

<b>Subject:</b>	Brighton & Hove City Council: Annual Standards and School Performance Report 2011/12		
<b>Date of Meeting:</b>	Children & Young People's Committee Meeting 12 <sup>th</sup> November 2012		
<b>Report of:</b>	Jo Lyons – Lead Commissioner, Learning & Partnership		
<b>Contact Officer:</b>	Hilary Ferries, Strategic		
	<b>Name:</b>	Commissioner Standards & Achievement	<b>Tel:</b> 29-3738
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<b>Ward(s) affected:</b>	<b>All</b>		

### FOR GENERAL RELEASE

#### 1. SUMMARY AND POLICY CONTEXT:

- 1.1 The local authority has a statutory duty to promote high standards in schools and to intervene where there are significant concerns about children's progress or their well being. The new Ofsted framework states clearly Ofsted's expectation that the local authority will know well the attainment and progress being made in schools in its area.
- 1.2 This report provides information on the standards achieved in 2011/12, from Early Years to Key Stage 5. Some of the information in the report, in particular relating to Key Stages 4 and 5, is based on provisional data, as examination results are still to be finally validated. At Key Stage 4, there is the particular issue around the setting of grade boundaries for GCSE English. The City Council is participating with other local authorities, schools and teacher unions in a legal challenge to Ofqual and the awarding bodies.
- 1.3 This report will be updated and brought again to the Committee in spring 2013, once all examination results have been validated and performance tables published by the DfE in January 2013.

#### 2. RECOMMENDATIONS:

- 2.1 That the Committee considers and comments upon the standards achieved in Brighton & Hove schools, colleges and settings in 2011/12

### **3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:**

3.1 Appendices 1 and 2 to this report contain an analysis of standards and achievement in schools, colleges and settings in the city, based on 2012 results at the end of each Key Stage. Key Stages 4 and 5 results are still to be validated, and are provisional at this stage. The report also identifies the key priorities for the service and for the Standards and Achievement Team, and the ways in which all partners are working together to drive up standards still further and achieve excellence.

3.2 At Key Stage 4, there is the particular issue around the setting of grade boundaries for GCSE English. The City Council is participating with other local authorities, schools and teacher unions in a legal challenge to Ofqual and the awarding bodies.

3.3 The analysis is divided into three sections:

- an Executive Summary which gives the broad overall picture of standards and achievement in the city
- a detailed report of standards and achievement in each Key Stage
- tables and charts (in Appendix 2) that show the attainment under key areas

3.4 The report concludes that, looking ahead, the priorities for Brighton & Hove schools are to:

- raise standards in secondary schools so that GCSE attainment is in the upper quartile of statistical neighbours and at least 80% of teaching is good or outstanding
- focus on writing and maths in KS1 and progress from KS1 to KS2 and phonics
- raise standards in KS2 so they are above national average and statistical neighbours
- close the gaps between vulnerable groups of pupils to be in line with or above national averages

3.5 In the Early Years children in Brighton & Hove continue to achieve much higher than the national outcomes for all pupils, both in terms of attainment against the Early Years and Foundation Stage Profile and in terms of the gap between disadvantaged and other children. This high achievement is a result of the high quality of provision that our children can now access across the city. 86% of early years settings are rated as good or outstanding compared to 78% nationally and 33% of these are outstanding compared to 14% nationally.

3.6 At Key Stage 1, standards overall remain in line with the national average in reading and writing and slightly above the national average in maths. There have been small gains in all three areas this year compared with 2011. We expect improvements in reading and maths to continue, as the significant investment in the Every Child a Reader and Every Child Counts programmes for identified children in targeted schools has had a measurable impact on performance in literacy and mathematics for low attaining pupils. The percentage of pupils with SEN reaching the expected Level 2 at the end of Year 2 has increased and

attainment gaps have narrowed in reading and mathematics, although slightly widened in writing. However, not all groups have made the same rate of improvement and some attainment gaps have widened.

- 3.7 At Key Stage 2, there were strong improvements in KS2 test scores in Brighton & Hove schools. There were also strong improvements in the number of pupils making two levels of progress from KS1, but these figures remain below the national averages. The percentage of pupils that attained at least Level 4 in both English and maths improved by 6% points from 2011, from 73% to 79%, which is the highest level ever achieved by Brighton & Hove schools and in line with the national average. The results for Level 5 were even better, improving by 13.3% and 8.8% respectively. In addition, 3.2% of children achieved Level 6 in maths.
- 3.8 The proportion of primary schools in Brighton & Hove judged to be good or better rose from 71% to 73% from January 2012 to July 2012. A third of Brighton and Hove primary schools were judged as outstanding in their most recent inspection.
- 3.9 At Key Stage 3, there was some improvement in English, but in the other core subjects of Maths and Science achievement was broadly similar to 2011. Progress in 'closing the gap' was variable in relation to the performance of boys and girls, and those eligible for free school meals. However, there continues to be good progress in closing the gap for all three core subjects for students with SEN.
- 3.10 At Key Stage 4, the trend of improvement since 2009 continued, with a city wide improvement of 2.6% points to 55.4% of students achieving 5 or more A\*-C grades including English and Maths. Within this, there were some strong improvements at individual schools, while in some results were less good than expected. One school, PACA, was below the DfE's floor standard of 40% achieving five or more A\* - C grades including English and Maths (increased from 35% in 2011).
- 3.11 At Key Stage 5, all three colleges recorded very good success rates, and they continue to be placed among the top performing colleges of their type in England. Around 80% of Brighton & Hove 16 – 18 year olds who are in learning attend one of the three colleges. Two of the four established sixth forms achieved improved results at A level, while the other two achieved broadly similar results to those in 2011. There were some encouraging increases in the number of high grade passes.
- 3.12 The local authority continues to work with and support schools in securing improved outcomes for all their pupils. In the Early Years and primary phases, the authority continues to provide packages of support to individual schools, the level of support being determined by a systematic and agreed assessment of need. The authority also works closely with the Teaching School Alliance led by Westdene Primary School, providing or supporting a range of training and development programmes through the framework of the Teaching School.

- 3.13 In the secondary phase, the authority has delegated the main part of its school improvement resources, including seconded staff, to the Secondary Schools Partnership (SSP) of the nine secondary schools and academies. The SSP has developed a wide ranging Raising Attainment Plan, which sets out how the schools and academies work together to secure city wide improvement. The Compact agreed between the local authority and the schools provides the mechanism by which the authority is sufficiently informed of attainment, progress and key developments in the secondary sector, and able to identify areas where additional support may need to be brokered.
- 3.14 In addition, there are some major developments in practice in individual schools, in the primary and secondary phases, which are resulting in significant improvements in outcomes for learners. The authority seeks to identify these, both to celebrate them more widely and to replicate good practice elsewhere.

#### **4. COMMUNITY ENGAGEMENT AND CONSULTATION**

- 4.1 This report has not been subject of community engagement or consultation. It reflects however the way in which the authority, schools, colleges and other settings engage with each other to secure improved standards and achievement.

#### **5. FINANCIAL & OTHER IMPLICATIONS:**

##### Financial Implications:

- 5.1 Schools are funded within the Dedicated Schools Grant (DSG) and any resource implications from the drive to raise standards and close the attainment gap will have to be met from within each school's individual budget. Support may be available from central DSG funds to aid the action plan of any school, or group of schools, but any support given will be from within existing budgets

The council's funding contribution to education and schools beyond the DSG is now minimal and relates only to making small funding contributions to service areas where we have a statutory duty. Looking at comparisons with our ten Statistical Neighbours, we are third from the bottom in relation to council funding contribution to education/schools.

*Finance Officer Consulted: Andy Moore*

*Date: 10/10/12*

##### Legal Implications:

- 5.2 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 Authority is seeking to fulfil this duty

*Lawyer Consulted: Serena Kynaston*

*Date: 10/10/12*

### Equalities Implications:

- 5.3 There has been no Equality Impact Assessment made in relation to this report. The report highlights some of the differences in achievement between children and young people who are disadvantaged or in vulnerable groups, the improvements that have been made in narrowing the gaps in achievement for these groups and the continuing priority that should be given to raising the achievement of these children and young people, for example through the use of the Pupil Premium.

### Sustainability Implications:

- 5.4 None

### Crime & Disorder Implications:

- 5.5 Improving the experience that children and young people have at school and college and helping them to achieve their full potential is likely to equip them with the skills and knowledge to secure employment and play a positive part in society.

### Risk and Opportunity Management Implications:

- 5.6 No detailed risk assessment has been carried out in relation to this report. However, the risks to personal, community and civic development and well being if the city wide education service does not thrive and secure positive outcomes for children and young people are clear, and the steps that are being taken, described in this report, to secure improvement represent a strong commitment to addressing these risks.

### Public Health Implications:

- 5.7 The Director of Public Health has previously identified (in his 2011 Report) the implications for public health and resilience if children and young people do not benefit from a high quality education. These implications continue to be important, and underline the importance of the actions being taken to improve standards and achievement by the schools, colleges and other settings in the city and by the authority.

### Corporate / Citywide Implications:

- 5.8 Standards and achievement in the city's education service have clear implications for city wide priorities including reducing inequality, developing employment and skills, improving public health and reducing crime and disorder, and these are outlined in this report.

## **6. EVALUATION OF ANY ALTERNATIVE OPTION(S):**

- 6.1 This report does not require the consideration of alternative options.

## **7. REASONS FOR REPORT RECOMMENDATIONS**

- 7.1 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 Authority is seeking to fulfil this duty, and invites the Committee to comment.

### **SUPPORTING DOCUMENTATION**

#### **Appendices:**

1. How are we doing? Standards and Achievement in Brighton & Hove Schools
2. How are we doing? Tables and charts

#### **Documents in Members' Rooms**

None

#### **Background Documents**

None