

# Report of the Strategic Director Children's Services to the meeting of Children's Overview & Scrutiny Committee to be held on 13 March 2024

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## Subject:

**Educational Standards – Early Years to Key Stage 4**

## Summary statement:

This report provides an update on the outcomes from national assessments for primary and secondary pupils for the academic year 2022/23 and updated information on the outcomes of Ofsted inspections within education settings.

## EQUALITY & DIVERSITY:

Data is collected and presented here for Key Stage 2 and Key Stage 4 for groups including gender, English as an additional language, disadvantage and SEND. Data for children in care is collected and reported separately.

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## Portfolio:

Children & Families

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## Overview & Scrutiny Area:

Children's Services

## 1. SUMMARY

- 1.1 This report provides an update on the outcomes from national assessments for primary and secondary pupils for the academic year 2022/23.
- 1.2 The report also provides members with updated information on the outcomes of Ofsted inspections in education settings.

## 2. BACKGROUND

### 2.1 For Early Years Foundation Stage Profile

- These statistics report on teacher assessments of children's development at the end of the early years foundation stage (EYFS), specifically the end of the academic year in which a child turns 5. This is typically the summer term of reception year. The assessment framework, or EYFS Profile, consists of 17 early learning goals (ELGs) across 7 areas of learning.
- This is the second publication since the 2020/21 EYFS reforms were introduced in September 2021. As part of those reforms, the EYFS profile was significantly revised. **It is therefore not possible to directly compare 2021/22 and 2022/23 assessment outcomes with earlier years.** Additionally, the 2019/20 and 2020/21 data collections were cancelled due to coronavirus (COVID-19).
- The key EYFSP measure is called a 'Good Level of Development' (GLD). This includes Personal, Social and Emotional Development, Communication and Language, Mathematics, Physical Development and Literacy. Children are teacher assessed in each aspect and are judged against national standards as to whether they are 'emerging' (working below the standard), 'expected' (working at the standard) or 'exceeding' (working above the standard). Teacher assessments are moderated.

### 2.2 For Key Stage 2

- The Y6 cohort in 2022/23 experienced disruption to their learning during the pandemic, particularly at the end of year 3 and in year 4.
- These statistics have been updated with revised data published by the Department for Education on 14<sup>th</sup> December 2023.
- Pupils who meet the expected standard in reading, writing and maths (combined) are those who meet the expected standard in all three subjects. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth' (GDS).

### 2.3 For Key Stage 4

- In 2020 and 2021, alternative processes were set up to award grades (centre assessment grades, known as CAGs, and teacher assessed grades, known as TAGs). As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to

grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021. The approach to grading for the 2023 set of examinations was to move boundaries back more towards those of 2019.

- Given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and methods of assessment for 2021/22, readers need to exercise caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.
- Comparisons are made for each year from 2019 to 2021, because although results were published throughout the pandemic, it is more meaningful to compare the current outcomes to the last year summer exams were sat.
- These statistics have been updated with revised data published by the Department for Education on 1<sup>st</sup> February 2024.

### 3. OTHER CONSIDERATIONS

#### 3.1 Early Years Foundation Stage Profile

		2019	2022	2023
<b>Percentage of children receiving a Good Level of Development</b>	<b>Bradford</b>	68%	62%	62%
	<b>Statistical Neighbours</b>	68%	62%	64%
	<b>National</b>	72%	65%	67%
	<b>Gap to National</b>	-3.8%	-2.9%	-5.0%
<b>Average number of Early Learning Goals at expected level per child</b>	<b>Bradford</b>		13.4	13.3
	<b>Statistical Neighbours</b>		13.4	13.5
	<b>National</b>		14.1	14.1
	<b>Gap to National</b>		-0.7	-0.8

- 62.2% of children achieved a Good Level of Development (GLD) in Bradford in 2023, a slight decrease from 62.3% in 2022, and a further decrease from 68% achieved in 2019. The decrease between 2019 and 2022 was also seen nationally and across statistical neighbours. 2023 saw an increase in those children achieving a GLD both across statistical neighbours, and nationally, resulting in the gap to national widening.
- Prior to the 2020/21 EYFS reforms, the DfE published a further measure which was the mean average points score for children across all seventeen Early Learning Goals. In 2022, this was replaced with a measure which looks at the mean number of Early Learning Goals (ELG) children were at the expected level for. The maximum number would be 17, if every child was at the expected level for every early learning goal. In 2023, the average number of ELG at expected level for children in Bradford is 13.3, a 0.1 decrease compared to 2022. Statistical neighbours saw an increase from 13.4 in 2022 to 13.5 in 2023 and the national score remained the same as 2022 at 14.1. Subsequently, the gap to national has widened slightly.

### 3.2 Key Stage 2

		2019	2022	2023
<b>Reading Test</b>	<b>Bradford</b>	71%	72%	70%
	<b>Statistical Neighbours</b>	70%	72%	71%
	<b>National</b>	74%	75%	73%
	<b>Gap to National</b>	-3	-3	-3
<b>Maths Test</b>	<b>Bradford</b>	78%	70%	72%
	<b>Statistical Neighbours</b>	77%	70%	72%
	<b>National</b>	79%	72%	73%
	<b>Gap to National</b>	-1	-2	-1
<b>GPS Test</b>	<b>Bradford</b>	78%	69%	71%
	<b>Statistical Neighbours</b>	78%	71%	72%
	<b>National</b>	79%	73%	73%
	<b>Gap to National</b>	-1	-4	-2
<b>Writing TA</b>	<b>Bradford</b>	77%	68%	71%
	<b>Statistical Neighbours</b>	76%	67%	70%
	<b>National</b>	79%	70%	72%
	<b>Gap to National</b>	-2	-2	-1%
<b>RWM Combined</b>	<b>Bradford</b>	63%	57%	57%
	<b>Statistical Neighbours</b>	62%	56%	58%
	<b>National</b>	65%	59%	60%
	<b>Gap to National</b>	-2	-2	-3

- Outcomes in reading have decreased slightly in 2023 when compared to 2022, and prior to the pandemic. A decrease was seen across statistical neighbours and nationally resulting in the gap to national remaining static.
- In mathematics, although outcomes declined in 2022 when compared to 2019, 2023 sees an increase and the gap to national has narrowed.
- Grammar, punctuation and spelling outcomes have improved in 2023 after a decline in 2022. Statistical neighbours also saw an improvement, but the gap between Bradford and National has narrowed due to national outcomes remaining the same.
- Writing outcomes have improved in 2023 and the gap between Bradford and national averages has decreased.
- The outcomes for reading/writing/maths combined remained static in Bradford whereas there was a slight improvement across statistical neighbours, and nationally. This means that the gap between Bradford and national averages has increased.

### 3.3 Key Stage 4

		2021	2022	2023
<b>Attainment 8</b>	<b>Bradford</b>	45.90	43.80	41.00
	<b>Statistical Neighbours</b>	47.95	46.09	43.80
	<b>National</b>	50.90	48.90	46.40
	<b>Gap to National</b>	-5.00	-5.10	-5.40
<b>Ebacc APS</b>	<b>Bradford</b>	3.96	3.75	3.48
	<b>Statistical Neighbours</b>	4.12	3.97	3.77
	<b>National</b>	4.45	4.28	4.07
	<b>Gap to National</b>	-0.49	-0.53	-0.59
<b>Basics 9-4</b>	<b>Bradford</b>	63%	60%	55%
	<b>Statistical Neighbours</b>	67%	64%	60%
	<b>National</b>	72%	69%	65%
	<b>Gap to National</b>	-9	-9	-10
<b>Basics 9-5</b>	<b>Bradford</b>	43%	41%	36%
	<b>Statistical Neighbours</b>	46%	45%	40%
	<b>National</b>	52%	50%	46%
	<b>Gap to National</b>	-9	-9	-10

- The above table shows that attainment outcomes at Key Stage 4 continue to decline following the pandemic. Bradford outcomes remain lower than the statistical neighbour average, and the national average. The gap between Bradford and national has increased in all measures.

### 3.4 Groups (See Appendix 1, 2 & 3)

#### 3.4.1 Early Years Foundation Stage Profile

- In 2023, 69.3% of girls in Bradford achieved GLD compared with 55.4% of boys in comparison to 74.2% of girls and 60.6% of boys nationally.
- Girls outperform boys when achieving GLD, both within Bradford and nationally. The gap between the performance of girls and boys in Bradford narrowed from 15% in 2022 to 13.9 % in 2023. The national gender performance gap widened from 13.2% to 13.6% during the same period.
- The gap between the average number of ELGs achieved at the expected level for girls and boys is slightly wider in Bradford at 1.8 compared to 1.5 nationally. In Bradford, girls averaged 14.2 ELGs and boys 12.4, whereas nationally girls averaged 14.9 and boys 13.4.
- The percentage of pupils eligible for free school meals in Bradford who achieved a GLD reduced in 2023. An increase nationally means that Bradford now performs below the national average.
- The average number of ELGs achieved at the expected level for children eligible for free school meals reduced by 0.6 in Bradford in 2023, compared to a 0.1 increase seen nationally. This has increased the gap between Bradford and

National.

- Bradford pupils from a Black ethnicity background performed better than other ethnic groups in the GLD measure during 2022 (68.7%) and 2023 (69.1%), though the gap to national has narrowed from 8.1% to 6.3% for this group. They also perform above both the Bradford and National overall average. When looking at the average number ELGs achieved, Bradford performed below the national average for all ethnic groups except pupils from a Black ethnicity background who averaged 13.7 ELG against a whole Bradford cohort of 13.3.
- Summer born children in Bradford perform below their counterparts nationally in the GLD measure, with a widening gap of 5.1% in 2023. Summer born children achieved the expected level for on average 1.2 ELGs less than their non summer born counterparts in Bradford (the gap nationally is 1.3).
- In 2023 19.4% of pupils receiving SEN Support in Bradford achieved GLD compared to 24.3% nationally, and the gap to national widened by 2%. SEN Support pupils in Bradford, on average achieved the expected level for 7 ELGs, which is 1.4 ELGs less than the national average for this cohort. The gap to national widened marginally from 1.3 in 2022.

#### 3.4.2 Key Stage 2 – Expected level for Reading, Writing and Maths Combined

- Girls continue to outperform boys both within Bradford, and nationally. The Bradford gap between boys and girls is the same as seen nationally, with both groups achieving 2% below the national average.
- Disadvantaged pupils within Bradford perform better than their national counterparts in this measure, consistently achieving 1% more than disadvantaged children nationally over the last 3 years.
- Pupils from an Asian background are more likely to achieve in this measure than any other ethnicity group. This trend as seen nationally, though the Bradford gap to national for this ethnicity group is larger than seen across the other groups (7% below national compared to 3% below for White and Mixed ethnic groups).
- SEN support pupils within Bradford perform at a similar level to their national counterparts, with a very small gap between performance nationally (numbers are subject to rounding).

#### 3.4.3 Key Stage 4

- Girls continue to outperform boys. At attainment 8 girls' achievement is 5% higher than boys and this is higher than the national gap. For attainment 9-4 and 9-5, the gap in performance between boys and girls is not as wide as the gap seen nationally.
- The gap in performance between Bradford pupils with an EHCP and those nationally is narrowing across all of the Key Stage 4 measures. Attainment 8 scores for pupils with SEN Support in Bradford improved when compared to

nationally, but the gap in performance for attainment 9-4 widened and remained static for 9-5.

- The gap between disadvantaged and non-disadvantaged pupils is 13% for attainment 8. This is 2% lower than the national average. At Basics 9-4 and Basics 9-5, the difference between disadvantaged and other pupils is also lower in Bradford than the national average.
- Pupils whose first language is English outperform pupils whose language is not English by 2% in Attainment 8. Nationally, those pupils whose language is not English outperform pupils whose first language is English by 4%. At Basics 9-4 and Basics 9-5, the picture is similar with pupils whose first language is English outperforming pupils whose language is not English by 4% and 2% respectively. The national average picture is that those pupils whose language is not English outperform pupils whose first language is English by 3% and 5% respectively.

### 3.5 Ofsted Inspection Outcomes

Ofsted Rating	School Phase						Grand Total
	Nursery	Primary	Secondary	All-through	Not applicable	16 plus	
Good	3	107	12	2	7	0	131
Inadequate	0	0	0	0	1	0	1
Outstanding	4	11	7	0	3	2	27
Requires improvement	0	13	1	2	1	0	17
Serious Weaknesses	0	0	3	0	0	0	3
Special Measures	0	0	1	0	0	0	1
Grand Total	7	131	24	4	12	2	180

### 3.6 Local Authority Strategies to Support Improving Outcomes

- Raising Achievement Strategy funding has now finished but the Maths and English Hubs are continuing the work done around this for primaries – see Appendix 4.
- The Launchpad for Literacy initiative is proving to be very popular in schools and a presentation is provided at Appendix 6. This is a summary of the strategy.
- The Local Authority leads on KS2 assessment and moderation training which both Local Authority and Academy schools utilise.
- The Local Authority also provides schools with reading training opportunities.
- The Education Improvement Board has a KS4 and KS2 focus, looking specifically at outcomes for Year 11 and Year 6 – see Appendix 5.
- The Bradford Priority Investment Area Board also focuses on education outcomes across all key stages.

## 4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 There are no financial issues arising from this report.

## **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

- 5.1 The Education Improvement Board has been newly established to oversee and drive the improvement agenda forward with a specific focus on attainment and absence.

## **6. LEGAL APPRAISAL**

There are no legal issues arising from this report.

## **7. OTHER IMPLICATIONS**

### **7.1 SUSTAINABILITY IMPLICATIONS**

Not applicable.

### **7.2 TACKLING THE CLIMATE EMERGENCY IMPLICATIONS**

Not applicable.

### **7.3 COMMUNITY SAFETY IMPLICATIONS**

Not applicable.

### **7.4 HUMAN RIGHTS ACT**

Not applicable.

### **7.5 TRADE UNION**

Not applicable.

### **7.6 WARD IMPLICATIONS**

Not applicable.

### **7.7 AREA COMMITTEE LOCALITY PLAN IMPLICATIONS**

Not applicable.

### **7.8 IMPLICATIONS FOR CHILDREN AND YOUNG PEOPLE**

Impacts on all children and young people. Outcomes for children in care will be reported separately to the Corporate Parenting Panel.

### **7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT**

Not applicable.



## **8. NOT FOR PUBLICATION DOCUMENTS**

8.1 Not applicable.

## **9. OPTIONS**

9.1 Not applicable.

## **10. RECOMMENDATIONS**

10.1 Committee members are asked to note the contents of this report.

## **11. APPENDICES**

11.1 Appendix 1: Data for Early Years Foundation Stage Profile Groups

11.1 Appendix 2: Data for Key Stage 2 Groups.

11.2 Appendix 3: Data for Key Stage 4 Groups.

11.3 Appendix 4: Raising Attainment Strategy – Summary and Statement of Impact.

11.4 Appendix 5: Education Improvement Board Project Plan.

11.5 Appendix 6: Communication and Language, the Key to Children Succeeding.

## **12. BACKGROUND DOCUMENTS**

12.1 Not applicable.

# Appendix 1

## Early Years Foundation Stage Profile Groups

Pupils achieving a Good Level of Development

		2019	2022	2023	Rate of Improvement
<b>Good Level of Development</b> All Pupils	<b>Bradford</b>	68.0%	62.3%	62.2%	
	<b>National</b>	71.8%	65.2%	67.2%	
	<b>Gap</b>	-3.8	-2.9	-5	
<b>Gender</b>					
<b>Male</b>	<b>Bradford</b>	61.4%	54.8%	55.4%	
	<b>National</b>	65.5%	58.7%	60.6%	
	<b>Gap</b>	-4.1	-3.9	-5.2	
<b>Female</b>	<b>Bradford</b>	74.8%	69.8%	69.3%	
	<b>National</b>	78.4%	71.9%	74.2%	
	<b>Gap</b>	-3.6	-2.1	-4.9	
<b>Gap between Male/Female Performance</b>	<b>Bradford</b>	13.4%	15.0%	13.9%	
	<b>National</b>	12.9%	13.2%	13.6%	
	<b>Gap</b>	0.5	1.8	0.3	
<b>Free School Meal Eligibility</b>					
<b>Known to be eligible for Free School Meals</b>	<b>Bradford</b>	55.0%	51.0%	47.9%	
	<b>National</b>	57.0%	49.1%	51.6%	
	<b>Gap</b>	-2	1.9	-3.7	
<b>Not known to be eligible for Free School Meals</b>	<b>Bradford</b>	70.0%	65.1%	66.7%	
	<b>National</b>	74.0%	68.8%	71.5%	
	<b>Gap</b>	-4	-3.7	-4.8	
<b>Ethnicity</b>					
<b>Asian</b>	<b>Bradford</b>	68.0%	61.2%	61.5%	
	<b>National</b>	71.0%	64.9%	66.7%	
	<b>Gap</b>	-3	-3.7	-5.2	
<b>White</b>	<b>Bradford</b>	69.0%	64.4%	64.2%	
	<b>National</b>	73.0%	66.3%	68.6%	
	<b>Gap</b>	-4	-1.9	-4.4	
<b>Mixed</b>	<b>Bradford</b>	69.0%	60.5%	62.4%	
	<b>National</b>	73.0%	67.0%	68.7%	
	<b>Gap</b>	-4	-6.5	-6.3	
<b>Black</b>	<b>Bradford</b>	62.0%	68.7%	69.1%	
	<b>National</b>	69.0%	60.6%	62.8%	
	<b>Gap</b>	-7	8.1	6.3	
<b>Term of Birth</b>					
<b>Summer Born</b>	<b>Bradford</b>		52.3%	54.3%	
	<b>National</b>		55.7%	59.4%	
	<b>Gap</b>		-3.4	-5.1	
<b>Not Summer Born</b>	<b>Bradford</b>		67.5%	67.9%	
	<b>National</b>		70.0%	72.8%	
	<b>Gap</b>		-2.5	-4.9	
<b>SEN Status</b>					
<b>SEN Support</b>	<b>Bradford</b>	34.0%	20.0%	19.4%	
	<b>National</b>	29.0%	22.9%	24.3%	
	<b>Gap</b>	5	-2.9	-4.9	
<b>SEN - EHCP</b>	<b>Bradford</b>	4.0%	3.1%	4.1%	
	<b>National</b>	5.0%	3.6%	3.8%	
	<b>Gap</b>	-1.0	-0.5	0.3	

Average number of Early Learning Goals at expected level per child

		2022	2023	Rate of Improvement
<b>Average Number of Early Learning Goals at Expected Level per child</b> All Pupils	<b>Bradford</b>	13.4	13.3	
	<b>National</b>	14.1	14.1	
	<b>Gap</b>	-0.7	-0.8	
<b>Gender</b>				
<b>Male</b>	<b>Bradford</b>	12.5	12.4	
	<b>National</b>	13.3	13.4	
	<b>Gap</b>	-0.8	-1	
<b>Female</b>	<b>Bradford</b>	14.3	14.2	
	<b>National</b>	14.8	14.9	
	<b>Gap</b>	-0.5	-0.7	
<b>Gap between Male/Female Performance</b>	<b>Bradford</b>	1.8	1.8	
	<b>National</b>	1.5	1.5	
	<b>Gap</b>	0.3	0.3	
<b>Free School Meal Eligibility</b>				
<b>Known to be eligible for Free School Meals</b>	<b>Bradford</b>	12.2	11.6	
	<b>National</b>	12.3	12.4	
	<b>Gap</b>	-0.1	-0.8	
<b>Not known to be eligible for Free School Meals</b>	<b>Bradford</b>	13.7	13.8	
	<b>National</b>	14.4	14.6	
	<b>Gap</b>	-0.7	-0.8	
<b>Ethnicity</b>				
<b>Asian</b>	<b>Bradford</b>	13	13.1	
	<b>National</b>	13.5	13.6	
	<b>Gap</b>	-0.5	-0.5	
<b>White</b>	<b>Bradford</b>	13.9	13.7	
	<b>National</b>	14.3	14.4	
	<b>Gap</b>	-0.4	-0.7	
<b>Mixed</b>	<b>Bradford</b>	13.4	13.3	
	<b>National</b>	14.2	14.3	
	<b>Gap</b>	-0.8	-1	
<b>Black</b>	<b>Bradford</b>	13	13.7	
	<b>National</b>	13.1	13.2	
	<b>Gap</b>	-0.1	0.5	
<b>Term of Birth</b>				
<b>Summer Born</b>	<b>Bradford</b>	12.4	12.6	
	<b>National</b>	13.2	13.4	
	<b>Gap</b>	-0.8	-0.8	
<b>Not Summer Born</b>	<b>Bradford</b>	13.9	13.8	
	<b>National</b>	14.5	14.7	
	<b>Gap</b>	-0.6	-0.9	
<b>SEN Status</b>				
<b>SEN Support</b>	<b>Bradford</b>	7	7	
	<b>National</b>	8.3	8.4	
	<b>Gap</b>	-1.3	-1.4	
<b>SEN - EHCP</b>	<b>Bradford</b>	1.9	1.9	
	<b>National</b>	2.4	2.3	
	<b>Gap</b>	-0.5	-0.4	

## Appendix 2

### Key Stage 2 Groups – Revised

Pupils achieving expected levels for Reading, Writing and Maths Combined

		2019	2022	2023	Rate of Improvement
RWM Combined All Pupils	Bradford	63%	57%	57%	
	National	65%	59%	60%	
	Gap	-2	-2	-2	
<b>Gender</b>					
Male	Bradford	58%	54%	54%	
	National	60%	55%	56%	
	Gap	-2	-1	-2	
Female	Bradford	68%	61%	61%	
	National	70%	63%	63%	
	Gap	-2	-2	-2	
<b>Disadvantaged Pupils</b>					
Disadvantaged	Bradford	52%	44%	45%	
	National	51%	43%	44%	
	Gap	1	1	1	
Not Disadvantaged	Bradford	69%	64%	64%	
	National	71%	66%	66%	
	Gap	-2	-2	-2	
<b>Ethnicity</b>					
Asian	Bradford	66%	62%	60%	
	National	69%	66%	66%	
	Gap	-3	-4	-7	
White	Bradford	60%	53%	56%	
	National	64%	58%	59%	
	Gap	-5	-4	-3	
Mixed	Bradford	61%	53%	57%	
	National	66%	61%	62%	
	Gap	-6	-7	-5	
Black	Bradford	67%	60%	57%	
	National	64%	59%	60%	
	Gap	3	0	-3	
<b>SEN Status</b>					
SEN Support	Bradford	26%	21%	23%	
	National	25%	21%	24%	
	Gap	1	0	0	

## Appendix 3

### Key Stage 4 Groups – Revised

#### Average Attainment 8 Score

		2021	2022	2023	Rate of Improvement
Average Attainment 8 Score All Pupils	Bradford	46	44	41	
	National	51	49	46	
	Gap	-5	-5	-5	
<b>Gender</b>					
Male	Bradford	43.2	40.9	38.6	
	National	48.1	46.4	44.2	
	Gap	-4.9	-5.5	-5.6	
Female	Bradford	48.8	46.7	43.6	
	National	53.9	51.5	48.7	
	Gap	-5.1	-4.8	-5.1	
<b>Disadvantaged Pupils</b>					
Disadvantaged	Bradford	37.2	34.9	32.5	
	National	40.3	37.7	35.1	
	Gap	-3.1	-2.8	-2.6	
Not Disadvantaged	Bradford	50.3	48.4	45.7	
	National	54.7	52.9	50.4	
	Gap	-4.4	-4.5	-4.7	
<b>Ethnicity</b>					
Asian	Bradford	48.0	47.1	43.7	
	National	55.8	55.0	53.5	
	Gap	-7.8	-7.9	-9.8	
White	Bradford	44.5	41.2	38.5	
	National	50.2	47.9	45.2	
	Gap	-5.7	-6.8	-6.7	
Mixed	Bradford	43.4	39.4	35.8	
	National	51.3	49.5	46.9	
	Gap	-7.9	-10.2	-11.1	
Black	Bradford	47.0	42.1	45.1	
	National	50.0	48.9	46.8	
	Gap	-3.0	-6.8	-1.7	
<b>English First Language</b>					
English	Bradford	47.2	44.4	41.6	
	National	50.8	48.5	45.9	
	Gap	-3.6	-4.1	-4.3	
Other than English	Bradford	43.6	42.9	39.9	
	National	52.1	51.4	49.4	
	Gap	-8.5	-8.5	-9.5	
<b>SEN Status</b>					
EHCP	Bradford	12.8	10.4	12.6	
	National	15.7	14.3	14.0	
	Gap	-2.9	-3.9	-1.4	
SEN Support	Bradford	31.1	29.1	28.1	
	National	36.7	34.9	33.3	
	Gap	-5.6	-5.8	-5.2	

Percentage of pupils achieving Basics 9-4

		2021	2022	2023	Rate of Improvement
% Achieving Basics 9-4 All Pupils	Bradford	63	60	55	
	National	72	69	65	
	Gap	-9	-9	-10	
<b>Gender</b>					
Male	Bradford	60	57	53	
	National	69	66	63	
	Gap	-9	-10	-10	
Female	Bradford	67	63	57	
	National	75	72	68	
	Gap	-9	-9	-10	
<b>Disadvantaged Pupils</b>					
Disadvantaged	Bradford	47	44	38	
	National	53	49	44	
	Gap	-7	-5	-6	
Not Disadvantaged	Bradford	72	68	64	
	National	79	76	73	
	Gap	-7	-8	-9	
<b>Ethnicity</b>					
Asian	Bradford	67	66	60	
	National	78	78	76	
	Gap	-11	-12	-15	
White	Bradford	61	55	51	
	National	72	68	64	
	Gap	-11	-12	-13	
Mixed	Bradford	59	53	45	
	National	72	69	65	
	Gap	-12	-16	-20	
Black	Bradford	65	56	61	
	National	71	69	66	
	Gap	-6	-14	-5	
<b>English First Language</b>					
English	Bradford	66	61	56	
	National	73	69	65	
	Gap	-7	-7	-9	
Other than English	Bradford	59	58	52	
	National	72	72	68	
	Gap	-13	-14	-16	
<b>SEN Status</b>					
EHCP	Bradford	15	8	11	
	National	16	14	13	
	Gap	0	-5	-3	
SEN Support	Bradford	30	30	27	
	National	42	39	37	
	Gap	-13	-9	-10	

Percentage of pupils achieving Basics 9-5

		2021	2022	2023	Rate of Improvement
% Achieving Basics 9-5 All Pupils	Bradford	43	41	36	
	National	52	50	46	
	Gap	-9	-9	-10	
<b>Gender</b>					
Male	Bradford	39	38	34	
	National	48	47	43	
	Gap	-9	-9	-10	
Female	Bradford	47	45	38	
	National	56	53	48	
	Gap	-9	-8	-10	
<b>Disadvantaged Pupils</b>					
Disadvantaged	Bradford	28	26	22	
	National	32	30	25	
	Gap	-4	-3	-3	
Not Disadvantaged	Bradford	51	49	43	
	National	59	57	53	
	Gap	-9	-9	-9	
<b>Ethnicity</b>					
Asian	Bradford	47	46	40	
	National	61	62	59	
	Gap	-14	-16	-19	
White	Bradford	41	36	31	
	National	51	48	43	
	Gap	-10	-12	-12	
Mixed	Bradford	38	37	28	
	National	52	50	46	
	Gap	-14	-13	-18	
Black	Bradford	39	43	40	
	National	49	50	46	
	Gap	-10	-7	-5	
<b>English First Language</b>					
English	Bradford	45	42	36	
	National	52	49	45	
	Gap	-7	-7	-8	
Other than English	Bradford	39	40	34	
	National	53	54	50	
	Gap	-13	-15	-16	
<b>SEN Status</b>					
EHCP	Bradford	8	4	6	
	National	8	7	7	
	Gap	0	-3	-1	
SEN Support	Bradford	16	16	13	
	National	22	23	21	
	Gap	-6	-7	-7	

## Appendix 4

### Raising Attainment Strategy – Summary and Statement of Impact

<b>Background</b>	
<p>This was a primary based project, aimed at the lowest performing schools across the district. The key objective was to support the development of leadership and teaching in maths and English, leading to sustained improvement in attainment at the end of each key stage.</p>	
<b>Actions</b>	
<b>English</b>	<ul style="list-style-type: none"> <li>• Support was procured from the English Hub at Burley Woodhead.</li> <li>• Using data from recent KS1 and KS2 results, potential schools were identified as ones which would benefit from support.</li> <li>• Once accepted onto the strategy, an initial audit was carried out to ascertain areas for improvement and an English SLE was allocated to work with the English subject lead in the selected school.</li> <li>• This equated to 8 Bradford schools.</li> <li>• SLE's organised visits based on need and capacity of schools. In some cases, this was weekly or fortnightly, in others once a half term.</li> <li>• A progress report was completed after each support session and shared with ND (RAS), the Headteacher and the English Lead.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• In a similar way, support was procured from the Maths Hub at Halifax. Key schools were identified, audited and allocated a maths SLE to work with the maths subject lead within the school.</li> <li>• This equated to 23 Bradford schools.</li> <li>• Maths SLE's visited schools on average, once a fortnight, completing progress reports after each visit.</li> <li>• From Jan 23, 7 of the lowest performing RAS schools took up the offer of face-to-face White Rose Maths tutoring. This consisted of twice weekly tutoring sessions for 9 Y6 six children (3 groups of 3) until the start of KS2 SATs.</li> <li>• At the same time, weekly boosters (aimed at Year 2 and 6) sessions were also offered and delivered weekly by the allocated SLE in individual schools.</li> </ul>
<b>Impact</b>	
<b>English</b>	<ul style="list-style-type: none"> <li>• Support in all 8 of the engaging schools has been positively received.</li> <li>• 2 of the schools were accepted by the English Hub as Wave 4 support schools and will continue to be supported with their SSP.</li> <li>• 5 of the schools receiving intensive support from the strategy have improving KS1 reading and writing results.</li> <li>• 5 schools have shown marked improvement in phonics.</li> <li>• 3 have improved scores in phonics, KS1 reading and KS1 writing.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Through observation at the exit reviews, teacher confidence in all RAS schools was visibly improved. All maths middle leaders felt they</li> </ul>



	<p>were better armed to lead their subject and could confidently assess their school's strengths and areas that needed further development (see exit audits)</p> <ul style="list-style-type: none"> <li>• Strong maths teaching across the school was identified by Ofsted in 3 schools who underwent inspection during their time with RAS.</li> <li>• 2023 data highlighted gains in many of the project schools: <ul style="list-style-type: none"> <li>- 12 schools improved their KS1 maths results;</li> <li>- 12 schools improved their KS2 maths results;</li> <li>- 8 schools improved both their KS1 and KS2 results.</li> </ul> </li> <li>• Of the 7 schools receiving WRM tutoring, all children increased their own confidence score from beginning to end of the tutoring programme and 92% of all tutored children made progress from their starting points.</li> <li>• All RAS schools now have stability in their leadership of the subject. The maths lead in each of the schools will continue to be the lead next year and is familiar with the expectations required by the Maths Hub. All schools have signed up to continue working with the Hub through a variety of DFE funded programmes – e.g. Teaching for Mastery, Sustaining or embedding programmes etc.</li> </ul>
<p><b>Future plans</b>  The focus over the last 18 months has been on improving outcomes at the end of both key stages. In order to future proof results in Bradford's LA schools, that focus will now shift to Early Years with the emphasis on 'keeping up' rather than 'catching up'.</p>	
<p><b>English</b></p>	<ul style="list-style-type: none"> <li>• In order to continue supporting Bradford LA schools, the 'Launchpad to Literacy' programme has been procured to support the Early Years phase.</li> <li>• This has been offered to all Bradford LA schools, was launched in July 23 and will be delivered over the next 2 academic years. The offer includes the Launchpad to Literacy toolkit, CPD days (mixture of face to face and virtual) and bespoke support every half term.</li> <li>• This will be overseen by the Early Years Officer at Bradford and overall impact will be judged at the close of the project summer 2025.</li> </ul>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• The Maths Hub will continue to work with 6 identified schools, for the whole of the next academic year, with a clear focus on improving practice in the Early Years.</li> <li>• This will include an entry and exit audit, online subscription to the EYFS maths resources, 3 face to face CPD days, access the Maths Hub webinars and 6 bespoke SLE support days throughout the year.</li> <li>• This will be overseen by the EYFS Maths Hub lead and the Early Years Officer at Bradford and impact will be judged and reported at the exit audit in the summer term 2024.</li> </ul>

## Appendix 5

### Education Improvement Board Project Plan

<b>Focus – Improving Attainment Outcomes in 2024 for Y6 and Y11</b>				
<b>Aim – To have maximum impact on attainment in key areas by working with schools with large cohorts</b>				
<b>Actions</b>	<b>Timescale</b>	<b>Resources</b>	<b>RAG</b>	<b>Impact</b>
Using IMT data identify target schools using criteria: - Large cohorts - 'spiky' profile	By end of autumn term 2023	IMT data		
Identify Support headteachers for primary schools 5 matches	End of January 2024			
Match school to support headteacher	End of January	Ensure backfill for headteachers – LLE rates LA schools from SIMG		
Plan support activity with headteachers to focus on - Identifying pupils on track for reaching expected standard in one subject but not the other - Work with school on purposeful tracking of Y6 - Work with subject leader and Y6 teachers to improve progress in identified subject	Spring term	Investigate schools' NTP funding to support individual tuition		
Plan 'countdown to SATs' to include rapid progress and exam technique	First half summer term			

Actions	Timescale	Resources	RAG	Impact
<p><b>Secondary</b></p> <p>LW to work with Titus Salt to bring rapid improvement to English</p> <p>Ensure agreement with leadership for the approach – work with new HT (current DHT)</p> <ul style="list-style-type: none"> <li>- Overcome likely timetabling issues</li> <li>- Ensure curriculum match</li> <li>- CPD for En staff</li> <li>- Maximise En entries</li> </ul>	<p>January 2024</p>			

# *“Communication and Language, the Key to Children Succeeding”*



# Rationale

- Up to 50% of children in areas of disadvantage are at risk of starting school with a speech, language or communication difficulty.
- Many of these may be **preventable** with access to good quality 'talking environments' and targeted support.
- We need to maximise communication opportunities from the earliest point in life and make sure everyone who works with children knows why this is important.



# 1.7 Million Young Futures

- 1.7 million children are struggling with talking and understanding words in the UK right now. Read our new report, 1.7 million young futures, for our findings and recommendations after surveying more than 1,000 families and teachers.
- Most of us take being able to talk and understand words for granted. We don't think about what our life would be like if we found this difficult. But 1.7 million children are living this reality.
- Without help, they will find it harder to read, write and use numbers as well as learning other subjects. They'll also face challenges making friends and staying in good mental health and in the longer -term in getting a job and staying out of trouble.

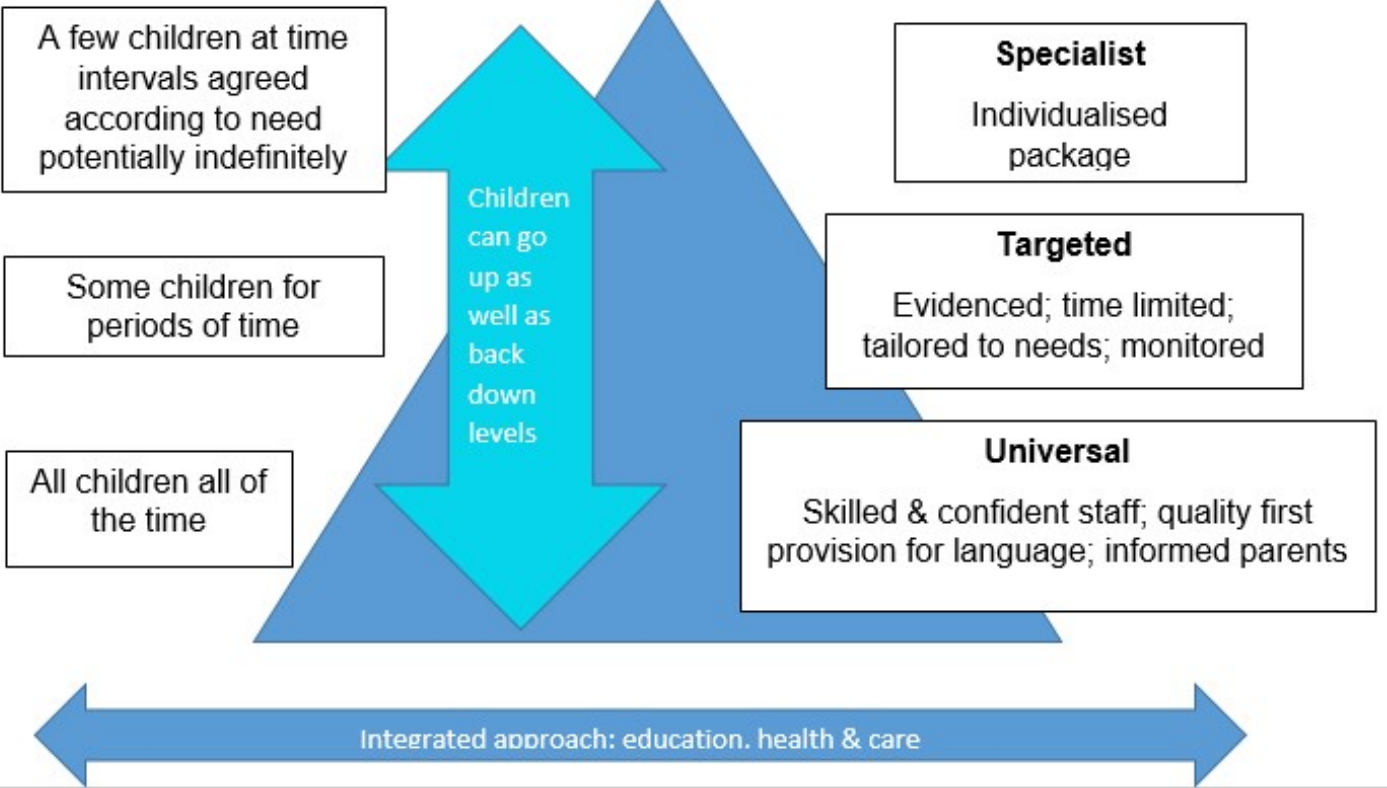


# Public Health England: Best Start

- A whole population pathway; where jointly commissioned specialist services informs every level.
- An integrated, system wide **joint** approach with an ongoing workforce development strategy at its core.
- Begins at pregnancy and ends at transfer from Health Visitor to school nurses/ early years setting to school.
- Involves parents at every stage; places their needs at the heart of service design and is communicated to them in ways they understand.



Speech Language Communication Strategy Pathway





# Benefits of using the Launchpad Toolkit

- Shared importance of communication
- Children's language barriers are identified
- Understanding how we can support speech, language and communication needs
- Early & bespoke targeted support for children
- No child falls through the net
- Consistency and continuity of support
- Improves communication outcomes



# The Project

- 2-year funded support September 2023 – July 2025
- Launchpad for Literacy Toolkit
- Lifetime access to the Google Drive
- Nominated Launchpad Leader (preferably the EYFS Leader)
- Attend the Launch Event (Headteacher & EY Leader)
- Initial audit
- 6 x bespoke in school support sessions (during school hours) with a Launchpad for Literacy associate
- 6 x network meetings (after school), virtual 1 per term
- Exit audit
- Lifetime access to ongoing CPD and live webinars from Kirstie Page

