

<b>Subject:</b>	<b>Annual Standards Report</b>
<b>Date of Meeting:</b>	<b>4 March 2019</b>
<b>Report of:</b>	<b>Executive Director, Children, Families &amp; Learning</b>
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<b>Ward(s) affected:</b>	<b>All</b>

**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 - 2018 academic year.
- 1.2 This report explains some of the interventions implemented and planned in the future to address areas of under-achievement.

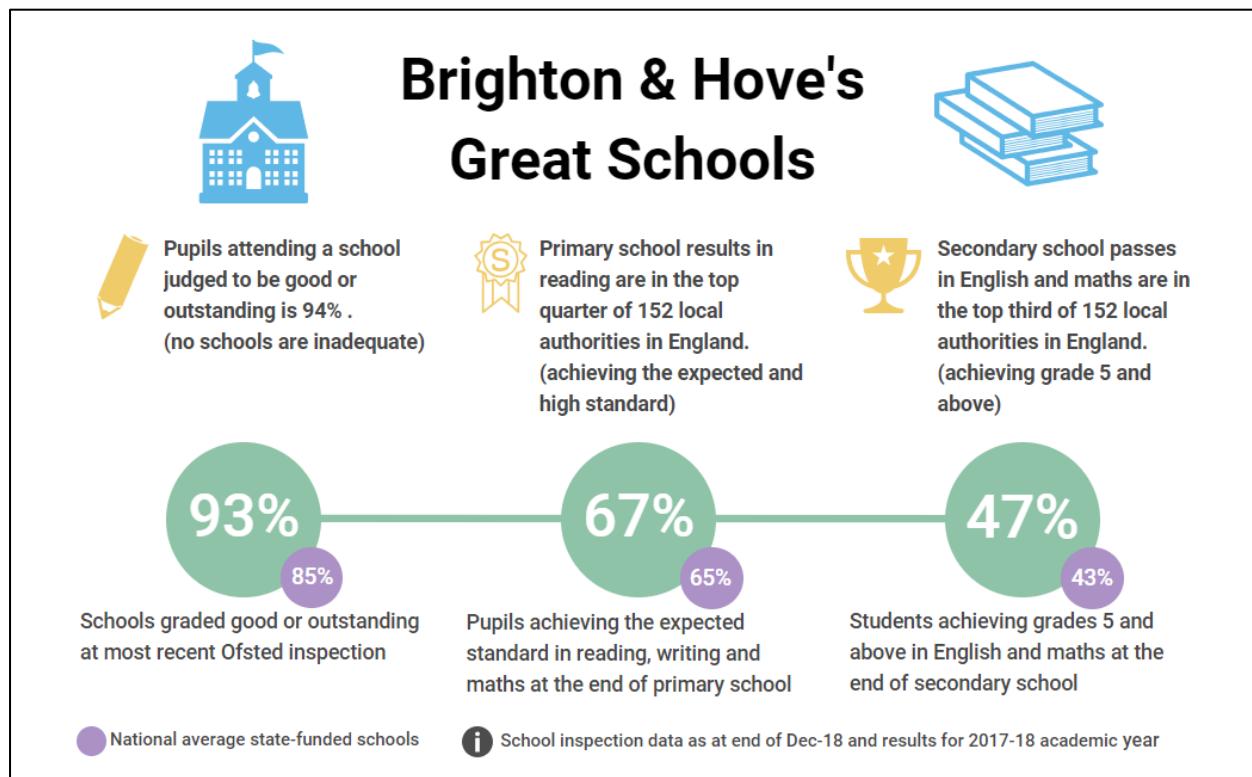
**2. RECOMMENDATIONS**

- 2.1 To note the report and support the focus across the City on improving outcomes for all children and young people, including 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 can be some difficulty in establishing trends when not comparing like with like.

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

- 3.2 At the end of December 2018 92.8% of schools in Brighton & Hove were judged by Ofsted to be Good or Outstanding. This was above the national average of 85.4%. 100% of secondary schools are now Good and Outstanding. 15.9% of schools are judged as outstanding compared to 20.4% nationally.
- 3.3 The percentage of pupils currently attending a school judged to be Good or Outstanding is 94.1% against a national average of 84.6%.
- 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:**



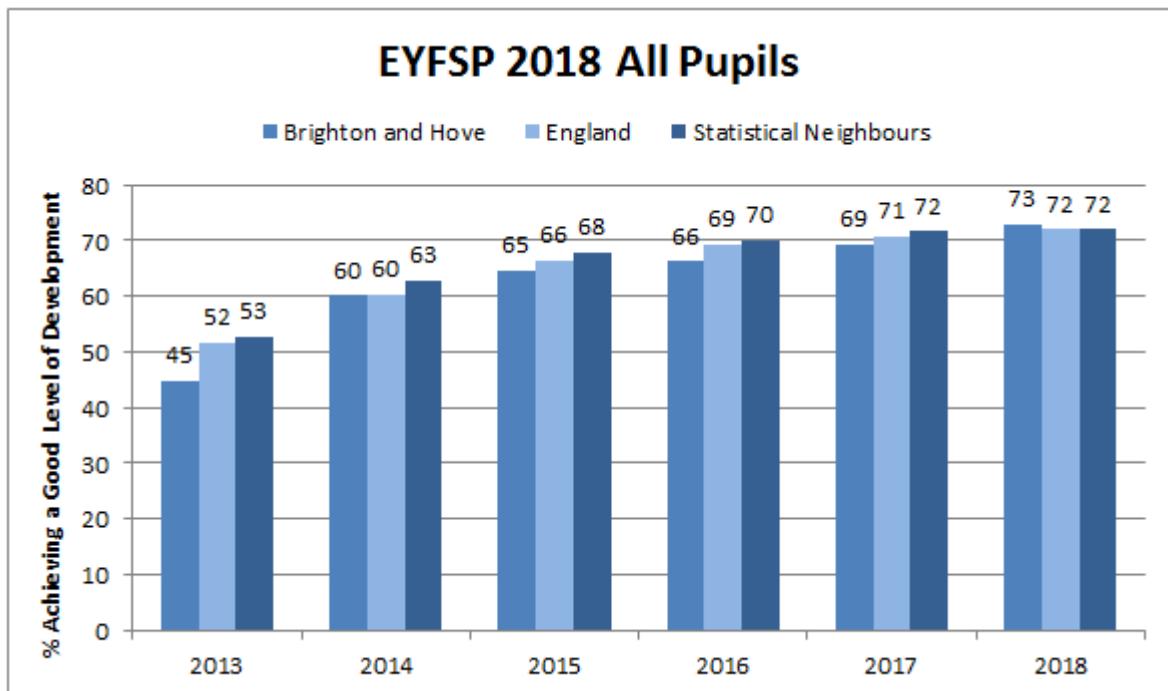
- 3.6 The Brighton & Hove percentage of pupils achieving a good level of development in Early Years is above the national average, for the first time since the new framework was introduced in 2013.
- 3.7 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was above the national average for the first time since the check was introduced.
- 3.8 At KS1 Maths assessments for the proportion of pupils at age related expectation were in line with the national average. Reading and Writing assessments were below the national averages.
- 3.9 At KS2 the percentage of pupils achieving the expected standard and higher standard in Reading, Writing and Mathematics combined was above national average.
- 3.10 At KS2 the progress made by pupils in Reading was above national average whereas Writing and Maths progress were both below national average.
- 3.11 At KS4 attainment measures such as Attainment 8 and Grade 4 + in both English and Maths are above national averages.
- 3.12 Progress at KS4 has improved so is now the same as national averages.
- 3.13 Progress and attainment of Disadvantaged pupils at KS4 has improved to be in line with SE averages but remain below national averages.

## 4. SUMMARY OF OUTCOMES

### 4.1 Early Years Foundation Stage Profile – (4 to 5 year olds)

4.2 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.

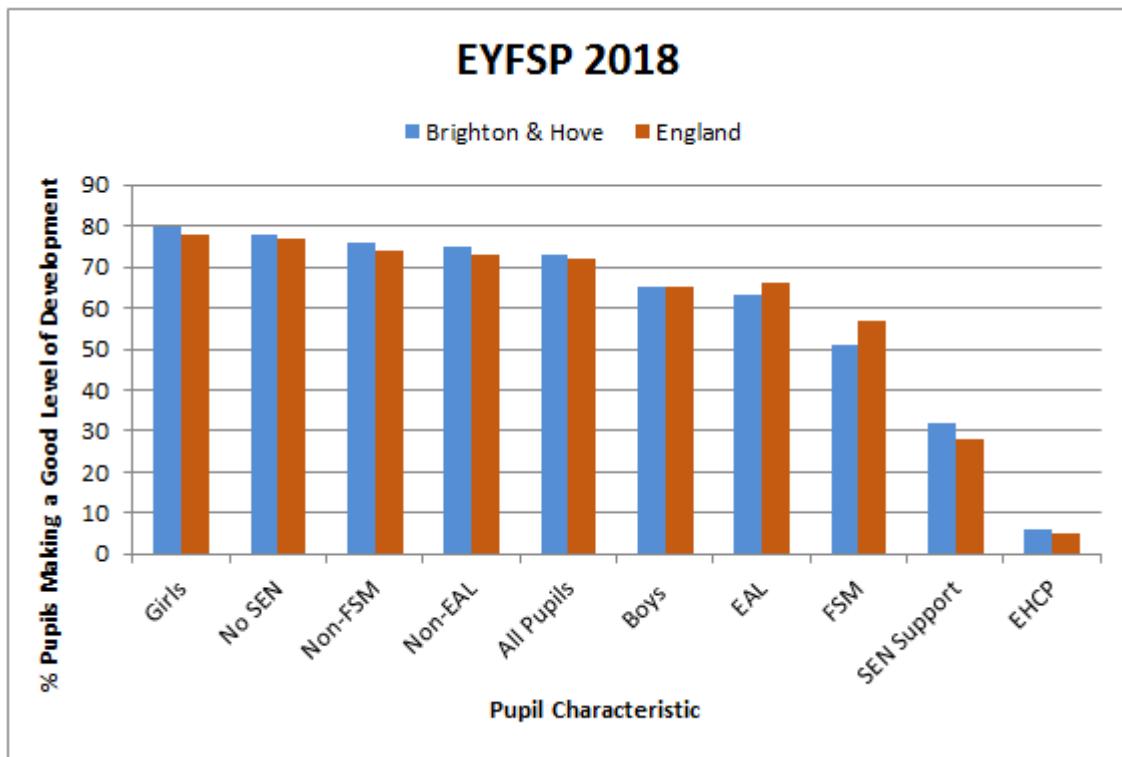
### 4.3 Table 1: EYFSP 2018 All Pupils



4.4 The Brighton & Hove percentage of all pupils achieving a good level of development is now above the national and statistical neighbour average.

4.5 The following table provides further information on the performance of groups compared to the national benchmark.

4.6 Table 2: EYFSP 2018 Comparison



- 4.7 In 2018, there were 379 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,667 (14.2%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 51% which is 6 percentage points lower than below the national figure of 57%.
- 4.8 In Brighton & Hove the percentage of pupils with an SEN Support and with Education, Health and Care Plans, achieving a good level of development, were both above the national figure.
- 4.9 The percentage of pupils with English as an additional language achieving a good level of development was below the national figure.
- 4.10 Actions as a result of data:**
- 4.11 Funding has again been allocated to support further school improvement support for Early Years. This is led by the Head in an outstanding nursery and is a continuation of work we know has had impact. The focus of this work now will be on supporting schools who have the lowest outcomes for those on FSM.
- 4.12 The LA'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 or schools own planned interventions.

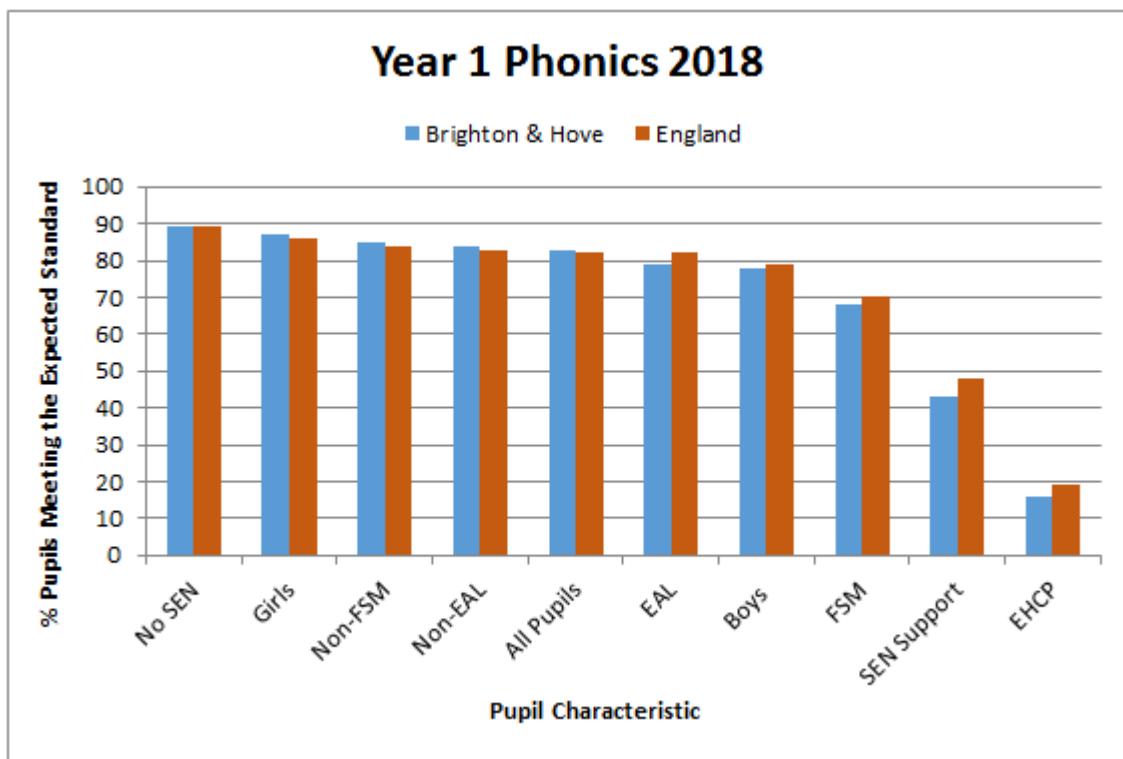
4.13 The Ethnic Minority Achievement Service (EMAS) has targeted bilingual support for the language groups most at risk of not achieving a Good Level of Development particularly Arabic speaking Free School Meals (FSM) pupils. EMAS continues providing specialist and targeted Teaching Assistant support in reception for EAL pupils without a bilingual assistant. EMAS is jointly running EAL or SEN training with the Inclusion Support Service; Supporting Children with Multiple Languages and Supporting Refugee Children in the EYFS.

**4.14 Year 1 Phonics Check (age 6)**

4.15 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was above national and statistical neighbours for the first time since it was introduced in 2012.

4.16 The following table provides further information on the performance of groups compared to the national benchmark.

4.17 Table 3: Year 1 Phonics 2018.



4.18 The percentages of Year 1 pupils with SEN Support or an Education, Health and Care Plan, EAL and on FSM meeting the required standard for Phonics were both below the national figures.

4.19 The percentage of Year 1 pupils with English as an additional language (EAL) meeting the required standard for Phonics decoding, was below the national figure.

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 remained lower than national at 90%, compared to 92% nationally.

**4.21 Actions as a result of data:**

4.22 Staff from 11 identified schools attended Phonics training in January 2018 to develop subject knowledge and teaching of Phonics and early Reading and Writing.

4.23 Support is available for all schools for phonics in the form of Phonics audit, CPD and resources some of which are provided by English Hub working in partnership with the Local Authority.

**4.24 Key Stage 1 Outcomes (7 year olds)**

4.25 The percentage of Brighton & Hove pupils achieving the expected standard is 1% point below national and the percentage of pupils working at greater depth in Reading is below national.

4.26 The percentage of Brighton & Hove pupils achieving the expected standard in Writing is 1% point below national.

4.27 The percentage of Brighton & Hove pupils achieving the expected standard in Mathematics was in line with national average.

4.28 In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in Reading was below national.

4.29 The percentage of pupils eligible for Free School Meals achieving the expected standard in Writing was in line with national.

4.30 The percentage of pupils eligible for Free School Meals achieving the expected standard in Mathematics was below national.

4.31 In Brighton & Hove the percentage of pupils with an Education, Health and Care Plan achieving the expected standard was above national, in all three subjects (Reading, Writing and Mathematics).

4.32 In Brighton & Hove the percentage of pupils with English as an additional language achieving the expected standard, remained below the national in all three subjects (Reading, Writing and Mathematics).

**4.33 Actions as a result of data:**

4.34 The Know Your School visit and data passed on to school is designed to focus challenge and support schools in KS1 development but focus particularly on outcomes for Disadvantaged pupils are the key focus. Termly School Improvement Visits; Conferences; networks and training all compliment this.

- 4.35 A strategy group is linked to the successful Strategic School Improvement bid that has supported 16 schools within the authority this year. Further commissioning of places is being carefully considered to support more schools being involved.
- 4.36 EMAS continues to provide training for KS1 Writing for EAL and targeted teaching support in schools (that purchase EMAS) for pupils at risk of underachieving.
- 4.37 Ten schools have been selected for Pupil Premium reviews and will continue to be targeted with follow up action plan reviews. These reviews have provided support and challenge to schools, to achieve the best outcomes for Disadvantaged pupils. These are led by Brighton and Hove National Leaders in Education.
- 4.38 School intervention team support to include focus on pupil groups vulnerable to low progress and outcomes.
- 4.39 The ECaR program is an evidence based intervention used by a number of schools that has reduced by 4 schools this year. KS1 outcomes sustained at national or above in ECaR schools. The LA is now designing a promotion program to try to increase numbers completing this in school

#### **4.40 Key Stage 2 Outcomes (11 year olds)**

- 4.41 The Brighton & Hove percentage of pupils achieving the expected standard and higher standard in Reading, Writing and Mathematics combined is above national average.
- 4.42 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.
- 4.43 The percentage of pupils achieving the expected standard in Writing based on teacher assessment continues to be above national average. The percentage of pupils writing at a greater depth within the expected standard is now below national. The progress score in Writing is below national.
- 4.44 The percentage of pupils achieving the expected standard in Mathematics is above national average but with achieving the higher standard below national. The progress score in Mathematics continues to be significantly below national.

#### **4.45 Disadvantaged Pupils**

- 4.46 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.

4.47 The percentage of Disadvantaged pupils achieving the expected standard in Reading is above and the progress score is equal to the national average for this group.

4.48 The percentage of Disadvantaged pupils achieving the expected standard and the progress score in Writing and Maths is below the national average for this group.

#### 4.50 **Pupils with Special Educational Needs**

4.51 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 below the national average for this group.

#### 4.52 **Other Groups**

4.53 Pupils with ethnicities classified as White and Chinese are above national, Mixed are in-line, and Black and Asian are below their national group for the percentage achieving the expected standard in Reading, Writing and Mathematics combined. Compared to the national average for all pupils Chinese, White and Mixed results are above, Asian are in-line and Black pupils are below.

4.54 Table 5 - Reading, Writing and Maths

Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2016	2017	2018
B&H All	58	64	67
England All	54	61	65
B&H Disadvantaged	38	45	47
B&H Other (non-disadvantaged)	67	71	75
England Disadvantaged	39	48	51
England Other (non-disadvantaged)	60	67	71
Statistical Neighbour Disadvantaged	37	46	48
South East Coastal Strip Disadvantaged	37	44	47

KS2 2018 Revised Data	Disadvantaged	Brighton & Hove			Trend	National			Trend
		2016	2017	2018		2016	2017	2018	
Reading Test	Yes	58	61	65	/\	56	60	64	/\
	No	81	83	85	/\	72	77	80	/\
Writing TA	Yes	62	62	65	/\	64	66	67	/\
	No	82	84	86	/\	79	81	83	/\
Maths Test	Yes	51	59	59	/\	58	63	64	/\
	No	78	81	84	/\	76	80	81	/\
RWM	Yes	38	45	47	/\	39	48	51	/\
	No	67	71	75	/\	60	67	70	/\

4.55 Table 6 – Reading, Writing & Maths Progress 2018

Progress in 2018	Reading	Writing	Maths
<b>B&amp;H All</b>	0.5	-0.7	-0.5
<b>England All</b>	0	0	0
<b>B&amp;H Disadvantaged</b>	-0.6	-1.4	-1.6
<b>B&amp;H Other (non-disadvantaged)</b>	0.9	-0.4	-0.1
<b>England Disadvantaged</b>	-0.6	-0.4	-0.6
<b>England Other (non-disadvantaged)</b>	0.3	0.2	0.3
<b>Statistical Neighbour Disadvantaged</b>	-1.0	-0.8	-1.0
<b>South East Coastal Strip Disadvantaged</b>	-1.4	-1.2	-1.5

#### 4.56 Actions as a result of data

- 4.57 Brighton and Hove Partnership have set up a Strategic Group to support improvement of outcomes for disadvantaged. To compliment this, Pupil Premium Leads have been appointed. Primary and Secondary Senior Leaders are now seconded a day per week each to the LA. Their main role is to support schools in raising the outcomes of Disadvantaged pupils. This involves both consultants working closely on specific projects within their phase including a toolkit to be used in all schools. The Strategic Group and Leads are developing improved training for Governors and Schools.
- 4.58 The Know Your School visit and data passed on to school is designed to focus, challenge and support schools on outcomes for Disadvantaged pupils. Termly School Improvement Visits; Conferences; networks and training also prioritised the outcomes for Disadvantaged strategy.
- 4.59 The successful Strategic School Improvement bid means that for Maths 16 schools have been supported within the authority this year. Further commissioning of places is being planned to enable more schools to be involved.
- 4.60 Ten schools were selected for Pupil Premium reviews and will continue to be targeted with follow up action plan reviews. These reviews have provided support and challenge to schools, to achieve the best outcomes for Disadvantaged pupils. These are led by Brighton and Hove National Leaders in Education.
- 4.61 ECaR service will continue to support Reading outcomes for all pupils including Disadvantaged.
- 4.62 To address writing outcomes, the LA has led a project that 28 schools have taken part in. The project covers expectations for, and ways to achieve Greater Depth Writing across the Primary Phase.
- 4.63 The school improvement and categorisation system has now been revised so that the process prioritises challenge where Disadvantaged do not make sufficient progress. The new process now aligns with partnership groups so that

partnership chairs help identify and target support at the schools with greatest need.

- 4.64 EMAS are working alongside schools and Governors with Schools of Sanctuary programme to raise awareness in schools around the importance of identity and the impact that discrimination and racism can have on achievement. Schools continue to have Diversity and Equalities walks, delivered by EMAS with ways forward to support inclusion.

#### **4.65 Key Stage 4 – GCSE Results (16 year olds)**

##### **4.66 All Pupils**

- 4.67 In Brighton & Hove Attainment 8 and the percentage achieving expected standards in English and maths continues to be above the national average. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is above the national average.
- 4.68 Progress 8 has improved and is the same as national average. Progress in English, Maths, EBacc and open elements of this measure is in line with the national average. One school is coasting and one is below floor targets for Progress 8 which impacts this City measure.

##### **4.69 Disadvantaged Pupils**

- 4.70 Attainment 8 and the percentage of Disadvantaged pupils achieving expected standards in English and maths has improved to be in line with SE averages but is below the national average for this group. The percentage of pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is below the national average.
- 4.71 Progress 8 has improved to be in line with SE average but is still below the national average for this group.

##### **4.72 Pupils with Special Educational Needs**

- 4.73 In Brighton & Hove Attainment 8 and the percentage of pupils with a Statement of Special Educational Need or an Education, Health and Care Plan achieving the expected standards in English and maths is below the national average. The percentage of these pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is below the national average.
- 4.74 Progress 8 for pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is significantly below the national average.
- 4.75 In Brighton & Hove Attainment 8 and the percentage of pupils with SEN support achieving expected standards in English and maths is above the national average. The percentage of these pupils achieving standard passes (grades 4-9) and strong passes (grades 9-5) in English and maths combined is above the national average.
- 4.76 Progress 8 for pupils with SEN support is above the national average.

#### 4.77 Other Groups

- 4.78 Attainment 8 for pupils with ethnicities classified as White, Mixed, Asian and Chinese are above the national average with Black pupils below. Progress 8 for pupils with ethnicities classified as Asian, Mixed, Black, Chinese is above the national average for same group with White pupils below.
- 4.79 Attainment 8 for pupils with English as an additional language (EAL) is in line with the England average with Progress 8 above, although not significantly.
- 4.80 Table 7: Attainment 8 2017/18

Attainment 8	2017	2018
<b>B&amp;H All</b>	46.8	48.0
<b>England All</b>	46.3	46.5
<b>B&amp;H Disadvantaged</b>	33.1	34.9
<b>B&amp;H Other (non-disadvantaged)</b>	51.4	52.3
<b>England Disadvantaged</b>	37.0	36.8
<b>England Other (non-disadvantaged)</b>	49.8	50.3
<b>Statistical Neighbour Disadvantaged</b>	36.0	34.6
<b>South East Coastal Strip Disadvantaged</b>	33.9	33.5

4.81 Table 8: Progress 8

Progress 8	2017	2018
<b>B&amp;H All</b>	-0.15	-0.02
<b>England All</b>	-0.03	-0.02
<b>B&amp;H Disadvantaged</b>	-0.79	-0.57
<b>B&amp;H Other (non-disadvantaged)</b>	0.07	0.17
<b>England Disadvantaged</b>	-0.40	-0.44
<b>England Other (non-disadvantaged)</b>	0.11	0.13
<b>Statistical Neighbour Disadvantaged</b>	-0.44	-0.55
<b>South East Coastal Strip Disadvantaged</b>	-0.59	-0.63

- 4.82 Attainment at KS4 is strong. Disadvantage remains a significant challenge. Addressing disadvantage is a priority for commissioned School Improvement Advisers and the Teaching Schools have recently been commissioned to set up secondary Pupil Premium triad reviews. Further actions will be planned following full analysis of data.

#### 4.83 Actions as a result of data

- 4.84 Brighton and Hove Partnership have set up a strategic group to help address disadvantaged outcomes. To compliment this a secondary senior Leader has been appointed as Pupil Premium Lead. Their main role is to support schools in raising the outcomes of Disadvantaged pupils. This involves both consultants working closely together on specific projects, for example, supporting improvement of the secondary triad review framework and a toolkit to be used in

all schools. The Group and Leads are developing improved training for Governors and Schools

- 4.85 The Know Your School visit and data passed on to schools is designed to focus, challenge and support schools on outcomes for Disadvantaged. Termly School Improvement Visits; Conferences; networks and training also prioritise the outcomes for Disadvantaged strategy.
- 4.86 The three schools showing least progress have had extra challenge either through a meeting with the Head and Chairs of Governors or through their academy chain.
- 4.87 Pavilion and Downs Teaching School have worked in partnership with the Local Authority on a successful bid to the Strategic School Improvement fund to support attendance and exclusion. Four schools are currently being worked with on a project that supports attendance of Disadvantaged.
- 4.88 The entire school improvement system from Headteacher and Governor training to School Improvement visits has a focus on supporting Disadvantaged pupils, e.g. the LAs research conference has support from the education endowment fund.

## **5. 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 and Maths and writing performance at KS2. Despite intervention and some improvement these are ongoing areas for development. A feature for 2018 -2019 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 is 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 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 LA challenge function;
- 5.4 Significant work has been put in to support Disadvantaged outcomes. 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 approach, Pupil Premium reviews take place in primary and secondary schools. In addition to this, the whole School Improvement system is designed to support and challenge on this issue. This is now being further developed and embedded by a Disadvantaged Strategy Group.

- 5.5 There has been significant investment in work on ‘poverty proofing’ the school day generally. Reviews have now taken place in over 80% of schools.
- 5.6 A programme of governor events will continue to 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.

## **6. COMMUNITY ENGAGEMENT & CONSULTATION**

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

## **FINANCIAL & OTHER IMPLICATIONS**

### **Financial Implications**

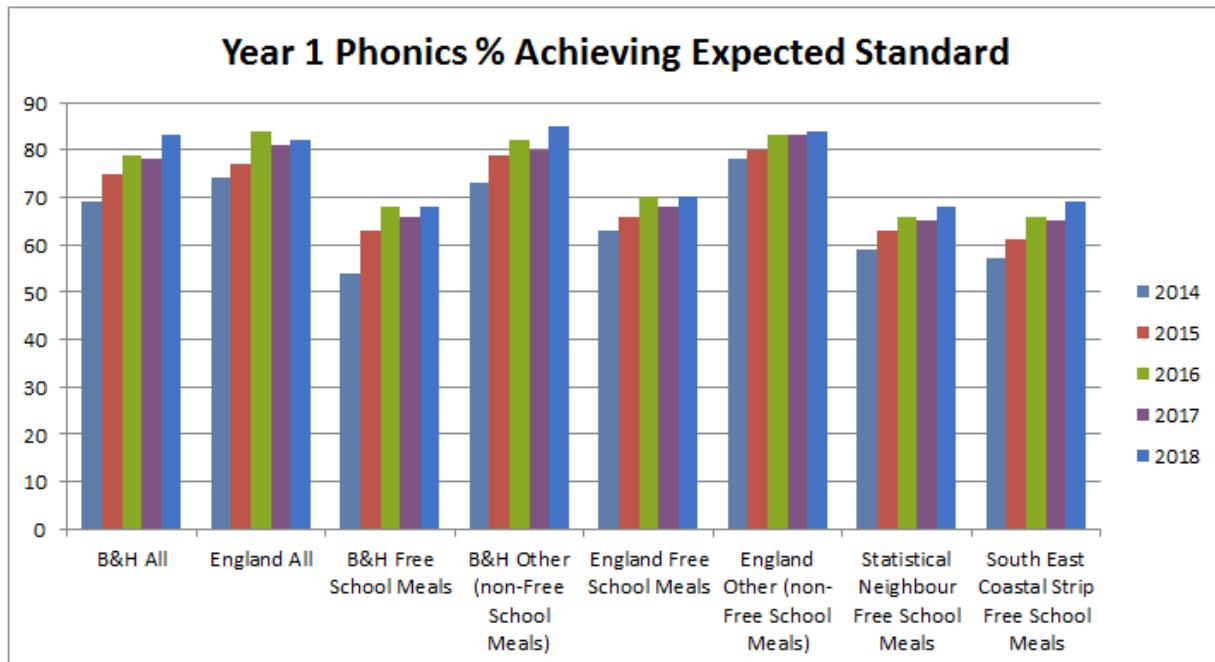
- 6.2 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils and any activities must be met from within their existing 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.
- 6.3 There are no financial implications for the LA as a result of the recommendations in this report. (Andy Moore: 01273 293460)  
Date; 29/01/19

### **Legal Implications**

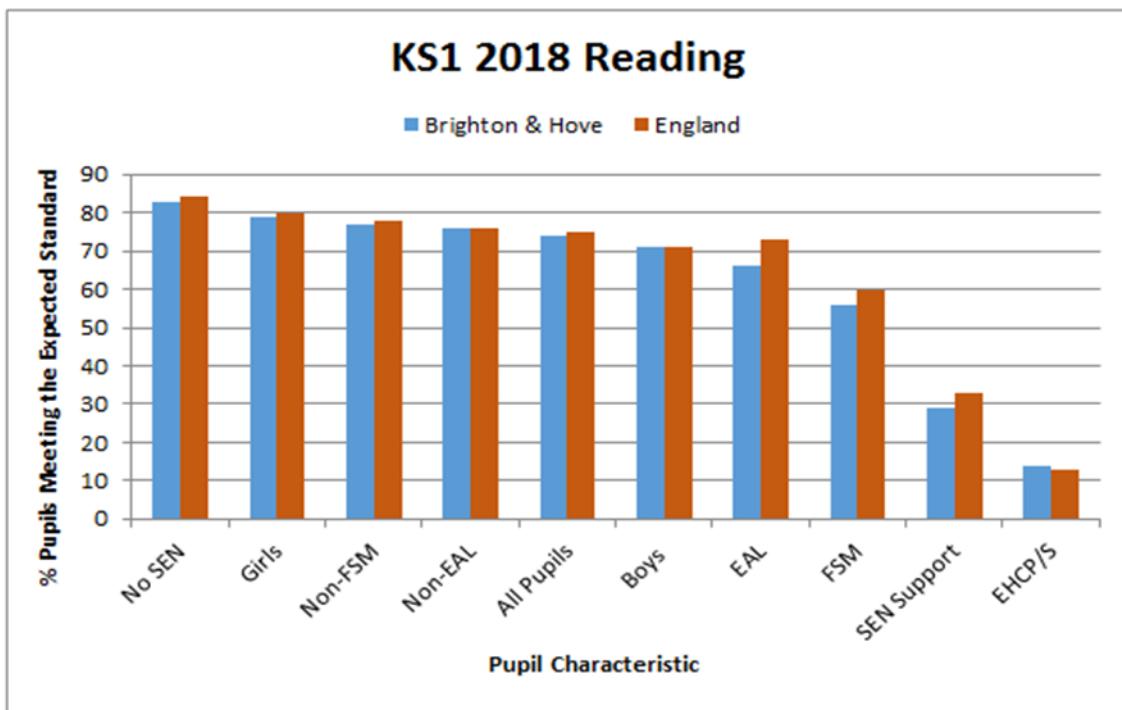
- 6.4 Local Authorities have a statutory duty under section 13A of the Education Act 1996, to ensure that their functions in relation to the provision of education are exercised with a view to promoting high standards. This report informs the committee how the Council is seeking to fulfil this duty. (Serena Kynaston: 01273 291537).– Date 29/01/2019

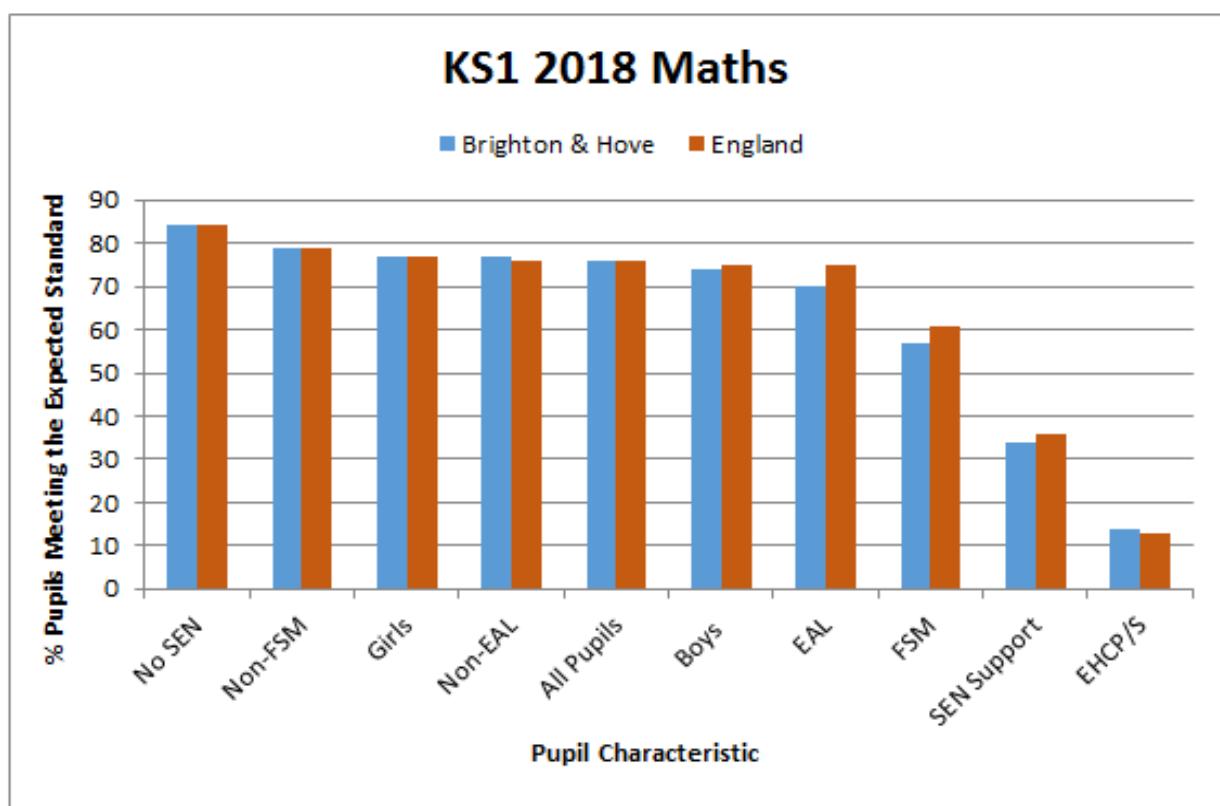
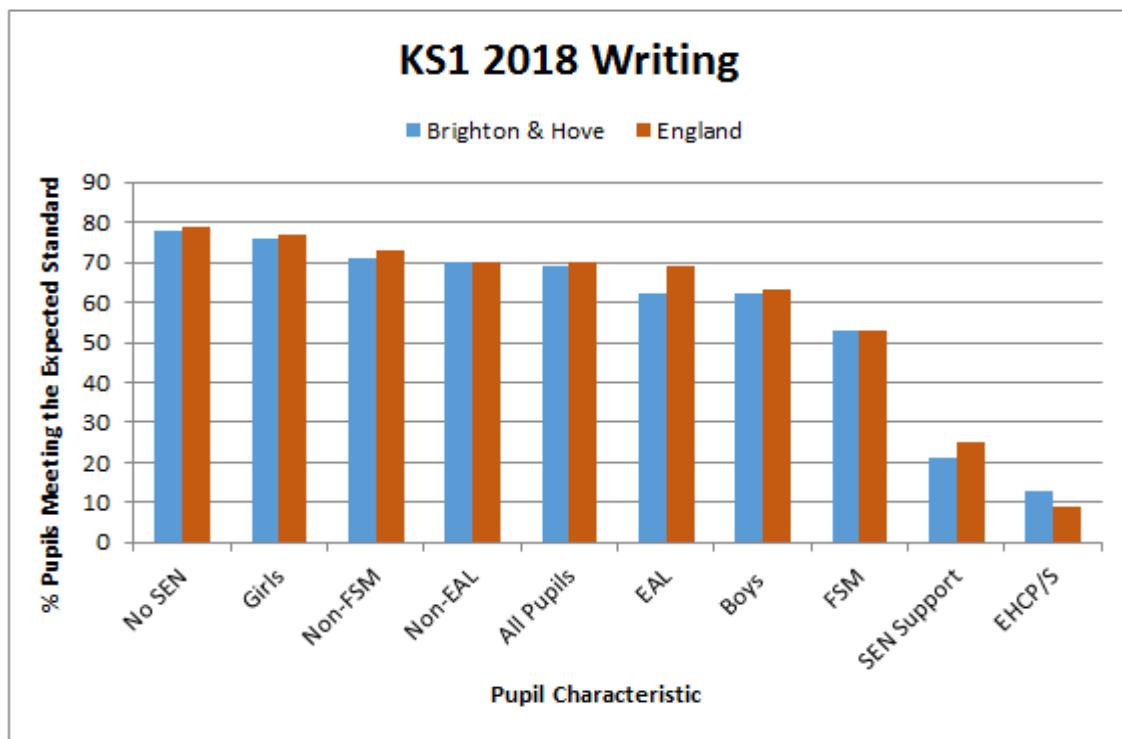
## SUPPORTING DOCUMENTATION

### Appendices:

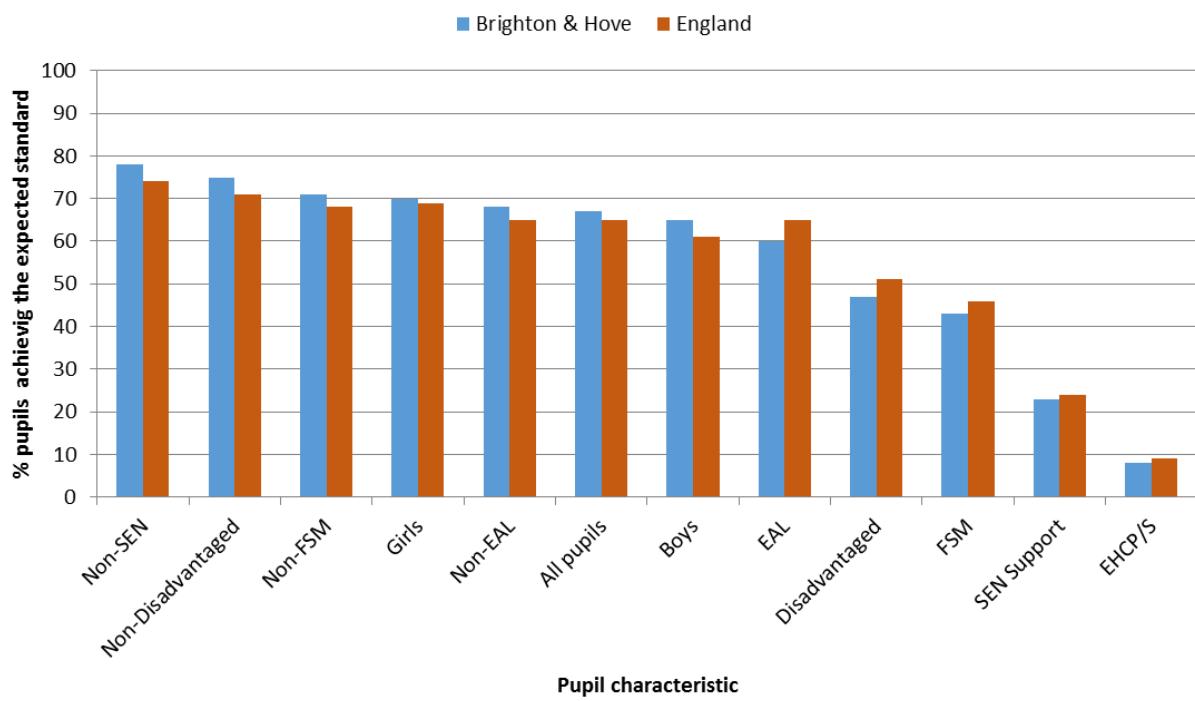


*'Statistical Neighbour' refers to the average of results for Leeds, Sheffield, York, Bath and NE Somerset, Bristol, Bournemouth, Reading, Portsmouth, Southend on Sea, and Bromley. 'South East coastal strip' refers to the average of results for Medway, Kent, East Sussex, West Sussex, Portsmouth, Southampton,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

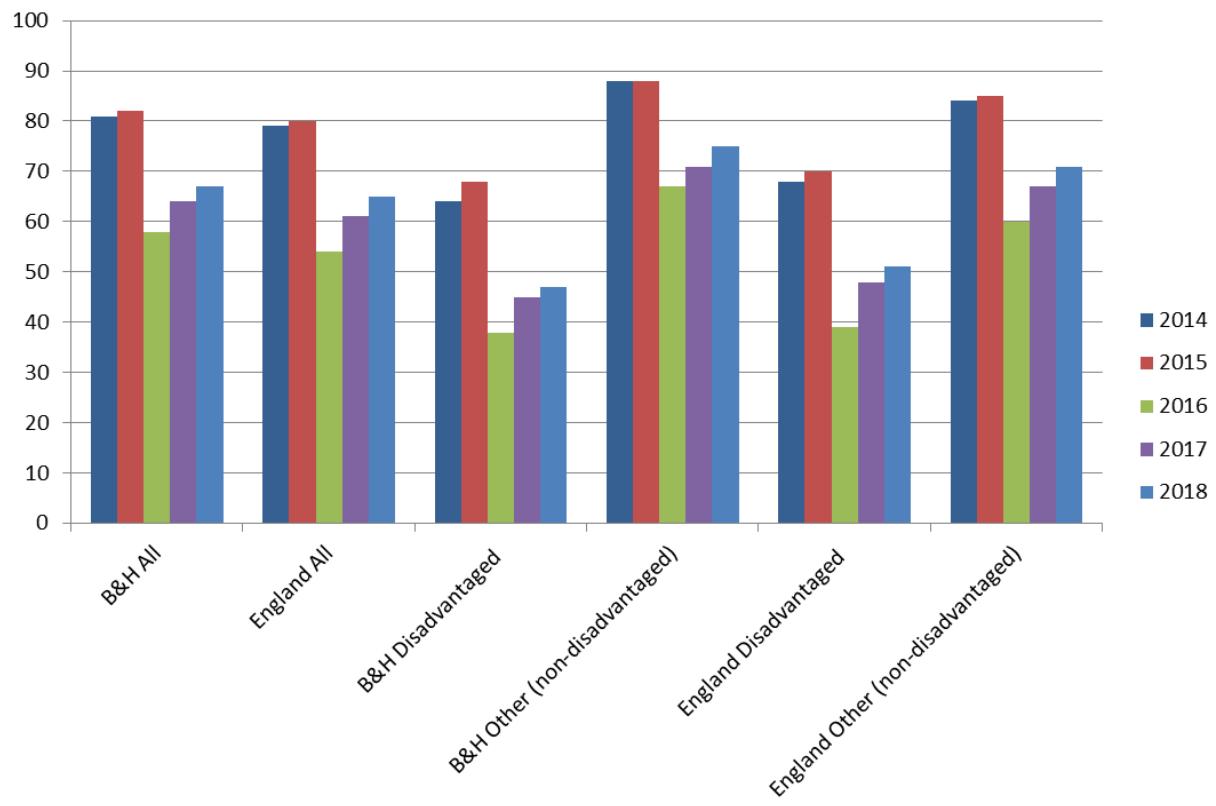




## KS2 2018 % Expected in Reading, Writing & Maths

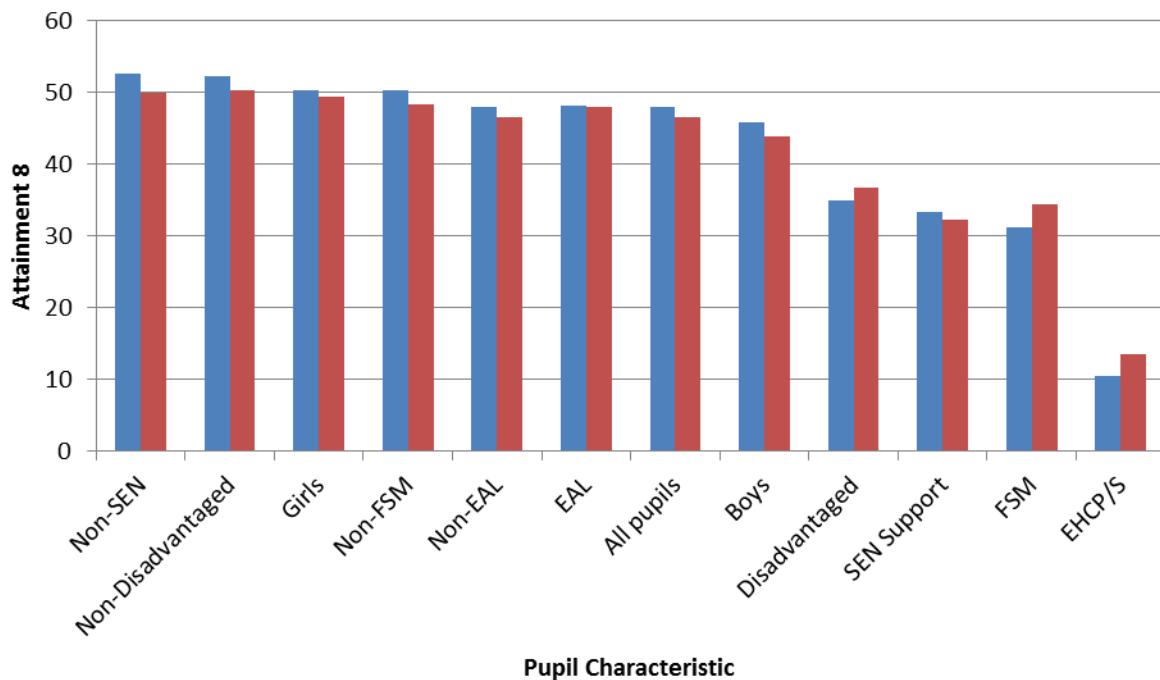


## Key Stage 2 % Achieving Expected Standard in reading, writing and mathematics



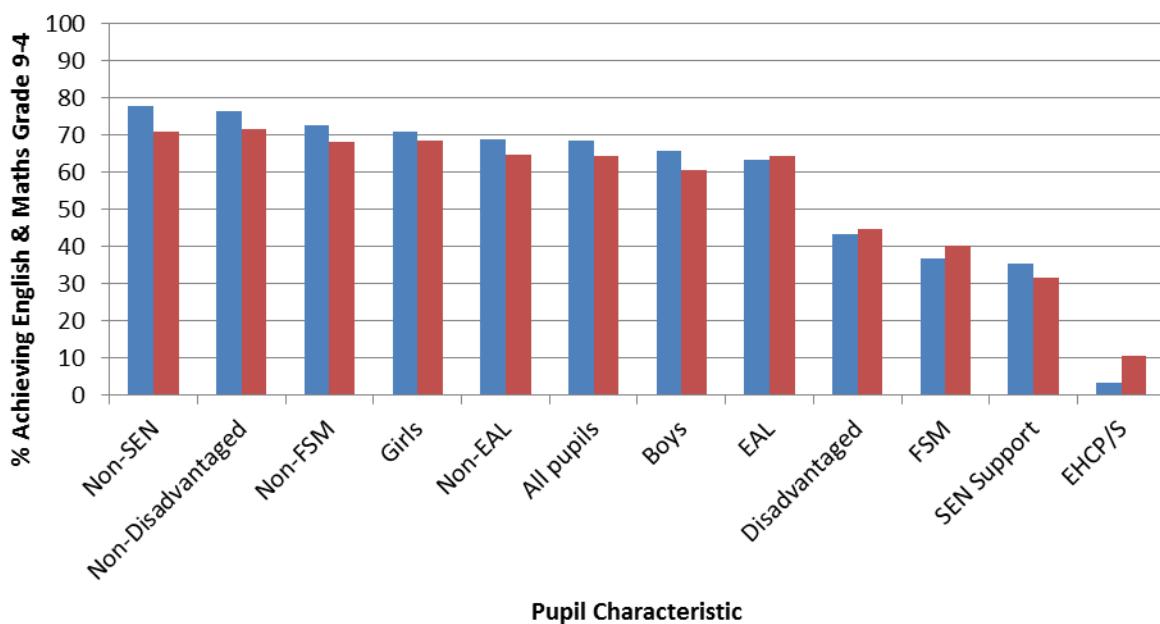
## KS4 2018 Attainment 8

■ Brighton & Hove ■ England



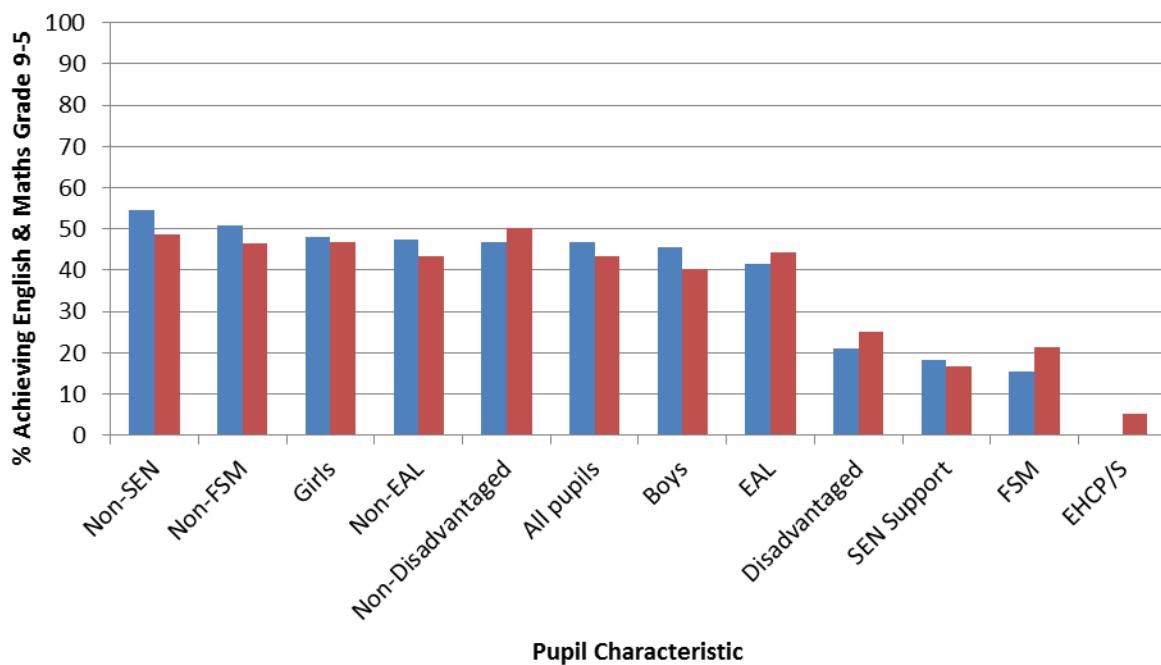
## KS4 2018 % Achieving English & Maths Grades 9-4

■ Brighton & Hove ■ England



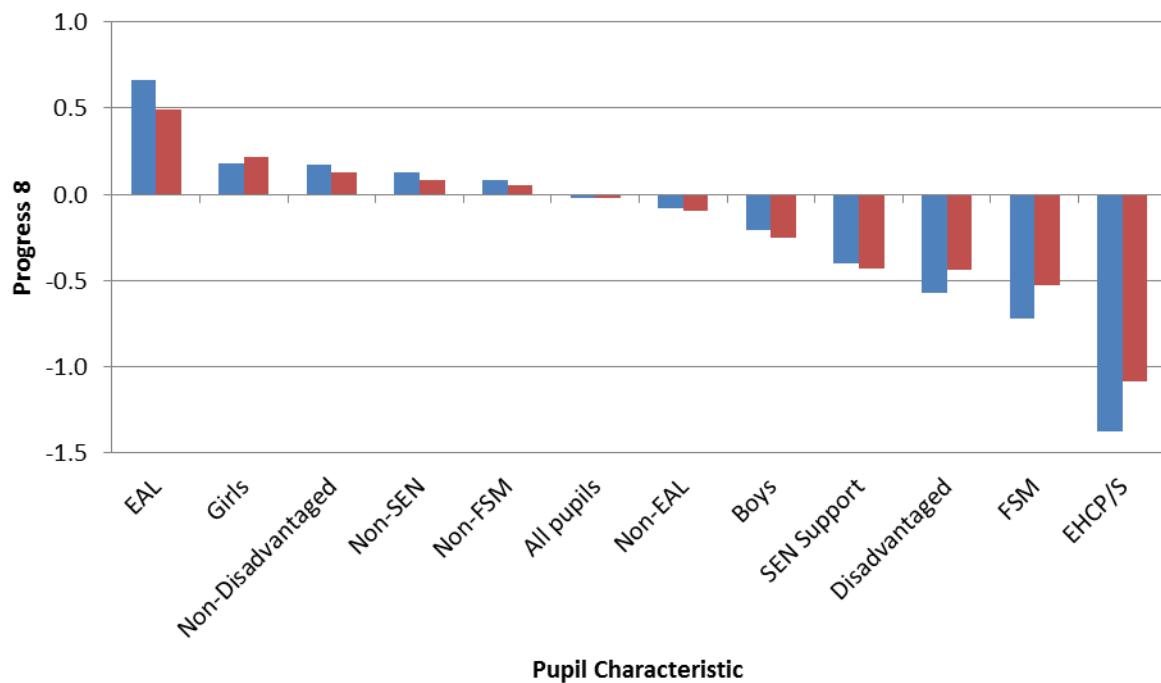
## KS4 2018 % Achieving English & Maths Grades 9-5

■ Brighton & Hove ■ England



## KS4 2018 Progress 8

■ Brighton & Hove ■ England



## Attainment 8

