

Ready for school and learning

Why is this important to Bradford?

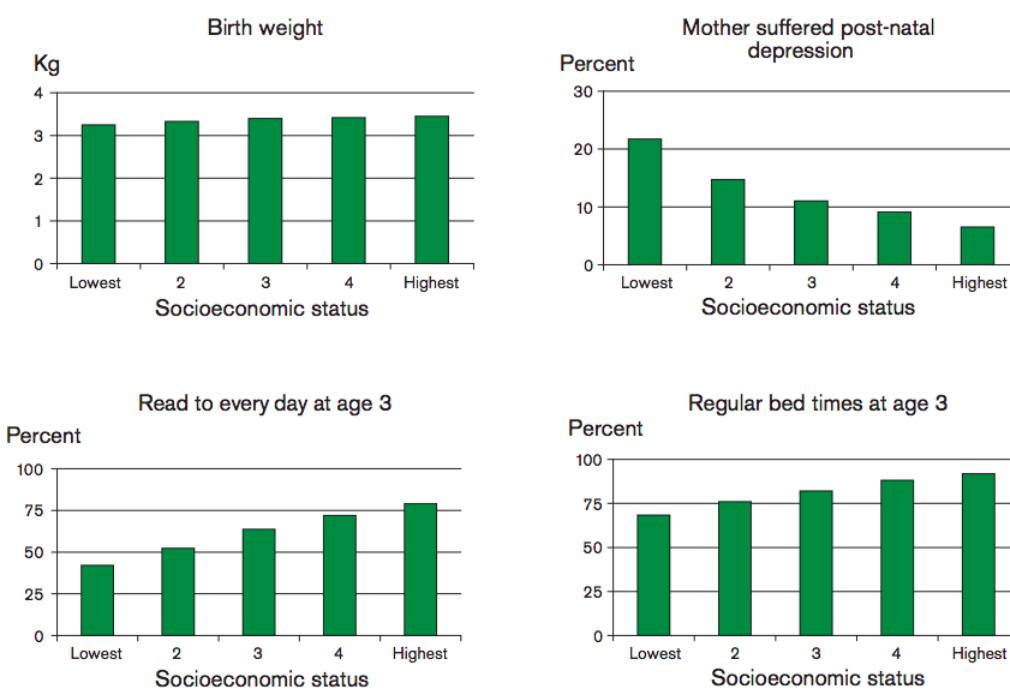
Health and education outcomes for young children in Bradford District at the end of Key Stage 1 have improved but remain below the national average. In deprived areas these outcomes are significantly worse than for the District as a whole. The biggest challenge is making sure children **arrive at school ready to learn, flourish and achieve**, in order to get the benefit of education. Some of the schools in Bradford District are among the highest performing in the country, but we also have a high proportion of schools that are underperforming. Attainment levels have improved in recent years but are still below national averages.

This JSNA section builds on [JSNA section 4.1.02 Educational Attainment and Needs](#) which was published in September 2016.

Strategic context

National Context: Marmot highlighted in '[Fair Society Healthy Lives](#)' that many factors influence educational outcomes, including; distal factors (such as socio-economic status, income, parental education), proximal factors (parental support, relationships), school-peer factors (nature of school, population) and individual child factors (ability, attainment). Figure 1 shows the association between socioeconomic status and factors effecting child development. **Action at all levels is needed to ensure children are ready for school and learning.**

Figure 1: Links between socioeconomic status and factors effecting child development



Source: Department for Children, Schools and Families⁹³

Local Context: A key ambition of the [Bradford District Plan](#) is to ensure a great start and good schools for all our children. This is being overseen by The Children's Trust who oversee the [Children, Young People and Families Plan 2017-20](#) to ensure that our children start school ready to learn, accelerate their educational attainment and achievement, ensure young people are ready for life and work, and that there is education, employment and skills for all. The [Integrated Early Years Strategy](#) is a three year strategy that aims to improve the life chances of children in Bradford District by addressing inequalities, narrowing the gap and improving outcomes for all children, including disadvantaged children and families across the District.

Bradford District is transforming the delivery of children's services to provide an integrated 0-19 Prevention and Early Help offer. Services will be delivered through a network of four family hubs, focusing on the ten most deprived wards. From Mid-2019 this will be co-located and integrated with the Public Health 0-19 service. Prevention services will be provided through an Integrated Care Pathway aligning health and family support services.

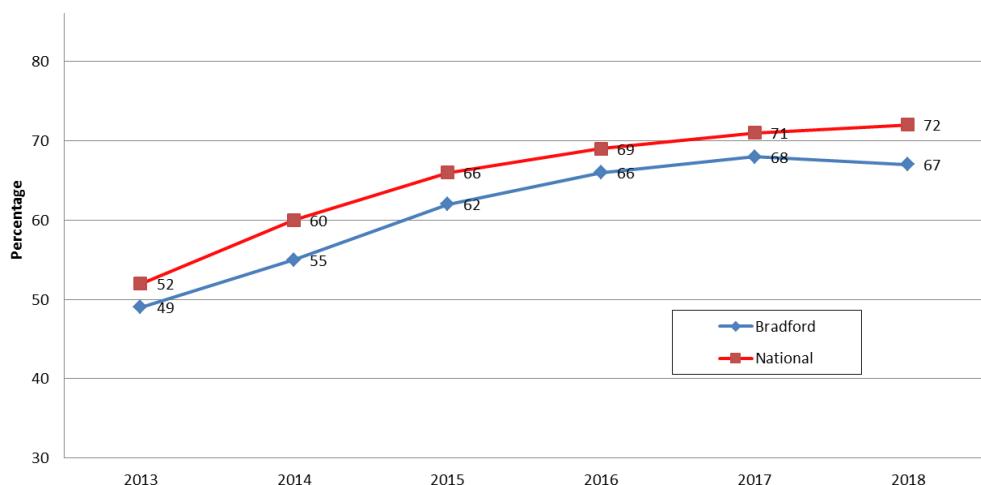
What do we know?

School Readiness: **66.8% of Bradford District pupils** in reception achieved a **Good Level of Development** (GLD) at the end of Reception in 2017/18. Figure 2 shows that although this outcome has improved over recent years, Bradford District continues to be worse than the England average (72%).

The proportion of children eligible for Free School Meals (FSM) achieving a GLD has declined slightly (59% in 2017 compared to 56% in 2018). Furthermore, **the gap between children eligible for FSM and non-eligible children achieving a GLD was 13% in 2018** (56% vs 69%); this is a decline of 3% compared to 2017.

In the same year, girls continue to outperform boys both locally and nationally. 73.5% of girls and 60% of boys achieved a GLD in 2018. **29.3% of pupils with Special Educational Needs Support achieved GLD**, which is higher than the 2017 England average of 27%. 2.1% of pupils with an Education Health and Care plan or statement, and 72.2% of pupils with 'no specific educational need' achieved GLD; both of these were lower than the England average for these groups of children.

Figure 2: Bradford District pupils in reception achieving a GLD, 2013-2018



Source: Public Health England

Absenteeism: Improving school attendance is important to ensure children engage and benefit from education and school life. Overall, the proportion of **pupils being absent from school has fallen** since 2010. However, Bradford District continues to be statistically significantly worse than the England average for pupil absence and persistent absences, both at Primary and Secondary school levels.

Figure 3: Overall absence rates by type of school

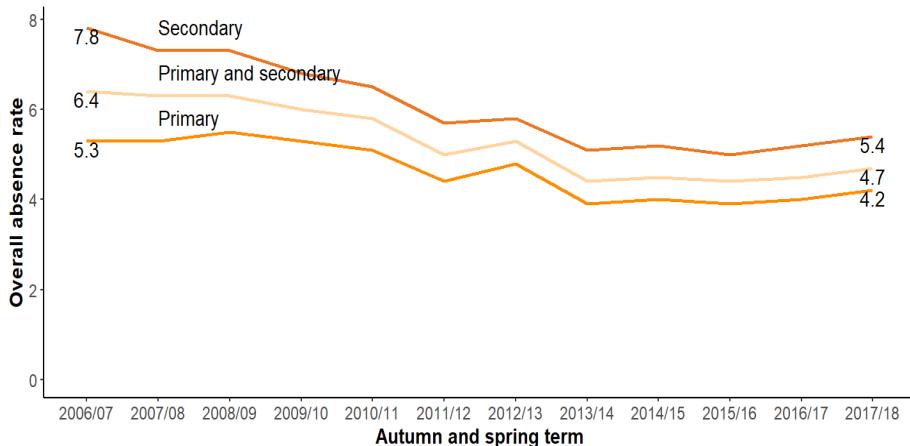
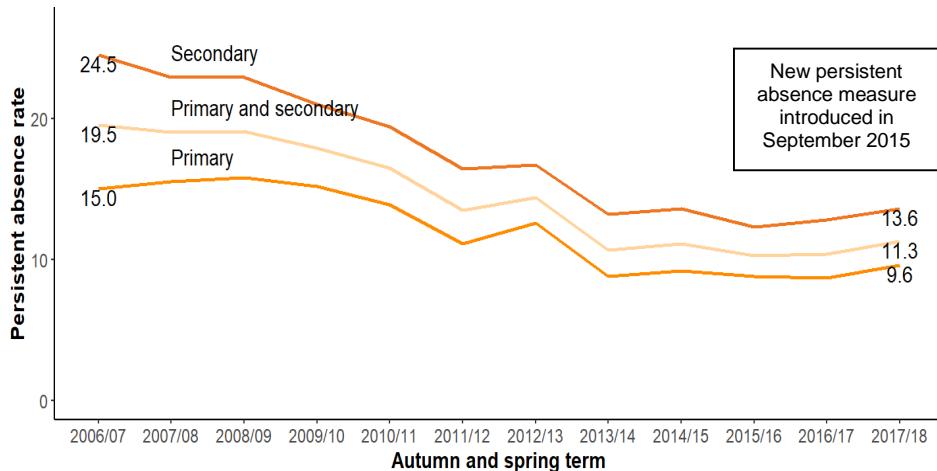


Figure 4: % of state-funded pupil who are persistent absentees



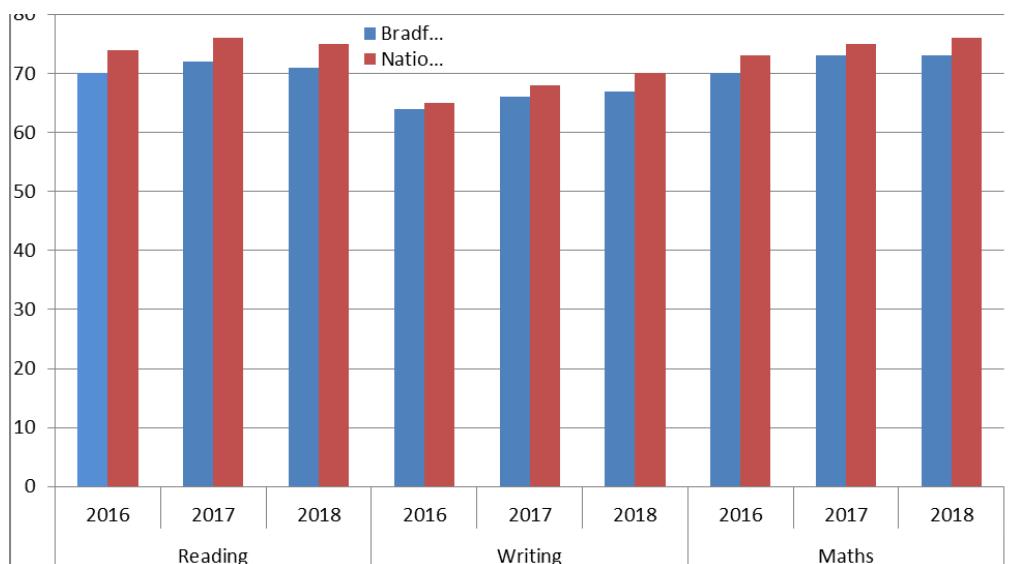
Source: CBMDC

Educational attainment: The proportion of pupils achieving the **Expected Standard** in reading, writing and maths has **increased** between 2016 and 2018. In 2018 1% fewer pupils achieved the Expected Standard for reading, compared to 2017. Bradford's rate of improvement between 2016 and 2018 in reading and maths is similar to the England average. However, in writing the national rate of improvement is better than Bradford District.

The number of year 1 pupils with a good phonics outcome continues to be below the England average, but has improved in line with the England average from 2015-2018.

Children in low income families: Bradford District has one of the highest levels of children eligible for **free early education** and childcare in England, with **4,327 eligible children** in the 2018 summer term. In January 2018 72% of eligible 2 year olds in Bradford District benefitted from an early education place, in line with 72% nationally.

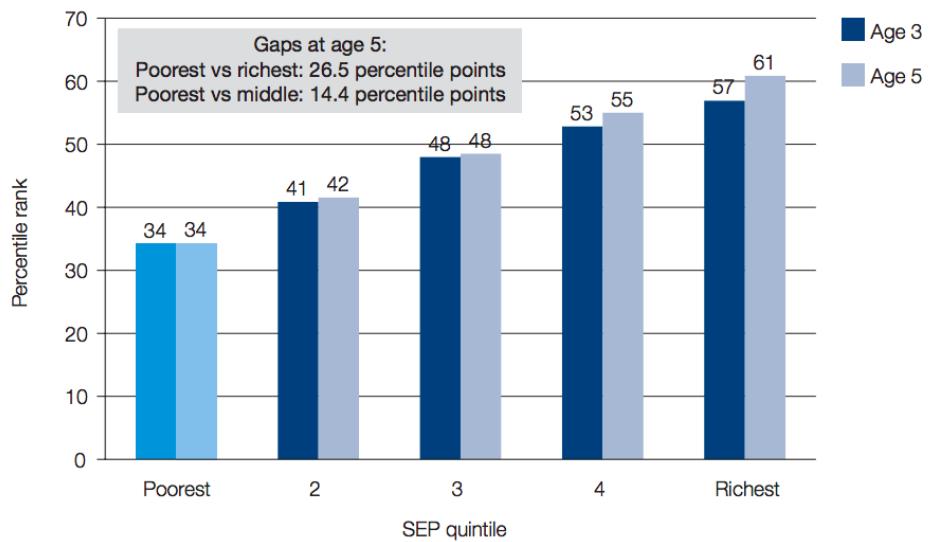
Figure 5: % of KS1 pupils achieving the Expected Standard



Source: CBMDC

Children from poorer backgrounds are less likely to experience a rich home learning environment than children from more affluent backgrounds. By age 3, reading to children and the wider home learning environment are important for children's educational development. Figure 6 shows that by the age of 3 there are big differences in the cognitive outcomes of children from more deprived areas, compared to those from the least deprived areas; and this gap widens by the age of 5 – as children from the richest backgrounds in particular continue to improve their performance relative to other children ([Goodman and Gregg, 2010](#)).

Figure 6: Cognitive outcomes by age 3 and 5



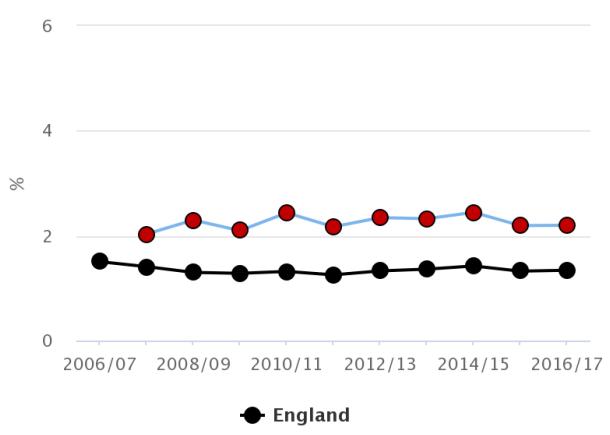
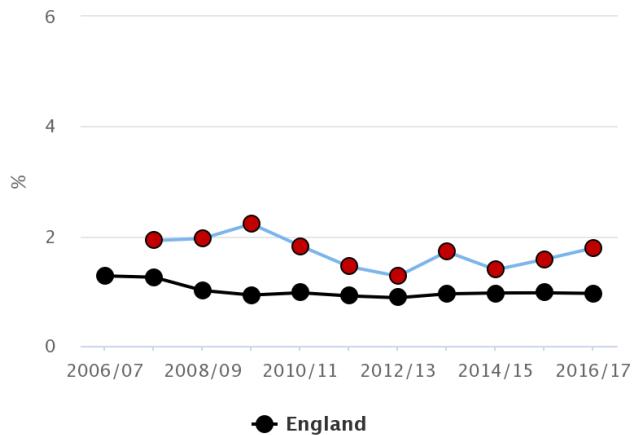
Source: Goodman and Gregg

Healthy weight: Maintaining a healthy weight is important for lifelong health, and also to engage in school and learning. At reception age (4-5 years old) 22.5% of Bradford children in 2016-17 were overweight or obese, and 10.4% were obese. By [year 6](#) (10-11 years old) **37.9% of Bradford children in 2016-17 were overweight or obese**, and 23.7% of these were obese. Although the trend at reception age is plateauing, the trend for year 6 children is increasing and is statistically significantly worse than the England average. The proportion of Bradford District children who are

underweight is statistically significantly higher at both reception (Figure 7) and year 6 (Figure 8), compared to the England average.

Graph 6: Prevalence of underweight in reception

Graph 7: Prevalence of underweight in year 6



Source: Public Health England

What Assets do we have?

- The [Bradford Education Covenant](#) was approved in January 2018. It outlines actions to be taken by the Council, schools, parents and others to ensure our young people get the best start in life.
- Free early education and childcare is a key policy to boost educational attainment of disadvantaged 2, 3 and 4 year old children.
- 43% of council maintained nursery schools (n=7) were judged to be good and 57% (n=4) were judged as Outstanding at their last OFSTED inspection.
- The local [Literacy Hub](#) has an effective working relationship with the teaching school alliances and the Early Years Officers to tackle boys' underperformance.
- [Better Start Bradford](#) is funded until 2025 to test and learn innovative approaches to improve outcomes for children aged 0-3 years, including improving early language development.

Gaps / challenges / opportunities

- Funding has been secured by CBMDC and Leeds City Council for a joint collaborative project focusing on improving Early Years outcomes for more than 60 schools across the District. The [Strategic School Improvement Fund](#) (SSIF) will focus on communication, language and enriching early experiences for children and families.
- The [Opportunity Area Primary Literacy](#) task and finish group is looking at the implementation of a range of initiatives aimed at raising reading and writing standards in primary schools.
- Burley Woodhead Primary school was successful in becoming an English hub in 2018 and is designing a programme of support for schools with low phonics, reading and writing scores.

- The school improvement service continues to target schools with low phonics and KS1 results. Low-performing schools are signposted to learn from best practice in higher performing schools.
- It is concerning that the gap between FSM eligible and not eligible children achieving the GLD has widened by 3%. Since 2013 there has been a rising trend in the percentage of Bradford pupils achieving a Good Level of Development (GLD), however, 2018 saw the first decline, and a widening of the gap to the preliminary national GLD average.
- At the end of KS1 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 14%
- Schools have been encouraged to focus on the impact of the teaching of phonics on outcomes in writing, with a particular emphasis on improving boys reading and writing skills.
- Some areas of Bradford form a gateway for new communities arriving in the UK. Schools have reported significant changes to the 'in year' cohort which may have impacted negatively on their overall GLD measures. Approaches to support **new communities** and pupils could be explored.
- Prior attainment funding is proving to be a challenge because some practitioners may have been too cautious in the assessment of borderline GLD children, and not allocated them a higher assessment judgement. In 2018, children who do not achieve the GLD, will receive an additional sum of money that will need to be used for catch up in KS1 and beyond.
- The voice of vulnerable learners (including those with SEND) needs to be captured and incorporated into service development plans and strategies.
- The Public Health 0-19 services will be co-located and integrated with the Prevention and Early Help services (anticipated Mid-2019).
- Children's Services at CBMBC were judged inadequate by OFSTED in 2018, largely due to the loss of a significant number of experienced social workers and managers.

What are we doing about it and what does the information presented mean for commissioners?

- Ensuring the Integrated Early Years Strategy is fully implemented across all early years' services.
- Maximising the opportunity of the Better Start Bradford programme, ensuring all early years' resources across the District are evidence based, and are focused on improving outcomes for children, especially those who are more vulnerable.
- Improving health and wellbeing outcomes for children, e.g. oral health and healthy weight.
- Helping parents to support the development of their children to be healthy and ready for school, through the Prevention and Early Help service working alongside the Public Health 0-19 service.
- Ensuring that families who experience disadvantage are supported to access opportunities, such as through the Strategic School Improvement Fund collaborative work.
- A renewed focus through school visits, Early Years Leaders briefings, Learning Conversations and EYFSP Moderation on how to further support FSM pupils/ vulnerable groups and raise their outcomes. Early Years Officers to bring this to the forefront of all discussions about pupil progress and uses of pupil premium funds to provide further support where the most need arises.
- Assess the impact of new communities integrating into education, including assessment of need and available support.

- Use school visits and joint monitoring, with the School Improvement Advisers, to challenge schools with a declining trend or a widening gap to National GLD/Mean score outcomes particularly focusing on the progress and outcomes of the borderline GLD pupils.