Meals) | 78 | 80 | 83 | 83 |
| Statistical Neighbour Free School Meals | 59 | 63 | 66 | 65 |
| South East Coastal Strip Free School Meals | 57 | 61 | 66 | 65 |

- 4.18 The percentage of Year 1 pupils with a Statement of Special Educational Need or an Education, Health and Care Plan meeting the required standard for Phonics is in line with national averages.

- 4.19 The percentage of Year 1 pupils with English as an additional language meeting the required standard for Phonics decoding is below national averages.

- 4.20 Pupils who did not meet the level of the Phonics decoding in Year 1 or who were not tested in Year 1 take the test in Year 2. When combined with the Year 1 outcomes the percentage of Brighton and Hove pupils who met the standard was 91% compared to 92% nationally.

4.21 Actions as a result of data:

- 4.22 12 schools have been identified with pupils below local and national averages in outcomes of passing phonic. These schools will be taking part in Year 1 and Year 2 phonics screening by May 2017.

4.23 Staff from the identified schools attended Phonics training in January to develop subject knowledge on teaching of Phonics and early Reading and Writing. The Local Authority have planned to follow up the training with school visits to support planning, teaching and monitoring with a focus on disadvantaged and low pupil progress groups .

4.24 Key Stage 1 Outcomes (7 year olds)

- 4.25 The percentage of Brighton & Hove pupils achieving the expected standard in Reading is in line with national. The percentage of Brighton & Hove pupils achieving the expected standard in Writing is above national average. The percentage of Brighton & Hove pupils achieving the expected standard in Mathematics is in line with national average.
- 4.26 In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in Reading is in line with the national average. The percentage of pupils eligible for Free School Meals achieving the expected standard in Writing is below the national average. The percentage of pupils eligible for Free School Meals achieving the expected standard in Mathematics is slightly below the national average.
- 4.27 Girls tend to better than boys at KS1 which is a national trend.
- 4.28 In Brighton & Hove the percentage of pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan achieving the expected standard in Reading is in line with the national average; in Writing is above the national average; in Mathematics is above the national average.
- 4.29 In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard is below the national average in all three subjects (Reading, Writing and Mathematics).
- 4.30 Pupils with ethnicities classified by the government as Black and as White are above their national group for the percentage achieving the expected standard in all three subjects. Pupils with ethnicities classified by the government as Mixed, Asian and Chinese are below their national group for the percentage, achieving the expected standard in all three subjects (Reading, Writing and Mathematics). Significant work including Equality Learning Walks take place in the authority to raise achievement of all ethnic minorities.

4.31 Key Stage 2 outcomes (11 year olds)

- 4.32 The Brighton & Hove percentage of pupils achieving the expected standard and higher standard in Reading, Writing and Mathematics combined is above national average. Although girls do slightly better than boys, the difference is less than most other places in the country. In other words, boys in the City do significantly better than boys nationally.
- 4.33 The percentage of pupils achieving the expected standard and the percentage of pupils achieving the higher standard in Reading continues to be above national average. The progress score in Reading continues to be above national.

- 4.34 The percentage of pupils achieving the expected standard in Writing based on teacher assessment continues to be above national average. The progress score in Writing is in line with national.
- 4.35 The percentage of pupils achieving the expected standard in Mathematics continues to be equal to national average; the progress score in Mathematics continues to be significantly below national.
- 4.36 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.
- 4.37 The percentage of disadvantaged pupils achieving the expected standard in Reading and the progress score is above the national average for this group. The percentage of disadvantaged pupils achieving the expected standard and the progress score in Writing is below the national average for this group. The percentage of disadvantaged pupils achieving the expected standard and the progress score in Mathematics is below the national average for this group. Disadvantaged progress for Writing and Maths are similar to coastal strip areas.
- 4.38 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, Writing and Mathematics is the same as the national average for this group.
- 4.39 Table 3 – Expected Standard in Reading, Writing and Maths

| Percentage of pupils achieving the expected standard in Reading, Writing and Maths | 2014 | 2015 | 2016 | 2017 |
|---|-------------|-------------|-------------|-------------|
| B&H All | 81 | 82 | 58 | 64 |
| England All | 79 | 80 | 54 | 61 |
| B&H Disadvantaged | 64 | 68 | 38 | 45 |
| B&H Other (non-disadvantaged) | 88 | 88 | 67 | 71 |
| England Disadvantaged | 68 | 70 | 39 | 48 |
| England Other (non-disadvantaged) | 84 | 85 | 60 | 67 |
| Statistical Neighbour Disadvantaged | 67 | 68 | 37 | 46 |
| South East Coastal Strip Disadvantaged | 64 | 67 | 37 | 44 |

4.40 Table 4 – Progress in Reading, Writing and Maths

| Progress in 2017 | Reading | Writing | Maths |
|---|---------|---------|-------|
| B&H All | 1.2 | -0.2 | -0.4 |
| England All | 0.0 | 0.0 | 0.0 |
| B&H Disadvantaged | -0.1 | -1.2 | -1.6 |
| B&H Other (non-disadvantaged) | 1.7 | 0.2 | 0.0 |
| England Disadvantaged | -0.7 | -0.4 | -0.6 |
| England Other (non-disadvantaged) | 0.3 | 0.2 | 0.3 |
| Statistical Neighbour Disadvantaged | -0.8 | -0.8 | -1.0 |
| South East Coastal Strip Disadvantaged | -0.9 | -1.3 | -1.7 |

4.41 Actions as a result of data at KS1 and 2:

- 4.42 A strategic group has been set up to support primary Maths. A provision map is being written to explain and outline all support available schools. This strategic group is also linked to the successful strategic school improvement bid that is supporting 10 schools within the authority.
- 4.43 Termly school improvement visits; conferences; networks and training all support and challenge head teachers to narrow gaps and achieve the best outcomes in primary school.
- 4.44 10 schools have been selected for Pupil Premium reviews. These support and challenge schools to achieve the best outcomes for disadvantaged pupils. These are led by Brighton and Hove National Leaders in Education. All schools with the widest attainment gaps are taking part in a Pupil Premium review.
- 4.45 Schools with poor attainment for disadvantaged or all pupils have a School Improvement Board.
- 4.46 The school improvement and categorisation system has now been revised so process prioritises challenge where Disadvantaged pupils do not make sufficient progress.

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

- 4.48 67.6% of Brighton and Hove pupils achieved passes (9-4) in English and Maths. This is above the England Average of 63.9%. 47.2 % of Brighton and Hove's pupils achieved strong (9-5) passes in English and Maths. This is above the England Average of 42.6%.
- 4.49 Brighton and Hove's Average Attainment 8 score per pupil is 46.8 which is above the England Average of 46.3. Attainment has been above England Average on this measure (when calculated back) for 3 years.

- 4.50 The average progress 8 score is -0.15 below the national average of -0.03. One school and one academy are below floor targets on this measure which does have an impact on City measure. No school meets the coasting definition. All schools which have significantly low progress scores (3 schools) have School Improvement Boards (or equivalent arrangement for an academy) .
- 4.51 Attainment 8 for pupils with ethnicities classified as White, Black and Chinese are above the national average with pupils with ethnicities classified as Mixed and Asian below. Progress 8 for pupils with ethnicities classified as Black, Chinese and Asian is above the national average for same group with pupils with ethnicities classified as White and Mixed below national average.
- 4.52 Attainment 8 for EAL pupils is above the England Average with Progress 8 below, although not significantly.
- 4.53 SEN Support pupils achieved above England Averages yet those with a statement are below national averages.
- 4.54 Attainment 8 for Disadvantaged pupils is 33.1 which is below the national average of 37.0. Progress for this group is also significantly below England Average.
- 4.55 Attainment at KS4 is strong. Disadvantage remains a significant challenge. Addressing disadvantage is a priority for commissioned school improvement advisers' work and the teaching school have recently been commissioned to complete secondary Pupil Premium reviews. Further actions will be planned following a more in depth analysis of data.
- 4.56 Table 5 – Attainment 8

| Attainment 8 | 2017 |
|---|-------------|
| B&H All | 46.8 |
| England All | 46.3 |
| B&H Disadvantaged | 33.1 |
| B&H Other (non-disadvantaged) | 51.4 |
| England Disadvantaged | 37.0 |
| England Other (non-disadvantaged) | 49.8 |
| Statistical Neighbour Disadvantaged | 36.0 |
| South East Coastal Strip Disadvantaged | 33.9 |

4.57 Table 6 – Progress 8

| Progress 8 | 2017 |
|---|-------------|
| B&H All | -0.15 |
| England All | -0.03 |
| B&H Disadvantaged | -0.79 |
| B&H Other (non-disadvantaged) | 0.07 |
| England Disadvantaged | -0.40 |
| England Other (non-disadvantaged) | 0.11 |
| Statistical Neighbour Disadvantaged | -0.44 |
| South East Coastal Strip Disadvantaged | -0.59 |

4.58 Actions as a result of data:

- 4.59 Pupil Premium reviews are being commissioned for secondary schools through Pavilion and Downs teaching schools.
- 4.60 The 3 schools that show least progress have School Improvement Boards. In the case of one academy this challenge is done in a different way.
- 4.61 A School Improvement Fund bid has been successfully awarded following an application in partnership with Pavilion and Downs teaching school. This will support attendance and reduce exclusion for disadvantaged pupils in targeted schools.
- 4.62 The entire school improvement system from Headteacher and Governor training to school improvement visits has a focus on supporting disadvantaged pupils, e.g. the Local Authority's research conference has support from the Education Endowment Fund.

5.0 CONCLUSION AND NEXT STEPS

- 5.1 There is much positive data both in terms of attainment and progress and this 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, progress and Maths performance. Despite intervention and some improvement these are ongoing areas for development. A feature for 2017/18 is to aim for consistency and to raise performance in a sustainable way rather than releasing strategies or projects which lead to short term unsustainable 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 Local Authority 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 Local Authority has been implemented. National Leaders of Education (NLE), Local Leaders of Education (LLE), National Leaders of Governance (NLG) and Local Leaders of Governance (LLG), School Partnership Advisers are deployed in our schools to ensure that the most successful and current practitioners are sharing their expertise and informing the Local Authority challenge function;
- 5.4 Early Years is an area to be prioritised. As well as commissioning services from a local nursery which are being further developed, an application will be resubmitted to the strategic school improvement fund.
- 5.5 Significant work has been put in to support closing the gap. Substantial 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 approach, Pupil Premium review takes place in primary and is planned in secondary schools. Also the whole school improvement system supports and challenges on this issue;
- 5.6 Pavilion and Downs' teaching schools have worked in partnership with the Local Authority on a bid to the strategic school improvement fund to support attendance and exclusion. This has been successful and implementation will start in March.
- 5.7 A city wide Maths Strategy Group has come together and started to 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. Further work will be done with 10 schools following a successful Maths Bid;
- 5.8 There has been significant investment in work on 'poverty proofing' the school day generally.
- 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. This work has a particular focus on improving outcomes for disadvantaged groups.
- 5.10 EMAS are a mainly traded service that the majority of our schools use. They provide training, advice, resources, E-learning and direct teaching to support pupils and direct parental support. Some work is funded in such a way that work is targeted schools and Early Years settings with most need.
- 5.11 To support the best outcomes for ethnic minority equality learning walks take place. It must be taken into account that outcomes for some of these groups may be because of disadvantage.

6.0 COMMUNITY ENGAGEMENT & CONSULTATION

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

7.0 FINANCIAL & OTHER IMPLICATIONS:

7.1 Financial Implications

- 7.2 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.

- 7.3 There are no financial implications for the Local Authority as a result of the recommendations in this report.

Andy Moore 21/02/2018

7.5 Legal Implications

- 7.6 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).

