



## **Provisional Education Performance 2017**

Schools, Children and Families Overview and Scrutiny  
Committee

**December 2017**

# Introduction

- 2016 saw many changes in the assessment arrangements for schools in England, there have been further changes in 2017
- As highlighted by the Department of Education, not all results are comparable to previous years
- This report covers performance across all Key Stages
- This is provisional data – final data released at the end of 2017 and beginning of 2018
- Full report looking at detailed analysis of examination results will be delivered in March 18.

# Summary

- Primary School performance below average across both attainment and progress measures.
- However we have had a fall in the number of schools below national floor standard.
- Early Years Foundation Stage performance has improved but gap not closed with national levels.
- GCSE results are a strength – these compare well to statistical neighbours and the other core cities.
- The year-on-year fall in GCSE attainment of ‘Basics’ (English and mathematics), Ebacc and Attainment 8 is similar to the national trend, but not as significant. For this reason difference to national has been reduced and in the case of Ebacc performance is now above national.
- The “Progress 8 and Attainment 8” measures– indicate Birmingham is in line with national.
- A level results also continue to be a strength in comparison to national, core cities and statistical neighbours.
- Ofsted ratings continue to improve although Birmingham is still below the national, regional, Core City and statistical neighbour averages.

# Early Years Foundation Stage

# Early Years Foundation Stage Profile (EYFSP)

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

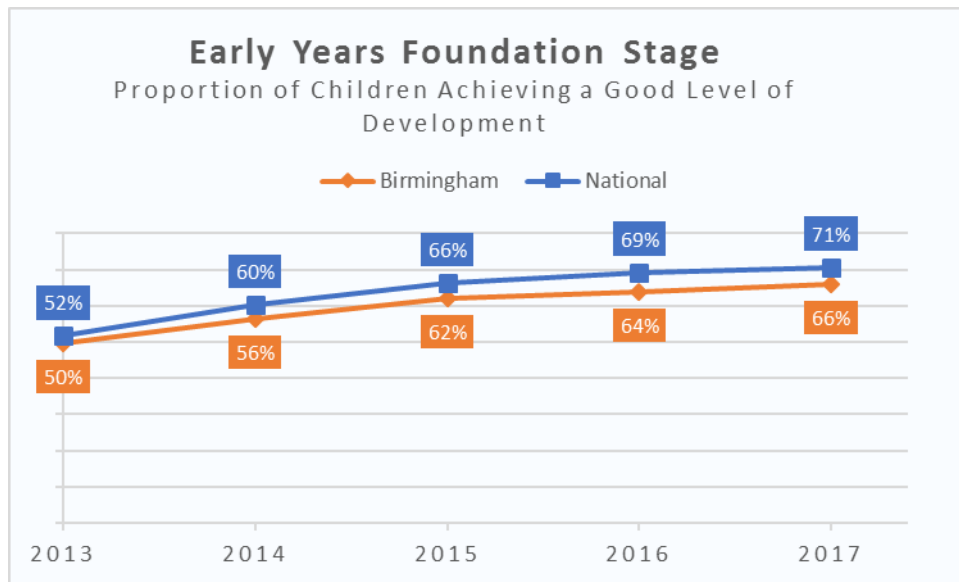
The purpose of the assessment is to gain insight into levels of children's development and their readiness for the next phase of their education

The EYFSP gives:

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

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

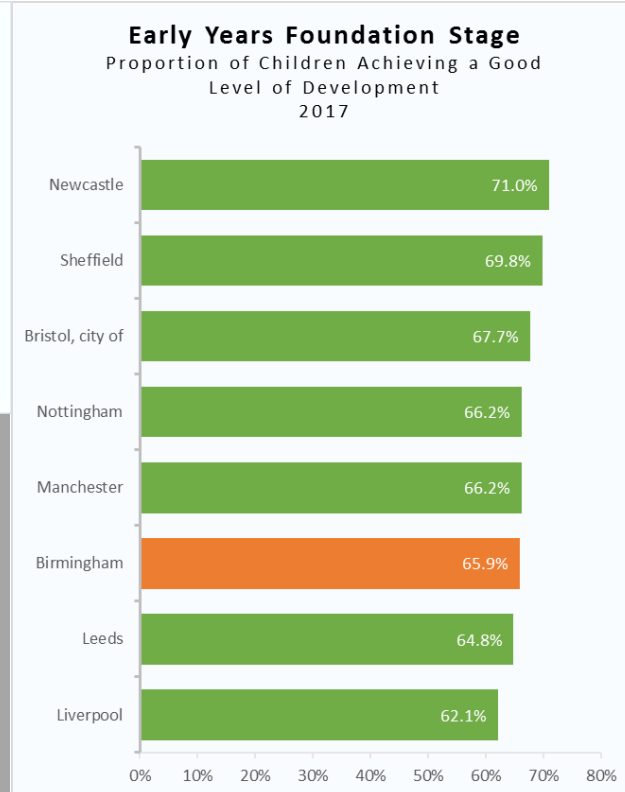
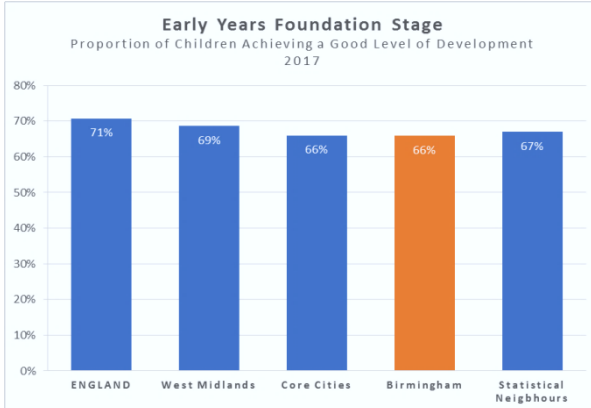
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.



# EYFS Comparisons

## Core Cities

## Statistical Neighbours



LA wide education performance is benchmarked against national, West Midlands, core cities and statistical neighbours.

While EYFS GLD improved by 2% on 2016, similar improvement occurred nationally so the gap has not closed. Addressing this is a priority for Birmingham via Strategic School Improvement Fund.

Birmingham's rank in both core cities and against statistical neighbours has fallen from 2016.

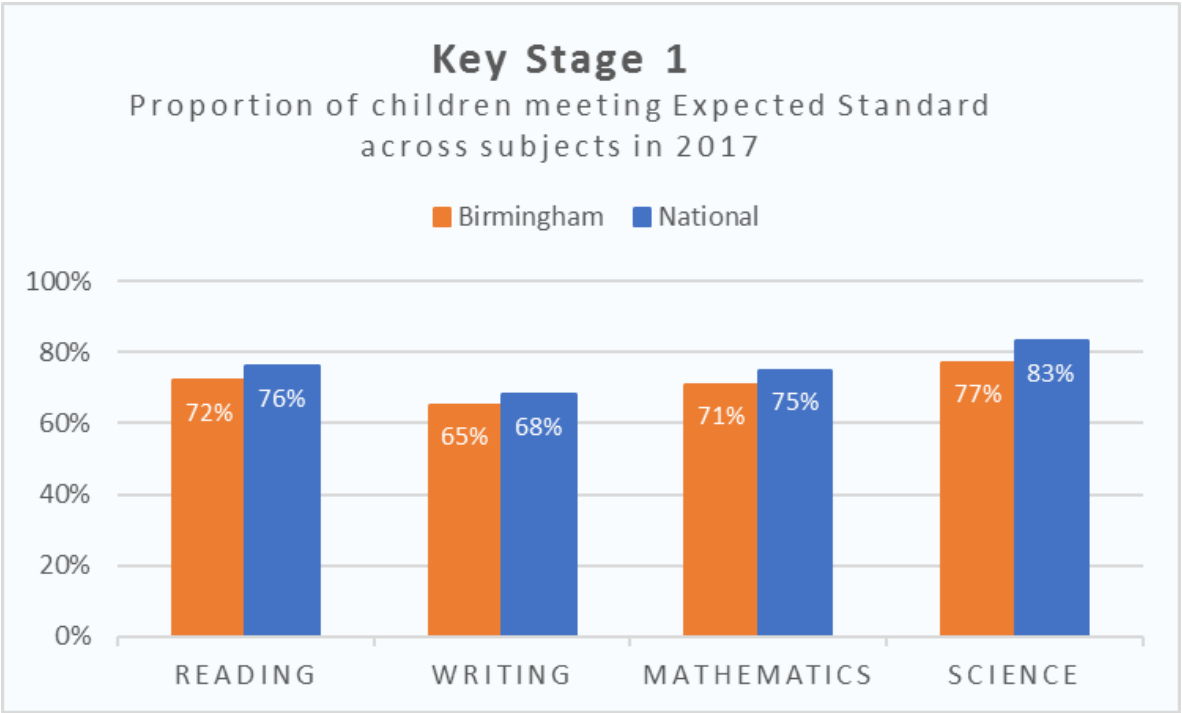
# Key Stage 1

# Key Stage 1 Performance

From 2016 KS1 outcomes are no longer reported using levels, instead a new teacher assessment framework has been provided being partly informed by the use of tests with a scaled score outcome.

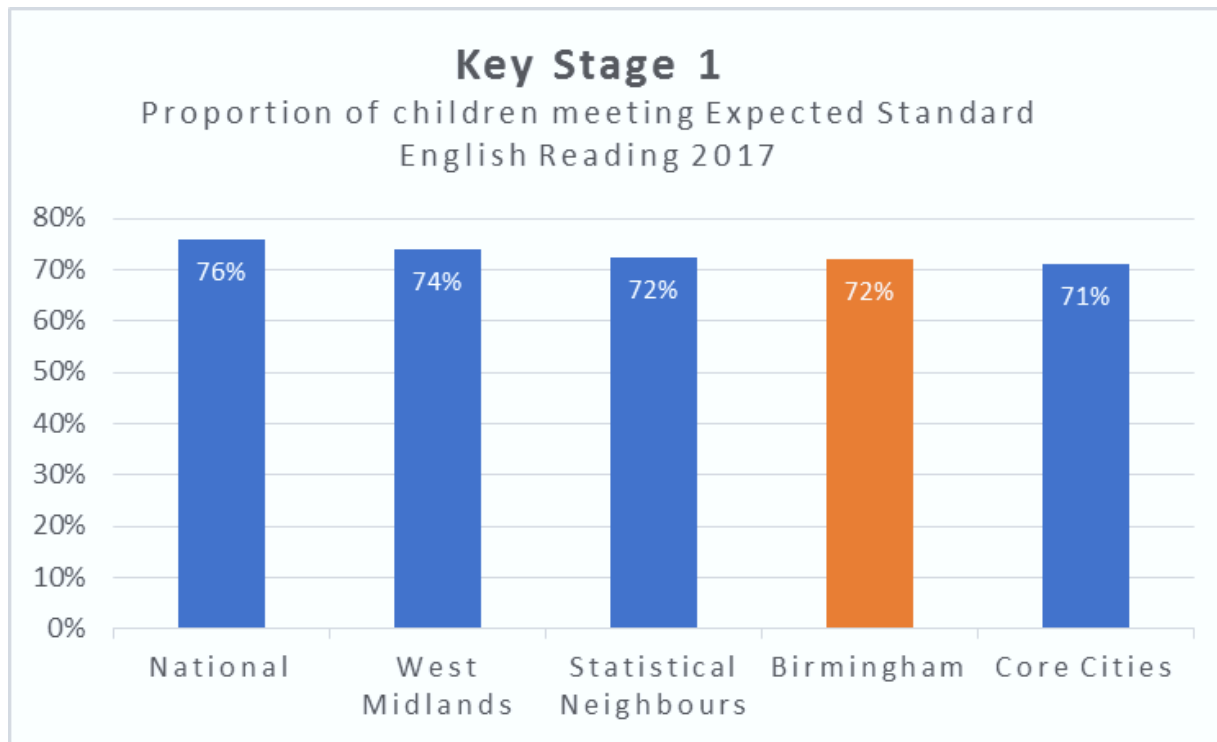
The chart right shows the proportion of pupils working at least at the expected standard as indicated by Teacher Assessment. Birmingham has a lower proportion of children reaching the standard across all subjects, with the greatest gap in science.

Birmingham's LA wide KS1 performance, benchmarked against national, West Midlands, core cities and statistical neighbours is shown on the following slides. Difference to national attainment has been reduced by 1% writing and by 2% in mathematics and science. 2017 performance in reading and writing are inline with statistical neighbours and above core cities. Performance in mathematics and science are inline with core cities.

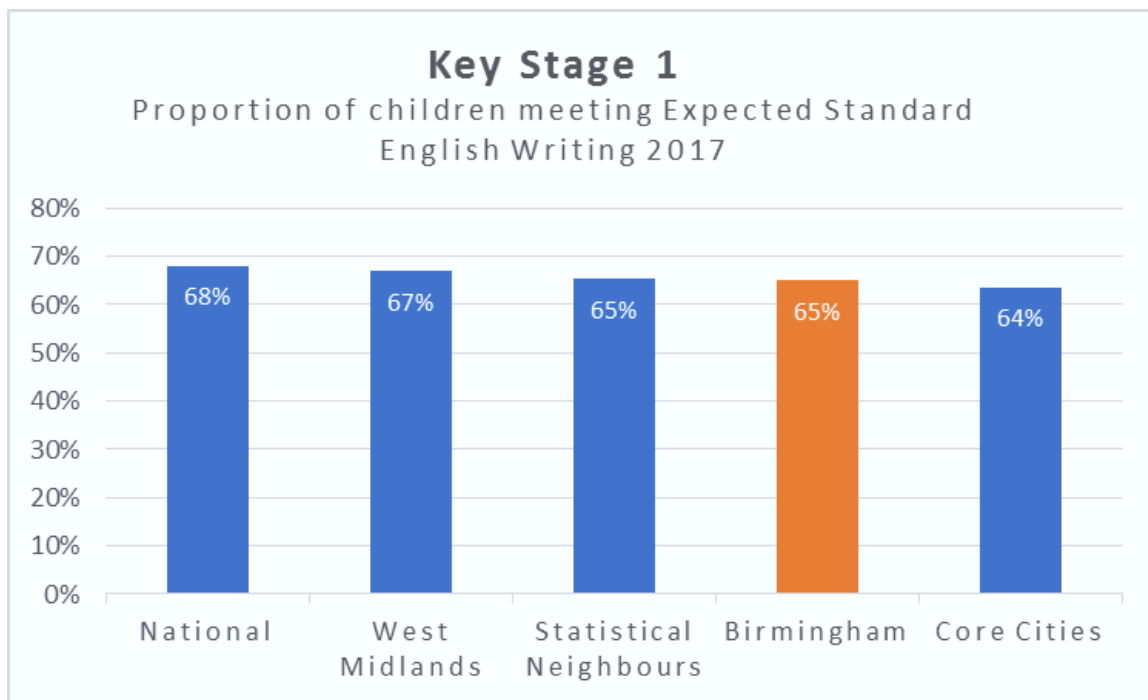




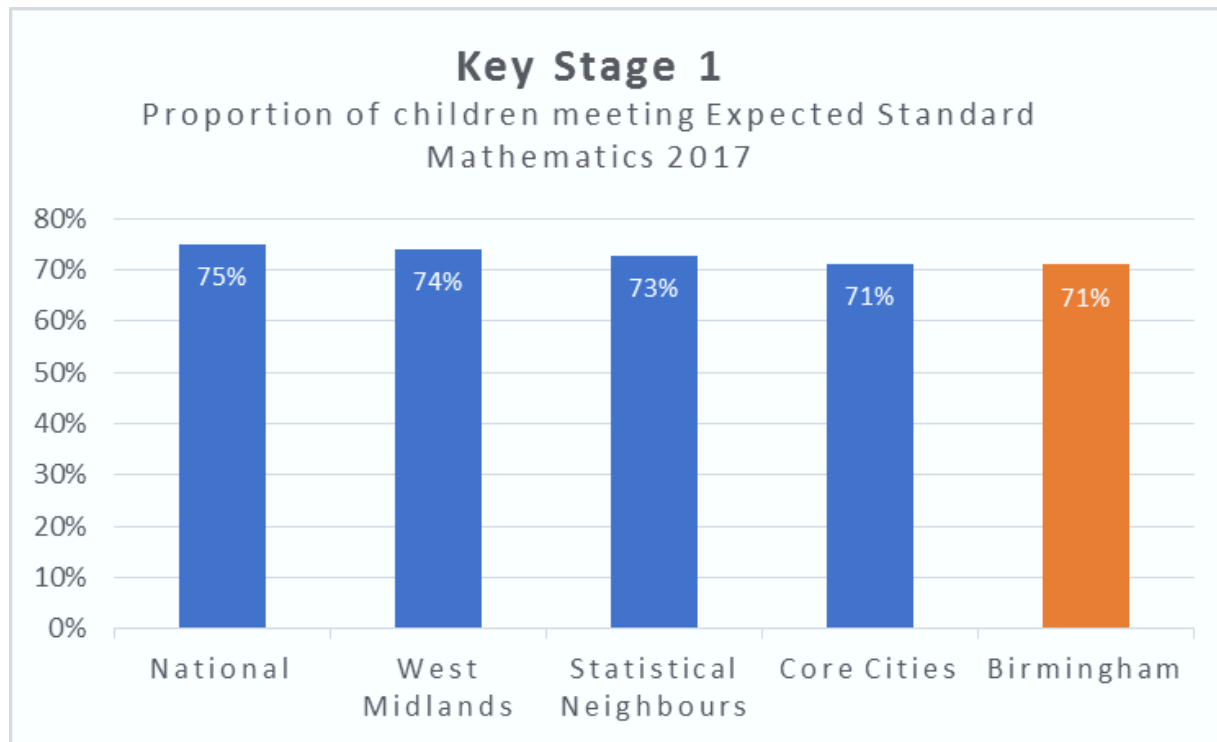
# Key Stage 1 Comparisons - Reading



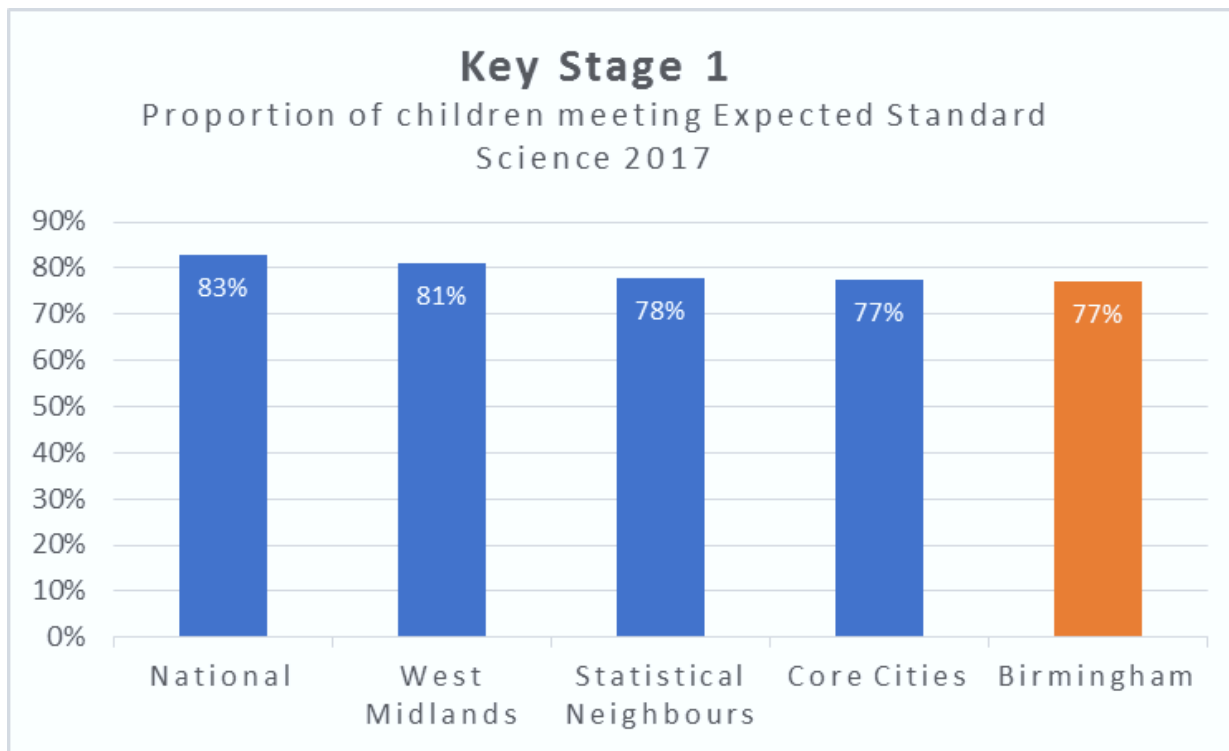
# Key Stage 1 Comparisons - Writing



# Key Stage 1 Comparisons – Mathematics



# Key Stage 1 Comparisons - Science



## Key Stage 2

# Key Stage 2 Performance

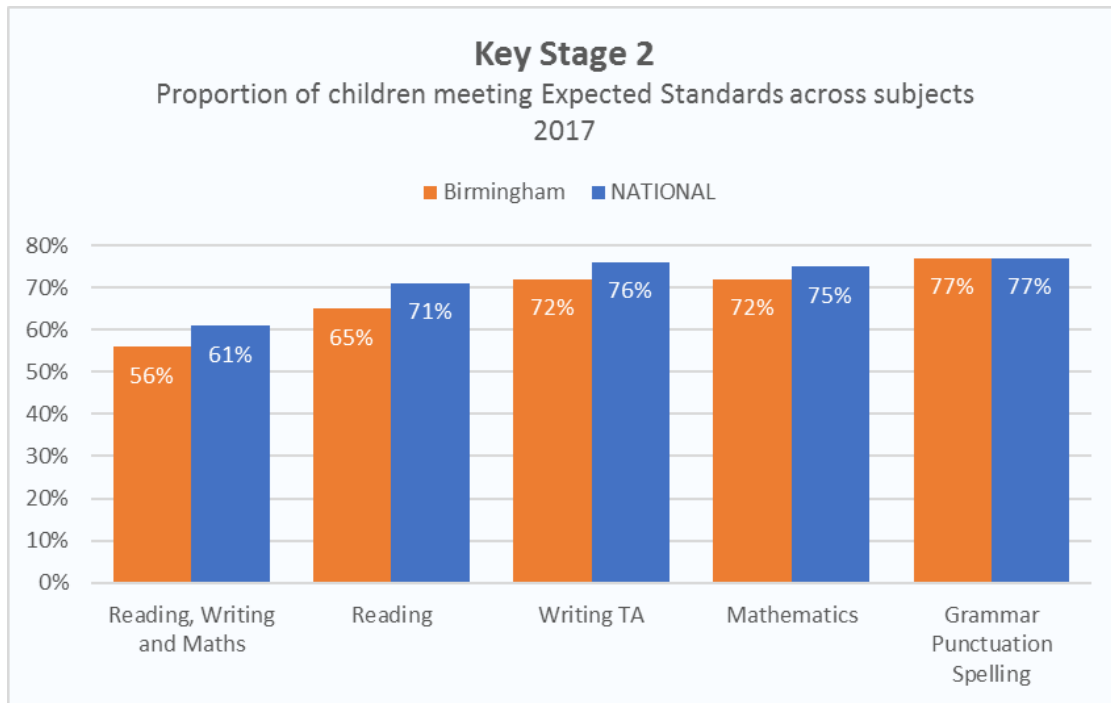
The assessment processes at Key Stage 2 also changed significantly in 2016. This makes comparison with previous years misleading.

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

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

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

Difference to national attainment has been reduced by 1% in RWM and writing TA and by 2% in reading mathematics and GPS – GPS now in line with national.



# Key Stage 2 – Summary Performance

Taken from 

## LA KS2 Attainment 2017 · Actual results

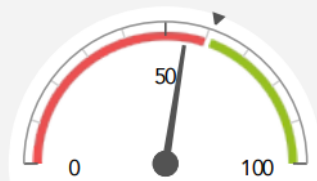
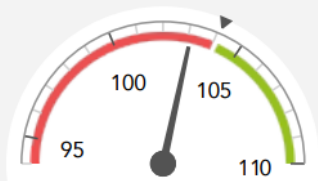
15337 pupils

Average Scaled Score (Re, Ma)

% Expected standard+ (Re, Wr, Ma)

103.1  

55%  



Significantly below the national average (104.1) ◀

Significantly below the national average (61%) ◀

## LA KS2 Progress 2017 · Value Added

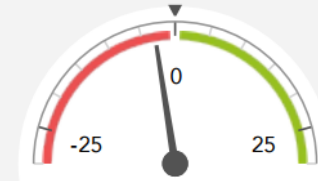
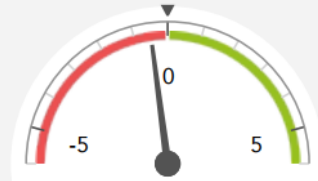
14179 matched pupils

Average Scaled Score (Re, Ma)

% Expected standard+ (Re, Wr, Ma)

-0.5 

-3% 



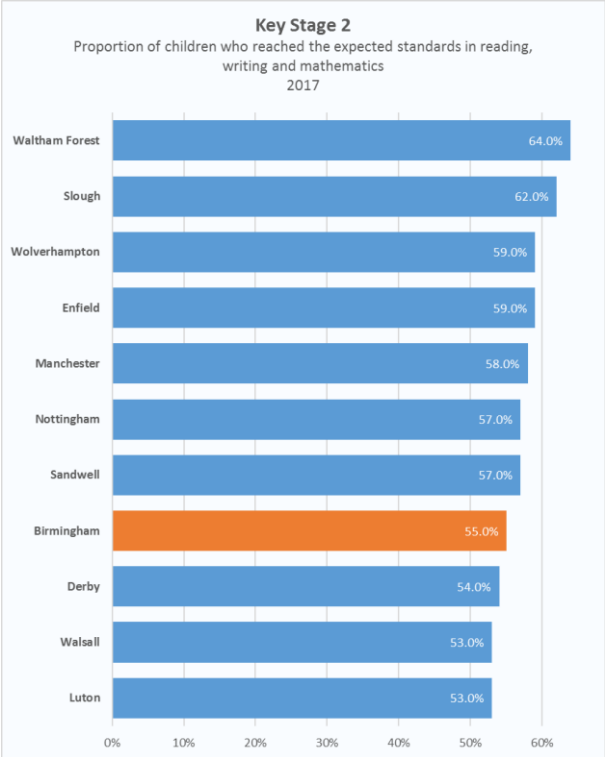
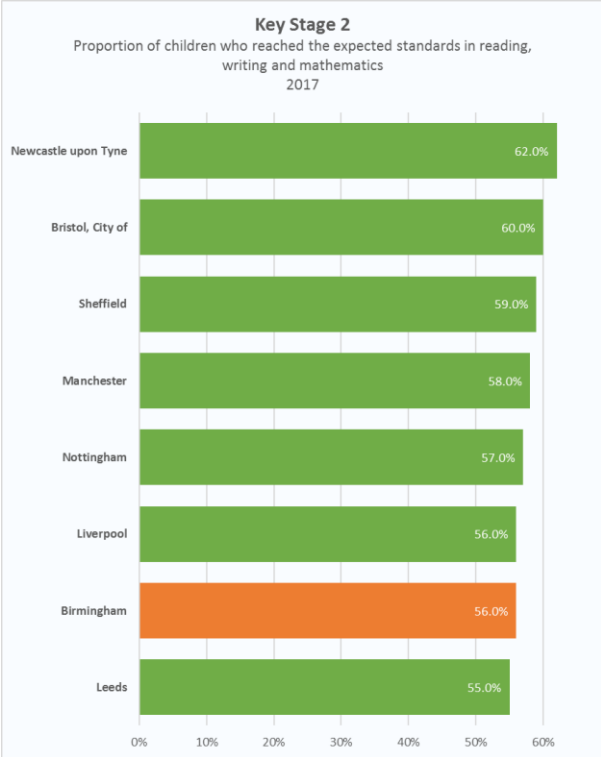
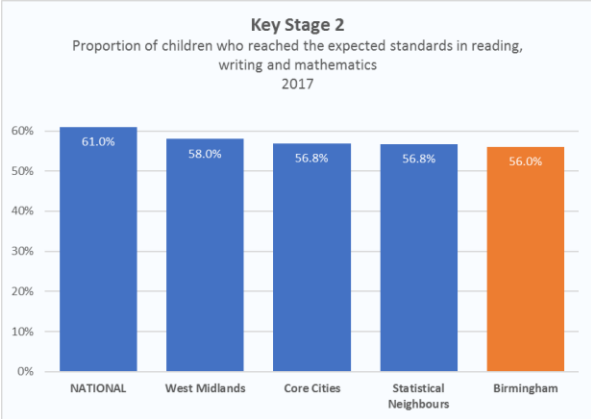
Significantly below the national average (0) ◀

Significantly below the national average (0%) ◀

# Key Stage 2 Comparisons

## Core Cities

## Statistical Neighbours



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

Birmingham is underperforming against the averages.

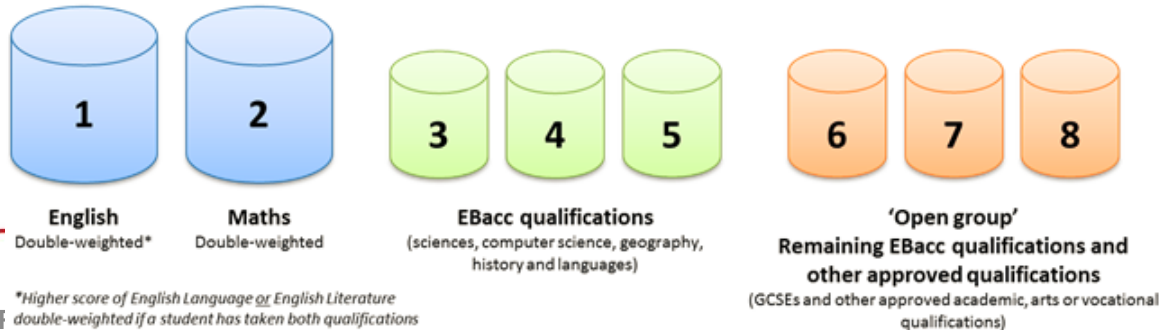


# Key Stage 4

# New Key Stage 4 Accountability Measures

## Attainment 8 and Progress 8

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



# Progress 8

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

# Key Stage 4 Accountability Measures

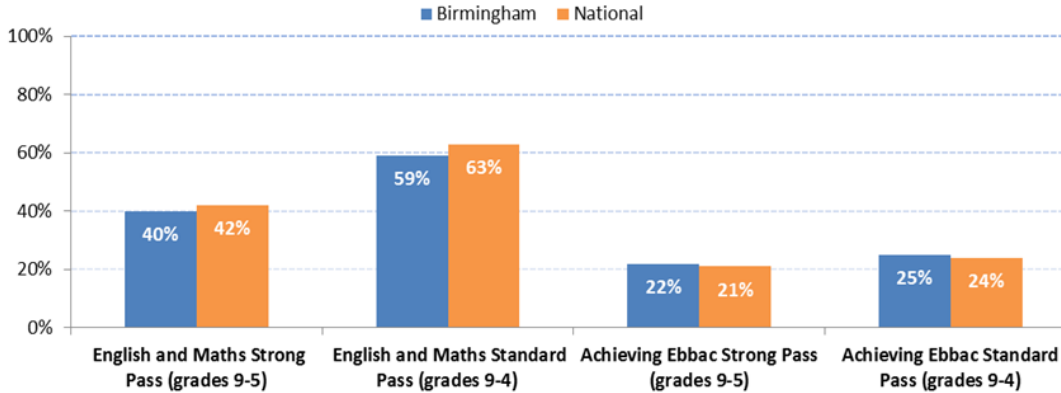
## The headline threshold attainment measures for 2017:

- the proportion of pupils achieving a strong pass in English and maths - grade 5 or above
- the proportion of pupils achieving the EBacc - grade 5 or above in English and maths, and grade C or above in unreformed subjects
- The grade changes mean it is no longer possible to calculate the previous headline measure, 5+A\* to C grades including English and maths, and this measure will therefore not appear in the performance tables.

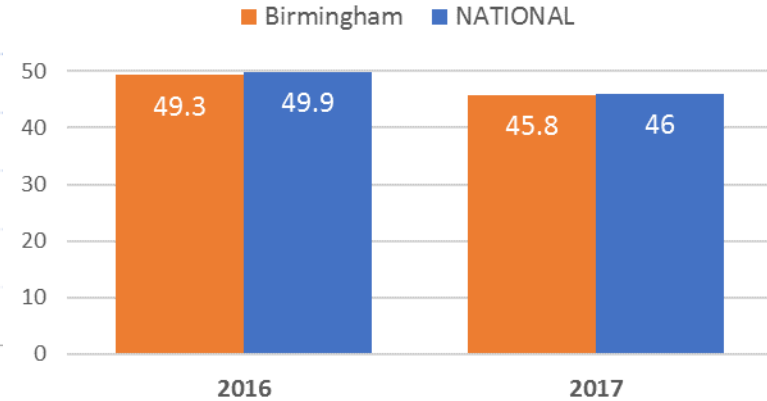
# Key Stage 4 Summary

## Key stage 4

GCSE and equivalent achievements of pupils at the end of key stage 4 2017



## Key Stage 4 Attainment 8 Score



## Birmingham Progress 8

2017 Performance

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

**0** +/- 0.02

# Key Stage 4 – Summary Performance

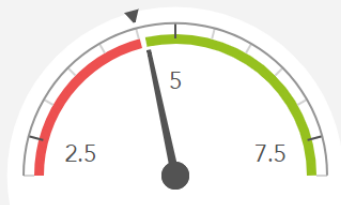
Taken from 

## LA KS4 Attainment 2017 · Actual results

12193 pupils

Attainment 8 (Overall)

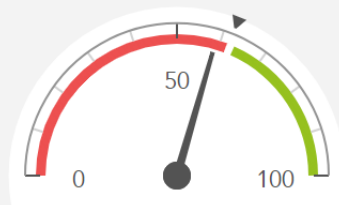
4.6 ↑



In line with the national average (4.5) ◀

% English & Maths (Grade 4+)

59% -



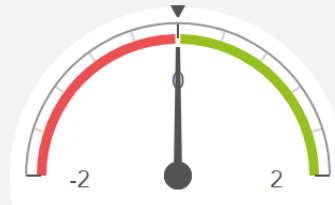
Significantly below the national average (62%) ◀

## LA KS4 Progress 2017 · Value Added

11272 matched pupils

Progress 8 (Overall)

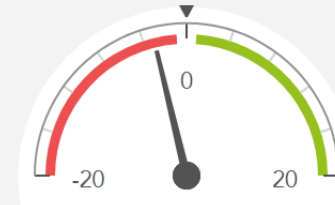
-0.00



In line with the national average (0) ◀

% English & Maths (Grade 4+)

-3% - ↓

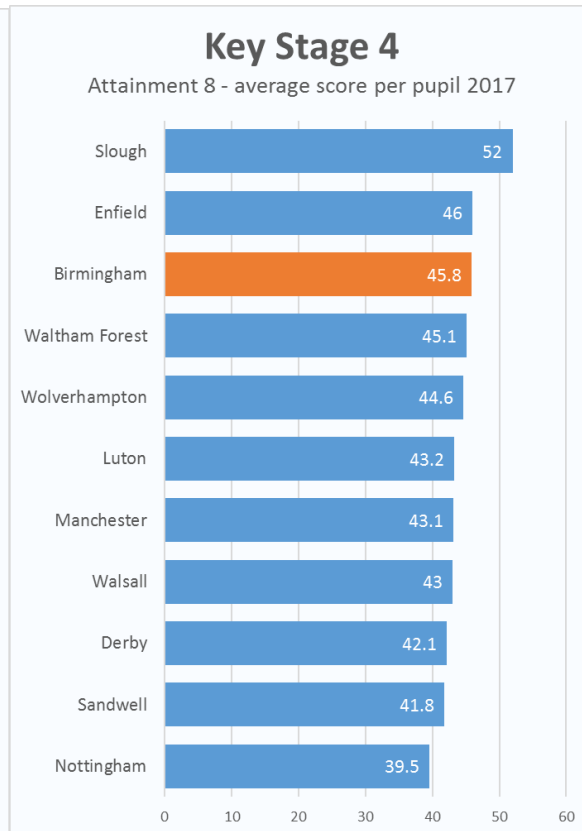
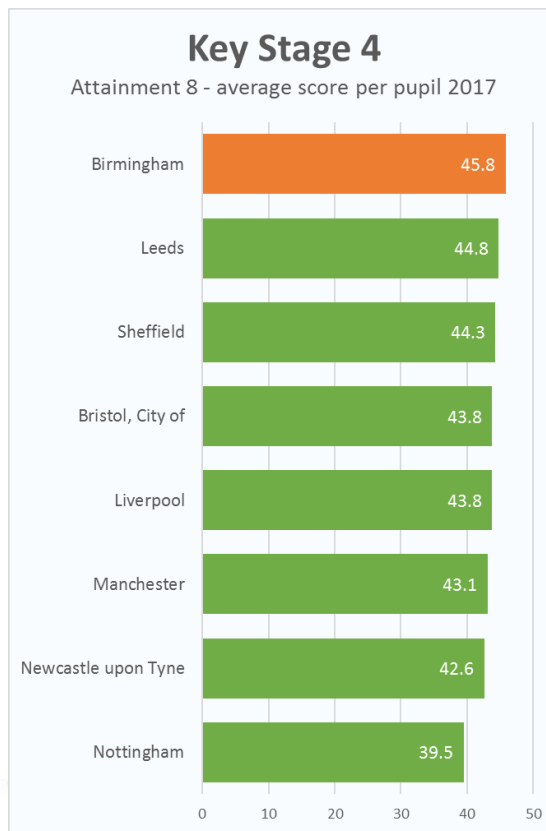


Significantly below the national average (0%) ◀

# GCSE Attainment 8 comparisons

## Core Cities

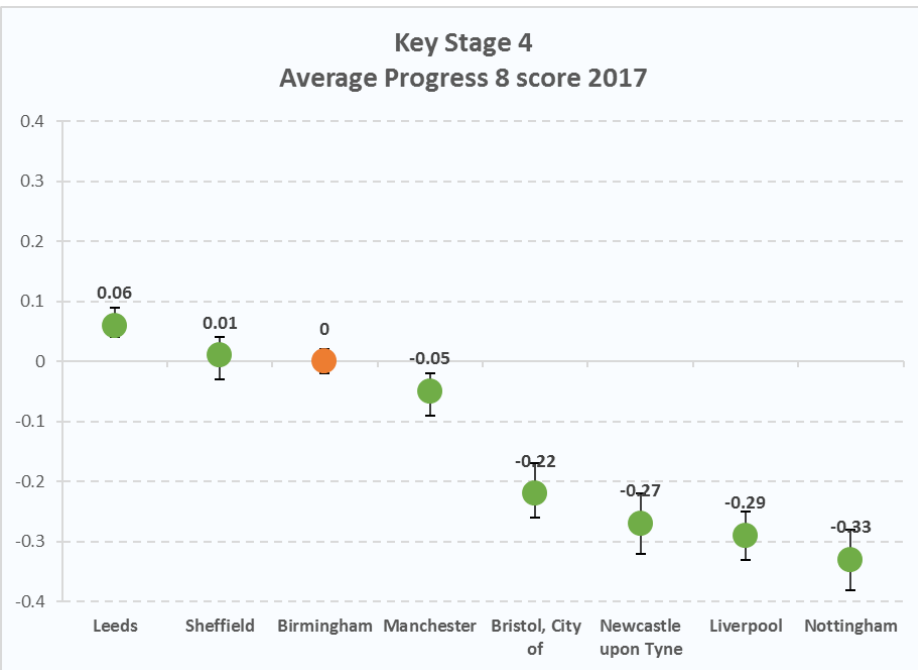
## Statistical Neighbours



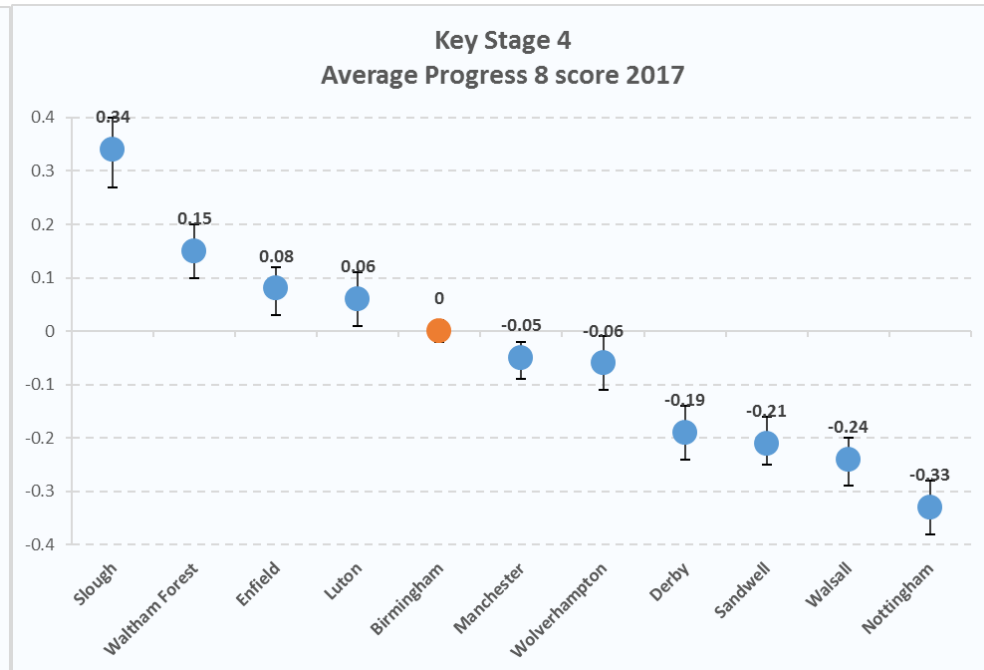
These charts compare Birmingham's average attainment 8 score with the rest of the English core cities and Birmingham's statistical neighbours. Birmingham compares very well on this measure.

# GCSE Progress 8 Comparisons

## Core Cities



## Statistical Neighbours



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

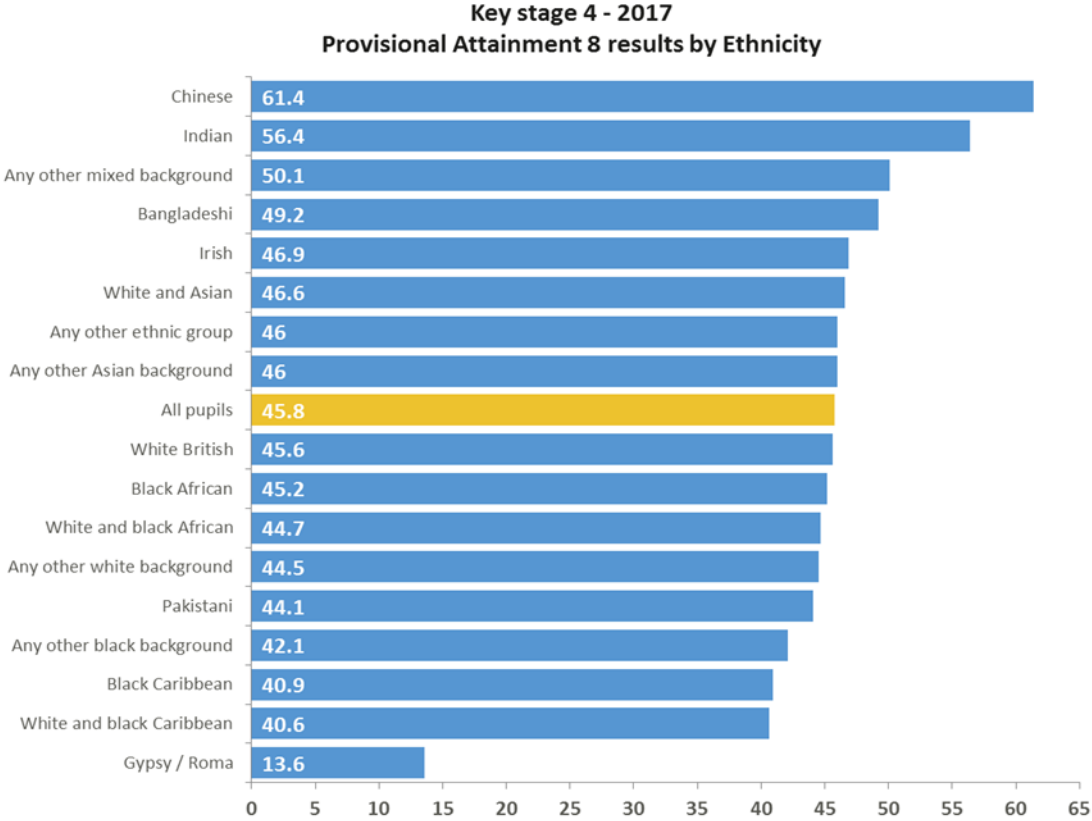


# Key Stage 4 - Ethnicity

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

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

It should be noted that each group has different cohort sizes – ranging from 35 pupils from Gypsy/Roma heritage to 3894 from a White British background



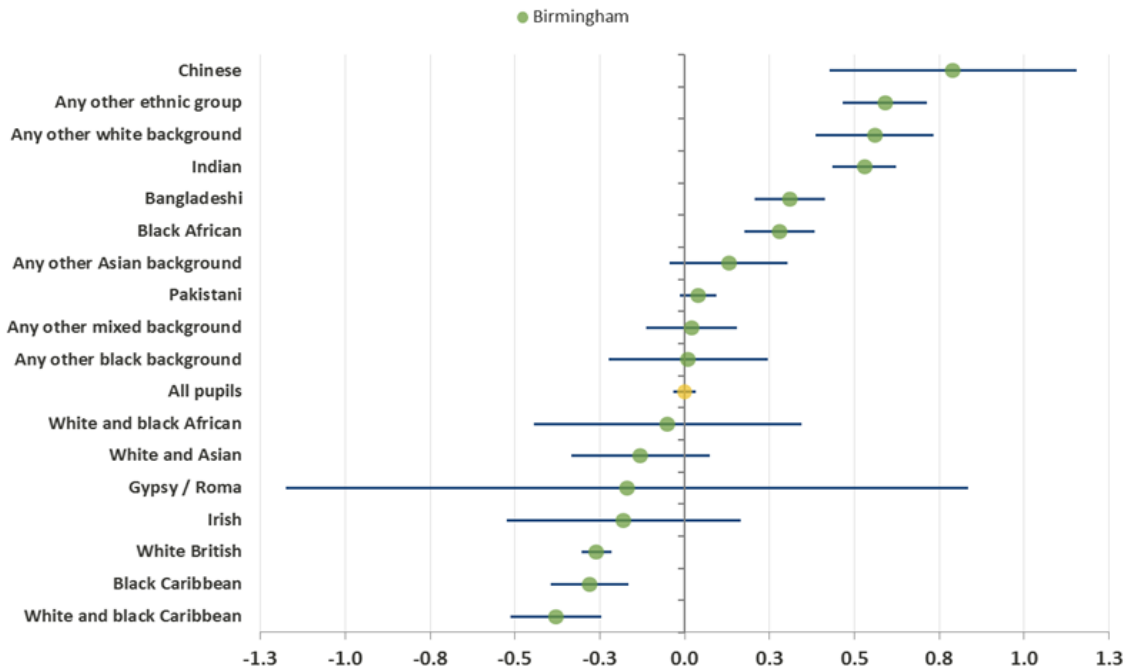
# Key Stage 4 - Ethnicity

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

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

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

Key stage 4 - 2017  
Provisional Progress 8 with confidence interval by Ethnicity



# School Floor & Coasting Standards

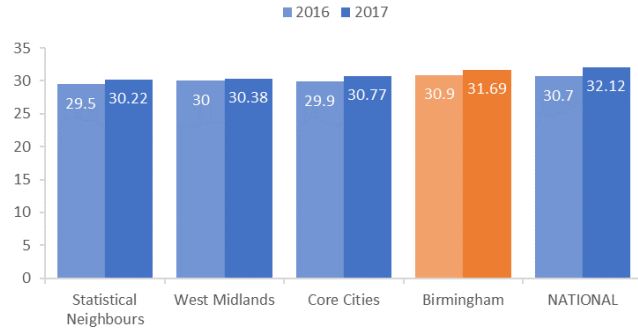
- At Primary Level provisional data shows there are: **17** schools not meeting the floor standards (there were 18 in 2016). **19** schools meeting coasting\* definition (13 of these are not below floor)
- At Secondary Level provisional data puts: **4** schools below the floor standards (compared to 3 in 2016). **5** schools meet the coasting\* definition (3 of which are not below floor)

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

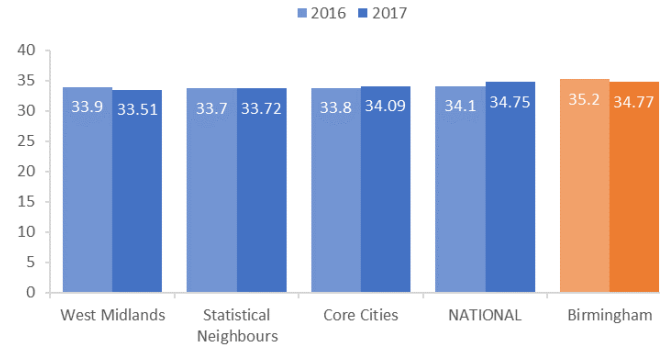
# Key Stage 5

# Key Stage 5 comparisons

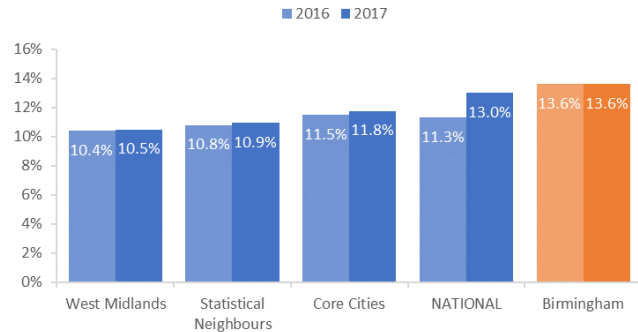
2017 A level Students - Average Point Score (APS) per entry



2017 A level Students - Average Point Score (APS) for best 3 A levels



2017 Students achieving 3 A\*-A grades or better at A level

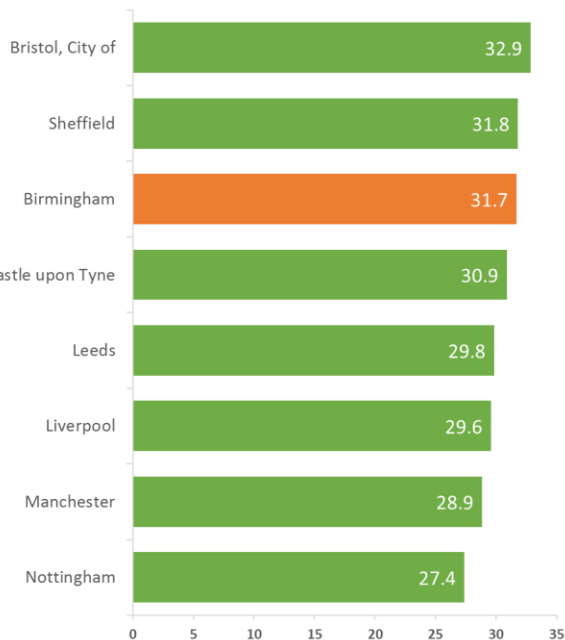


Data here covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs) and state-funded special schools.

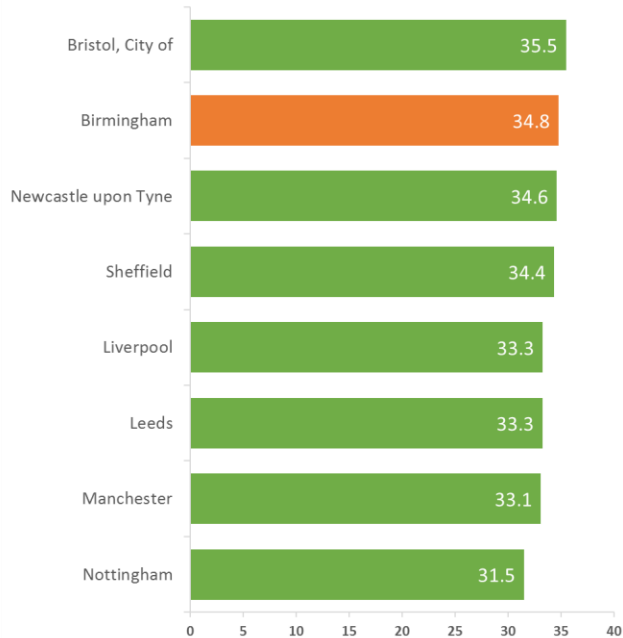
It excludes FE sector colleges, pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational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

# Key Stage 5 comparisons – Core Cities

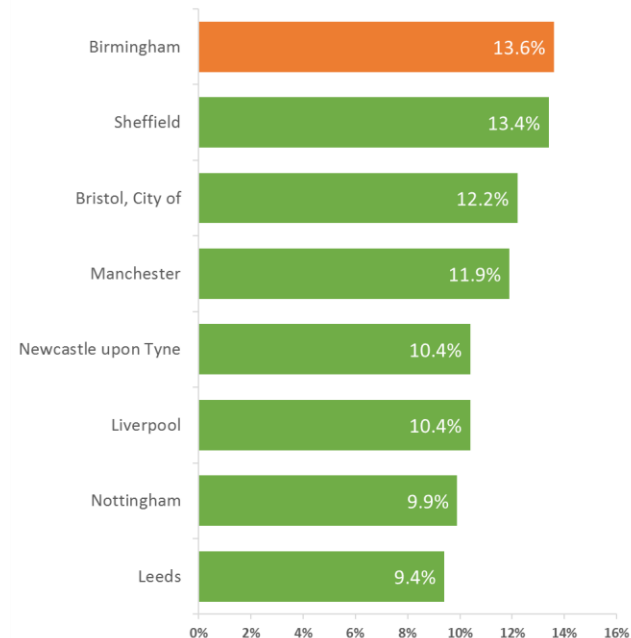
2017 A level Students - Average Point Score (APS) per entry



2017 A level Students - Average Point Score (APS) for best 3 A levels

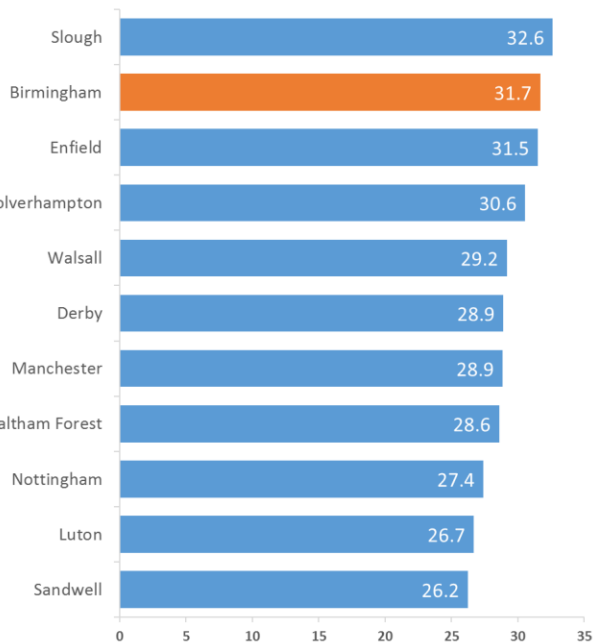


2017 Students achieving 3 A\*-A grades or better at A level

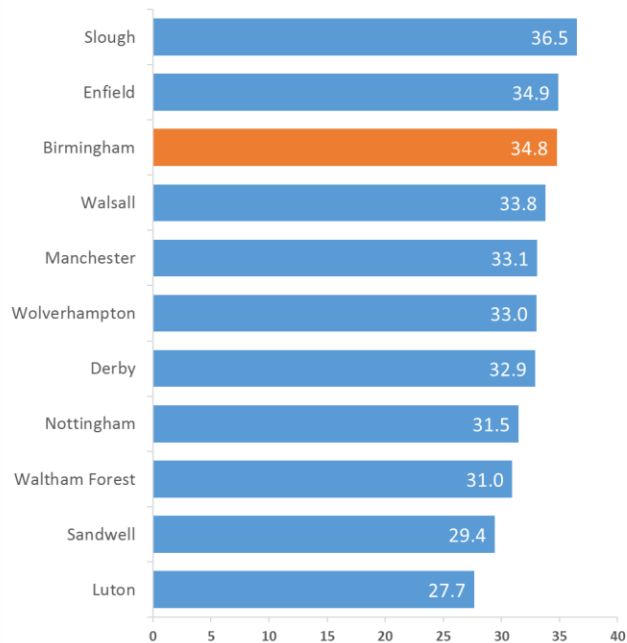


# Key Stage 5 comparisons – Statistical Neighbours

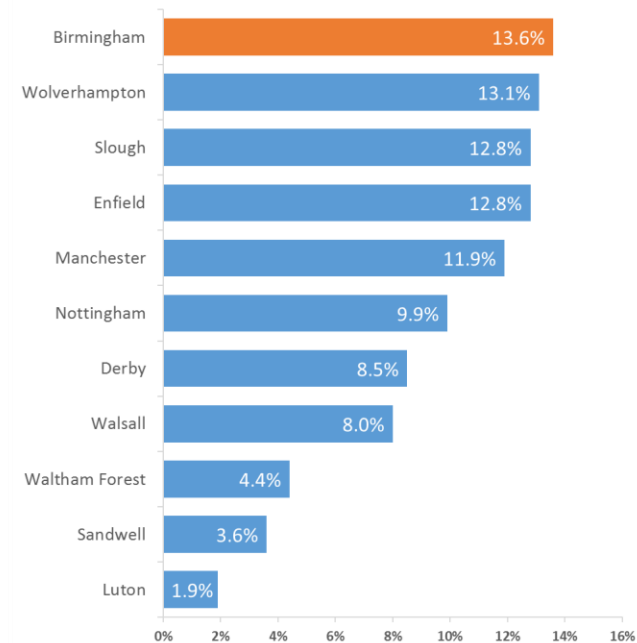
2017 A level Students - Average Point Score (APS) per entry



2017 A level Students - Average Point Score (APS) for best 3 A levels



2017 Students achieving 3 A\*-A grades or better at A level



# Ofsted Rating



# Current Ofsted Position (Local reporting as of 3<sup>rd</sup> October 2017)

**Methodology for following reports may not match published Ofsted data:** This is because all open schools within the LA that have had an Ofsted inspection are included AND where an establishment has not been inspected since becoming an academy, the inspection of the previous establishment is used. Free schools without an inspection are not included as there is no previous establishment to match to.

There is continuing improvement in the percentage of good and outstanding schools in Birmingham, 78% in July 2015, to 80% October 2016 to current 2017 position:

Phase	Total Schools	Good/Outstanding		Requires Improvement /Inadequate		Special Measures	
		Count	%	Count	%	Count	%
Nursery	27	27	100%	0	0%	0	0%
Primary	298	237	80%	61	20%	14	5%
Secondary	82	64	78%	18	22%	8	10%
Special	27	22	81%	5	19%	2	7%
PRU	5	4	80%	1	20%	1	20%
<b>Total</b>	<b>439</b>	<b>354</b>	<b>81%</b>	<b>85</b>	<b>19%</b>	<b>25</b>	<b>6%</b>

# Current Ofsted Position (Local reporting as of 3<sup>rd</sup> October 2017)

Maintained vs Academy position: LA maintained schools are performing at a similar rate to National

	Phase	Total Schools	Good/Outstanding		Requires Improvement /Inadequate		Special Measures	
			Count	%	Count	%	Count	%
LA Maintained	Nursery	27	27	100%	0	0%	0	0%
	Primary	189	161	85%	28	15%	7	4%
	Secondary	28	21	75%	7	25%	5	18%
	Special	24	20	83%	4	17%	1	4%
	PRU	1	1	100%	0	0%	0	0%
	<b>Total</b>		<b>269</b>	<b>230</b>	<b>86%</b>	<b>39</b>	<b>14%</b>	<b>13</b>
Academies	Nursery	0	0	0%	0	0%	0	0%
	Primary	109	76	70%	33	30%	7	6%
	Secondary	54	43	80%	11	20%	3	6%
	Special	3	2	67%	1	33%	1	33%
	PRU	4	3	75%	1	25%	1	25%
	<b>Total</b>		<b>170</b>	<b>124</b>	<b>73%</b>	<b>46</b>	<b>27%</b>	<b>12</b>

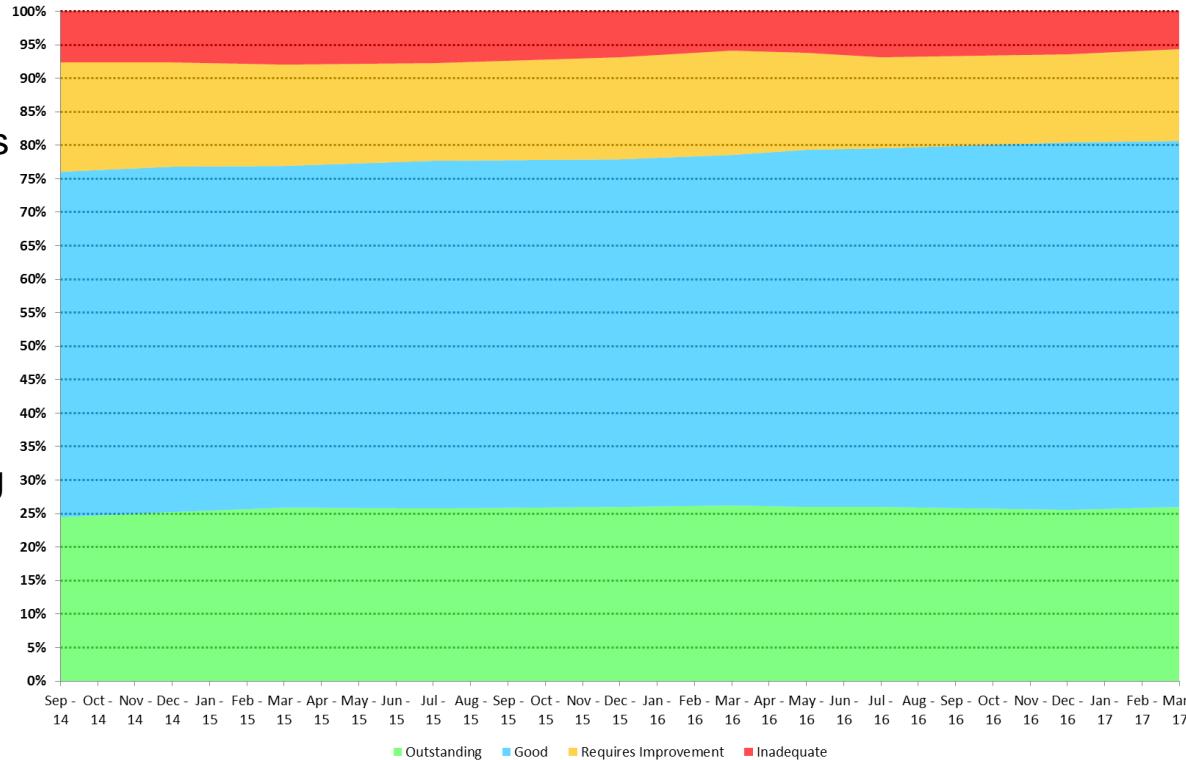
# Current Ofsted Position (National released data as of March 2017)

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

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

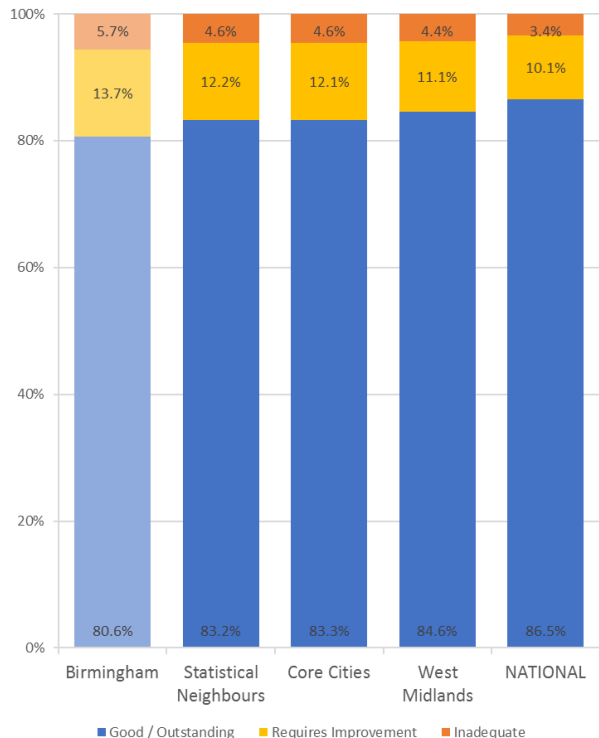
**March 2017**  
 Number of schools  
 in Special  
 Measures  
**23**

**March 2017**  
 Proportion  
 Good/Outstanding  
**80.6%**

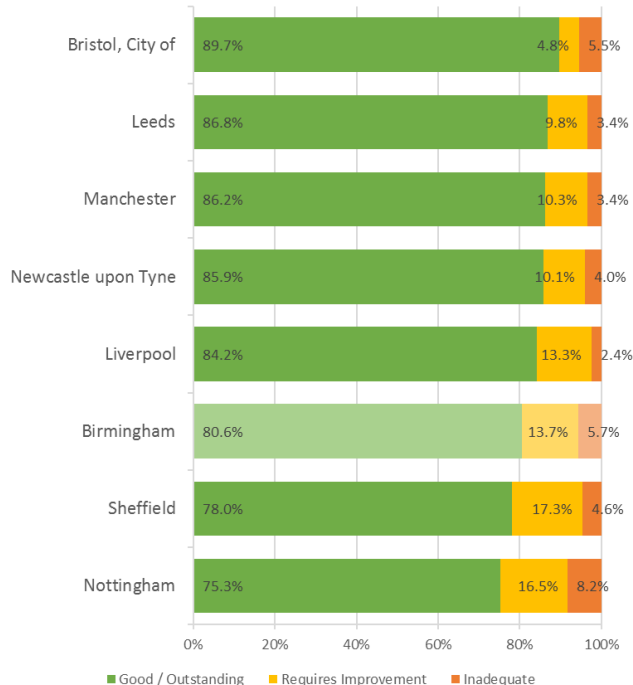


# Current Ofsted Comparison (National released data as of March 2017)

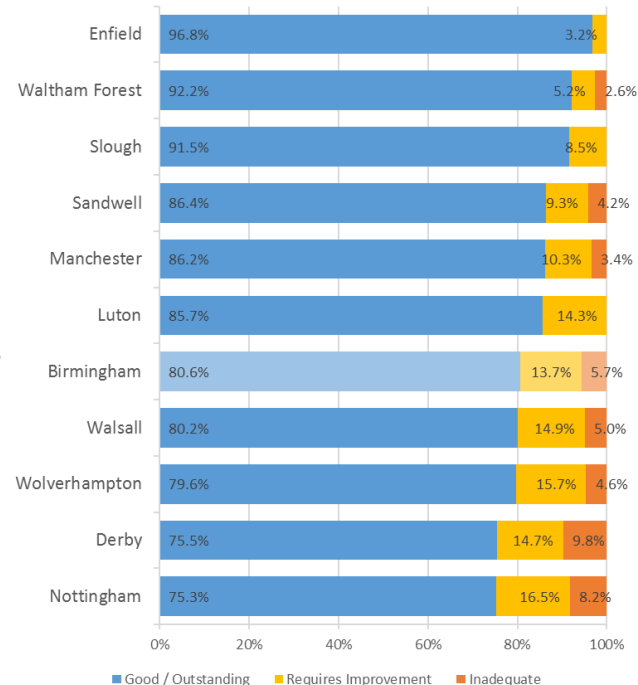
## Schools Overall Effectiveness - Ofsted Outcome



## Core Cities



## Statistical Neighbours



Any questions?

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**n**