

# CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOINT STRATEGIC NEEDS ASSESSMENT

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## EDUCATIONAL ATTAINMENT

February 2025

Topic information	
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## Executive summary

### Introduction

School attainment is strongly associated with health, wellbeing, and economic prosperity across the life course, with small disparities in attainment in early childhood widening as children go through their school life. It is therefore vitally important that we focus on education throughout the early and later years of childhood, and on children and young people at higher risk of not achieving their educational potential.

### Who is at risk and why?

There are a number of risk factors in place which make it more likely that a child or young person will not achieve their potential in education. These include factors relating to the child's physical and/ or mental health, their socio-economic background, and the school environment. In addition, children with additional special educational needs and disabilities, and those with cognitive and social needs, are more likely to fall behind their peers. These children and their families need additional support, as early as possible, in order to help them during their school career and beyond.

### Recommendations for consideration

	<b>Recommendation</b>
<b>Early support for children and families with risk factors</b>	
<b>1</b>	Engage with families of children who do not access early years provision, as these children may need additional assistance when starting school for the first time
<b>2</b>	Closer collaborative working between Health Visitors and schools, to identify children who may need additional support when starting school
<b>3</b>	Prioritise support for children and families with specific risk factors for falling behind, such as those from more socio-economically deprived backgrounds, and those known to social care
<b>4</b>	Encourage all schools and settings to share Talking Bradford pathways with both parents and practitioners in the district.
<b>Early identification of need and support for children and young people</b>	
<b>5</b>	Identify early those children falling behind their peers, and put in place tailored support as soon as possible, working with their families and carers
<b>6</b>	Co-ordinate mental health services available in schools, to ensure that children and young people have access to appropriate diagnosis and treatment, where necessary
<b>7</b>	Schools should provide support for young people during transition periods, including the transition from primary to secondary school, and the transition from school into adulthood.
<b>Support for schools and early years' childcare providers</b>	
<b>8</b>	Help all maintained schools engage with Launchpad for Literacy and build a community of practice where all schools can engage to discuss effective practice for children with SLCN.

<b>9</b>	Encourage provider attendance at early year's professional network to work collaboratively with colleagues in the ICB, PH, The Children's Trust, Family Hubs and Children's Services.
<b>10</b>	Share the early training offer with schools and settings across the district to help schools/settings and practitioners upskill in early years' practice.
<b>11</b>	Encourage sharing of best practice between schools, and a culture of open, transparent, and supportive communication.
<b>12</b>	Schools and the Council must continue to gather the voice of children, young people, and families, and deliver interventions and policies which are acceptable and of interest to them.

**END**

## Full JSNA report

### 1 Why is this a priority?

Education is strongly associated with life chances across a number of areas. In addition to the effects on income in later life, higher levels of education are also associated with broader outcomes, such as the likelihood of being in employment, health and health-related behaviours, happiness with life, and trust in other people, among other benefits<sup>1</sup>. Longer time spent in education is also associated with increased life expectancy<sup>2</sup> and general wellbeing<sup>3</sup> – even after taking into account income, demographic factors, and medical history.

Sadly, inequalities in cognitive and emotional development are evident from an early age, beginning in the early years<sup>4</sup>, and widening as children go through schooling. A report for the Education Policy Institute in 2017 found that “on average, a disadvantaged pupil falls two months behind their peers for each year of their time at secondary school and, by the end of school, that disadvantaged pupil is almost two years behind”.<sup>5</sup> Furthermore, at the current rate of improvement at the time of writing, equality would only be achieved in 50 years’ time. Unfortunately, more recent analysis found that the trend of closing this inequality gap slowed, and then reversed in subsequent years, with increasing widening of the gap for early years and secondary age from 2017, and for primary age children from 2019. This has only worsened with the effects of the covid-19 pandemic. More information can be found in: [Annual Report 2024 - Education Policy Institute \(epi.org.uk\)](#).

In addition to inequalities for children living in relative deprivation, educational outcomes are also worse for children with certain characteristics compared to their peers. For example, children with SEND, those who are care-experienced, those on children in need or child protection plans, and children for whom English is an additional language all fare worse in terms of educational outcomes than other children.

This all points to the importance of both early intervention for children at risk of poorer outcomes during the first few years of a child’s life, and to early identification and action for children who are falling behind their peers in education.

<sup>1</sup> Oreopoulos, Philip, and Kjell G. Salvanes. 2011. "Priceless: The Nonpecuniary Benefits of Schooling." *Journal of Economic Perspectives*, 25 (1): 159–84. DOI: 10.1257/jep.25.1.159

<sup>2</sup> Kaplan R. M., Spittel M. L., and Zeno T. L. Educational Attainment and Life Expectancy (2014) Policy Insights from the Behavioral and Brain Sciences; 1(1) 189–194

<sup>3</sup> Armitage, J.M., Wootton, R.E., Davis, O.S.P. *et al.* An exploration into the causal relationships between educational attainment, intelligence, and wellbeing: an observational and two-sample Mendelian randomisation study. *npj Mental Health Res* 3, 23 (2024). <https://doi.org/10.1038/s44184-024-00066-x>

<sup>4</sup> L, Dearden and L, Sibeta and K, Sylva. (2011). *The socio-economic gradient in early child outcomes: evidence from the Millennium Cohort Study*. London: IFS. Available at: <https://ifs.org.uk/publications/socio-economic-gradient-early-child-outcomes-evidence-millennium-cohort-study> (accessed: 2 August 2024).

<sup>5</sup> Andrews J., Robinson D. and Hutchinson J. for the Education Policy Institute. Closing the Gap? Trends in Educational Attainment and Disadvantage (2017). Available online at: [Closing-the-Gap\\_EPI.pdf](#). Accessed 02.08.2024

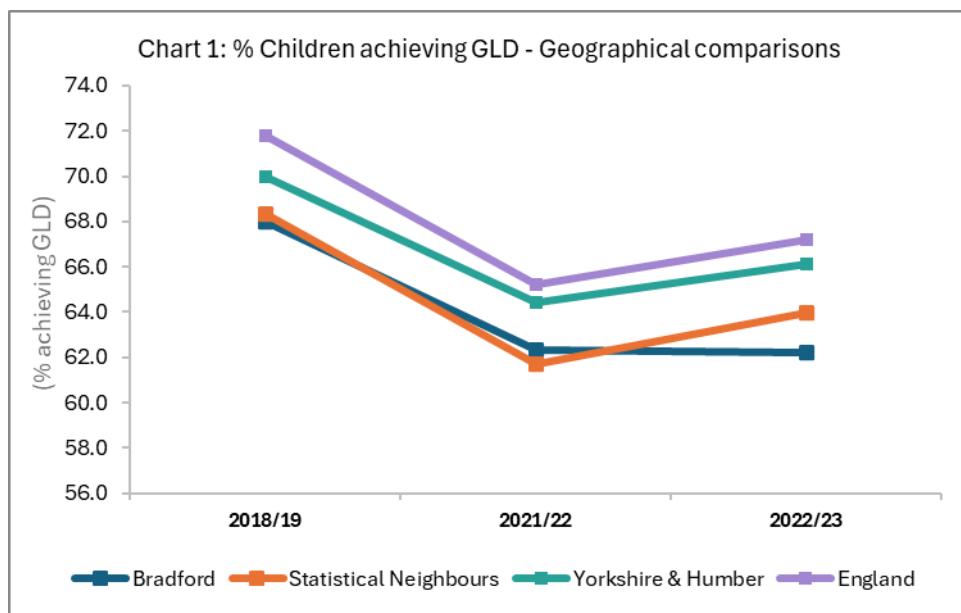
## 2 Local Data

### 2.1 Early years foundation stage profile - GLD

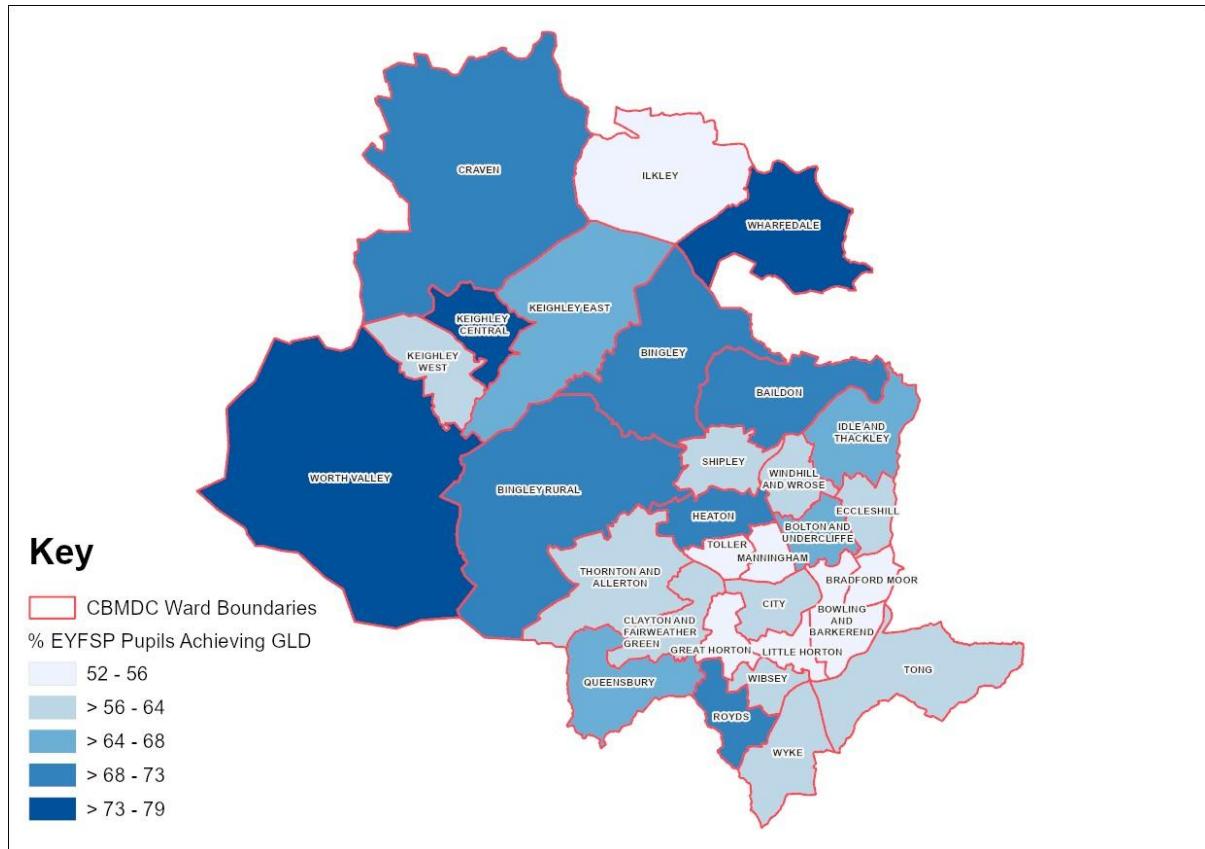
The Early Years foundation stage profile (EYFSP) comprises teacher assessments of children's development at the end of the early years foundation stage, specifically the end of the academic year in which a child turns 5. This is typically the summer term of reception year. The EYFSP consists of 17 early learning goals (ELGs) across 7 areas of learning.

Pupils are deemed to have achieved a good level of development (GLD) when they are at the expected level in the 12 ELGs within the 5 areas of learning relating to communication and language; personal, social and emotional development; physical development; literacy; and mathematics. The GLD measure provides an overall indicator of children's readiness for the next stage of their education, helping to ensure a smooth transition into Key Stage 1.

Apparent trends in performance must be treated with caution as the EYFSP was significantly revised in 2021/22, so direct comparison between previous and more recent scores is not ideal. In addition, data collection for 2019/20 and 2020/21 was cancelled due to the impact of the COVID-19 pandemic.



As the above chart illustrates, except for 2021/22, when Bradford scored marginally higher than its statistical neighbours (+0.6 percentage points), Bradford has performed less well in comparison to national, regional and the statistical neighbour average across the period under consideration. Between 2021/22 and 2022/23 Bradford recorded another slight fall in performance (-0.1 percentage points), in contrast to the comparator geographies that saw an average increase of 2 percentage points on the previous academic year.

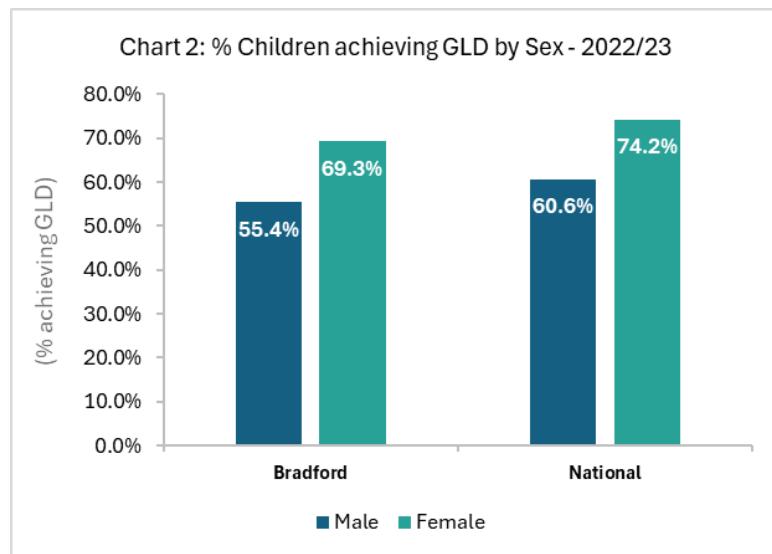


**Figure 1: percentage of children achieving GLD by CBMDC Ward (based on pupil home address), 2022/23**

Figure 1 considers the performance of pupils across the local authority based on the council ward in which a pupil home address is found. The data over time reveals considerable fluctuation in performance over the past few years, for example pupils residing in Keighley Central ranked the lowest out of the 30 wards in 2021/22 (scoring 51%) but were the best performing in 2022/23. Similarly Idle & Thackley was ranked highest in 2021/22 but fell to 28<sup>th</sup> in the following year, with the number of pupils achieving GLD declining by 24.6 percentage points.

		2018/19	2021/22	2022/23
All Pupils	<b>Bradford</b>	68.0%	62.3%	62.2%
	<b>National</b>	71.8%	65.2%	67.2%
<b>Sex</b>				
Male	<b>Bradford</b>	61.4%	54.8%	55.4%
	<b>National</b>	65.5%	58.7%	60.6%
Female	<b>Bradford</b>	74.8%	69.8%	69.3%
	<b>National</b>	78.4%	72.0%	74.2%
<b>SEN</b>				
SEN Support	<b>Bradford</b>	34.3%	20.0%	19.4%
	<b>National</b>	28.6%	23.0%	24.5%
EHCP	<b>Bradford</b>	3.9%	3.1%	4.2%
	<b>National</b>	4.5%	3.7%	3.8%
No SEN Support	<b>Bradford</b>	73.7%	68.1%	69.3%
	<b>National</b>	77.4%	71.1%	74.3%
<b>Ethnicity</b>				
Asian	<b>Bradford</b>	67.4%	61.4%	61.7%
	<b>National</b>	71.6%	65.1%	66.9%
Any other Ethnic group	<b>Bradford</b>	55.1%	56.6%	58.3%
	<b>National</b>	64.7%	51.4%	59.5%
White	<b>Bradford</b>	68.8%	64.6%	64.5%
	<b>National</b>	72.7%	66.5%	68.8%
Mixed/Dual	<b>Bradford</b>	68.9%	60.3%	63.1%
	<b>National</b>	73.3%	67.1%	69.0%
Black	<b>Bradford</b>	62.9%	68.4%	69.4%
	<b>National</b>	69.0%	60.7%	62.9%
<b>Language</b>				
EAL	<b>Bradford</b>	61.8%	55.7%	56.0%
	<b>National</b>	66.8%	60.2%	62.6%
Non EAL	<b>Bradford</b>	71.5%	66.2%	66.5%
	<b>National</b>	73.6%	67.1%	69.3%

**Table 1: percentage of children achieving good level of development (GLD) by pupil characteristics**

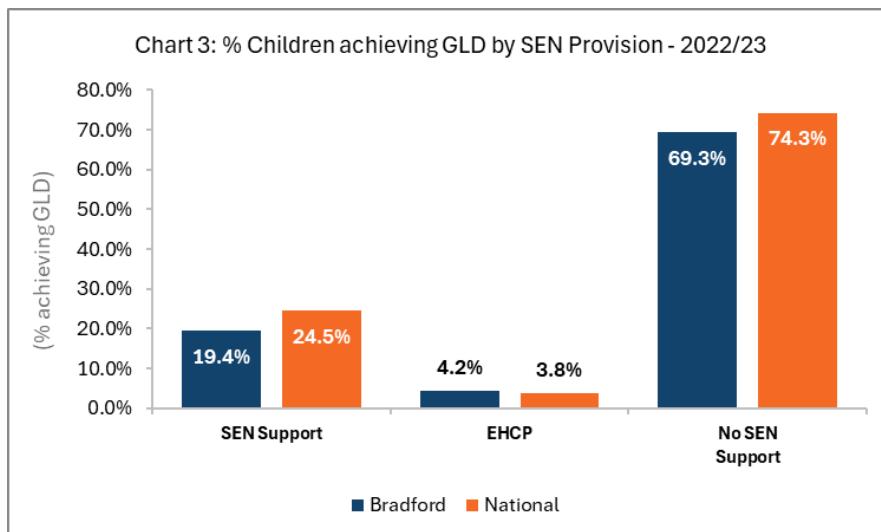


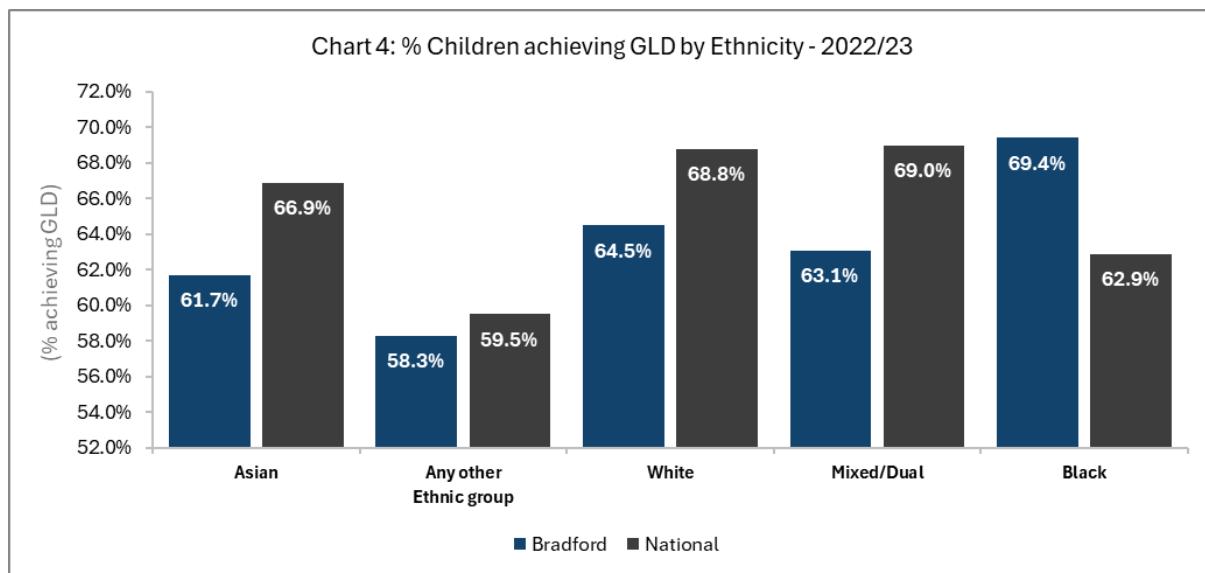
The gap between the performance of male and female pupils achieving GLD in Bradford has decreased by 1.1 percentage point from 15% in 2021/22 to 13.9% in 2022/23 and the national performance gap increased by 0.3 percentage points from 13.2% to 13.6% over the same period (see table 1). In 2022/23 (see chart 2) females continue to outperform males at both local authority level and nationally, with 69.3% of females in Bradford reaching GLD compared with 55.4% of

males, whilst for England attainment is 74.2% for females and 60.6% for males.

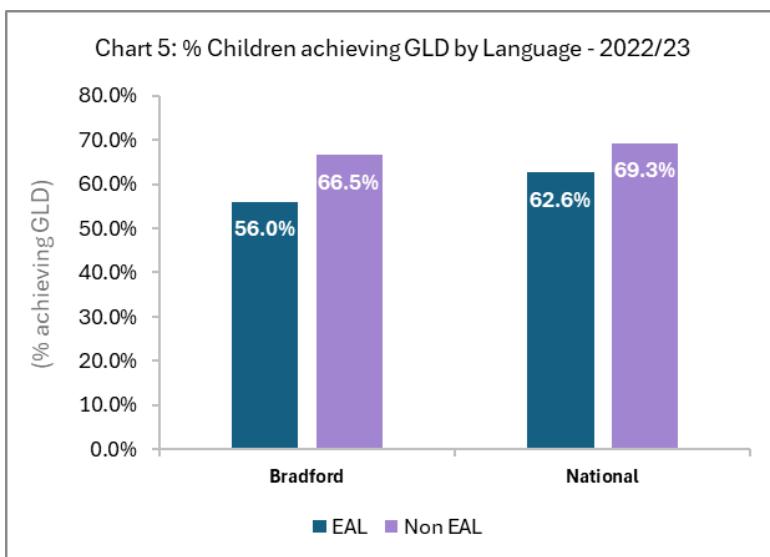
As Table 1 demonstrates, in 2018/19, pupils with SEN support in Bradford performed above the national average in the GLD measure. In 2021/22 there was a 14.3 percentage points drop which placed this group 3 percentage points below that of the equivalent national cohort. In 2022/23

(Chart 3) 19.4% of children with SEN support in Bradford achieved GLD compared to 24.5% across England. Bradford pupils with an EHCP performed better in 2022/23 than in the previous year (an increase of 1.1 percentage points achieving GLD) and the proportion attaining a GLD was 0.4 percentage points higher than that recorded nationally.



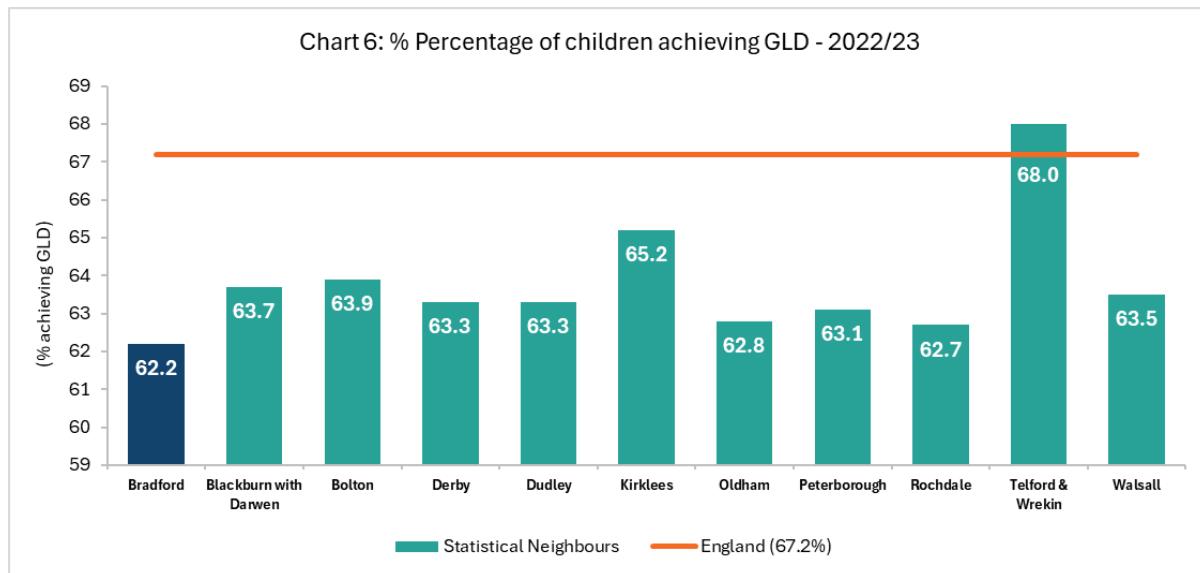


In 2022/23 Bradford pupils from a black ethnic background continued to perform better than the equivalent cohort across England, with 6.5% more pupils achieving GLD (Chart 4). However, this represents a narrowing of the gap between local authority and the national level from 2021/22 which stood at 7.7 percentage points. Continuing the trend from previous years (Table 2) all other ethnic groups in Bradford continue to perform less well than those across England, with lower proportions of pupils from these groups attaining GLD.



For both children with English as an additional language (EAL) and those who do not have EAL within Bradford, their performance in 2022/23 remained less than the share of pupils from both these cohorts across England who achieved GLD. The gap between local authority and national performance for EAL children has also widened in 2022/23 in comparison to the previous academic year (from 4.5% to 6.6%, an increase of 2.1 percentage points).

Chart 6 looks at Bradford's performance in 2022/23 alongside each of its statistical neighbours. The local authority has the lowest proportion of pupils attaining GLD (62.2%); 0.6 percentage points less than the lowest performing statistical neighbour (Oldham) and 5.8 percentage points behind that of Telford & Wrekin which has the highest proportion (68%, 0.8 percentage points higher than that of England).

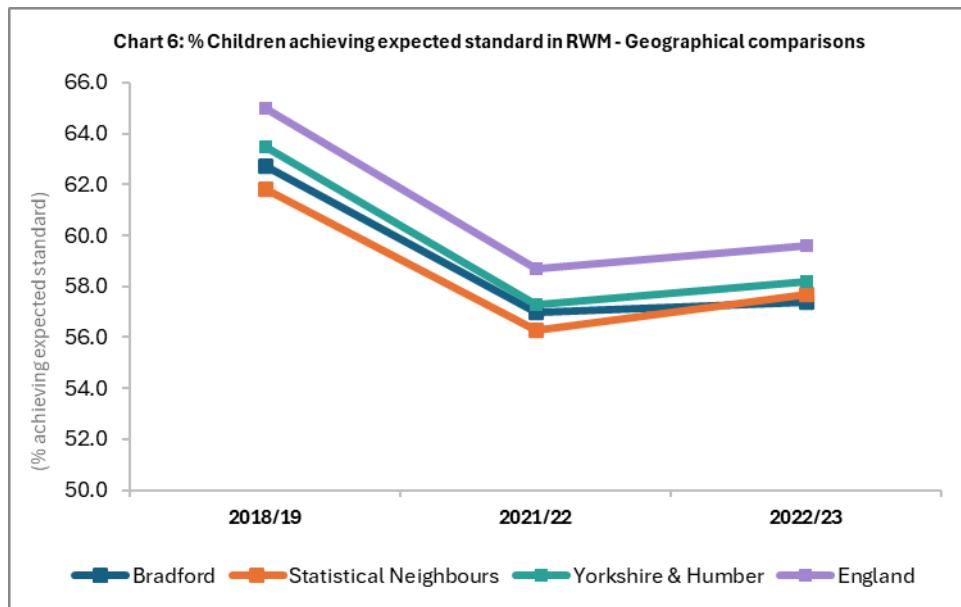


## 2.2 Key Stage 2 – Reading, Writing & Maths combined

Key Stage 2 (KS2) marks the final stage of primary education, covering pupils aged 7 to 11 (Years 3 to 6). The curriculum covers core subjects including English, Maths, and Science, alongside others such as History, Geography, and Computing. At the end of KS2, students take national tests, in English reading, Maths, and Grammar, Punctuation, and Spelling (GPS). Teacher assessments are used for Writing and Science.

This overview looks at those pupils attaining the "expected standard" in reading, writing, and maths (RWM) combined, whereby a pupil has achieved a scaled score of at least 100 in both reading and maths tests and has been assessed by teachers as "working at the expected standard" or higher in writing. The Department for Education considers meeting the expected standard in RWM to be key for success in secondary school and beyond.

Tests were cancelled in 2019/20 and 2020/21 as a result of the COVID-19 pandemic and those pupils who took tests in 2021/22 and 2022/23 had experienced considerable disruption to their learning in academic years 3,4 & 5 during the pandemic.



As Chart 6 details, the proportion of children in Bradford and similar areas achieving the expected standard has fallen since 2018/19 (for Bradford a fall of 5.3 percentage points between 2018/19 and 2022/23). 2022/23 was the first year in which Bradford performed less well in comparison to national, regional and the statistical neighbour average, inclusive (-2.2 percentage points, -0.8 percentage points and -0.3 percentage points respectively). Between 2021/22 and 2022/23 Bradford recorded a slight increase in performance (+0.4 percentage points), in contrast to the comparator geographies that saw an average increase of 1.1 percentage points on the previous academic year.

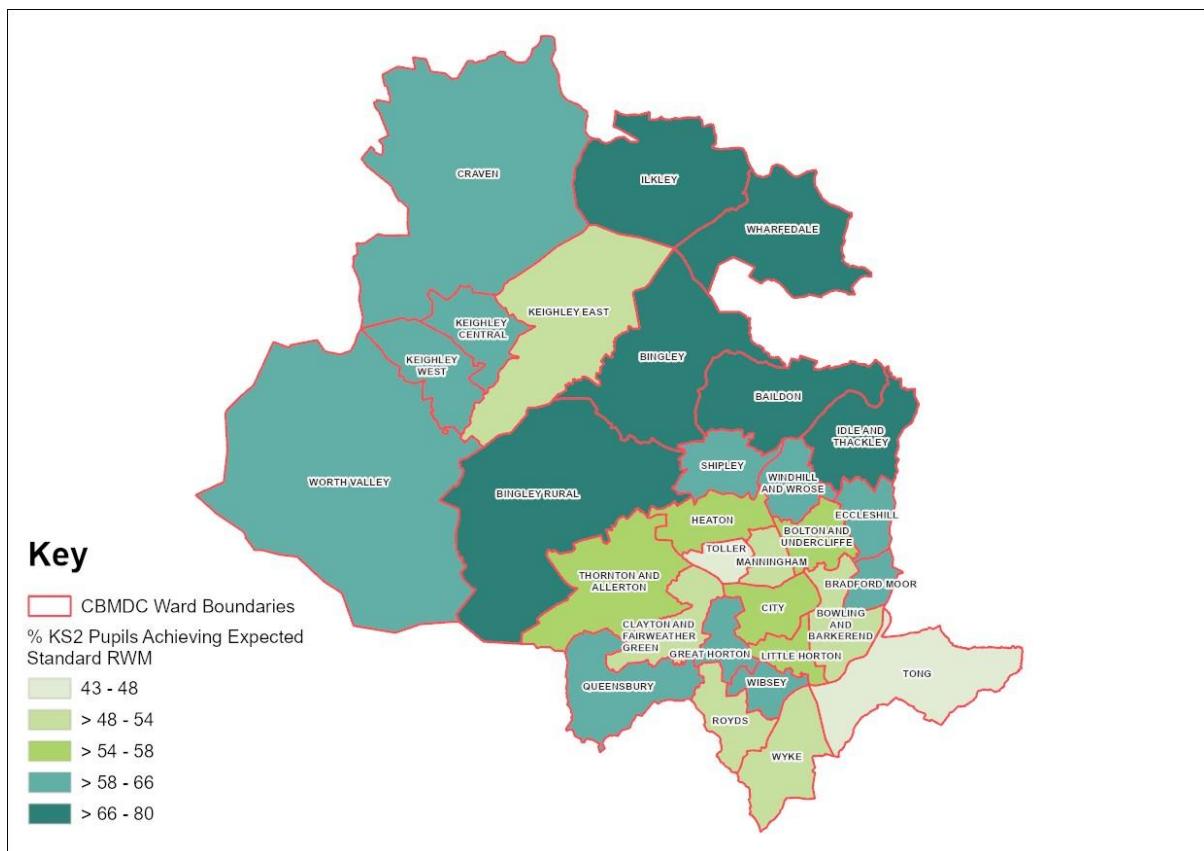
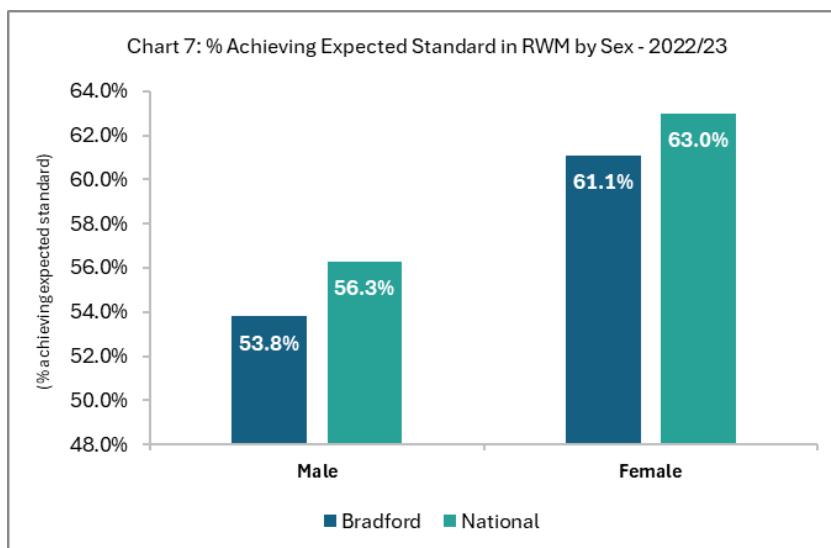


Figure 2: percentage of KS2 pupils achieving expected standard for reading, writing and maths (RWM), 2022/23

Performance data based on the council ward in which a pupil home address is found (Figure 2) shows disparities between different wards in Bradford. Historical data reveals that most wards largely maintained their relative position in comparison to other localities across the period under review. Wharfedale and Ilkley had the greatest proportion of pupils achieving the expected standard in RWM, with averages of 79.5% and 75.7% respectively between 2018/19 and 2022/23. Conversely, Royds and Tong remained the lowest ranking areas with an average during this period of 49.8% and 47.9% of children living in these wards attaining the expected standard.

		2018/19	2021/22	2022/23
All Pupils	Bradford	62.7%	57.0%	57.4%
	National	64.9%	58.7%	59.6%
<b>Sex</b>				
Male	Bradford	58.1%	53.6%	53.8%
	National	60.2%	54.6%	56.3%
Female	Bradford	67.6%	60.7%	61.1%
	National	69.7%	63.1%	63.0%
<b>SEN</b>				
SEN Support	Bradford	25.8%	21.4%	23.1%
	National	25.3%	21.2%	23.6%
EHCP	Bradford	9.3%	6.5%	8.0%
	National	9.2%	7.1%	8.4%
No SEN Support	Bradford	73.6%	66.9%	67.5%
	National	74.3%	68.9%	69.9%
<b>Ethnicity</b>				
Asian	Bradford	66.0%	61.8%	59.8%
	National	69.4%	66.2%	66.3%
Any other Ethnic group	Bradford	61.4%	57.0%	54.2%
	National	61.3%	55.1%	54.7%
White	Bradford	60.1%	53.4%	55.9%
	National	64.4%	57.7%	58.6%
Mixed/Dual	Bradford	60.7%	53.4%	57.5%
	National	66.4%	60.7%	61.6%
Black	Bradford	67.2%	59.5%	56.7%
	National	64.1%	59.2%	59.8%
<b>Language</b>				
EAL	Bradford	62.2%	58.5%	56.0%
	National	63.8%	60.5%	60.4%
Non EAL	Bradford	63.2%	56.2%	58.5%
	National	65.3%	58.5%	59.5%

Table 4: % children achieving expected standard by pupil characteristics

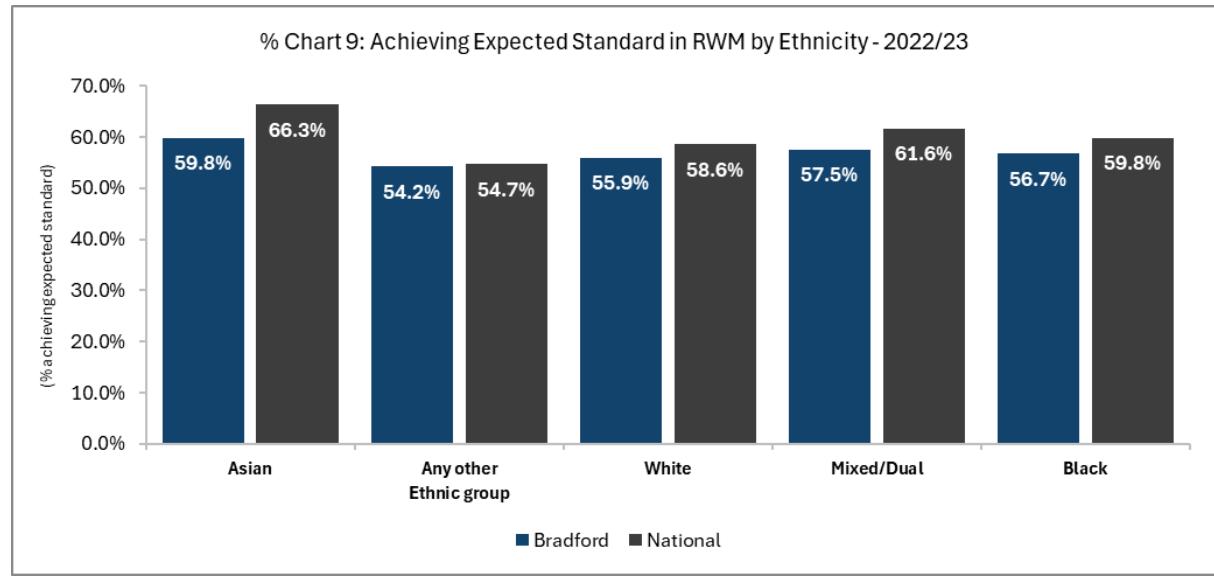
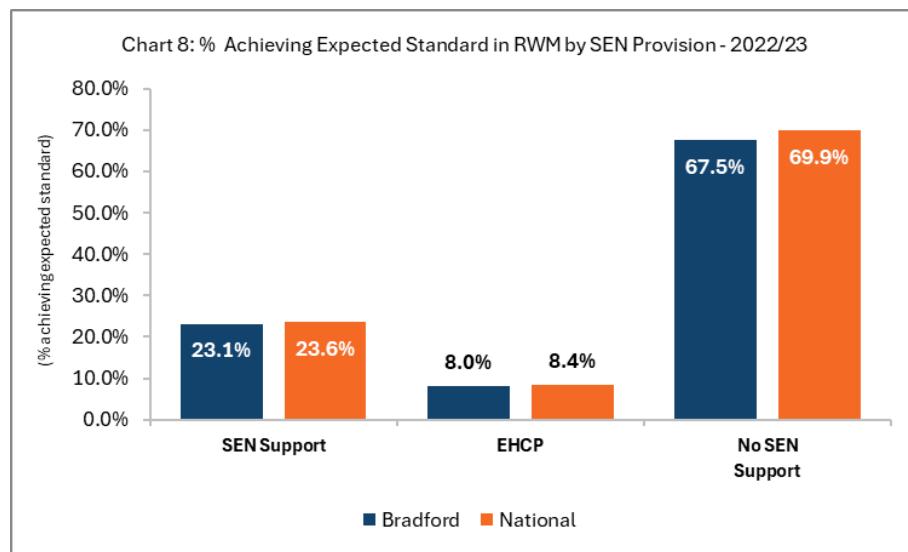


In 2022/23 the proportion of both male and female pupils within Bradford and England reaching the expected standard for RWM has increased on the previous academic year (Table 4). The gap to national performance for males in Bradford has more than doubled since 2021/22, increasing from 1.0 percentage points to 2.4 percentage points. In 2022/23 (Chart 7) females within the LA significantly

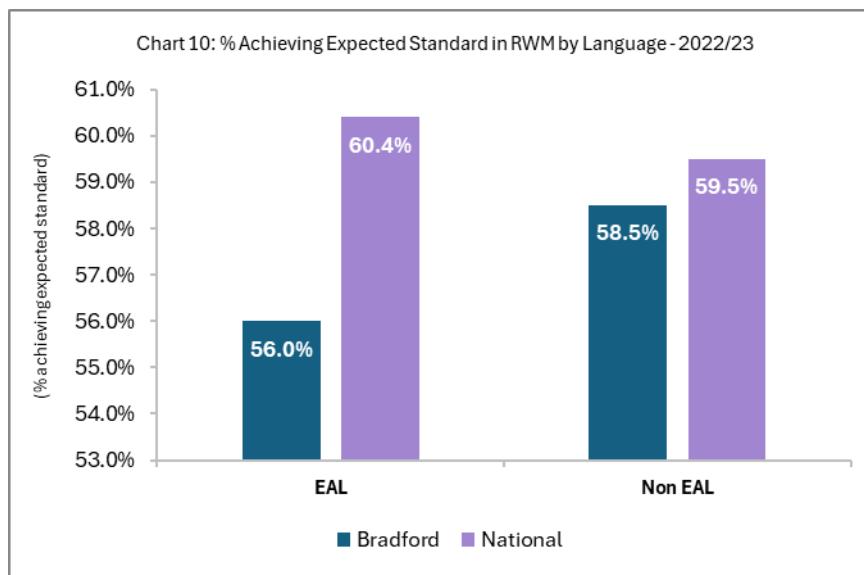
outperformed male pupils (+7.3 percentage points) but with a gap to national performance of 2.9 percentage points.

In both 2018/19 and 2021/22 (Table 4) Bradford pupils with SEN support had a higher proportion of pupils (25.8% and 21.4% respectively) achieving the expected standard than that recorded nationally. Despite a rise in 2022/23 on the previous academic year (reflecting the national picture) in the share of children

with SEN support and EHCPs within Bradford attaining the expected standard (+1.7 percentage points and +1.5 percentage points) authority level, the proportion remains lower than that of England (Chart 8).



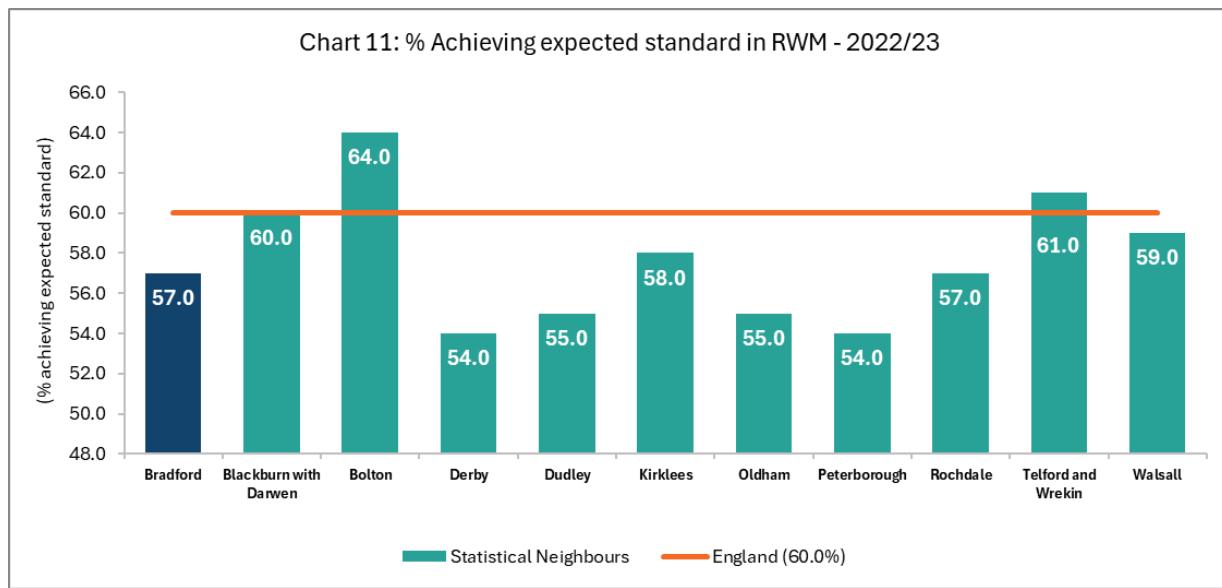
In 2022/23 all ethnicity cohorts in Bradford recorded a lower share of pupils attaining the expected standard compared to equivalent national cohorts (Chart 9). The gap between national performance was greatest for pupils within the local authority from an Asian background. Table 4 highlights that pupils from white and mixed/ dual ethnicities performed better in 2022/23 than in 2021/22 (+2.5 percentage points and +4.1 percentage points respectively), with those from a mixed/ dual background significantly reducing the gap to national performance by 2.7 percentage points.



The proportion of pupils with EAL and those without EAL in the local authority reaching the expected standard in 2022/23 continued to be less than that reported nationally (Chart 10), with the gap between England and Bradford greater for pupils with EAL (+4.4 percentage points). The 56% recorded within the local authority represents a fall of 2.2

percentage points on the previous academic year and reflects the national picture (-0.1 percentage points), albeit to a greater extent. Performance has increased for pupils without EAL in both Bradford and England in comparison with 2021/22 (+2.3 percentage points and 1.0 percentage points respectively).

In 2022/23 set alongside its statistical neighbours, Bradford's proportion of pupils attaining the expected standard was 7 percentage points less than that reported by the local authority (Bolton) with the highest rate within the comparator group (64% - 4 percentage points greater than that of England). The lowest performing statistical neighbours, Derby and Peterborough, both recorded rates 3 percentage points less than Bradford (54%).



## 2.3 Key Stage 4 – Attainment 8 & Progress 8

This section focuses on GCSE results for pupils at the end of Key stage 4 (KS4) and the Attainment 8 and Progress 8 headline measures.

In 2022/23 there was a return to pre-pandemic measures for GCSEs with protection built into the grading process to recognise the disruption that students have faced.

The historical data used is that from 2018/19 and 2021/22. The more meaningful comparison is with 2018/19; the last year that summer exams were taken before the pandemic. In 2021/22 outcomes broadly reflected a mid-point between 2019 and 2021, to take account of the impact of the pandemic and in line with Ofqual's approach to grading in that year. Consequently, it was expected that performance in 2022/23 would be lower than that in 2021/22.

### 2.3.1 Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes: English language; English literature (double weighted providing both English language and English 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.

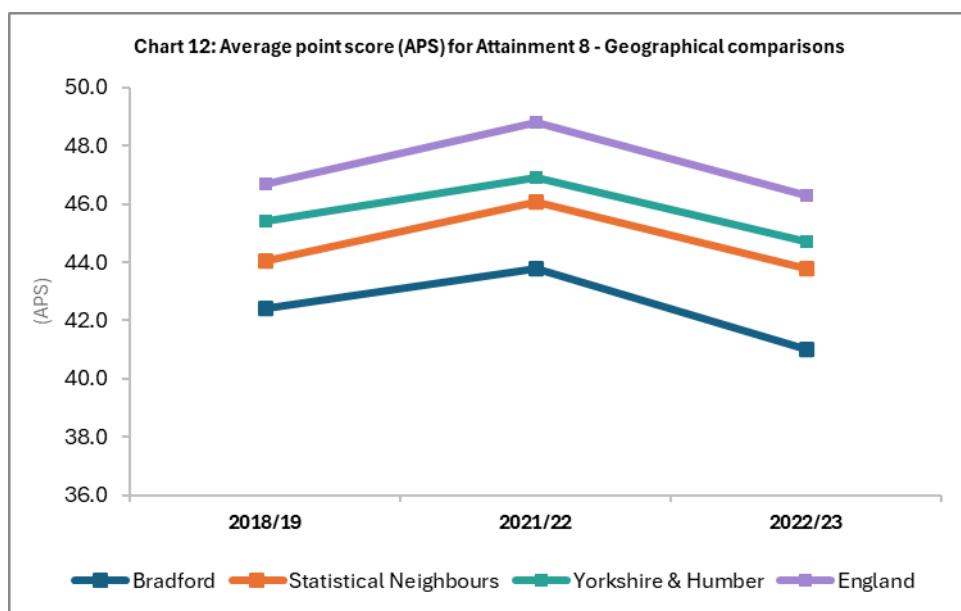


Chart 12 illustrates that throughout the period under review Attainment 8 average point score (APS) in Bradford has been consistently less than that of pupils within the other geographical comparators, with the gap between the local authority and regional, national and statistical neighbour average increasing year-on-year. In 2018/19 the APS for England was 46.7 whilst that of Bradford stood at 42.4 (a gap in performance of 4.3). In 2022/23 the gap to national had increased by 1 point to 5.3, with Bradford pupils achieving an APS of 41.0 in comparison to the 46.3 recorded nationally.

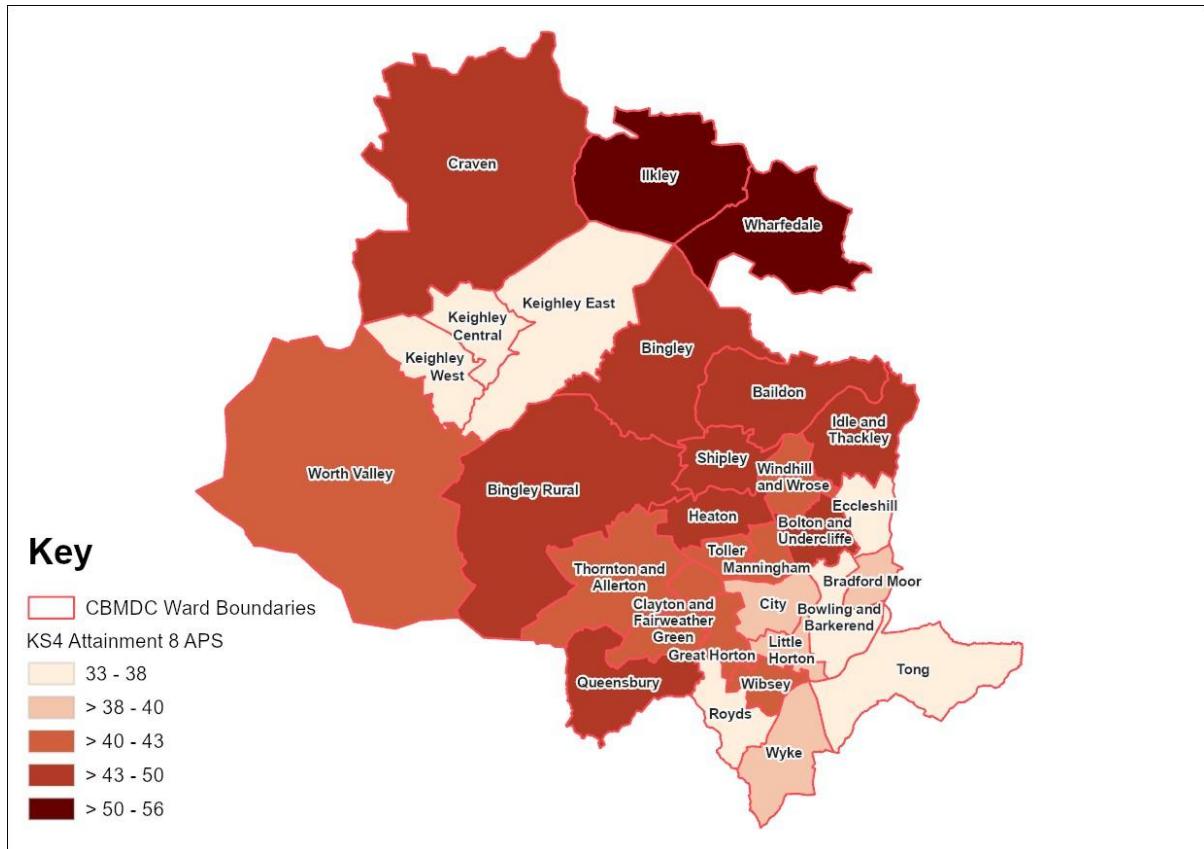


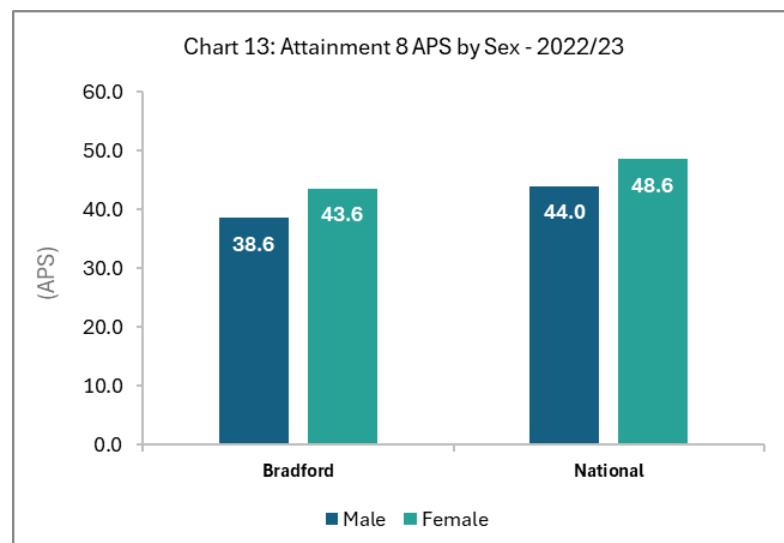
Figure x: Attainment 8 average points score (APS) by ward, 2022/23

Examining APS from the perspective of the council ward in which a pupil home address is found (Table 5) reveals that most localities broadly maintained their relative position in comparison to other wards across the period under review. Wharfedale and Ilkley were the areas with the highest APS between 2018/19 and 2022/23, with average scores across the 3 academic years of 59.4 and 59.2 respectively. Conversely, Tong, Keighley West and Keighley Central wards remained the lowest ranking localities with pupils achieving average scores of 35.6, 36.7 and 36.8.

		2018/19	2021/22	2022/23
All Pupils	Bradford	42.4	43.8	41.0
	National	46.7	48.8	46.3
<b>Sex</b>				
Male	Bradford	40.1	40.9	38.6
	National	44.1	46.3	44.0
Female	Bradford	44.8	46.7	43.6
	National	49.5	51.4	48.6
<b>SEN</b>				
SEN Support	Bradford	29.2	29.1	28.1
	National	32.6	34.9	33.3
EHCP	Bradford	11.3	10.4	12.6
	National	13.7	14.3	14.0
No SEN Support	Bradford	45.6	47.9	45.1
	National	49.9	52.5	50.0
<b>Ethnicity</b>				
Asian	Bradford	43.2	47.1	43.7
	National	51.7	55.0	53.1
Any other Ethnic group	Bradford	48.3	49.7	47.8
	National	47.3	49.6	47.0
White	Bradford	41.6	41.2	38.5
	National	46.6	47.9	45.2
Mixed/Dual	Bradford	41.1	39.4	35.8
	National	47.6	49.4	46.7
Black	Bradford	42.2	42.1	45.1
	National	44.9	48.6	46.6
<b>Language</b>				
EAL	Bradford	40.0	42.9	39.9
	National	47.6	50.7	48.6
Non EAL	Bradford	43.7	44.4	41.6
	National	46.6	48.5	45.9

Table 6: Attainment 8 APS by pupil characteristics

In 2022/23 the APS for both male and female pupils within Bradford was less (-2.3 and -2.8 respectively) than that achieved in the previous academic year (Table 6). Although the gap between male and female performance (-5.0) in the local authority remained significant in 2022/23 (Chart 13), this represents a reduction on that recorded in 2021/22 when the performance gap stood at 5.8, a narrowing that was also reflected at the national level.



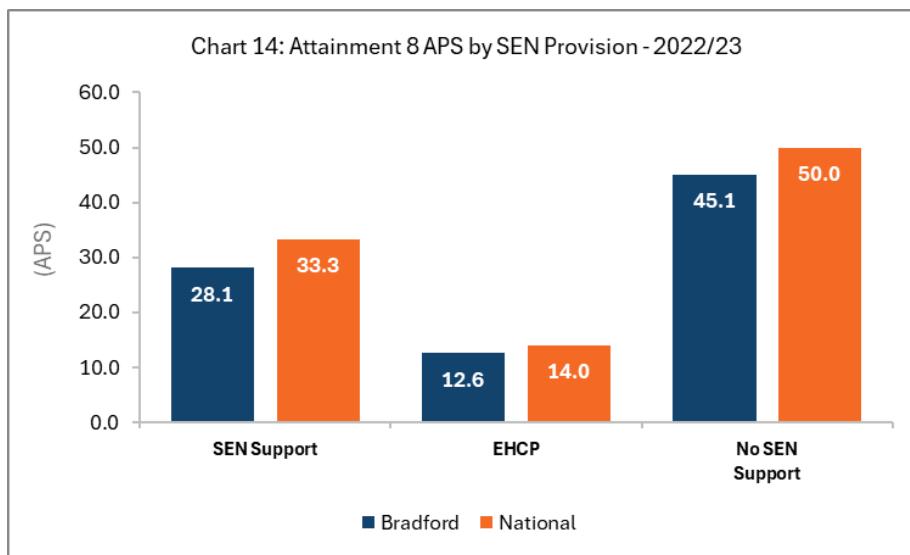
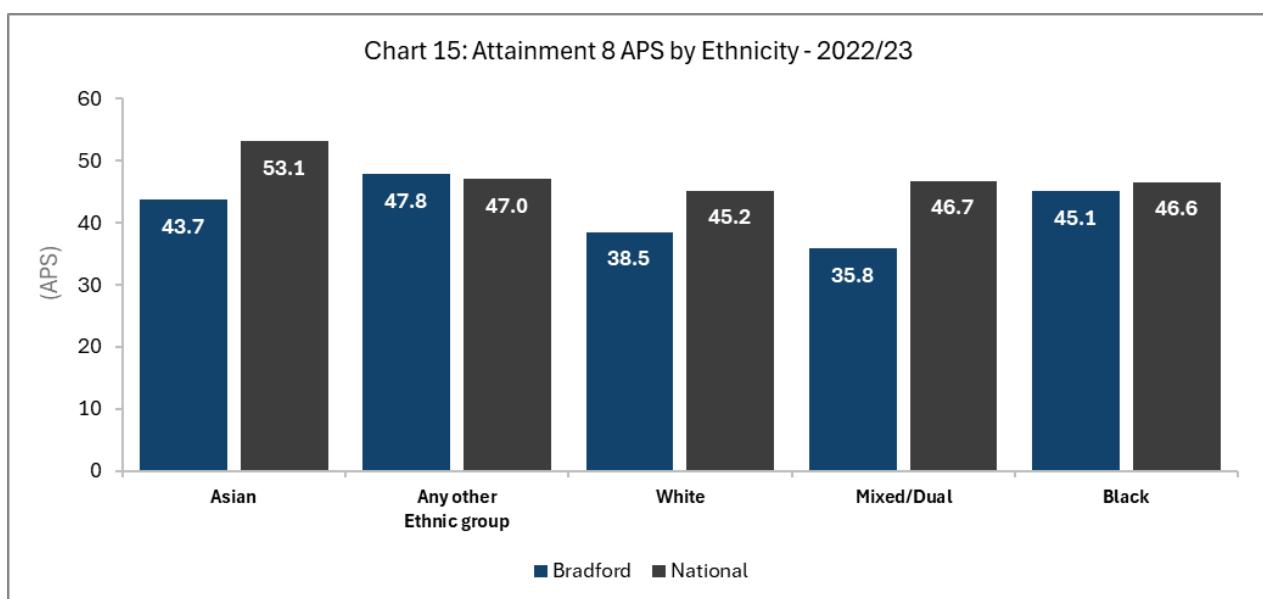


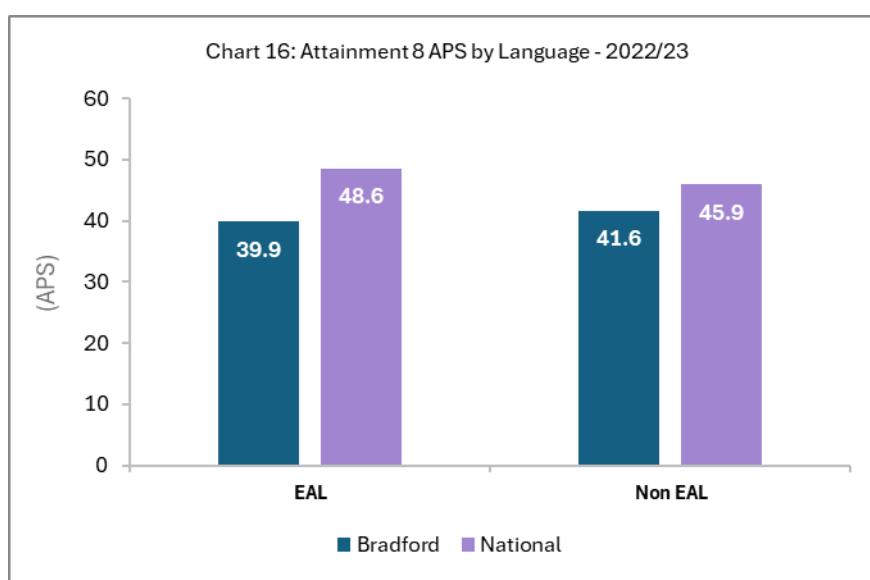
Chart 14 highlights that in 2022/23 Bradford pupils with SEN support or an EHCP performed less well than the equivalent cohorts at a national level. For both these groups however the variance from national performance has seen a reduction in comparison to the previous academic year (Table 6), with

the gap for those with SEN support falling from 5.8 to 5.2. For pupils with an EHCP this has narrowed from 3.9 in 2021/22 to 1.4 in 2022/23, a lower figure than that recorded in 2018/19 (2.4).

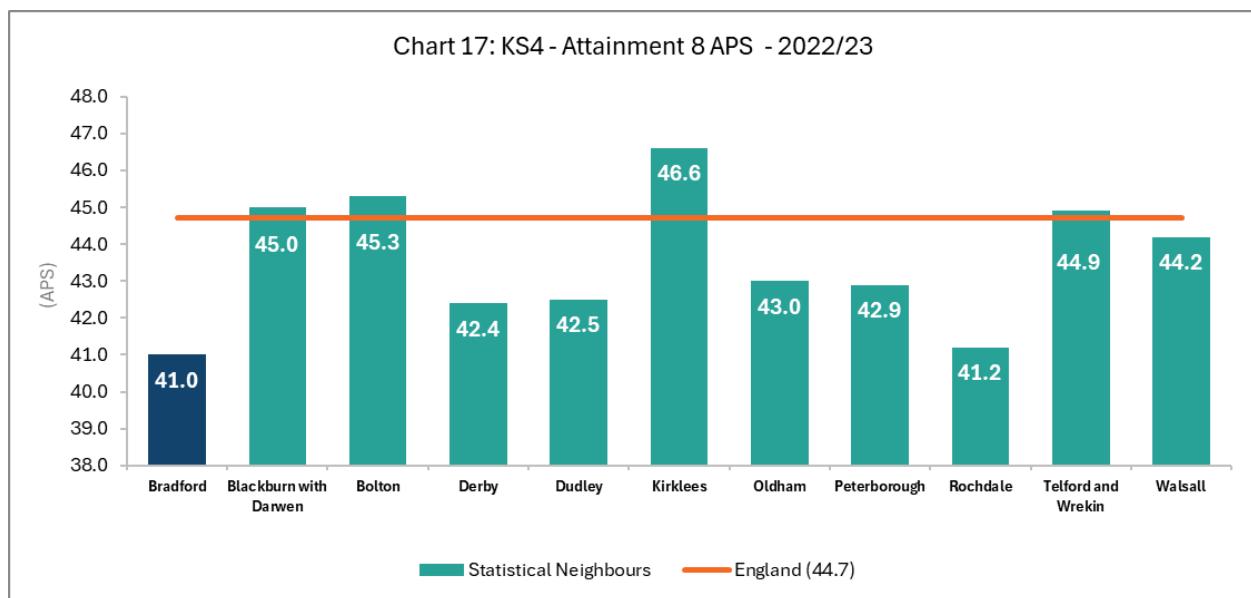


In 2022/23, with the exception of those pupils belonging to the DfE main ethnic category of 'any other ethnic group', all ethnic cohorts recorded average attainment 8 scores less than their equivalent groups at a national level (Chart 15). For the former this represents a continuation of the trend since 2018/19 which has seen pupils from this cohort within Bradford perform better than the corresponding groups nationally (Table 6). In 2022/23 Bradford pupils from a black/ black British ethnic background narrowed the performance gap, reducing the disparity from the 6.5 recorded in 2021/22 to 1.5. Conversely, for those identifying as having Asian/Asian British ethnicity, the gap to national results widened – increasing from 7.9 in 2021/22 to 9.4 in 2022/23.

At a national level since 2018/19, the divergence in performance between pupils with EAL and those whose first language is English has increased (Table 6). Over the same period within Bradford (despite a slight increase of 0.2 in 2021/22) the gap in performance between EAL and Non-EAL pupils has narrowed (from 3.7 to 1.7). In 2022/23 (Chart 16) the disparity in Attainment 8 APS between EAL pupils in Bradford and that of England was 8.7, a figure that has increased year-on-year since 2018/19 (when it was 7.6). The local authority to national performance gap for pupils whose first language is English has also broadened, but to a greater extent - increasing from 2.9 in 2018/19 to 4.3 in 2022/23.



In 2022/23 Bradford recorded the lowest Attainment 8 APS when compared with its statistical neighbours. The 41.0 achieved by Bradford was 0.2 less than Rochdale (the next lowest scoring LA) and 5.6 fewer than that recorded by Kirklees, the highest scoring local authority amongst the statistical neighbour group. The latter's APS was higher (+1.9) than that of England, as was the score achieved by Blackburn with Darwen, Bolton and Telford & Wrekin.



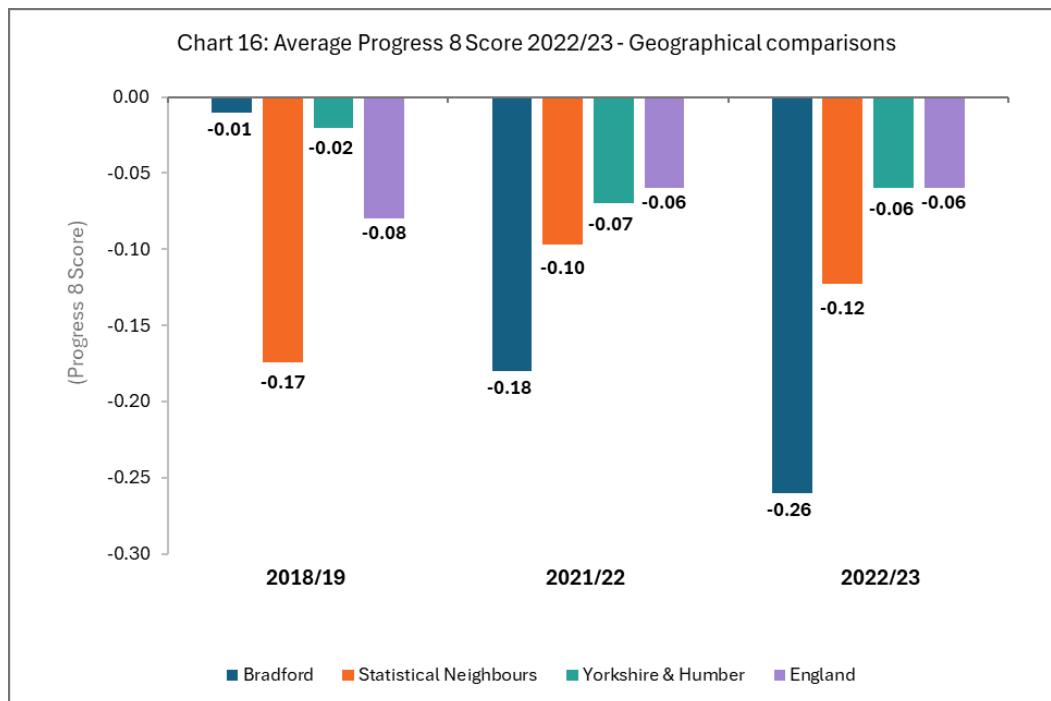
### 2.3.2 Progress 8

Progress 8 is calculated by comparing students' Key Stage 4 results across eight subjects with the expected performance of students who had similar Key Stage 2 results. The eight subjects

include English, mathematics, three English Baccalaureate (EBacc) subjects (sciences, computer science, geography, history, or languages), and three other subjects (which can include further EBacc subjects or any other approved qualifications).

For each student, a score is calculated based on their GCSE results in these eight subjects. The actual GCSE scores are compared to the expected scores derived from the national average performance of students with similar prior attainment at Key Stage 2. A positive Progress 8 score indicates that, on average, pupils in the school have made more progress than expected, whereas a negative score indicates less progress.

*As primary tests and assessments were cancelled in academic years 2019/20 and 2020/21 due to COVID-19, there will be no KS2 prior attainment data available to use to calculate Progress 8 when the relevant cohorts reach the end of KS4 in academic years 2024/25 and 2025/26. The DfE intends to resume its use of the Progress 8 measure in 2026/27*



Despite having the best Progress 8 score in comparison to that of all geographical comparators in 2018/19, chart 16 shows that the number of pupils within Bradford achieving progress between the end points of Key Stages 2 and 4 has fallen dramatically since then, as indicated by the gradual decrease in the measure from -0.01 to -0.26. At a national level, despite pupils not achieving overall progress, improvement has been made since 2018/19, with the score increasing from -0.08 to -0.06 in 2021/22 and remaining static thereafter. At a regional level progress has also worsened (though not to the same extent as Bradford) over the same period, whilst the Statistical Neighbour average has shown improvement between 2018/19 and 2022/23.

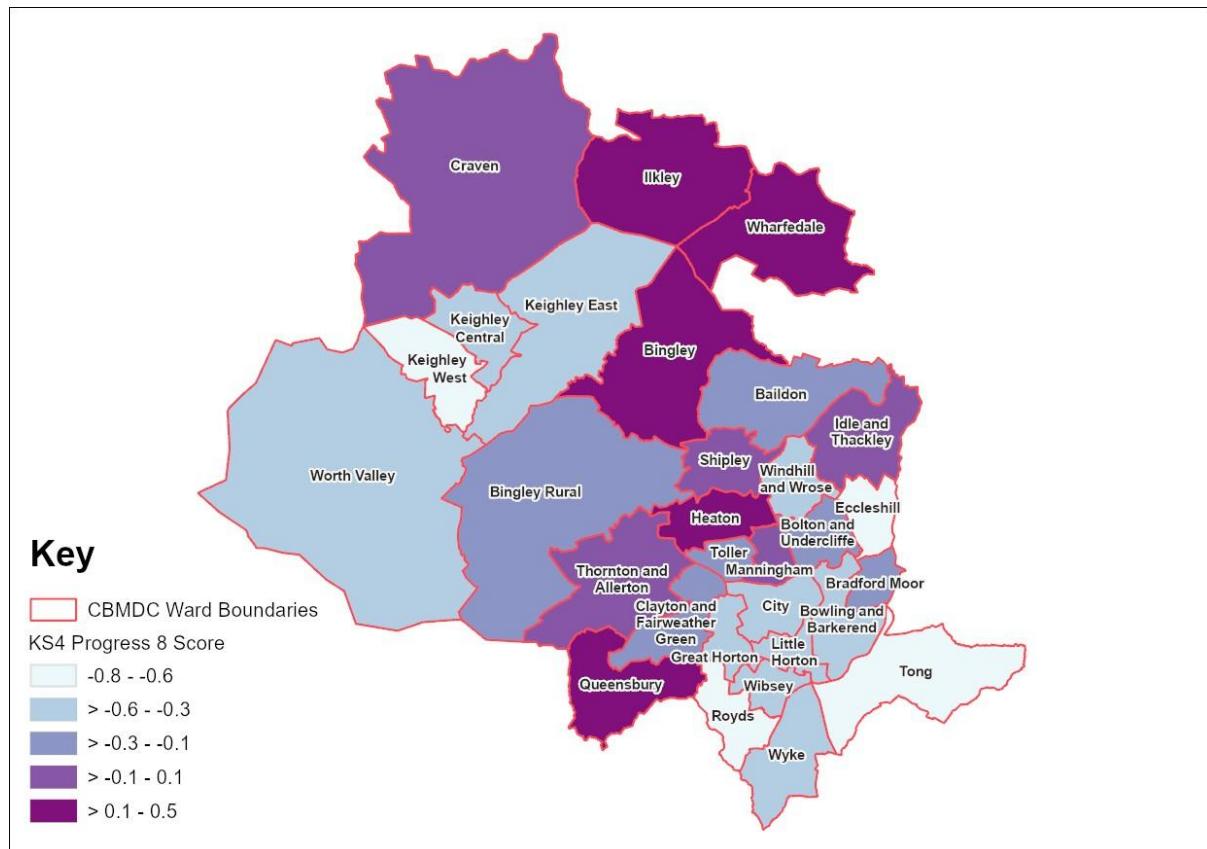
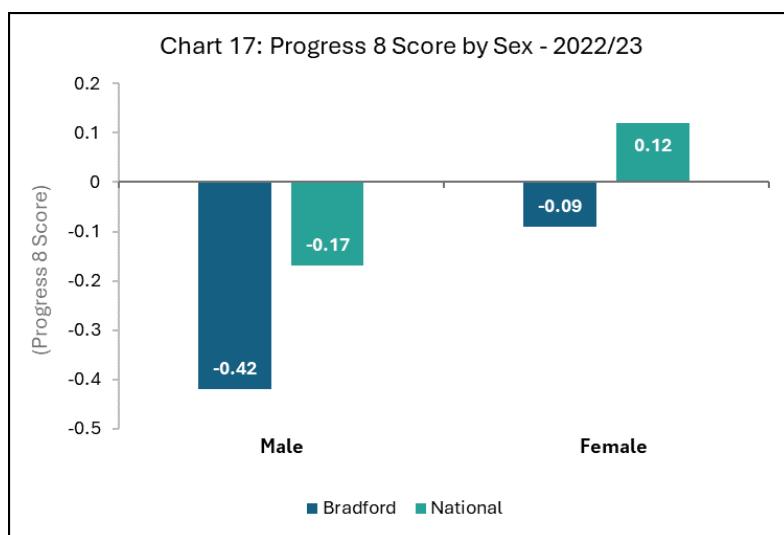


Figure xx: KS4 progress 8 score by ward, 2022/23

As with Attainment 8, pupils who live in the CBMDC wards of Ilkley and Wharfedale have performed better than children and young people residing elsewhere in the local authority throughout the period under review. This is even though the Progress 8 score has decreased for Ilkley, falling from 0.74 in 2018/19 to 0.48 in 2022/23 (whilst the score for Wharfedale increased from 0.15 to 0.40). Pupils in Keighley West and Tong recorded the least overall progress, with average scores over the 3 academic years of -0.66 and -0.62 respectively.

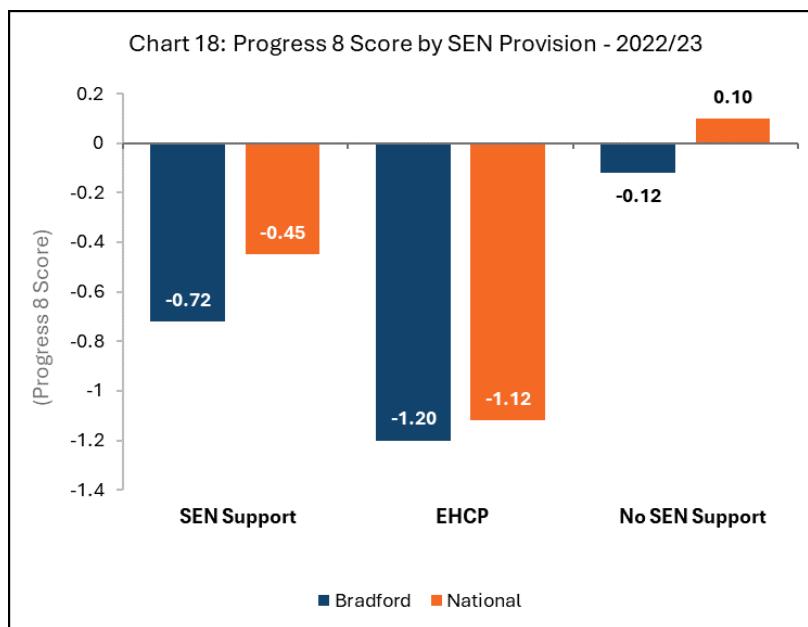
		2018/19	2021/22	2022/23
All Pupils	Bradford	-0.01	-0.18	-0.26
	National	-0.03	-0.03	-0.03
<b>Sex</b>				
Male	Bradford	-0.26	-0.39	-0.42
	National	-0.27	-0.21	-0.17
Female	Bradford	0.25	0.02	-0.09
	National	0.22	0.15	0.12
<b>SEN</b>				
SEN Support	Bradford	-0.37	-0.77	-0.72
	National	-0.43	-0.47	-0.45
EHC	Bradford	-1.15	-1.47	-1.20
	National	-1.17	-1.33	-1.12
No SEN Support	Bradford	0.00	-0.03	-0.12
	National	0.09	0.10	0.10
<b>Ethnicity</b>				
Asian	Bradford	0.21	0.12	-0.05
	National	0.48	0.55	0.53
Any other Ethnic group	Bradford	0.98	0.51	0.65
	National	0.50	0.54	0.53
White	Bradford	-0.24	-0.47	-0.49
	National	-0.11	-0.14	-0.14
Mixed/Dual	Bradford	-0.23	-0.52	-0.54
	National	0.00	-0.04	-0.04
Black	Bradford	0.33	0.24	0.50
	National	0.13	0.18	0.22
<b>Language</b>				
EAL	Bradford	0.18	0.01	-0.12
	National	0.48	0.55	0.51
Non EAL	Bradford	-0.11	-0.27	-0.32
	National	-0.11	-0.12	-0.12

Table 8: Progress 8 scores by Pupil Characteristics



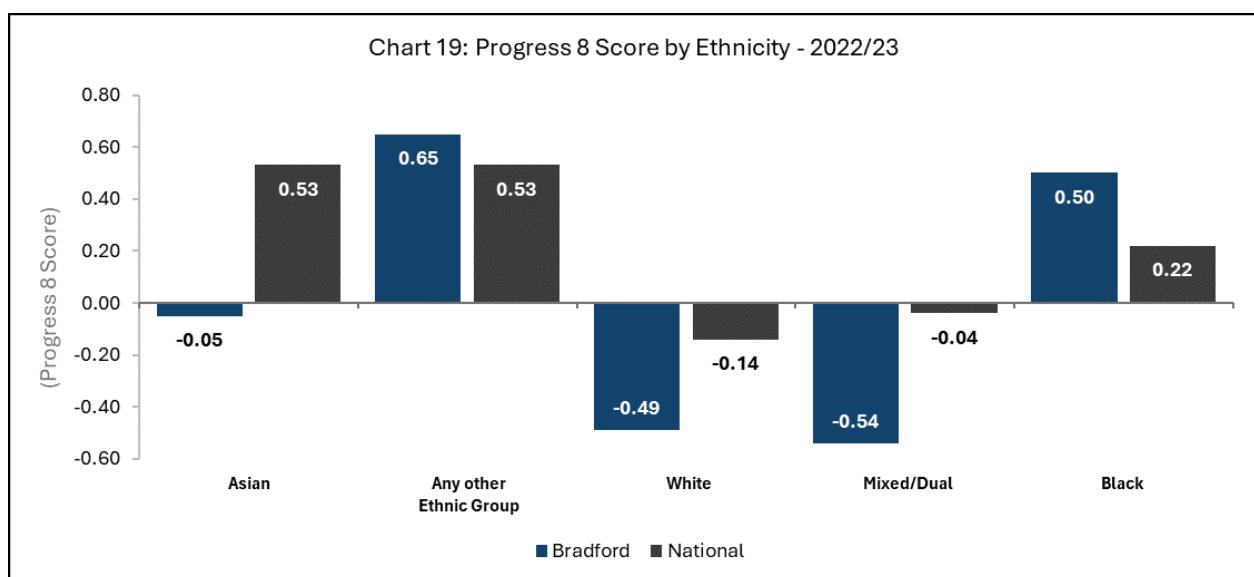
In 2022/23 (Chart 17) male and female pupils in Bradford had achieved less progress than that recorded at a national level. For both sexes the divergence between local authority and national progress has steadily widened (Table 8). In 2018/19 female pupils recorded a Progress 8 score +0.03 higher than that of England, by 2022/23 it was a deficit of 0.21. Similarly in 2018/19 the variance to national performance for male pupils

in Bradford was +0.01 greater than reported nationally, by 2022/23 it was -0.25. However male pupils have narrowed the gap in performance with females within the local authority since 2018/19.

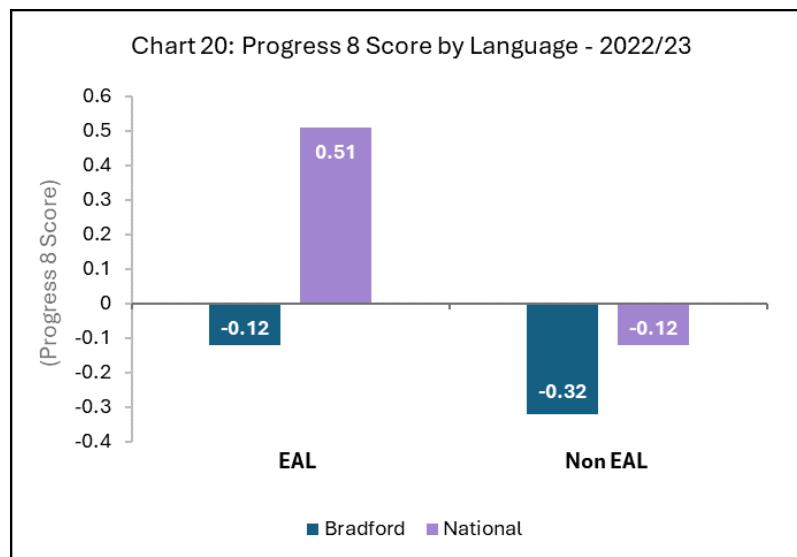


Although pupils with SEN support and an EHCP in Bradford made less progress in 2022/23 (Chart 18) in comparison with that achieved by their equivalent cohorts nationally, some incremental progress was achieved at a local authority level when set against the scores recorded in 2021/22. Indeed, the gap to national performance narrowed in 2022/23 for both cohorts. The score of -0.72 for pupils with SEN support resulted in the shortfall to national reducing to 0.27 points from

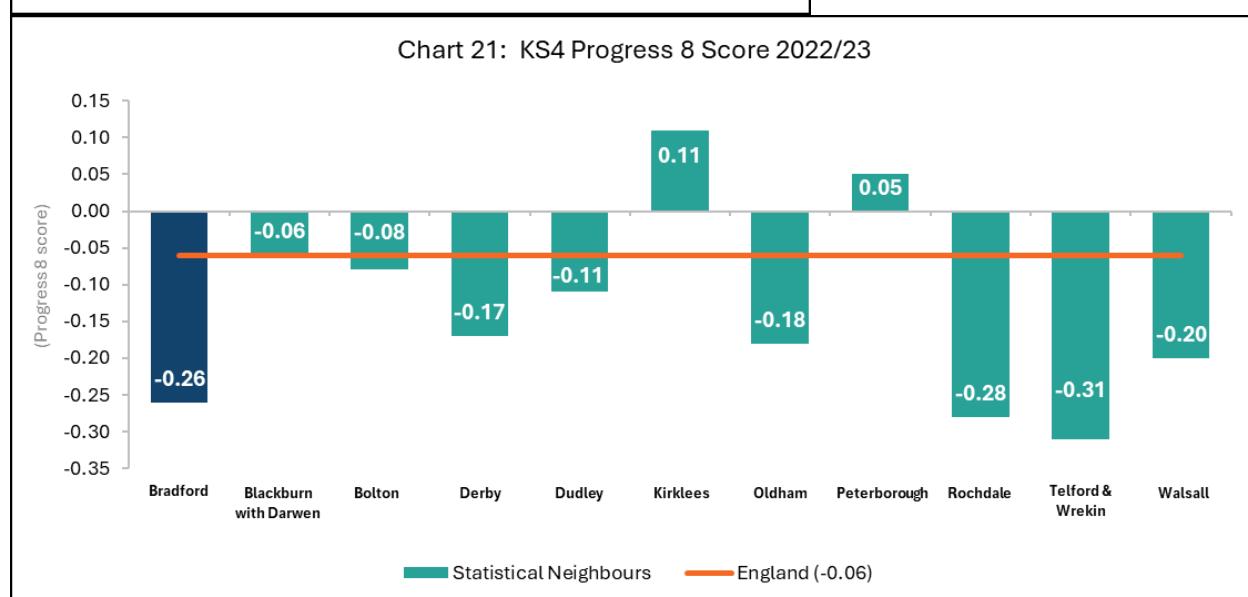
0.30 in 2021/22, whilst the score of -1.20 recorded for those with an EHCP meant that the gap reduced to 0.08 from 0.14.



In 2022/23 those pupils belonging to the DfE main ethnic category of 'any other ethnic group', and those from a black/ black British background achieved greater progress than these cohorts at a national level (Chart 19). This represents a continuation of the trend since 2018/19 which has seen pupils from these backgrounds perform better than the corresponding groups nationally (Table 8). In contrast is the situation for those identifying as having Asian/Asian British ethnicity, whereby the gap to national performance has widened considerably over this time frame with the deficit to national progress scores increasing from 0.27 in 2018/19 to 0.58 in 2022/23.



As Chart 20 illustrates that pupils with EAL in Bradford have achieved considerably less progress in comparison to that recorded nationally. Since 2018/19 the Progress 8 score for this cohort has experienced a steady decline, falling each year from the score of 0.18 achieved in 2018/19. As a result, the gap to national has widened over this period from 0.30 in 2018/19 to 0.63 in 2022/23.



Only 2 of Bradford's statistical neighbours, Kirklees and Peterborough, recorded greater than expected pupil progress between KS2 and KS4 in 2022/23, with both these local authorities also achieving greater scores than that reported nationally (0.17 higher and 0.11 higher respectively). Rochdale and Telford & Wrekin had lower Progress 8 scores than Bradford, the latter achieving 0.02 points and the former 0.05 points less.

### 2.3.3 Children and young people not in Education, Employment or Training (NEET)

In Bradford District 97% of young people with no special educational need were recorded as being in education, employment or training in March 2023. For young people identified as having a social, emotional, mental health (SEMH) need that required SEN support, this figure drops to 88% and for those with SEMH that required an education, health and care plan the figure drops again to 80% (Table 1).

Destination March 2023	Young people with no special educational needs	Young people with Special Educational Needs Support for Social Emotional Mental Health	Young people with an Education Health and Care Plan for Social Emotional Mental Health
In Education, Employment or Training	97%	88%	80%
Not in Education, Employment Or Training (NEET)	1%	7%	14%
Not Known	0%	0%	1%
N/A	2%	5%	5%
<b>Total pupils</b>	<b>5484</b>	<b>342</b>	<b>113</b>

*Table 1: Destination for year 11s in Bradford District in March 2023<sup>6</sup>*

There are a number of risk factors for young people becoming NEET, as listed in Table 2, below. In 2022 there were 3,387 pupils in Year 11 with one or more of these risk factors. This equates to 42% of the cohort.

Factor	Year 11s	%
Looked After	102	1%
Care Leaver	<10	-
Supervised by Youth Justice Service	14	<1%
Education Health and Care Plan	400	5%
School Support (SEN Support)	1117	14%
Pupil Premium*	2507	31%
Bradford AP Academy Central**	19	<1%
Elective Home Education***	32	<1%
No Local School/PRU Identified	27	<1%
<b>Total</b>	<b>8088</b>	-
<b>1+ risk factor</b>	<b>3387</b>	<b>42%</b>
<b>No risk factors</b>	<b>4701</b>	<b>58%</b>

*Table 2: Prevalence of risk factors for becoming Not in Education, Employment or Training in Bradford District<sup>7</sup>*

<sup>6</sup> NCCIS data reported to DfE

<sup>7</sup> City of Bradford Metropolitan District Council data

\*Pupil premium - funding to improve educational outcomes for disadvantaged pupils

\*\*Bradford AP Academy Central - take referrals for pupils permanently excluded from school

\*\*\* Elective Home Education – considered a risk due to diminished oversight of education and safeguarding.

The European Social Fund (ESF) programme aimed to support local economic growth by increasing participation in the labour market, promoting social inclusion and developing the skills of the potential and existing workforce.<sup>8</sup>

In Bradford District the ESF was used on an Employment Hub, providing an integrated employability programme for jobseekers and inactive people specifically focussing on young people with mental health support needs. The programme supported 177 young people into a positive destination. ESF funds have now ceased and the programme has finished. The Education and Skills team have secured new funding but this does not specifically focus on young people.<sup>9</sup>

### 3 Current activity, service provision and assets

#### 3.1 School performance in Bradford Districts

There are a total of 238 schools and colleges in Bradford District, of which there are:

- 187 settings for primary-aged children
- 57 settings for secondary-aged children
- 42 settings for 16-18 year-olds

Of these 238 schools, Ofsted inspection reports are available for 214 as of August 2024<sup>10</sup>. Independent schools, and a small number of other schools, do not have inspection reports available. The majority of Bradford District schools are rated good (159) or outstanding (30). However, a small number are rated as requires improvement (21) or inadequate (4).

### 4 Local Views

A large amount of insight from children and young people has been collected over the past year to inform council plans, research programmes, and healthcare provision. These individual reports have been collected and analysed holistically, to give a picture of the key priorities for children and young people in Bradford<sup>11</sup>. From this analysis, three main priorities emerged from the voices of children and young people: education and skills development; safe homes, places and communities; and physical and mental health.

<sup>8</sup> [European Social Fund 2014 to 2020 programme: case study booklet 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/european-social-fund-2014-to-2020-programme-case-study-booklet-2022)

<sup>9</sup> Employment and Skills, City of Bradford Metropolitan District Council.

<sup>10</sup> Gov.uk (2024) Compare the performance of schools and colleges in England. Available online at: [https://www.gov.uk/school-performance-tables?\\_ga=2.229977884.1466853020.1722871584-1897163442.1722871584](https://www.gov.uk/school-performance-tables?_ga=2.229977884.1466853020.1722871584-1897163442.1722871584)

<sup>11</sup> NIHR Health Determinants Research Collaboration Bradford (2024) Evidence briefing: The research priorities of Bradford's children and young people. Available on request from CBMDC

Alongside these priorities, two cross-cutting themes were identified: participation, involvement and voice, and tackling inequalities and discrimination.

### **Education and skills development:**

- **Safe spaces in schools** – Children and young people want safe spaces in schools with wellbeing teams to ensure there is appropriate support for mental health needs.
- **Life and employment skills** – Children and young people want to feel prepared for the transition into adulthood, and would like vocational education and life skills development. This includes career advice and work experience opportunities, budgeting, cooking, online safety, education about local services including the health and care system and housing.
- **Removing barriers to learning** – All children and young people need access to a comprehensive toolkit for learning to prevent widening inequalities. This includes access to digital devices, the internet, and learning resources at school and at home, and an appropriate place to complete their studies out of lesson time, with one suggestion being extending school hours to complete homework and attend extra-curricular activities.
- **Attendance support** – Children and young people want to be well supported to attend school and enjoy learning. Current barriers leading to reduced attendance include punitive school behaviour policies, the school environment, pressure to do well academically, and transport. This is particularly important during transition periods such as that from primary to secondary school.

### **Participation, involvement and voice**

Children and young people would like to be more involved in decision making and the designing of services that affect them, and they would like to see evidence that their voice has an impact and leads to change.

### **Tackling inequalities and discrimination**

Reducing inequalities is a key priority of the HDRC and Bradford Council, to ensure all children and young people are able to have the best start in life. Racism and discrimination were highlighted as concerns among children and young people, in addition to the need for equal access to and inclusivity of all local services.

Reproduced from reference (6)

## **5 Evidence of what works**

In preparation for a series of studies looking into educational attainment outcomes, the Department of Education commissioned rapid literature reviews to explore the risk factors and protective factors influencing educational outcomes for children and young people. These are summarised in table 1, below.

	<b>Risk factors</b>	<b>Protective factors</b>
<b>Primary age<sup>12</sup></b>	Low birthweight Physical health conditions Food insecurity Irregular bedtimes Poor mental health Presence of SEND Being a looked after child or child in need Adverse childhood experiences Poor socio-economic circumstances (e.g. low income household, or poor housing) Being in a lower “set” for English Being younger compared to the school year, plus school not using age-adjusted assessment	Infant breastfeeding Physical activity Strong cognitive skills (such as attention and language use) Strong non-cognitive skills (such as self-esteem, and emotional regulation) Higher parental education High parental support for learning Material resources such as books in the home Fewer older siblings Strong involvement from father Attending early education and childcare Strong positive school environment and school leadership
<b>Secondary age<sup>13</sup></b>	Smoking Alcohol use Mental health problems Some neurodivergent disorders, e.g. hyperactivity Presence of SEND Being a looked after child or child in need Adverse childhood experiences (including bullying) Low socio-economic status Use of digital technology (depending on context)	High IQ High executive functioning High ability to self-regulate and cognitive strategies Conscientiousness, motivation and social-emotional skills Physical activity Healthy diet For those with SEND/ adversity: high teacher expectations, inclusive school cultures, parental and care-giver support, and access to specialist support and provision Parental support and high educational expectations Access to books and enriching activities Positive parenting styles Use of digital technology (depending on context) School attendance High teacher expectations and pupil aspirations Positive school leadership, effective teaching (including feedback, encouragement, and use of homework) and enriching activities

Table 1: factors identified in DfE literature reviews as protective or risks for academic attainment in children

<sup>12</sup> Harland J. et al. for Department for Education (2024) Factors influencing primary school pupils' educational outcomes A literature review supporting the Five to Twelve study. Available online at: <https://www.gov.uk/government/publications/factors-influencing-primary-school-pupils-educational-outcomes>

<sup>13</sup> Harland J. et al. for Department for Education (2024) Factors influencing secondary school pupils' educational outcomes A literature review supporting the Growing Up in the 2020s study. Available online at: <https://www.gov.uk/government/publications/factors-influencing-secondary-school-pupils-educational-outcomes>

These factors taken together all point to the importance of early identification and support in the home for children and families who may struggle in education, and early targeting for support of those children who are falling behind their peers in academic, emotional, or behavioural outcomes. In addition, the importance of strong, positive school leadership and an encouraging, motivating, and enriching school environment is key.

## 6 What is on the horizon?

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A lot of work is ongoing and planned in Bradford to help schools, families and individuals to maximise academic attainment.

Building on the improvements over time to academic provision and the strengths around applied general in particular, the Council and partners are working refresh our approach to post-16 improvement. Through the Youth Employment Success (YES) Bradford model there is significant work ongoing to improve transition into KS5 and retention in particular for those young people with a statistically higher risk of becoming NEET and to improve their attendance as they move into a post-16 destination. The Business Employment and Skills Board continues to work with partner organisations to inform the school and college plans through the dissemination of high-quality intelligence to senior leadership teams such as the employment and skills outcomes framework and the Statement of Need. This supports providers to align curricula and capital development to employer and community needs.

Bradford Council supports both primary and secondary schools by analysing and progress when figures are released and convening termly meeting of the School Improvement Network to analyse data and trends and plan next steps. The Council is planning to establish a good practice directory to enable school to school peer support, with the aim of raising standards to the highest levels for all schools. The Council offers school visits to focus on the attainment and progress of disadvantaged pupils. Through the Schools Causing Concern and Schools Scrutiny groups, there is robust support, challenge and strategies put in place for local authority schools experiencing difficulties. These meetings will also consider Academy schools where data shows weak or declining attainment.

For primary education, Bradford has received additional funding through the Raising Achievement Strategy. Although this funding has now finished, the Maths and Literacy Hubs are continuing their work for primary schools. The Launchpad for Literacy initiative is proving to be very popular and impactful in schools. The Local Authority leads on KS2 assessment and moderation training which both Local Authority and Academy schools take up. The training offer has been extended in the last couple of years beyond the statutory requirements but using lessons learnt from moderation. The Local Authority also provides schools with reading training opportunities. Local Authority Primary Headteacher meetings are now established on a termly face to face basis.

The new funding entitlement for children aged 9 months upwards will allow more children to access more free early education hours. However, the entitlement does not cover all children: many children do not fall into either category of either the most disadvantaged, who live in households earning less than £16,190, or those with two working parents, who are

entitled to 30 hours of childcare.

## 7 What does this tell us?

### 7.1 Unmet needs and service gaps

Children in Bradford are falling behind those in other areas in terms of academic attainment, leaving them less equipped to fulfil their health, wellbeing, and economic potential. This is even more stark for children in areas of economic deprivation, and for those from certain ethnic backgrounds. Early identification of children and families who may struggle to achieve their potential, and intervention to reverse the gap is essential to maximise the life chances for children in Bradford. In addition, strong leadership and supportive cultures in schools can improve academic attainment, and should be prioritised.

### 7.2 Knowledge gaps

Although there is a wealth of knowledge regarding risk factors and protective factors for academic attainment, there is less evidence showing what interventions work within school to achieve better outcomes. In particular, it is of critical importance that interventions are locally acceptable to the individuals, families, and communities served by the schools in Bradford. For this reason, it is critical that any new intervention is tested locally and feedback gathered from children, their families, and school staff.

## 8 Recommendations for consideration

Recommendation	
<b>Early support for children and families with risk factors</b>	
<b>1</b>	Engage with families of children who do not access early years provision, as these children may need additional assistance when starting school for the first time
<b>2</b>	Closer collaborative working between Health Visitors and schools, to identify children who may need additional support when starting school
<b>3</b>	Prioritise support for children and families with specific risk factors for falling behind, such as those from more socio-economically deprived backgrounds, and those known to social care
<b>4</b>	Encourage all schools and settings to share Talking Bradford pathways with both parents and practitioners in the district.
<b>Early identification of need and support for children and young people</b>	
<b>5</b>	Identify early those children falling behind their peers, and put in place tailored support as soon as possible, working with their families and carers

<b>6</b>	Co-ordinate mental health services available in schools, to ensure that children and young people have access to appropriate diagnosis and treatment, where necessary
<b>7</b>	Schools should provide support for young people during transition periods, including the transition from primary to secondary school, and the transition from school into adulthood.
<b>Support for schools and early years' childcare providers</b>	
<b>8</b>	Help all maintained schools engage with Launchpad for Literacy and build a community of practice where all schools can engage to discuss effective practice for children with SLCN.
<b>9</b>	Encourage provider attendance at early year's professional network to work collaboratively with colleagues in the ICB, PH, The Children's Trust, Family Hubs and Children's Services.
<b>10</b>	Share the early training offer with schools and settings across the district to help schools/settings and practitioners upskill in early years' practice.
<b>11</b>	Encourage sharing of best practice between schools, and a culture of open, transparent, and supportive communication.
<b>12</b>	Schools and the Council must continue to gather the voice of children, young people, and families, and deliver interventions and policies which are acceptable and of interest to them.

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