

## **Education and lifelong learning**

### **Introduction**

Following a major reorganisation of schools in 1999/2000 from a three tier to a two-tier system, Bradford maintains 158 primary schools, 28 secondary schools, 11 special schools, seven nursery schools, four pupil referral units and a pregnant schoolgirl unit. A number of mainstream schools are also resourced for special educational needs.

Following a critical OFSTED inspection in 2001, a private company was awarded a 10 year contract by the Council to manage the central support services to education.

Within the District there are also 27 providers of work-based learning, three Further Education Colleges and the University of Bradford.

### **School Population 2006**

In the academic year 2005 - 06 there were more than 88,000 full and part-time pupils at the District's maintained schools. This figure includes more than 51,000 pupils at primary schools, over 34,000 pupils at secondary schools, and 1,600 children at special schools, including the community nurseries.

In schools over 40% are from minority ethnic groups, 30% being of Pakistani origin. There has also been an increase in the number of children from Eastern European countries in schools.

### **Attendance and exclusions**

During the five-year period 2001/2 – 2005/6 attendance at primary and secondary levels improved at a rate above the national average; although the low baseline figures still result in attendance in Bradford schools being below the national position, more significantly so at secondary level.

The general trend in permanent exclusions for the last four years has been downwards although last year saw an upturn.

Fixed term exclusions data shows no consistent pattern although the higher number of fixed term exclusion days may reflect a preference for longer-term exclusions rather than permanent exclusions.

### **Overall performance of school pupils 2005 - 2006**

School children take tests at the end of each key stage of their school careers include: Key Stage One (for seven years olds), Key Stage Two (eleven year olds), Key Stage Three (fourteen year olds), Key Stage Four (sixteen year

olds taking GCSEs, or GNVQs), and Key Stage Five (eighteen year olds taking GCE A Levels, advanced GNVQs or AVCEs).

Since 2001, the gap between Bradford's results and the national results has narrowed at all key stages except in mathematics at Key Stage One. This means that, with the one exception, the rates of improvement have been faster in Bradford than nationally.

The most marked improvement has been in 5+ A\*-C at GCSE, where the gap has narrowed by 6.1%. The gaps in mathematics and science have been narrowed by over 4% at Key Stages 2 and 3. Least impact has been made on closing the gap in all subjects at Key Stage 1 and in English at Key Stages 2 and 3.

### • Key Stage 2

The benchmark at Key Stage 2 is the percentage of pupils scoring level 4 or better. The National Floor Target for 2006 was that at least 65% of pupils reach level 4.

<b>Percentage of pupils attaining level 4 and level 5 at Key Stage Two</b>				
<b>Subject</b>	<b>Summer results 2005</b>		<b>Summer results 2006</b>	
	<b>LEA</b>	<b>National</b>	<b>LEA</b>	<b>National</b>
English at level 4*	73	79	73	79
English at level 5	-	-	26	32
Maths at level 4*	68	75	68	75
Maths at level 5	-	-	26	33
Science at level 4*	79	87	78	87
Science at level 5	-	-	35	46

The English and mathematics level 4+ results are on a par with 2005, although science has decreased by 1%. The gap between Bradford's results and those nationally remains at the same level in mathematics and has increased

by 0.2% in English and 0.7% in science.

### • Key Stage 4

The majority of students take GCSEs, but an increasing number take GNVQ at foundation or intermediate level. (For this table, the results of the GNVQs have been expressed as GCSE equivalents and combined with the GCSEs to give overall percentage scores). The new benchmark at Key Stage 4 is the percentage of pupils achieving five or more A\*-C grades including English and mathematics. In 2006 Bradford's performance improved by 0.7%, the improvement nationally was 1.5%.

The proportion of students achieving 5 or more GCSEs at grades A-C\* rose by 3.4% in 2006 to 50.2%. Over three years Bradford's results have improved by 10.4 percentage points which ranks the local authority in the top quartile for improvement when compared to other local authorities.

<b>Attainment at GCSE (Key Stage 4)</b>				
	<b>Summer 2005 results</b>		<b>Summer 2006 results</b>	
<b>Subject</b>	<b>Bradford</b>	<b>National</b>	<b>Bradford</b>	<b>National</b>
% 5+ A*-C GCSE including English and mathematics	32.3%	44.3%	34.0%	45.8%
% 5+ A*-C GCSE	46.8%	57.1%	50.2%	59.2%
% 5+ A*-G GCSE	85.8%	88.9%	84.8%	90.5%
% 1+ A*-C GCSE	93.7%	N/A	95.4%	97.8%

Overall there was a 1% decrease in the percentage achieving five or more A\*-G grades and a 1.7% improvement in the percentages achieving one or more passes at any level.

#### • Key Stage 5

Key Stage 5 is more usually known as GCE 'A' level. From 2006 the A level results now include many vocational qualifications (similar to the GCSE level qualifications) This led to a new points score for A levels being devised by the Qualifications and Curriculum Authority. An A level at A grade is now worth 270 points. For this reason now comparisons have been made with previous years. There are no statutory targets at this key stage. The average point score for Bradford students was lower than the West Yorkshire Learning Skills Council average and the national average.

<b>General and vocational A/AS or equivalent achievement 2006</b>			
	<b>Bradford LA average</b>	<b>West Yorkshire LSC average</b>	<b>England average</b>
Average point score per student	646.8	723.4	721.5
Average point score per exam entry	190.7	198.5	206.2

#### • Performance by Ethnicity and Gender

There are differences between boys' and girls' performances at all key stages, both nationally and locally.

At key stage 2 girls outperformed boys in reading, writing and English at Level 4+ and Level 5+, although boys outperform girls at both levels in mathematics.

Within ethnic groups, the patterns tend to be much the same, in that; for example, girls of any ethnic origin usually do better in English than boys of the same ethnicity but about the same in Maths and Science (except at Key Stage 1 where girls usually out perform boys in all subjects).

GCSE results show that girls generally achieve higher scores than boys. In 2006 the gap between girls and boys performance was 8.8%, the comparative figure in 2005 was 10.7% - although both genders have improved, boys improvement is greater and so the gender gap has closed slightly.

All pupils at 5+ A\*-C rose by 3.4%. Pakistani pupils narrowed the gap by improving by 6%. However the gap for Bangladeshi pupils widened and their performance declined by 5%.

## Not in Employment, Education or Training

Although most young people find work or go onto further learning or training, there are a number of 16 – 18 year olds not participating in either at any time, the NEET group. In November 2006 Bradford had the highest percentage. Figures for January 2007 show a fall of one percentage point.

### Percentage of young people classified as NEET at November 2006

Bradford	9.8%
Calderdale	9.2%
Kirklees	9.3%
Leeds	9%
Wakefield	9.7%
West Yorkshire	9.4%

Source: Connexions

## Progression to further and higher education

Bradford District has the second lowest proportion of year 11 (16 year olds) staying in learning in West Yorkshire in 2005.

### Percentage of year 11 students staying in learning in West Yorkshire

Local Authority	% Staying in learning	
	2005	2006
Bradford	81.8%	84.4%
Calderdale	88.1%	86.3%
Kirklees	84.7%	86.4%
Leeds	85.2%	N/A
Wakefield	81.7%	N/A

Source: Connexions

Low numbers of Bradford students progress to Higher Education. Overall about 11.2% of young people aged 18 were in HE at January 2007, and a further 33% continued in Further Education at school or college. The Government's target is that 50% of all 18-30 year olds should be participating in Higher Education by 2010.

## Achievement levels of adults

The Annual Population Survey (January – December 2005) found that 57% of the working age population in the District were qualified to at least Level 2 (the average for Great Britain is 63%) and, 21% were qualified to Level 4 (the average for Great Britain is 27%). Within West Yorkshire, only Wakefield had lower achievement levels (54% at level 2, and 20% at Level 4).

(Level 2 qualifications include 5 GCSEs at grades A\*-C, an NVQ level 2, an Intermediate GNVQ or any equivalent  
Level 4 qualifications include any degree, higher degree, an NVQ level 4, or any equivalent of these).

## Work based learning

Company size is a key determinant of likelihood to train. The Learning and Skills Council's National Employer Skills Survey 2005 found that over half (53%) of the smallest establishments with fewer than five employees had not provided any training in the previous 12 months, nor had just under a quarter (24%) of those with 5 to 24 employees. In contrast, well over nine out of ten establishments with 25 or more staff had trained some of their employees over the previous 12 months.

Employers in Bradford are least likely to offer training to their employees than elsewhere in West Yorkshire. The West Yorkshire Skills Survey 2003 found that 61% of Bradford employers had offered training to their staff in the previous 12 months compared to 66% across West Yorkshire. As with the rest of West Yorkshire, the tendency to train employees is proportionate to the size of the organisation:

### Proportion of organisations (by size) that have trained any of their staff in the past 12 months

Size	% West Yorkshire	% Bradford
1-4 employees	58	48
5-10	72	81
11-24	86	87
25-99	94	97
100-249	96	100
250+	100	100
All organisations	96	61

Source: West Yorkshire Skills Survey 2003

Weighted base 417

Looking at the type of organisation, in Bradford the energy sector (100%) and public services (84%) were most likely to have trained some staff over the previous 12 months, and the agricultural sector was the least likely (33%).

The survey also asked employers what were their highest priorities for improving skills among the workforce. Organisations in Bradford were slightly more likely (40%) than the West Yorkshire average (35%) to indicate that their workforce does not need to improve their skills. When asked about changing skills needs across industries, 20% of Bradford organisations identified IT and computer literacy as becoming more important, higher than the West Yorkshire average of 16%.

One in six (16%) Bradford organisations say that at least one member of their workforce has numeracy problems. A further 15% say they have problems with literacy and a smaller proportion (4%) have at least one member of staff who has problems with spoken English.

**Proportion of staff who need to improve their basic skills in order to become more competent in their current role.**

	Numeracy		Literacy		English for speakers of other languages	
	% W Y	% Bradford	% W Y	% Bradford	% W Y	% Bradford
None	82	83	80	83	90	93
1-10%	8	7	8	6	4	3
10-50%	5	6	5	7	1	1
50-100%	1	3	3	2	0	0
Don't Know	6	3	5	2	5	2
Total	101*	102*	101*	100	100	99*

\* Total deviates from 100 due to rounding (Weighted base 491)

Source: West Yorkshire Skills Survey 2003

## More information

Education in Bradford

<http://www.educationbradford.com>

Department for Education and Skills

<http://www.dfes.gov.uk>

Learning and Skills Council – West Yorkshire

<http://www.lsc.gov.uk/westyorks/Corporate/workingtogether.htm>

The chapter was last updated 27/2/2007