

Standards Report for Children and Young People's Trust Board - 2009

1. Introduction

1.1 Overall there was much to celebrate regarding the achievement of children and young people over 2008-09. Achievement in the Early Years Foundation Stage rose and the gap has been narrowed. High standards have been maintained in Key Stage 2 (KS1) and maths and science have risen in Key Stage 2 (KS2), with a slight drop, replicated across the country, in English. In Key Stage 3 (KS3) teacher assessment replaced statutory tests making comparison with previous years difficult: however, teacher assessment broadly indicated a satisfactory level of performance across the core subjects. Results once more improved a little in Key Stage 4 (KS4) but remain below the national average and in Key Stage 5 (KS5) results were again variable across the four schools with sixth forms.

1.2 The following section of the report evaluates the outcomes in each key stage. This is followed by the identification of key successes and priorities for improvement.

2. Key Stage reports

2.1 Early Years Foundation Stage (EYFS)

2.1.1 The Early Years Foundation Stage Profile describes a child's development and learning achievements at the end of the academic year in which they have reached the age of five. It is based on ongoing observation and assessment in six areas of learning - there are no tests.

2.1.2 2,547 pupils across the city completed the Foundation Stage Profile.

2.1.3 The Early Years Outcomes duty includes two targets for local authorities. We are required to show that outcomes for children at the end of the Foundation Stage are improving (the overall achievement target) and that we are narrowing the gap between the lowest achieving children and the rest of the city.

2.1.4 We have exceeded our target for achievement. This is based on the percentage of children achieving 6 points in each of the Personal, Social and Emotional Development (PSED) and each of the Communication, Language and Literacy (CLL) scales, and 78 points or over in total. The diagram below shows that this has continued to rise. We are ranked 34th in the country and are above the national average.

	2006	2007	2008	2009	National 2009	Trend
Achievement 6+ PSED and 6+ CLL and 78 points	47	51	52	56	52	9% increase since 2006

2.1.5 The second target, to narrow the gap between the median score and the bottom 20%, has still not been reached, but the gap has been narrowed by 4% this year, which is pleasing.

	2006	2007	2008	2009	National 2009
Narrowing the gap	34	35	36	32	34

2.1.6 Children are receiving high quality Early Years education and care, and the percentage of Brighton & Hove pre-school settings which have been judged by Ofsted as good or outstanding is 83%.

2.1.7 Our priorities for this year include:

- Introduce the Communication, Language and Literacy Development (CLLD) programme in 10 schools from September 2009
- Introduce Every Child a Talker (ECAT) programme in targeted settings from April 2010
- Continue to offer comprehensive training programme to embed Early Years and Foundation Stage (EYFS)
- Continue to support and challenge settings through quality improvement scheme
- Improve continuity into Year 1 through training, pilot use of audit tool, CLLD programme and use of EYFS profile data agreement.
- English as an Additional Language (EAL) - ensure all teachers and practitioners are confident in making accurate judgements for children with EAL through training and joint observations. Train bilingual assistants in observation and assessment.
- Boys - track progress and support provision in targeted schools
- Target and monitor support to vulnerable settings

2.2 Primary

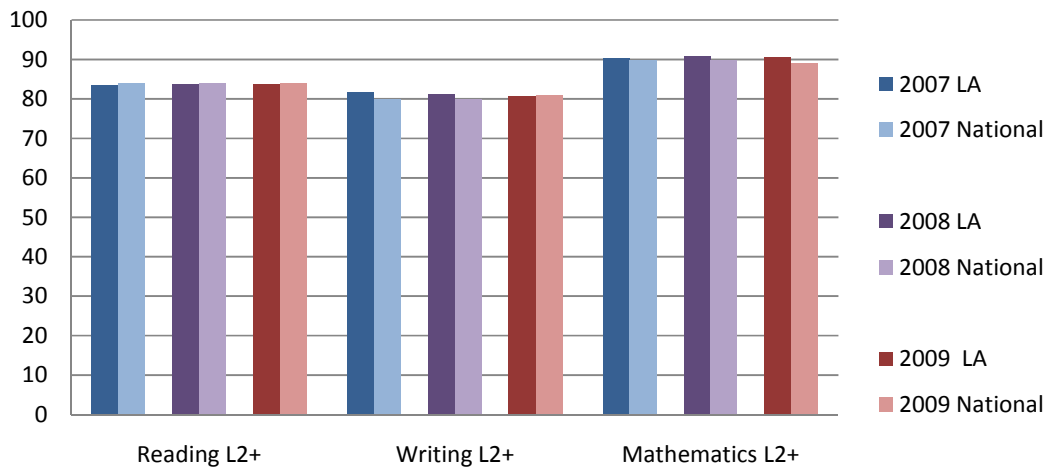
Key Stage 1

2.2.1 This has been another very successful year for Key Stage 1 (KS1). Early data shows that high standards have been maintained and results in all subjects at all levels are in line with or above the national average for

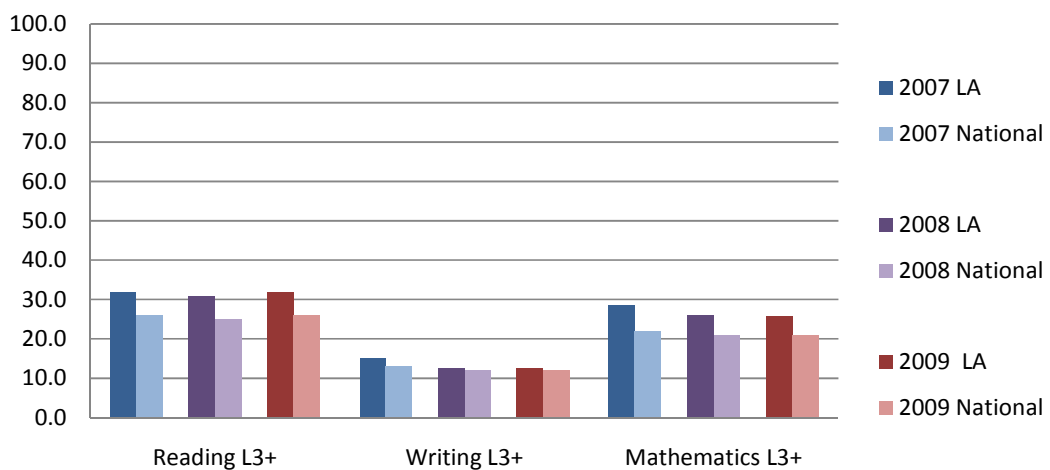
2009. Level 3 reading and maths are particularly high. There are no national indicators for KS1, but areas of note are shown below:

- The percentage of pupils achieving level 3 in reading improved to match the previous highest level of 31.8% in 2007.
- There was also a significant improvement in attainment of level 2b or above in reading which rose to 72.9%, its highest over past 5 years.
- Mathematics at all levels is down slightly from 2008 although still above the national figure at level 2 and above and well above it at level 3.
- Reading at level 2 and above is below the national average as in previous years, but is still improving.

Key Stage 1 Level 2+ 2007-2009



Key Stage 1 Level 3+ 2007-2009

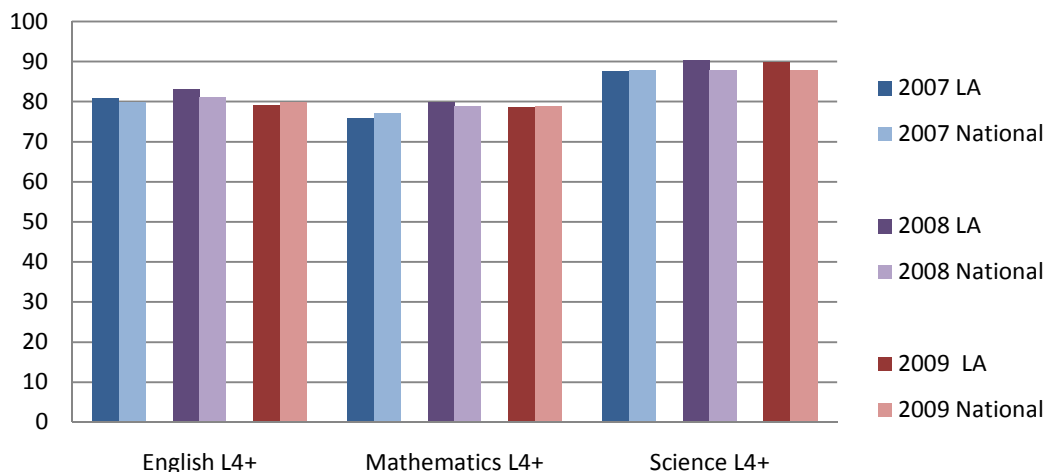


Key Stage 2

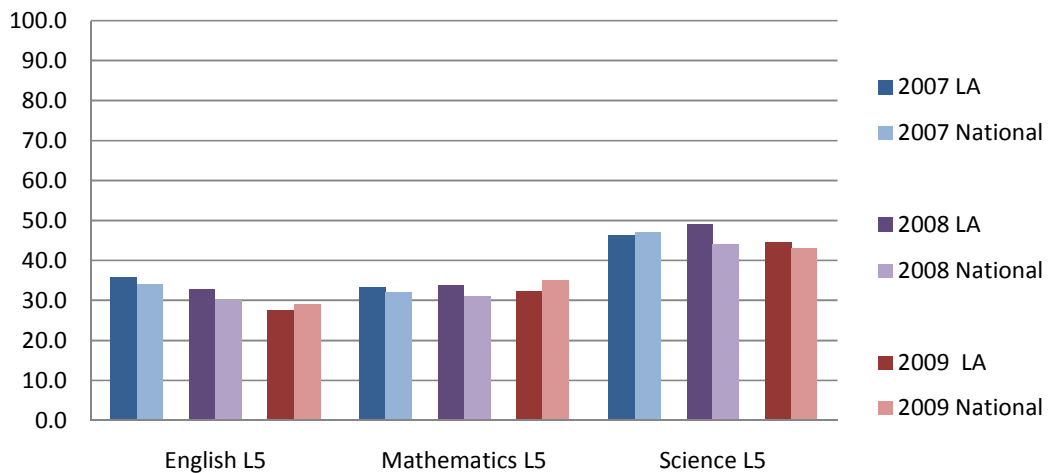
2.2.2 There have been some great successes this year: St Mark's have shown a huge improvement and Peter Gladwin achieved 100% in English and Science. St. John the Baptist and St. Martin's have also made huge gains and our consistently high achieving schools have maintained their very high standards. In 2008 we had three schools below the joint English and maths floor target of 55%. We are delighted that two of these have now risen above the floor. However, six other schools have dipped below the floor this year. Following discussions with School Improvement Partners (SIPs) and consultants, all these schools will receive intensive support to enable them to rise above the floor in 2009 and beyond.

2.2.3 We are above the national results in both L4+ and L5+ for mathematics and science. Year on year change for English & Maths is good in comparison with others. 89% of pupils made two levels of progress in English over KS2.

Key Stage 2 Level 4+ 2007-2009



Key Stage 2 Level 5 2007-2009



2.2.4 in terms of our statistical neighbours, we have improved our ranking for combined English & Maths L4+ coming 3rd overall, 2nd for boys and 3rd for girls. We have also improved our ranking for L4+ maths to 3rd overall and in particular for girls' maths: it now ranks joint 2nd.

2.2.5 Gender

At KS2 the ratio of boys to girls is 51:49 - this is the reverse of 2008. The local authority gender balance is not reflected in all schools as there are imbalances of gender in many ranging from 65:35 B:G to 36:64 B:G.

At KS1 the balance of gender is 49:51 B:G, also the reverse of KS2. The overall picture of girls doing better at English and boys at maths and science remains.

2.2.6 Children in Care

There were 13 pupils in care at KS1 and 10 at KS2 being assessed in 2009. Because numbers are so small, it is not possible to compare statistically with their peers. However, we have looked at their progress using the measure of 2 levels progress or more through KS2. This year in KS2 all 10 pupils made 2 levels of progress in English and 8 made two levels of progress in mathematics – this is as good or better than the overall local authority figure.

2.2.7 Ethnic groups

There were 446 pupils (19%) who were assessed in KS2, similar numbers to 2008. Most groups are small, many less than 10 pupils, and almost all less than 50 pupils. At KS1 501 or 22% were not White British. This group is increasing and the greatest number are those who are white from any other background – often Eastern European.

There has been a positive improvement in this area especially in the percentages of ethnic minorities making two or more levels of progress from

KS1 in both English and mathematics. However, in KS1 the Bangladeshi, Sudanese and White/Black African attained well below in all subjects. In KS2 the White/Black, Bangladeshi, any other Asian background and Black British groups continue to do less well than all pupils in the local authority although in some areas they have improved.

2.2.8 Gifted and Talented

20% of pupils were identified as being gifted and talented at the end of KS2 compared with 18% in 2008. These pupils attained more highly than pupils as a whole for all subjects and levels both at KS1 and KS2. 85% made 2 or more levels of progress in English and 89.4% in maths, much higher than the LA as a whole. Progress in maths has increased significantly 2.8% more.

2.2.9 Children with SEN

3.5% of pupils had a statement in 2009 slightly more than 2008 and 27% were on School Action (SA) or School Action+ (SA+) at end KS2, 1% more than in 2008:

- The pupils with statements attained more highly at KS2 than those in the previous year and more progressed 2 levels in KS2, especially in English where nearly 2/3rds progressed 2 levels
- At KS2 pupils with SA and SA+ show improvement on the previous year in L4+ science, and at L5 in reading,
- The percentage of pupils attaining below level 3 at KS2 for maths 5% has reduced whilst English and science remains the same

2.2.10 Priorities

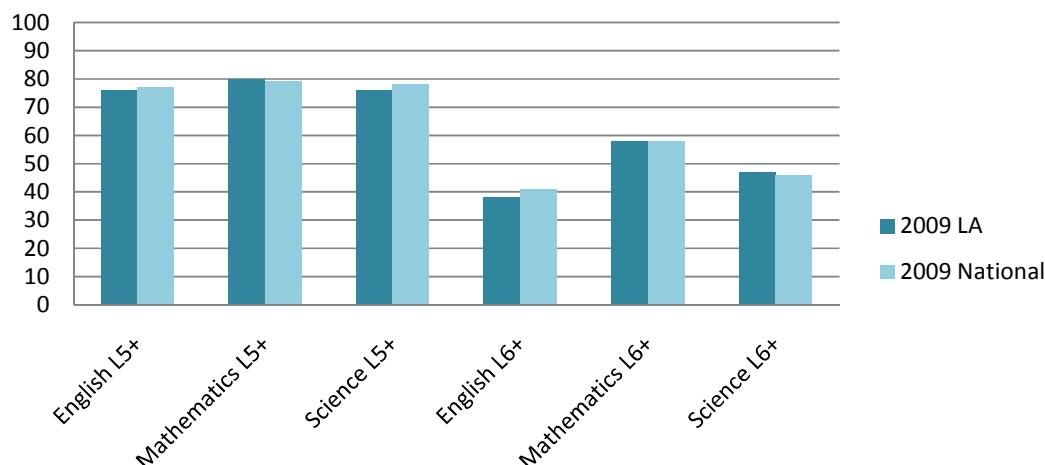
All schools below the floor target have been visited by SIPs and / or consultants and are working on tailored programmes, including ISP, ISP leadership, and intensive maths support. We have a range of projects to support schools across the city and these have been allocated according to the schools' priorities for improvement.

2.3 Secondary

Key Stage 3

2.3.1 Key Stage 3 (KS3) tests were not statutory in 2009 so this year the only data available is from teacher assessment which cannot be reliably compared with either 2008 teacher assessment or test results. Teacher assessment indicates that in English 75.9 % gained level 5+ and 38.1% gained level 6+. In maths 78.9% gained level 5+ while 57% achieved level 6+. 76.1% gained level 5+ in science and 46.5% level 6+.

Key Stage 3 Teacher Assessment 2009



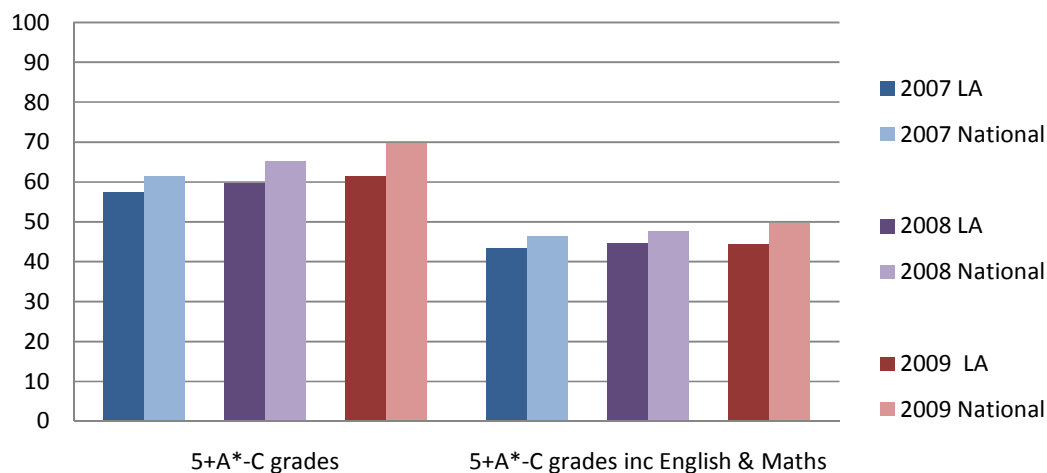
2.3.8 Though KS3 does not now have the same significance in relation to national indicators it is essential that pupils make good progress in this Key Stage to ensure they are well-placed to achieve well in KS4. Thus one of our priorities is to continue to support schools in further improving levels of attainment and achievement in KS3.

Key Stage 4

2.3.9 At Key Stage 4 (KS4), there was slight decline in the percentage gaining 5+ A*-C grades including English and maths, from 44.5% in 2008 to 44.3% in 2009. This means we are below the national average which increased 2.2 percentage points to 49.7% in 2009. This outcome was unexpected from monitoring evidence and was the result of surprisingly low results in two schools, in English and maths respectively.

2.3.10 There was a further improvement in the percentage gaining 5+A*-C grades, the figure rising from 59.6% to 61.4%. The trend has been one of small annual improvements but the figure remains below the national average. There were further small improvements in the percentages gaining 5+ A*-G, 1+A*-G and the percentage gaining any qualification. However, there was a small drop in the percentage gaining 2+ A*-C science qualifications, from 40.6% in 2008 to 38.8% this year, some schools reporting difficulties regarding materials provided by the examination board. 59.4% made 3 levels of progress in English and 49.5% in maths. Average points scores were similar to 2008.

GCSE 2007-2009



2.3.11 Pupils made better than average progress from KS2-4 in five of our secondary schools according to contextual valued added data. In two of these schools exceptional progress was made: Falmer and Dorothy Stringer.

2.3.12 In 2008 there were 3 schools below the floor target. One of these achieved over 30% in 2009 but another school that was above the floor target in 2008 fell below it in 2009. Both Falmer and Patcham High School have made good progress and both have praised the support they have received.

2.3.13 – Brighton & Hove is ranked 7th by several measures in relation to our eleven statistical neighbours.

2.3.14 – Children in Care (CiC)

The percentage of CiC gaining 5+A*-C including English and maths improved 5.6% to 7.9% in 2009. However, the gaps between CiC and the outcomes for all pupils remain wide, reflecting the national picture though it should be noted that there is only a small number of pupils in this group

2.3.15 - Ethnic groups

Most of the larger ethnic groups performed at a higher level than the Local Authority average and the figure for the White group by the main measures. The percentage of the Black group (NI108q) gaining 5+A*-C including English and maths increased from 52.4% to 54.2% while the Mixed group (NI108g) remained at the same level as in 2008. The Asian group (NI108u) decreased slightly to 45.8%. As for CiC, there is a relatively small number of pupils in these groups so the statistics should be treated with some caution.

2.3.16 – Gifted and Talented

While there was a small decrease in the percentage of students gaining 5+A*-C including English and maths, the attainment of Gifted and Talented pupils was very substantially above the figure for all pupils at 84.2%.

2.2.17 – Free School Meals (FSM)

There was a pleasing improvement in the attainment of pupils eligible for Free School Meals by all the main measures and the gaps between their attainment and that of other pupils narrowed from 30.1% to 26% in relation to the percentage gaining 5+A*-C including English and maths

2.2.18– Special Educational Needs (SEN)

The attainment of statemented SEN pupils improved by all the main measures, though the picture for non-statemented SEN pupils was more mixed. The SEN/non-SEN gap regarding the percentage gaining 5+A*-C including English and maths narrowed in 2009 from 47.3% to 43.8%

2.3.18 - Areas

Central, East and West all improved by most measures in 2009 though improvement was less strong in the West

2.3.19 A key priority is to improve the rate of improvement in KS4. Actions to be taken include identifying with headteachers the reasons for slow progress, sharing the best practice in schools where progress has been good, further improving the quality of teaching and learning, accelerating progress towards a wider curriculum offer at KS4 and continuing to work with the five schools on the Securing Good programme.

2.4 Key Stage 5

2.4.1 Results once again varied across the four schools with sixth forms though there were some excellent whole-school and individual successes. At two of the schools the average point scores for advanced level was at a higher level than in 2008 and in one case was very close to the figures for one of the local sixth form colleges. Average point scores declined at the other two schools.

2.4.2 Value added data indicates student's progress is stronger on advanced level (A2) courses than on advanced supplementary (AS) courses across all four schools, this reflecting the national picture.

2.4.3 A priority is to improve students' achievement across the four schools with sixth forms and in the future this will be helped by the Challenge and Support initiative which is designed to identify where additional support is required and involve the School Improvement Partner in commissioning this support.

3. Key Successes

3.1 Early Years Foundation Stage

- Exceeding achievement target and national results
- Narrowing the gap to 32.2ppts, which is better than national

3.2 KS1 and KS2

- Maintaining standards in all subjects at KS1 and significant improvement in all subjects at KS2 overall in the last three years
- Above the national results in both L4+ and L5+ for mathematics and science.
- Reduction in the gaps between all pupils and groups such as ethnic minorities, those with SEN or EAL at KS1 and KS2

3.3 KS3, KS4 and KS5

- Encouraging teacher assessment outcomes in each of the core subjects in KS3, especially in English at level 5+ and science at level 6+
- A small increase in the percentage gaining 5+ A*-C grades at KS4
- Strong KS2-4 contextual value added scores in two schools
- Improved outcomes in two National Challenge schools at KS4
- Improved performance by some pupil groups at KS4 with gaps narrowing – Children in Care, Free School Meals and SEN
- Improved A2 results at two of the schools with sixth forms, as reflected in average point scores for 2009

4. Priorities

4.1 Early Years Foundation Stage

- Narrow the gap between those living in the 30% most disadvantaged super output areas and the rest of the city
- Raise standards in Personal, Social and Emotional Development, particularly in areas of high disadvantage

4.2 KS1 and KS2

- Raise the standard of writing in KS1 and KS2 especially for boys
- Improve the progress made in mathematics through KS2 especially for girls
- Improve the standards and progress of the Black African groups at KS1 and 2
- Ensure that no schools are below the Government's floor targets
- Maintain the good levels of progress in our schools

4.3 KS3, KS4 and KS5

- Continue to improve levels of achievement and attainment in KS3 across the core subjects
- Accelerate improvement in achievement and attainment in KS4 so that a higher percentage attain 5+ A*-C including English and maths and 5+ A*-C grades, the percentage gaining 2 or more A*-C grades in science is improved, and CVA is improved across schools, by focusing on the priorities identified in the autumn 2009 Standards “conversation”
- Continue to support National Challenge schools so all four rise above the floor target by 2011
- Further narrow the gap at KS4 between results for all pupils and those for specific groups, for example FSM, Children in Care and SEN
- Improve levels of attainment and achievement in all schools with sixth forms at both A2 and AS, and on vocational courses

