

Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 11 October 2017.

Subject: Educational Standards 2017 – Early Years to Key Stage 5 – Interim Report Summary statement:

- This interim report outlines some of the key outcomes for Bradford from the 2017 national tests and teacher assessments. The results relating to these national tests are published throughout the autumn term and consequently the complete confirmed results can't be reported to the Committee until January 2018.
- Much of this report is based upon draft data. A few 2017 national averages have been published and where they exist they have been used. Information relating to specific groups including gender, disadvantage, Looked After Children and those eligible for Free school Meals, will be included in the final report in January 2018.
- Results for 2017 generally indicate that the proportion of pupils who achieve the expected standard across the range of subjects and age groups within the Primary Phase continues to rise. The rate of improvement in some measures are slightly better than the national. However, these improvements are often not sufficient enough to substantially reduce the gaps that exist with national averages. Improvements in the proportion of pupils achieving the higher standard at the end of Key Stage 2, however, are particularly notable.
- When compared to all other Local Authorities, Bradford results at the end of key stage 2 have been ranked higher this year in all subjects with the exception of writing. In reading, writing and maths results, Bradford ranks 126th position of the 152 Local Authority nationally which is 13 places higher than 2016.
- Changes to the GCSE examination system in 2016, and again this year, mean that it is too early in the term to summarise performance at Key Stage 4 accurately. Further information will be available later this term and in the new-year. This applies also to Key Stage 5 outcomes too.

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Overview & Scrutiny Area:
Children's Services

1. Summary

- 1.1 The proportion of pupils achieving a Good Level of Development by the end of the reception year continues to rise. The gap with the provisional national figure (produced by the National Consortium for Examination Results (NCER)) is similar to that reported in 2016 (-3%).
- 1.2 Eight out of every ten Year 1 pupils met the expected standard in Phonics in 2017. This was a +1% increase on 2016.
- 1.3 Bradford's Key Stage 1 results have improved in 2017 in the new expected standard performance measures in reading, writing and maths. The provisional national results (produced by NCER) improved faster in writing so that the gap in this subject has increased slightly.
- 1.4 At the end of Key Stage 2 the proportion of pupils achieving the expected standard in all of reading, writing and mathematics has improved from 47% in 2016 to 56% in 2017. This rate of improvement is slightly better than that reported nationally by the Statistical First Release (SFR) on 31st August 2017. The gap with the national average is narrowing and is 1% less than last year's result.
- 1.5 The performance of the Local Authority compared to all other Authorities has improved across all subjects at the end of Key Stage 2 with the exception of writing and appears to have risen by 13 places for 2016.
- 1.6 The outcomes at Key Stage 4 are complicated by the changing nature of the examination system and will be reported in the final report in January 2018.
- 1.7 Key Stage 5 outcomes for the new A level, Applied General and Tech Level measures will also be reported in the January report.

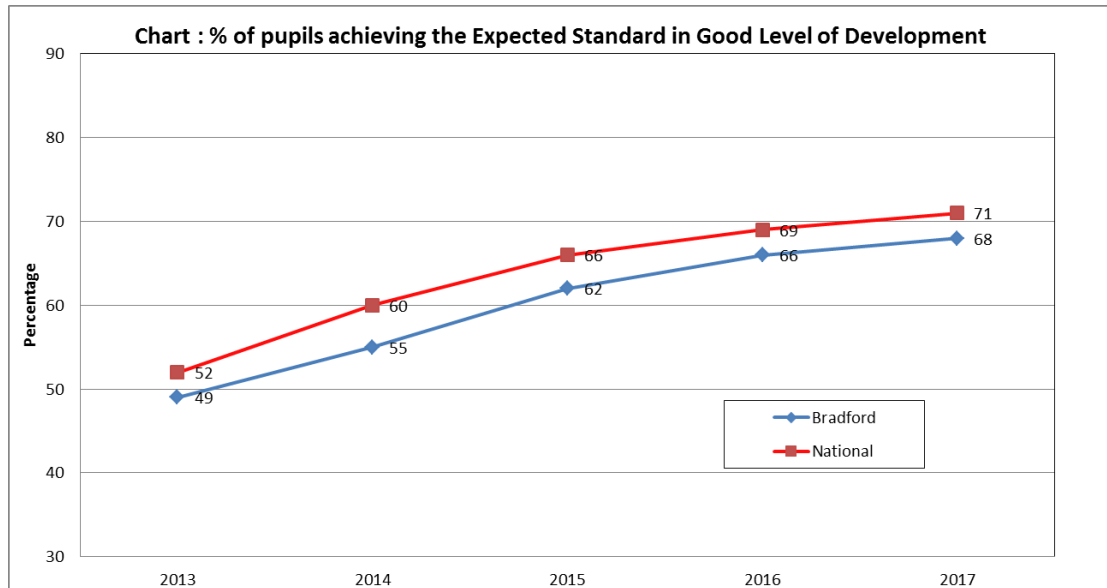
2. BACKGROUND

- 2.1 This report provides an interim summary of performance for children and young people attending Bradford schools at the following key stages:
 - Early Years Foundation Stage – 5 year olds (Provisional results)
 - Key Stage 1 – 7 year olds (Provisional results)
 - Key Stage 2 – 11 year olds (Unvalidated results based on the Statistical First Release (SFR))
- 2.2 In 2016 the DfE 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). Consequently this report contains the results for the first two years of these new arrangements. These results are not comparable with the measures which existed before 2016. There have been further changes to the Key Stage 4 examination system this summer. A summary of the new GCSE arrangements has been included in Appendix 1 and the outcomes for both Key Stages 4 and 5 will be reported in the January report.
- 2.3 The provisional results for Early Years and Key Stages 1 and 2 involve 105 LA maintained primary schools and 56 primary academies. In the final report information relating to both maintained and non-maintained schools will be included.

3. OTHER CONSIDERATIONS: REPORT ISSUES

Early Years Foundation Stage (EYFS) Outcomes 2017

- 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 +2% increase since 2016, +6% over the last three year period. The gap to the provisional NCER national figure is -3%, the same as it was in 2016. Performance in mathematics and literacy are the main factors in the shortfall.
- Early Years literacy was an area for improvement in 2016-17 and the trend in the proportion of pupils in meeting the expected standard in both reading and in writing is rising, as are the provisional NCER national results.



% of pupils achieving the Expected Standard in Good Level of Development

| % Good Level of Development | 2015 | 2016 | 2017 | Improvement 2015-2017 |
|-----------------------------|------|------|---------------------|-----------------------|
| Bradford | 62 | 66 | 68 | +6 |
| National | 66 | 69 | 71 (provisional) | +5 |
| Gap: | -4 | -3 | -3 | |

% Bradford Pupils achieving the expected standard in Reading and Writing

| % at the expected standard | Reading 2015 | Reading 2016 | Reading 2017 | Writing 2015 | Writing 2016 | Writing 2017 |
|----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Bradford | 68 | 71 | 72 | 65 | 68 | 69 |
| National | 76 | 77 | | 71 | 73 | |
| Gap: | -8 | -6 | | -6 | -5 | |

Mean average points score

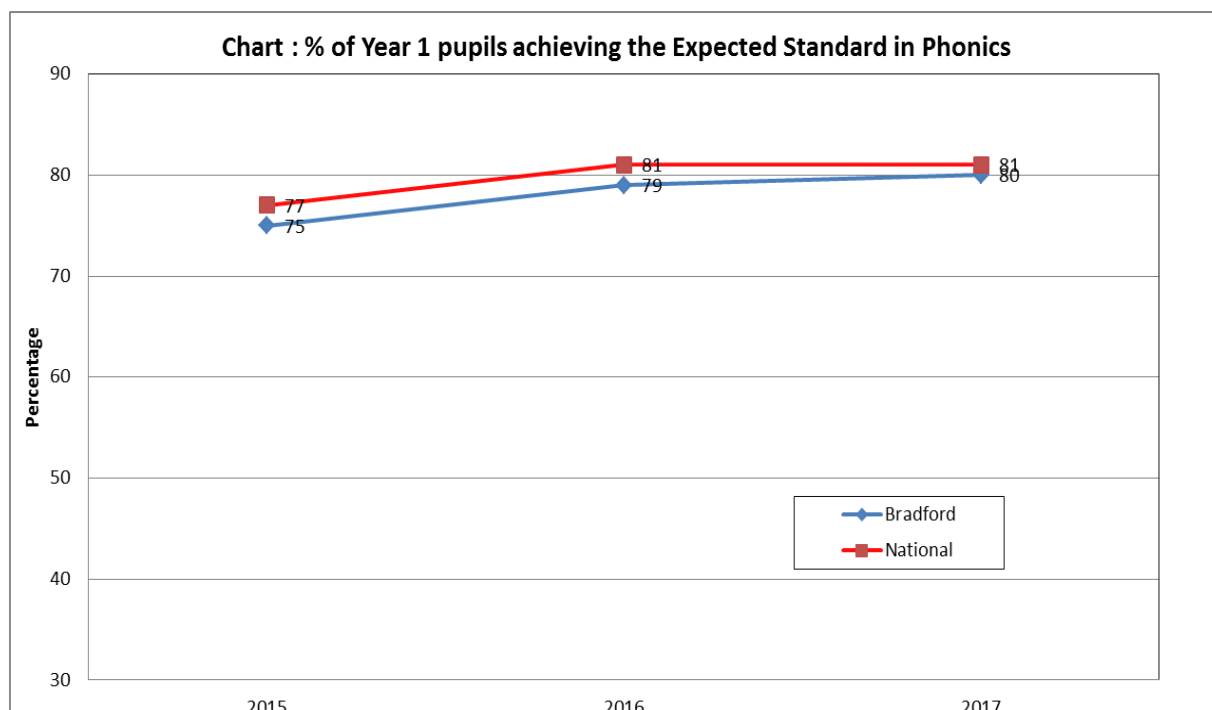
The DfE report a supporting measure which is the mean average point score; this is calculated across all 17 Early Learning Goals (ELGs) and takes account of all children's results, not just

those who have achieved the GLD. The Bradford result improved very slightly in 2017 to 33.8 points from 33.7 points in 2016. In 2016 the gap to the national average reduced noticeably from -1.3 to -0.8. The 2017 national average will not be published until late October.

The overall outcomes in the Early Years show an improving picture. The Early Years (EY) service is working with the Literacy Hub to tackle boys' underperformance in reading and writing. The gender data will be reflected in the January report after receipt of the validated early years data in October. The EY learning team is targeting primary schools with wide gender gap in reading and writing. Further work is being taken by the Literacy Hub and Teaching Schools to support the Early Years language projects.

Phonics outcomes 2017

- A slightly higher proportion of Year 1 pupils achieved the required standard in Phonics in 2017, with a +1% increase in Bradford figures between 2016 and 2017. The gap with the provisional national average of 81% has now fallen to -1%.



% Year 1 pupils meeting the expected standard in Phonics.

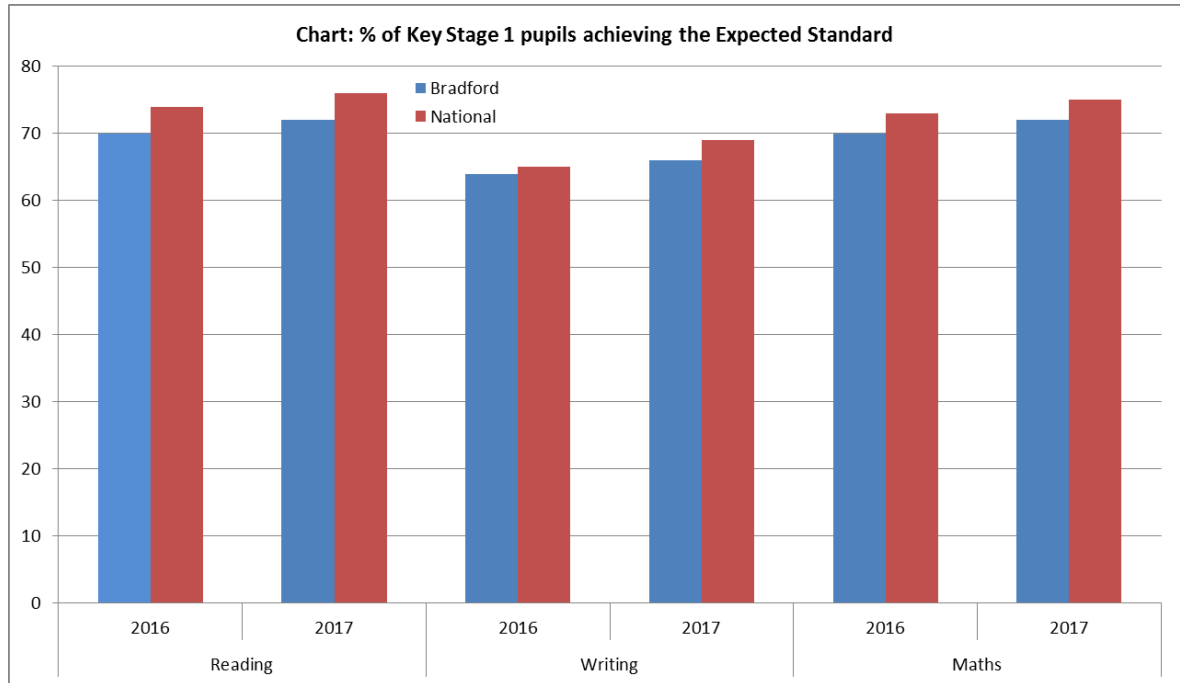
| Phonics | | 2015 | 2016 | 2017 | Improvement 2015-2017 |
|---|----------|------|------|------------------|-----------------------|
| Achieving Phonics Standard by the end of Year 1 | Bradford | 75 | 79 | 80 | +5 |
| | National | 77 | 81 | 81 (provisional) | +4 |
| | Gap | -2 | -2 | -1 | |
| Achieving Phonics Standard by the end of Year 2 | Bradford | 87 | 90 | 90 | +3 |
| | National | 90 | 91 | | |
| | Gap | -3 | -1 | | |
| Phonics Standard Score (set by DfE) | | 32 | 32 | 32 | |

To increase the proportion of children passing the phonics screening checks, the Primary Achievement Team identified schools with scores of 10% or more below the national average, monitored and challenged the practices observed. The identified schools were also encouraged to learn from best practice in other better performing schools. The impact of this monitoring

exercise is improved phonics outcomes in all of the targeted schools.

Key Stage 1 outcomes 2017

- The proportion of pupils achieving the expected standard in each of reading, writing and mathematics has risen by +2%. In reading and mathematics the gap to the provisional national average remains the same as in 2016. In writing the gap has widened slightly to - 3%.



% of pupils achieving the Expected Standard reading, writing and maths – national figures are provisional NCER data

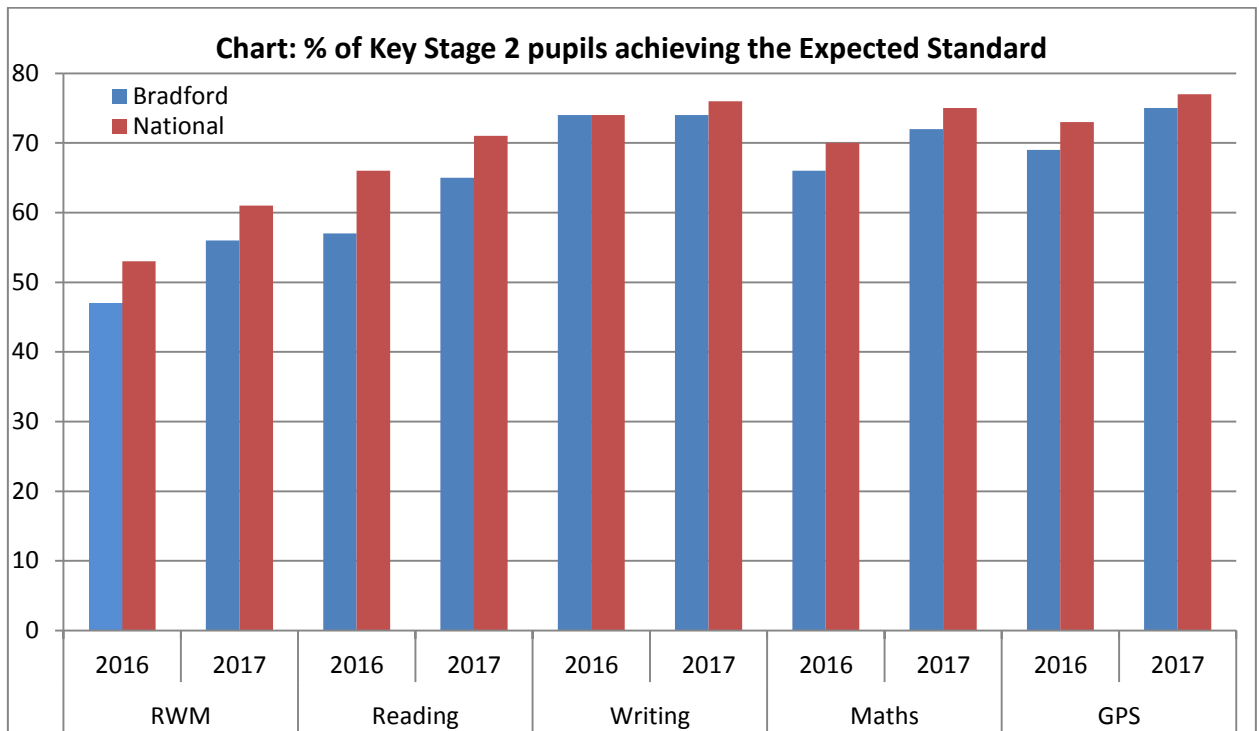
| % Expected Standard | Reading | | | Writing | | | Maths | | |
|---------------------|---------|------|-----|---------|------|-----|-------|------|-----|
| | 2016 | 2017 | Imp | 2016 | 2017 | Imp | 2016 | 2017 | Imp |
| Bradford | 70 | 72 | +2 | 64 | 66 | +2 | 70 | 72 | +2 |
| National | 74 | 76 | +2 | 65 | 69 | +4 | 73 | 75 | +2 |
| Gap | -4 | -4 | | -1 | -3 | | -3 | -3 | |

Key Stage 2 outcomes 2017

Expected standard.

- In the main performance measure, the percentage of pupils meeting the expected standard in all of reading, writing and mathematics (RWM), increased by +9% in 2017. The gap with the unvalidated national average is now -5%. (-6% in 2016). Further improvements in reading results are needed to help to reduce this gap further.

- The proportion of pupils achieving the expected standard in reading rose by +8% this year. This rise means that the difference with the unvalidated national average has fallen from -9% in 2016 to -6% in 2017.
- Notable increases of + 6% of pupils meeting the expected standard occurred in mathematics and Grammar, Punctuation and Spelling (GPS) in 2017.
- 74% of pupils achieved the expected standard in writing, the same as 2016. The gap to the unvalidated national average is now -2%.
- With the exception of writing, the rate of improvement from 2016 to 2017 in all subject areas is better than that seen nationally.



| % Expected Standard | RWM 2016 | RWM 2017 | Reading 2016 | Reading 2017 | Writing 2016 | Writing 2017 | Maths 2016 | Maths 2017 | GPS 2016 | GPS 2017 |
|---------------------|----------|----------|--------------|--------------|--------------|--------------|------------|------------|----------|----------|
| Bradford | 47 | 56 | 57 | 65 | 74 | 74 | 66 | 72 | 69 | 75 |
| National | 53 | 61 | 66 | 71 | 74 | 76 | 70 | 75 | 73 | 77 |
| Gap | -6 | -5 | -9 | -6 | 0 | -2 | -4 | -3 | -4 | -2 |

| % Expected Standard improvement 2016 to 2017 | RWM | Reading | Writing | Maths | GPS |
|--|-----|---------|---------|-------|-----|
| Bradford | +9 | +8 | 0 | +6 | +6 |
| National | +8 | +5 | +2 | +5 | +4 |

Expected Standard Ranking

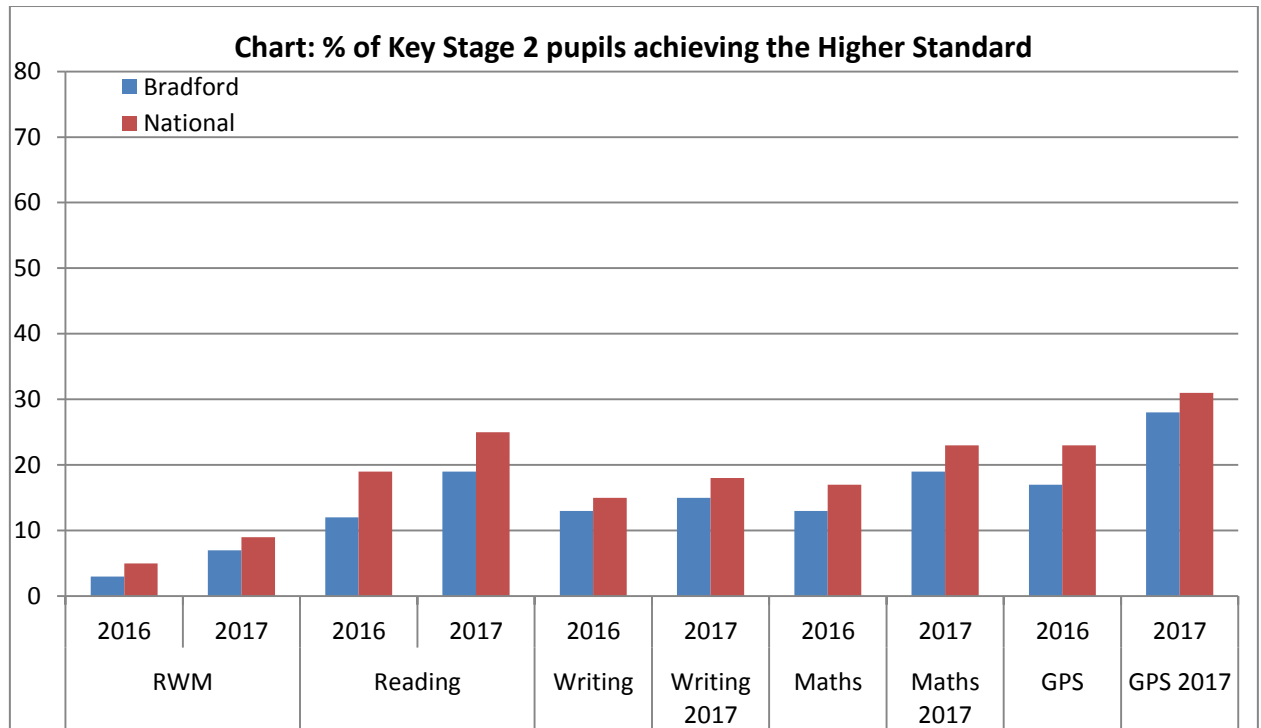
A comparison is made between the performance of Bradford and of all other Local Authorities. The SFR for Key Stage 2 2017 results indicate :

- RWM results ranks Bradford in 126th position out of the 152 Local Authorities nationally which is 13 places higher than 2016.
- reading results ranks Bradford in 137th position out of the 152 Local Authorities nationally which is 11 places higher than 2016.
- mathematics results ranks Bradford in 110th position out of the 152 Local Authorities nationally which is 15 places higher than 2016.

- writing results ranks Bradford in 106th position out of the 152 Local Authorities nationally which is 25 places lower than 2016.
- GPS results ranks Bradford in 104th position out of the 152 Local Authorities nationally which is 23 places higher than 2016.

Higher standard

- The proportion of pupils achieving the higher standard increased in all subjects this year. The increase was modest in writing but more substantial in the other subjects, particularly GPS where the proportion rose by +11%.



| % Higher attaining | RWM 2016 | RWM 2017 | Reading 2016 | Reading 2017 | Writing 2016 | Writing 2017 | Maths 2016 | Maths 2017 | GPS 2016 | GPS 2017 |
|--------------------|----------|----------|--------------|--------------|--------------|--------------|------------|------------|----------|----------|
| Bradford | 3 | 7 | 12 | 19 | 13 | 15 | 13 | 19 | 17 | 28 |
| National | 5 | 9 | 19 | 25 | 15 | 18 | 17 | 23 | 23 | 31 |
| Gap | -2 | -2 | -7 | -6 | -2 | -3 | -4 | -4 | -6 | -3 |

Scaled scores, Value Added Progress and Primary Floor standards.

Information relating to the 2017 Value Added scores, schools below Floor Standards and scaled scores will be included in the final version of this report in January 2018.

Primary Issues and actions

- The key issues for primary schools in the district remain the need to continue to raise attainment and accelerate progress in all subject areas across both key stages.
- The Information Management Team (IMT) has revised and improved the school data packs. These are enabling school leaders and governors to analyse the performance of the different groups of children against the national figures at the start of the academic year rather than at the end of the autumn term.
- School leaders and governors are encouraged to use the assessment information to challenge low expectations and low aspirations and model high expectations of pupils in their care.

- Schools are encouraged to provide appropriate and effective interventions and use a more rigorous monitoring and evaluation system in order to accelerate pupil progress.
- The services', schools' and partners' focus in 2016 has been the teaching of reading and writing at all key stages in the primary phase. A number of projects including the Reading Pledge, KS2 reading programmes and the raising of boys' achievement were delivered and their impact will be reported in the January report.
- The LA is keen for the sector led system to become well established and effective and therefore outcomes for the different groups of pupils are shared on a regular basis with the primary partnerships and the Teaching School Alliances. This is enabling them to commission or deliver appropriate professional development opportunities and effective school to school support.

Key Stage 4 Outcomes 2017

- A new secondary school accountability system at Key Stage 4 (KS4) was introduced in 2016. Further changes came into force this summer. A summary of the new arrangements can be found in Appendix 1.
- At this stage there is no released data to report. The provisional KS4 and KS5 outcomes will be released on 12th October as part of the Statistical First Release for KS4 and KS5 and will be included in the January report.

Key Stage 5 Outcomes 2017

- In 2016 the existing Key Stage 5 (KS5) performance table measures were replaced. Results are now 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 and 2017 results are not directly comparable with previous years. The KS5 outcomes will be included in the January report.

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 school placed in an Ofsted category will receive the notification for conversion to a sponsored

academy. 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 receives this interim report on the performance of Bradford's Children and Young People in Key Stage tests for 2017. Further reports will be provided as the Local Authority receives further published data from the DfE and a final report will be produced in January 2018 after receipt of validated data.

10.2 Members are asked to continue to encourage families in their wards to become more actively engaged with their children's learning, attendance, health and well being in order to further

improve their children's learning capacity and resilience.

11. APPENDICES

11.1 Changes to the Key Stage 4 Examination system explained.

12. BACKGROUND DOCUMENTS

12.1 None

Appendix 1 : Changes to the Key Stage 4 Examination system explained.

GCSEs in England are being reformed and will be graded with a new scale from 9 to 1, with 9 being the highest grade. Results in England this summer will receive a mixture of number and letter grades - English language, English literature and maths are the first subjects to use the new number system, with most other subjects adopting numbers by 2019. Eventually all GCSEs taken in England will receive numerical grades.

The Department for Education recognises grade 4 and above as a 'standard pass' which is the equivalent of an old grade C. A grade 5 and above is recognised as a 'strong pass' which is the equivalent of an old grade C+.

The old and new grading scales do not directly compare. A grade 5 and above ('strong pass') is not comparable to the old grade C, and therefore no comparisons can be made to previous years for this measure.

The headline accountability measures that were introduced in 2016 remain the same (although some grades are expressed numerically rather than letters):

Progress 8; Attainment 8; percentage of pupils achieving at least a grade 5 (C or above) in English and maths; percentage of pupils entering the English Baccalaureate; and percentage of pupils achieving the English Baccalaureate.

Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The eight subjects fit into three groups:

- English and maths. These are double-weighted, which means they count twice.
- English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
- Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

Due to the underlying data used to calculate Progress 8 not being available on results day, schools are not able to provide an accurate figure for this measure. This will be available when the DfE Statistical First release is published in October 2017.

The provisional KS4 results will be published by DfE in the Statistical First Release in October 2017 and revised results will be published by DfE in the Statistical First Release and Secondary Performance Tables in January 2018.

Source : Information Management Team
Contact Officer : Jonny Trayer.