

BRIEFING

Subject: Annual Education Standards Report

Date of Briefing: February 2026

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1. Purpose of the 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 2024 - 2025 academic year.
- 1.2 This report explains some of the interventions implemented and planned in the future to address areas of under-achievement.
- 1.3 This report also explains some of the work that is happening to support outcomes for specific groups.

2. Recommendations

- 2.1 That Councillors note the report.

3. Context and background information

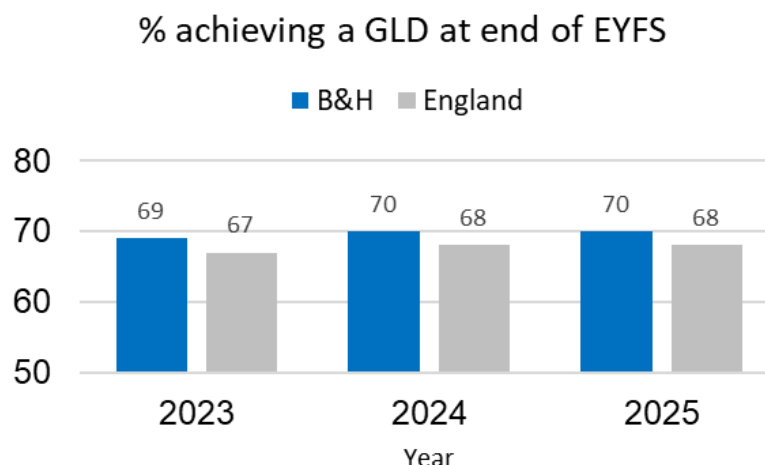
- 3.1 In August 2025, 98% of childcare providers on the Early Years Register in Brighton & Hove were judged good or outstanding which is the same as the England average. Ofsted publishes statistics every six months.
- 3.2 Ofsted school inspection one-word judgements were removed in September 2024 so Brighton and Hove performance cannot be compared to national and other LAs using these overall judgements. There are 64 maintained / academy / free schools in the city. 3 schools that converted to new academy schools are still awaiting inspection however they were all in receipt of good/ outstanding grades. At the end of August 2025, 26 schools have good or outstanding judgements in all areas of quality of education, behaviour and attitudes, personal development, effectiveness of leadership and management, and where applicable early years provision and sixth form provision. They also have a judgement of effective safeguarding. Another 32 schools have overall judgements of good or outstanding or that the school continues to maintain these standards. Four schools have 'requires improvement' judgements in one or more areas. No schools have inadequate judgements.
- 3.3 Overall in Brighton and Hove, Ofsted outcomes are strong and on key measures at the end of primary education (Key Stage 2) or at GCSE pupils as a whole in the city tend to achieve in line with or above pupils nationally. **We have seen a dip in outcomes at Key Stage 2 in 2025.** The longer-term challenge, that disadvantaged pupils do not achieve as well as those who are not disadvantaged remains. However, our schools are committed to addressing this supported by an 'Educational Disadvantage Strategy'. Whilst there are some

indications that specific projects have had a positive impact on outcomes, the overall trend remains below the national average for many areas.

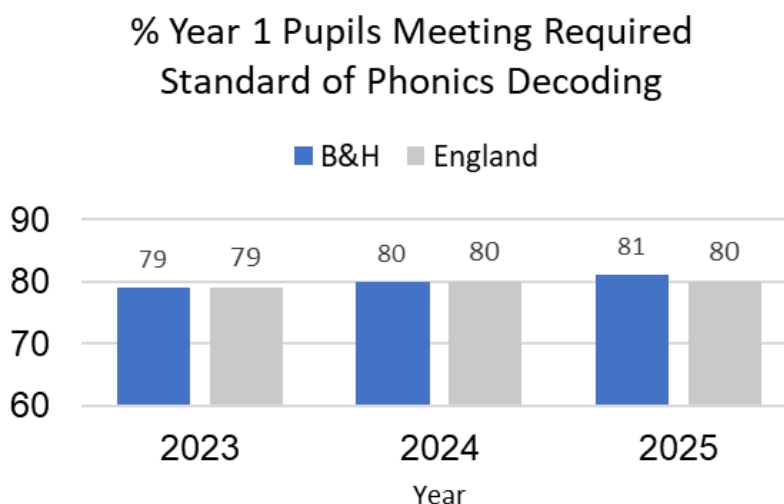
4. Summary of outcomes

4.1.1 Early Years (age 5) and Key Stage 1 (age 7)

The Brighton & Hove percentage of pupils achieving a good level of development (GLD) in Early Years is above the national average, as it has been for last 2 years (See Appendix 1).



4.1.2 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics decoding was higher than the national average. (See Appendix 2)

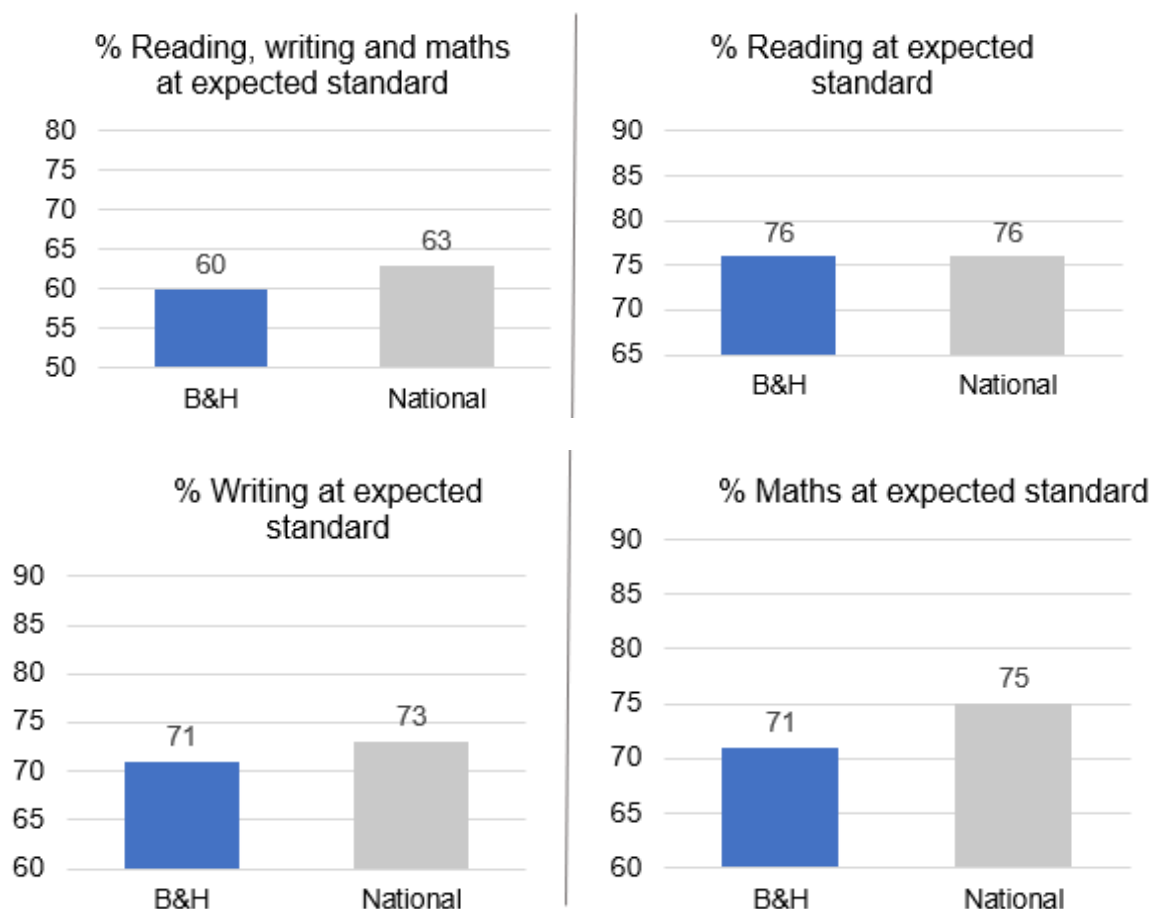


4.1.3 The Department for Education (DfE) introduced the multiplication tables check (MTC) in 2022, as a statutory assessment for pupils attending schools in England. Local Authorities are not involved in the data collection. The DfE use a third party to collect this data directly from schools. The published data is summarised in the Appendix

4.1.4 KS1 data was no longer available in 2024; 2023 was the final year the DfE collected teacher assessments at the end of KS1.

4.2.1 Key Stage 2, End of Primary Education (see Appendix)

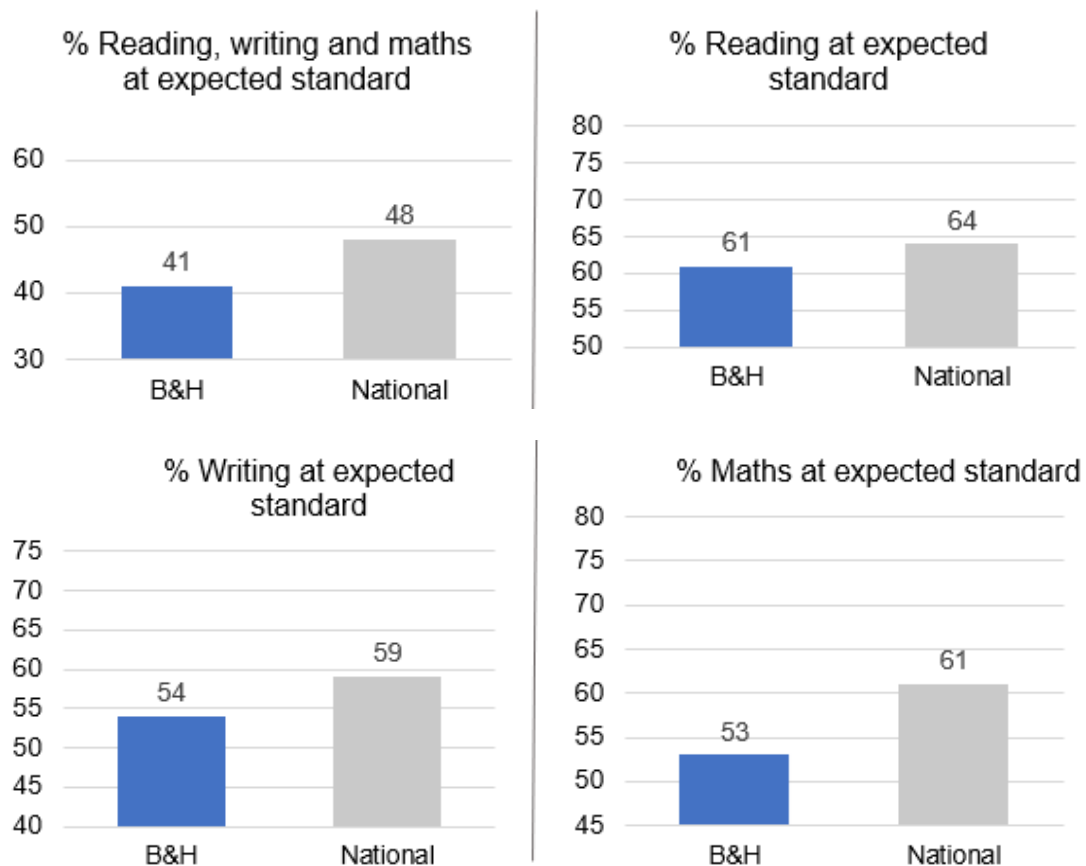
Key Stage 2 (KS2) key performance indicators of 2024/25 outcomes for all pupils



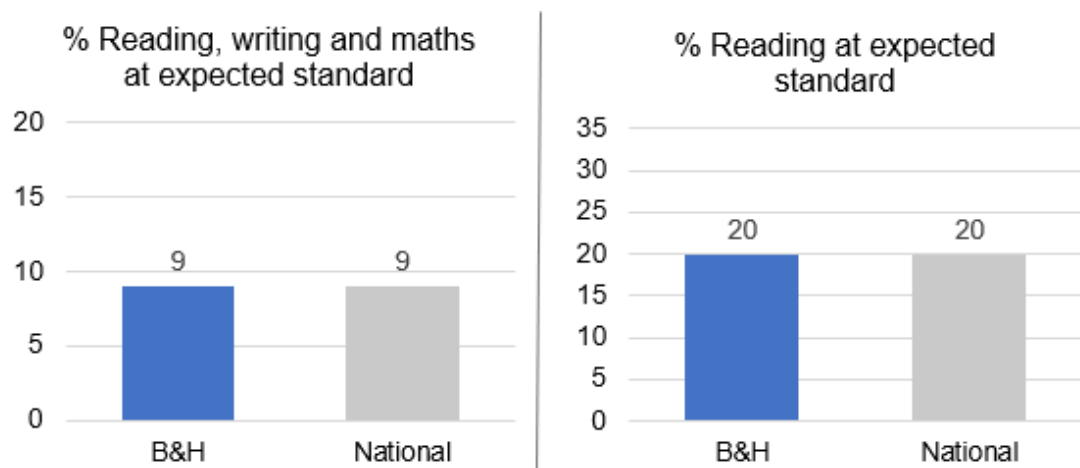
4.2.2 At KS2, the percentage of all pupils achieving the expected standard in reading was in line with the national average. The percentage of all pupils achieving the expected standard in reading, writing and maths combined, writing and maths was below the national average by a minimum of 2 percentage points.

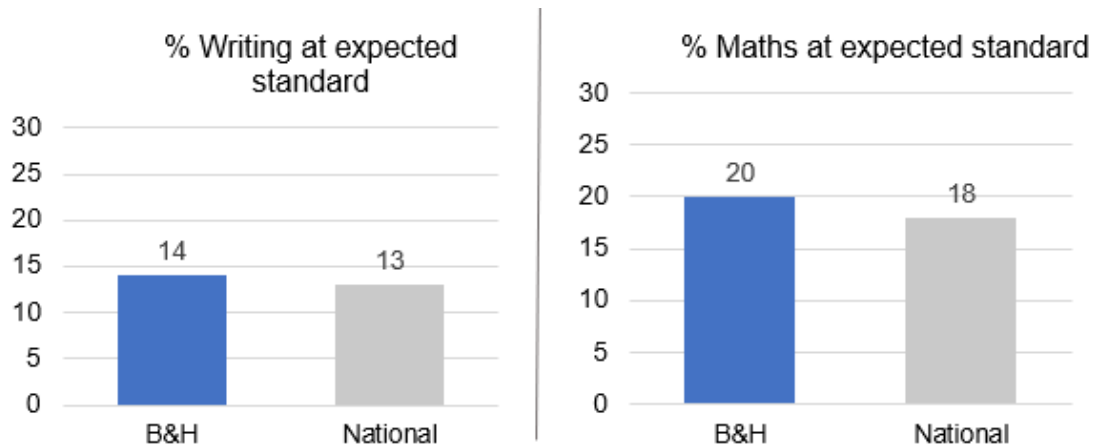
4.2.3 There are no progress measures at the end of KS2 for 2024/25 because the baseline of teacher assessments at the end of KS1 was cancelled in England due to the Covid-19 pandemic. This makes it impossible to understand how pupils in the city progressed from their starting points.

4.2.4 Key Stage 2 key performance indicators of 2024/25 outcomes for Disadvantaged pupils



- 4.2.5 At KS2, the percentage of disadvantaged pupils achieving the expected standard in reading is below the national average. Reading, writing and maths combined, writing and maths are significantly below the national average.
- 4.2.6 Key Stage 2 key performance indicators of 2024/25 outcomes for pupils with an Education, Health and Care Plan (EHCP).

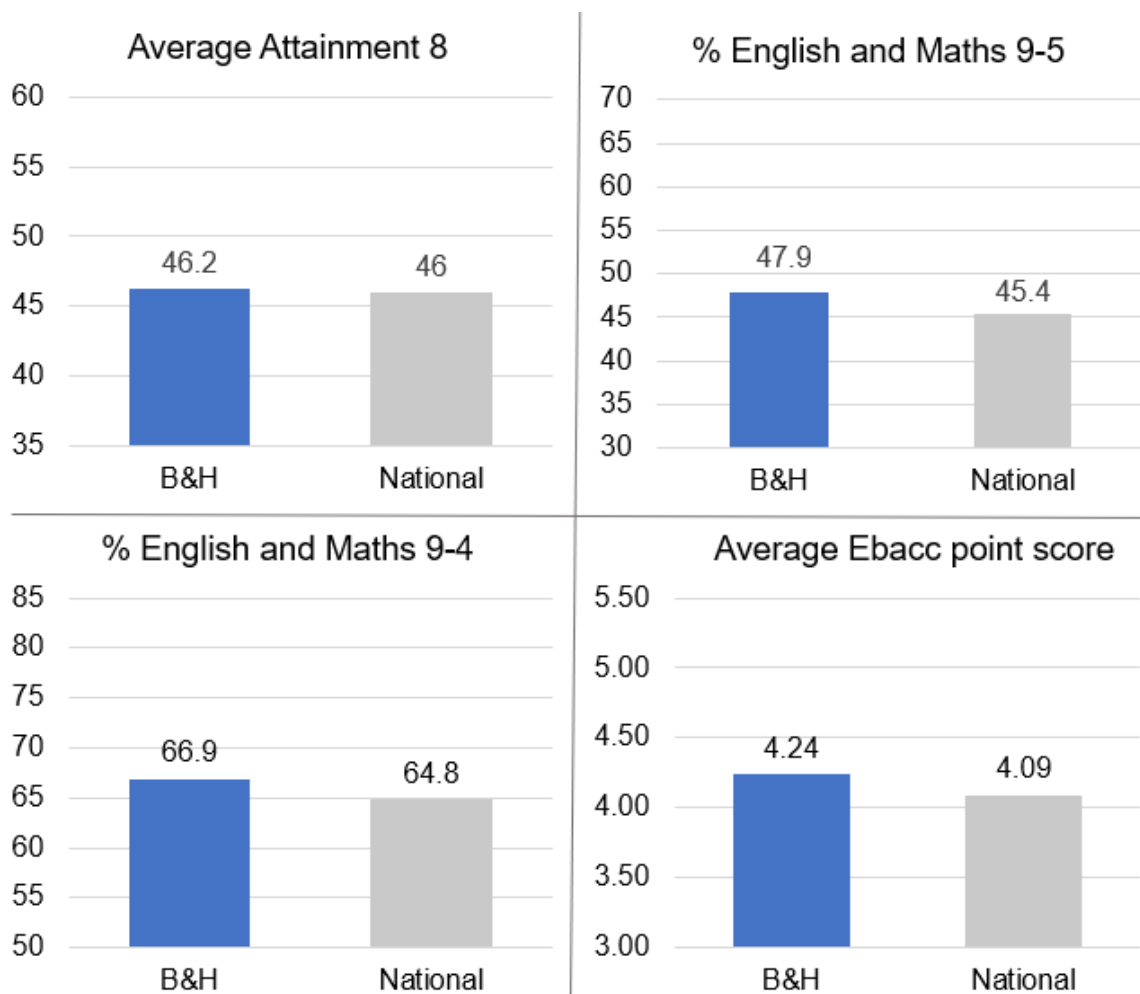




4.2.7 At KS2, the percentage of pupils with an Education Health and Care Plan (EHCP) achieving the expected standard in writing and maths is above the national average. Reading and reading, writing and maths combined are in-line with the national average.

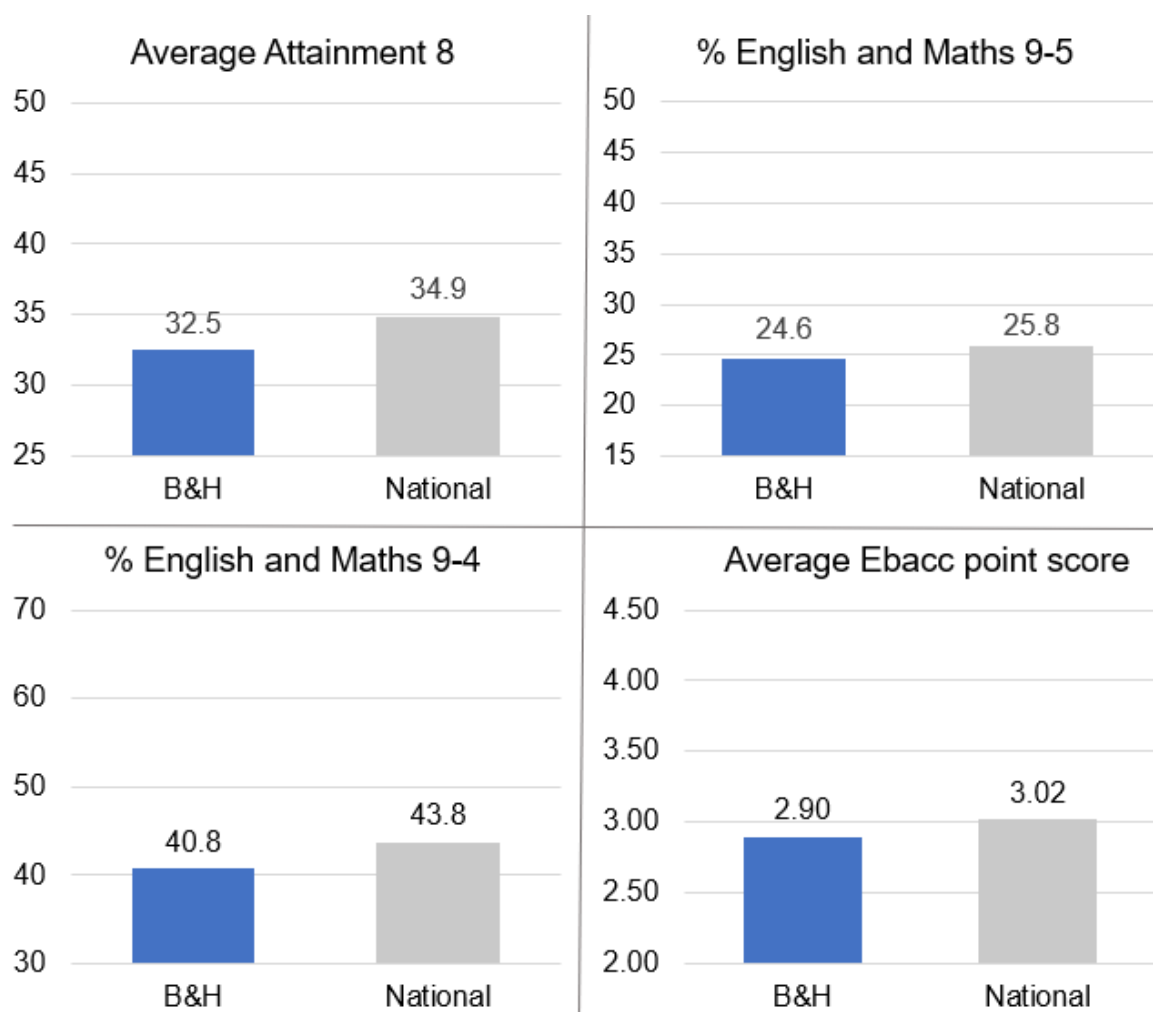
4.3 Key Stage 4 (See Appendix 5)

4.3.1 Key Stage 4 (KS4) key performance indicators of 2024/25 outcomes for all pupils.



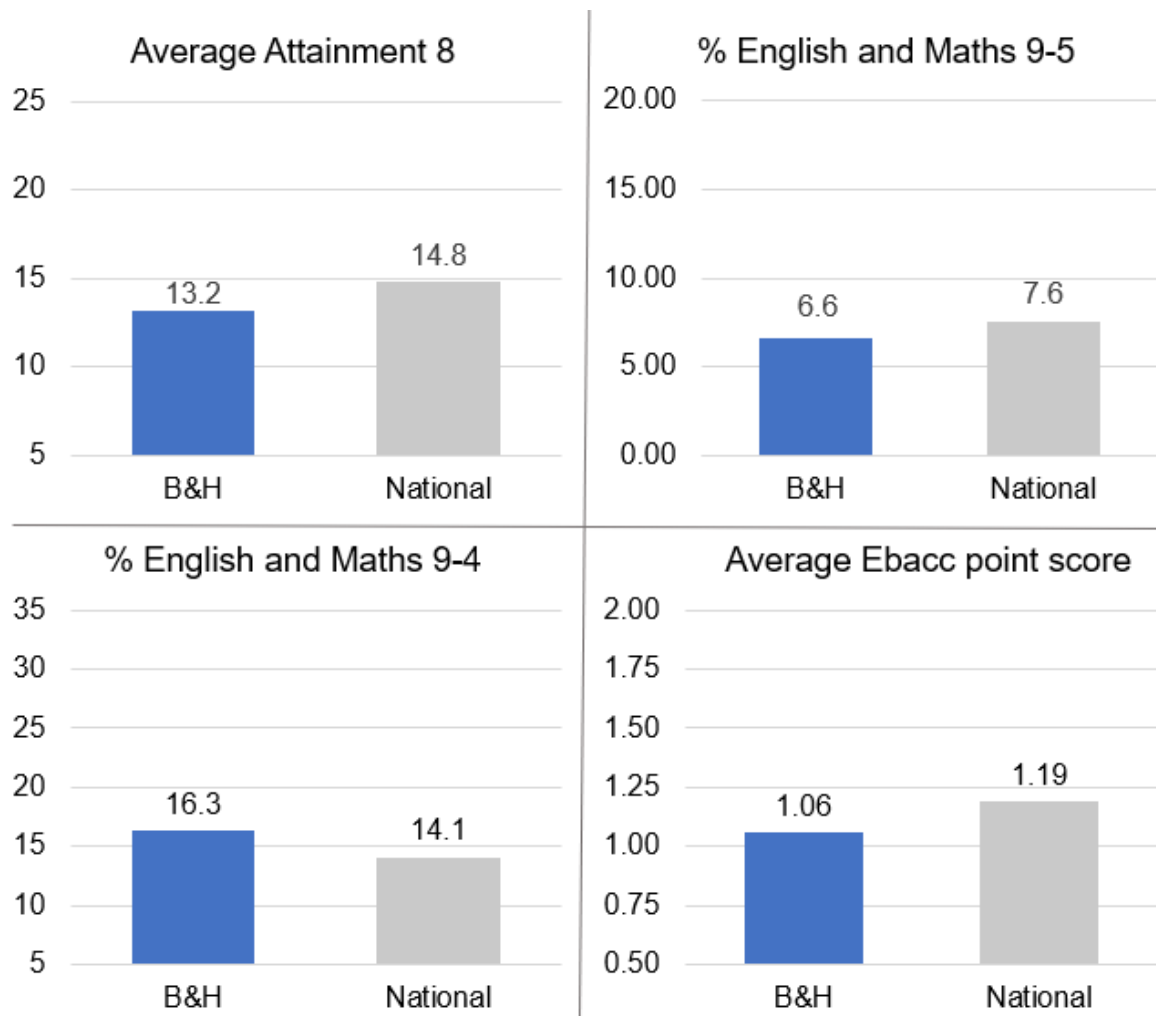
Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

- 4.3.2 Key attainment measures for all students including Attainment 8, Grade 4+ and 5+ in both English and Maths and EBAC score are strong (quartile B considering 152 LAs for which there is data) and above national averages.
- 4.3.3 Key Stage 4 key performance indicators of 2024/25 outcomes for Disadvantaged pupils



Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

- 4.3.4 Attainment of disadvantaged pupils is generally below the national averages for this group. This is consistent with trends prior to the pandemic. B&H is either in quartile B (5+ and Ebacc score) or C (Attainment 8 and 4+) for these measures.
- 4.3.5 Key Stage 4 key performance indicators of 2024/25 outcomes for students with an Education Health and Care Plan (EHCP).

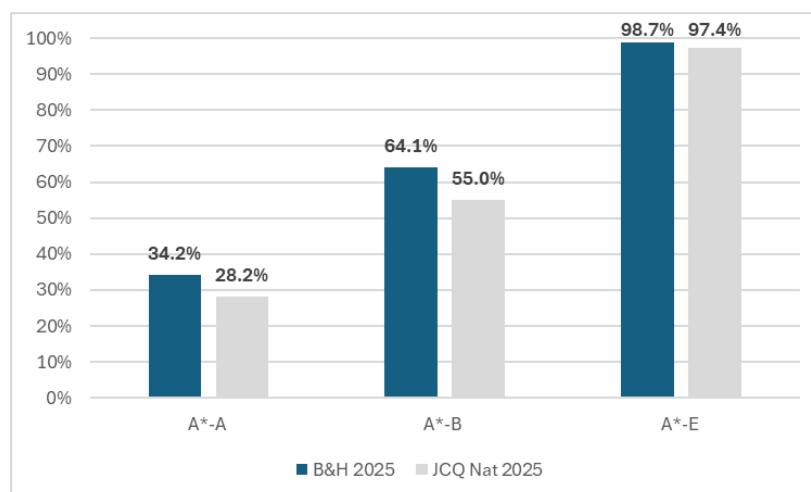


Axis ranges are set to approximate minimum and maximum local authority results excluding outliers

- 4.3.6 At KS4, Attainment 8 and Ebacc average point score of students with an EHCP is below the national average for this group. The percentage achieving English and Maths at grades 9-5 is below national, but grades 9-4 is above national.

4.4 Other Measures

- 4.4.1 Brighton and Hove A- Level results remain above National Averages for attainment.
- 4.4.2 A Level Results 2025 – Brighton & Hove (local collection) compared to the National JCQ Benchmark



4.4.3 Geographical analysis (see appendix 7) shows that there is significant variation of outcomes when we look at certain areas. Key stage 2 and key stage 4 outcomes are significantly lower in Moulsecoomb and Bevendean, East Brighton and some areas of Hove. This was also the case before the pandemic.

4.5 Next Steps and Focus on Disadvantage

4.5.1 The outcomes for disadvantaged pupils are improving at KS4 and are broadly in line with national averages. Reading at KS2 remains above national average. However, attainment remains below the national average in many areas and disadvantaged pupils do not do as well as non-disadvantaged pupils at all ages. This has been the case for many years and was the driver for the Strategy for Tackling Educational Disadvantage.

4.5.2 Specific work happening as a result of the Strategy for Educational Disadvantage includes:

4.5.2.1 All professional development events for school leaders and colleagues (governors and all school staff) are designed to support outcomes for disadvantaged pupils. We are committed to raising awareness of strategies to improve outcomes disadvantage in all conferences for school leaders. All training events delivered by the school improvement team have an integral focus on disadvantaged woven into course content.

4.5.2.2 As a result of our partnership work with Durrington Research School and the Education Endowment Foundation a total of 41 schools have completed the flagship training programme "From Mitigation to Success." Analysis of data from the primary schools who have engaged with this programme, show that average outcomes are above the national averages in most areas. Following this successful collaboration, we continued working together on an Evidence Exploration Partnership which aimed to identify and better understand why outcomes for disadvantaged pupils in Brighton and Hove are lower than their non-disadvantaged peers. A clear pattern emerged across Early Years, KS2, and KS4: spoken language and communication, alongside significant vocabulary deficits, were at the heart of underperformance across the city. We are now in Year 2 of a bespoke training programme and have plans for this to continue so that schools engaged will embark on a two- to four-year journey, not a one-off initiative. To raise attainment in primary maths, the school

improvement team commission professional development courses that cover Early Years Foundation Stage, KS1 and KS2. These are offered in conjunction with expert providers such as Sussex Maths Hub and Every Child Counts (Edge Hill University). The principles behind these offers align with the 'Recommendations for Improving Mathematics' published by the Education Endowment Foundation.

- 4.5.2.3 Work has been commissioned from the University of Sussex, where Dr Matt Easterbrook from the Psychology Department is collaborating with a cohort of 35 schools across the city. The project includes a series of workshops, training sessions and data analysis, supported by a structured evaluation process. It builds on evidence-informed approaches focused on strengthening teacher–student interactions and fostering a greater sense of belonging in classrooms—particularly for disadvantaged pupils.
- 4.5.2.4 Impact is measured for all maths professional development. For the Every Child Counts maths intervention, disadvantaged pupils made an average of 15 months progress over 12 weeks intensive input with an adult. Following professional development on Fractional Understanding, all schools engaged saw an increase in the number of pupils successfully answering questions from the Fractions, Decimals and Percentages strand in SATs. In response to schools' request, bespoke professional development has been designed to support and challenge the range of pupils currently found within one class.
- 4.5.2.5 We have mapped the extra-curricular opportunities for disadvantaged pupils, with the aim of supporting all schools to improve this provision by sharing best practice. Through offering a rich and broad offer, children are more likely to feel a sense of belonging to a school and attain better grades.
- 4.5.2.6 In primary schools, disadvantaged pupils are being prioritised for support in reading through a range of funded offers that include Every Child a Reader interventions, volunteer readers, and other projects identified by schools to meet the needs of their pupils. Schools with high levels of disadvantage pupils are being encouraged to engage with an evidence-based inspiring approach to writing delivered by the Centre of Literacy in Primary Education and supported by an associate school in the city. Schools that have engaged with this Power of Reading approach have seen outcomes in reading and writing improve for all their pupils, including their disadvantaged cohort.
- 4.5.2.7 Each school is allocated a prioritisation level and any school at risk of not being Ofsted 'Good' 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. We have successfully worked in partnership with 3 schools, who no longer need support, either because Ofsted have now judged them good, or because standards have risen appropriately to demonstrate they do not require further intervention. Another 3 schools with strategy boards closed.
- 4.5.2.8 We are continuing to promote and support the take up of 15 hours of free childcare for eligible disadvantaged two-year olds. Census data from January 2025 shows take-up at 85%. We offer early years providers a higher hourly rate for EYFE for disadvantaged two-year-olds, compared with those of working parents.

4.5.2.9 We continue to support the successful Word Play programme, a 30-week group intervention through BHISS in the final preschool year for children identified as at risk of delay in language and communication.

4.5.2.10 As part of Best Start in Life we are now also rolling out the evidenced based 'Early Talk Boost' programme from Speech and Language UK. We have funded resource packs for more than 30 early years education settings in the areas of highest need and are offering free training and follow up support to all.

5. Community engagement and consultation

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

6. Financial implications

6.1 The Local Authority (LA) has a duty to ensure schools are achieving the best for all pupils and monitors their performance from within existing resources. Schools have delegated budgets and must use these to achieve the best outcomes for pupils 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.

6.2 There are no direct financial implications for the LA as a result of the recommendations in this report. It is also key that the budgets are reviewed regularly in line with the Targeted Budget Management Timetable (TBM) to ensure there are no additional costs to the council during the financial year

7. Legal implications

7.1 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

8 Supporting Documentation

Appendices

APPENDIX 1

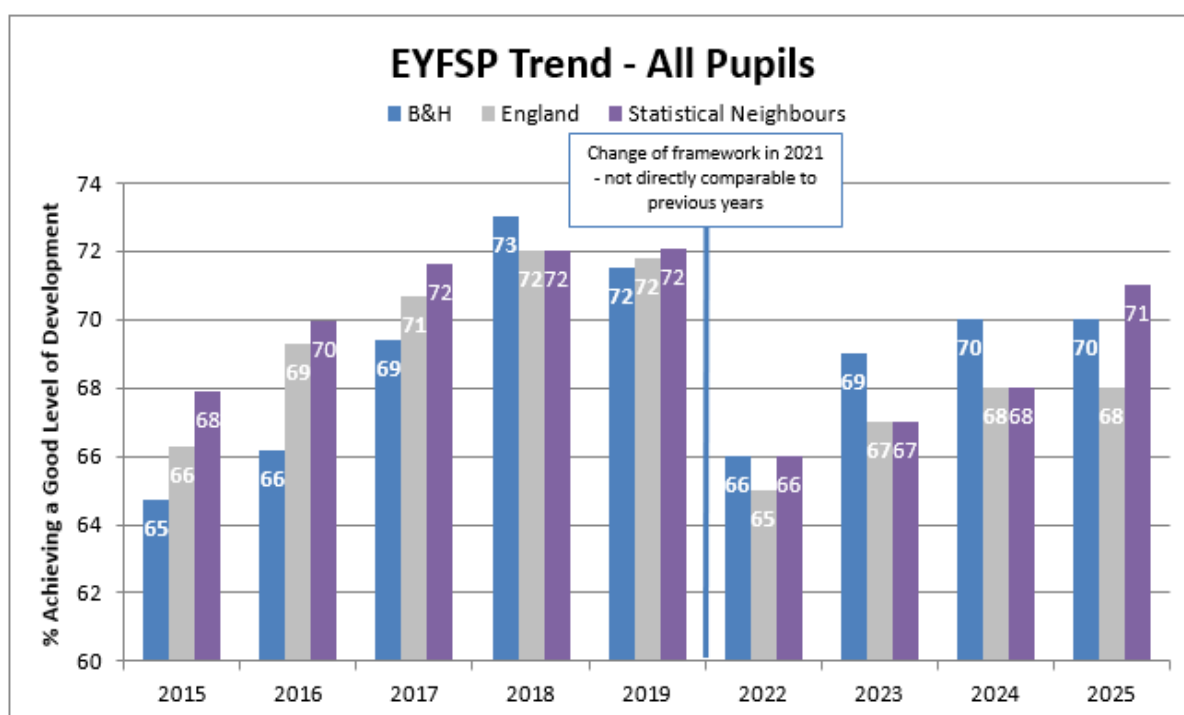
8.1.1 Early Years Foundation Stage Profile – (4- to 5-year-olds)

8.1.2 In 2021, the EYFSP assessment framework was significantly revised. It is therefore not possible to directly compare assessment after 2021/22 outcomes with earlier years.

8.1.3 The 2019/20 and 2020/21 data collections were cancelled due to coronavirus (COVID-19).

8.1.4 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.

8.1.5 Table 1: EYFSP Trend All Pupils



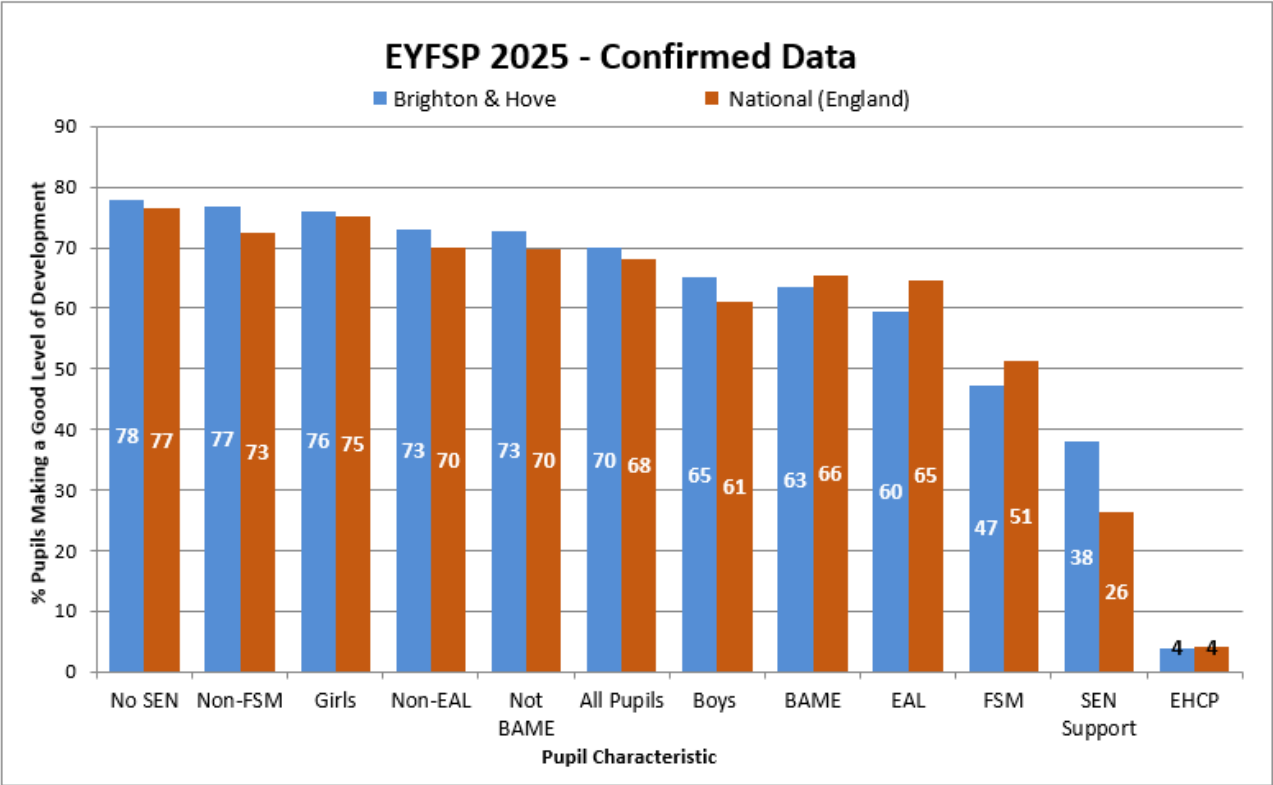
8.1.6 The Brighton & Hove percentage of all pupils achieving a good level of development was above the national average but slightly below the statistical neighbour average.

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

Children, Families & Schools Committee Agenda Item

Brighton & Hove City Council

8.1.8. Table 2: EYFSP 2025 Comparison



8.1.9 In 2025, there were 433 reception pupils who had applied for and were eligible for Free School Meals (FSM), out of a cohort of 2,267 (19.1%). The Brighton & Hove percentage of pupils eligible for Free School Meals (FSM) achieving a good level of development was 47% which was lower than the national average (51%).

8.1.10 In Brighton & Hove, the percentage of pupils with SEN (Special Educational Needs) Support achieving a good level of development was significantly above the national value. The percentage of Brighton & Hove reception children with an Education Health and Care Plan achieving a good level of development was in-line with the national figure.

8.1.12 The percentage of pupils with English as an Additional Language (EAL) achieving a good level of development continues to be below the national figure.

8.2 Actions taking place or planned – focus on disadvantage:

8.2.1 In Brighton & Hove, we have high take up rates of the early years free entitlement by eligible two year olds. From the 2022 census the take-up in Brighton & Hove was 90%, significantly above the national figure of 72% and our statistical neighbours of 69%. This early provision will support the children of disadvantaged families and provide that early support that can make such a difference.

- 8.2.2 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 Hubs, children's social care, 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. A new Best Start in Life Strategic plan 2026-2029 has been developed and published with a focus on delivering Best Start in Life to meet GLD targets for 2028.
- 8.2.3 The Best Start in life Strategic plan has a focus on delivering home learning and evidence based interventions including REAL (Raising Early Achievement in in Literacy) Early Talk Boost, PEEP learning together and Triple P parenting through Best Start Family Hubs and Early years settings with a focus on disadvantaged children. The programmes aim to work with parents to increase opportunities to learn in the home environment and improve parenting outcomes.
- 8.2.4 Brighton & Hove took part in Phase 1 of the national Early Years Professional Development Programme (EYPDP). This supported 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. Fourteen early years practitioners in Brighton & Hove gained a level 4 qualification in Creating Communication Friendly Settings for 2s to 4s, and ten settings in the private and voluntary sectors as well as our children's centre nurseries gained Communication Friendly Status for 2s to 4s. Brighton & Hove will take part in Phase 3 of the updated EYPDP national programme from spring 2023.
- 8.2.5 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. EMAS delivered specific training for parents of children receiving EMAS bilingual and TA support in reception. This comprised 3 sessions around how to help your child at home. This was delivered over zoom and in community languages. EMAS supported early years settings with network meetings focussing on how children progress through steps of learning English and how to identify SEND for an EAL child. EMAS continues providing specialist and targeted Teaching Assistant support in reception for EAL pupils without a bilingual assistant.
- 8.2.6 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.

APPENDIX 2

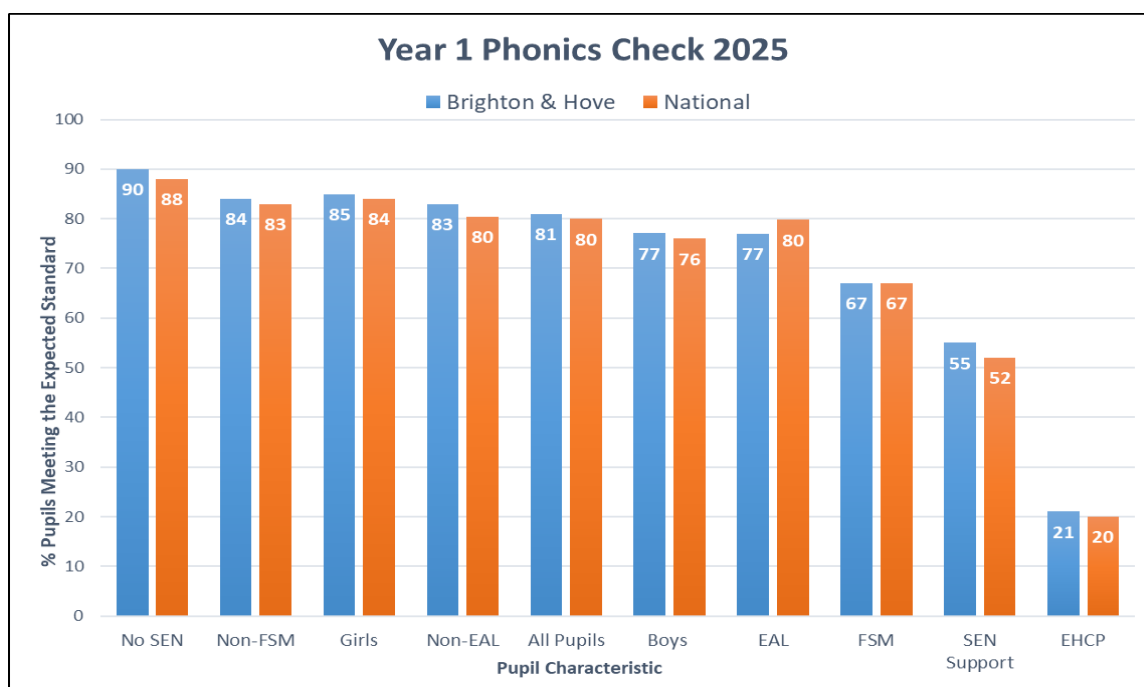
9.1 Year 1 Phonics Check (age 6)

9.1.1 These statistics cover the Phonics Check outcomes of year 1 pupils. Year 2 pupils are checked again in the following year if they do not meet the standard in Year 1.

9.1.2 The Brighton & Hove percentage of Year 1 pupils meeting the required standard for Phonics was 1 percentage point above national and 1 percentage point below the statistical neighbour average.

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

9.1.4 Table 3: Year 1 Phonics 2025



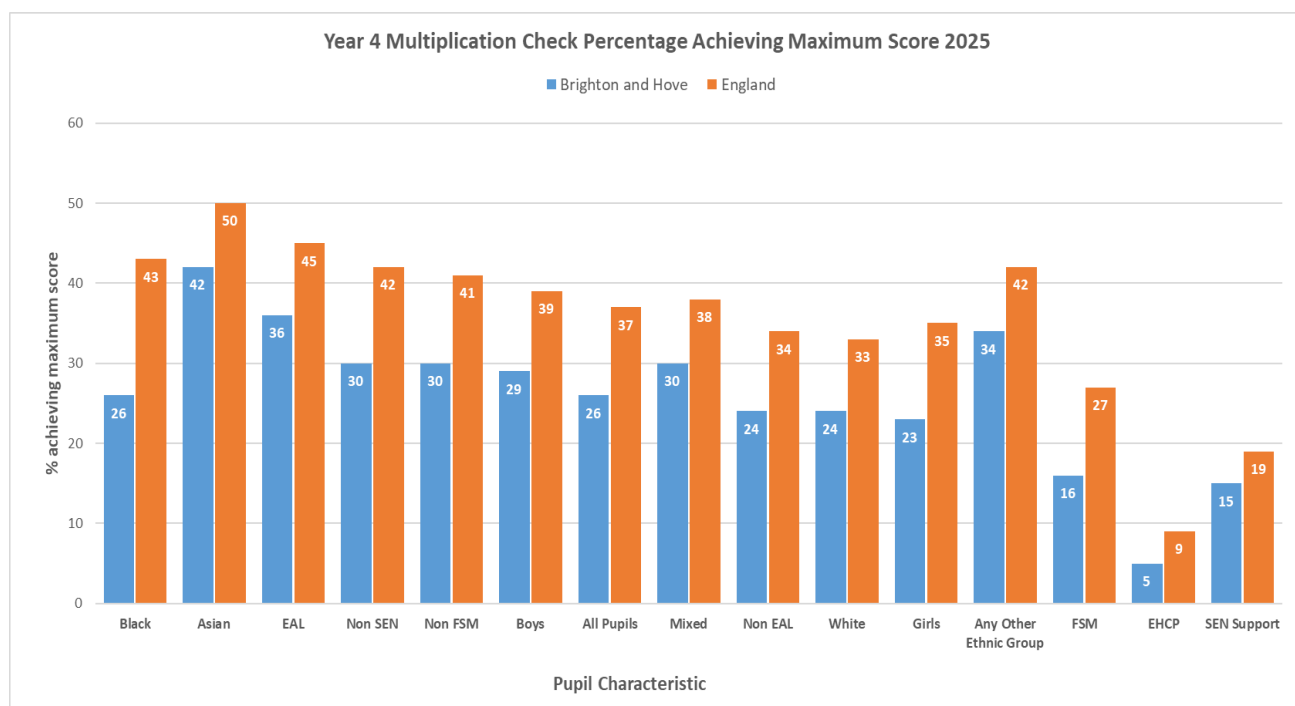
9.2 Actions (taken place or) happening as a result of data:

9.2.1 We work closely with Springhill English Hub (based in Southampton) to provide support for schools where needed. This includes: school visits to conduct a phonics audit, providing Continuing Professional Development (CPD) and funding to support specific resources for the school's Systematic Synthetic Phonics program.

9.2.2 A small number of schools have had and continue to have further challenge and support. This is being offered mainly by School Partnership Advisers.

APPENDIX 4

Multiplication Check



10 Key Stage 2 Outcomes (All Pupils)

- 10.1.1 In Brighton and Hove, 2536 pupils were included in end of KS2 attainment statistics.
- 10.1.2 Nationally, outcomes in reading, writing and maths combined have increased by at least one percentage point each year since 2022. Combined outcomes in Brighton & Hove are the same since 2022.
- 10.1.3 Nationally, the outcomes for each subject have improved since 2022, with reading seeing the least growth in this period. In Brighton and Hove reading and maths have decreased in comparison to 2022 values, while writing has increased slightly. All Brighton & Hove outcomes remain lower than outcomes in 2019, which can be attributed to the effects of the COVID-19 pandemic.
- 10.1.4 The Brighton & Hove percentage of pupils achieving the expected standard for Reading, Writing and Mathematics combined (60%) is below the national average (63%).
- 10.1.5 The percentage of pupils achieving the expected standard in reading is now in-line with the national average, whereas the percentage of pupils achieving the higher standard continues to be above the national average.
- 10.1.6 The percentage of pupils achieving the expected standard in writing based on teacher assessment is below national. The percentage of pupils writing at a greater depth within the expected standard continues to be below national.

- 10.1.7 The percentage of pupils achieving the expected standard in Mathematics and the percentage of pupils achieving the higher standard are both below the respective national averages by 4 percentage points.

10.2 Disadvantaged Pupils

- 10.2.1 There were 790 disadvantaged pupils at the end of KS2 in 2025.
- 10.2.2 The percentage of disadvantaged pupils in Brighton & Hove achieving the expected standard in reading, writing and mathematics combined is below the national average for this group by 7 percentage points.
- 10.2.3 The percentage of disadvantaged pupils achieving the expected standard in reading is now below the national average for this group.
- 10.2.4 The percentage of disadvantaged pupils achieving the expected standard in writing continues to be below national.
- 10.2.5 The percentage of disadvantaged pupils achieving the expected standard in maths is below the national average for this group, with the gap now extending from 5 to 8 percentage points.

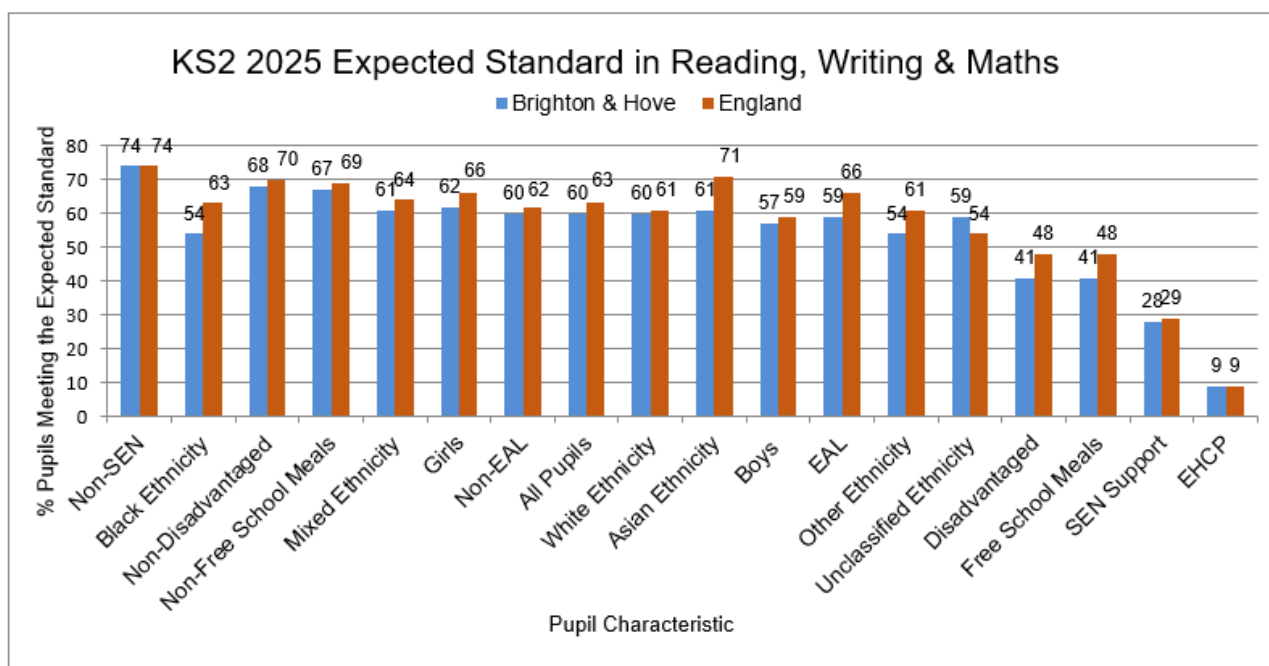
10.3 Pupils with Special Educational Needs

- 10.3.1 In Brighton & Hove, there were 173 pupils with an Education, Health and Care Plan (EHCP) at the end of KS2 in 2025. In Brighton & Hove, the percentage of pupils with an EHCP achieving the expected standard in reading, writing and mathematics combined was in-line with the national average for this group.
- 10.3.2 In Brighton & Hove, there were 552 pupils with SEN Support at the end of KS2 in 2025. In Brighton & Hove, the percentage of pupils with SEN Support achieving the expected standard in reading, writing and mathematics combined is below the national average for the group by 1 percentage point.

10.4 Other Groups

- 10.4.1 There were 127 Asian pupils, 74 Black pupils, 259 Mixed pupils, 82 pupils from any other ethnic group, 43 pupils with an unclassified ethnicity and 1962 White pupils at the end of KS2 in 2025.
- 10.4.2 Excluding pupils with an unclassified ethnicity, the Brighton & Hove percentages of pupils achieving the expected standard in reading, writing and mathematics combined were below the national average for all ethnic groups.
- 10.4.3 There were 427 pupils with English as an Additional Language (EAL) at the end of KS2 in 2025. The percentage of pupils with EAL achieving reading, writing, and maths combined is in-line with the national average for the same group.

10.4.4 Figure : Percentage achieving reading, writing and maths at the expected standard by pupil characteristic with national comparator.



10.4.5 Table : Percentage achieving reading, writing and maths combined trend for all, disadvantaged, and non-disadvantaged pupils with national and other comparators.

KS2 2025: Percentage of pupils achieving the expected standard in Reading, Writing and Maths	2023	2024	2025
B&H All	60	60	60
England All	60	61	63
B&H Disadvantaged	39	40	41
B&H Other (non-disadvantaged)	67	68	68
England Disadvantaged	44	46	48
England Other (non-disadvantaged)	67	68	70
Statistical Neighbour Disadvantaged	39	39	46
South East Coastal Strip Disadvantaged	39	40	43

10.4.6 Table : Percentage achieving the expected standard in individual and combined subjects trend for all, disadvantaged and non-disadvantaged pupils with national comparator.

KS2 2025 Revised	Pupil group	Brighton & Hove			Trend	National			Trend
Results		2023	2024	2025		2023	2024	2025	
Reading Test	All pupils	73	79	76		76	75	76	
	Disadvantaged	60	65	61		61	63	64	
	Non-disadvantaged	82	85	83		79	80	81	
Writing Teacher Assessment	All pupils	72	71	71		72	72	73	
	Disadvantaged	51	53	54		58	59	59	
	Non-disadvantaged	79	78	79		78	78	79	
Maths Test	All pupils	72	72	71		73	74	75	
	Disadvantaged	55	54	53		59	59	61	
	Non-disadvantaged	79	79	80		80	80	81	
Reading, Writing and Maths combined	All pupils	60	60	60		60	61	63	
	Disadvantaged	39	40	41		44	46	48	
	Non-disadvantaged	67	68	68		67	68	70	

APPENDIX 5

11. Key Stage 4 GCSE Revised Results

11.1 All pupils

11.1.1 In Brighton & Hove, there were 2,396 pupils at the end of KS4 in 2025.

11.1.2 In Brighton & Hove, the average Attainment 8 of all pupils continues to be above the national average. The percentages of pupils achieving standard passes (grades 4-9) and strong passes (grades 5-9) in English and maths combined are also above the national average.

11.2 Disadvantaged Pupils

11.2.1 In Brighton & Hove, there were 638 disadvantaged pupils at the end of KS4 in 2025.

11.2.2 The average Attainment 8 score is below the national average for this group. The percentages of disadvantaged pupils achieving standard passes (grades 4-9) and strong passes (grades 5-9) in English and Maths combined are also below the national average for this group.

11.3 Pupils with Special Educational Needs

11.3.1 In Brighton & Hove there were 166 pupils with an Education, Health and Care Plan (EHCP) at the end of KS4 in 2025.

11.3.2 In Brighton & Hove, the average Attainment 8 of pupils with an EHCP is below the national average for this group. The percentage of these pupils achieving strong passes (grades 5-9) is below the national average for this group. The percentage achieving standard passes (grades 4-9) in English and Maths combined is above the national average for this group.

11.3.3 In Brighton & Hove, there were 404 pupils with SEN Support at the end of KS4 in 2025.

11.3.4 In Brighton & Hove, the average Attainment 8 of pupils with SEN Support is above the national average for this group. The percentage of these pupils achieving standard passes (grades 4-9), and strong passes (grades 5-9) in English and Maths combined is above the national averages for this group.

11.4 Other Groups

11.4.1 There were 110 Asian pupils, 55 Black pupils, 240 Mixed pupils, 83 pupils from any other ethnic group, 24 pupils with an unclassified ethnicity and 1884 White pupils at the end of KS4 in 2025.

11.4.2 Average Attainment 8 for Black pupils is below the national group. Asian, Mixed, other and White groups are above their group national averages.

11.4.3 In Brighton and Hove there were 360 pupils with English as an additional language (EAL) at the end of KS4 in 2025.

11.4.4 Average Attainment 8 for pupils with EAL was above the national average of that group. The percentage of EAL pupils achieving strong passes (grades 5-9) in English and Maths combined was below the national average.

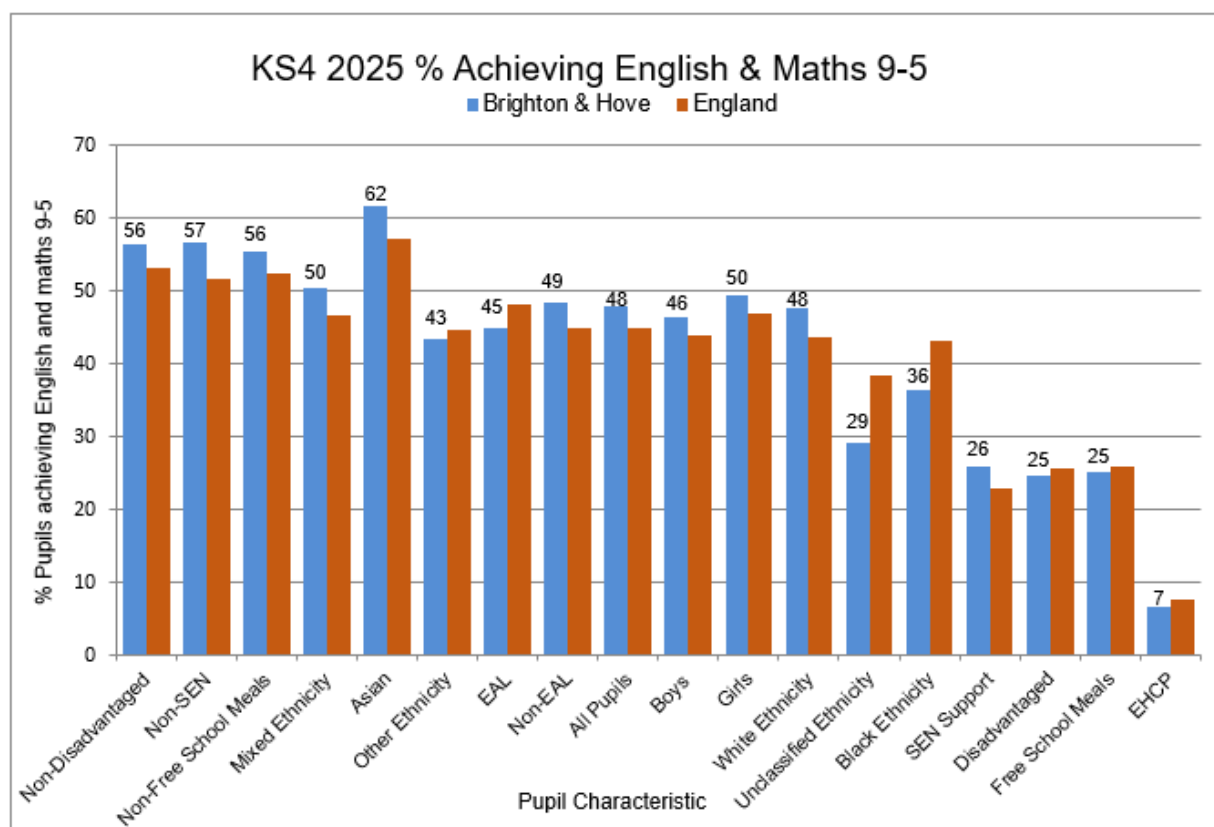
11.4.5 Table : Attainment 8 for all, disadvantaged and non-disadvantaged pupils with national and other comparators.

Attainment 8	2018	2019	2023	2024	2025
B&H All	48.0	47.6	47.8	48.0	46.2
England All	46.6	46.8	46.4	46.1	46.0
B&H Disadvantaged	34.9	33.7	32.5	34.0	32.5
B&H Other (non-disadvantaged)	52.3	52.3	52.3	52.3	51.2
England Disadvantaged	36.8	36.8	35.1	34.7	34.9
England Other (non-disadvantaged)	50.3	50.5	50.4	50.2	50.4
Statistical Neighbour Disadvantaged	34.6	34.9	33.1	32.4	37.2
South East Coastal Strip Disadvantaged	33.5	33.6	31.3	31.3	32.0

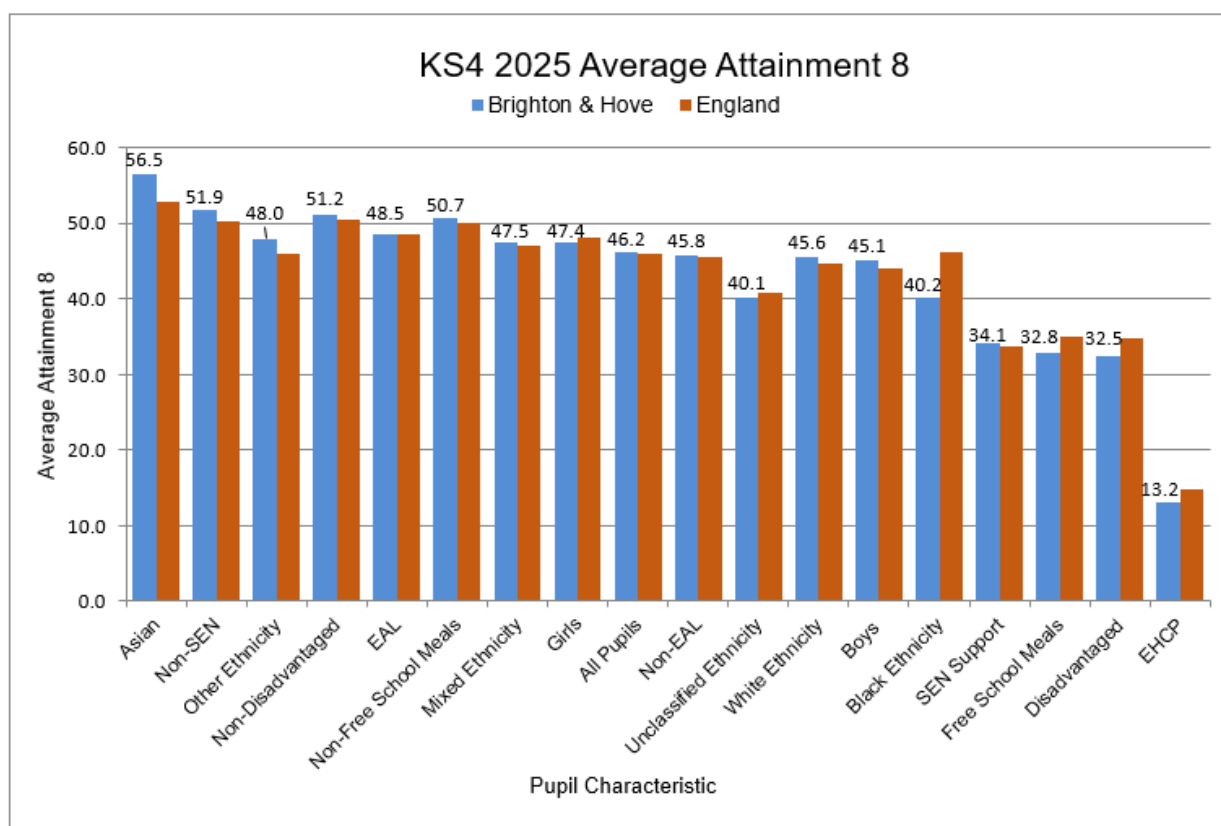
11.4.6 Table : Disadvantaged pupils results trend with national comparator.

Year	% English and Maths 9-4		% English and Maths 9-5		Attainment 8		Progress 8		Ebacc average point score (APS)	
	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat	B&H	Nat
2018	43.2	44.6	21.1	24.9	34.9	36.8	-0.57	-0.44	2.93	3.07
2019	41.1	44.9	21.9	24.8	33.7	36.8	-0.70	-0.45	2.84	3.09
2023	42.5	43.7	24.0	25.4	32.5	35.1	-0.74	-0.57	2.89	2.99
2024	44.3	43.7	27.8	26.1	34.0	34.7	-0.59	-0.57	3.04	3.00
2025	40.8	43.8	24.6	25.8	32.5	34.9	-	-	2.90	3.02

Figure : Percentage achieving English and maths grade 9 to 5 by pupil characteristics with national comparator.



11.4.5 Figure : Average Attainment 8 score by pupil characteristics with national comparator.



11.5 Actions as a result of data – focus on disadvantage

11.5.1 As explained previously in the report there is a strategy in place to improve outcomes for disadvantaged which includes all secondary schools in the City. All 10 schools are member of the secondary partnership and are committed to working together to improve outcomes for disadvantaged pupils. This includes commitment to a joint performance indicator linked to outcomes of disadvantaged pupils across the city.

11.5.2 Work continues to support pupils as they move from KS2 to KS3. The Vulnerability Index provides a template so that clear information can be transferred quickly and easily between settings. Training is delivered to primary colleagues on how to effectively complete this form and to KS3 colleagues on how to then use this information to successfully support their new pupils.

11.5.3 In addition to the Vulnerability Index, city-wide literacy transition units of work provide further support during this transition from Year 6 to Year 7. During Year 6, all pupils in the city engage with texts from Happy Here, producing writing to share with their new secondary teachers. On arrival in Year 7, pupils continue to use the same book offering them some

familiarity. Teachers are able to refer to pupil's writing from Year 6 as a benchmark to support progress through KS3.

- 11.5.4 In conjunction with the Sussex Maths Hub, we are offering professional development that supports pupils in their transition from primary to secondary school. EEF research has shown there is a dip in attainment from Y6 into Y7, especially for disadvantaged pupils, and this project aims to mitigate against this. This collaboration between primary and secondary teachers of maths focuses on quality first teaching and consistent approaches across the phases.
- 11.5.5 In response to a request from a secondary Headteacher, our school improvement team facilitated a cross-phase writing project. This enabled colleagues from Y6 and KS3 to meet, share practice and develop strategies to ensure a consistency of approach to the teaching and learning of reading and writing. The overarching aim of this group is to raise outcomes for disadvantaged pupils in their English GCSE.
- 11.5.6 Subject networks are supported by the LA, allowing subject leaders from schools to meet, share resources, planning and pedagogy. Leads for each of these sub groups meet with the LA and all subject areas are focusing on what can be done to support disadvantaged learners this year.
- 11.5.7 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);
- 11.5.8 Secondary chairs of governors meet each term with the local authority to support and challenge each other and to share best practice. Their Autumn meeting examined data relating to disadvantage
- 11.5.9 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.
- 11.5.10 Services such as Virtual School, TESU (Traveller Education Service Unit) 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.

Appendix 6

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

12.1.1 Table 6:

	2023	JCQ Nat 2023	2024	JCQ Nat 2024	2025	JCQ Nat 2025
A*-A	33.7%	26.5%	35.7%	27.6%	34.2%	28.2%
A*-B	62.6%	52.7%	63.5%	53.6%	64.1%	55.0%
A*-E	98.9%	97.2%	98.3%	97.1%	98.7%	97.4%

12.2 National Results

12.2.1 This year's pattern shows the percentage of entries resulting in A*-A, A*-B and A*-E have all increased since last year.

12.2.2 Nationally, the A level pass rate (A*-E) was at 97.4%, compared to 97.1% in 2024 and 97.2% in 2023. The proportion of A* and A grades was 28.2%, compared to 27.6% in 2024 and 26.5% in 2023.

12.2.3 The number of A Level entries decreased by 0.3% on the previous year, whilst there was a 11.9% decrease in AS Level entries.

12.3 Brighton & Hove

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

12.3.2 In 2025, provisional results show 34.2% of A Level entries achieved grade A* or A, compared to 35.7% in 2024 and 33.7% in 2023.

12.3.3 Around 89% of A-Level students in the city study at the two sixth form colleges, around 67% at BHASVIC and around 22% at Varndean College. Approx. 11% of A-level students study in the sixth forms at Newman College (CNCS), Hove Park and BACA, with 93% of these attending Newman College. There has been an increase in the number of learners since the previous year, from 2609 (in 2024) to 2839 (in 2025). Kings School Sixth Form had their first cohort of learners completing A Levels this year.

Appendix 7 GEOGRAPHICAL AREA ANALYSIS OF OUTCOMES

13.1 Results have been analysed by Ward, Middle Super Output areas across Brighton and Hove, Lower Super Output Areas representing 'inner' Whitehawk, and the 'BN2 5' postcode sector. Pupils are assigned to areas based on their main home address in the January School Census 2025.

13.1.1 Overall attainment measures in KS2 and KS4 show geographical variation. KS2 and KS4 outcomes are significantly lower in areas of Moulsecoomb, Bevendean, East Brighton and some areas of Hove. This was the case in 2019. The reasons for this will be likely linked to low income and the disproportionately negative affect of the pandemic in these areas.

13.1.2 Table. KS2 and KS4 attainment measures for areas of interest in Brighton and Hove

All areas in Brighton and Hove	KS2 Pupils	KS2 % achieving reading, writing and maths at the expected standard	KS4 Pupils	KS4 % achieving GCSE English and maths 9-5
Brighton and Hove average	2,536	60%	2,396	48%
National average	-	63%	-	45%
Wards <i>2023 definition (doesn't include some pupils newly arrived from overseas that are removed from official local authority statistics above, or non-Brighton and Hove residents in Brighton and Hove schools)</i>				
Brunswick & Adelaide	38	71%	33	45%
Central Hove	79	73%	60	57%
Coldean and Stanmer	63	56%	59	31%
Goldsmid	109	69%	84	62%
Hangleton & Knoll	237	51%	199	48%
Hanover & Fiveways	116	45%	126	52%
Hollingdean & Fiveways	188	65%	206	62%
Kempton	37	35%	39	46%
Moulsecoomb & Bevendean	132	52%	112	31%
North Portslade	129	51%	129	35%
Patcham & Hollingbury	153	61%	179	49%
Preston Park	126	60%	128	60%
Queens Park	77	51%	69	52%
Regency	28	68%	36	47%
Rottingdean and West Saltdean	70	63%	53	32%
Round Hill	39	54%	43	47%
South Portslade	117	68%	100	41%
West Hill & North Laine	39	62%	47	43%
Westbourne & Poets' Corner	94	71%	77	57%
Westdene & Hove Park	170	71%	136	69%

Whitehawk & Marina	117	52%	131	30%
Wish	95	74%	111	69%
Woodingdean	108	56%	101	28%
<i>Middle Super Output Area</i> <i>2011 definition (doesn't include some pupils newly arrived from overseas that are removed from official local authority statistics above, or non-Brighton and Hove residents in Brighton and Hove schools)</i>				
Aldrington	85	69%	76	58%
Aldrington South	56	82%	58	67%
Bevendean & Moulsecoomb East	83	54%	75	24%
Brunswick	27	78%	32	44%
Coldean & Moulsecoomb North	61	57%	59	31%
Elm Grove & Bear Road	61	57%	64	56%
Fiveways	97	73%	110	69%
Goldsmid East	67	61%	58	64%
Goldsmid West	78	79%	57	54%
Hangleton North	134	58%	97	45%
Hangleton South	120	47%	119	51%
Hanover	59	44%	60	60%
Hollingbury	73	68%	90	62%
Hollingdean & Moulsecoomb West	105	48%	97	43%
Hove Central	32	66%	26	42%
Kemptown	32	41%	33	52%
King Alfred	47	64%	29	76%
Mile Oak	95	51%	104	35%
North Laine & the Lanes	35	71%	52	42%
Patcham East	75	65%	106	48%
Patcham West & Westdene	87	61%	61	62%
Portslade by Sea	91	71%	102	58%
Portslade Village	93	61%	69	38%
Preston Park	71	55%	54	65%
Roedean & Marina	35	51%	44	55%
Rottingdean & Saltdean	70	63%	53	32%
Round Hill	30	40%	38	42%
Seven Dials	39	51%	28	64%
St James's Street & Queen's Park	52	44%	43	44%
West Blatchington	80	74%	65	68%
Whitehawk	116	47%	129	24%
Withdean Woods	67	66%	69	55%
Woodingdean	108	56%	101	28%
(Not known)	0	-	0	-

Specific Areas in Brighton and Hove	KS2 Pupils	KS2 % achieving reading, writing and maths at the expected standard	KS4 Pupils	KS4 % achieving GCSE English and maths 9-5
<i>Lower Super Output Area 2011 definition</i>				
Brighton and Hove 025B	24	54%	28	14%
Brighton and Hove 025C	15	53%	25	20%
Brighton and Hove 025E	19	42%	24	17%
Brighton and Hove 032A	11	45%	18	56%
'inner' Whitehawk (total of above)	69	49%	95	24%
<i>BN2 5 Postcode sector</i>				
BN2 5 total	118	51%	135	30%

** This includes pupils in Brighton and Hove schools except for those with sole registration in pupil referral units. It does not include residents in schools of other local authority areas, independent schools, non-maintained special schools, and those educated other than at school.*

Figure. End of Key Stage 2 attainment map using middle super output area (MSOA) boundaries.

End of Key Stage 2: Percentage of pupils achieving the expected standard in Reading, Writing and Maths combined.

Legend ● 40-49% ● 50-59% ● 60-69% ● 70-79%

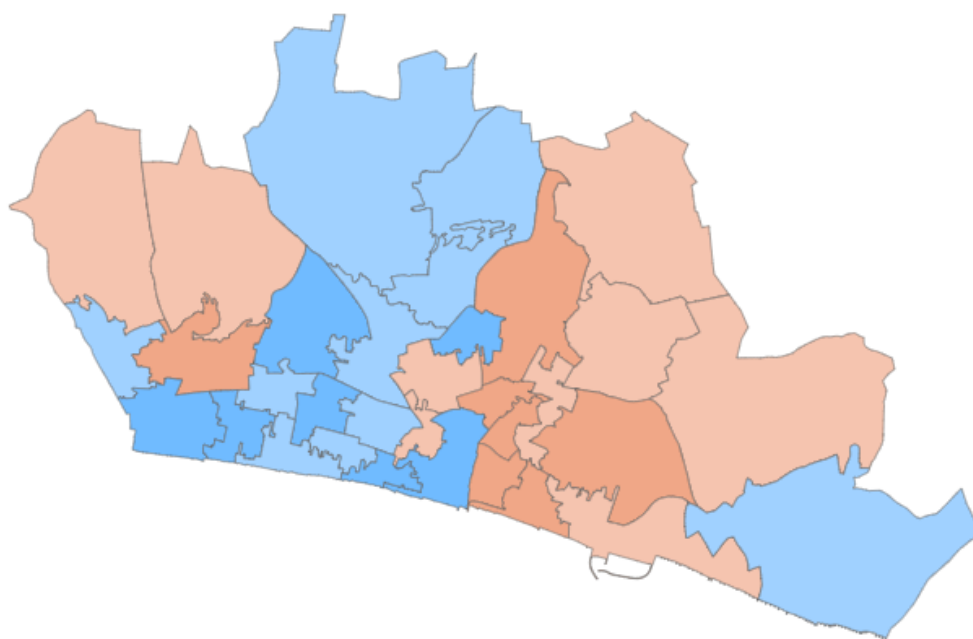


Figure. End of key stage 4 attainment map attainment map using middle super output area (MSOA) boundaries.

End of Key Stage 4: Percentage of pupils achieving English and Maths GCSEs combined at grades 9 to 5

Legend ● 20-29% ● 30-39% ● 40-49% ● 50-59% ● 60-69% ● 70-76%

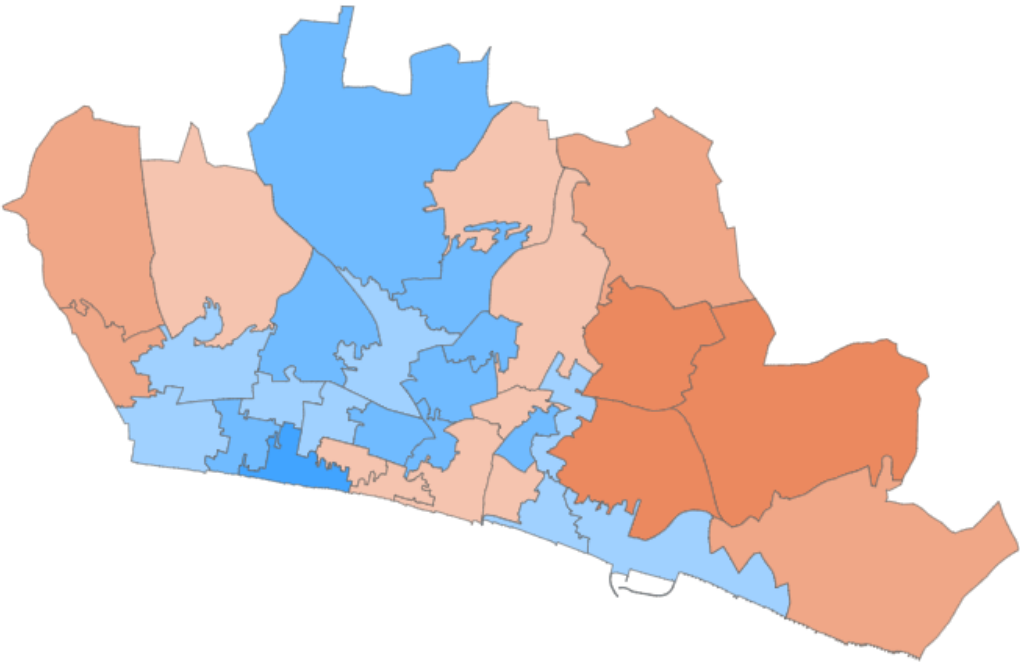


Figure. End of Key Stage 2 attainment map using ward boundaries.

End of Key Stage 2: Percentage of pupils achieving the expected standard in Reading, Writing and Maths combined.

Legend ● 38-39% ● 40-49% ● 50-59% ● 60-69% ● 70-76%

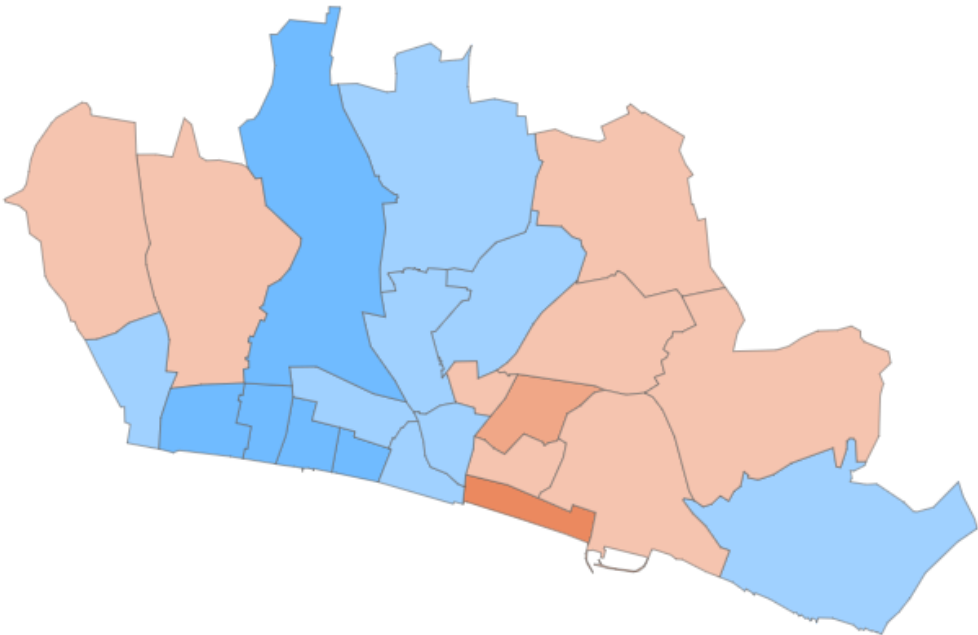
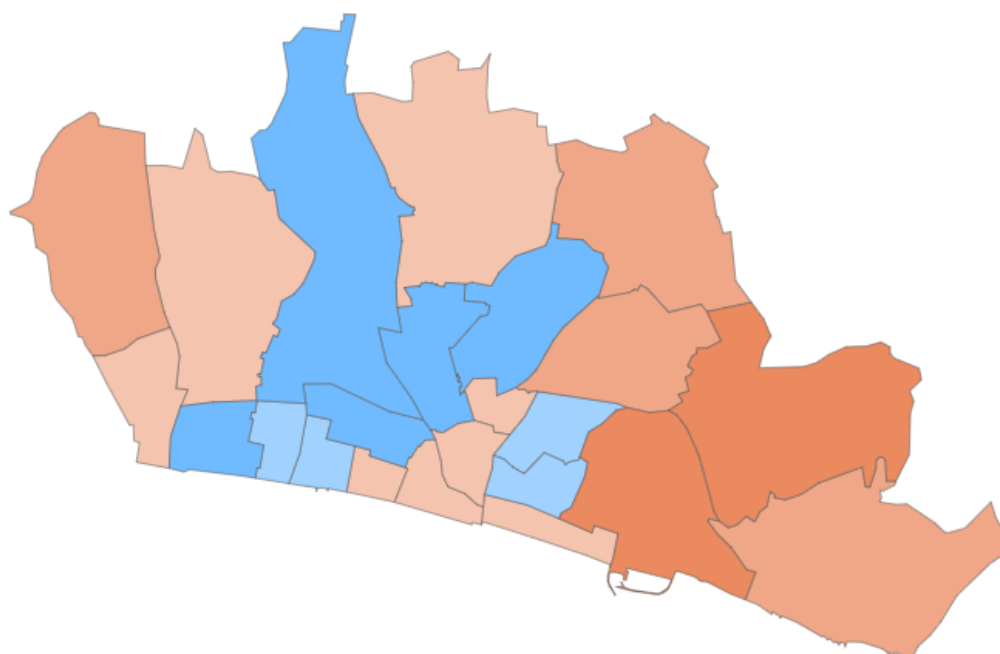


Figure. End of key stage 4 attainment map using ward boundaries.

End of Key Stage 4: Percentage of pupils achieving English and Maths GCSEs combined at grades 9 to 5

Legend ● 21-29% ● 30-39% ● 40-49% ● 50-59% ● 60-68%



13.2 Actions as a result of data

- 13.2.1 Any Requires Improvement Schools within most deprived wards will be prioritised for school improvement support. At this stage we are expecting schools to reach an agreement with partnerships to an increased spend to support these schools. We are also looking to our school partnerships and working to develop support for schools in this area requiring intervention and support.
- 13.2.2 Funded audits of provision for disadvantaged pupils are being developed. Once tested, we will invite all schools serving children and young people from Whitehawk and other deprived wards to be the first to benefit.
- 13.2.3 Maths and Reading projects will continue to target all schools within the most deprived wards and where they are not already engaged, work will be undertaken to understand why. Likewise, wider training and professional development offers will target these schools to ensure they benefit.
- 13.2.4 The Local Authority will continue to work with the Multi-Academy Trusts to develop strong relationships and look at shared approaches to supporting the pupils in these wards.
- 13.2.5 We are reviewing the current partnership cluster model to ensure that schools in Whitehawk are active participants in strong partnerships that focus on school improvement.

- 13.2.6 We will continue to work with community partners such as Class Divide to look at practical steps that can be taken to improve the educational experience of children and young people in these wards.
- 13.2.7 We have consulted with a community group and as a result are planning a conference with a focus on 'belonging'. This conference will be an opportunity to highlight the challenges children and young people living in poverty face on a day-to-day basis in addition to exploring and sharing best practice.
- 13.2.8 For Early Years children, the Whitehawk area is included in a targeted pilot organised by the library service and Children's Centres throughout 2023 to promote the value of stories and reading with young children. This includes working with schools and local nurseries to deliver parent and child sessions; story sessions and giving useful resources to those who attend.

