

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

Agenda Item 49

Brighton & Hove City Council

Subject:	Standards in Early Years Foundation Stage and Key Stages 1-5, 2007-08
Date of Meeting:	Wednesday 28th January, 2009
Report of:	Director of Children's Services
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Wards Affected:	All

FOR GENERAL RELEASE

1. SUMMARY AND POLICY CONTEXT:

- 1.1 This report provides an overview of the standards achieved by children and young people in Brighton & Hove over 2007-08, as indicated by their attainment in the Early Years Foundation Stage Profile, tests at the end of end of Key Stages 1-3, and GCSE and Advanced level examinations. A report per key stage is provided, and key successes and priorities for further development are identified.

2. RECOMMENDATIONS:

- 2.1 The Children and Young People's Overview and Scrutiny Board is asked to note and approve the report.

3. RELEVANT BACKGROUND INFORMATION/CHRONOLOGY OF KEY EVENTS:

- 3.1 The report is largely based on provisional data which will become validated in spring 2009. References are made to the November 2008 Annual Performance Assessment summary of findings and the autumn term National Strategies note of visit which confirm the key points made in the report.

3.2 Following the controversy regarding Key Stage 3 tests, the DCSF has decided to discontinue this test as a national requirement with immediate effect.

4. CONSULTATION

4.1 The report has been formulated in consultation with CYPT staff with responsibility for Early Years Foundation Stage and Key Stages 1-5

5. FINANCIAL & OTHER IMPLICATIONS:

Financial Implications:

5.1 There are no direct financial implications arising from the recommendation in this report (Andy Moore, Schools Principal Accountant – CYPT Finance, 9th December 2008).

Legal Implications:

5.2 There are no legal implications arising from this report (Serena Kynaston, Lawyer, SES Legal Team – 9th December 2008).

Equalities Implications:

5.3 The gap between the attainment of pupils with disadvantage and others is in many instances closing but remains a focus for the CYPT.

Sustainability Implications:

5.4 The improving results add to the sustainability of the City.

Crime & Disorder Implications:

5.5 A strong link has been identified between the crime and disorder of young people and their educational achievement. In the longer term, improved educational achievement is likely to have a positive impact on reducing the level of this aspect of crime and disorder.

Risk and Opportunity Management Implications:

5.6 None.

Corporate / Citywide Implications:

5.7 None.

SUPPORTING DOCUMENTATION

Appendices:

1. 2008 Standards report for Children and Young People's Overview and Scrutiny Committee
2. Foundation Stage profile 2008
3. KS1 results, 2008
4. KS2 results, 2008
5. KS3 results, 2008
6. KS4 results, 2008
7. KS5 results, 2008

Documents in Members' Rooms

1. None

Background Documents

1. School Improvement Strategy
2. Children and Young People's Plan, 2006-09

Appendix 1

Standards Report for Children and Young People's Overview and Scrutiny - 2008

1. Introduction

1.1 Overall there was much to celebrate regarding the achievement of children and young people over 2007-08. Achievement in the Early Years Foundation Stage has remained constant. There has been continued improvement in all subjects in Key Stage 1 (KS1) and significant improvements in all subjects in Key Stage 2 (KS2). In Key Stage 3 (KS3) there has been a substantial improvement in English and small improvements made in maths and science. Results improved again in Key Stage 4 (KS4) but are still below the national average and in Key Stage 5 (KS5) results were variable across the four schools with sixth forms.

1.2 This reflects the findings of the November 2008 Annual Performance Assessment summary letter which commented: "Children and young people make a good start in the Foundation Stage and do well during Key Stages 1 and 2 so that their academic achievement and personal development are above average when they leave primary school... Achievement is good at secondary school during Key Stage 4 so that standards reached by the age of 16 are above those in similar areas."

1.3 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

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 2,488 pupils across the city completed the Foundation Stage Profile. 124 of these children attended a private, voluntary or independent pre-school setting and 10 attended a special school.

2.1.3 Brighton & Hove is above the 2008 national average in all areas of learning. However, we have begun to level in our progress after making significant gains in the previous two years. This overall picture was confirmed by the National Strategies note of visit which commented: "The positive trend ...has continued although the rate of progress has slowed."

2.1.4 The Early Years Outcomes duty now includes two new 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.

2.1.5 The overall achievement target is based on the percentage of children achieving 6 points in each of the Personal, Social and Emotional and each of the Communication, Language and Literacy scales, and 78 points or over in total. Brighton & Hove has a positive trend, although the rate of progress has slowed, and is above the national figure. However, we have not reached our very ambitious 54% target:

2005	2006	2007	2008	trend
45%	47%	51%	52%	7% increase since 2005

2.1.6 The second target, to narrow the gap between the median score and the bottom 20%, has not been reached. The gap in Brighton & Hove is widening. This is because the higher achieving children have progressed faster as a result of new initiatives:

2006	2007	2008
34%	35%	36%

2.1.7 There are 497 children in the bottom 20%. The characteristics of these children are as follows:

- 48% born in the summer so are the youngest in the year group
- 60% boys
- 55% live in the 30% most deprived super output areas.
- 41% school action, school action plus and statement¹
- 14% known to have English as an Additional Language (EAL) status
- 21% take up free school meals
- 0.8% children in care

2.1.8 Our priority is to narrow the gap between the children who live in disadvantage and the rest of the city: action plans are in place to address this.

¹ (N.B. These refer to different levels of support for pupils with special education needs – support at school action level is provided by the school, school action plus involves a higher level of support from outside the school, and statements of special educational need plus support are provided for pupils with the highest levels of need)¹

All schools in the 30% most disadvantaged areas receive additional support regarding their Early Years Foundation Stage Profile.

2.1.9 It is important to note that although Brighton & Hove did not meet our ambitious targets, 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 outstanding and good is well above the national figure: 87% compared to the 67% national average.

2.2 Primary

2.2.1 The overall picture was succinctly summed up by the National Strategies note of visit: “Generally an improving authority in the primary phase.”

Key Stage 1

2.2.2 Standards remained in line with or above the national figures in KS1 with further improvements made since last year. Mathematics continues to be a strength and writing is an area needing further improvement. The gaps in attainment between most specific pupil groups and that of all pupils in Brighton & Hove have reduced. Comparing results with other similar local authorities, the city overall performs very well. Brighton & Hove was in the top four for all subjects and levels, and top for level 3 mathematics.

2.2.3 The general trend over the last three years has been of a slow but steady rise.

2.2.4 Girls overall improved in most subjects. The percentage of boys achieving level 2+ in writing remained well below that of the girls. Writing continued to be a focus for support, especially for boys. Our work on ensuring inclusion has been successful with improvements throughout for ethnic minority groups, pupils with EAL, pupils with special educational needs (SEN) and those who are Gifted and Talented. In addition, the performance of our white British pupils improved. There are still a few small ethnic groups that attain less well overall: the groups defined as black African, in particular the Sudanese group.

2.2.5 Pupils living in the BN17 (i.e. Hollingdean) area continued to do better than their whole-city counterparts in all subjects. In the East Brighton New Deal for Communities area, pupils’ attainment improved at level 2 and above. However, their attainment remained below that of pupils in the rest of the city. The Central area schools showed an overall general improvement and they performed better than pupils in the city as a whole.

Key Stage 2

2.2.6 Standards in 2008 at KS2 showed a significant improvement on 2007: results for all subjects were above the national average and the target for English was met. Evidence from a variety of sources indicates that children in Brighton & Hove schools make good progress and attain well at KS2, and that the gaps between pupil groups and schools serving different areas of the city are reducing. Comparing its results with eleven other similar local authorities, Brighton & Hove is in the top five for all subjects and top in relation to level 5 science. Areas in need of further improvement are boys' writing, girls' mathematics and schools where results are below the Government's floor targets.

2.2.7 The three year trend shows improvements in all subjects at level 4 and 5, with the exception of level 5 English. Progress in 2008 has been good. 83% of pupils made two levels of progress in English and 75% in mathematics. The lower rate of progress for mathematics is probably due to pupils leaving KS1 with higher levels in this subject: this is a priority for development, especially for girls, to enable Brighton & Hove to meet its very challenging maths target.

2.2.8 Boys' English level 4 results rose significantly as a result of an improvement in reading rather than writing. Girls also improved: however, their performance in mathematics continues to be weaker than in their other subjects. As at KS1, outcomes for ethnic minority groups improved: the percentage making two levels or more progress in English is now at or above the overall local authority level for almost all groups. However, data indicates that the black African groups make less good progress. The percentage of SEN pupils receiving school support who make two levels of progress is the same as for the city as a whole and there has been a reduction in the percentage below level 3. Gifted and Talented pupils are making faster progress than their counterparts in almost all schools.

2.2.9 The East area of the city showed the greatest percentage of pupils progressing two levels in English and maths, and improvements at level 5, and all areas showed an improvement on 2007. BN17 continues to perform better than the city as a whole. The East Brighton New Deal for Communities area still has the lowest attainment but the gap is closing. This improvement needs to be sustained.

2.2.10 The impact of the Improving Standards Programme (ISP) has been significant with schools showing an overall improvement of 6% over the past three years for both English and Maths at level L4+. The city is currently ranked 2 for progress among all the authorities in the south east. This is a great success and is the result of the hard work of the schools and staff in Brighton & Hove. The number of schools not meeting the Government's floor targets reduced from seven in 2007 to three for English, and from thirteen in 2007 to five for maths in 2008. However, there are still four schools not meeting the target of more than 55% pupils attaining L4+ in both English and maths.

2.3 Secondary

Key Stage 3

2.3.1 Standards further improved in KS3 in 2008 in all three core subjects, as reflected in the National Strategies note of visit which commented that there has been “a good improvement in KS3”. However, with the exception of English, attainment remains below the national averages and therefore KS3 has been identified as a priority for further development.

2.3.2 The most substantial improvements were in English where following last year’s decline there was a substantial rise at level 5+ to 73%, in line with the national average. Results at level 6+ also improved substantially to just above the national average. There was a sharp rise in outcomes for writing and reading also improved at level 5+. 30% made two levels of progress over the key stage. These results were particularly pleasing given national results for English declined a little and reflect the hard work of school staff, students and CYPT consultants.

2.3.3 In maths there was a small increase to 73% at level 5+ and results also improved at Level 6+, but both figures were below the national average. 55% made two levels of progress over the key stage. In science, there were small improvements at both levels 5+ and 6+ but in each case results were below the national average. The percentage gaining level 5+ in both English and maths rose to 65%, just below the national average, a substantial improvement on 2007.

2.3.4 Three year trends show there have been small year on year improvements in both maths and science at level 5+. English has been more variable from year to year.

2.3.5 Both boys and girls improved their performance in Key Stage 3 in 2008. Girls’ attainment was higher by overall average points score but boys narrowed the gap in 2008. Boys narrowed girls’ lead in English, improved their own lead in maths and overtook girls in science.

2.3.6 Good progress was made in 2008 by most groups of pupils including those supported by the Ethnic Minority Achievement Service, children in care, Gifted and Talented and the majority of the larger ethnic groups. Results for pupils with SEN were similar to 2007 but there were improvements in English and science results by pupils with SEN statements, and improvements in English by SEN school action or school action plus pupils. The latter narrowed the gap on overall results for all pupils in all three core subjects at L5+.

2.3.7 With regard to different areas, results for both Central and West improved in all the core subjects at Levels 5+ and 6+. In the East there were

improvements in all the core subjects at L5+ and in English at L6+. Attainment remains lower in the East than in the other two areas.

Key Stage 4

2.3.8 At KS4 there were once again further improvements in standards in 2008 by all measures though some outcomes were below the national average. The National Strategies note of visit summed this up as “some improvement at KS4 but below the national trend.”

2.3.9 The percentage gaining 5+ A*-C grades improved to 59.4%, a rise of 2%. Results also improved for the percentage gaining 5+ A*-C grades including English and maths: 44.3%, a small increase on 2007. 56.3% made two levels of progress in English in KS4 and 20.6% in maths, this gap reflecting the national difference. There were also small improvements in the percentage gaining 5+ A*-G grades, the percentage gaining 5+ A*-G grades including Level 1 English and maths, and the percentage gaining any qualification.

2.3.10 There has been a steady upwards trend by all the main measures over the last three years. Data indicates that compared with statistical neighbours overall average point score for pupils in Brighton & Hove is the fourth highest out of 11.

2.3.11 The results of both boys and girls improved in 2008. By most measures girls remained ahead with the gap widening a little. The attainment of specific pupil groups in KS4 was particularly pleasing in 2008. Improved results were gained by those supported by EMAS, children in care, SEN school action or school action plus and the majority of the larger ethnic groups. Gifted and Talented pupils also performed well. Results were mixed for pupils with SEN statements but there was a small increase in the percentage of them gaining 5+ A*-C grades.

2.3.12 In terms of areas, Central results improved by all measures and West results also improved. Results for the East improved by most measures but remain below those for other areas: however, the gap was narrowed in 2008.

2.3.13 In three schools less than 30% of pupils attained 5+A*-C grades including in English and mathematics. These schools are receiving extra support from a government programme called National Challenge. All three schools improved the number of pupils attaining 5+A*-C grades which was the data they were judged by until 2008.

2.4 Key Stage 5

2.4.1 Results varied between the four schools with sixth forms in 2008 and though there were some excellent whole-school and individual successes, broadly there was a small decline on 2007. The pass rate for advanced level

(A2) candidates rose at two schools but declined in the others. Girls attained more highly than boys at all four schools, with boys improving on their 2007 attainment at two schools and girls improving at three.

2.4.2 Combined data for all students completing A2 and advanced supplementary (AS) courses indicates that two schools with sixth forms improved their results, one declined, and one had similar results to 2007.

2.4.3 Broadly, results were higher at the two sixth form colleges than the schools with sixth forms in 2008. At one the A2 pass rate improved, likewise the percentages gaining A-B and A-C grades. The same trend applied to results for AS courses. At the other sixth form college, the A2 pass rate declined slightly but there were improvements in the percentages gaining A-B and A-C grades, whereas AS results improved by all measures.

3. Key Successes

3.1 Early Years Foundation Stage

- Above national averages in all six areas of learning
- A 7% increase since 2005 in the overall “achievement target”

3.2 KS1 and KS2

- Continued improvement in all subjects at KS1 and significant improvement in all subjects at KS2 over 2007 and in the last three years
- Significant improvement in schools working on the ISP programme and reductions in schools not meeting government floor targets at KS2.
- Brighton & Hove graded 1 for progress in reducing the gaps between ISP schools and others
- Improvement in boys’ attainment in English at KS2 especially reading
- Reduction in the gaps between all pupils and groups such as ethnic minorities, those with SEN or EAL at KS1 and KS2
- Reduction in gaps between schools in the East Brighton New Deal for Communities area and the city’s schools as a whole at KS1 and KS2

3.3 KS3, KS4 and KS5

- Significantly improved results in English in KS3, now in line with the national average at both Level 5+ and 6+
- Further small improvements made in maths and science at KS3
- Boys’ attainment improved and the gap between boys and girls narrowed in English at KS3
- Improved attainment by most pupil groups in KS3
- Further improvements in results in KS4 by a number of measures including 5+ A*-C, where the local authority target was exceeded, and 5+ A*-C including English and maths

- Improved attainment by most pupil groups in KS4 and the gap narrowed between their attainment and that of all pupils in the city
- Improved results in the East of the city
- Results at A2 improved at two of the schools with sixth forms and there were improvements by the combined AS/A2 measures at two schools

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 targets²
- Maintain the good levels of progress in our schools

4.3 KS3, KS4 and KS5

- Sustain the 2008 improvement in KS3 English results so that attainment exceeds the national average, and further improve attainment in maths and science so results are in line with the national average
- Further narrow the gap at both KS3 and KS4 between results for all pupils and those for specific groups, for example Sudanese pupils in KS3 and SEN pupils in KS3 and KS4
- Continue to address the raising of attainment in the East of the City so the gap between East and other areas is narrowed at both KS3 and KS4
- Further improve attainment in KS4 English and especially maths so a greater number make two levels of progress in KS4 and a higher percentage attain 5+ A*-C including English and maths
- Improve levels of attainment and achievement in all schools with sixth forms at both A2 and AS

² Government floor targets: At Key stage 2 every school is expected to have at least 55% of pupils aged 11 attaining Level 4 in both English and mathematics standardised tests. Secondary schools must have at least 30% of their pupils attaining 5 or more GCSEs at grade A*-C including English and mathematics.

