

Subject:	Early Headlines: Standards and Achievement in Brighton & Hove Schools and Colleges, 2018 - 2019		
Date of Meeting:	16th September 2019		
Report of:	Pinaki Ghoshal		
Contact Officer:	Name:	Mark Storey	Tel: 01273 293513
	Email:	<u>Mark.Storey@brighton-hove.gov.uk</u>	
Ward(s) affected:	All		

1.0 PURPOSE OF REPORT AND POLICY CONTEXT

- 1.1 This report outlines the early headlines of the results of the national tests in summer 2019. 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 and more information on progress.
- 1.2 The last few years have seen significant changes to teacher assessment frameworks for key stage 2 writing, and qualifications arrangements for key stage four and key stage five. This means that the results from this year cannot necessarily 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.

2.0 RECOMMENDATIONS:

- 2.1 That the Committee notes the Early Headlines Standards and Achievement Report for the academic year 2018 – 2019.

3.0 CONTEXT/ BACKGROUND INFORMATION

3.1 School Effectiveness – snapshot June 2019

- 3.2 The percentage of schools judged to be good or outstanding in the city is 91.3% in summer 2019, above the national average of 85.6%. The percentage of pupils attending a school judged to be good or outstanding at the end of the summer term was 93.5%. There are five schools in the city that are judged to require improvement. There is one school judged to be inadequate.

3.3 Key Stage Summary

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

3.5 Good Level of Development

3.6 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.

3.7 Table 1:

EYFSP Good Level of Development	2014	2015	2016	2017	2018	2019
NCER Emerging National*	60.4%	66.3%	69.3%	70.7%	71.5%	71.8%
NCER Year on Year Change	N/A	+5.9%	+3.0%	+1.4%	+0.8%	+0.3%
Brighton & Hove	60.1%	64.7%	66.2%	69.4%	72.6%	71.5%
B&H Year on Year Change	N/A	+4.6%	+1.5%	+3.2%	+3.2%	-1.1%

**NCER (National Consortium for Examination Result) is a community interest community led by Local Authorities, which provides analysis tools enabling early National Proxy benchmarking*

3.8 71.8% of pupils achieved a good level of development (GLD) in the Early Years Foundation Stage Profile. This is 0.3 percentage points lower than the emerging national percentage. This should be seen to be broadly in line with National Averages. The main area of challenge appears to be literacy.

3.9 Table 2: Areas of learning

EYFSP	% At Least Expected in Area of Learning	2017	2018	2019
Brighton & Hove	Cohort	2,783 -68	2,656 -127	2,639 -17
	Communication & Language	81.5% +2.2%	82.6% +1.1%	81.7% -0.9%
	Physical Development	87.7% +1.0%	88.5% +0.8%	87.1% -1.4%
	Personal, Social & Emotional Development	85.7% +1.5%	86.1% +0.4%	85.2% -0.9%
	Literacy	73.0% +2.0%	75.0% +2.0%	73.7% -1.3%
	Maths	80.1% +1.1%	81.6% +1.5%	80.1% -1.5%
	Understanding the World	86.8% +0.4%	88.0% +1.2%	86.9% -1.1%
	Expressive Arts & Design	90.3% +1.0%	91.6% +1.3%	91.1% -0.5%
NCER Emerging National	Communication & Language	82.1% +0.5%	82.4% +0.3%	82.2% -0.2%
	Physical Development	87.4% -0.1%	87.3% -0.1%	87.1% -0.3%
	Personal, Social & Emotional Development	85.2% +0.4%	85.2% 0.0%	84.8% -0.4%
	Literacy	72.8% +0.7%	73.3% +0.5%	73.4% +0.1%
	Maths	77.9% +0.5%	78.3% +0.4%	78.4% +0.1%
	Understanding the World	83.6% +0.4%	83.9% +0.3%	83.8% -0.2%
	Expressive Arts & Design	86.7% +0.4%	87.1% +0.4%	87.2% 0.0%

- 3.10 Pupils again achieved highest in the Expressive Arts and Design area of learning, with 91.1% of pupils achieving the expected level. The lowest outcome was in Literacy, with 73.7% of pupils achieving the expected level. This is a slight decrease on the 2018 literacy outcome.
- 3.11 To increase outcomes, following analysis, specific schools are challenged through School Partnership Adviser Visits. Schools will also be given support by a Headteacher from an outstanding nursery school.
- 3.12 A new development over the last year has been adopting the National Children's Bureau Raising Early Achievement in Literacy (REAL) programme across children's centres, nurseries, libraries and schools. The programme's aim is to improve children's early literacy skills before they start school by working with parents to increase opportunities to learn in the home environment.
- 3.13 Brighton and Hove is one of 53 local authorities selected to take part in the national Early Years Professional Development Programme (EYPDP). This will support pre-Reception Early Years Practitioners (EYPs) to improve their practice in working with children between the ages of 2 and 4, to improve outcomes in

language, literacy and numeracy for the most disadvantaged children. The programme is due to start in January 2020 and will create a continued professional development partnership of up to 15 settings.

3.14 Year 1 Phonics Screening Check (age 6)

Year 1 Phonics % Achieving the Expected Standard	2016	2017	2018	2019
NCER Emerging National	80.6%	81.2%	82.5%	81.9%
	+3.8%	+0.6%	+1.3%	-0.6%
Brighton & Hove	79.5%	78.1%	82.7%	80.2%
	+4.3%	-1.4%	+4.6%	-2.5%

3.15 80.2% of year 1 pupils achieved the expected standard in the phonics screening check in 2019. This is slightly below the emerging national figure. Initial analysis indicates that a small number of schools will need further challenge and support. Support includes support from the wider partnership; LA phonics training or via the Spring Hill English Hub in Southampton.

3.16 Year 2 Phonics Screening Check

3.17 By the end of year 2, 93% 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 2.6 percentage point increase on 2018.

3.18 There is no national benchmark data available until the statistical release is published in the autumn term 2019.

3.19 Key Stage 1 outcomes (seven year olds)

3.20 Brighton and Hove outcomes for the proportion of pupils achieving the expected standard, are above the emerging national proxy figure from NCER* for 2019 in reading, in writing and in maths.

3.21 Table 3:

	KS1	Subject	2016	2017	2018	2019
% Pupils Achieving the Expected Standard	Brighton & Hove	Reading	74.8%	76.1%	74.2%	76.1%
			-	+1.3% pts	-1.9% pts	+1.9% pts
		Writing	66.6%	68.7%	68.6%	69.7%
			-	+2.2% pts	-0.1% pts	+2.2% pts
	NCER Emerging National	Maths	73.9%	74.8%	75.6%	76.4%
			-	+0.9% pts	+0.8% pts	+0.8% pts
		RWM	60.2%	63.4%	63.5%	64.3%
			-	+3.2% pts	+0.1% pts	+0.7% pts
NCER Emerging National	Reading	74.0%	75.6%	75.5%	74.95%	
		-	+1.5% pts	-0.1% pts	-0.5% pts	
	Writing	65.5%	68.2%	69.9%	69.2%	
		-	+2.7% pts	+1.8% pts	-0.7% pts	
NCER Emerging National	Maths	72.6%	75.1%	76.1%	75.6%	
		-	+2.5% pts	+1.0% pts	-0.4% pts	
	RWM	60.3%	63.7%	65.4%	64.9%	
		-	+3.4% pts	+1.7% pts	-0.4% pts	
% Pupil Achieving Greater Depth	Brighton & Hove	Reading	25.6%	24.8%	24.8%	26.4%
			-	-0.7% pts	-0.0% pts	+1.6% pts
		Writing	13.0%	13.5%	12.9%	13.9%
			-	+0.5% pts	-0.6% pts	-1.0% pts
	NCER Emerging National	Maths	18.0%	18.0%	18.5%	21.0%
			-	-0.0% pts	+0.5% pts	+2.5% pts
		RWM	8.7%	8.7%	8.8%	10.1%
			-	+0.0% pts	+0.1% pts	+1.3% pts
NCER Emerging National	Reading	23.6%	25.2%	25.6%	25.0%	
		-	+1.7% pts	+0.4% pts	-0.6% pts	
	Writing	13.3%	15.6%	15.9%	14.8%	
		-	+2.3% pts	+0.2% pts	-1.1% pts	
NCER Emerging National	Maths	17.8%	20.5%	21.8%	21.7%	
		-	+2.7% pts	+1.3% pts	-0.1% pts	
	RWM	8.9%	11.0%	11.7%	11.2%	
		-	+2.0% pts	+0.7% pts	-0.5% pts	

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3.22 Key Stage 2 outcomes (11 year olds)

3.23 This was the fourth year of the new, more challenging national curriculum tests and interim frameworks for teacher assessment. Figures for 2019 are comparable to 2016, 2017 and 2018.

3.24 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.

3.25 There are also progress scores in reading, writing and maths, but currently these are provisional and subject to change.

3.26 Summary

3.27 Overall schools in the city have outperformed the national results. 66% of pupils attained the new benchmark standard in reading, writing and mathematics against the national of 65%.

3.28 There have been increases in maths attainment in 2019 and the city is matching or exceeding national attainment levels in all areas:

3.29 Table 4: % pupils achieving expected standard

Key Stage Two	Brighton & Hove				National			
	2016	2017	2018	2019	2016	2017	2018	2019
Reading	75%	77%	79%	77%	66%	72%	75%	73%
Grammar, punctuation and spelling (GPS)	75%	78%	77%	78%	73%	77%	78%	78%
Writing	76%	78%	80%	80%	74%	76%	78%	78%
Maths	70%	75%	76%	79%	70%	75%	76%	79%
Reading, Writing & Maths	58%	64%	67%	66%	53%	61%	64%	65%

3.30 *Reading*

Brighton and Hove reading results are well above national average.

3.31 *Maths*

In maths city schools were in line with the national of 79%.

3.32 *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.

3.33 *Grammar, punctuation and spelling (GPS)*

In GPS the city schools were matching national figures at 78% reaching .

3.34 **Underperforming schools**

3.35 The DfE will no longer publish, or use, floor or coasting standards. Instead, from September, they will use a new single, transparent method for identifying schools eligible for improvement support – Ofsted Requires Improvement.

3.36 Twenty five schools had combined attainment below national and so we will be exploring the results of these schools further.

3.37 Schools with very low progress have plans to improve that are monitored by a school improvement board.

3.38 **Key Stage Four – GCSE results (16 year olds)**

- 3.39 Following the introduction of new GCSEs in English and maths in 2017 and most core subjects in 2018, a further wave of GCSEs were sat for the first time in 2019. These reformed GCSEs 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.
- 3.40 As part of the transition to the new 9-1 grades in the reformed GCSEs the government will adjust A*-G grades to number grades to calculate Attainment 8 until reforms are complete in 2020.
- 3.41 Provisional results shared by schools indicate Attainment 8 is 47.7 compared to last year's result of 48.0 although these figures are not directly comparable. Results in English and maths combined have increased by one percentage point.
- 3.42 All schools will continue to be measured on Progress 8 based 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 compared to the national average. This will not be released until mid-October.
- 3.43 Table 5:

Brighton & Hove GCSE results		2018	2019 Provisional
Pupils		2,169	2,211
Attainment 8		48.0	47.7
% achieving 'standard pass' grade 4 or above	English and maths	68%	69%
	English	80%	79%
	Maths	75%	74%
% achieving 'standard pass' grade 5 or above	English and maths	47%	48%
	English	67%	66%
	Maths	54%	53%

- 3.44 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.
- 3.45 At a future CYPS committee we will report on progress and outcomes for disadvantaged and other groups when this data is available.

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

3.47 Table 6:

Provisional A level results 2019		Brighton & Hove	National (JCQ* benchmark)
Entries		5138	-
% of entries graded	A*-A	31.2%	25.2%
	A*-B	61.7%	51.1%
	A*-C	83.1%	75.5%
	A*-E	98.5%	97.5%

* Joint Council for Qualifications.

3.48 National Results

3.49 Nationally, the A level pass rate (A*-E) has fallen slightly from 97.6% to 97.5%, whilst the proportion of A* and A grades was 25.2%, which is a decrease of one percentage point from the previous year.

3.50 This year's pattern is a slight decrease across most grade measurements. The A* - B pass rate is 51.1% and A*-C is 75.5%.

3.51 The 2019 results feature a continuing rise in linear A levels, as these have been 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.

3.52 AS levels have been "decoupled" from being part of A-levels as part of reforms, so that they are stand-alone qualifications. This year's figures show a 56% drop in entries nationally, after a 84% drop in the previous year.

3.53 Brighton & Hove

3.54 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 also above national.

3.55 Around 89% of A Level entries in the city were from the two sixth form colleges, which can be broken down into around 65% at BHASVIC and around 24% at Varndean College. The remaining 11% 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.

3.56 For 2018/19, there is an improving trend across the city in top grades A* - B. The proportion of entries awarded A* - B grades is 61.7%, well above the provisional national average figure of 51.1% and slightly above the Brighton result for the previous year (61.6%).

3.57 Supporting Disadvantaged Pupils

3.58 A priority area for improvement is outcomes for disadvantaged pupils.

- There is currently no new data to report. This will be reported once the DFE have released further data in Spring 2020.

3.59 At the end of academic year 2017/18, we already know (see standard report March 2019) that:

- Progress and attainment of Disadvantaged pupils at KS4 improved to be in line with SE averages but remained below national averages in 2018.
- The percentage of disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics at KS2 is below the national average for this group. However 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.

3.60 As data is released the impact of different programmes start to be able to be measured. The most successful initiatives will continue if they will have further impact.

3.61 Actions that have taken place to improve outcomes:

3.62 The “Know Your School Visit” (challenge and support visits) for all schools and data passed on to schools is designed to focus challenge and support school on outcomes for disadvantaged. Termly School Improvement Visits; conferences; networks and training all complement this.

3.63 Funding has 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 has been supporting schools who have the lowest outcomes for those on FSM.

3.64 A strategic group has been linked to the successful strategic school improvement bid for disadvantaged Maths. This has been supported by Sussex Coast Teaching School Alliance involving 12 schools within the authority. A further 8 schools have been supported by a further project.

3.65 8 primary schools have had Pupil Premium reviews and continued 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 have been led by Brighton and Hove National Leaders in Education.

3.66 Schools intervention team support has focus on pupil groups vulnerable to low progress and outcomes.

3.67 Brighton and Hove Partnership have set up an LA disadvantaged strategy group. To compliment this Pupil premium leads were appointed for a day a week each. Their main role is to support schools in raising the outcomes of disadvantaged pupils. The group and leads together have developed improved training for

Governors and Schools and a schools self-evaluation toolkit that uses national research to inform practice.

- 3.68 To address writing outcome particularly for disadvantaged the LA has led a project that 28 schools have attended. It covered expectations for, and ways to achieve Greater Depth Writing across the Primary Phase.
- 3.69 ECaR service has continued to support reading outcomes for all pupils including those in disadvantage.
- 3.70 Services such as Virtual School, Traveller Service and EMAS (Ethnic Minority Achievement Service) are working alongside schools and Governors to raise awareness in schools and support these children and will further support many disadvantaged pupils.
- 3.71 Addressing disadvantage is a priority for commissioned school improvement advisers' work and the teaching school have recently been commissioned to set up secondary pupil premium triad reviews and secondary network to further support schools collaborating.
- 3.72 Schools showing least progress with disadvantaged pupils have extra challenge either through meeting with Head and Chairs of Governors or through their academy chain.
- 3.73 Pavilion and Downs Teaching School worked in partnership with the Local Authority on a project that supports attendance of disadvantaged pupils, particularly in secondary schools.
- 3.74 The entire school improvement system from Headteacher and Governor training to School Improvement visits has a focus on supporting disadvantaged pupils. E.g. the LA's research conference had support from the Education Endowment Fund.
- 3.75 Conclusion and next steps**
- 3.76 Despite intervention and some improvement outcomes for disadvantaged is an ongoing area for development. We aim for consistency and to raise performance in a sustainable way rather than releasing strategies or projects which lead to short term unsustainable gains. Many of the initiatives above will continue or will be adapted moving forward. Improving outcomes for disadvantaged is a strand that comes through all services within education.
- 3.77 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 review take place in primary and secondary schools. Also the whole school improvement system supports and challenges on this issue. This is now being further developed and embedded by use of a disadvantaged strategy group;

3.78 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.

3.79 Looking ahead

3.80 The provisional headline results for 2019 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 2019/20 is to continue the further development of schools supporting schools and partnership working that will enable further improvements to be made.

4.0 COMMUNITY ENGAGEMENT & CONSULTATION

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

5.0 CONCLUSION

5.1 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.

5.2 There will be a more detailed report later in the year that analyses results for vulnerable groups and the validated data in more detail.

6.0 FINANCIAL & OTHER IMPLICATIONS:

6.1 Financial Implications:

There are no direct financial implications within the report. Schools have delegated budgets and must use these in order to achieve the best outcomes for their pupils, which include their key stage exam results.

Finance Officer Consulted: Andy Moore

Date: 24/07/19

6.2 Legal Implications:

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: 27/08/19

6.3 Equalities Implications:

Brighton & Hove schools are committed to the success of every pupil and target resources at the most vulnerable.

6.4 Sustainability Implications:

High achieving pupils and successful schools will contribute to the aims of Equity & Local Economy and Health & Happiness.