

Report of the Strategic Director of Children's Services to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 8 March 2016.

BC**Subject: Update on Educational Standards 2015 and School-to-School Partnership arrangements****Summary statement:**

A report was provided to the Children's Services Overview & Scrutiny Committee on 22 September 2015 outlining the provisional examination and test outcomes for Bradford's children and young people, from summer 2015.

Following an extensive checking process, final results have now been published by the Department for Education (DfE). In the first part of this report information is given on those results that have changed since the publication of the provisional figures and a summary of the detailed analysis of these updated results is also provided.

In the second part of this report, information is provided on the activities that are being undertaken by Bradford's formal school-to-school partnerships and how they are contributing to the improvements to the standards achieved in the District's schools.

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Overview & Scrutiny Area:
Children's Services

1. Summary

- 1.1 A report was provided to the Children's Services Overview & Scrutiny Committee on 22 September 2015 outlining the provisional examination and test outcomes for Bradford's children and young people from summer 2015.
- 1.2 Following an extensive checking process, final results have now been published by the Department for Education (DfE). In the first part of this report information is given on those results that have changed since the publication of the provisional figures and a summary of the detailed analysis of these updated results is also provided.
- 1.3 In the second part of this report, information is provided on the activities that are being undertaken by Bradford's formal school-to-school partnerships and how they are contributing to the improvements to the standards achieved in the District's schools.

2. Background

- 2.1 In July and August 2015, the Local Authority received early provisional and unvalidated information on the performance of children and young people in each of the Key Stages. This report provides a summary of that early information for:
 - 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 / post 16 – 18/19 year olds
- 2.2 A range of checks, including school scrutiny of pupils' examination and test papers and the discounting of certain pupils that are new to the country, has now been completed and the Department for Education (DfE) has now published all the final validated results at each key stage for 2015.
- 2.3 **Executive summary**
Early Years Foundation Stage results for 5 year olds have continued to improve steadily year-on-year but the improvement has only matched that seen nationally so the gap remains unchanged and Bradford's performance remains in the lower quartile (25%) of local authorities.
- 2.4 Six year olds complete the **Phonics Screen Check** at the end of Year 1 and have the opportunity to retake it 12 months later. Bradford Year 1 phonics result is improving each year at a similar rate to that seen nationally. Following retakes at the end of Year 2 (7 year olds), 87% of Bradford's children have successfully completed the check compared to 90% nationally.
- 2.5 Seven year olds are assessed in reading, writing and maths at the end of **Key Stage 1**. In 2015 Bradford's children's performances improved at a greater rate than that seen nationally. So whilst the gaps to national averages did narrow, Bradford still remains lower than the national averages and continues to rank in the lower quartile (25%) of local authorities.
- 2.6 Eleven year olds at the end of their primary school education (**Key Stage2**) complete tests in reading, maths and grammar, punctuation and spelling (GPS) – their writing is teacher assessed. In 2015 all of Bradford's attainment results at the nationally expected standard

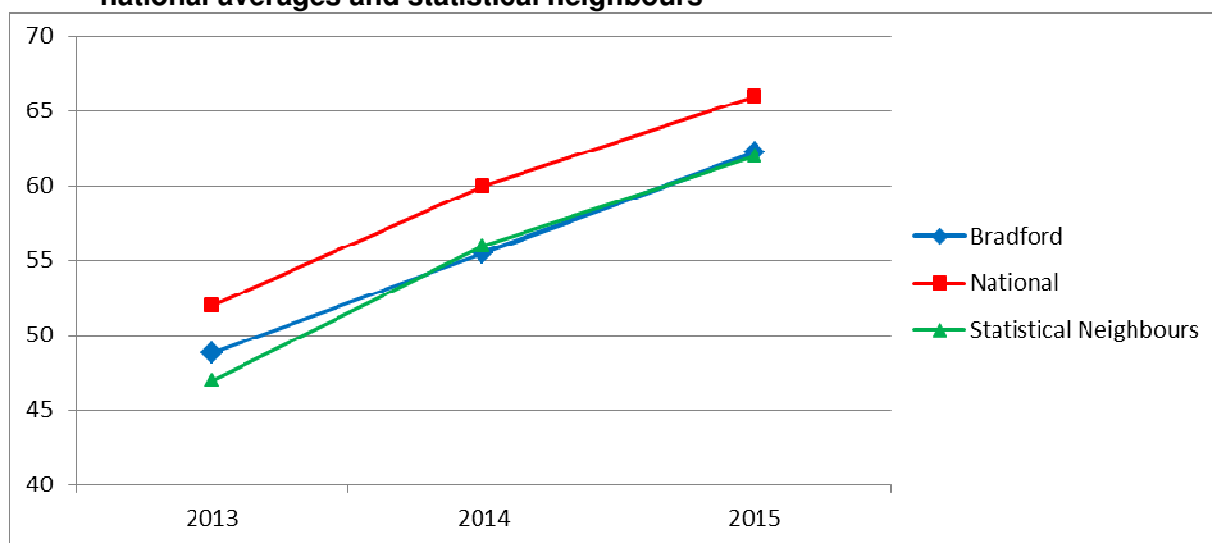
(level 4) improved by between one and four percentage points. Bradford's results remain lower than national averages, however the gaps narrowed by one percentage point in the combined measure (reading, writing and maths), in reading and in maths, and the gaps for writing and GPS were unchanged. All of these attainment results remain in the lower quartile when compared to the country's other local authorities.

- 2.7 At **Key Stage 2** we also report on the proportion of children that have made expected (2 levels) progress over their four years in KS2. Bradford's progress results for reading and maths are close to the national average – both are just one percentage point behind. In writing more Bradford children, than nationally, make the expected progress. So whilst Bradford's reading progress results are in the lower quartile, the maths progress results are in the third quartile (top 75%) and writing progress in the second quartile (top 50%) of all local authorities in 2015.
- 2.8 At the end of **Key Stage 4**, 16 year olds complete their GCSE (or equivalent) qualifications. Since GCSE qualifications were realigned in 2014 Bradford has remained significantly below the national average for the proportion of students that achieve five or more good GCSEs, including English and maths. Bradford's 2015 performance has begun to narrow the gap to the national average by making three times the improvement seen nationally. However Bradford remains one of the lowest performing local authorities on this measure.
- 2.9 Bradford's **Post 16** (or **Key Stage 5**) students aged 18 or 19 showed significant improvement in their level 3 qualifications in 2015. In terms of average points per entry, Bradford was the 14th most improved local authority and whilst we are still behind the national average, Bradford ranks in the third quartile.

3. Report issues

- 3.1 **Educational attainment at age 5 – Children reaching a 'Good Level of Development'**
At the end of the Early Years Foundation Stage there have been no significant changes in the results that were reported previously. However more detailed data, including national averages and the results from Bradford's statistical neighbours are now available for comparisons
- 3.2 Outcomes in Early Years have sustained a rising trend over three years. The percentage of 5 year old pupils achieving a Good Level of Development (GLD) has risen by 6% points in Bradford in 2015 to 62%, securing a 13% increase over the last three years. The national average improved by 6% points in 2015 to 66%. Bradford is therefore 4% points behind the national average, and ranks 122nd out of 151 other local authorities – an improvement of three places in 2015.

Percentage of children attaining a Good Level of Development compared with national averages and statistical neighbours



- 3.3 The gap between Bradford's 'Good Level of Development' result and the national average has remained at 3-4% points since the measure was redefined in 2013.
- 3.4 Outcomes are stronger in the prime goals (communication and language; physical development and personal, social and emotional development), than the specific (literacy, mathematics, understanding the world and expressive arts and design), where standards are much closer to the national averages. Aspects that require further improvement to close gaps with national figures are in the specific early learning goals for reading, numbers, shapes, space and measures, people and communities, the world, exploring and using media and materials and being imaginative.
- 3.5 However, with just over six out of ten Bradford five year olds now judged to have reached this important level, the District faces a significant challenge to bring all children into high quality early education and to ensure that all Bradford's children start their statutory schooling with the developmental skills they will need to succeed. The local authority's Integrated Early Years Strategy is committed to:
- enable all children to be ready for school and further learning
 - improve health and well-being for all children in the district
 - support and increase parents' knowledge and skills
 - develop leadership at all levels to ensure that all relevant leaders are well informed about good EYFS practice and developments, and are able to evaluate the quality of provision so that they can plan effectively for further improvement.
 - promote integrated working

Closing the gaps

- 3.6 Many more girls (71%) than boys (53%) reach a Good Level of Development by age 5. Bradford's boys are 5% points behind boys nationally, compared to 5% points behind in 2014 and 2% points in 2013 – a worrying widening of the gap. Bradford's girls are 3% points behind girls nationally, compared to 5% behind in 2014.
- 3.7 In terms of ethnicity, White (44.6% of the cohort), Indian heritage (2.0%), Black African (1.0%) and Black Caribbean (0.3%) all perform above the Bradford average. Children classified as Pakistani heritage (33.8% of the cohort), 'Other' (8.8%), Mixed Heritage (4.1%), Bangladeshi (2.8%), Other Asian (2.5%) and Black Other (0.2%) are below the Bradford average. It is of interest to note that in 2015 two of Bradford's ethnic groups, Pakistani and Black Caribbean, exceeded the performance of their peers in that ethnic

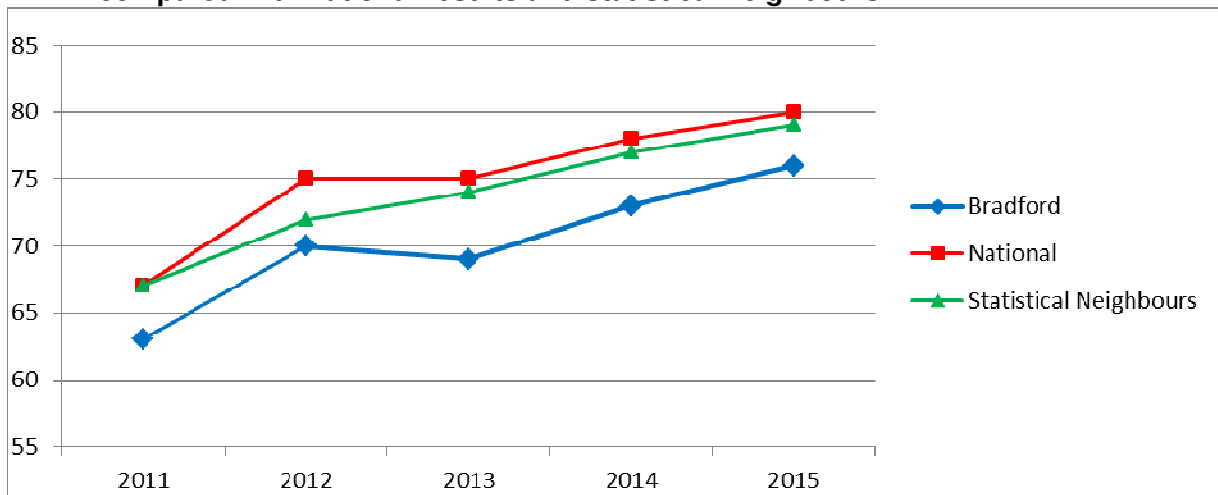
group nationally.

- 3.8 The results for Bradford's children receiving Free School Meals tend to be close to or just below the national and statistical neighbour rates for Free School meal children reaching a Good Level of Development. However Bradford's non-Free School meal children tend to be further behind their national peers. This means that the Free School Meal gap in Bradford has remained smaller than the gap seen nationally.
- 3.9 Almost 60% of Bradford's 5 year olds, in 2015, lived in the country's 30% most deprived wards – 55.8% of these children achieved a Good Level of Development, compared to 56.8% of children nationally living in the 30% most deprived wards. Of the remaining Bradford children living in the 70% least deprived wards, 71.3% achieved a Good Level of Development, compared to the national result of 68.5% for children living in similarly deprived wards.
- 3.11 Generally Bradford's children with special educational needs underperform similar children nationally by a few percentage points.
- 3.12 **Phonics test at age 6**
The final validated result for the percentage of 6 year old children who were successful in the Phonics Screening Check was one percentage point below the result that was provisionally published.
- 3.13 Despite this there is a rising trend in the percentage of Y1 pupils achieving the required standard in phonics, with a 3% point increase in Bradford's figures to 74% in 2015 and an 8% point increase since 2013, the same as the national improvement. Bradford remains 3% points behind the national average (77%). This result places Bradford 117th out of 150 local authorities who publish results for this age group.
- 3.13 In 2015 Bradford girls (80%) outperformed Bradford boys (70%). Nationally 81% of girls were successful and 73% of boys. Of the major ethnic groups, Indian (83.9% achieved the standard), Bangladeshi (82.9%) and Pakistani (77.6%) were the most successful with the latter two groups exceeding their national ethnic group results. Of the larger ethnic groups (more than 2% of the cohort), White children were the lowest performing (71.8% achieving the standard).
- 3.14 63% of Bradford's children who are eligible for Free School Meals achieved the standard in 2015, compared to 65% nationally. The Free School Meal gap reduced to 14% points both locally and nationally.
- 3.15 **Key stage 1 at age 7**
Bradford's Key Stage 1 results are as indicated in the report of provisional data in September 2015. The national average for L2b+ maths increased by one percentage point following checks with schools
- 3.16 At age 7, children are expected to reach Level 2 and above. We report at Level 2b+ as this is a good milestone for achieving Level 4 at the end of KS2. In 2015 Bradford's Key Stage 1 results at Level 2b+ (L2b+) improved at a faster rate than the national figures from 2014 to 2015 and this represents an accelerating 3 year trend of improvements for Bradford's 7 year old children. Whilst Bradford's results are still below the national averages, the gaps have been reduced in 2015 and Bradford's rankings against 150 other local authorities have improved. Reading at L2b+ has improved by 7 places to 139th, writing by 18 places to 123rd and maths by 10 places to 137th out of 150 local authorities. The proportion of higher achieving pupils (L3+) continues to be low in Bradford and well behind the national figures.

Closing the gaps

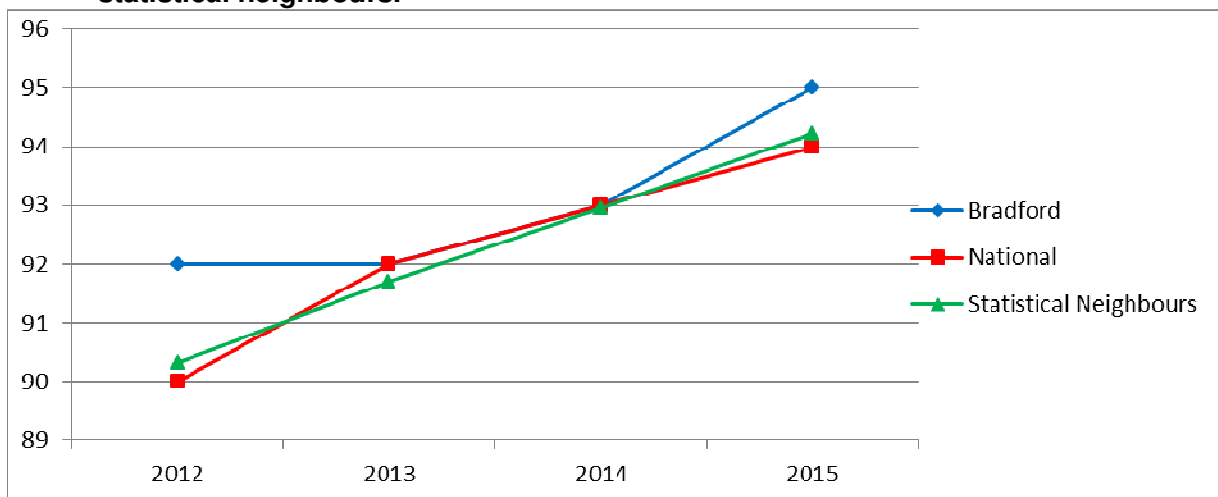
- 3.17 The gender and free school meal gaps remain largely unchanged and broadly similar to the gaps seen nationally.
- 3.18 All the larger ethnic groups showed improved performance in 2015. There were some fluctuations with the smaller groups. When compared to the results of the national ethnic groups, Bradford's Pakistani heritage 5 year olds (35.4% of the cohort) have been closing the gap to Pakistani pupils nationally over the last three years – they now match them in writing and maths, and are just 2% points behind in reading, all at L2b+. Bradford's Indian heritage pupils (2.1% of the cohort) exceed the national average for Indian pupils in reading, but are a little way behind in writing and maths. Bangladeshi pupils (3.4%) are close to the national averages for Bangladeshi pupils and exceed them in writing. Small numbers of Black Caribbean (0.2%) exceed their national peers in reading and maths, and Black Other pupils (0.1%) outperform similar pupils in writing. Overall the largest group of White pupils (49.4%) remain 4 or 5% points behind White pupils' national averages.
- 3.19 **Key Stage 2 at age 11**
As expected the checking process for Key Stage 2 results for our 11 year olds has seen an improvement in Bradford's results. At L4+ in combined reading, writing and maths, Bradford's validated result is 2% points higher than the provisional result. Similar features are seen in the other attainment figures with improvements on the provisional results reported in September; reading up 2% points, writing up 1% point, maths up 1% point and Grammar, Punctuation and Spelling increased by a further 2% points. The progress results were largely unchanged, just writing improved by 1% point.
- 3.20 A range of attainment and progress measures are reported at Key Stage 2. The national standard for attainment is level 4+ (L4+) however from 2016 the national standard will rise to level 4B+. Our more able pupils are expected to achieve level 5 or higher (L5+). It is expected that pupils will make at least 2 levels progress (2LP) during their four years in Key Stage 2.
- 3.21 The 'gold standard' attainment result is for pupils to achieve the national standard (L4+) in reading, writing and maths combined. In 2015 Bradford's result improved by 3% points to 76%, narrowing the gap to national (80%), although the ranking is still low, 142nd out of 152 other local authorities (LAs), an improvement of 5 places on the 2014 ranking.
- 3.22 In the reading test Bradford's L4+ result increased by one percentage point to 85%; the national figure stayed the same at 89%. This result ranks Bradford as 147th of 152 LAs – three places better than 2014. The District's L4+ writing results (teacher assessed) have improved by 2% points to 84%, matching the national improvement of 2% points to 87%. This ranks Bradford as 140th, an improvement of one place. In the L4+ maths test, Bradford has improved by 2% points to 84%. This narrowed the gap with the national average which increased from 86% (2014) to 87%. Bradford is ranked 137th, four places better than in 2014. In the Grammar, Punctuation and Spelling test (L4+) Bradford has improved by 4% points to 77%, matching the national improvement to 80%. This ranks Bradford at 127th, a fall of two places on the previous year.

Bradford's performance in Level 4+ reading, writing and mathematics combined compared with national results and statistical neighbours.



3.23 89% of Bradford pupils made expected (two or more levels) progress in reading, compared with 91% of pupils nationally. Both Bradford's and the national results in 2015 were the same as in 2014, therefore the gap remained consistent, ranking Bradford as 128th, a fall of 2 places. 95% of Bradford pupils made expected (two or more levels) progress in writing, compared with 94% of pupils nationally. The rate of improvement in Bradford exceeded that seen nationally which meant that Bradford was 14th most improved local authority on this measure in 2015. This ranked Bradford as 44th out of 152 other local authorities, an improvement of 35 places. 89% of Bradford pupils made expected (two or more levels) progress in maths, compared with 90% of pupils nationally. The rate of improvement is better in Bradford than nationally. Bradford has improved by one percentage point whereas the national has remained at 90%. This ranks Bradford as 98th, an improvement of 16 places.

Bradford's expected progress in maths compared with national results and statistical neighbours.

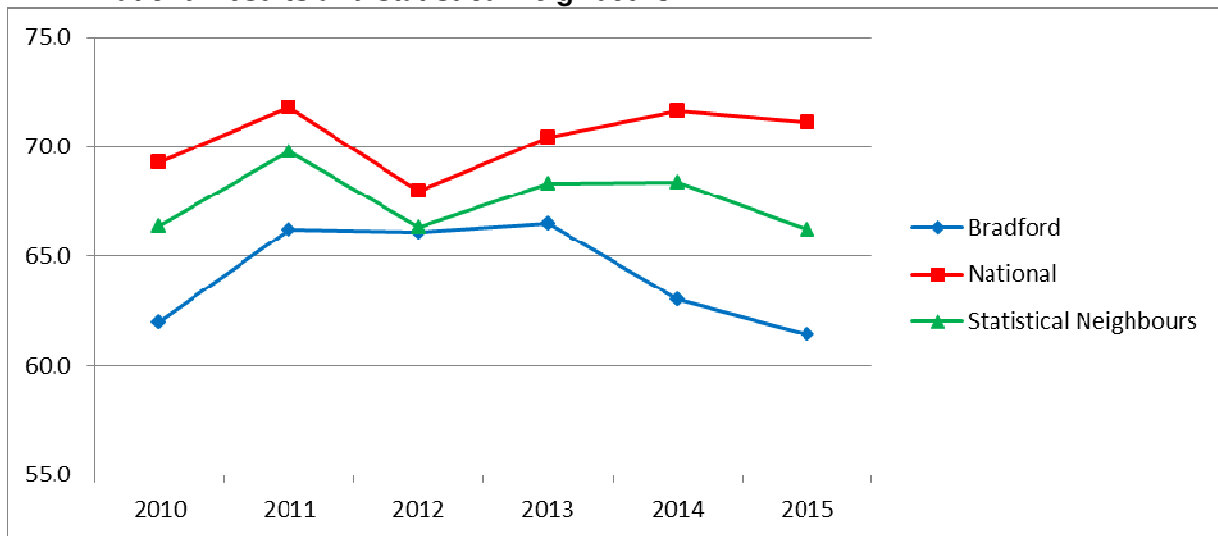


3.24 Bradford's more able pupils who are achieving L5+ remain some way behind the national averages for L5+ performance. In 2015 the gaps to national averages were unchanged (maths 8% points, writing 7% points and combined reading, writing and maths 7% points) with the exception of reading where the gap increased from 10% points (2014) to 12% points.

Closing the gaps

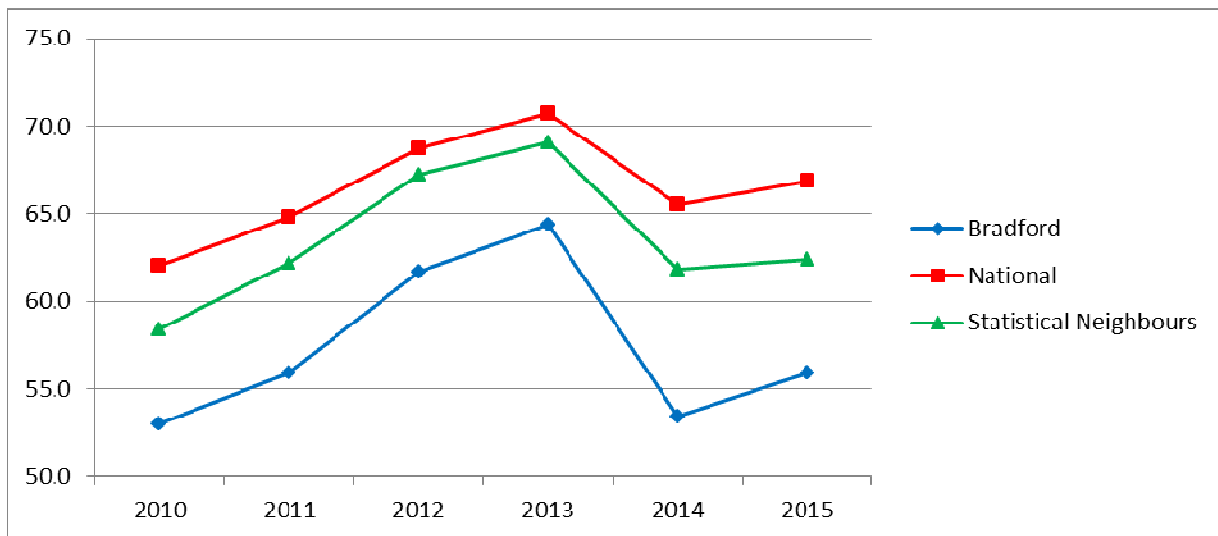
- 3.25 On the combined result for reading, writing and maths in 2015, girls outperform boys by 5% points; nationally there is a 6% point gender gap. The gender gaps between Bradford's boys and girls and their national peers have been slowly narrowing over the past three years. More girls make expected progress in reading and writing, with boys exceeding girls in the maths progress measure – however in all cases the gaps are small and less than national gender progress gaps in reading and writing and the same in maths.
- 3.26 Indian heritage children (2.0% of the cohort) have been the highest performing ethnic group in Bradford for a number of years – during the last three years they have closed the gap to their national peers so that in 2015 Bradford's Indian heritage pupils matched the national average for that ethnicity. Over the past 3 years most of Bradford's ethnic groups have narrowed the performance gap with their national peers. The largest gaps still remain with Mixed Heritage (4.3% of the cohort), Bangladeshi (3.5%), Black African (0.8%) and Other Asian (0.7%) children. Pakistani children (36.1% of the cohort) are just 2% points behind Pakistani pupils nationally, and White pupils (50.4%) are 4% points behind their national peers.
- 3.27 In 2015 61% of Bradford's Free School Meal (FSM) pupils achieved L4+ in all three subjects compared to 66% of FSM pupils nationally. 80% of Bradford's pupils that are not eligible for FSM achieved L4+ in reading, writing and maths, compared to 83% nationally. These figures indicate that Bradford's FSM gap has been widening over the last three years and is now larger than the national gap. The attainment of Bradford's pupils with special educational needs (SEN) have steadily increased over the last three years, but the results remain behind the national averages for SEN pupils, despite a narrowing of the gap in 2015.
- 3.28 **Key Stage 4 at age 16**
In September 2015 the proportion of students attaining five A*-C GCSEs including English and mathematics in Bradford was reported as 44.1% which represented a small increase on the 2015 result. This figure was updated on 15 October when the DfE published the Statistical First Release (SFR) to 44.6%; at this stage national results were reported as 52.8%. On the completion of all checks Bradford validated result is 45.5%, some 1.4% points above the figure that was originally provided.
- 3.29 Standards across Bradford have risen in relation to the proportion of students attaining five A*-C GCSEs including English and mathematics from 44.0% in 2014 to 45.5% in 2015. Against Bradford's improvement of 1.5% points, the national average increased by 0.4 of a percentage point in 2015 to 53.8%. This means that the gap between the national average and Bradford's result has reduced from 9.4% points in 2014 to 8.3% points in 2015. It is also encouraging that at a time when there is much turbulence in GCSE performances, particularly in English and maths, Bradford was the 48th most improved local authority (LA) out of the 151 LAs that report KS4 results. In terms of the actual ranking in the five or more GCSE A* - C including English & Maths measure, Bradford has improved by one place to 148th out of 151 authorities. So there is still much work to do to improve the outcomes for Bradford's secondary phase students.
- 3.30 The main performance concern in recent years for Bradford's secondary school students has been in the core subjects of English and maths. Students are expected to make 3 levels of progress (3LP) during their 5 years of secondary education – this is referred to as expected progress. In English there has been a recent decline in the proportion of Bradford students making expected progress and a widening of the gap to national and statistical neighbour averages – as shown in the graph below.

Bradford's expected progress (3LP) in English from KS2 to KS4 compared with national results and statistical neighbours.



3.31 Progress in maths has improved in 2015 after a significant decline in 2014; however the graph below indicates that the gaps to national and statistical neighbour averages are still too wide and showing little sign of narrowing.

Bradford's expected progress (3LP) in maths from KS2 to KS4 compared with national results and statistical neighbours.



3.32 In order to accelerate improvements in English and maths, secondary school leaders are prioritising the recruitment of the best teachers in these subjects, against a national backdrop of shortages in teacher supply; developing the quality of teaching and learning in Bradford's schools; and, improving subject leadership and management, particularly in English and maths departments. This continues to offer a significant challenge to the District's schools, the Bradford Partnership and the local authority.

3.33 Performance against other GCSE indicators varies significantly between schools. Comparisons with statistical neighbours indicate that Bradford may have gained some marginal ground on some local authorities. However, standards and progress remain well below the national and regional averages.

Closing the gaps

- 3.34 On the main five A*-C GCSEs including English and mathematics attainment measure, Bradford's gender gap has shown a worryingly increasing trend over the past 3 years, with girls outperforming boys, going from a 7.2% point gap in 2013 to 11.1% points in 2015. At the same time, the national trend, with girls also exceeding boys, has seen a steady reduction in the gender gap, from 11.0% points in 2013 to 9.9% points in 2015.
- 3.35 On the same measure (5+ A*-C including English and maths) the gap between Bradford's girls and girls nationally saw a 3-year low in 2015 of 7.8% points. However the gap for boys has increased over the past 3 years with national exceeding Bradford by 9.0% points in 2015 – it was just 4.4% points in 2013.
- 3.36 All of Bradford's main ethnic pupil groups continue to underperform their national peers on the five A*-C GCSEs including English and mathematics attainment measure, with the exception of the 27 Black Caribbean students in the 2015 cohort (Bradford 51.9%, England 45.9%). Indian heritage students have consistently been Bradford's highest performing ethnic group although they remain 7.4% points behind Indian students nationally in 2015 (Bradford 64.7%, England 72.1%). The other larger ethnic groups have a cluster of similar performances ranging from Pakistani heritage students (Bradford 40.3%, England 51.6%) to Bangladeshi (Bradford 48.6%, England 62.2%) in 2015. White students achieved 48.2% (England 56.8%) and mixed heritage students 44.5% (England 58.1%). Many of these gaps are wider than they should be and remain a focus for development work.
- 3.37 Both the national and Bradford free school meal (FSM) gaps (the gap between students that are eligible for FSM and those that are not) have widened in 2015. With the GCSE exam measures becoming more demanding, this is a worrying trend. In 2015, on the 5+ A*-C including English and maths measure, Bradford's gap increased by 1.5% points to 23.9% points (Bradford FSM 26.6%, non-FSM 50.5%). At the same time the national gap increased by 0.9% points to 27.9% points (England FSM 33.3%, non-FSM 61.2%). Whilst Bradford's gap is less than that seen nationally, this is due in part to the relative underperformance of the non-FSM students.
- 3.38 On the 5+ A*-C including English and maths measure, Bradford's SEN pupils have shown a declining trend over the past 3 years and in 2015 are nearly 10% points behind the national average (SEN support (2015), Bradford 13.8%, England 23.5%). It is difficult to draw strong conclusion from the comparison with national results because of different expectations around SEN designations.
- 3.39 **Attainment at age 19**
Bradford's post-16 results at level 3 were not included in the September 2015 standards report to the Children's Services Overview & Scrutiny committee. Level 3 qualifications include A Levels, BTec Level 3 and OCR Nationals. Successes in these level 3 qualifications give access to Higher Education (HE). Points available for a full A Level range from 300 for an A* grade to 150 for an E grade. Since the publication of the unvalidated results in the Statistical First Release (SFR) in October 2015, Bradford's results and the national averages have increased marginally as a result of the checking procedures.
- 3.40 Bradford's Level 3 average points per entry for all pupils from 2014 to 2015 increased by 5.4 points to 209.3 (from 203.9). This makes Bradford's result the 14th most improved of 150 local authorities (LAs). At the same time the national figure has increased from 214.6 to 215.9. This result ranks Bradford 102nd out of 150 LAs, an improvement of 33 places.
- 3.41 Bradford's Level 3 average points per pupil from 2014 to 2015 have increased by 21.6 points to 682.0, from 660.4 points. The general trend this year across all 150 authorities is

one of improvement. Nationally the points per pupil figure has increased by 3.8 points from 714.0 in 2014 to 717.8 in 2015. This means that Bradford is the 35th most improved LA on this measure and the current ranking of Bradford for level 3 average points per pupil has improved markedly from 108th to 88th, out of 150 LAs.

- 3.42 Strong performance was seen for students studying for vocational qualifications but it was a much more mixed picture for the academic results. There is also concern that Bradford students do not achieve enough of the higher grades in A Levels.

4. OTHER CONSIDERATIONS

4.1 School-to-School Partnership update

There is a strong and progressive commitment within the schools' partnerships to raising overall levels of attainment and progress for all children and young people and to reducing the attainment gap between vulnerable and disadvantaged pupils and their peers. As part of the improvement planning during September 2015 all Bradford's educational partners signed up to a comprehensive set of challenging targets – there are 26 targets in total.

- 4.2 Bradford's educational partners have an agreed target for every school to be judged by Ofsted to be good or better by 2018 through strong leadership, school improvement and strong school-to-school working.

4.3 The Bradford Partnership

The Bradford Partnership was established in 2011 by the secondary schools supported by the Local Authority as a limited company. A key strand of its work is developing the quality of schools' self-evaluation which is rigorously reviewed by a combination of external assessments. Evaluation and analysis of these reviews allows the partnership to focus on specific areas for improvement and broker support from within and beyond the partnership. The Local Authority has deployed a senior school improvement officer since September 2011 to work with the partnership. Other strands of the partnership's work include leadership development, data sharing, literacy and mathematics in schools. The partnership also funds a brokerage officer post to co-ordinate the support that is available from across the partnership.

- 4.4 Bradford Partnership has committed to the local authority target of all schools being judged good or outstanding by 2018. Currently, the proportion of secondary schools that are good or outstanding is 40%, with four schools awaiting their first inspection and another school's report about to be published – this will raise the figure for good or better secondary schools to 43.3%. Five secondary schools are currently judged to be inadequate by Ofsted.

- 4.5 In 2007, 16 out of 29 Bradford secondary schools would have been below the minimum floor standard that secondary schools should meet if the standard had been applied retrospectively. In 2012 and 2013 just one different school in each year fell below the floor. However a realignment of educational standards for 16-year-olds has proved a significant challenge to Bradford's secondary schools, with ten schools below the floor standard in 2014, and seven below in 2015.

4.6 Bradford Primary Improvement Partnership

Bradford Primary Improvement Partnership (BPIP) was established in Autumn 2011 and is led by an executive board of primary school headteachers who are representative of all primary schools across the district. The board's purpose is to enable all schools to work together to ensure that all schools are deemed to be good or outstanding and successful providers of education. The BPIP has a number of strands of work including the recruitment and training of Specialist Leaders of Education, the development of literacy and mathematics. Another key strand of BPIP's work is the delivery of a well-established robust school review process. The local authority deployed a senior school improvement officer to

- work with the partnership and achievement officers represent the local authority in all school reviews.
- 4.7 Many of the headteachers and school staff are involved in the development strands of BPIP's work which are focused on teaching and learning (projects include the production of a series of studies of successful practice in Bradford primary schools in the form of booklets) and leadership and management.
- 4.8 The Partnership supports the local authority target of all schools being judged to be good or outstanding by 2018. Currently 66% of primary schools are judged to be good or outstanding by Ofsted. One primary school is currently judged to be inadequate by Ofsted.
- 4.9 In 2012 eight primary schools fell below the minimum floor standard, whereas in 2013 and 2014, judged against the new separate measures for reading, writing and maths, 24 and 23 primary schools respectively fell below the standard. This figure reduced significantly to 15 in 2015.
- 4.10 **The District Achievement Partnership**
The District Achievement Partnership (DAP) is a group of special schools and PRUs (pupil referral units) in Bradford working together to achieve the best outcomes for young people with learning difficulties. The three key strands of their work are school improvement, workforce development and the moderation of assessment. DAP has a peer review programme. Reviews are led by an external expert.
- 4.11 The DAP aims to raise standards across all Bradford's special schools. It has the shared commitment that all Bradford's special schools should be teaching judged at least 'good' by Ofsted. The partnership fosters school-to-school accountability through the joint commissioning of School Improvement Partners, and there is a commitment from partners to working with all appropriate agencies to support progress. In practice, the partnership works to ensure that there is conformity over curriculum development and moderation and safeguarding. The partnership has seen the pooling of resources and expertise to improve outcomes for children. For example, shared training in rebound therapy, moving and handling techniques.
- 4.12 Currently 73.3% of special schools and PRUs are judged good or outstanding by Ofsted. At the time of writing no special school or PRUs currently judged to be inadequate by Ofsted. We are awaiting the publication of two special school/PRU inspection reports that will drop the proportion of good or better schools to 66.6%.
- 4.13 **The Catholic Schools Partnership**
The partnership is made up of Catholic primary and secondary schools. It has an executive committee and works with an external school improvement organisation and delivers a system of peer reviews of its schools. Its key committees are: Catholic Life and RE; Schools Direct (Teacher Training); Leadership and Management, Teaching and Learning and Transition. Increasingly over the last year or so the Catholic Schools Partnership has worked closely with the Bradford Primary Improvement Partnership (BPIP), with several of its schools having full membership of BPIP, and the Bradford Partnership – all the Catholic secondary schools are members of the Bradford Partnership.
- 4.14 **The Consortium of Nursery Schools**
The seven Bradford Nursery Schools continue to work closely together and contribute to the Integrated Early Years Strategy.
- 4.15 All seven nursery schools have operated as Children's Centres. Five now providing early education places for 2 year olds and three operating fully integrated nursery provision for

children from 3 months to 5 years.

- 4.16 The local authority has deployed a senior school improvement officer to work within this phase of education and to contribute to the Integrated Early Years Strategy and the work of the consortium.
- 4.17 Currently 86%% of nursery schools are judged good or outstanding by Ofsted. No nursery schools are judged to be inadequate by Ofsted.

5. FINANCIAL & RESOURCE APPRAISAL

- 5.1 None

6. LEGAL APPRAISAL

- 6.1 None.

7. NOT FOR PUBLICATION DOCUMENTS

- 7.1 None.

8. OPTIONS

- 7.1 Not applicable.

9. RECOMMENDATIONS

- 9.1 That Overview and Scrutiny Committee receive this report on the final validated performance of Bradford's children and young people in Key Stage tests and examinations for 2015.
- 9.2 That Overview and Scrutiny Committee receive the update, provided in this report, on the activities that are being undertaken by Bradford's formal school-to-school partnerships and how they are contributing to the improvements to the standards achieved in the District's schools.

10. APPENDICES

- 10.1 None.

11. BACKGROUND DOCUMENTS

- 11.1 None