

<b>Subject:</b>	<b>Annual Standards Report</b>		
<b>Date of Meeting:</b>	<b>March 2020</b>		
<b>Report of:</b>	<b>Deb Austin, Acting Executive Director for Families, Children &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 2018 - 2019 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. This means that there can be some difficulty in establishing trends when not comparing like with like.

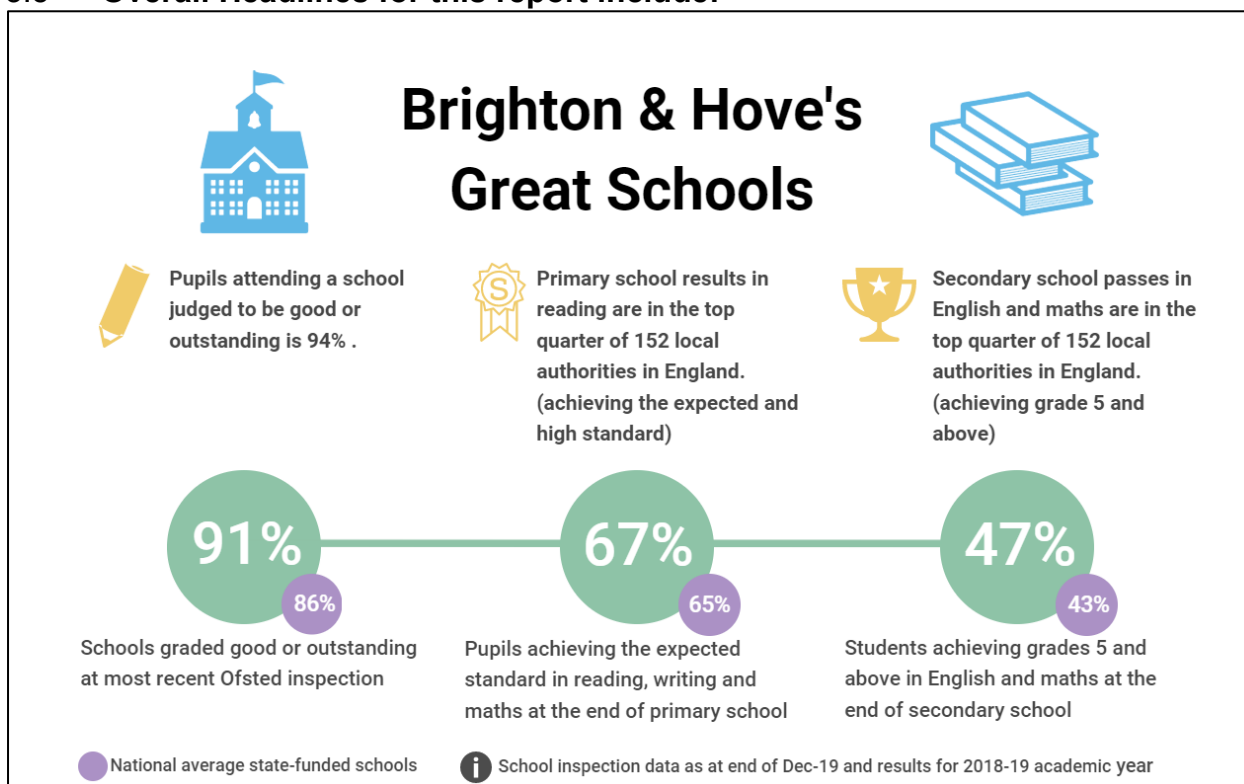
**3. CONTEXT/ BACKGROUND INFORMATION**

**3.1 School Effectiveness**

- 3.2 At the end of December 2019 91.2% of schools in Brighton & Hove were judged by Ofsted to be Good or Outstanding. This was above the national average of 86.2%. 100% of secondary schools are Good or Outstanding. 14.7% of schools are judged as outstanding compared to 19.5% nationally. In August 2019 97% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding compared to 96% in England.
- 3.3 The percentage of pupils currently attending a school judged to be Good or Outstanding is 93.9% against a national average of 85.0%. There are five schools in the city that are judged to require improvement. There is one school judged to be inadequate.
- 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' or judged as 'Inadequate' to move to 'Requires Improvement' at their next inspection.

### 3.5 Overall Headlines for this report include:



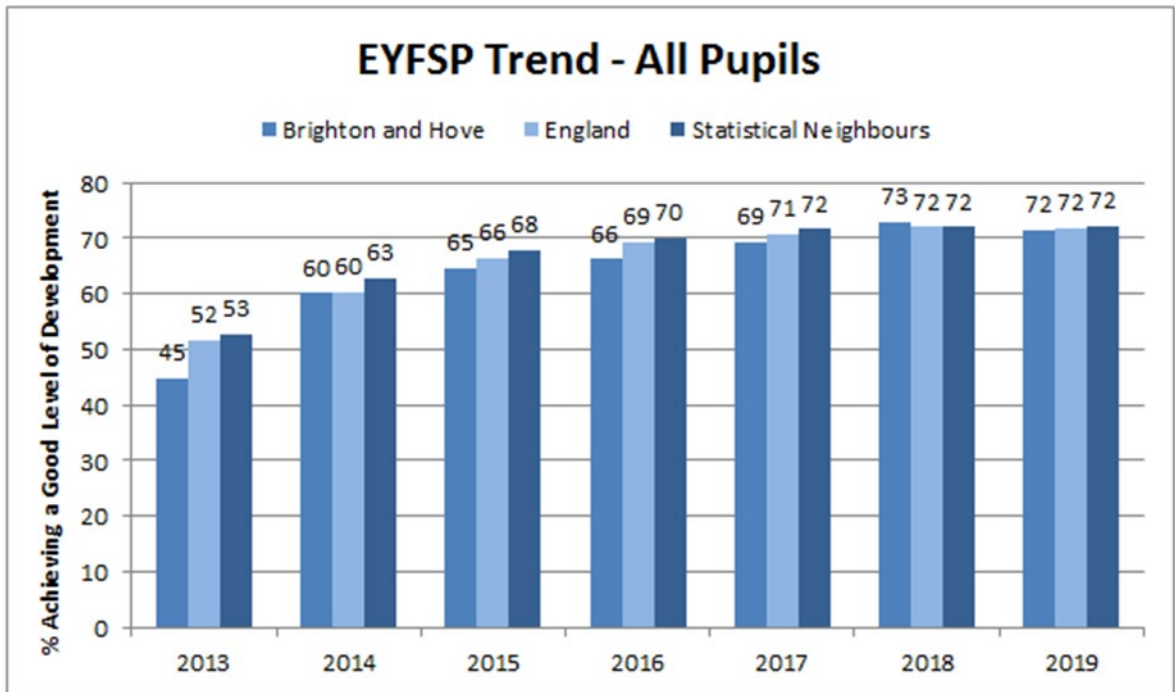
- 3.6 The Brighton & Hove percentage of pupils achieving a good level of development in Early Years is the same as the national average.
- 3.7 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was below the national average.
- 3.8 At KS1, Maths assessments for the proportion of pupils at age related expectation were in line with the national average. Reading and Writing assessments were above 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 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 is lower but within an acceptable range of the national average.
- 3.13 Progress and attainment of Disadvantaged pupils is in line with SE averages and remains below national averages.

## 4. SUMMARY OF OUTCOMES

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

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.

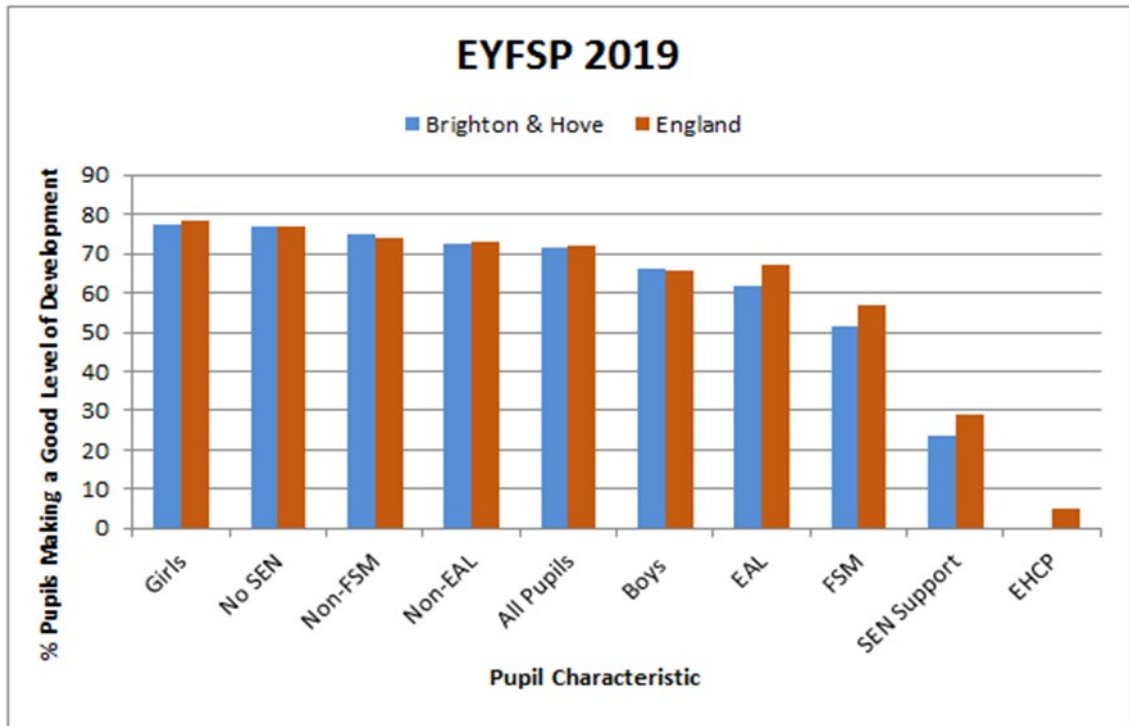
### 4.1.2 Table 1: EYFSP 2019 All Pupils



4.1.3 The Brighton & Hove percentage of all pupils achieving a good level of development is in line with the national and statistical neighbour average.

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

4.1.5 Table 2: EYFSP 2019 Comparison



- 4.1.6 In 2019, there were 400 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,650 (15.1%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 52% which is 5 percentage points lower than the national figure of 57%.
- 4.1.7 In Brighton & Hove the percentage of pupils with SEN (Special Educational Needs) Support achieving a good level of development was below the national figure. None of the 67 Brighton & Hove reception children with an Education Health and Care Plan achieved a good level of development.
- 4.1.8 The percentage of pupils with English as an additional language (EAL) achieving a good level of development continues to be below the national figure.
- 4.1.9 Pupils again achieved highest in the Expressive Arts and Design area of learning, with 91.1% of pupils achieving the expected level.
- 4.1.10 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.

#### **4.1.11 Actions as a result of data – focus on disadvantage:**

4.1.12 Funding has again been allocated for 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. It supports all schools with their reception and nursery classes.

4.1.13 The LA's school improvement model means that all schools with the lowest results are targeted for intervention through a school improvement board; using Early Years support or schools own planned interventions. Schools with below average EYFSP results have been encouraged to access the Power of Reading course organised by the Centre for Literacy for Primary Education (CLPE) and delivered at Rudyard Kipling, which is an associate school. They have also been directed and supported to work with the regional English hub in Southampton. Reception teachers have also been encouraged to attend training on supporting writing run locally with the Sussex Coast Teaching School Alliance.

4.1.14 Early education from age two has long-lasting benefits for children, and helps to promote a child's physical, emotional, cognitive and social development. Joint work between the Early Years Team, Family Information Service, Children's Centres, health visitors and nurseries across the city continues to ensure high take up of free childcare places for low income two year olds in the city.

4.1.15 Work is continuing to roll out the National Children's Bureau Making it REAL (Raising Early Achievement in in Literacy) programme with children's centres and nurseries attended by disadvantaged children. The programme aims to improve children's early literacy by working with parents to increase opportunities to learn in the home environment. There have been 45 REAL events held over the last year and 36 families have joined the home visiting programme. A further REAL training course is planned for March and will include staff from early years settings with high levels of disadvantage and EMAS.

4.1.16 Brighton and Hove is taking part in the national Early Years Professional Development Programme (EYPDP). This supports 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 started in January 2020 and will create a continued professional development partnership of up to 15 settings. The first stage is training four Champions based in nurseries who will then cascade training to the other settings from September 2020.

4.1.17 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 provides training and support for early years settings including bilingual assistants support for children speaking community languages. 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.

4.1.18 The Brighton and Hove Inclusion Support Service support nurseries with training and support to identify and support individual children with SEND. In schools SEN is prioritised throughout school improvement and as well as being examined during know your school visits there is now an annual Headteacher conference dedicated to SEN.

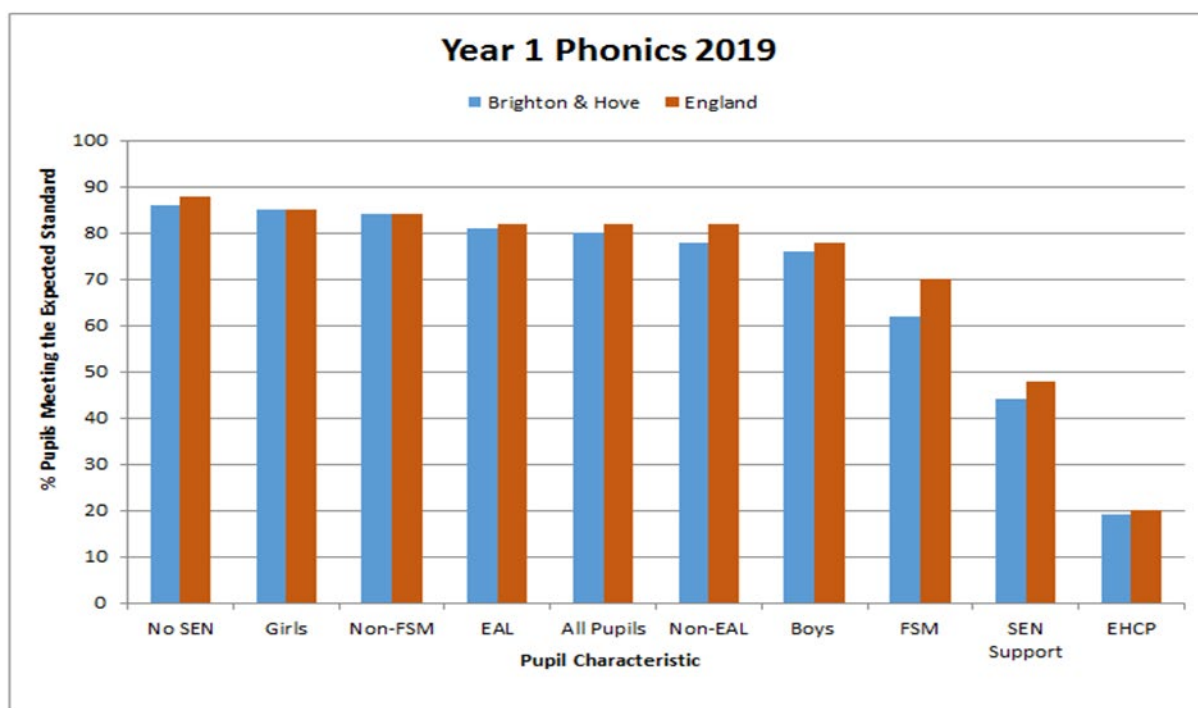
4.1.19 Work has also started to revise the early years strategy using the Early Intervention Foundation’s maturity matrix on speech and language in the early years as framework to identify strengths and areas for development. The strategy will take account of a national speech, language and communication pathway being developed by Public Health England.

## 4.2 Year 1 Phonics Check (age 6)

4.2.1 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was 2 percentage points below national and statistical neighbours.

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

4.2.3 Table 3: Year 1 Phonics 2019.



4.2.4 The percentages of Year 1 pupils eligible for FSM meeting the required standard for Phonics was below the national figure.

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

4.2.6 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 by the end of year 2 was 1 percentage point higher than national, at 92%.

#### **4.2.7 Actions as a result of data:**

4.2.8 A small number of schools have had and continue to have further challenge and support. This is being done mainly by School Partnership Advisers. Support is available for all schools for phonics in the form of Phonics audit, CPD (Continuing Professional Development) and resources some of which are provided by the Southampton English Hub working in partnership with the Local Authority.

### **4.3 Year 2 Phonics Screening Check**

4.3.1 By the end of year 2, 92% of children 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 an increase of two percentage points on 2018.

4.3.2 The national average is 91%.

### **4.4 Key Stage 1 Outcomes (7 year olds)**

4.4.1 The percentage of Brighton & Hove pupils achieving the expected standard in Reading was 76% which was 1 percentage point above national. The percentage of pupils working at greater depth in Reading was 26% which was 1 percentage point above national.

4.4.2 The percentage of Brighton & Hove pupils achieving the expected standard in Writing was 70% which was 1 percentage point above national. The percentage of pupils working at greater depth in Writing was 14% which was 1 percentage point below national.

4.4.3 The percentage of Brighton & Hove pupils achieving the expected standard in Mathematics was 76% which was in line with national. The percentage of pupils working at greater depth in Mathematics was 21% which was 1 percentage point below national.

4.4.4 In Brighton & Hove the percentage of pupils eligible for Free School Meals achieving the expected standard in Reading was 56% which was 4 percentage points below national.

4.4.5 The percentage of pupils eligible for Free School Meals achieving the expected standard in Writing was 50% which was 3 percentage points below national.

4.4.6 The percentage of pupils eligible for Free School Meals achieving the expected standard in Mathematics was 59% which was 2 percentage points below national.

4.4.7 In Brighton & Hove the percentage of pupils receiving SEN Support achieving the expected standard, was above national in Reading and below national in Writing and Mathematics.

4.4.8 In Brighton & Hove the percentage of pupils with an Education, Health and Care Plan achieving the expected standard, was above national in Reading and below national in Writing and Mathematics.

4.4.9 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).

#### **4.4.10 Actions as a result of data – focus on disadvantage:**

4.4.12 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 and SEN pupils. Further Improvement Visits; Conferences; networks and training all complement this.

4.4.13 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.

4.4.14 School intervention team support teachers in schools that have lowest outcomes. This includes focus on pupil groups vulnerable to low progress and outcomes.

4.4.15 The Every Child a Reader (ECaR) programme is an evidence based intervention used by a number of schools. The LA is now further promoting this programme.

4.4.11 The LA has led moderation workshops for Year 2 teachers to raise standards in writing and ensure assessments are robust. The number of schools attending has increased on previous years. Schools partnerships were also involved in school to school moderation of reading, writing and maths.

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

4.5.1 The Brighton & Hove percentage of pupils achieving the expected standard for Reading, Writing and Mathematics combined is above national average and the percentage achieving the higher standard is the same as national.

4.5.2 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.

4.5.3 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 below national. The progress score in Writing continues to be below national.

4.5.4 The percentage of pupils achieving the expected standard in Mathematics is the same as national average but with achieving the higher standard continues to be below national. The progress score in Mathematics is below national.

#### **4.6 Disadvantaged Pupils**

4.6.1 In Brighton & Hove the percentage of Disadvantaged pupils achieving the



expected standard in Reading, Writing and Mathematics continues to be below the national average for this group.

4.6.2 The percentage of Disadvantaged pupils achieving the expected standard in Reading continues to be above and the progress score is similar to the national average for this group.

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

#### 4.7 Pupils with Special Educational Needs

4.7.1 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 now above the national average for this group.

#### 4.8 Other Groups

4.8.1 Pupils with ethnicities classified as White, Asian, and Mixed are above national, and Black, Chinese and all other ethnicities groups 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, Asian and Mixed ethnicity groups are above, and Black and all other ethnicities groups are below.

#### 4.8.2 Table 5 - Reading, Writing and Maths

Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2017	2018	2019
<b>B&amp;H All</b>	64	67	67
<b>England All</b>	64	65	65
<b>B&amp;H Disadvantaged</b>	45	47	50
<b>B&amp;H Other (non-disadvantaged)</b>	71	75	74
<b>England Disadvantaged</b>	48	51	51
<b>England Other (non-disadvantaged)</b>	67	71	72
<b>Statistical Neighbour Disadvantaged</b>	46	48	48
<b>South East Coastal Strip Disadvantaged</b>	44	47	48

KS2 2019 Revised Results	Disadvantaged	Brighton & Hove			Trend	National			Trend
		2017	2018	2019		2017	2018	2019	
Reading Test	Yes	61	65	65		60	64	62	
	No	83	85	82		77	80	79	
Writing Teacher Assessment	Yes	62	65	68		66	67	68	
	No	84	86	86		81	83	84	
Maths Test	Yes	59	59	65		63	64	67	
	No	81	84	84		80	81	84	
Reading, Writing and Maths combined	Yes	45	47	50		48	51	51	
	No	71	75	74		67	70	72	

#### 4.8.3 Table 6 – Reading, Writing & Maths Progress

Progress in 2019	Reading	Writing	Maths
<b>B&amp;H All</b>	0.8	-0.1	-0.5
<b>England All</b>	0.0	0.0	0.0
<b>B&amp;H Disadvantaged</b>	-0.7	-1.0	-1.5
<b>B&amp;H Other (non-disadvantaged)</b>	1.1	0.3	0.2
<b>England Disadvantaged</b>	-0.6	-0.5	-0.7
<b>England Other (non-disadvantaged)</b>	0.3	0.3	0.4
<b>Statistical Neighbour Disadvantaged</b>	-1.1	-0.8	-1.3
<b>South East Coastal Strip Disadvantaged</b>	-1.2	-1.4	-1.8

#### 4.8.4 Actions as a result of data – focus on disadvantage

- 4.8.5 Brighton and Hove Partnership have set up a Strategic Group to support improvement of outcomes for disadvantaged. To complement this, a pupil premium champion has been seconded from a school. A toolkit and self evaluation has been developed and which is being used in many schools. The Strategic Group and Leads have developed improved training for Governors and Schools.
- 4.8.6 The Know Your School visit and data passed on to each school is designed to focus, challenge and support schools on outcomes for disadvantaged pupils. Twice yearly School Improvement Visits; Conferences; networks and training also prioritised the outcomes for Disadvantaged Strategy.
- 4.8.7 A successful Strategic School Improvement bid has meant that in Maths, 16 schools received further support from a range of providers, teaching schools and the LAs. “It all adds up” means there are a range of opportunities for schools to be involved in Maths development.
- 4.8.8 ECaR service will continue to support Reading outcomes for all pupils including disadvantaged.
- 4.8.9 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. 95% of schools attending improved their KS2 outcomes for GDS writing compared to previous year.

4.8.10 The school improvement and categorisation system has now been revised so that the process prioritises challenge where disadvantaged pupils 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.

4.8.11 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.

4.8.12 The LA has led moderation workshops for Year 6 teachers to raise standards in writing and ensure assessments are robust. The number of schools attending has increased on previous years. Schools partnerships were also involved in school to school moderation of writing.

4.8.13 To support writing in the City there are a range of project available to schools including that provided by Sussex Coast Teaching School Alliance, 'Improving Outcomes for Writing', the 'Power of Reading (for inspirational writing) which is led by Council for Literacy in Primary Education' at Rudyard Kipling Primary School. There is also the 'Sounds Write' Project led by Carden Primary School, which involves Pie Corbett and the School Improvement Fund project, led by Pavilion and Downs Teaching School Alliance. There is training on greater depth writing delivered by the local authority team. They all deliver slightly different approaches and aspects of writing and this means there is significant choice of provision.

4.8.14 The Local Authority work closely with Sussex Coast Teaching Alliance. The Teaching School has a remit of: school led initial teacher education; continuing professional and leadership development and supporting other schools. They deliver a range of training and support that helps schools significantly in this local authority. So for example recently they delivered a major Maths programme in the City..

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

### **4.9.1 All Pupils**

4.9.2 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.

4.9.3 Progress 8 is below national average. Progress in English, Maths, EBacc and open elements of this measure is in line with the national average. Low progress results in some schools and low results for some pupil groups can impact this City measure.

#### 4.10 Disadvantaged Pupils

4.10.1 The percentage of disadvantaged pupils achieving expected standards in English and maths is 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.

4.10.2 Progress 8 is significantly below the national average for this group.

#### 4.11 Pupils with Special Educational Needs

4.11.1 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.

4.11.2 Progress 8 for pupils with a Statement of Special Educational Need or an Education, Health and Care Plan is significantly below the national average.

4.11.3 In Brighton & Hove Attainment 8 is in-line with the national average. The percentage of these pupils achieving standard passes (grades 4-9) is above the national average and strong passes (grades 9-5) in English and maths combined is in-line the national average.

4.11.4 Progress 8 for pupils with SEN support is below the national average.

#### 4.12 Other Groups

4.12.1 Attainment 8 for pupils with ethnicities classified as Black and White are above their national average with Asian, Chinese, Mixed pupils below. Progress 8 for pupils with ethnicities classified as Black, and White are above their national average for same group with Asian, Chinese, and Mixed pupils below.

4.12.2 Attainment 8 for pupils with English as an additional language (EAL) is below their national average, with Progress 8 above, although not significantly.

4.12.3 Table 7: Attainment 8

<b>Attainment 8</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>B&amp;H All</b>	46.8	48.0	47.6
<b>England All</b>	46.3	46.5	46.8
<b>B&amp;H Disadvantaged</b>	33.1	34.9	33.7
<b>B&amp;H Other (non-disadvantaged)</b>	51.4	52.3	52.3
<b>England Disadvantaged</b>	37.0	36.8	36.7
<b>England Other (non-disadvantaged)</b>	49.8	50.3	50.5
<b>Statistical Neighbour Disadvantaged</b>	36.0	34.6	34.9
<b>South East Coastal Strip Disadvantaged</b>	33.9	33.5	33.6

#### 4.12.4 Table 8: Progress 8

<b>Progress 8</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>B&amp;H All</b>	-0.15	-0.02	-0.08
<b>England All</b>	-0.03	-0.02	-0.03
<b>B&amp;H Disadvantaged</b>	-0.79	-0.57	-0.70
<b>B&amp;H Other (non-disadvantaged)</b>	0.07	0.17	0.13
<b>England Disadvantaged</b>	-0.40	-0.44	-0.45
<b>England Other (non-disadvantaged)</b>	0.11	0.13	0.13
<b>Statistical Neighbour Disadvantaged</b>	-0.44	-0.55	-0.55
<b>South East Coastal Strip Disadvantaged</b>	-0.59	-0.63	-0.68

#### 4.12.5 Table: Disadvantaged Pupils Results Trend

<b>Year</b>	<b>% English and Maths 9-4</b>		<b>% English and Maths 9-5</b>		<b>Attainment 8</b>		<b>Progress 8</b>	
	<b>B&amp;H</b>	<b>National</b>	<b>B&amp;H</b>	<b>National</b>	<b>B&amp;H</b>	<b>National</b>	<b>B&amp;H</b>	<b>National</b>
<b>2017</b>	41.4	44.3	21.2	24.5	33.1	37	-0.79	-0.40
<b>2018</b>	44.6	43.2	21.1	24.9	34.9	36.8	-0.57	-0.44
<b>2019</b>	41.1	44.9	21.9	24.8	33.7	36.8	-0.70	-0.45

#### 4.12.6 Disadvantaged Pupils Progress in Attainment 8 Elements

<b>Year</b>	<b>Progress 8 score for English</b>		<b>Progress 8 score for mathematics</b>		<b>Progress 8 score for Ebacc slots</b>		<b>Progress 8 score for open slots</b>	
	<b>B&amp;H</b>	<b>National</b>	<b>B&amp;H</b>	<b>National</b>	<b>B&amp;H</b>	<b>National</b>	<b>B&amp;H</b>	<b>National</b>
<b>2017</b>	-0.66	-0.41	-0.61	-0.38	-0.76	-0.44	-0.99	-0.37
<b>2018</b>	-0.58	-0.44	-0.42	-0.39	-0.59	-0.49	-0.70	-0.46
<b>2019</b>	-0.59	-0.44	-0.52	-0.39	-0.77	-0.49	-0.83	-0.47

#### 4.12.7 Disadvantaged Pupils EBacc Subjects Standard Passes

<b>Year</b>	<b>% English 9-4</b>		<b>% Maths 9-4</b>		<b>% Science Ebacc 9-4</b>		<b>% Humanities Ebacc 9-4</b>		<b>% Languages Ebacc 9-4</b>	
	<b>B&amp;H</b>	<b>Nat</b>	<b>B&amp;H</b>	<b>Nat</b>	<b>B&amp;H</b>	<b>Nat</b>	<b>B&amp;H</b>	<b>Nat</b>	<b>B&amp;H</b>	<b>Nat</b>
	<b>2017</b>	56.0	59.6	46.6	50.7	34.3	37.8	23.7	30.2	15.3
<b>2018</b>	57.4	59.4	50.3	50.8	43.0	41.0	27.5	29.1	16.4	18.7
<b>2019</b>	56.6	59.6	46.9	51.3	38.6	42.9	27.8	31.6	18.9	19.4

#### 4.12.8 Disadvantaged Pupils EBacc Subjects Strong Passes

Year	% English 9-5		% Maths 9-5		% Science Ebacc 9-5		% Humanities Ebacc 9-5		% Languages Ebacc 9-5	
	B&H	Nat	B&H	Nat	B&H	B&H	Nat	B&H	Nat	Nat
	2017	40.2	42.7	27.6	29.9	-	-	-	-	-
2018	39.3	42.4	26.7	30.4	23.6	24.7	19.3	20.6	16.4	14.0
2019	41.1	42.5	27.3	30.0	21.9	26.2	20.1	22.6	11.7	14.1

4.12.9 Attainment at KS4 is strong. Attainment and progress for disadvantaged pupils remains a significant challenge. Addressing disadvantage attainment and progress is a priority for commissioned School Improvement Advisers and Teaching Schools.

#### 4.12.10 Actions as a result of data – focus on disadvantage

4.12.11 Brighton and Hove Partnership have set up a strategic group to help address disadvantaged pupils' outcomes. To complement this a secondary school leader has been appointed as Pupil Premium Lead. Their main role is to support schools in raising the outcomes of disadvantaged pupils. They have, for example, supported improvement of the secondary review framework and toolkit to be used in all schools. The Group and Lead have developed improved training for Governors and Schools

4.12.12 The Know Your School visit and data passed on to schools is designed to focus, challenge and support schools on outcomes for disadvantaged pupils. Twice yearly School Improvement Visits (lead by practicing Ofsted inspectors); Conferences; networks and training also prioritise the outcomes for Disadvantaged. The Head of Education Standards meets with all Heads together at an annual standards meeting to both challenge and support the secondary school partnership.

4.12.13 Secondary chairs of governors meet each term with the local authority to support and challenge each other and to share best practice. Their March meeting will focus on data relating to disadvantage

4.12.14 The schools showing least progress have had extra challenge either through a meeting with the Head and Chairs of Governors or through their academy chain.

4.12.15 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.

4.12.16 Pavilion and Downs Teaching School Alliance provide a range of training consultancy and networks that support secondary schools in the City. The Local Authority works in close partnership with this and all teaching schools in the City. An attendance project has recently been delivered that was highly successful with the 4 schools it worked with in the City.

## 4.13 Key Stage Five - A level results (age 18)

### 4.13.1 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.

### 4.13.2 National Results

4.13.3 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.

4.13.4 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%.

4.13.5 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.

4.13.6 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.

### 4.14 Brighton & Hove

4.14.1 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.

4.14.2 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.

4.14.3 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%).

## 5.0 CONCLUSION AND NEXT STEPS

- 5.1.1 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 and SEN pupils. Despite intervention and some improvements these are ongoing areas for development.
- 5.1.2 Each school is allocated a prioritisation level and any school at risk has a specified action plan outlining the support for those schools. The use of Strategy Board Meetings and individual meetings with Heads and Chairs of Governors allows the LA to challenge outcomes appropriately.
- 5.1.3 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.
- 5.1.4 Significant work has been put in to support outcomes for disadvantaged pupils. 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 have taken 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.
- 5.1.5 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.
- 5.1.6 Schools are currently very engaged in a new Ofsted framework. This framework looks at the full breadth of curriculum a school has to offer through deep dives. A major thrust of training and support to schools is to ensure schools are prepared for this framework. This will also benefit children in the City as schools further their focus on whole quality of education.
- 5.1.7 The appendix includes a presentation given to all council committee chairs on disadvantage

## **6.0 COMMUNITY ENGAGEMENT & CONSULTATION**

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

## **7.0 FINANCIAL & OTHER IMPLICATIONS**

### **7.1 Financial Implications**

- 7.1.2 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.

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

Andy Moore

Date: 14/01/2020

## **8.0 Legal Implications**

8.1 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:

Date: 20.01.2020

Annexe 1

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%
National	Communication & Language	82.1% +0.5%	82.4% +0.3%	82.2% -0.2%
	Physical Development	87.5% 0%	87.4% -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%	78.5% +0.2%
	Understanding the World	83.6% +0.4%	84.0% +0.4%	83.9% -0.1%
	Expressive Arts & Design	86.7% +0.3%	87.2% +0.5%	87.2% 0.0%

Annexe 2

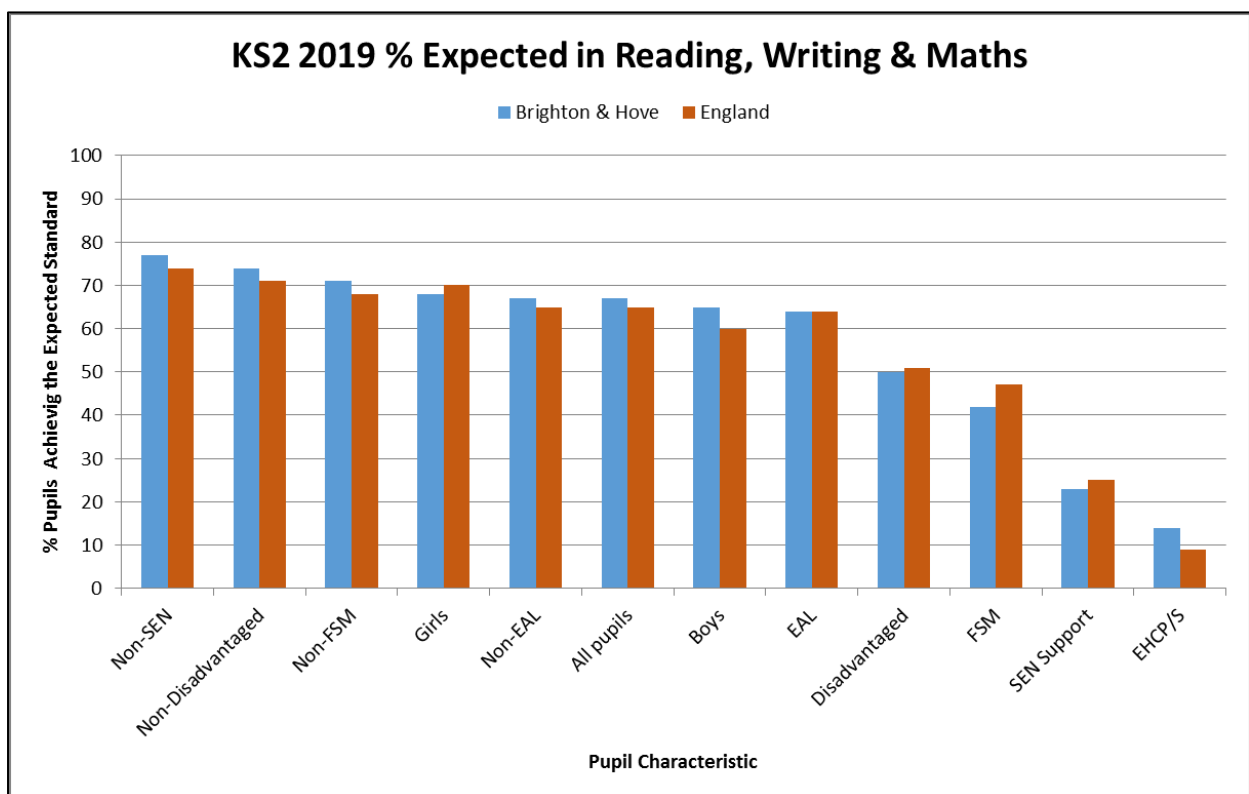
**Year 1 Phonics Screening Check (age 6)**

<b>Year 1 Phonics % Achieving the Expected Standard</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>National</b>	<b>80.5%</b> +3.7%	<b>81.1%</b> +0.6%	<b>82.5%</b> +1.4%	<b>81.8%</b> -0.7%
<b>Brighton &amp; Hove</b>	<b>79.5%</b> +4.3%	<b>78.1%</b> -1.4%	<b>82.7%</b> +4.6%	<b>80.2%</b> -2.5%

Annexe 3 –

Key Stage 1		Subject	2016	2017	2018	2019
% Pupils Achieving the Expected Standard	Brighton & Hove	Reading	74.8% -	76.1% +1.3% pts	74.2% -1.9% pts	76.1% +1.9% pts
		Writing	66.6% -	68.7% +2.2% pts	68.6% -0.1% pts	69.7% +2.2% pts
		Maths	73.9% -	74.8% +0.9% pts	75.6% +0.8% pts	76.4% +0.8% pts
	National	Reading	74.0% -	75.5% +1.5% pts	75.4% -0.1% pts	74.9% -0.5% pts
		Writing	65.5% -	68.2% +2.7% pts	69.9% +1.8% pts	69.2% -0.7% pts
		Maths	72.6% -	75.1% +2.5% pts	76.0% +0.9% pts	75.6% -0.4% pts
% Pupil Achieving Greater Depth	Brighton & Hove	Reading	25.6% -	24.8% -0.7% pts	24.8% -0.0% pts	26.4% +1.6% pts
		Writing	13.0% -	13.5% +0.5% pts	12.9% -0.6% pts	13.9% -1.0% pts
		Maths	18.0% -	18.0% -0.0% pts	18.5% +0.5% pts	21.0% +2.5% pts
	National	Reading	23.5% -	25.2% +1.7% pts	25.6% +0.4% pts	25.0% -0.6% pts
		Writing	13.3% -	15.6% +2.3% pts	15.9% +0.2% pts	14.8% -1.1% pts
		Maths	17.8% -	20.5% +2.7% pts	21.8% +1.3% pts	21.7% -0.1% pts

Annexe 3



Annex 4 Main Ethnicity Groups

Percentage of pupils achieving the expected standard in Reading, Writing and Maths	Brighton and Hove		National
	Number of pupils	Percentage	Percentage
<b>White</b>	2,147	66	65
<b>Mixed</b>	281	73	67
<b>Asian</b>	85	74	70
<b>Black</b>	58	62	65
<b>All other ethnicities</b>	56	55	64
<b>Unclassified</b>	48	69	57
<b>Chinese</b>	19	74	81

