Birmingham City Council

Annual Education Performance Report

2017 Examinations and Assessments

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Produced by

Insight and Intelligence Team Birmingham City Council

Shagufta Anwar – Senior Intelligence Officer

James Killan – Intelligence Officer

Helen Yee – Intelligence Officer

Russ Travis - Intelligence Support Officer

Birmingham City Council

For more information contact educationdata@birmingham.gov.uk

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Executive Summary

Early Years Foundation Stage

- In 2017, 65.9% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to the National average 71.0%.
- Birmingham's GLD improved 2.2% from 2016 which is better than National, slightly narrowing the gap from 5.6% to 5.1%.
- Birmingham's GLD is in line with the average for Core Cities but 1% below Statistical Neighbours.
- Children eligible for Free School Meals (FSM) outperform their national peers for GLD by 1%.
- With the exception of FSM most pupil groups In Birmingham are behind their National peers, however girls have made good progress from 2016 narrowing the gap from 6% to 5%.
- Pakistani and Black African children have done well in 2017 both outperforming the average GLD for their groups at National level.

Phonics

- In 2017, 80% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 81% nationally. By the end of Year 2 this rises to 90% and 92% respectively.
- 5% more children in Birmingham classed as Disadvantaged achieve the expected standard in Year 1 than National.
- Most other pupil groups are within 1% of the equivalent National at year 1 however SEN with a statement or EHC (Education Care or Health) plan are 5% behind.
- Birmingham Asian other, Bangladeshi and Pakistani children have performed especially strongly in Year 1 being both above their group and the overall average Nationally.

Key Stage 1

- In 2017, 72% of pupils in Birmingham achieved at least the expected standard in Reading, 65% in Writing and 71% in Maths. Although this represents improvement from 2016 it is still behind the National of 76%, 68% and 75% respectively.
- Birmingham's key stage 1 results are 1% above the Core City average for Reading and Writing and in line for Maths. Reading and Writing averages are in line with Statistical Neighbours but 2% below in Maths.
- Disadvantaged children in Birmingham continue to do well in comparison to National with Reading and Maths being 3% above and Writing 4%.
- With the exception of Disadvantaged children and FSM, other groups are behind their National equivalents, particularly SEN with a statement or EHC plan where in Maths where they are 6% behind.
- The percentage of Birmingham pupils achieving a greater depth in Reading, Writing and Maths are below the National averages specifically in Reading by 7%
- 'White and Black African' children in Birmingham have performed strongly across Reading, Writing and Maths in 2017 being both above their group and the overall average Nationally.

Key Stage 2

- In 2017, 57% of pupils in Birmingham reached the expected standard in Reading, Writing and Maths (RWM) and 6% achieved a higher standard. This compares to 61% and 9% Nationally. While still below the National average the gap narrowed from 6% to 4% for at least the expected standard.
- Grammar, Punctuation and Spelling (GPS) attainment continues to be strong in Birmingham, 78% reached at least the expected standard in 2017, 1% above the National average. The percentage who achieved a high standard is 4% higher than National at 31%.

- The progress of children at key stage 2 has improved from 2016 in all subject areas. Birmingham is now at the National average for Maths. Reading and Writing are both -0.9, the National being 0 for all subjects.
- Birmingham's RWM attainment is 1% below the Core Cities average and 2% below Statistical Neighbours, however this does represent improvement from 2016.
- With the exception of Disadvantaged children and FSM, other groups are behind their National equivalents, particularly girls where RWM attainment is 5% below.
- Disadvantaged children's attainment for RWM is 49%, 1% above National and FSM children's attainment for RWM is 45%, 2% above National. In progress however, they are both behind, especially in Reading.
- The RWM attainment for the majority of the ethnic groups is behind their equivalents Nationally.
- Bangladeshi children in Birmingham have done particularly well in Maths being 7% above the overall average and 2% above their ethnicity group average Nationally.

Key Stage 4

- In 2017, Birmingham's Progress 8 score was -0.01 compared to the state funded National average of -0.03. This means that children in Birmingham made slightly better 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 2017 was 46.1 which is slightly below national average of 46.4. Comparisons cannot be made with 2016 due to changes in point equivalents.
- 40.2% of children in Birmingham achieved a strong pass (9-5 grade) in English and Maths, whilst 60.1% achieved a standard pass (9-4 grade). This is below the National averages of 42.9% and 64.2% respectively.
- English Baccalaureate attainment in Birmingham was above the National average. 22.2% achieved with a 9-5 grade in English and Maths and 24.7% achieved with a 9-4 grade. Nationally the average attainment was 21.4% and 23.9% respectively.
- Birmingham is above the Core City and Statistical Neighbour averages for Progress 8, Attainment 8, English and Maths and English Baccalaureate attainment in 2017.
- Birmingham Disadvantaged children's Progress 8 was significantly above Disadvantaged children Nationally averaging -0.18 compared to -0.40.
- Non-Disadvantaged children's Progress 8 average was 0.15 compared to 0.11 Nationally.
- The gap in progress made between Disadvantaged and non-Disadvantaged is much narrower in Birmingham than Nationally.
- The Progress 8 score for children who speak English as an additional language (EAL) in Birmingham, while higher than the overall National average, is significantly behind EAL children Nationally.
- Indian children in Birmingham have outperformed both the overall and ethnicity averages in Attainment 8' Nationally.
- The average Attainment 8 score for Black Caribbean children in Birmingham is above their ethnicity group Nationally.

16 – 18 Study

- Birmingham's A Level performance indicators are better than the averages for Core Cities, Statistical Neighbours, other West Midlands Local Authorities and Nationally.
- 22.8% of A Level students achieved at least AAB grades in Birmingham compared to 20.7% Nationally.
- 13.9% of students achieved at least 3 or more A levels of A*-A compared to 12% Nationally.
- 85.3% of students achieved 'at least 2 substantial level 3 qualifications' compared to 83.5% Nationally.




Early Years and Primary School Results

Early Years Foundation Stage Profile (EYFSP)

Key Messages

- In 2017, 65.9% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to the National average 71.0%.
- Birmingham's GLD improved 2.2% from 2016 which is better than National, slightly narrowing the gap from 5.6% to 5.1%.
- Birmingham's GLD is in line with the average for Core Cities but 1% below Statistical Neighbours.
- Children eligible for Free School Meals (FSM) outperform their national peers for GLD by 1%.
- With the exception of FSM most pupil groups In Birmingham are behind their National peers, however girls have made good progress from 2016 narrowing the gap from 6% to 5%.
- Pakistani and Black African children have done well in 2017 both outperforming the average GLD for their groups at National level.

Background

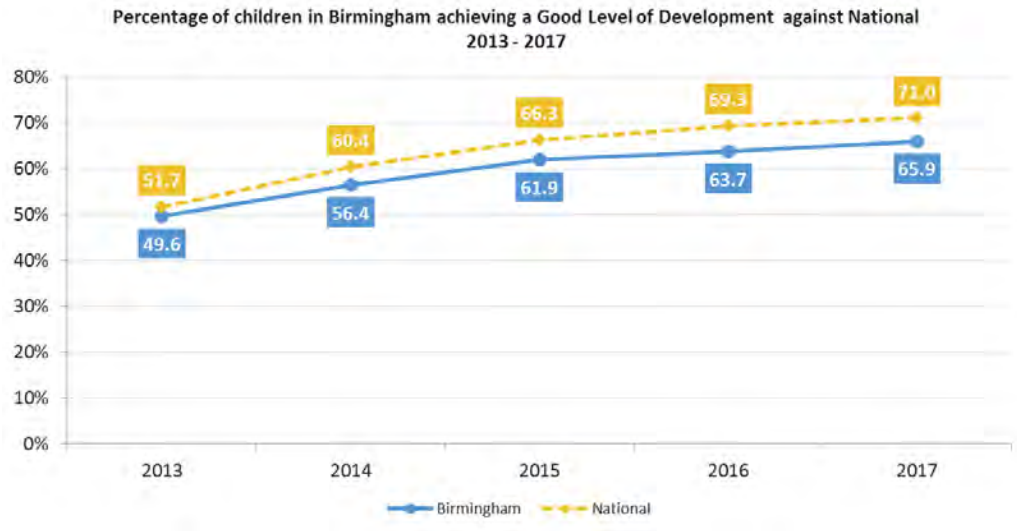
The **EYFSP** summarises and describes pupils' attainment at the end of the EYFS. The purpose of the assessment is to gain insight into levels of children's development and their readiness for the next phase of their education. The EYFSP gives:

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

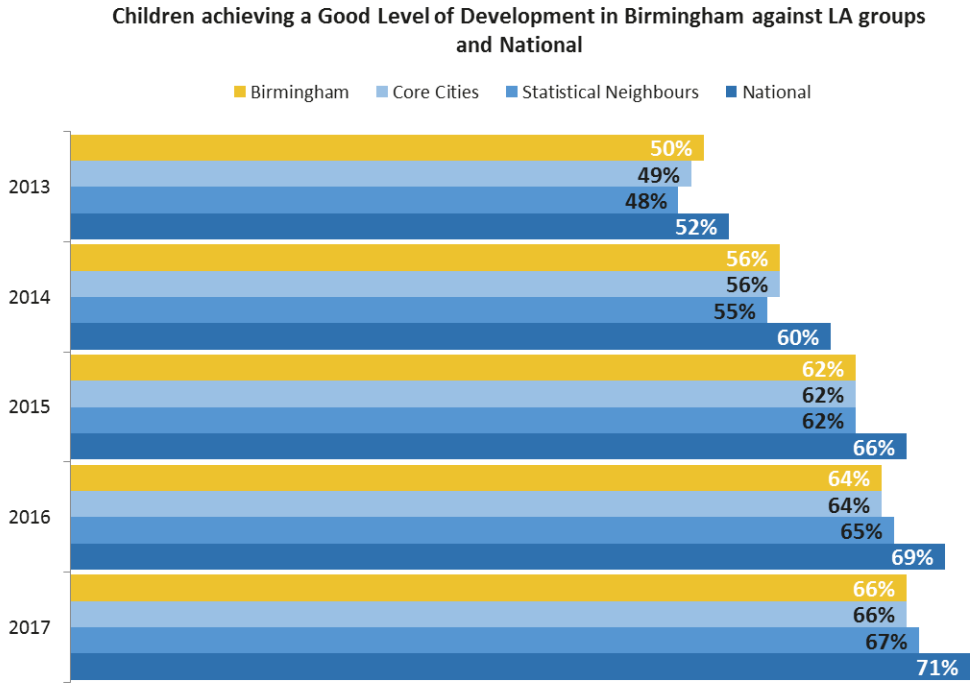
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language);
- the early learning goals in the specific areas of mathematic and literacy.

Overall Performance



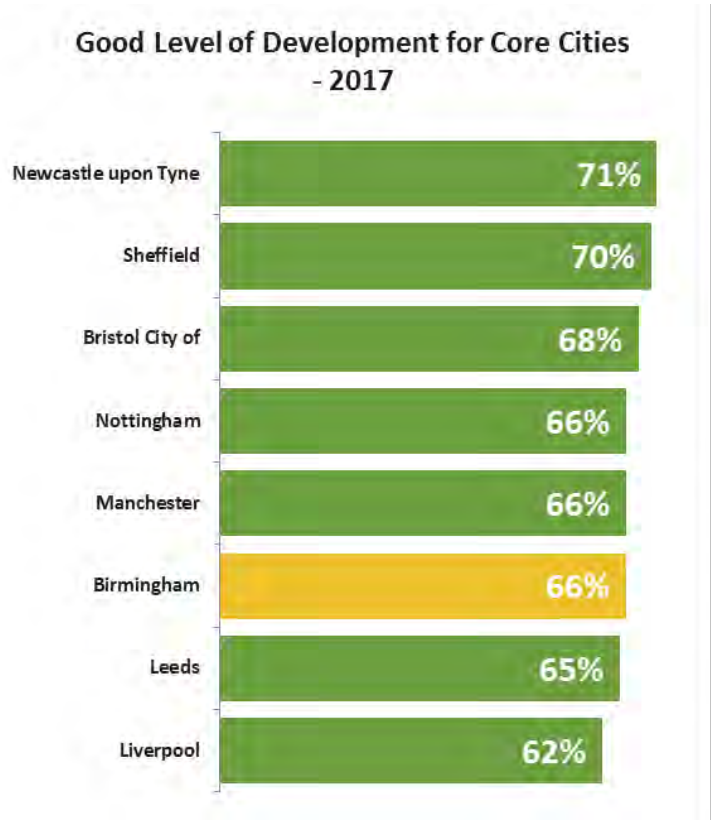
In 2017, **65.9%** of Birmingham pupils achieved GLD, an increase of 2 ppts from 2016 and 16 ppts over 2013. However there has been a widening of the attainment gap with National, from 2 ppts to 5ppts between 2013 and 2017.

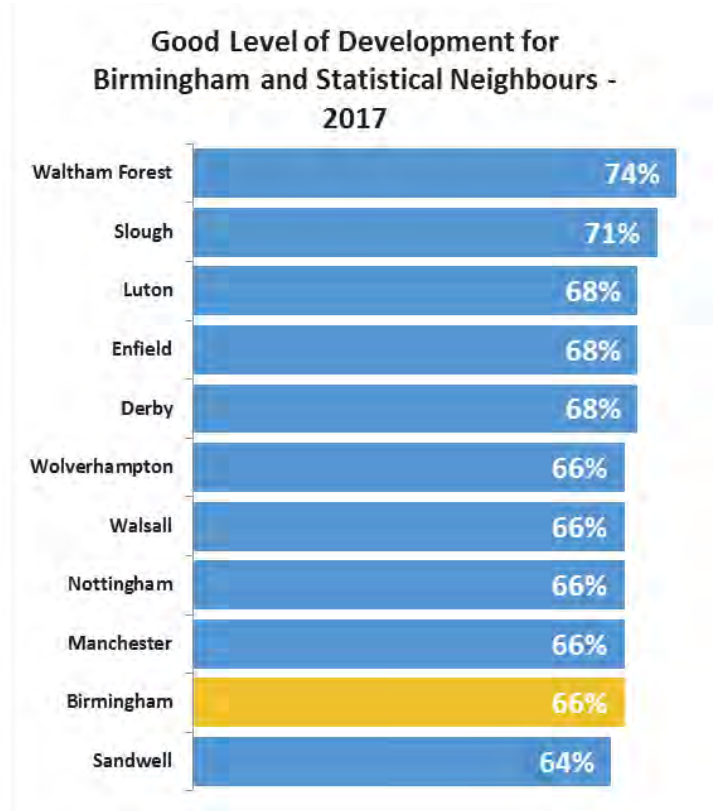
National Comparisons



Birmingham's performance is usually benchmarked against national, statistical neighbours and Core Cities.

Birmingham's performance is in line with the Core City average, but still below statistical neighbours' average by 1 ppts.

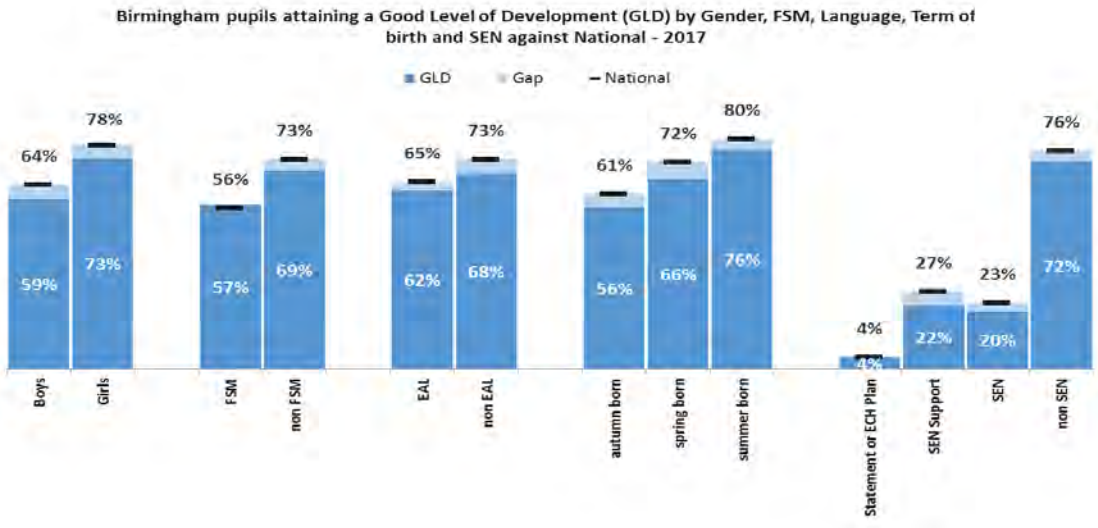


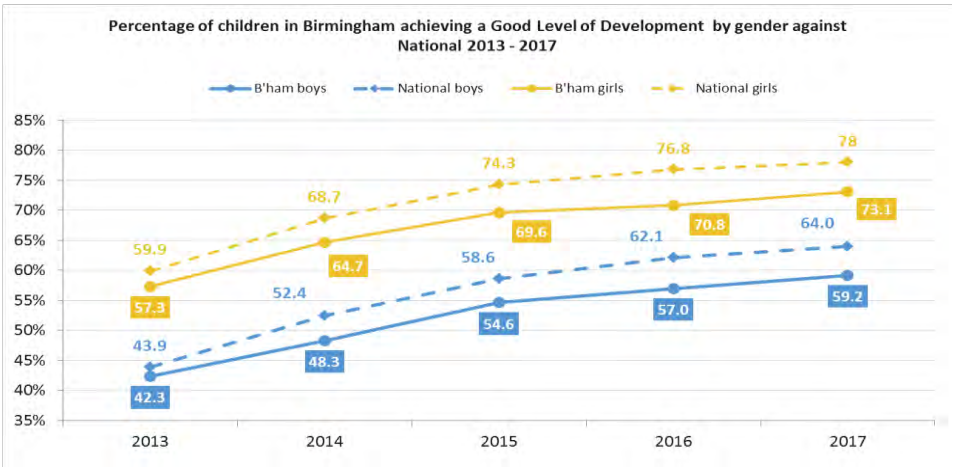


Pupil Characteristics

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

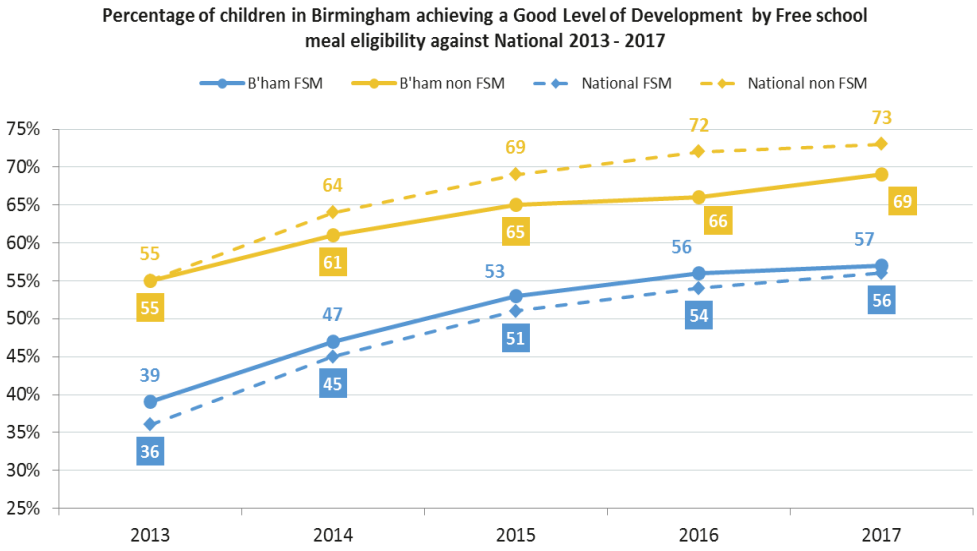
The chart below shows the attainment gap between Birmingham and the National average for GLD across Gender, FSM, EAL, Term of Birth and SEN. There are gaps in attainment across all groups, apart from FSM which out performs their national peers. For girls this is more pronounced at 5 ppts behind other girls Nationally. However girls are the highest performing group in the city.





Gender

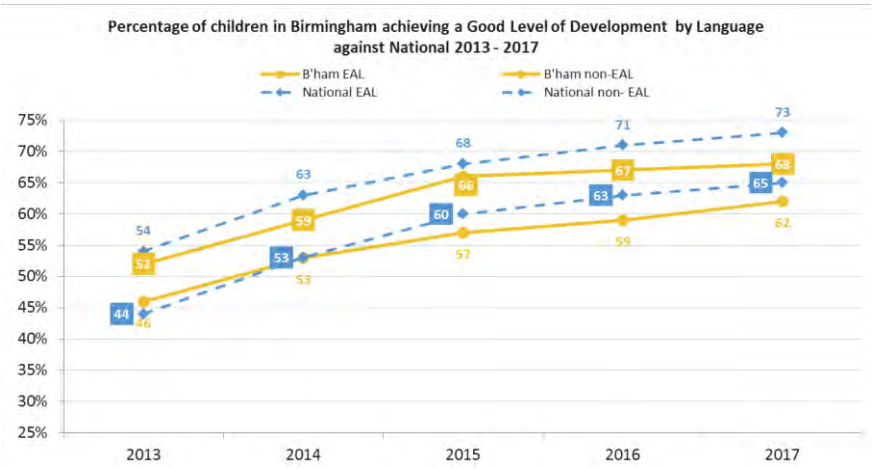
The chart on the left shows that the attainment gap between Birmingham boys and national boys and Birmingham girls and national girls have increased over time, these have become wider in 2017.



Free School Meals

The chart on the left shows that Birmingham FSM children have consistently outperformed their national peers since 2013, although this gap is narrowing.

However non FSM children in Birmingham do not perform as well as their group Nationally, although the gap has narrowed in 2017.



English as additional language

62% of Birmingham EAL achieved GLD, this was a 5 ppts increase over 2015 and 16ppts increase on 2013 levels.

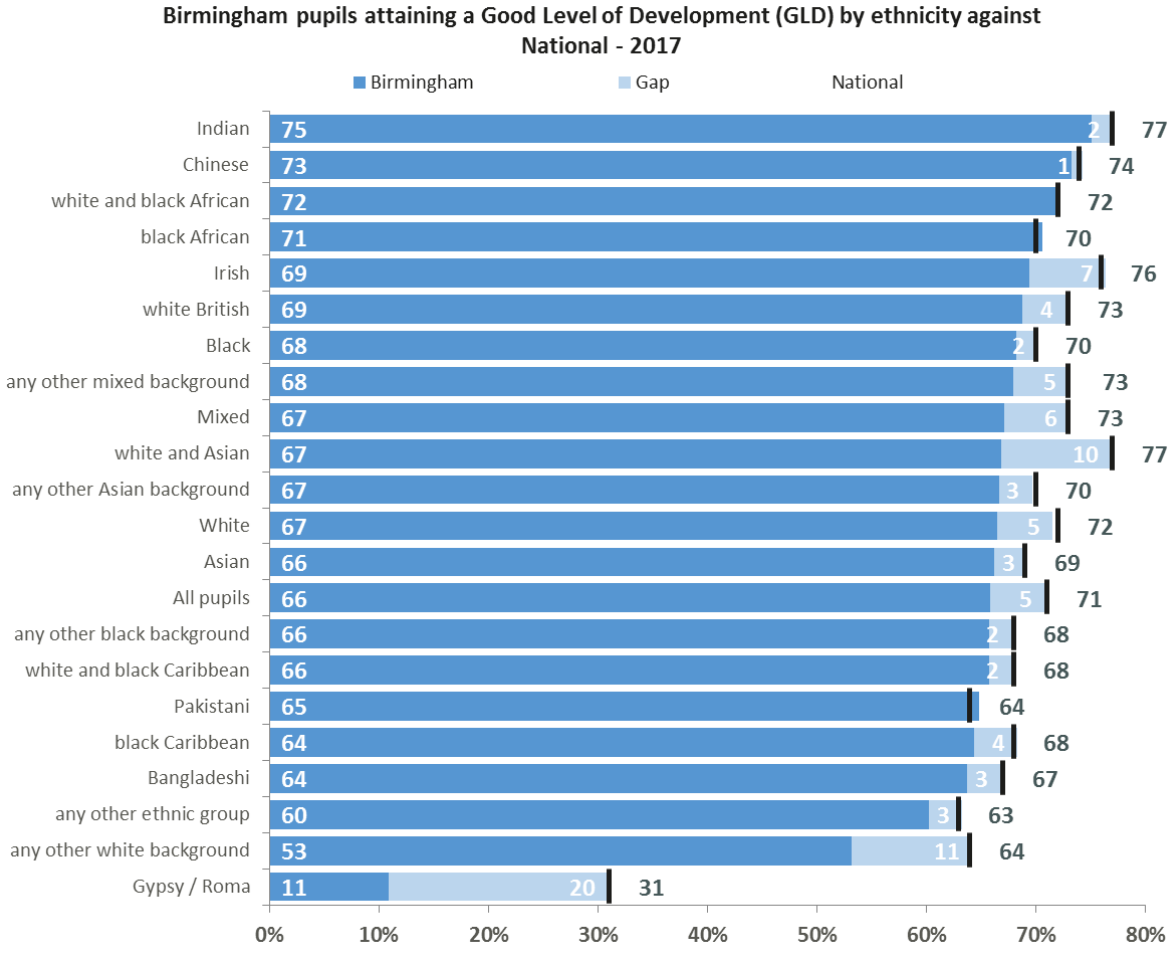
The graph on the left shows that Birmingham's EAL results were 6 ppts below non-EAL. This is smaller than the national attainment gap between EAL and non-EAL of 8 ppts.

Ethnicity

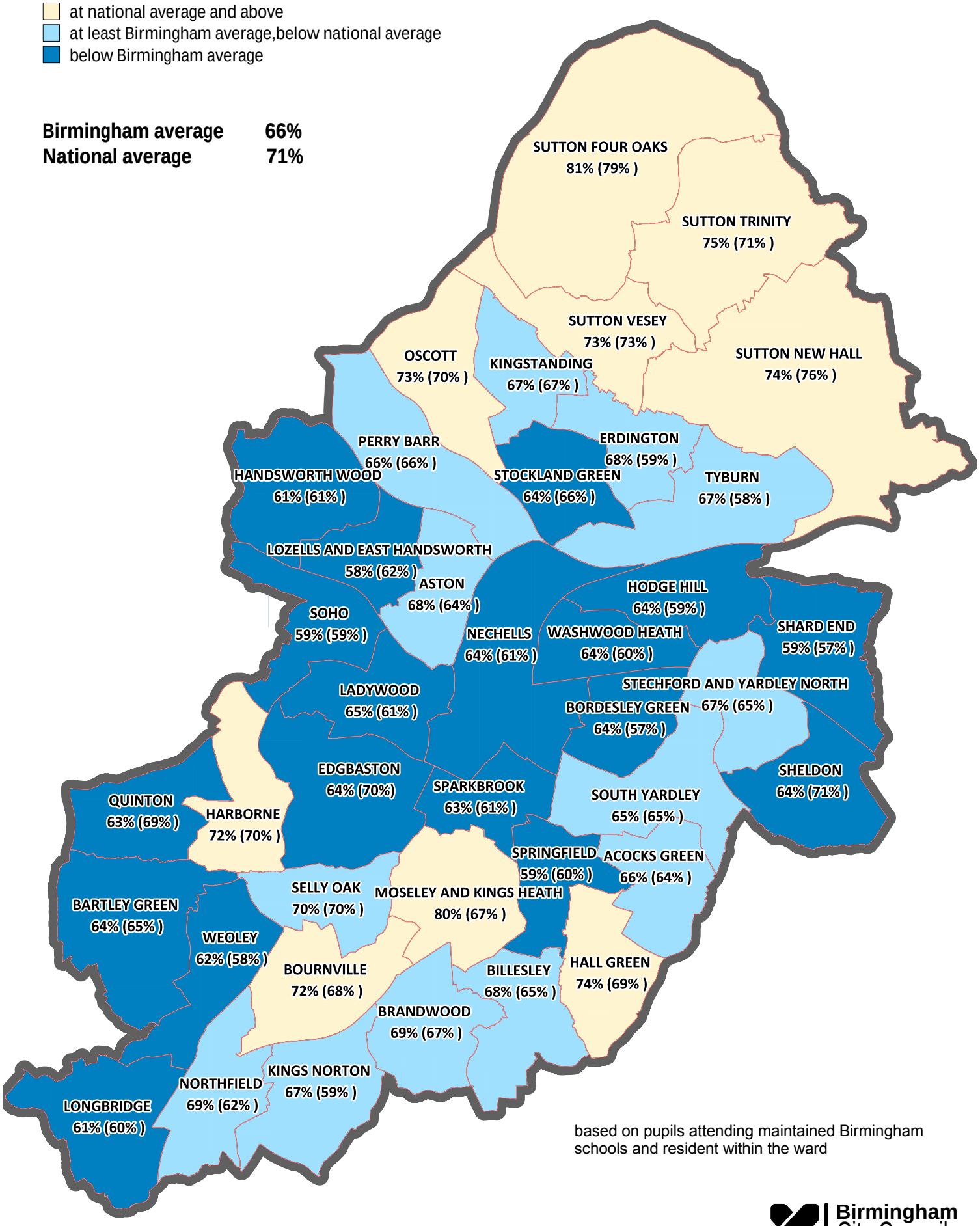
The chart above shows EYFSP performance across ethnic groups compared to national averages of those groups. The highest performing ethnic group was Indian (75 ppts), Chinese (73 ppts) and white black and African group (72 ppts). The lowest performing groups were Gypsy/Roma (11 ppts), any other White background (53 ppts) and other ethnic group (60 ppts).

All ethnic groups were below national attainment averages except for other Black African group (+1 ppts), White and Black African group (+0 ppts) and Pakistani (+1 ppts).

The largest national attainment gaps were for other white background (-11 ppts), Gypsy/Roma (-20 ppts) and White and Asian background (-10 ppts).



Early Years Foundation Stage: Percentage of pupils reaching a Good Level of Development.
2017 results with 2016 results shown in brackets



based on pupils attending maintained Birmingham schools and resident within the ward

Birmingham City Council

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Phonics

Key Messages

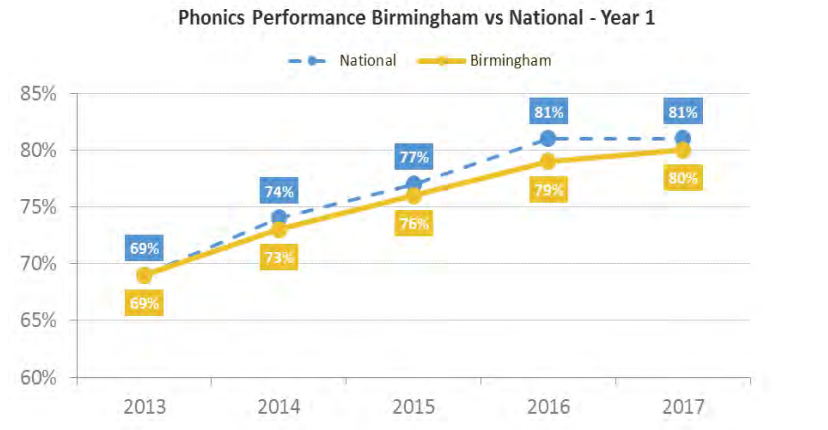
- In 2017, 80% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 81% nationally. By the end of Year 2 this rises to 90% and 92% respectively.
- 5% more children in Birmingham classed as Disadvantaged achieve the expected standard in Year 1 than National.
- Most other pupil groups are within 1% of the equivalent National at year 1 however SEN with a statement or EHC (Education Care or Health) plan are 5% behind.
- Birmingham Asian other, Bangladeshi and Pakistani children have performed especially strongly in Year 1 being both above their group and the overall average Nationally.

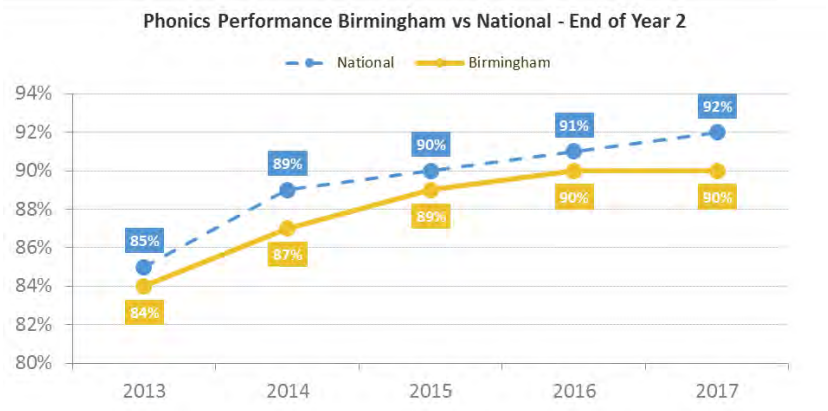
Background

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

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

Overall Performance



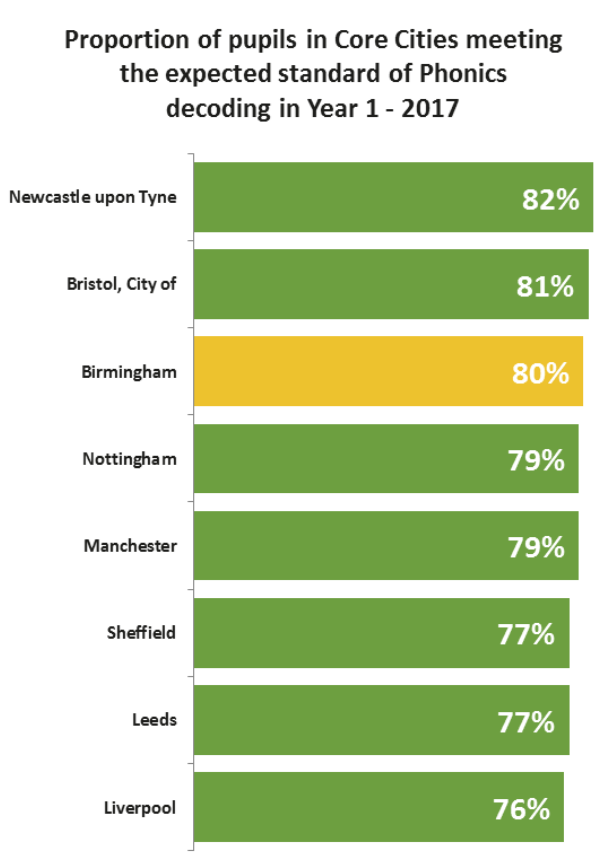


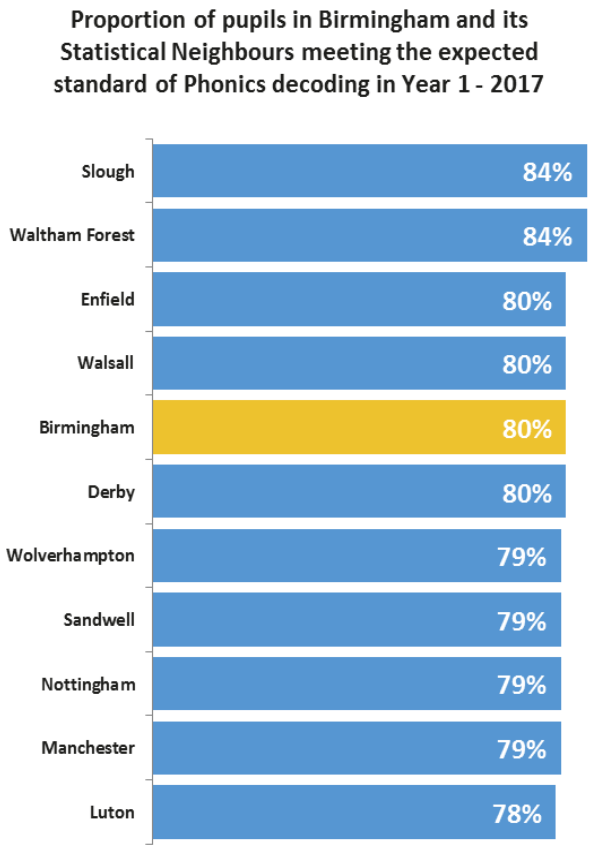
The charts on the left show the proportion of children meeting the expected standard in Year 1 and again at the end of Year 2 compared to the national average.

The percentage of pupils meeting the expected standard in Year 1 has steadily increased from 2013.

However, Birmingham is slightly below the national level for both years. The gap in year 2 in particular has increased in 2017.

National Comparisons

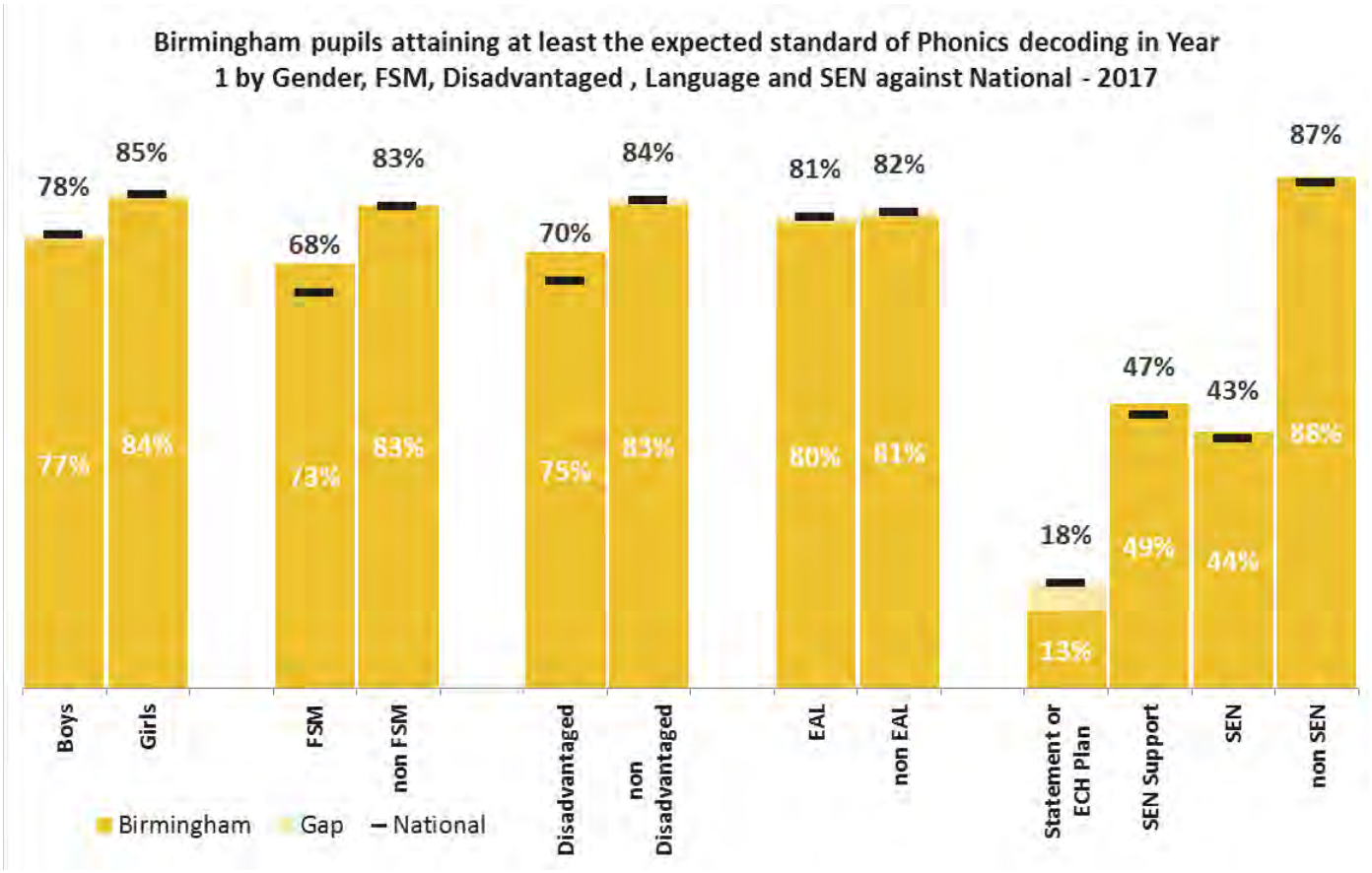




Birmingham is slightly above the Core City average and matches the statistical neighbour average.

Public Characteristics

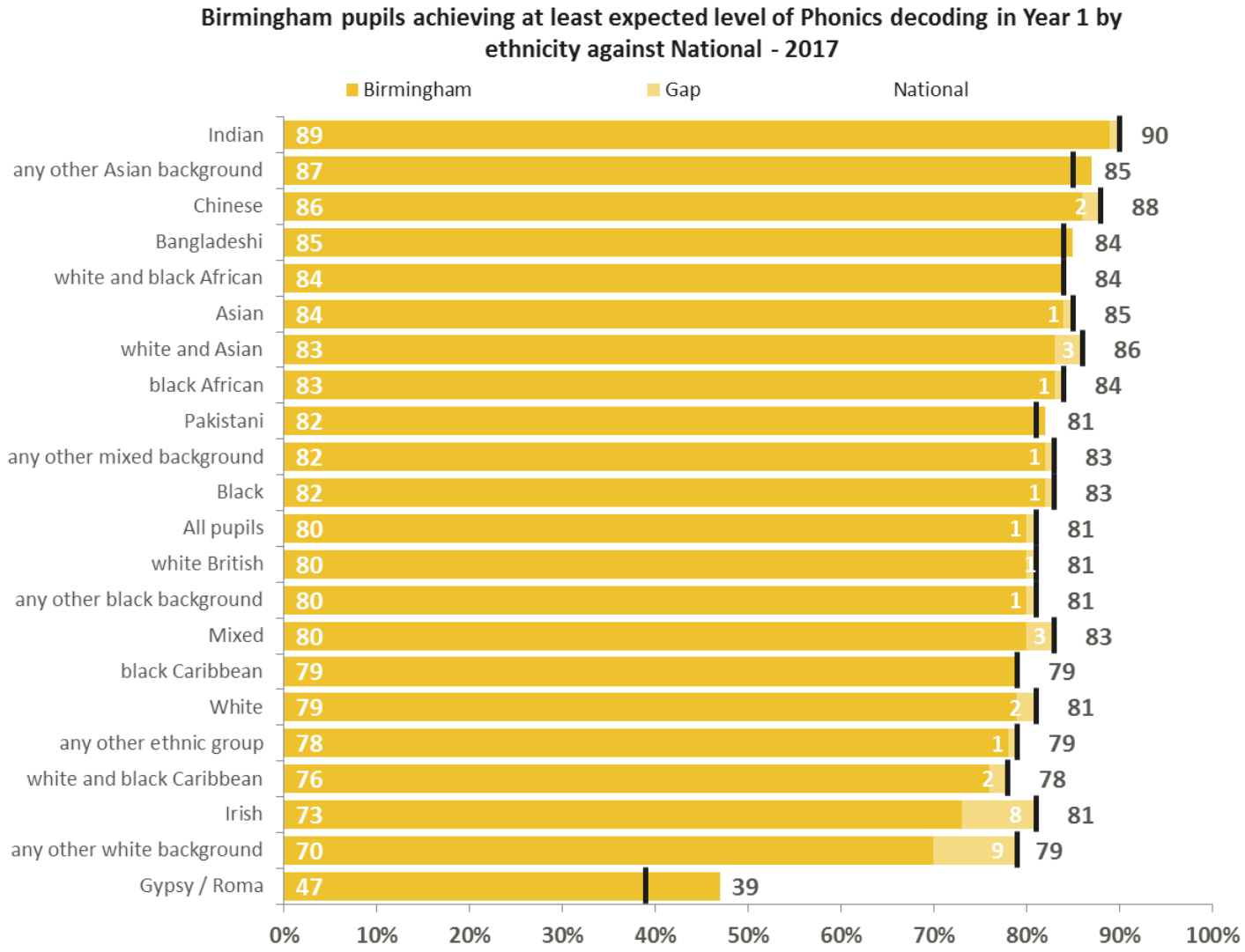
Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)



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. In Birmingham, girls outperform boys by 7 ppts. Both groups are very slightly below the national average. Birmingham's Free School Meal pupils and disadvantaged pupils outperform their national peers. Within the city there was a 10 ppts gap between Free School Meals (FSM) pupil performance and non FSM pupils, and 8 ppts gap between disadvantaged pupils and non-disadvantaged pupils.

The gap in performance between EAL and Non EAL pupils has increased slightly in the last year, with EAL pupils performing just below their national peers. The biggest attainment gap is for SEN with a statement or Education Care or Health plan which is 5ppts behind National. However overall SEN pupils' performance gap is narrower at 1 ppts below National average.

Ethnicity



Attainment for Phonics Year 1 continues to vary between ethnic groups. Indian pupils perform the highest however they are slightly below the national average by 1 ppts.

It is worth noting that the ethnic group which made the most improvement from 2016 to 2017 was Gypsy / Roma which improved from 31 ppts in 2016 to 47 ppts in 2017.

Ethnic groups which were highest achieving for Phonics in 2017:

- Indian
- Any other Asian background (above national average for ethnic group by 2 ppts)
- Chinese

Key Stage 1

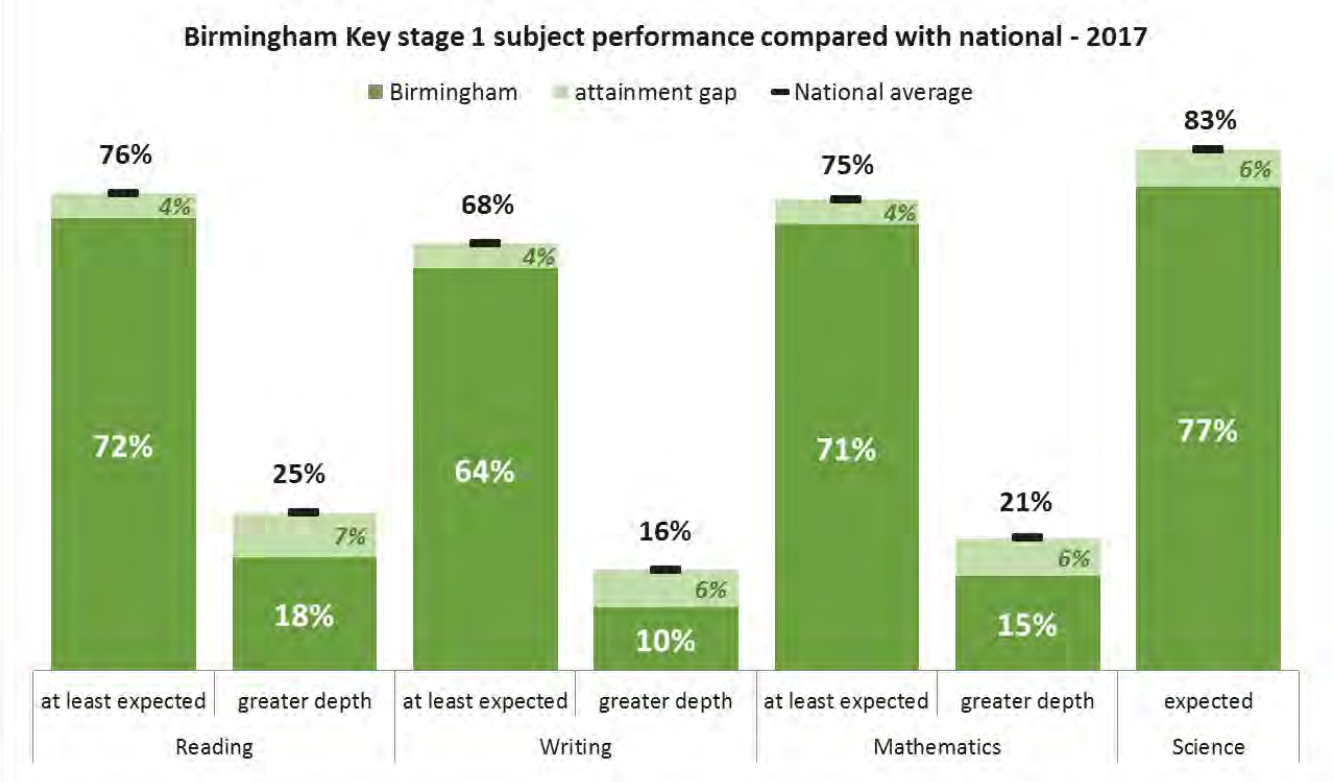
Key Messages

- In 2017, 72% of pupils in Birmingham achieved at least the expected standard in Reading, 65% in Writing and 71% in Maths. Although this represents improvement from 2016 it is still behind the National of 76%, 68% and 75% respectively.
- Birmingham's key stage 1 results are 1% above the Core City average for Reading and Writing and in line for Maths. Reading and Writing averages are in line with Statistical Neighbours but 2% below in Maths.
- Disadvantaged children in Birmingham continue to do well in comparison to National with Reading and Maths being 3% above and Writing 4%.
- With the exception of Disadvantaged children and FSM, other groups are behind their National equivalents, particularly SEN with a statement or EHC plan where in Maths where they are 6% behind.
- The percentage of Birmingham pupils achieving a greater depth in Reading, Writing and Maths are below the National averages specifically in Reading by 7%
- 'White and Black African' children in Birmingham have performed strongly across Reading, Writing and Maths in 2017 being both above their group and the overall average Nationally.

Background

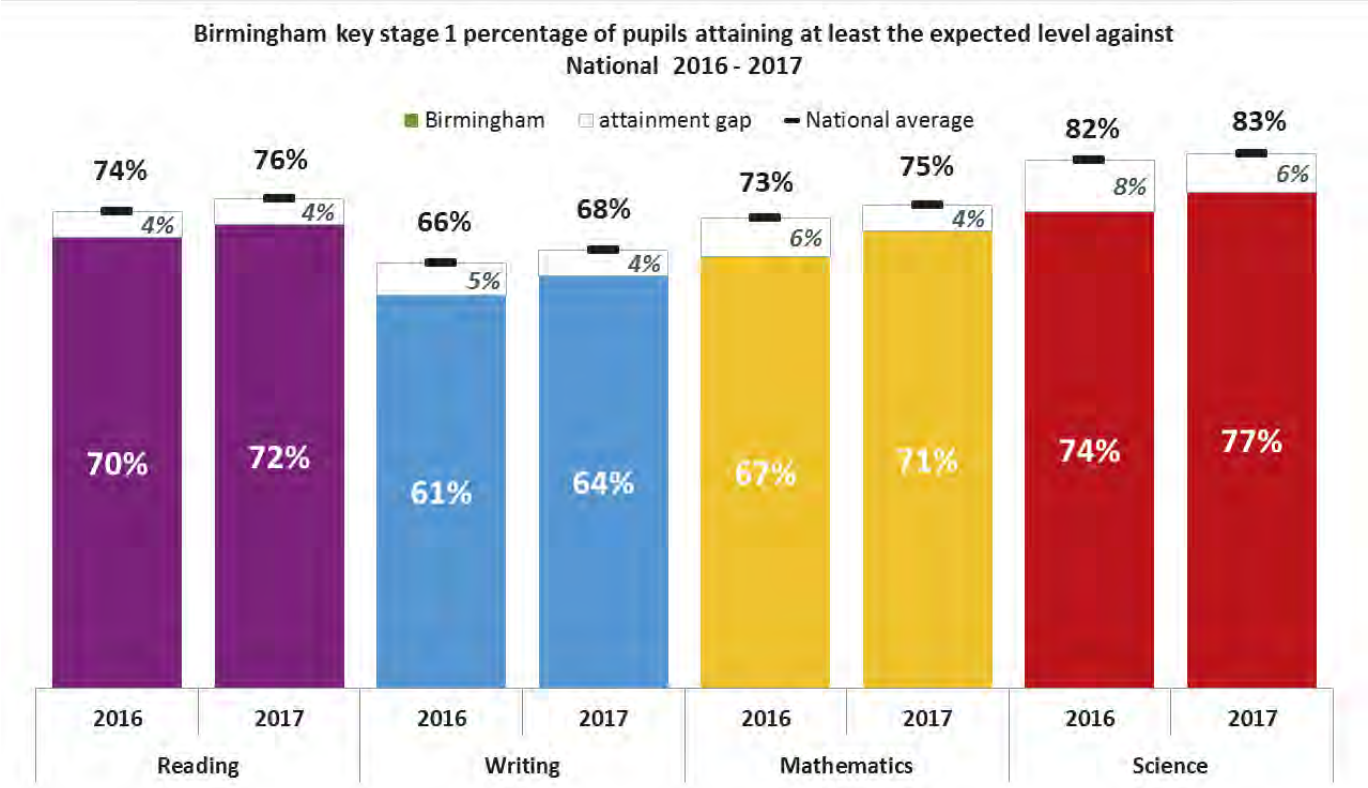
At the end of key stage 1 in 2017, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. As part of this process to help inform the TA children working at a certain level were tested in Reading and Mathematics. There was also an optional test in Grammar, Punctuation and Spelling (GPS). A new framework was introduced in 2016, previous year's results are not comparable.

Overall Performance



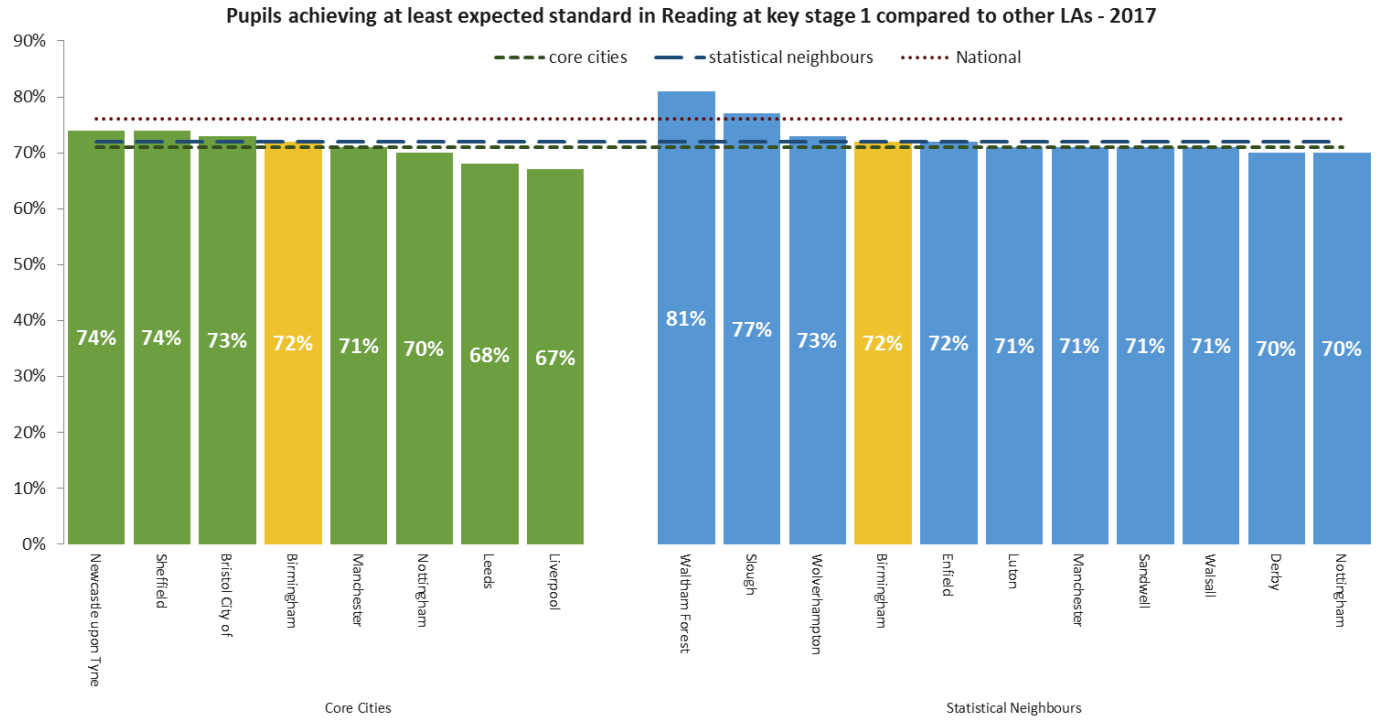
Approximately, 7 out of 10 Birmingham pupils achieved at least the expected standard in Reading and Mathematics and 6 in 10 in Writing. The proportion of Birmingham pupils achieving at least the expected standard at key stage 1 was highest for science (77 ppts) and lowest for writing (64 ppts), this reflects the national results. However, Birmingham's pupils were below the national average for all subjects, approximately 4ppts for reading, writing and maths.

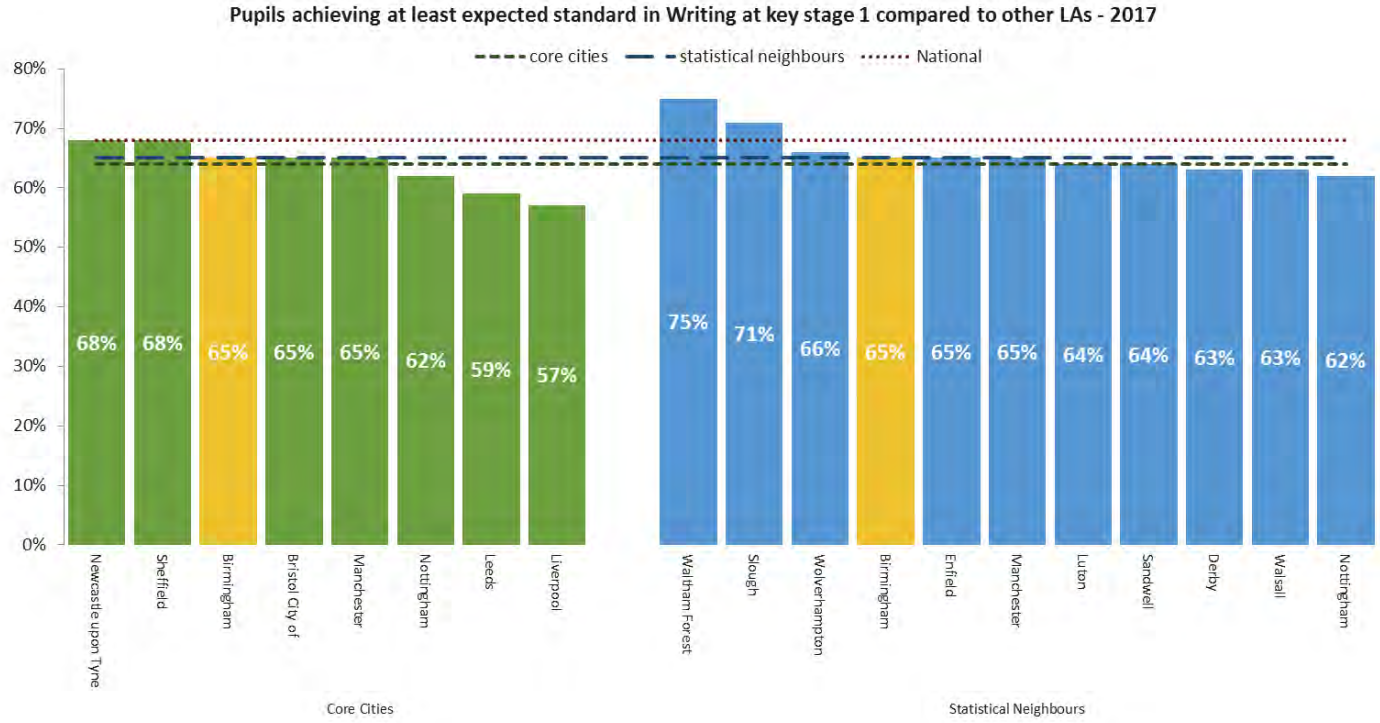
Looking at more advanced attainment, 18 ppts of pupils were working at greater depth in reading, but fewer for maths (15 ppts) and writing (10 ppts). This also reflects national results.

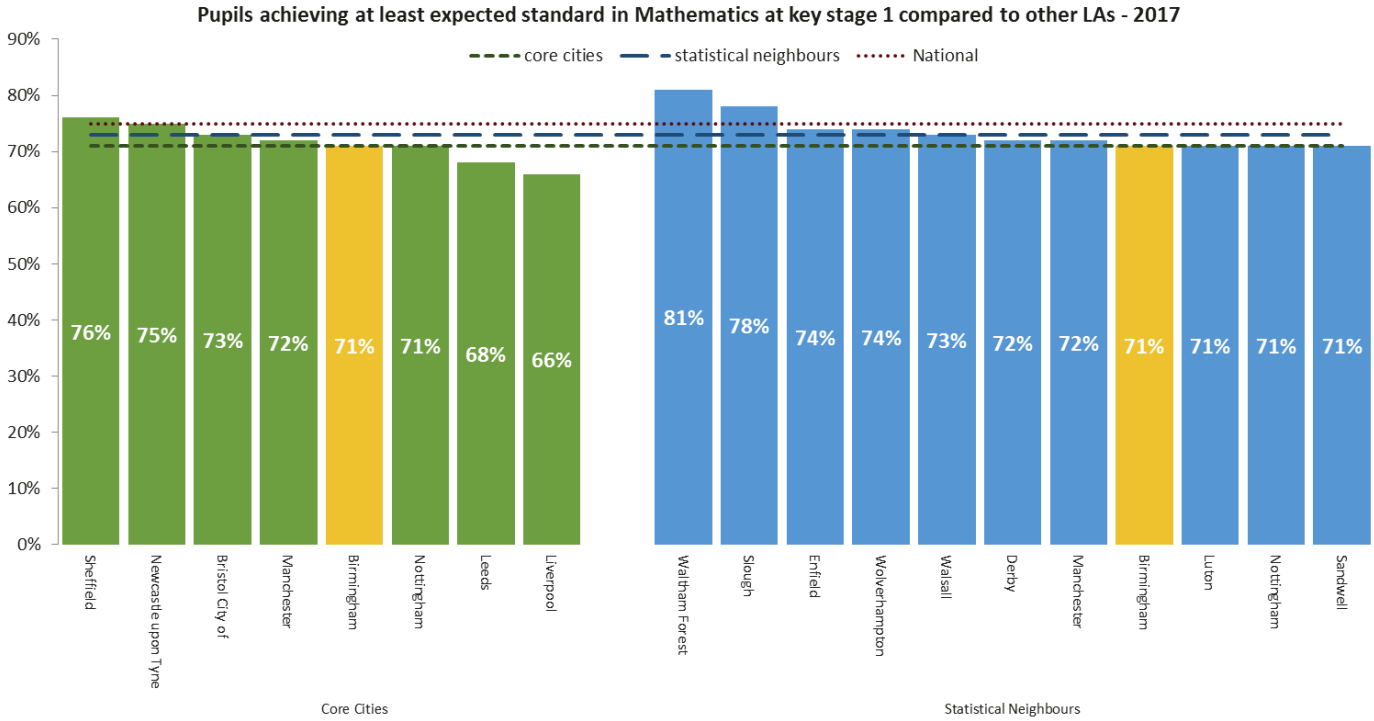


National Comparisons

The charts below compare Birmingham's results across reading, writing and maths with Core Cities and statistical neighbours. Birmingham is slightly above core cities for reading and writing and matches the statistical neighbours average. For Maths, Birmingham matches the core cities average but is slightly lower than the statistical neighbours average.





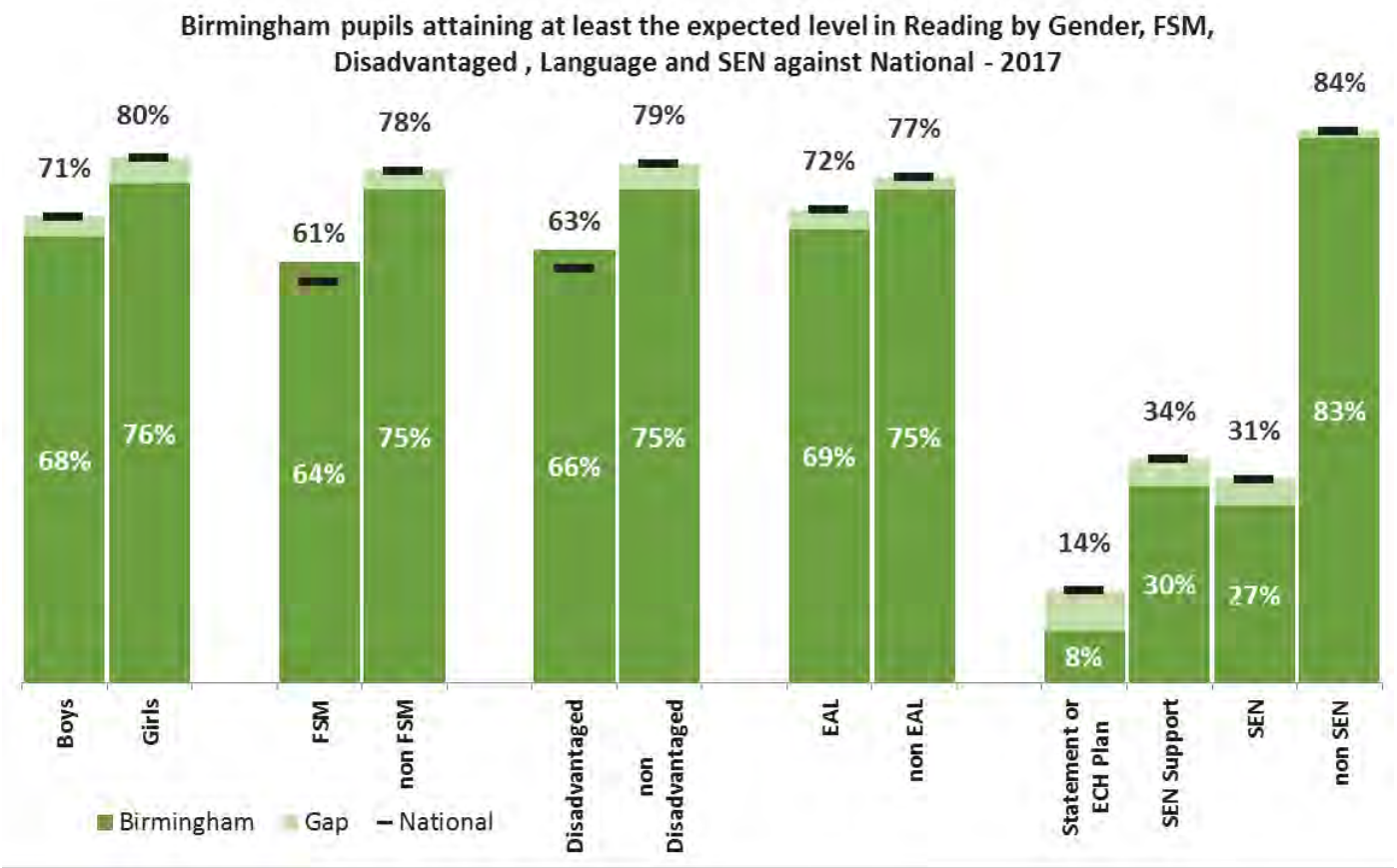

Pupils achieving at least expected standard in Mathematics at key stage 1 compared to other LAs - 2017
core cities
statistical neighbours
National
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
76%
75%
73%
72%
71%
71%
68%
66%
81%
78%
74%
74%
73%
72%
72%
71%
71%
71%
71%
Sheffield
Newcastle upon Tyne
Bristol City of
Manchester
Birmingham
Nottingham
Leeds
Liverpool
Waltham Forest
Slough
Enfield
Wolverhampton
Walsall
Derby
Manchester
Birmingham
Luton
Nottingham
Sandwell
Core Cities
Statistical Neighbours

Pupil Characteristics

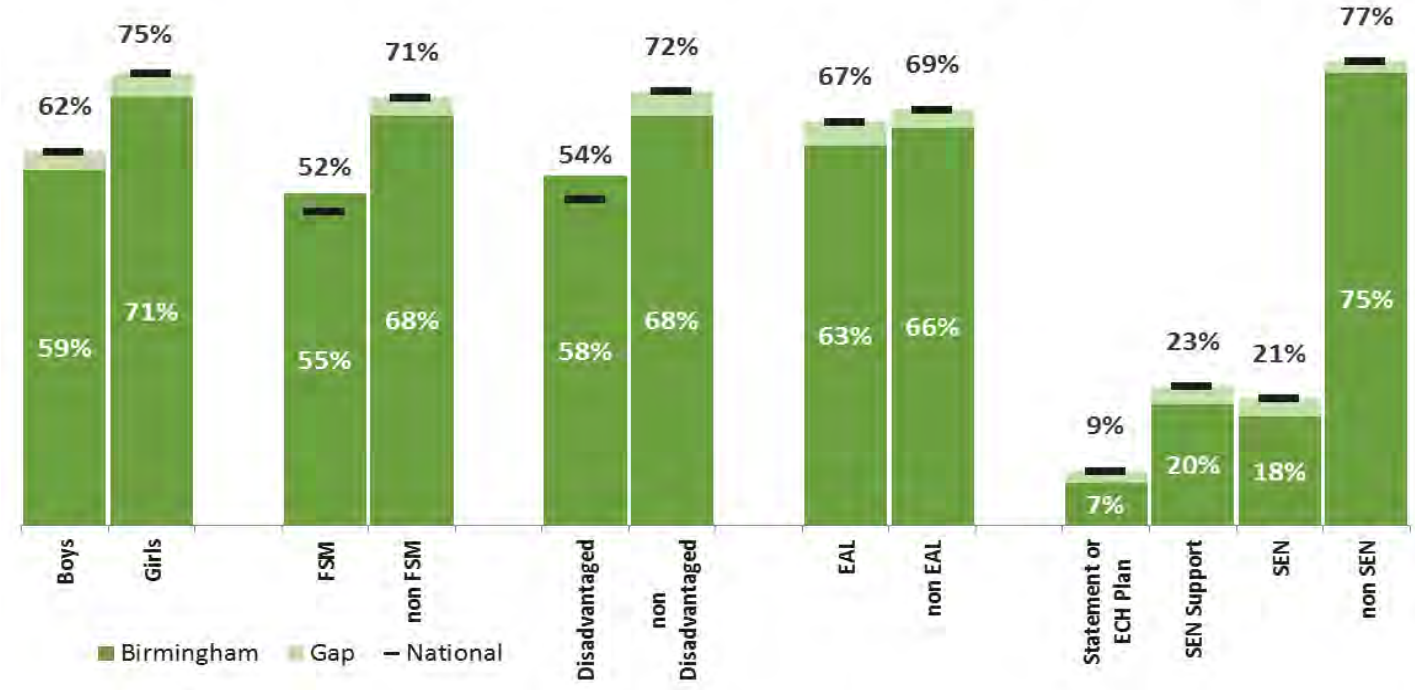
Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)

The charts below compare key stage 1 attainment for cohorts in Birmingham with their national comparators. In Birmingham, girls outperform boys in reading and writing. However both genders underperform compared to their national peers across all subjects.

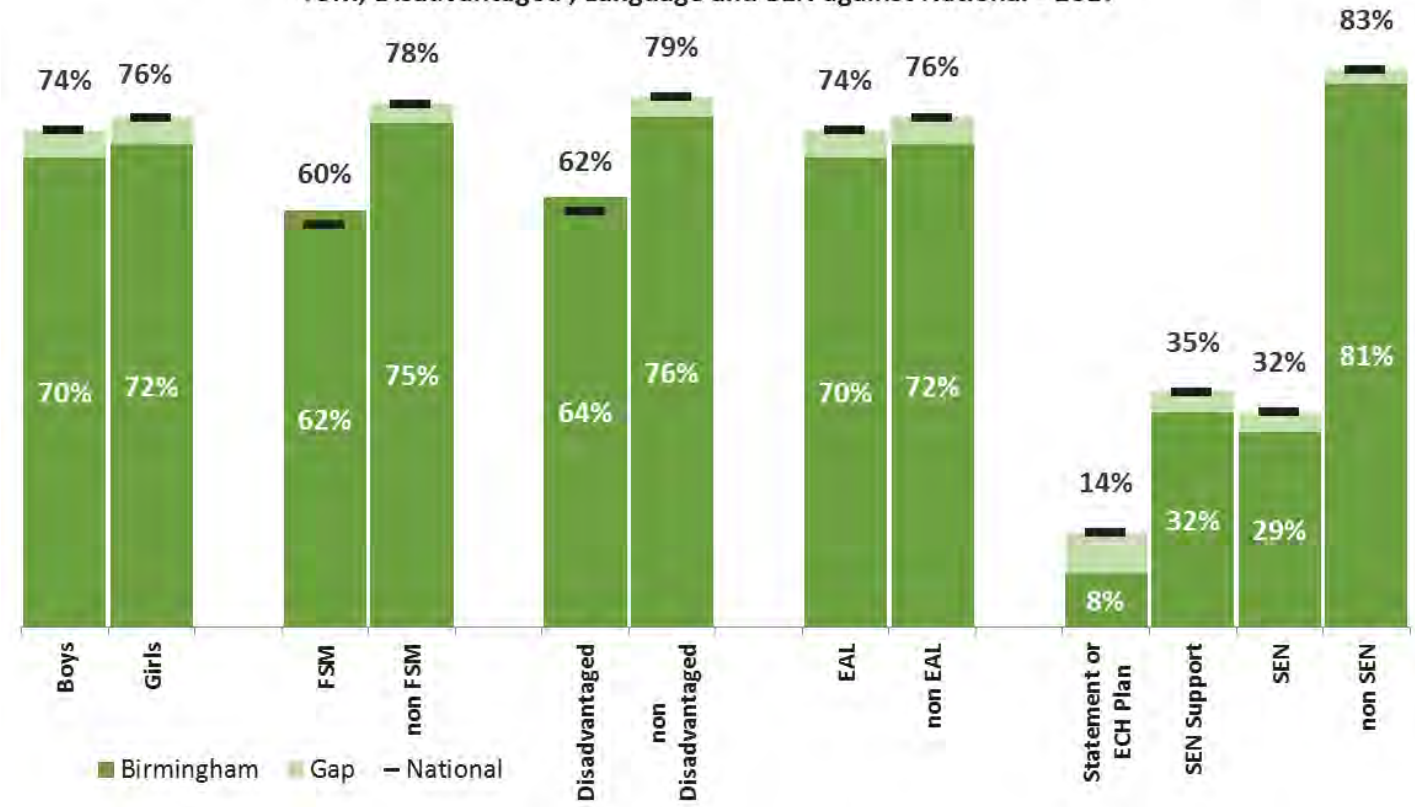
Birmingham FSM and Disadvantaged pupils outperformed their national equivalents in reading, writing and maths. However, the proportion of EAL and SEN pupils attaining at least the expected standard was below their national average equivalents for all subjects.



Birmingham pupils attaining at least the expected level in Writing by Gender, FSM, Disadvantaged , Language and SEN against National - 2017

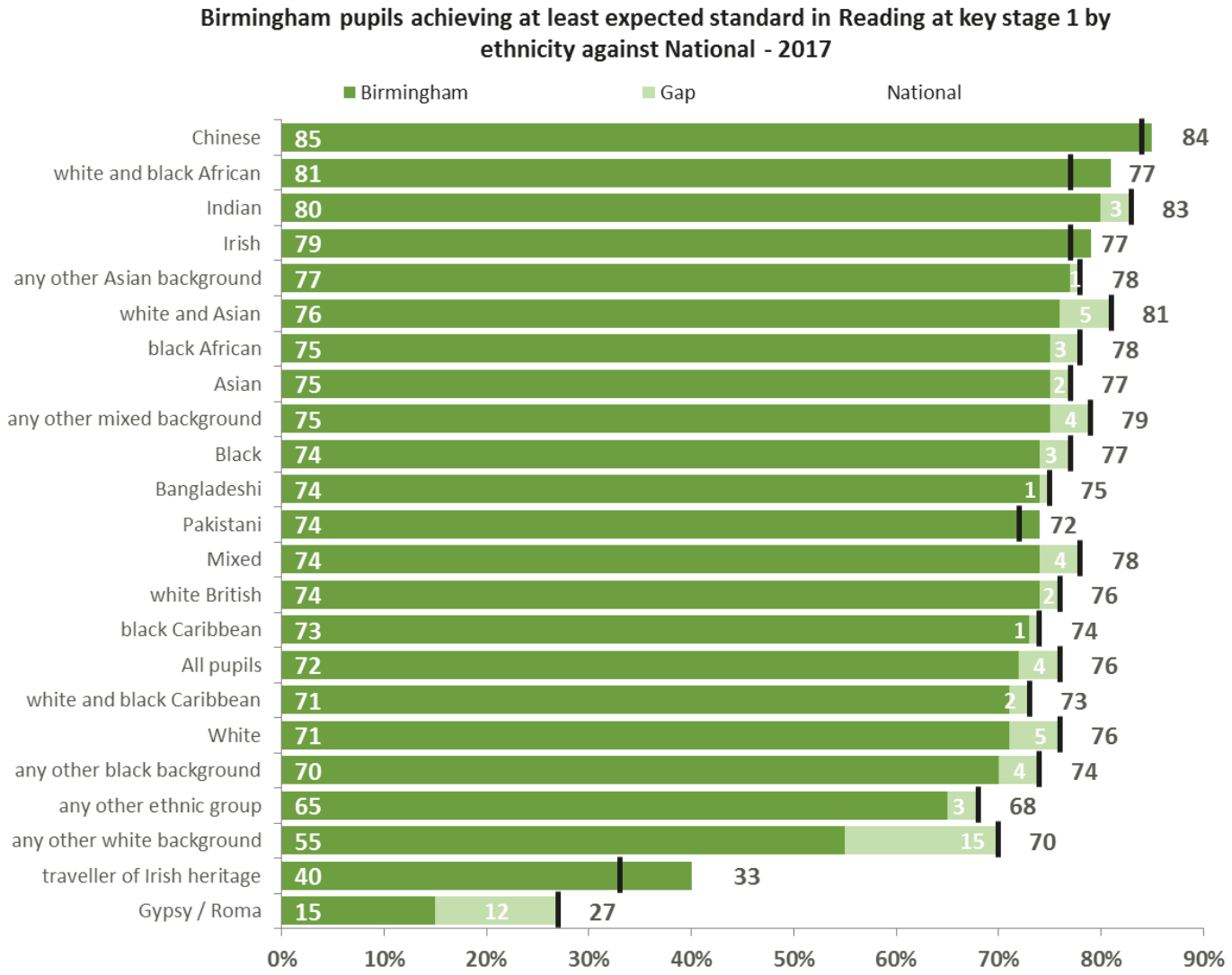


Birmingham pupils attaining at least the expected level in Mathematics by Gender, FSM, Disadvantaged , Language and SEN against National - 2017

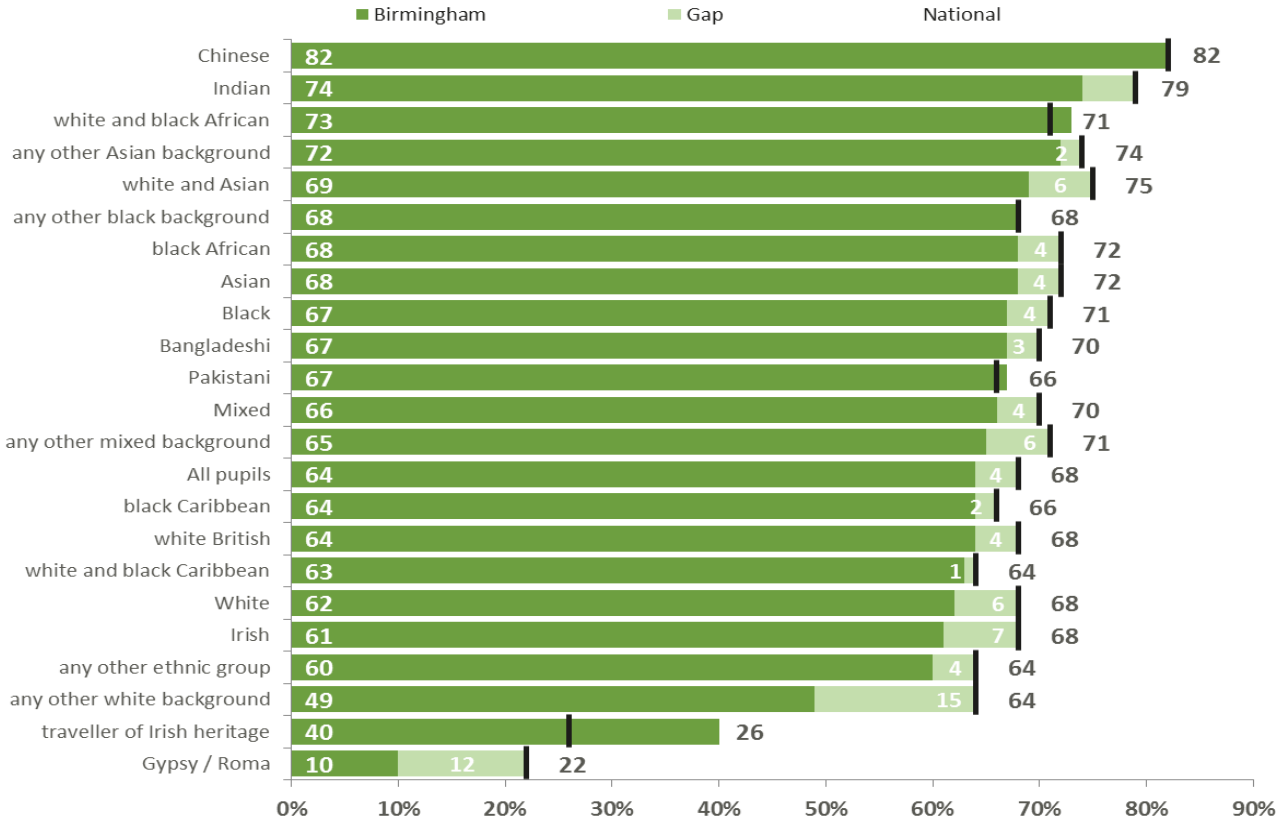


Ethnicity

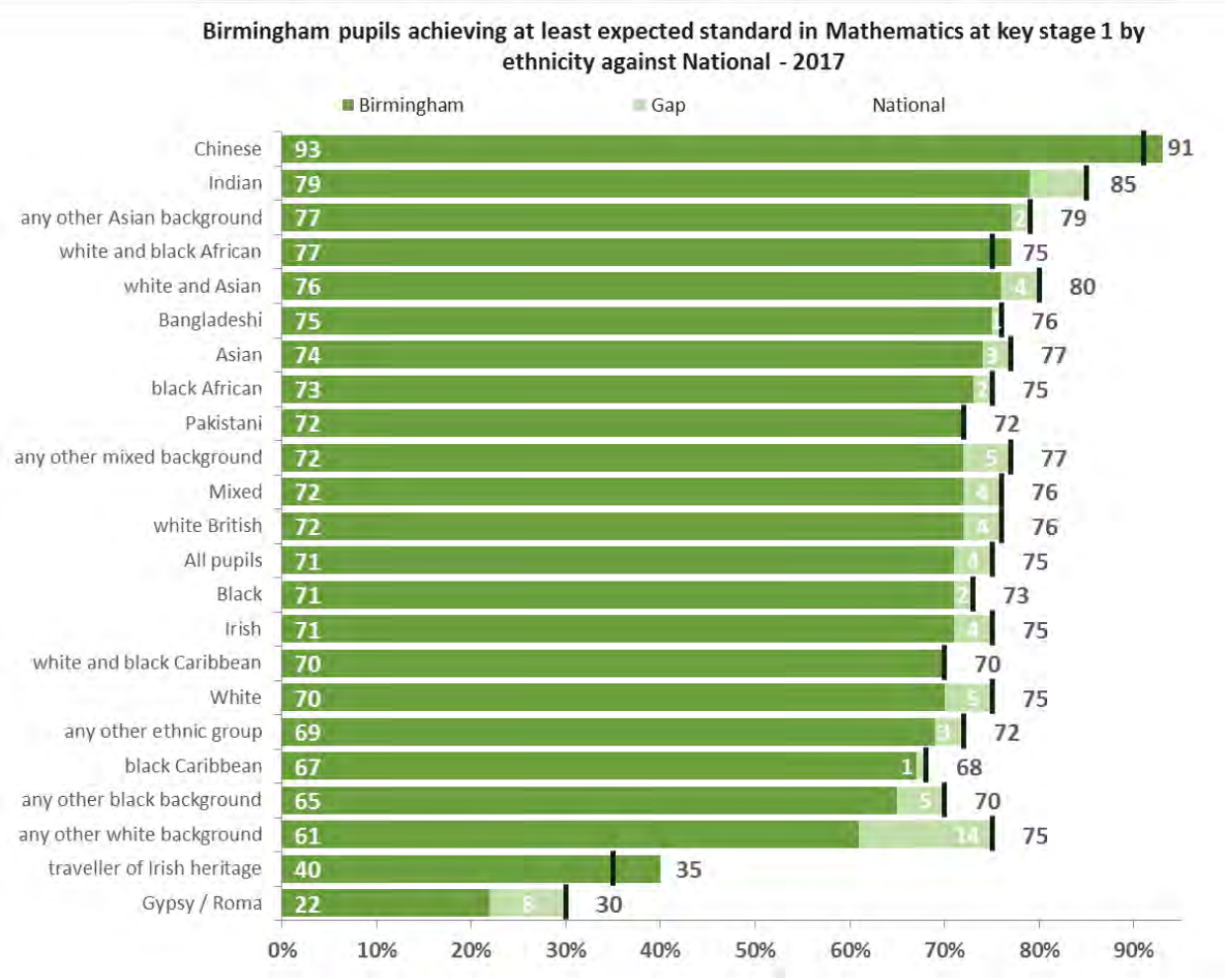
Chinese children were the highest performing ethnic group in Birmingham for reading, writing and maths - this was similar to national results. Most ethnic groups in Birmingham performed below their national equivalent averages in all subjects – however Chinese, Irish, Traveller of Irish heritage, Pakistani and 'White and Black African' groups matched or improved on their National equivalents. The largest attainment gap was for any other White background which in reading and writing was at 15%.



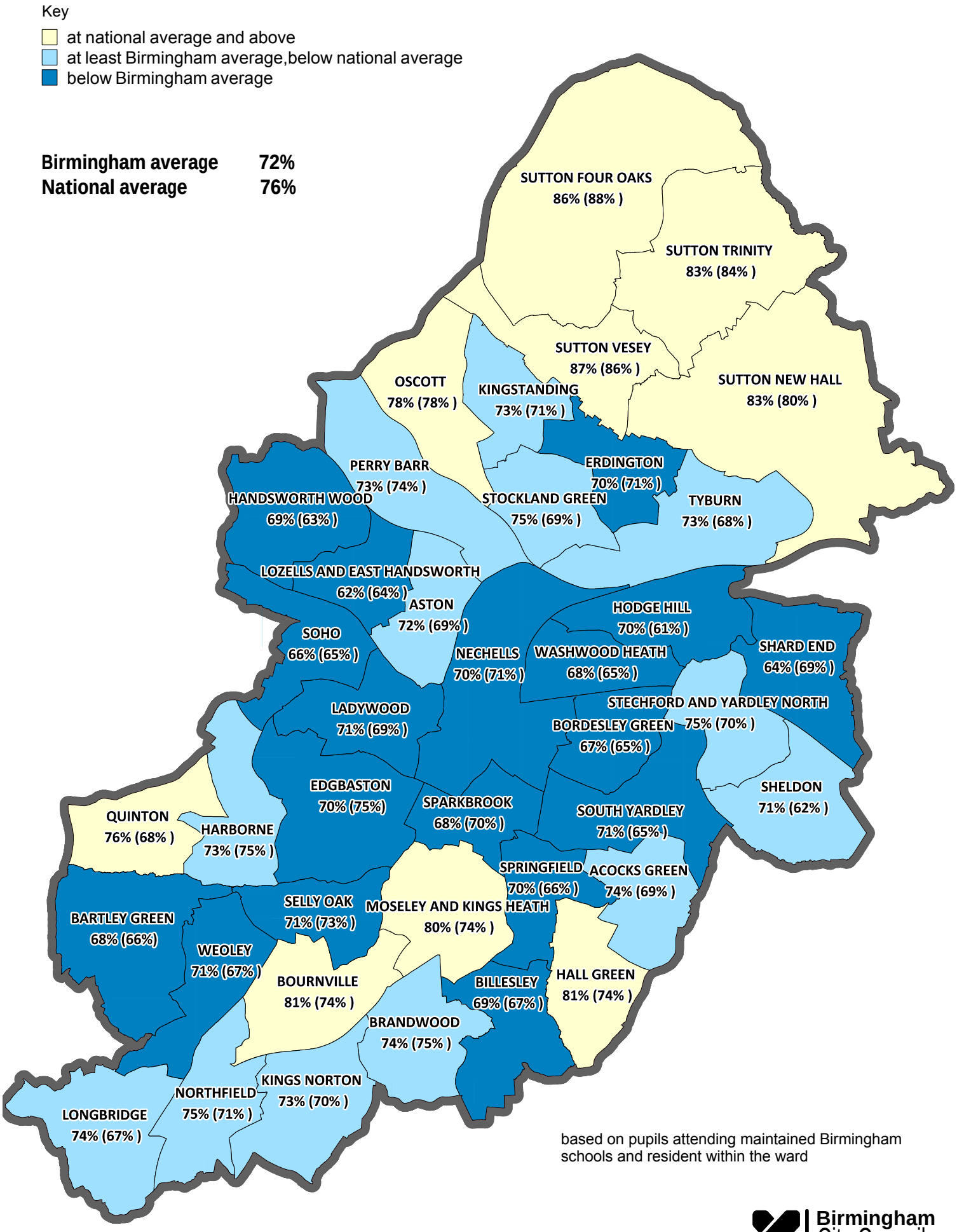
Birmingham pupils achieving at least expected standard in Writing at key stage 1 by ethnicity against National - 2017



Birmingham pupils achieving at least expected standard in Mathematics at key stage 1 by ethnicity against National - 2017



Key stage 1: Percentage of pupils achieving at least expected standard in Reading
2017 results with 2016 results shown in brackets



based on pupils attending maintained Birmingham schools and resident within the ward

Birmingham City Council

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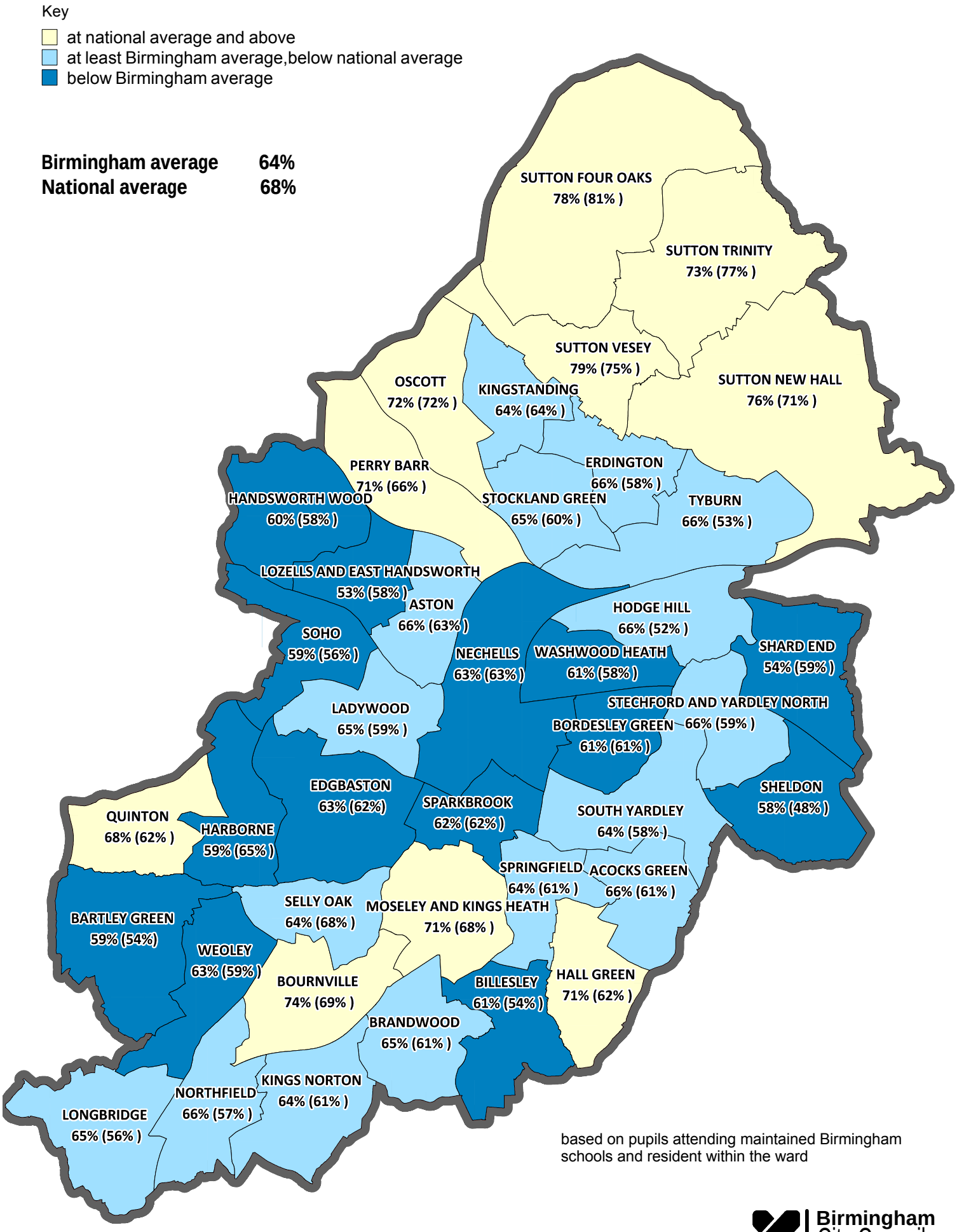
Key stage 1: Percentage of pupils achieving at least expected standard in Writing
2017 results with 2016 results shown in brackets



based on pupils attending maintained Birmingham schools and resident within the ward

Birmingham City Council

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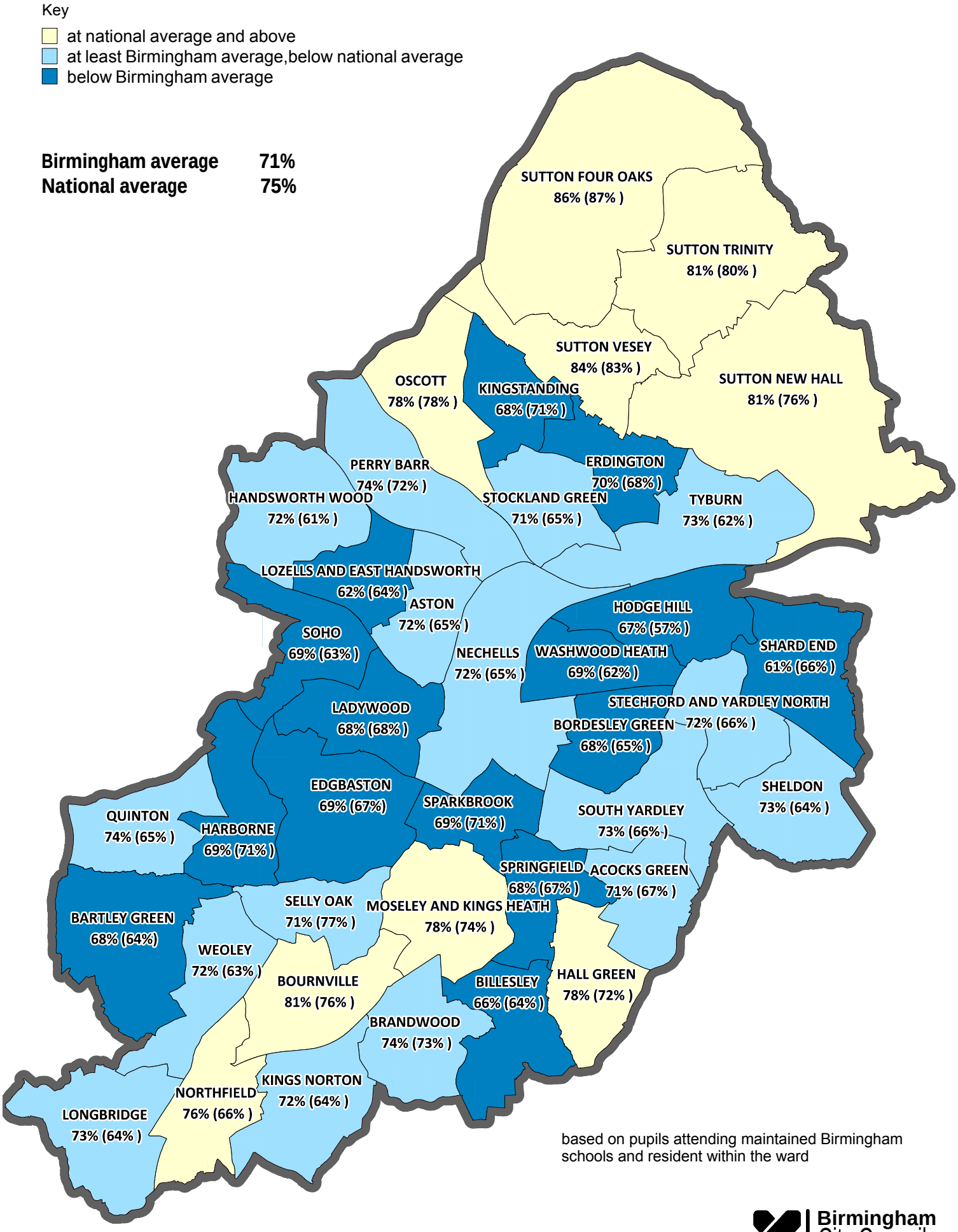
Key stage 1: Percentage of pupils achieving at least expected standard in Maths
2017 results with 2016 results shown in brackets



based on pupils attending maintained Birmingham schools and resident within the ward

Birmingham City Council

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Key Stage 2

Key Messages

- In 2017, 57% of pupils in Birmingham reached the expected standard in Reading, Writing and Maths (RWM) and 6% achieved a higher standard. This compares to 61% and 9% Nationally. While still below the National average the gap narrowed from 6% to 4% for at least the expected standard.
- Grammar, Punctuation and Spelling (GPS) attainment continues to be strong in Birmingham, 78% reached at least the expected standard in 2017, 1% above the National average. The percentage who achieved a high standard is 4% higher than National at 31%.
- The progress of children at key stage 2 has improved from 2016 in all subject areas. Birmingham is now at the National average for Maths. Reading and Writing are both -0.9, the National being 0 for all subjects.
- Birmingham's RWM attainment is 1% below the Core Cities average and 2% below Statistical Neighbours, however this does represent improvement from 2016.
- With the exception of Disadvantaged children and FSM, other groups are behind their National equivalents, particularly girls where RWM attainment is 5% below.
- Disadvantaged children's attainment for RWM is 49%, 1% above National and FSM children's attainment for RWM is 45%, 2% above National. In progress however, they are both behind, especially in Reading.
- The RWM attainment for the majority of the ethnic groups is behind their equivalents Nationally.
- Bangladeshi children in Birmingham have done particularly well in Maths being 7% above the overall average and 2% above their ethnicity group average Nationally.

Background

At the end of key stage 2 in 2017, 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

In 2017, a school is deemed to be above the floor standards set by the Department of Education (DfE) if:

- at least 65% of pupils meet the expected standard in RWM; or

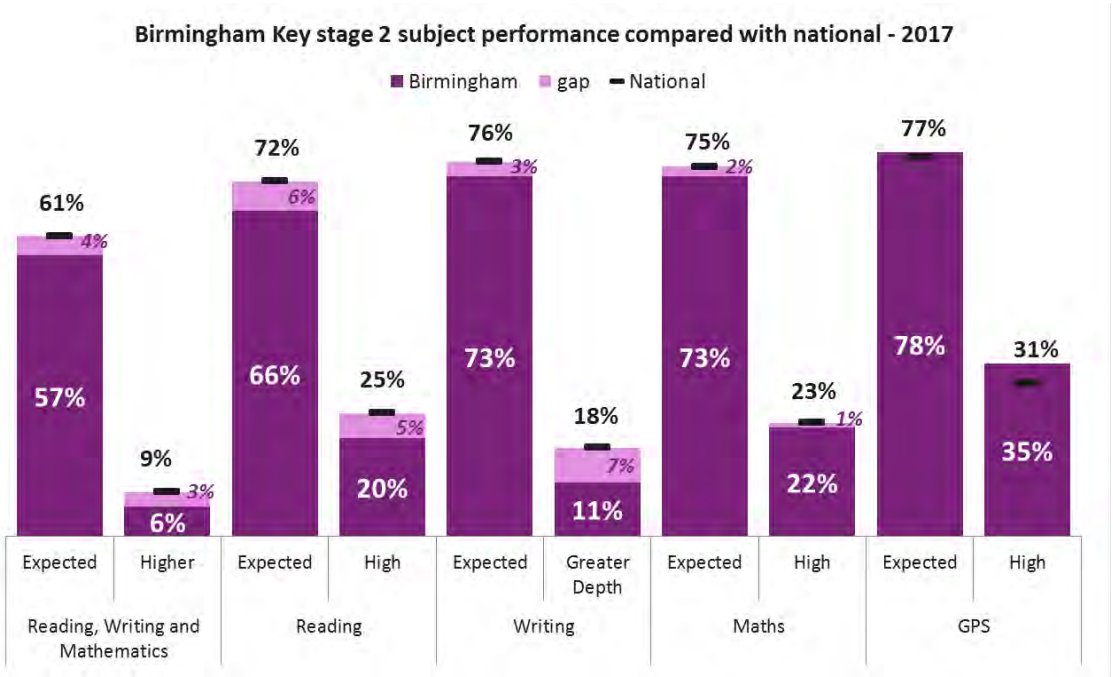
- the school achieves sufficient progress scores in all three subjects. Which is at least -5 in Reading, -5 in Mathematics and -7 in Writing.

A new key stage 2 assessment framework was introduced in 2016, previous year's results are not comparable.

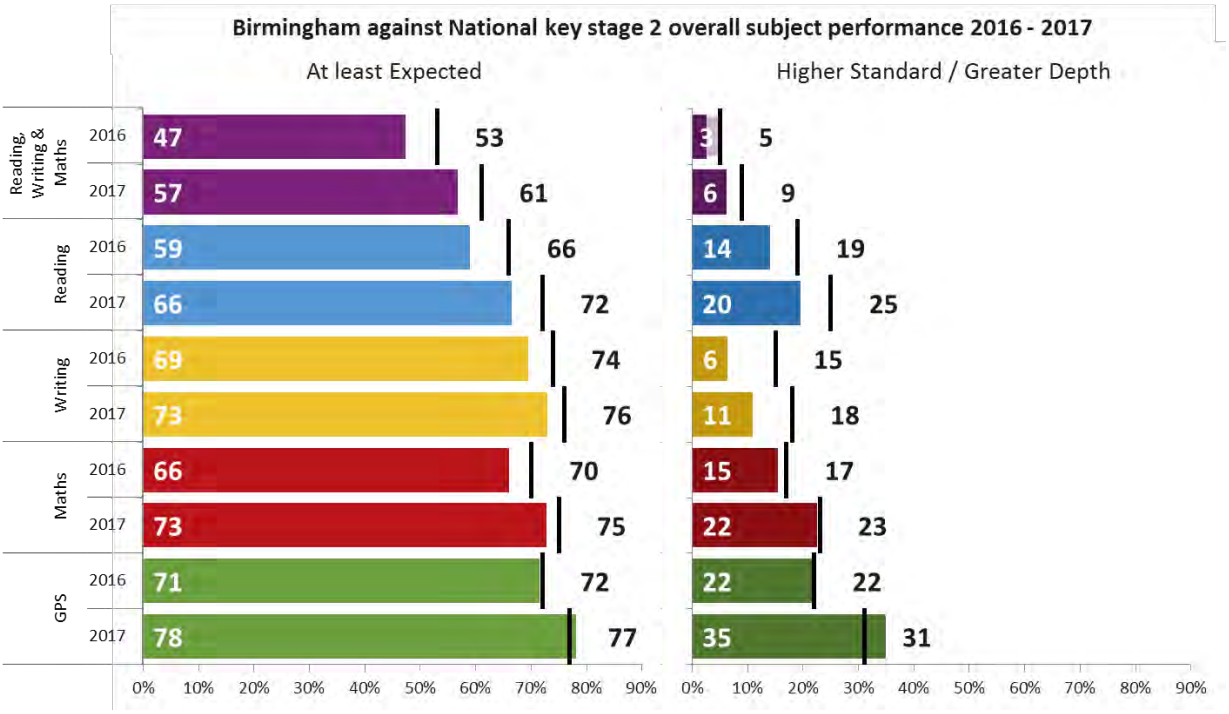
Overall Performance

Attainment

The chart below compares key stage 2 performance across the different subjects. 57% of pupils in Birmingham reached the expected standard in RWM, and 6% were assessed as working at greater depth. This is slightly below the national average of 61% and 9% respectively.



On an individual subject basis Birmingham is below the national average for Reading, Writing and Maths, with the biggest gap in Reading (6ppts). GPS attainment at 'At least Expected' and 'Higher Standard' is now above their National equivalents.



Since 2016 Birmingham's outcomes have seen improvement in every area. While still below National, the attainment gap has narrowed. RWM is now 4% below a 2% improvement on 2016.

Progress

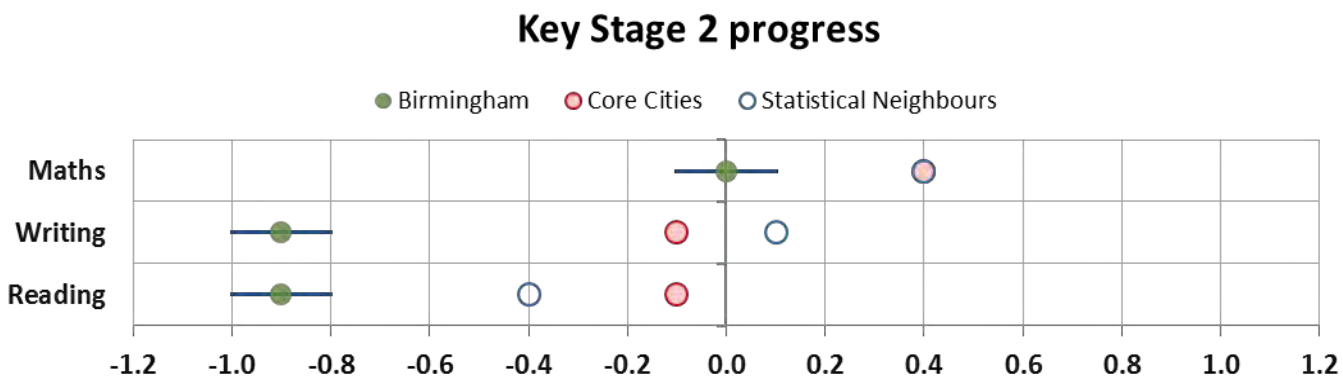
The progress measures, introduced in 2016, are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. This is undertaken by looking at a pupil's average performance at key stage 1 across reading,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

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

Birmingham' Progress - 2017



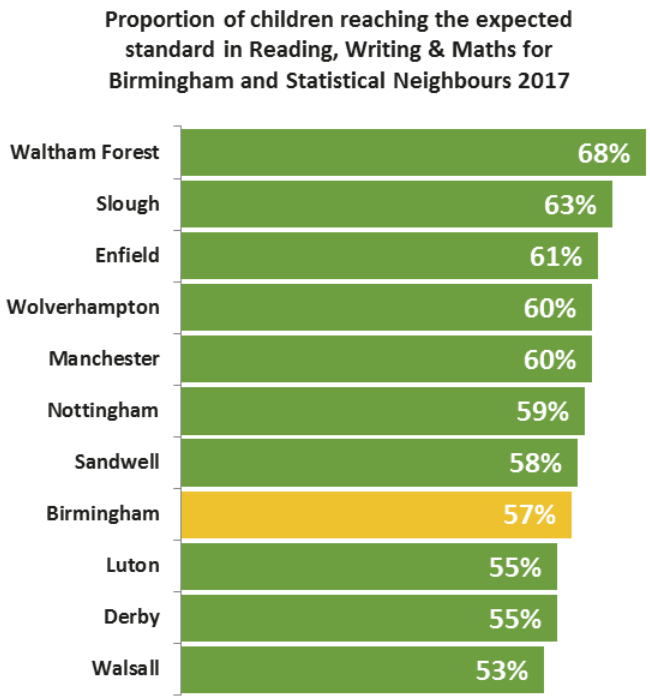
Reading and Writing were below the average for National, Core Cities and Statistical Neighbours. However, Maths was in line with the National average although below when compared to Core Cities and Statistical Neighbours.

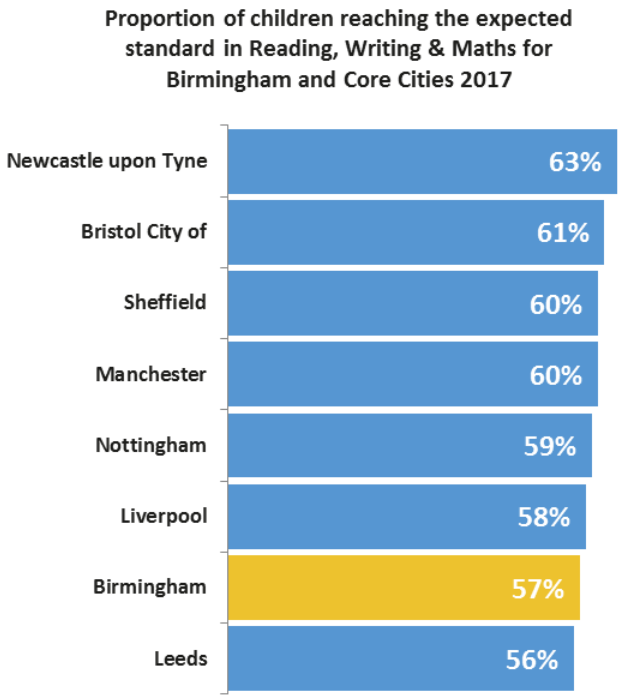
Maths = **0**

Writing = **-0.9**

Reading = **-0.9**

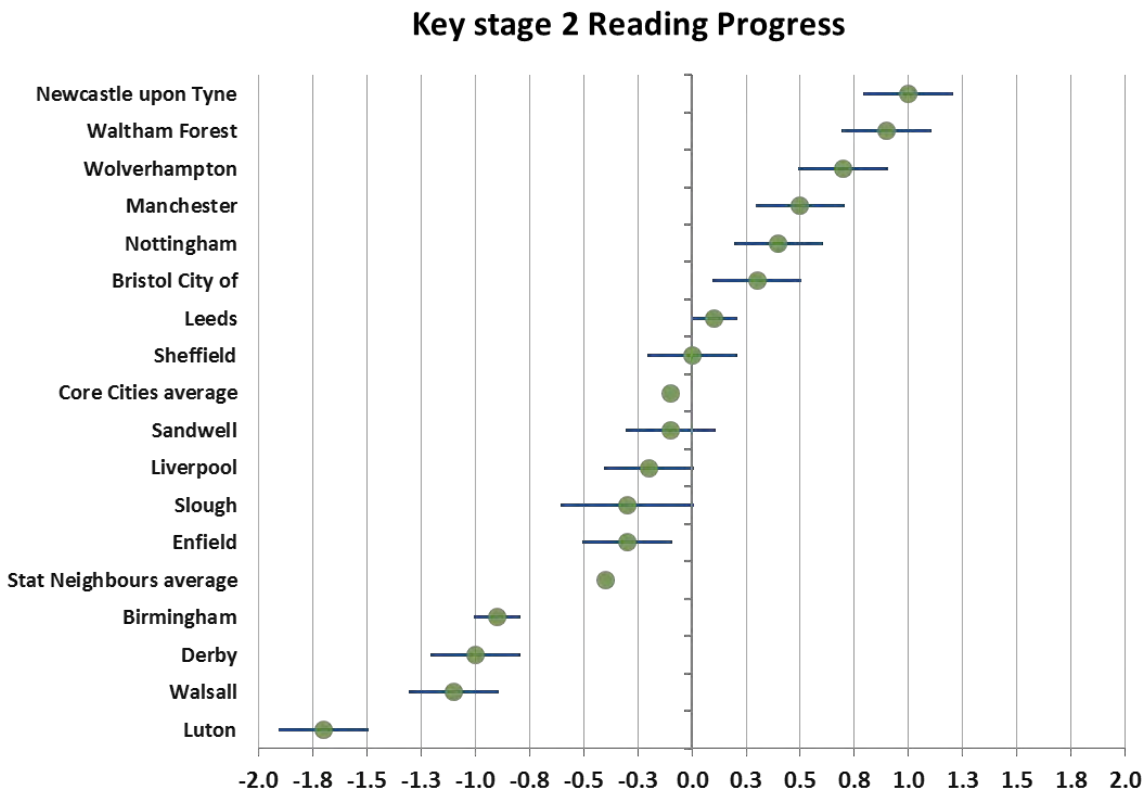
National Comparisons

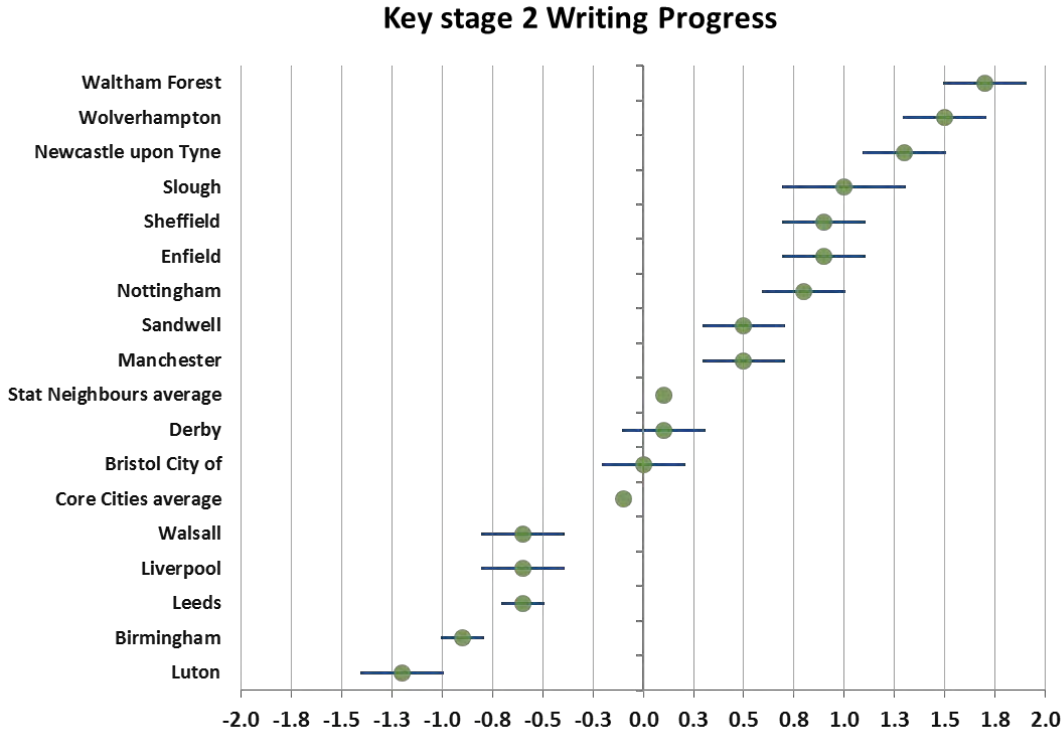


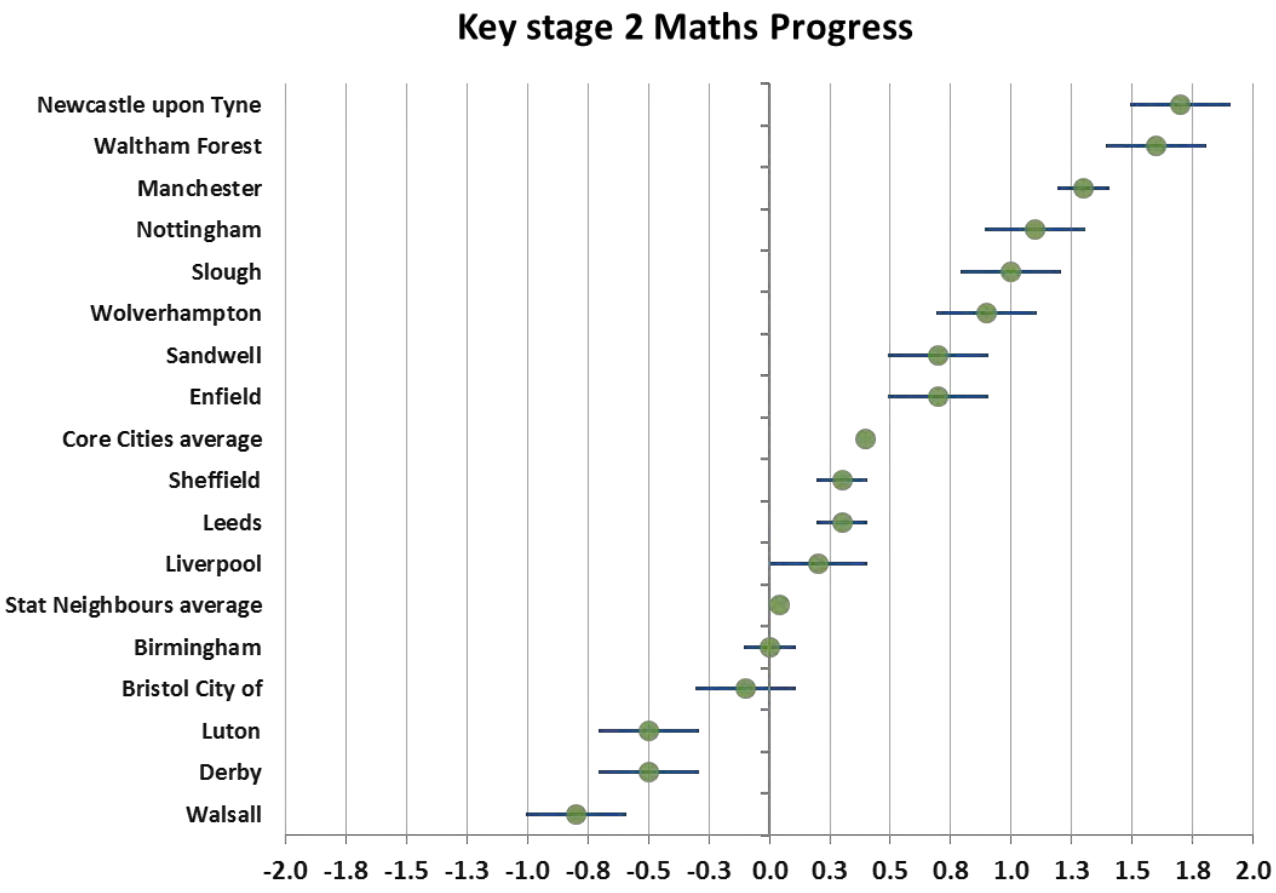


The charts above show Birmingham's position against Core Cities and Statistical Neighbours. Birmingham is ranked 8th out of the 11 when compared against Statistical Neighbours and 7th out of 8 when compared against Core Cities.

The charts below show Birmingham's progress scores ranked against other Core Cities and Statistical Neighbour LAs. Within this group Birmingham's ranking is highest in Maths and lowest in Writing.






Key stage 2 Maths Progress
Newcastle upon Tyne
Waltham Forest
Manchester
Nottingham
Slough
Wolverhampton
Sandwell
Enfield
Core Cities average
Sheffield
Leeds
Liverpool
Stat Neighbours average
Birmingham
Bristol City of
Luton
Derby
Walsall
-2.0 -1.8 -1.5 -1.3 -1.0 -0.8 -0.5 -0.3 0.0 0.3 0.5 0.8 1.0 1.3 1.5 1.8 2.0

Pupil Characteristics

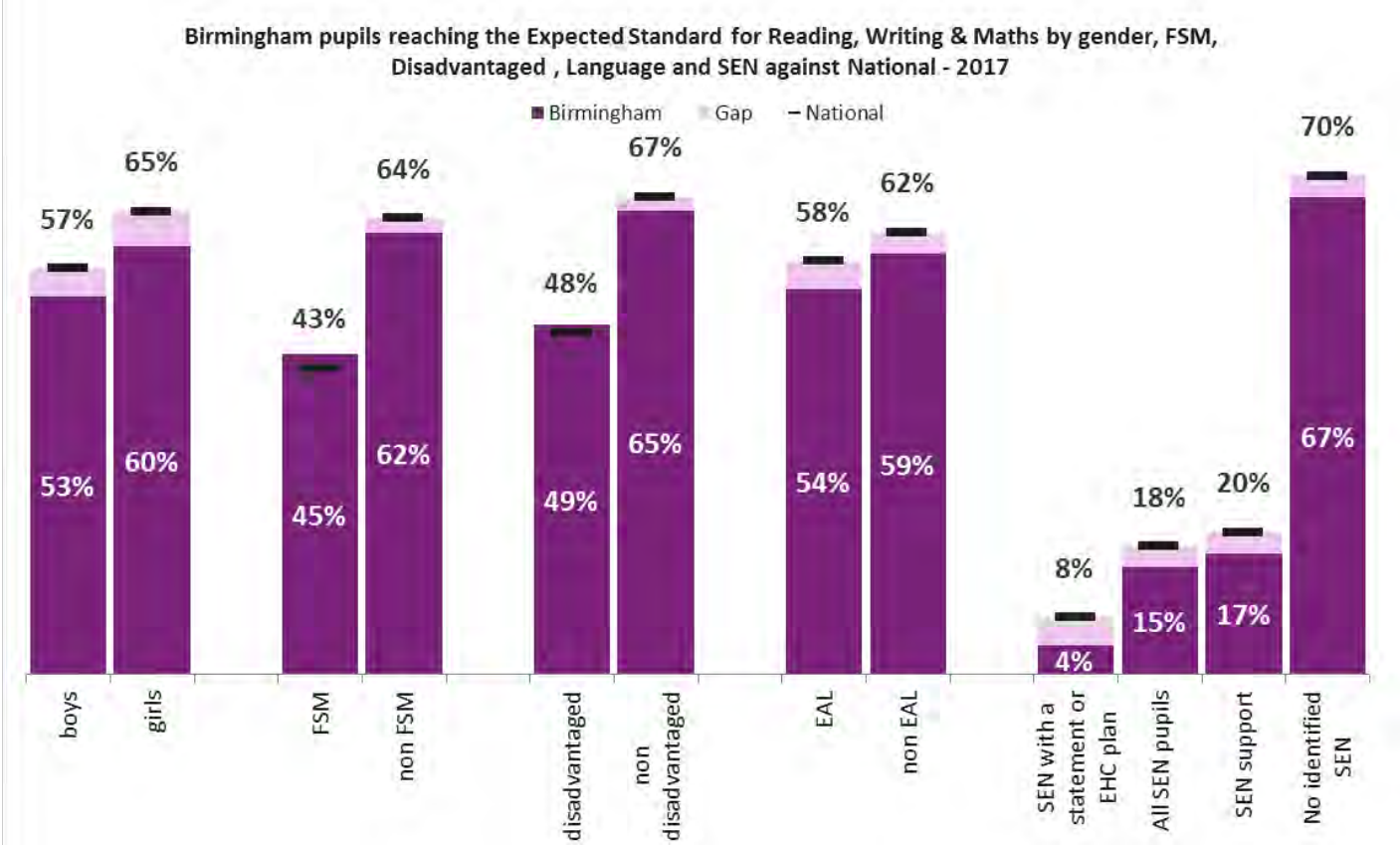
Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)

The chart below compares the average RWM attainment for pupil groups in Birmingham against their National averages displaying the attainment gaps between the groups.

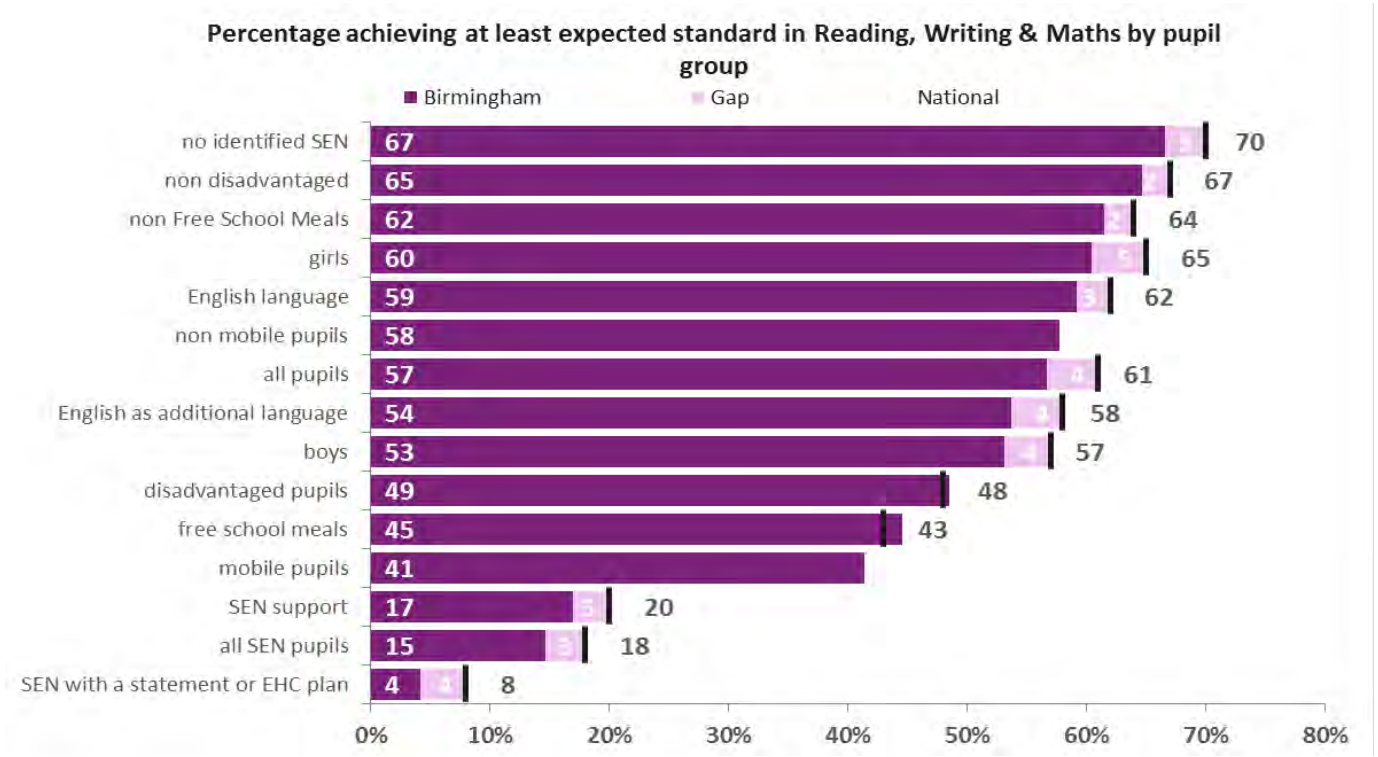
Girls outperform Boys by a gap of 7 ppts, however both groups underperform compared to their national averages.

The gap between FSM and non-FSM attainment is of 17 ppts and a gap between disadvantaged pupils' performance and non-disadvantaged pupils of 16 ppts. However the performance of FSM children and disadvantaged children in Birmingham is very slightly above the national average.

EAL pupils' performance compared to non-EAL is showing a gap of 5 ppts. 15% of SEN pupils achieved the expected standard.

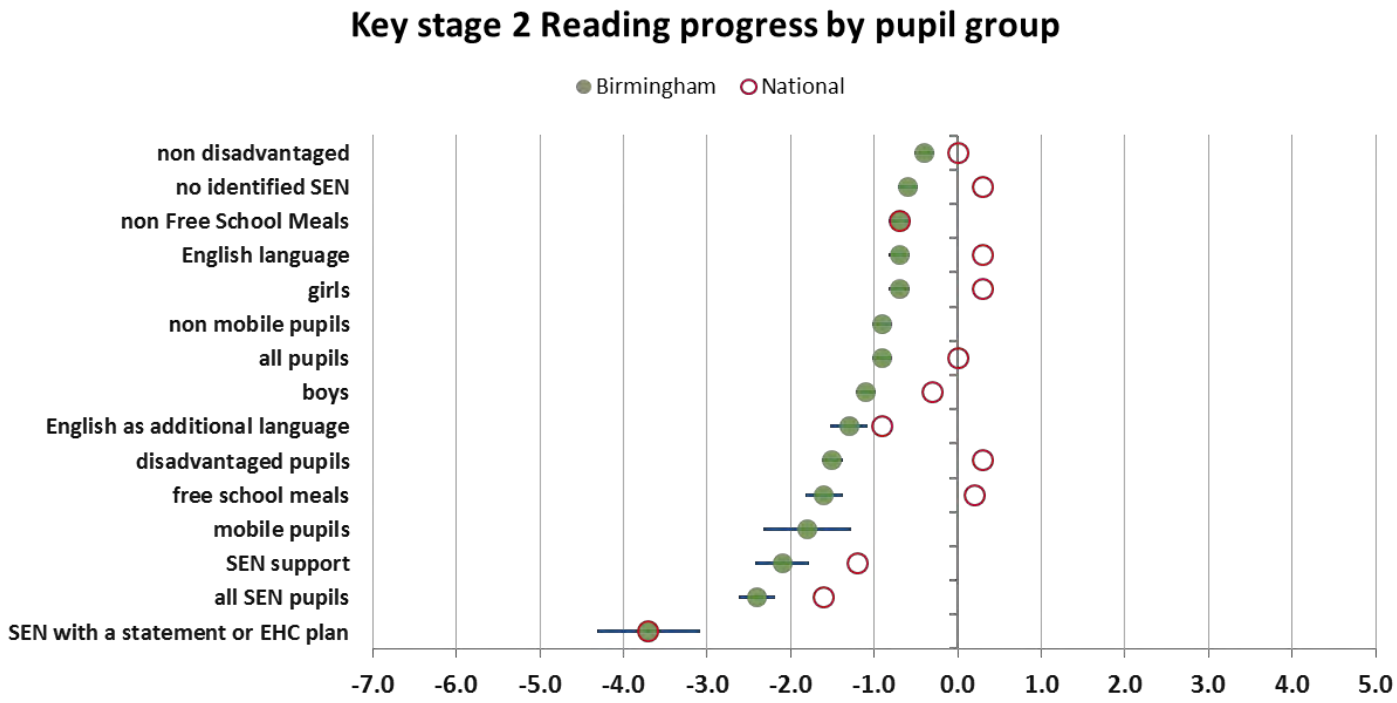


The graph below shows the same pupil groups ranked in order of attainment against their national equivalents. Note the inclusion of Mobile and non-Mobile groups. A child is classed as non-Mobile if they have been within the same school for 2 years or more. We do not have the National averages for these groups.

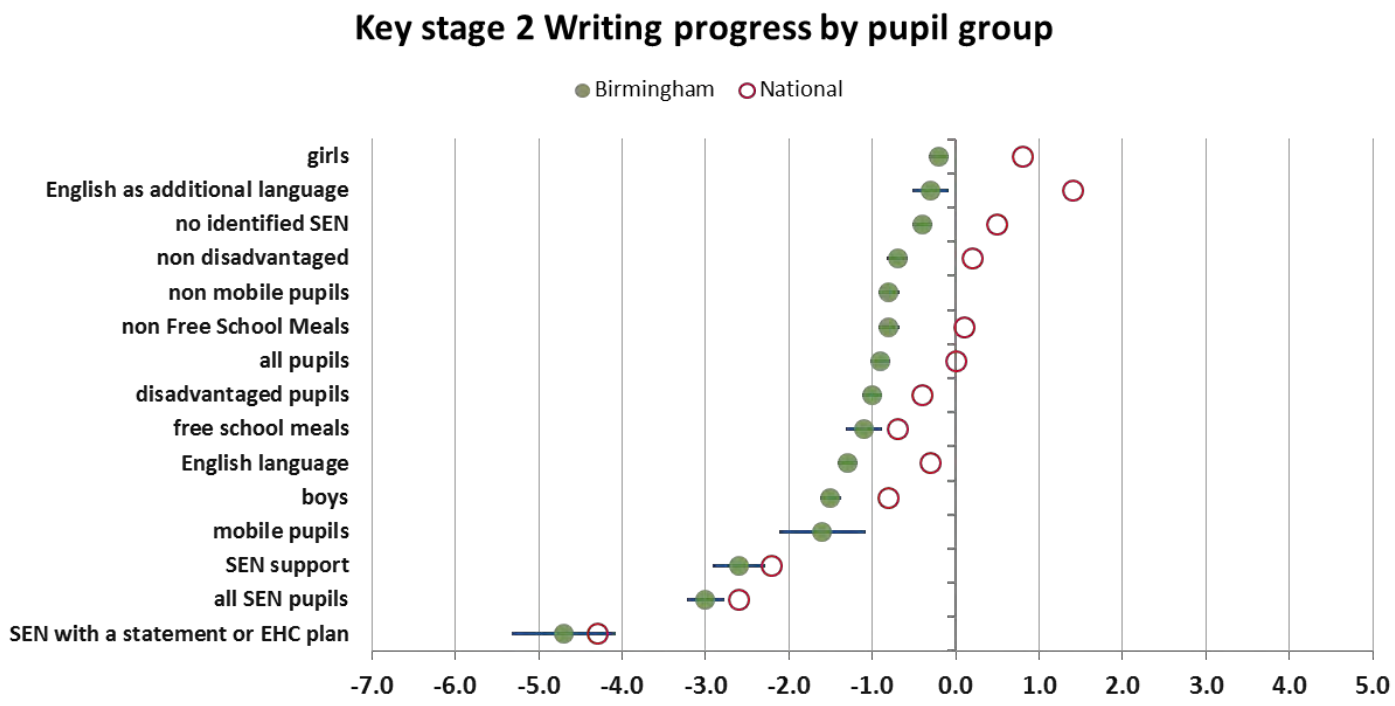


Progress - characteristics

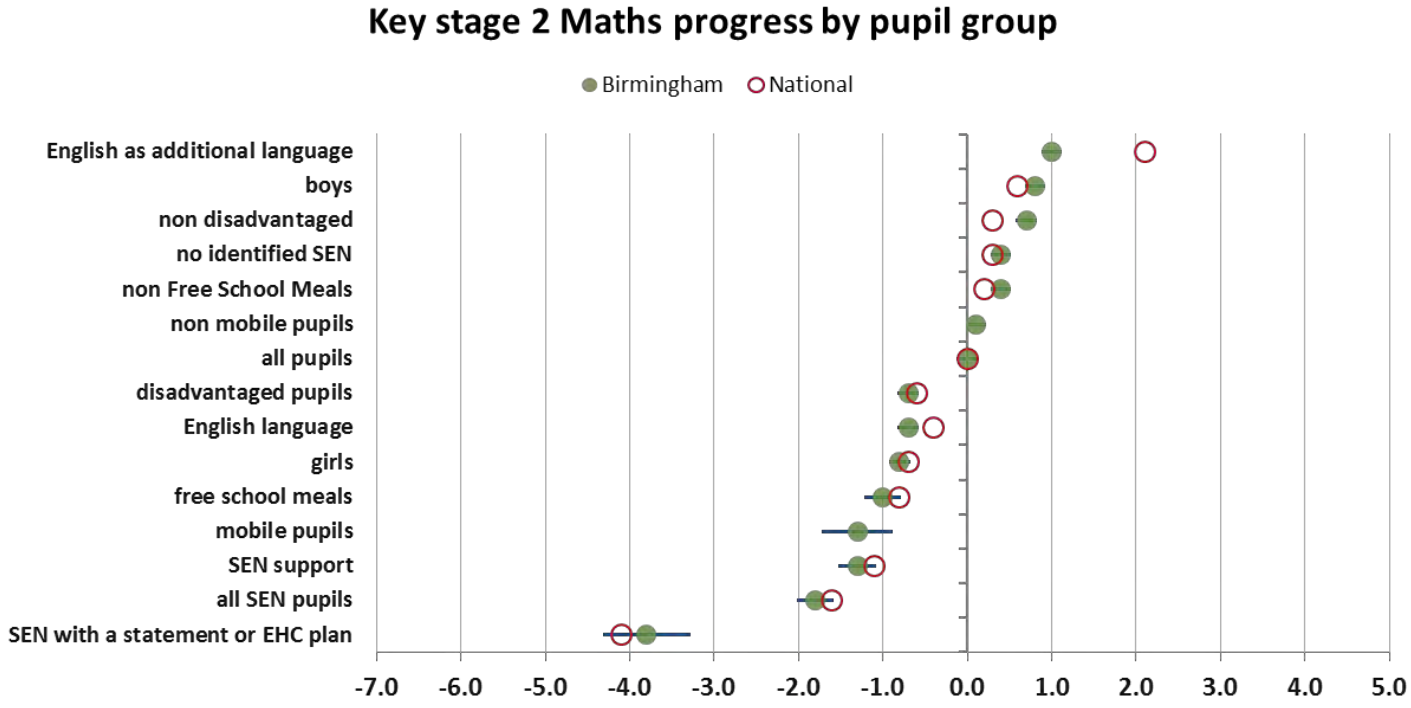
The three charts below show the progress scores for Reading, Writing and Maths by pupil group for Birmingham and Nationally. They are ordered in descending order by Birmingham progress score. It compares each group to its National equivalent (hollow circle). The National average for all pupils is 0 (represented by the vertical axis).



In Reading, every pupil group in Birmingham falls below the overall National average for Progress. While Non-FSM and SEN statemented pupil groups are in line with their National group average, Disadvantaged and FSM are significantly behind.



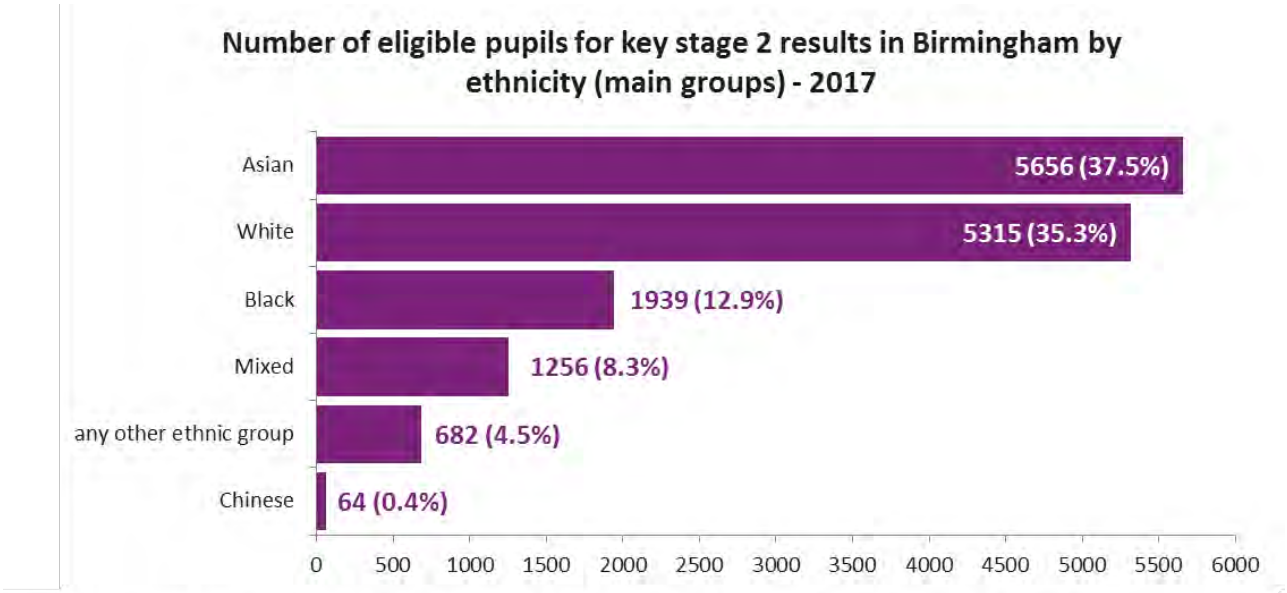
In Writing, every pupil group in Birmingham falls below both the overall National average and their groups National average for Progress. EAL pupils are significantly behind when comparing to their groups average Nationally.

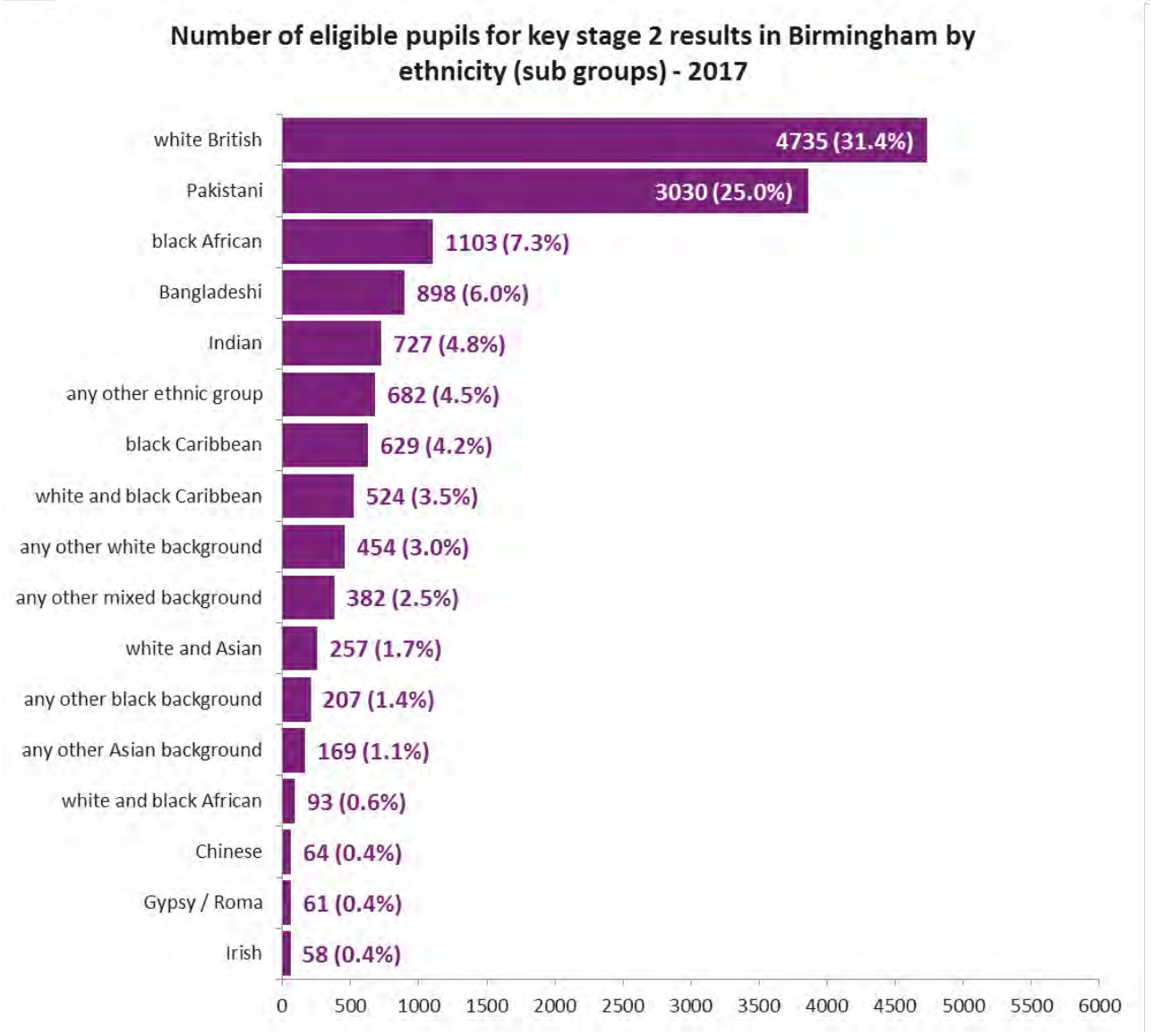


In Maths, Birmingham is in-line with the overall National average, scores for individual pupil groups roughly mirror those of their group's National average. Non-Disadvantaged, non-FSM and Boys in Birmingham make more progress than their groups National averages. EAL pupils make the most progress compared to the others but underperform relative to their group Nationally.

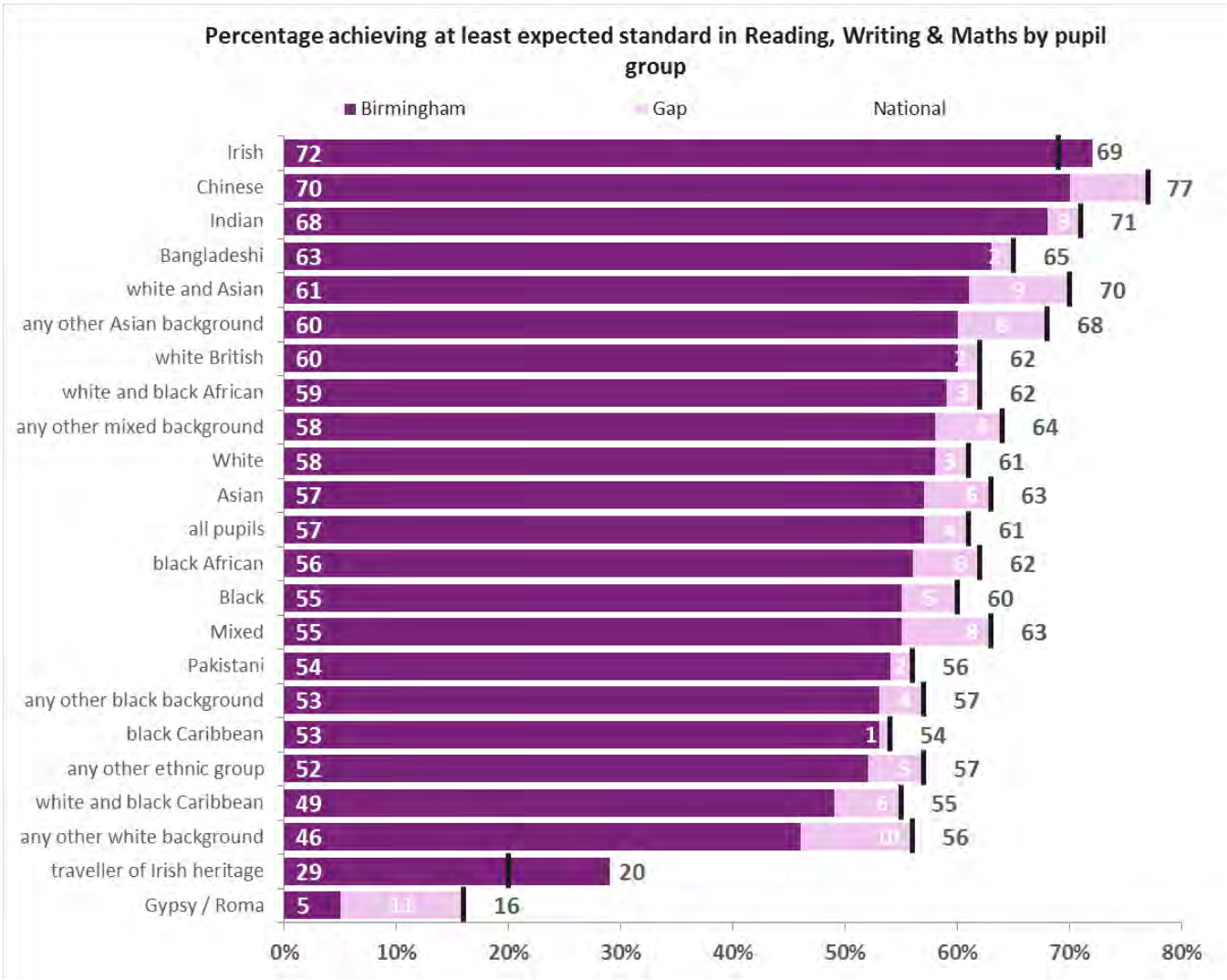
Ethnicity Profile – Key stage 2

The graphs below show the ethnic distribution of Birmingham key stage 2 eligible pupils in 2017.





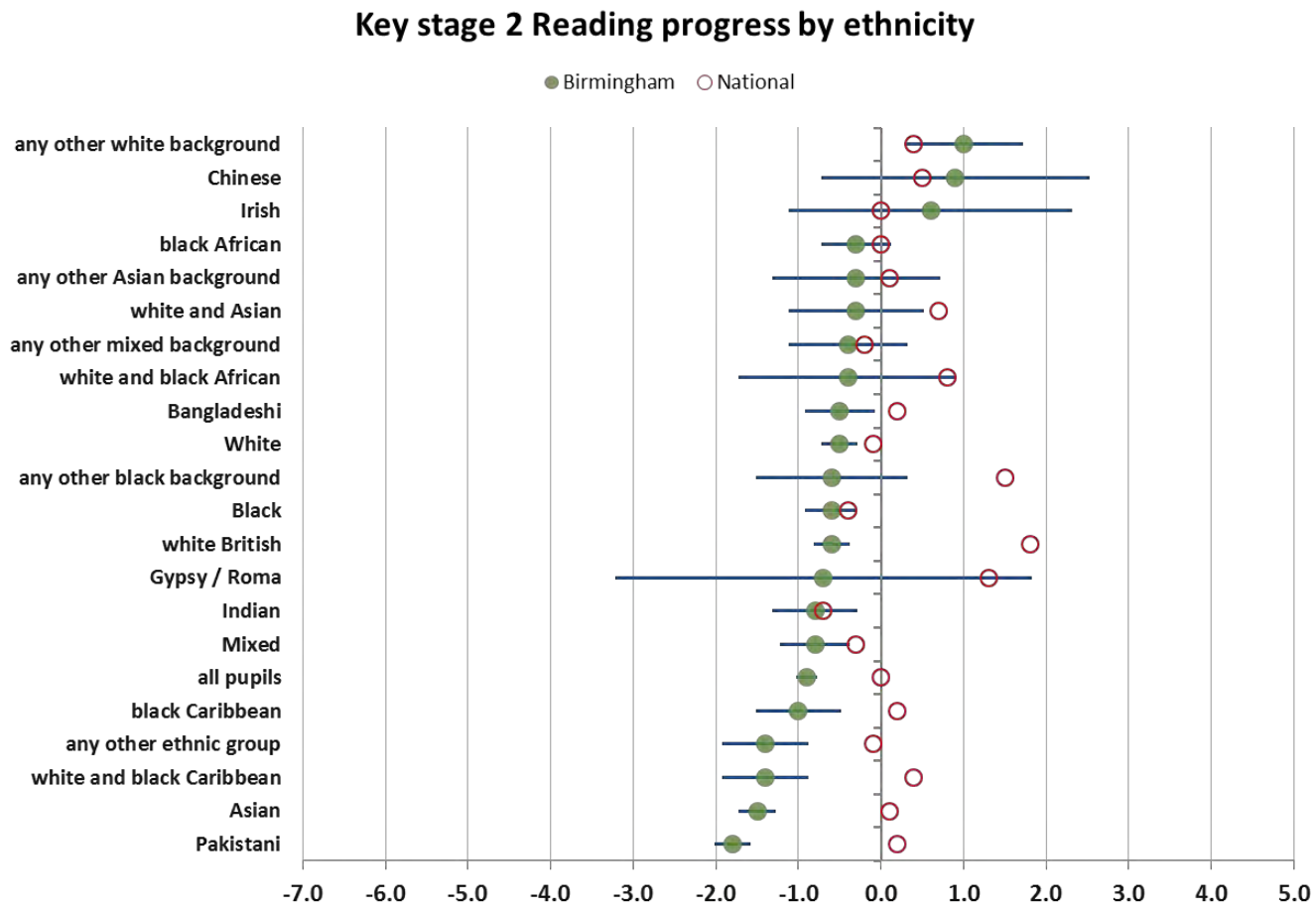
The chart below shows the attainment for RWM by pupil ethnicity. They are displayed in descending order of Birmingham outcomes.



With the exception of some of the smaller groups most ethnicity groups have slightly lower average attainment when compared to their National average.

Progress by Ethnic Group

The three charts below show the progress scores for Reading, Writing and Maths by pupil ethnicity group. They are ordered by descending progress score in Birmingham comparing each group to its National equivalent (hollow circle). The National average for all pupils is 0 (represented by the vertical axis). The horizontal line represents the confidence interval for the Birmingham outcome, the smaller the pupil group the larger it will be. If the red circle falls on the blue line it means that Birmingham's outcome is not significantly higher or lower than the National average.

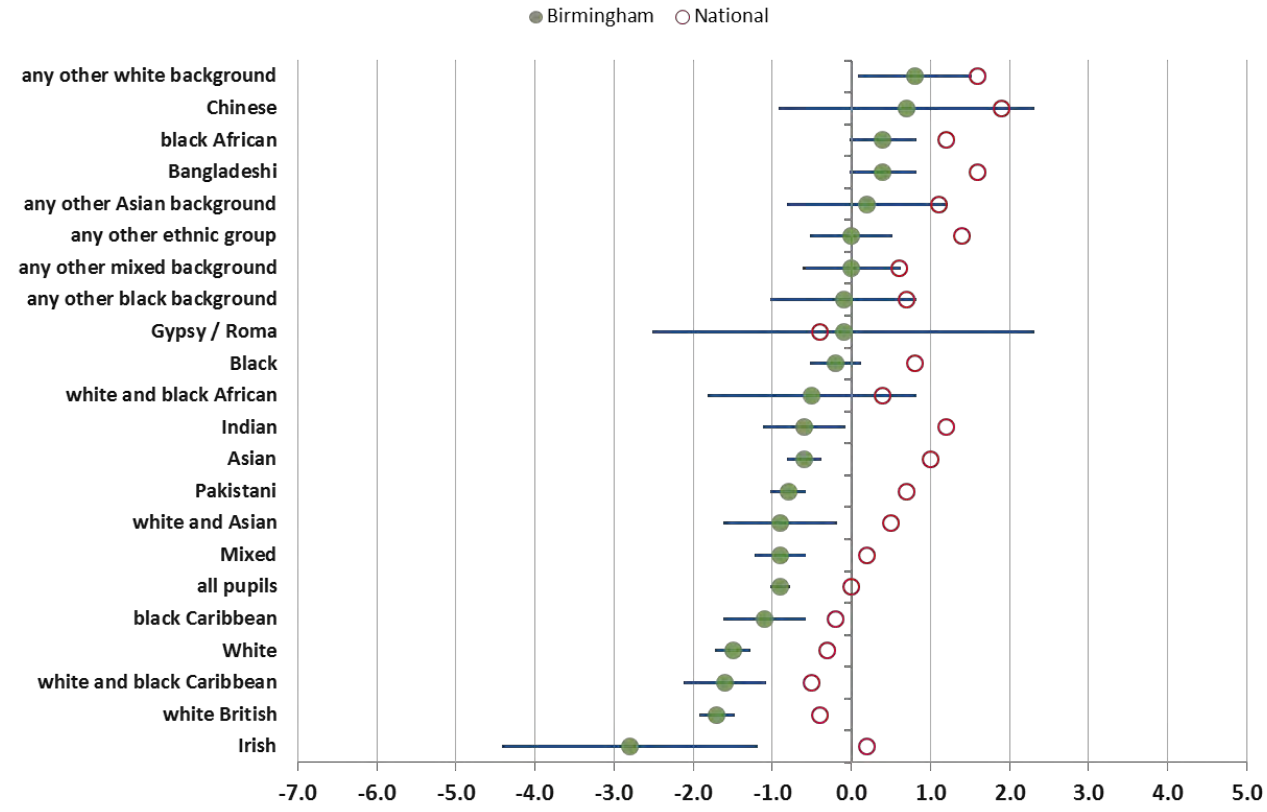


For Reading Progress, 10 ethnic groups have Progress score close (within confidence levels) to their National equivalents. The rest, fall significantly below. 'Any Other White Background' pupils outperforms the overall National average beyond Confidence Intervals.

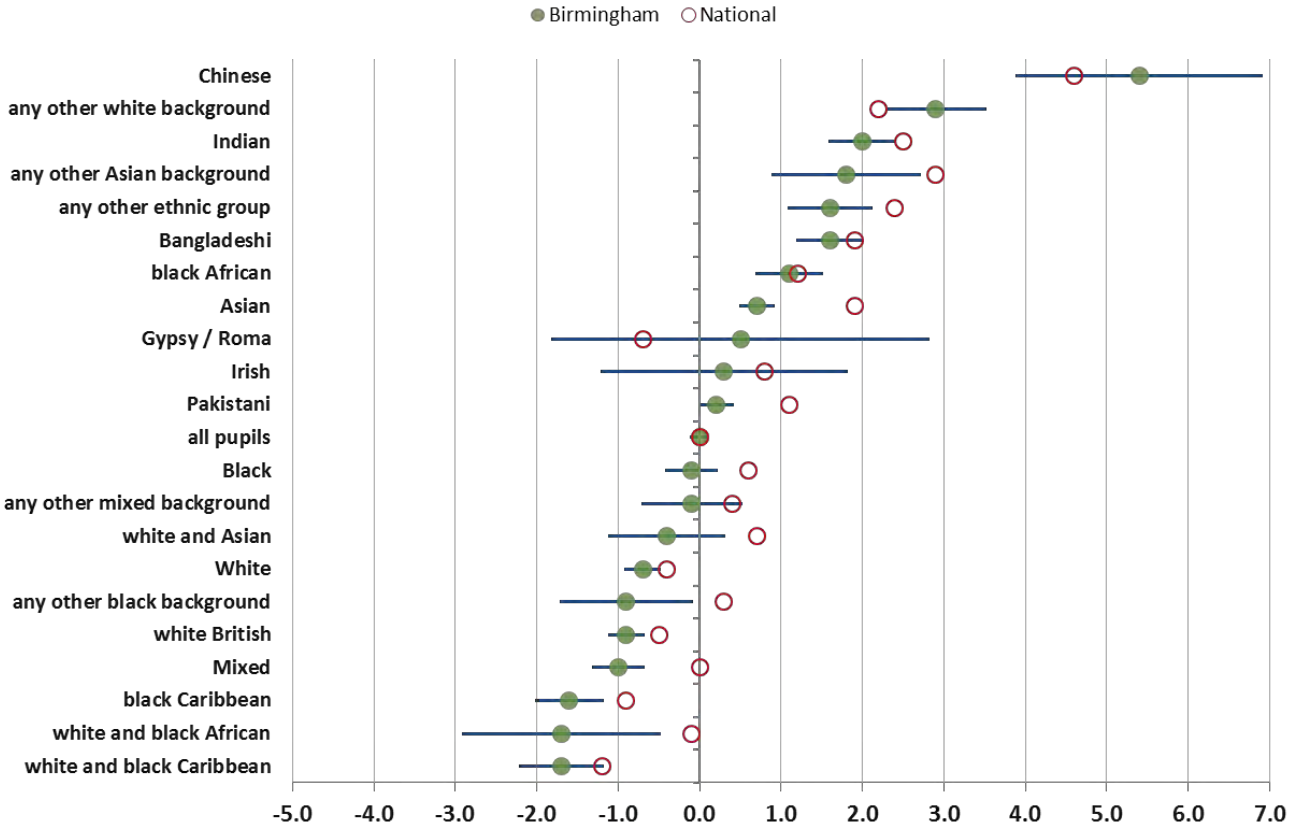
For Writing Progress, 6 ethnic groups have a Progress score close to (within Confidence Intervals) their National equivalents, the rest fall below. 3 groups score statistically above the overall National average

Maths Progress is the most positive with 9 groups scoring statistically above overall National progress, although only one of these groups (Any Other White Background) statistically outscores its national equivalent. Birmingham and National groups score similarly (within Confidence Levels) in 7 categories

Key stage 2 Writing progress by ethnicity

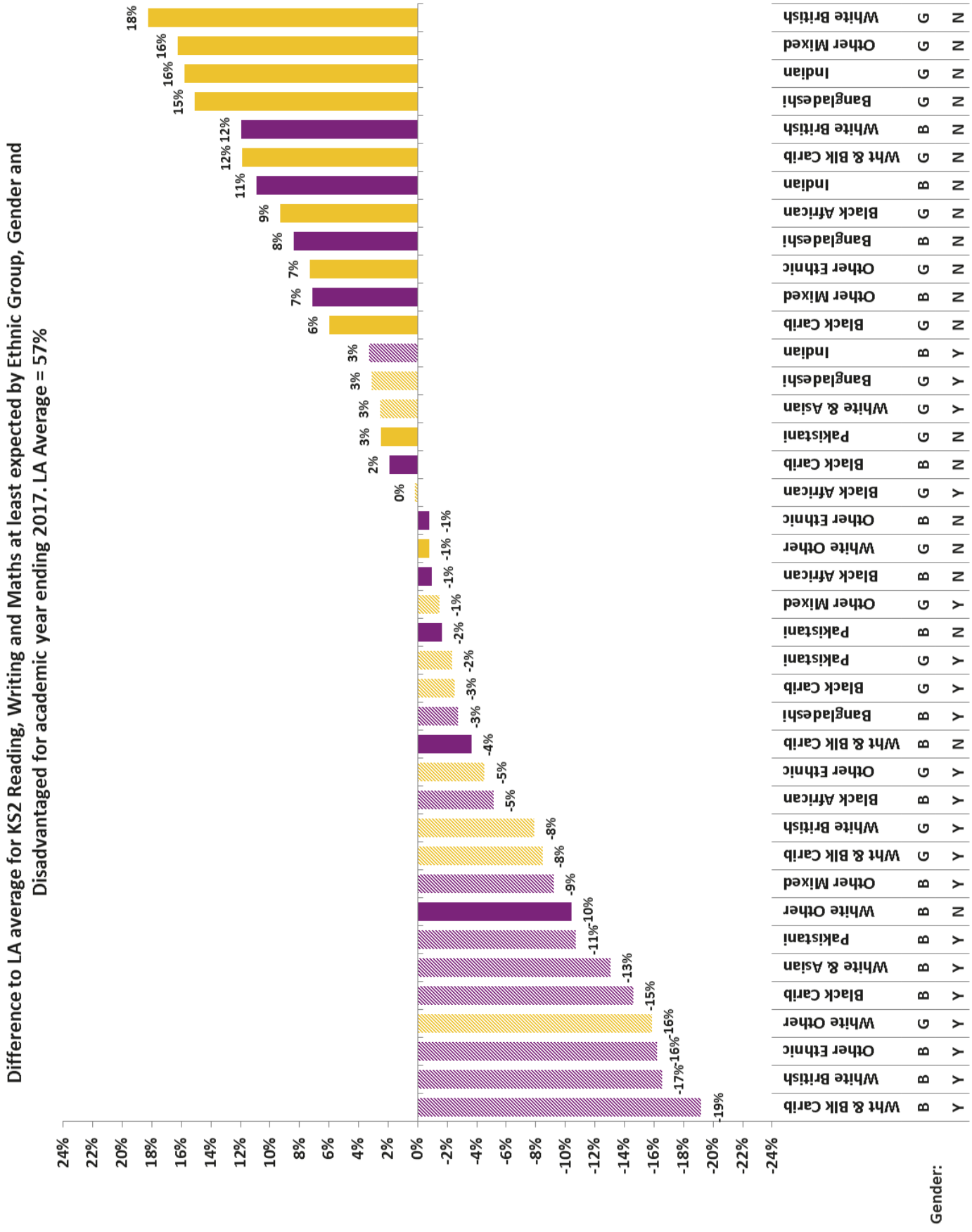


Key stage 2 Maths progress by ethnicity

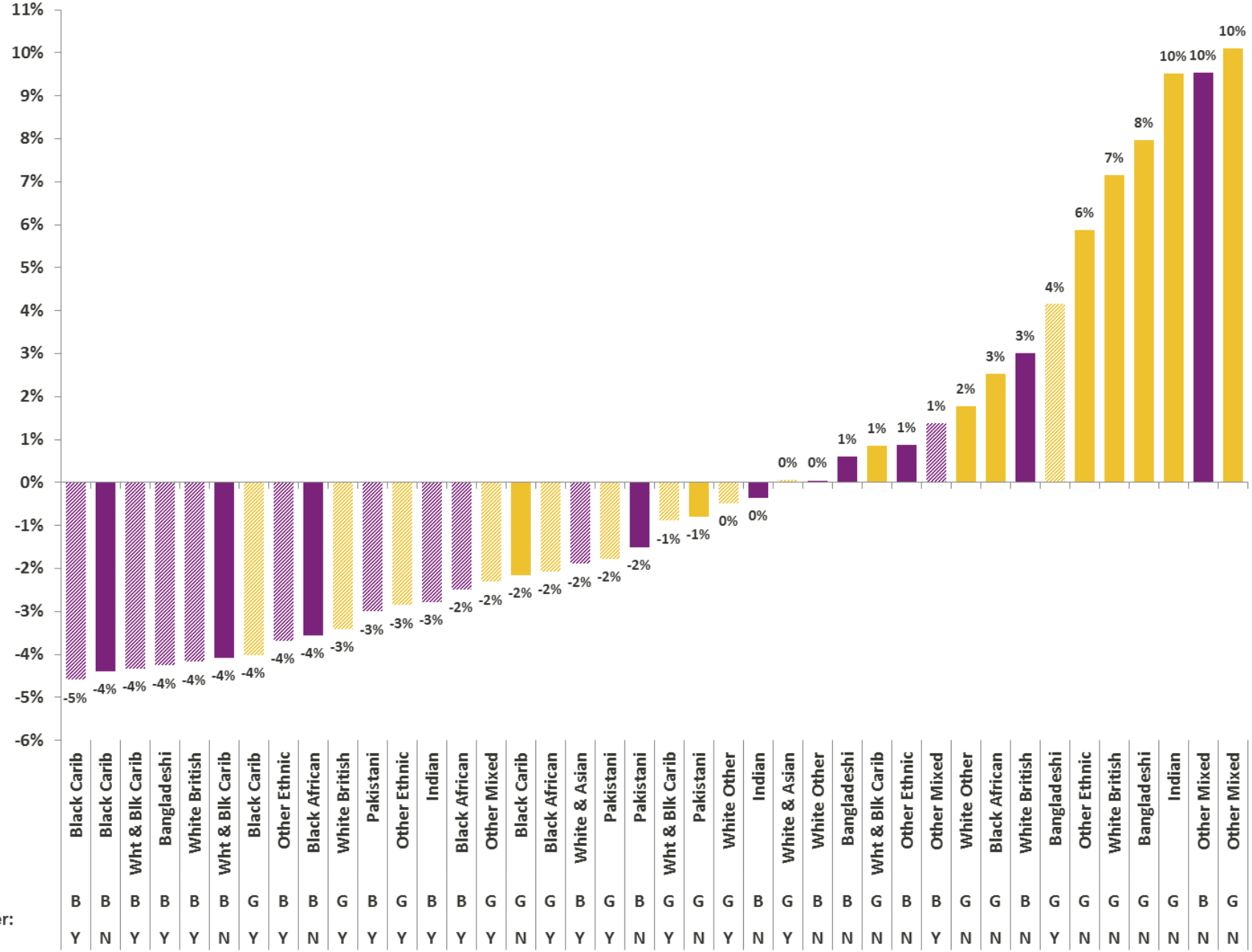


Ethnic group, gender and disadvantaged – differences to the LA average

The charts below shows the Birmingham figure for RWM attainment at KS2 for Disadvantaged status, ethnic group and gender relative to the overall Birmingham average.



Difference to LA average for KS2 Reading, Writing and Maths greater depth by Ethnic Group, Gender and Disadvantaged for academic year ending 2017. LA Average = 6%

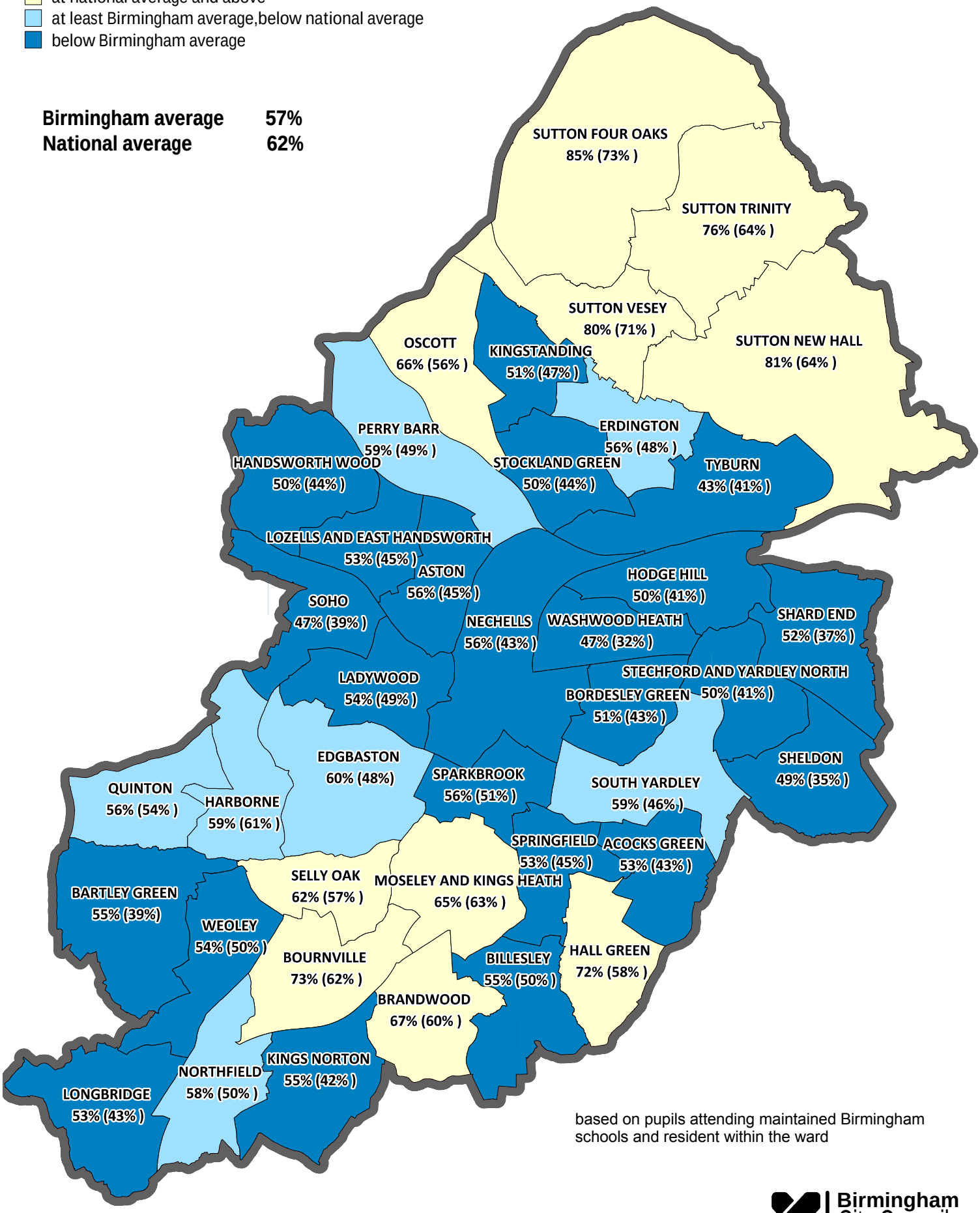


Key stage 2: Percentage of pupils achieving at least expected standard in reading, writing and maths
2017 results with 2016 results shown in brackets

Key

- at national average and above
- at least Birmingham average,below national average
- below Birmingham average

Birmingham average	**57%**
National average	**62%**



based on pupils attending maintained Birmingham schools and resident within the ward

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Birmingham City Council

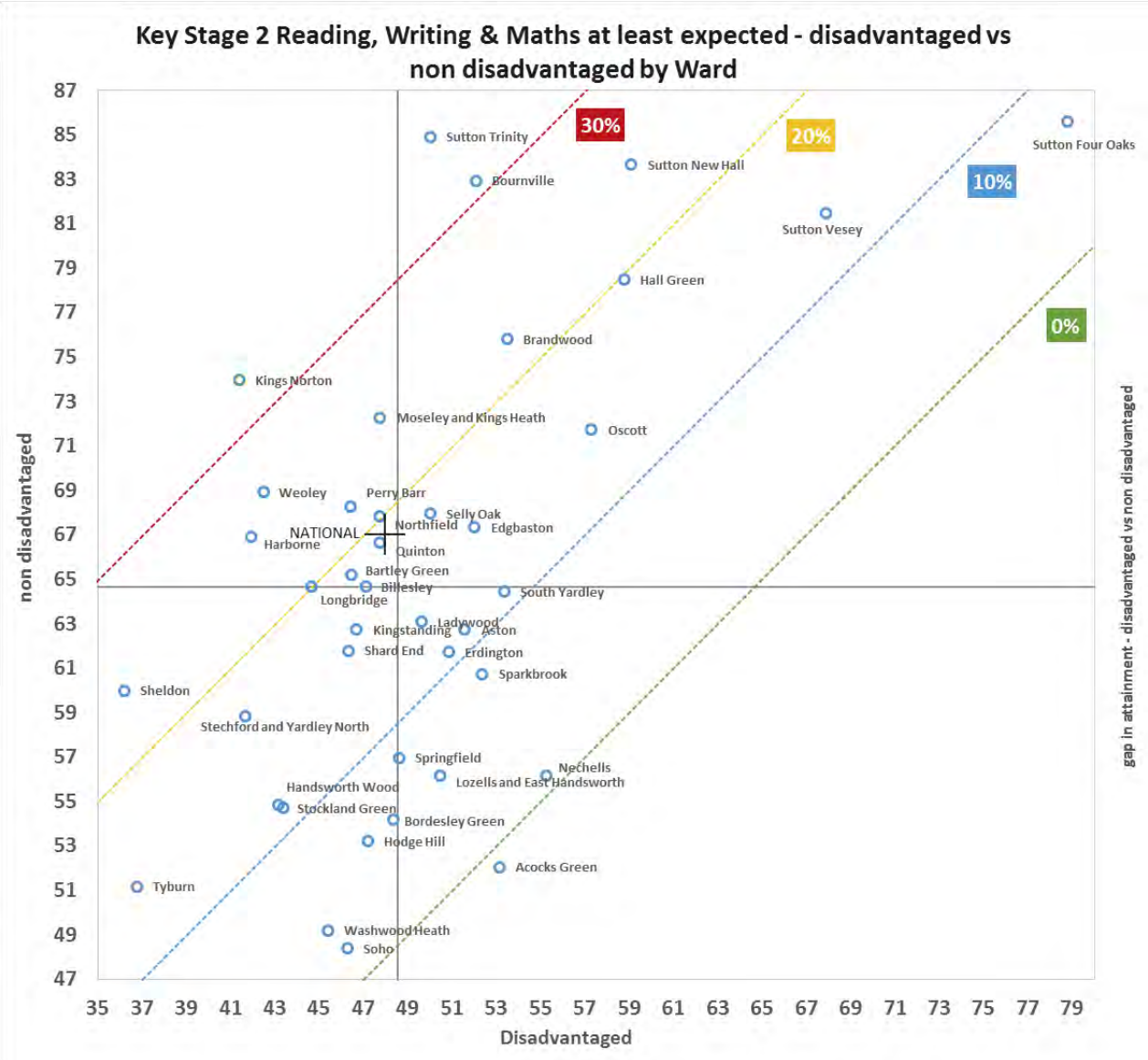
Disadvantaged vs Non Disadvantaged Attainment by Ward

The chart below 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.

Non-Disadvantaged children in the 4 Sutton Coldfield wards and Bournville performed well but Disadvantaged performance was variable. The attainment gap in Sutton Four Oaks was less than 10 ppts whereas in Sutton Trinity and Bournville, it was above 30 ppts.'

Non-Disadvantaged children living in Kings Norton, 'Moseley and Kings Heath' and Oscott all performed well, however attainment of Disadvantaged children showed a wide variation. The attainment gap in King's Norton was more than 30 ppts - Oscott had a much smaller attainment gap at around 15 ppts.

Nechells, Acocks Green, Soho and Washwood Heath have the narrowest attainment gaps. However in all four of these wards non-Disadvantaged attainment was significantly below the LA average. For Acocks Green non-Disadvantaged attainment was lower than Disadvantaged - over 4ppts above the LA average. In Washwood Heath and Soho, while Disadvantaged attainment was just below the LA average, the Wards had the lowest attainment for non-Disadvantaged children in Birmingham.



Floor Standards and Coasting Schools

In 2015, schools were classed as below floor standard if:

- fewer than 65 percent of pupils achieved a combined level 4 or above in reading, writing and maths and
- the percentage of pupils making expected progress in reading is below the median (national median = 94 percent for 2015) and
- the percentage of pupils making expected progress in writing is below the median (national median = 97 percent for 2015) and
- the percentage of pupils making expected progress in maths is below the median (national median = 93 percent for 2015).

For 2016 and 2017 schools are classed as below floor standard if:

- fewer than 65% of pupils meet the expected standard in reading, writing and maths OR
- the school does not achieve sufficient progress scores in all three subjects. (At least -5 in English reading, -5 in maths and -7 in English writing)

The coasting definition is based on a three years of data, using the same performance measures that underpin the floor standards. A primary school falls within the coasting definition if:

- In 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils
- In 2016, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing, and;
- In 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.

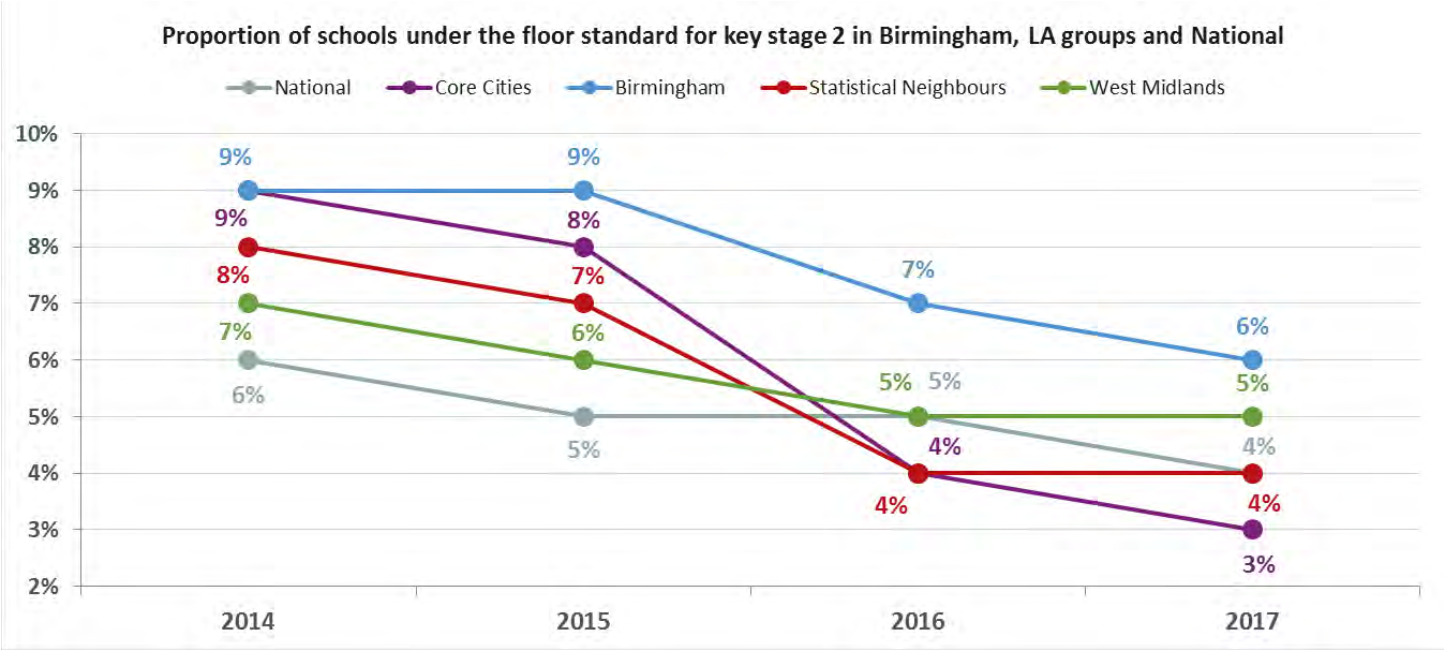
There are exceptions to this rule, e.g. if a school has converted into a sponsored academy at anytime in the last three school years. For a full explanation see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676406/Primary_school_accountability_technical_guidance_-January_2018_update.pdf

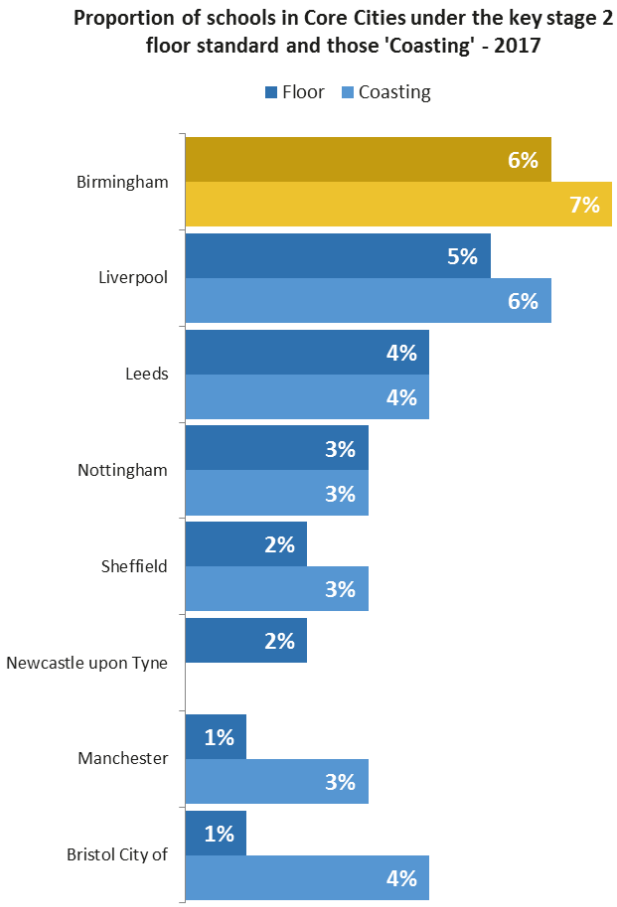
Birmingham's Schools

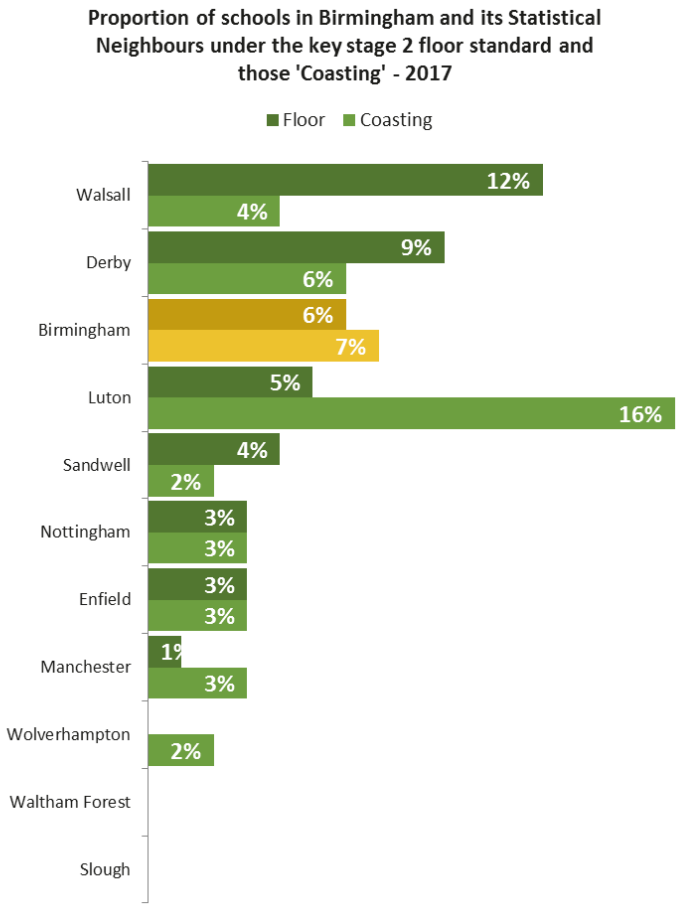
Over the last 4 years, the proportion of schools that are below floor standard in Birmingham has decreased from 9% to 6%. This is in line with Statistical Neighbours although not as good as National or West Midlands. Core cities have improved the most – by 5 ppts.

The proportion of schools that are defined as coasting has remained the same for all groups with the exception of National which has increased by 1 ppts.



The charts below detail the percentage of schools assessed as below floor standard and those deemed to be coasting for Core Cities and Statistical Neighbours. Nationally the percentage of coasting schools is 4%.

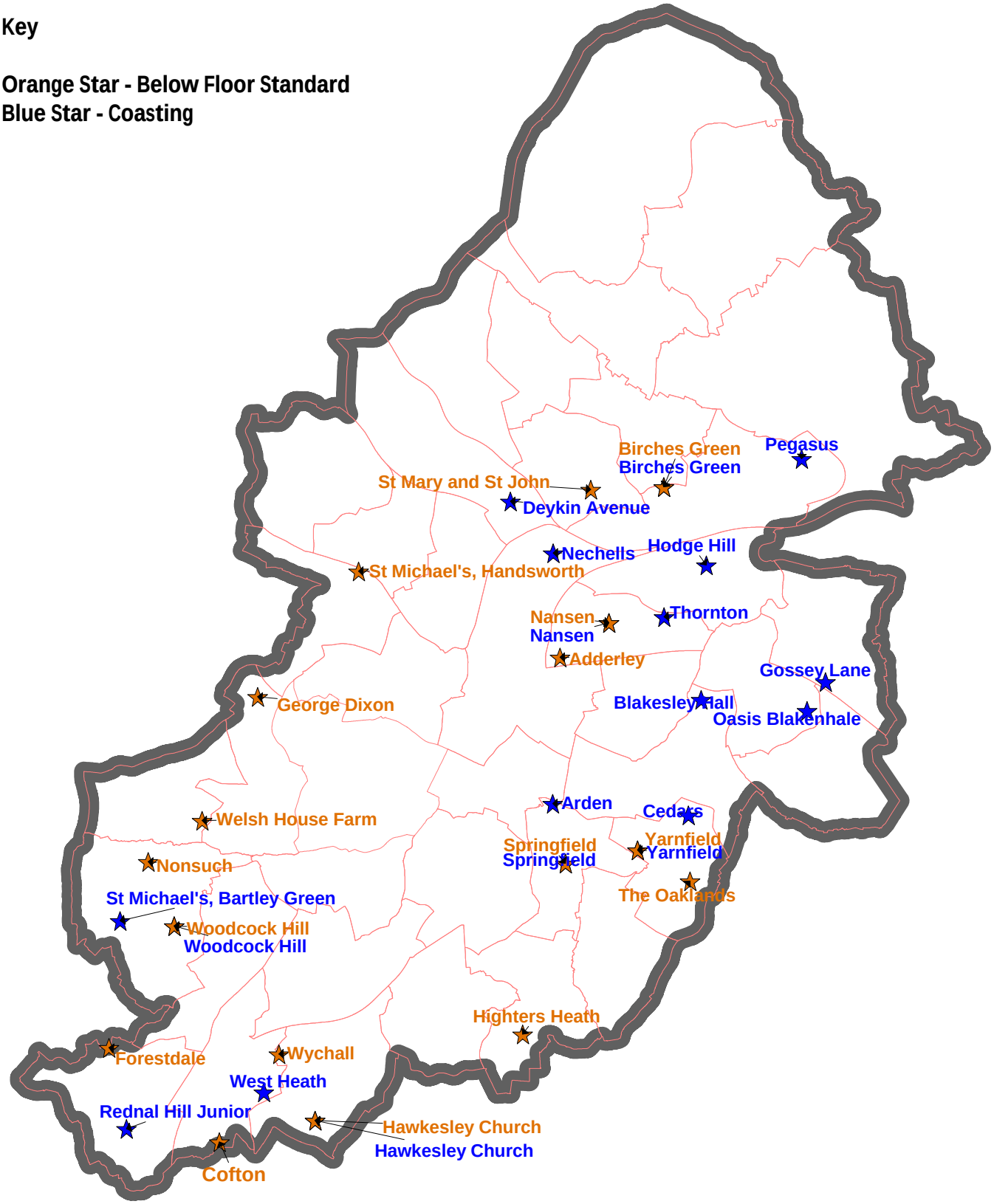




Key stage 2: 2017 Birmingham Primary schools below Floor Standard or classed as Coasting

Key

Orange Star - Below Floor Standard
Blue Star - Coasting



based on pupils attending maintained Birmingham schools and resident within the ward

Birmingham City Council

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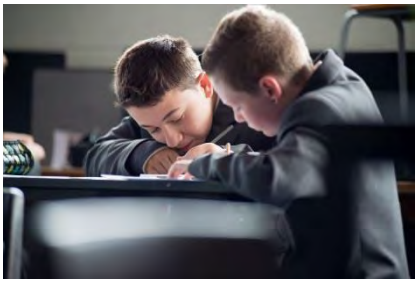


Secondary School Results

Key Stage 4

Key Messages

- In 2017, Birmingham's Progress 8 score was -0.01 compared to the state funded National average of -0.03. This means that children in Birmingham made slightly better 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 2017 was 46.1 which is slightly below national average of 46.4. Comparisons cannot be made with 2016 due to changes in point equivalents.
- 40.2% of children in Birmingham achieved a strong pass (9-5 grade) in English and Maths, whilst 60.1% achieved a standard pass (9-4 grade). This is below the National averages of 42.9% and 64.2% respectively.
- English Baccalaureate attainment in Birmingham was above the National average. 22.2% achieved with a 9-5 grade in English and Maths and 24.7% achieved with a 9-4 grade. Nationally the average attainment was 21.4% and 23.9% respectively.
- Birmingham is above the Core City and Statistical Neighbour averages for Progress 8, Attainment 8, English and Maths and English Baccalaureate attainment in 2017.
- Birmingham Disadvantaged children's Progress 8 was significantly above Disadvantaged children Nationally averaging -0.18 compared to -0.40.
- Non-Disadvantaged children's Progress 8 average was 0.15 compared to 0.11 Nationally.
- The gap in progress made between Disadvantaged and non-Disadvantaged is much narrower in Birmingham than Nationally.
- The Progress 8 score for children who speak English as an additional language (EAL) in Birmingham, while higher than the overall National average, is significantly behind EAL children Nationally.
- Indian children in Birmingham have outperformed both the overall and ethnicity averages in Attainment 8' Nationally.
- The average Attainment 8 score for Black Caribbean children in Birmingham is above their ethnicity group Nationally.

Background

The 2017 headline accountability measures for secondary schools are: Attainment 8, Progress 8, attainment in English and mathematics at grades 5 or above, English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics), and destinations of pupils after key stage.

In 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. The table to the right maps the old and new grading structures.

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

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.

Progress 8 is a value added measure quantifying the progress a pupil makes from the end of primary school to the end of secondary school.

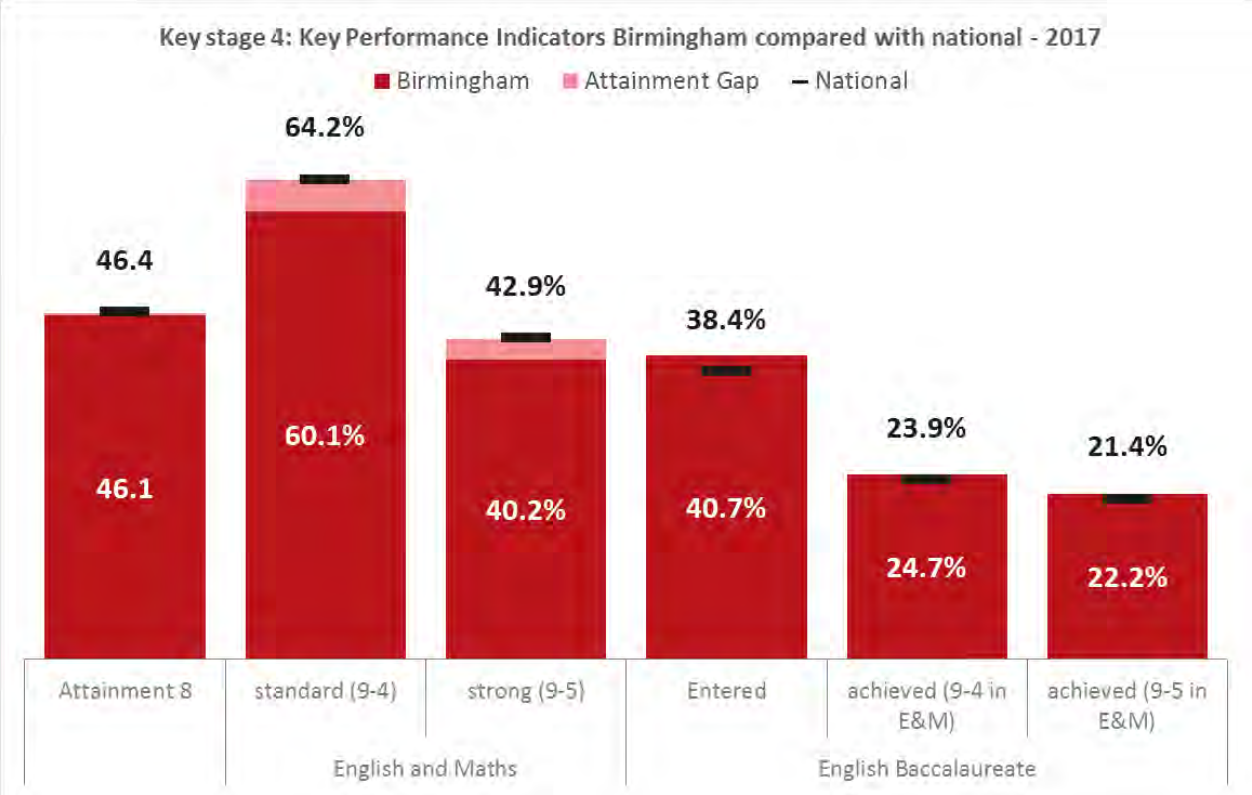
Attainment 8 scores in 2017 are not comparable with previous years as they have been calculated using a different point score equivalents. This is necessary due to the phasing out of the A*-E which started in 2017 with English and Maths. 2018 will see the other English Baccalaureate subjects (Science,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

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

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

Overall Performance

Attainment



The charts above compares key stage 4 2017 attainment headline measures. .

Although Birmingham's achievement in English and Maths was below the National average it was above the national average for the proportion of pupils attaining the English Baccalaureate.

The proportion of pupils entered for the Baccalaureate was just over 2 ppts above the national average. The average Attainment 8 score per pupil in Birmingham was 0.3 points below national average

Progress

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. 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 key stage 2.

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.

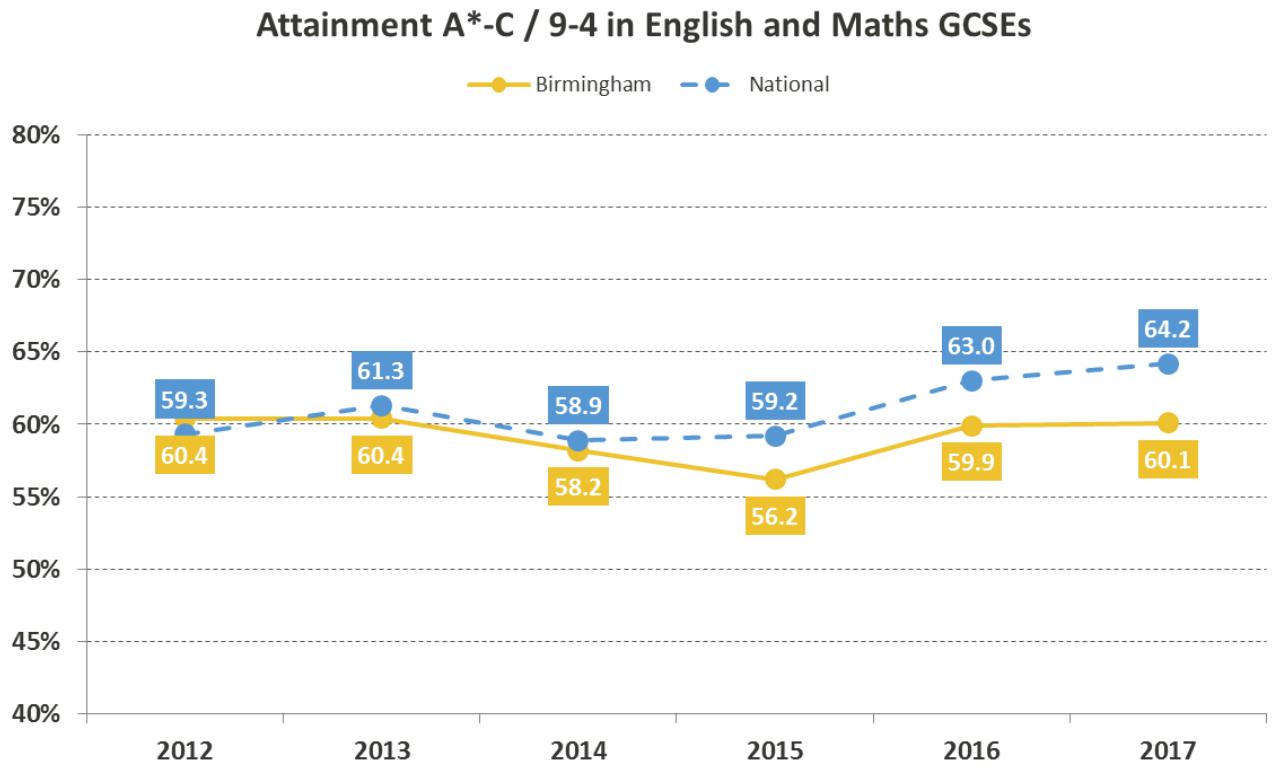
Birmingham's overall Progress 8 average score in 2017 is once again above national average.

Birmingham Progress 8 Performance for 2017, -0.01

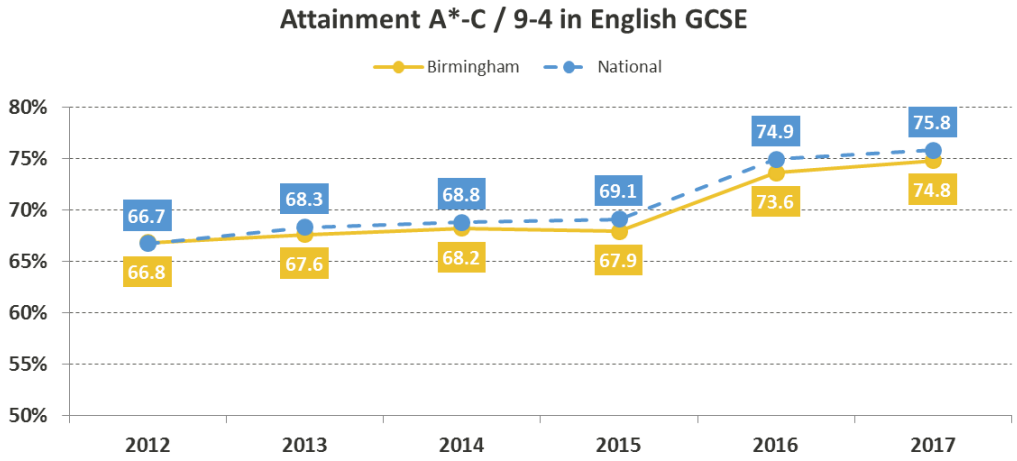
Compared to -0.03 national average (state funded only)

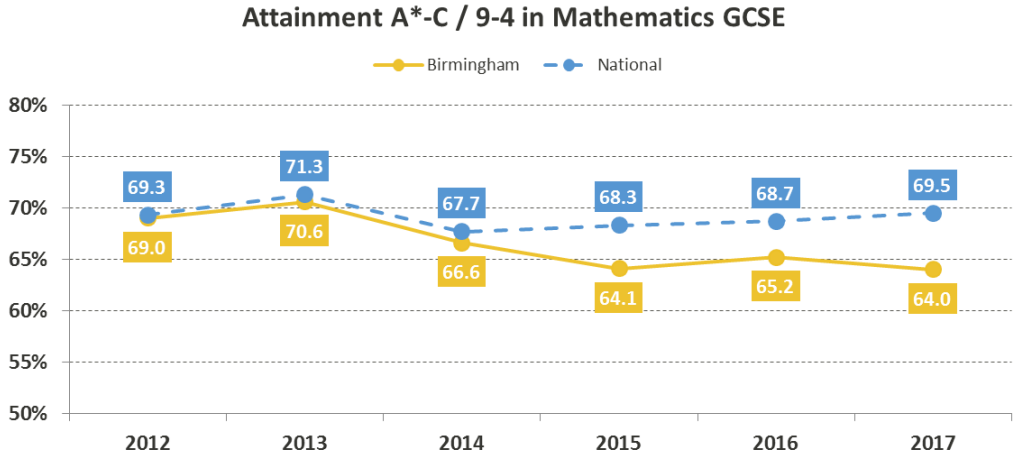
Subject performance compared with previous years

To provide for some continuity in attainment we have compared the standard pass (9-4) rate with the previous year's A*-C pass rate. It should be noted however that this is not an exact comparison.

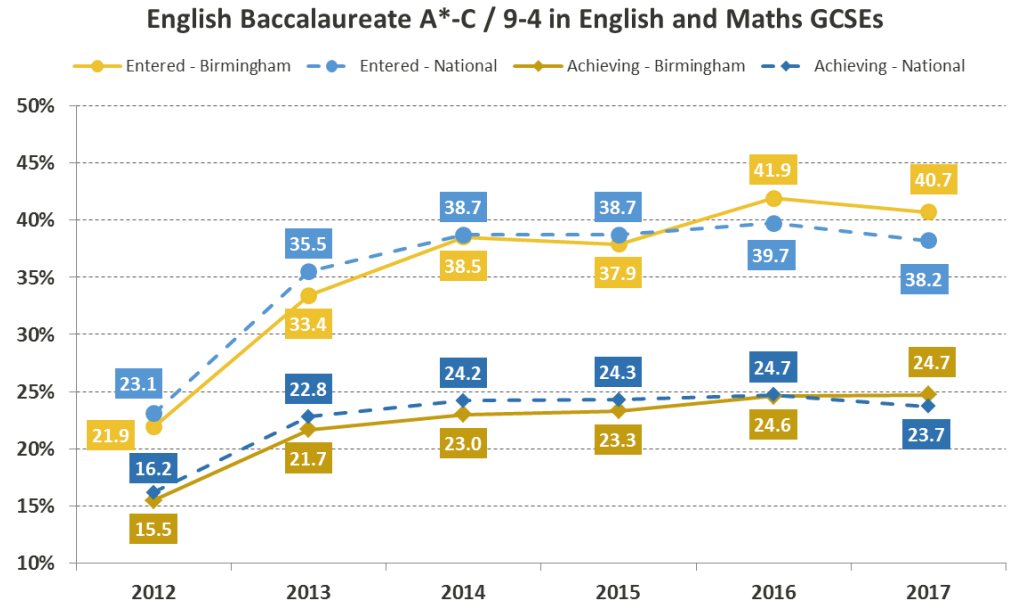


The chart above shows that the proportion of pupils achieving standard passes (9-4) in English and Maths broadly follows the national trend, although any dips in performance are more marked for Birmingham pupils. In 2017, the gap in attainment compared to national widened from 3.1 ppts to 4.1ppts.





If we compare attainment in English and Maths separately we can see that the while pupils in Birmingham have narrowed the attainment gap in English, Maths attainment has dropped in absolute terms and to National.



The percentage entered for the English Baccalaureate (EBacc) has dropped in 2017 both for Birmingham and National. The percentage achieving with a standard pass in English and Maths has marginally increased in Birmingham while falling at National.

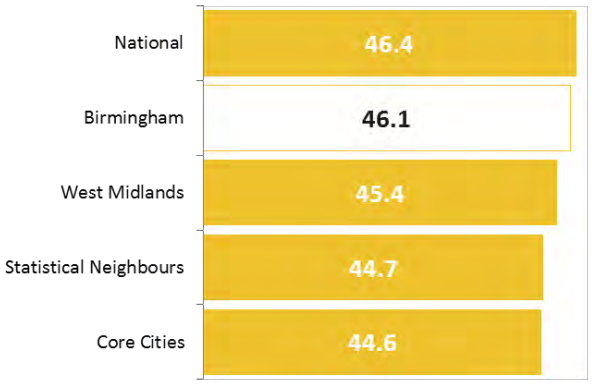
National Comparisons

Birmingham's average Attainment 8 while slightly below National is above the averages for Core Cities, Statistical Neighbours and for the West Midlands. We achieved the best Attainment 8 score in Core Cities and ranked 3rd in the Statistical Neighbours group.

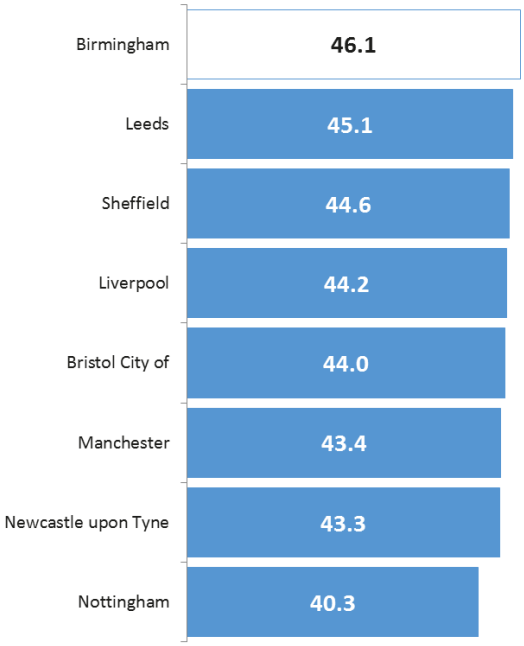
English and Maths attainment is higher in Birmingham than the averages for Core Cities, Statistical Neighbours and the West Midlands groups.

Ebacc attainment is also particularly strong relative to the other LA group averages.

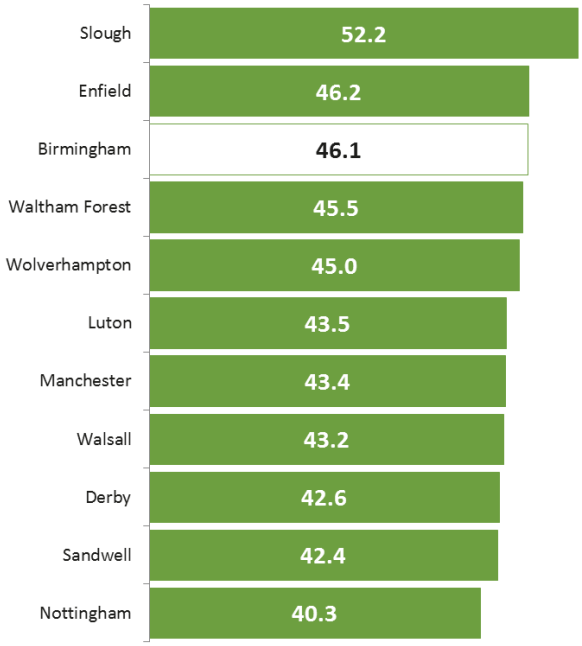
Attainment 8 average for Birmingham against other LA groups and National - 2017



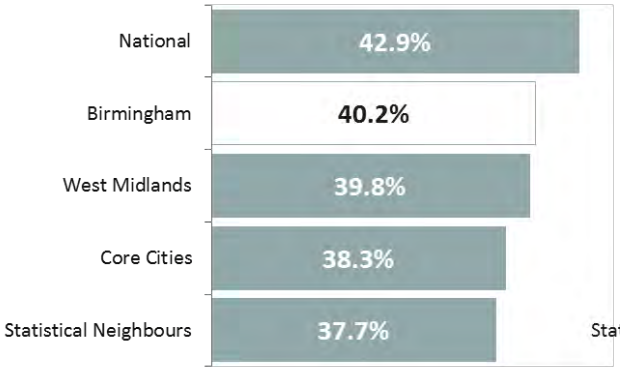
Attainment 8 averages for core cities - 2017



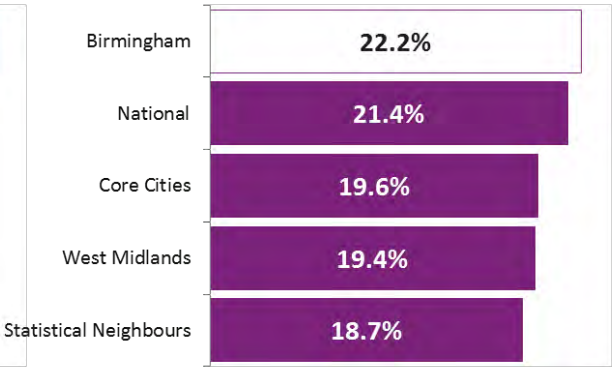
Attainment 8 averages for statistical neighbours - 2017



Strong pass (9-5) in English & Maths for Birmingham against other LA groups and National - 2017

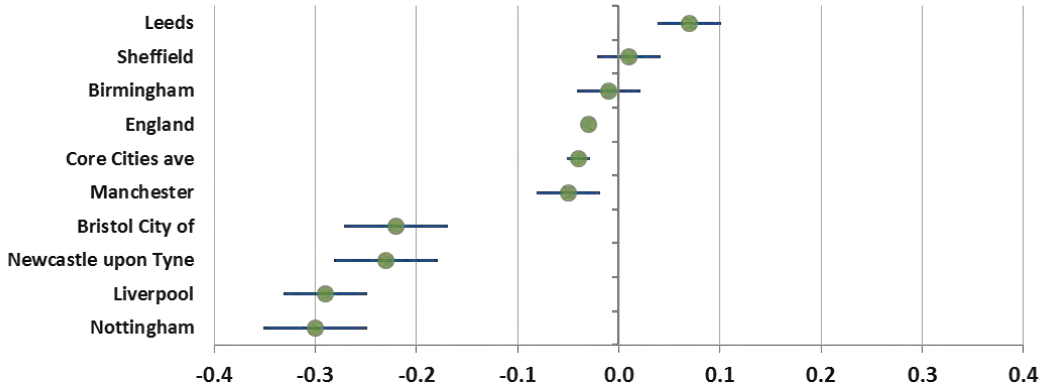


Achieving English Baccalaureate with strong passes (9-5) in English & Maths for Birmingham against other LA groups and National - 2017



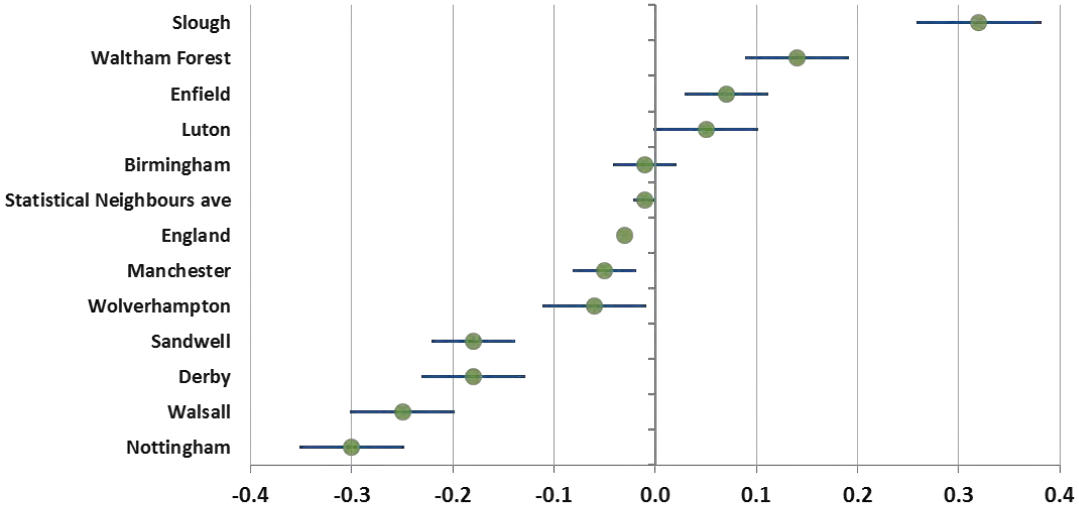
The graphs below compare Birmingham's Progress 8 to Core Cities, Statistical Neighbours and West Midland averages. The blue horizontal lines represent confidence intervals, generally speaking the longer the line the smaller the number of children in the LA.

Progress 8 for Birmingham and Core cities - 2017



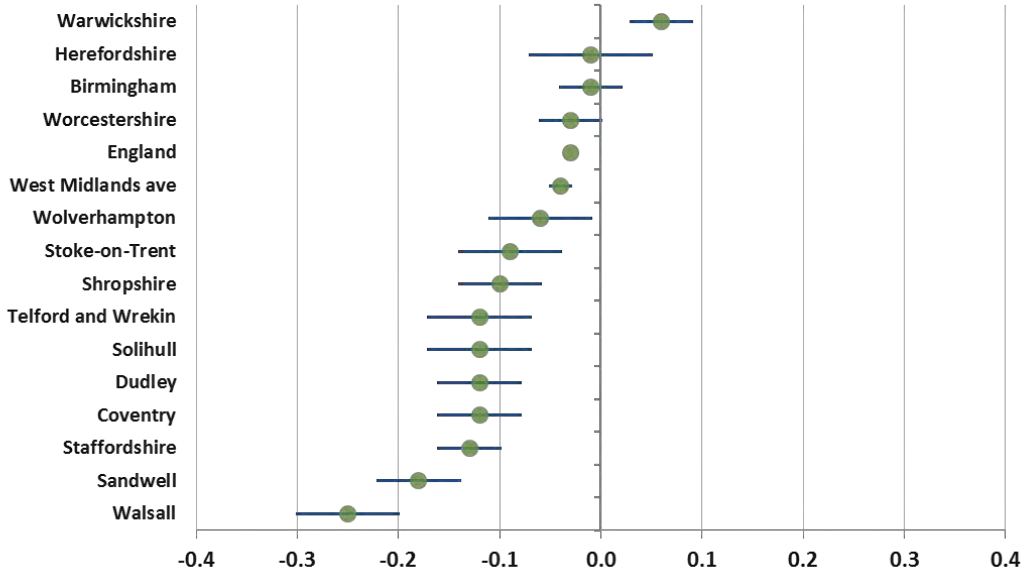
Birmingham is above the overall Core Cities average and ranks 3rd in relation to the other LAs in the group.

Progress 8 for Birmingham and Statistical Neighbours - 2017



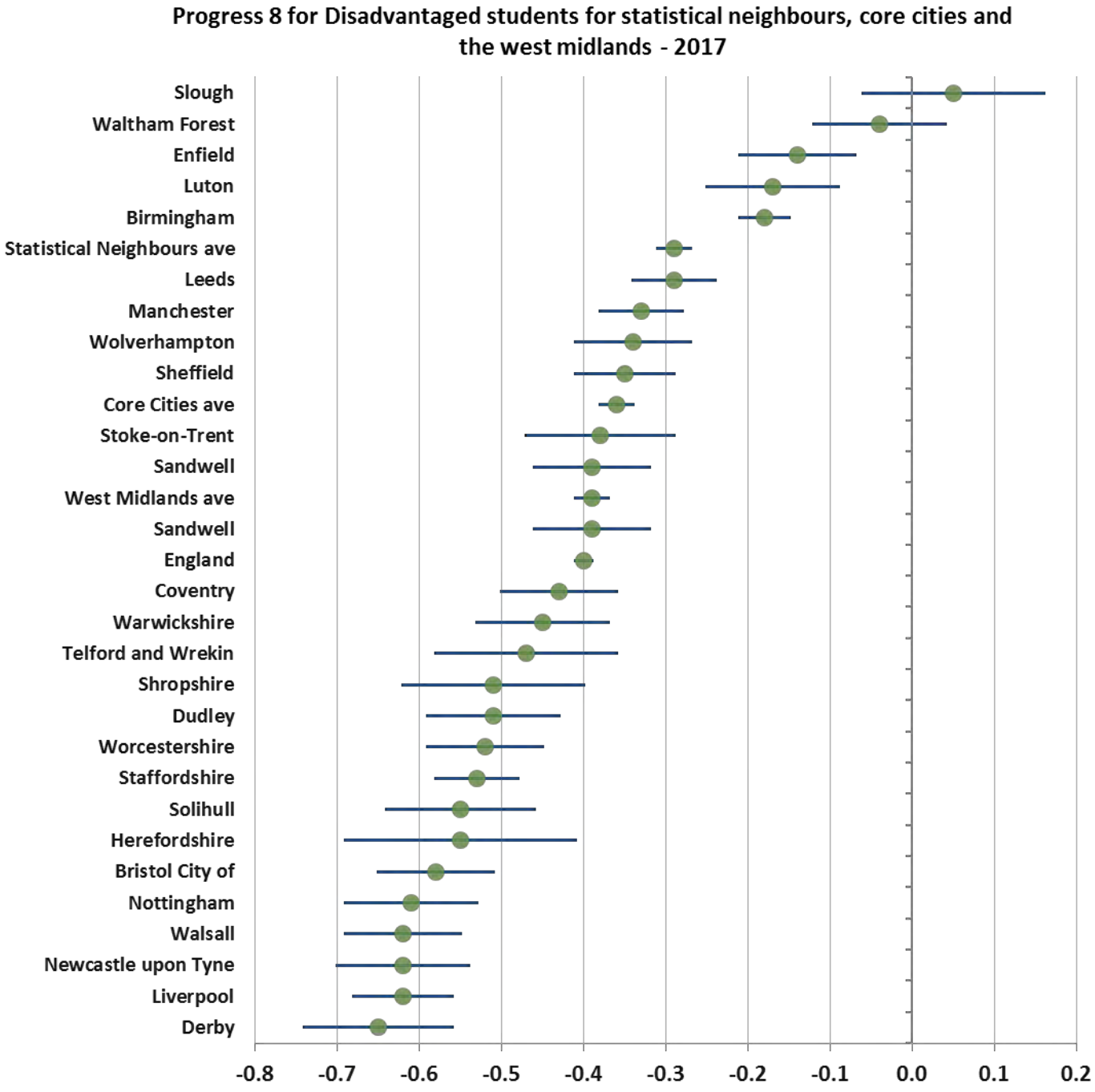
Birmingham is above the overall Statistical Neighbour average and ranks 4th in relation to the other LAs in the group.

Progress 8 for Birmingham and West Midlands



Birmingham is above the overall West Midlands average and ranks joint 2nd in relation to the other LAs in the group.

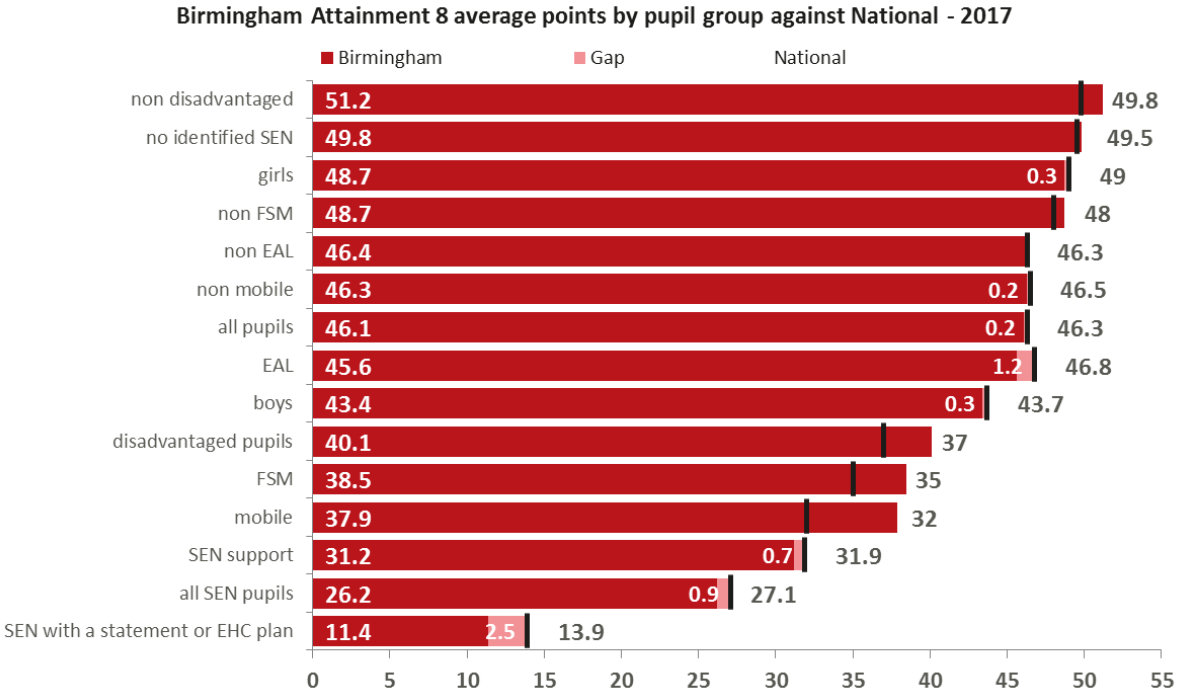
The Progress 8 average for Disadvantaged children in Birmingham compares favourably with other LAs in Core Cities, Statistical Neighbours and the West Midlands. While 5th overall, Birmingham ranks higher than any other LA within the West Midlands or Core Cites.



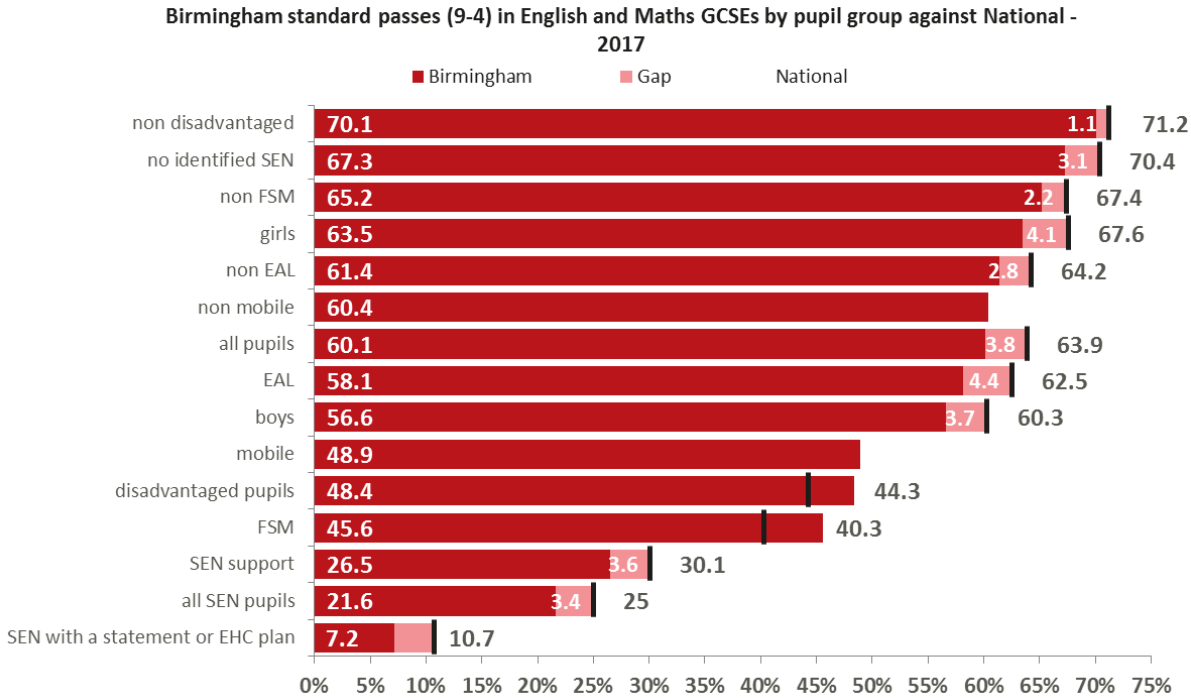
Pupil Characteristics

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

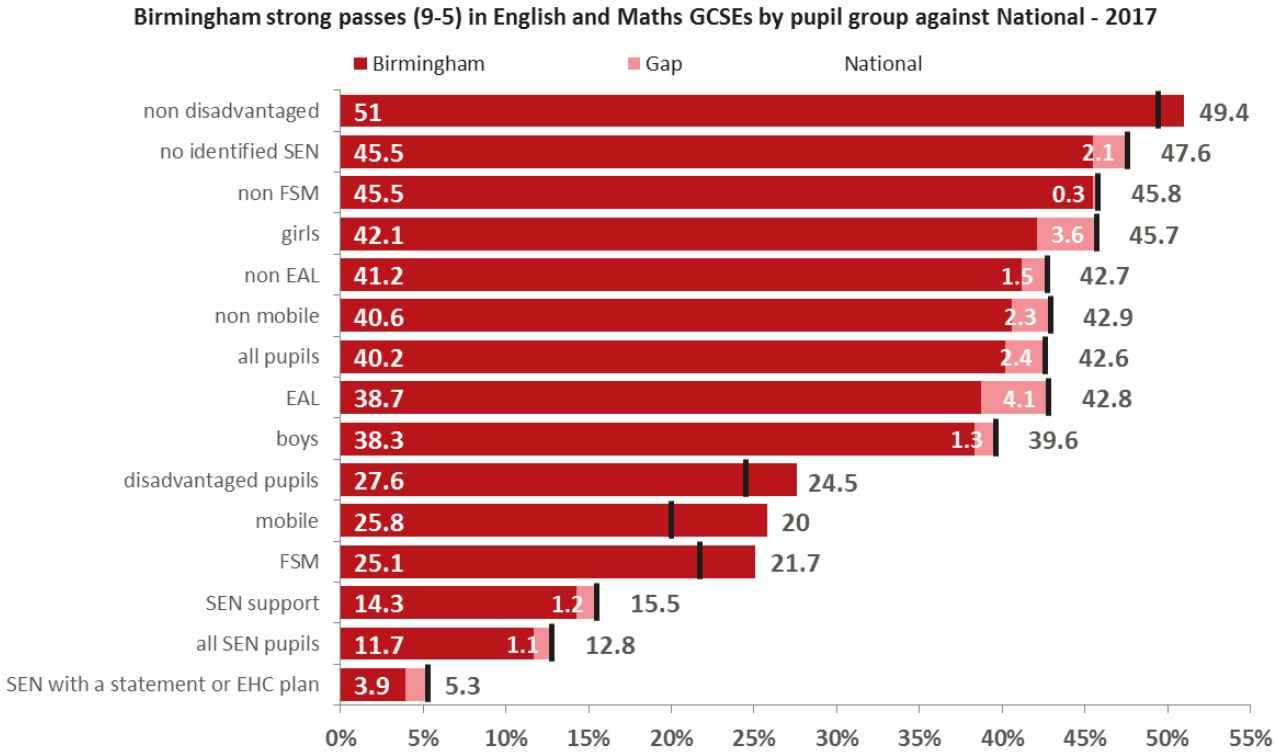
The following charts show Birmingham's pupil group performance ranked in descending order against the comparable National average where available. Each chart relates to a different key performance measure relating to GCSE attainment.



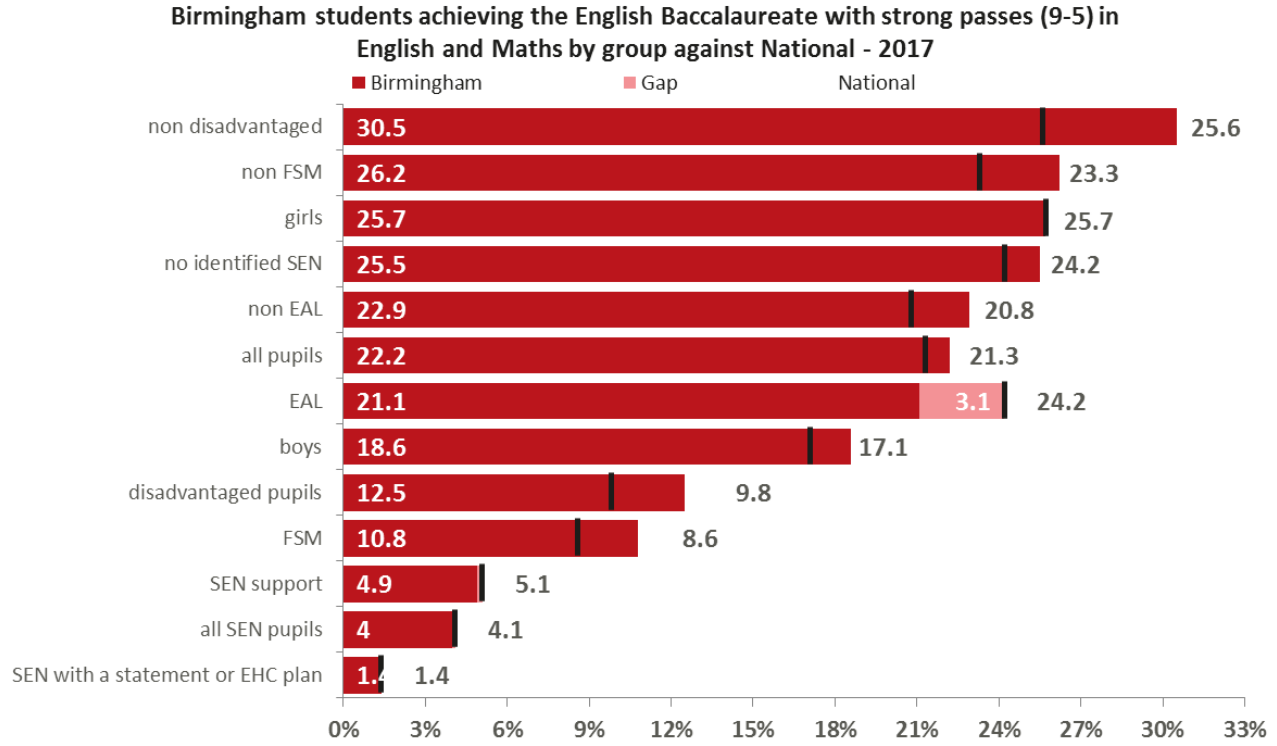
In terms of Attainment 8 performance, nearly every cohort in Birmingham outperformed their national equivalents, with the exception EAL, and SEN.



In English and Maths (9-4) both girls and boys were below their National equivalents. Disadvantaged and FSM pupils did well, outperforming their groups National average by 4ppt and 5ppt respectively.

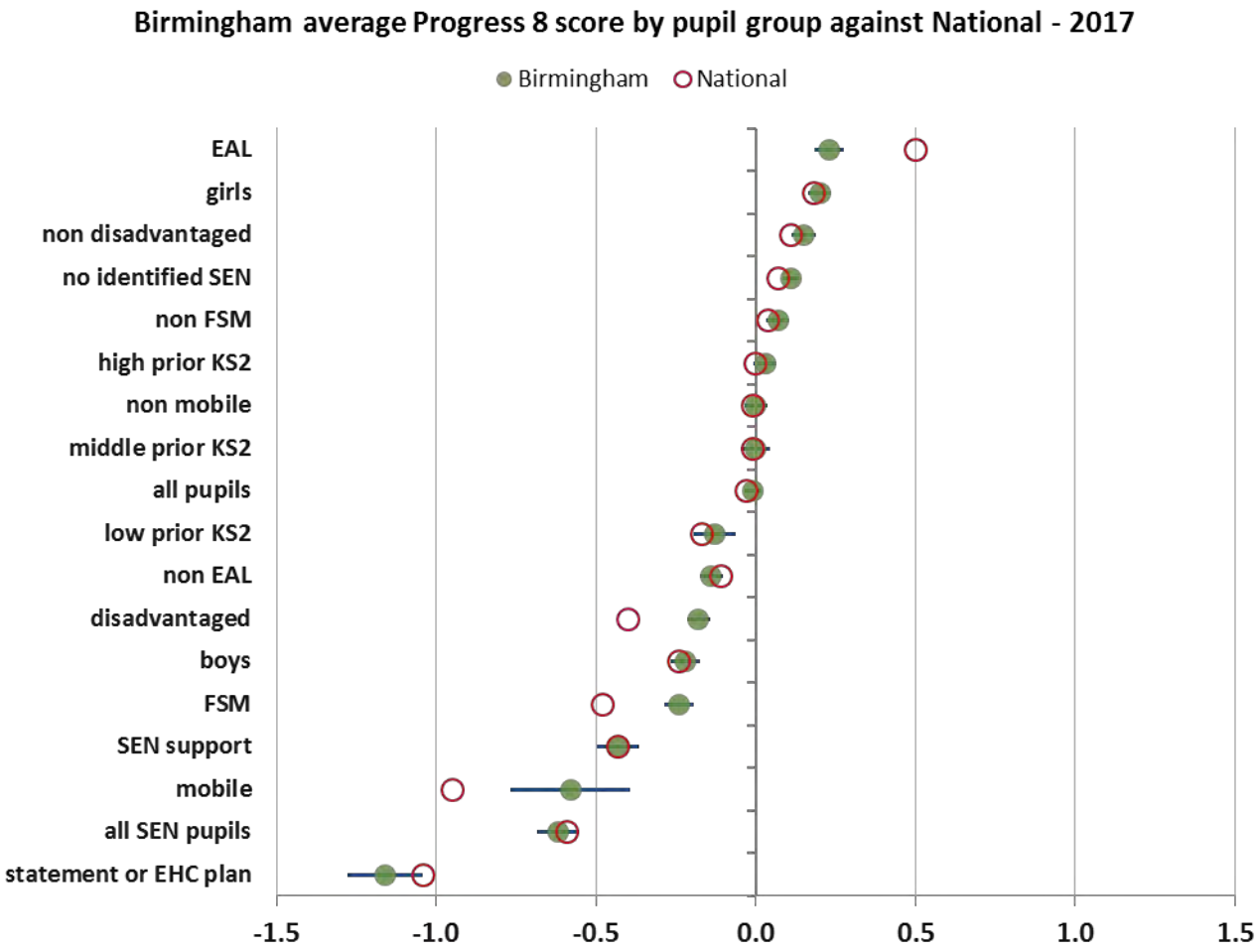


In English and Maths 9-5 girls and boys continue to trail their National groups, however the attainment gap narrows significantly from 9-5 for boys. In addition, Birmingham Disadvantaged, non-Disadvantaged and FSM, all outperform their National groups.



English Baccalaureate attainment was strong for Birmingham across most of the pupil groups especially for non-Disadvantaged being 5ppts above that of their group average Nationally. EAL pupils were the only group significantly behind their group average Nationally by 3ppts.

Progress



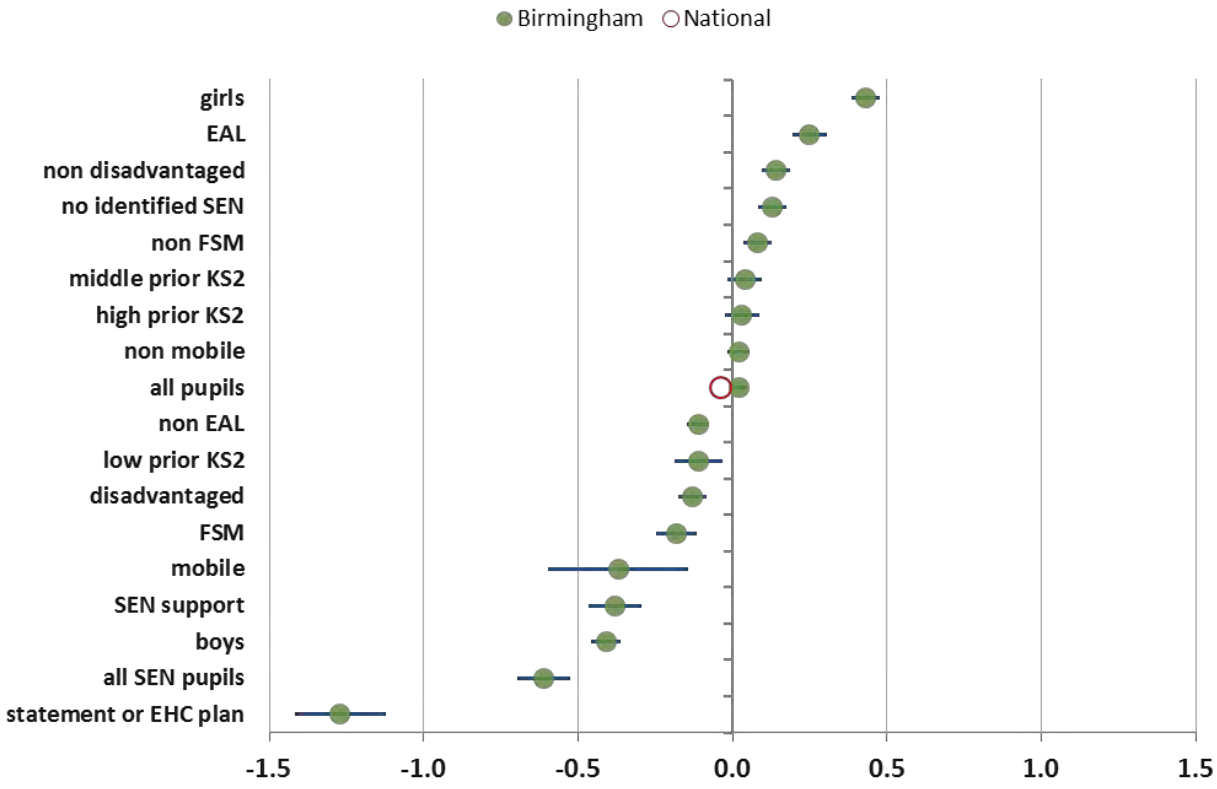
In 2017 the Progress 8 average for pupil groups in Birmingham closely follows that of their National equivalents. However, although EAL pupils make the most progress when compared to the other groups, they are still behind the average for other EAL pupils Nationally. Disadvantaged, FSM and Mobile pupils on the other hand outperform their group average Nationally.

The following two graphs show the English and Maths element of Progress 8 broken down by pupil group for Birmingham in 2017.

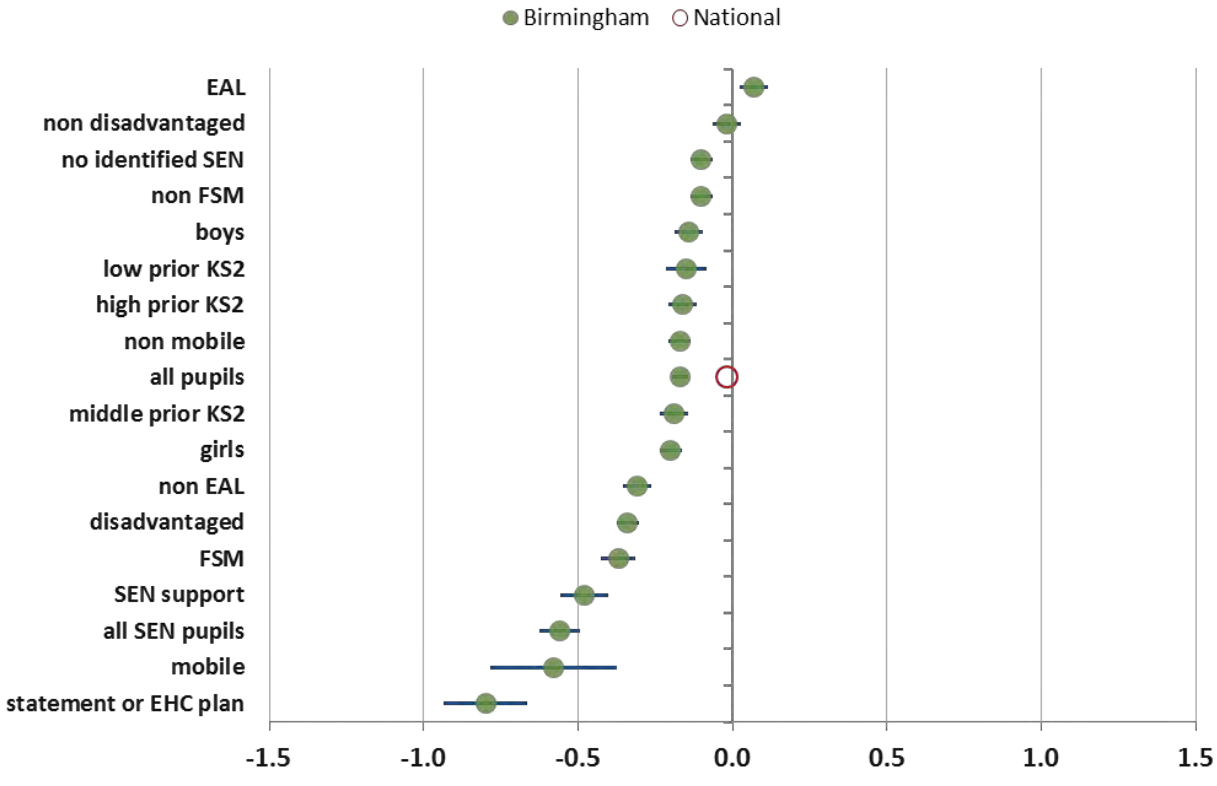
Overall the progress in English was above National at 0.02 compared to -0.04. In Maths however progress was behind, averaging -0.17 against -0.02 Nationally.

The English and Maths Progress 8 averages are not available Nationally for the individual Pupil Groups so only refer to Birmingham

Birmingham average English Progress 8 score by pupil group against National - 2017



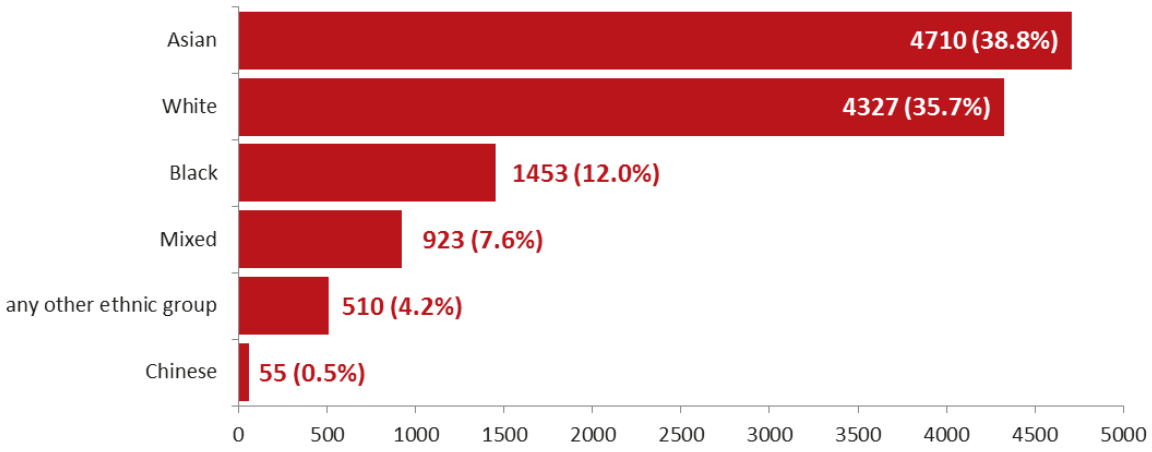
Birmingham average Maths Progress 8 score by pupil group against National - 2017



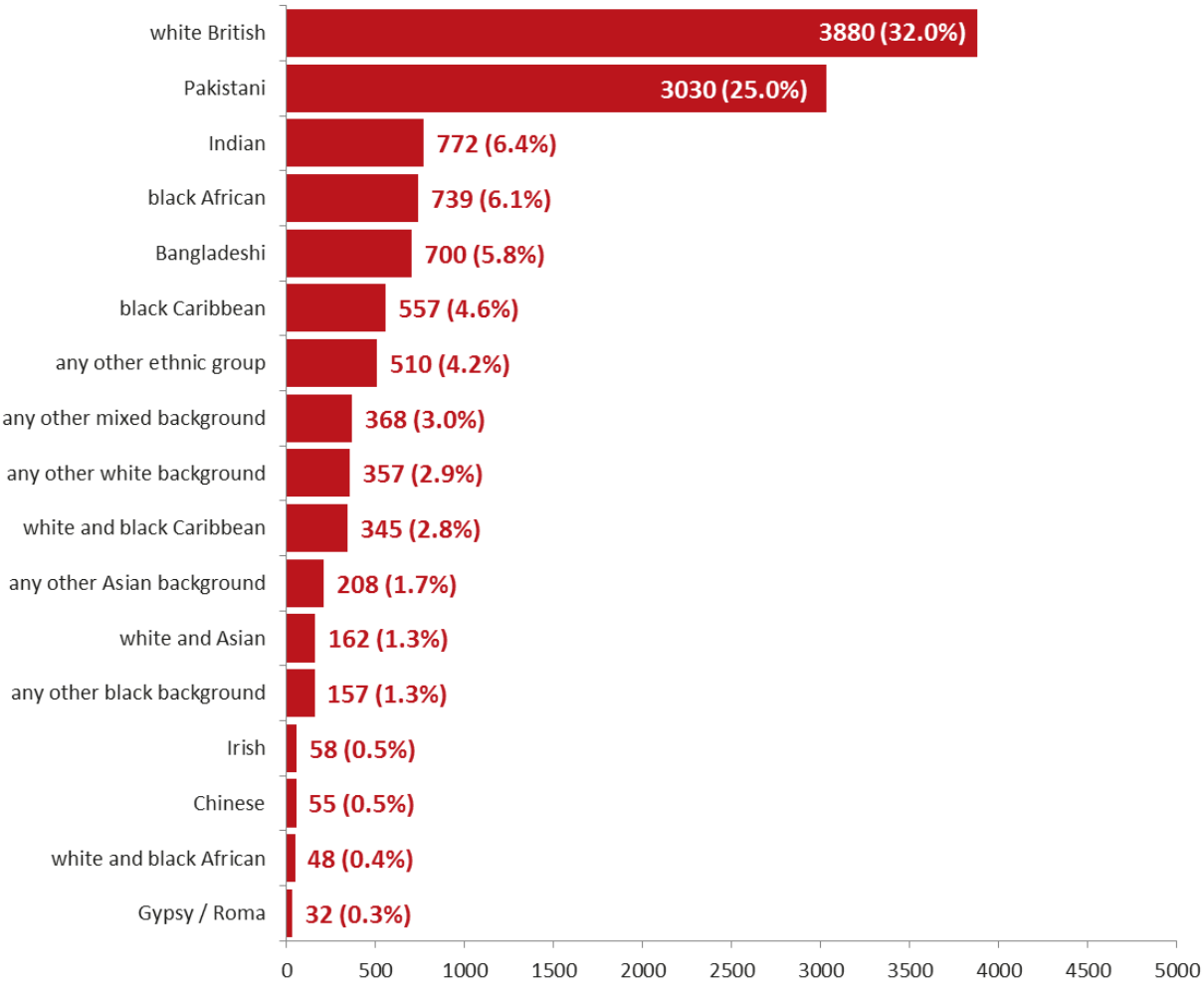
Ethnicity Profile – Key stage 4

The graphs below show the ethnic distribution of Birmingham key stage 4 eligible pupils in 2017. This helps provide context for the next section of the report.

Number of eligible pupils for key stage 4 results in Birmingham by ethnicity (main groups) - 2017

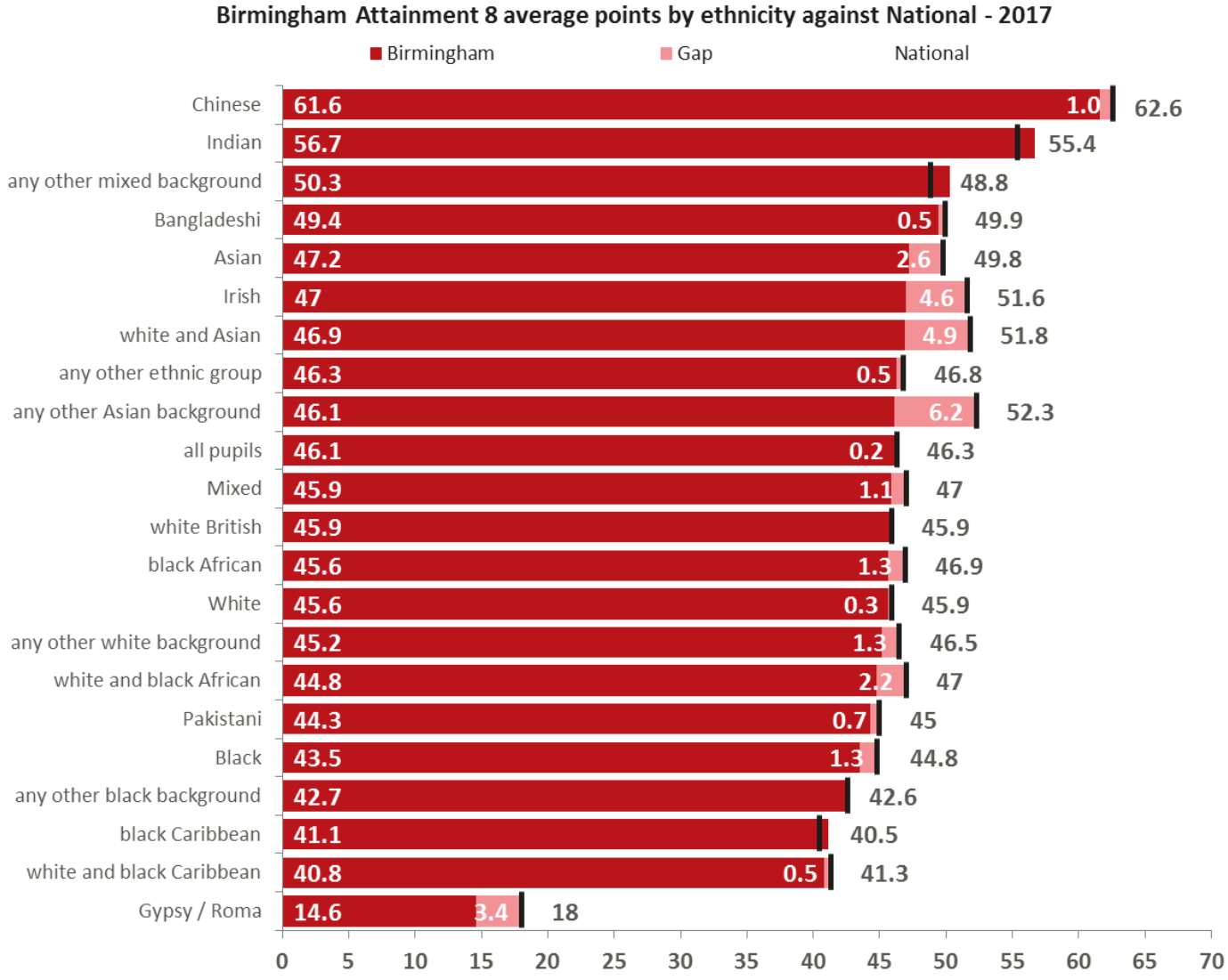


Number of eligible pupils for key stage 4 results in Birmingham by ethnicity (sub groups) - 2017



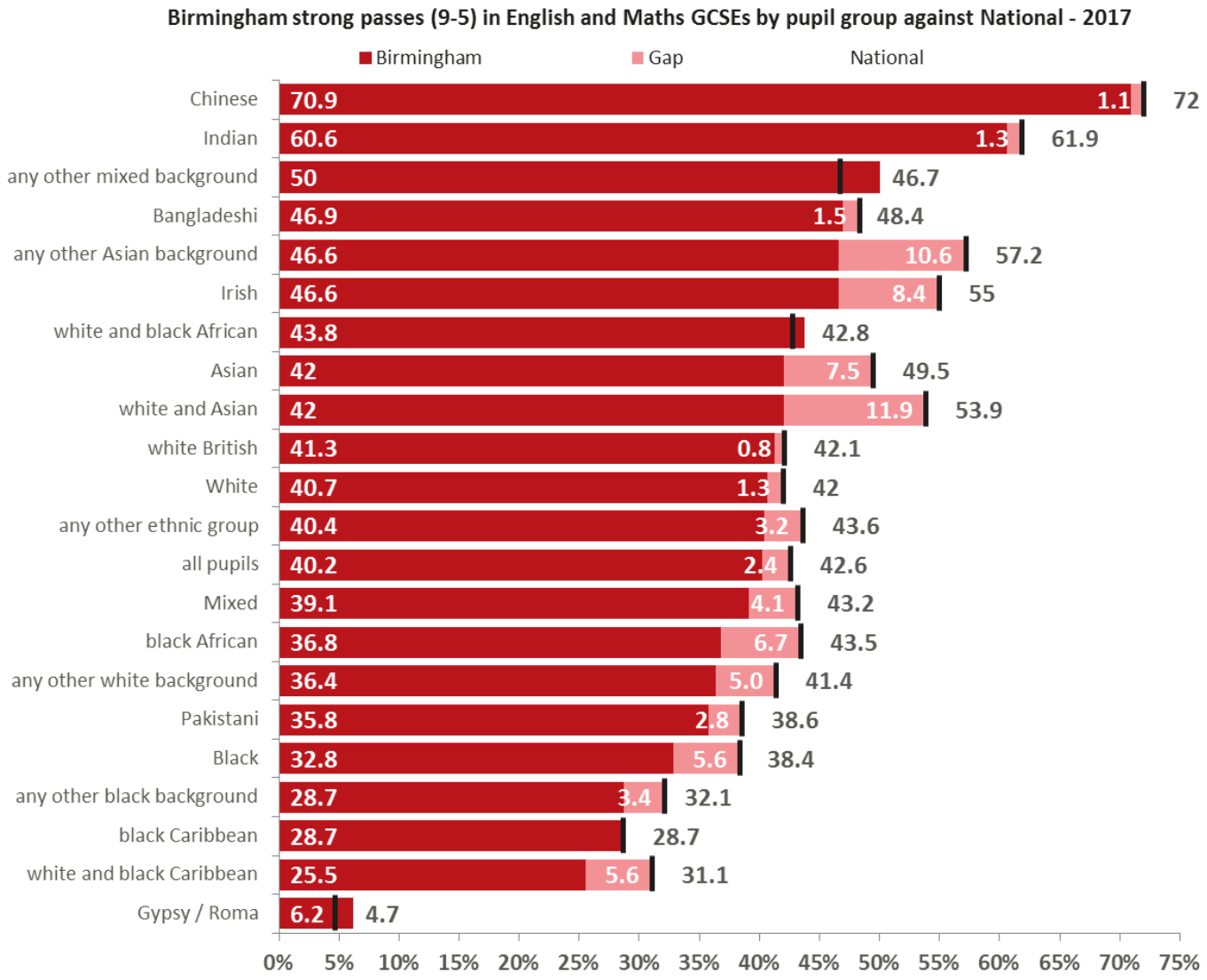
Attainment

The following charts show Birmingham's attainment 8 performance by ethnicity ranked in descending order against the National equivalent where available. Each chart relates to a different key performance measure relating to GCSE attainment.



In terms of Attainment 8, most ethnic groups are close or above their national comparators. Pupils of Chinese heritage have the highest average score in Birmingham, which is slightly below Chinese pupils nationally. Indian pupils and 'and any other mixed' pupil groups performed better than the overall average and the average for their group Nationally.

The groups in Birmingham below the National average for their ethnicity include – Asian, Irish, 'White and Asian', 'any other Asian background' and Gypsy/Roma.

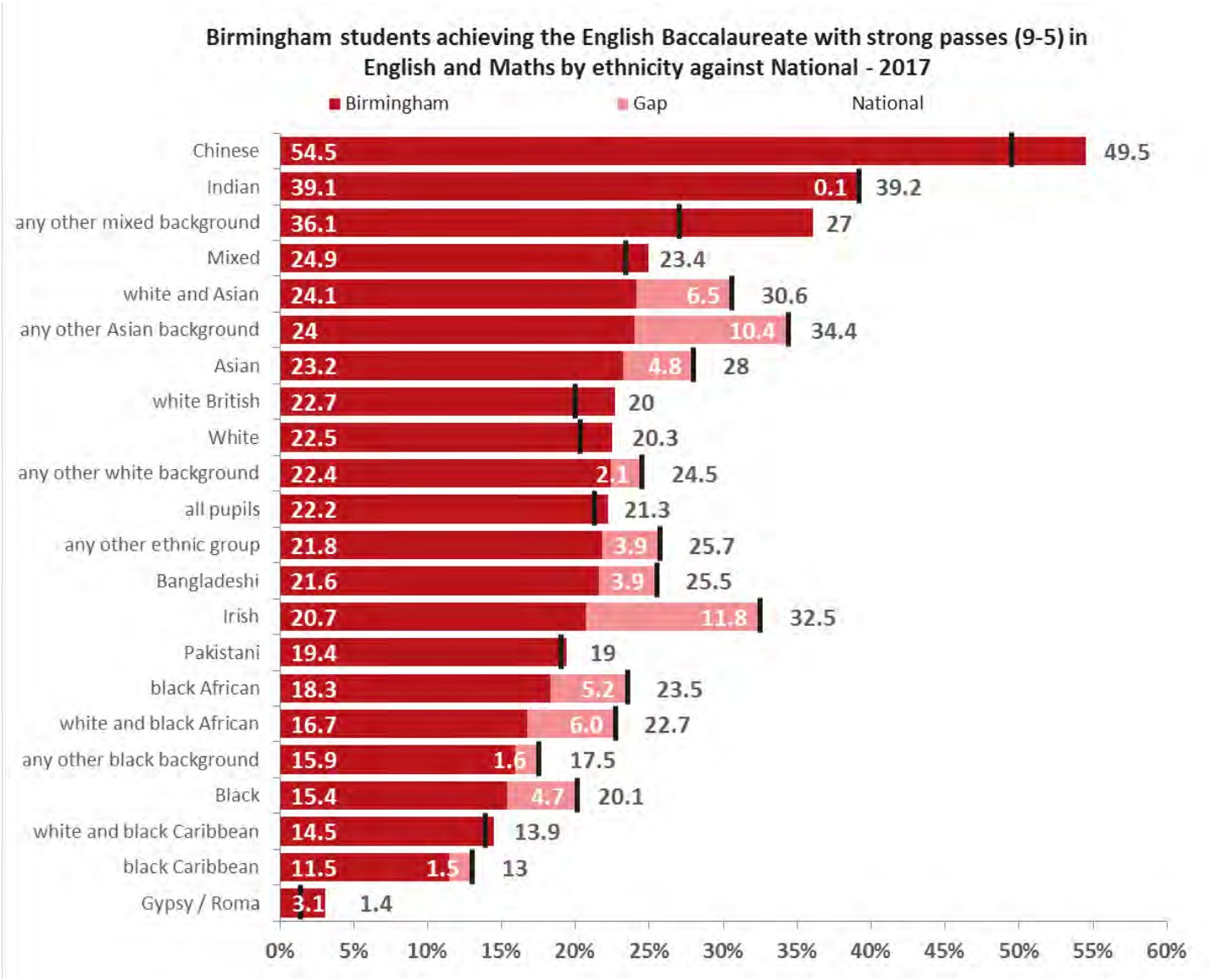


In English and Maths (9-5) the attainment across ethnic groups in Birmingham mainly falls behind that of the groups average Nationally.

When compared to their ethnicity Nationally, Black pupils in Birmingham as a group were 5.6ppts behind in 2017. Black African pupils have the widest gap in attainment which was 6.7ppts. Black Caribbean pupils attainment matches that of their group Nationally however it was still behind the overall National average.

Mixed race pupils attainment was variable when compared to their national equivalent group. White and Asian were 11.9ppts behind while Any other mixed background were 3.3ppts ahead.

Asian pupils attainment in Birmingham as a whole was 7.5ppts behind the average for Asian pupils Nationally. Indian and Bangladeshi pupils do well however when compared to the overall National average. Pakistani pupils however are both behind the overall National average and have a wider gap in attainment to their groups average Nationally at 2.8ppts.



English Baccalaureate attainment in 2017 with strong passes (9-5) in English and Maths saw wide variation across the ethnic groups in Birmingham. Chinese, Any other Mixed background, Mixed and White pupil groups all performing higher than both the overall and the average for their ethnicity Nationally.

Asian pupils as a whole although performing higher than the overall average Nationally are behind their corresponding group. However Pakistani pupils performed better than their National average.

Black pupils in Birmingham underperform compared to the overall National average and that of Black pupils Nationally with Black African pupils 5.2ppts behind other Black African pupils Nationally.

Progress

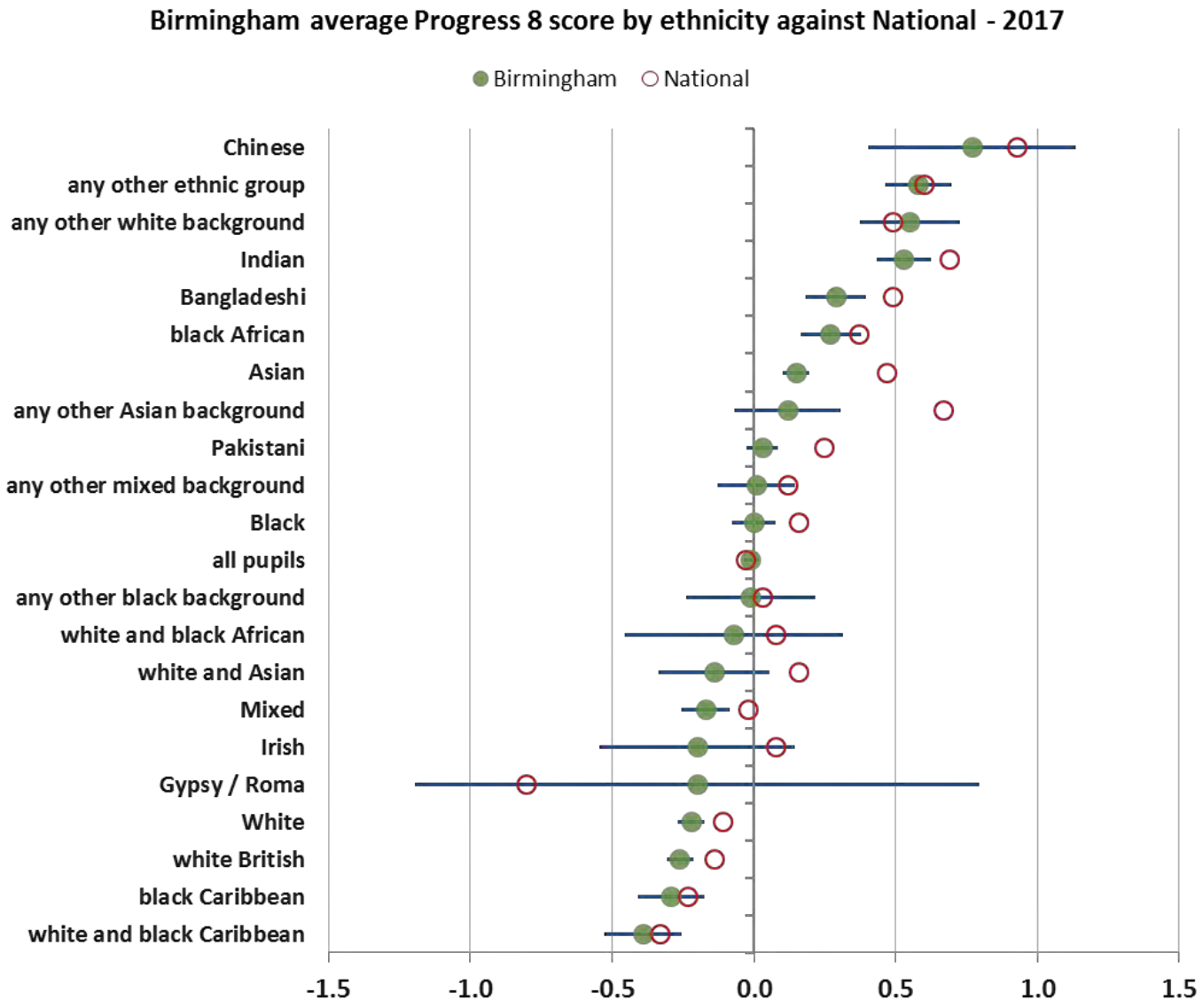
The chart below shows the Progress 8 average for Birmingham by ethnicity ranked in descending order against their ethnicities average score at National level. The horizontal blue lines indicate confidence intervals, generally speaking the longer the line the smaller cohort.

Overall Birmingham's Progress 8 average is above National and many ethnic groups exceed the National average. However when compared to their ethnicities National average some make statistically less progress – this is true for all the Asian sub groups – Indian, Bangladeshi, and Pakistani pupils.

White pupils perform marginally below the overall National average however pupils from Any other White background have done particularly well compared to both the group average and Nationally.

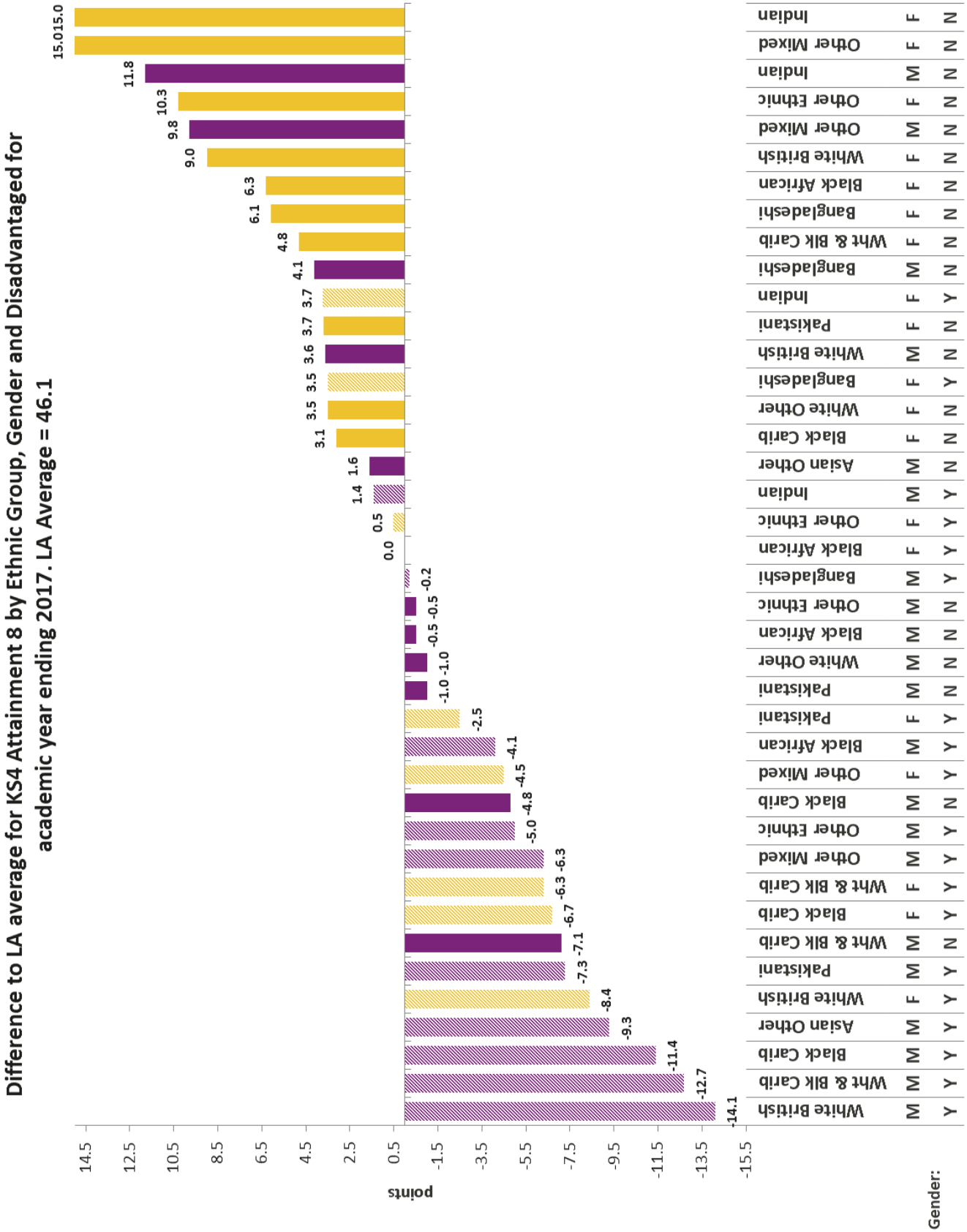
Black pupils match the overall National average score but fall marginally below their group Nationally. In particular, the Black African group outscore the overall National average. Black Caribbean pupils while still below the overall National average are statistically close to in progress to others Nationally.

Gypsy/Roma pupils, whose attainment is the lowest in the city, fair better in progress measures, although their performance is subject to large confidence intervals.

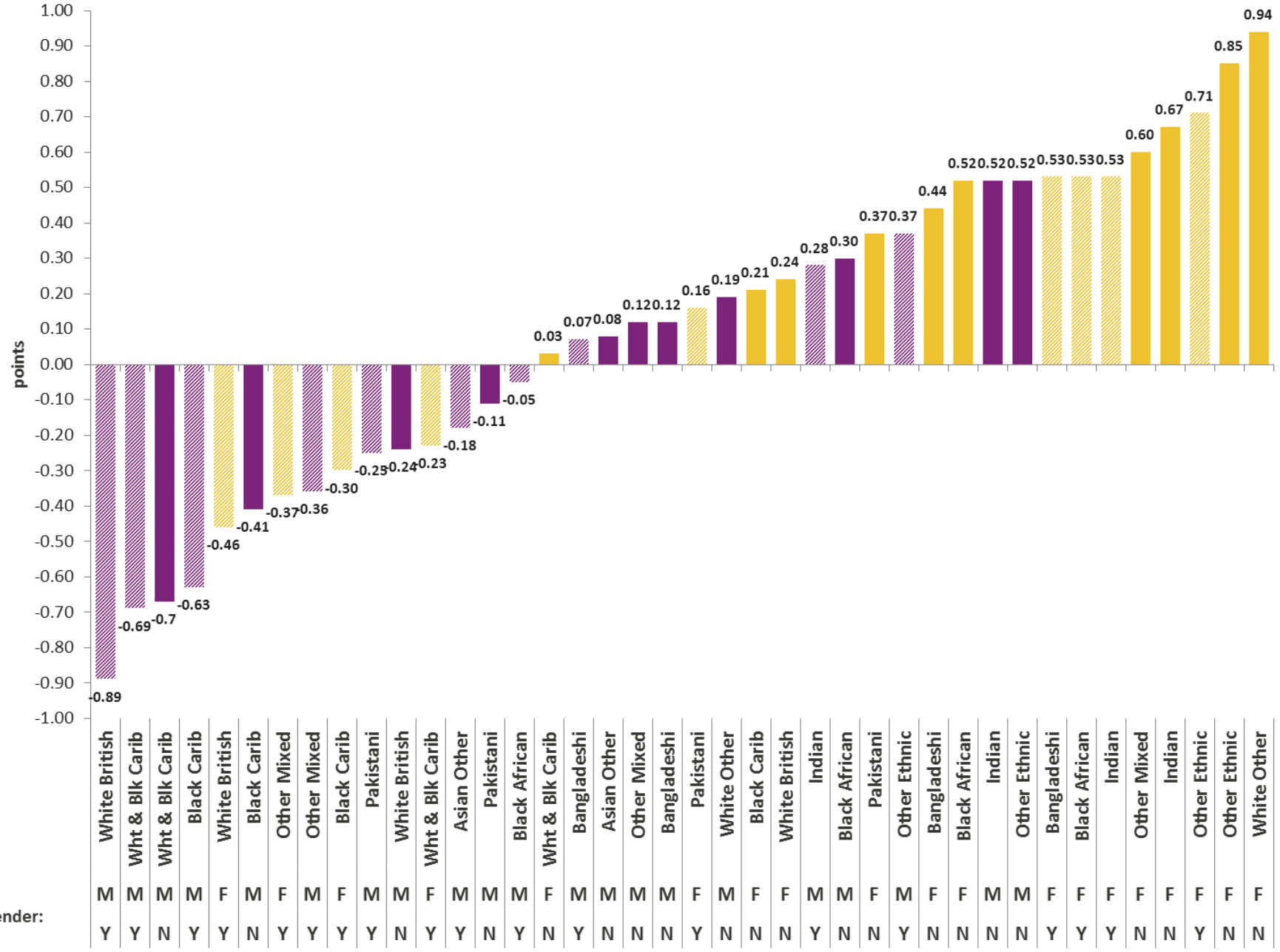


Ethnic group, gender and disadvantaged – differences to the LA average

The charts below shows Attainment 8 scores at key stage 4 by Disadvantaged status, ethnic group and gender relative to the overall Birmingham average.



Difference to LA average for KS4 Progress 8 by Ethnic Group, Gender and Disadvantaged for academic year ending 2017. LA Average = -0.01

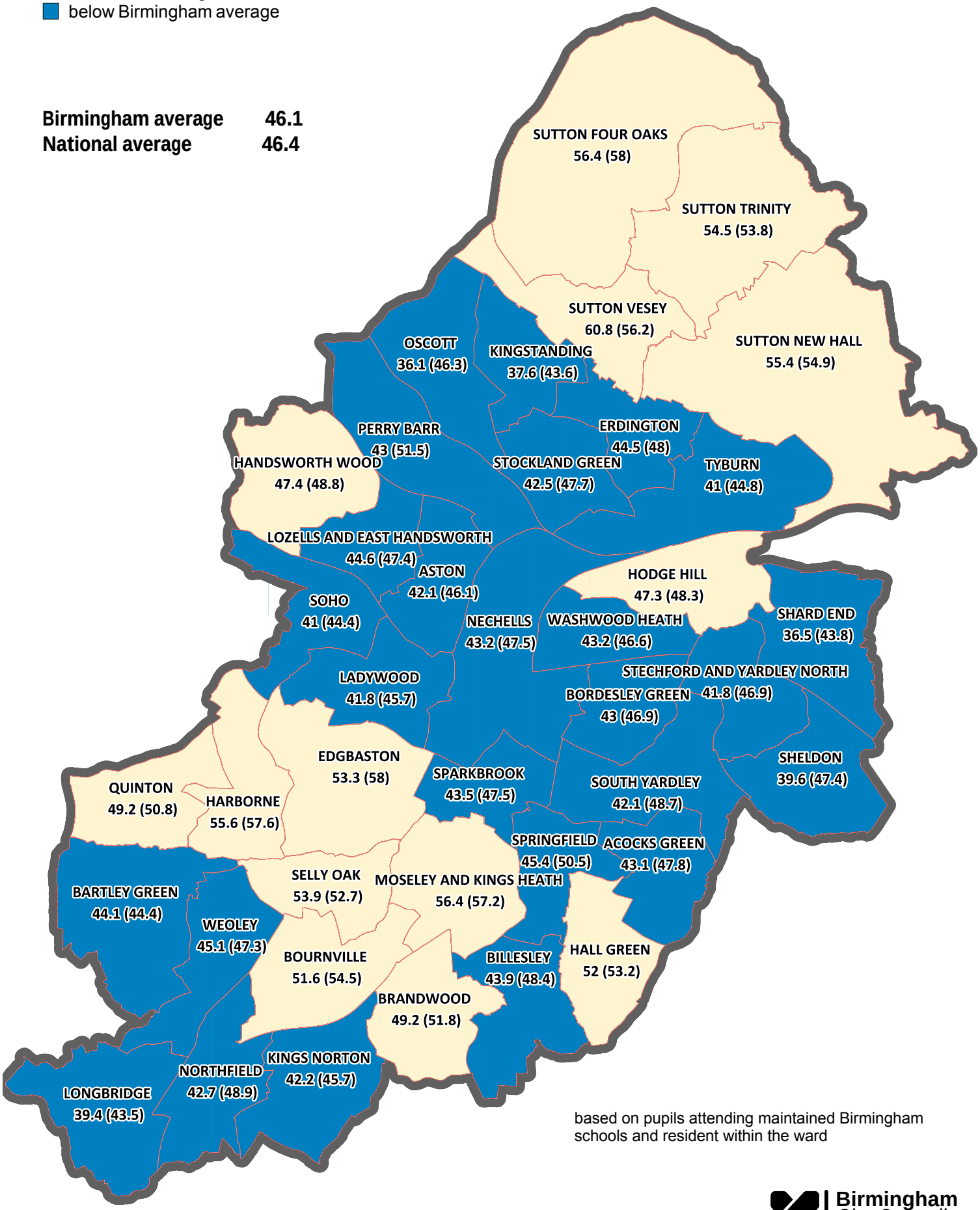


Key Stage 4: Attainment 8 score for Birmingham pupils
2017 results with 2016 results shown in brackets

Key

- at national average and above
- below Birmingham average

Birmingham average 46.1
National average 46.4



based on pupils attending maintained Birmingham schools and resident within the ward

Birmingham City Council

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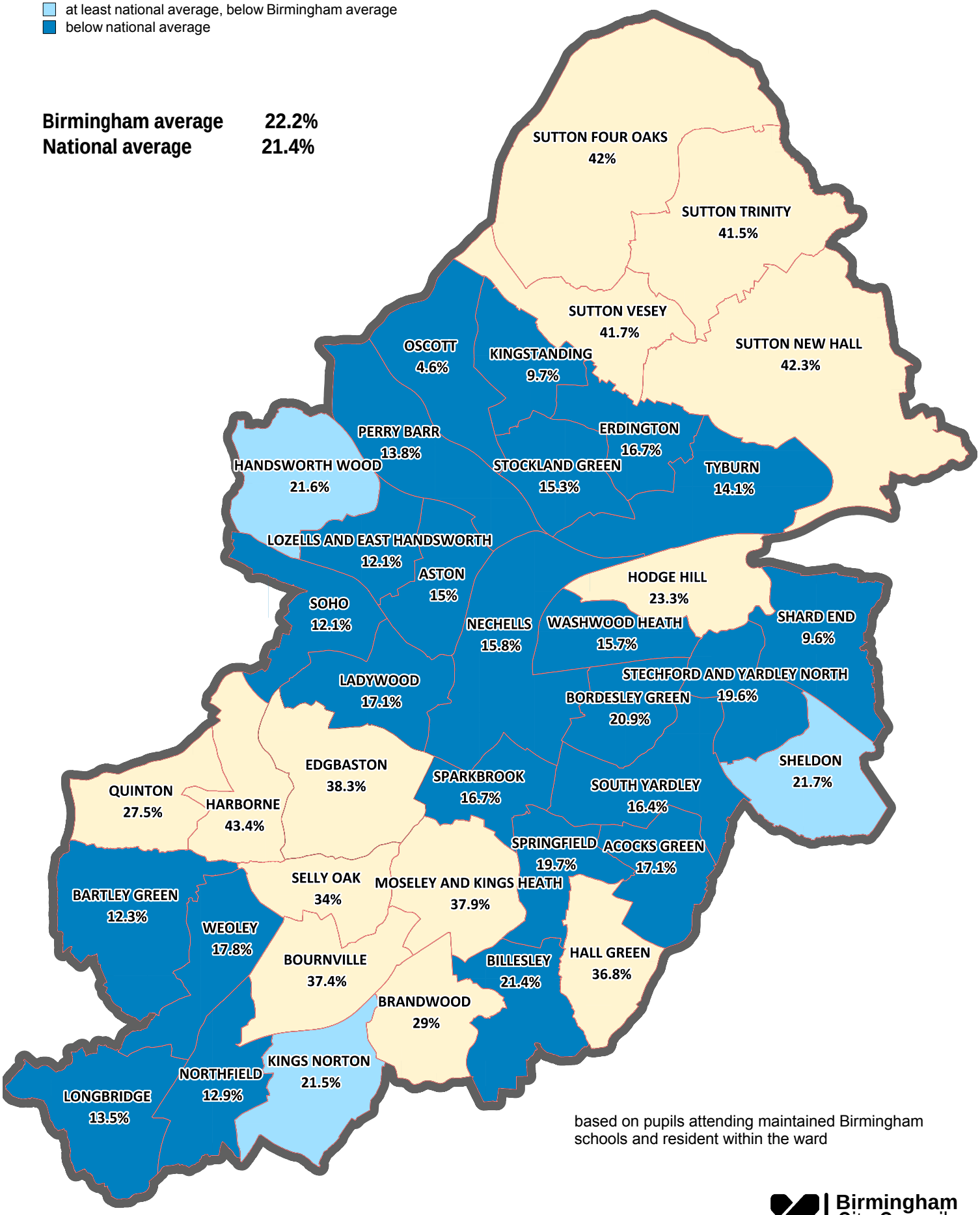
Key Stage 4: Percentage of students achieving the English Baccalaureate with strong passes (9-5) in English and Maths for 2017

Key

- at Birmingham average and above
- at least national average, below Birmingham average
- below national average

Birmingham average 22.2%
National average 21.4%



based on pupils attending maintained Birmingham schools and resident within the ward

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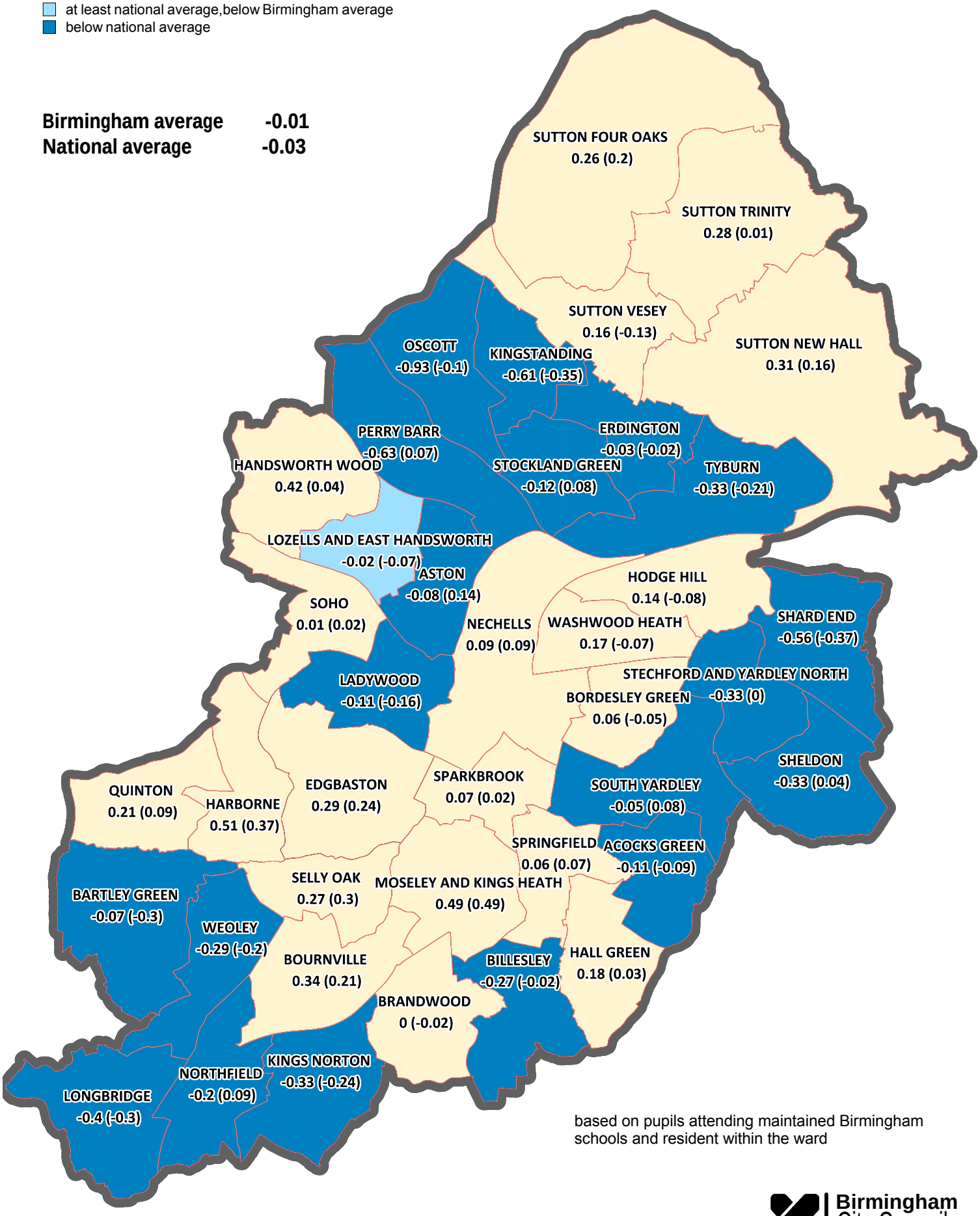
Key Stage 4: Progress 8 score for Birmingham pupils
2017 results with 2016 results shown in brackets

Key

- at Birmingham average and above
- at least national average,below Birmingham average
- below national average

Birmingham average -0.01
National average -0.03



based on pupils attending maintained Birmingham schools and resident within the ward

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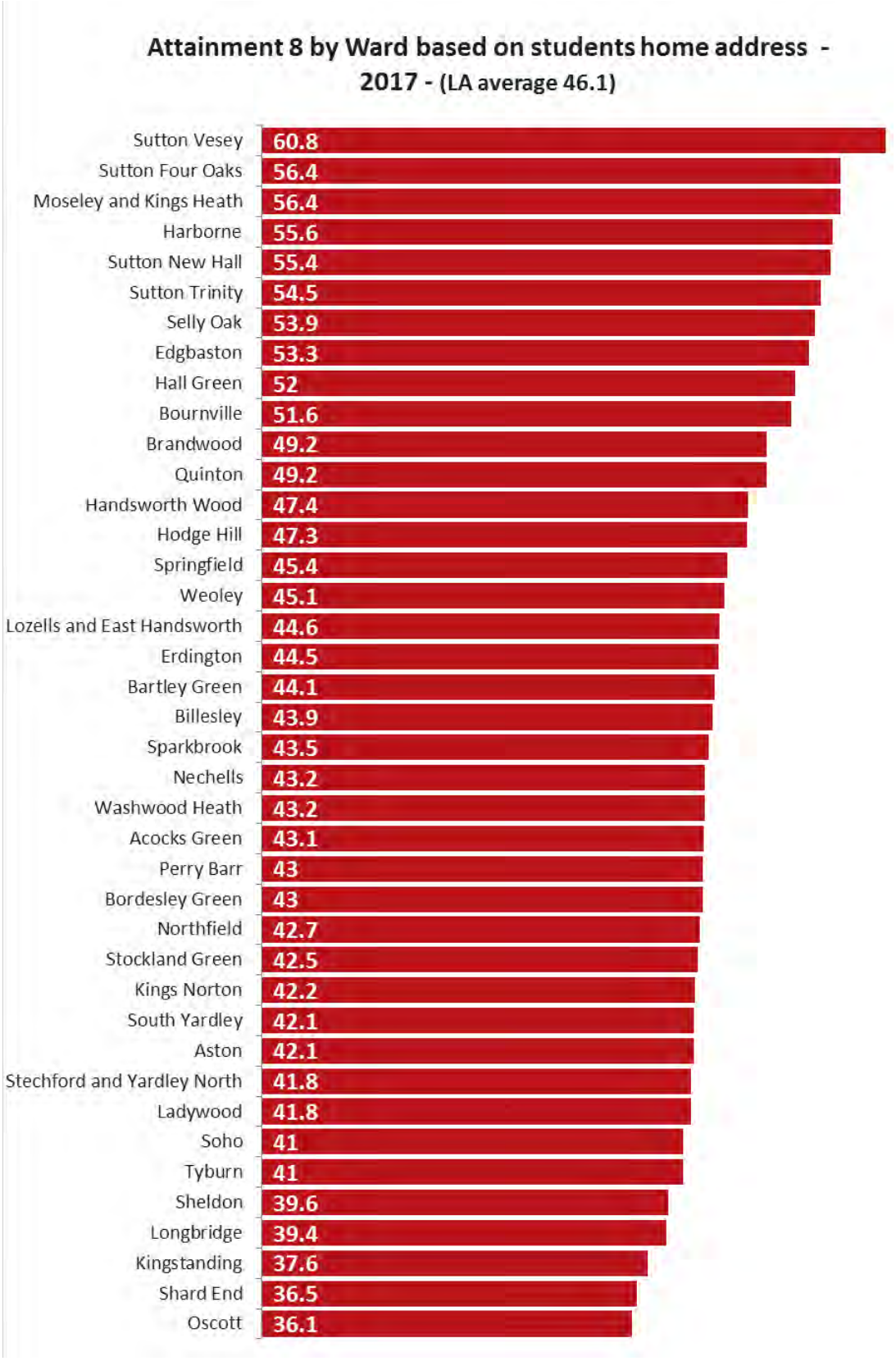
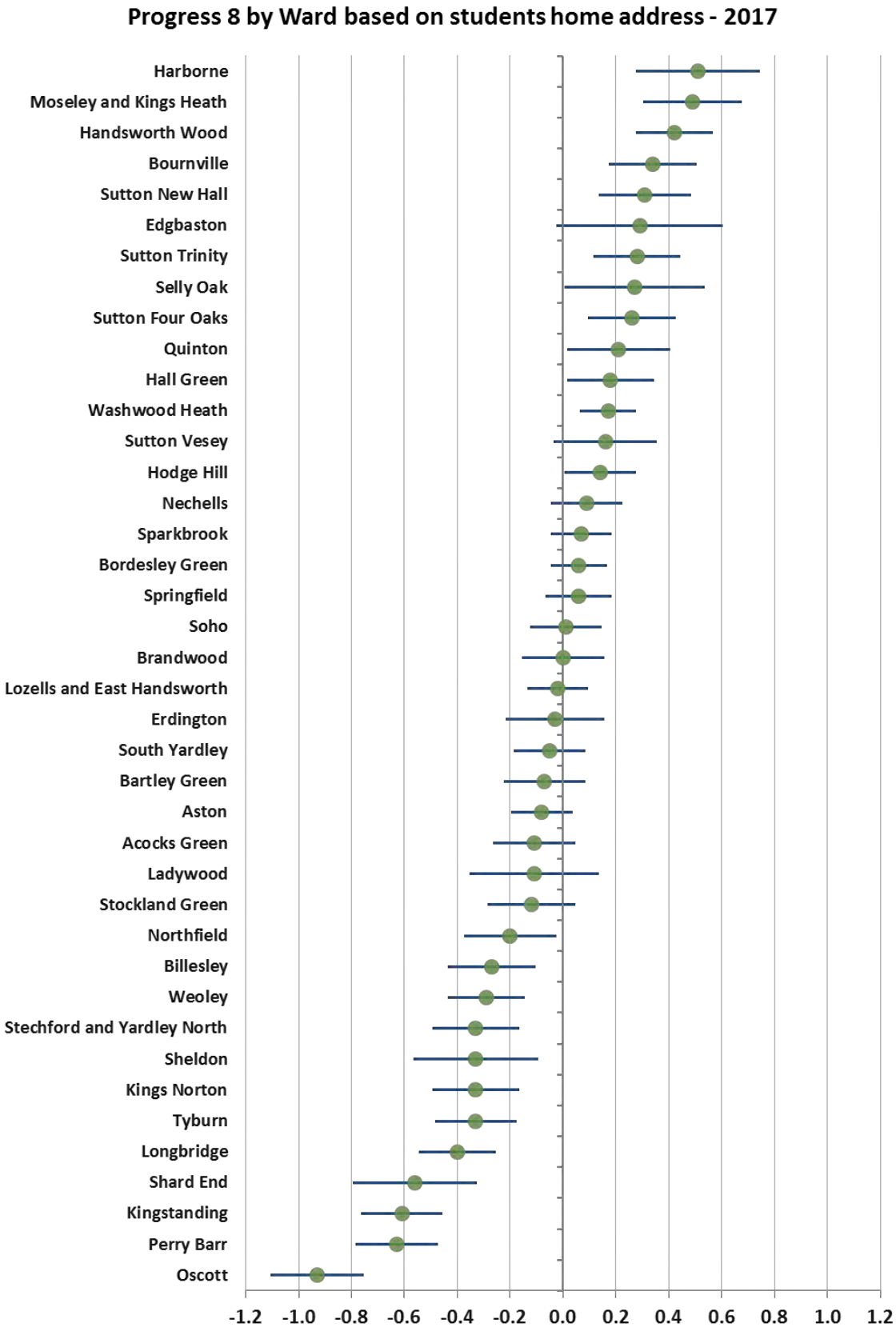
Attainment 8 by Ward

The chart below show Attainment 8 outcomes for pupils by Ward based on home postcode ranked in descending order or attainment. Sutton Vesey ward is the top performing ward. Underperforming wards are Oscott, Shard End and Kingstanding. 26 out of 40 Wards are below to LA average of 46.1.



Progress 8 by Ward

The chart below shows Progress 8 outcomes for pupils by Ward based on home postcode. Harborne ward is the top performing ward. Underperforming wards are Oscott, Perry Barr and Kingstanding.

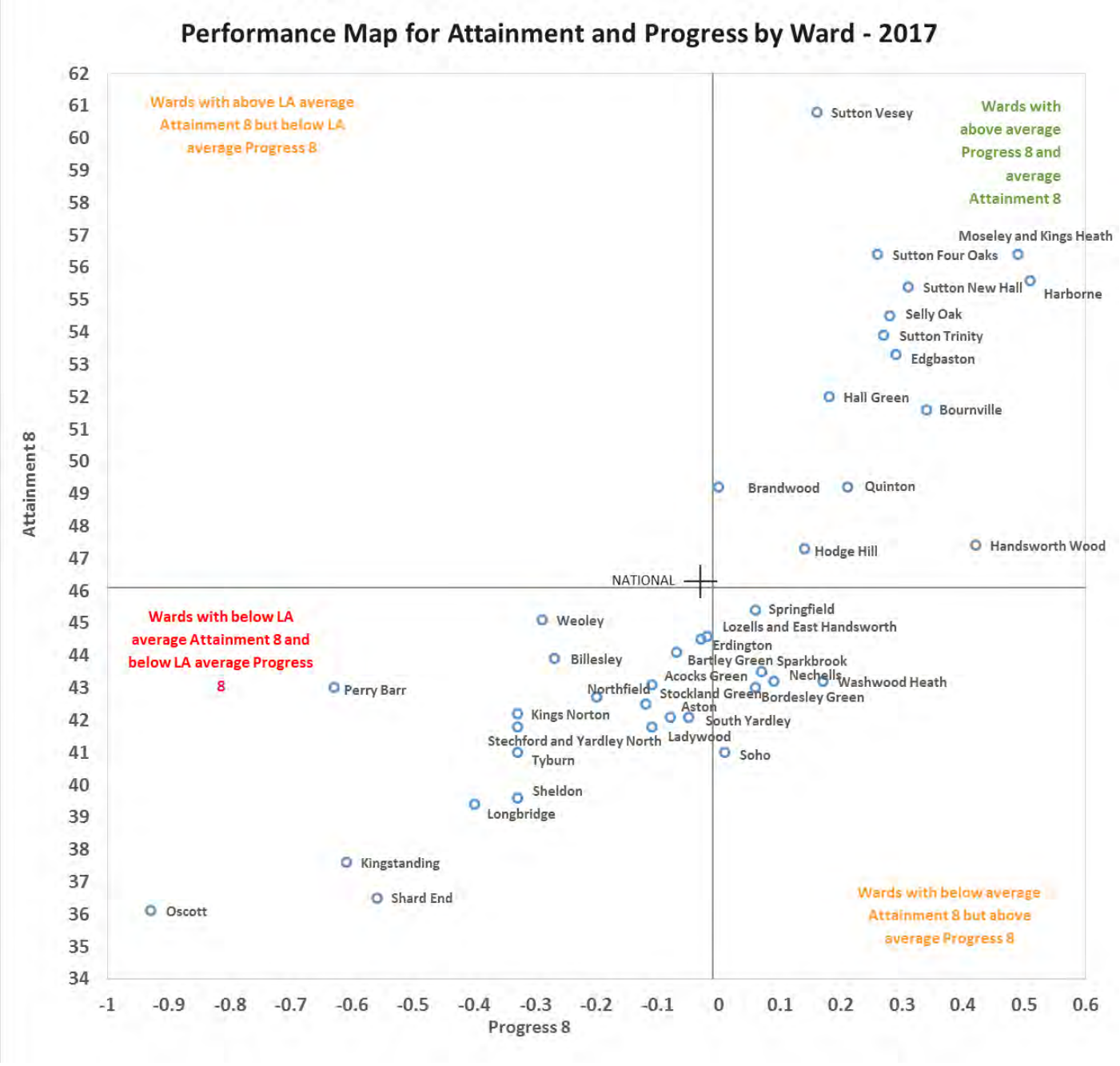


Attainment vs Progress 8 by Ward

The chart below compares wards **Attainment 8 and Progress 8** scores. This shows very clearly the Wards in the city where children are making the best progress possible. For example, while there was a large disparity between Sutton Vesey, Hall Green, Hodge Hill and Washwood Heath in Attainment 8, their Progress 8 score was roughly the same.

Children living in Handsworth Wood, 'Moseley and Kings Heath' and Harborne have performed best in Progress 8 which resulted in above National average Attainment 8 scores.

In 2017, children in Oscott, Kingstanding and Shard End had the lowest Progress 8 averages in Birmingham. Perry Barr is also far behind the average for the LA, however Attainment 8 is closer to the LA average.

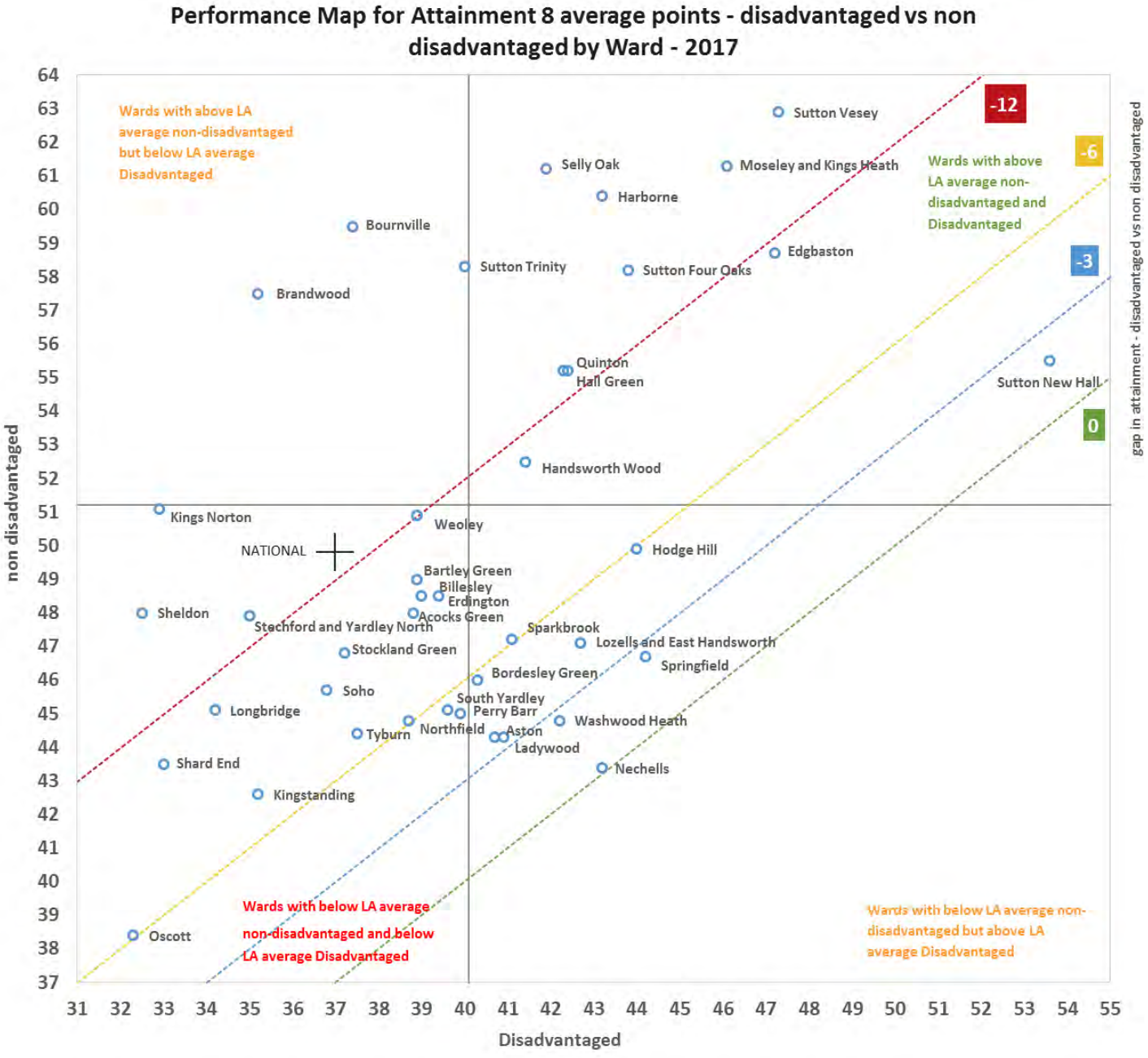


Disadvantaged vs Non Disadvantaged Attainment 8 by Ward

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

Non-Disadvantaged children in Brandwood, Sutton Trinity, Sutton Four Oaks and Edgbaston all had similar high Attainment 8 averages while that of Disadvantaged children was more varied with Brandwood and Bournville below the LA average.

The average Attainment 8 for Disadvantaged children living in Nechells, Springfield, Hodge Hill and 'Lozells and East Handsworth' was similar to those living in Sutton Four Oaks and Harborne. The attainment gap however was much narrower, Nechells in particular showing no difference in Attainment 8 between Disadvantaged and non-Disadvantaged, though non-Disadvantaged children living in these Wards perform lower than average compared to the LA average. Non-Disadvantaged in Hodge Hill however perform marginally below the National average.

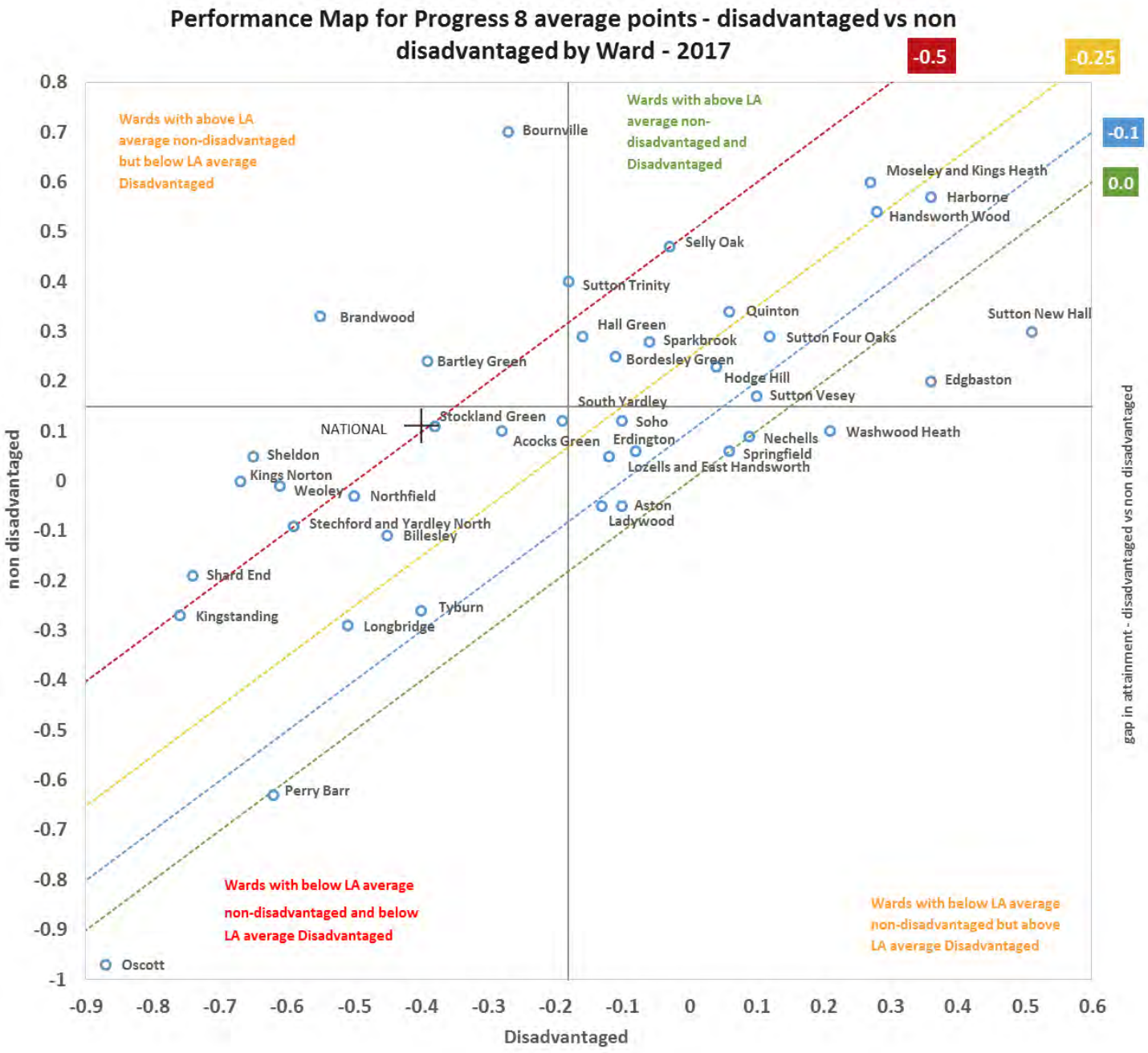


Disadvantaged vs Non Disadvantaged Progress 8 by Ward

The chart below compares disadvantaged and non-disadvantaged pupils by Progress 8 score.

Disadvantaged and non-Disadvantaged children in 'Moseley and Kings Heath', Harborne and Handsworth Wood all performed well and had similar outcomes for both groups.

Disadvantaged scores show a greater range of variation than non-Disadvantaged scores. While Non-Disadvantaged children in Kings Norton, Weoley and Sheldon have similar Progress 8 scores (around 0) to Springfield , Nechells and Washwood Heath, the gap with Disadvantaged scores for the first 3 wards stands at around 0.6-0.7 compared to around zero for the second 3 wards. Disadvantaged marginally outscore non-Disadvantaged in Washwood Heath.



Floor standards and Coasting Schools

KS4 - Floor

From 2016 a school is deemed to be below the floor standard if it's Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero. If a school's performance falls below this floor standard, then the school may come under scrutiny through inspection.

Floor standards do not apply to special schools, independent schools, pupil referral units, and alternative provision or hospital schools. Schools are excluded from a Progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

Schools in which pupils make on average one grade more progress than the national average (a Progress 8 score of +1.0 or above) will be exempt from routine inspections by Ofsted in the calendar year following the publication of the final performance tables.

KS4 Coasting

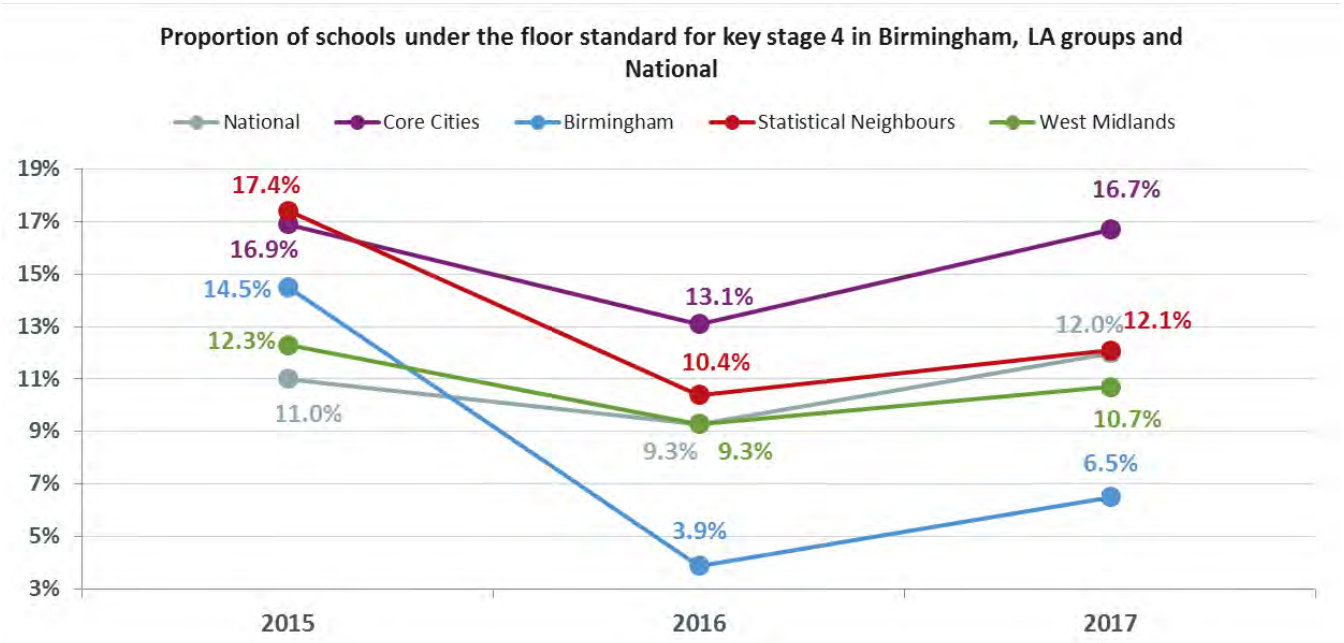
In January 2017 the DfE published regulations setting out a three year definition of coasting based on the same performance measures that underpin the floor standards. This year a secondary school will fall within the coasting definition if:

- in 2015, fewer than 60% of pupils achieved 5 A*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths; **and**
- in 2016, the school's Progress 8 score was below -0.25 **and**
- in 2017, the school's Progress 8 score was below -0.25

Schools will be excluded from the coasting measure in 2017 if:

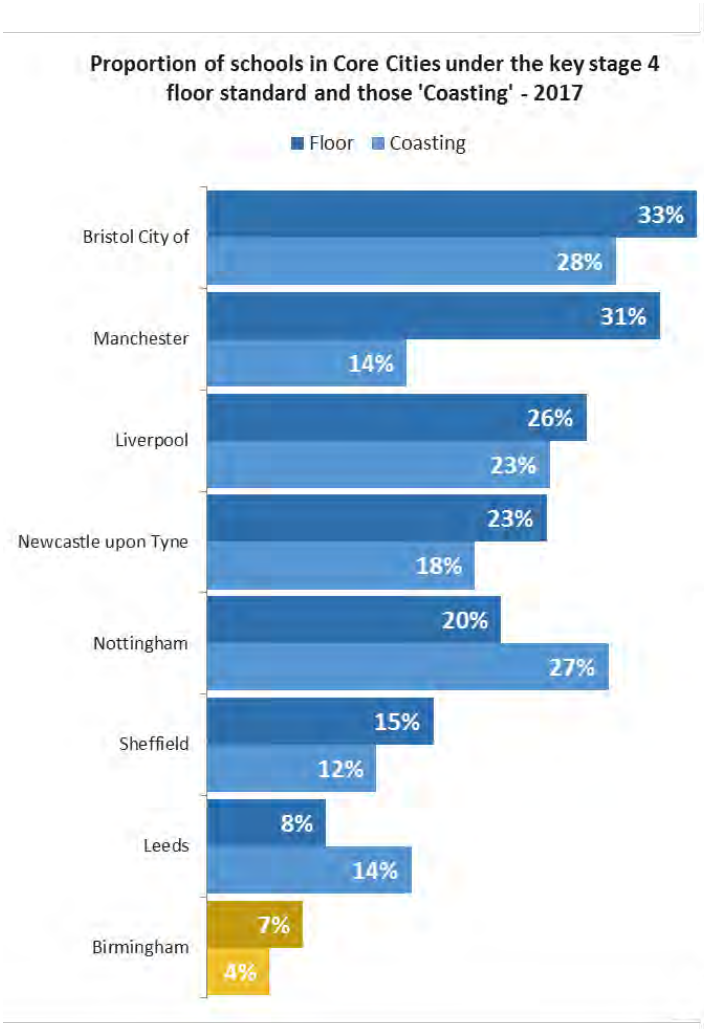
- they have fewer than 6 pupils at the end of key stage 4; or
- less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8; or
- the school closes within the academic year (except if it reopens as a converter academy).

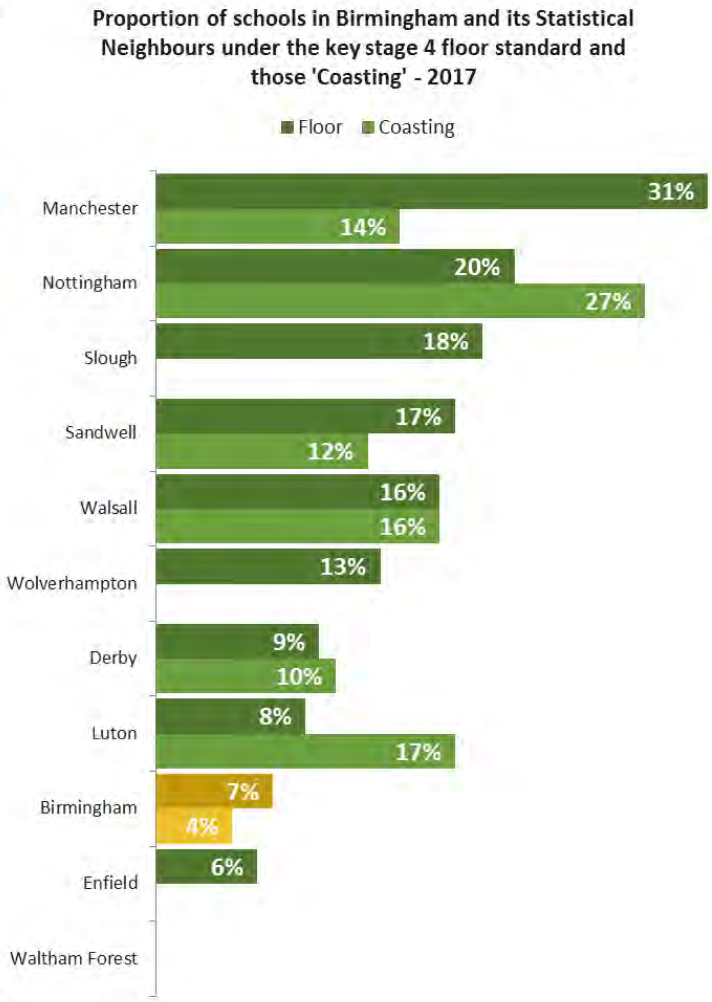
Compared to National, Core Cities, Statistical Neighbours and the West Midlands, Birmingham has a much lower average proportion of schools classed as below the floor standard. Though there has been a slight rise from 2016 to 2017, this has mirrored Nationally.



Birmingham has the lowest proportion of Secondary schools below the floor standard or classed as coasting compared to other LAs in Core Cities.

We also compare favourably to the LAs classed as our Statistical Neighbours.



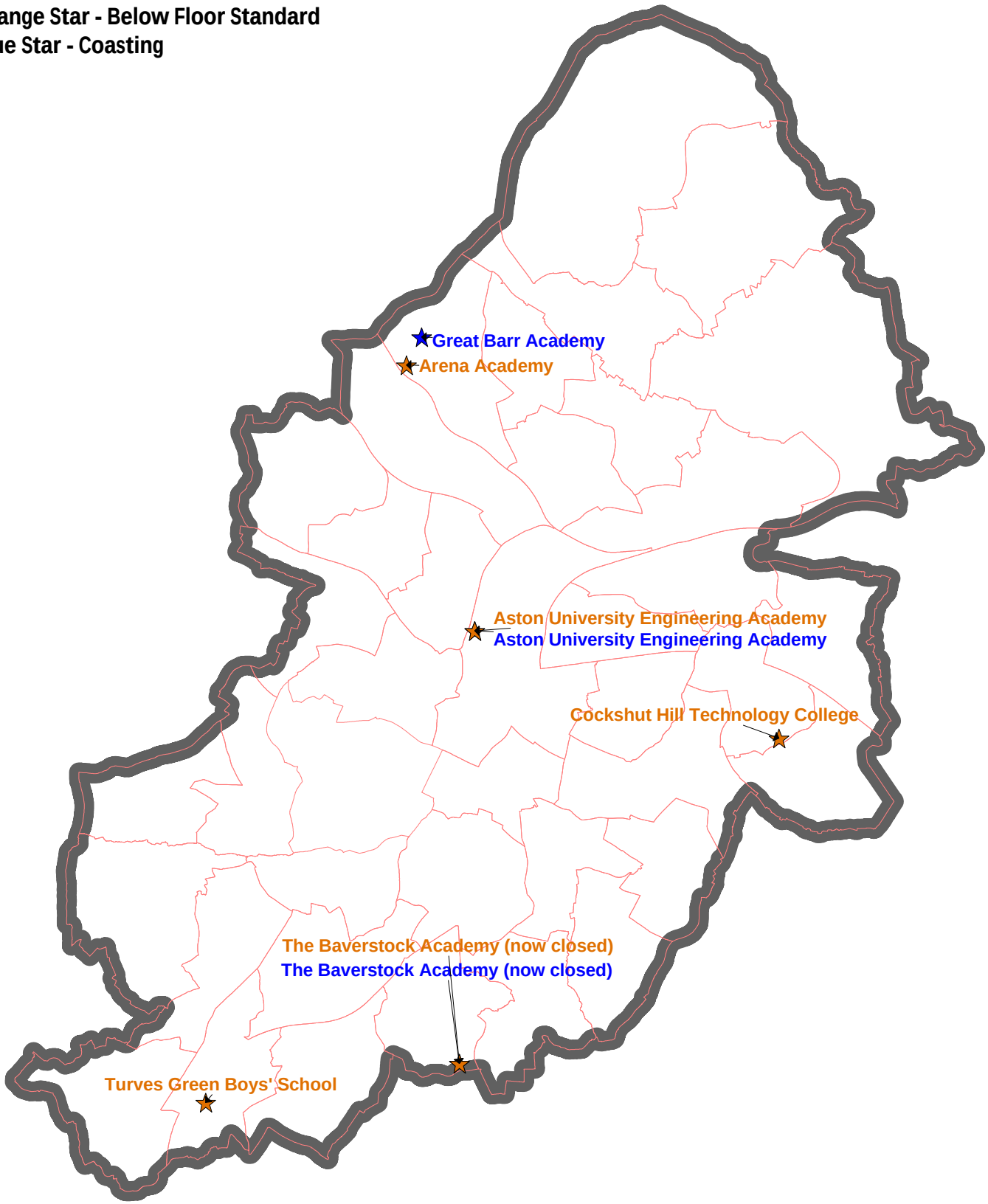


The following map shows the secondary schools deemed to be below the floor standard and those classed as coasting in 2017. Note that The Baverstock Academy closed in August 2017 with no direct successor establishment. Taking this into account Birmingham enters the 2017 – 2018 school year with 5% of schools under the floor standard and 3% coasting. (Please note that data is based on DfE published data which includes The Baverstock Academy).

Key Stage 4: 2017 Birmingham Secondary schools below Floor Standard or classed as Coasting

Key

Orange Star - Below Floor Standard
Blue Star - Coasting



based on pupils attending maintained Birmingham schools and resident within the ward

Birmingham City Council

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16 -18 Study

Key Messages

- Birmingham's A Level performance indicators are better than the averages for Core Cities, Statistical Neighbours, other West Midlands Local Authorities and Nationally.
- 22.8% of A Level students achieved at least AAB grades in Birmingham compared to 20.7% Nationally.
- 13.9% of students achieved at least 3 or more A levels of A*-A compared to 12% Nationally.
- 85.3% of students achieved 'at least 2 substantial level 3 qualifications' compared to 83.5% Nationally.

Background

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

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

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

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

In 2017 for the first time headline measures were published for disadvantaged pupils to illustrate differences between how well disadvantaged students in a school or college do compared to non-disadvantaged students nationally. At time of writing these are not available at LA or National level for 6th form only.

For further information please follow the link below :

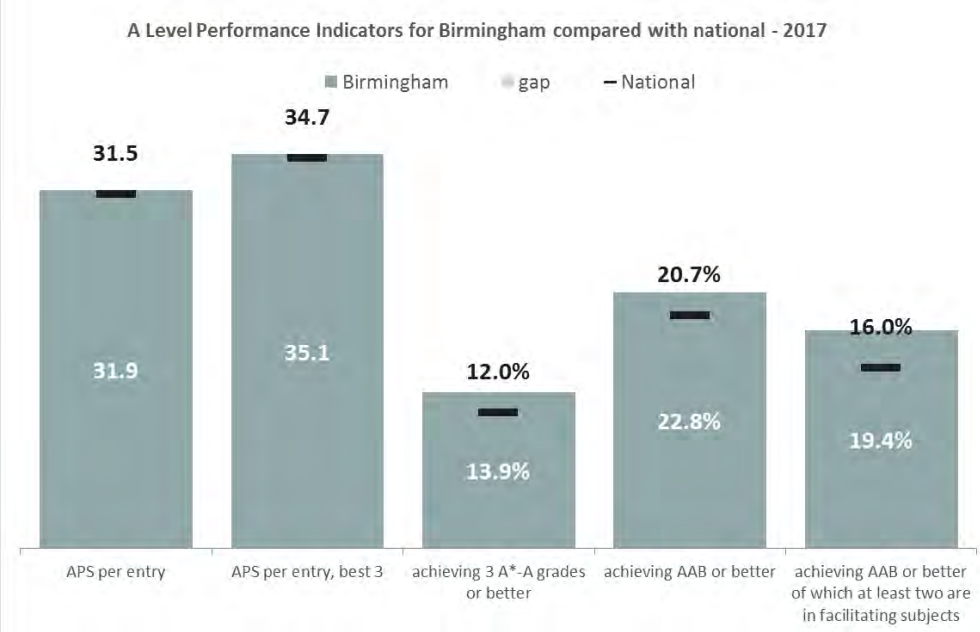
https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=330&geographic=la&phase=16to18&for=16to18&datasetFilter=final

Overall Performance – A level

The chart below shows that Birmingham performed better than National in the main 16 - 18 accountability measures.

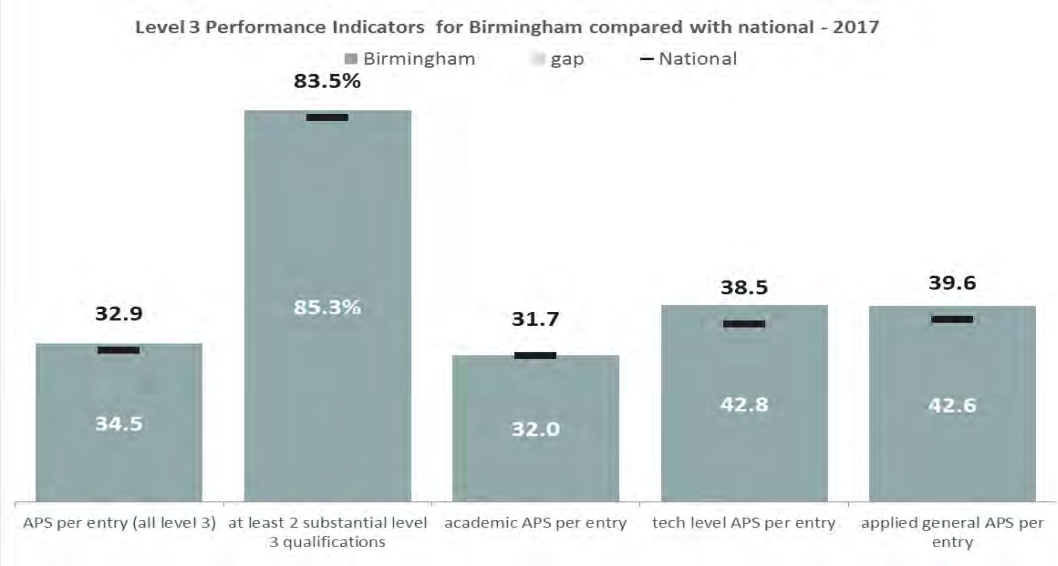
Birmingham is over 2 ppts higher than national for students achieving grades AAB or better. Birmingham also outperform National for students 'achieving grades AAB or better at A level, of which at least two are in facilitating subjects*' by more than 3 ppt.

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



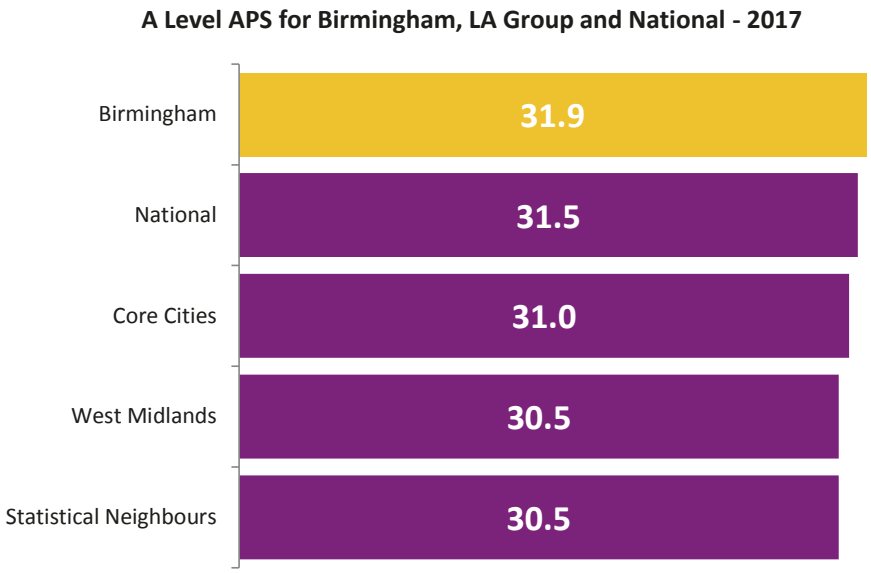
Overall Performance – Level 3

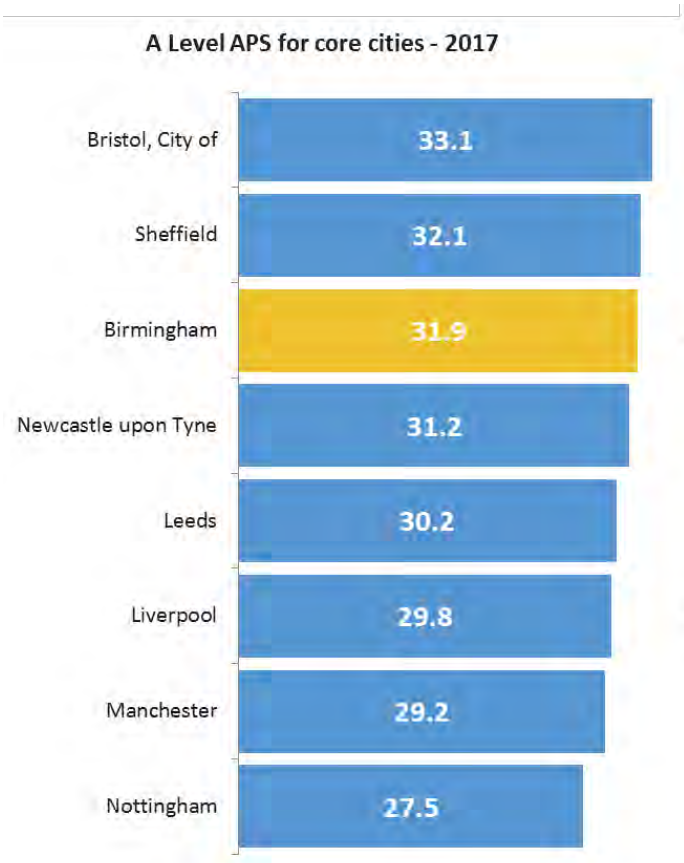
The graph below compares Birmingham Level 3 performance indicators with National. Level 3 performance covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), or applied general or tech level qualification during their 16-18 study. Again, Birmingham outperforms National for all indicators with average 'Tech-level APS per entry' showing the biggest margin at more than 4 points.

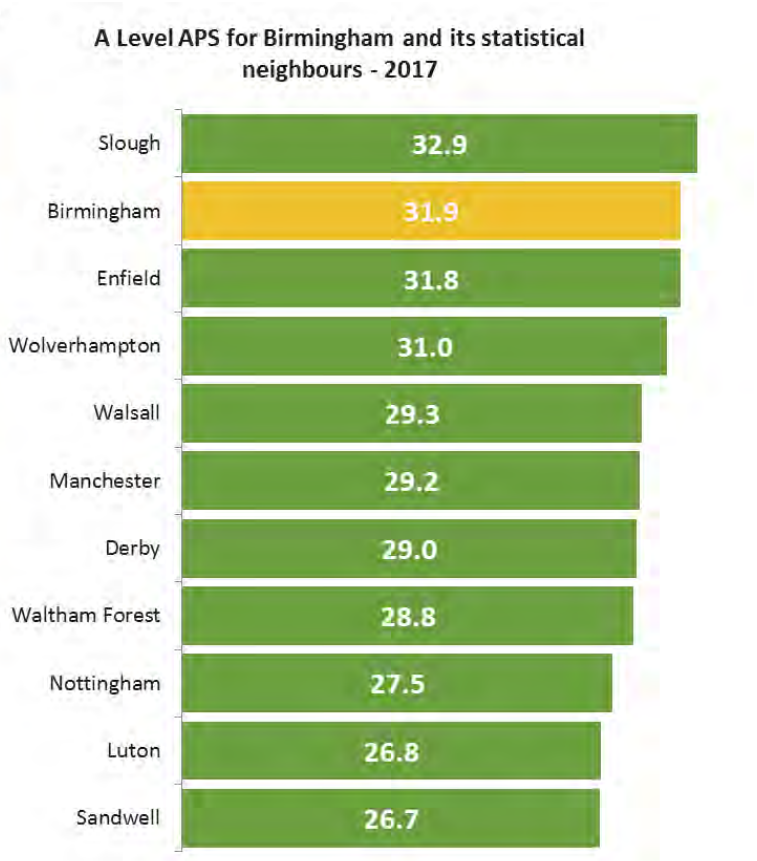


National Comparisons

Average Point Score (APS) per entry

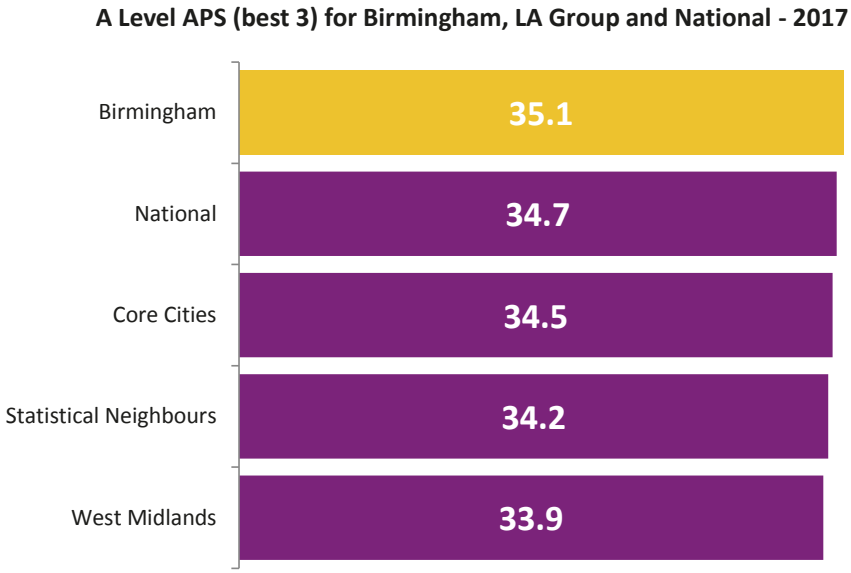


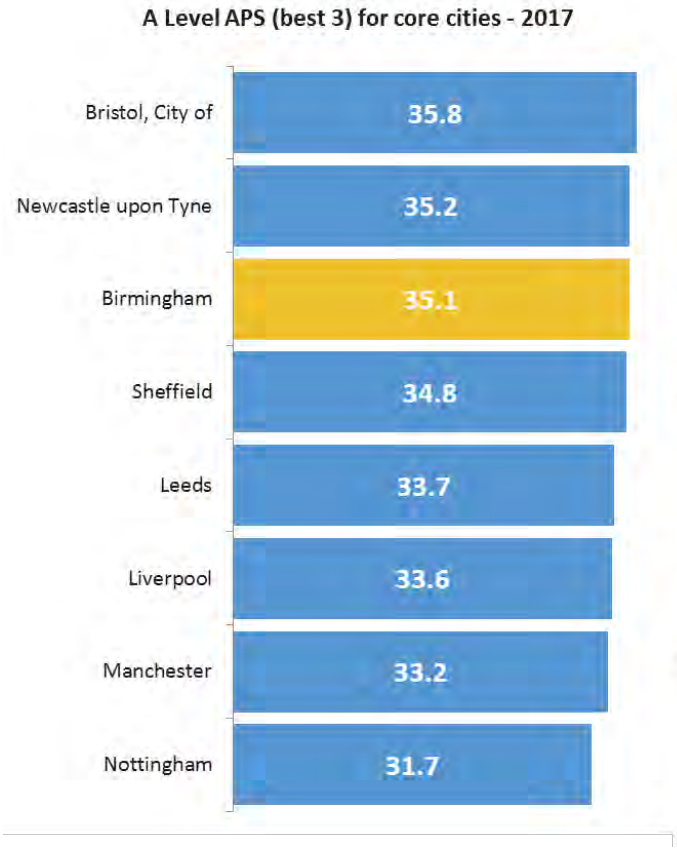


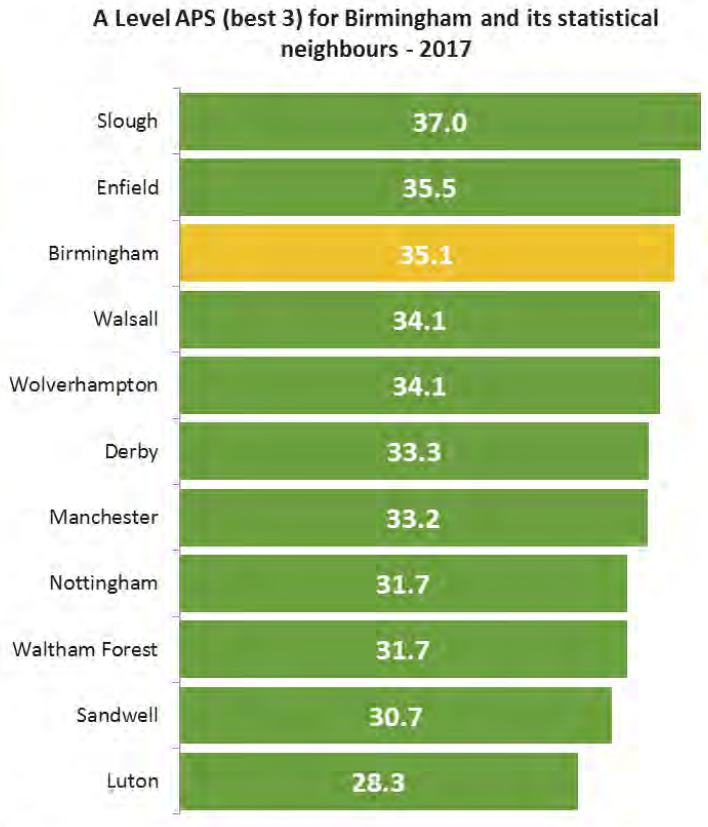


Birmingham's average 'APS per entry' is better than the average for Core Cities, West Midlands, Statistical Neighbours and National. Birmingham rank 3rd in the Core Cities group, lagging behind the leader Bristol by just over 1 ppt and 2nd in the Statistical Neighbours, lagging behind the leader Slough by 1 ppt.

Average Point Score (APS) for a student's best three A Levels

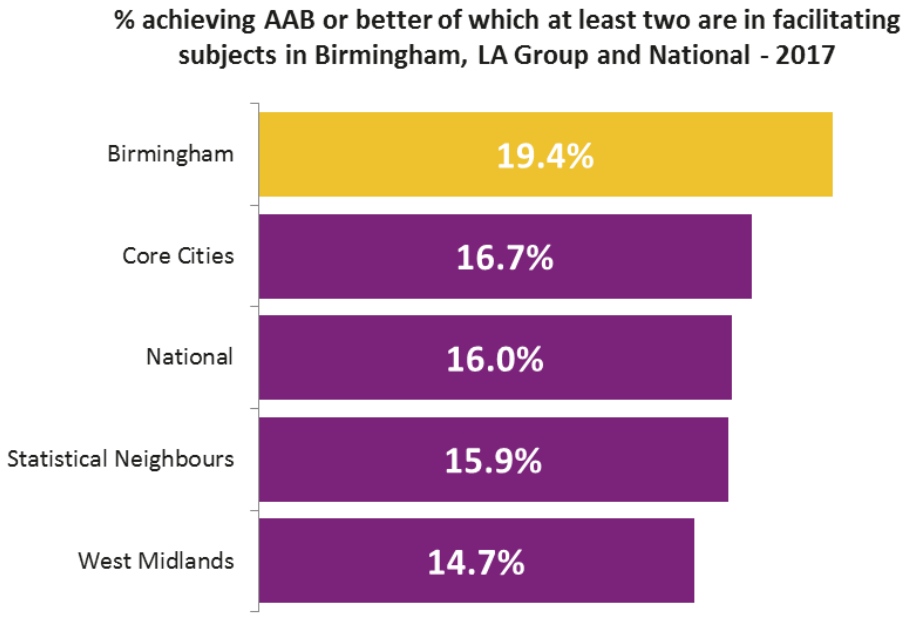


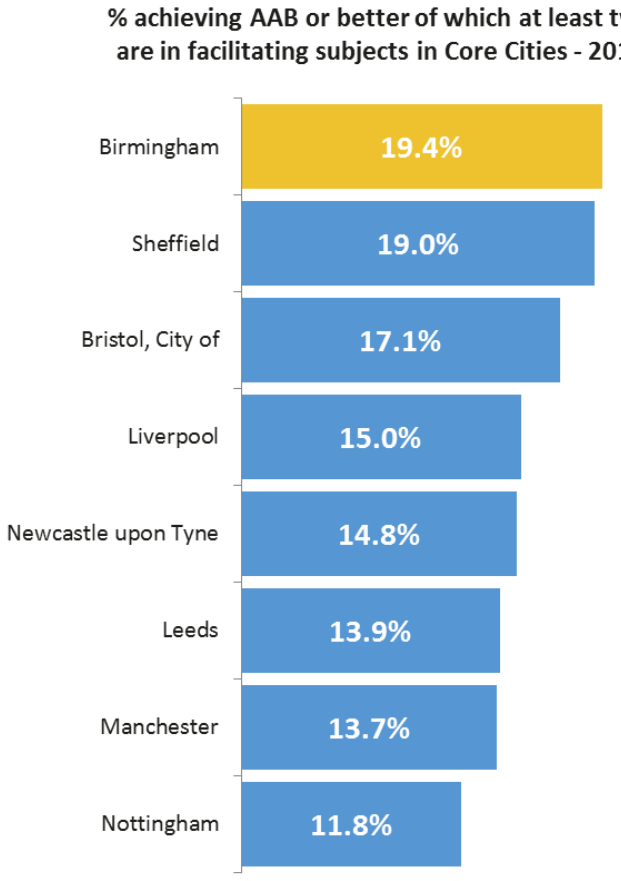


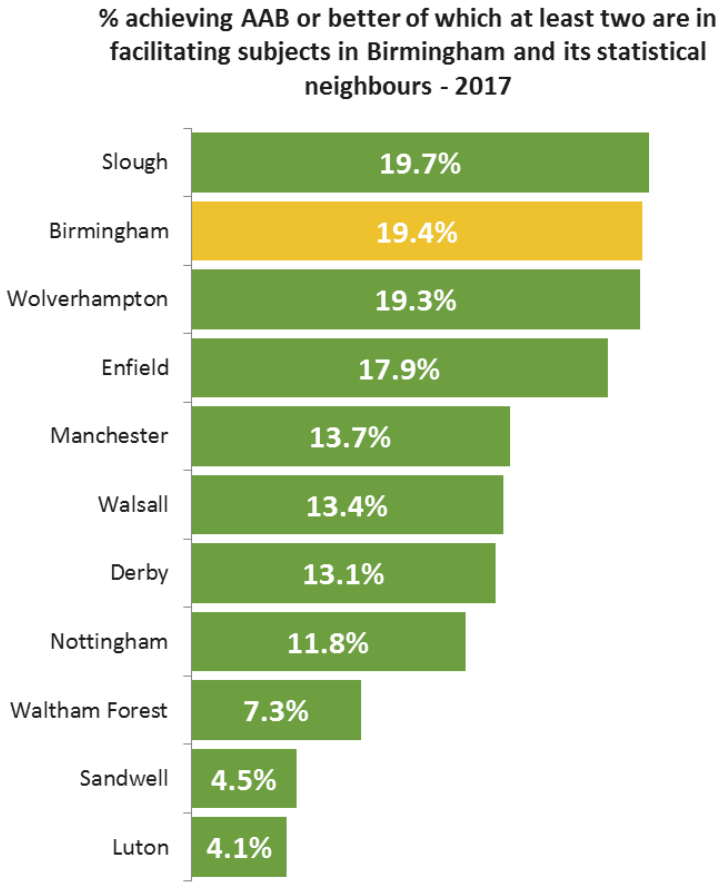


Birmingham's APS based on best three A levels is slightly better than Core Cities, Statistical Neighbours, West Midlands and National. Birmingham ranks 3rd in both Core Cities (less than 1 ppt behind leader Bristol) and Statistical Neighbours (less than 2 ppts behind leader Slough).

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







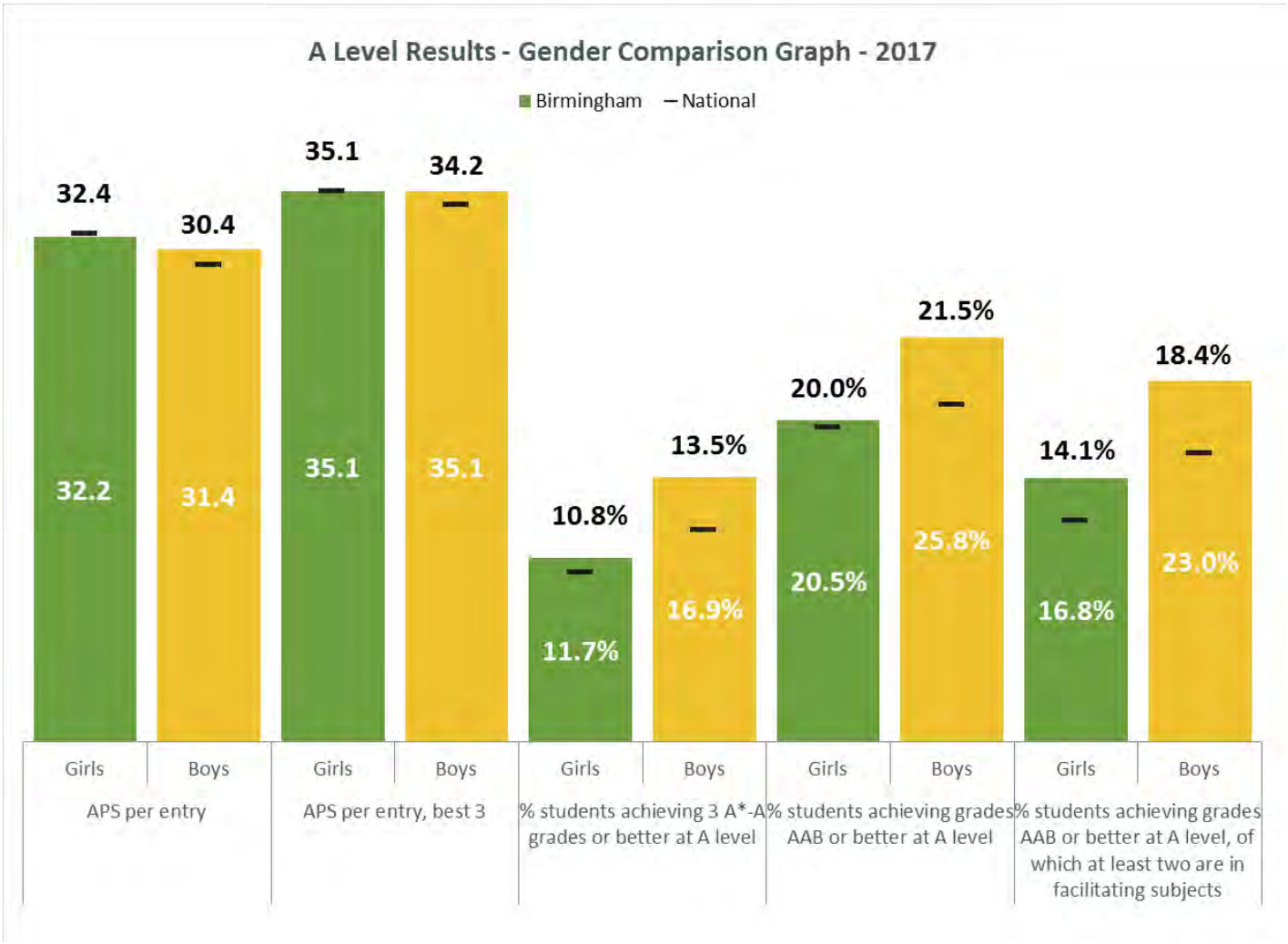
19.4% of Birmingham students 'achieved AAB or better of which at least two are in facilitating subjects'. This is significantly better than the equivalent measures for West Midlands LAs, Core Cities, Statistical Neighbours and National. This ranks Birmingham top in Core Cities and 2nd in Statistical Neighbours, 0.3 ppts behind Slough.

Pupil Characteristics – Gender

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

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

Attainment scores for Birmingham Boys are significantly higher than Birmingham Girls with the largest margin in '% students achieving grades AAB or better, of which at least 2 are in facilitating subjects' at 6.2 ppt. This is mirrored at National level.



Appendixes

Appendix 1 – Primary School Summary Comparison Table

Pupil Performance 2017: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2016

Phase	Birmingham		Core City Average		Statistical Neighbour Average		West Midlands Average		Birmingham Rank Order out of 16[6]	
2017 Early Years Foundation Stage										
Percentage of children achieving a good level of development[2]	66% (64%)		66% (64%)		67% (65%)		69% (67%)		=9th (=10th)	
2017 Phonics										
Meeting standard at end of Year 2[3]	90% (90%)		89% (89%)		90% (90%)		91% (91%)		=8th (=5th)	
2017 KS1 (Reached The Expected Standard and Working At Greater Depth)[4]	**EXS+**	**GDS**	**EXS+**	**GDS**	**EXS+**	**GDS**	**EXS+**	**GDS**	**EXS+**	**GDS**
Reading	72% (70%)	18% (14%)	71% (69%)	20% (17%)	72% (71%)	21% (18%)	74% (73%)	23% (22%)	=7th (=9th)	=14th (15th)
Writing	64% (61%)	10% (6%)	64% (60%)	12% (9%)	65% (62%)	13% (10%)	67% (63%)	14% (11%)	=6th (11th)	14th (15th)
Mathematics	71% (67%)	15% (11%)	71% (68%)	17% (14%)	73% (70%)	18% (15%)	74% (71%)	19% (16%)	=11th (13th)	=14th (15th)
2017 KS2 (Reached The Expected Standard and Working At Higher / Greater Depth)[5]	**EXS+**	**High / GDS**	**EXS+**	**High / GDS**	**EXS+**	**High / GDS**	**EXS+**	**High / GDS**	**EXS+**	**High / GDS**
Reading	66% (59%)	20% (14%)	68% (62%)	22% (16%)	67% (61%)	20% (14%)	69% (64%)	22% (16%)	=12th (15th)	=9th (=11th)
Writing	73% (69%)	11% (6%)	74% (70%)	14% (11%)	75% (73%)	15% (11%)	75% (73%)	16% (13%)	=12th (14th)	=13th (16th)
Mathematics	73% (66%)	22% (15%)	74% (68%)	22% (16%)	74% (69%)	22% (16%)	73% (68%)	21% (15%)	=10th (=12th)	=6th (=8th)
Reading Writing & Mathematics	57% (47%)	6% (3%)	58% (50%)	7% (4%)	59% (50%)	7% (4%)	59% (51%)	7% (5%)	12th (14th)	=12th (=14th)
Grammer, Punctuation and Spelling	78% (71%)	35% (22%)	77% (71%)	31% (21%)	78% (72%)	33% (22%)	77% (72%)	31% (21%)	=6th (=9th)	=3rd (=8th)

The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham City and Sheffield.
Statistical neighbours are Slough, Waltham Forest, Manchester, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton. These were revised in 2014.
West Midlands are Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton and Worcestershire

1. A revised Early Years Foundation Stage Profile was introduced in 2012-13. Revised curriculum for key stage 1 and 2 introduced in 2016.
2. A pupil achieving at least the expected level in the Early Learning Goals within the three prime areas of learning and within literacy and mathematics is classed as having "a good level of development".
3. If a pupil's mark is at or above the threshold mark they are considered to have reached the required standard. The threshold mark for 2016 remained at 32.
4. The expected standard is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth within the expected standard' (GDS).
5. The expected standard for reading, maths and GPS is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth within the expected standard' (GDS). A higher standard is a scaled score of 110 or above in Reading, Maths and GPS. For Writing it is a teacher assessment of 'working at greater depth within the expected standard' (GDS).
6. Ranking based on rounded figures, Birmingham's rank order position is as compared to the other 16 core city and statistical neighbour authorities.

Appendix 2 – Secondary School Summary Comparison Table

Pupil Performance 2017: Comparison with Core Cities and Statistical Neighbours

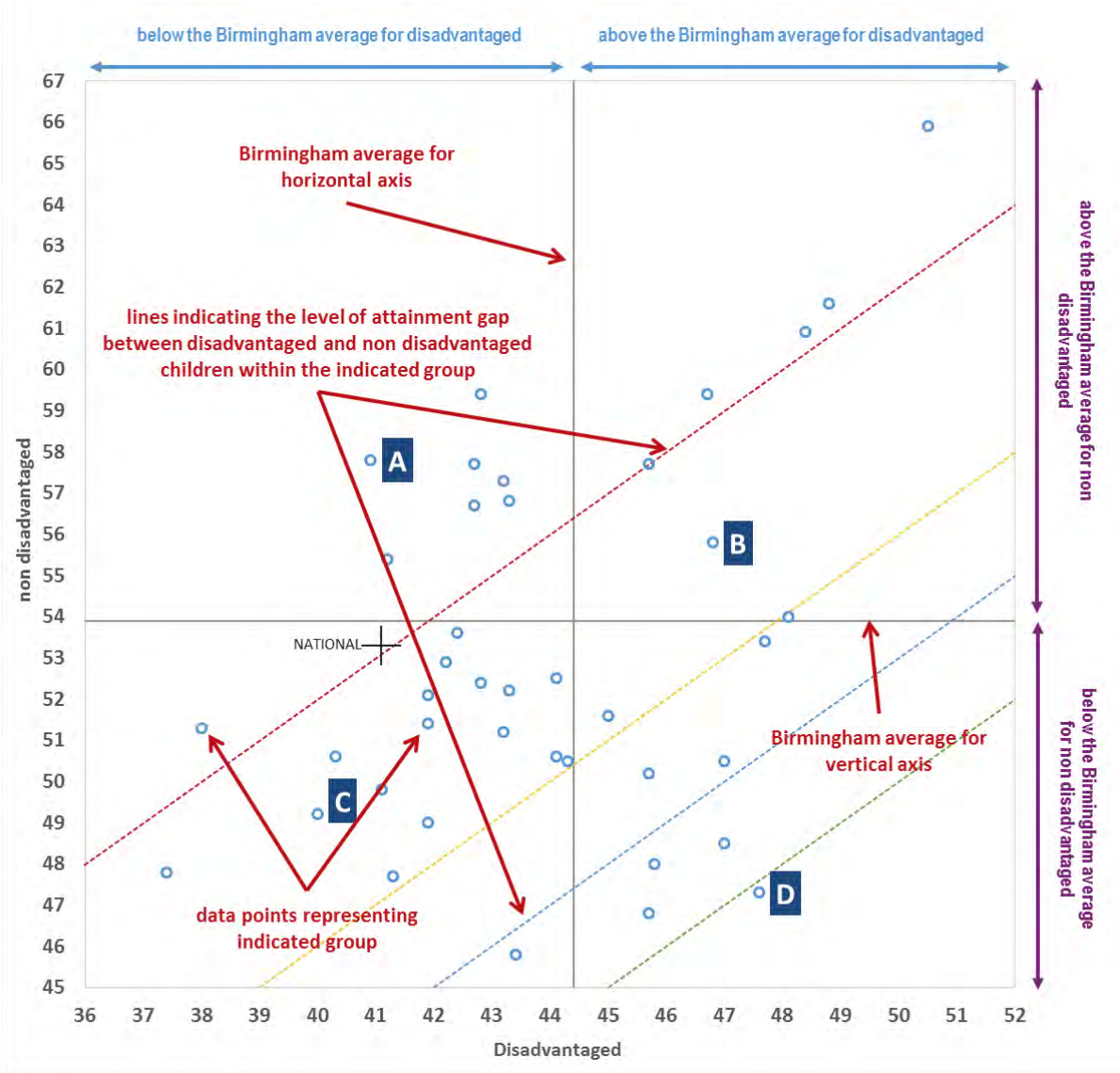
Figures in brackets are 2016

Phase	Birmingham	Core City Average	Statistical Neighbour Average	West Midlands Average	Birmingham Rank Order out of 16[6]
2017 KS4					
Progress 8	-0.01 (0.00)	-0.04 (-0.06)	-0.01 (-0.03)	-0.04 (-0.05)	7th (6th)
Attainmet 8 (2016 is not equivelant)[1]	46.1 (49.4)	44.6 (48.2)	44.7 (48.3)	45.4 (49.2)	3rd (4th)
Strong pass (9-5) in English and Maths GCSEs[2]	40.2%	38.3%	37.7%	39.8%	5th
Standard pass (9-4) in English and Maths GCSEs[3]	60.1% (59.9%)	58.4% (58.4%)	58.1% (58%)	61.3% (60.3%)	5th (5th)
Entered all components of the English Baccalaureate	40.7% (41.9%)	37.7% (38.8%)	36.2% (37.3%)	36.3% (37.5%)	2nd (2nd)
Achieving English Baccalaureate with a strong pass (9-5) in English and Maths[4]	22.2%	19.6%	18.7%	19.4%	3rd
Achieving English Baccalaureate with a standard pass (9-4) in English and Maths[3]	24.7% (24.6%)	22.2% (22.2%)	21% (21.6%)	21.7% (22.1%)	3rd (3rd)
2017 16 - 18					
A level Students - Average Point Score (APS) per entry	31.9 (31.1)	31.0 (30.1)	30.5 (29.8)	30.5 (30.2)	4th (4th)
A level Students - Average point score (APS) for best three A levels	35.1 (35.4)	34.5 (34.1)	34.2 (34.1)	33.9 (34.2)	5th (2nd)
A Level students achieving AAB or better of which at least two are in facilitating subjects	19.4% (19.6%)	16.7% (16.2%)	15.9% (15.4%)	14.7% (14.3%)	2nd (2nd)

The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham City and Sheffield.
Statistical neighbours are Slough, Waltham Forest, Manchester, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton. These were revised in 2014.
West Midlands are Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton and Worcestershire
Birmingham's rank order position is as compared to the other 16 core city and statistical neighbour authorities.

1. The points equivalent scores for A*-E used in 2016 are different to those used in 2017. For this reason 2016 attainment 8 cannot be directly compared to 2017.
2. For 2017 English and Maths GCSE A*-E outcomes have been replaced with a new scale of 1-9 with 9 being the highest. A standard pass is classed as a 4 or higher with 5 or above classed as a achieving a strong pass.
3. for a rough comparison scores in brackets are A*-C. A grade of C in 2017 contributes a point score of 4 to a pupils average attainment 8 and is roughly but not directly equivalent to a 4 grade within the new 1-9 grand band.
4. The English and Maths element of the Baccalaureate is graded 1-9 for 2017. The remaining components, Science, Humanities and Modern Languages remain A*-C. They change to 1-9 in 2018, the remaining subjects will move 2019.

Appendix 3 – 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.

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