



Annual Education Performance Report

2019 Examinations and Assessments

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Executive Summary

Early Years Foundation Stage

- In 2019, 68.0% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 71.8% nationally.
- Birmingham's GLD improved 0.3% from 2018, the same rate as National, the attainment gap therefore remains 3.8%.
- Birmingham's GLD is 0.3% higher than the average for Core Cities but 0.7% below Statistical Neighbours.
- Children eligible for Free School Meals (FSM) outperform their national peers for GLD by 3.2%. This represents an improvement from 2018 when it was 2.8%.
- With the exception of FSM most pupil groups in Birmingham are behind their National peers, especially pupils with SEN support who are 5.7% behind.
- Black Caribbean pupils have done well in 2019 outperforming the average GLD for their groups at National level by 2.6%.

Phonics

- In 2019, 81.1% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 81.8% nationally. By the end of Year 2 this rises to 90.1% and 91.3% respectively.
- In Birmingham, 5% more FSM and 5.5% more Disadvantaged children achieved the expected standard in Year 1 than their corresponding groups nationally.
- Overall SEN attainment in Year 1 is 0.8% above other SEN national however pupils with a statement or EHC plan are 7% behind.
- At Year 1 Girls attainment is very close to the Girls national average however Boys are 1.2% behind Boys nationally
- EAL pupils attainment in Year 1 is 2.5% behind other EAL pupils nationally.

Key Stage 1

- While still behind National, pupils in Birmingham narrowed the attainment gap for at least the expected standard in Writing and Maths. For Reading the attainment gap remained static.
- Reading, Writing and Maths outcomes in Birmingham are all above the averages for Core Cities and slightly below for Statistical Neighbours.
- Disadvantaged and FSM pupils in Birmingham continue to outperform National with 5.8% more FSM pupils achieving at least the expected standard in Writing than National.
- Other than Disadvantaged children and FSM, Birmingham groups are behind their National equivalents. Girls however have seen clear improvement since 2018.

- SEN pupil's attainment while below other SEN pupils nationally has seen improvement from 2018 and is strongest in Writing where the gap has narrowed to 1.2%.
- The gap between the percentage of Birmingham pupils working at greater depth and the national equivalent is narrowing across Reading, Writing and Maths, Reading is now 4.7% behind, Writing 2.7% and Maths 3.1% behind.
- Pakistani children in Birmingham have performed strongly across Reading, Writing and Maths in 2019 outperforming their group nationally and the overall LA average.

Key Stage 2

- In 2019, 62.1% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM) and 9.4% achieved a higher standard. While still below the national outcomes of 64.9% and 10.6%, the attainment gap continues to narrow.
- In Reading, Writing and Maths individually, the percentage of Birmingham children reaching the expected standard is highest for Maths and lowest for Reading.
- The percentage of Birmingham children reaching the expected standard in Maths is 1.8% behind national but the percentage reaching a higher standard is just above national. In Reading the attainment gap is 3.4% and 2.2%. Writing continues to have the widest attainment gap for children achieving a higher standard.
- Grammar, Punctuation and Spelling attainment in Birmingham is above the national average for children achieving at least the expected standard by 1.2% and 4.8% above for those achieving a higher standard.
- The progress of children from key stage 1 to 2 continues to improve in all subject areas progress in Maths continues to be above the national average. Progress in Reading and Writing while showing definite improvement from 2018 are still slightly behind national.
- Birmingham's RWM attainment is 0.6% below the Core Cities average and 1.2% below Statistical Neighbours, however both represent improvement from 2018.
- All contextual groups are behind their national equivalents except for Disadvantaged and FSM pupils.
- 54.6% of disadvantaged children, reached the expected standard for RWM, 3.3% above national. For FSM children, 51.1% reached the standard, 3.8% above national.
- Disadvantaged and FSM children made similar progress to national equivalents in both Reading and Writing and better progress in Maths..
- The percentage of both boys and girls reaching the expected standard in RWM increased at a higher rate than national from 2018 however the attainment gap between the genders has widened.
- The gap in attainment between All SEN children in Birmingham and the national equivalent for RWM has increased and is now 4.3% behind. Pupils attainment with no identified SEN has increased and now 1% behind the national equivalent.
- Birmingham has a lower proportion of Primary schools rated as Good or Outstanding than Nationally.

Key Stage 4

- In 2019, Birmingham's Progress 8 score of 0.9 is above the state funded national average of -0.03. This means that pupils in Birmingham made more progress from key stage 2 to the end of key stage 4 than those with a similar starting point nationally.
- Birmingham's average Attainment 8 in 2019 was 46.6 which is slightly below national average of 46.8. Direct comparisons cannot be made with 2018 due to transitions in the grading method.
- 42.5% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, whilst 61.9% achieved a standard pass (9-4 grade). This is below the National averages of 43.4% and 64.9% respectively but the gap is narrowing.

- In Birmingham 61.9% of pupils achieved a 9-5 grade in English which is now above the national average by 1.1%. Maths attainment has improved with 46.5% achieving a 9-5 grade, 2.8% behind national.
- English Baccalaureate attainment in Birmingham is above the National average. The average points achieved per pupil was 4.1 compared to 4.08 at National. 26.5% of students achieved the Ebacc with grades 9-4, 1.4% above the national average. Achievement with 9-5 grade was 18% above the national average by 0.8%.
- Birmingham has the highest progress 8 average out of all Core Cities and ranked 4th out of 11 when comparing to Statistical Neighbours.
- Birmingham Disadvantaged pupil's Progress 8 is significantly above Disadvantaged pupils nationally averaging -0.12 compared to -0.45. In addition, non-disadvantaged also make more Progress than non-disadvantaged nationally and the progress gap between the two groups is much narrower.
- Birmingham Disadvantaged pupil's Attainment 8 is significantly above Disadvantaged pupils nationally averaging 40.2 compared to 36.8. In addition, non-disadvantaged Attainment 8 is higher than Attainment 8 for non-disadvantaged nationally and the attainment gap between the two groups is much smaller.
- In Birmingham SEN pupils average a higher Progress 8 score than national however they make less attainment. The gap in both progress and attainment is wider between SEN and non-SEN in Birmingham than it is nationally.
- Birmingham has a higher proportion of secondary schools rated Good or Outstanding by Ofsted than the national average.

16 – 18 Study

- All Birmingham's overall A Level performance indicators are better than National, Core Cities, Statistical Neighbours, and West Midlands Local Authorities.
- 19.7% of A Level students achieved at least AAB grades of which at least two were in facilitating subjects.
- 22.9% of A Level students achieved at least AAB grades in Birmingham compared to 19.8% Nationally.
- 14.1% of students achieved at least 3 or more A levels of A*-A compared to 11.7% Nationally.
- 86.9% of students achieved 'at least 2 substantial level 3 qualifications' compared to 86.5% Nationally.



Early Years and Primary School Results

Early Years Foundation Stage Profile (EYFSP)

Key Messages

- In 2019, 68.0% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 71.8% nationally.
- Birmingham's GLD improved 0.3% from 2018, the same rate as National, the attainment gap therefore remains 3.8%.
- Birmingham's GLD is 0.3% higher than the average for Core Cities but 0.7% below Statistical Neighbours.
- Children eligible for Free School Meals (FSM) outperform their national peers for GLD by 3.2%. This represents an improvement from 2018 when it was 2.8%.
- With the exception of FSM most pupil groups in Birmingham are behind their National peers, especially pupils with SEN support who are 5.7% behind.
- Black Caribbean pupils have done well in 2019 outperforming the average GLD for their groups at National level by 2.6%.

The **EYFSP** summarises and describes pupils' attainment at the end of the EYFS. Its purpose is to gain insight into levels of children's development and their readiness for the next phase of their education. The EYFSP gives:

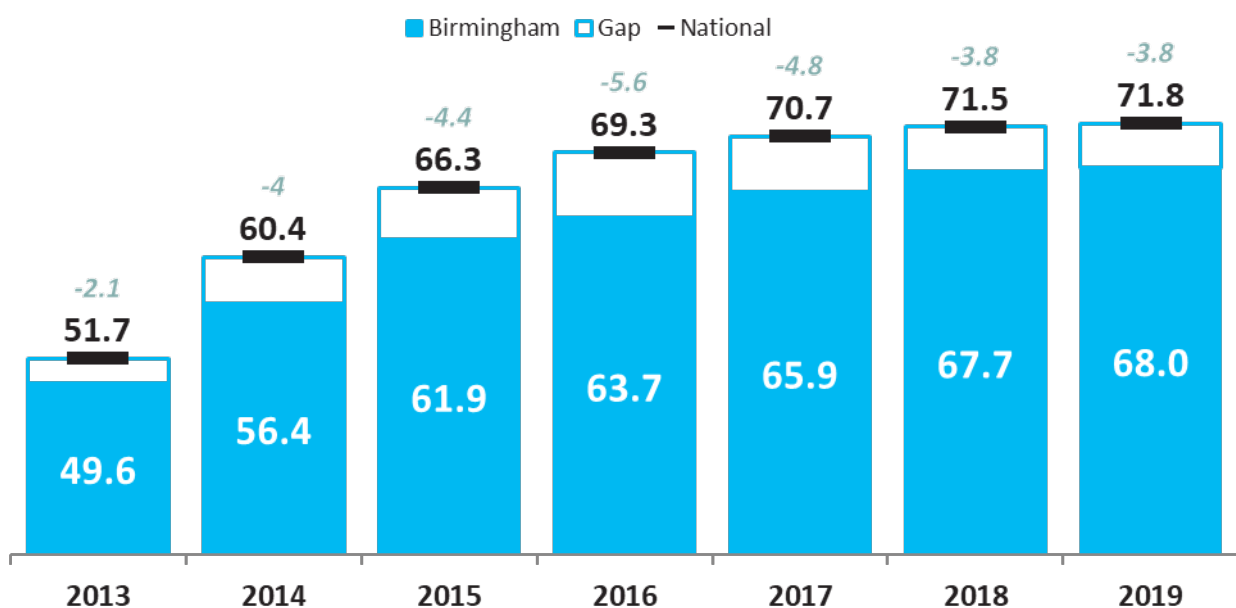
- the pupil's attainment in relation to the 17 early learning goals (ELG) descriptors
- a short narrative describing the pupil's 3 characteristics of effective learning.

"Good Level of Development" (GLD) is a standardised way of measuring performance. A child achieves GLD if they achieve "at least the expected level" in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language);
- the early learning goals in the specific areas of mathematics and literacy.

Overall Performance

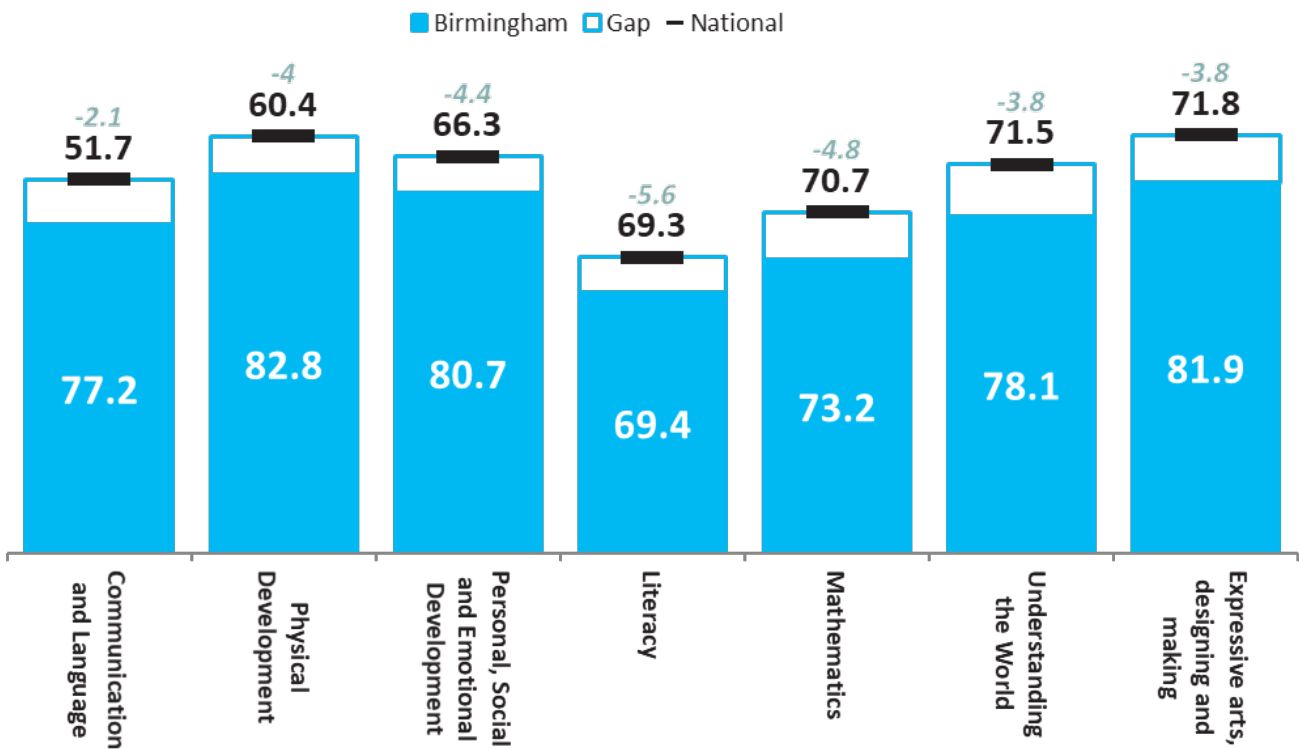
Percentage of children in Birmingham achieving a Good Level of Development against National



In 2019, **68.0%** of Birmingham pupils achieved GLD, a small increase of 0.3% from 2018 which compares exactly to the National increase in attainment. This means that we have not narrowed the attainment gap in 2019.

Areas of Learning

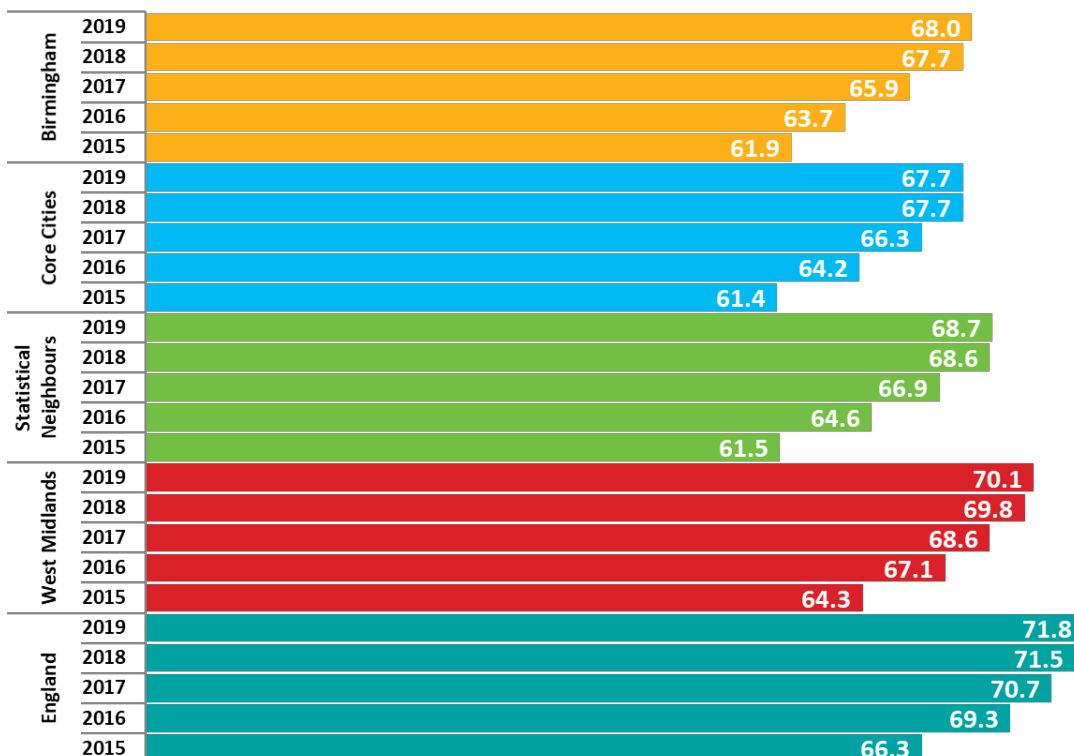
Percentage of children in Birmingham achieving at least expected across the 7 Areas of Learning against National



Birmingham is below the National average in all 7 areas of learning. Communication and Language is the closest to National and Literacy the furthest.

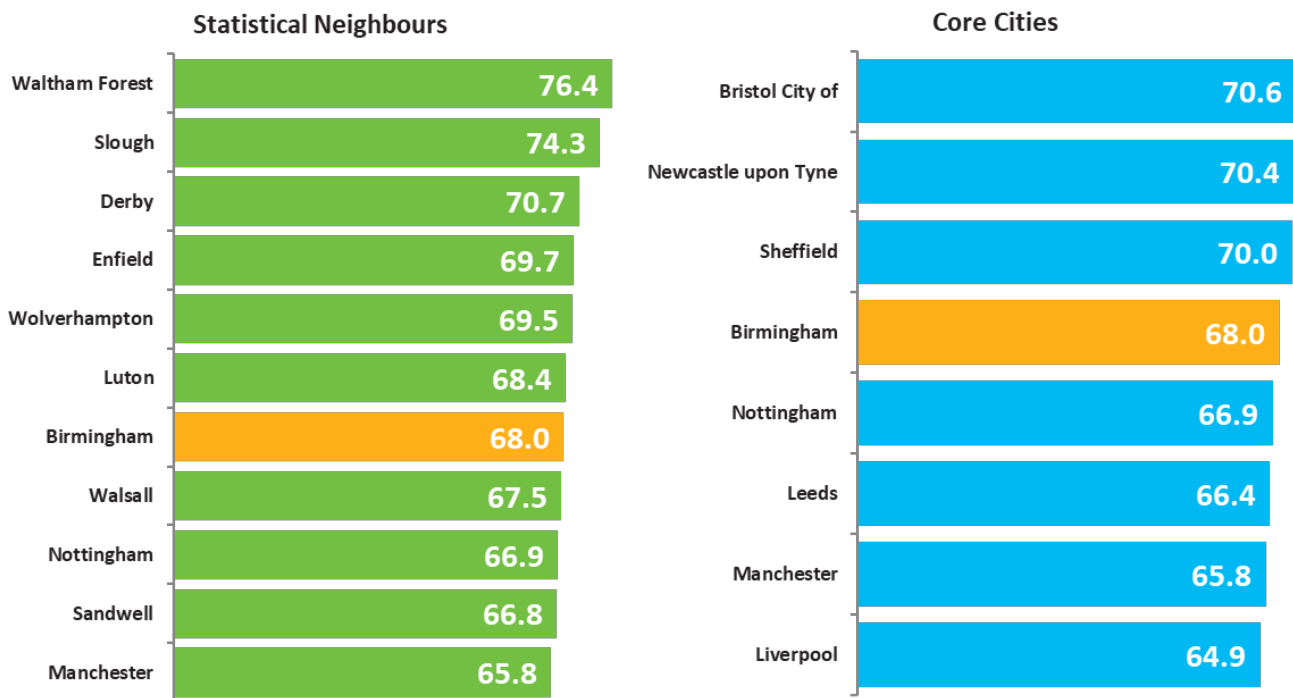
National Comparisons

Percentage of children achieving a Good Level of Development



Birmingham's performance is now slightly above the Core City average and has closed to 0.7% below the statistical neighbours' average. We remain 2.1% behind the overall West Midlands average.

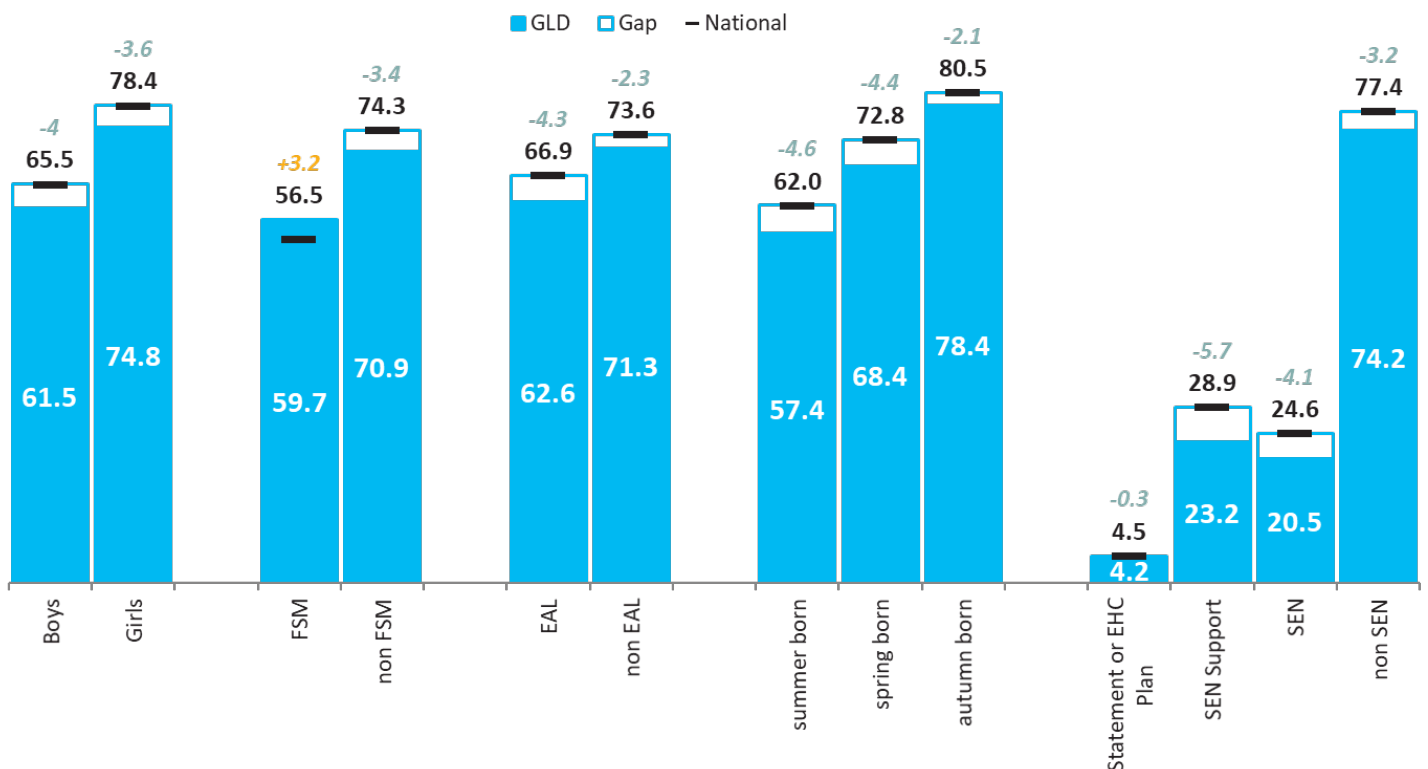
Percentage achieving a Good Level of Development



Pupil Characteristics

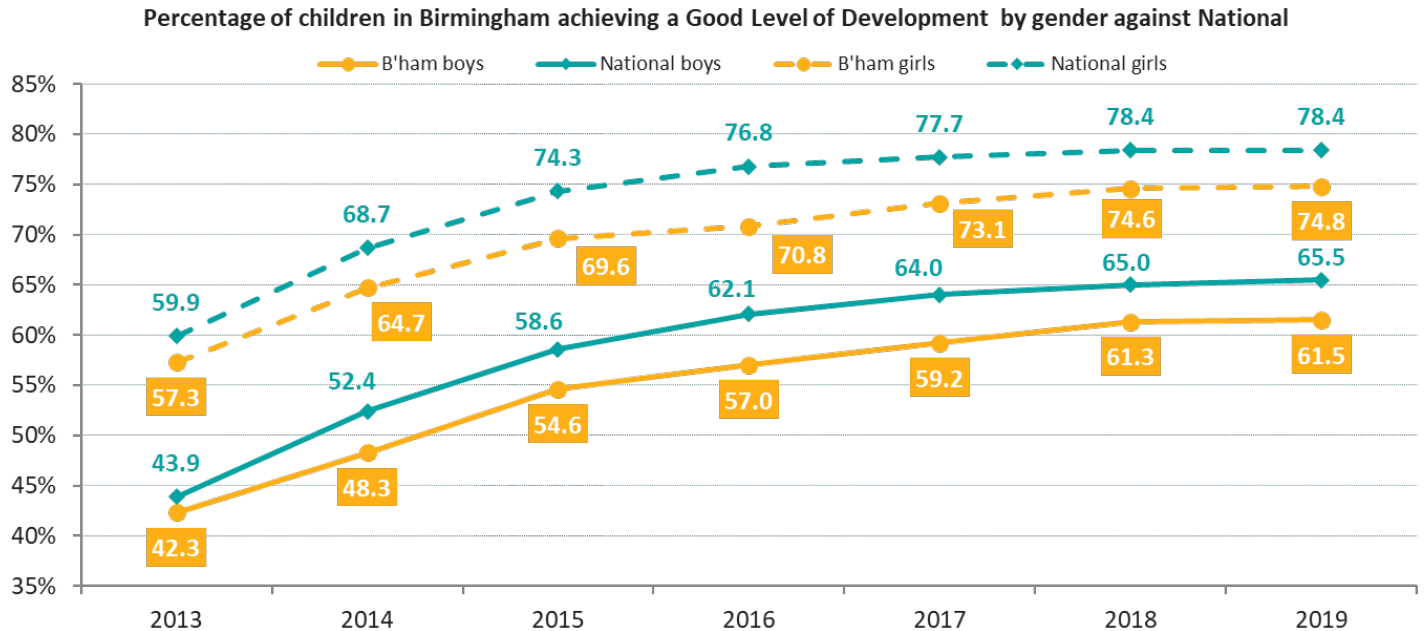
Gender, Free School Meals (FSM), Language (EAL) & Special Educational Needs (SEN)

Percentage of pupils in Birmingham attaining a Good Level of Development (GLD) by Gender, FSM, Language, Term of birth and SEN against National



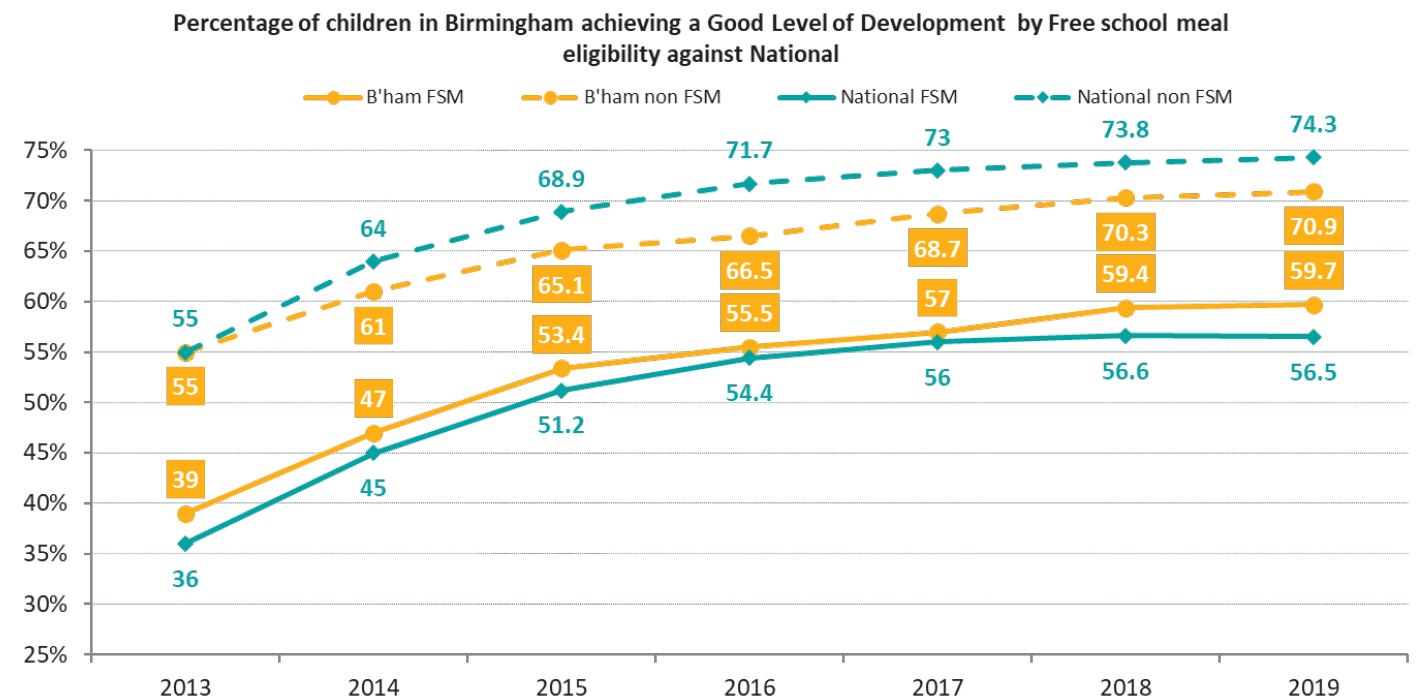
The previous chart shows that there are gaps in attainment across all groups, apart from FSM where Birmingham outperforms national by 3.2%. Overall SEN attainment is 4.1% behind the comparable National average. This gap in attainment is much wider for pupils with SEN support which is 5.7% behind national, whereas pupils on an EHC plan are only 0.5% behind.

Gender



The attainment of boys and girls in Birmingham remains below National, the gap has marginally narrowed for girls and is now 3.6%. For boys however the attainment gap has widened slightly and is now 4%.

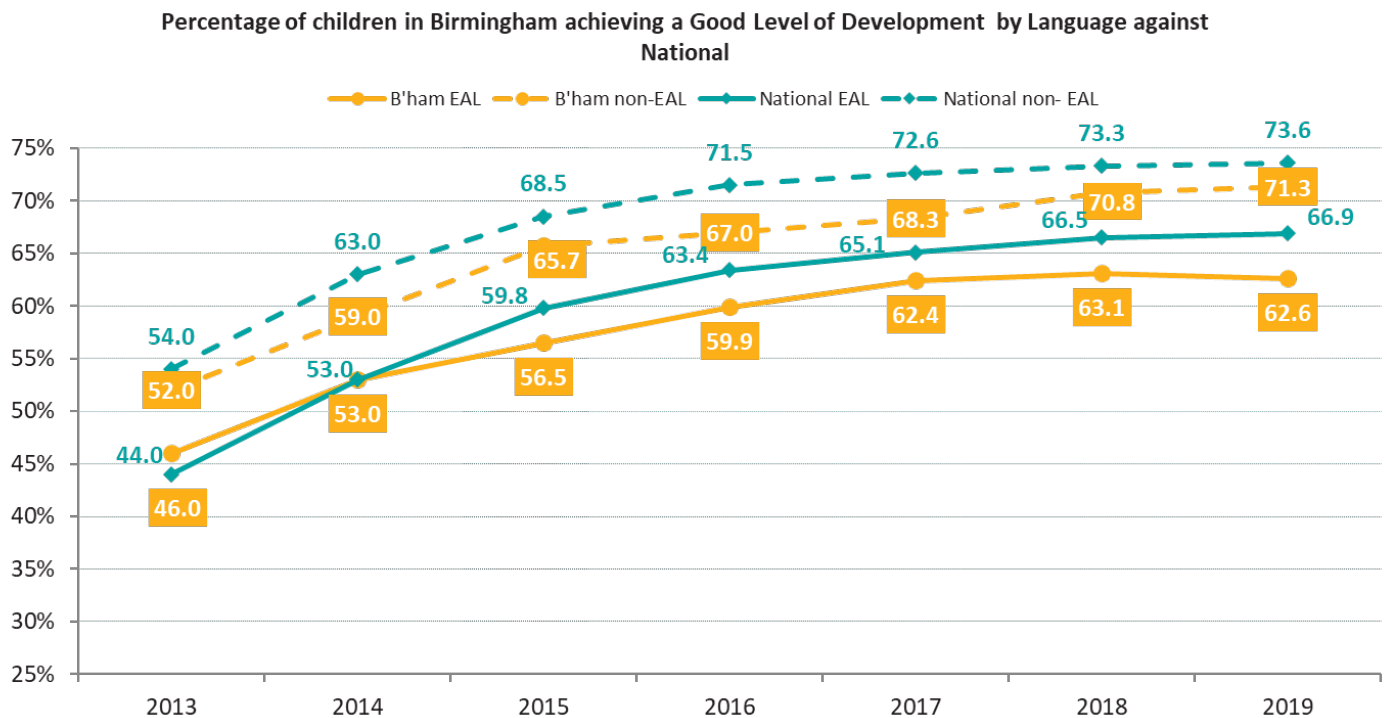
Free School Meals



FSM children in Birmingham continue to outperform FSM children nationally. In Birmingham FSM pupils saw an attainment gain of 0.3% compared to a slight drop at National level of 0.1%. The attainment of non FSM children has also slightly increased more than Nationally at 0.6% against 0.5%. The gap in attainment

between FSM and non FSM children in Birmingham is now 11.2%, slightly larger than in 2018 by 0.3%. However Nationally the gap is 17.8% rising by 0.6% from 2018.

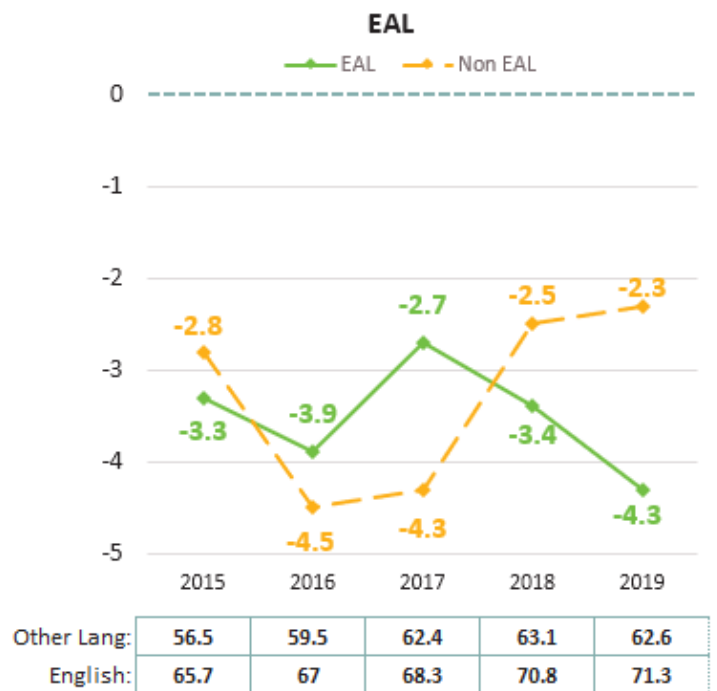
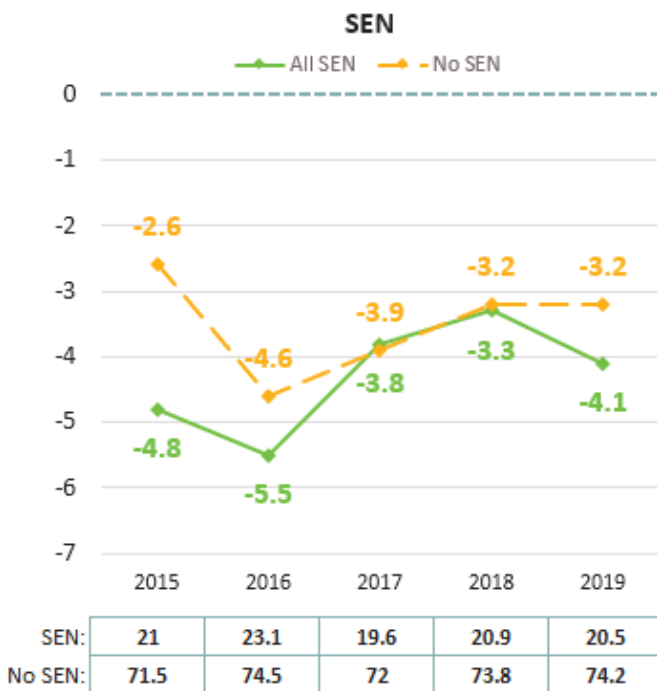
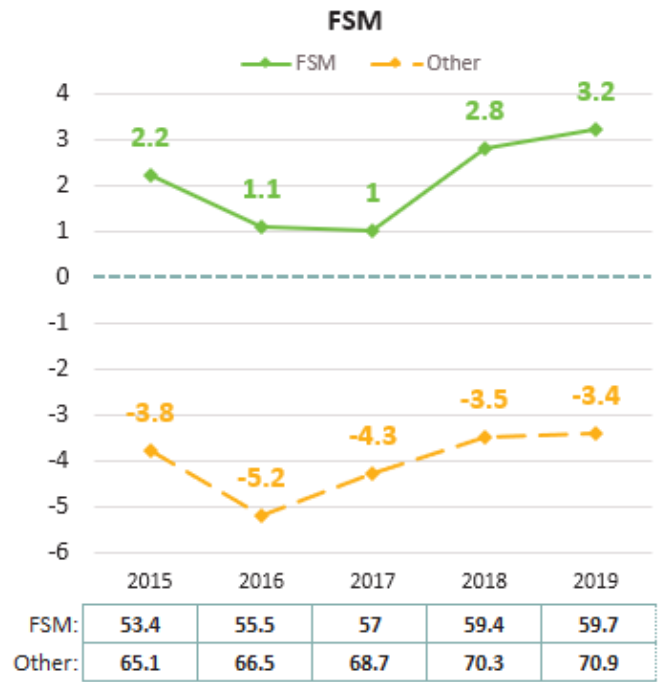
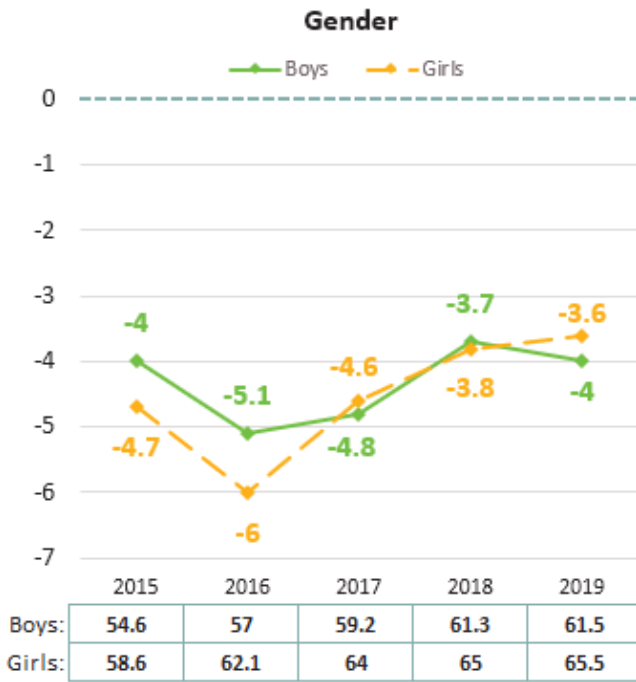
English as additional language



Attainment of EAL children in Birmingham has decreased by 0.5% from 2018 whereas nationally the same group saw an increase of 0.4%, this means they are now 4.3% behind other EAL children nationally. However the attainment of non EAL children in Birmingham is catching up slightly to National with the gap closing to 2.3%.

The graphs on the following page show the same data but are focused on percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line represents the National average and the green and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil groups attainment is compared directly to their equivalent National average. E.g. Birmingham FSM vs National FSM.

Attainment gap to equivalent National average for achieving a Good Level of Development



Ethnicity

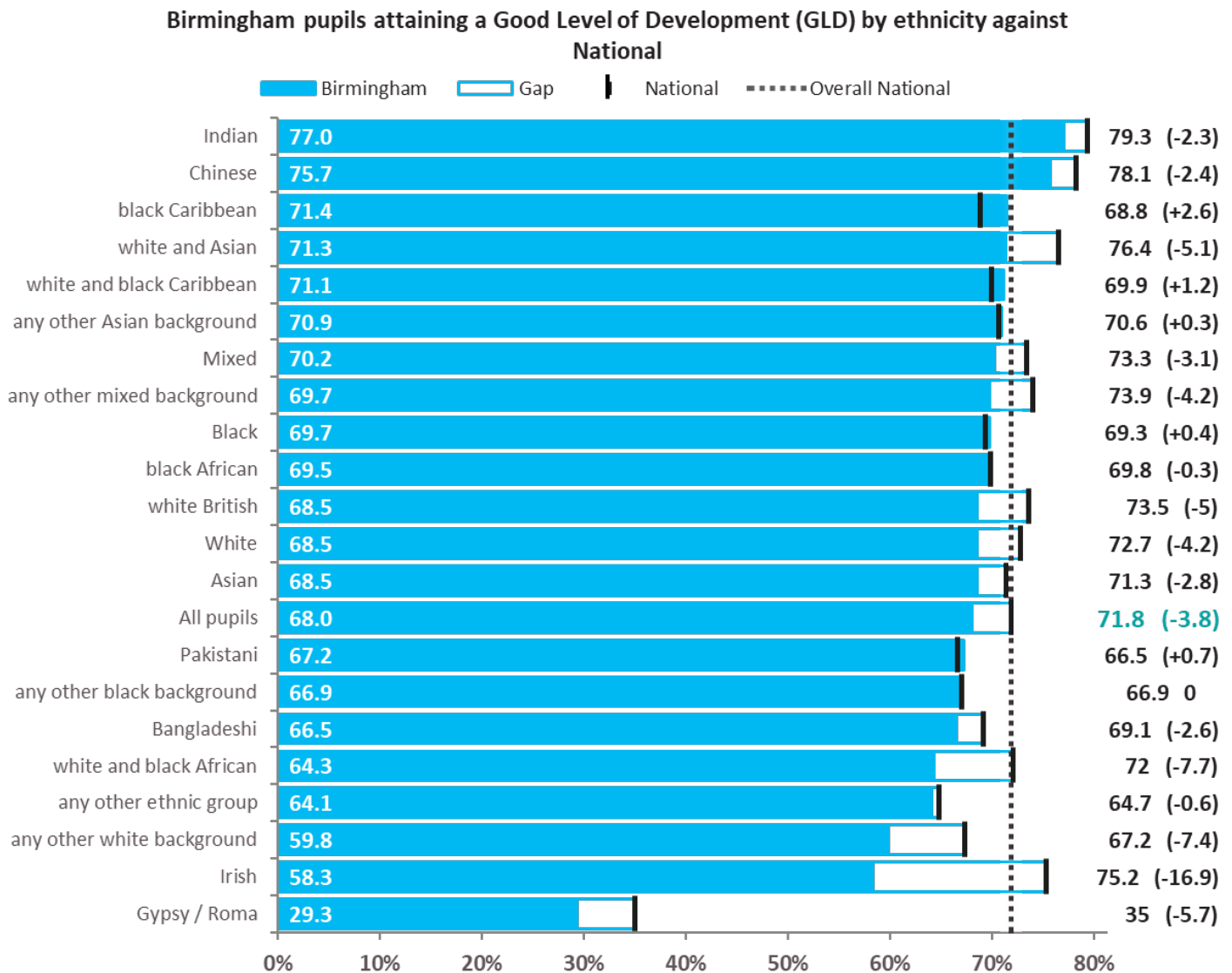
The following chart shows EYFSP performance across ethnic groups compared to national averages of those groups. The chart is sorted so that the highest performing group in Birmingham is at the top.

In Birmingham Asian pupils as a group are performing below the overall National average and are 2.8% behind their peer group. Indian pupils are performing well above the overall National average but lower than their peers. Pakistani pupils attainment in Birmingham is slightly higher than their peers Nationally but below the overall average, the same goes for 'Other Asian' pupils but they are much closer to the overall National. Bangladeshi pupils attainment in Birmingham is both behind their peers and the overall average.

For White pupils as group attainment is behind National. White British are 5% behind their peers. For 'White other' pupils the attainment gap is wider at 7.4%. The remaining pupil groups Irish and Gypsy Roma are also behind. While the gap in Irish pupils attainment appears particularly high it should be noted that this represents fewer than 25 pupils and therefore may be anomalous.

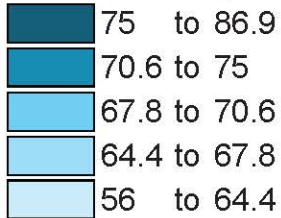
Black pupils attainment as a group is below the overall National average but above that of other Black pupils nationally. Black Caribbean pupils have done well performing less than half a percent behind the overall National average and 2.6% above their peers. Black African pupils attainment is in line with their peers as are 'Other Black' pupils.

The highest attaining group within pupils from a Mixed background are White and Asian whose attainment is close to the overall National but 5.1% behind their peers. White and Black African are the lowest attaining group however this is a small group (approximately 100) and could be anomalous as in 2018 this group scored close to the overall National average.

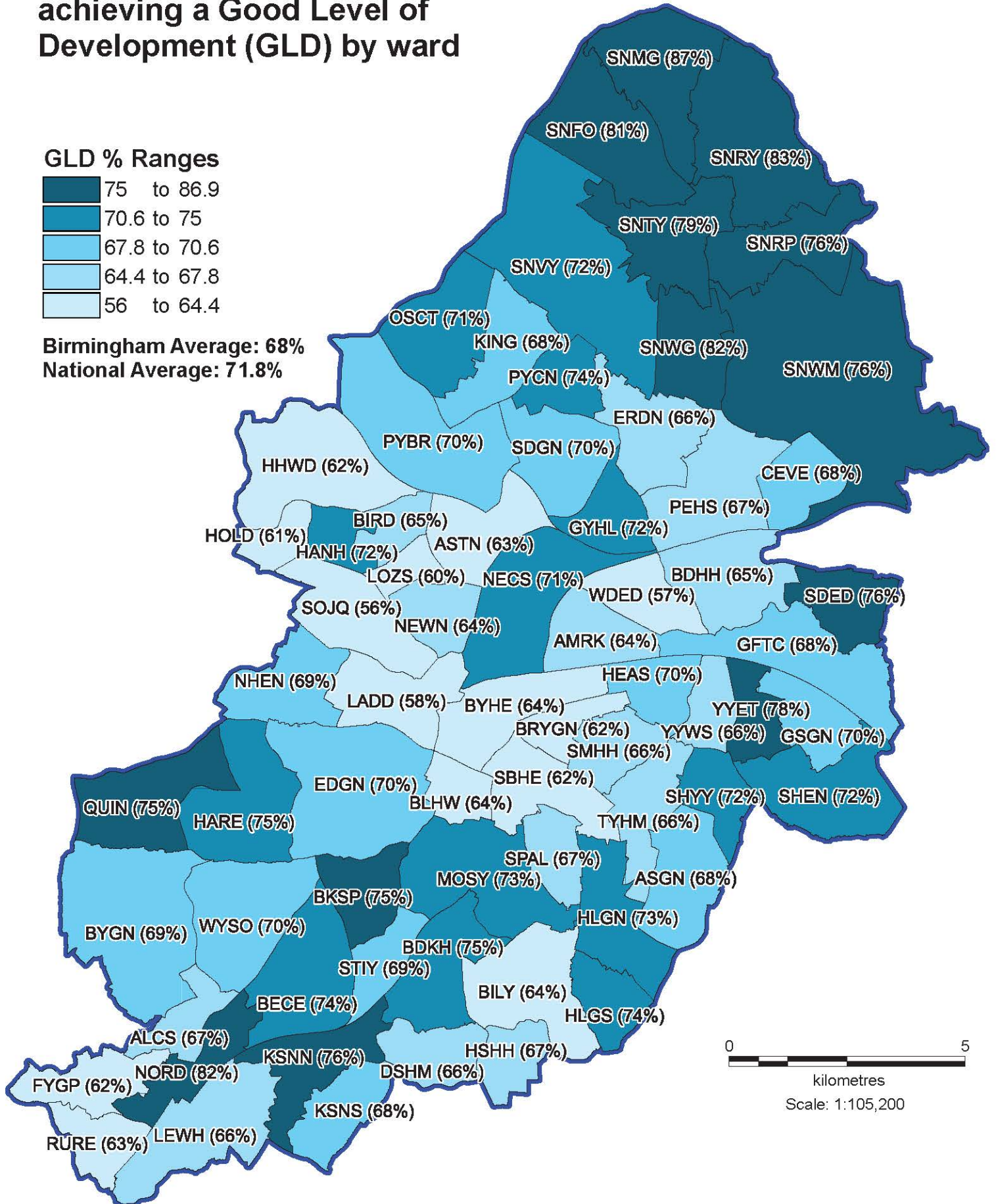


Early Years Foundation Stage: 2019 Percentage of pupils achieving a Good Level of Development (GLD) by ward

GLD % Ranges



Birmingham Average: 68%
National Average: 71.8%



Phonics

Key Messages

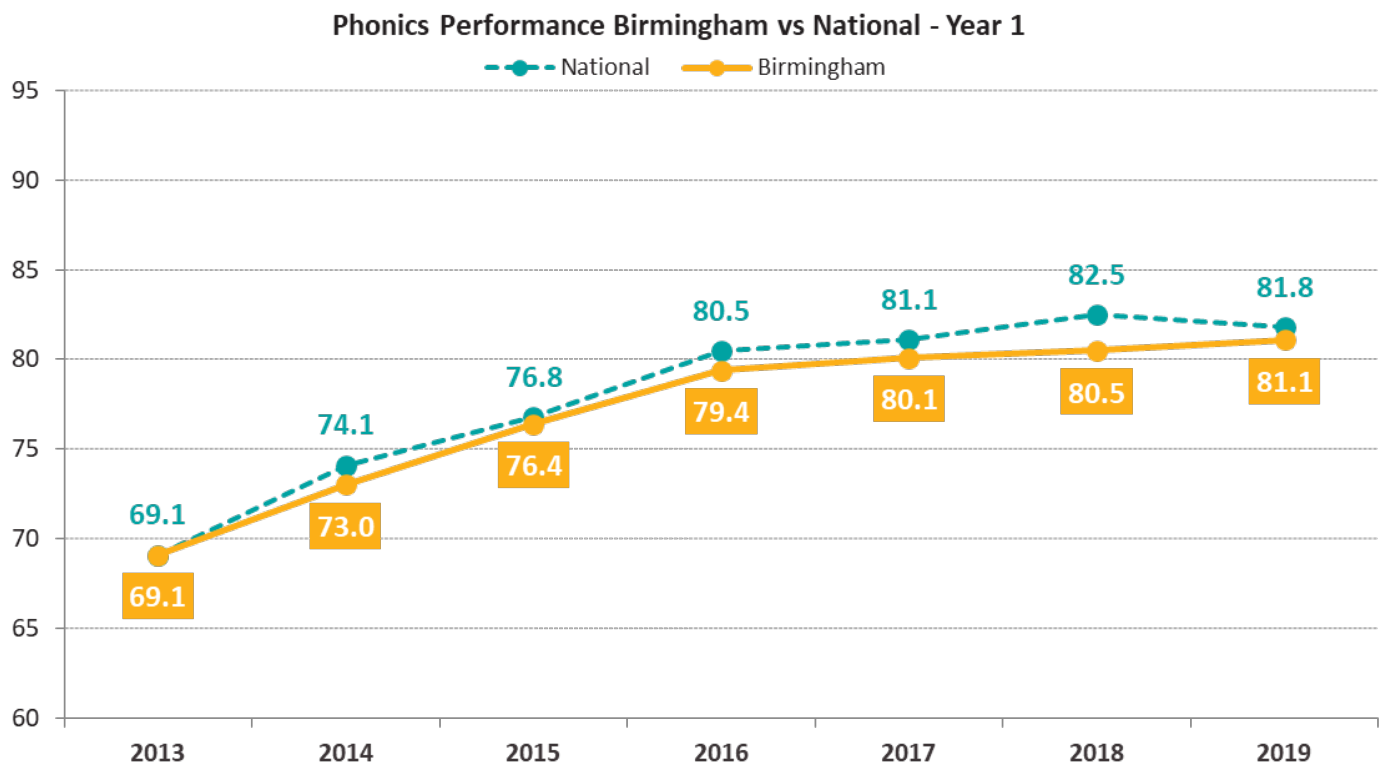
- In 2019, 81.1% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 81.8% nationally. By the end of Year 2 this rises to 90.1% and 91.3% respectively.
- In Birmingham, 5% more FSM and 5.5% more Disadvantaged children achieved the expected standard in Year 1 than their corresponding groups nationally.
- Overall SEN attainment in Year 1 is 0.8% above other SEN national however pupils with a statement or EHC plan are 7% behind.
- At Year 1 Girls attainment is very close to the Girls national average however Boys are 1.2% behind Boys nationally
- EAL pupils attainment in Year 1 is 2.5% behind other EAL pupils nationally.

Background

The Phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Those children who did not undertake Phonics or make the expected standard in Year 1 then re-take the screening check in Year 2.

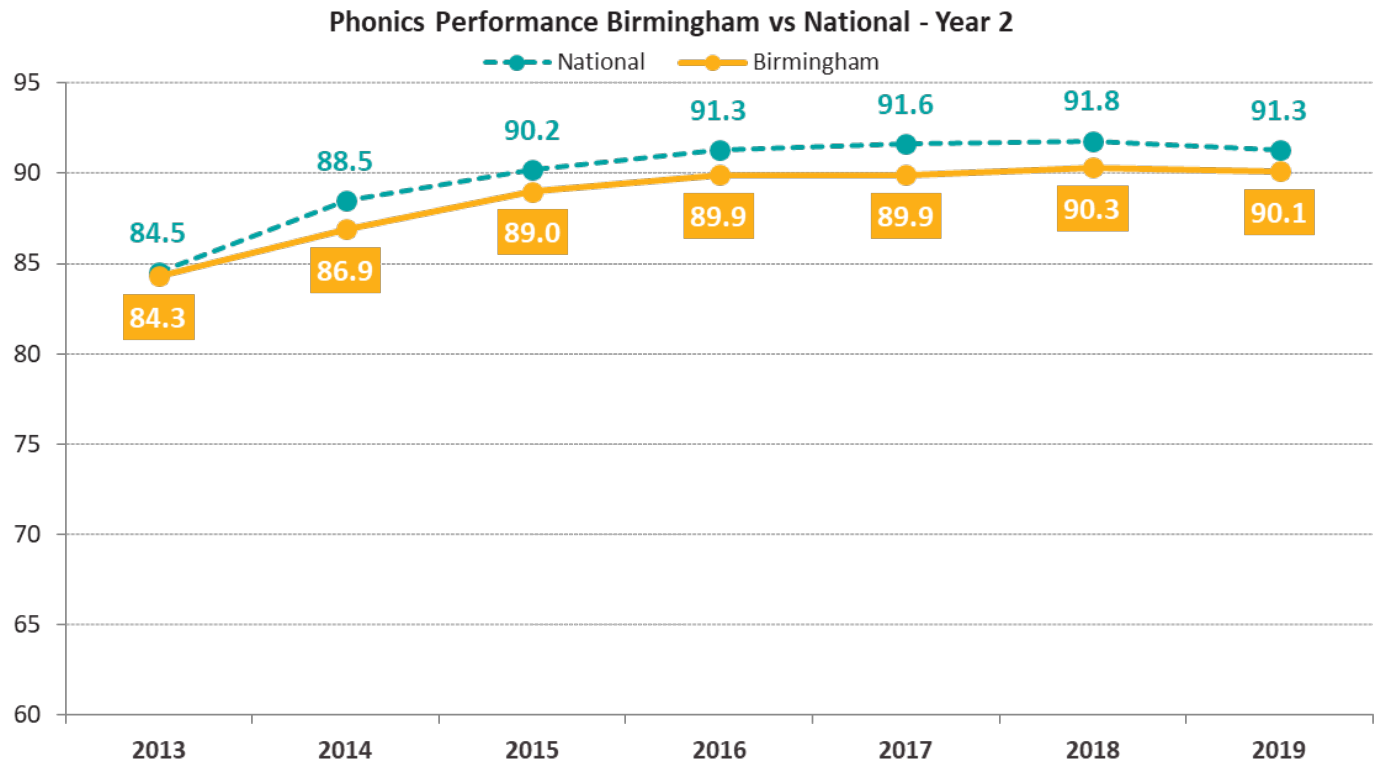
A child is required to achieve 32 out of 40 to meet the expected standard. This threshold has remained the same since 2012, the year of introduction.

Overall Performance



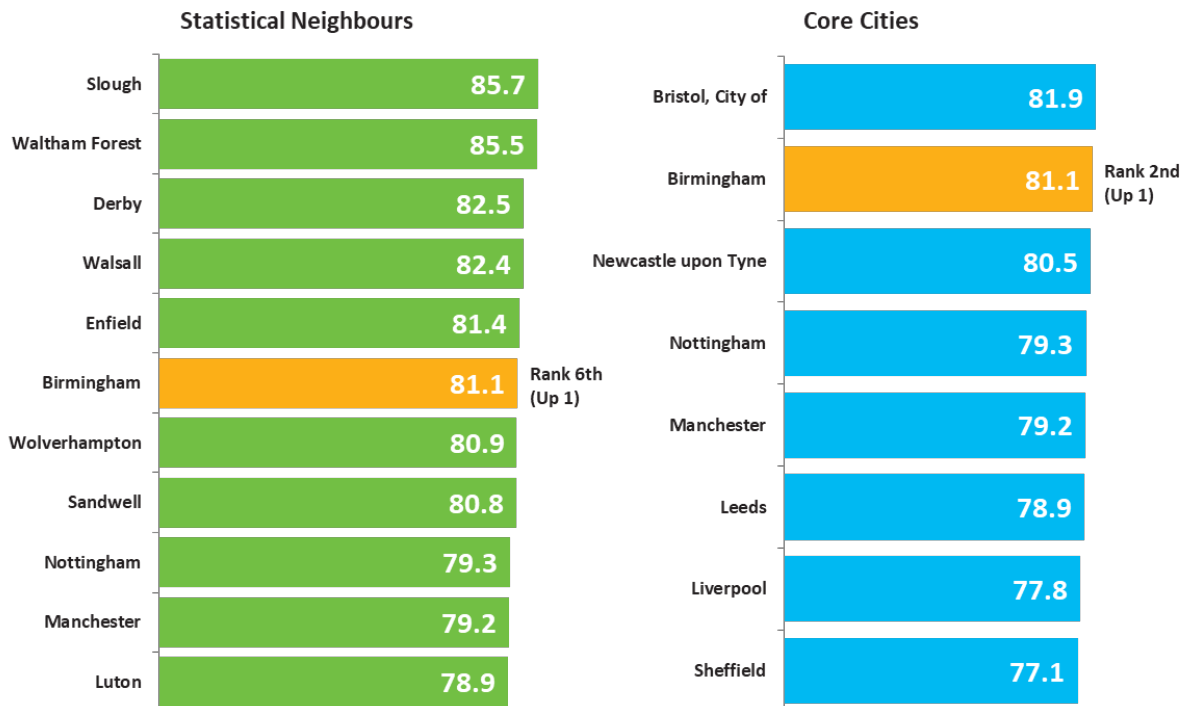
The percentage of pupils meeting the expected standard in Year 1 has steadily increased since 2013. Birmingham's attainment in 2019 was 81.1%, slightly below the national average which saw a slight fall in attainment from 2018.

In 2019 attainment of children in Birmingham at the end of year 2 dropped slightly since 2018 to 90.1%. Nationally end of Year 2 attainment saw a larger drop. Birmingham's attainment remains below national but has narrowed the gap to 1.2%.

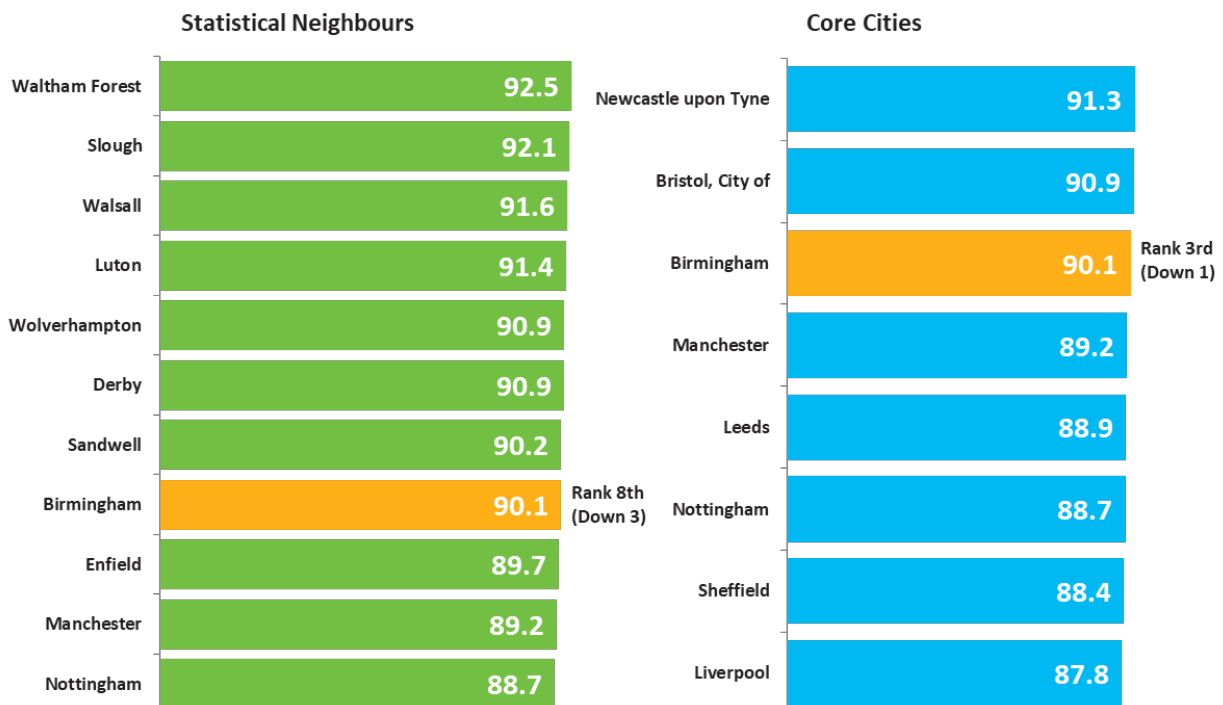


National Comparisons

Percentage of pupils meeting the required standard of phonic decoding by the end of Year 1



Percentage of pupils meeting the required standard of phonic decoding by the end of Year 2



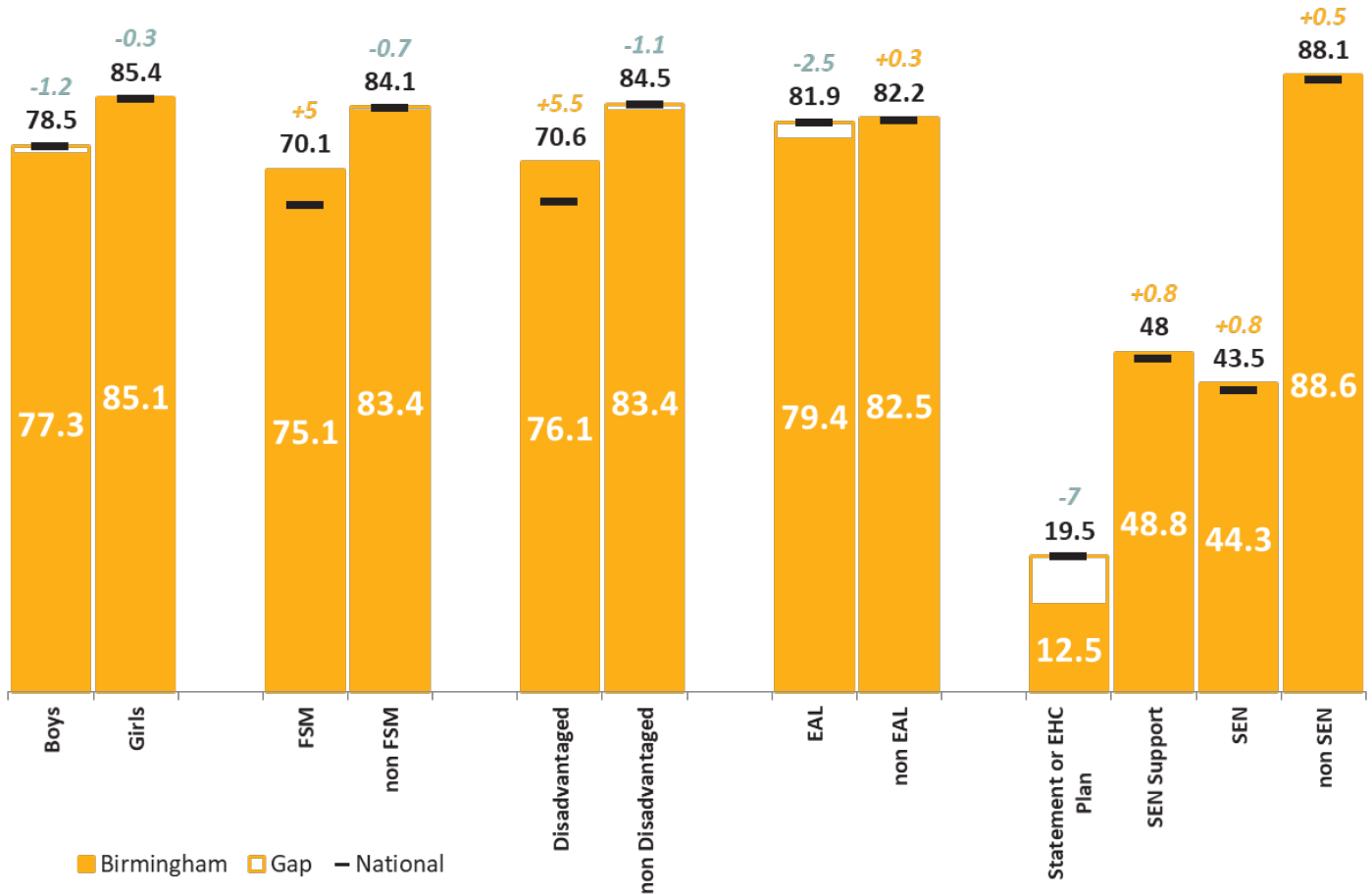
In Year 1 Phonics, Birmingham has improved rank compared to other Core Cities and is now 2nd out of 8. Our ranking within statistical neighbours has also increased and we are now right in the middle at 6th out of 11.

For Phonics end of Year 2 outcomes however Birmingham has seen its ranking drop and is now 3rd out of 8 core cities and 8th out of 11 statistical neighbours.

Pupil Characteristics

Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)

Birmingham pupils attaining at least the expected standard of Phonics decoding in Year 1 by Gender, FSM, Disadvantaged, Language and SEN against National



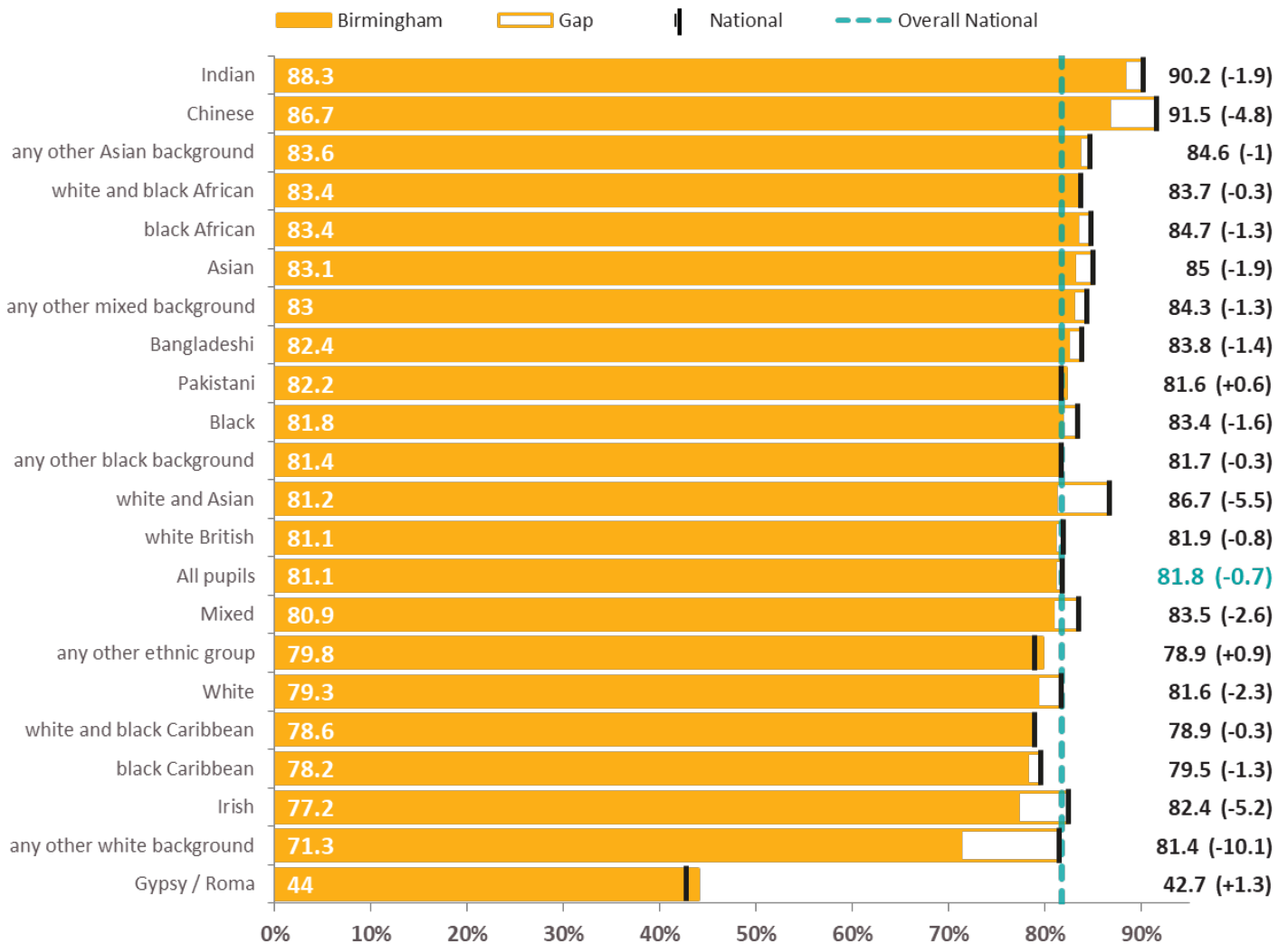
The chart above breaks down Birmingham Phonics performance at Year 1 across the different cohorts of pupils, and compares each group's performance with the equivalent national average.

The attainment across pupil groups in Birmingham is mixed with most being within 1% or so of their equivalents nationally. Strong groups are FSM and disadvantaged pupils where attainment is over 5% higher than the equivalent national. Weaker groups are EAL pupils who are 5.2% behind equivalent national and pupils with an EHC plan who are 7% behind. SEN pupils overall however have achieved 1% above other SEN pupils nationally.

Girls attainment is very close to the attainment of Girls nationally being 0.3% behind, while Boys are slightly further behind at 1.2% behind other Boys nationally.

Ethnicity

Birmingham pupils achieving at least expected level of Phonics decoding in Year 1 by ethnicity against National



The chart above shows Phonics outcomes for Year 1 pupils across ethnic groups compared to the national averages of those groups. It is sorted so that the highest performing group in Birmingham is at the top.

A couple of groups narrowly outperformed their national equivalents and a few were significantly behind but most groups scored below their national equivalents by less than 3%. White pupils as a group are behind the overall average and 2.3% behind White pupils nationally, in large part due to 'White other' pupils being 10.1% behind their national equivalents. Pakistani children's attainment is above both the overall national and other Pakistani pupils nationally.

Other ethnicity groups are behind their equivalents by more than 2% however these groups are made up of a low number of pupils and therefore may be anomalous.

Key Stage 1

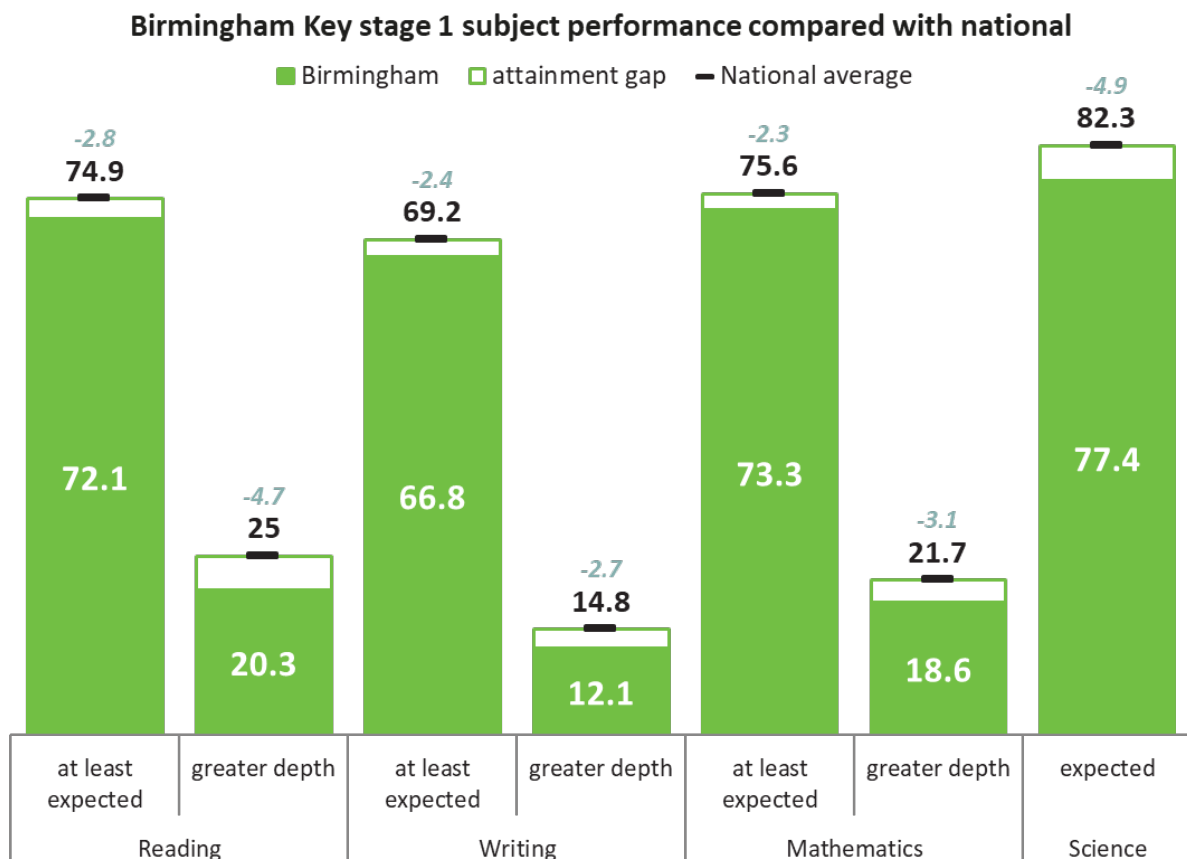
Key Messages

- While still behind National, pupils in Birmingham narrowed the attainment gap for at least the expected standard in Writing and Maths. For Reading the attainment gap remained static.
- Reading, Writing and Maths outcomes in Birmingham are all above the averages for Core Cities and slightly below for Statistical Neighbours.
- Disadvantaged and FSM pupils in Birmingham continue to outperform National with 5.8% more FSM pupils achieving at least the expected standard in Writing than National.
- Other than Disadvantaged children and FSM, Birmingham groups are behind their National equivalents. Girls however have seen clear improvement since 2018.
- SEN pupil's attainment while below other SEN pupils nationally has seen improvement from 2018 and is strongest in Writing where the gap has narrowed to 1.2%.
- The gap between the percentage of Birmingham pupils working at greater depth and the national equivalent is narrowing across Reading, Writing and Maths, Reading is now 4.7% behind, Writing 2.7% and Maths 3.1% behind.
- Pakistani children in Birmingham have performed strongly across Reading, Writing and Maths in 2019 outperforming their group nationally and the overall LA average.

Background

At the end of key stage 1 in 2019, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. As part of this process to help inform the TA pupils were tested in Reading and Mathematics. There was also an optional test in Grammar, Punctuation and Spelling (GPS). A new framework was introduced in 2016, previous year's results are not comparable.

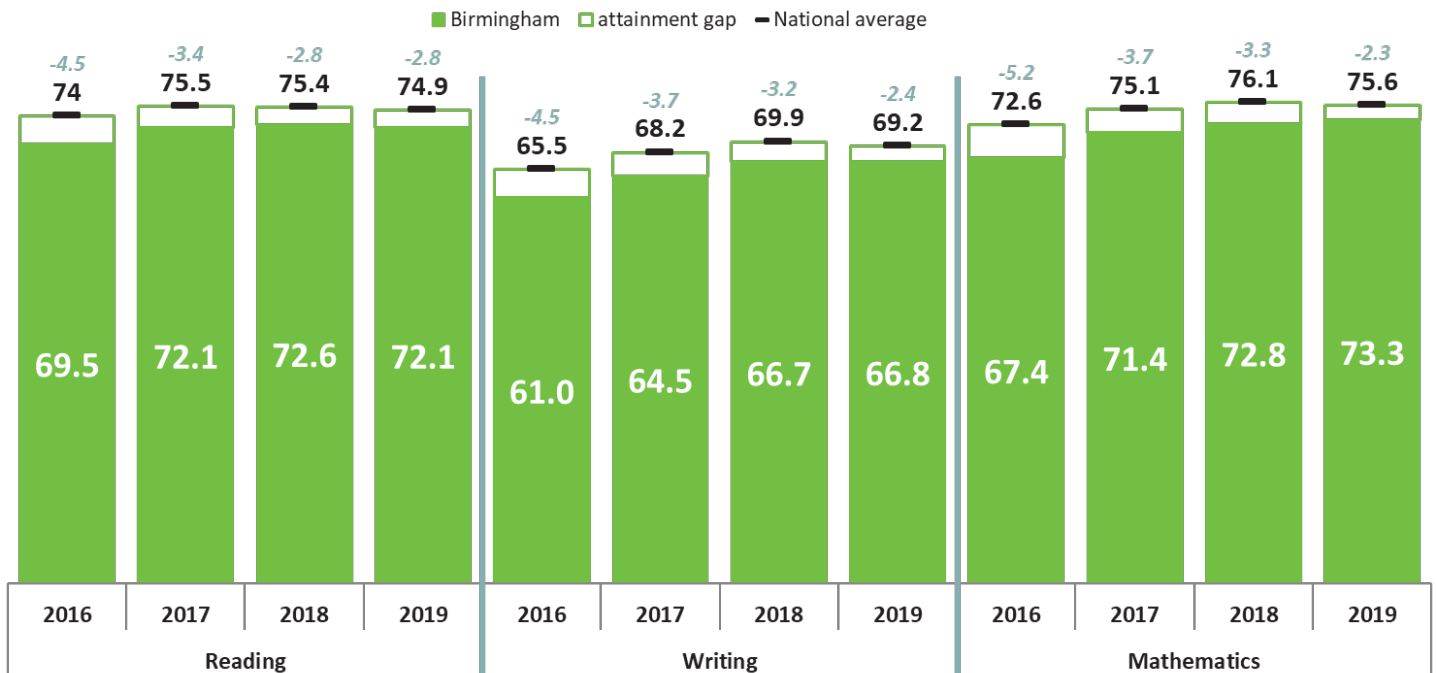
Overall Performance



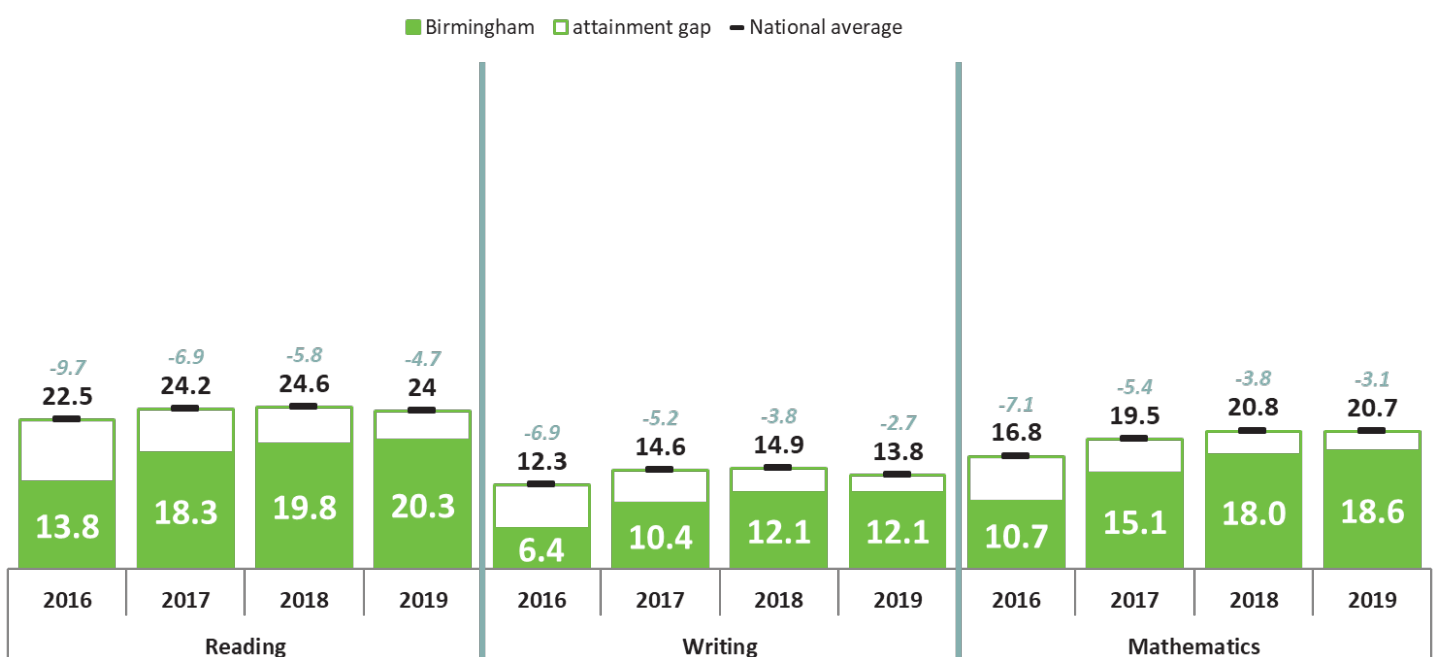
The percentage of Birmingham pupils reaching at least the expected standard at key stage 1 in 2019 is below national averages across Reading, Writing and Maths. However unlike National attainment which showed a decrease, in Birmingham Writing and Maths both saw small improvements with the gap now reduced to 2.4% and 2.3% respectively. Birmingham's Reading did see a drop of 0.5% the same as national, the attainment gap therefore remains 2.8%.

A lower proportion of pupils were working at a Greater Depth in Birmingham than National however the attainment gap has decreased across Reading, Writing and Maths. The gap is smallest in Writing and largest in Maths being 2.7% and 4.7% behind respectively.

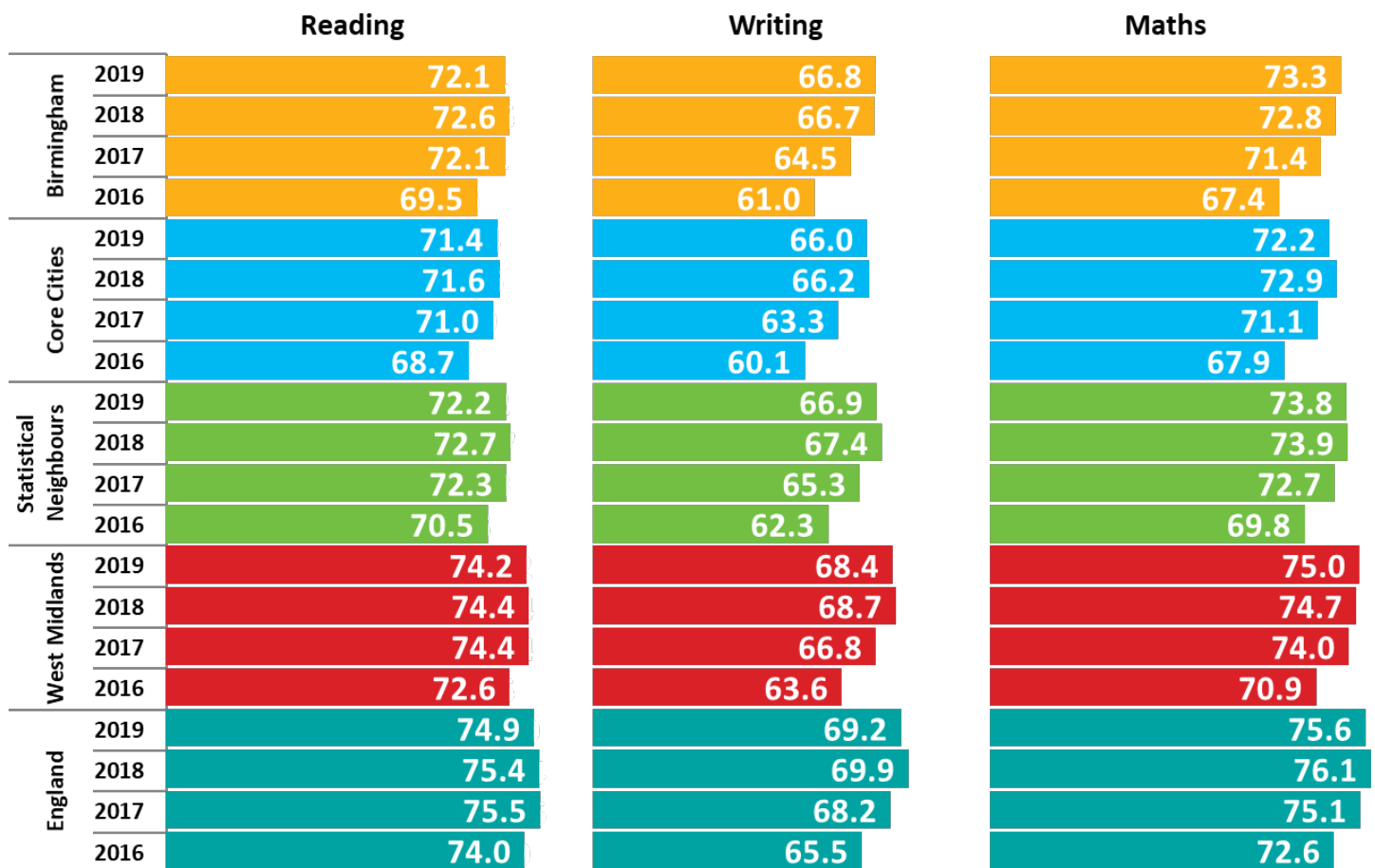
Percentage of pupils in Birmingham attaining at least the expected level against National



Percentage of pupils in Birmingham attaining a greater depth against National



National Comparisons



The three charts above show the percentages of pupils in Birmingham, LA comparator groups and nationally reaching at least the expected standard for Reading, Writing and Maths.

They show that Birmingham outperforms the Core Cities group in all 3 subjects, most notably in Maths which is 1.1% above.

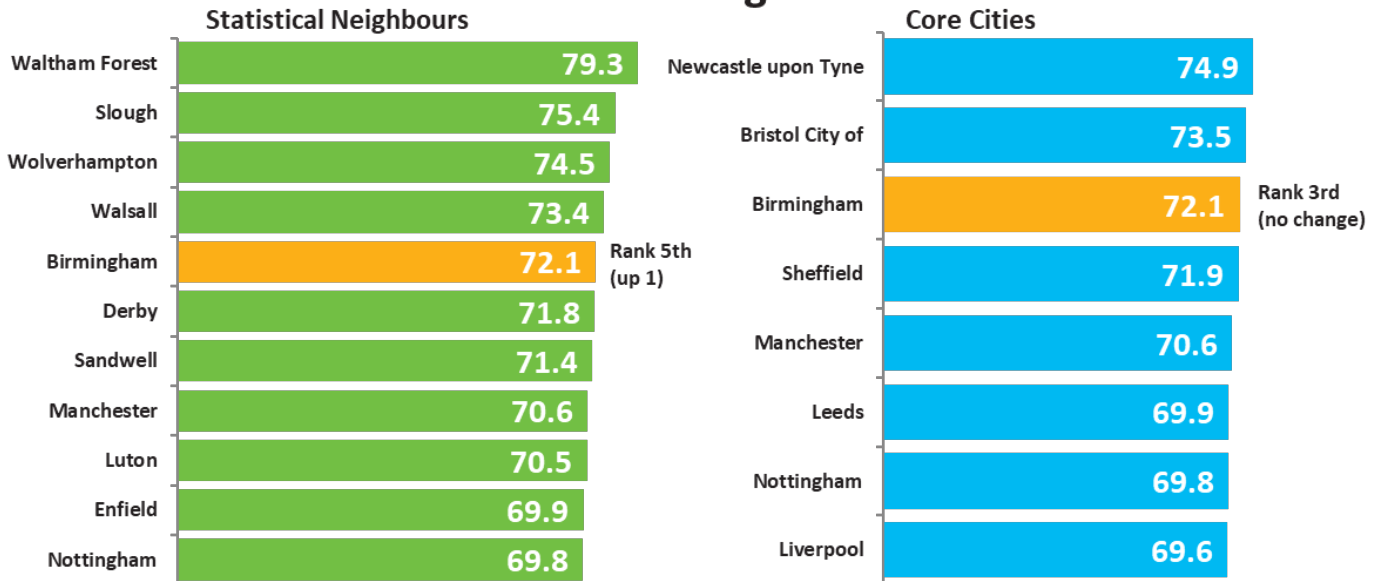
They also show that Birmingham is at a very similar level to the Statistical Neighbours group for Reading and Maths but a little behind (0.5%) in Maths.

Average attainment for the West Midlands group saw a slight drop in Reading and Writing and an increase in Maths. Though because Birmingham saw a larger drop in Reading our attainment gap has widened. In Writing and Maths however the gap has narrowed.

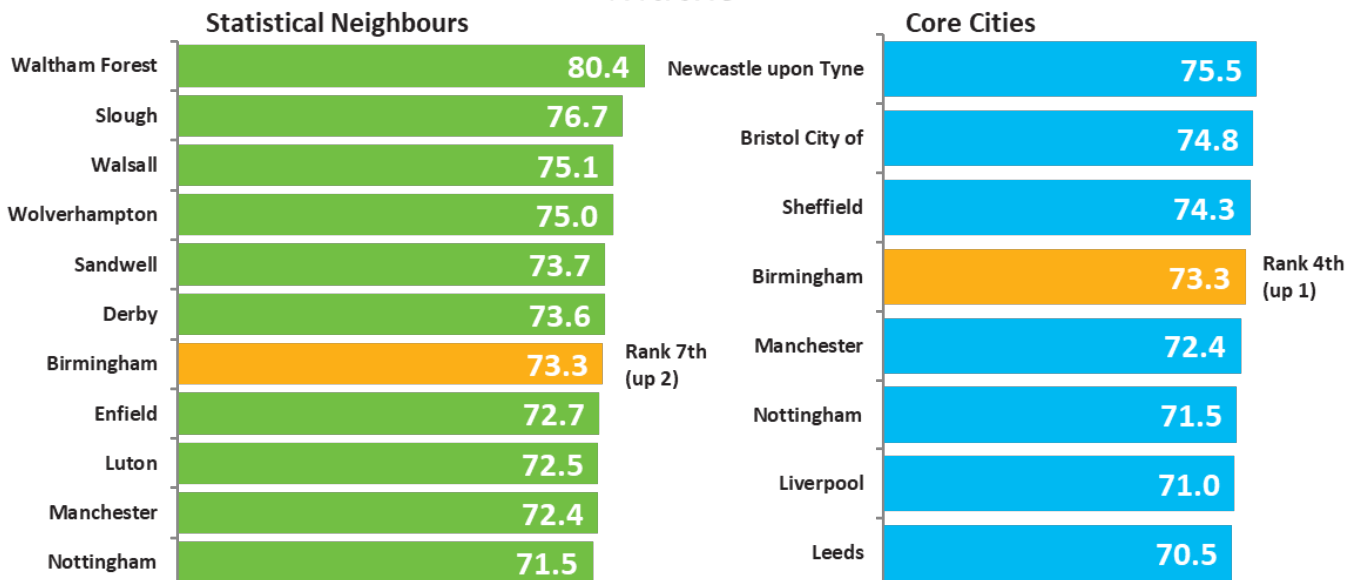
The charts on the next page show the individual local authorities that make up our Statistical Neighbours and the other Core Cities ranked by percentage of pupils achieving at least the expected level of attainment by subject.

In 2019 Birmingham's ranking improved by 1 or 2 places in everything except for Core Cities Reading (no change).

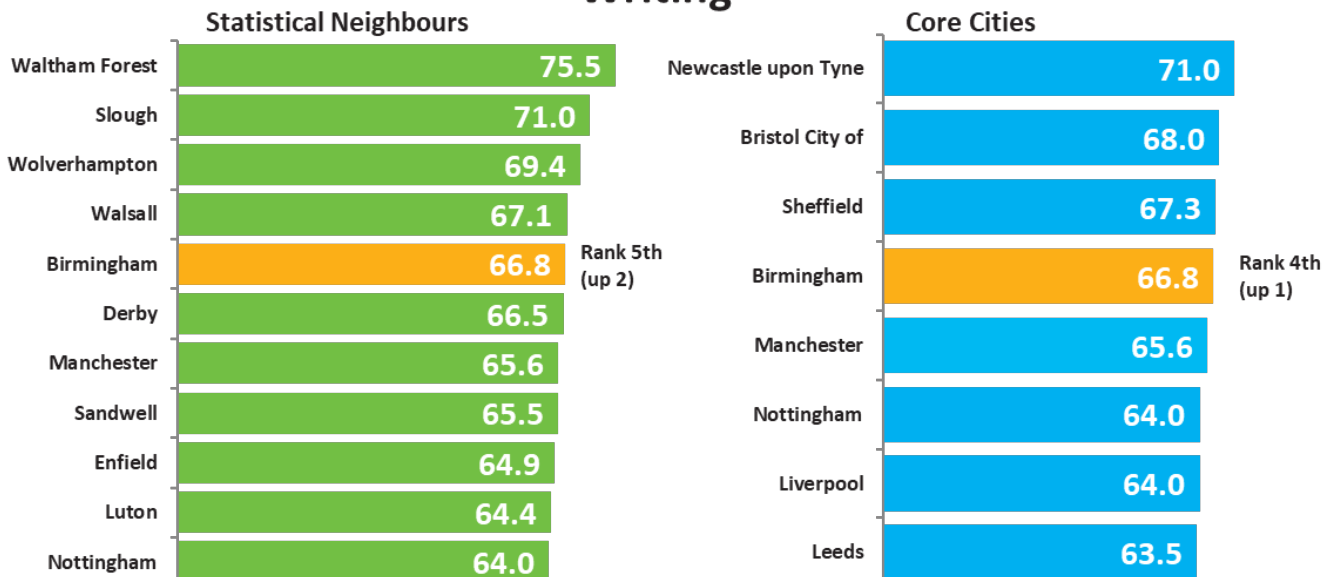
Reading



Maths



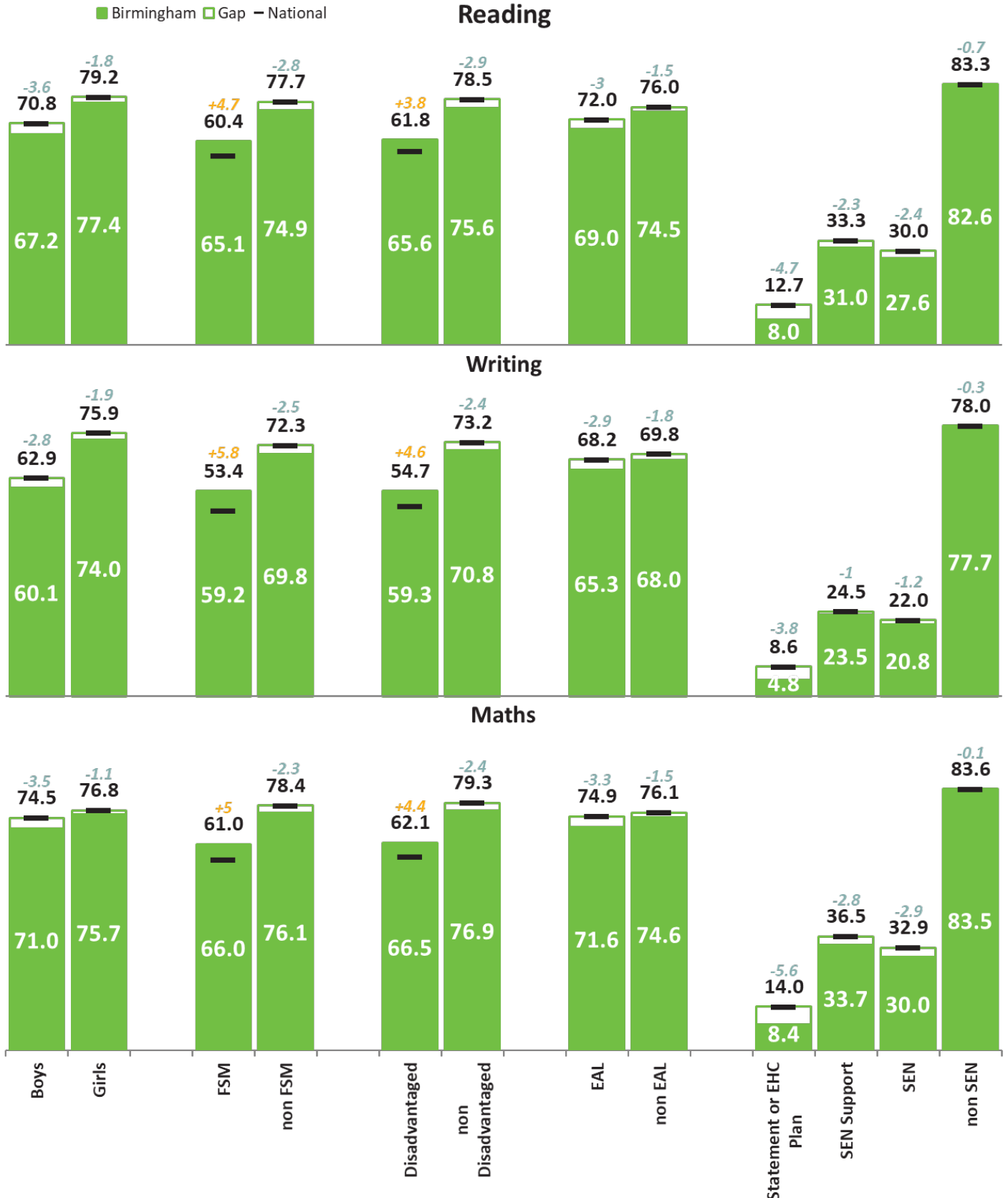
Writing



Pupil Characteristics

Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)

Percentage of Pupils attaining at least the expected level in Birmingham against national equivalent by group



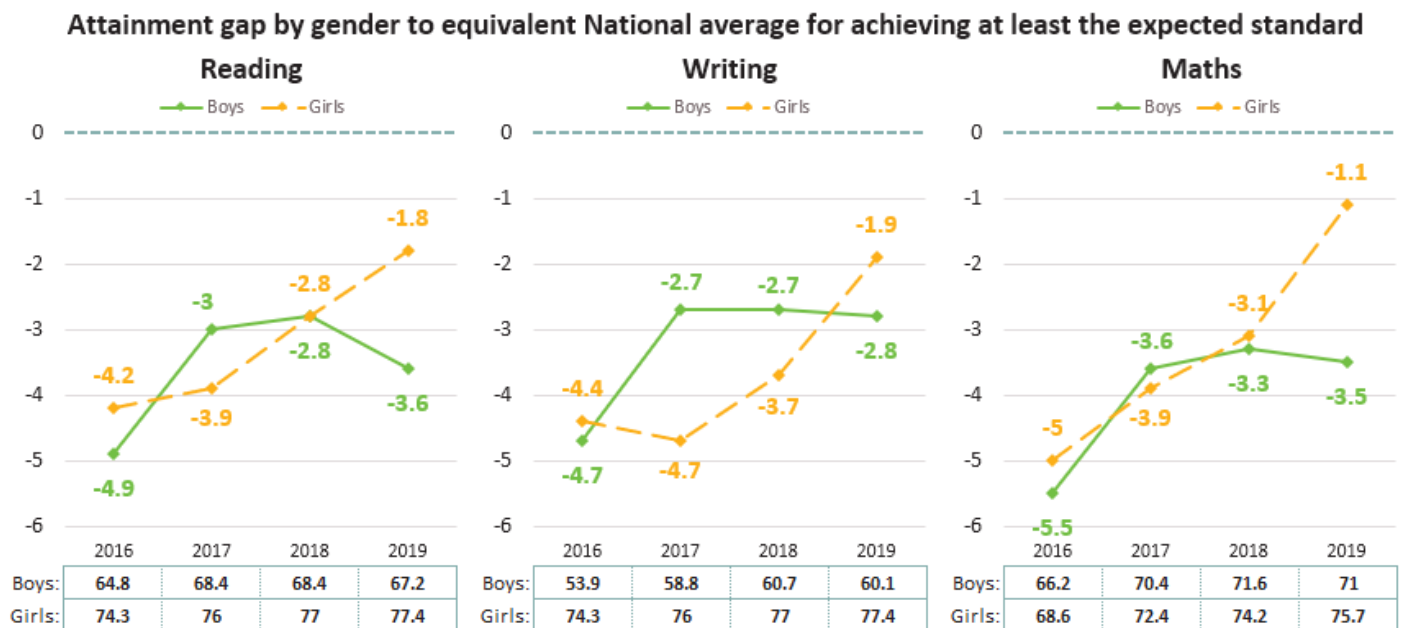
The three previous charts show key stage 1 attainment for cohorts in Birmingham against their national comparators in Reading, Writing and Maths.

Most of the individual pupil groups mirror the lower overall attainment in Birmingham to National. There are two exceptions as FSM and Disadvantaged pupils achieved higher than National across all three subjects. FSM eligible pupils' achievement in Writing in particular was 5.8% above the national equivalent.

SEN attainment in Birmingham is closest to national in Writing which is 1% behind and the weakest is Maths which is 2.9% behind. For all subjects the gap for SEN support children is smaller than those with a statement or EHC plan. The attainment of children without any identified SEN is very close to their national equivalents being 0.7% behind in Writing, 0.3% in Maths and only 0.1% in Reading.

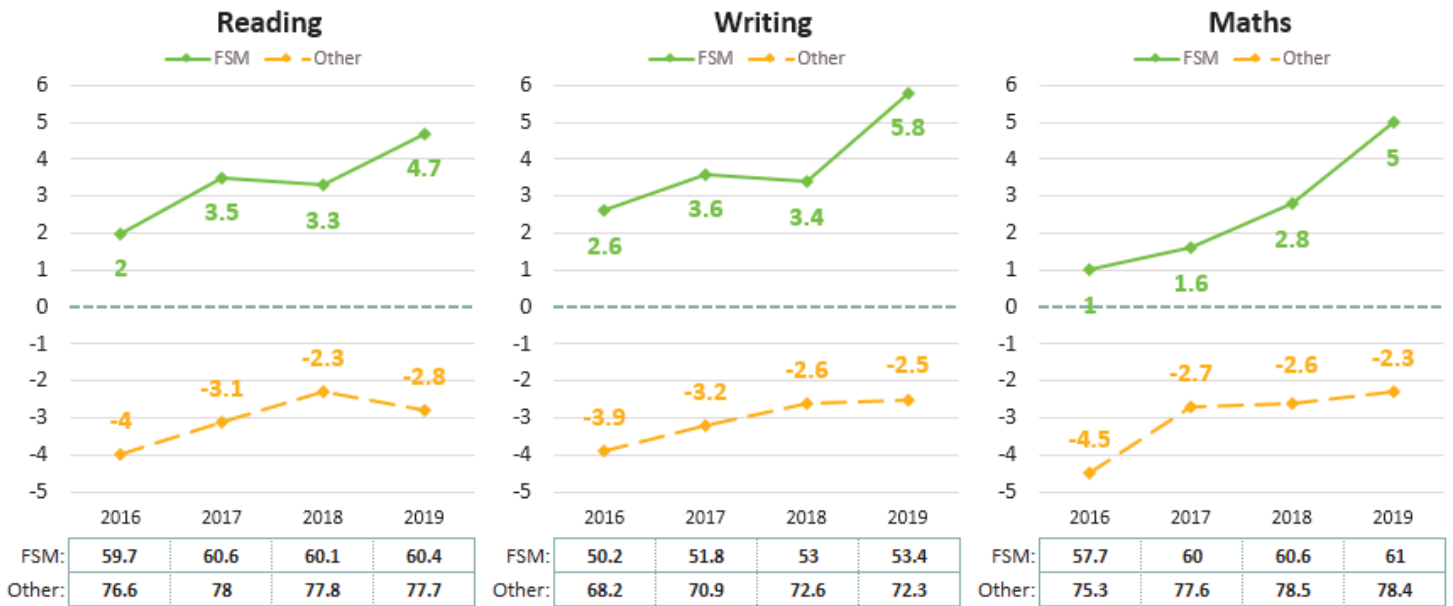
Pupil Characteristics attainment gap Trends

The following graphs show the percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line represents the National average and the green and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil groups attainment is compared directly to their equivalent National average. E.g. Birmingham FSM vs National FSM.



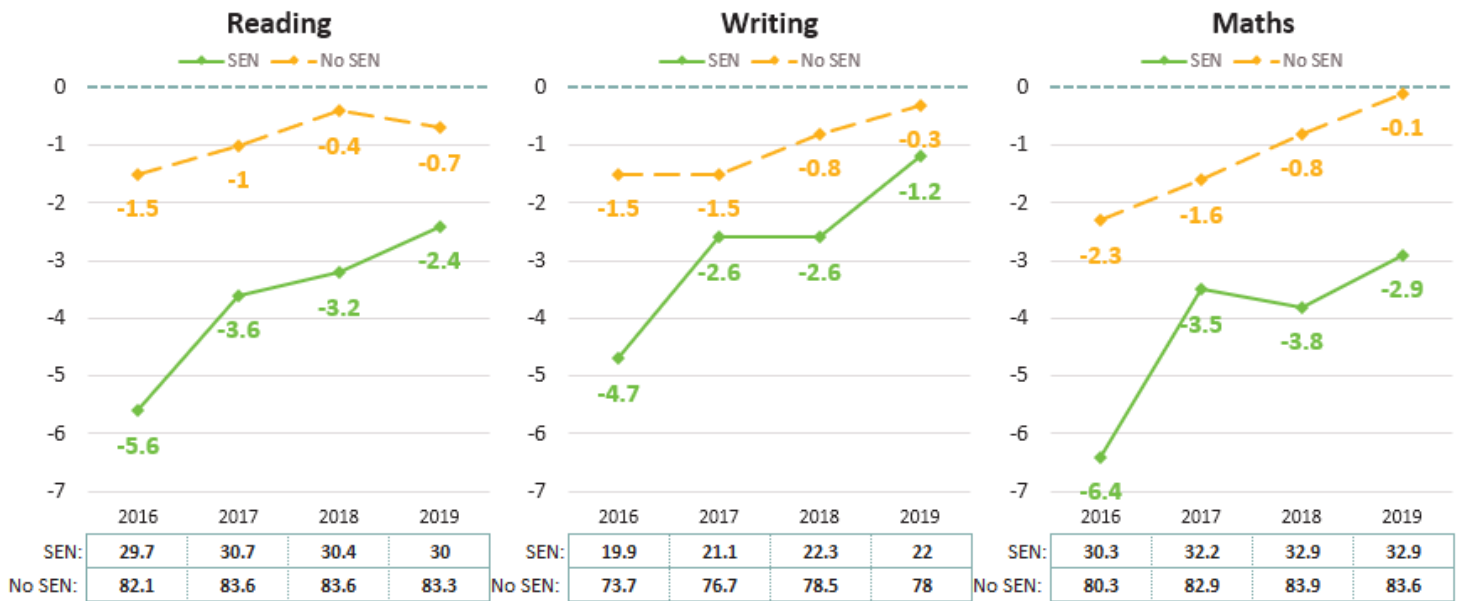
The attainment gap between girls in Birmingham and girls Nationally is showing clear improvement with 2019 attainment being much closer to National than 2018 in all three subjects. In Maths girls attainment is only 1.1% behind. However improvements in boys attainment in comparison to boys Nationally has stalled or dropped in the case of Reading where the gap to National has widened from 2.8% in 2018 to 3.6% in 2019.

Attainment gap by FSM status to equivalent National average for achieving at least the expected standard



In comparison to FSM pupils Nationally Birmingham’s attainment continues to be strong with the attainment gap widening across all three subjects in 2019. The attainment gap for non-FSM pupils is closing slowly for Writing and Maths but slightly widening for Reading.

Attainment gap by SEN status to equivalent National average for achieving at least the expected standard



The gap in attainment for SEN pupils between Birmingham and national is also getting smaller in all subjects most notably in Writing. For pupils with no identified SEN average attainment is now very close to the equivalent National in Writing and Maths both of which saw relative improvement from 2018. Reading however saw the gap widen slightly.

Ethnicity

The following charts show key stage 1 attainment across ethnic groups compared to the national averages of those groups. The chart is sorted so that the highest performing group in Birmingham is at the top.

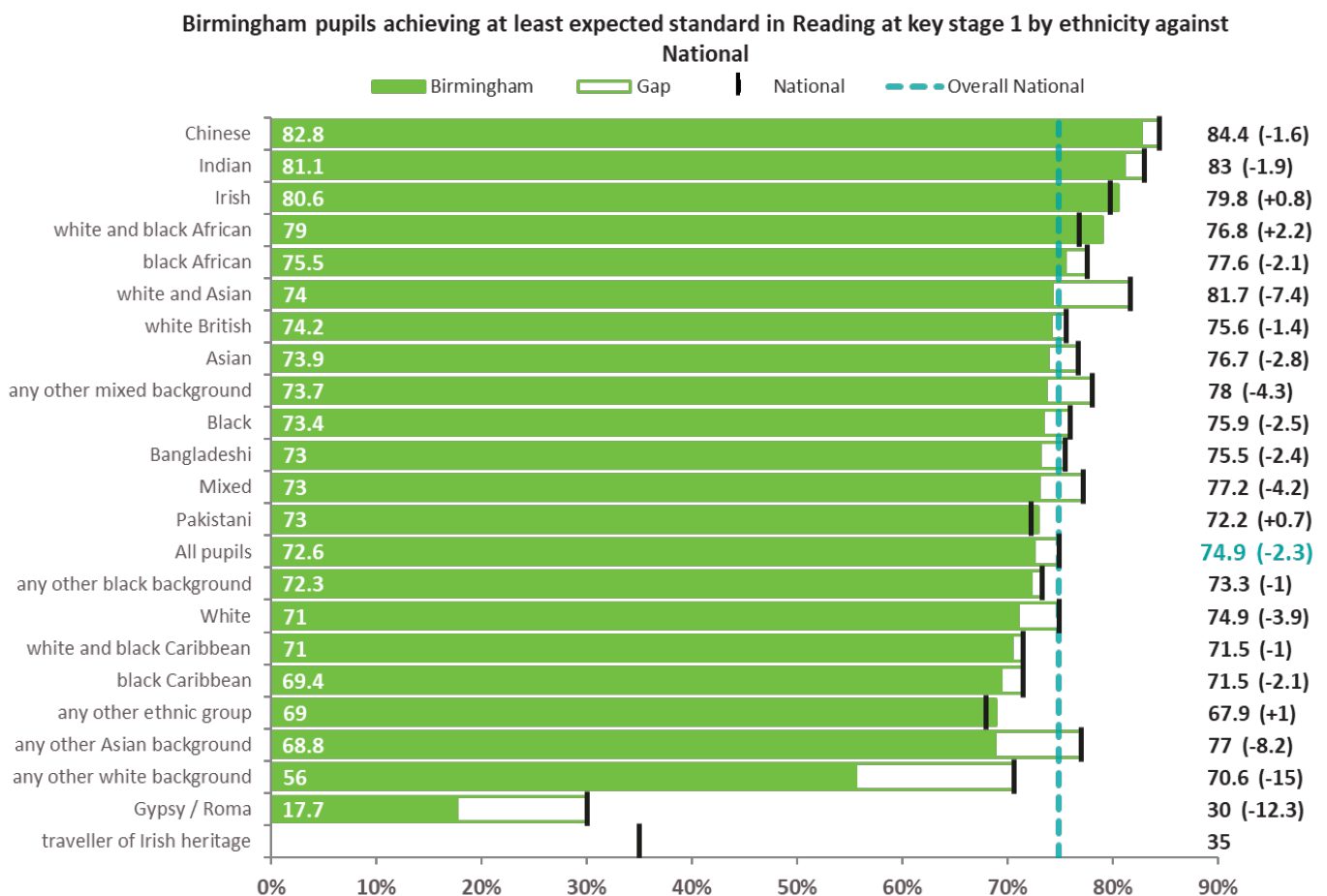
Most ethnic groups in Birmingham performed below their national equivalent averages in all subjects –. Asian pupils as group achieved slightly lower than the overall national average in Reading and Maths and higher in Writing. Indian pupils are consistently the highest achieving pupil group and are above the overall national average in all subjects, but they are behind their national equivalents. Pakistani achieved below the overall national average but are ahead their national equivalents in all subjects.

In Birmingham White children as a group achieve less than the national average across all subjects and are roughly 3% to 4% behind their group nationally. White British children's attainment is much closer to the national average being roughly 1% behind in all subjects. Children from any other White background however are significantly behind both the overall and equivalent averages nationally.

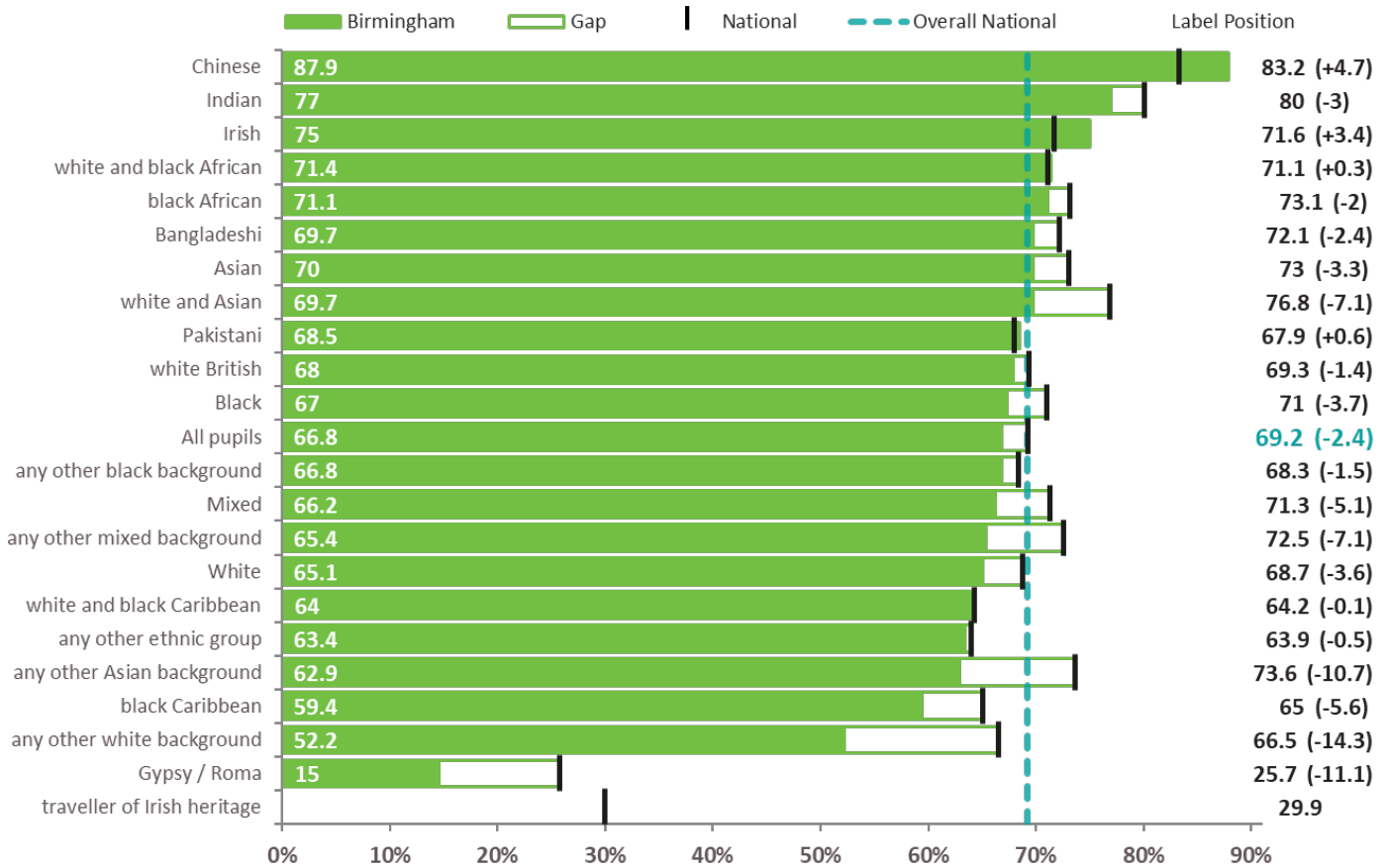
In Birmingham Black children as a group achieve less than the national average across all subjects but above the LA averages with the exception of Maths. Black African childrens' attainment above the overall average in all subjects and just above their equivalents in Maths. Black Caribbean children's attainment is below their equivalents nationally with the gap widest in Writing (5.6%).

Mixed background childrens' attainment in Birmingham is below the overall LA average in Wring and Maths and above in Reading. The attainment of the individual mixed race groups varies significantly.

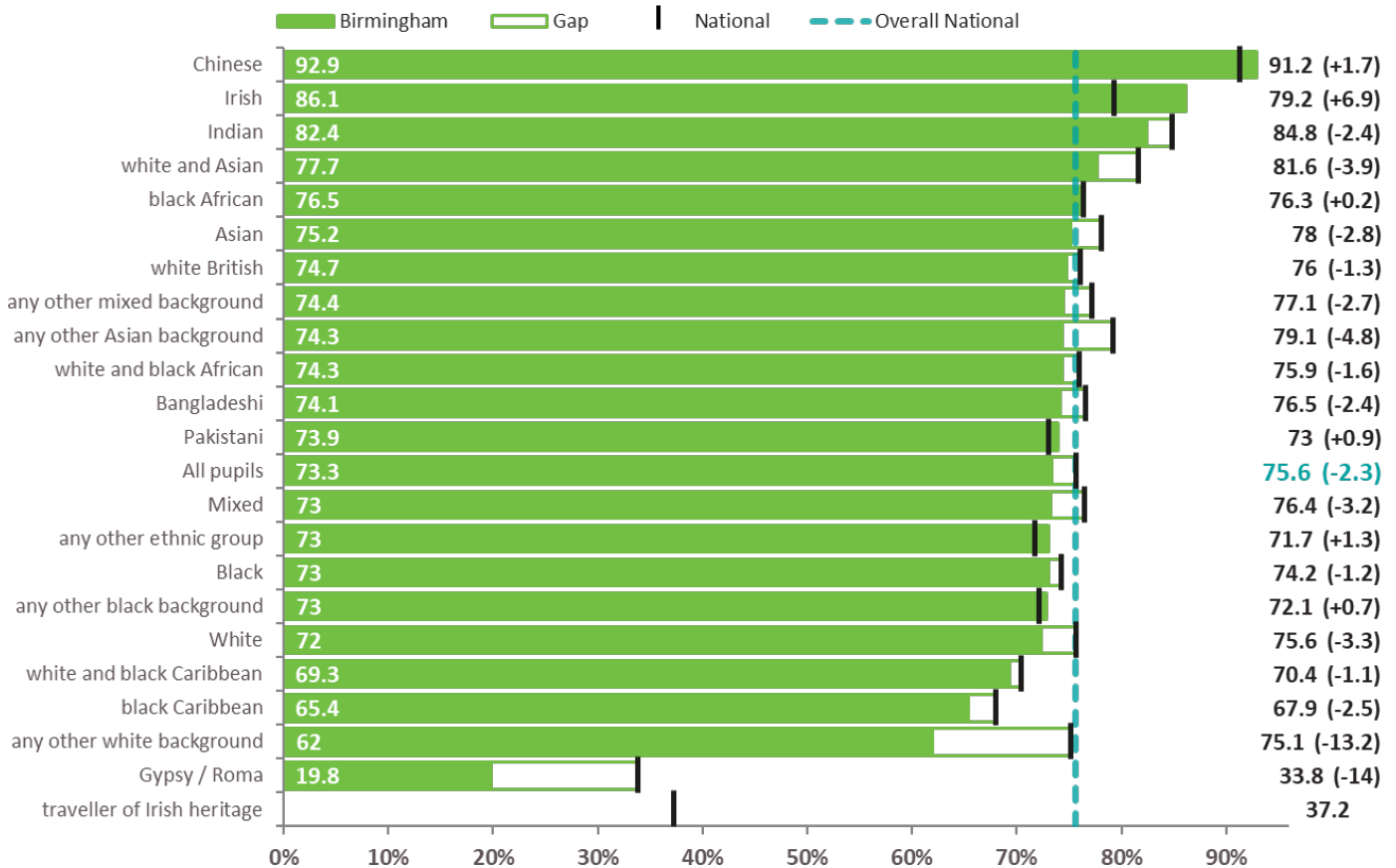
The attainment of traveller of Irish heritage children in Birmingham has been suppressed due to low numbers.



Birmingham pupils achieving at least expected standard in Writing at key stage 1 by ethnicity against National



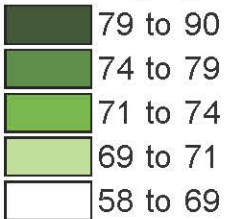
Birmingham pupils achieving at least expected standard in Mathematics at key stage 1 by ethnicity against National



KS1 - 2019 Percentage of pupils reaching at least the expected standard in Reading by ward

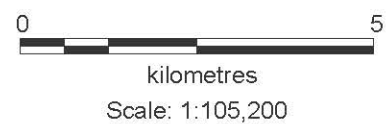
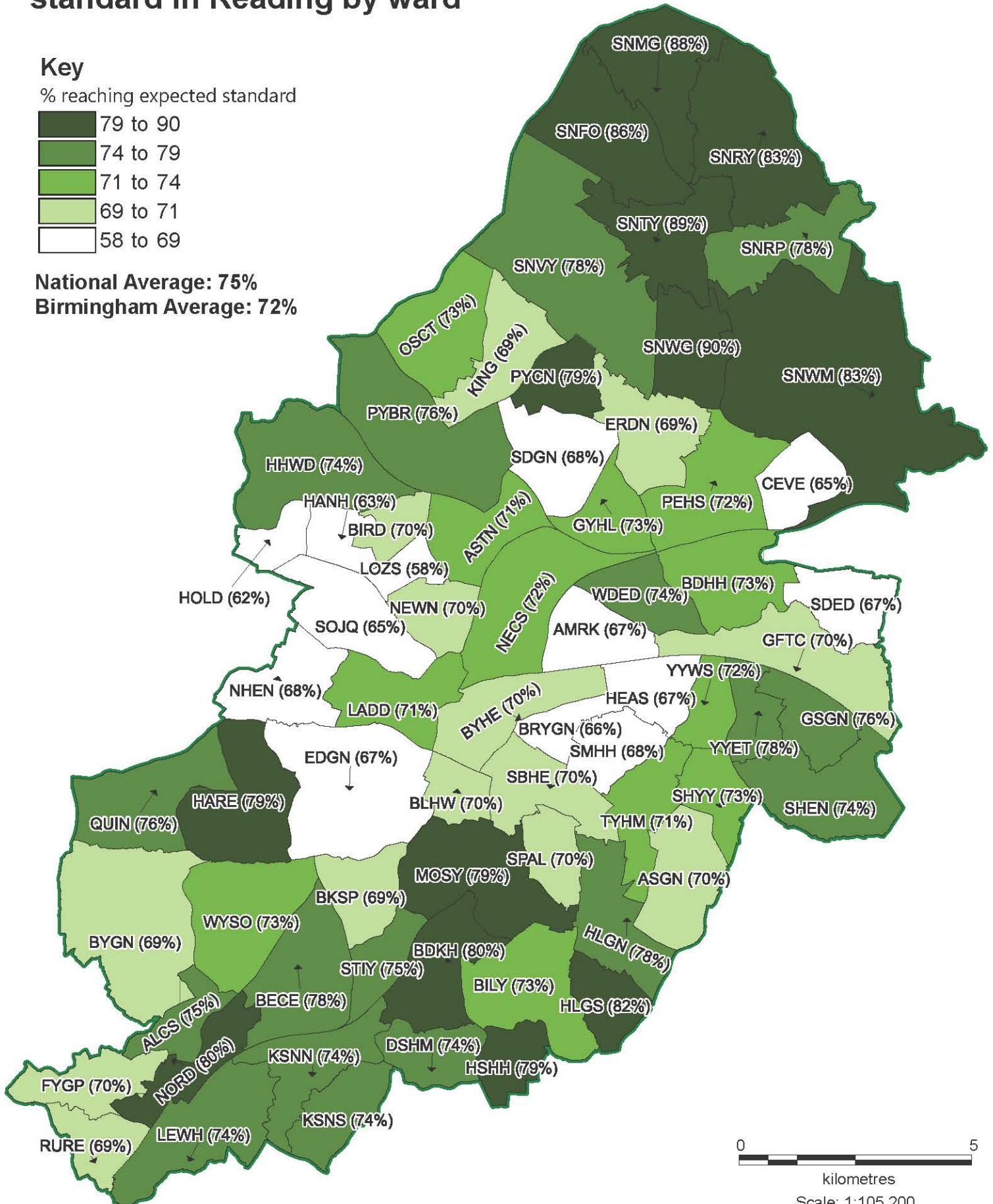
Key

% reaching expected standard



National Average: 75%

Birmingham Average: 72%



KS1 - 2019 Percentage of pupils reaching at least the expected standard in Writing by ward



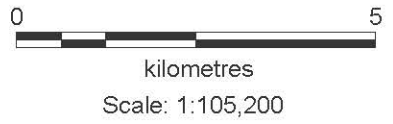
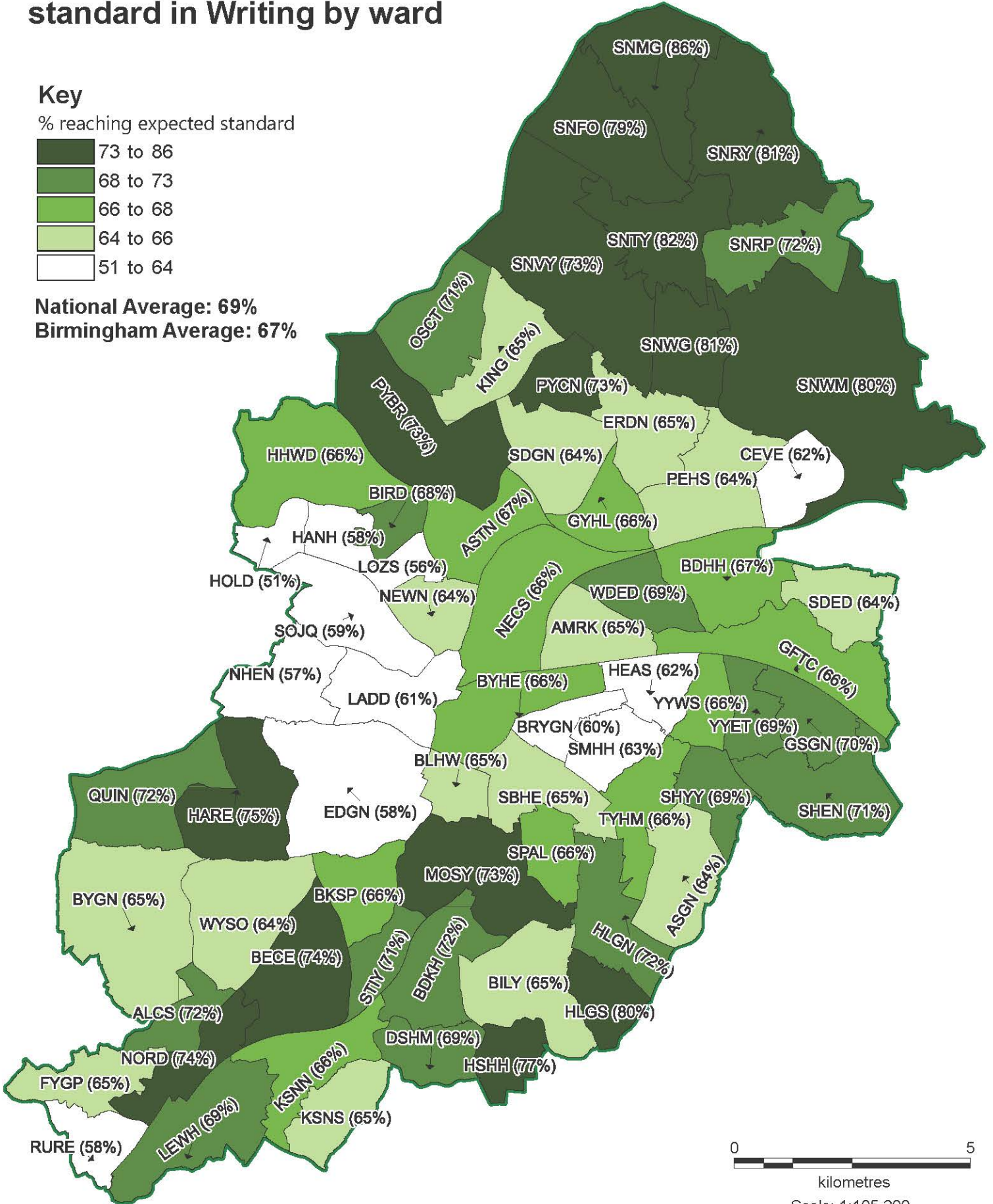
Key

% reaching expected standard

- 73 to 86
- 68 to 73
- 66 to 68
- 64 to 66
- 51 to 64

National Average: 69%

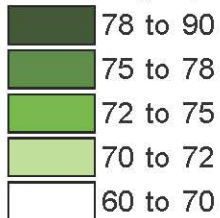
Birmingham Average: 67%



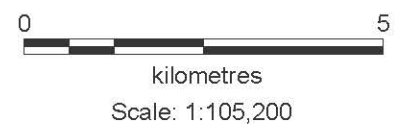
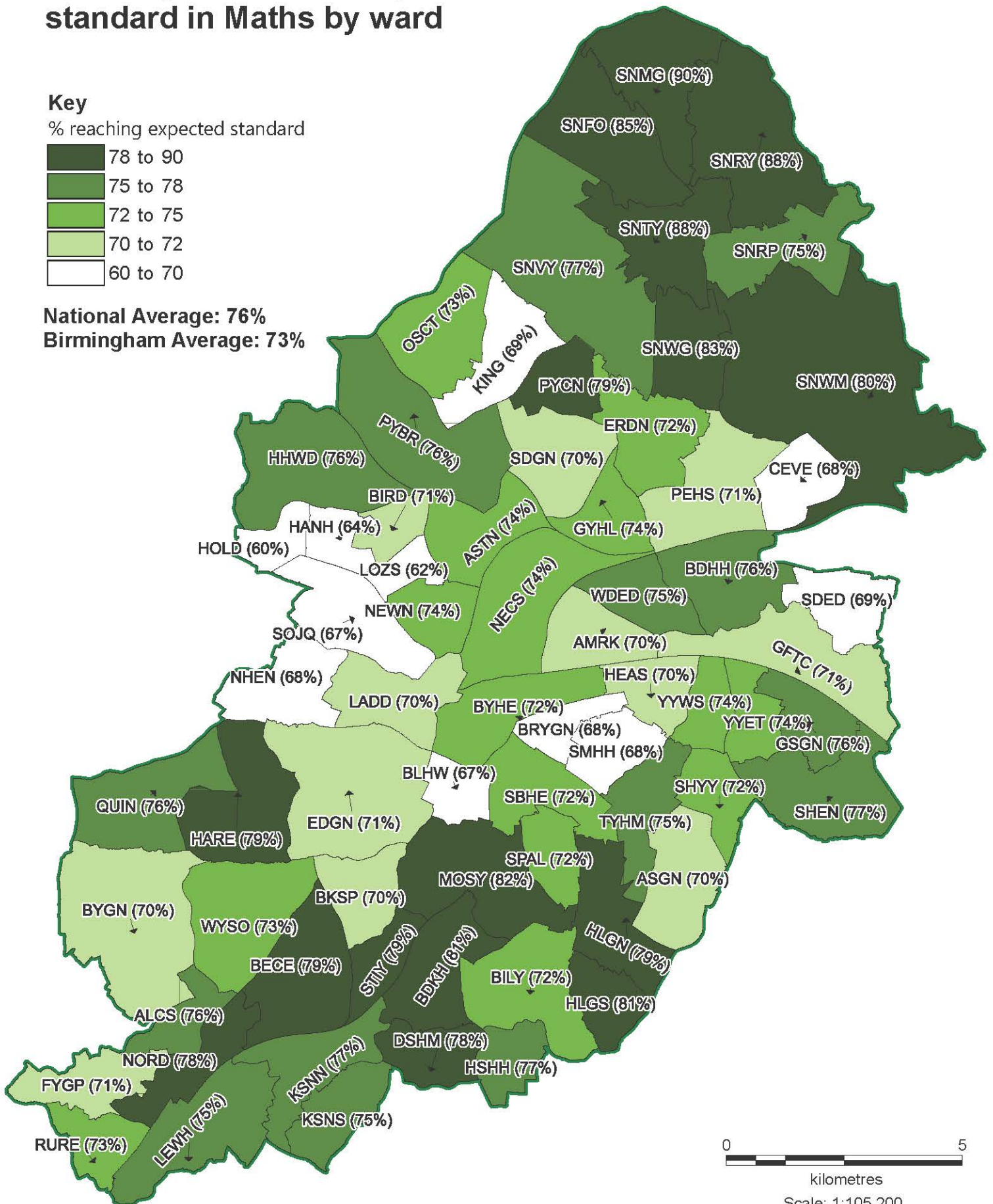
KS1 - 2019 Percentage of pupils reaching at least the expected standard in Maths by ward

Key

% reaching expected standard



National Average: 76%
Birmingham Average: 73%



Key Stage 2

Key Messages

- In 2019, 62.1% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM) and 9.4% achieved a higher standard. While still below the national outcomes of 64.9% and 10.6%, the attainment gap continues to narrow.
- In Reading, Writing and Maths individually, the percentage of Birmingham children reaching the expected standard is highest for Maths and lowest for Reading.
- The percentage of Birmingham children reaching the expected standard in Maths is 1.8% behind national but the percentage reaching a higher standard is just above national. In Reading the attainment gap is 3.4% and 2.2%. Writing continues to have the widest attainment gap for children achieving a higher standard.
- Grammar, Punctuation and Spelling attainment in Birmingham is above the national average for children achieving at least the expected standard by 1.2% and 4.8% above for those achieving a higher standard.
- The progress of children from key stage 1 to 2 continues to improve in all subject areas progress in Maths continues to be above the national average. Progress in Reading and Writing while showing definite improvement from 2018 are still slightly behind national.
- Birmingham's RWM attainment is 0.6% below the Core Cities average and 1.2% below Statistical Neighbours, however both represent improvement from 2018.
- All contextual groups are behind their national equivalents except for Disadvantaged and FSM pupils.
- 54.6% of disadvantaged children, reached the expected standard for RWM, 3.3% above national. For FSM children, 51.1% reached the standard, 3.8% above national.
- Disadvantaged and FSM children made similar progress to national equivalents in both Reading and Writing and better progress in Maths..
- The percentage of both boys and girls reaching the expected standard in RWM increased at a higher rate than national from 2018 however the attainment gap between the genders has widened.
- The gap in attainment between All SEN children in Birmingham and the national equivalent for RWM has increased and is now 4.3% behind. Pupils attainment with no identified SEN has increased and now 1% behind the national equivalent.
- Birmingham has a lower proportion of Primary schools rated as Good or Outstanding than Nationally.

Background

At the end of key stage 2 in 2019, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. Those working at a certain level were also assessed by tests in Reading, Mathematics and Grammar, Punctuation and Spelling (GPS).

To reach at least the expected standard in Reading, Writing and Maths (RWM) a child must:

- Attain at least a scaled score of 100 in the Reading test,
- Achieve at least the expected standard in Writing TA,
- Attain at least a scaled score of 100 in the Mathematics test

Schools that may benefit from support

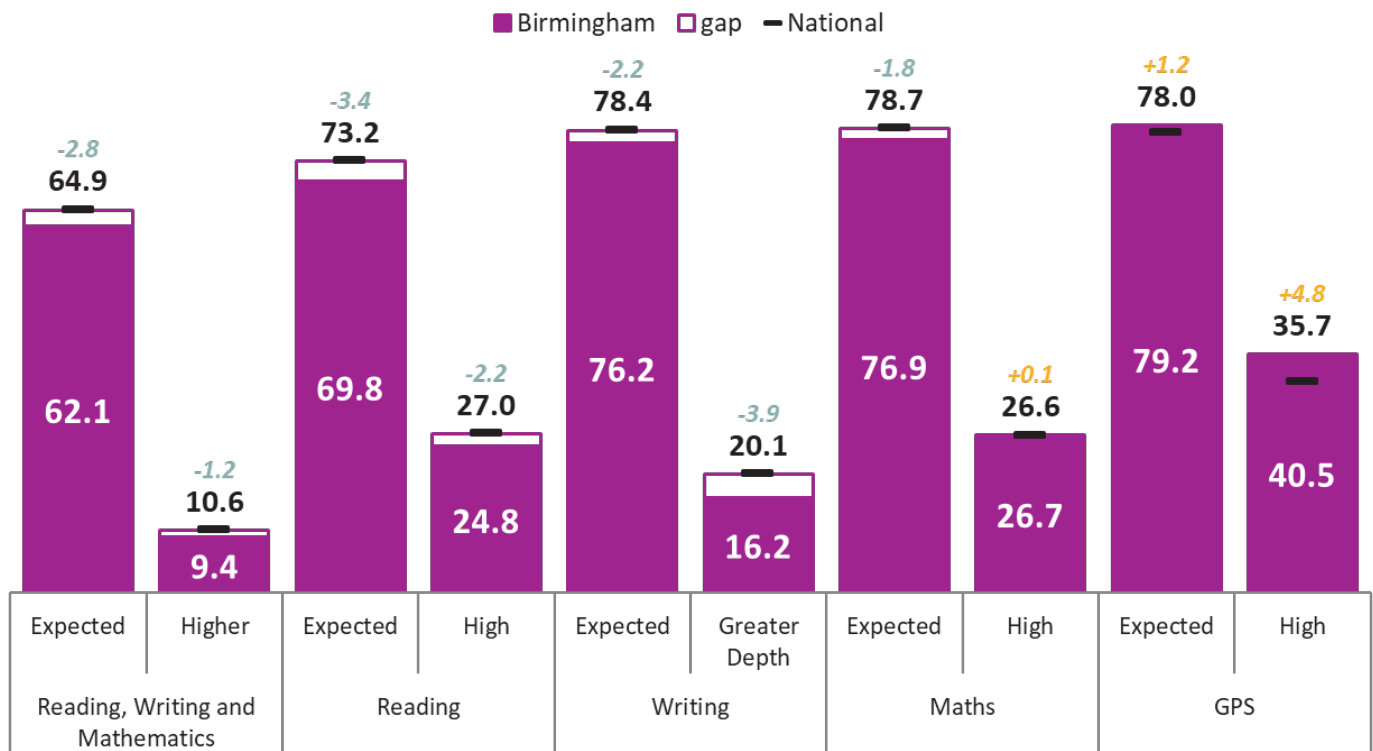
From September 2019, the floor and coasting standards no longer apply. The Government has set out a new support offer for schools that were identified as 'requires improvement' in their latest Ofsted report, this is detailed later on in this report.

A new key stage 2 assessment framework was introduced in 2016, previous year's results are not comparable. The writing teacher assessment frameworks changed in 2018 and so figures for previous years are not directly comparable.

Overall Performance

Attainment

Percentage of pupils attaining key measures at key stage 2 for Birmingham against National



The percentage of Birmingham children reaching the expected standard for combined Reading, Writing and Maths is below the national average by 2.8%. The gap is narrower for children achieving a higher standard at 1.2%

Individually Maths is the strongest subject being 1.8% below the National average for the expected standard and above National by 0.1% for achieving a high standard. In Reading the figures were 3.4% and 1.2% below national respectively. In Writing figure were 2.2% and 3.9% below national respectively.

Grammar, Punctuation and Spelling (GPS) attainment in Birmingham is above national average, especially so for achieving a high standard which is 4.8% above the National average. Achievement at the expected standard is 1.2% above.

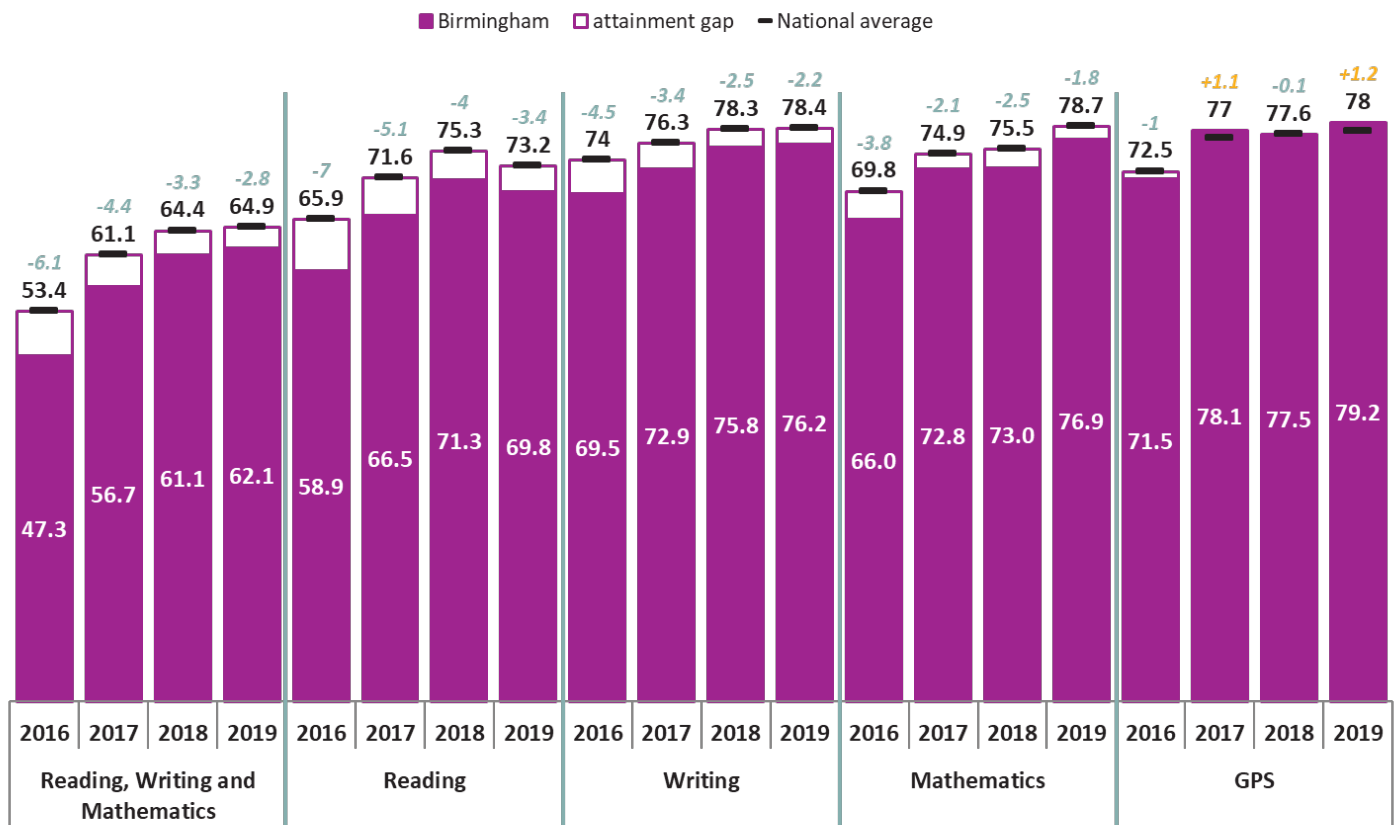
The graphs on the following page show attainment over time. In 2019 Birmingham performance has improved relative to the National average across every subject from 2018 both at Expected and Higher standards. Subjects/levels where Birmingham outperformed national in 2018 saw further improvements.

In 2019 Reading, Writing and Maths attainment increased by 1%, which while small compared to previous years Birmingham continues to see the gap to National decreasing. 2019 has seen Reading attainment drop in terms of overall however the gap to National is smaller than 2018 and now stands at 3.4%. Writing has seen small increase in overall attainment from 2018 resulting in a smaller gap to National which is now

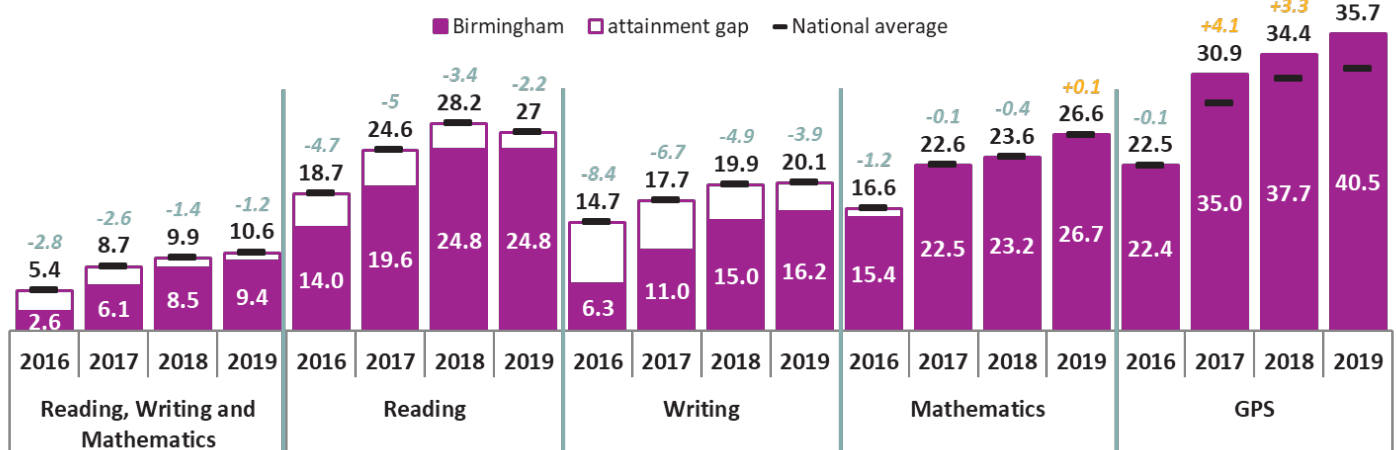
2.2%. In Birmingham Maths has seen by far the largest increase in overall attainment which is 3.9% above 2018 with the gap to national decreasing to 1.8%.

2019 GPS expected attainment in Birmingham is again above the national average by 1.2% having been slightly below the national average in 2018.

Percentage of pupils in Birmingham attaining at least the expected level against National



Percentage of pupils in Birmingham attaining at a higher standard / greater depth against National



In 2019 apart from a level performance in Reading, attainment at higher standards in Birmingham has seen improvement over 2018 reducing the gap to national across the board. Maths now joins GPS above the national average.

Reading, Writing and Maths attainment increased by 0.9% since 2018 and is now 1.2% behind national. Writing attainment continues to be the furthest behind national however the attainment gap narrowed 1.0%

from 2018. Reading attainment has not seen any improvement in 2019 but as national fell the attainment gap closed to 2.2%. Maths attainment saw the largest increase and is now just above national. GPS continues to be strong in 2019 with the gap widening to 4.8% above national.

Scaled Scores

The graph below shows the average scaled scores achieved in key stage 2 tests over time. Actual points awarded in tests are converted to a scaled score ranging from 80 to 120. A score of 100 represents the expected standard, a score of 110 represents a high standard.

Birmingham has narrowed the gap to the national average in Reading and Maths, with Maths now only 0.1 behind. The GPS average continues to be above national and has widened to 0.9 points above.

Average scaled score Birmingham against National



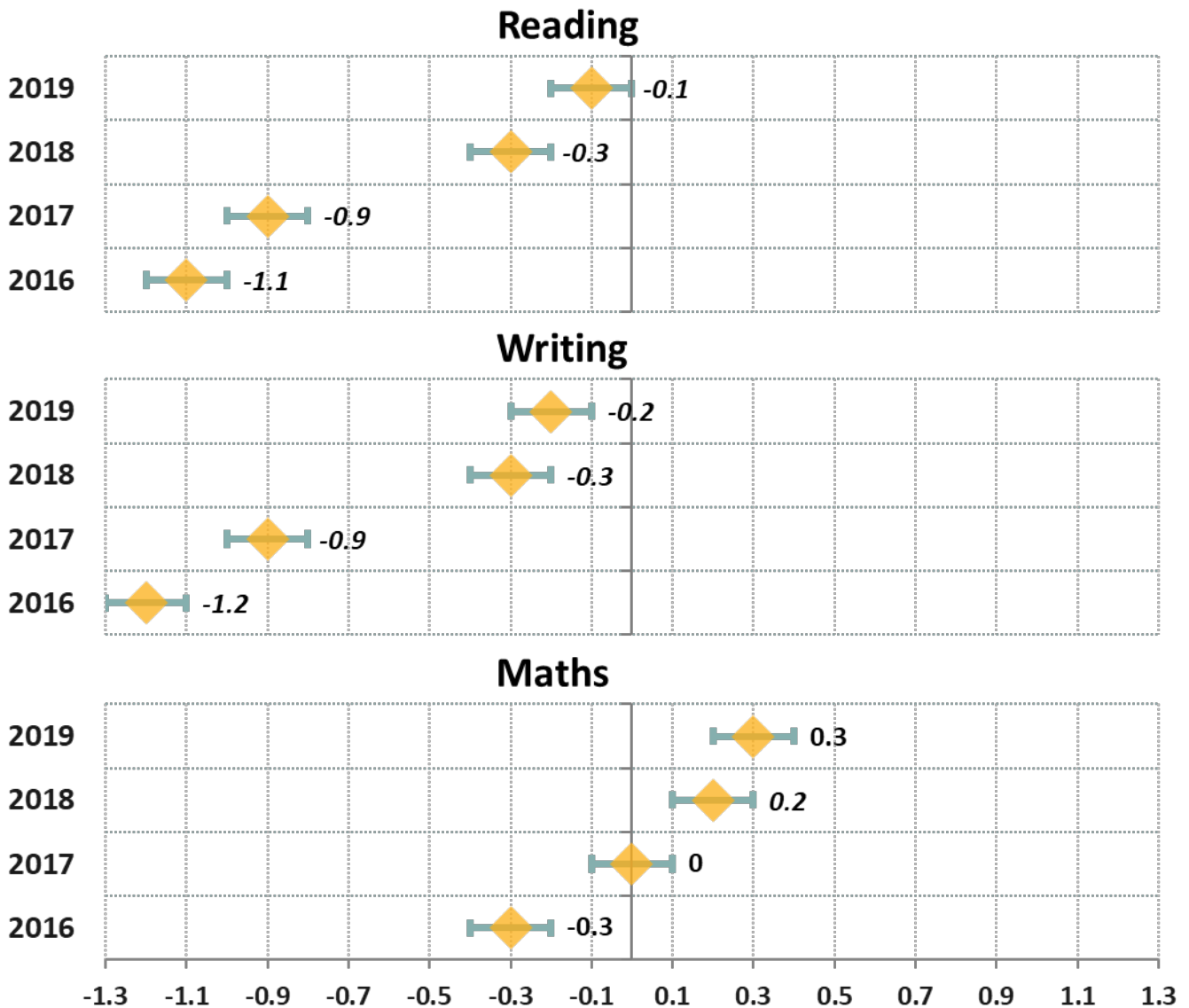
Progress

The progress measures, introduced in 2016, are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. This is undertaken by looking at a pupil's average performance at key stage 1 across reading, writing and maths.

Pupils are then allocated into prior attainment groups with other pupils who have the same key stage 1 average point score as them. To establish a pupil's progress score, the individual pupil's key stage 2 result is then compared to the national average key stage 2 attainment for pupils with similar key stage 1 average points scores to them. A pupil's progress score is the difference between their actual KS2 result and the average result of those in their prior attainment group. For example, if Emily received 102 in reading at KS2 and the average KS2 reading score for her prior attainment group was 101 - her progress score would be +1.

Progress is calculated for individual pupils solely to establish a school or pupil group's overall progress score. There is no need for schools to share individual pupil progress scores with their pupils or parents and there is no 'target' for the amount of progress an individual pupil is expected to make.

Progress scores are centred around 0 (the national average), with most schools within the range -5 to +5. This information is only available for single subjects rather than an overall figure for RWM.



The above graphs show Birmingham's progress in Reading, Writing and Maths from 2016 to 2019 represented as a yellow diamond, the grey lines to either side are confidence intervals. The national average of 0 is represented by the vertical axis.

In Birmingham all subjects have seen the average progress from key stage 1 to key stage 2 improve from previous years.

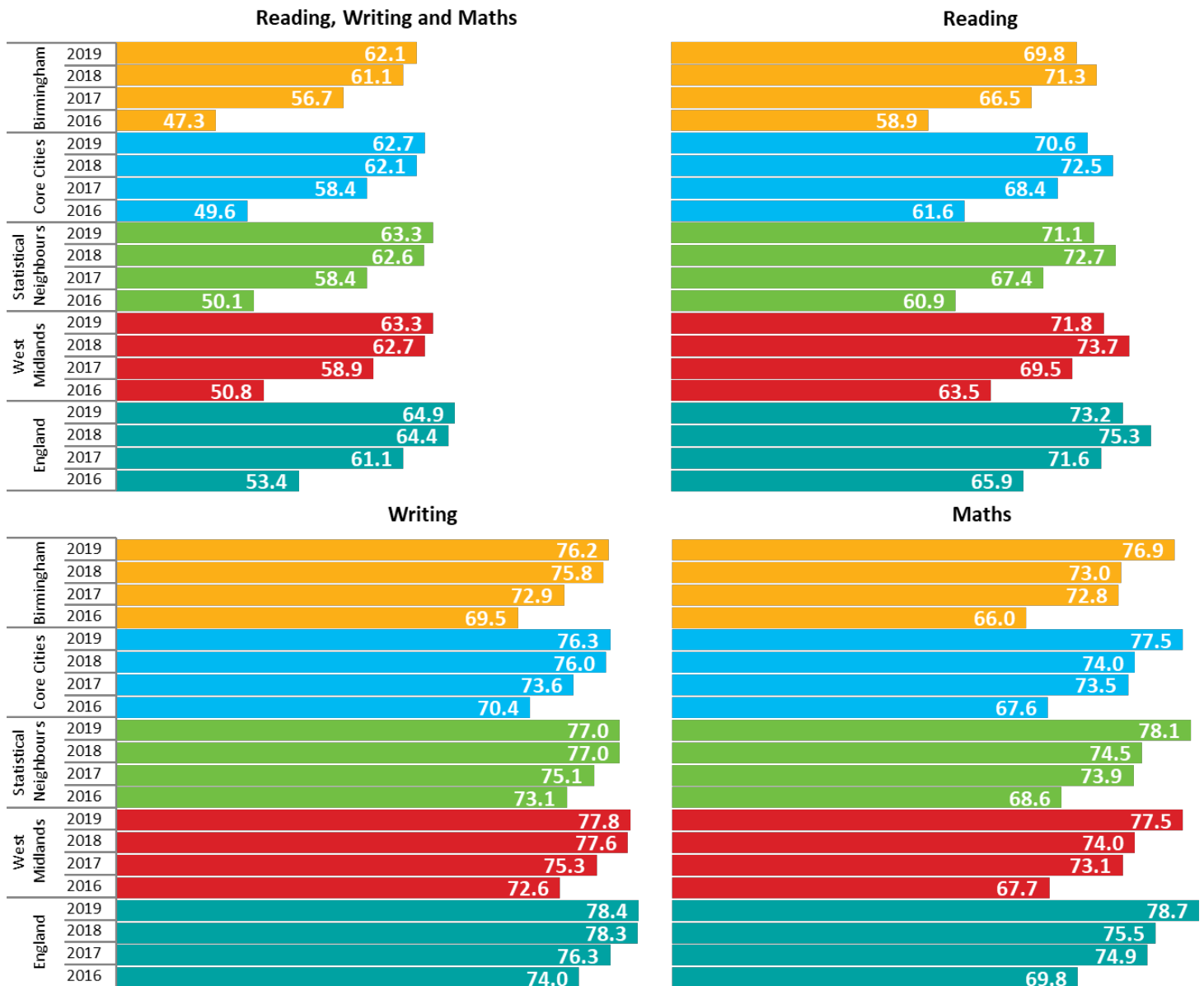
In 2019 Reading and Writing have both seen an improvement from 2018's averages, however both are still slightly behind national although Reading is now very close at 0.1 behind.

Maths also continues to see improvement with pupils in 2019 achieving 0.3 points more than other pupils nationally with a similar starting point.

National Comparisons

The following charts show how Birmingham's attainment at key stage 2 compares to national and other targeted LA groups including Core Cities and Statistical Neighbours.

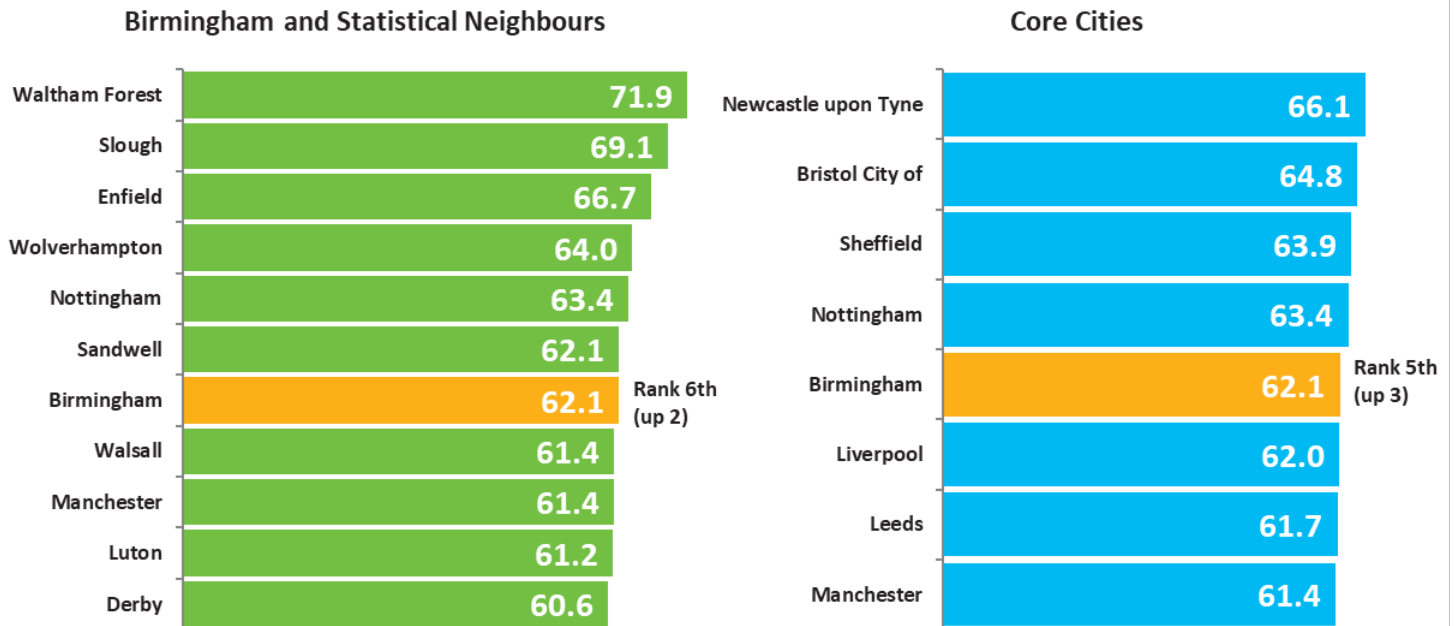
Percentage of pupils attaining at least the expected standard of attainment in Birmingham and other LA groups



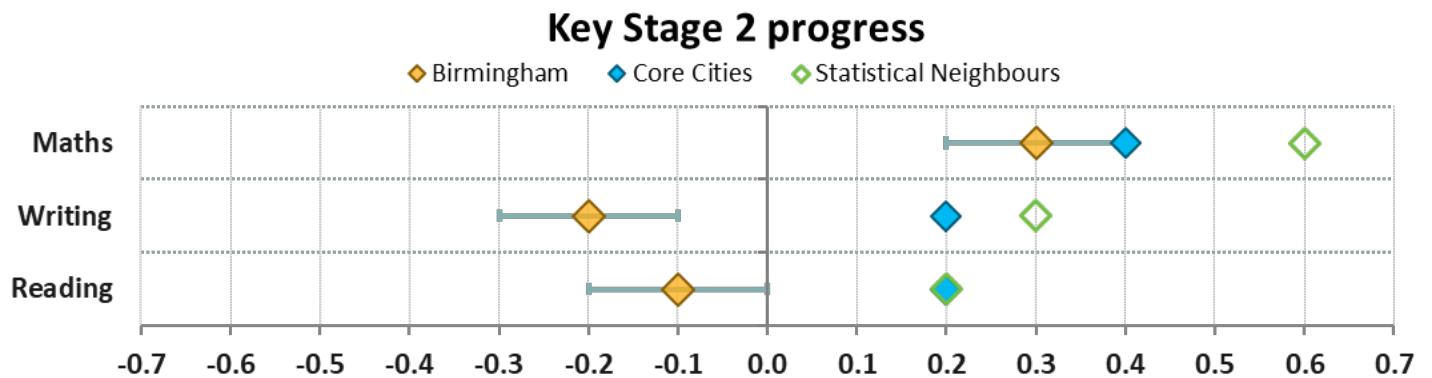
Overall Reading, Writing and Maths attainment is 0.6% behind core cites and 1.2% behind statistical neighbours. This is similar to Reading and Maths. Attainment in Writing is however closer to both at 0.1% behind core cites and 0.8% behind statistical neighbours.

Across the board Birmingham is closer to the overall Core City and Statistical Neighbour average in 2019 than it was in 2018.

Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths



The charts above show Birmingham’s attainment ranked against other individual LAs within statistical neighbours and other Core Cities. Birmingham is ranked 6th out of 11 when comparing against statistical neighbours, up 2 places from 2018 and 5th out of the 8 core cities having been last (8th) in 2018.



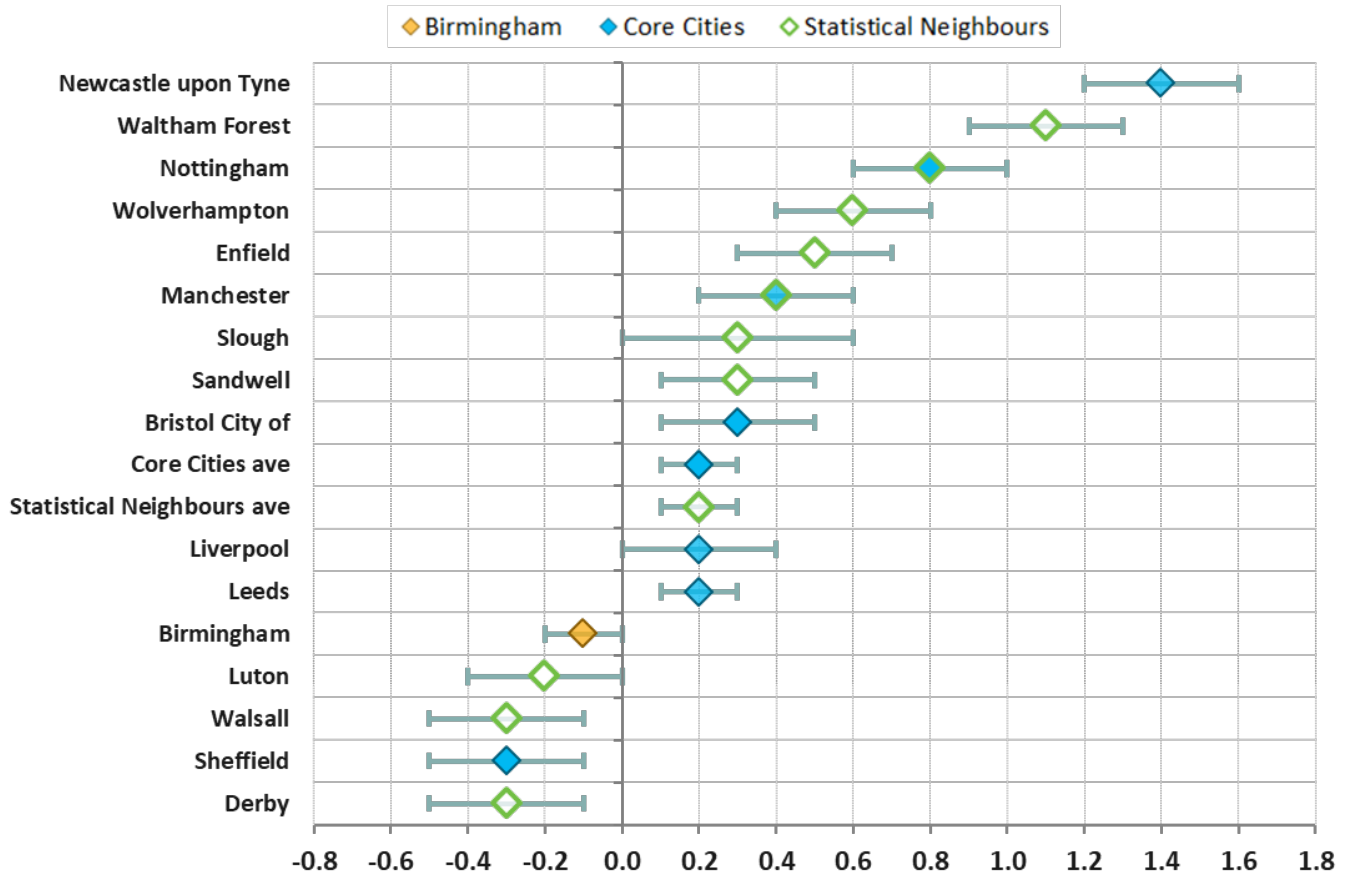
The above graph shows the average progress made in 2019 for Birmingham, core cites and statistical neighbours. National progress of 0 is represented by the vertical axis.

Maths progress while above national is behind the other LA groups but closer to the core city average. Reading and Writing are below national and lag further behind the LA groups.

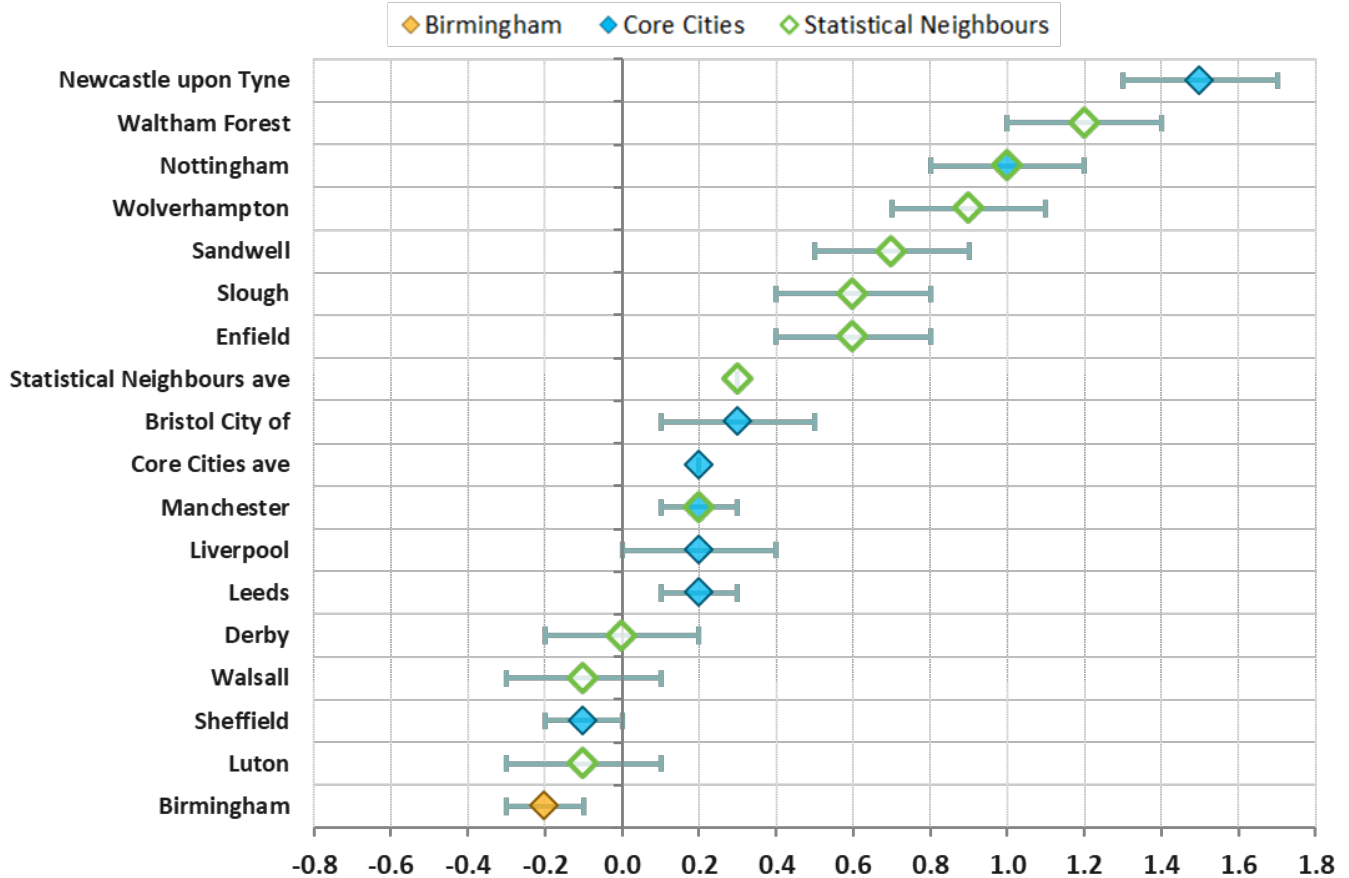
The graphs on the next page show progress for the individual LAs within statistical neighbours and core cites groups ranked in order highest to lowest. The grey lines to the side of each diamond represent confidence intervals, the larger they are the smaller the number of children within the LA.

Birmingham’s highest ranking is in Maths and its lowest is in Writing and highest in Maths.

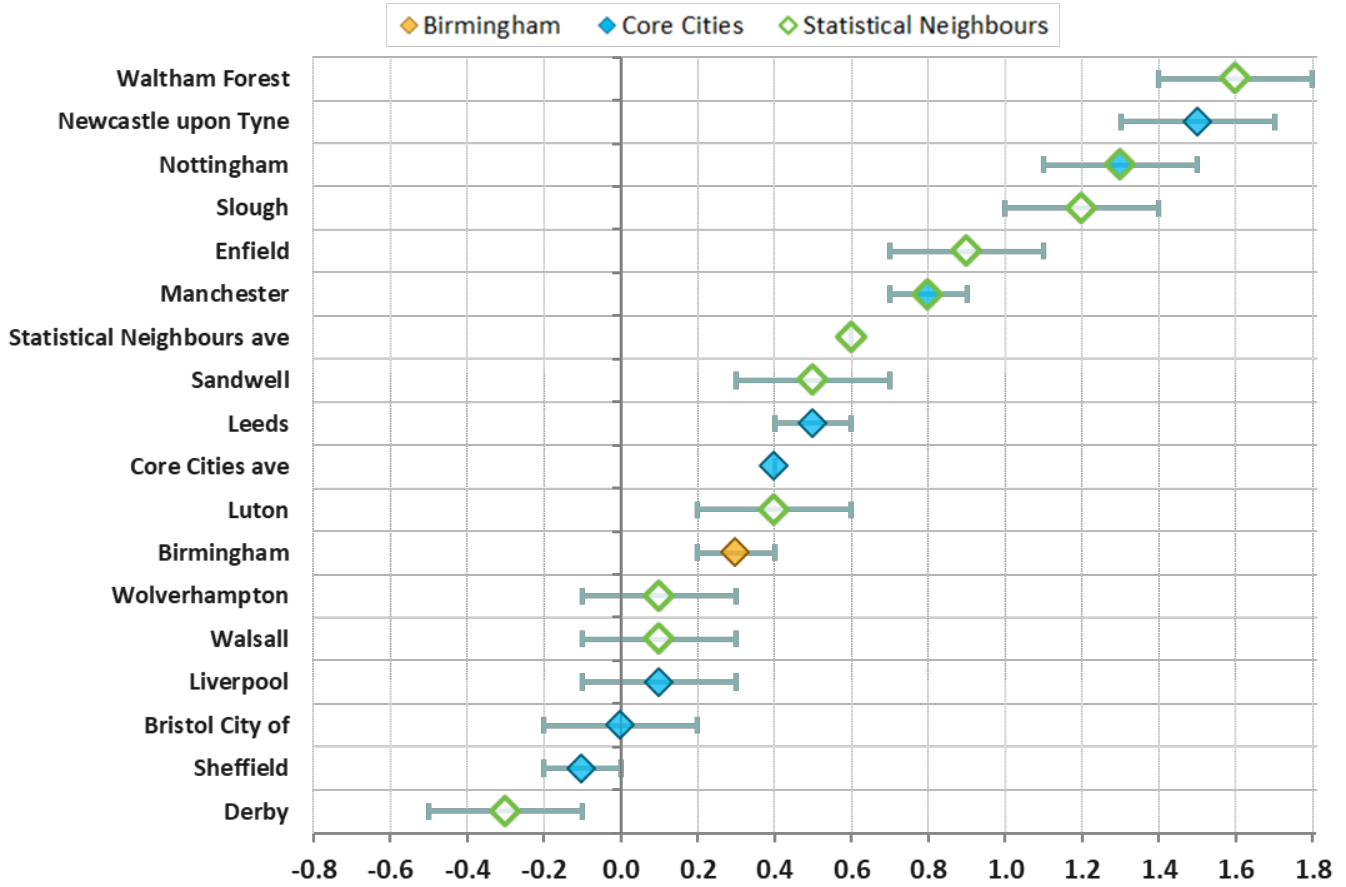
Key stage 2 Reading Progress



Key stage 2 Writing Progress

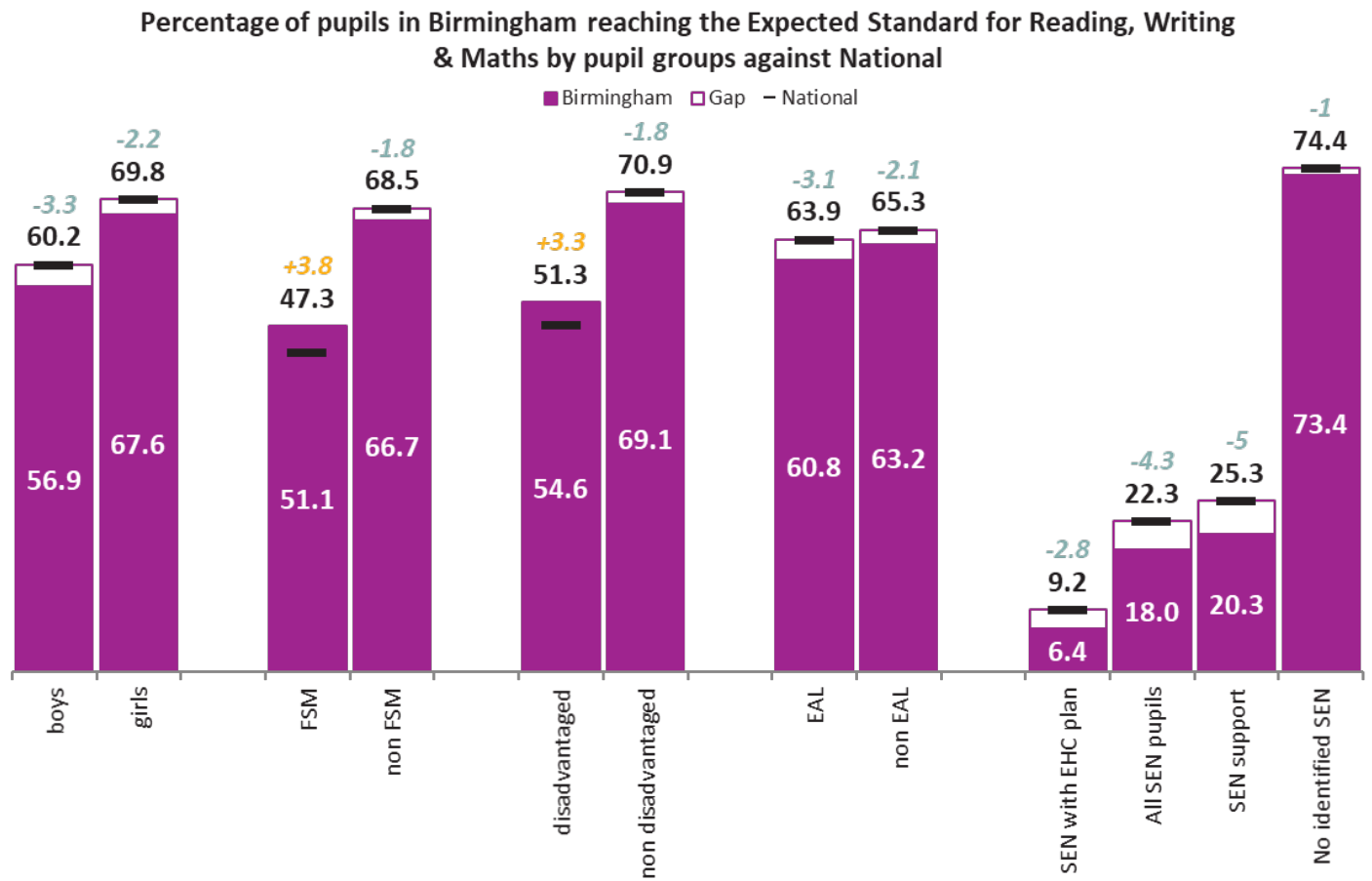


Key stage 2 Maths Progress



Pupil Characteristics

Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)



The pupil characteristics charts show key stage 2 attainment in Reading, Writing and Maths for pupil groups in Birmingham against their national comparators.

Most of individual pupil groups mirror the lower overall attainment in Birmingham compared to National with the exception of Disadvantaged and FSM groups.

Disadvantaged children's attainment for RWM is 54.6%, 3.3% above National and FSM children's attainment for RWM is 51.1%, 3.8% above National.

The gap to the equivalent national average is 2.2% for girls and 3.3% for boys which has contributed to a much wider gender difference in attainment in Birmingham compared to national between the two genders.

Overall SEN attainment is below the equivalent national average by 4.3%. The gap is wider for SEN support which is 5%. Children with no identified SEN have a comparably smaller gap at 2.8% behind their equivalents nationally.

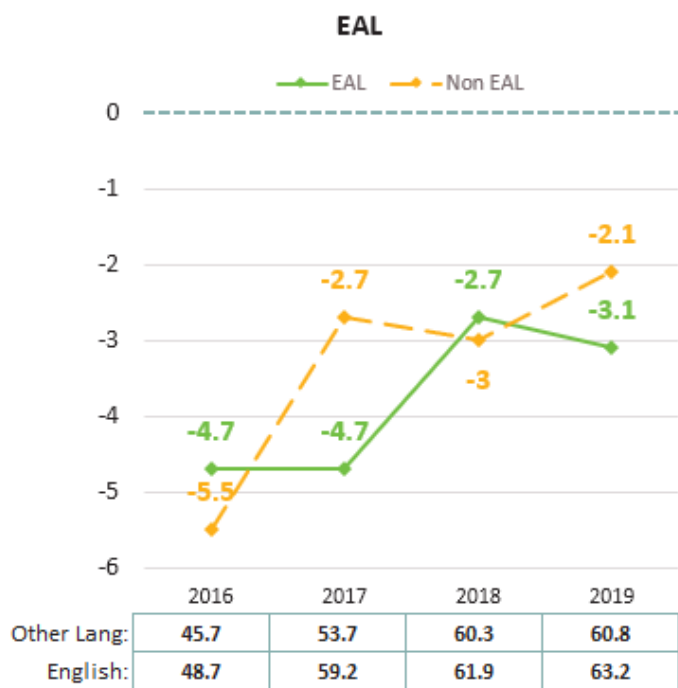
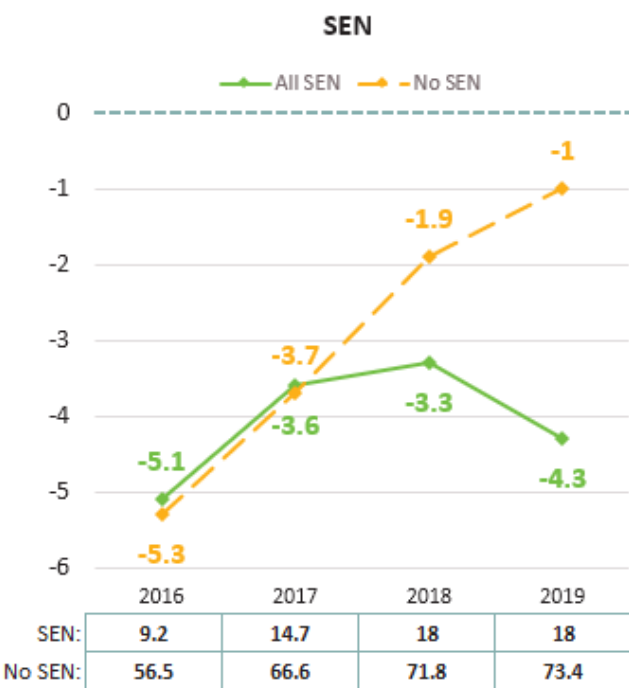
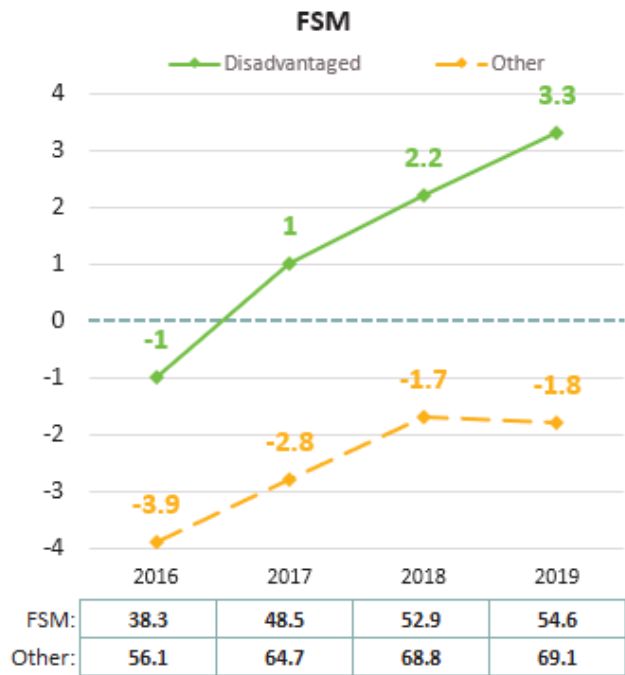
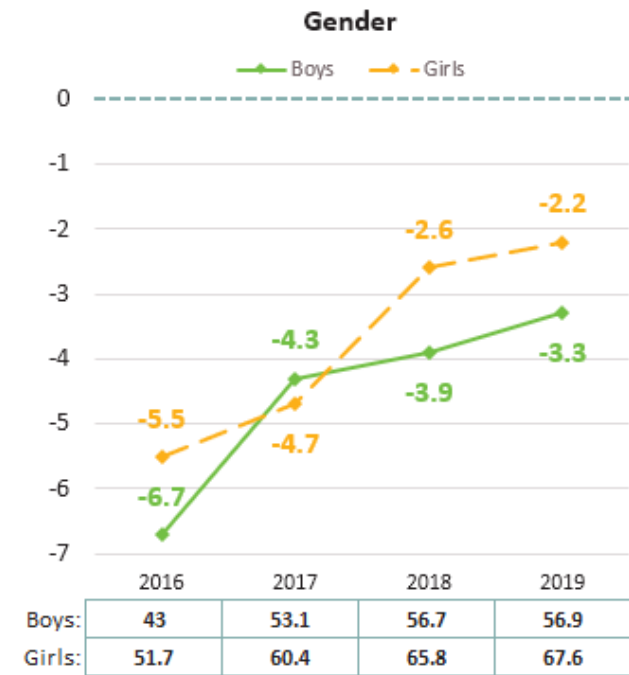
EAL pupils have attainment less than their equivalent national by 3.1%, non EAL pupils are also behind.

Pupil characteristics attainment gap to national trend

The following graphs show the percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line represents the National average and the green

and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil groups attainment is compared directly to their equivalent National average. E.g. Birmingham FSM vs National FSM.

Attainment gap to equivalent National average for achieving at least expected in Reading, Writing & Maths

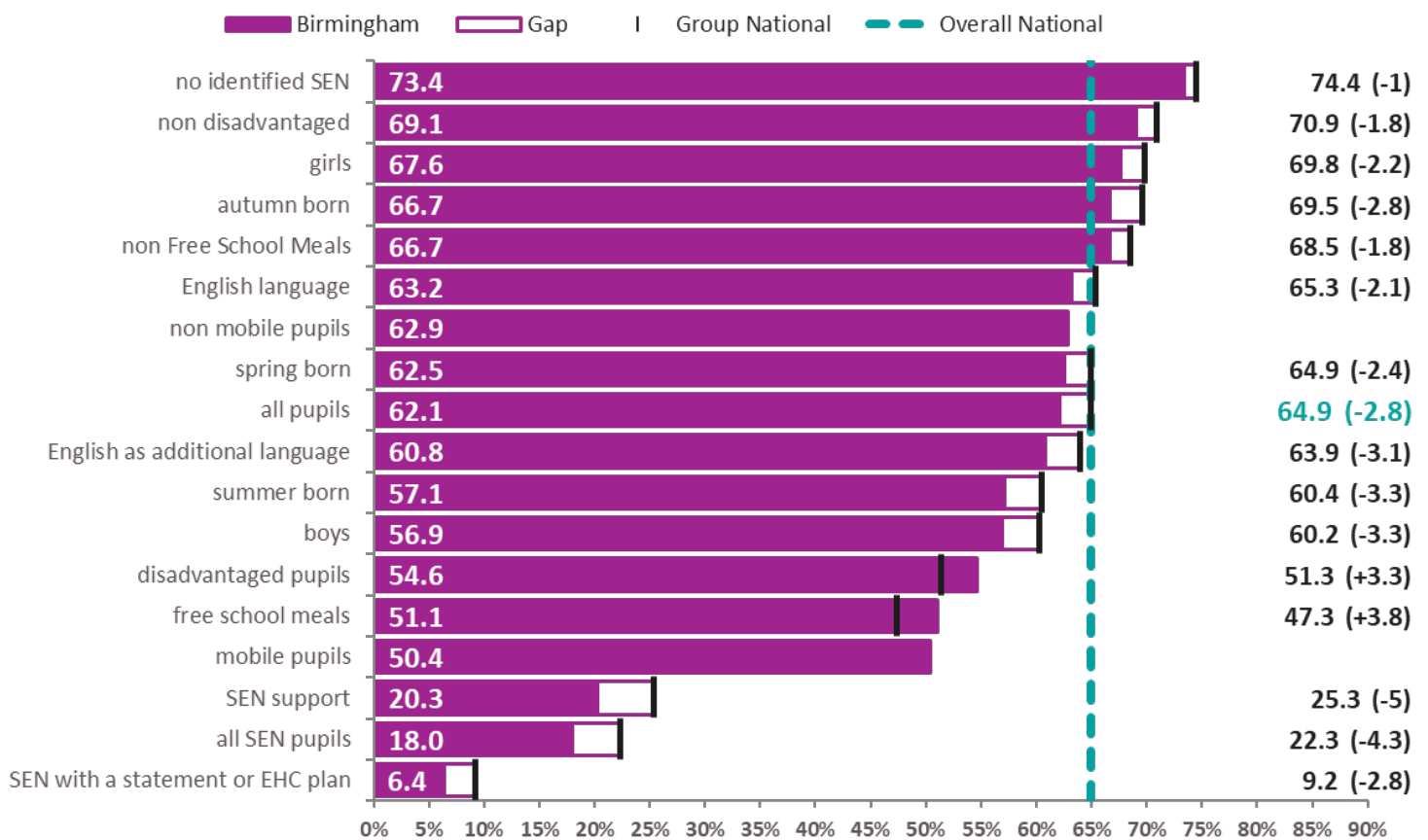


While they are both still behind, Girls and Boys continue to improve at a faster rate than national. FSM pupils have again extended their lead over national but the recent trend showing non-FSM pupils catching up with their national equivalents has stalled. This year SEN pupils are falling further behind while non SEN are now only 1% behind their equivalent National.

The following graph shows the same pupil groups ranked in order of attainment against their national equivalents. Note the inclusion of Mobile and non-Mobile groups. A child is classed as non-Mobile if they

have been within the same school for 2 years or more. Note that we do not have the National averages for these groups.

Percentage achieving at least expected standard in Reading, Writing & Maths by pupil group



Progress - characteristics

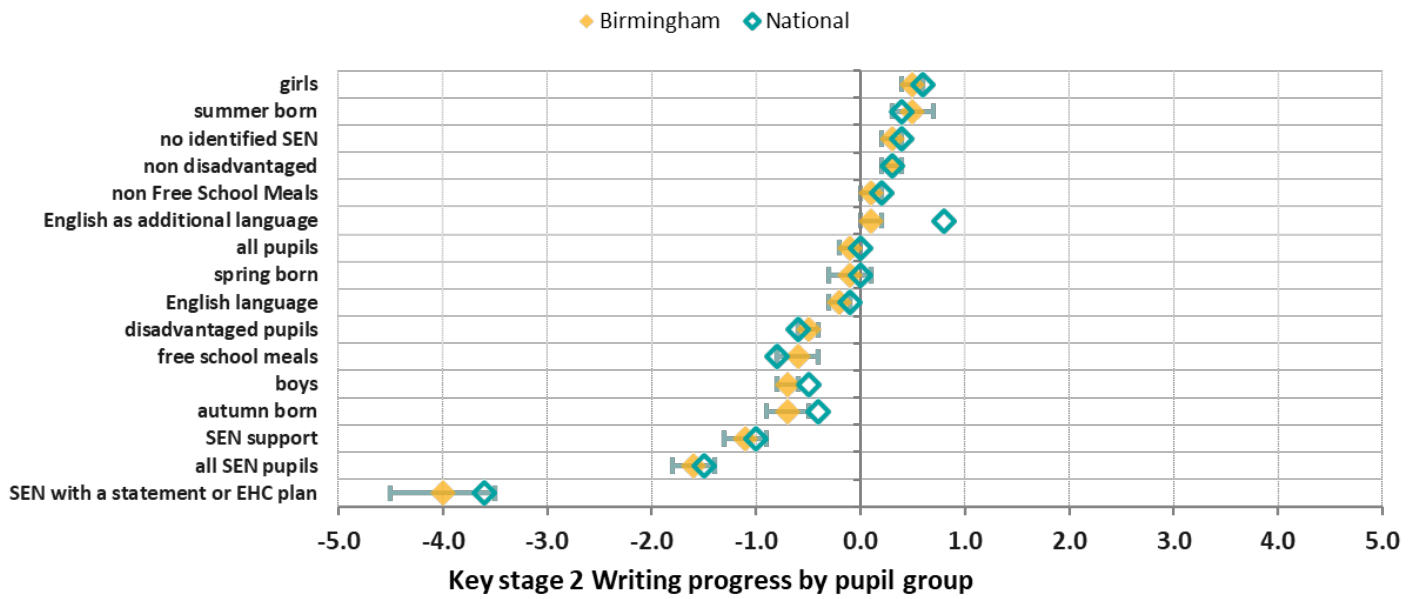
The following charts show the progress scores for Reading, Writing and Maths by pupil group for Birmingham and Nationally. They are sorted in descending order by Birmingham progress score (yellow diamond) and their national equivalent (hollow blue diamond). The grey lines to the side of each diamond represent confidence intervals for each group in Birmingham, the larger they are the smaller the number of children within the group. The National average for all pupils is 0 (represented by the vertical axis).

In Reading, the most of pupil groups fall within confidence levels of their National equivalents, though EAL pupils have made significantly less progress. Both disadvantaged and FSM pupil groups are above their national groups.

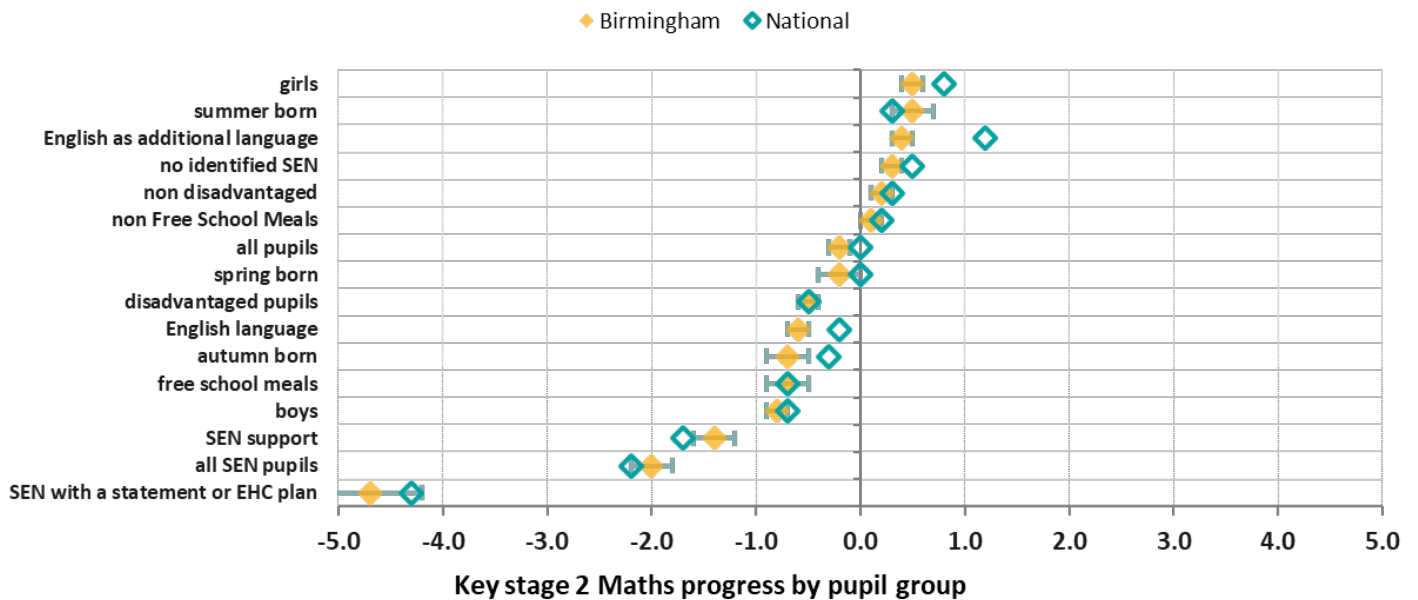
Writing, is the subject making the least progress overall sees the majority of pupil groups below their equivalent national with EAL pupils having largest gap. SEN Support pupils have made more progress than their equivalent national whereas SEN with an EHC plan have made less progress than national, though not significantly (within confidence levels).

Maths progress in Birmingham compares favourably overall and by individual pupil groups to their equivalent national. With the exception of EAL pupils every pupil group has either made the same or significantly more progress than their national equivalents.

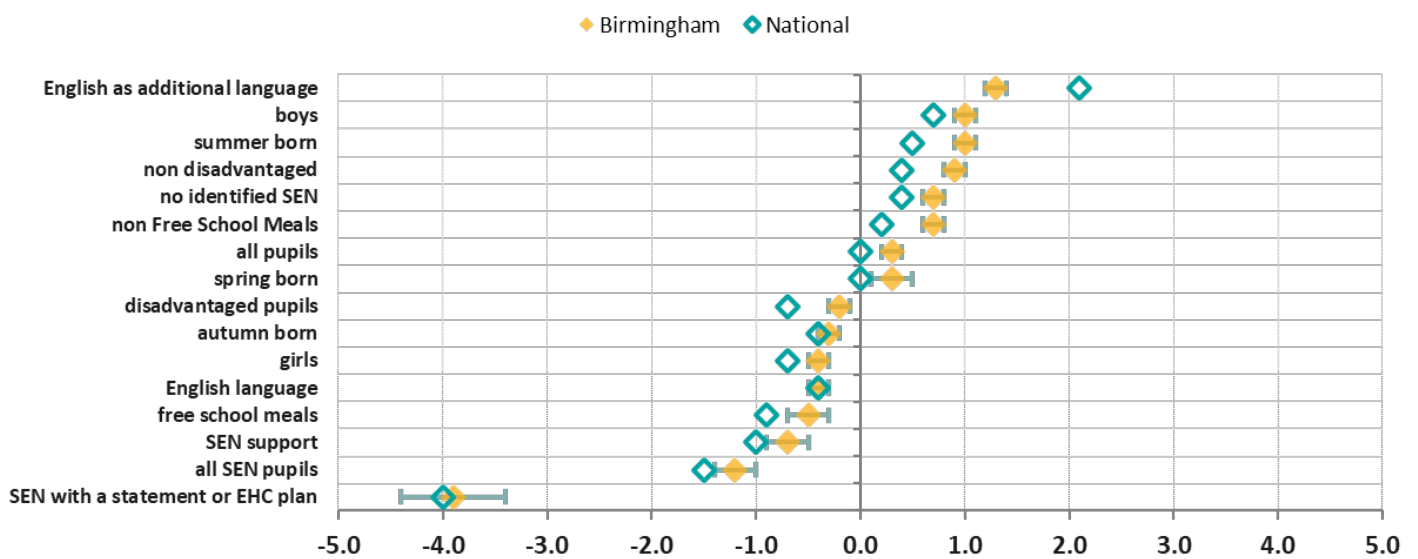
Key stage 2 Reading progress by pupil group



Key stage 2 Writing progress by pupil group



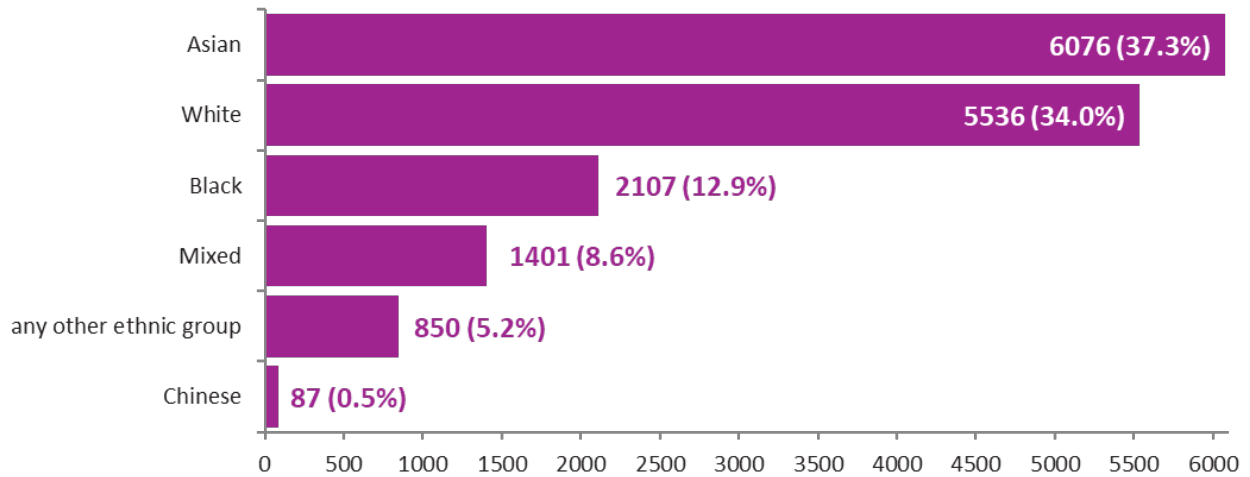
Key stage 2 Maths progress by pupil group



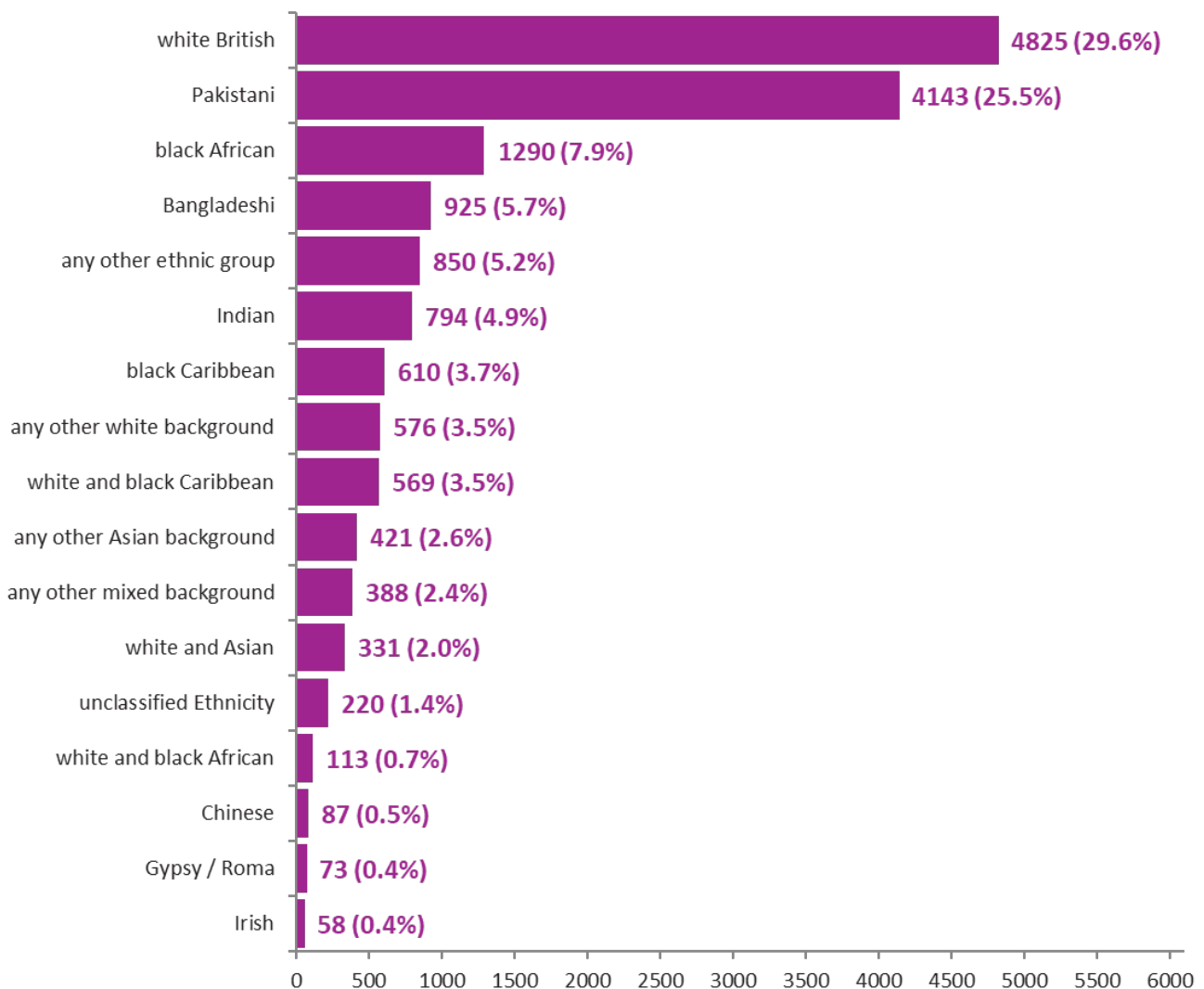
Ethnicity Profile – Key stage 2

The graphs below show the ethnic distribution of Birmingham key stage 2 eligible pupils in 2019.

Number of eligible pupils for key stage 2 results in Birmingham by ethnicity (main groups)

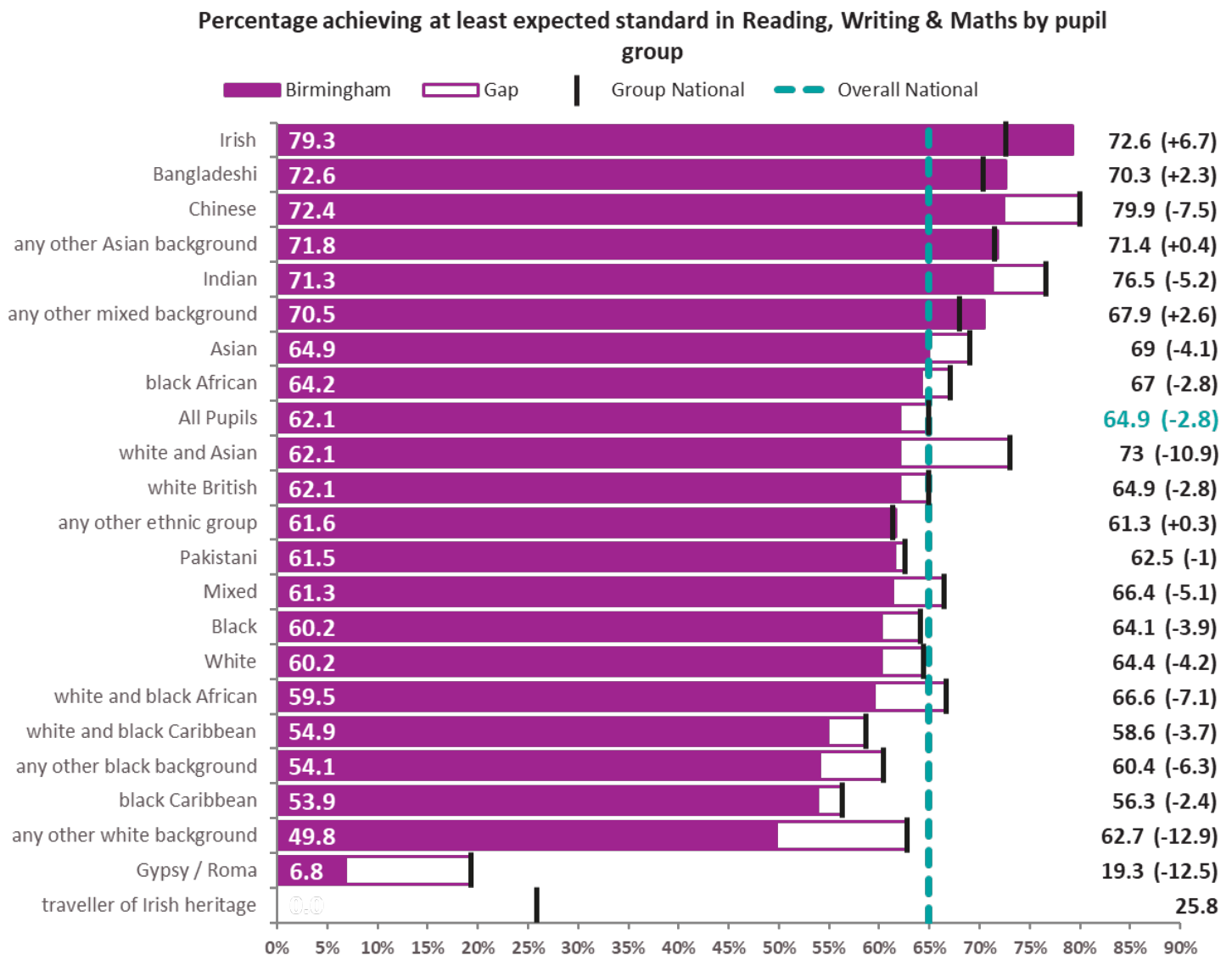


Number of eligible pupils for key stage 2 results in Birmingham by ethnicity (sub groups)



Attainment

The following chart shows key stage 2 attainment for RWM across ethnic groups compared to the national averages of those groups. It is sorted so that the highest performing group in Birmingham is at the top.



In Birmingham Asian pupil's attainment as a group is at the overall national average but behind when comparing to Asian pupils nationally. Bangladeshi pupils have done particularly well being both above the overall national average and 2.3% above other Bangladeshi pupils nationally. 'Asian other' pupils are also above their equivalent national. Indian pupils are attaining higher than the overall national average but are 5.2% below other Indian pupils nationally. Pakistani children while performing close to the national average for their group are below the overall national.

White pupils' attainment as a group is lower than overall national average by 4.7%. White British children have attained higher but are still 2.8% behind. Irish pupils have done well and are ahead of the overall national by 14.4% and 6.7% above their group. Children from 'White other' background are significantly behind at 15.1% lower than the overall national average. Gypsy / Roma are also attained significantly less in 2019 than their national equivalents.

Black pupils' attainment matches White at 4.7% below the overall national average. Black African pupils are the highest attaining within the group scoring just below the overall national average by 2.4% behind their group nationally. Black Caribbean attainment is 2.8% behind their equivalents nationally and 11%

behind the overall national. 'Any other black background' pupils' attainment is 6.3% behind their equivalent national average.

Mixed pupils' attainment is 5.1% behind their equivalents nationally. 'Any other mixed background' pupils attainment is both above the overall national and their equivalents. All other mixed groups are all below their equivalent national especially 'White and Asian' pupils whose attainment is much lower than their equivalents nationally.

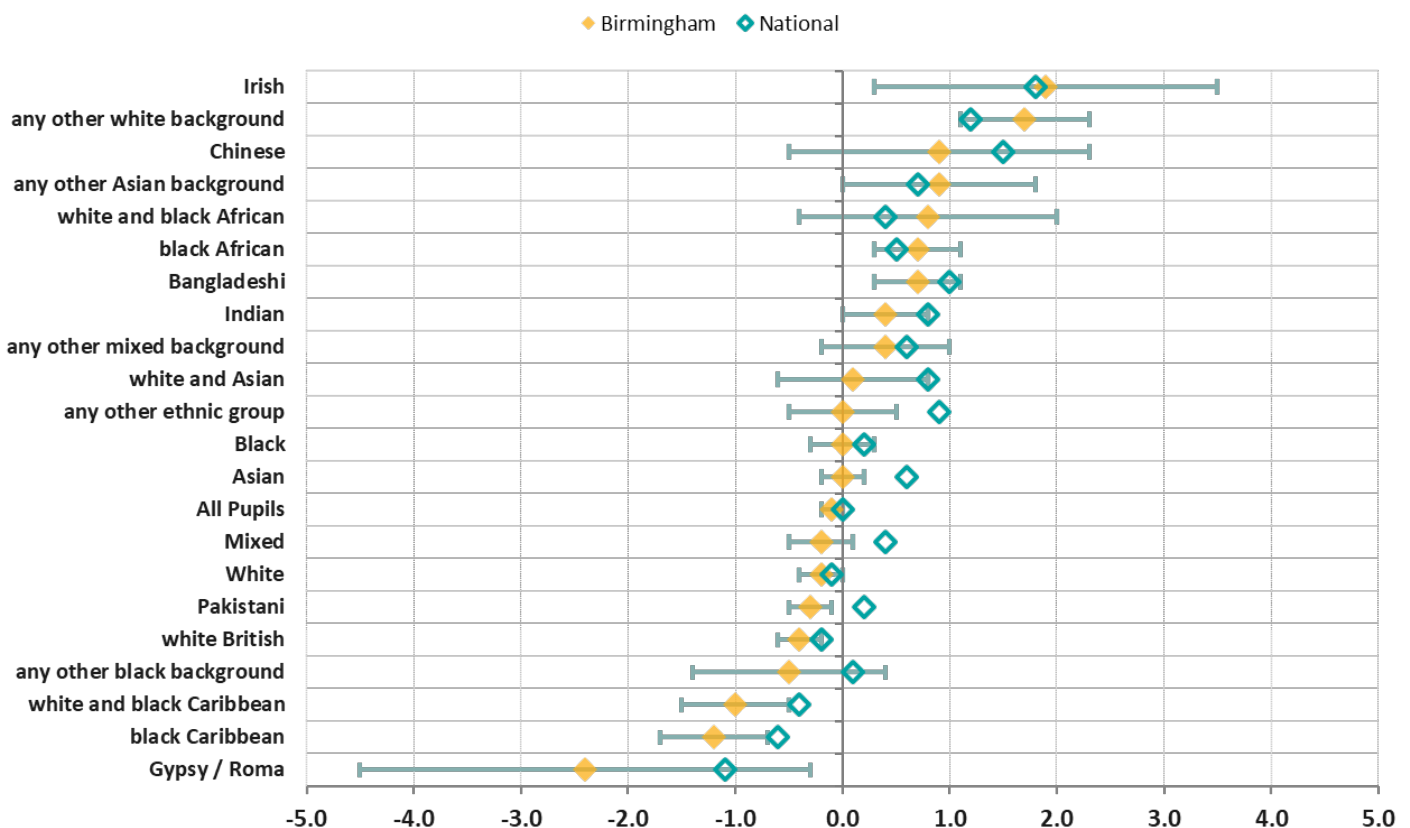
Chinese pupils attainment is above the overall national average but behind other Chinese pupils. The attainment figures for traveller of Irish heritage children in Birmingham has been suppressed due to low numbers.

Progress - ethnicity

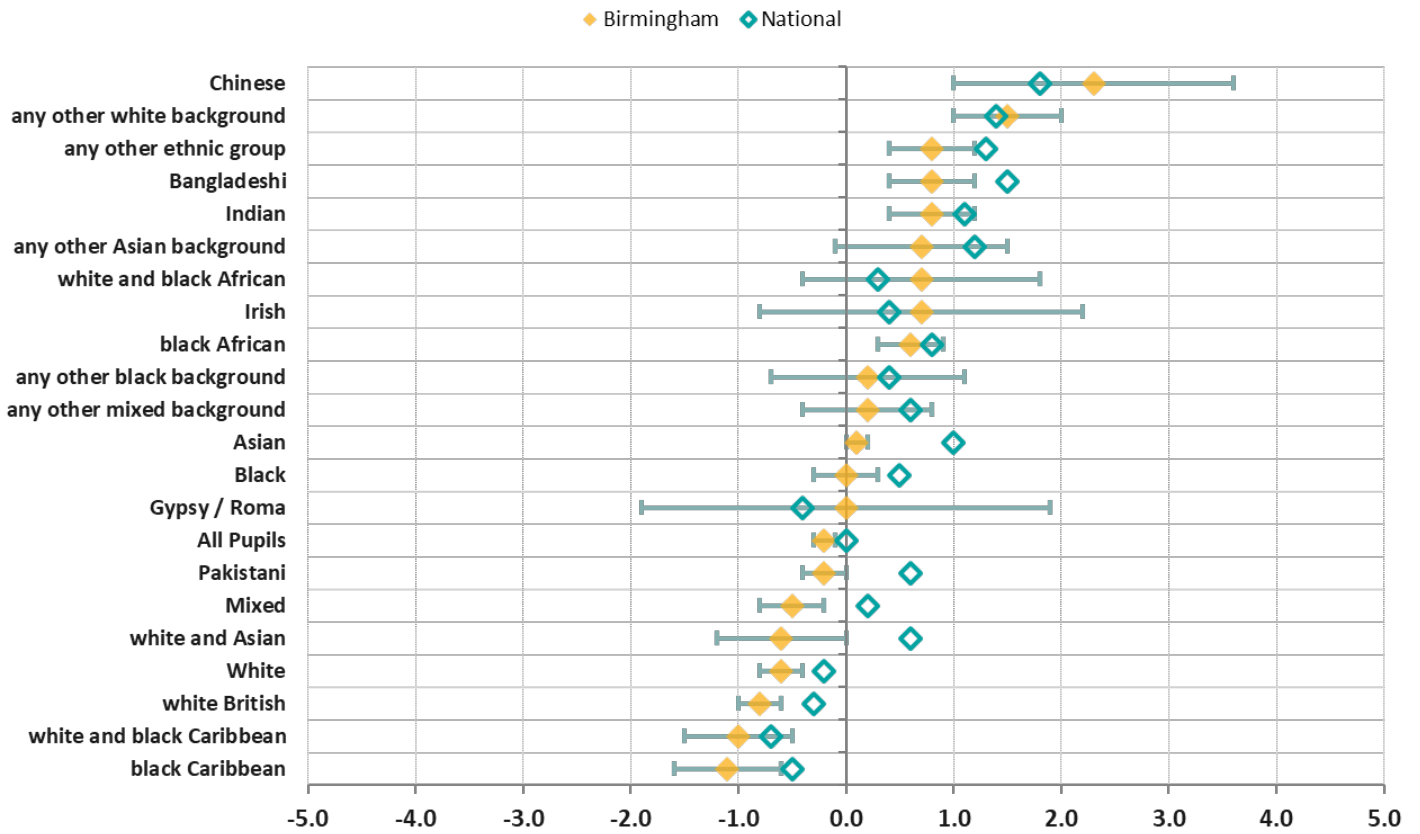
The three following charts show the progress scores for Reading, Writing and Maths by pupil ethnicity group for Birmingham and Nationally. For guidance see Progress by pupil characteristics charts (page 46).

The majority of ethnicity groups in Birmingham make less progress than similar groups nationally, however it should be noted that if the national outcome falls within confidence intervals then it is not deemed significantly above or below Birmingham results. Smaller pupil groups have larger confidence intervals.

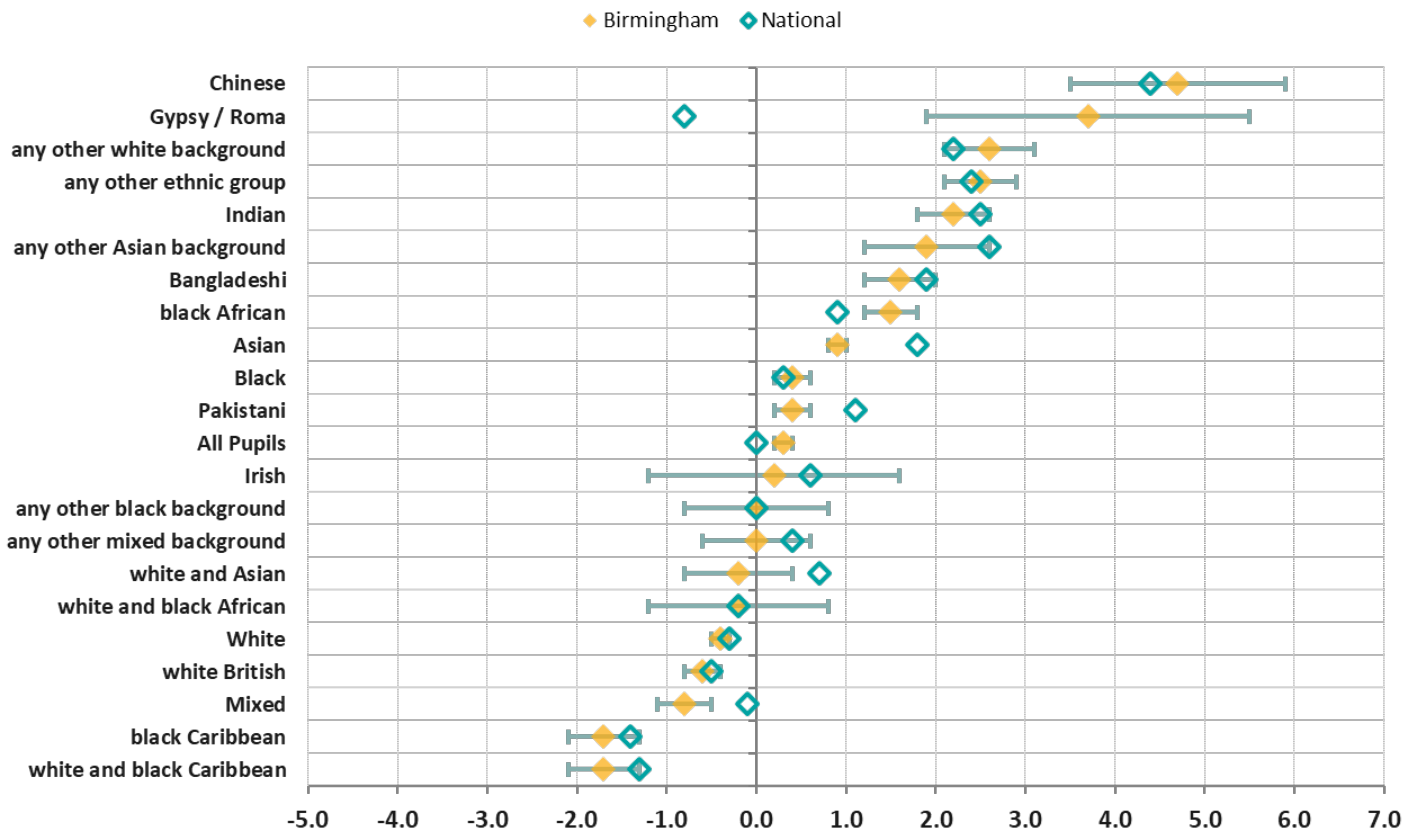
Key stage 2 Reading progress by ethnicity



Key stage 2 Writing progress by ethnicity

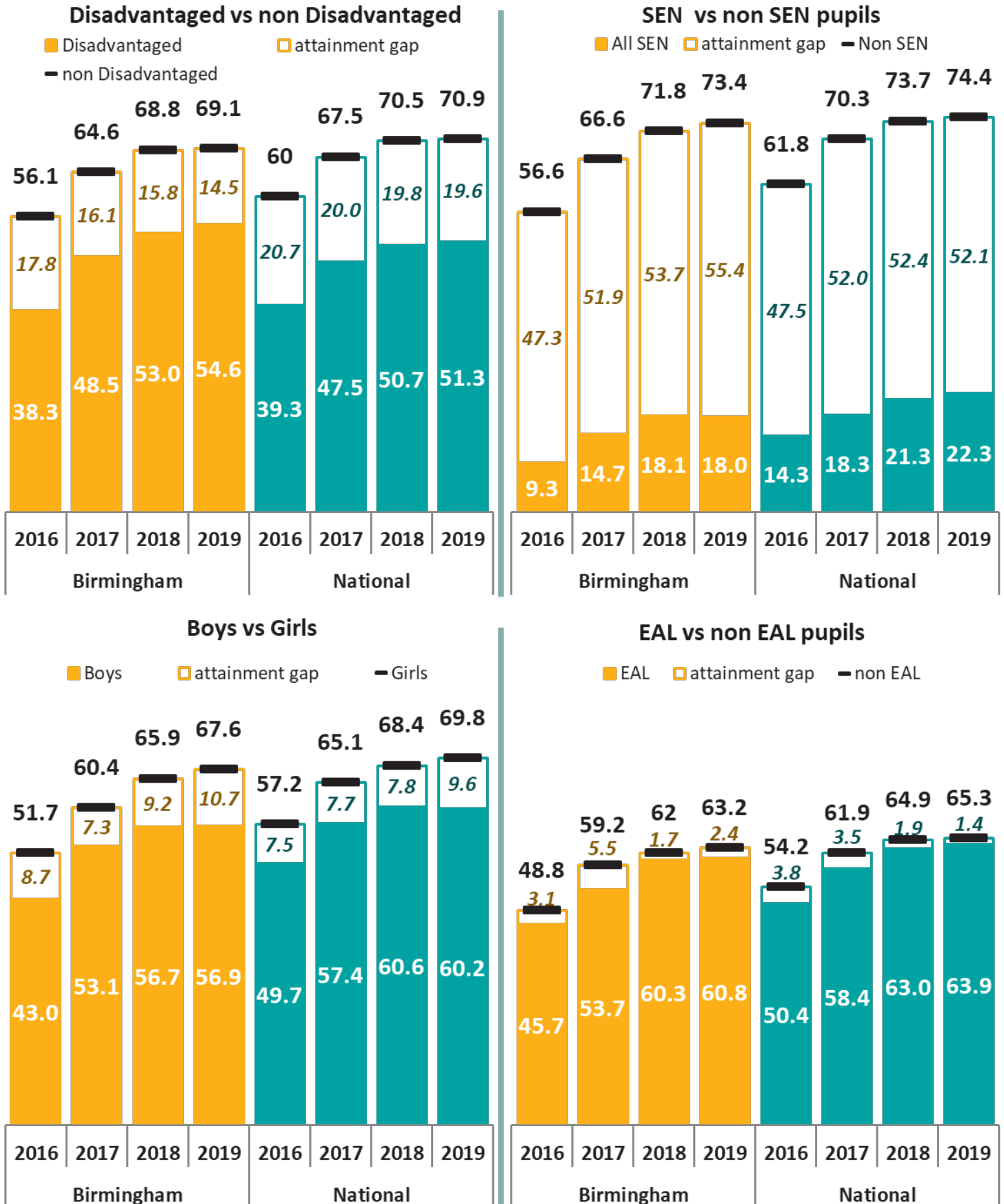


Key stage 2 Maths progress by ethnicity



Pupil Groups - Attainment Gap

Percentage of children attaining at least the expected level of attainment



The attainment graphs on the previous page show the differences in RWM attainment between matching pairs of 'opposite' pupil groups by end of academic year. The lower attaining group is represented by a solid bar and the corresponding higher attaining group is represented by the tile above it. The hollow bar in-between shows the attainment gap.

Currently in Birmingham the attainment gap between disadvantaged and non-disadvantaged is 14.5% which is 5.1% smaller than it is nationally. Additionally, the individual attainment of both these groups is higher in Birmingham than it is nationally and the attainment gap continues to shrink faster.

In 2019 Birmingham SEN pupils saw a slight decline in attainment from 2018 while nationally they saw an increase. At the same time, Birmingham non-SEN improved faster than national. As a result the gap in attainment between Birmingham SEN and non-SEN has widened and is now 3.3% higher than it is nationally.

In 2019 attainment scores for both Birmingham Girls and Boys improved. The Boys improved by 0.2% compared with a drop nationally of 0.4% and the Girls improved by 1.7%. as a result the gap in attainment between Birmingham Girls and Boys has widened which mirrors the national picture.

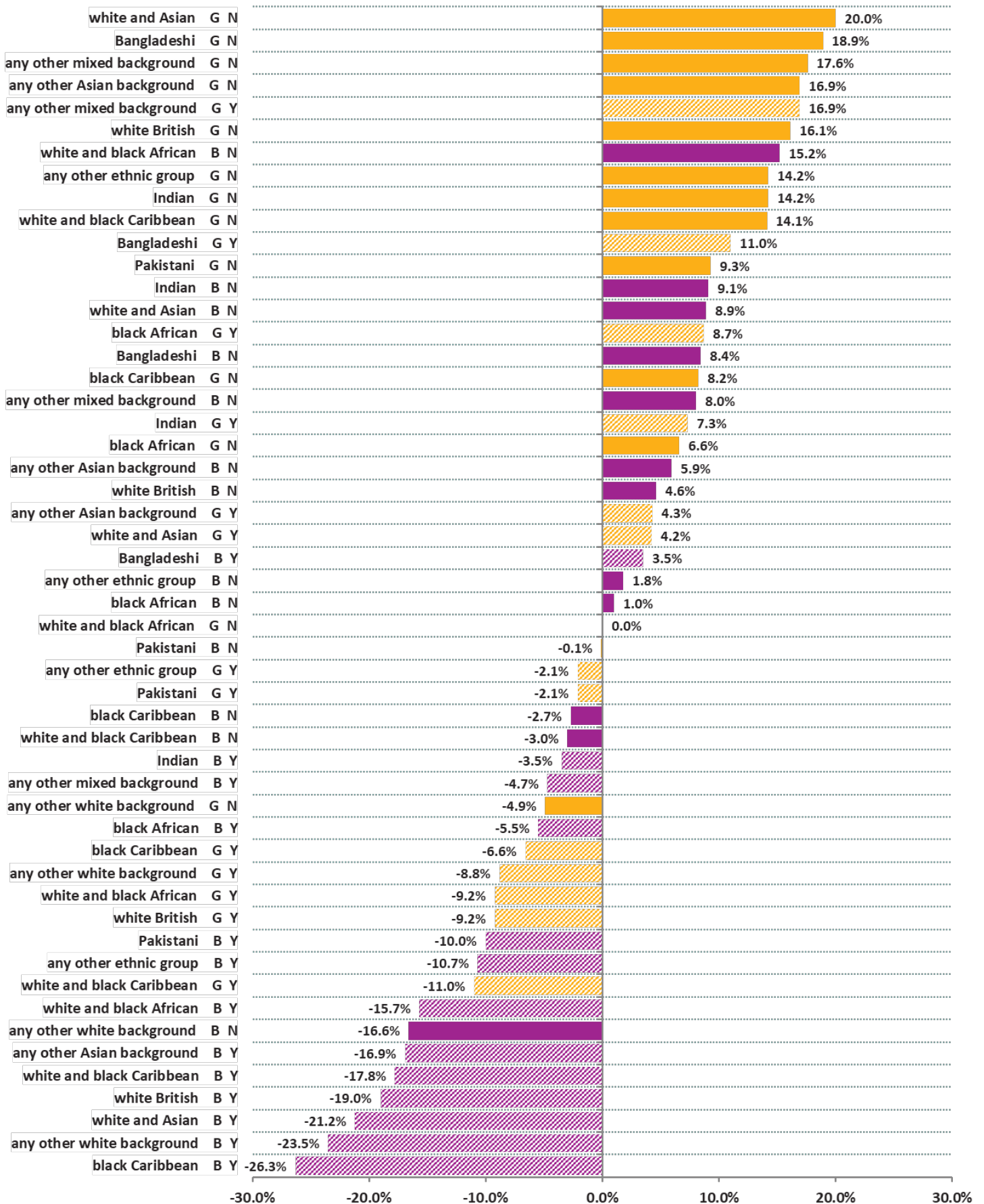
The attainment gap for EAL and non EAL pupils has seen a small increase in Birmingham and is now 2.4% which is wider than national. Both groups remain below their national equivalents with non EAL narrowing the gap and EAL falling behind.

Ethnic group, gender and disadvantaged – differences to the LA average

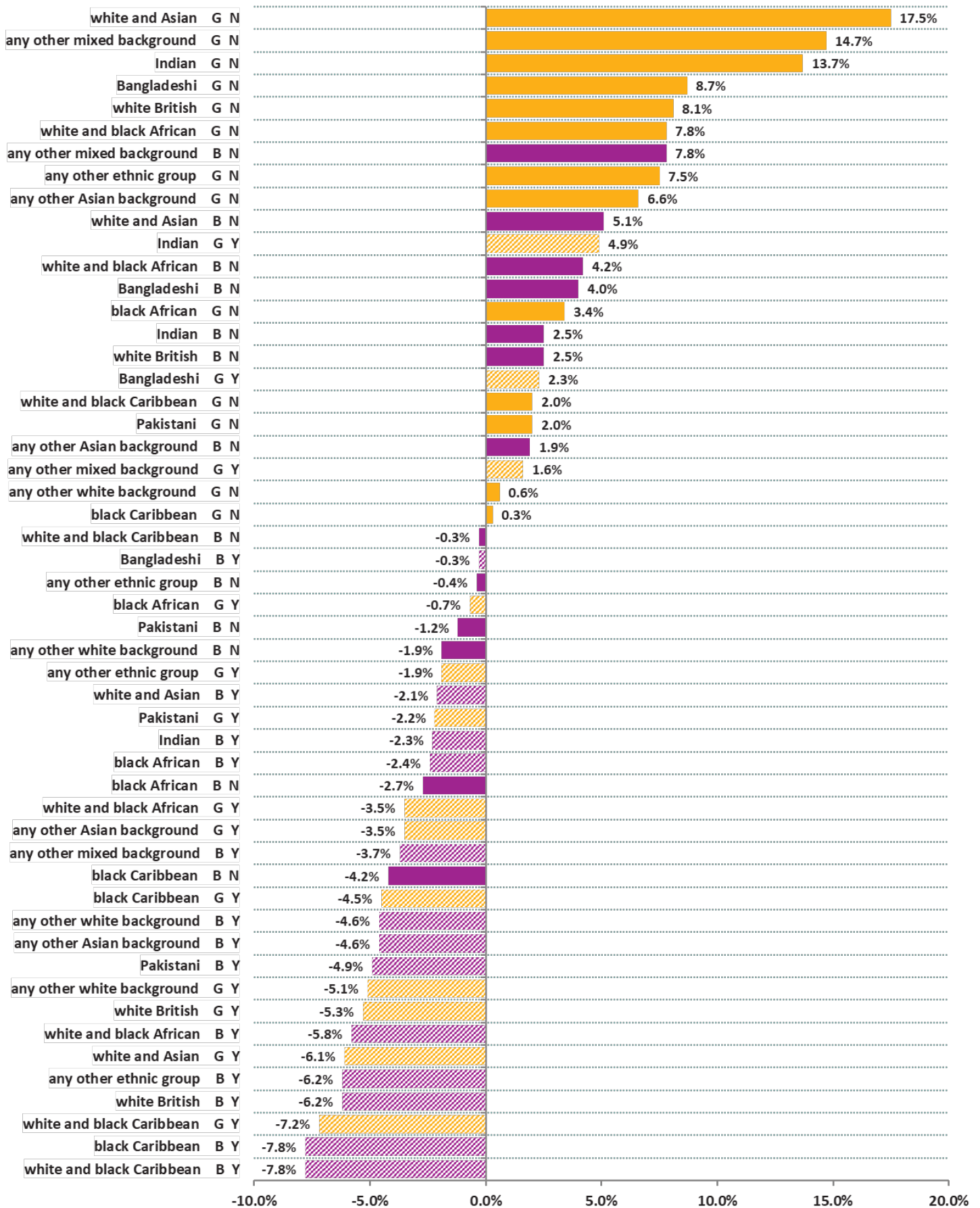
The graphs on the following pages show the differences in attainment between ethnic groups when showing further breakdown by gender and disadvantaged status. The following ethnicity groups are excluded due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish, Chinese, Travellers of Irish Heritage and unclassified.

Generally the pupil groups achieving more than the LA average are non-disadvantaged with a higher ratio of girls than boys. However this is not always the case for example disadvantaged Bangladeshi boys are above the overall LA average for at least expected standard.

Difference to LA average for KS2 Reading, Writing and Maths at least expected standard by Ethnic Group, Gender and Disadvantaged. LA Average = 62.1%



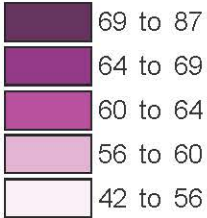
Difference to LA average for KS2 Reading, Writing and Maths achieving a higher standard by Ethnic Group, Gender and Disadvantaged. LA Average = 9.4%



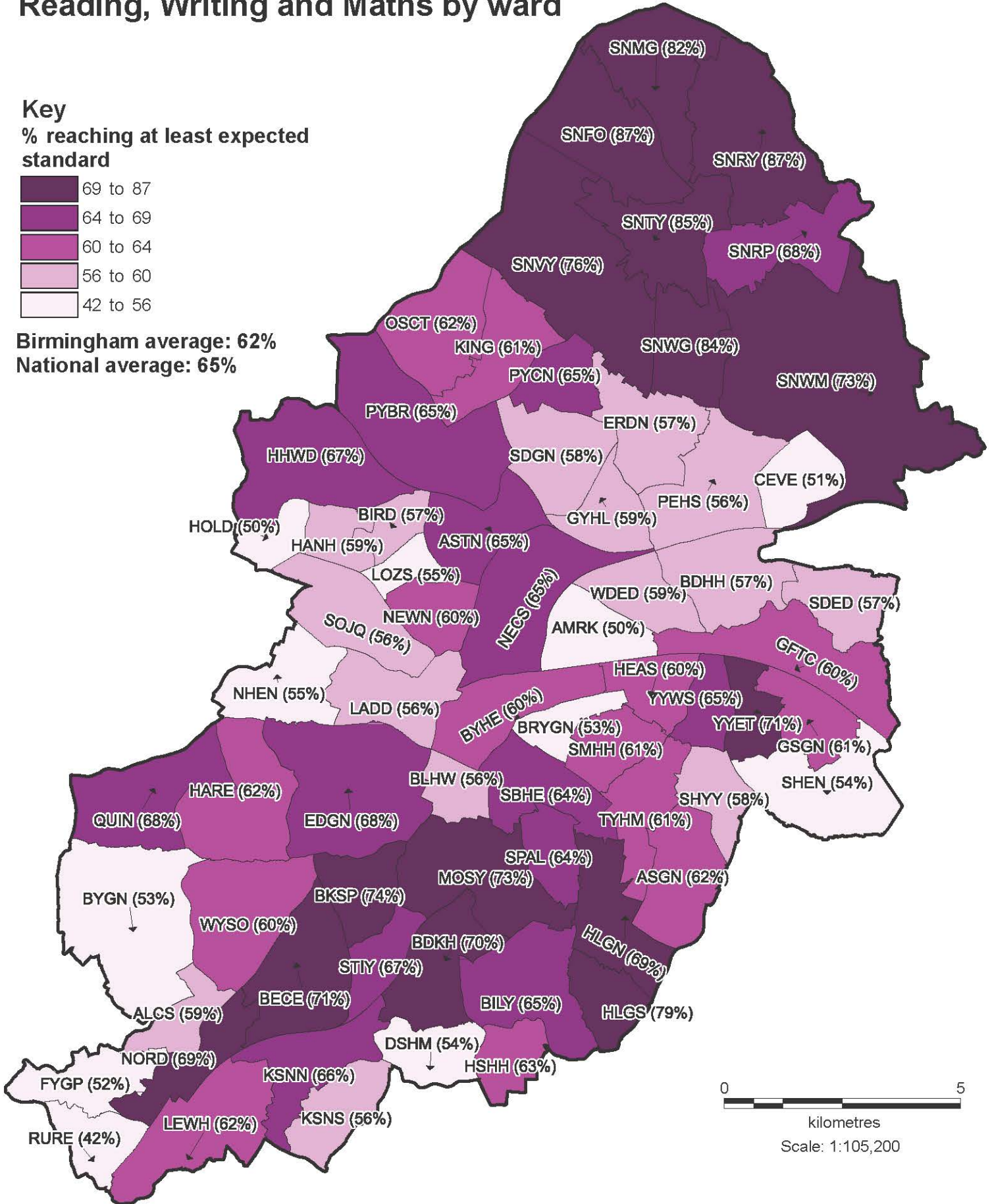
KS2: 2019 Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths by ward

Key

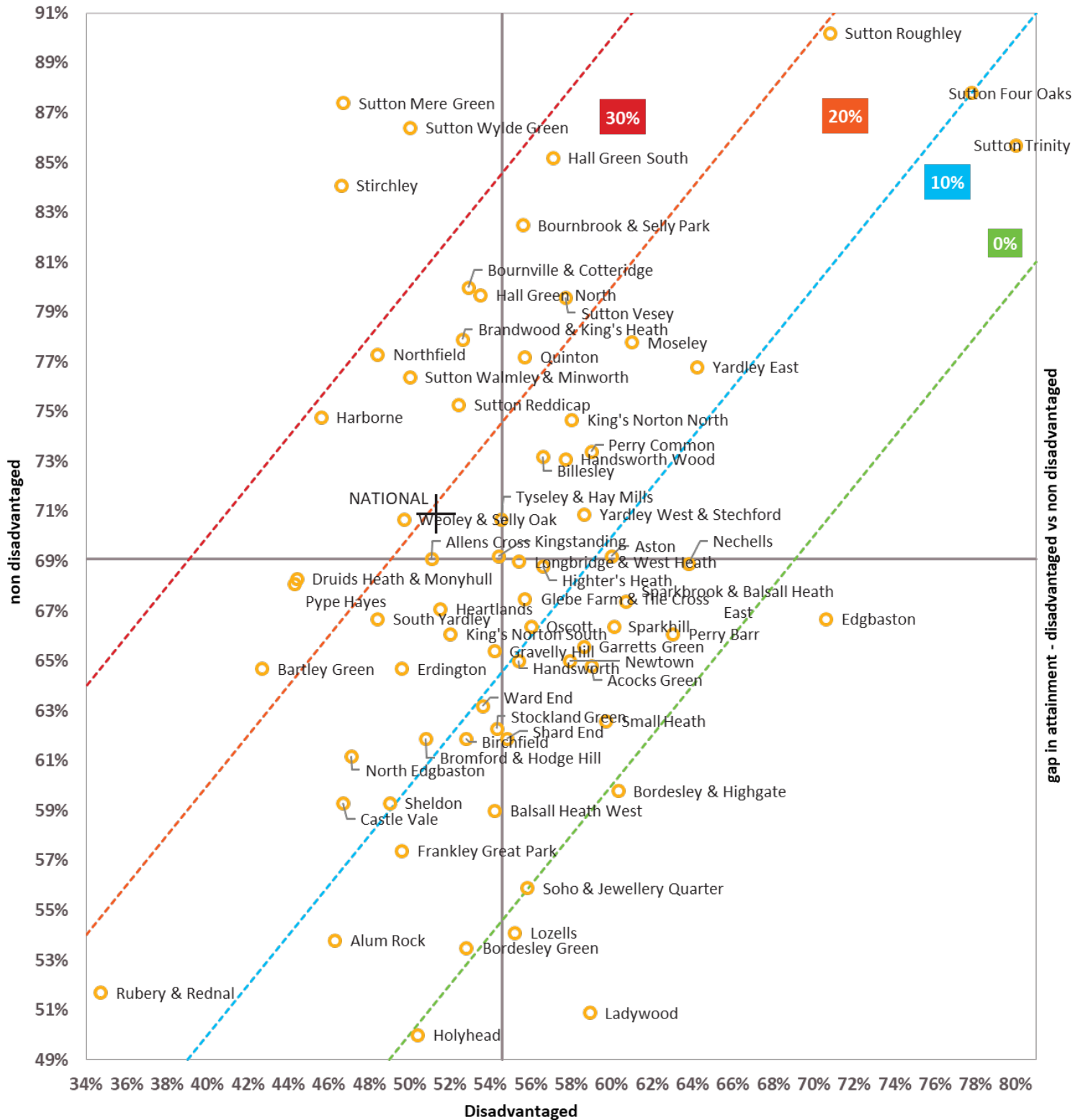
% reaching at least expected standard



Birmingham average: 62%
National average: 65%



RWM at least expected standard Disadvantaged vs Non Disadvantaged Attainment by Ward



The chart above compares overall performance for disadvantaged and non-disadvantaged pupils who live within each ward in Birmingham. The diagonal lines help show where there are significant gaps between the two groups performance.

Wards in similar position on the horizontal axis this have similar disadvantaged attainment scores. Similarly wards in similar position on the vertical axis have similar non-disadvantaged attainment scores.

For example, disadvantaged pupils living in 'Soho & Jewellery Quarter' and 'Quinton' wards achieve roughly the same, slightly over the LA average for disadvantaged. However, the attainment of non-disadvantaged children is vastly different. 77% achieve the standard in 'Quinton' where as in 'Soho & Jewellery Quarter' only 56% do.

The highest performing ward for disadvantaged pupils was 'Sutton Trinity' where almost 86% of pupils achieved at least the expected standard and the lowest was 'Rubery & Rednal' where just under 35% did.

The highest performing ward for non disadvantaged pupils was 'Sutton Roughly' where just over 90% of pupils achieved at least the expected standard and the lowest was 'Holyhead' where 50% did.

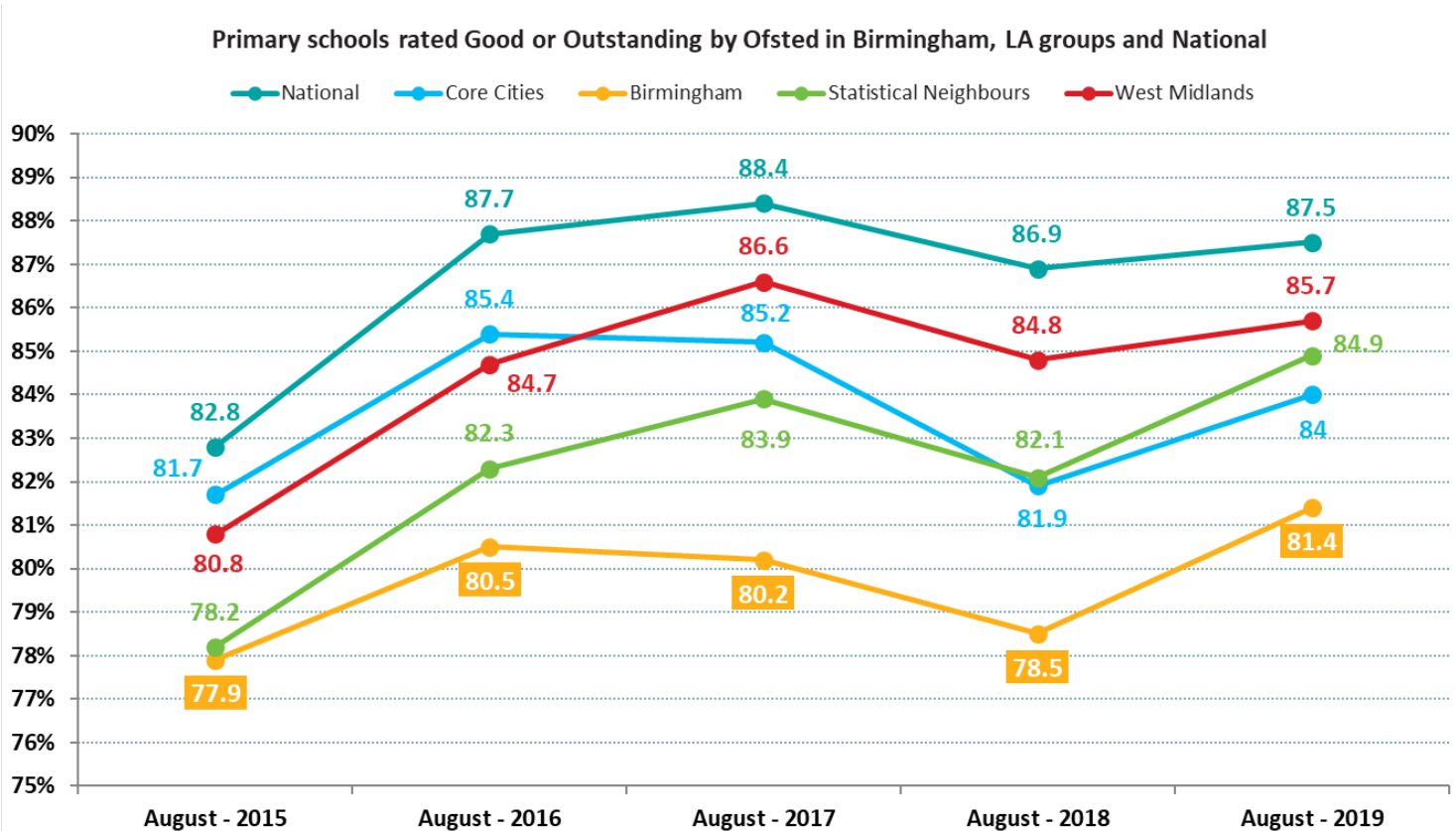
Schools that may benefit from support

From September 2019, the floor and coasting standards no longer apply. The Government has set out a new support offer for schools that were identified as 'requires improvement' in their latest Ofsted report. This is detailed with the following link:

<https://www.gov.uk/guidance/school-improvement-support-for-the-2019-to-2020-academic-year>

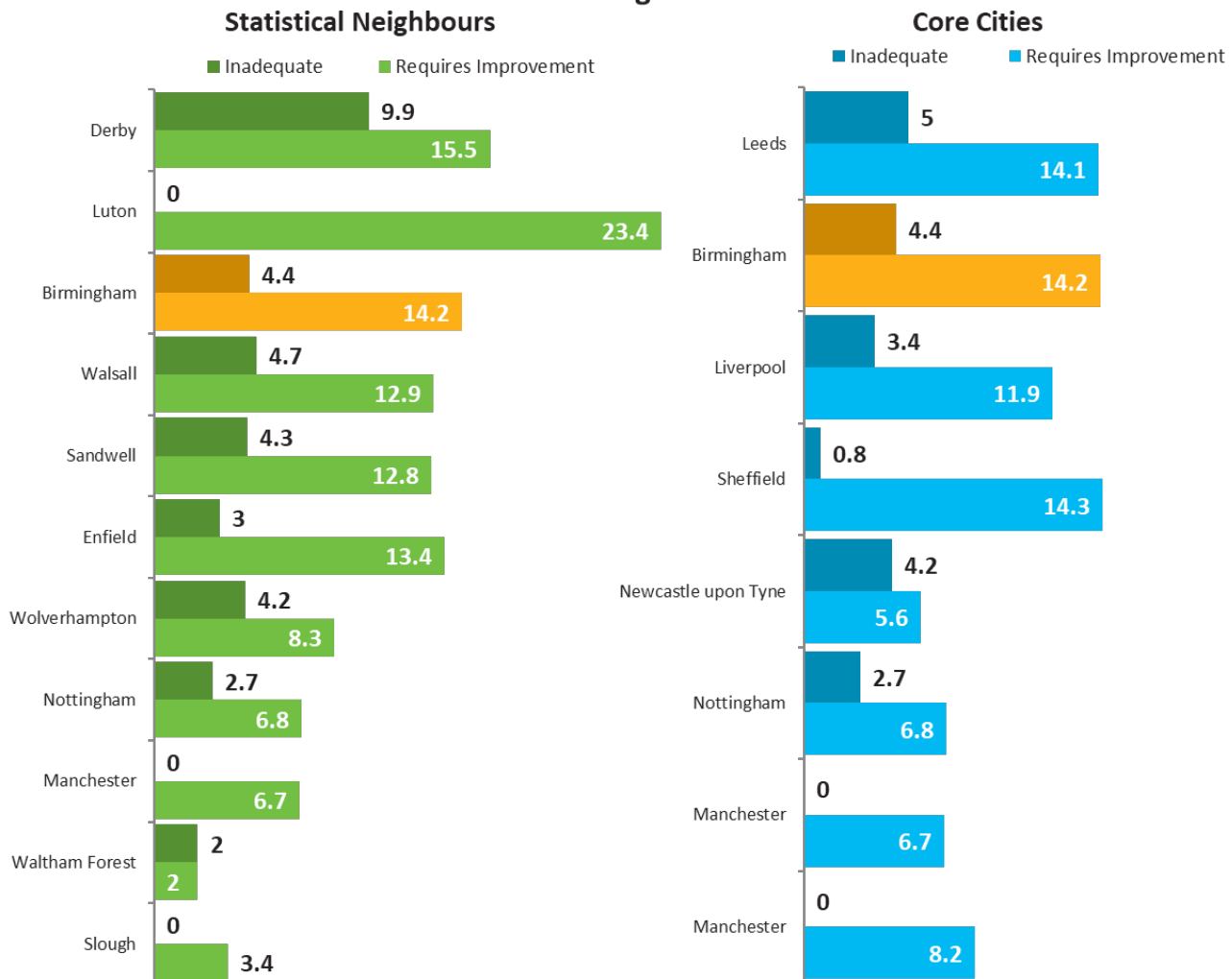
Birmingham's Schools

To help compare Birmingham's Primary schools to National and other LA groups we have used official Ofsted outcomes up to August 2019 to show the proportion that are rated Good or Outstanding.



The previous chart shows the last 5 years of Ofsted outcomes as at the end of August for each year up to 2019. We can see Birmingham has a lower percentage of Good and Outstanding Primary schools compared to National, Statistical Neighbours and the West Midlands, although from 2018 to 2019 Birmingham did slightly close the gap.

% of Schools rated as Requires Improvement or Inadequate by Ofsted as of August 2019



The above chart shows the percentage of Primary schools rated Inadequate and Requires Improvement by Ofsted by LA. We can see that Birmingham is rated 3rd out of Statistical Neighbours and 2nd out of Core cites for the proportion of schools with one of these outcomes.

Key Stage 4

Key Messages

- In 2019, Birmingham's Progress 8 score of 0.9 is above the state funded national average of -0.03. This means that pupils in Birmingham made more progress from key stage 2 to the end of key stage 4 than those with a similar starting point nationally.
- Birmingham's average Attainment 8 in 2019 was 46.6 which is slightly below national average of 46.8. Direct comparisons cannot be made with 2018 due to transitions in the grading method.
- 42.5% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, whilst 61.9% achieved a standard pass (9-4 grade). This is below the National averages of 43.4% and 64.9% respectively but the gap is narrowing.
- In Birmingham 61.9% of pupils achieved a 9-5 grade in English which is now above the national average by 1.1%. Maths attainment has improved with 46.5% achieving a 9-5 grade, 2.8% behind national.
- English Baccalaureate attainment in Birmingham is above the National average. The average points achieved per pupil was 4.1 compared to 4.08 at National. 26.5% of students achieved the Ebacc with grades 9-4, 1.4% above the national average. Achievement with 9-5 grade was 18% above the national average by 0.8%.
- Birmingham has the highest progress 8 average out of all Core Cities and ranked 4th out of 11 when comparing to Statistical Neighbours.
- Birmingham Disadvantaged pupil's Progress 8 is significantly above Disadvantaged pupils nationally averaging -0.12 compared to -0.45. In addition, non-disadvantaged also make more Progress than non-disadvantaged nationally and the progress gap between the two groups is much narrower.
- Birmingham Disadvantaged pupil's Attainment 8 is significantly above Disadvantaged pupils nationally averaging 40.2 compared to 36.8. In addition, non-disadvantaged Attainment 8 is higher than Attainment 8 for non-disadvantaged nationally and the attainment gap between the two groups is much smaller.
- In Birmingham SEN pupils average a higher Progress 8 score than national however they make less attainment. The gap in both progress and attainment is wider between SEN and non-SEN in Birmingham than it is nationally.
- Birmingham has a higher proportion of secondary schools rated Good or Outstanding by Ofsted than the national average.

Background

The 2019 headline accountability measures for secondary schools are: Progress 8, Attainment 8, attainment in English and Mathematics at grades 5 or above, English Baccalaureate (EBacc) entry and achievement (average point score), and destinations of pupils after key stage.

From 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9-1 scale. The DfE announced that a 'strong' pass (grade 5 or above) would be used in headline accountability measures. There is an additional measure showing the percentage of pupils achieving a grade 4 or above, this is classed as a standard pass and is roughly equivalent to a C or above. The table to the right maps the old and new grading structures.

In 2018 this new grading structure was applied to the remaining EBacc subjects (Science, Humanities and Modern Foreign Languages). In 2019 the majority of the remaining subjects are now graded 1-9.

| New grading structure | A*-C grading structure |
|-----------------------|------------------------|
| 9 | A* |
| 8 | A |
| 7 | B |
| 6 | C |
| 5 | D |
| 4 | E |
| 3 | F |
| 2 | G |
| 1 | U |
| U | U |

Attainment 8 scores in 2019 are not comparable with previous years as they have been calculated using different point score equivalents. This is necessary due to the phasing out of the A*-E which started in 2017 with English and Maths progressing to the other English Baccalaureate subjects (Science, Humanities and Modern Languages) in 2018. 2019 saw most of the remaining subjects moving to the 9-1 scale.

2019 EBacc attainment measures for students achieving 9-4 and 9-5 grades and average point scores are comparable to 2018 but not prior.

As a value-added measure, Progress 8 is not affected in the same way and therefore can be compared year on year.

| GCSE grade | 2016 Points | 2017, 2018 and 2019 points |
|------------|-------------|----------------------------|
| A* | 8.00 | 8.50 |
| A | 7.00 | 7.00 |
| B | 6.00 | 5.50 |
| C | 5.00 | 4.00 |
| D | 4.00 | 3.00 |
| E | 3.00 | 2.00 |
| F | 2.00 | 1.50 |
| G | 1.00 | 1.00 |

Like the key stage 2 progress measure, Progress 8 scores are calculated for pupils for the sole purpose of calculating the school's Progress 8 score.

Progress 8 shows how much progress pupils at this school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England with similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, maths, 3 English Baccalaureate qualifications including sciences, computer science, history, geography and languages, and 3 other additional approved qualifications.

A Progress 8 score of 0 shows a school's progress is in line with all other schools nationally (including independents). This means that their pupils scored roughly the same average grade as other pupils nationally with a similar prior attainment. A score of +1 means that the school's pupils achieve roughly one grade higher in every contributing subject than the average for other pupils with a similar prior attainment nationally.

Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted) and English (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Confidence Intervals

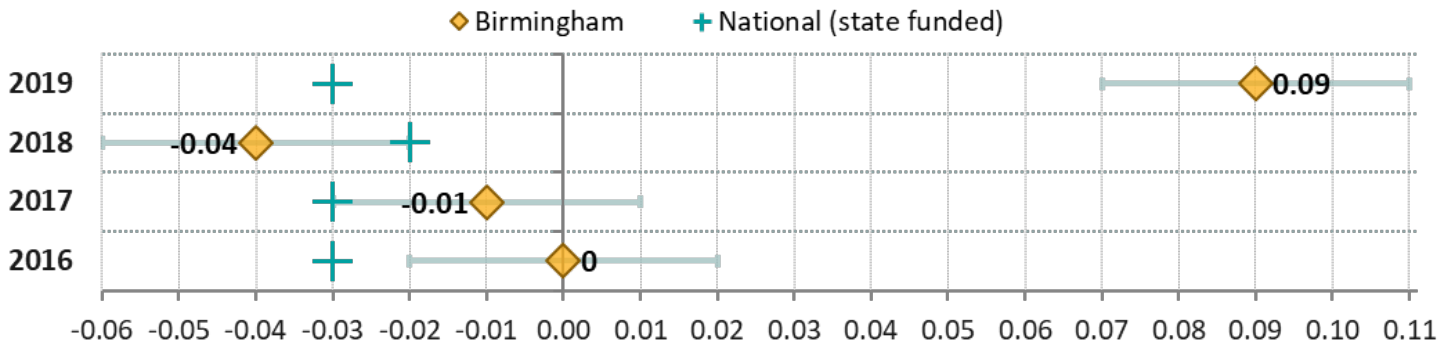
The DfE publishes the 95% confidence intervals alongside the overall average progress scores to reflect uncertainty of outcomes and to provide context to the progress scores of smaller groups.

For smaller groups of pupils the confidence interval tends to be larger, since fewer are included, and therefore the score could be impacted by the performance of an individual pupil more than would be the case in a larger group.

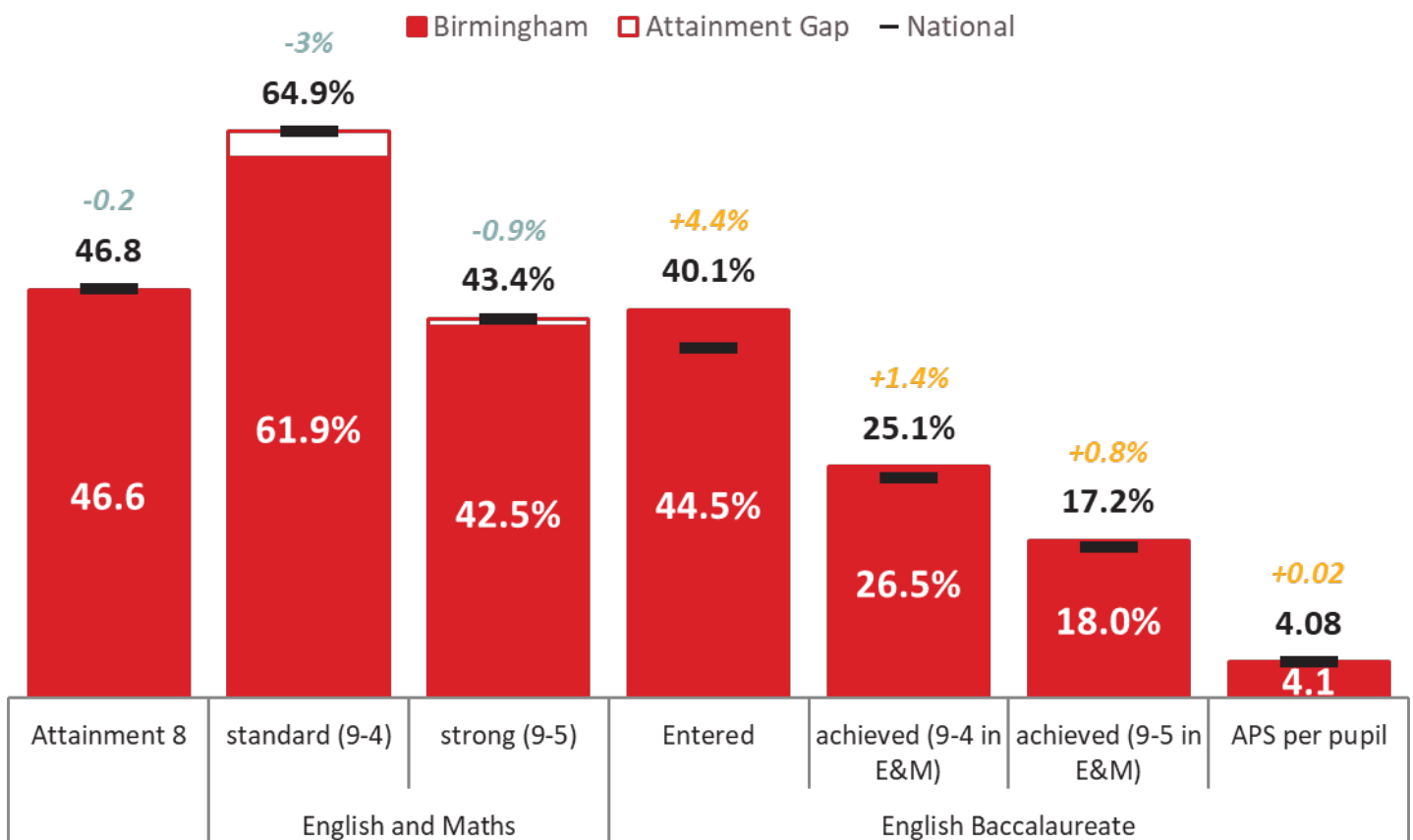
Where a confidence interval overlaps an equivalent national average it means that the overall progress score is not significantly different. When it overlaps zero it means that it is not significantly different than the overall national average for all pupils.

Overall Performance

Overall Progress 8



Birmingham's Key Performance Indicators compared with national



2019 Birmingham's Progress 8 score has seen a sizable increase from 2018 and is now 0.09, at the same time state funded national has seen a small decrease.

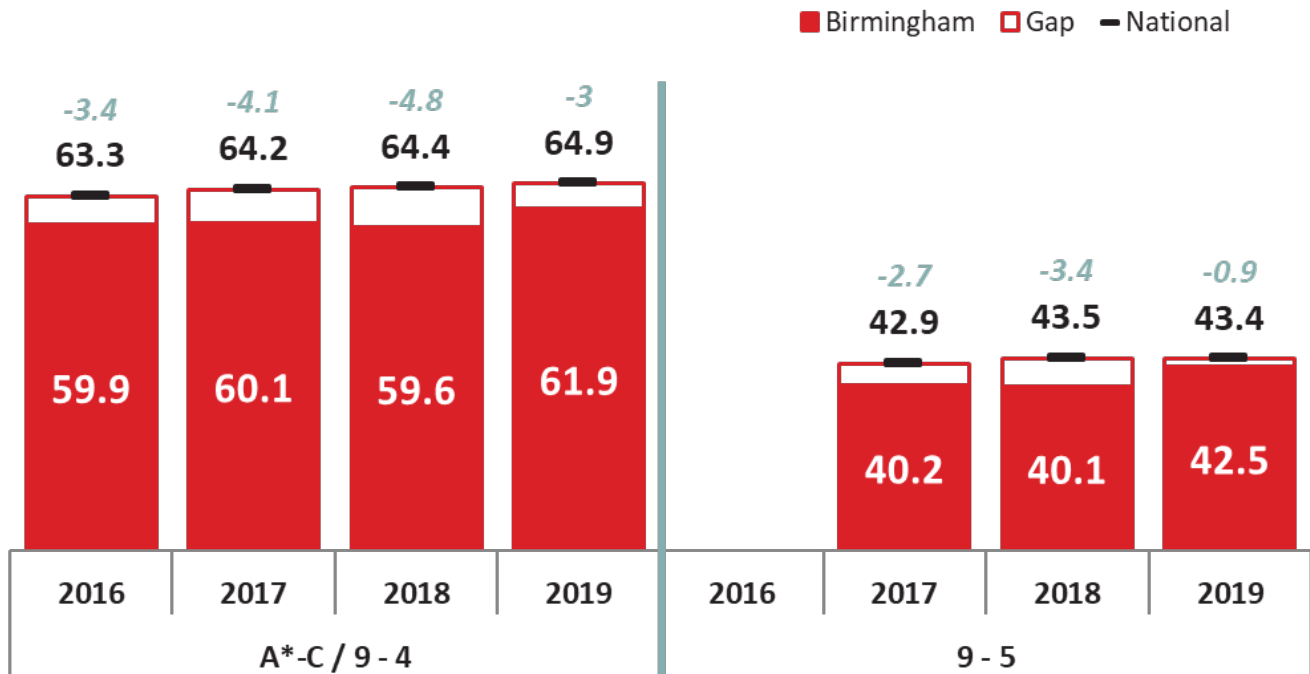
Birmingham's overall Attainment 8 is slightly below the national average but only by 0.2 points. The percentage of Birmingham pupils achieving a standard pass in English and Maths is below the national figure by 3%. This gap narrows to just under a percent when comparing pupils attaining strong passes.

The proportion of pupils entered for the English Baccalaureate in Birmingham is 4.4% higher than nationally, and strong and standard pass percentages are above national levels. Average points scored across EBacc subjects also is slightly higher than national.

Subject performance compared with previous years

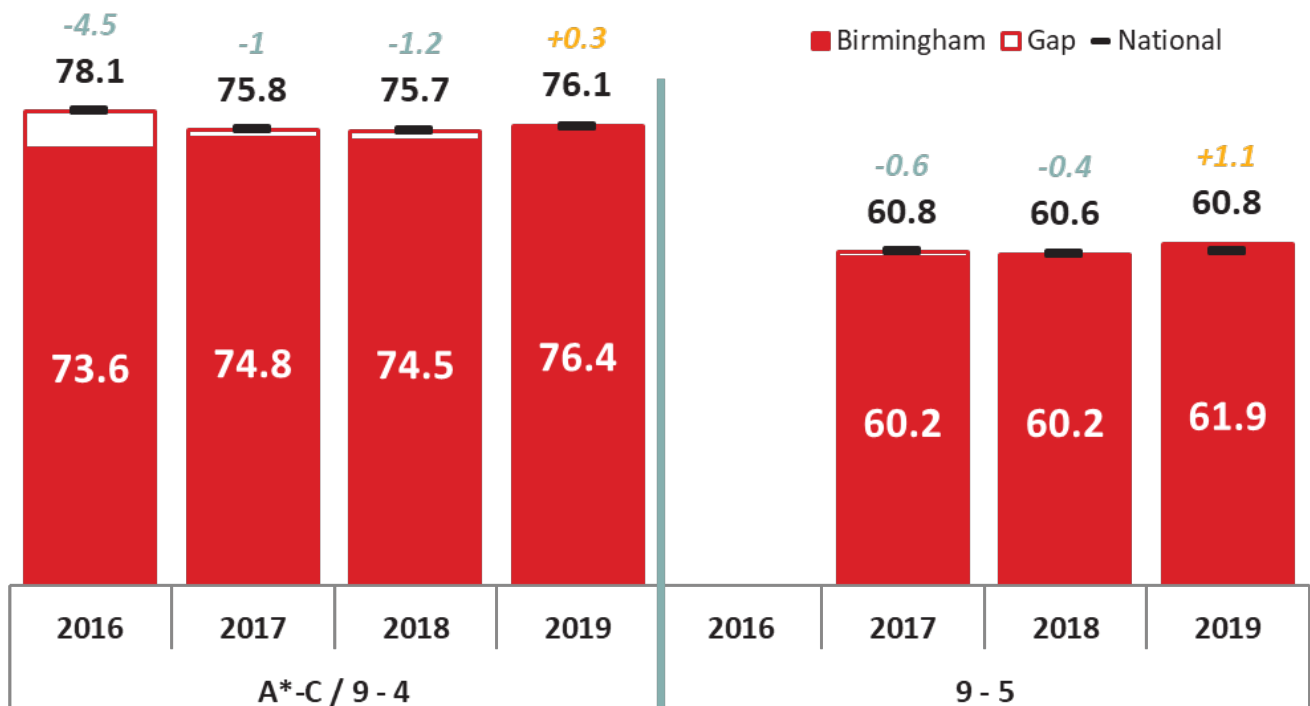
To provide continuity comparisons in attainment we have compared the standard pass (9-4) rate with the A*-C pass rate. 9-4 applies from 2017, it should be noted however these measures are not a perfect match.

Percentage of pupils in Birmingham attaining English and Maths against National

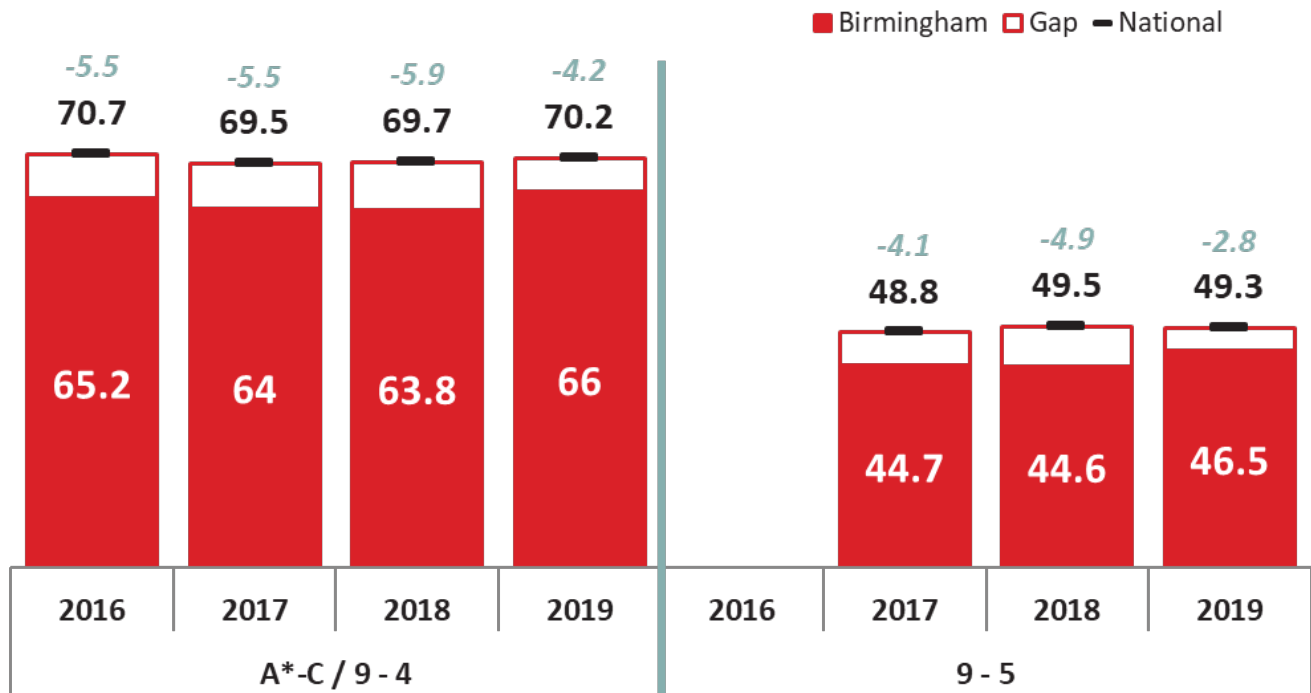


In the attainment of English and Maths combined at 9-4 grade, Birmingham has increased in 2019 from 2018 and seen the gap now to 3% below national. Attainment at a 9-5 grade has also improved and is now just under a percent behind national having increased by 2.4% from 2018.

Percentage of pupils in Birmingham attaining English against National

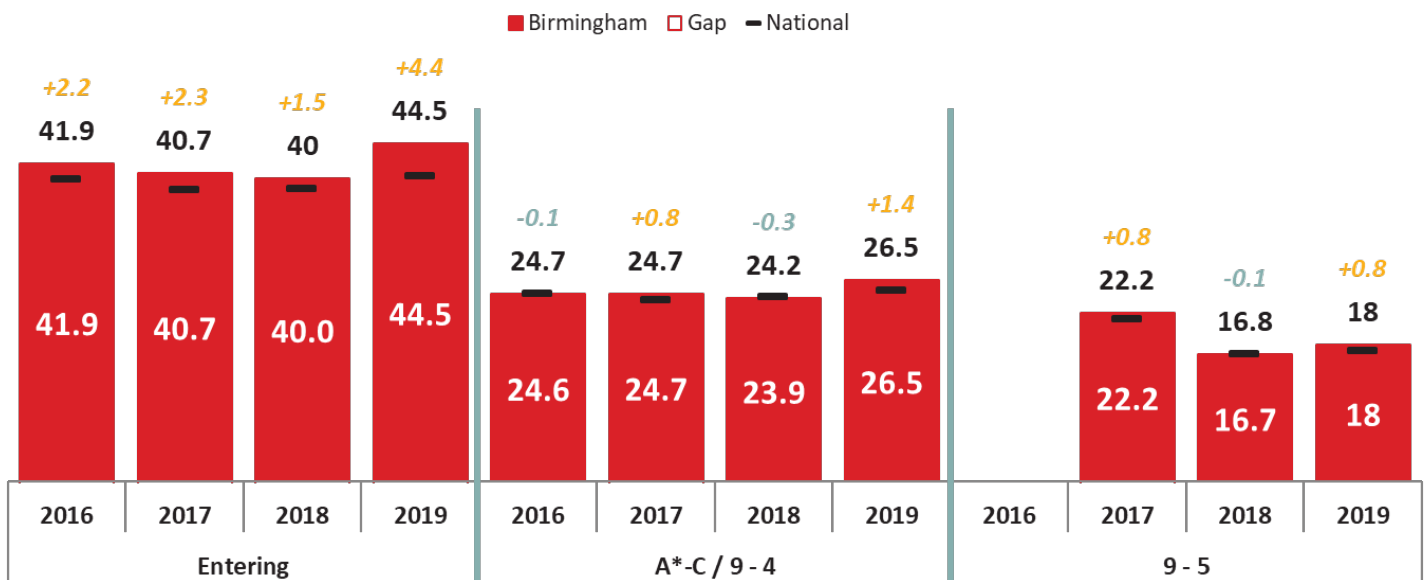


Percentage of pupils in Birmingham attaining Maths against National



English attainment in Birmingham has increased from 2018 and is now above the national averages being 0.3% above at 9-4 and 1.1% above for 9-5. Maths attainment has also improved although it is still behind national levels. The attainment gap has however narrowed in 2019 to 4.2% behind at 9-4 and 2.8% behind for 9-5.

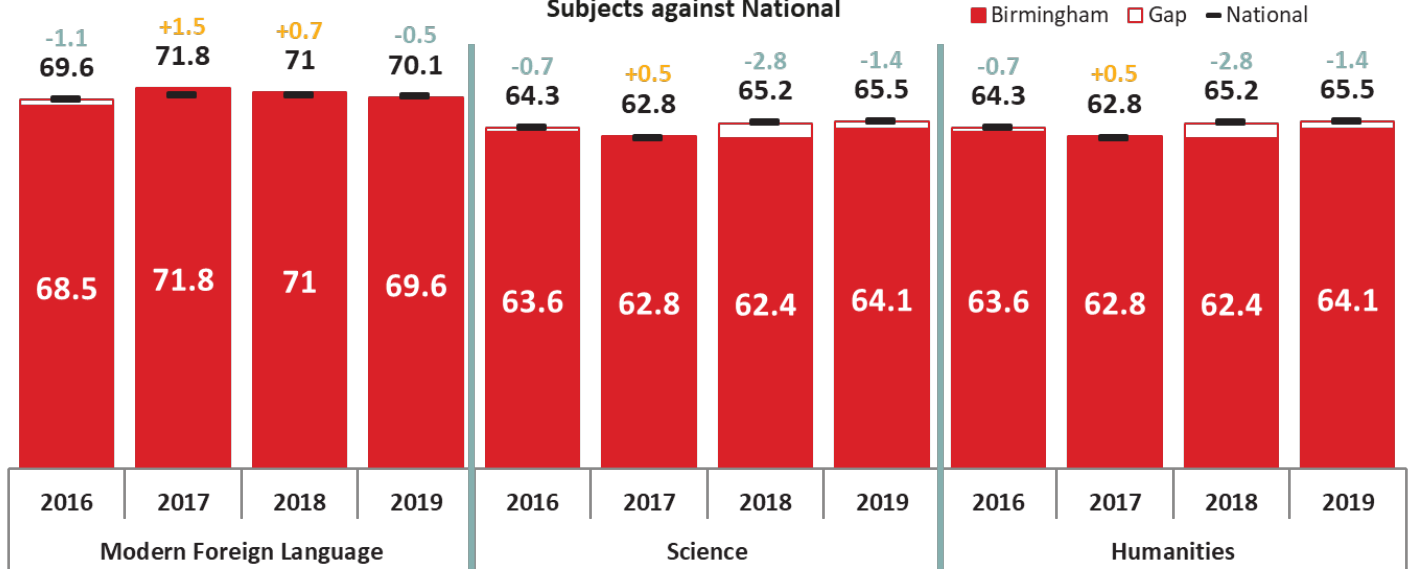
Percentage of pupils in Birmingham entering and achieving English Baccalaureate against National



The proportion of pupils entering the EBacc in Birmingham has increased by 4.5% over 2018 and is above national levels. This has been mirrored in attainment with 1.4% more pupils achieving the Ebacc with a 9-4 pass than national and 0.8% more achieving a strong pass (9-5).

Note that in 2017 EBacc attainment was graded to 9-5 / 9-4 in English and Maths and A*-C in the remaining subjects. Percentage attainment is based on all pupils NOT pupils entering.

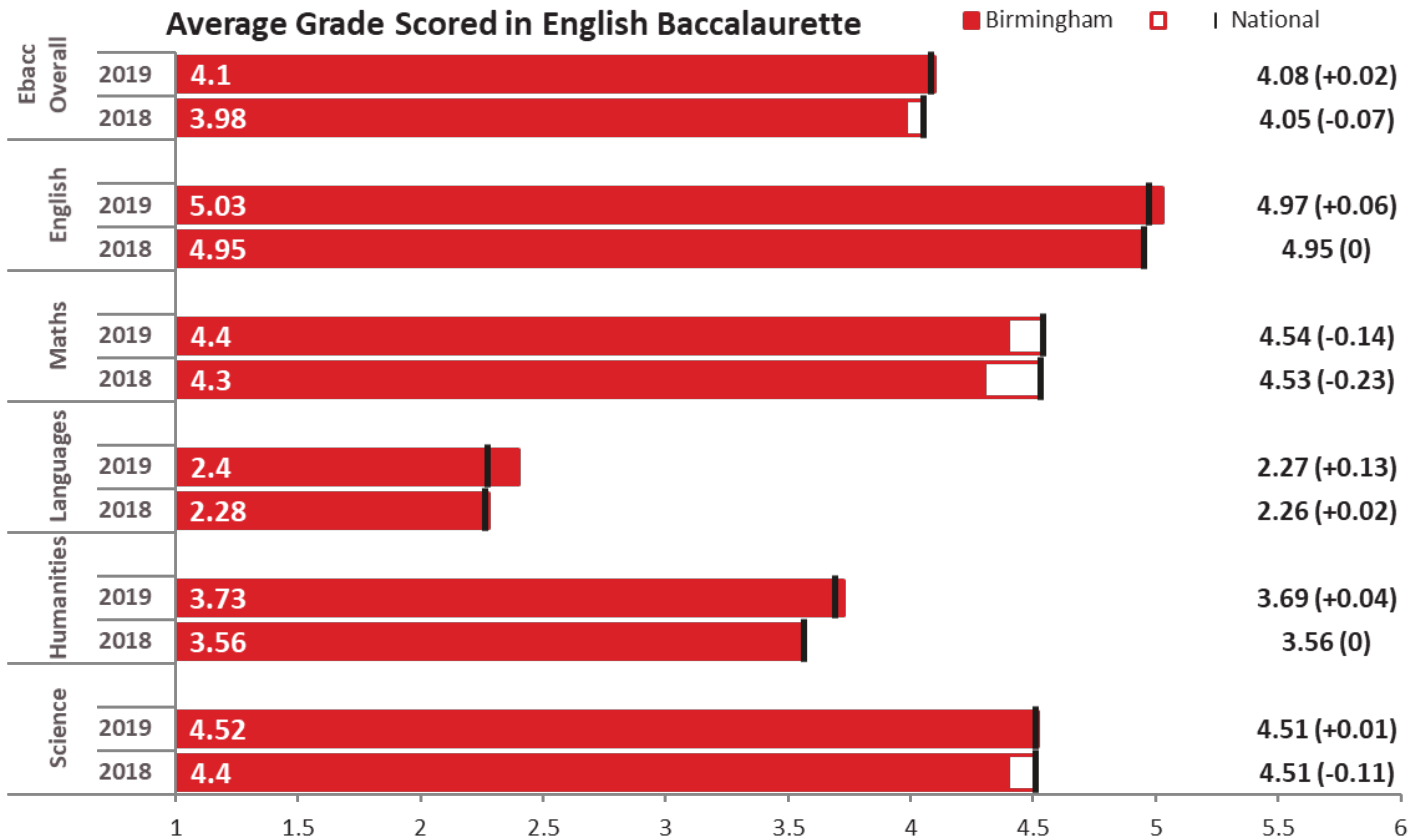
Percentage of pupils in Birmingham entering and achieving A*-C/9-4 in English Baccalaureate
Subjects against National



The EBacc subject areas are calculated based on pupils entered. Modern Languages has seen a slight decrease in attainment and is now 0.5% below national. Science and Humanities attainment has increased with the gap to national both closing to 1.4%

Note that prior to 2018 grading was A*-C and therefore not directly comparable.

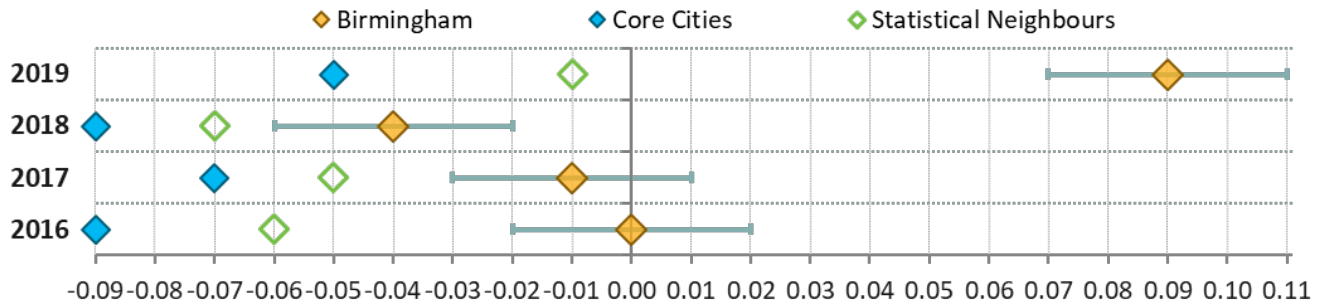
Average Grade Scored in English Baccalaureate



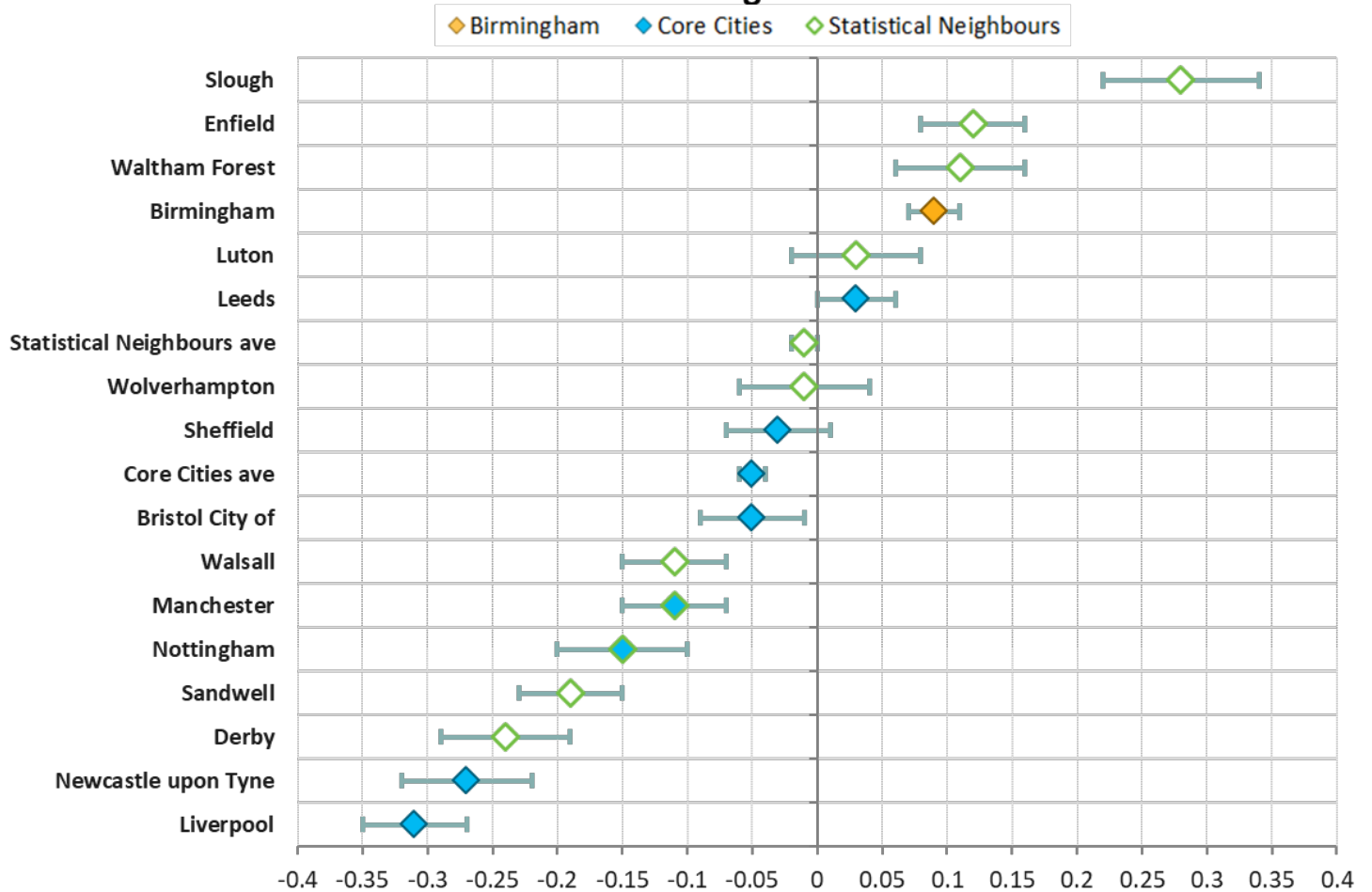
The average grades are calculated using all pupils not just those entered. Birmingham is above the national average or overall Ebacc, English, Languages, Humanities and Science but below in Maths.

National and other LA Comparisons

Overall Progress 8



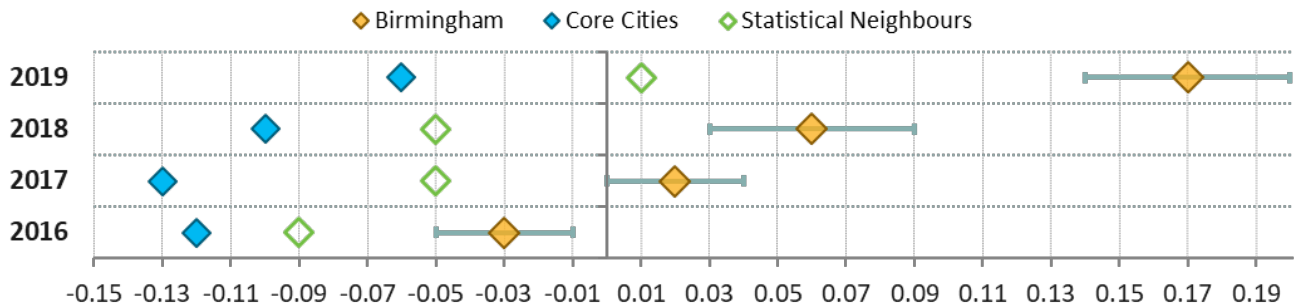
Overall Progress 8 - 2019



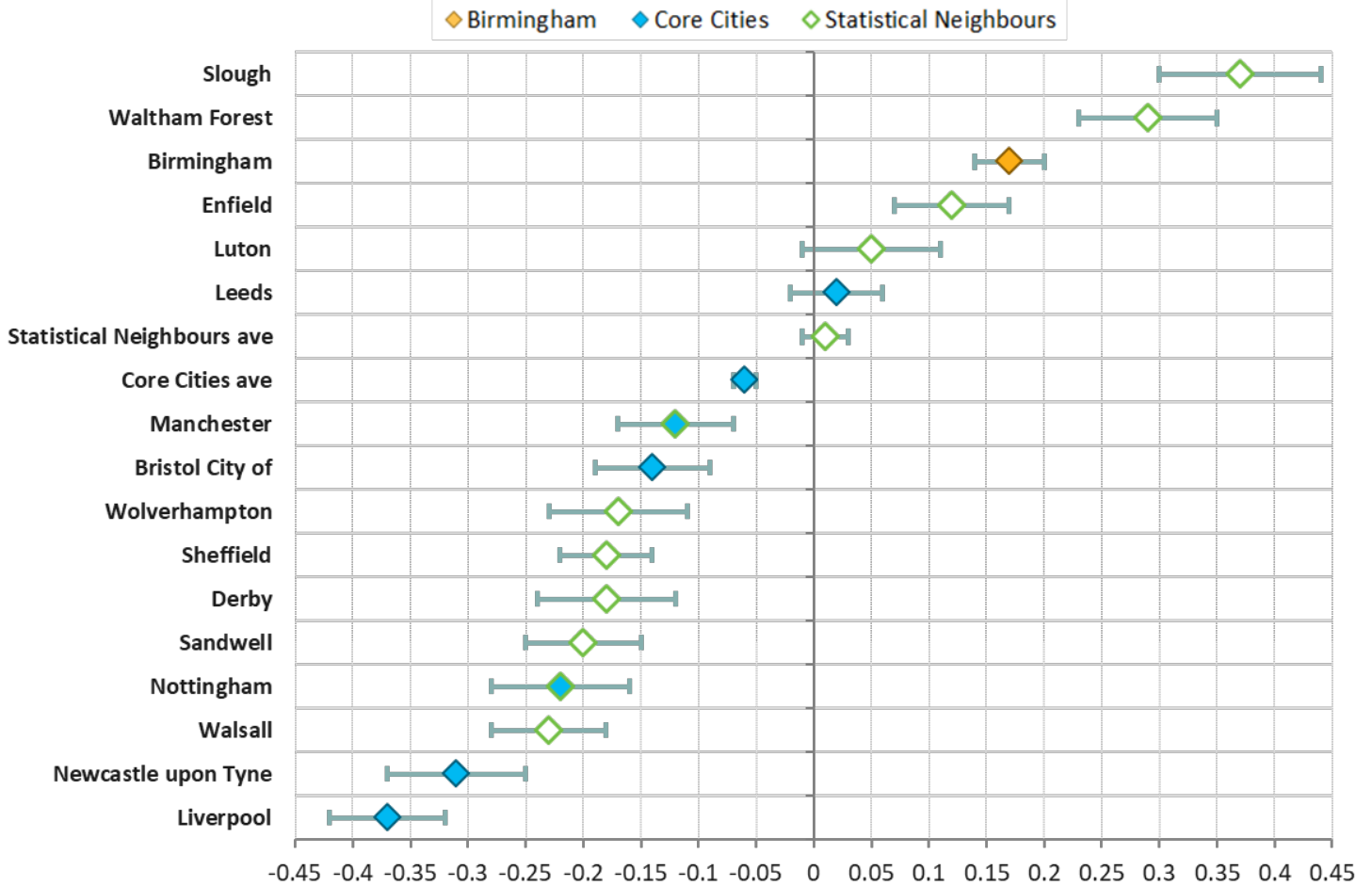
The charts above show Birmingham's overall Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

In 2019 Overall Progress 8 in Birmingham is the highest of all the core cities averages, and 4th out of 11 statistical neighbours.

English Progress 8



English Progress 8 - 2019



The charts above show Birmingham’s English Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

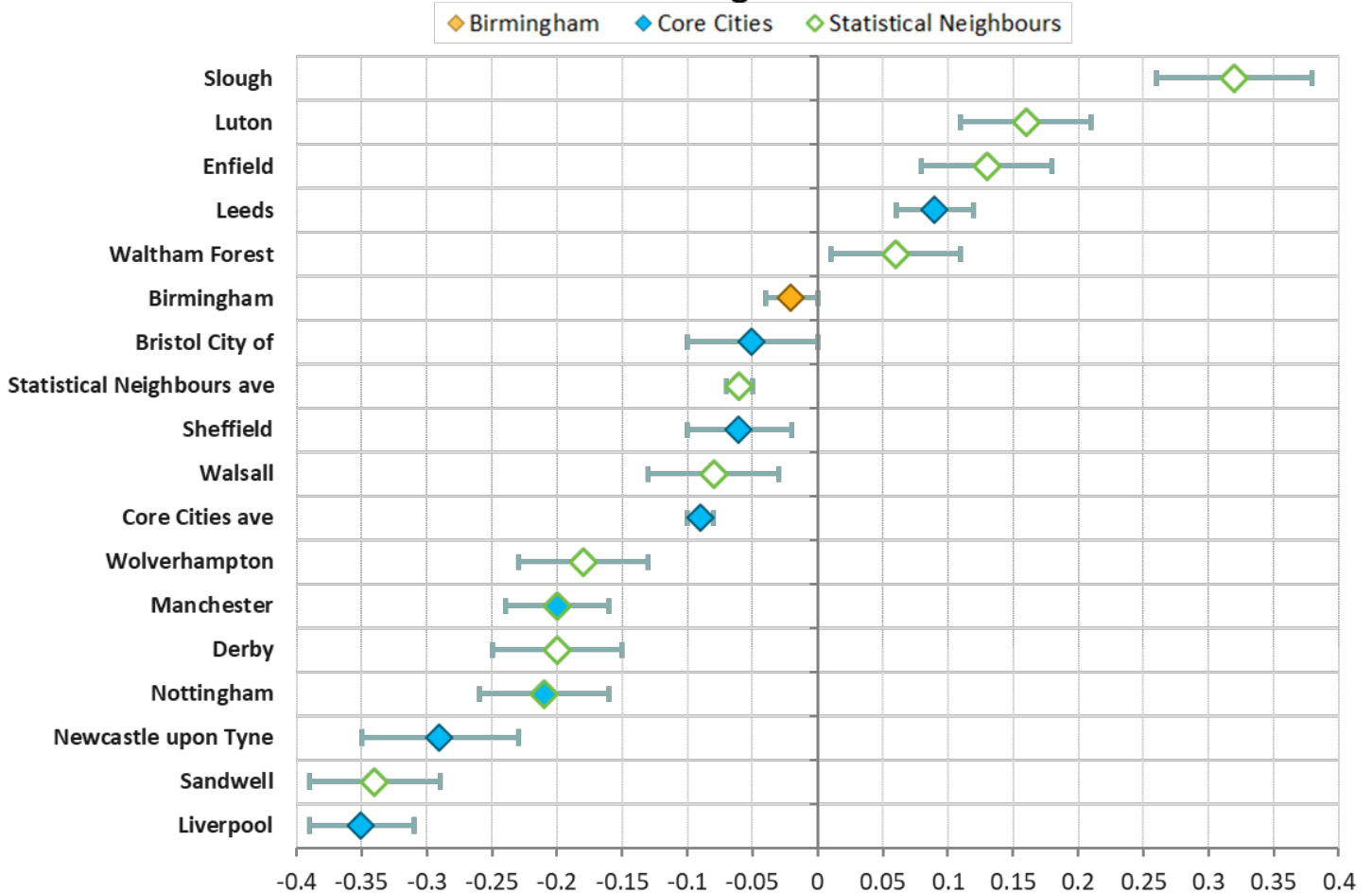
Birmingham’s English Progress 8 is now 0.17 which is 0.15 above the next closest Core City average score and is comfortable above the overall average for statistical neighbours.

Individually Birmingham is ranked the highest out of the 8 core cities and joint 3rd out of 11 in statistical neighbours.

Maths Progress 8



Maths Progress 8 - 2019



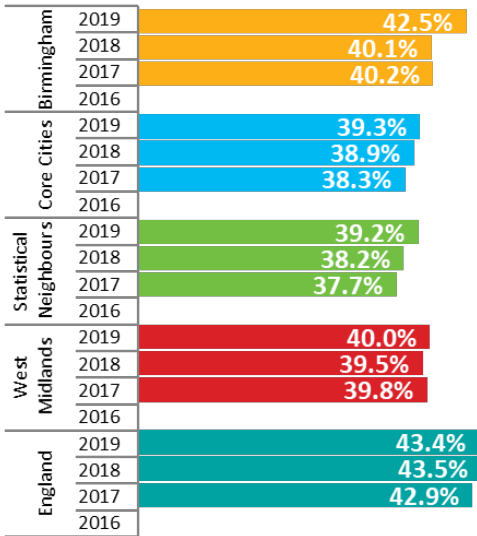
The charts above show Birmingham’s Maths Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

In 2019 Birmingham’s Maths Progress 8 is -0.02 which is the same as the national state funded average.

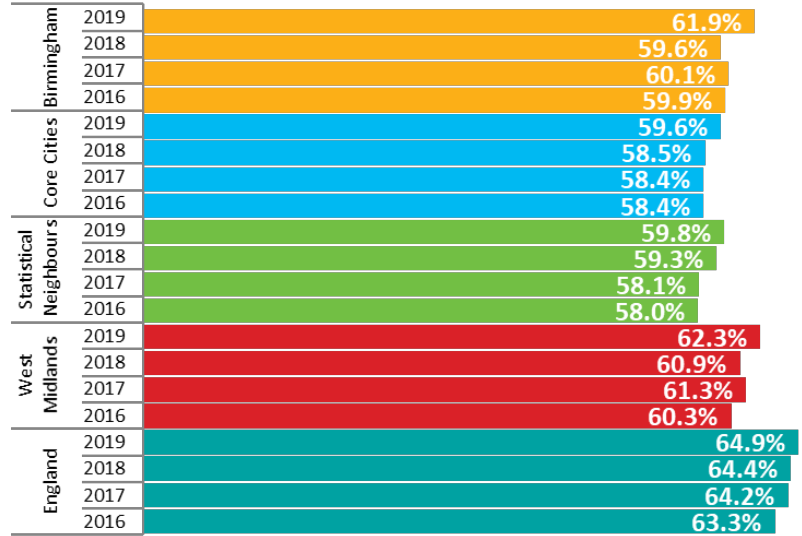
Individually Birmingham is ranked 2nd out of the 8 core cities and 5th out of 11 for statistical neighbours.

Percentage of pupils attaining at least the expected standard of attainment in Birmingham and other LA groups

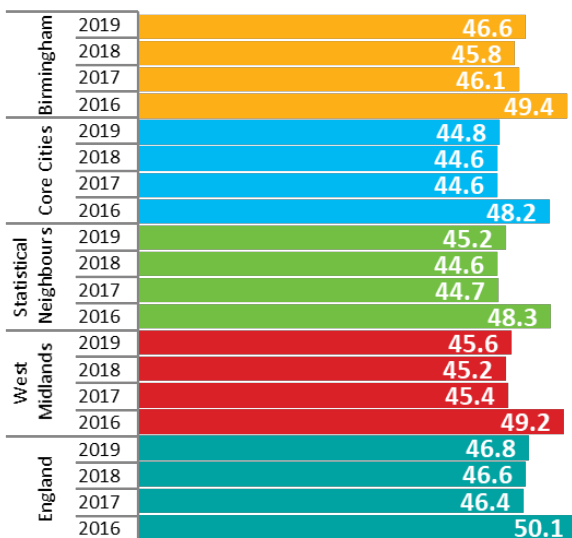
English and Maths 9 - 5



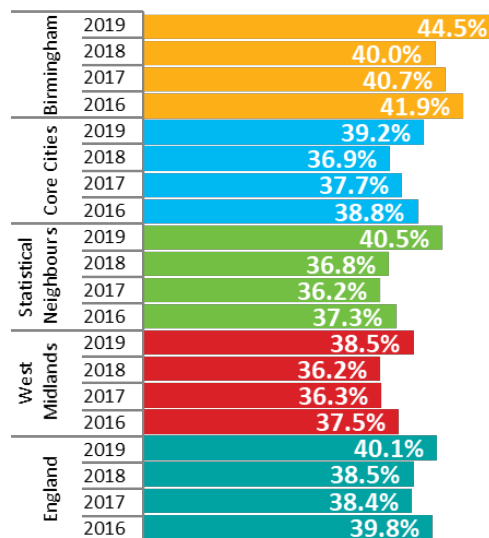
English and Maths 9 - 4



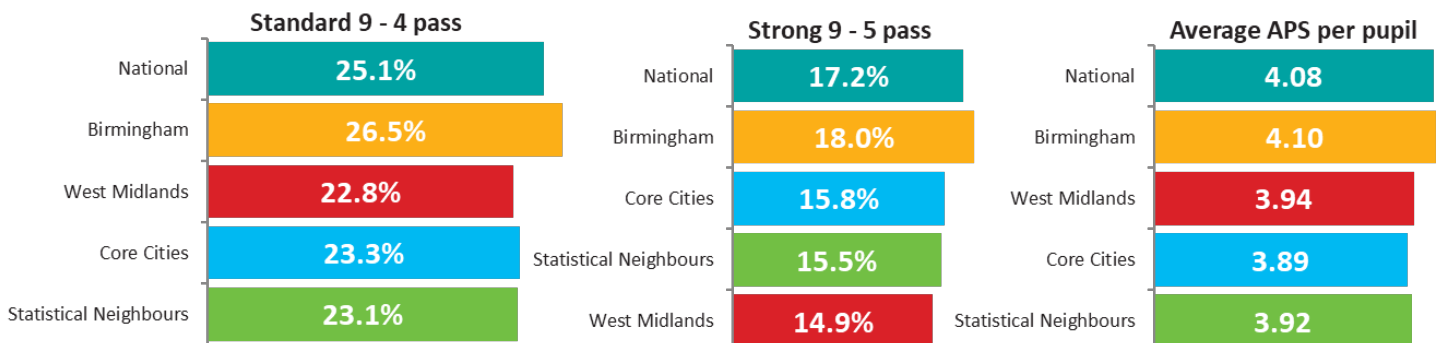
Attainment 8



Entering English Baccalaureate



Pupils attaining the English Baccalurette in Birmingham against other LA groups and national - 2019



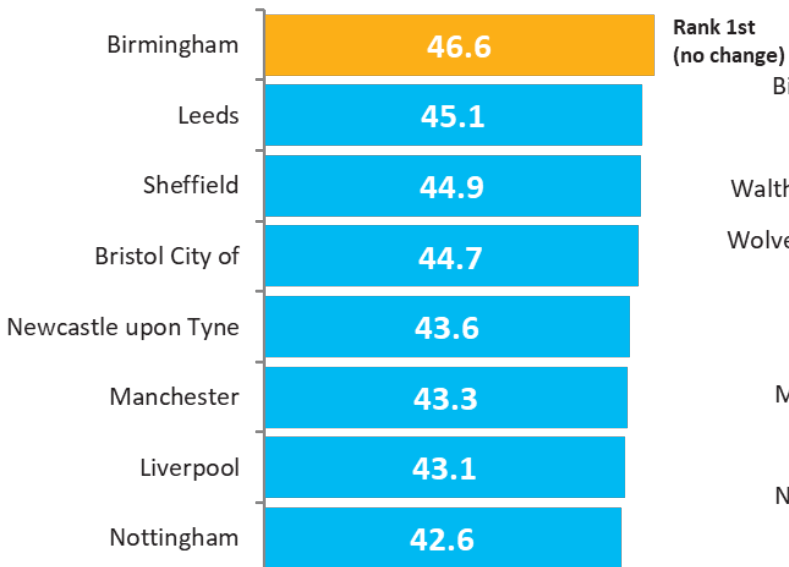
The charts above show Birmingham's attainment compared to the overall averages for core cities, statistical neighbours and national.

Birmingham's English and Maths attainment for both standard (9-4) and strong (9-5) passes is higher than the average for core cities and statistical neighbours and for strong passes West Midlands as well.

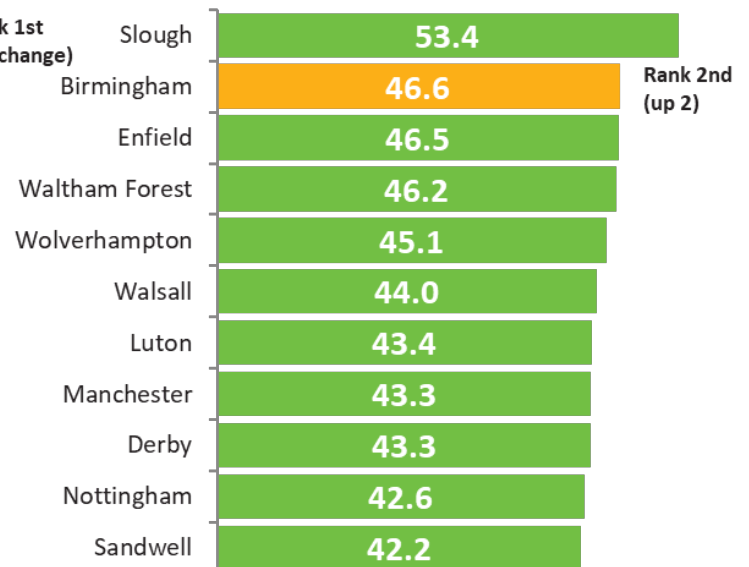
Attainment 8 and EBacc entry and attainment is also strong in comparison to the core city, statistical neighbours and West Midlands averages

Average Attainment 8 Score per Student

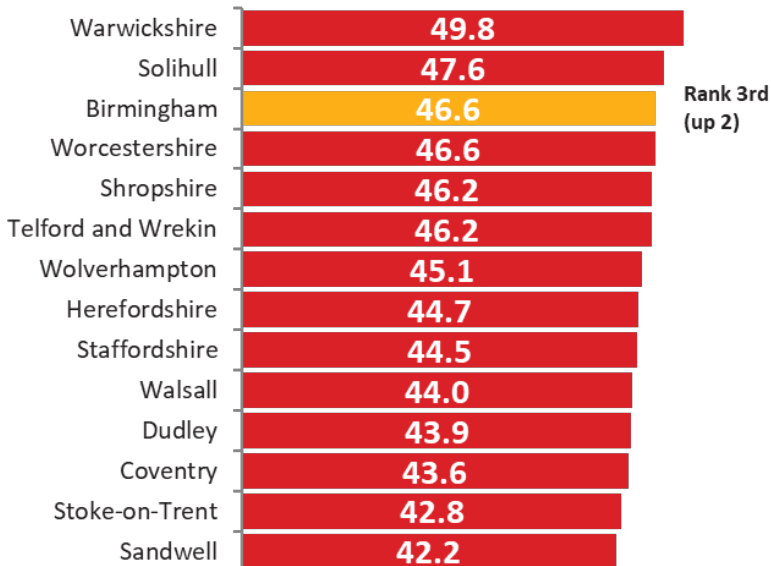
Core Cities



Statistical Neighbours



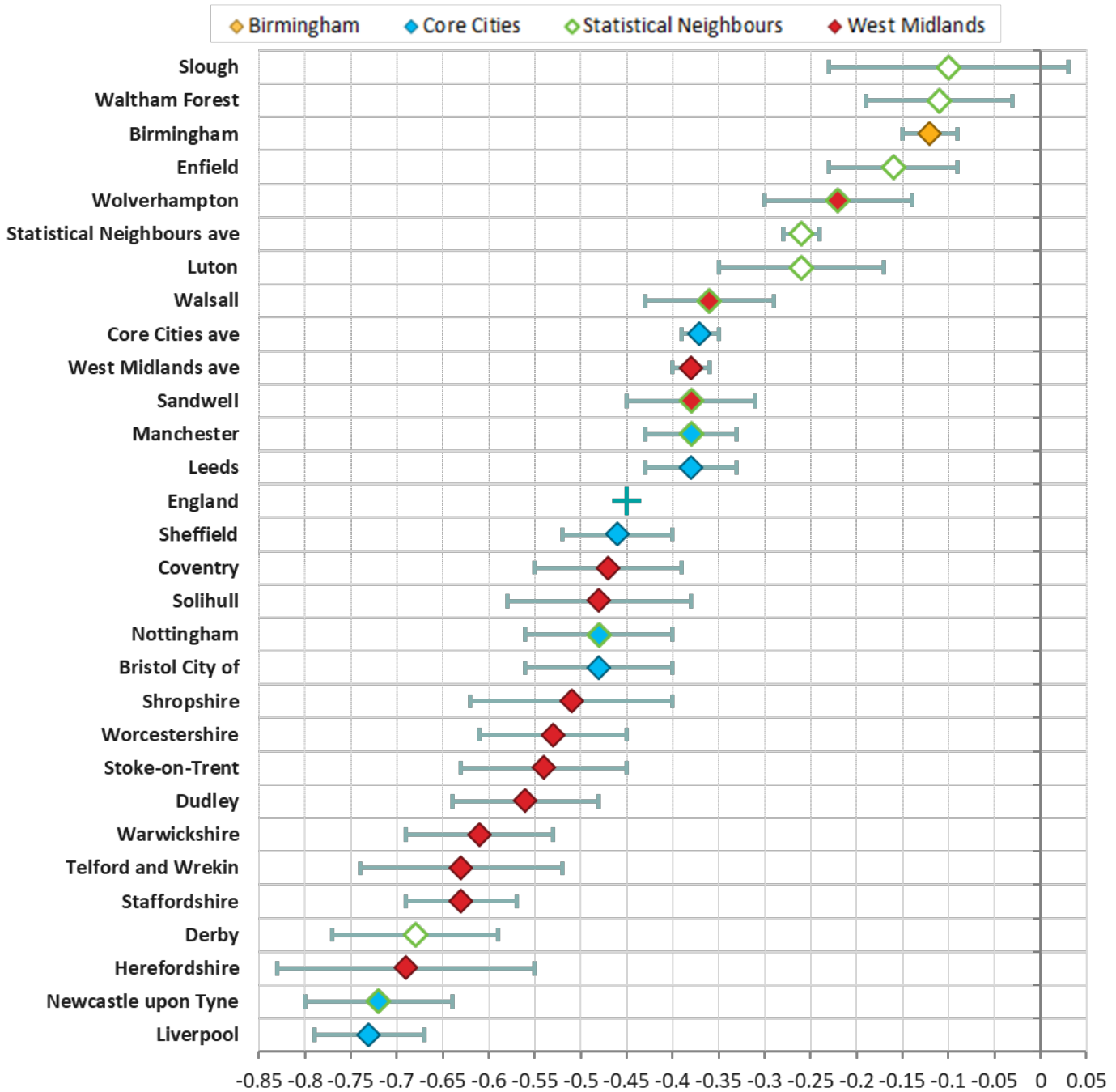
West Midlands



When ranking the average Attainment 8 scores achieved in 2019 by individual LAs Birmingham is placed 1st out of the core cities, 2nd in statistical neighbours and joint 3rd in the West Midlands showing improvement in all groupings.

Disadvantaged Students Progress 8

Progress 8 for Disadvantaged students for statistical neighbours, core cities and the west midlands - 2019



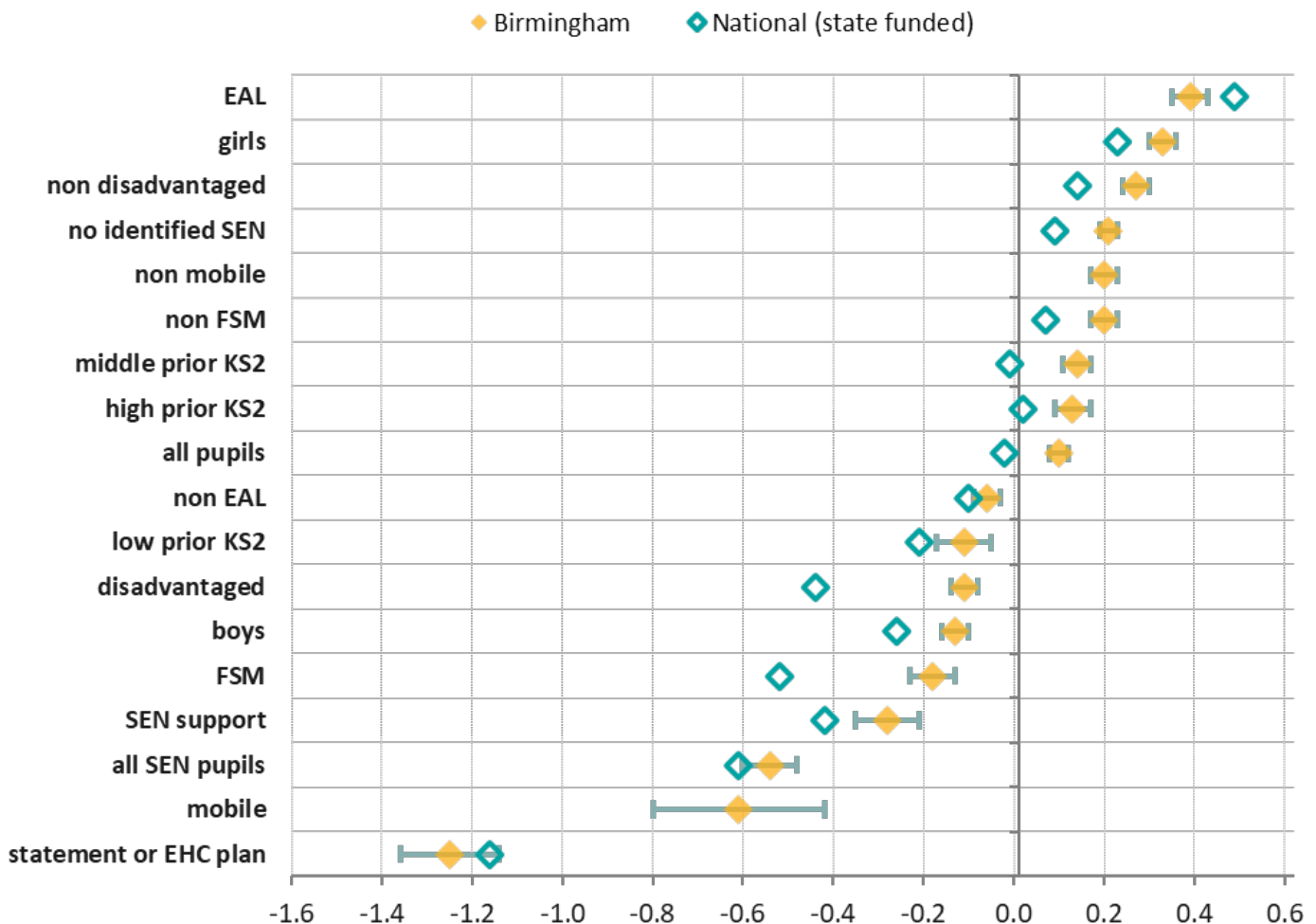
The graph above shows the overall Progress 8 score achieved by disadvantaged students for all LAs, in Core Cities', 'Statistical Neighbours' and 'West Midlands' groups ranked highest to lowest.

Birmingham's score of -0.12 compares very favourably in this measure ranking 3rd out of the 26 LAs represented and 0.25 points above the disadvantaged national average of -0.45

Pupil Characteristics

The following charts below show progress scores by pupil group for Birmingham and Nationally. They are sorted in descending order by Birmingham progress score with their national equivalent. The grey lines to the side of each yellow diamond represent confidence intervals for each group in Birmingham, the larger they are the smaller the number of children within the group. The National average for all pupils is 0 (represented by the vertical axis).

Birmingham average Progress 8 score by pupil group against National

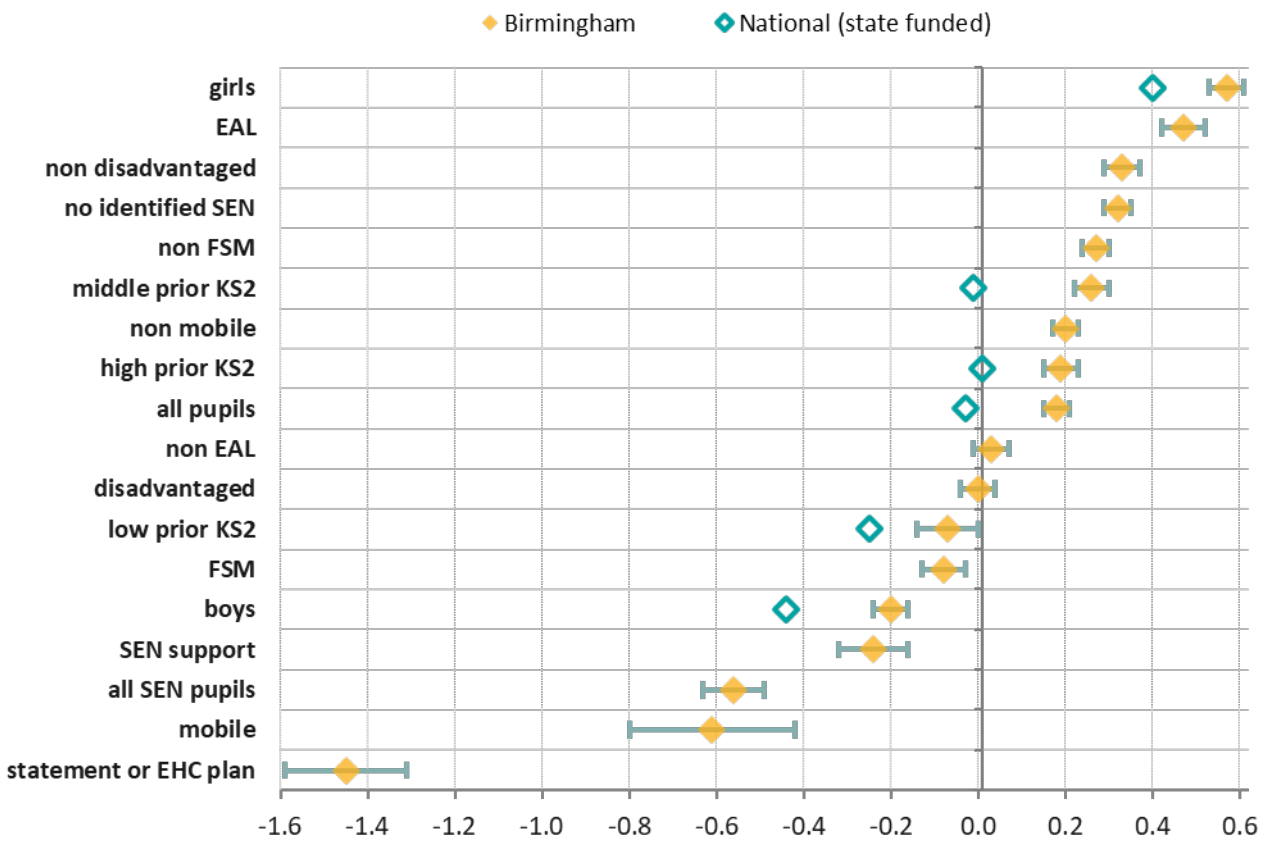


The overall Progress 8 average for pupil groups in Birmingham is above the equivalent national with a few exceptions.

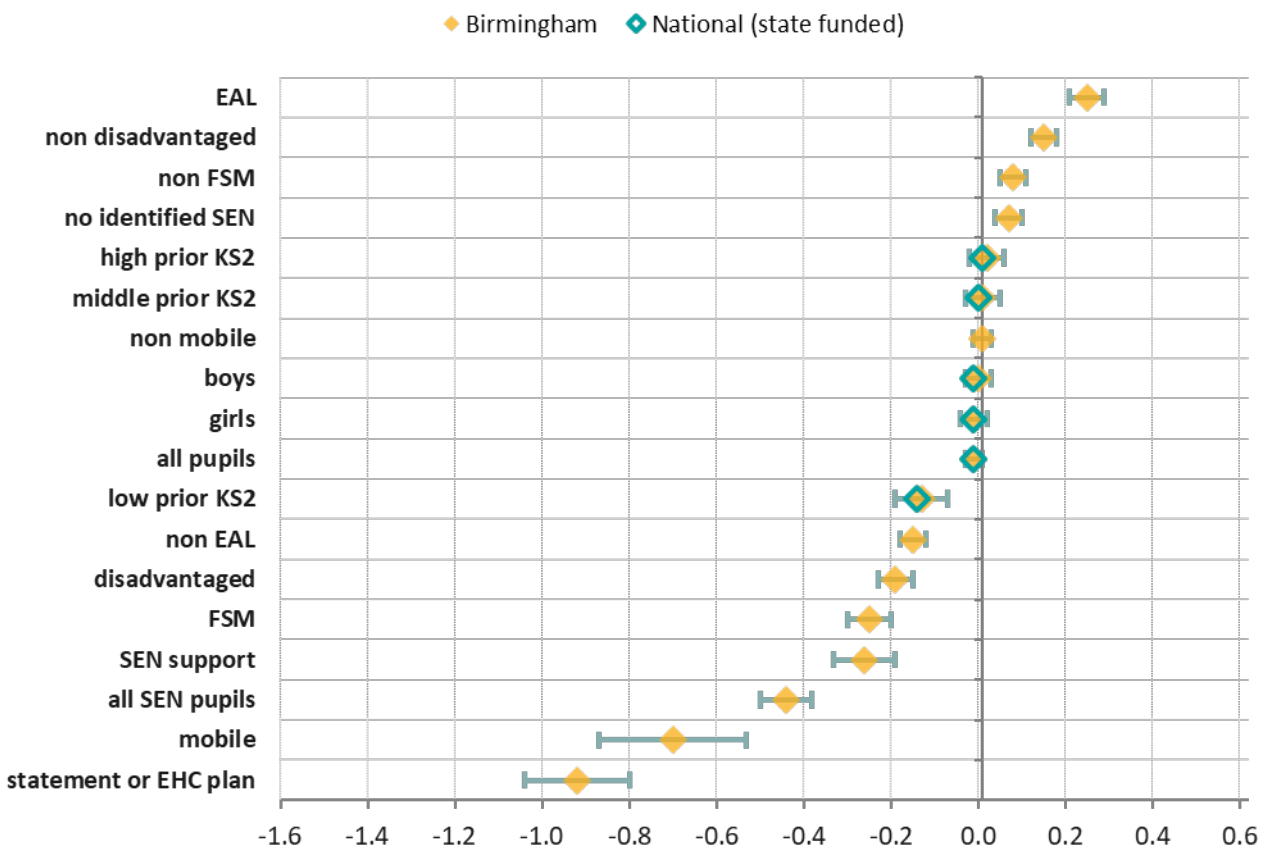
Disadvantaged and FSM pupils outperform their equivalent groups by a comfortable margin and all other groups are significantly above the equivalent national with the exception of non EAL pupils and 'all SEN' pupils which are above national but not significantly so. Pupils with an EHC plan are below national although not significantly so. EAL pupils are making more progress than the overall national average but significantly below the equivalent national.

The next two graphs show the individual Progress 8 outcomes for English and Maths for the same pupil groups. Where there are national comparisons pupil groups in Birmingham are significantly above their equivalents in English although pupils on EHC plans are far behind other groups. Maths progress mirrors national where there are comparisons.

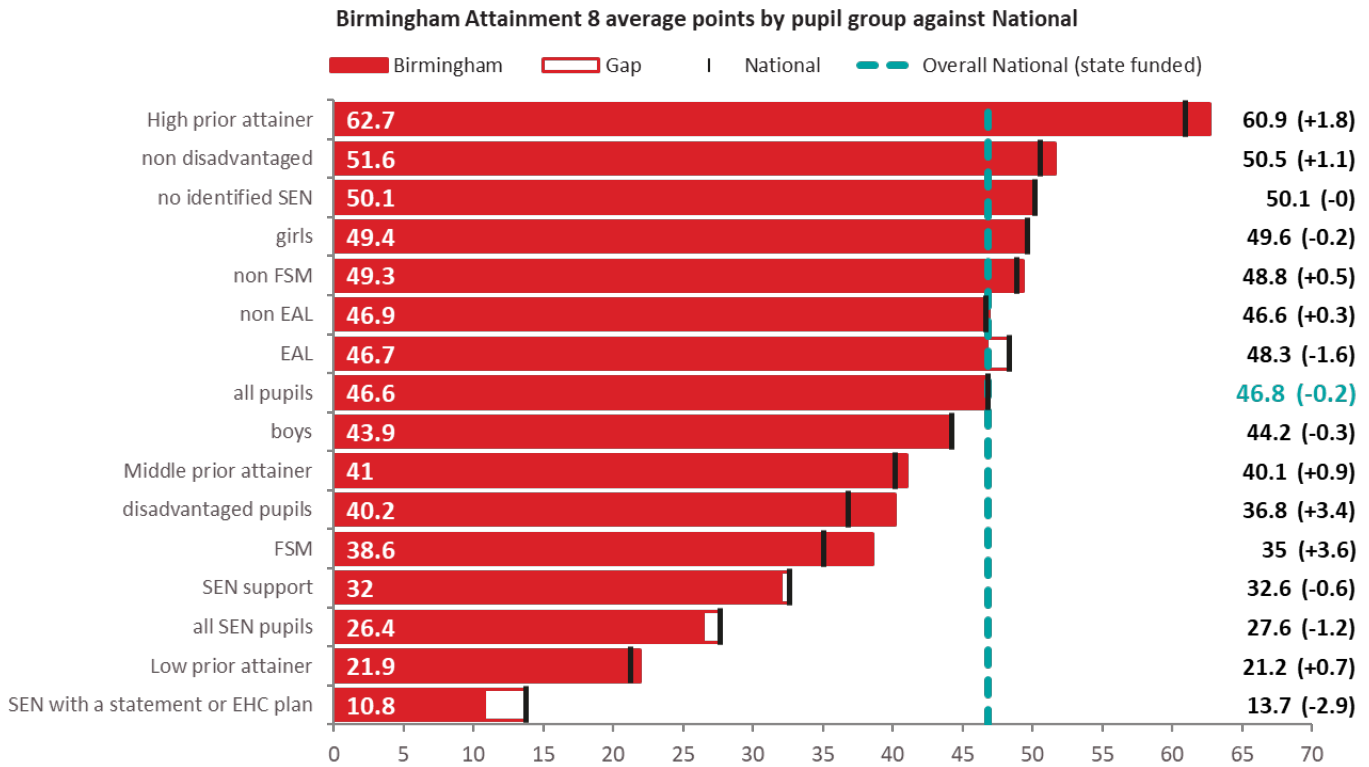
Birmingham average English Progress 8 score by pupil group against National



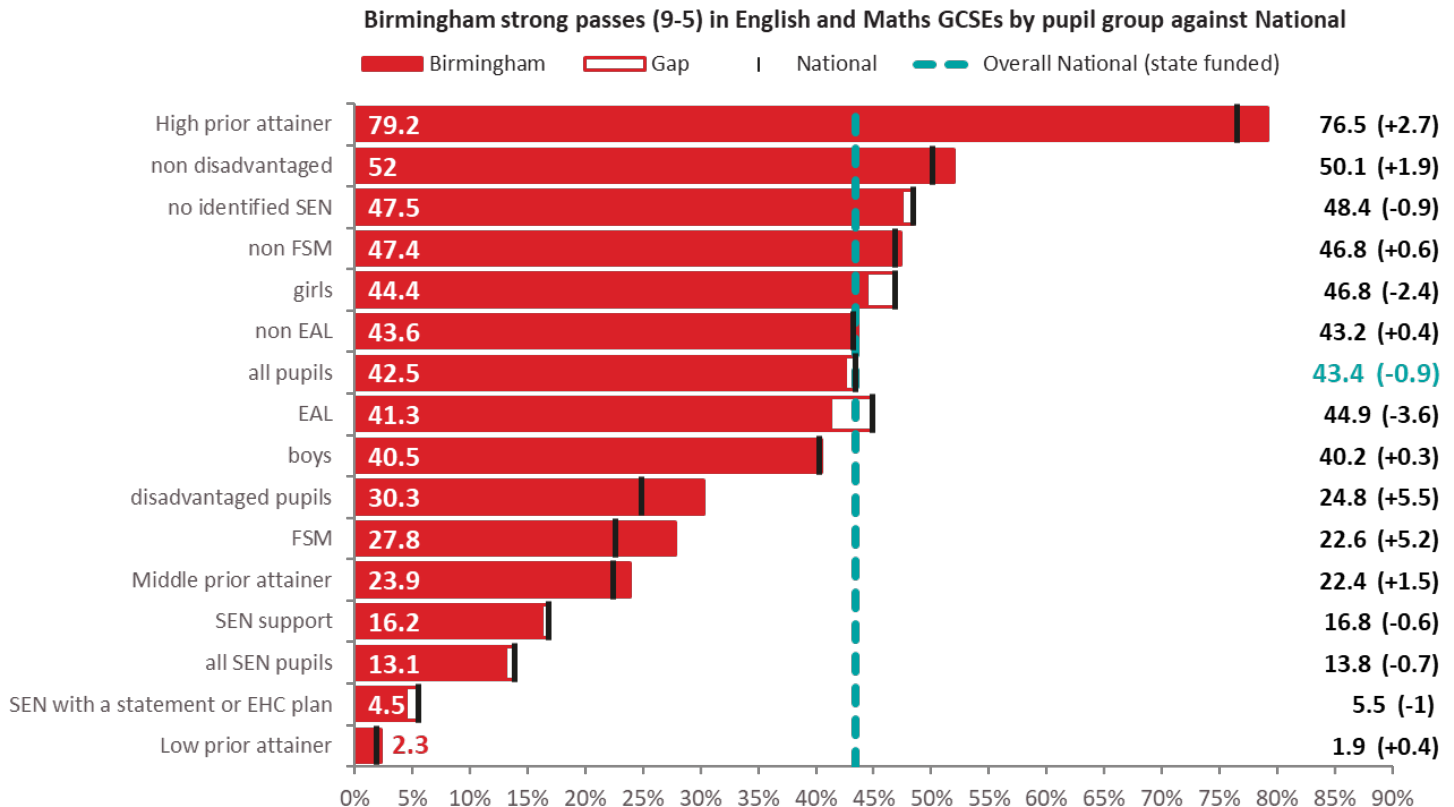
Birmingham average Maths Progress 8 score by pupil group against National



The following graphs show the attainment outcomes of pupil groups in Birmingham compared to the equivalent national. It is ranked showing the highest attaining group in Birmingham at the top.

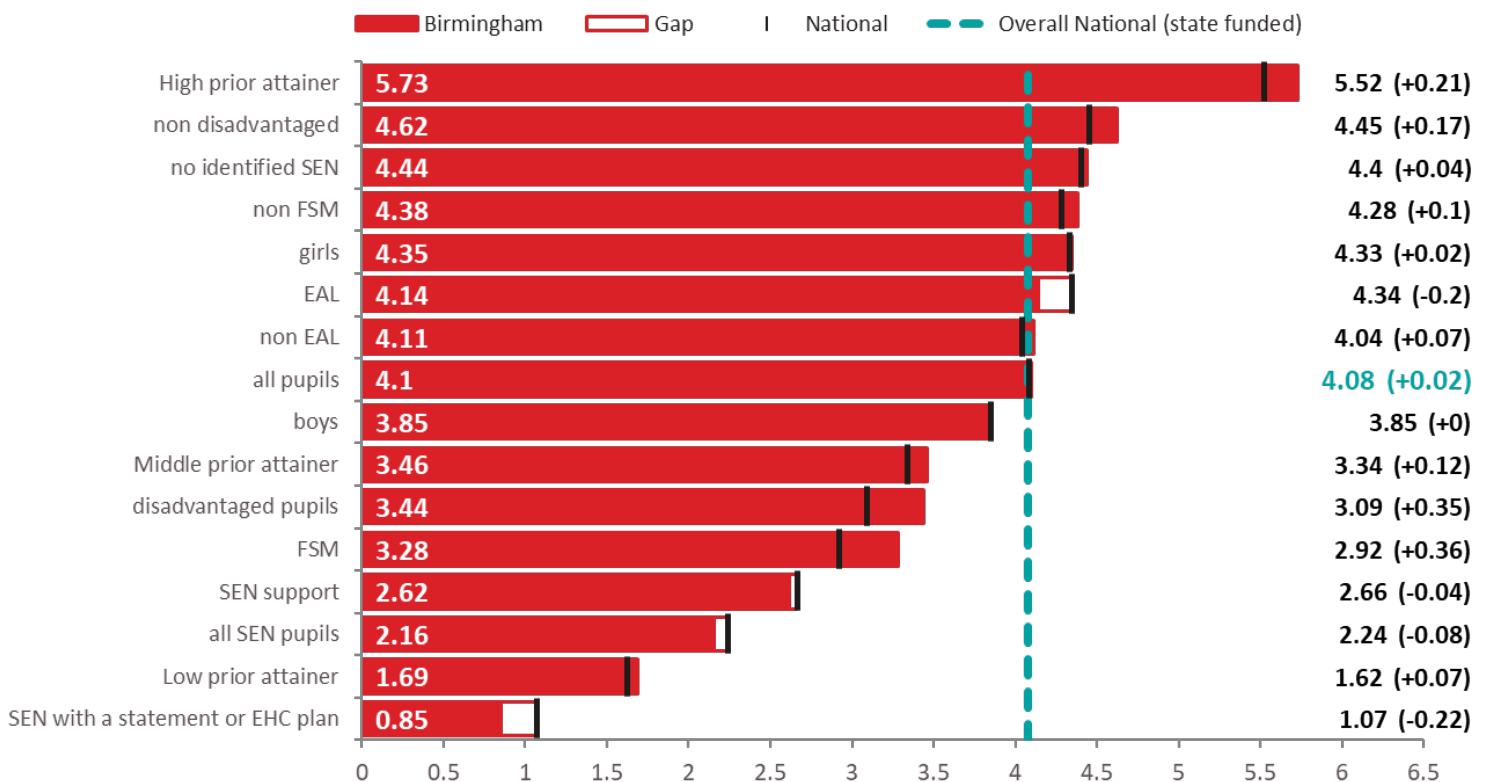


In Attainment 8 most pupil groups within Birmingham are either in line or outperforming their national equivalents. Disadvantaged and FSM are both over 3 points ahead. High prior attainers are also doing comparatively well. SEN and EAL however are behind, particularly pupils with an EHC plan who are 2.9 points behind their equivalents nationally.



The previous graph shows English and Maths 9-5 attainment and again most pupil groups are close to or above their national equivalents. Disadvantaged and FSM are strong with both over 5% above their equivalents. While more girls achieve a 9-5 in English and Maths than boys, in Birmingham girls are 2.4% behind other girls nationally while boys attainment is slightly above other boys nationally. EAL pupils achieve less than national EAL by 3.6%.

Birmingham average Ebacc APS per pupil group against National

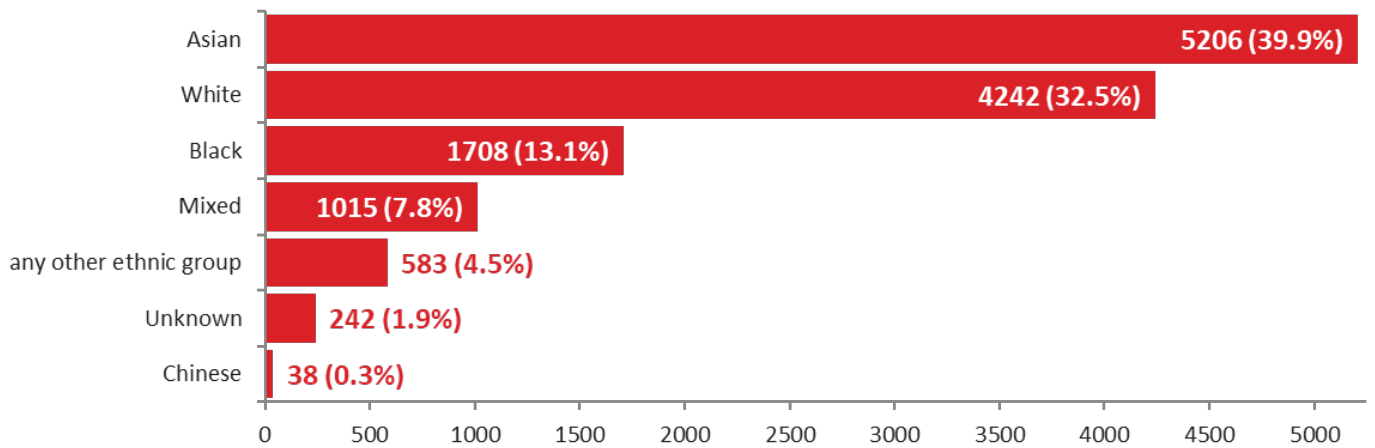


Average points scored in the English Baccalaureate was close to or above the equivalent national average for the majority of pupil groups in Birmingham. Disadvantaged, FSM and High previous attainers being the furthest above their national equivalents. EAL and pupils with an EHC plan are the furthest behind.

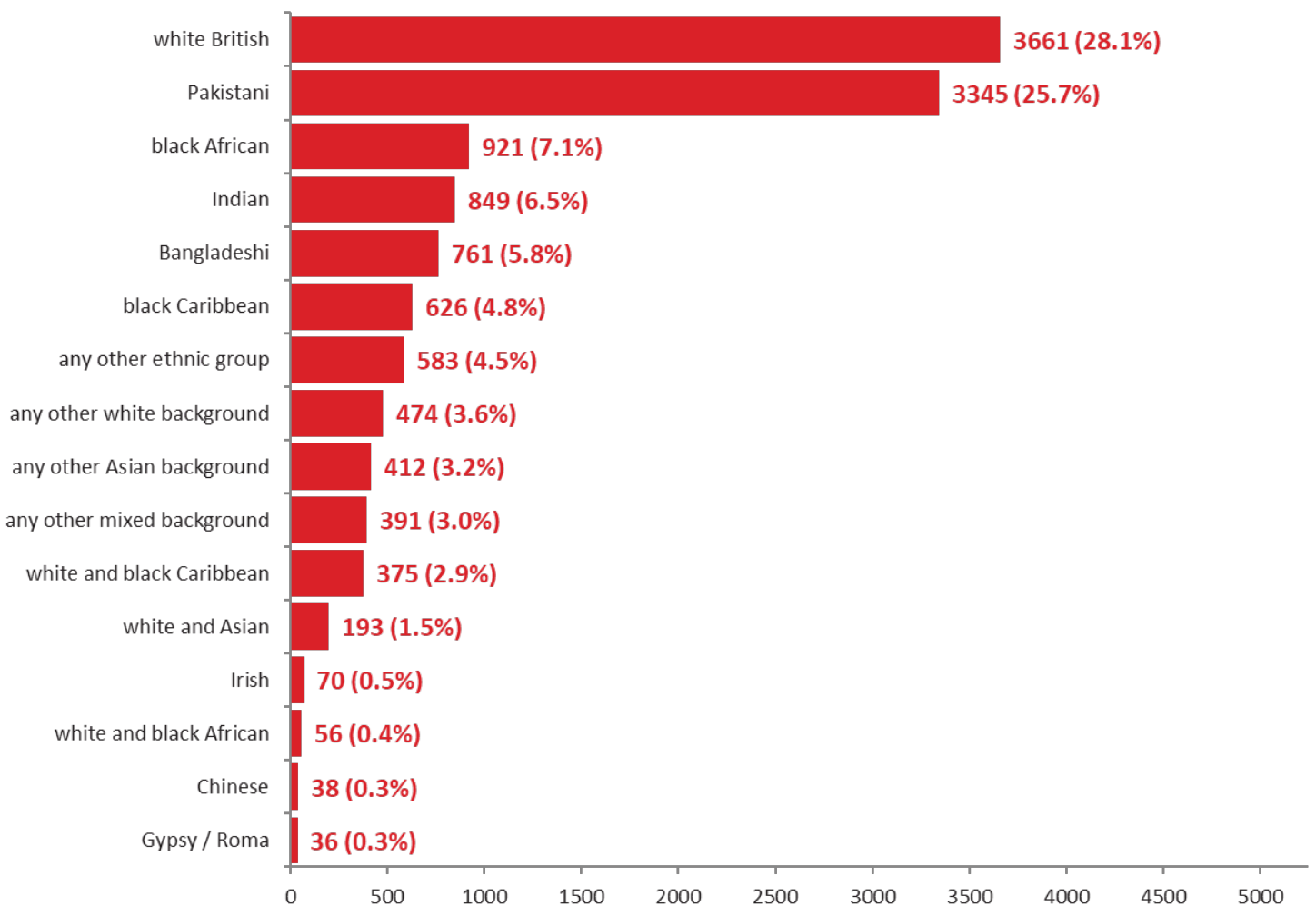
Ethnicity Profile – Key stage 4

The graphs below show the ethnic distribution of Birmingham key stage 4 pupils in 2019. This helps provide context for the next section of the report. Note that commentary is limited on the smaller groups as statistically they are the most volatile.

Number of eligible pupils for key stage 4 results in Birmingham by ethnicity (main groups) - 2019



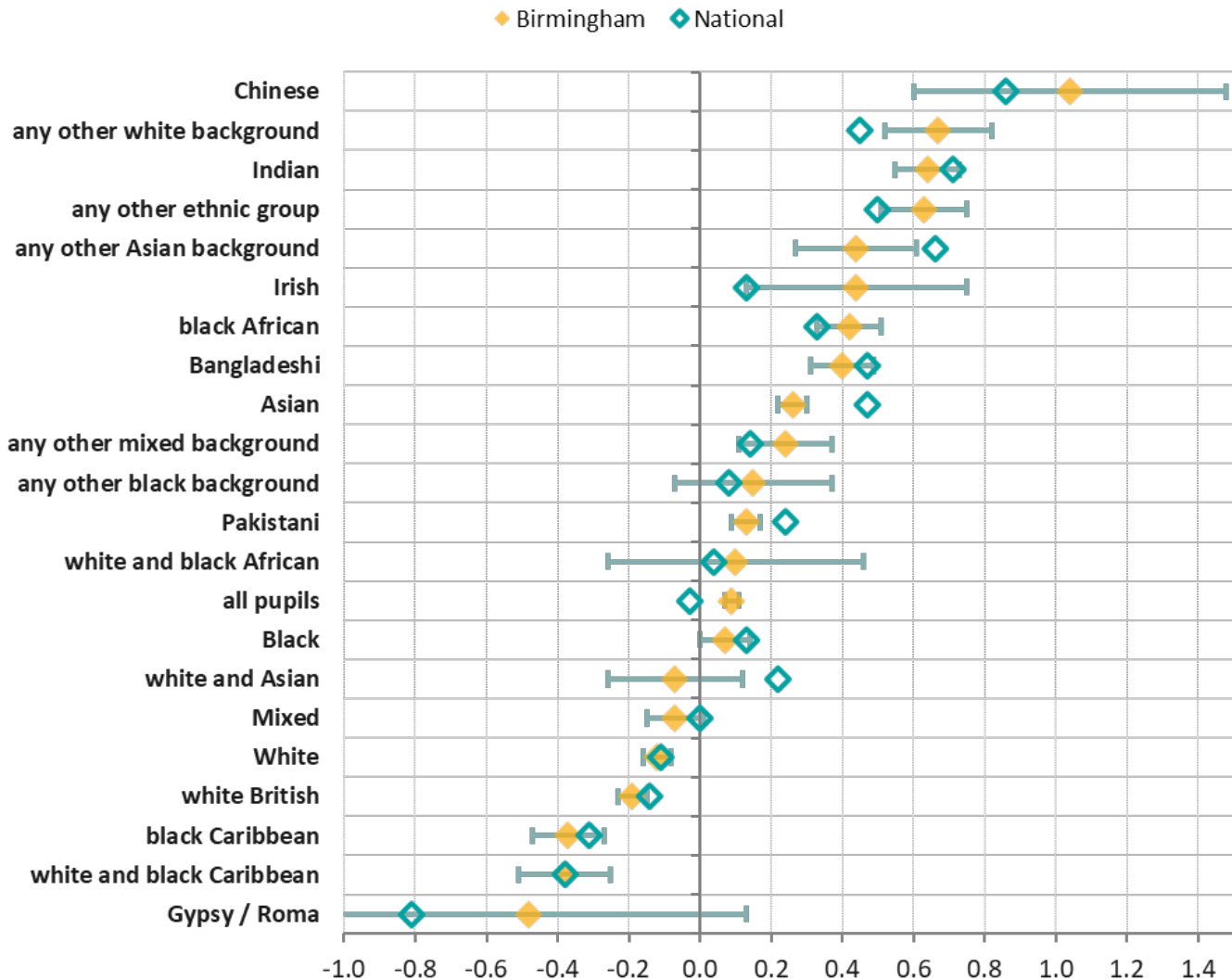
Number of eligible pupils for key stage 4 results in Birmingham by ethnicity (sub groups) - 2019



Progress

The following three charts show progress scores by pupil ethnic group for Birmingham and Nationally. They are sorted in descending order by Birmingham progress score (yellow diamond) and their national equivalent (hollow blue diamond). The grey lines to the side of each diamond represent confidence intervals for each group in Birmingham. The National average for all pupils is 0 (represented by the vertical axis). National outcomes for English and Maths by ethnicity group are not available.

Birmingham average Progress 8 score by ethnicity against National



In overall Progress 8 Asian pupils as a group make more progress than the overall national however less progress than Asian pupils nationally. Indian pupils have made the most progress out of this group and are not significantly behind their national equivalents. Pakistani pupils make the least progress but are still above the overall national average though significantly behind other Pakistani pupils nationally.

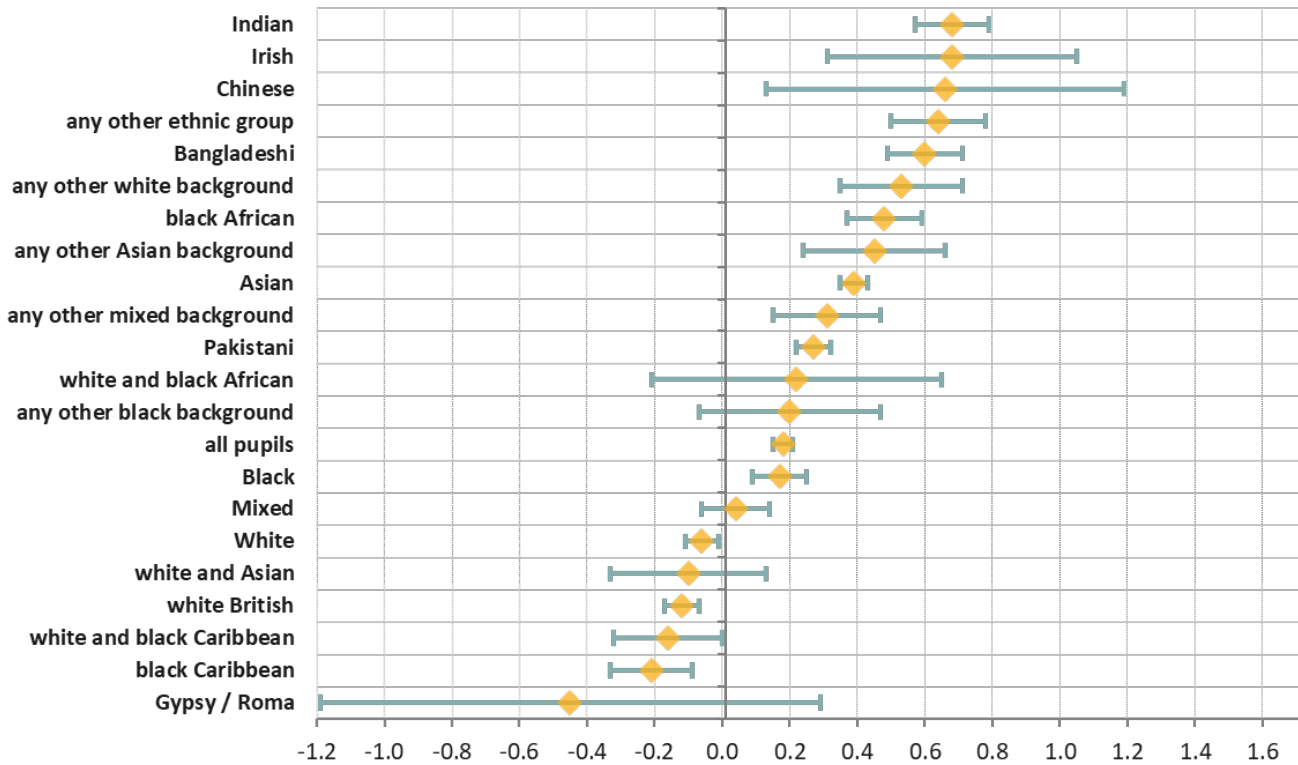
As a group White pupils are below the overall national average but made the same progress as White pupils nationally. 'White other' pupils make the most progress out of this group which is above the overall national and significantly above 'White other' pupils nationally. White British pupils made less progress than the overall average and their equivalent group nationally.

Black pupils made more progress than the overall national average but slightly below their group nationally. Black African made the most progress being above the overall national average and their equivalent group.

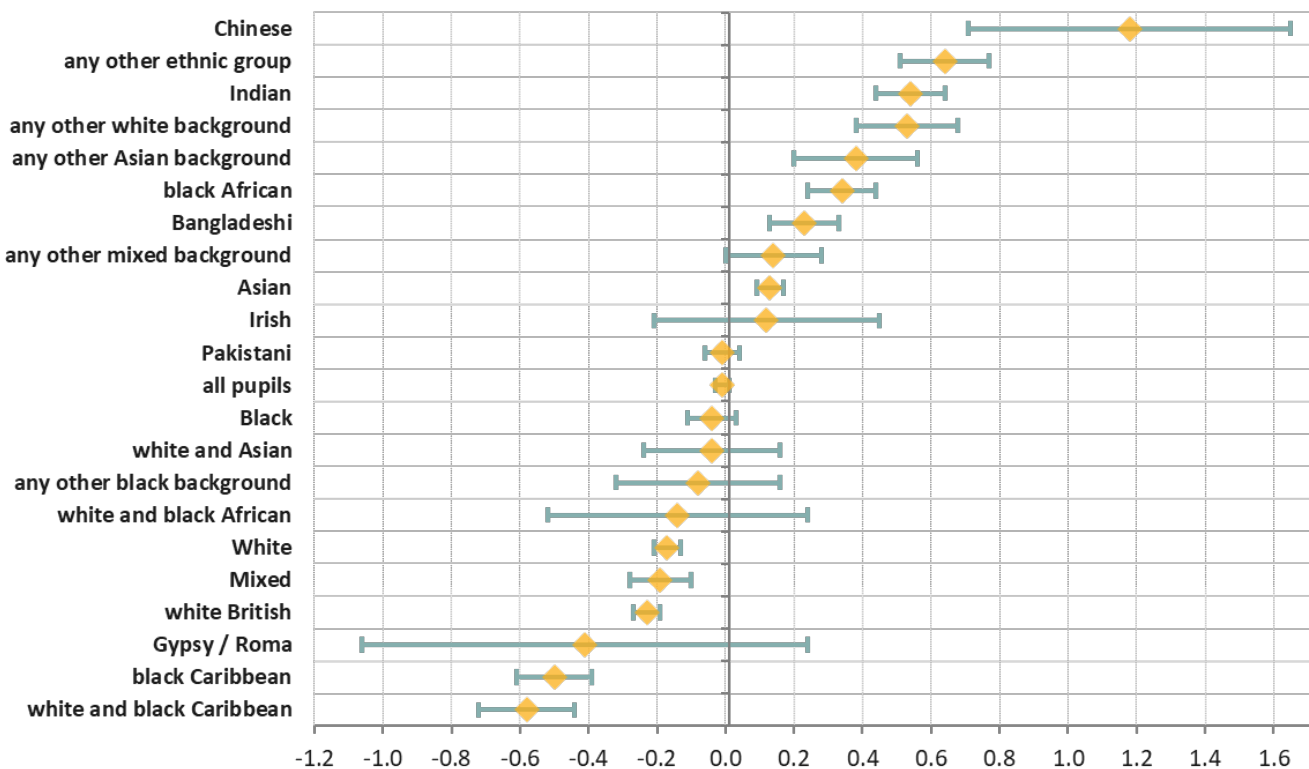
Black Caribbean pupils make less progress than the national average but are close to Black Caribbean pupils nationally.

The graphs below show the English and Maths Progress 8 elements for the same pupil groups, note that equivalent national outcomes are unavailable.

Birmingham average English Progress 8 score by ethnicity

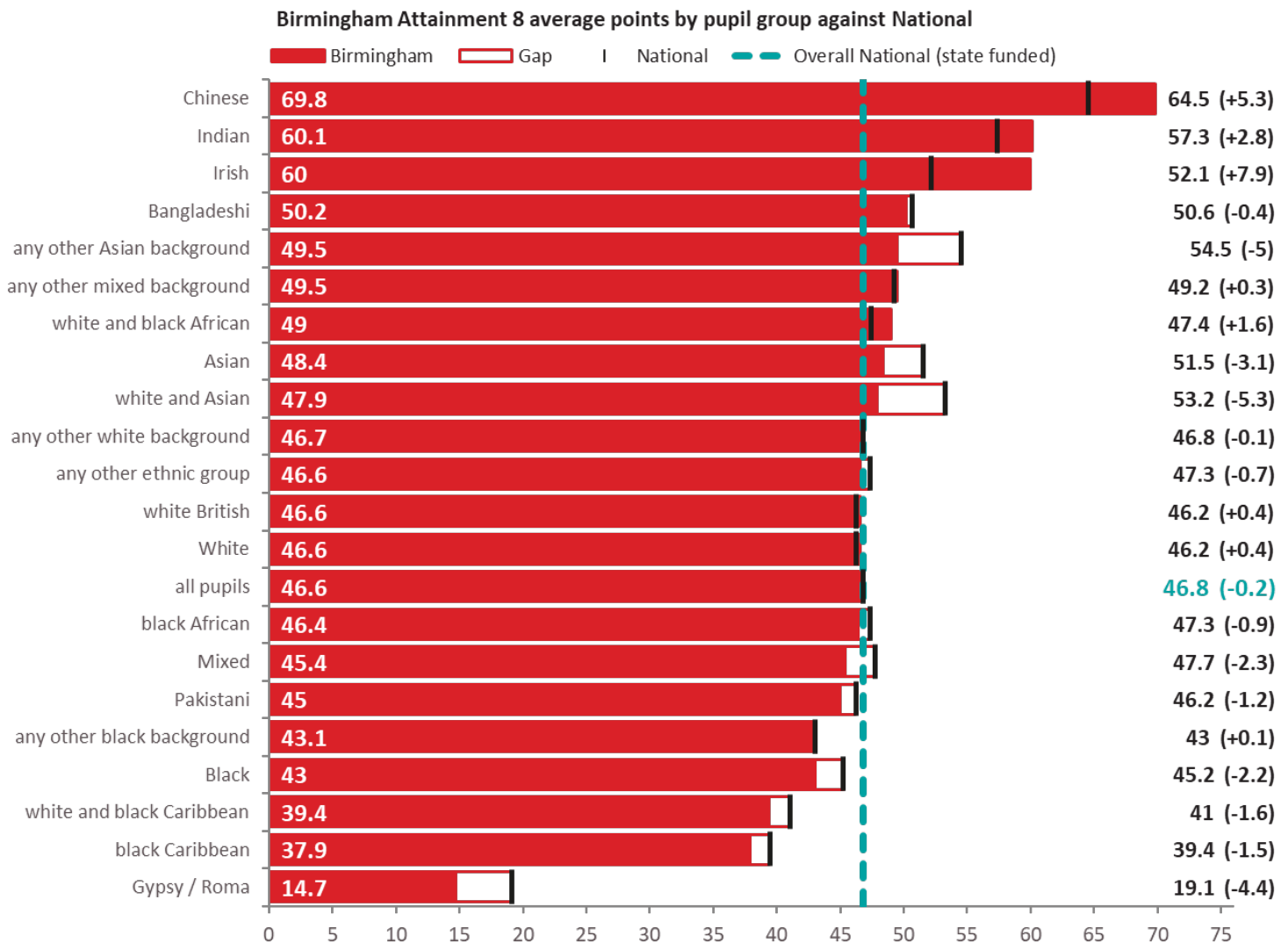


Birmingham average Maths Progress 8 score by ethnicity



Attainment

The following charts show Birmingham's attainment 8 performance by ethnicity ranked in descending order against the National equivalent where available. Each chart relates to a different key performance measure relating to GCSE attainment. Results for Travellers of Irish heritage has been suppressed due to low numbers to preserve confidentiality.

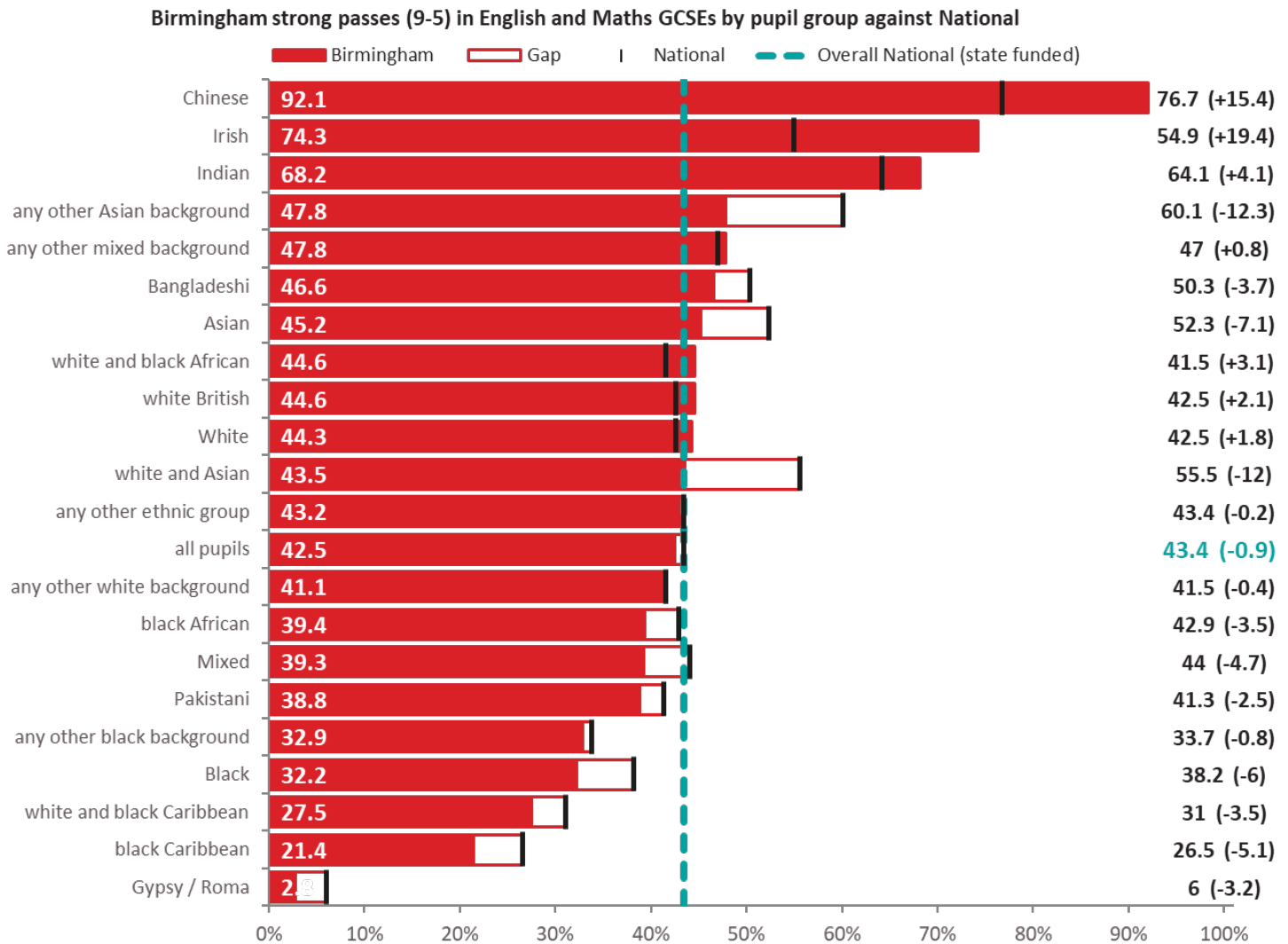


In Attainment 8 Asian pupils are above the overall national average but below Asian pupils nationally. Indian pupils have performed strongly and are above the overall national average and 2.8 points above their equivalent group. Bangladeshi pupils are also above the overall national average but very slightly below their group nationally. 'Asian other' pupils are above the overall national average but are 5 points behind their national equivalents. Pakistani pupils are below the overall national average and 1.2 points behind their equivalent group.

White pupils average Attainment 8 is very close behind the overall national average and above their equivalent group by 0.4 points. White British pupils mirror overall White pupils attainment and 'White other' is also close to the overall national average.

Black pupils as a group are below the overall national average and 2.2 points below their equivalent group. Black African pupils are very close to the overall national average and 0.9 points behind their equivalent group. 'Black other' pupils have performed at the same level as their national equivalent. Black Caribbean pupils are below Black Caribbean pupils nationally by 1.5 points.

Pupils from Mixed backgrounds have performed below the overall national average and are 2.3 points behind their equivalent group. 'Mixed other' pupils have performed above the overall national average and 0.3 points above their equivalent group. White and Asian are above the national average but 5.3 points behind their group nationally.



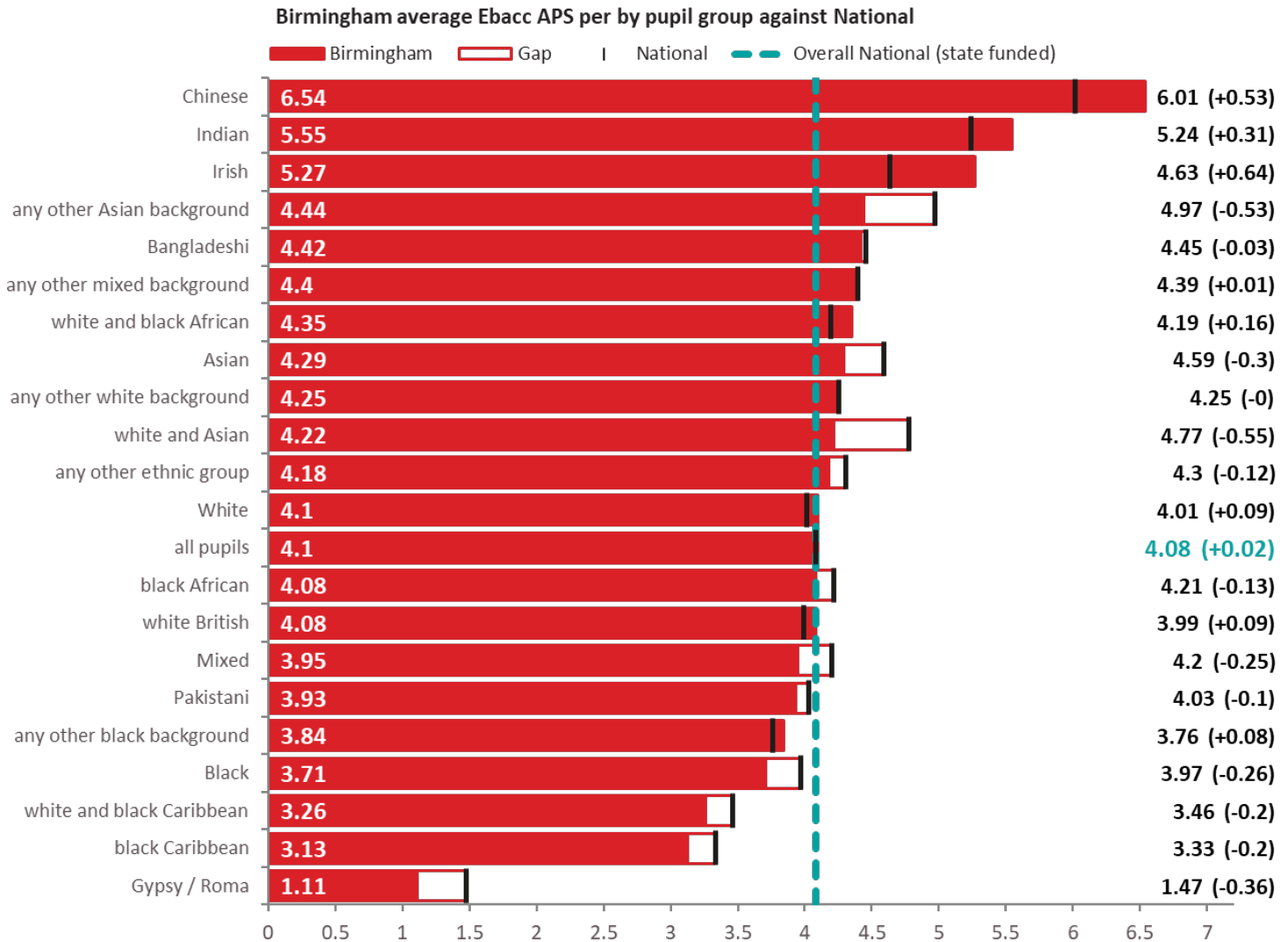
The above graph shows English and Maths (9-5) the attainment across ethnic groups in Birmingham against equivalent National.

Asian pupils attainment as a group is above the overall national average but below their equivalent group. Indian pupils have performed the highest out of the group being above the overall average and 4.1% above their equivalents nationally. Bangladeshi pupils are also above the overall national average but 3.7% behind their equivalent group. Pakistani pupils are behind the overall average and 2.5% behind their equivalent nationally. 'Asian other' pupils while above the overall national average are behind their equivalents nationally by 12.3%.

As a group White pupils' attainment is above the overall average and 1.8% above their equivalent group. White British pupils have performed above the overall national average 2.1% above their equivalent group. 'White other' pupils attainment is below the overall national average and just behind their equivalent group. Irish attainment is particularly strong being above the overall national average and 19.4% above their equivalents.

Black pupils overall attainment is below the national average. Black African pupils performed the strongest within the group but are still behind the overall national average and 3.5% behind their equivalent group. Black Caribbean pupils are 5.1% behind their group nationally with 'Black other' pupils closer to their equivalent group nationally at 0.8%.

Pupils from a Mixed background are behind the overall national average and 4.7% behind their equivalent group. White and Asian pupils performance although slightly higher than the LA average is 12% behind their equivalent national group.



Asian pupils as a group have achieved over the overall national average but are behind their equivalent group. Indian pupils are the highest achieving within the group and have achieved on average 0.31 more points at EBacc than other Indian pupils nationally. 'Asian other' pupils have also achieved over the overall national average but are 0.53 points behind their national equivalents. Pakistani pupils average points are below the overall national and slightly behind other Pakistani pupils nationally.

White pupils as a group are slightly above the overall national average and other White pupils nationally. White British are at the overall national and 0.09 points above their equivalents. 'White other' pupils are achieving the same average points as 'White other' pupils nationally which is above overall. Irish pupils are 0.64 above their national equivalents.

As a group Black pupils have achieved below the overall national average and 0.26 points behind their equivalents. Black African pupils have achieved the same as the overall national average but below their

equivalents by 0.13, while 'Black other' pupils achieved just below the overall national average but 0.8 points above equivalent. Black Caribbean pupils achieved 0.2 points below other Black Caribbean pupils nationally

Pupils from Mixed backgrounds achieved below the overall national average and 0.25 points below Mixed pupils nationally. 'Mixed other' pupils have achieved the highest outcomes within this group being both above the overall and equivalent averages nationally. White and Asian pupils achieved above the overall national average though 0.55 points below other pupils in the same group.

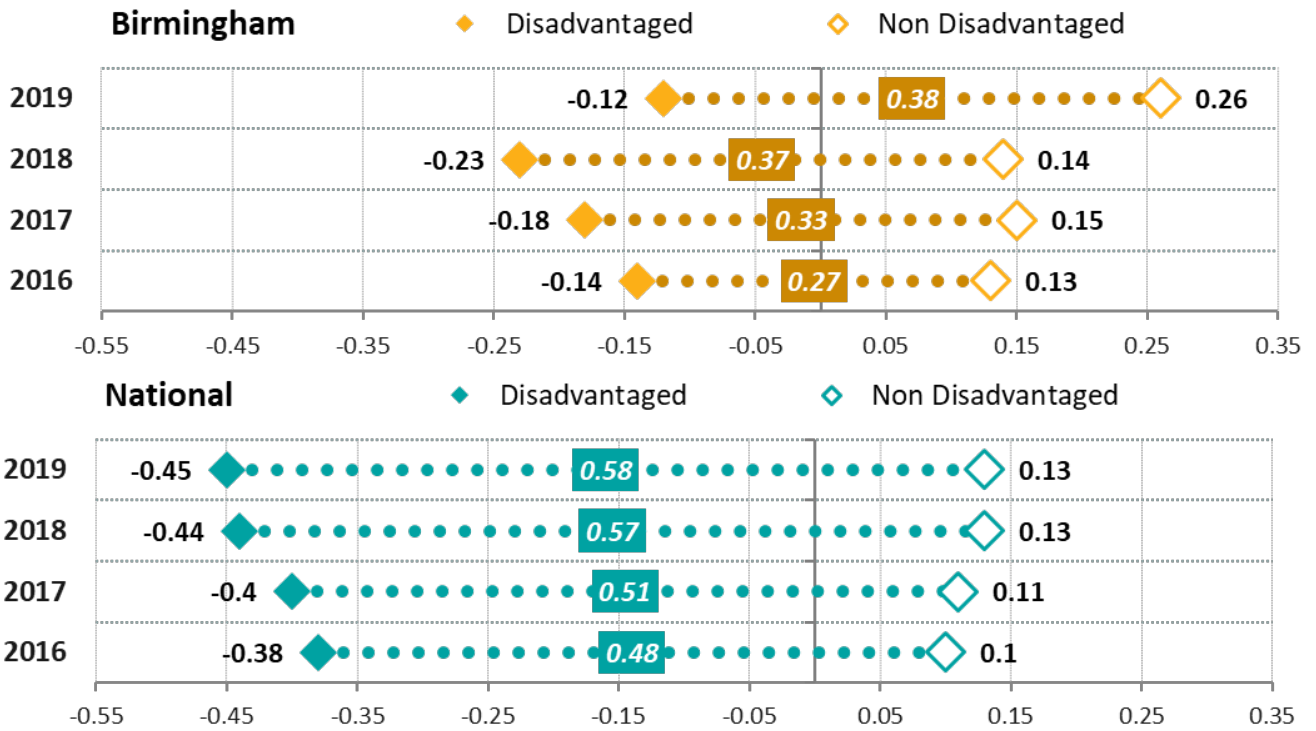
Chinese pupils have done well attaining 0.53 points more than Chinese pupils nationally.

Attainment Gaps

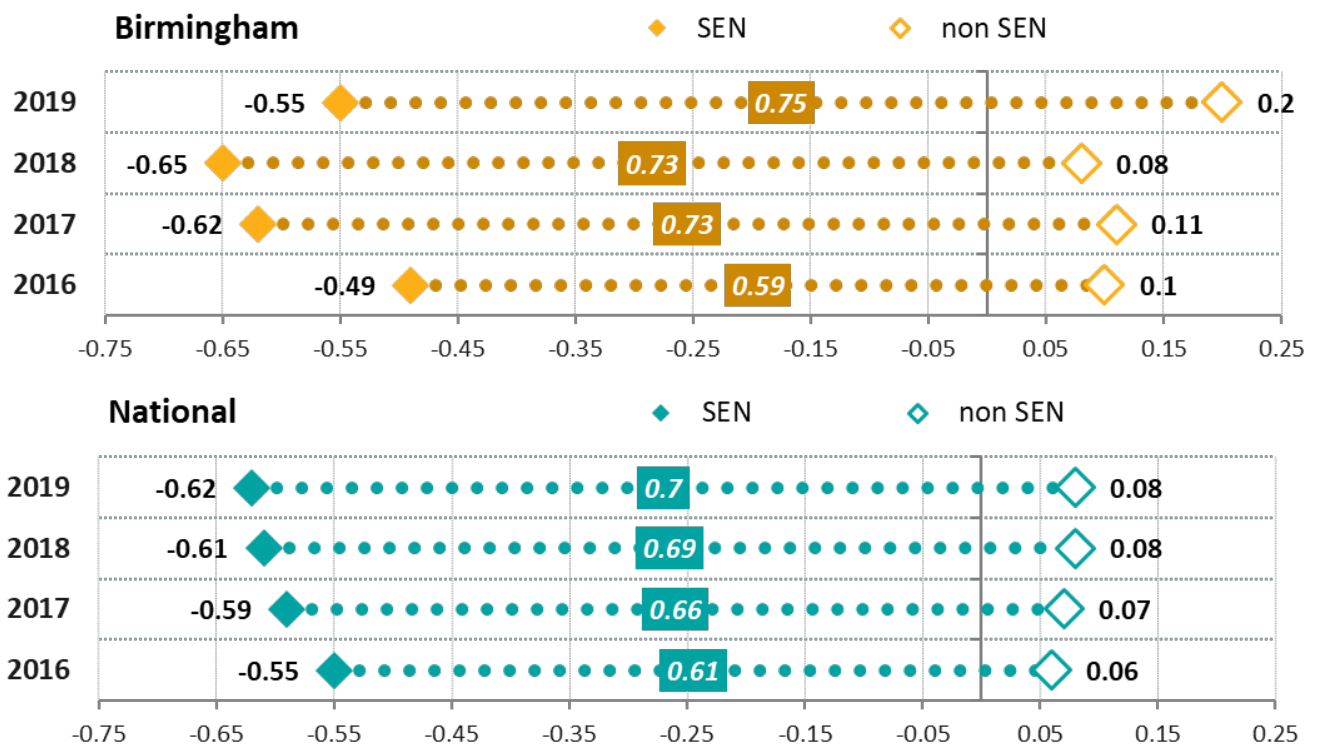
Progress

The following graphs concentrate on the differences in progress between two pairs of opposite pupil groups covering the previous four years.

Overall Progress 8 - Disadvantaged vs non-disadvantaged



Overall Progress 8 - SEN vs non-SEN



In the graphs above, the lower progressing group is represented by a solid diamond to the left and the corresponding higher progressing group is represented by the hollow diamond to the right. The dotted line in the middle represents the progress gap.

In the top 2 graphs, Birmingham both disadvantaged and non-disadvantaged pupils make more progress than their national equivalents, in previous years this has been especially true of disadvantaged pupils though 2019 has also seen non-disadvantaged pupils make a lot more progress than their national equivalent. Year on year the progress gap has been widening for both Birmingham and National. However the progress gap is much narrower in Birmingham.

Between 2016 and 2018 Progress 8 for Disadvantaged pupils in Birmingham was following the national trend making progressively less, however 2019 has seen a reversal showing an increase of 0.11. Nationally the average Progress 8 for Disadvantaged pupils continues the negative trend.

For the last 3 years the progress gap between SEN and non-SEN pupils has been wider in Birmingham compared to national. However in 2019 both SEN and non-SEN pupil groups in Birmingham saw an improvement and now both make more progress than their groups nationally, Non-SEN pupils saw a marginally higher increase which caused the gap to widen. Nationally the gap widened because SEN pupils made less progress in 2019 than they did in 2018 while non-SEN stayed the same.

Attainment

The graphs on the next page concentrate on attainment, again showing differences between matching pairs of 'opposite' pupil groups by end of academic year. The lower attaining group is represented by a solid bar and the corresponding higher attaining group is represented by the tile above it. The hollow bar in-between shows the attainment gap. Within each graph, Birmingham figures are on the left, national figures on the right.

It is only possible to show English and Maths attainment at 9-5 for the last 3 years as 2017 was the date of introduction. Attainment 8 is available but not directly comparable year on year due the progressive change of all GCSEs to the 9-1 grading method from 2017.

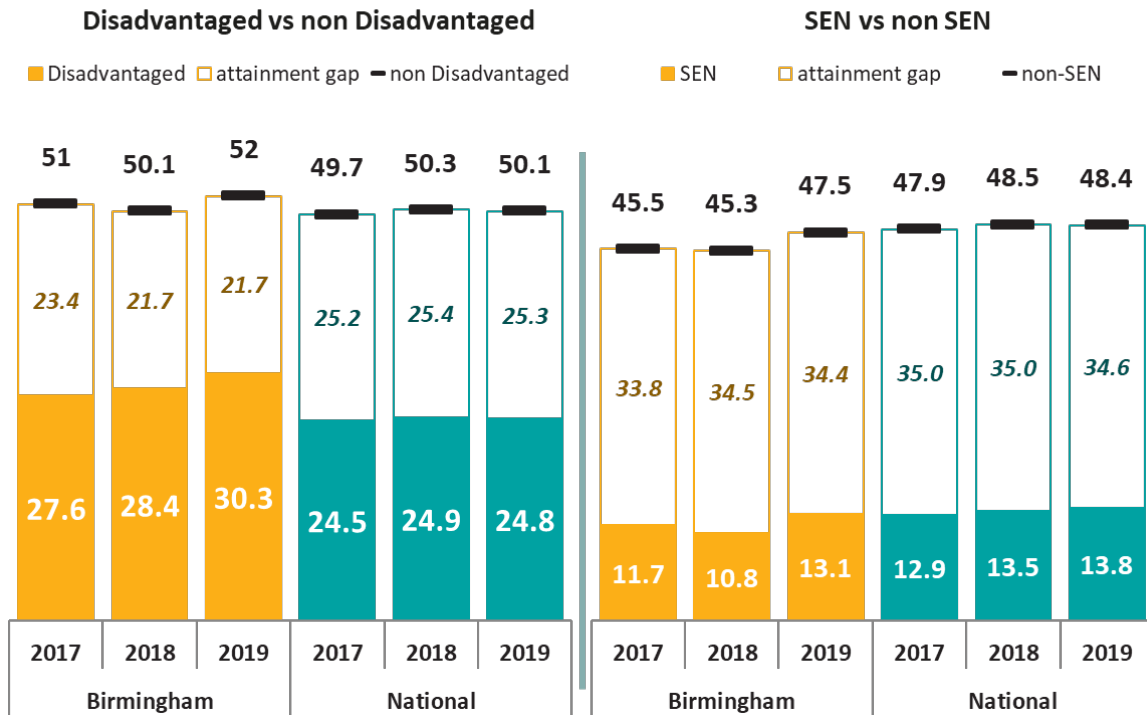
In 2019 English and Maths attainment percentages (9-5) in Birmingham for disadvantaged and non-disadvantaged pupil groups continue to be higher than the national equivalents with both groups seeing an improvement of 1.9% over 2018. Consequently in 2019 the attainment gap between the two groups remains the same as 2018 at 21.7%, smaller than national by 3.6%. Nationally both groups fell slightly but as non-disadvantaged held up a little better, the attainment gap shrank marginally by 0.1%.

Birmingham has a lower percentage of both SEN and non-SEN children achieving English and Maths at 9-5 grades than nationally however the attainment gap is marginally smaller. In Birmingham both groups saw an increase in attainment in 2019 from 2018 both are now within a percent of the national.

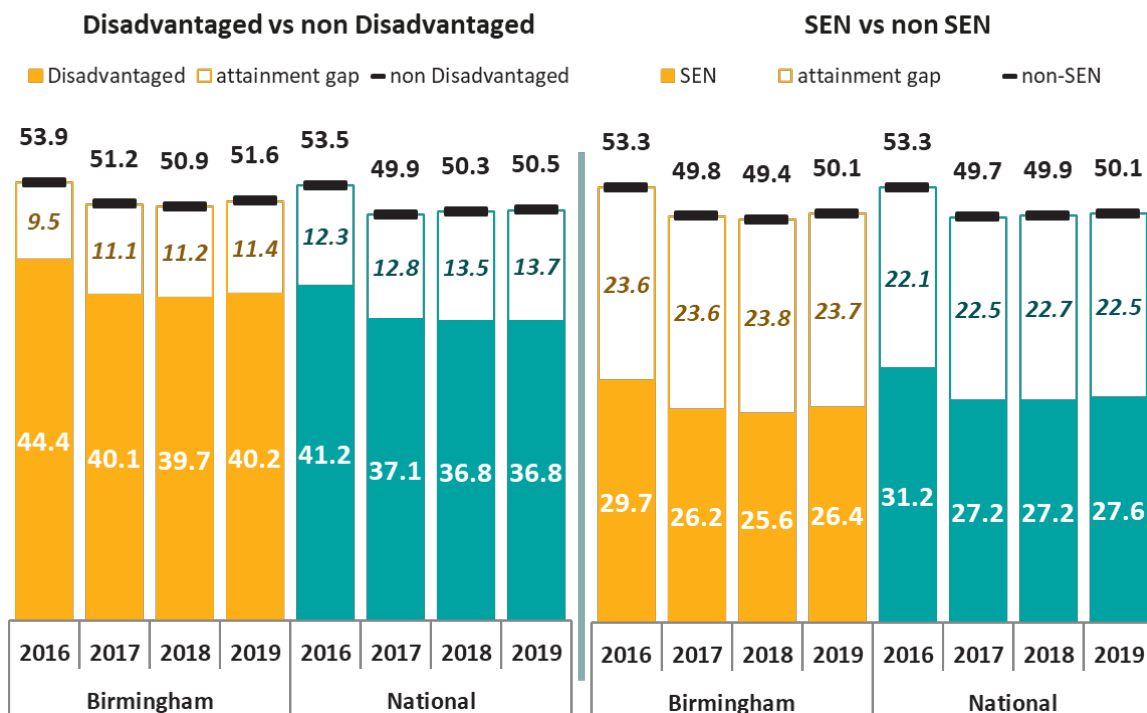
The average 2019 Attainment 8 scores for both disadvantaged and non-disadvantaged pupils groups are higher in Birmingham than their national equivalents. The attainment gap is 2.3 points smaller, and both groups saw an increase in attainment over 2018. The attainment gap in Birmingham has however widened by 0.2 points which is consistent with national, though nationally disadvantaged pupils saw no increase over 2018.

For SEN and non-SEN pupils the Attainment 8 gap is wider in Birmingham than nationally. In 2019 both groups saw an increase over 2018 with non-SEN now matching national. SEN pupils average Attainment 8 remains below the national for SEN although they are catching up.

Percentage of students achieving 9-5 in English and Maths



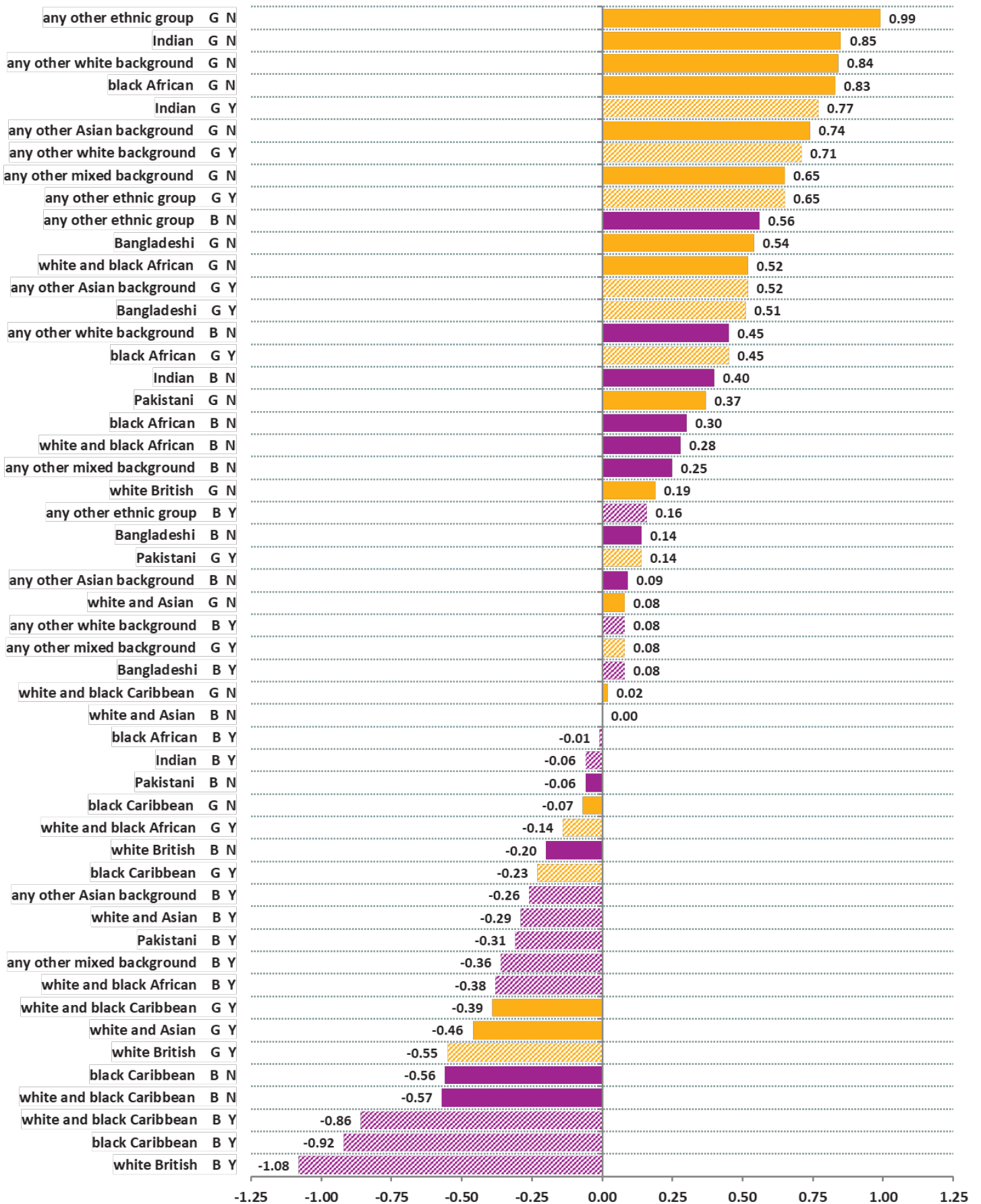
Average Attainment 8 score per student



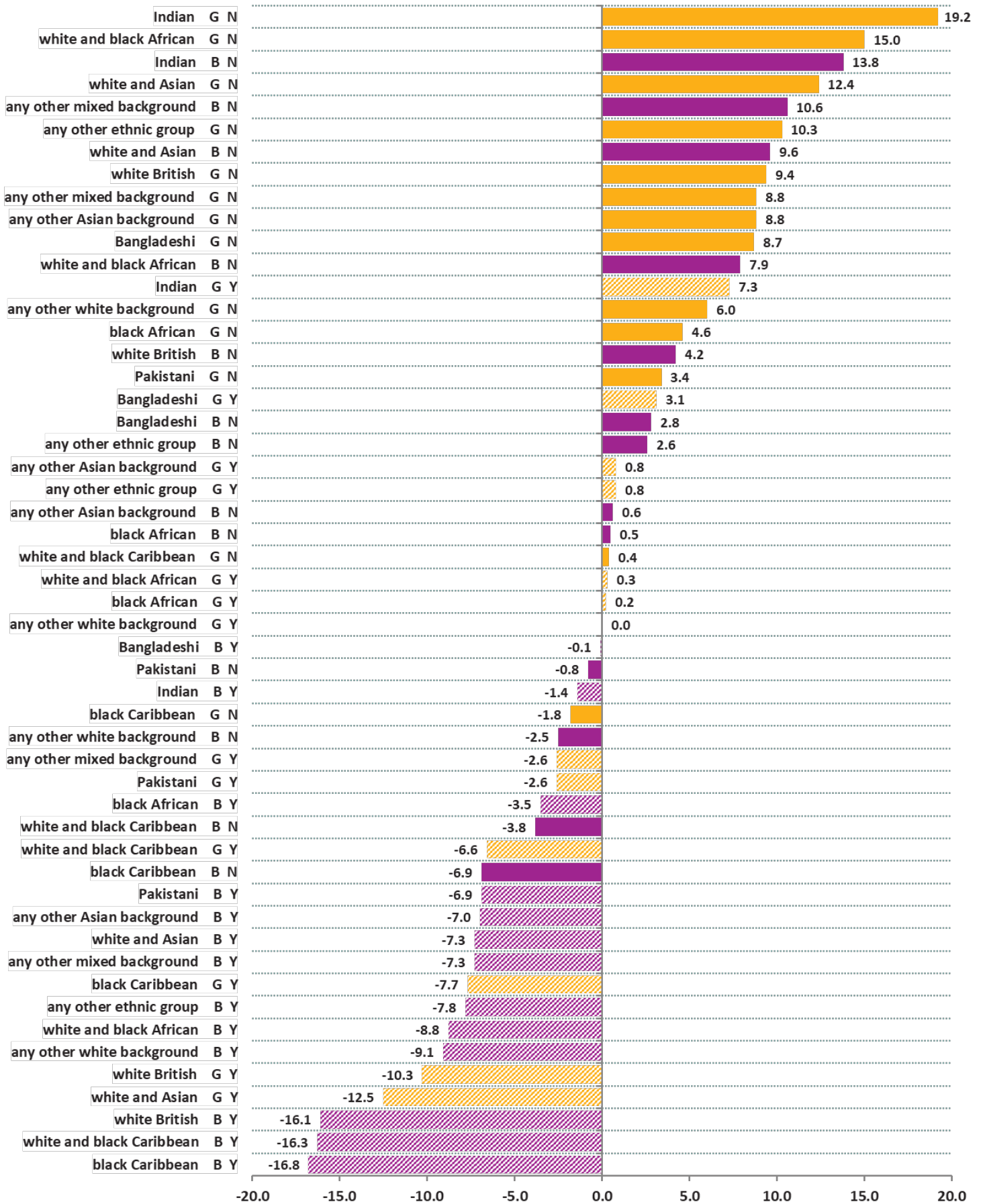
The graphs on the following pages show the differences in progress and attainment between ethnic groups when showing further breakdown by gender and disadvantaged status relative to the LA overall average. The following ethnicity groups are suppressed due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish, Chinese, Travellers of Irish Heritage.

Generally the pupil groups achieving more than the LA average are non-disadvantaged with a higher ratio of girls than boys. Disadvantaged boys overwhelmingly make up most of the groups falling below the LA average for both Progress and Attainment.

Difference to LA average Progress 8 score by Ethnic Group, Gender and Disadvantaged. LA Average = 0.09



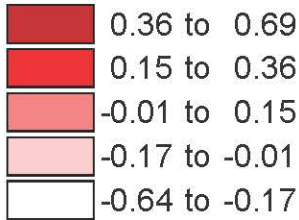
Difference to LA average in Attainment 8 by Ethnic Group, Gender and Disadvantaged. LA Average = 46.6



Key Stage 4: 2019 Average Progress 8 score by ward

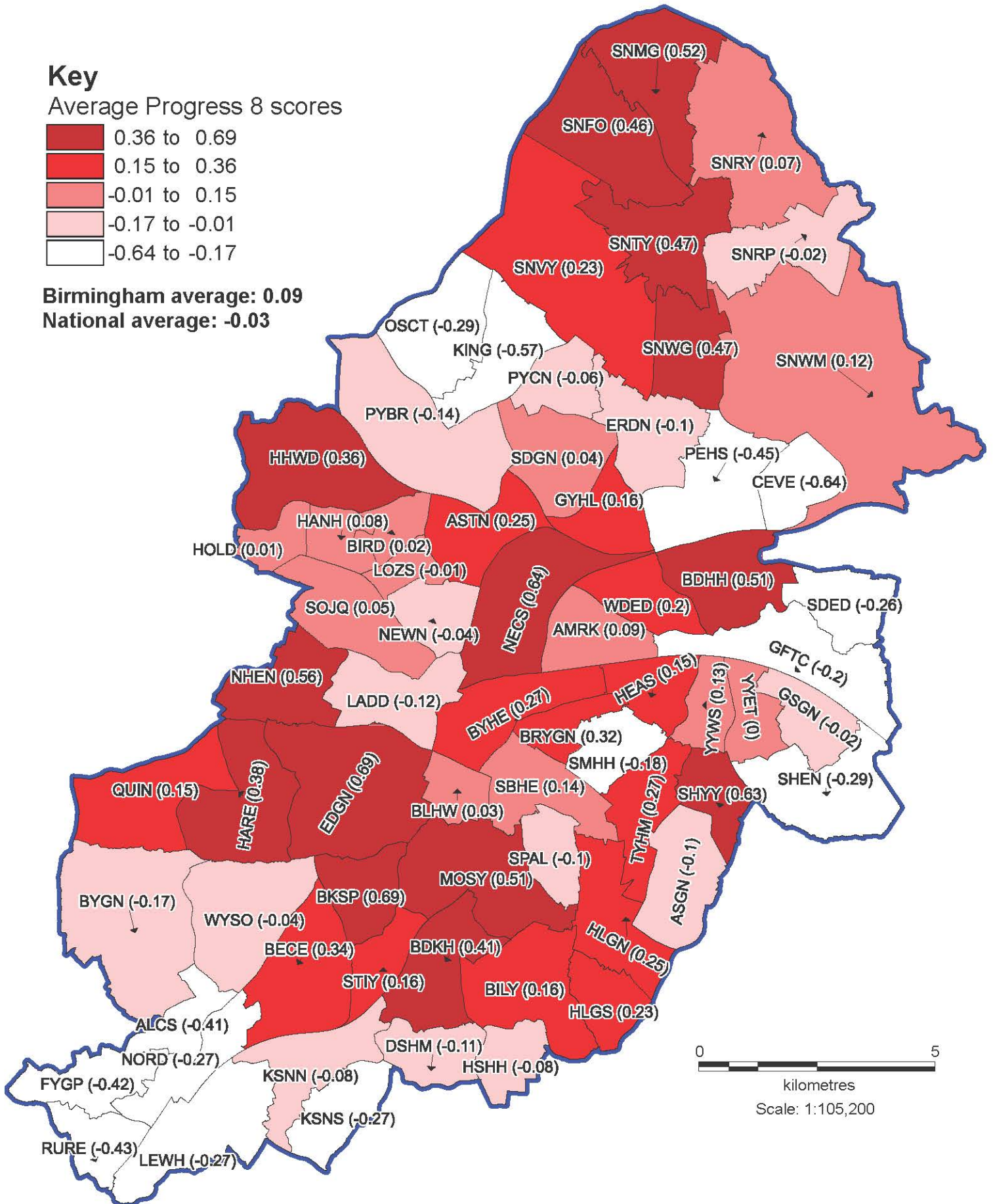
Key

Average Progress 8 scores



Birmingham average: 0.09

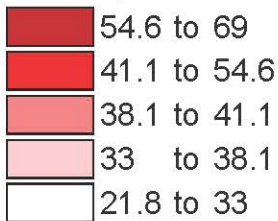
National average: -0.03



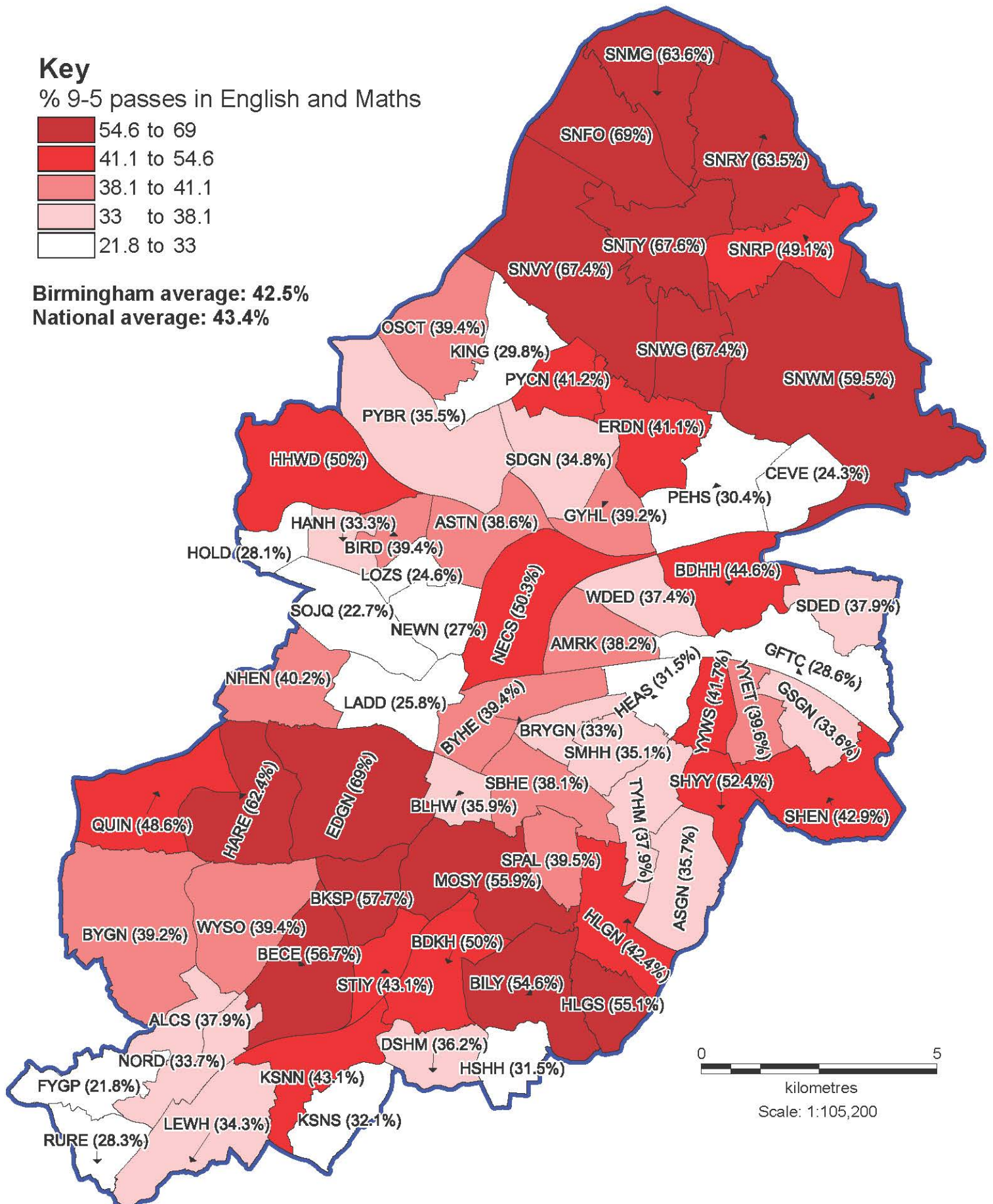
Key Stage 4: 2019 % achieving 9-5 pass in English and Maths by ward

Key

% 9-5 passes in English and Maths



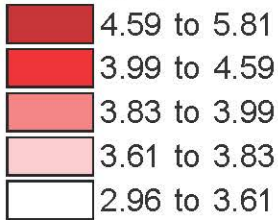
Birmingham average: 42.5%
National average: 43.4%



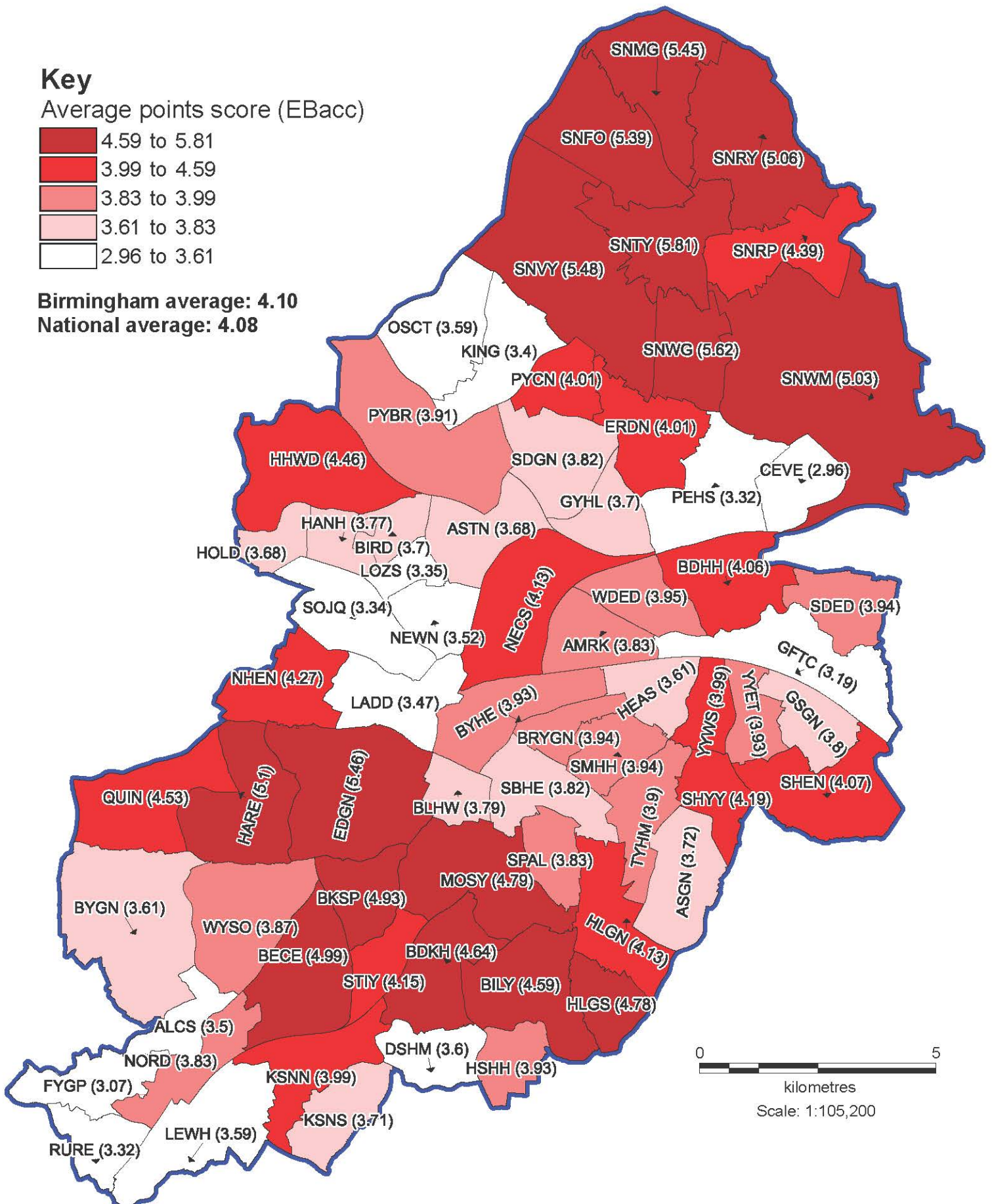
Key Stage 4: 2019 Average Points Score (EBacc) by ward

Key

Average points score (EBacc)

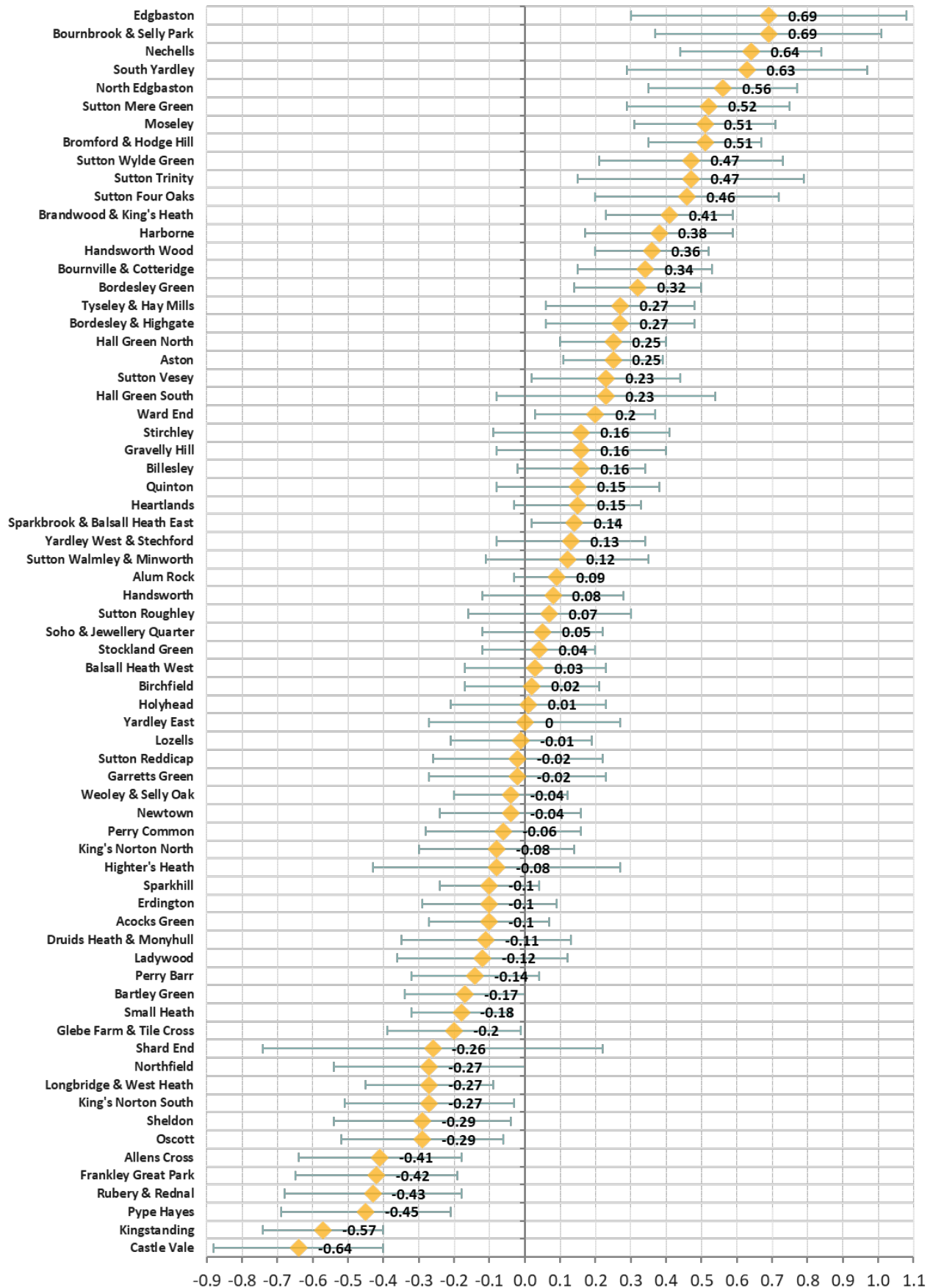


Birmingham average: 4.10
National average: 4.08

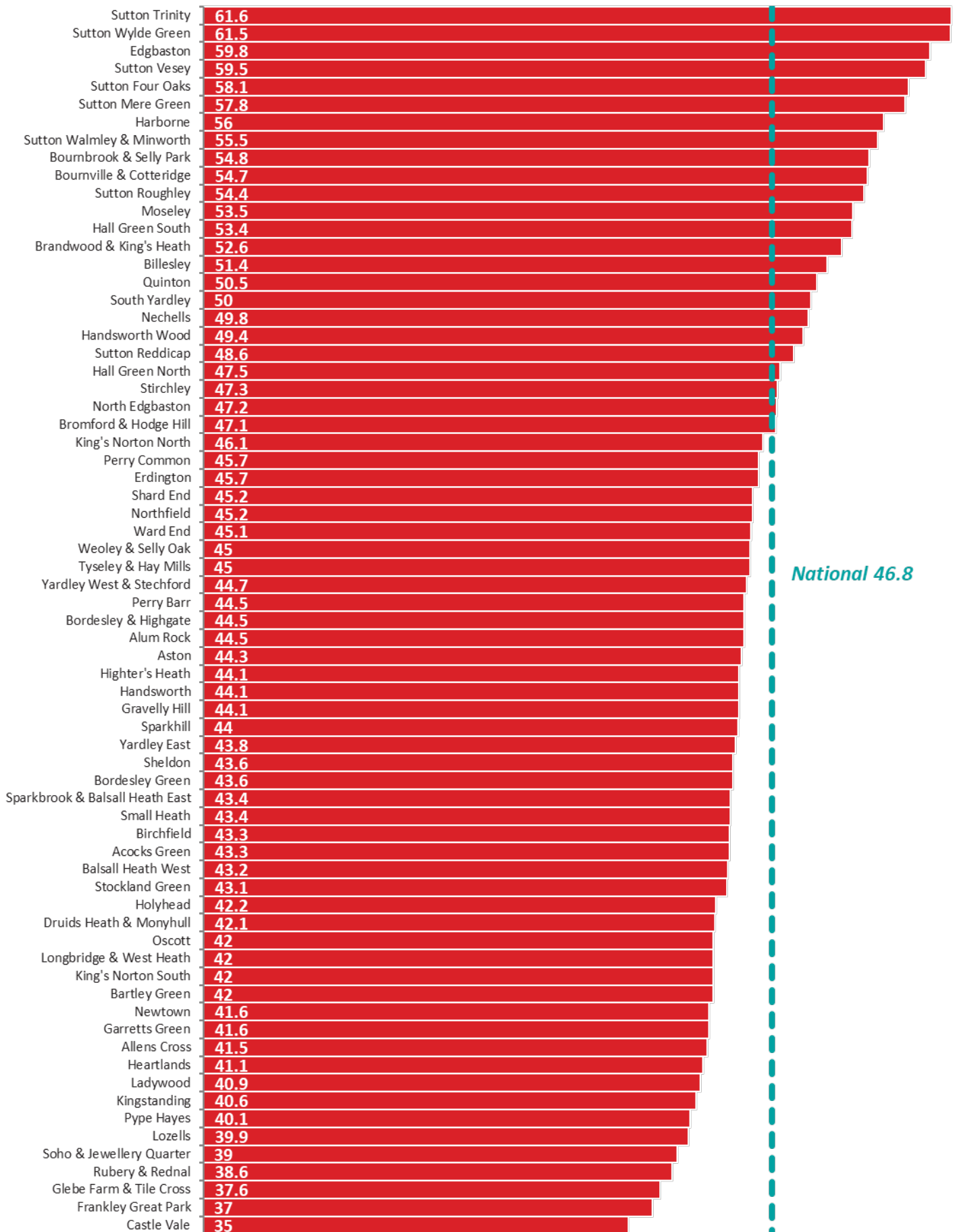


Progress and Attainment by Ward - Tables

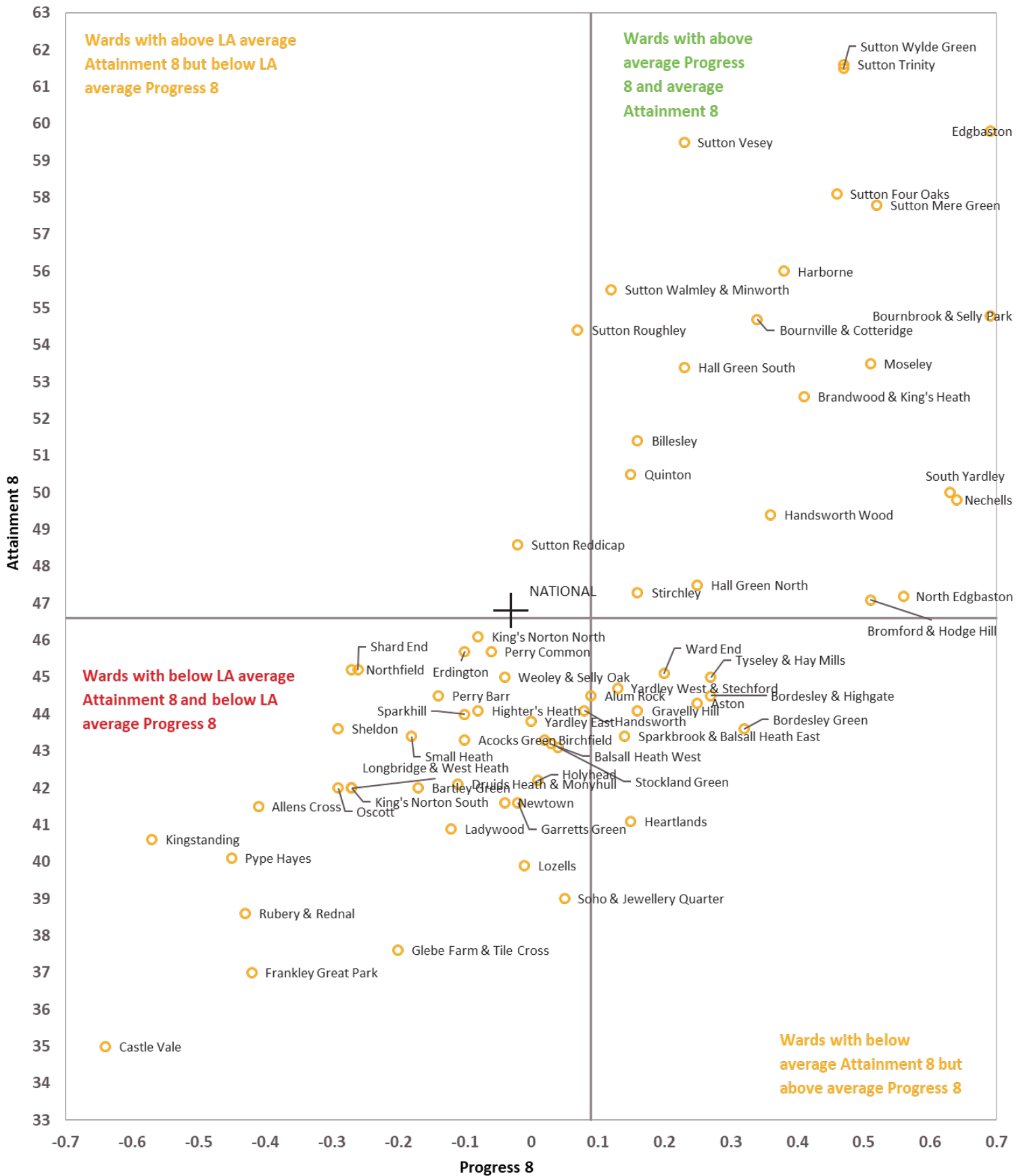
Progress 8 by Ward based on students home address



Attainment 8 by Ward based on students home address



Attainment vs Progress 8 by Ward



The previous chart compares the average Attainment 8 score achieved in each Ward in Birmingham to the average Progress 8 made.

A Ward on the same horizontal axis made the same average Attainment 8. For example pupils living in Sheldon have similar attainment outcomes pupils living in Bordesley Green however their Progress 8 scores are very different. This shows that while outcomes are similar in the two Wards, those in Bordesley Green have made comparatively more progress to get there.

Wards on the same vertical axis have the same Progress 8 score. For example pupils living in 'Soho & Jewellery Quarter' have made comparatively the same progress as those living in Sutton Roughley. As their Attainment 8 scores are very different this indicates that on average children in 'Soho & Jewellery Quarter' started with lower prior attainment.

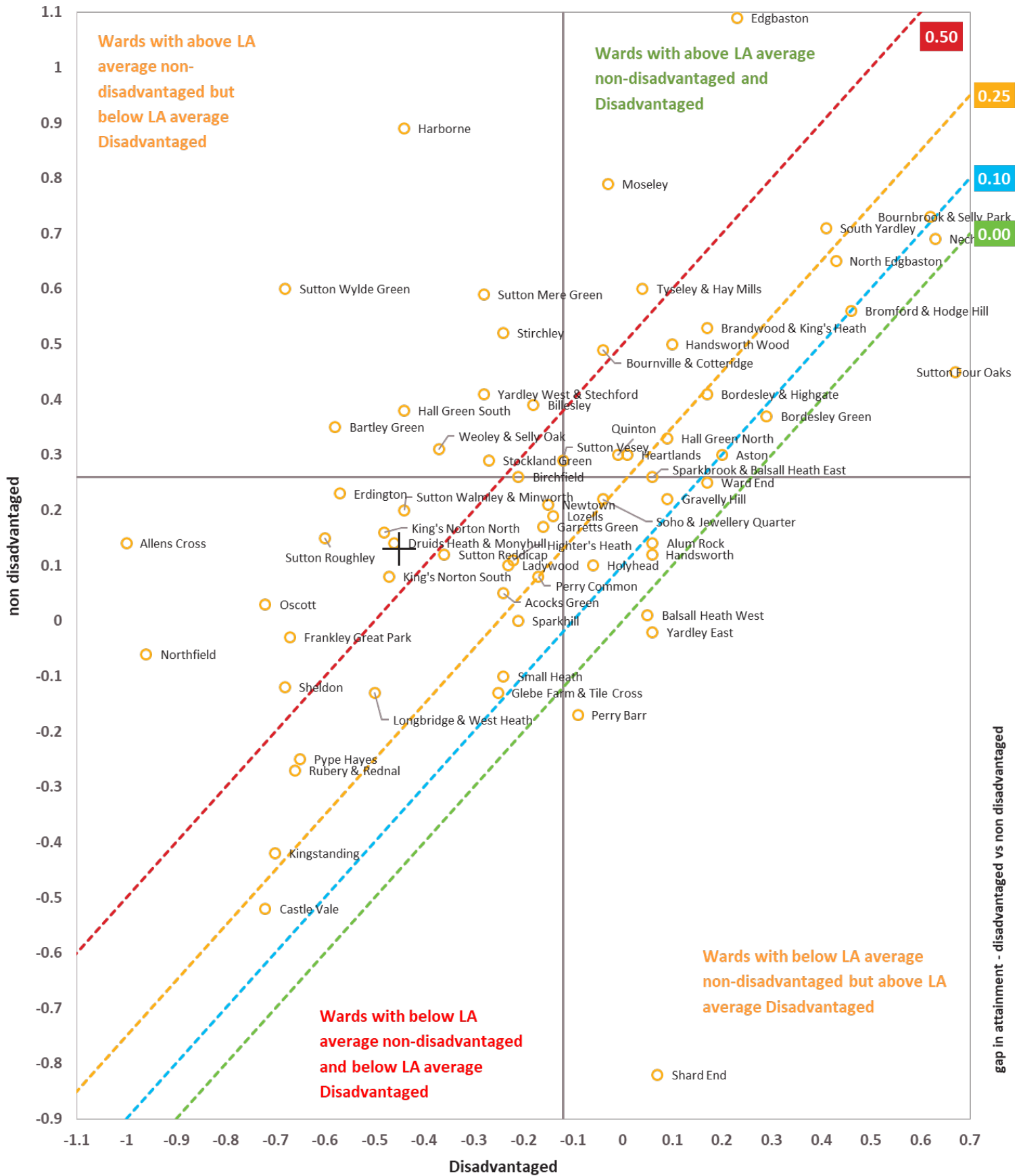
Generally speaking there is a clear correlation between progress and attainment with Sutton Reddicap and Sutton Roughley being the only Wards where pupils have made less than the LA average for Progress 8 but above average for Attainment 8. Castle Vale stands out as the Ward where pupils have made both the least progress and least attainment

The next chart compares Progress 8 for disadvantaged and non-disadvantaged pupils within each ward in Birmingham highlighting areas where there are significant gaps between the two groups' performance.

The four diagonal lines help to show how different the progress is between the two pupil groups. For example disadvantaged pupils in 'Tyseley & Hay Mills' have made similar progress to disadvantaged pupils in 'Balsall Heath West'. However the non-disadvantaged/disadvantaged progress gap is much wider in 'Tyseley & Hay Mills' where non-disadvantaged pupils have made over 0.50 more progress than disadvantaged where as in 'Balsall Heath West' they made roughly the same.

Note that Sutton Trinity has been suppressed due to the low numbers of eligible disadvantaged pupils.

Disadvantaged vs Non Disadvantaged Progress 8 by Ward



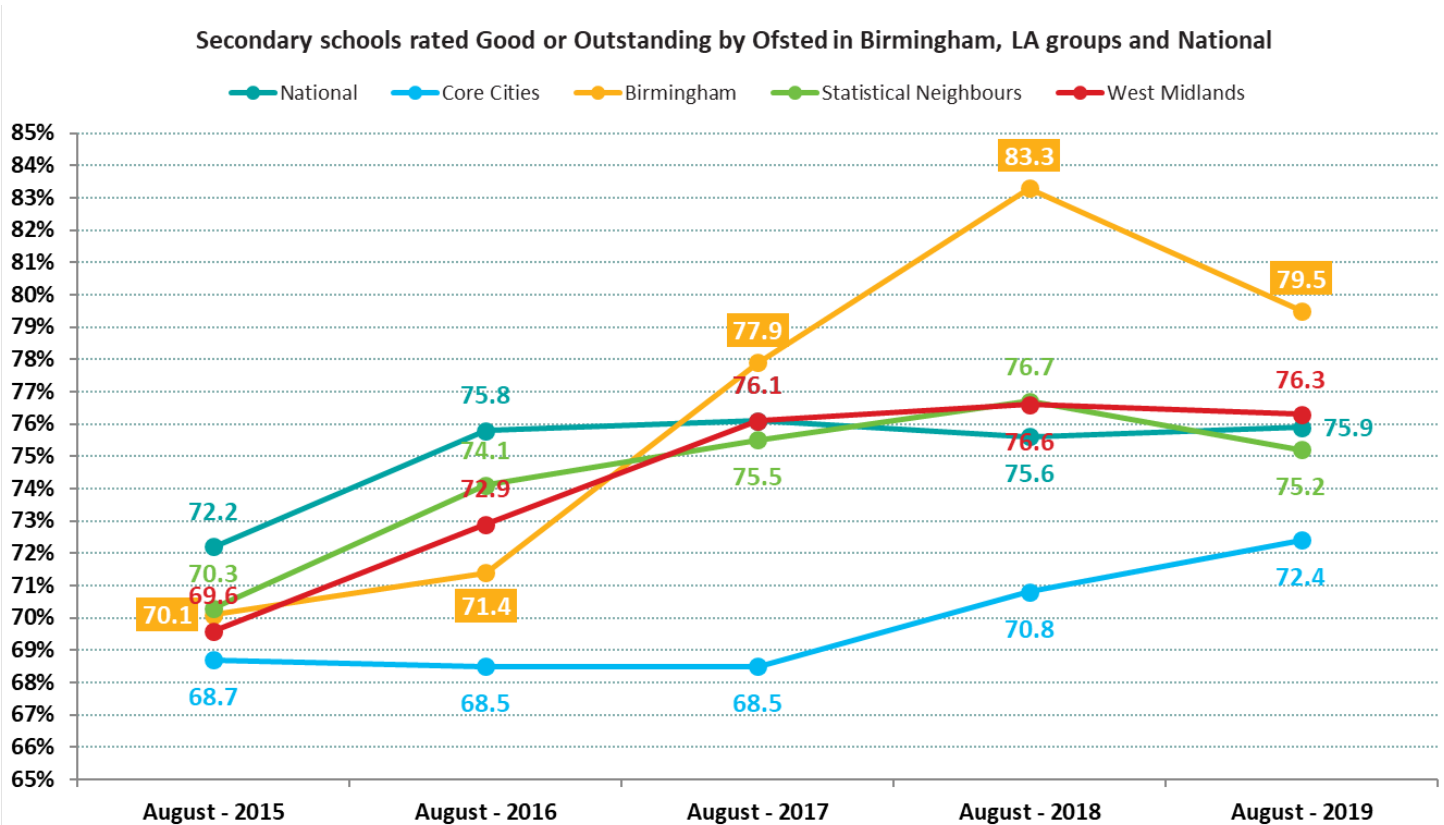
Schools that may benefit from support

From September 2019, the floor and coasting standards no longer apply. The Government has set out a new support offer for schools that were identified as 'requires improvement' in their latest Ofsted report. This is detailed with the following link:

<https://www.gov.uk/guidance/school-improvement-support-for-the-2019-to-2020-academic-year>

Birmingham's Schools

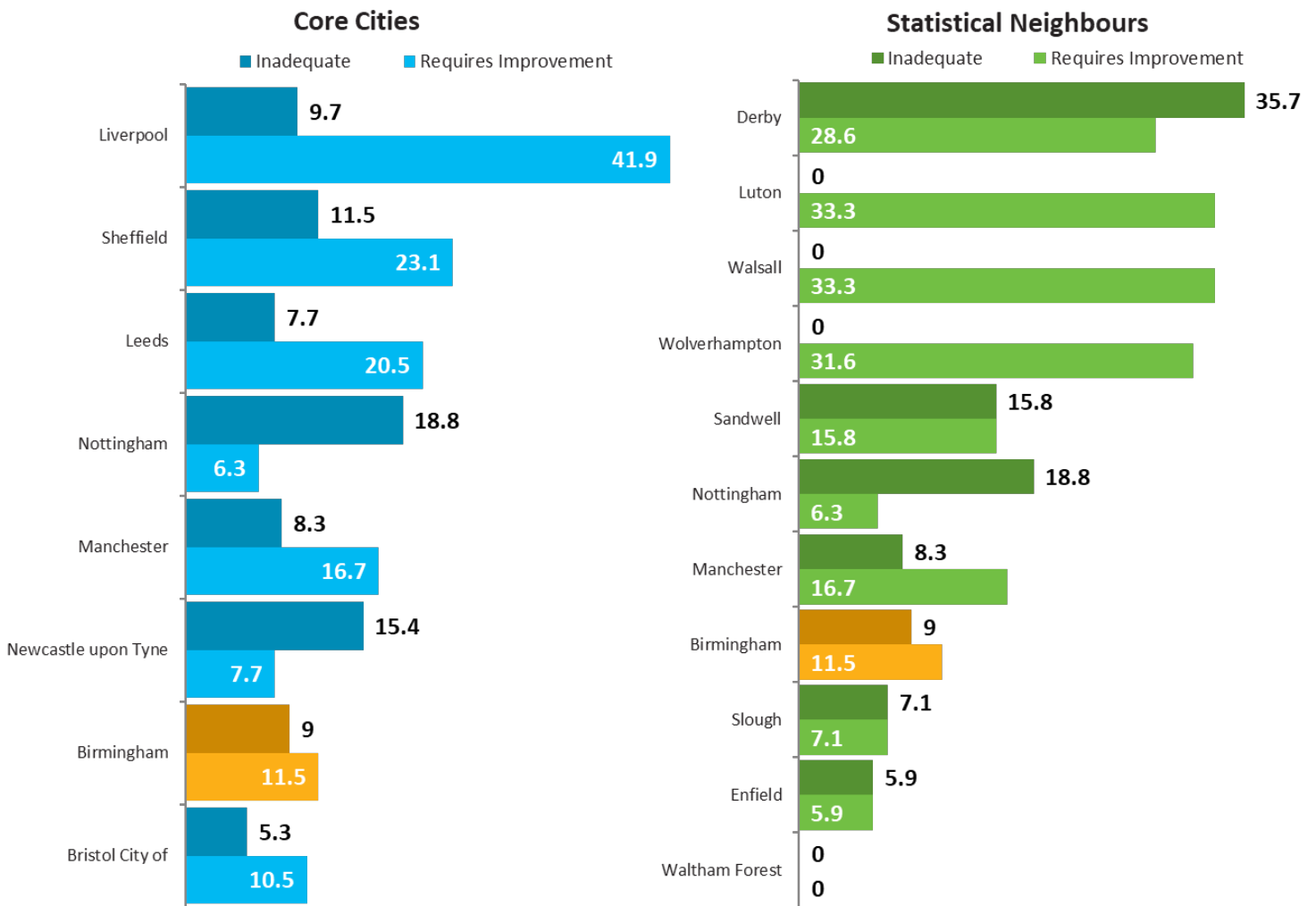
To help compare Birmingham's Secondary schools to National and other LA groups we have used official Ofsted outcomes up to August 2019 to show the proportion that are rated Good or Outstanding.



Since August 2017 Birmingham has had a higher proportion of Good and Outstanding secondary schools than the national average, however August 2019 did see a drop of 3.8% from August 2018 whereas national remained relatively static.

Similarly Birmingham also compares favourably to Statistical Neighbours, Core Cities and the West Midlands.

% of Secondary Schools rated as Requires Improvement or Inadequate by Ofsted as of August 2019



The above chart shows the percentage of Secondary schools rated Inadequate and Requires Improvement by Ofsted by LA. We can see that Birmingham is rated 8th out of 11 for Statistical Neighbours and 7th out of 8 for Core cities (lower the better) for the proportion of schools with one of these outcomes.

16 -18 Study

Key Messages

- All Birmingham's overall A Level performance indicators are better than National, Core Cities, Statistical Neighbours, and West Midlands Local Authorities.
- 19.7% of A Level students achieved at least AAB grades of which at least two were in facilitating subjects.
- 22.9% of A Level students achieved at least AAB grades in Birmingham compared to 19.8% Nationally.
- 14.1% of students achieved at least 3 or more A levels of A*-A compared to 11.7% Nationally.
- 86.9% of students achieved 'at least 2 substantial level 3 qualifications' compared to 86.5% Nationally.

Background

A new 16-18 school and college accountability system was implemented in 2016, these included new headline accountability measures and changes to the methodology for calculating 16-18 results

In addition to A Levels, four categories of qualification have been developed:

- **Technical Awards** – high quality level 1 and 2 qualifications that equip 14 to 16 year olds with applied knowledge and practical skills.
- **Technical Certificates and Tech Levels** – level 2 and 3 qualifications that equip post-16 students with the knowledge and skills they need for skilled employment or for further technical study.
- **Applied General qualifications** – level 3 qualifications for post-16 students who wish to continue their education through applied learning.

This document includes attainment data for students who attend a state funded 6th form, further education colleges are not included due to the way the DfE releases the data to LAs. All National measures are equivalent. The value-added measures that have already been released at school level are not made available at LA level until late March, therefore this document primarily relates to A Level attainment only.

Although outcomes for disadvantaged pupils have been published at school level by the Department for Education (DfE) they have not made them available by Local Authority or National level for 6th form only schools.

facilitating subjects are: maths and further maths, English literature, physics, biology, chemistry, geography, history and languages (classical and modern).

For further information please follow the link below :

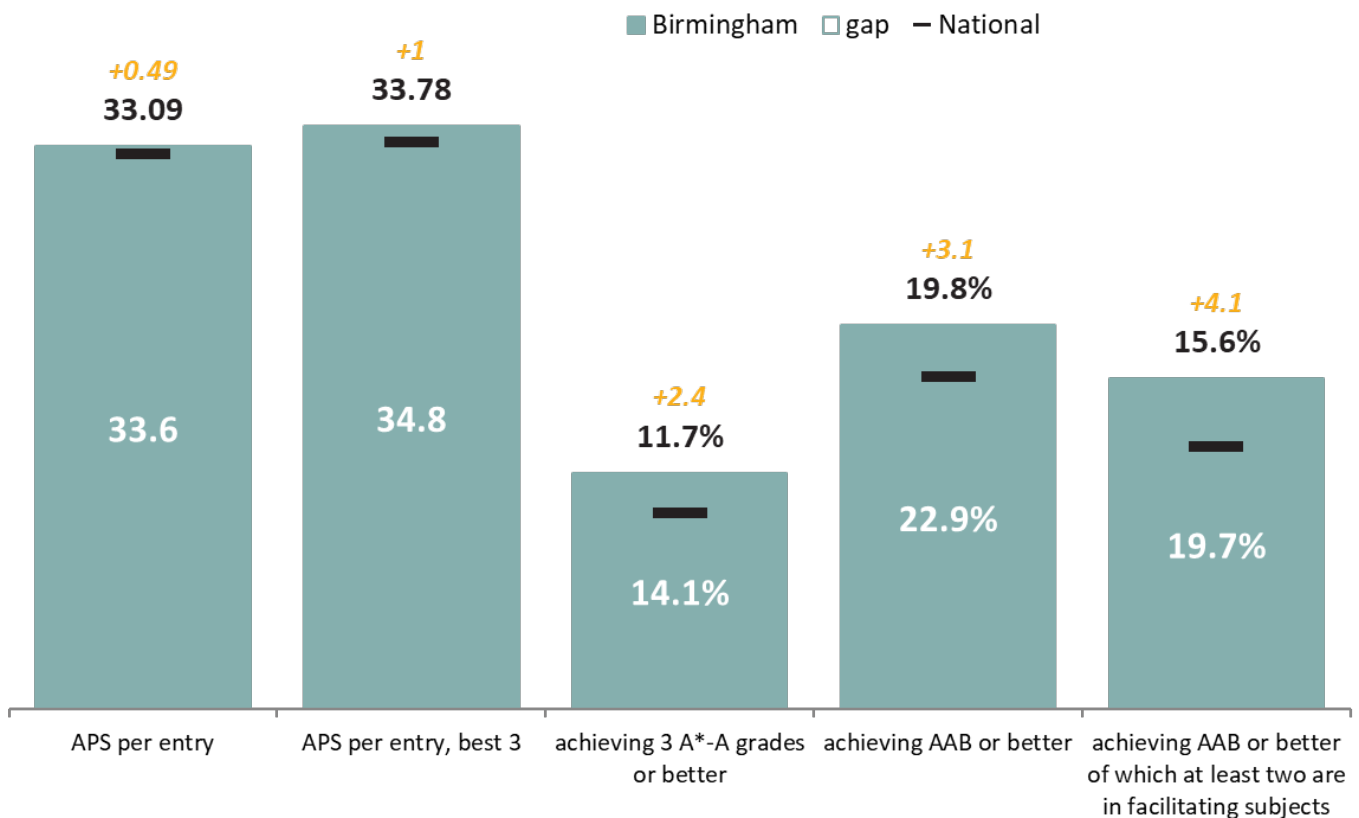
<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=330&geographic=la&phase=16to18&for=16to18&datasetFilter=fina>

Overall Performance

A level

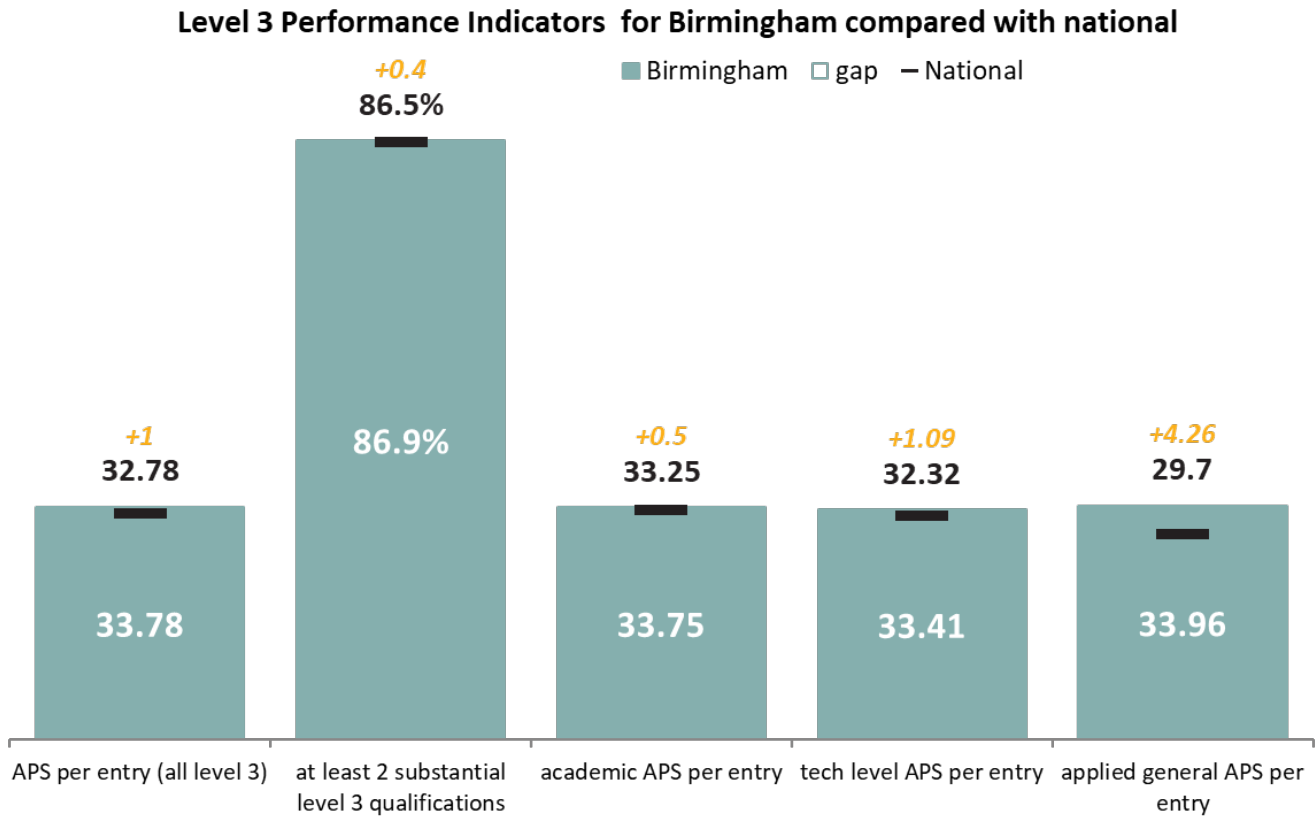
Students in Birmingham 6th forms achieve higher than the national averages across all the main attainment measures for A Levels. The average point score in Birmingham roughly equates to a C+. The percentage of Birmingham students achieving AAB or better of which at least 2 are in facilitating subjects was 4.1% higher than national.

A Level Performance Indicators for Birmingham compared with national



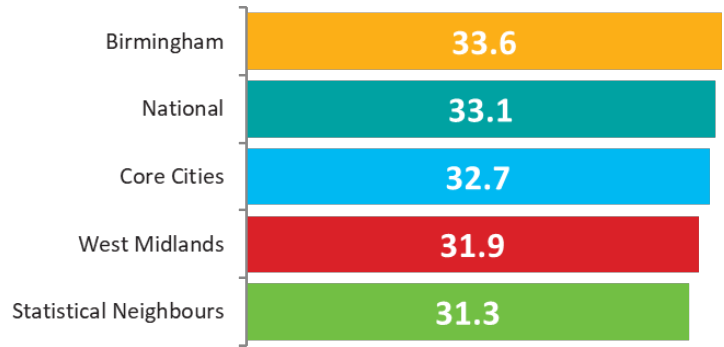
Level 3

The graph below compares Birmingham's overall Level 3 performance indicators with National. Level 3 performance covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), or applied general or tech level qualification during their 16-18 study. Again, Birmingham outperforms National for all indicators.

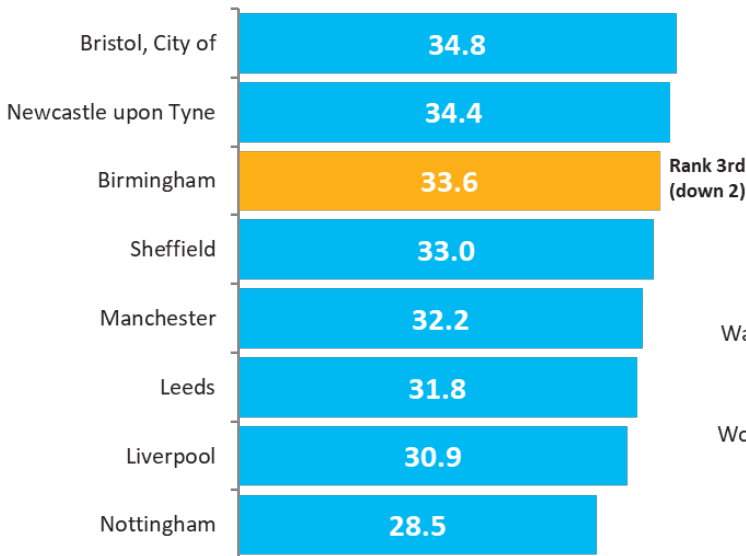


National Comparisons

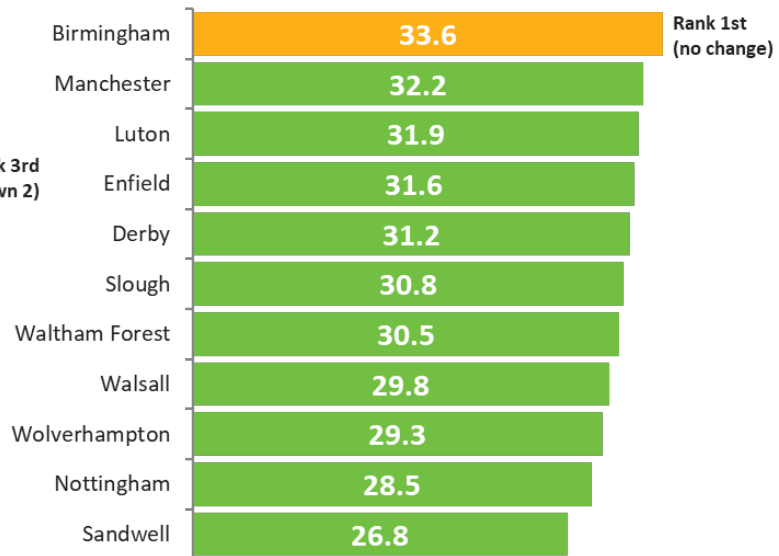
A Level APS



Core Cities



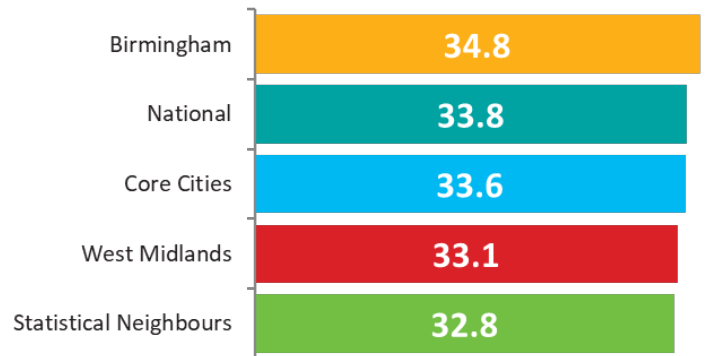
Statistical Neighbours



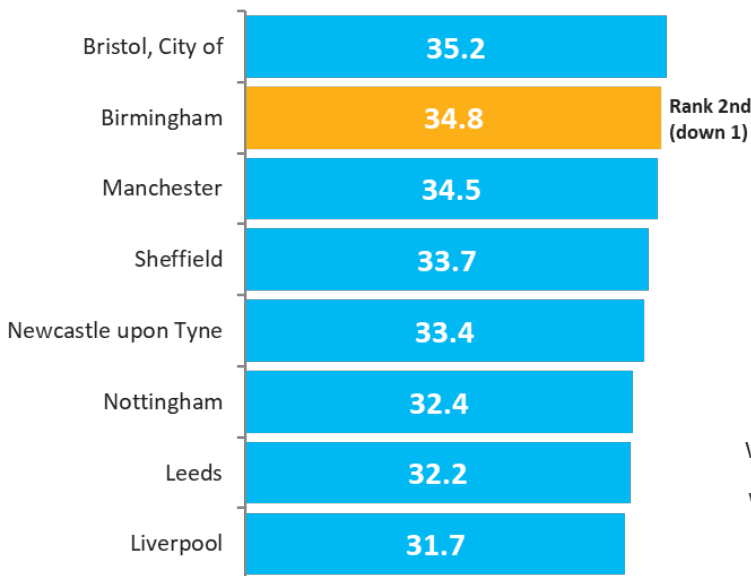
Birmingham's average A Level 'APS per entry' is better than the overall national average and those of Core Cities, West Midlands, Statistical Neighbours.

When comparing individual LAs within the Statistical Neighbours Birmingham ranks 1st and 3rd when compared to other Core Cities, 1.2 points behind Bristol.

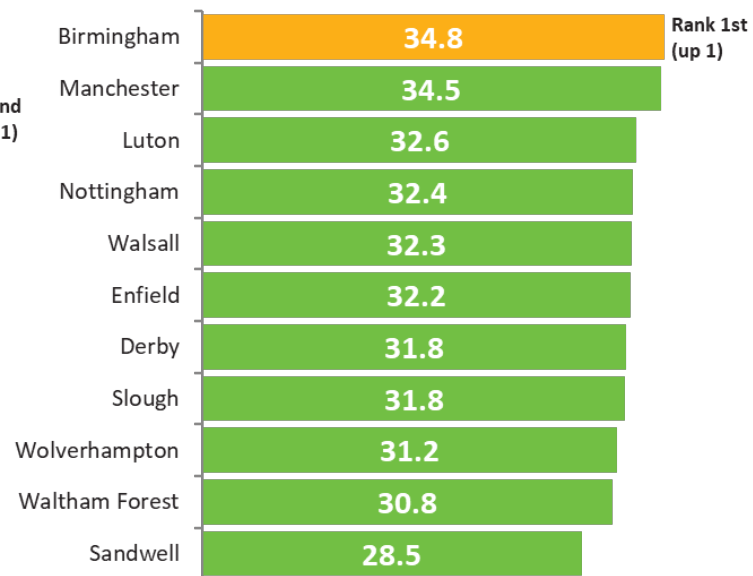
A Level APS (best 3)



Core Cities



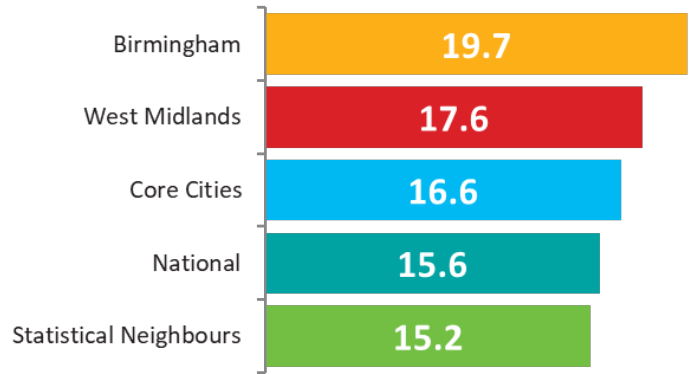
Statistical Neighbours



Birmingham's average A Level 'APS per entry best 3' is better than the overall national average and those of Core Cities, West Midlands, Statistical Neighbours.

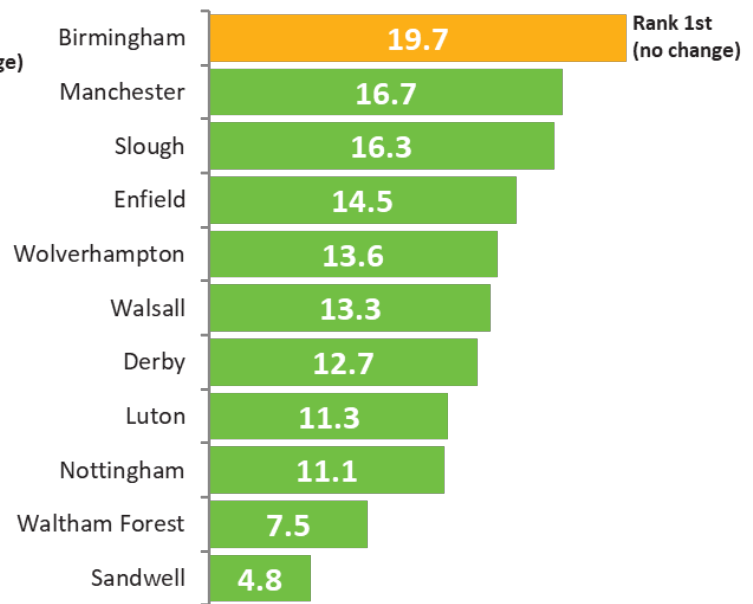
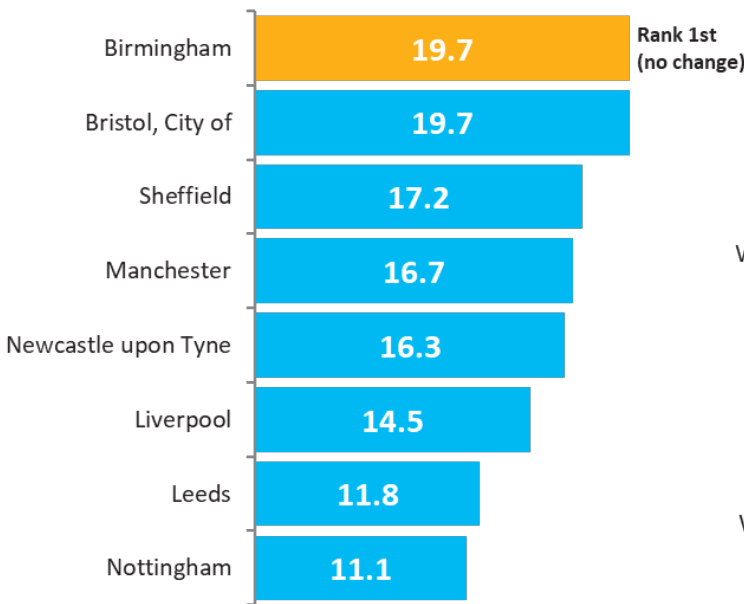
When comparing individual LAs within Core Cities and Statistical Neighbours Birmingham ranks 1st in Statistical Neighbours and 2nd in the Core Cities group, behind Bristol by 0.4 points.

AAB or better of which at least two are in facilitating subjects



Core Cities

Statistical Neighbours



19.7% of Birmingham students ‘achieved AAB or better of which at least two are in facilitating subjects’. This is significantly better than the equivalent measures nationally and for West Midlands LAs, Core Cities and Statistical Neighbours.

When comparing individual LAs within Core Cities and Statistical Neighbours Birmingham ranks 1st in the Statistical Neighbours group and Joint 1st with Bristol within the Core Cites.

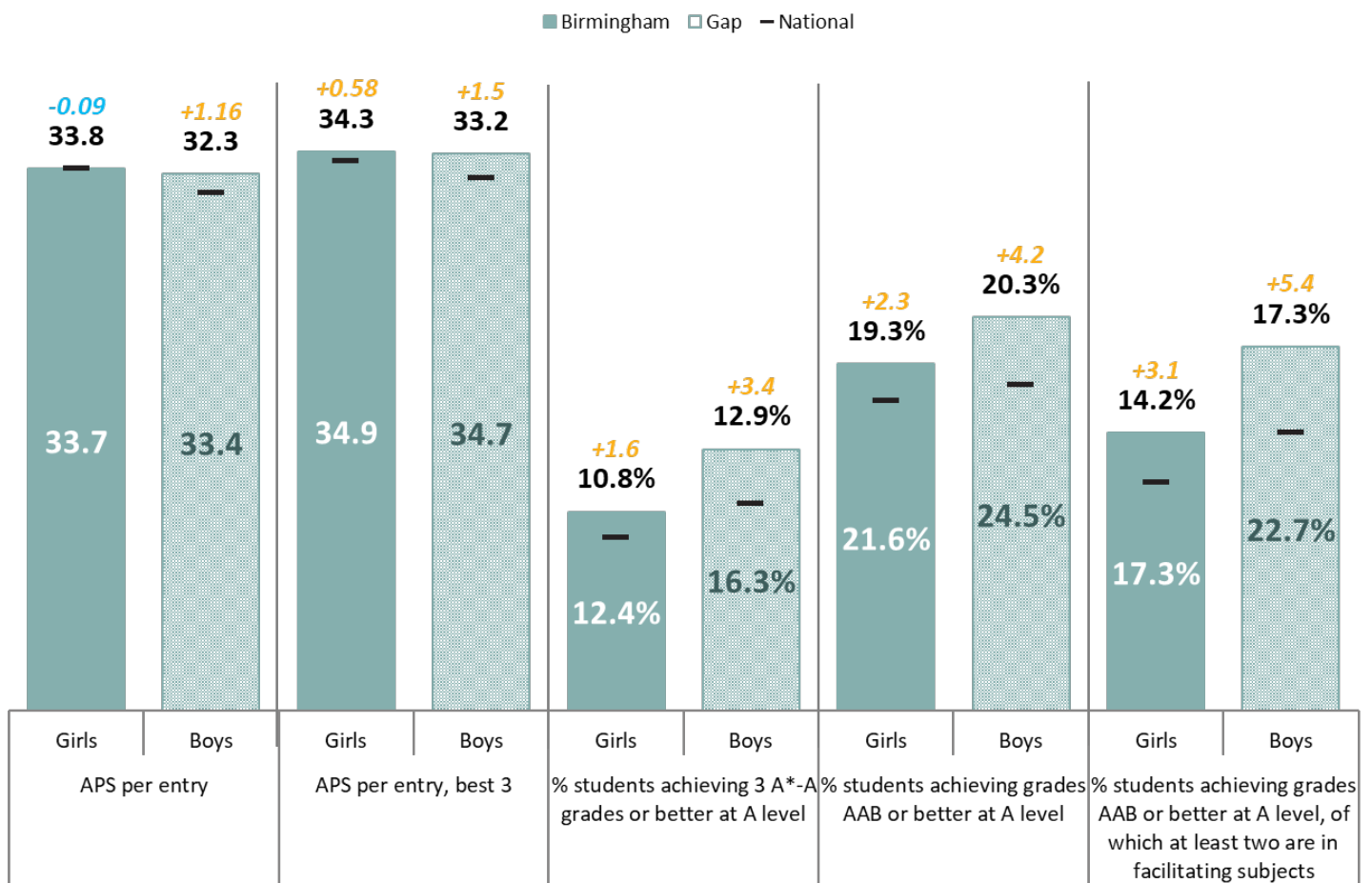
Pupil Characteristics – Gender

The graph below compares the A-level performance indicators for Birmingham Girls and Boys against their National equivalents.

For APS scores, Birmingham Girls show a strong correlation with National figures whereas the Boys narrowly outperform their National equivalents. In Birmingham, APS scores for Girls and Boys are very similar, Girls 'APS per entry' score is slightly better than the Boys.

Attainment scores for Birmingham Boys are higher than Birmingham Girls, while this is also true nationally the gap is larger in Birmingham. In particular percentage of boys achieving grades AAB or better, of which at least 2 are in facilitating subjects' is 5.4% higher than national. Girls also outperform national averages by 3.1%. Within Birmingham, the percentage of Boys achieving this measure is 5.4% higher than Girls.

Key Stage 5 A Level Students - Gender Comparison Graph



Appendixes

Appendix 1 – Early Years Foundation Stage Profile Comparison Table

| EYFSP Headline Measures 2019 | Birmingham | National | Difference | Rank out of 151 LAs | Percentile (of Rank) | Rank Bar (further to the right the higher) |
|---|-----------------|-----------------|-------------|---------------------|----------------------|--|
| Eligible pupils | 15765 (-412) | 638995 (-13405) | - | 3rd (no chg) | 2 (no chg) | |
| % GLD | ● 68 (+0.3) ▲ | 71.8 (+0.3) | -3.8 (0) | 130th (up 2) | 86.1 (up 0.7) | |
| % All early learning Goals average points score | ● 66.2 (+0.3) ▲ | 70.7 (+0.5) | -4.5 (+0.2) | 133rd (down 1) | 88.1 (down 1.3) | |
| | ● 33.2 (0) ▬ | 34.6 (0) | -1.4 (0) | 130th (up 3) | 86.1 (up 1.4) | |
| % Prime learning goals | ● 74.7 (-0.4) ▼ | 79.2 (-0.2) | -4.5 (+0.2) | 135th (up 3) | 89.4 (up 1.4) | |
| % Communication and Language | ● 77.2 (-0.7) ▼ | 82.2 (-0.2) | -5 (+0.5) | 141st (down 1) | 93.4 (down 1.3) | |
| % Physical Development | ● 82.8 (-1.1) ▼ | 87.1 (-0.3) | -4.3 (+0.8) | 138th (down 2) | 91.4 (down 1.9) | |
| % Personal, Social and Emotional | ● 80.7 (-0.8) ▼ | 84.8 (-0.4) | -4.1 (+0.4) | 135th (up 2) | 89.4 (up 0.7) | |
| % Specific learning goals | ● 66.8 (+0.3) ▲ | 71.4 (+0.5) | -4.6 (+0.2) | 132nd (down 1) | 87.4 (down 1.2) | |
| % Literacy | ● 69.4 (-0.2) ▼ | 73.4 (+0.1) | -4 (+0.3) | 130th (up 1) | 86.1 (up 0.1) | |
| % Mathematics | ● 73.2 (+0.1) ▲ | 78.5 (+0.2) | -5.3 (+0.1) | 138th (up 2) | 91.4 (up 0.7) | |
| % Understanding the World | ● 78.1 (-0.3) ▼ | 83.9 (-0.1) | -5.8 (+0.2) | 135th (up 1) | 89.4 (up 0.1) | |
| % Expressive arts and design | ● 81.9 (-0.2) ▼ | 87.2 (0) | -5.3 (+0.2) | 134th (up 2) | 88.7 (up 0.8) | |

Appendix 2 – Phonics Summary Comparison Table

| Phonics Headline Measures 2019 | | Birmingham | National | Difference | Rank out of 149 LAs | Percentile (of Rank) | Rank Bar (further to the right the higher) |
|--------------------------------|---------------|-----------------|-----------------|------------------|---------------------|----------------------|--|
| Pupil Numbers | Year 1 | 16239 (-345) | 649152 (-15347) | -632913 (-15002) | 3rd (no chg) | 2 (no chg) | |
| | End of Year 2 | 16631 (-102) | 665493 (+1393) | -648862 (+1495) | 3rd (no chg) | 2 (no chg) | |
| Working at Expected | Year 1 | ● 81.1 (+0.6) ▲ | 81.8 (-0.7) | -0.7 (-1.3) | 99th (up 25) | 66.4 (up 16.3) | |
| | End of Year 2 | ● 90.1 (-0.2) ▼ | 91.4 (-0.4) | -1.3 (-0.2) | 127th (down 6) | 85.2 (down 4.5) | |

Appendix 3 – Key Stage 1 Summary Comparison Table

| Key Stage 1 Headline Measures 2019 | | Birmingham | National | Difference | Rank out of 149 LAs | Percentile (of Rank) | Rank Bar (further to the right the higher) |
|------------------------------------|---------------------|-----------------|----------------|-------------|---------------------|----------------------|--|
| Pupil Numbers | Key stage 1 | 16631 (-102) | 666393 (+1414) | - | 3rd (no chg) | 2 (no chg) | |
| Reading | % At least Expected | ● 72.1 (-0.5) ▼ | 74.9 (-0.5) | -2.8 (0) | 122nd (down 1) | 81.9 (down 1.2) | |
| | % Greater Depth | ● 20.3 (+0.5) ▲ | 25 (-0.6) | -4.7 (-1.1) | 137th (up 2) | 91.9 (up 0.8) | |
| Writing | % At least Expected | ● 66.8 (+0.1) ▲ | 69.2 (-0.7) | -2.4 (-0.8) | 115th (up 13) | 77.2 (up 8.1) | |
| | % Greater Depth | ● 12.1 (0) ▬ | 14.8 (-1.1) | -2.7 (-1.1) | 122nd (up 9) | 81.9 (up 5.4) | |
| Maths | % At least Expected | ● 73.3 (+0.5) ▲ | 75.6 (-0.5) | -2.3 (-1) | 120th (up 15) | 80.5 (up 9.5) | |
| | % Greater Depth | ● 18.6 (+0.6) ▲ | 21.7 (-0.1) | -3.1 (-0.7) | 129th (up 2) | 86.6 (up 0.7) | |

Appendix 4 – Key Stage 2 Summary Comparison Table

| Key Stage 2 Headline Measures 2019 | | Birmingham | National | Difference | Rank out of 151 LAs | Percentile (of Rank) | Rank Bar (further to the right the higher) |
|--|---------------------|------------------|-----------------|-------------|---------------------|----------------------|--|
| Pupil Numbers | Key stage 2 | 16232 (+639) | 644769 (+25079) | - | 3rd (no chg) | 2 (no chg) | |
| Reading, Writing & Maths | % at least Expected | ● 62.1 (+1) ▲ | 64.9 (+0.5) | -2.8 (-0.5) | 123rd (up 5) | 81.5 (up 2.7) | |
| | % Higher standard | ● 9.4 (+0.9) ▲ | 10.6 (+0.7) | -1.2 (-0.2) | 96th (up 11) | 63.6 (up 6.8) | |
| Reading | % at least Expected | ● 69.8 (-1.5) ▼ | 73.2 (-2.1) | -3.4 (-0.6) | 135th (up 4) | 89.4 (up 2) | |
| | % High standard | ● 24.8 (+0.2) ▲ | 27 (-1.2) | -2.2 (-1.4) | 107th (up 21) | 70.9 (up 13.3) | |
| | Scaled Score | ● 103.7 (-0.4) ▼ | 104.4 (-0.6) | -0.7 (-0.2) | 120th (up 14) | 79.5 (up 8.7) | |
| | Progress | ● -0.1 (+0.2) ▲ | 0 (0) | -0.1 (-0.2) | 94th (up 15) | 62.3 (up 9.4) | |
| Writing | % at least Expected | ● 76.2 (+0.4) ▲ | 78.4 (+0.1) | -2.2 (-0.3) | 128th (down 2) | 84.8 (down 1.9) | |
| | % Greater Depth | ● 16.2 (+1.2) ▲ | 20.1 (+0.2) | -3.9 (-1) | 126th (up 15) | 83.4 (up 9.4) | |
| | Progress | ● -0.2 (+0.1) ▲ | 0 (0) | -0.2 (-0.1) | 100th (up 6) | 66.2 (up 3.5) | |
| Maths | % at least Expected | ● 76.9 (+3.9) ▲ | 78.7 (+3.2) | -1.8 (-0.7) | 118th (up 10) | 78.1 (up 6.1) | |
| | % High standard | ● 26.7 (+3.8) ▲ | 26.6 (+3) | 0.1 (-0.8) | 67th (up 12) | 44.4 (up 7.6) | |
| | Scaled Score | ● 104.9 (+0.9) ▲ | 105 (+0.6) | -0.1 (-0.3) | 78th (up 24) | 51.7 (up 15.4) | |
| | Progress | ● 0.3 (+0.1) ▲ | 0 (0) | 0.3 (-0.1) | 63rd (up 10) | 41.7 (up 6.3) | |
| Grammar, Punctuation & Spelling | % at least Expected | ● 79.2 (+1.8) ▲ | 78 (+0.4) | 1.2 (-1.4) | 63rd (up 32) | 41.7 (up 20.8) | |
| | % High standard | ● 40.5 (+3) ▲ | 35.7 (+1.3) | 4.8 (-1.7) | 31st (up 16) | 20.5 (up 10.4) | |
| | Scaled Score | ● 107.2 (+0.6) ▲ | 106.3 (+0.1) | 0.9 (-0.5) | 34th (up 21) | 22.5 (up 13.7) | |

Appendix 5 – Key Stage 4 Summary Comparison Table

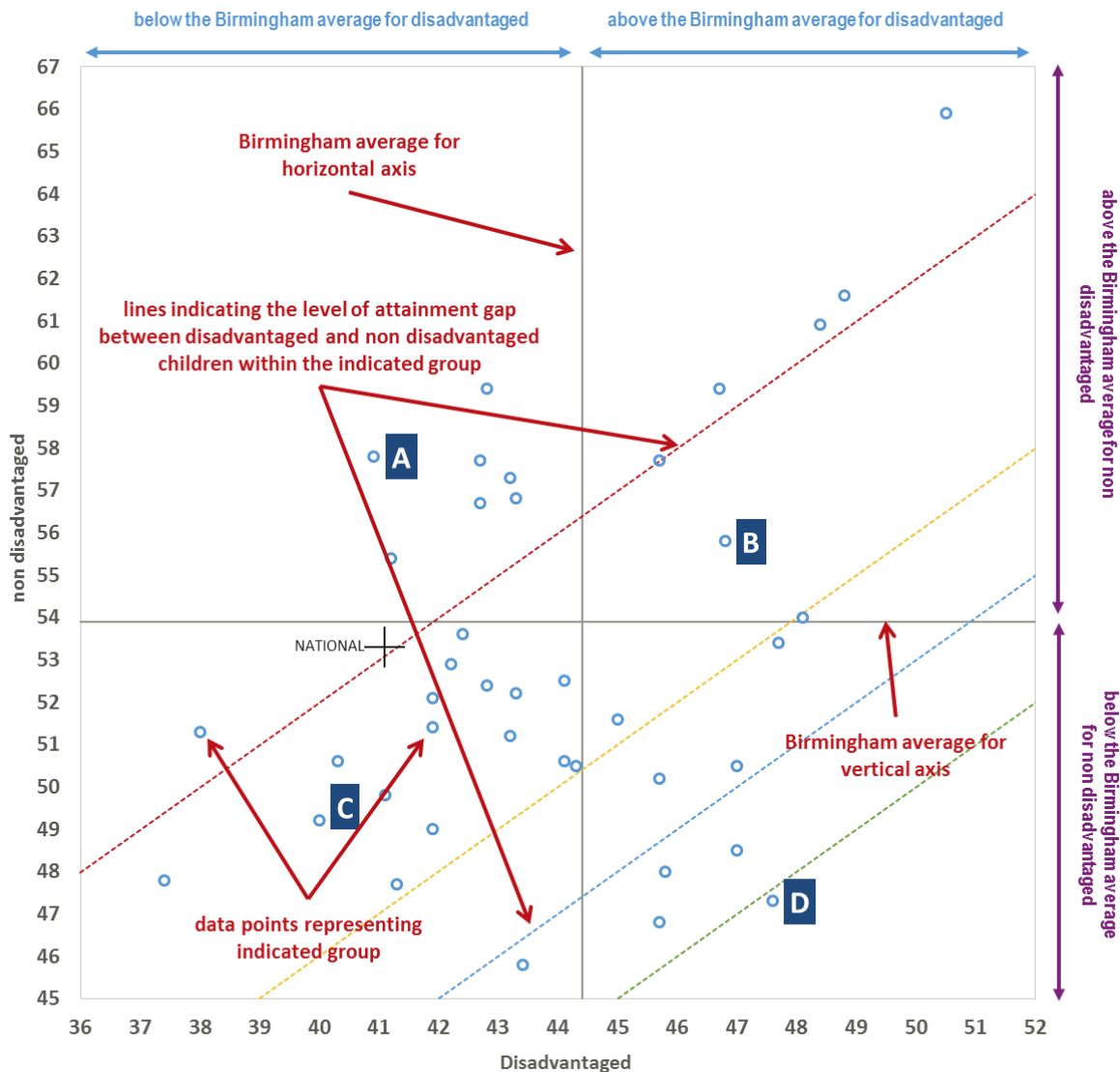
| Key Stage 4 Headline Measures 2019 Part 1 | | Birmingham | National | Difference | Rank out of 150 LAs | Percentile (of Rank) | Rank Bar (further to the right the higher) |
|---|-------------------|-------------------|-----------------|--------------|---------------------|----------------------|--|
| Student Numbers | Eligible students | 13034 (+868) | 540006 (+18804) | - | 3rd (up 2) | 2 (up 1.3) | |
| | Progress 8 | 11985 (+800) | 512912 (+18077) | - | 5th (up 1) | 3.3 (up 0.6) | |
| Progress 8 | Overall | ● 0.09 (+0.13) ▲ | -0.03 (-0.01) | 0.12 (-0.14) | 38th (up 35) | 25.3 (up 22.7) | |
| | English | ● 0.17 (+0.11) ▲ | -0.04 (0) | 0.21 (-0.11) | 30th (up 13) | 20 (up 8.3) | |
| | Maths | ● -0.02 (+0.15) ▲ | -0.02 (0) | 0 (-0.15) | 70th (up 44) | 46.7 (up 28.3) | |
| | Ebacc | ● 0.11 (+0.15) ▲ | -0.03 (0) | 0.14 (-0.15) | 40th (up 31) | 26.7 (up 20) | |
| | Open | ● 0.07 (+0.09) ▲ | -0.04 (0) | 0.11 (-0.09) | 44th (up 20) | 29.3 (up 12.8) | |
| Attainment 8 | Overall | ● 46.6 (+0.8) ▲ | 46.8 (+0.2) | -0.2 (-0.6) | 63rd (up 17) | 42 (up 10.6) | |
| | English | ● 10.1 (+0.2) ▲ | 10 (+0.1) | 0.1 (-0.1) | 53rd (up 12) | 35.3 (up 7.5) | |
| | Maths | ● 8.8 (+0.2) ▲ | 9.1 (0) | -0.3 (-0.2) | 89th (up 22) | 59.3 (up 13.7) | |
| | Ebacc | ● 13.5 (+0.3) ▲ | 13.5 (+0.1) | 0 (-0.2) | 62nd (up 14) | 41.3 (up 8.7) | |
| | Open | ● 14.2 (+0.2) ▲ | 14.3 (+0.1) | -0.1 (-0.1) | 64th (up 13) | 42.7 (up 8) | |
| English and Maths | % 9-5 (Strong) | ● 42.5 (+2.4) ▲ | 43.4 (-0.1) | -0.9 (-2.5) | 73rd (up 28) | 48.7 (up 17.7) | |
| | % 9-4 (Standard) | ● 61.9 (+2.3) ▲ | 64.9 (+0.5) | -3 (-1.8) | 103rd (up 19) | 68.7 (up 11.6) | |
| English Baccalaureate | % Entered | ● 44.5 (+4.5) ▲ | 40.1 (+1.6) | 4.4 (-2.9) | 46th (up 19) | 30.7 (up 12.1) | |
| | APS | ● 4.1 (+0.12) ▲ | 4.08 (+0.03) | 0.02 (-0.09) | 59th (up 20) | 39.3 (up 12.7) | |
| | % 9-5 (Strong) | ● 18 (+1.3) ▲ | 17.2 (+0.4) | 0.8 (-0.9) | 49th (up 8) | 32.7 (up 4.8) | |
| | % 9-4 (Standard) | ● 26.5 (+2.6) ▲ | 25.1 (+0.9) | 1.4 (-1.7) | 50th (up 18) | 33.3 (up 11.4) | |

| Key Stage 4 Headline Measures 2019 Part 2 | | Birmingham | National | Difference | Rank out of 150 LAs | Percentile (of Rank) | Rank Bar (further to the right the higher) |
|---|------------------|------------------|--------------|---------------|---------------------|----------------------|--|
| English | % Entered | ● 95.1 (-0.4) ▼ | 96 (0) | -0.9 (+0.4) | 119th (down 17) | 79.3 (down 12.2) | |
| | APS | ● 5.03 (+0.08) ▲ | 4.97 (+0.02) | 0.06 (-0.06) | 56th (up 10) | 37.3 (up 6.1) | |
| | % 9-5 (Strong) | ● 61.9 (+1.7) ▲ | 60.8 (+0.2) | 1.1 (-1.5) | 56th (up 13) | 37.3 (up 8.1) | |
| | % 9-4 (Standard) | ● 76.4 (+1.9) ▲ | 76.1 (+0.4) | 0.3 (-1.5) | 63rd (up 26) | 42 (up 16.6) | |
| Maths | % Entered | ● 96.8 (-0.2) ▼ | 97.3 (-0.1) | -0.5 (+0.1) | 117th (down 17) | 78 (down 12.2) | |
| | APS | ● 4.4 (+0.1) ▲ | 4.54 (+0.01) | -0.14 (-0.09) | 91st (up 20) | 60.7 (up 12.3) | |
| | % 9-5 (Strong) | ● 46.5 (+1.9) ▲ | 49.3 (-0.2) | -2.8 (-2.1) | 94th (up 24) | 62.7 (up 14.9) | |
| | % 9-4 (Standard) | ● 66 (+2.2) ▲ | 70.2 (+0.5) | -4.2 (-1.7) | 113th (up 17) | 75.3 (up 10.2) | |
| Science | % Entered | ● 95.5 (+0.3) ▲ | 95.7 (+0.1) | -0.2 (-0.2) | 93rd (up 3) | 62 (up 1.2) | |
| | APS | ● 4.52 (+0.12) ▲ | 4.51 (0) | 0.01 (-0.12) | 61st (up 24) | 40.7 (up 15.2) | |
| | % 9-5 (Strong) | ● 47.2 (+2.9) ▲ | 46.9 (+0.5) | 0.3 (-2.4) | 58th (up 23) | 38.7 (up 14.6) | |
| | % 9-4 (Standard) | ● 64.1 (+1.7) ▲ | 65.5 (+0.3) | -1.4 (-1.4) | 82nd (up 16) | 54.7 (up 9.8) | |
| Humanities | % Entered | ● 82.3 (+1) ▲ | 80.9 (+2.4) | 1.4 (+1.4) | 63rd (down 18) | 42 (down 12.4) | |
| | APS | ● 3.73 (+0.17) ▲ | 3.69 (+0.13) | 0.04 (-0.04) | 64th (up 3) | 42.7 (up 1.4) | |
| | % 9-5 (Strong) | ● 49.3 (+3.1) ▲ | 50.2 (+0.4) | -0.9 (-2.7) | 70th (up 26) | 46.7 (up 16.5) | |
| | % 9-4 (Standard) | ● 61.2 (+2.6) ▲ | 62.8 (+0.3) | -1.6 (-2.3) | 85th (up 20) | 56.7 (up 12.4) | |
| Modern Languages | % Entered | ● 48.7 (+3.1) ▲ | 46.7 (+0.6) | 2 (-2.5) | 54th (up 19) | 36 (up 12) | |
| | APS | ● 2.4 (+0.12) ▲ | 2.27 (+0.01) | 0.13 (-0.11) | 54th (up 3) | 36 (up 1.5) | |
| | % 9-5 (Strong) | ● 54.3 (-3.8) ▼ | 54.2 (-1.2) | 0.1 (+2.6) | 67th (down 16) | 44.7 (down 11.1) | |
| | % 9-4 (Standard) | ● 69.6 (-1.4) ▼ | 70.1 (-0.2) | -0.5 (+1.2) | 82nd (down 9) | 54.7 (down 6.7) | |

Appendix 6 – Ward codes used in maps

| Ward Code | Description | Ward Code | Description |
|-------------|--------------------------|-------------|---------------------------------|
| ASGN | Acocks Green | LOZS | Lozells |
| ALCS | Allens Cross | MOSY | Moseley |
| AMRK | Alum Rock | NECS | Nechells |
| ASTN | Aston | NEWN | Newtown |
| BLHW | Balsall Heath West | NHEN | North Edgbaston |
| BYGN | Bartley Green | NORD | Northfield |
| BILY | Billesley | OSCT | Oscott |
| BIRD | Birchfield | PYBR | Perry Barr |
| BYHE | Bordesley & Highgate | PYCN | Perry Common |
| BYGN | Bordesley Green | PEHS | Pype Hayes |
| BKSP | Bournbrook & Selly Park | QUIN | Quinton |
| BECE | Bournville & Cotteridge | RURE | Rubery & Rednal |
| BDKH | Brandwood & King's Heath | SDED | Shard End |
| BDHH | Bromford & Hodge Hill | SHEN | Sheldon |
| CEVE | Castle Vale | SMHH | Small Heath |
| DSHM | Druids Heath & Monyhull | SOJQ | Soho & Jewellery Quarter |
| EDGN | Edgbaston | SHYY | South Yardley |
| ERDN | Erdington | SBHE | Sparkbrook & Balsall Heath East |
| FYGP | Frankley Great Park | SPAL | Sparkhill |
| GSGN | Garretts Green | STIY | Stirchley |
| GFTC | Glebe Farm & Tile Cross | SDGN | Stockland Green |
| GYHL | Gravelly Hill | SNFO | Sutton Four Oaks |
| HLGN | Hall Green North | SNMG | Sutton Mere Green |
| HLGS | Hall Green South | SNRP | Sutton Reddicap |
| HANH | Handsworth | SNRY | Sutton Roughley |
| HHWD | Handsworth Wood | SNTY | Sutton Trinity |
| HARE | Harborne | SNVY | Sutton Vesey |
| HEAS | Heartlands | SNWM | Sutton Walmley & Minworth |
| SHHH | Highter's Heath | SNWG | Sutton Wylde Green |
| HOLD | Holyhead | TYHM | Tyseley & Hay Mills |
| KSNN | King's Norton North | WDED | Ward End |
| KSNS | King's Norton South | WYSO | Weoley & Selly Oak |
| KING | Kingstanding | YYET | Yardley East |
| LADD | Ladywood | YYWS | Yardley West & Stechford |
| LEWH | Longbridge & West Heath | | |

Appendix 7 – Explanation of Deprivation vs Non Deprivation Chart



Performance Map Key

A - This data point is below the Birmingham average for disadvantaged children but above the Birmingham average for non-disadvantaged.

B - This data point is above the Birmingham average for disadvantaged children and above the Birmingham average for non-disadvantaged.

C - This data point is below the Birmingham average for disadvantaged children and below the Birmingham average for non-disadvantaged.

D - This data point is above the Birmingham average for disadvantaged children but below the Birmingham average for non-disadvantaged.

The cross labelled National represents the overall attainment of the state funded sector for schools in England for performance map's indicator.

Appendix 8 – Abbreviations and Methodology

For the following subjects all National figures are obtained from the underlying datasets published by the Department for Education within their official published statistics on education and children. All Birmingham figures are calculated using local data.

- Early Years Foundation Stage Profile (EYFSP)
- Phonics
- Key stage 1 (KS1)
- Key stage 2 (KS2)
- Key stage 4 (KS4) (GCSE)

For 16 -18 Study (KS5), Birmingham and National outcomes are taken direct from the DfE publications.

Statistical Neighbours, Core City and West Midlands averages used for comparison purposes **include** Birmingham in the figures.

<https://www.gov.uk/government/organisations/department-for-education/about/statistics>

All national figures refer to **state funded** not all schools. For KS2 and KS4 National averages exclude newly arrived pupils where available.

Abbreviations

| | |
|----------------------|---|
| Ebacc | English Baccalaureate - set of subjects at GCSE, to enter a pupil sits English language and literature, maths, the sciences, geography or history and a language. |
| Disadvantaged | A child is classed as disadvantaged if they have been eligible for free school meals within the past six years or have been looked after or adopted. |
| FSM | Currently free school meal eligible |
| EAL | Child identified as speaking English as another language by parents. |
| SEN | Child has an identified special educational need |
| LA | Local authority |
| DfE | Department for education |
| APS | Average points score |

Appendix 1-5 Notes

All figures in brackets indicate the trend from the previous year.

The coloured circle indicates if the Birmingham outcome is above, below or the same as the National.

The coloured triangles show if the Birmingham outcome has improved, decreased or remained the same from the previous year.

The Rank is calculated to 1 decimal place unless the measure is displayed to 2 decimal places, in that case it is calculated to 2.

The percentile is calculated by dividing Birmingham's rank by the number of other local authorities.

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