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|--------------------------|--|--|--------------------|
| Subject: | Early Headlines: Standards and Achievement in Brighton & Hove Schools and Colleges, 2015 - 2016 | | |
| Date of Meeting: | 3 October 2016 | | |
| Report of: | Executive Director Families, Children & Learning | | |
| Contact Officer: | Name: | Hilary Ferries | Tel: 293738 |
| | Email: | Hilary.ferries@brighton-hove.gov.uk | |
| Ward(s) affected: | All | | |

FOR GENERAL RELEASE/ NOT FOR PUBLICATION**1. PURPOSE OF REPORT AND POLICY CONTEXT**

This report outlines the early headlines of the results of the national tests in summer 2016 for the different key stages. No results are finally validated as yet and so this report outlines the early headlines based on the provisional data. The most recent communication from the Department for Education (DfE) suggests that results will be published in January 2017. There will be a more detailed report for the March committee meeting which will include the achievement of vulnerable groups in the city.

This year has seen significant changes to the key stage one, key stage two and key stage four testing arrangements. This means that the results from this year cannot be compared with previous years.

2. RECOMMENDATIONS:

- 2.1 That the Committee notes the Early Headlines Standards and Achievement Report for the academic year 2015 – 2016.

3. CONTEXT/ BACKGROUND INFORMATION**3.1 School Effectiveness – snapshot July 2016**

The percentage of schools judged to be good or outstanding in the city has risen from 84% in summer 2015 to 86% in summer 2016. There are 10 schools in the city that are judged to require improvement, two less than last year. There are no schools judged to be inadequate.

Key Stage Summary

3.2. Early Years Foundation Stage Profile – Age 4 to 5 (end of Reception year)

3.2.1 Good Level of Development

| | 2014 | | 2015 | | 2016 | |
|---|-----------------|----------|-----------------|----------|-----------------|------------------------------|
| | Brighton & Hove | National | Brighton & Hove | National | Brighton & Hove | National (Proxy from NEXUS)* |
| EYFSP % Achieving a Good Level of Development | 60 | 61 | 65 | 66 | 66 | 69 |
| Pupils in Reception Year Cohort | 2769 | | 2851 | | 2864 | |

66% of pupils achieved a good level of development (GLD) in the Early Years Foundation Stage Profile. This is a one percentage point rise from last year and an increase of 22 percentage points when compared to 44% in 2013.

Brighton and Hove are three percentage points below the emerging national percentage for 2016.

**NEXUS is the tool provided by the National Consortium for Examination Results (NCER), a community interest community led by Local Authorities*

3.2.2 Areas of learning

| Communication & Language | Physical Development | Personal, Social & Emotional Development | Literacy | Mathematics | Understanding the World | Expressive Arts & Design |
|--------------------------|----------------------|--|----------|-------------|-------------------------|--------------------------|
| 79.3% | 86.7% | 84.2% | 71.0% | 79.0% | 86.4% | 89.3% |

Pupils achieved highest in the Expressive Arts and Design area of learning, with 89.3% of pupils achieving the expected level.

The lowest outcome was in Literacy, with 71% of pupils achieving the expected level. This is, however, a one percentage point increase on the 2015 literacy outcome, with a 1.5 percentage point increase in writing.

3.3 Year 1 phonics screening check (age 6)

3.3.1 80% of year 1 pupils achieved the expected standard in the phonics screening check this year. This is an increase of five percentage points from last year and we are now just one percentage point below the emerging national figure for 2016 of 81%. There has been a year on year increase and we are closing the gap with national.

3.3.2 Year 2 re-take phonics screening check, (age 7)

By the end of year 2, 90.6% of children (provisional data) had achieved the expected standard (including retakes of those who did not meet it in year 1) This is higher than the emerging national figure of 88%.

3.4 Key Stage 1 outcomes (seven year olds)

3.4.1 2016 is the first year of tests for 7 year olds in the 'new' National Curriculum, introduced in 2014. Following the removal of teacher assessment levels and the introduction of scaled scores, interim teacher assessment frameworks were provided to support teachers in making robust and accurate judgements for pupils at the end of KS1 in 2016. Brighton and Hove outcomes are above the emerging national figure for 2016 in each subject and in line for combined reading, writing and maths.

| KS1 2016 | Brighton & Hove % pupils Achieving the Expected Standard | Emerging national % pupils Achieving the Expected Standard (all 152 LAs) |
|----------|--|--|
| Reading | 74.8% | 74.0% |
| Writing | 66.6% | 65.5% |
| Maths | 73.9% | 72.6% |
| Science | 85.4% | 81.8% |
| RWM | 60% | 60% |

3.5 Key Stage 2 outcomes (11 year olds)

3.5.1 The National Picture

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported as levels, and each pupil will now receive their test results as a scaled score and teacher assessments based on the standards in the interim framework. Because of the changes set out above, figures for 2016 are not comparable to those for earlier years.

3.5.2 Attainment

Year six pupils sat tests in maths, reading and grammar spelling and punctuation. Writing was teacher assessed and moderated at LA level. Each child was given a scaled score for each of the subjects. A score of 100 means that a pupil has 'met age related expectations'. Schools are being measured on the percentage of pupils that achieved an age related score of 100 or more.

3.5.3 Progress

Progress scores are no longer measured as 'expected progress' using the levels from Key Stage one to key stage two, as levels no longer exist. This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score (more details are in 'Primary School Accountability in 2016' on the DfE website).

The floor standard for attainment was announced earlier in the year and was set at 65% of pupils reaching the age related expectations in all subjects (originally it was going to be 85%). Nationally this figure is 53%. There was an announcement from government that there would not be an increase of more than 1% of schools judged to be below the floor standard and so the calculations that determine progress are complex.

3.5.4 The Floor Standard and ‘coasting’ schools

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor until December 2016 when schools’ performance tables are published.

In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; **or**
- the school achieves sufficient progress scores in **all three** subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

The thresholds for the progress element of schools judged to be ‘coasting’ will not be released before December 2016.

3.5.5 Brighton & Hove

Overall schools in the city have outperformed the national results by five percentage points. 58% of pupils attained the new benchmark standard in reading, writing and mathematics against the national of 53%

3.5.6 Attainment

The city is matching or exceeding attainment levels in all areas:

| | National | Brighton & Hove |
|---|----------|-----------------|
| Reading | 66% | 73% |
| Grammar, punctuation and spelling (GPS) | 72% | 74% |
| Writing | 74% | 75% |
| Maths | 70% | 70% |

Reading

The reading results were the biggest surprise nationally. The pass mark for the test was 21/50. 31 schools in the city were above the national, which reflects the higher performance in reading locally.

Maths

In maths city schools were in line with the national of 70%. 26 schools in the city were above the national figure.

Writing

Writing results were just above the national (1 percentage point). Writing is judged by teacher assessment and the LA had a statutory duty to moderate a number of schools to verify judgements and check process, which it completed.

3.5.7 Progress

Progress results across the city shows that reading and writing have positive progress scores, but maths has a negative progress score. At KS1 the cohort was above national in maths but at KS2 was 'in-line' with the national average. This has led to a negative score and maths remains a priority for the city and we will be working with the Sussex Maths Hub on further developments.

| | Mainstream schools only | Mainstream and special schools |
|------------------|--------------------------------|---------------------------------------|
| Reading Progress | 1.26 | 1.16 |
| Writing Progress | 0.37 | 0.28 |
| Maths Progress | -0.49 | -0.58 |

In terms of excellent performance across the city

- For reading: 39% of schools are in top 25% of schools nationally (17 schools)
- For Writing: 27% of schools are in the top 25% of schools nationally (12 schools)
- For Maths: 18% of schools are in the top 25% of schools nationally (8 schools)

3.5.8 The Floor Standard and 'coasting' schools

The provisional results suggest that there may be one school below the floor standard. Until the threshold figures have been published we cannot determine which schools will be judged to be 'coasting'.

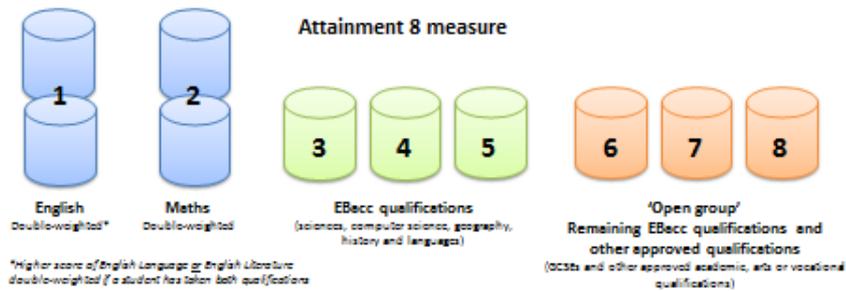
The Regional Schools Commissioner's team have said they would like to visit in September to discuss the summer results. In addition to having the responsibility for the performance of academies, they can also issue warning notices to schools that they think are not making sufficient progress where the LA has not taken appropriate action.

When the 'coasting' schools criteria are published in January 2017, they will also explore the outcomes and outlook for those schools.

3.6 Key Stage Four – GCSE results (16 year olds)

3.6.1 This year is the first year that all academies and schools will be measured on how much progress students make from where they start in Year 7 to when they complete their exams at the end of Year 11. This is known as Progress 8. The measure is based on student progress measured across eight subjects. This is the eight 'best results'. English and maths are double weighted as in the diagram below.

Progress 8 / Attainment 8



- We will calculate the Attainment 8 grade as an average of the subjects
- We will calculate Progress 8 using a value added method, using KS2 English and maths results as a baseline.
- A school will be below the floor standard if pupils make half a grade less progress than expected across their 8 subjects.

This is designed to:

- Create a measure of attainment expressed as an average across 8 subjects that parents will more readily understand
- Lead to a better measure of school effectiveness with a new Progress 8 measure
- Incentivise a broad and balanced curriculum with a strong emphasis on English and Maths
- Be a measure which is sufficiently flexible to reflect pupils' needs

3.6.2 Provisional results suggest that Brighton & Hove will be above the national for the new measures. For 2015 the DfE modelled how schools would have achieved under the new systems and Brighton & Hove schools would have been 0.1 percentage points above this and a 'C' grade. For 2016 results have risen again and we are expecting to be 'C' overall.

3.6.2 In terms of the previous measure of five GCSE A*-C including English and Maths, outcomes for Brighton and Hove schools increased by one percentage point which would be four percentage points against the national 2015 outcomes.

3.6.3 The percentage of pupils making three or more levels of progress (expected progress) has risen three percentage points for English (from 76 – 79%) the national figure in 2015 was 71% and from 66% to 70% in maths which is three percentage points higher than the national 2015 result.

3.6.4 The provisional results suggest that schools have seen improved outcomes and every school has something to celebrate, whilst acknowledging that there is more to do. Patcham High, Cardinal Newman, Longhill, BACA and Varndean have seen gains across the board. Blatchington Mill and PACA are also celebrating increases in progress, with Hove Park particularly pleased with their EBACC outcomes. Richard Bradford, Head of Dorothy Stringer and chair of the Secondary Schools Partnership wrote: *'Brighton and Hove schools have worked as a partnership over the last few years, with staff at all levels working together across the city to challenge each other and to share best practice. This has clearly already had a positive impact on results and we look forward to continuing to work together to improve outcomes for the children in our city.'*

It has become clear that the old measures used to define success at whole school-level, such as the GCSE pass rate, have been less helpful in determining how much progress students make when at school. It is far more useful to consider the progress of all of our young people and this is reflected in the new Progress 8 Government measures which will be released later in the year. Early indications suggest that the progress made by students will be better than that made nationally. None of us will be satisfied until there is no gap in educational outcomes for disadvantaged young people in this city. We believe in the potential of every young person, and work daily to inspire, enthuse and improve progress for all students.'

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

3.7.1 National Picture

Nationally, the A level pass rate (A*-E) has remained stable at 98.1%. The proportion of A* and A grades was 25.8%, down by 0.1% on last year. The A* - B pass rate is 52.8% and A*-C is 77.5%.

2016 is the first year for the new AS level results. AS levels are being "decoupled" from being part of A-levels, so that they are stand-alone qualifications. This year's figures show a 13.7% drop in entries.

In future years A-levels will be linear rather than modular (taught from September 2015 and subjects phased in over 2 years). This means grades will be awarded on an end-of-course exam, instead of modules taken throughout the course as at present.

Results of vocational qualifications are not yet available.

3.7.2 Brighton & Hove

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.

Around 80% of students in the city study at the two sixth form colleges, around 50% at BHASVIC and around 30% at Varndean College. Around 20% of 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 2015/16 there is an improving trend across the city in top grades A* - B. The proportion of entries awarded A* - B grades is to 57.6%, well above the provisional national average figure of 52.8%. The proportion of all entries achieving a pass grade improved to 98.6%, again above the provisional national average of 98.1%

Results of vocational qualifications are not yet available.

3.8 Looking ahead

The provisional headline results for 2016 suggest that Brighton & Hove will be in line with or above the national figures for almost every key stage,. This is a year of change with different testing arrangements for several of the key stages, which makes comparisons with previous years impossible. As more national data is released and schools undertake their own analysis, a clearer picture will emerge

and we will be able to analyse the performance of vulnerable groups. School Partnership Advisers from the Standards and Achievement Team will be visiting every school to discuss the outcomes and agree next steps. Maths across the city and 'closing the gap' / 'diminishing differences' remain priority areas for schools and the Local Authority. The further development of schools supporting schools and partnership working is the direction of travel and we are engaging on the possible formalisation of the way this operates in the city. There will be further reports to committee on this.

4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS

- 4.1 In addition to this report there will be further reports as data is released. They will enable a full consideration of options going forward.

5. COMMUNITY ENGAGEMENT & CONSULTATION

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

6. CONCLUSION

- 6.1 Initial provisional outcomes look positive, but more detailed analysis and the publication of results in the next few months will enable more focused action to be taken.
- 6.2 There will be a more detailed report later in the year that analyses results for vulnerable groups and the validated data in more detail.

7. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

- 7.1 There are no direct financial implications within the report. Schools have delegated budgets and must use these in order to achieve the best outcomes for their pupils, which include their key stage exam results.

Finance Officer Consulted: Andy Moore

Date: 22/08/16

Legal Implications:

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 Council is seeking to fulfil this duty.

Lawyer Consulted:

Serena Kynaston

Date: 05/09/16

Equalities Implications:

Brighton & Hove schools are committed to the success of every pupil and target resources at the most vulnerable.

7.4 Sustainability Implications:

High achieving pupils and successful schools will contribute to the aims of Equity & Local Economy and Health & Happiness.

7.5 Any Other Significant Implications:

SUPPORTING DOCUMENTATION

Appendices:

None

Documents in Members' Rooms

None

Background Documents

None

