

SCHOOLS FORUM AGENDA ITEM

For Action

For Information

Brief Description of Item (including the purpose / reason for presenting this for consideration by the Forum)

This paper provides the Schools Forum with an overview of the results achieved by Bradford's pupils in the tests and examinations that they completed during the summer term 2016.

Date (s) of any Previous Discussion at the Forum

Summer 2015 results were presented to the Forum in October 2015.

Background / Context

- There is national testing for pupils in the following age groups annually during the summer term
 - At the end of the Early Years Foundation Stage – 5 year olds
 - At the end of Year 1 – Phonics Screening Check – 6 year olds
 - At the end of Key Stage 1 – 7 year olds
 - At the end of Key Stage 2 – 11 year olds
 - At the end of Key Stage 4 – 16 year olds
 - At the end of Key Stage 5 – 18 year olds
- The results are received from the Department for Education (DfE) from July through to January of the following year. Initially provisional results are provided which are checked by schools. The checking involves the possible remarks of test papers and the discounting of pupils that are new to the country.
- Final validated results are received as follows:
 - October – Key Stage 1, Phonics, Early Years Foundation Stage
 - December – Key Stage 2
 - January – Key Stage 4 and Key Stage 5
- This report provides an overview of Bradford's performance in each of the national tests and examinations. A detailed analysis of the data has already been undertaken and is being used by LA officers and the school partnerships to address areas of underperformance and to share good practice.

Details of the Item for Consideration

- Outcomes in Early years have sustained a rising trend over three years. In 2016, the percentage of pupils achieving a good level of development (GLD) has risen by 4% points in Bradford to 66% securing an 11% increase over the last three years. Provisionally, the national average improved by 3% points in 2016 to 69%.
- There is a rising trend in the percentage of Year 1 pupils achieving the required standard in Phonics, with a 5% point increase in Bradford's figures in 2015 and an 8% increase since 2014, more than the national improvement of 7% over the three years.

- 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: 70% in reading (74% nationally), 64% in writing (66%) and 70 in mathematics (73%) . Results are not comparable with those in previous years.
- At the end of Key Stage 2 in 2016, 46% of pupils met the new expected standard in reading, writing and mathematics combined, compared with 53% nationally. This result places Bradford 134th out of 150 local authorities. Results are not comparable with those in previous years.
- Progress from S1 to KS2 is now assessed using a Value Added progress score, which can be positive (above average), zero (average) or negative (below average) VA score. The VA score for Bradford's pupils was positive for writing (+0.9) and mathematics (+0.2), meaning the outcomes were better than average, and negative for reading (-0.8), meaning below average.
- Based on the provisional data, the indications are that the number of schools below floor standards will reduce to seven, or 5% of schools, from 15 (10%) in 2015. This demonstrates a significant improvement in 2016.
- On the new performance measures at the end of Key Stage 4, the Attainment 8 score, i.e. average grade achieved by Bradford pupils was 4.5 and the Progress 8 score was positive, at +0.05. Bradford's percentage of students achieving 5 A*-C GCSEs including English and maths was 48.0%. This represents an improvement of 2.5 percentage points on Bradford's 2015 validated result of 45.5%.
- The average grade per academic entry for Bradford is C- in 2016; 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. However, there are concerns that Bradford's results are not improving over time.

Implications for the Dedicated Schools Grant (DSG) (if any)

It is important that financial resources are targeted on the schools and pupils where the greatest levels of improvement are required.

How does this item support the achievement of the District's Education Priorities

This paper provides information on the priority outcome focus 'Good Schools and a Great Start for All Our Children':

- Ensuring that children are school ready
- Accelerating educational attainment and achievement
- Ensuring young people are life and work ready

Recommendations

The Schools Forum is asked to consider how the position presented should inform the Forum's financial decision making for 2017/18.

List of Supporting Appendices / Papers (where applicable)

None

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