



Department
for Education

Social Mobility



Bradford

Opportunity Area 2017-20

A local plan to improve opportunities for
Bradford's children and young people



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A collage of three young girls laughing joyfully, set against a red background with a white text box. The girls are shown in a close-up, overlapping manner, with their mouths wide open in laughter. The girl in the foreground has two braids and is wearing a light blue shirt with a floral pattern. The girl behind her has blonde hair and is wearing a blue and white plaid shirt. The girl on the left has long brown hair and is wearing a pink top. The text 'OUR VISION' is written in white, bold, uppercase letters inside a white rectangular box with a white border, positioned in the upper right quadrant of the image.

OUR VISION

A message from the Secretary of State for Education



Bradford is the definition of an Opportunity Area: a young, diverse city, creating a new generation of home-grown entrepreneurs, working alongside established, national employers to

reclaim Bradford's proud history as a great city of industry. In Bradford's most effective schools, and further and higher education institutions, partnerships with employers are producing a workforce with the ambition and skills to make the city a leader in research and new technologies.

The recent 'Inspiring Bradford' programme saw a wide range of professionals from every sector including local and national business leaders come into Bradford's schools. They gave pupils a vital message: that gender, ethnicity, wealth or where you live should not stop you achieving your potential.

This plan confirms the commitment of the Department for Education, schools across Bradford, and our partners in the local authority, business and the community, to making that message a reality for every pupil in the city.

I am hugely grateful to all those who have contributed to the development of this ambitious plan and all to those who will be working together to deliver it. Improving social mobility is essential for an effective and high performing economy. It is also a moral imperative that every young person should be able to achieve their potential. I look forward to seeing this delivery plan in action.

The Rt Hon Damian Hinds MP
Secretary of State for Education

GET IN TOUCH



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[@BradfordOppArea](https://twitter.com/BradfordOppArea)

A message from the Chair of the partnership board



Achieving more for Bradford's young people by working together

Bradford is a great city and its children and young people deserve high quality education, opportunities and support. Through the Opportunity Area, we are bringing together Bradford's best headteachers, its world-leading researchers, local voluntary sector and international business partners, all committing to work together with national and local government to deliver this plan.

I am passionate about working with others to make Bradford's social mobility aspirations a reality. I grew up in one of the poorest postcodes in Yorkshire and attended a school where fewer than one in five children secured decent GCSEs. My life was transformed by a university summer school and the brilliant education it unlocked for me. I share my story because it shows what is possible when

people are given a chance. It shows that talent can be found in every nook and cranny, if you look hard enough. I have dedicated my career to helping talented young people from less-advantaged backgrounds to access and succeed in higher education.

Thank you to those who have worked hard to deliver this blueprint for the Bradford Opportunity Area. Whether you are a young person, parent or education professional, please do get in touch and tell us your thoughts about this plan and ideas about how we can increase opportunity through education for young people in Bradford. We achieve more for our young people by working together.

Anne-Marie Canning

Independent Chair of Bradford Opportunity Area partnership board

Our principles

This plan confirms the goals, themes of work and activities that the partnership board will deliver, over the life of the Opportunity Area programme. In designing and delivering this plan, partnership board members and the Department for Education are committing to the following principles:

- **This is a plan for Bradford and will be a plan led by Bradford** – we will seek every opportunity to give young people, teachers, school leaders, employers and other partners, the authority and the means to lead our work.
- **A partnership approach to ‘place-based’ working** – we will work together to make decisions on how to focus our expertise, time and money. These will be driven solely by the needs of Bradford’s children. We will use local providers when we can, but we will seek and welcome support from the best regional and national providers, where they bring expertise, capacity and commitment to partnership.

- **Evidence based interventions** – we will ensure value for money and impact by insisting that activities are funded only where there is strong evidence that they will make a difference. Our EEF Research School¹ will help schools across the city develop expertise in using research to inform teaching, as well as helping schools test and grow innovative practice.

Bradford has embraced the Opportunity Area programme, with local leaders encouraging the board to be ambitious. Our goals for the programme are challenging, but we believe they are achievable, because of the strength of our partnership and the potential of this exciting city.

¹ The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice.

Our four priorities

In setting its priorities, the partnership board has focused on areas where the Opportunity Area's time and resources can achieve the best combination of short-term impact and sustainability, balancing action to support the majority of young people and help for those facing the most severe challenges.

- **Priority 1 – Strengthening school leadership and the quality of teaching**

Making Bradford a great city to build a career in education, by investing in recruitment, development, progression and retention of the best teachers and leaders.

- **Priority 2 – Improving literacy in Bradford's primary schools, particularly for disadvantaged pupils**

Bringing together local, regional and national expertise and resources to help Bradford's schools improve literacy, starting with primary schools.

- **Priority 3 – Improving access to rewarding careers**

Investing in schools, to drive up the quality of careers and enterprise education and create a culture of high expectations. Also investing in children and young people, through targeted programmes to raise aspirations and help them develop essential skills for life and work.

- **Priority 4 – Using evidence and research to remove barriers to learning**

Improving early identification of and support for health issues that are limiting learning, by bringing into schools research-based interventions and support from the health sector. In the longer term, investing to make evidence led, cross sector working between health and education professionals a feature of Bradford's work with children and young people.

In prioritising work with schools, we have made a difficult choice not to focus on areas like early years or post-16. We are however, committed to working with partners leading improvement in these sectors – like the Better Start programme, already working at scale to raise the quality of early years education in the city – so where our interests and programmes align, we will seek to join up, share learning and resources.

A group of children in school uniforms and bright green high-visibility vests are running in a race. The scene is captured in a dynamic, slightly blurred manner, suggesting movement. The children are running on a paved surface, and a yellow cone is visible in the background. The overall image is framed by a white, jagged-edged border against a solid red background.

**IMPROVING
OPPORTUNITIES FOR
BRADFORD'S CHILDREN
AND YOUNG PEOPLE**

The Bradford context: a young, dynamic city

- Bradford is the **youngest major city in the UK**. 24% of the population is under sixteen and nearly 42% of the population is under 30². We are determined to help the city realise the potential of a young, ambitious and well-educated population.
- Of the 370,000 pupils taught in the twelve Opportunity Areas, more than a **quarter live in Bradford**.
- Bradford has a **diverse population**. Over a third of its population are from minority ethnic backgrounds and 153 languages are spoken by children attending its schools. As a 'City of Sanctuary', Bradford is committed to continuing to welcome and support refugees, and international new arrivals.
- **Bradford's economy is growing fast**. At £10 billion, Bradford has the ninth largest economy of any city in England and the fifth largest in the North. The city's economy has grown by 32% over the last ten years, making it the fastest growing economy in Yorkshire and second only to Manchester in the North³. It is forecast to expand by a further 25% over the next decade⁴.
- **A city of enterprise**. Bradford has a powerful culture of enterprise and the number of businesses has increased significantly over the past three years, rising faster than Leeds City Region and UK growth rates. Bradford is now home to 17,620 businesses employing 194,000 people⁵, with a further 35,500 people self-employed⁶.

2 https://datahub.bradford.gov.uk/ebase/districtdashboarddiyp.eb?ebd=0&ebp=10&ebz=1_1513337501432

3 <https://www.ons.gov.uk/economy/grossvalueaddedgva/datasets/regionalgvaibylocalauthorityintheuk>

4 Leeds City Region Local Enterprise Partnership, Regional Econometric Model, Nov 2017 data run

5 Local Authority county – Business Register and Employment Survey (BRES): Table 5 – Provisional 2016 (2nd October 2017)

6 Register and Employment Survey: open access – Employment Status – 2016 figure
<https://www.nomisweb.co.uk/query/construct/components/simpleapicomponent.aspx?menuopt=78&subcomp=>

Building on strong foundations

- **Bradford's Education Covenant** helps businesses, public services, parents and communities identify and make meaningful commitments to support Bradford's schools and children. The city's '**Industrial Centres of Excellence**' bring together employers from different industrial sectors, making it easier for them to link up with schools. The Bradford Pathways model supports pupils, schools and employers to think about their education and career choices, by mapping the learning and skills needed to access different professions, from essential life skills to higher learning. 2017's 'Inspiring Bradford' week demonstrated the commitment of local, regional and national employers to bringing the world of work into the classroom, engaging and inspiring children and young people across the city.
- At a regional level, West Yorkshire Combined Authority and Leeds City Region Enterprise Partnership (LEP) use their links to public and private sector employers to bring businesses and schools together, as well as providing additional resources to help schools and parents provide **high quality careers and enterprise education, information, advice and guidance**.
- **Improving the quality of school governors** – the local authority has been undertaking a range of activity to increase the recruitment of governors, working with the National Governance Association and local organisations to recruit governors who are appropriately skilled for the role. Bradford can also call on the support of nine National Leaders of Governance (NLGs) to support governance of its schools.
- The '**Bradford Talent Bank**' has already placed 200 high quality newly qualified teachers (NQTs) in Bradford's schools. Strengthened partnerships with teacher training providers now provide schools with access to more than 600 graduating teachers each year.
- **High quality support** – Bradford has 33 outstanding schools⁷, ten well-respected teaching schools and eighteen National Leaders of Education⁸, all committed to driving up standards through collaboration.
- Over the past two years, around **100 Bradford heads and senior school leaders** have signed up for development training, helping create a talent pool of future leaders.

7 <https://www.gov.uk/government/statistics/maintained-schools-and-academies-inspections-and-outcomes-as-at-31-august-2017>

8 <https://www.gov.uk/government/publications/education-statistics-by-la-district-and-pupil-disadvantage>

Recent improvements in attainment offer a springboard to further success

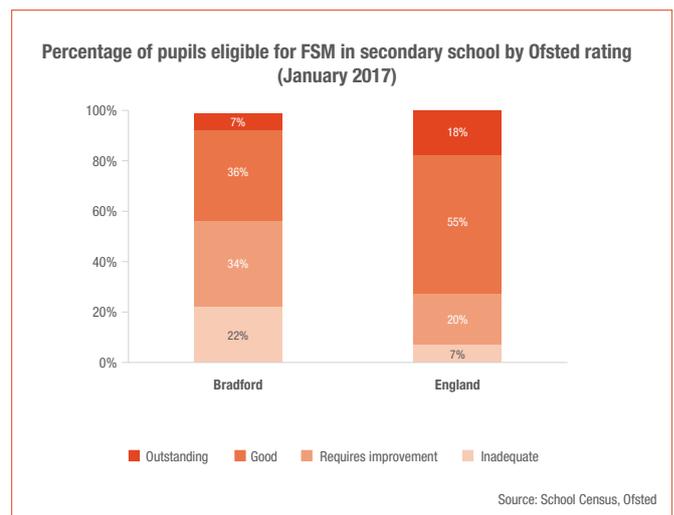
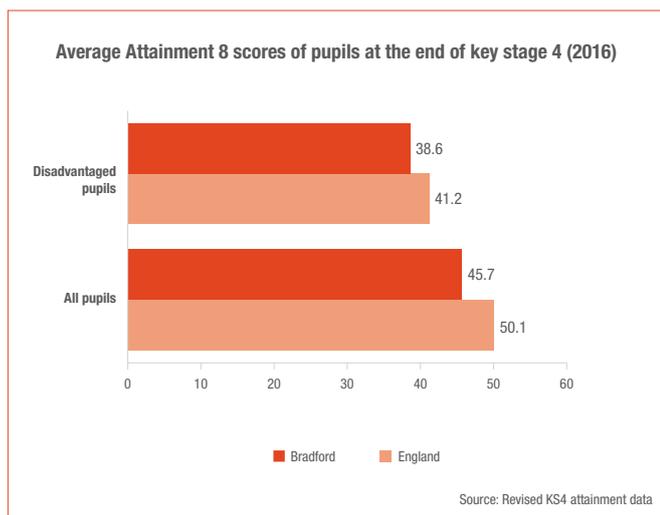
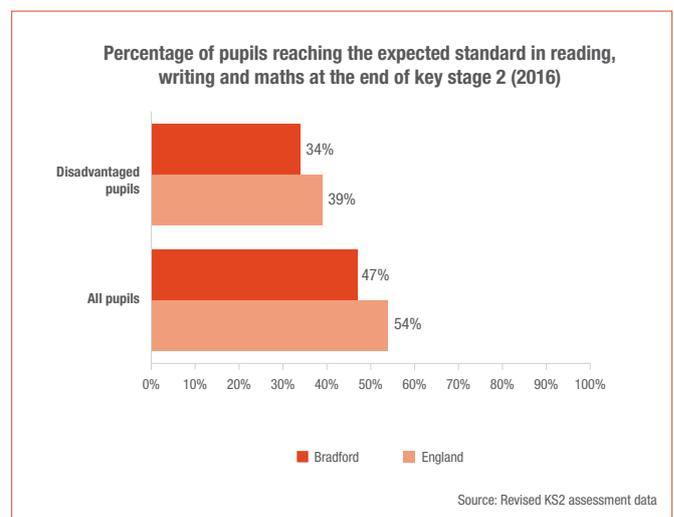
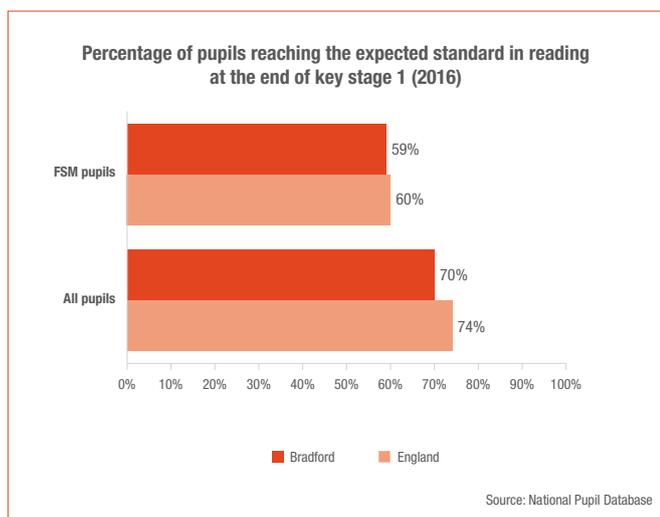
- Improving standards across all phases of education – while the percentage of pupils achieving expected standards in reading, writing and maths (combined) at the end of key stage 2 is below the national average (56% in Bradford compared to 61% nationally), 2016/17 results show Bradford improving at a faster rate than nationally. This year, Bradford's primary schools achieved a nine percentage point gain in the number of pupils reaching expected standards in reading, writing and maths (combined) at the end of key stage 2. In secondary education, Progress 8 scores from 2016 to 2017 show Bradford as the fourth most improved local authority area in the country.
- Better early years outcomes for disadvantaged pupils – as part of a district wide integrated early years strategy, Better Start Bradford is committing £50 million over ten years, working with the 0-4 age group to improve outcomes. This investment is already paying off with improvements in the number of pupils aged five achieving a good level of development and above national averages for pupils eligible for free school meals (FSM).
- Progression to further and higher education – 88% of pupils at the end of key stage 4 in 2014 stayed in sustained education in 2015, a figure slightly below the national average of 91%. However, 54% of pupils completing key stage 5 in 2014 progressed to university in 2015, which was higher than the national average of 49%.

Why is Bradford an Opportunity Area?

While the city has much to offer its children and young people, there are still huge challenges.

- Bradford was ranked 277th out of 324 local authority districts in the 2016 Social Mobility Index⁹. The index compares the chances that

a child from a disadvantaged background will do well at school and get a good job. In the most recent Social Mobility Index (2017) Bradford ranked 254th¹⁰, reflecting the progress made in early years education, but highlighting the continuing challenges in primary and secondary education¹¹.



⁹ <https://www.gov.uk/government/publications/social-mobility-index>

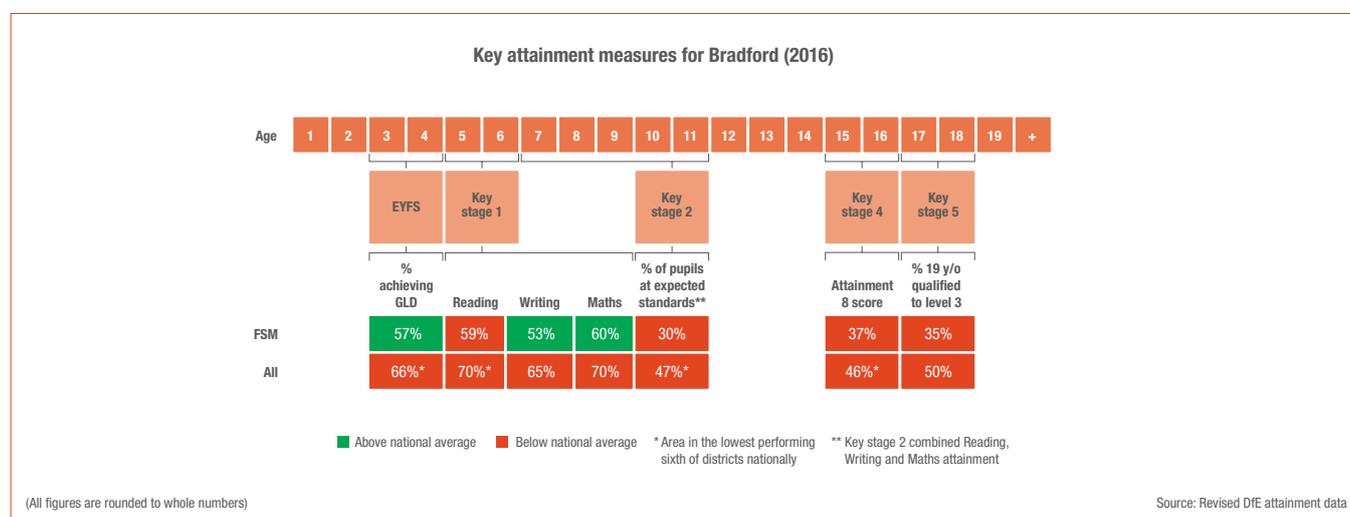
¹⁰ <https://www.gov.uk/government/publications/social-mobility-index-2017-data>

¹¹ Within this plan, the 'disadvantaged' group varies depending on the Department for Education data source. However, they all include the number of pupils who were eligible for free school meals at any point in the previous six years. For further details about the specific definition of 'disadvantage' for each Department for Education data source, see the 'Education statistics by local authority, district and pupil disadvantage' release found on the Department for Education Statistics page.

Our key challenges

- On average, and based on published data for 2016, attainment in Bradford's schools tends to fall below the national average on most key measures of attainment and at every key stage of education.
- The challenge goes beyond low attainment. Headteachers, employers and other key

stakeholders have described what they see as a culture of low expectations across the city. They have made clear the urgent need to attract more great teachers, school leaders and professionals who can drive up standards and broaden young people's horizons.



STRENGTH THROUGH PARTNERSHIP



Bradford's Opportunity Area partnership board

The Bradford Opportunity Area partnership board brings together senior leaders from schools, communities, businesses, central and local government with a shared passion and commitment to give Bradford's young people the opportunities they deserve. Our board members are recognised for their understanding of, and expertise in, responding to the issues described in this plan.

The board will meet regularly to oversee implementation of this plan, working alongside the Department for Education and other national organisations to ensure that the programme is coherent, effective and represents good value for money.

Independent Chair

- **Anne-Marie Canning:** Director of Widening Participation and Social Mobility, Kings College, London

Partnership board members

- **Christian Bunting:** Director, Bradford Birth to 19 Teaching School Alliance

- **Sue Cooke:** Executive Head of Economic Services, Leeds City Region Enterprise Partnership (LEP)
- **Duncan Jacques:** CEO and Executive Principal, Exceed Academies Trust
- **Michael Jameson:** Strategic Director, Bradford Council Children's Services
- **Paul Lewis:** Director of Government Relations, The Careers & Enterprise Company
- **Adeeba Malik:** Deputy Chief Executive, Bradford Charity, QED
- **Professor Mark Mon-Williams:** Born in Bradford¹²
- **Will Richardson:** Senior Partner, PwC
- **Janice Stephenson:** Headteacher, Newby Primary School
- **Sir Nick Weller:** CEO and Executive Principal of Dixons Academy Trust – Bradford's EEF Research School

The meetings are also attended by the Department for Education's Head of Delivery, Area Lead and the Regional Schools Commissioner for Lancashire and West Yorkshire, who provide advice and support to the partnership board.

"The Opportunity Area will help change the lives of young people in Bradford. This collaboration across key local stakeholders will help to develop and support practical solutions to help raise social mobility. We are passionate about working with our local communities to make a deep impact that will last for generations."

Will Richardson, PwC

"Bradford is an exciting, diverse and vibrant place to live. I see this as a wonderful opportunity for us to ensure all our young people are given the best possible chance to fulfil their future ambitions"

Janice Stephenson, Headteacher, Newby Primary School

¹² Born in Bradford is one of the world's largest research studies tracking the health and wellbeing of over 13,500 children and their parents born at Bradford Royal Infirmary between March 2007 and December 2010

Our national partners

We are committed to working in partnership with local, regional and national organisations, to make sure this programme is a success. These include the following national partner organisations. Each is committing significant resources, advice and support to every Opportunity Area, including Bradford.



The Careers & Enterprise Company (CEC) is a national network that connects schools and colleges,

employers and career programme providers. Every secondary school and post-16 provider in Bradford will have access to an Enterprise Adviser, a senior business volunteer to support schools to access at least four high quality business encounters for their pupils, equating to around 150,000 high quality meaningful encounters with employers over the life of the programme.

To help achieve these ambitious plans, the CEC has recruited six 'cornerstone' employers, each committing to work with schools, to inspire, advise and support young people:

- **Adecco** – One of the leading and largest employment and recruitment organisations in the country is offering students in Bradford the opportunity to be a branch manager for a week and providing work experience.
- **Barclays** – The Barclays LifeSkills programme enables students to get the skills and experiences they need to enter the world of work. In Bradford, this will include mentoring, skills building and workplace visits for a targeted cohort of students.

- **Burberry** – The global luxury brand will offer a range of support to both students and teachers through their Yorkshire based northern hub. Activities will include teacher inspiration days and continuous professional development (CPD) sessions, student mentoring, workplace visits and a creative industry toolkit of resources.
- **Lloyds Banking Group** – Utilising the existing Lloyds Bank schools programme and targeting it to Bradford schools.
- **Mantra Media** – A digital marketing company with offices in Yorkshire working with clients across the globe, engaging and inspiring Bradford students through projects and visits.
- **PwC** – The multi-national professional services firm will engage students in a range of careers and enterprise outreach activities.



The Education Endowment Foundation (EEF)

is an independent charity dedicated to

breaking the link between family income and educational achievement. EEF will support the partnership board and Bradford to make the best use of evidence about what works in educational improvement.

Together with the Institute for Effective Education, EEF will support Bradford's new 'EEF Research School', based at Dixons Academy Trust. The Bradford EEF Research School, which has a seat on our partnership board, will champion the use of evidence to improve teaching across the area and accelerate improvement across Bradford's schools.

The Bradford EEF Research School will focus its initial programme of work and support on three areas:

1. Improving literacy at key stages 1 and 2 (informed by the latest guidance from the EEF).
2. Cognition and memory (curriculum design, memorable lessons and revision and the new GCSEs).
3. An adapted 'Leading Learning' programme (this will aim to focus on teacher development, supporting wider work by the Opportunity Area and 'Bradford for Teaching', to improve recruitment and retention).

meetings across Bradford to support the youth voice within the city and engage key local officials. National Citizen Service and its partners will achieve its aims by building tailored enrichment activity and pre-National Citizen Service programmes for secondary pupils to support their requirements and build aspirations to participate in these programmes.



National Citizen Service

builds essential skills for life and work, investing in our country's future talent – they are working to ensure that more

of Bradford's young people can experience and benefit from this four week programme of personal development and volunteering. In 2016, 16% of Bradford's eligible young people completed the National Citizen Service programme, slightly higher than the national average of 15%, and in doing so delivered over 35,000 hours of social action.

Our aim is that every young person who seeks a place on the programme can access it. By working collaboratively with the Council we will identify those disadvantaged, harder to reach young people most in need and those from incoming communities to support them to enrol and complete the National Citizen Service Programme. This unique and innovative relationship has meant National Citizen Service graduates have spoken at a number of council

We will ensure young people are at the heart of our plan

This is a plan for young people in Bradford. We are committed to empowering young people to influence and lead its delivery, as well as evaluating and holding us to account on the impact of our work.

<p>Listening to views</p> 	<ul style="list-style-type: none"> • We have had initial conversations with young people in Bradford to find out more about the issues that matter to them. We will expand these discussions over the coming weeks and months with the help of the local authority youth service and Bradford’s Youth Voice Framework.
<p>Influencing change</p> 	<ul style="list-style-type: none"> • We will ask Bradford’s Young People’s Challenge Panels to work with us, employers, teachers and other organisations, to shape and deliver our package of investment in life skills and aspiration. • We will establish and maintain a dialogue with young people, parents and the community. We will be transparent and proactive in communicating our plans, our progress, and opportunities for young people to work with us.
<p>Co-production</p> 	<ul style="list-style-type: none"> • We will ask young people to be our ambassadors for the programme. We will seek out young people between 10-20 years old, with a strong commitment to social mobility and an inspirational story to tell, bringing our aims to life. We will ask our ambassadors to help us consult with and represent their peers, finding and celebrating success stories, and helping us spot and respond to problems.
<p>Research and Evaluation</p> 	<ul style="list-style-type: none"> • We will commission new qualitative research to understand young people’s views on the barriers to success and how to overcome or remove them. This will give us a starting point for measuring our achievements in Bradford. • Our programme evaluation will also allow us to assess how we are improving outcomes for young people in Bradford.

“It’s hard for young people to see a way to a future as there is a lot of uncertainty about the jobs and opportunities available.”

Bradford young person

“The Opportunity Area is an opportunity to bring positive role models to young people – those that can speak for Bradford in a positive way and talk about its good points beyond Bradford.”

Bradford young person

A young girl with long blonde hair, wearing a white short-sleeved shirt and red shorts, is walking through a fountain of water. The water is spraying upwards and outwards, creating a misty atmosphere. The scene is set outdoors, with a building visible in the background. The image is framed by a large, stylized orange graphic that resembles a jagged, torn paper edge. In the center of this graphic, the text "OUR PRIORITIES" is written in white, bold, uppercase letters.

OUR PRIORITIES

Priority 1: Strengthening school leadership and the quality of teaching

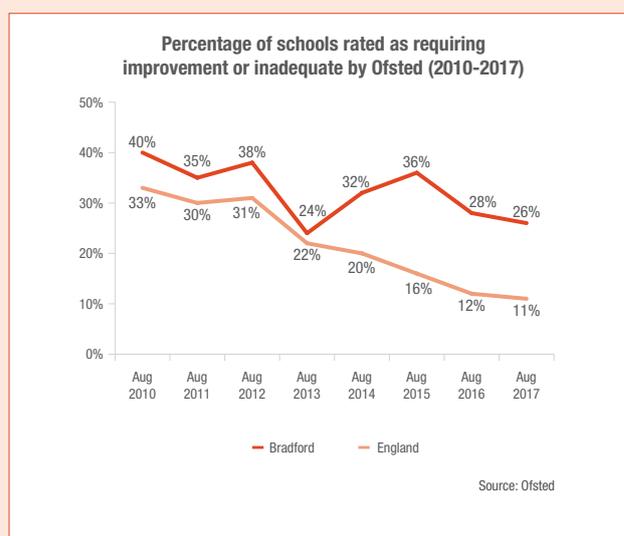
Why this is an issue

Despite recent improvements, **average attainment scores for Bradford remain below the national average**. In 2016, only 47% of pupils achieved expected levels of attainment in the combined measure of reading, writing and maths at key stage 2, against 54% nationally. At key stage 4, the average attainment 8 score in Bradford was 45.7 compared to 50.1 nationally. **Outcomes were worse for disadvantaged pupils:** only 34% achieved expected levels in the combined measure of reading, writing and maths at key stage 2, compared to 39% nationally¹³.

According to the January 2017 school census, disadvantaged children in Bradford are still less likely to attend a school rated by Ofsted as outstanding or good (as at 31 December 2016)¹⁴. Only 75% of free school meals (FSM) pupils are attending primary schools rated as outstanding or good compared to 88% nationally. The picture is bleaker at secondary, where **only 44% of FSM pupils are attending schools rated as good or better in Bradford**, compared to 73% nationally.

Ofsted data (August 2017) suggests that overall, some **26,000** Bradford children are attending schools judged by Ofsted to **require improvement or as inadequate**.

2016 research by the Social Market Foundation and Education Datalab showed that **teachers working in schools in disadvantaged communities are likely to be less experienced and to lack specialist qualifications** in their subject area than those working in more advantaged areas. Turnover of teachers tends to be highest in these schools. The Sutton Trust's 2011 report, 'Improving the impact of teachers on pupil achievement in the UK,' stated that 'for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.'¹⁵



¹³ <https://www.gov.uk/government/publications/education-statistics-by-la-district-and-pupil-disadvantage>

¹⁴ <https://www.gov.uk/government/publications/education-statistics-by-la-district-and-pupil-disadvantage>

¹⁵ <http://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf>

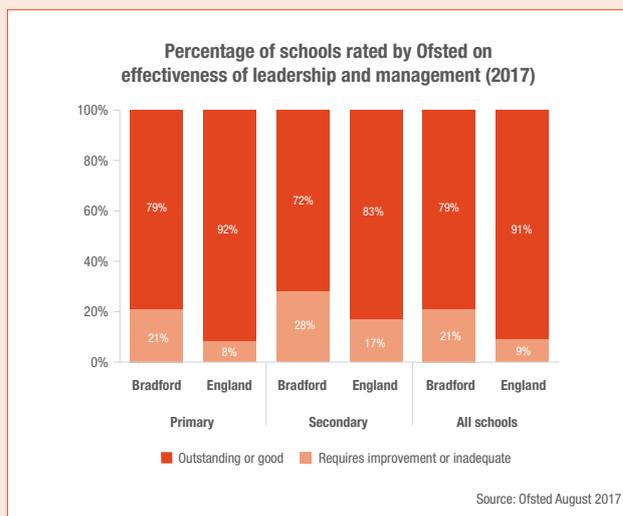
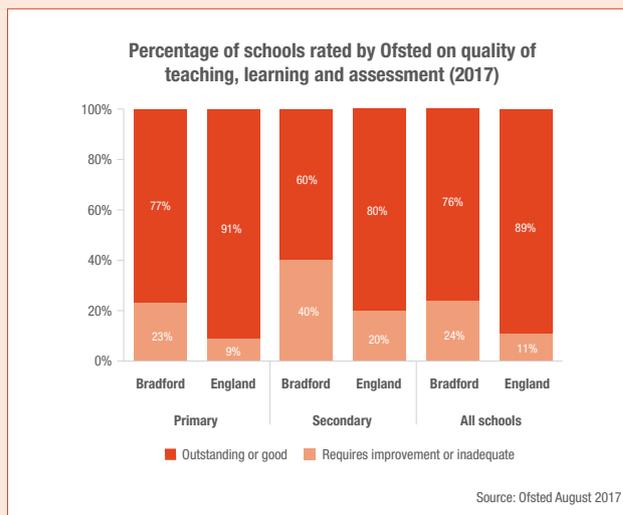
Ofsted’s judgements (August 2017) show that **in 23% of Bradford’s primary schools and 40% of its secondary schools, the quality of teaching, learning and assessment was rated as inadequate or requiring improvement.**

School leaders have told us that recruiting staff is not significantly harder in Bradford (the Department for Education’s figures on teacher supply support this), but **schools serving the most vulnerable and disadvantaged pupils struggle to attract top quality teachers and leaders.** Retention can also be an issue, particularly for schools outside the larger academy chains, because of the challenge of offering aspirational teachers affordable, high quality training and a longer term career pathway.

Bradford is not without strong school leaders. 22% of schools in the city are currently judged outstanding by Ofsted for leadership and management, but **in 21% of schools, leadership requires improvement or has been judged inadequate**¹⁶.

New initiatives offer potential to build quality into the school system, notably ‘**Bradford for Teaching**’, a campaign commissioned by Bradford Council and led by the Northern Lights Teaching School Alliance, to attract and develop teachers and leaders. In addition, the city’s eight teaching schools and local authority backed CPD portal provide a range of development opportunities.

Despite these investments, **there are still important gaps in the offer, limiting the city’s ability to attract and retain strong leaders and teachers.** Headteachers and other system leaders have identified a lack of access to training and support (including peer networks) for both recently qualified and more experienced teachers, middle and senior leaders. There is also a lack of coordination and targeting of the offer – including from teaching schools – making it harder to identify and support schools who need help as well as a need to improve communications on the offer and how to access it.



¹⁶ <https://www.gov.uk/government/publications/education-statistics-by-la-district-and-pupil-disadvantage>

What we will do

The Opportunity Area will focus its investments in leadership and teaching across three areas:

1. Direct provision of training and development for leaders, and improve the quality of teaching. This will include drawing down additional support from the Department for Education's wider programmes and investing Opportunity Area funding to supplement them.
2. Investing in Bradford's system leaders, so they can offer more support to schools. This will include work by National Leaders in Education (NLE), Specialist Leaders in Education (SLE) and National Leaders in Governance (NLG) based in and around Bradford, to make sure the right resources reach schools needing support.
3. Asking and resourcing Bradford's school leaders to design an enhanced offer of support and development, to attract education professionals to the city and help them build their career in Bradford.

1. Direct provision of training and development

As an Opportunity Area, Bradford is being prioritised for support through the Teaching and Leadership Innovation Fund, with an offer for 2017/18 including mastery of teaching and whole-school approaches to teacher development, as well as subject specific programmes. We will work with the following providers to help them target their offer to those schools who will benefit most.

- The Institute for Teaching – Supporting three target groups: school leaders, leaders of teacher development and ‘high leverage’ (influential) teachers to develop expert teaching practice across their schools.
- Teach First – The ‘Leading Together’ programme will develop resilient school leaders able to build strong leadership teams to embed high quality training, development and support for teachers in their schools.
- Aspire to Science Technology, Engineering and Mathematics Learning (STEM Learning) – Professional development for teachers on Science, Technology, Engineering and Maths (STEM) provision alongside extensive STEM inspiration and enrichment activities.
- Future Physics Leaders Programme (Institute of Physics) – Professional development support to specialist and non-specialist physics teachers.

Given the scale of concern about the quality of teaching in Bradford, we will also fund training and support for school leaders with responsibility for teachers’ CPD. This will help to build schools’ longer term capacity for improvement. We will prioritise for funding the 55 schools identified by Ofsted as weakest for the quality of teaching. We will ask our EEF Research School to help us identify training with robust evidence of its impact. We will also work with the local authority, Regional Schools Commissioner and, where applicable, multi-academy trust leadership teams, to ensure our offer complements any existing intervention strategies, and that schools have the capacity to take it up.

Bradford’s school leaders and aspiring leaders will also benefit from a Department for Education targeted programme offering access to fully funded places on nationally recognised leadership training courses (National Professional Qualifications or NPQs). There are qualifications available to support middle leaders through to experienced heads seeking to step up as chief executives (or ‘executive principals’) of multi-academy trusts. We see this investment in growing Bradford’s leadership capacity as critical to sustaining its capacity to improve, and we will work with ‘Bradford for Teaching’ to ensure incoming leaders are aware of these and other opportunities.

2. Investing in Bradford's system leaders to increase support to schools

As this plan makes clear, there are excellent schools and excellent system leaders in Bradford. We want to make it easier for them to identify, reach and support those who need help quickly.

Over the life of the programme, we will provide funding to allow a team drawn from across Bradford's teaching schools, NLEs, SLEs and NLGs to act as brokers of support for schools, working with headteachers and governing bodies to diagnose and respond swiftly to their challenges, as well as identifying leaders with talent and potential. The Opportunity Area partnership board will ensure that this work complements and does not duplicate investments made through the Strategic School Improvement Fund (SSIF) and other national programmes. We will also look to our system leaders' diagnostic work to make it easier for SSIF providers and others to provide the support that Bradford needs.

We will also work with our partners, including 'Inspiring Governance' and 'Academy Ambassadors', and with local employers engaged through the Bradford Covenant, to recruit new, high quality governors to Bradford's schools. This will include participation in 'Future Chairs', part of the Inspiring Governance offer, designed to identify and support the development of effective chairs of governing bodies.

3. An offer for Bradford's school leaders, designed by Bradford's school leaders

In line with our commitment to a 'Bradford led' plan, we will offer school leaders, supported by our EEF Research School, the opportunity to lead the design of an enhanced development and progression offer for leaders and teachers. This will include:

- 'Master classes', covering evidence based practice in education, focusing on Bradford's specific demographic and cultural characteristics.
- Networks for current and future leaders to share best practice, provide peer support, and help address some of the more systematic leadership issues.
- A collaborative approach to deploying and growing the best teachers including secondments between schools to spread effective practice and aid individual's development, as well as provide short to medium term capacity to weaker schools, and access to training, mentoring and advice on career development.

We also recognise that for schools in a city the size of Bradford, there can be a practical challenge to finding and accessing the right support and training. Providers, including local system leaders, can find it hard to target their offer quickly and effectively, because it is not always clear who needs what support. To help schools access the right support quickly, we will provide resources for:

- Collation and communication of the offer to schools. Ensuring interventions provide evidence of their impact and information on cost and eligibility criteria. This will include information and access to the offer from local system leaders as described under part two of this priority.
- Information sharing with local, regional and national providers, ensuring they have a clear sense of the specific needs and demand for support and training.

We would expect this activity to benefit all schools, including those working with the Regional Schools Commissioner, local authority and academy sponsors, to address underperformance. Schools performing well should also benefit from help to develop high potential staff and to identify and embed best practice across the curriculum.

Our 2018 activities will include:

- 50 senior or middle leaders from Bradford schools to have started their National Professional Qualification leadership courses.
- 50 senior or middle leaders to have been assigned a mentor providing half a day support per term.
- Development of a menu of leadership master classes for Bradford's senior and middle leaders.
- Support three schools to improve the quality of their teaching across the whole school, targeted phonics support for three schools, STEM (science, technology, engineering and maths) support for six schools, and a Physics Leaders Programme for ten teachers.

Our targets for 2020/21 are:

- By 2020/21, more than half of the 50 schools that are currently rated by Ofsted as requires improvement or inadequate will be improved by at least one Ofsted grade.



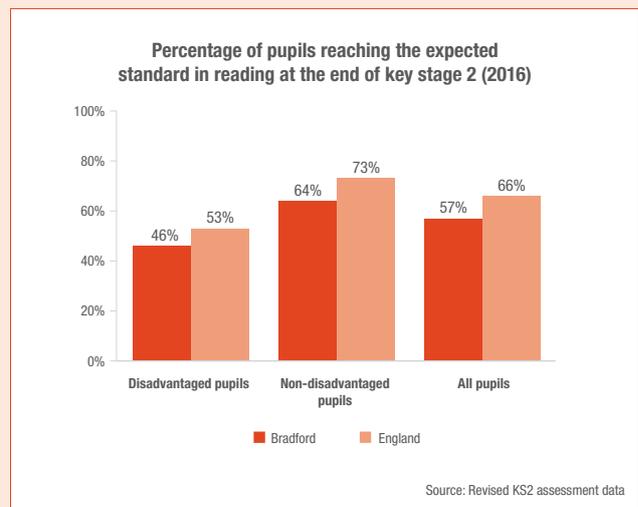
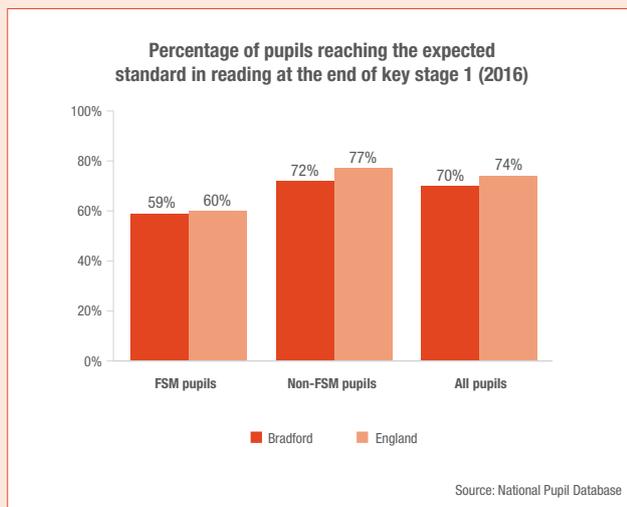
Priority 2: Improving literacy in Bradford’s primary schools, particularly for disadvantaged pupils

Why this is an issue

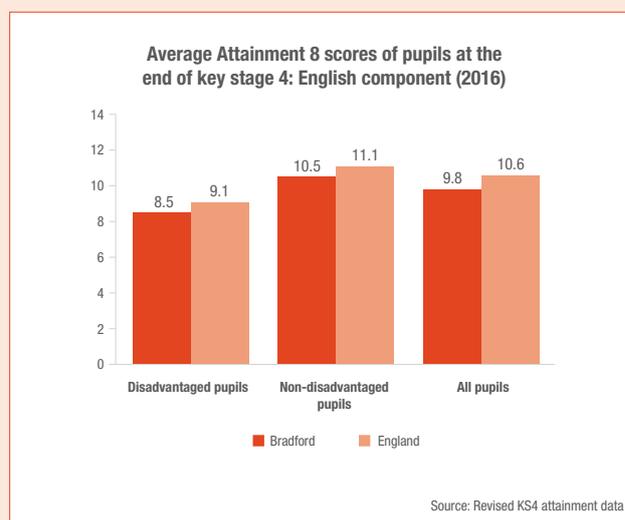
Literacy is essential to understanding and success in every subject. It is also vital as an underpinning skill for social and emotional development. A lack of capability in written and spoken English is the concern most frequently raised by employers. Where English is not spoken or is not the first language at home, schools can face an additional challenge in engaging parents and carers to support their children’s learning.

Across Bradford, the data shows a pattern of low attainment in literacy at every stage of learning, with disadvantaged pupils falling furthest behind.

- 2016 Early Years Foundation Stage (EYFS) data showed the proportion of children meeting the expected level of development for speaking, writing and reading in Bradford was between two or three percentage points lower than the national average.
- At key stage 1, only 70% of Bradford’s pupils achieved the expected standard in reading, four percentage points below the national average. 64% achieved the expected standard in writing, one percentage point behind the national average.
- At key stage 2, 57% of Bradford’s pupils achieved the expected standard for reading, nine percentage points behind the national average. For boys, standards are lower, only 54% of boys reached the expected standard, making them among the worst performing groups in West Yorkshire.



- At key stage 4, 51.3% of disadvantaged pupils achieved the English component of the EBacc which is below the national average of 58.6%.



What we will do

Through a programme and campaign led by the National Literacy Trust, Bradford is already making a significant investment in early reading in school and at home. Improvements in literacy in primary education suggest this and other programmes are helping to improve standards. Consolidating these improvements is essential for pupils to be ready for secondary education and for secondary schools to avoid spending time helping pupils catch up.

We will drive improvement and build capacity in primary literacy through:

- Support to improve phonics – delivered by the respected provider Ruth Miskin Training and funded through the Teaching and Leadership Innovation Fund (TLIF), we will provide ‘whole-school’ literacy training and development for up to ten primary schools. We will encourage schools in the most need of phonics support to take up this offer. This will include schools with high numbers of disadvantaged pupils and those with the largest gap to reaching the expected level in reading and writing at key stage 2.
- Support drawn down from the Department for Education’s Strategic School Improvement Fund (SSIF), enabling Bradford’s teaching schools and multi-academy trusts to help primary schools improve literacy. We will prioritise projects aiming to reduce the attainment gap for disadvantaged pupils in literacy.
- Making best use of the expertise in literacy and capacity of Bradford’s teaching schools and system leaders to reach schools who are not able to access support from other DfE programmes and providers.

Our priorities

- Exploring the establishment of an English Hub, as announced in the Social Mobility Action Plan.
- Investing in local communications activity to promote, celebrate and help pupils, families and schools to enjoy and improve their literacy skills. This will include making links to established local events, like the Bradford Literature Festival.

While our immediate focus is on primary literacy, we recognise the need to close gaps in overall attainment and the attainment of disadvantaged pupils, from secondary to post-16 and beyond. Once we are confident that our investments in primary are making a difference to practice, we will:

- Seek support from SSIF and other programmes and providers, to drive up the quality of teaching in literacy and oracy, and provide support to pupils falling furthest behind. We will take advice from our EEF Research School on the most effective programmes to invest in.
- Consult employers, the Local Enterprise Partnership and local further and higher education providers to find out what more we could do on literacy/oracy for 16-19 year olds, to aid progression to employment and higher learning.
- Explore opportunities to work with the Ministry for Housing, Communities & Local Government on literacy programmes for families with English as an Additional Language, to build parents' and carers' ability to support children's reading and writing.

From 2018 our activities will include:

- The nine primary schools that have been ten percentage points below the national average for the past two years for phonics will be prioritised for support from Ruth Miskin Training, to drive improvement. Ruth Miskin Training will work initially with three primary schools, adding at least three more each year over the life of the programme.
- Supported by a combination of the SSIF and Opportunity Area local commissioning, we will enable Bradford's best performing primary schools to support the 30 lowest performing schools for key stage 2 literacy, to aim to improve attainment overall and narrow the gap between disadvantaged and non-disadvantaged pupils in reading and writing.

Our targets for 2020/21 are:

- By 2020/21 we will have closed the gap between the Bradford average and the national average in reading and in writing at key stage 1 and key stage 2 by at least one percentage point each year from 2018.
- By 2020/21, we will also have closed the reading and writing attainment gap between disadvantaged pupils and all pupils in Bradford by at least one percentage point each year from 2018.



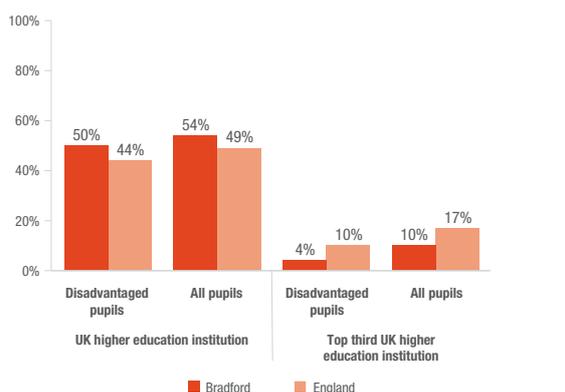
Priority 3: Improving access to rewarding careers

Why this is an issue

We know that educational attainment alone is not enough to improve social mobility. If young people do not have the right information or support to make effective choices, we cannot expect to see improvements in access to rewarding careers or changes in social mobility.

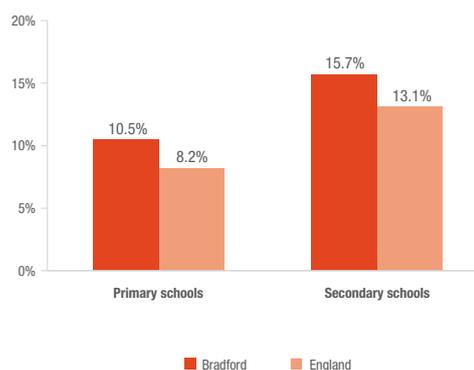
- In our conversations with school leaders, teachers, employers and professionals, the same concern has been repeated: Bradford has a culture of low expectations, which stops its young people aiming high and denies them the support to go further. We know that confidence, self-awareness and responsibility in relation to personal and social development are vital to raising aspirations and helping young people and their families make the best life choices. Helping young people develop these skills must therefore be part of our plan.
- There is no one specific piece of data that proves a lack of aspiration or expectation. The data we have collected suggests that across Bradford, families, children and young people's ambitions and decisions about their education – both academic and cultural – and careers are being constrained by where they live. Their family income, experiences at school and in their local communities also play a role. As examples:
 - While Bradford performs better than average in respect to the proportion of students who progress to higher education after key stage 5 (54% of all students compared to 49% nationally and 50% of disadvantaged students compared to 44% nationally), the proportion who attend a top third higher education institution is below the national average (10% of all students compared to 17% nationally and 4% of disadvantaged students compared to 10% nationally).
 - The level of persistent pupil absence in Bradford's primary and secondary schools is five percentage points higher than the national average, prompting the local authority to prioritise action on attendance in its latest Children's Plan.

Percentage of pupils at the end of key stage 5 in 2014 who went to a UK higher education institution in 2015



Source: Longitudinal Education Outcomes dataset

Persistent absence rates (2016 – New definition)



Source: School Census

What we will do

We will invest in careers and enterprise education in schools

The Gatsby Charitable Foundation’s Benchmarks¹⁷ provide a standard of excellence for careers education. The Gatsby Benchmarks are: a stable careers programme; learning from career and labour market information; addressing the needs of each pupil; linking curriculum learning to careers; encounters with employers and employees; experiences of workplaces; encounters with further and higher education; and personal guidance.

As an Opportunity Area, Bradford’s schools are already guaranteed support to improve the quality of their careers and enterprise education. Schools are now using the Careers & Enterprise Company’s (CEC) ‘Compass’ tool to assess the quality of their careers provision. CEC, in partnership with Leeds City Region Local Enterprise Partnership, will appoint three Enterprise Coordinators to help schools and colleges act on the results of their ‘Compass’ assessments, including developing a careers and enterprise and employer engagement plan. Each school and college will have access to an Enterprise Adviser (a senior volunteer from business), who will help to develop relationships with other local employers. To embed best practice in careers and employability, we will train careers leaders in schools to ensure that the action on careers and enterprise education, as described by the Gatsby Benchmarks, remain a priority for senior leaders and governors.

¹⁷ <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers & Enterprise Company will ensure that every eleven to eighteen year old benefits from at least four high quality employer encounters over the life of the Opportunity Area programme. This follows research from the Education and Employers Taskforce which shows that a young person who has four or more encounters with an employer is 86% less likely to be unemployed or not in education or training, and can earn up to eighteen percent more during their career¹⁸. Delivering these four encounters will help schools achieve those Gatsby Benchmarks which relate to ‘encounters with employers’, and ‘experiences of workplaces’.

We want to go further. Once we have schools’ self-assessments from the Careers & Enterprise Compass tool, we will work with our Opportunity Area partner, PwC, to confirm the cost of helping every secondary school progress toward achieving the Gatsby Benchmarks. If possible, we will use Opportunity Area funding to support that work.

We also recognise the importance of early engagement with the world of work. We will explore the potential to roll out a primary school careers programme, so that by key stage 2, children have already had a meaningful and inspiring encounter with an employer.

We will invest to broaden horizons and raise aspirations

Investments in careers and enterprise education will help to create a culture of high expectations in schools. We also need to ensure that the aspirations of young people and their families are high, and that they have the skills and confidence to make effective choices in education, work and life.

Employers repeatedly tell us that high aspirations, effective choices and ultimately, progression into rewarding work, are underpinned by effective communication skills, team working, resilience and other ‘essential life skills’. The evidence backs this up. As well as challenging assumptions about the type of career or learning pathway different pupils should or can take, and how high they should aim, we will also invest to help young people develop these skills.

- The Bradford Opportunity Area offer includes a commitment from the National Citizen Service (NCS) to double the number of hours of social action completed across Bradford through NCS each year, by 2021. NCS investment will allow up to 2,400 fifteen to seventeen year olds to participate in its programmes, delivering up to 35,000 social action hours by 2020. We will link NCS to schools and local partners, to help them identify the young people who will benefit most from these opportunities.

¹⁸ https://www.educationandemployers.org/wp-content/uploads/2014/06/its_who_you_meet_final_26_06_12.pdf

- The Bradford Pathways illustrates for schools, learners and employers the learning and skills required to progress into different professions, starting with the core of essential life skills. We will invest in Bradford Pathways, funding programmes to help young people develop essential life skills. We will work with employers, providers and young people to ensure resources reach young people who will benefit most, and at the right point in their education, to improve choices.
 - Programmes will be drawn down by schools working collaboratively through a shared responsibility for groups of young people.
 - Procurement will be managed through the local authority and allocations will be made to schools according to the level of disadvantage in the community they serve.
 - We will be open to funding organisations spanning culture, sports, education and beyond, provided they are able to demonstrate a track record in developing essential life skills and an understanding of the support young people in Bradford need.

Our 2018 activities will include:

- Support for up to 1,500 fifteen to seventeen year olds to access the National Citizen Service programme, delivering over 45,000 social action hours.
- All secondary schools to have completed the CEC Compass careers mapping tool and a proposal to be put to the partnership board on further investment.
- Launching a minimum of five programmes to build essential life skills.

Our targets for 2020/21 are:

- By 2021, every Bradford eleven to eighteen year old will have had the opportunity to benefit from at least four meaningful encounters with employers. This will equate to 150,000 encounters with employers.
- By 2021, we will have supported 2,400 five to eighteen year olds to develop essential life skills through Opportunity Area commissioned programmes, delivering nearly 74,000 hours of social action across Bradford.



Priority 4: Using evidence and research to remove barriers to learning

Why this is an area of focus

Bradford is home to world leading research infrastructure including the Wolfson Centre partnership between the Universities of Bradford and Leeds, and the Bradford Institute of Health Research (BIHR). BIHR hosts one of the world's most important ongoing cohort studies (Born in Bradford) providing a large and live platform for testing the impact of different interventions on outcomes for young people.

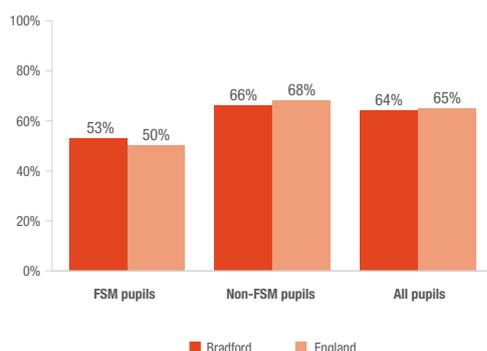
By linking health and education data at pupil and city level, the Born in Bradford team has developed new approaches to early identification of health issues known to impact on learning. In Bradford, these include higher than average incidence of neurodevelopmental problems, such as autism, as well as uncorrected eyesight issues and underdeveloped fine motor skills. These issues are proven to affect behaviour, cognition, reading and writing, as well as creating additional challenges for teachers, schools and support services.

For fine motor skills, we already have evidence that shows the potential for interventions to improve handwriting accuracy and speed, and in turn improve educational outcomes. At present, these interventions are not well known or widely delivered in schools.

The Born in Bradford team are already trialling innovative approaches to providing support more quickly to children affected by those issues, by enabling collaborative working between health and education professionals. In the simplest example, this means bringing optometry services into schools, responding to an estimated one third of the children in Bradford who have sight issues not attending appointments to get help (and then facing an obvious and serious challenge to reading and writing).

We see Born in Bradford's work with schools – which in many cases appears to have an immediate impact on learning – as genuinely innovative and potentially transformative, especially where we can look at ways to share best practice elsewhere. By investing to develop their research, help teachers learn from effective practice and – through communication and our influence as an Opportunity Area – helping schools build their relationship with health professionals, we believe we can remove barriers to learning and social mobility for pupils across the city and beyond.

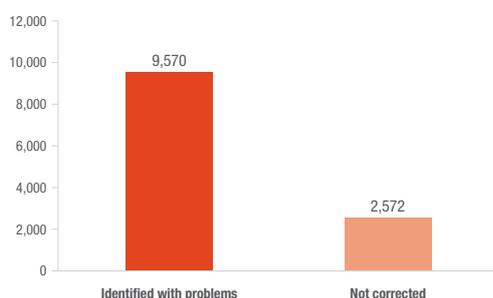
Percentage of pupils reaching the expected standard in writing at the end of key stage 1 (2016)



Source: National Pupil Database

Handwriting is a core feature of education associated with cognitive and literacy scores (McCarney et al. 2013). Moreover, early writing skills predict later attainment (Dinehart, 2014). Born in Bradford data suggest that around 15% of primary school children would benefit from a motor skill intervention.

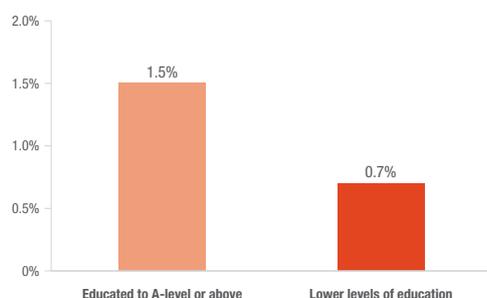
Estimated number of children with vision problems in primary school and number without correction



Source: Born in Bradford data

There is a correlation between untreated vision problems and impairment on reading development and academic performance (Kulp et al., 2016). The most common cause of poor eyesight in children is treatable uncorrected refractive errors (Palomo-Alvarez & Puell, 2008). Born in Bradford data shows 16% of Bradford children need glasses but a quarter of these children do not attend the appointment for treatment. The evidence shows a direct impact on literacy.

Percentage of children in Bradford diagnosed with autism by mothers' education status (2017)



Source: Born in Bradford data

Autism Spectrum Disorder (ASD) occurs in 1% of children nationally (estimated rates much higher in Bradford) and the behavioural problems that can be associated with ASD are a major cause of children being excluded from school (Baird et al, 2006). Early identification is of proven benefit but children with autism are often diagnosed after many years in school (causing major problems for schools). Born in Bradford has shown that educational data can identify 'at risk' children and allow treatment to be provided at the start of formal education.

What we will do

Investing in Bradford as a City of Research

Working with Bradford's EEF Research School, Born in Bradford and Bradford Council, with support from local universities, the clinical commissioning group and the Education Endowment Foundation, we will support the creation of an Education Innovation Hub, which will have two key aims:

1. To link and use health and education data to identify opportunities to improve diagnosis of health issues affecting attainment, as well as driving development of innovative practice to help children, teachers and other professionals address these issues.
2. To lead and commission action research programmes to expand our understanding of what works in linking health and education; and by engaging more teachers, health professionals and the community in research, support Bradford's ambition to become a 'City of Research'.

The first three areas of work for the hub and our partnership will be:

1. Improving literacy and reading

Research shows a correlation between fine motor skills and attainment. There is evidence that by leading pupils through structured exercises in drawing, manipulation of objects and pen control, teachers can expect to secure fast improvements in reading and literacy. Working with the EEF, we will promote evidence based interventions on handwriting, training teachers, teaching assistants and Special Educational Needs co-ordinators (SENCOs) in 50 Bradford schools.

In parallel, Born in Bradford and our health service partners will extend their current programme of support for children with uncorrected eyesight problems across 80 Bradford schools, where take up of glasses and other corrective interventions is low (creating an obvious challenge to improving children's reading and writing). We would expect this work to complement our plans to improve literacy outcomes, as described under priority 2.

2. Working with schools to identify and support pupils with autism and other neurodevelopmental conditions

Born in Bradford's research shows how education and health data can identify children at risk of neurodevelopmental conditions, like autism. These conditions impact directly on children's learning, and can be a causal factor for behavioural problems, which create additional challenges for teachers and parents. Born in Bradford has identified ways to use Early Years Foundation Stage data to identify those children who may have autism. While this data is routinely collected by teachers and schools, it is not routinely shared with other local services or used for this purpose. Clearly, the earlier issues like autism can be identified, the sooner appropriate support can be provided in the classroom, including teachers adapting their practice. Early diagnosis also brings vital, practical support to teachers, through earlier access to pupil premium funding and support from specialist services.

We will expand the existing trial of this work to reach at least 30 more schools. We will ask participating schools and the local authority to help us design an efficient approach to sharing pupil data to aid diagnosis. We are also aware that this work will inevitably lead to a rise in diagnoses of autism and similar disorders, and that this will create an additional challenge for teachers. We will offer training to teachers on supporting children with autism, so that they are more confident and capable in responding to their needs.

If over the life of the programme this approach works in Bradford, we will explore how it could be expanded to other areas.

3. Identifying “what works” from existing educational data

We will also ask Born in Bradford and Bradford EEF Research School to help us evaluate the impact of our different interventions across the city to assess which have the potential to be effective elsewhere.

Our 2018 activities will include:

- Working with schools to train teachers, teaching assistants and SENCOs to deliver fine motor skill interventions to improve literacy rates at key stages 1 and 2.
- Born in Bradford will work with up to 30 schools to assess and support the use of routine educational data to identify children at risk of Social Emotional Mental Health (SEMH) issues to provide targeted early intervention and reduce low level classroom disruption and absence issues. In parallel, Born in Bradford will deliver their own commitment to work with pupils in up to 80 schools, to ensure children with uncorrected eyesight receive glasses or other treatments.

Our targets for 2020/21 are:

- By the end of 2019 (at the end of the first year of activity), we will see improvements of at least one percentage point in writing and reading attainment among pupils participating in the handwriting programme.
- By 2020/21, over 100 schools will be participating in educational research activity.
- Attract additional inward investment of at least £1m to Bradford (above and beyond Opportunity Area funding) for educational research.





Bradford

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