



# Annual Education Performance Report

## 2022 Examinations and Assessments

### March 2023



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**Produced by**

**Data and Intelligence Team - Birmingham City Council**

Clare Nankivell - Data, Performance, and Information Strategy Manager

Shagufta Anwar – Data and Intelligence Manager

James Killan – Data and Intelligence Officer

Stuart Murray - Data and Intelligence Officer

Russ Travis - Intelligence Support Officer



For more information contact [educationdata@birmingham.gov.uk](mailto:educationdata@birmingham.gov.uk)

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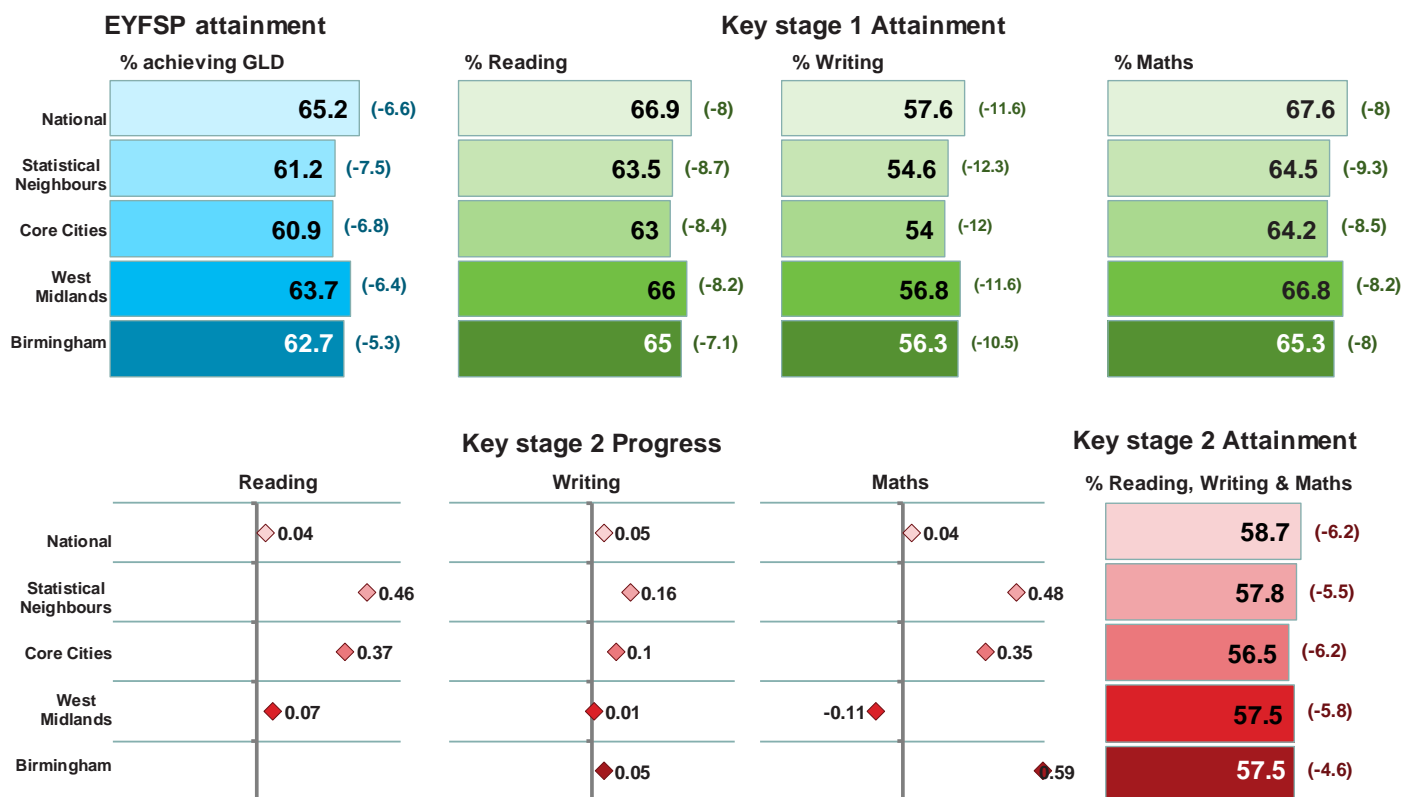
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# Executive Summary

This is the first publication of the annual assessment results since 2019 due to the cancellation of 2020 and 2021 assessments during the pandemic. In the summer of 2022, all exams returned to normal after the pandemic, and some adaptations were in place for specific key stage assessments.

For primary assessments, no examinations were taken by pupils for 2020 and 2021, however for Key stage 4 and Post-16, alternative processes were set up to award grades which included either centre assessment grades (known as CAGs) or teacher assessed grades (known as TAGs) for the years 2020 and 2021. This report will show comparisons from 2018 to 2019 alongside this year's assessment results. Please exercise caution when considering comparisons over time.

## 2022 Primary phase outcomes for children attending a state funded school in Birmingham

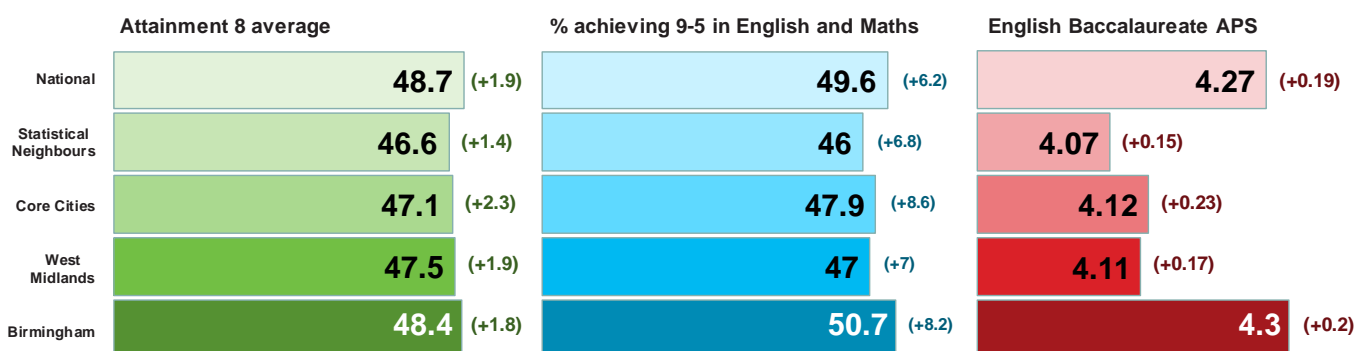
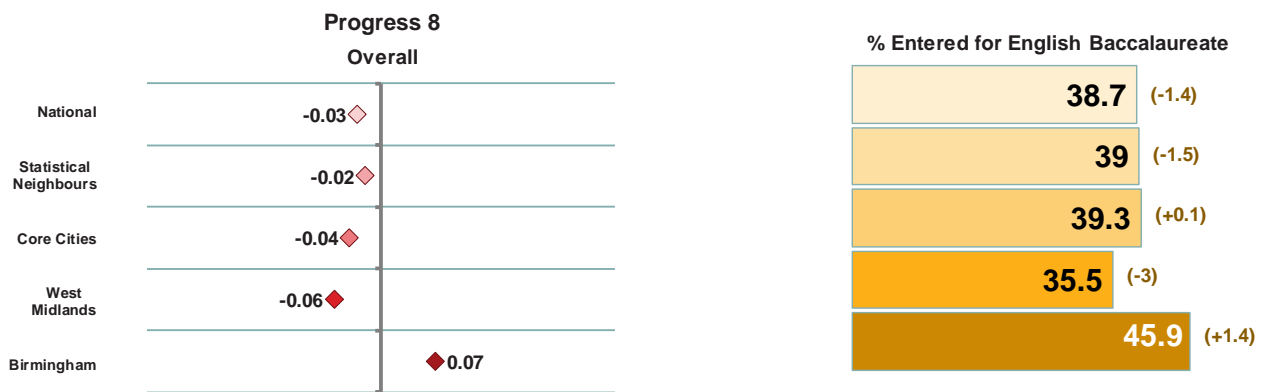


Key stage 1 and 2 attainment display the percentage of pupils achieving at least the expected standard in the displayed subject

Figures in brackets represent the change of the displayed outcome from the previous year

Produced by Data & Intelligence Team, Children and Families Directorate, Birmingham City Council

## 2022 Key stage 4 outcomes for children attending a state funded school in Birmingham



### Early Years Foundation Stage

- In 2022, 62.7% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 65.2% nationally.
- Birmingham's GLD declined by 5.3% from 2019, National declined by 6.6%, and the attainment gap is now 2.5% (in 2019, this was 3.8%).
- Birmingham's GLD is 1.8% higher than the average for Core Cities and 1.5% higher than the Statistical Neighbours average.
- Children eligible for Free School Meals (FSM) outperform their national peers for GLD by 5.7% in 2022. In 2019 this attainment gap was at 3.2%.
- Except for FSM, most pupil groups in Birmingham are behind their national peers, especially pupils with an EHC Plan, who are 3.2% behind.
- Bangladeshi pupils have done well in 2022, outperforming the average GLD for their group at the National level by 3.5%.

### Phonics

- In 2022, 75.5% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 75.5% nationally. By the end of Year 2, this rises to 86.5% and 86.9% respectively.
- In Birmingham, 2.9% more FSM and 7.2% more Disadvantaged children achieved the expected standard in Year 1 than their corresponding groups nationally.
- Overall SEND attainment in Year 1 is 0.3% above other SEND national however, pupils with a EHC plan are 10% behind.



- Year 1 Boys' attainment is very close to the Boys' national average, and Girls are 0.2% ahead of Girls nationally
- EAL pupil's attainment in Year 1 is 2.3% 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 Reading and Writing. For Maths, the attainment gap remained static.
- Birmingham is above Core Cities and Statistical Neighbours averages in all three subjects, most notably in Reading and Writing, around 2.0% above for statistical neighbours.
- Disadvantaged and FSM pupils in Birmingham continue to outperform the National, with 6.7% 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.
- SEND pupils' attainment, while below other SEND pupils nationally, has seen a decline from 2019, with Reading by 4.6%, Writing by 3.4%, and the widest attainment gap is Maths which is 5.2% behind.
- 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 4.0% behind, Writing 2.1% and Maths 3.0% behind.
- Other Black children in Birmingham have performed strongly across Reading, Writing and Maths in 2022, outperforming their group nationally and the overall LA average for two subjects.

### Key Stage 2

- In 2022, 57.5% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM), and 6.4% achieved a higher standard. While still below the national outcomes of 58.7% and 7.2%, the attainment gap continues to narrow.
- In Reading, Writing and Maths individually, the percentage of Birmingham children reaching the expected standard is highest for Reading and lowest for Writing.
- The percentage of Birmingham children reaching the expected standard in Maths is 1.0% behind national, but the percentage achieving a higher standard is just above national. In Reading, the attainment gap is 0.7% and 0.8%. Writing continues to have the widest attainment gap for children achieving the expected and higher standards.
- Grammar, Punctuation and Spelling attainment in Birmingham is above the national average for children achieving at least the expected standard by 2.0% and 3.9% 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 showing definite improvement from 2019, both subjects above national.
- Birmingham's RWM expected standard attainment is 1.0% above the Core Cities average and 0.3% below Statistical Neighbours.
- All contextual groups are behind their national equivalents except for Disadvantaged and FSM pupils.
- 48.6% of disadvantaged children reached the expected standard for RWM, 6.0% above national. For FSM children, 48.2% reached the standard, 6.6% above the national average.
- Disadvantaged and FSM children made similar progress to national equivalents in Writing and better progress in Reading and Maths, with Reading progress now above national.

- Birmingham boys and girls reaching the expected standard in RWM are behind their national equivalents, with the attainment gap narrowing for boys to -0.9 and girls to -1.6. Boys narrowed the gap by 2.4% when compared to 2019.
- The gap in attainment between SEND children in Birmingham and the national equivalent for RWM is now 2.3% behind. Children with an EHC plan are the furthest behind their national equivalents by 3.0%, 4.1% of Birmingham children with an EHC plan achieve the expected standard in RWM, national is 7.1%.
- Birmingham has a lower proportion of Primary schools rated as Good or Outstanding than Nationally.

### Key Stage 4

- In 2022, Birmingham's Progress 8 score of 0.07 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 2022 was 48.4, slightly below the national average of 48.7 by 0.3 points.
- 50.7% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, which is above the National average of 49.6% by 1.1%. 67.8% achieved a standard pass (9-4 grade), which is below the National average of 68.6% by 0.8%.
- In Birmingham, 65.7% of pupils achieved a 9-5 grade in English which is now above the national average by 0.5%. Maths attainment has improved, with 55.1% achieving a 9-5 grade, 0.7% above national.
- English Baccalaureate attainment in Birmingham is above the National average. The average points achieved per pupil was 4.3 compared to 4.2 at National. 28.7% of students achieved the Ebacc with grades 9-4, 2.0% above the national average. Achievement with 9-5 grade was 21.6% above the national average by 1.4%.
- Birmingham has the 2nd highest progress 8 average out of all Core Cities and ranked 2nd out of 11 compared to Statistical Neighbours.
- Birmingham Disadvantaged pupil's Progress 8 is significantly above Disadvantaged pupils nationally, averaging -0.13 compared to -0.55. In addition, the non-disadvantaged pupils also make more Progress than the 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 42.3 compared to 37.5. In addition, non-disadvantaged Attainment 8 is higher than Attainment 8 for non-disadvantaged nationally.
- In Birmingham, SEND pupils average a higher Progress 8 score than national however, they are below in attainment. In Birmingham the gap in progress and attainment is wider between pupils with an identified SEN and those without than nationally. Pupils with an EHC plan were significantly below their national equivalents for the main attainment measures, the gap ranging from 0.7% to 3.0%.
- Birmingham has a higher proportion of secondary schools rated Good or Outstanding by Ofsted than the national average.

- **16 – 18 Study**

- All of Birmingham's overall A Level performance indicators are higher than the state funded averages for National, Core Cities, Statistical Neighbours, and West Midlands Local Authorities.
- 29.2% of A Level students achieved at least AAB grades, of which at least two were in facilitating subjects, compared to 22.5% nationally. (state funded schools)
- 37.0% of A Level students achieved at least AAB grades in Birmingham compared to 33.0% Nationally. (state funded schools)
- 25.4% of students achieved at least 3 or more A levels of A\*-A compared to 21.6% Nationally. (state funded schools)
- There has been an upwards trend for students entered for Applied General and Tech Level qualifications, both nationally and in Birmingham. Birmingham being by 2.5% higher than National in 2022.
- The average grade achieved for Applied General qualifications has improved in Birmingham from 209 and remains above the National average.
- The average grade achieved at A Level and Applied General for disadvantaged students in Birmingham is higher than Disadvantaged students nationally.



## Early Years and Primary School Results

# Early Years Foundation Stage Profile (EYFSP)

## Key Messages

- In 2022, 62.7% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 65.2% nationally.
- Birmingham's GLD declined by 5.3% from 2019, National by 6.6%, the attainment gap is now 2.5% (previously in 2019 this was 3.8%).
- Birmingham's GLD is 1.8% higher than the average for Core Cities and 1.5% higher than Statistical Neighbours average.
- Children eligible for Free School Meals (FSM) outperform their national peers for GLD by 5.7%. In 2019 Birmingham was 3.2% above.
- With the exception of FSM most pupil groups in Birmingham are behind their national peers, especially pupils with EHC Plan who are 3.2% behind.
- Bangladeshi pupils have done well in 2022 outperforming the average GLD for their group at National level by 3.5%.

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) across 7 areas of learning.
- the 3 prime areas of learning are communication and language; personal, social and emotional development; and physical development.
- The other 4 specific areas of learning: literacy; mathematics; understanding the world; and expressive arts and design.

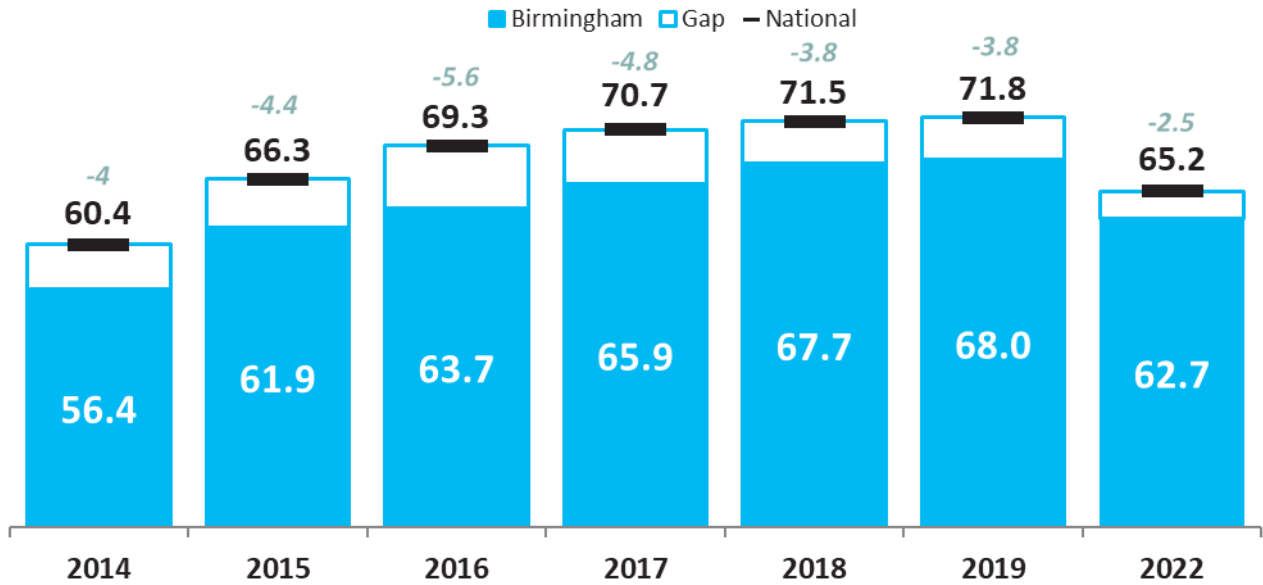
**“Good Level of Development”** (GLD) is a standardised way of measuring performance. A child achieves GLD if they achieve “at least the expected level” in:

- 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.

Other changes to the EYFS profile include the removal of the 'exceeding' assessment band, replacing the previous average point score measure with the average number of early learning goals achieved at the expected level per child and removing statutory local authority moderation. Please treat outcomes with caution when directly comparing 2021/22 assessment outcomes with earlier years.

## Overall Performance

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



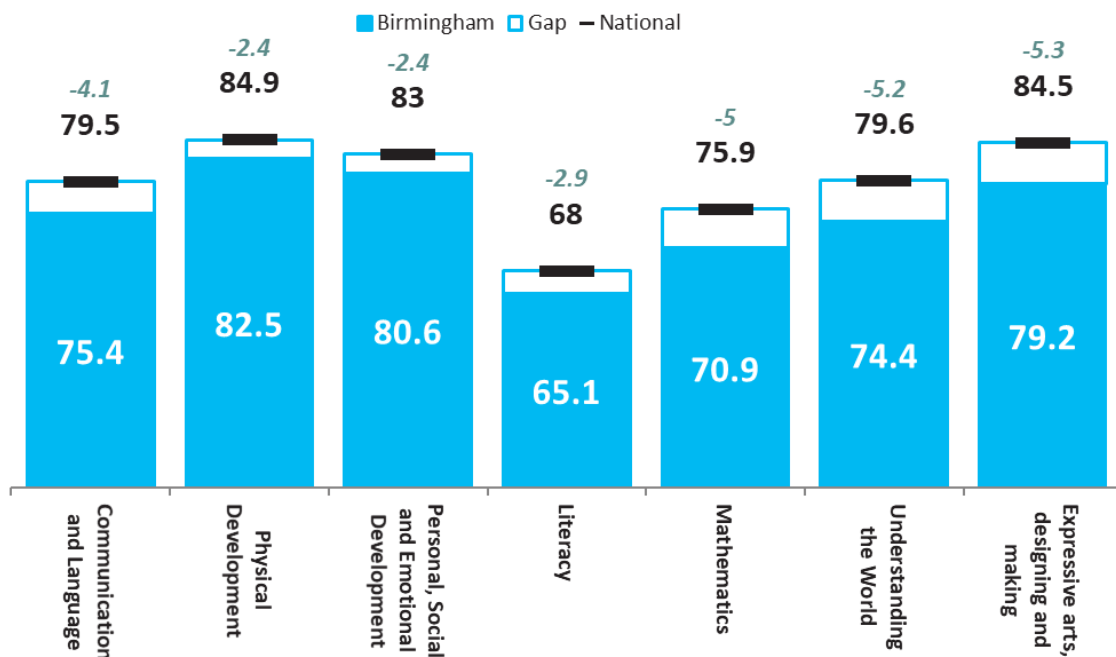
In 2022, **62.7%** of Birmingham pupils achieved GLD, a decrease of 5.3% from 2019 compared to 6.6% for National. Whilst there is a decrease for both Birmingham and National, the gap for Birmingham is smaller than National by 1.3%. This means that we have narrowed the attainment gap in 2022.

Birmingham has also improved its ranking position from 2019, we are 115<sup>th</sup> up by 15 positions from 151 local authorities, in 2019 Birmingham was ranked 130<sup>th</sup>.

For the new measure which replaces the average point score (APS) from previous years, Birmingham achieved the average of **13.4** for number of early learning goals (ELGs) at expected level per child. National was **14.1**, Birmingham was 0.7 points below national.

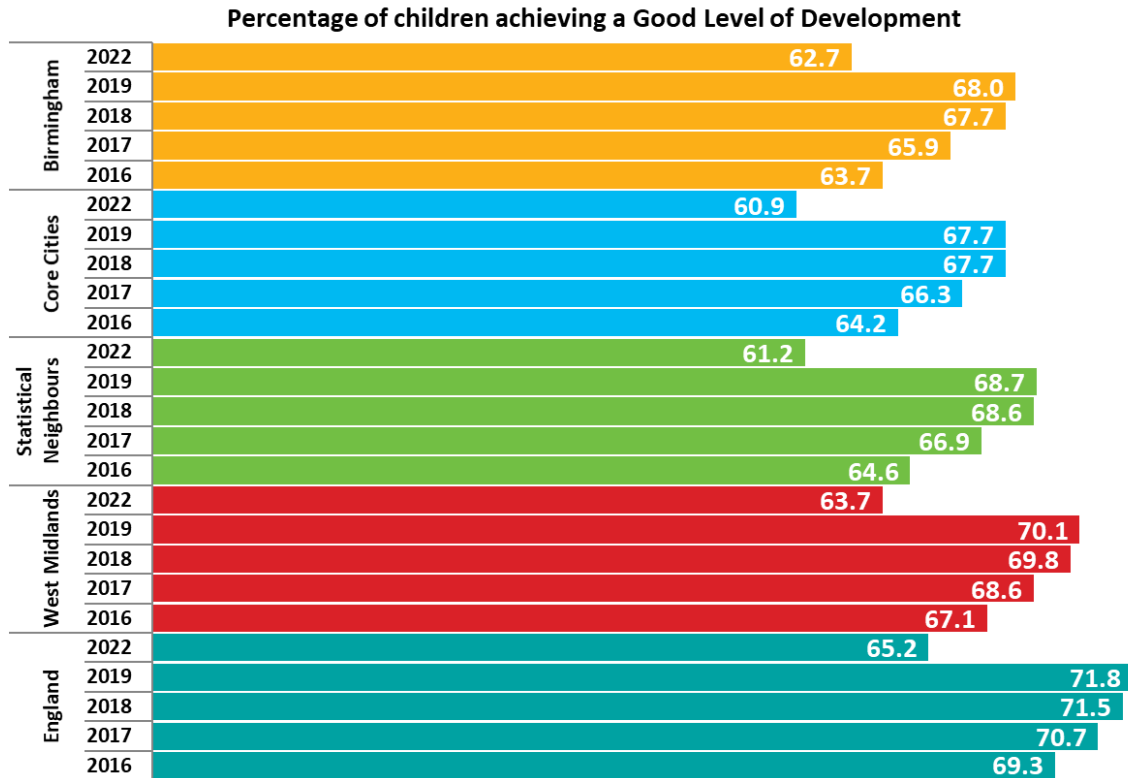
## Areas of Learning

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

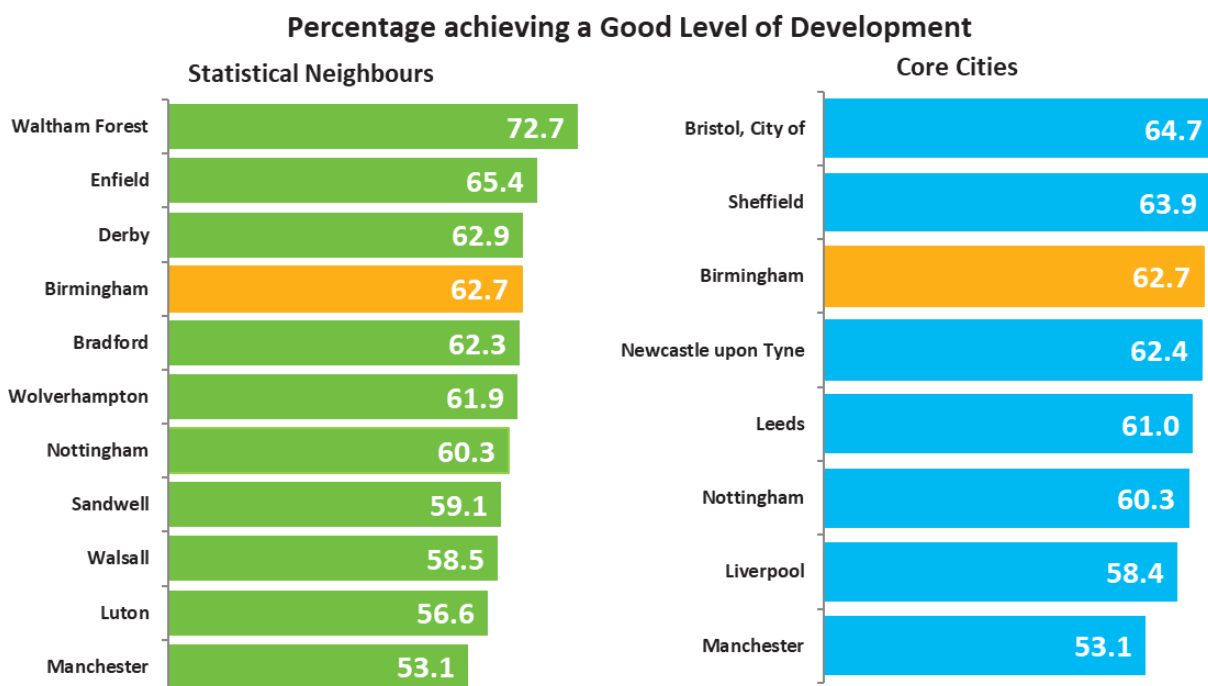


Birmingham is below the National average in all 7 areas of learning. Personal, Social and Emotional Development and Physical Development are the closest to National and Expressive arts, designing and making the furthest.

### National Comparisons

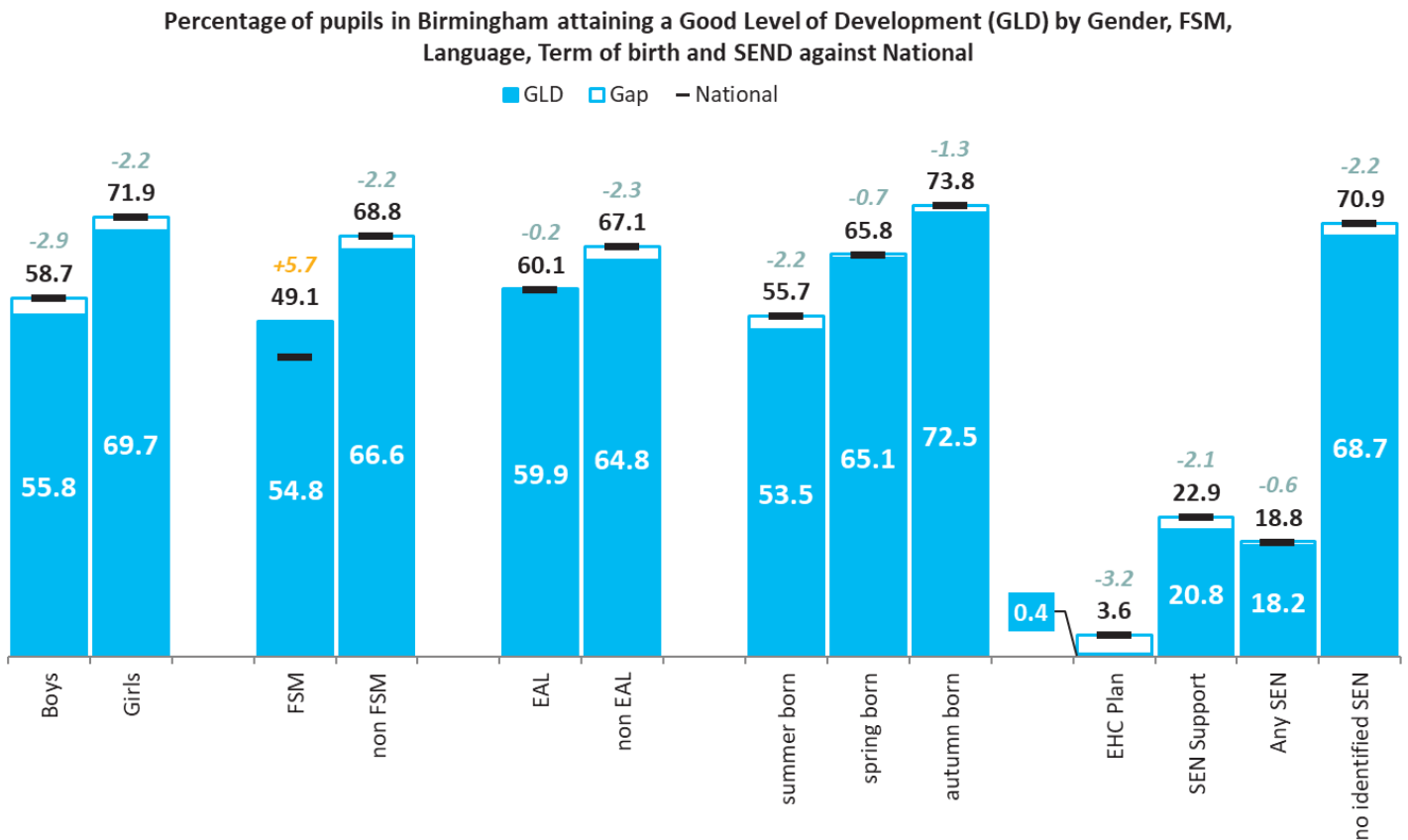


Birmingham's performance is above the Core cities and statistical neighbours' averages, but we are 1.0% behind the overall West Midlands average.



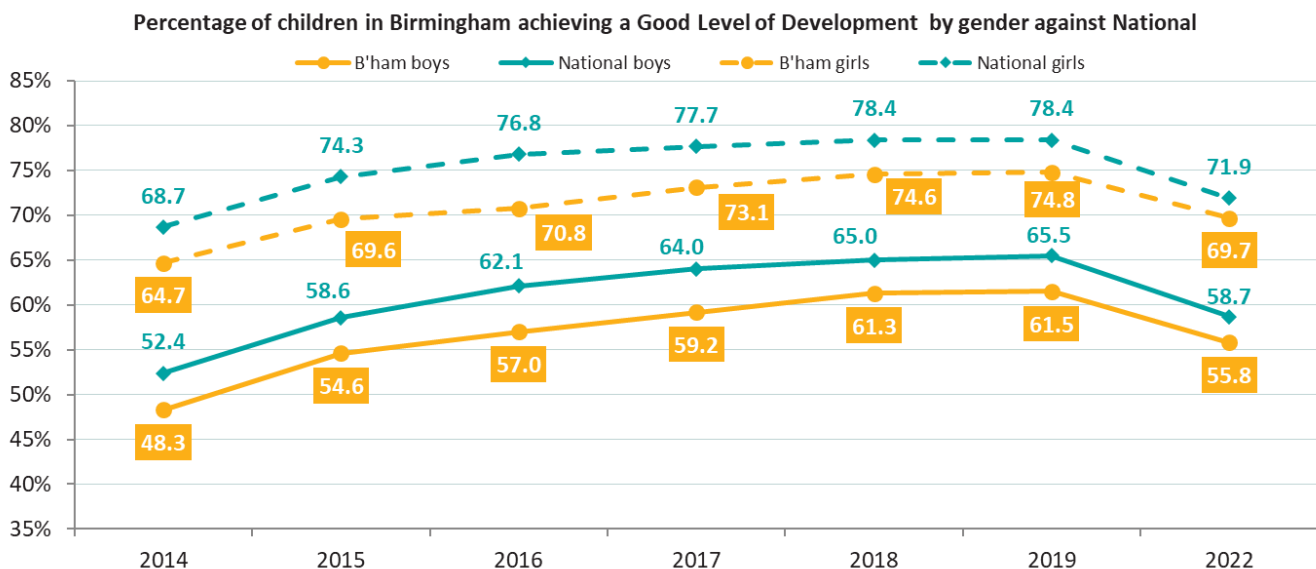
## Pupil Characteristics

### Gender, Free School Meals (FSM), Language (EAL) & Special Educational Needs and Disabilities (SEND)



The chart above shows gaps in attainment across all groups, apart from FSM, where Birmingham outperforms the national by 5.7%. Overall SEND attainment is 0.6% behind the comparable National average. This attainment gap is much wider for pupils with a EHC plan, which is 3.2% behind national, whereas pupils with SEN Support are 2.1% behind. When comparing Birmingham's EHC plan pupil outcomes for 2019 to 2022, there has been a decrease of **3.8%**, whereas the national decreased by **0.9%**.

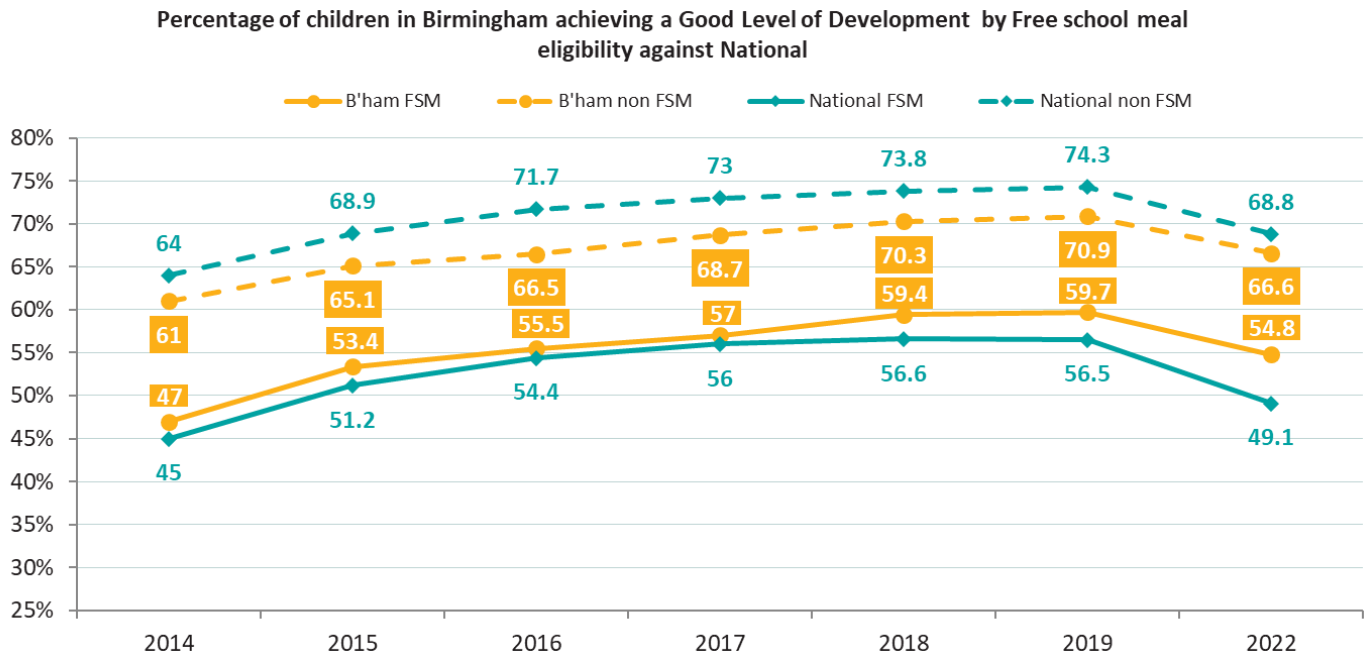
## Gender





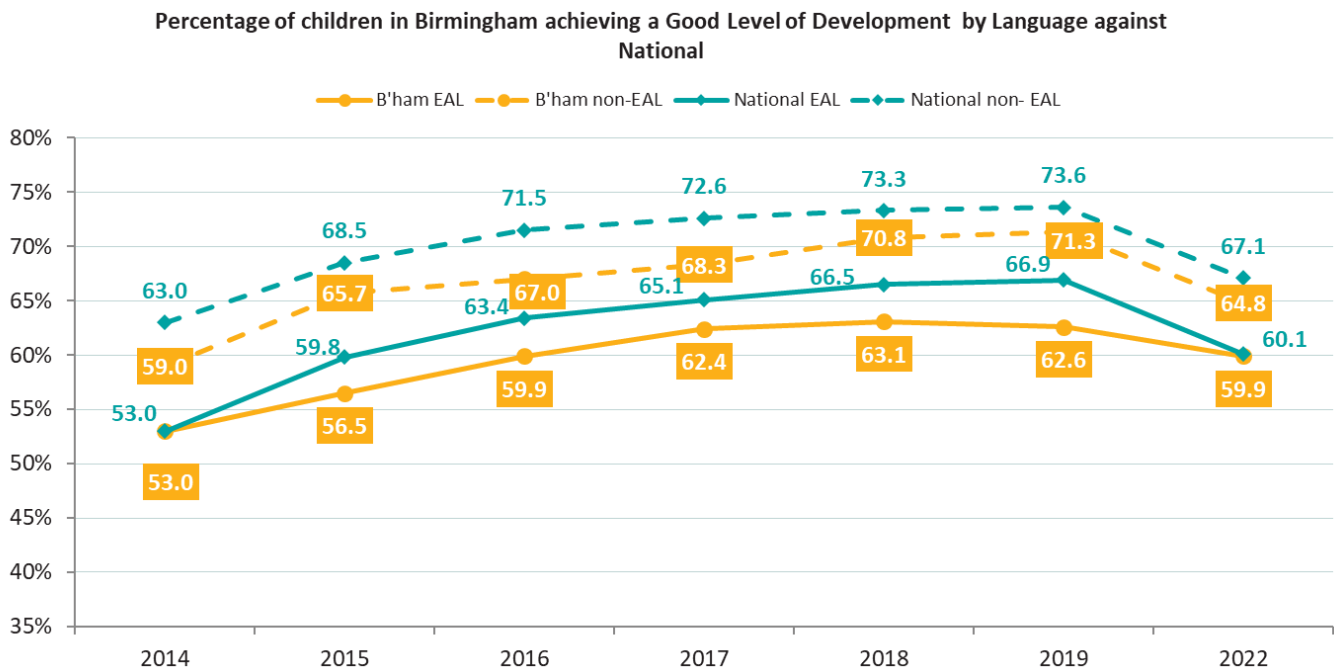
The attainment of boys and girls in Birmingham remains below National, although the gap has narrowed for girls and is now 2.2%. For boys, the attainment gap has also narrowed and is now 2.9%.

## Free School Meals



FSM children in Birmingham continue to outperform FSM children nationally. While attainment outcomes decreased overall in 2022, Birmingham FSM children decreased by 4.9% and national by 7.4%, year on year. This means Birmingham outperformed national by 5.7% compared to 3.2% in 2019. The gap for non-FSM children between Birmingham and national has narrowed from 3.4% (2019) to 2.2%. The gap in attainment between FSM and non-FSM children in Birmingham is now 11.8%, slightly larger than in 2019 by 0.6%. However Nationally, the gap between FSM and non-FSM attainment is 19.7% rising by 1.9% from 2019.

## English as an additional language

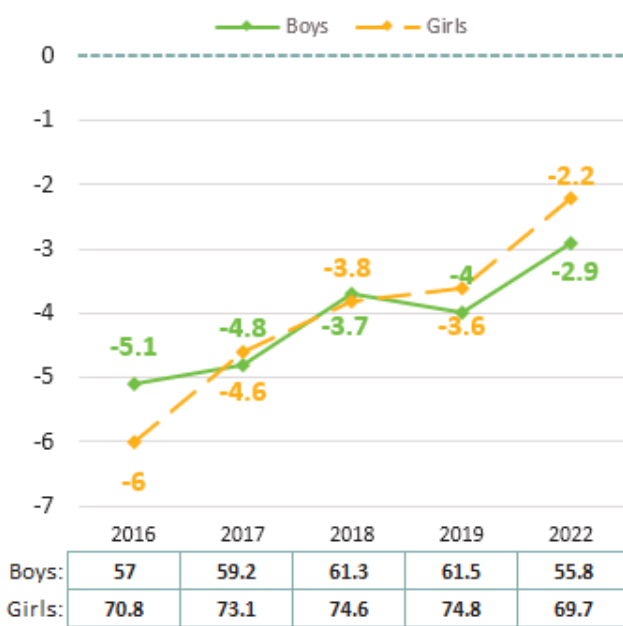


Attainment of EAL children in Birmingham has decreased by 2.7% from 2019, nationally the same group saw a decrease of 6.8%, this means Birmingham are only 0.2% (previously 4.3%) behind other EAL children nationally. However, the attainment gap of non EAL children in Birmingham compared to non EAL national is the same as in 2019, 2.3%.

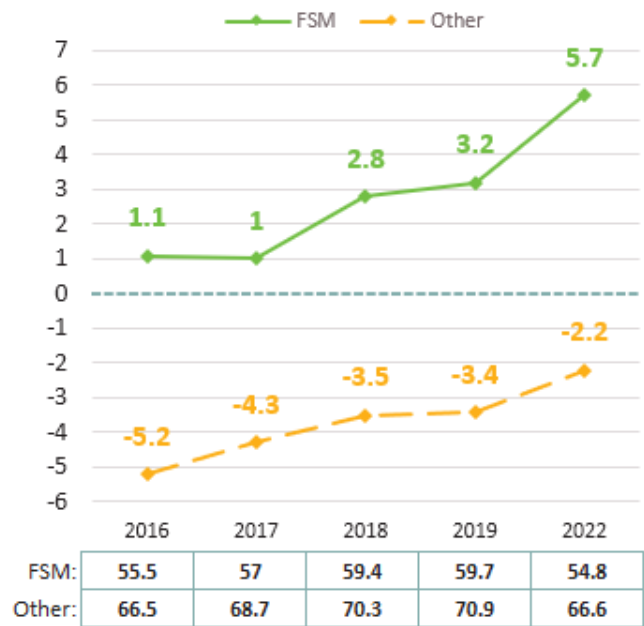
The following graphs focus on the percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line represents the National average, and the green and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil group's 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

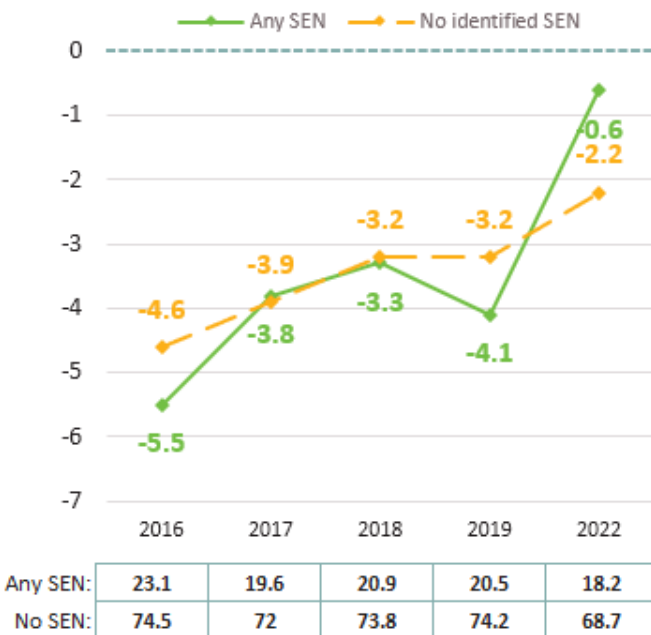
**Gender**



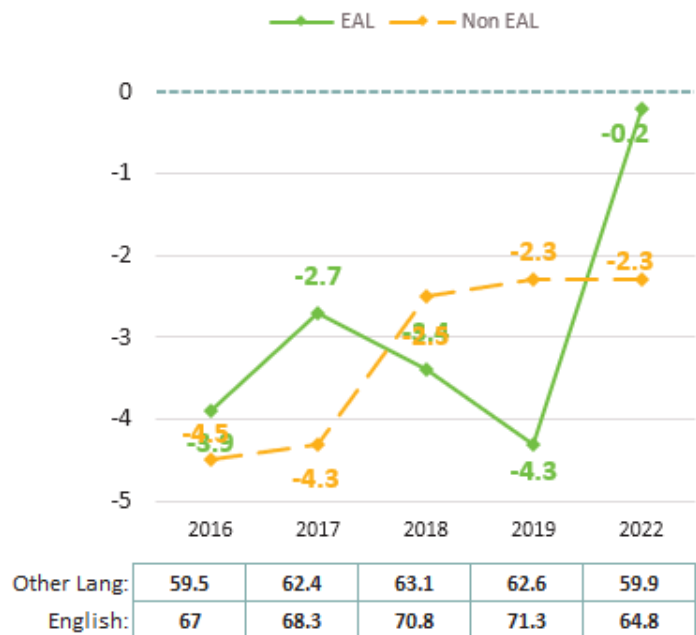
**FSM**



**SEND**

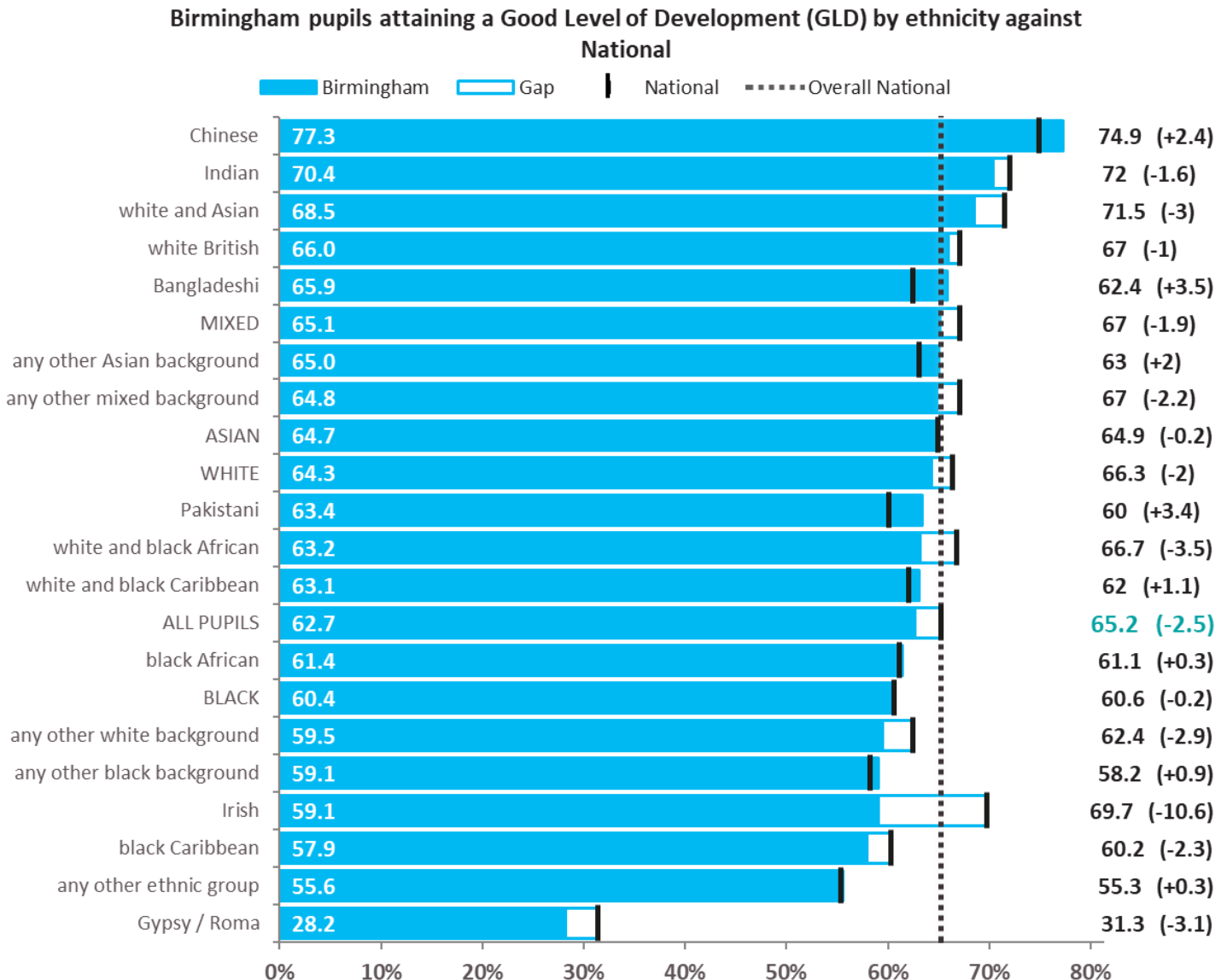


**EAL**



## Ethnicity

The following chart shows EYFSP performance across ethnic groups compared to the national averages of those groups and the overall national average. 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 slightly behind their peer group by 0.2%. Indian pupils are performing well above the overall National average but lower than their peers nationally. Pakistani pupils' attainment in Birmingham is higher than their peers nationally by 3.4% but below the overall national average. The same goes for 'Other Asian' pupils at 0.2% below national but 2.0% above their peers nationally. Bangladeshi pupils' attainment in Birmingham is above their peers by 3.5% and the overall national average by 0.7%.

For White pupils as an overall group, the attainment is behind the National average. White British are above the national average, but 1% behind their peers, and White other' pupils are 2.9% behind their peers. The remaining pupil groups, Irish and Gypsy Roma, are further behind both group and national. While the gap in Irish pupils' attainment appears particularly high it should be noted that this represents fewer than 25 pupils in Birmingham and, therefore may be anomalous.

Black pupils' attainment as a group is below the overall National average but closely matches the national equivalents. Black Caribbean pupils are below the overall National and 2.3% behind their peers. Black African pupils' attainment is above their peers by 0.3%, as are 'Other Black' pupils by 0.9%.

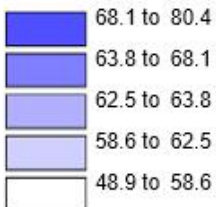
The highest attaining group within pupils from a Mixed background is White and Asian, whose attainment is above the overall National but 3.0% behind their peers. White and Black Caribbean are the lowest attaining Mixed group however, they outperformed their national peer groups by 1.1%.

Analysis by Ward - Maps – GLD attainment

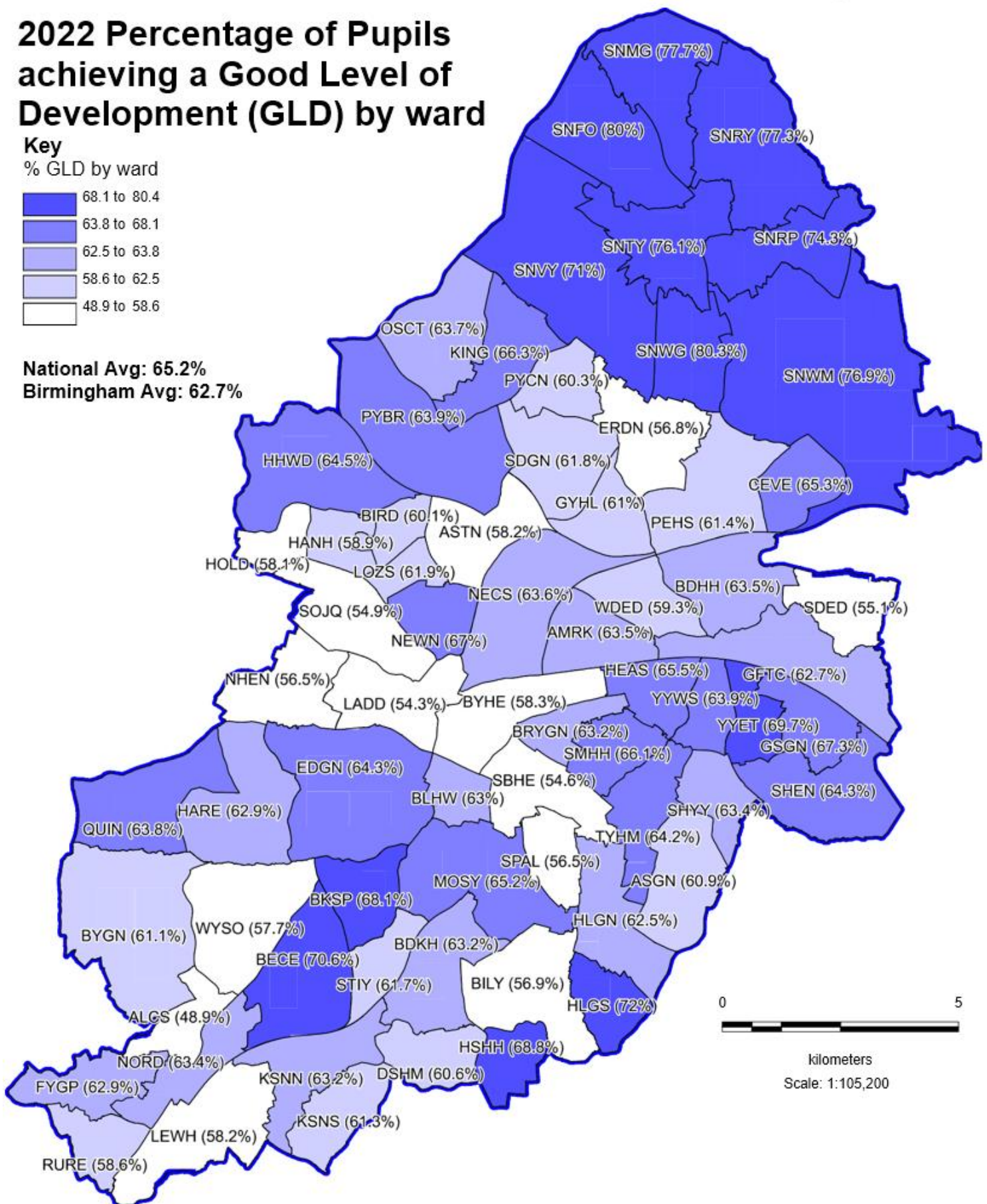
# 2022 Percentage of Pupils achieving a Good Level of Development (GLD) by ward

**Key**

% GLD by ward



**National Avg: 65.2%**  
**Birmingham Avg: 62.7%**



# Phonics

## Key Messages

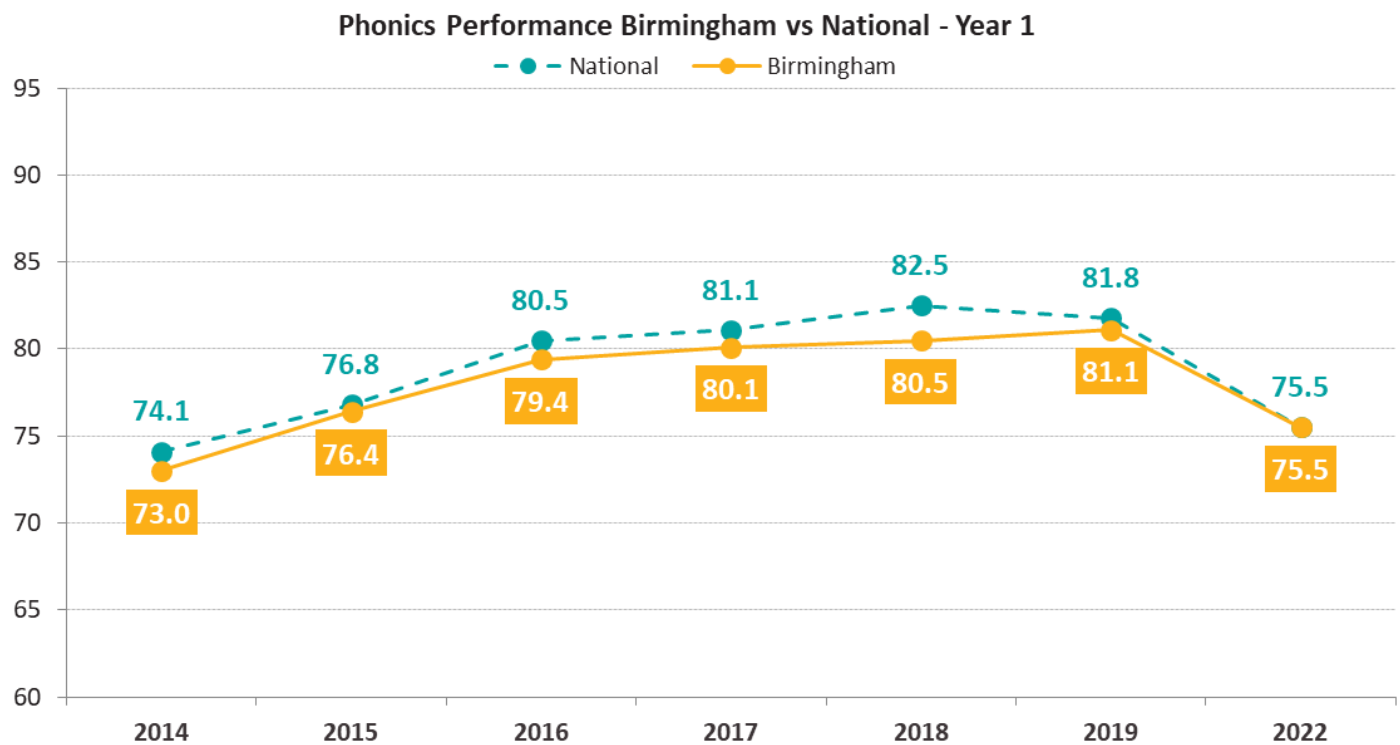
- In 2022, 75.5% of children in Birmingham achieved the expected standard of Phonics decoding in Year 1, matching the national figure. By the end of Year 2, this rises to 86.5% compared with 86.9% nationally.
- In Birmingham, 2.9% more FSM and 7.2% more Disadvantaged children achieved the expected standard in Year 1 than their corresponding groups nationally.
- Overall SEND attainment in Year 1 is 0.3% below SEND national however, pupils with an EHC plan are 10% behind.
- Year 1 Boys attainment is very close to the Boys national average, and Girls are 0.2% ahead of Girls nationally
- EAL pupils' attainment in Year 1 is 2.3% behind EAL pupils nationally.

## Background

The Phonics screening check is a short assessment of phonic decoding. It consists 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.

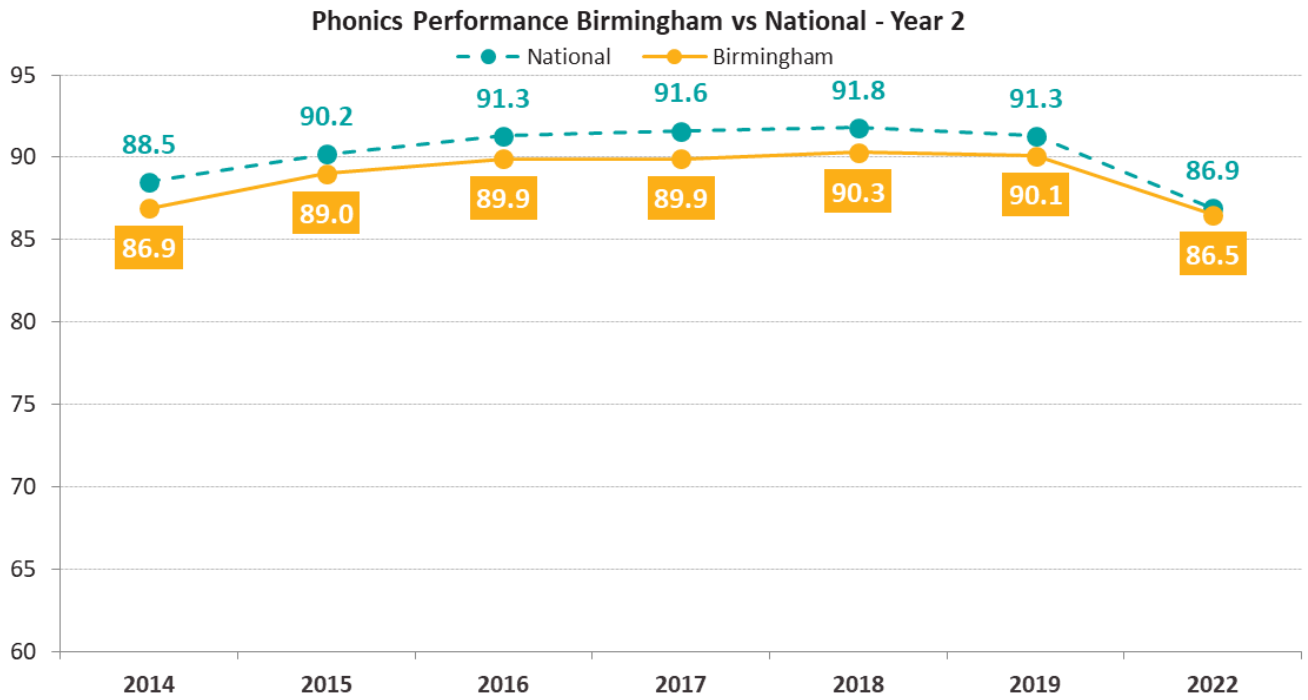
A child is required to achieve 32 out of 40 to meet the expected standard. This threshold has remained the same since 2012, the year of introduction.

## Overall Performance



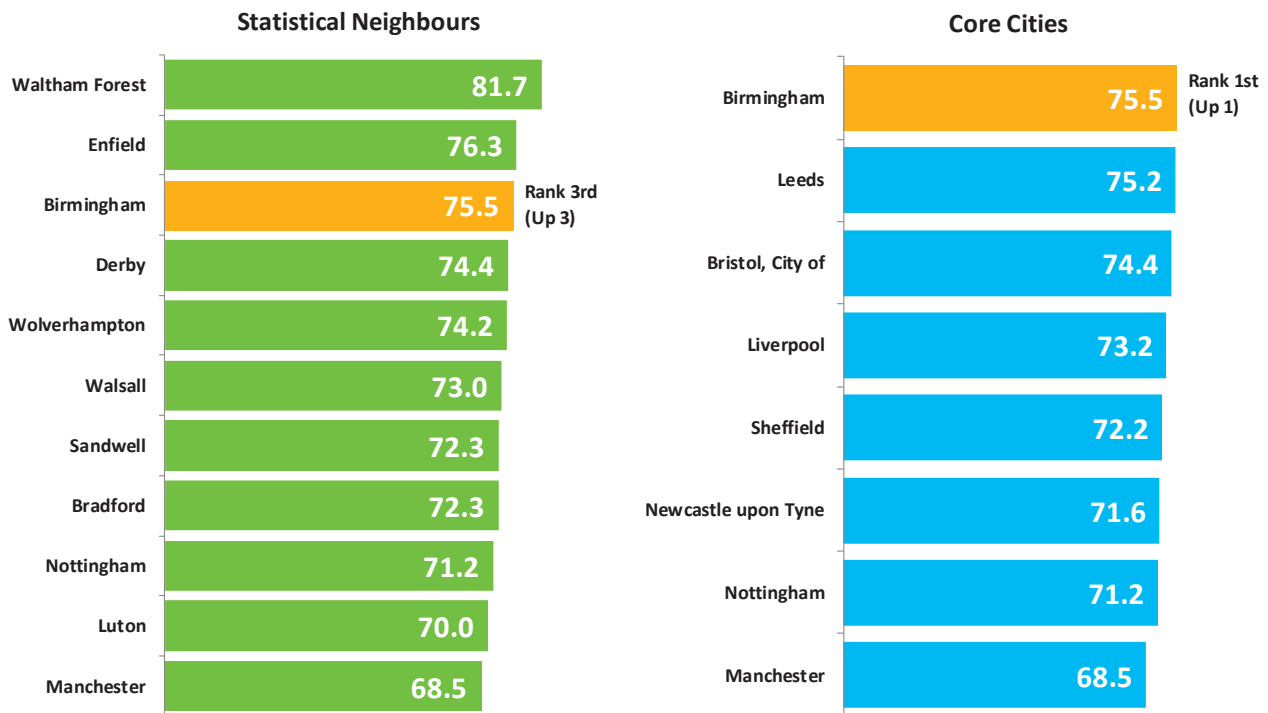
The percentage of pupils meeting the expected standard in Year 1 has steadily increased from 2014 to 2019. In 2022, Birmingham Year 1 pupils' meeting the expected standard is in line with the national figure with both at 75.5%.

In 2022 Birmingham Year 2 pupils meeting the expected standard is still slightly below the National average by 0.4%.

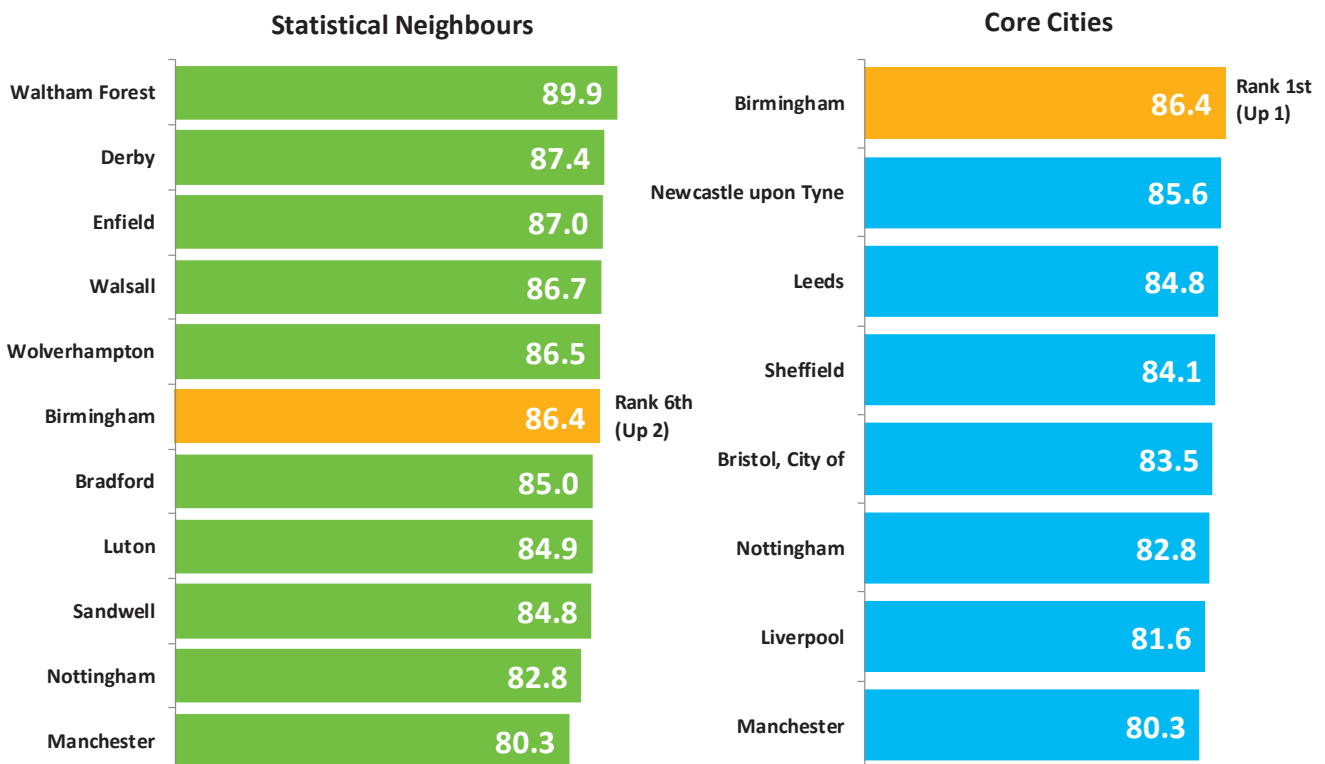


## National Comparisons

### 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





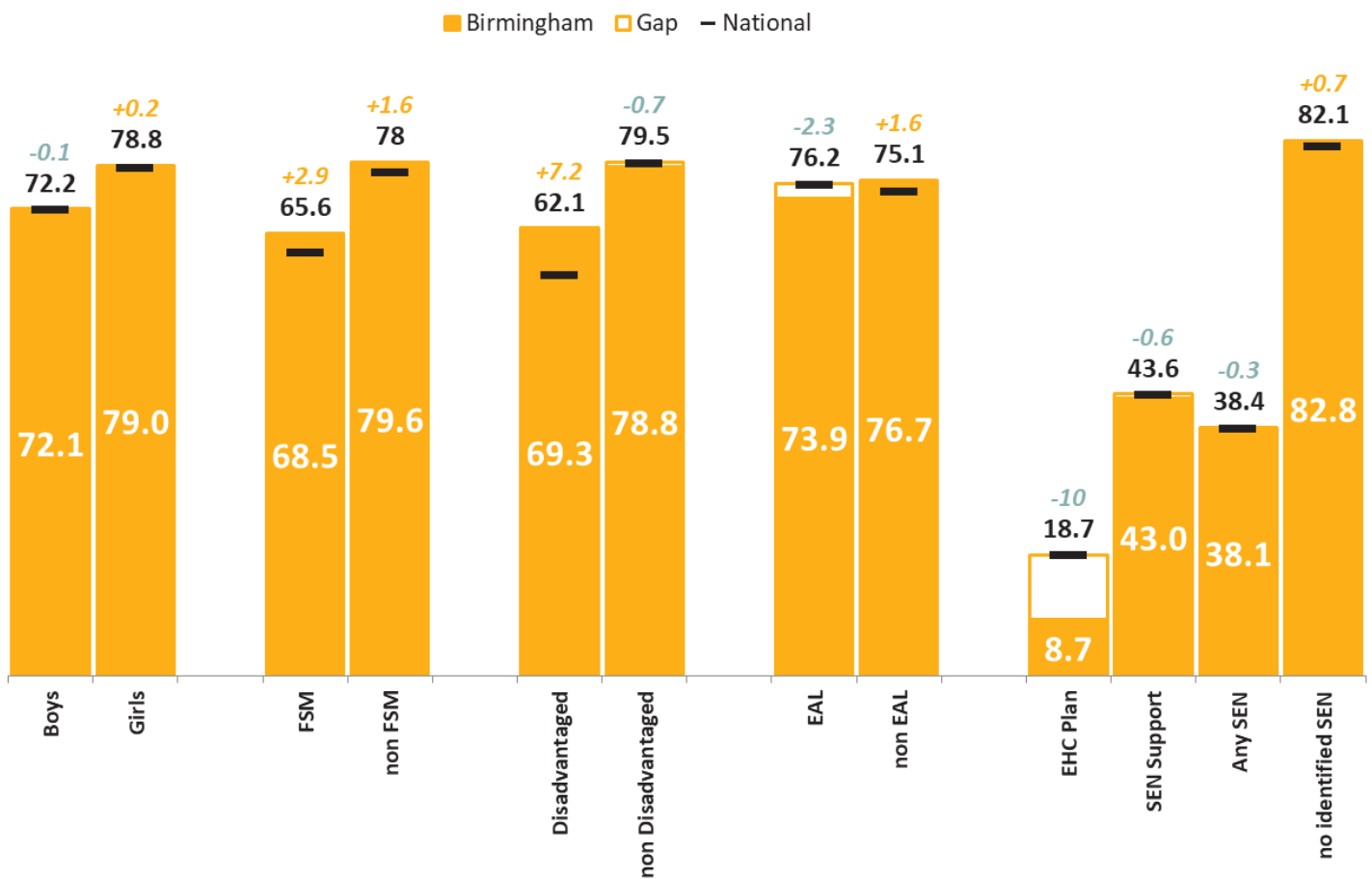
In Year 1 Phonics, Birmingham improved its ranking to 1<sup>st</sup> out of 8 within Core Cities and 3<sup>rd</sup> out of 11 within statistical neighbours.

For Phonics end of Year 2 outcomes Birmingham, has improved its ranking to 1st out of 8 core cities and 6<sup>th</sup> 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 SEND against National



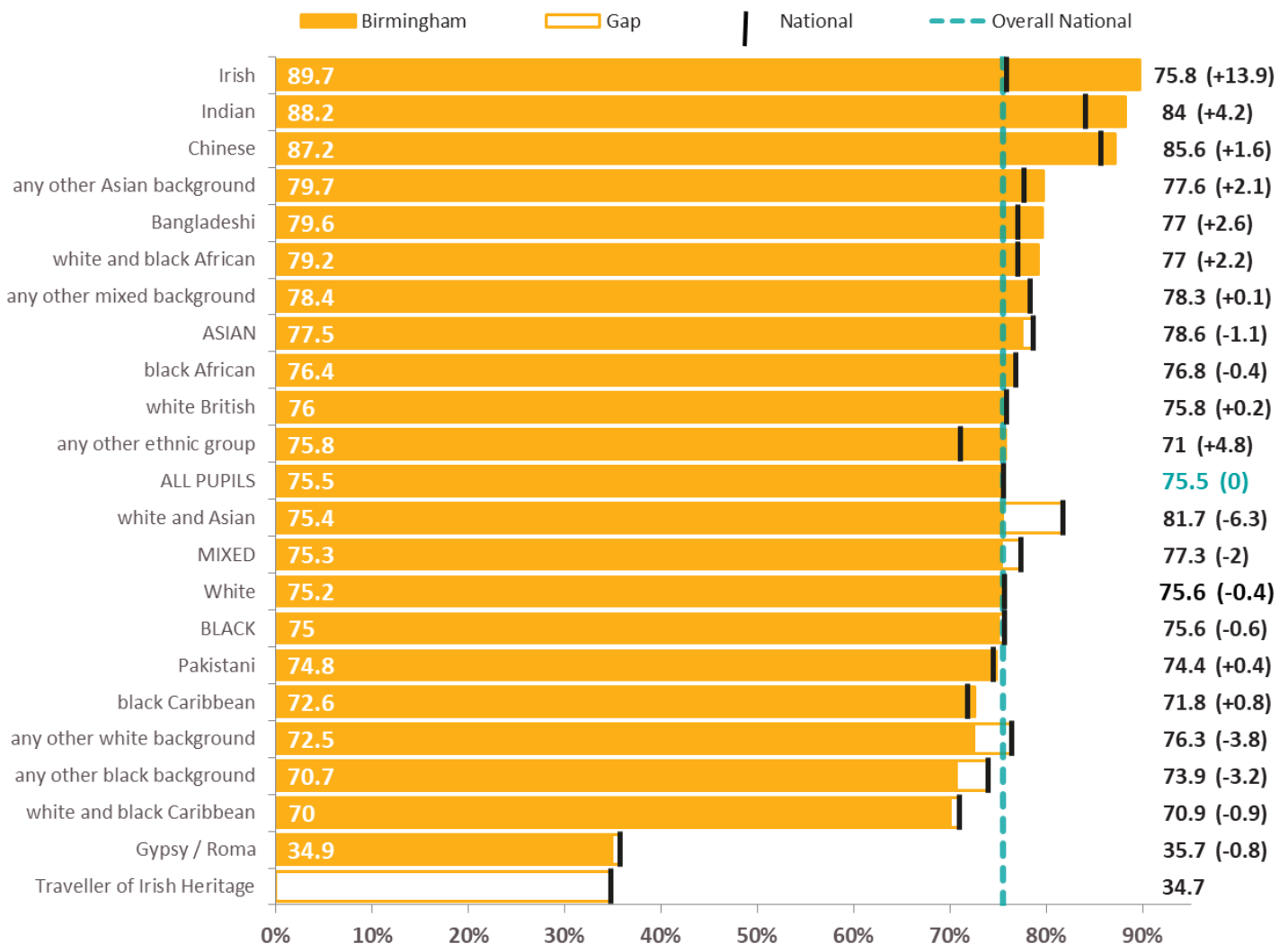
The chart above breaks down Birmingham Phonics performance at Year 1 across the different cohorts of pupils and compares each group's performance with the equivalent national average.

The attainment across pupil groups in Birmingham is mixed, with some groups being ahead of their national equivalents. Birmingham's attainment is above national for FSM and disadvantaged pupils by 2.9% and 7.2%. Low performing groups are EAL children who are 2.3% behind equivalent national and SEN pupils. Overall, SEN is 0.3% behind, and children with an EHC plan are 10% behind.

Boys and Girls attainment is very close to the National figures, with boys 0.1% below and Girls 0.2% above.

## 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 few 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 0.4% behind White pupils nationally, with the group 'Any other White' being 3.8% behind national equivalents. Pakistani children's attainment is below the overall national and slightly above other Pakistani pupils nationally.

Other ethnicity groups are behind their equivalents by more than 2%, the lowest performing group being 'White and Asian', which is 6.3% behind national equivalent pupils. Some groups are made up of a low number of pupils and, therefore may be anomalous, for example Irish.

# Key Stage 1

## Key Messages

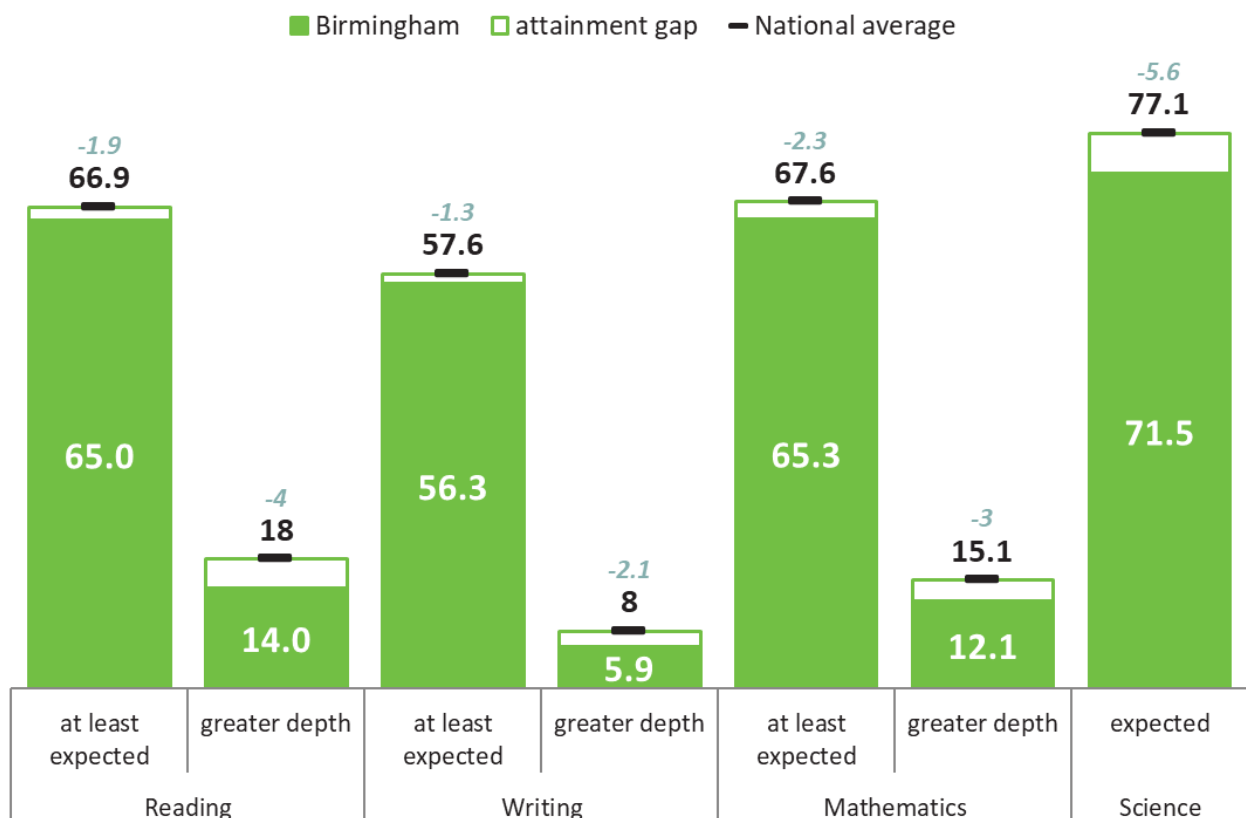
- While still behind National, pupils in Birmingham narrowed the attainment gap for at least the expected standard in Reading and Writing. For Maths the attainment gap remained static.
- Birmingham is above Core Cities and Statistical Neighbours averages in all three subjects, most notably in Reading and Writing, around 2.0% above for statistical neighbours.
- Disadvantaged and FSM pupils in Birmingham continue to outperform National, with 6.7% 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.
- SEND pupils' attainment remains below other SEND pupils nationally and has seen a decline from 2019, with Reading 4.6%, Writing at 3.4% and the widest attainment gap is Maths which is 5.2% behind.
- 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 4.0% behind, Writing 2.1% and Maths 3.0% behind.
- Other Black children in Birmingham have performed strongly across Reading, Writing and Maths in 2022, outperforming their group nationally and the overall LA average for two subjects.

## Background

At the end of key stage 1 in 2022, 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, the previous year's results are not comparable.

## Overall Performance

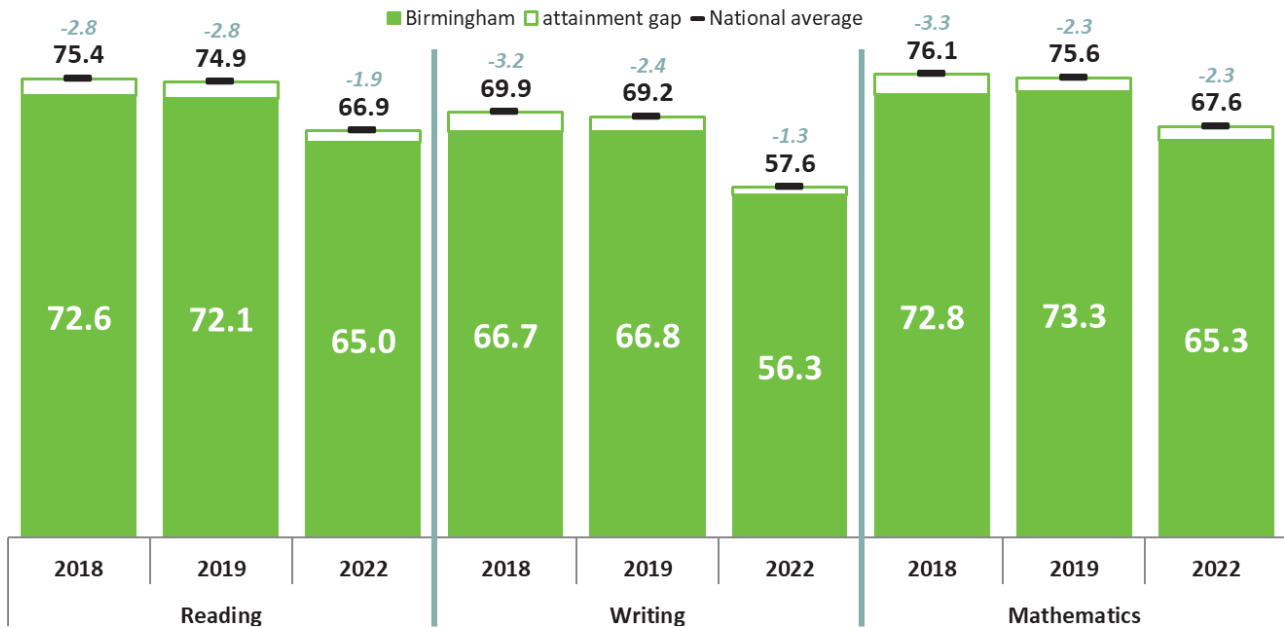
**Birmingham Key stage 1 subject performance compared with national**



The percentage of Birmingham pupils reaching at least the expected standard at key stage 1 in 2022 is below national averages across Reading, Writing and Maths. Maths has the largest attainment gap being, 2.3% below national, and Writing with a smaller attainment gap at 1.3%.

A lower proportion of pupils were working at a Greater Depth in Birmingham than National. The gap is smallest in Writing and largest in Reading, being 4.0%.

Percentage of pupils in Birmingham attaining at least the expected level 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.

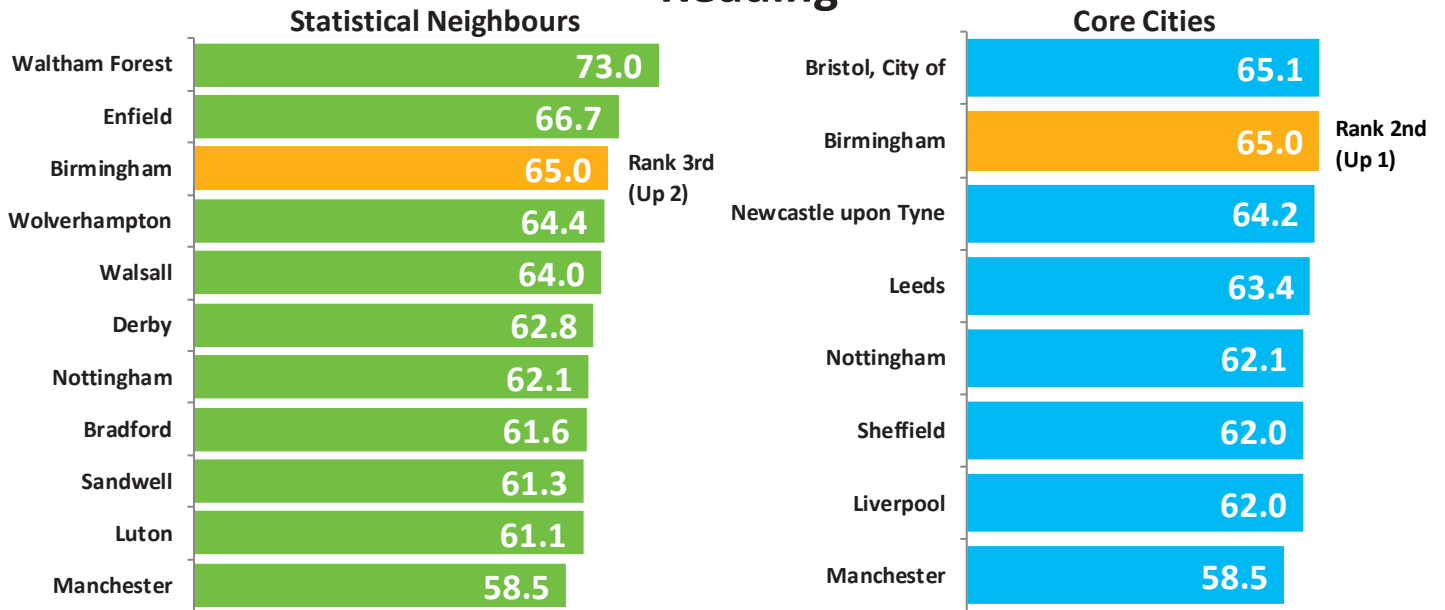
These show that Birmingham is above the Core Cities and Statistical Neighbours group in all 3 subjects, most notably in Reading and Writing, around 2.0% above.

Birmingham is below the West Midlands group in all 3 subjects, with around 1.0% difference.

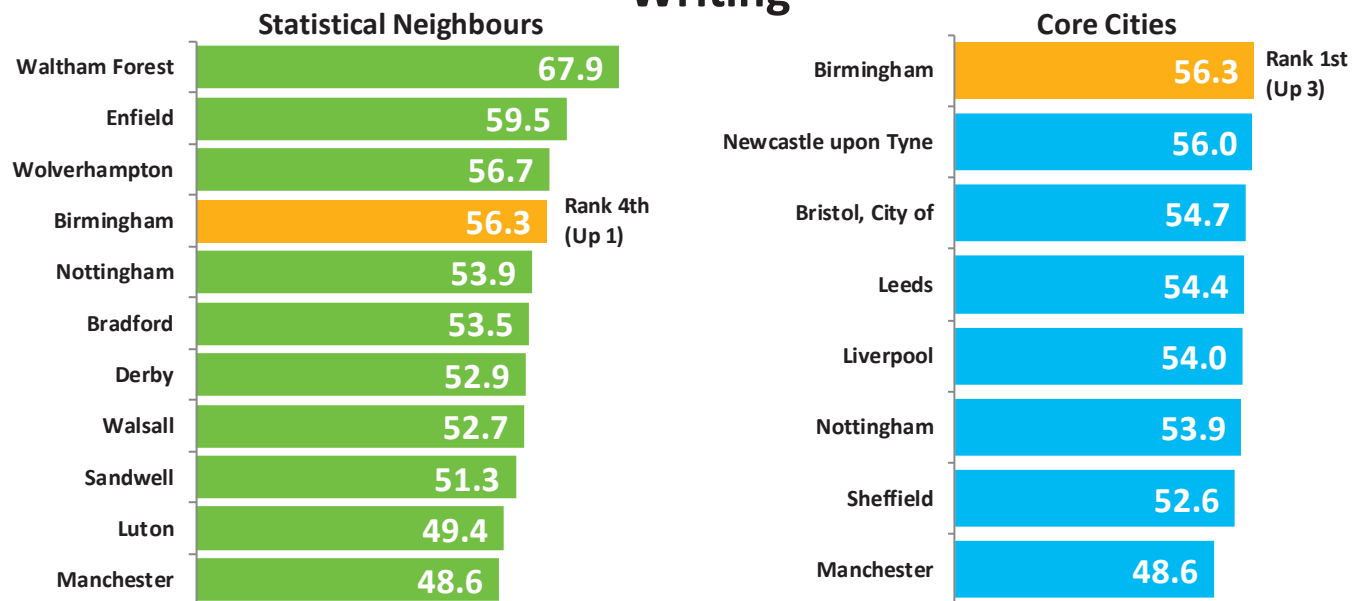
The charts on the next page show the individual local authorities that make up our Statistical Neighbours and the other Core Cities ranked by percentage of pupils achieving at least the expected level of attainment by subject.

In 2022 Birmingham's ranking improved by 1 or 2 places in everything except for Core Cities Maths (no change).

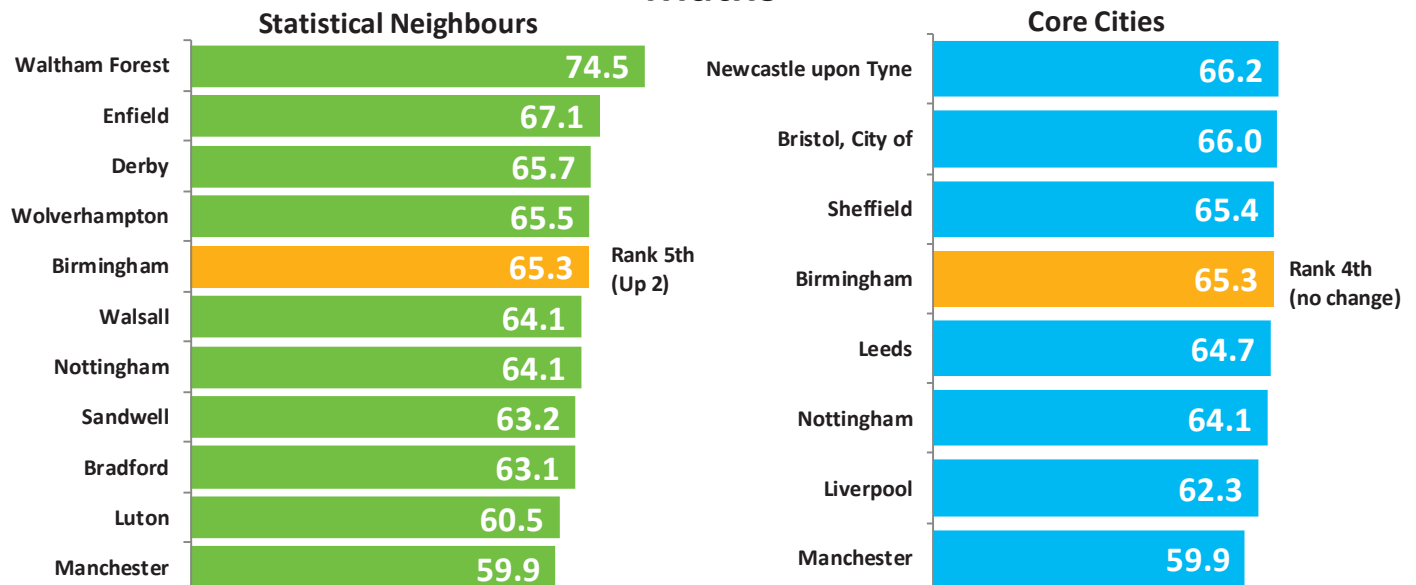
## Reading



## Writing



## Maths



## Pupil Characteristics

### Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs and Disabilities (SEND)

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

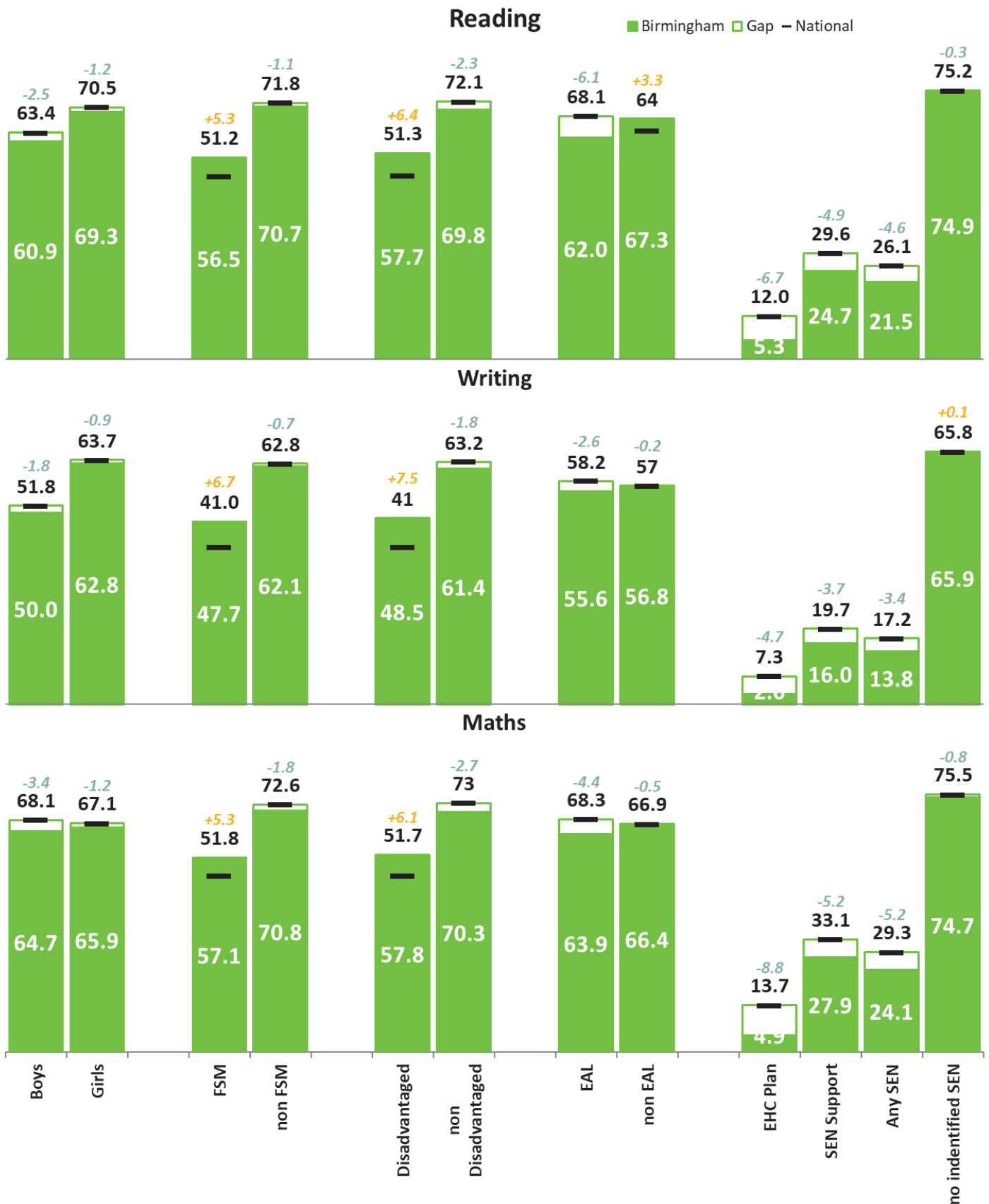
Most individual pupil groups mirror the lower overall attainment in Birmingham to National. There are two exceptions as FSM and Disadvantaged pupils achieved higher than National across all three subjects. FSM eligible pupils' achievement in Writing was 6.7% above the national equivalent.

SEN attainment in Birmingham is closest to national equivalents in Writing, which is 3.4% behind, and the widest attainment gap is Maths which is 5.2% behind.

For all subjects, the gap to national for children receiving SEN support is smaller than those with an EHC plan, with the widest gap of attainment in Maths by 5.2%. Birmingham EHC plan children are further behind their national equivalents, Maths with the widest gap 8.8% behind.

The attainment of children without any identified SEN is very close to their national equivalents being 0.8% behind in Maths, 0.3% in Reading and slightly above for Writing.

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

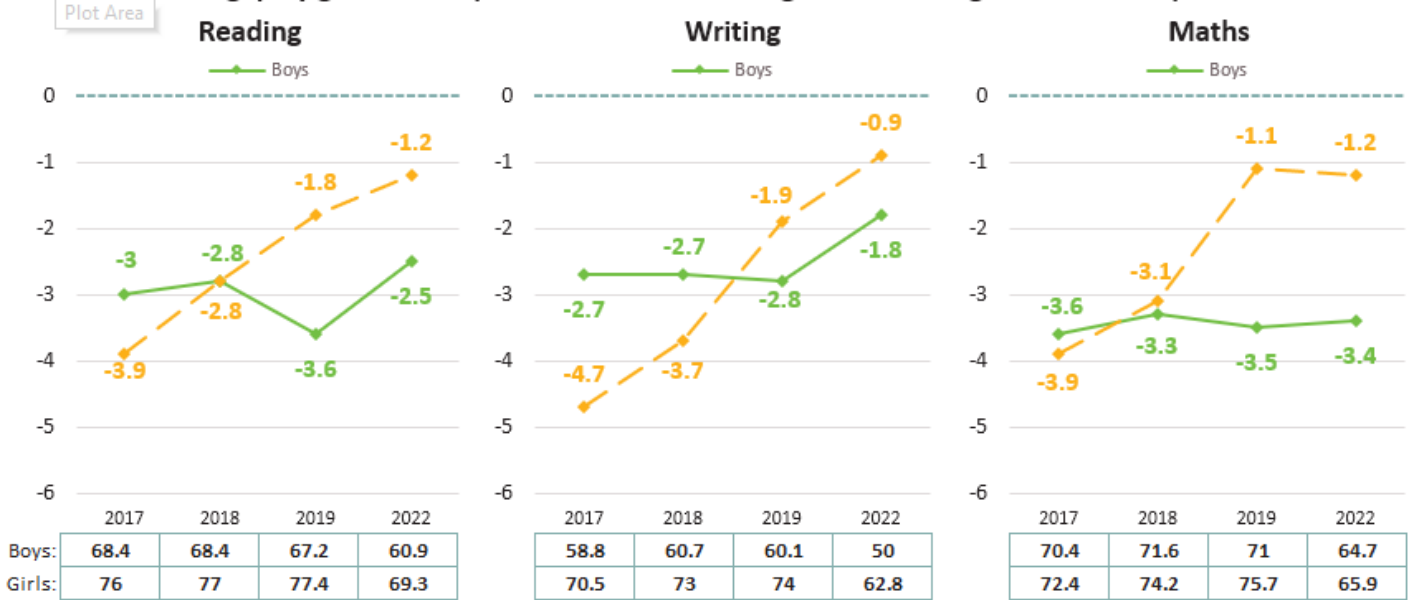




## Pupil Characteristics attainment gap Trends

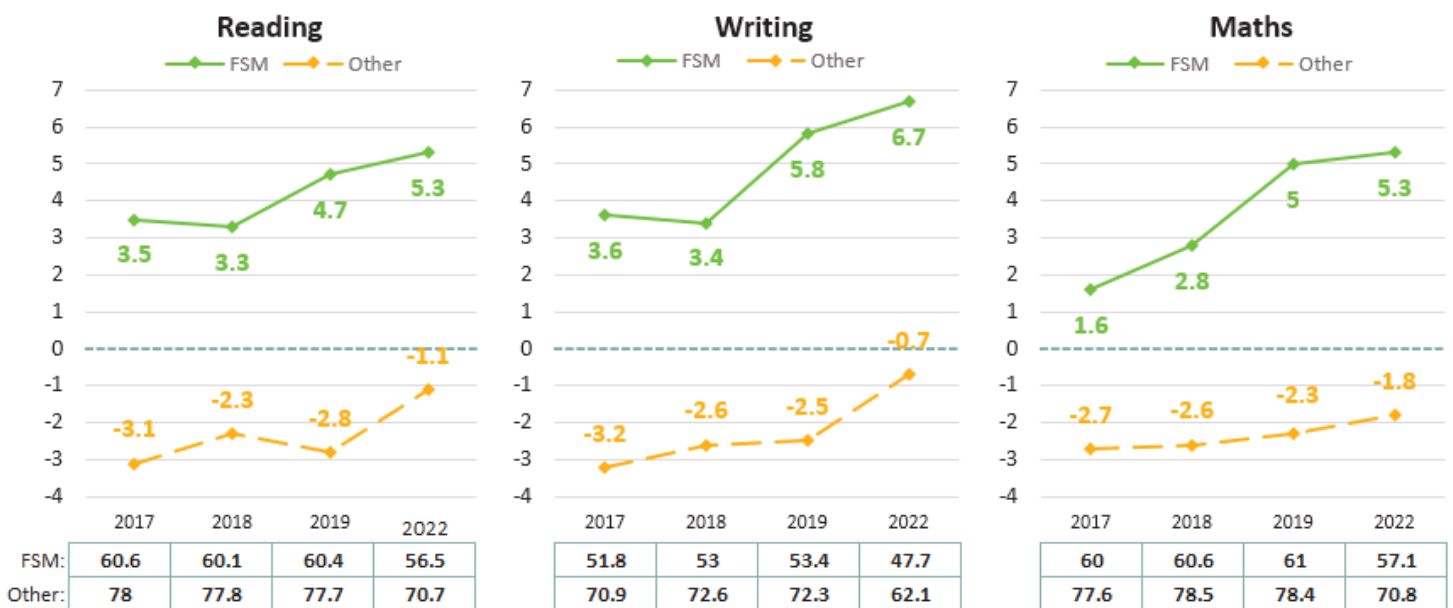
The following graphs show the percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line represents the National average, and the green, and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil groups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

**Attainment gap by gender to equivalent National average for achieving at least the expected standard**



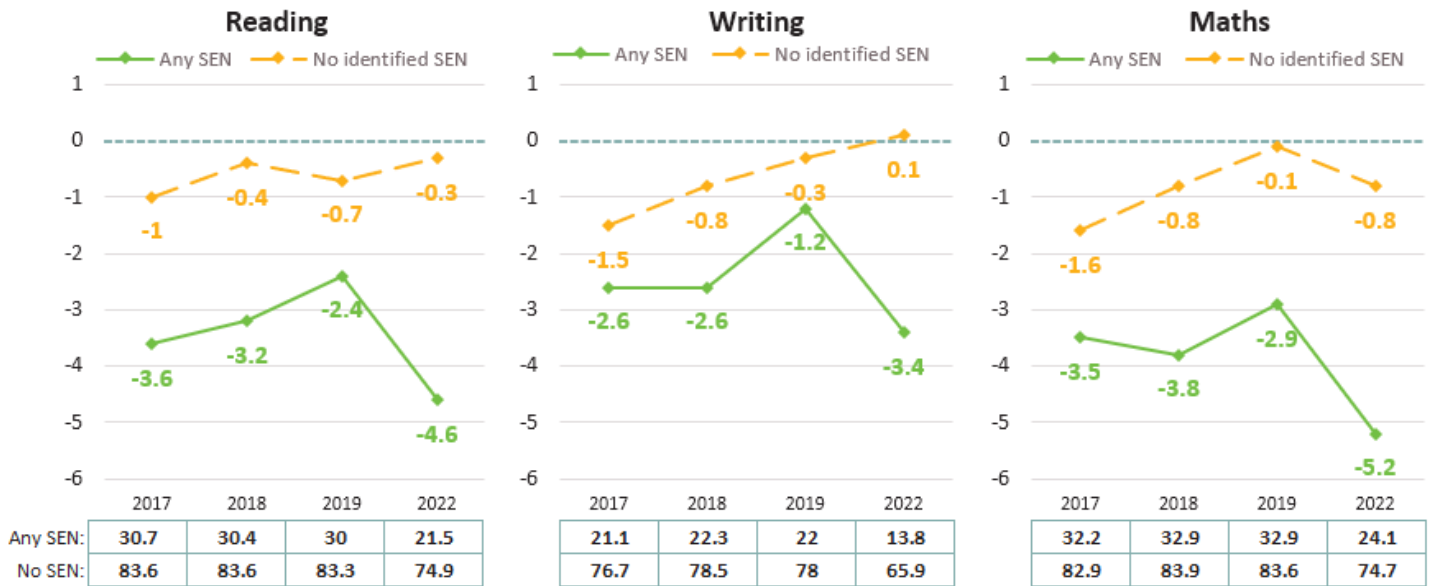
The attainment gap between girls in Birmingham and girls Nationally is showing improvement with 2022 attainment being much closer to National than 2019 in Reading and Writing. In Writing, girls' attainment is only 0.9% behind. Improvements in boys' attainment in comparison to boys Nationally has narrowed for Reading, where the gap to National has narrowed from 3.6% in 2019 to 2.5% in 2022. Maths for both groups is showing very little change with the attainment gap for Boys being 3.4% behind national Boys.

**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 2022. The attainment gap for non-FSM pupils is narrowing for all three subjects.

**Attainment gap SEND status to equivalent National average for achieving at least the expected standard**



The gap in attainment for SEND pupils between Birmingham and national has widened in all subjects, most notably in Maths. For pupils with no identified SEN average attainment is now very close to the equivalent National in Writing and Reading, which saw improvement from 2019. Maths, however, saw the gap widen.

## 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.

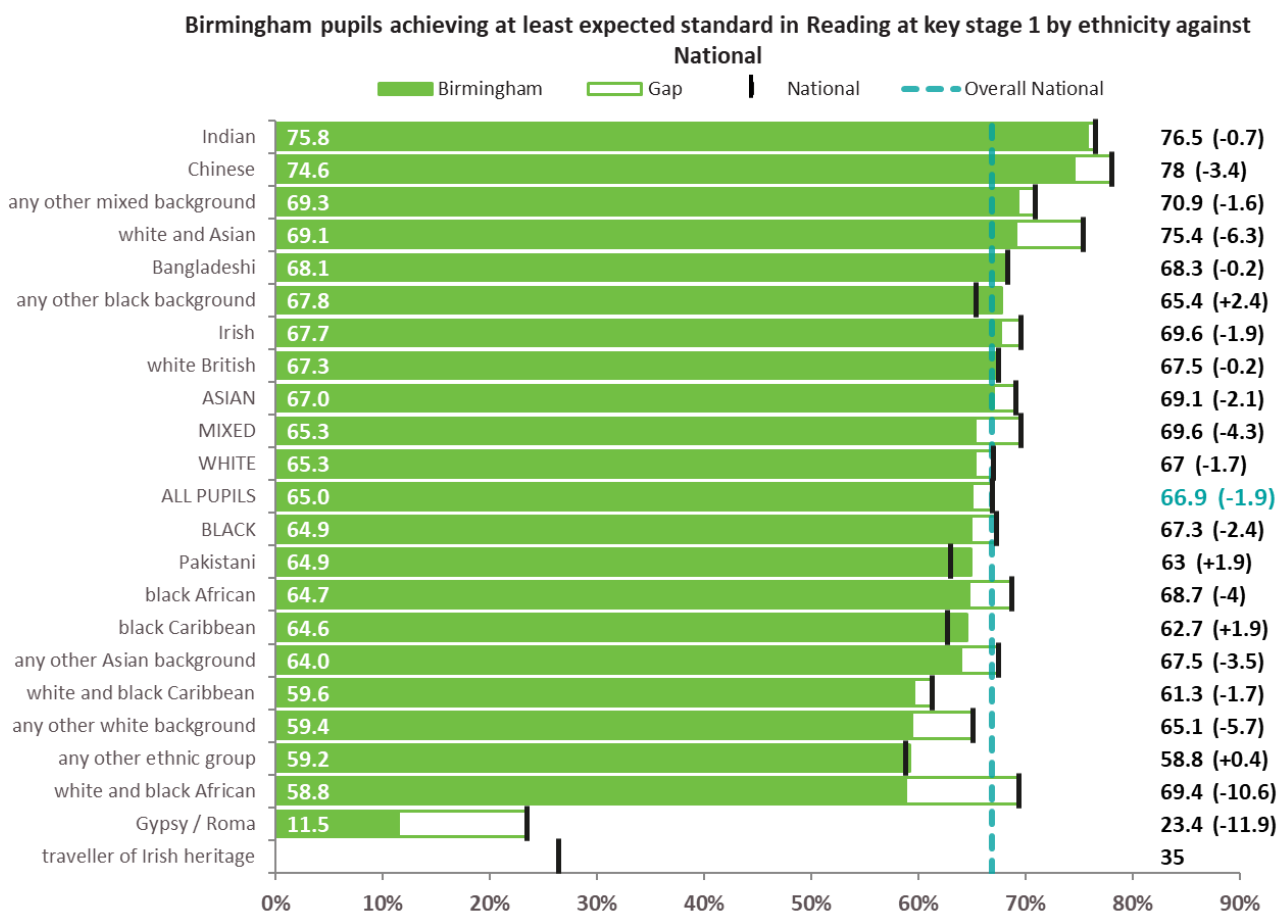
Most ethnic groups in Birmingham performed below their national equivalent averages in all subjects – Asian pupils achieved slightly lower than their national equivalents for the three subjects, about 2.0% or more behind the national group. Indian pupils are consistently the highest achieving pupil group they are above the overall national average in all subjects but are behind their national equivalent by less than 1.0% behind national equivalent group. Pakistani achieved below the overall national average but are ahead of their national equivalents in all subjects by about 1.0% to 2.0%.

In Birmingham, White children as a group achieve less than the national average across all subjects and are roughly 2% to 3% behind their group nationally. White British children's attainment is above for Reading but below for Writing and Maths for the overall national for each subject and behind the equivalent groups for all three subjects. Children from any other White background, however are significantly behind both the overall and equivalent averages nationally.

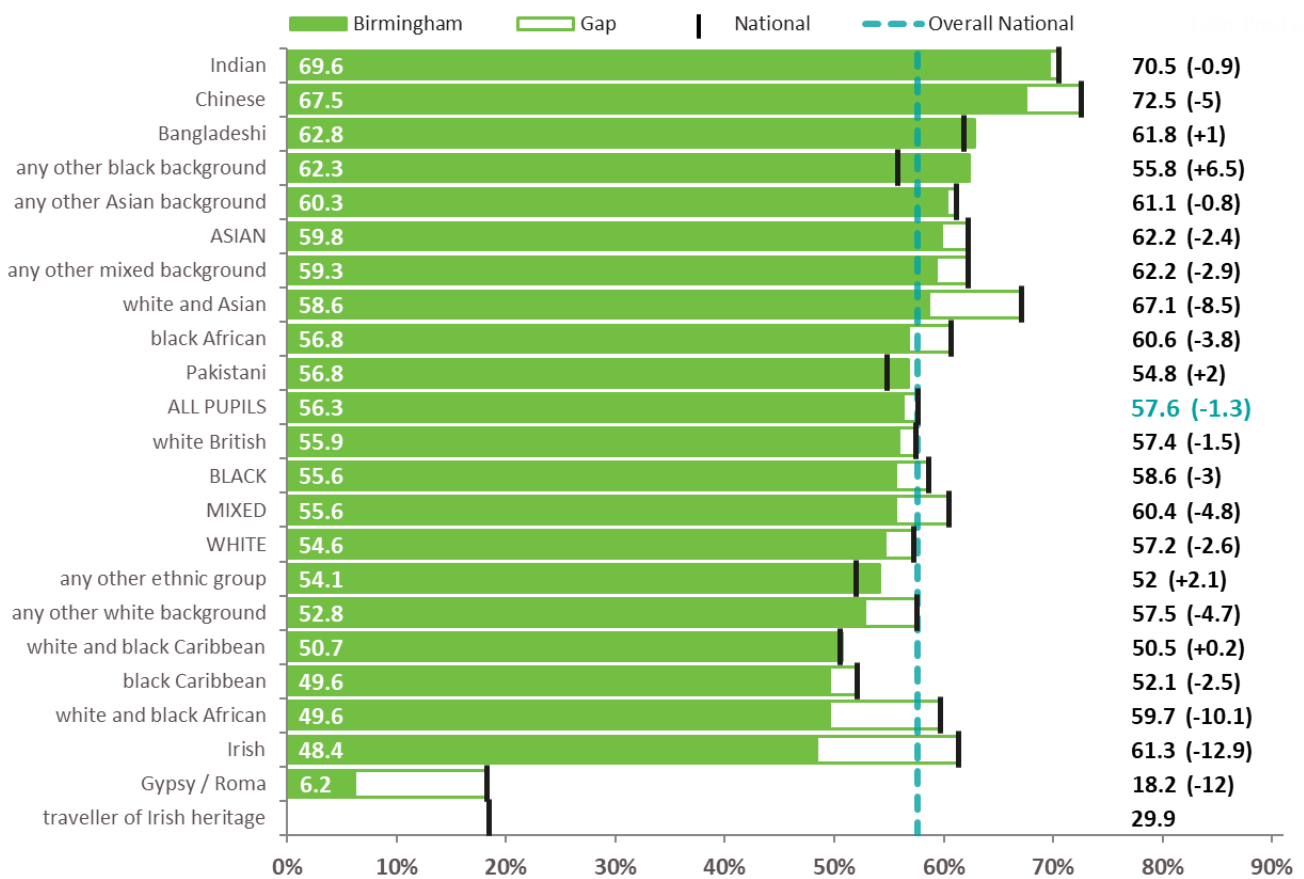
In Birmingham, Black children as a group achieve less than the national average across all subjects. Black African children's attainment is below the overall average in all subjects and behind their equivalents in all subjects by between 2.0% and 4.0%. Black Caribbean children's attainment is above their equivalents nationally for Reading by 1.9%, whereas Writing has the widest gap, which is 2.5%.

Mixed background children's attainment in Birmingham is below the overall national for all three subjects. The attainment of the individual mixed race groups varies significantly.

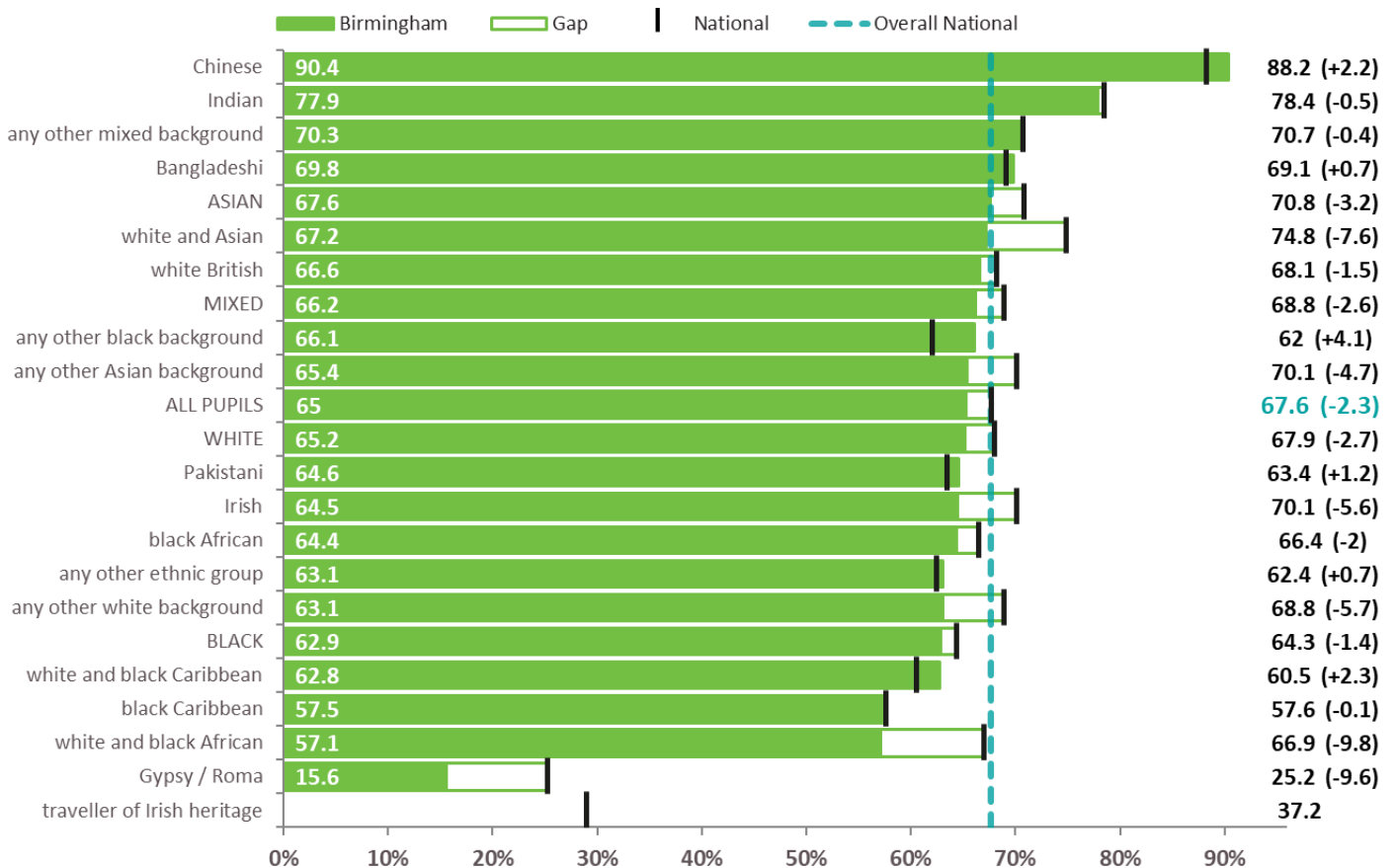
The reporting of attainment traveller of Irish heritage children in Birmingham has been suppressed due to low numbers.



**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**

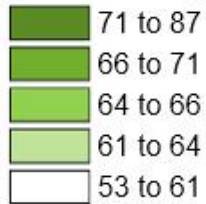


Analysis by Ward - Maps – KS1 Reading attainment

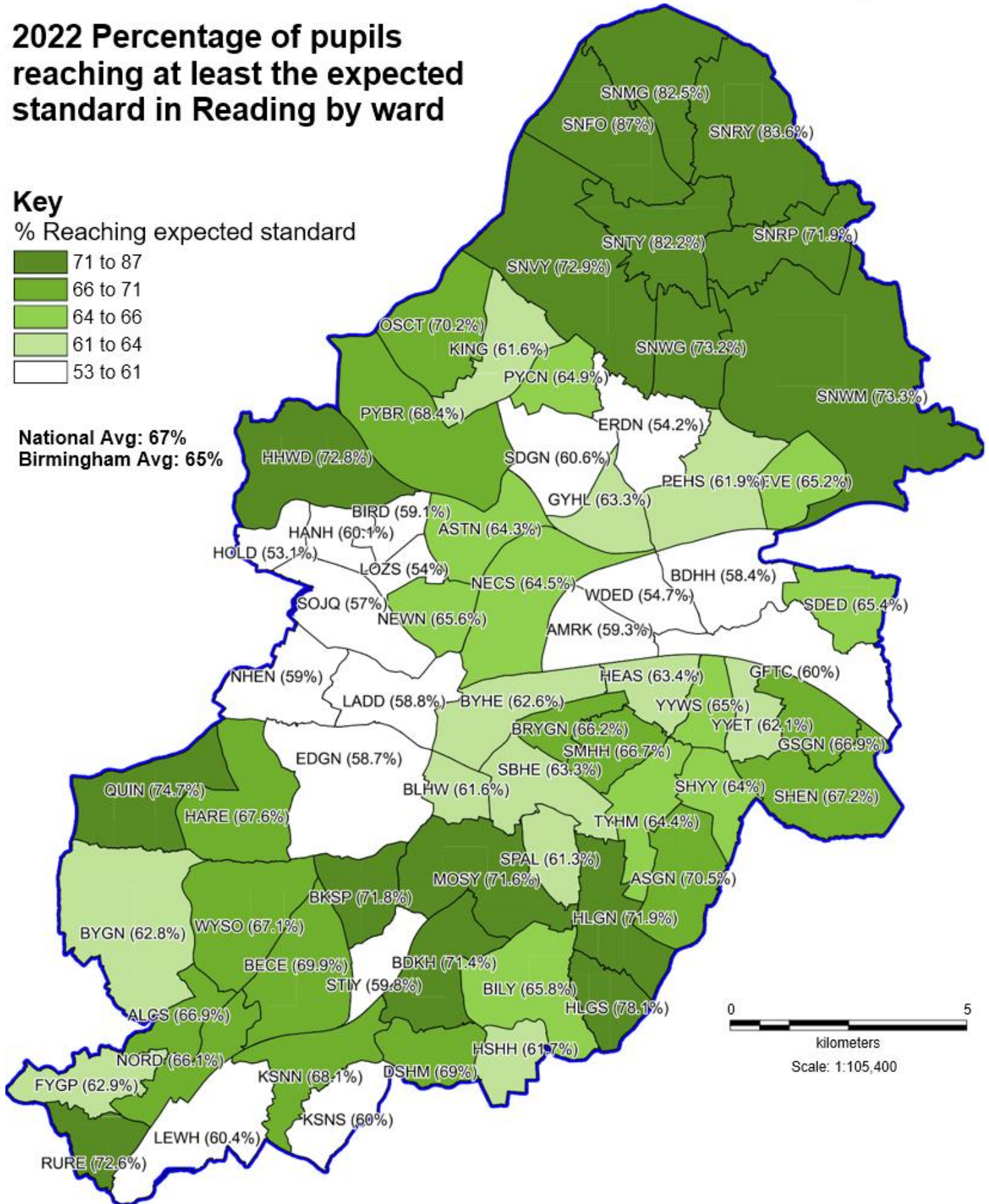
2022 Percentage of pupils reaching at least the expected standard in Reading by ward

Key

% Reaching expected standard

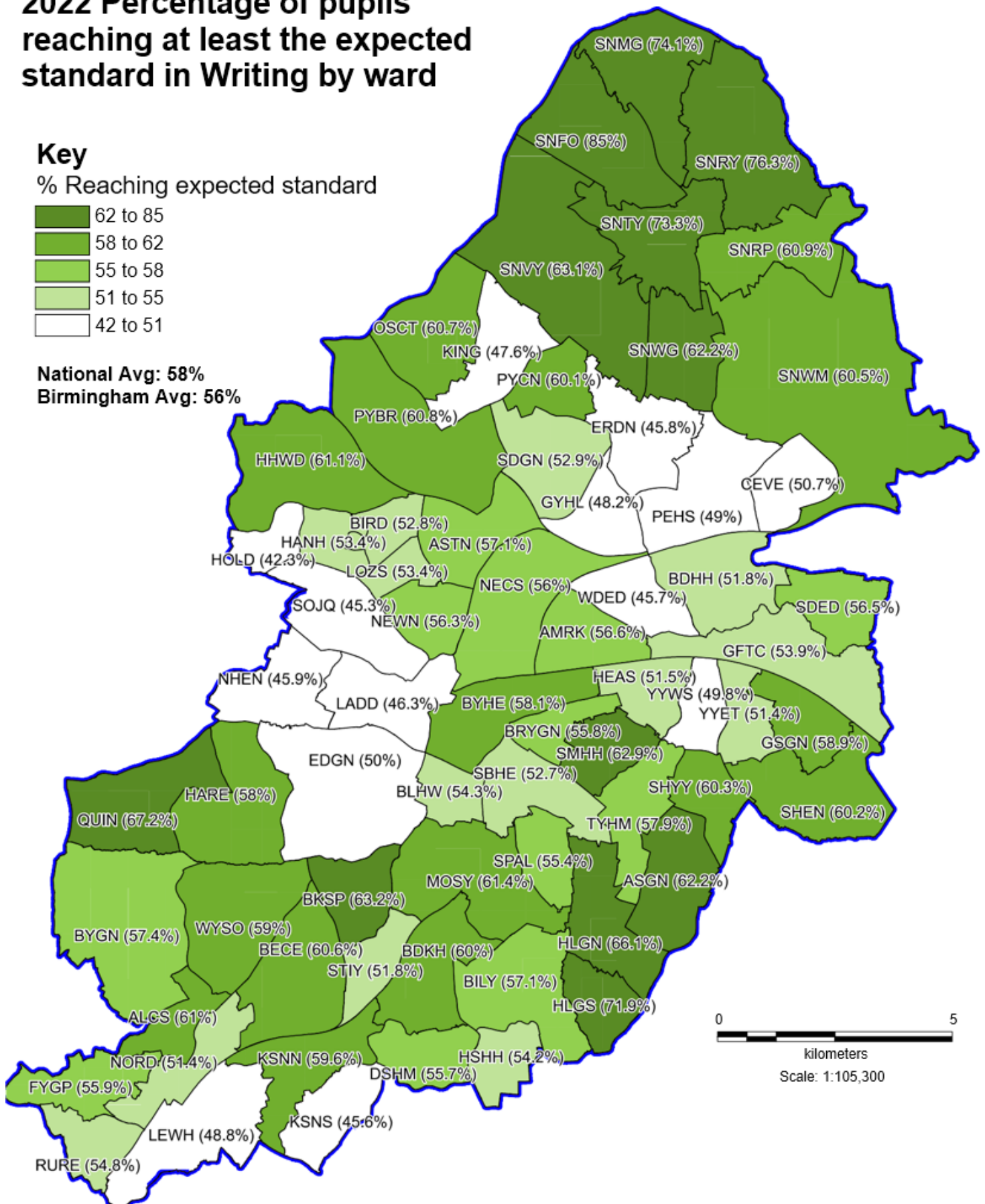


National Avg: 67%  
Birmingham Avg: 65%



Maps – KS1 Writing attainment

2022 Percentage of pupils reaching at least the expected standard in Writing by ward



Maps – KS1 Maths attainment

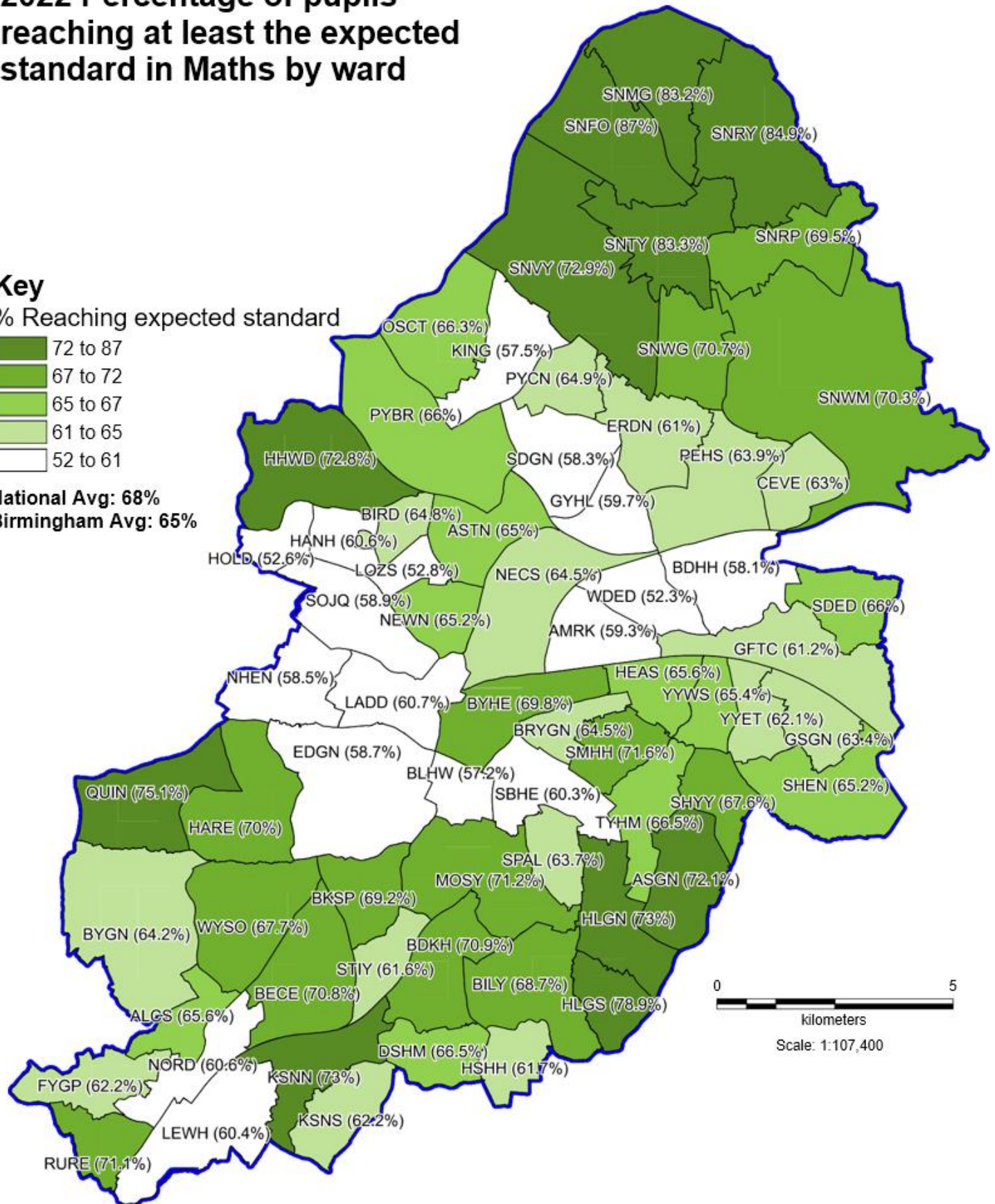
2022 Percentage of pupils reaching at least the expected standard in Maths by ward

Key

% Reaching expected standard

- 72 to 87
- 67 to 72
- 65 to 67
- 61 to 65
- 52 to 61

National Avg: 68%  
Birmingham Avg: 65%



# Key Stage 2

## Key Stage 2

- In 2022, 57.5% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM), and 6.4% achieved a higher standard. While still below the national outcomes of 58.7% and 7.2%, the attainment gap continues to narrow.
- In Reading, Writing and Maths individually, the percentage of Birmingham children reaching the expected standard is highest for Reading and lowest for Writing.
- The percentage of Birmingham children reaching the expected standard in Maths is 1.0% behind national, but the percentage achieving a higher standard is just above national. In Reading, the attainment gap is 0.7% and 0.8%. Writing has the widest attainment gap for children achieving the expected and higher standards.
- Grammar, Punctuation and Spelling attainment in Birmingham is above the national average for children achieving at least the expected standard by 2.0% and 3.9% 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 showing definite improvement from 2019, both subjects above national.
- Birmingham's RWM expected standard attainment is 1.0% above the Core Cities average and 0.3% below Statistical Neighbours.
- All contextual groups are behind their national equivalents except for Disadvantaged and FSM pupils.
- 48.6% of disadvantaged children reached the expected standard for RWM, 6.0% above national. For FSM children, 48.2% reached the standard, 6.6% above the national average.
- Disadvantaged and FSM children made similar progress to national equivalents in Writing and better progress in Reading and Maths, with Reading progress now above national.
- Birmingham boys and girls reaching the expected standard in RWM are behind their national equivalents, with the attainment gap narrowing for boys to -0.9 and girls to -1.6. Boys narrowed the gap by 2.4% when compared to 2019.
- The gap in attainment between SEND children in Birmingham and the national equivalent for RWM is now 2.3% behind. Children with an EHC plan are the furthest behind their national equivalents by 3.0%, 4.1% of Birmingham children with an EHC plan achieve the expected standard in RWM, national is 7.1%.
- Birmingham has a lower proportion of Primary schools rated as Good or Outstanding than Nationally.

## Background

At the end of key stage 2 in 2022, 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

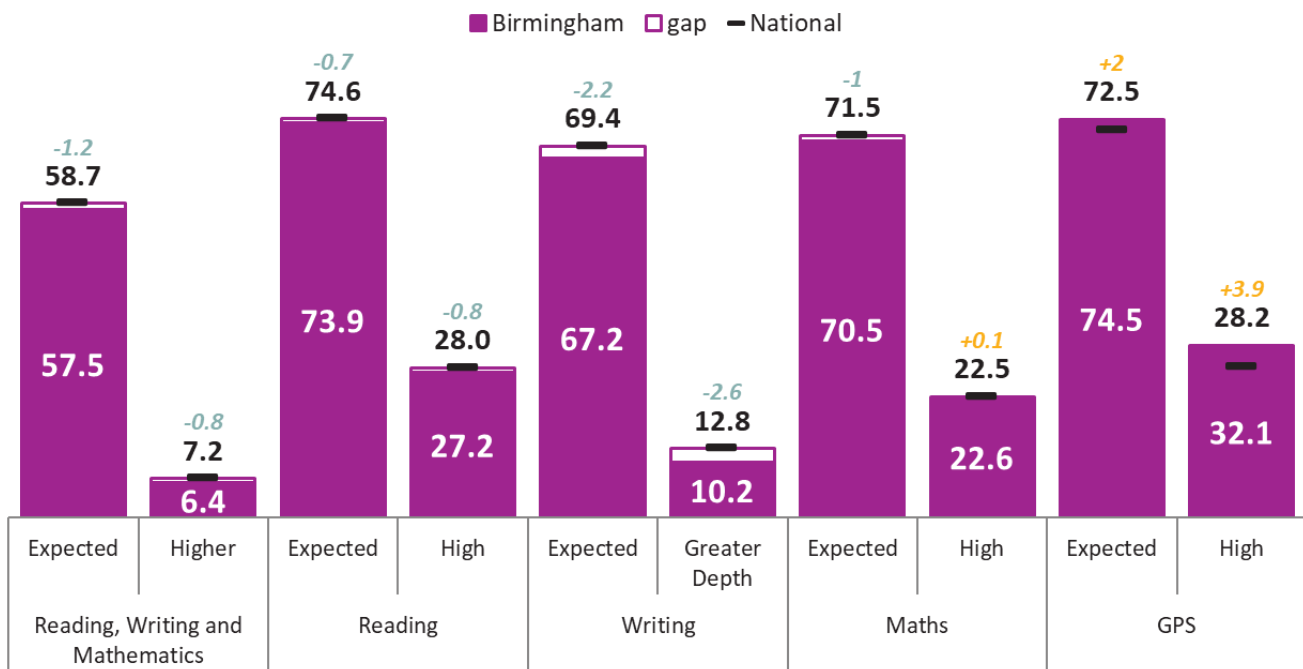


The key stage 2 assessment framework was introduced in 2016, previous year's results are not comparable. The writing teacher assessment frameworks changed in 2018 and so figures for previous years are not directly comparable.

## 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 1.2%. The gap is narrower for children achieving a higher standard at 0.8%

Individually Reading is the strongest subject being 0.7% below the National average for the expected standard and below National by 0.8% for achieving a high standard. In Maths the figures were 1.0% below and 0.1% above national respectively. In Writing figures were 2.2% and 2.6% below national respectively.

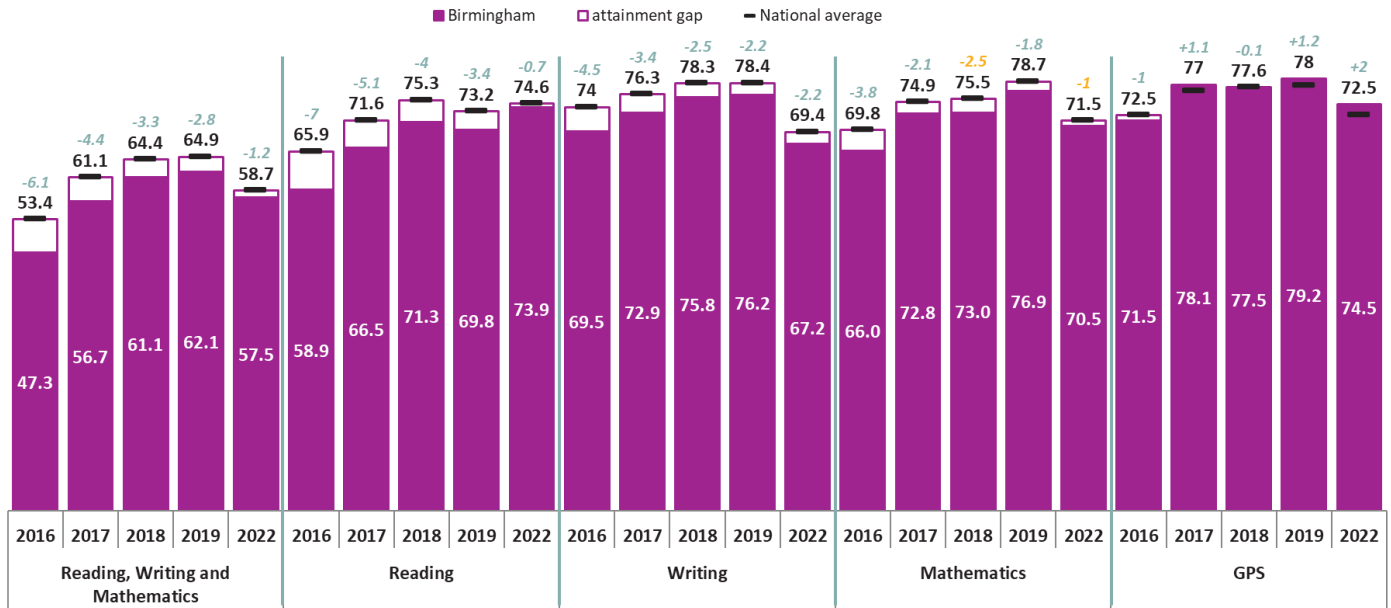
Grammar, Punctuation and Spelling (GPS) attainment in Birmingham is above the national average, especially so for achieving a high standard which is 3.9% above the National average. Achievement at the expected standard is 2.0% above.

The graphs on the following page show attainment over time. In 2022 Birmingham performance declined relative to the National average across most subjects at the Expected and Higher standards, apart from Reading.

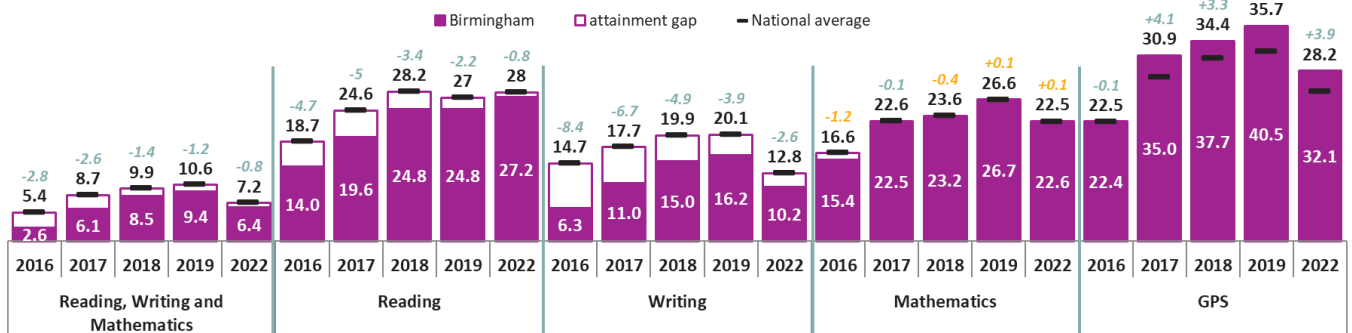
In 2022 at the expected standard, Reading, Writing and Maths attainment decreased by 4.6% compared to 2019, Birmingham continues to see the gap to National decreasing, narrowing by 1.6%. 2022 has seen Reading attainment improve for Birmingham and National, a 4.1% increase for Birmingham however still below national by 0.7%. Writing is down in overall attainment from 2019 resulting in no change for gap to National which is still 2.2%. A similar situation applies to Maths with a narrower attainment gap compared to 2019 of 1%.

2022 GPS expected attainment in Birmingham is now above the national average by 2.0%.

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 2022 all subjects narrowed the gap from 2019 to 2022 between Birmingham and National. Reading attainment at higher standards in Birmingham has seen improvement from 2016, reducing the gap to national across the board. Maths now joins GPS above the national average.

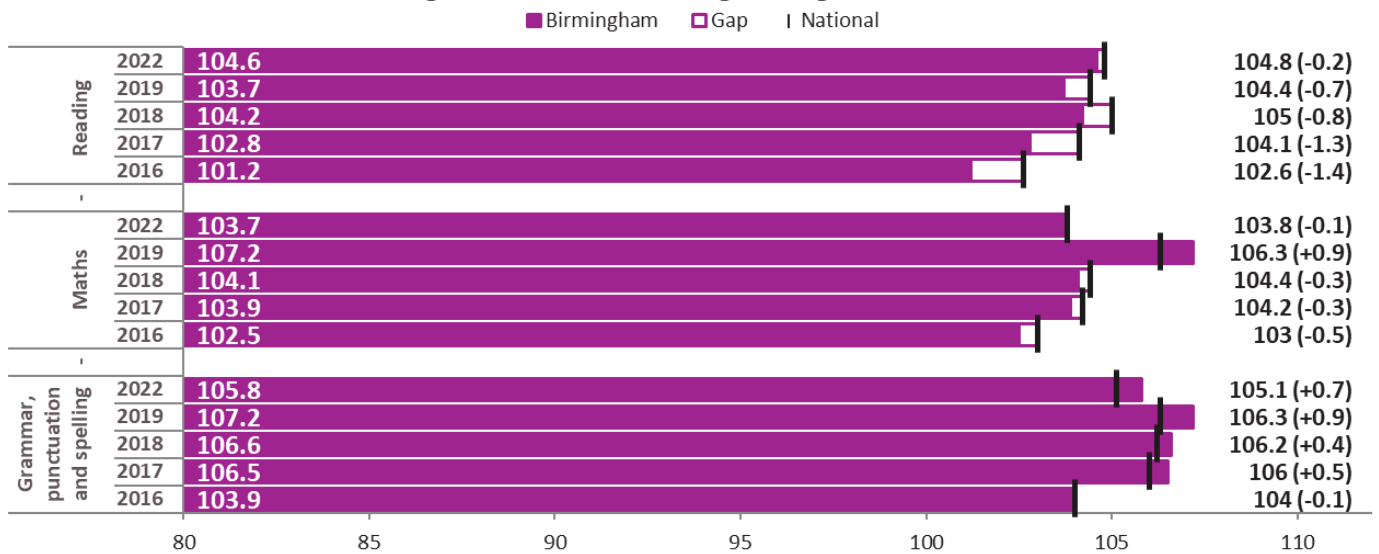
At the higher standard Reading, Writing and Maths attainment is now 0.8% behind national. Writing attainment continues to be the furthest behind national however the attainment gap narrowed by 1.3% in 2022. Reading attainment is now 0.8% behind national and Maths attainment is above national by 0.1%. GPS continues to be strong in 2022 with Birmingham achieving 3.9% 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, and a score of 110 represents a high standard.

Birmingham has narrowed the gap to the national average for all three subjects, with Reading now only 0.2 points behind. The GPS average continues to be above the national by 0.7 points above.

## Average scaled score Birmingham against National



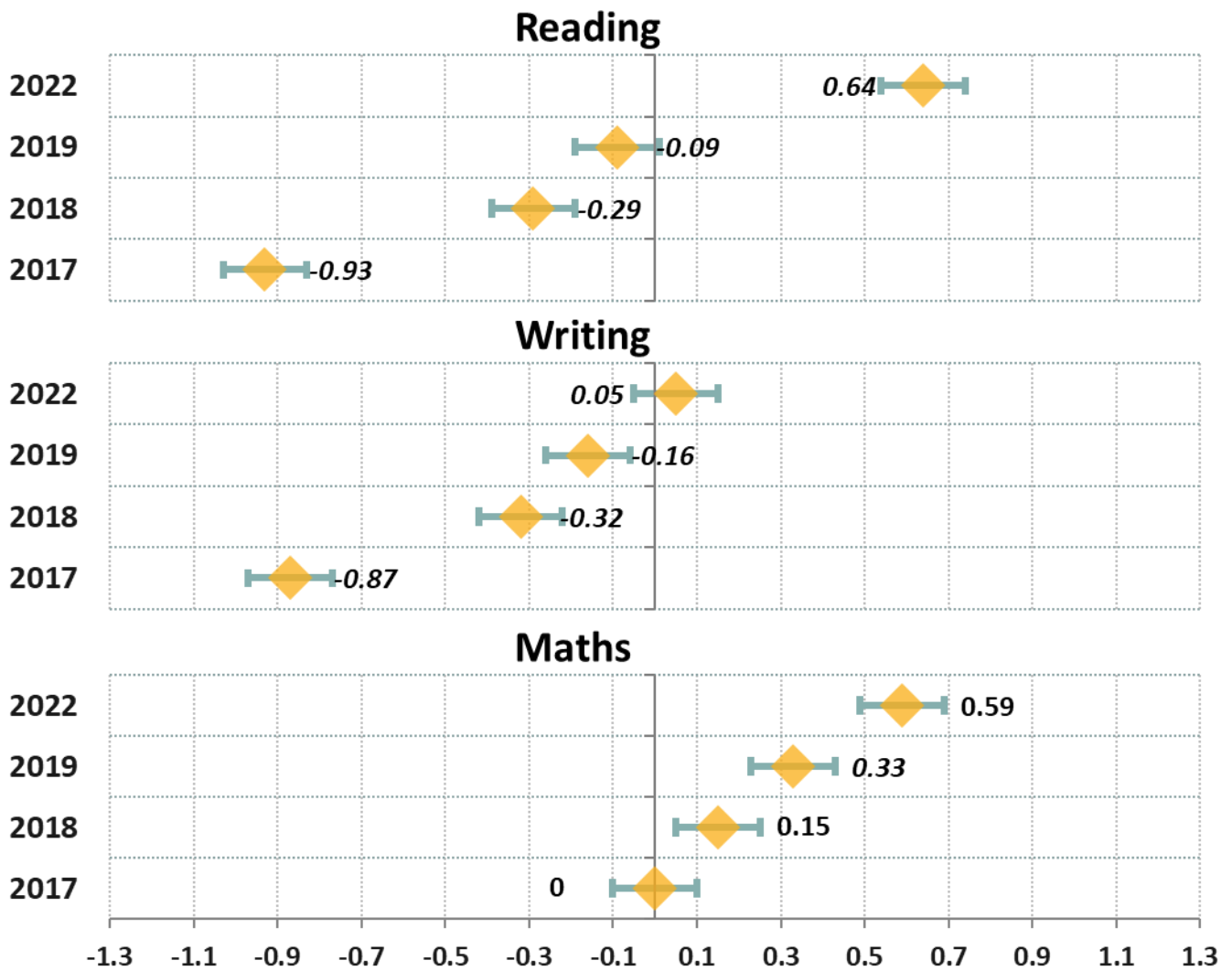
## Progress

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 with the same key stage 1 average point score. 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. 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 2017 to 2022, 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.

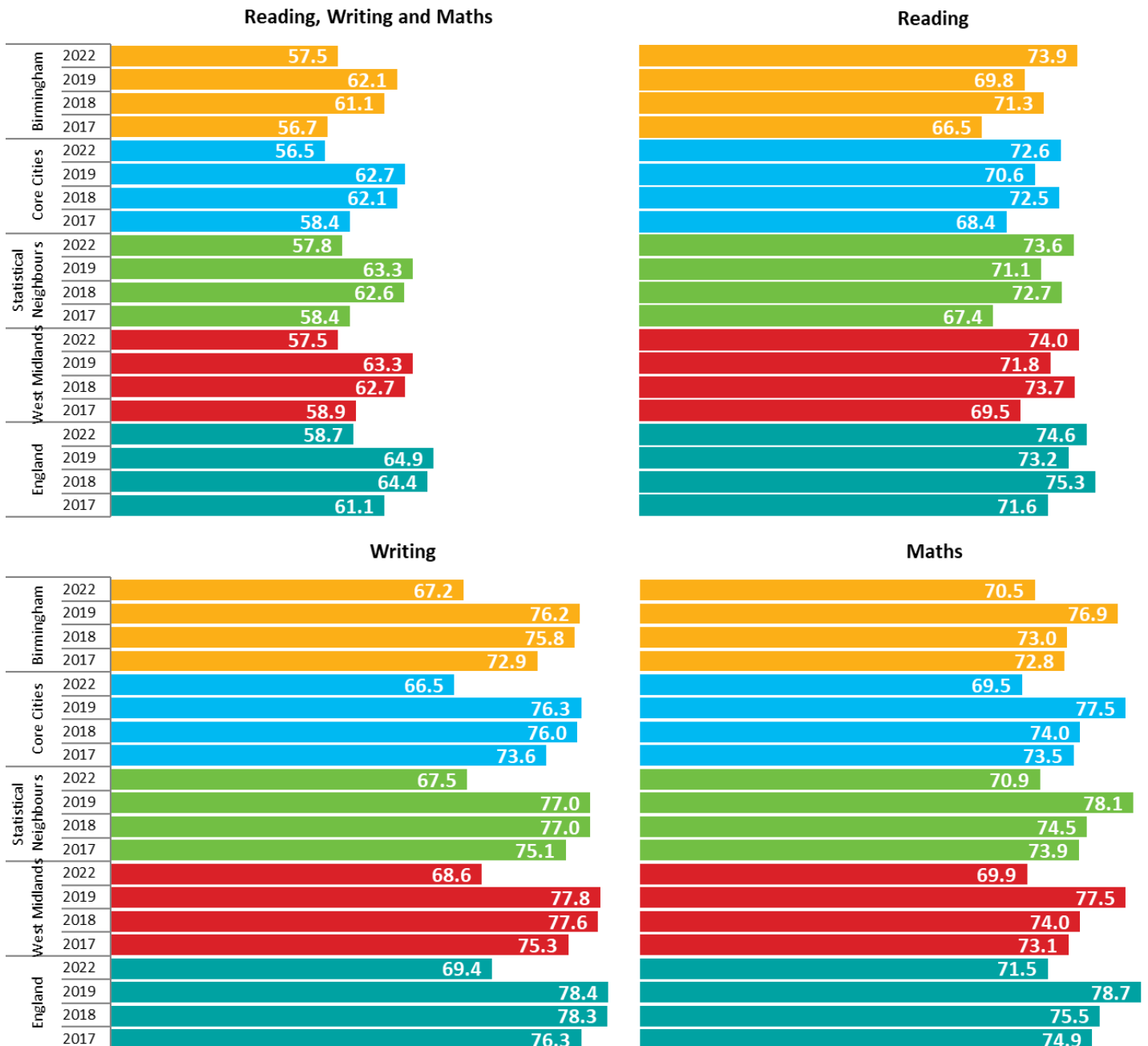
In 2019 Reading, Writing and Maths have both seen an improvement from 2019's averages, with all three subjects above national, with Reading above national by 0.64 points

Maths also continues to see improvement, with pupils in 2022 achieving 0.59 points more than other pupils nationally with a similar starting point.

## National Comparisons

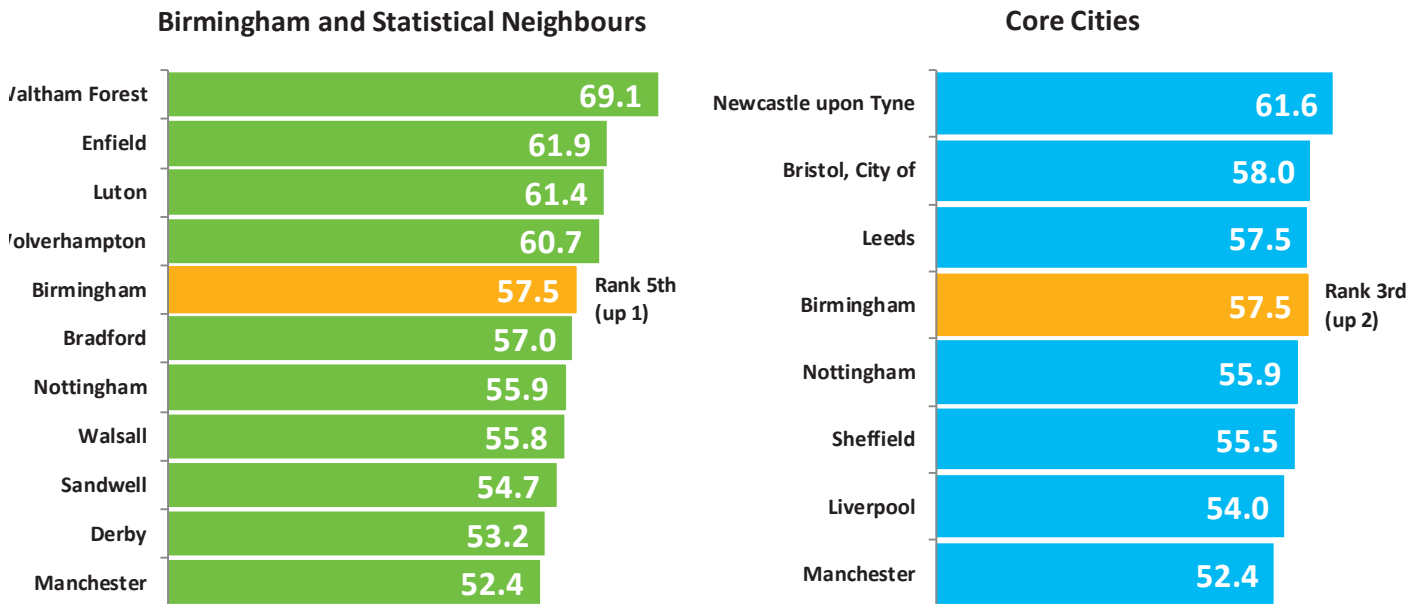
The following charts show how Birmingham's attainment at key stage 2 compares to national and other targeted LA groups, including Core Cities and Statistical Neighbours.

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

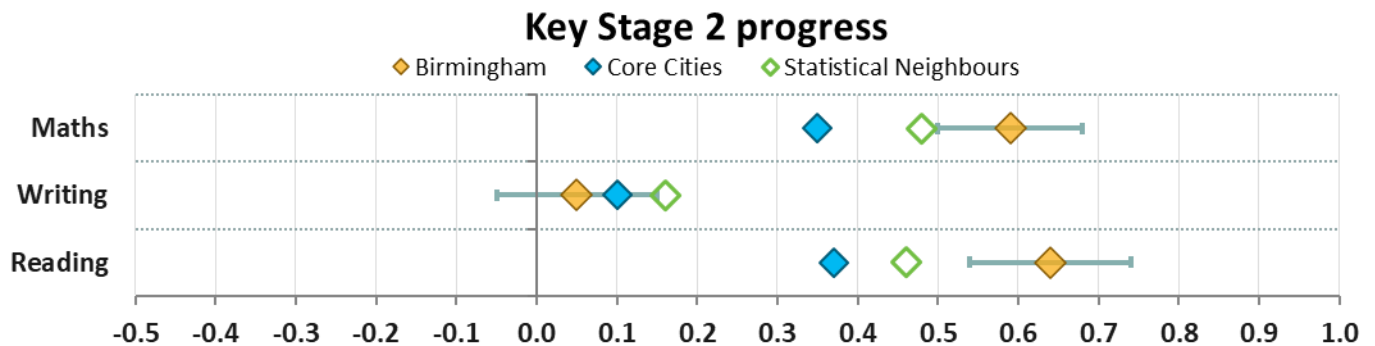


Overall Reading, Writing and Maths attainment is 1.0% above core cities and 0.3% behind statistical neighbours. This is similar for Writing and Maths. Attainment in Reading is above at 1.3% for core cities and 0.3% for statistical neighbours.

## 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 5<sup>th</sup> from 11 local authorities when comparing against statistical neighbours, up 1 place from 2019 and 3<sup>rd</sup> out of the 8 core cities up 2 places from 2019.



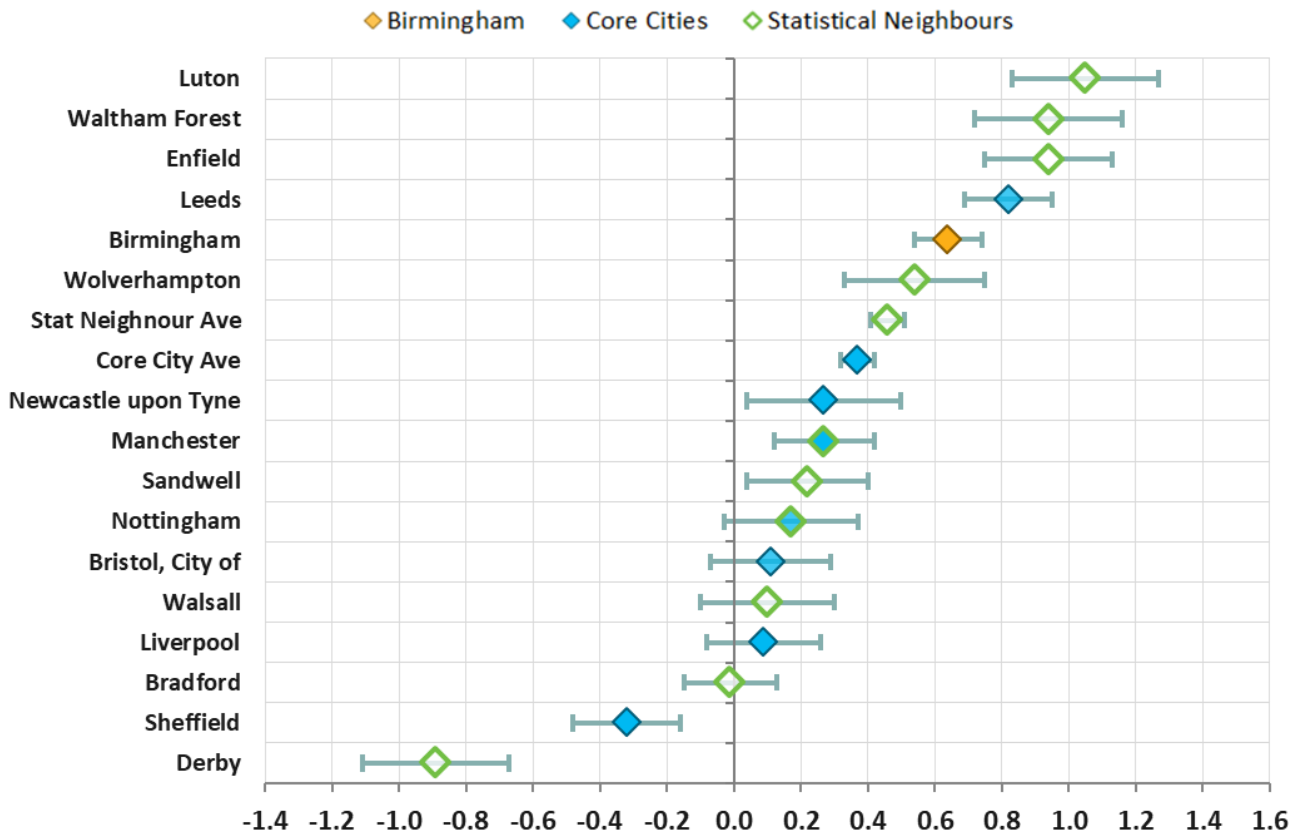
The above graph shows the average progress made in 2022 for Birmingham, core cities and statistical neighbours. The National progress of 0 is represented by the vertical axis.

Reading, Writing and Maths progress is above national, with Writing being behind the other LA groups but closer to the core city average. For Reading and Maths, Birmingham is above the core cities and statistical neighbour's average.

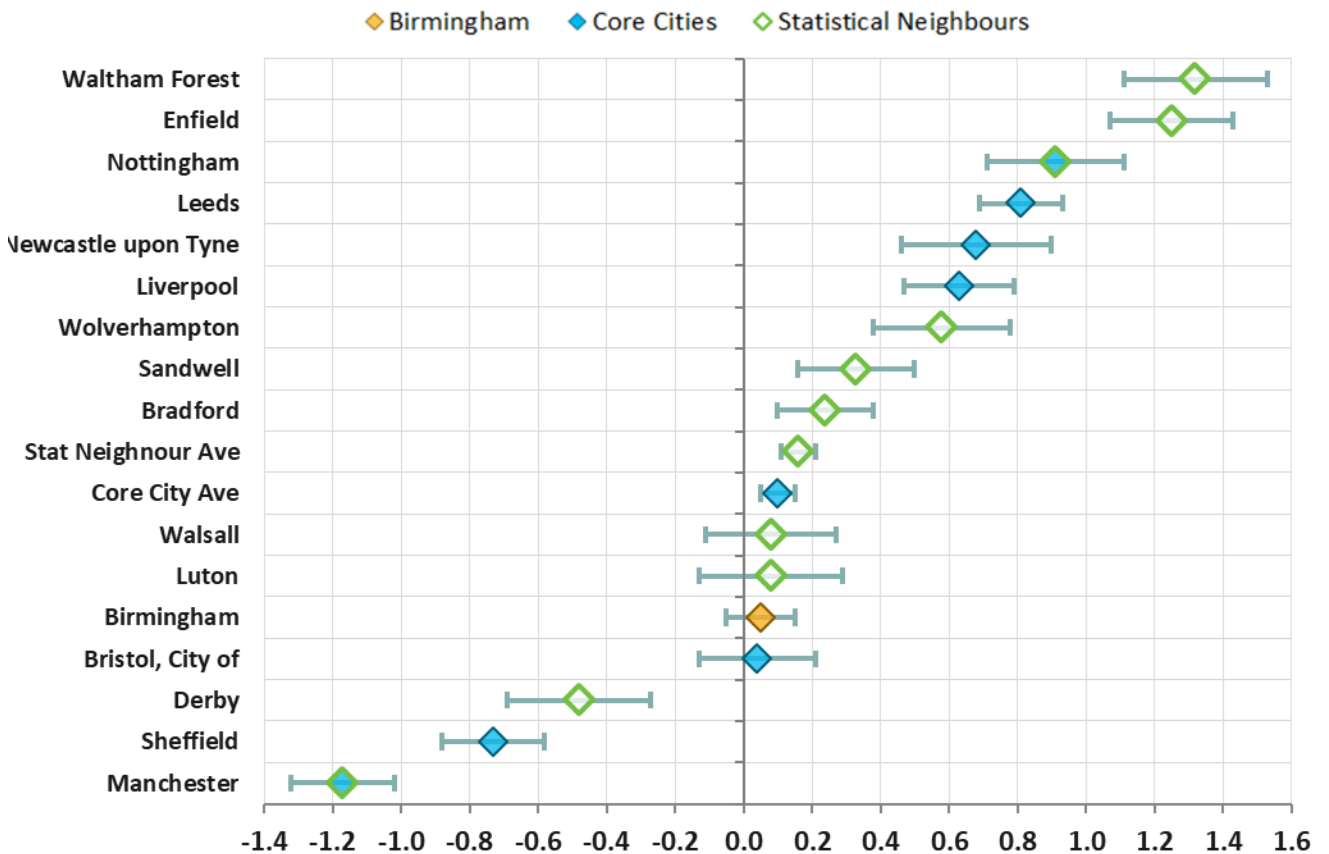
The graphs on the next page show progress for the individual LAs within statistical neighbours and core cities groups ranked in order from highest to lowest. The grey lines to the side of each diamond represent confidence intervals, the larger they are, the smaller the number of children within the LA.

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

### Key stage 2 Reading Progress

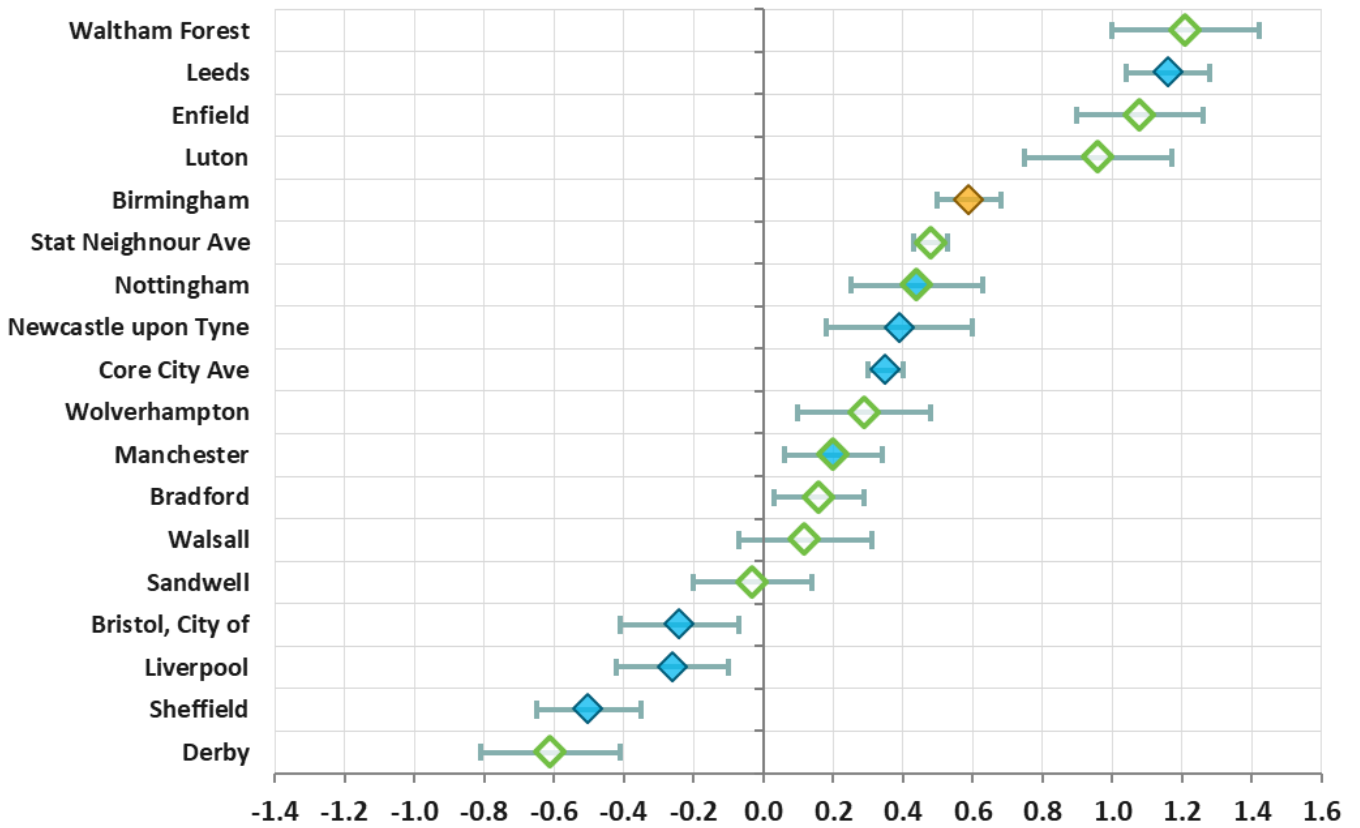


### Key stage 2 Writing Progress



### Key stage 2 Maths Progress

◆ Birmingham    ◆ Core Cities    ◆ Statistical Neighbours

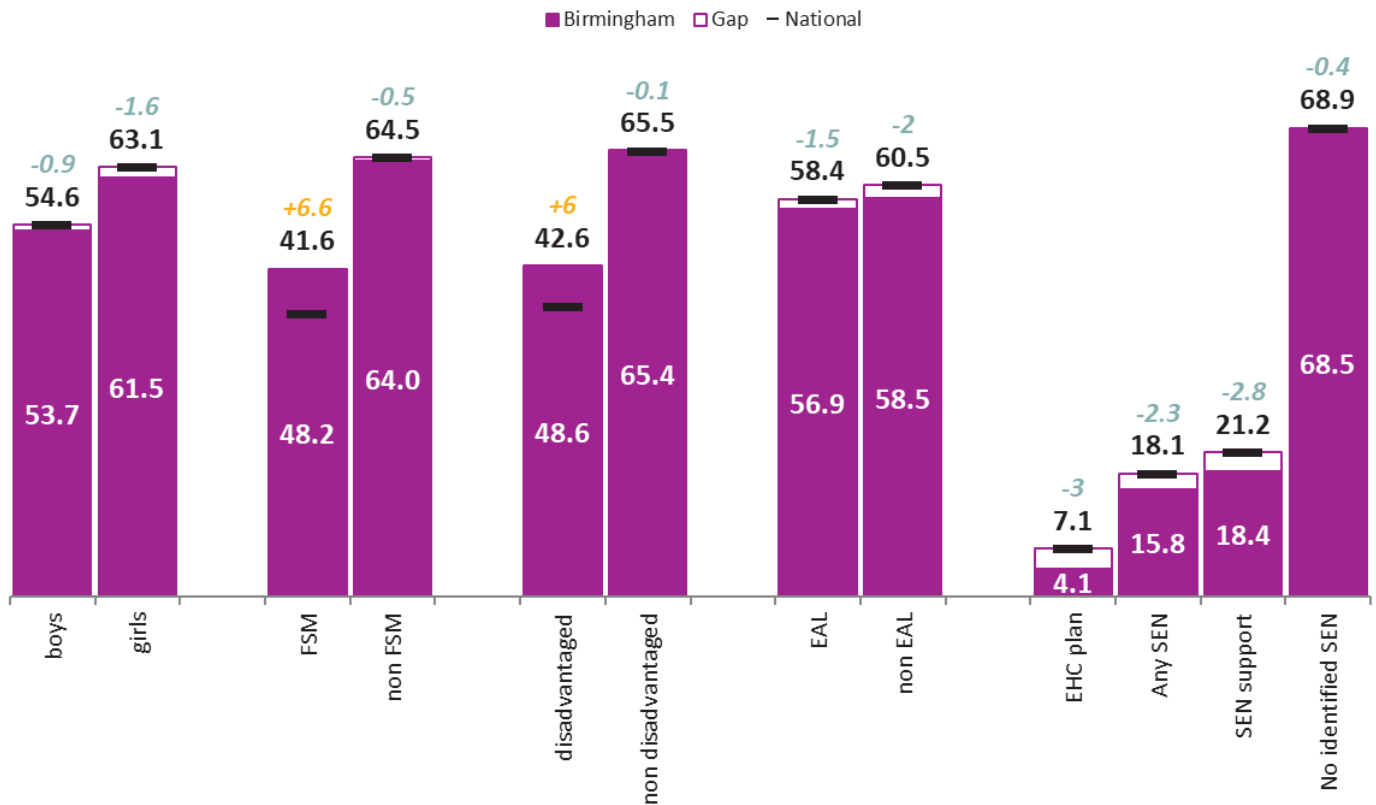




## Pupil Characteristics

### Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs and Disabilities (SEND)

Percentage of pupils in Birmingham reaching the Expected Standard for Reading, Writing & Maths by pupil group against National



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 the individual pupil groups mirror the lower overall attainment in Birmingham compared to National, except for Disadvantaged and FSM groups.

Disadvantaged children's attainment for RWM is 48.6%, 6.0% above National and FSM children's attainment for RWM is 48.2%, 6.6% above National.

The gap to the equivalent national average is 1.6% for girls and 0.9% for boys, which has contributed to a much wider gender difference in attainment in Birmingham compared to national between the two genders.

Overall, SEND attainment is below the equivalent national average by 2.3%. The gap is wider for pupils with a EHC plan which is 3.0%. Children with no identified SEN have a comparatively smaller gap at 0.4% behind their equivalents nationally.

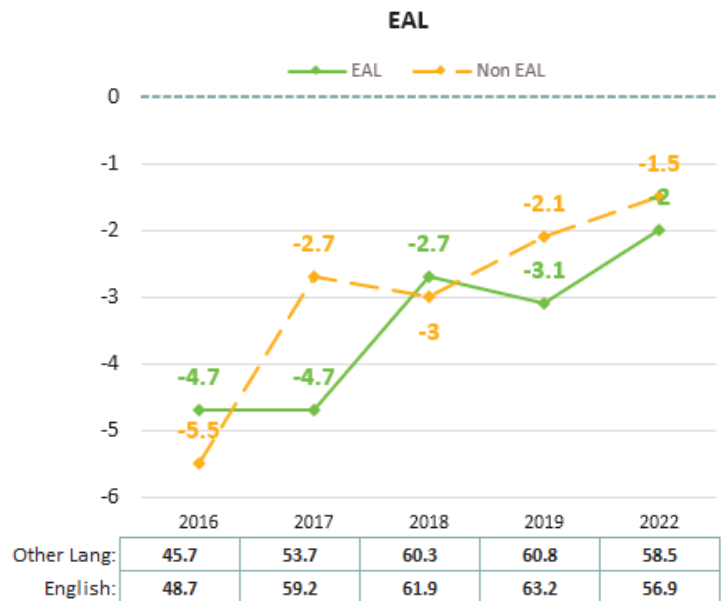
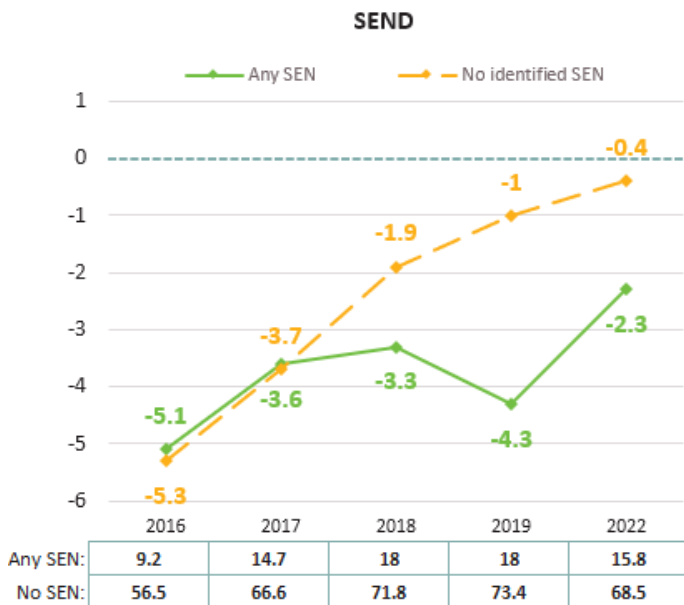
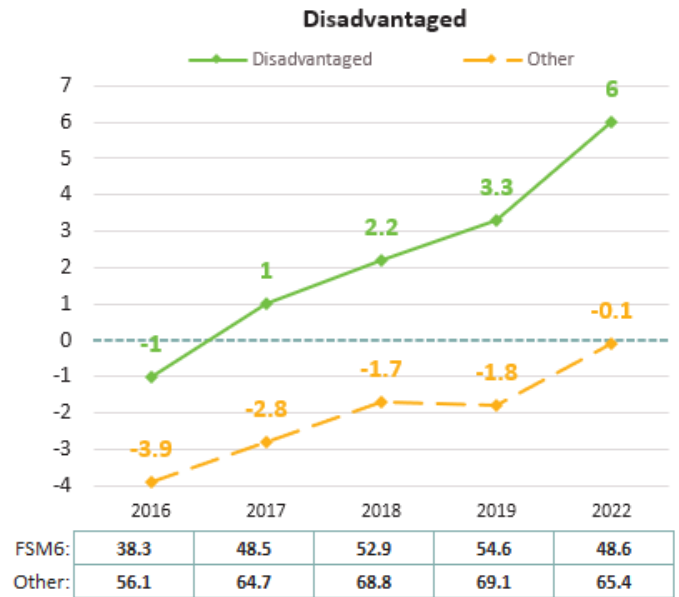
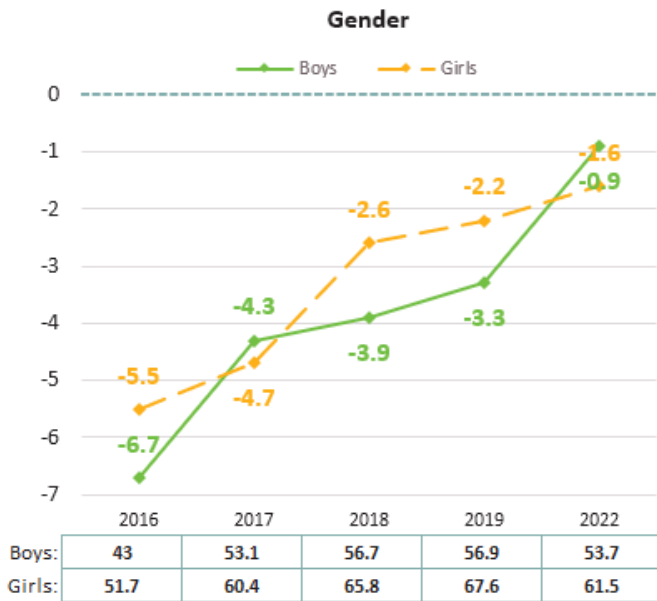
EAL pupils are below their equivalent national by 1.5%, non EAL pupils are also behind by 2.0%.

### 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 group's attainment is

compared directly to their equivalent National average. E.g. Birmingham disadvantaged vs National disadvantaged.

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

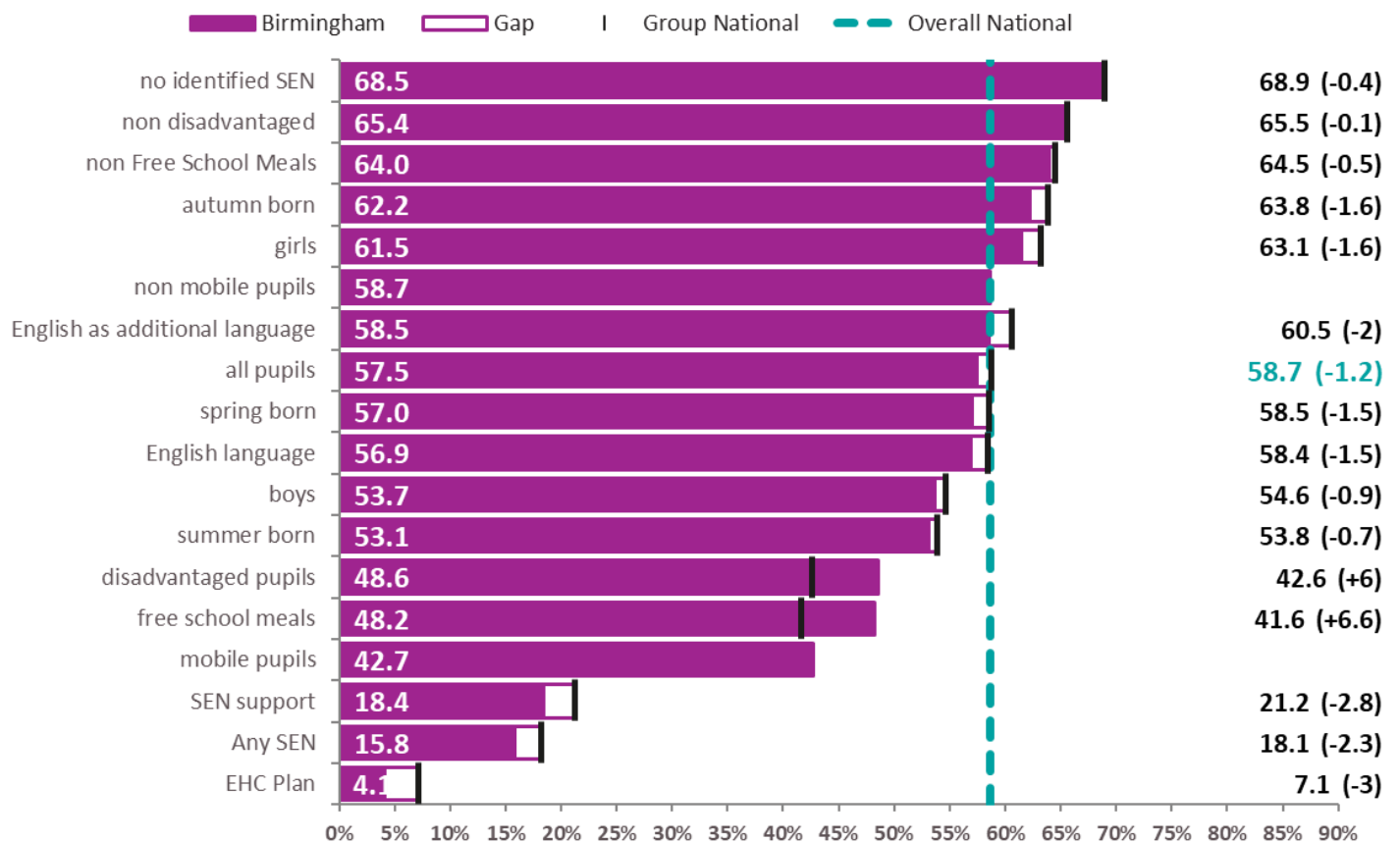


While they are both still behind, Girls and Boys continue to improve, Boys have narrowed the attainment gap, now 0.9% compared to national and overtaken Girls in terms of the gap. Disadvantaged pupils have again extended their lead over national, and the previous trend showing non-Disadvantaged pupils catching up with their national equivalents continues, for which the gap is only 0.1%. This year SEND pupils have an upward trend reducing the gap by 2.0%, while pupils with no identified SEN are now only 0.4% behind their equivalent National.

The following graph shows the same pupil groups ranked in order of attainment against 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, mobile and non-mobile pupils group no national figure available.

### 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).

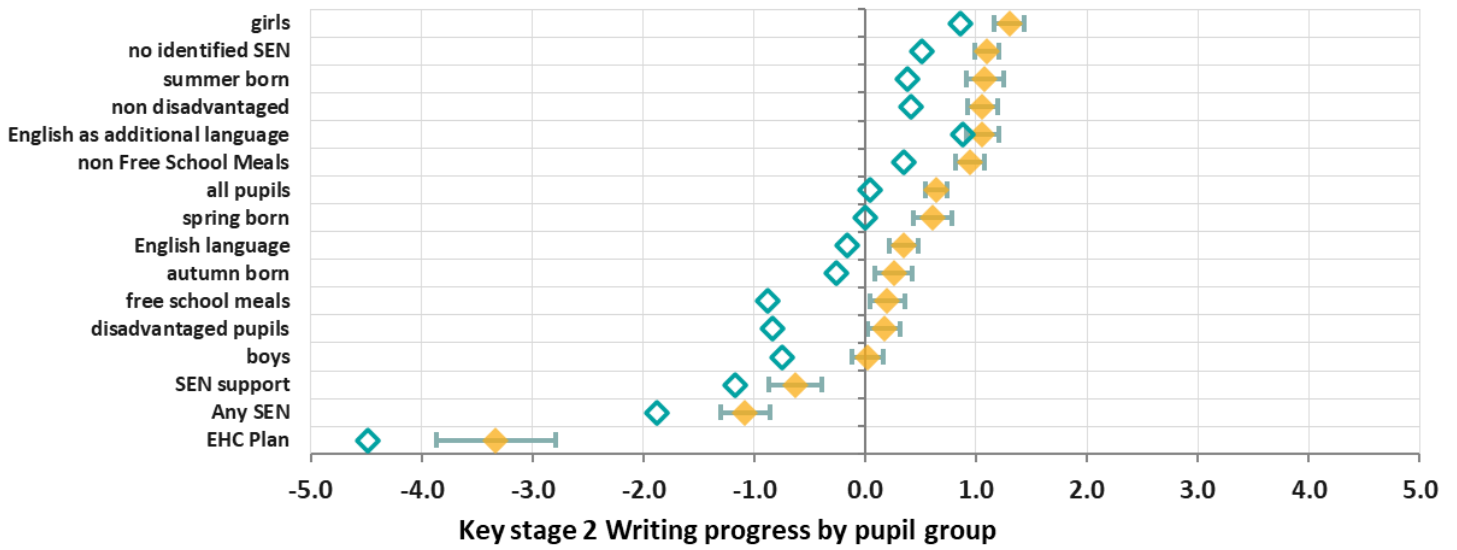
In Reading, all pupil groups fall within confidence levels and are above their national equivalents, though SEN pupils have made significantly less progress, for those children with an EHC Plan the least progress was made by -3.33. Both disadvantaged and FSM pupil groups are above their national groups.

Writing is the subject making the least progress overall, seeing the majority of pupil groups either below their equivalent national or very close to, with the EAL group having the largest gap. SEN Support pupils slightly below than their equivalent national whereas SEN with an EHC plan have made less progress but better than their national equivalents.

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

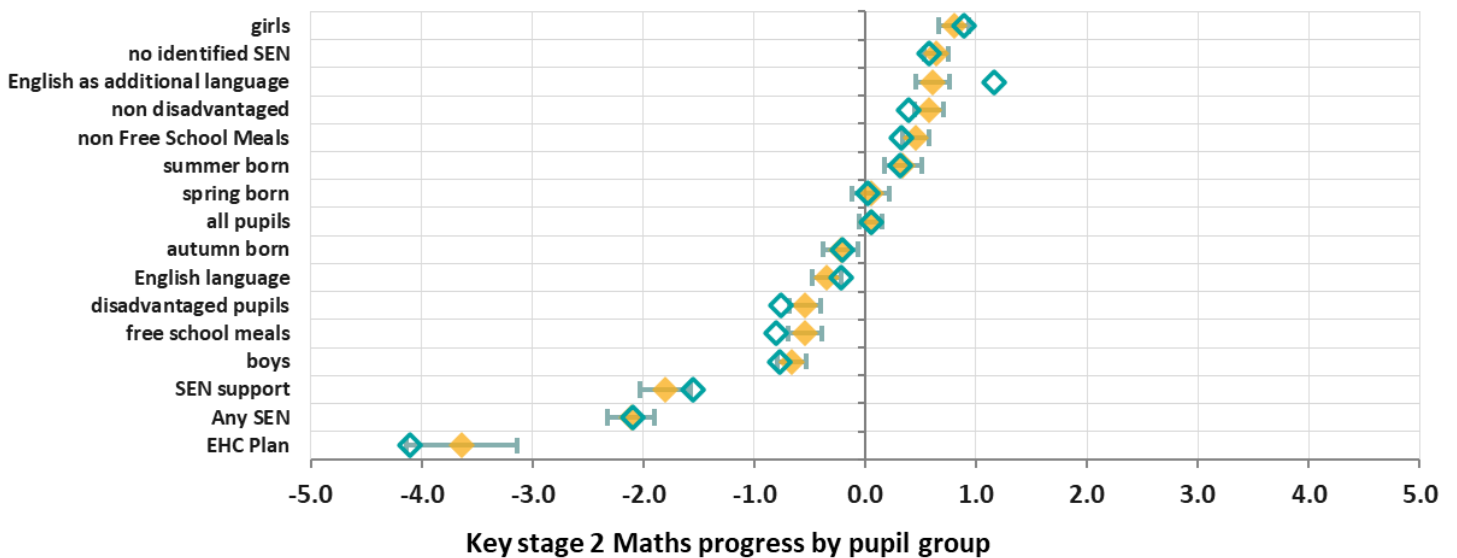
### Key stage 2 Reading progress by pupil group

◆ Birmingham ◆ National



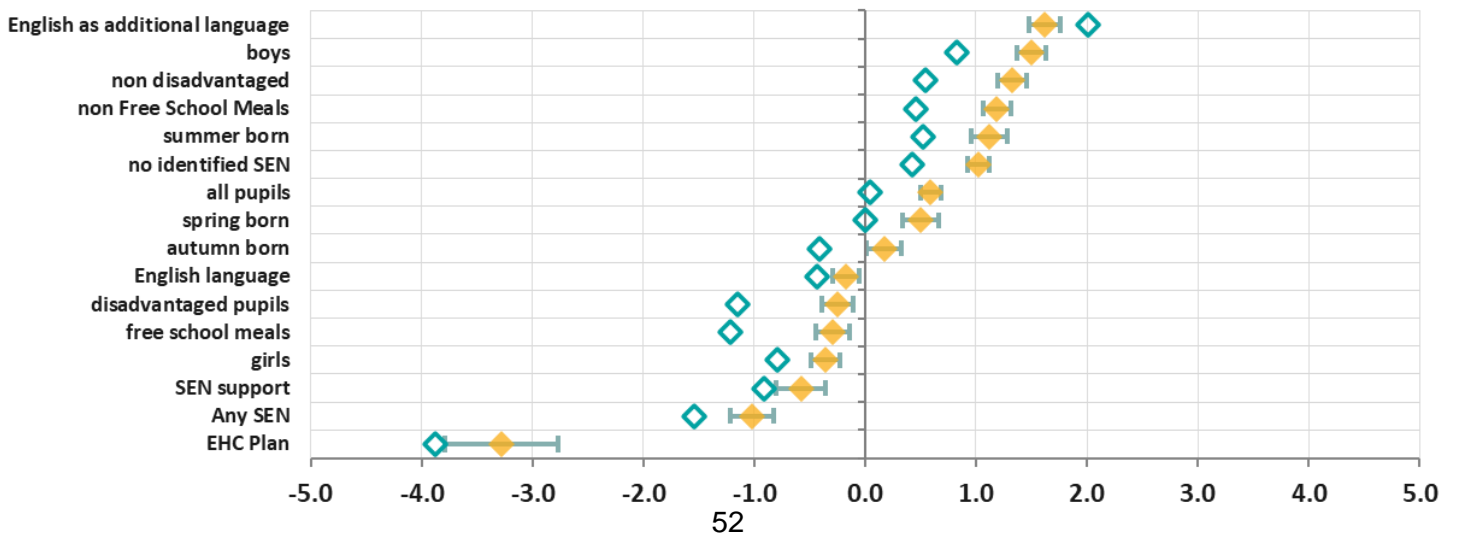
### Key stage 2 Writing progress by pupil group

◆ Birmingham ◆ National



### Key stage 2 Maths progress by pupil group

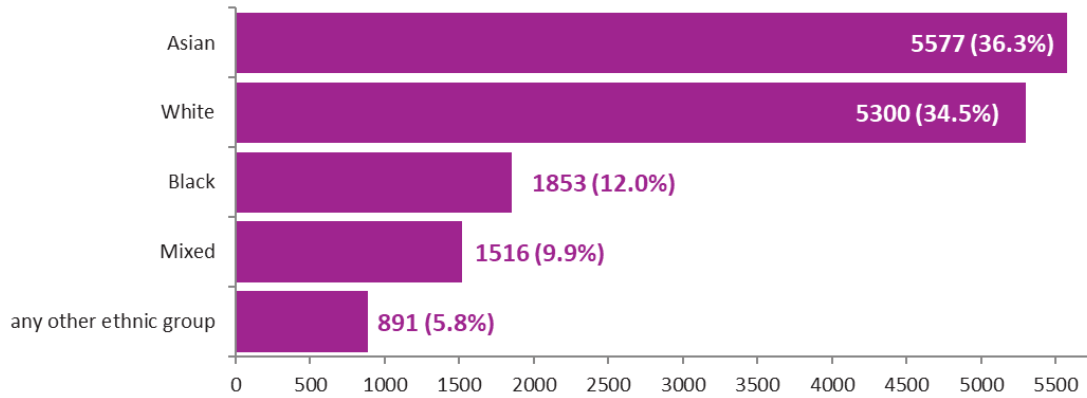
◆ Birmingham ◆ National



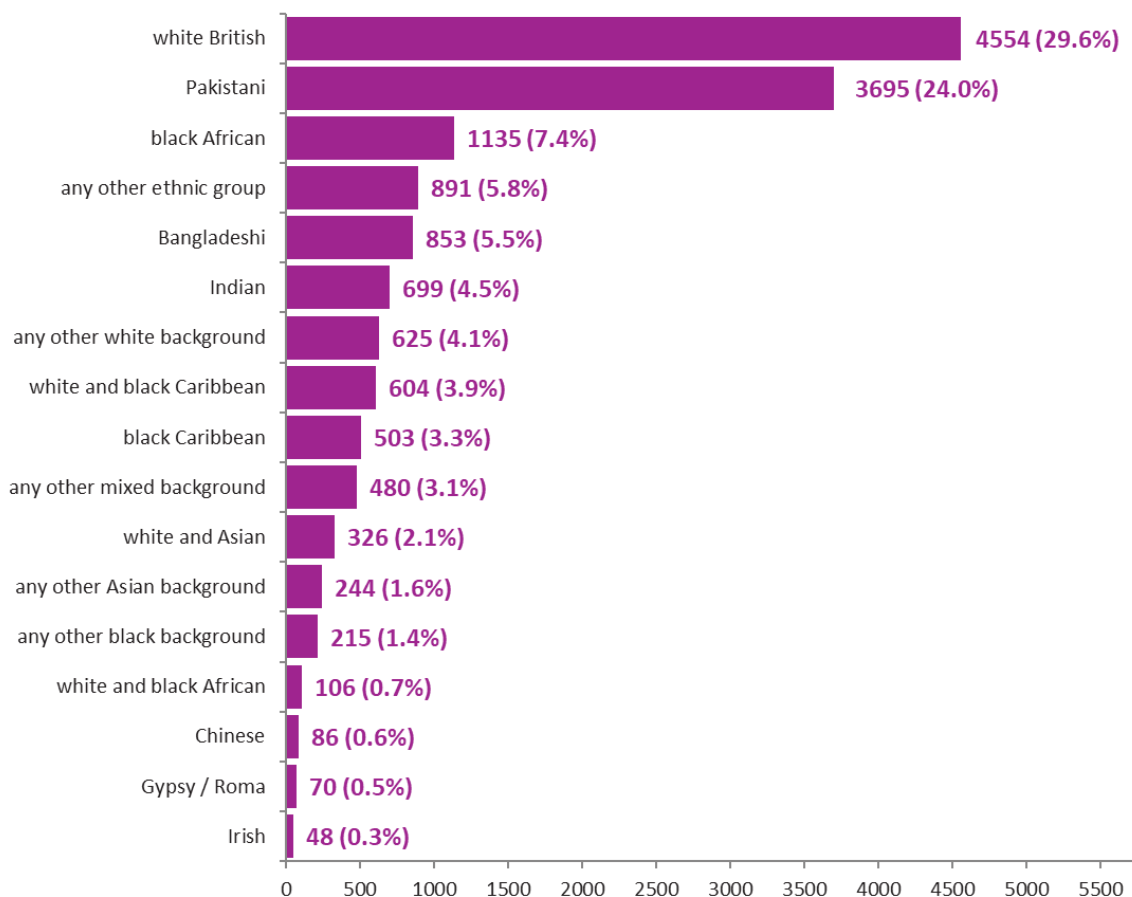
## Ethnicity Profile – Key stage 2

The graphs below show the ethnic distribution of Birmingham key stage 2 eligible pupils in 2022.

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



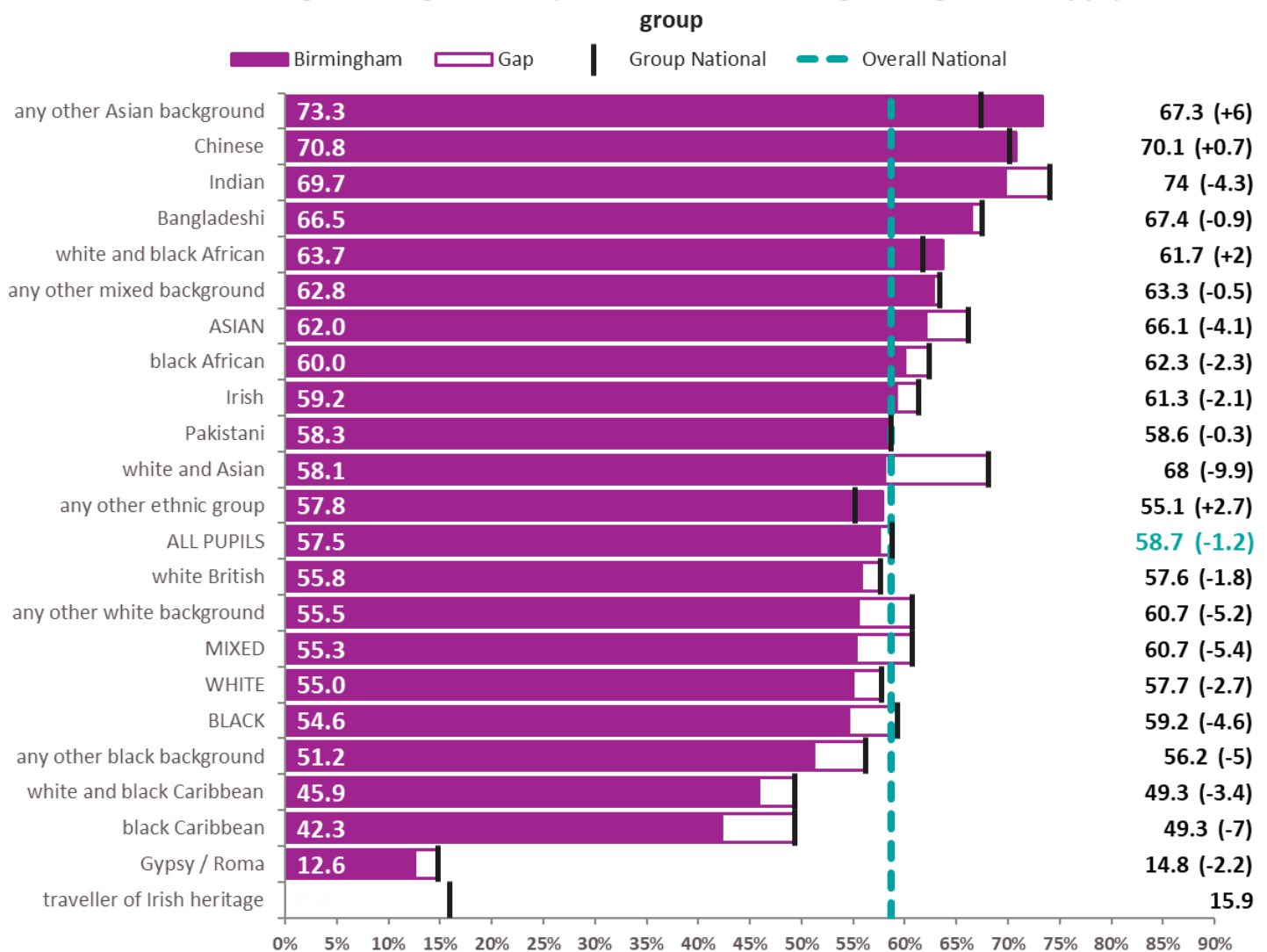
**Number of eligible pupils for key stage 2 results in Birmingham by ethnicity (sub groups)**



## 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.

## Percentage achieving at least expected standard in Reading, Writing &amp; Maths by pupil



In Birmingham, Asian pupils' attainment as a group is at the overall national average but behind when compared to Asian pupils nationally. 'Asian Other' pupils are also above their equivalent national by 6.0%. Indian pupils attain higher than the overall national average but are 4.3% below other Indian pupils nationally. This is also similar for Bangladeshi children below by 0.9%. Pakistani children perform close to the national average for their group (below by -0.3) and below the overall national slightly by 0.4%.

White pupils' attainment as a group is lower than the overall national average by 3.7% and 2.7% below their national equivalents. White British children have attained higher but are still 1.8% behind. Irish pupils are above the overall national but below their national equivalent group by 2.1%. Children from 'White other' group are behind at 3.2% lower than the overall national average and 5.2% below their national equivalent group. Gypsy / Roma are also below overall national and their national equivalents.

Black pupils' attainment is similar to White pupils at 4.1% below the overall national average. Black African pupils are the highest attaining within the group, scoring above the overall national average by 1.3% behind their group nationally. Black Caribbean attainment is significantly below 7.0% behind their equivalents nationally and 16.4% behind the overall national. 'Any other black background' pupils' attainment is 5.0% behind their equivalent national average.

Mixed pupils' attainment is 5.4% behind their equivalents nationally. 'Any other mixed background' pupils attainment is above the overall national and below their national equivalents by 5.4%. 'White and Black African' pupil attainment is both above the overall national and their national equivalents by 2.0%. All other mixed groups are all below their equivalent national, especially 'White and Asian' pupils, whose attainment is much lower than their equivalents nationally by 9.9%.

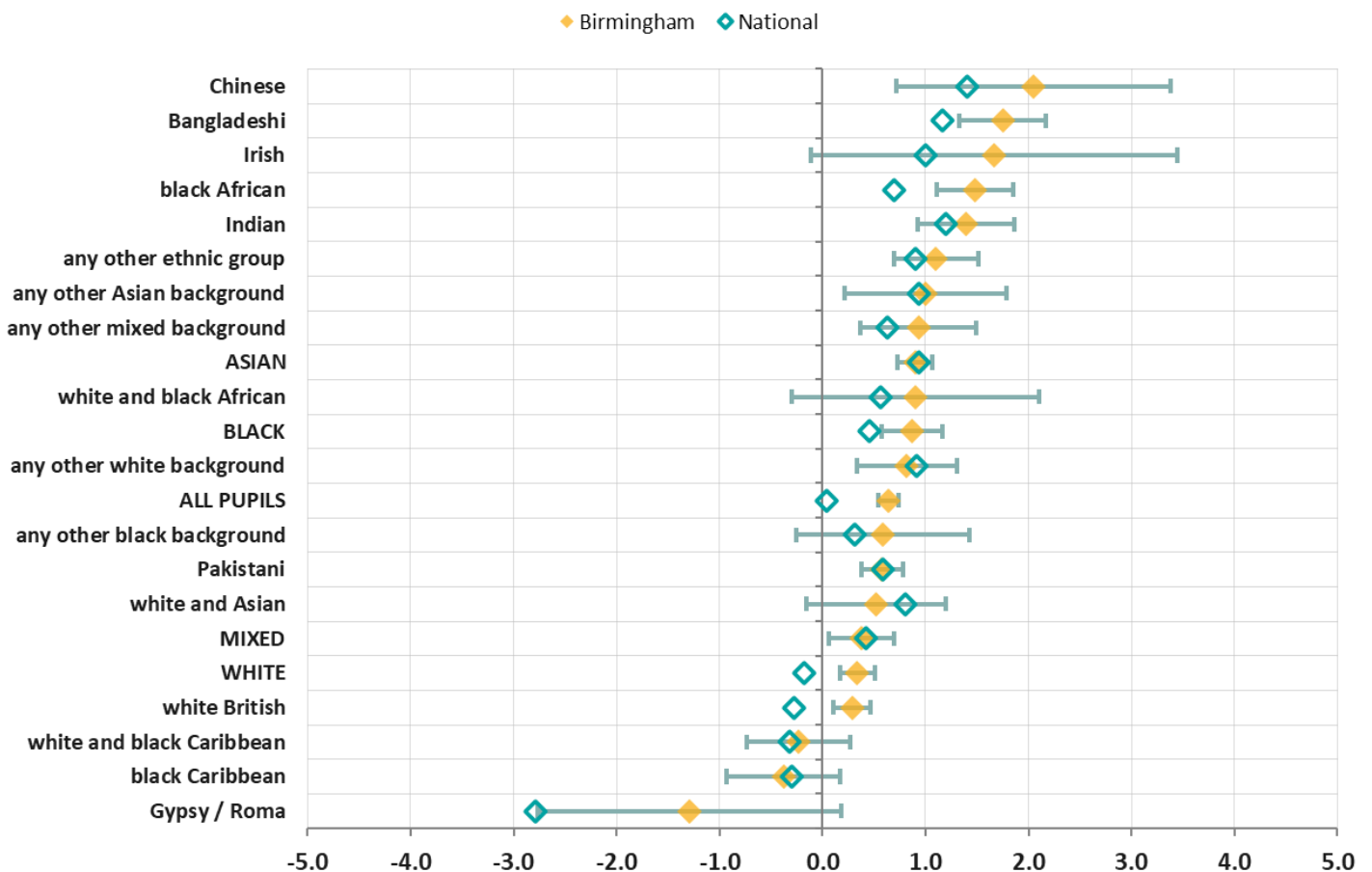
Chinese pupils' attainment is above both the overall national average and their national equivalents by 0.7%. The attainment figures for traveller of Irish heritage children in Birmingham has been suppressed due to low numbers.

### Progress - ethnicity

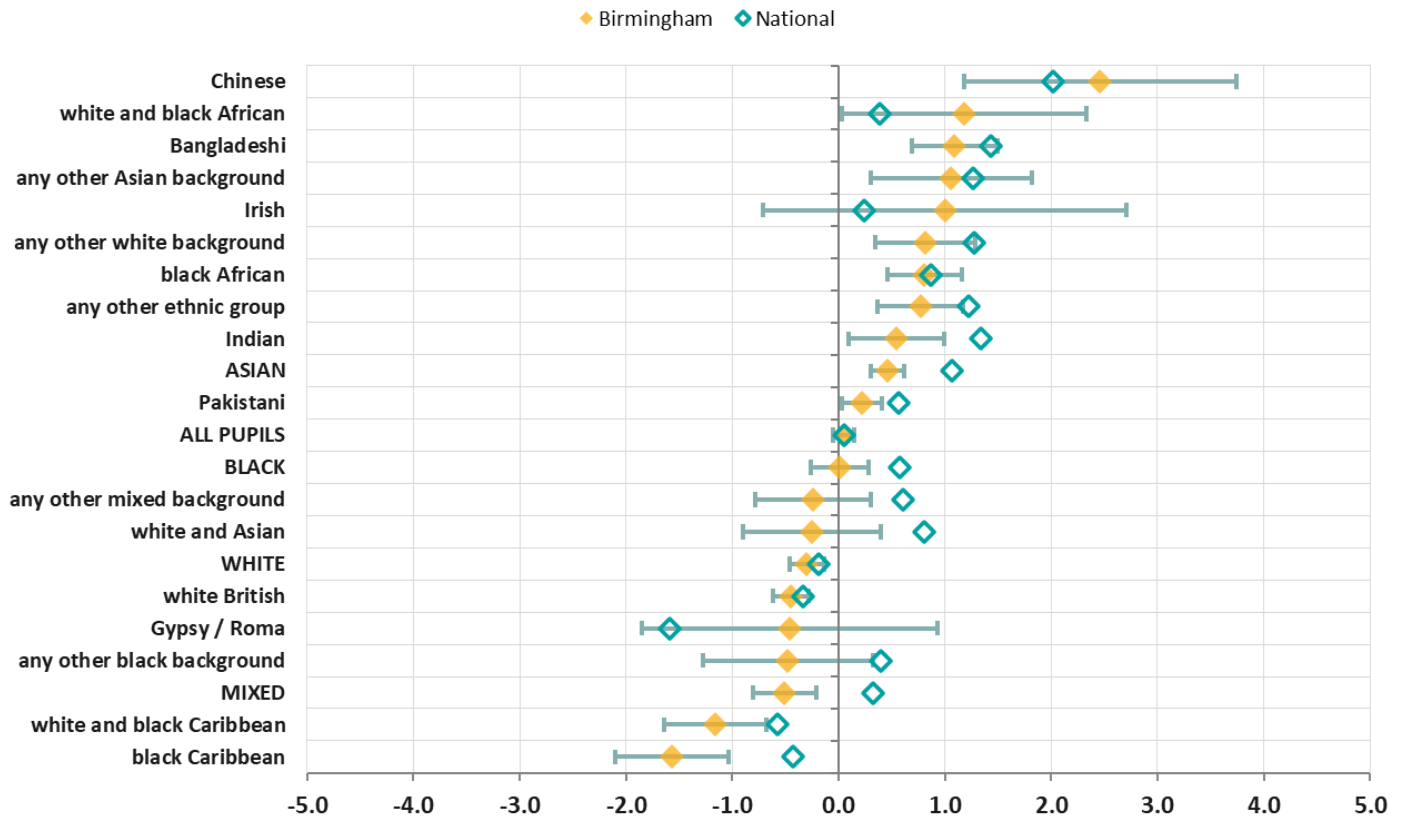
The following charts show the progress scores for Reading, Writing and Maths by pupil ethnicity group for Birmingham and Nationally. For guidance, see the Progress by pupil characteristics charts (page 56).

It's a mixed trend across all three subjects for progress, for Reading Birmingham is above their national equivalents in most cases. Writing progress of where Birmingham does less well than their national equivalent. It should be noted that if the national outcome falls within confidence intervals, it is not deemed significantly above or below Birmingham results. Smaller pupil groups have larger confidence intervals

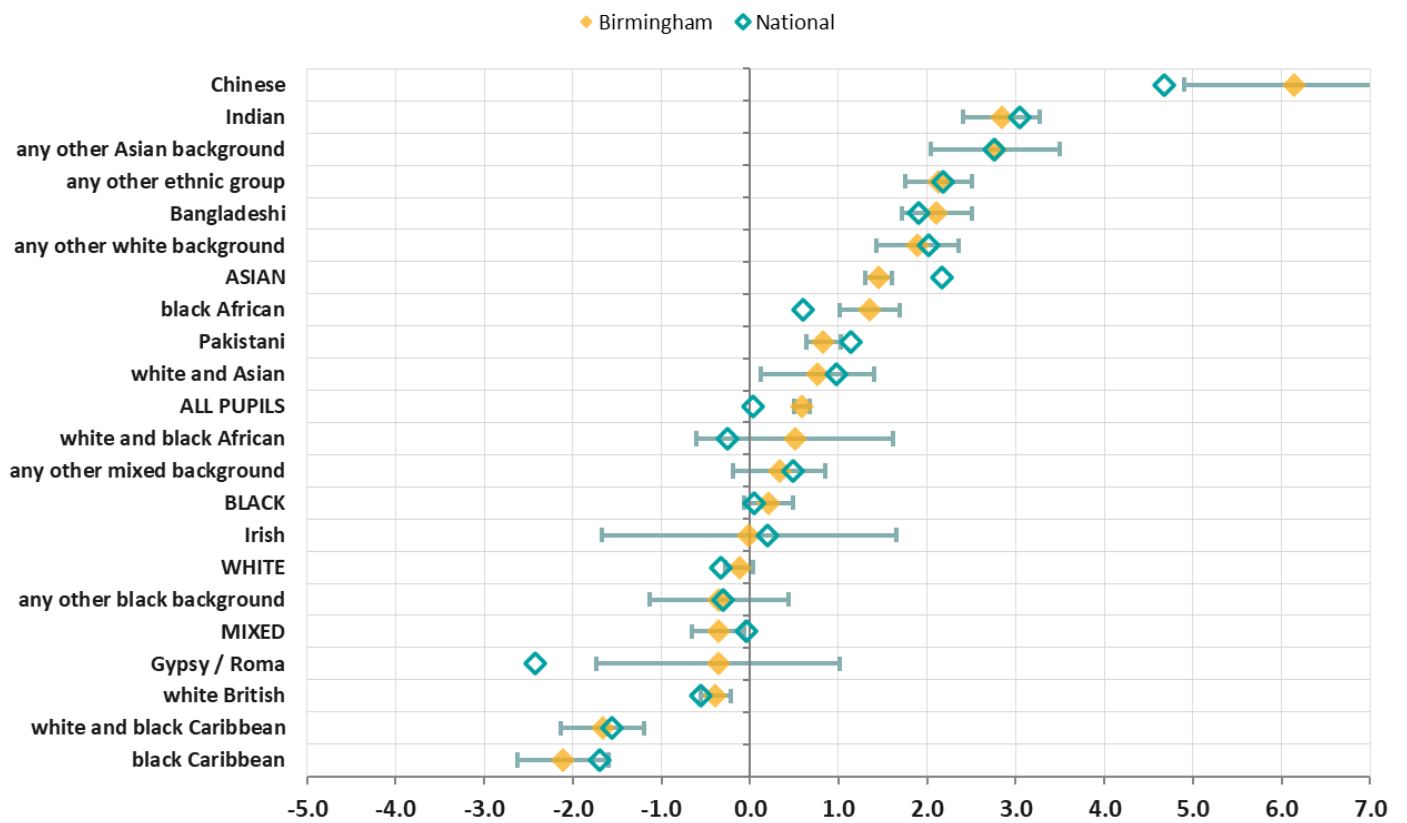
### Key stage 2 Reading progress by ethnicity



### Key stage 2 Writing progress by ethnicity



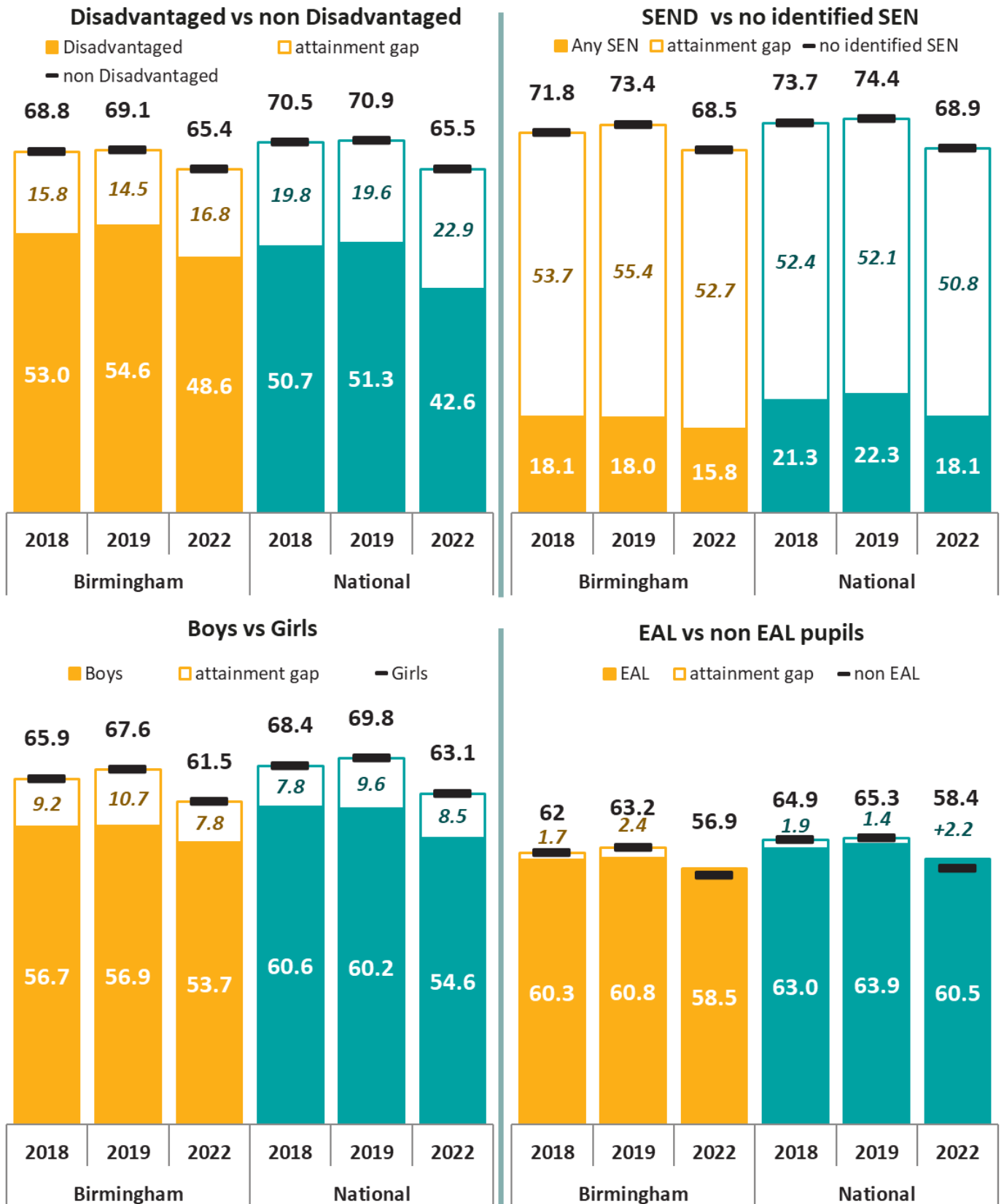
### Key stage 2 Maths progress by ethnicity





## Pupil Groups - Attainment Gap

Percentage of children attaining at least the expected level of attainment (RWM)



The attainment graphs above show the differences in RWM attainment between matching pairs of 'opposite' pupil groups by the end of the 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 16.8% which is 6.1% smaller than it is nationally. Additionally, the individual attainment of both these groups is higher in Birmingham than it is nationally.

For SEND pupils, the attainment gap between those with any SEN and no identified-SEN is 52.7% which is 1.9% greater than it is nationally.

For Boys and Girls pupils, the attainment gap is 7.8% which is 0.7% less than it is nationally.

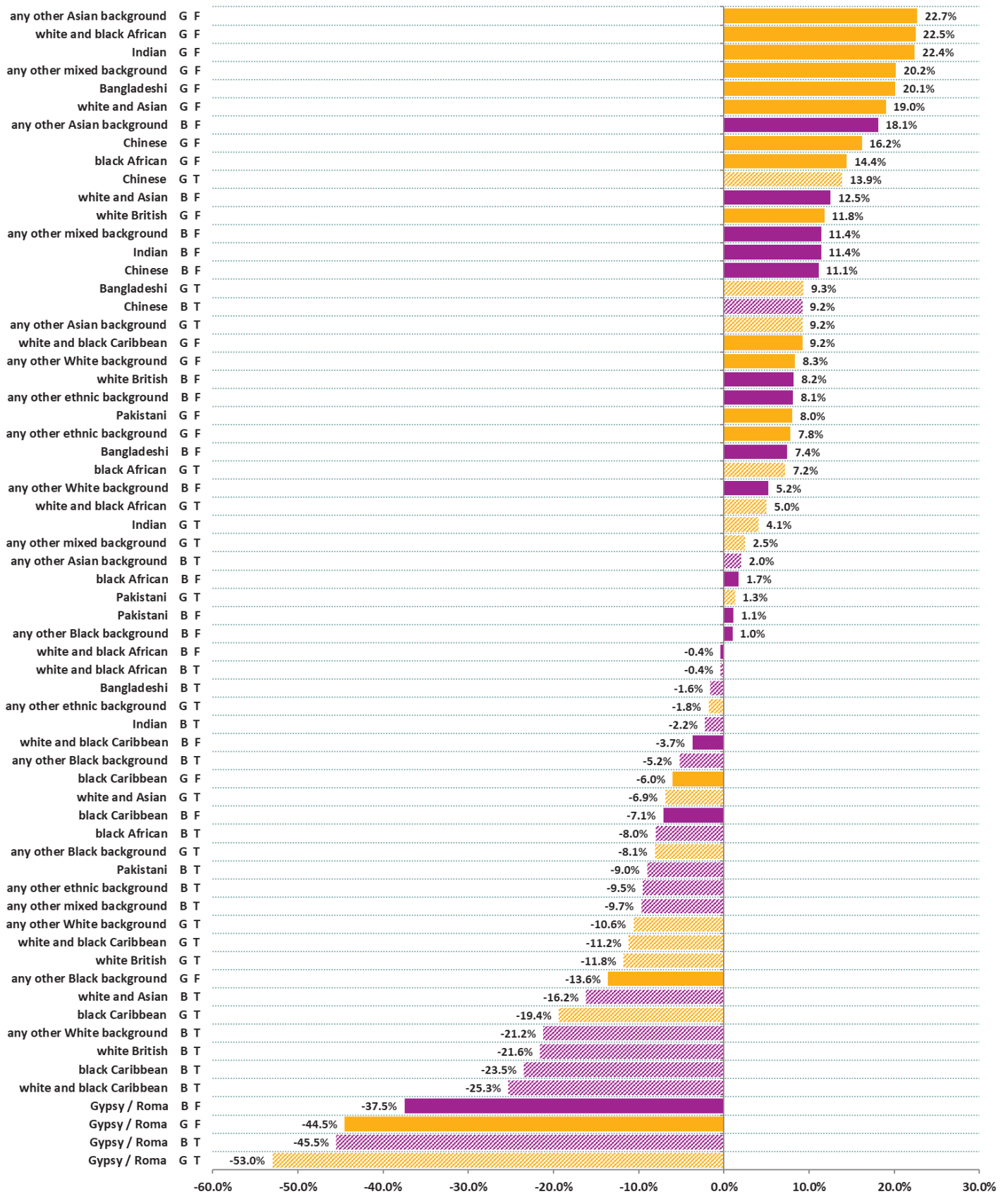
The attainment gap for EAL and non EAL pupils has seen an increase for Birmingham by 1.6%, which shows EAL pupils perform better than non-EAL pupils, both groups remain below their national equivalents.

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

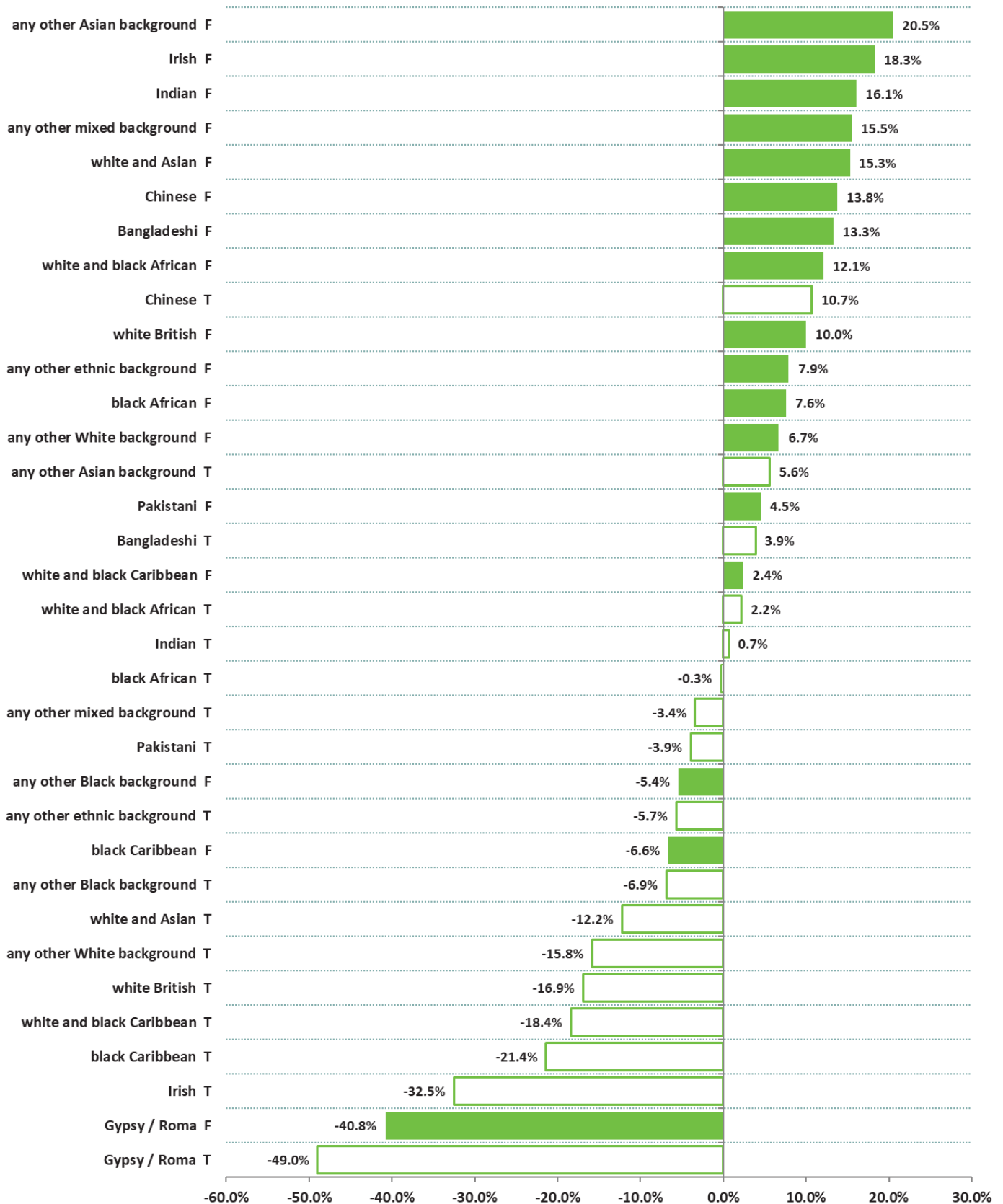
The graphs on the following pages show the differences in attainment between ethnic groups when showing the further breakdown by gender (displayed as G for Girls and B for Boys) and disadvantaged status (displayed as T for disadvantaged and F for non-disadvantaged). The following ethnicity groups are included, however do note these following groups have 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 Chinese boys are above the overall LA average for at least expected standard. White and Black Caribbean pupils who are disadvantaged perform less well 25.3% below the LA average.

Difference to LA average for KS2 Reading, Writing and Maths at least expected standard by Ethnic Group, Gender and Disadvantaged. LA Average = 57.5%



**Difference to LA average for KS2 Reading, Writing and Maths at least expected standard by Ethnic Group and Disadvantaged. LA Average = 57.5%**

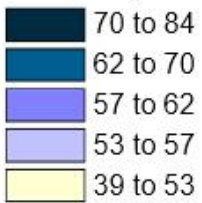


**Analysis by Ward – KS2 attainment – at least expected standard**

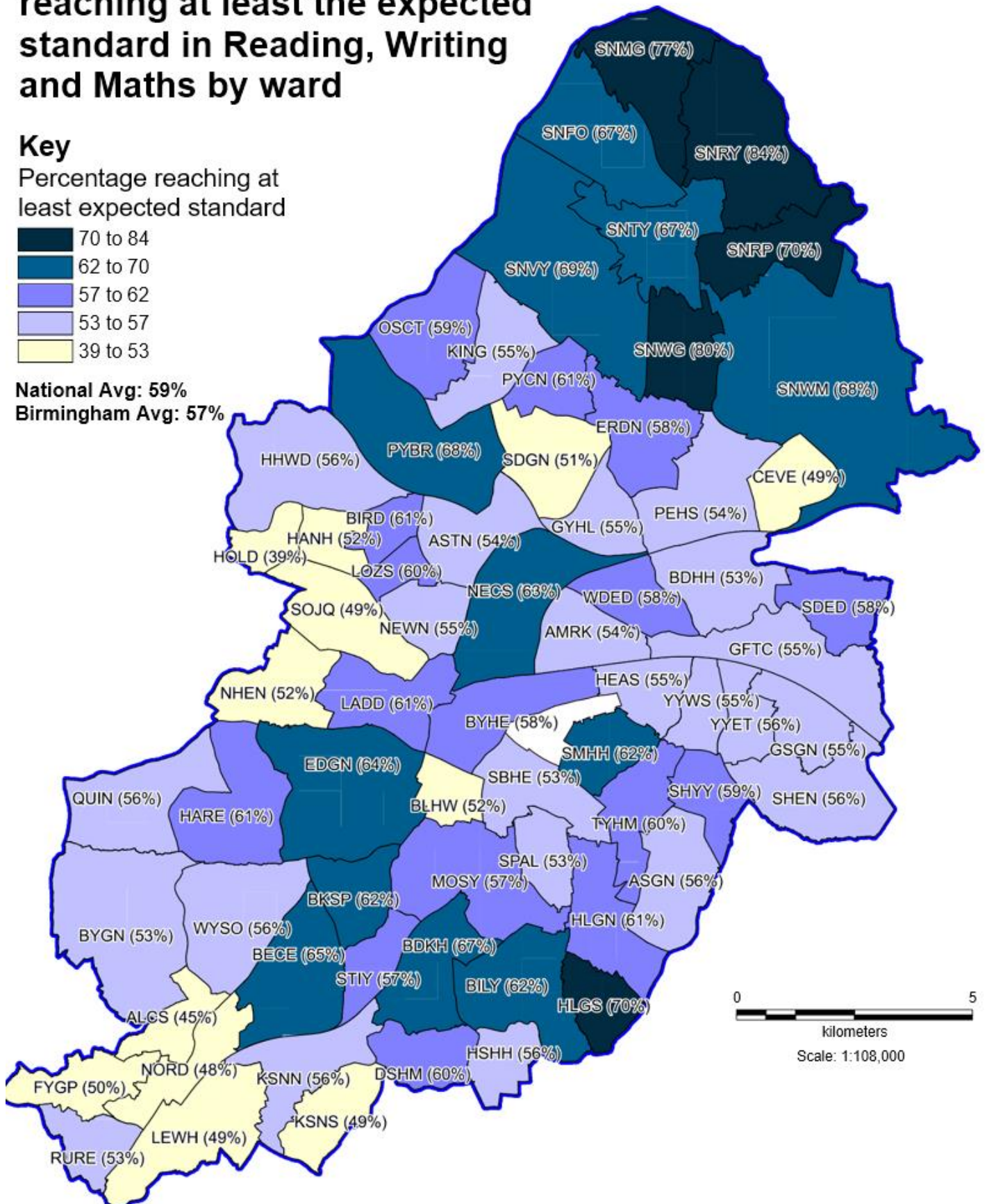
**2022 Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths by ward**

**Key**

Percentage reaching at least expected standard



National Avg: 59%  
Birmingham Avg: 57%

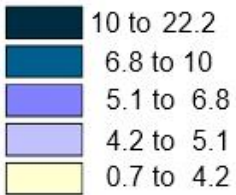


**Maps -Reading, Writing & Maths attainment – higher standard**

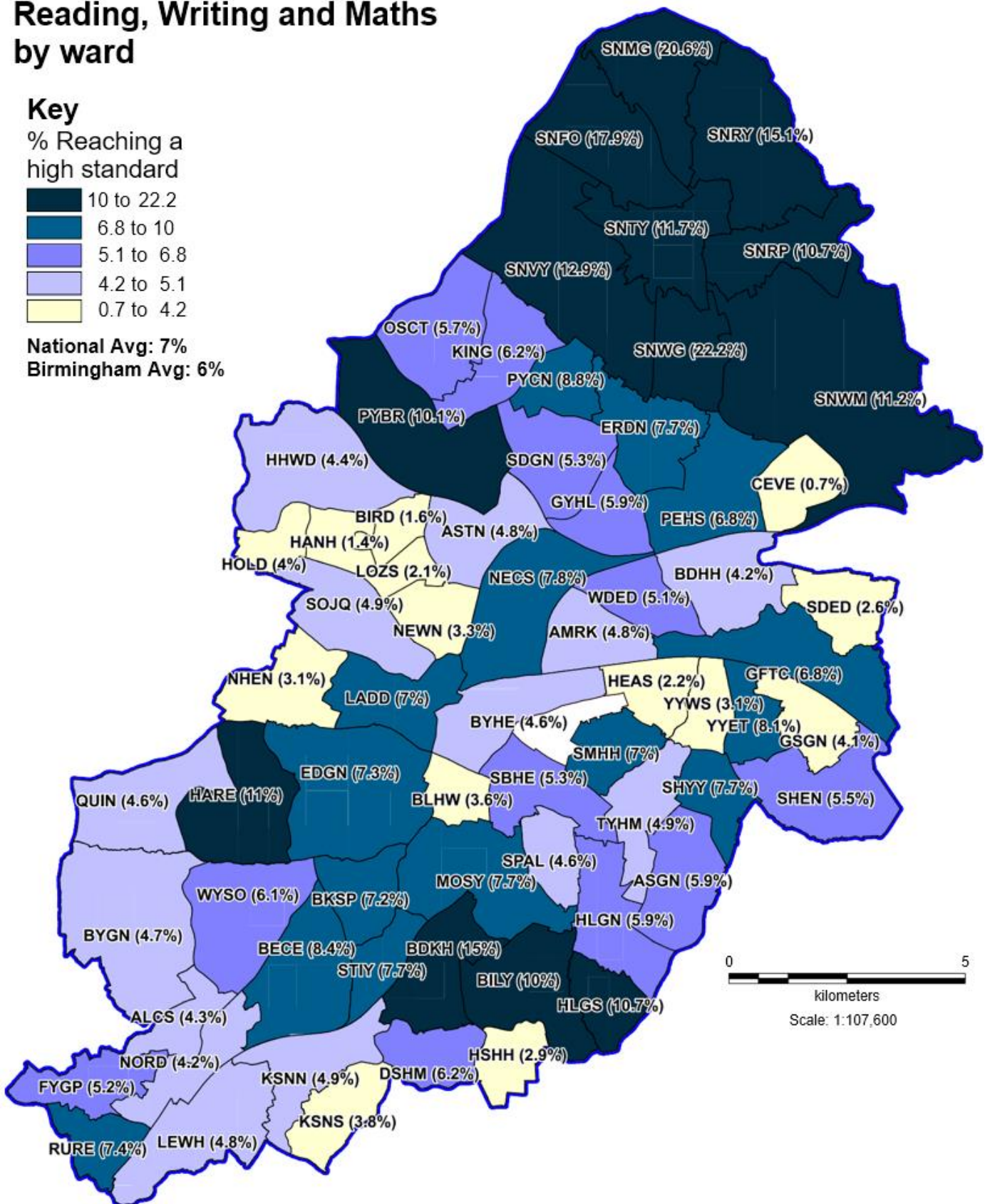
**2022 Percentage of Pupils reaching a high standard in Reading, Writing and Maths by ward**

**Key**

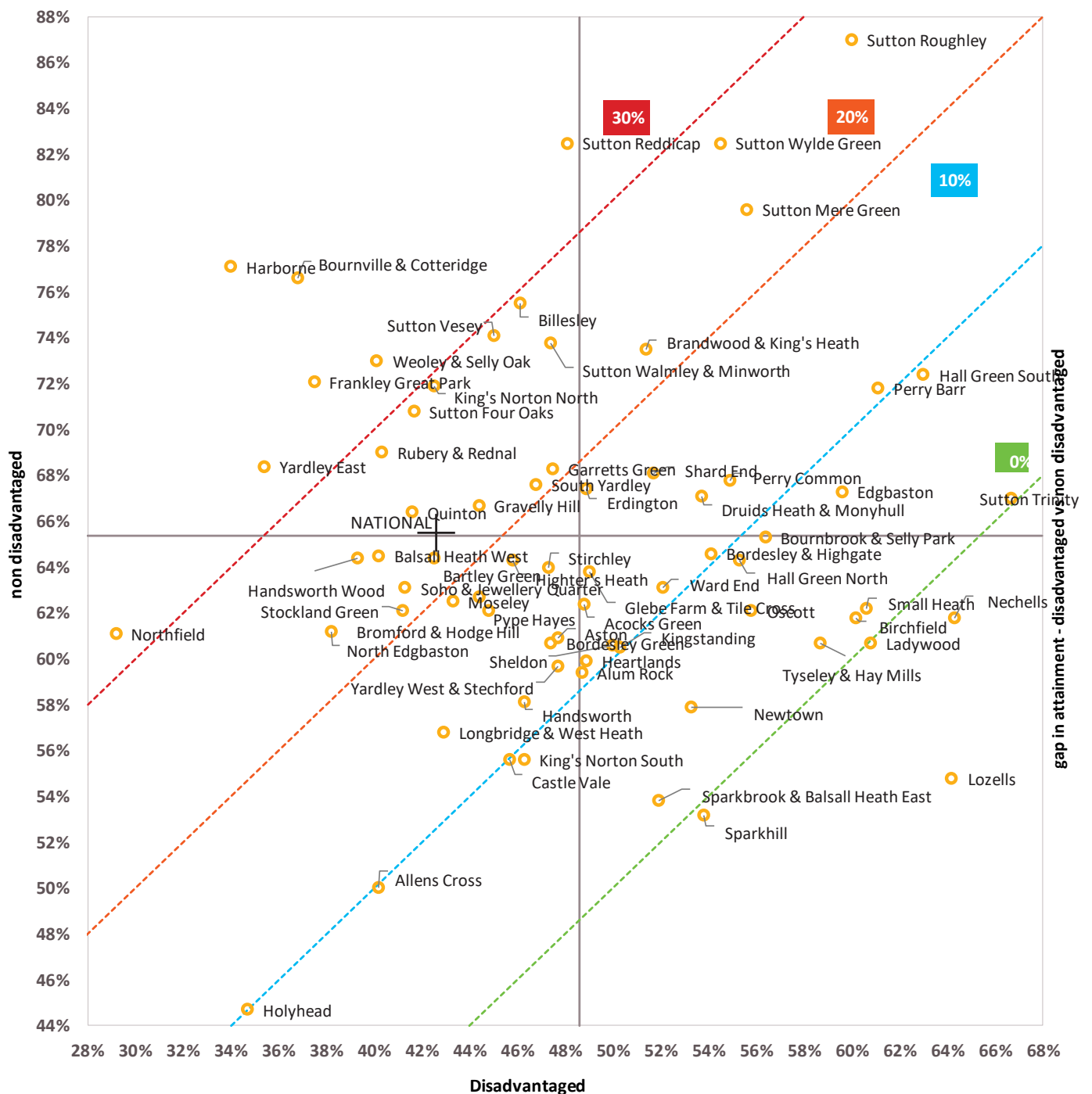
% Reaching a high standard



National Avg: 7%  
Birmingham Avg: 6%



## 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 a similar position on the horizontal axis have similar disadvantaged attainment scores. Similarly, wards in a similar position on the vertical axis have similar non-disadvantaged attainment scores.

For example, disadvantaged pupils living in 'Heartlands' and 'Brandwood & Kings Heath' wards achieve roughly the same, slightly over the LA average for disadvantaged. However, the attainment of non-disadvantaged children is vastly different. 73.5% achieve the standard in 'Brandwood & Kings Heath' where as in 'Heartlands', only 59.9% do.

The highest performing ward for disadvantaged pupils was 'Sutton Trinity' where almost 66.7% of pupils achieved at least the expected standard, and the lowest was 'Northfield' where just under 29.0% did.

The highest performing ward for non-disadvantaged pupils was 'Sutton Roughly', where just over 87% of pupils achieved at least the expected standard, and the lowest was 'Holyhead' at 44.7%.

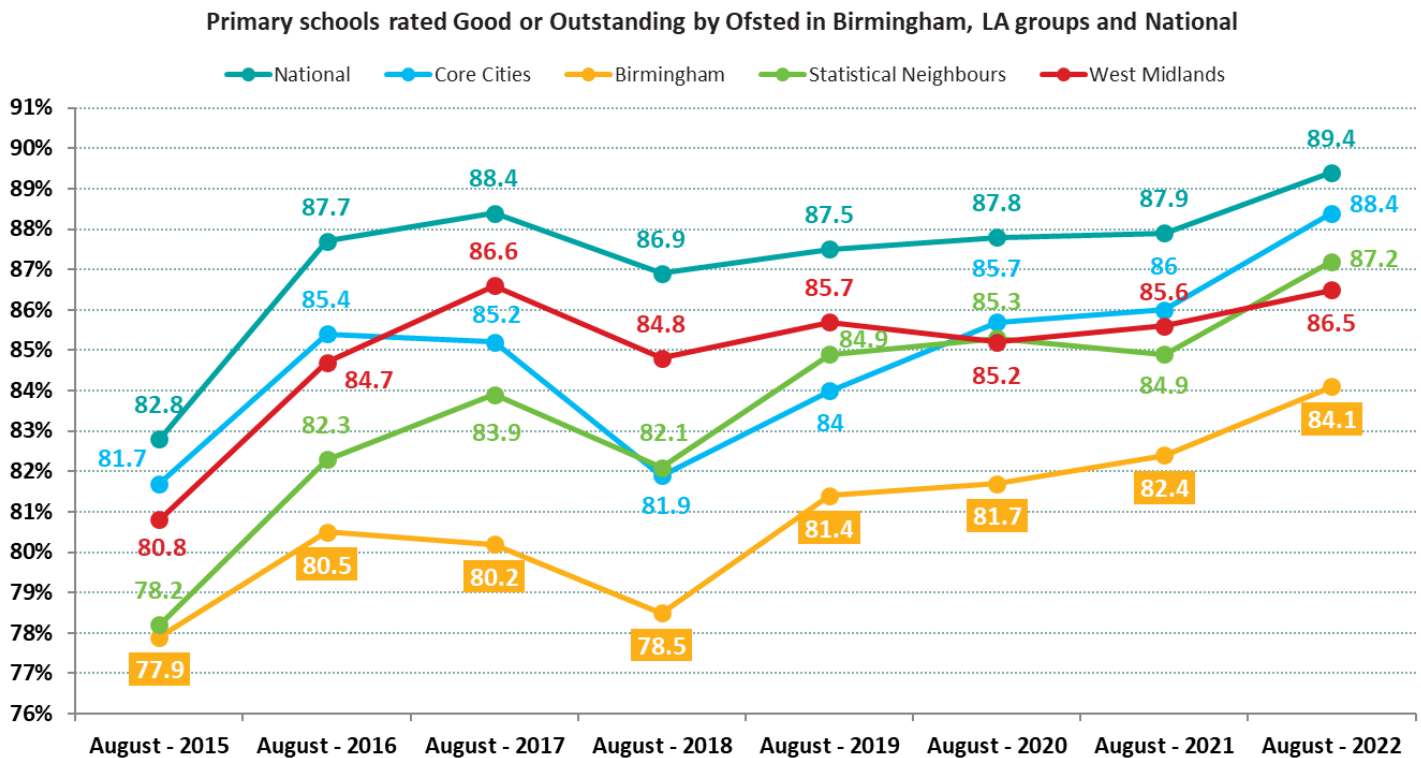
## Schools that may benefit from support

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

[Select this link - https://www.gov.uk/guidance/trust-and-school-improvement-offer](https://www.gov.uk/guidance/trust-and-school-improvement-offer)

## Birmingham's Schools

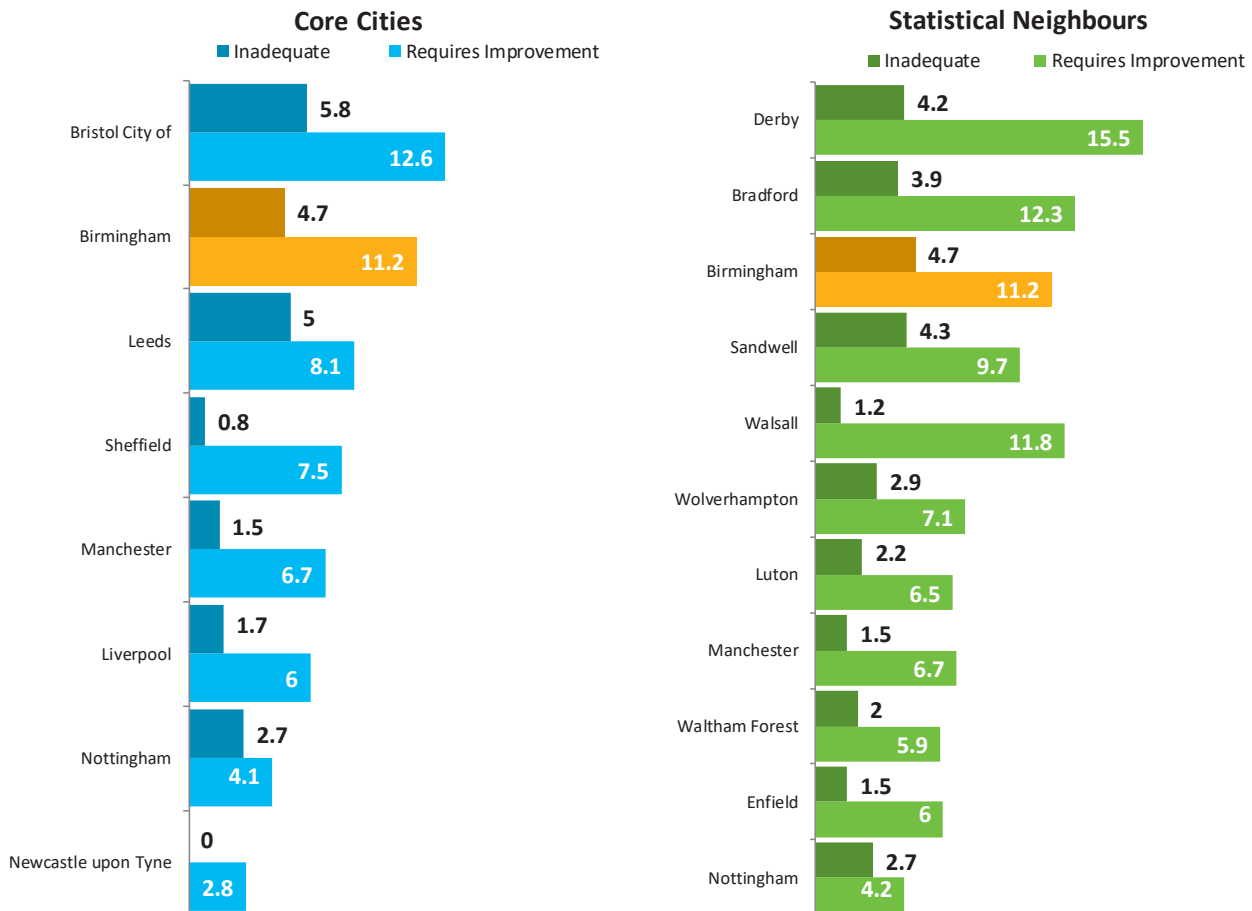
To help compare Birmingham's Primary schools to National and other LA groups we have used official Ofsted outcomes up to August 2022 to show the proportion that are rated Good or Outstanding.



The previous chart shows the last 8 years of Ofsted outcomes at the end of August for each year up to 2022. We can see Birmingham has a lower percentage of Good and Outstanding Primary schools compared to National, Statistical Neighbours and the West Midlands, this was 84.1% as at August 2022.



### % of Primary Schools rated as Requires Improvement or Inadequate by Ofsted as of August 2022 (ranked in order of higher percentage of schools not good or outstanding)



The above chart shows the percentage of Primary schools rated Inadequate and Requires Improvement by Ofsted by LA. We can see that Birmingham is ranked 9<sup>th</sup> for Statistical Neighbours with a greater proportion of schools rated Inadequate and Requires Improvement and 7<sup>th</sup> out for Core cities. Note the lower, the better the proportion of schools with one of these outcomes.

Please note Ofsted suspended inspections during COVID, from March 2020 to January 2021.

# Key Stage 4

## Key Messages

- In 2022, Birmingham's Progress 8 score of 0.07 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 2022 was 48.4, slightly below the national average of 48.7 by 0.3 points.
- 50.7% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, which is above the National average of 49.6% by 1.1%. 67.8% achieved a standard pass (9-4 grade), which is below the National average of 68.6% by 0.8%.
- In Birmingham, 65.7% of pupils achieved a 9-5 grade in English which is now above the national average by 0.5%. Maths attainment has improved, with 55.1% achieving a 9-5 grade, 0.7% above national.
- English Baccalaureate attainment in Birmingham is above the National average. The average points achieved per pupil was 4.3 compared to 4.2 at National. 28.7% of students achieved the Ebacc with grades 9-4, 2.0% above the national average. Achievement with 9-5 grade was 21.6% above the national average by 1.4%.
- Birmingham has the 2nd highest progress 8 average out of all Core Cities and ranked 2nd out of 11 compared to Statistical Neighbours.
- Birmingham Disadvantaged pupil's Progress 8 is significantly above Disadvantaged pupils nationally, averaging -0.13 compared to -0.55. In addition, the non-disadvantaged pupils also make more Progress than the 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 42.3 compared to 37.5. In addition, non-disadvantaged Attainment 8 is higher than Attainment 8 for non-disadvantaged nationally.
- SEND pupils in Birmingham have a higher average Progress 8 score than SEND pupils nationalal, however they are slightly behind other SEND pupils for Attainment 8.
- The gap in progress and attainment is wider for SEND in Birmingham than nationally. Pupils with an EHC plan were significantly below their national equivalents for the main attainment measures, the gap ranging from 0.7% to 3.0%.
- Birmingham has a higher proportion of secondary schools rated Good or Outstanding by Ofsted than the national average.

## Background

The 2022 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.

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

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

This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades (centre assessment grades, known as CAGs, and teacher assessed grades, known as TAGs). As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.

Throughout this report, comparisons are made to 2019, because it is more meaningful to compare to the last year summer exams were sat. Given the unprecedented change in the way GCSE results were awarded in the summers of 2020 and 2021, as well as the changes to grade boundaries and methods of assessment for 2021/22, users need to exercise caution when considering comparisons over time, as they may not reflect changes in pupil performance alone.

2022 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.

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.

For further information please visit the following website:

[Key stage 4 performance, Academic Year 2021/22 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

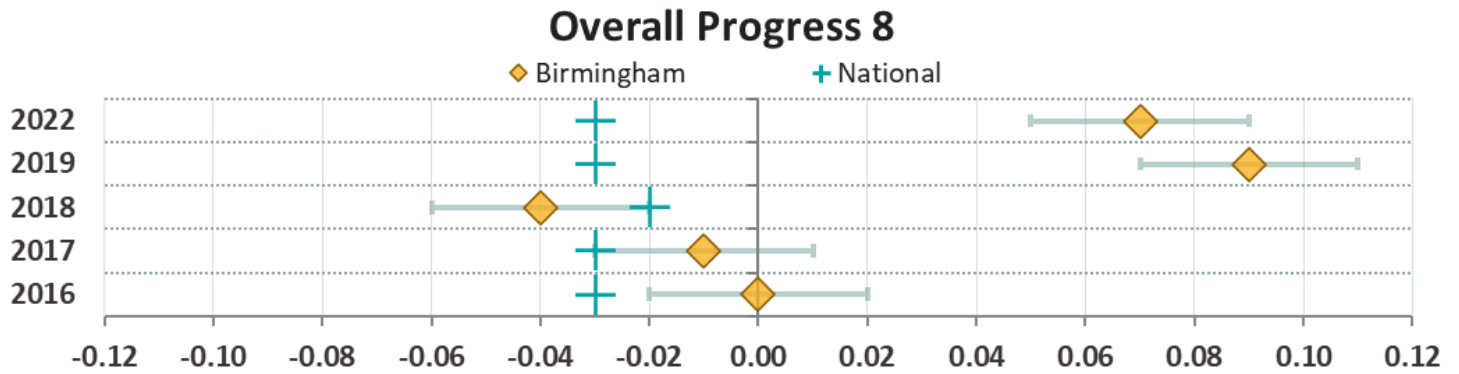
### **Confidence Intervals**

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.

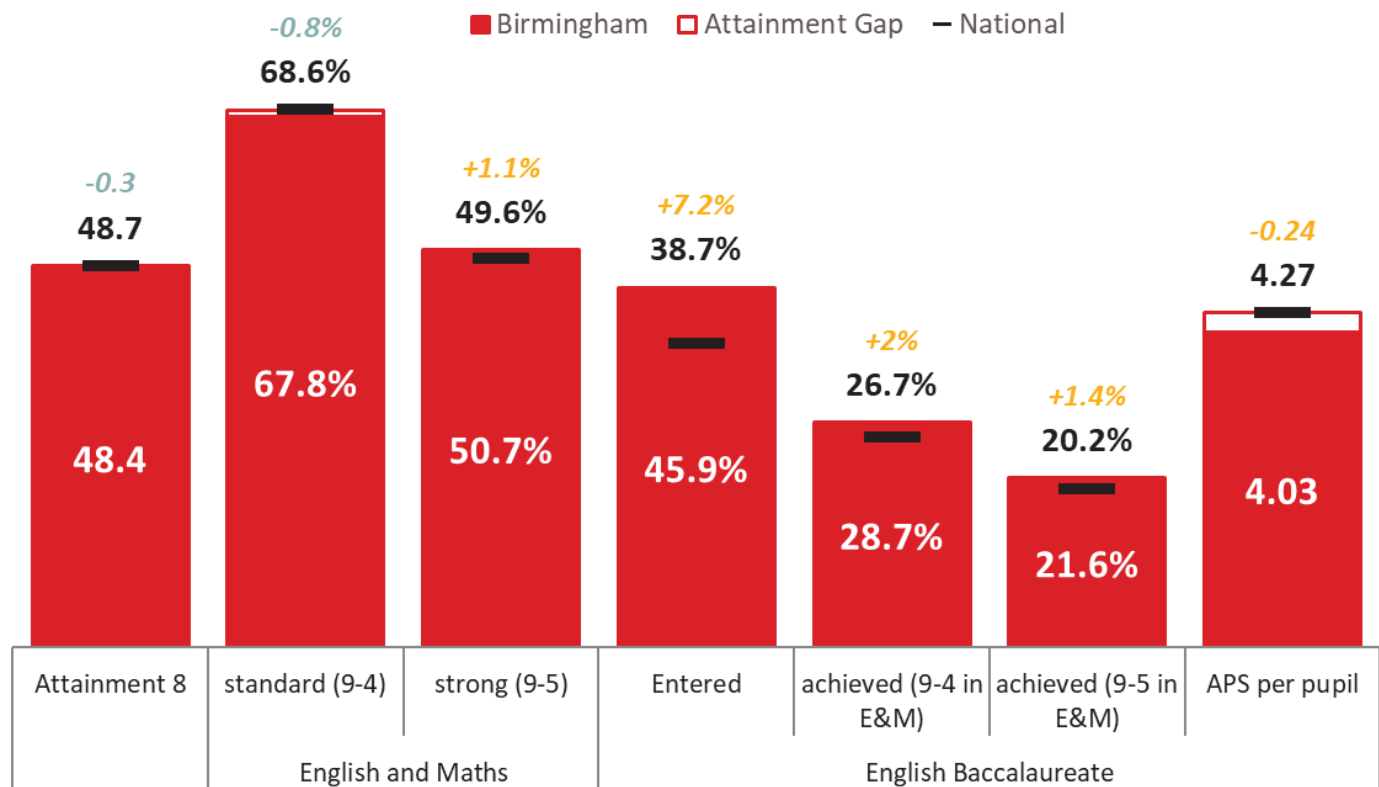
For smaller groups of pupils, the confidence interval tends to be larger, since fewer are included, and therefore the score could be impacted by the performance of an individual pupil more than would be the case in a larger group.

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



### Birmingham's Key Performance Indicators compared with national



In 2022 Birmingham's Progress 8 score decreased slightly from 2019 and is now 0.07 and above national, whereas state funded national stayed the same.

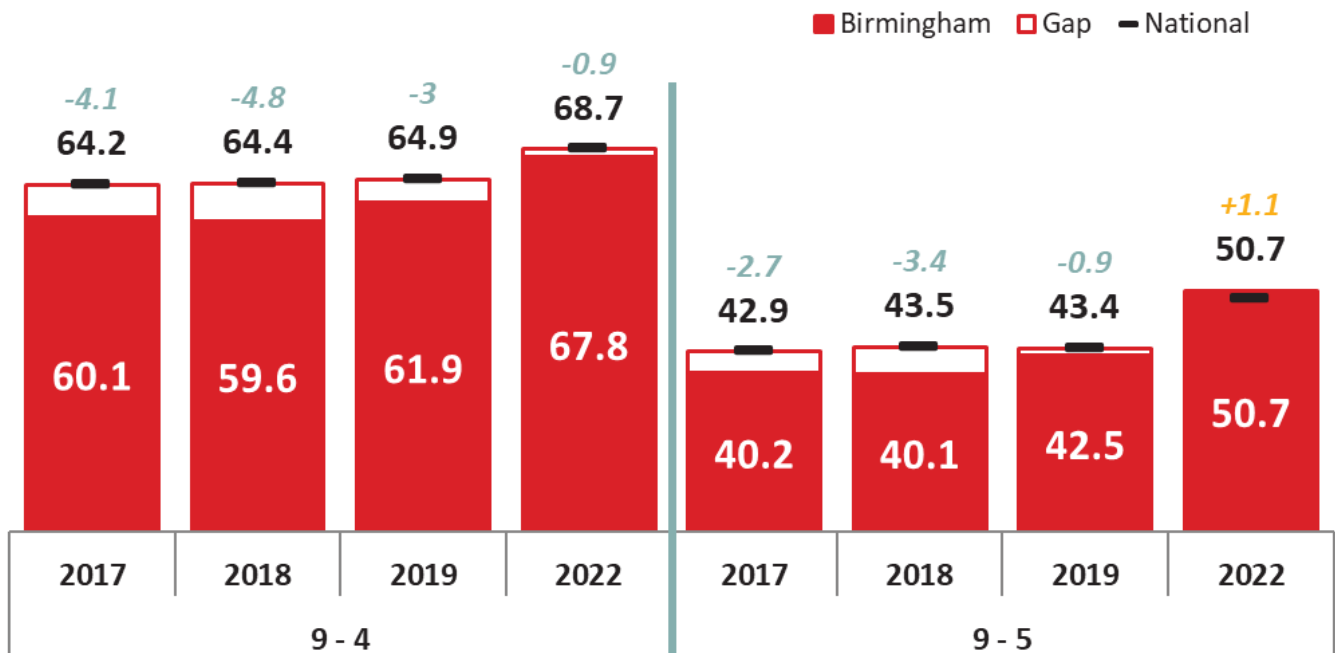
Birmingham's overall Attainment 8 is slightly below the national average but only by 0.3 points. The percentage of Birmingham pupils achieving a standard pass in English and Maths is below the national by 0.8%. Whereas the pupils achieving a strong pass in English and Maths is above national by 1.1%.

The proportion of pupils entered for the English Baccalaureate in Birmingham is 7.2% higher than nationally, and strong and standard pass percentages are above national levels. The average points scored across EBacc subjects is slightly lower than national.

## Subject performance compared with previous years

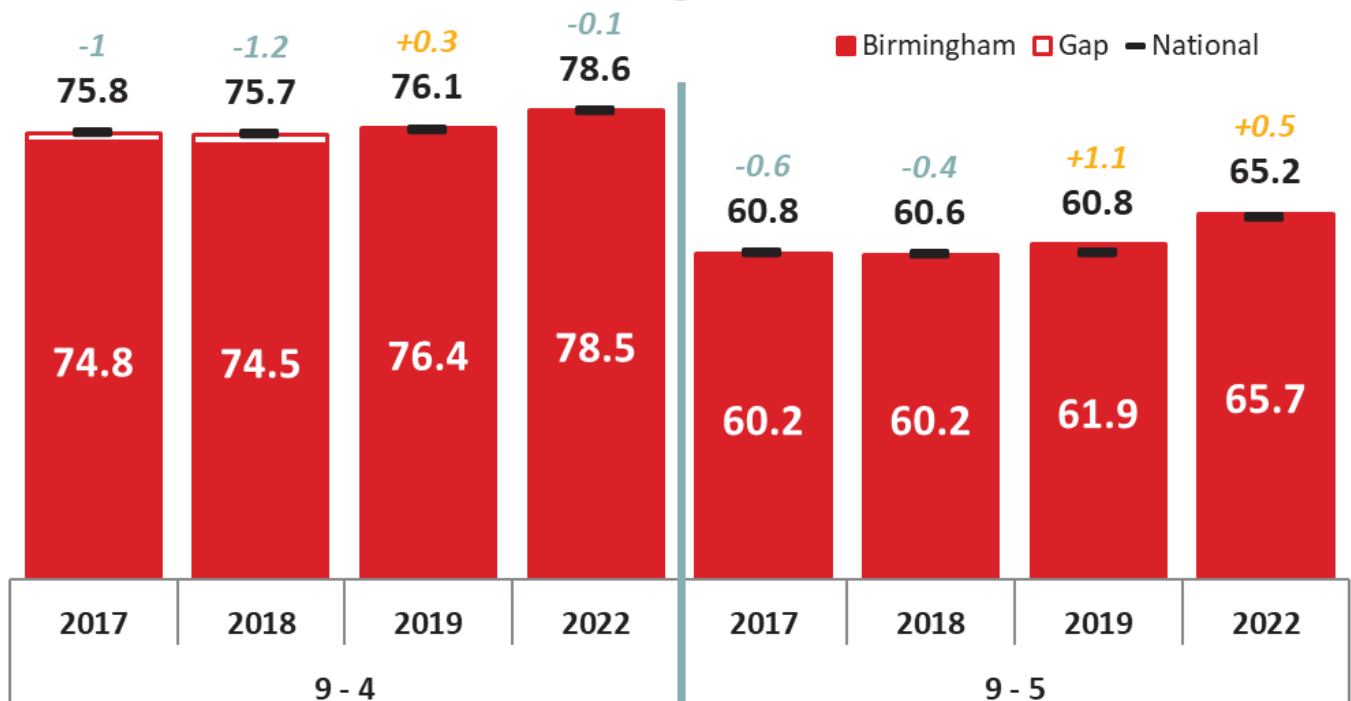
To provide continuity comparisons in attainment we have compared the standard pass (9-4) rate with the A\*-C pass rate. 9-4 applies from 2017, it should be noted, however these measures are not a perfect match.

### Percentage of pupils in Birmingham attaining English and Maths against National



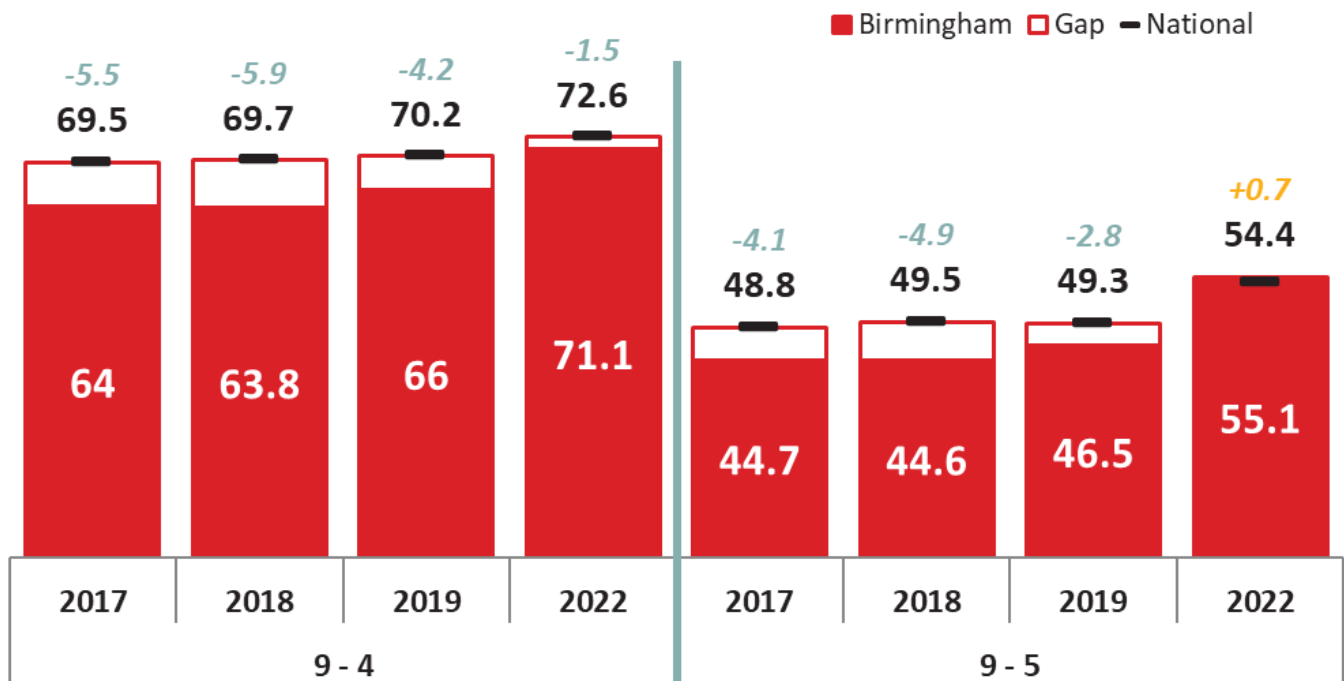
The attainment of English and Maths combined at 9-4 grade, Birmingham has increased in 2022 from 2019 and seen the gap narrow to 0.9% below national. Attainment at a 9-5 grade has also improved and is now above national by 1.1%.

### English



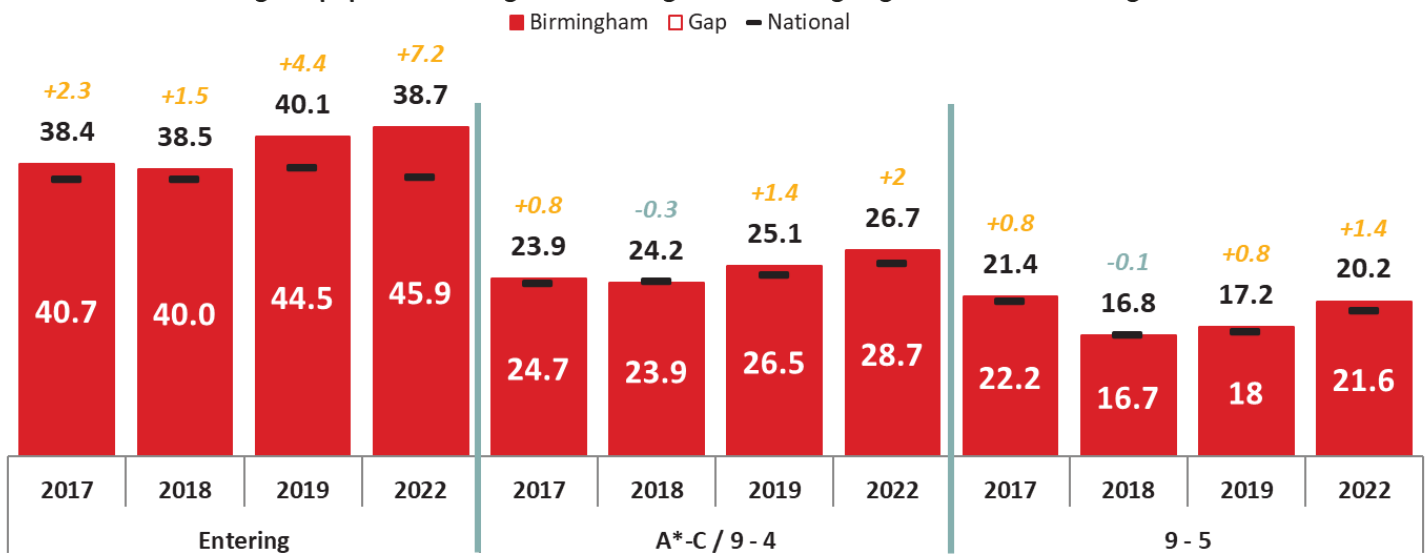
English attainment in Birmingham has increased since 2019. It is now 0.1% below national for 9-4 but 0.5% above for 9-5.

## Maths



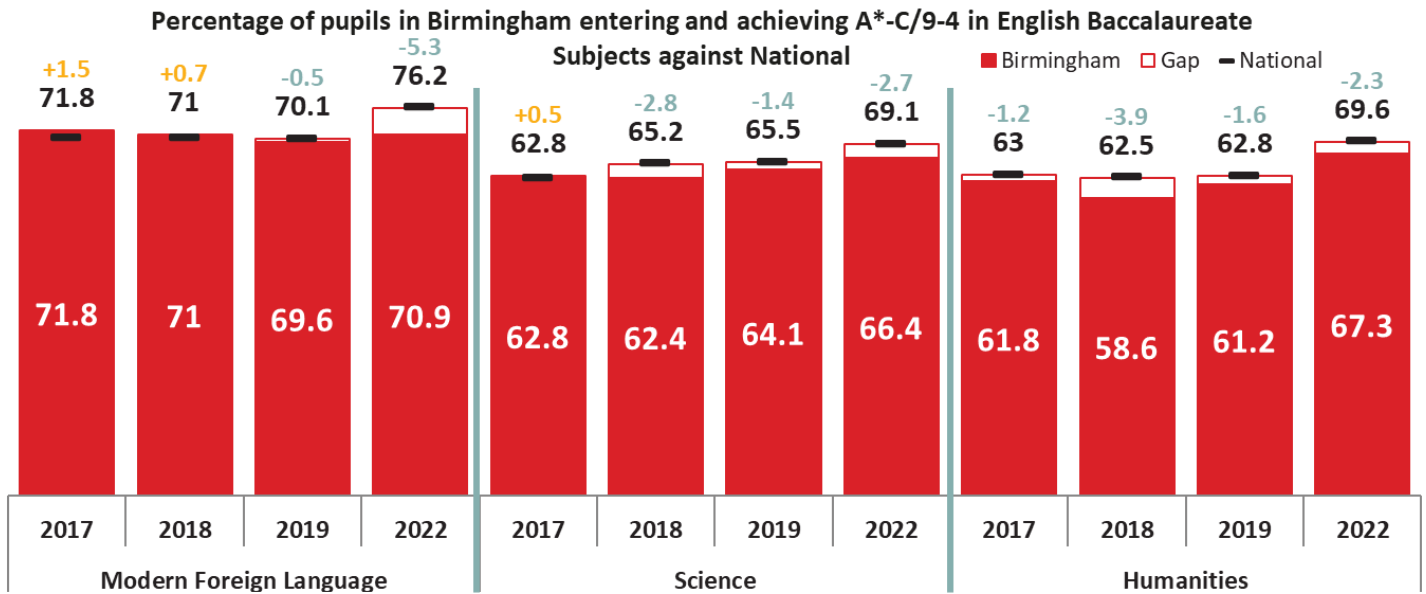
Maths attainment has also improved, although it is still behind national for 9-4 whereas 9-5 is above national by 0.7%.

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



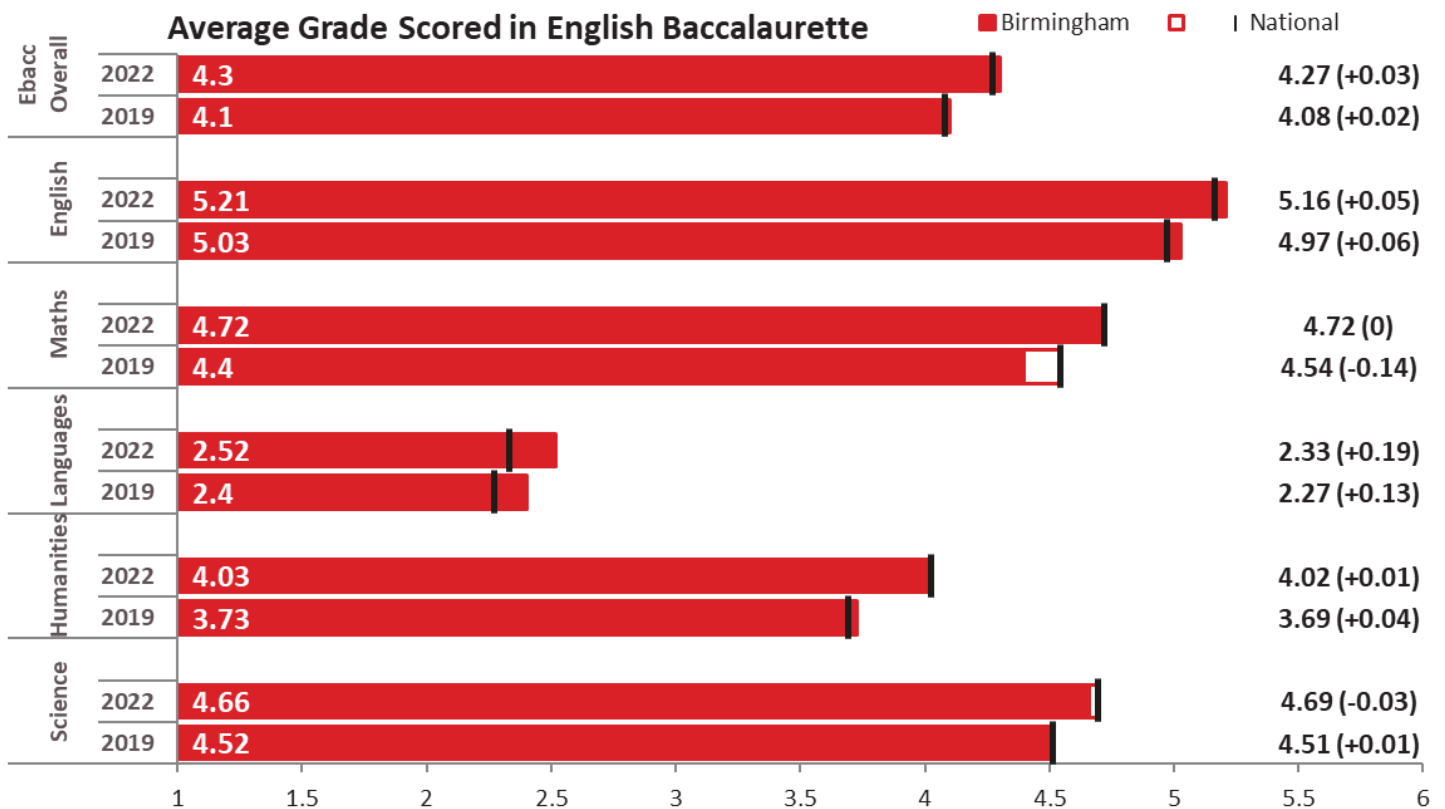
The proportion of pupils entering the EBacc in Birmingham has increased by 1.4% since 2019 and is above national levels by 7.2%. This has been mirrored in attainment, with 2.0% more pupils achieving the Ebacc with a 9-4 pass than national and 1.4% more achieving a strong pass (9-5).

Note in 2017 EBacc attainment was graded to 9-5 / 9-4 in English and Maths and A\*-C in the remaining subjects. For all years, percentage attainment is based on all pupils NOT just pupils entering.



The EBacc subject areas are calculated based on pupils entered. Modern Foreign Languages has fallen further behind in 2022 and is now 5.3% below national, the attainment gap widened in 2022. Science and Humanities attainment has widened with the gap to national above 2.0% for both subjects.

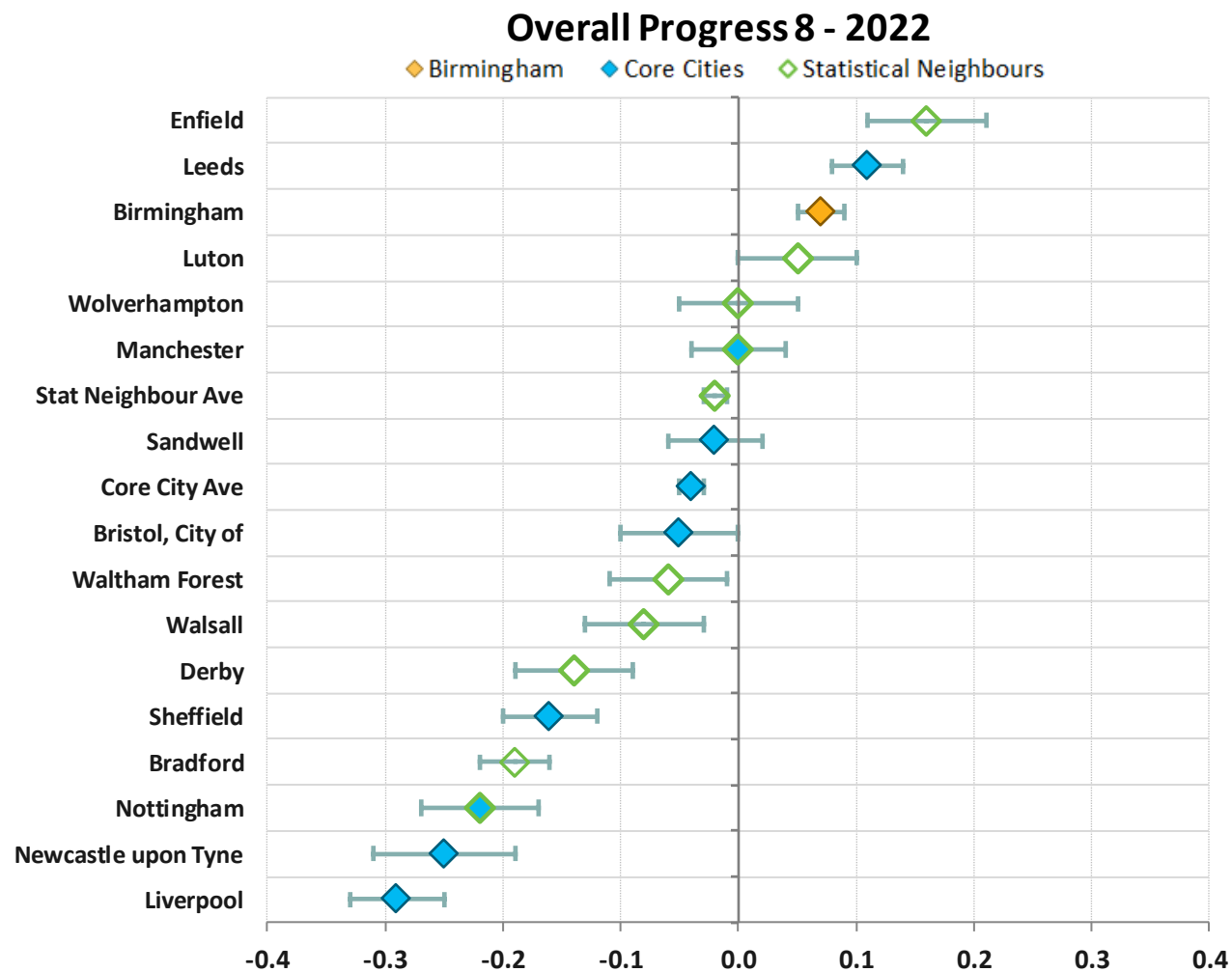
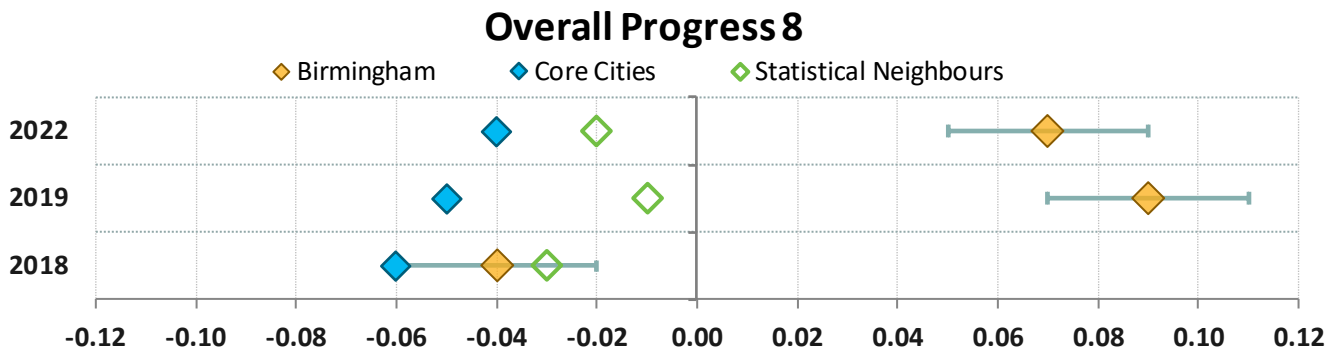
Note that prior to 2018 grading was A\*-C and therefore not directly comparable.





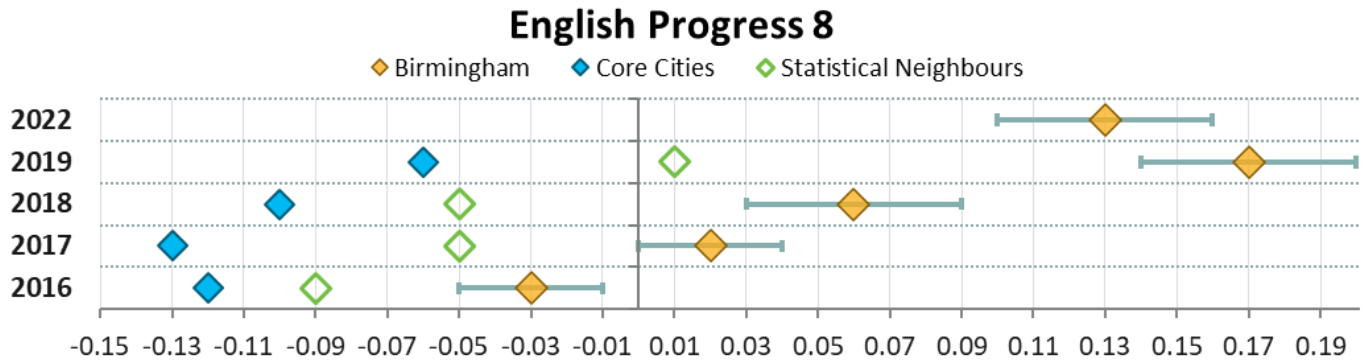
The average grades are calculated using all pupils, not just those entered. Birmingham is above the national average or overall Ebacc, English, Languages and Humanities, level for Maths but below in Science in 2022.

### National and other LA Comparisons

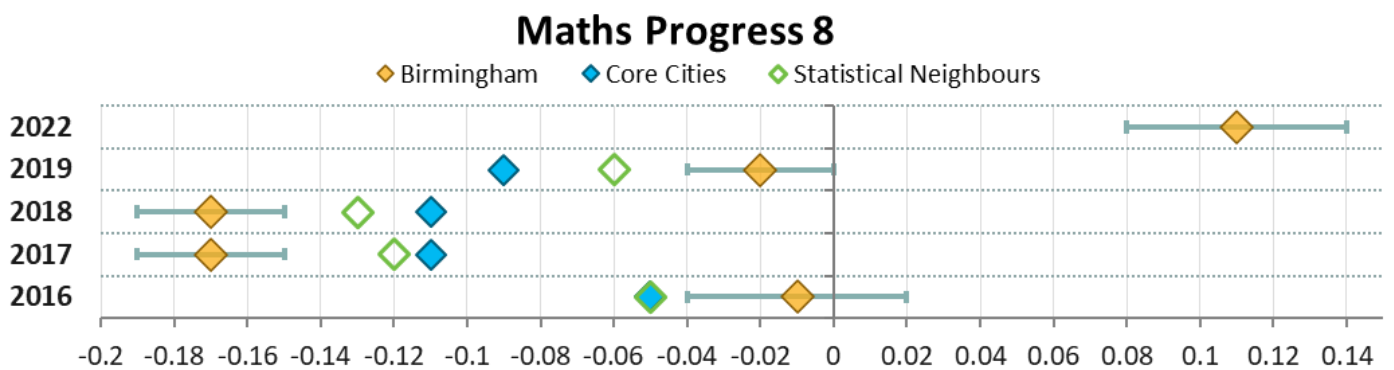


The charts above show Birmingham’s overall Progress 8 score compared to core cities, and its statistical neighbours ranked highest to lowest.

In 2022 Overall Progress 8 in Birmingham is 2<sup>nd</sup> out of all the core cities averages, and 3<sup>rd</sup> out of 11 statistical neighbours.



Birmingham's English Progress 8 is now 0.13, slightly down from 2019.



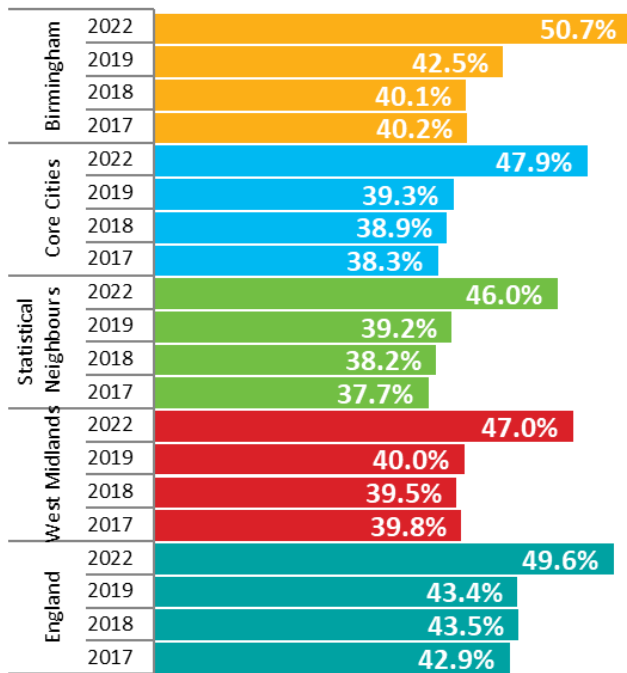
The chart above shows Birmingham's Maths Progress 8 score compared to core cities and its statistical neighbours.

In 2022 Birmingham's Maths Progress 8 is 0.11, which is a significant improvement on the 2019 outcome of -0.02.

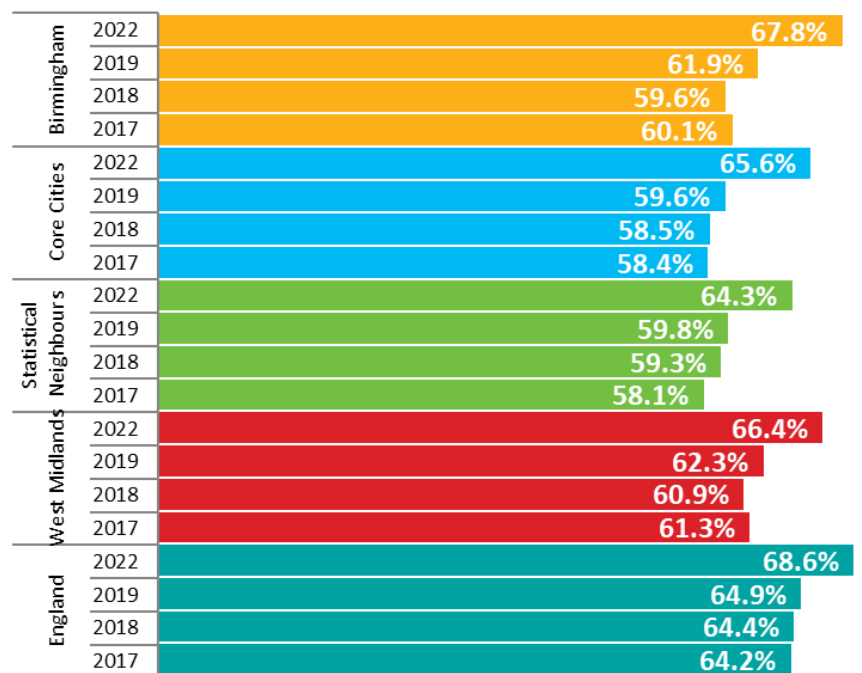
National provisional statistics do not include local authority level data for English and Maths Progress 8 outcomes therefore, we cannot compare to core cities and statistical neighbours at the time of writing.

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

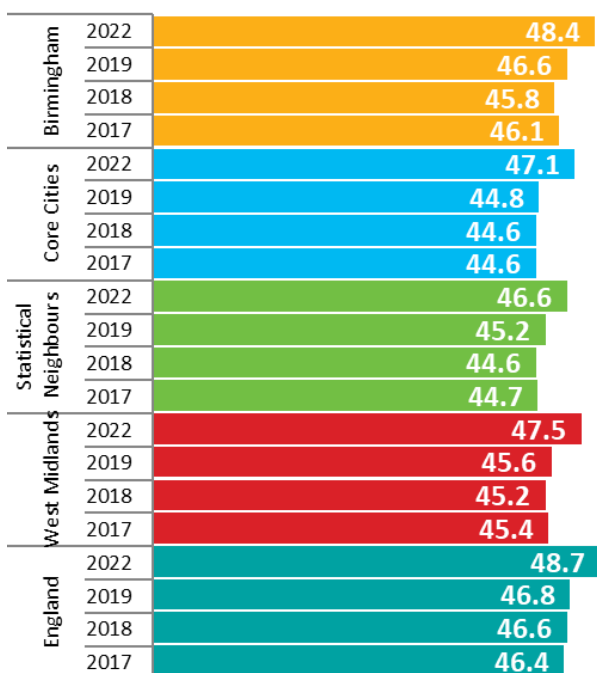
### English and Maths 9 - 5



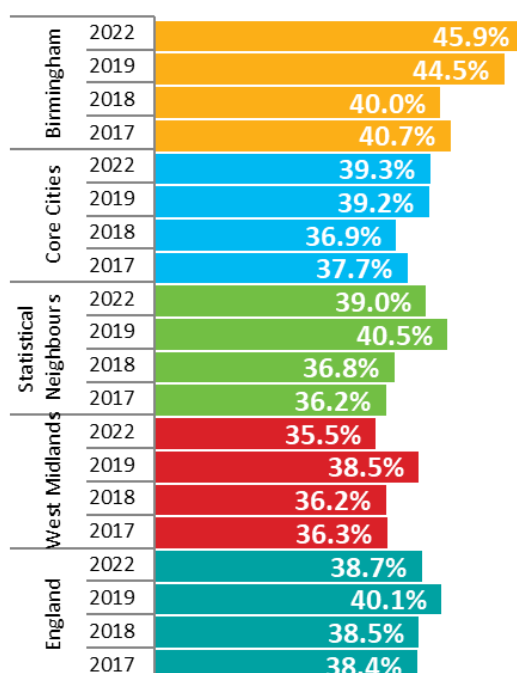
### English and Maths 9 - 4



### Attainment 8



### Entering English Baccalaureate



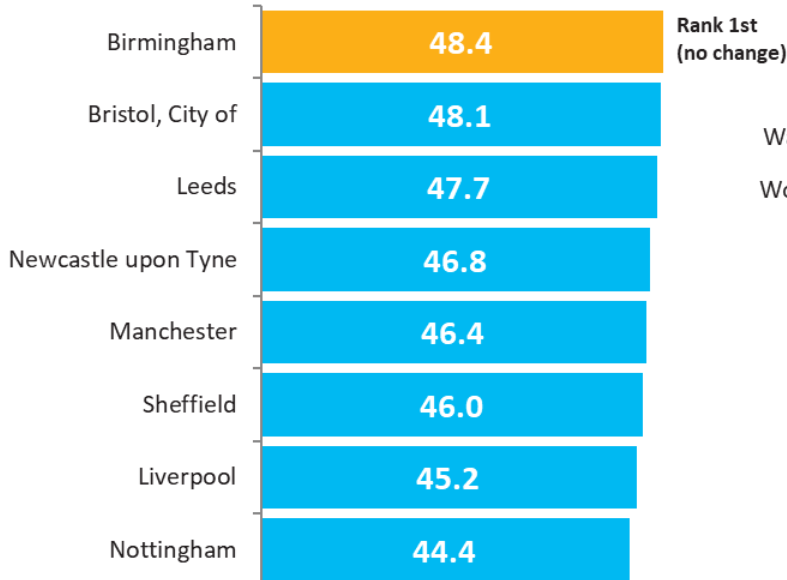
The charts above show Birmingham's attainment compared to the overall averages for core cities, statistical neighbours and national.

Birmingham's English and Maths attainment is slightly below national at for 9-4 and above for 9-5, it is higher than the average for core cities and statistical neighbours and West Midlands for both measures.

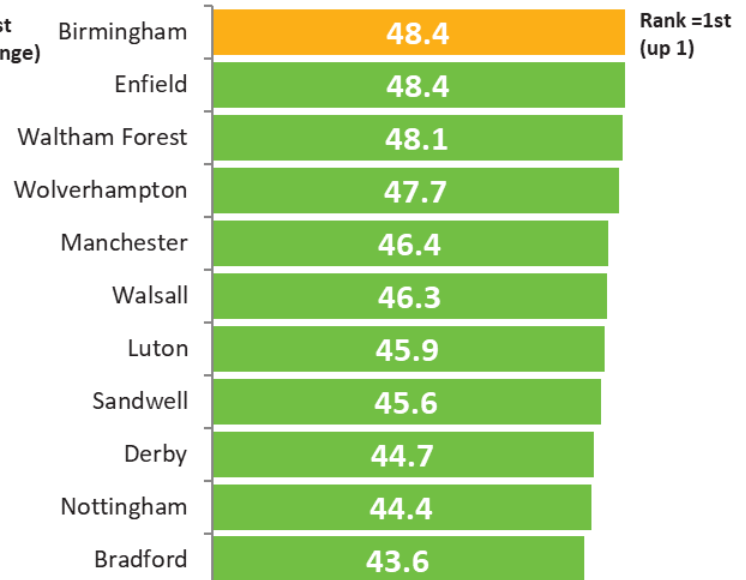
Attainment 8 and EBacc entry and attainment is also strong in comparison to the core city, statistical neighbours, and West Midlands averages.

### Average Attainment 8 Score per Student

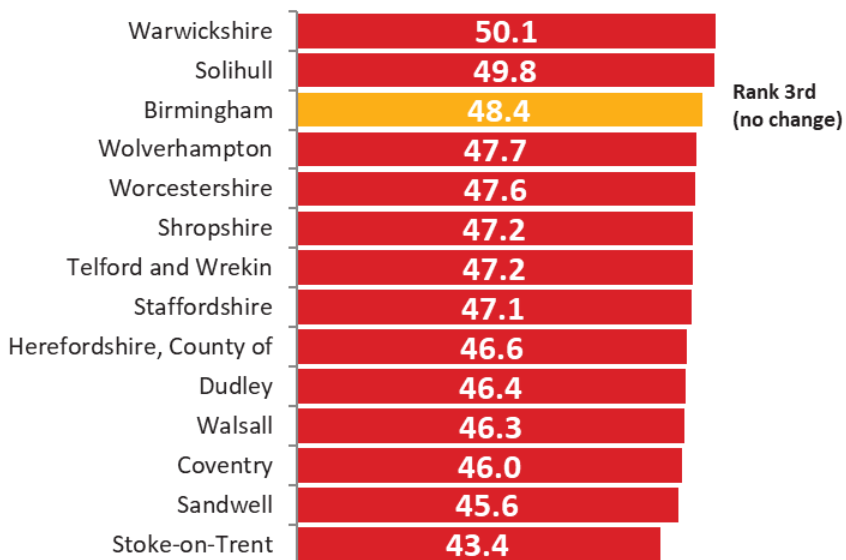
#### Core Cities



#### Statistical Neighbours



#### West Midlands



When ranking the average Attainment 8 scores achieved in 2022 by individual LAs, Birmingham is placed 1st out of the core cities, joint 1<sup>st</sup> in statistical neighbours and 3<sup>rd</sup> in the West Midlands, showing improvement for the statistical neighbours group.

## Disadvantaged Students Progress 8

### Progress 8 for Disadvantaged students for statistical neighbours, core cities and the west midlands - 2022



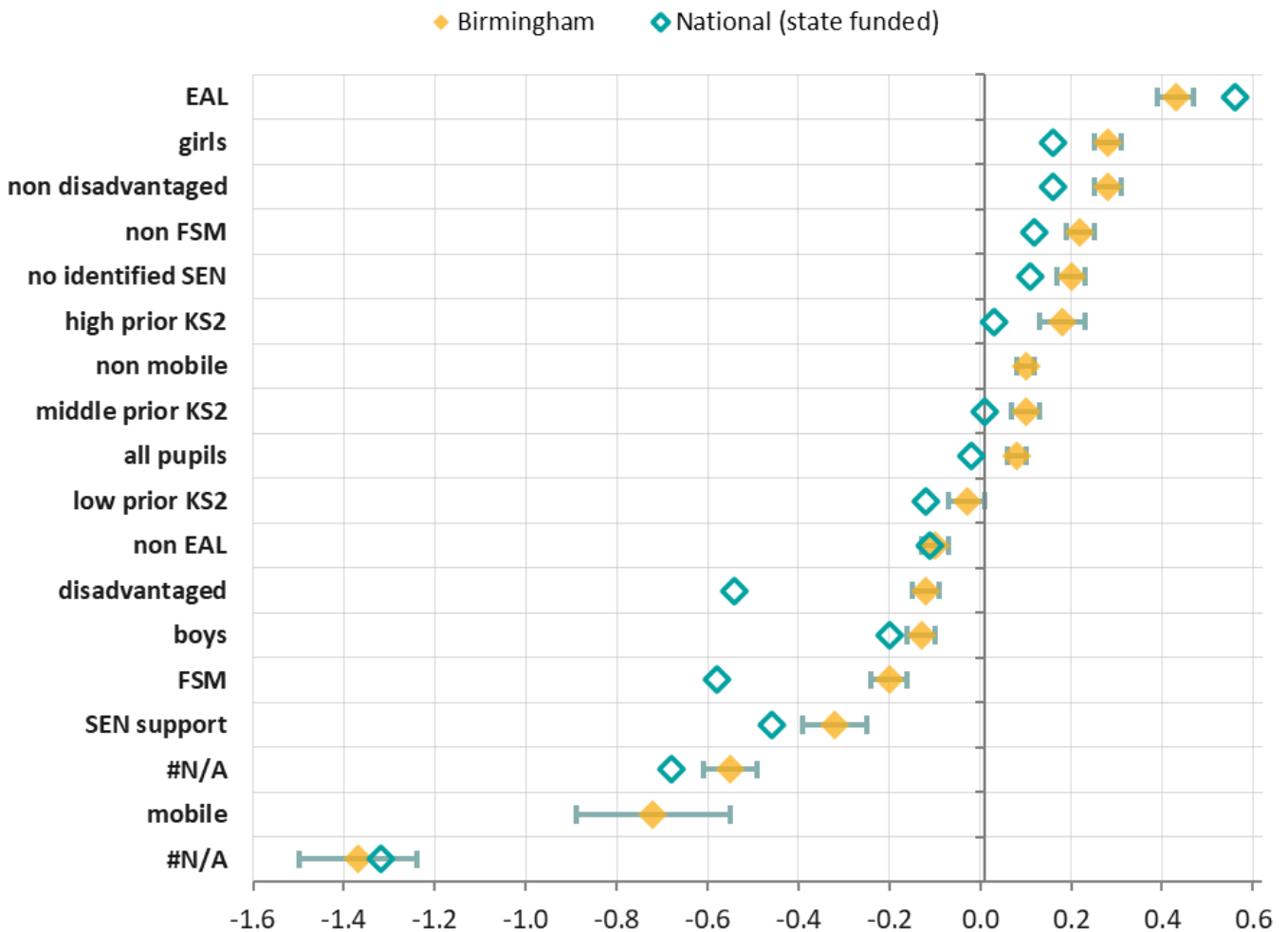
The graph above shows the overall Progress 8 score achieved by disadvantaged students for all LAs, in Core Cities', 'Statistical Neighbours' and 'West Midlands' groups ranked highest to lowest.

Birmingham's score of -0.13 shows good improvement in this measure, ranking 1st out of the 26 LAs represented and 0.42 points above the disadvantaged national average of -0.55

## 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**

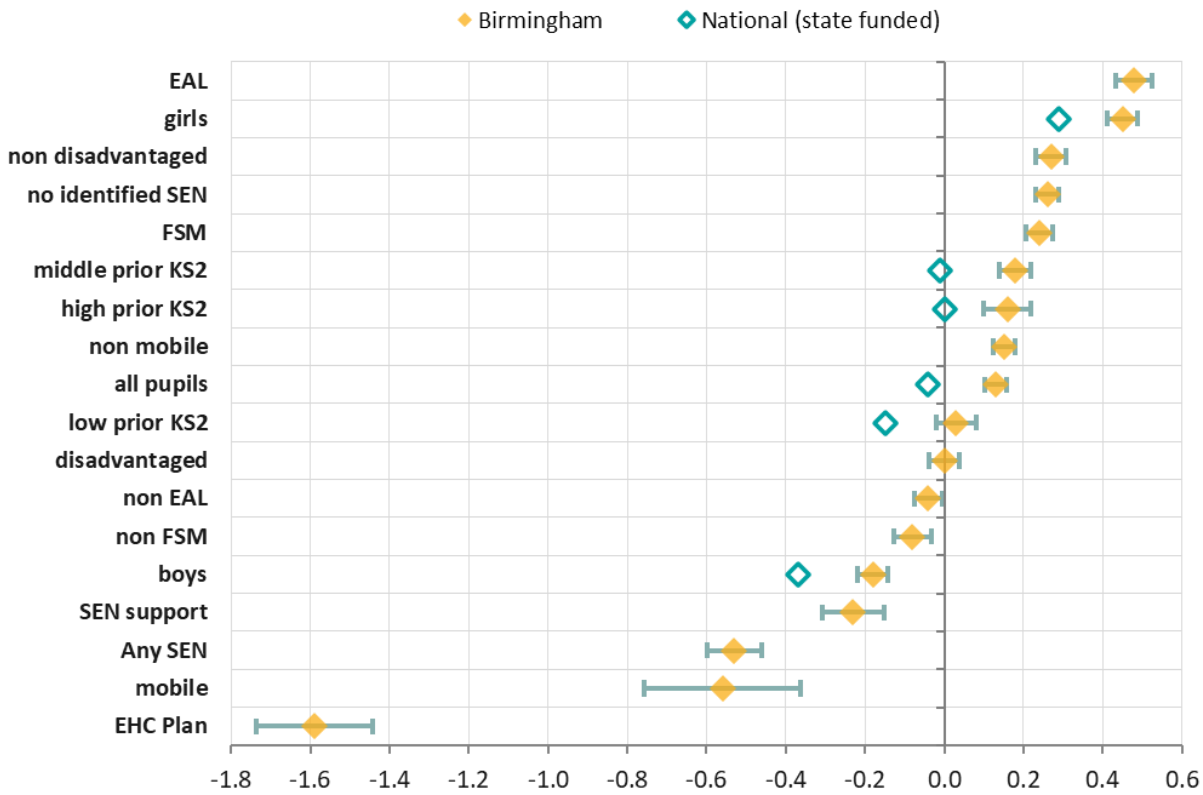


The overall Progress 8 average for pupil groups in Birmingham, is above the equivalent national in most cases. Disadvantaged and FSM pupils outperform their equivalent groups by a comfortable margin, and all other groups are significantly above the equivalent national except for EAL pupils and pupils with an EHC plan although pupils with an EHC plan are not significantly so. EAL pupils are progressing more than the overall national average but significantly below the equivalent national group. Note, mobile and non-mobile pupils group no national figure available.

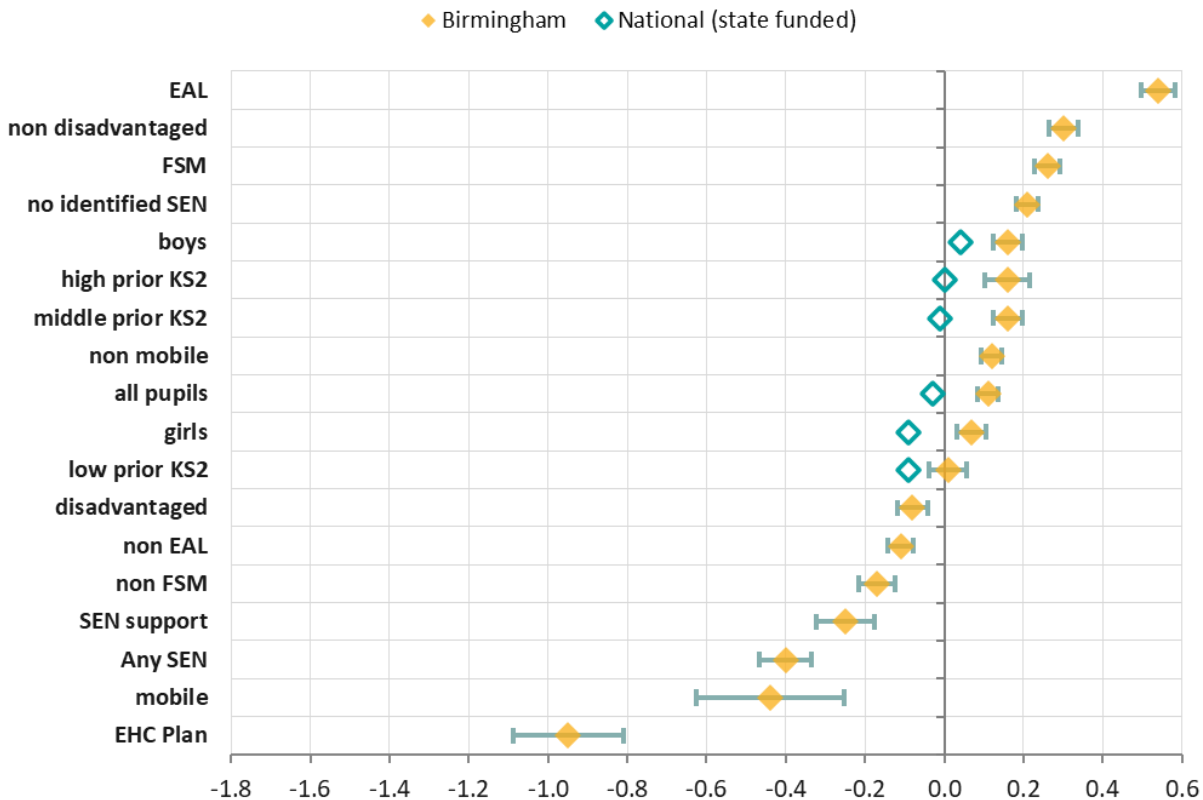
The following two graphs show the individual Progress 8 outcomes for English and Maths for the same pupil groups. Where there are national comparison pupil groups (blue diamond), Birmingham is significantly above their equivalents in English. Maths progress shows a similar picture where there are national comparisons available.

In both English and Maths, pupils on EHC plans make the least progress of any other displayed group. This gap is wider in English than it is in Maths.

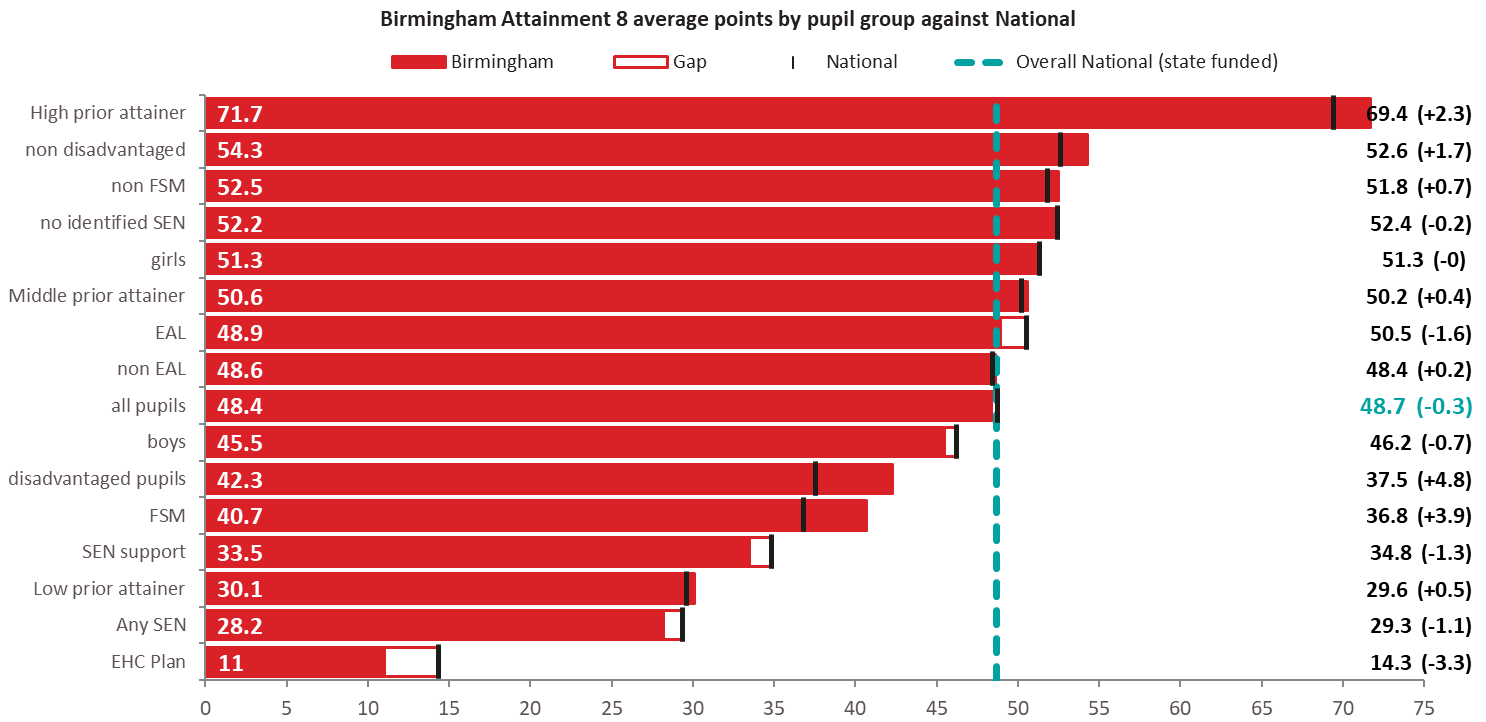
**Birmingham average English Progress 8 score by pupil group against National**



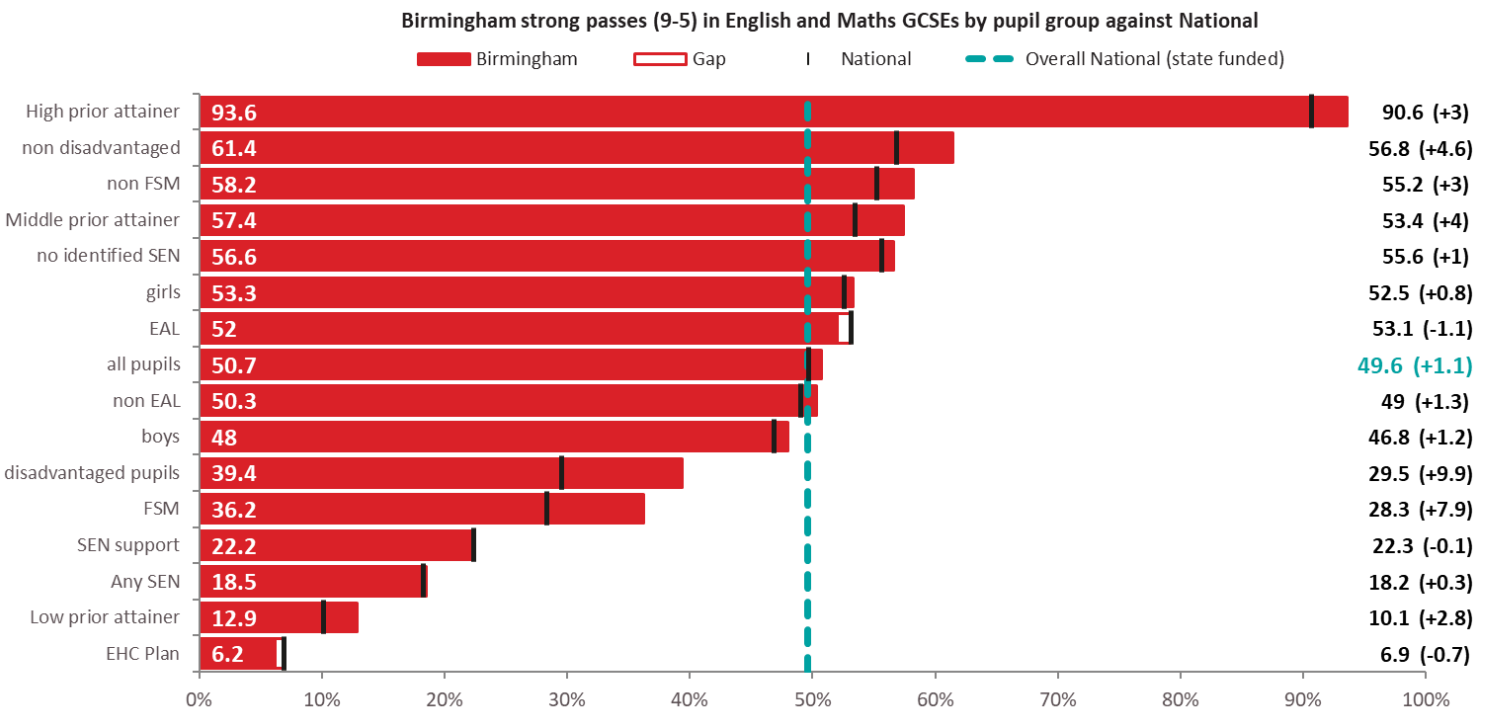
**Birmingham average Maths Progress 8 score by pupil group against National**



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.



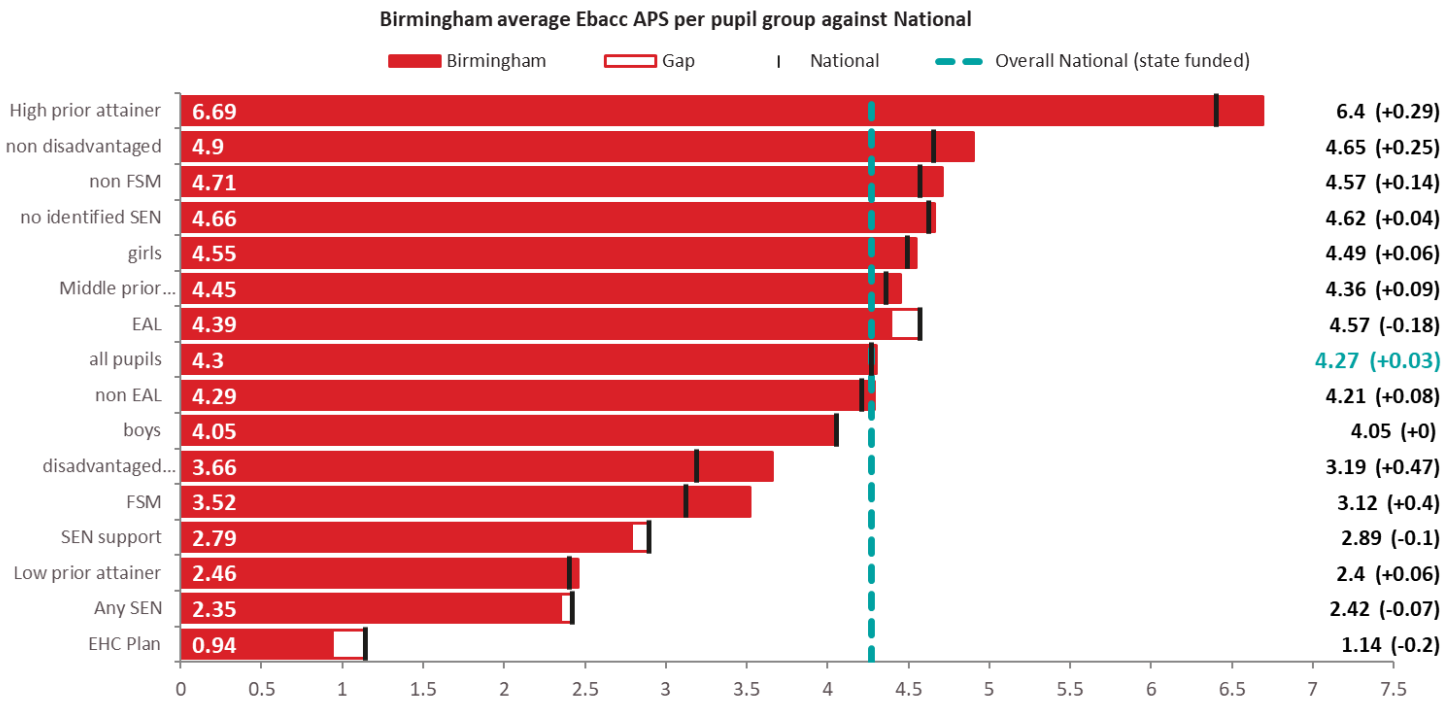
In Attainment 8, most pupil groups within Birmingham are either in line or outperforming their national equivalents. Disadvantaged and FSM are 4.8 and 3.9 points ahead, respectively. High prior attainers are also doing comparatively well. SEN and EAL, however are behind, particularly pupils with an EHC plan who are 3.3 points behind their equivalents nationally.



The graph above 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, being 9.9% and 7.9% ahead respectively of



their national equivalents. While more girls achieve better at 9-5 in English and Maths than boys, in Birmingham, both boys and girls outperform their peers nationally. EAL pupils achieve less than national EAL by 1.1%.

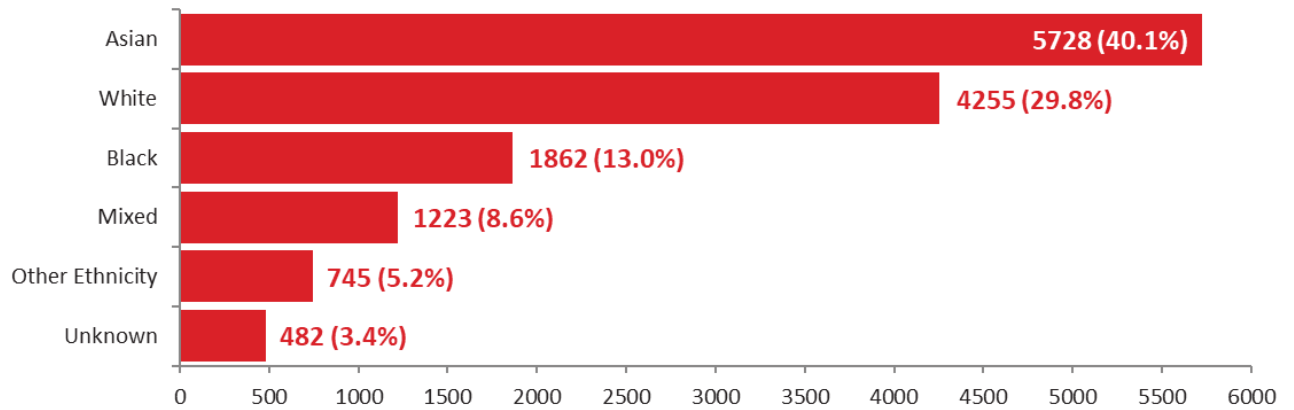


The average points scored in the English Baccalaureate was close to or above the equivalent national average for most pupil groups in Birmingham. Disadvantaged, FSM and High previous attainers being the furthest above their national equivalents. EAL and pupils with an EHC plan are the furthest behind.

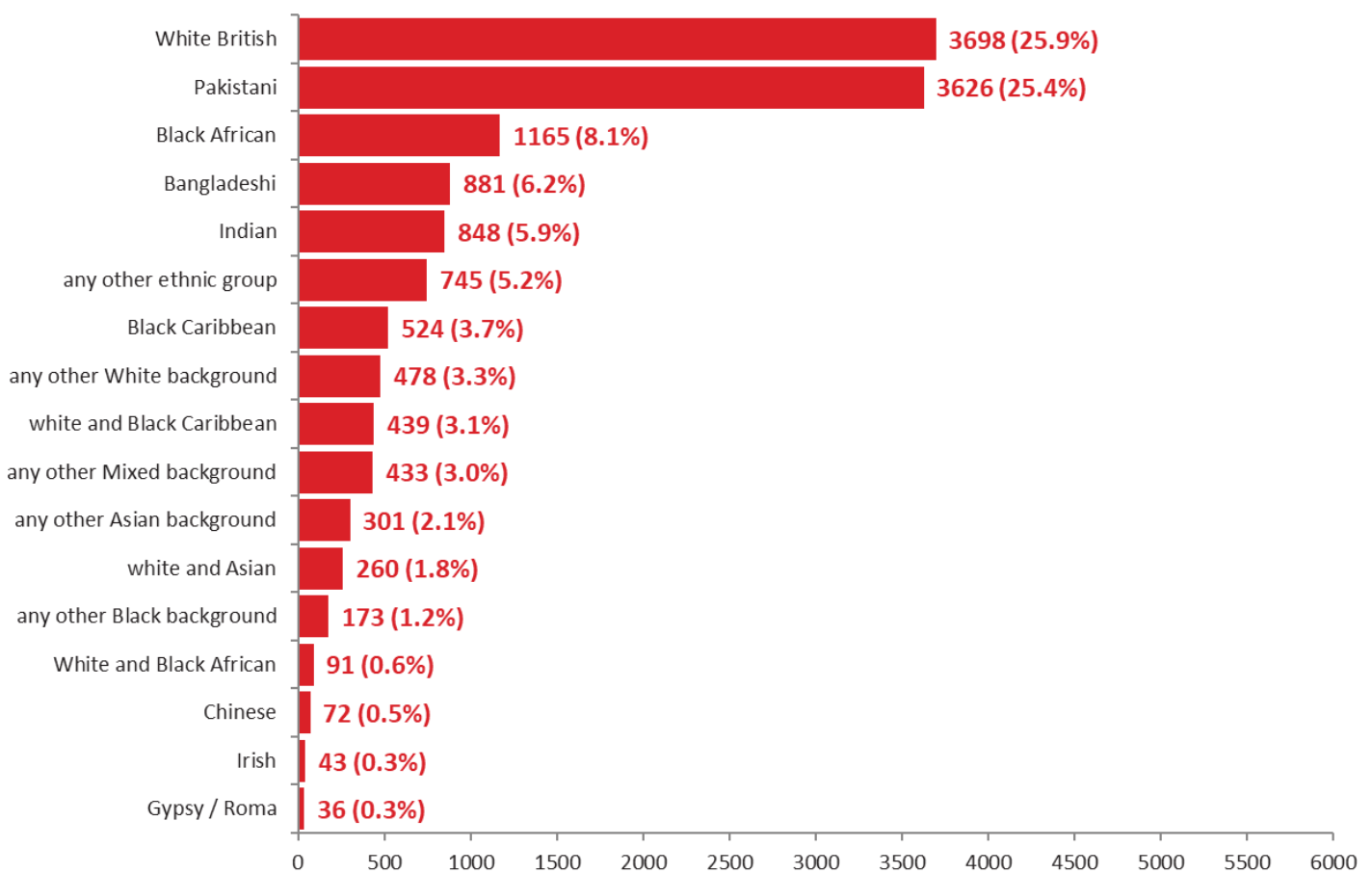
## Ethnicity Profile – Key stage 4

The graphs below show the ethnic distribution of Birmingham's key stage 4 pupils in 2022. 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) - 2022



Number of eligible pupils for key stage 4 results in Birmingham by ethnicity (sub groups) - 2022

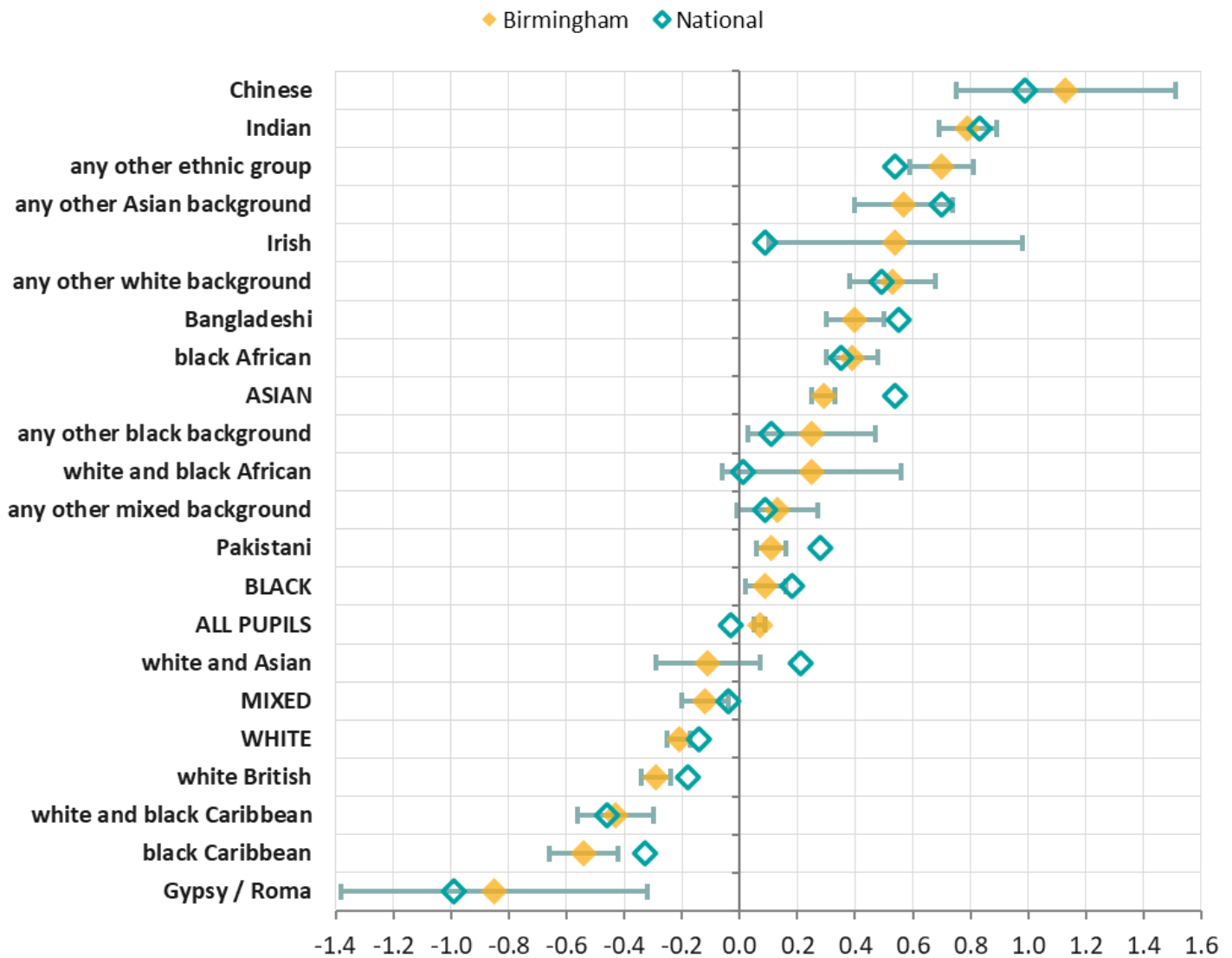


## Progress

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



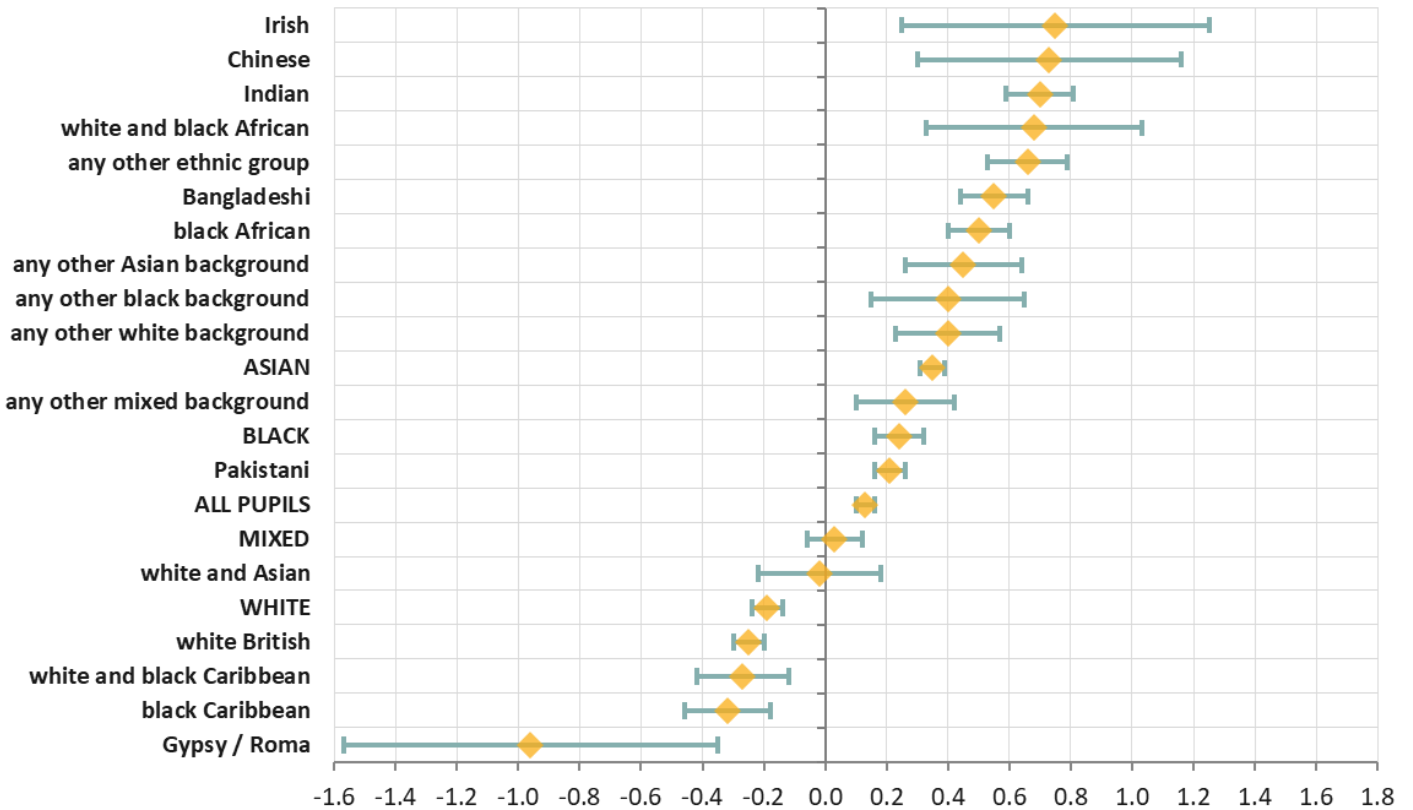
In overall Progress 8, Asian pupils as a group make more progress than the overall national, however less progress than Asian pupils nationally. Indian pupils have made the most progress out of this group and are not significantly behind their national equivalents. Pakistani pupils make the least progress 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 slightly below their national equivalent group. Irish and 'White other' pupils make the most progress out of this group which is above the overall national and their peers but not significantly so. White British pupils made less progress than the overall average and their equivalent group nationally.

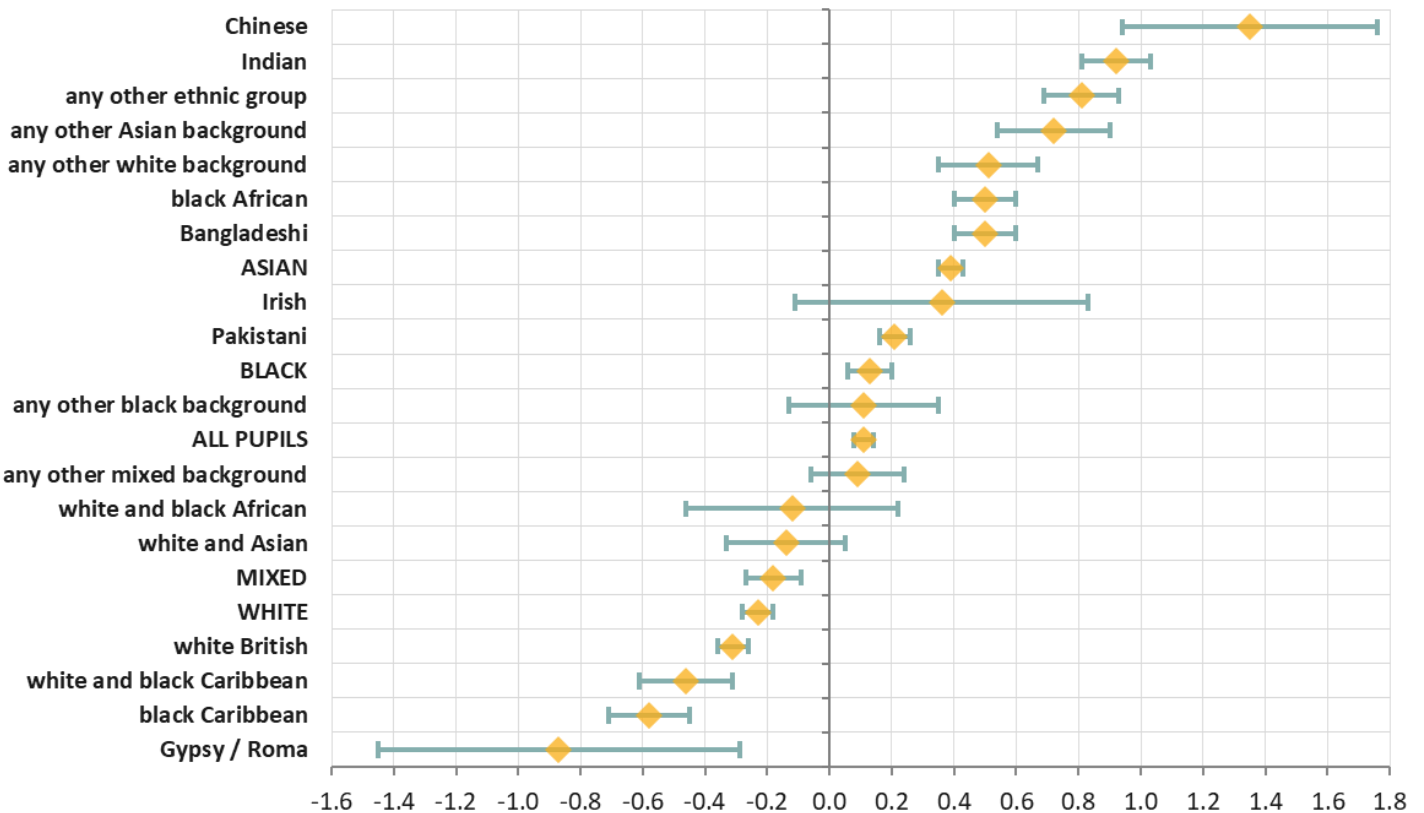
Black pupils as a group are above the overall national average and slightly below their group nationally. Black African made the most progress, above the overall national average and slightly above their equivalent group. Black Caribbean pupils make less progress than the national average and are significantly below 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 not published nationally at the time of writing.

**Birmingham average English Progress 8 score by ethnicity**

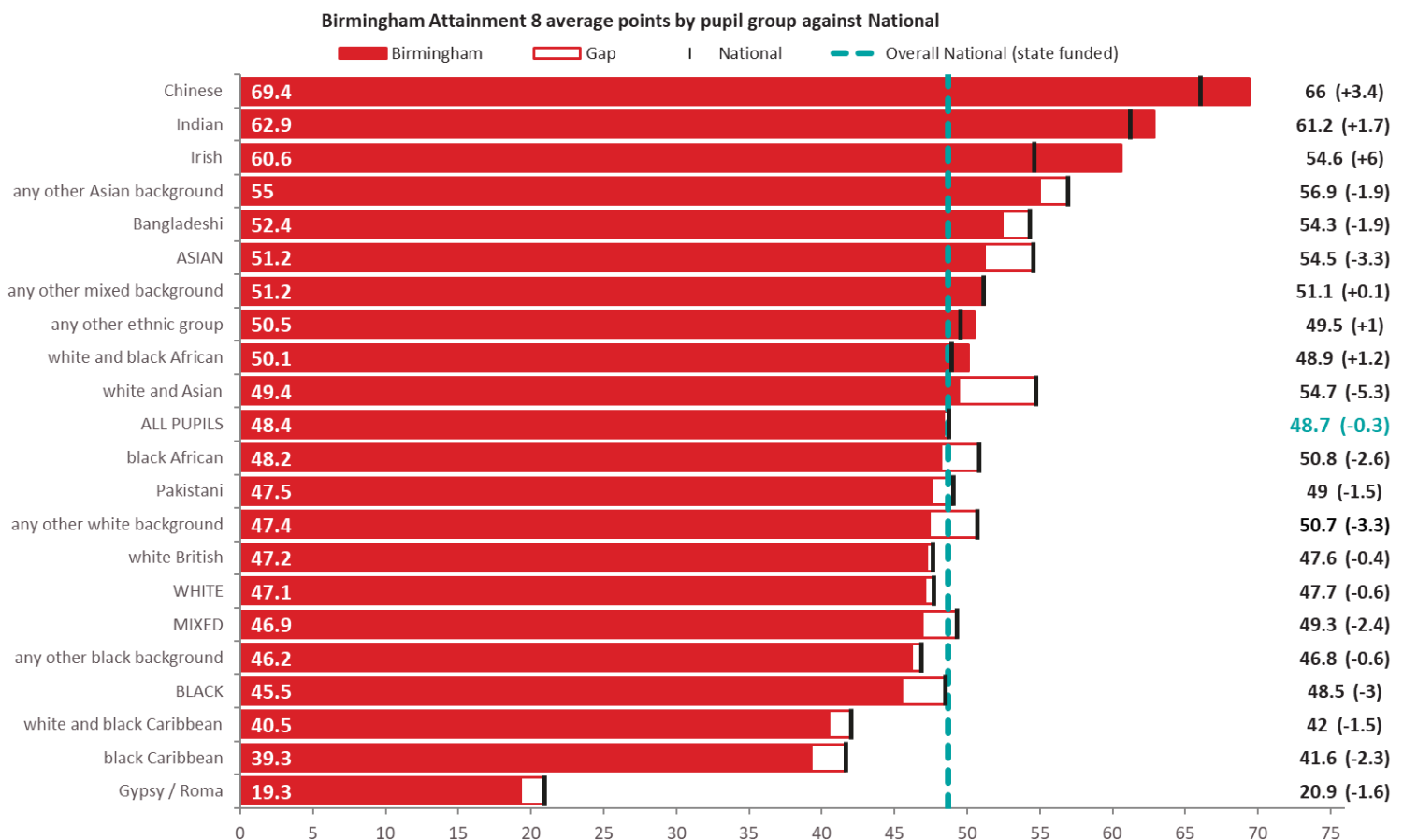


**Birmingham average Maths Progress 8 score by ethnicity**



## Attainment

The following 3 charts show Birmingham's key performance measures relating to GCSE attainment by ethnicity ranked in descending order against the National equivalent where available. Results for Travellers of Irish heritage have been suppressed due to low numbers to preserve confidentiality.



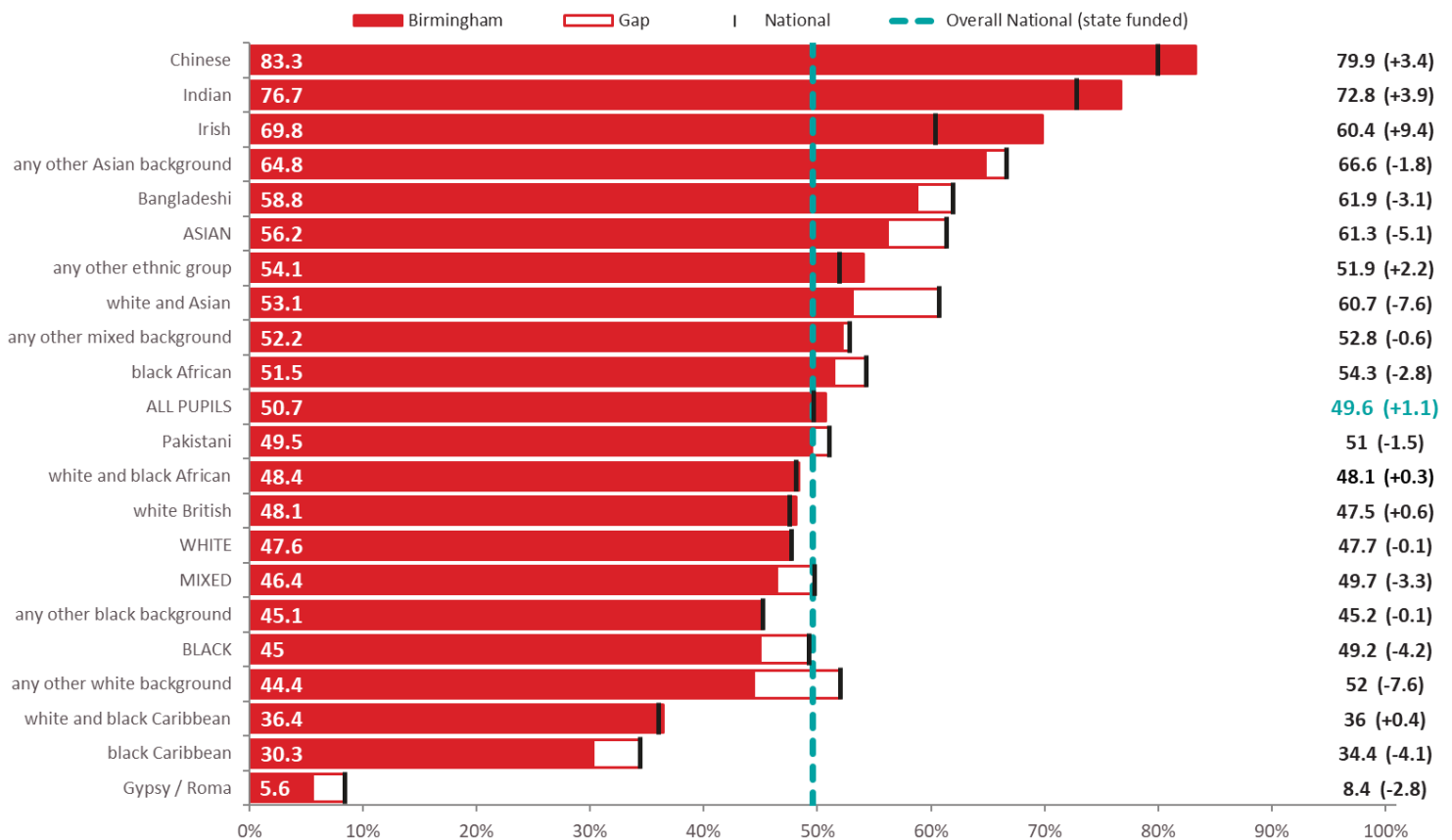
In Attainment 8, Asian pupils are above the overall national average but below Asian pupils nationally. Indian pupils have performed strongly and are above the overall national average and 1.7 points above their equivalent group. Bangladeshi pupils are also above the overall national average but below their group nationally by 1.9 points. 'Asian other' pupils are above the overall national average but are 1.9 points behind their national equivalents. Pakistani pupils are below the overall national average and 1.5 points behind their equivalent group.

White pupils' average for Attainment 8 is behind the overall national average and below their equivalent group by 0.6 points. White British pupils mirror overall White pupils' attainment. 'White other' as a group is behind national average and is below the national group by 3.3 points.

Black pupils as a group are below the overall national average and 3.0 points below their equivalent group. Black African pupils are close to the overall national average and 2.6 points behind their equivalent group. 'Black other' pupils are 0.6 points behind their national equivalent. Black Caribbean pupils are below Black Caribbean pupils nationally by 2.3 points.

Pupils from Mixed backgrounds have performed below the overall national average and are 2.4 points behind their equivalent group. 'Mixed other' pupils have performed above the overall national average and 0.1 point above their equivalent group. White and Asian are above the national average but 5.3 points behind their group nationally.

Birmingham strong passes (9-5) in English and Maths GCSEs by pupil group against National



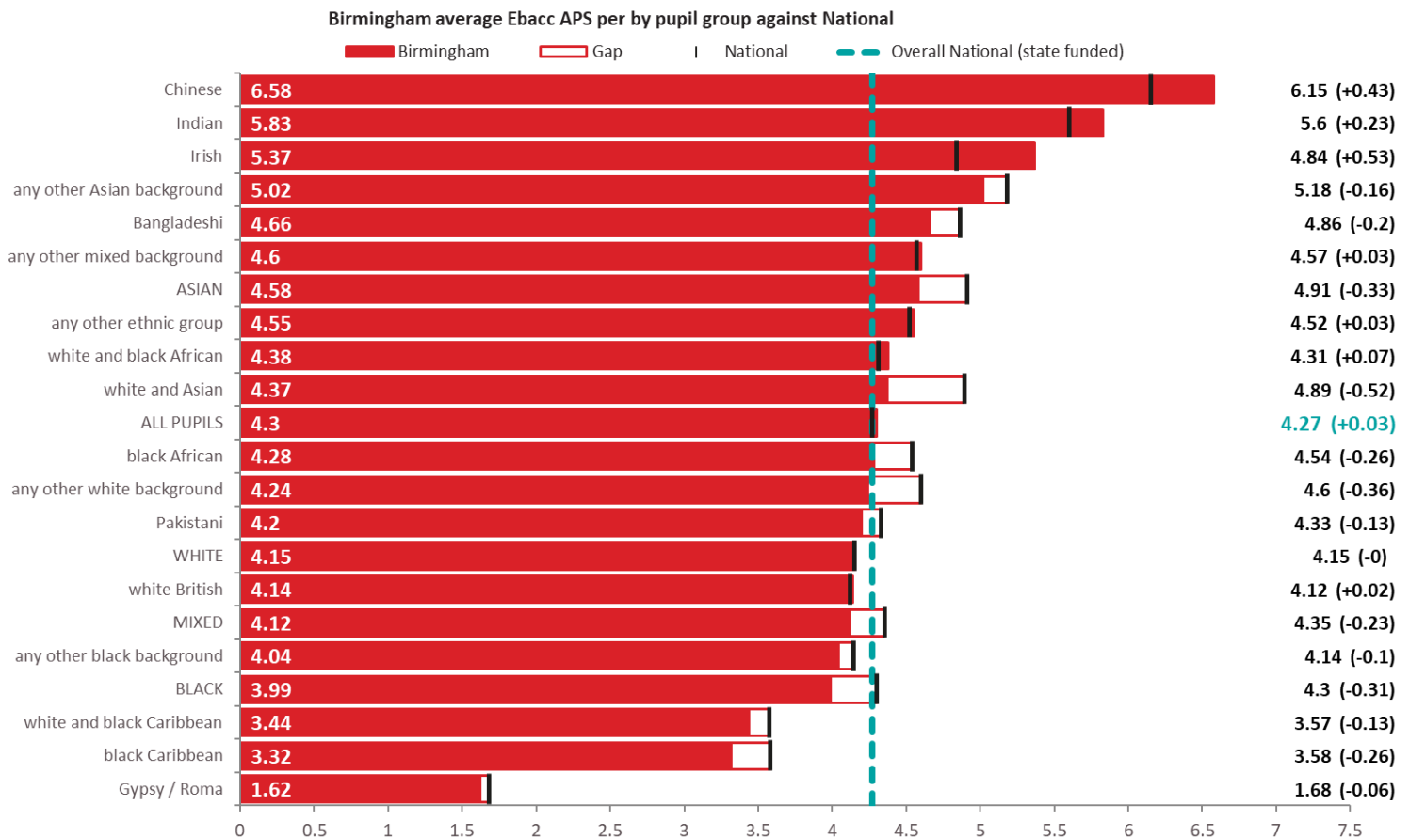
The above graph shows English and Maths (9-5) attainment across ethnic groups in Birmingham against equivalent National.

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, above the overall average and 3.9% above their equivalents nationally. Bangladeshi pupils perform above the overall national average but 3.1% behind their equivalent group. Pakistani pupils are behind the overall average and 1.5% behind their equivalent nationally. 'Asian other' pupils while above the overall national average, are behind their equivalents by 1.8%.

As a group White pupils' attainment is below the overall average and just slightly below their equivalent group. White British pupils perform below the overall national average, 0.6% above their equivalent group. 'White other' pupils' attainment is below the overall national average and significantly behind their equivalent group by 7.6%. Irish attainment is strong, being above the overall national average and 9.4% above their equivalents.

Black pupils' overall attainment is below the national average. Black African pupils performed the strongest within the group and are above the overall national average and 2.8% behind their equivalent group. Black Caribbean pupils are 4.1% behind their group nationally, with 'Black other' pupils closer to their equivalent group nationally 0.1% below.

Pupils from a Mixed background are behind the overall national average and 3.3% behind their equivalent group. White and Asian pupils' performance is above national average and is 7.6% 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 0.23 more points at EBacc than other Indian pupils nationally. 'Asian other' pupils have also achieved above the overall national average but are 0.16 points behind their national equivalents. Pakistani pupils' average points are slightly below the overall national and slightly behind other Pakistani pupils nationally.

White pupils as a group are behind the overall national average and in line with 'Other White' pupils nationally. White British are below the national average and 0.02 points above their equivalents. 'White other' pupils are below the national average and 0.36 points below their equivalents. Irish pupils are 0.53 above their national equivalents.

As a group, Black pupils have achieved below the overall national average and 0.31 points behind their equivalents. Black African pupils have achieved very similar to the overall national average but below their equivalents by 0.26, while 'Black other' pupils achieved just below the overall national average and 0.10 points below the equivalent. Black Caribbean pupils achieved 0.26 points below other Black Caribbean pupils nationally.

Pupils from Mixed backgrounds achieved below the overall national average and 0.23 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 0.52 points below other pupils in the same group.

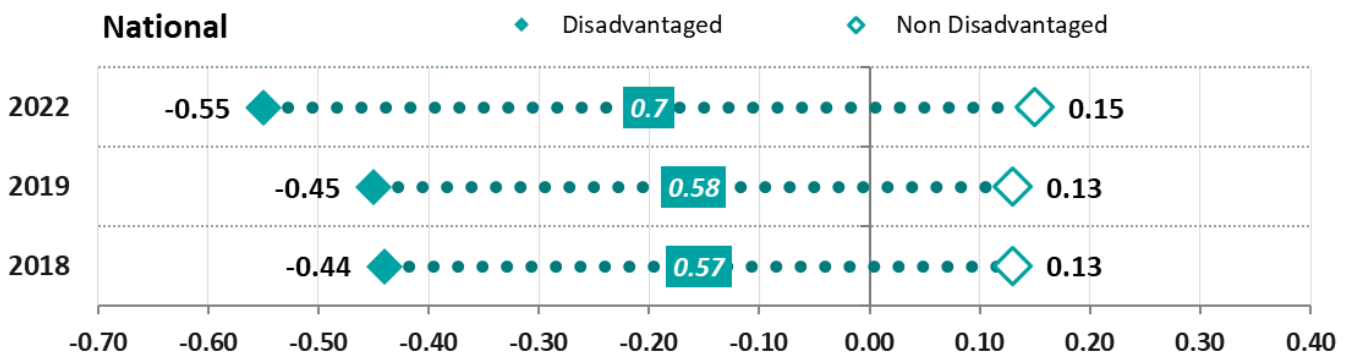
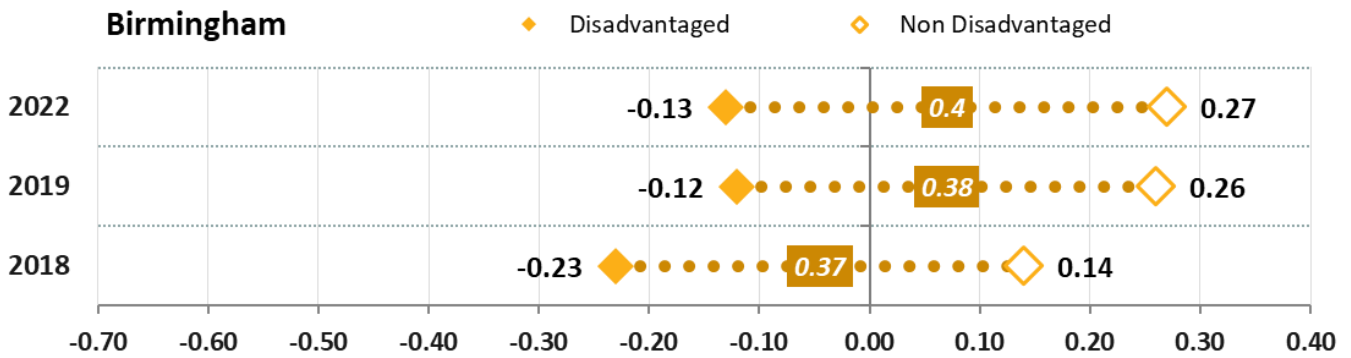
Chinese pupils have done well, attaining 0.43 points more than Chinese pupils nationally.

## Attainment Gaps

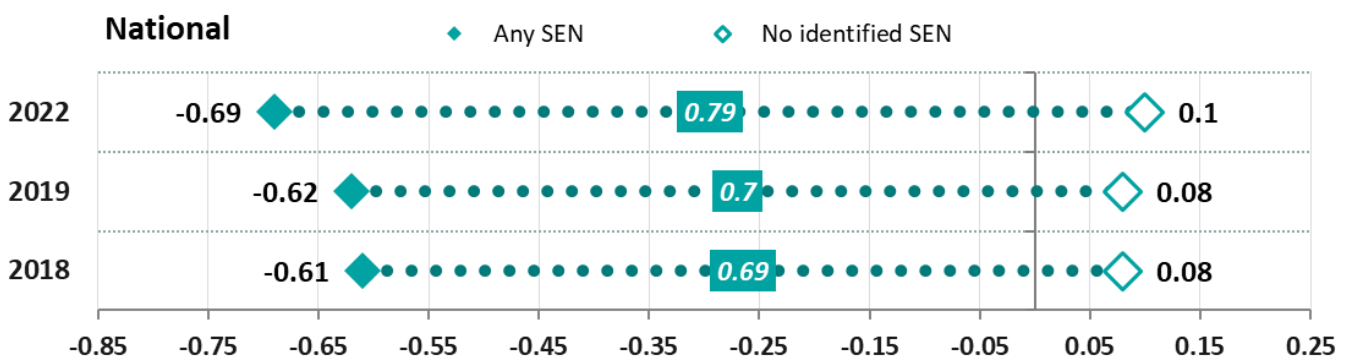
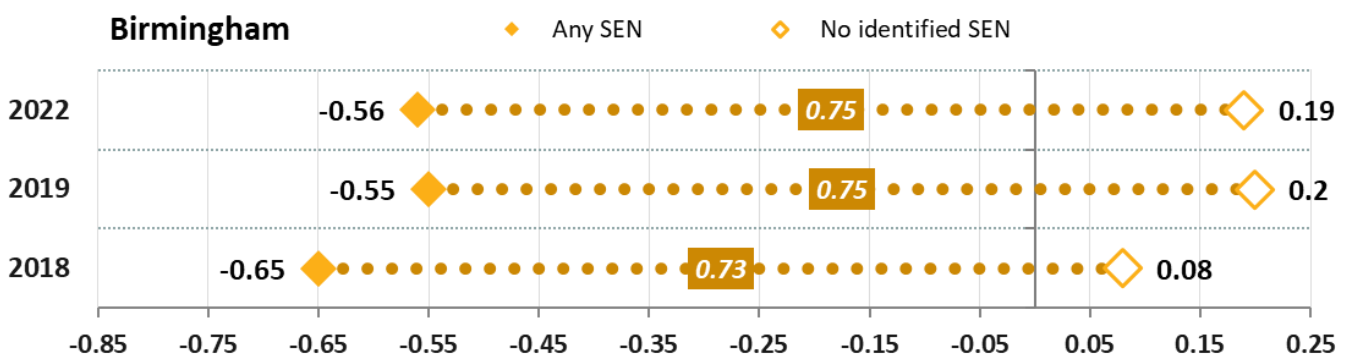
### Progress

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

### Progress 8 - Disadvantaged



### Progress 8 - SEND





In the previous graphs, 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, year on year the progress gap has been widening for both Birmingham and National (disadvantaged pupils). However, the progress gap is much narrower in Birmingham.

The last 2 graphs show the progress gap for SEND pupils, Birmingham remains similar to 2019 gap remained the same and national saw the gap widening between the two groups.

## Attainment

The graphs on the next page concentrate on attainment, again showing differences between matching pairs of 'opposite' pupil groups by the end of the 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, and national figures on the right.

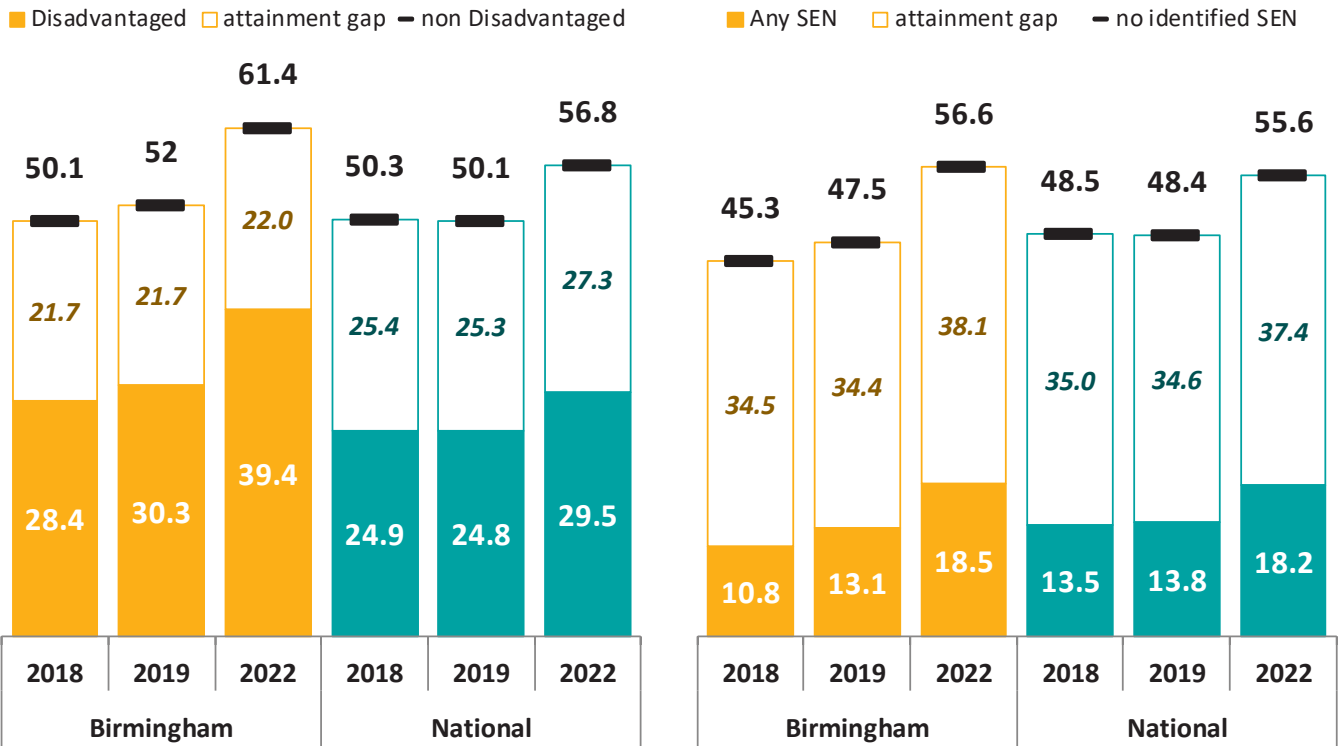
In 2022 English and Maths attainment percentages (9-5) in Birmingham for disadvantaged and non-disadvantaged pupil groups continued to be higher than the national equivalents, with the disadvantaged group for Birmingham seeing an improvement of 9.1% from 2019. In 2022 the attainment gap between the two groups widened by 0.3% for Birmingham, and by 2.0% for national.

SEND pupils in Birmingham have seen a slight improvement for when compared to their national equivalent group, by 0.3%. In Birmingham together with National the attainment gap between pupils with an identified SEN and those without has widened and now stands at 38.1% compared to 37.4% nationally.

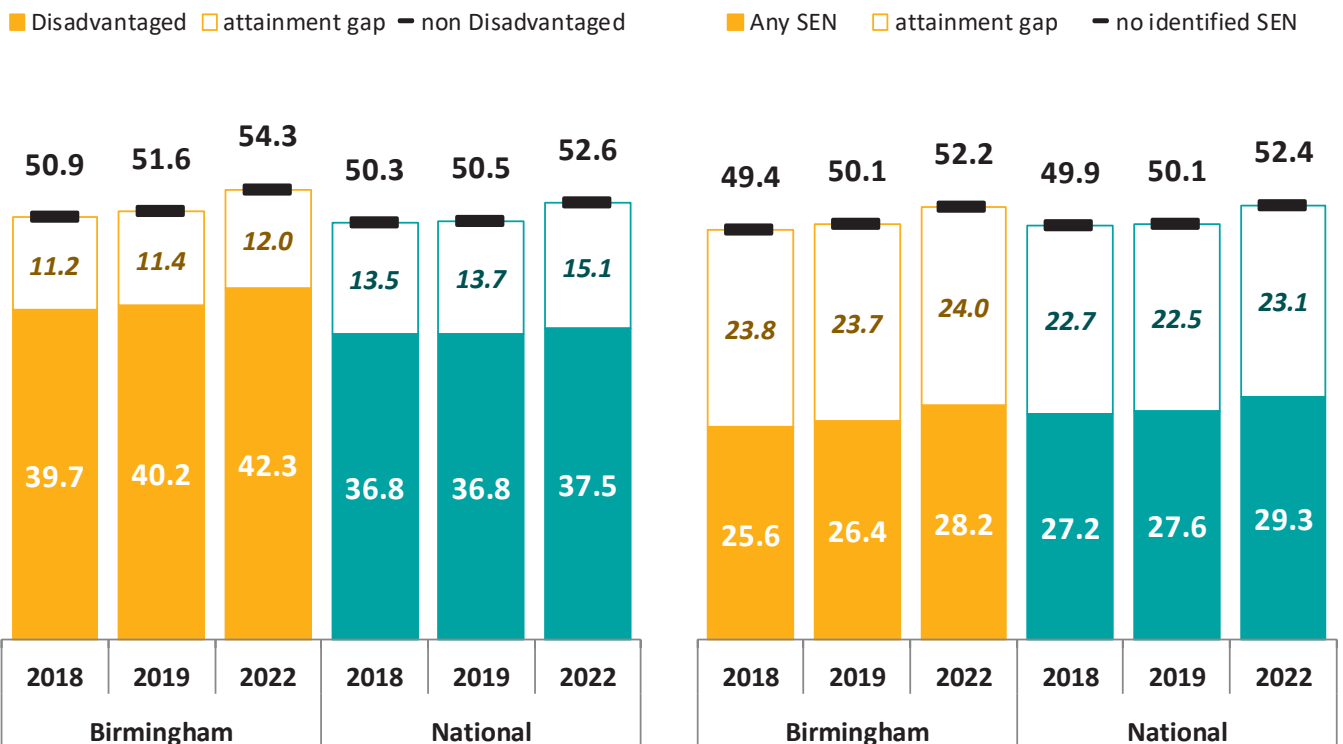
The average 2022 Attainment 8 scores for disadvantaged and non-disadvantaged pupils' groups are higher in Birmingham than their national equivalents. The attainment gap is 3.1 points smaller, and both groups saw an increase in attainment over 2019.

The gap in Attainment 8 outcomes for SEND pupils in Birmingham is wider than national in 2022. Those with an identified SEN attaining on average 24 points less than those with no identified SEN compared to 23.1 nationally.

### Percentage of students achieving strong pass (9-5) in English and Maths - Disadvantaged and SEND groups



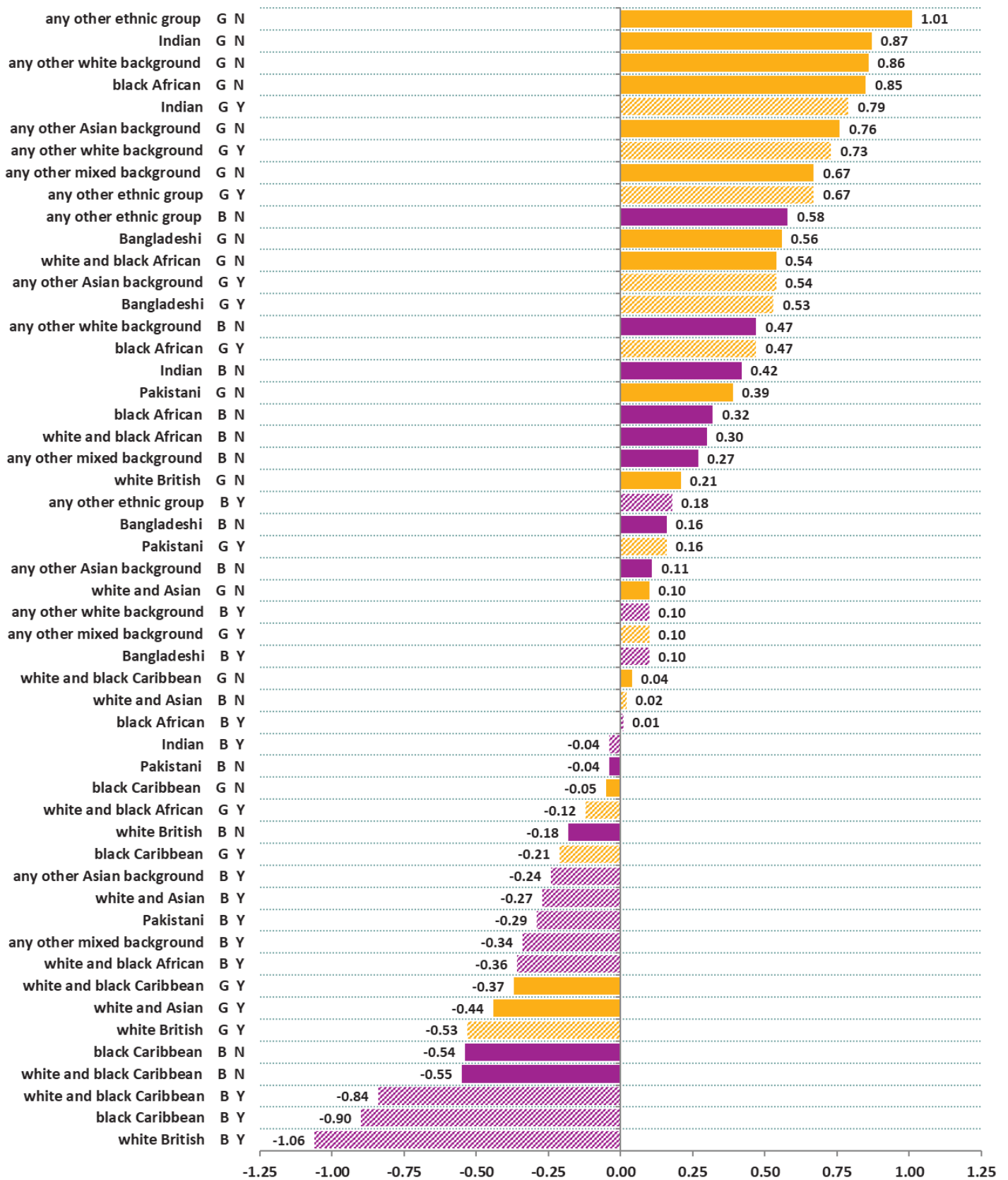
### Attainment 8 - Disadvantaged and SEND groups



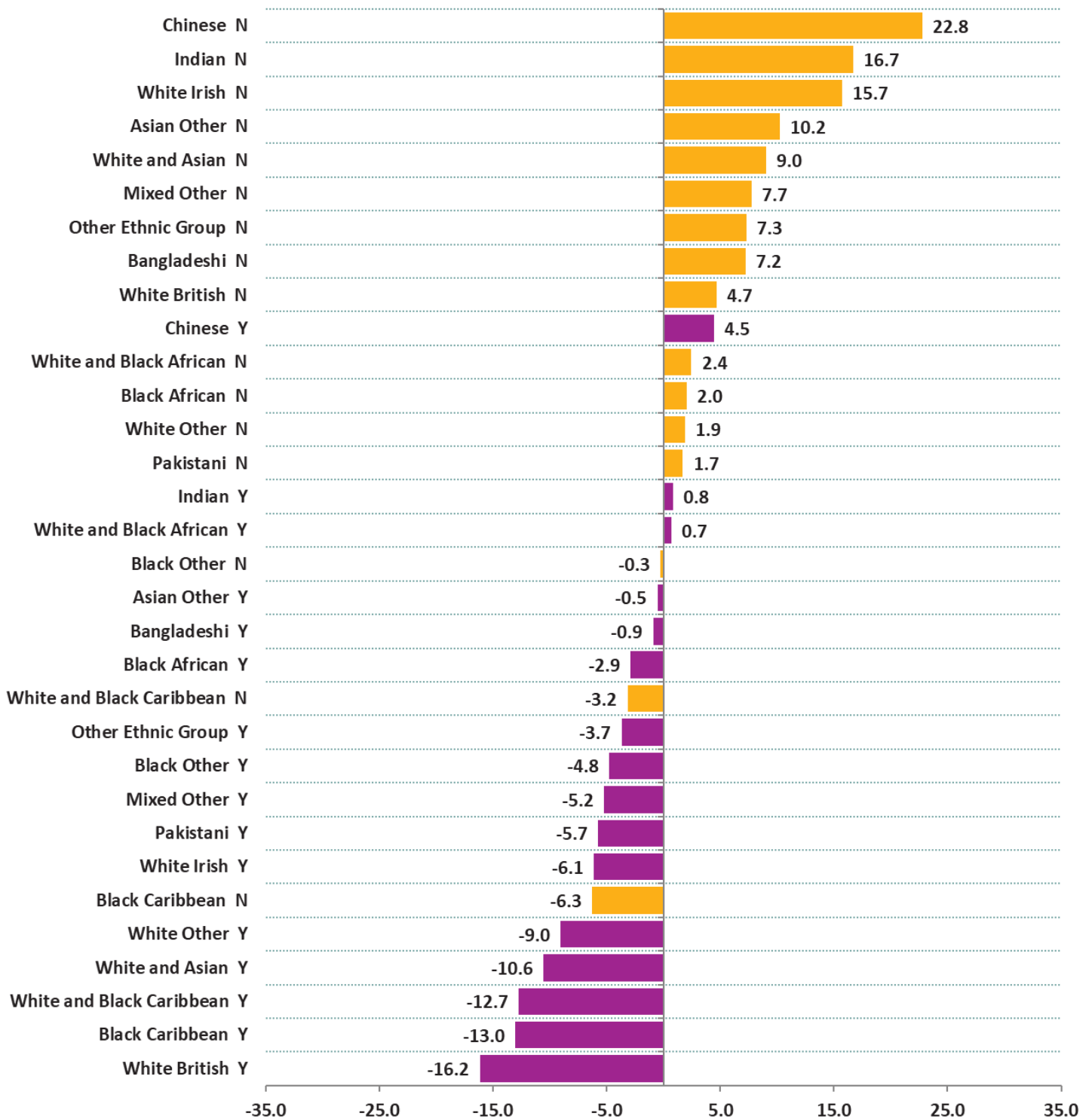
The graph on the following page shows the differences in progress 8 between ethnic groups by gender and disadvantaged status relative to the LA overall average. The following ethnicity groups are suppressed due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish, Chinese, 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/Free School Meal (FSM) White British and Black Caribbean boys are the furthest falling below the LA average for Progress 8.

**Difference to LA average Progress 8 score by Ethnic Group, Gender and Disadvantaged. Progress 8 LA Average = 0.07**



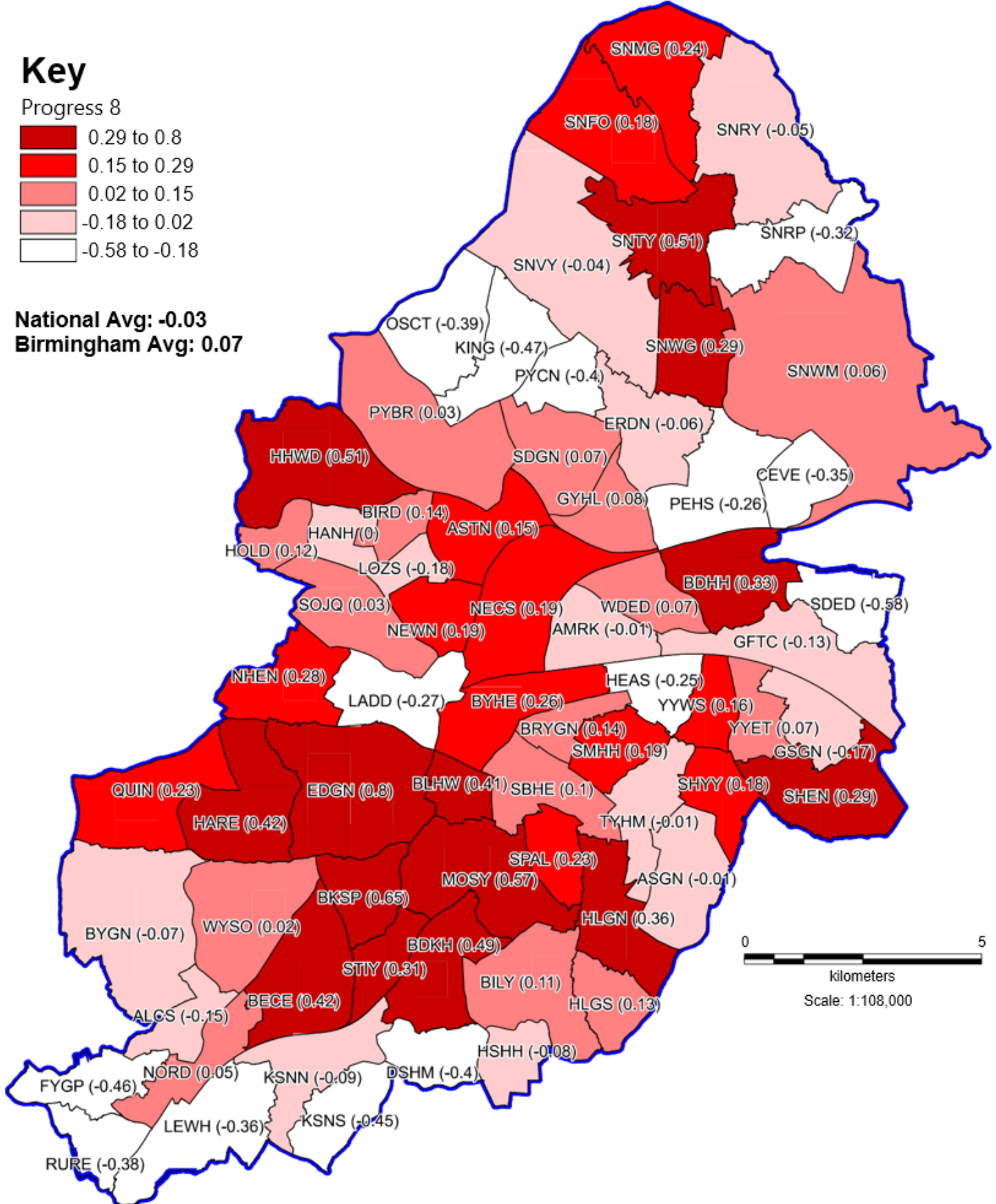
**Difference to LA average in Attainment 8 by Ethnic Group and FSM eligibility.**  
**Attainment 8 LA Average = 48.4**



The above graph shows the differences in Attainment 8 between ethnic groups by 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, Travellers of Irish Heritage.

## Analysis by Ward - Maps – KS4 Progress 8

### 2022 Average Progress 8 score by ward

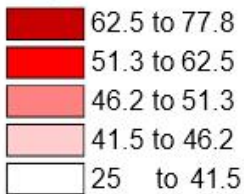


## Maps – KS4 English & Maths attainment 9-5 (strong pass)

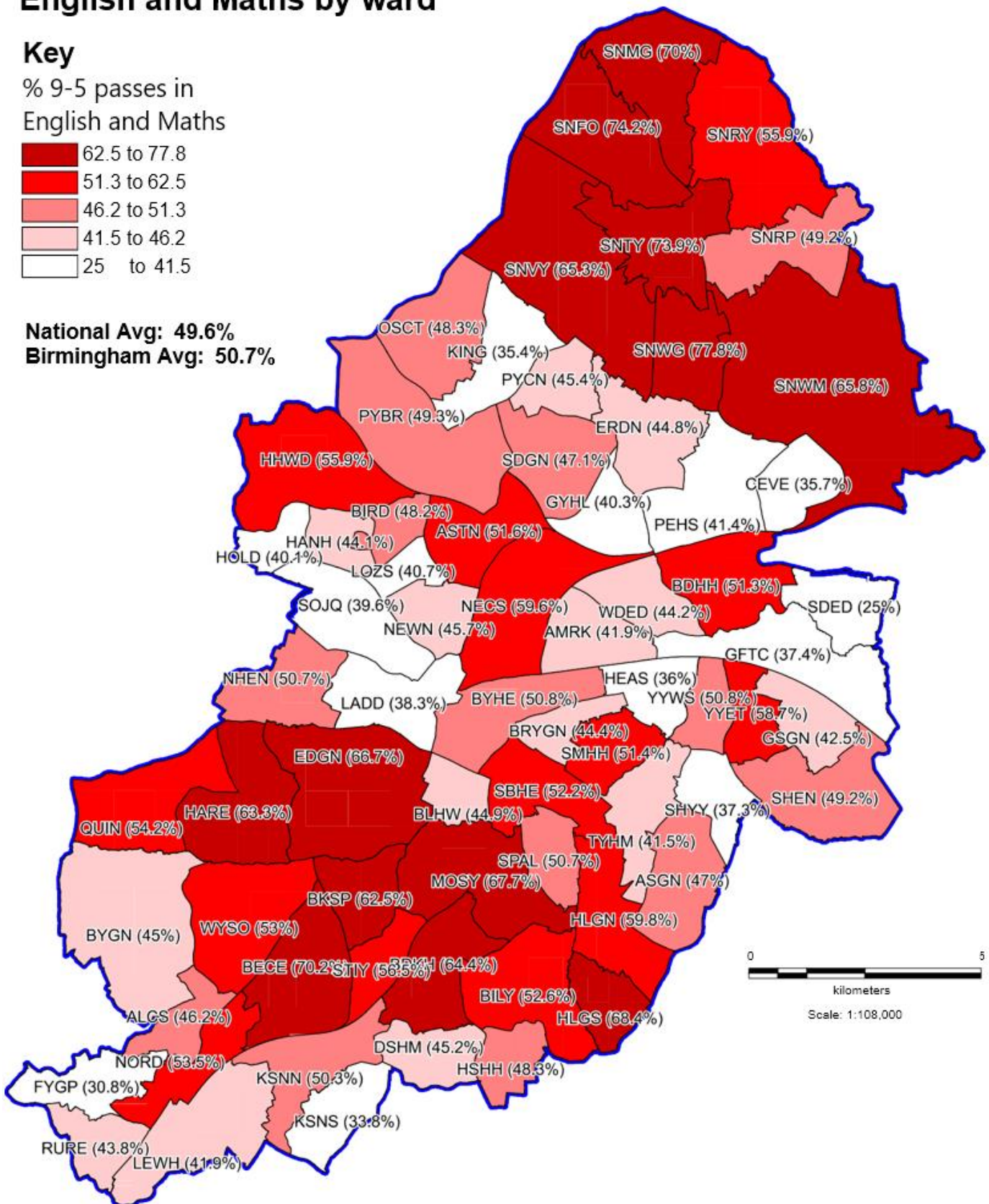
### 2022 percentage achieving 9-5 in English and Maths by ward

#### Key

% 9-5 passes in English and Maths



National Avg: 49.6%  
Birmingham Avg: 50.7%

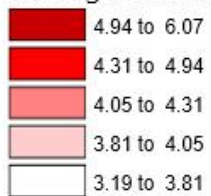


Maps – English Baccalaureate average point score

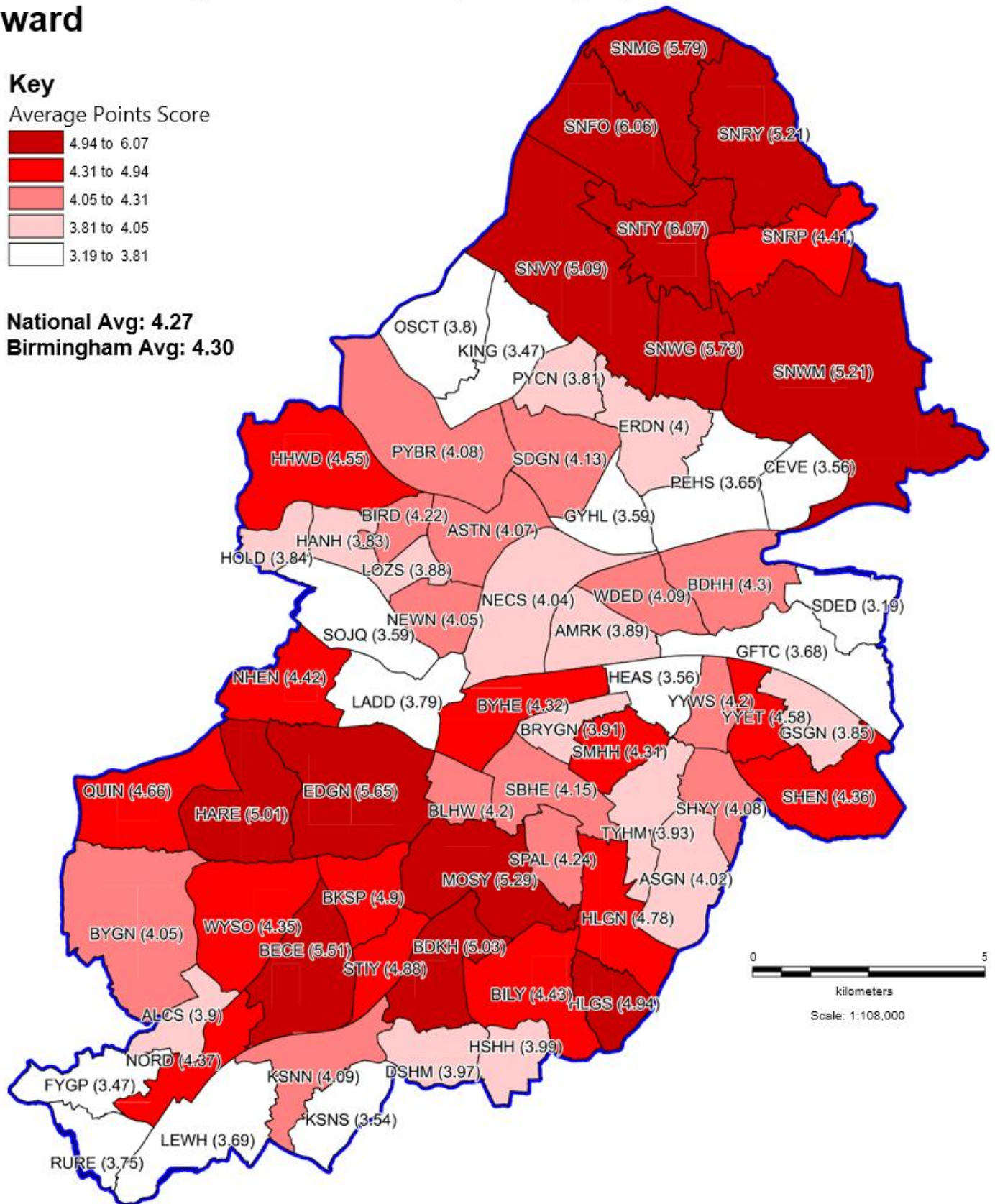
2022 Average Point Score (EBacc) by ward

Key

Average Points Score



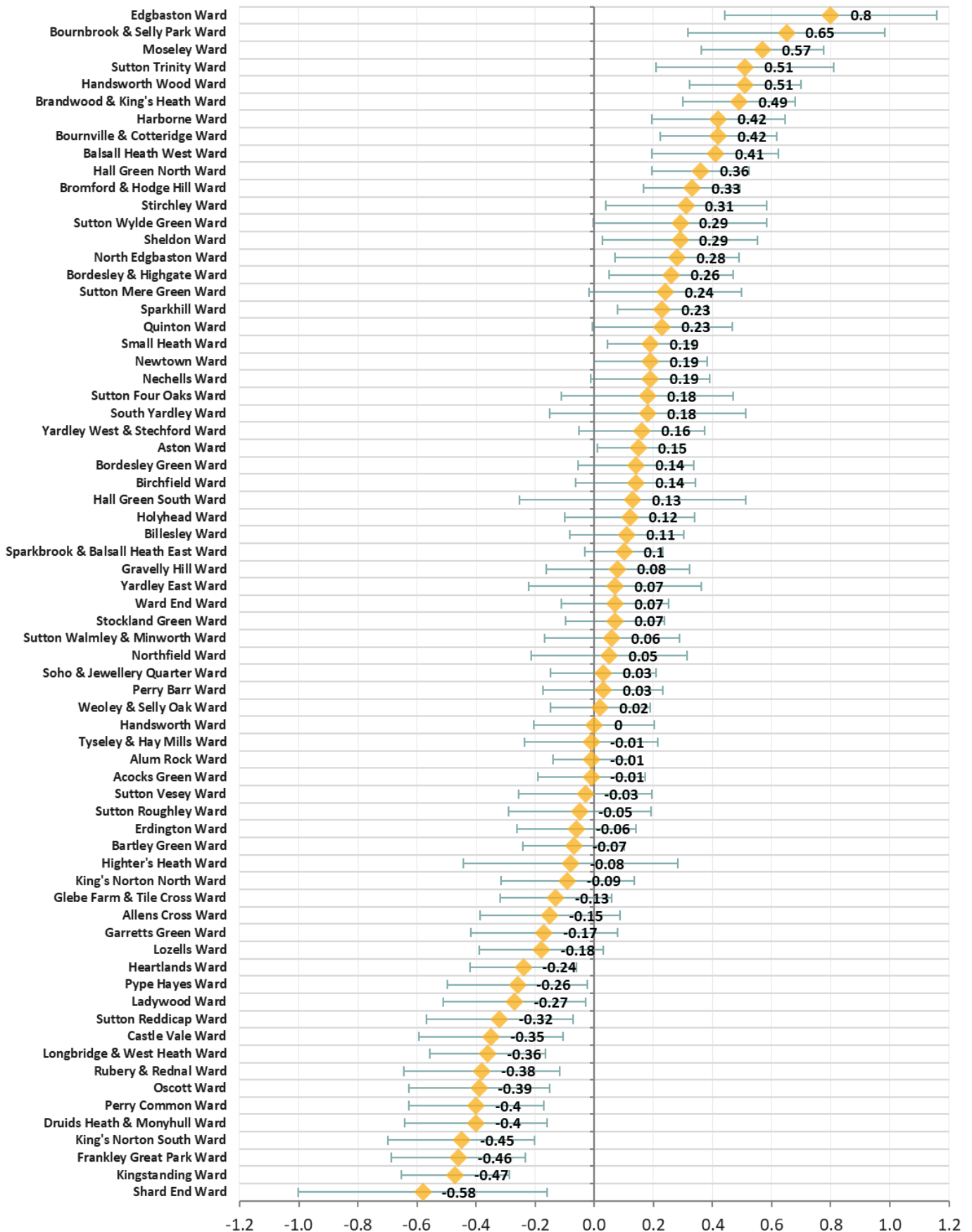
National Avg: 4.27  
Birmingham Avg: 4.30



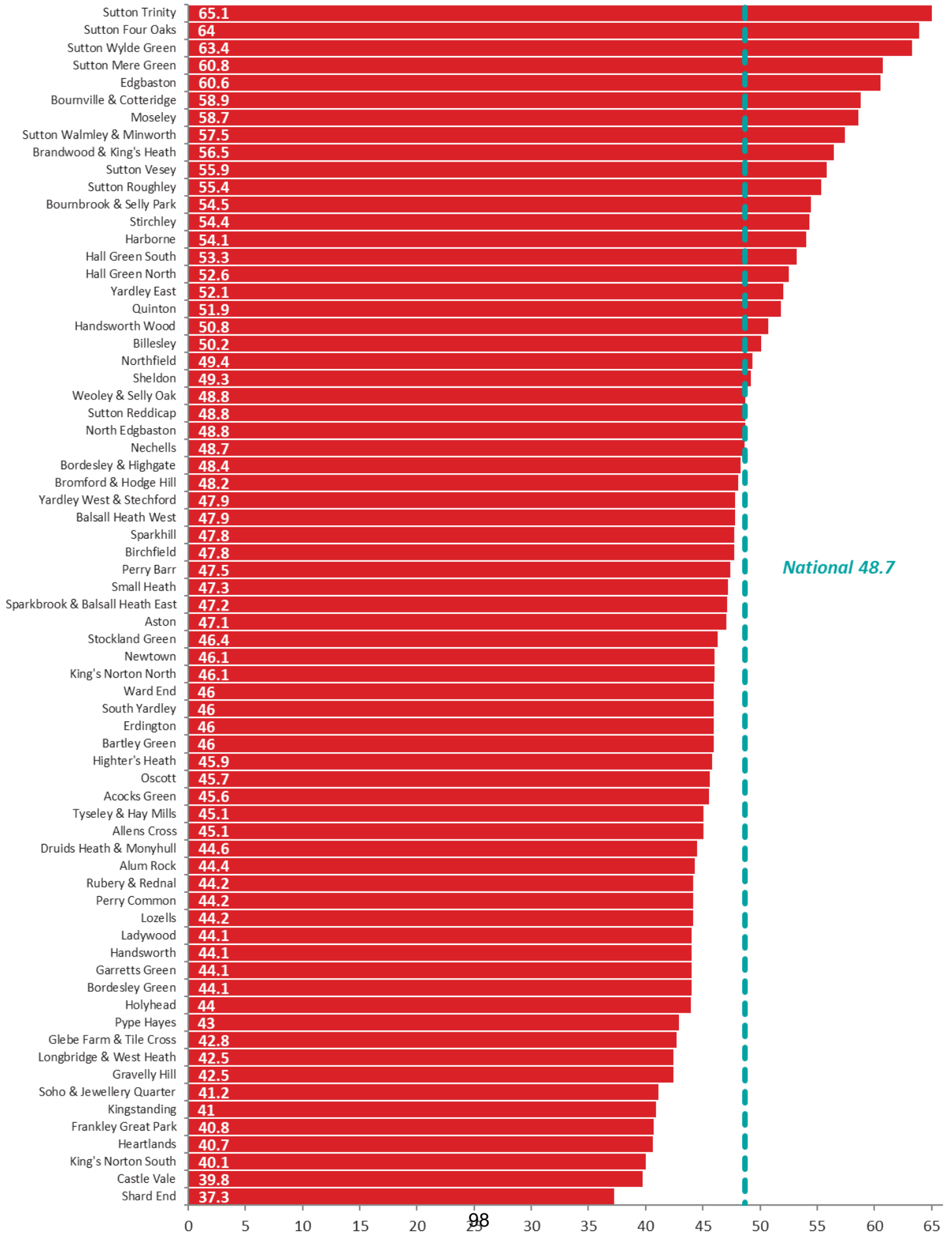


## Progress and Attainment by Ward - Tables

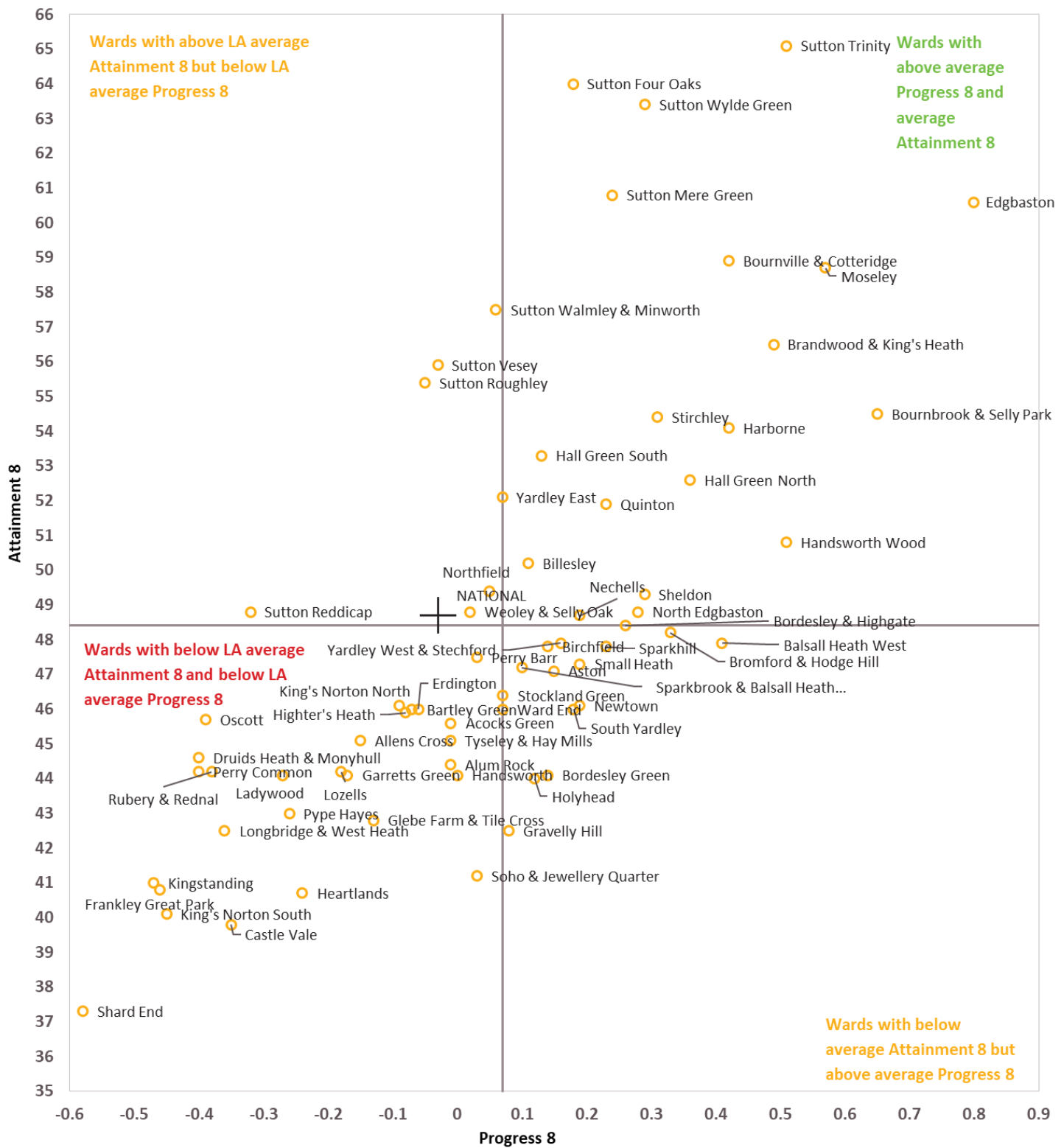
### Progress 8 by Ward based on students home address



### 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 Erdington have similar attainment outcomes to pupils living in Newtown however, their Progress 8 scores are

very different. This shows that while outcomes are similar in the two Wards, those in Newtown have made comparatively more progress in getting 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 Walmley & Minworth. As their Attainment 8 scores are very different, this indicates that on average children in 'Soho & Jewellery Quarter' started with lower prior attainment.

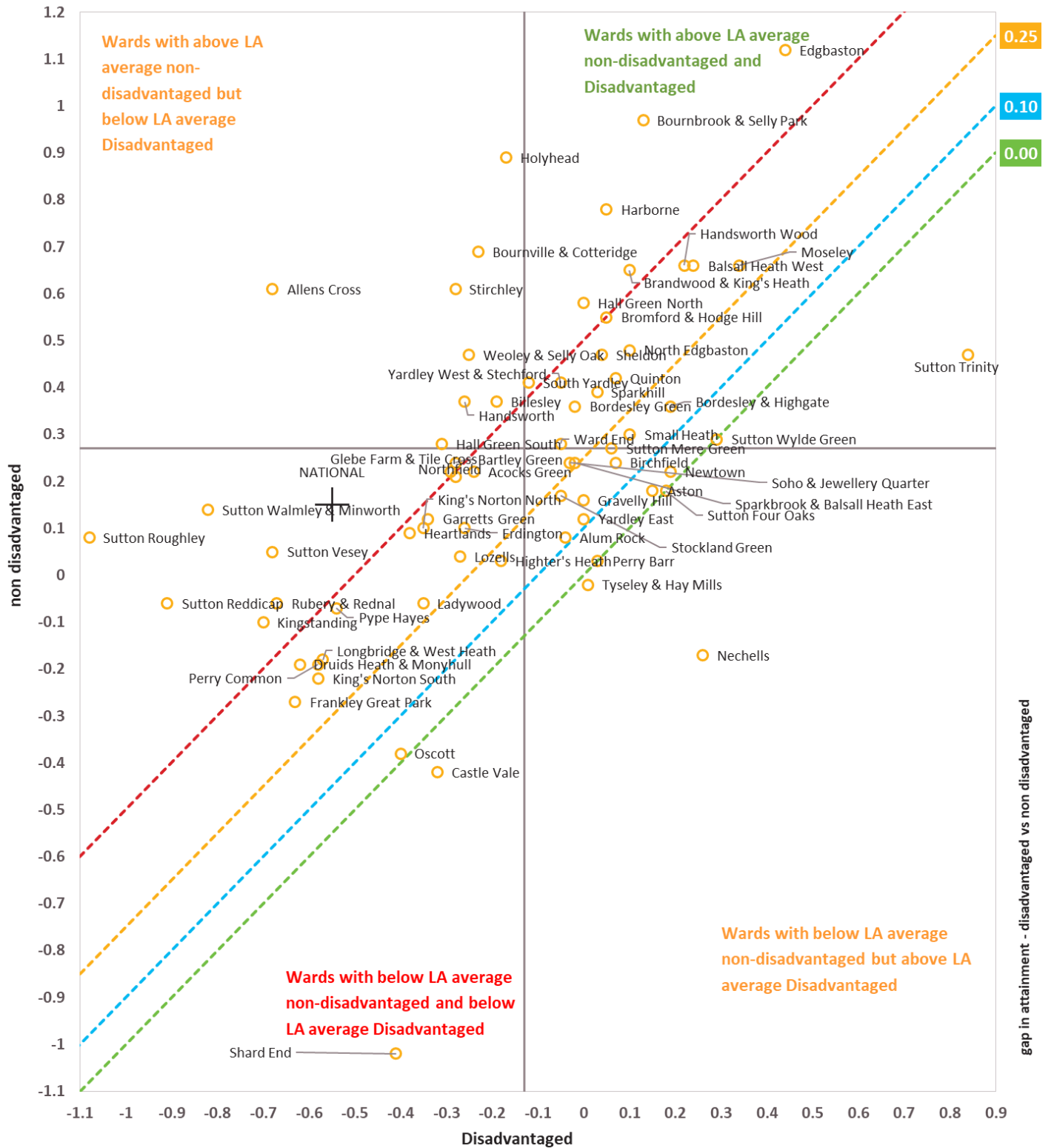
Generally speaking, there is a clear correlation between progress and attainment, with some Sutton Wards being the only Wards where pupils have made less than the LA average for Progress 8 but above average for Attainment 8. Shard End stands out as the Ward where pupils have made both the least progress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

The following 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 'Brandwood & Kings Heath' have made similar progress to disadvantaged pupils in 'Tyseley & Hay Mills'. However, the non-disadvantaged/disadvantaged progress gap is much wider in 'Brandwood & Kings Heath' where non-disadvantaged pupils have made over 0.50 more progress than disadvantaged whereas in 'Tyseley & Hay Mills' they made roughly the same.

Note that Sutton Four Oaks and Sutton Wylde Green has been suppressed due to the low numbers of eligible disadvantaged pupils.

## Disadvantaged vs Non-Disadvantaged Progress 8 by Ward



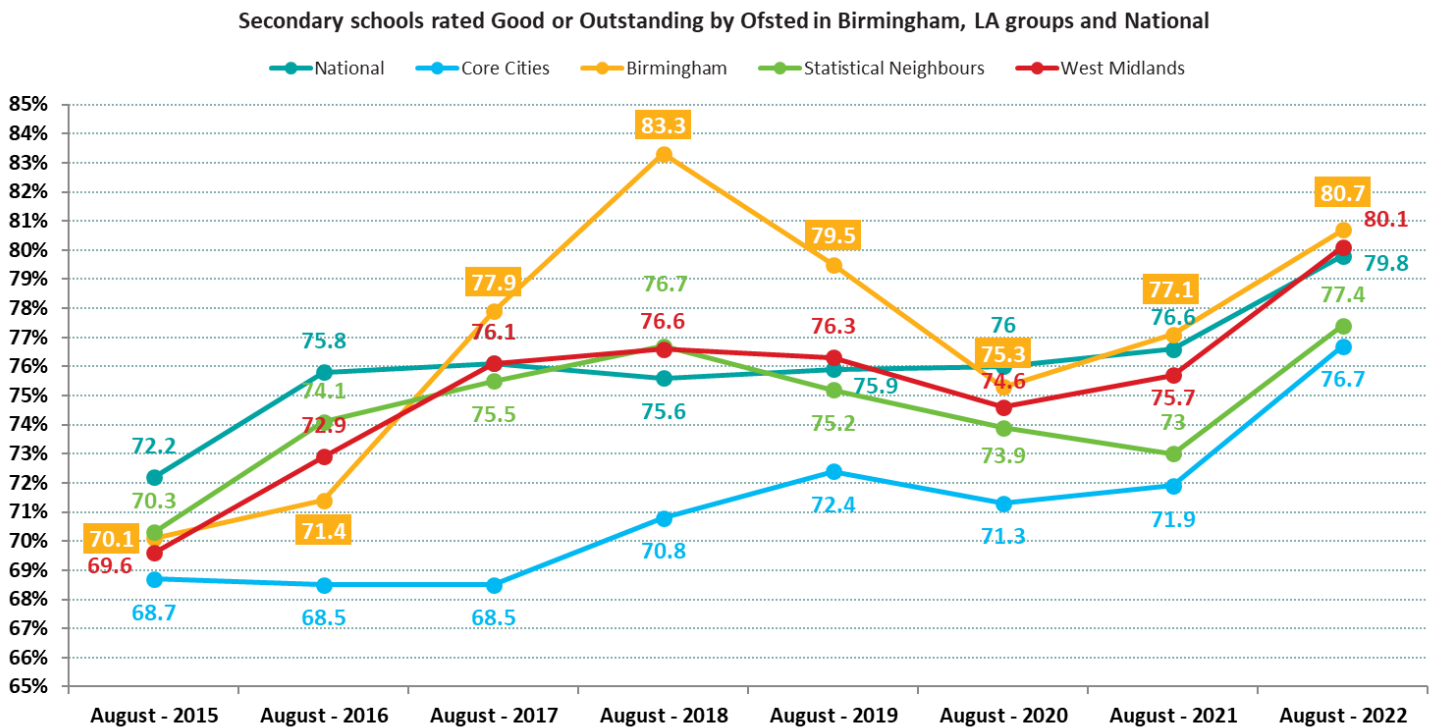
## Schools that may benefit from support

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

Select this link - <https://www.gov.uk/guidance/trust-and-school-improvement-offer>

## Birmingham's Schools

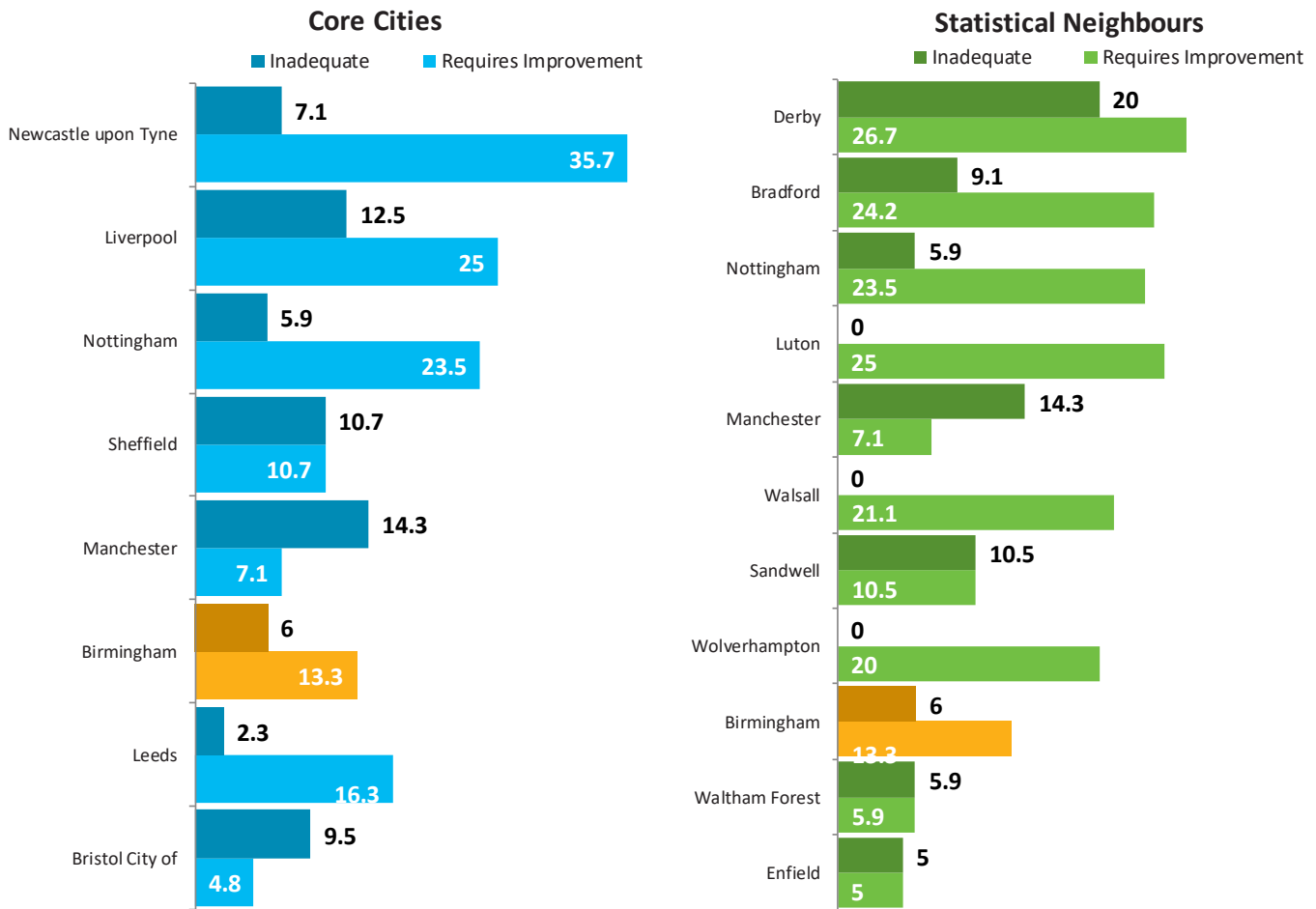
To help compare Birmingham's Secondary schools to National and other LA groups, we have used official Ofsted outcomes up to August 2022 to show the proportion that are rated Good or Outstanding.



As of August 2022, Birmingham has had a higher proportion of Good and Outstanding secondary schools than the national average. August 2018 to 2020 saw a downward trend which saw Birmingham dip slightly below the national average. However, August 2021 and 2022 have seen a percentage increase year on year showing an upwards trend.

Birmingham continues to compare favourably to Statistical Neighbours, Core Cities, and the West Midlands.

### % of Secondary Schools rated as Requires Improvement or Inadequate by Ofsted as of August 2022



The above chart shows the percentage of Secondary schools rated Inadequate and Requires Improvement by Ofsted by LA. We can see that Birmingham is ranked 3<sup>rd</sup> for Statistical Neighbours with less proportion of schools rated Inadequate and Requires Improvement and 3<sup>rd</sup> for Core cites (lower the better) for the proportion of schools with one of these outcomes.

# 16 -18 Study

## Key Messages

- All of Birmingham's overall A Level performance indicators are higher than the state funded averages for National, Core Cities, Statistical Neighbours, and West Midlands Local Authorities.
- 29.2% of A Level students achieved at least AAB grades, of which at least two were in facilitating subjects, compared to 22.5% nationally. (state funded schools)
- 37.0% of A Level students achieved at least AAB grades in Birmingham compared to 33.0% Nationally. (state funded schools)
- 25.4% of students achieved at least 3 or more A levels of A\*-A compared to 21.6% Nationally. (state funded schools)
- There has been an upwards trend for students entered for Applied General and Tech Level qualifications, both nationally and in Birmingham. Birmingham 2.5% higher than National in 2022.
- The average grade achieved for Applied General qualifications has improved in Birmingham from 209 and remains above the National average.
- The average grade achieved at A Level and Applied General for disadvantaged students in Birmingham is higher than Disadvantaged students nationally.

## Background

The 16-18 school and college accountability performance measures include the following specialist areas:

- **A Level**
- **Academic** (the A level cohort is a subset of this, so the academic cohort includes A level outcomes as well as the outcomes of other academic qualifications)
- **Applied general** - provide a broad study of a vocational area. They are designed to lead to higher education, and they include areas such as performing arts, business and health and social care.
- **Tech level** – level 3 technical qualifications for students wishing to develop specialist skills and knowledge for a technical occupation or industry. They lead to recognised occupations, for example, in engineering, IT, accounting, or professional cookery.
- **Technical Certificates** - level 2 qualifications that equip post-16 students with the knowledge and skills they need for skilled employment or further technical study.

This document includes attainment data for students who attend a state funded 6<sup>th</sup> form and state funded schools and colleges.

For 2021/22 English and maths progress measures were not published by the DfE as set out in 16 to 18 accountability headline measures: technical guide, due to the impact of excluding CAG/TAG grades on this performance measure.

Similarly, 16 to 18 value-added measures, which would rely on KS4 prior attainment, including some data from summer 2020, continue not to be published in 2021/22. Value-added measures will return as soon as possible, which will be for the 2023/24 academic year at the earliest; further details are included in the DfE published technical guide.

*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:**

[School and college performance measures - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



## 16–18 Headline Measures

<b>National</b>	<b>A Level</b>	<b>Applied General</b>	<b>Tech Level</b>	<i>Students at the end of 16-18 study</i>
All Schools and FE sector Colleges	<b>B</b> 38.87	<b>Dist-</b> 31.98	<b>Dist-</b> 30.56	589478
All State Funded Schools and Colleges	<b>B-</b> 37.86	<b>Dist-</b> 31.91	<b>Dist-</b> 30.54	549352
All State Funded Schools	<b>B-</b> 38.28	<b>Dist-</b> 33.31	<b>Dist</b> 34.82	257455

<b>Birmingham</b>	<b>A Level</b>	<b>Applied General</b>	<b>Tech Level</b>	<i>Students at the end of 16-18 study</i>
All Schools and FE sector Colleges	n/a -	n/a -	n/a -	n/a
All State Funded Schools and Colleges	<b>B-</b> 38.25	<b>Dist</b> 33.44	<b>Merit+</b> 29.99	11090
All State Funded Schools	<b>B</b> 39.01	<b>Dist</b> 36.37	<b>Dist-</b> 32.79	5581

Note: All schools and FE sector colleges include independent schools and special schools. This level of outcomes is not published at LA level therefore, there are no Birmingham equivalent figures available.

### A level

Students in Birmingham state funded 6<sup>th</sup> form schools achieve, on average a slightly higher grade than those in the state funded sector including colleges. However, both sectors have achieved a higher than average points score than their direct National equivalent.

Students in Birmingham State funded schools have achieved, on average a B compared to a B- nationally.

### Applied General

Like the A Level measure, on average students in Birmingham state funded schools (6<sup>th</sup> form) achieve higher than those in the state funded sector, including colleges. Both sectors have achieved a higher than average points score than their direct National equivalent.

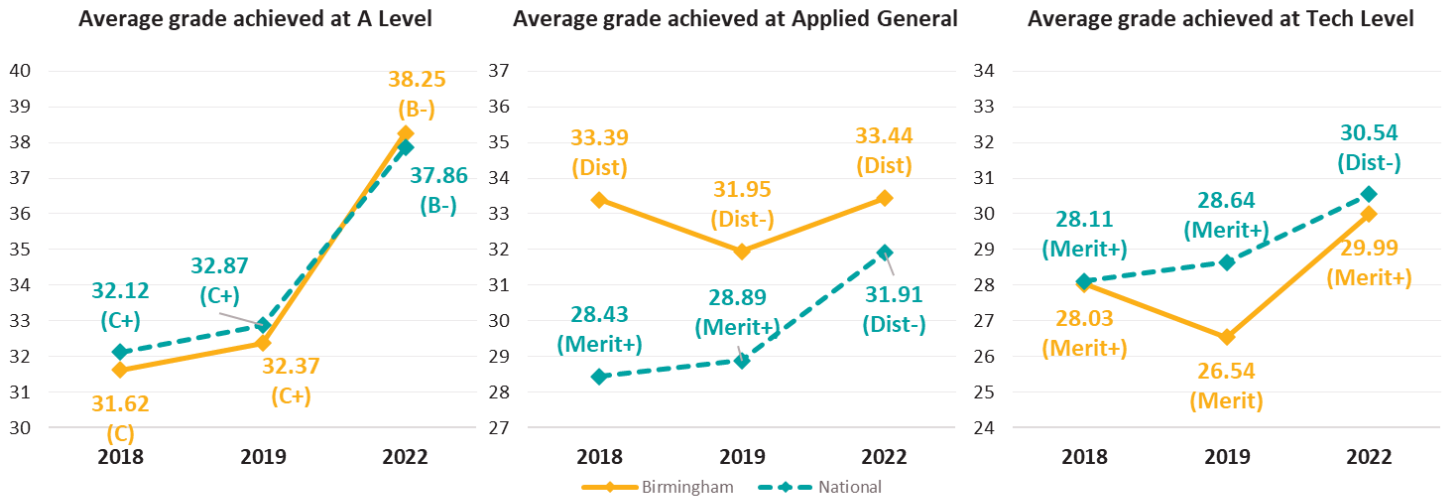
In Birmingham, students in both State Funded and state funded schools and colleges have achieved, on average a Distinction compared to a Distinction minus nationally.

### Tech level

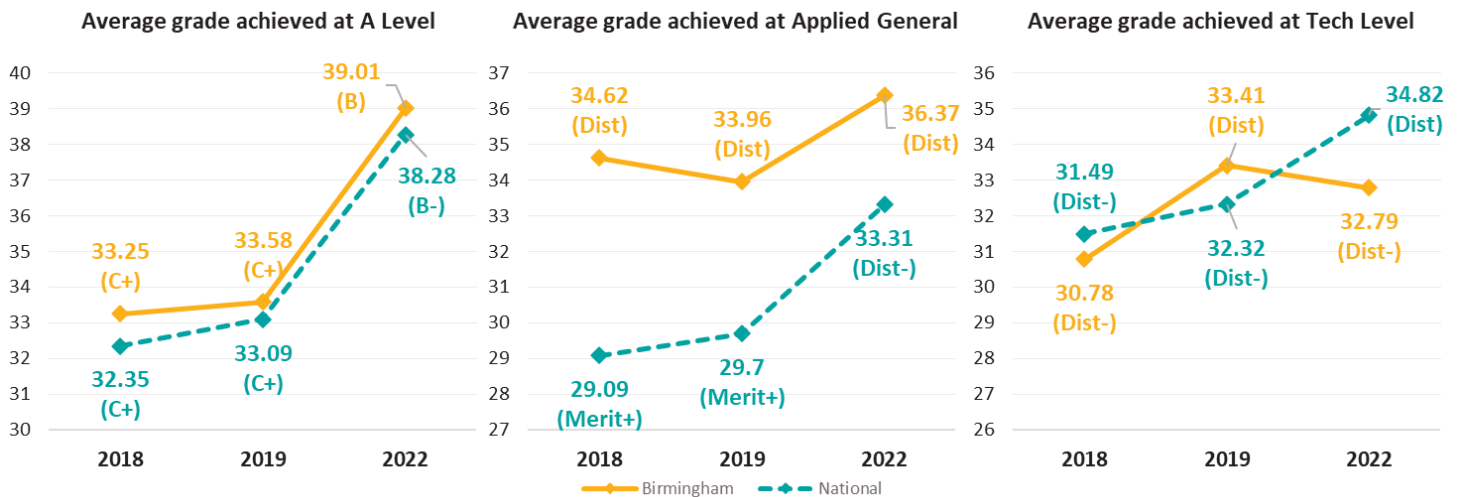
Birmingham students achieve one fine grade lower than the national average for both state funded and state funded schools & colleges sectors.

## Headline Measures - Trends

### State Funded Schools and Colleges



### State Funded Schools only



In 2022 A Level performance improved significantly over 2019 in Birmingham and Nationally. State Funded schools and colleges average point score in Birmingham now being above the national equivalent.

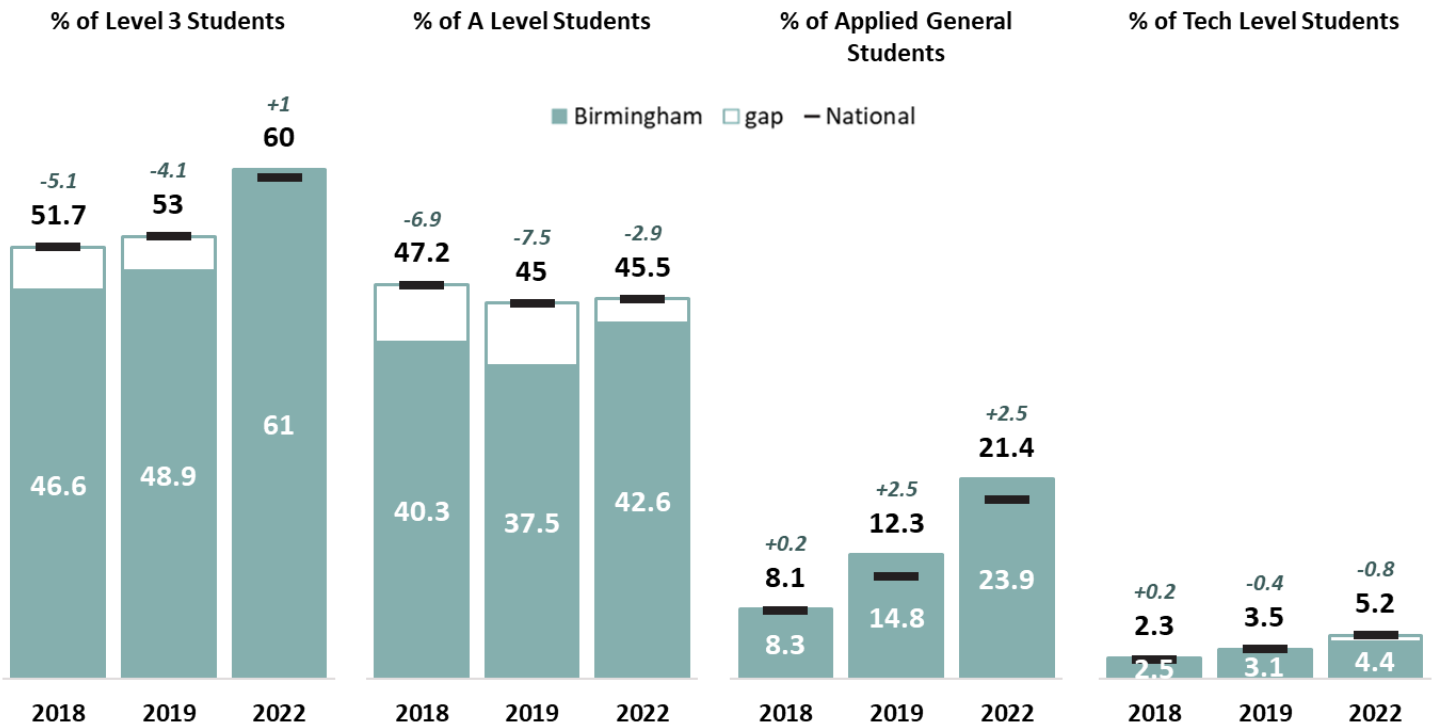
In Birmingham, the average points score achieved in Applied General qualifications dipped in 2019 but improved in 2022, now being above 2018 outcomes. Birmingham remains above national.

The average points score achieved at Tech Level nationally has seen continuous improvement from 2018 to 2022. Whereas Birmingham's outcomes have fluctuated, with state funded schools and colleges seeing improvement in 2022 over 2019, while state funded schools have seen a slight decline. Both sectors are below their equivalents nationally.

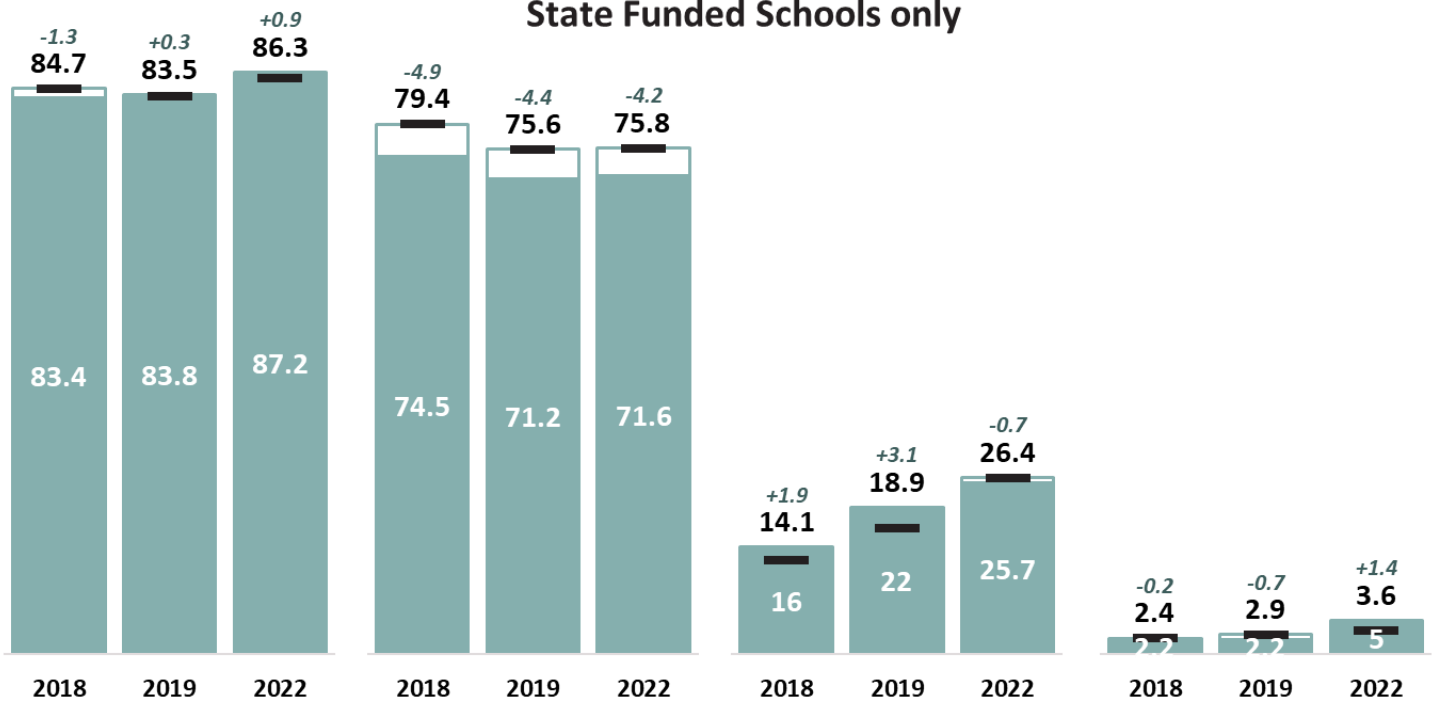
It must be noted that there are still relatively low numbers of students entered for tech levels therefore, variations in outcomes should be expected.

## Percentages of Pupils Entered for Level 3 Qualifications by Type

### State Funded Schools and Colleges



### State Funded Schools only



Note Percentages based on all Students at the end of 16-18 study triggered for inclusion in performance tables

For state funded schools and colleges, Birmingham is showing an upward trend in the percentage of pupils entered for a Level 3 qualification and is now 1% higher than the national equivalent. In 2019 Birmingham

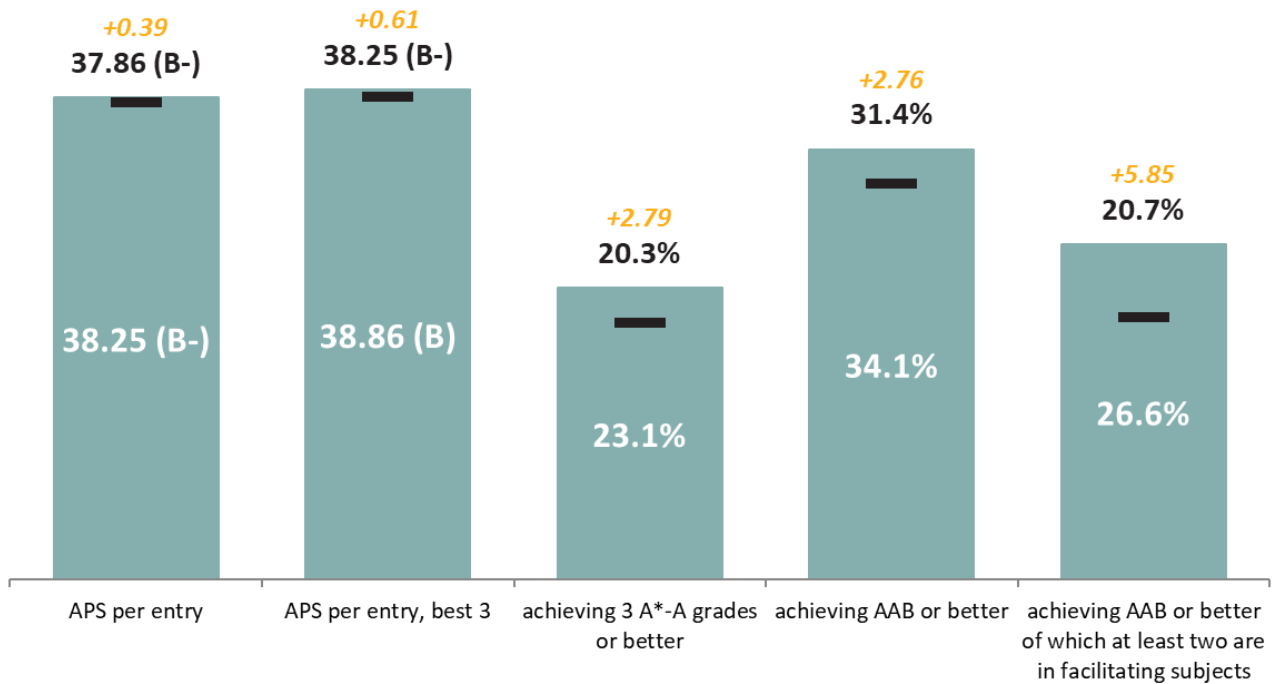
was 4.1% behind. For state funded schools only, there has been a smaller increase, but it is still higher than national.

Entries in Applied General qualifications have been increasing year on year since 2018 both in Birmingham and Nationally. Birmingham with 2.5% more entries in 2022 for state funded schools and colleges. Similarly, Tech level entries have also been increasing although at a much slower rate.

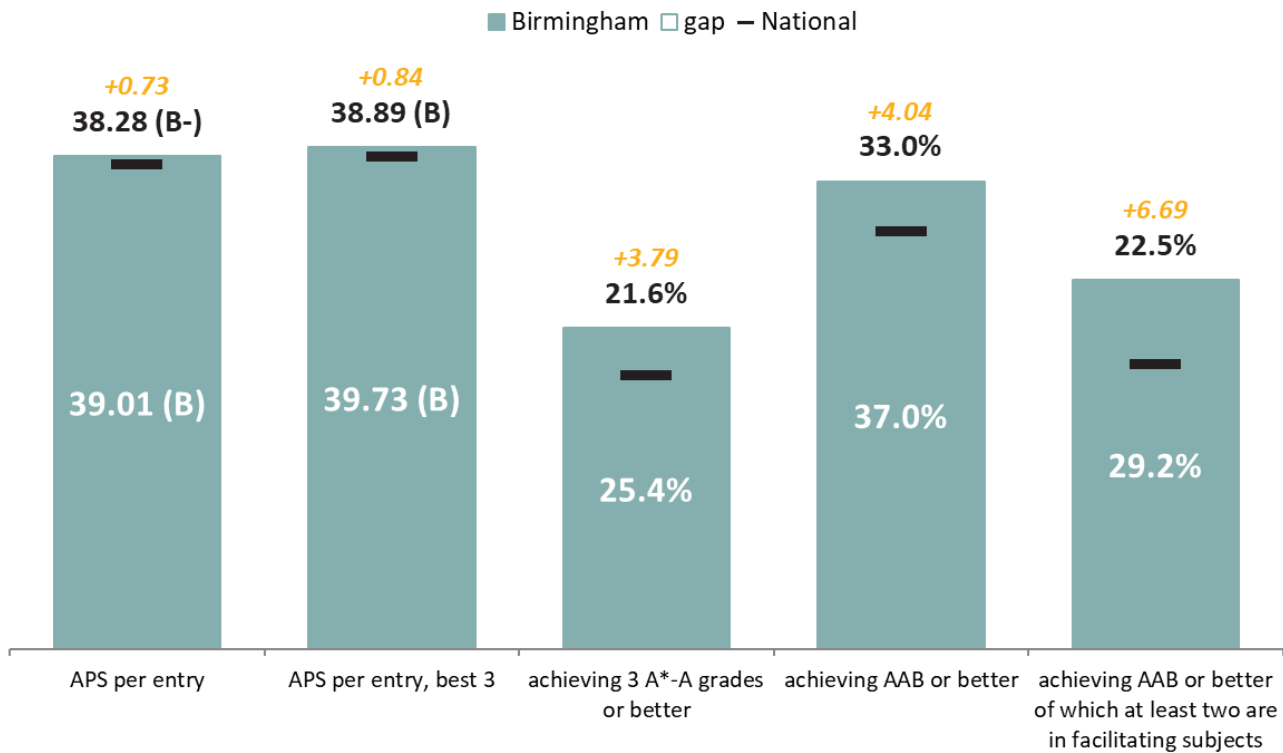
## A Level Performance Indicators

### A Level Performance Indicators for Birmingham compared with National - All State Funded Schools and Colleges

■ Birmingham □ gap – National



### A Level Performance Indicators for Birmingham compared with National - All State Funded Schools only

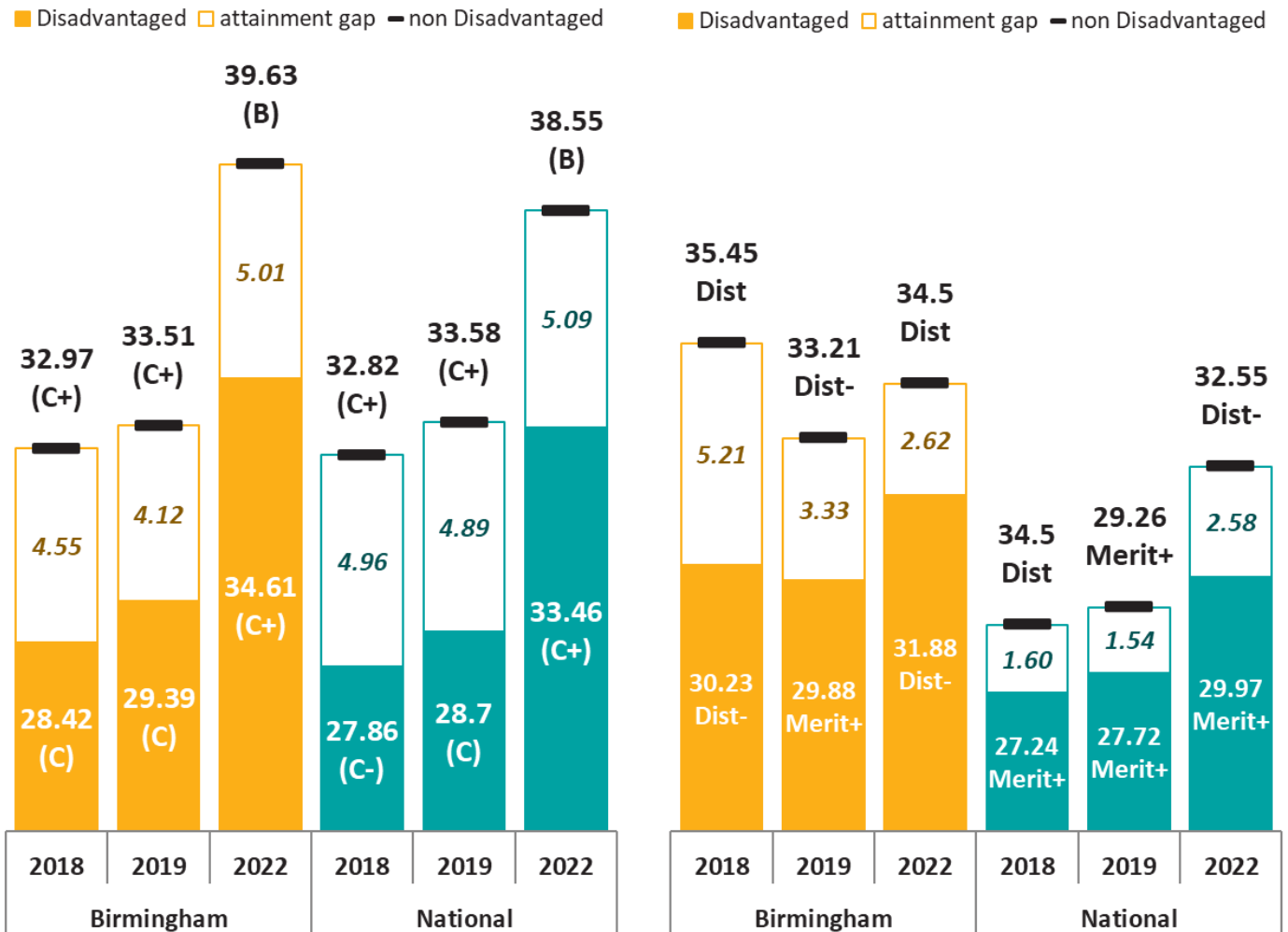


Students in Birmingham state funded schools (6<sup>th</sup> form) achieve higher than the national averages across all the main attainment measures for A Levels. The average point score in Birmingham roughly equates to a grade B, one grade better than the national. The percentage of Birmingham students achieving AAB or better, of which at least 2 are in facilitating subjects, was 6.6% higher than the national.

The above trend is also present for the state funded schools & colleges, Birmingham students perform better than national students for all A Level measures.

## Disadvantaged Attainment Gaps for Headline Measures

### Disadvantaged vs non Disadvantaged State Funded Schools and Colleges

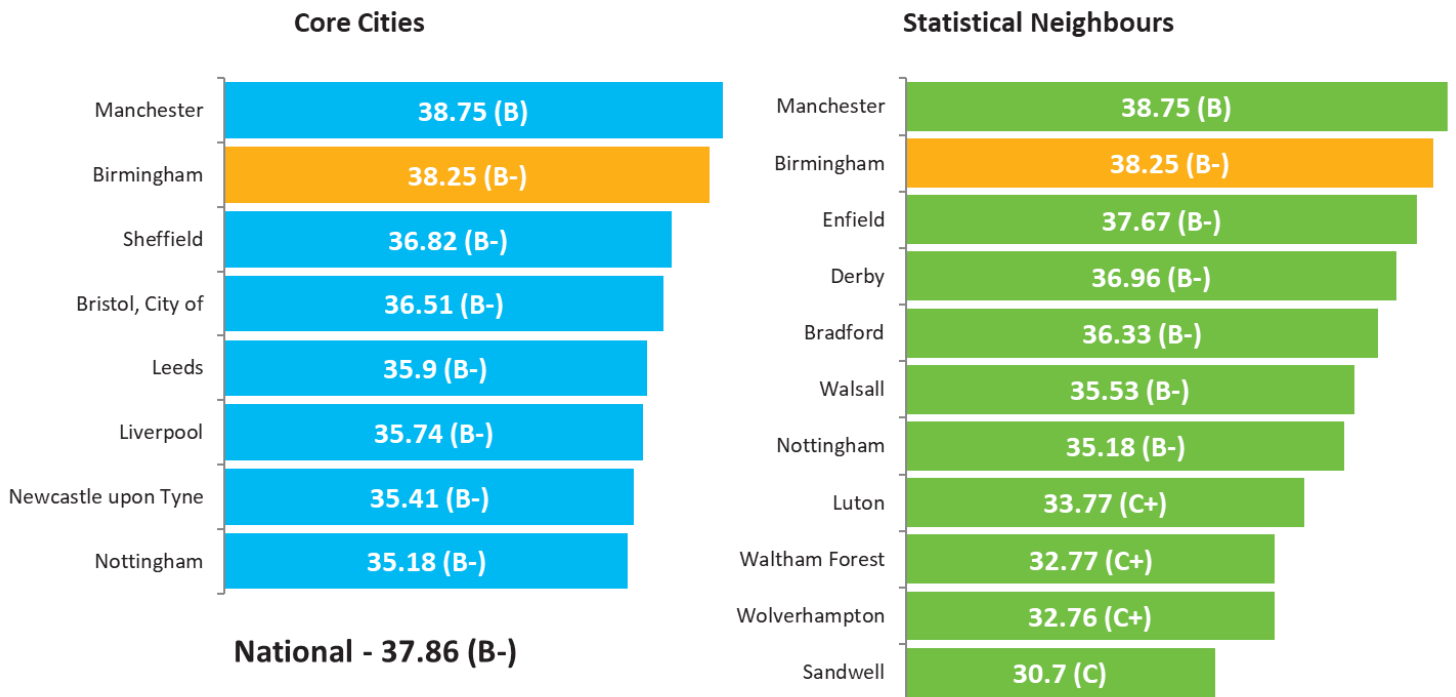


The average points score achieved by disadvantaged students in Birmingham in A Levels has improved from 2019 and remains above other disadvantaged students nationally. The attainment gap between disadvantaged and non-disadvantaged students has increased slightly but is still smaller than national.

In Birmingham disadvantaged students achieve, on average a higher grade than other disadvantaged students nationally by one fine grade, an improvement from 2019. The attainment gap at Applied General between the two groups is slightly higher than national.

## National Comparisons

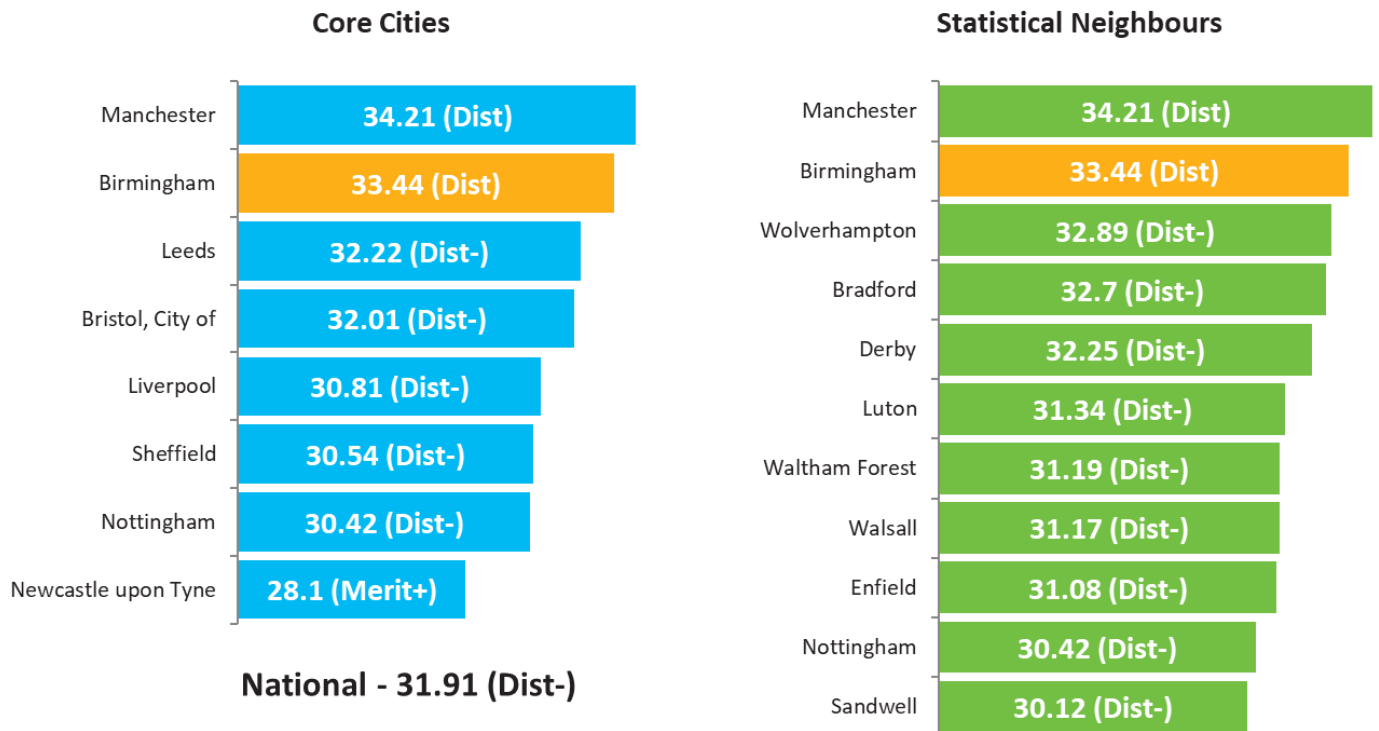
## Average grade achieved at A Level - State Funded Schools and Colleges



In average points score achieved at A Level in 2022 Birmingham ranks 2<sup>nd</sup> out of the 8 core cities and 2<sup>nd</sup> out of 11 compared to statistical neighbours being behind Manchester in both instances.

## Applied General APS

### Average grade achieved at Applied General - State Funded Schools and Colleges

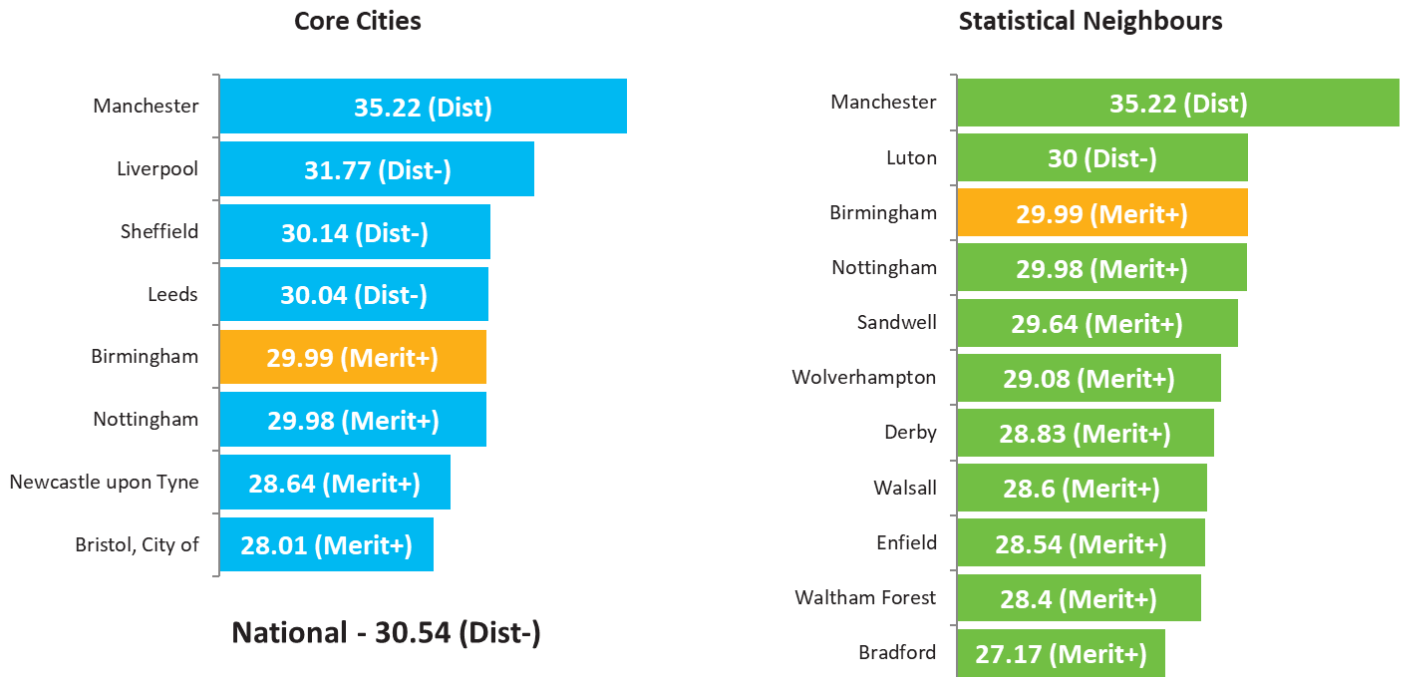


In average points score achieved in Applied General qualifications in 2022 Birmingham ranks 2<sup>nd</sup> out of the 8 core cities and 2<sup>nd</sup> out of 11 compared to statistical neighbours being behind Manchester in both instances.



## Tech Level APS

### Average grade achieved at Tech Level - State Funded Schools and Colleges



In average points score achieved at Tech Levels in 2022 Birmingham ranks 5<sup>th</sup> out of the 8 core cities and 3<sup>rd</sup> out of 11 compared to statistical neighbours.

# Appendixes

## Appendix 1 – Early Years Foundation Stage Profile Comparison Table

EYFSP Headline Measures 2022	Birmingham	National	Difference	Rank out of 151 LAs	Percentile (of Rank)	Rank Bar (further to the right the higher)
<b>Eligible pupils</b>	15089 (-676)	np	n/a	3rd (no chg)	2 (no chg)	
% GLD	● 62.7 (-5.3) ▼	65.2 (-6.6)	-2.5 (-1.3)	115th (up 15)	76.2 (up 9.9)	
% All early learning Goals average ELG achieved	● 60.7 (-5.5) ▼	63.4 (-7.3)	-2.7 (-1.8)	113th (up 20)	74.8 (up 13.3)	
	● 13.4 (-0.3) ▼	14.1 (+14.1)	-0.7 (+14.4)	127th	84.1	
% Prime learning goals	● 71.1 (-3.6) ▼	74.2 (-5)	-3.1 (-1.4)	124th (up 11)	82.1 (up 7.3)	
% Communication and Language	● 75.4 (-1.8) ▼	79.5 (-2.7)	-4.1 (-0.9)	129th (up 12)	85.4 (up 8)	
% Physical Development	● 82.5 (-0.3) ▼	84.9 (-2.2)	-2.4 (-1.9)	118th (up 20)	78.1 (up 13.3)	
% Personal, Social and Emotional	● 80.6 (-0.1) ▼	83 (-1.8)	-2.4 (-1.7)	120th (up 15)	79.5 (up 9.9)	
% Specific learning goals	● 61.7 (-5.1) ▼	64.9 (-6.5)	-3.2 (-1.4)	118th (up 14)	78.1 (up 9.3)	
% Literacy	● 65.1 (-4.3) ▼	68 (-5.4)	-2.9 (-1.1)	120th (up 10)	79.5 (up 6.6)	
% Mathematics	● 70.9 (-2.3) ▼	75.9 (-2.6)	-5 (-0.3)	137th (up 1)	90.7 (up 0.7)	
% Understanding the World	● 74.4 (-3.7) ▼	79.6 (-4.3)	-5.2 (-0.6)	129th (up 6)	85.4 (up 4)	
% Expressive arts and design	● 79.2 (-2.7) ▼	84.5 (-2.7)	-5.3 (0)	134th (no chg)	88.7 (no chg)	

## Appendix 2 – Phonics Summary Comparison Table

Phonics Headline Measures 2022		Birmingham	National	Difference	Rank out of 151 LAs	Percentile (of Rank)	Rank Bar (further to the right the higher)
Pupil Numbers	Year 1	15662 (-577)	np	n/a	3rd (no chg)	2 (no chg)	
	End of Year 2	15533 (-1052)	np	n/a	3rd (no chg)	2 (no chg)	
Working at Expected	Year 1	● 75.5 (-5.6) ▼	75.5 (-6.3)	0 (-0.7)	79th (up 20)	52.3 (up 14.1)	
	End of Year 2	● 86.5 (-3.7) ▼	86.9 (-4.5)	-0.4 (-0.8)	97th (up 30)	64.2 (up 21)	

## Appendix 3 – Key Stage 1 Summary Comparison Table

Key Stage 1 Headline Measures 2022		Birmingham	National	Difference	Rank out of 151 LAs	Percentile (of Rank)	Rank Bar (further to the right the higher)
Pupil Numbers	Key stage 1	15580 (-1051)	639415 (-26978)	-	3rd (no chg)	2 (no chg)	
Reading	% At least Expected	● 65 (-7.1) ▼	66.9 (-8)	-1.9 (-0.9)	106th (up 16)	70.2 (up 11.7)	
	% Greater Depth	● 14 (-6.3) ▼	18 (-7)	-4 (-0.7)	125th (up 12)	82.8 (up 9.1)	
Writing	% At least Expected	● 56.3 (-10.5) ▼	57.6 (-11.6)	-1.3 (-1.1)	94th (up 21)	62.3 (up 14.9)	
	% Greater Depth	● 5.9 (-6.2) ▼	8 (-6.8)	-2.1 (-0.6)	112th (up 10)	74.2 (up 7.7)	
Maths	% At least Expected	● 65.3 (-8) ▼	67.6 (-8)	-2.3 (0)	116th (up 4)	76.8 (up 3.7)	
	% Greater Depth	● 12.1 (-6.5) ▼	15.1 (-6.6)	-3 (-0.1)	126th (up 3)	83.4 (up 3.2)	

## Appendix 4 – Key Stage 2 Summary Comparison Table

Key Stage 2 Headline Measures 2022		Birmingham	National	Difference	Rank out of 149 LAs	Percentile (of Rank)	Rank Bar (further to the right the higher)
<b>Pupil Numbers</b>	Key stage 2	16513 (+281)	666066 (+21297)	-	3rd (no chg)	2 (no chg)	
<b>Reading, Writing &amp; Maths</b>	% at least Expected	● 57.5 (-4.6) ▼	58.7 (-6.2)	-1.2 (-1.6)	93rd (up 30)	62.4 (up 19.1)	
	% Higher standard	● 6.4 (-3) ▼	7.2 (-3.4)	-0.8 (-0.4)	82nd (up 14)	55 (up 8.6)	
<b>Reading</b>	% at least Expected	● 73.9 (+4.1) ▲	74.6 (+1.4)	-0.7 (-2.7)	99th (up 36)	66.4 (up 23)	
	% High standard	● 27.2 (+2.4) ▲	28 (+1)	-0.8 (-1.4)	82nd (up 25)	55 (up 15.9)	
	Scaled Score	● 104.6 (+0.9) ▲	104.8 (+0.4)	-0.2 (-0.5)	88th (up 32)	59.1 (up 20.4)	
	Progress	● 0.64 (+0.7) ▲	0.04 (0)	0.6 (-0.7)	38th (up 63)	25.5 (up 41.4)	
<b>Writing</b>	% at least Expected	● 67.2 (-9) ▼	69.4 (-9)	-2.2 (0)	117th (up 11)	78.5 (up 6.3)	
	% Greater Depth	● 10.2 (-6) ▼	12.8 (-7.3)	-2.6 (-1.3)	106th (up 20)	71.1 (up 12.3)	
	Progress	● 0.05 (+0.2) ▲	0.05 (0)	0 (-0.2)	77th (up 24)	51.7 (up 15.2)	
<b>Maths</b>	% at least Expected	● 70.5 (-6.4) ▼	71.5 (-7.2)	-1 (-0.8)	91st (up 27)	61.1 (up 17)	
	% High standard	● 22.6 (-4.1) ▼	22.5 (-4.1)	0.1 (0)	62nd (up 5)	41.6 (up 2.8)	
	Scaled Score	● 103.7 (-1.2) ▼	103.8 (-1.2)	-0.1 (0)	75th (up 3)	50.3 (up 1.4)	
	Progress	● 0.59 (+0.3) ▲	0.04 (0)	0.6 (-0.3)	40th (up 24)	26.8 (up 15.6)	
<b>Grammar, Punctuation &amp; Spelling</b>	% at least Expected	● 74.5 (-4.7) ▼	72.5 (-5.5)	2 (-0.8)	51st (up 12)	34.2 (up 7.5)	
	% High standard	● 32.1 (-8.4) ▼	28.2 (-7.5)	3.9 (+0.9)	40th (down 9)	26.8 (down 6.3)	
	Scaled Score	● 105.8 (-1.4) ▼	105.1 (-1.2)	0.7 (+0.2)	41st (down 7)	27.5 (down 5)	

## Appendix 5 – Key Stage 4 Summary Comparison Table

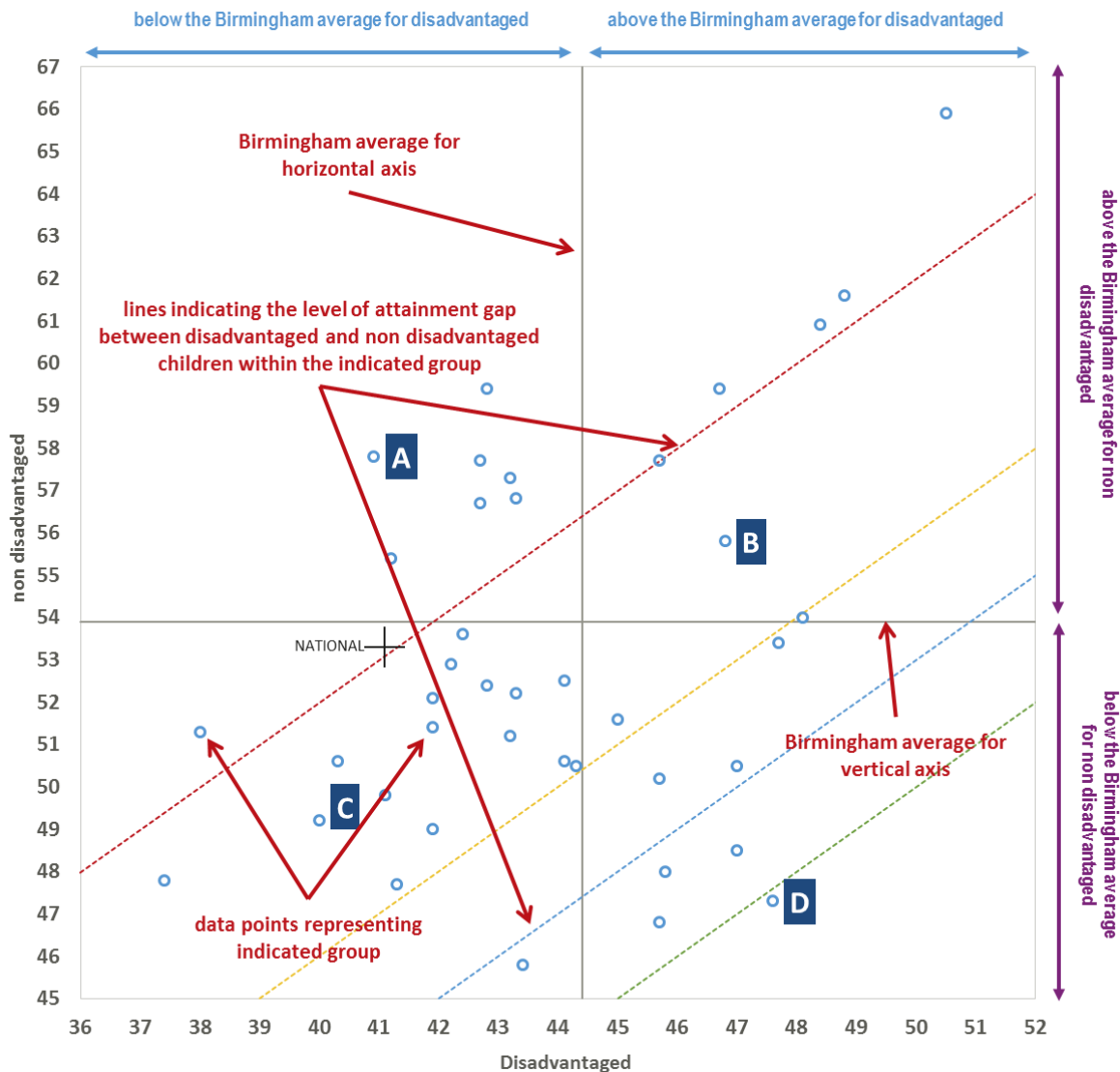
Key Stage 4 Headline Measures 2022		Birmingham	National	Difference	Rank out of 150 LAs	Percentile (of Rank)	Rank Bar (further to the right the higher)
<b>Student Numbers</b>	Eligible students	14295 (+1261)	587681 (+47675)	-	3rd (no chg)	2 (no chg)	
	Progress 8	13218 (+1233)	553549 (+40637)	-	3rd (up 2)	2 (up 1.3)	
<b>Progress 8</b>	Overall	● 0.07 (-0.02) ▼	-0.03 (0)	0.1 (+0.02)	44th (down 6)	29.3 (down 4)	
	English	● 0.13 (-0.04) ▼	-0.04 (0)	0.17 (+0.04)	30th (2019)	20 (2019)	
	Maths	● 0.11 (+0.13) ▲	-0.03 (-0.01)	0.14 (-0.14)	70th (2019)	46.7 (2019)	
	Ebacc	● 0.04 (-0.07) ▼	-0.04 (-0.01)	0.08 (+0.06)	40th (2019)	26.7 (2019)	
	Open	● 0.01 (-0.06) ▼	-0.04 (0)	0.05 (+0.06)	44th (2019)	29.3 (2019)	
<b>Attainment 8</b>	Overall	● 48.4 (+1.8) ▲	48.7 (+1.9)	-0.3 (+0.1)	65th (down 2)	43.3 (down 1.3)	
	English	● 10.5 (+0.4) ▲	10.4 (+0.4)	0.1 (0)	53rd (2019)	35.3 (2019)	
	Maths	● 9.4 (+0.6) ▲	9.4 (+0.3)	0 (-0.3)	89th (2019)	59.3 (2019)	
	Ebacc	● 14 (+0.5) ▲	14.2 (+0.7)	-0.2 (+0.2)	62nd (2019)	41.3 (2019)	
	Open	● 14.5 (+0.3) ▲	14.7 (+0.4)	-0.2 (+0.1)	64th (2019)	42.7 (2019)	
<b>English and Maths</b>	% 9-5 (Strong)	● 50.7 (+8.2) ▲	49.6 (+6.2)	1.1 (-2)	56th (up 17)	37.3 (up 11.4)	
	% 9-4 (Standard)	● 67.8 (+5.9) ▲	68.6 (+3.7)	-0.8 (-2.2)	73rd (up 30)	48.7 (up 20)	
<b>English Baccalaureate</b>	% Entered	● 45.9 (+1.4) ▲	38.7 (-1.4)	7.2 (-2.8)	38th (up 8)	25.3 (up 5.4)	
	APS	● 4.3 (+0.2) ▲	4.27 (+0.19)	0.03 (-0.01)	57th (up 2)	38 (up 1.3)	
	% 9-5 (Strong)	● 21.6 (+3.6) ▲	20.2 (+3)	1.4 (-0.6)	53rd (down 4)	35.3 (down 2.6)	
	% 9-4 (Standard)	● 28.7 (+2.2) ▲	26.7 (+1.6)	2 (-0.6)	53rd (down 3)	35.3 (down 2)	

Key Stage 4 Headline Measures 2022		Birmingham	National	Difference	Rank out of 150 LAs	Percentile (of Rank)	Rank Bar (further to the right the higher)
English	% Entered	● 94.3 (-0.8) ▼	94.8 (-1.2)	-0.5 (-0.4)	119th (2019)	79.3 (2019)	
	APS	● 5.21 (+0.18) ▲	5.16 (+0.19)	0.05 (+0.01)	56th (2019)	37.3 (2019)	
	% 9-5 (Strong)	● 65.7 (+3.8) ▲	65.2 (+4.4)	0.5 (+0.6)	56th (2019)	37.3 (2019)	
	% 9-4 (Standard)	● 78.5 (+2.1) ▲	78.6 (+2.5)	-0.1 (+0.4)	63rd (2019)	42 (2019)	
Maths	% Entered	● 95.9 (-0.9) ▼	96.6 (-0.7)	-0.7 (+0.2)	117th (2019)	78 (2019)	
	APS	● 4.72 (+0.32) ▲	4.72 (+0.18)	0 (-0.14)	91st (2019)	60.7 (2019)	
	% 9-5 (Strong)	● 55.1 (+8.6) ▲	54.6 (+5.3)	0.5 (-3.3)	94th (2019)	62.7 (2019)	
	% 9-4 (Standard)	● 71.1 (+5.1) ▲	72.6 (+2.4)	-1.5 (-2.7)	113th (2019)	75.3 (2019)	
Science	% Entered	● 95 (-0.5) ▼	94.9 (-0.8)	0.1 (-0.3)	93rd (2019)	62 (2019)	
	APS	● 4.66 (+0.14) ▲	4.69 (+0.18)	-0.03 (+0.04)	61st (2019)	40.7 (2019)	
	% 9-5 (Strong)	● 50.1 (+2.9) ▲	51.2 (+4.3)	-1.1 (+1.4)	58th (2019)	38.7 (2019)	
	% 9-4 (Standard)	● 66.4 (+2.3) ▲	69.1 (+3.6)	-2.7 (+1.3)	82nd (2019)	54.7 (2019)	
Humanities	% Entered	● 83.5 (+1.2) ▲	81.4 (+0.5)	2.1 (-0.7)	63rd (2019)	42 (2019)	
	APS	● 4.03 (+0.3) ▲	4.02 (+0.33)	0.01 (+0.03)	64th (2019)	42.7 (2019)	
	% 9-5 (Strong)	● 54.4 (+5.1) ▲	57 (+6.8)	-2.6 (+1.7)	70th (2019)	46.7 (2019)	
	% 9-4 (Standard)	● 67.3 (+6.1) ▲	69.6 (+6.8)	-2.3 (+0.7)	85th (2019)	56.7 (2019)	
Modern Languages	% Entered	● 50.1 (+1.4) ▲	44.8 (-1.9)	5.3 (-3.3)	54th (2019)	36 (2019)	
	APS	● 2.52 (+0.12) ▲	2.33 (+0.06)	0.19 (-0.06)	54th (2019)	36 (2019)	
	% 9-5 (Strong)	● 59.7 (+5.4) ▲	65.4 (+11.2)	-5.7 (+5.8)	67th (2019)	44.7 (2019)	
	% 9-4 (Standard)	● 70.9 (+1.3) ▲	76.2 (+6.1)	-5.3 (+4.8)	82nd (2019)	54.7 (2019)	

## Appendix 6 – Ward codes used in maps

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

[Select this link - https://www.gov.uk/government/organisations/department-for-education/about/statistics](https://www.gov.uk/government/organisations/department-for-education/about/statistics)

For further descriptions of how the school's accountability measures are defined and calculated, see the links below:

- [Primary](#)
- [Secondary](#)
- [16-18 Study](#)

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

## Abbreviations

<b>Ebacc</b>	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.
<b>Disadvantaged</b>	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.
<b>FSM</b>	Currently free school meal eligible
<b>EAL</b>	Child identified as speaking English as another language by parents.
<b>SEND</b>	Children with special educational needs and disabilities
<b>LA</b>	Local authority
<b>DfE</b>	Department for education
<b>APS</b>	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.

## Pupil characteristics definitions

The pupil characteristics reported in this report include

- gender
- free school meal (FSM) eligibility
- disadvantaged pupils
- ethnicity
- first language (EAL)
- children with special educational needs and disabilities (SEND)
- prior attainment based on Key Stage 2 scaled scores

### Gender

The gender of the pupil is recorded as male or female on the school census. In exceptional circumstances a school may be unsure as to which gender should be recorded for a particular pupil. The advice from the department is to record the gender according to the wishes of the pupil and/or parent.

### Free school meals

Free school meals (FSM) is a binary indicator variable that states whether a pupil's family have claimed eligibility for free school meals as reported at the time of the annual spring school census. Parents are able to claim free school meals if they receive a qualifying benefit. The FSM variable does not relate to pupils who actually received free school meals but those who are eligible to receive free school meals. Pupils not eligible for free school meals or unclassified pupils are described as 'Non FSM' in this report.

Children in state-funded schools in England are entitled to receive free school meals if a parent or carer were in receipt of any of the following benefits:

### Disadvantaged pupils

The disadvantaged are defined as pupils known to be eligible for FSM in the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census or are looked after children for more than 6 months during the year. In addition to the above, they include children who were looked after for at least one day during the year, or who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

### Ethnic group

Ethnicity is broken down into two main variables: a minor grouping variable and a major grouping variable. Those pupils who have been classified according to their ethnic group and are other than white British are defined as minority ethnic.

This census data item is provided for all pupils aged five and over as at the previous 31 August. Where the information has not yet been collected then this is recorded as not yet obtained. If a pupil or parent has refused to give the information, then 'refused' is recorded and returned.

Ethnicity is a personal awareness of a common cultural identity. Ethnicity relates to how a person feels and not necessarily how they are perceived by others. It is a subjective decision as to which category a person places themselves in and therefore cannot be used to infer any other characteristics such as religion, country of origin etc. Further ethnicity breakdown is provided at the end of this document.

### **English as a first language (EAL)**

"First Language" is the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English. Schools must not ascribe a specific language to the pupil. This information must come from the parent / guardian or pupil.

Where a pupil's first language is other than English (EAL) - that is: where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community.

### **Children with special educational needs and disabilities (SEND)**

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

### **SEN support**

Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and SEN coordinator (SENCO) may receive advice or support from outside specialists.

### **Education, Health and Care (EHC) plan**

A pupil has an EHC plan when a formal assessment has been made. Prior to 2019, this included instances where pupil had a statement of SEN however this was discontinued, and statements were transferred to EHC plans.

### **Prior Attainment Group for Key Stage 4 based on Key Stage 2**

Given the changes at Key Stage 2 made in 2016, from 2021 onwards a pupil's prior attainment is calculated as the average of their scaled scores in English reading and maths and these scaled scores are mapped to low, middle and high prior attainment.

The impact of this change is to alter the distribution of the number of pupils in each prior attainment category, compared to data from 2020 and earlier. Care needs to be taken when comparing attainment by prior attainment over time.

Within this report the new prior attainment categories are calculated in the following way:

**Low prior attainers** have an average score (average of their English reading and maths scaled scores) of below 100.

**Middle prior attainers** have an average score greater than or equal to 100 but less than 110.

**High prior attainers** have an average score greater than or equal to 110.

Average scaled scores are calculated to one decimal place meaning, for example, a pupil getting an English reading scaled score of 99 and a maths scaled score of 100 would get an average scaled score of 99.5 and would therefore, be placed in the low prior attainment category.

Where pupils have only one result (English reading or maths), their average prior attainment is equal to their one result.

More detailed explanations of the above are available by clicking on the following links:

[Methodologies – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

[Key stage 4 performance, Methodology – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

## School Census Ethnicity Codes

The following table shows all the ethnicity codes collected by the school census together with the sub and main groupings used in this report. Note that not all groups are represented within published graphs. In addition, for Primary phases the DfE have included the Chinese subgroup in the wider Asian main group. For Key Stage 4 attainment Chinese are a main group.

DfE code	Approved extended categories	Sub-category	Main category - Primary	Main category - Secondary
WBRI	White - British	White - British	White	White
WCOR	White - Cornish	White - British	White	White
WENG	White - English	White - British	White	White
WSCO	White - Scottish	White - British	White	White
WWEL	White - Welsh	White - British	White	White
WNIR	White – Northern Irish	White - British	White	White
WOWB	Other White British	White - British	White	White
WIRI	White - Irish	White – Irish	White	White
WIRT	Traveller of Irish heritage	Traveller of Irish Heritage	White	White
WOTH	Any other white background	Any other white background	White	White
WALB	Albanian	Any other white background	White	White
WBOS	Bosnian-Herzegovinian	Any other white background	White	White
WCRO	Croatian	Any other white background	White	White
WGRE	Greek/Greek Cypriot	Any other white background	White	White
WGRK	Greek	Any other white background	White	White
WGRC	Greek Cypriot	Any other white background	White	White
WITA	Italian	Any other white background	White	White
WKOS	Kosovan	Any other white background	White	White
WPOR	Portuguese	Any other white background	White	White
WSER	Serbian	Any other white background	White	White
WTUR	Turkish/Turkish Cypriot	Any other white background	White	White
WTUK	Turkish	Any other white background	White	White
WTUC	Turkish Cypriot	Any other white background	White	White
WEUR	White European	Any other white background	White	White
WEEU	White Eastern European	Any other white background	White	White
WWEU	White Western European	Any other white background	White	White
WOTW	White other	Any other white background	White	White
WROM	Gypsy/Roma	Gypsy/Roma	White	White
WROG	Gypsy	Gypsy/Roma	White	White
WROR	Roma	Gypsy/Roma	White	White
WROO	Other Gypsy/Roma	Gypsy/Roma	White	White
MWBC	White and Black Caribbean	White and Black Caribbean	Mixed/Dual background	Mixed/Dual background
MWBA	White and Black African	White and Black African	Mixed/Dual background	Mixed/Dual background

DfE code	Approved extended categories	Sub-category	Main category - Primary	Main category - Secondary
MWAS	White and Asian	White and Asian	Mixed/Dual background	Mixed/Dual background
MWAP	White and Pakistani	White and Asian	Mixed/Dual background	Mixed/Dual background
MWAI	White and Indian	White and Asian	Mixed/Dual background	Mixed/Dual background
MWAO	White and any other Asian background	White and Asian	Mixed/Dual background	Mixed/Dual background
MOTH	Any other mixed background	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MAOE	Asian and any other ethnic group	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MABL	Asian and Black	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MACH	Asian and Chinese	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MBOE	Black and any other ethnic group	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MBCH	Black and Chinese	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MCOE	Chinese and any other ethnic group	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MWOE	White and any other ethnic group	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MWCH	White and Chinese	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MOTM	Other mixed background	Any other mixed background	Mixed/Dual background	Mixed/Dual background
AIND	Indian	Indian	Asian or Asian British	Asian or Asian British
APKN	Pakistani	Pakistani	Asian or Asian British	Asian or Asian British
AMPK	Mirpuri Pakistani	Pakistani	Asian or Asian British	Asian or Asian British
AKPA	Kashmiri Pakistani	Pakistani	Asian or Asian British	Asian or Asian British
AOPK	Other Pakistani	Pakistani	Asian or Asian British	Asian or Asian British
ABAN	Bangladeshi	Bangladeshi	Asian or Asian British	Asian or Asian British
AOTH	Any other Asian background	Any other Asian background	Asian or Asian British	Asian or Asian British
AAFR	African Asian	Any other Asian background	Asian or Asian British	Asian or Asian British
AKAO	Kashmiri other	Any other Asian background	Asian or Asian British	Asian or Asian British

DfE code	Approved extended categories	Sub-category	Main category - Primary	Main category - Secondary
ANEP	Nepali	Any other Asian background	Asian or Asian British	Asian or Asian British
ASNL	Sri Lankan Sinhalese	Any other Asian background	Asian or Asian British	Asian or Asian British
ASLT	Sri Lankan Tamil	Any other Asian background	Asian or Asian British	Asian or Asian British
ASRO	Sri Lankan other	Any other Asian background	Asian or Asian British	Asian or Asian British
AOTA	Other Asian	Any other Asian background	Asian or Asian British	Asian or Asian British
BCRB	Black Caribbean	Black Caribbean	Black or Black British	Black or Black British
BAFR	Black - African	Black - African	Black or Black British	Black or Black British
BANN	Black - Angolan	Black - African	Black or Black British	Black or Black British
BCON	Black - Congolese	Black - African	Black or Black British	Black or Black British
BGHA	Black - Ghanaian	Black - African	Black or Black British	Black or Black British
BNGN	Black - Nigerian	Black - African	Black or Black British	Black or Black British
BSLN	Black - Sierra Leonean	Black - African	Black or Black British	Black or Black British
BSOM	Black - Somali	Black - African	Black or Black British	Black or Black British
BSUD	Black - Sudanese	Black - African	Black or Black British	Black or Black British
BAOF	Other Black African	Black - African	Black or Black British	Black or Black British
BOTH	Any other black background	Any other black background	Black or Black British	Black or Black British
BEUR	Black European	Any other black background	Black or Black British	Black or Black British
BNAM	Black North American	Any other black background	Black or Black British	Black or Black British
BOTB	Other Black	Any other black background	Black or Black British	Black or Black British
CHNE	Chinese	Chinese	Chinese	Asian or Asian British
CHKC	Hong Kong Chinese	Chinese	Chinese	Asian or Asian British
CMAL	Malaysian Chinese	Chinese	Chinese	Asian or Asian British
CSNG	Singaporean Chinese	Chinese	Chinese	Asian or Asian British
CTWN	Taiwanese	Chinese	Chinese	Asian or Asian British

DfE code	Approved extended categories	Sub-category	Main category - Primary	Main category - Secondary
COCH	Other Chinese	Chinese	Chinese	Asian or Asian British
OOZH	Any other ethnic group	Any other ethnic group	Any other ethnic group	Any other ethnic group
OAFG	Afghan	Any other ethnic group	Any other ethnic group	Any other ethnic group
OARA	Arab other	Any other ethnic group	Any other ethnic group	Any other ethnic group
OEGY	Egyptian	Any other ethnic group	Any other ethnic group	Any other ethnic group
OFIL	Filipino	Any other ethnic group	Any other ethnic group	Any other ethnic group
OIRN	Iranian	Any other ethnic group	Any other ethnic group	Any other ethnic group
OIRQ	Iraqi	Any other ethnic group	Any other ethnic group	Any other ethnic group
OJPN	Japanese	Any other ethnic group	Any other ethnic group	Any other ethnic group
OKOR	Korean	Any other ethnic group	Any other ethnic group	Any other ethnic group
OKRD	Kurdish	Any other ethnic group	Any other ethnic group	Any other ethnic group
OLAM	Latin/South/Central American	Any other ethnic group	Any other ethnic group	Any other ethnic group
OLEB	Lebanese	Any other ethnic group	Any other ethnic group	Any other ethnic group
OLIB	Libyan	Any other ethnic group	Any other ethnic group	Any other ethnic group
OMAL	Malay	Any other ethnic group	Any other ethnic group	Any other ethnic group
OMRC	Moroccan	Any other ethnic group	Any other ethnic group	Any other ethnic group
OPOL	Polynesian	Any other ethnic group	Any other ethnic group	Any other ethnic group
OTHA	Thai	Any other ethnic group	Any other ethnic group	Any other ethnic group
OVIE	Vietnamese	Any other ethnic group	Any other ethnic group	Any other ethnic group
OYEM	Yemeni	Any other ethnic group	Any other ethnic group	Any other ethnic group
OOEG	Other ethnic group	Any other ethnic group	Any other ethnic group	Any other ethnic group
REFU	Refused	Refused	Refused	Refused
NOBT	Information not yet obtained	Information not yet obtained	Information not yet obtained	Information not yet obtained



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