



## **Provisional Education Performance 2016**

Schools, Children and Families Overview and Scrutiny  
Committee

**23<sup>rd</sup> November 2016**

# Introduction

- 2016 saw many changes in the assessment arrangements for schools in England.
- As highlighted by the Department of Education, this means not all results are comparable to previous years
- This report covers performance across all Key Stages
- This is provisional data – final data released at the end of 2016 and beginning of 2017
- Full report looking at detailed analysis of examination results will be delivered in Spring

## Summary

- Primary School performance below average across both attainment and progress measures
- However we have had a fall in the number of schools below national floor standard
- Early Years Foundation Stage performance has improved but gap not closed with national levels
- GCSE results more promising – especially compared to statistical neighbours and the other Core Cities.
- A slight fall in the proportion of children achieving 5 A\* to C GCSEs including English and Maths – but there was also a drop in performance nationally.
- The new measures of “Progress 8 and Attainment 8” – indicate Birmingham is in line with National.
- Birmingham is also in line with the National average of children achieving the English Baccalaureate

# Early Years Foundation Stage

# Early Years Foundation Stage Profile (EYFSP)

The EYFSP summarises and describes pupils' attainment at the end of the EYFS.

The purpose of the assessment is to gain insight into levels of children's development and their readiness for the next phase of their education

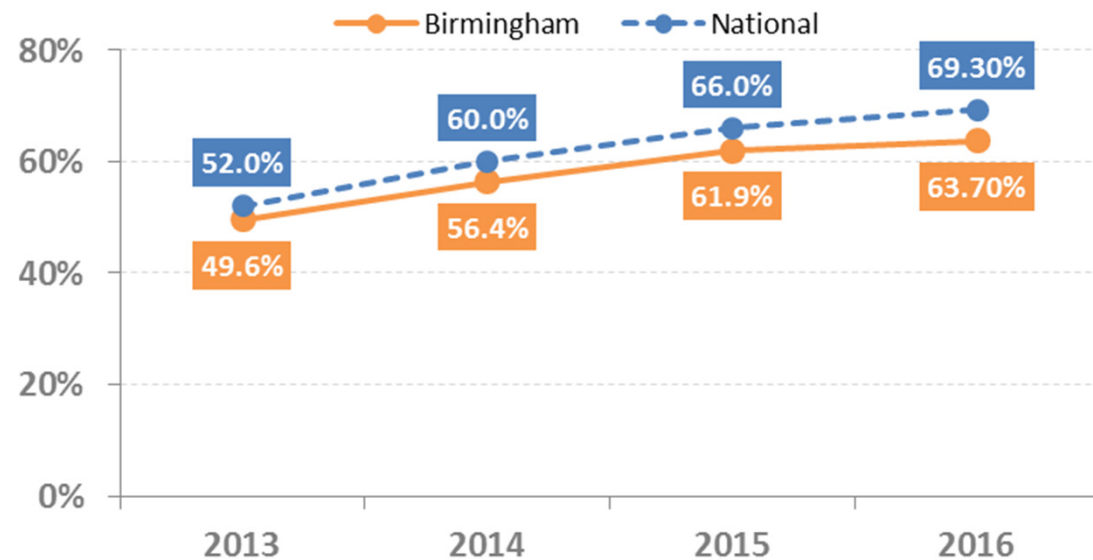
The EYFSP gives:

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

**“Good Level of Development”** is a standard way of measuring performance. A child achieves GLD if they achieve “expected level” in:

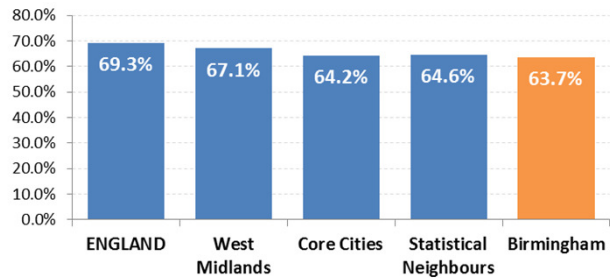
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

**Early Years Foundation Stage**  
Proportion of Children Achieving a Good Level of Development



# EYFS Comparisons

**Early Years Foundation Stage**  
Proportion of Children Achieving a Good Level of Development  
2016

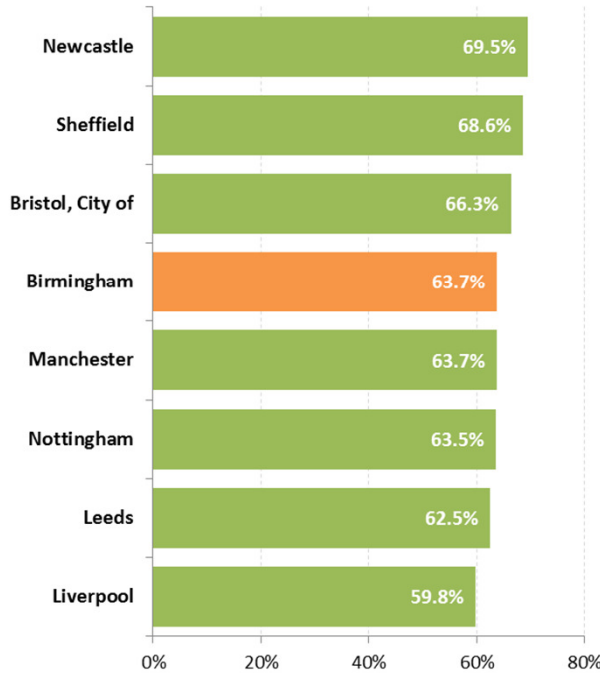


Birmingham's LA wide education performance is usually benchmarked against national, west midlands and statistical neighbours.

While underperforming against the average, performance is not the worst in either group

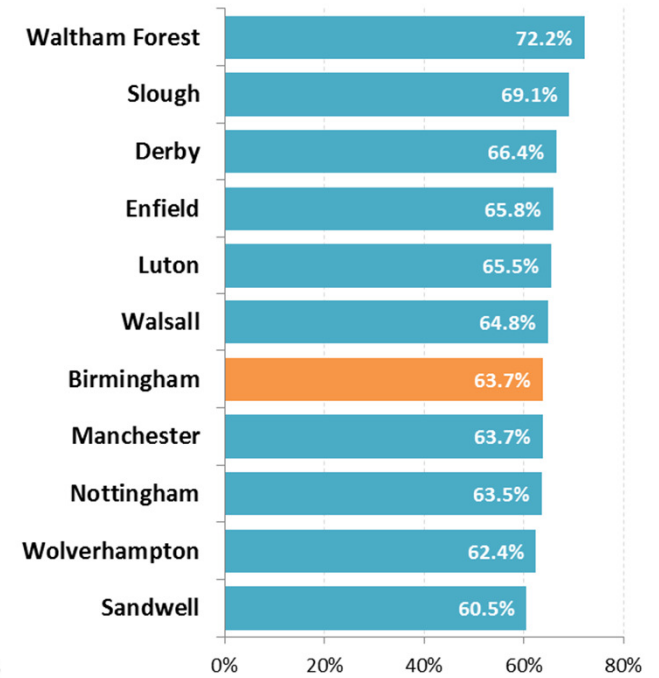
## Core Cities

**Early Years Foundation Stage**  
Proportion of Children Achieving a Good Level of Development  
2016



## Statistical Neighbours

**Early Years Foundation Stage**  
Proportion of Children Achieving a Good Level of Development  
2016



# Key Stage 1

# Key Stage 1 Performance

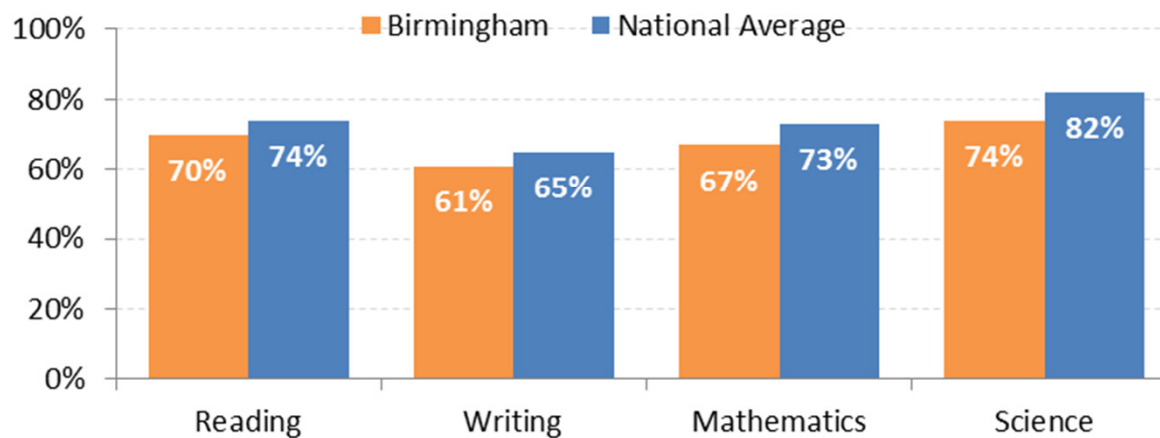
From 2016 KS1 outcomes are no longer reported using levels.

A new teacher assessment framework has been provided being partly informed by the use of tests with a scaled score outcome.

The chart right shows the proportion of pupils working at least at the expected standard as indicated by Teacher Assessment.

Birmingham has a lower proportion of children reaching the standard across all subjects, with the greatest gap at science

**Key Stage 1**  
Proportion of children meeting Expected Standard across subjects  
Birmingham Compared to National Average



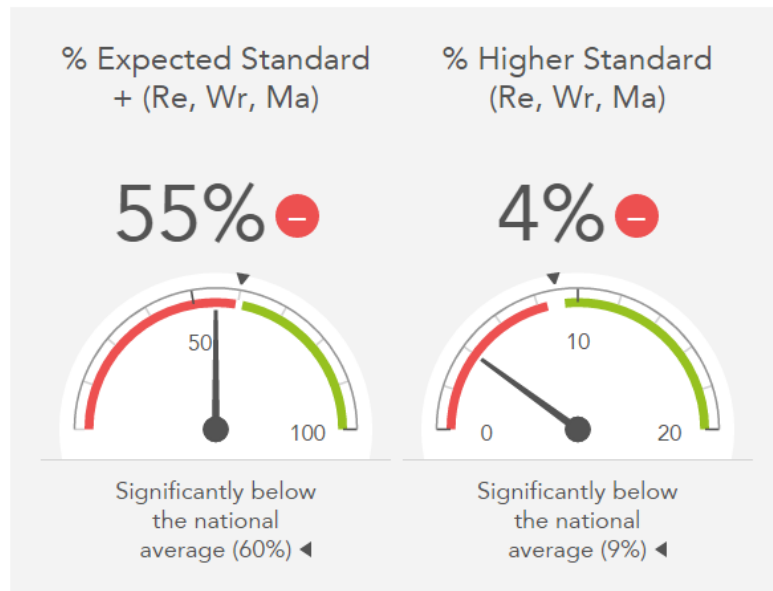


# Key Stage 1 – Summary Performance

Taken from 

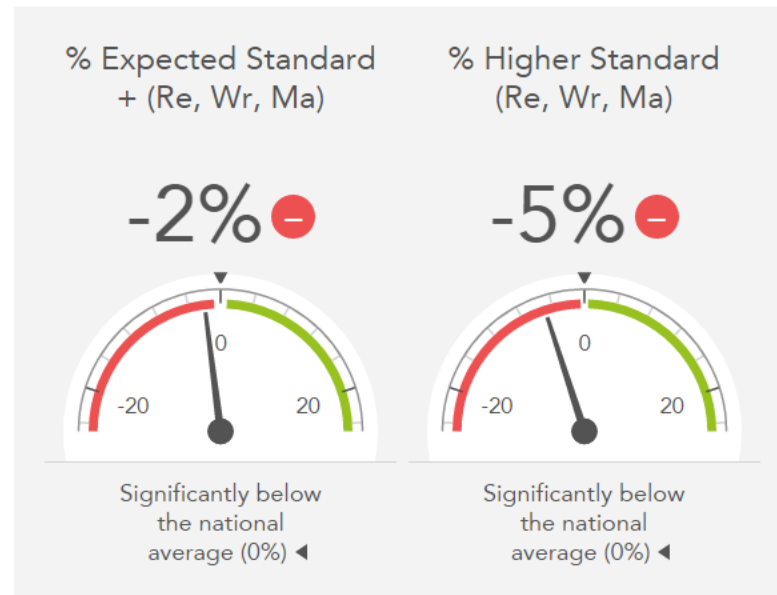
## LA KS1 Attainment 2016 · Actual results

16181 pupils



## LA KS1 Progress 2016 · Value Added

15276 matched pupils



## Key Stage 2

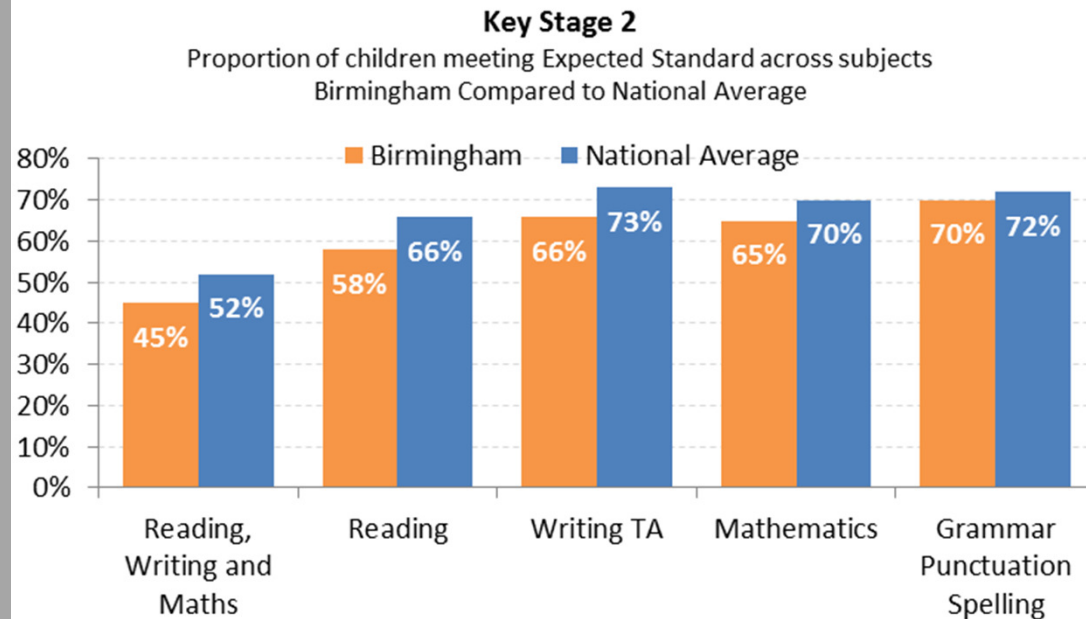
# Key Stage 2 Performance

The assessment processes at Key Stage 2 also changed significantly in 2016. This makes comparison with previous years misleading.

In 2016 schools are held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a new, value-added measure of progress.

A school will fall below the floor standard in 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress.

Reading, Maths and Grammar punctuation & spelling are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected level. Writing remains as a teacher assessment.

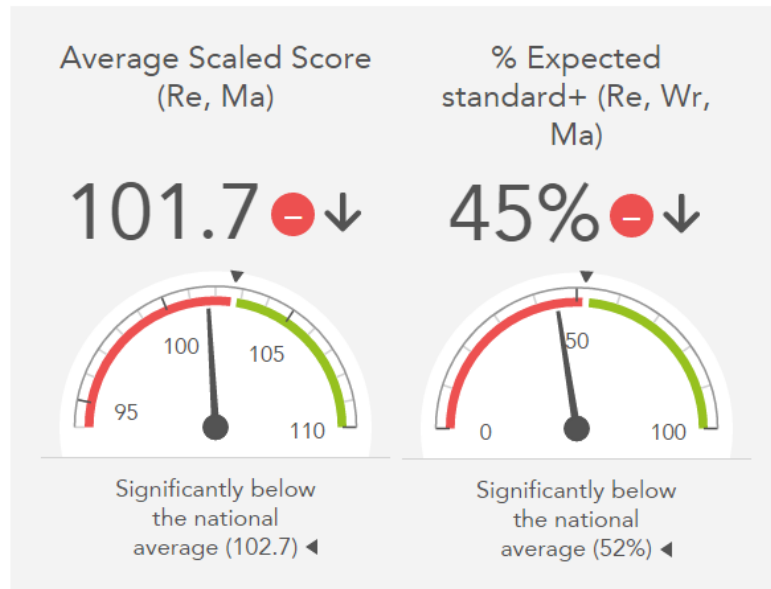


# Key Stage 2 – Summary Performance

Taken from 

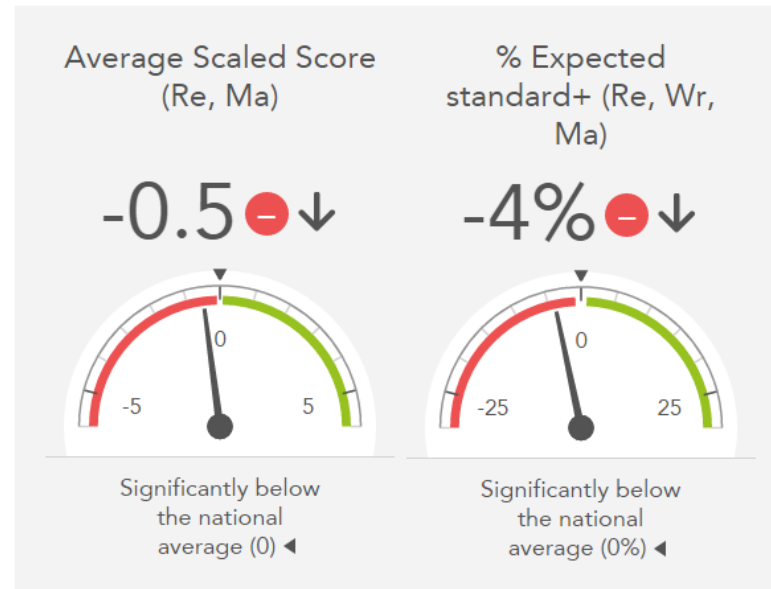
## LA KS2 Attainment 2016 · Actual results

14814 pupils



## LA KS2 Progress 2016 · Value Added

13764 matched pupils

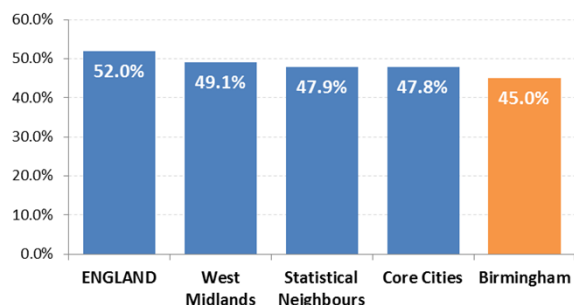


# Key Stage 2 Comparisons

## Core Cities

## Statistical Neighbours

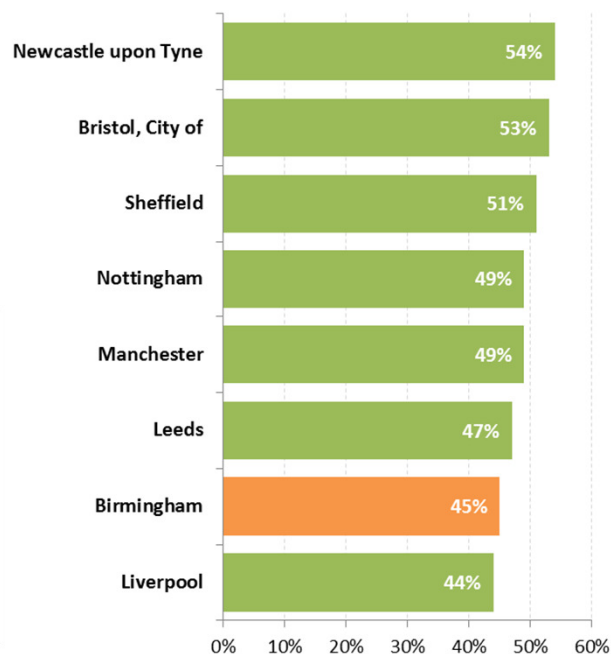
**Key Stage 2**  
Proportion of Children Reaching who reached the expected standard in all of reading, writing and mathematics. 2016



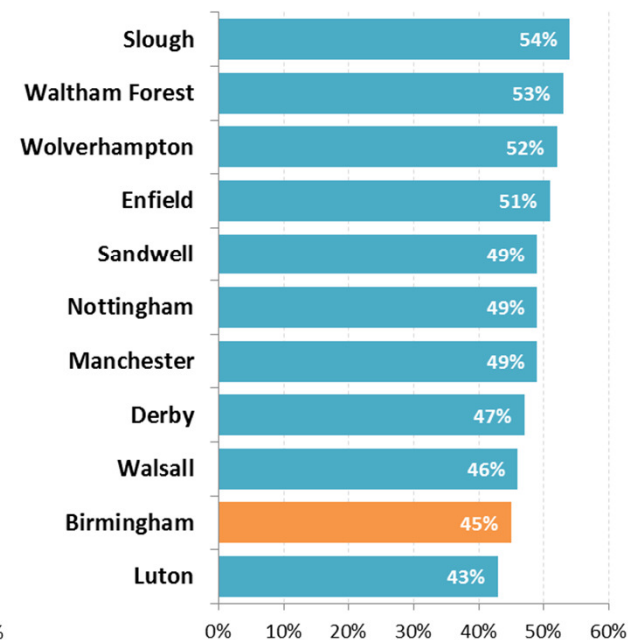
As with the other Key Stages Birmingham's performance is usually benchmarked against national, west midlands and statistical neighbours.

While underperforming against the average, performance is not the worst in either group.

**Key Stage 2**  
Proportion of Children Reaching who reached the expected standard in all of reading, writing and mathematics. 2016



**Key Stage 2**  
Proportion of Children Reaching who reached the expected standard in all of reading, writing and mathematics. 2016

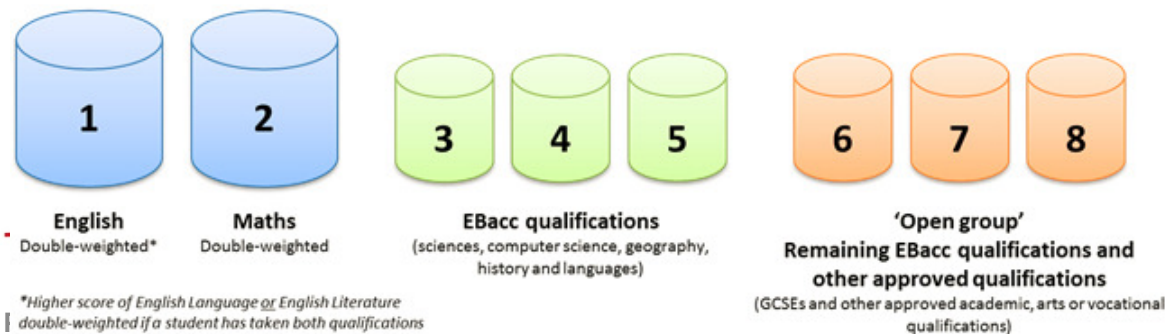


# Key Stage 4

# New Key Stage 4 Accountability Measures

## Attainment 8 and Progress 8

- Changes at GCSE with two new headline measures, Attainment 8 and Progress 8.
- Attainment 8** measures the achievement of a pupil across 8 qualifications including maths (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- Progress 8** is a value added measure focusing on the progress a pupil makes from the end of primary school to the end of secondary school.



# Attainment 8 Example

- Table right shows how a particular pupils' attainment 8 score is calculated
- Attainment 8 score = (Qa1 + Qa1) + (Qa2 + Qa2 as taken English literature) + Qa4 + Qa6 + Qa8 + Qa3 + Qa5 + Qa9
- = (7 + 7) + (8 + 8) + 6 + 7 + 7 + 6 + 5 + 6
- = **67**

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

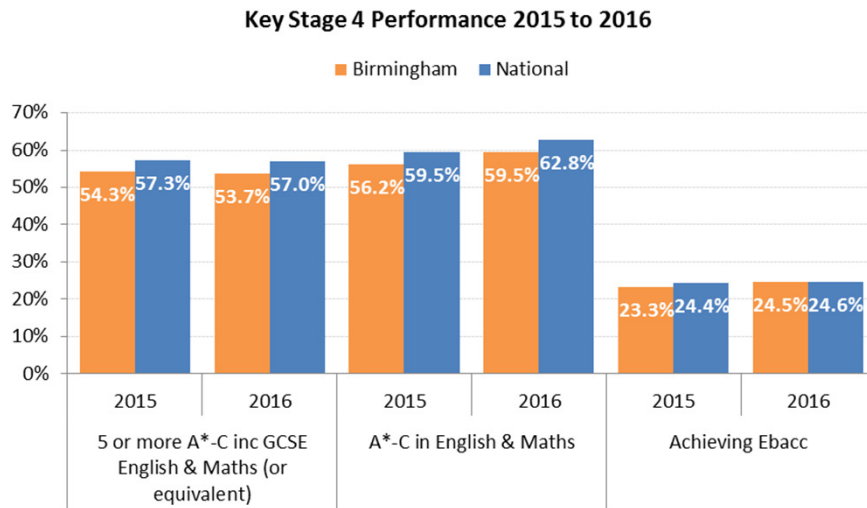
ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qa1	GCSE mathematics	A	7	✓	Maths	✓	14
Qa2	GCSE English language	A*	8	✓	English	✓	16
Qa3	GCSE English literature	B	6	✓	Other	*	6
Qa4	GCSE additional science	B	6	✓	EBacc	*	6
Qa5	GCSE art	C	5	✓	Other	*	5
Qa6	GCSE core science	A	7	✓	EBacc	*	7
Qa7	GCSE French	C	5	✓	Other	*	5
Qa8	GCSE Spanish	B	6	✓	EBacc	*	6
Qa9	GCSE religious studies	D	4	*			



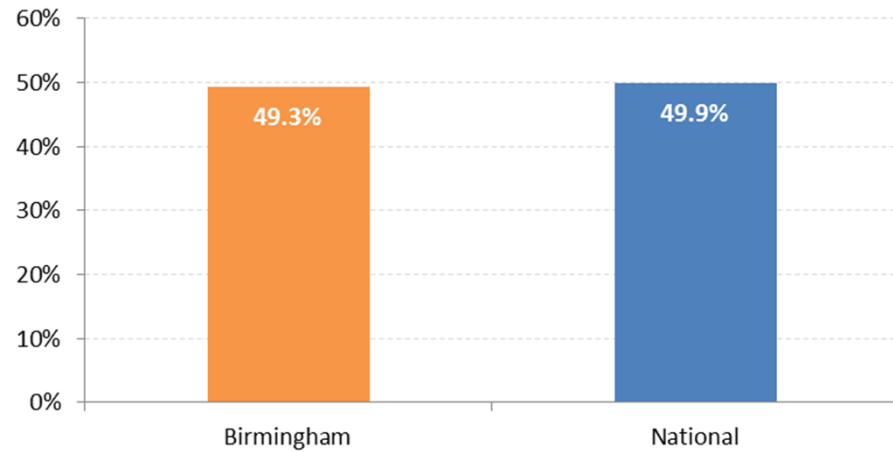
# Progress 8

- Progress 8 scores will be calculated for pupils for the **sole** purpose of calculating the school's Progress 8 score
- A pupil's Progress 8 score is defined as their Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at KS2.
- Progress 8 a score of 0 shows a school's progress is in line with national progress, a score of +1 shows the school's pupils make a grade more progress than national, a score of -1 shows the school's pupils make a grade less progress than national.

# Key Stage 4 Summary



## Key Stage 4 - Attainment 8 Score



## Birmingham Progress 8

Performance

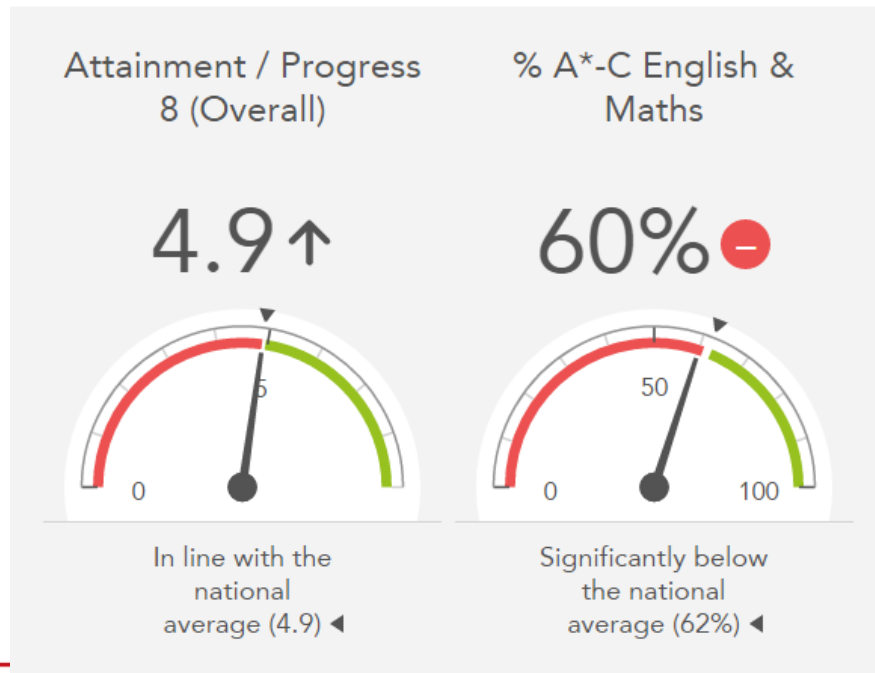
Compared to **-0.03** nationally (state funded)

**0** +/- 0.02

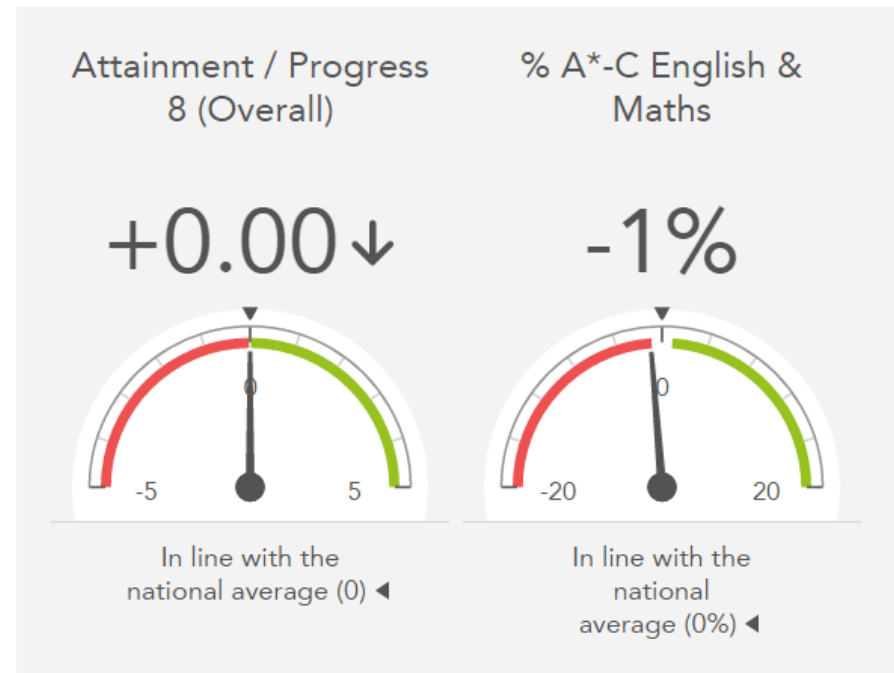
# Key Stage 4 – Summary Performance

Taken from 

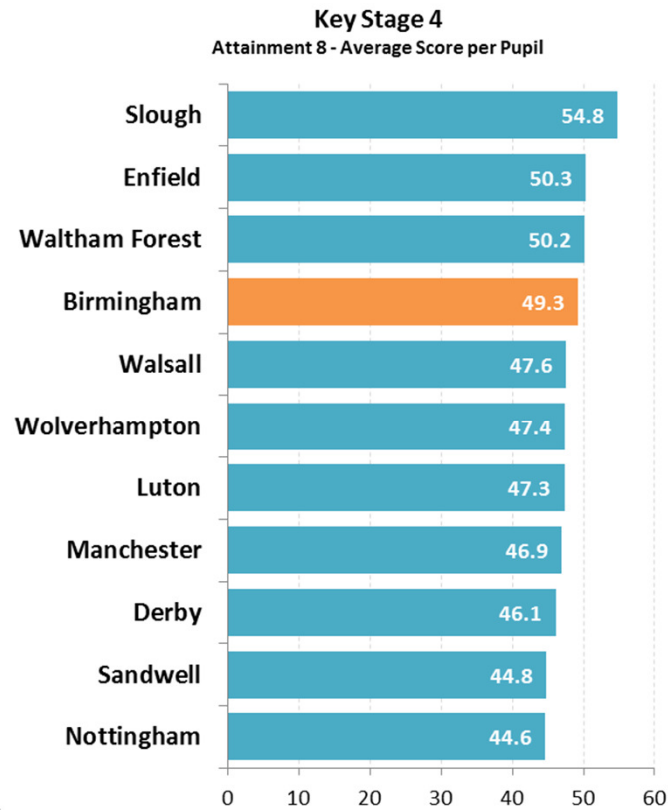
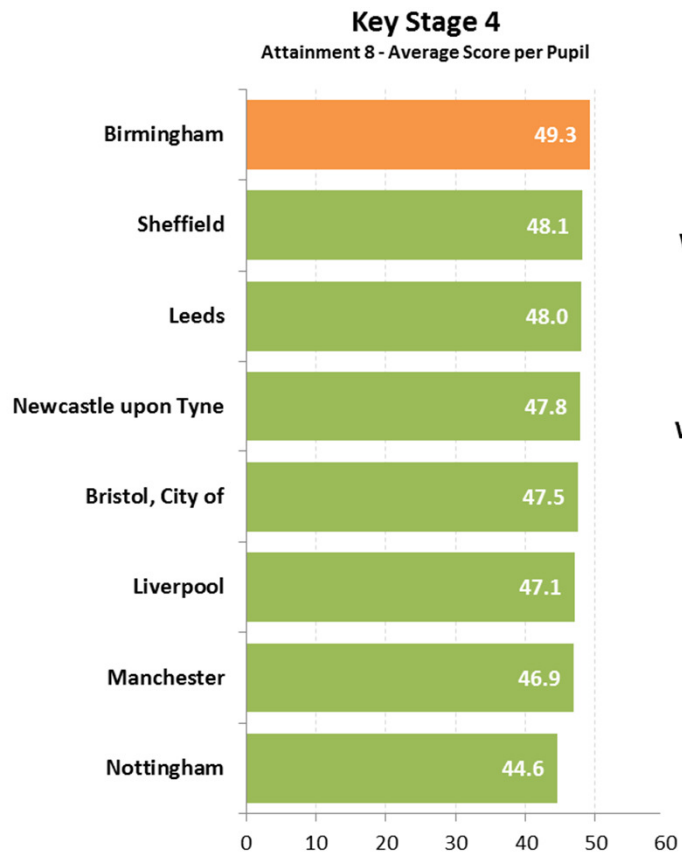
**LA** KS4 Attainment 2016 · Actual results  
12049 pupils



**LA** KS4 Progress 2016 · Value Added  
12046 matched pupils

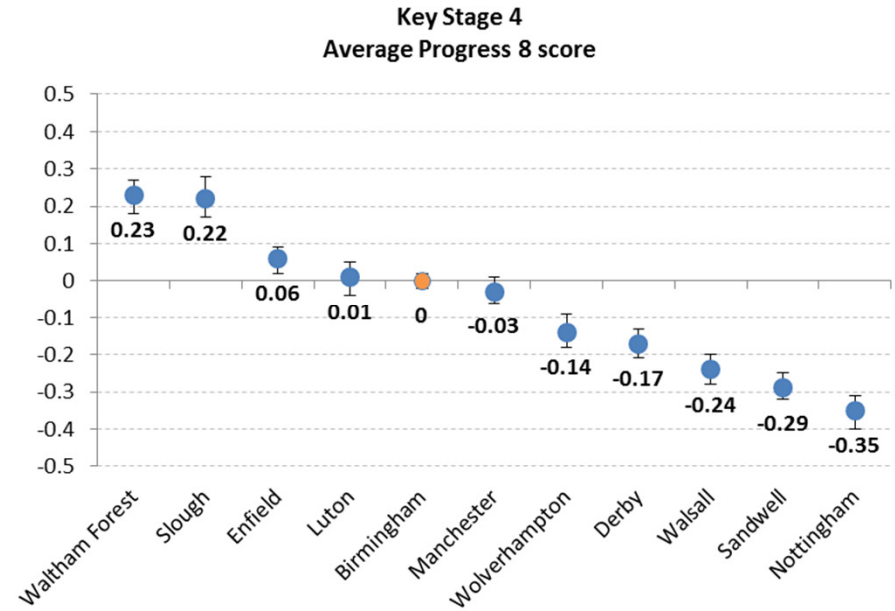
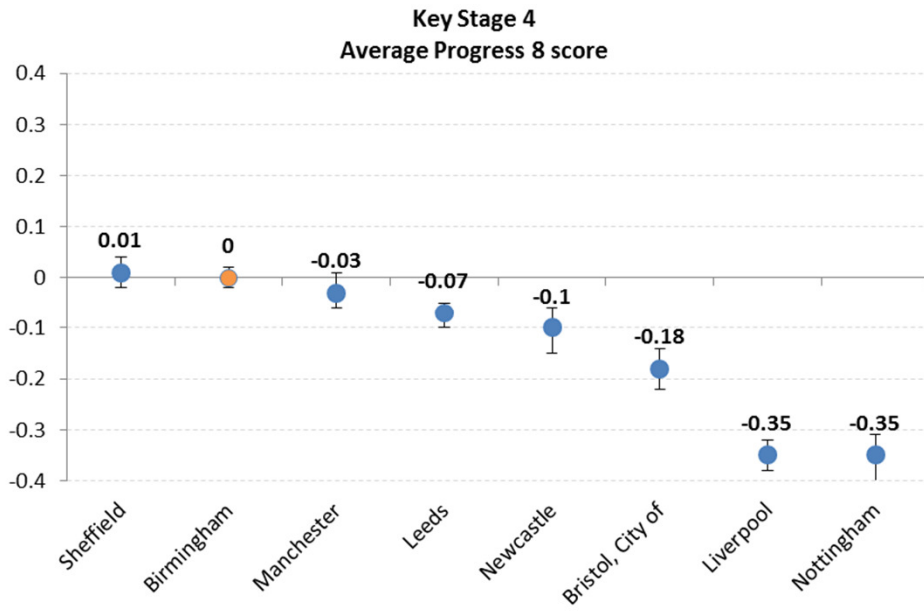


# GCSE Attainment 8 comparisons



The chart left compares Birmingham's average attainment 8 score with the rest of the English core cities and Birmingham's statistical neighbours. Birmingham compares very well on this measure.

# GCSE Progress 8 Comparisons



In terms of Value-added – Birmingham again performs favourably against its Core City and statistical neighbour peers

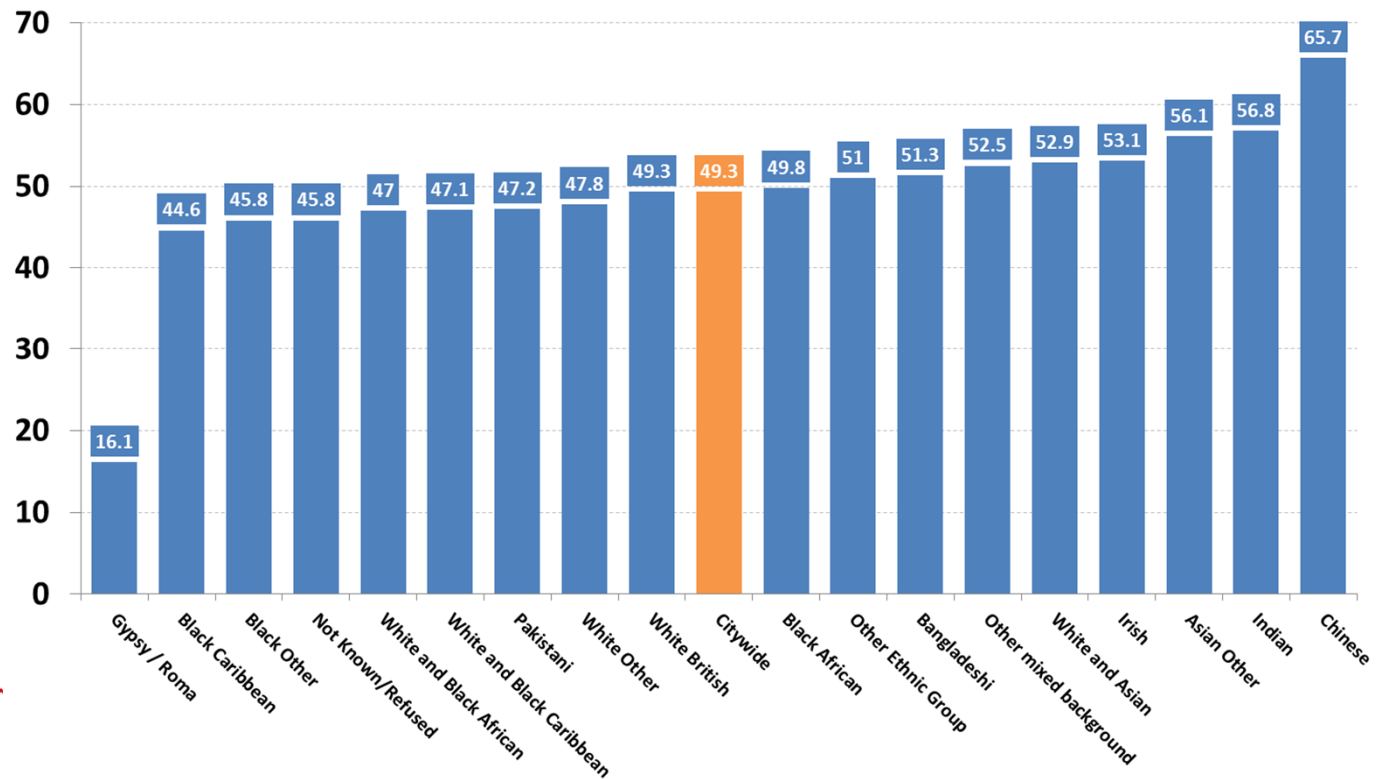
# Key Stage 4 - Ethnicity

The chart right shows provisional GCSE results (Attainment 8) for ethnic groups in Birmingham.

It is not yet possible to benchmark each group by national equivalents, so results here are compared to the Birmingham overall average.

It should be noted that each group has different cohort sizes – ranging from 22 pupils from Gypsy/Roma heritage to 4070 from a White British background

Key Stage 4 - 2016  
Provisional Attainment 8 results by Ethnicity



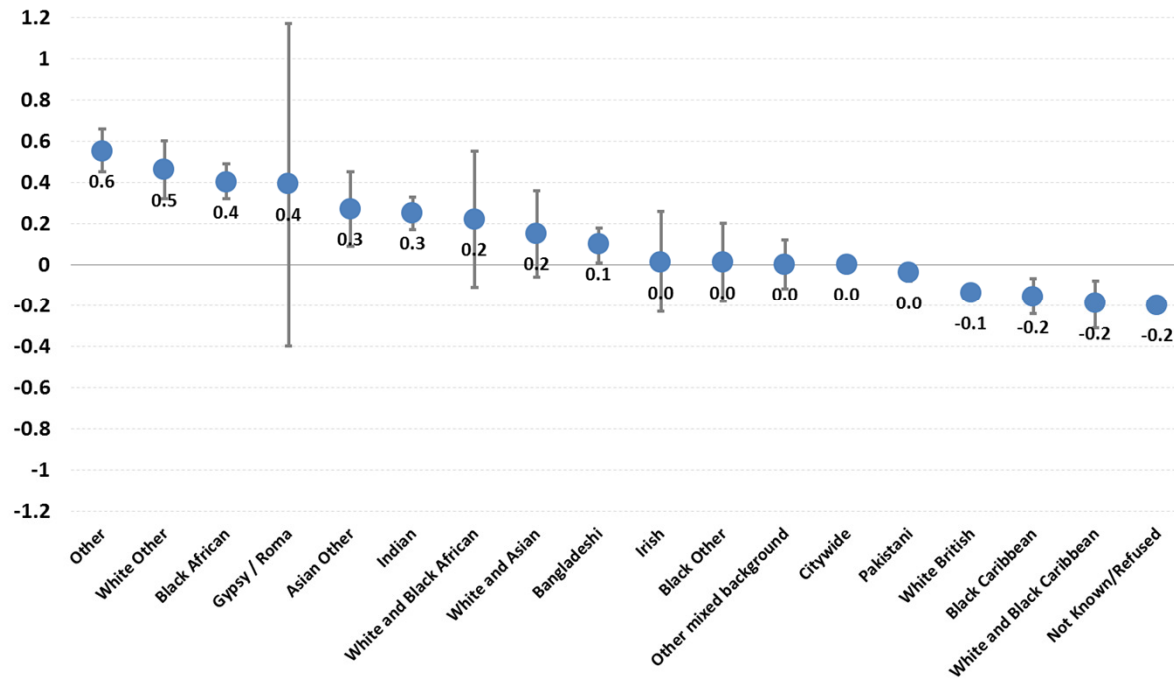
# Key Stage 4 - Ethnicity

The chart right shows provisional Progress 8 results for ethnic groups in Birmingham.

These figures are built on individual student progress 8 figures against their value added cohorts.

Groups where a smaller numbers will generally have larger confidence intervals.

Key Stage 4 - 2016  
Provisional Progress 8 results by Ethnicity



# Effect of Moderation

2016	KS1								KS2	
	Reading		Writing		Maths		Combined		Writing	
	EXS	GDS	EXS	GDS	HS	GDS	EXS	HS	EXS	GDS
National	74%	24%	66%	13%	73%	18%	60%	9%	74%	14%
Birmingham	69%	14%	61%	6%	67%	11%	55%	4%	69%	6%
Not moderated	69%	14%	61%	7%	67%	11%	55%	4%	70%	7%
Moderated	70%	13%	60%	6%	67%	9%	54%	3%	65%	4%

The main issues were as follows:

- Understanding of the need for ‘secure fit’ not best fit
- Assessment of spelling
- Understanding and interpreting the qualifiers some, many, most
- Expectation of accurate sentence construction (grammar)
- Consistent and accurate use of punctuation
- Lack of editing opportunities.

- Moderation appears to have had little impact at Key Stage 1
- At Key Stage 2 there was a greater difference between moderated and unmoderated schools
- Birmingham was moderated by the STA at Ks1 and 2 and the moderators found the processes used to be sound.
- 75 schools were moderated with 35% of the judgements for teacher assessment changed up or down during the process. 1 formal appeal was received and acted on and the moderator judgement was upheld by an external moderation manager from another LA.
- Some unmoderated schools (15) had much greater percentage of GDS than any who were moderated
- S4E investigated this and all schools reported that they were confident in their secure fit judgements.



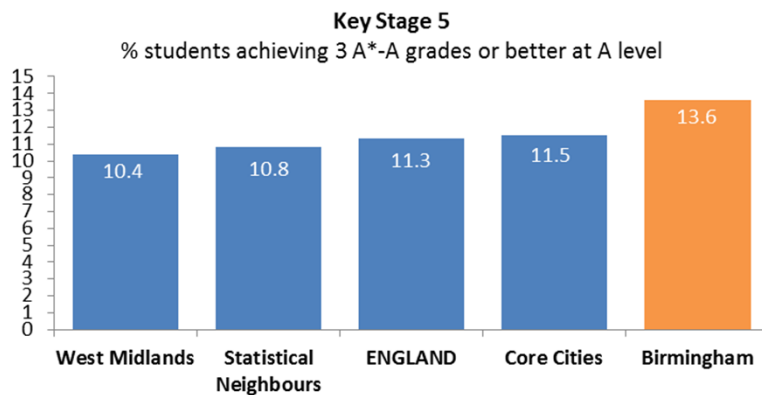
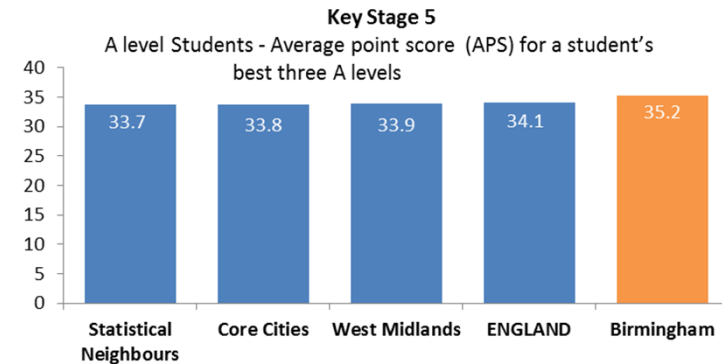
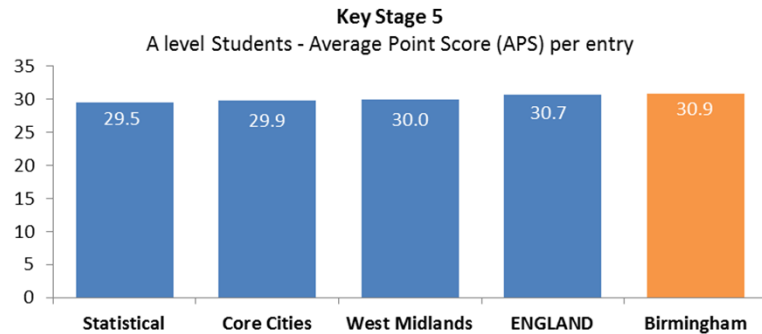
# School Floor & Coasting Standards

- At Primary Level according to provisional data there are **17** schools not meeting the floor standards (there were 25 according to the different standard in 2015). There are **19** schools now defined as 'coasting' (14 of which are not below floor)
- At Secondary Level there were **4** schools below the floor standards (compared to 13 in 2015), There are **8** schools defined as 'coasting' (6 of which are not below floor)

*\*2016 is the first year the coasting measure comes into effect, schools must be below the coasting threshold in three consecutive years to fall into this measure. No school is confirmed as being below floor or as coasting until final performance tables are published in December & January.*

# Key Stage 5

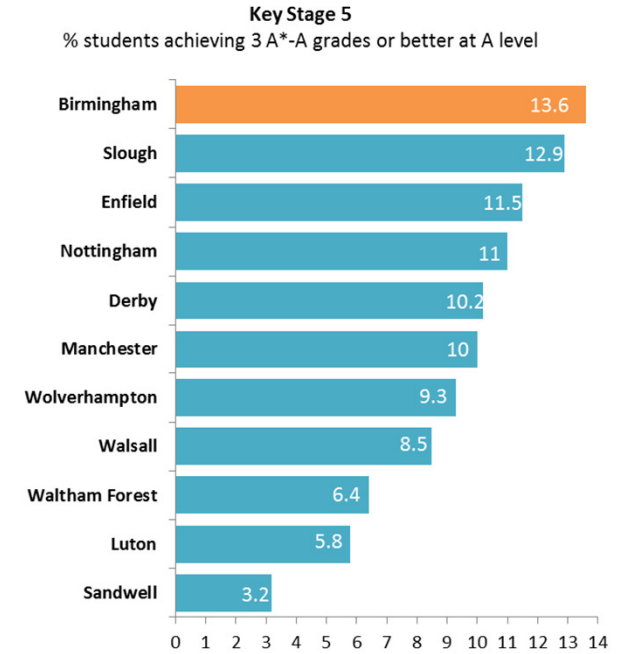
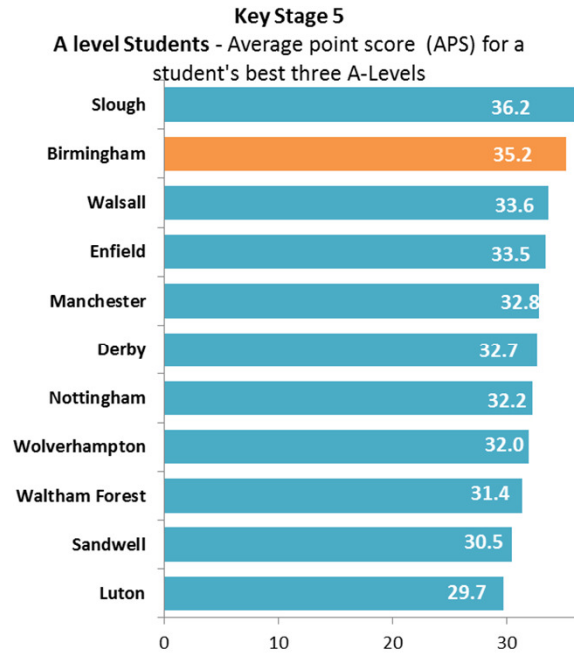
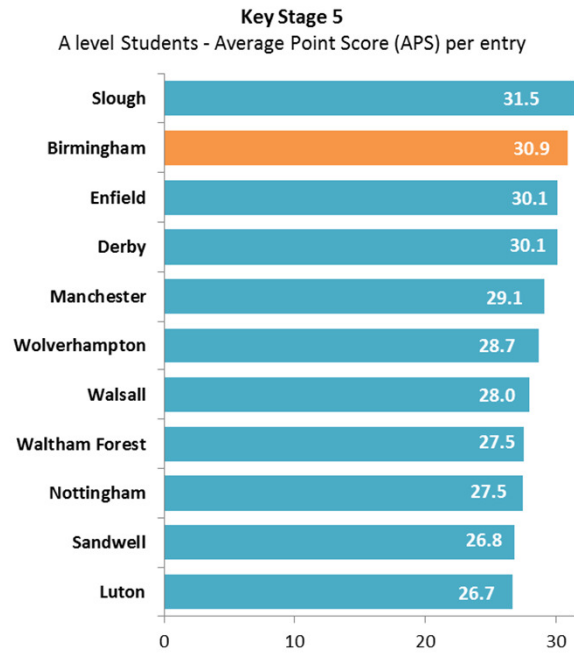
# Key Stage 5 comparisons



Data here covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs) and state-funded special schools.

It excludes FE sector colleges, pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN).

# Key Stage 5 comparisons



- Ofsted Rating

# Current Ofsted Position (Local reporting as of 4<sup>th</sup> October)

Phase	Total Schools	Good/Outstanding		Requires Improvement /Inadequate	
		Count	%	Count	%
Nursery	27	27	100%	0	0%
Primary	298	240	81%	58	19%
Secondary	82	58	71%	24	29%
Special	27	22	81%	5	19%
PRU	5	3	60%	2	40%
<b>Total</b>	<b>439</b>	<b>350</b>	<b>80%</b>	<b>89</b>	<b>20%</b>

Special Measures	
Count	%
0	0%
14	5%
11	13%
3	11%
1	20%
<b>29</b>	<b>7%</b>

**\*All open schools within the LA are included that have had an Ofsted inspection. Where an establishment has not been inspected since becoming an academy, the inspection of the previous establishment is used. Free schools without an inspection are not included as there is no previous establishment to match to.**

NEW FREE SCHOOLS WITHOUT AN INSPECTION ARE NOT INCLUDED

# Current Ofsted Position (National released data as of July 2016)

**Sept 2014**  
 Number of schools  
 in Special  
 Measures  
**30**

**Sept 2014**  
 Proportion  
 Good/Outstanding  
**76.0%**

**July 2016**  
 Number of schools  
 in Special  
 Measures  
**30**

**July 2016**  
 Proportion  
 Good/Outstanding  
**79.5%**

