

Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 14th March 2017.

AN

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 continued to improve in 2016.
- In 2016, 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.
- Bradford's KS2 pupils made above average progress in writing and maths in 2016 but were below average in reading.
- The number of primary schools below the Floor Standard is 6 (4% of schools). 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 achieved an average Attainment 8 score of 45.7, slightly below national. Bradford's Progress 8 score was below average.
- Outcomes at Key Stage 5 in Bradford schools have been maintained in line with last year.

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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 continued to improve in 2016.
- 1.3 In 2016, 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 Bradford's KS2 pupils made above average progress in writing and maths in 2016 but were below average in reading.
- 1.6 The number of primary schools below the Floor Standard is 6 (4% of schools). 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 achieved an average Attainment 8 score of 45.7, slightly below national. Bradford's Progress 8 score was below average.
- 1.8 Outcomes at Key Stage 5 in Bradford schools have been maintained in line with last year.

2. BACKGROUND

- 2.1 During the autumn 2016 term, the Department for Education (DfE) published the Primary Performance tables, which details pupils' attainment and achievement at the end of Key Stage 2, and data on attainment for younger pupils in primary schools. In January 2017 the DfE published Secondary and Post 16 Performance tables containing revised data for pupils and students, respectively, at the end of Key Stages 4 and 5. This report provides a summary of performance for children and young people attending Bradford schools at the following key stages:
 - 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 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).

- 2.3 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 (UTC).
- 2.4 Pupils results have been split into particular groups, including a gender, disadvantaged pupils, to enable comparison of the performance of these groups with that seen nationally.

3. OTHER CONSIDERATIONS: REPORT ISSUES

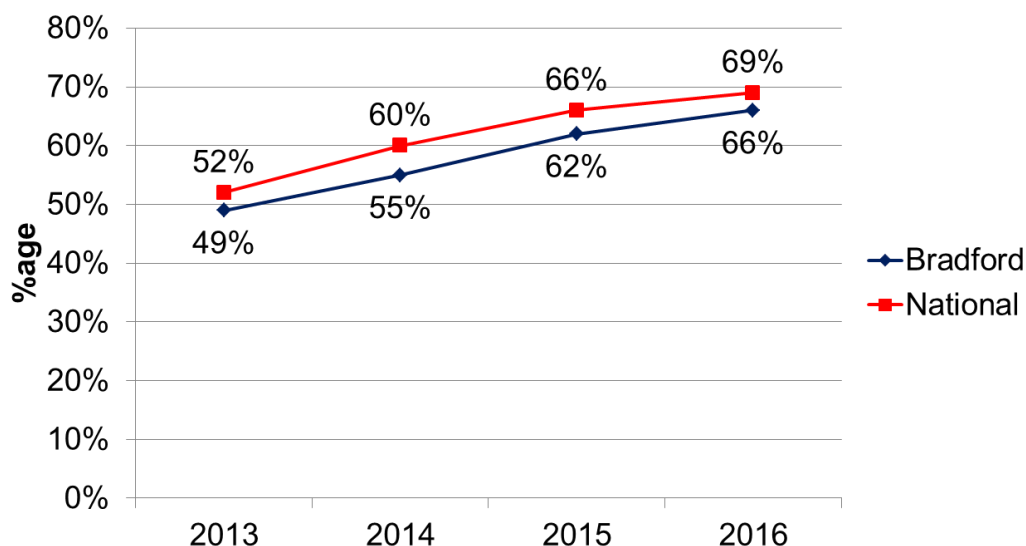
Early Years Foundation Stage (EYFS) Outcomes 2016

Context:

This report is based on the final and validated EYFS data published on 24th November 2016.

Summary:

The rising trend in the percentage of Bradford 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 2016, an 11% increase over the last three years and 17% since 2013. The gap to national has closed by 1%, now standing at 3% in 2016.



% Good Level of Development	2014	2015	2016
Bradford	55	62	66
National	60	66	69
Gap:	-5	-4	-3

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

Pupil characteristics:

Girls continue to achieve better than boys at the end of the Reception year. However, the performance of boys in Bradford has improved over the last three years with a 12% increase in the GLD, over the same period girls' performance improved by 10%.

A higher percentage of children eligible for Free School Meals (FSM) in Bradford achieved a GLD in 2016 compared with national: 57% compared with 54%. In addition, there has been a 14 percentage point (ppt) improvement in their performance since 2014 (+9 ppt nationally). The improvement in performance for pupils eligible for FSM can be mainly attributed to girls; however, a higher percentage of boys achieved a GLD in 2016 compared with national.

Similarly pupils eligible for FSM whose ethnicity is White British outperform similar pupils nationally by 1 ppt in 2016. There has also been a dramatic improvement in the percentage of children who were eligible for the 2 year old Early Education Entitlement: 60% of these pupils achieved a GLD in 2016, compared with 44% in 2014. Over the same time the number of children receiving the Entitlement increased from 472 (6% of the cohort) in 2014 to 774 (10%) in 2015 to 2517 (32%) in 2016.

% GLD	2014	2015	2016
Girls Bradford	64	71	74
Girls National	69	74	77
Gap:	-5	-3	-3

% GLD	2014	2015	2016
Boys Bradford	47	53	59
Boys National	52	59	62
Gap:	-5	-6	-3

% GLD	2014	2015	2016
FSM Bradford	43	49	57
FSM National	45	51	54
Gap:	-2	-2	+3

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.

% GLD	2014	2015	2016
FSM Girls Bradford	50	61	68
FSM Girls National	53	60	63
Gap:	-3	+1	+5

% GLD	2014	2015	2016
FSM Boys Bradford	35	39	47
FSM Boys National	36	43	46
Gap:	-1	+4	+1

% GLD	2014	2015	2016
FSM White British Bradford	42	46	54
FSM White British National	43	50	53
Gap:	-1	-4	+1

% GLD – Bradford pupils	2014	2015	2016
Rec'd 2 year old Early Ed	44	47	60
Not 2 year old Early Ed	56	64	69
Gap:	-12	-14	-9

The DfE also report a supporting measure which is the mean average point score; this is calculated across all 17 Early Learning Goals (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 in 2016 which is an improvement of 0.7 points on 2015 and 2.7 point improvement over three years. The gap with national is closing steadily: the national mean score was 34.5 in 2016 (a gap of 0.8) and 34.3 in 2015 (a gap of 1.3).

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 and receive Pupil Premium funding.
- Continue 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

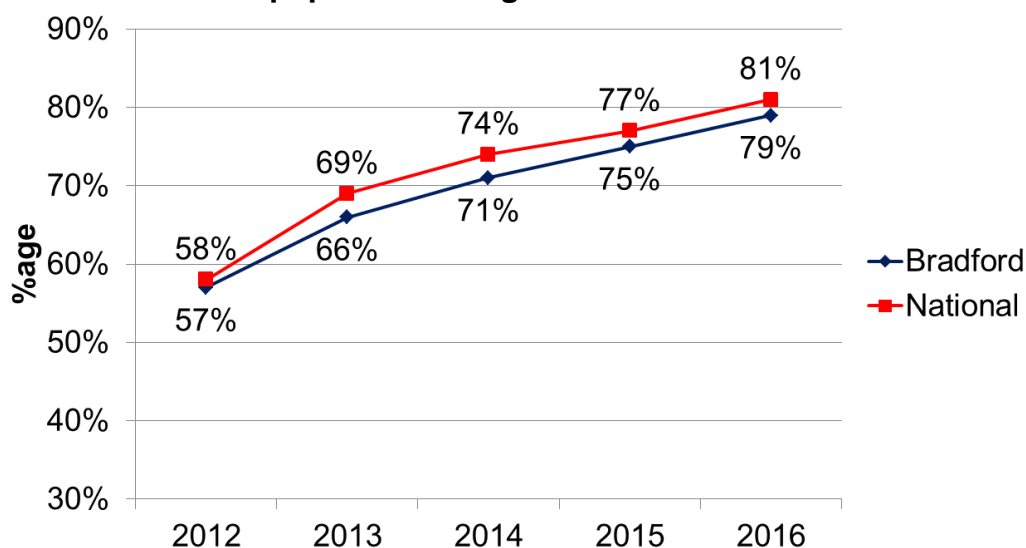
Context:

This report is based on the final and validated Phonics data published on 19th December 2016.

Summary:

More Year 1 pupils achieved the required standard in Phonics in 2016, with a 4% increase in Bradford figures in 2016 on 2015. The gap with national is the same as in 2015.

Chart: % of Year 1 pupils achieving Phonics standard



Phonics		2014	2015	2016
Achieving Phonics Standard by the end of Year 1	Bradford	71	75	79
	National	74	77	81
Achieving Phonics Standard by the end of Year 2	Bradford	86	87	90
	National	88	90	91
Phonics Standard Score (set by DfE)		32	32	32

LA Maintained and non-Maintained schools 2014 to 2016²

% 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
LA Maintained (Nat)	75	77	81
Non-LA Maintained (Nat)	75	77	82
Gap: LA v Non-LA (Nat)	0	0	-1

Number of schools of each type in each year in brackets

Pupil characteristics:

Girls in Bradford do as well as pupils nationally on the Phonics assessment; the performance of boys, however, is consistently below the national average. The performance of disadvantaged pupils (those eligible for free school meals at any point in the previous 6 years, Looked After Children and those adopted from care) is

² 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.

slightly above national, albeit 10 ppt below the national average of 81% for all pupils. Disadvantaged boys and girls in Bradford are slightly above the same group of pupils nationally: the focus for our schools has to be supporting those pupils to do as well as their non-disadvantaged peers.

% Year 1 Phonics	2014	2015	2016
Girls Bradford	75	80	84
Girls National	78	81	84
Gap:	-3	-1	0

% Year 1 Phonics	2014	2015	2016
Boys Bradford	67	70	74
Boys National	70	73	77
Gap:	-3	-3	-3

% Year 1 Phonics	2014	2015	2016
Disadvantaged Bradford	61	66	71
Disadvantaged National	63	66	70
Gap:	-2	0	+1

% Year 1 Phonics	2014	2015	2016
Disadvantaged Girls Bradford	66	73	77
Disadvantaged Girls National	68	71	75
Gap:	-2	+2	+2

% Year 1 Phonics	2014	2015	2016
Disadvantaged Boys Bradford	57	59	66
Disadvantaged Boys National	58	61	65
Gap:	-1	-2	+1

Key Stage 1 outcomes 2016

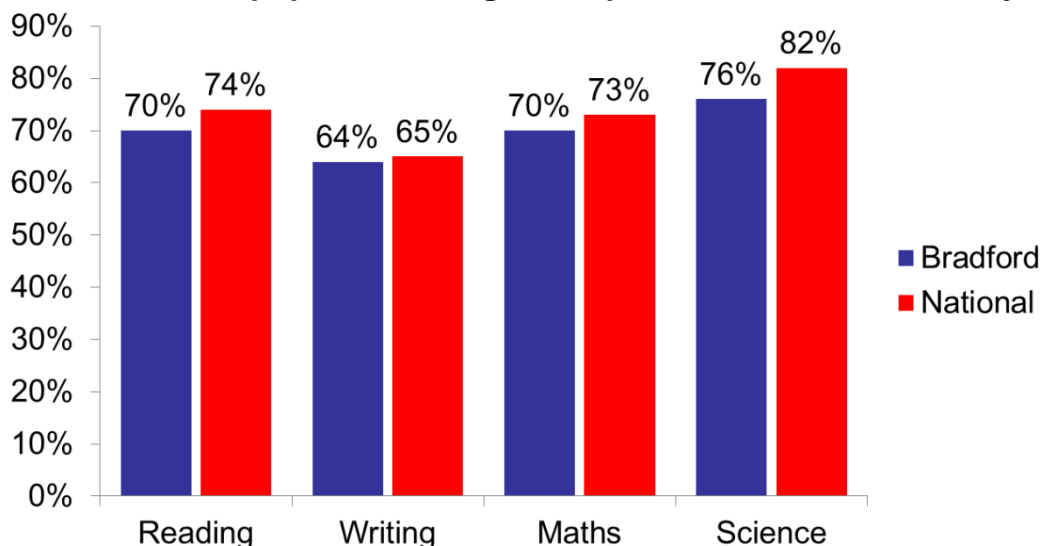
Context:

This report is based on the final and validated KS1 data, published on 29th September 2016.

Summary:

- The chart below shows the achievement of Bradford pupils compared with national figures. The percentage of pupils achieving the expected standard compared with national is slightly lower on all the measures: the gap is smallest in writing (-1%) and RWM (-2%), slightly larger for mathematics (-3%) and largest in reading (-4%).
- 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 science. No time series data is available because 2016 results are not directly comparable with previous years.

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



Bradford LA Maintained and non-Maintained schools³

% Expected Standard	Reading	Writing	Maths
LA Maintained (132 schools)	71	64	71
Non-LA Maintained (28)	67	64	69
Gap: LA v Non-LA (Bfd)	+4	0	+2
LA Maintained (Nat)	75	66	73
Non-LA Maintained (Nat)	74	66	74
Gap: LA v Non-LA (Nat)	+1	0	-1

Pupil characteristics:

The performance gap with national is apparent for both boys and girls at KS1, in both reading and maths boys do not achieve as well as their peers nationally. The gap between Bradford's girls' performance with national is also clear, although not as pronounced as for boys. The challenge for our schools is ensure that children are meeting the Age Related Expectations in years 3 to 6, as these outcomes show that a number will already have a steeper path than some of their peers.

The performance of Disadvantaged pupils is also shown in the tables: overall, Bradford pupils have achieved at a slightly higher rate than Disadvantaged pupils nationally. This is particularly apparent for boys' performance in writing and girls' performance in maths.

³ 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.

% Expected Standard	Reading	Writing	Maths
Girls Bradford	74	71	72
Girls National	78	73	74
Gap:	-4	-2	-2

% Expected Standard	Reading	Writing	Maths
Boys Bradford	65	57	69
Boys National	70	59	72
Gap:	-5	-2	-3

% Expected Standard	Reading	Writing	Maths
Disadvantaged Bradford	62	55	62
Disadvantaged National	62	53	60
Gap:	0	+2	+2

% Expected Standard	Reading	Writing	Maths
Disadvantaged Girls Bradford	66	63	66
Disadvantaged Girls National	68	61	61
Gap:	-2	+2	+5

% Expected Standard	Reading	Writing	Maths
Disadvantaged Boys Bradford	57	48	61
Disadvantaged Boys National	57	45	59
Gap:	0	+3	+2

Key Stage 2 outcomes 2016

Context:

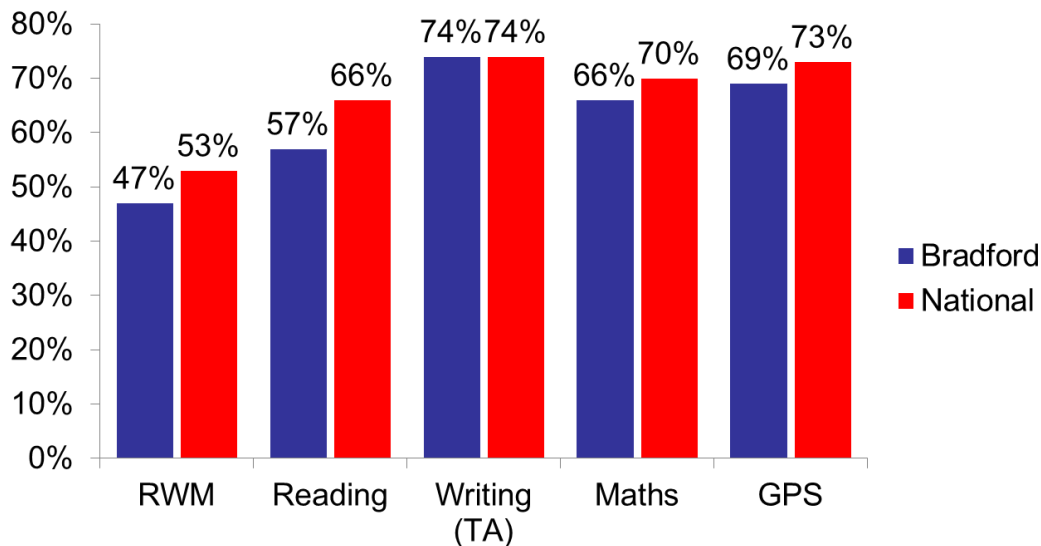
This report is based on final and validated Key Stage 2 published on 15th December 2016.

Summary:

- On the main performance measure, the percentage of pupils meeting the expected standard in reading, writing and mathematics, Bradford pupils achieved 47%, compared with the national average of 53% - a gap of 6 percentage points.
- The largest performance gap (-9%) between Bradford and national is on the percentage of pupils meeting the expected standard on the reading test: 57% of Bradford pupils compared with 66%. Performance on the other tests – mathematics and grammar, punctuation and spelling (GPS) – by Bradford pupils was below national but by a smaller margin: -4% in both.
- However, the percentage of pupils meeting the expected standard in the writing Teacher Assessment the same as national, at 74%.

- The Department for Education's (DfE) published KS2 results show that Bradford's ranks 139th of 152 local authorities on the main RWM expected standard measure. In 2015, Bradford ranked 142nd of 152 LAs on the old Level 4+ measure.
- Bradford's performance is ranked 81st of 152 LAs on the writing TA in 2016, a much higher position than Bradford's ranking in 2015 (140th of 152 LAs). The ranking of Bradford's performance is higher in mathematics at 125th of 152 (137th of 152), but is slightly below for reading: 148th in 2016 (147th in 2015).

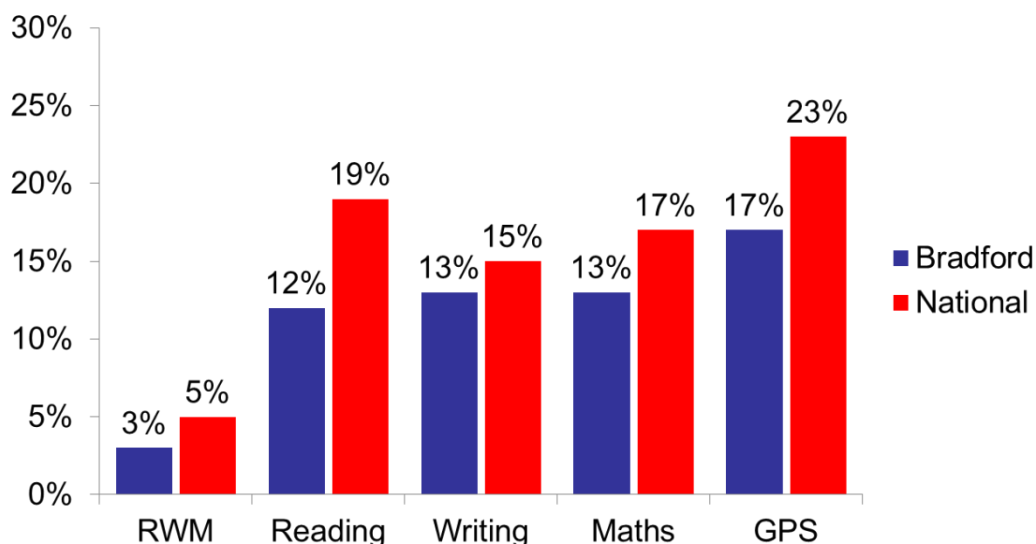
Chart: % of KS2 pupils achieving the Expected Standard in all subjects



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%).



Bradford LA Maintained and non-Maintained schools⁴

% 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

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.

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.

Value Added Progress

	Reading	Writing	Mathematics
Bradford	-0.7	+1.0	+0.3
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 +1.0 and +0.3, respectively. The reading VA score of - 0.7 shows that Bradford pupils' progress was below average.

Pupil characteristics:

% Expected Standard / VA	RWM	Read VA	Write VA	Maths VA
Girls Bradford	50	-0.5	1.8	-0.5
Girls National	57	0.4	0.8	-0.6
Gap	-7			

NB In the above table the Value Added (VA) scores show the progress made between KS1 and KS2 by Bradford girls compared with all girls nationally. For example, on the Reading VA measure, girls nationally made above average progress compared with all pupils, i.e. where progress was zero; girls in Bradford made below average progress compared with all pupils nationally, i.e. not just girls. The same applies for writing, i.e. girls made above average progress, and maths, i.e. below average.

% Expected Standard / VA	RWM	Read VA	Write VA	Maths VA
Boys Bradford	44	-0.9	0.2	1.0
Boys National	50	-0.3	-0.8	0.6
Gap	-6			

% Expected Standard / VA	RWM	Read VA	Write VA	Maths VA
Disadvantaged Bradford	34	-1.4	0.7	-0.2
Disadvantaged National	39	-0.7	-0.3	-0.5
Gap	-5			

% Expected Standard / VA	RWM	Read VA	Write VA	Maths VA
Disadvantaged Girls Bradford	38	-1.5	1.5	-1.2
Disadvantaged Girls National	43	-0.5	0.6	-1.1
Gap	-5			

% Expected Standard / VA	RWM	Read VA	Write VA	Maths VA
Disadvantaged Boys Bradford	31	-1.3	-0.1	0.6
Disadvantaged Boys National	36	-1.0	-1.1	0.1
Gap	-5			

The performance of both boys and girls on the main KS2 RWM combined measure is below national, by -6 ppts and -7 ppts, respectively. The performance of both on the reading VA measure is significantly below average, the same is true for girls on the maths VA measure. However, girls' writing VA is significantly better than national, as is boys' maths VA score.

The performance of Disadvantaged pupils in Bradford is the focus for improvement: just over a third of these pupils achieved the RWM expected standard in 2016 (34%), five ppt less than national and nearly 19% less than all pupils nationally. The gap with national is the same for both Disadvantaged girls and boys on the RWM measure. Bradford's Disadvantaged girls performed significantly above average in writing and Bradford's Disadvantaged boys performed significantly above average in maths.

Key Stage 2 Floor Standards

Based on the revised data the number of schools below the Floor Standard in Bradford has fallen from 15 in 2015 to six in 2016: four 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
Bradford number of schools	20	15	6
Bradford % of schools	13	10	4
National % of schools	6	5	5

Primary schools' Ofsted outcomes 2016/17

There have been 22 Ofsted inspections of nursery and primary schools so far in 2016/17. The two nursery schools sustained their Outstanding judgements. Of the nine primary schools judged as Good, seven had improved from Requires Improvement, one was a sustained Good outcome and the remaining one was newly inspected Free School. Seven schools maintained a Requires Improvement judgement and four schools were judged as requiring Special Measures.

Primary Issues

- The key issues for primary schools in the district were outlined at length in the report presented to CYP Overview & Scrutiny in October 2016 (see 12.1). In addition, the report presented to Full Council on School Improvement in Bradford, also in October 2016, (see 12.2) covers many of the strategies implemented by the service, their impact and the priorities in 2016/17. The service's, schools' and partners' focus is the teaching and learning of reading at all key stages in the primary phase. A number of projects are taking place, including the Reading Pledge, a focus on primary to secondary transition, etc.

Key Stage 4 Outcomes 2016

Summary:

- A new secondary school accountability system at Key Stage 4 (KS4) was introduced in 2016. The 5A*-C including English and Maths 'floor standard' component measure was 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.
- Bradford's performance on the new measures is as follows: Attainment 8 (average grade attained by students) score is 45.7, compared with 48.5 nationally. Bradford's Progress 8 is below average, at -0.15.
- Bradford's percentage of students achieving A*-C in English and maths (Basics) is 52.1%. This represents an improvement of 4.3 percentage points on Bradford's 2015 validated result of 47.8%.
- Bradford's percentage of students achieving the English Baccalaureate is 17.2%. This represents a decrease of 0.1 of a percentage point on Bradford's 2015 validated result of 17.3%.

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 45.7, national is 48.5.

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 -0.15. For pupils nationally, the average Progress 8 score is -0.03 (as pupils in special schools are included at KS4 but not at KS2). A score below zero indicates that progress is below average and one above zero indicates above average progress.

Chart: KS4 "Basics" (% attaining A*-C in English and mathematics)

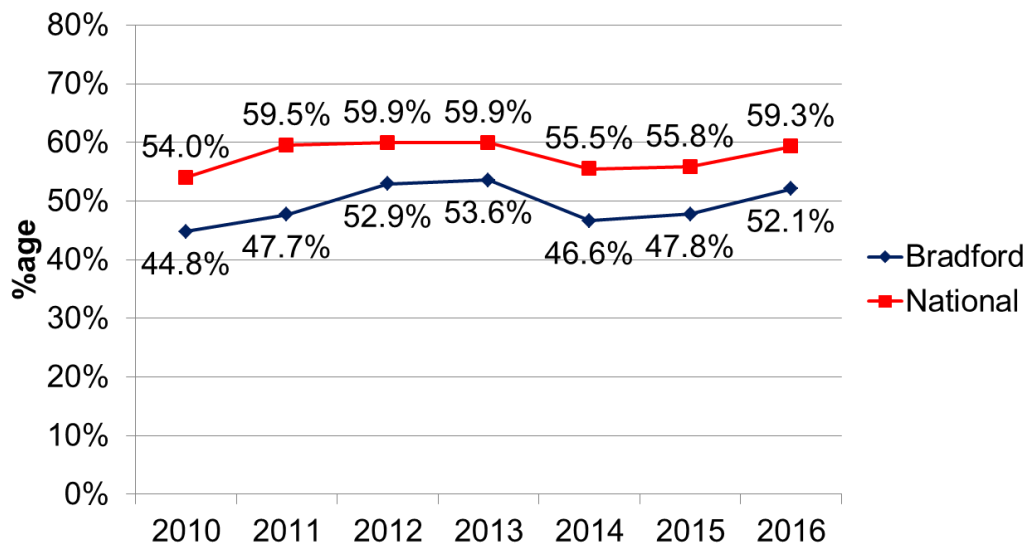
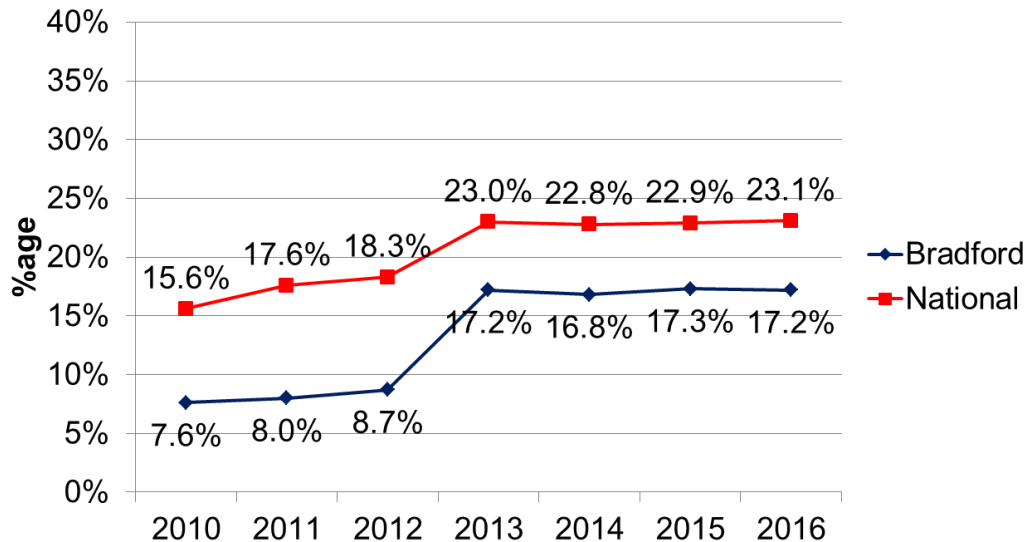


Chart: KS4 English Baccalaureate



Bradford LA Maintained and non-Maintained schools⁵

	Attainment 8	Progress 8	Basics	EBacc
LA Maintained (13)	45.0	-0.27	50.7%	16.1%
Non-LA Maintained (17)	47.4	-0.01	54.8%	18.8%
Gap: LA v Non-LA	-2.4	-	-4.1	-2.7
LA Maintained (Nat)	49.9	-0.03	62.2%	23.2%
Non-LA Maintained (Nat)	51.3	+0.03	65.3%	26.3%
Gap: LA v Non-LA (Nat)	-1.4	-	-3.1	-3.1

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:

Bradford's girls' performance on the main Progress 8 measure was average in 2016; however, boys' performance was below average, resulting in a negative score (-0.15) and Bradford being below average overall.

The performance of Disadvantaged pupils was also below average in 2016, again with boys' score being lower than girls': this means that these pupils are performing significantly worse than their non-Disadvantaged peers.

Progress 8	2015	2016
Girls Bradford	n/a	0.03
Girls National	0.11	0.11

Progress 8	2015	2016
Boys Bradford	n/a	-0.33
Boys National	-0.16	-0.17

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.

Progress 8	2015	2016
Disadvantaged Bradford	n/a	-0.46
Disadvantaged National	-0.4	-0.38

Progress 8	2015	2016
Disadvantaged Girls Bradford	n/a	-0.27
Disadvantaged Girls National	n/a	-0.22

Progress 8	2015	2016
Disadvantaged Boys Bradford	n/a	-0.65
Disadvantaged Boys National	n/a	-0.53

Progress 8: Bradford and Statistical neighbours:

The progress of boys is of concern to a number of our statistical neighbour local authorities, as shown below, where their progress is below, and sometimes significantly below, average. In contrast, girls in nearly all LAs made average or above average progress, as happened in Bradford.

Local Authority	Progress 8	Progress 8 girls	Progress 8 boys
Blackburn with Darwen	+0.11	+0.30	-0.08
Bolton	-0.20	-0.03	-0.36
Bradford	-0.15	+0.03	-0.33
Derby	-0.17	0.00	-0.34
Kirklees	-0.11	+0.07	-0.29
Oldham	-0.34	-0.09	-0.58
Peterborough	-0.03	+0.12	-0.17
Rochdale	-0.08	+0.07	-0.22
Sheffield	+0.01	+0.16	-0.14
Telford and Wrekin	-0.15	+0.03	-0.29
Walsall	-0.24	-0.08	-0.39
England	-0.03	+0.11	-0.17

Secondary schools' Ofsted outcomes 2016/17

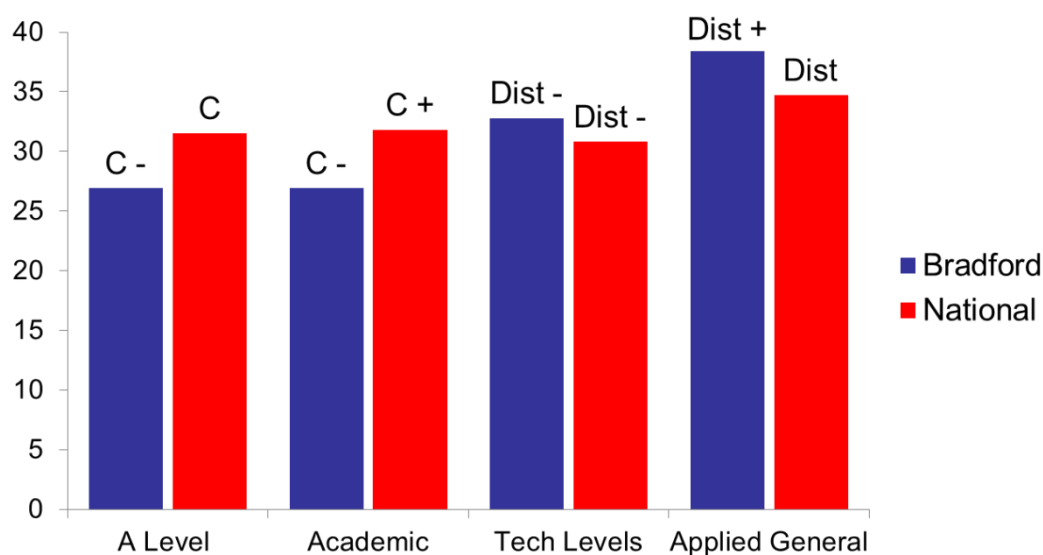
There have been six Ofsted inspections of Bradford's secondary schools so far in 2016/17, including Pupil Referral Units (PRU). Of these, the inspected PRU sustained its Good judgement and one secondary academy achieved an Outstanding judgement (from Requires Improvement). Of the two mainstream schools judged as Good, one had maintained a Good outcome and the other had improved from Requires Improvement. Of the two schools judged as Requires Improvement, one had come out of Special Measures and the other had slipped from a Good judgement at its last inspection.

Key Stage 5 Outcomes 2016

Summary:

- In 2016 the existing Key Stage 5 (KS5) performance tables measures were 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.
- 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 data show that grades per entry for the two vocational cohorts indicate a good spread of results. Bradford's students attained an average grade of a Distinction+ for the new Applied General qualifications, one of the highest grades achievable, and a Distinction- on Technical Level qualifications: both above national.

Chart: KS5 all measures



Bradford LA Maintained and non-Maintained schools⁷

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

⁷ 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.

	A Levels	Academic	Applied General	Technical Levels
LA Maintained (12)	C-	C-	Dist+	Dist+
LA Maintained (Nat)	C	C	Dist+	Dist+
Non-LA Maintained (17)	C-	C-	Dist+	Dist*-
Non-LA Maintained (Nat)	C	C	Dist+	Dist+

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. This table does not include outcomes for pupils in FE colleges.

Pupil characteristics:

Bradford's male and female students achieved average grades that were slightly below national on the main A Level and academic measures. On the new vocational qualifications, Applied General and Technical Levels, Bradford students either achieved above or line with national.

Data on Disadvantaged pupils are not available at KS5 because Pupil Premium funding is provided to schools up to Year 11 and not in to sixth forms or for colleges.

KS5	A Levels	Academic	Applied General	Technical Levels
Girls Bradford	C-	C-	Dist+	Dist
Girls National	B-	C+	Dist+	Dist-

KS5	A Levels	Academic	Applied General	Technical Levels
Boys Bradford	C-	C-	Dist+	Dist-
Boys National	C+	C	Dist-	Dist-

Education Improvement Strategic Board (EISB)

The EISB is the strategic group overseeing the raising of raising attainment and accelerating rates of progress for all pupils in Bradford school and colleges. The remit of the group is as follows.

- We undertake a regular analysis of performance data with a focus on closing the attainment gaps.
- We request up-to-date statements of how support and interventions are challenging schools to raise attainment and accelerate progress of all pupils.
- We challenge officers and partners to account for the delivery and impact of programmes.
- We will liaise with the Schools Forum to ensure accountability for the impact of their final decision-making.
- We encourage the celebration and sharing of best practices and successes
- We are mindful of the sensitivity on some information we may receive and will act in a way that promotes the best in Bradford schools.

The membership of the group is:

External Chair
Bradford Chief Executive
Director of Children's Services
Leader of the Council
Portfolio Holder for Education, Skills and Culture
Representative Councillors from the opposition parties
Headteachers from different phases
Others by invitation e.g. HMI, RSC and LA Senior Officers

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The development of a school led system and the increased number of academies has resulted in a reduction in the local authority teams associated with school improvement.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 The increased emphasis of the Ofsted inspection framework on safeguarding has added additional pressures to the existing primary school improvement workforce's capacity.

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 the revised report on the performance of Bradford's Children and Young People in Key Stage tests and exams for 2016 be received.

10.2 That further reports be provided to the Committee as the Local Authority receives additional published data from the Department for Education.

11. APPENDICES

11.1 None

12. BACKGROUND DOCUMENTS

12.1 [Educational Standards provisional report](#)

12.2 [Inspection of Bradford local authority's arrangements for supporting school improvement](#)