

Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 12th October 2016.

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Subject: Educational Standards 2016 – Early Years to Key Stage 5

Summary statement:

- Outcomes in Early Years have improved over recent years and at a faster rate than national.
- The percentage of Year 1 pupils achieving the required standard in phonics continues to improve in 2016, further narrowing the gap with national.
- In 2016, based on provisional data Bradford's Key Stage 1 (KS1) pupils have performed slightly below national in reading, writing and mathematics on the new expected standard performance measures.
- At the end of Key Stage 2 (KS2) in Bradford, pupils' results are below the national averages on the new expected standard for reading, writing and mathematics (RWM) combined and separately.
- The Department for Education's (DfE) published KS2 results show that Bradford's ranks 134th of 150 local authorities on the main RWM expected standard measure. In 2015, Bradford ranked 142nd of 152 LAs.
- The number of primary schools below the Floor Standard is seven, based on provisional data. There were 15 schools below the Floor Standard in 2015 and 23 in 2014.
- In 2016, pupils at the end of Key Stage 4 in Bradford have achieved a positive Progress 8 score. The percentage of pupils achieving five GCSEs at grade A* - C has improved slightly compared with 2015.
- Outcomes at Key Stage 5 in Bradford schools have been maintained in line with last year.

Michael Jameson
Strategic Director

Portfolio:
Children's Services

Report Contact: Judith Kirk, Deputy
Director

Education, Employment & Skills

Phone: (01274) 431078

E-mail: judith.kirk@bradford.gov.uk

Overview & Scrutiny Area:

Children's Services

1. SUMMARY

- 1.1 Outcomes in Early Years have improved over recent years and at a faster rate than national.
- 1.2 The percentage of Year 1 pupils achieving the required standard in Phonics continues to improve in 2016, further narrowing the gap with national.
- 1.3 In 2016, based on provisional data Bradford's Key Stage 1 (KS1) pupils have performed slightly below national in reading, writing and mathematics on the new expected standard performance measures.
- 1.4 At the end of Key Stage 2 (KS2) in Bradford, pupils' results are below the national averages on the new expected standard for reading, writing and mathematics (RWM) combined and separately.
- 1.5 The Department for Education's (DfE) published KS2 results show that Bradford's ranks 134th of 150 local authorities on the main RWM expected standard measure. In 2015, Bradford ranked 142nd of 152 LAs.
- 1.6 The number of primary schools below the Floor Standard is seven, based on provisional data. There were 15 schools below the Floor Standard in 2015 and 23 in 2014.
- 1.7 In 2016, pupils at the end of Key Stage 4 in Bradford have achieved a positive Progress 8 score. The percentage of pupils achieving five GCSEs at grade A* - C has improved slightly compared with 2015.
- 1.8 Outcomes at Key Stage 5 in Bradford schools have been maintained in line with last year.

2. BACKGROUND

- 2.1 In July and August 2016, the Local Authority received early unvalidated information on the performance of children and young people in each of the Key Stages. This report provides a summary of that early information for:
 - Early Years Foundation Stage – 5 year olds
 - Key Stage 1 – 7 year olds
 - Key Stage 2 – 11 year olds
 - Key Stage 4 – 16 year olds
 - Key Stage 5 – 18 year olds
- 2.2 Unvalidated data at this stage has not undergone a range of checks, these checks include school scrutiny of students exam papers and the discounting of certain pupils that are new to the country.
- 2.3 So far national data has only been published for Key Stage 2.

2.4 Once all the checks have been completed by schools and the DfE, final validated results will be published to the following schedule:

- Early Years Foundation Stage – late October
- Key Stage 1 – 29th September
- Key Stage 2 – Mid-December
- Key Stage 4 – Mid-January 2016

2.5 This year the DfE has made considerable changes to the performance and accountability frameworks for Primary (Key Stage 1 and Key Stage 2), Secondary (Key Stage 4) and Post 16 (Key Stage 5). These changes are summarised in Appendix 1.

2.6 Where possible, the outcomes for pupils attending LA maintained schools v. non-LA maintained schools in Bradford have been compared with national results. Regional Schools Commissioners (RSCs) are now responsible to the DfE for outcomes in academies, free schools and university technical colleges. Appendix 2 outlines the responsibilities of RSCs.

3. **OTHER CONSIDERATIONS: REPORT ISSUES**

Early Years Foundation Stage (EYFS) Outcomes 2016

The rising trend in the percentage of pupils achieving a Good Level of Development (GLD) has been maintained since the introduction of the new assessment framework for the EYFS in 2013. There has been a 4% increase in Bradford figures in 2016, an 11% increase over the last three years and 17% since 2013. The gap with national has closed by 1% in the last two years, standing at -3% in 2016.

Summary:

Performance has improved in all Early Learning Goals (ELGs), including the Prime Goals (Communication and Language; Physical Development and Personal, Social and Emotional Development) and the Specific Goals (literacy, mathematics, understanding the world and expressive arts and design); however, Bradford needs to improve performance in a number of aspects to close the gaps with national figures.

EYFS	% GLD Bradford	% GLD National	Gap
2014	55	60	-5
2015	62	66	-4
2016	66 (provisional)	69 (provisional)	-3

Girls continue to achieve better than boys at the EYFS. The performance of boys has improved over the last three years with a 12% increase in the GLD, a slightly higher rate of improvement over the same period than for girls at 10%. Even though the gap between girls and boys performance has reduced to 15% from 17% in 2014, and 18% in 2015 there continues to be a noticeable difference between the performance of boys and girls by the end of the EYFS with the girls achieving a

GLD of 74% and boys 59%.

Boys perform least well in the specific aspects of reading; writing; number; and shape, space and measures. The gaps between the performance of boys and girls are greatest in writing (boys v girls: -14.7%); reading (-12.5%); managing feelings and behaviour (-9.8%); people and communities (-9.7%); listening and attention (-9.3%); number (-9.2%); and shape, space and measures (-9.1%)

Children eligible for Free School Meals (FSM) do not yet achieve as well as those who are not eligible but there has been a 21% improvement in GLD since 2013 and the gap between the performance of these two groups has narrowed for the first time since 2013. The gap has reduced by 5% to 11%, previously it had been static at 16% in the three years from 2013 to 2015. It is boys eligible for FSM who continue to underperform; in 2016 only 46.2% of this group achieved a GLD compared to 68.2% of non-FSM boys in Bradford with 67.6% of girls eligible for FSM achieving a GLD and 75.2% of girls not eligible for FSM.

LA Maintained and non-Maintained schools¹ 2014 to 2016

% GLD	2014	2015	2016
LA Maintained (Bfd)	56 (139)	63 (136)	67 (133)
Non-LA Maintained (Bfd)	56 (21)	60 (24)	64 (27)
Gap: LA v Non-LA (Bfd)	0	+3	+3

Number of schools of each type in each year in brackets

Caution should be exercised when comparing results for LA maintained and non-maintained over time, as one reason for a school converting to an academy could be because they were deemed inadequate by Ofsted.

The DfE also report a supporting measure which is the mean average point score; this is calculated across all 17 ELGs and takes account of all children's results, not just those who have achieved the GLD. Bradford children scored 33.7 mean average points an improvement of 0.7 points on 2015 and 2.7 points improvement over three years.

Next Steps

- Continue to reduce the gap between the performance of boys and girls and those that are disadvantaged; particularly boys that are eligible for FSM.
- Work with partners to commission programmes that target the areas of learning where achievement is still too low, i.e. reading; writing; number; and shape, space and measures.

Year 1 Phonics outcomes 2016

Context:

This report is based on provisional Year 1 phonics data returned by primary schools

¹ LA Maintained schools are all schools under LA responsibility in each of the years; Non-LA Maintained schools are academies and free schools which converted or opened in the previous academic year.

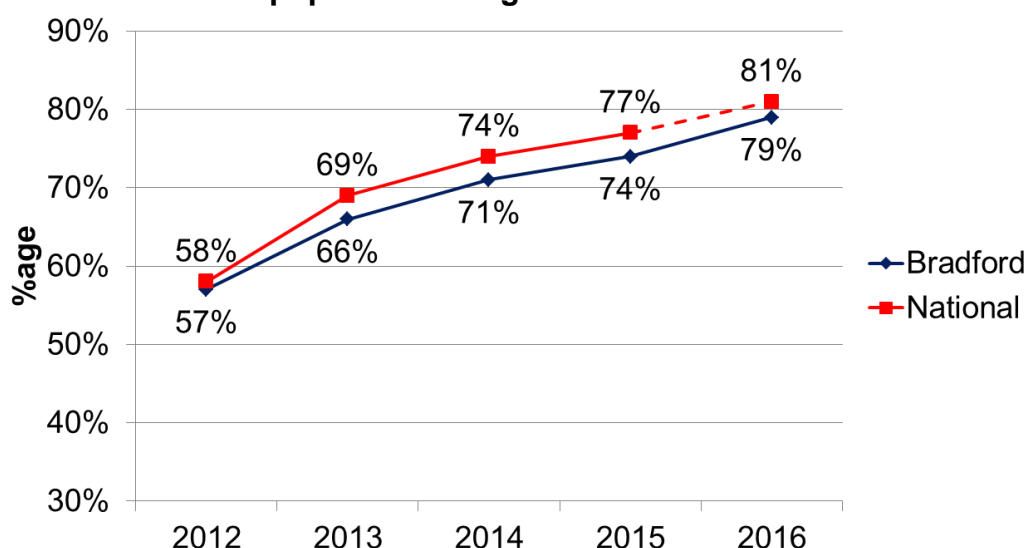
at the end of July 2016. Figures may change when the revised phonics data are published by DfE on 29th September 2016.

Summary:

More Year 1 pupils achieved the required standard in Phonics in 2016, with a 5% increase in Bradford figures in 2016 on 2015, accounting for most of the 8% increase over the last three years. The gap with national has narrowed: -2% in 2016 compared to -3% in previous years.

This is partially due to the LA identifying, challenging and monitoring the 29 LA maintained schools with Phonics score of 67% or less in 2015, i.e. 10% or more below the national average of 77%. Of these 26 schools (90%) showed an improvement in 2016.

Chart: % of Year 1 pupils achieving Phonics standard



Phonics		2014	2015	2016
Achieving Phonics Standard by the end of Year 1	Bradford	71	74	79
	National*	74	77	81
Achieving Phonics Standard by the end of Year 2	Bradford	86	87	90
	National*	88	90	NYA ²
Phonics Standard Score (set by DfE)		32	32	32

*National data is provisional

LA Maintained and non-Maintained schools 2014 to 2016

% Year 1 Phonics	2014	2015	2016
LA Maintained (Bfd)	72 (139)	75 (136)	80 (133)
Non-LA Maintained (Bfd)	67 (21)	72 (24)	77 (27)
Gap: LA v Non-LA (Bfd)	+5	+3	+3

² NYA means the data indicated is Not Yet Available, i.e. DfE has not yet published the relevant 2016 data.

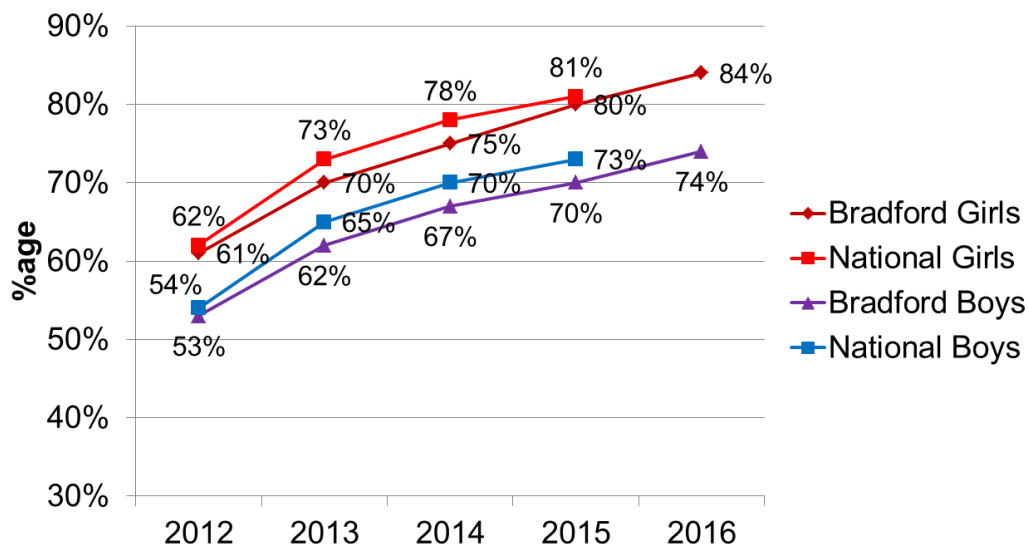
LA Maintained (Nat)	75	77	NYA
Non-LA Maintained (Nat)	75	77	NYA
Gap: LA v Non-LA (Nat)	0	0	-

*Includes mainstream schools only, both Bradford and national; Number of schools of each type in each year in brackets

Caution should be exercised when comparing results for LA maintained and non-maintained over time, as one reason for a school converting to an academy could be because they were deemed inadequate by Ofsted.

Gender differences

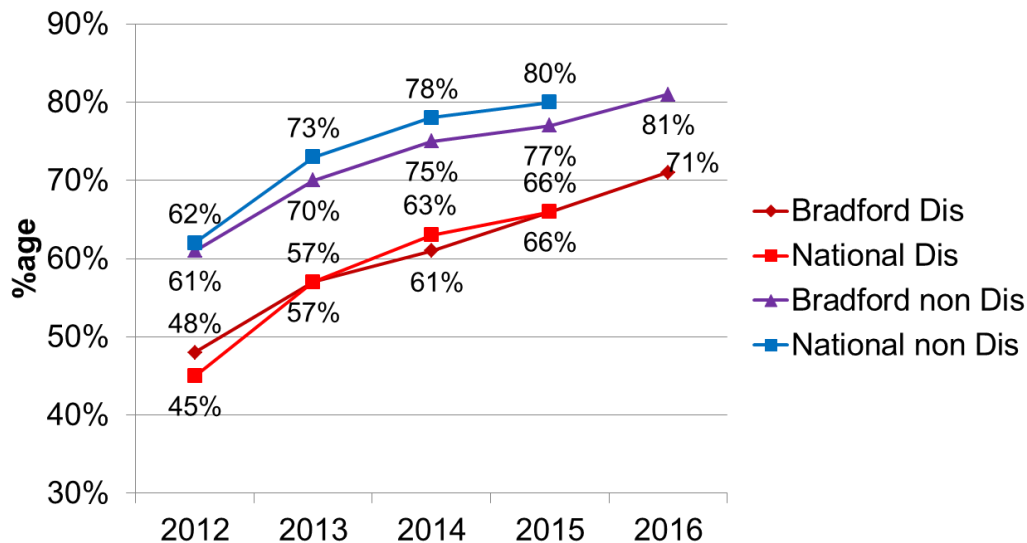
Chart: % of Year 1 girls and boys achieving Phonics standard



Girls continue to achieve better than boys on the Phonics Standard, the gender gap is 10% in 2016: this has not changed on 2015. The proportion of boys achieving the required standard at the end of Y1 has improved over the last three years, from 67% to 74% (+7%), the performance of girls has improved at a slightly faster rate over the same period, from 75% to 84% (+9%). Clearly the performance of boys needs to improve in order to close the gap at this stage.

Disadvantaged pupils

Chart: % of Year 1 Disadvantaged and non-Disadvantaged pupils achieving Phonics standard



The performance of Disadvantaged³ pupils on the Phonics Standard improved by 5% in 2016 to 71%, this accounts for half of the 10% improvement in performance since 2014. This is likely to be in line with national in 2016. However, the expectation is that Disadvantaged pupils perform as well as their non-Disadvantaged peers: the gap in Bradford has narrowed to 10% in 2016 but needs to close.

Key Stage 1 outcomes 2016

Context:

This report is based on provisional KS1 data returned by primary schools at the end of July 2016. Figures may change when the revised KS1 data is published by DfE on 29th September 2016.

Summary:

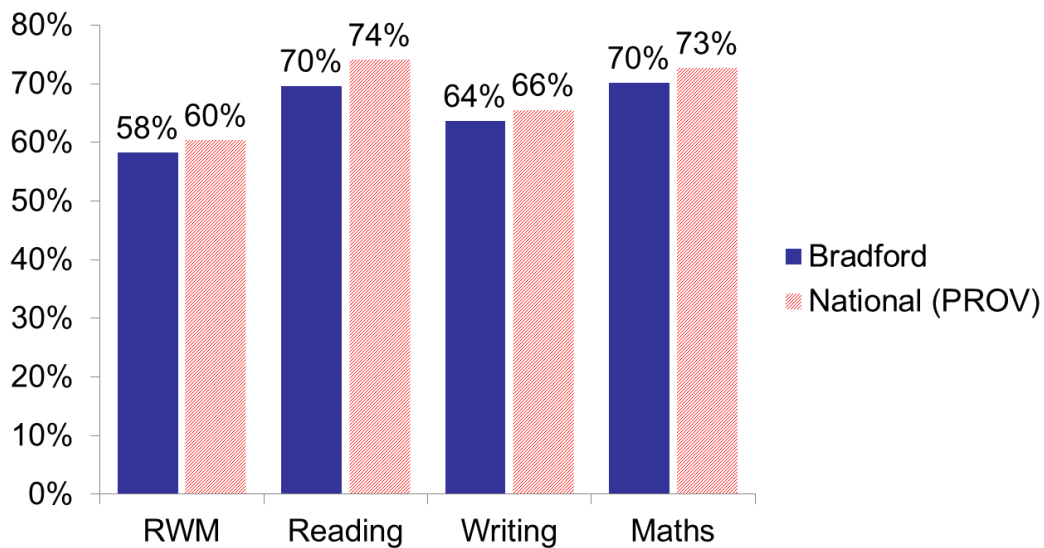
- As outlined in Appendix 1, there are new performance measures at Key Stage 1: Teacher Assessments (TA) of pupils' achievement now focuses on the proportion of pupils meeting the expected standard across each of the main subjects: reading, writing, mathematics and reading, writing and mathematics combined (RWM). No time series data is available because 2016 results are not directly comparable with previous years.
- The chart below shows the achievement of Bradford pupils compared with provisional national figures. The percentage of pupils achieving the expected standard compared with national is slightly lower on all the

³ Disadvantaged includes pupils eligible for Pupil Premium funding, i.e. those who have been eligible for FSM at any point in the previous six years, Looked After Children and Children Recently Adopted from Care.

measures: the gap is smallest in RWM and writing (-2%), slightly larger for mathematics (-3%) and largest in reading (-4%).

- The table below shows the performance gaps for Bradford with national in reading, writing and mathematics in 2016, compared with the performance gaps with national in 2014 and 2015 on the old Level 2B+ required standard. Although the assessments cannot be directly compared, the performance gaps with national have significantly narrowed compared with previous years.
- The Key Stage 1 data published on 29th September will allow us to rank the performance of Bradford pupils with those in other local authorities and with the national averages.

Chart: % of KS1 pupils achieving the Expected Standard in all subjects



Narrowing the gaps with national

	2014 (L2B+)	2015 (L2B+)	2016 (EXS)
Reading Gap Bfd v Nat	-7	-5	-4
Writing Gap Bfd v Nat	-7	-4	-2
Maths Gap Bfd v Nat	-7	-5	-3

Bradford LA Maintained and non-Maintained schools⁴

% Expected Standard	RWM	Reading	Writing	Maths
LA Maintained (132 schools)	59	71	64	71
Non-LA Maintained (28)	57	67	64	69
Gap: LA v Non-LA (Bfd)	+2	+4	0	+2

Caution should be exercised when comparing results for LA maintained and non-maintained, as one reason for a school converting to an academy could be because they were deemed inadequate by Ofsted.

Pupil Characteristics

KS1 Reading	2014 (% L2B+)	2015 (% L2B+)	2016 (% EXS)
Gender Gap % Bfd	-8	-7	-9
Gender Gap % Nat	-8	-8	NYA
Disadvantaged Gap % Bfd	-15	-15	-10
Disadvantaged Gap % Nat	-16	-14	NYA
EAL Gap % Bfd	-11	-9	-9
EAL Gap % Nat	-6	-5	NYA

KS1 Writing	2014 (% L2B+)	2015 (% L2B+)	2016 (% EXS)
Gender Gap % Bfd	-16	-14	-14
Gender Gap % Nat	-15	-15	NYA
Disadvantaged Gap % Bfd	-18	-17	-11
Disadvantaged Gap % Nat	-20	-18	NYA
EAL Gap % Bfd	-8	-7	-5
EAL Gap % Nat	-5	-4	NYA

KS1 Mathematics	2014 (% L2B+)	2015 (% L2B+)	2016 (% EXS)
Gender Gap % Bfd	-3	-3	-6
Gender Gap % Nat	-4	-3	NYA
Disadvantaged Gap % Bfd	-14	-13	-12
Disadvantaged Gap % Nat	-16	-14	NYA
EAL Gap % Bfd	-12	-9	-6
EAL Gap % Nat	-5	-4	NYA

Bradford is most concerned about improving the performance of boys, Disadvantaged pupils and those for whom English is an Additional Language (EAL). The tables above show that, whilst the outcomes of Teacher Assessments cannot be directly compared, the gaps, e.g. gender gap, can be compared year-on-year. National benchmarking data for groups of pupils will be available later in the year.

The gender gap, i.e. boys performance compared to girls, appears to be wider in Bradford on the new expected standard measure in 2016 than it was in 2015 (Level 2B+) for reading and mathematics. The gap for writing is similar to 2015.

⁴ LA Maintained schools are all schools under LA responsibility at 31st August 2016; Non-LA Maintained schools are academies and free schools which converted or opened on or before 31st August 2016.

The Disadvantaged gap appears to be narrower in Bradford on the new expected standard measure in 2016 than it was in 2015 (Level 2B+) for all three subjects.

The EAL gap appears to be narrower in Bradford on the new expected standard measure in 2016 than it was in 2015 (Level 2B+) for writing and mathematics; the EAL gap appears to be the same for reading.

Key Stage 2 outcomes 2016

Context:

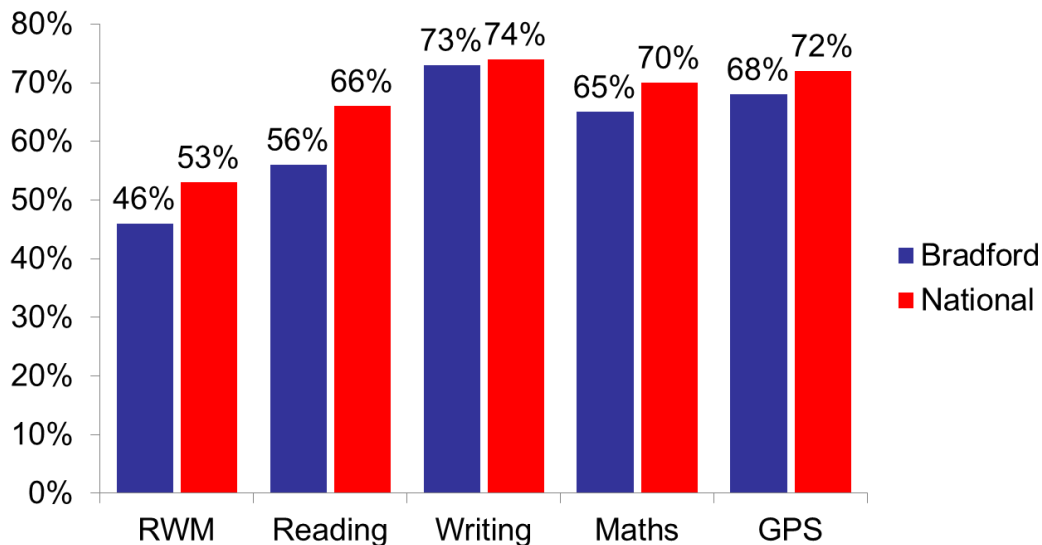
This report is based on provisional Key Stage 2 data produced by DfE on 1st September. The data are subject to change as further information becomes available: final, validated results will be published in mid-December 2016.

Summary:

- As outlined in Appendix 1, there are new performance measures at Key Stage 2. The tests and Teacher Assessments (TA) of pupils' achievement now focus on the proportion of pupils meeting the expected standard across each of these subjects: reading, writing and mathematics (combined and separately) and Grammar, Punctuation and Spelling (GPS). Reading, writing and GPS are assessed by external test evaluation ("SATs") and writing is assessed in schools by TA. No time series data is available because 2016 results are not directly comparable with previous years.
- On the main performance measure, the percentage of pupils meeting the expected standard in reading, writing and mathematics, Bradford pupils achieved 46%, compared with the national average of 53% - a gap of 7%. The table below shows that there was a similar gap with national on the old RWM Level 4B+ measure.
- The largest performance gap (-10%) between Bradford and national is on the percentage of pupils meeting the expected standard on the reading test: 56% of Bradford pupils compared with 66%. Performance on the other tests – mathematics and GPS – by Bradford pupils was below national but by a smaller margin: -5% in mathematics and -4% in GPS.
- However, the percentage of pupils meeting the expected standard in the writing Teacher Assessment was only one per cent below the national, at 73% compared to 74%.
- The Department for Education's (DfE) published KS2 results show that Bradford's ranks 134th of 150 local authorities on the main RWM expected standard measure. In 2015, Bradford ranked 142nd of 152 LAs.
- Bradford's performance is ranked 77th of 150 LAs on the writing TA in 2016, a far higher position than Bradford's ranking in 2015 of 140th of 152 LAs. The ranking of Bradford's performance is also higher in mathematics, 128th

of 150, but is the same for reading: 147th in 2016.

Chart: % of KS2 pupils achieving the Expected Standard in all subjects



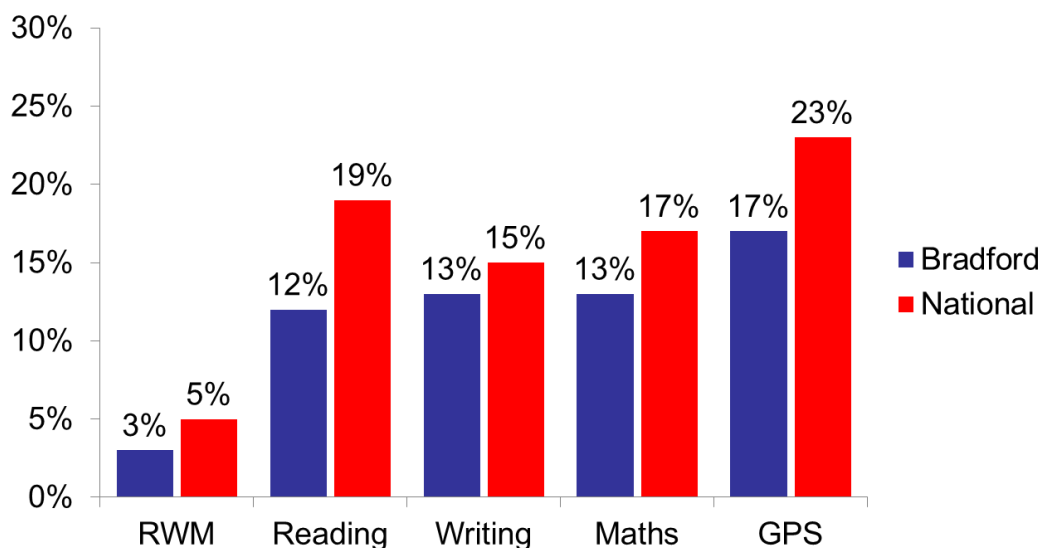
Narrowing the gaps with national

% RWM	2014 (L4B+)	2015 (L4B+)	2016 (EXS)
Gap Bfd v Nat	-8	-7	-7

Pupils attaining the Higher Standard

The chart below shows the percentage of pupils achieving the higher standard in each of the subjects in 2016. A pupil has achieved a high standard in reading, mathematics or GPS if they attain a scaled score (see below) of 110 or more. For the writing TA, pupils assessed as working at greater depth are high attaining. Pupils who are high attaining in RWM need to have a scaled score of 110 in reading and maths and be working at greater depth in writing.

The chart below shows the performance of Bradford pupils compared with national in terms of higher attainment in each of the main measures. The gaps with national are widest in reading (-7%) and GPS (-6%); the narrowest gaps are in the writing TA and the combined RWM measure (-2%).



Scaled Scores

	Reading	Mathematics	GPS
Bradford	101	102	103
National	103	103	104
Gap Bfd v Nat	-2	-1	-1

Pupils performance on the new reading, mathematics and GPS tests are converted to scaled scores: a scaled score of 100 equates to the expected standard. A score of 100 will always represent the expected standard but the actual 'pass marks' on the tests are likely to change each year. For example, the mark that equated to a score of 100 on the 2016 reading test was 21/50. This is low in comparison to the other subjects: 100 in maths equated to 60/120 and 43/70 in GPS. This gives an indication of the relative difficulty of the tests.

The average scaled score is not 100 because the distribution of scaled scores is not symmetric, e.g. more pupils attained a mark of 21 or more on the reading test than attained 20 or below. Consequently, once the marks have been converted to scaled scores the average is over 100. The scaled scores for Bradford pupils were slightly below national in each of the subjects.

Bradford LA Maintained and non-Maintained schools⁵

% Expected Standard	RWM	Reading	Writing	Maths
LA Maintained (132 schools) (Bfd)	47	58	75	67
Non-LA Maintained (25) (Bfd)	39	48	70	60
Gap: LA v Non-LA (Bfd)	+8	+10	+5	+7
LA Maintained* (Nat)	54	67	75	71
Non-LA Maintained (Nat)	53	65	75	70
Gap: LA v Non-LA (Nat)	+1	+2	0	+1

*Includes mainstream schools only, both Bradford and national

Caution should be exercised when comparing results for LA maintained and non-maintained, as one reason for a school converting to an academy could be because they were deemed inadequate by

⁵ LA Maintained schools are all schools under LA responsibility at 31st August 2016; Non-LA Maintained schools are academies and free schools which converted or opened on or before 31st August 2016.

Pupil Characteristics

RWM	2014 (% L4B+)	2015 (% L4B+)	2016 (% EXS)
Gender Gap % Bfd	-2	-3	-6
Gender Gap % Nat	-4	-3	NYA
Disadvantaged Gap % Bfd	-19	-21	-18
Disadvantaged Gap % Nat	-20	-19	NYA
EAL Gap % Bfd	-11	-10	-7
EAL Gap % Nat	-5	-5	-7

Bradford is most concerned about improving the performance of boys, Disadvantaged pupils and those for whom English is an Additional Language (EAL). The tables above show that, whilst the measures cannot be directly compared, the gaps, e.g. gender gap, can be compared year-on-year. National benchmarking data will be available in December.

The KS2 data shows a similar pattern to KS1 in terms of the size of gender, Disadvantaged and EAL gaps in 2016 compared with those in previous years on the old Level 4B+ measure for RWM combined. The gap appears to be wider when comparing boys' performance with that of girls, but the gaps are narrower for both Disadvantaged and EAL pupils.

However, Bradford's overall performance on most measures lags far behind national for each of these groups: improving the performance of boys, particularly those from Disadvantaged backgrounds, would produce a very positive result in the future.

Value Added Progress

	Reading	Writing	Mathematics
Bradford	-0.8	+0.9	+0.2
National Average	0	0	0
National Floor Standard Threshold	-5	-7	-5

The new Valued Added (VA) progress measures show the progress of pupils from Key Stage 1 to Key Stage 2: each pupil has their actual performance compared with their predicted performance, based on their KS1 results. This provides a positive (above average), zero (equal) or negative (below average) VA score: the figures above show the average VA scores for all pupils in the LA for each progress measure. It also shows the new Floor Standard thresholds (see section below).

The table shows that Bradford pupils made better than average progress in writing and mathematics in 2016, with VA scores of +0.9 and +0.2, respectively. The VA score of -0.8 for reading shows that Bradford pupils' progress is below average.

Key Stage 2 Floor Standards

Based on the provisional data the number of schools below the Floor Standard in Bradford has fallen from 15 in 2015 to seven in 2016: five LA maintained schools

and two non-LA maintained. However, it is important to note that DfE has changed the basis for categorising schools below Floor Standard in 2016, as outlined below.

A school is now considered to be below the Floor Standard if less than 65% of pupils achieve the expected standard on the reading, writing and mathematics combined measure and falls below the Value Added progress threshold in **one or more** of the subjects. The threshold for reading is -5, writing is -7 and maths is -5. This is more challenging than in previous years, where schools had to be below the median national average for Expected (2 Levels) Progress in **all three subjects** to be below the Floor Standard (rather than in one or more).

Primary Floor Standards

	2014	2015	2016 (provisional)
Bradford number of schools	20	15	7
Bradford % of schools	13	10	5
National % of schools	6	5	NYA

Primary schools' Ofsted outcomes 2015/16

The percentage of primary schools judged as Good or Outstanding by Ofsted improved in the academic year September 2015 to July 2016, from 64% to 73%. This narrowed the gap with national from -20% to -16%. For LA maintained schools 80% of schools were judged as Good or Outstanding in July, an increase of 14% within the year. The proportion of Non-LA Maintained schools judged as Good or Outstanding by Ofsted decreased from 54% as at September 2015 to 45% by the end of July 2016 because the majority of those that converted were deemed Requires Improvement or Inadequate by Ofsted. Further details are in Appendix 3.

Primary Issues

- Analysis of the provisional Year 1 Phonics results has identified 28 schools (19 LA maintained and nine non-LA maintained schools) with results more than 10% below the provisional national average of 81%. Of the 19 schools, five are in the highest priority category (P4) for the LA, eight are in the next highest category (P3), five are in P2 and one is in the lowest priority category (P1). The LA schools will be closely monitored and challenged by the LA as outlined below. The concern is, however, that nine schools also scored 10% or more below national in 2015, despite most of them improving year on year.
- Despite the changes to the Key Stage 1 curriculum and assessments in 2016, the overall results indicate narrower gaps with national in all three subject areas. However, performance at Key Stage 1 indicates the need to continue to target boys' and disadvantaged pupils' achievement in reading and writing because these gaps persist in the new performance measures.
- In depth analysis of the Key Stage 1 provisional results has identified 21 schools (14 LA maintained and seven non-LA maintained) that have results 10% or more below the national average for expected standards in all three subject areas. These schools have scored 64% or below, i.e. 10% or more

below the national figure of 74%, in reading, 56% or below in writing and below 63% in mathematics.

- The table below shows the larger group of schools which have scored 10% or more below the national averages in reading, writing or mathematics in one or more of these subject areas.

	Reading	Writing	Maths	R&W	R&M	W&M	RWM
All	40	34	32	25	26	25	21
LA	27	24	25	16	19	18	14
Non LA	13	10	7	9	7	7	7

- In depth analysis of the Key Stage 2 provisional results has identified 14 schools (seven LA maintained and five non-LA maintained) that have results 10% or more below the national average for expected standards in all three subject areas. These schools have scored 56% or below, i.e. 10% below the national figure of 66%, in reading, 64% or below in writing and 60% or below in mathematics.
- The table below shows the larger group of schools which have scored 10% or more below the national averages in reading, writing or mathematics in one or more of these subject areas.

	Reading	Writing	Maths	R&W	R&M	W&M	RWM
All	76	23	49	17	42	13	12
LA	59	17	39	11	32	8	7
Non LA	17	6	10	6	10	5	5

- The provisional DfE data indicates there are seven schools in Bradford below the new, more rigorous Floor Standard in 2016, of which five are LA maintained and two are non-LA maintained. The majority (six of the seven) did not meet the threshold progress score of -5 in reading: all seven are high priority schools for the LA and will receive an intervention package from the LA alongside partner schools and Multi Academy Trusts (MATs).

Next Steps

- The 13 LA maintained schools from the two highest priority categories (P4&P3) with low Phonics scores will be monitored and challenged by a named Lead Achievement Officer. The six LA maintained schools in lower priority categories with low Phonics scores, 10% or more below the national average, will be monitored and challenged by an Area Headteacher. All schools will be signposted to the schools that made significant improvements in their Phonics scores in 2016 to draw on their best practice and embed effective strategies across the district's schools.
- The LA will work closely with the Primary Partnerships, MATs and the dioceses (where appropriate) to target the schools that have scored 10% or

more below national at Key Stage 1. The priority will be supporting the 21 schools with the lowest scores across all three subject areas by signposting them to other schools with similar challenges, e.g. pupil characteristics, but which have performed in line with, or better than national.

- The LA will work closely with the Primary Partnerships, MATs and the dioceses (where appropriate) to target the schools that have scored 10% or more below national. The priority for Key Stage 2 will be the 12 schools with the lowest scores in reading, writing and maths (as identified above).
- The five LA maintained schools which are below the Floor Standard are all high-priority schools for the LA and will receive support through their named Achievement Officer. Schools which performed well on the reading and mathematics tests, in particular, will share best practice with other schools: schools below the Floor Standard will take precedence.

Key Stage 4 Outcomes 2016

Summary:

- This year sees the implementation of a new secondary school accountability system at Key Stage 4 (KS4). The 5A*-C including English and Maths 'floor standard' component measure is being replaced by Progress 8. Other headline measures include: Attainment 8, the percentage of pupils achieving A*-C in English and maths: the "Basics", the percentage of pupils entering the English Baccalaureate and the percentage of pupils achieving the English Baccalaureate.

Please note that all the performance data provided below is based on very provisional KS4 data provided by Bradford schools on 25th August 2016.

- Bradford's performance on the new measures is as follows: Attainment 8 (average grade attained by students) score is 4.5. Bradford's Progress 8 is positive at 0.05.
- Bradford's percentage of students achieving A*-C in English and maths (Basics) is 50.8%. This represents an improvement of 3 percentage points on Bradford's 2015 validated result of 47.8%.
- Bradford's percentage of students achieving the English Baccalaureate is 16.9%. This represents a decrease of 0.4 of a percentage point on Bradford's 2015 validated result of 17.3%.
- Bradford's percentage of students achieving 5 A*-C GCSEs including English and maths is 48.0%. This represents an improvement of 2.5 percentage points on Bradford's 2015 validated result of 45.5%.

Attainment 8

Attainment 8 measures a student's average grade across eight subjects, these fit into three groups:

1. English and Maths. These are "double-weighted", i.e. they count twice in the calculation;
2. EBacc. These are the highest scores from GCSEs in the sciences, computer science, geography, history and languages;
3. Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

This new measure is designed to encourage schools to offer pupils the chance to succeed in subjects based on a broad, well-balanced curriculum.

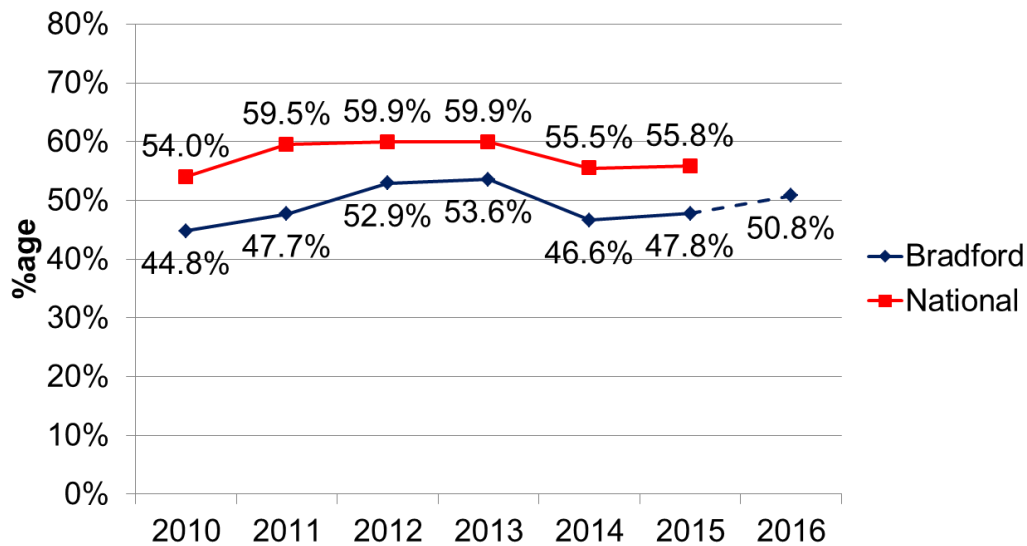
Bradford's Attainment 8 (average grade attained by students) score is 4.5. For bench marking purposes, an Attainment 8 score of 5 broadly equates to an old grade C and the scores range from 1 (low) to 8 (high).

Progress 8

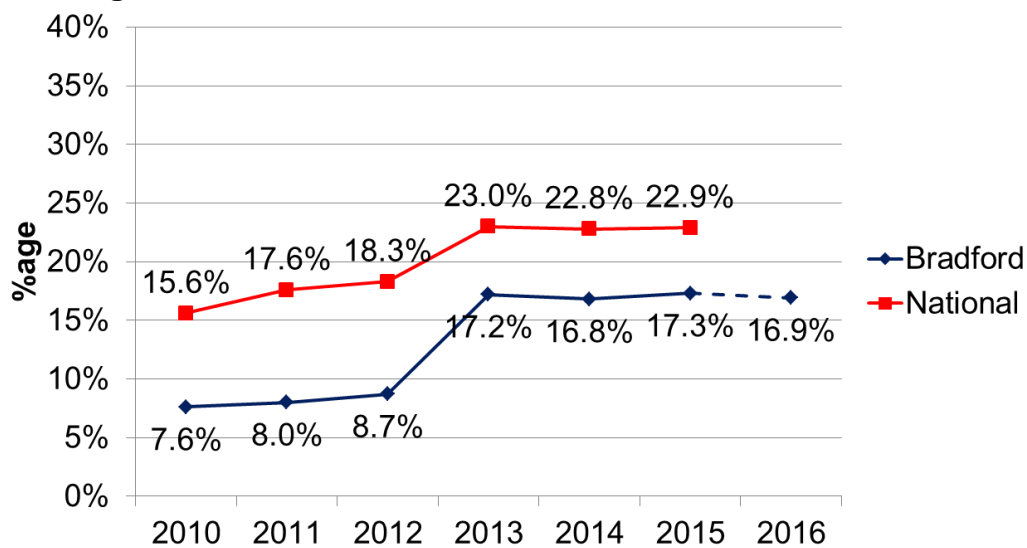
Progress 8 measures a student's progress between Key Stage 2 and Key Stage 4 across eight key subjects (the same ones as in the Attainment 8 calculation). It shows whether students have performed to expectation, based on a value-added measure using Key Stage 2 English and Maths as a baseline.

Bradford's Progress 8 is 0.05. For pupils nationally, the average Progress 8 score will be zero. The Progress 8 score can range between 1 and -1: a score below zero

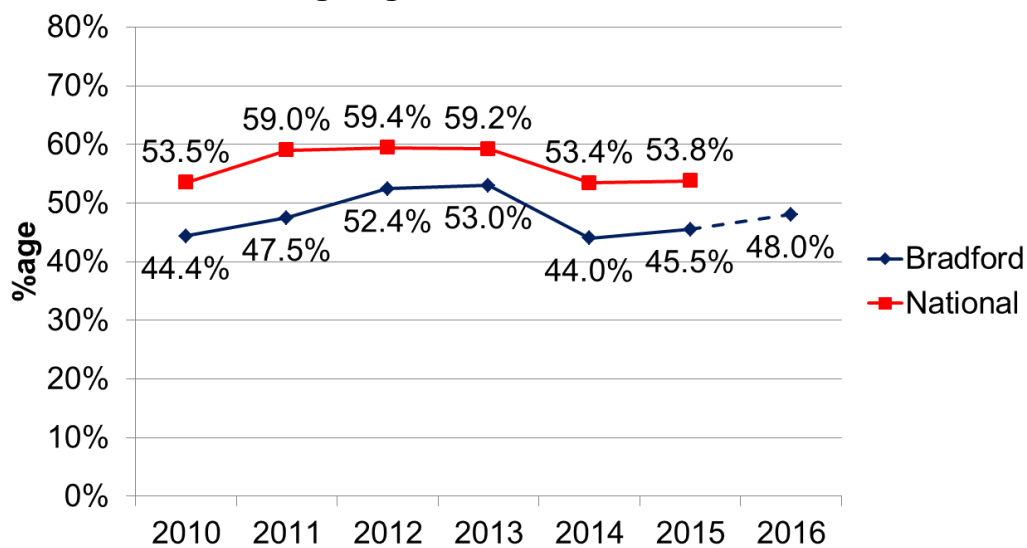
KS4: The “Basics” (% attaining A*-C in English and mathematics)



KS4: English Baccalaureate



KS4: 5+ A*-C including English and mathematics



Bradford LA Maintained and non-Maintained schools

	Attainment 8	Progress 8	Basics	EBacc	5ACEM
LA Maintained (12)	4.5	-0.1	50	16	47
Non-LA Maintained (18)	4.7	0.1	52	18	50
Gap: LA v Non-LA	-0.2	-0.2	-2	-2	-3

Caution should be exercised when comparing results for LA maintained and non-maintained, as one reason for a school converting to an academy could be because they were deemed inadequate by Ofsted.

Key Stage 4 Floor Standards

We are unable to provide data KS4 Floor Standards at this point: the DfE's provisional KS4 Statistical First Release is scheduled for mid-October.

From 2016 onwards, a school will be below the KS4 Floor Standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average, i.e. if the confidence interval includes zero. The confidence interval is a function of the size of a school's cohort: smaller cohort sizes are likely to produce less reliable predictions, statistically speaking.

A Progress 8 score of -0.5 indicates that the average achievement of a school's pupils is half a grade worse per subject than other pupils with the same prior attainment, on average nationally.

Secondary schools' Ofsted outcomes 2015/16

The percentage of secondary schools in Bradford judged as Good or Outstanding by Ofsted did not change between September 2015 and July 2016, remaining at 41%. The percentage of LA maintained schools did improve but this is because three schools judged as Inadequate or Requires Improvement converted to Academy status within the year, this also meant that the percentage of non-LA maintained secondary schools judged as Good or better decreased within the year. Further details are in Appendix 3.

Secondary Issues

- Vulnerability of schools with sustained downward trend against key indicators over three years or more.
- Vulnerability of schools that have been in a category of concern in the past and that have not been supported adequately in order to sustain and/or build leadership and teaching capacity over time.
- Quality of teaching and curriculum provision, especially in English and mathematics.
- Attendance is a significant barrier to progress for students.

Next Steps

- The Bradford Partnership of all mainstream secondary providers will take the lead on school improvement, through a school-to-school improvement model, across the district. The LA has commissioned consultancy support to

- LA maintained secondary schools, focused on individual school's needs.
- The LA needs to use the relevant data and information it holds to ensure intelligence on the secondary phase is held centrally and is available for interrogation as and when needed. This would inform discussion and enable challenge where needed, inform Strategic Planning and target effective deployment of resources.
- The LA needs to review LA school support and continue its conversations with MATs and other partners regarding support provided in the future.

Key Stage 5 Outcomes 2016

Summary:

- In 2016 the existing Key Stage 5 (KS5) performance tables measures will be replaced by a set of five new headline measures: progress, attainment, progress in English and maths (for students without a good GCSE pass in these subjects), retention and destinations. Results will be published relating to four cohorts of students in each school or provider (where applicable): A level, academic, applied general and tech level.
- As a result of the changes to performance table measures and methodology, 2016 data is not directly comparable with previous years.

Please note that all the performance data provided below is based on very provisional KS5 data provided by Bradford schools on 18th August 2016.

- The average grade per academic⁶ entry for Bradford is C- in 2016; the average grade is the same for A Levels as the majority of Academic qualifications taken by Bradford students are A or AS Levels. Although A Level reporting uses a new scoring system in 2016, e.g. A* = 60 points, A = 50, etc., Bradford students also attained a grade C- on average in 2015.
- These very provisional data suggest that grades per entry for the two vocational cohorts indicate a good spread of results; early indications show an average grade of a Distinction for the new Applied General qualifications, one of the highest grades achievable.

⁶ Academic qualifications include A Levels, AS Levels plus a small number of DfE-defined academic qualifications, e.g. International Baccalaureate, Extended Project, etc.

Bradford LA Maintained and non-Maintained schools

	A Levels	Academic	Applied General
LA Maintained (12)	C-	C-	Distinction-
Non-LA Maintained (17)	C-	C-	Distinction+

Caution should be exercised when comparing results for LA maintained and non-maintained, as one reason for a school converting to an academy could be because they were deemed inadequate by Ofsted.

Issues

- The results at the end of KS5 for Bradford schools (colleges have not yet shared their data with the LA) show, whilst stabilising recently, little evidence of improvement. Outcomes need to rapidly improve for all young people in all Post 16 settings.
- Despite some recent improvements, our young people's academic results are below average and they also achieve fewer qualifications than the national average. In 2015, a smaller proportion of Bradford's A Level students achieve three A Levels than is the case nationally.
- There is too much variation in terms of Post 16 outcomes. This is not just in the levels of outcomes achieved by young people but also in the quality of learning that young people experience.

Next Steps

- The Review of Post 16 Education in Bradford, due to be presented to Overview and Scrutiny on 15th November 2016 outlines the strategies that the LA has proposed in terms of improving outcomes for all pupils, not limited to those in schools 6th forms in the district.
- The proposals include:
 - Delivering sustainable, high quality Post 16 provision through: rationalising 6th forms; collaboration based on geographical factors; collaborations within MATs; development of new 6th form colleges and post 16 free schools.
 - Championing and supporting better leadership.
 - Promoting networks and partnerships that can raise standards
 - Continue to focus on 16-19 outcomes at all levels.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 As a result of developing a school-led system a reduction in the local authority teams associated with school improvement will be seen.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 None.

6. LEGAL APPRAISAL

- 6.1 The Local Authority has statutory duties to ensure that efficient education is available to meet the needs of the population of the area; ensure that its education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that the provision of sufficient schools for providing primary and secondary education are available for its area.
- 6.2 Where a school is failing to provide adequate education it can be eligible for intervention by the Local Authority or the Secretary of State under the Education and Inspections Act 2006. A "coasting school" will be eligible for intervention when the new section 60B of the Education and Inspections Act 2006 comes into force. The term "coasting school" will be defined in future regulations. Local Authorities must have regard to the Schools Causing Concern statutory guidance. The guidance details the role of Local Authorities in delivering school improvement for maintained schools and academies. It also includes guidance on "coasting schools". If a school satisfies the definition of being a coasting school, the Regional Schools Commissioners will consider what interventions or actions are necessary to bring about sufficient improvement in those schools.

7. OTHER IMPLICATIONS

7.1 EQUALITY & DIVERSITY

Not applicable.

7.2 SUSTAINABILITY IMPLICATIONS

Not applicable.

7.3 GREENHOUSE GAS EMISSIONS IMPACTS

Not applicable.

7.4 COMMUNITY SAFETY IMPLICATIONS

Not applicable.

7.5 HUMAN RIGHTS ACT

Not applicable.

7.6 TRADE UNION

Not applicable.

7.7 WARD IMPLICATIONS

Not applicable.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None

9. OPTIONS

Not applicable.

10. RECOMMENDATIONS

10.1 That Overview and Scrutiny Committee receive this initial report on the performance of Bradford's Children and Young People in Key Stage tests and exams for 2016.

10.2 Further reports will be provided as the Local Authority receives further published data from the DfE.

11. APPENDICES

11.1 Appendix 1 Summary of changes at Key Stages 1, Key Stage 2, Key Stage 4 and Key Stage 5 in 2016

11.2 Appendix 2 Regional Schools Commissioners

11.3 Appendix 3 Summary of Ofsted outcomes in Bradford by phase

12. BACKGROUND DOCUMENTS

12.1 [Post-16 education and training in Bradford and the need for change](#)

12.2 [A joint approach to post-16 education improvement in Bradford and the need for change](#)

12.3 [Review of Post 16 Education in Bradford](#)