

**Brighton & Hove
City Council**

**CHILDREN & YOUNG PEOPLE
COMMITTEE
ADDENDUM**

4.00PM, MONDAY, 13 OCTOBER 2014

COUNCIL CHAMBER, HOVE TOWN HALL

ADDENDUM

ITEM		Page
44	EARLY ANNUAL STANDARDS REPORT Report of the Executive Director of Children's Services (copy attached) <i>Contract Officer: Hilary Ferries</i> <i>Tel: 012733738</i> <i>Ward Affected: All Wards</i>	1 - 24

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	
	Name:	(Head of Standards and Achievement) Tel: 293738-
	Email:	Hilary.ferries@brighton-hove.gov.uk
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**

Annual Standards Report (Early Headlines)

2013/14

October Version: unvalidated data

For further information please contact:

**Hilary Ferries, Head of Standards and Achievement, Education & Inclusion,
hilary.ferries@brighton-hove.gov.uk**

Introduction

The local policy context in Brighton & Hove is one in which there is a strong emphasis on partnership working with and between schools, paired with robust data analysis and challenge. The Children's Services department is working closely with schools developing the concept of what 'schools supporting schools' means in the city. This approach is captured in the School Improvement Strategy and will be explored further this year.

This report is an analysis of standards and achievement in the city, based on the provisional 2013/ 2014 results at the end of each Key Stage. We do not have all the results as yet and the much of what we have is provisional at this stage. There will be a more detailed report produced in November when the Key Stage 4 and Key Stage 5 data will be still be unvalidated but more details will be available.

The report also identifies the key priorities of the Education and Inclusion Team.

There are national changes planned to the way that schools measure progress and assess pupils for 2016. We are working with headteachers and assessment leads to prepare for this.

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 summer term was 79.4%. We know there is still much more to be done to ensure that all pupils in the city attend a school that is judged good or outstanding.

Structure of the report

The document is in two sections: a detailed analysis by Key Stage and a summary of 'Closing the Gaps in Educational Achievement'.

Key Stage Analysis

1. Early Years and Foundation Stage (age 5)

Main points:

- The % of children achieving a Good Level of Development has risen by 16% to 60%.
- Early national data indicates that we are in line with the national %.
- 59% of children have achieved the expected level in all the early learning goals which is a 17% rise this year.
- The lowest scoring area of learning is literacy- early reading and writing.
- We are pleased with the 14% rise in literacy this year but we do not know yet how this compares to national data.
- The gaps in % of children who achieved a Good Level of Development is reducing for pupils with FSM by 2% to 22%
- The gap in % of children who achieved a Good Level of Development has significantly reduced for children with EAL to 2% from 14%

1.1 The Early Years Foundation Stage Profile data this year has returned to be in line with national figures following a significant dip last year as a result of a new national assessment profile introduced across the country. As with all new national assessments it takes three years to settle and become a robust set of data.

In order to improve our moderation process the Brighton & Hove early years team worked in partnership with seven other Local Authorities across the South East to ensure a shared and agreed understanding of the “expected level” for each area of learning. Professional development moderation events were held across the city throughout the year to support all reception teachers to make accurate and robust judgments. Additional support was given to all newly qualified teachers, new to Reception and schools in a category of need. We continue to offer a termly meeting for all EYFS coordinators to share good practice and national priorities.

Writing and reading are the lowest scoring areas of learning and we will continue to offer targeted support and challenge to those schools with low results and newly qualified teachers. Ongoing courses on early literacy and maths are offered to all schools alongside a targeted group of additional projects aimed at the high category schools.

1.2 The table below shows the percentage of pupils working at the ‘expected’ and ‘exceeding’ in each area of learning compared to national figures

Early Learning Goals	B&H 2013	National 2013	B&H 2014	National 2014
PRIME LEARNING GOALS	Listening and attention	79.2	81.0	86.4
	Understanding	81.9	81.0	88.5
	Speaking	78.2	78.0	86.3
	Moving and handling	87.1	87	90.4
	Health and self-care	90.8	88	94.6
	Self-confidence and self-awareness	84.8	85	90.4
	Managing feelings and behaviour	83.0	83	89.1
	Making relationships	84.5	84	90.8

SPECIFIC LEARNING GOALS	Reading	64.3	71	75.0
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	Writing	56.1	62	70.2	
	Numbers	66.3	69	81.6	
	Shape, space and measures	78.3	75	87.2	
	People and communities	84.7	80	91.7	
	The world	85.9	80	92.7	
	Technology	90.7	88	95.2	
	Exploring media and materials	86.6	82	93.4	
	Being imaginative	85.9	81	93.6	

AREAS OF LEARNING		B&H 2013	National 2013	B&H 2014	National 2014
	Communication and Language	71.0	72	80.4	
	Physical Development	83.8	83	88.9	
	Personal, Social and Emotional Development	74.8	76	84.0	
	Literacy	54.4	61	68.1	
	Mathematics	64.0	66	79.8	
	Understanding the world	79.4	75	88.8	
	Expressive arts and design	82.2	78	91.5	
Overall		B&H 2013	National 2013	B&H 2014	National 2014
	Prime Learning Goals	61.4		73.2	
	Specific Learning Goals	47.4		64.2	
	All Learning Goals	42.9		59.0	
	Average points	32.8	32.8/34		
	Good Level of Development	43.3	52	60.1	

Next steps

- To target support to NQTs, new to Reception and high support school
- Continue to work in close partnership with other local authorities in the south east
- Continue to offer training to all teachers working in the EYFS
- Work in partnership with targeted schools on a project on early writing.

2. The phonics screening check in Year One (age 6)

Phonics benchmarking headline figures for year 1 pupils are:

Phonics Year 1	All pupils			Boys			Girls		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
ENGLAND	58	69	74	54	65	70	62	73	78
South East	56	68	73	52	64	70	59	71	77
Brighton and Hove	49	64	69	46	63	68	51	65	70

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 those schools.

3. Key Stage 1 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. There has been particularly good improvement in the attainment at the higher Level 3. The children have improved by 4.9% in reading, 2.8% in writing and by 2.4% in maths.

Reading

All schools	2012 - 2013	2013-2014	difference	National
L2+	90.1	90.9	+0.8	89.5
L3	31.4	36.3	+4.9	23.9
APS	16.6			

Writing

All schools	2012 - 2013	2013-2014	difference	National
L2+	85.8	87.4	+1.2	86.2
L3	13.3	16.1	+2.8	16.1
APS	14.9			

Maths

All schools	2012 - 2013	2013-2014	difference	National
L2+	93.4	94.4	+1	92.2
L3	25.1	27.5	+2.4	24.3
APS	16.5			

Next Steps

A focus on phonics to ensure all schools are aware of best practice
 Citywide maths project - the second year
 Writing Project with Pie Corbett
 Prepare for 'life without levels'

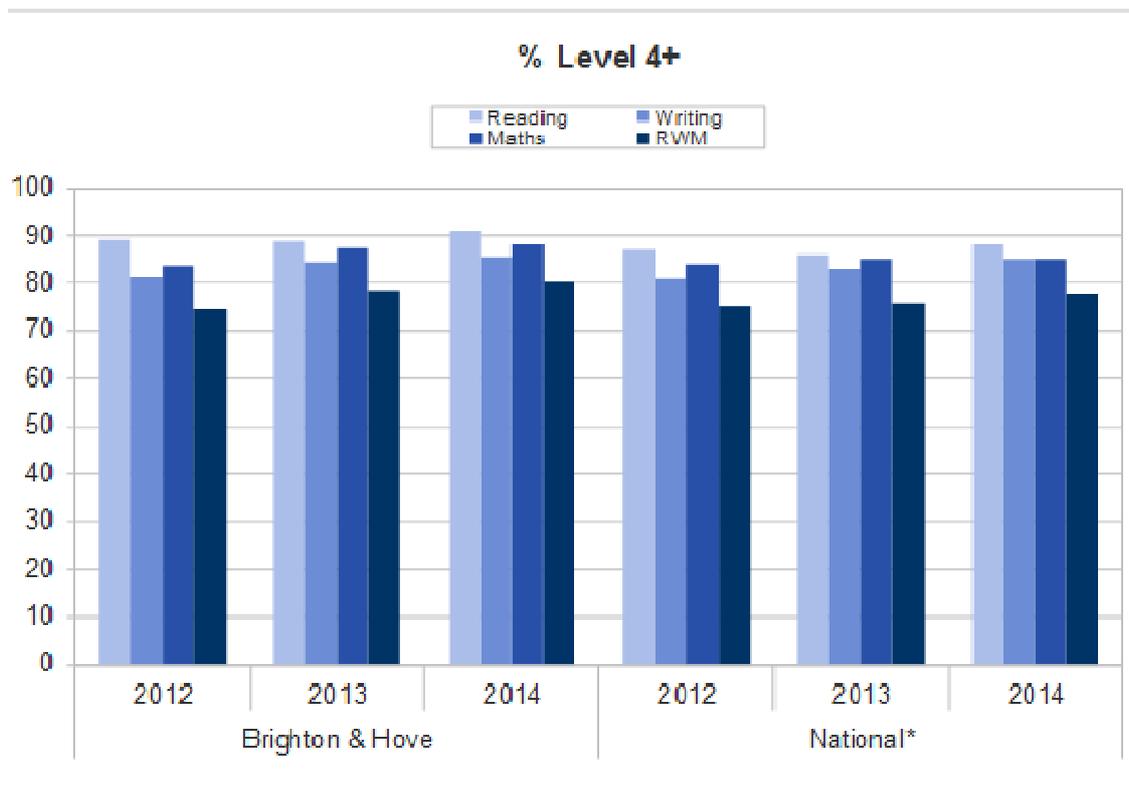
4. Key Stage 2 (tests at age 11)

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 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 and was above the national average. This is a positive picture for KS2

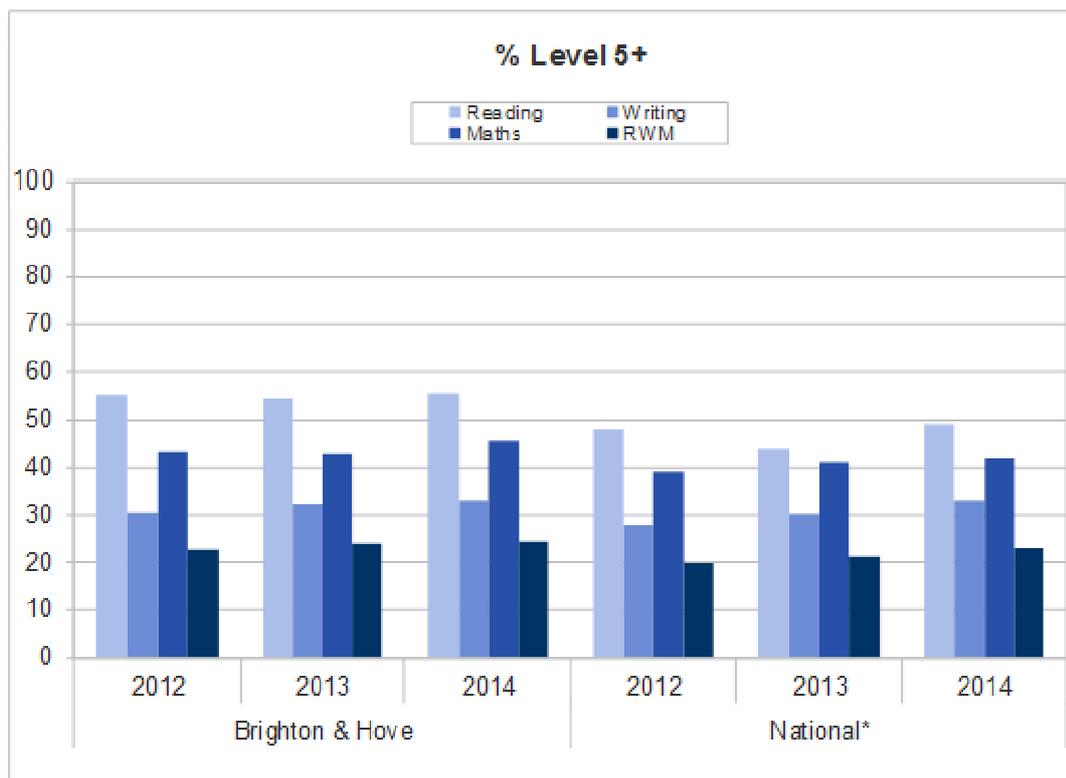
Subject	Brighton & Hove			National*		
	2012	2013	2014	2012	2013	2014
Reading	89.0	88.7	91.2	87	86	88
Writing	81.4	84.3	85.7	81	83	85
Maths	83.6	87.3	88.2	84	85	85
SPAG	-	75.2	77.0	-	74	76
RWM	74.4	78.5	80.4	75	76	78

* National data refers to all state-funded (including special schools and academies) schools in England SFR30/2014.



Subject	Brighton & Hove			National*		
	2012	2013	2014	2012	2013	2014
Reading	55.0	54.4	55.4	48	44	49
Writing	30.6	32.4	33.1	28	30	33
Maths	43.3	43.1	45.6	39	41	42
SPAG	-	49.5	51.6	-	47	52
RWM	22.9	23.9	24.4	20	21	23

* National data refers to all state-funded (including special schools and academies) schools in England - SFR30/2014.



The percentage of pupils with a 'good level 4' (ie 4b or above) was 70% this year which is three percentage points above the national average.

Floor standard

The 'floor standard' for 2014 for Key Stage 2 is:

Above 65% for Level 4 in reading writing and maths

More than the national median for two levels progress in reading

More than the national median for two levels progress in writing

More than the national median for two levels progress in maths

There are no schools that are below the floor standard. The attached diagram shows how the schools provisionally sit against the floor standard (using 2013 national medians)

Next steps

- Focus on schools where the data indicates they are below any of the floor standards
- Focus on schools that may be vulnerable to Ofsted
- Continue with the City wide maths project

- Continue the Primary Writing Project
- Continue to support the introduction of the New Primary Curriculum
- Prepare for 'life without levels'

6. Key Stage 4 (GCSE at age 16)

Introduction

6.1 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. Robust national data is not yet available.

6.2 National Changes

6.2.1 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.

6.2.2. 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.

6.2.3 It is also important to note that there is no national data about school or LA performance at the current time and it will not be until mid-October that DfE 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.

6.3 Brighton & Hove

Analysis

2.1 Pupils achieving 5+ A*- C GCSEs or equivalent qualifications including English & Maths GCSE (school reported data)

School	Total no of Pupils 2013	Total no of Pupils 2014	2014 Early Data from Schools %	2014 No of Pupils 5 A-C E&M	2013 Final Result %	Difference from Last Year	2014 School Forecast as at Feb 2013 %	Difference from School Prediction
BACA	136	124	48	59	46	2	48	0
Blatchington Mill	302	304	59	179	72	-13	72	-13
Cardinal Newman	348	341	60	206	73	-13	70	-10
Dorothy Stringer	316	325	65	211	72	-7	71	-6
Hove Park	293	289	62	178	65	-3	70	-8
Longhill	230	240	49	117	50	-1	49	0
PACA	150	150	53	79	60	-7	63	-10
Patcham	171	200	48	96	55	-7	62	-14
Varndean	291	264	48	127	64	-16	60	-12
Local Authority	2296	2299	54	1252	62.6	-8	63.0	
LA excluding Special Schools	2237	2237	56	1252	64.2	-8	64.7	
England (all schools) 2013					59.2			
England (state funded only) 2013					60.6			

2.2 The table of provisional data above 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.

Pupils achieving 5+ A*- C GCSEs or equivalent qualifications including English & Maths GCSE

6.3.2 From the provisional, school reported data it is apparent, that the percentage of pupils attaining a Grade C or above in English has fallen five percentage points from last year, as has the percentage of pupils achieving a level C or above in Maths. The percentage of pupils achieving a grade C or above in science has fallen by 11% from 65% to 54%.

6.3.3. It appears from the early results that predictions have been less accurate. Schools are asked to send in their predictions each term. Last year, 2012 – 2014, no school had a negative difference of more than 5 percentage points for the key measure, but this year,

several schools were more than 10% adrift from their predictions. This will form part of the conversation with the Secondary School Partnership Adviser.

6.3.4 In terms of the percentage of pupils who achieved five or more GCSE from A-G including maths and English has seen a very slight increase (0.5% point) from last year. the percentage of pupils who achieve five or more GCSE not including English and Maths has fallen by 15.5 percentage points to 64.5%.

6.3.5 One of the measures we have used to consider performance is Fischer Family Trust D (which is a comparison with the top 25% of schools). This measure is not accurate for 2014 as it was calculated before all the changes were made.

6.3.6 The percentage of pupils entitled to the pupil premium who achieve five GCSE with English and Maths including English and maths has closed from 30.7% to 27.5%.

7. Performance of Individual Schools

7.1 In order to better understand the reasons for the 2014 drop in performance the sequence of conversation with schools is underway to determine what elements of the reforms may have had the greatest impact in each individual school. At this point we do not have a complete picture. By mid-October all schools will have been subject to a half day on-site initial review of outcomes and the impact of reforms and the next report will outline these. .

8. Key Stage 5 (age 18)

8.1 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.

8.2 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%.

8.3 Brighton & Hove

8.3.1 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.

8.3.2 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%

9. Not in Employment, Education, or Training (NEET)

Throughout the year, the authority has worked with schools, colleges and training providers, and with the Youth Employability Service and other agencies, on a range of initiatives to maximise participation, including developing new provision, improving transition processes and providing personalised guidance to young people.

10. Attendance and Exclusions

10.1 Attendance and Persistent Absence:

Both overall and persistent absence at Primary level in Brighton & Hove continues to be in line with the national average. At secondary level there are higher levels of absence for both overall and persistent absence compared to the national average. However, overall absence rates have reduced over the last two years in secondary schools.

Provisional data for the academic year 2013/14 shows overall absence in primary school at 4% and secondary at 6%. PA data for primary shows 3.4% with secondary at 8.8%. This data will be confirmed and published by the DfE in March 2015 when a comparison with national and south east will be available.

10.2 Fixed Term and Permanent Exclusion:

In Brighton and Hove primary schools there has been a fall in the average number of days lost per exclusion since last year. Collectively Brighton & Hove primary schools are now below the national, south east and average of similar local authorities. The average number of exclusions per excluded pupil has also fallen to the average of similar local authorities, but is still above national and South East rates.

Across Brighton & Hove secondary schools the average number of days lost per excluded pupil has fallen since last year but is still above England, South East and all similar local authority rates. The average number of exclusions per excluded pupil remains the same as last year and is still above rates for England, the South East and all similar local authorities.

10.3 Children in Care

All of the data below is for 2014 and is provisional and still subject to change

10.3.1 At Key Stage 1 (age 7) 50% achieved age related expectations in reading, writing and maths. This is significantly below all children nationally and below Children in Care achievement nationally.

10.3.2 At Key Stage 2 (age 11) 61.5% of these children achieved age related expectations in reading writing and maths. This is significantly below how all children achieved nationally but highly likely to be significantly above how children in care achieved nationally in 2014.

10.3.3 At Key Stage 4 (age 16) 24.3% of Children in Care achieved 5A*-C including English and Maths which is significantly above the National Average for Children in Care in 2013 of 16.1%. This is however significantly below how all children in Brighton and Hove achieve.

10.3.4. 9.4% of Children in Care received at least one fixed term exclusion which is expected to be slightly below National Averages.

10.3.5 In 2014 there were no permanent exclusions of Children in Care in Brighton and Hove and there have not been any for 5 years.

10.3.6 Two young people who were 18 in the last year are expecting to start at University this term.

10.4 Next Steps

Initial priorities for the new Headteacher of the Virtual School include:

- Completing a SWOT analysis so we are all clear of the starting point for the school in conjunction with social workers, carers and schools;
- Development of the Personal Education Plan and process for Children in Care so it is simpler and more effective;
- Ensuring the Pupil Premium is used effectively to benefit Children in Care;
- Establishing strong relationships with social workers, carers and schools;
- Supporting cohesive working across Children’s Services and with all agencies involved;
- Collating accurate data on Children in Care so their educational progress can be tracked and monitored. This data will be used to inform early and effective interventions where appropriate and will be put in place in partnership with the school;
- Developing the service to support the education of children who have previously been in care and have been adopted.

Section Two. Closing the Gaps in Educational Achievement

11.1 Early Years Foundation Stage Profile.

This table shows the breakdown of pupils in the Early Years. It is apparent that there has been a significant rise in the children in care, and children with English as an additional language over the last year.

	2012-2013	2013-2014
Boys	1486	1467
Girls	1345	1410
Summer born	1345	1410
Spring born	910	905
Autumn born	955	933
SEN	415	375
School Action	192	168
School Action Plus	177	176
Statement	46	31
CiC	9	15

FSM	495	466
EAL	356	432
Ethnicity – other than white British	857	670
Living in 30% most deprived postcode	930	968

11.2. Closing the Gap in the Educational Achievement of Learners known to be eligible for free school meals (FSM)

11.2.1 Early Years Foundation Stage FSM

% FSM GLD	41.8
% Not FSM GLD	63.5
EYFSP FSM gap	21.7

This has closed 2 percentage points from last year.

11.2.2 Key Stage 1 FSM

National data is not yet available for us to compare, but performance of pupils with FSM fell in writing, remained the same in reading and rose 1.7% points in maths. This means the gap has widened in reading and writing, but narrowed in maths.

KS1 Reading	2012	2013	2014
B&H FSM	69.5%	80.0%	79.9%
B&H Non FSM	90.0%	92.0%	92.9%
B&H FSM Gap	20.5%	12.0%	13.0%

KS1 Writing	2012	2013	2014
B&H FSM	59.9%	73.0%	72.1%
B&H Non FSM	86.2%	88.5%	89.6%
B&H Gap	26.3%	15.5%	17.5%

KS1 Maths	2012	2013	2014
B&H FSM	79.6%	85.0%	86.7%
B&H Non FSM	94.5%	95.0%	95.1%
B&H FSM Gap	14.9%	10.0%	8.4%

11.2.3 Key Stage 2 FSM

The Reading, writing and maths at level 4+ has increased by 2% points because the attainment of the free school meals children stayed at 58% whilst the non-free school meal total went up by 2% points

KS2 RWML4+	2012	2013	2014
B&H FSM	53%	58%	58%
B&H Non FSM	79%	83%	85%
B&H Gap	26%	25%	27%

11.2.4 If each subject is looked at individually, in reading the gap has decreased by 2% points with improvement in performance of both the non FSM and FSM groups. In writing the gap remained the same, with both groups improving two % points, but in maths it slightly increased as the attainment of the pupils entitled to FSM remained the same whilst attainment of their peers increased by one % point.

KS2 Reading L4+	2012	2013	2014
B&H FSM	77%	75%	80%
B&H Non FSM	91%	91%	94%
B&H Gap	14%	16%	14%

KS2 Writing L4+	2012	2013	2014
B&H FSM	65%	66%	68%
B&H Non FSM	85%	88%	90%
B&H Gap	20%	22%	22%

KS2 Maths L4+	2012	2013	2014
B&H FSM	68%	73%	73%
B&H Non FSM	87%	90%	91%
B&H Gap	19%	17%	18%

11.3. Closing the Gap in Educational Achievement of Learners with Special Educational Needs (SEN)

11.3.1 Early Years SEN

% SEN GLD	21.9
% Not SEN GLD	65.8
EYFSP SEN gap	43.8

This gap has widened 6 percentage points from last year.

11.3.2 Key Stage 1 SEN

The 2013 Special Educational Needs versus non SEN gap narrowed in reading by 2.2% points and maths by 2.5% points. However it increased by 9% points in writing.

While the gap remains too wide, the Local Authority will continue with its focus on interventions such as ECAR to improve the outcomes for young people with SEN and is confident that the new focussed Closing the Gap Strategy will result in rises in attainment and further narrowing of the gaps between children with SEN their peers.

KS1 Reading	2012	2013	2014
B&H SEN	60.9%	67.0%	68.9%
B&H Non SEN	96.4%	97.8%	97.5%
B&H SEN Gap	35.5%	30.8%	28.6%

KS1 Writing	2012	2013	2014
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B&H SEN	48.8%	57.0%	56.7%
B&H Non SEN	94.3%	95.5%	96.1%
B&H SEN Gap	45.5%	38.5%	39.4%

KS1 Maths	2012	2013	2014
B&H SEN	75.0%	76.0%	78.3%
B&H Non SEN	98.4%	98.8%	98.6%
B&H SEN Gap	23.4%	22.8%	20.3%

11.3.3 Key Stage 2 SEN

The gap in SEN combined reading, writing and maths combined scores has reduced by one % point but shows an improvement of two % points from last year.

KS2 RWML4+	2012	2013	2014
B&H SEN	33%	40%	42%
B&H Non SEN	90%	93%	94%
B&H Gap	57%	53%	52%

11.4. Closing the Gap in Educational Achievement of Learners with English as an Additional Language: Ethnic Minority Achievement Service (EMAS)

11.4.1 Early Years EAL

% EAL GLD	59.9
% Not EALGLD	61.5
EYFSP EAL gap	1.6

This gap has closed significantly from 14.4% last year.

11.4.2 Key Stage 1

The reading gap has continued to reduce and is below the statistical neighbour average for the first time. At 87% the EAL attainment is the same as National, however our non-EAL pupils perform better than National and 2% points better than statistical neighbours.

KS1 Reading	2012	2013	2014
B&H EAL	77.0%	84.0%	87.0%
B&H Non EAL	88.0%	91.0%	91.8%
B&H EAL Gap	11.0%	7.0%	4.8%

Our National and Statistical Neighbour EAL writing at level 2+ is 87% whereas Brighton & Hove is one percentage point above at 88%.

KS1 Writing	2012	2013	2014
B&H EAL	71.0%	77.0%	79.0%
B&H Non EAL	83.0%	87.0%	88.0%

B&H EAL Gap	12.0%	10.0%	9.0%
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At Brighton & Hove EAL pupils perform better in Maths than statistical neighbours (88%) and National (90%) however our non-EAL pupils also performance better than Statistical Neighbours and National (93%)

The Statistical First Release (SFR) rounds up or down figures, so will show our gap as 3%. This is the smallest gap for six years and attainment in both groups is increasing.

KS1 Maths	2012	2013	2014
B&H EAL	88.0%	88.0%	90.6%
B&H Non EAL	92.0%	94.0%	94.3%
B&H EAL Gap	4.0%	6.0%	3.7%

11.4.3 Key Stage 2

The ongoing improvement in reducing the gap for key stage 2 EAL pupils continues. This year we see a further 3% drop for reading, writing and maths combined scores. This follows the 3% drop in 2013 and reflects the effective work that has been undertaken by EMAs with the City's school.

KS2 RWML4+	2012	2013	2014
B&H EAL	64%	70%	75%
B&H Non-EAL	75%	80%	81%
B&H EAL Gap	12%	9%	6%

In reading the gap remains at 6% and in writing the gap has reduced by 1% point. The greatest success is in maths where the gap has reduced by 5% to only 1%.

KS2 Reading L4+	2012	2013	2014
B&H EAL	83%	83%	85%
B&H Non EAL	98%	89%	92%
B&H Gap	15%	6%	6%

KS2 Writing L4+	2012	2013	2014
B&H EAL	75%	79%	81%
B&H Non EAL	82%	85%	86%
B&H Gap	7%	6%	5%

KS2 Maths L4+	2012	2013	2014
B&H EAL	80%	82%	88%
B&H Non EAL	84%	88%	88%
B&H Gap	4%	6%	1%

12. Next steps

This is an early data report. More data for all key stages will be released over the next few months as national data is released. The Standards and Achievement Team has already identified areas for improvement.

1. We have allocated a prioritisation level to all primary schools and are brokering support for those schools thought to be at risk
2. We are strengthening and developing partnership working to build capacity in schools to carry out this support, both in and out of the LA
3. We will have a focus on the teaching of phonics
4. 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
5. We have visited all secondary schools to discuss the results and what has affected their outcomes
6. 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
7. 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
8. 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
9. Our Closing the Gap focus has been strengthened with a conference in July and follow up activities for all schools
10. Every school has a named 'Closing the Gap Champion'
11. The Ethnic Minority Achievement Service (EMAS) has refined its focus to address School Improvement and closing the gap
12. Achievement of Black Minority Ethnic pupils has been highlighted and a three year action plan drawn up

