

## **Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 14 February 2018**

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**AB**

**Subject: Educational Standards 2017 – Early Years to Key Stage 5 – Final Report**

### **Summary statement:**

- This report outlines some of the key outcomes for Bradford from the 2017 national tests and teacher assessments. Much of this report is based upon the Statistical First Release (SFR) data. The 2017 national average, where available, have been included. The KS4 and KS5 data presented in this report is based on revised data published on 25<sup>th</sup> 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.
- Bradford secondary schools have made rapid and significant improvement in outcomes in 2017, with 23 out of 31 secondary schools improving their Progress 8 score, one holding station and seven showing a decline in performance. This has enabled the authority to record an overall Progress 8 score of +0.02, just above the national average of -0.03 and classified by the DfE as 'Average'. By contrast, Bradford recorded a Progress 8 score of -0.15 in 2016, which was classified as 'Below Average' by the DfE.

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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 national figure 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 resulting in the gap with the national being reduced to -1%.
- 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 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 57% in 2017. The improved rate of improvement has resulted in the narrowing of the gap with the national average.
- 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.
- 1.6 At the end of Key Stage 2, Bradford's ranking against its statistical neighbours has improved in all subject areas except in writing.
- 1.7 The outcomes at Key Stage 4 are complicated by the changing nature of the examination system and the provisional data indicate improving outcomes particularly in Progress 8 ranking. Bradford is ranked 54<sup>th</sup> out of 151 Local Authorities and is the 4<sup>th</sup> most improved authority.
- 1.8 Key Stage 5 outcomes for the new A level, Applied General and Tech Level measures indicate an improvement in the Academic and A level.

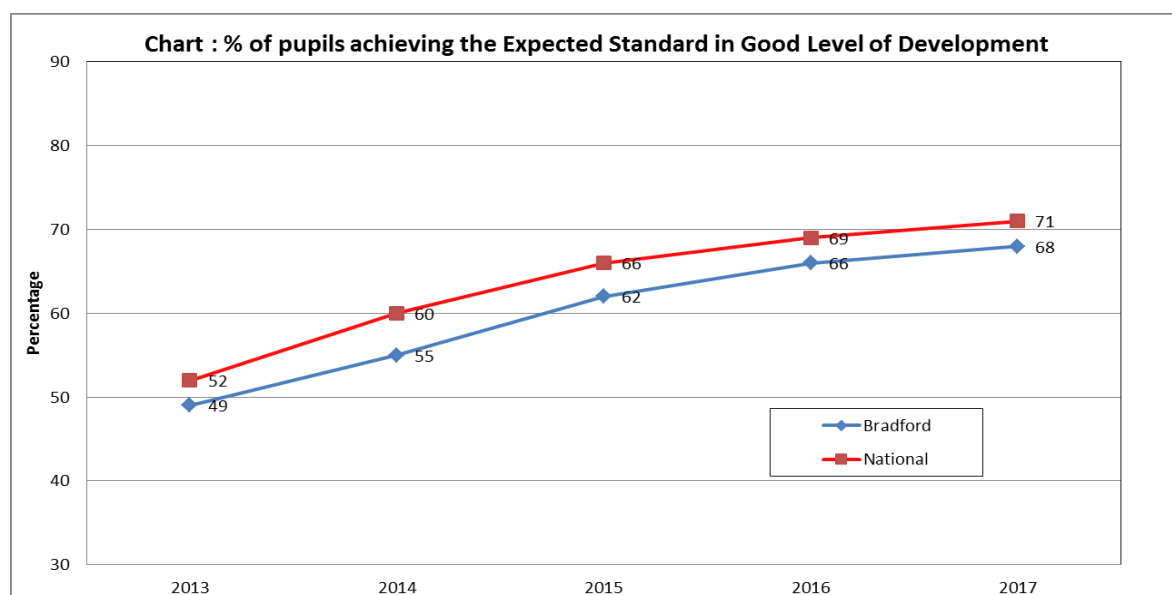
## **2. BACKGROUND**

- 2.1 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 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 provisional outcomes for both Key Stages 4 and 5 have been included in this report.
- 2.3 The results for Early Years and Key Stages 1 and 2 involve 105 LA maintained primary schools and 56 primary academies/free schools and for Key Stage 4 involve 7 LA maintained secondary schools and 26 academies/free schools.

### 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 national figure is -3%, the same as it was in 2016.
- 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 national results.
- Girls continue to outperform the boys but the rate of improvement for the boys is better than that for the girls indicating the positive impact of the Early Years initiatives targeting boys' achievement.
- There continues to be a significant gap between the performance of the FSM and non FSM children and is an area being closely monitored and challenged by the Early Years Learning Team.
- The 2017 SEN performance data show the closing of the gap with national and Bradford's SEN children's rate of improvement in Good Level of Development to be better than similar children nationally.



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

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
<b>Bradford</b>	62	66	68	+6
<b>National</b>	66	69	71	+5
<b>Gap:</b>	-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
<b>Bradford</b>	68	71	72	65	68	69
<b>National</b>	76	77	77	71	73	73
<b>Gap:</b>	-8	-6	-5	-6	-5	-4

### EYFSP Good Level of Development Gender Gap

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
<b>Girls Bradford</b>	71	74	75	+4
<b>Girls National</b>	74	77	78	+4
<b>Gap</b>	-3	-3	-3	

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
<b>Boys Bradford</b>	53	59	60	+7
<b>Boys National</b>	59	62	64	+5
<b>Gap</b>	-6	-3	-4	

### % of FSM and Non FSM Children Achieving A Good Level of Development

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
<b>FSM</b>	51	54	56	+5
<b>Non FSM</b>	69	72	73	+4
<b>Gap</b>	18	18	17	

### % of Children with SEND Achieving A Good Level of Development

% Good Level of Development	2015	2016	2017	Improvement 2015-2017
<b>Bradford SEN Support</b>	22	25	29	+7
<b>National SEN Support</b>	24	26	27	+3
<b>Gap</b>	-2	-1	+2	
<b>Bradford EHCP</b>	1	2	3	+2
<b>National EHCP</b>	4	4	4	0
<b>Gap</b>	-3	-2	-1	

- The number of children who have received the 'two year old offer' has been increasing year on year. In 2017 40% of children assessed had received this offer and of these 63% achieved a GLD. This is a 16% increase from 2015 and the gap between the eligible and non-eligible have been narrowed from 17% in 2015 to 8% in 2017.

### **% of 2 Year Offer Pupils Achieving A Good Level of Development**

<b>% Good Level of Development</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Improvement 2015-2017</b>
<b>Eligible 2 Year Offer Pupils</b>	47	60	63	+16
<b>Non Eligible 2 Year Offer Pupils</b>	64	69	71	+7
<b>Gap</b>	17	9	8	

**Deprivation** - this includes the number and percentage of children who are in the 30% most economically deprived wards in the country who live in Bradford. There were 5285 children in the 30% most deprived wards in Bradford being assessed in 2017 which accounts for 68% of the total number of children assessed at the end of the Foundation Stage. There has been little change over the last 3 years in the percentage of these children achieving a GLD.

### **30% Most Deprived Children Achieving A Good Level of Development**

<b>% Good Level of Development</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Improvement 2015-2017</b>
<b>Deprived Children</b>	56	61	57	+1

### **Mean average points score**

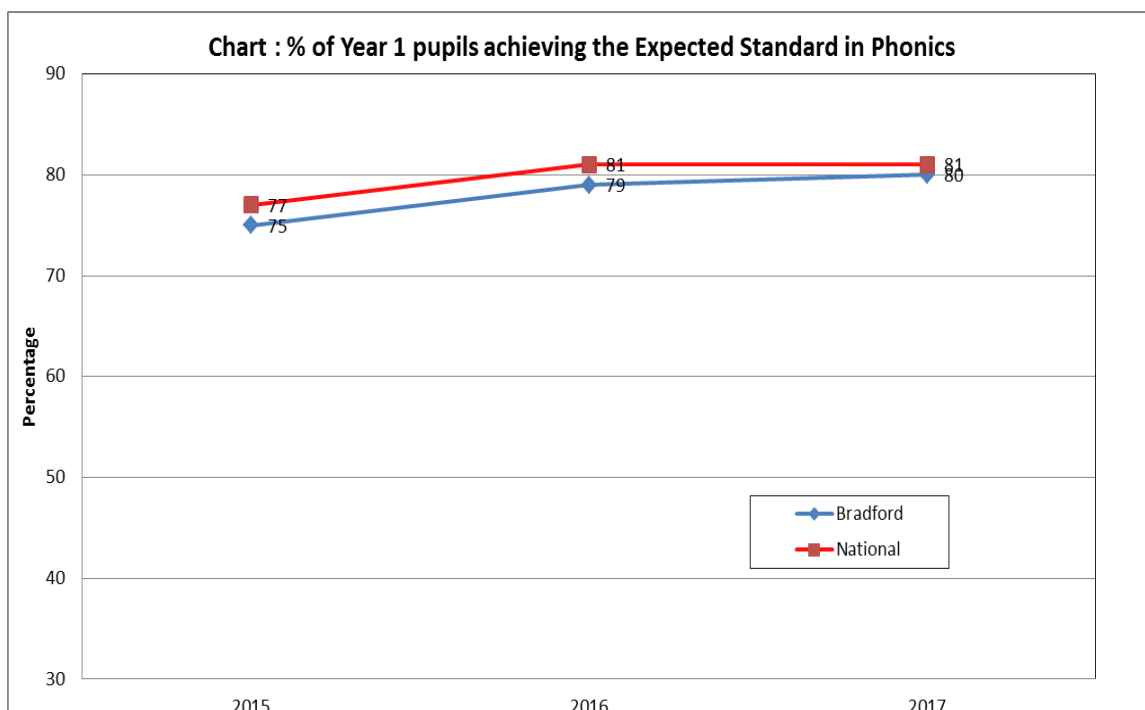
The DfE report a supporting measure which is the mean average point score; this is calculated across all 17 Early Learning Goals (ELGs) and takes account of all children's results, not just those who have achieved the GLD. The Bradford result improved very slightly in 2017 to 33.8 points from 33.7 points in 2016. The 2017 national average is 34.5 points.

### **Summary**

The overall outcomes in the Early Years show an improving picture but there is still more to be done to reach the national average. Children's Services continue working with its partners including the Literacy Hub in Bradford to tackle boys' underperformance in reading and writing; Better Start Bradford to look at early intervention with children from 0-2 years-of-age to tackle early language development; two Teaching School Alliances to target primary schools with wide gender gaps between boys and girls and those who have large gaps for the most disadvantaged children. There has been a +16% improvement in the GLD for eligible 2 year-olds and it remains a priority to improve the take-up of early education for all eligible 2 year-olds across the district in order to improve their educational outcomes.

### **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%.
- Girls continue to perform better than boys although the boys' rate of improvement is better than that of the girls and boys nationally.



#### % Year 1 and Year 2 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	+4
	Gap	-2	-2	-1	
Achieving Phonics Standard by the end of Year 2	Bradford	87	90	91	+4
	National	90	91	92	+2
	Gap	-3	-1	-1	
Phonics Standard Score (set by DfE)		32	32	32	

#### Phonics Gender Gap

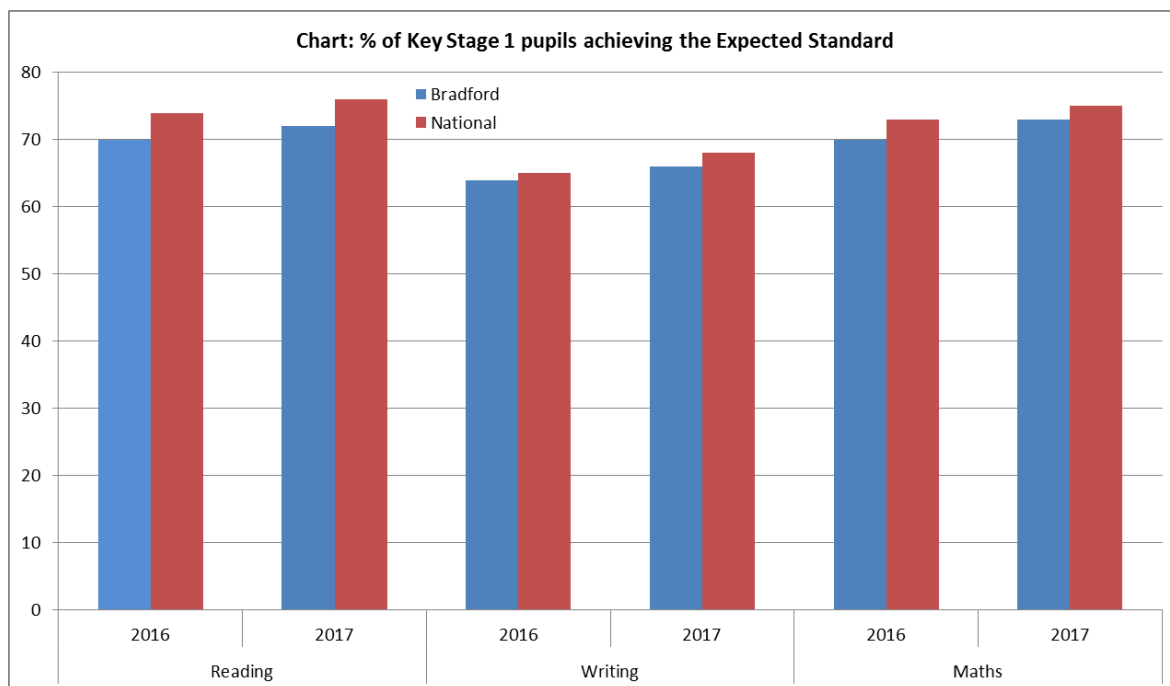
% Passing the screening check	2015	2016	2017	Improvement 2015-2017
Girls Bradford	80	84	84	+4
Girls National	81	84	85	+4
Gap	-1	0	-1	

% Passing the screening check	2015	2016	2017	Improvement 2015-2017
Boys Bradford	70	74	76	+6
Boys National	73	77	78	+5
Gap	-3	-3	-2	

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 most of the targeted schools.

## **Key Stage 1 outcomes 2017**

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



### **% of pupils achieving the Expected Standard reading, writing and maths**

% Expected Standard	Reading			Writing			Maths		
	2016	2017	Imp	2016	2017	Imp	2016	2017	Imp
<b>Bradford</b>	70	72	+2	64	66	+2	70	73	+3
<b>National</b>	74	76	+2	65	68	+3	73	75	+2
<b>Gap</b>	-4	-4		-1	-2		-3	-2	

### **Performance of different groups of children at the end of KS1 in 2017:**

- Girls continue to outperform boys in all three subject areas. The largest difference in attainment by gender continues to be in writing with a gap of 13 percentage points.
- The disadvantaged pupils have done better than similar pupils nationally but there remains a gap between the performance of the disadvantaged and non-disadvantaged and the aim is to further reduce this gap.
- The FSM pupils' performances reflect that of the disadvantaged pupils.
- The groups of children who have performed in line with or better than similar pupils nationally in all three subject areas are those of Bangladeshi, Pakistani, White and Black African, White and Black Caribbean and Irish Traveller heritage.

	2017 KS1 – % Pupils Achieving Expected Standard								
	Reading (%)			Writing (%)			Maths (%)		
	Bradford	National	Gap	Bradford	National	Gap	Bradford	National	Gap
All	72	76	-4	66	68	-2	73	75	-2
Girls	77	80	-3	74	75	-1	75	77	-2
Boys	67	72	-5	59	62	-3	70	74	-4
<b>Disadvantaged</b>									
Disadvantaged	62	62	0	56	53	3	63	60	3
Non Disadvantaged	75	78	-3	69	70	-1	75	77	-2
<b>Free School Meals</b>									
FSM	62	61	1	55	52	3	62	60	2
Non FSM	74	78	-4	69	71	-2	75	78	-3
<b>Special Education Needs</b>									
SEN Support	31	34	-3	23	23	0	33	35	-2
EHC Plan	8	14	-6	5	9	-4	9	14	-5
Non SEN	81	84	-3	75	77	-2	81	83	-2
<b>English as Additional Language</b>									
EAL	68	72	-4	64	67	-3	70	74	-4
Non EAL	75	77	-2	67	69	-2	74	76	-2
<b>Ethnicity</b>									
Bangladeshi	79	75	4	72	70		81	76	5
Indian	79	84	-5	76	80	-4	80	85	-5
Pakistani	73	72	1	70	66	4	75	72	3
Any other Asian background	76	78	-2	71	74	-3	71	80	-9
Black African	73	78	-5	66	72	-6	71	75	-4
Black Caribbean	71	74	-3	65	66	-1	71	68	3
Any other Black background	60	74	-14	50	68	-18	70	70	0
Chinese	75	84	-9	100	82	18	88	91	-4
Any other Mixed Background	70	78	-8	63	71	-8	72	77	-5
White & Asian	67	81	-14	64	75	-11	68	80	-12
White & Black African	85	77	8	77	71	6	69	75	-6
White & Black Caribbean	74	73	1	58	64	-6	67	70	-3
Info not obtained	71	73	-2	76	66	10	71	73	-2
Any other Ethnic Group	64	68	-4	61	64	-3	69	72	-3
Refused	76			76			88		
White British	75	76	-1	67	68	-1	74	76	-2
Irish	70	77	-7	50	68	-18	90	75	15
Traveller - Irish	50	34	16	75	26	49	75	35	40

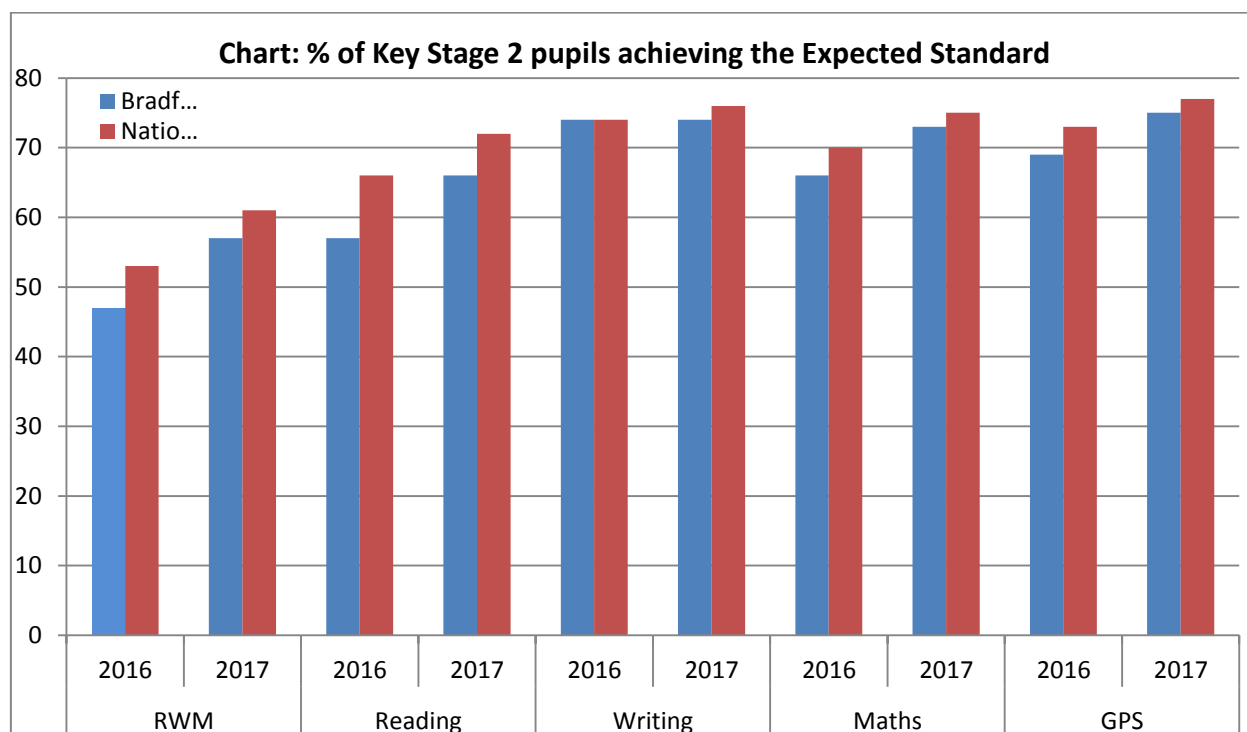


Heritage									
Any other White background	50	70	-20	46	64	-18	59	75	-16
Roma/Roma Gypsy	9	28	-19	8	22	-14	14	30	-16

### 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 +10% in 2017. The gap with the unvalidated national average is now -4%. (-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 +9% this year. This rise means that the difference with the unvalidated national average has fallen from -9% in 2016 to -6% in 2017.
- The proportion of pupils achieving the expected standard in mathematics rose by +7% this year. This rise means that the difference with the unvalidated national average has fallen from -4% in 2016 to -2% in 2017. A similar picture is reflected in Grammar, Punctuation and Spelling.
- 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		Reading		Writing		Maths		GPS	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
<b>Bradford</b>	47	57	57	66	74	74	66	73	69	75
<b>National</b>	53	61	66	72	74	76	70	75	73	77
<b>Gap</b>	-6	-4	-9	-6	0	-2	-4	-2	-4	-2

% Expected Standard improvement 2016 to 2017	RWM	Reading	Writing	Maths	GPS
<b>Bradford</b>	+10	+9	0	+7	+6
<b>National</b>	+8	+6	+2	+5	+4

### Performance of different groups of children at the end of KS2 in 2017:

- Girls continue to outperform boys in all three subject areas. The largest difference in attainment by gender continues to be in writing with a gap of 12 percentage points.
- The disadvantaged pupils have performed broadly in line with similar pupils nationally in maths and writing. However, there remains a gap between the performance of the disadvantaged and non-disadvantaged in all three subject areas and the aim is to further reduce this gap.
- The FSM pupils' performances reflect that of the disadvantaged pupils.
- The groups of children who have performed in line with or better than similar pupils nationally in all three subject areas are those of Pakistani, Black Caribbean, White and Black Caribbean, any other ethnic group and Irish heritage.

2017 KS2 – % Pupils Achieving Expected Standard									
	Reading (%)			Writing (%)			Maths (%)		
	Bradford	National	Gap	Bradford	National	Gap	Bradford	National	Gap
<b>All</b>	66	72	-6	74	76	-2	73	75	-2
<b>Girls</b>	69	75	-6	80	82	-2	73	75	-2
<b>Boys</b>	63	68	-5	68	70	-2	72	75	-3
<b>Disadvantaged</b>									
<b>Disadvantaged</b>	55	60	-5	65	66	-1	63	63	0
<b>Not Disadvantaged</b>	73	77	-4	80	81	-1	79	80	-1
<b>Free School Meals</b>									
<b>FSM</b>	52	55	-3	61	61	0	59	59	0
<b>Not FSM</b>	69	74	-5	78	78	0	76	78	-2
<b>Special Education Needs</b>									
<b>SEN Support</b>	33	37	-4	34	34	0	40	41	-1
<b>EHC Plan</b>	10	15	-5	9	13	-4	12	15	-3
<b>Not SEN</b>	75	80	-5	86	86	0	82	83	-1
<b>English as Additional Language</b>									
<b>EAL</b>	62	65	-3	74	74	0	72	76	-4
<b>Not EAL</b>	69	73	-4	75	77	-2	73	75	-2
<b>Ethnicity</b>									
<b>Bangladeshi</b>	64	71	-7	82	81	1	78	80	-2

<b>Indian</b>	77	76	1	85	85	0	84	86	-2
<b>Pakistani</b>	65	63	2	77	75	2	75	74	1
<b>Any other Asian background</b>	60	73	-13	74	81	-7	68	84	-16
<b>Black African</b>	54	71	-17	65	79	-14	60	77	-17
<b>Black Caribbean</b>	75	66	9	82	72	10	68	67	1
<b>Any other Black background</b>	70	67	3	60	75	-15	70	71	-1
<b>Chinese</b>	78	80	-2	67	85	-18	89	92	-3
<b>Any other Mixed Background</b>	63	74	-12	71	79	-8	68	77	-9
<b>White &amp; Asian</b>	66	78	-12	66	82	-16	64	81	-17
<b>White &amp; Black African</b>	74	73	1	70	77	-7	65	75	-10
<b>White &amp; Black Caribbean</b>	72	69	3	78	73	5	74	68	6
<b>Info not obtained</b>	57	60	-3	57	62	-5	57	63	-6
<b>Any other Ethnic Group</b>	68	63	5	72	72	0	81	76	5
<b>Refused</b>	92			85			85		
<b>White British</b>	69	73	-4	74	77	-3	72	75	-3
<b>Irish</b>	82	79	3	82	80	2	82	80	2
<b>Traveller - Irish Heritage</b>	33	35	-2	33	36	-3	33	34	-1
<b>Any other White background</b>	50	63	-13	59	70	-11	60	74	-14
<b>Roma/Roma Gypsy</b>	12	26	-14	18	31	-13	29	31	-2

### Expected Standard Ranking

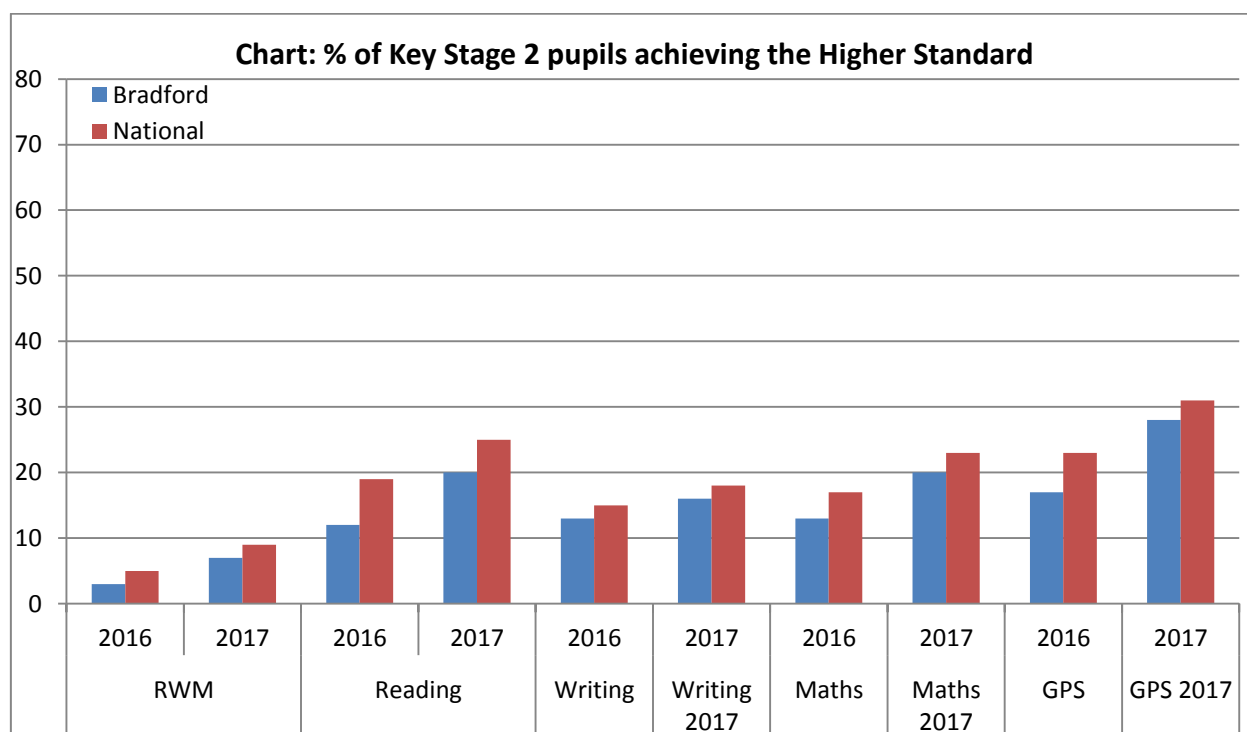
A comparison is made between the performance of Bradford and of all other Local Authorities. The Statistical First Release (SFR) for Key Stage 2 2017 results indicate:

- RWM results ranks Bradford in 124<sup>th</sup> position out of the 152 Local Authorities nationally which is 15 places higher than 2016.
- Reading results ranks Bradford in 139<sup>th</sup> position out of the 152 Local Authorities nationally which is 9 places higher than 2016.
- Mathematics results ranks Bradford in 103<sup>rd</sup> position out of the 152 Local Authorities nationally which is 22 places higher than 2016.
- Writing results ranks Bradford in 119<sup>th</sup> position out of the 152 Local Authorities nationally which is 38 places lower than 2016.
- GPS results ranks Bradford in 115<sup>th</sup> position out of the 152 Local Authorities nationally which is 12 places higher than 2016.
- Bradford's ranking against its statistical neighbours has improved in all subject areas except in writing as illustrated below.

Statistical Neighbours ranking	RWM		Reading		Writing		Maths		GPS	
Local Authority	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
<b>Bradford</b>	<b>9</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>7</b>
Blackburn with Darwen	4	3	3	4	3	4	2	1	3	1
Bolton	1	1	2	2	1	1	1	1	2	1
Derby	8	9	7	9	8	10	10	8	8	8
Kirklees	7	5	3	5	10	6	7	5	8	6
Oldham	9	5	9	5	11	6	6	3	5	3
Peterborough	11	11	11	11	8	11	11	10	11	11
Rochdale	4	8	3	7	7	4	4	8	3	3
Sheffield	3	3	3	2	3	1	5	3	6	8
Telford and Wrekin	1	1	1	1	3	1	3	5	1	3
Walsall	6	10	7	9	1	6	7	10	6	8

### 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
<b>Bradford</b>	3	7	12	20	13	16	13	20	17	28
<b>National</b>	5	9	19	25	15	18	17	23	23	31
<b>Gap</b>	-2	-2	-7	-5	-2	-2	-4	-3	-6	-3

## Progress Measures

- Value Added progress between Key Stage 1 and Key Stage 2 is above average in reading (+0.1) which is an increase on the 2016 figure of -0.7, writing (+1.0) which is the same as in 2016 and maths (+0.8) which is an increase on the 2016 figure of +0.3.

### KS2 Progress Measures for 2016 and 2017

	2016	2017
<b>Reading</b>	-0.7	0.1
<b>Writing</b>	1.0	1.0
<b>Mathematics</b>	0.3	0.8

### 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 2017 has been the teaching of reading and writing at all key stages in the primary phase. A number of projects including Our Stories, KS2 reading programmes and the raising of boys' achievement were delivered and their impact evidenced in the improving literacy outcomes.
- 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.
- The data below was revised on 25<sup>th</sup> January 2018. Bradford's overall Progress 8 score rose significantly from 2016 to 2017, moving from being 'Below Average' at -0.15 in 2016 to being 'Average' at +0.02 according to DFE classifications. This score ranked Bradford 54<sup>th</sup> out of 151 local authorities nationally.

	Attainment 8 (%)		Progress 8		Basics 9-4 (%)		Basics 9-5 (%)	
	2016	2017	2016	2017	2016	2017	2016	2017
<b>Bradford</b>	45.7	42.4	-0.15	+0.02	52.1	56.1		35.1
<b>National</b>	48.5	44.6	-0.03	-0.03	59.3	59.1		39.6
<b>Gap</b>	-2.8	-2.2	-0.12	+0.05	-7.2	-3.0		-4.5

	KS4 2017			
	Attainment 8	Progress 8	Basics 9-4 (%)	Basics 9-5 (%)
<b>All</b>	42.4	+0.02	56.1	35.1
<b>Girls</b>	44.9	+0.22	59.2	36.9
<b>Boys</b>	39.8	-0.19	53.1	33.4
<b>Disadvantaged</b>				
<b>Disadvantaged</b>	35.6	-0.23	41.1	23.6
<b>Not Disadvantaged</b>	46.2	+0.16	64.6	41.6
<b>Free School Meals</b>				
<b>FSM</b>	34.7	-0.30	39.5	23.0
<b>Not FSM</b>	44.2	+0.09	60.1	38.0
<b>Special Education Needs</b>				
<b>SEN Support</b>	27.9	-0.42	22.1	9.6
<b>EHC Plan</b>	10.7	-0.96	10.3	4.1
<b>Not SEN</b>	45.9	+0.12	63.5	40.5
<b>English as Additional Language</b>				
<b>EAL</b>	40.4	+0.27	53.9	33.0
<b>Not EAL</b>	43.4	-0.11	57.4	36.3
<b>Ethnicity</b>				
<b>Bangladeshi</b>	45.5	+0.60	65.6	41.1
<b>Indian</b>	50.4	+0.62	66.9	50.4
<b>Mirpuri Pakistani</b>	39.9	+0.11	51.8	30.7
<b>Other Pakistani</b>	43.5	+0.28	59.2	38.4
<b>Any other Asian background</b>	45.4	+0.29	62.9	41.2
<b>African</b>	44.4	+0.45	52.8	35.8
<b>Black Caribbean</b>	41.2	+0.20	47.6	19.0
<b>Any other Black background</b>	47.0	+0.07	60.0	40.0
<b>Chinese</b>	57.2	1.01	70.0	70.0
<b>Any other Mixed Background</b>	41.9	+0.02	55.4	27.7
<b>White/Asian</b>	37.3	-0.33	41.0	24.1
<b>White/Black African</b>	51.6	+0.31	69.2	46.2
<b>White/Black Caribbean</b>	40.4	-0.57	49.2	35.4
<b>Info not obtained</b>	31.1	-0.34	30.0	6.7
<b>Any other Ethnic Group</b>	32.3	-0.37	35.7	17.9
<b>Refused</b>	48.5	+0.43	86.4	50.0
<b>White British</b>	43.0	-0.23	56.8	35.3
<b>Irish</b>	43.1	-0.31	40.0	40.0
<b>Traveller - Irish Heritage</b>	23.3	-0.60	50.0	0.0
<b>Any other White background</b>	39.7	+0.50	49.7	29.5
<b>Roma/Roma Gypsy</b>	14.1	-0.57	7.0	2.8

In Progress 8 Bradford also fared well compared to our statistical neighbours, as shown below:

Rank	Local Authority	Progress 8 Score
1	Blackburn with Darwen	+0.11
<b>2</b>	<b>Bradford</b>	<b>+0.02</b>
3	Sheffield	+0.01
4	Kirklees	-0.02
5	Peterborough	-0.07
6	Telford and Wrekin	-0.12
7	Rochdale	-0.17
8	Derby	-0.18
9	Oldham	-0.2
10=	Bolton	-0.25
10=	Walsall	-0.25

Bradford also was one of the most improved local authorities, being the joint 4th most improved authority nationally. This can be seen in the table below, comparing improvement against statistical neighbours.

Rank	Local Authority	Progress 8 Improvement
<b>1</b>	<b>Bradford</b>	<b>+0.17</b>
2	Oldham	+0.14
3	Kirklees	+0.09
4	Telford and Wrekin	+0.03
5=	Blackburn with Darwen	0
5=	Sheffield	0
7	Derby	-0.01
8	Walsall	-0.01
9	Peterborough	-0.04
10	Bolton	-0.05
11	Rochdale	-0.09

### **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.

	Academic 2016	Academic 2017	A Level 2016	A Level 2017	Technical Level 2016	Technical Level 2017	Applied General Qualifications 2016	Applied General Qualifications 2017
<b>Bradford</b>	26.9	27.7	26.9	27.6	32.8	33.1	38.4	38.6
<b>National</b>	31.8	32.7	31.5	32.4	30.8	32.3	34.7	35.7
<b>Gap</b>	-4.9	-5.0	-4.6	-4.8	+2.0	+0.8	+3.7	+2.9

#### **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 team.

#### **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 report on the performance of Bradford's Children and Young People in Key Stage tests for 2017.

10.2 Members are asked to continue to encourage families in their wards to become more actively engaged with their children's learning and attendance 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.

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