

Report of the Strategic Director to the meeting of Bradford East Area Committee to be held on 12th January 2017.

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Subject:

Education Standards in the Bradford East Area 2016

Summary statement:

This report provides a summary of the outcomes from Early Years to KS5 for the Bradford East area. Some of the information is based on preliminary data which has to be confirmed by the Department for Education late in 2016 or early in 2017.

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Portfolio:

Education, Employment & Skills

Overview & Scrutiny Area:

Children's Services



1. SUMMARY

- 1.1 This report provides a summary of the outcomes from Early Years to KS5 for the Bradford East area. Some of the information is based on preliminary data which has to be confirmed by the Department for Education late in 2016 or early in 2017.

2. BACKGROUND

Bradford East Education context

- 2.1 The East area of Bradford is a rapidly growing school community and since 2010 the number of entry places to Reception classes has increased by 395. This will increase the total number of children in schools in the East area by 2,765 as these children move through the school.
- 2.2 There are currently 24,758 pupils (a quarter of those educated across the district) educated across 51 schools in the East (source: January 2016 census). In the area, 59% of all pupils in the primary sector have English as an Additional Language (EAL), compared with 20% nationally, 21% of all pupils are in receipt of Free School Meals (FSM) compared with 15% nationally and 17% of pupils have Special Educational Needs (SEN) compared with 13% nationally.
- 2.3 The 51 schools are comprised of eight secondary schools, four of which are academies and two are Free schools; four LA maintained Special schools, including Pupil Referral Units (PRUs); 38 Primary schools, of which one is a Free school originally sited in Manningham (Bradford West), one further Free school: six of the remaining 38 are academies and a further six have taken the decision to become academies during the next academic year. There is one Nursery school in the area.
- 2.4 All secondary schools work with their academy sponsors and are collectively part of the Bradford Partnership. The Primary schools work in sector-led local area partnerships of which there are three – East 1 (BEOP), East 2 (BD34ALL) and East 3 (MYBD5). All Primary schools work together through the area meetings established in the last academic year to focus on aspects of school improvement, school performance and in particular effective leadership leading to improved Ofsted inspection outcomes.

Home wards of Bradford East secondary school pupils

- 2.5 The table below shows the ward of residence of Bradford East secondary school pupils, as at the October 2016 census date. The three Dixons academies have the highest proportion of pupils drawn from outside the Bradford East area wards, approximately 3 of every 5 pupils, followed by Feversham College, where approximately half of pupils are drawn from other wards in the district.



School	Bolton And Undercliffe	Bowling And Barkerend	Bradford Moor	Eccleshill	Idle And Thackley	Little Horton	Other Wards	Total pupils
Carlton Bolling College	9%	52%	30%	6%	0%	1%	2%	1488
Dixons City Academy	5%	7%	7%	3%	1%	18%	59%	1097
Dixons McMillan Academy	4%	3%	11%	2%	0%	19%	61%	385
Dixons Trinity Academy	4%	7%	6%	1%	0%	23%	58%	561
Feversham College	10%	11%	12%	1%	0%	18%	47%	753
Hanson School	41%	7%	4%	25%	3%	1%	20%	1513
Immanuel College	8%	1%	0%	33%	44%	0%	14%	1413
Laisterdyke Leadership Academy	2%	12%	80%	3%	0%	1%	3%	954

Bradford East Education Standards

Ofsted Inspection Outcomes

- 2.6 At the end of the Autumn term 2016/17, of the 37 primary with current Ofsted judgements¹ 25 are judged as Good and four as Outstanding: i.e. 78% (29 of 37) are Good or Outstanding. The remaining eight primary schools have a Requires Improvement judgement (22%). Of the 30 LA maintained schools with current Ofsted judgements, 24 (80%) of schools are Good or Outstanding. All four Special schools and Pupil Referral Units are judged as Good or Outstanding.
- 2.7 There are six secondary schools with current Ofsted judgements²: four of six are Good (2 schools) or Outstanding (2 schools), i.e. 67% of schools. The two schools that are not Good or Outstanding: one is in the process of converting to academy status and the other is “making effective progress towards becoming a Good school”.
- 2.8 Overall, 37 of 47 (79%) of schools in the Bradford East area are judged as Good or Outstanding by Ofsted, compared with 74% across the District and 89% nationally³. Nationally, 90% of primary schools are Good or Outstanding (75% in Bradford) and 79% of secondary schools (50% in Bradford).

There is evidence of an improving trend in Bradford East schools’ Ofsted outcomes. Of the 10 schools inspected during 2016 in the Bradford East area, seven improved their Ofsted judgement at their most recent inspection: one from Requires Improvement to Outstanding, five from Requires Improvement to Good and one from Good to Outstanding.

Bradford East Education Outcomes 2016

- 2.9 Below is a brief overview of the trends in performance at the end of each key stage (Early Years to Key Stage 5).

Early Years Foundation Stage (EYFS)

¹ Three Bradford primary schools have converted to academy status within the last year.

² One Bradford secondary school converted to academy status within the last year and one Free school has not yet been inspected.

³ Ofsted national figures are based on inspection report published by 31st October 2016.



- 2.10 There is an improving trend in EYFS (Early Years Foundation Stage) outcomes in Bradford East, Bradford district and nationally (see charts in the Appendix). In 2016, by the end of Reception, 65% of all pupils in the East achieved a Good Level of Development (GLD) across the main Early Learning Goals. This is slightly below the Bradford and national averages: 66% and 69%, respectively. Improvements in the East have more than kept pace with national over the last few years: the gap has narrowed from -6% in 2013 to -4% in 2016.

Primary: Phonics

- 2.11 In 2016, 80% of all pupils in Year 1 in East Bradford schools met the required standard for phonics; the national average is 81%. 90% of all pupils being re-checked in Year 2 in 2016 because they did not meet the standard at the end of Year 1 in 2015 met the required standard. The national average for Year 2 is 67%. It is useful to note that 19 of the 38 primary schools (50%) met the national average for phonics at the end of Year 1, whereas all 38 schools exceeded the national average for pupils meeting the standard at the end of Year 2. This demonstrates that although delayed, pupils are meeting the expected standard before they leave Key Stage 1.

Primary: Key Stage 1

- 2.12 Standards at the end of Key Stage 1 (the year in which children turn six) are measured by three separate measures of Reading, writing and maths: pupils assessed by their teachers as being (i) working towards the expected standard at the end of key stage 1, (ii) working at the expected standard, or (iii) working at a greater depth/higher than the expected standard. The percentage of pupils meeting the expected/age related national standard in reading across the East in 2016 is 69%, 64% in writing and 71% in mathematics. The percentage of pupils working at a higher standard is 15% in reading, 10% in writing and 12% in maths. The gaps with national and Bradford are smaller for pupils working at the expected standard (largest in reading and smallest in writing) than for those working at the higher standards: this echoes the challenges that children face in terms of becoming confident readers in terms of meeting the Phonics standard. Children in the East are already making accelerated progress to meet the age related expectations at the end of key Stage 1 given their starting points, and while 1 in 8 are working at the higher standard in reading for many further progress will be in subsequent years.

Primary: Key Stage 2

- 2.13 Outcomes at the end of Key Stage 2 cannot be compared with outcomes in previous years because this is the first year of testing against the new KS2 curriculum. The increased level of challenge in end of Key Stage 2 tests can be seen in the difference between the national average in 2015 for the proportion of pupils achieving Level 4+ in reading, writing and mathematics combined by the end of year 6 and that for 2016 which is now known as the expected standard; this is a



scaled score of 100+ in reading and maths tests and a Teacher Assessment of working at the expected standard in writing. The national average for combined reading, writing and mathematics in 2015 was 80%, and for 2016, it is 53%, a drop of 27%.

- 2.14 In Bradford East schools, 46% of pupils met the expected standard across all three subjects, compared with 47% in Bradford and 53% nationally. Whilst pupils in the East slightly outperformed other Bradford pupils overall on writing and maths, only 55% of pupils met the expected standard on the reading test, compared with 66% nationally.
- 2.15 The challenge in the 2016 testing has been the Reading test which required a greater degree of accuracy from pupils in making inferences from the texts; a very quick reading speed in order to process the increased length of the texts and a higher than usual Reading Age to access the text (initial reviews indicate the Reading Age of the texts was on average 14years). This has meant that a number of schools with usually secure Reading averages have experienced significant reductions in their reading results in 2016 and this has impacted on the overall proportion meeting the new National Standard in the combined score for reading, writing and maths.
- 2.16 The Department for Education new KS2 accountability framework also looks at the amount of progress made between KS1 and KS2 in a Value Added model: 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. Bradford East pupils made better, and above average, progress in writing (+2.0) and maths (+0.8) than Bradford and nationally. Reading progress is below average, at -0.3, but above Bradford 2016 (-0.7).

Secondary: Key Stage 4

- 2.17 Outcomes at the end of KS4 for each of the six secondary schools in Bradford East with year 11 pupils in 2016 are in the appendix. Performance is now assessed on a number of measures: the school's Attainment 8 and Progress 8 scores, the percentage of pupils attaining grades A* - C in English and maths combined, the percentage of pupils achieving the English Baccalaureate. Data for Attainment 8 and Progress 8 are shown for the schools as these are the key measures. Three of six schools have Attainment 8 scores above the provisional national average of 48.2, and a further one is above the Bradford average.
- 2.18 On Progress 8, the Value Added measure of progress between KS2 and KS4 which, like that for KS2 pupils, provides a positive (above average), zero (equal) or negative (below average) VA score. Four schools have positive P8 scores and three of which are significantly above average, whereas two schools have P8 scores that are significantly below average.

Post 16: Key Stage 5 and Participation in Education, Employment & Training



- 2.19 Performance by students at the end of KS5 (sixth form) in Bradford East schools compares broadly with outcomes for all Bradford students on A Level and Academic qualifications with an average C- grade. These results are better than Bradford and national for vocational qualifications: Technical Levels and Applied General qualifications. On both of these students in the east attained average grades of Distinction*- (similar to an A*- on academic qualifications). There are also progress Value Added progress measures between KS4 and KS5, similar to those at KS2 and KS4. All Bradford East schools had average or below average progress on Academic qualifications in 2016 but all bar one had made significantly better than average progress on the Applied General progress measure.
- 2.20 As of 1st September 2016, the DfE altered their measure moving from separate (adjusted) NEET and Not Knowns in respect of young people aged 16-18 to a combined NEET and Not Known figure for academic ages 16 and 17. As was the case previously Not Known does not necessarily equate with our being unable to trace individuals. Young people, although under a legal expectation to participate under the RPA legislation, are not obliged to disclose their activity to us; therefore, Not Known includes young people whom Connexions have been able to contact but the young person has not been willing to discuss their situation.
- 2.21 As is indicated in the charts in Appendix 1, the combined figure for Bradford East and Bradford is currently lower than the national figure. In addition, both Bradford East and Bradford District are better than the average of our statistical neighbours. There is significant variance between the Wards in Bradford East with the combined figure in the best performing Ward – Bolton & Undercliffe – being very low at 6.7%. Two of the Wards are higher than the Bradford average, although in the case of Bowling and Barkerend, this is marginal (0.1 percentage point); however, Eccleshill has a combined figure that is worse than the national average with the NEET figure, in particular, a cause for concern at more than twice the national and local rates.

3. OTHER CONSIDERATIONS

- 3.1 Not applicable.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 Not applicable.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 Not applicable.

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

- 7.1.1 Not applicable.

8. NOT FOR PUBLICATION DOCUMENTS

- 8.1 None.

9. OPTIONS

- 9.1 Not applicable.

10. RECOMMENDATIONS

- 10.1 That the Bradford East Area Committee receive this report on education performance and standards in the area.

11. APPENDICES

- 11.1 Appendix 1 – Summary performance data for the Bradford East area from Early years to Post 16.

12. BACKGROUND DOCUMENTS

- 12.1 [Education Standards in Bradford 2016](#)

