

Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 21st November 2018

K

Subject:

Raising Standards – summary of Key Stage 4 outcomes and examples of successful practices used to improve standards across the district

Summary statement:

This report outlines the 2018 Key Stage 4 provisional outcomes for Bradford secondary schools.

The report also highlights examples of successful strategies used to raise standards from early years to end of Key Stage 4.

Michael Jameson
Strategic Director

Portfolio:
Education, Employment and Skills

Report Contact:
Marium Haque, Assistant Director
Education & Learning
Phone: (01274) 431078
E-mail:
marium.haque@bradford.gov.uk

Overview & Scrutiny Area:
Children's Services

1. Summary

- 1.1 Bradford's Attainment 8 score of 42.6% has improved slightly but remains below the national average of 44.3%
- 1.2 Bradford's Progress 8 score of 0.00 remains above the national average of -0.08 indicating that pupils in Bradford are making progress similar to that of sixteen year olds nationally.
- 1.3 The case studies celebrate the positive impact some of the strategies, used by some schools, are having on standards in their schools.

2. BACKGROUND

- 2.1 This report provides a summary of performance for Key Stage 4 students (16 year olds) attending Bradford's secondary schools.
- 2.2 The report also acknowledges and celebrates some of the successful strategies used by the LA and schools to raise standards

3. OTHER CONSIDERATIONS: REPORT ISSUES

3.1 *Key Stage 4 Outcomes*

Attainment 8 measures a student's average grade across eight subjects. 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.

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4 in the same eight subjects as those measured in Attainment 8.

In 2018 Bradford's Attainment 8 score increased by 0.2 points to 42.6 resulting in the narrowing of the gap with the national Attainment 8 of 44.3. Bradford has moved up 8 places in the national ranking table from 143rd position in 2017 to 135th position in 2018 (out of 151 local authorities). The Dixons Chain of Academies is to be commended for the successes achieved this year.

- Dixons Trinity Academy's Attainment 8 score of 63.2 places it in the top 200 schools in the country out of 3513 schools nationally
- Dixons Kings Academy's score of 57.4 places it in the top 300 schools
- Ilkley Grammar and Bradford Girls' Grammar are in the top 350 schools
- Dixons City Academy is in the top 500 schools

Bradford's Progress 8 score of 0.00 remains above the national of -0.08. At least of half of our secondary schools delivered a positive Progress 8 score with the Dixons

Chain of Academies score ranging from 1.57 to 0.44. This has resulted in:

- Dixons Trinity, with a Progress 8 score of 1.57, being the 3rd best performing school in the country for Progress 8
- Dixons Kings Progress 8 score of 1.04 is jointly ranked with 3 other schools as 39th best performing school
- The Bradford schools jointly ranked in the top 300 best performing schools in the country include Dixons City (0.77), Belle Vue Girls (0.63) and Bradford Girls' Grammar (0.61).
- Carlton Bolling College (0.45), Dixons Allerton (0.44) and Ilkley Grammar (0.44) are in the top 500 schools for Progress 8.

Bradford's percentage of students achieving grade 5 or above in English and maths (Basics) is 35.8% which is an increase of 0.7 percentage points from 2017 (35.1%). The National figure is 39.9% which is an increase of 0.3 percentage points from 2017 (39.6). This means Bradford is the joint 61st most improved local authority nationally and ranks Bradford in joint 136th position out of 151 local authorities. In 2017 Bradford ranked in 131st position out of 151 authorities.

Bradford's percentage of students achieving grade 4 or above in English and maths (Basics) is 56.2% which is an increase of 0.1 percentage points from 2017 (56.1%). The National figure is 59.1% which is the same as 2017 (59.1%). This means Bradford is the joint 70th most improved local authority nationally and ranks Bradford in 138th position out of 151 local authorities. In 2017 Bradford ranked in 139th position out of 151 authorities.

3.2 ***Celebrating good practice***

50 things to do before you are 5

This is an initiative launched by St Edmund's Nursery school and Children's Centre supported and promoted by Birth to 19. It focuses on the development of Bradford's younger children's speech, language and communication skills. Each of the 50 things is a fun activity for the child to take part in with her or his carer, ranging from going to the seaside to making a snowperson. Practitioners from St Edmunds will verbally share the progress of this project to date.

Raising standards in Mathematics in Keighley

Rebecca Holland, the Teaching and Learning lead of the Long Lee and Ingrow Federation, has worked alongside 7 schools in the Keighley area over the last four years in her role as mastery specialist teacher with the National Centre for the Excellence of teaching in Mathematics (NCETM), working closely with the West Yorkshire Maths Hub. Initially the focus was on developing the role of the mathematics leader in other settings, the mode of delivery was through joint teacher research groups, model lessons and team teaching, as well as focussed individual school work. Rebecca led CPD for staff in other settings; held open classrooms at her own school and supported staff in their own schools to develop teaching and learning in mathematics. The project optimised the opportunity for school improvement in this area of the curriculum. The outcome of this work has been reflected in an improvement in the quality of teaching and learning in mathematics in the schools involved (judged by school's SLT and improved student outcomes). Subject leaders, Rebecca has worked with, have been empowered to become more dynamic and strategic in their own leadership roles thus improving their

impact across their whole school community, one of them is now a NCETM specialist, another is a deputy head and one is now an assistant head. Rebecca will share the progress of this initiative at the meeting.

Successful secondary strategies

Sir Nick Weller, the CEO of the Dixons Academy Chain and Simon Wade, the Headteacher of Beckfoot Upper Heaton, will share the strategies they have used to raise standards in their schools.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 Some of the successful strategies would benefit from some form of financial support in order to allow a more formal dissemination of the best practice across the district.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 Changes in school leadership including governance sometimes results in some schools not always taking up the offer of support.

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 and its powers of intervention in schools causing concerns.

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

7.8 IMPLICATIONS FOR CORPORATE PARENTING

Not applicable

7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

Not applicable.

8. NOT FOR PUBLICATION DOCUMENTS

8.1 None.

9. OPTIONS

9.1 Not applicable.

10. RECOMMENDATIONS

10.1 That Overview and Scrutiny Committee note the report.

11. APPENDICES

11.1 None.

12. BACKGROUND DOCUMENTS

12.1 None.