

## **Report of the Strategic Director Children's Services to the meeting of Children's Overview & Scrutiny Committee to be held on 1 February 2023**

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### **Subject:**

**Educational Standards – Early Years to Key Stage 4  
Outcomes of Ofsted Inspections**

### **Summary statement:**

**This report provides an update on the outcomes from national assessments for primary and secondary pupils for the academic year 2021/22 and updated information on the outcomes of Ofsted inspections within education settings.**

### **EQUALITY & DIVERSITY:**

Data is collected and presented here for KS4 for groups including gender, EAL, disadvantage and SEND. Data for LAC is collected and reported separately. Policies and practices aim to encourage schools to ensure they meet the learning needs of relevant groups and improve their outcomes.

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### **Portfolio:**

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### **Overview & Scrutiny Area:**

**Children's Services**

## 1. SUMMARY

- 1.1 This report provides an updated on the outcomes from national assessments for primary and secondary pupils for the academic year 2021/22.
- 1.2 The report also provides members with updated information on the outcomes of Ofsted inspections in education settings.

## 2. BACKGROUND

- 2.1 The academic year 2021/22 was the first time since 2019 that national examinations at key stage 4 and national tests at key stage 2 were set.

### 2.2 For Key Stage 2

- The Y6 pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.
- Pupils who meet the expected standard in reading, writing and maths (combined) are those who meet the expected standard in all three subjects. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth' (GDS).

### 2.3 2022 Key Stage 2 Expected Standard

		2018	2019	2022
Reading Test	Bradford	71%	71%	71%
	National	76%	74%	74%
	Gap	5	3	3
Maths Test	Bradford	74%	78%	69%
	National	76%	79%	71%
	Gap	2	1	2
GPS Test	Bradford	77%	78%	69%
	National	78%	79%	72%
	Gap	1	1	3
Writing TA	Bradford	76%	77%	66%
	National	79%	79%	69%
	Gap	3	2	3
RWM Combined	Bradford	61%	63%	55%
	National	65%	65%	58%
	Gap	4	2	3

## **Groups - % Achieving expected standard in combined reading, writing and mathematics**

	<b>National</b>	<b>Bradford</b>
<b>All Pupils</b>	59%	57%
<b>Boys</b>	55%	54%
<b>Girls</b>	63%	61%
<b>Disadvantaged</b>	42%	44%
<b>EAL</b>	61%	58%

### **3.1 Key Stage 2**

- Outcomes in reading are static compared to before the pandemic. The gap between Bradford and national averages has not reduced.
- In mathematics, outcomes have declined compared to 2019 and the gap with national has increased to 2018 levels.
- In grammar, punctuation and spelling, outcomes have declined compared to 2019 and the gap with national has increased to 2018 levels.
- Writing outcomes have declined since 2019 and the gap between Bradford and national averages has increased.
- In the combined reading/writing/maths outcomes have declined since 2019 and the gap between Bradford and national averages has increased.
- Boys do less well than girls but the gap is slightly less than the national gap
- The impact of the pandemic has had a greater impact on disadvantaged pupils than others.

### **3.2 Key Stage 4**

- In 2020 and 2021, alternative processes were set up to award grades (centre assessment grades, known as CAGs, and teacher assessed grades, known as TAGs). As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.
- Given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and

methods of assessment for 2021/22, readers need to exercise caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.

- Comparisons are made for each year from 2019 to 2021, because although results were published throughout the pandemic, it is more meaningful to compare the current outcomes to the last year summer exams were sat.

## 2022 Key Stage 4

		2020	2021	2022
<b>Attainment 8</b>	<b>Bradford</b>	46	46	44
	<b>National</b>	50	51	49
	<b>Gap</b>	5	5	5
<b>EBacc APS</b>	<b>Bradford</b>	13	13	12
	<b>National</b>	15	15	14
	<b>Gap</b>	2	2	2
<b>Basics 9-4</b>	<b>Bradford</b>	63%	63%	60%
	<b>National</b>	71%	72%	69%
	<b>Gap</b>	8	9	9
<b>Basics 9-5</b>	<b>Bradford</b>	42%	43%	41%
	<b>National</b>	50%	52%	50%
	<b>Gap</b>	8	9	9

- As can be seen from the above table, attainment outcomes at KS4 have declined as had been expected given the changes to the assessment regime during the pandemic. Outcomes remain lower than national and the gap between Bradford and national is static.

### 3.3 Groups - See Appendices

- Girls continue to outperform boys. At attainment 8 girls' achievement is 6% higher than boys and this is higher than the national gap. This is also the case for attainment 9-4. For attainment 9-5 the gap is 6% which is the same as national
- The gap between pupils with SEND and other pupils is 23% for attainment 8. This is the same as the national figure. At Basics 9-4 and Basics 9-5, the difference between pupils with and without SEN is lower in Bradford than the national average.
- The gap between disadvantaged and non-disadvantaged pupils is 14% for attainment 8. This is 1% lower than the national average. At Basics 9-4 and Basics 9-5, the difference between disadvantaged and other pupils is also lower in Bradford than the national average. The data indicates
- Pupils whose first language is English outperform pupils whose language is not English by 1% in Attainment 8. Nationally, those pupils whose language is not English outperform pupils whose first language is English by 2%. At Basics 9-4

and Basics 9-5, the picture is similar with pupils whose first language is English outperforming pupils whose language is not English by 4% and 2% respectively. The national average picture is that those pupils whose language is not English outperform pupils whose first language is English by 1% and 3% respectively.

### 3.4 Ofsted Inspection Outcomes – to June 2022

All schools

Ofsted grade 1	35					
Ofsted grade 2		135				
Ofsted grade 3			26			
Ofsted grade 4				10		
No grade as yet - new school					4	
Not inspected since conversion						37

Outcomes since conversion of academies is in Appendix 3

### 3.5 Next Steps

- Currently the LA Raising Attainment Strategy is providing intensive support in literacy and numeracy at KS2 through a commissioned partnership with the English Hub and White Rose Maths Hub. The impact of this will be evaluated at the end of the academic year 2022. It will have run for 4 terms and is intended to end at the end of summer 2023. To date 19 schools have benefited from the support which is made available to all schools who have a declining or low attainment pattern and who agree to be involved.

## 4. FINANCIAL & RESOURCE APPRAISAL

4.1 There are no financial issues arising from this report.

## 5. RISK MANAGEMENT AND GOVERNANCE ISSUES

5.1 There are no risk management or governance issues arising from this report.

## 6. LEGAL APPRAISAL

6.1 There are no legal issues arising from this report.

## 7. OTHER IMPLICATIONS

### 7.1 SUSTAINABILITY IMPLICATIONS

None.

### 7.2 GREENHOUSE GAS EMISSIONS IMPACTS

None.

### **7.3 COMMUNITY SAFETY IMPLICATIONS**

None.

### **7.4 HUMAN RIGHTS ACT**

None.

### **7.5 TRADE UNION**

None.

### **7.6 WARD IMPLICATIONS**

None.

### **7.7 IMPLICATIONS FOR CHILDREN AND YOUNG PEOPLE**

Impacts on all children and young people. Outcomes for LAC will be reported separately to the Corporate Parenting Partnership Panel.

### **7.8 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT**

None.

## **8. NOT FOR PUBLICATION DOCUMENTS**

8.1 None.

## **9. OPTIONS**

9.1 Not applicable.

## **10. RECOMMENDATIONS**

10.1 Committee members are asked to note the contents of this report.

## **11. APPENDICES**

11.1 Appendix 1: Data for Key Stage 4 Groups.  
Appendix 2: Comparators, local and statistical neighbours  
Appendix 3: Academies 123

## **12. BACKGROUND DOCUMENTS**

12.1 None.

## Appendix 1

Attainment 8 - Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Attainment in English and maths (9-5) From 2017, this measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

### 2022 Key Stage 4 Groups - Revised

			Gender		
			2020	2021	2022
Attainment 8	Bradford	Boy	43	43	41
		Girl	49	49	47
		LA Gap	6	6	6
	National	Boy	47	48	46
		Girl	53	54	51
		National Gap	6	6	5
Basics 9-4	Bradford	Boy	59	60	56
		Girl	67	67	63
		LA Gap	8	6	7
	National	Boy	68	69	66
		Girl	75	75	71
		National Gap	7	6	5
Basics 9-5	Bradford	Boy	39	39	38
		Girl	45	47	44
		LA Gap	7	8	6
	National	Boy	46	48	47
		Girl	54	56	53
		National Gap	8	8	6

			SEND		
			2020	2021	2022
Attainment 8	Bradford	Any SEND	27	26	24
		No SEND	49	50	48
		LA Gap	22	24	23
	National	Any SEND	31	31	29
		No SEND	54	55	52
		National Gap	23	23	23
Basics 9-4	Bradford	Any SEND	27	26	25
		No SEND	70	71	67
		LA Gap	43	45	42
	National	Any SEND	33	35	32
		No SEND	78	79	76
		National Gap	45	44	44
Basics 9-5	Bradford	Any SEND	13	14	13
		No SEND	47	49	47
		LA Gap	34	35	34
	National	Any SEND	17	18	18
		No SEND	56	58	56
		National Gap	39	40	37



			Disadvantaged		
			2020	2021	2022
<b>Attainment 8</b>	<b>Bradford</b>	<b>Disadvantaged</b>	37	37	35
		<b>Non Disadvantaged</b>	50	50	48
		<b>LA Gap</b>	13	13	14
	<b>National</b>	<b>Disadvantaged</b>	40	40	38
		<b>Non Disadvantaged</b>	54	55	53
		<b>National Gap</b>	14	14	15
<b>Basics 9-4</b>	<b>Bradford</b>	<b>Disadvantaged</b>	46	47	43
		<b>Non Disadvantaged</b>	72	72	68
		<b>LA Gap</b>	26	25	25
	<b>National</b>	<b>Disadvantaged</b>	53	53	48
		<b>Non Disadvantaged</b>	78	79	76
		<b>National Gap</b>	25	26	28
<b>Basics 9-5</b>	<b>Bradford</b>	<b>Disadvantaged</b>	26	28	26
		<b>Non Disadvantaged</b>	50	51	49
		<b>LA Gap</b>	24	23	22
	<b>National</b>	<b>Disadvantaged</b>	30	32	30
		<b>Non Disadvantaged</b>	57	59	57
		<b>National Gap</b>	26	28	27

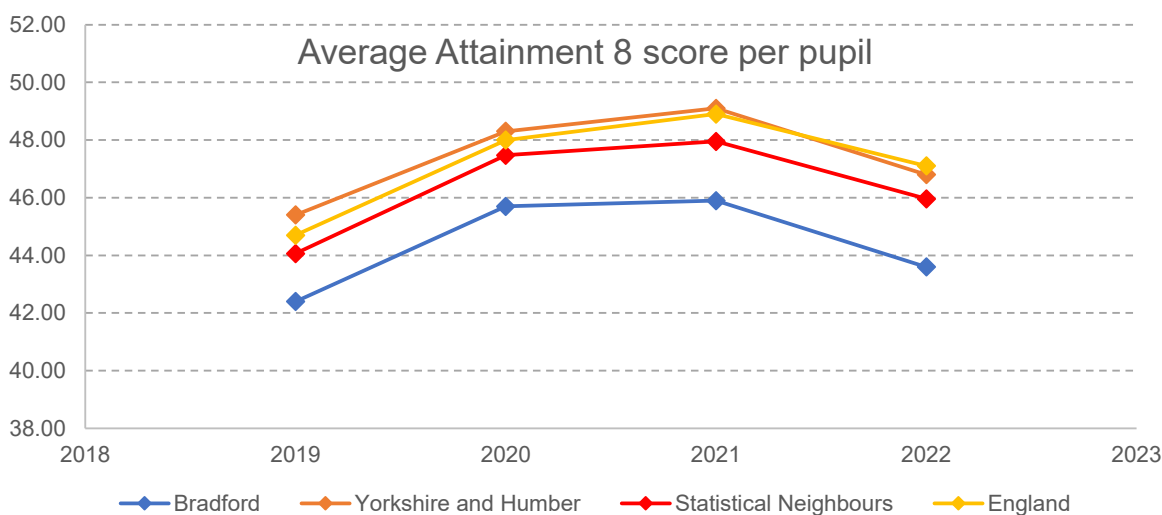
			First Language		
			2020	2021	2022
Attainment 8	Bradford	English	47	47	44
		Other than English	43	44	43
		LA Gap	-4	-4	-1
	National	English	50	51	48
		Other than English	50	52	50
		National Gap	0	1	2
Basics 9-4	Bradford	English	66	66	61
		Other than English	58	59	57
		LA Gap	-7	-7	-4
	National	English	72	73	68
		Other than English	69	71	69
		National Gap	-3	-2	1
Basics 9-5	Bradford	English	45	45	42
		Other than English	36	39	40
		LA Gap	-9	-6	-2
	National	English	50	52	49
		Other than English	49	52	52
		National Gap	-1	0	3

## APPENDIX 2 NATIONAL, LOCAL AND STATISTICAL NEIGHBOUR COMPARATORS

### Average Attainment 8 score per pupil

Local Authority Region and England

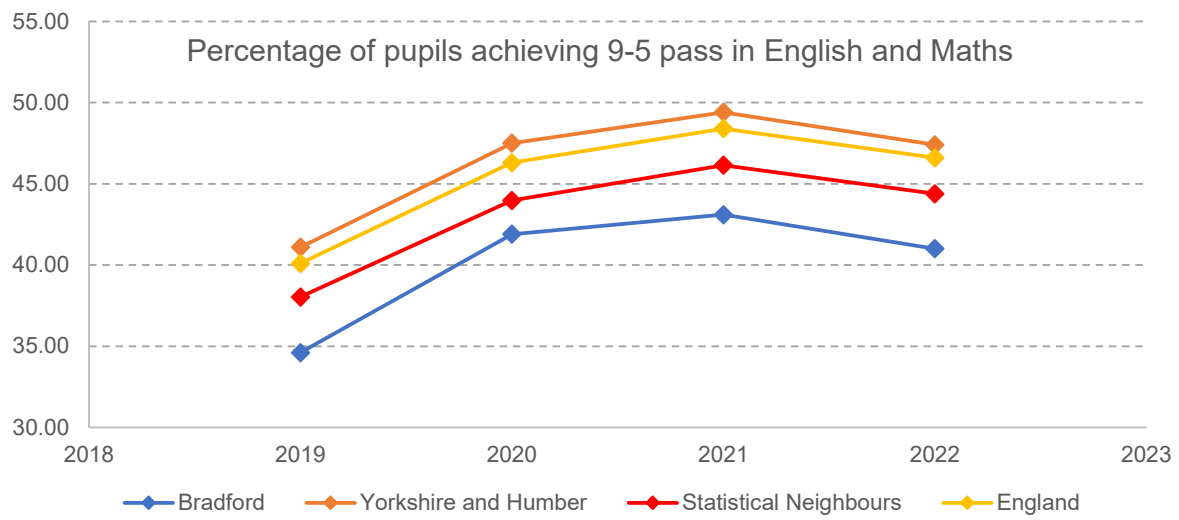
	2019	2020	2021	2022	Change from previous year
380 Bradford	42.40	45.70	45.90	43.60	-2.30
982 Yorkshire and Humber	45.40	48.30	49.10	46.80	-2.30
Statistical Neighbours	44.06	47.47	47.95	45.96	-1.99
970 England	44.70	48.00	48.90	47.10	-1.80



### Percentage of pupils achieving 9-5 pass in English and Maths

Local Authority Region and England

	2019	2020	2021	2022	Change from previous year
380 Bradford	34.60	41.90	43.10	41.00	-2.10
982 Yorkshire and Humber	41.10	47.50	49.40	47.40	-2.00
Statistical Neighbours	38.03	43.97	46.14	44.38	-1.76
970 England	40.10	46.30	48.40	46.60	-1.80



## APPENDIX 3

### ACADEMIES – 123

Outcome at time of conversion/opening		Outcome at time of joining new MAT (if applicable)		Latest outcome		Summary	
Outstanding	16	Outstanding	1	Outstanding	11	Improved	29
Good	56	Good	4	Good	50	Stayed the same	34
Requires improvement	31	Requires improvement	5	Requires improvement	10	Declined	9
Inadequate	19	Inadequate	4	Inadequate	2	No latest grade to report	51
New School	1	N/A	109	not yet inspected since conversion	37		
				not inspected since joining new trust	5		
				Very recently inspected - awaiting outcome of publication	8		

FREE - 11					
Outcome from first inspection since opening		Latest outcome		Summary	
Outstanding	2	Outstanding	4	Improved	3
Good	1	Good	2	Stayed the same	3
Requires improvement	3	Requires improvement	1	Declined	0
Inadequate	0	Inadequate	0	No latest grade to report	5
not yet inspected since opening	4	N/A	4		

Final