

BIRMINGHAM CITY COUNCIL

SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE

WEDNESDAY, 21 MARCH 2018 AT 13:30 HOURS
IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, VICTORIA
SQUARE, BIRMINGHAM, B1 1BB

A G E N D A

1 NOTICE OF RECORDING/WEBCAST

The Chairman to advise/meeting to note that this meeting will be webcast for live or subsequent broadcast via the Council's Internet site (www.civico.net/birmingham) and that members of the press/public may record and take photographs except where there are confidential or exempt items.

2 APOLOGIES

To receive any apologies.

3 DECLARATIONS OF INTERESTS

Members are reminded that they must declare all relevant pecuniary and non pecuniary interests arising from any business to be discussed at this meeting. If a disclosable pecuniary interest is declared a Member must not speak or take part in that agenda item. Any declarations will be recorded in the minutes of the meeting.

ACTION NOTES

5 - 8

To confirm the action notes of the meeting held on the 14th February 2018.

9 - 136

SCHOOL ATTAINMENT STATISTICS FOR SECONDARY AND PRIMARY SCHOOLS (1.30PM - 2.30PM)

Colin Diamond, Corporate Director, Children & Young People, Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP and James Hill (HT) at The Oaks, Primary and Jane Edgerton (CEO Forward Education Trust) in attendance.

137 - 170

RADICALISATION (2.30PM - 3.30PM)

Waqar Ahmed, Prevent Manager, Razia Butt, Resilience Advisor, Maria Jardine and Colvin White in attendance.

171 - 224

CHILDCARE SUFFICIENCY (3.30PM - 4.10PM)

Lindsey Trivett, Head of Early Years, Childcare and Children's Centres and Kevin Caulfield, Childcare Quality and Sufficiency Manager in attendance.

225 - 232

WORK PROGRAMME

For discussion.

DATE OF FUTURE MEETINGS

The following dates have been proposed:-

Wednesdays at 1330 hours in Committee Rooms 3 & 4

2018

6 June

11 July

5 September (Start at 2pm)

10 October

7 November

5 December

2019

9 January

6 February

6 March

3 April

8 May

10 **REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS RECEIVED (IF ANY)**

To consider any request for call in/councillor call for action/petitions (if received).

11 **OTHER URGENT BUSINESS**

To consider any items of business by reason of special circumstances (to be specified) that in the opinion of the Chairman are matters of urgency.

12 **AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

'In an urgent situation between meetings, the Chairman jointly with the

relevant Chief Officer has authority to act on behalf of the Committee'.

BIRMINGHAM CITY COUNCIL

SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY (O&S) COMMITTEE – PUBLIC MEETING

13:30 hours on Wednesday 14th February 2018, Committee Rooms 3 & 4 – Actions

Present:

Councillor Susan Barnett (Chair)

Councillors: Sue Anderson, Matt Bennett, Kate Booth, Barry Bowles, Debbie Clancy, Shabrana Hussain, Julie Johnson, Chauhdry Rashid, Martin Straker Welds and Alex Yip.

Other Voting Representatives: Evette Clarke, Parent Governor Representative and Sarah Smith, Church of England Diocese Representative.

Also Present:

Councillor Carl Rice, Cabinet Member for Children, Families and Schools

Jill Crosbie, AD, Special Educational Needs and Disabilities (SEND)

Colin Diamond, Corporate Director for Children & Young People

Natalie Loon, Corporate Parenting Support Officer

Andy Pepper, AD, Children in Care Provider Services

Amanda Simcox, Scrutiny Office

Emma Williamson, Head of Scrutiny Services

1. NOTICE OF RECORDING

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2. APOLOGIES

Apologies were submitted on behalf of:

Councillor Mike Sharpe.

Other Voting Representatives: Samera Ali, Parent Governor Representative and Adam Hardy, Roman Catholic Diocese Representative.

3. ACTION NOTES

The action notes of the meetings held on 8th January 2018 and 17th January 2018 were confirmed.

4. CABINET MEMBER UPDATE

Councillor Barry Bowles and Councillor Martin Straker-Welds declared they had been appointed as Cabinet Advisors to the Children, Families and Schools portfolio. The Chief Legal Officer is to advise whether there will be a conflict of interest.

Councillor Carl Rice, Cabinet Member for Children, Families and Schools informed Members of his priorities:

Special Educational Needs and Disabilities (SEND).

The fragmentation of the schools system (maintained schools and academies etc) and the need for an integrated family of schools.

The achievement of children and this includes both educational achievement and resilience.

There will be a workshop with the Birmingham Education Partnership (BEP) in March for all elected members.

The Birmingham Domestic Abuse Prevention Strategy 2017 – 2020 went to Cabinet yesterday and this will go to full Council. 41,000 people are affected in Birmingham.

The portfolio budget has a £2.6m overspend for this year and most of this is attributable to Travel Assist.

Nearly £3m is spent looking after children where adults have no recourse to public funds.

There is a need to improve reporting arrangements for Child Sexual Exploitation (CSE) for particular communities.

There has been a third Ofsted visit.

The Children's Trust has operational independence however Scrutiny and the Cabinet Member need to be involved in key decisions.

The 2018/19 Council budget has prioritised children services as much as it can.

Ways in which as many Councillor as possible are involved in Corporate Parenting is being explored.

Members expressed concern regarding the implementation of the early years contract. Concern was also expressed that Child Protection Plans were being ended too early and there appeared to be no trajectory for this within the letter from Ofsted.

Members commented on the Birmingham Education Services Delivery and Improvement Plan 2017-18 targets and the Cabinet Member stated he would be interested in including challenging and realistic targets.

It was queried why the service delivery plans on the Council's website were last year plans. Also, there wasn't an eligibility criteria for short breaks in the local offer and it was suggested that the Council could use something similar to Richmond's criteria. The Cabinet Member stated he would write to the Committee to inform when these have been put right.

RESOLVED:

Update noted.

5. CORPORATE PARENTING BOARD ANNUAL REPORT

Andy Pepper, AD, Children in Care Provider Services and Natalie Loon, Corporate Parenting Support Officer presented the item.

The annual report presented today was in response to recommendation six in the Committee's Corporate Parenting Inquiry. Also as per recommendation two, the menu of involvement that was completed by Councillors would be developed into a corporate parenting handbook for new Councillors at the beginning of the year.

Members were informed that a group of senior officers chaired by the Corporate Director for Children & Young People is being set-up to assist directorates across the Council participating in the corporate parenting agenda.

Councillor Barry Bowles stated he had e-mailed Councillors on the Committee an example of a report Councillors who are school governors can request from their school. Councillor Susan Barnett declared a non-pecuniary interest as she is the Chair of the Virtual School Board. Members queried how many Councillors were school governors.

There is a continued national shortage of foster carers for children and young people and Members queried whether private fostering agencies should be at the job fairs held within the Council House. Members were informed that they were working on getting smarter at marketing the financial package and an alternative funding model is being explored.

Members were impressed with the officers 'can do' attitude and there were so many things that we should be really proud of, for example, the Council does not charge care leavers council tax and the Children and Care Council (CiCC) and Care Leavers Forum had won awards.

RESOLVED:

The Corporate Parenting Annual Report is noted.

6. WORK PROGRAMME

It has been agreed with the opposition leads on the committee that the April committee meeting would be cancelled.

The Chair would discuss with the Corporate Director for Children & Young People the attendance of head teachers at the March committee meeting.

RESOLVED:

The work programme is noted.

7. DATE OF FUTURE MEETINGS

Noted.

8. REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS

None.

9. OTHER URGENT BUSINESS

The Chair informed Members that nominations are open for two parent governor representatives on the committee. This is for a four year term of office – until 30th April 2022. The closing date for nominations is 23rd February 2018.

10. AUTHORITY TO CHAIRMAN AND OFFICERS

RESOLVED:

That in an urgent situation between meetings the Chair, jointly with the relevant Chief Officer, has authority to act on behalf of the Committee.

The meeting ended at 15.47 hours.



Annual Education Performance Report

2017 Examinations and Assessments

March 2018

Produced by

Insight and Intelligence Team Birmingham City Council

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For more information contact educationdata@birmingham.gov.uk

Contents

Executive Summary	5
Early Years Foundation Stage.....	5
Phonics	5
Key Stage 1	5
Key Stage 2	5
Key Stage 4	6
16 – 18 Study	6
Early Years Foundation Stage Profile (EYFSP)	8
Key Messages.....	8
Background.....	8
Overall Performance	8
National Comparisons	9
Pupil Characteristics	10
Ward/Geography	12
Phonics.....	13
Key Messages.....	13
Background.....	13
Overall Performance	13
National Comparisons	14
Public Characteristics	15
Key Stage 1.....	17
Key Messages.....	17
Background.....	17
Overall Performance	17
National Comparisons	19
Pupil Characteristics	21
Ward/Geography - Reading	25
Ward/Geography – Writing	26
Ward/Geography - Maths.....	27
.....	27
Key Stage 2.....	28
Key Messages.....	28
Background.....	28
Overall Performance	29
National Comparisons	31
Pupil Characteristics	34

Ethnic group, gender and disadvantaged – differences to the LA average.....	41
Ward/Geography – Reading, Writing & Maths	43
Disadvantaged vs Non Disadvantaged Attainment by Ward	44
Floor Standards and Coasting Schools	45
Geography - Primary Floor and Coasting Schools	47
Key Stage 4.....	50
Key Messages.....	50
Background.....	50
Overall Performance	51
Subject performance compared with previous years	52
National Comparisons	54
Pupil Characteristics	57
Ethnic group, gender and disadvantaged – differences to the LA average.....	66
Ward geography – Attainment 8.....	68
Ward geography – English Baccalaureate	69
Ward geography – Progress 8	70
Attainment 8 by Ward	71
Progress 8 by Ward	72
Attainment vs Progress 8 by Ward	73
Disadvantaged vs Non Disadvantaged Attainment 8 by Ward	74
Disadvantaged vs Non Disadvantaged Progress 8 by Ward	75
Floor standards and Coasting Schools	76
Geography - Secondary Schools below Floor and Coasting.....	78
16 -18 Study	79
Key Messages.....	79
Background.....	79
Overall Performance – A level.....	80
Overall Performance – Level 3	80
National Comparisons	81
Pupil Characteristics – Gender	84
Appendixes.....	85
Appendix 1 – Primary School Summary Comparison Table.....	85
Appendix 2 – Secondary School Summary Comparison Table.....	86
Appendix 3 – Explanation of Deprivation vs Non Deprivation Chart	87

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

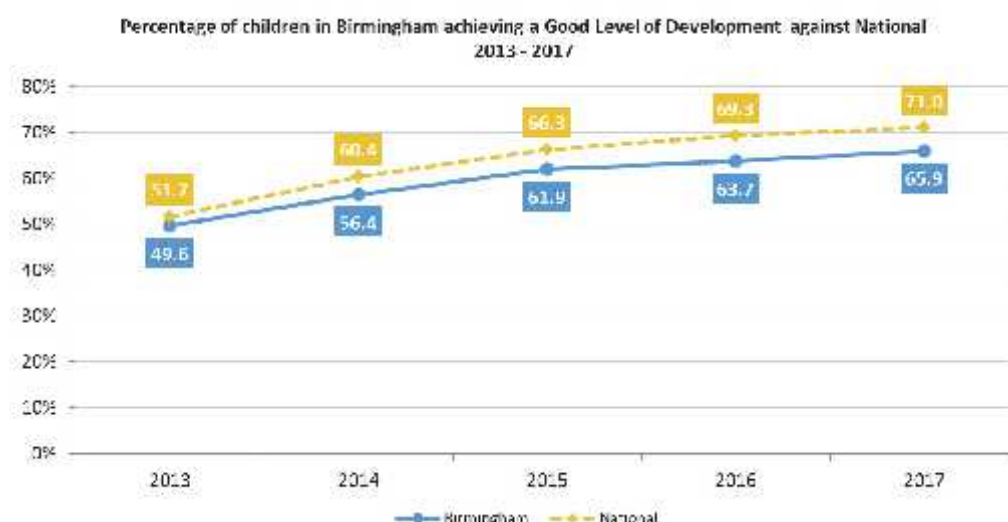
The **EYFSP** summarises and describes pupils' attainment at the end of the EYFS. The purpose of the assessment is to gain insight into levels of children's development and their readiness for the next phase of their education. The EYFSP gives:

- 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:

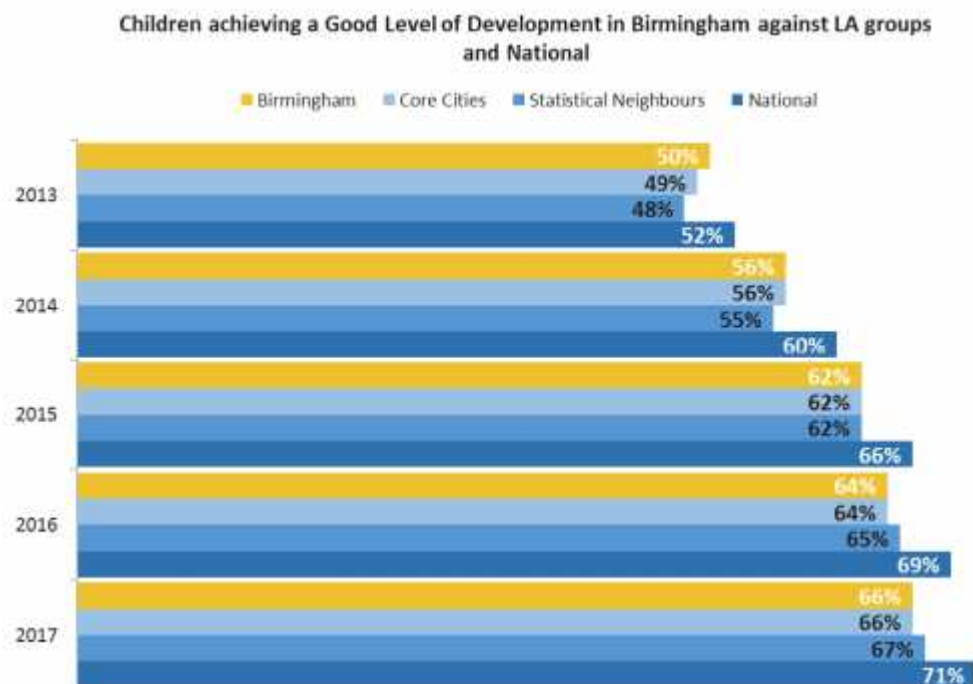
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language);
- the early learning goals in the specific areas of mathematic and literacy.

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.

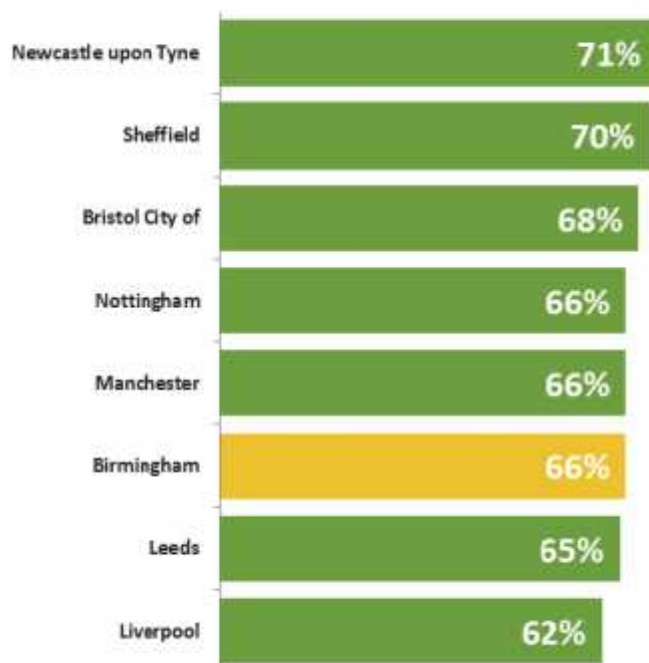
National Comparisons



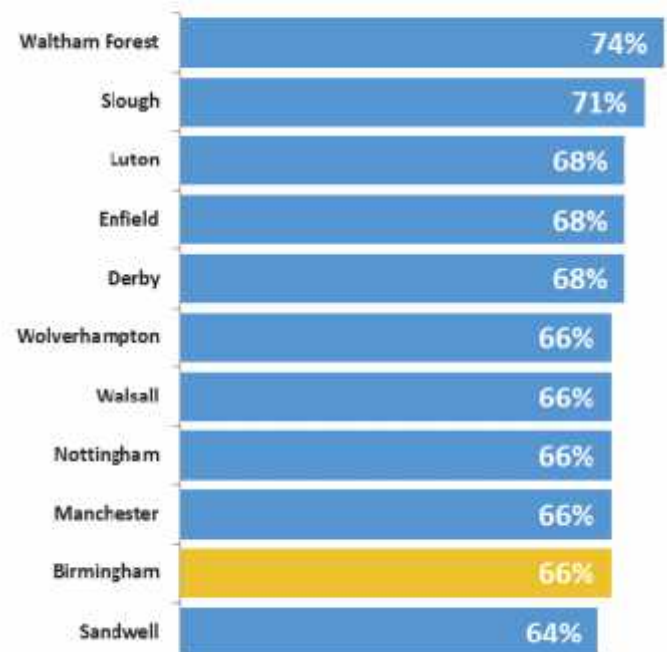
Birmingham's performance is usually benchmarked against national, statistical neighbours and Core Cities.

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

Good Level of Development for Core Cities - 2017



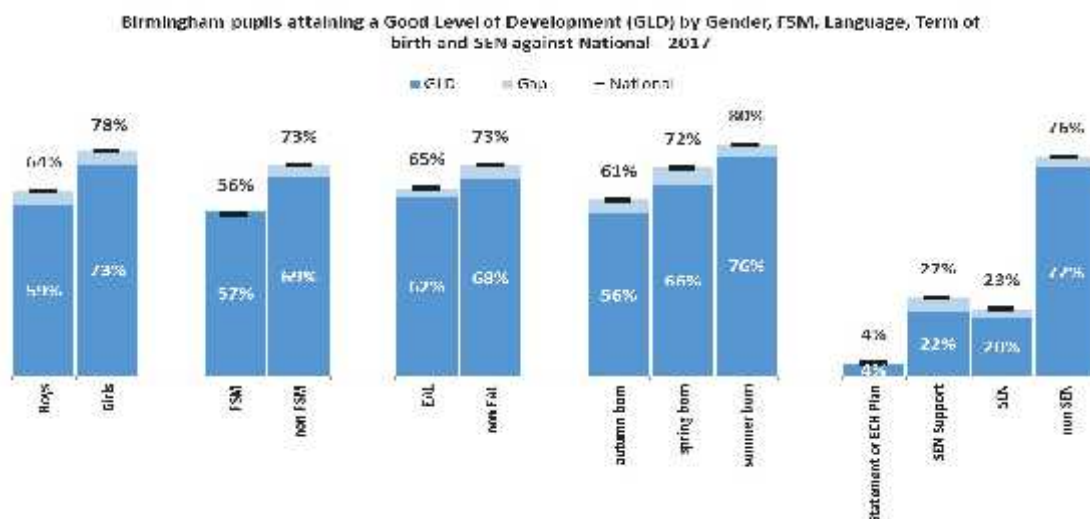
Good Level of Development for Birmingham and Statistical Neighbours - 2017



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 outperforms 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.



Percentage of children in Birmingham achieving a Good Level of Development by gender against National 2013 - 2017



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.

Percentage of children in Birmingham achieving a Good Level of Development by Free school meal eligibility against National 2013 - 2017



Free School Meals

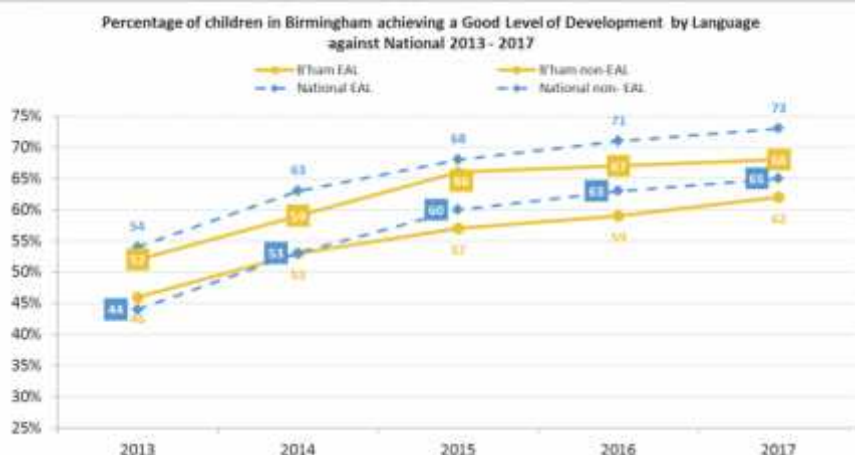
The chart on the left shows that Birmingham FSM children have consistently outperformed their national peers since 2013, although this gap is narrowing.

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.

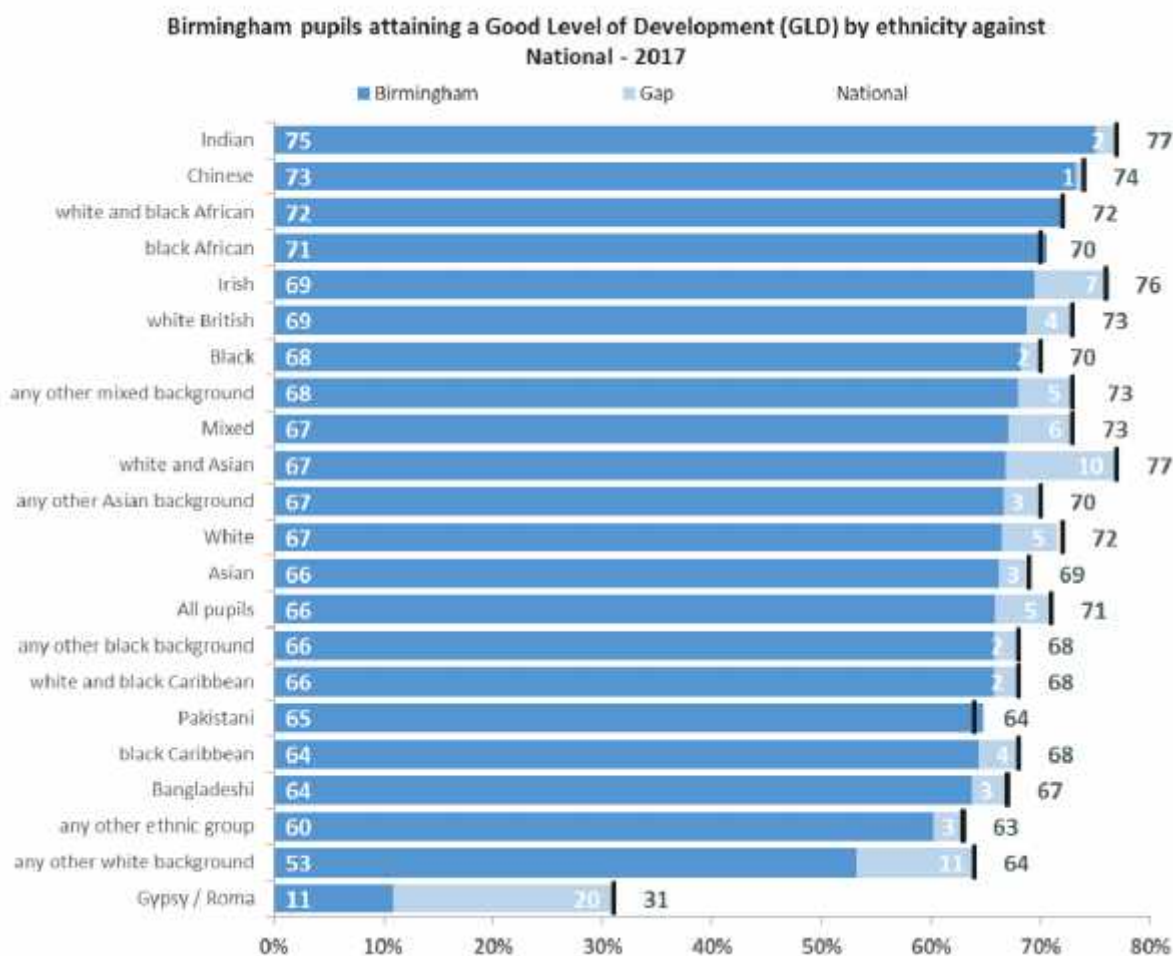


Ethnicity

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).



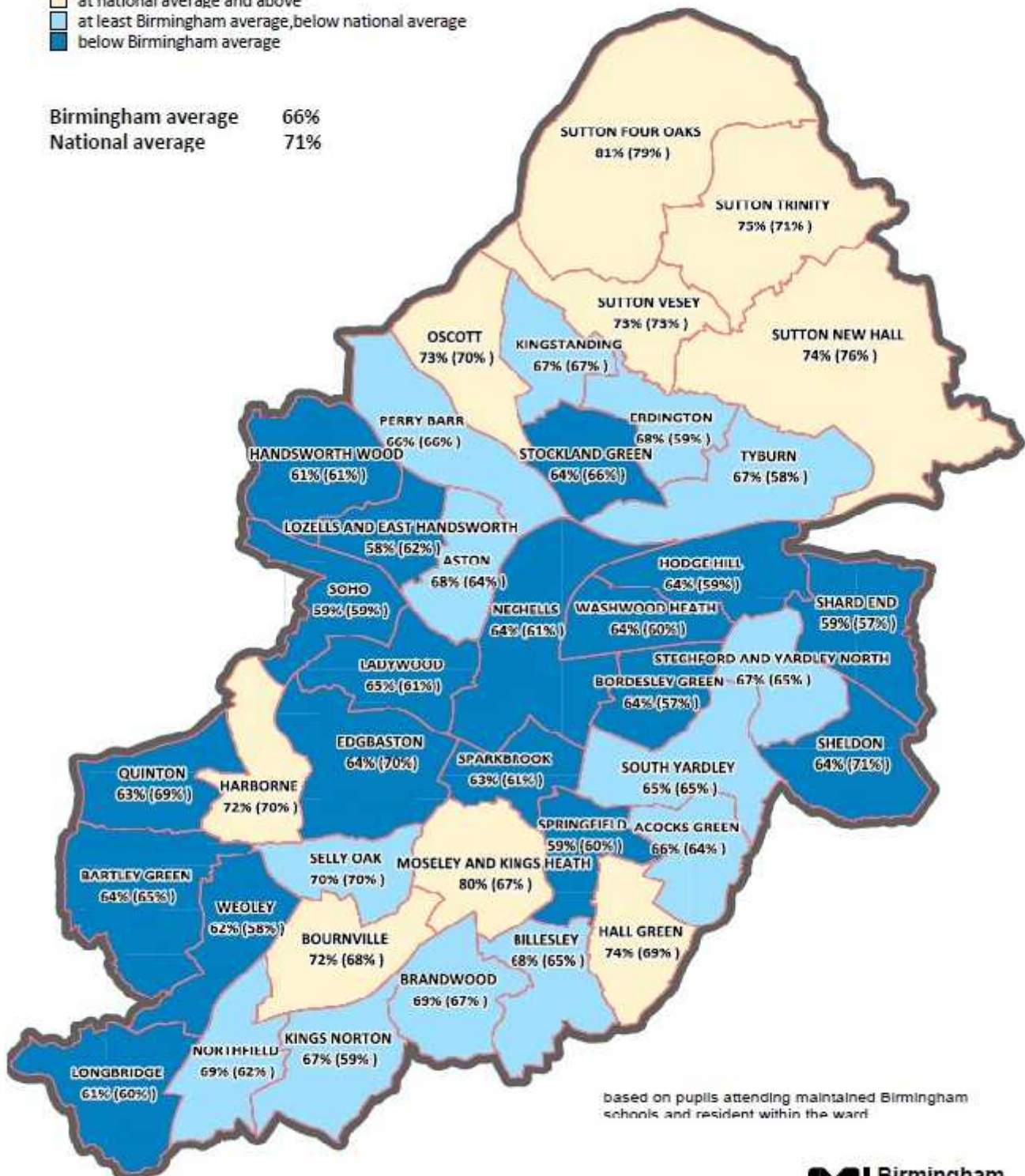
Ward/Geography

Early Years Foundation Stage: Percentage of pupils reaching a Good Level of Development.
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 66%
National average 71%



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.

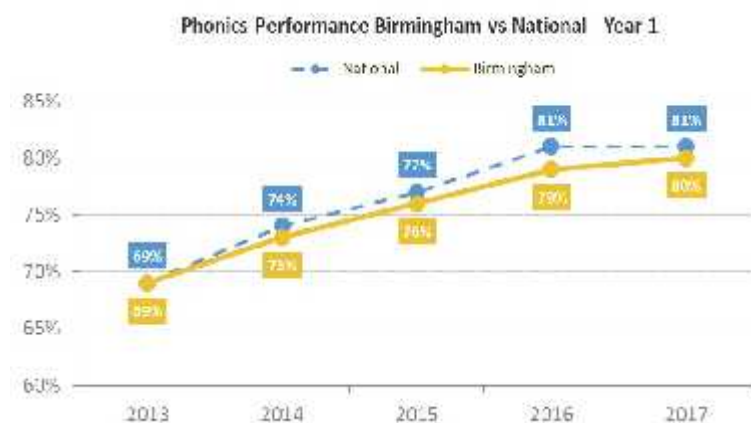
Birmingham Asian other, Bangladeshi and Pakistani children have performed especially strongly in Year 1 being both above their group and the overall average Nationally.

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.

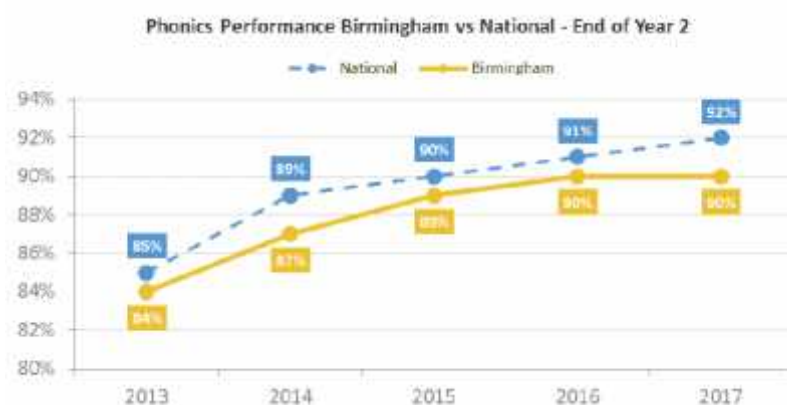
A child is required to achieve 32 out of 40 to meet the expected standard. This threshold has remained the same since 2012, the year of introduction.

Overall Performance



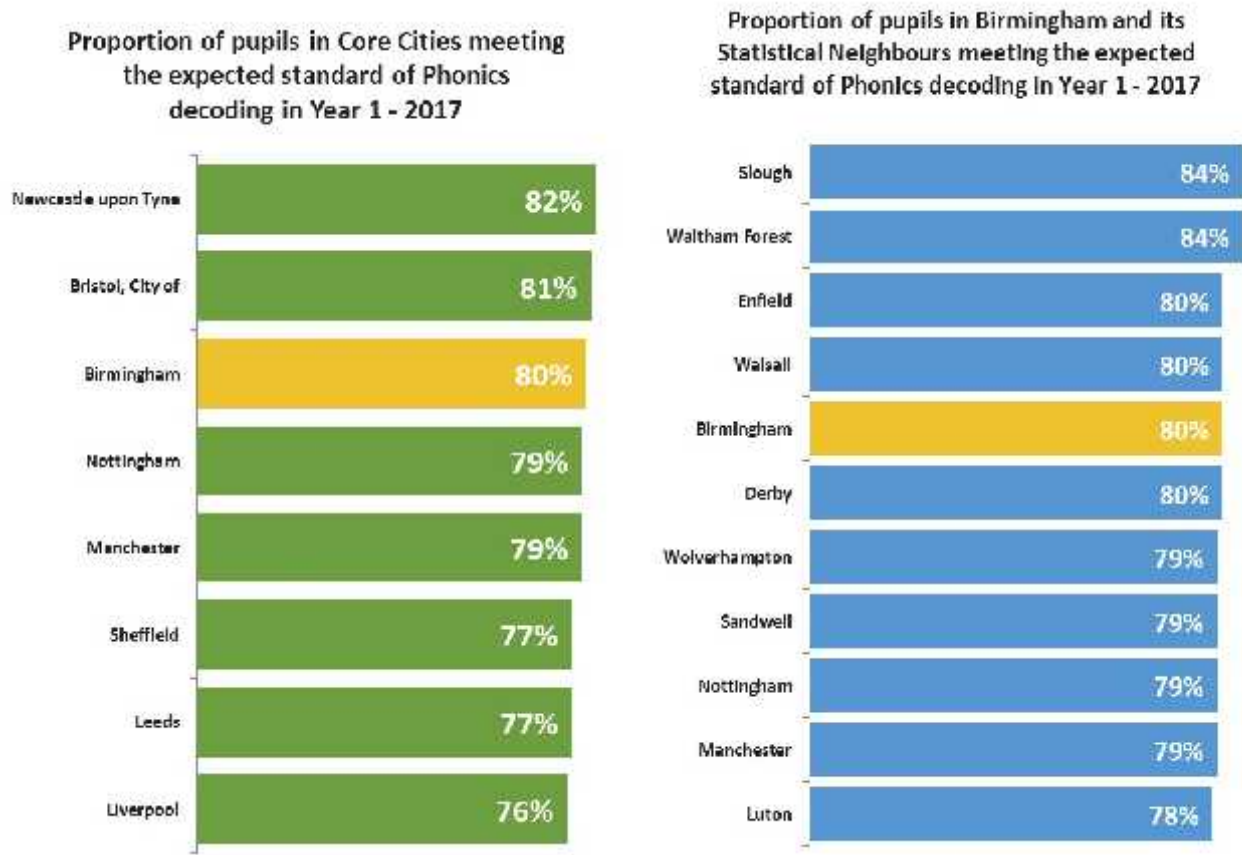
The charts on the left show the proportion of children meeting the expected standard in Year 1 and again at the end of Year 2 compared to the national average.

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

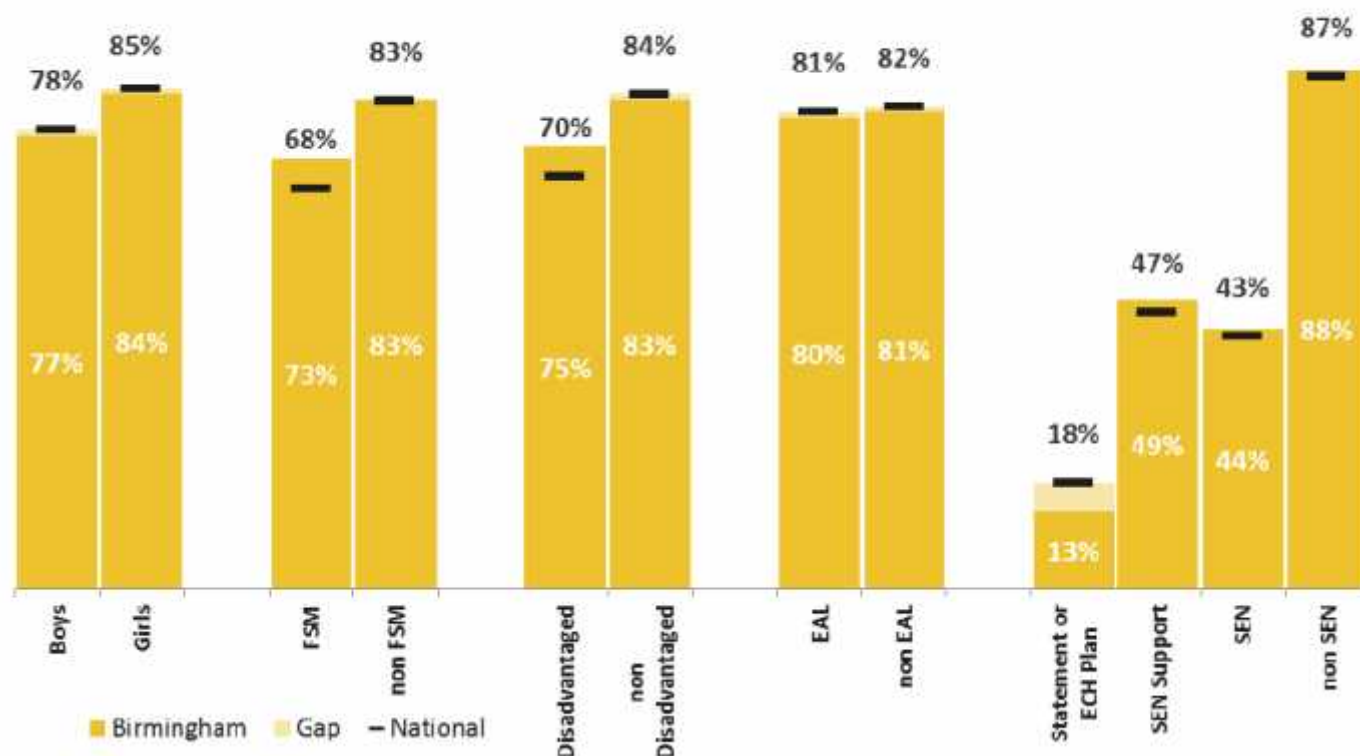


Birmingham is slightly above the Core City average and matches the statistical neighbour average.

Public Characteristics

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

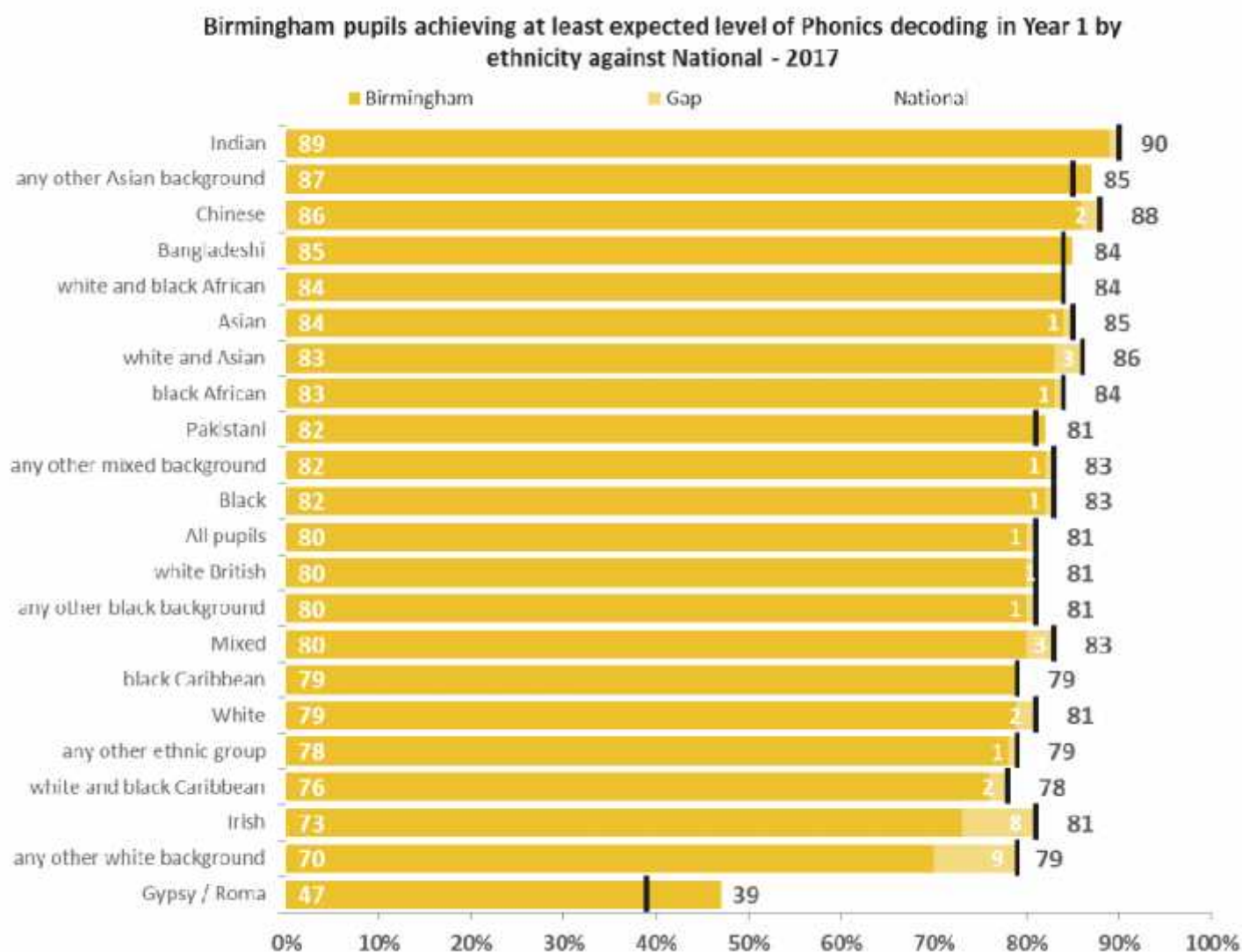
Birmingham pupils attaining at least the expected standard of Phonics decoding in Year 1 by Gender, FSM, Disadvantaged, Language and SEN against National - 2017



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.

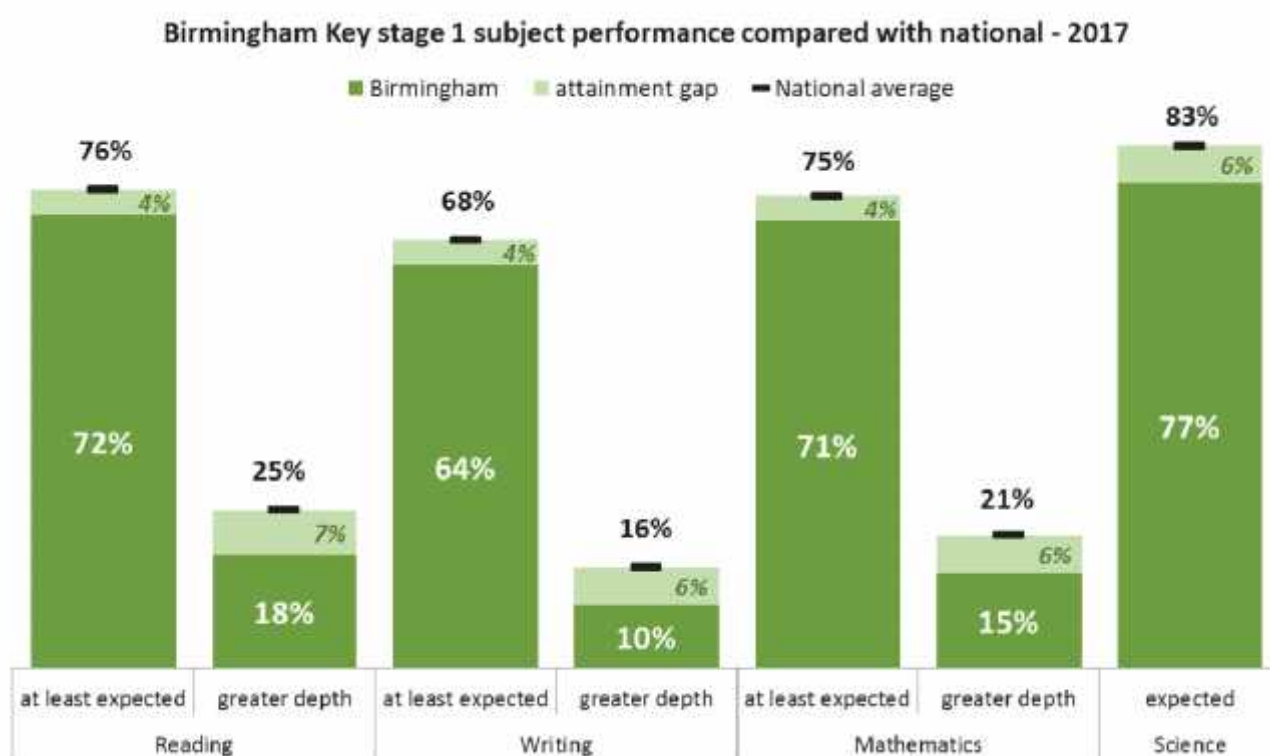
The percentage of Birmingham pupils achieving a greater depth in Reading, Writing and Maths are below the National averages specifically in Reading by 7%

'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

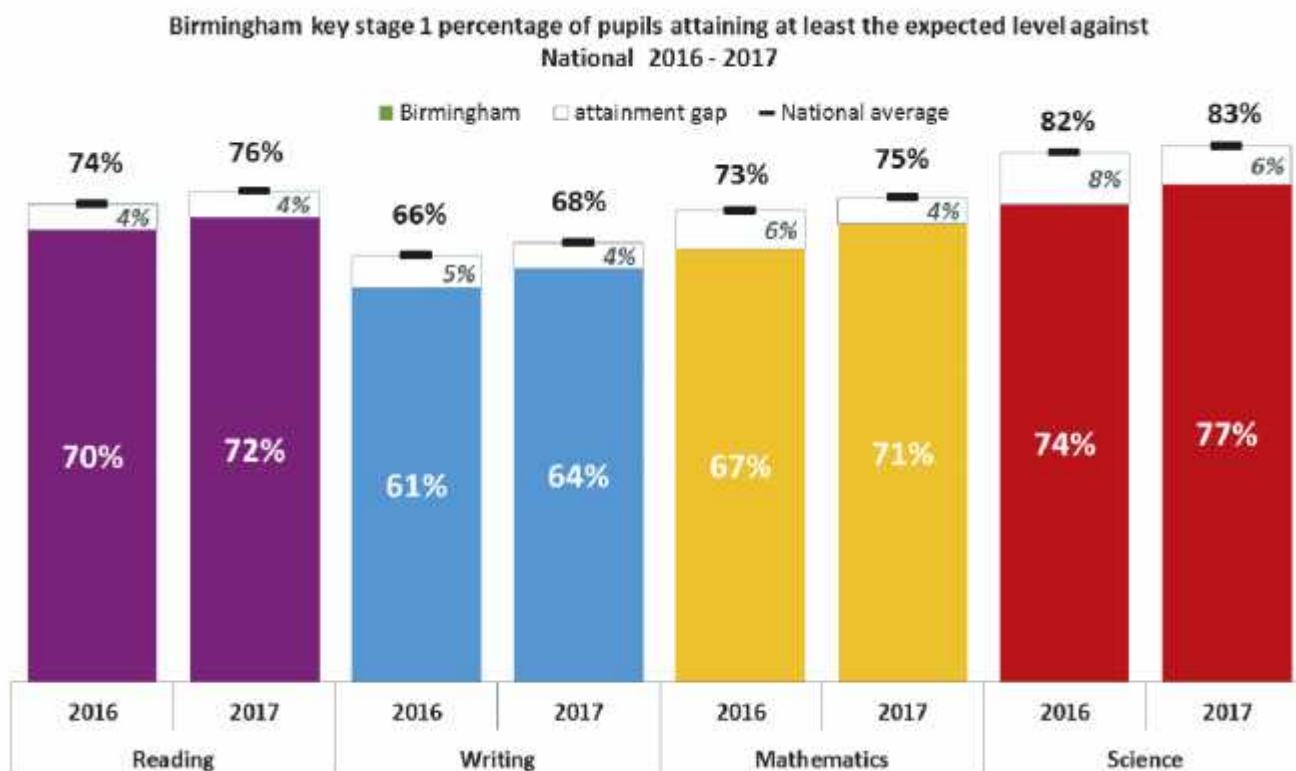
At the end of key stage 1 in 2017, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. As part of this process to help inform the TA children working at a certain level were tested in Reading and Mathematics. There was also an optional test in Grammar, Punctuation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

Overall Performance



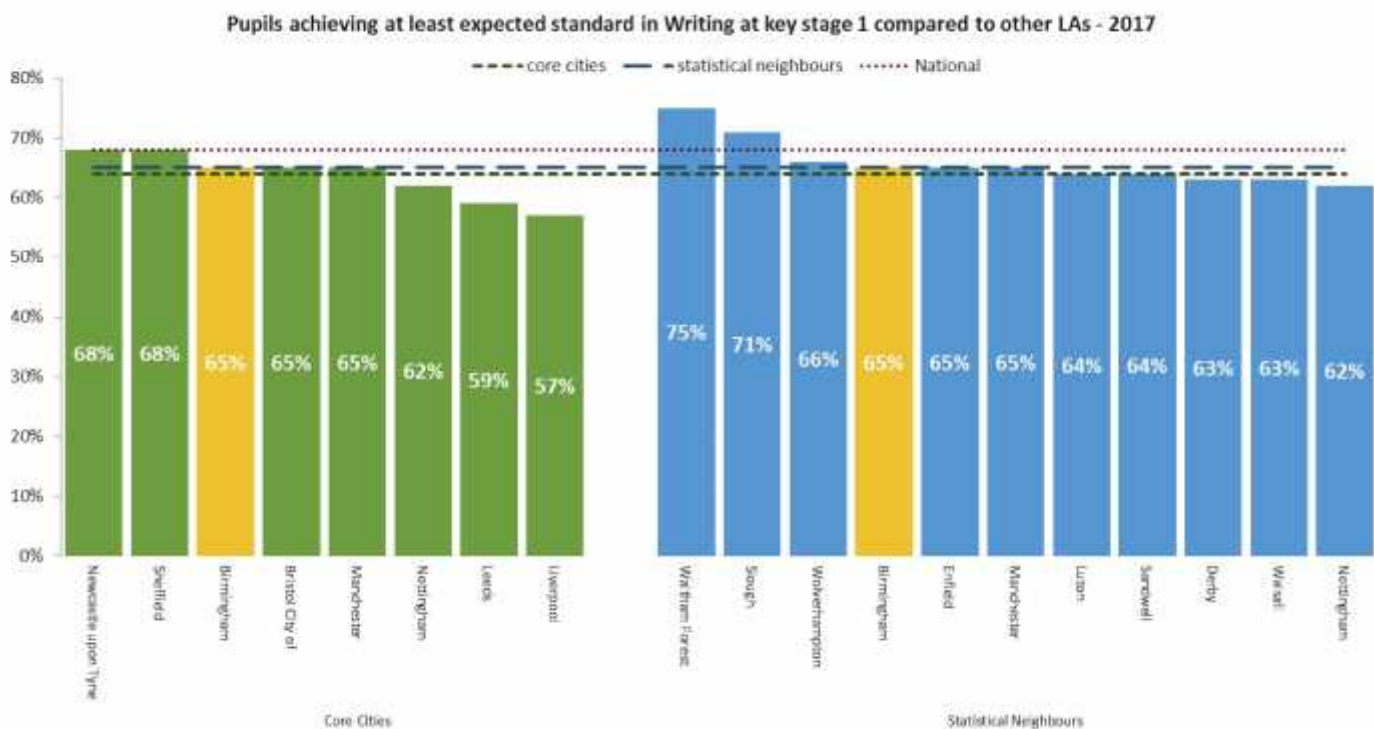
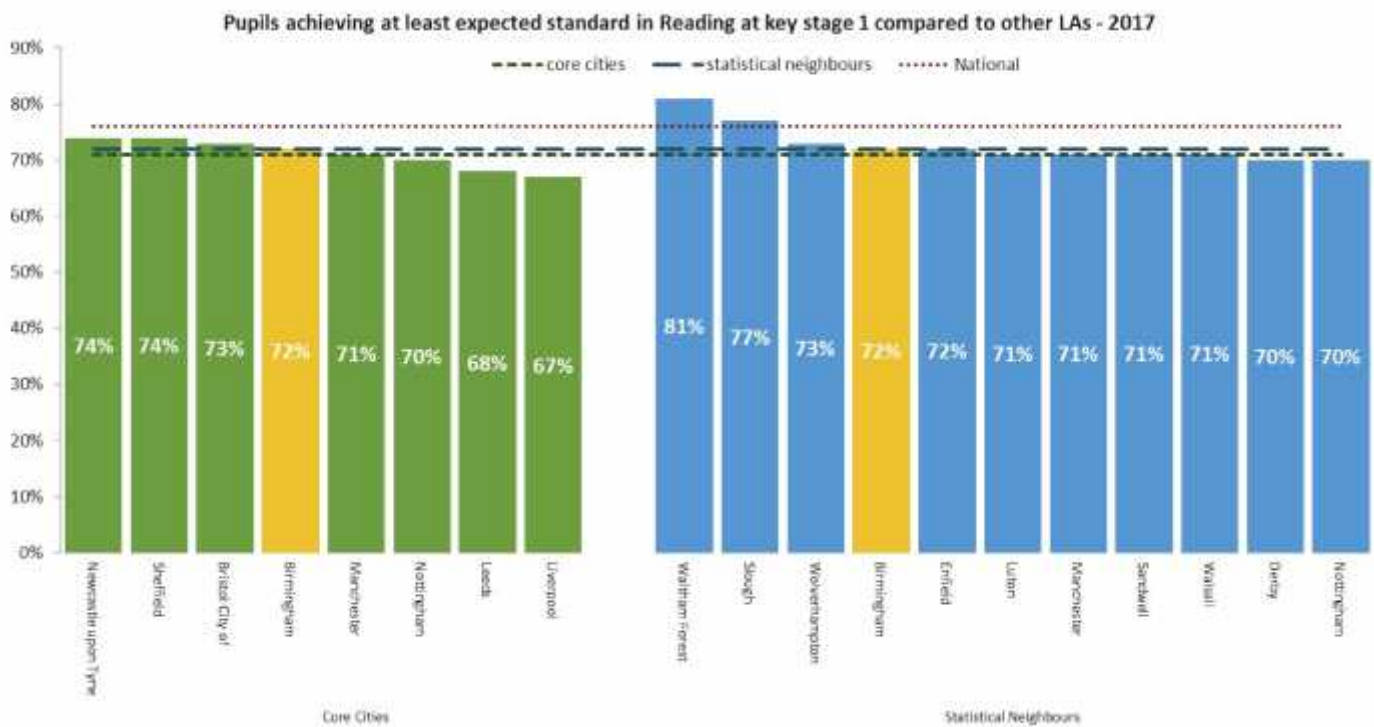
Approximately, 7 out of 10 Birmingham pupils achieved at least the expected standard in Reading and Mathematics and 6 in 10 in Writing. The proportion of Birmingham pupils achieving at least the expected standard at key stage 1 was highest for science (77 pts) and lowest for writing (64 pts), this reflects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

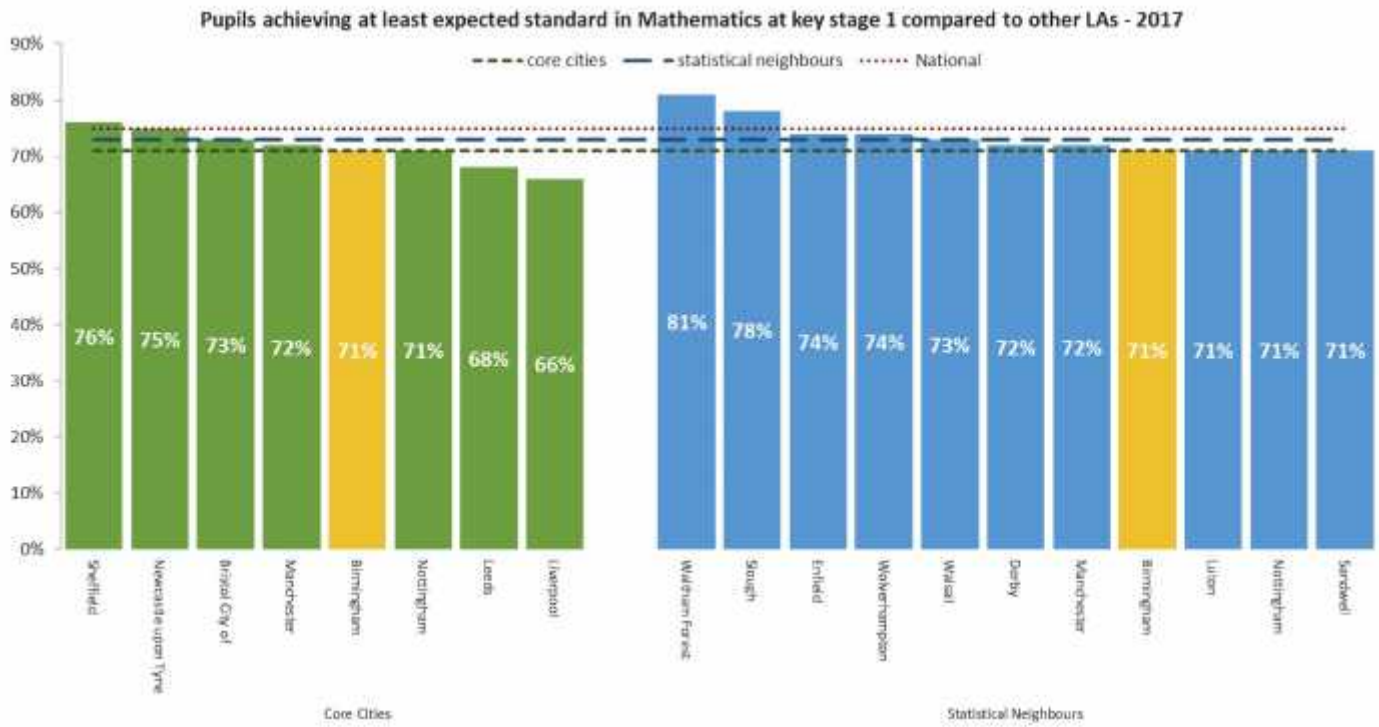
Looking at more advanced attainment, 18 ppts of pupils were working at greater depth in reading, but fewer for maths (15 ppts) and writing (10 ppts). This also reflects national results.



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.



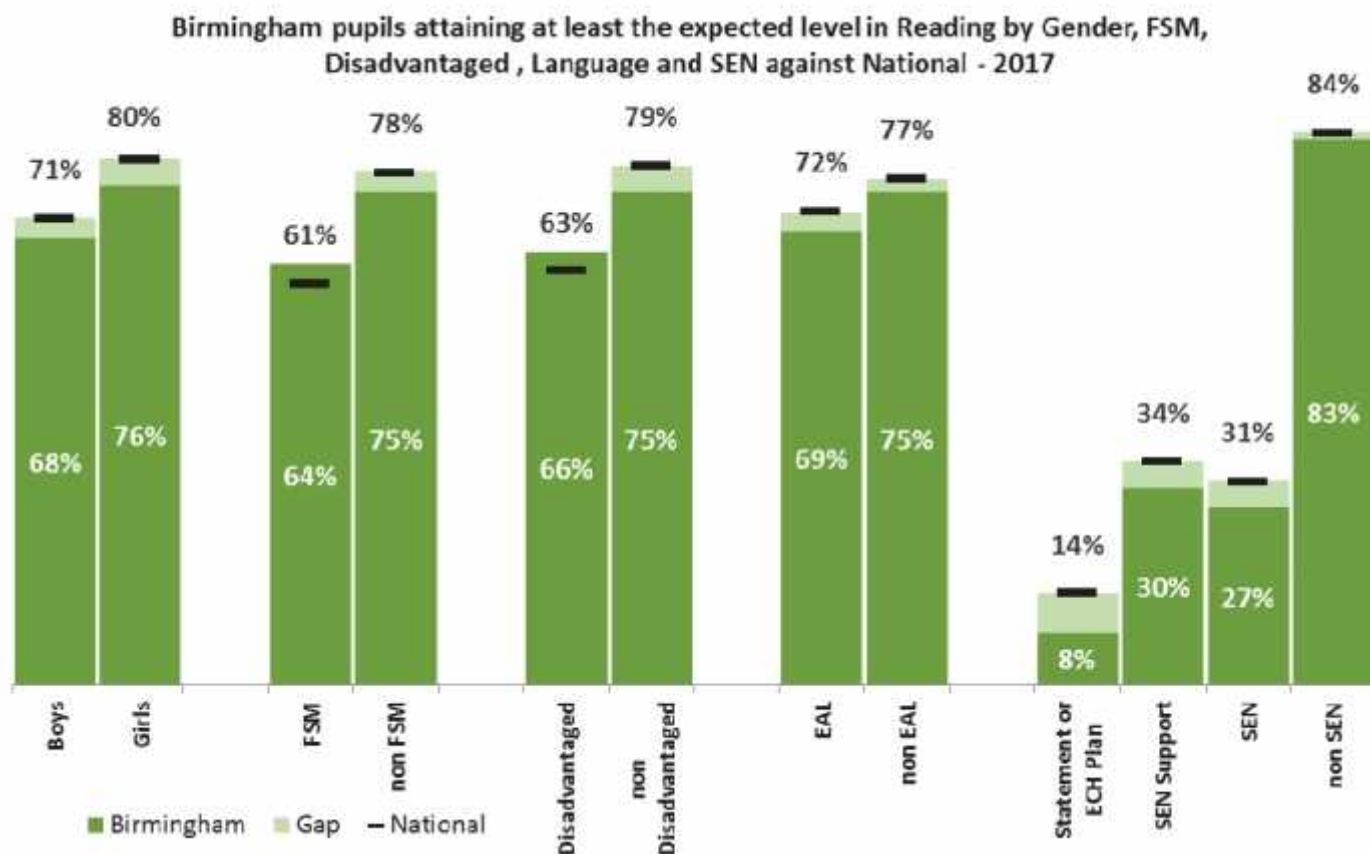


Pupil Characteristics

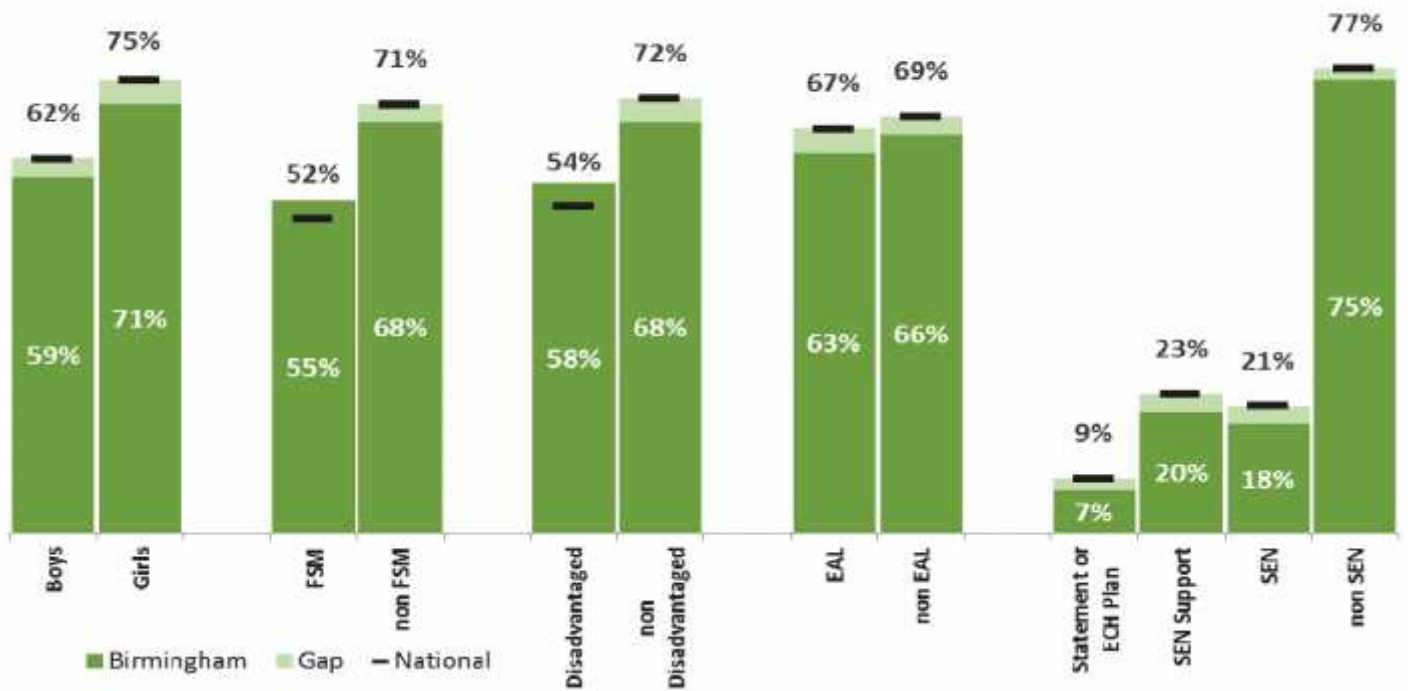
Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)

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.

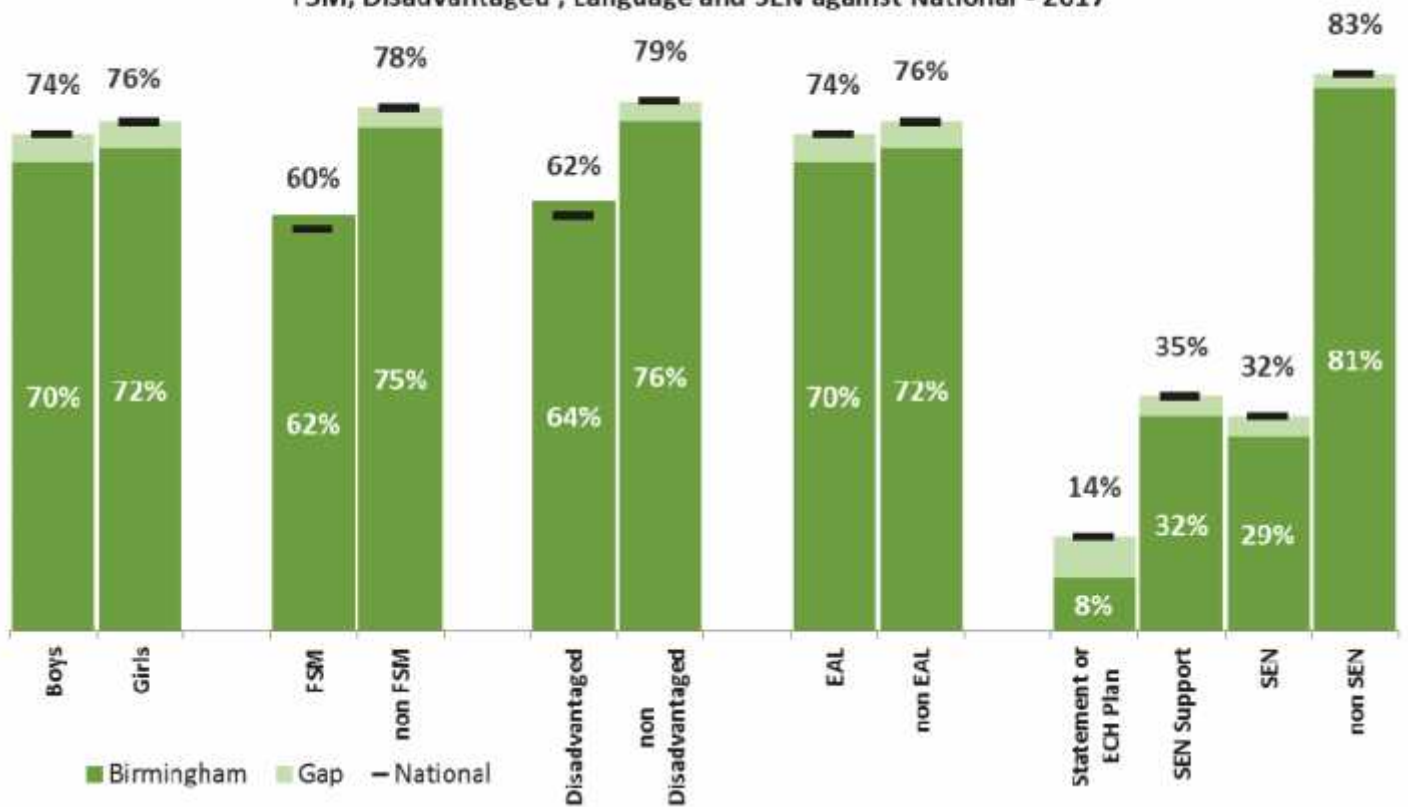
Birmingham FSM and Disadvantaged pupils outperformed their national equivalents in reading, writing and maths. However, the proportion of EAL and SEN pupils attaining at least the expected standard was below their national average equivalents for all subjects.



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

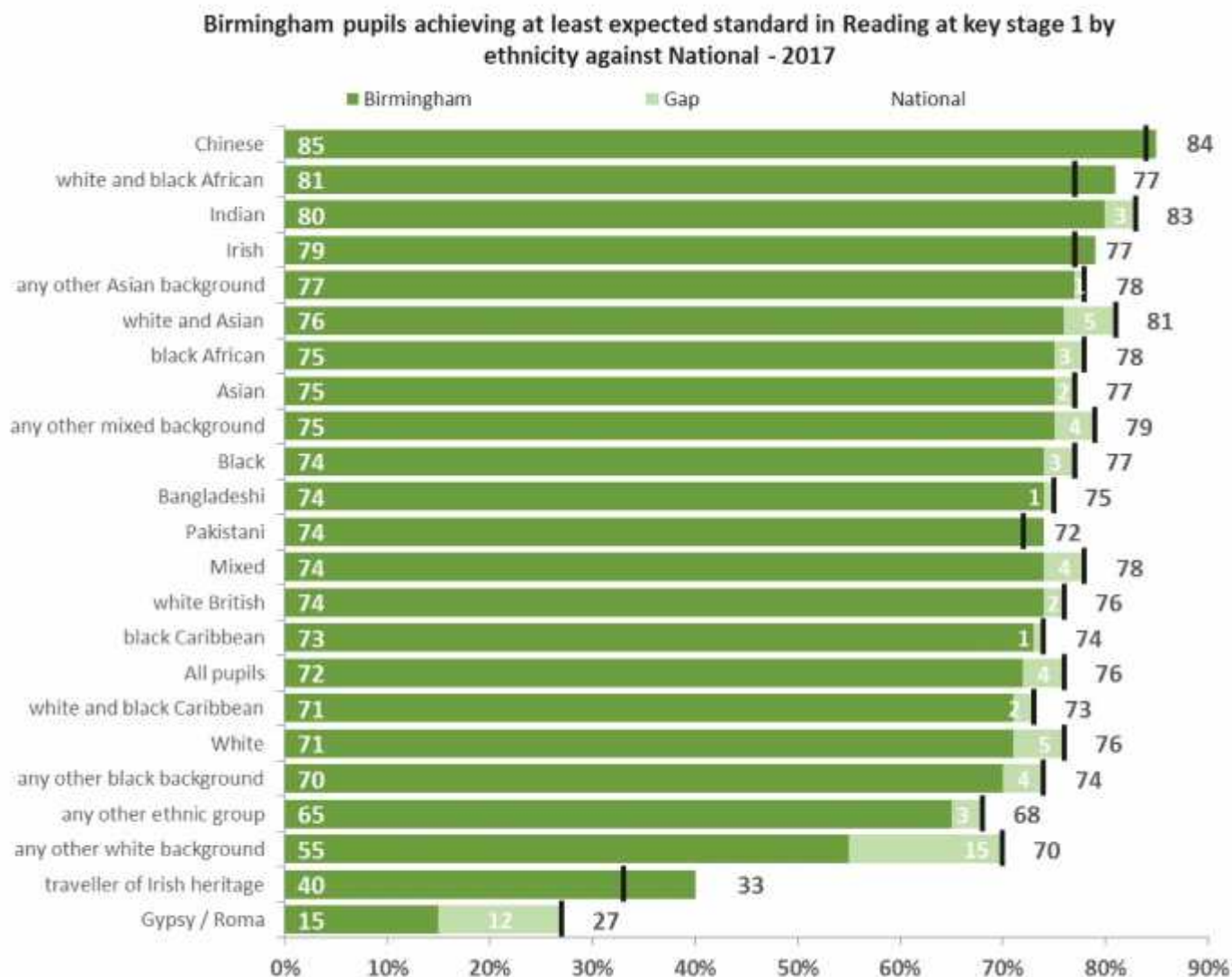


Birmingham pupils attaining at least the expected level in Mathematics by Gender, FSM, Disadvantaged , Language and SEN against National - 2017

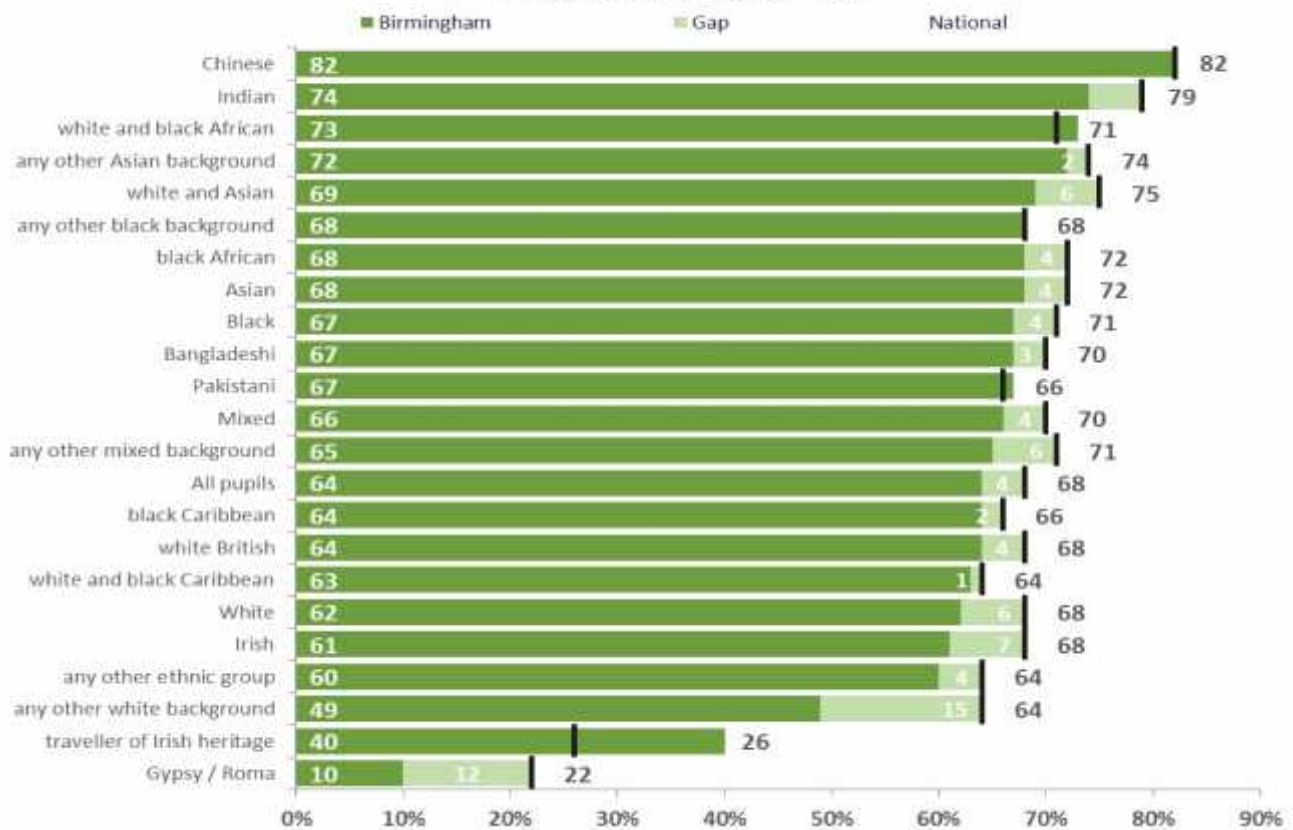


Ethnicity

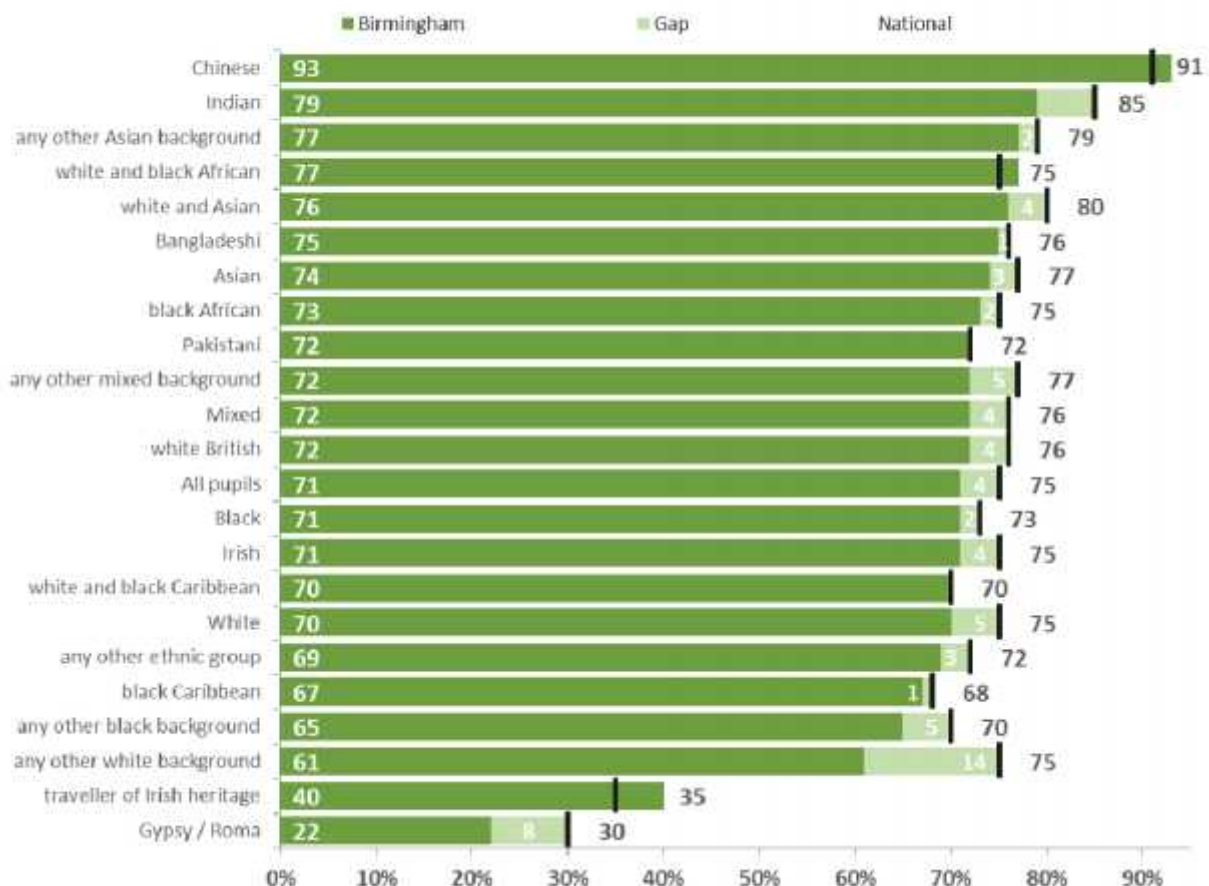
Chinese children were the highest performing ethnic group in Birmingham for reading, writing and maths - this was similar to national results. Most ethnic groups in Birmingham performed below their national equivalent averages in all subjects – however Chinese, Irish, Traveller of Irish heritage, Pakistani 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



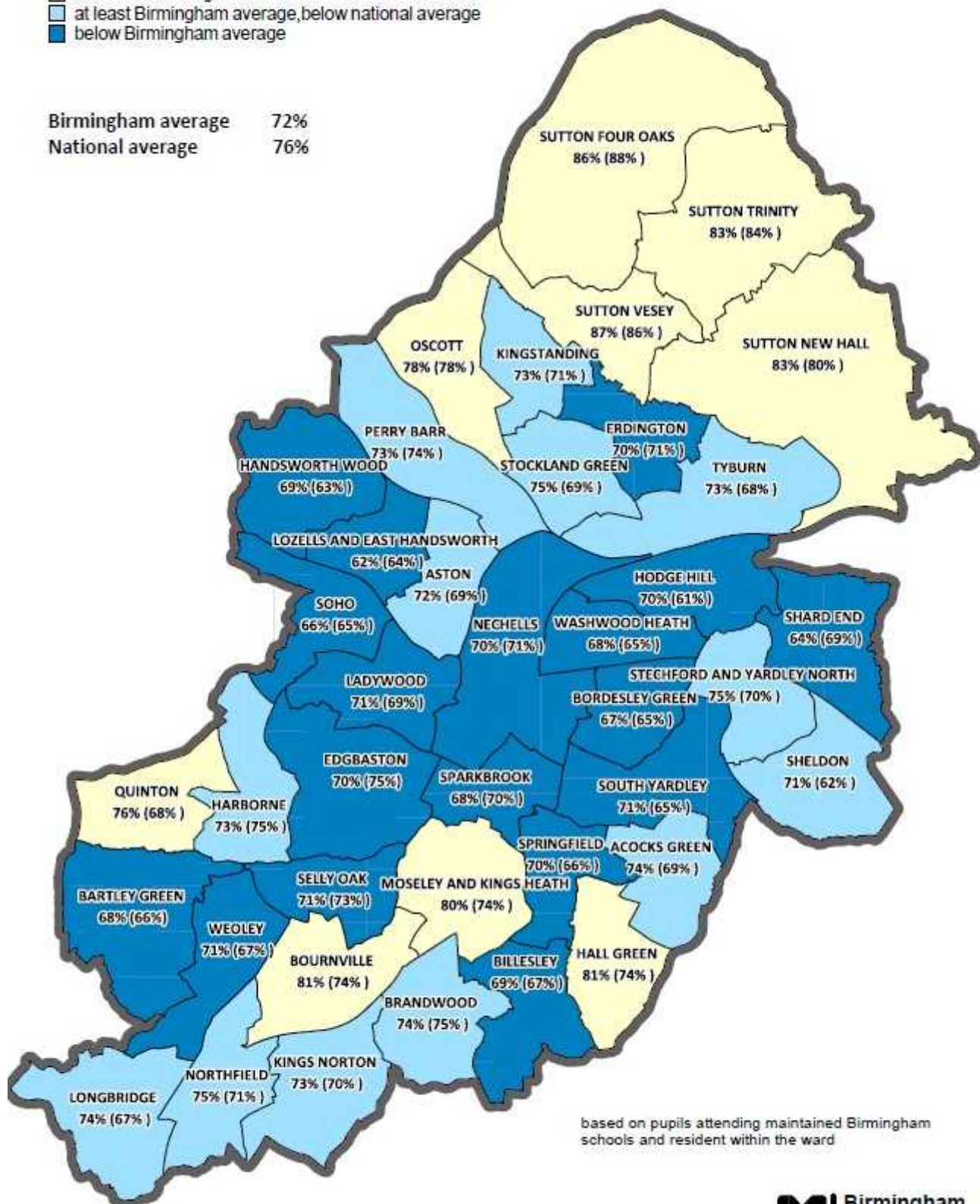
Ward/Geography - Reading

Key stage 1: Percentage of pupils achieving at least expected standard in Reading
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 72%
National average 76%



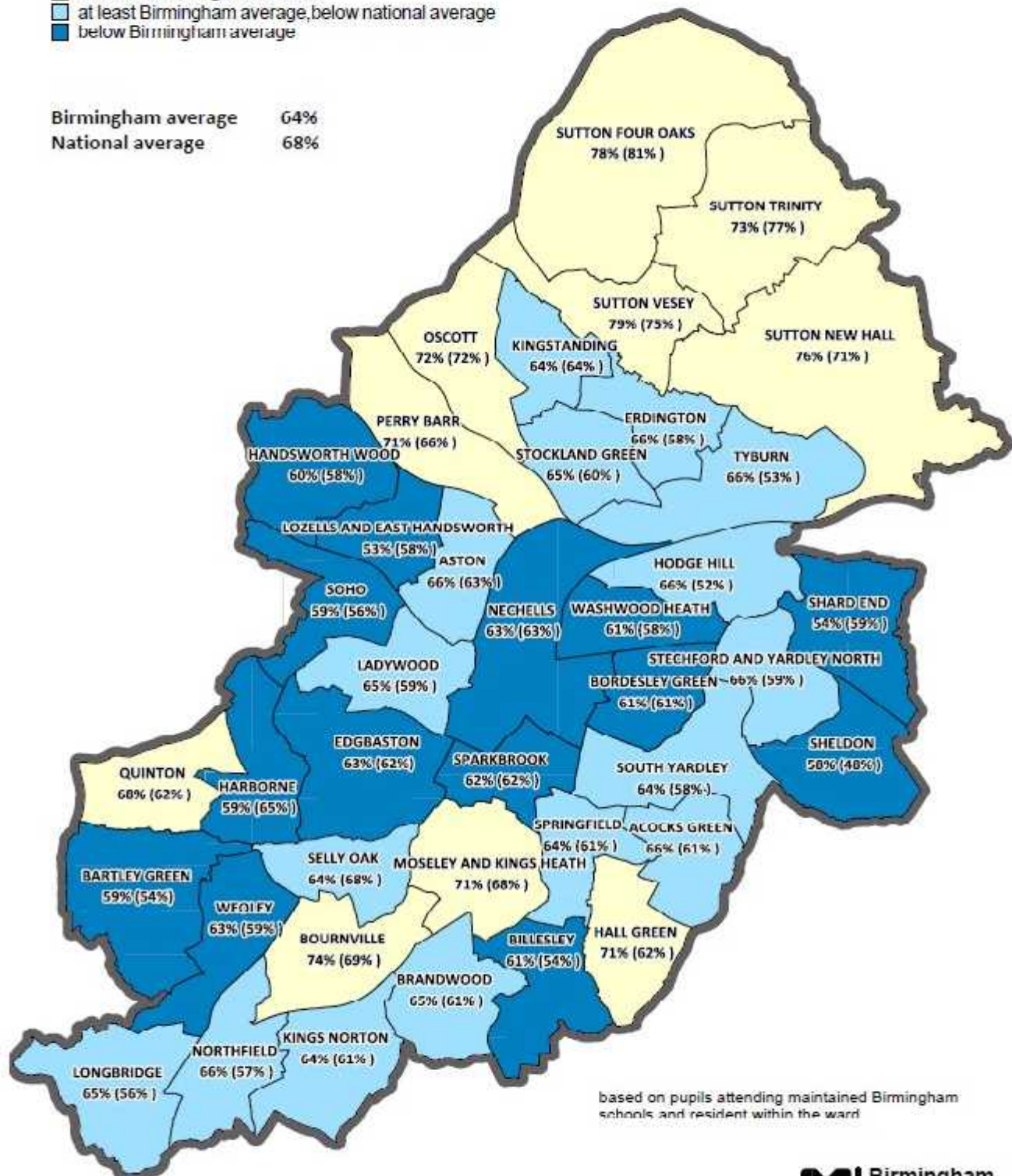
Ward/Geography – Writing

Key stage 1: Percentage of pupils achieving at least expected standard in Writing
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 64%
National average 68%



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:

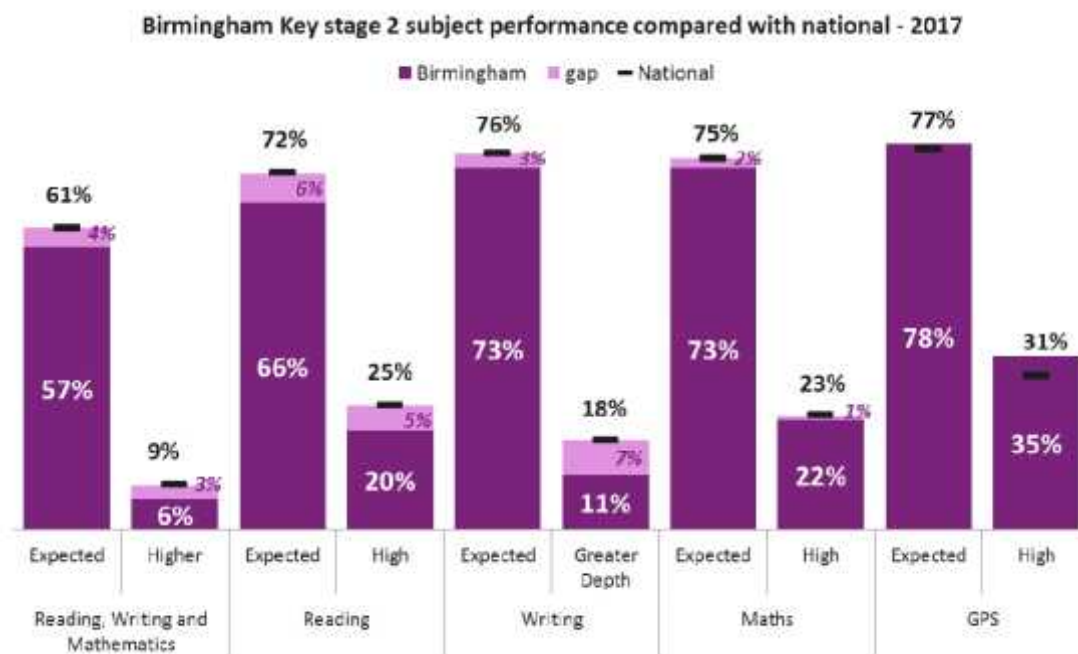
- at least 65% of pupils meet the expected standard in RWM; or
- the school achieves sufficient progress scores in all three subjects. Which is at least -5 in Reading, -5 in Mathematics and -7 in Writing.

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

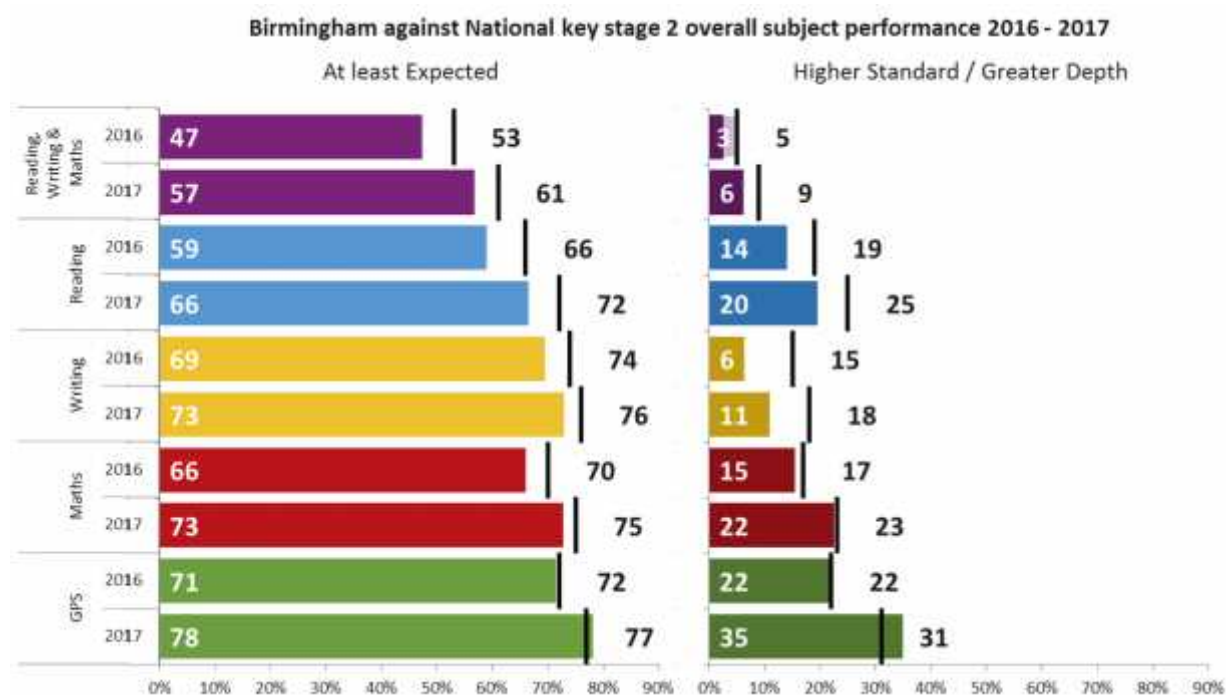
Overall Performance

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

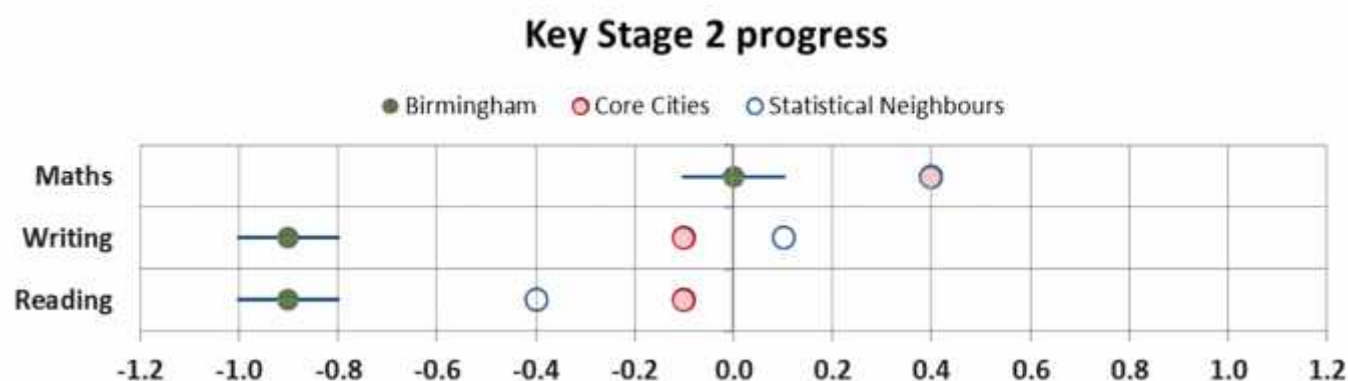
The progress measures, introduced in 2016, are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. This is undertaken by looking at a pupil's average performance at key stage 1 across reading,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

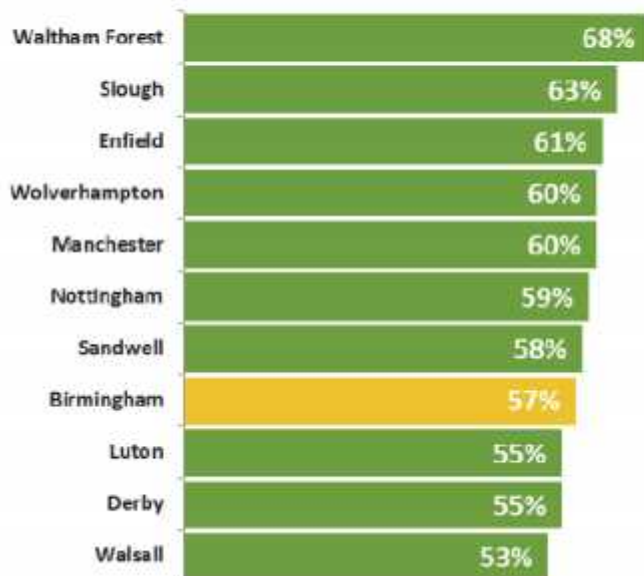
Maths = 0

Writing = -0.9

Reading = -0.9

National Comparisons

Proportion of children reaching the expected standard in Reading, Writing & Maths for Birmingham and Statistical Neighbours 2017

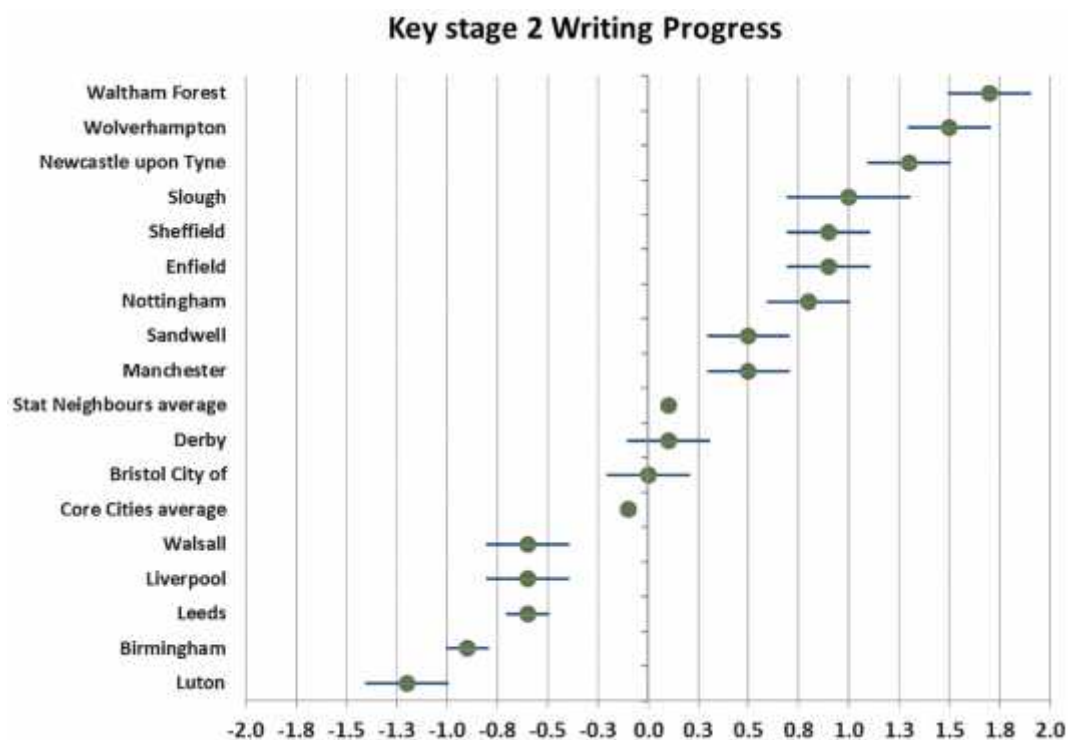
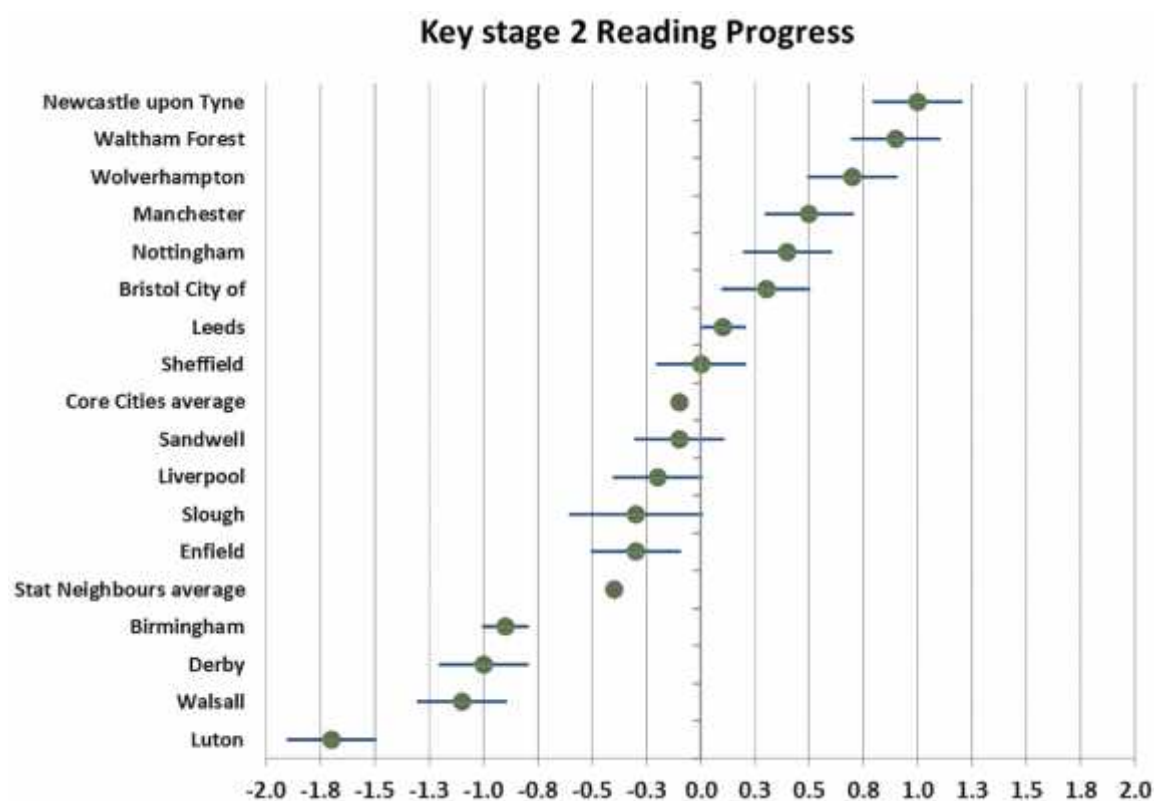


Proportion of children reaching the expected standard in Reading, Writing & Maths for Birmingham and Core Cities 2017

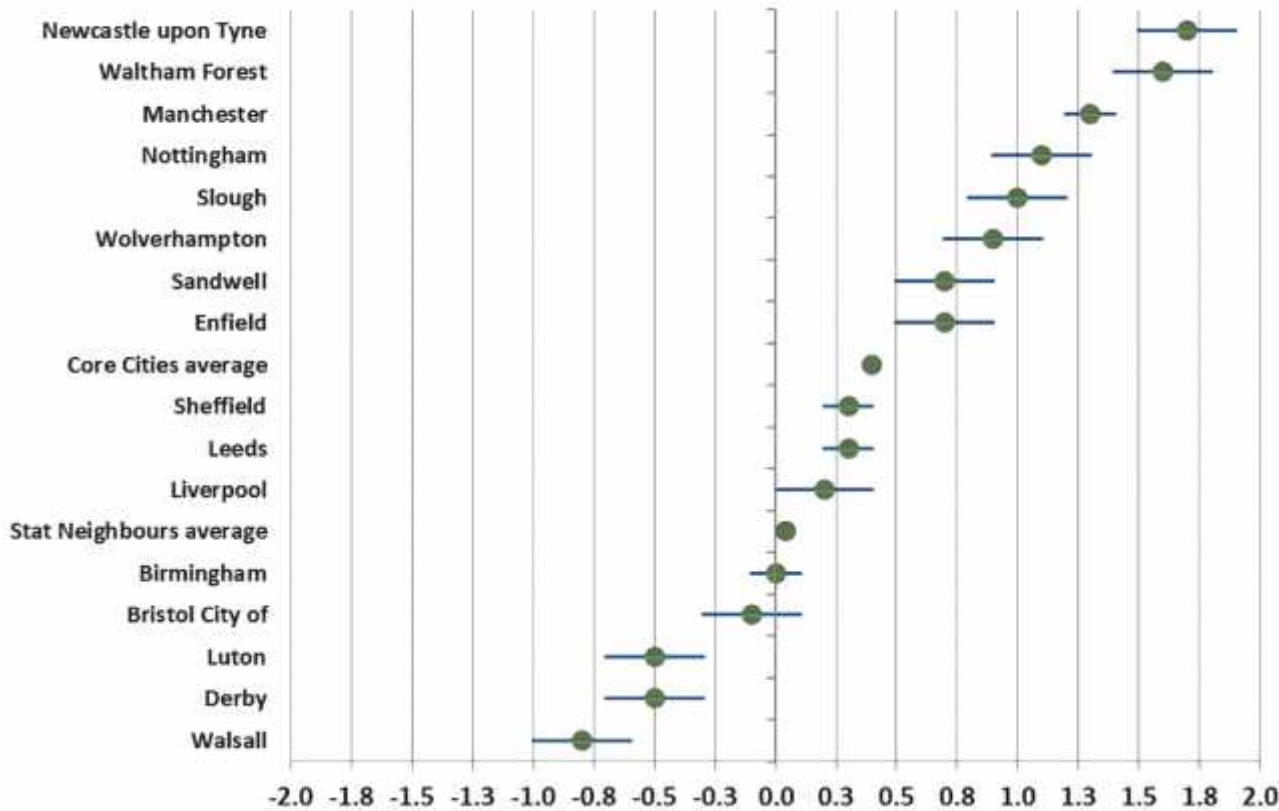


The charts above show Birmingham's position against Core Cities and Statistical Neighbours. Birmingham is ranked 8th out of the 11 when compared against Statistical Neighbours and 7th out of 8 when compared against Core Cities.

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



Pupil Characteristics

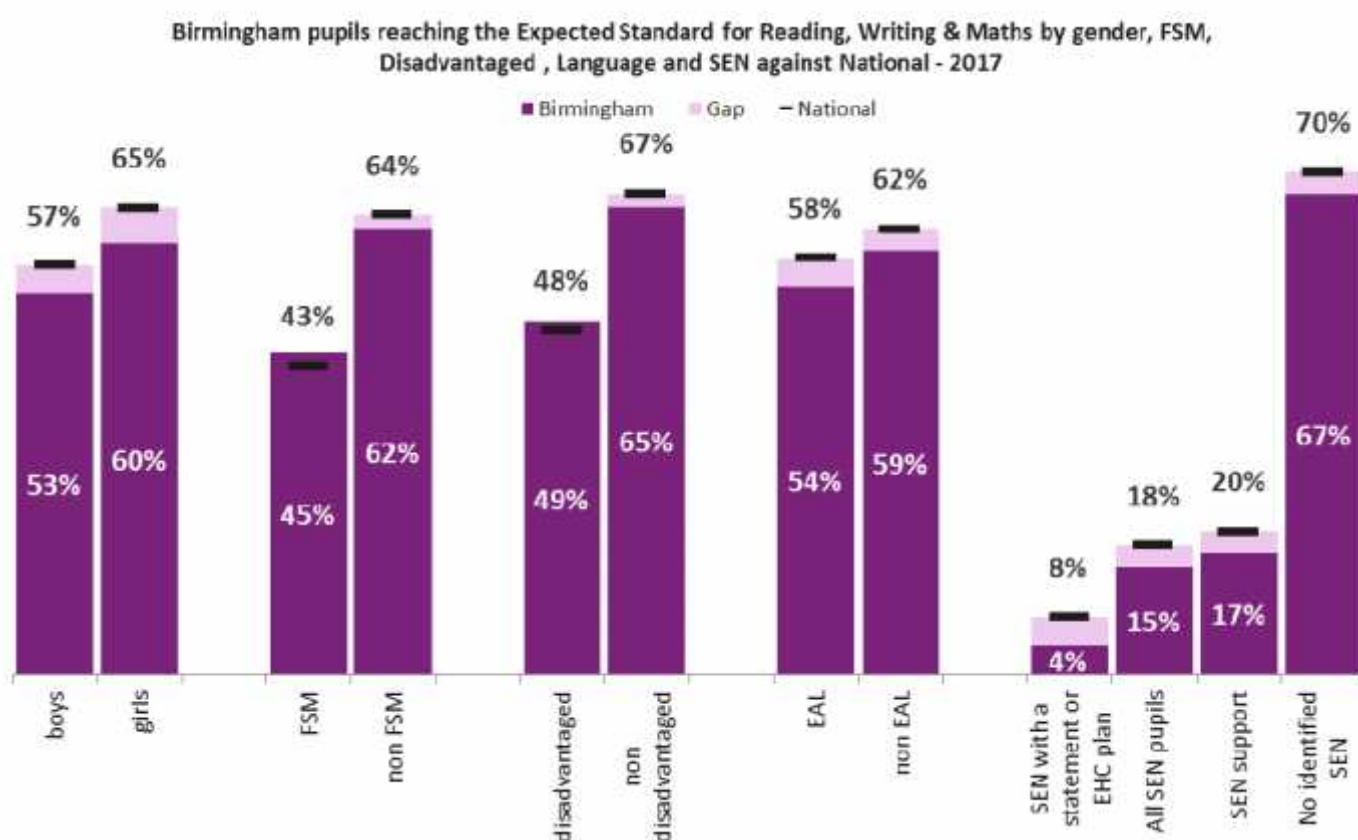
Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)

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

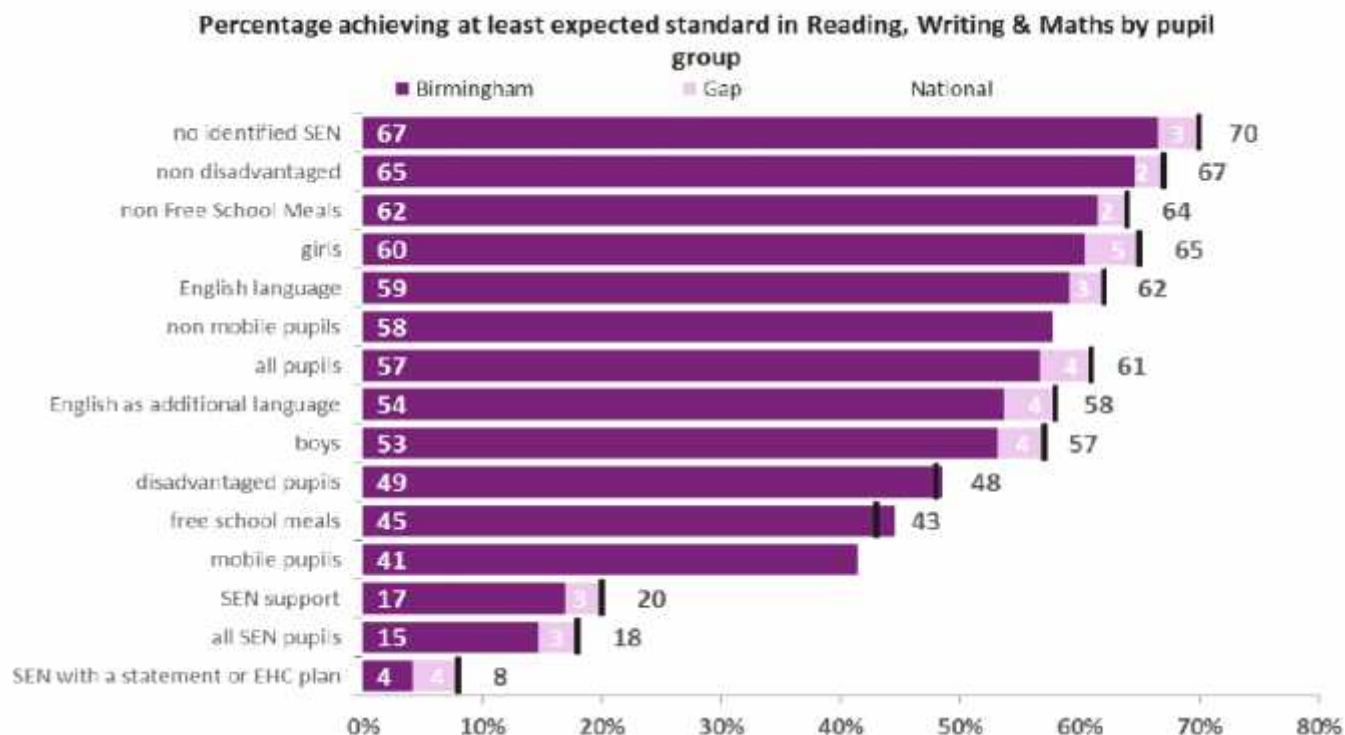
Girls outperform Boys by a gap of 7 ppts, however both groups underperform compared to their national averages.

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.

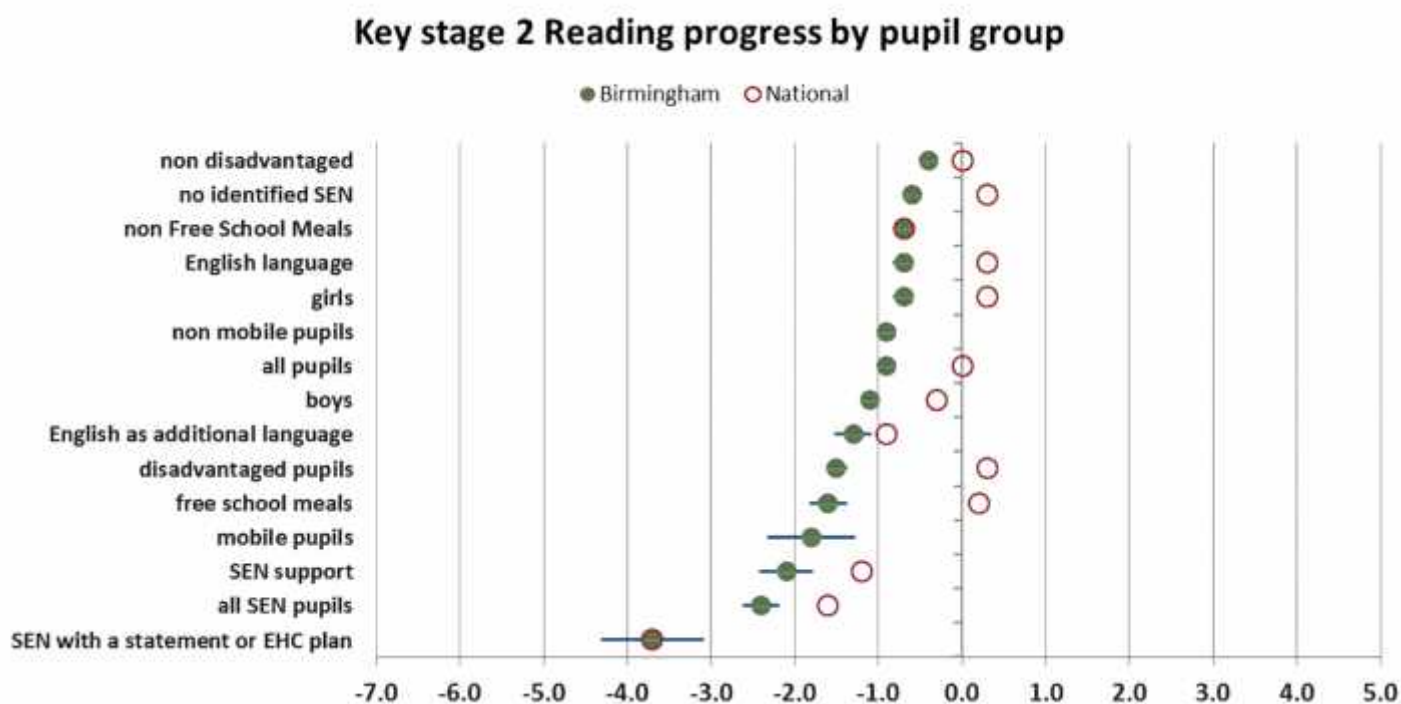


The graph below shows the same pupil groups ranked in order of attainment against their national equivalents. Note the inclusion of Mobile and non-Mobile groups. A child is classed as non-Mobile if they have been within the same school for 2 years or more. We do not have the National averages for these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



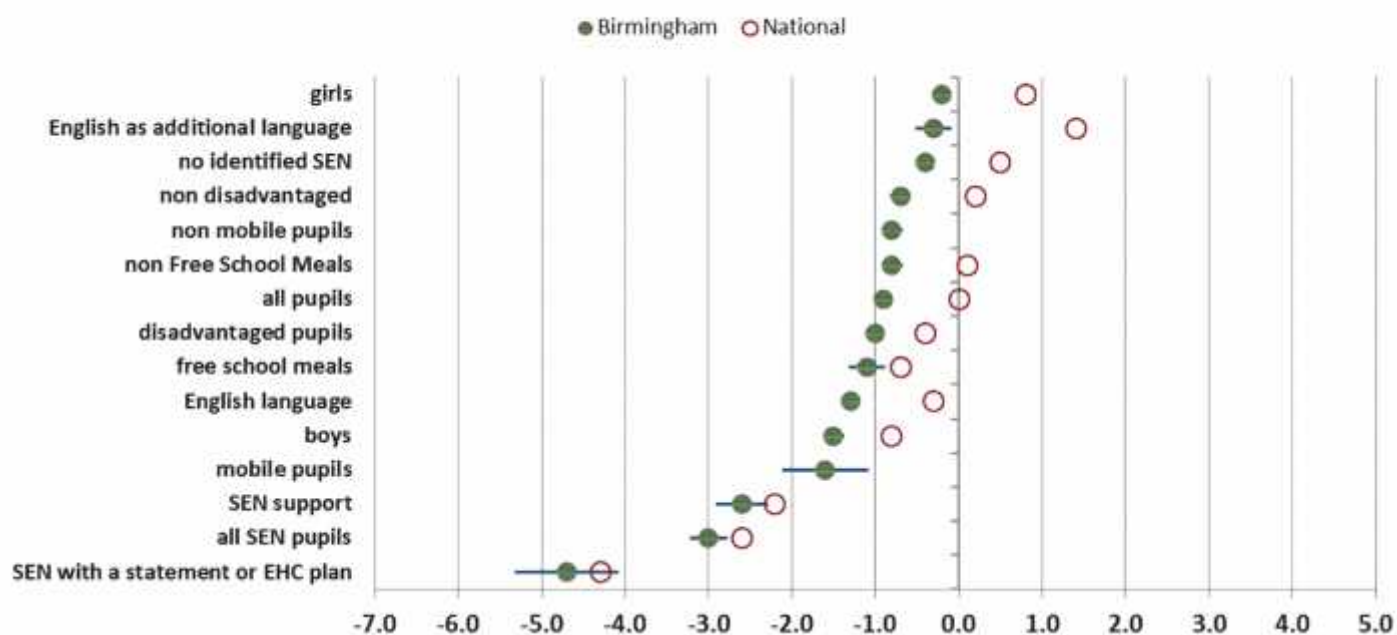
Progress - characteristics

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).



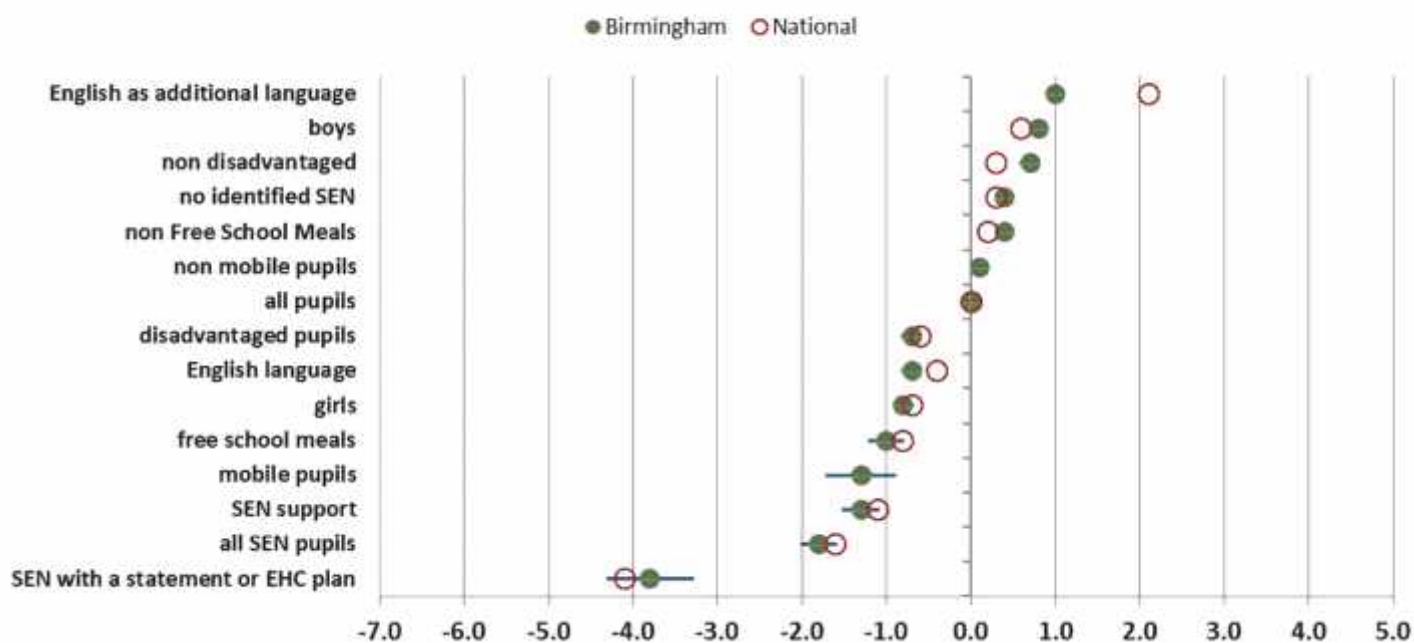
In Reading, every pupil group in Birmingham falls below the overall National average for Progress. While Non-FSM and SEN statemented pupil groups are in line with their National group average, Disadvantaged and FSM are significantly behind.

Key stage 2 Writing progress by pupil group



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.

Key stage 2 Maths progress by pupil group

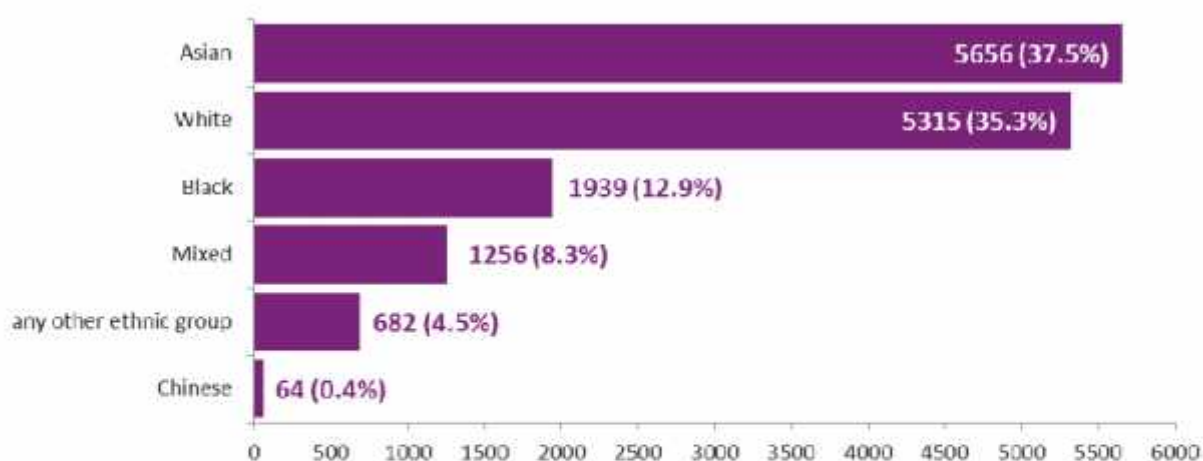


In Maths, Birmingham is in-line with the overall National average, scores for individual pupil groups roughly mirror those of their group's National average. Non-Disadvantaged, non-FSM and Boys in Birmingham make more progress than their groups National averages. EAL pupils make the most progress compared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

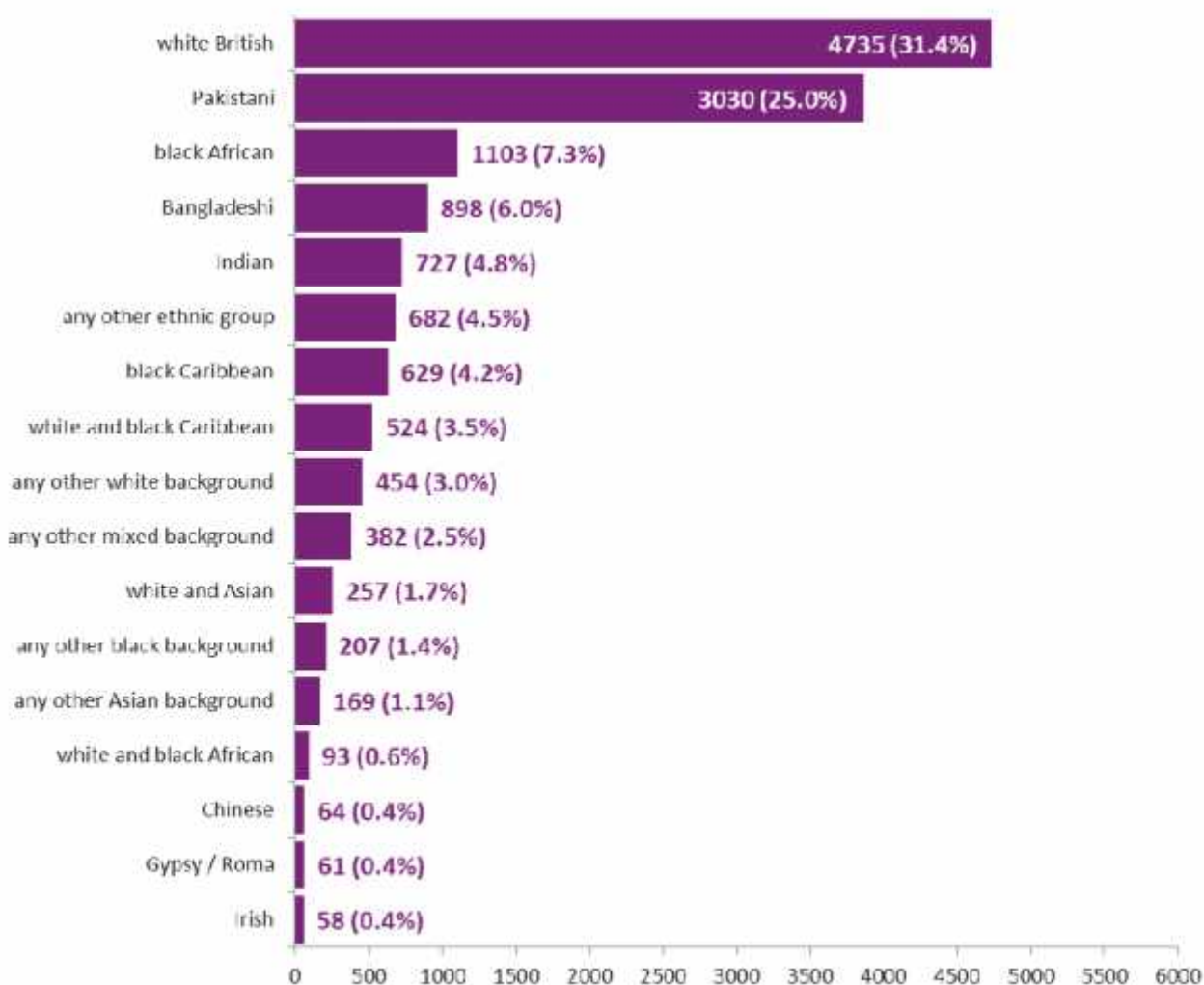
Ethnicity Profile – Key stage 2

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

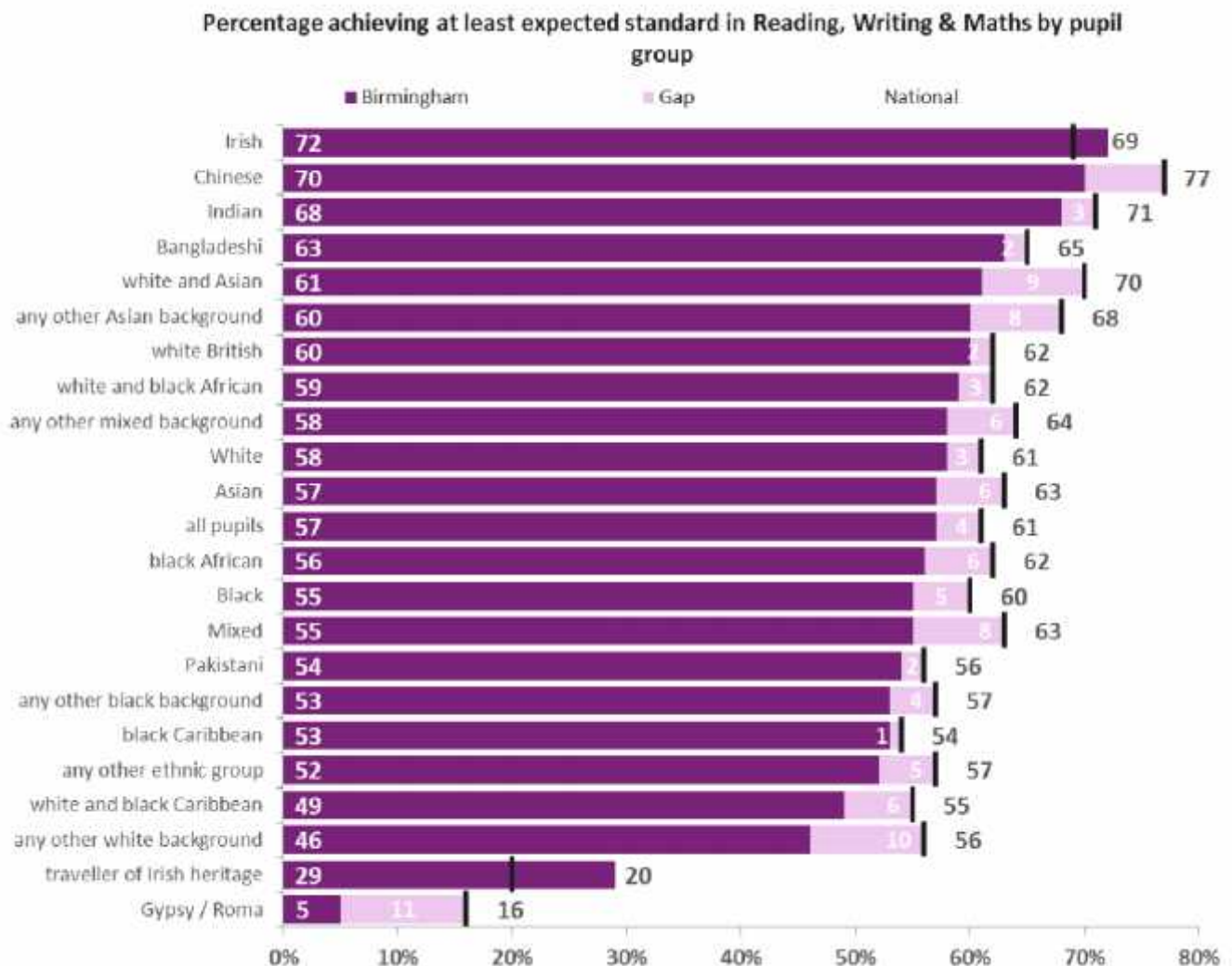
Number of eligible pupils for key stage 2 results in Birmingham by ethnicity (main groups) - 2017



Number of eligible pupils for key stage 2 results in Birmingham by ethnicity (sub groups) - 2017



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

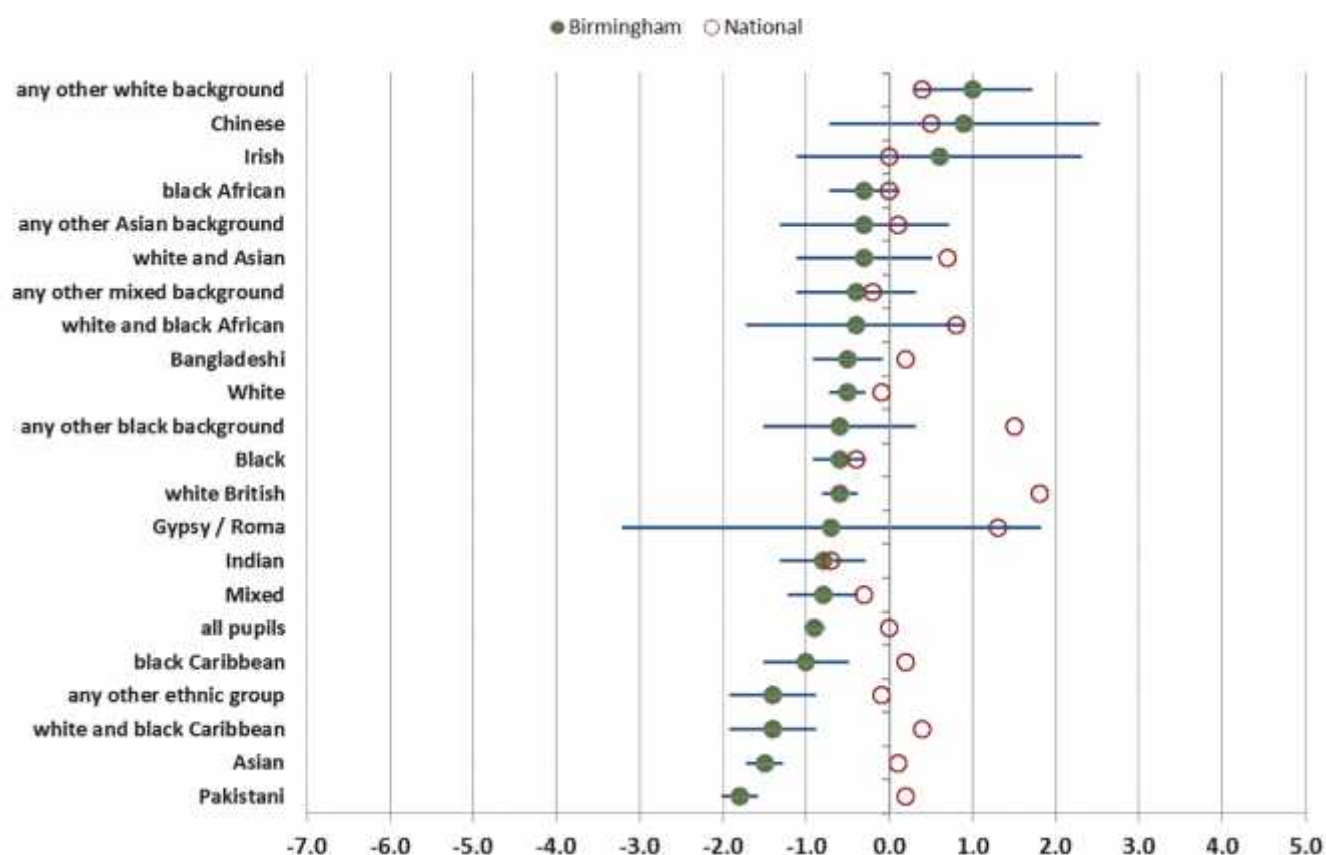


With the exception of some of the smaller groups most ethnicity groups have slightly lower average attainment when compared to their National average.

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.

Key stage 2 Reading progress by ethnicity

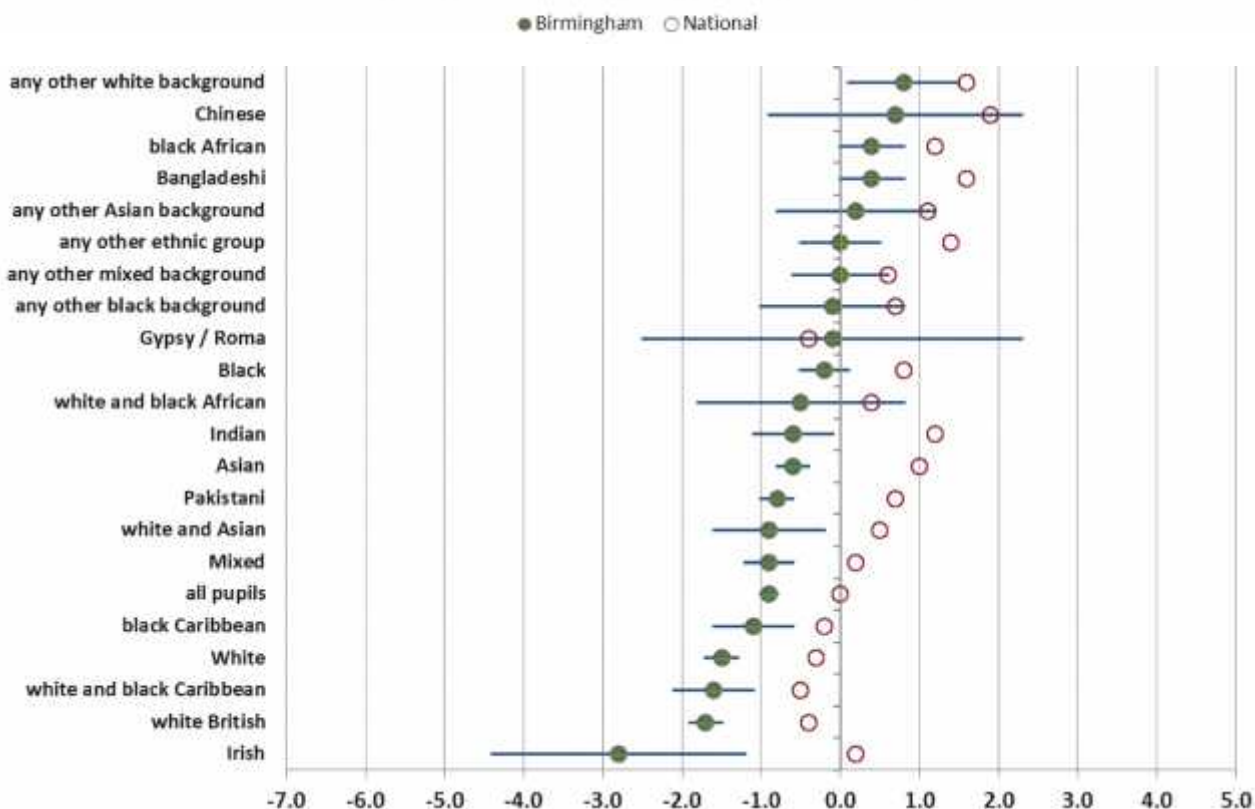


For Reading Progress, 10 ethnic groups have Progress score close (within confidence levels) to their National equivalents. The rest, fall significantly below. 'Any Other White Background' pupils outperforms the overall National average beyond Confidence Intervals.

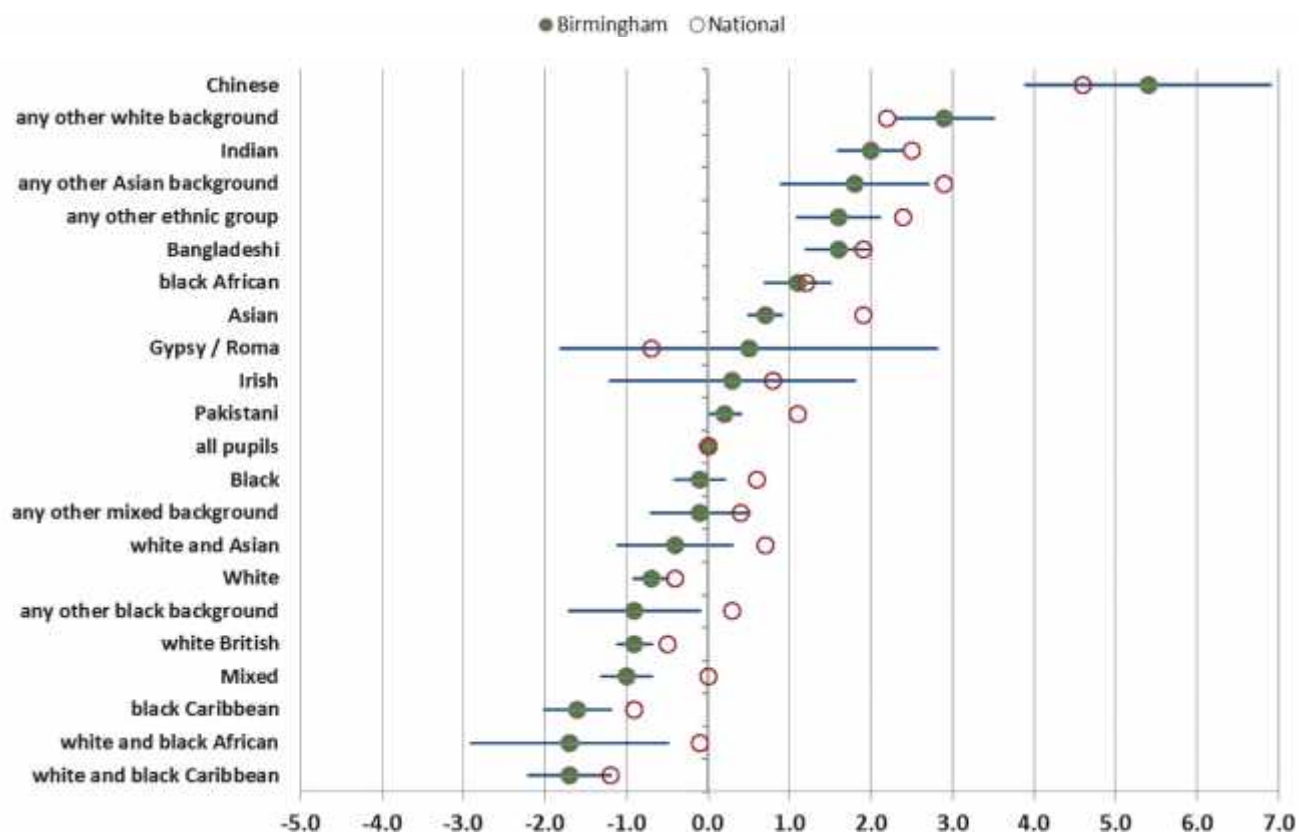
For Writing Progress, 6 ethnic groups have a Progress score close to (within Confidence Intervals) their National equivalents, the rest fall below. 3 groups score statistically above the overall National average

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



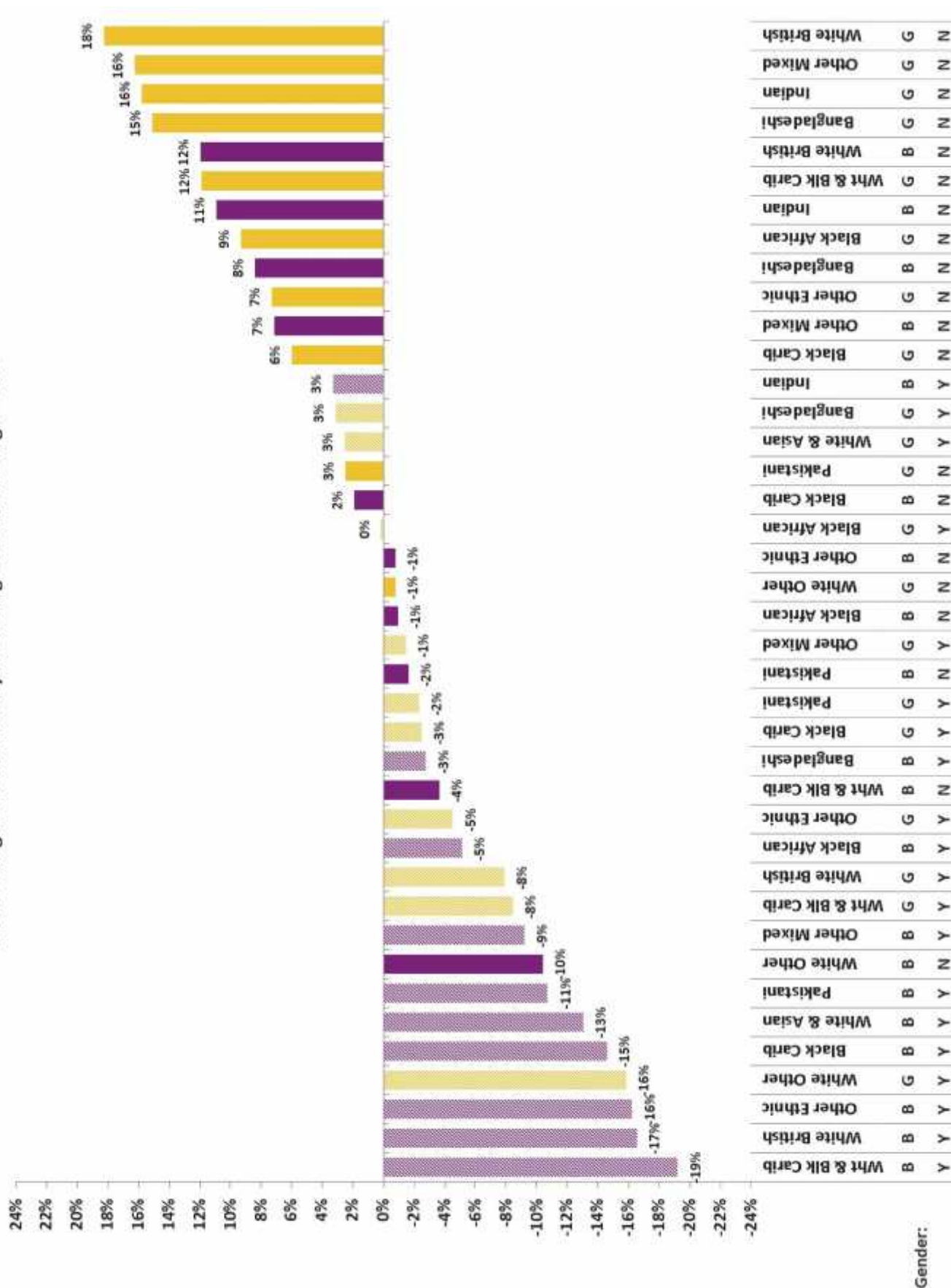
Key stage 2 Maths progress by ethnicity



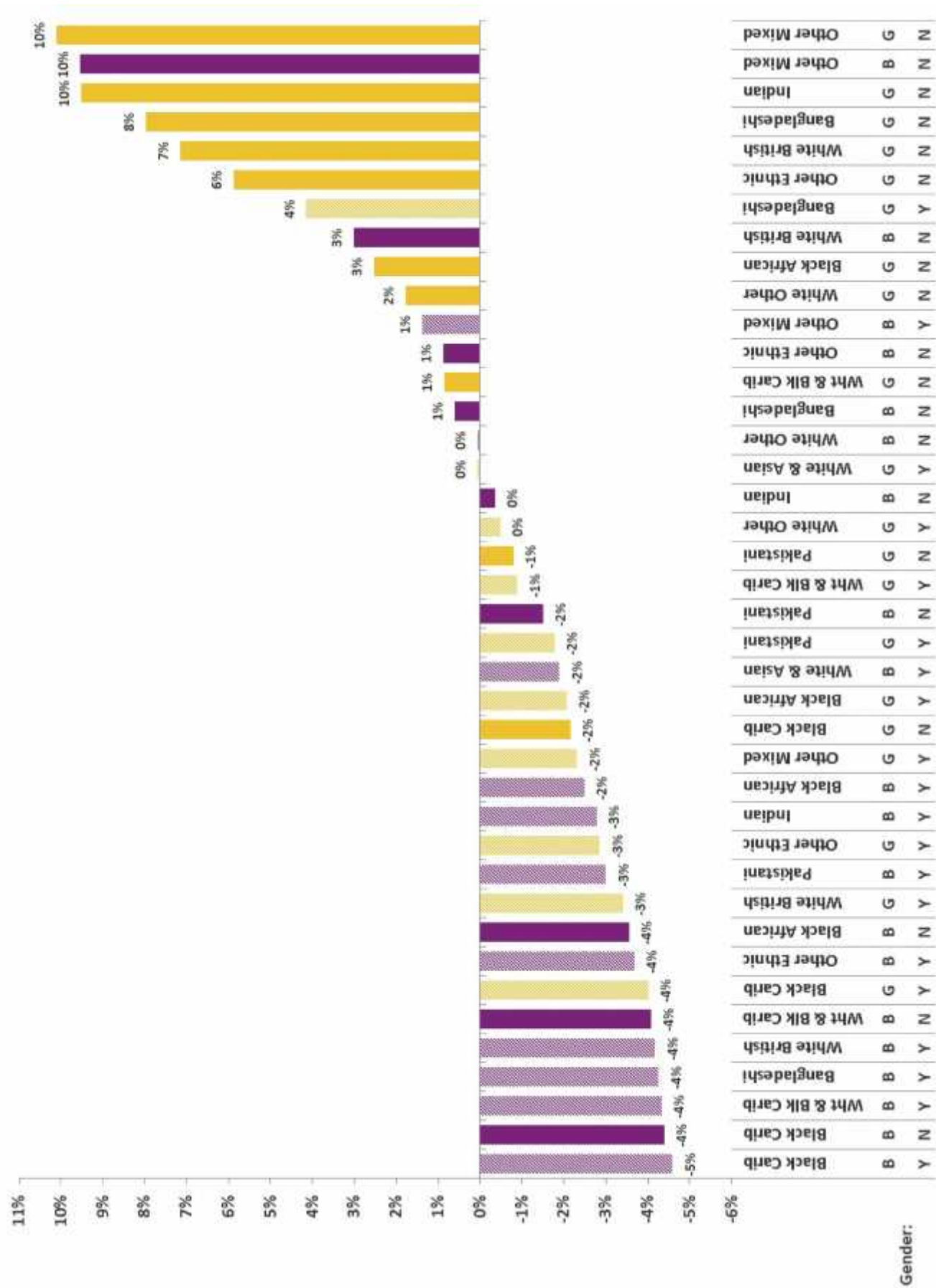
Ethnic group, gender and disadvantaged – differences to the LA average

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 at least expected by Ethnic Group, Gender and Disadvantaged for academic year ending 2017. LA Average = 57%



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%



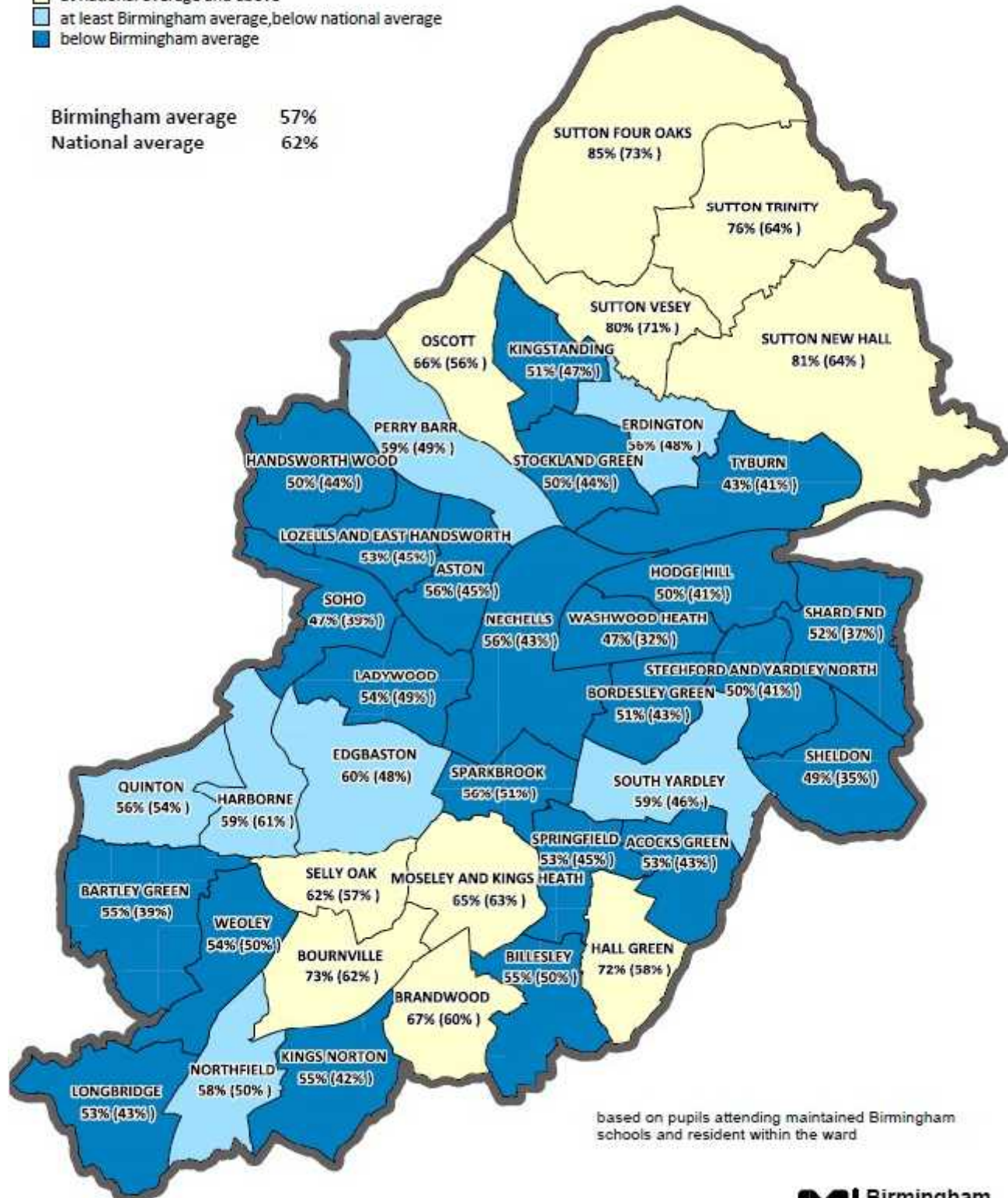
Ward/Geography – Reading, Writing & Maths

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%



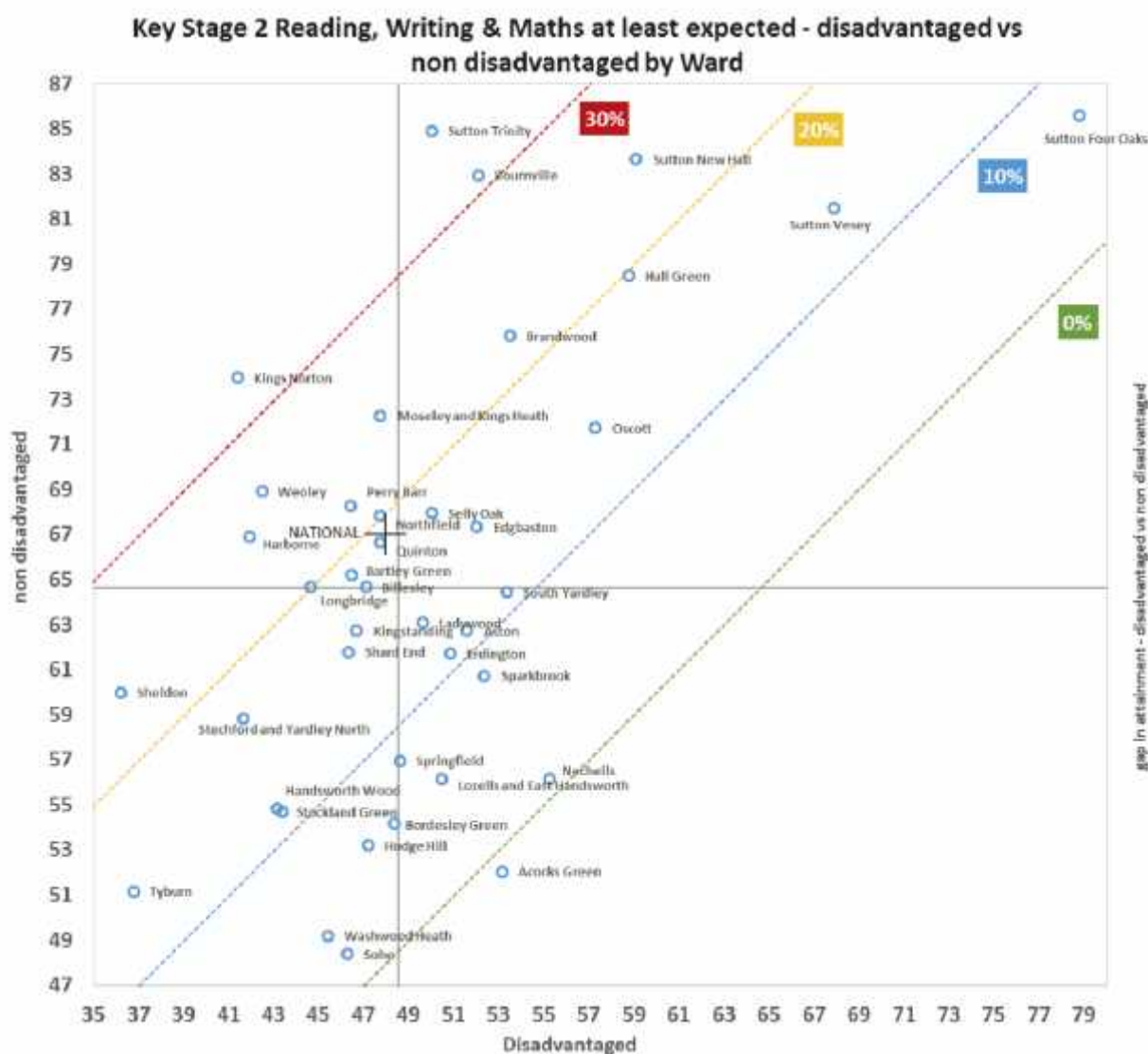
Disadvantaged vs Non Disadvantaged Attainment by Ward

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:

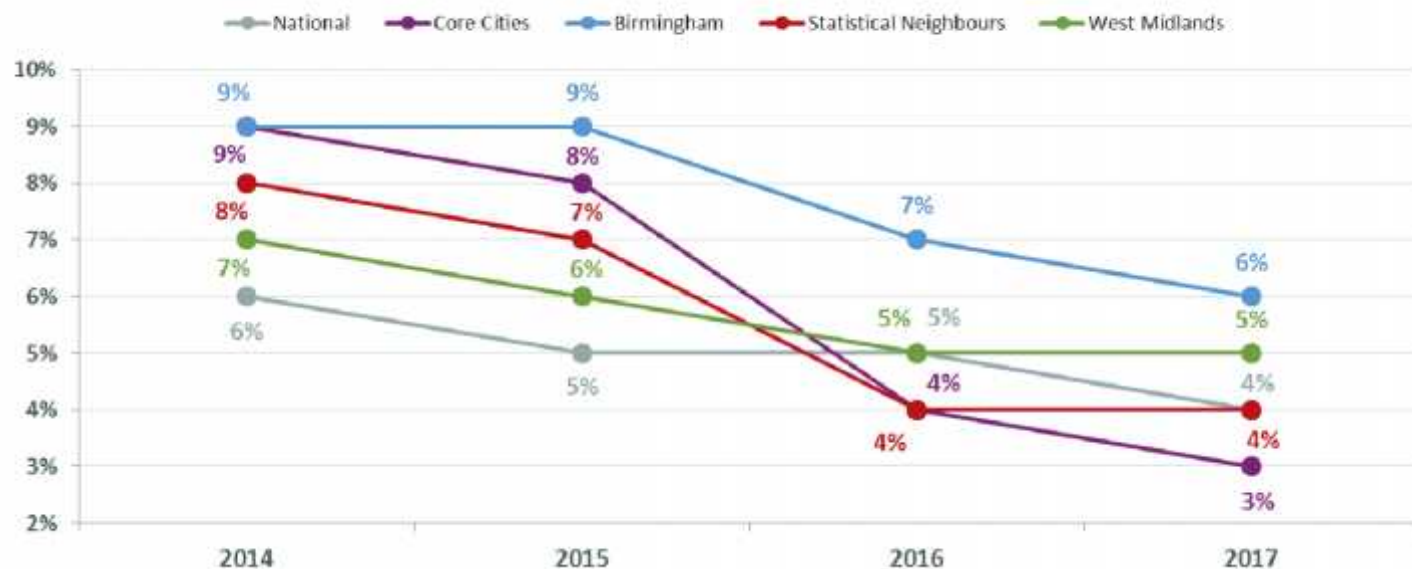
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676406/Primary_school_accountability_technical_guidance_January_2018_update.pdf

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.

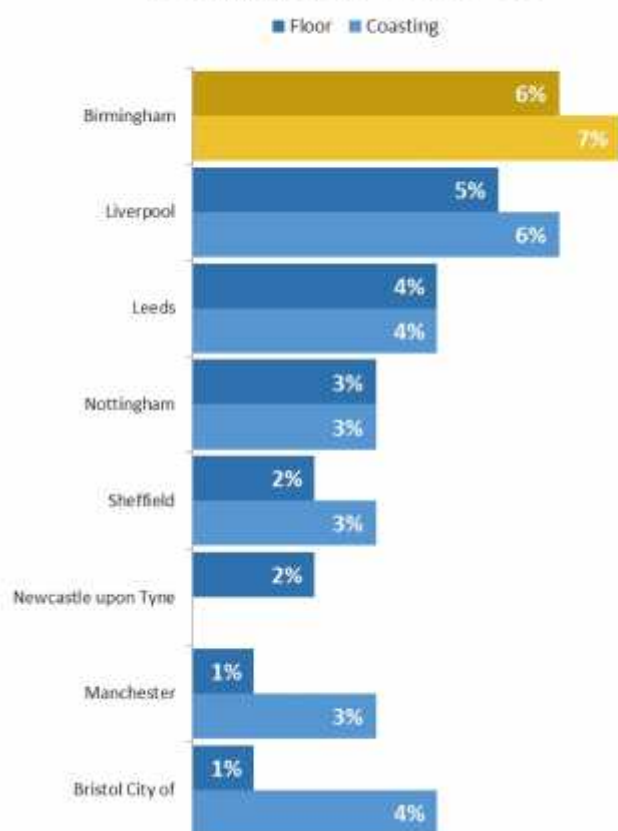
The proportion of schools that are defined as coasting has remained the same for all groups with the exception of National which has increased by 1 ppts.

Proportion of schools under the floor standard for key stage 2 in Birmingham, LA groups and National

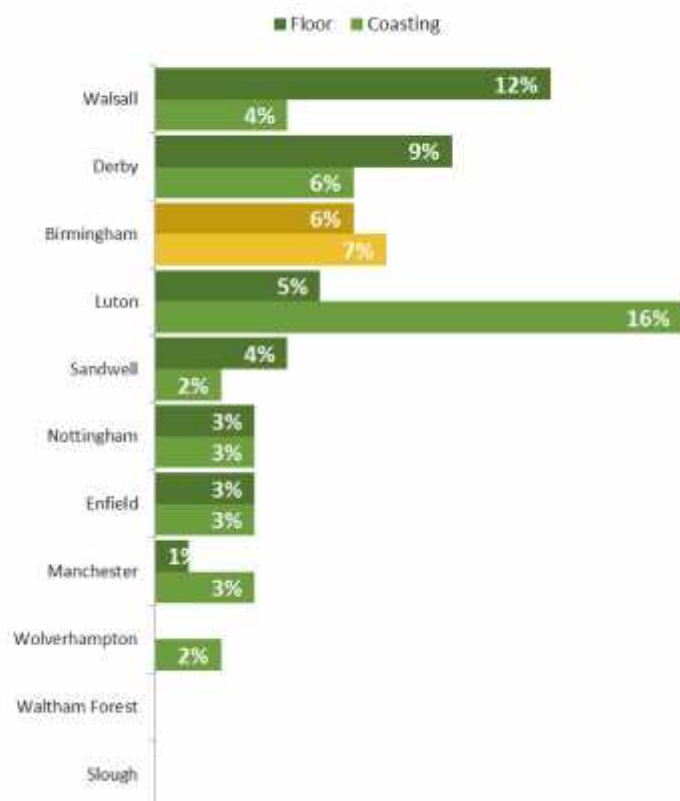


The charts below detail the percentage of schools assessed as below floor standard and those deemed to be coasting for Core Cities and Statistical Neighbours. Nationally the percentage of coasting schools is 4%.

Proportion of schools in Core Cities under the key stage 2 floor standard and those 'Coasting' - 2017



Proportion of schools in Birmingham and its Statistical Neighbours under the key stage 2 floor standard and those 'Coasting' - 2017

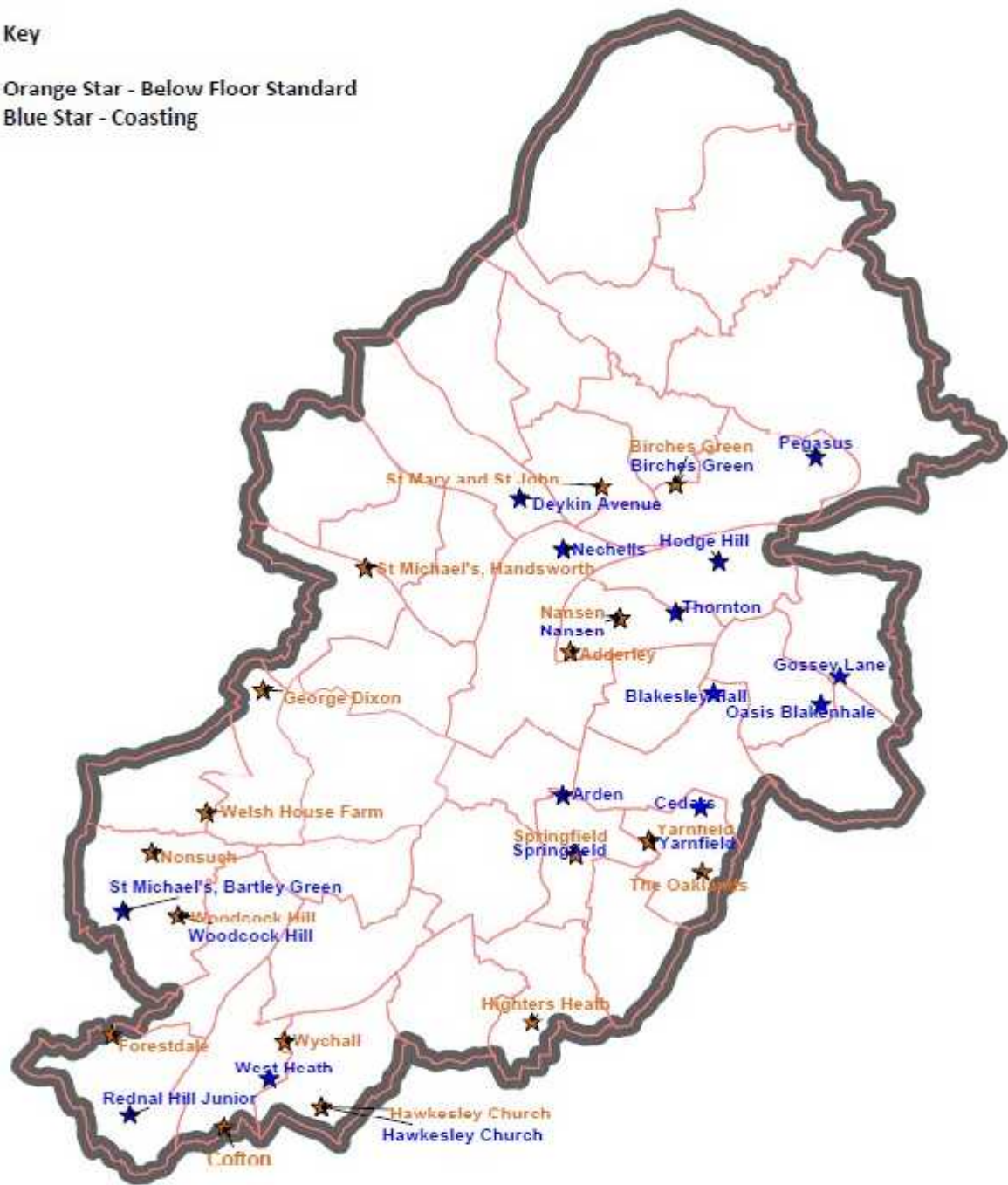


Geography - Primary Floor and Coasting Schools

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



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.

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.

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

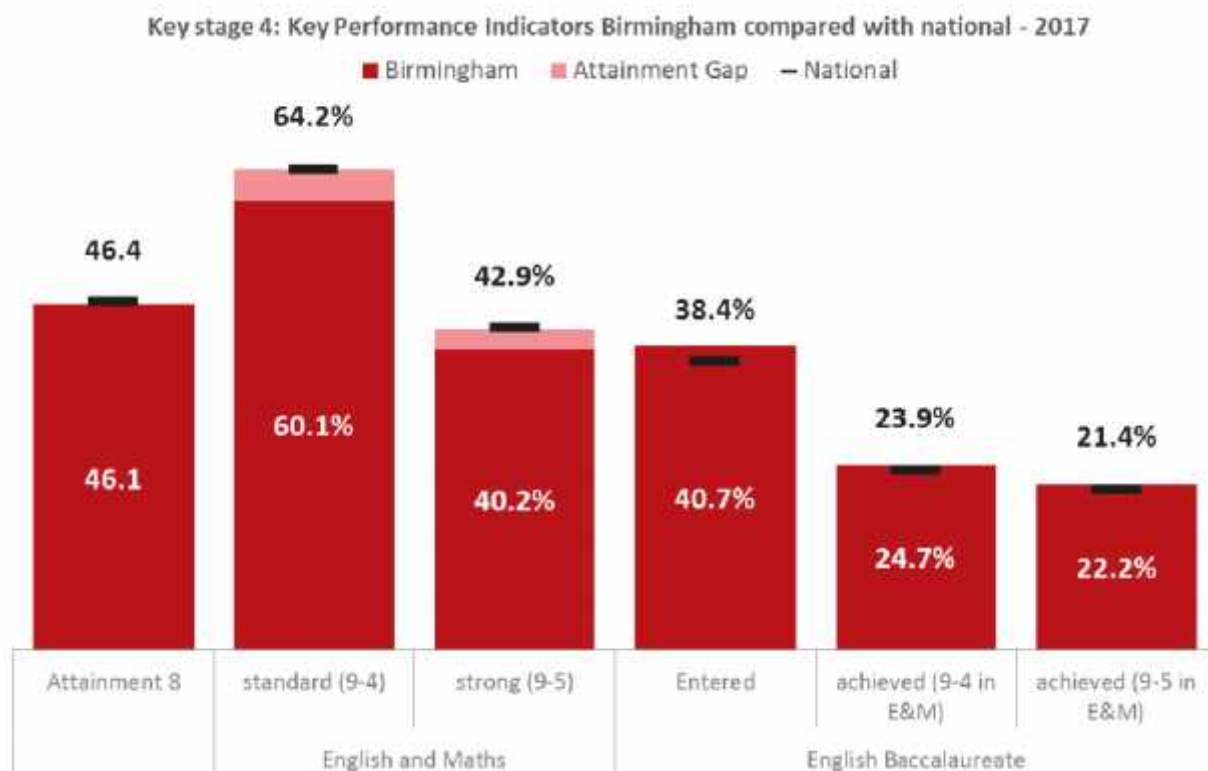
Attainment 8 scores in 2017 are not comparable with previous years as they have been calculated using a different point score equivalents. This is necessary due to the phasing out of the A*-E which started in 2017 with English and Maths. 2018 will see the other English Baccalaureate subjects (Science,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

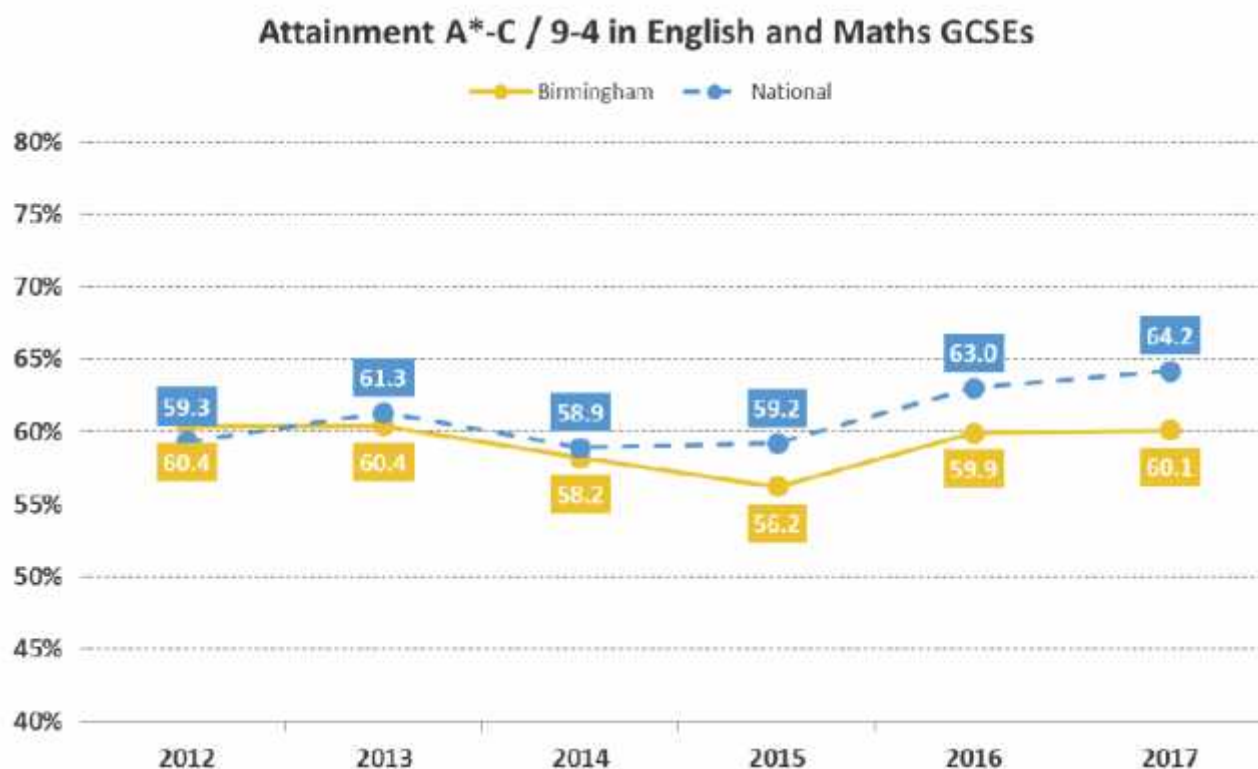
Birmingham's overall Progress 8 average score in 2017 is once again above national average.

Birmingham Progress 8 Performance for 2017, **-0.01**

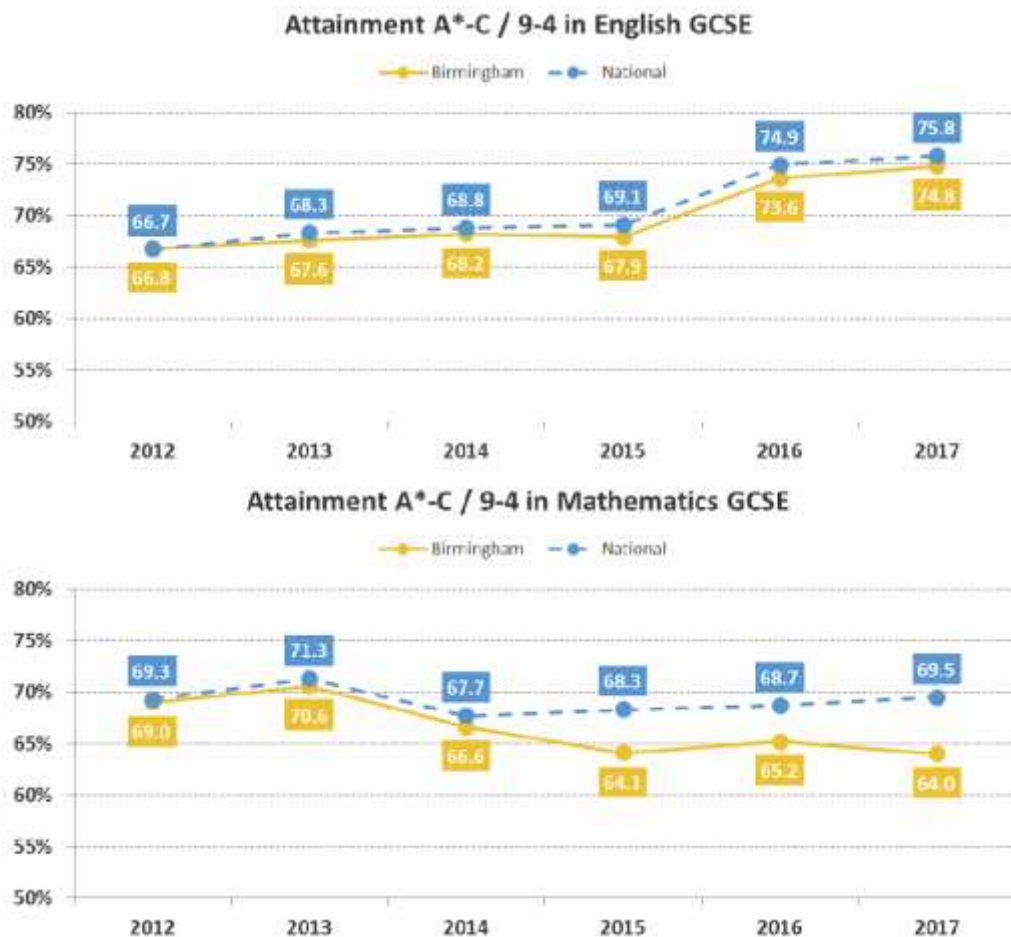
Compared to **-0.03** national average (state funded only)

Subject performance compared with previous years

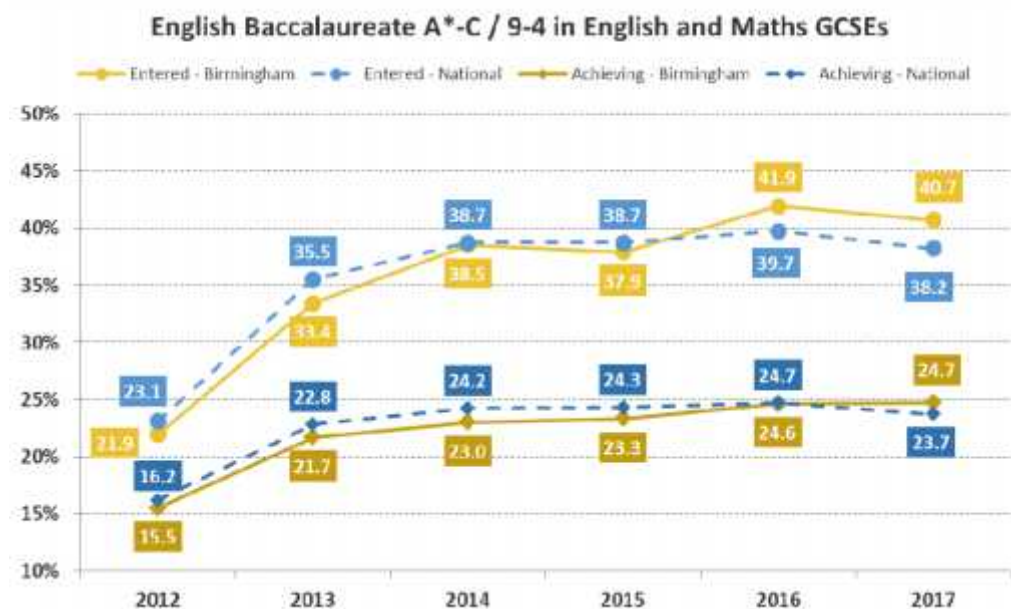
To provide for some continuity in attainment we have compared the standard pass (9-4) rate with the previous year's A*-C pass rate. It should be noted however that this is not an exact comparison.



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.

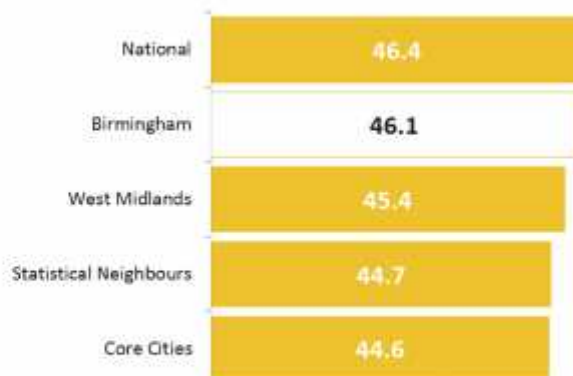
National Comparisons

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.

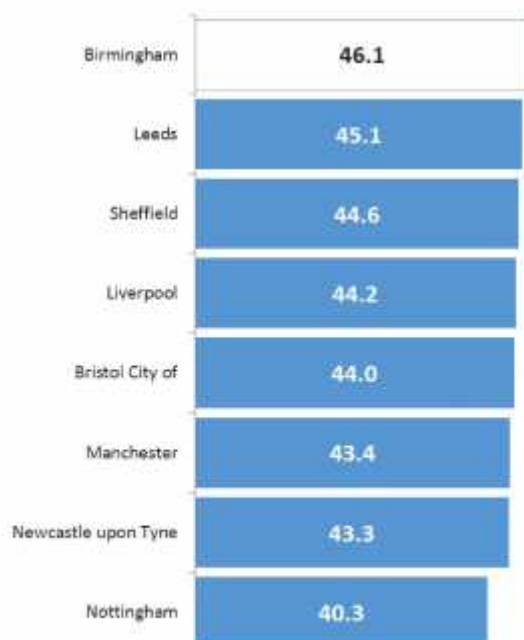
English and Maths attainment is higher in Birmingham than the averages for Core Cities, Statistical Neighbours and the West Midlands groups.

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

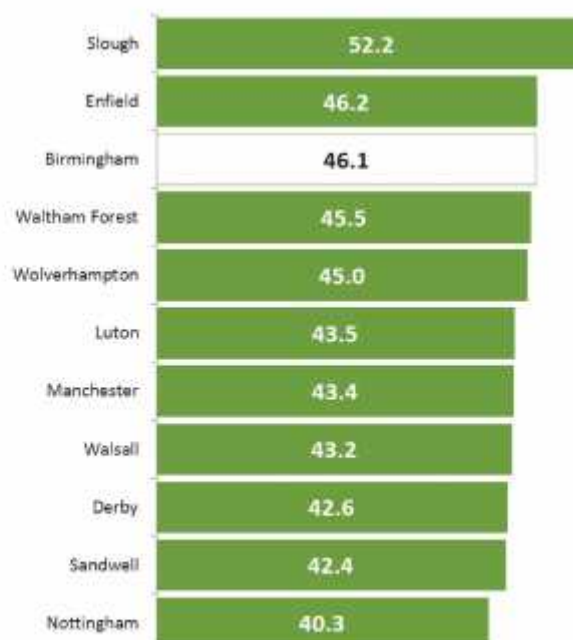
Attainment 8 average for Birmingham against other LA groups and National - 2017



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

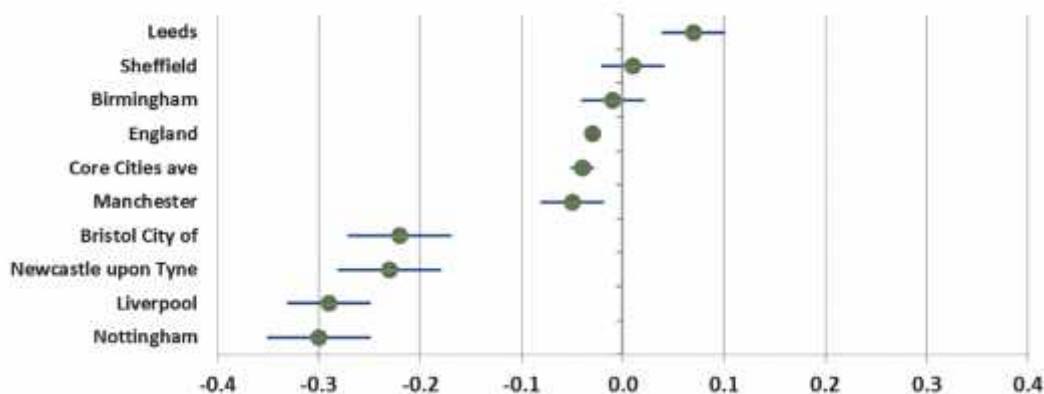


Achieving English Baccalaureate with strong passes (9-5) in English & Maths for Birmingham against other LA groups and National - 2017



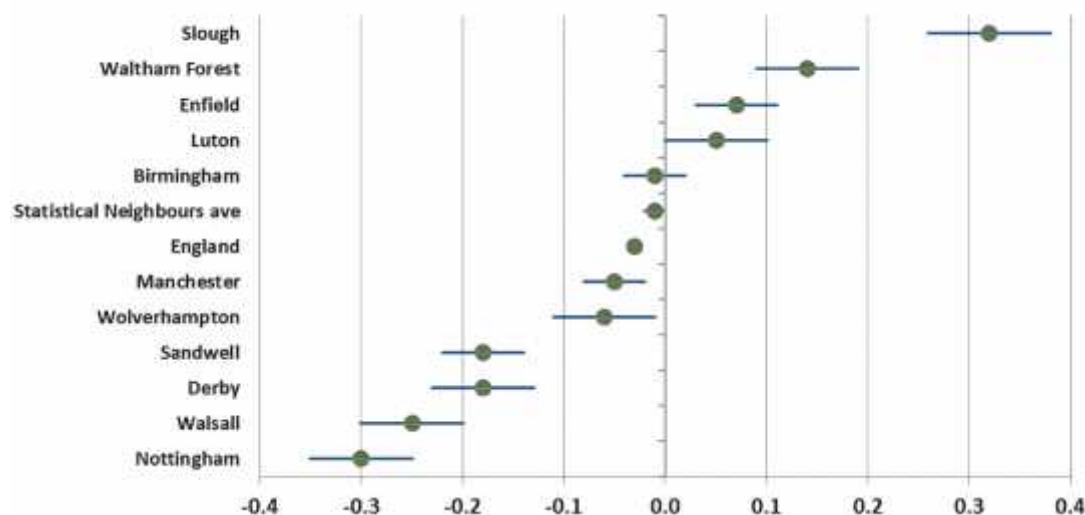
The graphs below compare Birmingham's Progress 8 to Core Cities, Statistical Neighbours and West Midland averages. The blue horizontal lines represent confidence intervals, generally speaking the longer the line the smaller the number of children in the LA.

Progress 8 for Birmingham and Core cities - 2017



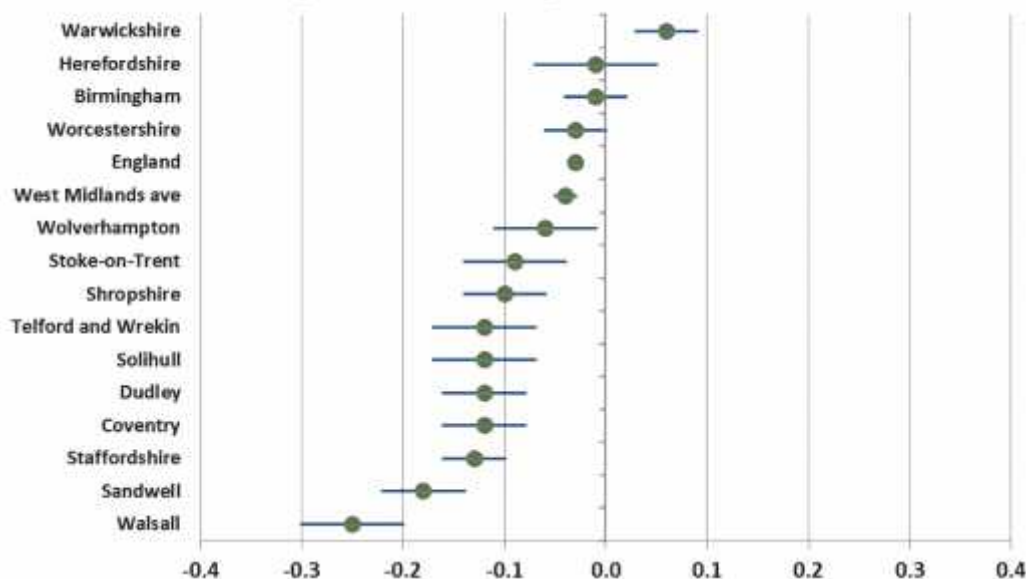
Birmingham is above the overall Core Cities average and ranks 3rd in relation to the other LAs in the group.

Progress 8 for Birmingham and Statistical Neighbours - 2017



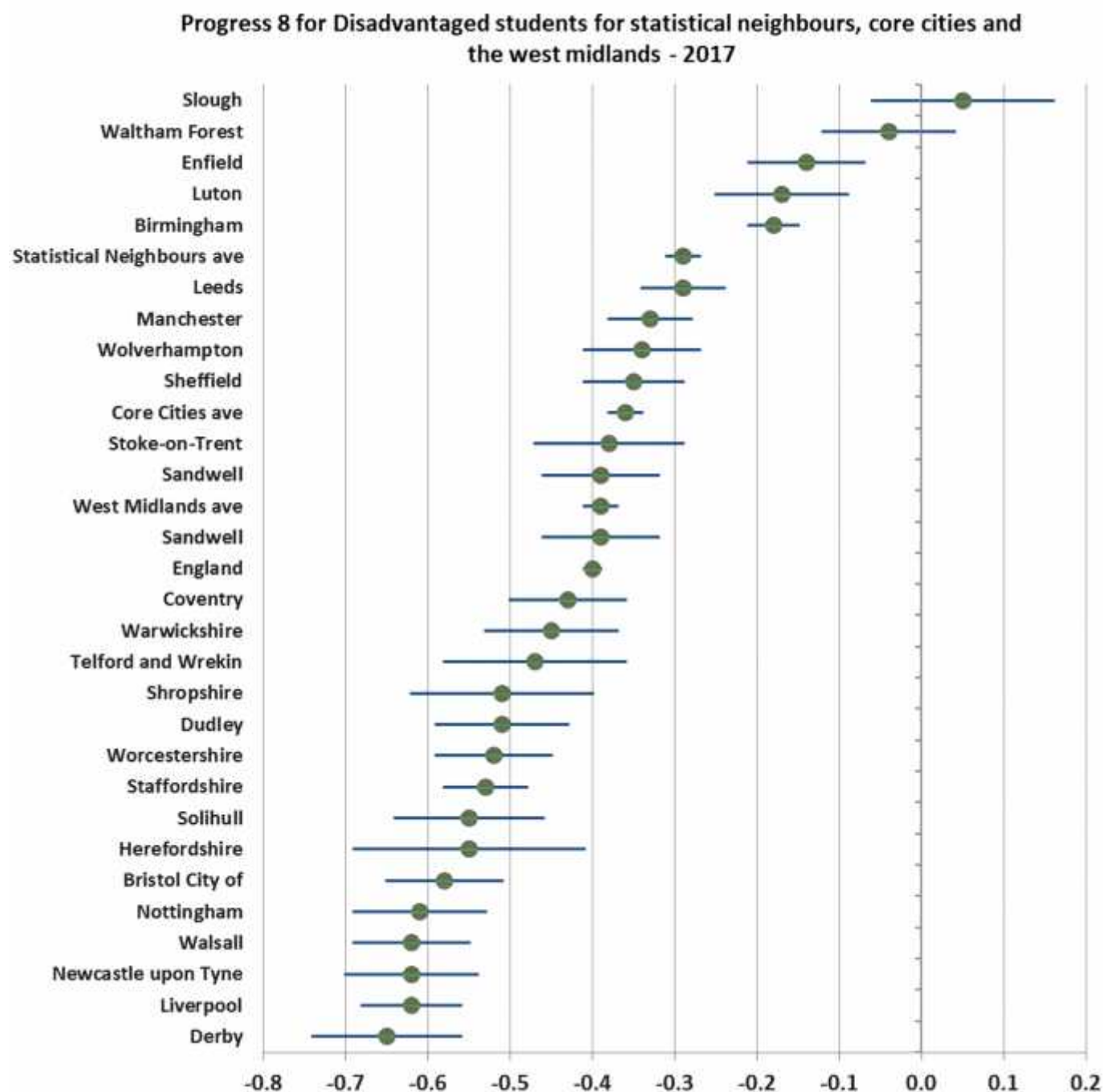
Birmingham is above the overall Statistical Neighbour average and ranks 4th in relation to the other LAs in the group.

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.

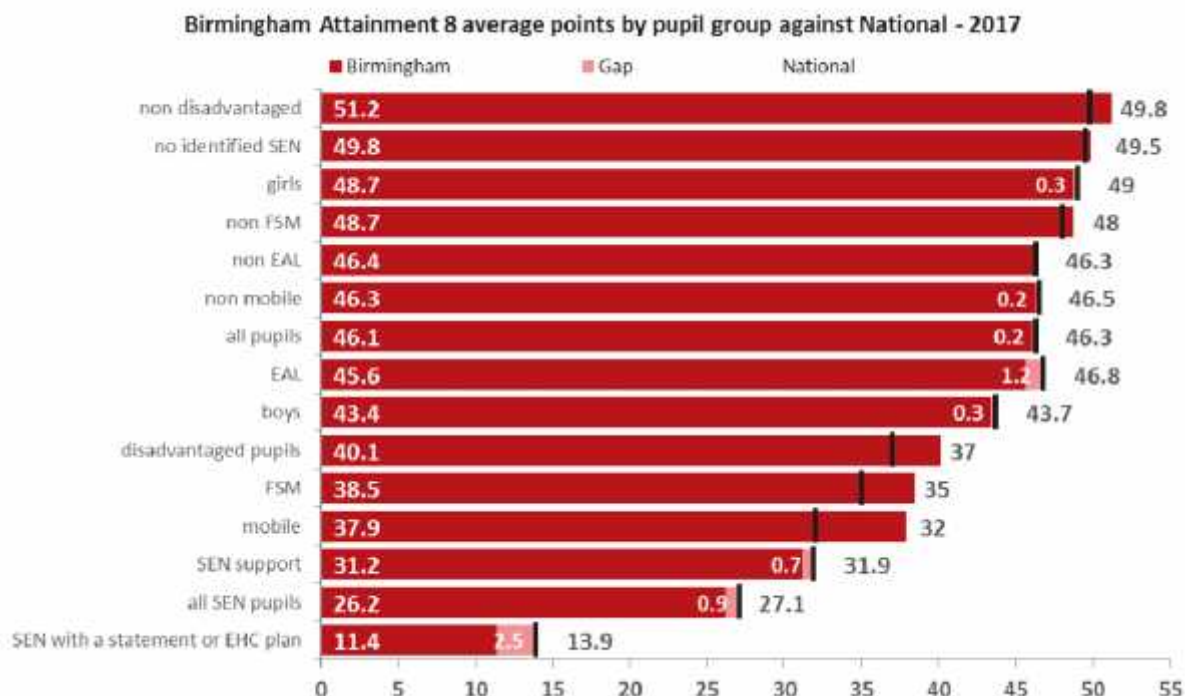
The Progress 8 average for Disadvantaged children in Birmingham compares favourably with other LAs in Core Cities, Statistical Neighbours and the West Midlands. While 5th overall, Birmingham ranks higher than any other LA within the West Midlands or Core Cities.



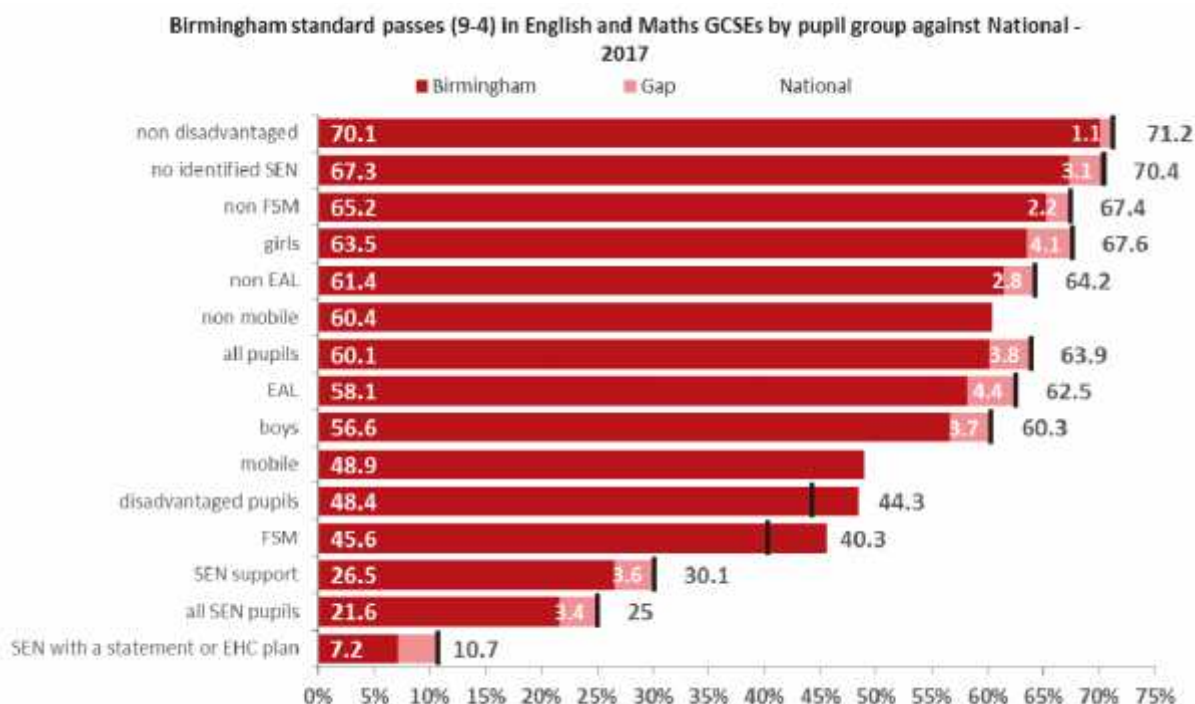
Pupil Characteristics

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.

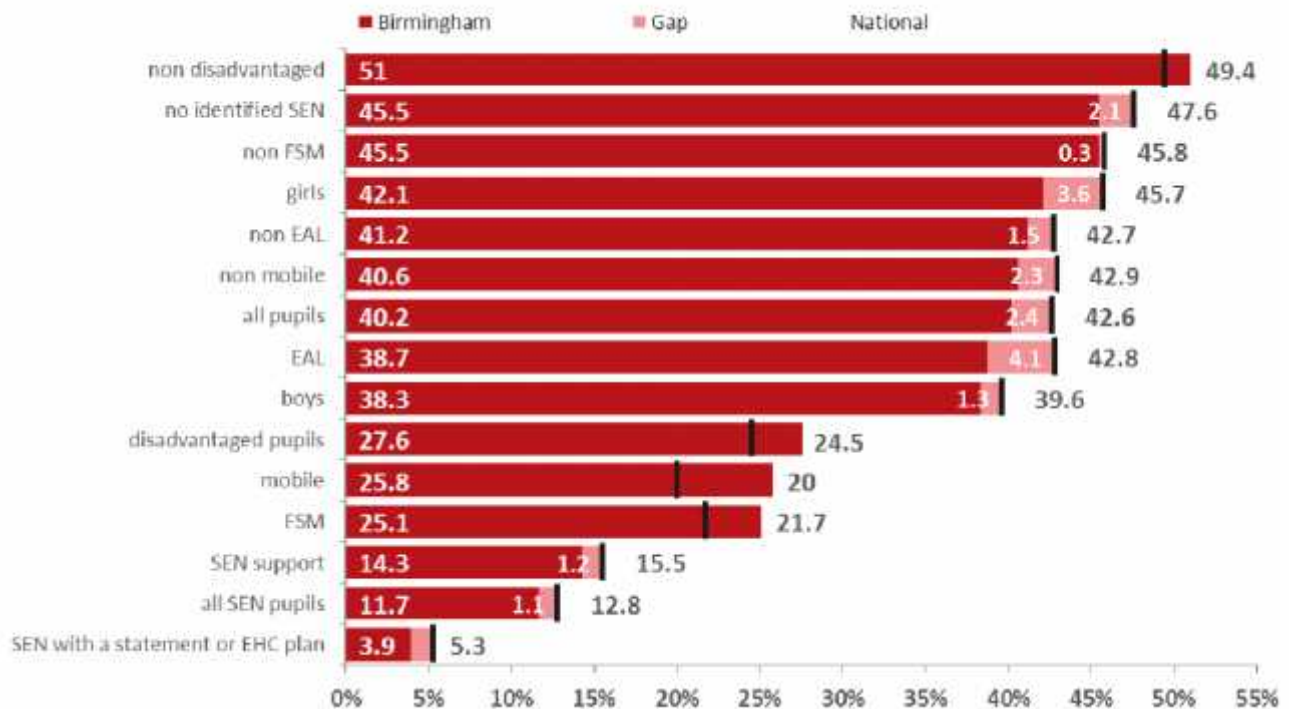


In terms of Attainment 8 performance, nearly every cohort in Birmingham outperformed their national equivalents, with the exception EAL, and SEN.



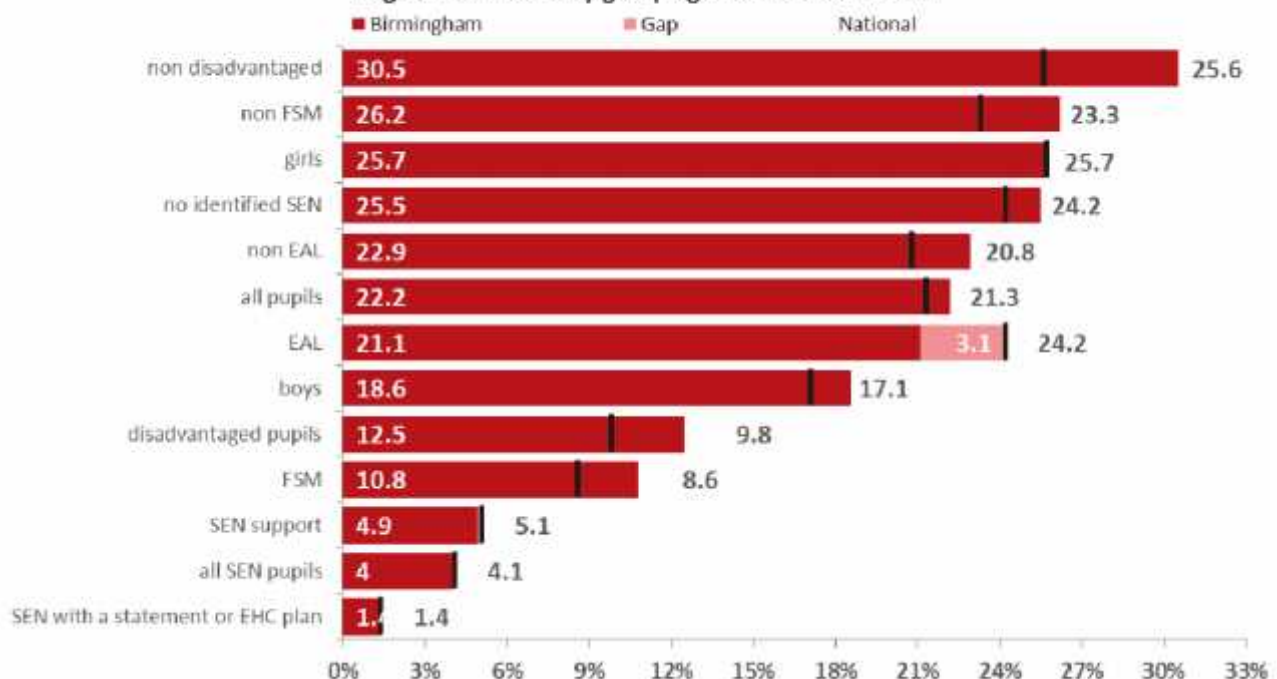
In English and Maths (9-4) both girls and boys were below their National equivalents. Disadvantaged and FSM pupils did well, outperforming their groups National average by 4ppt and 5ppt respectively.

Birmingham strong passes (9-5) in English and Maths GCSEs by pupil group against National - 2017



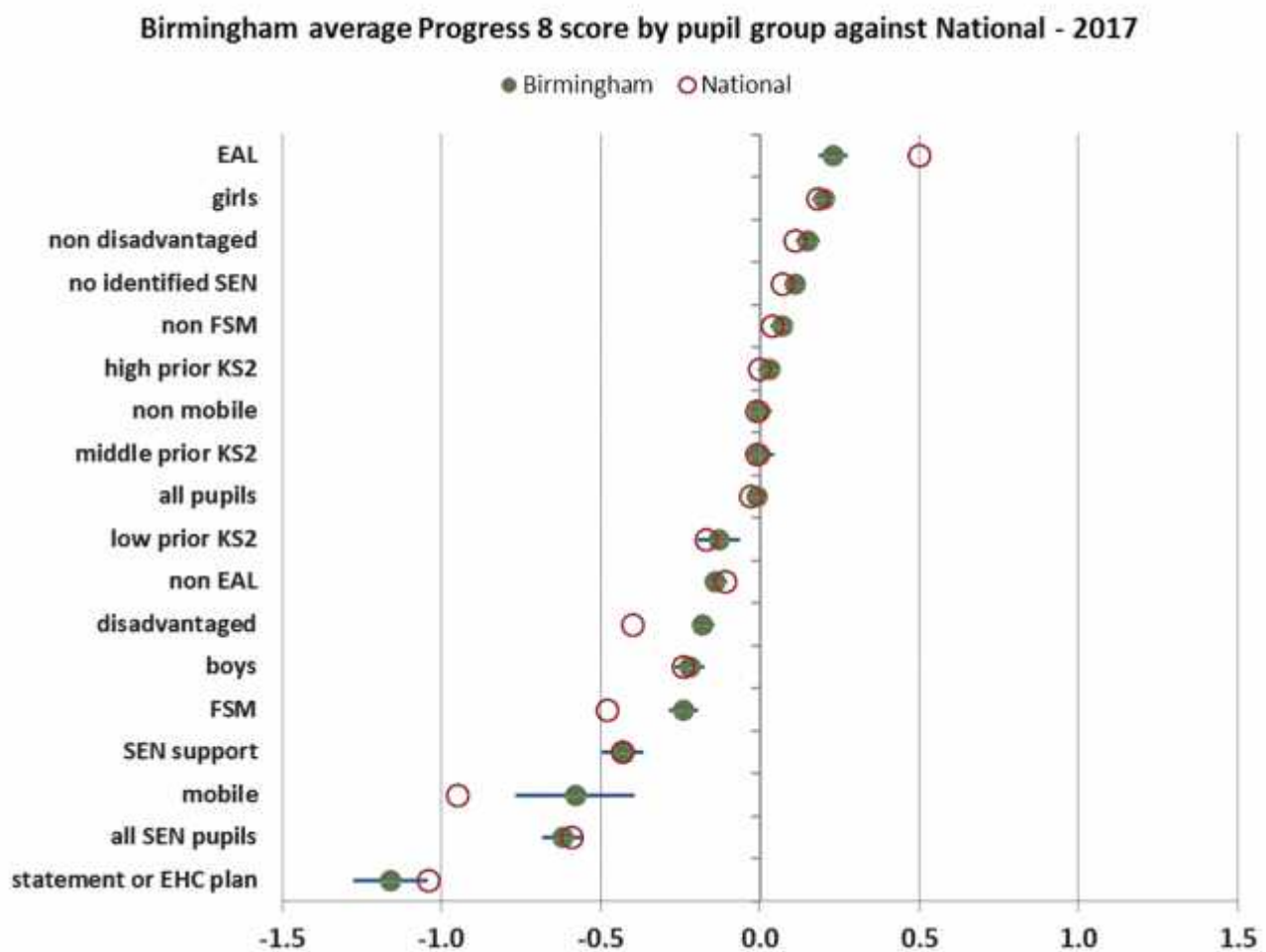
In English and Maths 9-5 girls and boys continue to trail their National groups, however the attainment gap narrows significantly from 9-5 for boys. In addition, Birmingham Disadvantaged, non-Disadvantaged and FSM, all outperform their National groups.

Birmingham students achieving the English Baccalaureate with strong passes (9-5) in English and Maths by group against National - 2017



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

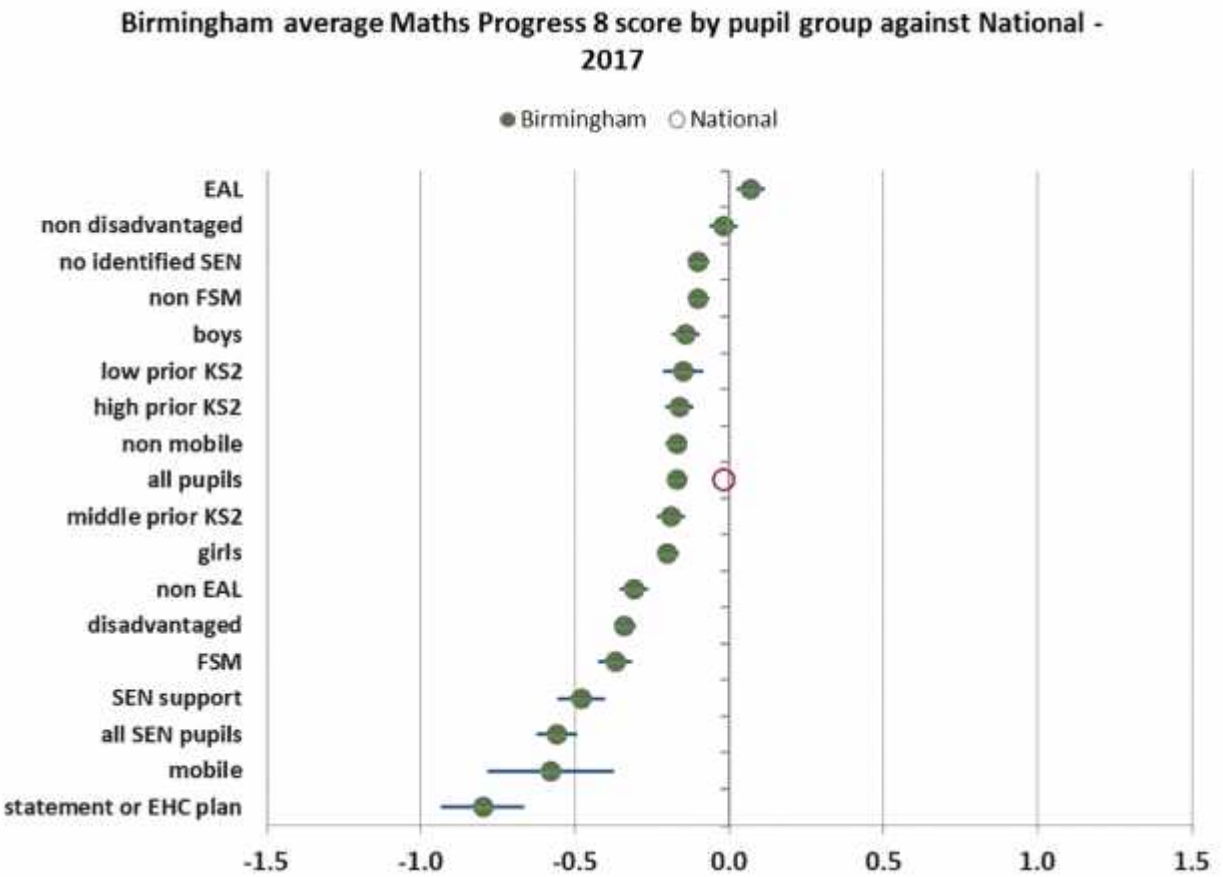
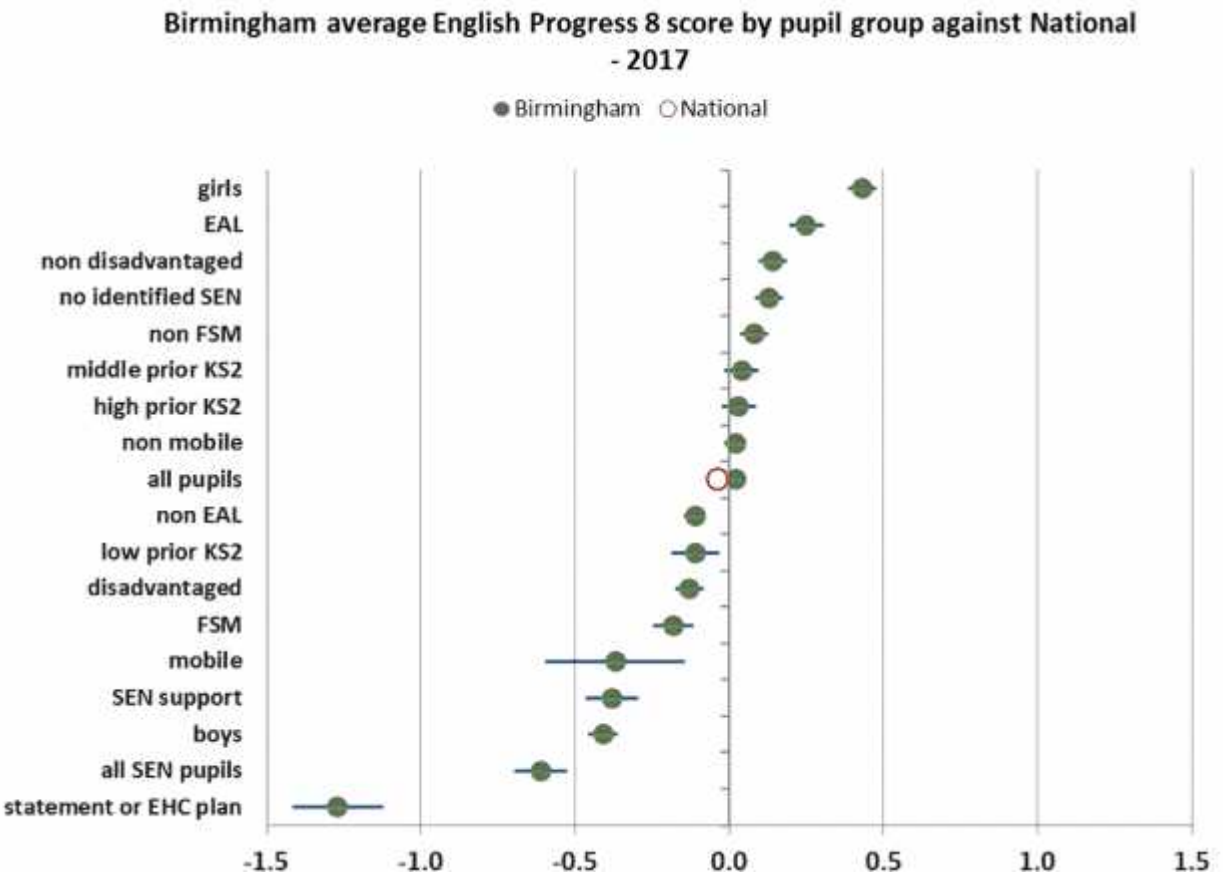


In 2017 the Progress 8 average for pupil groups in Birmingham closely follows that of their National equivalents. However, although EAL pupils make the most progress when compared to the other groups, they are still behind the average for other EAL pupils Nationally. Disadvantaged, FSM and Mobile pupils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

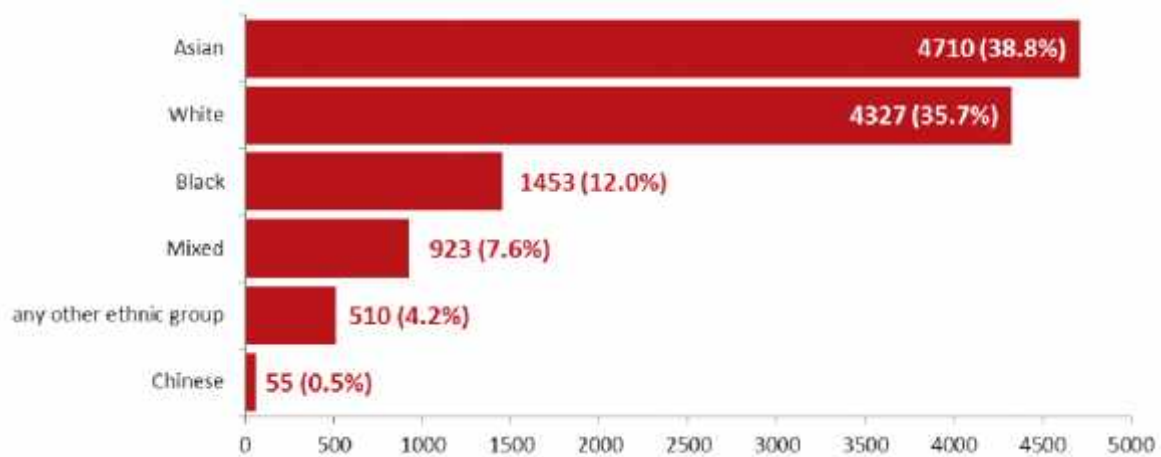
The English and Maths Progress 8 averages are not available Nationally for the individual Pupil Groups so only refer to Birmingham



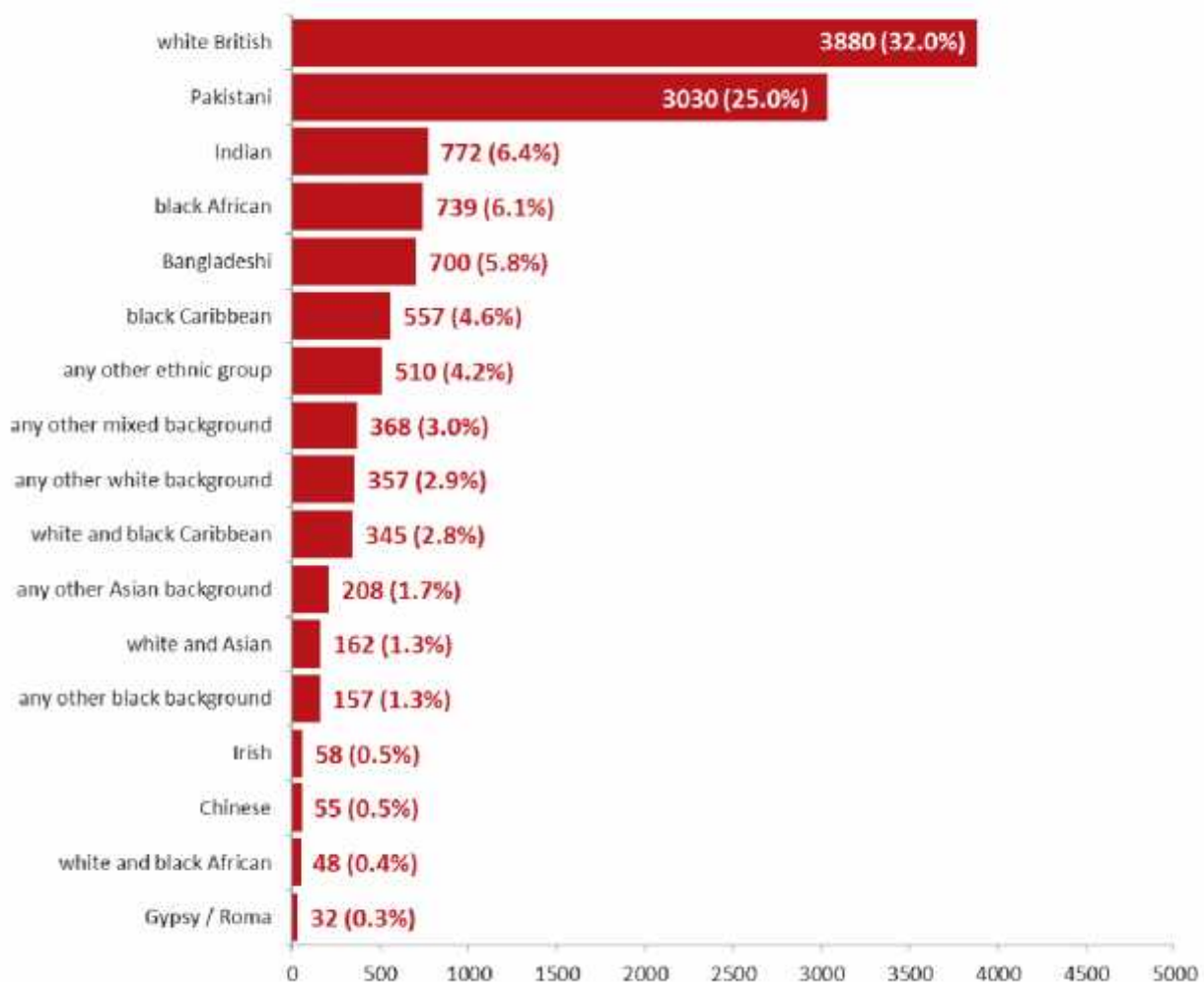
Ethnicity Profile – Key stage 4

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

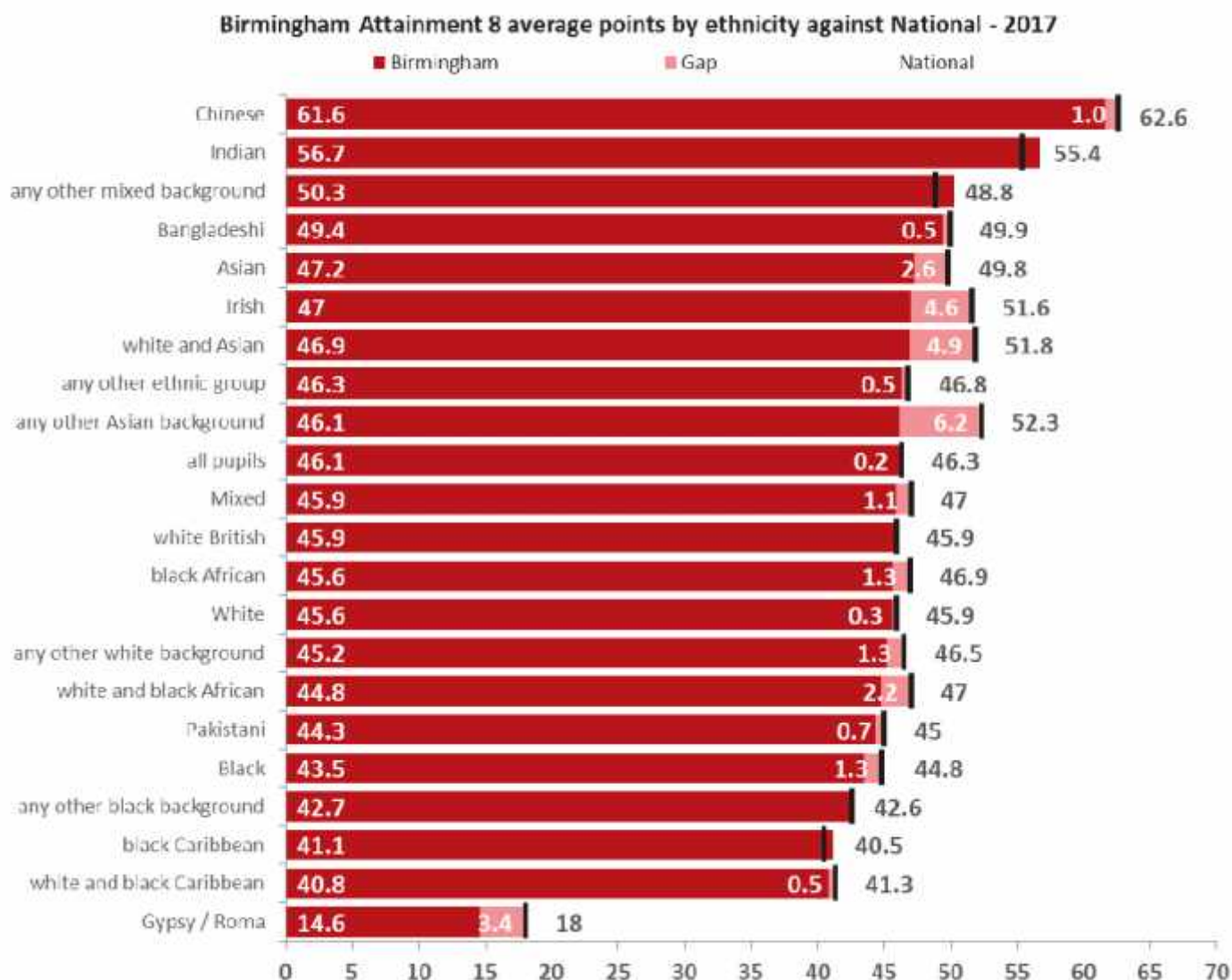


Number of eligible pupils for key stage 4 results in Birmingham by ethnicity (sub groups) - 2017



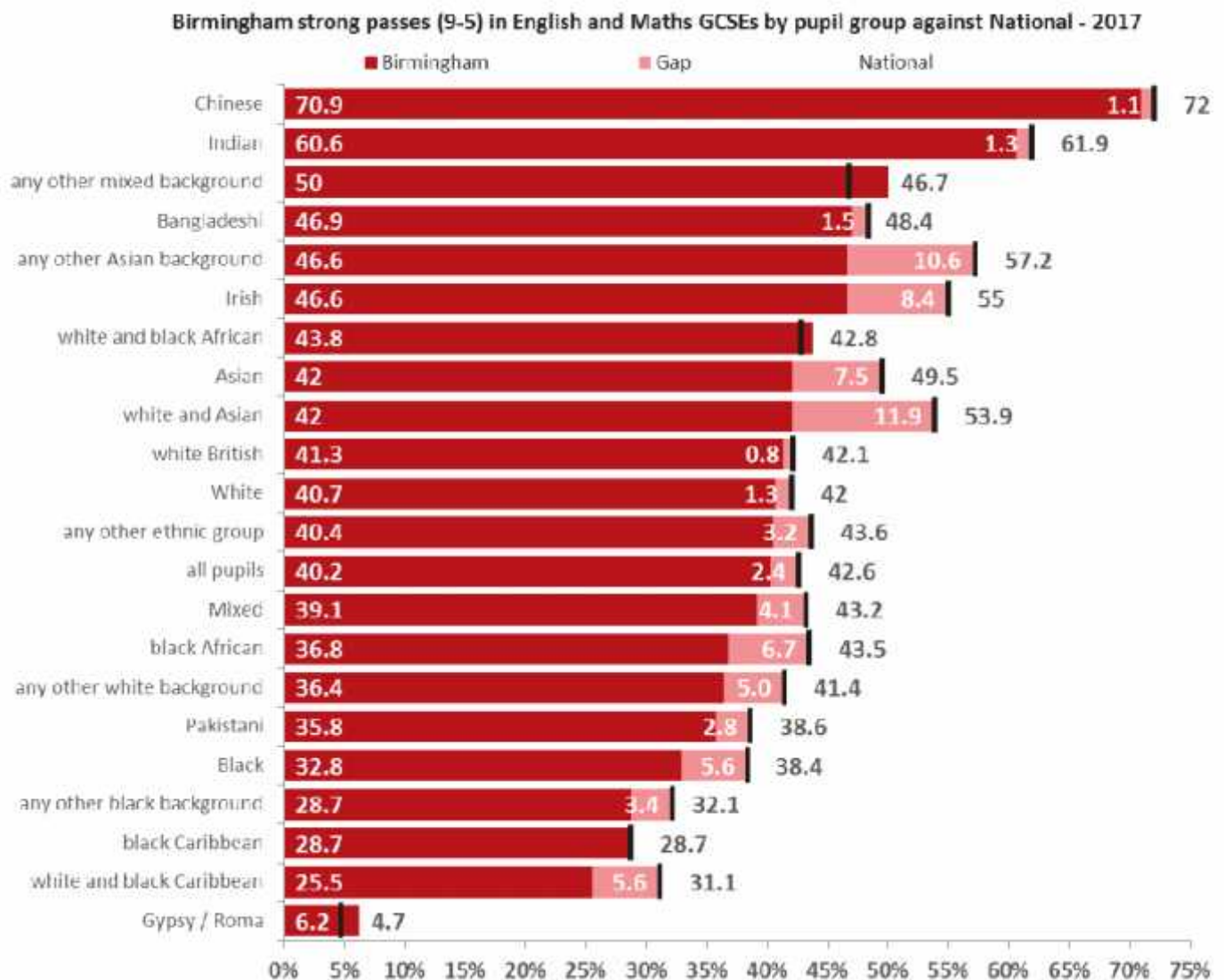
Attainment

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 '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.

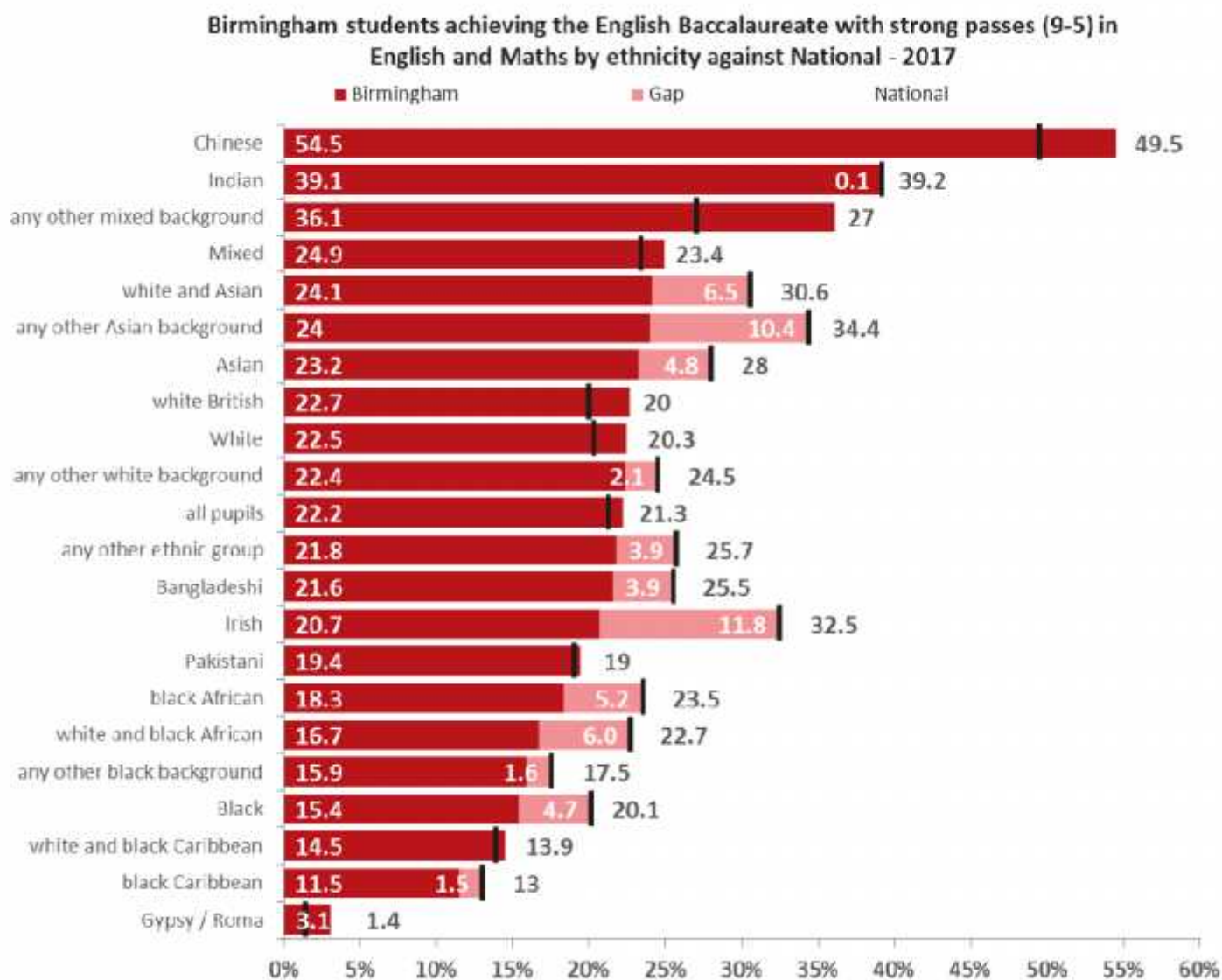


In English and Maths (9-5) the attainment across ethnic groups in Birmingham mainly falls behind that of the groups average Nationally.

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 5.2pts 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.

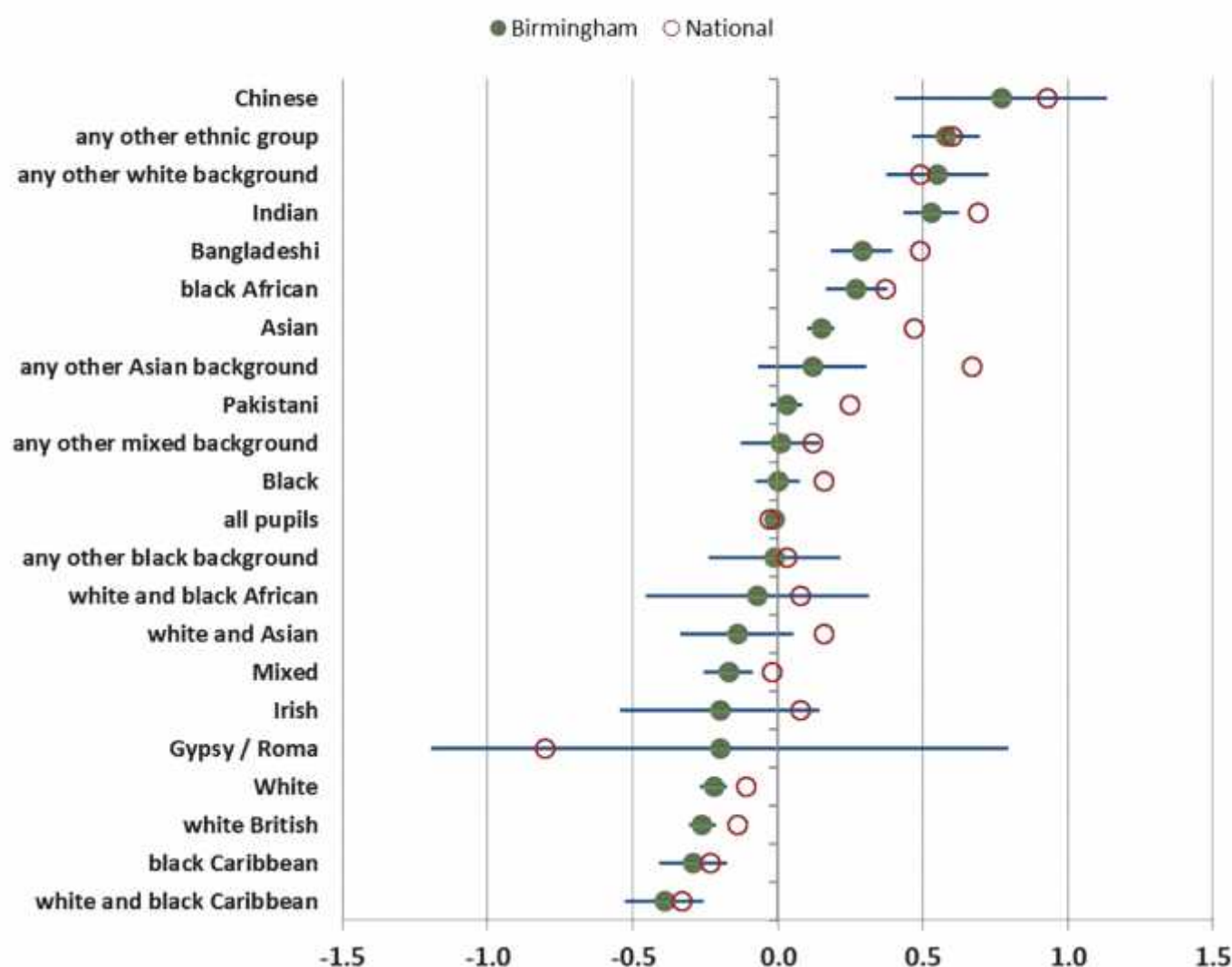
Overall Birmingham's Progress 8 average is above National and many ethnic groups exceed the National average. However when compared to their ethnicities National average some make statistically less progress – this is true for all the Asian sub groups – Indian, Bangladeshi, and Pakistani pupils.

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.

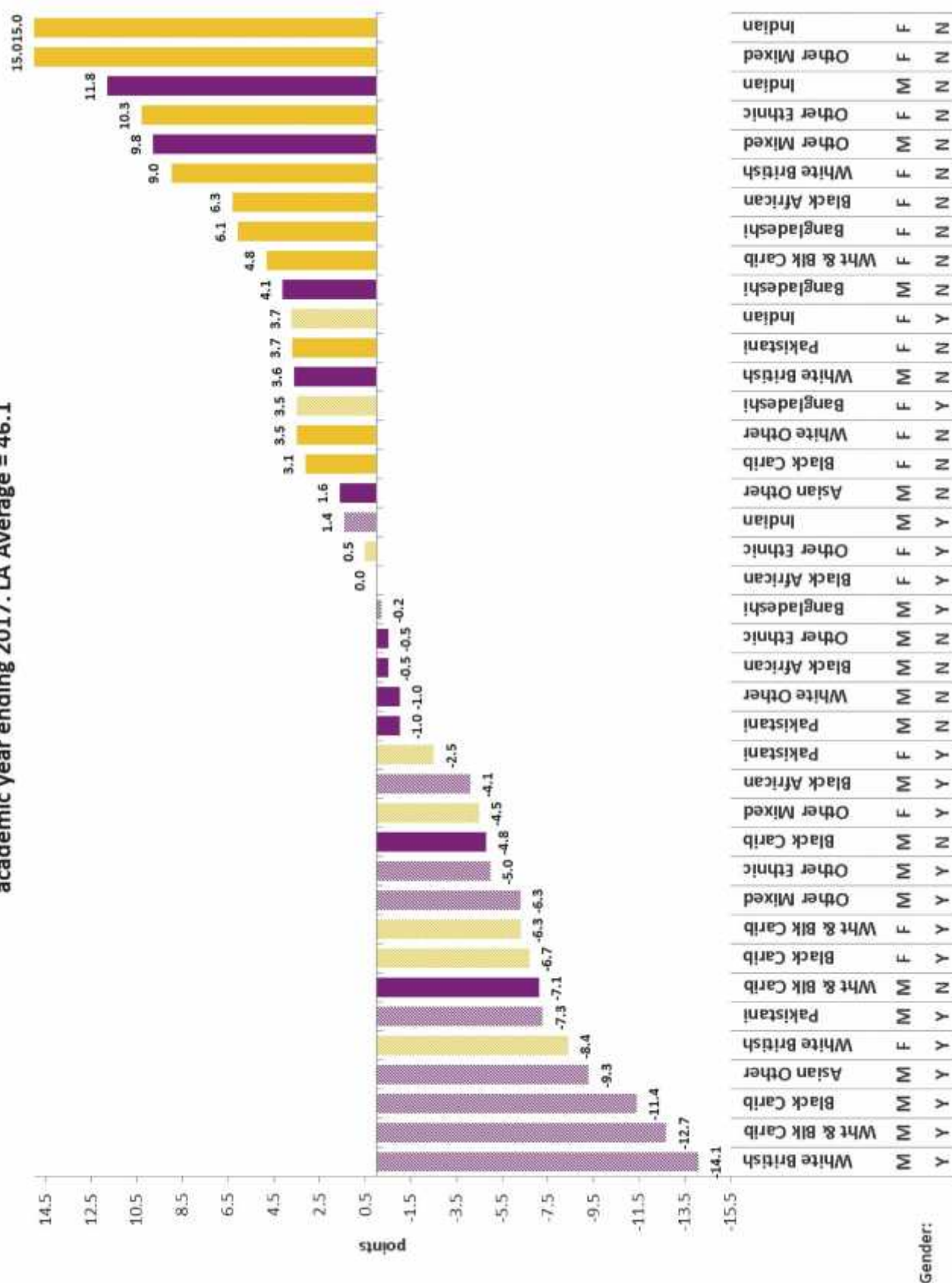
Birmingham average Progress 8 score by ethnicity against National - 2017



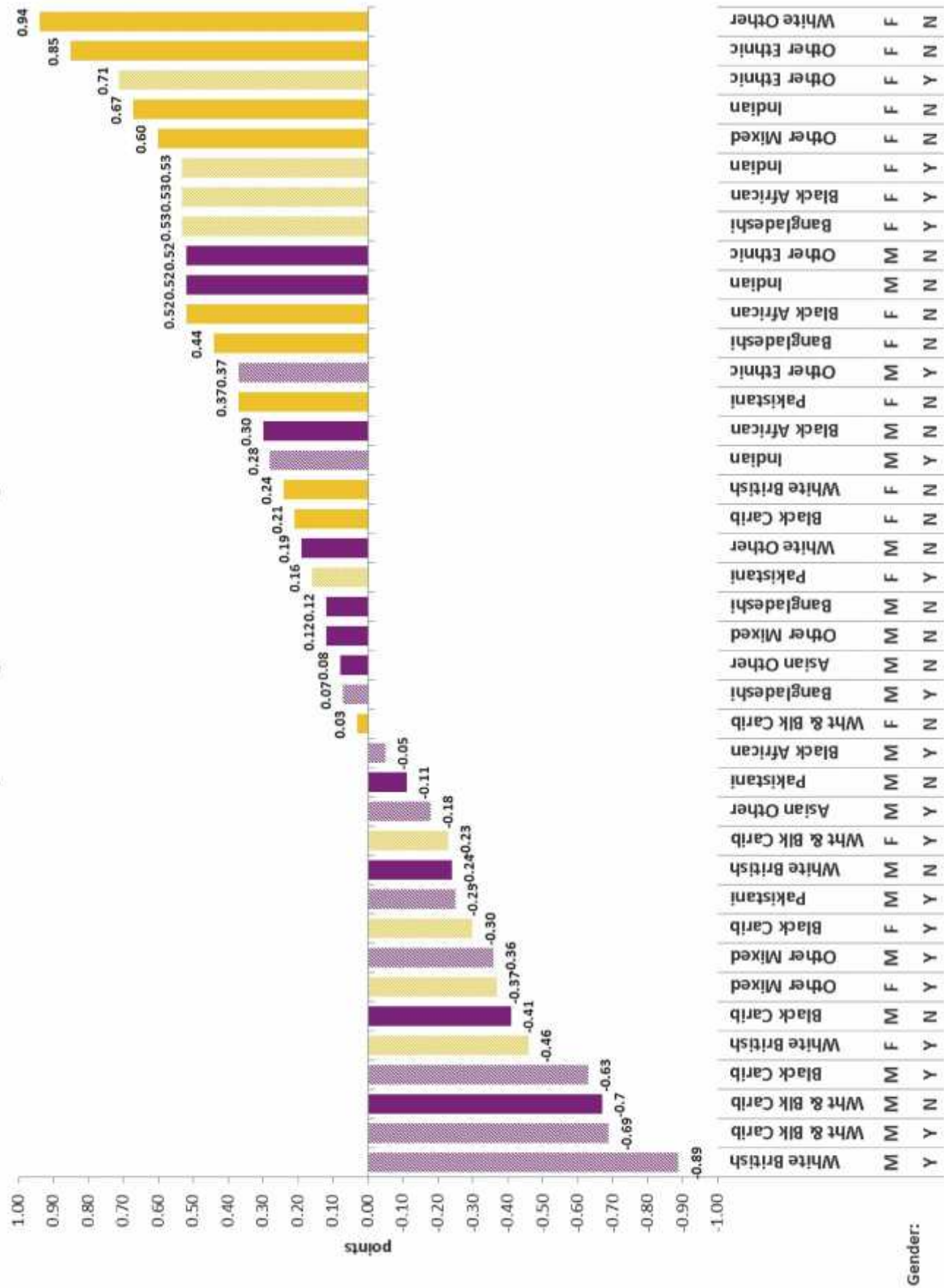
Ethnic group, gender and disadvantaged – differences to the LA average

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 Attainment 8 by Ethnic Group, Gender and Disadvantaged for academic year ending 2017. LA Average = 46.1



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



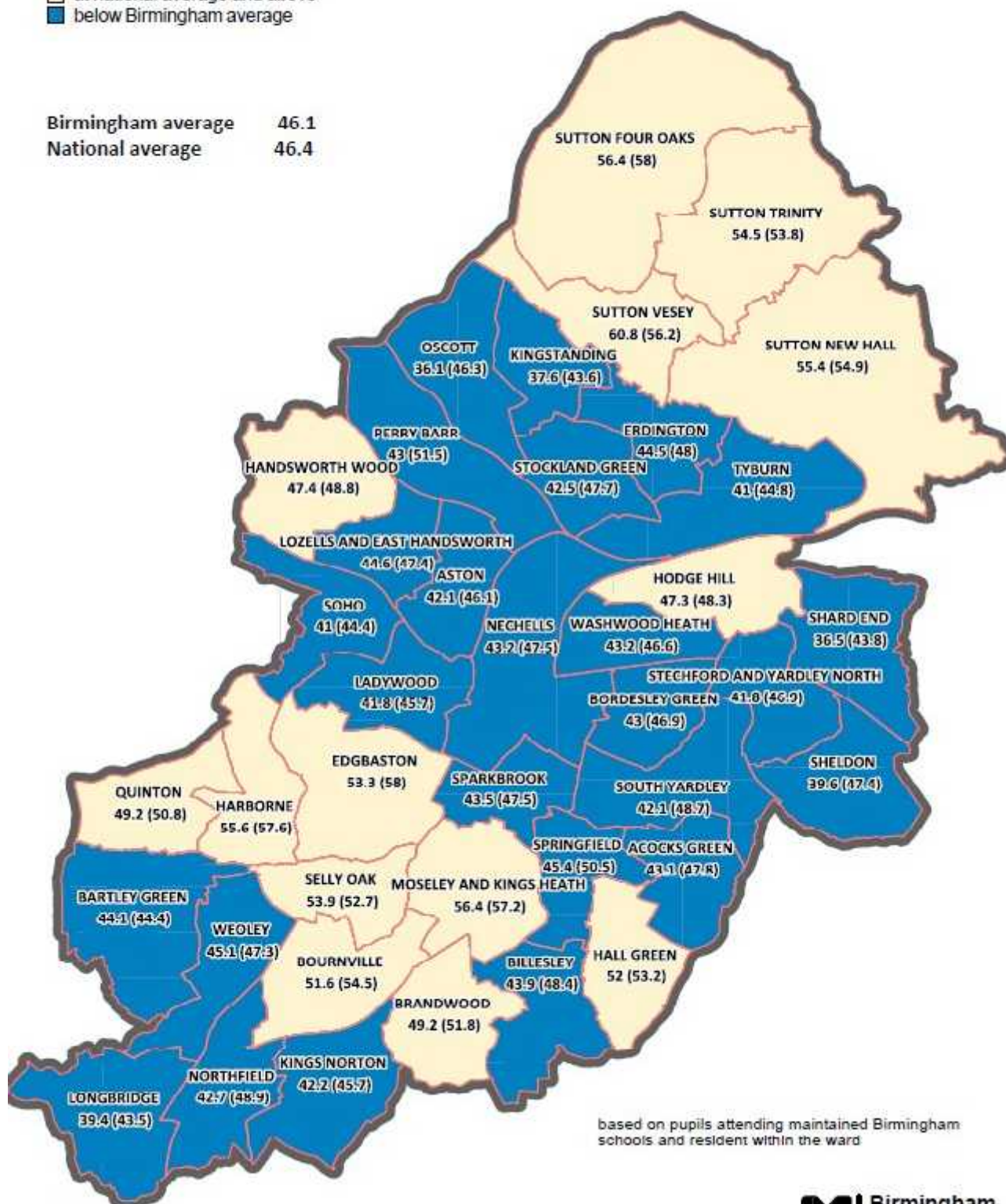
Ward geography – Attainment 8

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



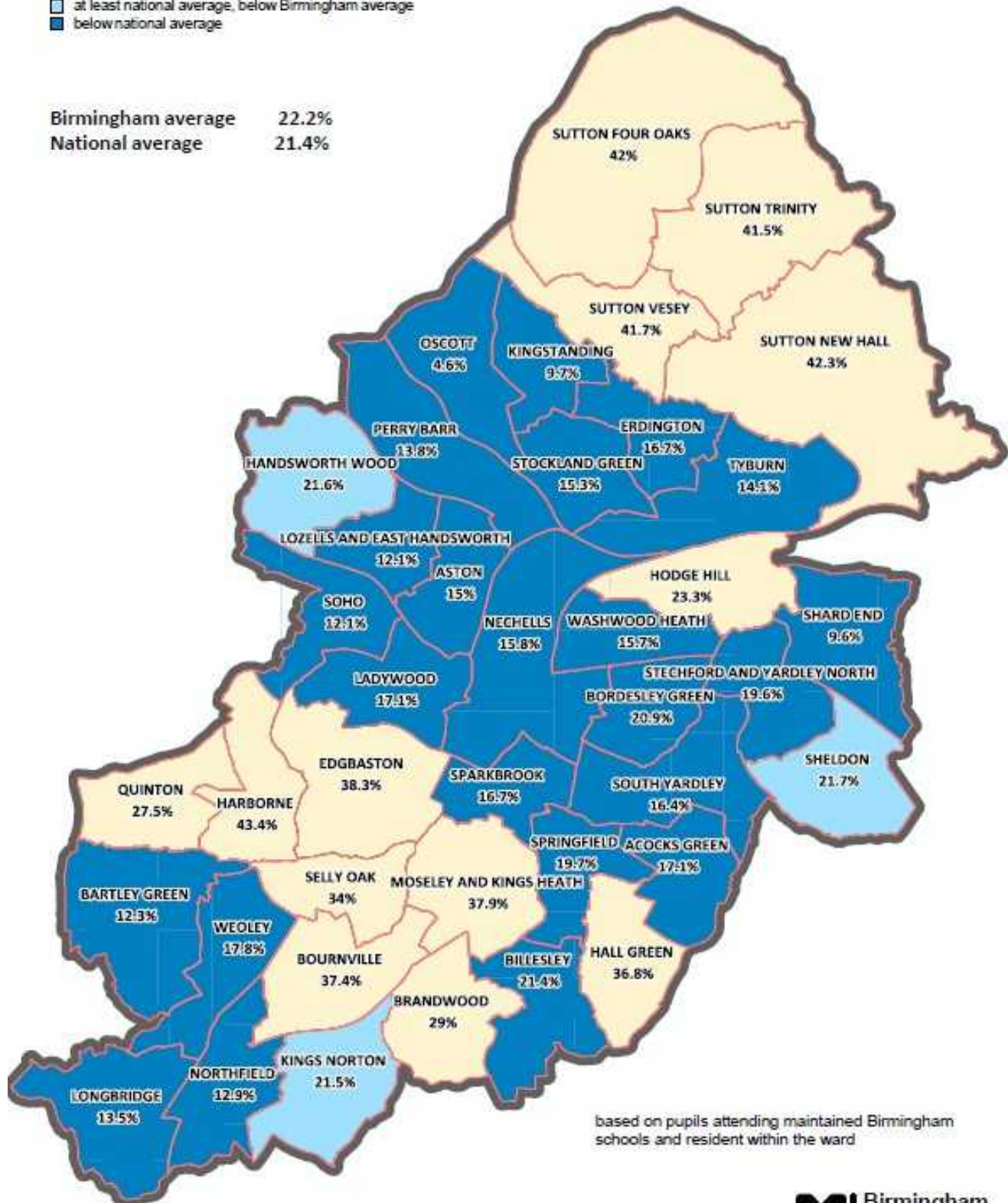
Ward geography – English Baccalaureate

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%



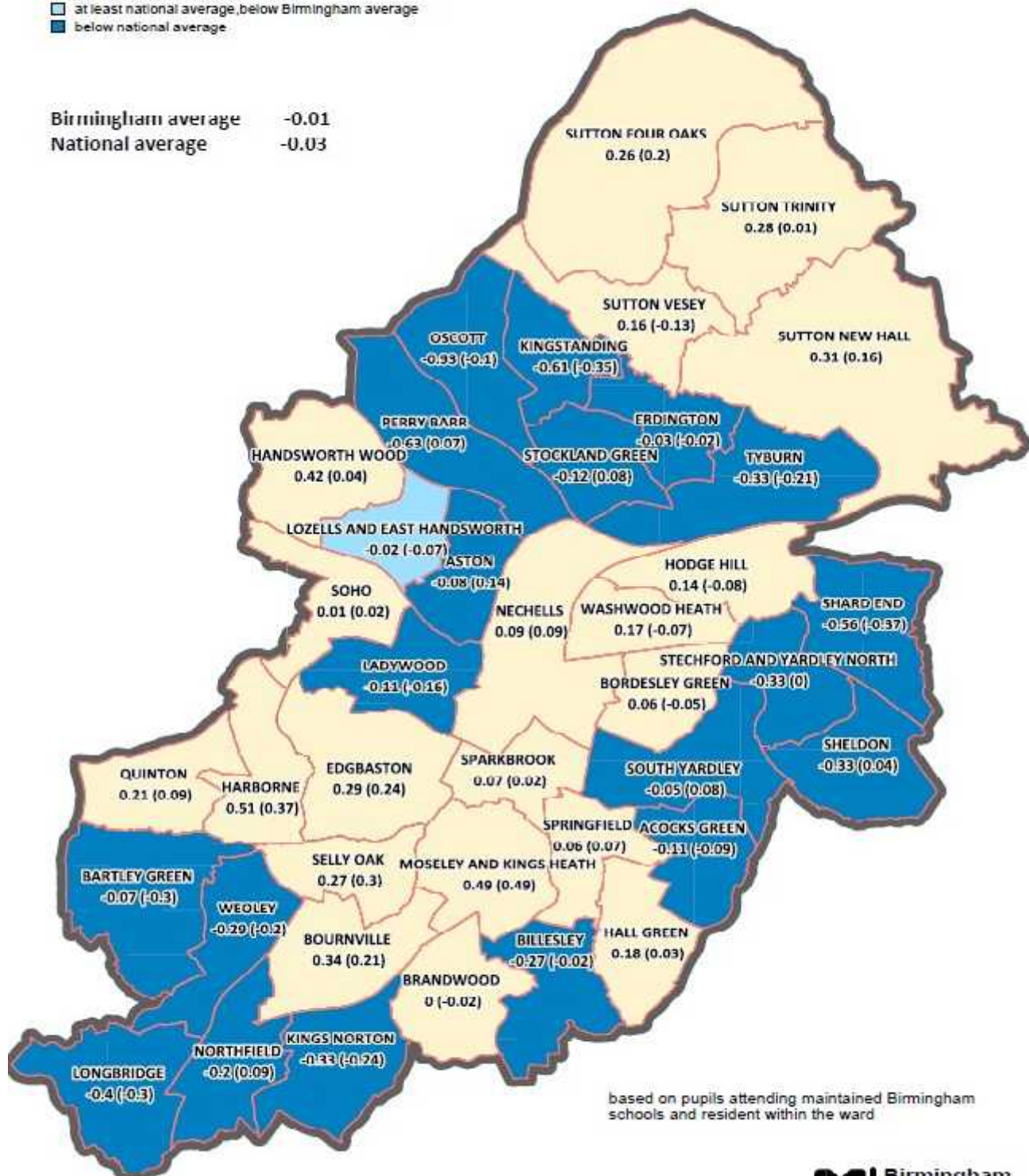
Ward geography – Progress 8

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

Key

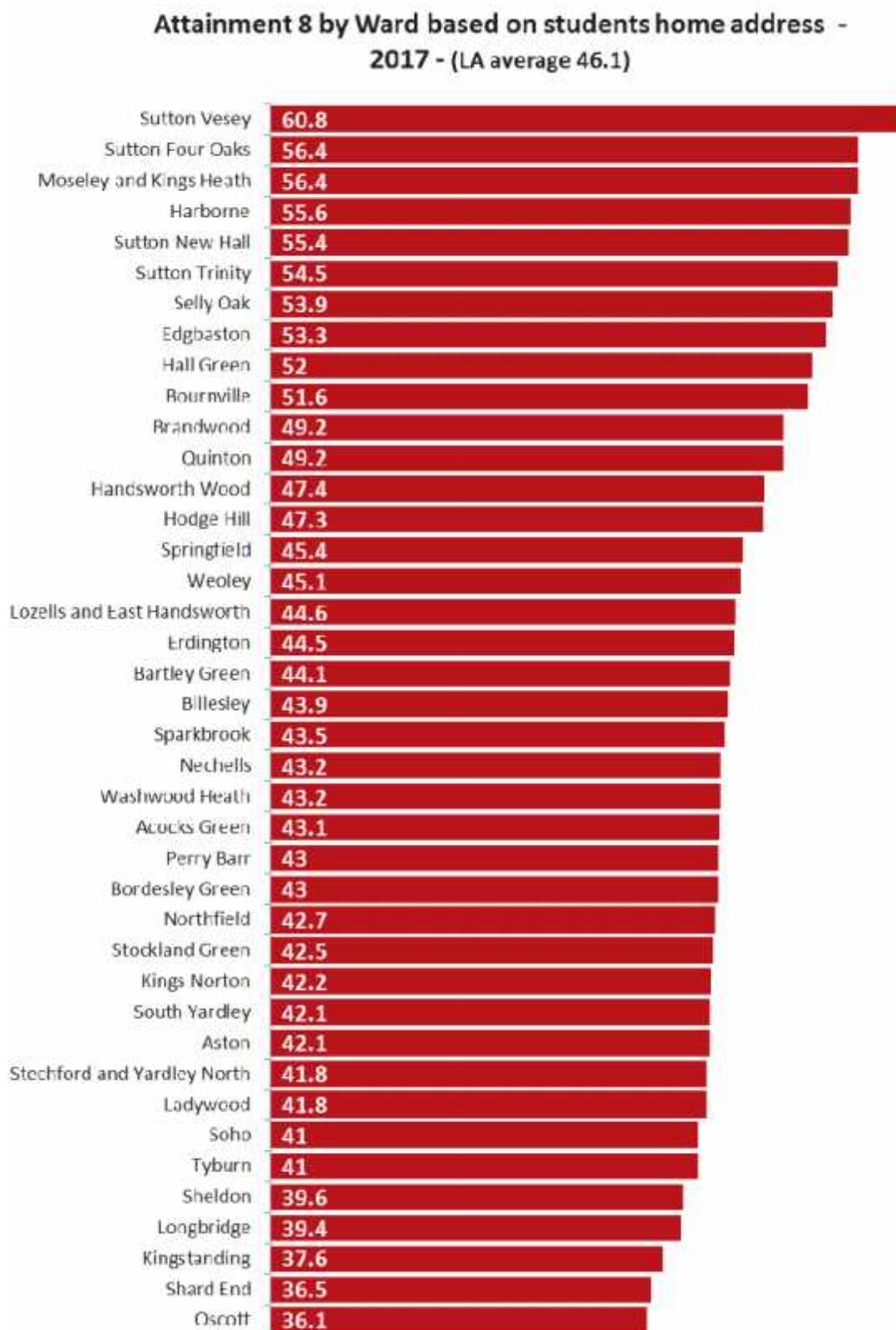
- at Birmingham average and above
- at least national average, below Birmingham average
- below national average

Birmingham average -0.01
National average -0.03



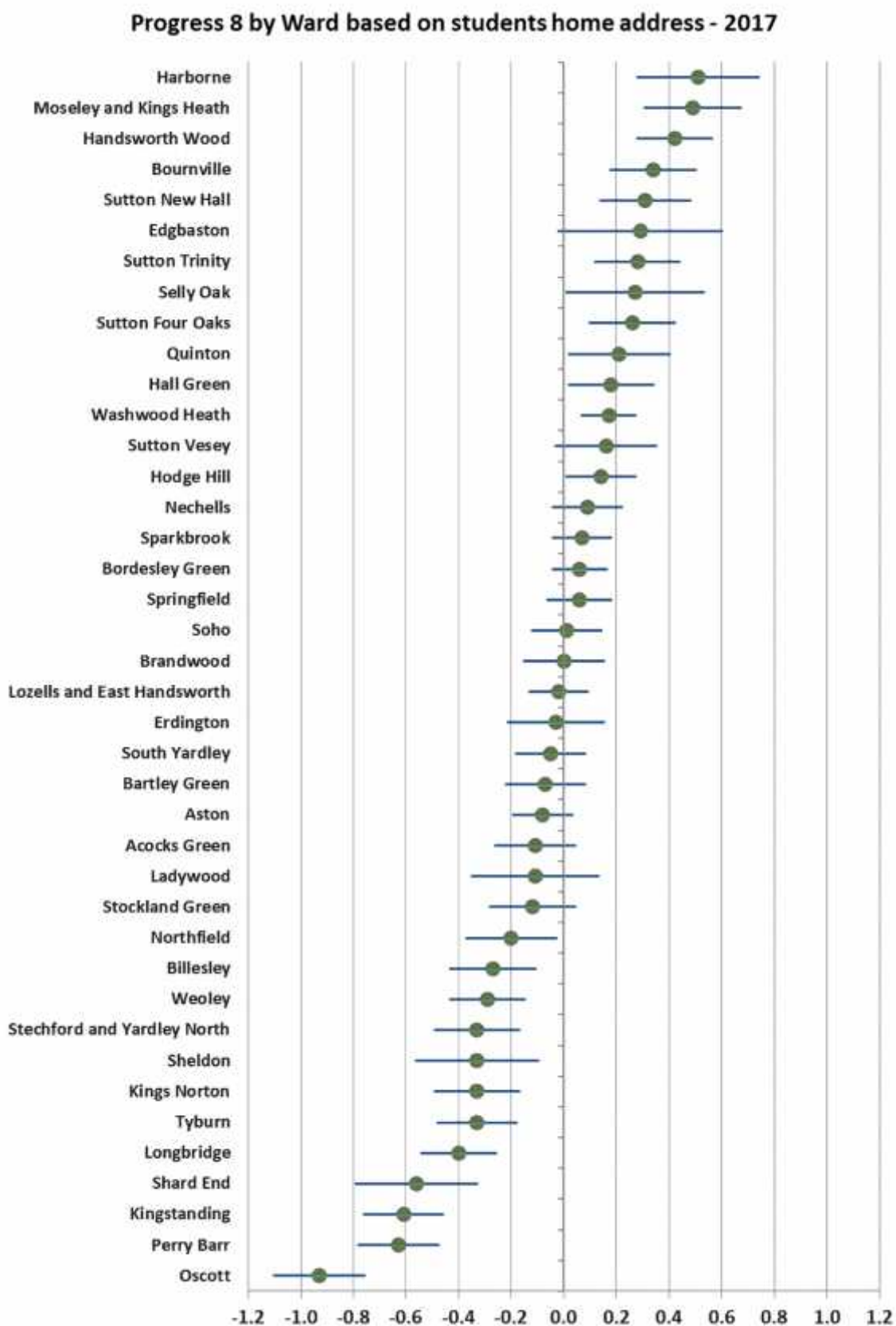
Attainment 8 by Ward

The chart below show Attainment 8 outcomes for pupils by Ward based on home postcode ranked in descending order of 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.

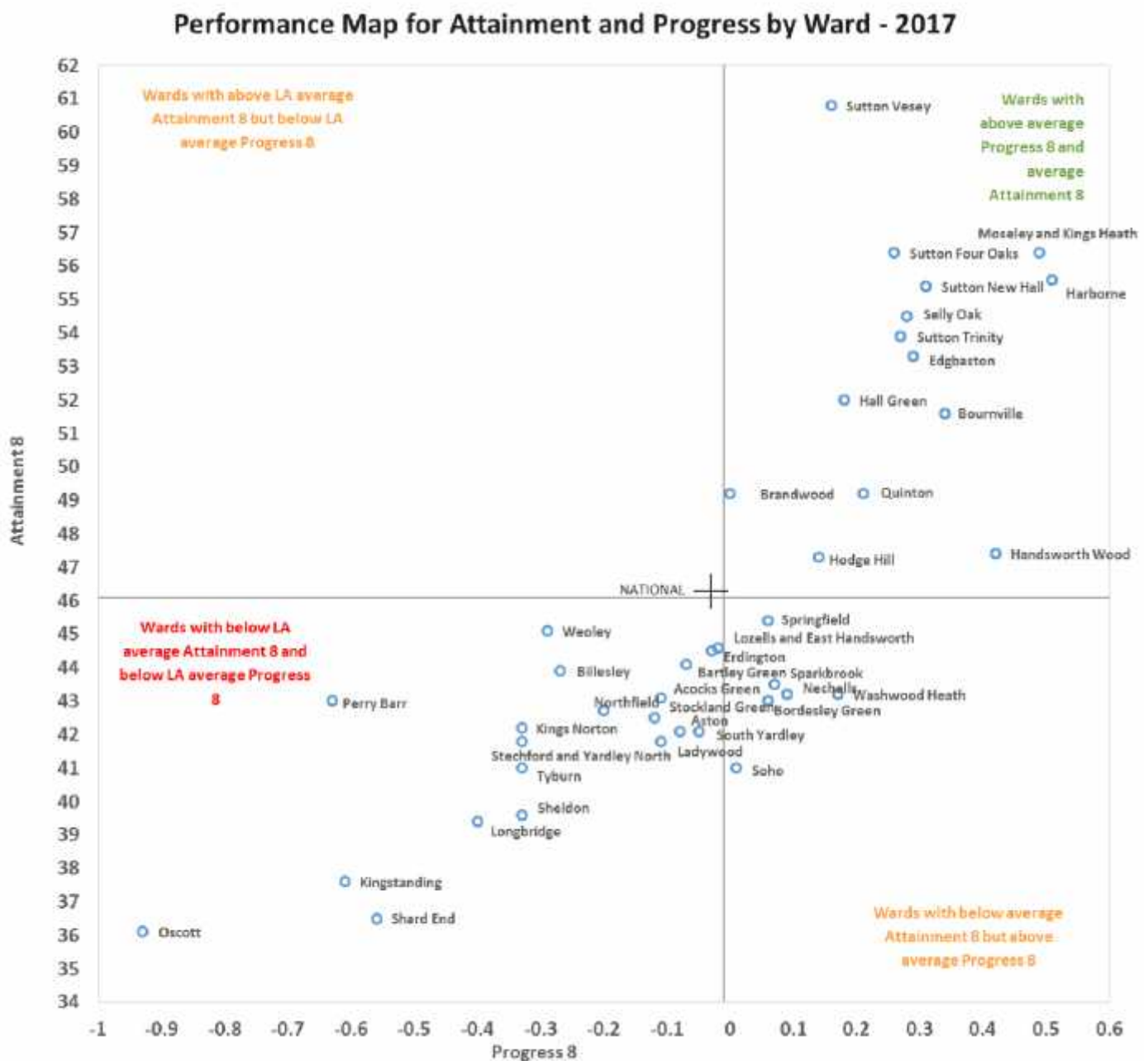


Attainment vs Progress 8 by Ward

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.

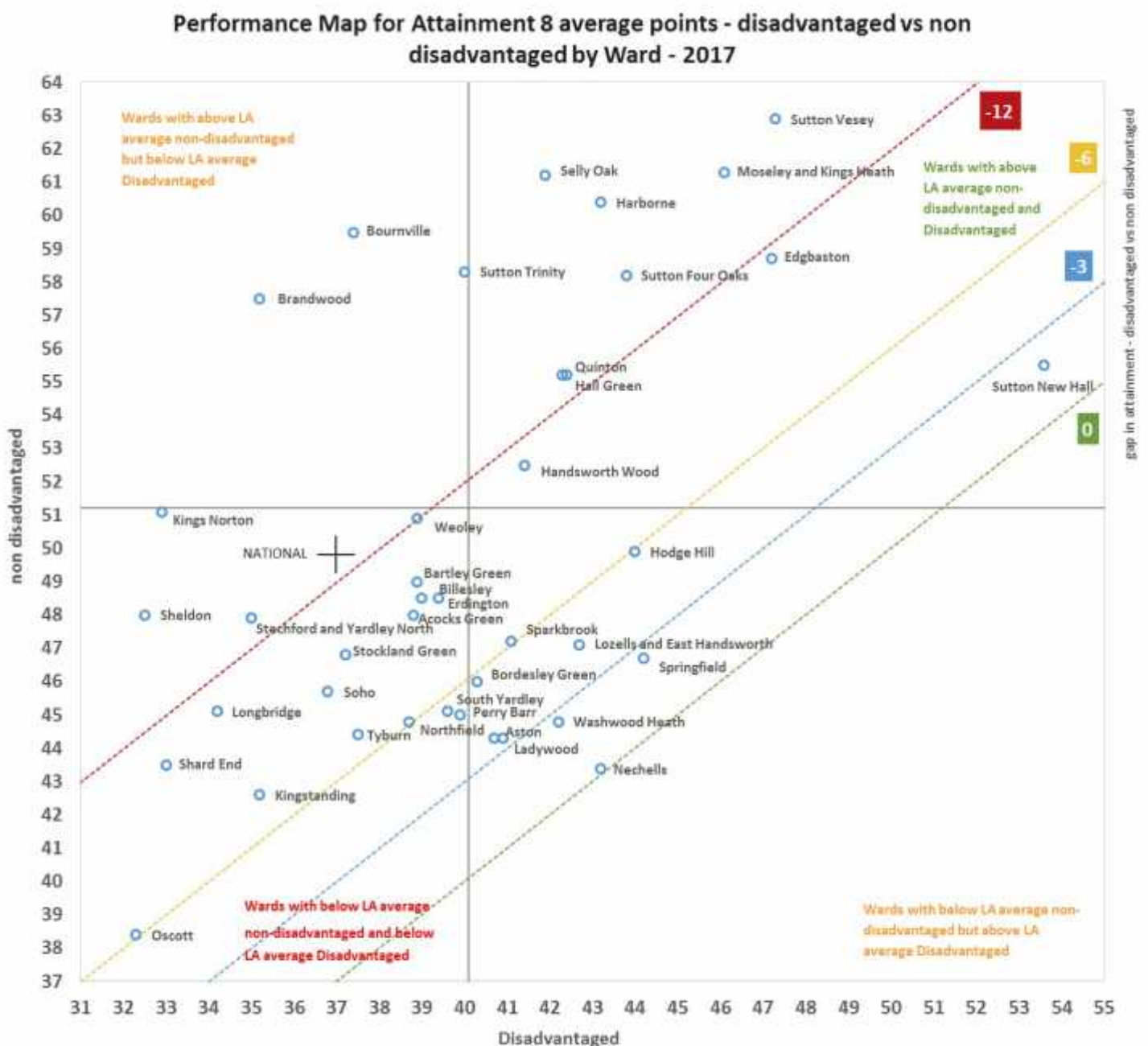


Disadvantaged vs Non Disadvantaged Attainment 8 by Ward

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.

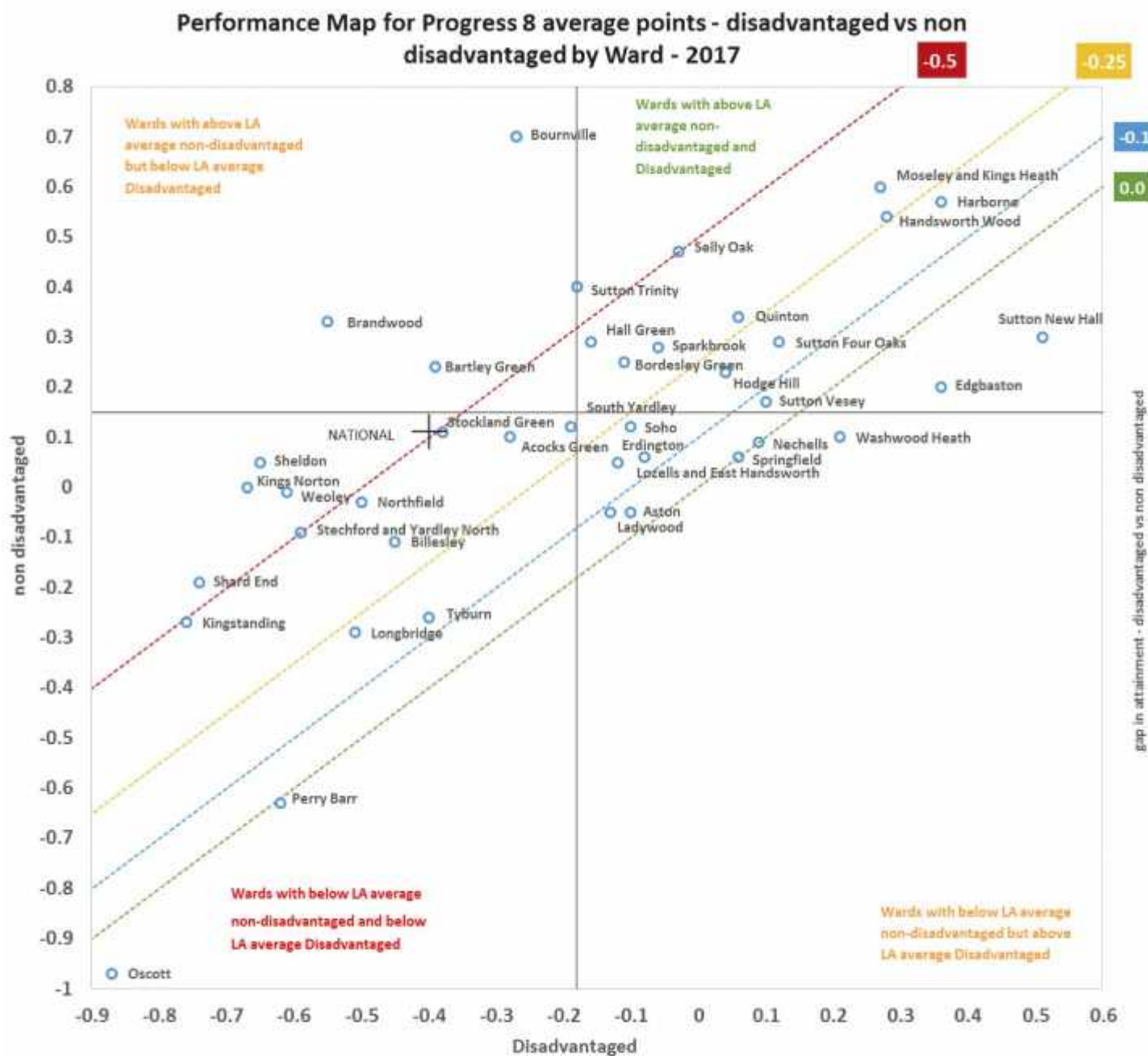


Disadvantaged vs Non Disadvantaged Progress 8 by Ward

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

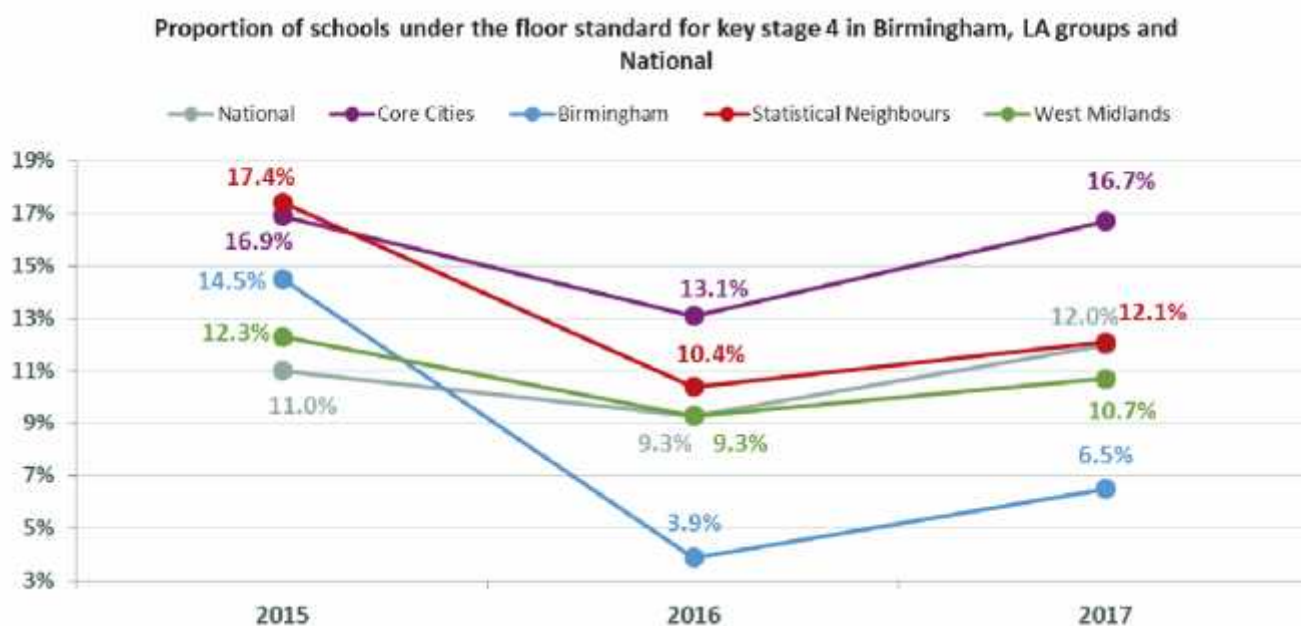
In January 2017 the DfE published regulations setting out a three year definition of coasting based on the same performance measures that underpin the floor standards. This year a secondary school will fall within the coasting definition if:

- 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:

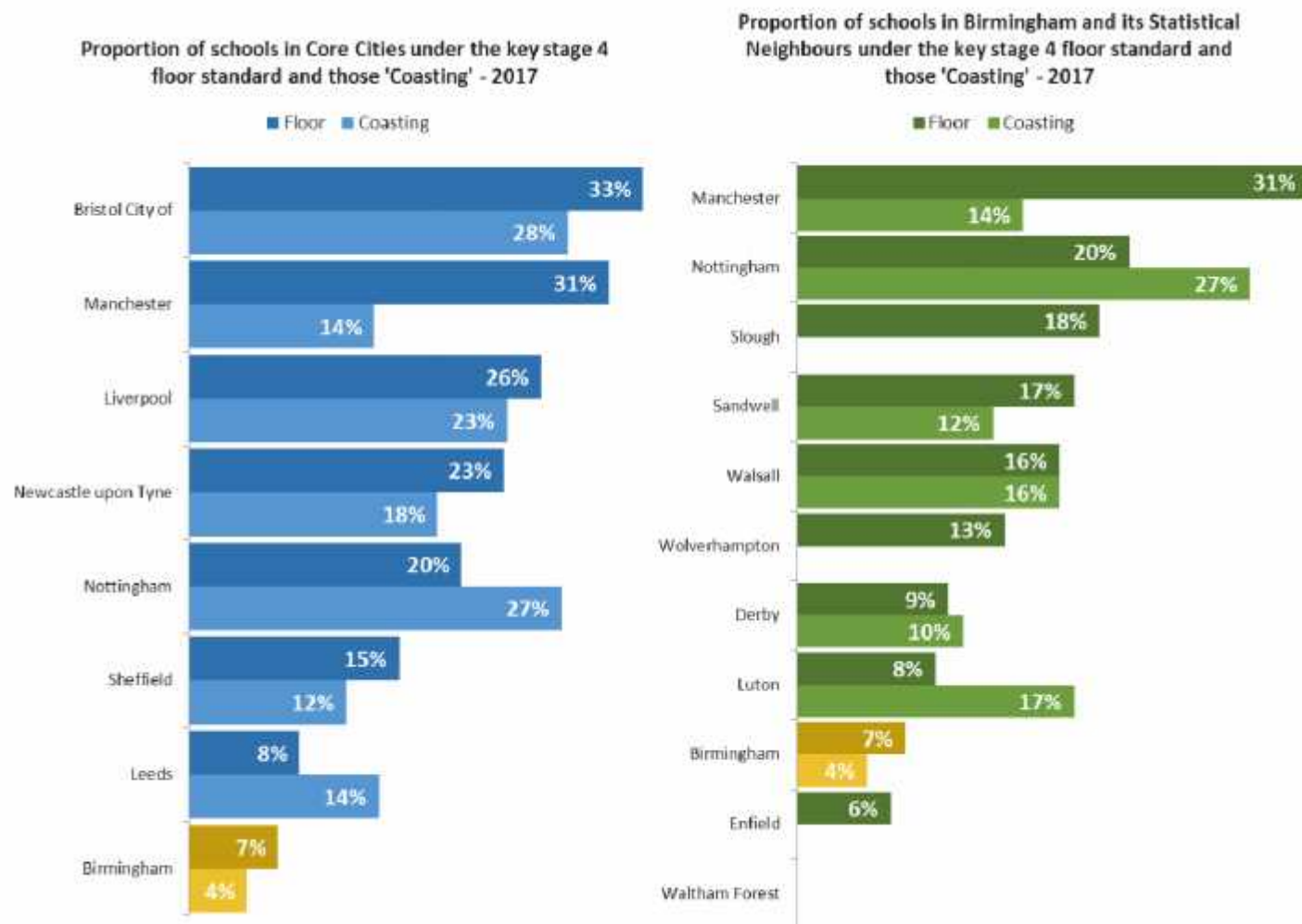
- they have fewer than 6 pupils at the end of key stage 4; or
- less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8; or
- the school closes within the academic year (except if it reopens as a converter academy).

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).

Geography - Secondary Schools below Floor and Coasting

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

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 :

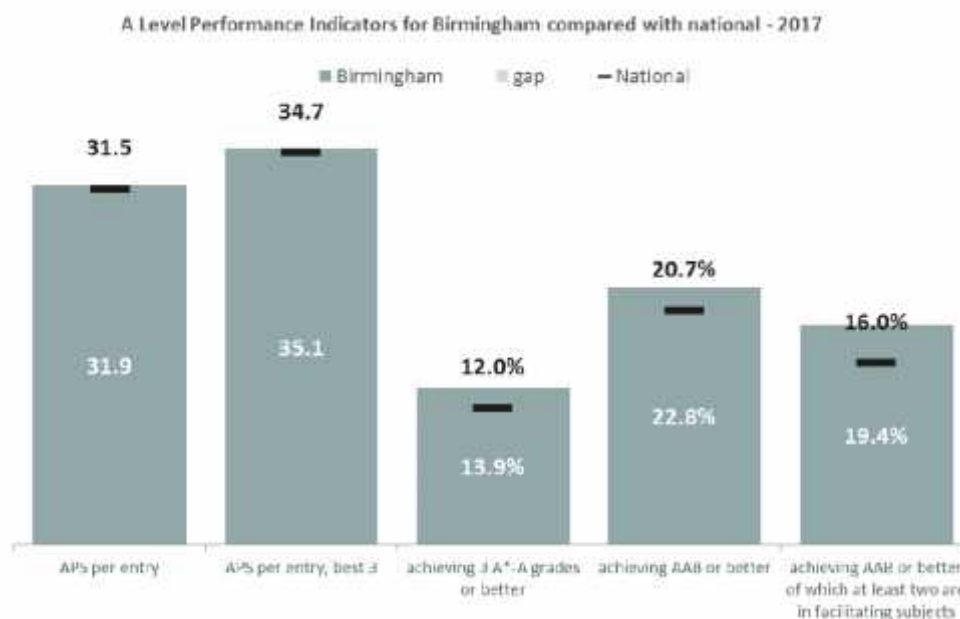
<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=330&geographic=la&phase=16to18&for=16to18&datasetFilter=final>

Overall Performance – A level

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

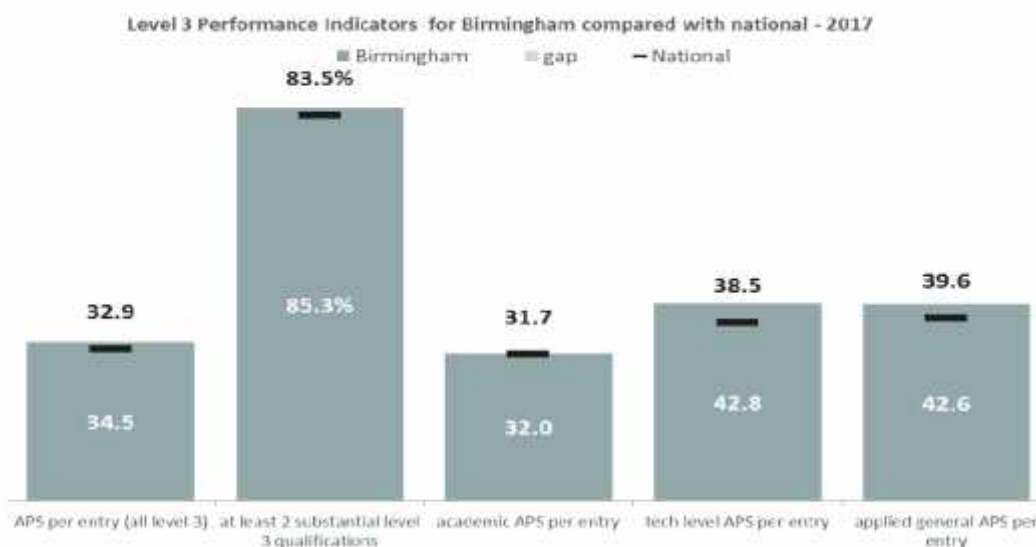
Birmingham is over 2 ppts higher than national for students achieving grades AAB or better. Birmingham also outperform National for students 'achieving grades AAB or better at A level, of which at least two are in facilitating subjects*' by more than 3 ppt.

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



Overall Performance – Level 3

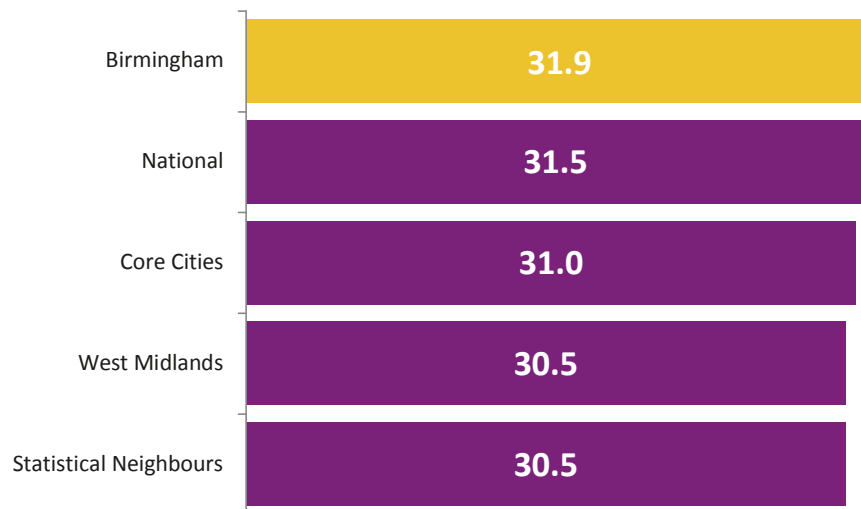
The graph below compares Birmingham Level 3 performance indicators with National. Level 3 performance covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), or applied 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.



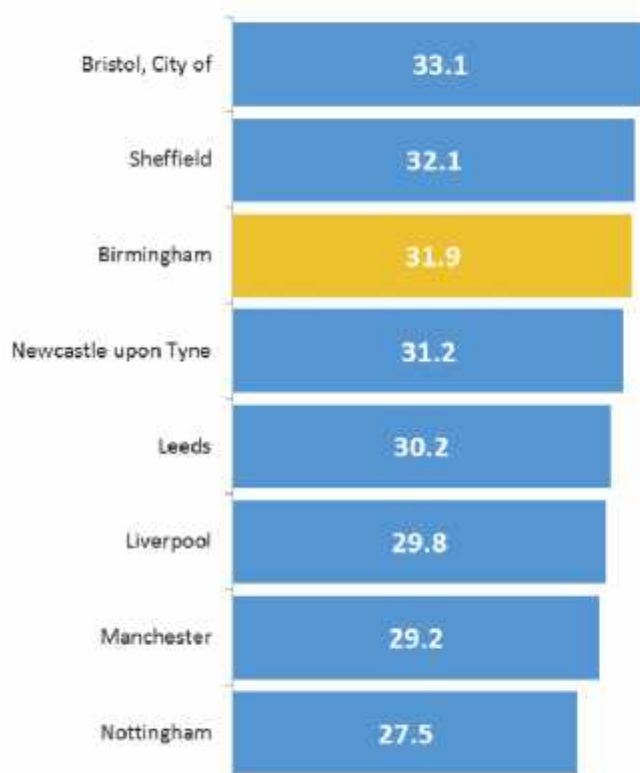
National Comparisons

Average Point Score (APS) per entry

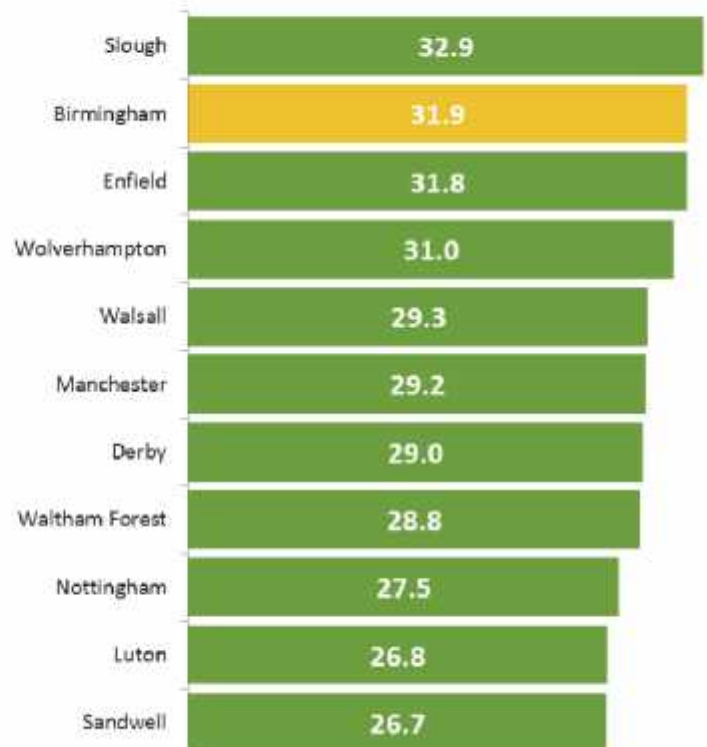
A Level APS for Birmingham, LA Group and National - 2017



A Level APS for core cities - 2017



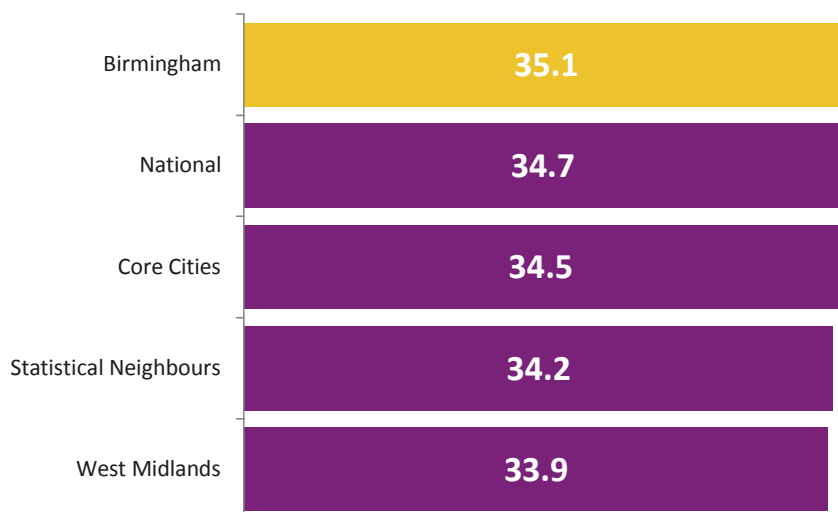
A Level APS for Birmingham and its statistical neighbours - 2017



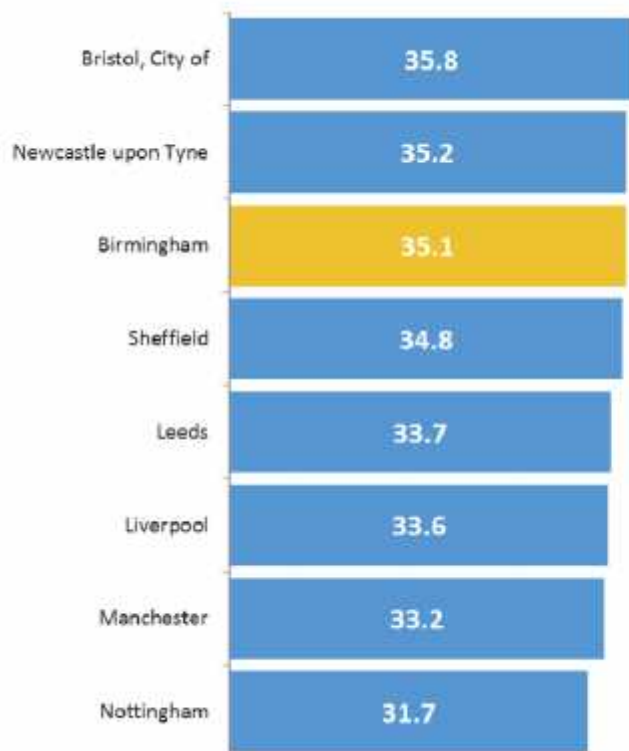
Birmingham's average 'APS per entry' is better than the average for Core Cities, West Midlands, Statistical Neighbours and National. Birmingham rank 3rd in the Core Cities group, lagging behind the leader Bristol by just over 1 ppt and 2nd in the Statistical Neighbours, lagging behind the leader Slough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

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

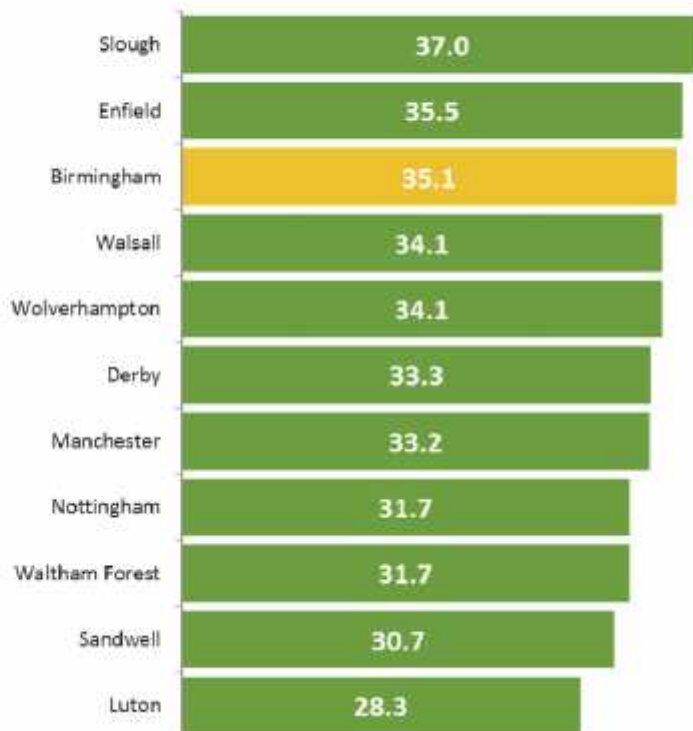
A Level APS (best 3) for Birmingham, LA Group and National - 2017



A Level APS (best 3) for core cities - 2017



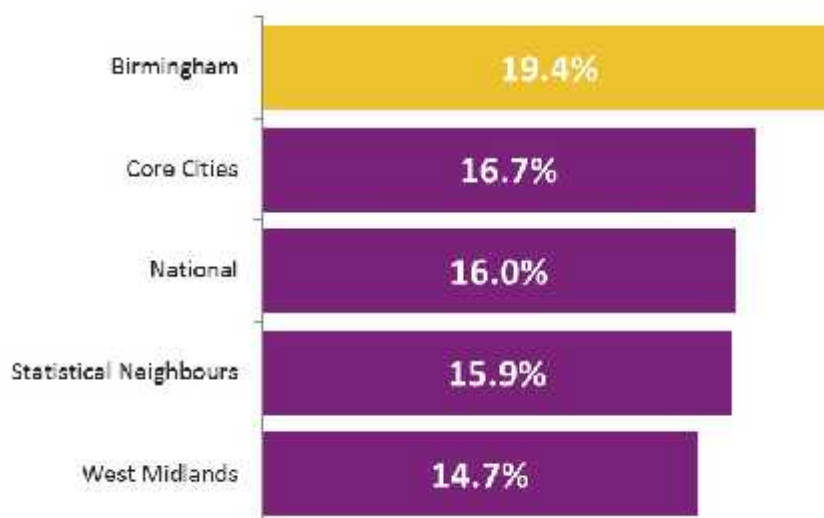
A Level APS (best 3) for Birmingham and its statistical neighbours - 2017



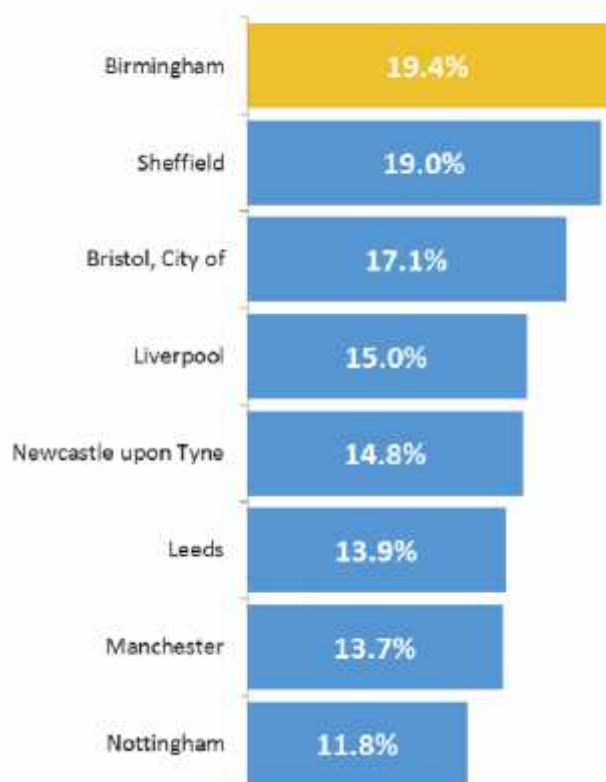
Birmingham's APS based on best three A levels is slightly better than Core Cities, Statistical Neighbours, West Midlands and National. Birmingham ranks 3rd in both Core Cities (less than 1 ppt behind leader Bristol) and Statistical Neighbours (less than 2 ppts behind leader Slough).

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

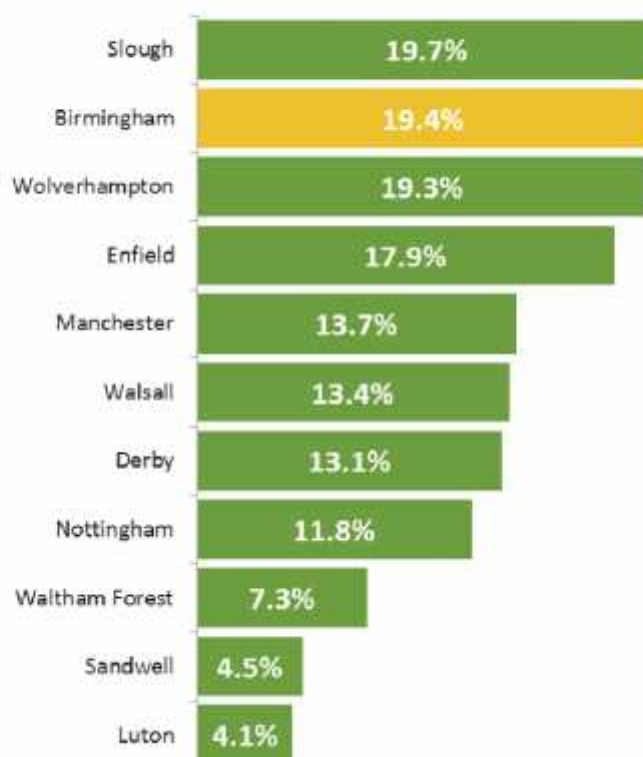
% achieving AAB or better of which at least two are in facilitating subjects in Birmingham, LA Group and National - 2017



% achieving AAB or better of which at least two are in facilitating subjects in Core Cities - 2017



% achieving AAB or better of which at least two are in facilitating subjects in Birmingham and its statistical neighbours - 2017



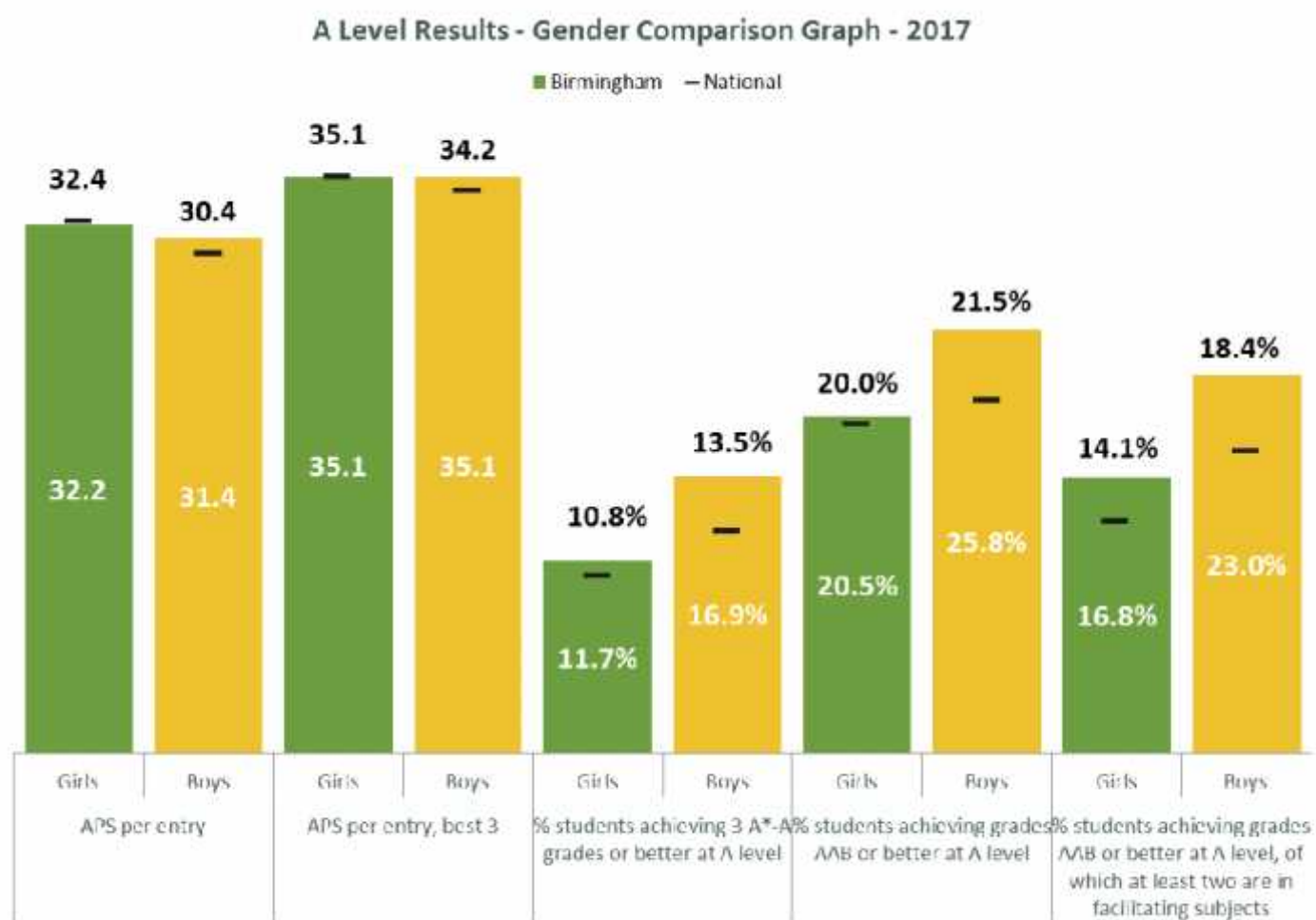
19.4% of Birmingham students 'achieved AAB or better of which at least two are in facilitating subjects'. This is significantly better than the equivalent measures for West Midlands LAs, Core Cities, Statistical Neighbours and National. This ranks Birmingham top in Core Cities and 2nd in Statistical 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)
Grammar, 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)
Attainment 8 (2016 is not equivalent) 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.

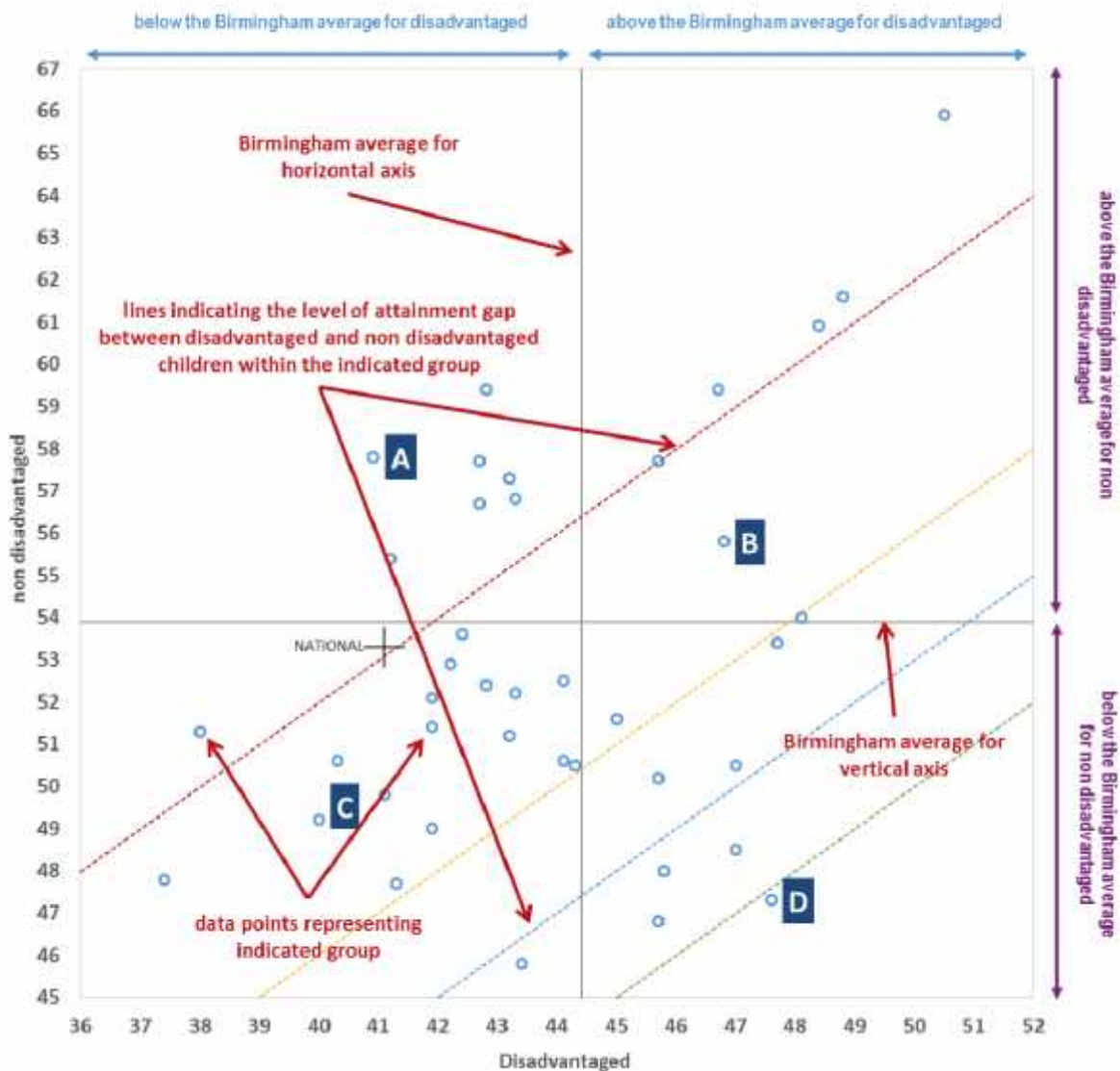
1. The points equivalent scores for A*-E used in 2016 are different to those used in 2017. For this reason 2016 attainment 8 cannot be directly compared to 2017.

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 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 grade 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.



Annual Education Performance Report

2017 Examinations and Assessments

March 2018

Produced by

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Contents

Executive Summary	5
Early Years Foundation Stage.....	5
Phonics	5
Key Stage 1	5
Key Stage 2	5
Key Stage 4	6
16 – 18 Study	6
Early Years Foundation Stage Profile (EYFSP)	8
Key Messages.....	8
Background.....	8
Overall Performance	8
National Comparisons	9
Pupil Characteristics	10
Ward/Geography	12
Phonics.....	13
Key Messages.....	13
Background.....	13
Overall Performance	13
National Comparisons	14
Public Characteristics	15
Key Stage 1.....	17
Key Messages.....	17
Background.....	17
Overall Performance	17
National Comparisons	19
Pupil Characteristics	21
Ward/Geography - Reading	25
Ward/Geography – Writing	26
Ward/Geography - Maths.....	27
.....	27
Key Stage 2.....	28
Key Messages.....	28
Background.....	28
Overall Performance	29
National Comparisons	31
Pupil Characteristics	34

Ethnic group, gender and disadvantaged – differences to the LA average.....	41
Ward/Geography – Reading, Writing & Maths	43
Disadvantaged vs Non Disadvantaged Attainment by Ward	44
Floor Standards and Coasting Schools	45
Geography - Primary Floor and Coasting Schools	47
Key Stage 4.....	50
Key Messages.....	50
Background.....	50
Overall Performance	51
Subject performance compared with previous years	52
National Comparisons	54
Pupil Characteristics	57
Ethnic group, gender and disadvantaged – differences to the LA average.....	66
Ward geography – Attainment 8.....	68
Ward geography – English Baccalaureate	69
Ward geography – Progress 8	70
Attainment 8 by Ward	71
Progress 8 by Ward	72
Attainment vs Progress 8 by Ward	73
Disadvantaged vs Non Disadvantaged Attainment 8 by Ward	74
Disadvantaged vs Non Disadvantaged Progress 8 by Ward	75
Floor standards and Coasting Schools	76
Geography - Secondary Schools below Floor and Coasting.....	78
16 -18 Study	79
Key Messages.....	79
Background.....	79
Overall Performance – A level.....	80
Overall Performance – Level 3	80
National Comparisons	81
Pupil Characteristics – Gender	84
Appendixes.....	85
Appendix 1 – Primary School Summary Comparison Table.....	85
Appendix 2 – Secondary School Summary Comparison Table.....	86
Appendix 3 – Explanation of Deprivation vs Non Deprivation Chart	87

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

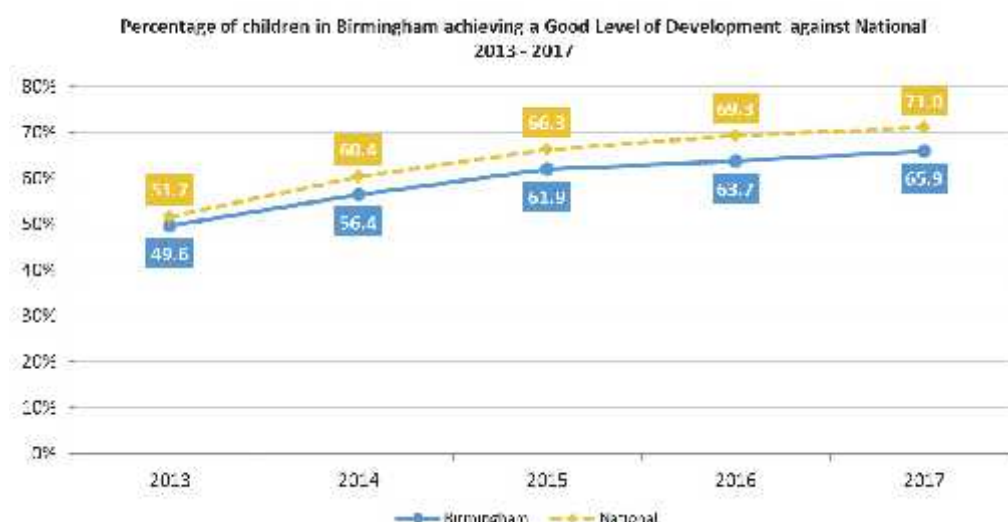
The **EYFSP** summarises and describes pupils' attainment at the end of the EYFS. The purpose of the assessment is to gain insight into levels of children's development and their readiness for the next phase of their education. The EYFSP gives:

- 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:

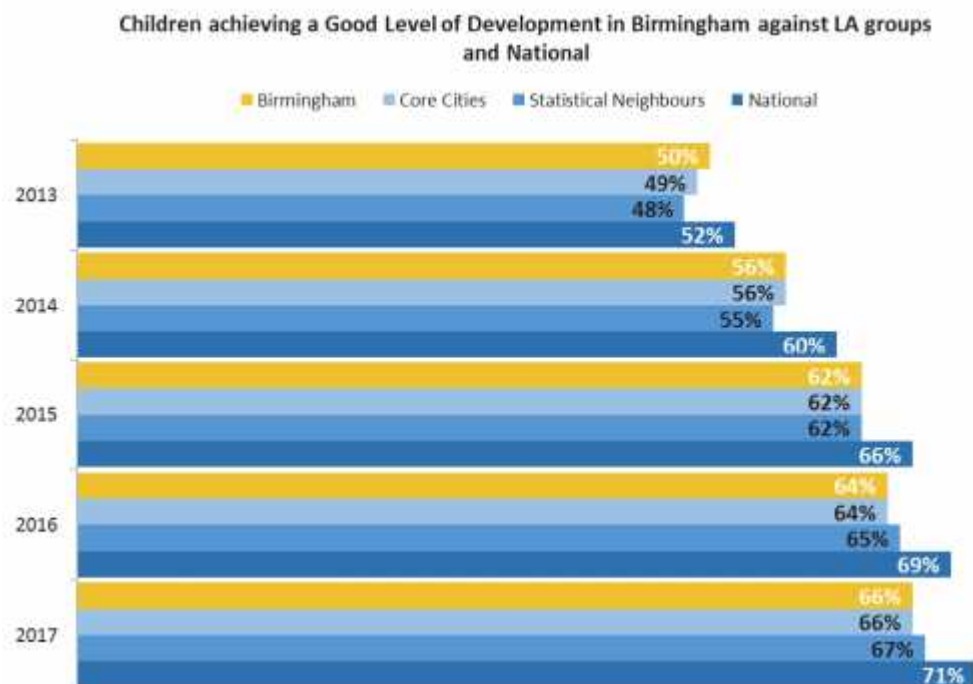
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language);
- the early learning goals in the specific areas of mathematic and literacy.

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.

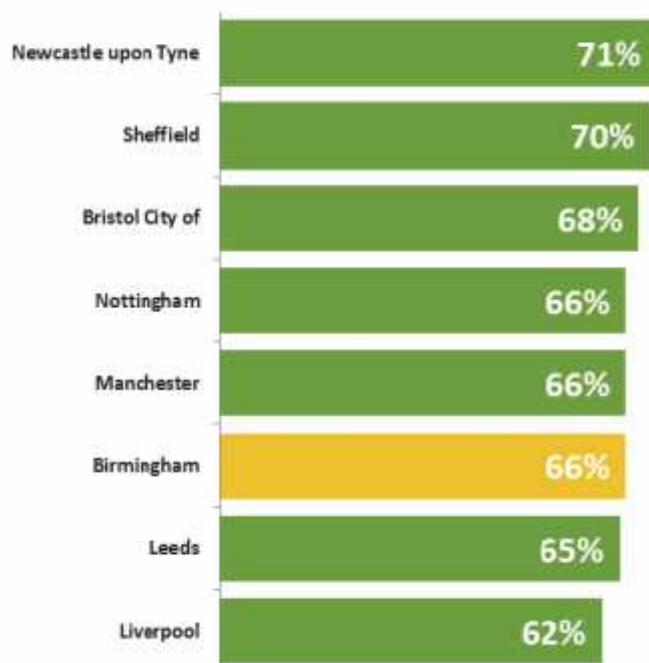
National Comparisons



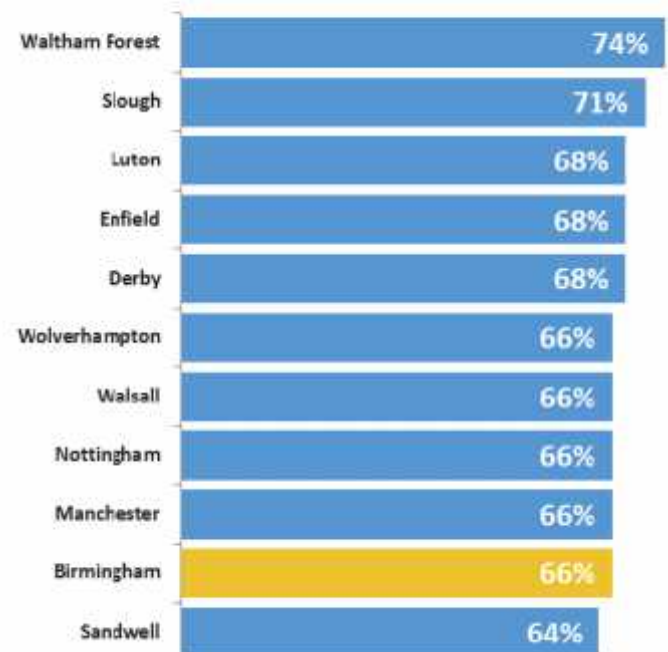
Birmingham's performance is usually benchmarked against national, statistical neighbours and Core Cities.

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

Good Level of Development for Core Cities - 2017



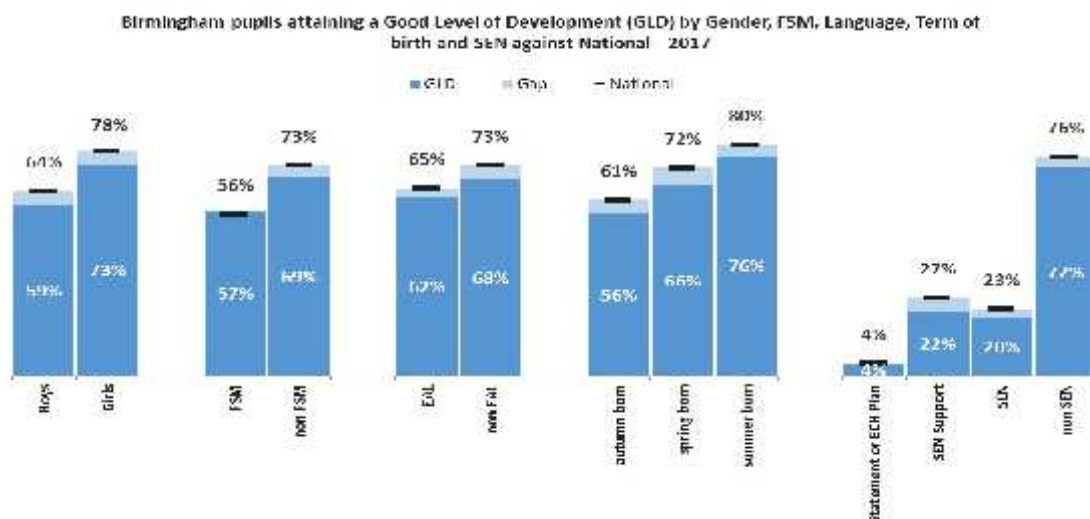
Good Level of Development for Birmingham and Statistical Neighbours - 2017



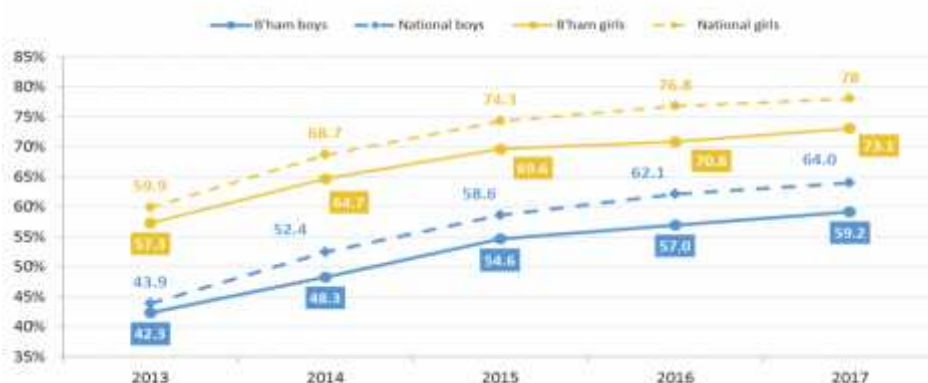
Pupil Characteristics

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 outperforms 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.



Percentage of children in Birmingham achieving a Good Level of Development by gender against National 2013 - 2017



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.

Percentage of children in Birmingham achieving a Good Level of Development by Free school meal eligibility against National 2013 - 2017



Free School Meals

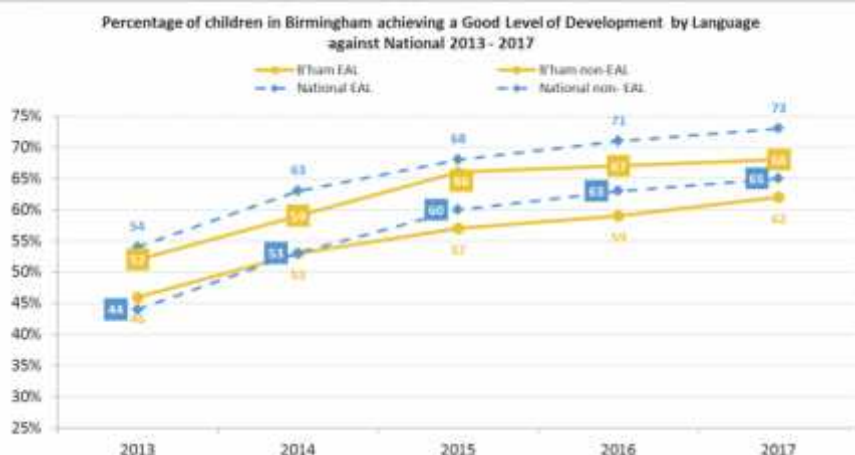
The chart on the left shows that Birmingham FSM children have consistently outperformed their national peers since 2013, although this gap is narrowing.

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.

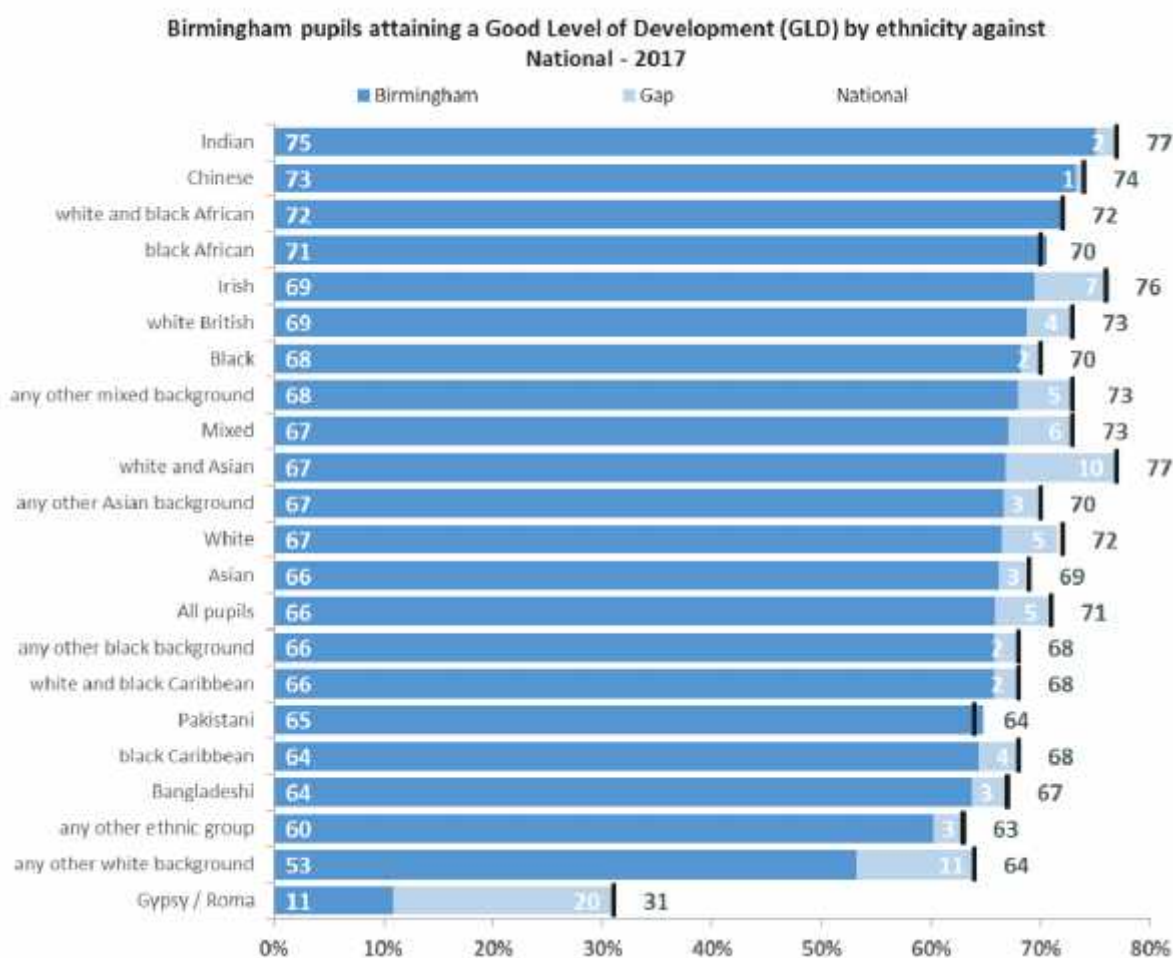


Ethnicity

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).



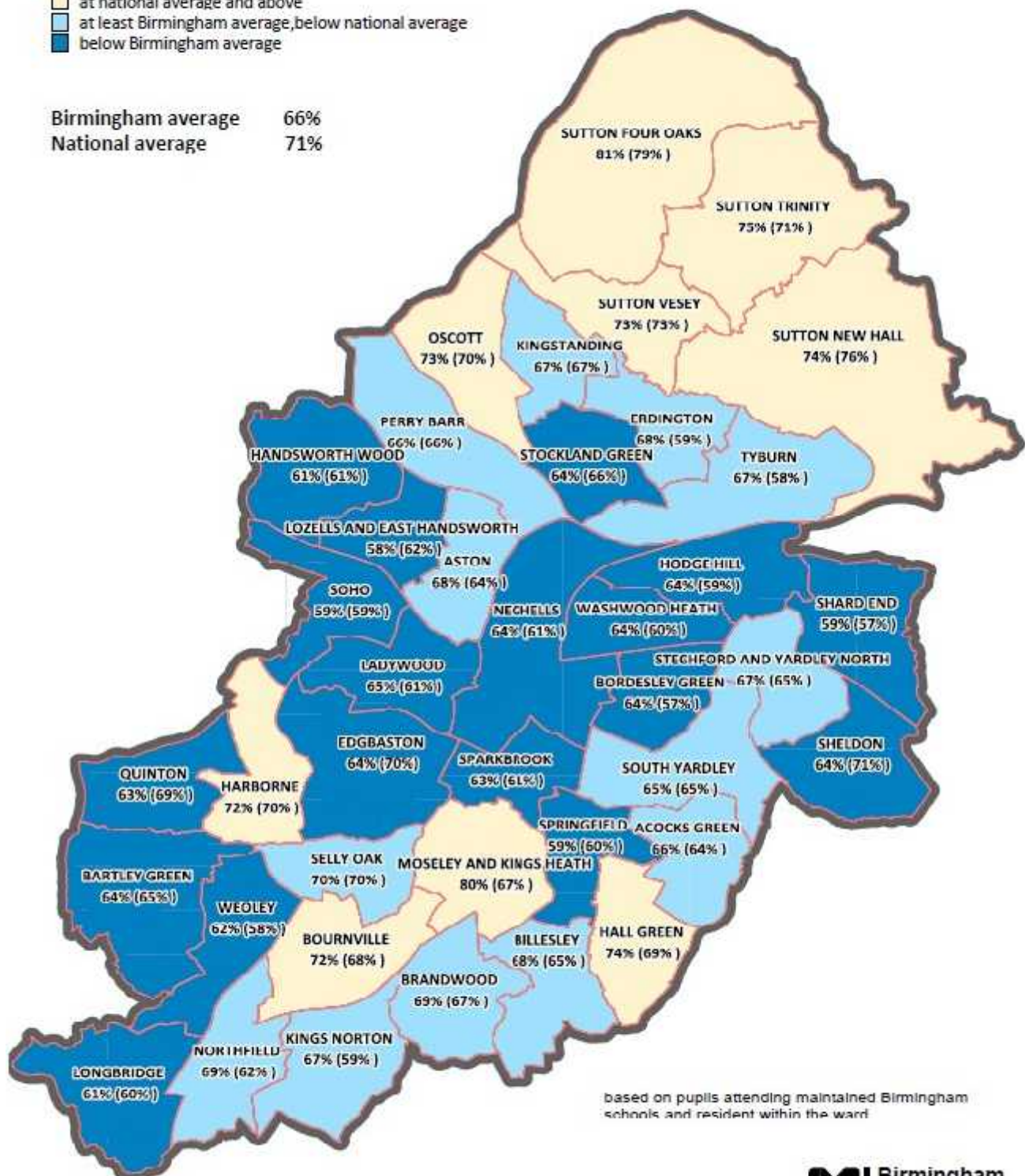
Ward/Geography

Early Years Foundation Stage: Percentage of pupils reaching a Good Level of Development.
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 66%
National average 71%



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.

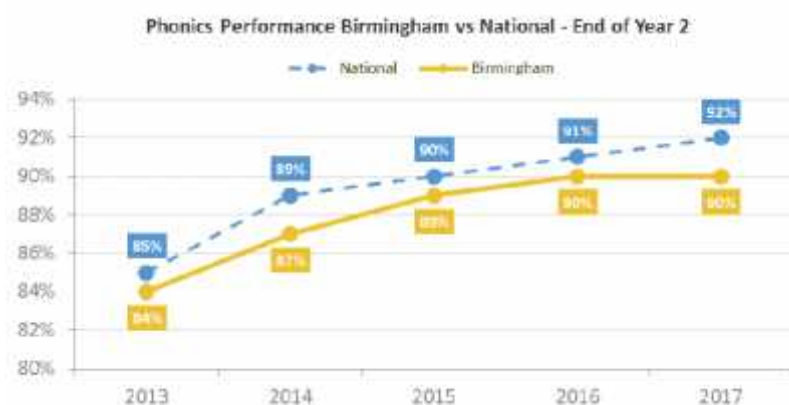
A child is required to achieve 32 out of 40 to meet the expected standard. This threshold has remained the same since 2012, the year of introduction.

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.

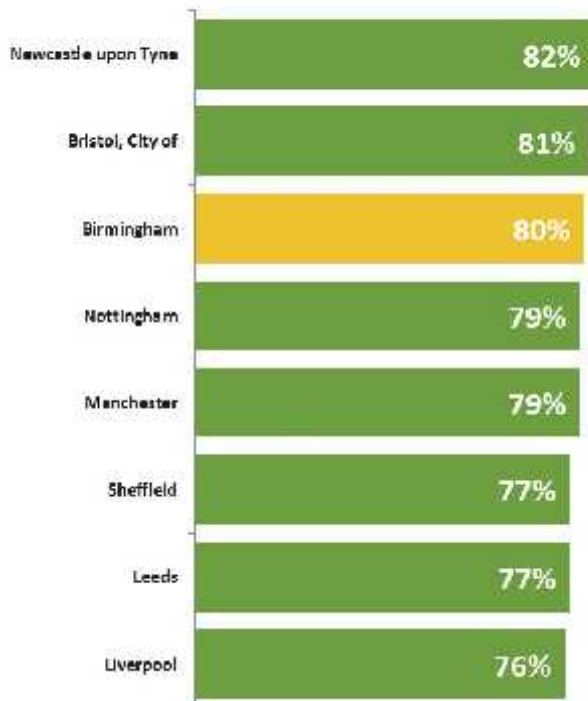
The percentage of pupils meeting the expected standard in Year 1 has steadily increased from 2013.



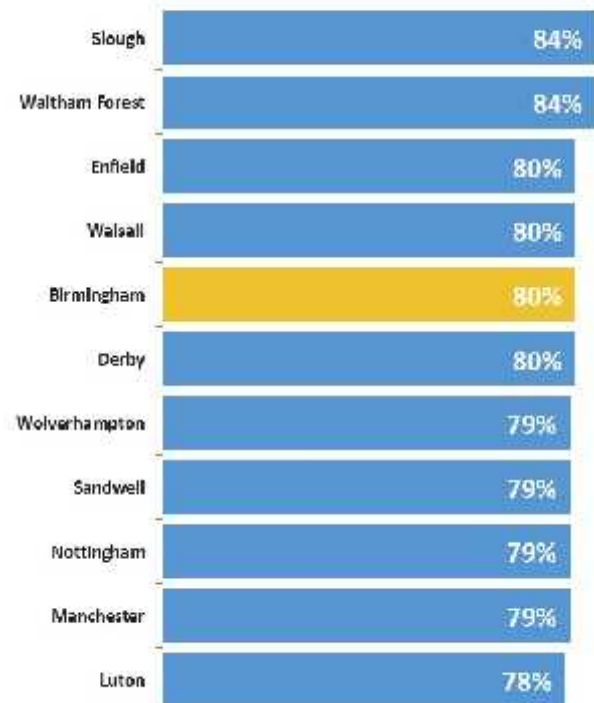
However, Birmingham is slightly below the national level for both years. The gap in year 2 in particular has increased in 2017.

National Comparisons

Proportion of pupils in Core Cities meeting the expected standard of Phonics decoding in Year 1 - 2017



Proportion of pupils in Birmingham and its Statistical Neighbours meeting the expected standard of Phonics decoding in Year 1 - 2017

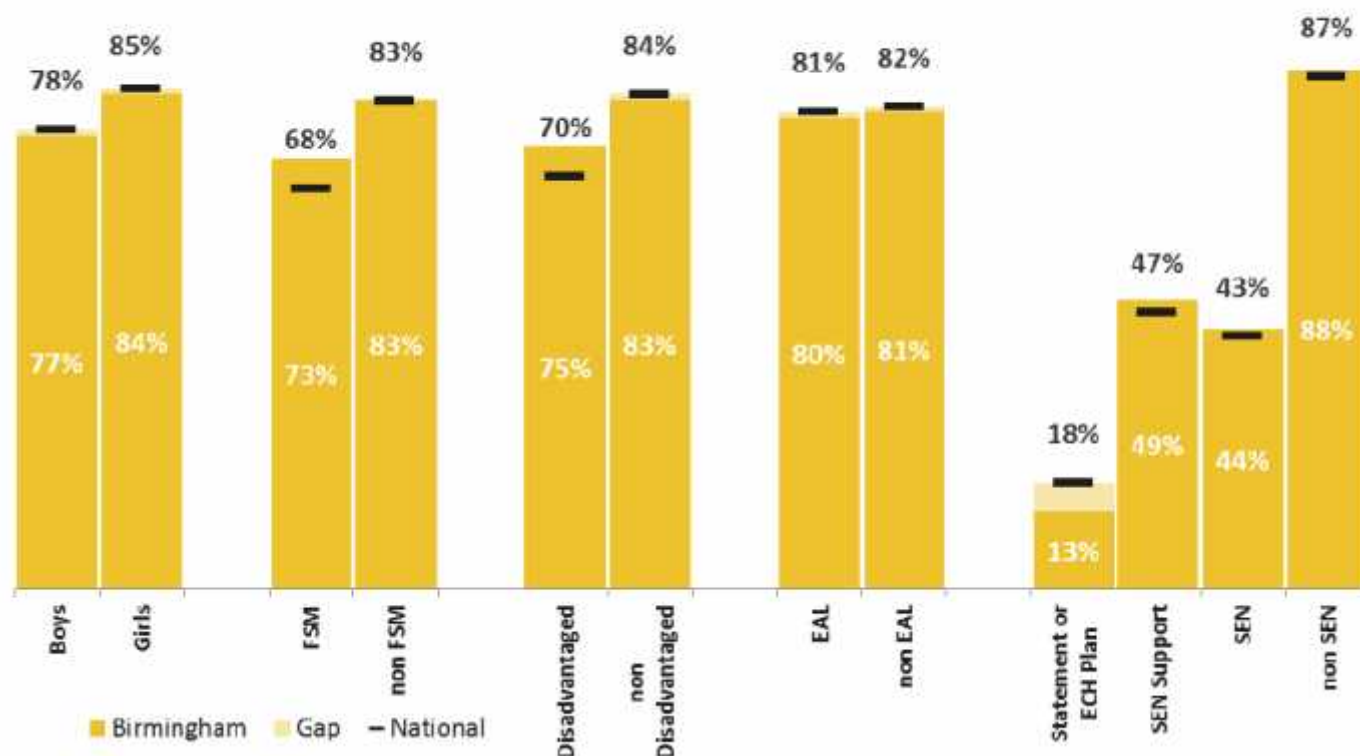


Birmingham is slightly above the Core City average and matches the statistical neighbour average.

Public Characteristics

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

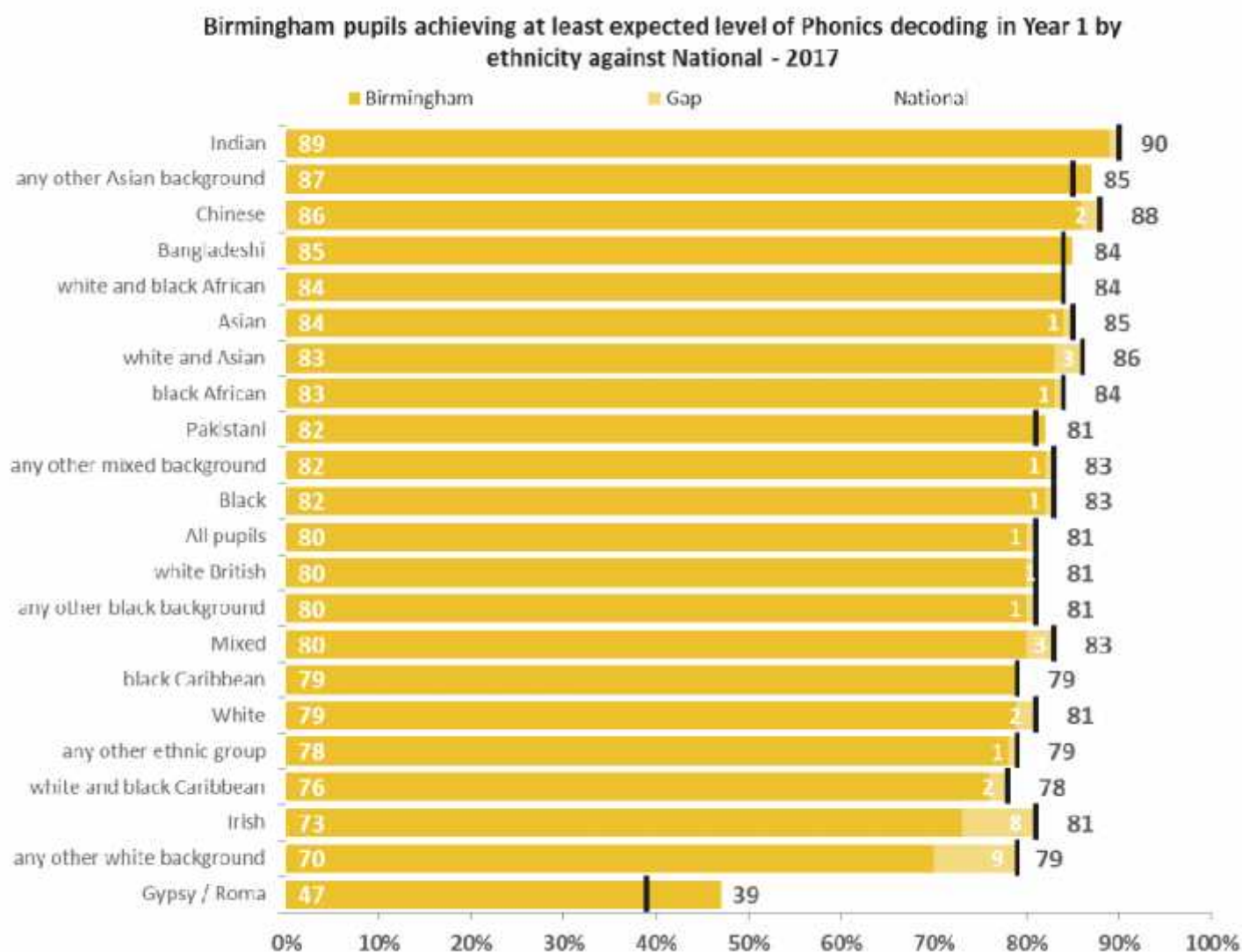
Birmingham pupils attaining at least the expected standard of Phonics decoding in Year 1 by Gender, FSM, Disadvantaged, Language and SEN against National - 2017



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.

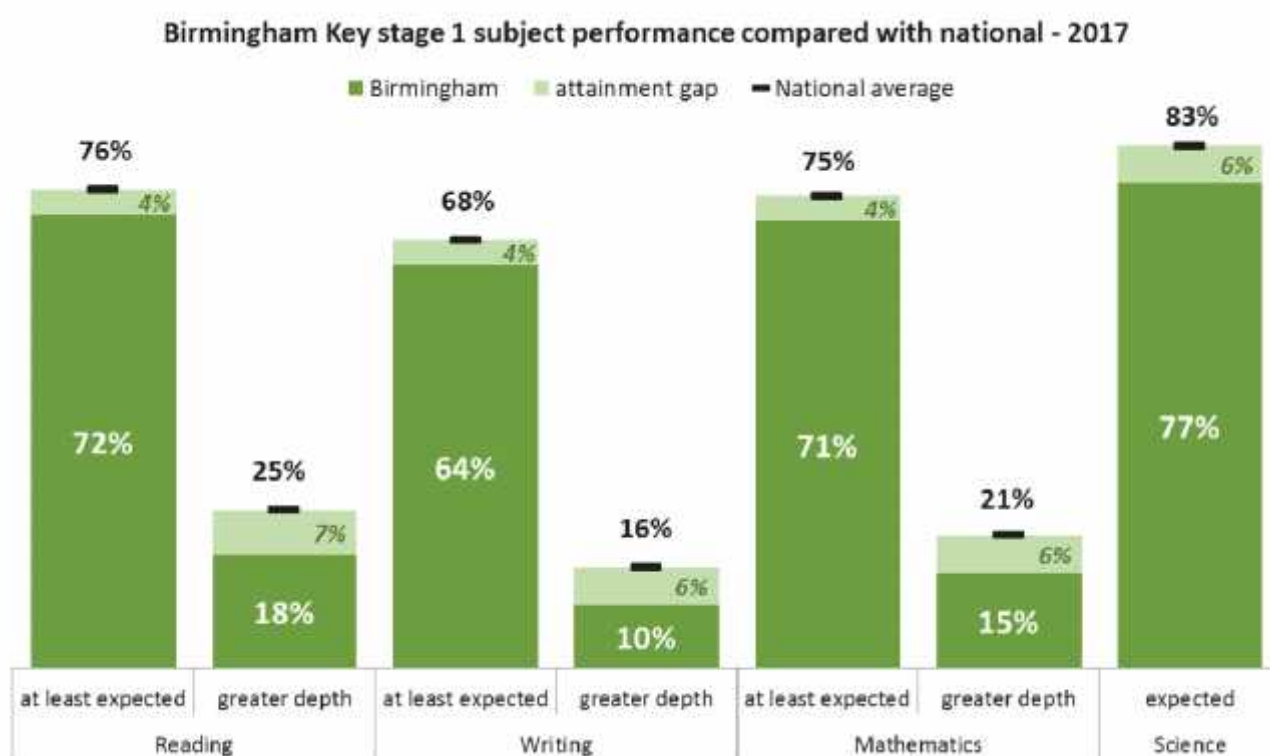
The percentage of Birmingham pupils achieving a greater depth in Reading, Writing and Maths are below the National averages specifically in Reading by 7%

'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

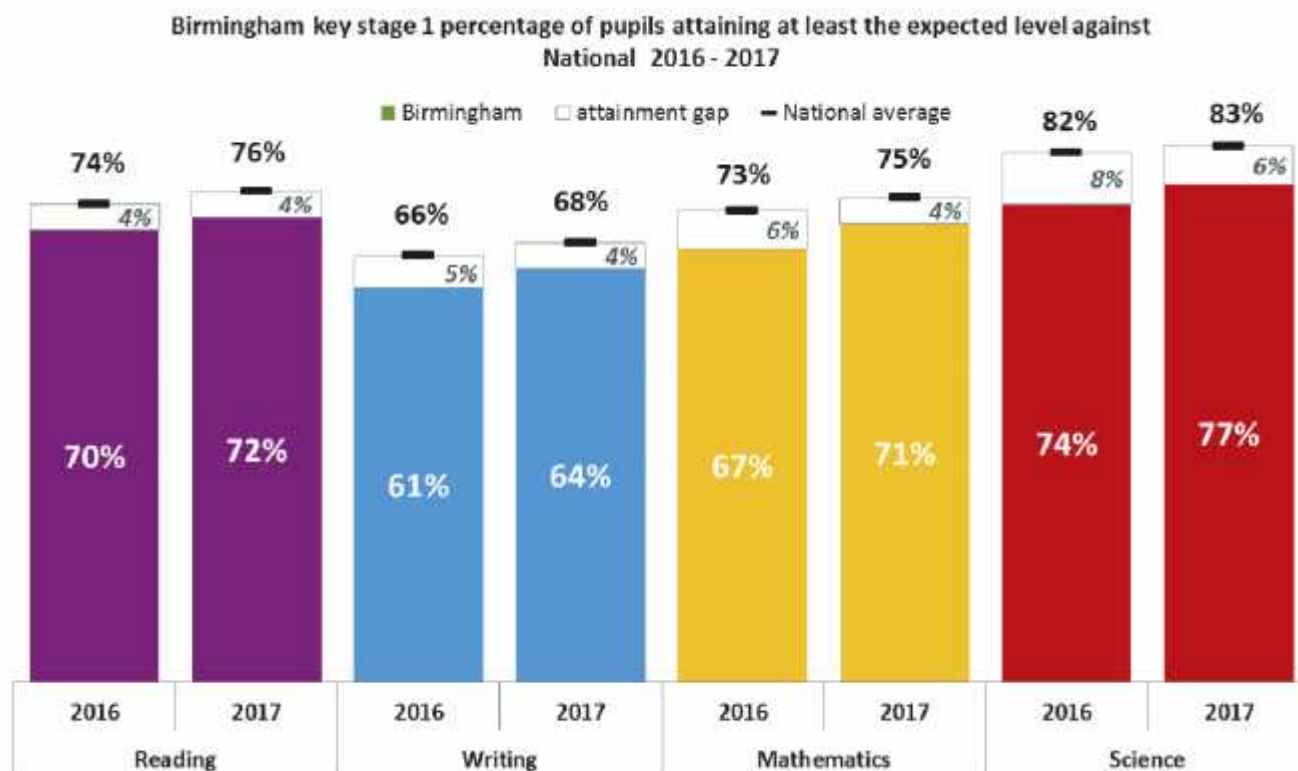
At the end of key stage 1 in 2017, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. As part of this process to help inform the TA children working at a certain level were tested in Reading and Mathematics. There was also an optional test in Grammar, Punctuation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

Overall Performance



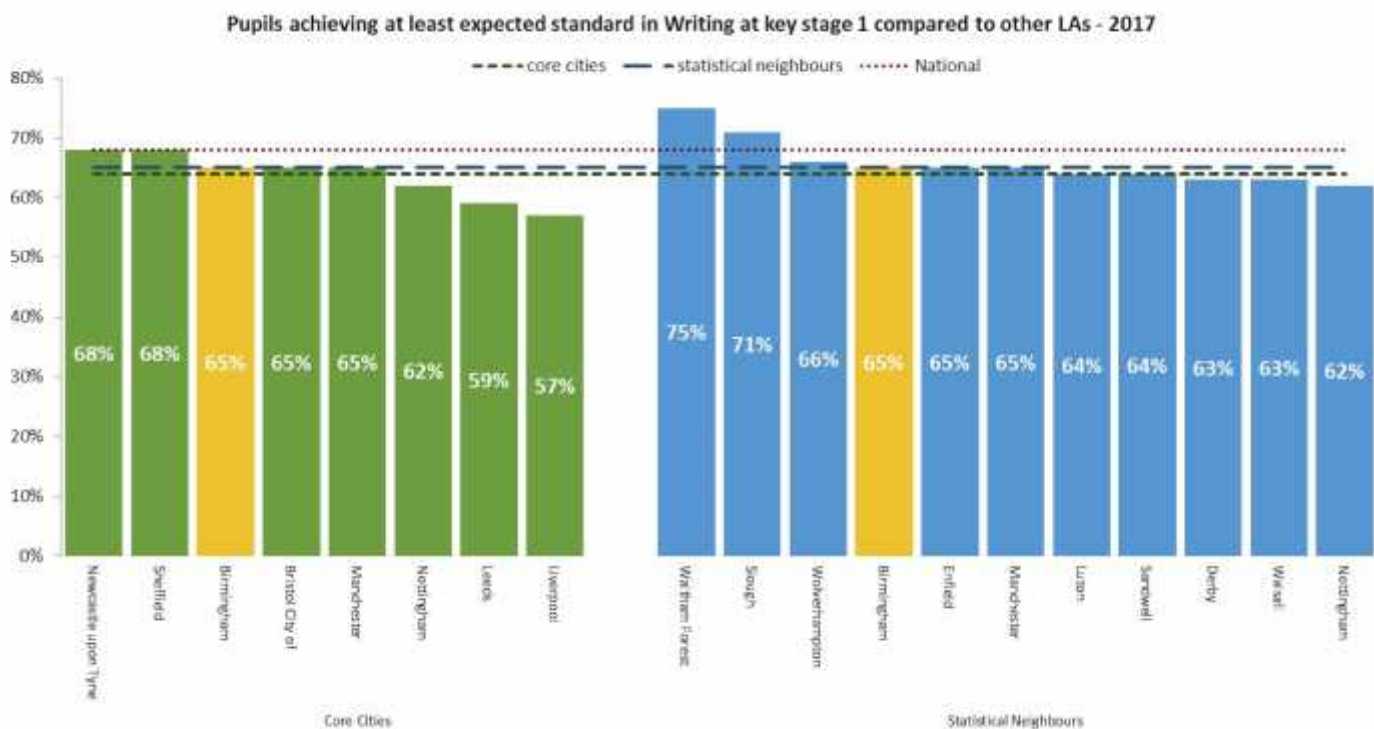
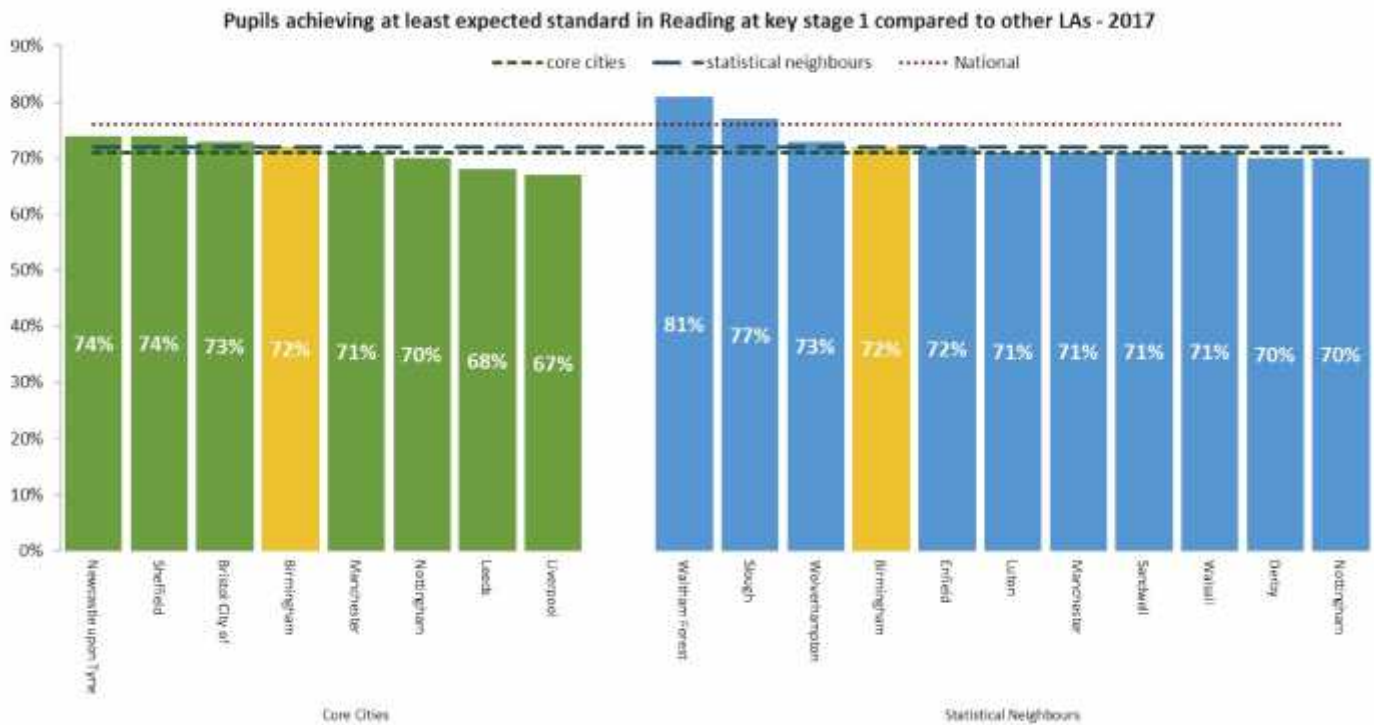
Approximately, 7 out of 10 Birmingham pupils achieved at least the expected standard in Reading and Mathematics and 6 in 10 in Writing. The proportion of Birmingham pupils achieving at least the expected standard at key stage 1 was highest for science (77 ppts) and lowest for writing (64 ppts), this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

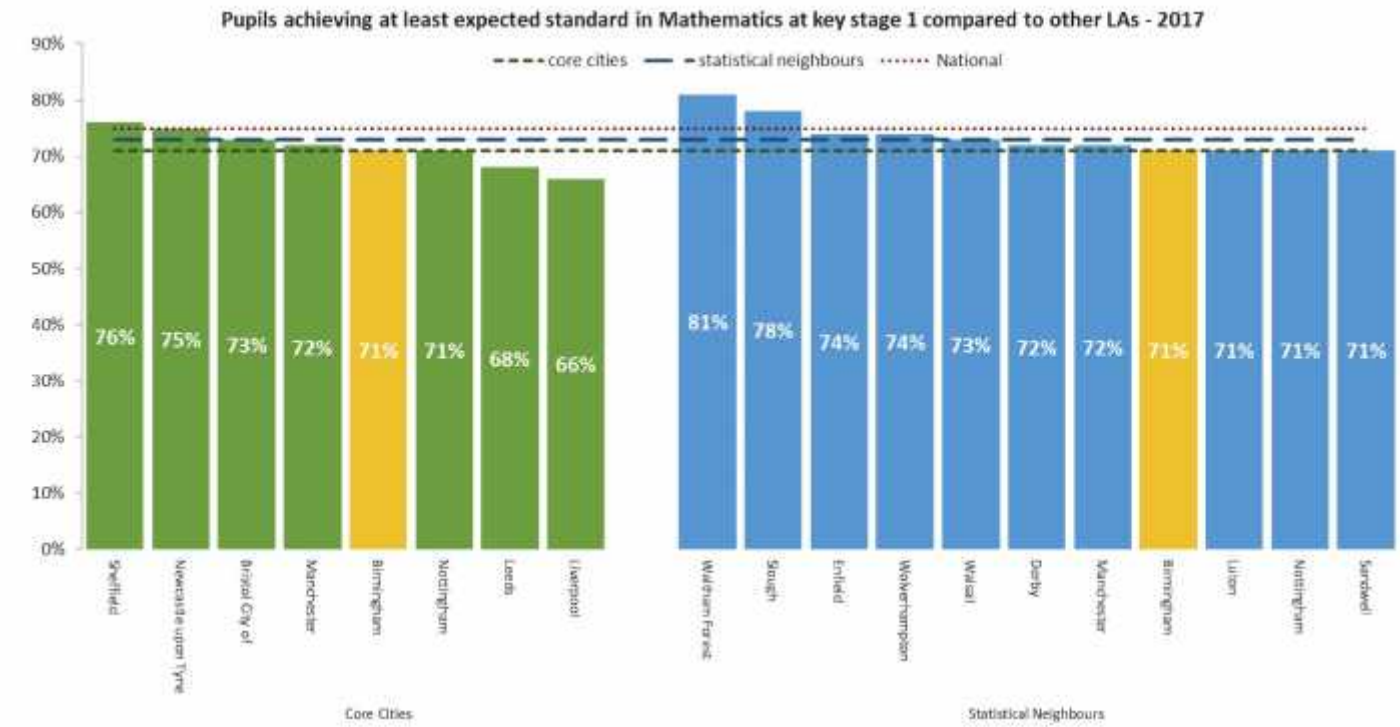
Looking at more advanced attainment, 18 ppts of pupils were working at greater depth in reading, but fewer for maths (15 ppts) and writing (10 ppts). This also reflects national results.



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.



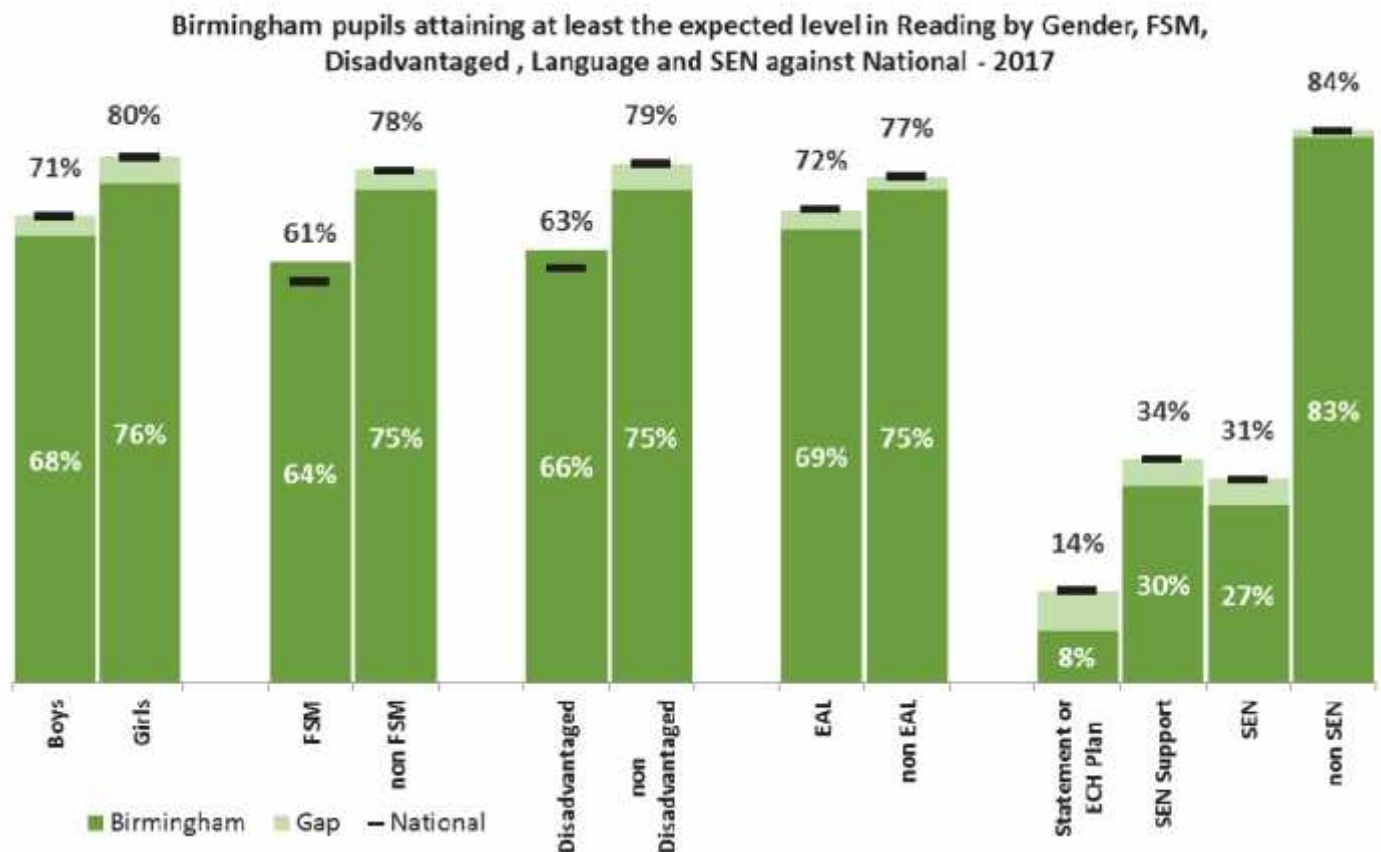


Pupil Characteristics

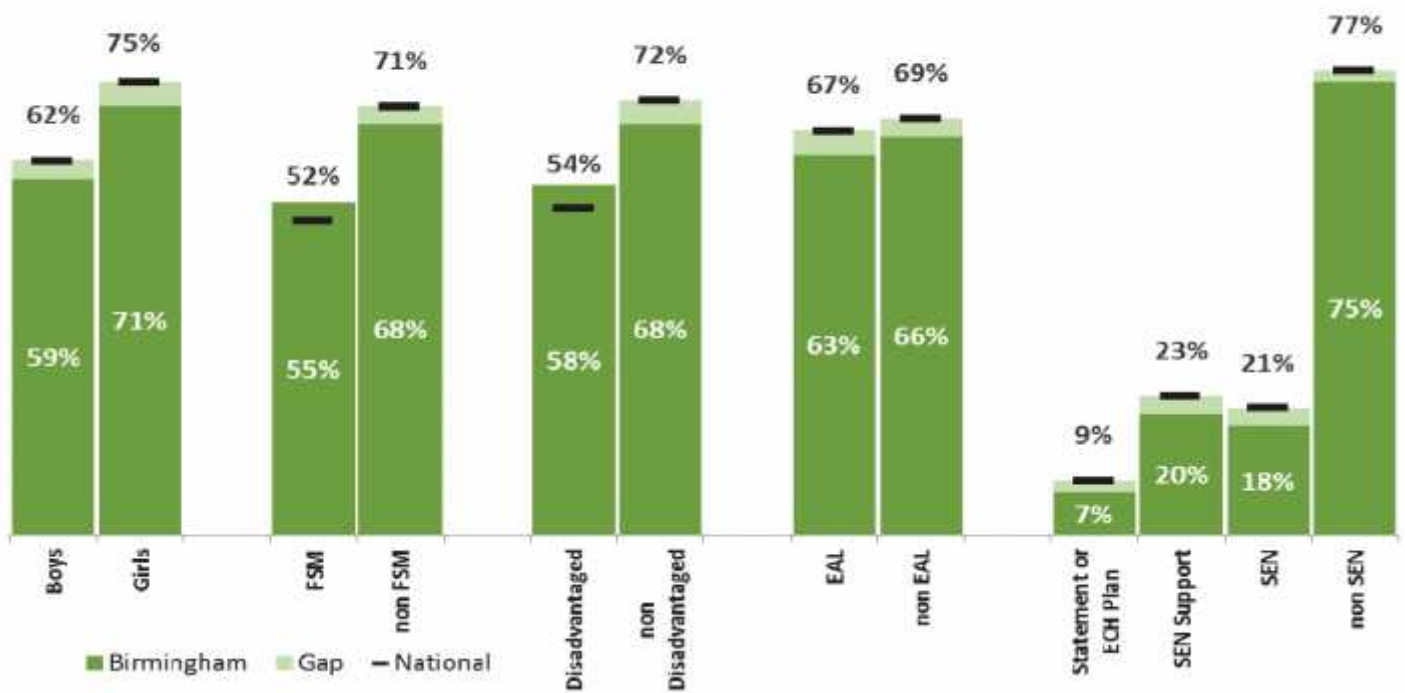
Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)

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.

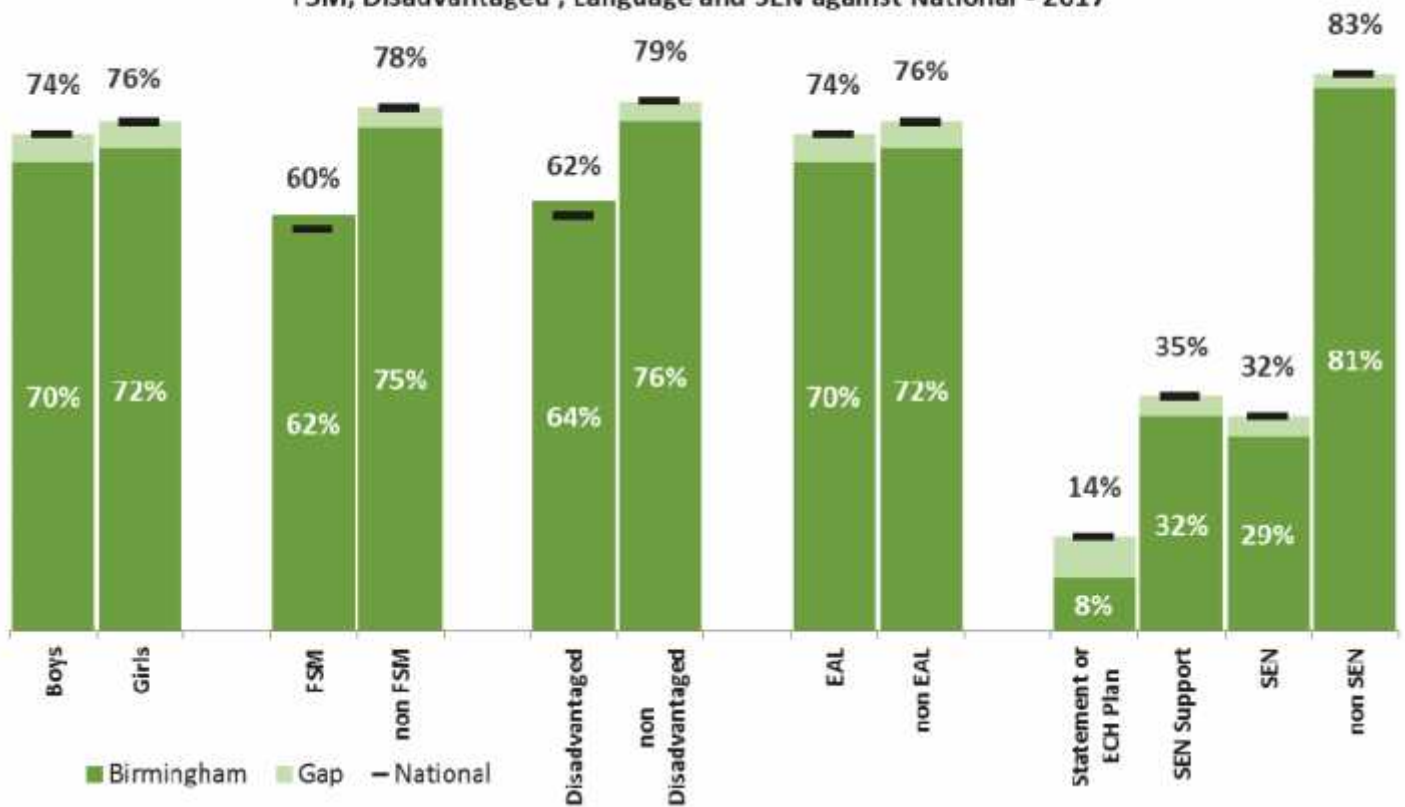
Birmingham FSM and Disadvantaged pupils outperformed their national equivalents in reading, writing and maths. However, the proportion of EAL and SEN pupils attaining at least the expected standard was below their national average equivalents for all subjects.



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

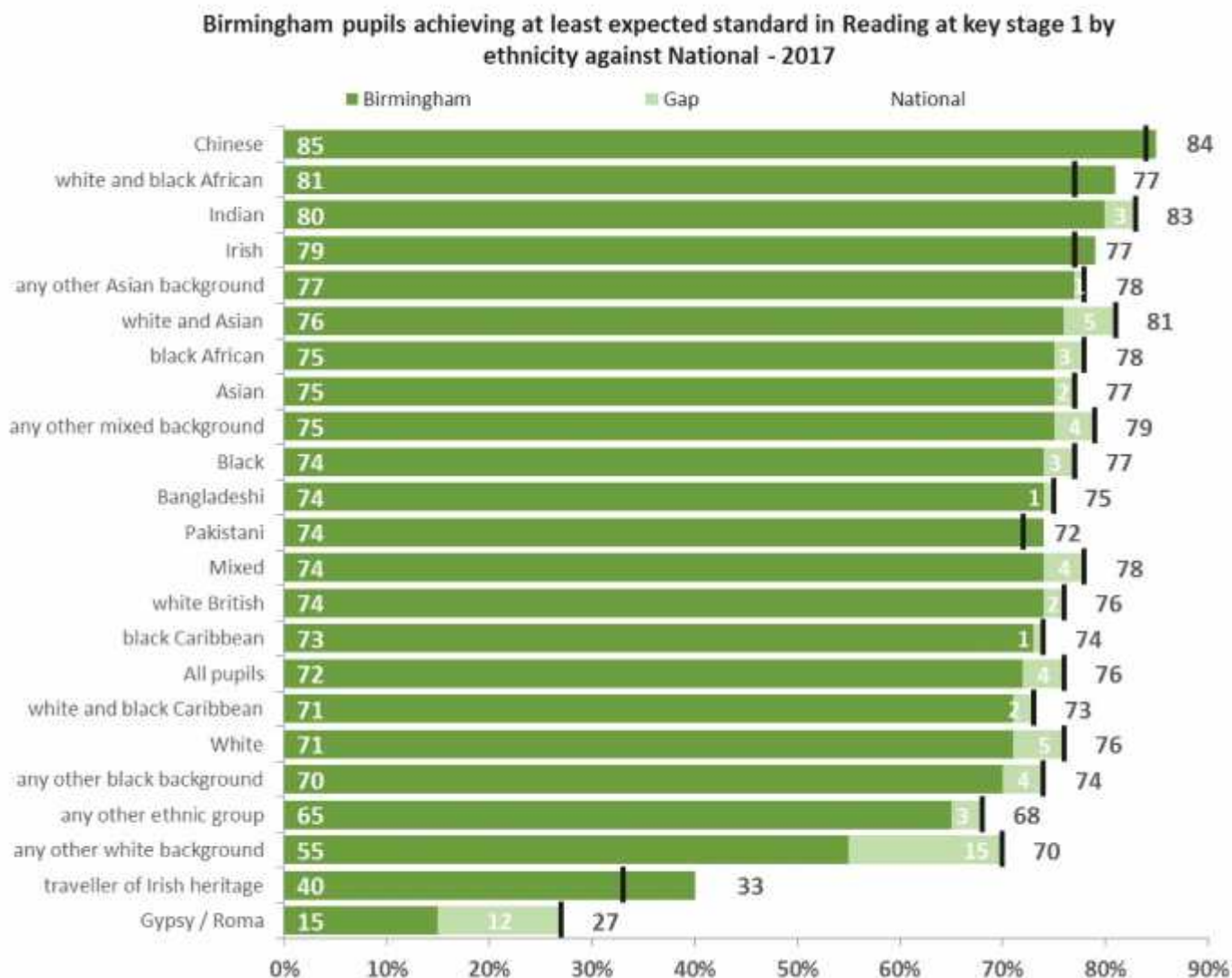


Birmingham pupils attaining at least the expected level in Mathematics by Gender, FSM, Disadvantaged , Language and SEN against National - 2017

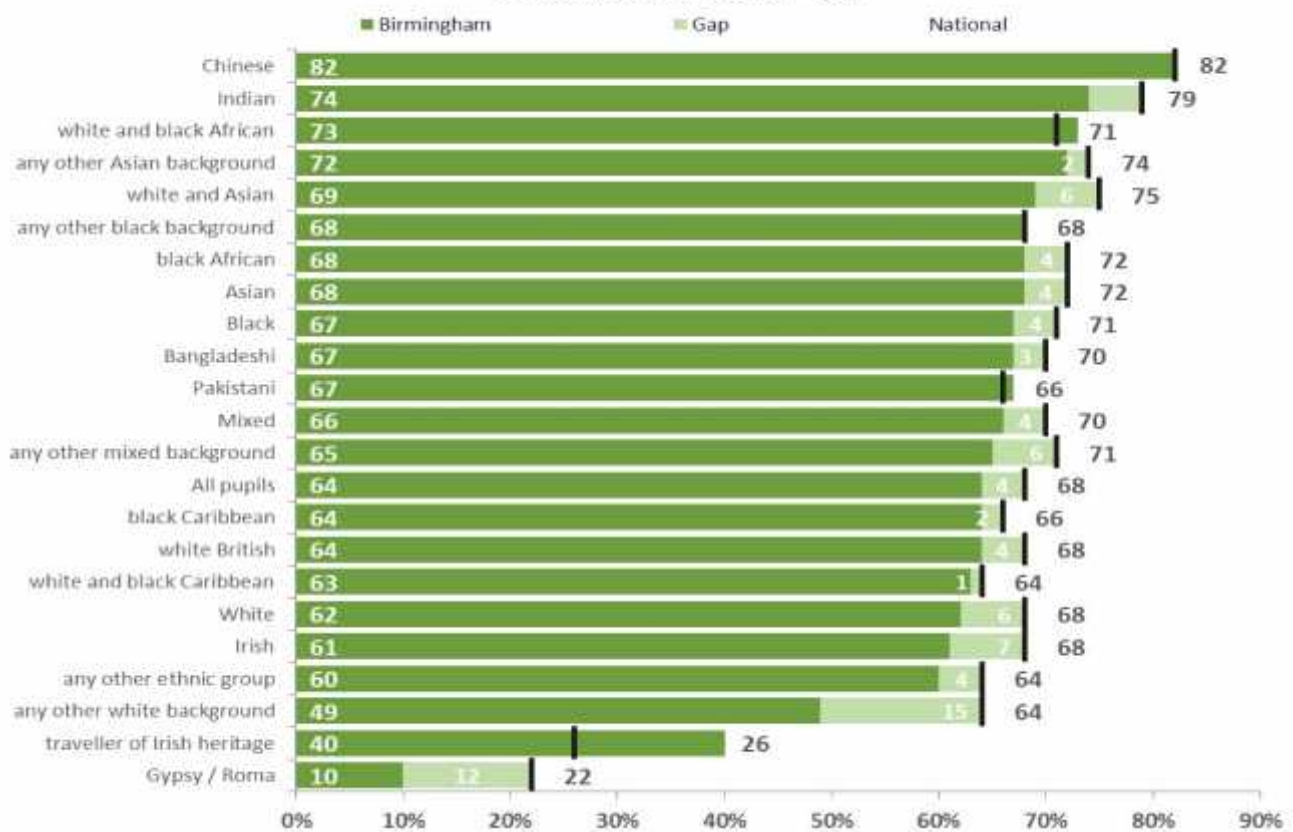


Ethnicity

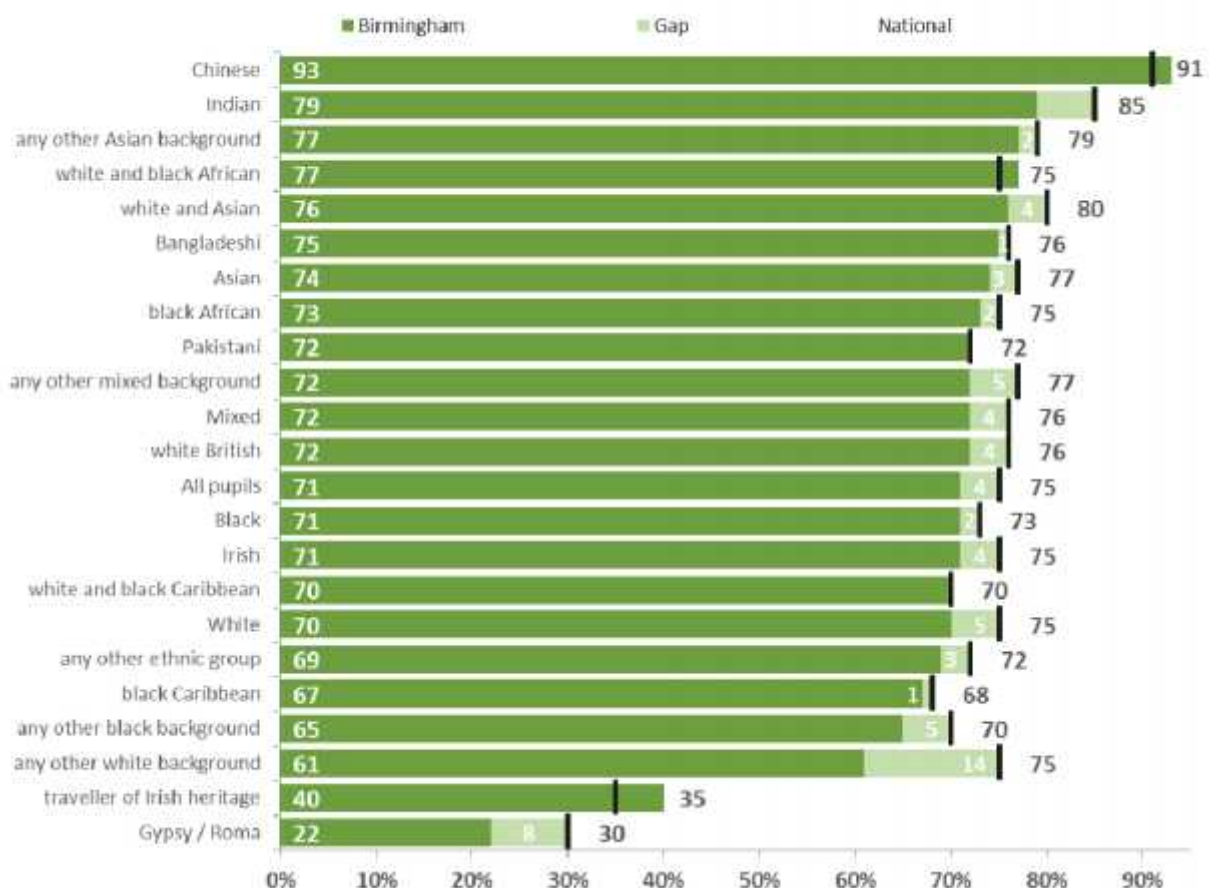
Chinese children were the highest performing ethnic group in Birmingham for reading, writing and maths - this was similar to national results. Most ethnic groups in Birmingham performed below their national equivalent averages in all subjects – however Chinese, Irish, Traveller of Irish heritage, Pakistani 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



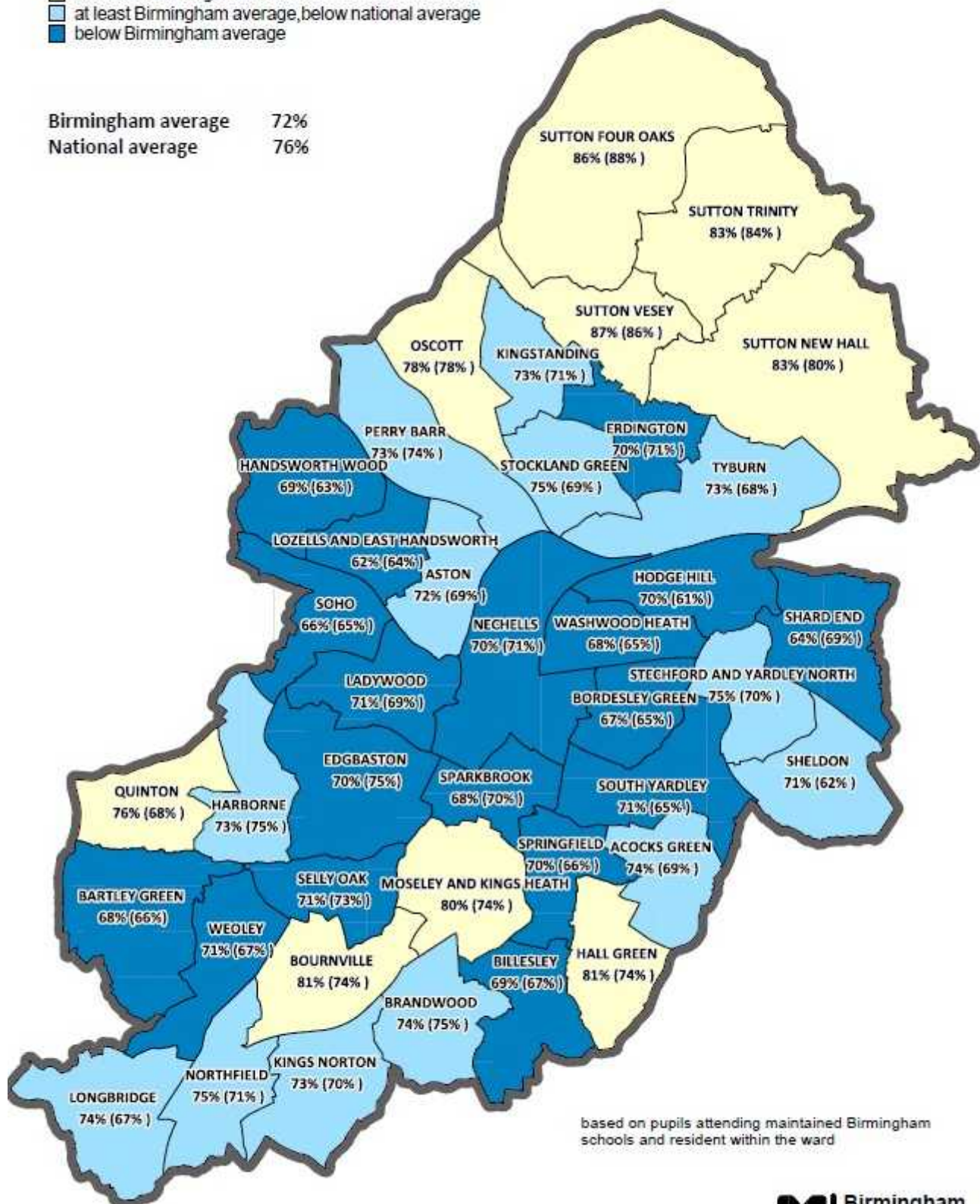
Ward/Geography - Reading

Key stage 1: Percentage of pupils achieving at least expected standard in Reading
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 72%
National average 76%



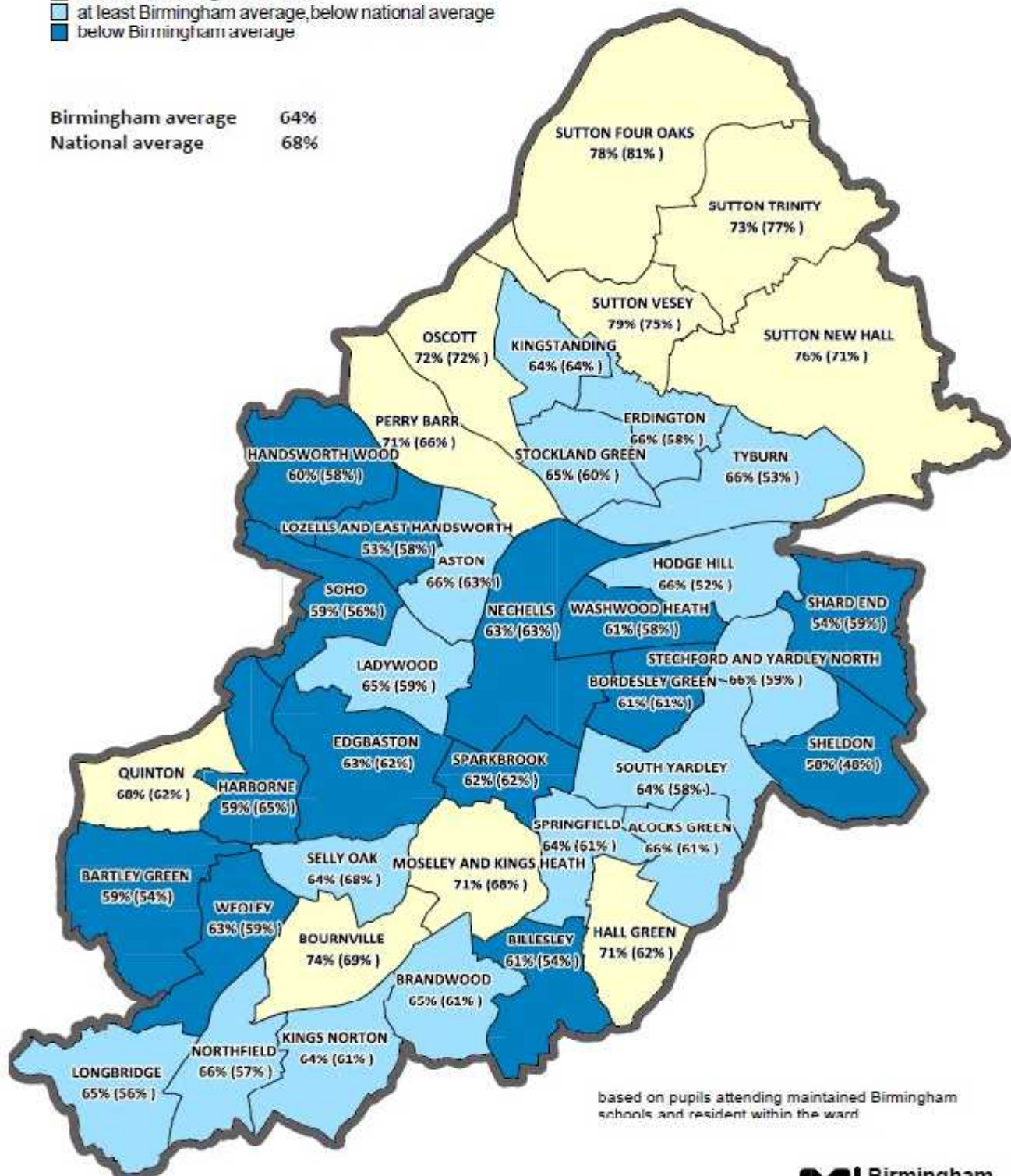
Ward/Geography – Writing

Key stage 1: Percentage of pupils achieving at least expected standard in Writing
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 64%
National average 68%



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:

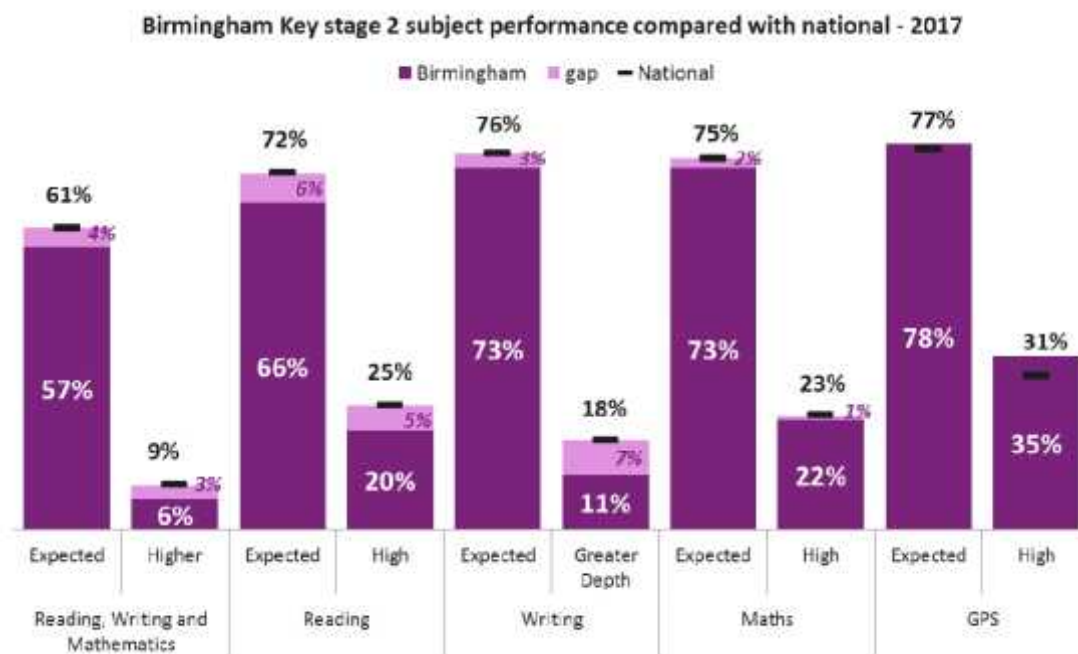
- at least 65% of pupils meet the expected standard in RWM; or
- the school achieves sufficient progress scores in all three subjects. Which is at least -5 in Reading, -5 in Mathematics and -7 in Writing.

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

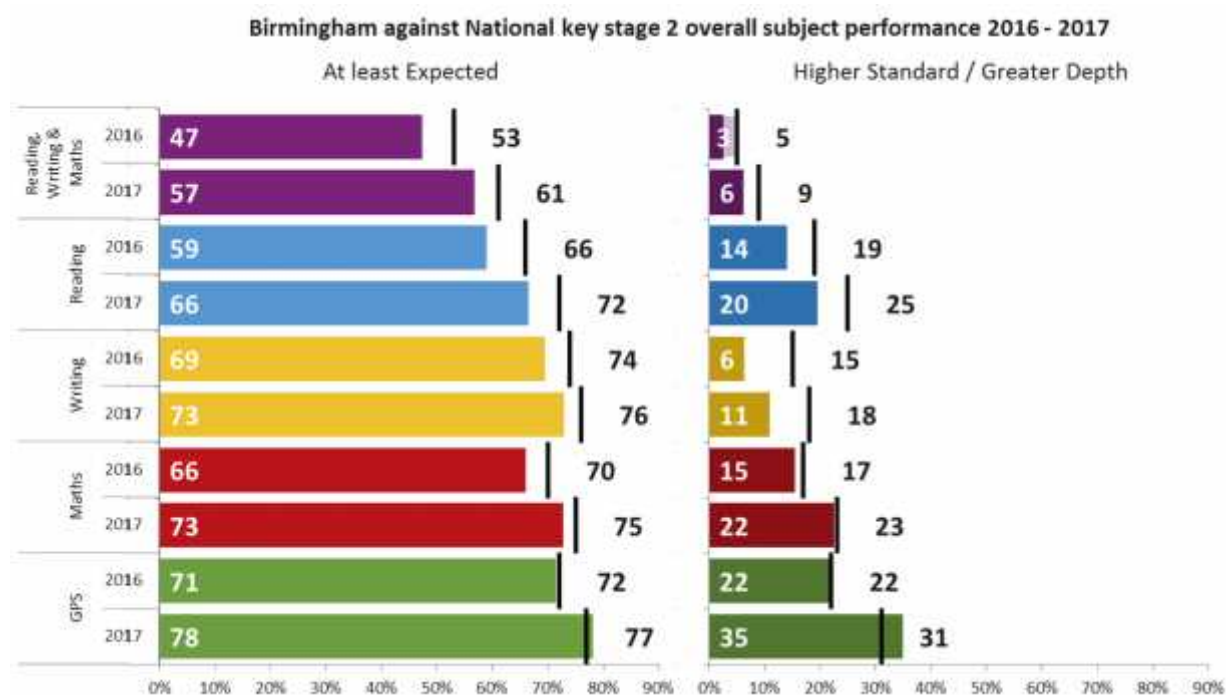
Overall Performance

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

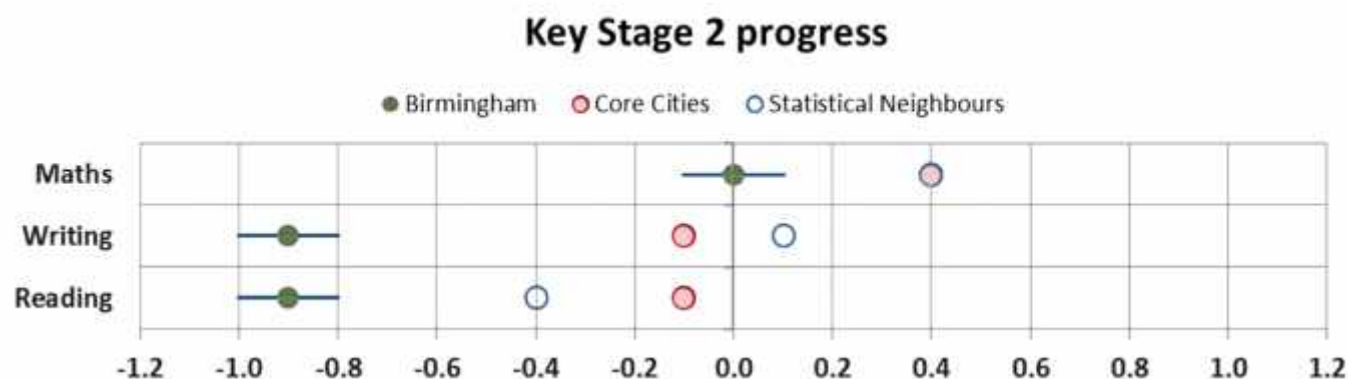
The progress measures, introduced in 2016, are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. This is undertaken by looking at a pupil's average performance at key stage 1 across reading,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

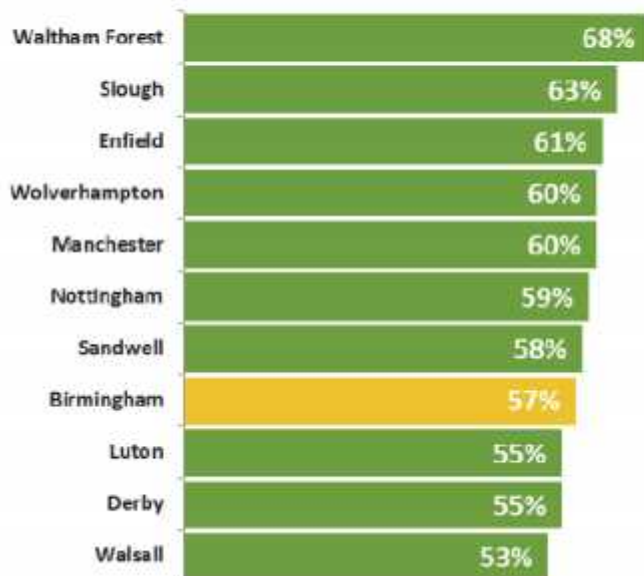
Maths = 0

Writing = -0.9

Reading = -0.9

National Comparisons

Proportion of children reaching the expected standard in Reading, Writing & Maths for Birmingham and Statistical Neighbours 2017

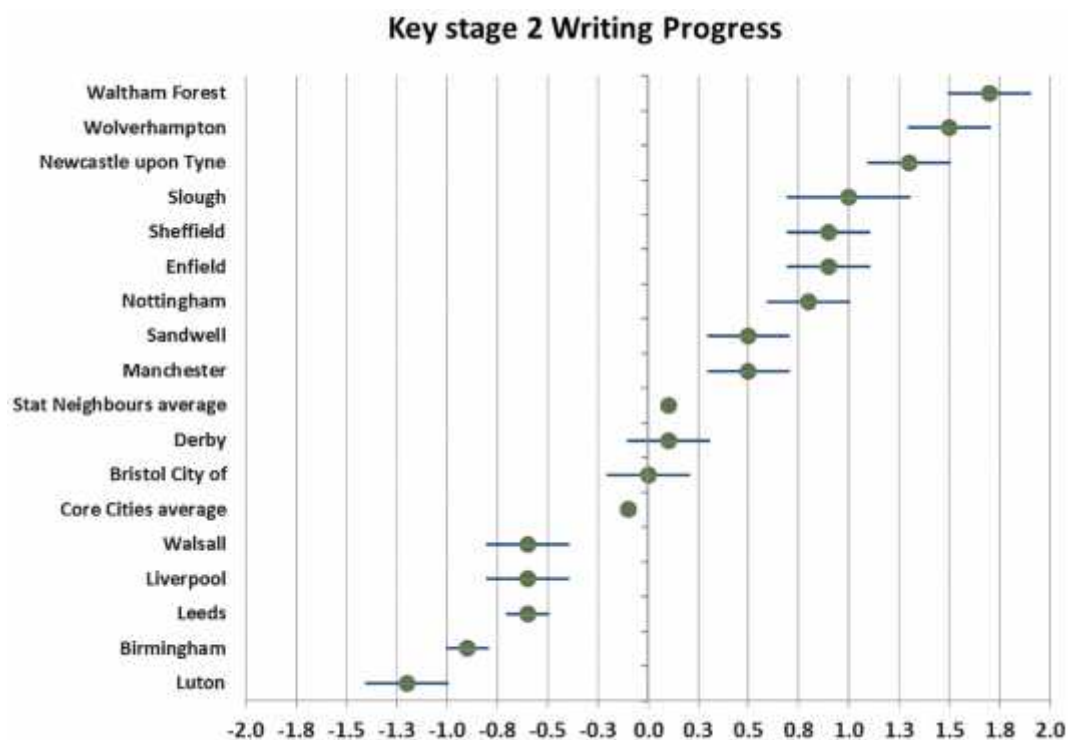
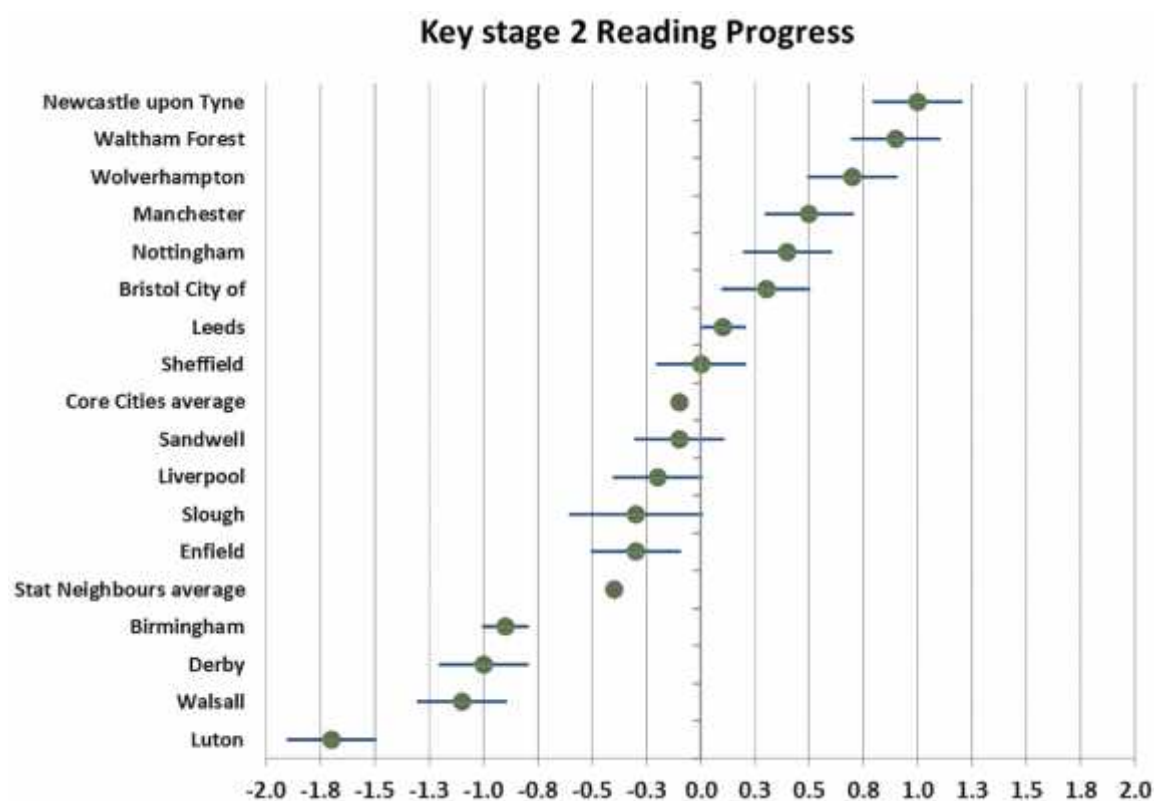


Proportion of children reaching the expected standard in Reading, Writing & Maths for Birmingham and Core Cities 2017

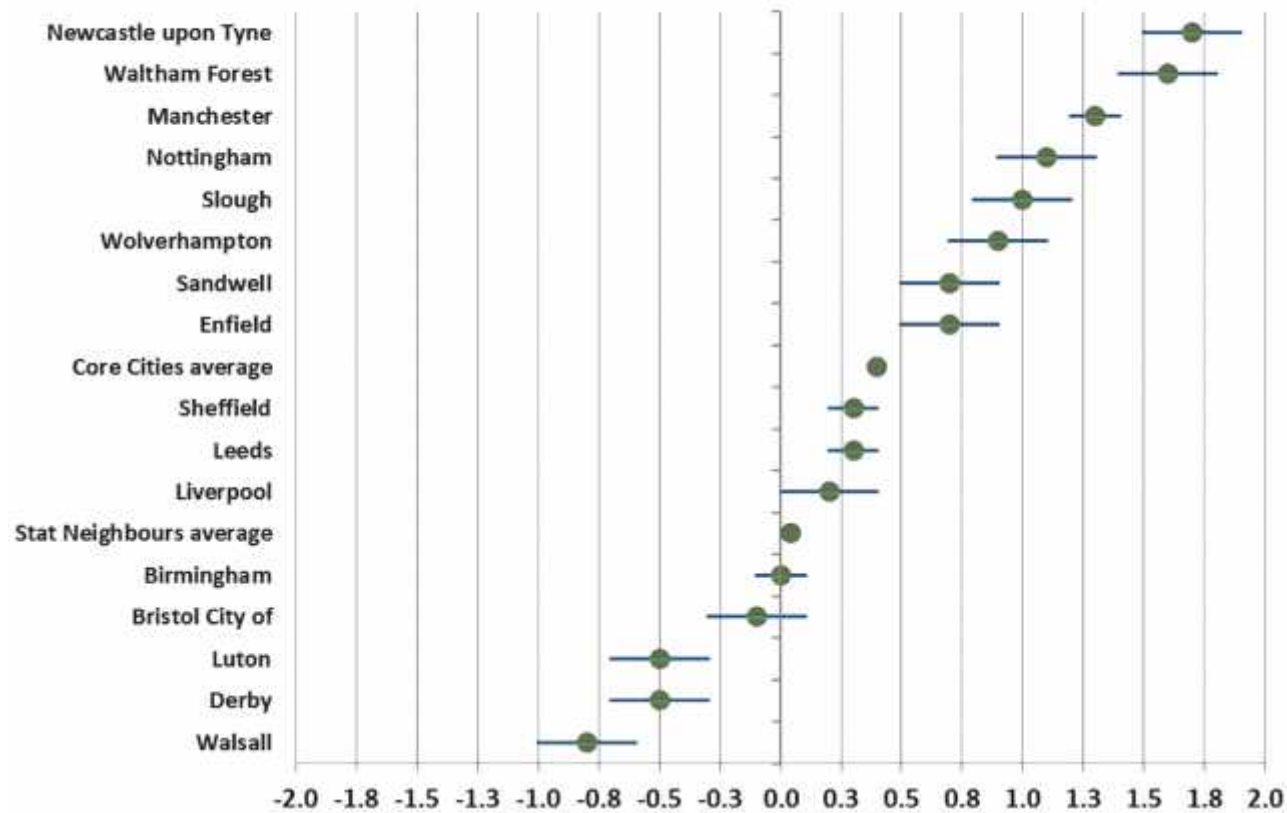


The charts above show Birmingham's position against Core Cities and Statistical Neighbours. Birmingham is ranked 8th out of the 11 when compared against Statistical Neighbours and 7th out of 8 when compared against Core Cities.

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



Pupil Characteristics

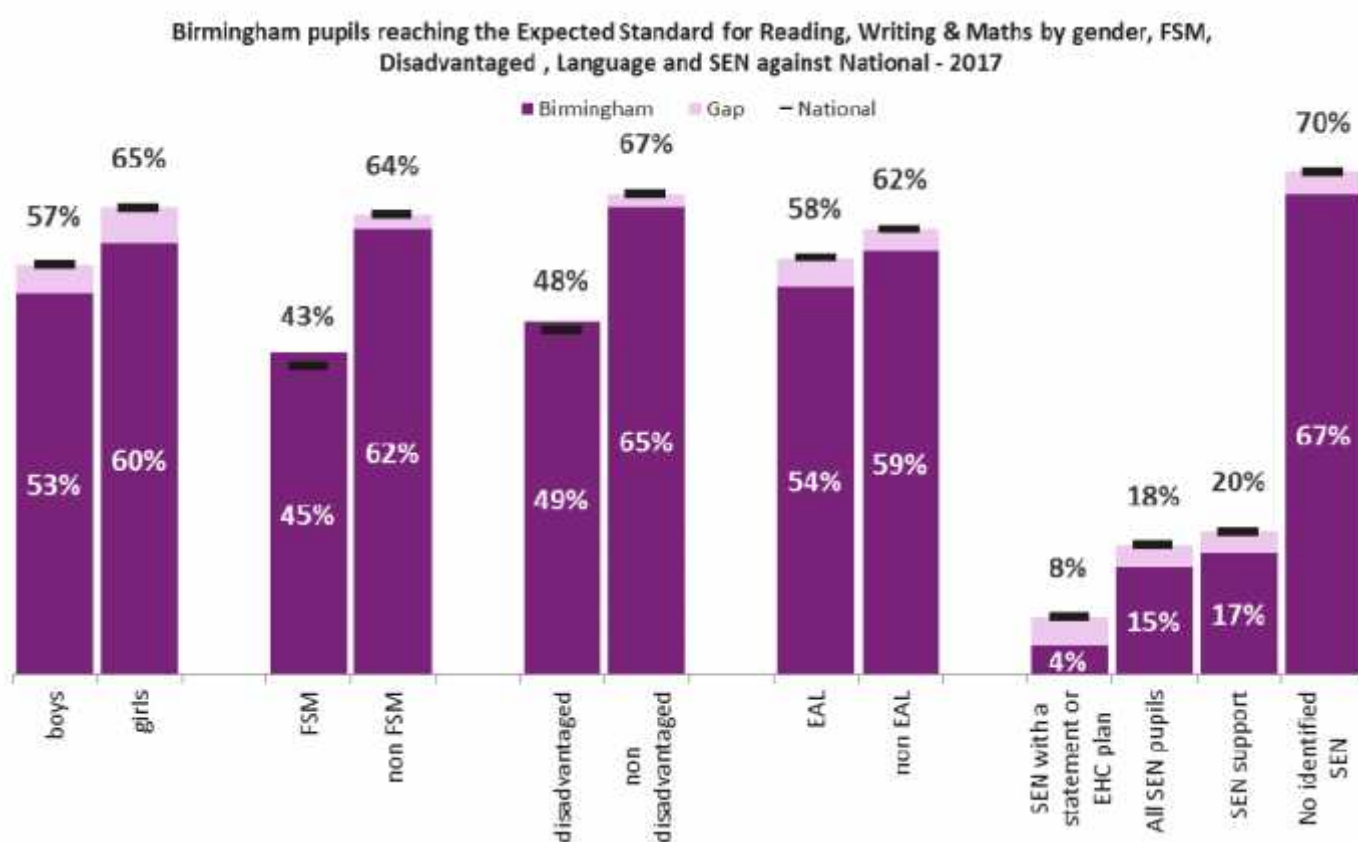
Gender, Free School Meals (FSM), Disadvantaged, Language (EAL) & Special Educational Needs (SEN)

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

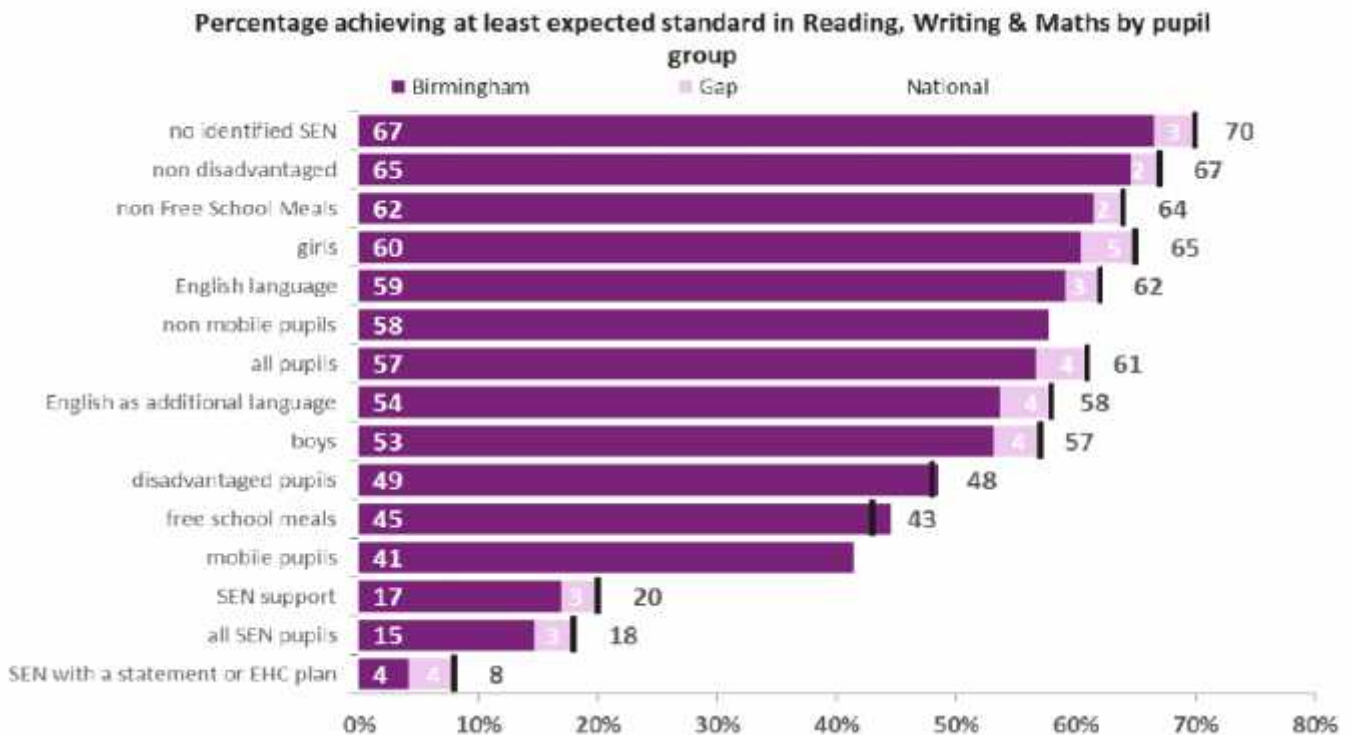
Girls outperform Boys by a gap of 7 ppts, however both groups underperform compared to their national averages.

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.

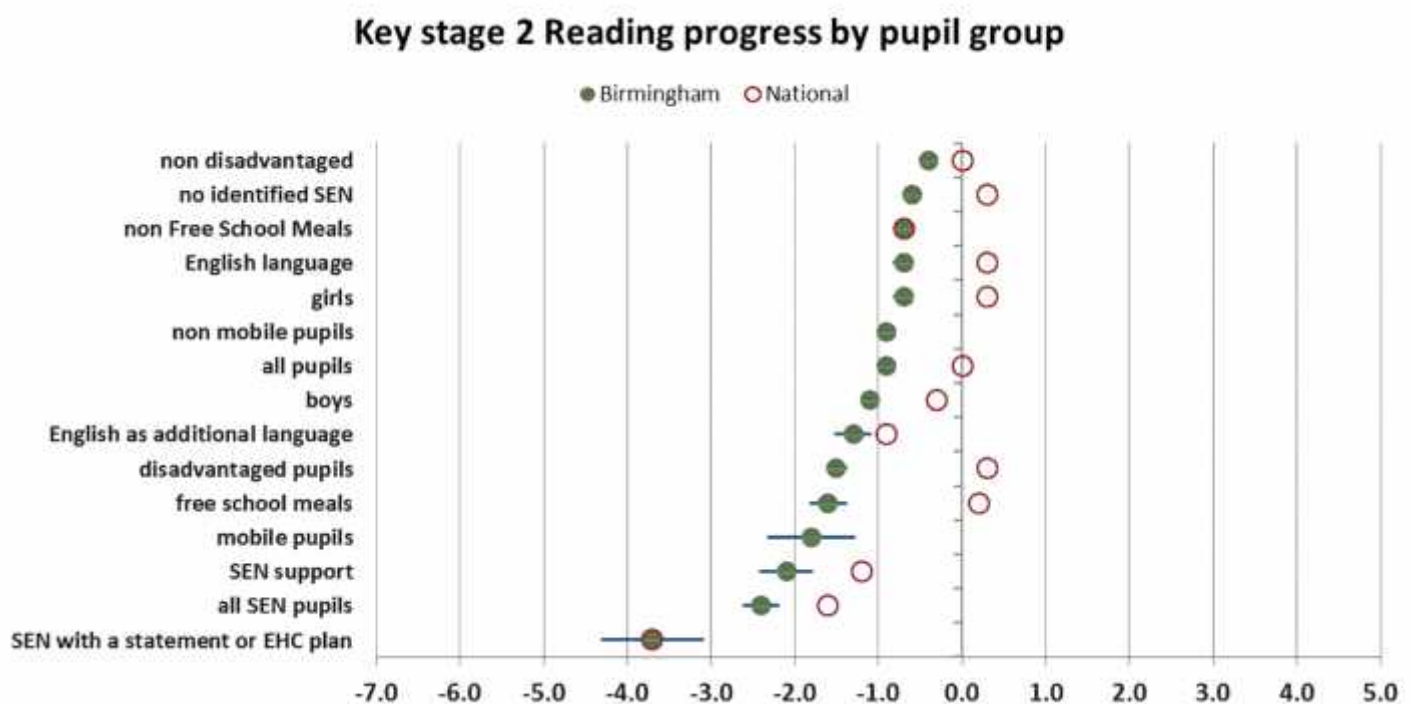


The graph below shows the same pupil groups ranked in order of attainment against their national equivalents. Note the inclusion of Mobile and non-Mobile groups. A child is classed as non-Mobile if they have been within the same school for 2 years or more. We do not have the National averages for these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



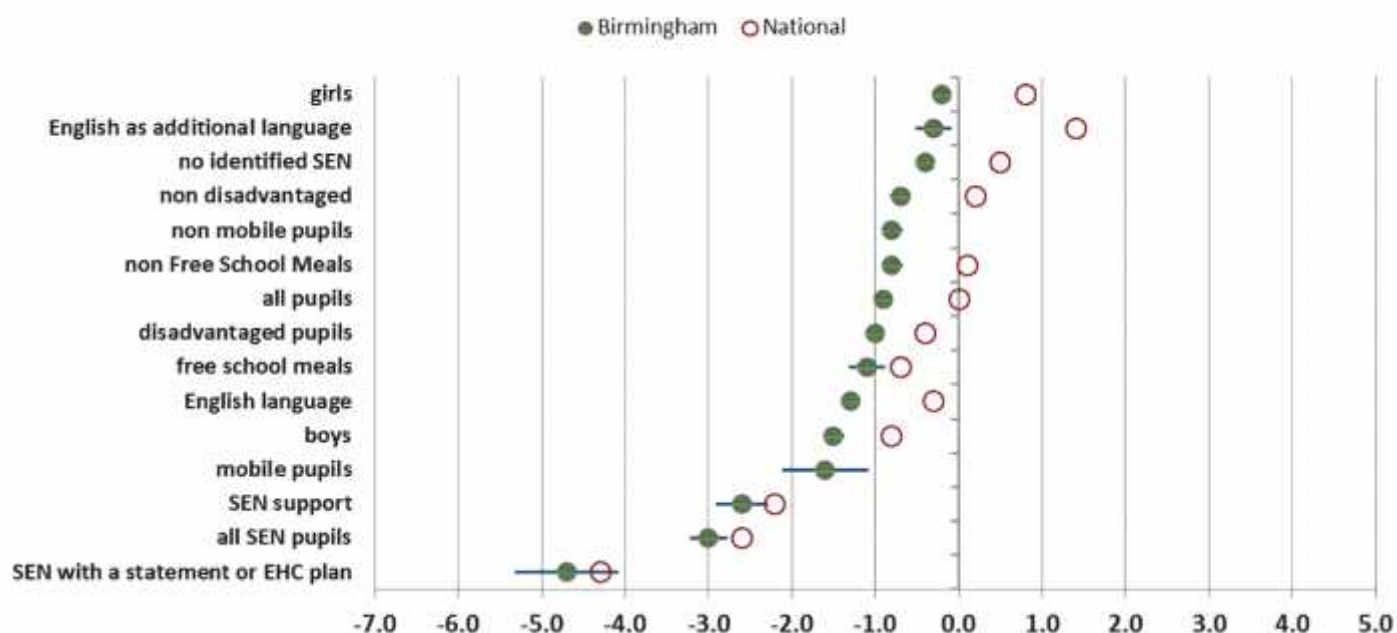
Progress - characteristics

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).



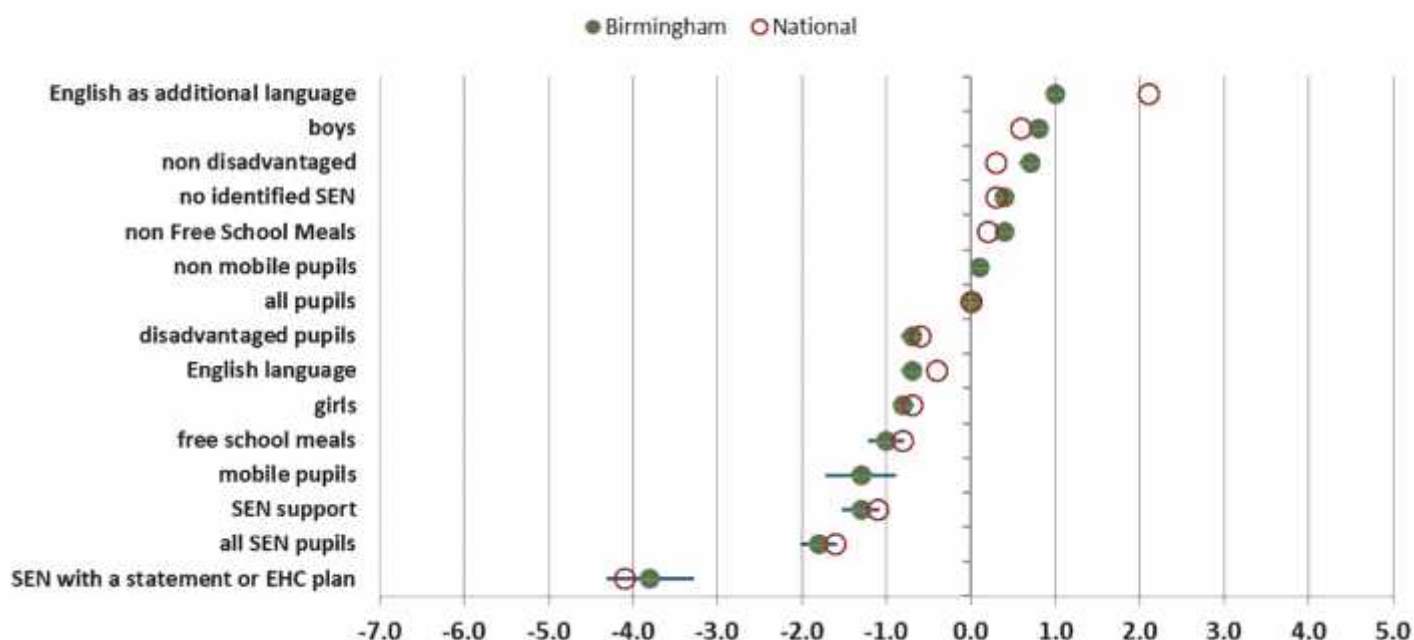
In Reading, every pupil group in Birmingham falls below the overall National average for Progress. While Non-FSM and SEN statemented pupil groups are in line with their National group average, Disadvantaged and FSM are significantly behind.

Key stage 2 Writing progress by pupil group



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.

Key stage 2 Maths progress by pupil group

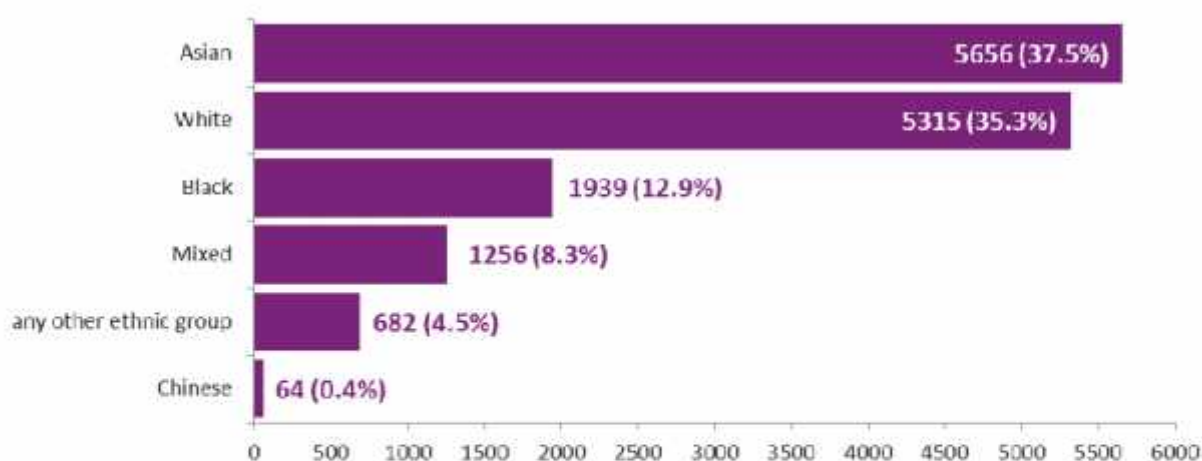


In Maths, Birmingham is in-line with the overall National average, scores for individual pupil groups roughly mirror those of their group's National average. Non-Disadvantaged, non-FSM and Boys in Birmingham make more progress than their groups National averages. EAL pupils make the most progress compared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

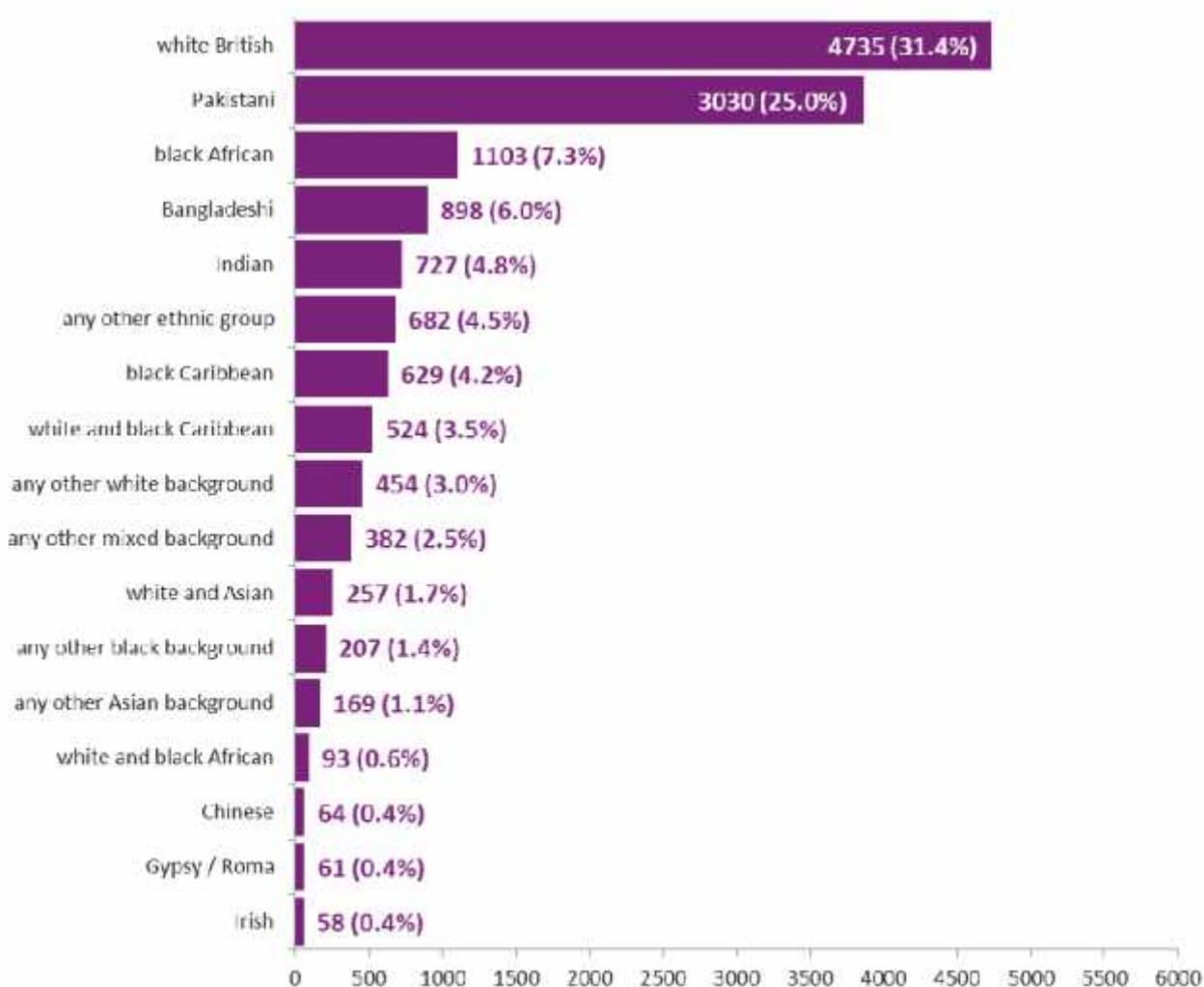
Ethnicity Profile – Key stage 2

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

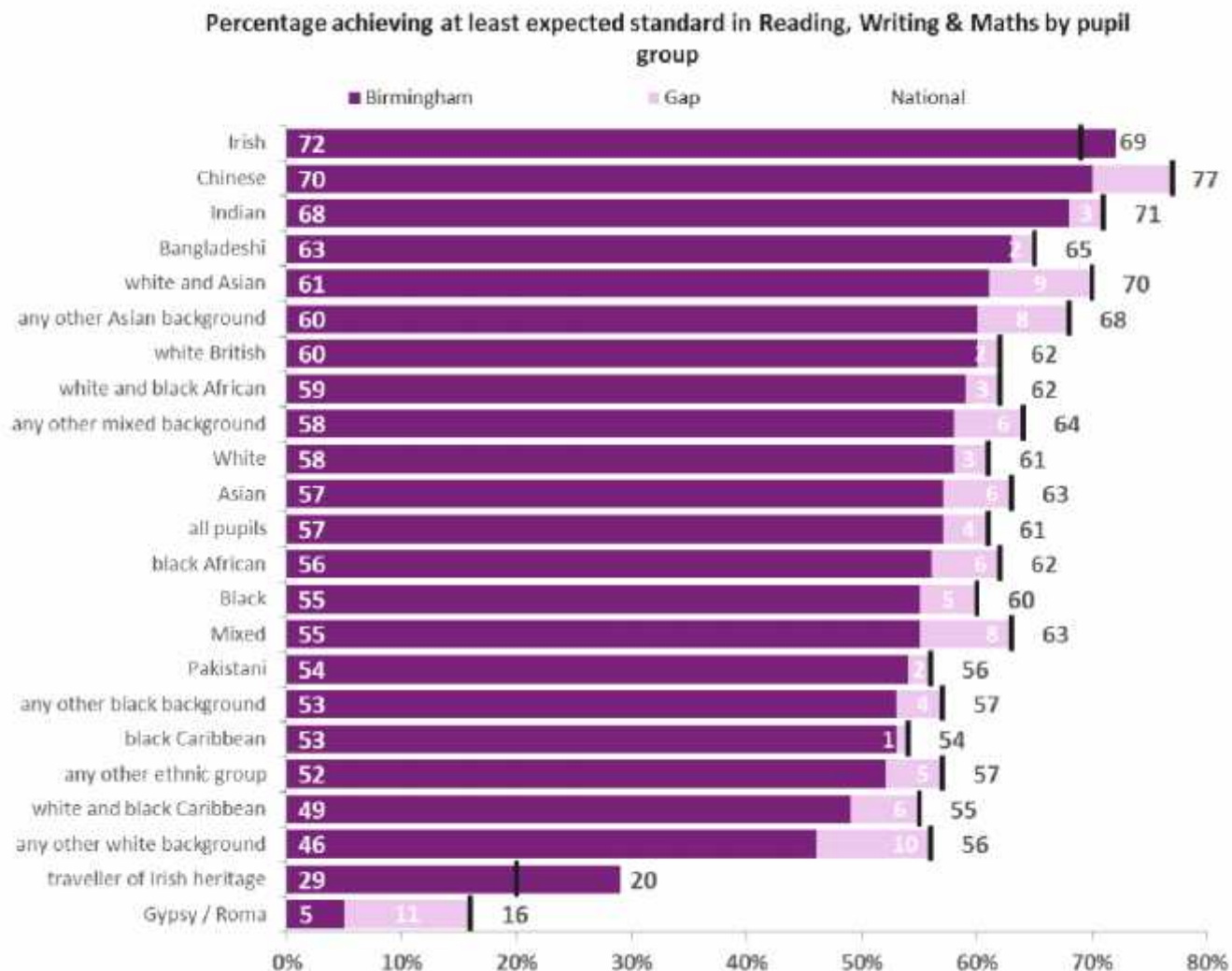
Number of eligible pupils for key stage 2 results in Birmingham by ethnicity (main groups) - 2017



Number of eligible pupils for key stage 2 results in Birmingham by ethnicity (sub groups) - 2017



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

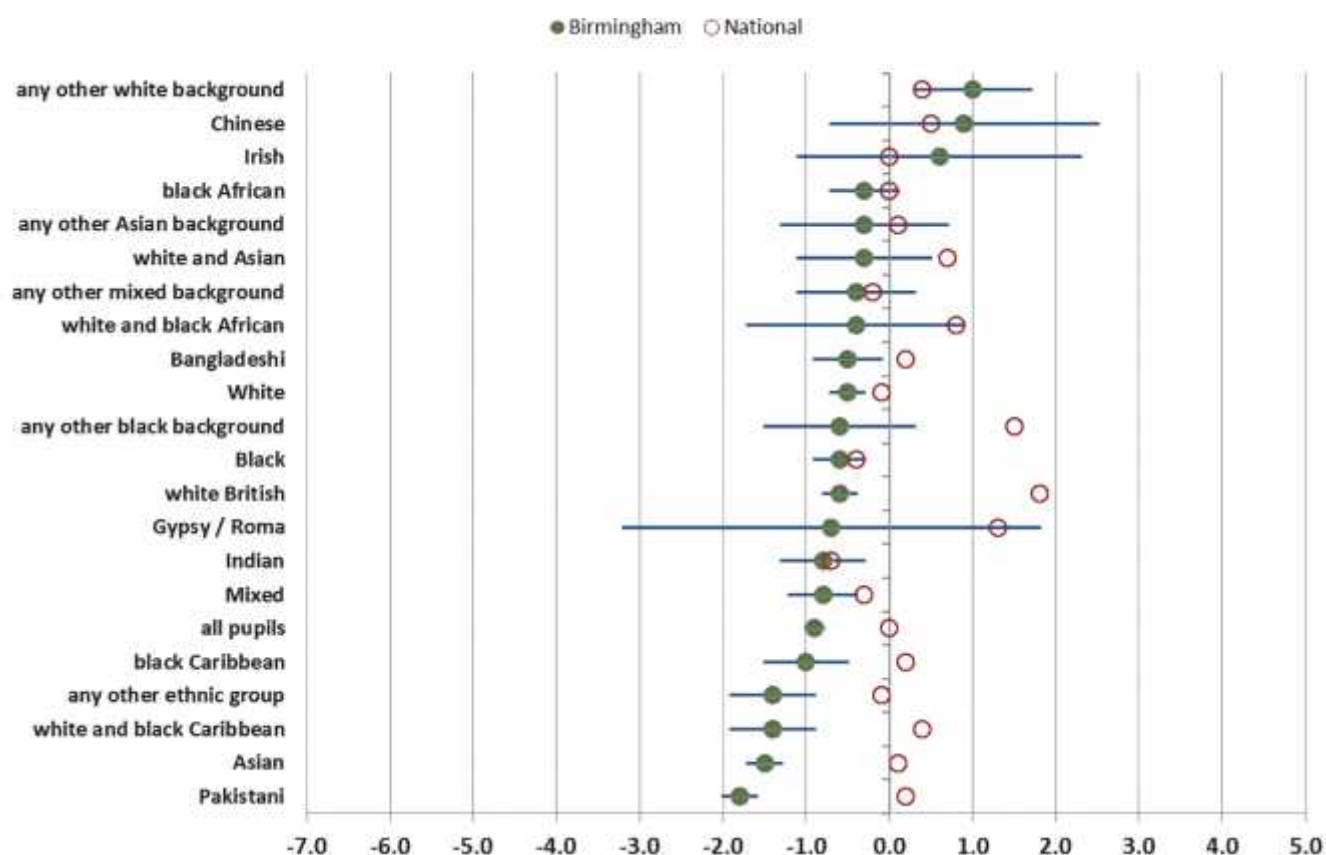


With the exception of some of the smaller groups most ethnicity groups have slightly lower average attainment when compared to their National average.

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.

Key stage 2 Reading progress by ethnicity

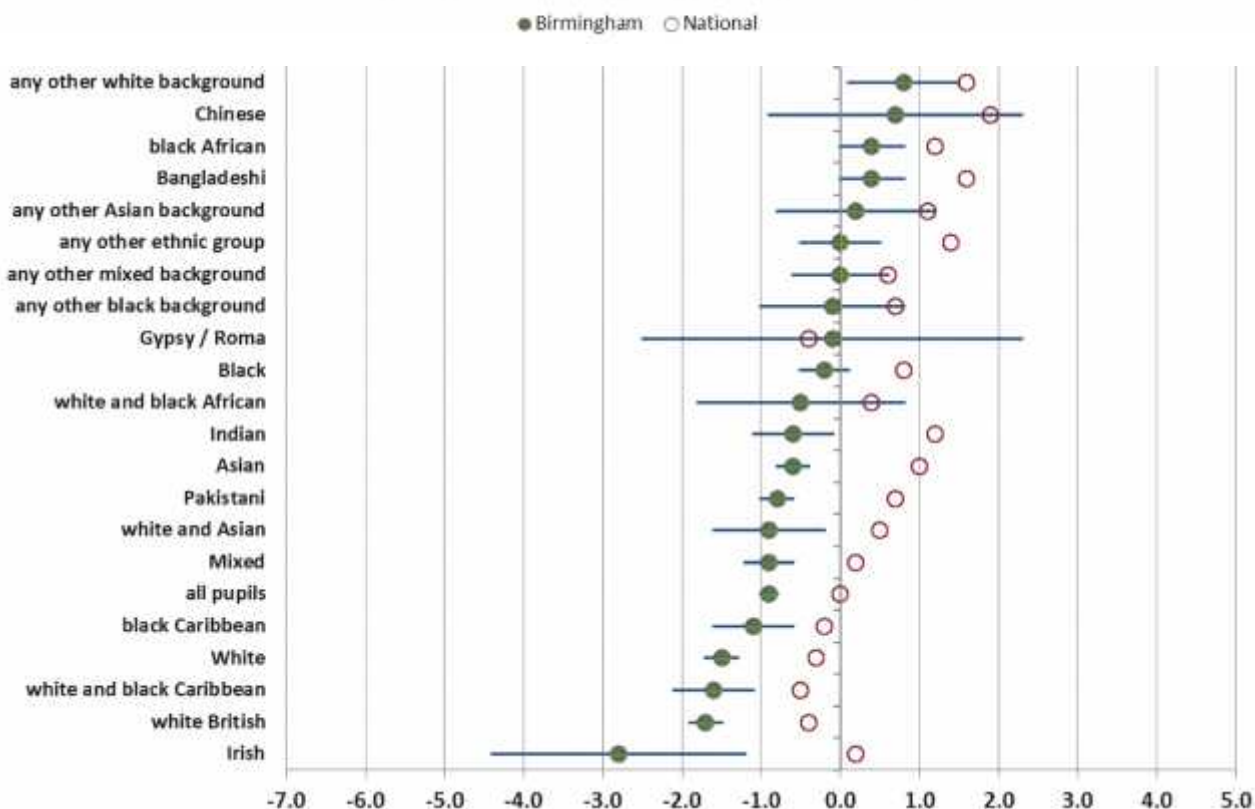


For Reading Progress, 10 ethnic groups have Progress score close (within confidence levels) to their National equivalents. The rest, fall significantly below. 'Any Other White Background' pupils outperforms the overall National average beyond Confidence Intervals.

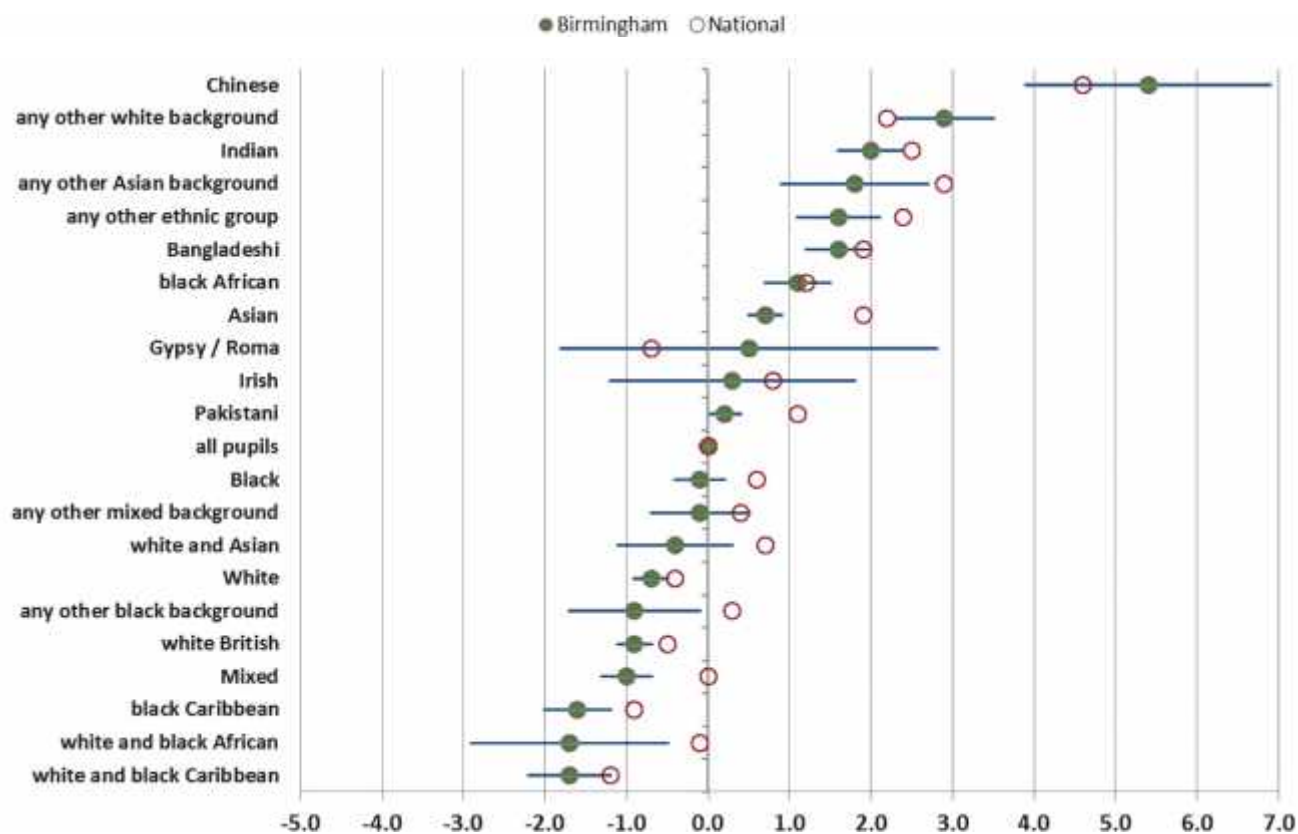
For Writing Progress, 6 ethnic groups have a Progress score close to (within Confidence Intervals) their National equivalents, the rest fall below. 3 groups score statistically above the overall National average

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



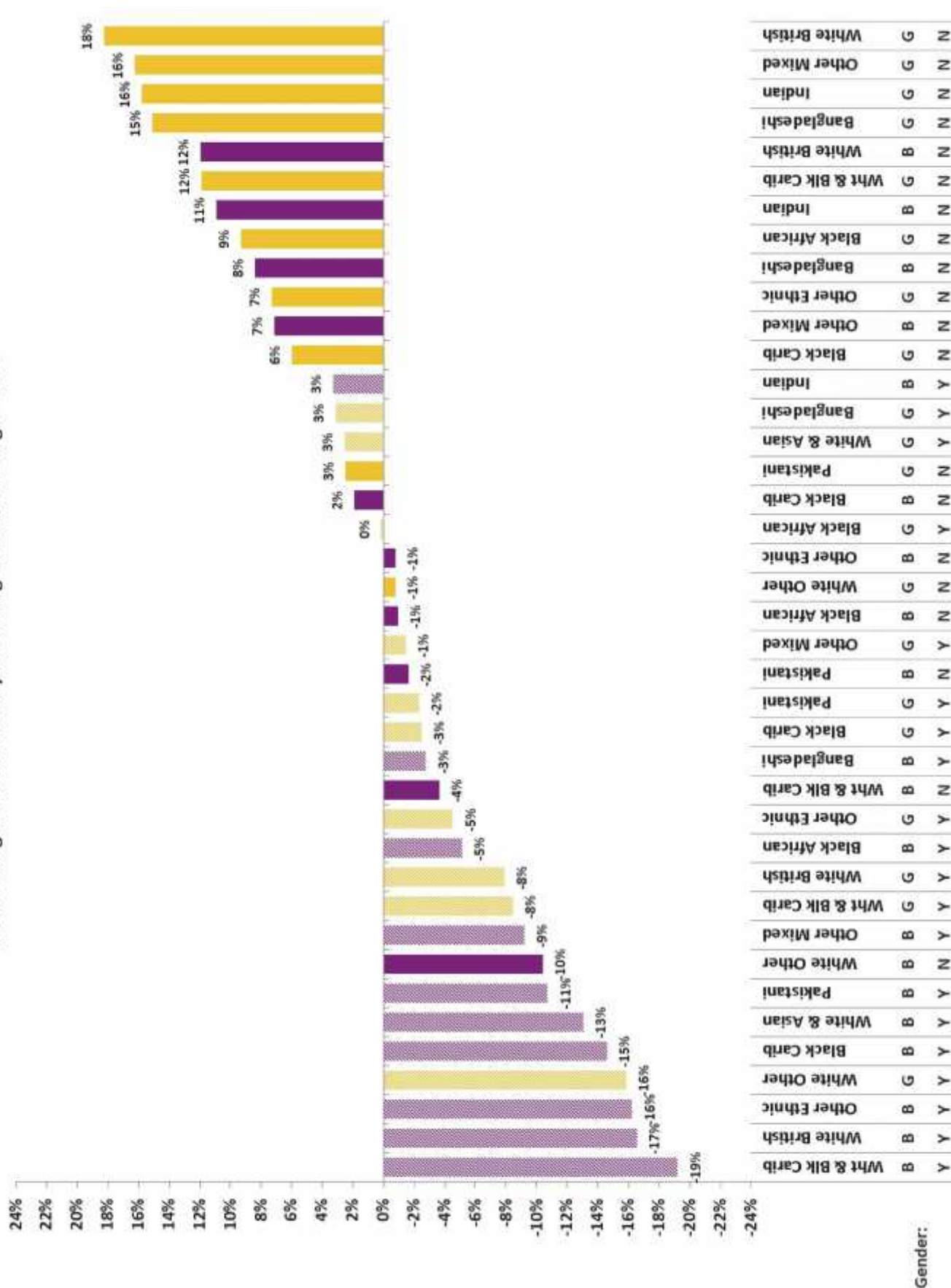
Key stage 2 Maths progress by ethnicity



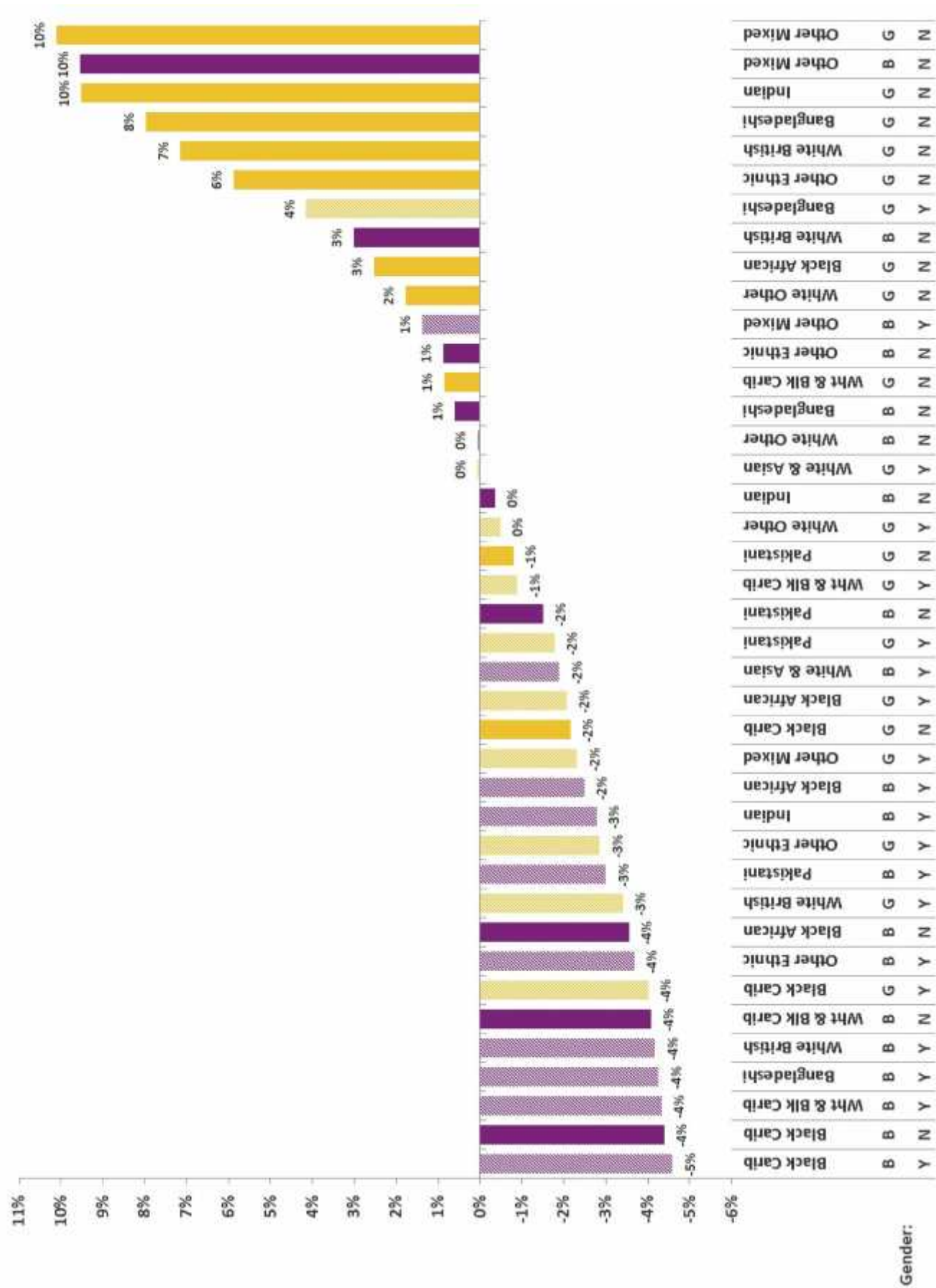
Ethnic group, gender and disadvantaged – differences to the LA average

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 at least expected by Ethnic Group, Gender and Disadvantaged for academic year ending 2017. LA Average = 57%



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%



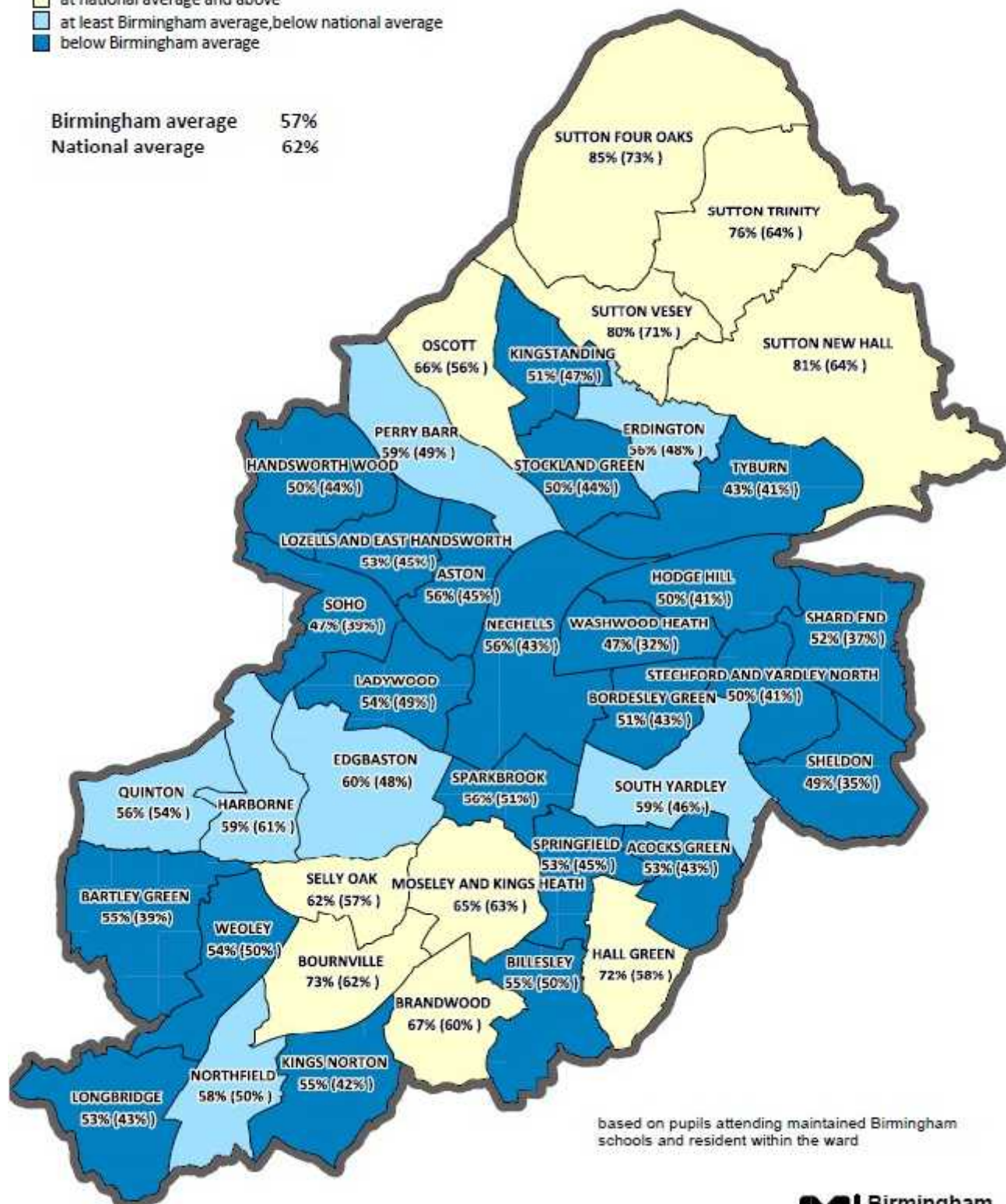
Ward/Geography – Reading, Writing & Maths

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%



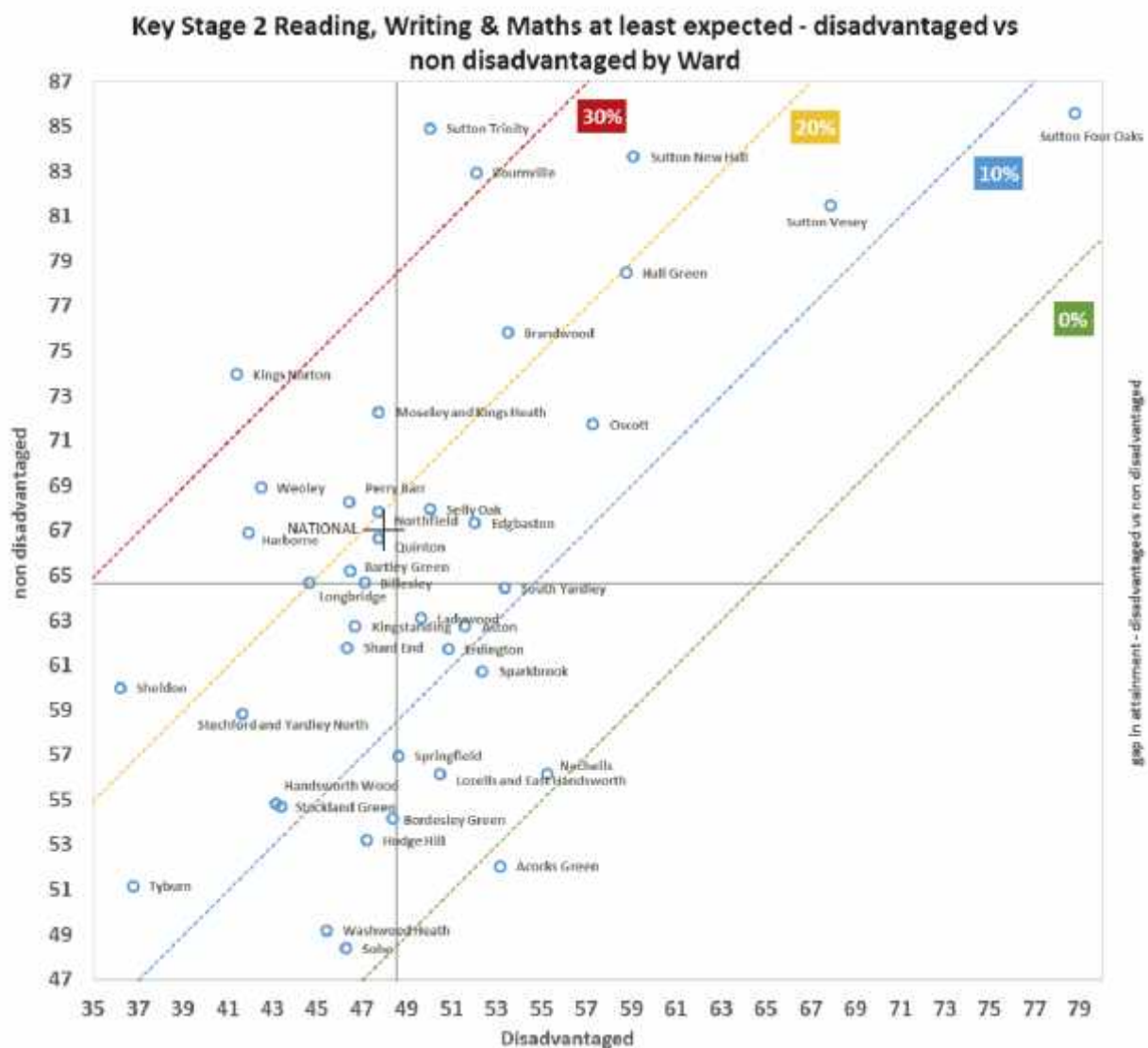
Disadvantaged vs Non Disadvantaged Attainment by Ward

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:

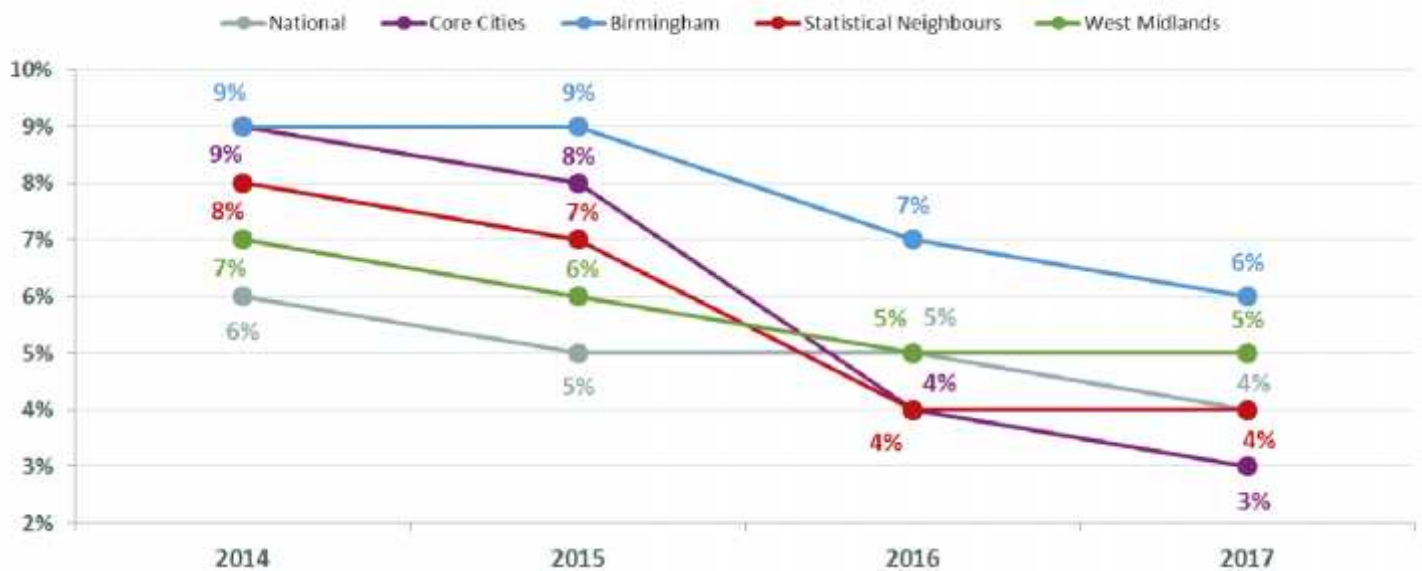
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676406/Primary_school_accountability_technical_guidance_January_2018_update.pdf

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.

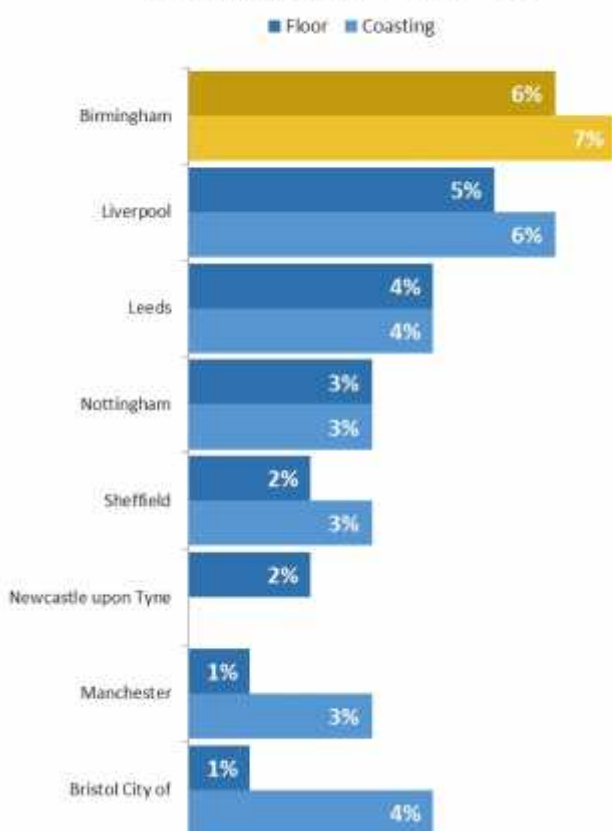
The proportion of schools that are defined as coasting has remained the same for all groups with the exception of National which has increased by 1 ppts.

Proportion of schools under the floor standard for key stage 2 in Birmingham, LA groups and National

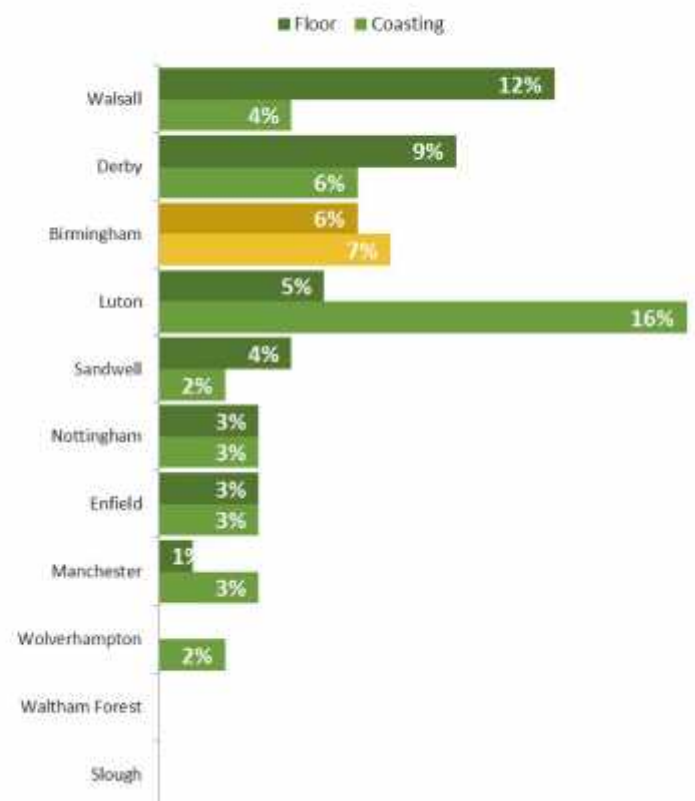


The charts below detail the percentage of schools assessed as below floor standard and those deemed to be coasting for Core Cities and Statistical Neighbours. Nationally the percentage of coasting schools is 4%.

Proportion of schools in Core Cities under the key stage 2 floor standard and those 'Coasting' - 2017



Proportion of schools in Birmingham and its Statistical Neighbours under the key stage 2 floor standard and those 'Coasting' - 2017

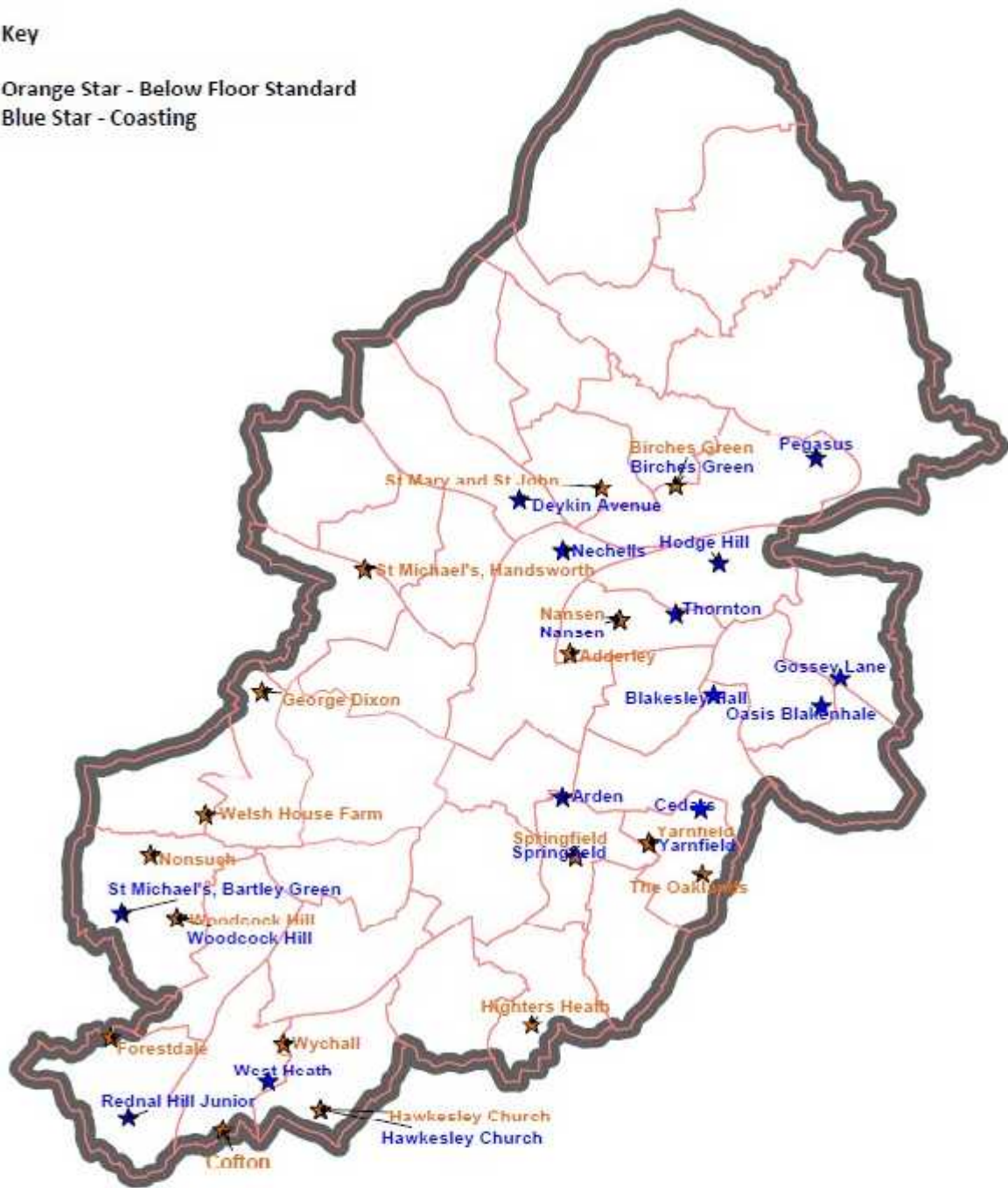


Geography - Primary Floor and Coasting Schools

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



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.

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.

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

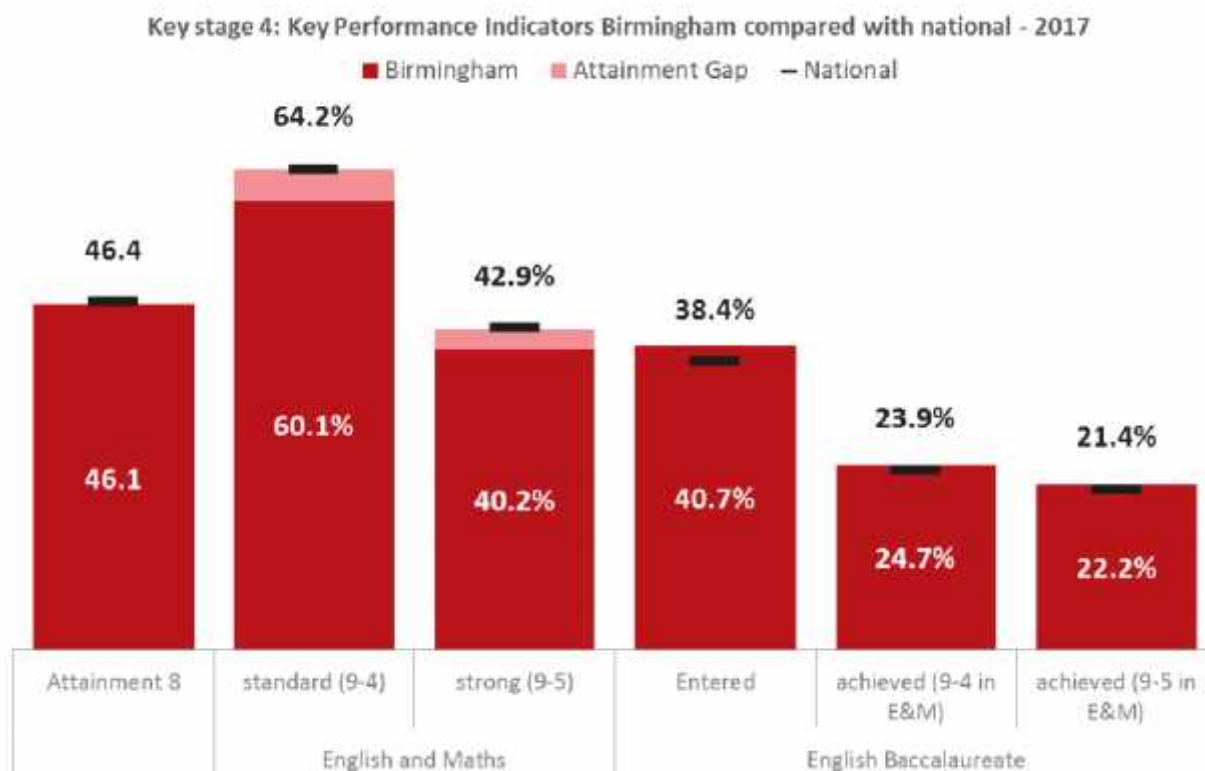
Attainment 8 scores in 2017 are not comparable with previous years as they have been calculated using a different point score equivalents. This is necessary due to the phasing out of the A*-E which started in 2017 with English and Maths. 2018 will see the other English Baccalaureate subjects (Science,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

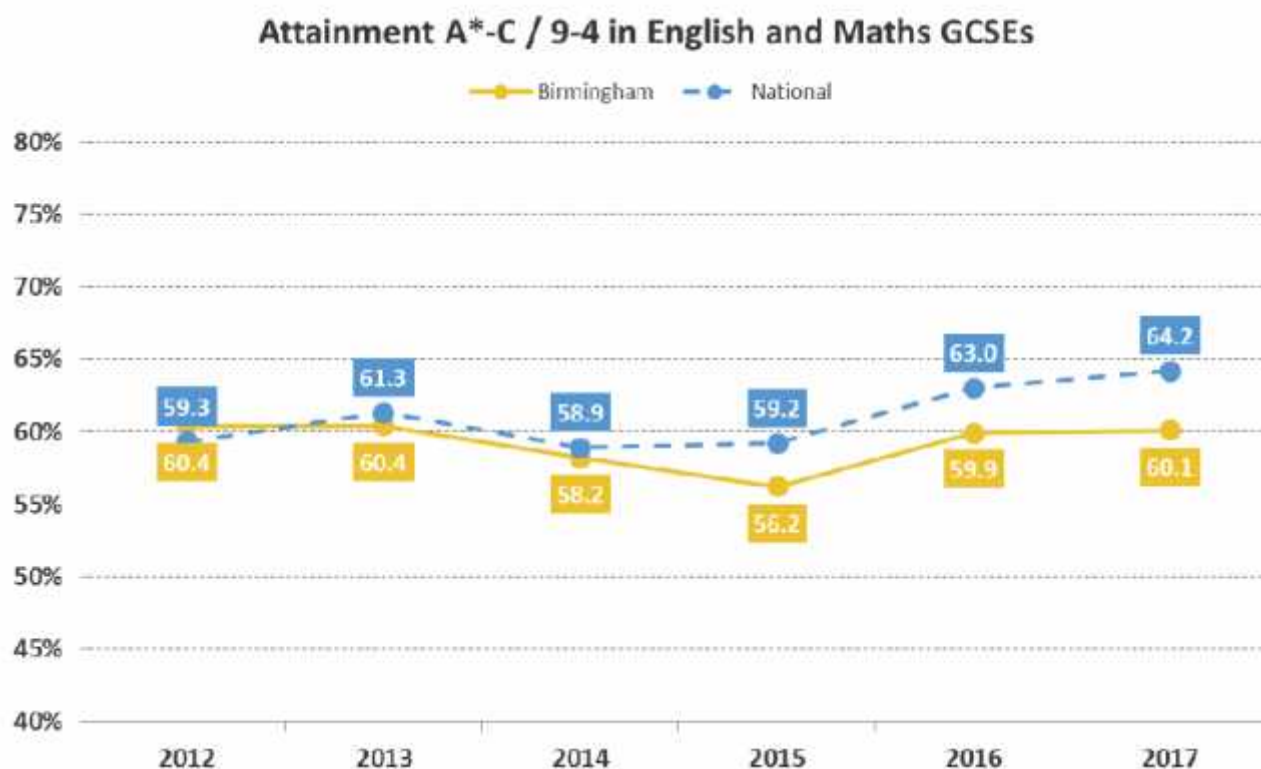
Birmingham's overall Progress 8 average score in 2017 is once again above national average.

Birmingham Progress 8 Performance for 2017, **-0.01**

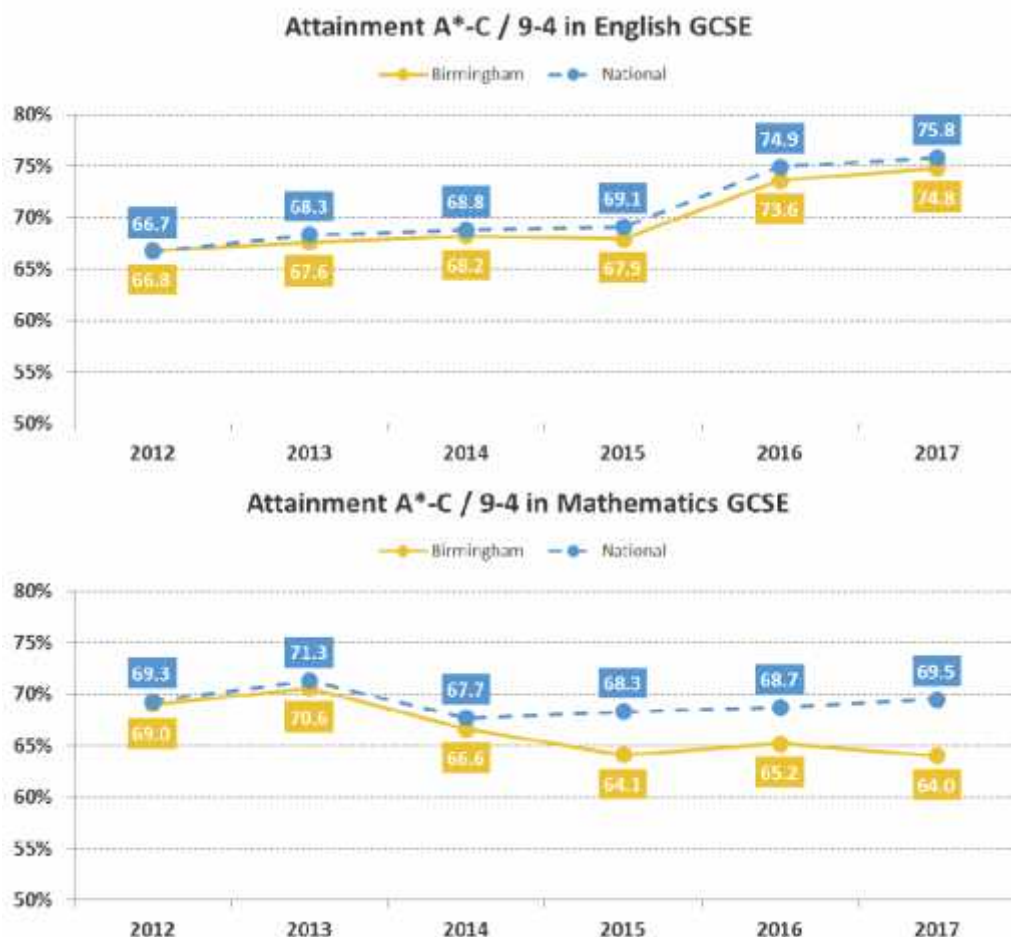
Compared to **-0.03** national average (state funded only)

Subject performance compared with previous years

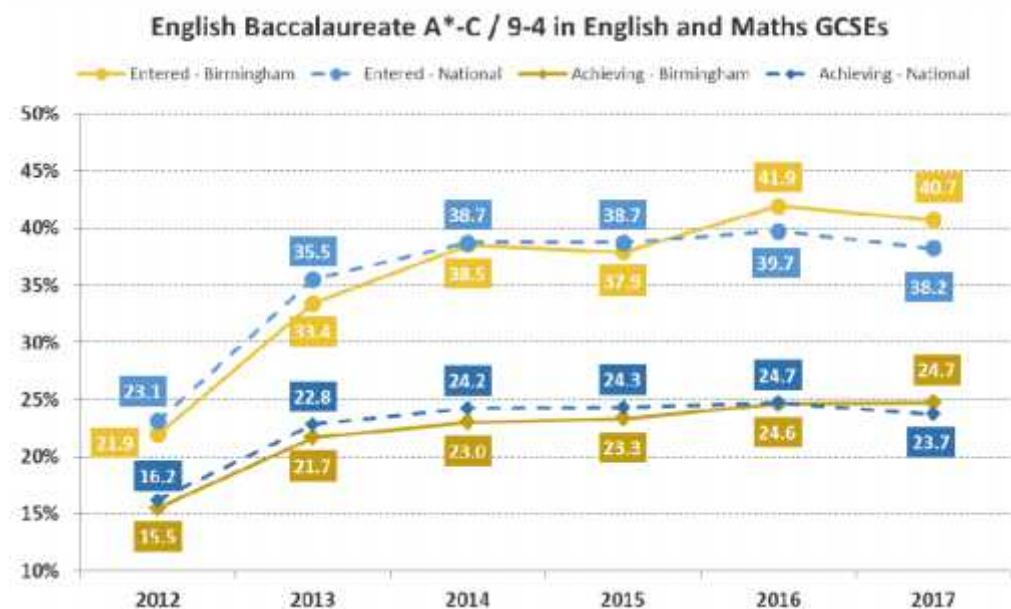
To provide for some continuity in attainment we have compared the standard pass (9-4) rate with the previous year's A*-C pass rate. It should be noted however that this is not an exact comparison.



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.

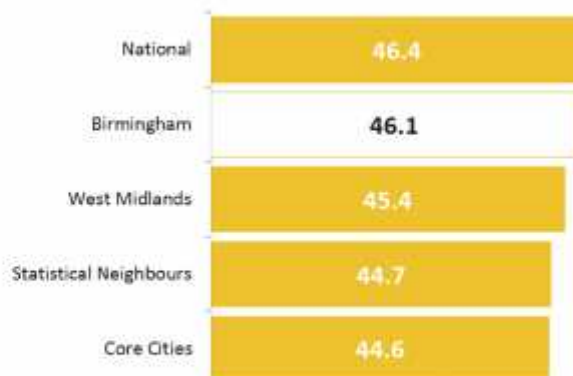
National Comparisons

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.

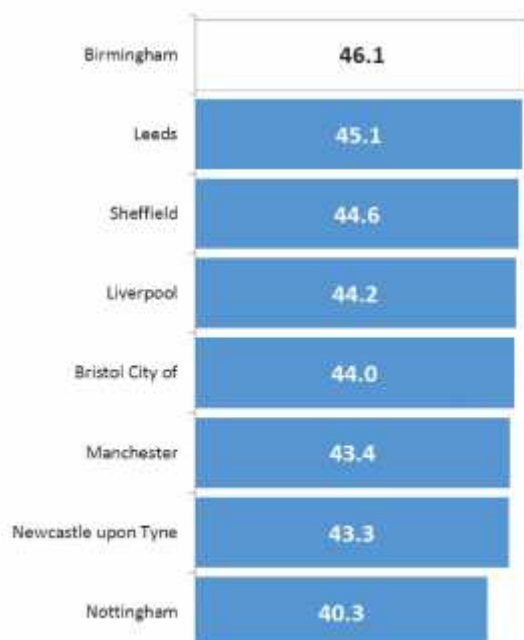
English and Maths attainment is higher in Birmingham than the averages for Core Cities, Statistical Neighbours and the West Midlands groups.

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

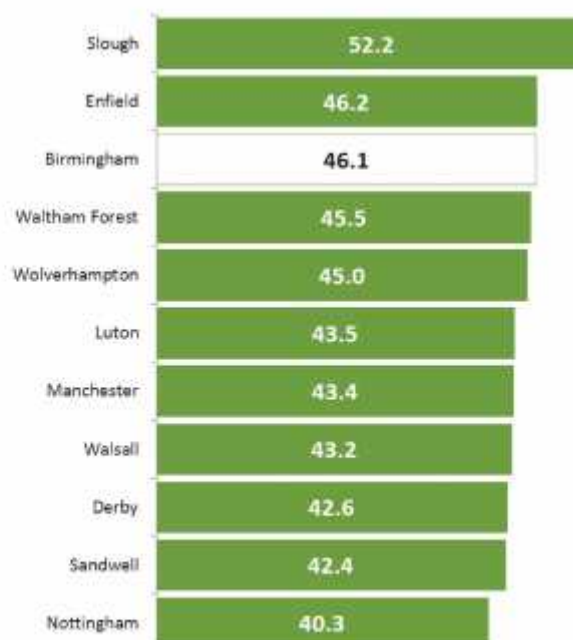
Attainment 8 average for Birmingham against other LA groups and National - 2017



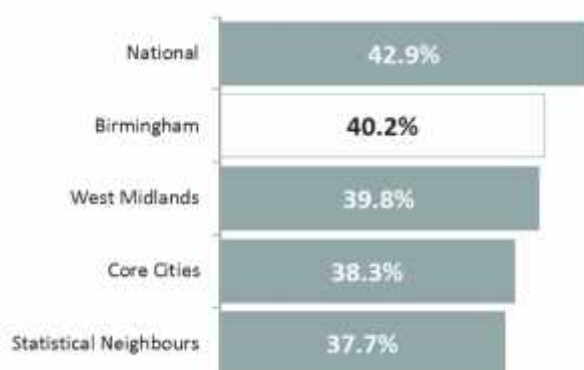
Attainment 8 averages for core cities - 2017



Attainment 8 averages for statistical neighbours - 2017



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

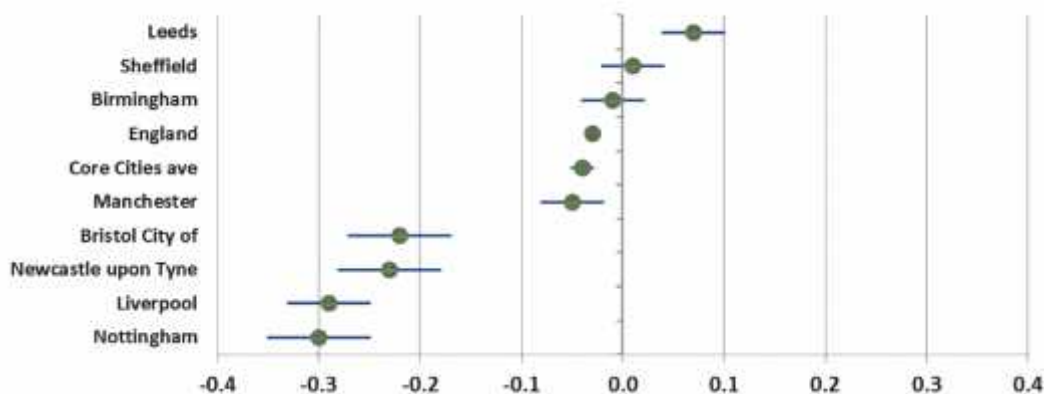


Achieving English Baccalaureate with strong passes (9-5) in English & Maths for Birmingham against other LA groups and National - 2017



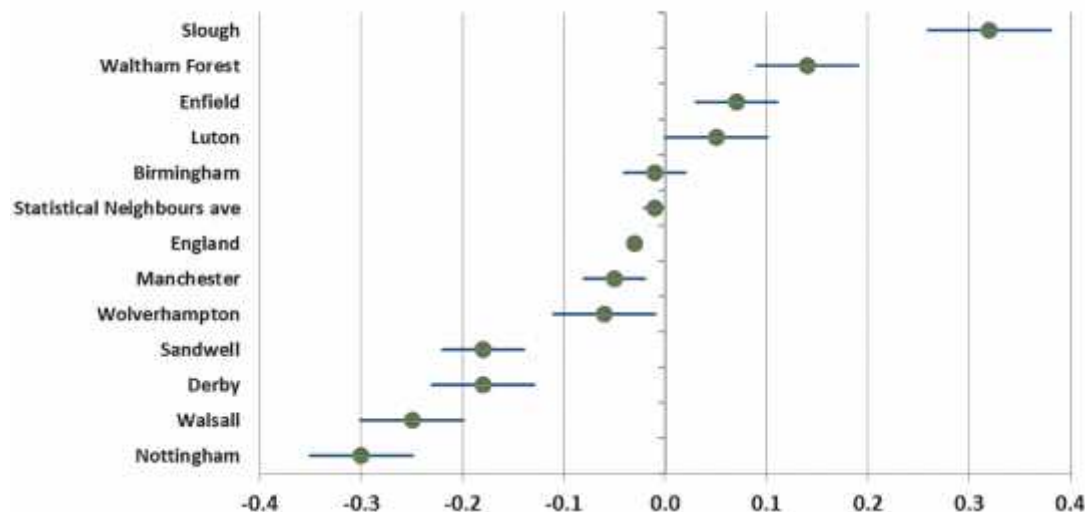
The graphs below compare Birmingham's Progress 8 to Core Cities, Statistical Neighbours and West Midland averages. The blue horizontal lines represent confidence intervals, generally speaking the longer the line the smaller the number of children in the LA.

Progress 8 for Birmingham and Core cities - 2017



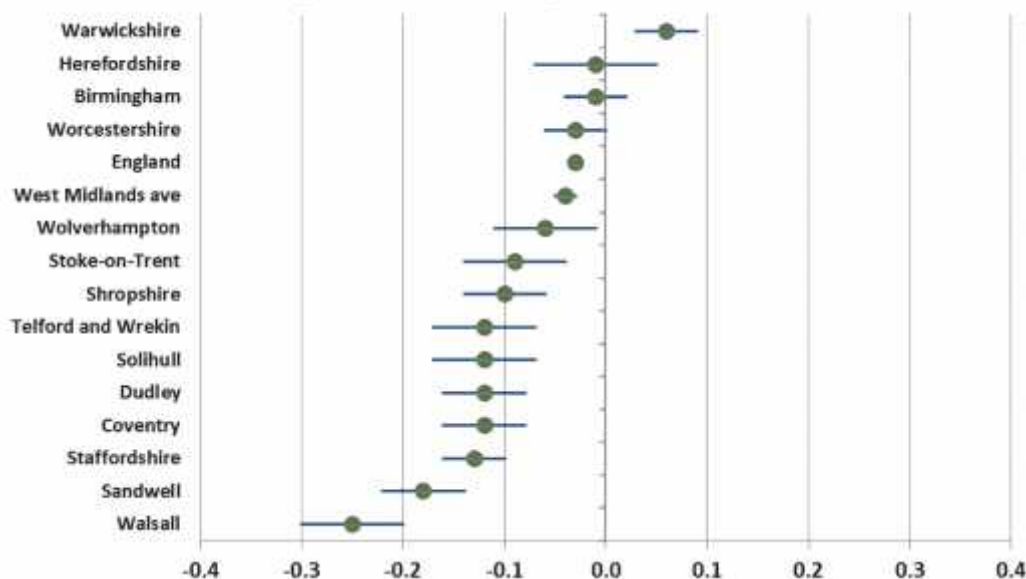
Birmingham is above the overall Core Cities average and ranks 3rd in relation to the other LAs in the group.

Progress 8 for Birmingham and Statistical Neighbours - 2017



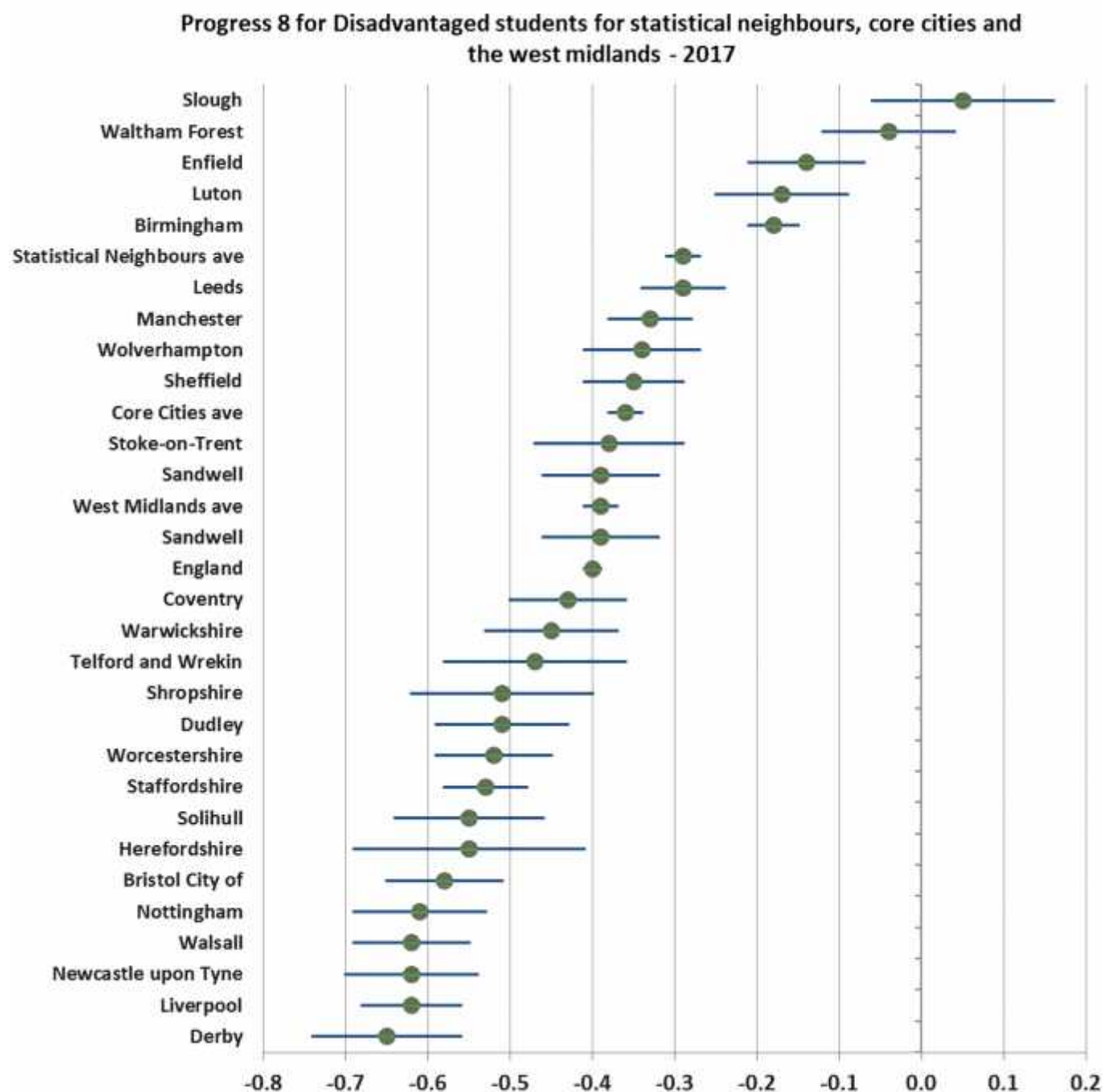
Birmingham is above the overall Statistical Neighbour average and ranks 4th in relation to the other LAs in the group.

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.

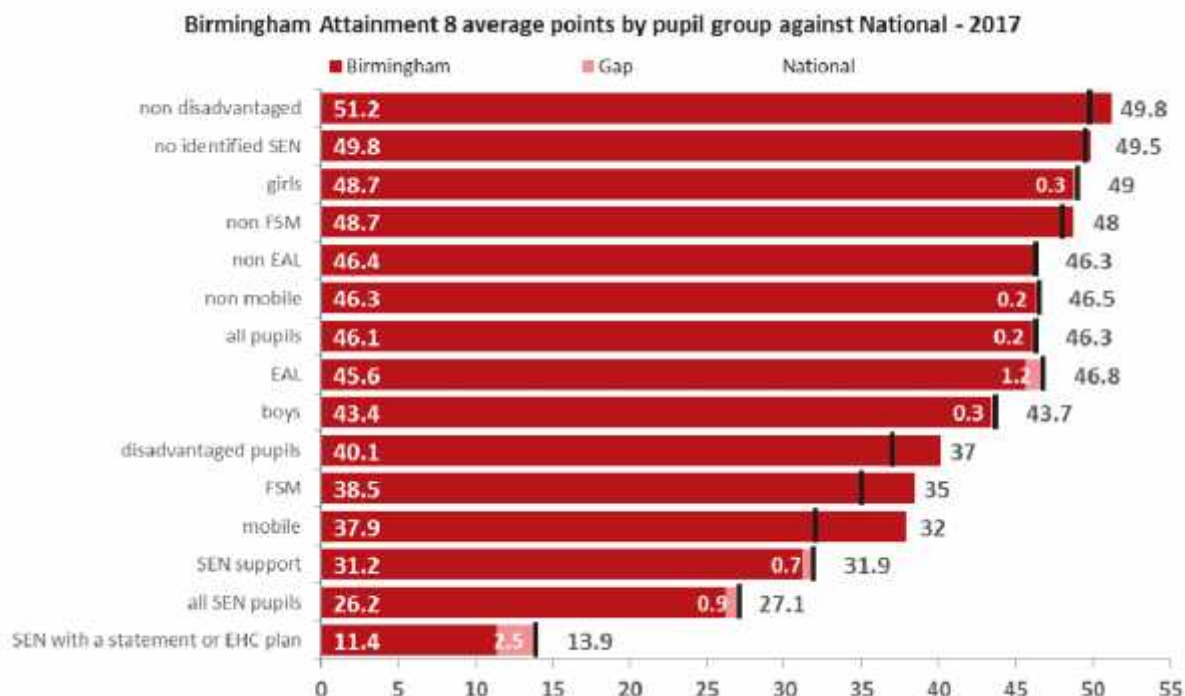
The Progress 8 average for Disadvantaged children in Birmingham compares favourably with other LAs in Core Cities, Statistical Neighbours and the West Midlands. While 5th overall, Birmingham ranks higher than any other LA within the West Midlands or Core Cities.



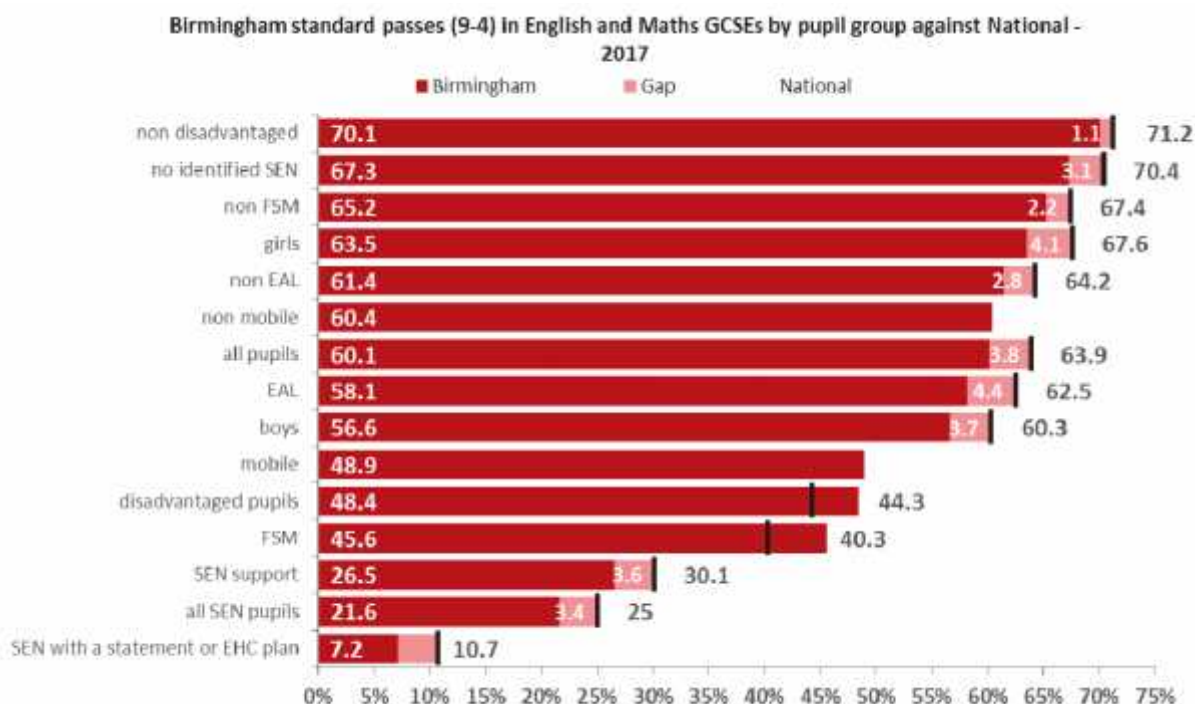
Pupil Characteristics

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.

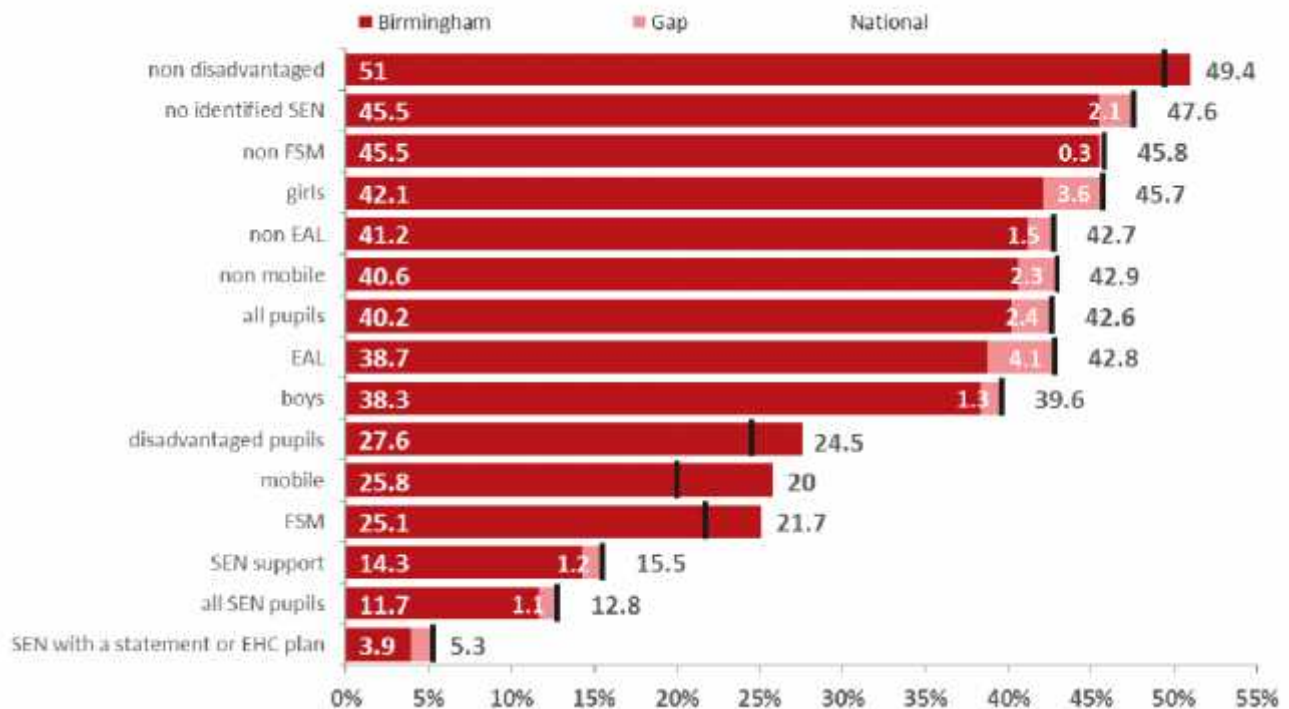


In terms of Attainment 8 performance, nearly every cohort in Birmingham outperformed their national equivalents, with the exception EAL, and SEN.



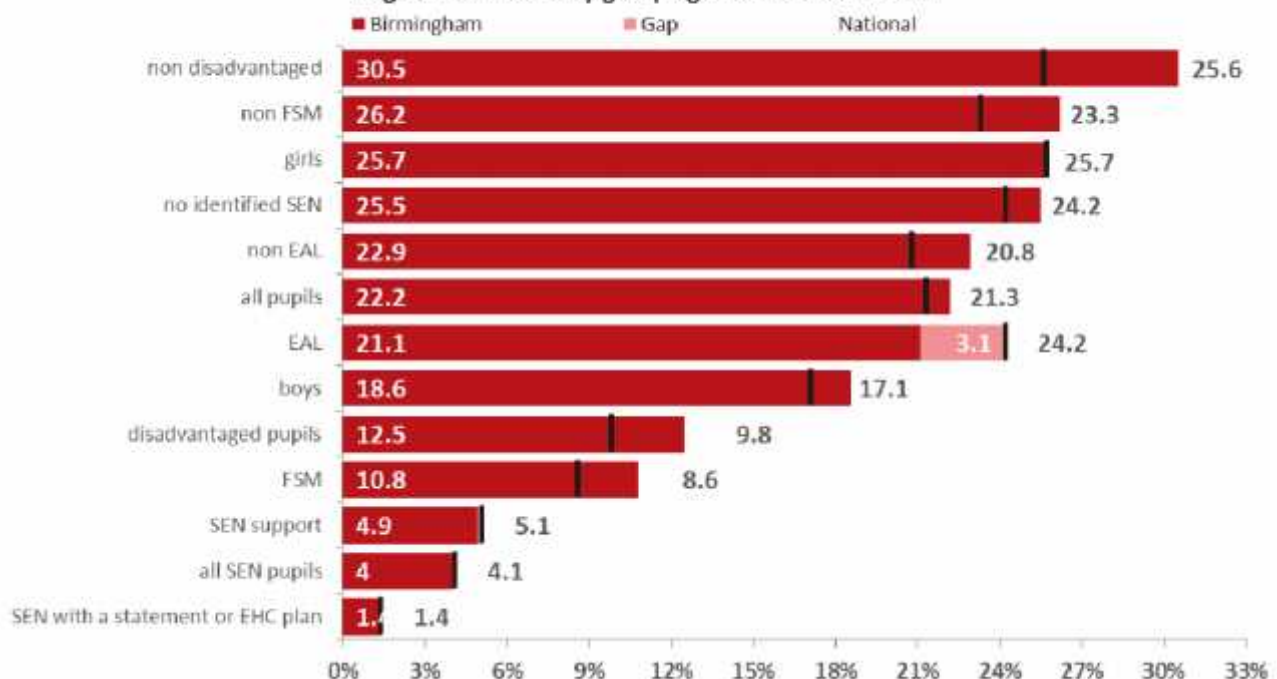
In English and Maths (9-4) both girls and boys were below their National equivalents. Disadvantaged and FSM pupils did well, outperforming their groups National average by 4ppt and 5ppt respectively.

Birmingham strong passes (9-5) in English and Maths GCSEs by pupil group against National - 2017



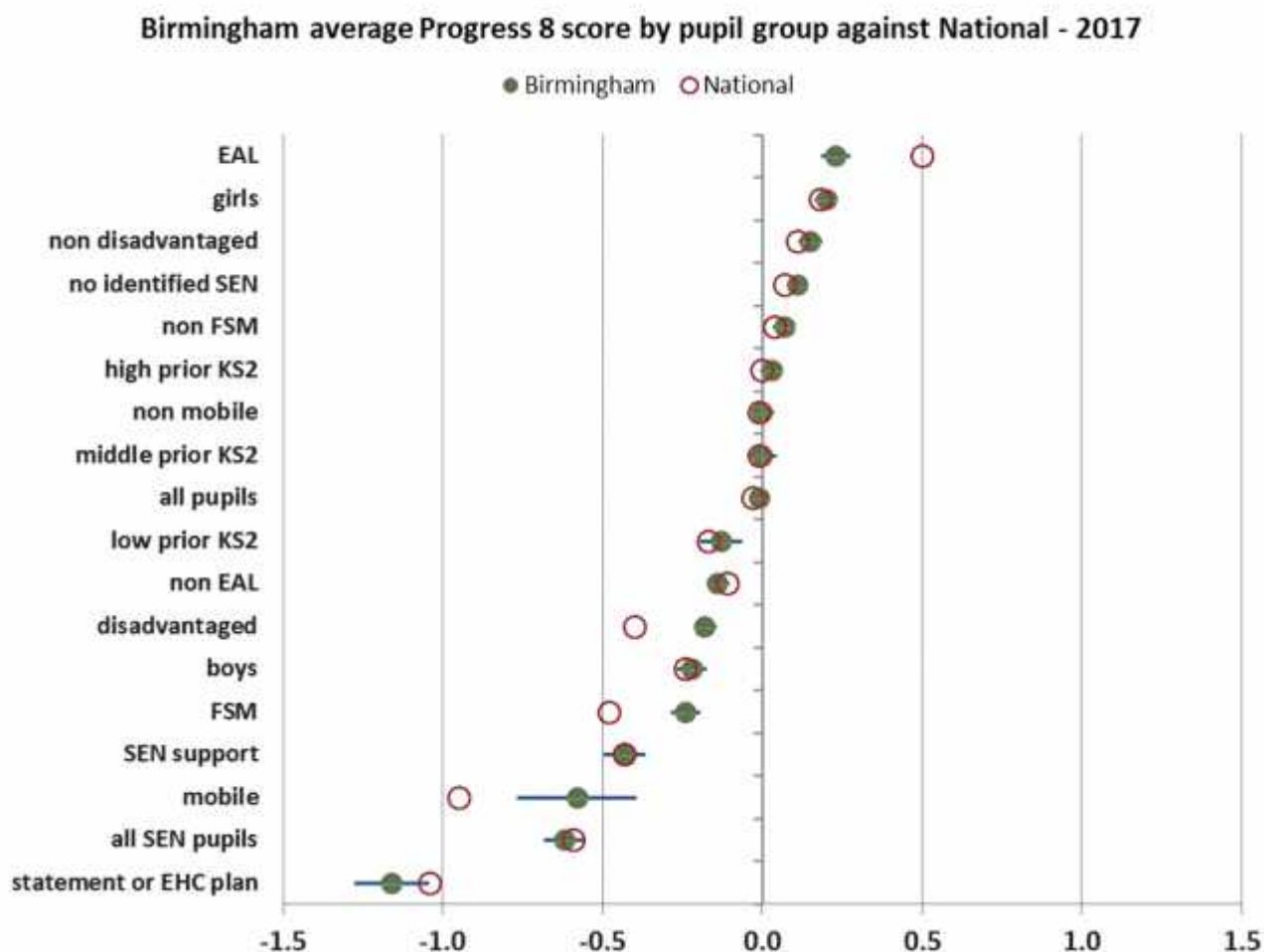
In English and Maths 9-5 girls and boys continue to trail their National groups, however the attainment gap narrows significantly from 9-5 for boys. In addition, Birmingham Disadvantaged, non-Disadvantaged and FSM, all outperform their National groups.

Birmingham students achieving the English Baccalaureate with strong passes (9-5) in English and Maths by group against National - 2017



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



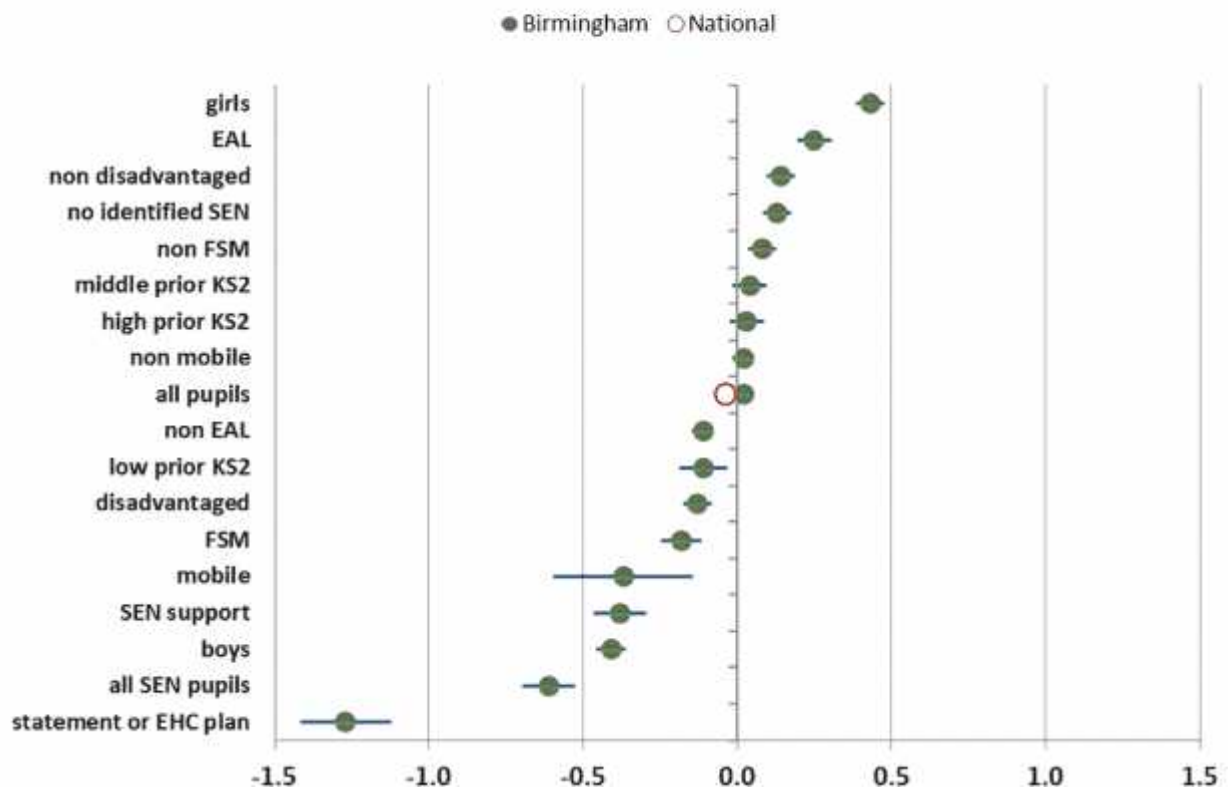
In 2017 the Progress 8 average for pupil groups in Birmingham closely follows that of their National equivalents. However, although EAL pupils make the most progress when compared to the other groups, they are still behind the average for other EAL pupils Nationally. Disadvantaged, FSM and Mobile pupils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

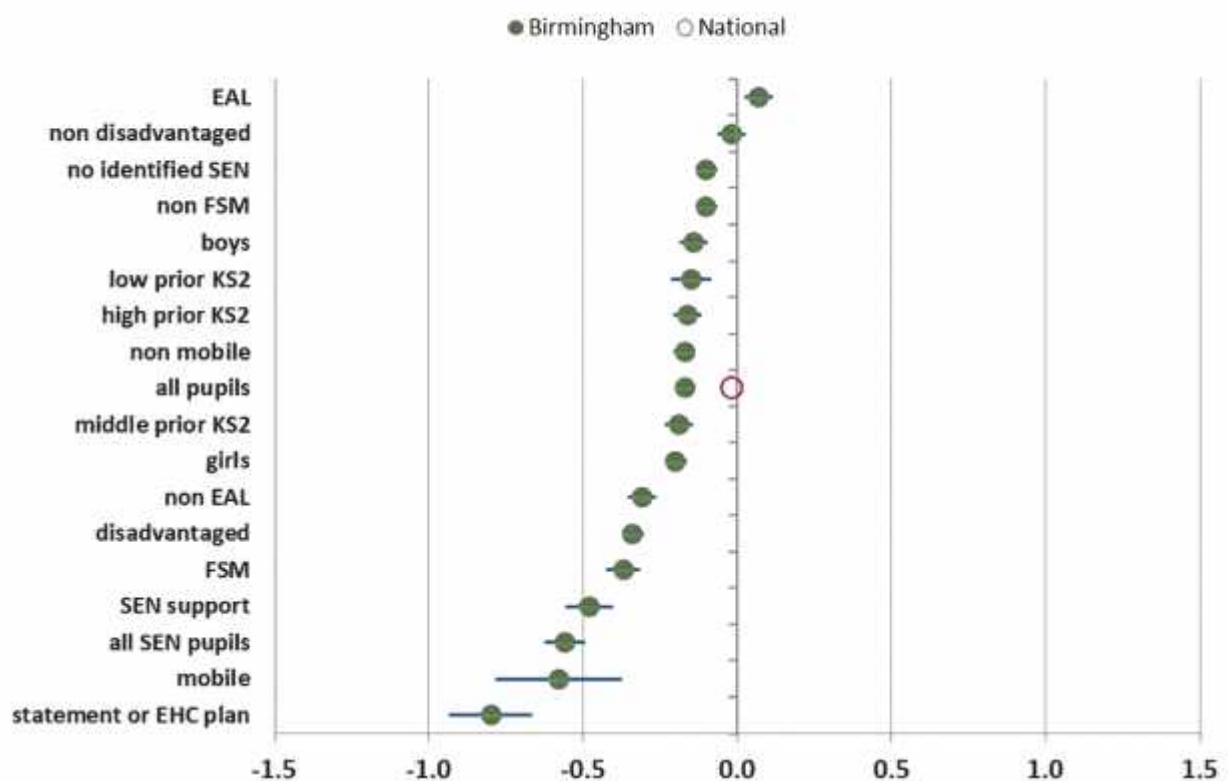
Overall the progress in English was above National at 0.02 compared to -0.04. In Maths however progress was behind, averaging -0.17 against -0.02 Nationally.

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



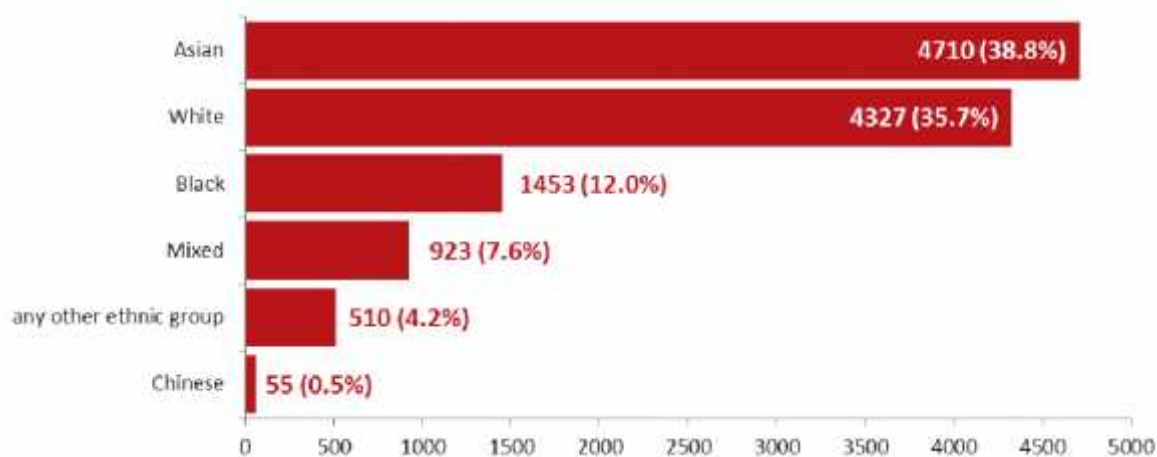
Birmingham average Maths Progress 8 score by pupil group against National - 2017



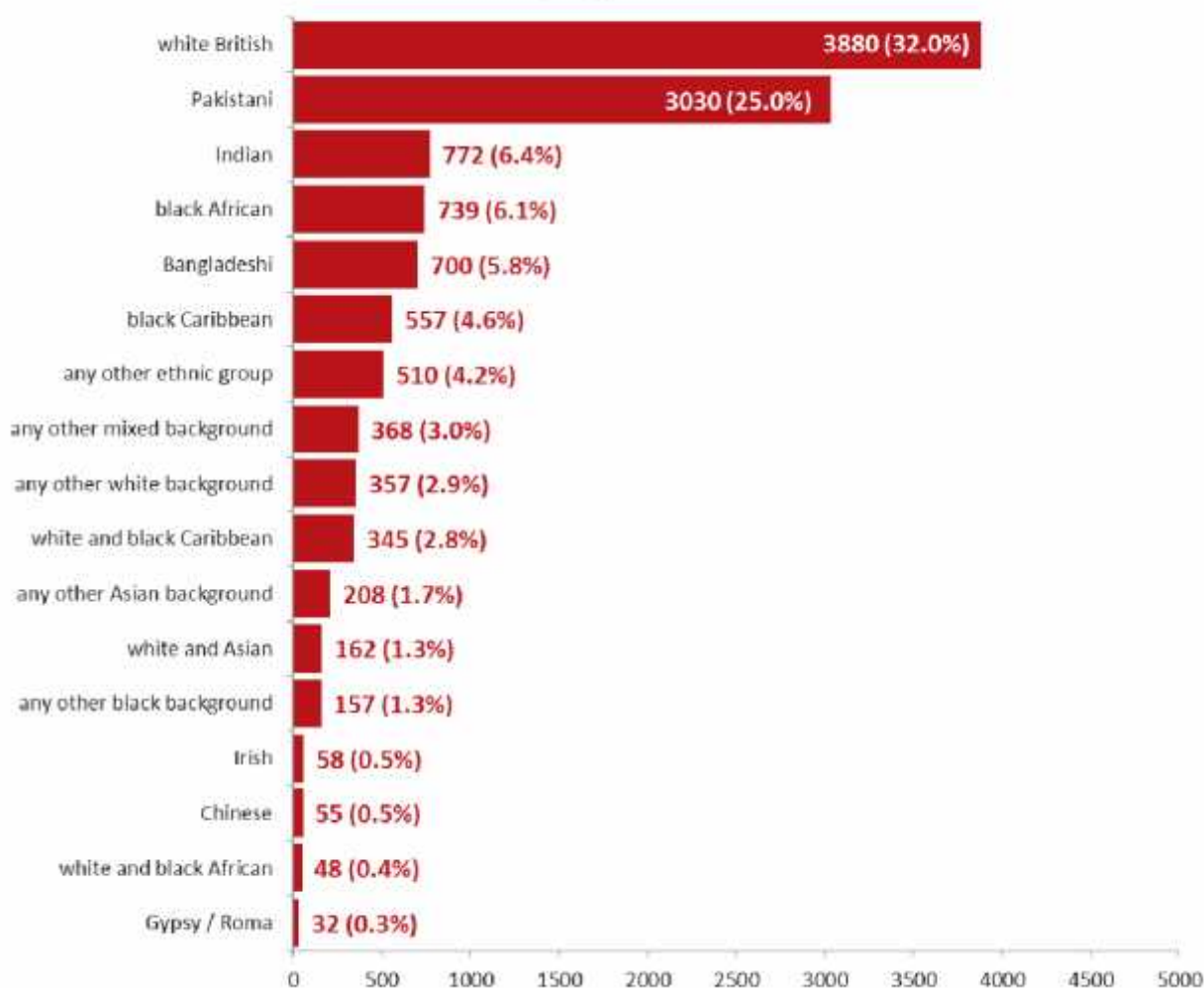
Ethnicity Profile – Key stage 4

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

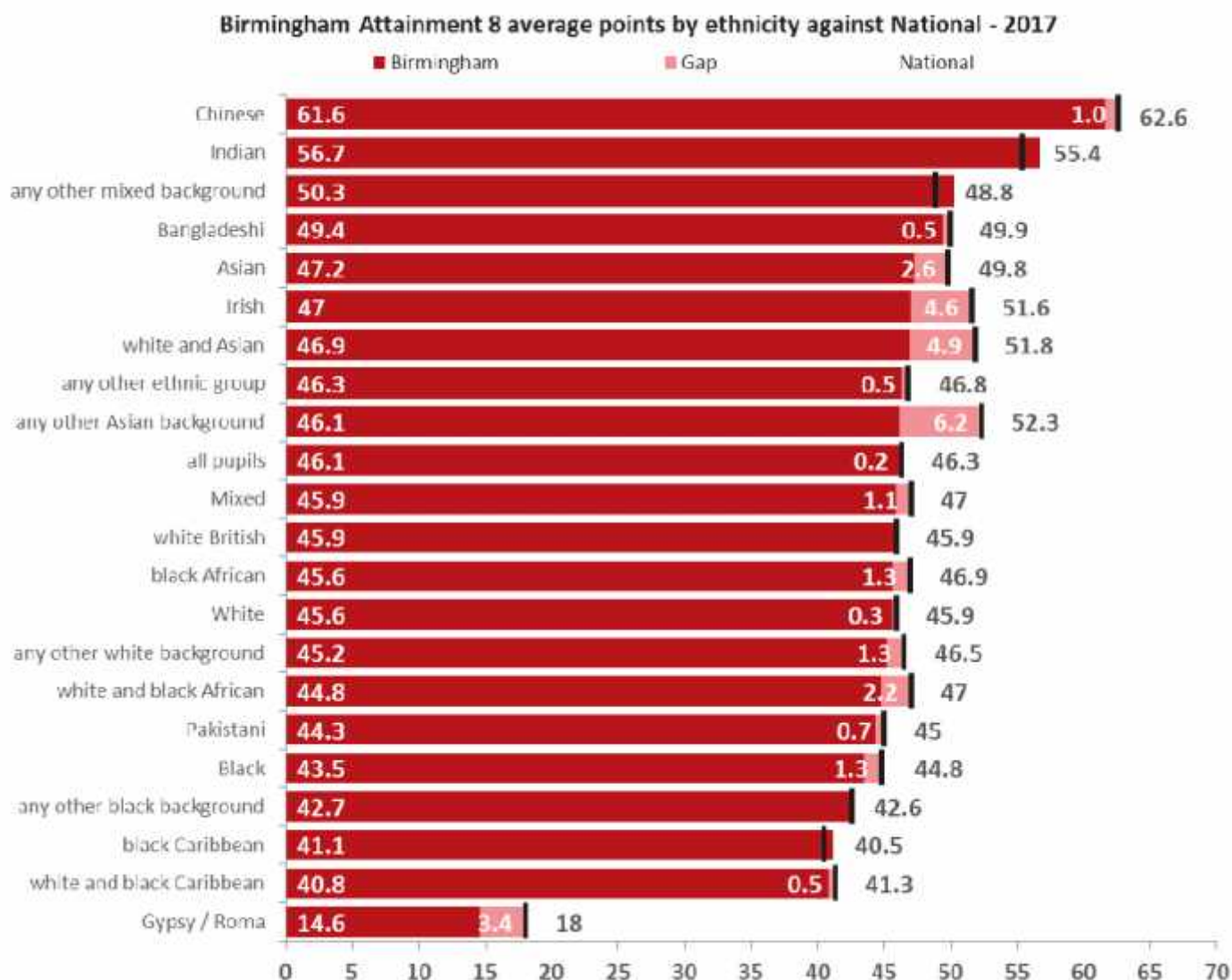


Number of eligible pupils for key stage 4 results in Birmingham by ethnicity (sub groups) - 2017



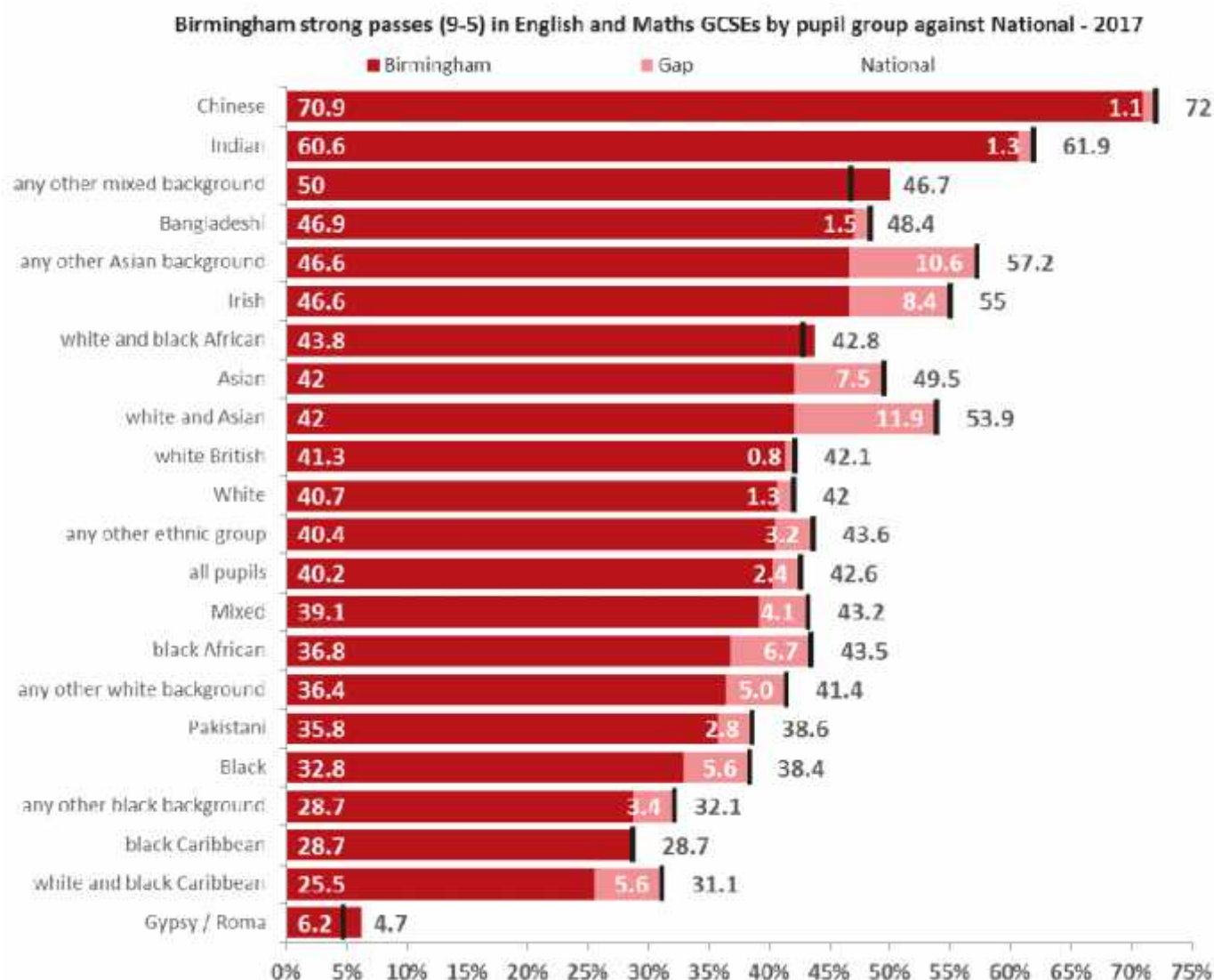
Attainment

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 '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.

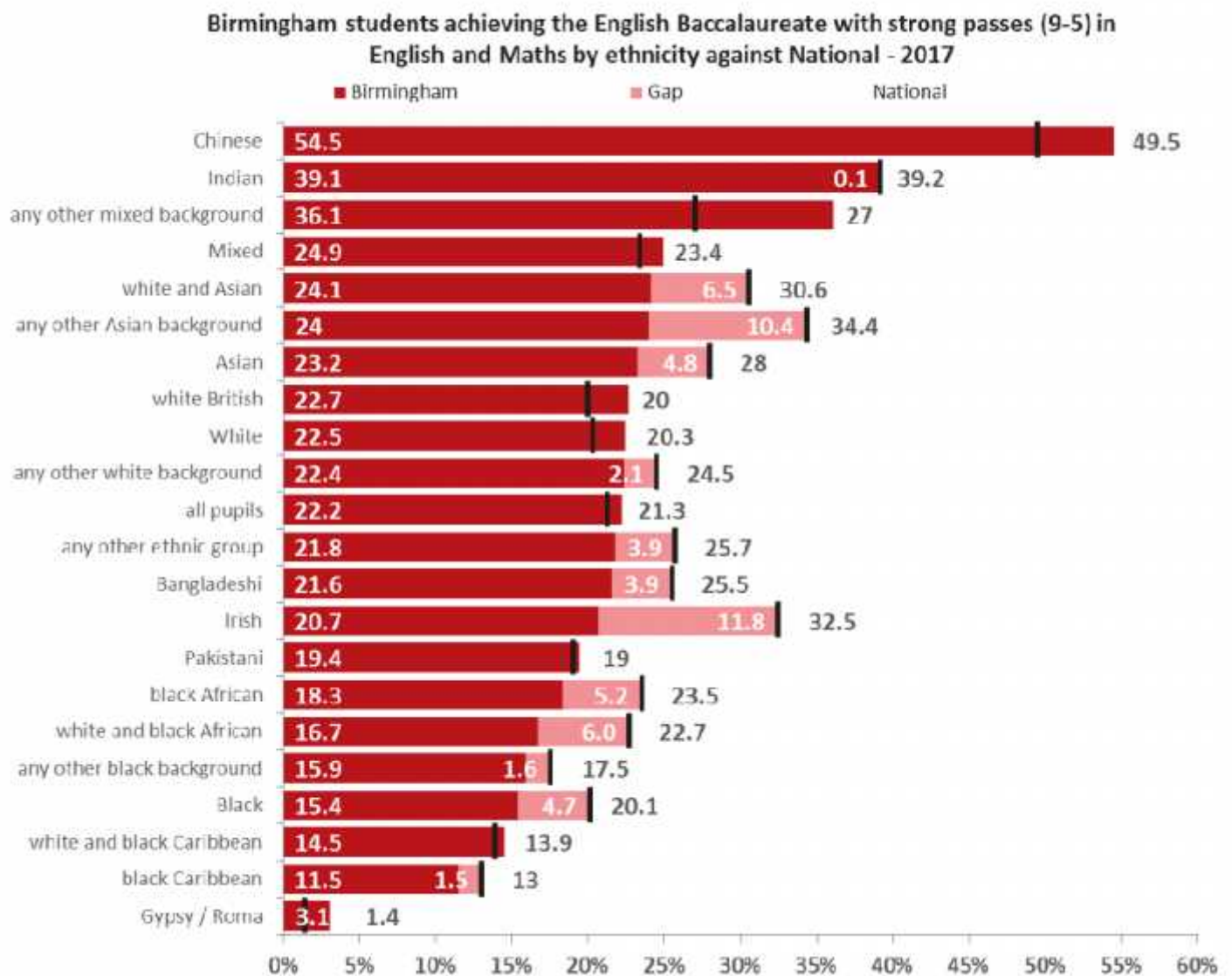


In English and Maths (9-5) the attainment across ethnic groups in Birmingham mainly falls behind that of the groups average Nationally.

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 5.2pts 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.

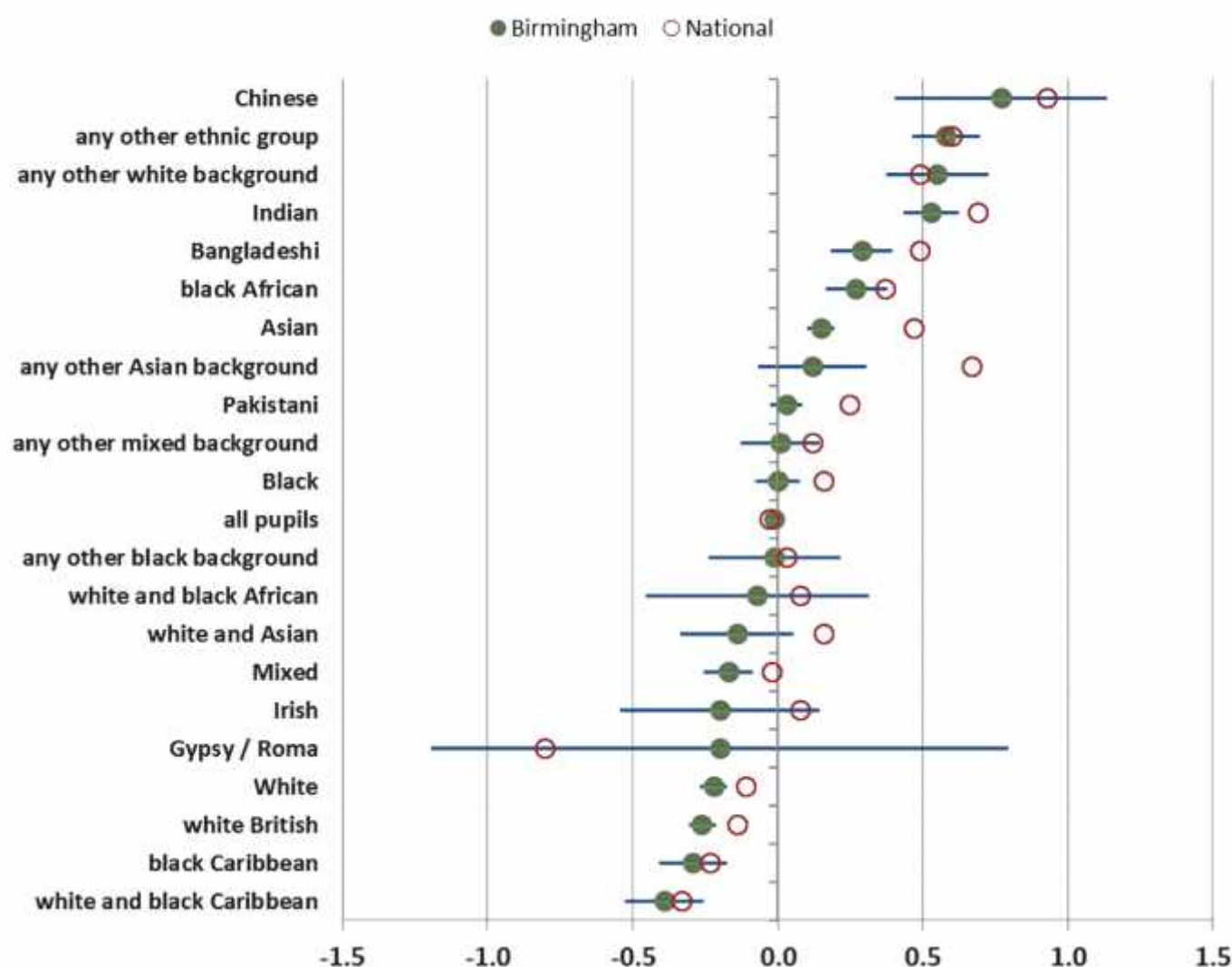
Overall Birmingham's Progress 8 average is above National and many ethnic groups exceed the National average. However when compared to their ethnicities National average some make statistically less progress – this is true for all the Asian sub groups – Indian, Bangladeshi, and Pakistani pupils.

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.

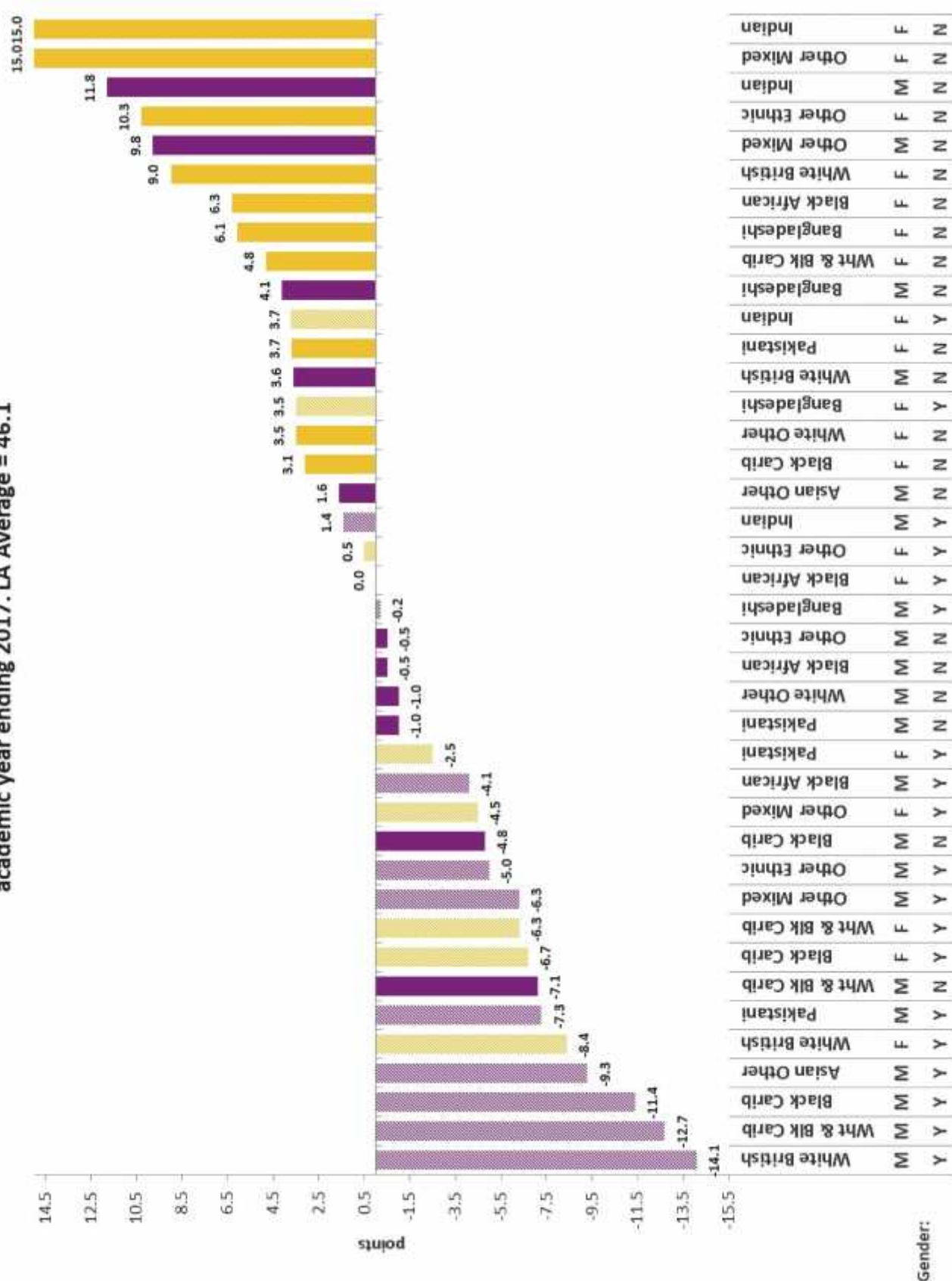
Birmingham average Progress 8 score by ethnicity against National - 2017



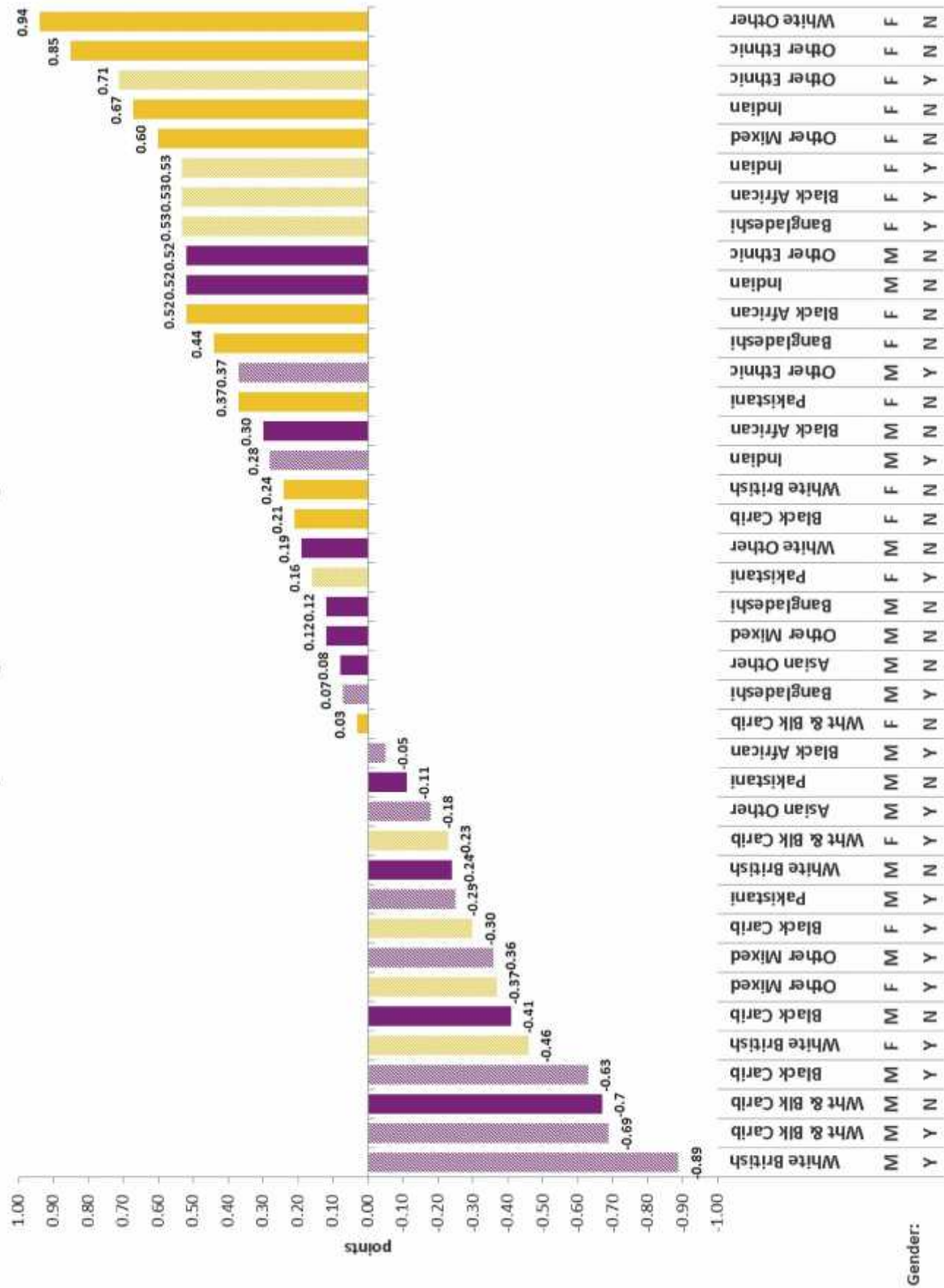
Ethnic group, gender and disadvantaged – differences to the LA average

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 Attainment 8 by Ethnic Group, Gender and Disadvantaged for academic year ending 2017. LA Average = 46.1



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



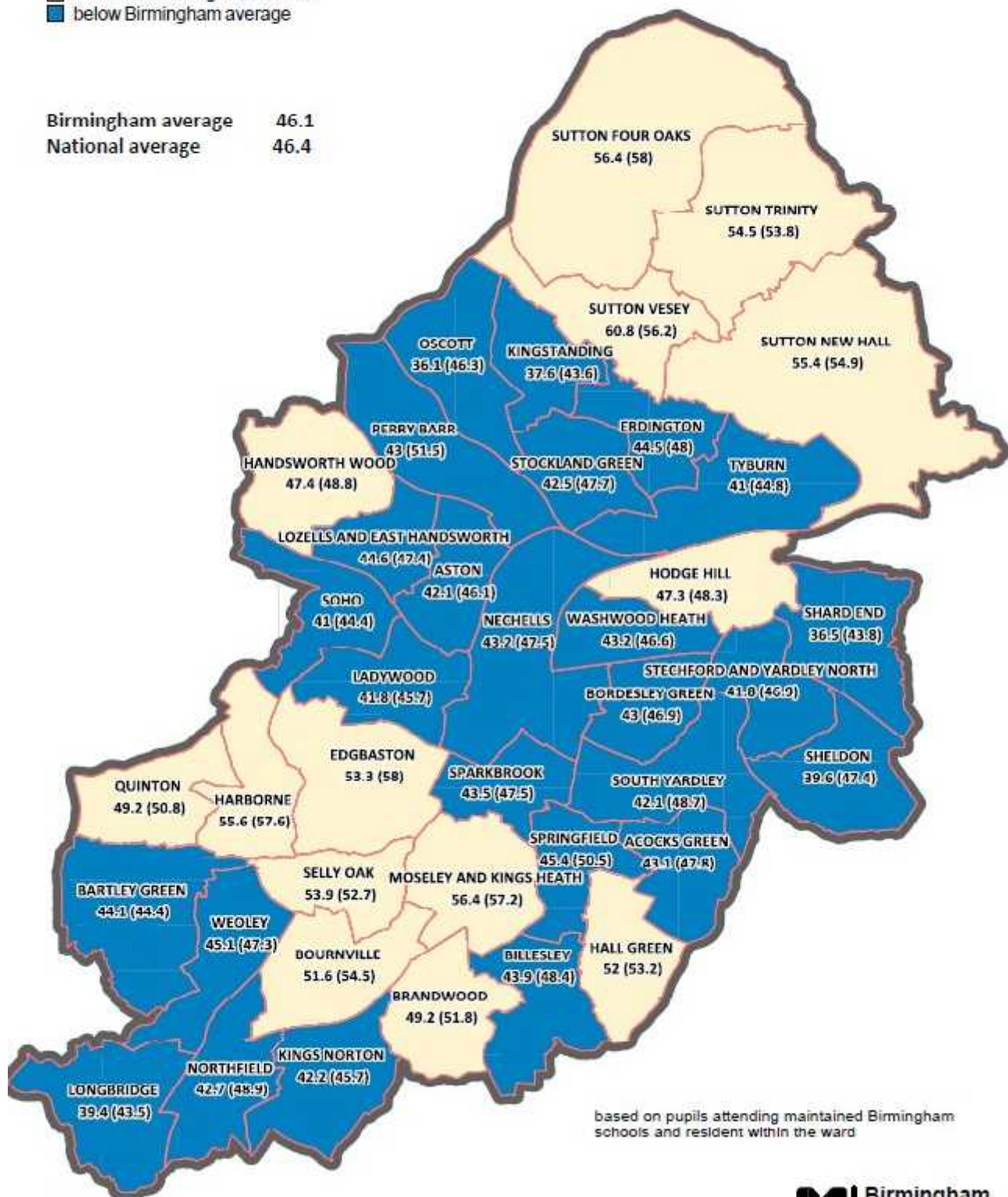
Ward geography – Attainment 8

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



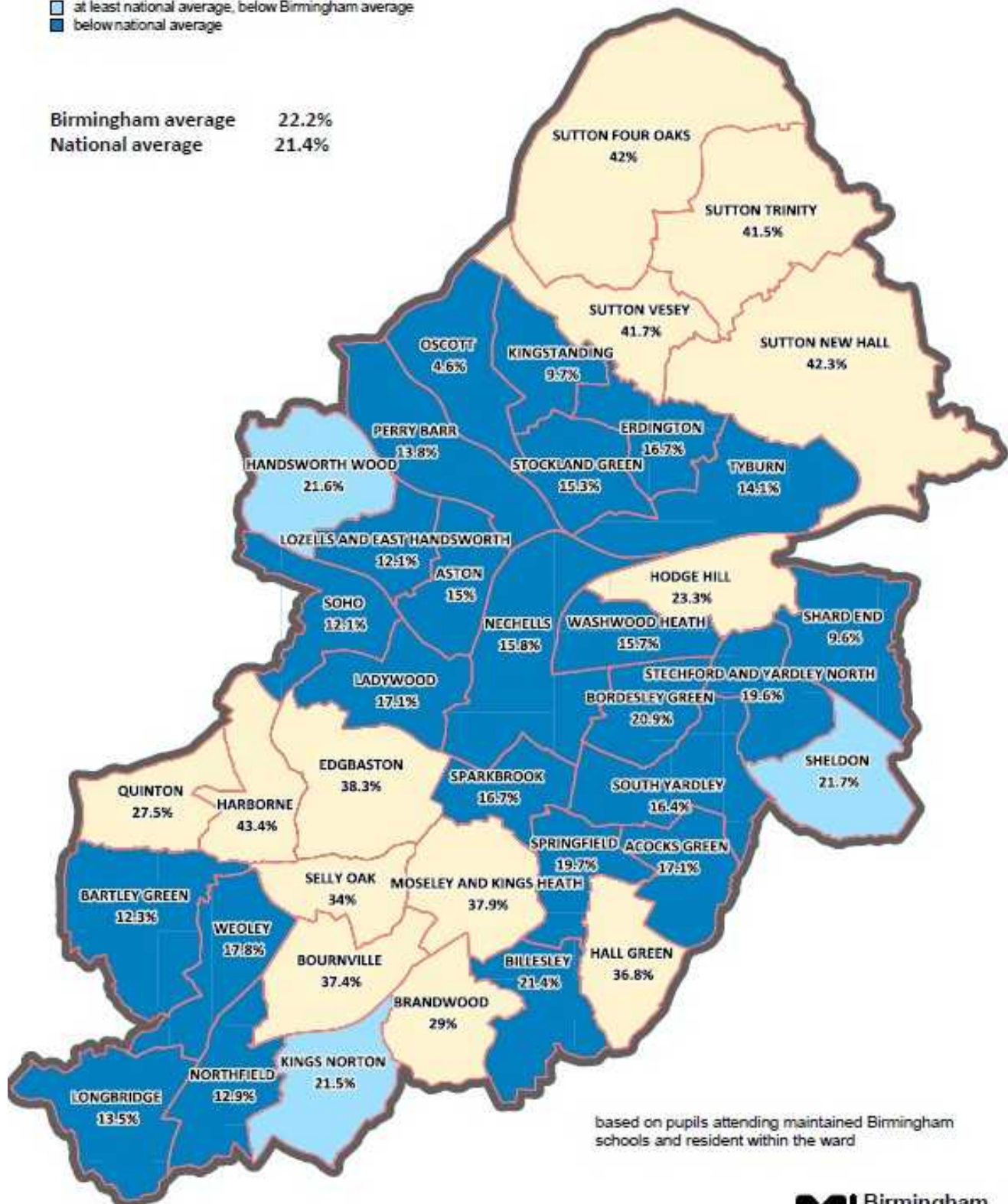
Ward geography – English Baccalaureate

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%



Ward geography – Progress 8

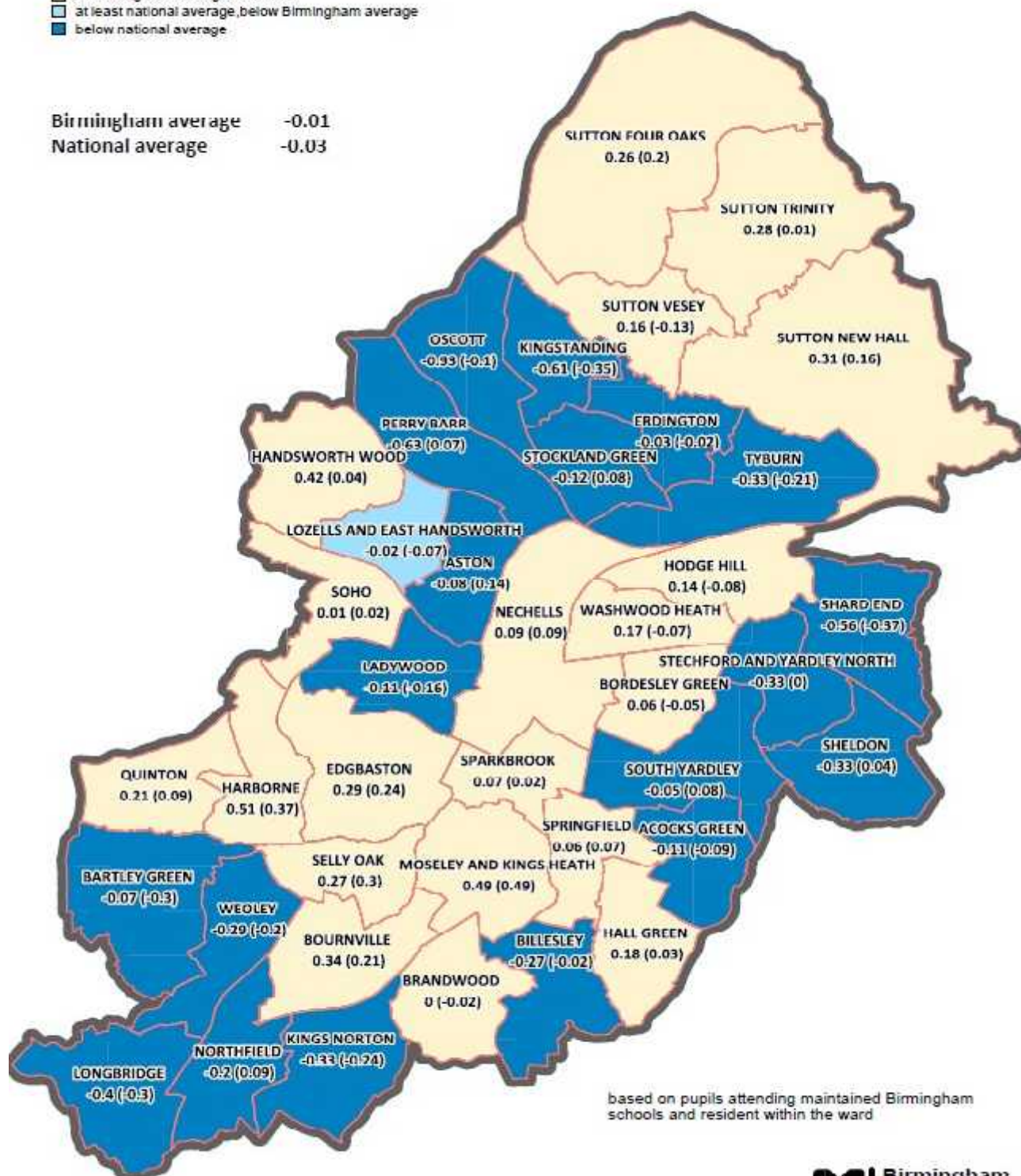
Key Stage 4: Progress 8 score for Birmingham pupils
2017 results with 2016 results shown in brackets

Key

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

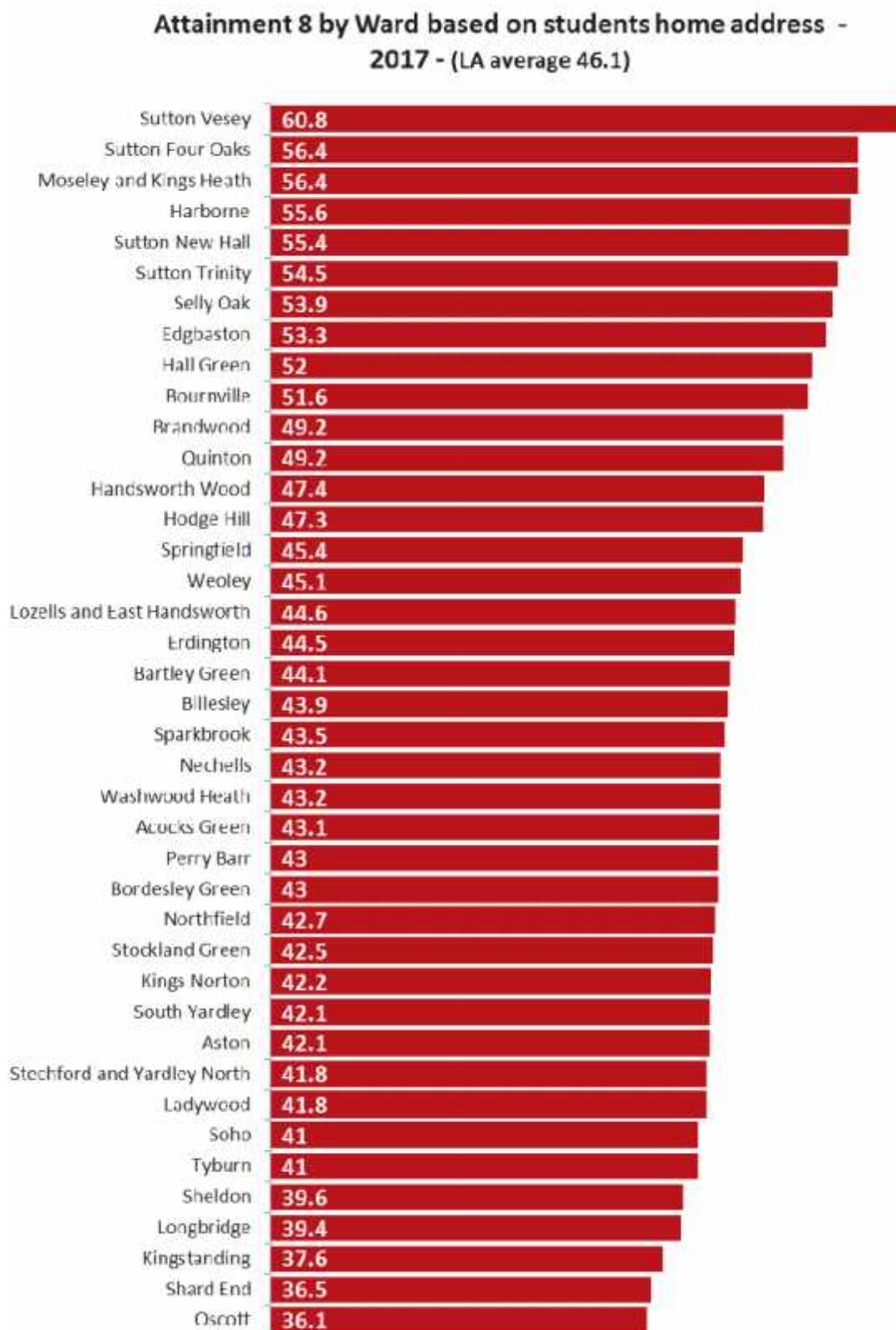
Birmingham average -0.01

National average -0.03



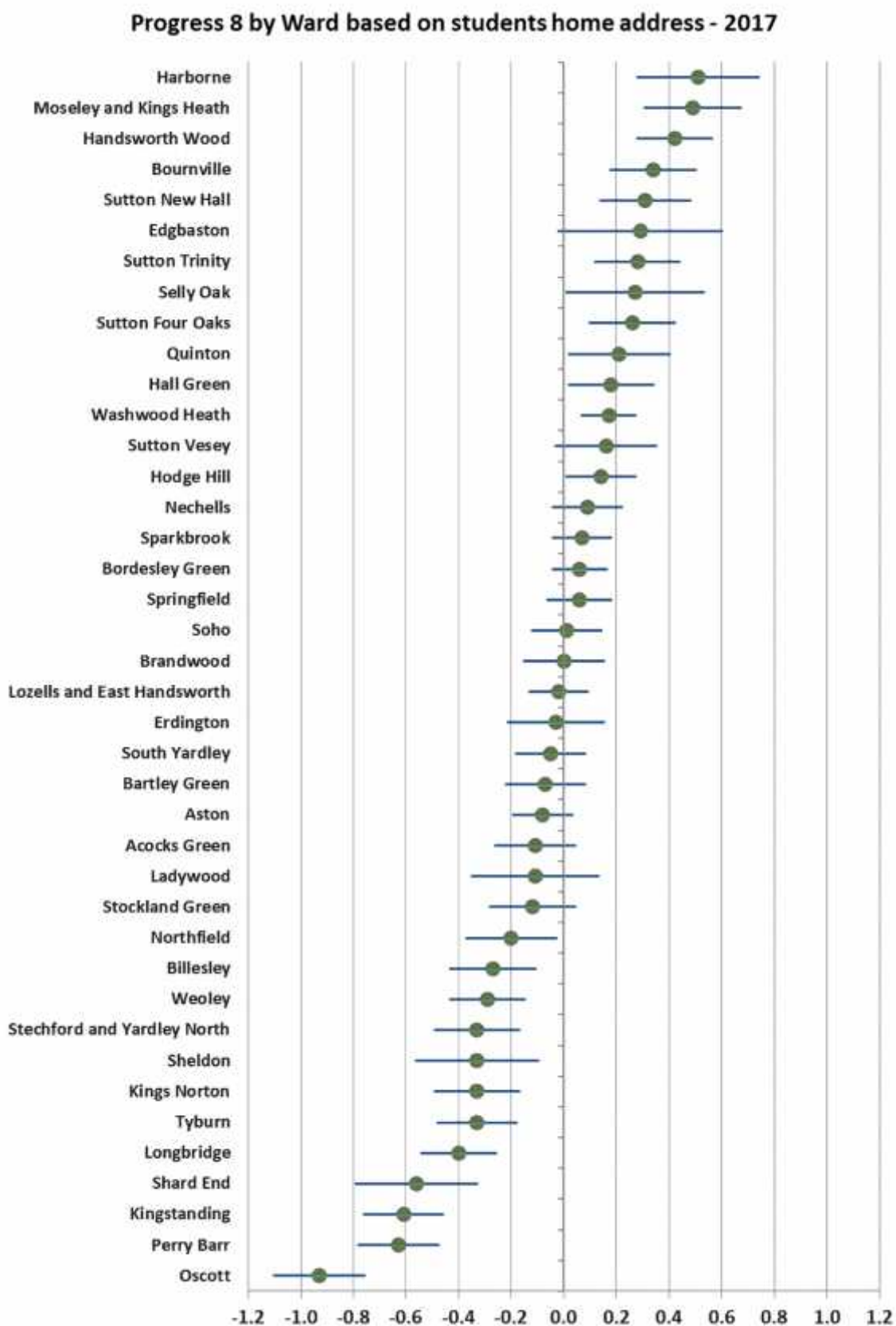
Attainment 8 by Ward

The chart below show Attainment 8 outcomes for pupils by Ward based on home postcode ranked in descending order of 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.

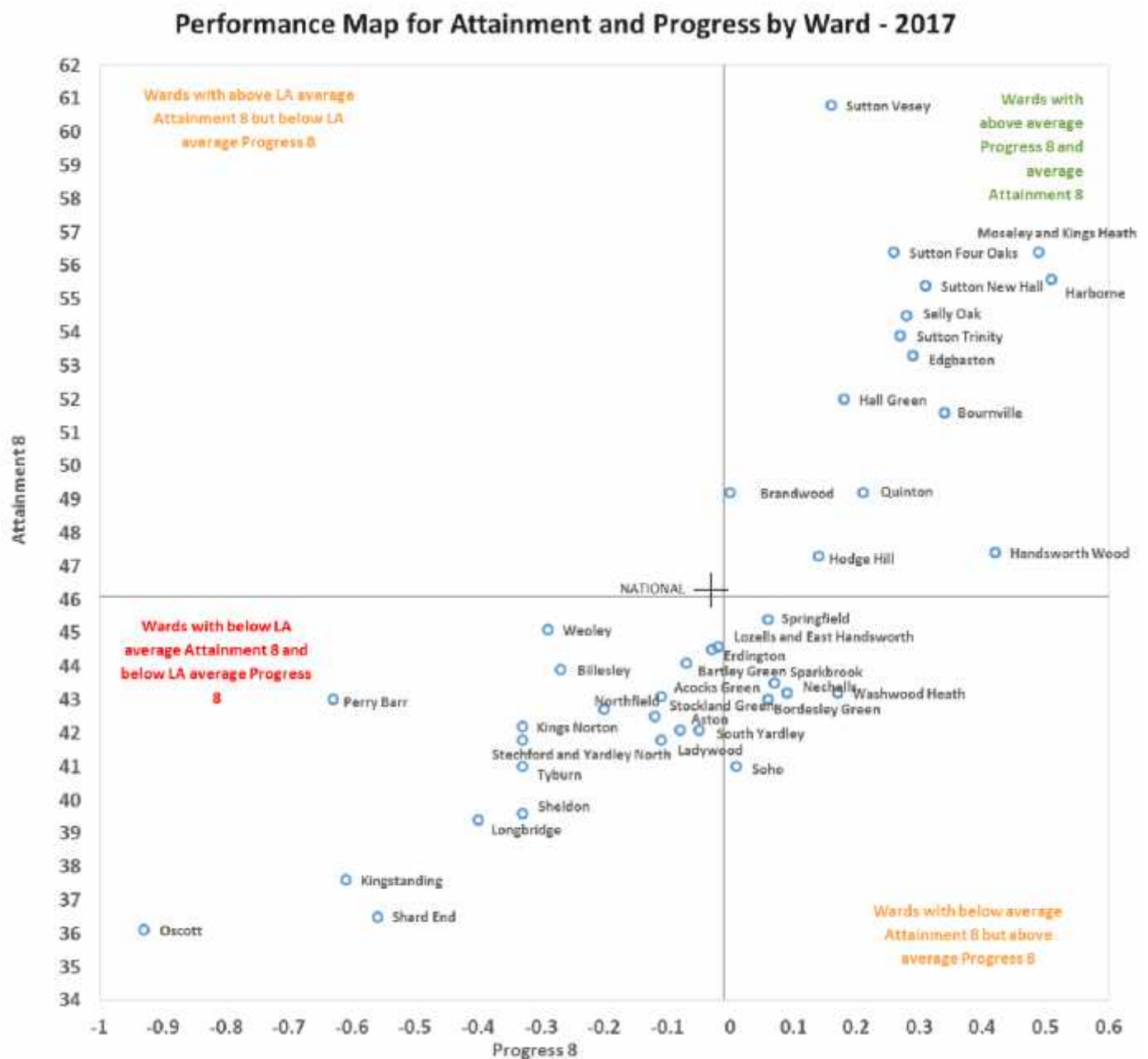


Attainment vs Progress 8 by Ward

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.

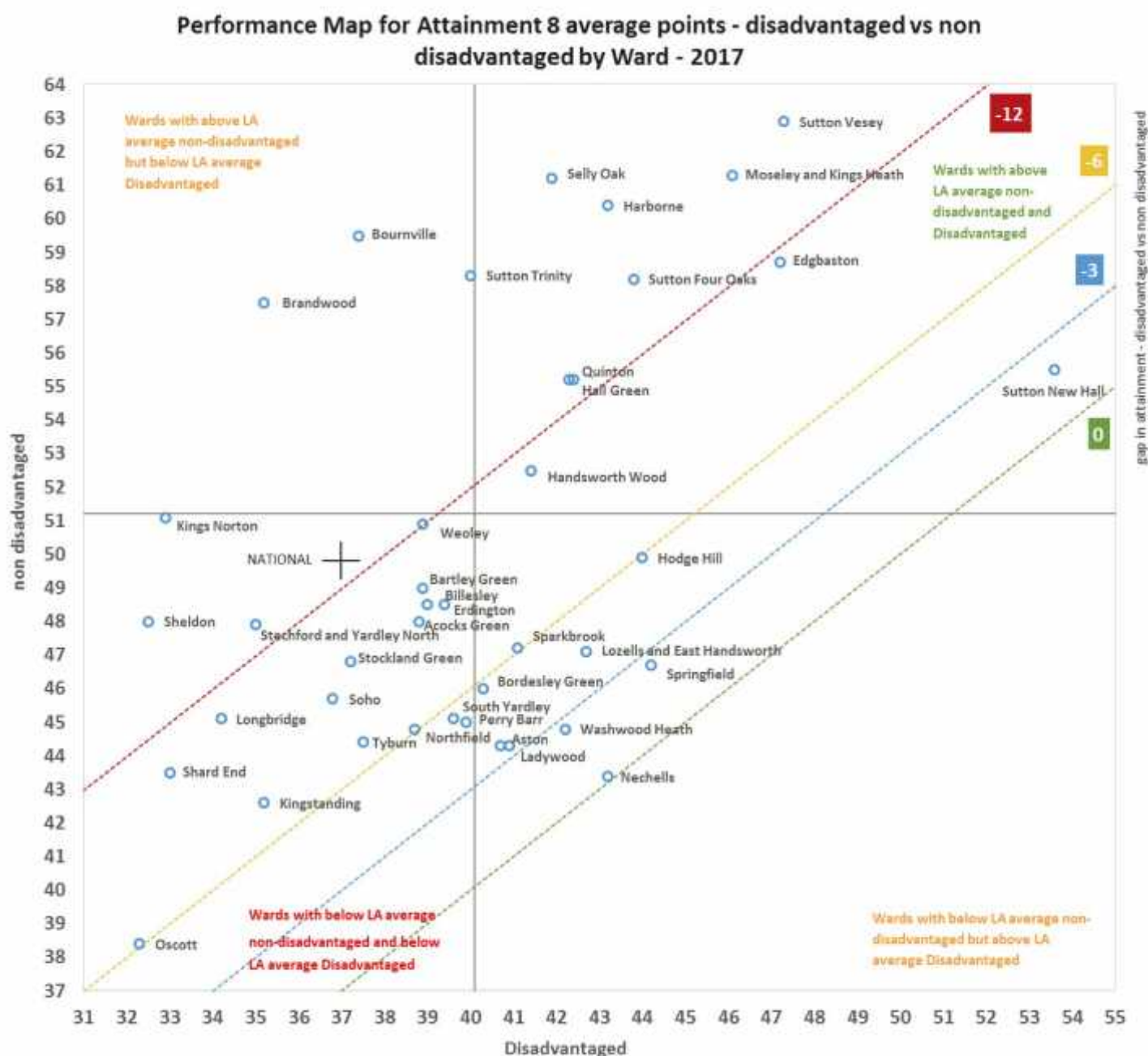


Disadvantaged vs Non Disadvantaged Attainment 8 by Ward

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.

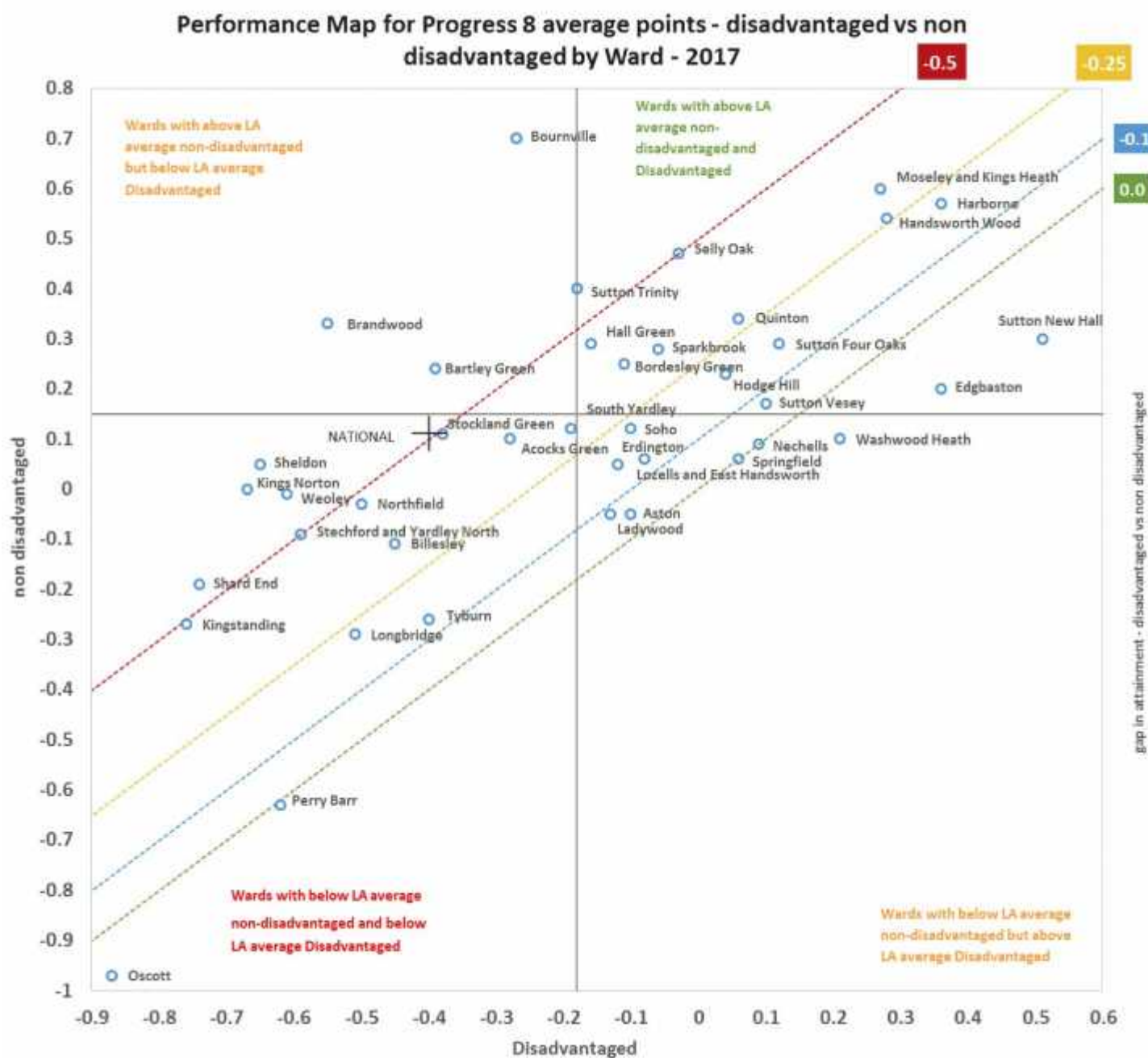


Disadvantaged vs Non Disadvantaged Progress 8 by Ward

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

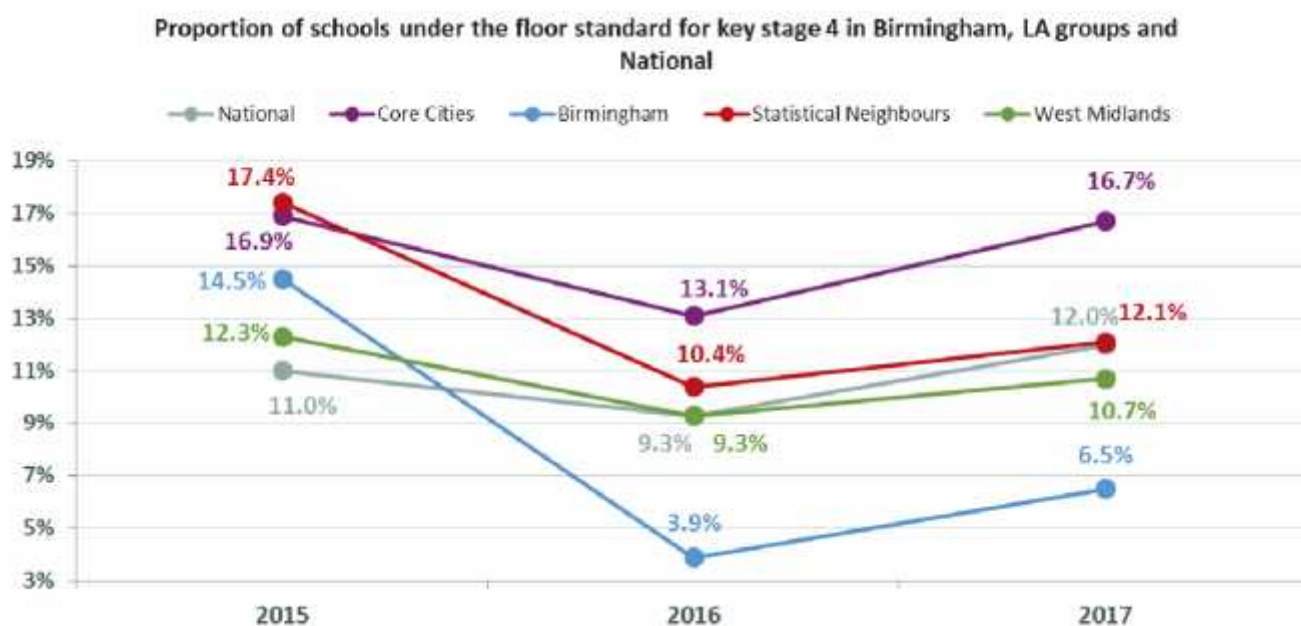
In January 2017 the DfE published regulations setting out a three year definition of coasting based on the same performance measures that underpin the floor standards. This year a secondary school will fall within the coasting definition if:

- 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:

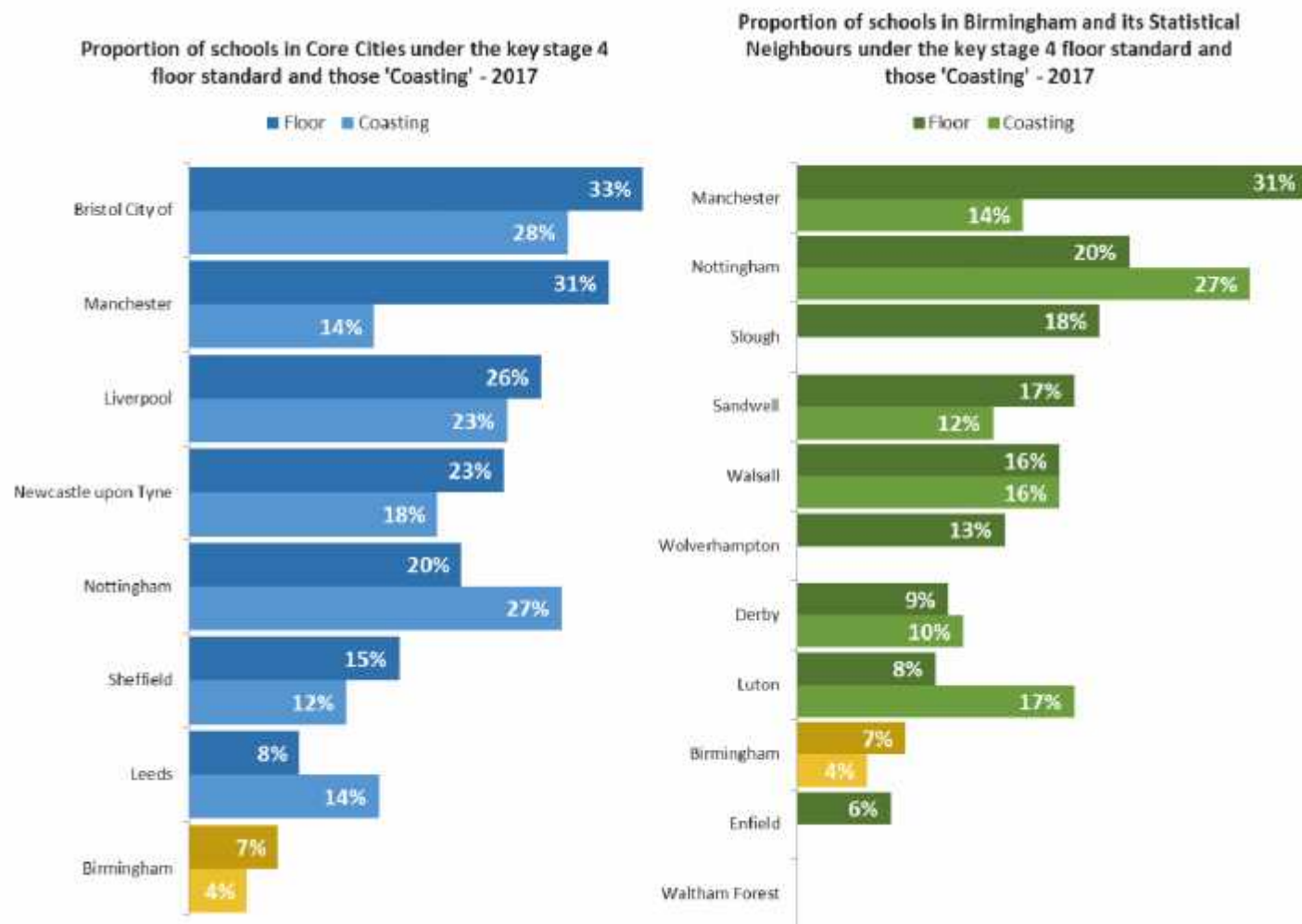
- they have fewer than 6 pupils at the end of key stage 4; or
- less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8; or
- the school closes within the academic year (except if it reopens as a converter academy).

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).

Geography - Secondary Schools below Floor and Coasting

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

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 :

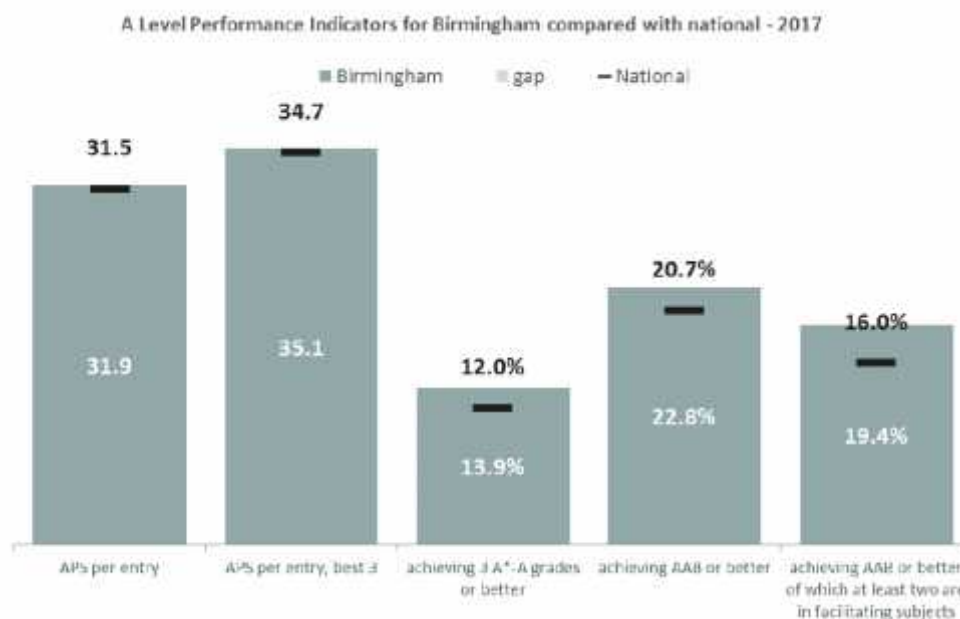
<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=330&geographic=la&phase=16to18&for=16to18&datasetFilter=final>

Overall Performance – A level

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

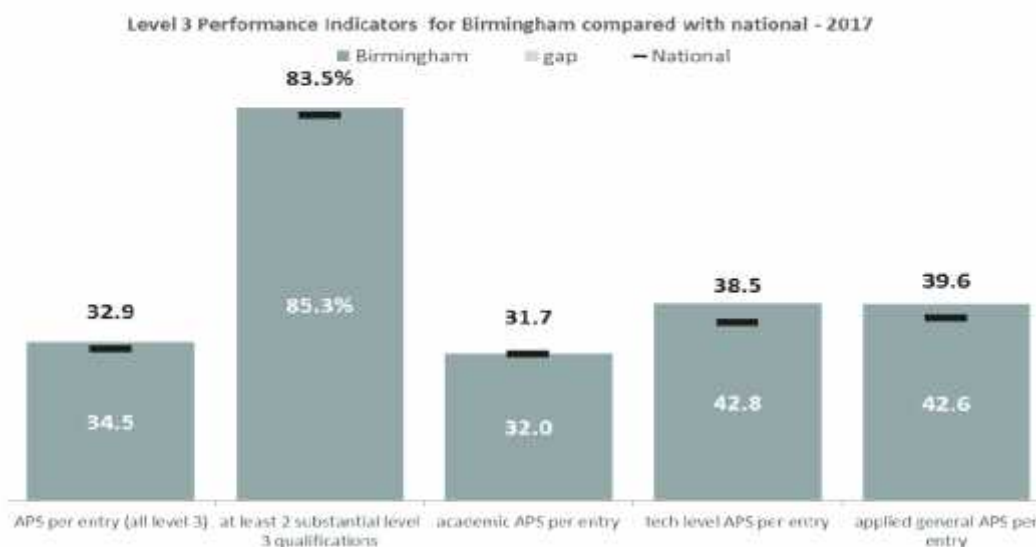
Birmingham is over 2 ppts higher than national for students achieving grades AAB or better. Birmingham also outperform National for students 'achieving grades AAB or better at A level, of which at least two are in facilitating subjects*' by more than 3 ppt.

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



Overall Performance – Level 3

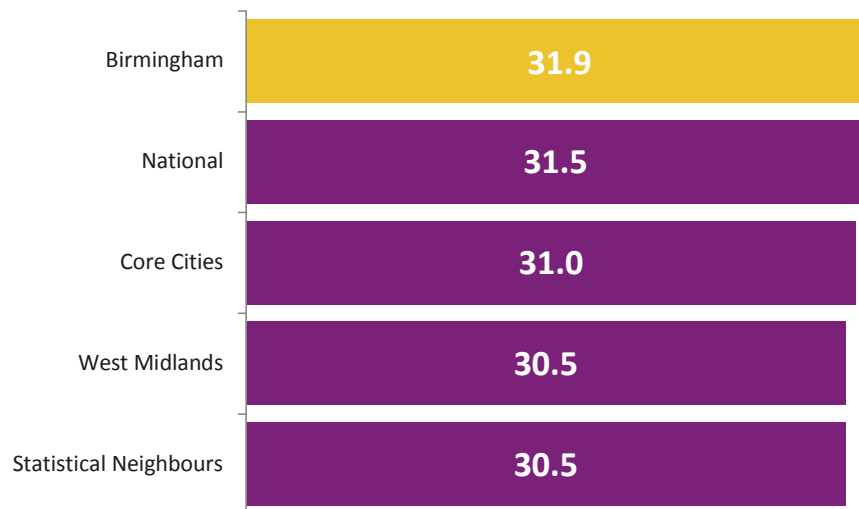
The graph below compares Birmingham Level 3 performance indicators with National. Level 3 performance covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), or applied 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.



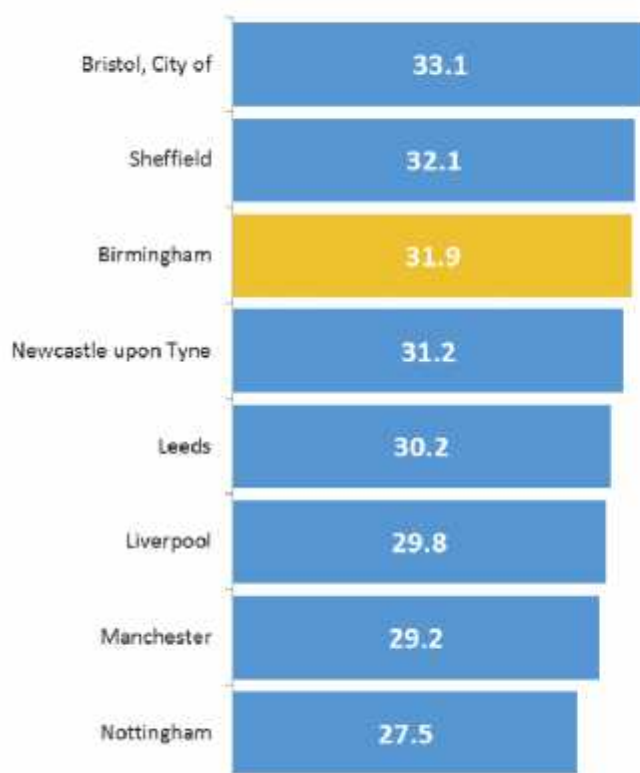
National Comparisons

Average Point Score (APS) per entry

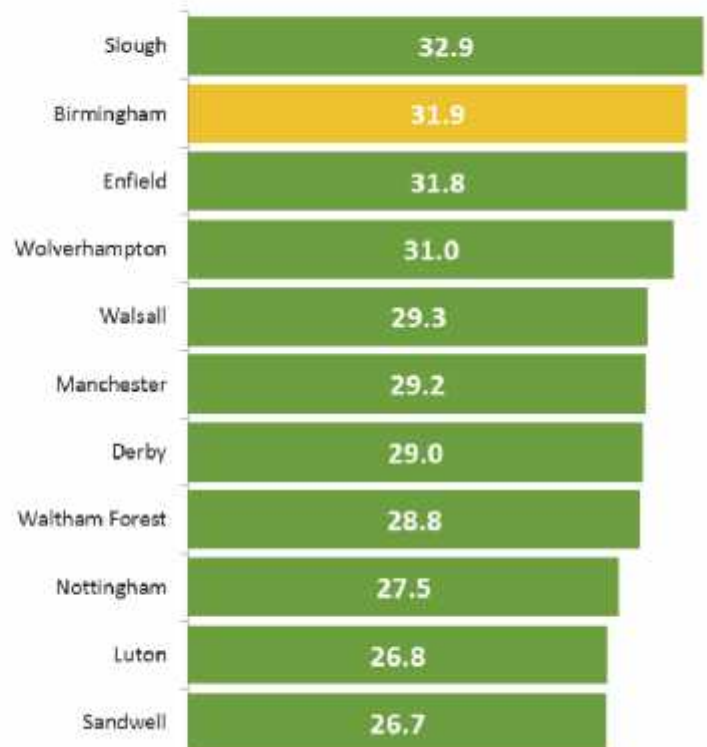
A Level APS for Birmingham, LA Group and National - 2017



A Level APS for core cities - 2017



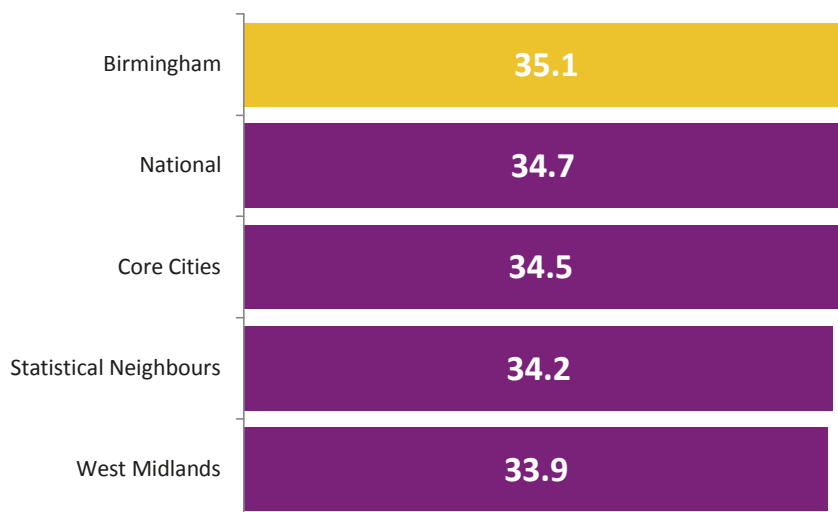
A Level APS for Birmingham and its statistical neighbours - 2017



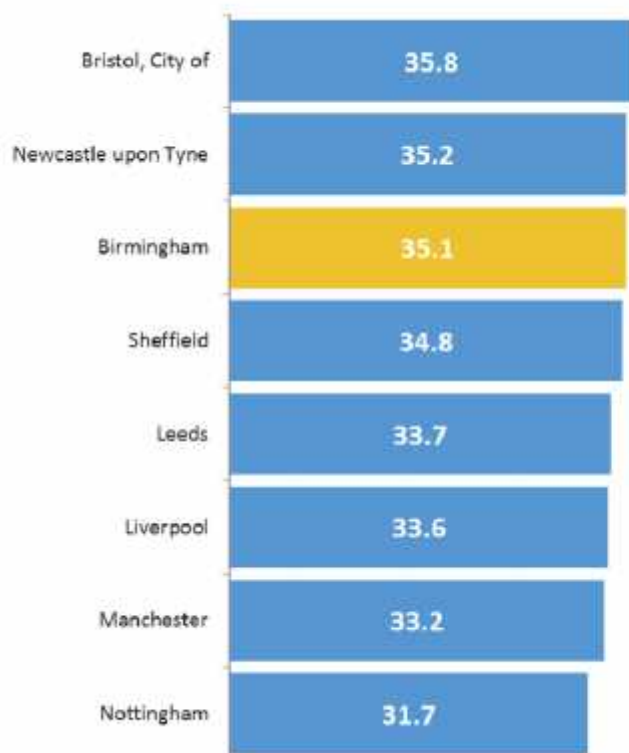
Birmingham's average 'APS per entry' is better than the average for Core Cities, West Midlands, Statistical Neighbours and National. Birmingham rank 3rd in the Core Cities group, lagging behind the leader Bristol by just over 1 ppt and 2nd in the Statistical Neighbours, lagging behind the leader Slough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

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

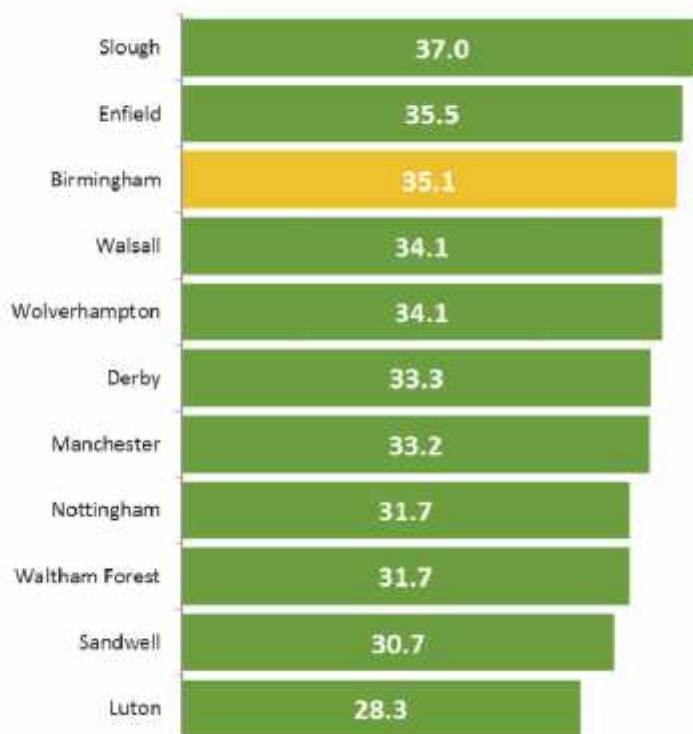
A Level APS (best 3) for Birmingham, LA Group and National - 2017



A Level APS (best 3) for core cities - 2017



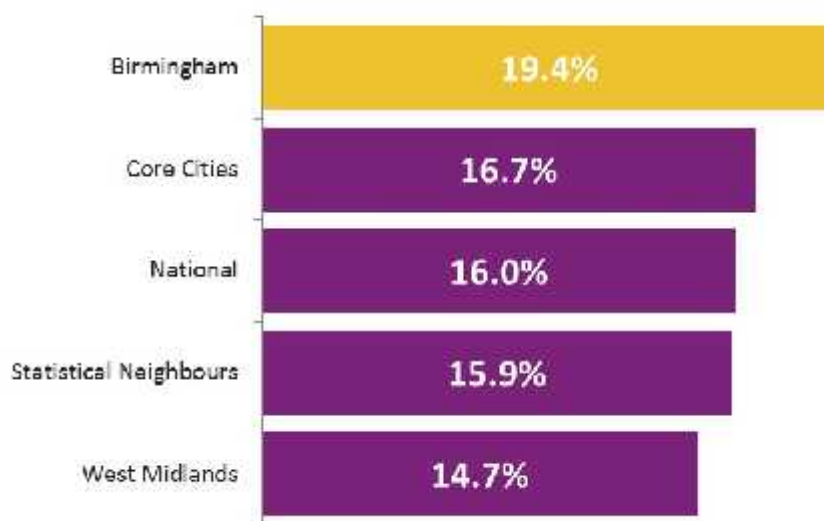
A Level APS (best 3) for Birmingham and its statistical neighbours - 2017



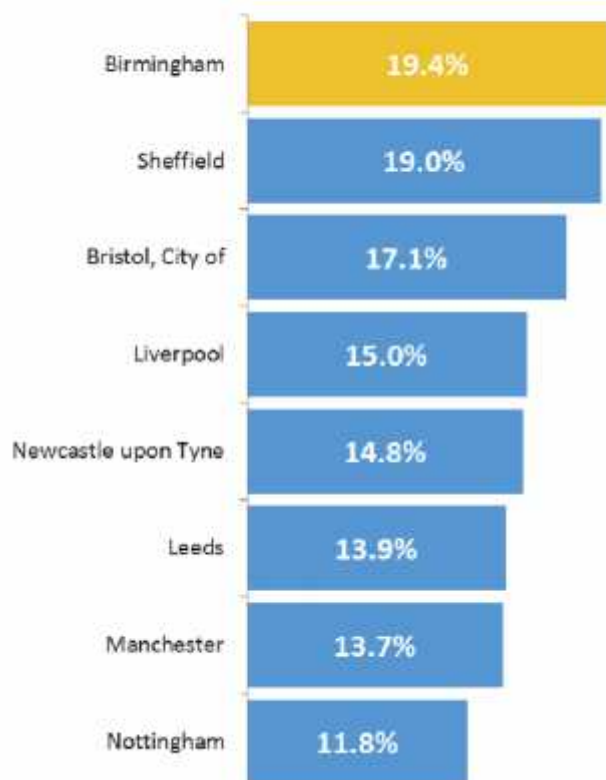
Birmingham's APS based on best three A levels is slightly better than Core Cities, Statistical Neighbours, West Midlands and National. Birmingham ranks 3rd in both Core Cities (less than 1 ppt behind leader Bristol) and Statistical Neighbours (less than 2 ppts behind leader Slough).

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

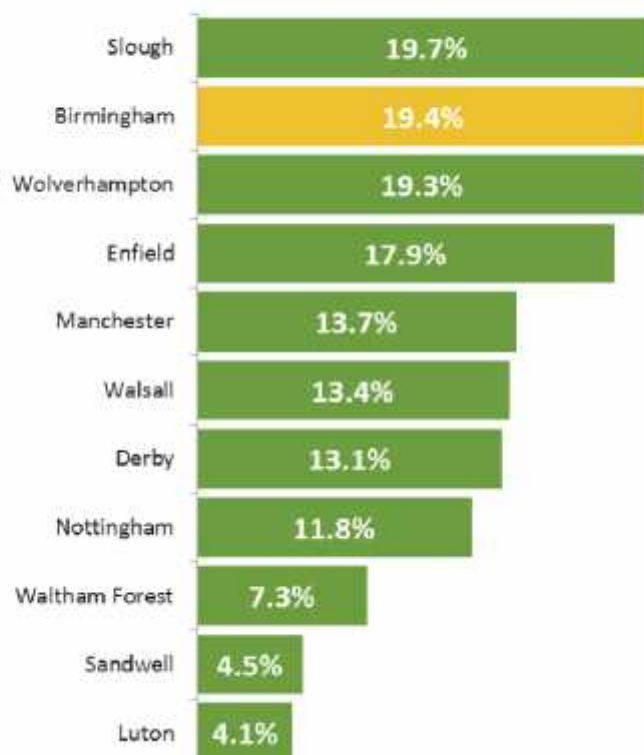
% achieving AAB or better of which at least two are in facilitating subjects in Birmingham, LA Group and National - 2017



% achieving AAB or better of which at least two are in facilitating subjects in Core Cities - 2017



% achieving AAB or better of which at least two are in facilitating subjects in Birmingham and its statistical neighbours - 2017



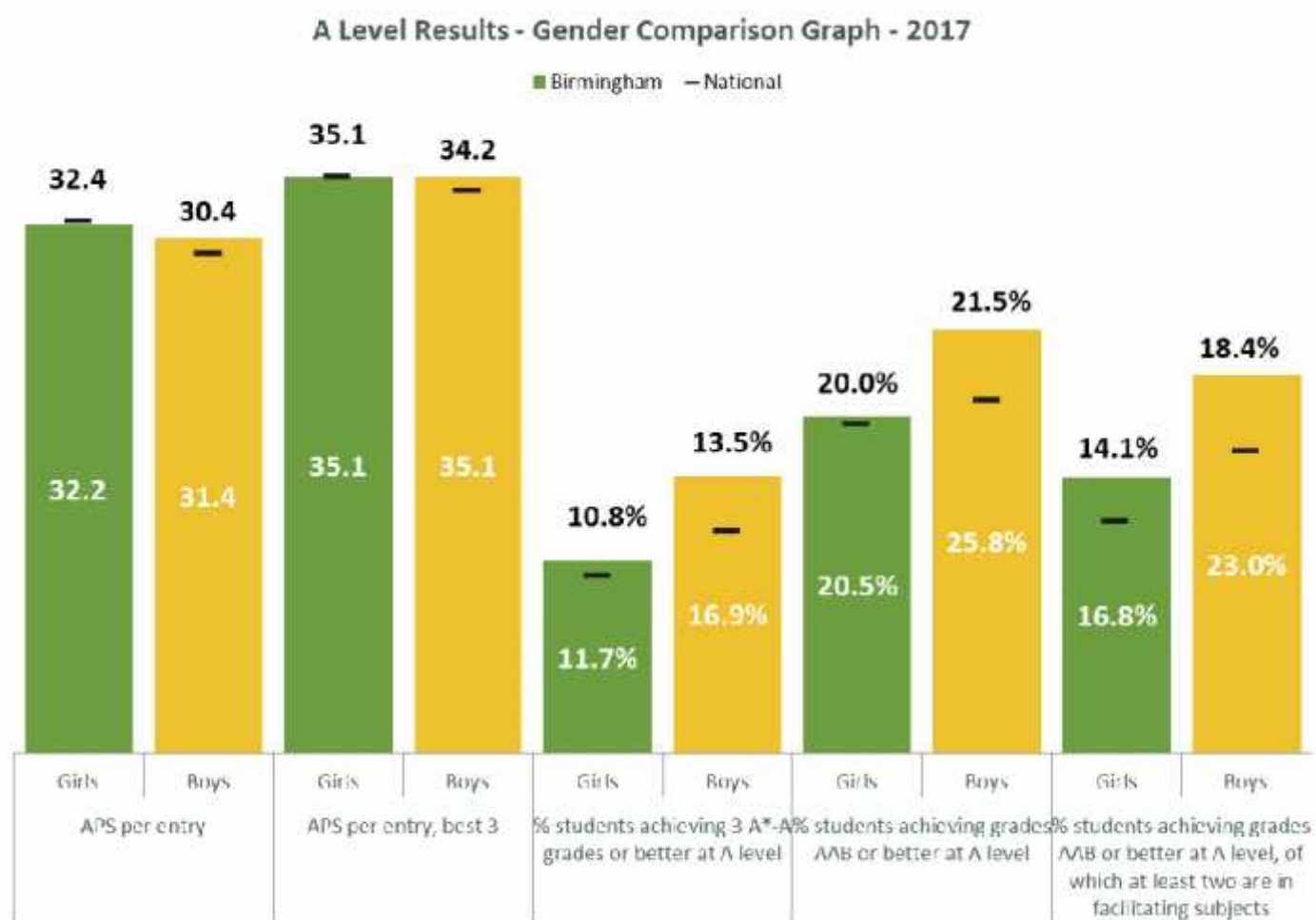
19.4% of Birmingham students 'achieved AAB or better of which at least two are in facilitating subjects'. This is significantly better than the equivalent measures for West Midlands LAs, Core Cities, Statistical Neighbours and National. This ranks Birmingham top in Core Cities and 2nd in Statistical 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)
Grammar, 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)
Attainment 8 (2016 is not equivalent) 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.

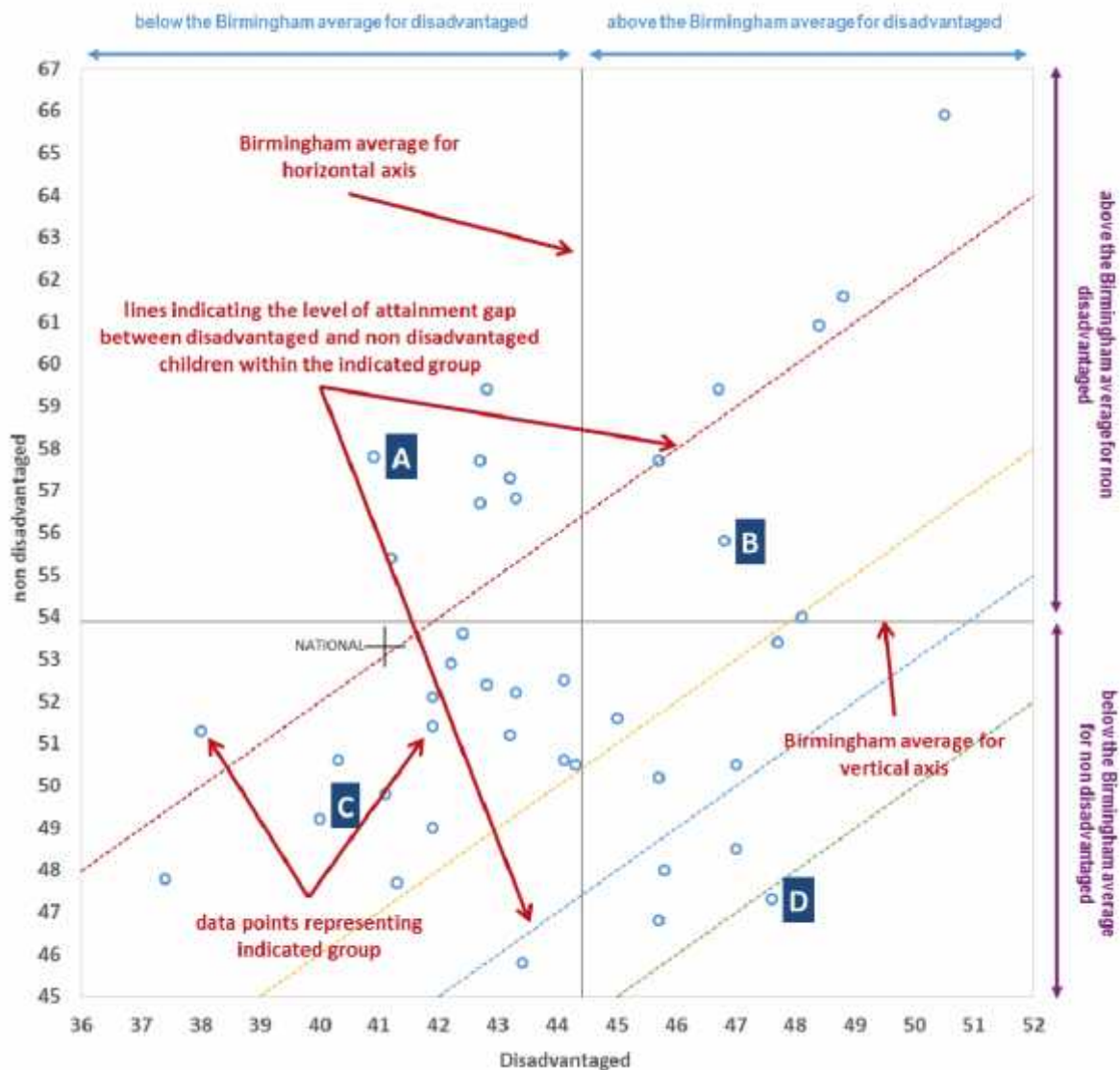
Statistical neighbours are Slough, Waltham Forest, Manchester, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton. These were revised in 2014.

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 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 grade 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.

Working with the PREVENT Duty

Overview and Scrutiny Committee,
March 21, 2018

Background and working together

Effective cross-council and interagency partnership

- With Counter Terrorism Unit colleagues
- Working within the safeguarding agenda

Prevent is one component of the UK Counter Terrorism Strategy known as CONTEST which is organised around four work-streams, each comprising a number of key objectives

Pursue: to stop terrorist attacks;

Prevent: to stop people becoming terrorists or supporting terrorism;

Protect: to strengthen our protection against a terrorist attack; and

Prepare: to mitigate the impact of a terrorist attack.

- PREVENT Duty – July 1, 2015
 - Social workers, teachers, nurses...’to proactively help reduce vulnerability to radicalisation or terrorism ‘

Progress in education

- 100% of schools undertaken Prevent training
- 680 Home Office Accredited Prevent trainers in schools
- 220 schools engaged with UNICEF Rights Respecting School Award
- Additional schools officer in post and developing the offer to schools
- Recent Home Office Peer Review deemed BCC as at the vanguard of education practice nationally
- Developing international partnership with Indonesia, 'Unity in Diversity' with the support of the Foreign Office and the UK Ambassador to Indonesia.

Helping Families Early



CSC Prevent Guidance published Jan 2017 providing:

- Clear Pathway for CSC referrals
- Screening tool for referrers to complete with Request for Support aim to clearly articulate the concerns and intelligence
- Assessment guidance for social workers and family support to enable them to explore and articulate the full range of concerns which may be linked to extremism
- Clear communication and joint working with Prevent

Practice guidance in place

We are seeing more detailed and comprehensive assessments

This guidance document contains a screening tool and assessment questions to assist with exploring extremism concerns

The Extremism guidance is to provide children's practitioners with an explorative set of questions to assess the nature of extremism concerns being presented by a child or young person (CYP) and their family.

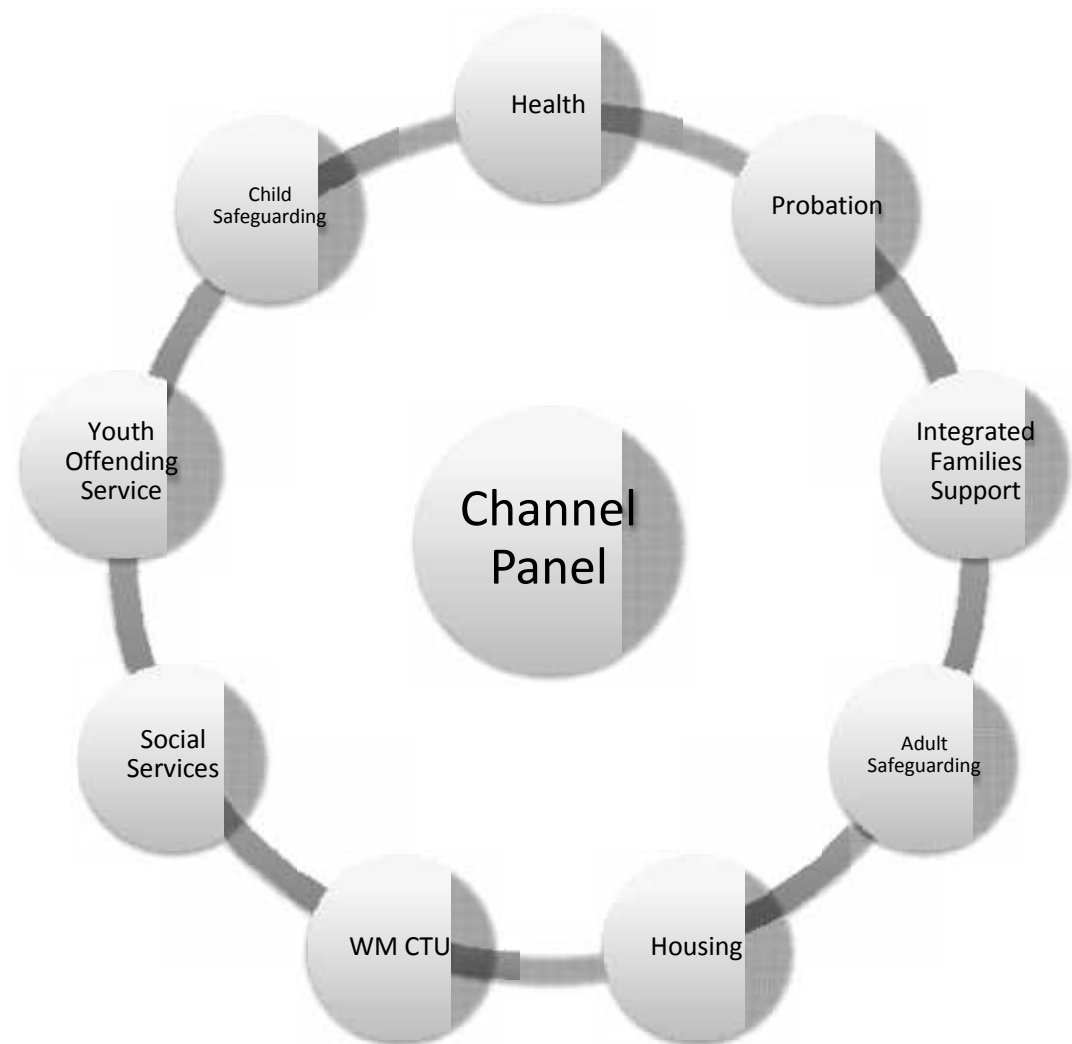
CHANNEL

Channel is a multi-agency approach
To identify & provide support to individuals
who are at risk of being drawn into
terrorist-related activity.

Provides a mechanism for safeguarding
vulnerable individuals

Assesses the nature & extent of the
potential risk they face before they
become involved in criminal activity

Where necessary, provide a support
package, tailored to an individuals needs.



KIKIT Case Study

Home Office Prevent Peer Review – February 2018

Key Findings :

Extremely strong approach to Prevent, internationally recognised

Deep understanding across the partnership at all levels

Highly skilled professionals demonstrating genuine leadership

Innovative practice to minimise threat and strengthen community resilience

Strong commissioned projects delivering good outcomes

At the vanguard of education practice in this area

Prevent needs to feature more prominently in the work of statutory safeguarding boards

Questions

Birmingham City Council
Prevent Duty:
Early Help and Children's Social Care
Extremism Guidance and Assessment Support

Authors:

Rosie Smithson – Research Manager: Chief social Work Office, Children's Social Care

Colvin White – Prevent Lead: Early Help

March 2017

Introduction

The purpose of this document is to provide background information and support for family support workers, social workers and wider children's practitioners involved with cases where there is a suspected extremism concern with regards to a child or young person (CYP). This document contains an extremism screening tool, assessment guidance and case pathways.

Background

Prevent

The Counter Terrorism and Security Act 2015 places a duty on local authorities to give due regard to support people from being drawn into terrorism. This includes identifying individuals at risk of being drawn into terrorism, assessing risk and developing appropriate support to address that risk. The government states that this needs to be incorporated into existing policies and procedures; in particular the need to do this within local authority safeguarding is highlighted.

The Prevent Strategy was published in 2011 as part of the government's overall counter terrorism strategy – CONTEST. Prevent is intended to work with all forms of terrorism from the Far Right to Islamic extremism.

Prevent defines radicalisation as:

"The process by which a person comes to support terrorism and forms of extremism leading to terrorism."

Prevent defines extremism as:

"Vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."

As such, both extremist views and behaviours are the focus for government intervention. However holding extremist views and/or demonstrating extremist behaviours does not mean an individual is being radicalised or will engage in terrorism. Hence in Birmingham our focus is on extremist views and behaviours **that may be or are causing harm**, as opposed to a focus on extremist views and behaviours that 'society' may disagree with, but are not causing harm.

In Birmingham we are strongly committed to meeting the Prevent duty. We have reviewed Home Office Tools, existing research and other local authorities' approaches drawing on the existing knowledge base to create this guidance for Early Help and Children's Social Care (CSC) services in the city.

This guidance document contains a screening and assessment tool to explore extremism concerns. This is a challenging practice area. To date we have not found any other examples of such screening tools and we believe our guidance is at the forefront of practice in this field. We are keen to learn from our own and others experiences, and to continue developing our guidance and tools as knowledge and experience in this field grows.

Channel

The Counter Terrorism and Security Act (2015) also requires local authorities and other local partners to establish local panels to implement the Channel Programme. In Birmingham the Channel Panel is led by the Prevent Programme Team, which is overseen by Waqar Ahmed – Prevent Manager, 0121 303 7682 / 07557 203290, waqar.ahmed@birmingham.gov.uk.

Referrals are made to Channel when it is believed CYP or adults are vulnerable to being drawn into terrorism. When referrals are received, the CYP or adult is assessed in terms of the level of vulnerability to being radicalised. The assessment is completed by the police (using the VAF – the Vulnerability Assessment Framework) and police intelligence on the individual and family is utilised in that assessment. If the case meets the Channel threshold the individual and family may go on to receive tailored support from Channel funded via Prevent. This is a consensual process. Individuals that are under police investigation cannot be supported by Channel.

Children's practitioners need to be mindful that the Channel referral process and CSC referral process are separate, and use different assessment processes and tools to determine extremism concerns.

See page 7 for an overview of the CSC referral process and page 22 for an overview of the Channel referral process.

Links to key documents:

Prevent Duty Guidance: www.gov.uk/government/publications/prevent-duty-guidance

Channel Duty Guidance: www.gov.uk/government/publications/channel-guidance

The Role of Social Work in Extremism

Extremism is a complex and developing area of social work practice. It is complex because what one person may regard as extreme, another person may view as a perfectly reasonable viewpoint. Adults and children have the right to hold views others may regard as extreme. Extremist examples include the far right, religious or cultural positions, animal rights and environmental causes.

Our work as children's practitioners is to support CYP and families when extreme views **start to pose harm** to themselves and others. This may be through Early Help or CSC interventions. Extremism concerns feature at all levels of the Right Service Right Time model, and will often involve Early Help where concerns are emerging but are not currently harmful (see page 18 for Right Service Right Time extremism concerns).

It is important the process of supporting CYP and families with extremism concerns does not discourage CYP from exploring different viewpoints or stop them from debating inequalities, injustices, the impact of war, national and international relations, and other local or world issues. Interventions offered to CYP who demonstrate extremist views can include providing support to CYP to articulate and develop their views in safe spaces.

Children's practitioners are not expected to become experts on extremism. What practitioners need to be able to do is ask the right range of questions and know when to seek advice from others when they are unsure.

All social workers and family support workers should have received training based on the Home Office WRAP3 training course to develop their understanding of extremism and relevant government policy. If you have not received this please contact Colvin White to find out when the next session is running.

Colvin White, Early Help - Prevent Lead, 0121 303 9905 / 07920 088 512,
colvin.white@Birmingham.gov.uk

Understanding Extremism

Channel Guidance – Vulnerability Factors

The Home Office have developed a Vulnerability Assessment to be used under its Channel programme to assess the extent to which individuals are vulnerable to the risk of being drawn into terrorism. This contains 22 vulnerability factors and is used to decide whether the individual has a sufficient level of vulnerability to be offered support under the Channel programme.

Children's practitioners do not assess CYP and families against these factors however we have included these here so you are aware of them. The factors are:

Engagement with a cause, group or ideology:

1. Feelings of grievance and injustice
2. Feeling under threat
3. A need for identity, meaning and belonging
4. A desire for status
5. A desire for excitement and adventure
6. A need to dominate and control others
7. Susceptibility to indoctrination
8. A desire for political or moral change
9. Opportunistic involvement
10. Family or friends involvement in extremism
11. Being at a transitional time of life
12. Being influenced or controlled by a group
13. Relevant mental health issues

Intent to cause harm:

14. Over-identification with a group or ideology
15. 'Them and Us' thinking
16. Dehumanisation of the enemy
17. Attitudes that justify offending
18. Harmful means to an end
19. Harmful objectives

Capacity to cause harm:

20. Individual knowledge, skills and competencies
21. Access to networks, funding or equipment
22. Criminal Capability

Children's practitioners should be conscious that individuals can demonstrate traits such as grievance and injustice without being vulnerable to radicalisation; similarly displaying these does not make someone an extremist. The background context and information surrounding the demonstration vulnerabilities is critical in assessing whether demonstrating these traits is causing harm or not.

The tools and guidance contained in this document take the above vulnerabilities into consideration, translating these into a series of explorative questions about the CYP and their family to support practitioners to consider the full nature of any extremism concerns present and their underlying context. See pages 9 and 14.

Academic and Research Contributions

It is valuable for children's practitioners to be aware of commentaries that have been made alongside the government's Prevent Strategy and Channel Programme to help understand the full nature of extremist concerns.

Some commenters feel there is too much focus on the individual and the vulnerabilities they have in relation to extremism, and not enough focus on the socio-cultural factors, deprivation, international politics, foreign policy, war and other macro structural factors that arguably also make individuals vulnerable to extremism (e.g. Stanley and Guru, 2015; Kundnani, 2012). It is important that practitioners also **look to these wider explanations** in exploring extremist concerns being demonstrated; this will enhance practitioners' understanding of CYP and family and how to support them effectively. You will see this has been incorporated in the tools and guidance within this document.

Commenters have also noted that some of the traits considered as vulnerabilities such as creating an identity, seeking adventure and a desire for moral change are things that CYP will explore in normal childhood and adolescent development stages and this should not be discouraged (e.g. Coppock and McGovern, 2014). This guidance stresses **the importance of encouraging CYP to develop and explore their views**, so CYP do not feel they need to hide their identities and become more isolated.

Commenters have also stressed the right for individuals to hold views. In 2015 Judge Munby concluded in a CSC case where the father supported the EDL, that the parent's political and ideological beliefs alone did not constitute significant harm (McKendrick and Finch, 2016). Hence this guidance focuses on **whether holding or acting on extremist views is causing harm** to the individual or others.

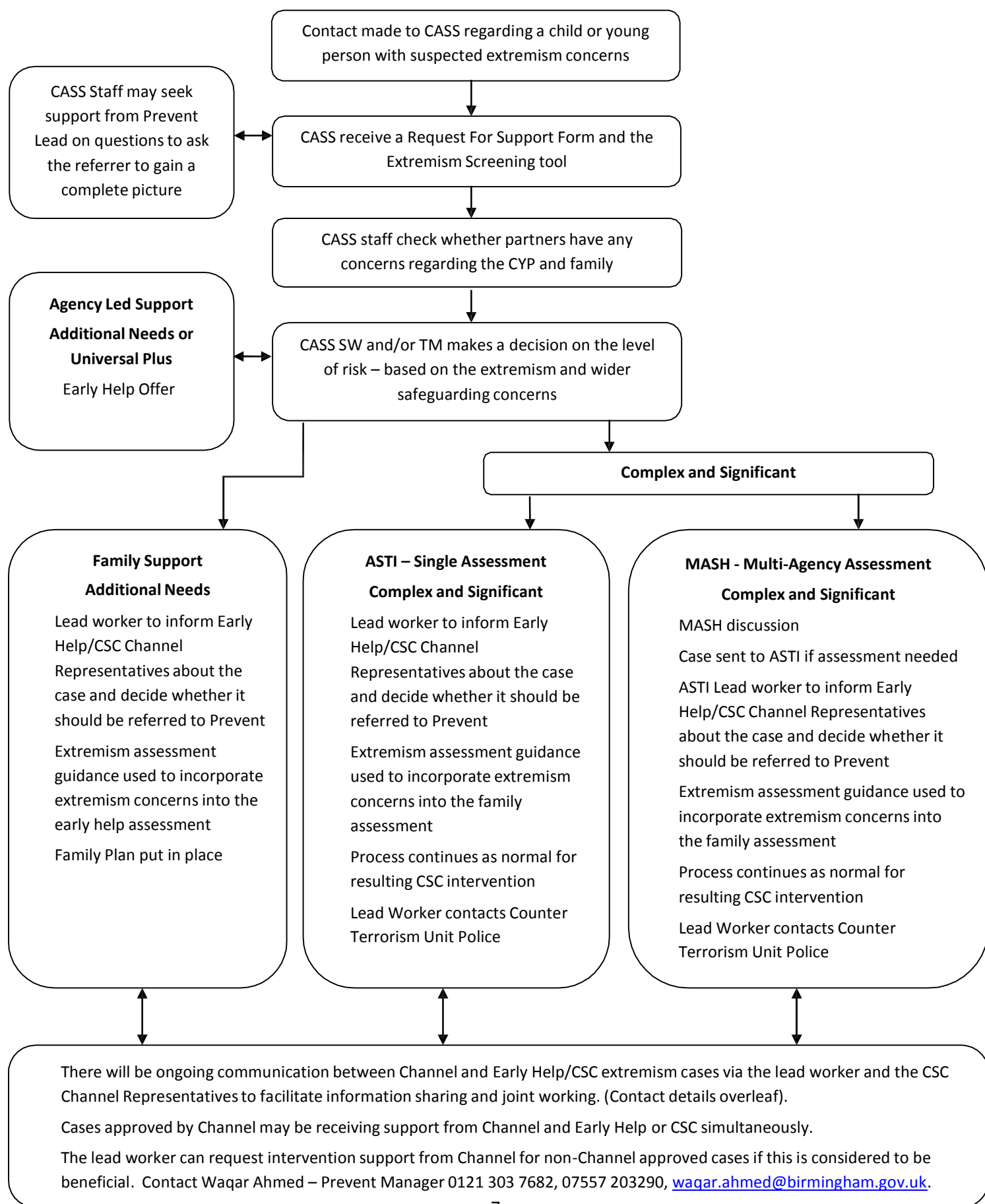
In practice Prevent and Channel has focused predominantly on the Muslim population and commenters note the potential negative impact this may have on isolating Muslim populations and creating potential stigma. In 2011 the Association of Chief Police Officers reported that 90% of people referred to Channel are Muslims (Coppock and McGovern, 2014). The global context of terrorist activities and the prominence given to Islamic extremism has arguably created a situation where practitioners may feel at pressure to act, given the potential consequences of not acting. Practitioners need to **respond proportionately** to potential concerns and look for evidence of risk as with all areas of CSC.

Practitioners should consider all forms of extremism be that far right, environmental, animal rights, religious and/or cultural.

References:

- Coppock, V and McGovern, M. (2014). 'Dangerous Minds'? Deconstructing Counter-Terrorism Discourse, Radicalisation and the 'Psychological Vulnerability' of Muslim Children and Young People in Britain. *Children and Society*. 28. Pp 242-256.
- Kundnani, A. (2012). Radicalisation: the journey of a concept. *Race and Class*. 54 (20). Pp 3 – 25.
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- Stanley, T. and Guru, S. (2015). Childhood Radicalisation Risk: An Emerging Practice Issue. *Practice: Social Work in Action*.

Children's Social Care Extremism Case Pathway



Early Help and CSC Channel Link Representatives

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Maria Jardine, Head of Service – Early Help and Family Support, 077680 25323;
maria.jardine@birmingham.gov.uk

Maria is also the Operational Lead for Extremism for Early Help and CSC.

Lead Family Support/Social Worker Instructions

If you are the lead family support or social worker for a case with extremist concerns you should contact the Early Help and CSC Channel Link Representatives above as soon as you are allocated the case to discuss whether it needs to be referred to Channel.

If you are working on a case and extremism concerns emerge, and you believe it should be referred through to Prevent, again please contact the above Channel Link Representatives to discuss this.

Consent

Consent should be gained as early as possible, and preferably by the referring agency. When consent has not been gained by the referrer, the lead allocated worker should have a conversation about consent before any information is shared. By taking reasonable steps to secure consent, professionals can maintain the trust of children and families, and ensure the best prospect of effective assessments and interventions.

However, there may be exceptional circumstances where gaining consent may put the child and/or others at an increased risk, or where a delay in information sharing may increase risk of harm. See the Birmingham Early Help and Safeguarding Partnership guidance on Consent, Information Sharing and Thresholds Guidance (December 2016).

Birmingham Children's Social Care – Prevent Duty Extremism Screening Tool

SCREENING TOOL COMPLETION INSTRUCTIONS

This screening tool must be completed by referrers who have contacted CASS regarding concerns about a child or young person (CYP) that include issues of harmful extremist beliefs and/or extremist behaviours. The Request For Support Form must also be completed and both documents must be forwarded to CASS.

It is critical The Request For Support Form is still completed as this covers the wider concerns and protective factors around the CYP and the family which are not covered in this screening tool. CASS Advisors together with social workers and team managers will use the information contained in both documents to decide the level of risk involved and the relevant support required by the CYP and family.

Birmingham children's practitioners will share relevant referrals with extremism concerns with the Police who will decide when this needs to be passed onto Prevent; you do not need to contact Police or Prevent.

There are three sets of risk indicators included in the screening – high, medium and low. A case may involve risks at all three levels; please indicate all relevant risks; your answers do not need to be confined to one level of risk.

It is **very important** you describe the **evidence** you have observed for each risk you have ticked in the summary of evidence boxes following each set of risk indicators. Please provide as much background information as possible to enable Children's Social Care to make informed decisions. **If this section is not completed, the form will be returned to you** to be completed. In the past we have received referrals without enough context and evidence.

Please link the concerns you are raising in this screening tool to the relevant section on concerns in the Request For Support Form to provide an overall picture of need. Also think about protective factors that are in place around the CYP and family reducing the harm related to extremist concerns.

Appendix A contains a prompt list to support practitioners to identify more specific extremist views and behaviours.

You can access information on proscribed terrorist groups or organisations that are banned under UK law from [GOV.UK](https://www.gov.uk/government/collections/proscribed-terrorist-groups).

You can access government advice on international travel from www.gov.uk/foreign-travel-advice

PART ONE – RISK INDICATORS

HIGH RISK INDICATORS

High Risk Indicators	Tick
Plans to travel to a conflict zone; or unexplained and/or sudden plans to travel to a country from which you can travel to a conflict zone	
Demonstrates support for and/or is articulating extreme views that are of significant harm to themselves or others, and may refuse to acknowledge other viewpoints	
Is living with someone who has a conviction against the Counter Terrorism and Security Act 2015 – known as TACT Offences	
Is in contact with, is being influenced by, and/or shows support for individuals, groups, or organisations that are known to hold harmful extreme views and/or undertake harmful acts based on those views; this includes family members	
Participation in an activity that might cause immediate harm to themselves or others based on them holding extreme views, e.g. a violent attack against others	
Has disengaged from wider activities and interests and become fixated with a particular issue, viewpoint or way of living that is unhealthy and harmful to the CYP, and/or others	
Is accessing and/or sharing material of an extremist nature that is of significant harm to themselves and/or others e.g. that contains violent or disturbing images; that encourages people to undertake violent acts, etc.	
Is spending time with unknown individuals that raises concern, including potential religious or sexual grooming	

HIGH RISK SUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the high risks indicators you have ticked above. This section must be completed if you have indicated a risk/s above.

--

MEDIUM RISK INDICATORS

Medium Risk Indicators	Tick
Demonstrates support for and/or is articulating extreme views that are/may be of harm to themselves or others, and finds it difficult to acknowledge other viewpoints	
Is showing interest in, and may have contact with individuals, groups, or organisations that are known to hold harmful extreme views and/or undertake harmful acts based on those views; this includes family members	
Is starting to disengage with wider activities and interests and spending more time focusing on a particular issue, viewpoint or way of living that may be unhealthy and harmful to the CYP or others	
Is isolated from family, friends, peer and peer groups and/or is not forthcoming about how and who they spend their spare time with	
Is accessing and/or sharing material of an extremist nature that is harmful to themselves and/or others e.g. that encourages people to develop harmful views about others that encourages people to isolate themselves and narrow their viewpoints, etc.	
Has mental health concerns or developmental disorders (e.g. ASD) that make the CYP vulnerable to developing extreme views that are harmful to themselves or others	
Has alcohol and/or substance abuse issues that makes the CYP vulnerable to developing extreme views that are harmful to themselves or others	
Is at risk from harmful cultural practices. Please state the type of risk e.g. FGM, Forced Marriage, removal from education, honour based violence, abuse linked to faith or belief, etc.	

MEDIUM RISK SUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the medium risk indicators you have ticked above. This section must be completed if you have indicated a risk/s above.

--

LOW RISK INDICATORS

Low Risk Indicators	Tick
Is struggling with their own identity, sense of belonging and/or may feel out of place in wider society	
A change in CYP's views, appearance, behaviour and wellbeing that starts to raise concern	
Is easily lead by others making them susceptible to influence	
Is becoming isolated from family, friends, peer and peer groups	

LOW RISKSUMMARY OF EVIDENCE –

Please summarise what evidence you have regarding the low risk indicators you have ticked above. This section must be completed if you have indicated a risk/s above.

--

PART TWO – ADDITIONAL CONTEXTUAL QUESTIONS

1. Has the CYP experienced any significant life events or trauma that may be linked to the current risks?

--

2. Is there any additional information you would like to provide which is not covered by the risk indicators that you think indicates an extremism concern?

--

OVERALL RISK RATING

Please indicate the overall level of risk you believe is present in this case in terms of the extremism and wider concerns identified:

High
Medium
Low

Please briefly summarise why you feel the risks in this case are high, medium or low:

NOTE:

Referrers should be aware that working with extremism concerns is a developing area of practice in social work. As such the above indicators may change as more is understood about risks of extremism and how to work with CYP on these issues.

[End of screening tool]

Birmingham Children's Social Services – Prevent Duty Extremism Assessment Guidance

The aim of this guidance is to provide children's practitioners with an explorative set of questions to assess the nature of extremism concerns being presented by a child or young person (CYP) and their family.

There is not a separate assessment form to complete for cases with extremism concerns. Practitioners are asked to consider the questions below to help them explore and articulate the extremist concerns in the case. Practitioners' responses to these questions should be included in the assessment tool being used be that the Early Help Assessment or the Family Assessment. This should draw on the Signs of Safety methodology focusing on: concerns, strengths and what needs to happen.

Practitioners should include the information they have gathered from answering the enclosed extremism questions in whatever section of the Early Help or Family Assessment they feel is most appropriate. For example information concerning a family member's own extremist views may be included in sections on family background.

Appendix A contains a prompt list to support practitioners to identify more specific extremist views and behaviours.

You can access information on proscribed terrorist groups or organisations that are banned under UK law from [GOV.UK](https://www.gov.uk/government/topics/terrorism-and-extremism).

You can access government advice on international travel from www.gov.uk/foreign-travel-advice

If you need help to understand the nature of the extremism risk presented or the level of risk posed contact:

Colvin White, Early Help - Prevent Lead, 0121 303 9905 / 07920 088 512,
colvin.white@Birmingham.gov.uk

Maria Jardine, Head of Service – Early Help and Family Support, Operational Lead for Extremism, 077680 25323; maria.jardine@birmingham.gov.uk

If you are the lead family support or social worker for a case with extremist concerns you should contact the Early Help and CSC Channel Link Representatives above as soon as you are allocated the case to discuss whether it needs to be referred to Channel.

Assessment Questions

1. Relationships and Networks

Practitioners should consider the CYP's family, friends and other individuals they have contact with, and any extremism risks they might pose:

How wide is the CYP's network of friends and family? Does the CYP have contact with a limited or a variety of views and actions/behaviours? If they are limited, what are the potential reasons why they are limited? Does it seem to be impacting negatively on the CYP and how?

Does the CYP have a strong network of friends and family who will protect them from potential harm caused by extremist views or actions/behaviours? Does the CYP and their family have contact a range of services, organisations or groups that meet any needs they have? Is the family isolated? Is the family willing to engage with services?

Is the CYP isolated from family and peers? Have they experienced rejection? Do they have insecure and/or conflicted relationships?

Do the CYP's carers, family, friends or people they are connected with, demonstrate extremist views and/or actions/behaviours that might be harmful to the CYP?

Do the CYP's carers, family, friends or other people they have contact with, have convictions under the Counter Terrorism and Security Act 2015 – known as TACT Offences? What is the nature of these? Do they indicate the individual/s may pose harm to the CYP? How much contact does the CYP have with them and how influential are they?

Is the CYP linked with individuals, groups or organisations that are known to hold harmful views and/or demonstrate harmful actions/behaviours? What is the nature of the CYP's contact with them? Does this pose harm to them and others?

2. Views and Behaviour

Practitioners should consider the CYP's views and behaviour, and any indications of harm arising from these:

Is the CYP causing them or others harm by articulating extreme views and/or by demonstrating actions/behaviours based on those views? What are they and what is the impact? Does the CYP understand the harm that could be caused?

Have the CYP and/or family travelled to or have plans to travel to a conflict zone, or have unexplained or sudden plans to travel to a country from which you can travel to a conflict zone?

Is the CYP particularly closed in their views? How have they developed their views? Do the CYP's views reflect normal developmental processes we would expect to see in CYP of their age?

Is the CYP receiving a balanced education, providing insights into different viewpoints, religions, faiths and cultures?

Is the CYP accessing material (pictures, videos, text, etc.) that may be harmful to them and/or others around them? Is it age appropriate? How are they accessing it? Do they have unsupervised internet access? Why is the CYP accessing the material? Do they understand the harm it could cause?

Do the CYP's views and/or actions/behaviours represent understandable reactions to the CYP's experiences, or the experiences of those around them? Has the CYP experienced inequality, deprivation, conflict, discrimination, harm or other issues, leading to a grievance that may lead them to cause harm to them or others?

Is the CYP struggling to understand their position or identity in society? Is this leading to isolation? Is it making them vulnerable to harmful viewpoints, groups or individuals that might offer them an identity?

Does the CYP have a history of crime? Does it make them vulnerable to extremist concerns?

3. Wellbeing - Mental Health and Substance Misuse

Practitioners should consider the CYP's overall wellbeing and whether they have any vulnerabilities making them more open to risk from extremism concerns:

Does the CYP have mental health issues, development disorders, and/or are they using substances and/or alcohol? Is this making them vulnerable to extremist views and/or actions/behaviours? For example, does it make them vulnerable to:

- Developing and articulating harmful views or undertaking harmful actions/behaviours?
- Becoming unhealthily fixated with particular issues? For example, spending a lot of time alone researching this issue and connecting with individuals/groups via the internet.
- Spending time with people who hold views or demonstrate actions/behaviours that might be harmful to the CYP, and who may seek to influence the CYP in a way that is harmful to them and others?

Is the CYP aware of their mental health, or development issues, and how this may make them vulnerable to harmful views or actions/behaviours? Is the CYP aware of the impact of substance and/or alcohol use and how this may make them vulnerable to harmful views or actions/behaviours?

Has the CYP changed recently and/or suddenly? What was the trigger? Have they experienced a trauma now or in the past that might explain a change in their views and/or actions/behaviours?

How open is the CYP about their life and their interests? Who do they spend time with? What do they do with their spare time? Are there any indications of 'grooming', such as new possessions that cannot have been obtained by the CYP independently? Do they seem 'themselves' to those around them?

Is there any evidence of forced marriage, FGM, trafficking, removal from education, honour based violence, or abuse linked to faith or belief?

4. History of Extremism Concerns

Have there been previous 'extremism' concerns in relation to this CYP and/or their family?

What were the concerns? Have these changed? What support was provided? How effective was this? How well did the CYP and family engage? When and why did the support finish?

NOTE:

Practitioners should be aware that working with extremism concerns is a developing area of practice in social work. As such the above questions may change as more is understood about the risks of extremism and how to work with CYP on these issues.

[End of assessment questions]

Prevent Duty

Extremism Concerns – Right Service Right Time

To support children's practitioners in establishing the level of risk related to extremist concerns, some of the key indicators of extremism have been mapped against the Right Service Right Time framework below. This is a guide only, but may be helpful for practitioners in thinking about the varying levels of risk involved when extremism risks are present.

Universal	Universal Plus	Additional	Complex and Significant
CYP demonstrates an interest in multiple viewpoints	CYP is showing an interest in extreme views that may cause them harm and is becoming less engaged in wider views and interests	CYP demonstrates extreme views that are causing harm to themselves or others, and refuses to acknowledge other viewpoints	CYP demonstrates extreme views that are causing significant harm to themselves or others
CYP is involved in a range of activities	CYP is showing an interest in extreme actions or behaviour that may cause them harm and is reducing involvement in wider activities	CYP demonstrates extreme actions or behaviour that is causing harm to themselves or others	CYP demonstrates extreme actions or behaviour that are causing significant harm to themselves or others
CYP's carers, family and close contacts have and encourage the CYP to have a healthy interest in a range of views and behaviours	There are indications the CYP's carer/s, family or close contacts hold extreme views and/or actions/behaviours that may cause harm to the CYP	The CYP's carer/s, family or close contacts are demonstrating extreme views and/or actions/behaviours that is causing harm to the CYP	The CYP's carer/s, family or close contacts are demonstrating extreme views and/or actions/behaviours that are causing significant harm to the CYP
CYP has a healthy interest in a range of views and behaviours	CYP has a healthy interest in a range of views and behaviours	The CYP is showing interest or is in contact with people demonstrating extreme views and/or actions/behaviours that is causing harm to the CYP	The CYP has close relationships with people demonstrating extreme views and/or actions/behaviours that are causing significant harm to the CYP

Family Group Conferences

Birmingham CSC has a Family Group Conferencing (FGC) Service who can offer this approach to families, giving them the opportunity to identify their own solutions to concerns that have been identified. FGCs aim to empower families and to draw on the strengths of immediate and wider family members and friends to support the CYPs and the wider family's needs.

The method includes preparation meetings with family members and practitioners and planning for a FGC. The FGC is held in 3 parts:

1. The FGC brings together the CYP, family network and involved practitioners. The initial part of the meeting involves the family, the allocated worker and, any other professionals that the family choose to invite during which the issues identified in the assessment are presented and discussed. The family are encouraged to raise questions during this session and to clarify what the worker is worried about in respect of the child/ren.
2. The family then have private family time to consider the issues identified and to develop a plan that addresses the support needs of the CYP and the family.
3. The family and practitioners come back together to discuss the family's plan, and if it addresses the concerns raised by the professionals, the plan is agreed.

If you think a case allocated to you involving extremist concerns has the potential to benefit from an FGC approach please contact the service manager:

Lisa Gunstone, FGC Manager, lisa.gunstone@birmingham.gov.uk, 07980 672413

Working with Children and Families

To support CYP and their families effectively we need to fully understand the concerns from their perspectives and their life experiences. The tools in this guidance are designed to complement the **Signs of Safety approach** in the Request For Support Form, supporting practitioners to answer questions about what is going well, concerns and what needs to happen next.

The three houses exercise will also support children's practitioners to more fully understand and appreciate the CYP's perspective.

Signs of Safety resources can be accessed at: www.lscbbirmingham.org.uk/index.php/early-help/signs-of-safety-and-wellbeing/toolkit

Support and Services for Extremism concerns

Channel Support

Channel is a multi-agency partnership helping to safeguard individuals who are vulnerable to radicalisation, regardless of faith, ethnicity or background. This is similar to the way in which individuals at risk from involvement in crime, drugs and other social issues are supported. By providing support to those most at risk, they can be diverted away from potential threats that might draw them into criminal activity.

Channel has access to a variety of support packages and interventions appropriate in working with risks of extremism that include:

- Mentoring support providing personal guidance including addressing extremist ideologies, religious interpretations
- Developing life and social skills, for example dealing with peer pressure
- Anger management sessions
- Cognitive behavioural therapy to support attitudes and behaviours
- Constructive leisure activities
- Education and training activities
- Careers focused activities
- Family support including relationships and skills work
- Support with physical and/or mental health
- Housing support
- Drug and alcohol support

The above list is not exhaustive, and a combination of the above alongside other support may often be required.

Providers of support can include statutory and community partners. The Channel multi-agency panel is responsible for ensuring delivery of the overall package of support for Channel cases.

For more information on how to access support via Channel contact:
Waqar Ahmed – Prevent Manager, 0121 3037682 / 07557 203290
waqar.ahmed@birmingham.gov.uk.

Community Support

There is a **Community Safeguarding Panel in Birmingham** made up of community organisations the Council has experience of working with and who can provide support in cases where there are extremist concerns. This includes specialist mentoring support for children and young people on views and beliefs, as well as other issues such as diversionary activities and domestic abuse. To find out more and to request support from the Panel please contact:

Colvin White, Early Help - Prevent Lead, 0121 3039905 / 07920 088512
colvin.white@Birmingham.gov.uk

There are a number of other community organisations that also provide support. Community or non-statutory partners providing support to vulnerable people need to be credible and understand the local community.

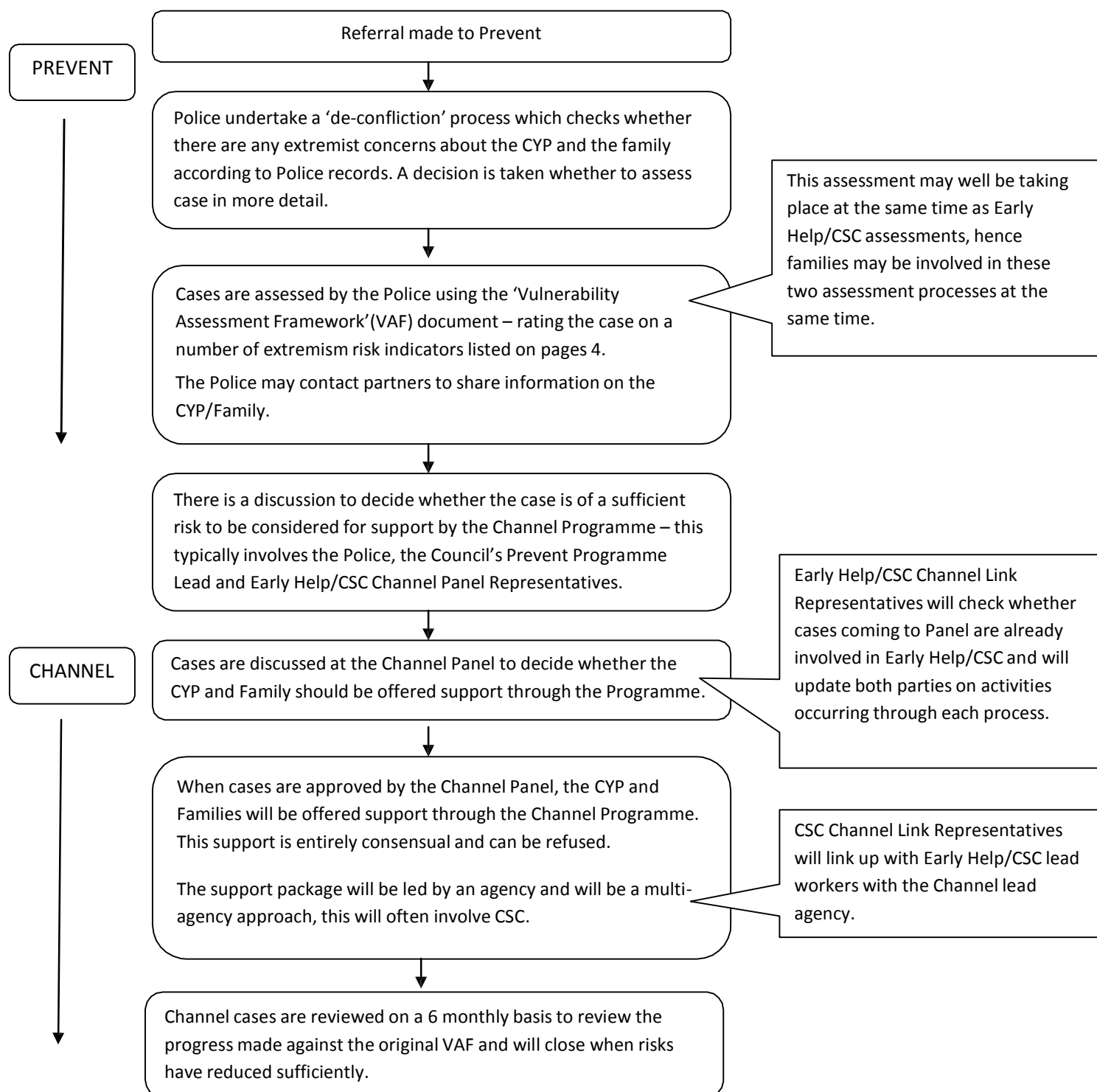
Practitioners should make the necessary checks to be assured of the suitability of support providers; including DBS checks for those seeking to work with young people and vulnerable adults.

Support for Schools

If you are working with a school that needs help to develop their curriculum activities to address Prevent and extremism concerns contact:

Razia Butt, Resilience Officer, 0121 464 7739 / 07956878288
razia.butt@birmingham.gov.uk

Prevent Referrals and the Channel Pathway



Appendix A: Prevent Duty

Extremism Screening and Assessment Prompt Sheet

Purpose: This is an additional tool to be used by referring agencies, Family Support workers and Social Workers to support practitioners to think around and fully articulate the nature of extremism issues involved with CYP and their families.

Relationships and networks	Views and Behaviours	Wellbeing
<p>Disengaged</p> <ul style="list-style-type: none"> Absence from school or NEET, home schooling Dysfunctional family Isolated from family and/or social life/friends Only spends time with new contacts or friends and rejects others Hides new lifestyle, allegiance and/or beliefs from family and friends <p>Family</p> <ul style="list-style-type: none"> Family history of child protection issues History of family members holding extreme views, undertaking violence acts based on extreme views and/or arrests under the Counter Terrorism and Security Act <p>Contact with extremist influences</p> <ul style="list-style-type: none"> In contact with groups/networks known to be violent extremists online or physical contact Has contact with people who have travelled to conflict zones Has contact with family, friends, gangs or 	<p>Actions and violence</p> <ul style="list-style-type: none"> Desire and/or plans to travel to conflict zones Plans and/or commits violent or hateful acts inspired by an ideology or extremist cause Takes part in extremist activities Encourages others to support violent extremist causes Legitimises the use of violence to defend an ideology Insistently preaches religious and ideological ideas to others Refuses to take part in group activities or interact with individuals based on the latter's religion, ethnicity, gender, sexual orientation or other discriminatory factors Sudden changes in habits Displays symbols of affiliation or support associated with extremist groups Adopts physical signs to express new identity (e.g. clothes, haircut, tattoos) Unsupervised access to the internet; 	<p>Unhealthy behaviours</p> <ul style="list-style-type: none"> Drugs misuse Alcohol misuse Self-harming, eating disorders, suicide attempts Challenging behaviour, aggression <p>Psychological state</p> <ul style="list-style-type: none"> Mental health Lack of self-esteem Lack of belonging Expresses strong need for excitement or adventure Easily controlled or controlling of others Paranoia or extreme mistrust of others Drawn to conspiracy theories or discourse Becomes obsessed with end of the world or messianic views Grievance or sense of injustice and desire to correct these Lack of trust in authorities Sense of victimisation and rejection – being singled out

Relationships and networks	Views and Behaviours	Wellbeing
<p>others who are linked to extremism Expresses support for extremist groups Contact with other vulnerable people</p> <p>Grooming</p> <p>Multiple unknown callers Accompanied to appointments with unknown adult that causes concern Evidence of grooming including unexplained amounts of money, expensive clothes or other items Has relationship with controlling individual which might involve physical and/or emotional abuse</p>	<p>Access to extremism material - online and/or physical</p> <p>Beliefs</p> <p>Converts or adopts new religious, ideological and/or political beliefs Expresses hatred for other groups Reinforces beliefs through regular use of violent extremist forums or sites Attends vulnerable locations where extremist views are influential Limited understanding of theological and/or political issues Expresses polarised views of the absolute truth Rejects rules and regulations of organisations based on ideological, political or religious beliefs Argues avidly to defend beliefs</p>	

[End of Prompt Sheet]

Report to the Schools, Children and Families Overview & Scrutiny Committee

21st March 2018

Annual Childcare Sufficiency Report - March 2018

Purpose of the Report

To brief the Committee on the findings of the Annual Childcare Sufficiency Report produced March 2018 before being made available in the public domain. Production and public access to the report is a statutory requirement for the Council.

Recommendation

Members note the information contained in this report and recommend any changes before the final version is published.

Contact Officer Details

Kevin Caulfield, Childcare Quality and Sufficiency Manager,
Early Years and Childcare Service,
Lancaster Circus,
Tel 0121 464 1690
Email: kevin.caulfield@birmingham.gov.uk

Background

Section 6 of the Childcare Act 2006 places a duty on English local authorities to secure sufficient childcare for working parents.

The outcome of the statutory requirement is to enable parents to work because childcare places are available, accessible, affordable and delivered flexibly in a range of high quality settings.

To secure sufficient childcare places, the Council is required by legislation to:

Secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children).

The Council is required to report annually to elected council members on how we are meeting our duty to secure sufficient childcare, and make this report available and accessible to parents.

This report summarises:

- Information about the current and projected supply and demand of childcare for particular age ranges of children, and the affordability, accessibility and quality of provision

- Details of how any gaps in childcare provision will be addressed

- The current childcare sufficiency position for Birmingham in relation to children with special educational needs and disabilities; children from families in receipt of the childcare element of Working Tax Credit or Universal Credit; children with parents who work irregular hours; children aged two, three and four taking up free places; school age children; and children needing holiday care

- Priorities and actions for 2018/19

Key Issues

Is the Council meeting its statutory duty across the required age ranges?

Is the Council meeting its statutory duty regarding Children with SEND?

Conclusions

The Council is currently meeting its statutory duty to ensure sufficient childcare places are available to meet potential demand in the majority of wards in the city for under 5's, based on latest sufficiency assessments.

The 30 hour Early Education extended entitlement for eligible working parents from 2017 has been successfully implemented.

More detailed work is required in 2018/19 to support those wards where there are gaps in 2 year old Early Education Entitlement (EEE) places if eligible parents take up the offer. Those wards are currently absorbing demand but any increase may not be met in the future.

More detailed work is required in 2018/19 to establish if there are sufficiency gaps for over 5's i.e. Out of School and Holiday provision.

More detailed work is required in 2018/19 to establish if there is a sufficiency gap for children with SEND. This work will complement the ongoing wider Council Inclusion strategy

The Early Years and Childcare Service will continue to improve its data collection activities to further strengthen the Sufficiency assessment and reporting processes.

List of Appendices

Annual Childcare Sufficiency Report – March 2018

Appendix 1 to 16 (A range of data sets analysed by ward)



Annual Childcare Sufficiency Report

March 2018

[Final Draft Version: 13th March 2018]

Document Details

Title: Annual Childcare Sufficiency Report

Description: A summary of childcare sufficiency in Birmingham for 2017/18

Date Created: March 2018

Produced by: Kevin Caulfield, Childcare Quality and Sufficiency Manager,
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Geographical Coverage: Birmingham

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Table of Contents

1. Introduction	5
1.1. Statutory requirement	5
1.2. Purpose of the Report.....	6
1.3. Methodology	6
1.4. The strategic context for sufficiency.....	6
1.5. Achievements in 2017/18	7
2. Executive Summary	8
3. City Wide Demographics.....	9
3.1. Wards	9
3.2. Birth rates	10
3.3. Under 5's Population	10
3.4. Black, Minority and Ethnic Groups.....	10
4. Early Education and Childcare Provision	12
4.1. Number of childcare providers.....	12
4.2. Childcare places and vacancies in Birmingham.....	13
4.3. Affordability.....	14
4.4. Opening Hours.....	15
4.5. Vacancies	16
4.5.1. Early Education Entitlement (EEE).....	16
4.5.2. Out of School (OOS)	17
4.5.3. Holiday Play-Schemes	17
5. Free funded early education places for two, three and four year olds	18
5.1. Two Year Old Early Education Entitlement (EEE)	19
5.2. Three and Four Year Old Early Education Entitlement (EEE)	21
5.2.1. Universal Offer (15 hours)	21
5.2.2. Extended entitlement for eligible working parents (30 hours)	22
6. Sufficiency of Early Education Entitlement and Childcare Places for under 5's	24
7. Tax Free Childcare.....	26
8. Quality of Childcare	28

9. Inclusion	29
9.1. Children with Special Educational Needs (SEND)	29
9.2. Home Teaching	30
10. Vulnerable Children	31
11. Priority Actions for 2018/19	32
11.1. Under 5's General Sufficiency	32
11.2. Two year olds EEE	32
11.3. Three and Four Year olds EEE (30 hours EEE and Tax Free childcare).....	32
11.4. Out of School and Childminders	33

DRAFT

1. Introduction

1.1. Statutory requirement

Section 6 of the Childcare Act 2006 places a duty on English local authorities to secure sufficient childcare for working parents.

The outcome of the statutory requirement is to enable parents to work because childcare places are available, accessible, affordable and are delivered flexibly in a range of high quality settings.

To secure sufficient childcare places, the Council is **required** by legislation to:

Secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children).

To secure sufficient childcare places, the council **should take into account:**

- what is 'reasonably practicable' when assessing what sufficient childcare means in their area; and

- the state of the local childcare market, including the demand for specific types of providers in a particular locality and the amount and type of supply that currently exists;

- the state of the local labour market including the sufficiency of the local childcare workforce;

- the quality and capacity of childcare providers and childminders registered with a childminder agency, including their funding, staff, premises, experience and expertise;

- should encourage schools in their area to offer out-of-hours childcare from 8.00am until 6.00pm and in school holidays;

- should encourage existing providers to expand their provision and new providers to enter the local childcare market; and

- should encourage providers to take a sustainable business approach to planning and signpost providers to resources to support them.

We are required to report annually to elected council members on how we are meeting our duty to secure sufficient childcare, and make this report available and accessible to parents.

This report summarises:

- Information about the current and projected supply and demand of childcare for particular age ranges of children, and the affordability, accessibility and quality of provision

Details of how any gaps in childcare provision will be addressed

The current childcare sufficiency position for Birmingham in relation to children with special educational needs and disabilities; children from families in receipt of the childcare element of Working Tax Credit or Universal Credit; children with parents who work irregular hours; children aged two, three and four taking up free places; school age children; and children needing holiday care

Priorities and actions for 2018/19

1.2. Purpose of the Report

This report gives an update on the Council's ability to meet the statutory duty regarding sufficiency of childcare for children 0-14 (and 17 for children with SEND). This includes free entitlements for 2, 3 and 4 year olds and wider parental childcare requirements.

The report gives an update on the current position for 2017/18 and priorities and actions for 2018/19.

The majority of data has been completed at ward level although there will be examples of district analysis for presentation purposes.

1.3. Methodology

In undertaking the production of the Childcare Sufficiency Report 2017/18 the following methods and data sources were used:

- Demographic data regarding population from the Office for National Statistics.

- Termly Early Education Entitlement (EEE) headcount data for eligible 2, 3 and 4 year olds.

- Termly 30 hour eligibility checking system data base.

- Data from Ofsted regarding registered settings in Birmingham.

- Data collected via the termly data collection process February 2018 directly from settings.

- Termly ward sufficiency assessments for 0- 4 age group.

1.4. The strategic context for sufficiency

The focus of securing sufficient childcare is to ensure there are enough accessible, affordable, flexible and high quality places available to enable parents/carers to work study or train. Childcare underpins and supports a wider number of national and local strategies with the purpose of improving outcomes for children and families. They include the following:

Child poverty - Childcare is essential for working families. Not only does good quality early years education and care help support child development, but affordable childcare enables parents to go out to work – or work more hours – supporting overall family incomes. In general an increase in family incomes will result in better outcomes for families and children e.g. ability to buy better quality/healthy food, potential to improve living accommodation e.g. additional bedroom, more disposable income for holidays and general family activities which when aggregated contribute to an all-round better home environment for children which contributes to better education engagement ultimately leading to better long term outcomes for children and families.

Social Mobility - Childcare supports the government strategy to address the widening gap between poorer and better off families by continuing to fund disadvantaged families for 2 year old Early Education Entitlement (EEE) places and the introduction of Tax Free Childcare Care and 30 Hours EEE places for eligible working parents from 2017.

Reducing the attainment gap - Research strongly suggests that good quality childcare provision, has a significant beneficial impact for those children that attend ,especially those from the age of two and from disadvantaged backgrounds. Therefore it is essential that the Council ensures that there is sufficient good quality childcare in Birmingham as it is a significant contributor in reducing the attainment gap.

1.5. Achievements in 2017/18

Development of termly sufficiency assessment s on a ward basis for the 0 to 4 age range.

Development and roll out of Data Collection (DCF) form to all Early Years and childcare providers in Birmingham on a termly basis from January 2018. A range of data is collected which improves the quality of data available to support and better inform ongoing sufficiency assessments and strategy.

Successful implementation of 30 hour EEE offer for eligible working parents of 3 and 4 year olds from September 2017.

Improved partnership and relationship with providers from across the Private, Voluntary and Independent (PVI) and Schools sectors developing a more open and honest culture.

2. Executive Summary

There are 86,601 children under the age of 5 in Birmingham.

61.21% of under 5 children are from Black, Minority or Ethnic (BME) groups.

There are 1,379 private, voluntary and independent (PVI) Childcare providers in Birmingham.

There are 27 Maintained Nursery Schools and 173 Nursery classes managed by school governing bodies In Birmingham.

Over the past 12 months 123 new providers have opened and 171 have closed (predominantly childminders).

There are currently more than 33,000 under 5 childcare places available in Birmingham. 23,420 (PVI) and 9,623 (maintained).

There is a general oversupply of 13,462 (PTE) under 5 places with relatively few wards in the city having a gap.

There is a general oversupply of 2,063 (PTE) 2 year old EEE places with relatively few wards in the city having a gap.

There are generally vacancies across all sectors for 2, 3 and 4 year old EEE places.

2 year old EEE take up Autumn Term 2017 68 % less than national average of 70%. Take up has levelled out as 69% Autumn 2016.

SEND - 255 children took up a 2 year old EEE place in the Autumn Term 2017.

SEND - 865 children took up a 3 and 4 year old EEE place in the Autumn Term 2017.

30 hour take up 3,303 places Autumn Term 2017, 5,530 places Spring Term 2018 – further work with providers to ensure supply can meet parental demand.

Concern with providers across all sectors of the financial viability of 30 hours EEE and the wider EEE offer and childcare delivery.

As at January 2018, 80 % of PVI providers, 82% of schools with nursery classes and 100% of Nursery schools inspected by Ofsted were rated good or outstanding.

3. City Wide Demographics

3.1. Wards

Birmingham is currently made up of 40 wards. (See fig.1 below.) From April 2018 Birmingham will consist of 69 wards due to Boundary changes.

This report is based on the ward/district delivery for 2017/18 time period.



Figure 1 - Ward Map of Birmingham March 2018

3.2. Birth rates

Birth rates in Birmingham have fluctuated from September 2012 to August 2017 as follows:-

September 2012 to August 2013	- 17,224	-
September 2013 to August 2014	- 16,934	decrease of - 290
September 2014 to August 2015	- 16,656	decrease of - 278
September 2015 to August 2016	- 16,980	increase of + 324
September 2016 to August 2017	- 16,738	decrease of - 242

Birmingham has a net reduction of places from August 2013 (17,224) to August 2017 (16,738) of 486 places. There is no evidence from an early years and childcare sufficiency perspective that this has had any material impact city wide or on a specific ward basis as the net reduction is spread across all wards of the city. (See Appendix 1 for city wide ward analysis.)

3.3. Under 5's Population

The latest population data for under 5's in Birmingham identifies that there are 86,601 children in this co-hort.

Age 0	= 17,307 children
Age 1	= 16,886 children
Age 2	= 17,006 children
Age 3	= 17,581 children
Age 4	= 17,821 children

The ward with the highest number of children within this age range is Bordesley Green with 3,970 and the ward with the lowest number of children within this age range is Selly Oak with 1,011. (See appendix 2 for city wide ward analysis).

3.4. Black, Minority and Ethnic Groups

Birmingham has a truly diverse mix of communities and cultures demonstrated by the February 2017 NHS under 5's list which identifies that 61.21 % of under 5 children (53,005) are from Black, Minority or ethnic (BME) groups .This is an increase of 0.84% from 2016 where 60.36% of under 5 children were from BME groups.

Sparkbrook ward has the highest percentage of BME children under 5 in the city at 90.07% (2,874 children).

Washwood Heath ward has the highest number of BME children under 5 in the city at 3,514 children which equates to 89.92% of the under 5 ward population.

Sutton Trinity ward has the lowest percentage of BME children under 5 in the city at 22.09% (330 children).

Sutton New Hall ward has the lowest number of BME children under 5 in the city at 235 children which equates to 22.66% of the under 5 ward population.

Bartley Green ward has had the highest percentage increase in the number of BME children under 5 in the city at 3.26% from 37.27% 2016 to 40.53% 2017.

(See Appendix 3 and 4 for citywide ward analysis.)

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4. Early Education and Childcare Provision

4.1. Number of childcare providers

Currently there are over 1,500 childcare providers in Birmingham from the private, voluntary and independent (PVI) and maintained sectors delivering a range of childcare services to meet parental needs.

The providers fall into the following categories with the majority being Ofsted registered:-

Private, Voluntary and Independent: Childminders (CM), Day Nurseries (DN), Holiday Play Schemes (HPS), Out of School Clubs (OOSC), Pre- School Play groups (PSP)

Maintained: Nursery Schools (NS) and Nursery Classes school governor run (NC), Special Schools (SS)

Total Number of childcare providers in Birmingham (Ofsted and non- Ofsted registered)											
Movement From February 2017 to February 2018											
	CM	DN	HPS	OOSC	PSP	Sub- Total PVI	NS	NC	SS	Sub- Total MTD	Total
Total number of providers as at Feb 2017	572	355	233	209	57	1,426	27	173	11	211	1,637
New Providers in Year	47	31	24	17	1	120	0	1	2	3	123
Closures in Year	72	34	30	21	10	167	0	1	3	4	171
Total number of providers as at Feb 2018	547	352	227	205	48	1,379	27	173	10	210	1,589
Net reduction in provision	-25	-3	-6	-4	-9	-47	0	0	-1	-1	-48

Figure 2 - Total number of providers in Birmingham

See Appendix 5 (PVI) and Appendix 6 (Maintained) for the full citywide ward analysis.

Between February 2017 and February 2018, 123 new providers were added to the childcare supply chain. The majority of new providers were childminders followed by day nurseries.

In the same period 171 providers closed. The majority of providers were childminders followed by Day nurseries. Therefore in the past 12 month period there was a net reduction in childcare providers of 48. (See Fig. 2)

In 2018/19 we will be exploring the reasons for closures especially amongst childminders and the impact on communities they support.

We are not overly concerned by this reduction as currently there is a general oversupply of childcare places across Birmingham for the 0-4 age group which includes a mix of free Early Education Entitlement (EEE) and fee paying places.

There are significantly more providers from the PVI sector than the maintained when looking at numbers of settings, however when looking at places, childminders on average are registered to deliver places to 3 or less children where a nursery class on average will deliver places to 52 children.

4.2. Childcare places and vacancies in Birmingham

The number of places and vacancies fluctuate during the year in response to parental demand. Generally the Autumn term demand and occupancy levels are at their lowest due to children starting school. This brings financial challenges to providers as income streams can often be lower than the Spring and Summer terms, therefore providers need to undertake sound financial planning throughout the year and factor in reduced Autumn term income streams. This is a known annual trend.

There are currently more than 33,000 early education and childcare places available to meet the needs of parents and families in Birmingham (see Fig 3 below).

The PVI sector offer 23,420 FTE places which is 71% and the maintained sector 9,623 places which is 29%.

Anyone who cares for children under the age of eight **for more than two hours a day** in England must register with Ofsted unless they are exempt. It is an offence to provide such childcare without being registered or on premises that have not been approved.

There are two registers:

the Early Years Register – for providers caring for children aged from birth to 31 August following their fifth birthday; providers on this register must meet the ‘Statutory framework for the Early Years Foundation Stage’.

the Childcare Register, which has two parts:

- Part A: Compulsory – for providers caring for children from 1 September after the child’s fifth birthday up until their eighth birthday; and
- Part B: Voluntary – for providers caring for children aged eight and over, and other providers who are exempt from compulsory registration, such as nannies.

Total Number of childcare places in Birmingham										
(Ofsted and non-Ofsted registered)										
	CM	DN	HPS	OOSC	PSP	Sub-Total PVI	NS	NC	Sub-Total MTD	Total
Total number of fte places as at Feb 2018	3,476	18,417	**	**	1,527	23,420	2,617	7,006	9,623	33,043
KEY										
	CM Childminders									
	DN Day Nurseries									
	HPS Holiday Play Schemes									
	OOSC Out Of School Clubs									
	PSP Pre- School Play Groups									
	NS Nursery School									
	NC Nursery Class									

Figure 3 - Total number of childcare places in Birmingham

**Although we know the number of Out of School (OOSC) and Holiday Play scheme providers we have in Birmingham for over 5's we do not know how many places they deliver and therefore if there is a gap in the supply chain. This is one of the priority actions identified for 2018/19 and is due to changes in the way Ofsted register and record the places within each setting.

In February 2018 the Early Years and Childcare Service carried out a data collection exercise requesting a range of information from all childcare providers both Ofsted and non-Ofsted registered to inform this report and our ongoing sufficiency intelligence.

329 providers submitted a return which is approximately 22% of total provision in Birmingham. This data has further informed our assessment of sufficiency.

4.3. Affordability

There are a variety of combinations of fees that parents have to pay due to varying childcare requirements of parents e.g. age of child, hours required, times required, type of provision etc.

To make childcare more affordable the government have made available the following range of funding entitlements for parents to access subject to eligibility criteria:-

Two year old Early Education Entitlement (EEE) which is a max of 15 hours per week for a min of 38 weeks - criteria based.

Three and Four year olds Early Education Entitlement (EEE), which is a max of 15 hours per week for a min of 38 weeks - universal entitlement.

Three and Four year olds Early Education Entitlement (EEE), (30 hours) – which is an extended additional entitlement of a max 15 hours per week for a min 38 weeks - criteria based.

Tax Free childcare for working parents /parent with children under 12 (or under 17 for disabled children).

As per the latest data collected from 329 providers in February 2018 the average weekly rates for the city cross sector are as follows:-

Fees as per Data Collection February 2018			
Daycare		Holiday Provision	
Type of Provision	Average Weekly Fees	Type of Provision	Average Weekly Fees
Childminders under 2	£165.45	Childminders under 2	£175.00
Childminders over 2	£154.25	Childminders over 2	£125.00
Day Nurseries under 2	£197.34	Childminders 4-11	£100.80
Day Nurseries over 2	£184.45	Day Nurseries under 2	£173.50
Out of school care age 4 -11	£62-50	Day Nurseries over 2	£163.00
		Day Nurseries 4-11	£131.14
		Out of school care age under 2	£122.33
		Out of school care age over 2	£98.00
		Out of school care age 4 -11	£96.75
		Out of school care age 11+	£160.00
		Holiday Play-scheme under 2	£127.25
		Holiday Play-scheme over 2	£127.25
		Holiday Play-scheme under 4-11	£127.25
		Holiday Play-scheme under 11 +	£127.25

Figure 4 - Fees charged for Childcare in Birmingham

Within Birmingham a significant number of parents take up childcare and take advantage of free entitlements to support their childcare costs. Childcare providers across the city set fees that they believe parents will pay i.e. the market rate. Based on the number of childcare providers and places currently in the supply chain the Council assume that current rates are affordable. However one of the actions for 2018/19 is for the Council to explore further with parents.

4.4. Opening Hours

Provider opening hours are generally based on parental demand and can vary dependent on provider type. As per the latest data collected from 329 providers in February 2018 the following opening hours have been collated for the city from across the PVI sector:-

Daycare:-

- 62% start between 7-00am and 8-00am
- 24% start between 8-00am and 9-00am
- 50% finish at 6-00pm
- 18% finish between 5-00pm and 6-00pm
- 18% finish before 5-00pm
- 10% finish between 6-00pm and 7-00pm

Out of School:-

66% start between 7-00am and 7-30am and end at 6-00pm

29% finish before 6-00pm

Holiday play-schemes:-

65% start between 7-30am and 8-15am and finish between 5-00pm and 6-00pm

Irregular Hours:-

A handful of providers open after 7-00pm and 4 childminders provide overnight care.

The opening hours data has confirmed what we already know - the opening hours can vary dependent on the type of provision delivered but in the main they will meet parental demand. The majority of the daycare provision is open during normal working and parental travelling time hours (i.e. 7-00 am to 6-00pm).

There are very few providers that deliver outside of normal hours. Our assumption is this is based on parental demand and has not been raised as an issue to the Council from parents seeking childcare.

4.5. Vacancies

Across the city there are vacancies for each type of provision. The data correlates with our 0 - 4 age range termly Sufficiency Assessments that have consistently over the past 2 years identified a general oversupply of places for that age range. Please see Figure 5.

Therefore we do not believe that the vacancies are due to affordability issues for parents.

As part of the data collection exercise February 2018 we collected the following vacancy data from the 329 providers that submitted a return and we have made the following assumptions:-

4.5.1. Early Education Entitlement (EEE)

Early Years vacancies by Provider Type			
Type of provider	Full time EEE vacancies	Part-time 2 year old EEE vacancies	Part-time 3-4 year old EEE vacancies
Childminder	56	56	57
Day Nursery	251	499	579
Holiday Playscheme	2	17	10
Nursery class in primary school	27		44
Nursery school	45	50	
Nursery Unit of Independent School	4		8
Out of School Club	9		14
Pre-School Playgroup	7	9	52
Total	401	635	764

Figure 5 - Early year's vacancies by provider type

The vacancy levels indicate that there are generally enough places to meet all aspects of the free entitlements including 30 hours for working parents.

The wards with the highest vacancy levels across the city were Sparkbrook and Washwood Heath. The vacancy levels are not particularly high but correlate with the oversupply of places in those wards. In 2018/19 we will explore

the potential for those providers to increase take up of the 2 year old and 30 hour EEE offers in those wards. (See Appendix 7 for analysis by ward.)

4.5.2.Out of School (OOS)

The vacancy levels are relatively low and spread quite evenly across the city. However the Nechells Ward of the city has a relatively high vacancy level compared to other wards for the age range 4-11. In 2018/19 we will explore the reason for the level of vacancies. See Appendix 8 for analysis by ward.

Out of School Childcare vacancies by Provider Type			
Type of provider	Vacancies for 3-5 year olds Out of school	Vacancies for 4-11 year olds Out of school	Vacancies for over 11 year olds Out of school
Childminder	31	62	36
Day Nursery	48	107	7
Holiday Playscheme		17	
Nursery Unit of Independent School	10	10	
Out of School Club	13	130	20
Total	102	326	63

Figure 6 - Out of School Childcare by provider type

4.5.3.Holiday Play-Schemes

Figure 7 shows the vacancy levels are relatively low and these are spread quite evenly across the city. However the South Yardley Ward of the city has a relatively high vacancy level compared to other wards for the 4-11 and over 11 age ranges. In 2018/19 we will explore the reason for the level of vacancies. See Appendix 9 for analysis by ward.

Holiday Childcare vacancies by Provider Type			
Type of provider	Vacancies Holiday playschemes 3-5 year olds	Vacancies Holiday playschemes 4-11 year olds	Vacancies Holiday playschemes over 11 year olds
Childminder	59	68	82
Day Nursery	156	161	102
Holiday Playscheme		93	151
Out of School Club	5	35	45
Pre-School Playgroup	10	10	10
Total	230	367	390

Figure 7 - Holiday Childcare vacancies by provider

5. Free funded early education places for two, three and four year olds

Legislation currently requires the Council to make available sufficient free early education places offering 570 hours a year over no fewer than 38 weeks of the year for every eligible 2, 3 and 4 year old child in their area. From September 2017 the Council was also required to make available sufficient early education places offering 1,140 hours a year over no fewer than 38 weeks of the year for every eligible 3 and 4 year old. This is an extension of the universal offer for 3 and 4 year olds.

The relevant dates (in relation to the age criterion) are as follows:

Children become eligible when:-

Children born in the period 1st January to 31st March: the start of term beginning on or following **1st April** after the child's second birthday;

Children born in the period 1st April to 31st August: the start of term beginning on or following **1st September** after the child's second birthday;

Children born in the period 1st September to 31st December: the start of term beginning on or following **1st January** after the child's second birthday.

There are 3 types of free funded places:

Two year olds (15 hours) - criteria based

Three and Four year olds (15 hours) - universal entitlement

Three and Four year olds (30 hours) - Extended entitlement criteria based

In Birmingham free funded places are offered and delivered in a range of settings including maintained Nursery Schools, Nursery classes on primary school sites and Private, Voluntary and Independent providers including Full Day care nurseries, Pre-school playgroups and childminders.

The government intention is for all children who meet the prescribed criteria to be able to take up a free place benefiting their social, physical and cognitive development and outcomes and helping to prepare them for school.

Evidence shows that attending high quality early education has a lasting impact on social and behavioural outcomes. The entitlements make childcare more affordable for parents and enables parents to work or increase their working hours if they wish to do so.

The following table (Fig 8) demonstrates that that high quality early education gives children a good start in life and school readiness. The results for 2017 confirm that children in Birmingham benefit from accessing EEE provision before they attend reception classes in school. Children accessing EEE provision perform better than those that do not.

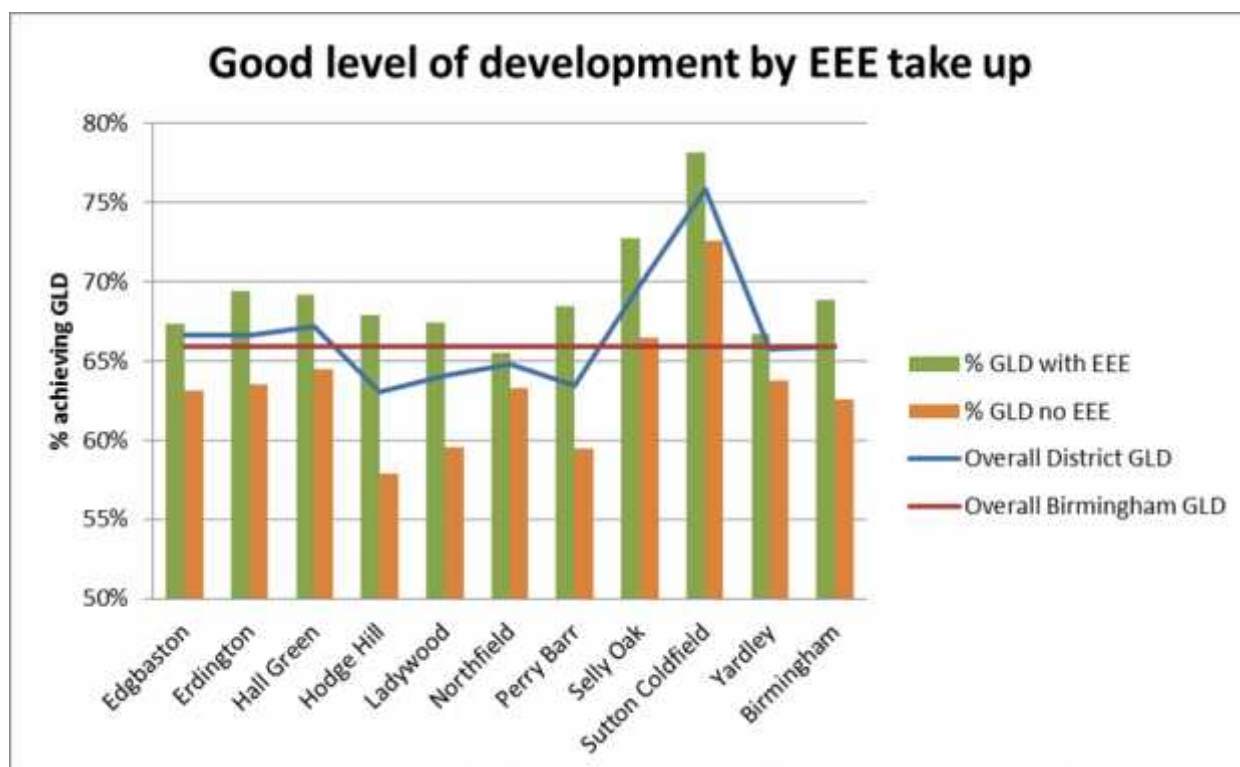


Figure 8 - District summary of GLD for 2017

5.1. Two Year Old Early Education Entitlement (EEE)

Evidence shows that high quality provision at the age of two brings benefits to children's development.

The Two year old offer gives children from disadvantaged backgrounds the opportunity to access 15 hours of free early education. Two year olds are eligible for 15 hours of free early years provision if the parent(s) claim one of the following benefits:-

Income Support;

Income-based Jobseeker's Allowance (JSA);

Income related Employment and Support Allowance (ESA);

Universal Credit – For places starting in the summer term of 2018 (on or after 1st April 2018), or any subsequent term, if a parent is entitled to Universal Credit they must have an annual net earned income equivalent to and not exceeding £15,400, assessed on up to three of the parent's most recent Universal Credit assessment periods;

Tax credits and they have an annual income of under £16,190 before tax;

The guaranteed element of State Pension Credit;

Support through part 6 of the Immigration and Asylum Act; or

The Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit).

This area of work has continued to be a particular focus for the EY service and partners who have worked collectively to develop and implement a strategy in recognition that the take up remains below the national level.

This work has led to an increase in two year old take up over the last two years - from 61% in 2015, to 68% in 2017. Although there has been an improving trajectory in the 2 year period, take up has levelled out from autumn term 2016 to the same term in 2017 and we are monitoring if there is any negative impact i.e. reduction in 2 year old places available due to the roll out of the 30 hour EEE offer for eligible working parents.

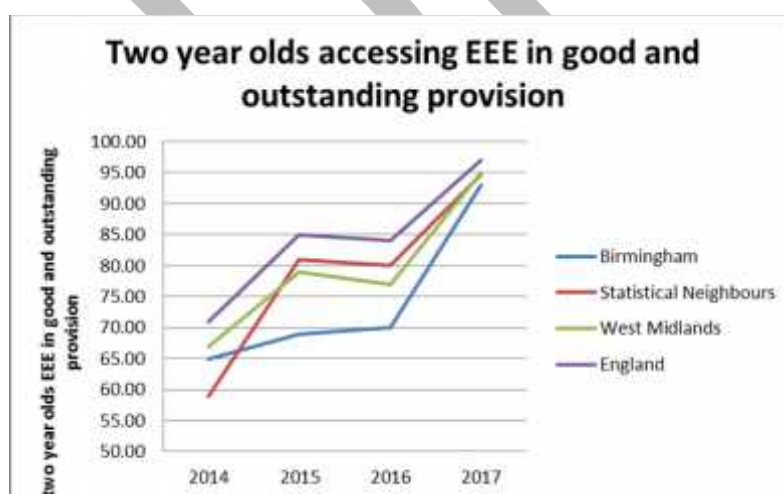
The table below shows the take up trend for the past 2 years:-

2 Year old EEE take up					
Term/Year	Eligible 2YO	MTD 2YO EEE	PVI 2YO EEE	Total 2YO EEE	% Take up
Autumn Term 2015	9,687	592	5,351	5,943	61%
Spring Term 2016	9,567	566	5,059	5,625	59%
Summer Term 2016	9,569	528	5,023	5,551	58%
Autumn Term 2016	9,288	1,102	5,271	6,373	69%
Spring Term 2017	9,114	792	4,925	5,717	63%
Summer Term 2017	9,121	880	4,788	5,668	62%
Autumn Term 2017	9,000	1,213	4,927	6,140	68%

Figure 9 - 2 YO EEE Take-Up per Term

The proportion of two year olds who access their EEE in good and outstanding settings has increased to 93%, which is close to the national average of 97% and represents an increase of 23% - in the top 10 increases across England.

Figure 10 - 2 Year olds in Good/Outstanding settings



The number of children currently accessing EEE settings yet to be inspected has increased this year to 11% from 8%; however data shows that 65% of settings achieved a judgement of met or good and above between Apr-Sept 2017. Of the remaining settings, 6% (1 setting) received a judgement of inadequate and 18% (3 settings) Requires Improvement.

Furthermore, the numbers of children accessing settings judged less than good has decreased from 8% to 5.3% (323 two year olds). See Appendix 10 for analysis by ward.

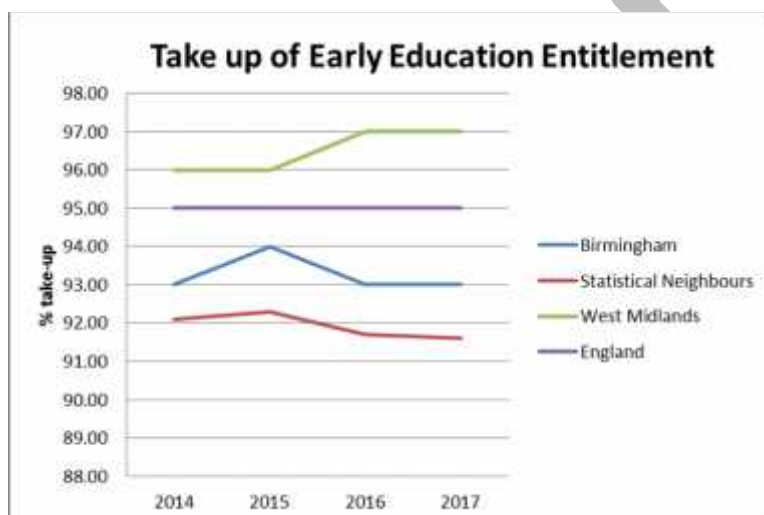
A number of maintained settings have requested increases in their Pupil Admission Numbers (PAN) to accommodate increased parental demand. The settings that have increased their 2 year old places available are those that are no longer delivering children centre services as part of the new contract from January 2018 as they are re-utilising the space within the building.

Our latest assessments identify that there is a general over supply of places based on eligible children compared to places available. Current take up is only 68% of eligible children and we believe all parents that require a place are currently able to access one.

We will monitor this situation as we continue to raise awareness of the offer to ensure parents are able to access a place.

5.2. Three and Four Year Old Early Education Entitlement (EEE)

5.2.1. Universal Offer (15 hours)



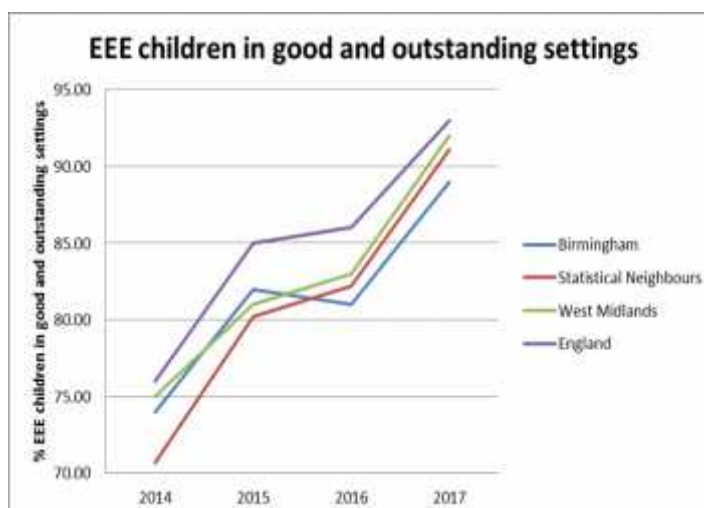
Take up of the 15 hour universal offer has remained consistent with previous years (see Figure 11 below). There are several wards within the city which are below the city average of 92% take up . Over the next 12 months we will work with local providers and other agencies to identify reasons for low take up and agree action plans to improve.

Figure 11 - Take-up Universal 3 YO EEE

We will continue to encourage take up by promoting the benefits of children accessing an early year's funded place. (See Appendix 11 for analysis by ward.)

The number of providers delivering 3 and 4 year old EEE places rated by Ofsted to be Good or Outstanding has improved in the year from 83% to 88%.

Figure 12 - 3 and 4 year old children accessing EEE in Good or Outstanding settings.



5.2.2. Extended entitlement for eligible working parents (30 hours)

In September 2017 the government introduced an additional free extended entitlement for three and four year olds of eligible working parents.

A child is entitled to the additional free hours from the term after both of the following conditions are satisfied:-

- the child has attained the age of three; and
- the child's parent has a current positive determination of eligibility from HMRC.

Parents must apply for the additional free hours through the Government's online Childcare Service. Eligibility for the additional free hours is determined by HMRC through this online application. The eligibility criteria are set out below:-

The parent of the child (and their partner where applicable) should be seeking the free childcare to enable them to work;

The parent of the child (and their partner where applicable) should also be in qualifying paid work. Each parent or the single parent in a lone parent household will need to expect to earn the equivalent of 16 hours at the national living wage or their national minimum wage rate over the forthcoming quarter;

Where one or both parents are in receipt of benefits in connection with sickness or parenting, they are treated as though they are in paid work;

Where one parent (in a couple household) is in receipt or could be entitled to be in receipt of specific benefits related to caring, incapacity for work or limited capability for work that they are treated as though they are in paid work;

Where a parent is in a 'start-up period' (i.e. they are newly self-employed) they do not need to demonstrate that they meet the income criteria for 12 months in order to qualify for the extended entitlement

If either or both parents' income exceeds £100,000 they will not be eligible for the extended entitlement.

There has been a significant amount of work this year associated with the roll out of the 30 hour EEE funded place offer for eligible working parents. This has been a challenging scheme to implement due to late roll out of detail from central government especially regarding the processes around eligibility codes (e.g. from parents receiving a code to providers validating and offering a place and some conflicting communications from DfE/HMRC). However we have overcome those issues successfully by working in partnership with providers across the sector, utilising national support resources delivered by Childcare Works, the ECS National Implementation team and a great deal of commitment from a variety of officers within the Council.

Take up for the autumn term was slightly lower than national and regional trends (see fig.13). However 89% of parents who were issued an eligibility code actually took the offer up. We are not aware that the 11% non- take up of places was due to parents not being able to take up a place. We believe this is a mix of parental choice and possible change in circumstance. We have not received any complaints from parents stating that they could

not access a place. The biggest issue we are aware of to date is where parents have had difficulties receiving their eligibility code for the first time or 3 month confirmation through the HMRC website.

30 hours Take-up: Autumn Term 2017					
Term/Year	ELIGIBILITY CODES ISSUED	Codes Validated by Providers	Codes validated %	No. of Children in a 30 hours place	Children in a 30 hours place as a % of codes issued
Birmingham	3,753	3,344	89%	3,303	88%
Regional Trend	23,909	22,585	94%	21,961	92%
National Trend	224,885	210,863	94%	202,783	90%

Figure 13 - 30 Hours take-up: Autumn Term 2017

To date the 30 hour EEE offer has been adopted and delivered by providers from across the sector (See Fig .14 below). In the Autumn term 2017 the overwhelming majority of places (73%) were delivered by the PVI sector. This weighting was expected as the majority of parents accessing the new offer would have paid fees under the old system and historically the majority of fee paying places have been delivered by the PVI sector.

30 hours EEE for eligible working parents		
Provider Type	Places delivered Autumn Term 2017	%
Childminder	70	2%
PVI	2,425	73%
Nursery School (Maintained)	362	11%
Nursery Class (Maintained)	446	14%
Total	3,303	100%

Figure 14 - 30 hours by provider type

Indicative data regarding take up for Spring Term 2018 based on total codes validated by providers is 5,530. Final figures were not available at the time writing, as the head count process is not yet complete. This is an increase of 2,227 from the Autumn Term 2017. See Appendix 12 for latest ward analysis.

The spring term take up figures strongly suggest that in general:-

Parents in Birmingham are fully aware of the entitlement and are able to access places.

Childcare providers in Birmingham are fully engaging and offering places to meet parental demand.

There are sufficient places in the supply chain to meet parental demand The Spring Term 2018 indicative validation data correlates with our detailed termly sufficiency assessment activity which for the past 18 months has consistently indicated a general oversupply of 0 to 4 EEE and childcare places city wide.

Based on the above we are comfortable that there will be enough places in the supply chain to support demand in the Summer Term 2018.

6. Sufficiency of Early Education Entitlement and Childcare Places for under 5's

In terms of numbers, the overwhelming demand for Early Education and Childcare places is required for the 0 to 4 age range. Demand for places is based on parental requirements such as childcare for when they are at work or study and take up of early education entitlements.

The latest population data for under 5's in Birmingham identifies that there are 86,601 children in this cohort. Due to the high numbers of children there will be many combinations of parental requirements city wide.

As previously stated there are currently 33,043 FTE (66,086 part time equivalents PTE) Ofsted and non- Ofsted registered childcare places in Birmingham. As at the latest Sufficiency Assessment Spring 2018 for under 5's, there is a general oversupply of 13,462 PTE) places citywide. See Appendix 16 for analysis by ward.

This equates to 79.6% occupancy level which is consistent with industry advice and suggests that providers should aim for 80 % occupancy levels to achieve financial sustainability.

Although there is a general oversupply of places there are several wards in the city that we need to monitor in 2018/19 as there will be implications if demand for places increases.

The wards affected are:

- Kingstanding (339 PTE gap)
- Harborne (767 PTE gap)
- Handsworth Wood (424 PTE gap)
- Bournville (232 PTE gap)
- Sutton Four Oaks (232 PTE gap)

Other considerations for the above wards that will be a focus in 2018/19 are the volume of children that actually take up their childcare in other wards of the city i.e. a significant number of children living in Harborne may take up their places in the neighbouring Edgbaston ward where there is a 2,549 PTE oversupply of places for children that live in that ward. We know from headcount information that there are a significant number of children who live outside the ward that attend settings in Edgbaston.

Although there is a general over supply of places there are a number of wards in the city that we need to monitor in 2018/19 as the levels are well above the city average of 20% over supply .The wards affected are:

Washwood Heath	-	600 PTE over supply	= 26%
Nechells	-	1,107 PTE over supply	= 36%
Ladywood	-	872 PTE over supply	= 46%
Lozells and East Handsworth	-	1, 285 PTE over supply	= 46%
Sparkbrook	-	1,312 PTE over supply	= 48%

The Spring Term Sufficiency assessment also identified that if all eligible 2 year old EEE children wanted to access their place there are more than enough places available as there is currently a net oversupply of 2,063 PTE places city wide. See Appendix 16 for analysis by ward.

Although there is a general oversupply of places there are a number of wards in the city that we will need to monitor in 2018/19 as there will be implications if demand for places increases. The majority of the wards affected currently have 2 year old EEE take up below the city average of 68%. The wards affected are:-

Kingstanding	- 157 PTE gap	2yo EEE take up 71%
Soho	- 102 PTE gap	2yo EEE take up 62%
Handsworth Wood	- 79 PTE gap	2yo EEE take up 53%
Springfield	- 87 PTE gap	2yo EEE take up 63%
Hodge Hill	- 70 PTE gap	2yo EEE take up 67%

There are a number of other wards that we need to monitor in 2018/19 and support as required as they have high eligibility, low take up and low oversupply of places. If there is an increase in 2 year old EEE take up there may not be sufficient places in the wards to meet demand. The wards affected are:-

Bordesley Green	- 9 PTE gap	2yo EEE take up 51%
Washwood Heath	- 36 PTE over supply	2yo EEE take up 71%

7. Tax Free Childcare

In April 2017 the government introduced the tax free childcare programme for eligible working parents. The system is administered by HMRC under the Childcare Choices brand and the following key elements are summarised below.

Parents

The scheme is for working parents /parent with children under 12 (or under 17 for disabled children).

Parents can open an online account to pay for registered childcare. The government will top-up the money parents pay into the account. For every £8 parents pay in, the government will add an extra £2. Parents can receive up to £2,000 **per child** - that's up to £500 every three months. If parents have a disabled child, they can receive up to £4,000 per child - that's up to £1,000 every three months.

Parent/parents and partners, must expect to earn (on average) at least £120 per week (equal to 16 hours at the National Minimum or Living Wage). If parent, or partner, are on maternity, paternity or adoption leave, or unable to work because of disability or have caring responsibilities, they could still be eligible.

If either parent or partner expects to earn £100,000 or more, they can't get Tax-Free Childcare. They can't use Tax-Free Childcare at the same time as childcare vouchers, Universal Credit or tax credits. They **can** use it with the 15 hours and 30 hours schemes.

Parents can use Tax-Free Childcare to help pay:

- Registered childminders, nurseries and nannies
- Registered after-school clubs and play-schemes
- Registered schools
- Home care-workers working for a registered home care agency

Eligible parents entering the scheme will open an online childcare account that they can use to pay providers for childcare. Payments will work just as they would through an online bank account, using a reference number for each child so providers can identify their payments.

Providers

To be able to receive Tax Free Childcare payments from customers, providers need to sign up to receive payments from the scheme by registering with HMRC to enable payments to be paid by parents.

Benefits

This scheme creates a fairer process as currently only those parents who work for an organisation with a childcare voucher scheme can access the benefit. The purpose is to make childcare more affordable for parents due to the opportunity to access a more flexible system and financial support.

The new system enables greater access to a wider number of parents including those that are self-employed. The potential for strengthening sustainability for providers as cost based fees become more affordable.

Based on the February 2018 Data collection process of the 329 responses, 212 providers from the PVI sector are currently signed up to Childcare Choices Tax Free Childcare and a further 27 are intending to sign up in the Summer Term 2018. We currently do not have a figure for the maintained sector which we will address in the Summer Term 2018 data collection process.

We believe that there are additional providers signed up to those that have completed a DCF. We have requested a list from HMRC to give us a more accurate figure. We are still awaiting a response. (See Appendix 13 for analysis by ward.)

Providers in Birmingham signed up to Tax Free Childcare		
Provider type	Registered for tax free childcare	Intend to sign up for it next term
Childminder	78	12
Day Nursery	102	9
Holiday Playscheme	3	
Other	3	
Creche	0	
Nursery Unit of Independent School	1	
Out of School Club	13	3
Pre-School Playgroup	11	2
Parent & Toddler group	0	1
Grand Total	212	27

Figure 15 - Providers signed up to Tax Free Childcare in Birmingham

8. Quality of Childcare

Ofsted are responsible for rating the quality of early education and childcare providers. The expectation from government is that all provision should be as far as possible delivered by providers who have achieved an overall rating of 'outstanding' or 'good' in their most recent Ofsted report..

Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children leading to better outcomes.

It is our aim that children accessing EEE in future will only do so in Good or Outstanding settings,

The council has a statutory duty to support all settings which are rated by Ofsted as inadequate or requires improvement of which 100% have an allocated Early Years Consultant (EYC). EYC'S will support setting improvement and promote high standards by:-

- Supporting setting's self- evaluation

- Monitoring and evaluating the performance of the settings

- Providing information, advice and training to childcare providers proportionate to need.

- Facilitating the sharing of best practice

Birmingham has had an improving quality trajectory across all sectors for the past 3 years (see Fig. 16 below). This continual improvement has been supported by the following interventions from the EYC team:-

- Delivery of 'Getting to Good' workshops to settings judged as Requires Improvement and Inadequate.

- Delivery of universal and targeted workshops at Early Years District Networks.

Settings judged by Ofsted as Good or Outstanding										
	All PVI's*		Childminders		Day Nurseries		Schools with nursery classes		Nursery schools	
Year	No	%	No	%	No	%	No	%	No	%
2017	876	80	347	74	280	94	141	82	27	100
2016	897	78	359	72	281	92	140	81	27	100
2015	816	69	351	64	253	85	136	80	26	96

*this includes settings such as pre-school playgroups, parent and toddler groups and out of school childcare

Figure 16 - Settings judged by Ofsted as Good/Outstanding

9. Inclusion

Within the statutory duty, the council should:-

Promote equality and inclusion, particularly for disadvantaged families, looked after children, children in need and children with special educational needs and disability by removing barriers of access to free places and working with parents to give each child support to fulfil their potential.

Ensure that they meet their duties under the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice when securing free places.

Ensure a strong multi-agency focus by securing local partnerships between all joint working professionals including education, health and social care.

Encourage providers to be clear, transparent and consistent about the SEND support available at their setting and make information available about the support to enable parents to choose the right setting for their child.

Encourage take-up of free places and undertake outreach activities to identify disadvantaged children and children who are not taking up their entitlement or their full hours and support them to do so.

9.1. Children with Special Educational Needs (SEND)

The Council must ensure that all providers in the maintained and private, voluntary and independent sectors that receive funding for the free entitlements are aware of the requirement on them to have regard to the Special Educational Needs and Disability Code of Practice: 0-25

The *Special educational needs and disability code of practice: 0 to 25 years* (2015) clearly sets out the details of the legal requirements under the Children and Families Act 2014 for local authorities to publish a Local Offer. The Local Offer must set out in one place, comprehensive information about provision they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

In the academic year 2016/17 the number of children aged 0 -5 with additional support needs known to the Early Years and childcare service was 1,451. Work will be undertaken in 2018/19 to identify the proportion of children that are unknown.

1,296 of the children attended a PVI setting and 155 children attended a maintained nursery school class. In the Autumn Term 2017 children with SEND accessing a EEE place was:-

2 year olds	= 255	(See Appendix 14 for analysis by ward)
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3 and 4 year olds	= 865	(See Appendix 15 for analysis by ward)
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The Area SENCO team (AST) support PVI settings to support and develop their inclusive practice and improve outcomes for children with SEND through a graduated approach.

The AST also manage Inclusion Support in Early Years (ISEY) funding jointly through high needs and Early Years block of Designated Schools Grant (DSG). ISEY is an additional funding resource to enable children in PVI settings to access their 2.3 and 4 year old place. In 2016/17, 500 children received funding support out of 693 applications (84%).

9.2. Home Teaching

There are a number of pre-school children with SEND requiring home teaching prior to accessing early education in a setting.

In 2016/2017, 210 children made a transition into either an early education setting to access their EEE or into reception.

Currently the Council is taking a whole system review approach under the Inclusion Strategy which is under-pinned by one of the Education Directorate key objectives '*ensuring that children and young people with SEND have their needs met in appropriate provision*'. It is anticipated that the results of the review will start having a positive impact in 2018/19.

The current situation identifies that additional work is required in 2018/19 to establish if there is a sufficiency gap regarding children with SEND. Work carried out by the service will contribute to the ongoing Council Inclusion strategy.

10. Vulnerable Children

There are 197 looked after children accessing a EEE place in early years settings in Birmingham. 127 of these children attend settings that are judged as 'good' or above. The majority of children attend places in the PVI sector.

The Early Years and childcare and Area Senco teams are giving those providers that are less than good intensive support to ensure good quality education is received by those children attending those settings.

Breakdown of LAC Access Early Education Entitlement by Age/Type of Setting/Ofsted Outcomes						
AGE	NCY	Total	SchType	Total	Ofsted Rating	Total
2	EY	41	Academy	14	1	32
	Pre	11	EY	102	2	95
3	EY	62	Free school	1	3	13
4	EY	27	Mainstream/CC	41	4	4
	R	31	Special	3	No rating	12
5	R	1	Pre-school age	50	(pre-sch age/withheld)	41
			Welsh Establishment	1		
Total		197	Total	197	Total	197

NB cohort is for LAC young people currently aged 2 up to and including Reception Year

Figure 17 - LAC in EEE

11. Priority Actions for 2018/19

11.1. Under 5's General Sufficiency

Carry out further review work and ongoing monitoring of those wards where currently there are relatively high sufficiency gaps. Work undertaken will include establishing reasons for gaps, assessing likelihood of an increase in demand and identifying actions required to ensure ongoing sufficient childcare in those wards. The wards to review are Kingstanding, Harborne, Handsworth Wood, Bournville and Sutton Four Oaks.

Review implications of children that actually take up their childcare in other wards of the city rather than the ward they live in as may have implications for particular wards of the city i.e. Harborne and Edgbaston wards.

Carry out further review work and ongoing monitoring of those wards where there is a relatively high over supply of places. Work undertaken will include establishing reasons for the over- supply and the impact on providers who are not financially sustainable from across all sectors. One area of focus will be the potential impact on schools. The following wards will be targeted: Washwood Heath, Nechells, Ladywood, Lozells and East Handsworth and Sparkbrook.

11.2. Two year olds EEE

Carry out further review work and ongoing monitoring of those wards where currently there are relatively high sufficiency gaps. Work undertaken will include establishing reasons for gaps, assessing likelihood of an increase in demand and identifying actions required to ensure ongoing sufficient childcare in those wards. The wards to review are Kingstanding, Soho, Handsworth Wood, Springfield and Hodge Hill.

Carry out further review work, ongoing monitoring and support as required for those wards that have high eligibility, low take up and low oversupply of places where an increase in 2 year old EEE take up will more than likely lead to a sufficient gap. The wards to review are Bordesley Green and Washwood Heath.

11.3. Three and Four Year olds EEE (30 hours EEE and Tax Free childcare)

Ongoing communications with childcare providers from all sectors, including termly engagement sessions to review delivery intentions and address/support issues that may have implications on the supply of places.

Co - delivery to childcare providers of specific business support sessions for the 30 hour and Tax Free Childcare offer during the Summer Term 2018 to improve provider awareness and improve existing business practice to ensure sufficiency of places.

Ongoing delivery of briefing sessions to non EEE registered providers such as Childminders and Out of School providers to raise awareness and encourage

participation- promoting the benefits to children and families and the business opportunities the offer brings.

Issue of termly Data Collection Forms (DCF) to all providers cross sector, EEE and none EEE registered which include questions regarding the 30 hour and Tax Free Childcare offer delivery. This data set will strengthen our intelligence and help inform ongoing support strategies.

Encourage providers to work in collaboration with other providers i.e. school with a childminder to support parental needs and maintain sustainable business models especially in those wards where there is an over- supply of places.

11.4. Out of School and Childminders

The council is in the process of awarding a contract to an external organisation to deliver quality support, contribute to the Sufficiency assessment process and encourage delivery of EEE places within the Out of School and Childminder sectors. The contractor will have access to those hard to reach providers and will be able to collate data and intelligence to inform our ongoing childcare sufficiency strategy.

Specific work will be undertaken to :

- Establish the number of places available across all sectors

- Establish if there are sufficient places available to meet parental demand by engaging with parents.

Appendix 1
Under 5's Birth Rate Data

Ward	Sep16-Aug17	Sep15-Aug16	Sep14-Aug15	Sep13-Aug14	Sep12-Aug13	Increase/decrease 2012-13 to 2016-17	% change	
Acoks Green	491	467	473	480	453	38	8.39%	Drop of greater than 10%
Aston	655	697	637	669	742	-87	-11.73%	Drop between 5% and 10%
Bartley Green	372	376	359	409	388	-16	-4.12%	Drop under 5%
Billesley	373	440	352	379	404	-31	-7.67%	Increase under 5%
Bordesley Green	759	744	727	748	828	-69	-8.33%	Increase between 5% and 10%
Bournville	306	327	336	330	329	-23	-6.99%	Increase greater than 10%
Brandwood	351	366	380	355	397	-46	-11.59%	
Edgbaston	273	285	286	291	267	6	2.25%	
Erdington	340	326	351	358	339	1	0.29%	
Hall Green	356	357	356	346	355	1	0.28%	
Handsworth Wood	354	433	405	406	413	-59	-14.29%	
Harborne	347	337	292	334	318	29	9.12%	
Hodge Hill	539	559	530	543	529	10	1.89%	
Kings Norton	346	337	359	343	363	-17	-4.68%	
Kingstanding	388	403	383	405	436	-48	-11.01%	
Ladywood	407	395	404	376	359	48	13.37%	
Longbridge	368	375	377	392	340	28	8.24%	
Lozells and East Handsworth	632	603	626	589	605	27	4.46%	
Moseley and Kings Heath	318	341	306	359	373	-55	-14.75%	
Nechells	690	685	712	700	736	-46	-6.25%	
Northfield	321	380	352	335	382	-61	-15.97%	
Oscott	313	344	358	305	368	-55	-14.95%	
Perry Barr	374	349	334	360	353	21	5.95%	
Quinton	330	357	353	325	375	-45	-12.00%	
Selly Oak	214	187	229	195	201	13	6.47%	
Shard End	448	408	430	437	477	-29	-6.08%	
Sheldon	319	300	278	255	280	39	13.93%	
Soho	600	615	620	604	602	-2	-0.33%	
South Yardley	527	566	551	598	544	-17	-3.13%	
Sparkbrook	653	643	637	730	726	-73	-10.06%	
Springfield	629	642	647	674	647	-18	-2.78%	
Stechford and Yardley North	435	441	450	415	436	-1	-0.23%	
Stockland Green	391	399	369	401	400	-9	-2.25%	
Sutton Four Oaks	241	222	238	223	239	2	0.84%	
Sutton New Hall	191	196	195	199	202	-11	-5.45%	
Sutton Trinity	283	280	269	280	276	7	2.54%	
Sutton Vesey	254	254	233	237	216	38	17.59%	
Tyburn	395	361	367	383	369	26	7.05%	
Washwood Heath	765	806	723	793	804	-39	-4.85%	
Weoley	390	377	372	373	352	38	10.80%	
Grand Total	16738	16980	16656	16934	17224	-244	-1.42%	

Appendix 2

Under 5,s Population Data At February 2017

Ward	0	1	2	3	4	Total
Acocks Green	462	495	486	473	512	2,428
Aston	687	640	637	665	694	3,323
Bartley Green	361	387	422	377	380	1,927
Billesley	430	383	380	415	455	2,063
Bordesley Green	739	769	787	832	843	3,970
Bournville	348	315	320	298	321	1,602
Brandwood	382	341	363	395	408	1,889
Edgbaston	266	293	259	293	265	1,376
Erdington	360	354	364	375	327	1,780
Hall Green	393	371	376	341	405	1,886
Handsworth Wood	440	396	397	440	397	2,070
Harborne	350	301	336	347	341	1,675
Hodge Hill	546	554	533	575	563	2,771
Kings Norton	332	353	344	381	377	1,787
Kingstanding	386	402	434	426	471	2,119
Ladywood	384	372	358	297	361	1,772
Longbridge	388	377	373	405	366	1,909
Lozells and East Handsworth	633	623	619	621	656	3,152
Moseley and Kings Heath	353	293	315	320	310	1,591
Nechells	732	684	704	735	686	3,541
Northfield	350	392	336	354	377	1,809
Oscott	369	366	328	357	365	1,785
Perry Barr	356	373	382	363	378	1,852
Quinton	356	362	369	350	430	1,867
Selly Oak	198	197	191	214	211	1,011
Shard End	444	454	477	479	506	2,360
Sheldon	332	320	296	333	311	1,592
Soho	622	621	624	638	645	3,150
South Yardley	550	554	583	603	605	2,895
Sparkbrook	654	620	615	692	610	3,191
Springfield	641	643	651	685	661	3,281
Stechford and Yardley North	449	433	453	455	455	2,245
Stockland Green	435	375	347	408	385	1,950
Sutton Four Oaks	237	267	268	285	291	1,348
Sutton New Hall	207	191	218	211	210	1,037
Sutton Trinity	287	287	281	332	307	1,494
Sutton Vesey	251	262	259	258	273	1,303
Tyburn	380	362	341	384	419	1,886
Washwood Heath	810	725	762	799	812	3,908
Weoley	407	379	418	370	432	2,006
TOTALS	17,307	16,886	17,006	17,581	17,821	86,601

Appendix 3
Under 5's BME Trend 2016 to 2017

Ward	2016	2017	Change
Acocks Green	57.43%	59.51%	2.08%
Aston	89.35%	89.59%	0.24%
Bartley Green	37.27%	40.53%	3.26%
Billesley	40.44%	42.12%	1.68%
Bordesley Green	86.86%	86.40%	-0.47%
Bournville	34.08%	34.58%	0.50%
Brandwood	37.98%	39.39%	1.40%
Edgbaston	71.82%	71.37%	-0.45%
Erdington	39.12%	41.97%	2.85%
Hall Green	63.48%	64.16%	0.67%
Handsworth Wood	86.11%	85.51%	-0.60%
Harborne	56.78%	57.07%	0.30%
Hodge Hill	77.28%	79.31%	2.03%
Kings Norton	29.78%	31.23%	1.44%
Kingstanding	33.94%	36.20%	2.25%
Ladywood	76.30%	77.65%	1.36%
Longbridge	24.95%	27.45%	2.50%
Lozells and East Handsworth	89.84%	88.45%	-1.39%
Moseley and Kings Heath	61.48%	59.96%	-1.52%
Nechells	86.26%	85.31%	-0.94%
Northfield	26.82%	28.52%	1.71%
Oscott	28.31%	29.47%	1.15%
Perry Barr	68.83%	69.11%	0.29%
Quinton	51.75%	52.97%	1.22%
Selly Oak	53.85%	54.30%	0.46%
Shard End	30.66%	33.26%	2.60%
Sheldon	30.38%	32.66%	2.28%
Soho	83.98%	84.51%	0.52%
South Yardley	68.09%	69.53%	1.45%
Sparkbrook	90.69%	90.07%	-0.63%
Springfield	86.30%	86.74%	0.44%
Stechford and Yardley North	55.71%	57.19%	1.48%
Stockland Green	61.09%	63.74%	2.65%
Sutton Four Oaks	21.81%	24.41%	2.59%
Sutton New Hall	22.64%	22.66%	0.03%
Sutton Trinity	22.68%	22.09%	-0.59%
Sutton Vesey	23.05%	23.94%	0.90%
Tyburn	38.58%	41.36%	2.77%
Washwood Heath	90.07%	89.92%	-0.16%
Weoley	36.01%	38.29%	2.28%
Birmingham	60.36%	61.21%	0.84%

Source: NHS Under 5 list
Date: November 2016 and November 2017
Areas: Ward
Deprivation: Index of multiple deprivation 2015
BME table are from Feb 17 and Jan 16.

Appendix 4
Under 5's BME Profile February 2017

Ward	BME	Not BME	Unknown	Total
Acocks Green	1,445	777	206	2,428
Aston	2,977	60	286	3,323
Bartley Green	781	1,008	138	1,927
Billesley	869	1,070	124	2,063
Bordesley Green	3,430	132	408	3,970
Bournville	554	949	99	1,602
Brandwood	744	1,030	115	1,889
Edgbaston	982	150	244	1,376
Erdington	747	902	131	1,780
Hall Green	1,210	518	158	1,886
Handsworth Wood	1,770	51	249	2,070
Harborne	956	494	225	1,675
Hodge Hill	2,197	366	207	2,770
Kings Norton	558	1,149	80	1,787
Kingstanding	767	1,224	128	2,119
Ladywood	1,376	135	261	1,772
Longbridge	524	1,260	125	1,909
Lozells and East Handsworth	2,788	55	309	3,152
Moseley and Kings Heath	954	507	130	1,591
Nechells	3,021	148	372	3,541
Northfield	516	1,183	110	1,809
Oscott	526	1,164	95	1,785
Perry Barr	1,280	378	194	1,852
Quinton	989	714	164	1,867
Selly Oak	549	296	166	1,011
Shard End	785	1,396	179	2,360
Sheldon	520	939	133	1,592
Soho	2,662	114	374	3,150
South Yardley	2,013	634	248	2,895
Sparkbrook	2,874	67	250	3,191
Springfield	2,846	135	300	3,281
Stechford and Yardley North	1,284	789	172	2,245
Stockland Green	1,243	522	185	1,950
Sutton Four Oaks	329	920	99	1,348
Sutton New Hall	235	733	69	1,037
Sutton Trinity	330	1,053	111	1,494
Sutton Vesey	312	907	84	1,303
Tyburn	780	961	145	1,886
Washwood Heath	3,514	94	300	3,908
Weoley	768	1,094	144	2,006
Birmingham	53,005	26,078	7,517	86,600

Ward	BME	Not BME	Unknown	total
Acocks Green	59.51%	32.00%	8.48%	100.00%
Aston	89.59%	1.81%	8.61%	100.00%
Bartley Green	40.53%	52.31%	7.16%	100.00%
Billesley	42.12%	51.87%	6.01%	100.00%
Bordesley Green	86.40%	3.32%	10.28%	100.00%
Bournville	34.58%	59.24%	6.18%	100.00%
Brandwood	39.39%	54.53%	6.09%	100.00%
Edgbaston	71.37%	10.90%	17.73%	100.00%
Erdington	41.97%	50.67%	7.36%	100.00%
Hall Green	64.16%	27.47%	8.38%	100.00%
Handsworth Wood	85.51%	2.46%	12.03%	100.00%
Harborne	57.07%	29.49%	13.43%	100.00%
Hodge Hill	79.31%	13.21%	7.47%	100.00%
Kings Norton	31.23%	64.30%	4.48%	100.00%
Kingstanding	36.20%	57.76%	6.04%	100.00%
Ladywood	77.65%	7.62%	14.73%	100.00%
Longbridge	27.45%	66.00%	6.55%	100.00%
Lozells and East Handsworth	88.45%	1.74%	9.80%	100.00%
Moseley and Kings Heath	59.96%	31.87%	8.17%	100.00%
Nechells	85.31%	4.18%	10.51%	100.00%
Northfield	28.52%	65.40%	6.08%	100.00%
Oscott	29.47%	65.21%	5.32%	100.00%
Perry Barr	69.11%	20.41%	10.48%	100.00%
Quinton	52.97%	38.24%	8.78%	100.00%
Selly Oak	54.30%	29.28%	16.42%	100.00%
Shard End	33.26%	59.15%	7.58%	100.00%
Sheldon	32.66%	58.98%	8.35%	100.00%
Soho	84.51%	3.62%	11.87%	100.00%
South Yardley	69.53%	21.90%	8.57%	100.00%
Sparkbrook	90.07%	2.10%	7.83%	100.00%
Springfield	86.74%	4.11%	9.14%	100.00%
Stechford and Yardley North	57.19%	35.14%	7.66%	100.00%
Stockland Green	63.74%	26.77%	9.49%	100.00%
Sutton Four Oaks	24.41%	68.25%	7.34%	100.00%
Sutton New Hall	22.66%	70.68%	6.65%	100.00%
Sutton Trinity	22.09%	70.48%	7.43%	100.00%
Sutton Vesey	23.94%	69.61%	6.45%	100.00%
Tyburn	41.36%	50.95%	7.69%	100.00%
Washwood Heath	89.92%	2.41%	7.68%	100.00%
Weoley	38.29%	54.54%	7.18%	100.00%
Birmingham	61.21%	30.11%	8.68%	100.00%

Source: NHS Under 5 list
Date: November 2016 and November 2017
Areas: Ward
Deprivation: Index of multiple deprivation 2015
The November 2017 under fives list did not include ethnicity, so the BME table are from Feb 17 and Jan 16.
BME

Appendix 5

(PVI ONLY)

Ward Analysis of Providers from 2017 to 2018

Ward	CM 2017	CM 2018	CM Difference	DN 2017	DN 2018	DN Difference	HP 2017	HP 2018	HP Difference	OSC 2017	OSC 2018	OSC Difference	PSP 2017	PSP 2018	PSP Difference	2017 Total	2018 Total	Total Difference	New Providers	Closed Providers	New / Closed Difference
Acocks Green	12	10	-2	7	7	0	4	5	1	2	2	0	2	2	0	27	26	-1	3	3	0
Aston	9	9	0	8	8	0	7	6	-1	3	2	-1	5	4	-1	32	29	-3	2	5	-3
Bartley Green	19	19	0	8	8	0	8	7	-1	6	6	0	0	0	0	41	40	-1	0	1	-1
Billesley	23	22	-1	6	7	1	5	6	1	3	3	0	1	1	0	38	39	1	5	4	1
Bordesley Green	9	9	0	9	10	1	5	5	0	0	1	1	0	0	0	23	25	2	3	1	2
Bournville	20	19	-1	3	3	0	4	4	0	5	5	0	3	2	-1	35	33	-2	3	5	-2
Brandwood	33	32	-1	3	3	0	2	2	0	7	7	0	0	1	1	45	45	0	3	3	0
Edgbaston	1	1	0	20	19	-1	15	11	-4	10	9	-1	1	1	0	49	44	-5	2	7	-5
Erdington	10	8	-2	12	11	-1	6	5	-1	8	8	0	0	0	0	36	32	-4	2	5	-3
Hall Green	26	22	-4	9	9	0	3	3	0	7	6	-1	3	2	-1	48	42	-6	0	6	-6
Handsworth Wood	9	10	1	5	5	0	5	4	-1	4	4	0	0	0	0	23	23	0	2	2	0
Harborne	9	11	2	3	3	0	4	3	-1	3	3	0	2	2	0	21	22	1	4	4	0
Hodge Hill	8	6	-2	11	11	0	4	6	2	3	3	0	0	0	0	26	26	0	3	3	0
Kings Norton	12	10	-2	7	7	0	4	3	-1	2	2	0	0	0	0	25	22	-3	0	3	-3
Kingstanding	17	13	-4	2	2	0	4	4	0	4	4	0	1	1	0	28	24	-4	1	5	-4
Ladywood	4	3	-1	10	10	0	11	11	0	7	8	1	1	1	0	33	33	0	2	2	0
Longbridge	22	24	2	10	10	0	7	7	0	4	4	0	2	2	0	45	47	2	5	3	2
Lozells And East Handsworth	10	8	-2	19	18	-1	8	8	0	5	5	0	3	2	-1	45	41	-4	1	5	-4
Moseley And Kings Heath	14	12	-2	8	8	0	9	8	-1	8	8	0	2	2	0	42	39	-3	2	6	-4
Nechells	10	11	1	19	17	-2	8	9	1	9	7	-2	1	1	0	48	46	-2	8	6	2
Northfield	17	17	0	9	9	0	8	8	0	8	8	0	2	1	-1	44	43	-1	3	5	-2
Oscott	21	19	-2	10	9	-1	3	2	-1	8	9	1	1	1	0	43	40	-3	3	6	-3
Perry Barr	23	24	1	9	7	-2	1	1	0	4	5	1	0	0	0	37	37	0	3	3	0
Quinton	22	20	-2	10	9	-1	2	2	0	5	4	-1	2	1	-1	41	36	-5	3	8	-5
Selly Oak	6	8	2	5	5	0	2	2	0	8	6	-2	1	1	0	22	22	0	2	2	0
Shard End	13	15	2	8	9	1	3	4	1	6	7	1	4	2	-2	34	37	3	6	3	3
Sheldon	16	18	2	5	6	1	4	3	-1	5	4	-1	2	2	0	32	33	1	6	5	1
Soho	10	9	-1	7	9	2	7	6	-1	4	5	1	1	1	0	30	31	1	4	3	1
South Yardley	14	13	-1	10	10	0	8	7	-1	4	5	1	1	1	0	37	36	-1	3	4	-1
Sparkbrook	9	11	2	14	16	2	8	9	1	3	3	0	1	0	-1	35	39	4	6	4	2
Springfield	18	17	-1	10	10	0	5	5	0	3	3	0	1	1	0	39	37	-2	1	3	-2
Stechford And Yardley North	20	21	1	9	8	-1	6	6	0	2	2	0	2	2	0	39	39	0	3	4	-1
Stockland Green	10	8	-2	7	8	1	5	3	-2	6	6	0	2	2	0	30	27	-3	3	7	-4
Sutton Four Oaks	11	11	0	6	6	0	6	8	2	6	6	0	2	2	0	31	33	2	3	1	2
Sutton New Hall	13	12	-1	8	8	0	7	9	2	10	10	0	4	4	0	43	44	1	4	3	1
Sutton Trinity	16	14	-2	10	10	0	12	12	0	8	8	0	0	0	0	47	45	-2	2	4	-2
Sutton Vesey	23	25	2	10	9	-1	7	6	-1	8	7	-1	2	1	-1	50	48	-2	8	10	-2
Tyburn	8	5	-3	8	8	0	3	4	1	5	5	0	0	0	0	24	22	-2	3	5	-2
Washwood Heath	7	6	-1	14	14	0	8	8	0	4	4	0	0	0	0	34	32	-2	2	4	-2
Weoley	18	15	-3	7	5	-2	5	5	0	2	4	2	2	1	-1	34	30	-4	1	4	-3
Total	572	547	-25	355	351	-4	233	227	-6	209	208	-1	57	47	-10	1436	1389	-47	120	167	-47

Appendix 6

Ward Analysis of LA Providers from AU2016 to AU2017

Ward	NC AU2016	NC AU2017	NC Difference	NS AU2016	NS AU2017	NS Difference	SP AU2016	SP AU2017	SP Difference	AU2016 Total	AU2017 Total	Total Difference	New Providers	Closed Providers	New / Closed Difference
Acocks Green	6	6	0	0	0	0	0	0	0	6	6	0	0	0	0
Aston	6	6	0	2	2	0	0	1	1	8	9	1	0	0	0
Bartley Green	4	4	0	1	1	0	0	0	0	5	5	0	0	0	0
Billesley	4	4	0	1	1	0	0	0	0	5	5	0	0	0	0
Bordesley Green	6	6	0	0	0	0	0	0	0	6	6	0	0	0	0
Bournville	3	3	0	0	0	0	0	0	0	3	3	0	0	0	0
Brandwood	4	4	0	1	1	0	0	0	0	5	5	0	0	0	0
Edgbaston	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0
Erdington	2	3	1	1	1	0	0	0	0	3	4	1	1	0	1
Hall Green	4	4	0	0	0	0	0	0	0	4	4	0	0	0	0
Handsworth Wood	4	4	0	0	0	0	0	0	0	4	4	0	0	0	0
Harborne	1	1	0	0	0	0	0	0	0	1	1	0	0	0	0
Hodge Hill	6	6	0	0	0	0	1	1	0	7	7	0	0	0	0
Kings Norton	3	3	0	1	1	0	0	0	0	4	4	0	0	0	0
Kingstanding	7	7	0	0	0	0	1	1	0	8	8	0	0	0	0
Ladywood	5	5	0	1	1	0	0	0	0	6	6	0	0	0	0
Longbridge	3	3	0	1	1	0	0	0	0	4	4	0	0	0	0
Lozells and East Handsworth	9	9	0	0	0	0	1	0	-1	10	9	-1	0	0	0
Moseley and Kings Heath	5	5	0	0	0	0	1	0	-1	6	5	-1	0	1	-1
Nechells	10	9	-1	1	1	0	0	1	1	11	11	0	1	1	0
Northfield	1	1	0	1	1	0	0	0	0	2	2	0	0	0	0
Oscott	4	4	0	2	2	0	1	1	0	7	7	0	0	0	0
Perry Barr	3	3	0	0	0	0	0	0	0	3	3	0	0	0	0
Quinton	4	4	0	0	0	0	0	0	0	4	4	0	0	0	0
Selly Oak	2	2	0	1	1	0	1	0	-1	4	3	-1	0	1	-1
Shard End	5	5	0	0	0	0	0	0	0	5	5	0	0	0	0
Sheldon	3	3	0	1	1	0	1	1	0	5	5	0	0	0	0
Soho	9	9	0	0	0	0	0	0	0	9	9	0	0	0	0
South Yardley	6	6	0	0	0	0	0	0	0	6	6	0	0	0	0
Sparkbrook	9	9	0	2	2	0	0	0	0	11	11	0	0	0	0
Springfield	4	4	0	0	0	0	0	0	0	4	4	0	0	0	0
Stechford and Yardley North	4	4	0	1	1	0	0	0	0	5	5	0	0	0	0
Stockland Green	2	2	0	2	2	0	1	1	0	5	5	0	0	0	0
Sutton Four Oaks	1	1	0	0	0	0	0	1	1	1	2	1	1	0	1
Sutton New Hall	2	2	0	0	0	0	0	0	0	2	2	0	0	0	0
Sutton Trinity	3	3	0	0	0	0	0	0	0	3	3	0	0	0	0
Sutton Vesey	3	3	0	0	0	0	1	0	-1	4	3	-1	0	1	-1
Tyburn	5	5	0	1	1	0	0	0	0	6	6	0	0	0	0
Washwood Heath	5	5	0	3	3	0	0	0	0	8	8	0	0	0	0
Weoley	6	6	0	2	2	0	2	2	0	10	10	0	0	0	0
Total	173	173	0	27	27	0	11	10	-1	211	210	-1	3	4	-1

Appendix 7

EEE Vacancies February 2018

Ward	Full time EEE vacancies	Part-time 2 year old EEE vacancies	Part-time 3-4 year old EEE vacancies
Acocks Green		15	15
Aston	7	12	7
Bartley Green		4	
Billesley	39	7	4
Bordesley Green	5		13
Bournville		2	3
Brandwood	1	3	36
Edgbaston	2	9	9
Erdington	3	14	10
Hall Green		14	29
Handsworth Wood	3	9	13
Harborne	4		
Hodge Hill	5	4	49
Kings Norton	22	48	50
Kingstanding			
Ladywood	3	1	25
Longbridge	2	14	12
Lozells and East Handsworth	15	39	36
Moseley and Kings Heath	6		6
Nechells	6	22	37
Northfield		5	6
Oscott	4	11	13
Perry Barr	13	13	21
Quinton		4	6
Selly Oak		2	1
Shard End	4		1
Sheldon	7	10	12
Soho	15	8	19
South Yardley	13	10	18
Sparkbrook	71	141	119
Springfield	10	32	26
Stechford and Yardley North	10	13	17
Stockland Green	2	8	7
Sutton Four Oaks			
Sutton New Hall	3		12
Sutton Trinity	31	7	21
Sutton Vesey	34	6	6
Tyburn	16	14	16
Washwood Heath	45	133	88
Weoley		1	1
Grand Total	401	635	764

Appendix 8

Out of School Vacancies As at February 2018

Ward	Vacancies for 3-5 year olds Out of school	Vacancies for 4-11 year olds Out of school	Vacancies for over 11 year olds Out of school
Acocks Green			
Aston			
Bartley Green			
Billesley	4	8	8
Bordesley Green			
Bournville			
Brandwood	2	7	5
Edgbaston			
Erdington	1	4	
Hall Green		6	
Handsworth Wood		5	
Harborne			
Hodge Hill			
Kings Norton			
Kingstanding			
Ladywood		30	
Longbridge	8	8	2
Lozells and East Handsworth	4	20	
Moseley and Kings Heath	11	18	
Nechells		56	
Northfield		5	
Oscott	3	2	
Perry Barr	4	9	8
Quinton		10	
Selly Oak			
Shard End		6	
Sheldon	7	9	6
Soho	3	10	
South Yardley			
Sparkbrook	30	33	5
Springfield		3	
Stechford and Yardley North	3	1	1
Stockland Green	2	5	5
Sutton Four Oaks			
Sutton New Hall	10	30	20
Sutton Trinity		10	
Sutton Vesey	4	18	3
Tyburn	3	8	
Washwood Heath			
Weoley	3		
Total	102	326	63

Appendix 9

Holiday Play-Scheme Vacancies

As at February 2018

Ward	Vacancies Holiday playschemes 3-5 year olds	Vacancies Holiday playschemes 4-11 year olds	Vacancies Holiday playschemes over 11 year olds
Acocks Green			
Aston	12		
Bartley Green			
Billesley	8	16	16
Bordesley Green		3	
Bournville			
Brandwood	2	4	10
Edgbaston	4		
Erdington	5	36	
Hall Green			
Handsworth Wood	14	12	
Harborne			
Hodge Hill	4		
Kings Norton			
Kingstanding			
Ladywood		15	
Longbridge	24	2	2
Lozells and East Handsworth		42	
Moseley and Kings Heath	2		
Nechells	20	10	
Northfield	15	15	
Oscott	10	15	
Perry Barr	36	12	8
Quinton			
Selly Oak			
Shard End			
Sheldon	32	18	12
Soho		20	
South Yardley		100	100
Sparkbrook			
Springfield			
Stechford and Yardley North		1	
Stockland Green	4	10	10
Sutton Four Oaks			
Sutton New Hall	20	20	
Sutton Trinity			
Sutton Vesey	8	27	7
Tyburn			
Washwood Heath	10	10	
Weoley		2	
Grand Total	230	390	165

Appendix 10

2 year old EEE take up Autumn Term 2017

Ward	Number children accessing 2 year EEE at: <i>Childminder</i>	Number children accessing 2 year EEE at: <i>Day Nursery</i>	Number children accessing 2 year EEE at: <i>Pre-School Playgroup</i>	Number children accessing 2 year EEE at: <i>Other PVI</i>	Number children accessing 2 year EEE at: <i>Nursery School</i>	Number children accessing 2 year EEE at: <i>Nursery Class</i>	Number children accessing 2 year EEE at: <i>Special School</i>	Number accessing a place in a PVI setting	Number accessing a place in a maintained setting	Total number children accessing 2 year EEE	No. 2 year olds eligible from DWP	% eligible children accessing EEE
Bartley Green	2	79	0	5	68	0	0	86	68	154	210	73%
Edgbaston	0	41	3	0	34	0	0	44	34	78	91	86%
Harborne	0	28	7	0	1	2	0	35	3	38	60	63%
Quinton	3	91	2	0	12	1	0	96	13	109	165	66%
Erdington	1	106	1	2	25	1	0	110	26	136	177	77%
Kingstanding	2	111	16	14	22	7	3	143	32	175	248	71%
Stockland Green	0	62	8	1	45	1	2	71	48	119	180	66%
Tyburn	4	115	0	0	26	2	0	119	28	147	187	79%
Hall Green	4	56	4	0	0	1	0	64	1	65	130	50%
Moseley and Kings Heath	3	43	4	0	6	0	0	50	6	56	107	52%
Sparkbrook	8	183	5	0	58	10	0	196	68	264	360	73%
Springfield	7	214	11	0	1	0	0	232	1	233	372	63%
Bordesley Green	5	234	1	0	6	13	0	240	19	259	504	51%
Hodge Hill	3	193	2	0	26	1	0	198	27	225	334	67%
Shard End	1	137	18	0	3	65	0	156	68	224	309	72%
Washwood Heath	2	259	1	0	77	2	0	262	79	341	479	71%
Aston	3	187	41	0	97	27	0	231	124	355	435	82%
Ladywood	3	91	7	0	45	0	0	101	45	146	209	70%
Nechells	15	233	9	0	76	5	0	257	81	338	523	65%
Soho	2	199	16	0	4	13	0	217	17	234	378	62%
Kings Norton	1	121	0	0	22	3	0	122	25	147	215	68%
Longbridge	2	98	4	0	34	2	0	104	36	140	200	70%
Northfield	2	72	1	0	36	20	0	75	56	131	170	77%
Weoley	2	58	1	6	94	1	0	67	95	162	228	71%
Handsworth Wood	1	102	11	0	1	3	0	114	4	118	222	53%
Lozells and East Handsw	8	247	22	0	4	7	0	277	11	288	425	68%
Oscott	4	68	5	0	21	1	0	77	22	99	156	63%
Perry Barr	5	93	3	0	12	3	0	101	15	116	192	60%
Billesley	4	82	2	0	20	2	0	88	22	110	169	65%
Bournville	1	51	9	0	17	2	0	61	19	80	113	71%
Brandwood	7	48	0	0	36	18	0	55	54	109	171	64%
Selly Oak	1	34	6	0	3	0	0	41	3	44	65	68%
Sutton Four Oaks	2	21	2	0	0	1	0	25	1	26	41	63%
Sutton New Hall	2	17	4	0	0	1	0	23	1	24	39	62%
Sutton Trinity	0	40	2	0	0	1	0	42	1	43	59	73%
Sutton Vesey	0	22	1	0	0	0	0	23	0	23	39	59%
Acocks Green	7	140	27	0	0	0	0	174	0	174	293	59%
Sheldon	2	82	11	0	2	1	0	95	3	98	146	67%
South Yardley	3	145	2	0	13	9	0	150	22	172	323	53%
Stechford and Yardley No	6	135	10	0	19	1	0	151	20	171	276	62%
Outside Birmingham	7	145	2	0	9	6	0	154	15	169		
	135	4483	281	28	975	233	5	4027	4212	6140	9000	68%

Appendix 11

3 and 4 year old take up
Autumn Term 2017

Ward	Number children accessing 3/4 year EEE at: Childminder	Number children accessing 3/4 year EEE at: Day Nursery	Number children accessing 3/4 year EEE at: Pre-School Playgroup	Number children accessing 3/4 year EEE at: Other PVI	Number children accessing 3/4 year EEE at: Nursery School	Number children accessing 3/4 year EEE at: Nursery Class	Number children accessing 3/4 year EEE at: Special School	Number accessing a place in a PVI setting	Number accessing a place in a maintained setting	Total number children accessing 3/4 year EEE	Number of 3 / 4 year old children eligible	% eligible children accessing EEE
Bartley Green	3	140	4	1	106	115	1	148	222	370	410	90%
Edgbaston	0	89	8	20	45	24	0	117	69	186	273	68%
Harborne	2	162	37	24	7	32	0	225	39	264	350	75%
Quinton	4	109	16	9	12	136	0	138	148	286	343	83%
Erdington	2	189	1	4	61	101	4	196	166	362	379	96%
Kingstanding	0	112	4	3	34	258	1	119	293	412	428	96%
Stockland Green	0	95	4	3	119	80	2	102	201	303	363	83%
Tyburn	0	150	4	1	71	134	0	155	205	360	374	96%
Hall Green	3	124	11	2	1	158	0	140	159	299	359	83%
Moseley and Kings Heath	1	139	9	3	11	134	0	152	145	297	318	93%
Sparkbrook	3	129	2	1	92	335	1	135	428	563	684	82%
Springfield	1	271	5	1	4	293	2	278	299	577	647	89%
Bordesley Green	5	261	0	2	5	414	0	268	419	687	795	86%
Hodge Hill	3	245	3	2	61	188	2	253	251	504	553	91%
Shard End	1	151	24	0	5	187	0	176	192	368	449	82%
Washwood Heath	1	227	3	0	247	237	2	231	486	717	798	90%
Aston	3	118	18	0	98	353	2	139	453	592	655	90%
Ladywood	0	112	1	4	48	94	0	117	142	259	339	76%
Nechells	6	216	6	4	80	322	1	232	403	635	707	90%
Soho	1	158	2	5	10	295	0	166	305	471	625	75%
Kings Norton	4	176	5	0	65	79	1	185	145	330	345	96%
Longbridge	5	128	12	0	74	99	1	145	174	319	398	80%
Northfield	3	152	16	3	72	64	0	174	136	310	323	96%
Weoley	9	115	12	2	88	126	1	138	215	353	385	92%
Handsworth Wood	3	132	0	4	3	209	2	139	214	353	403	88%
Lozells and East Handsworth	3	179	3	0	10	344	0	185	354	539	606	89%
Oscott	8	107	0	0	76	90	1	115	167	282	317	89%
Perry Barr	6	149	2	1	55	142	1	158	198	356	382	93%
Billesley	3	119	9	1	34	148	0	132	182	314	397	79%
Bournville	4	128	38	2	48	96	0	172	144	316	320	99%
Brandwood	3	126	14	1	71	121	0	144	192	336	365	92%
Selly Oak	1	62	14	2	34	32	2	79	68	147	179	82%
Sutton Four Oaks	8	193	19	2	1	19	0	222	20	242	259	93%
Sutton New Hall	1	99	19	5	1	81	1	124	83	207	213	97%
Sutton Trinity	8	210	19	3	1	71	1	240	73	313	314	100%
Sutton Vesey	2	132	12	16	2	82	1	162	85	247	257	96%
Acocks Green	6	177	28	2	3	218	0	213	221	434	492	88%
Sheldon	1	104	21	0	29	84	0	126	113	239	290	82%
South Yardley	5	177	19	2	42	280	0	203	322	525	607	86%
Stechford and Yardley North	3	162	30	1	54	177	1	196	232	428	460	93%
Outside Birmingham	17	432	29	19	30	117	2	497	149	646		
	142	6456	483	155	1910	6569	33	7236	8512	15748	17161	92%

Appendix 12

Autumn Term 2017

Children Accessing 30 hour EEE take up by ward
(where child is resident)

Ward	30 hour EEE funded children	Childminder	Day Nursery	Pre-School Playgroup	Other PVI	Nursery School	Nursery Class	Special School
Acocks Green	75	0	55	1	0	1	18	0
Aston	39	0	22	0	0	4	13	0
Bartley Green	99	2	46	3	0	34	14	0
Billesley	47	2	38	0	0	2	5	0
Bordesley Green	35	0	32	0	0	0	3	0
Bournville	119	3	73	7	0	18	18	0
Brandwood	87	2	64	2	0	14	5	0
Edgbaston	32	0	21	3	0	4	4	0
Erdington	127	2	89	0	2	13	21	0
Hall Green	61	2	55	0	0	0	4	0
Handsworth Wood	62	1	50	0	0	1	10	0
Harborne	88	1	76	7	0	4	0	0
Hodge Hill	67	1	46	2	0	12	6	0
Kings Norton	100	2	74	0	0	22	2	0
Kingstanding	101	0	55	1	1	5	39	0
Ladywood	38	0	23	0	0	9	6	0
Longbridge	89	3	45	4	0	25	12	0
Lozells and East Handsworth	50	0	34	0	0	2	14	0
Moseley and Kings Heath	74	1	49	0	0	6	18	0
Nechells	48	1	29	0	1	9	8	0
Northfield	105	3	77	2	0	21	2	0
Oscott	106	5	54	0	0	14	33	0
Outside Birmingham	294	11	250	3	4	13	13	0
Perry Barr	72	1	55	2	1	11	2	0
Quinton	56	1	41	4	0	3	7	0
Selly Oak	43	1	29	2	0	6	5	0
Shard End	73	1	48	6	0	2	16	0
Sheldon	70	1	54	3	0	8	4	0
Soho	42	1	25	0	3	1	12	0
South Yardley	62	4	42	2	1	9	4	0
Sparkbrook	29	0	18	0	0	7	4	0
Springfield	47	1	37	1	0	4	4	0
Stechford and Yardley North	63	1	41	6	0	9	6	0
Stockland Green	88	0	50	0	3	21	14	0
Sutton Four Oaks	110	6	96	2	0	0	6	0
Sutton New Hall	111	1	66	9	3	1	31	0
Sutton Trinity	148	4	115	9	3	0	17	0
Sutton Vesey	117	0	99	5	6	0	7	0
Tyburn	106	0	66	3	1	14	22	0
Washwood Heath	30	0	11	1	0	14	4	0
Weoley	93	5	51	5	0	19	13	0
Total	3,303	70	2301	95	29	362	446	0

* Number of children accessing EEE by resident ward

** Number of children accessing over 15 funded hours by resident ward

Appendix 13

PVI providers registered for Tax Free Childcare

As at February 2018

Ward	Registered for tax free childcare?	Intend to sign up for it next term	Total responses	% currently registered
Acocks Green	3		3	100.00%
Aston	1	3	6	16.67%
Bartley Green	2	1	4	50.00%
Billesley	6		7	85.71%
Bordesley Green	1	1	4	25.00%
Bournville	5		10	50.00%
Brandwood	6		11	54.55%
Edgbaston	12		12	100.00%
Erdington	8		9	88.89%
Hall Green	4	1	9	44.44%
Handsworth Wood	3		7	42.86%
Harborne	2	1	9	22.22%
Hodge Hill	2		5	40.00%
Kings Norton	5		6	83.33%
Kingstanding	1	1	2	50.00%
Ladywood	5		8	62.50%
Longbridge	6		7	85.71%
Lozells and East Handsworth	5	2	12	41.67%
Moseley and Kings Heath	7	1	11	63.64%
Nechells	4	1	9	44.44%
Northfield	8		8	100.00%
Oscott	9		11	81.82%
Perry Barr	8	1	10	80.00%
Quinton	4	1	9	44.44%
Selly Oak	4		6	66.67%
Shard End	2		5	40.00%
Sheldon	6	1	9	66.67%
Soho	0	2	5	0.00%
South Yardley	9	1	13	69.23%
Sparkbrook	4	4	11	36.36%
Springfield	7	1	10	70.00%
Stechford and Yardley North	10	1	12	83.33%
Stockland Green	5		8	62.50%
Sutton Four Oaks	7	1	10	70.00%
Sutton New Hall	10		11	90.91%
Sutton Trinity	9		11	81.82%
Sutton Vesey	12		14	85.71%
Tyburn	5		6	83.33%
Washwood Heath	1	1	3	33.33%
Weoley	4	1	6	66.67%
Total	212	27	329	64.44%

Appendix 14

Vulnerable Children
2 year old EEE take up

Ward	Total accessing EEE	No. 2 year olds eligible from DWP	% eligible children accessing EEE	Total children accessing 2 year EEE with SEND	Proportion of all children who accessed 2 year EEE with SEND	Total 'children looked after' accessing 2 year EEE
Bartley Green	154	210	73%	18	11.69%	1
Edgbaston	78	91	86%	2	2.56%	1
Harborne	38	60	63%	0	0.00%	1
Quinton	109	165	66%	3	2.75%	0
Erdington	136	177	77%	5	3.68%	1
Kingstanding	175	248	71%	4	2.29%	3
Stockland Green	119	180	66%	6	5.04%	1
Tyburn	147	187	79%	14	9.52%	5
Hall Green	65	130	50%	3	4.62%	0
Moseley and Kings Heath	56	107	52%	4	7.14%	1
Sparkbrook	264	360	73%	12	4.55%	1
Springfield	233	372	63%	2	0.86%	1
Bordesley Green	259	504	51%	3	1.16%	1
Hodge Hill	225	334	67%	15	6.67%	3
Shard End	224	309	72%	8	3.57%	0
Washwood Heath	341	479	71%	11	3.23%	1
Aston	355	435	82%	5	1.41%	1
Ladywood	146	209	70%	1	0.68%	4
Nechells	338	523	65%	7	2.07%	5
Soho	234	378	62%	5	2.14%	1
Kings Norton	147	215	68%	3	2.04%	2
Longbridge	140	200	70%	19	13.57%	2
Northfield	131	170	77%	6	4.58%	3
Weoley	162	228	71%	24	14.81%	4
Handsworth Wood	118	222	53%	4	3.39%	2
Lozells and East Handsworth	288	425	68%	24	8.33%	3
Oscott	99	156	63%	3	3.03%	1
Perry Barr	116	192	60%	2	1.72%	3
Billesley	110	169	65%	1	0.91%	1
Bournville	80	113	71%	2	2.50%	2
Brandwood	109	171	64%	0	0.00%	0
Selly Oak	44	65	68%	0	0.00%	0
Sutton Four Oaks	26	41	63%	2	7.69%	0
Sutton New Hall	24	39	62%	1	4.17%	2
Sutton Trinity	43	59	73%	6	13.95%	1
Sutton Vesey	23	39	59%	1	4.35%	3
Acocks Green	174	293	59%	0	0.00%	1
Sheldon	98	146	67%	4	4.08%	6
South Yardley	172	323	53%	11	6.40%	1
Stechford and Yardley North	171	276	62%	8	4.68%	5
Outside Birmingham	169			6	3.55%	3
Total	6140	9000	68%	255	4.15%	77

Appendix 15

3 and 4 year old EEE take up Autumn Term 2017

Vulnerable Children

Ward	Total accessing EEE	Number of 3 / 4 year old children eligible	% eligible children accessing EEE	Total children accessing 3/4 year EEE with SEND	Proportion of all children who accessed 3/4 year EEE with SEND	Total 'children looked after' accessing 3/4 year EEE
Bartley Green	370	410	90%	34	9.19%	1
Edgbaston	186	273	68%	12	6.45%	0
Harborne	264	350	75%	6	2.27%	3
Quinton	286	343	83%	9	3.15%	3
Erdington	362	379	96%	25	6.91%	3
Kingstanding	412	428	96%	14	3.40%	1
Stockland Green	303	363	83%	13	4.29%	0
Tyburn	360	374	96%	40	11.11%	3
Hall Green	299	359	83%	6	2.01%	2
Moseley and Kings Heath	297	318	93%	9	3.03%	2
Sparkbrook	563	684	82%	53	9.41%	0
Springfield	577	647	89%	26	4.51%	3
Bordesley Green	687	795	86%	33	4.80%	1
Hodge Hill	504	553	91%	37	7.34%	3
Shard End	368	449	82%	19	5.16%	5
Washwood Heath	717	798	90%	59	8.23%	2
Aston	592	655	90%	39	6.59%	1
Ladywood	259	339	76%	21	8.11%	1
Nechells	635	707	90%	36	5.67%	2
Soho	471	625	75%	20	4.25%	0
Kings Norton	330	345	96%	17	5.15%	1
Longbridge	319	398	80%	60	18.81%	2
Northfield	310	323	96%	18	5.81%	2
Weoley	353	385	92%	38	10.76%	3
Handsworth Wood	353	403	88%	13	3.68%	1
Lozells and East Handsworth	539	606	89%	20	3.71%	3
Oscott	282	317	89%	8	2.84%	0
Perry Barr	356	382	93%	6	1.69%	1
Billesley	314	397	79%	13	4.14%	2
Bournville	316	320	99%	12	3.80%	3
Brandwood	336	365	92%	15	4.46%	1
Selly Oak	147	179	82%	11	7.48%	3
Sutton Four Oaks	242	259	93%	6	2.48%	3
Sutton New Hall	207	213	97%	4	1.93%	2
Sutton Trinity	313	314	100%	17	5.43%	4
Sutton Vesey	247	257	96%	11	4.45%	2
Acocks Green	434	492	88%	12	2.76%	4
Sheldon	239	290	82%	5	2.09%	1
South Yardley	525	607	86%	24	4.57%	2
Stechford and Yardley North	428	460	93%	22	5.14%	3
Outside Birmingham	646			22	3.41%	8
	15748	17161	92%	865	5.49%	87

Appendix 16 - Summary of Sufficiency Assessments

Ward Overview

Under 5's in Birmingham

Spring Term 2018

	Ward	Under 5'S overall Childcare (Gap)	Under 5'S overall Childcare Over supply	2 year old EEE Childcare (Gap)	2 YEAR OLD eee Childcare Over supply	Autumn Term 2017		Spring Term 2018		Spring Term 2018	
						Take up of EEE places per ward:		Number of EEE eligible 2 year olds:		Number of EEE eligible 3 & 4 year olds:	
						% of 2 year olds	% of 3 & 4 year olds				
1	Kingstanding	-339		-157		71%	96%	247		571	
2	Harborne	-767			3	63%	75%	81		465	
3	Billesley		132		19	65%	79%	173		545	
4	Soho	0	35	-102		62%	75%	365		824	
5	Hodge Hill	-1		-70		67%	91%	334		736	
6	Handsworth Wood	-424		-79		53%	88%	187		543	
7	Bournville	-232			6	71%	99%	112		410	
8	Perry Barr		166		6	60%	93%	191		482	
9	Acocks Green		40		66	59%	88%	304		614	
10	Brandwood		277		76	64%	92%	149		510	
11	Sutton Four Oaks	-232			35	63%	93%	42		375	
12	Shard End		159		11	72%	82%	281		619	
13	Sheldon		106		9	67%	82%	150		430	
14	Tyburn		62		3	79%	96%	182		499	
15	Springfield	-75		-87		63%	89%	370		861	
16	Stockland Green		234		71	66%	83%	174		508	
17	Hall Green		569		119	50%	83%	137		458	
18	Kings Norton		279		66	68%	96%	185		481	
19	Weoley		278	-11		71%	92%	220		510	
20	Quinton		32	-25		66%	83%	173		481	
21	South Yardley		80	-17		53%	86%	303		799	
22	Oscott		353		75	63%	89%	155		449	
23	Northfield		425		151	77%	96%	185		454	
24	Erdington		359		72	77%	96%	177		473	
25	Bartley Green		104		23	73%	90%	212		515	
26	Stechford & Yardley North		522		32	62%	93%	252		587	
27	Ladywood		872		172	70%	76%	196		415	
28	Washwood Heath		600		36	71%	90%	478		1,034	
29	Sutton Trinity		417		117	73%	100%	57		414	
30	Aston		236		108	82%	90%	472		865	
31	Selly Oak		446		121	68%	82%	67		263	
32	Longbridge		543		107	70%	80%	203		509	
33	Bordesley Green		176	-9		51%	86%	499		1,079	
34	Sutton Vesey		515		122	59%	96%	34		340	
35	Moseley & Kings Heath		467		72	52%	93%	100		417	
36	Sutton New Hall		795		218	62%	97%	36		271	
37	Lozells & East Handsworth		1,285		180	68%	89%	379		809	
38	Sparkbrook		1,312	-29		73%	82%	391		875	
39	Nechells		1,107		207	65%	90%	507		938	
40	Edgbaston		2,549		346	86%	68%	91		358	
	Total	-2,070	15,532	-586	2,649	68%	92%	8,851		22,786	



Schools, Children and Families O&S Committee: Work Programme 2017/18

Chair: Cllr Susan Barnett

Committee Members: Cllrs: Sue Anderson; Matt Bennett; Kate Booth; Barry Bowles; Debbie Clancy; Shabrana Hussain; Julie Johnson; Chauhdry Rashid; Mike Sharpe, Martin Straker-Welds and Alex Yip

Representatives: Samera Ali, Parent Governor; Evette Clarke, Parent Governor, Adam Hardy, Roman Catholic Diocese; and Sarah Smith, Church of England Diocese

Officer Support: Scrutiny Team: Emma Williamson (464 6870) Amanda Simcox (675 8444)
Committee Manager: Louisa Nisbett (303 9844)

1 Priority Issues

1.1 The following were highlighted in June as the possible priority issues for the committee's 2017/18 municipal year:

Children's Trust (13 Sep 2017, plus workshop in Nov 2017, in addition all Councillors were invited to a briefing on 9 January 2018)

Fair Access protocol with all Schools (13 September 2017)

Children missing school and missing from school e.g. permanent exclusions, home schooled and changing schools (briefing 24 August 2017)

Early Years (consultation 19 June 2017 - 17 August 2017)

School attainment/improvement (headline data in Dec 2017 & detailed data March 2018)

Young people and housing (discussed at workshop - may be a joint piece of work with Housing and Homes O&S Committee)

Parents Manifesto / Charter (discussed at workshop)

Radicalisation (March 2018)

1.2 Annual reports/updates on:

School places sufficiency (will be e-mailed to Members)

Birmingham Safeguarding Children Board (BSCB – 17 January 2018)

Youth Justice Strategic Plan (13 December 2017)

Progress reports on the Committee's Previous Inquiries: Child Sexual Exploitation (CSE), Children Missing from Home and Care and Corporate Parenting (18 Oct 2017)



1.3 Potential priorities for 2018/19 Work Programme:

How reading is applied in the early years setting (Cllr Debbie Clancy)

Ward Councillors being actively involved in schools within their ward (Cllr Carl Rice)

Exclusions (Cllr Carl Rice)

Implementation of the SEND Strategy

Update on the Progress on the Child Poverty Commission's Recommendations

Update on gangs to be scheduled for July 2018

Youth Justice Strategic Plan

BSCB Annual Report

Child Poverty Update (Children's Commission recommendations)

Corporate Parenting Board Annual Report & Corporate Parenting Tracking Report

2 Meeting Schedule

All at 1.30 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
14 June 2017	Informal meeting to discuss the Work Programme. Outcome: This discussion has informed the work programme	
12 July 2017 At 2pm Send out: 4 Jul 2017	The Education and Children's Social Care Improvement Journey Outcome: Briefing on 24 August 2017 on children missing school e.g. home schooled. An update on return home interviews discussed on 18 October 2017. A briefing note on family support to be provided (awaiting details of what needs to be included from Members).	Cllr Brigid Jones, Cabinet Member for Children, Families and Schools and Colin Diamond, Interim Corporate Director, Children and Young People
	Birmingham's new Strategy for SEND (Special Educational Needs and/or Disabilities) and Inclusion Consultation Outcome: The committee fed into the consultation.	Jill Crosbie, AD, SEND; Marie Dobson, Project Manager, Education Services and Professor Geoff Lindsay, Chair, Inclusion Commission



All at 1.30 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
13 September 2017 Send out: 5 Sep 17	<p>Children's Trust</p> <p>(In addition there was a briefing session for all Councillors on 11th July 2017 and the July's Cabinet report has been forwarded to the Committee).</p> <p>Outcome: That further reports will be presented to Committee as set out in the reporting / accountability Service Delivery Contract.</p>	Andy Couldrick, Chief Executive, Birmingham Children's Trust and Sarah Sinclair, Interim AD (Commissioning) Children's Services
	<p>Fair Access Protocol Consultation</p> <p>Outcome: A further report to be submitted to Committee which addresses any outstanding issues raised and a clear performance framework to include headline data on the numbers of children that have been identified through the Fair Access Protocol and the timeframes by which they were put back into a suitable school.</p>	Alan Michell, Interim Operational Manager, Schools Admissions
18 October 2017 Send out: 10 Oct 2017	<p>Tracking: Children Missing from Home and Care and update on CSE</p> <p>Last discussed on 26 April 2017 and outstanding action was that key measures of success that will be used and WMP to come back with Evaluation report regarding locating missing people to be included in update.</p> <p>Outcome: Requested a briefing note be provided by the end of the municipal year (April 2018) to update Members on progress with return home interviews for children placed out of the city.</p>	<p>Superintendent Paul Drover, West Midlands Police</p> <p>Alastair Gibbons, Executive Director for Children Services</p> <p>Debbie Currie, AD Child Protection, Performance & Partnership and Margaret Gough, CSE Co-ordinator</p> <p>David Bishop, Head of Service Children Out Of School</p> <p>Rob Cotterill, Barnardos and Karen Woodsfield, The Children's Society</p>
	<p>Tracking: Corporate Parenting</p> <p>Outcome: Tracked recommendations and an update on the Members survey was included at the February 2018 meeting when the Corporate Parenting Board annual report was discussed.</p>	Andy Pepper, AD, Children in Care Provider Services and Natalie Loon, Corporate Parenting Coordinator



All at 1.30 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
22 November 2017 Workshop	<p>Children's Trust Workshop</p> <ul style="list-style-type: none"> • Dave Hill, Children's Social Care Commissioner • Andy Couldrick, Chief Executive, Children Trust • Colin Diamond, Corporate Director for Children & Young People • Sarah Sinclair, Interim AD (Commissioning) Children's Services • Seamus Gaynor, Children's Trust <p>Outcome: Members discussed:</p> <ul style="list-style-type: none"> - What is the interface between O&S and Children's Trust? - How does O&S scrutinise the Council's Intelligent Client Function? - How are Members more widely engaged? 	Kalbir Sangha, Project Manager, Programme and Projects Team and Seamus Gaynor, Children's Trust
13 December 2017 Room 2 Send out: 5 Dec 2017	<p>Citywide School Attainment Statistics – Headline data</p> <p>Outcome: Members provided with the headline data and asked to confirm what they would like for the March 2018 meeting.</p>	Colin Diamond, Corporate Director for Children & Young People, Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP and Shagufta Anwar, Senior Intelligence Officer
	<p>Youth Justice Strategic Plan 2016 – 17.</p> <p>Outcome: Members updated on the Plan and Members discussed gangs at the January 2018 committee meeting.</p>	Dawn Roberts, AD, Early Help and Trevor Brown, Head Of Youth Offending Services
8 January 2018 at 16.45 Room 6	<p>Call-in Request: Birmingham's Strategy for SEND and Inclusion</p> <p>Outcome:</p> <ul style="list-style-type: none"> • Decision not called-in and a letter has been sent to the Cabinet Member, to which a response has been received. 	Cllr Carl Rice, Cabinet Member for Children, Families and Schools; Jill Crosbie, AD, SEND; David Bridgman, Head of SENAR and Andrew Wright, Head of Virtual School for Children in Care
10 January 2018 at 12.30 Scrutiny Office	<p>Informal meeting to discuss the budget proposals to feed into the public consultation</p> <p>Outcome:</p> <ul style="list-style-type: none"> • The Committee responded to the consultation. Information to be provided on the maintained schools that were in debt and how this was being managed. 	Cllr Carl Rice, Cabinet Member for Children, Families and Schools, Anne Ainsworth, Deputy Director, Anil Nayyar, Head of City Finance – Education and John Hamilton, Interim Director of Resources, and Mark Godwin, Finance Manager, Children's Trust



All at 1.30 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
17 January 2018 Send out: 9 Jan 2018	Update on Progress on the Child Poverty Commission's recommendations (1.30pm – 2.10pm approx) Outcome: <ul style="list-style-type: none"> Data on child poverty was forwarded to Members. A letter to be sent to DWP supporting auto-enrolment for Free School Meals. A further update to be provided. 	Councillor Tristan Chatfield, Cabinet Member for Community Safety and Equality, Cllr Roger Harmer and Cllr Robert Alden (lead Members on the Commission), Jacqui Kennedy, Strategic Director for Place, Suwinder Bains, Cohesion and Partnerships Manager, Dr Simon Pemberton, Child Poverty Action Forum and Dennis Wilkes, AD, Public Health
	Birmingham Safeguarding Children Board (BSCB) Annual report (2.10pm – 3.10pm approx) Outcome: <ul style="list-style-type: none"> The report was noted. 	Penny Thompson, Chair of BSCB and Simon Cross, Business Manager
	Gangs (3.10pm – 4.10pm approx) Outcome: <ul style="list-style-type: none"> The Gangs and Violence: Uniting to improve safety report was forwarded to Members. A further update to be provided in 6 months. 	Dawn Roberts, AD, Early Help and Trevor Brown, Head Of Youth Offending Services and Superintendent Mat Shaer and Detective Chief Inspector Nick Dale, West Midlands Police
	Child Sexual Exploitation (CSE) Briefing / Guidelines for Councillors (4.10pm approx) Outcome: <ul style="list-style-type: none"> The briefing note was noted. 	Debbie Currie, AD Child Protection, Performance & Partnerships; Julie Young, AD Safeguarding (education) and Jon Needham, School Advisor – Safeguarding
14 February 2018 Send out: 6 Feb 2018	Cllr Carl Rice, Cabinet Member for Children, Families and Schools Update Outcome: To update the service plans on the website etc.	Suman McCarthy, Cabinet Support Officer Colin Diamond, Corporate Director for Children & Young People and Jill Crosbie, AD, SEND
	The Corporate Parenting Board Annual Report Outcome: The report was noted.	Andy Pepper, AD, Children in Care Provider Services and Natalie Loon, Corporate Parenting Support Officer



All at 1.30 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
21 March 2018 Send out: 13 Mar 2018	School Attainment Statistics for Secondary and Primary Schools In addition all Councillors have been invited to a session on school curriculum and assessment on the 13 th March 2018 provided by BEP.	Colin Diamond, Corporate Director, Children & Young People, James Killan, Senior Information Officer and Shagufta Anwar, Senior Intelligence Officer Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP.
	Radicalisation	Waqar Ahmed, Prevent Manager and Razia Butt, Resilience Advisor
	Childcare Sufficiency	Kevin Caulfield, Childcare Quality and Sufficiency Manager

3 Outstanding Tracking

Inquiry	Outstanding Recommendations	Date of Tracking
Children Missing from Home and Care	R2 – Develop an overarching strategy for missing children so responsibilities are clear and understood, risk is managed well, especially for looked after children and persistent runaways, information is shared effectively and appropriate support is in place for children and families.	Update received: 12 October 2016, 26 April 2017 and 18 October 2017
Corporate Parenting	R1 – R7	Update rec'd 18 Oct 17 & Annual Report 14 Feb 18
<p>R01 - Councillors to commit to at least one activity from the 'menu of involvement'. This will then be published on the Council's website. A follow-up survey will be undertaken by the Scrutiny Office in nine months requesting an update from Councillors on this. Responsibility - All Councillors, by April 2017.</p> <p>R02 - The menu of involvement for Councillors is developed into a corporate parenting handbook for Councillors for May 2018. This will include providing Councillors with examples of how they can undertake each task. Responsibility: Cabinet Member for Children, Families and Schools by May 2018.</p> <p>R03 - Training is offered to Councillors in the first couple of weeks of becoming a Councillor. Responsibility: Deputy Leader by May 2018.</p> <p>R04 - Every children's home in Birmingham that has a Birmingham child in care is visited by the end of July 2017 and the District Corporate Parent Champions ensure this happens. Responsibility: District Corporate Parent Champions by July 2017.</p> <p>R05 - Supporting documentation for completing cabinet reports includes a requirement that consideration is given as to any impact of the proposals on children in care. If there are likely impacts, the cabinet report should include this in the body of the report. Responsibility: Cabinet Member for Transparency, Openness and Equality by October 2017.</p> <p>R06 - The AD, Children in Care Provider Services presents an annual Corporate Parenting Board report to the Schools, Children and Families O&S Committee. Responsibility: Cabinet Member for Children, Families & Schools by Feb 2018.</p>		



4 Visits

- 4.1 Previously Members visited the children in care social work teams to talk to front line staff: North West Central (21st February 2017), East (8th March 2017) and South (22nd July 2016 (included the ASTI Team) and 9th March 2017). Members may wish to visit other social work teams etc.
- 4.2 A visit was made regarding radicalisation on the 16th February 2018.

5 Useful Acronyms

ASTI = Assessment and Short Term Intervention BEP = Birmingham Education Partnership BSCB = Birmingham Safeguarding Children Board CAF = Common Assessment Framework CAFCASS = Child & Family Court Advisory Support Service CAMHS = Child and Adolescent Mental Health Services CASS = Children's Advice and Support Service CIC = Children in Care CICC = Children in Care Council COBS = City of Birmingham School CPR = Child Protection Register CRB = Criminal Records Bureau CSE = Child Sexual Exploitation DFE = Department for Education DV = Domestic Violence	EDT = Emergency Duty Team EFA = Education Funding Agency EHE = Elective Home Education EYFS = Early Years Foundation stage FCAF = Family Common Assessment Framework FGM = Female Genital Mutilation FSM = Free School Meals IRO = Independent Reviewing Officer Key Stage 1 (Ages 5-7) Years 1 and 2 Key Stage 2 (Ages 7-11) Years 3, 4, 5 and 6 Key Stage 3 (Ages 11-14) Years 7, 8 and 9 Key Stage 4 (Ages 14-16) Years 10 & 11 Key Stage 5 (ages 16 – 18) LSCB = Local Safeguarding Children Board MASH = Multi Agency Safeguarding Hub NEET = Not in Education, Employment or Training NRPF = No Recourse to Public Funds Ofsted = Office for Standards in Education	PCT = Primary Care Trust PEP = Pupil Education Plan PEx = Permanent Exclusions PIE = Pride in Education RAG = Red, Amber, Green SCR = Serious Case Review SEN = Special Educational Needs SENAR = SEN Assessment and Review SENDIASS = SEND Information, Advice and Support Service SENCO = Special Educational Needs Coordinator SEND = Special Educational Needs and Disability SEDP = Special Education Development Plan SGOs = Special Guardianship Orders TA=Teaching Assistant UASC = Unaccompanied Asylum Seeking Children YDC = Young Disabled Champions YOT = Youth Offending Team
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6 Cabinet Decisions

- 6.1 The following decisions, extracted from the Cabinet Office Forward Plan of Decisions, are likely to be relevant to the Schools, Children and Families O&S Committee's remit.

ID Number	Title	Proposed Date of Decision	Date of Decision
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new school – Standing Item	30 Jun 17	
002600/2016	Unattached School Playing Fields – Disposal for Development	24 Jan 18	
004201/2017	Tile Cross Academy Capital Works 2019	-	24 Jan 18
004629/2018	Additional Primary School Places - Harborne Primary School Annex - FBC - Public Report	13 Feb 18	13 Feb 18
004650/2018	John Willmott School Conversion from Community School to Academy Status	24 Jan 18	24 Jan 18
004669/2018	Schools Private Finance Initiative and Building Schools for the Future Savings Review - Contract Termination	24 Jan 18	24 Jan 18



ID Number	Title	Proposed Date of Decision	Date of Decision
004681/2018	Admission Arrangements and Published Admission Numbers for Community and Voluntary Controlled schools and the Local Authority Co-ordinated Scheme 2019/2020	13 Feb 18	13 Feb 18
004752/2018	Birmingham Children's Trust (not on forward plan)	-	24 Jan 18
004776/2018	Equal Pay and TUPE – Schools (not on forward plan)	-	24 Jan 18
004796/2018	Education Delivery and Improvement Plan 2017-18 (not on forward plan)	-	24 Jan 18
004890/2018	Schools Capital Programme 2018-19	17 Apr 18	

6.2 The following are joint decisions made by the Cabinet Member for Children, Families and Schools and Chief Officers.

CMIS Ref No	Title	Cabinet Member & Lead Officer	Date of Meeting
004965/2018	Birmingham Children's Trust Establishment	Cllr Carl Rice, Children, Families and Schools and Sarah Sinclair, Interim AD, Children and Young People Commissioning	28 Feb 2018
004991/2018 & 004992/2018	Children's Residential Block Contract	Cllr Majid Mahmood, Commercialism, Commissioning and Contract Management Cllr Carl Rice, Children, Families and Schools and Head of Children's Commissioning	2 Mar 2018