

Subject:	Annual standards report (early headlines)		
Date of Meeting:	Children and Young People's Committee 13 October 2014		
Report of:	Executive Director of Children's Services		
Contact Officer:	Hilary Ferries		
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Ward(s) affected:	All		

FOR GENERAL RELEASE**1. PURPOSE OF REPORT 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 pupils' progress or wellbeing. The LA Ofsted framework states clearly Ofsted's expectation that the local authority know the attainment and progress being made in schools in the area.
- 1.2 This report contains the early, unvalidated, headlines from the End of Key Stage results for children and young people in the city

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the report about standards achieved in Brighton & Hove schools, colleges and settings in the academic 2013/2014.

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

The percentage of schools judged to be good or outstanding in the city has fallen from 80% in summer 2013 to 77.8% in summer 2014. The percentage of pupils attending a school judged to be good or outstanding at the end of the academic year 2013-2104 was 79.4%. Her Majesty's Chief Inspector's report is due out later this year which ranks all Local Authorities in this measure. We continue to focus on the schools which we believe may be vulnerable to losing their judgement of good as well as supporting and challenging schools to get to good at their next inspection.

3.2. Early Years and Foundation Stage (age 5)

The Brighton & Hove 2014 'good level of development' (GLD) is 60.1% compared to the current National Proxy of 60.2% (146 LAs). Last year's figure was 44.8%, so this is a big increase in performance and reflects the lessons learned and work done following the introduction of the new profile last year.

3.2 The phonics screening check in Year One (age 6)

There has been an improvement of five percentage points in the Year 1 phonics results this year (from 69% compared to 63.8% in 2013). However, results are lower than the National proxy in Nexus, of 74.3% (this is 145 LAs so far). We have identified schools where results have fallen from 2013 and will be challenging and supporting them in their teaching of phonics.

3.3 Key Stage One Assessments (tests at age 7)

This is a positive picture. The 2014 key stage 1 teacher assessments show that the percentage of pupils achieving the expected level has continued to rise in all subjects which reflects the national results. The percentage of children achieving a level 2 has improved by 4.9% points in reading, 2.8% points in writing and by 2.4% points in maths from 2013. These are above national.

3.4 Key Stage Two (tests at age 11)

The results for the Key Stage 2 national curriculum tests taken at the end of Year 6 indicate a rise in attainment in all subjects. Reading, writing and maths combined for Brighton & Hove was 1% above national average both at level 4+ and level 5. The city's "expected progress" of two levels in reading, writing and maths also rose.

3.5 Key Stage Four (GCSE at age 16)

3.5.1 Introduction

Due to a range of reforms taking effect on this year's results it is difficult to draw strong comparisons between 2014 and preceding years. This initial report therefore is concerned with the self-reported figures from Brighton & Hove schools collected on August 21 2014 and relate to the single threshold indicator %5 A*-C with English and Maths.

3.5.2 National Changes

There have been four major changes to the GCSE exams this year.

Early entry policy	Announced in autumn 2013: from this point (Sep 29) only a pupil's first entry to the EBacc subjects counts in the performance tables. This has resulted in a drop in entry numbers to EBacc subjects at age 15 and under.
First results of linear (end-of-course) GCSEs	Pupils will not have been able to take some units early or re-sit any units, instead having to sit exams at the end of the year.
Removal of the speaking and listening component in English & English Language GCSEs	The component will no longer contribute to the overall grade. Ofqual provisional summer entry data released in May suggested that there has been an increase in English IGCSE entries which may be a result of the removal of this component (results information on IGCSEs is not yet available for comparison).
The Wolf reforms	These have seen more than 3,000 qualifications stripped from the performance tables for the first time this year. All qualifications will count equally as no more than "one" in size. We will also only count a maximum of two non-GCSEs in performance measure calculation.

3.5.3 It is important to note that the Department for Education (DfE) did not know what the impact of the changes would be, either individually or collectively. Ofqual separately wrote an open letter to schools in July 2014 warning of unusual variability being found in school outcomes and specific mention of the consequences of early entry, the switch to linear course and the changes to English all having impact.

3.5.4 It is also important to note that there is no national data about school or LA performance at the current time from the DfE, who will publish the initial Statistical First Release indicating what the national figures will be. This is the first report of a number that will appear in sequence as more data is released enabling us to better evaluate the performance of Brighton & Hove in 2014.

3.5.5 Brighton & Hove

Provisional data from the schools (in accompanying report) suggests that there has been a drop of eight percentage points in the A-C 5 GCSE including English and Maths across the city. Although that there is no national data, informal contact with other Local Authorities (LA) as have shown that the significant majority are reporting falls in the headline figure for 2014 with wide variation, although the average seems to be an approximate 3% fall. The apparent fall of 8% in Brighton and Hove fits into the pattern being seen in other LAs although at this point we acknowledge that we believe the Brighton & Hove fall will be greater than the national average.

3.6 **Key Stage Five (age 18)**

3.6.1 Provisional results suggests that there has been good improvement in the A level results in Brighton & Hove schools and colleges as overall, students achieved above national averages in pass rates and the proportion of top A* - B grades.

3.6.2 National Changes

The national picture is that A-level grades are slightly down this year and for the third year in a row there has been a small reduction in the proportion of A levels awarded top grades. The pass rate is down slightly for the first time in over 30 years, by 0.1% points to 98.0%. Just over a quarter of exam entries - 26.0% - were given A or A* grades, a slight fall on 2013's figure of 26.3%. There were also marginal falls in the proportion of entries in the A* to B grades. But the very highest A* grade has risen from 7.6% to 8.2%.

3.6.3 Brighton & Hove

Around 80% of A level students in the city study at the two sixth form colleges, around 50% at BHASVIC and around 30% at Varndean College. Around 20% of A level students study in the school sixth forms at Cardinal Newman, Blatchington Mill, Hove Park, BACA and PACA, with around half of these attending Cardinal Newman.

For 2013/14 there is an improving trend across the city, with most of the seven schools and colleges offering A and AS levels showing improvements in pass rates, 'points per entry'* and the proportion of entries awarded top grades. The proportion of entries awarded A* - B grades improved to 54%, well above the provisional national average

figure of 52%. The proportion of entries achieving a pass grade improved to 98.4%, again above the provisional national average of 98.0%.

3.7 Next steps

- We have allocated a prioritisation level to all primary schools and are brokering support for those schools thought to be at risk
- We are strengthening and developing partnership working to build capacity in schools to carry out this support
- We will have a focus on the teaching of phonics
- We have reintroduced a data and target setting visit for all primary schools as part of our statutory service which will enable us to track and 'tweak' support
- We have visited all secondary schools to discuss the results and what has affected their outcomes
- We will be reviewing the data we collect at different points of the year and having a focused challenge conversation on the accuracy of this
- We are meeting with the chair of the Secondary Schools Partnership (SSP) to discuss how the SSP will be addressing the results and starting regular, half termly LA led meetings with the SSP
- We have invited the chairs of governors from secondary schools to a meeting on 14 October to discuss the results and their role in school improvement

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 Schools supporting schools is the option promoted nationally as the way forward for school improvement and is a driver for our School Improvement Strategy. This is going alongside an increased challenge role from officers in the Standards and Achievement Team.

5. COMMUNITY ENGAGEMENT & CONSULTATION

- 5.1 Headteachers and councillors have received some of the information contained in this report and meetings are planned to share the validated data. It has not been the 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.

6. CONCLUSION

- 6.1 The early data suggests an improving picture across the LA in almost all phases of education. However, there have been significant national changes to GCSE which are still being analysed.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There are no direct financial implications for schools arising from this report. Schools should be aiming to spend their budget on increasing the attainment of pupils and the authority will continue to support and challenge them to do so.

Finance Officer Consulted: Andy Moore

Date: 02/10/14

Legal Implications:

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.

Lawyer Consulted:

Serena Kynaston

Date: 10/10/14

Equalities Implications:

- 7.2 Due regard to equalities has been carried out for the School Improvement Strategy and an Equality Impact Assessment has been carried out for the city wide maths project and the Closing the Gap Strategy/

Sustainability Implications:

- 7.3 None

Any Other Significant Implications:

- 7.4 None

SUPPORTING DOCUMENTATION

Appendices:

- Appendix 1. **Annual Standards Report (Early Headlines) 2013/14 October Version: unvalidated data**