

BIRMINGHAM CITY COUNCIL

EDUCATION AND CHILDREN'S SOCIAL CARE OVERVIEW AND SCRUTINY COMMITTEE

**WEDNESDAY, 22 FEBRUARY 2023 AT 10:00 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 Chair to advise/meeting to note that this meeting will be webcast for live or subsequent broadcast via the Council's meeting You Tube site (www.youtube.com/channel/UCT2kT7ZRPFcXq6_5dnVnYlw) 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 they must declare all relevant pecuniary and other registerable interests arising from any business to be discussed at this meeting.

If a disclosable pecuniary interest is declared a Member must not participate in any discussion or vote on the matter and must not remain in the room unless they have been granted a dispensation.

If other registerable interests are declared a Member may speak on the matter only if members of the public are allowed to speak at the meeting but otherwise must not take part in any discussion or vote on the matter and must not remain in the room unless they have been granted a dispensation.

If it is a 'sensitive interest', Members do not have to disclose the nature of the interest, just that they have an interest.

Information on the Local Government Association's Model Councillor Code of Conduct is set out via <http://bit.ly/3WtGQnN>. This includes, at Appendix 1, an interests flowchart which provides a simple guide to declaring interests at meetings.

5 - 22

4 **ACTION NOTES**

To agree the action notes of the adjourned committee meeting held on 30th November 2022, the reconvened meeting held on the 25th January 2023, and the committee meeting held on the 4th January 2023.

23 - 28

5 **ACTION TRACKER**

To note the action tracker.

29 - 202

6 **SCHOOL ATTAINMENT AND SCHOOL IMPROVEMENT**

Sue Harrison, Strategic Director, Children and Families, Kate Reynolds, AD, Lifelong Learning & Employability, and Tim Boyes, Chief Executive, Birmingham Education Partnership (BEP) in attendance.

203 - 222

7 **SCHOOL EXCLUSIONS, PART TIME TIMETABLES, AND UNSUITABLE SCHOOL PLACES**

Sue Harrison, Strategic Director, Children and Families, and Razia Butt, Independent Education Adviser in attendance.

223 - 238

8 **WORK PROGRAMME**

Members to agree the work programme.

9 **DATE AND TIME OF NEXT MEETING**

To note the date of the next meeting is 5 April 2023 at 1000 hours in Committee Rooms 3 and 4.

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 Chair are matters of urgency.

12 **AUTHORITY TO CHAIR AND OFFICERS**

Chair to move:-

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

BIRMINGHAM CITY COUNCIL

EDUCATION AND CHILDREN'S SOCIAL CARE O&S

COMMITTEE – ADJOURNED PUBLIC MEETING

1000 hours on Wednesday, 30 November 2022, Committee Rooms 3 & 4,
Council House, Victoria Square, B1 1BB

Action Notes

Present:

Councillor Kerry Jenkins (Chair)

Councillors: Shabina Bano, Jilly Bermingham, Debbie Clancy, Des Hughes, Morriam Jan, Shehla Moledina, and Simon Morrall

Other Representatives: Justine Lomas, Roman Catholic Diocese, Osamugi Ogbe, Parent Governor, Rabia Shami, Parent Governor Sarah Smith, Church of England Diocese

Also Present:

Cllr. Karen McCarthy, Cabinet Member, Children, Young People and Families

Cllr. Julian Pritchard, Health and Social Care O&S Committee

Cllr. Paul Tilsley, Health and Social Care O&S Committee

Janie Berry, City Solicitor

Fiona Bottrill, Senior Overview and Scrutiny Manager

Andy Couldrick, Chief Executive, Children's Trust

Sue Harrison, Strategic Director, Children and Families

Dionne McAndrew, AD, Vulnerable Young People, Children's Trust

Christian Scade, Head of Scrutiny and Committee Services

Amanda Simcox, Scrutiny Officer

1. NOTICE OF RECORDING/WEBCAST

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press/public may record and take photographs except where there are confidential or exempt items.

2. APOLOGIES

None.

3. DECLARATIONS OF INTERESTS

Members were reminded they must declare all relevant pecuniary and other registerable interests arising from any business to be discussed at this meeting, and none were declared.

4. ACTION NOTES AND ACTION TRACKER

(See documents No. 1 and No.2)

The notes of the committee meeting held on 19 October 2022 were agreed subject to the following paragraph being removed:

Councillor Des Hughes declared a non-pecuniary interest by virtue of previously being an employee of Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). He stated that he wasn't employed by SENDIASS anymore and had not been for the past six months.

To be replaced with:

Councillor Des Hughes informed the Committee that he was previously an employee of Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS), but was not anymore, and had not been for the past six months.

RESOLVED:

The action notes of the formal meeting held on the 19 October 2022 were agreed subject to the amendment, and the action tracker was noted.

5. CHILDREN'S TRUST

(See documents No. 3)

Andy Couldrick, Chief Executive, and Dionne McAndrew, AD, Vulnerable Young People, Children's Trust were in attendance for this item.

The Chair also welcomed Cllrs. Julian Pritchard, and Paul Tilsley to the committee meeting, and informed Members that they had been invited for this item as they were Members of the Children and Young People Mental Health Inquiry.

Andy Couldrick gave a summary of the report and highlighted this was part of the regular updates on the work of Children's Trust, the Children's Trust contract with the Council, the challenges they face, and Ofsted inspections. Although, in spite of the challenges good progress has been made.

Dionne McAndrew gave the presentation relating to criminal exploitation of young people and highlighted that as of 14 November 2022 there were 500 children in Birmingham deemed either vulnerable to/or being exploited either sexually, criminally, or both. Of these 500, 360 were impacted by criminal exploitation, who were predominantly black and ethnic minority males. An offer to provide more information on this to the Committee was made.

Andy Couldrick gave the presentation relating to mental health and the Children's Trust, and placement cost and complexity. He highlighted the negative impact on the Trust of the lack of Tier four beds, the complexity of need and market failure, issues regarding Unaccompanied Asylum Seeking Children (UASC), and the Trust's support offer so children remain with their families, rather than being taken into care.

During the discussion and in response to queries raised by Members, the main points included:

- Unregulated placements: this was problematic for children under 16 years old who need a bespoke package of care and are awaiting a regulated setting. This currently relates to 12 young people, and each have a move on plan, allocated a social worker, an independent review officer, and there was quality assurance of the placement. A short paper will be provided to the Committee on this.
- A UASC could be placed as an adult in a hotel in Birmingham. The dedicated UASC team become involved when they are made aware that the adult was in fact a child and therefore becomes a child in care.
- The Children's Trust was looking to develop smaller family size care settings with no more than two or three children living together, who come into care as an emergency.
- The contraction of mental health services has had a negative impact on the Children's Trust.
- The Children's Trust was able to illustrate the cost increases if the Early Help offer was not in place. This information will be shared with the Committee.
- Discussions regarding the contract renewal were on-going and the council's option was limited due to the service needing to remain in the Children's Trust because it was still under a Government Direction.
- On-line abuse was a key feature of the Screening, Training, Intervention, Consultation and Knowledge (STICK) service in schools.

- The West Midlands regional definition of exploitation was welcomed. However, there was a need to step up communication and awareness campaigns, so that there was an awareness and education of what exploitation was, and the stigmatisation of those doing the exploitation. It was also important to have a response in place via the Violent Reduction Partnership (VRP).
- The contraction of tier 4 beds and contraction in mental health services meant that for every secure bed that becomes available there were 50 children vying for it. Therefore, there was a need for more secure welfare provision, and co-operation between partners was also key.
- The Children's Trust will be giving further evidence to the Children and Young People Mental Health Inquiry, and it was highlighted that time had been spent to build up relationships with schools and this was about differing approaches of head teachers rather than a fractured school system (maintained schools, academies etc).
- Further information on the cost of care and general information on the Children's Trust budget and spend was requested.

RESOLVED:

That the update in relation to the Children's Trust be noted, and the following be provided by e-mail to the Committee:

- A paper on unregulated placements.
- Information on the cost increases if the Early Help offer was not in place.
- Cost of care and general information on the Children's Trust budget and spend.

6. WORK PROGRAMME

(See document No. 4)

The Chair informed Members that the Birmingham Safeguarding Children's Partnership (BSCP) may not be able to attend the 4 January 2023 committee meeting and suggested the item was replaced with evidence gathering for the Child Criminal Exploitation Scrutiny Inquiry. Members agreed to this.

Members requested that the Children and Young People Plan addresses race equality, and the school attainment information at the February 2023 committee meeting included attainment by ethnicity.

RESOLVED:

- That the work programme be agreed subject to being updated accordingly to reflect the discussions above.

- That the Terms of Reference for the Child Criminal Exploitation Scrutiny Inquiry, attached to the work programme report, be agreed.

7. DATE AND TIME OF NEXT MEETING

RESOLVED:

Noted the next meeting was scheduled for 4 January 2023 at 1000 hours in Committee Rooms 3 & 4.

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

None.

9. OTHER URGENT BUSINESS

None.

10. AUTHORITY TO CHAIR AND OFFICERS

RESOLVED:

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

11. SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION, ADVICE AND SUPPORT SERVICE (SENDIASS) – PUBLIC REPORT

The Chair asked whether Members had any questions on the public report, and no questions were asked.

RESOLVED:

That the public report in relation to SENDIASS be noted.

12. EXCLUSIONS OF THE PUBLIC

The Chair explained that the National Children’s Bureau Review of SENDIASS Report had been published as an exempt item.

It was highlighted that this was on the advice of the City Solicitor (the ‘proper officer’) on the grounds that it involved the likely disclosure of exempt information as defined

by Paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972 and that the public interest in maintaining the exemption outweighed the public interest in disclosing the information.

In response to questions, the City Solicitor confirmed that the decision on whether or not an item of business was exempt, or not, was one for the committee to determine at the meeting. It was noted that the Committee could therefore choose to lift the exempt status of the report. However, it was highlighted that a number of issues needed to be considered, including:

- The National Children’s Bureau Review of SENDIASS was the property of the Improvement Board.
- The Improvement Board was chaired by John Coughlan, the DfE SEND Commissioner.
- The Council needed to ensure vulnerable families / residents were protected and at the time of the meeting the Improvement Board had not agreed how to engage with services in relation to findings set out in the report.
- The Council had a duty of care for SENDIASS staff, who were identifiable from the report.

A wide range of issues were then considered relating to the matters above and on issues including transparency, the importance for the debate taking place in public, the roles and responsibilities for overview and scrutiny, the difference between a confidential report and an exempt report. Following this discussion, the committee agreed unanimously that the public interest in maintaining the exemption did not outweigh the public interest in disclosing the information.

RESOLVED:

That the meeting be adjourned for reconvening at a later date to allow the report previously marked “not for publication” to be published – giving at least 5 clear days’ notice for public inspection – and to allow discussions to take place between statutory officers and the DfE Commissioner on how to proceed in public.

The meeting was adjourned at 11.20 hours.

BIRMINGHAM CITY COUNCIL**EDUCATION AND CHILDREN'S SOCIAL CARE O&S****COMMITTEE – RECONVENED PUBLIC MEETING**

**1300 hours on Wednesday, 25 January 2023, Committee Rooms 3 & 4,
Council House, Victoria Square, B1 1BB**

Action Notes

Present:

Councillor Kerry Jenkins (Chair)

Councillors: Shabina Bano, Jilly Bermingham, Debbie Clancy, Des Hughes, Morriam Jan,
and Simon Morrall

Also Present:

Cllr. Karen McCarthy, Cabinet Member, Children, Young People and Families

Janie Berry, City Solicitor

John Coughlan CBE, Department for Education (DfE) Commissioner for SEND Services

Sue Harrison, Strategic Director, Children and Families

Rebecca Hellard, Strategic Director of Council Management

Christian Scade, Head of Scrutiny and Committee Services

Amanda Simcox, Scrutiny Officer

1. NOTICE OF RECORDING/WEBCAST

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2. APOLOGIES

Apologies were submitted on behalf of Cllr. Shehla Moledina, Justine Lomas, Roman Catholic Diocese, Osamugi Ogbe, Parent Governor, Rabia Shami, Parent Governor, and Sarah Smith, Church of England Diocese.

3. DECLARATIONS OF INTERESTS

Members were reminded they must declare all relevant pecuniary and other registerable interests arising from any business to be discussed at this meeting.

Cllr. Des Hughes declared a non-pecuniary interest as he was employed by SENDIASS when the report was undertaken.

4. SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION ADVICE AND SUPPORT SERVICES (SENDIASS)

(See document No. 1)

The Chair introduced the item and set the context for the report and the reconvened meeting.

During the discussion that followed, and in response to queries raised by Members, a range of issues were considered, including:

The Report and Transparency

In response to the Committee's questions regarding the report, the need for transparency, and who should be in attendance, Janie Berry, City Solicitor confirmed the report had been commissioned by the City Council. It was constitutionally correct that the Commissioner's view had been sought regarding sharing the report with the Committee due to his role and the role of the SEND Improvement Board. The Director of Children Services (DCS) was authorised to respond to the report and was responsible, and the Chief Executive was satisfied that the appropriate officer was in attendance.

In response to the comment regarding SENDIASS not being able to provide their reply to the report at a meeting of the SEND Improvement Board. Cllr. Karen McCarthy, Cabinet Member, Children, Young People and Families highlighted that there were different views as to what occurred at the meeting.

Methodology of the Review

In response to concerns about the methodology used for the review, the Committee was informed that the National Children's Bureau (NCB) had an agreed established methodology which they used across all their reviews of SENDIASS regarding minimum

standards. The Committee was informed that the line manager of the author was content with the methodology that had been used.

Cllr. Karen McCarthy, Cabinet Member, Children, Young People and Families highlighted that a service can be a well-loved service but can also be non-compliant, and the lack of evidence for compliance means the service was non-compliant.

Sue Harrison, Strategic Director, Children and Families informed the Committee that the next phase would include consulting and co-production with parents.

Re-Training of Staff within SENDIASS

The Committee was informed that re-training staff within SENDIASS was referenced within the NCB report, and this was required so staff would be compliant with the core minimum standards.

Scope and Size of the Service

John Coughlan CBE, Department for Education (DfE) Commissioner for SEND Services highlighted that there was a need to reform SENDIASS and the SEND Service as a whole. The focus was on SENDIASS being smaller in scope and concentrating on its core role rather than the size of the service.

Sue Harrison, Strategic Director, Children and Families commented that this was not about reducing the right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST) by reducing SENDIASS, it was about reducing appeals because there was not a need for parents and carers to appeal. This was about strengthening the system whereby parents and carers were supportive of mediation and the SEND service was legally compliant.

In response to questions regarding safeguarding and student social workers placements the Committee was informed that there needed to be clarity on roles and responsibilities regarding safeguarding. All officers have a safeguarding duty, but SENDIASS had strayed into safeguarding and had not focused on meeting minimum standards.

Roadmap to Compliance and Next Steps

John Coughlan CBE, Department for Education (DfE) Commissioner for SEND Services informed the Committee that he had requested the Council undertook an independent audit of SENDIASS which included the role of the SENDIASS Steering Group. Rebecca Hellard, Strategic Director of Council Management confirmed that the independent audit had been commissioned.

Sue Harrison, Strategic Director, Children and Families highlighted that there had been a lot of work undertaken since the NCB report. This had included talking to SENDIASS staff and exploring how many family support workers would need be transferred to the Children's Trust. Also, they would be engaging with parents on co-production.

The Committee was informed that student social work placements, and the 30 agency support workers that were put in SENDIASS as part of the Covid 19 legislation, were being looked at and parents were being consulted.

In response to questions, it was noted that there was now an Acting Head of Service and Acting Deputy Head of Service in place for SENDIASS, and next steps included recommendations being made to Cabinet in February to address the issues that had been highlighted by the review.

John Coughlan CBE, Department for Education (DfE) Commissioner for SEND Services highlighted that this was not a takeover but an intervention, with the Council being supported to improve SEND services. He took on board the issues regarding transparency, and as for the political comments made, this was about the blurring of lines and proportionality. Also, the SEND system had to be improved as a whole.

Sue Harrison, Strategic Director, Children and Families suggested the SENAR improvement plan be brought to a future committee meeting and the Committee agreed to this.

Cllr. Kerry Jenkins, Chair summarised the discussion and highlighted that the Committee thought the review failed to present a full and accurate picture and should be disregarded. This was because of the evidence and methodology used. However, there was no disagreement that things must be improved to have a compliant service. Also, there were several questions that Sue Harrison, Strategic Director, Children and Families was unable to answer and answers to these were requested by the meeting of Cabinet on 14 February 2023.

Cllr. Karen McCarthy, Cabinet Member, Children, Young People and Families was disappointed the Committee did not agree with the national methodology for this process.

RESOLVED:

The Committee noted the report from the National Children's Bureau and made the following recommendations:

1. That the DCS ensures that all planning, commissioning and reviewing of services in her Directorate complies with the Code of Practice by ensuring it seeks to engage and hear the voices of children and young people, and their parents
2. That the appropriate and adequate funding and resourcing was put in place for SENDIASS as a matter of urgency; that the service remains in-house; and that an agreement for joint commissioning work with the NHS was sought as a priority. This path offers the most effective future arrangement for a SENDIASS in Birmingham reflecting the national pattern of SENDIASS delivery across the country.
3. The Chair together with the Scrutiny Officer to confirm outstanding questions that would be submitted to the report author based on the discussion during

the meeting, with a request these were answered by the meeting of Cabinet on 14 February 2023.

The meeting ended at 14.55 hours.

BIRMINGHAM CITY COUNCIL

EDUCATION AND CHILDREN'S SOCIAL CARE O&S

COMMITTEE – PUBLIC MEETING

1000 hours on Wednesday, 4 January 2023, Committee Rooms 3 & 4, Council House, Victoria Square, B1 1BB

Action Notes

Present:

Councillor Kerry Jenkins (Chair)

Councillors: Shabina Bano, Jilly Bermingham, Debbie Clancy, Des Hughes, and Morriam Jan

Other Voting Representatives: Justine Lomas, Roman Catholic Diocese, Osamugi Ogbe, Parent Governor, and Sarah Smith, Church of England Diocese

Also Present:

Cllr. Karen McCarthy, Cabinet Member, Children, Young People and Families

Sue Harrison, Strategic Director, Children and Families

Kerry Madden, Strategic Improvement Programme Director

Colin Michel, Interim Strategy & Partnership Lead (on-line)

Kate Reynolds, Director, Lifelong Learning & Employability

Christian Scade, Head of Scrutiny and Committee Services

Amanda Simcox, Scrutiny Officer

1. NOTICE OF RECORDING/WEBCAST

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2. APOLOGIES

Apologies were submitted on behalf of Cllr. Simon Morrall and Rabia Shami.

3. DECLARATIONS OF INTERESTS

Members were reminded they must declare all relevant pecuniary and other registerable interests arising from any business to be discussed at this meeting.

RESOLVED:

None were declared.

4. ACTION NOTES

Members were informed that the action notes will be provided when the 30 November 2022 committee meeting has concluded.

5. ACTION TRACKER

(See document No. 1)

The following outstanding actions were raised:

- Information on how many children were affected by part-time timetables, and figures on children who haven't got a suitable school place, and support that was being provided. The Chair advised this will be covered at the next committee meeting.
- The structure chart for the Children and Families Directorate, to include permanent and temporary members of staff, to be provided.
- The timescale for the review of the home to school transport policy to be e-mailed.

RESOLVED:

That the action tracker was noted, the structure chart for the Children and Families Directorate, and the timescale for the review of the home to school transport policy to be provided.

6. CHILDREN AND FAMILIES DIRECTORATE IMPROVEMENT PLAN – PROGRESS UPDATE

(See document No. 2)

Cllr. Karen McCarthy, Cabinet Member for Children, Young People and Families, Sue Harrison, Strategic Director, Children and Families, and Kerry Madden, Strategic Improvement Programme Director were in attendance for this item.

Sue Harrison and Kerry Madden gave the presentation which covered the overview of the improvement plan, what it has been informed by, where they want to be, what they are going to do to get there, update on progress so far, update on their work with the Children's Partnership, and the proposed next steps.

Cllr. Karen McCarthy highlighted this was about steady progress, embedding this and having honest conversations.

During the discussion and in response to queries raised by Members, the main points included:

- Assurances on the Improvement Plan were given, and political and partners support was needed, as was the quality of practice and the budget for a substantive workforce. The full details of the 34 projects and 287 actions could be provided to Members, and the quarterly updates would assist with providing the details to hold them to account.
- This was an opportunity to recognise the staffing structure and associated budget needed. The Directorate's budget was a demand led service, and agency staff reliance was an historical issue because there had not been enough staff and substantive budget, which resulted in high caseloads. The Committee will be updated on the Directorate's budget and a report was scheduled to go to Cabinet in February 2023.
- Meeting some of the children's needs comes from different budgets, such as Health rather than the Directorate's budget.
- The Children's Partnership has been reinvigorated and partners were positive about sustaining this.
- Member engagement with Head Teachers Fora was queried. Sue Harrison will discuss Member involvement with Head Teachers. However, it was highlighted that there needed to be sufficient officers to engage with schools, and the staffing structure for this was currently being developed.
- The Head Teachers Reference Group was embedded and has been helpful in the inclusion work undertaken. Details and the membership of this group will be provided and Justine Lomas will promote this with the Head Teachers of Catholic Schools.
- The school investigated complaints about a teacher, and they should follow their complaints procedure.

- A directory of the Local Offer would be helpful and will be provided.

RESOLVED:

That:

- The update was noted.
- There will be quarterly updates going forward.
- The Committee will be updated on the Directorate's budget.
- The following to be provided:
 - Details and the membership of the Head Teachers Reference Group.
 - A directory of the Local Offer.

7. CHILDREN'S PARTNERSHIP CHANGE FOR CHILDREN AND YOUNG PEOPLE 2023-28 PLAN

(See document No. 3)

Cllr. Karen McCarthy, Cabinet Member for Children, Young People and Families, Sue Harrison, Strategic Director, Children and Families, and Colin Michel, Interim Strategy & Partnership Lead (on-line) were in attendance for this item.

Colin Michel gave the presentation which included the partnership's ambition and outcomes, the timeline for the development, and launch of the plan.

During the discussion and in response to queries raised by Members, the main points included:

- This was a five year plan, and the sustainability of the plan will be discussed at the Birmingham Children's Partnership Board.
- The wide representation of young people was imperative.
- Child Poverty and the pressures of the cost of living crisis needed to have a whole Council and partnership response. The Cabinet Member was looking at a wide range of issues and would include the financial pressures schools were facing, and after school clubs no longer providing snacks etc.
- The plan was scheduled to go to Cabinet in March 2023 and City Council in April 2023 and updates on both the plans discussed today will need to include tangible outcomes.

RESOLVED:

That Members noted the report.

8. WORK PROGRAMME

(See document No. 4)

The Chair informed Members that an e-mail had been sent to them requesting their availability for the reconvened committee meeting. The majority of Members were available on Wednesday, 25 January 2023 at 1300 hours, and the Committee agreed this date and time. The reconvened meeting will be in public and the arrangements for the meeting will be confirmed next week.

The Committee discussed the large agenda for the 22 February 2023 committee meeting and agreed to extend the meeting due to the need to discuss all three items (Birmingham Safeguarding Children's Partnership, school attainment, and school exclusions and part-time timetables).

Cllr. Des Hughes requested the Accelerated Progress Plan (APP) was added to the work programme, and the Committee agreed this would be an item at the 5 April 2023 committee meeting.

RESOLVED:

That the work programme was agreed and would be updated accordingly.

9. DATE AND TIME OF NEXT MEETING

RESOLVED:

Noted the reconvened committee meeting would take place on 25 January 2023 at 1300 hours, and the next meeting was scheduled for 22 February 2023 at 1000 hours in Committee Rooms 3 & 4.

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

None.

11. OTHER URGENT BUSINESS

None.

12. AUTHORITY TO CHAIR AND OFFICERS

RESOLVED:

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 1150 hours.

**EDUCATION AND CHILDREN'S SOCIAL CARE O&S COMMITTEE
ACTION TRACKER 2022-23**

Date	Agenda Item	Action	Update
20 Jul 2022	SEND	The update was noted, and the SEND update at the 7 September 2022 committee meeting will include the contributions and points raised today.	Item discussed at the 7 September 2022 committee meeting.
		The SEND Sufficiency Report to be presented to the Committee when completed.	
		The methodology and full data on EHCP Annual Reviews to be forwarded to the Committee.	Information e-mailed to Members on 26 January 2023.
20 Jul 2022	Home to School Transport	Members agreed that a further update on the service will be provided at the 19 October 2022 committee meeting. The update will include the review of the policy, points made around communication, and the reality of how the service performed in September 2022.	Item included on the agenda for the 19 October 2022 committee meeting.
		Sue Harrison will provide Members with the timescale for the review of the policy by e-mail.	
20 Jul 2022	Youth Justice Plan	Further information on education and improving employment opportunities will be forwarded.	Information e-mailed to Members on 26 January 2023.
		Officers to send useful information to the Committee during the course of what they are doing.	Ongoing.
20 Jul 2022	Work Programme	Cllr Simon Morrall to forward the e-mail he referred to regarding SENDIASS and the Chair will have discussions with officers outside the committee meeting.	SENDIASS was discussed at the 25 January 2023 committee meeting.
7 Sep 2022	SEND	A meeting with the DfE Commissioner for SEND, Director and Chair to be set up.	Meeting with the DfE Commissioner to take place on 12 October 2022.
		Timescales for when the Committee can expect the SEND Strategy, SEND Sufficiency Strategy, and an Inclusion Strategy was requested.	The SEND Strategy and the Inclusion Strategy are due to go to Cabinet in March

EDUCATION AND CHILDREN'S SOCIAL CARE O&S COMMITTEE
ACTION TRACKER 2022-23

Date	Agenda Item	Action	Update
			<p>so can be added to the work programme for after that.</p> <p>Awaiting confirmation of Cabinet date for the SEND Sufficiency Strategy.</p>
		<p>Information on how many children are affected by part-time timetables, and figures on children who haven't got a suitable school place, and support that is being provided was requested.</p>	<p>To be included in the discussion at the 22 February 2023 committee meeting.</p>
		<p>Reports on the SEND Strategy, SEND Sufficiency Strategy and Inclusion Strategy to be brought to the Committee following approval by Cabinet.</p>	<p>The SEND Strategy and the Inclusion Strategy are due to go to Cabinet in March so can be added to the work programme for after that.</p> <p>Awaiting confirmation of Cabinet date for the SEND Sufficiency Strategy.</p>
7 Sep 2022	Cabinet Member for Children, Young People and Families	<p>The Director to provide the details of when the BEP contract was renewed and the duration of the contract.</p>	<p>Information e-mailed to Members on 21 November 2022</p>
		<p>Tim Boyes, Chief Executive, BEP to be invited to a future meeting.</p>	<p>Tim Boyes has been invited to attend the 22 February 2022 committee meeting for the attainment summary. Other issues regarding BEP can be raised at this meeting.</p>
		<p>The structure chart for the Children and Families Directorate to be provided.</p>	<p>Emailed on 10 October 2022 the leadership structure for the Children and Families Directorate. What sits under which new AD portfolio is still being finalised and permanent recruitment for the posts will be taking place shortly.</p>

EDUCATION AND CHILDREN'S SOCIAL CARE O&S COMMITTEE
ACTION TRACKER 2022-23

Date	Agenda Item	Action	Update
		Details of baselining of services within the Directorate to be shared with the Committee.	<p>Kerry Madden's update presentation to the committee on 4 January 2023 explained that baselining had informed the detail in the Improvement Plan. The summary plan e-mailed to Members on 24 January 2023 also references this.</p> <p>The information on baselining and how it contributed to the Improvement Plan will be incorporated when an update on the Improvement Plan is given at the 5 April 2023 committee meeting.</p>
		Details for the funding bids for three free schools including timescales to be provided.	E-mailed Members the information on the 29 October 2022
		Information on how many excluded primary school children have unmet SEND needs / EHCPS was requested.	To be included in the discussion at the 22 February 2023 committee meeting.
		The issues raised regarding the Children's Trust to be highlighted to them before the meeting in November 2022 so these can be covered.	E-mailed the Children's Trust.
		Information on the number of places that Special Schools accept above their Planned Admission Number. Do the plans for future Special School places take into account these numbers in addition to places required to meet the needs of children who are currently not in a Special School?	E-mail sent to Members on the 19 October 2022.
7 Sep 2022	Work Programme	Tim Boyes, Chief Executive, BEP to be invited to a future committee meeting (also agreed at the above item).	Tim Boyes has been invited to attend the 22 February 2022 committee meeting for the

EDUCATION AND CHILDREN'S SOCIAL CARE O&S COMMITTEE
ACTION TRACKER 2022-23

Date	Agenda Item	Action	Update
		The Chair to meet with the DfE Commissioner and Director to discuss the SENDIASS review.	attainment summary. Other issues regarding BEP can be raised at this meeting. Meeting with the DfE Commissioner took place on 12 October 2022.
19 Oct 2022	SEND Commissioner	The Cabinet Member, Children, Young People and Families, to report back on how the Improvement Board fits in with the Council's overall governance and decision making structures.	
		The Strategic Director, Children and Families to bring the Directorate's Improvement Plan to a future committee meeting.	Added to the work programme for 4 January 2023 committee meeting.
		The Commissioner to attend a committee meeting early next year.	The Commissioner attended the 25 January 2023 adjourned committee meeting.
19 Oct 2022	Home to School Transport	Janie Berry, City Solicitor, to share reputational issues and any cases the Committee should be aware of outside the committee meeting.	
		Janie Berry, City Solicitor to be added to the work programme to update Members on tribunals and delays etc., and feedback on how the role of Legal Services contributes and makes risk informed decisions.	
19 Oct 2022	Work Programme	SENDIASS to be an item on the November 2022 committee meeting.	Added as an agenda item.
		The BSCP, and the Children and Young People Plan to be moved to the January 2023 meeting.	Work Programme updated.
		The Commissioner to write to the Chair to explain the concerns of the SENDIASS item in November 2022.	SENDIASS was discussed at the adjourned 25 January 2023 committee meeting.
		Student attendance at school during their period, and the Young People's Substance Use Service to be added to the work programme.	Added to the work programme - to be scheduled. Programmed for the 17 May 2023 committee meeting.
30 Nov 2022	Children's Trust	A paper on unregulated placements.	Information e-mailed to Members on 26 January 2023.

EDUCATION AND CHILDREN'S SOCIAL CARE O&S COMMITTEE
ACTION TRACKER 2022-23

Date	Agenda Item	Action	Update
		Information on the cost increases if the Early Help offer was not in place.	Information e-mailed to Members on 26 January 2023.
		Cost of care and general information on the Children's Trust budget and spend.	Information e-mailed to Members on 26 January 2023.
4 Jan 2023	Children and Families Directorate Improvement Plan	Quarterly updates to be provided.	The work programme has been updated and the next update is scheduled for 5 April 2023.
		Update on the Directorate's budget to be provided.	Information e-mailed to Members on 24 January 2023.
		Details and the membership of the Head Teachers Reference Group to be e-mailed.	Details e-mailed to Members on 19 January 2023.
		A directory of the Local Offer to be provided.	Information e-mailed to Members on 8 February 2023.

Birmingham City Council

Education and Children's Social Care Overview and Scrutiny Committee

Date: 22nd February 2023



Subject: Annual Education Performance Report
Report of: Sue Harrison, Director Children and Families
Report author: Data and Intelligence Team - Birmingham City Council
educationdata@birmingham.gov.uk
Clare Nankivell, Data, Performance, and Information
Strategy Manager
clare.nankivell@birmingham.gov.uk

1 Purpose

- 1.1 The draft annual attainment report is attached with this report for consideration by the committee.
- 1.2 It is based on the 2022 Examinations and Assessments.
- 1.3 Officers will be in attendance at the February 2023 committee meeting to discuss the report and answer any questions.

2 Recommendations

- 2.1 Members note the report attached as Appendix 1.

3 Any Finance Implications

- 3.1 None directly associated with this presentation and report.

4 Any Legal Implications

- 4.1 None directly associated with this presentation and report.

5 Any Equalities Implications

- 5.1 None directly associated with this presentation and report.

6 Appendices

- 6.1 Appendix 1 - Annual Education Performance Report



Annual Education Performance Report

2022 Examinations and Assessments

March 2023



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Produced by

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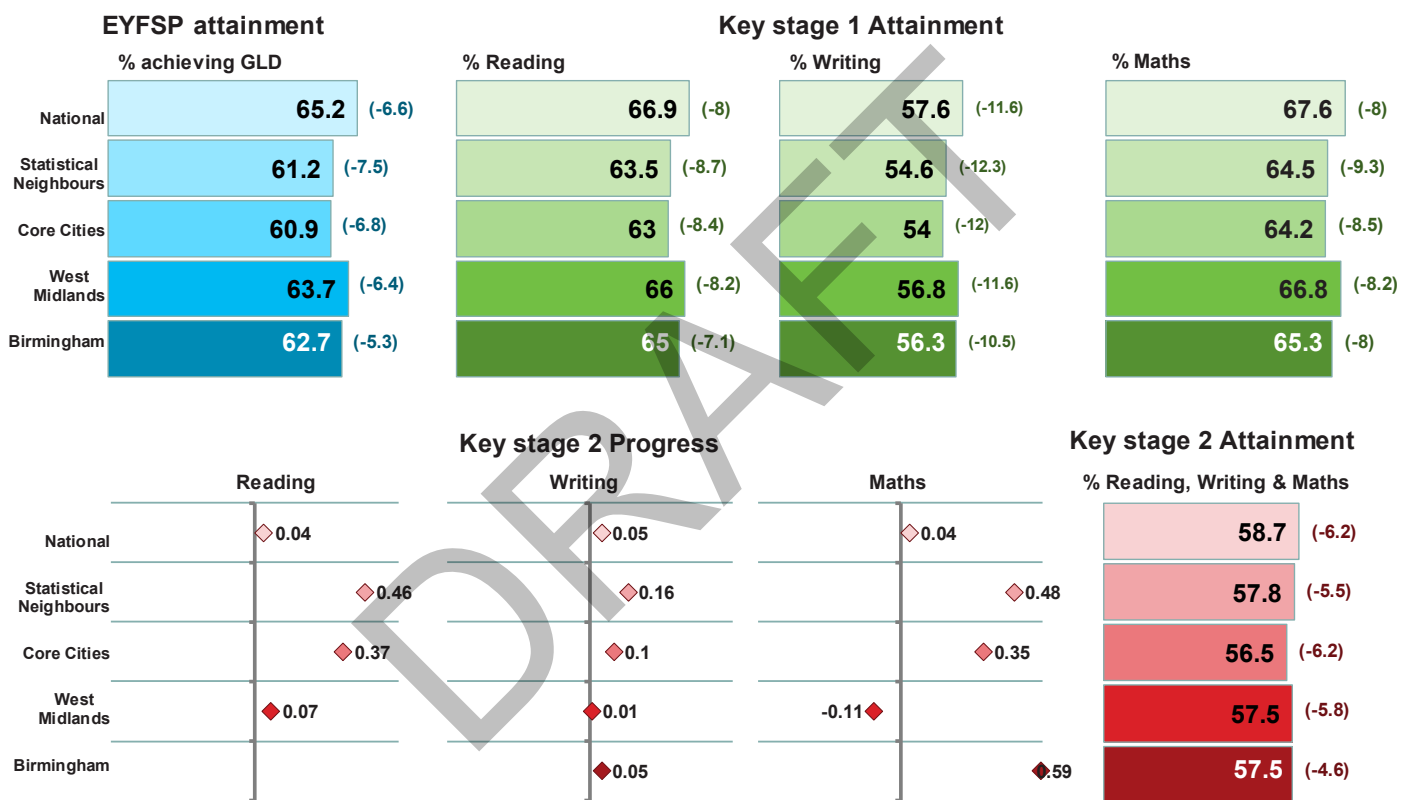
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Executive Summary

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

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

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

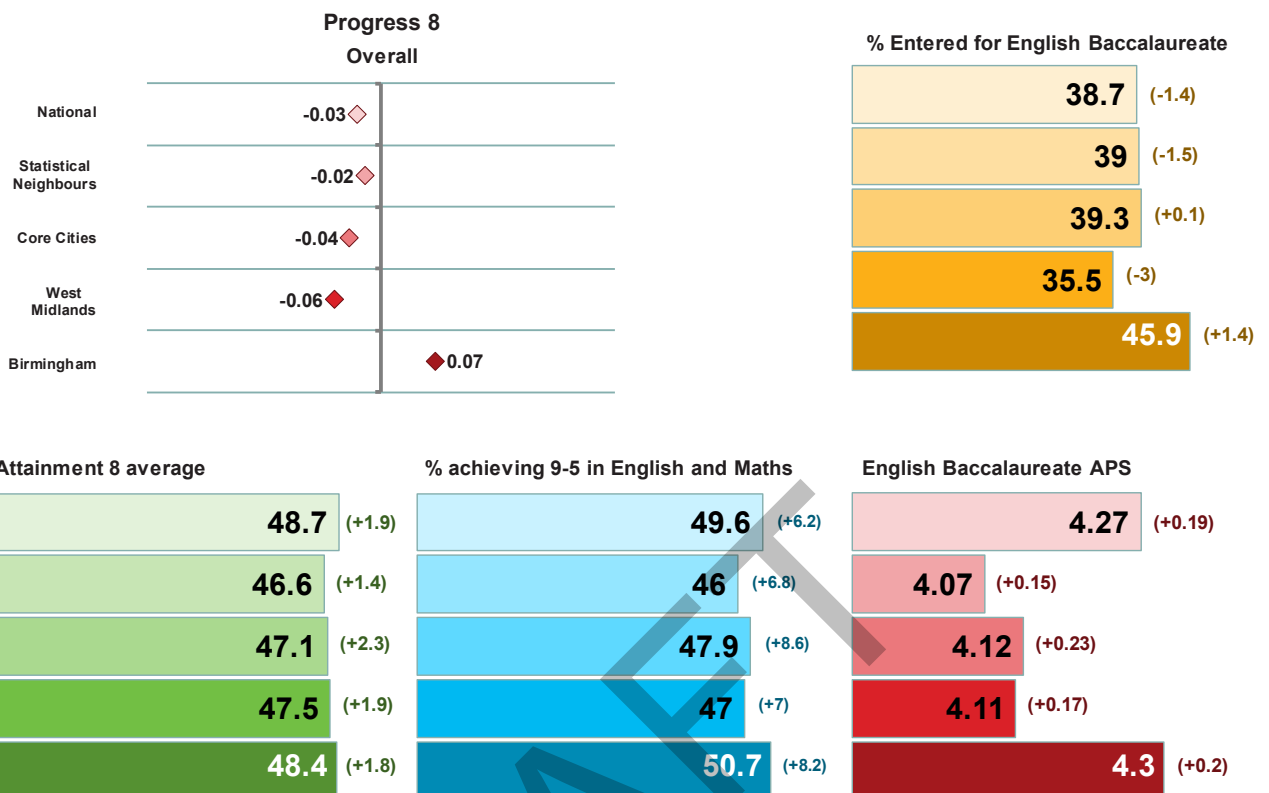


Key stage 1 and 2 attainment display the percentage of pupils achieving at least the expected standard in the displayed subject

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

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

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



Early Years Foundation Stage

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

Phonics

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

- Year 1 Boys' attainment is very close to the Boys' national average, and Girls are 0.2% ahead of Girls nationally
- EAL pupil's attainment in Year 1 is 2.3% behind other EAL pupils nationally.

Key Stage 1

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

Key Stage 2

- In 2022, 57.5% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM), and 6.4% achieved a higher standard. While still below the national outcomes of 58.7% and 7.2%, the attainment gap continues to narrow.
- In Reading, Writing and Maths individually, the percentage of Birmingham children reaching the expected standard is highest for Reading and lowest for Writing.
- The percentage of Birmingham children reaching the expected standard in Maths is 1.0% behind national, but the percentage achieving a higher standard is just above national. In Reading, the attainment gap is 0.7% and 0.8%. Writing continues to have the widest attainment gap for children achieving the expected and higher standards.
- Grammar, Punctuation and Spelling attainment in Birmingham is above the national average for children achieving at least the expected standard by 2.0% and 3.9% above for those achieving a higher standard.
- The progress of children from key stage 1 to 2 continues to improve in all subject areas. Progress in Maths continues to be above the national average. Progress in Reading and Writing showing definite improvement from 2019, both subjects above national.
- Birmingham's RWM expected standard attainment is 1.0% above the Core Cities average and 0.3% below Statistical Neighbours.
- All contextual groups are behind their national equivalents except for Disadvantaged and FSM pupils.
- 48.6% of disadvantaged children reached the expected standard for RWM, 6.0% above national. For FSM children, 48.2% reached the standard, 6.6% above the national average.
- Disadvantaged and FSM children made similar progress to national equivalents in Writing and better progress in Reading and Maths, with Reading progress now above national.

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

Key Stage 4

- In 2022, Birmingham's Progress 8 score of 0.07 is above the state funded national average of -0.03. This means that pupils in Birmingham made more progress from key stage 2 to the end of key stage 4 than those with a similar starting point nationally.
- Birmingham's average Attainment 8 in 2022 was 48.4, slightly below the national average of 48.7 by 0.3 points.
- 50.7% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, which is above the National average of 49.6% by 1.1%. 67.8% achieved a standard pass (9-4 grade), which is below the National average of 68.6% by 0.8%.
- In Birmingham, 65.7% of pupils achieved a 9-5 grade in English which is now above the national average by 0.5%. Maths attainment has improved, with 55.1% achieving a 9-5 grade, 0.7% above national.
- English Baccalaureate attainment in Birmingham is above the National average. The average points achieved per pupil was 4.3 compared to 4.2 at National. 28.7% of students achieved the Ebacc with grades 9-4, 2.0% above the national average. Achievement with 9-5 grade was 21.6% above the national average by 1.4%.
- Birmingham has the 2nd highest progress 8 average out of all Core Cities and ranked 2nd out of 11 compared to Statistical Neighbours.
- Birmingham Disadvantaged pupil's Progress 8 is significantly above Disadvantaged pupils nationally, averaging -0.13 compared to -0.55. In addition, the non-disadvantaged pupils also make more Progress than the non-disadvantaged nationally, and the progress gap between the two groups is much narrower.
- Birmingham Disadvantaged pupil's Attainment 8 is significantly above Disadvantaged pupils nationally, averaging 42.3 compared to 37.5. In addition, non-disadvantaged Attainment 8 is higher than Attainment 8 for non-disadvantaged nationally.
- In Birmingham, SEND pupils average a higher Progress 8 score than national however, they are below in attainment. In Birmingham the gap in progress and attainment is wider between pupils with an identified SEN and those without than nationally. Pupils with an EHC plan were significantly below their national equivalents for the main attainment measures, the gap ranging from 0.7% to 3.0%.
- Birmingham has a higher proportion of secondary schools rated Good or Outstanding by Ofsted than the national average.

- **16 – 18 Study**

- All of Birmingham's overall A Level performance indicators are higher than the state funded averages for National, Core Cities, Statistical Neighbours, and West Midlands Local Authorities.
- 29.2% of A Level students achieved at least AAB grades, of which at least two were in facilitating subjects, compared to 22.5% nationally. (state funded schools)
- 37.0% of A Level students achieved at least AAB grades in Birmingham compared to 33.0% Nationally. (state funded schools)
- 25.4% of students achieved at least 3 or more A levels of A*-A compared to 21.6% Nationally. (state funded schools)
- There has been an upwards trend for students entered for Applied General and Tech Level qualifications, both nationally and in Birmingham. Birmingham being by 2.5% higher than National in 2022.
- The average grade achieved for Applied General qualifications has improved in Birmingham from 2019 and remains above the National average.
- The average grade achieved at A Level and Applied General for disadvantaged students in Birmingham is higher than Disadvantaged students nationally.

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Early Years and Primary School Results

Early Years Foundation Stage Profile (EYFSP)

Key Messages

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

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

- the pupil's attainment in relation to the 17 early learning goals (ELG) across 7 areas of learning.
- the 3 prime areas of learning are communication and language; personal, social and emotional development; and physical development.
- The other 4 specific areas of learning: literacy; mathematics; understanding the world; and expressive arts and design.

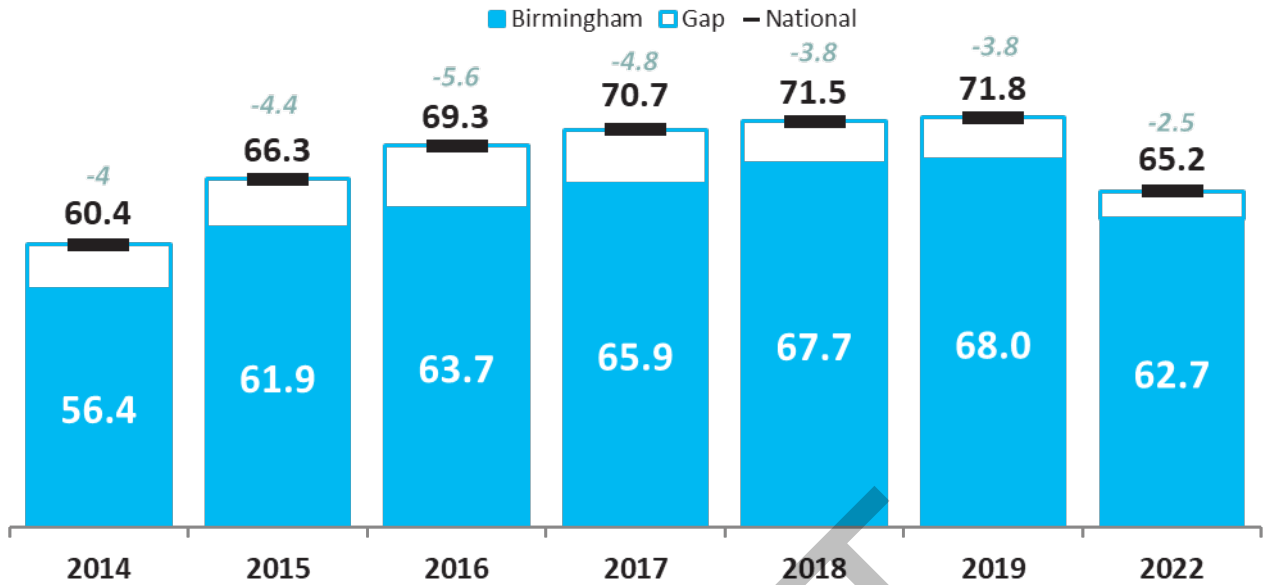
“Good Level of Development” (GLD) is a standardised way of measuring performance. A child achieves GLD if they achieve “at least the expected level” in:

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

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

Overall Performance

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



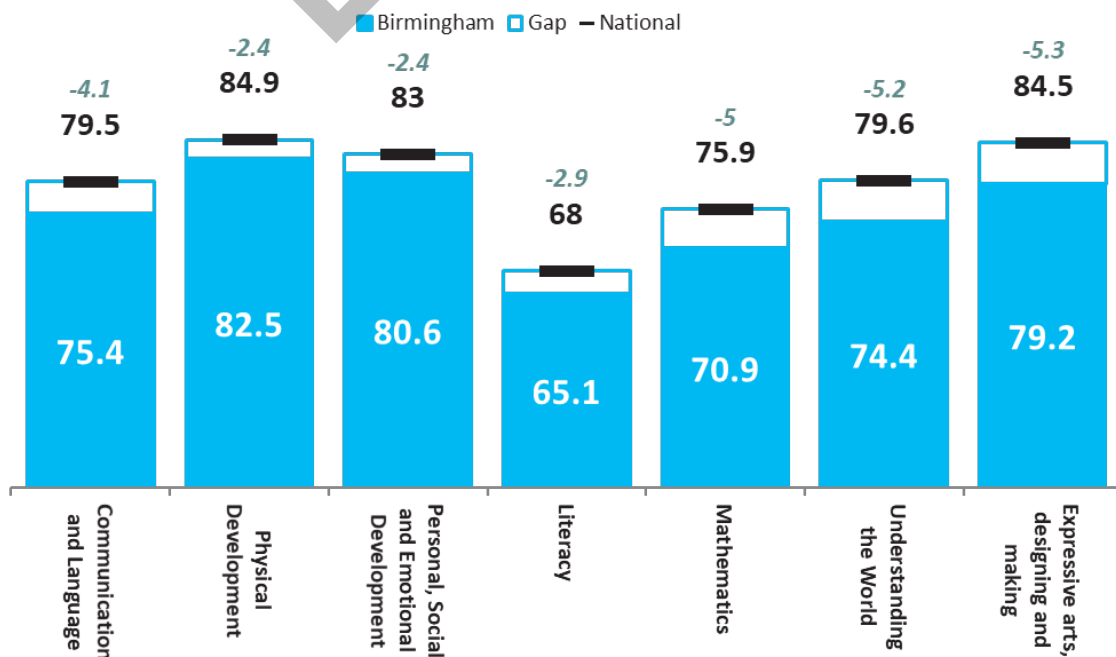
In 2022, **62.7%** of Birmingham pupils achieved GLD, a decrease of 5.3% from 2019 compared to 6.6% for National. Whilst there is a decrease for both Birmingham and National, the gap for Birmingham is smaller than National by 1.3%. This means that we have narrowed the attainment gap in 2022.

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

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

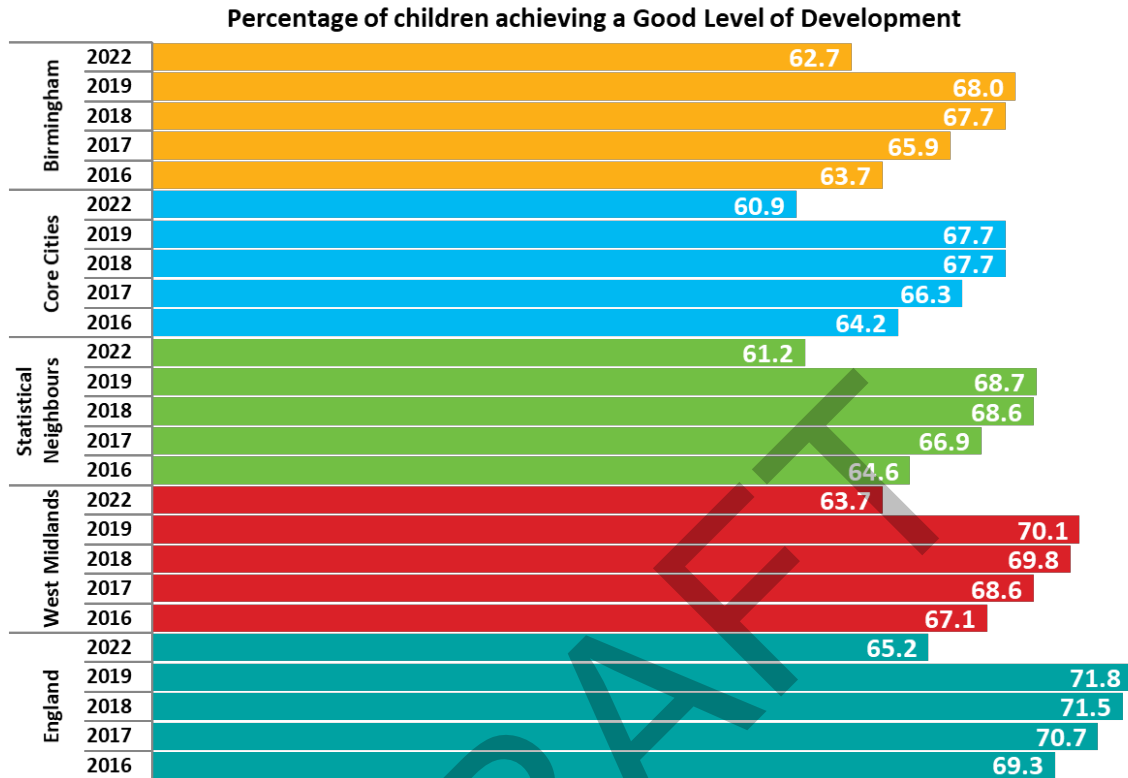
Areas of Learning

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

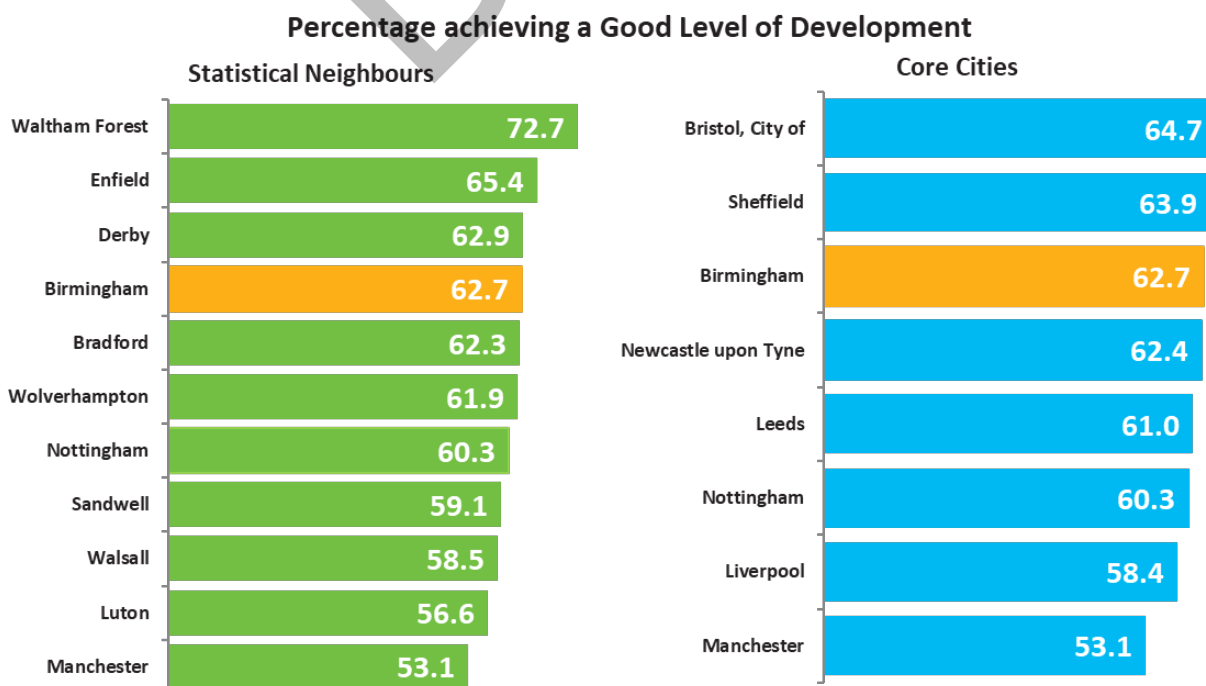


Birmingham is below the National average in all 7 areas of learning. Personal, Social and Emotional Development and Physical Development are the closest to National and Expressive arts, designing and making the furthest.

National Comparisons

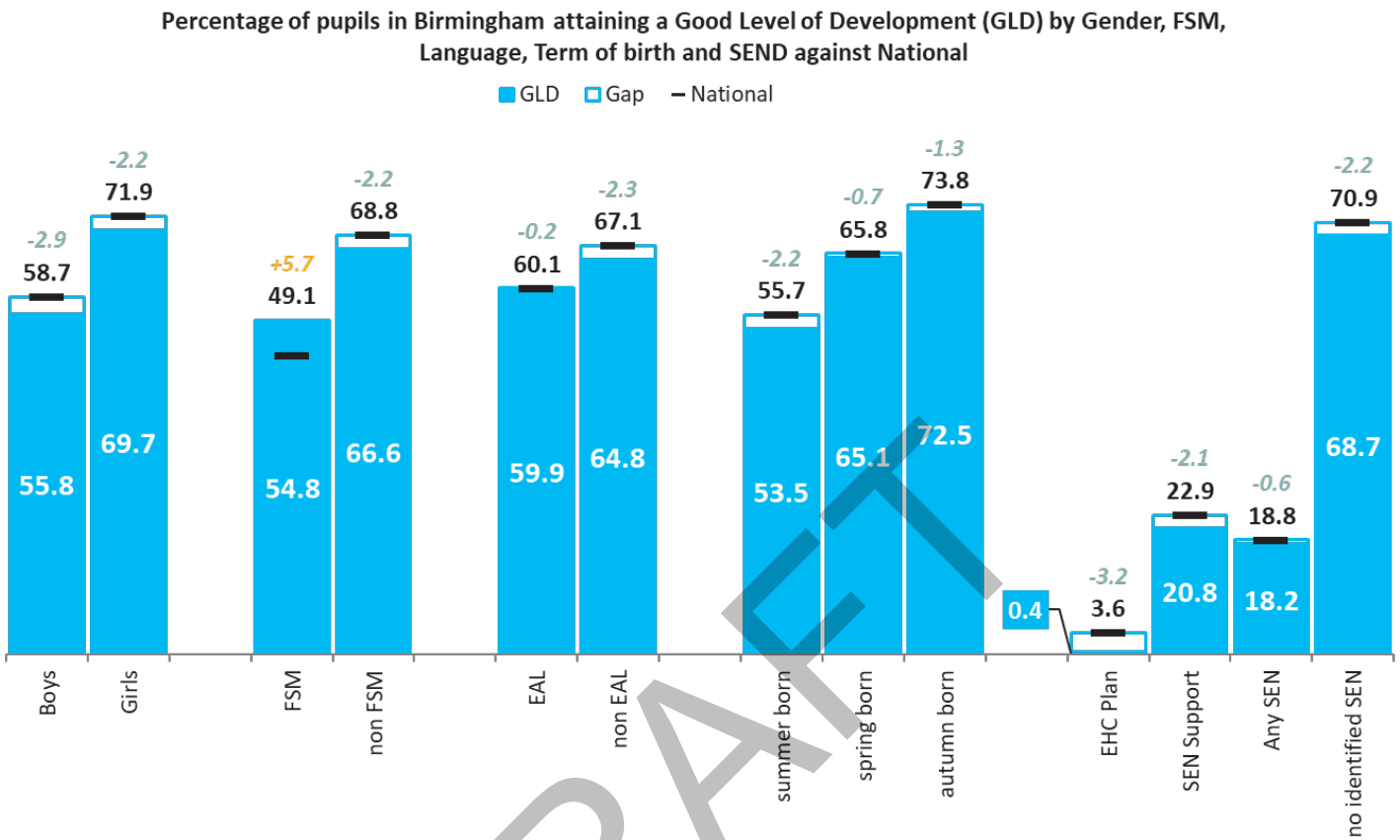


Birmingham's performance is above the Core cities and statistical neighbours' averages, but we are 1.0% behind the overall West Midlands average.



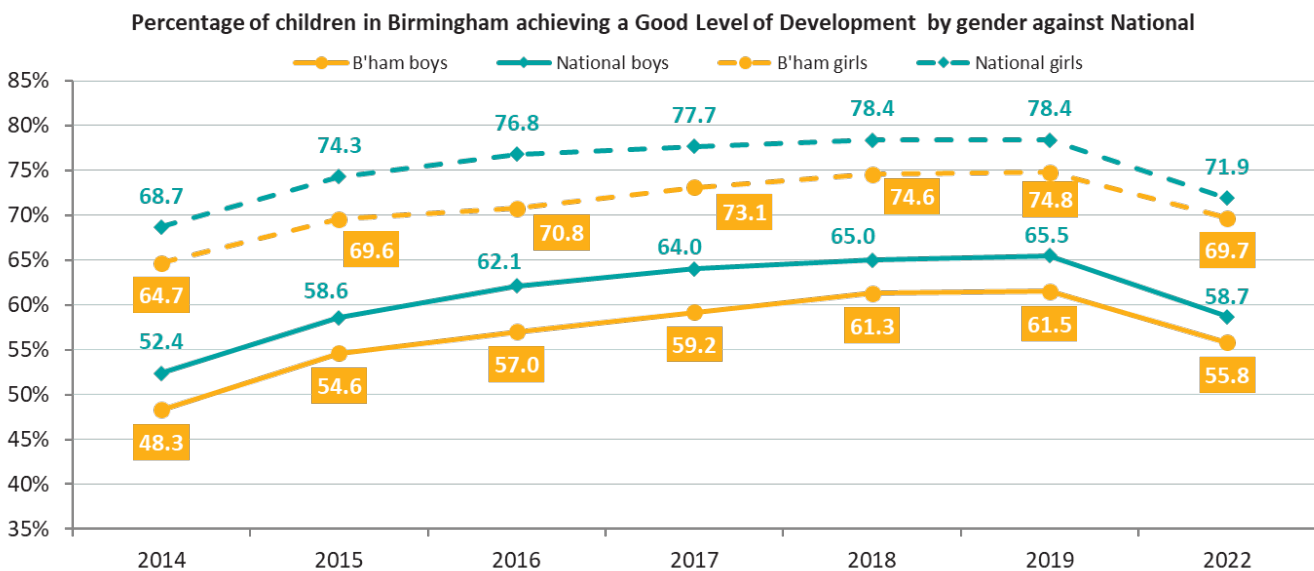
Pupil Characteristics

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



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

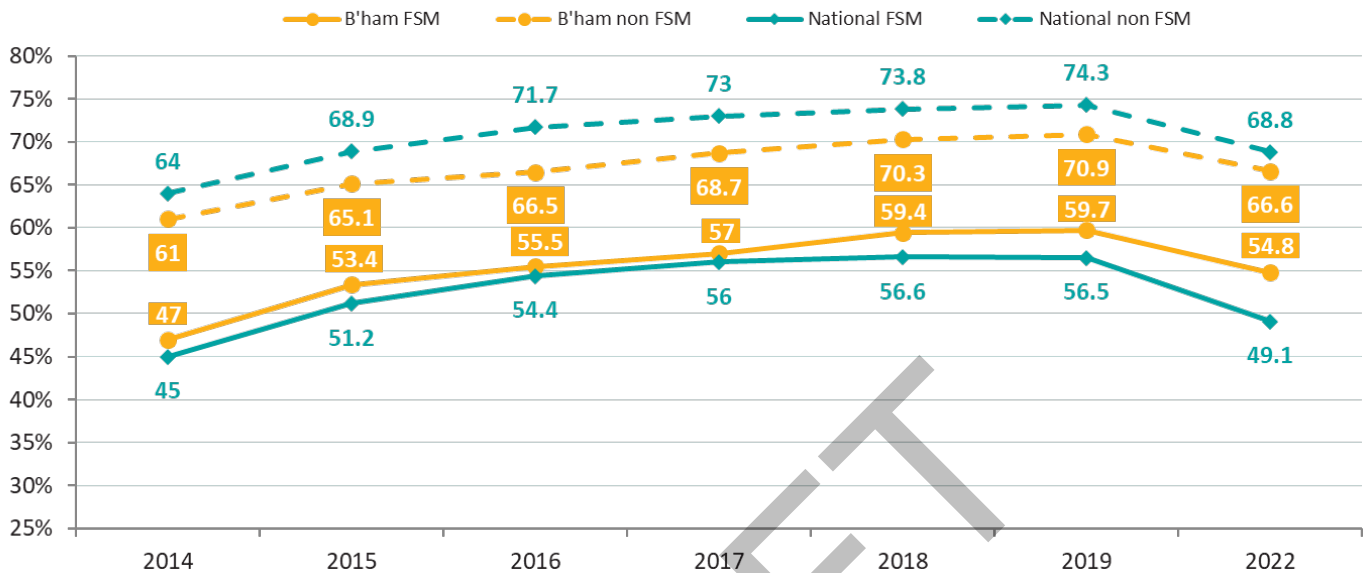
Gender



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

Free School Meals

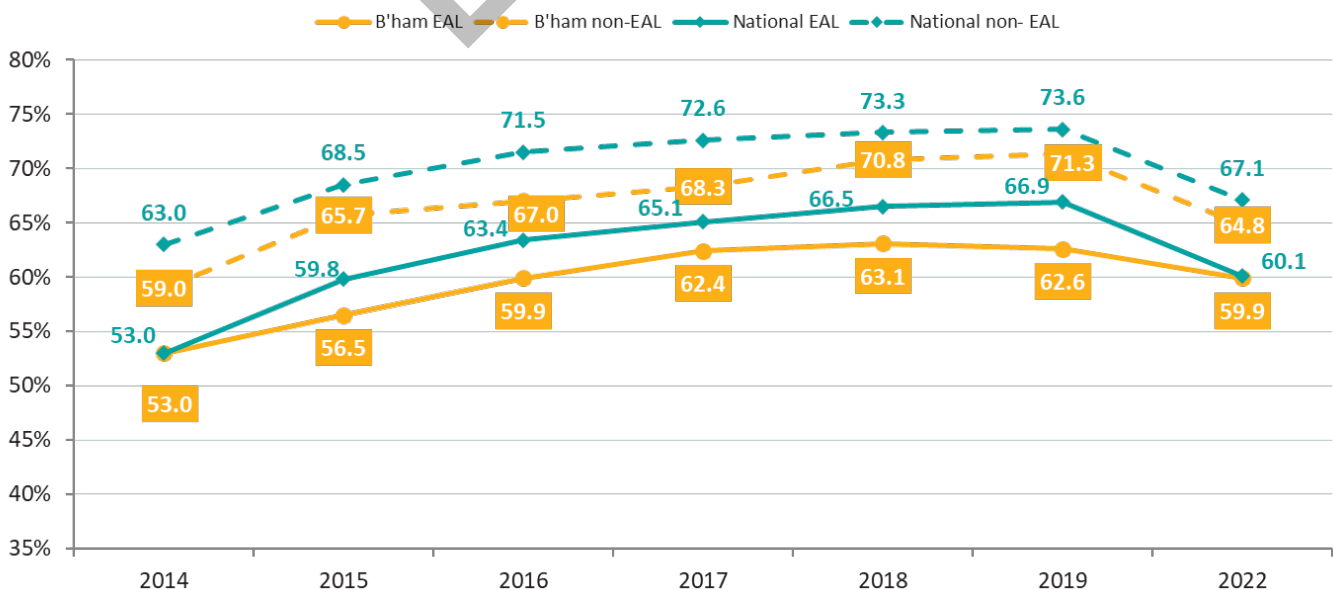
Percentage of children in Birmingham achieving a Good Level of Development by Free school meal eligibility against National



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

English as an additional language

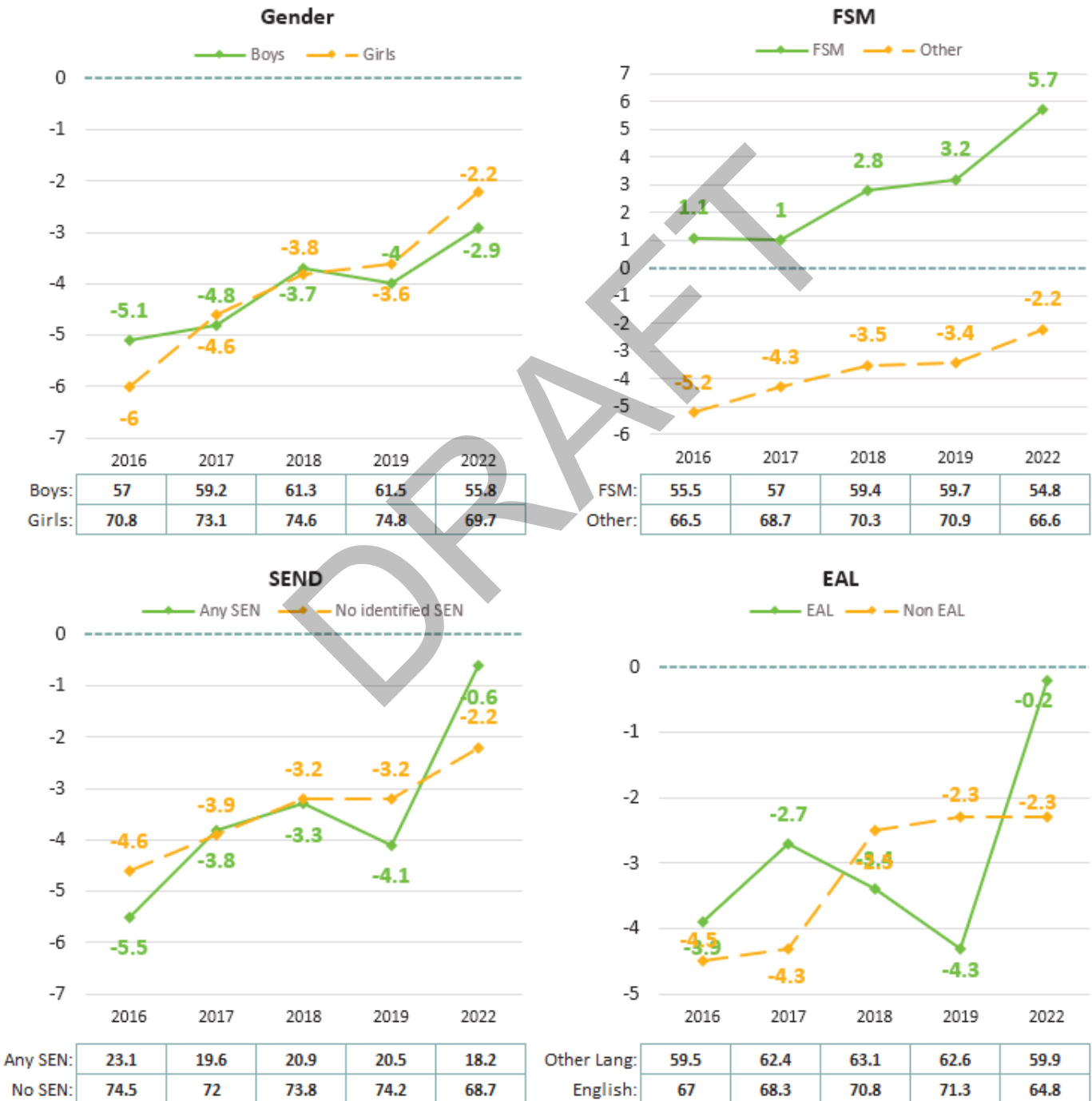
Percentage of children in Birmingham achieving a Good Level of Development by Language against National



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

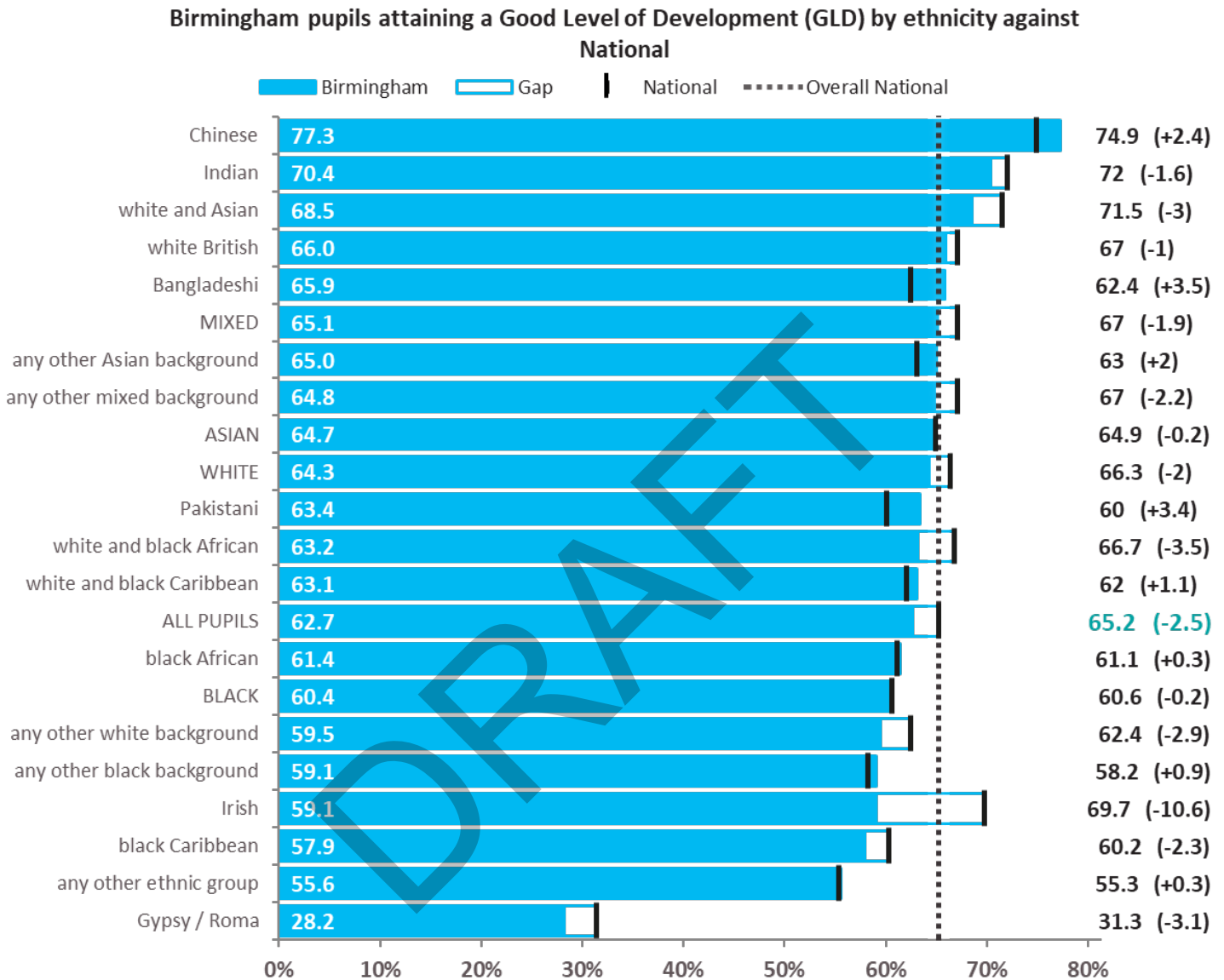
The following graphs focus on the percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line represents the National average, and the green and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil group's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

Attainment gap to equivalent National average for achieving a Good Level of Development



Ethnicity

The following chart shows EYFSP performance across ethnic groups compared to the national averages of those groups and the overall national average. The chart is sorted so that the highest performing group in Birmingham is at the top.



In Birmingham, Asian pupils as a group are performing below the overall National average and are slightly behind their peer group by 0.2%. Indian pupils are performing well above the overall National average but lower than their peers nationally. Pakistani pupils' attainment in Birmingham is higher than their peers nationally by 3.4% but below the overall national average. The same goes for 'Other Asian' pupils at 0.2% below national but 2.0% above their peers nationally. Bangladeshi pupils' attainment in Birmingham is above their peers by 3.5% and the overall national average by 0.7%.

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

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

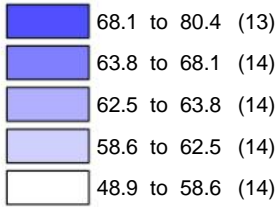
The highest attaining group within pupils from a Mixed background is White and Asian, whose attainment is above the overall National but 3.0% behind their peers. White and Black Caribbean are the lowest attaining Mixed group however, they outperformed their national peer groups by 1.1%.

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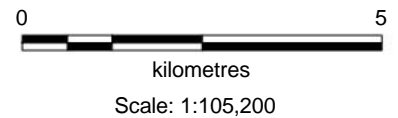
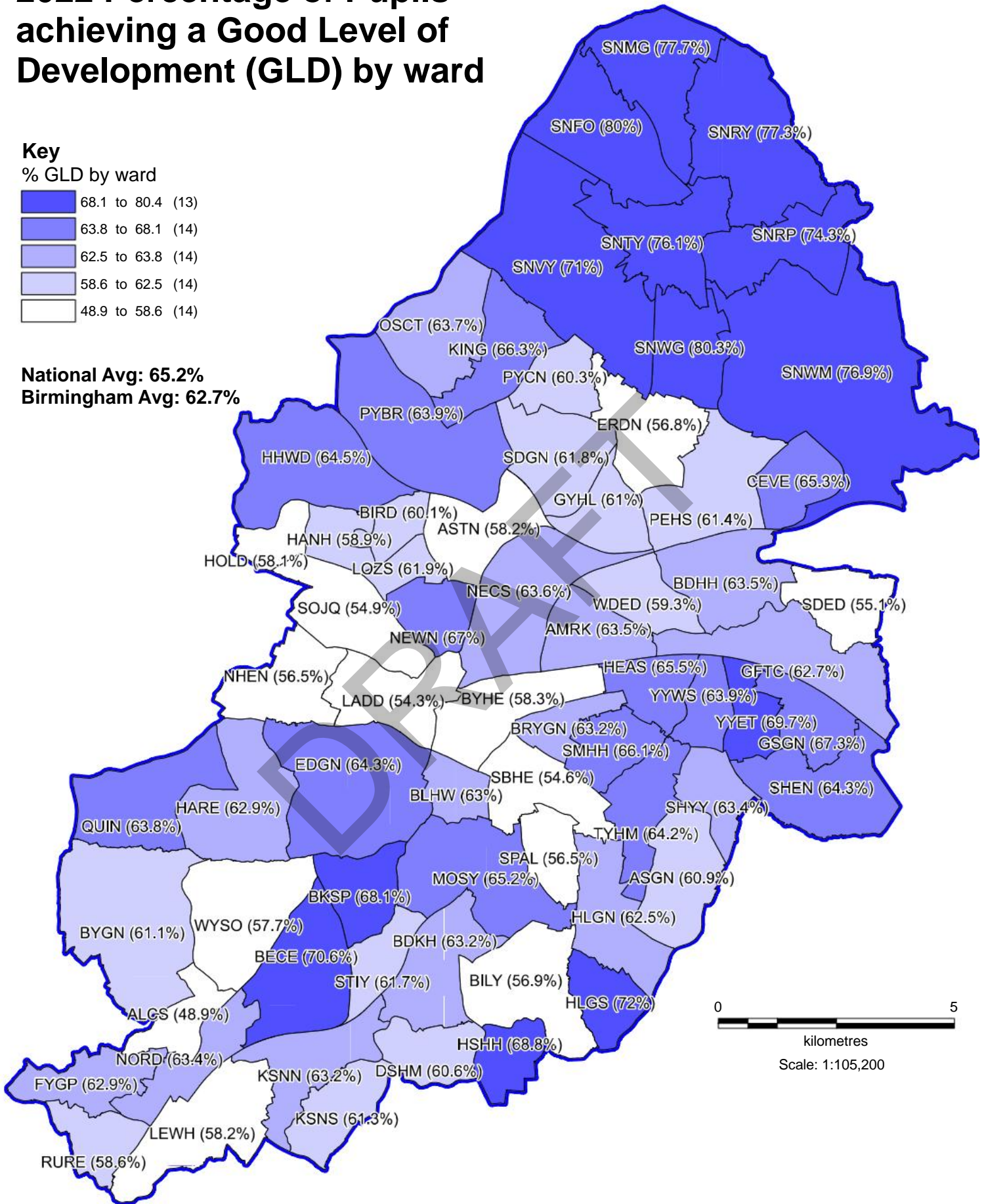
Early Years Foundation Stage - 2022 Percentage of Pupils achieving a Good Level of Development (GLD) by ward

Key

% GLD by ward



National Avg: 65.2%
Birmingham Avg: 62.7%



Phonics

Key Messages

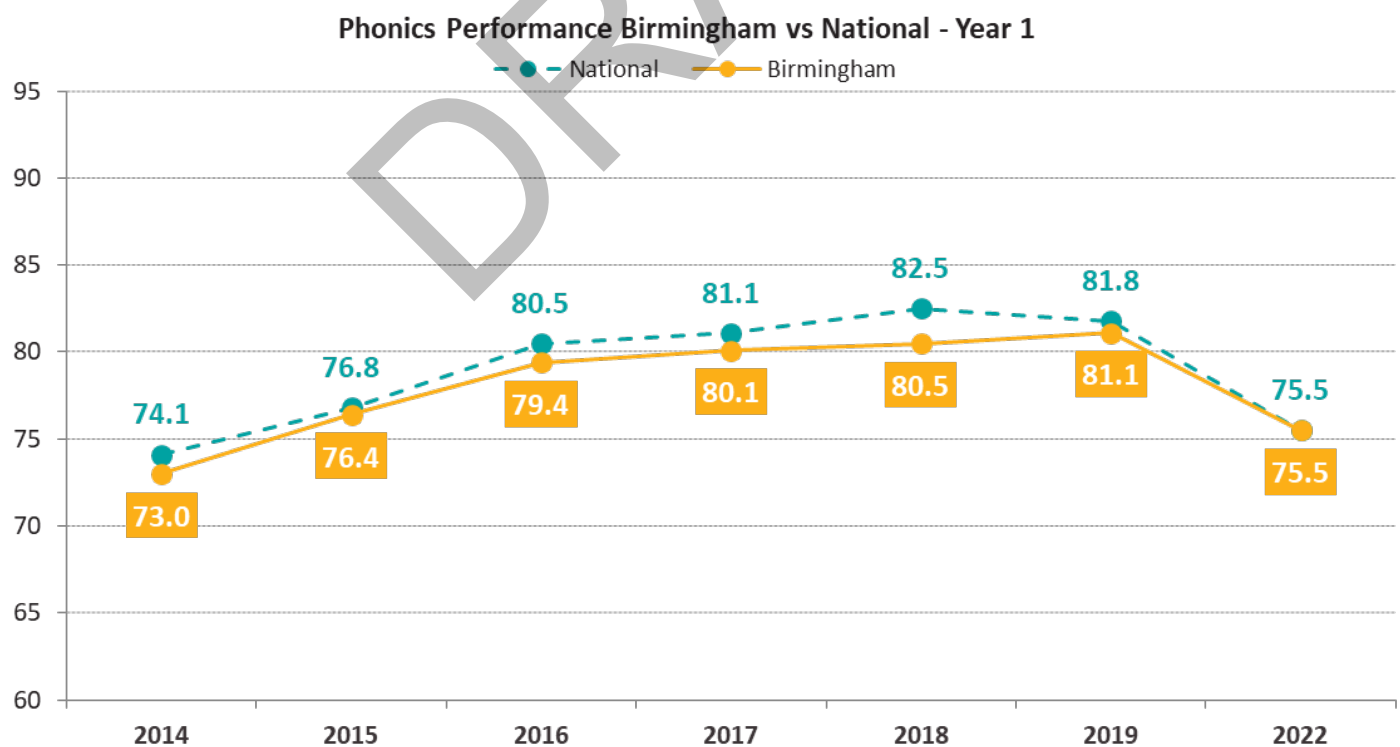
- In 2022, 75.5% of children in Birmingham achieved the expected standard of Phonics decoding in Year 1, matching the national figure. By the end of Year 2, this rises to 86.5% compared with 86.9% nationally.
- In Birmingham, 2.9% more FSM and 7.2% more Disadvantaged children achieved the expected standard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

Background

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

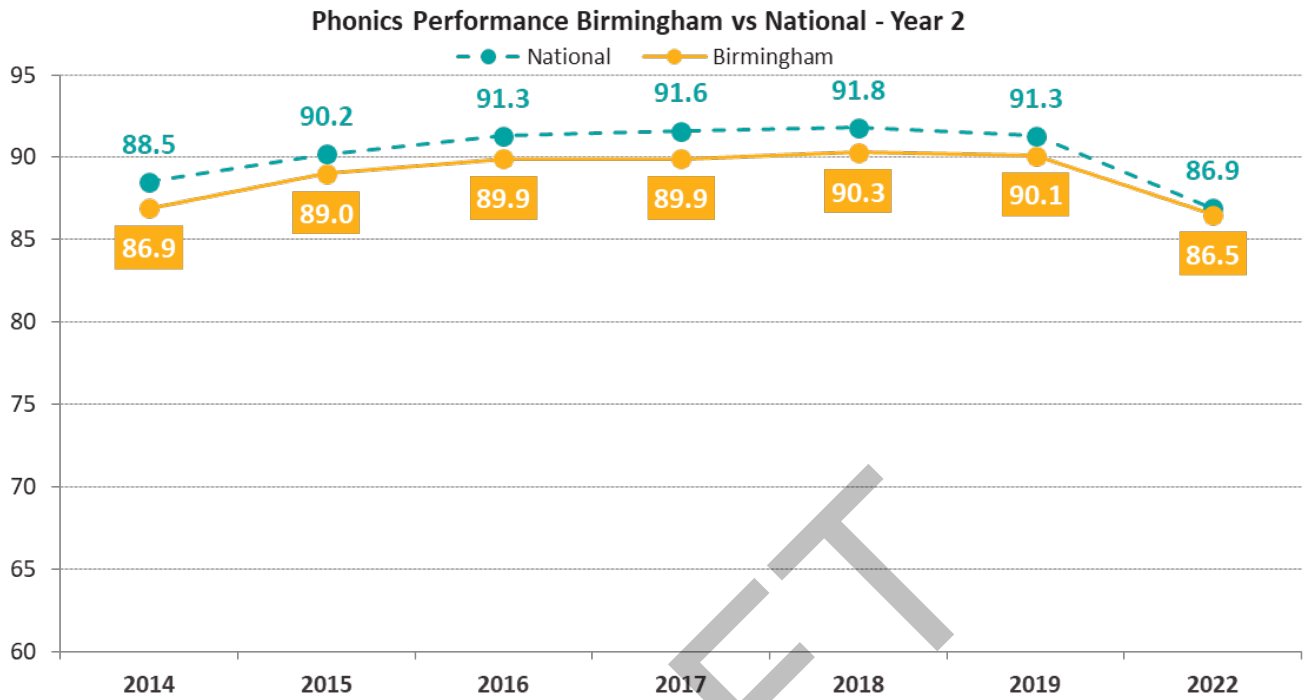
A child is required to achieve 32 out of 40 to meet the expected standard. This threshold has remained the same since 2012, the year of introduction.

Overall Performance



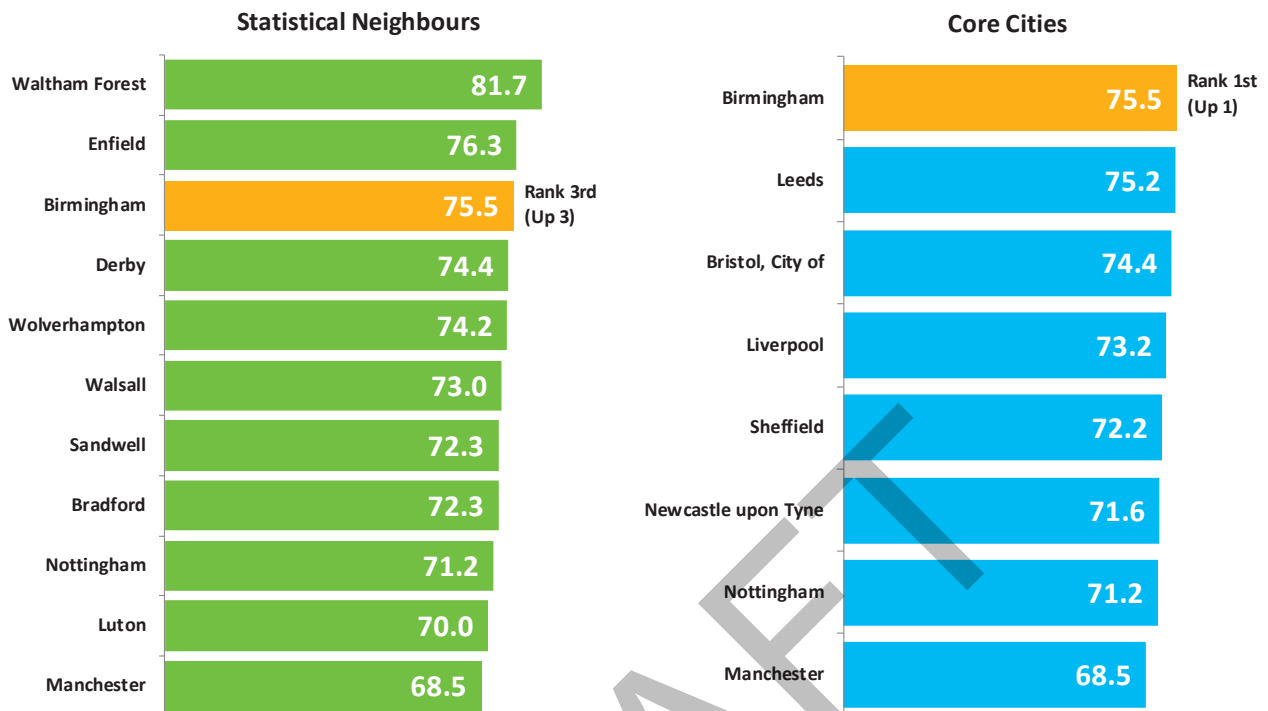
The percentage of pupils meeting the expected standard in Year 1 has steadily increased from 2014 to 2019. In 2022, Birmingham Year 1 pupils' meeting the expected standard is in line with the national figure with both at 75.5%.

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

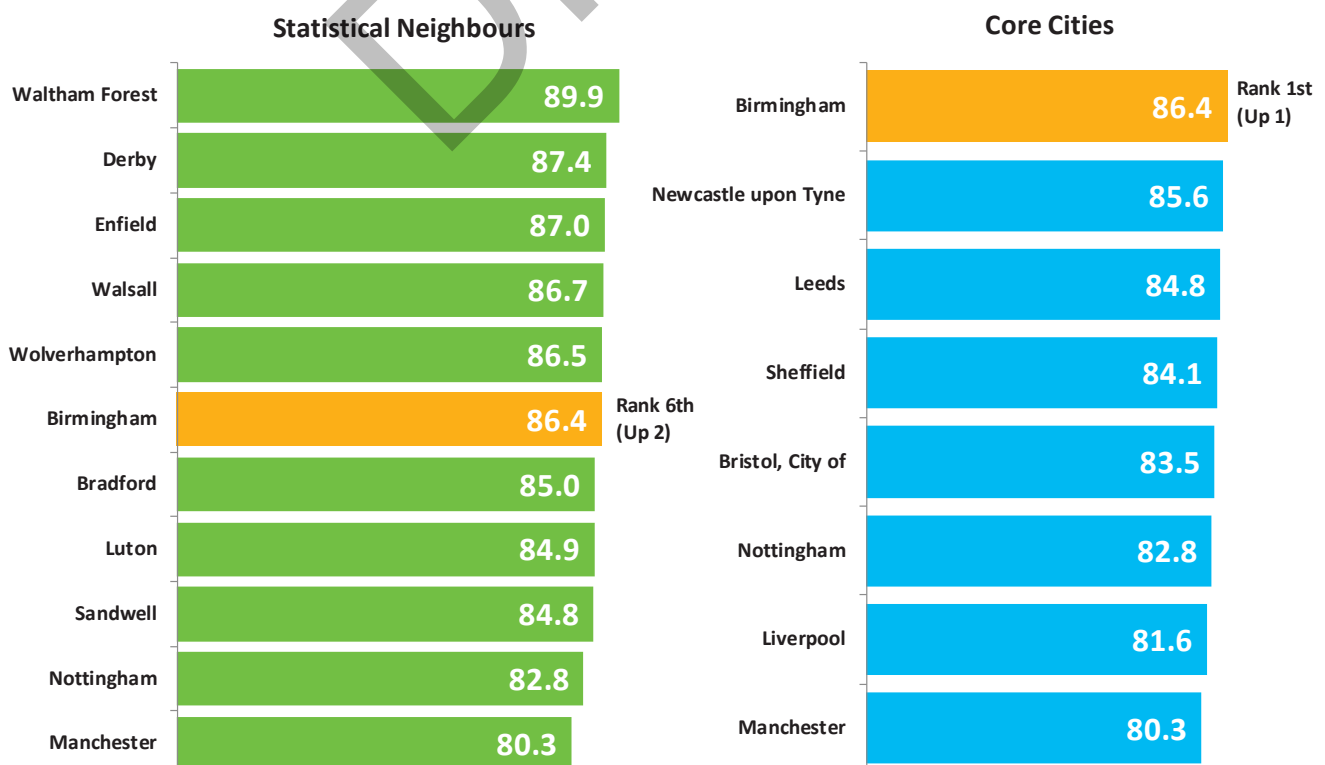


National Comparisons

Percentage of pupils meeting the required standard of phonic decoding by the end of Year 1



Percentage of pupils meeting the required standard of phonic decoding by the end of Year 2



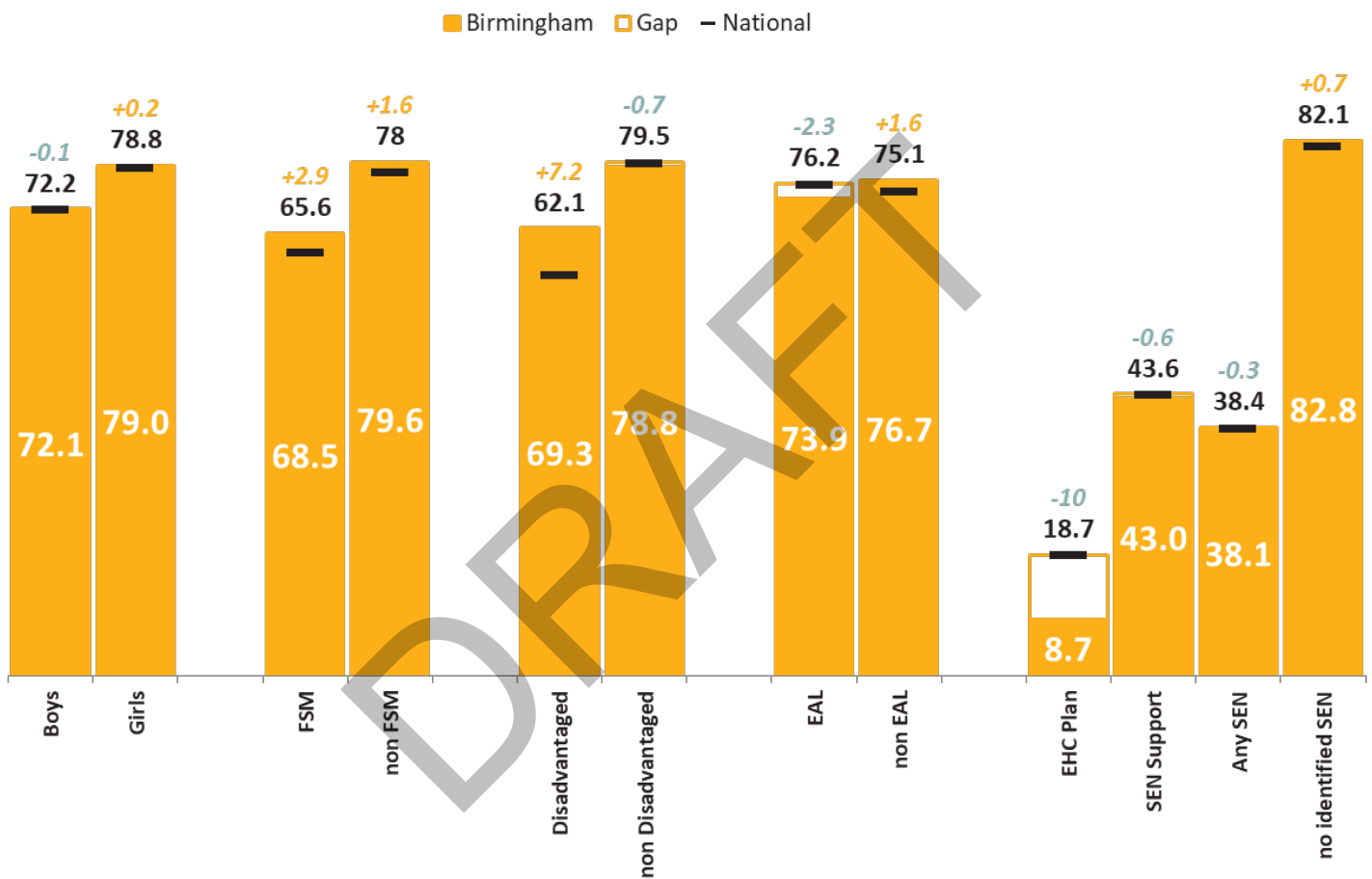
In Year 1 Phonics, Birmingham improved its ranking to 1st out of 8 within Core Cities and 3rd out of 11 within statistical neighbours.

For Phonics end of Year 2 outcomes Birmingham, has improved its ranking to 1st out of 8 core cities and 6th out of 11 statistical neighbours.

Pupil Characteristics

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

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



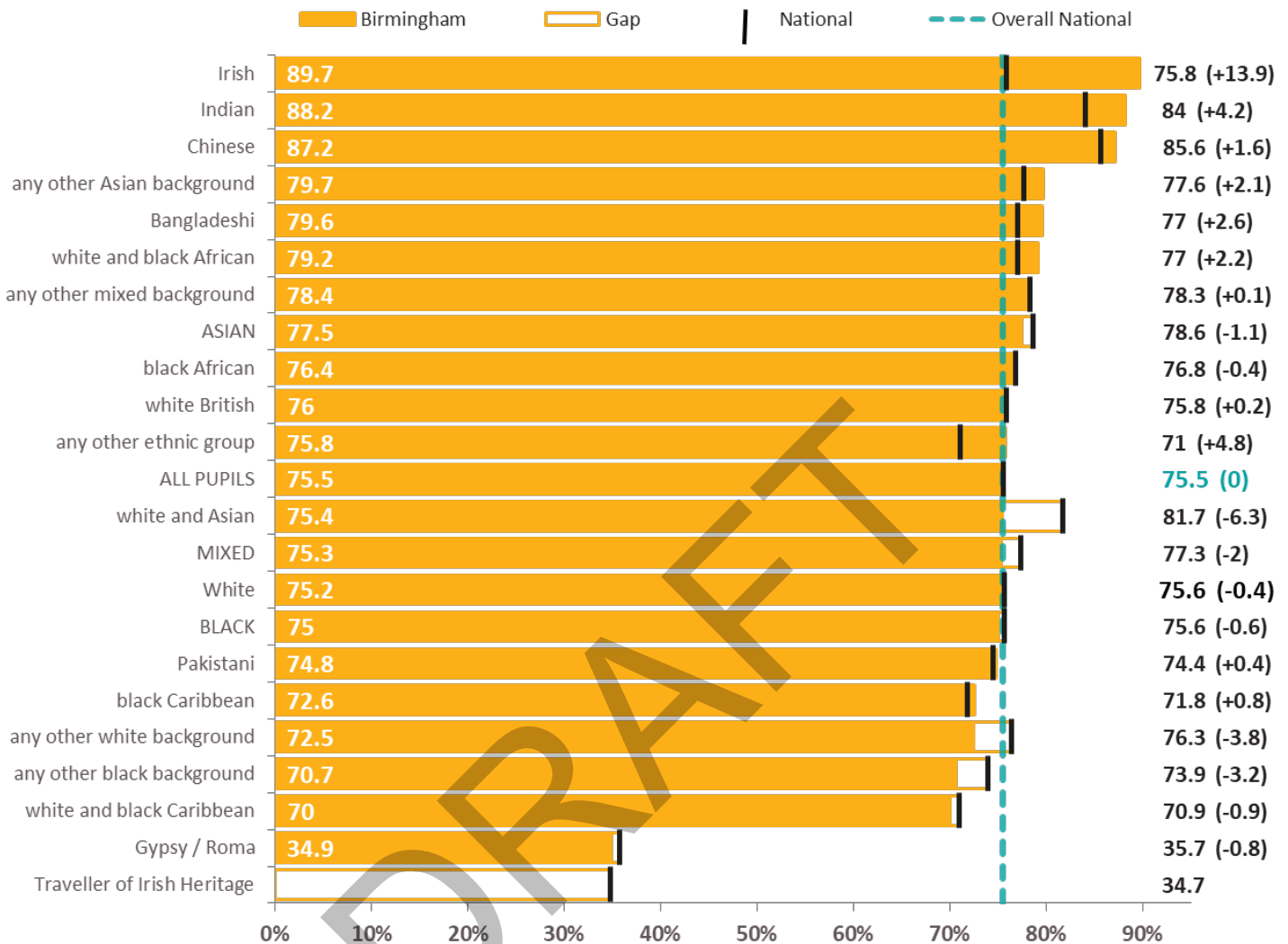
The chart above breaks down Birmingham Phonics performance at Year 1 across the different cohorts of pupils and compares each group's performance with the equivalent national average.

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

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

Ethnicity

Birmingham pupils achieving at least expected level of Phonics decoding in Year 1 by ethnicity against National



The chart above shows Phonics outcomes for Year 1 pupils across ethnic groups compared to the national averages of those groups. It is sorted so that the highest performing group in Birmingham is at the top.

A few groups narrowly outperformed their national equivalents, and a few were significantly behind, but most groups scored below their national equivalents by less than 3%. White pupils as a group are behind the overall average and 0.4% behind White pupils nationally, with the group 'Any other White' being 3.8% behind national equivalents. Pakistani children's attainment is below the overall national and slightly above other Pakistani pupils nationally.

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

Key Stage 1

Key Messages

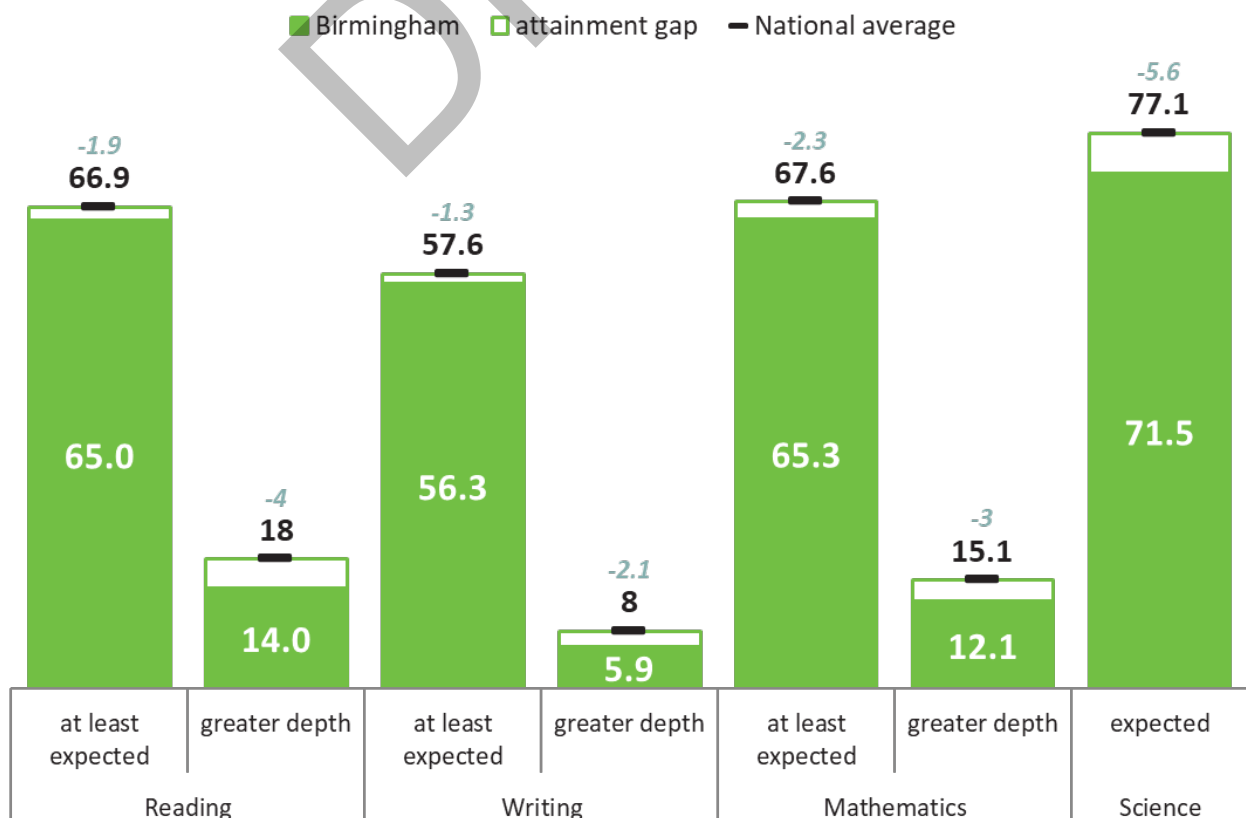
- While still behind National, pupils in Birmingham narrowed the attainment gap for at least the expected standard in Reading and Writing. For Maths the attainment gap remained static.
- Birmingham is above Core Cities and Statistical Neighbours averages in all three subjects, most notably in Reading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

Background

At the end of key stage 1 in 2022, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. As part of this process to help inform the TA pupils were tested in Reading and Mathematics. There was also an optional test in Grammar, Punctuation and Spelling (GPS). A new framework was introduced in 2016, the previous year's results are not comparable.

Overall Performance

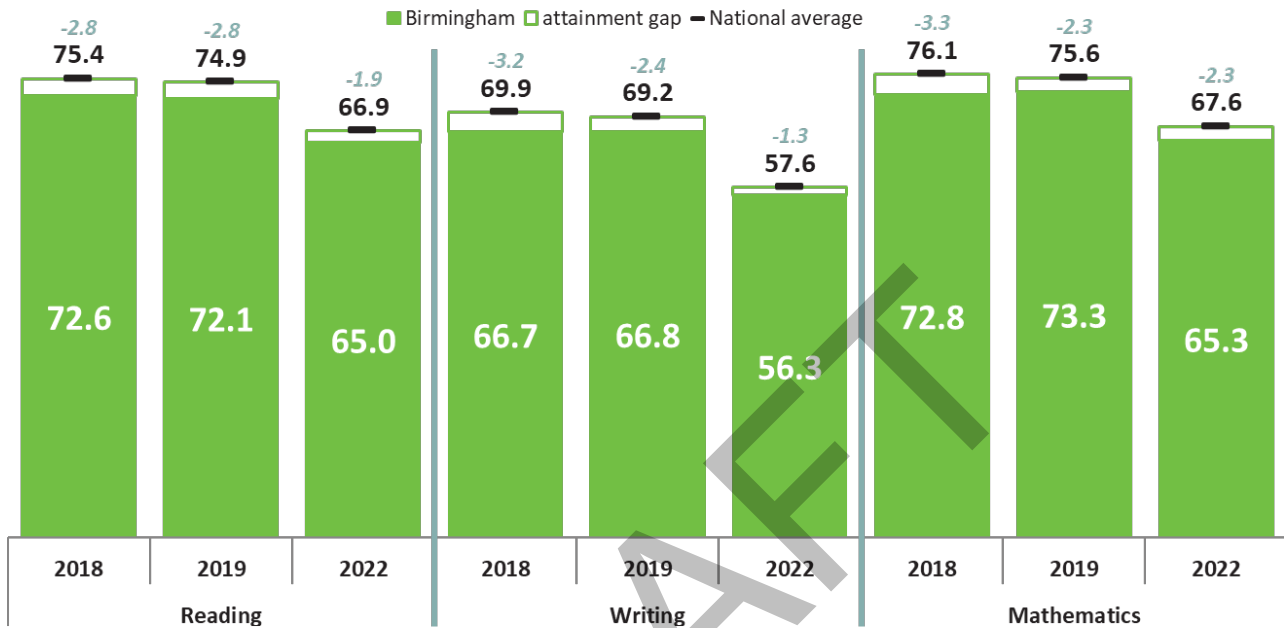
Birmingham Key stage 1 subject performance compared with national



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

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

Percentage of pupils in Birmingham attaining at least the expected level against National



National Comparisons



The three charts above show the percentages of pupils in Birmingham, LA comparator groups and nationally reaching at least the expected standard for Reading, Writing and Maths.

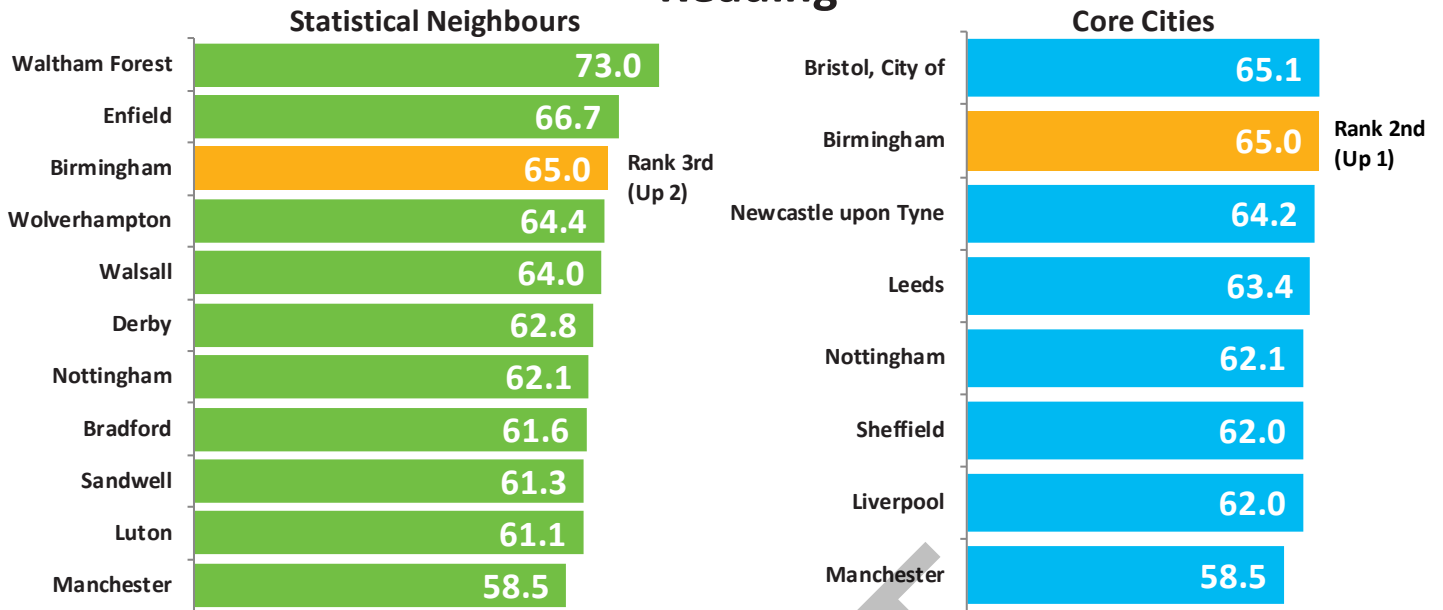
These show that Birmingham is above the Core Cities and Statistical Neighbours group in all 3 subjects, most notably in Reading and Writing, around 2.0% above.

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

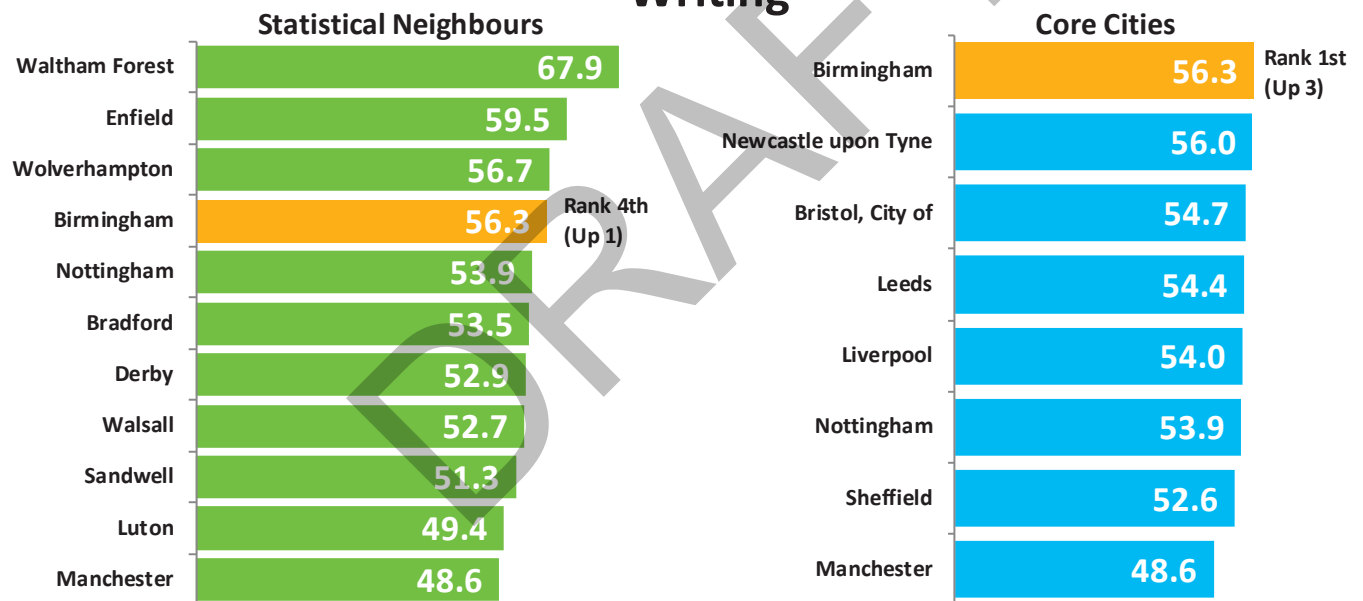
The charts on the next page show the individual local authorities that make up our Statistical Neighbours and the other Core Cities ranked by percentage of pupils achieving at least the expected level of attainment by subject.

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

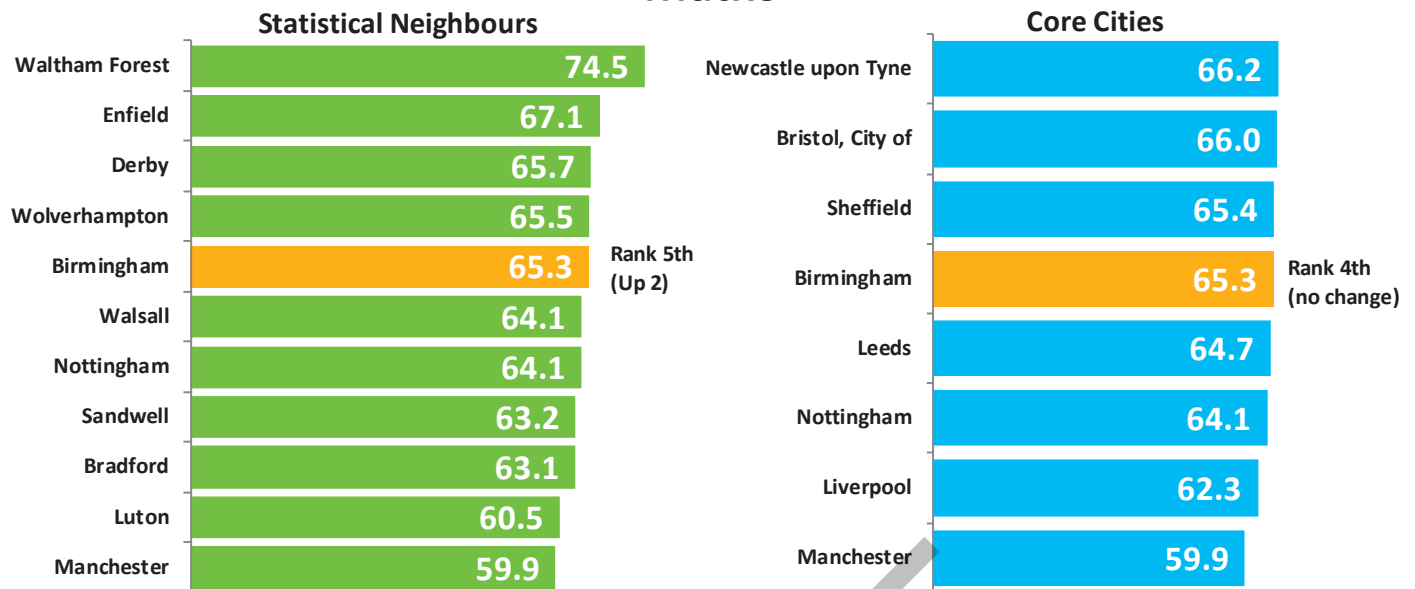
Reading



Writing



Maths



Pupil Characteristics

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

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

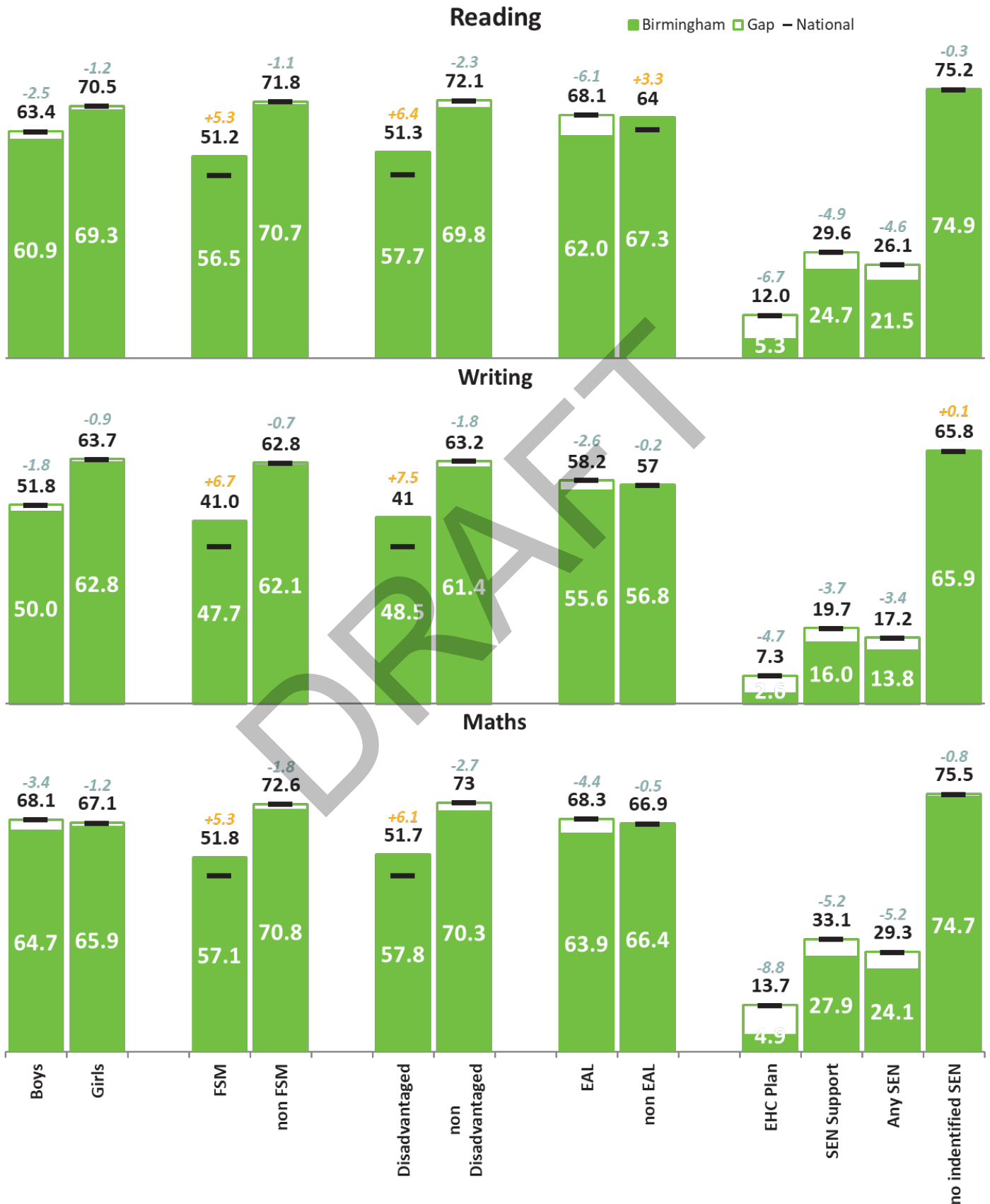
Most individual pupil groups mirror the lower overall attainment in Birmingham to National. There are two exceptions as FSM and Disadvantaged pupils achieved higher than National across all three subjects. FSM eligible pupils' achievement in Writing was 6.7% above the national equivalent.

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

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

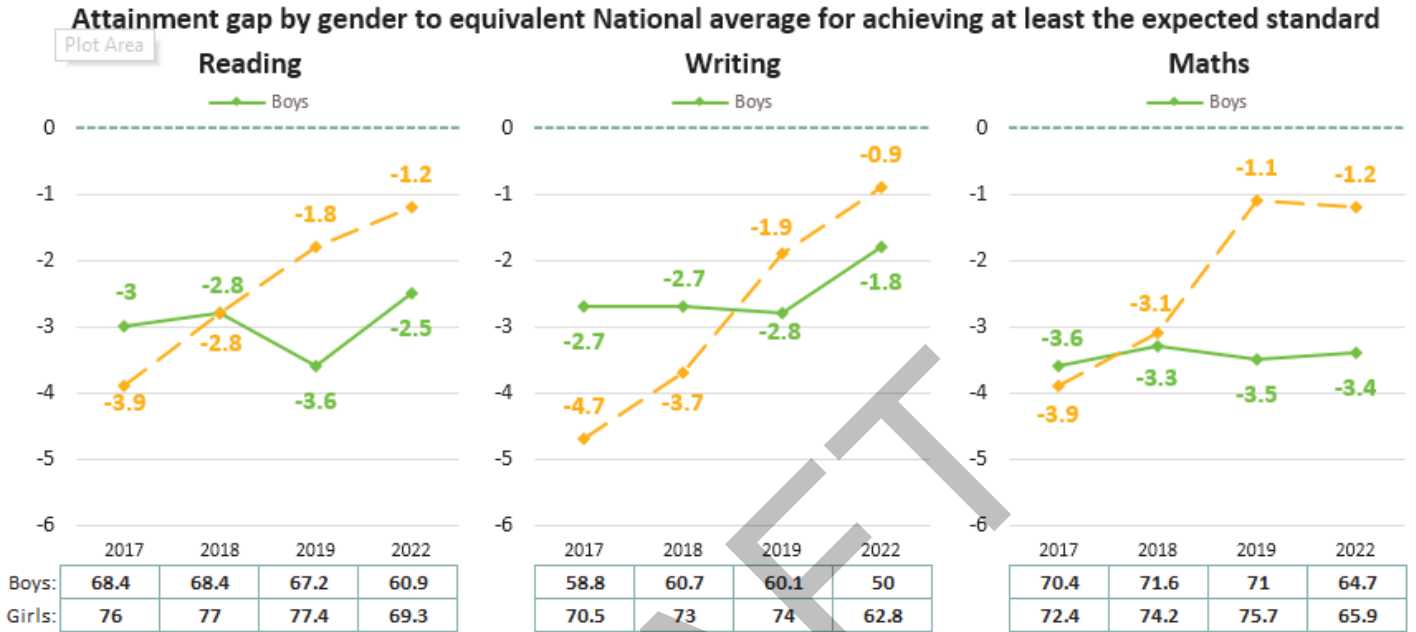
The attainment of children without any identified SEN is very close to their national equivalents being 0.8% behind in Maths, 0.3% in Reading and slightly above for Writing.

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

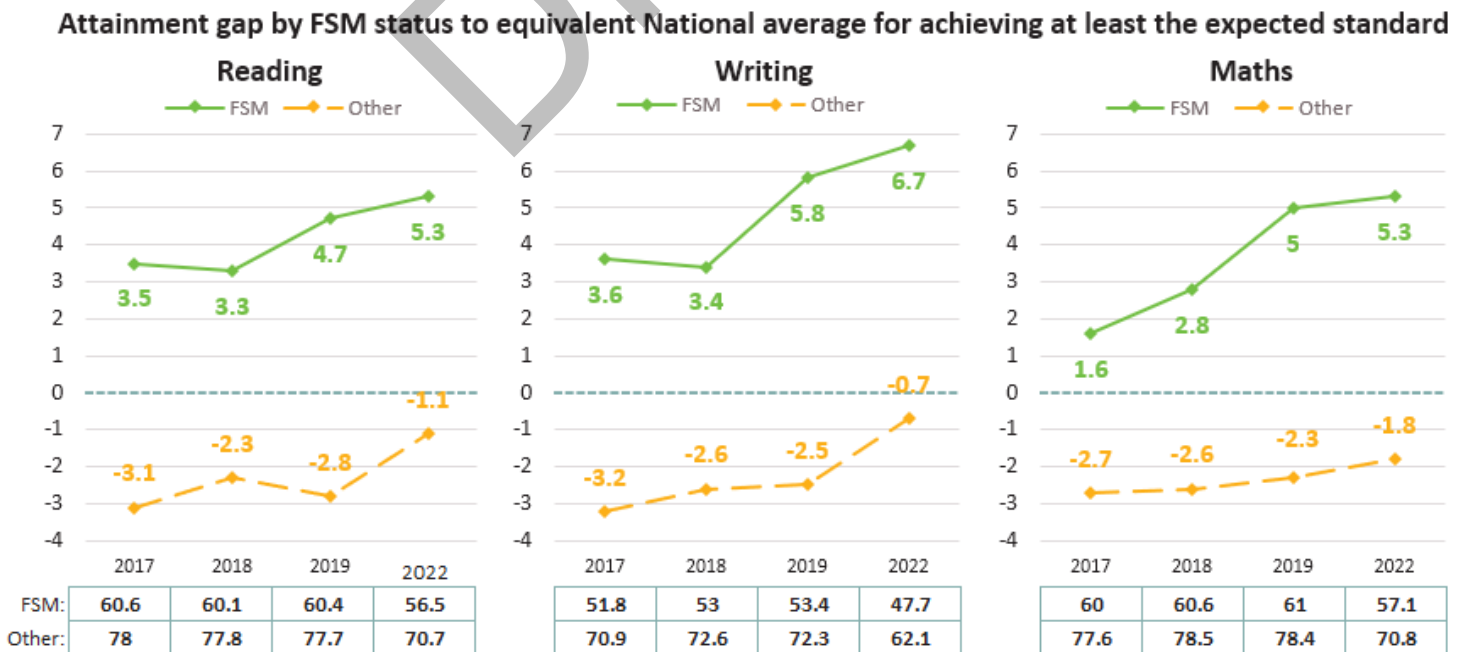


Pupil Characteristics attainment gap Trends

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

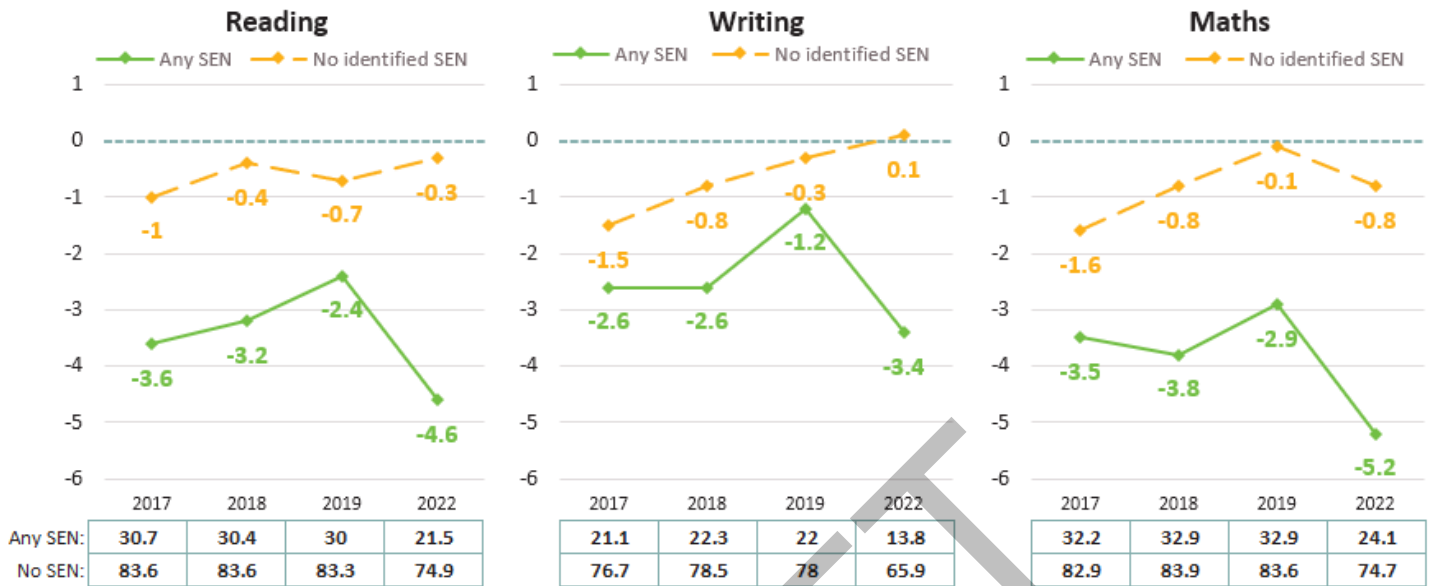


The attainment gap between girls in Birmingham and girls Nationally is showing improvement with 2022 attainment being much closer to National than 2019 in Reading and Writing. In Writing, girls' attainment is only 0.9% behind. Improvements in boys' attainment in comparison to boys Nationally has narrowed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



In comparison to FSM pupils Nationally, Birmingham’s attainment continues to be strong, with the attainment gap widening across all three subjects in 2022. The attainment gap for non-FSM pupils is narrowing for all three subjects.

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



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

Ethnicity

The following charts show key stage 1 attainment across ethnic groups compared to the national averages of those groups. The chart is sorted so that the highest performing group in Birmingham is at the top.

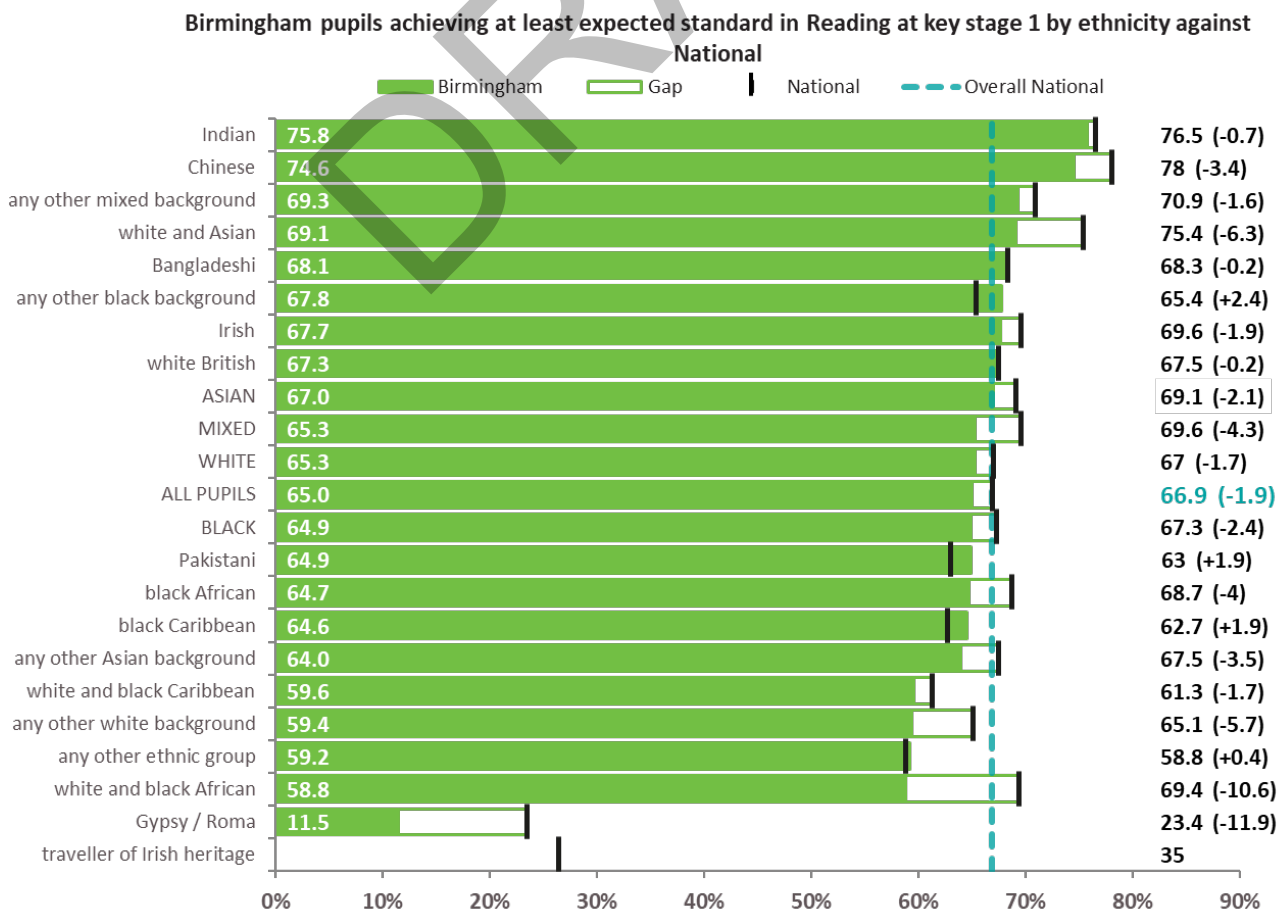
Most ethnic groups in Birmingham performed below their national equivalent averages in all subjects – Asian pupils achieved slightly lower than their national equivalents for the three subjects, about 2.0% or more behind the national group. Indian pupils are consistently the highest achieving pupil group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

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

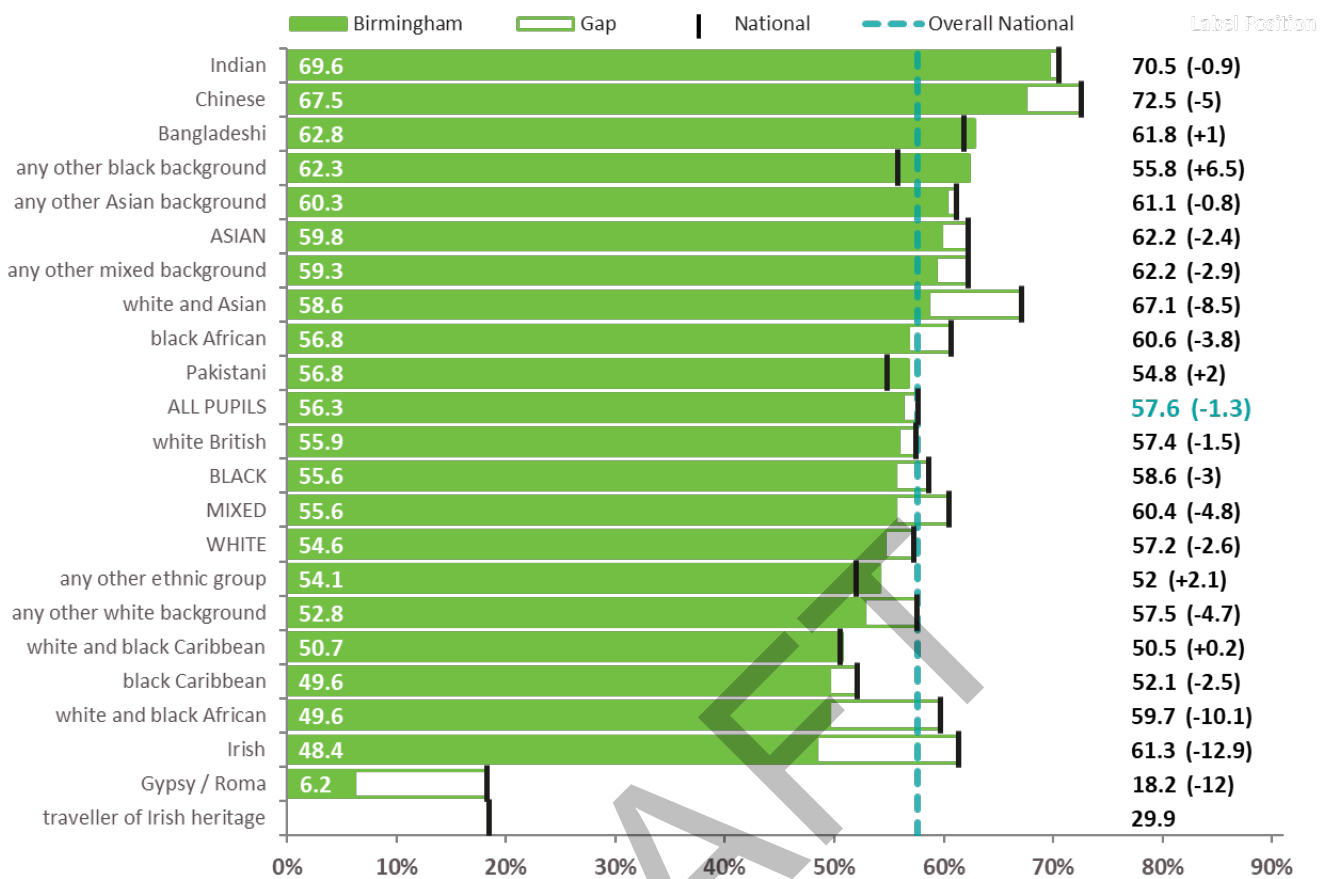
In Birmingham, Black children as a group achieve less than the national average across all subjects. Black African children's attainment is below the overall average in all subjects and behind their equivalents in all subjects by between 2.0% and 4.0%. Black Caribbean children's attainment is above their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

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

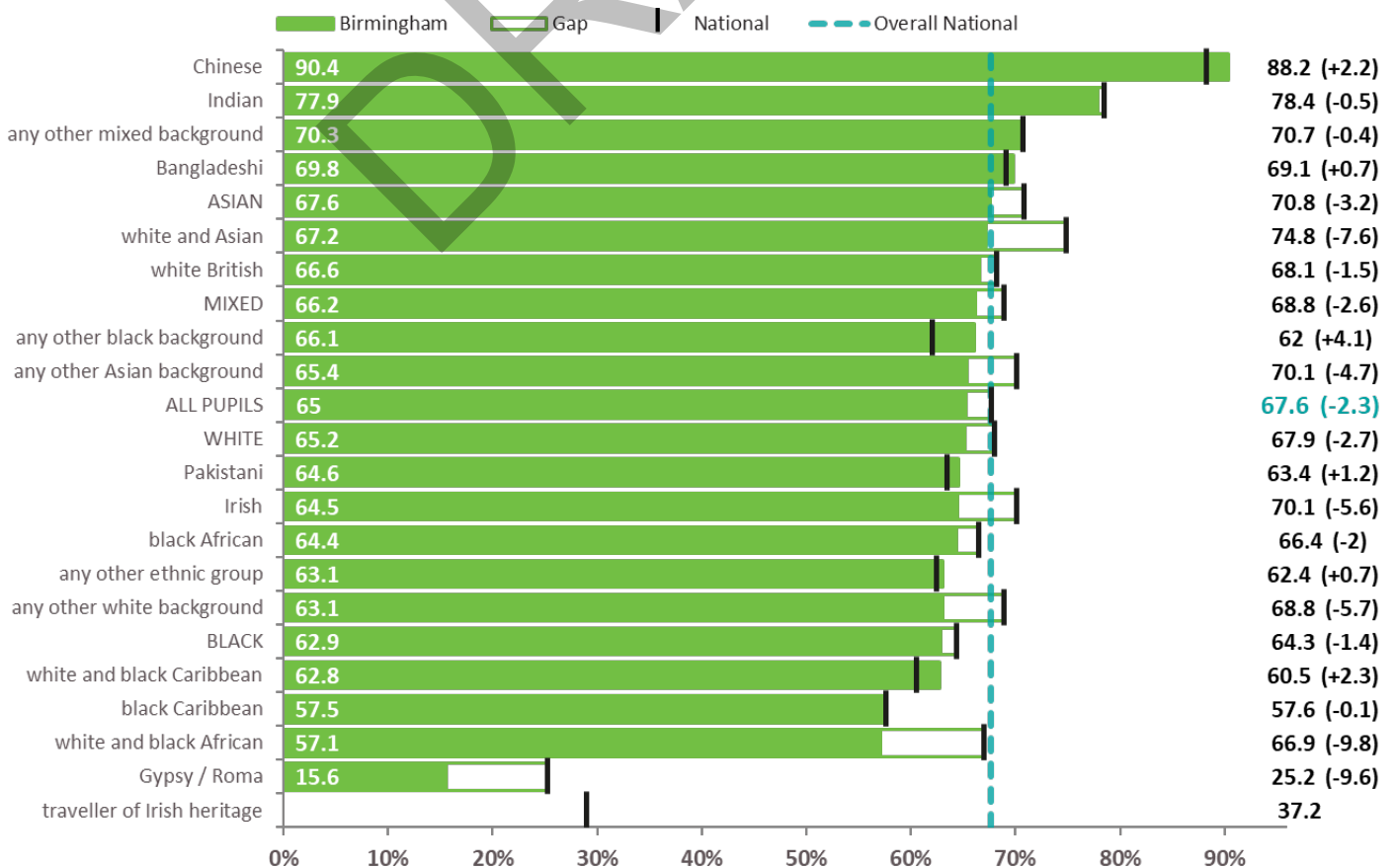
The reporting of attainment traveller of Irish heritage children in Birmingham has been suppressed due to low numbers.



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



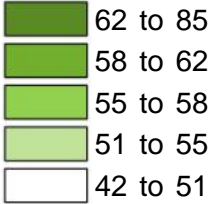
Birmingham pupils achieving at least expected standard in Mathematics at key stage 1 by ethnicity against National



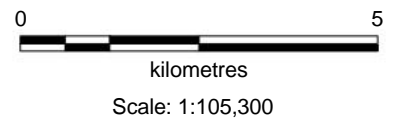
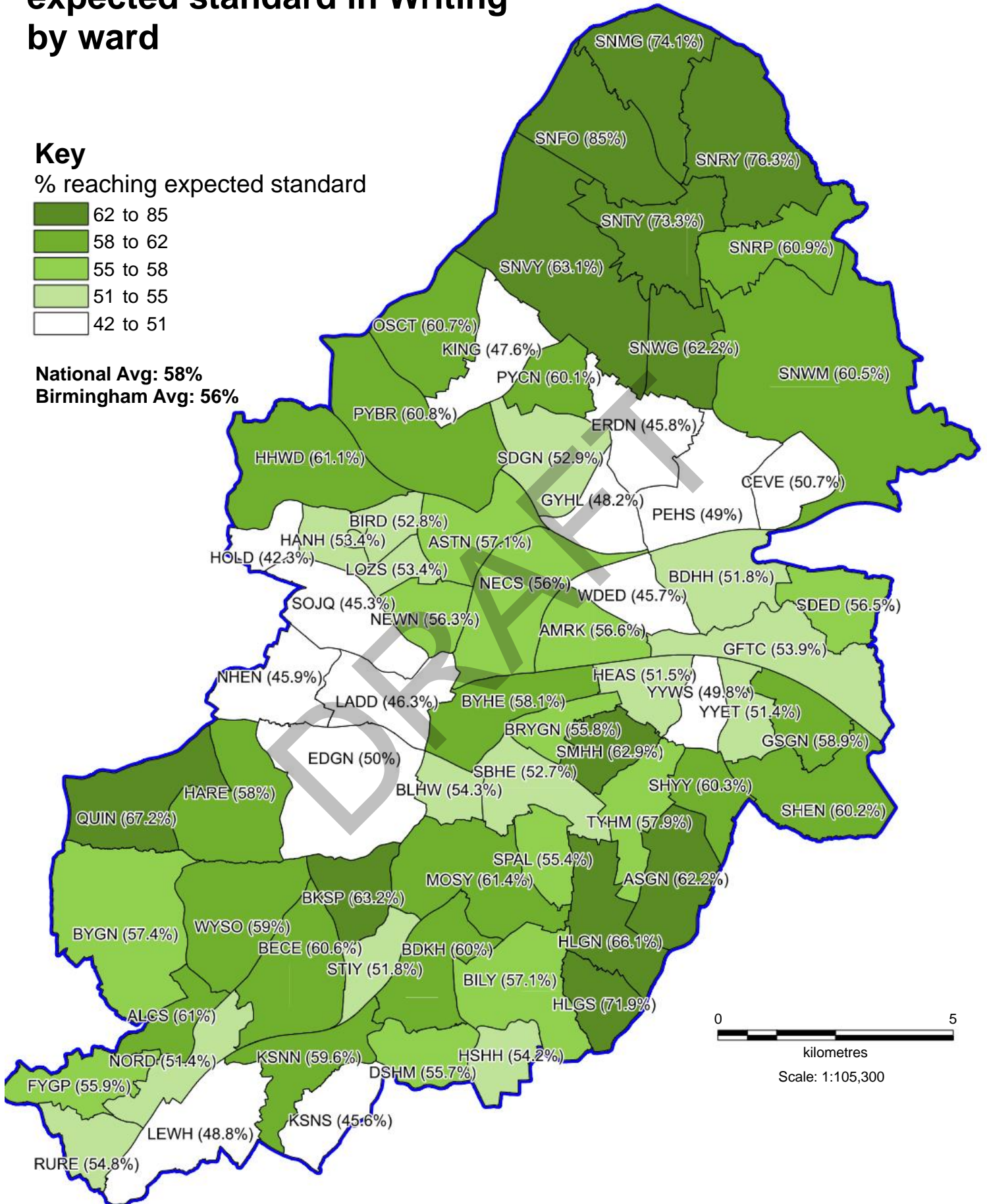
KS1 - 2022 Percentage of Pupils reaching at least the expected standard in Writing by ward

Key

% reaching expected standard



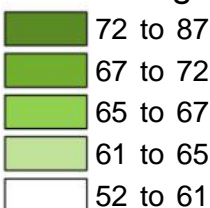
National Avg: 58%
Birmingham Avg: 56%



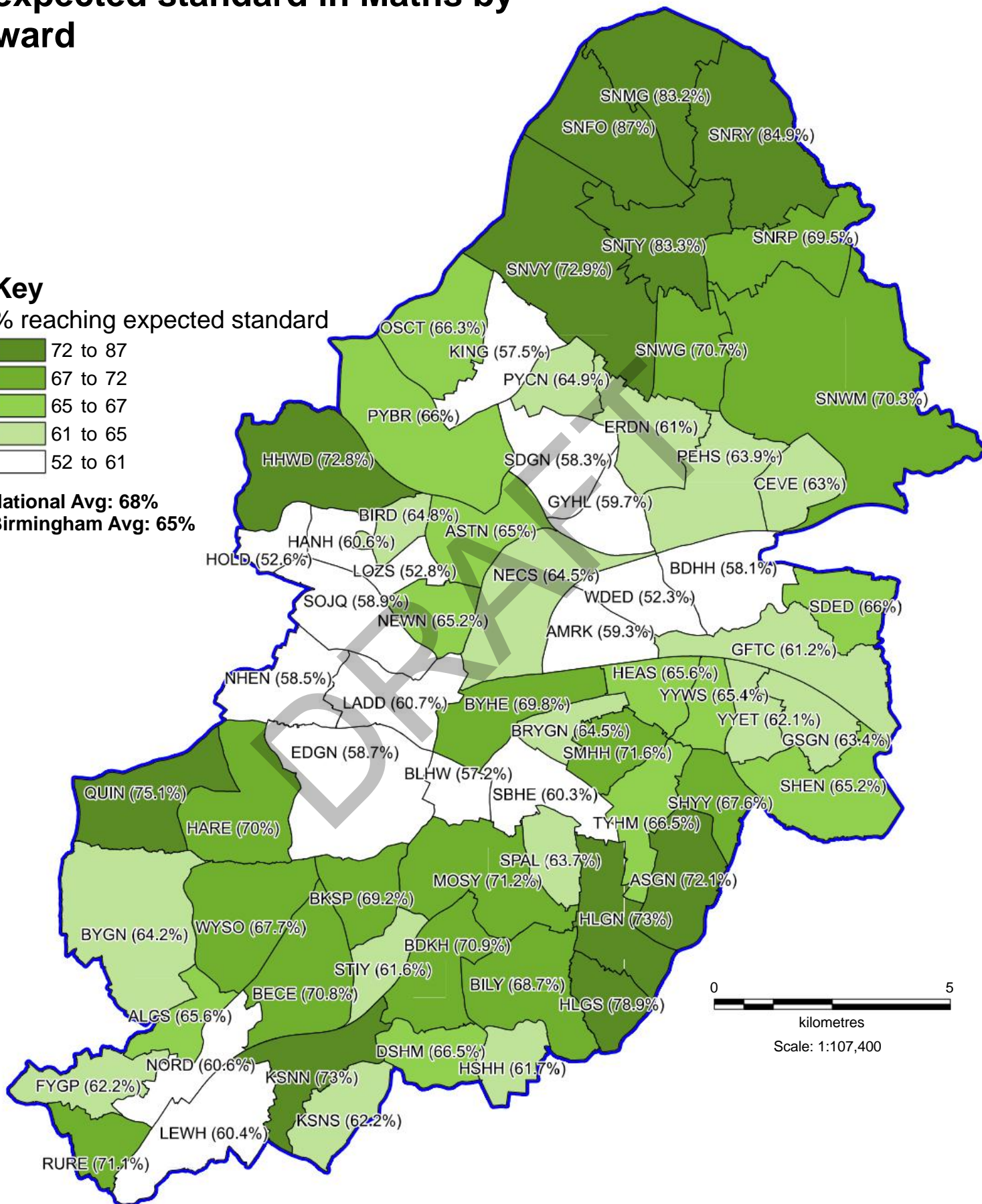
KS1 - 2022 Percentage of Pupils reaching at least the expected standard in Maths by ward

Key

% reaching expected standard



National Avg: 68%
Birmingham Avg: 65%



Key Stage 2

Key Stage 2

- In 2022, 57.5% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM), and 6.4% achieved a higher standard. While still below the national outcomes of 58.7% and 7.2%, the attainment gap continues to narrow.
- In Reading, Writing and Maths individually, the percentage of Birmingham children reaching the expected standard is highest for Reading and lowest for Writing.
- The percentage of Birmingham children reaching the expected standard in Maths is 1.0% behind national, but the percentage achieving a higher standard is just above national. In Reading, the attainment gap is 0.7% and 0.8%. Writing has the widest attainment gap for children achieving the expected and higher standards.
- Grammar, Punctuation and Spelling attainment in Birmingham is above the national average for children achieving at least the expected standard by 2.0% and 3.9% above for those achieving a higher standard.
- The progress of children from key stage 1 to 2 continues to improve in all subject areas. Progress in Maths continues to be above the national average. Progress in Reading and Writing showing definite improvement from 2019, both subjects above national.
- Birmingham's RWM expected standard attainment is 1.0% above the Core Cities average and 0.3% below Statistical Neighbours.
- All contextual groups are behind their national equivalents except for Disadvantaged and FSM pupils.
- 48.6% of disadvantaged children reached the expected standard for RWM, 6.0% above national. For FSM children, 48.2% reached the standard, 6.6% above the national average.
- Disadvantaged and FSM children made similar progress to national equivalents in Writing and better progress in Reading and Maths, with Reading progress now above national.
- Birmingham boys and girls reaching the expected standard in RWM are behind their national equivalents, with the attainment gap narrowing for boys to -0.9 and girls to -1.6. Boys narrowed the gap by 2.4% when compared to 2019.
- The gap in attainment between SEND children in Birmingham and the national equivalent for RWM is now 2.3% behind. Children with an EHC plan are the furthest behind their national equivalents by 3.0%, 4.1% of Birmingham children with an EHC plan achieve the expected standard in RWM, national is 7.1%.
- Birmingham has a lower proportion of Primary schools rated as Good or Outstanding than Nationally.

Background

At the end of key stage 2 in 2022, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. Those working at a certain level were also assessed by tests in Reading, Mathematics and Grammar, Punctuation and Spelling (GPS).

To reach at least the expected standard in Reading, Writing and Maths (RWM) a child must:

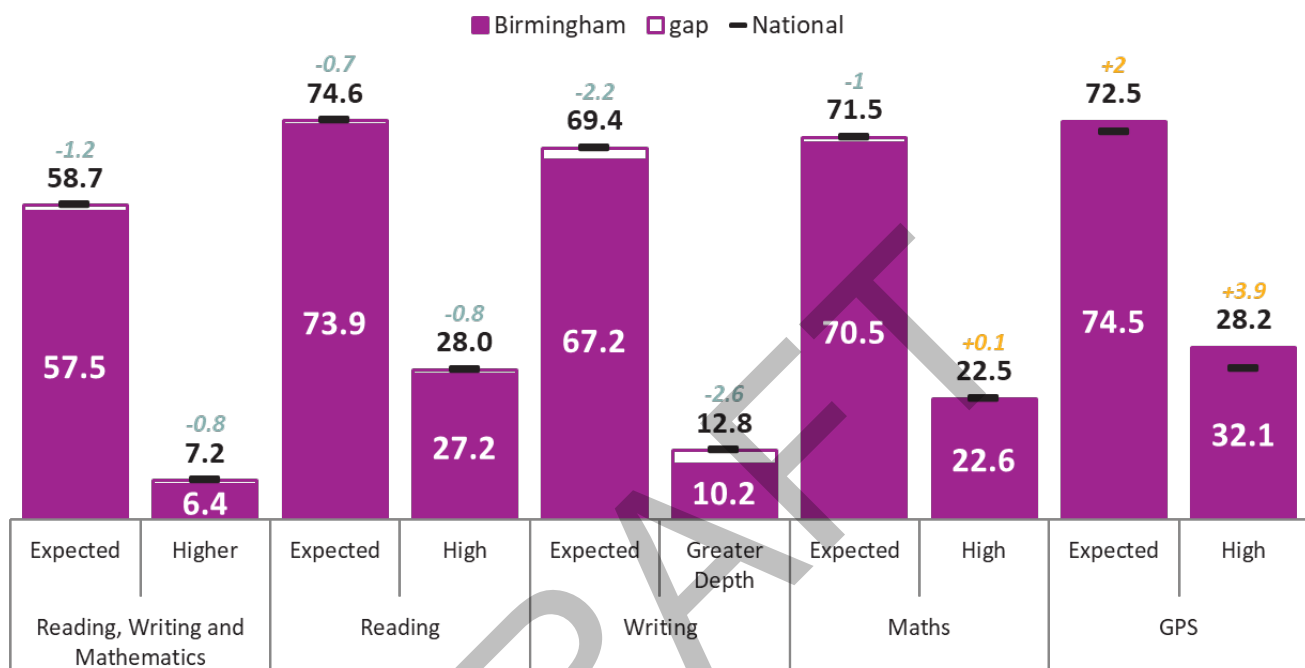
- Attain at least a scaled score of 100 in the Reading test,
- Achieve at least the expected standard in Writing TA,
- Attain at least a scaled score of 100 in the Mathematics test

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

Overall Performance

Attainment

Percentage of pupils attaining key measures at key stage 2 for Birmingham against National



The percentage of Birmingham children reaching the expected standard for combined Reading, Writing and Maths is below the national average by 1.2%. The gap is narrower for children achieving a higher standard at 0.8%

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

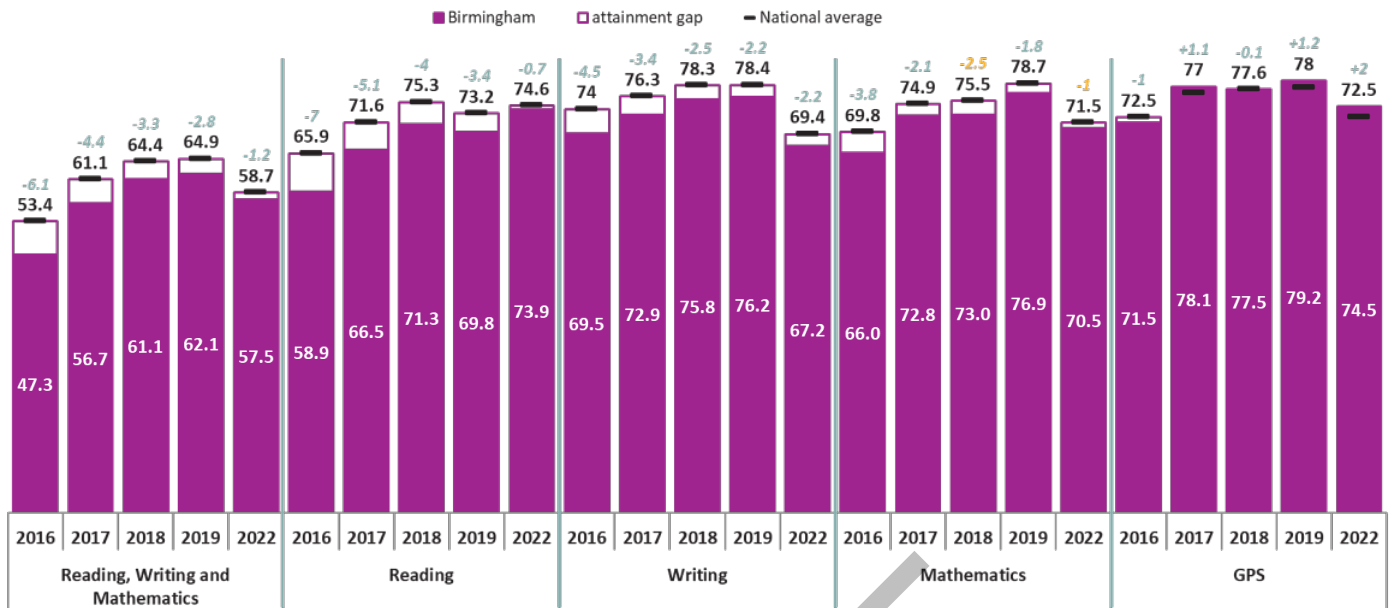
Grammar, Punctuation and Spelling (GPS) attainment in Birmingham is above the national average, especially so for achieving a high standard which is 3.9% above the National average. Achievement at the expected standard is 2.0% above.

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

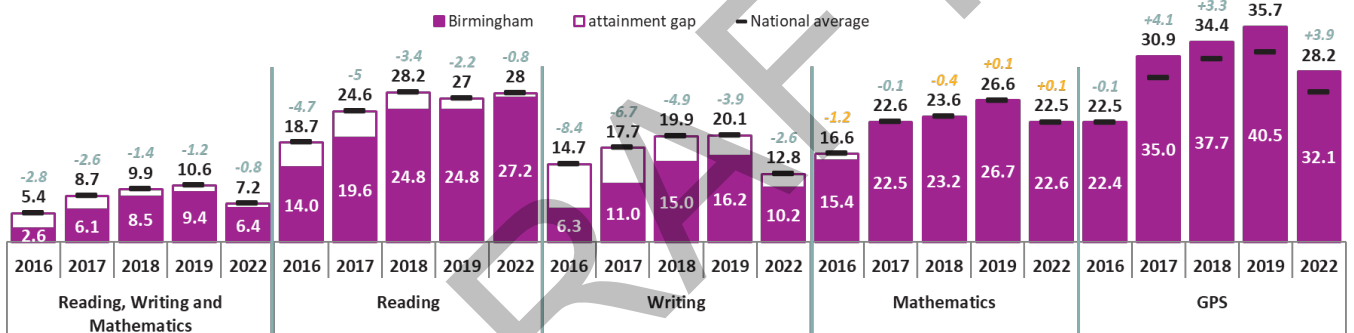
In 2022 at the expected standard, Reading, Writing and Maths attainment decreased by 4.6% compared to 2019, Birmingham continues to see the gap to National decreasing, narrowing by 1.6%. 2022 has seen Reading attainment improve for Birmingham and National, a 4.1% increase for Birmingham however still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

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

Percentage of pupils in Birmingham attaining at least the expected level against National



Percentage of pupils in Birmingham attaining at a higher standard / greater depth against National



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

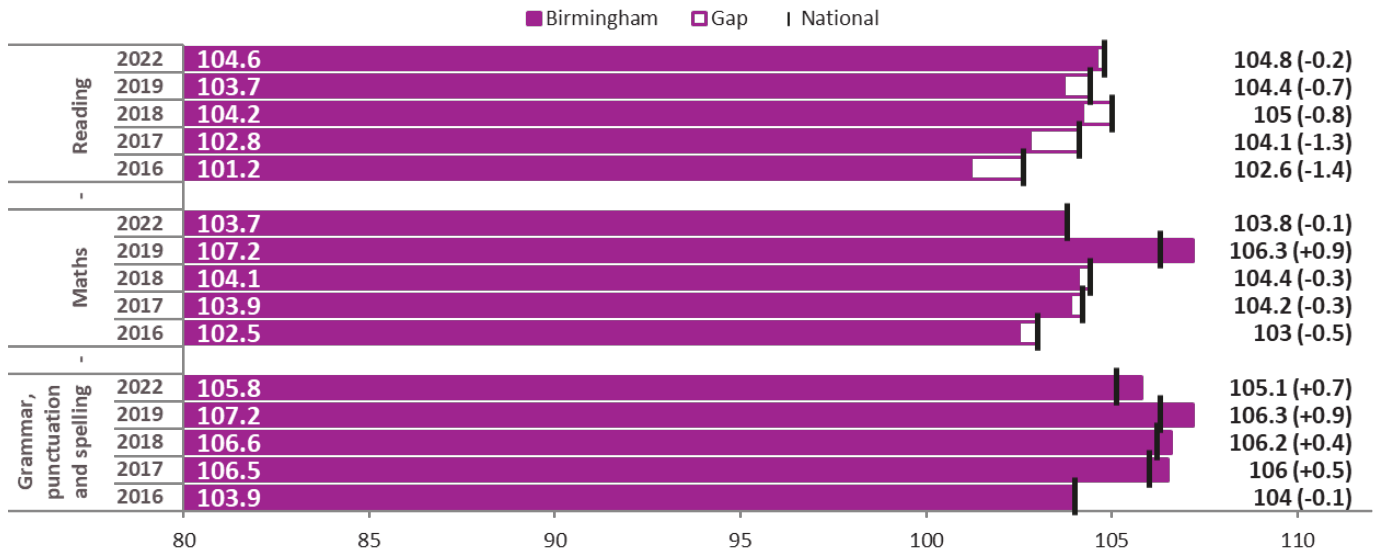
At the higher standard Reading, Writing and Maths attainment is now 0.8% behind national. Writing attainment continues to be the furthest behind national however the attainment gap narrowed by 1.3% in 2022. Reading attainment is now 0.8% behind national and Maths attainment is above national by 0.1%.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

Scaled Scores

The graph below shows the average scaled scores achieved in key stage 2 tests over time. Actual points awarded in tests are converted to a scaled score ranging from 80 to 120. A score of 100 represents the expected standard, and a score of 110 represents a high standard.

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

Average scaled score Birmingham against National



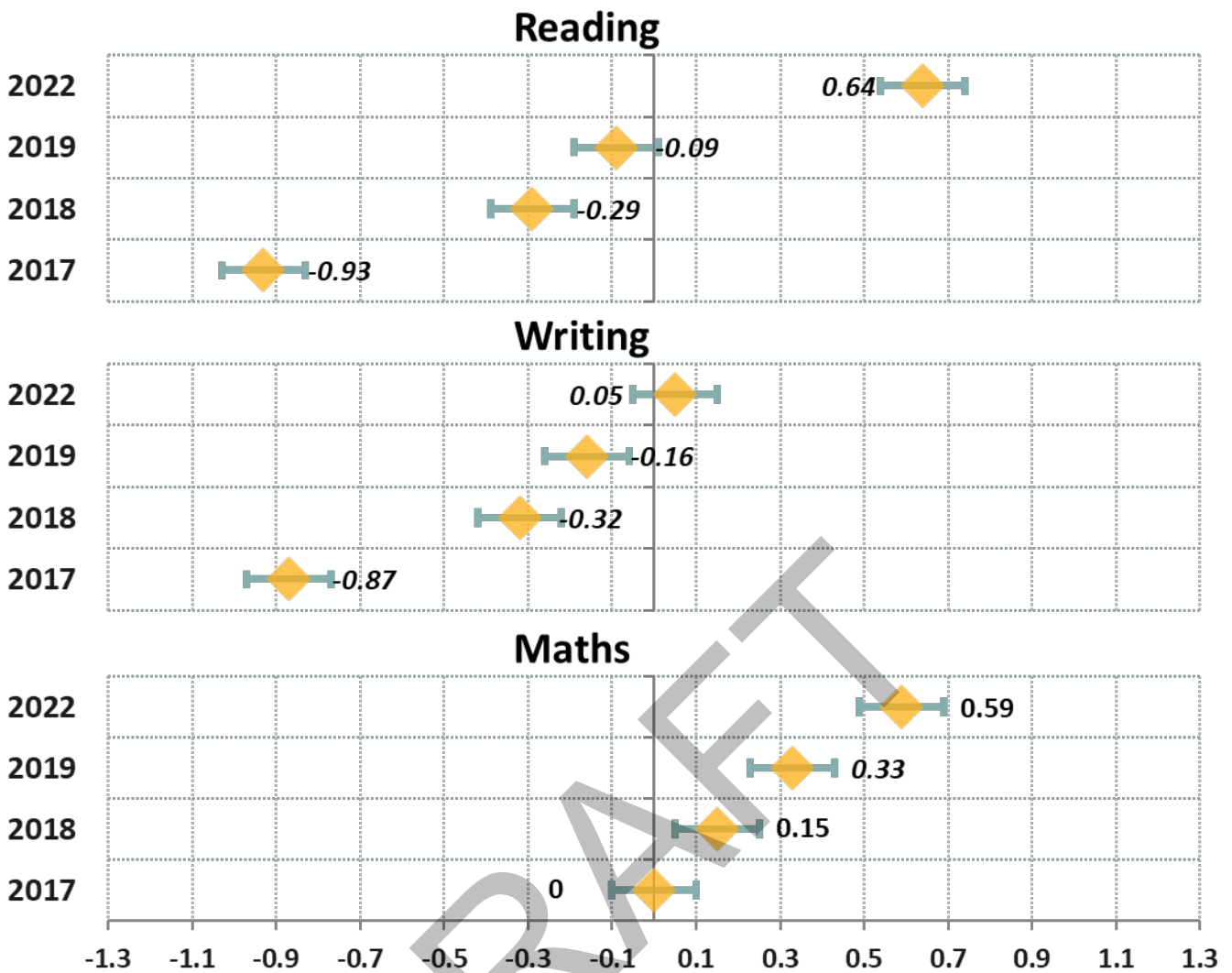
Progress

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

Pupils are then allocated into prior attainment groups with other pupils with the same key stage 1 average point score. To establish a pupil's progress score, the individual pupil's key stage 2 result is then compared to the national average key stage 2 attainment for pupils with similar key stage 1 average points scores. A pupil's progress score is the difference between their actual KS2 result and the average result of those in their prior attainment group. For example, if Emily received 102 in reading at KS2 and the average KS2 reading score for her prior attainment group was 101 - her progress score would be +1.

Progress is calculated for individual pupils solely to establish a school or pupil group's overall progress score. There is no need for schools to share individual pupil progress scores with their pupils or parents, and there is no 'target' for the amount of progress an individual pupil is expected to make.

Progress scores are centred around 0 (the national average), with most schools within the range -5 to +5. This information is only available for single subjects rather than an overall figure for RWM.



The above graphs show Birmingham's progress in Reading, Writing and Maths from 2017 to 2022, represented as a yellow diamond, the grey lines to either side are confidence intervals. The national average of 0 is represented by the vertical axis.

In Birmingham, all subjects have seen the average progress from key stage 1 to key stage 2 improve from previous years.

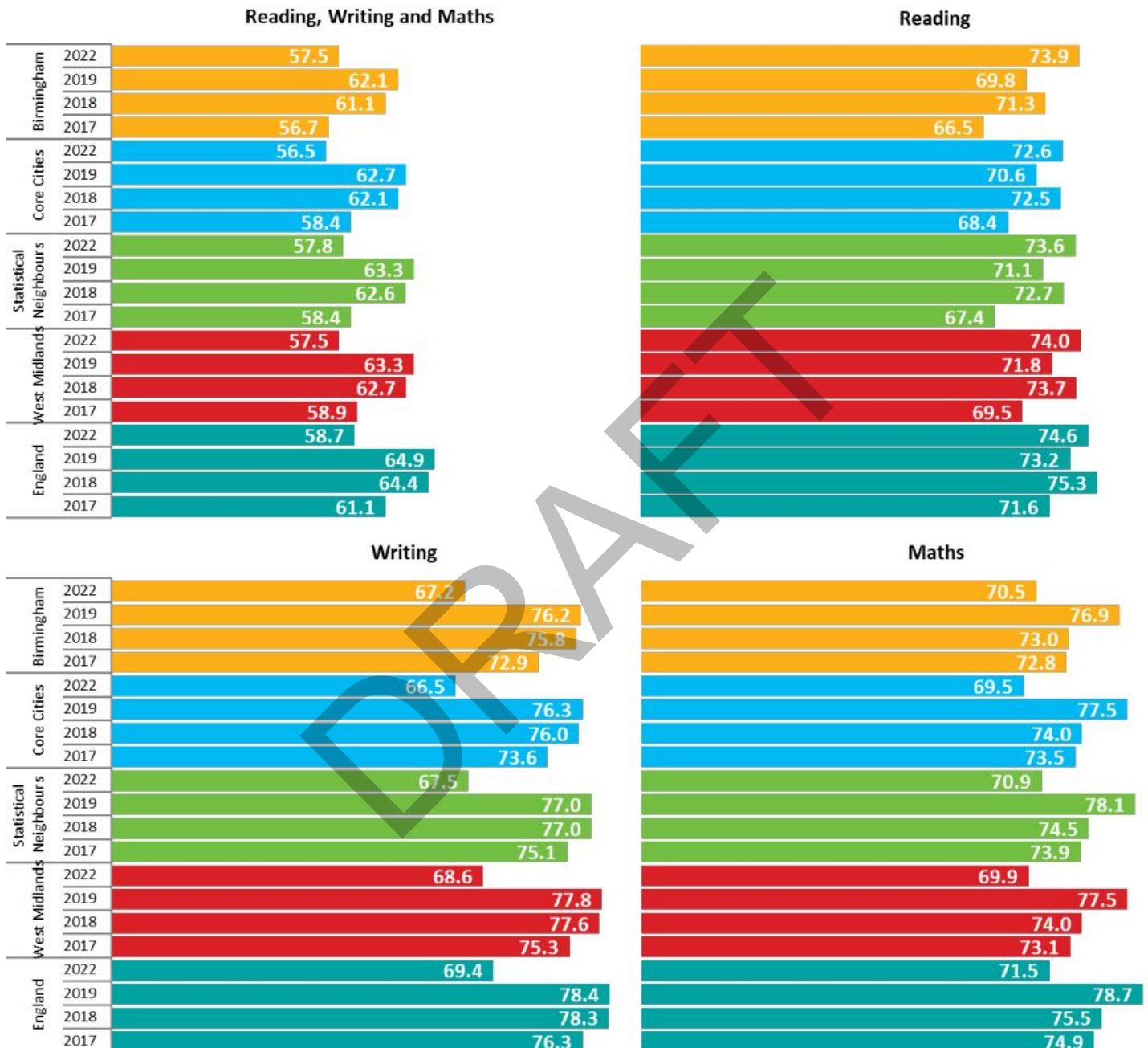
In 2019 Reading, Writing and Maths have both seen an improvement from 2019's averages, with all three subjects above national, with Reading above national by 0.64 points

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

National Comparisons

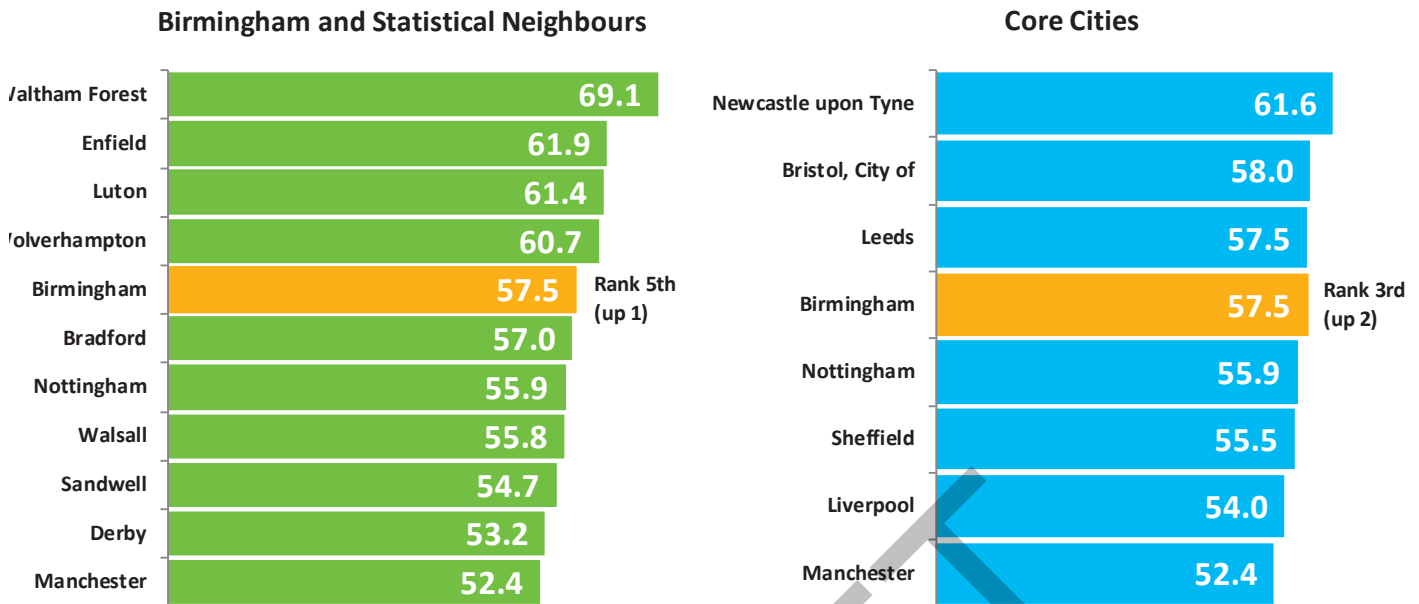
The following charts show how Birmingham's attainment at key stage 2 compares to national and other targeted LA groups, including Core Cities and Statistical Neighbours.

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

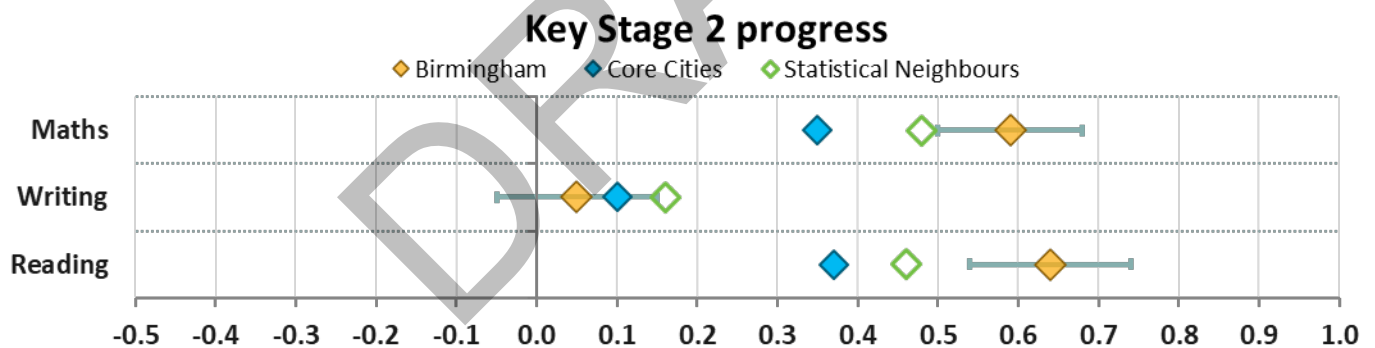


Overall Reading, Writing and Maths attainment is 1.0% above core cities and 0.3% behind statistical neighbours. This is similar for Writing and Maths. Attainment in Reading is above at 1.3% for core cities and 0.3% for statistical neighbours.

Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths



The charts above show Birmingham's attainment ranked against other individual LAs within statistical neighbours and other Core Cities. Birmingham is ranked 5th from 11 local authorities when comparing against statistical neighbours, up 1 place from 2019 and 3rd out of the 8 core cities up 2 places from 2019.



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

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

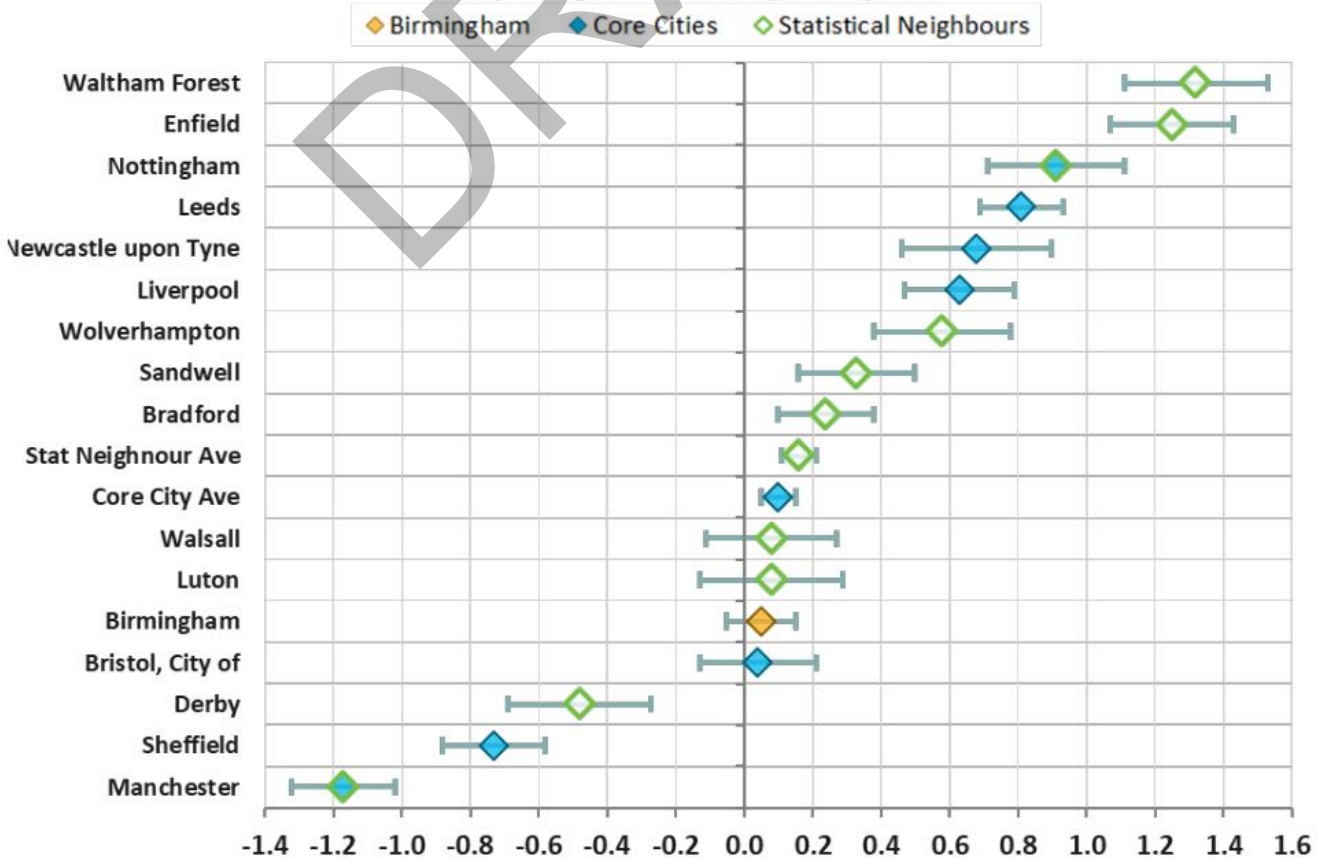
The graphs on the next page show progress for the individual LAs within statistical neighbours and core cities groups ranked in order from highest to lowest. The grey lines to the side of each diamond represent confidence intervals, the larger they are, the smaller the number of children within the LA.

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

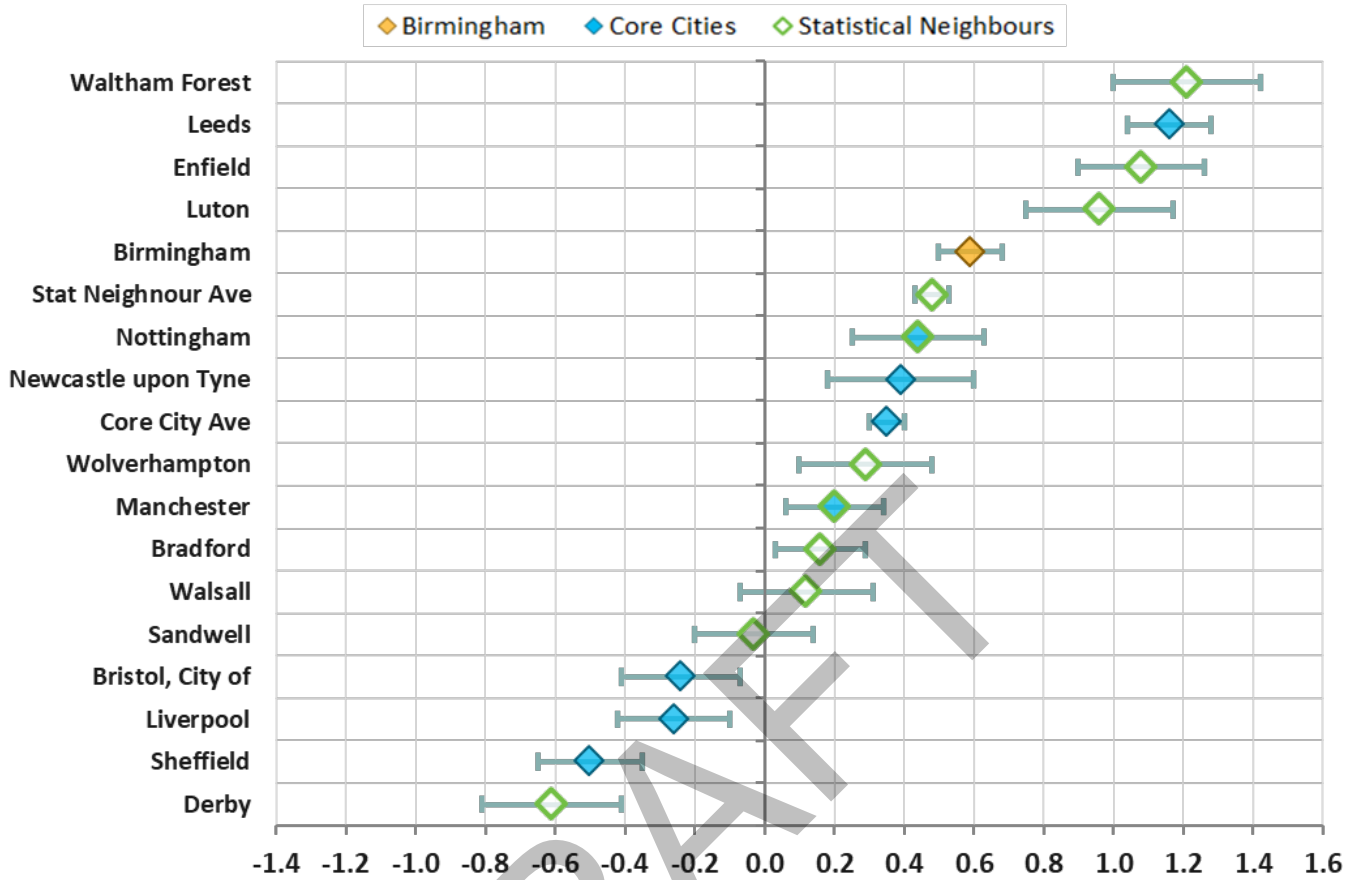
Key stage 2 Reading Progress



Key stage 2 Writing Progress



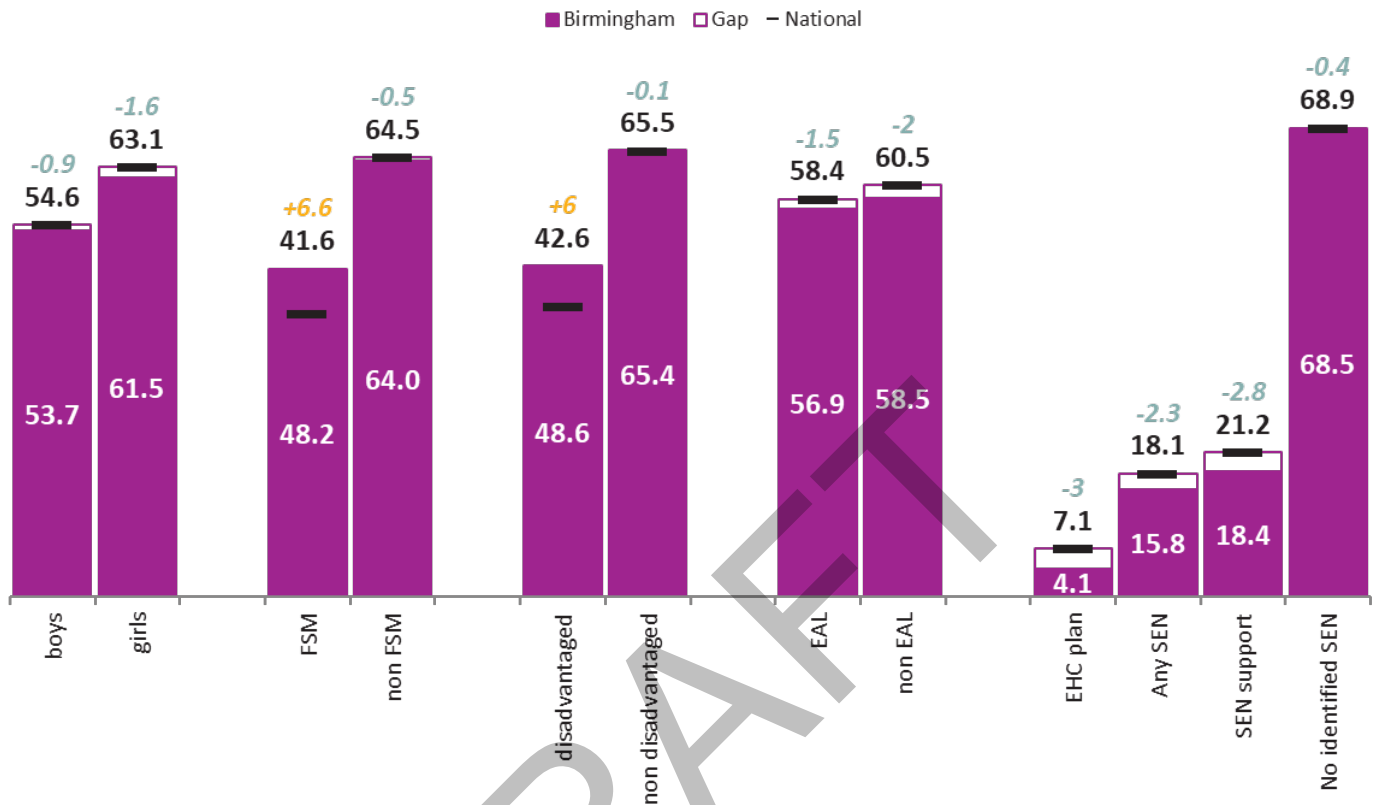
Key stage 2 Maths Progress



Pupil Characteristics

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

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



The pupil characteristics charts show key stage 2 attainment in Reading, Writing and Maths for pupil groups in Birmingham against their national comparators.

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

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

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

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

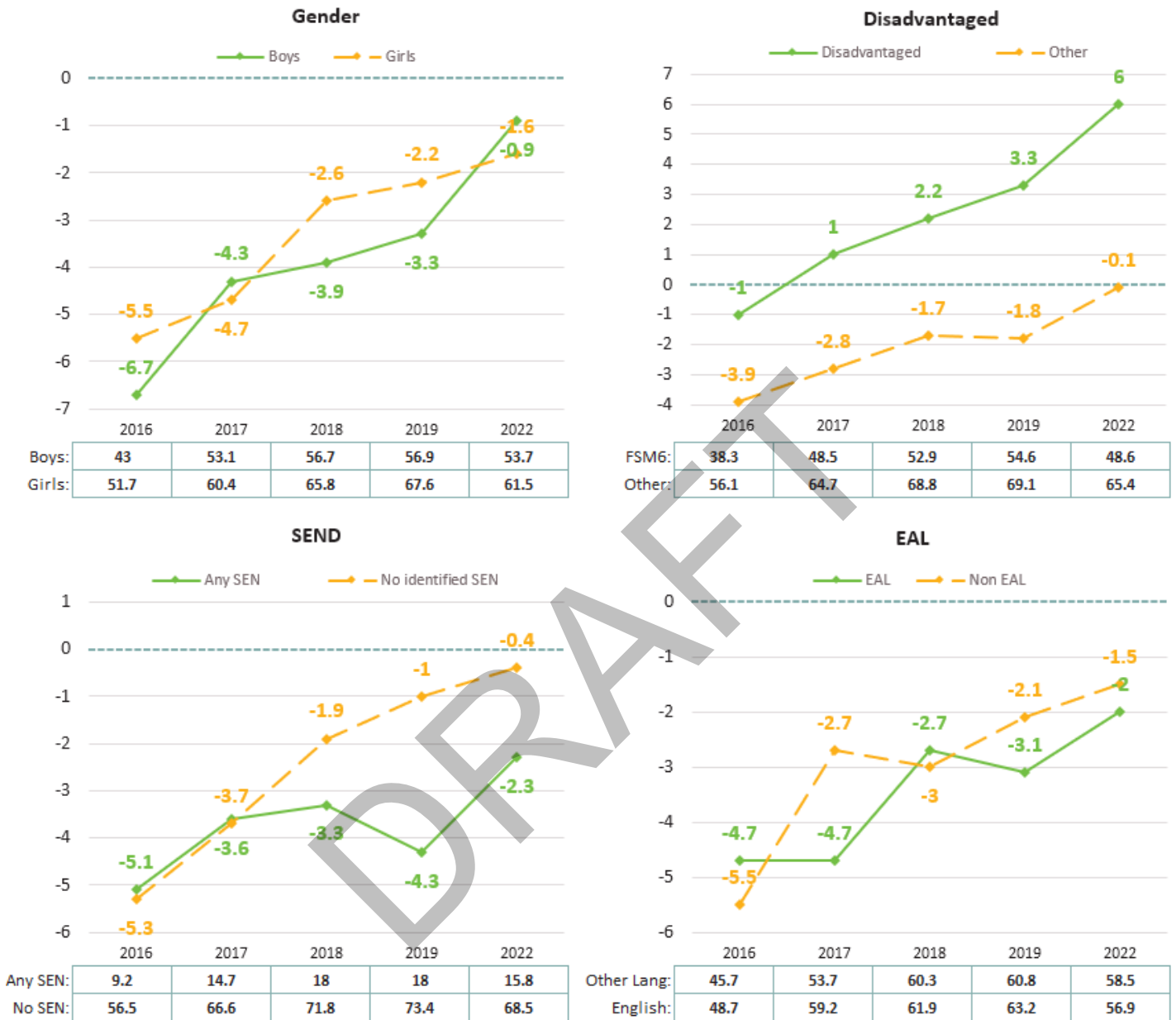
EAL pupils are below their equivalent national by 1.5%, non EAL pupils are also behind by 2.0%.

Pupil characteristics attainment gap to national trend

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

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

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

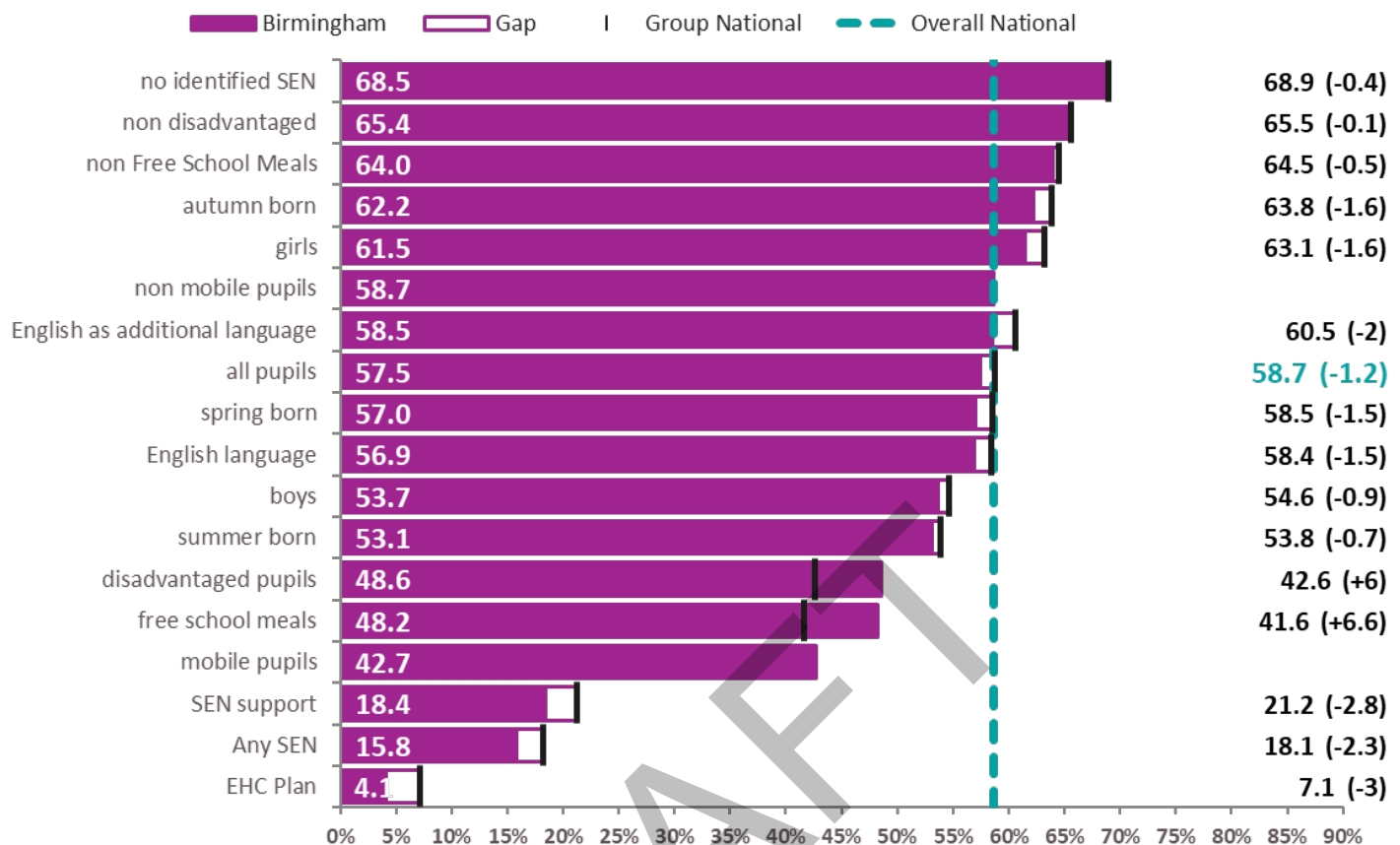


While they are both still behind, Girls and Boys continue to improve, Boys have narrowed the attainment gap, now 0.9% compared to national and overtaken Girls in terms of the gap. Disadvantaged pupils have again extended their lead over national, and the previous trend showing non-Disadvantaged pupils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

The following graph shows the same pupil groups ranked in order of attainment against national equivalents. Note the inclusion of Mobile and non-Mobile groups. A child is classed as non-Mobile if they have been within the same school for 2 years or more.

Note, mobile and non-mobile pupils group no national figure available.

Percentage achieving at least expected standard in Reading, Writing & Maths by pupil group



Progress - characteristics

The following charts show the progress scores for Reading, Writing and Maths by pupil group for Birmingham and Nationally. They are sorted in descending order by Birmingham progress score (yellow diamond) and their national equivalent (hollow blue diamond). The grey lines to the side of each diamond represent confidence intervals for each group in Birmingham, the larger they are, the smaller the number of children within the group. The National average for all pupils is 0 (represented by the vertical axis).

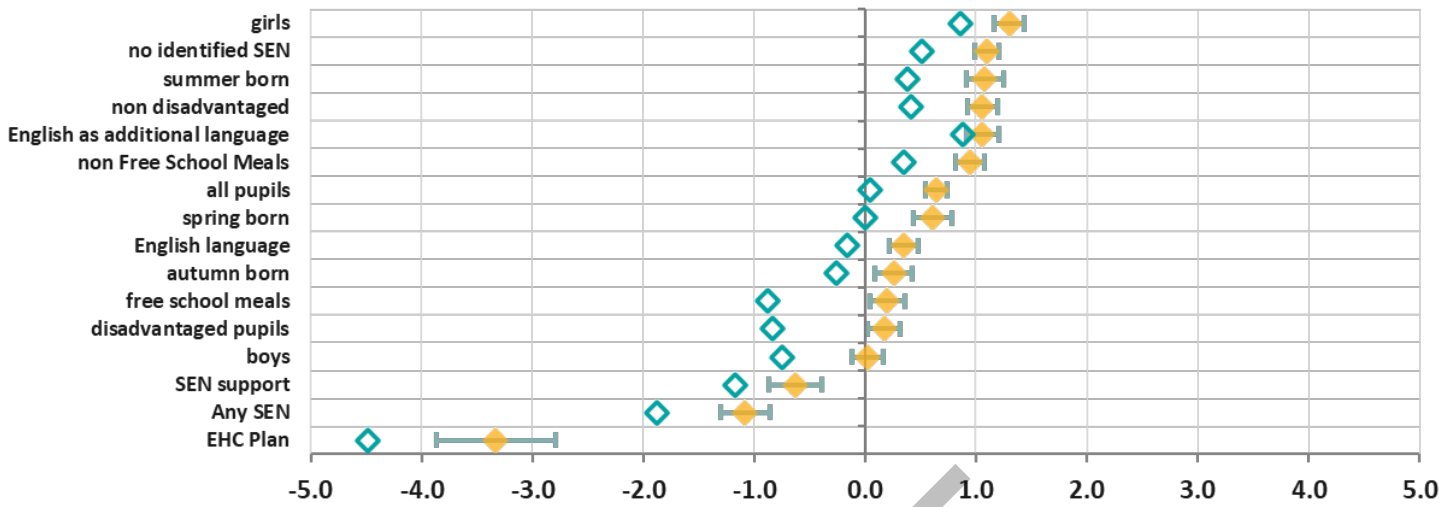
In Reading, all pupil groups fall within confidence levels and are above their national equivalents, though SEN pupils have made significantly less progress, for those children with an EHC Plan the least progress was made by -3.33. Both disadvantaged and FSM pupil groups are above their national groups.

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

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

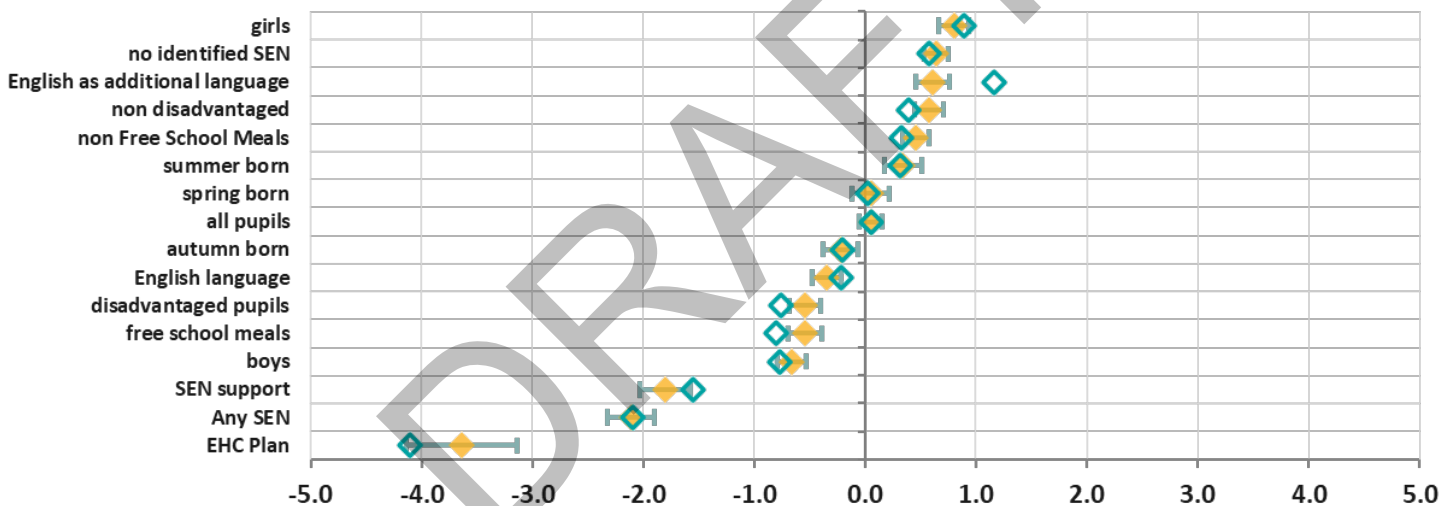
Key stage 2 Reading progress by pupil group

◆ Birmingham ◆ National



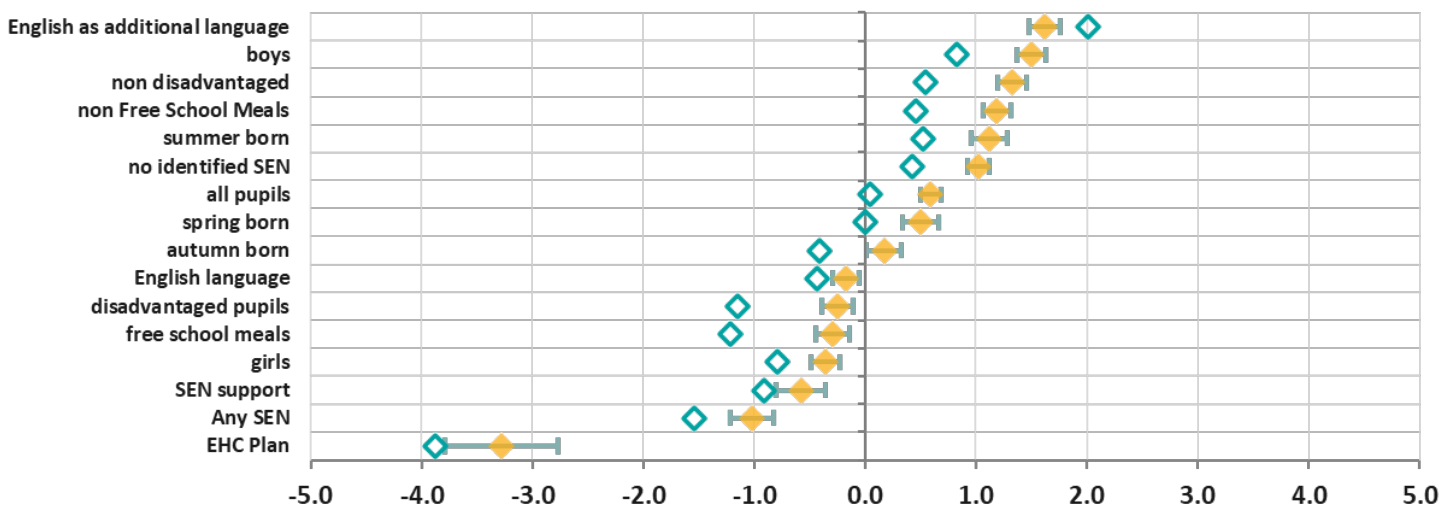
Key stage 2 Writing progress by pupil group

◆ Birmingham ◆ National



Key stage 2 Maths progress by pupil group

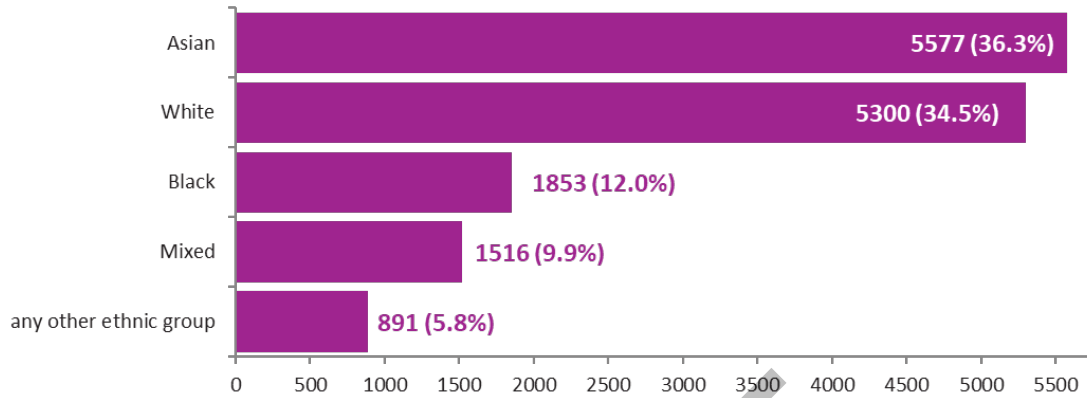
◆ Birmingham ◆ National



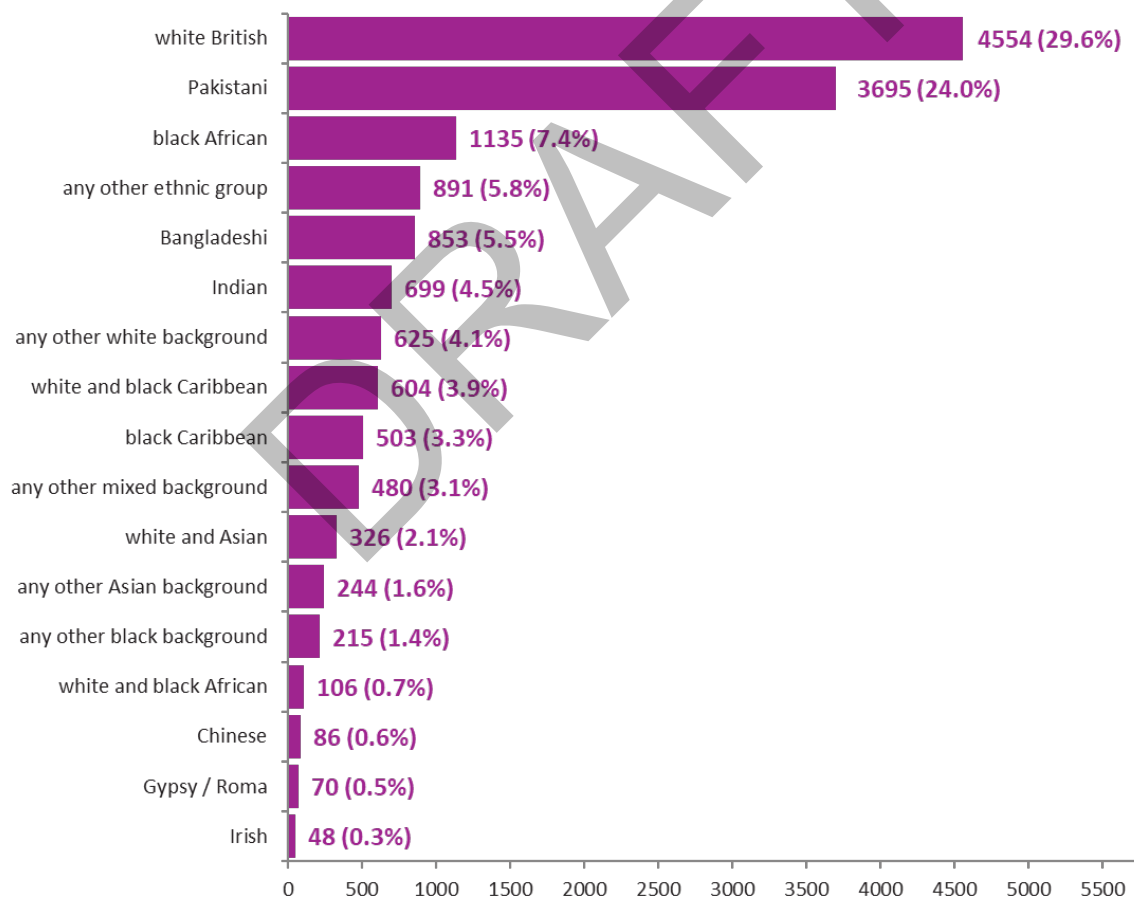
Ethnicity Profile – Key stage 2

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

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



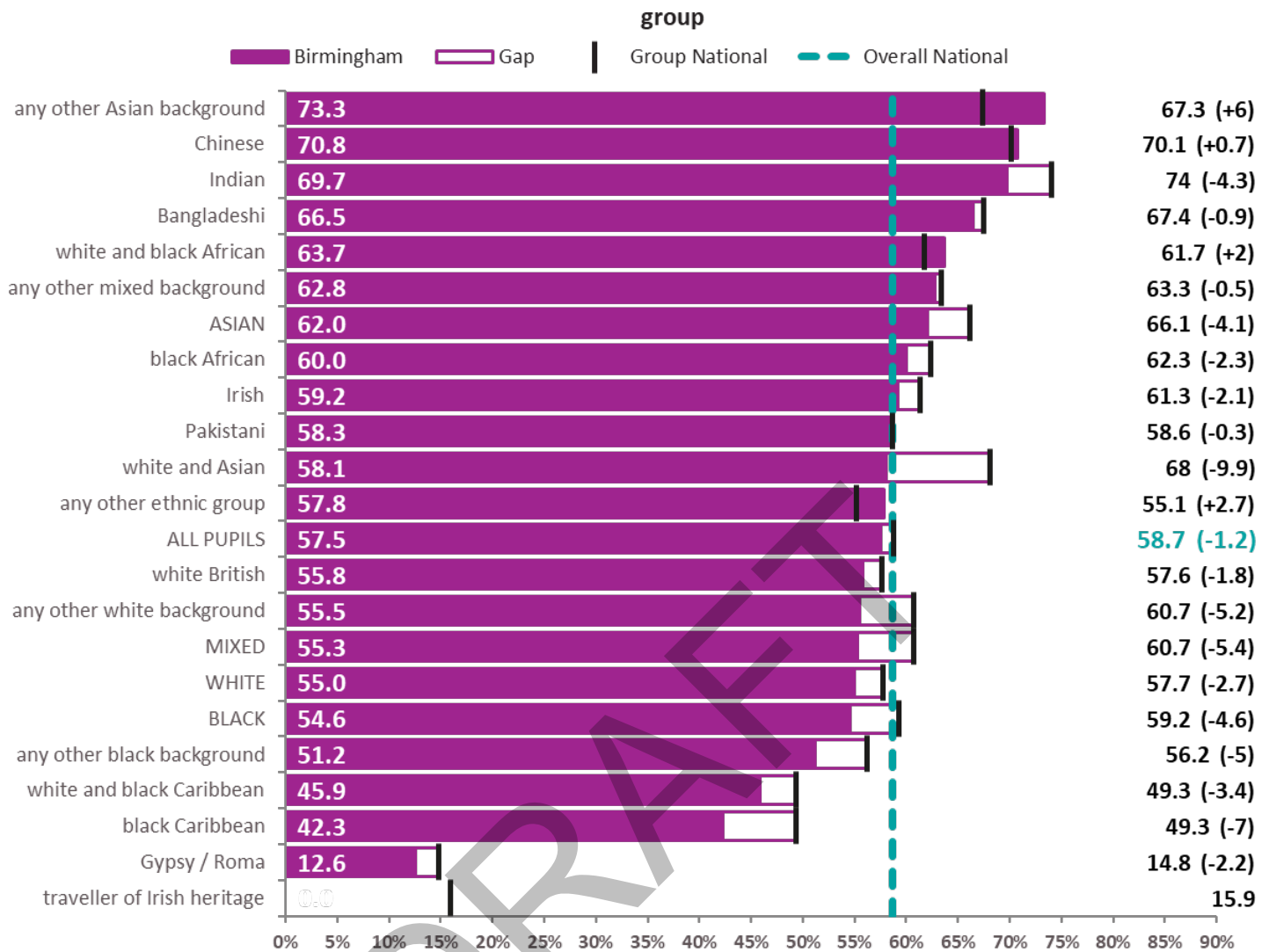
Number of eligible pupils for key stage 2 results in Birmingham by ethnicity (sub groups)



Attainment

The following chart shows key stage 2 attainment for RWM across ethnic groups compared to the national averages of those groups. It is sorted so that the highest performing group in Birmingham is at the top.

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



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

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

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

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

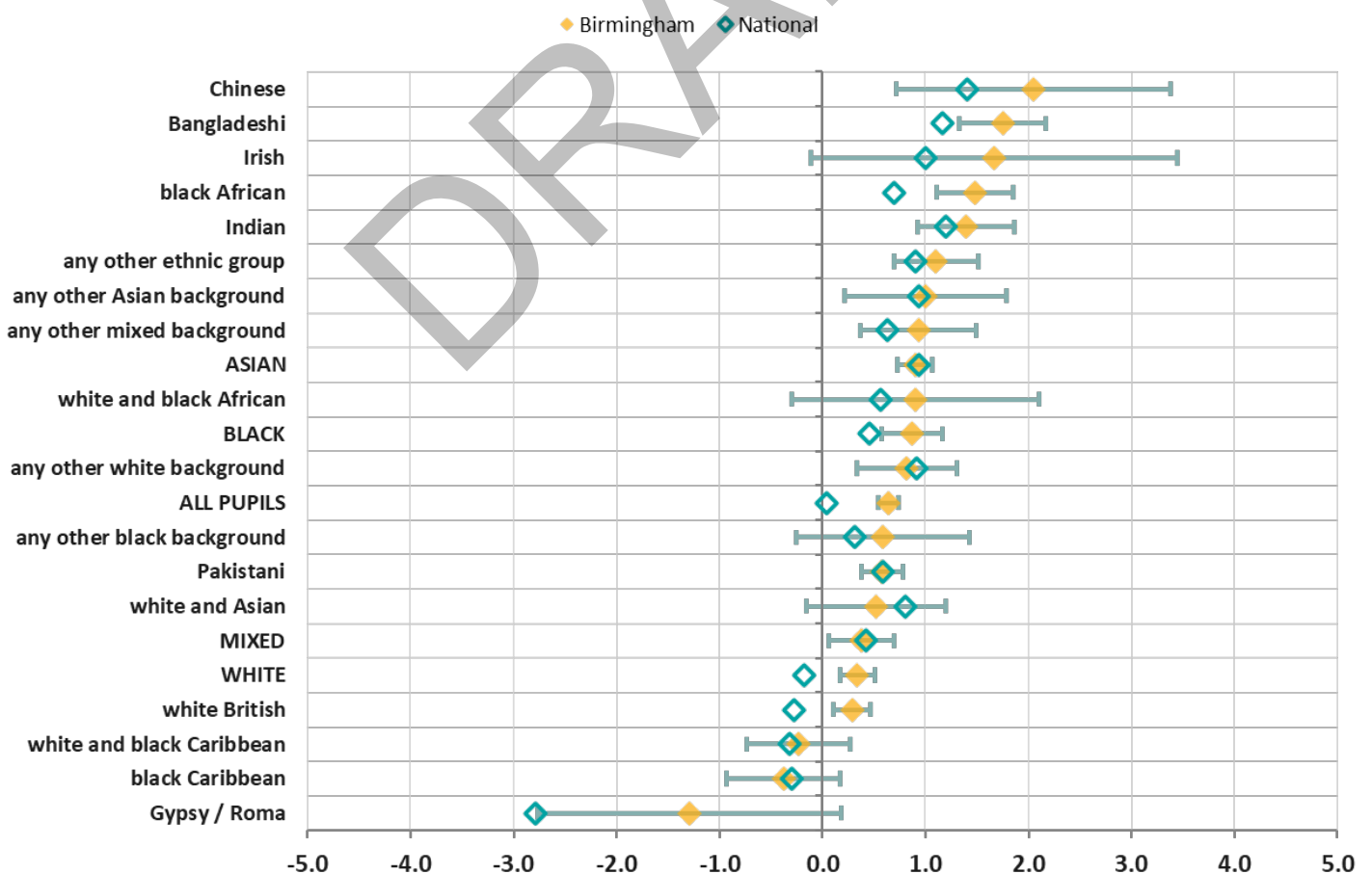
Chinese pupils' attainment is above both the overall national average and their national equivalents by 0.7%. The attainment figures for traveller of Irish heritage children in Birmingham has been suppressed due to low numbers.

Progress - ethnicity

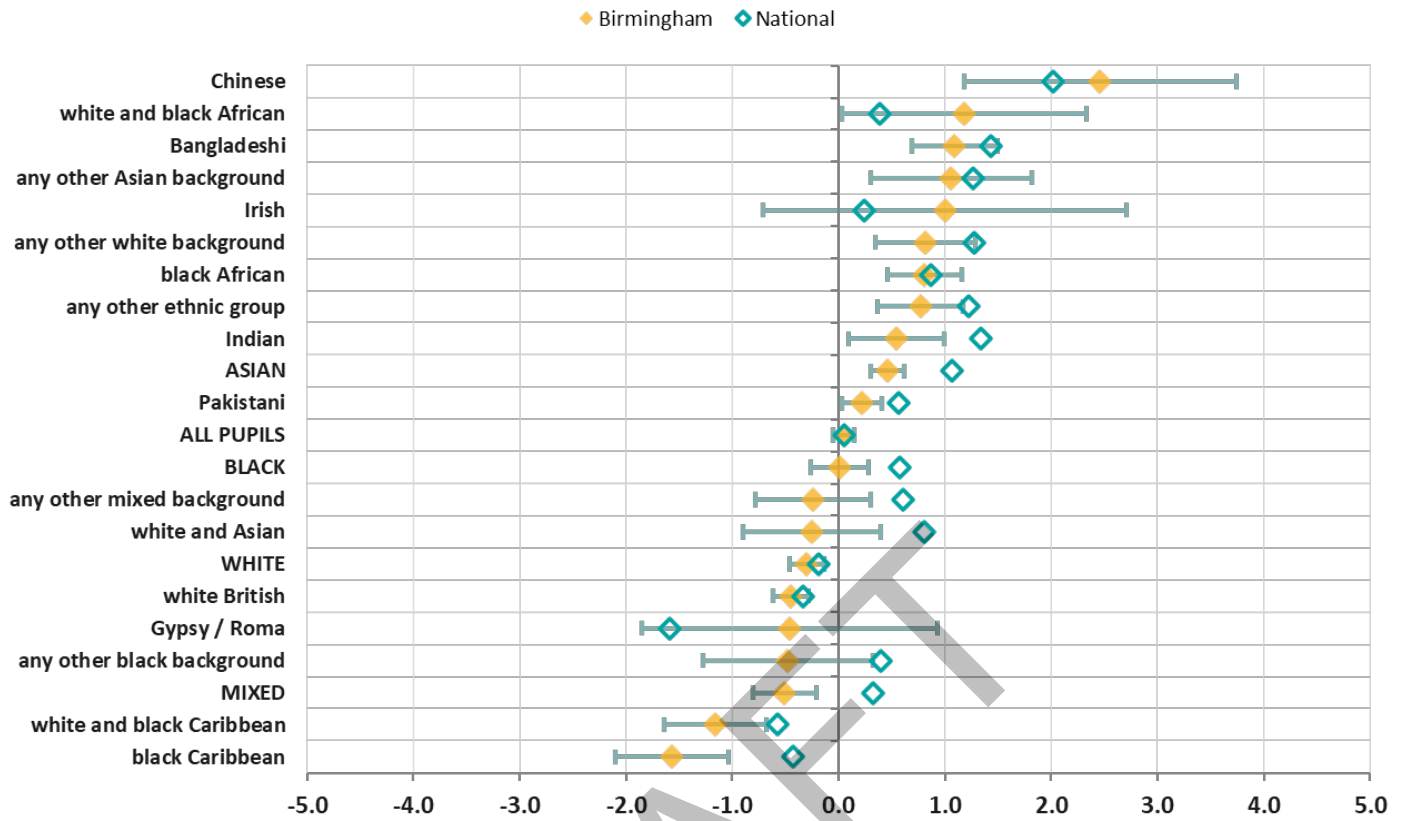
The following charts show the progress scores for Reading, Writing and Maths by pupil ethnicity group for Birmingham and Nationally. For guidance, see the Progress by pupil characteristics charts (page 56).

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

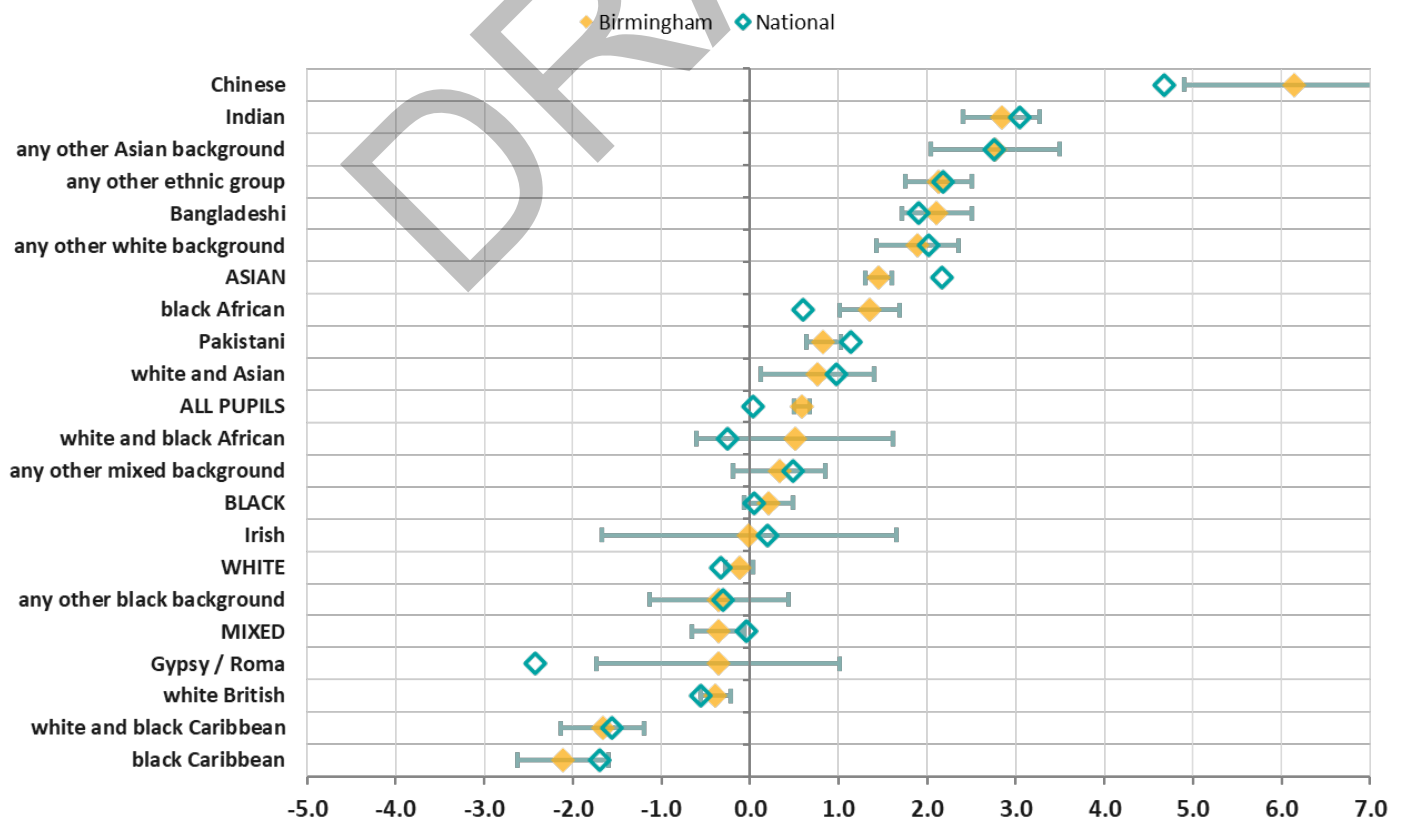
Key stage 2 Reading progress by ethnicity



Key stage 2 Writing progress by ethnicity

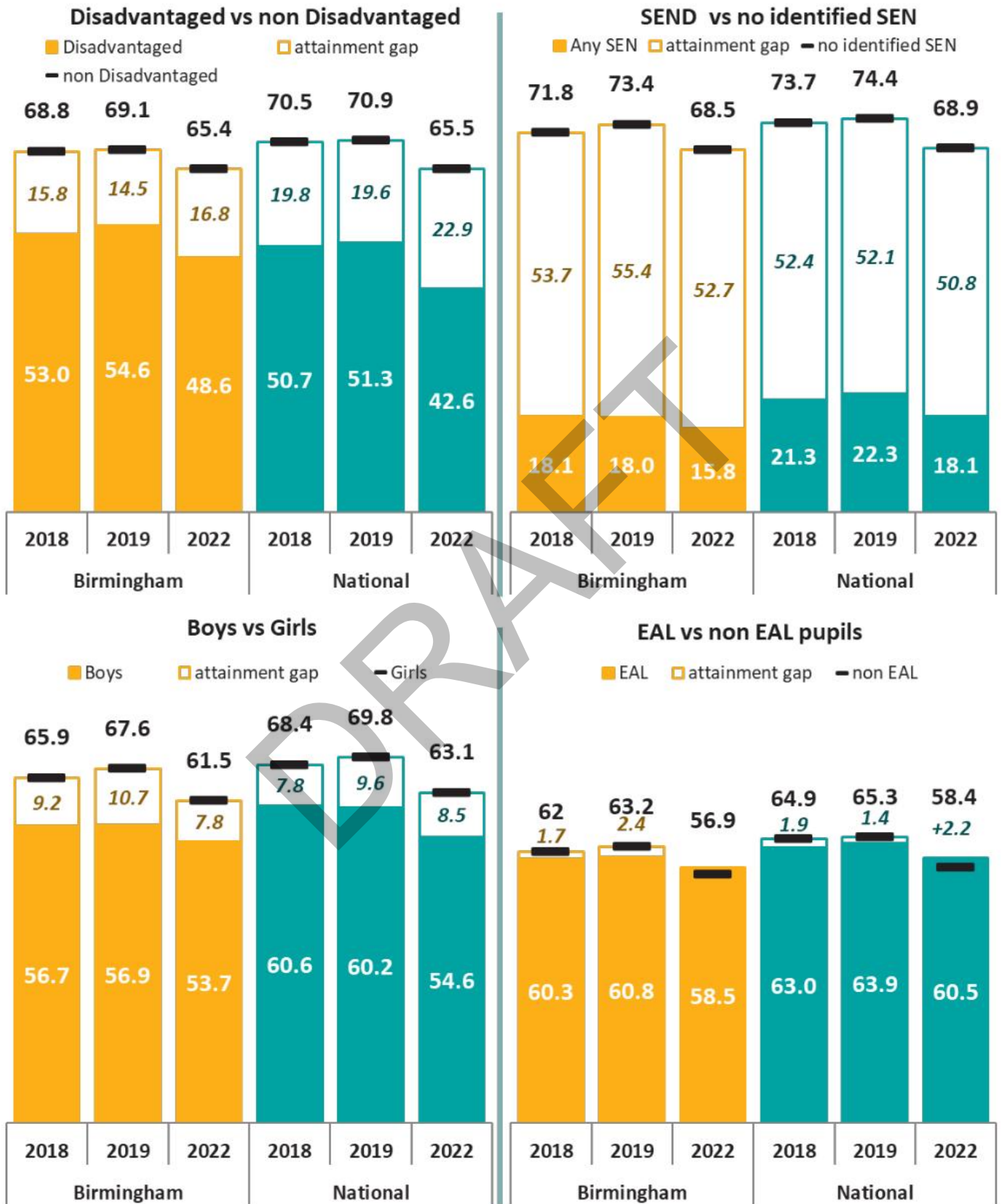


Key stage 2 Maths progress by ethnicity



Pupil Groups - Attainment Gap

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



The attainment graphs above show the differences in RWM attainment between matching pairs of 'opposite' pupil groups by the end of the academic year. The lower attaining group is represented by a solid bar, and the corresponding higher attaining group is represented by the tile above it. The hollow bar in-between shows the attainment gap.

Currently, in Birmingham the attainment gap between disadvantaged and non-disadvantaged is 16.8% which is 6.1% smaller than it is nationally. Additionally, the individual attainment of both these groups is higher in Birmingham than it is nationally.

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

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

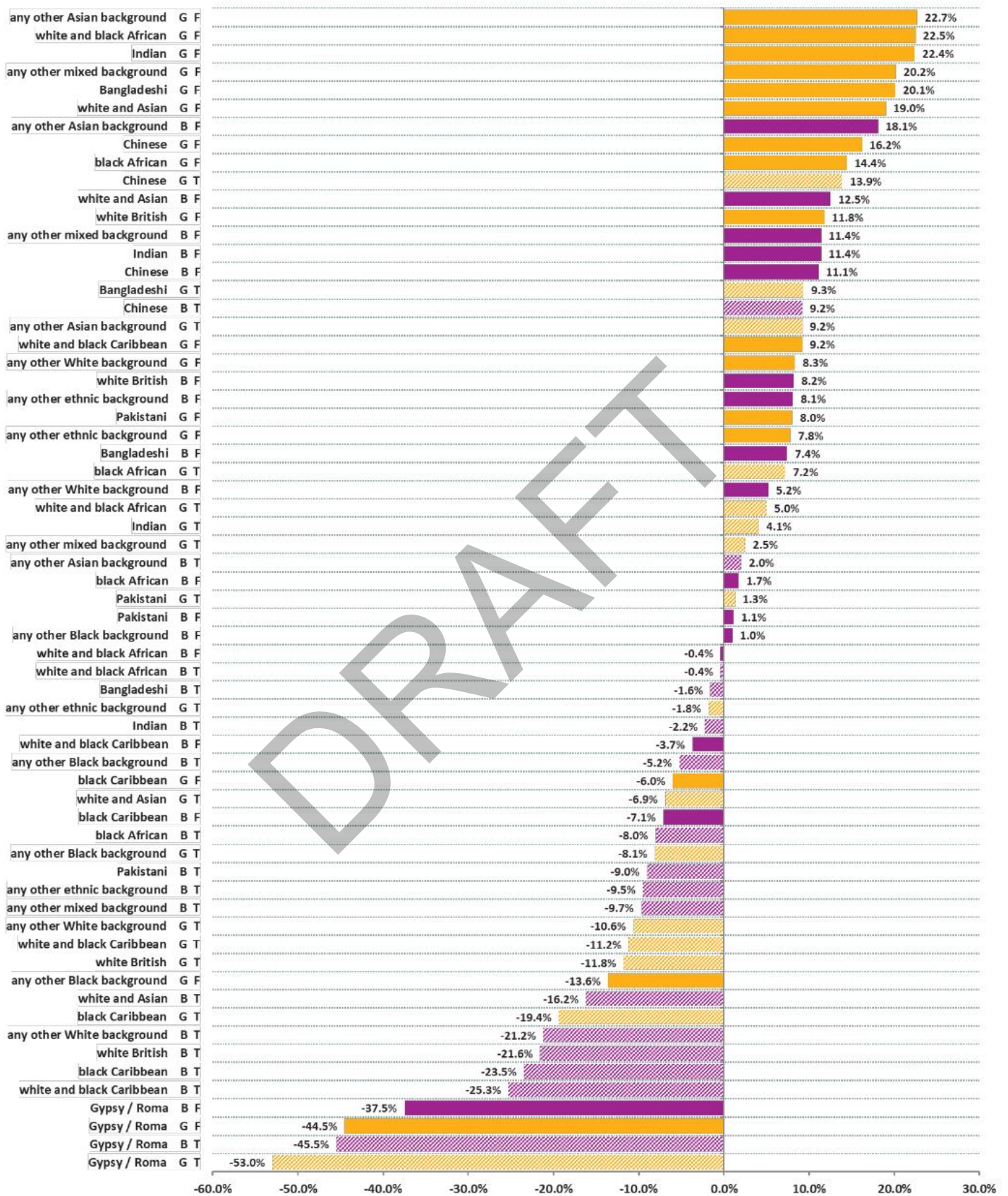
The attainment gap for EAL and non EAL pupils has seen an increase for Birmingham by 1.6%, which shows EAL pupils perform better than non-EAL pupils, both groups remain below their national equivalents.

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

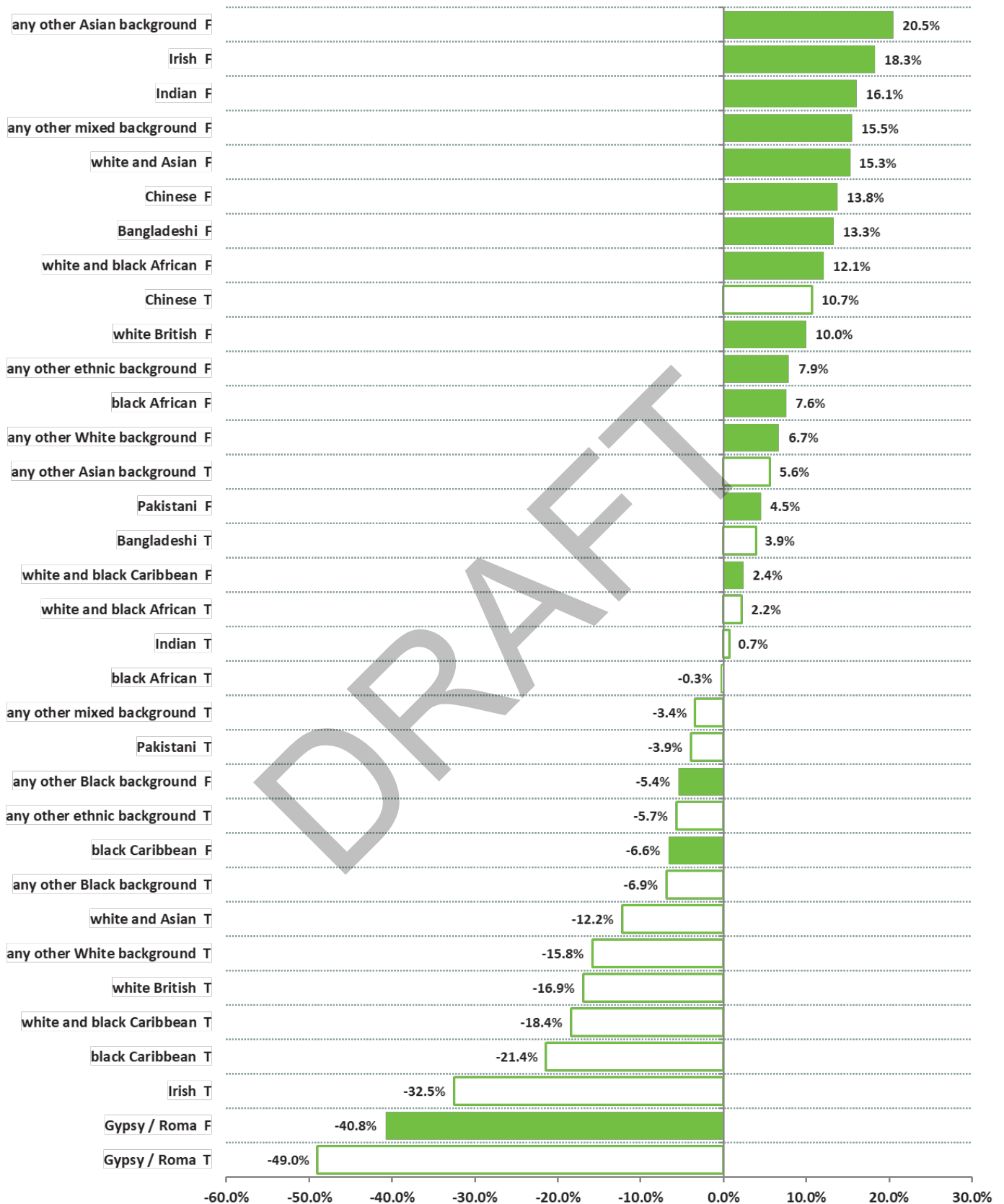
The graphs on the following pages show the differences in attainment between ethnic groups when showing the further breakdown by gender (displayed as G for Girls and B for Boys) and disadvantaged status (displayed as T for disadvantaged and F for non-disadvantaged). The following ethnicity groups are included, however do note these following groups have small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish, Chinese, Travellers of Irish Heritage and unclassified.

Generally, the pupil groups achieving more than the LA average are non-disadvantaged, with a higher ratio of girls than boys. However, this is not always the case for example, disadvantaged Chinese boys are above the overall LA average for at least expected standard. White and Black Caribbean pupils who are disadvantaged perform less well 25.3% below the LA average.

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



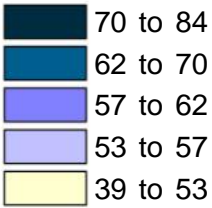
Difference to LA average for KS2 Reading, Writing and Maths at least expected standard by Ethnic Group and Disadvantaged. LA Average = 57.5%



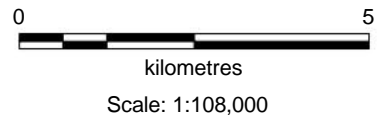
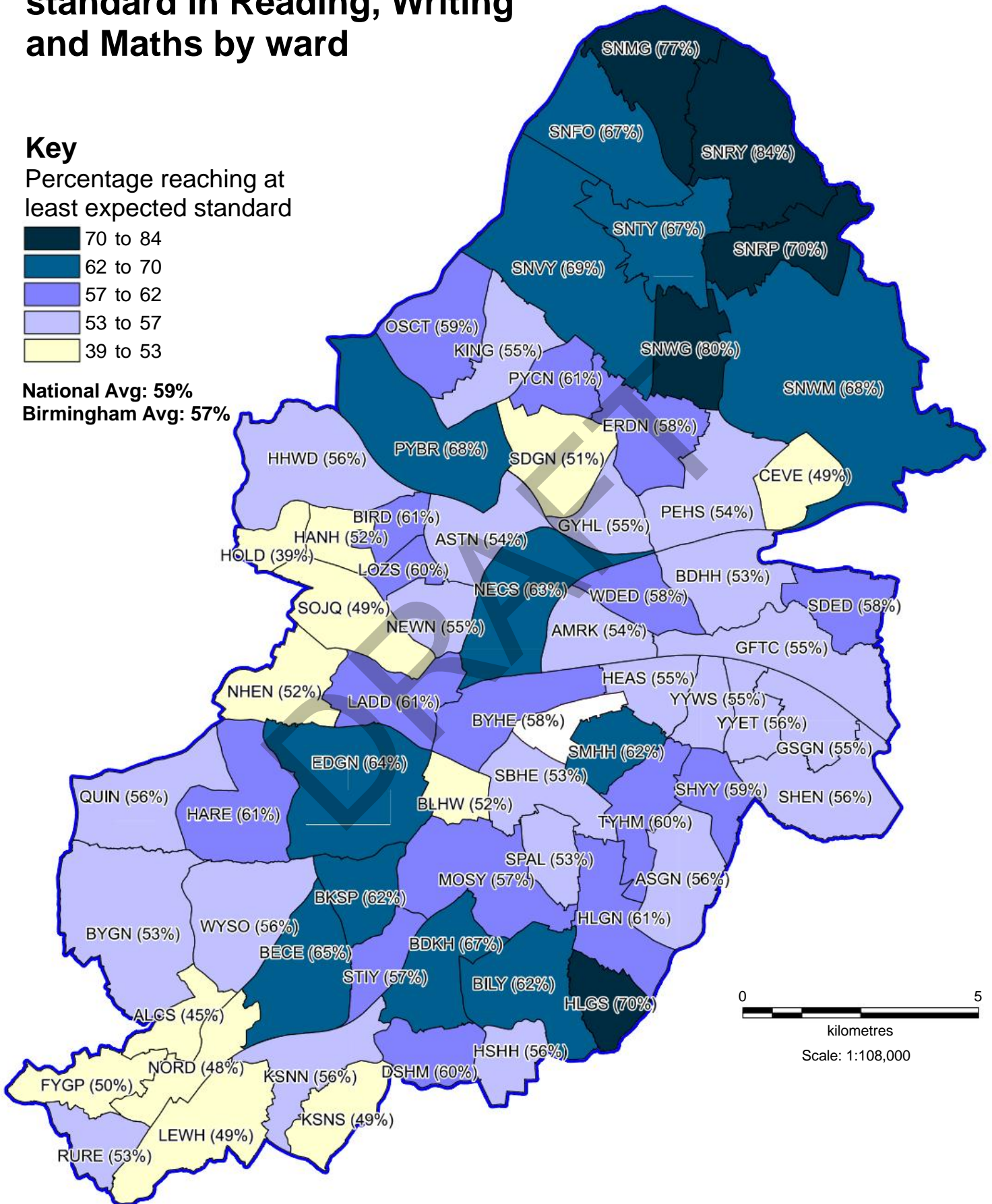
KS2: 2022 Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths by ward

Key

Percentage reaching at least expected standard



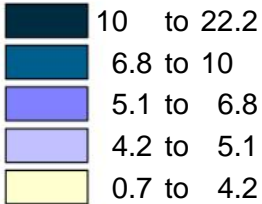
National Avg: 59%
Birmingham Avg: 57%



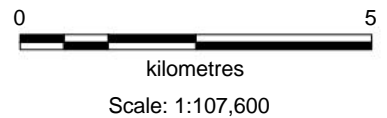
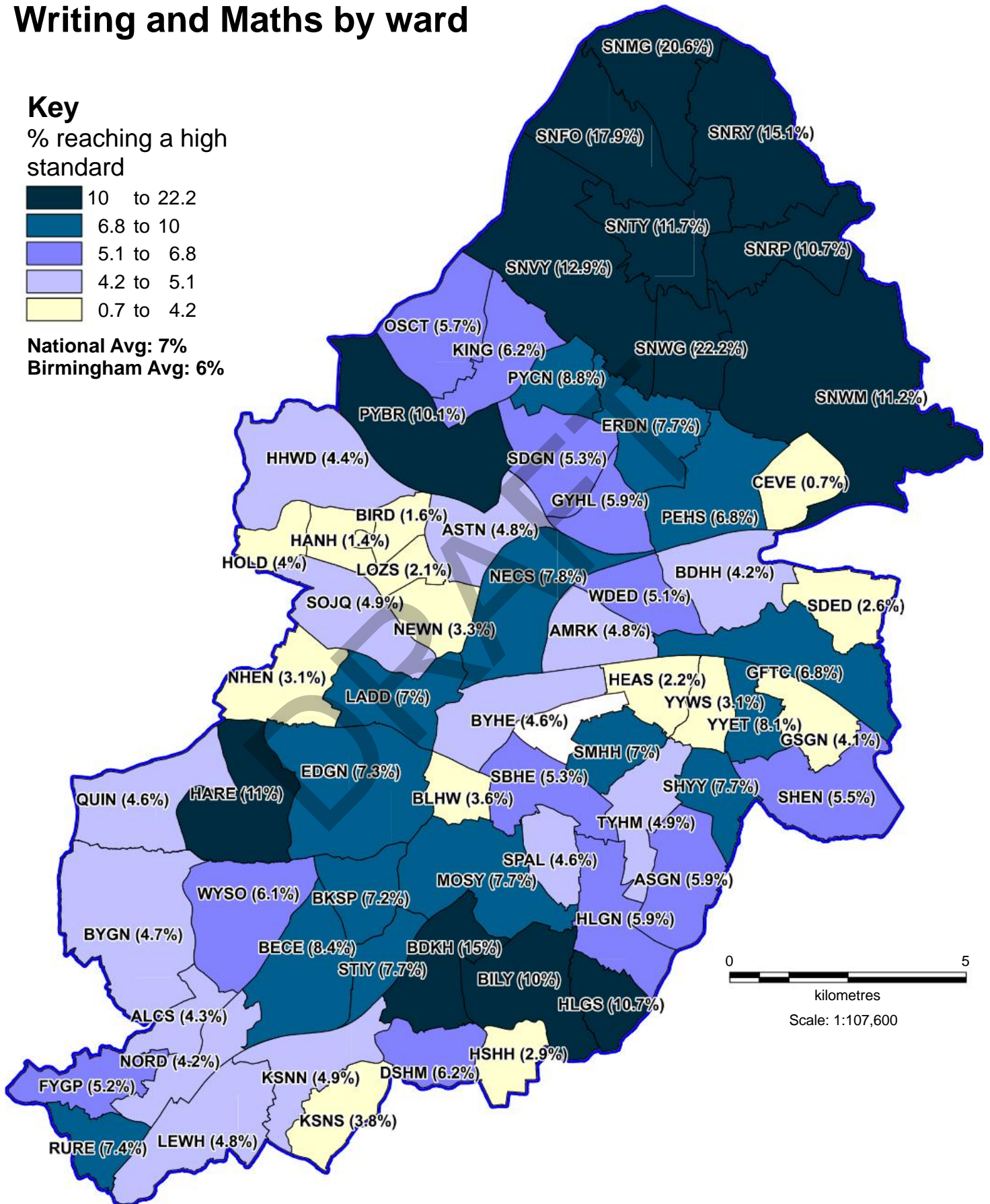
KS2 - 2022 Percentage of Pupils reaching a high standard in Reading, Writing and Maths by ward

Key

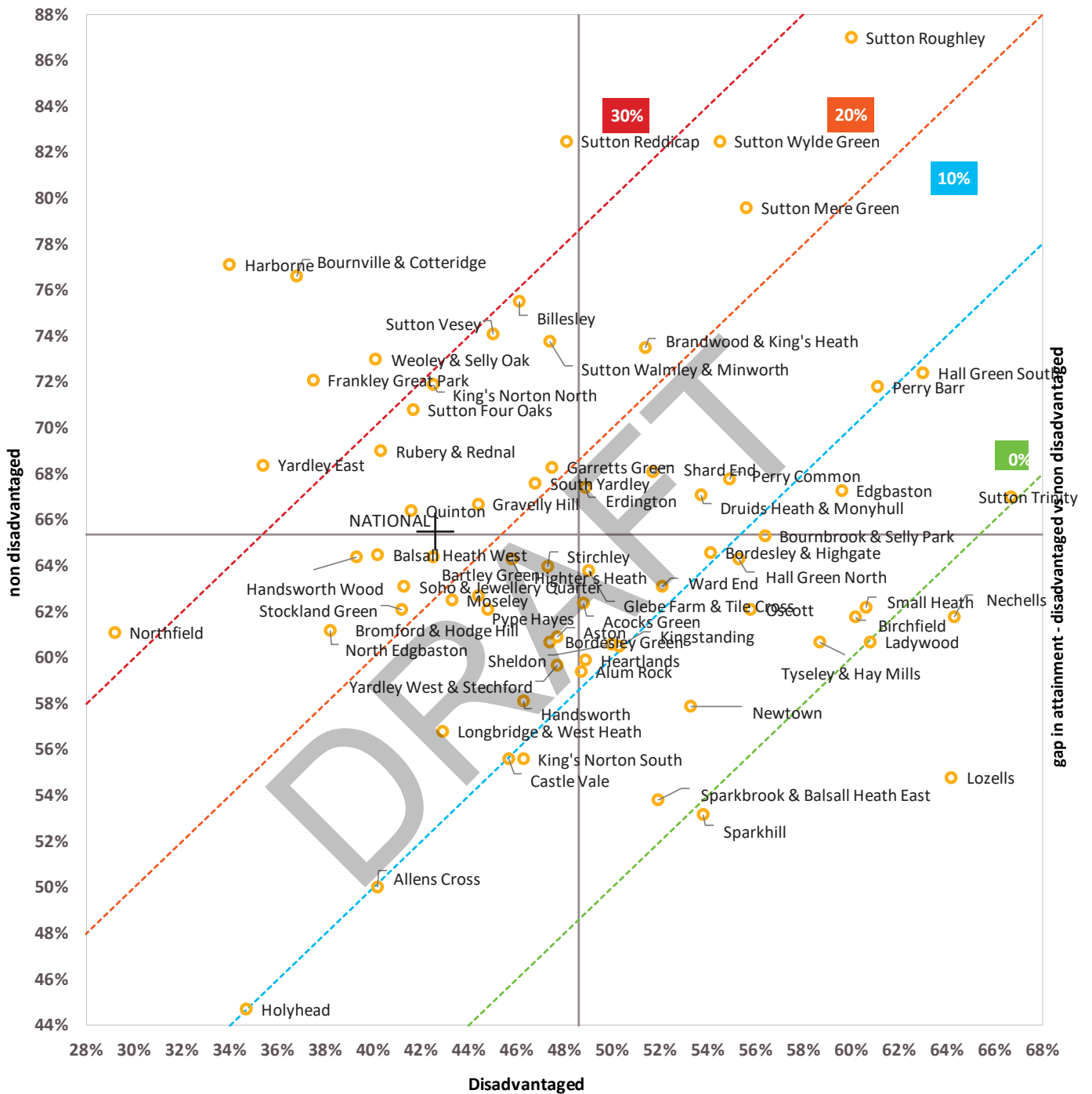
% reaching a high standard



National Avg: 7%
Birmingham Avg: 6%



RWM at least expected standard Disadvantaged vs Non-Disadvantaged Attainment by Ward



The chart above compares overall performance for disadvantaged and non-disadvantaged pupils who live within each ward in Birmingham. The diagonal lines help show where there are significant gaps between the two groups' performance.

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

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

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

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

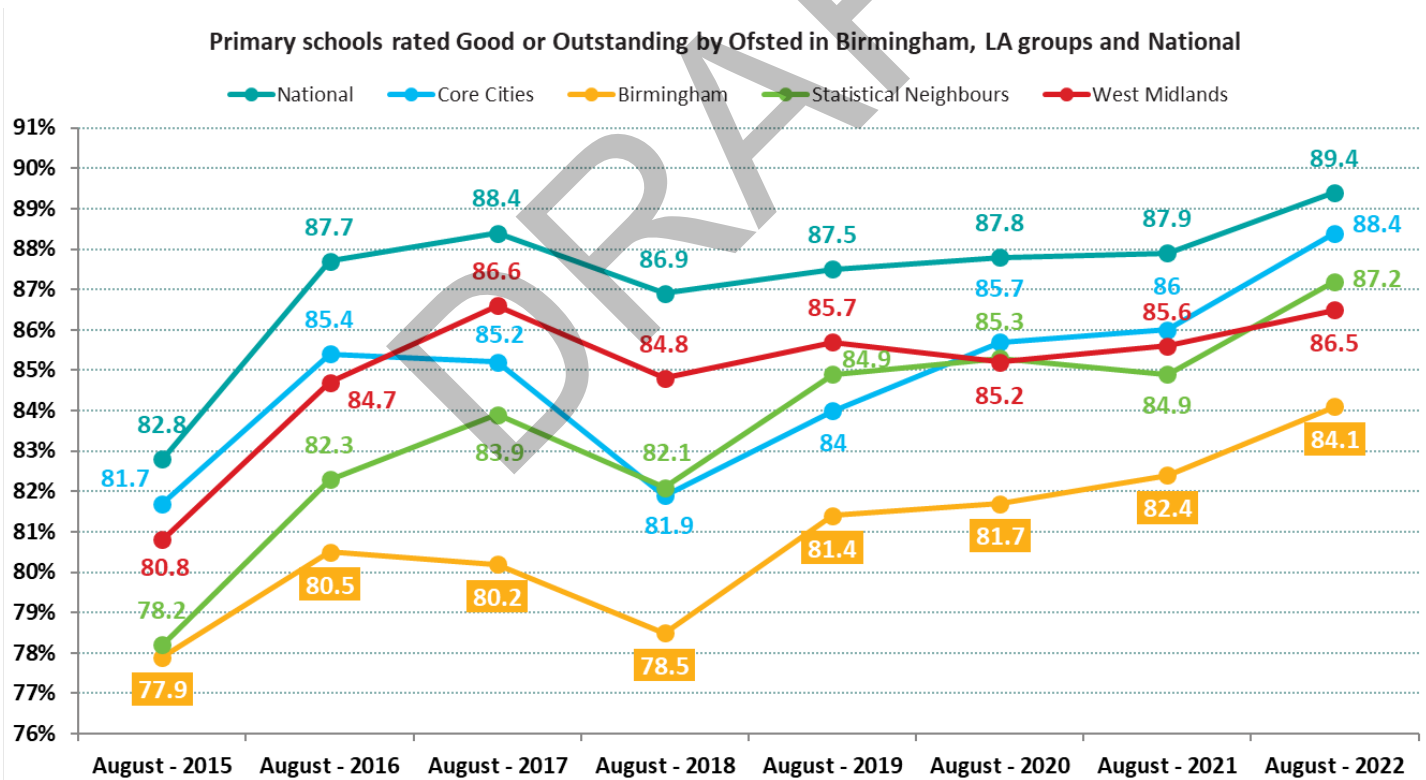
Schools that may benefit from support

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

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

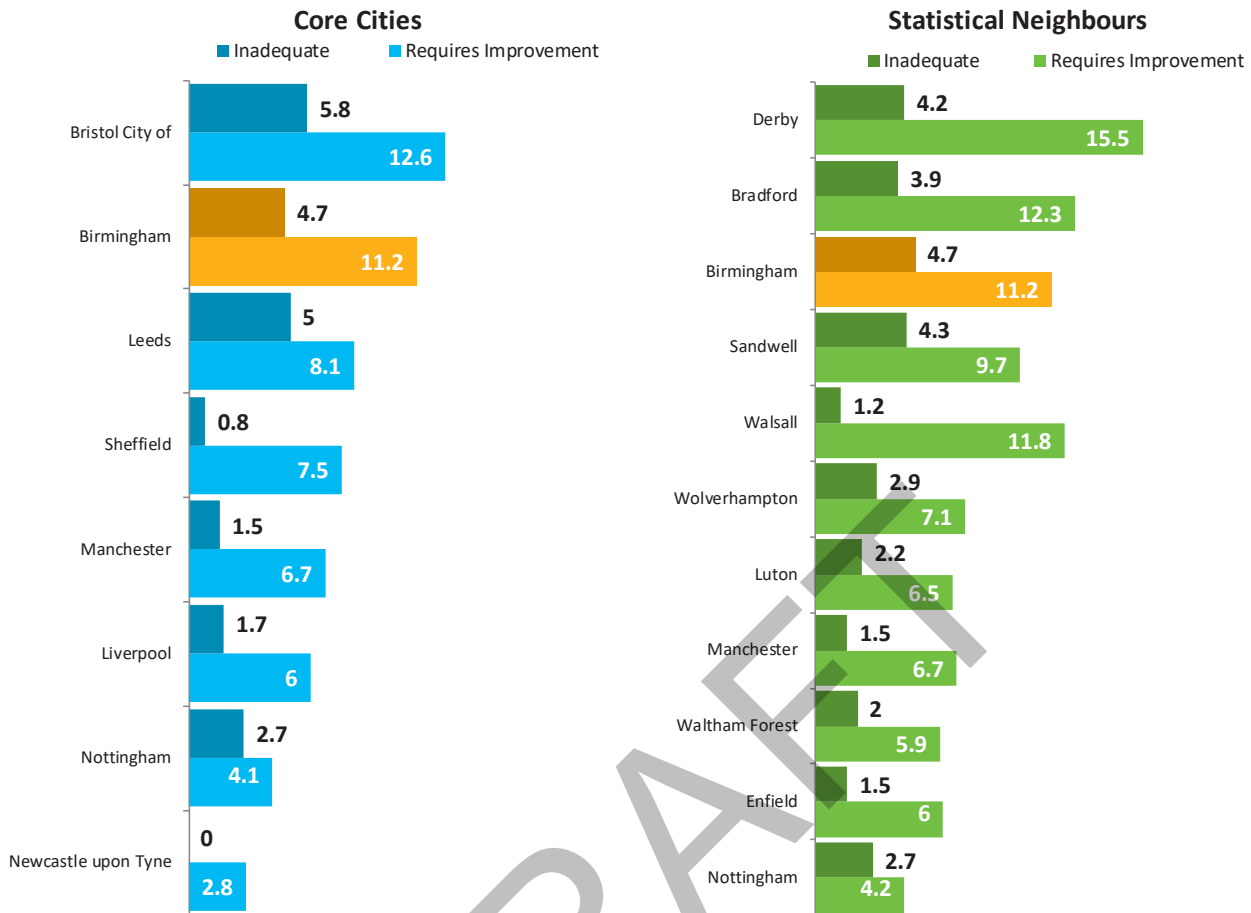
Birmingham's Schools

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



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

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



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

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

Key Stage 4

Key Messages

- In 2022, Birmingham's Progress 8 score of 0.07 is above the state funded national average of -0.03. This means that pupils in Birmingham made more progress from key stage 2 to the end of key stage 4 than those with a similar starting point nationally.
- Birmingham's average Attainment 8 in 2022 was 48.4, slightly below the national average of 48.7 by 0.3 points.
- 50.7% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, which is above the National average of 49.6% by 1.1%. 67.8% achieved a standard pass (9-4 grade), which is below the National average of 68.6% by 0.8%.
- In Birmingham, 65.7% of pupils achieved a 9-5 grade in English which is now above the national average by 0.5%. Maths attainment has improved, with 55.1% achieving a 9-5 grade, 0.7% above national.
- English Baccalaureate attainment in Birmingham is above the National average. The average points achieved per pupil was 4.3 compared to 4.2 at National. 28.7% of students achieved the Ebacc with grades 9-4, 2.0% above the national average. Achievement with 9-5 grade was 21.6% above the national average by 1.4%.
- Birmingham has the 2nd highest progress 8 average out of all Core Cities and ranked 2nd out of 11 compared to Statistical Neighbours.
- Birmingham Disadvantaged pupil's Progress 8 is significantly above Disadvantaged pupils nationally, averaging -0.13 compared to -0.55. In addition, the non-disadvantaged pupils also make more Progress than the non-disadvantaged nationally, and the progress gap between the two groups is much narrower.
- Birmingham Disadvantaged pupil's Attainment 8 is significantly above Disadvantaged pupils nationally, averaging 42.3 compared to 37.5. In addition, non-disadvantaged Attainment 8 is higher than Attainment 8 for non-disadvantaged nationally.
- SEND pupils in Birmingham have a higher average Progress 8 score than SEND pupils nationalal, however they are slightly behind other SEND pupils for Attainment 8.
- The gap in progress and attainment is wider for SEND in Birmingham than nationally. Pupils with an EHC plan were significantly below their national equivalents for the main attainment measures, the gap ranging from 0.7% to 3.0%.
- Birmingham has a higher proportion of secondary schools rated Good or Outstanding by Ofsted than the national average.

Background

The 2022 headline accountability measures for secondary schools are, Progress 8, Attainment 8, attainment in English and Mathematics at grades 5 or above, English Baccalaureate (EBacc) entry and achievement (average point score), and destinations of pupils after key stage.

From 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9-1 scale. The DfE announced that a 'strong' pass (grade 5 or above) would be used in headline accountability measures. There is an additional measure showing the percentage of pupils achieving a grade 4 or above, this is classed as a standard pass and is roughly equivalent to a C or above. The table to the right maps the old and new grading structures.

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

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

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

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

2022 EBacc attainment measures for students achieving 9-4 and 9-5 grades and average point scores are comparable to 2018 but not prior.

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

Like the key stage 2 progress measure, Progress 8 scores are calculated for pupils for the sole purpose of calculating the school's Progress 8 score.

Progress 8 shows how much progress pupils at this school made between the end of key stage 2 and the end of key stage 4, compared to pupils across England with similar results at the end of key stage 2. This is based on results in up to 8 qualifications, which include English, maths, 3 English Baccalaureate qualifications including sciences, computer science, history, geography and languages, and 3 other additional approved qualifications.

A Progress 8 score of 0 shows a school's progress is in line with all other schools nationally (including independents). This means that their pupils scored roughly the same average grade as other pupils nationally with a similar prior attainment. A score of +1 means that the school's pupils achieve roughly one grade higher in every contributing subject than the average for other pupils with a similar prior attainment nationally.

Attainment 8 measures the achievement of a pupil across eight subjects including maths (double weighted) and English (double weighted), three further qualifications that count in the English Baccalaureate (EBacc)

measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

For further information please visit the following website:

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

Confidence Intervals

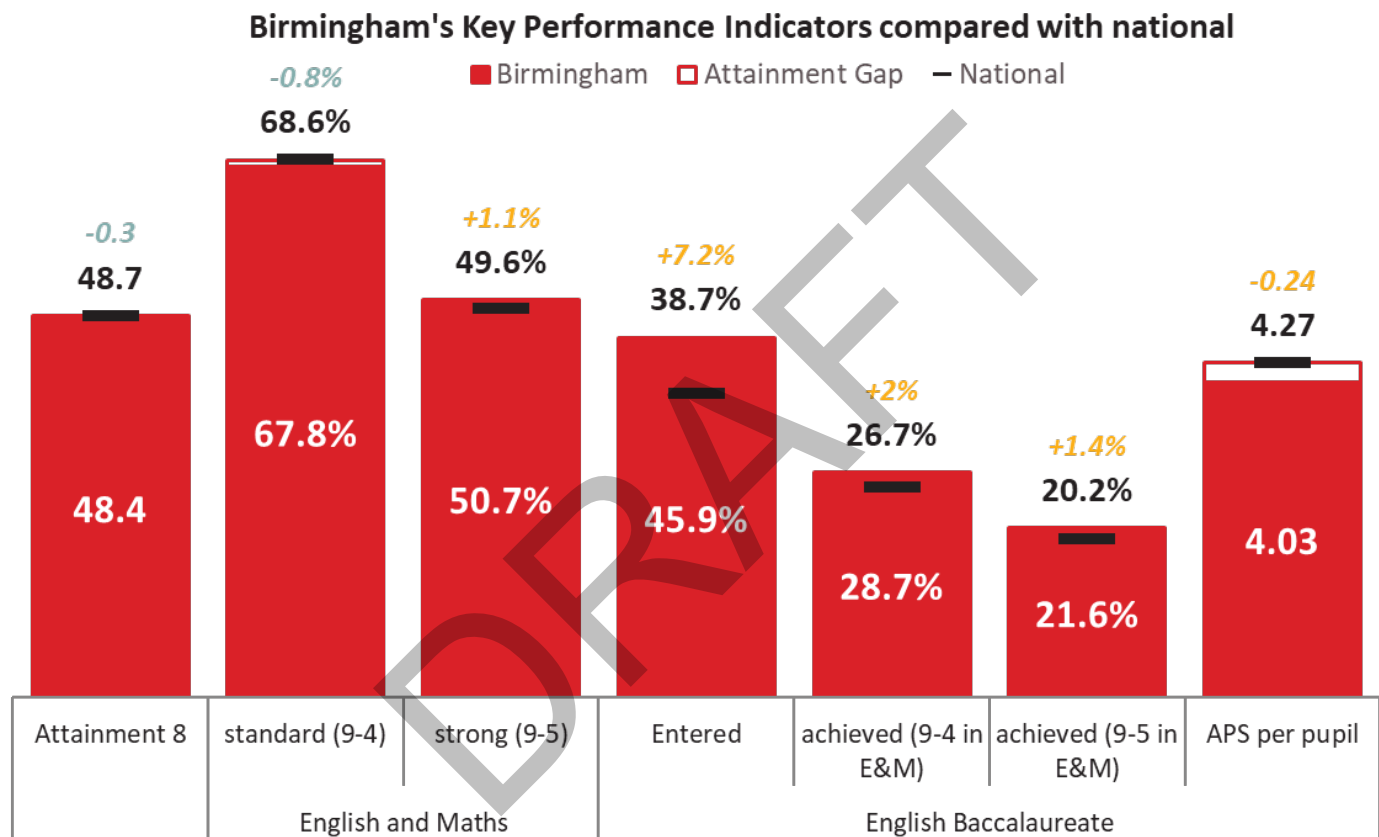
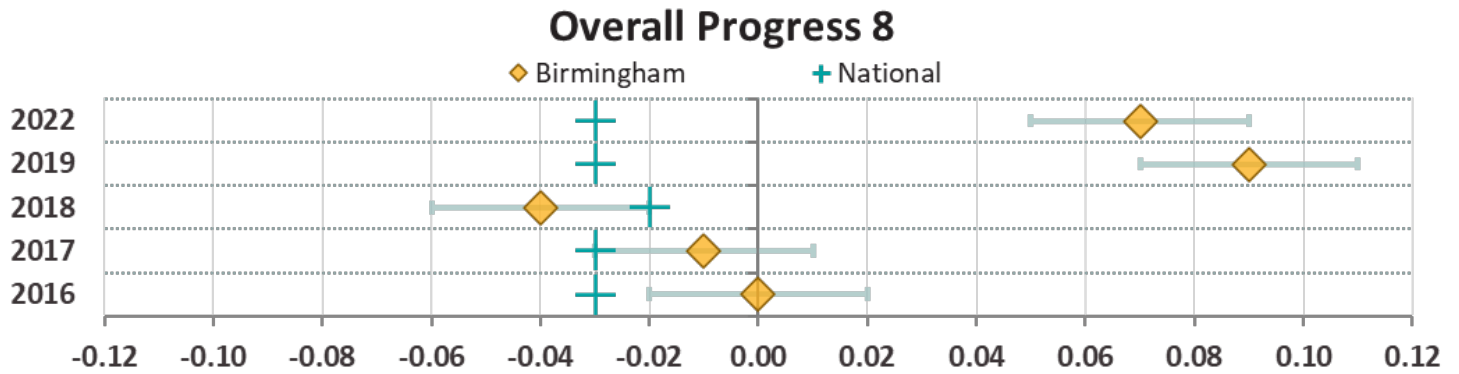
The DfE publishes the 95% confidence intervals alongside the overall average progress scores to reflect uncertainty of outcomes and to provide context to the progress scores of smaller groups.

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

Where a confidence interval overlaps an equivalent national average, it means that the overall progress score is not significantly different. When it overlaps zero it means that it is not significantly different than the overall national average for all pupils.

DRAFT

Overall Performance



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

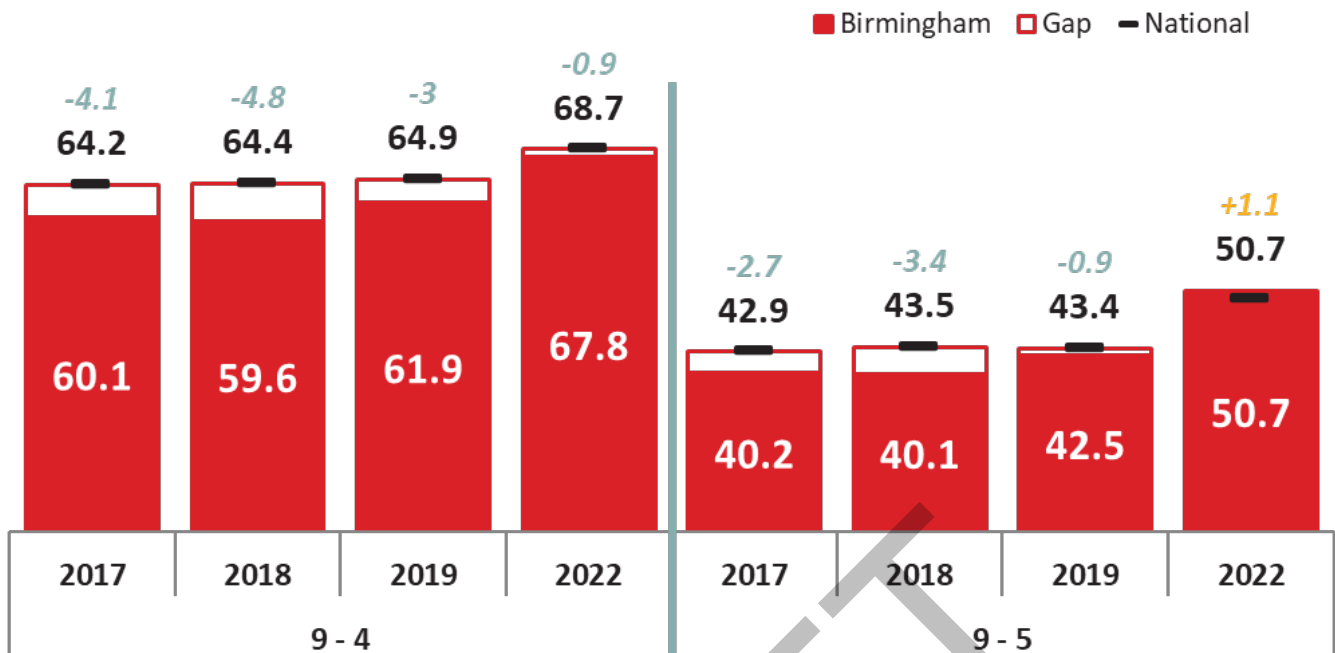
Birmingham's overall Attainment 8 is slightly below the national average but only by 0.3 points. The percentage of Birmingham pupils achieving a standard pass in English and Maths is below the national by 0.8%. Whereas the pupils achieving a strong pass in English and Maths is above national by 1.1%.

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

Subject performance compared with previous years

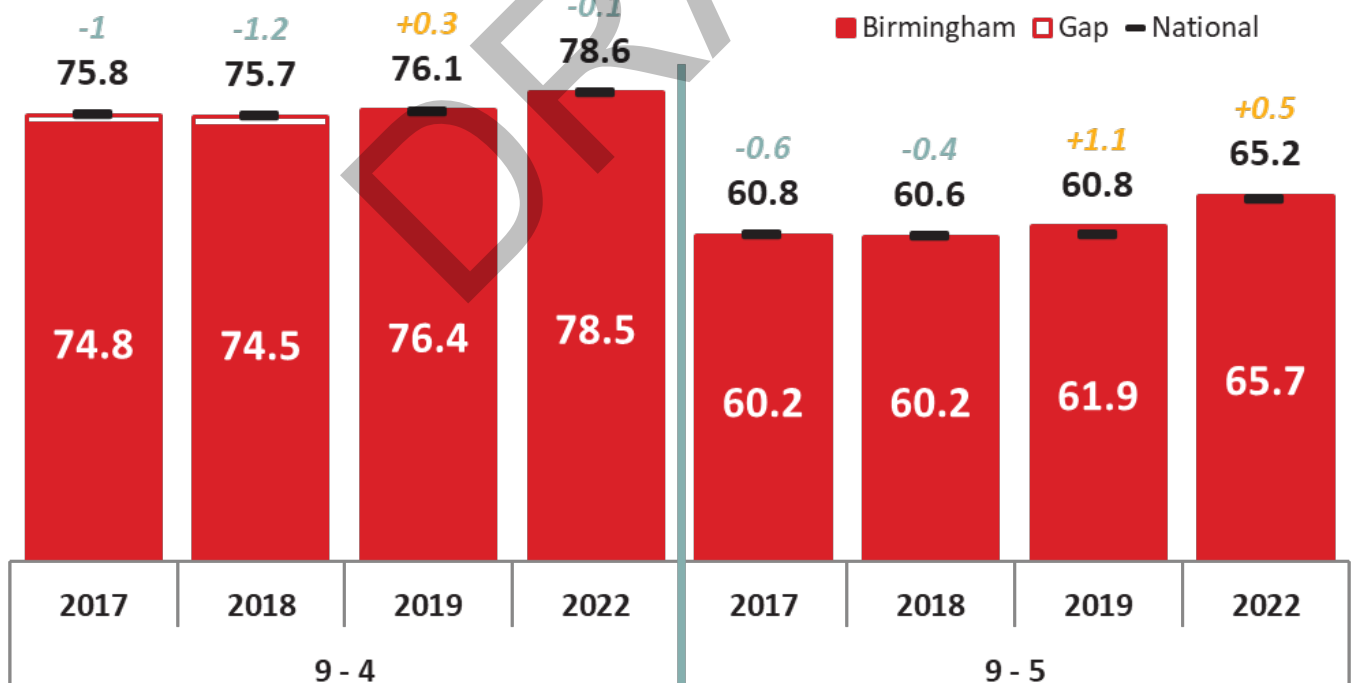
To provide continuity comparisons in attainment we have compared the standard pass (9-4) rate with the A*-C pass rate. 9-4 applies from 2017, it should be noted, however these measures are not a perfect match.

Percentage of pupils in Birmingham attaining English and Maths against National



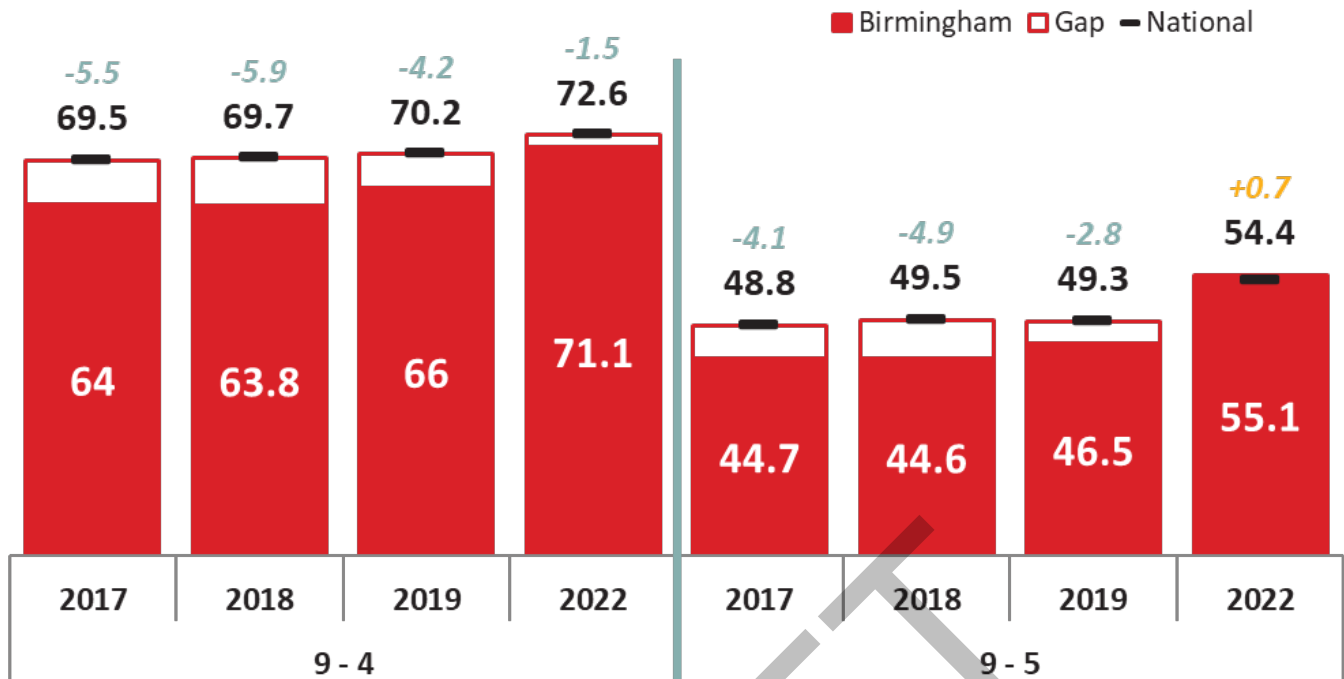
The attainment of English and Maths combined at 9-4 grade, Birmingham has increased in 2022 from 2019 and seen the gap narrow to 0.9% below national. Attainment at a 9-5 grade has also improved and is now above national by 1.1%.

English



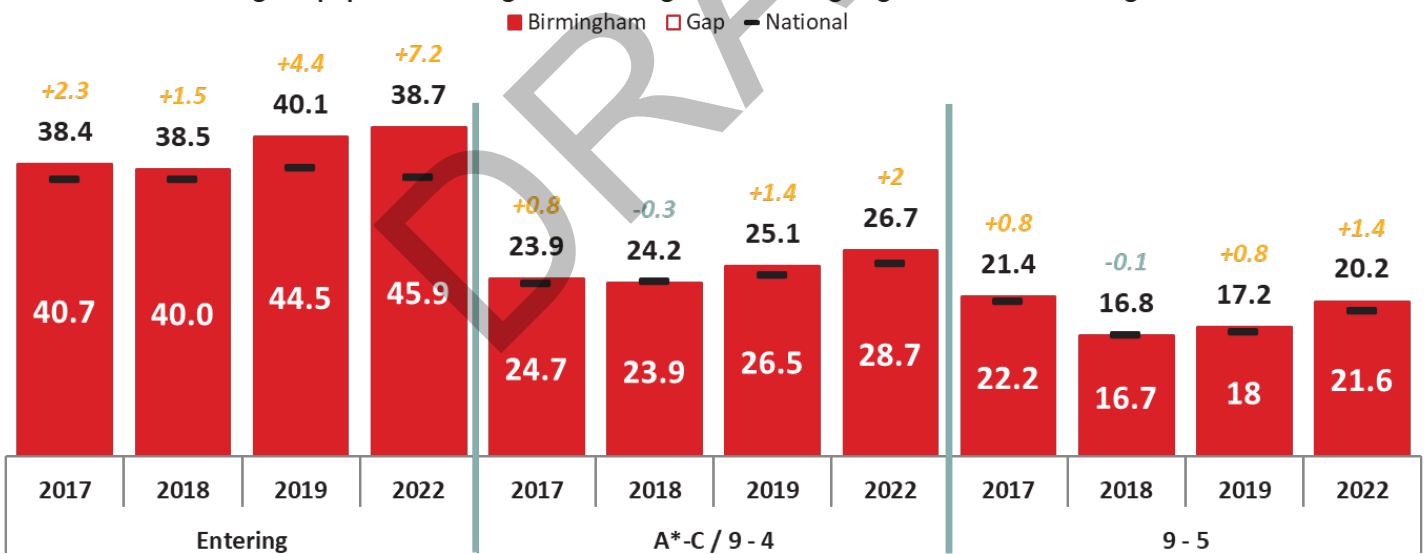
English attainment in Birmingham has increased since 2019. It is now 0.1% below national for 9-4 but 0.5% above for 9-5.

Maths



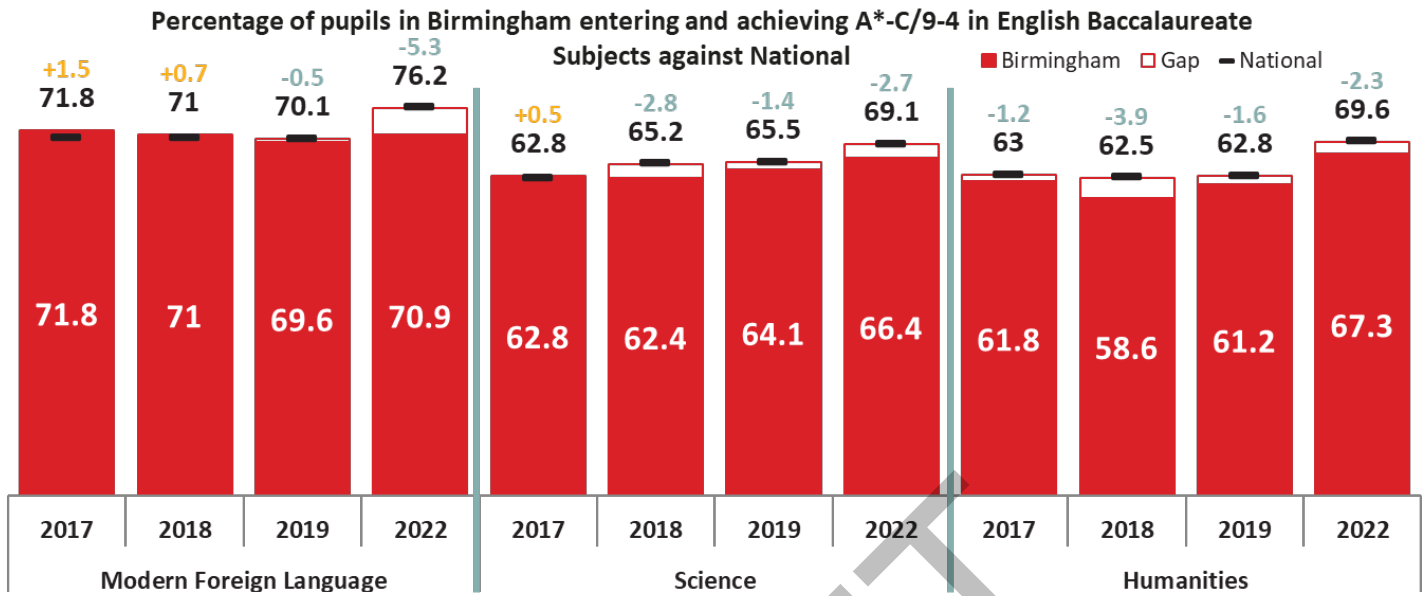
Maths attainment has also improved, although it is still behind national for 9-4 whereas 9-5 is above national by 0.7%.

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



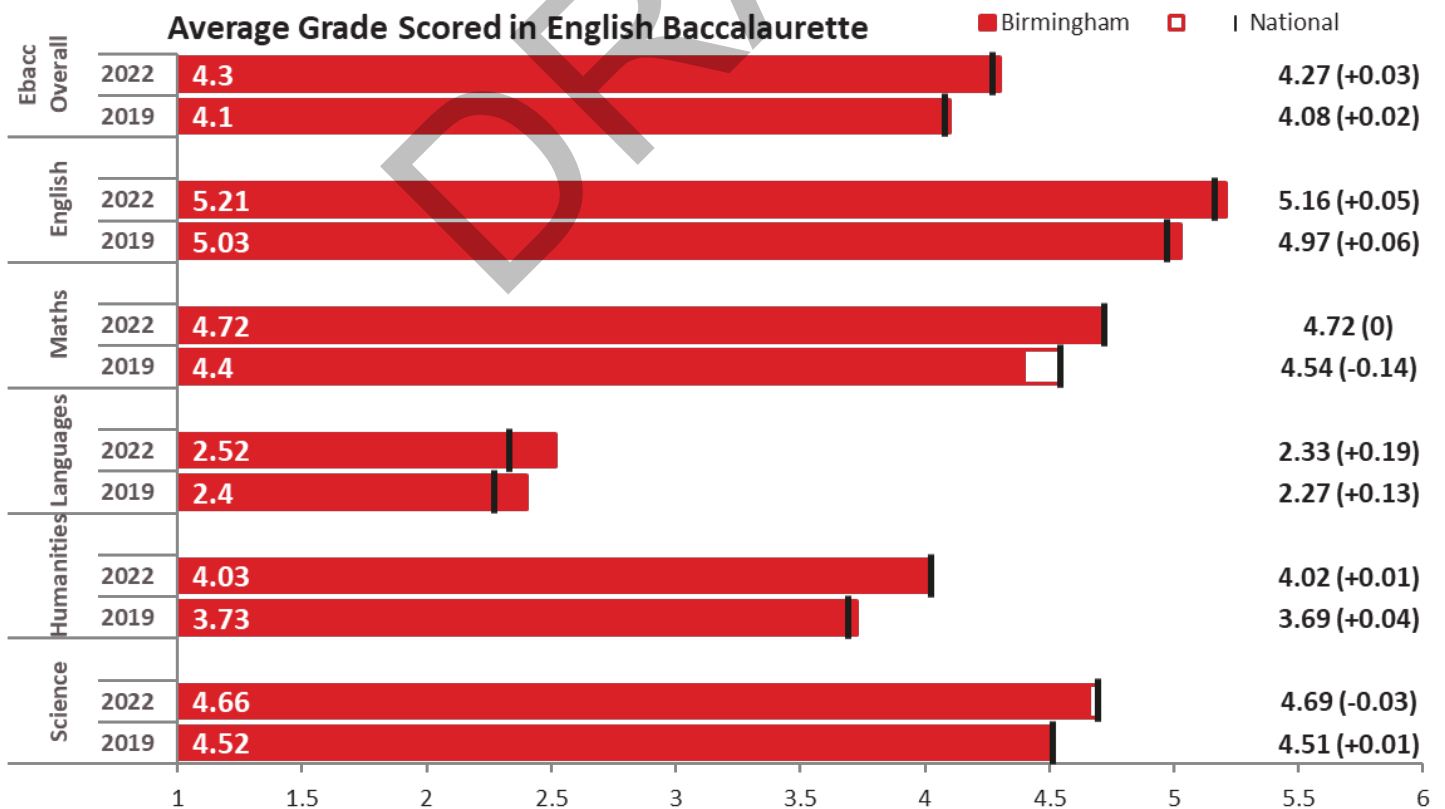
The proportion of pupils entering the EBacc in Birmingham has increased by 1.4% since 2019 and is above national levels by 7.2%. This has been mirrored in attainment, with 2.0% more pupils achieving the Ebacc with a 9-4 pass than national and 1.4% more achieving a strong pass (9-5).

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



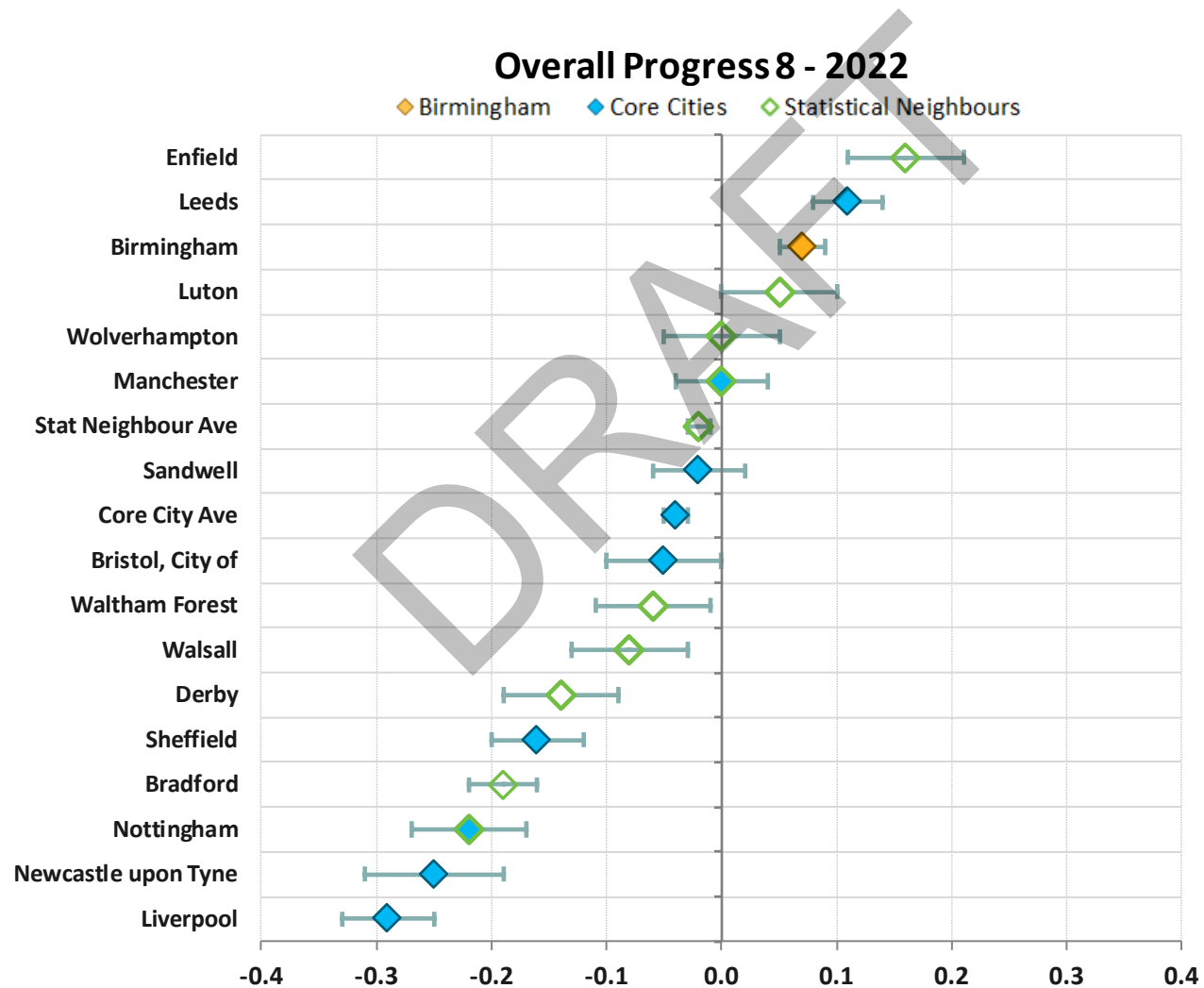
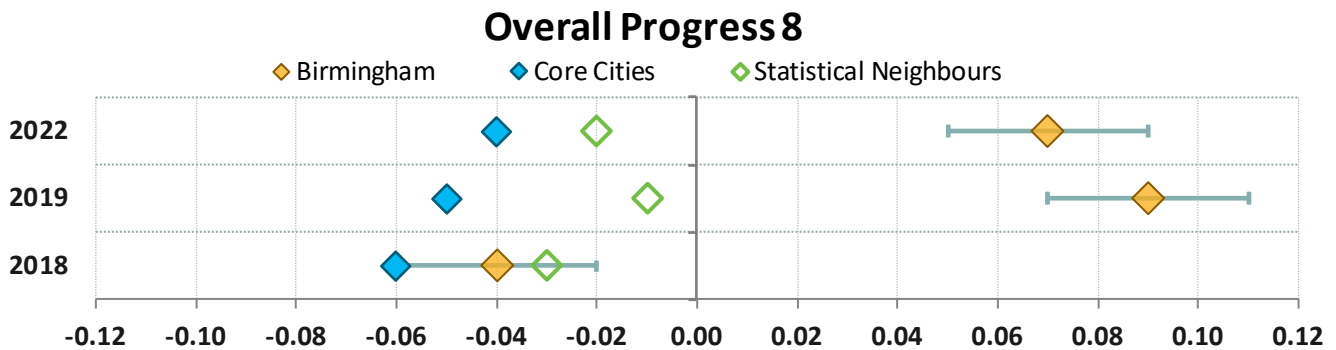
The EBacc subject areas are calculated based on pupils entered. Modern Foreign Languages has fallen further behind in 2022 and is now 5.3% below national, the attainment gap widened in 2022. Science and Humanities attainment has widened with the gap to national above 2.0% for both subjects.

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



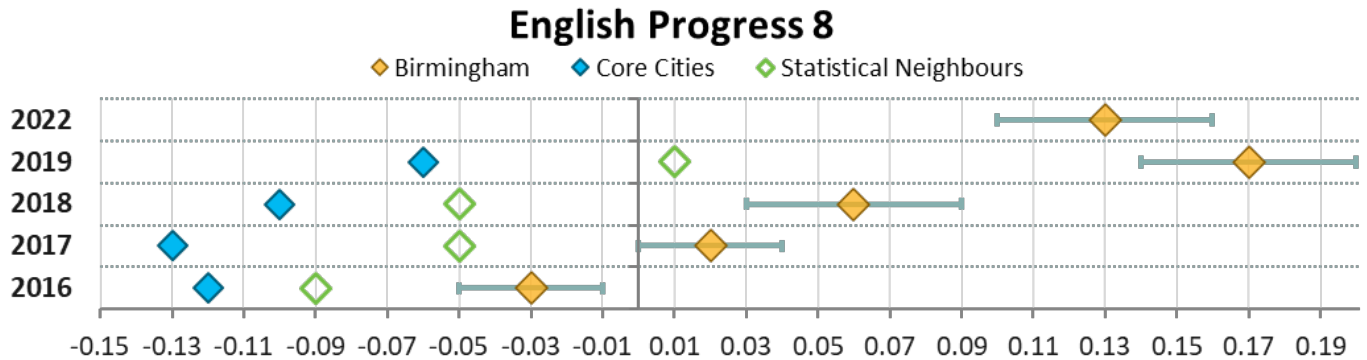
The average grades are calculated using all pupils, not just those entered. Birmingham is above the national average or overall Ebacc, English, Languages and Humanities, level for Maths but below in Science in 2022.

National and other LA Comparisons

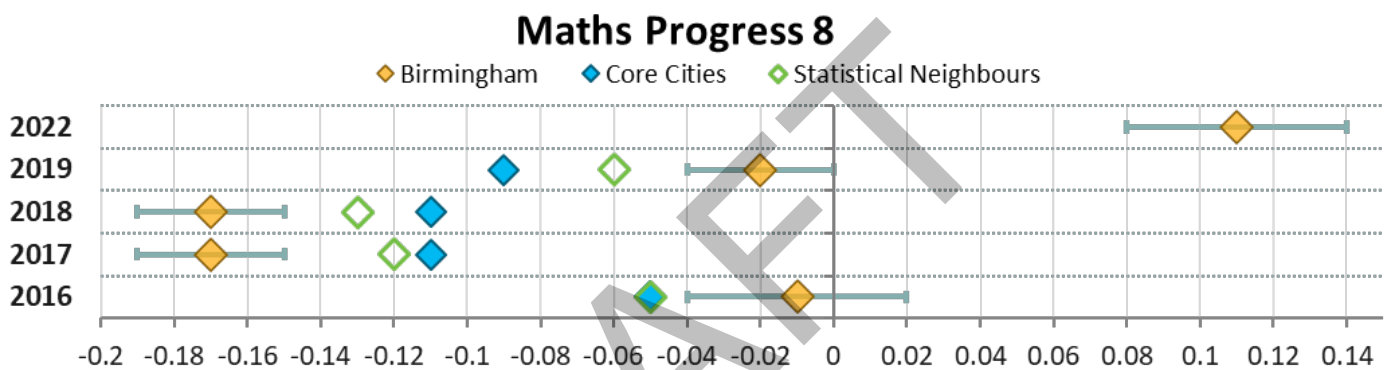


The charts above show Birmingham’s overall Progress 8 score compared to core cities, and its statistical neighbours ranked highest to lowest.

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



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



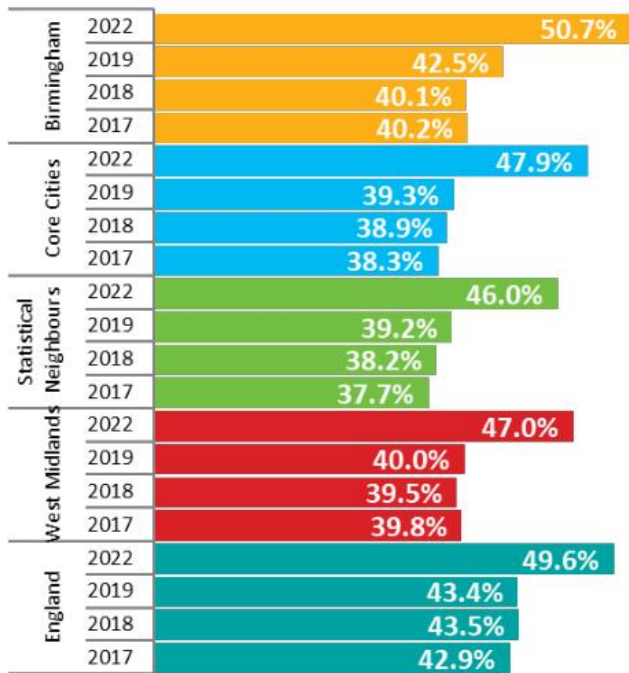
The chart above shows Birmingham's Maths Progress 8 score compared to core cities and its statistical neighbours.

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

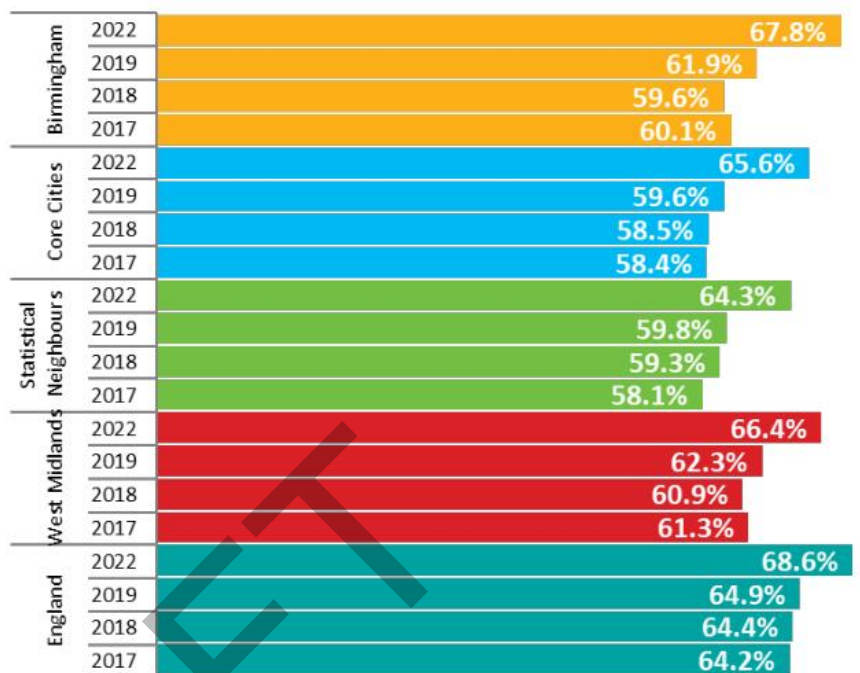
National provisional statistics do not include local authority level data for English and Maths Progress 8 outcomes therefore, we cannot compare to core cities and statistical neighbours at the time of writing.

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

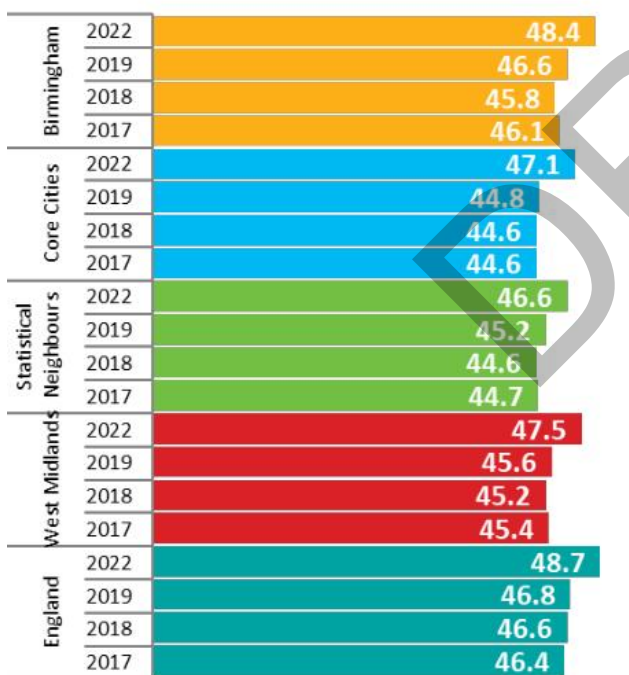
English and Maths 9 - 5



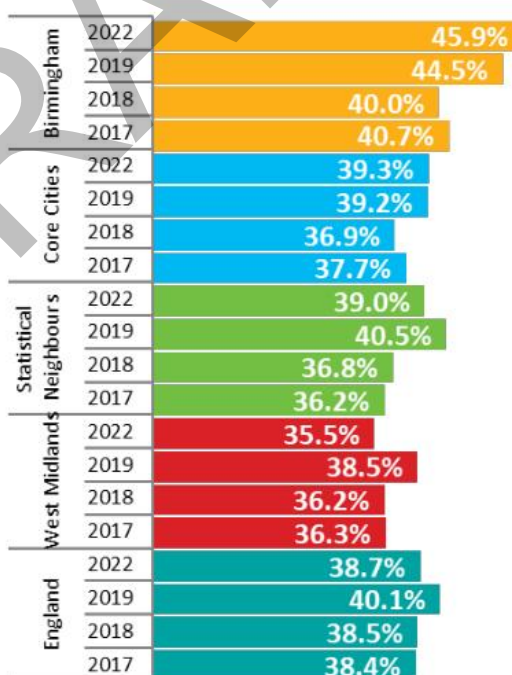
English and Maths 9 - 4



Attainment 8



Entering English Baccalaureate



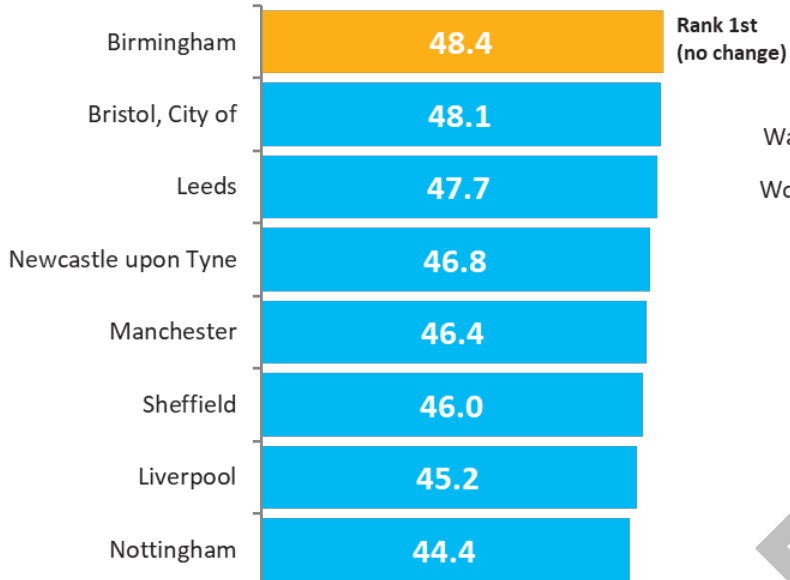
The charts above show Birmingham’s attainment compared to the overall averages for core cities, statistical neighbours and national.

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

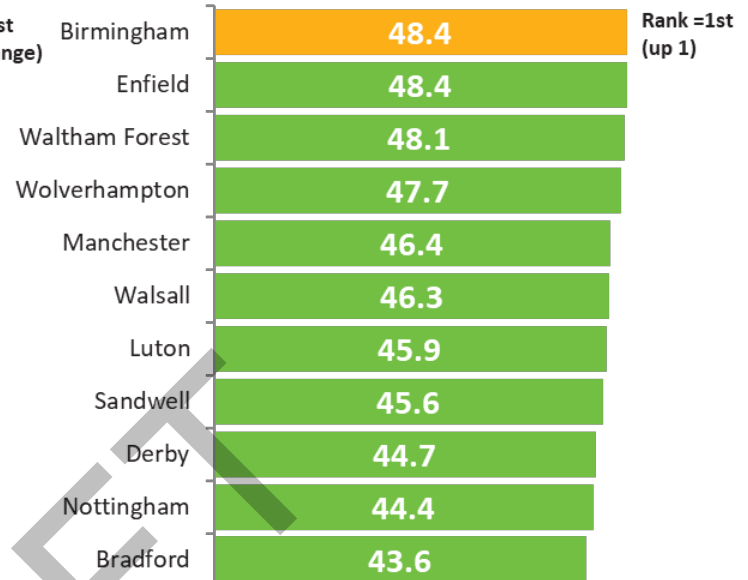
Attainment 8 and EBacc entry and attainment is also strong in comparison to the core city, statistical neighbours, and West Midlands averages.

Average Attainment 8 Score per Student

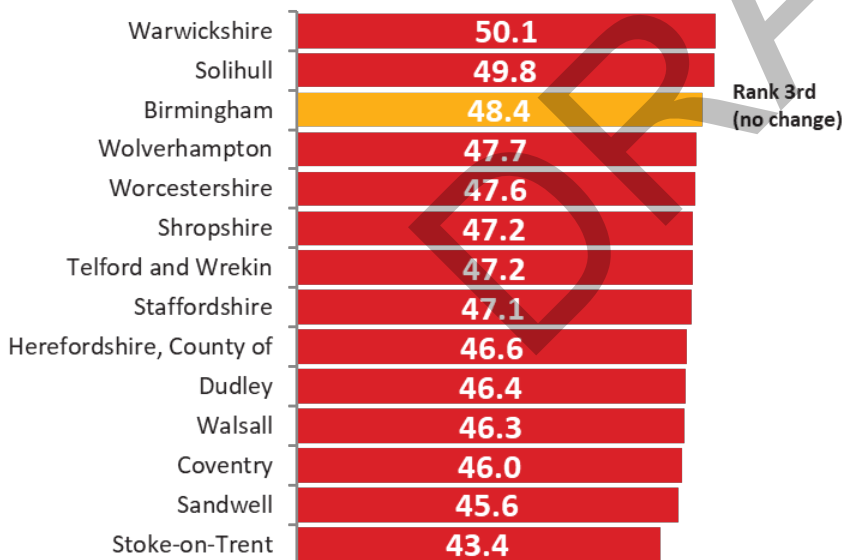
Core Cities



Statistical Neighbours



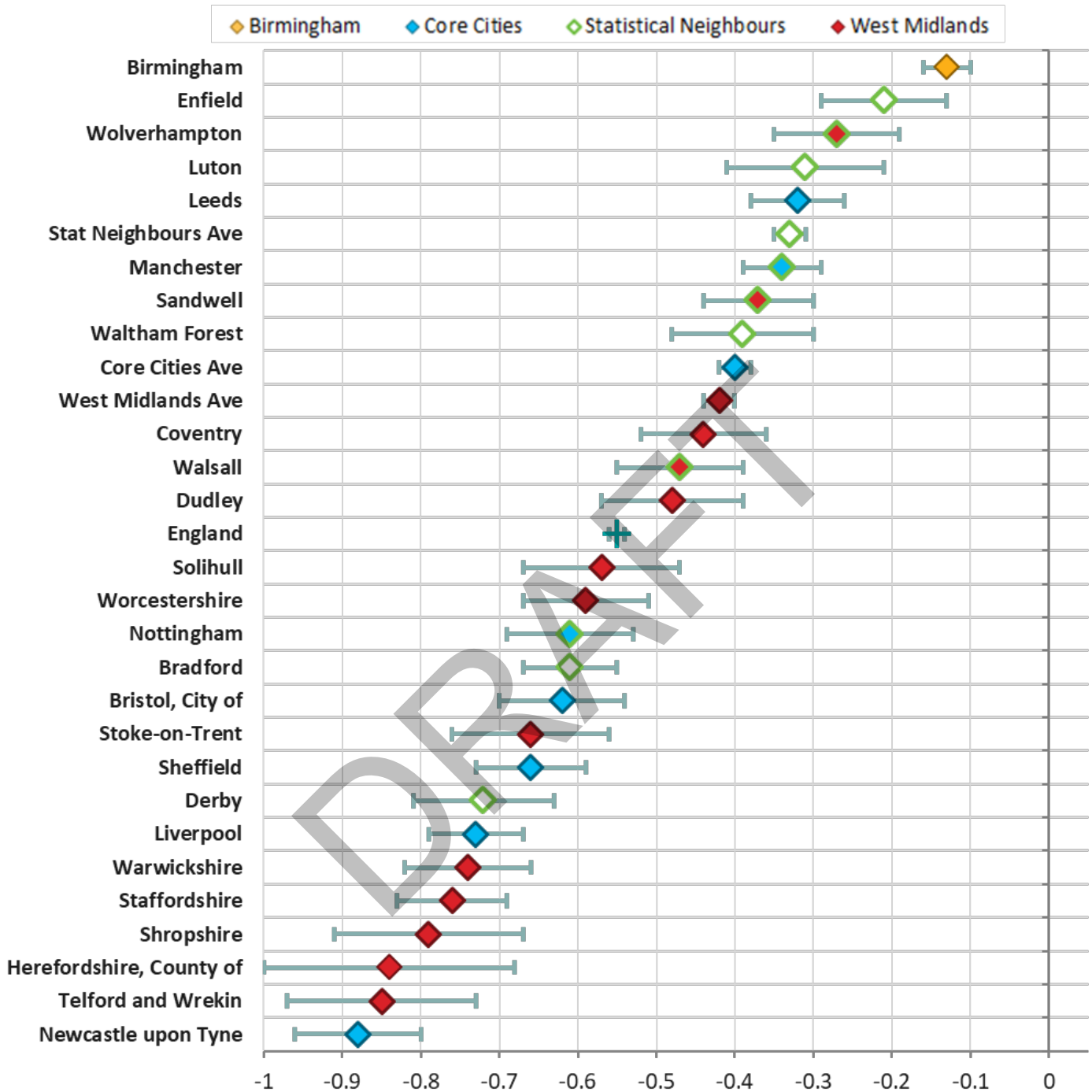
West Midlands



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

Disadvantaged Students Progress 8

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



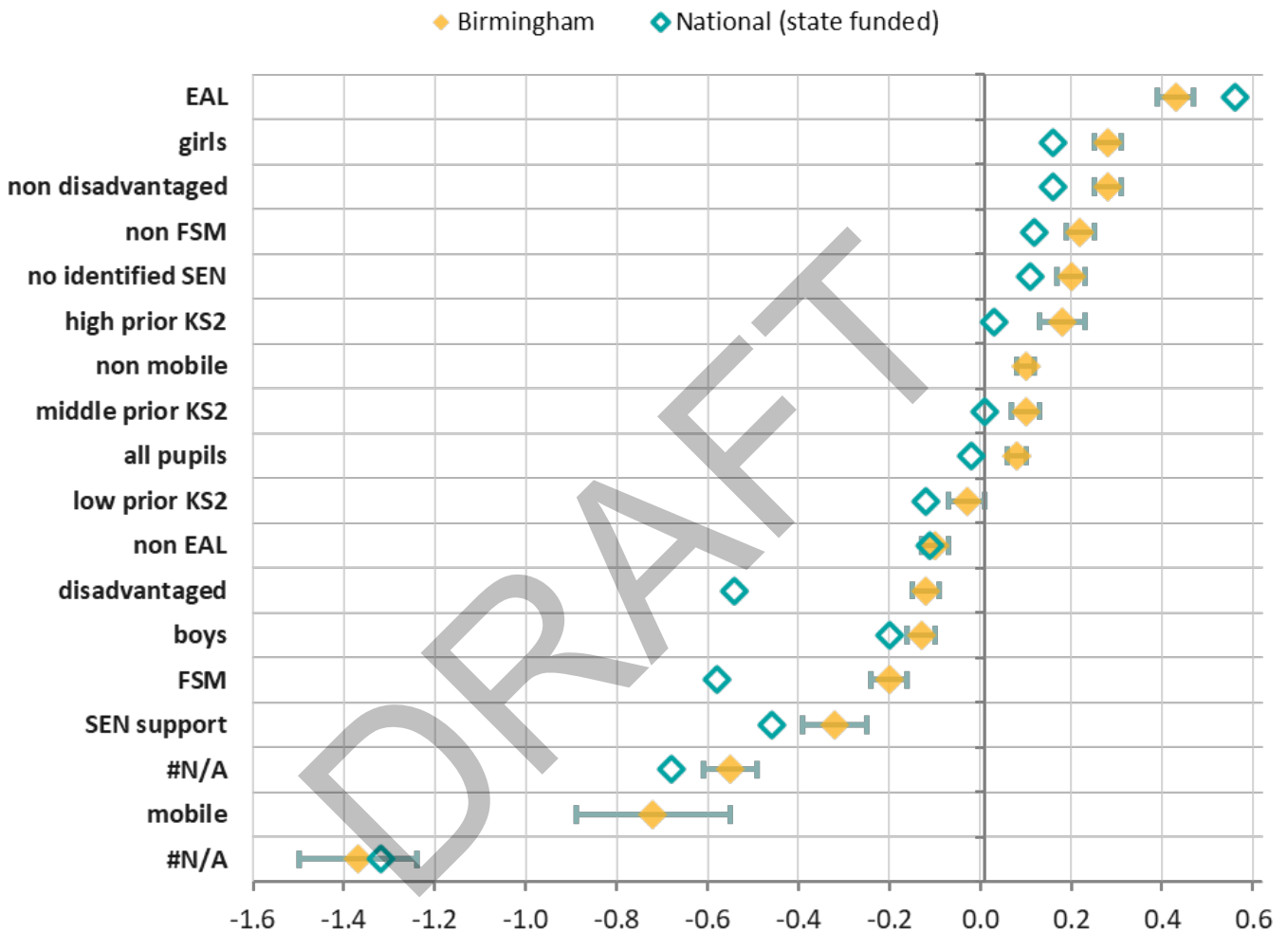
The graph above shows the overall Progress 8 score achieved by disadvantaged students for all LAs, in Core Cities', 'Statistical Neighbours' and 'West Midlands' groups ranked highest to lowest.

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

Pupil Characteristics

The following charts below show progress scores by pupil group for Birmingham and Nationally. They are sorted in descending order by Birmingham progress score with their national equivalent. The grey lines to the side of each yellow diamond represent confidence intervals for each group in Birmingham, the larger they are, the smaller the number of children within the group. The National average for all pupils is 0 (represented by the vertical axis).

Birmingham average Progress 8 score by pupil group against National

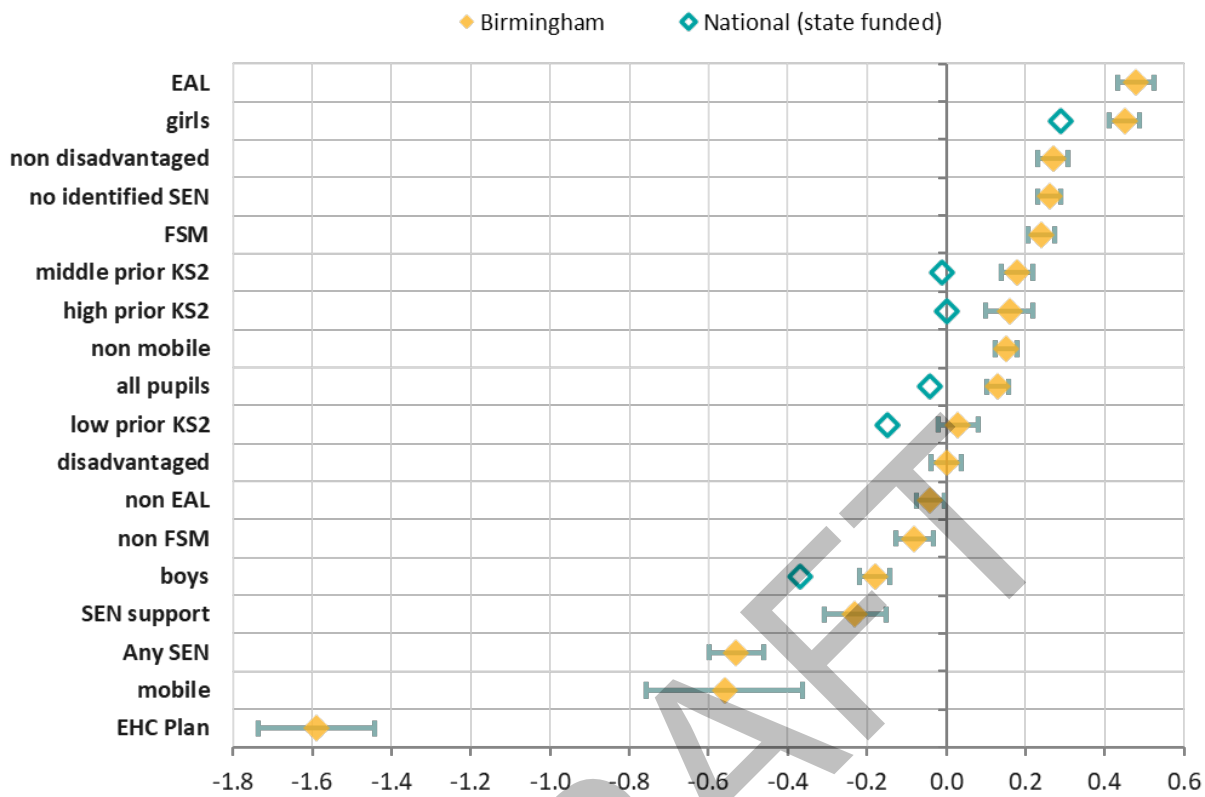


The overall Progress 8 average for pupil groups in Birmingham, is above the equivalent national in most cases. Disadvantaged and FSM pupils outperform their equivalent groups by a comfortable margin, and all other groups are significantly above the equivalent national except for EAL pupils and pupils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

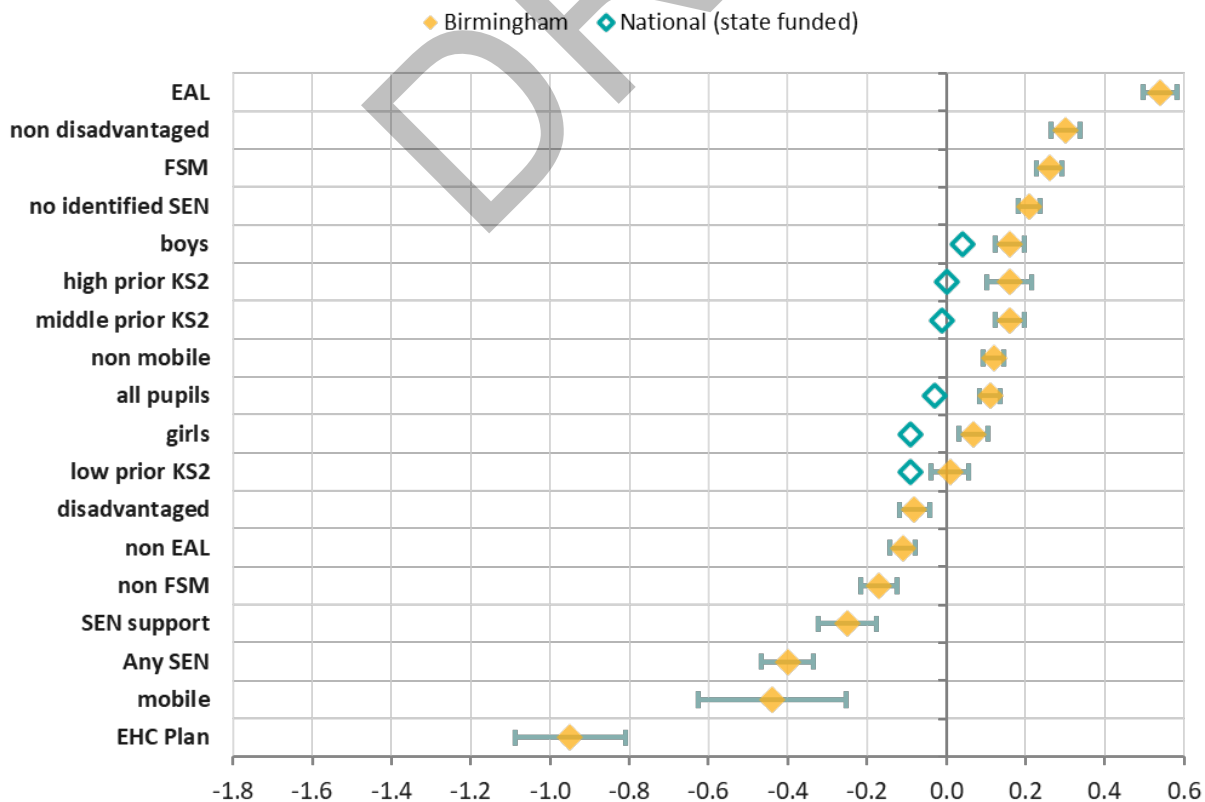
The following two graphs show the individual Progress 8 outcomes for English and Maths for the same pupil groups. Where there are national comparison pupil groups (blue diamond), Birmingham is significantly above their equivalents in English. Maths progress shows a similar picture where there are national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

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

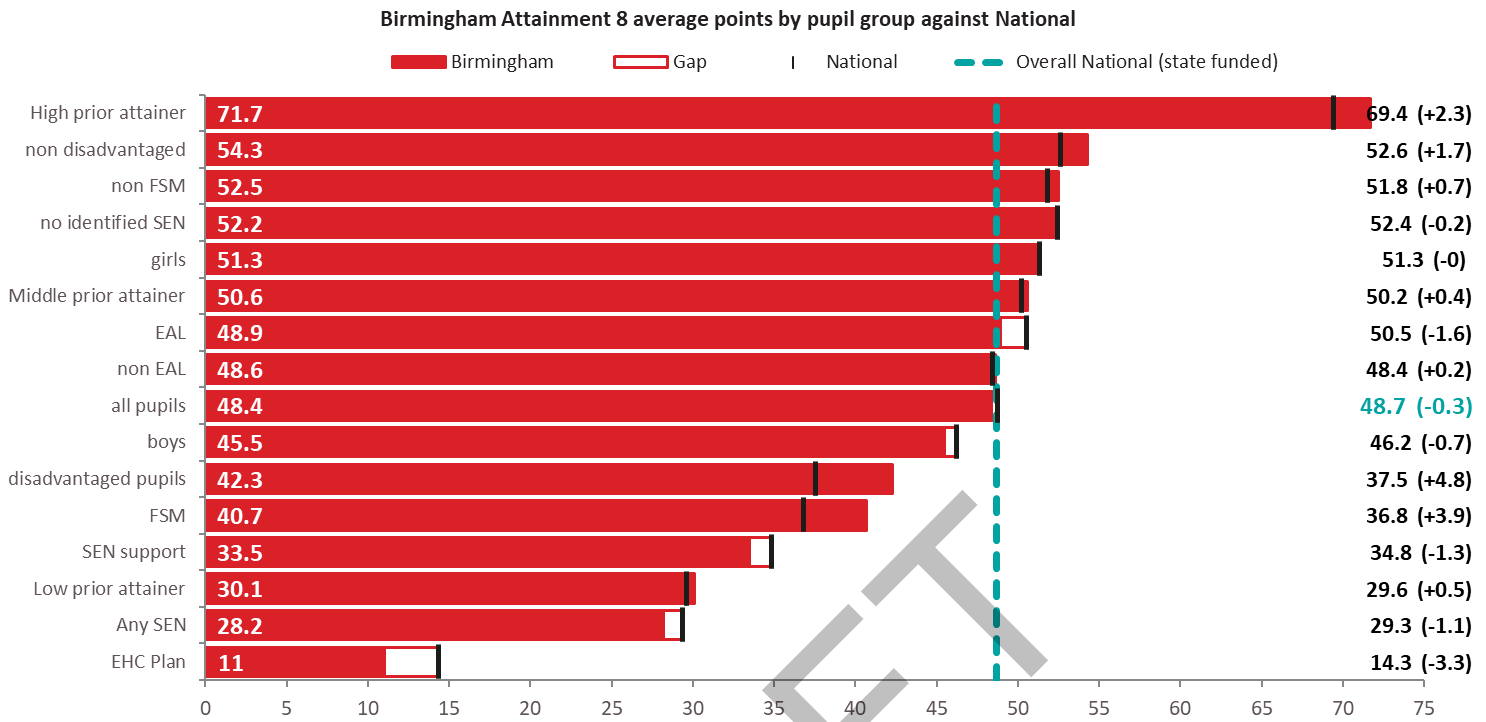
Birmingham average English Progress 8 score by pupil group against National



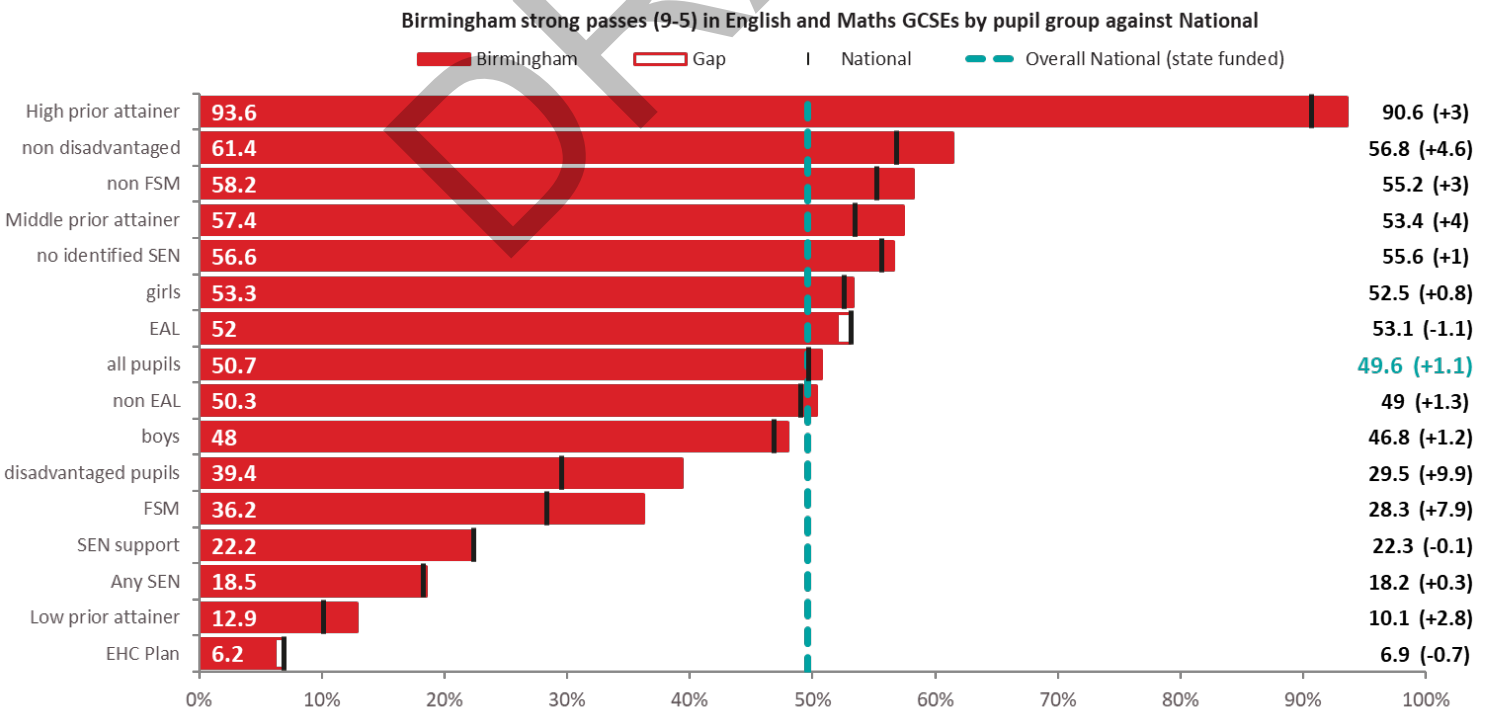
Birmingham average Maths Progress 8 score by pupil group against National



The following graphs show the attainment outcomes of pupil groups in Birmingham compared to the equivalent national. It is ranked showing the highest attaining group in Birmingham at the top.

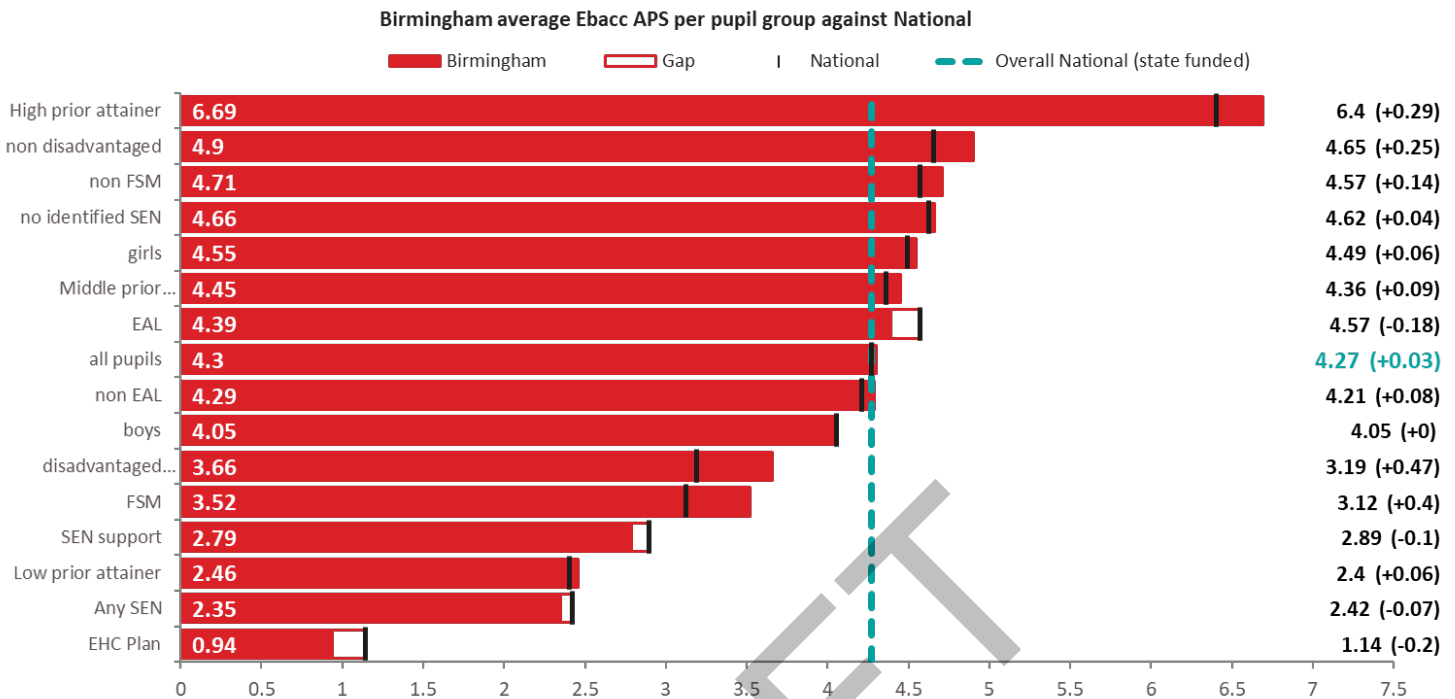


In Attainment 8, most pupil groups within Birmingham are either in line or outperforming their national equivalents. Disadvantaged and FSM are 4.8 and 3.9 points ahead, respectively. High prior attainers are also doing comparatively well. SEN and EAL, however are behind, particularly pupils with an EHC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



The graph above shows English and Maths 9-5 attainment, and again, most pupil groups are close to or above their national equivalents. Disadvantaged and FSM are strong, being 9.9% and 7.9% ahead respectively of

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

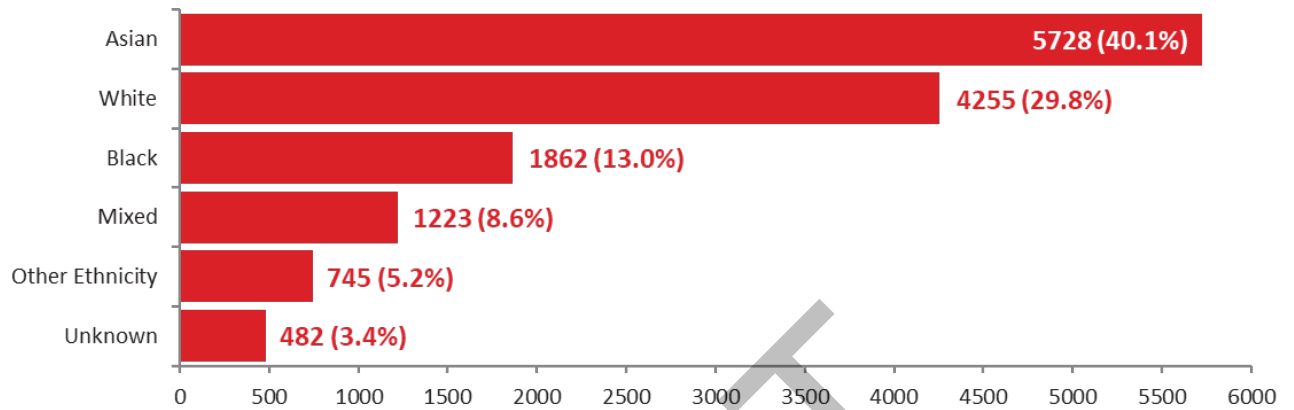


The average points scored in the English Baccalaureate was close to or above the equivalent national average for most pupil groups in Birmingham. Disadvantaged, FSM and High previous attainers being the furthest above their national equivalents. EAL and pupils with an EHC plan are the furthest behind.

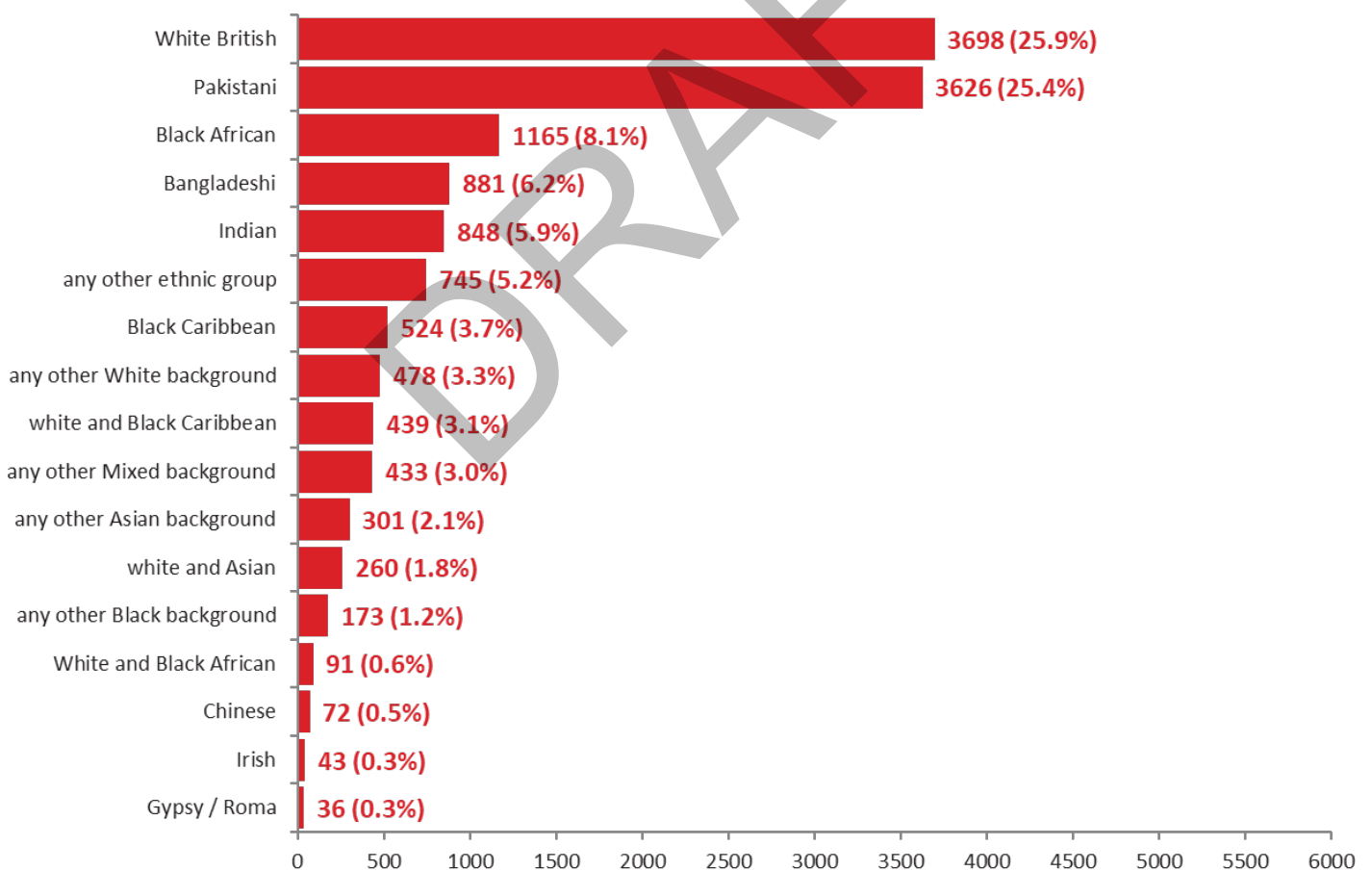
Ethnicity Profile – Key stage 4

The graphs below show the ethnic distribution of Birmingham's key stage 4 pupils in 2022. This helps provide context for the next section of the report. Note that commentary is limited on the smaller groups as statistically, they are the most volatile.

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



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

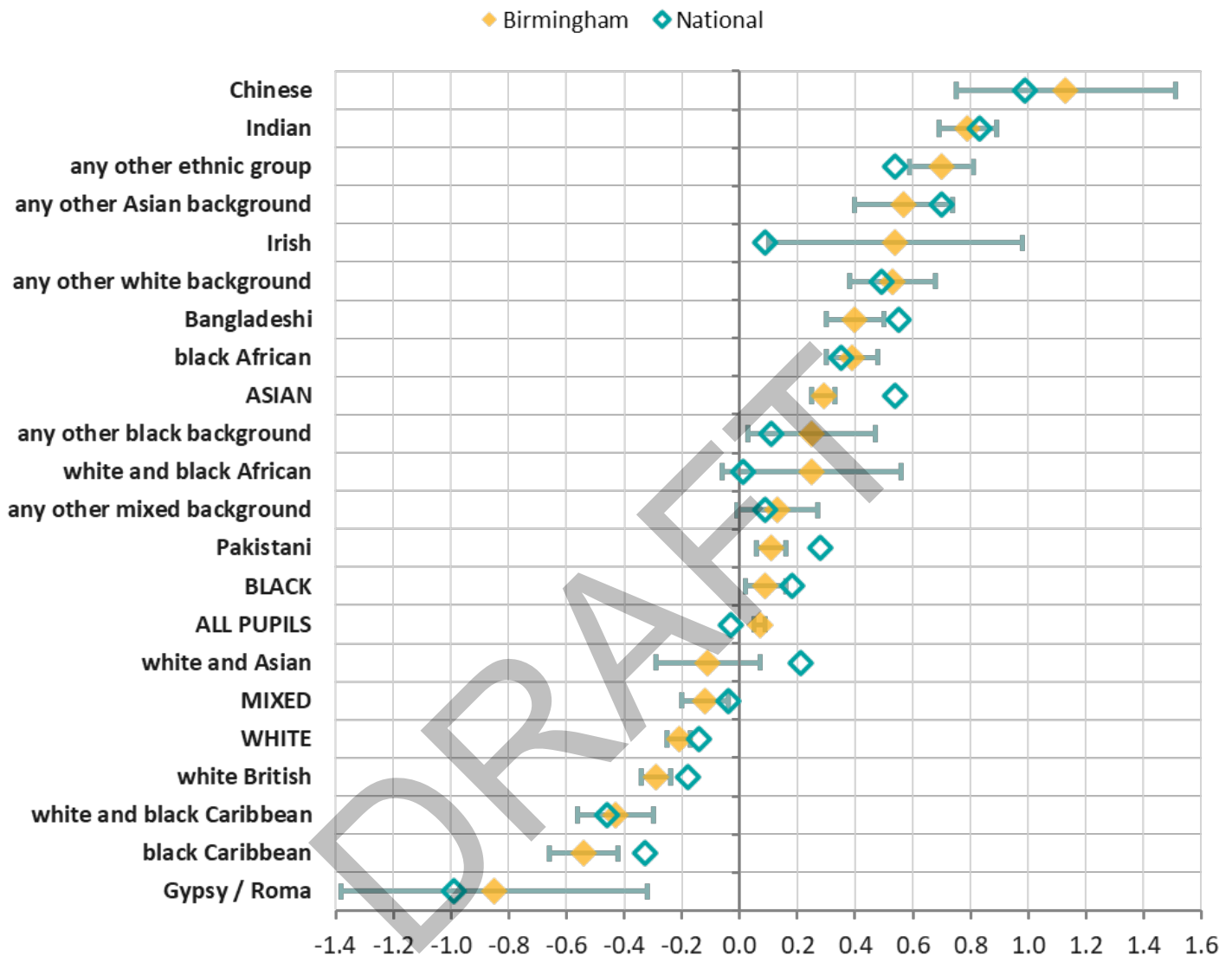


Progress

The following three charts show progress scores by pupil ethnic group for Birmingham and Nationally. They are sorted in descending order by Birmingham progress score (yellow diamond) and their national equivalent

(hollow blue diamond). The grey lines to the side of each diamond represent confidence intervals for each group in Birmingham. The National average for all pupils is 0 (represented by the vertical axis). National outcomes for English and Maths by ethnicity group are not available.

Birmingham average Progress 8 score by ethnicity against National



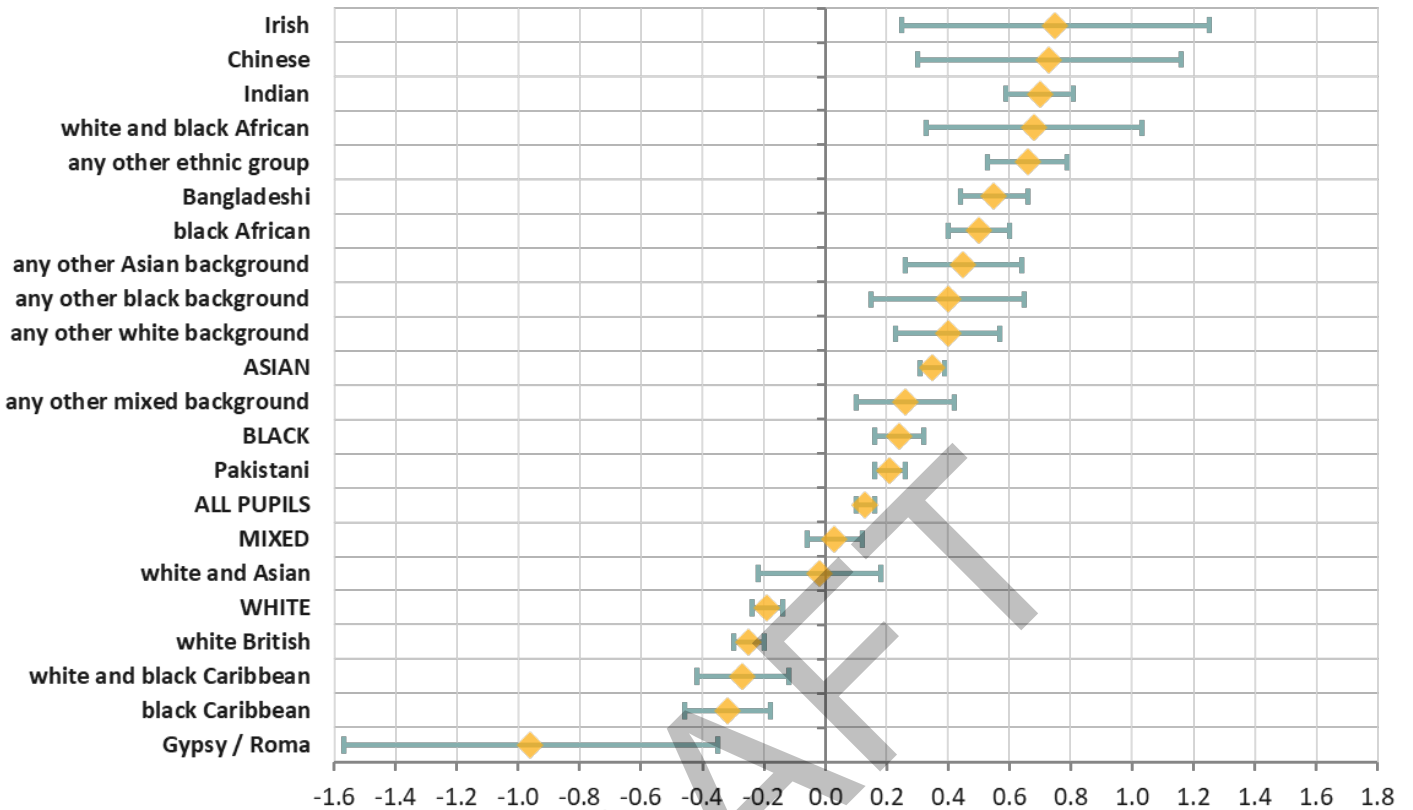
In overall Progress 8, Asian pupils as a group make more progress than the overall national, however less progress than Asian pupils nationally. Indian pupils have made the most progress out of this group and are not significantly behind their national equivalents. Pakistani pupils make the least progress but are still above the overall national average though significantly behind other Pakistani pupils nationally.

As a group, White pupils are below the overall national average but slightly below their national equivalent group. Irish and 'White other' pupils make the most progress out of this group which is above the overall national and their peers but not significantly so. White British pupils made less progress than the overall average and their equivalent group nationally.

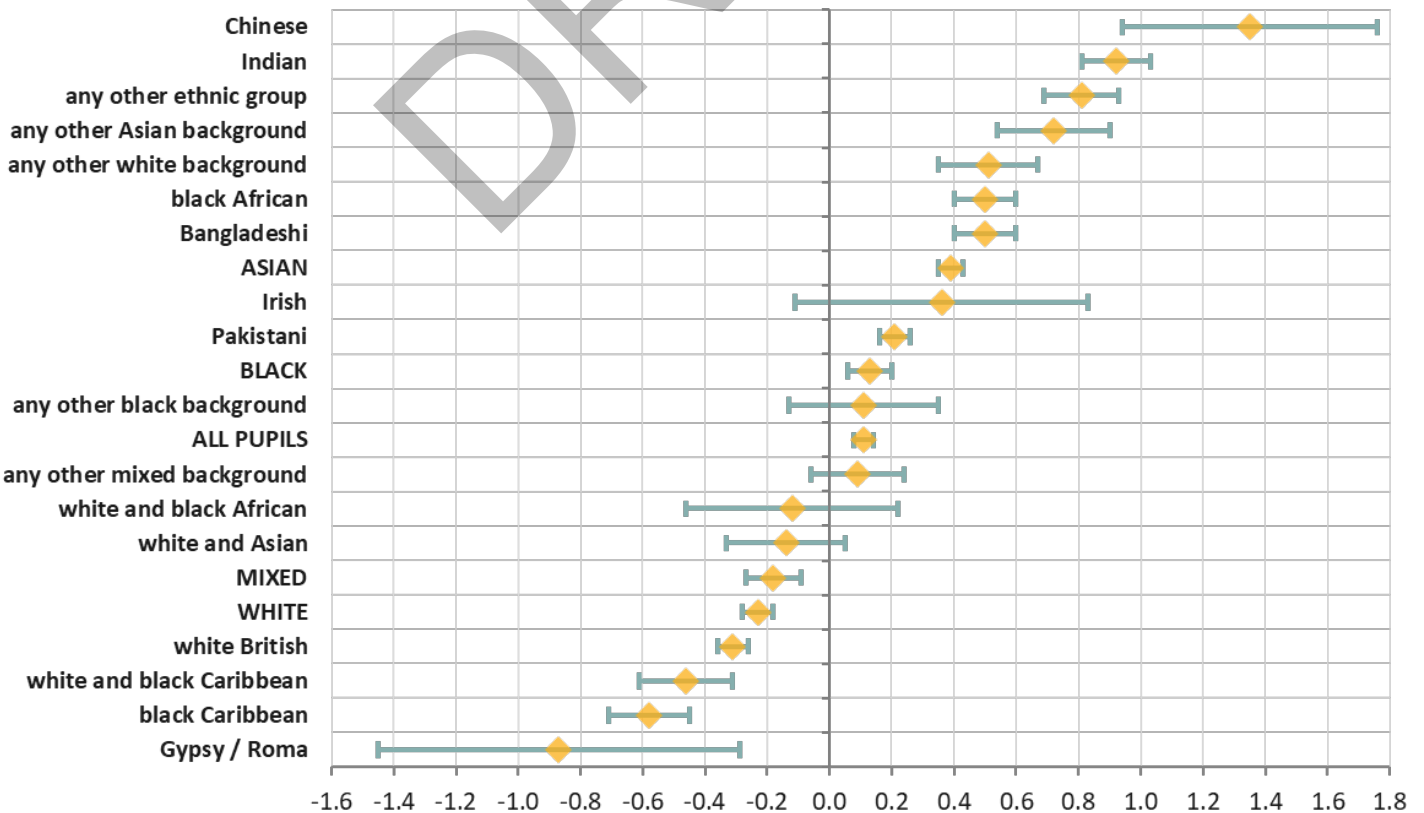
Black pupils as a group are above the overall national average and slightly below their group nationally. Black African made the most progress, above the overall national average and slightly above their equivalent group. Black Caribbean pupils make less progress than the national average and are significantly below Black Caribbean pupils nationally.

The graphs below show the English and Maths Progress 8 elements for the same pupil groups, note that equivalent national outcomes are not published nationally at the time of writing.

Birmingham average English Progress 8 score by ethnicity

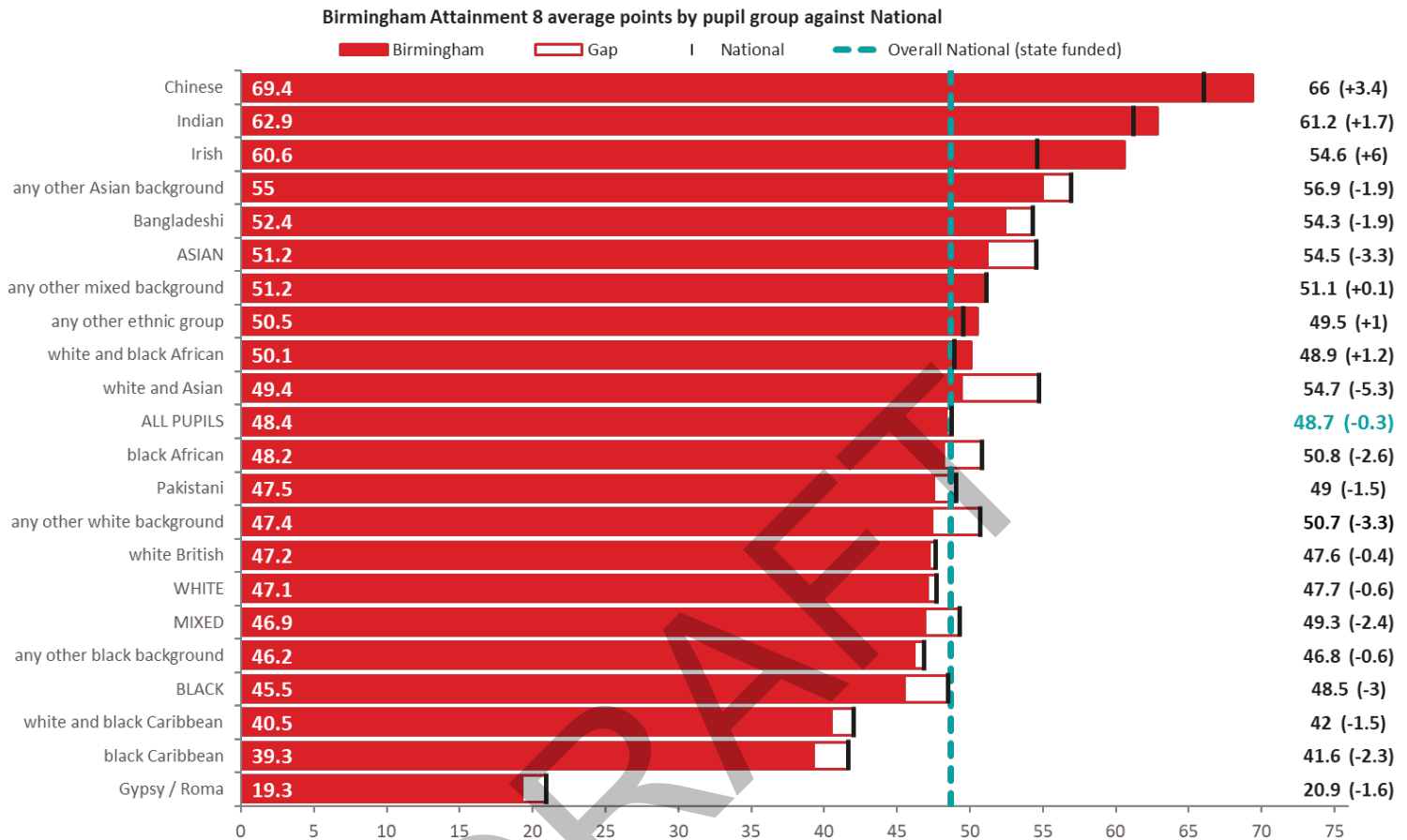


Birmingham average Maths Progress 8 score by ethnicity



Attainment

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



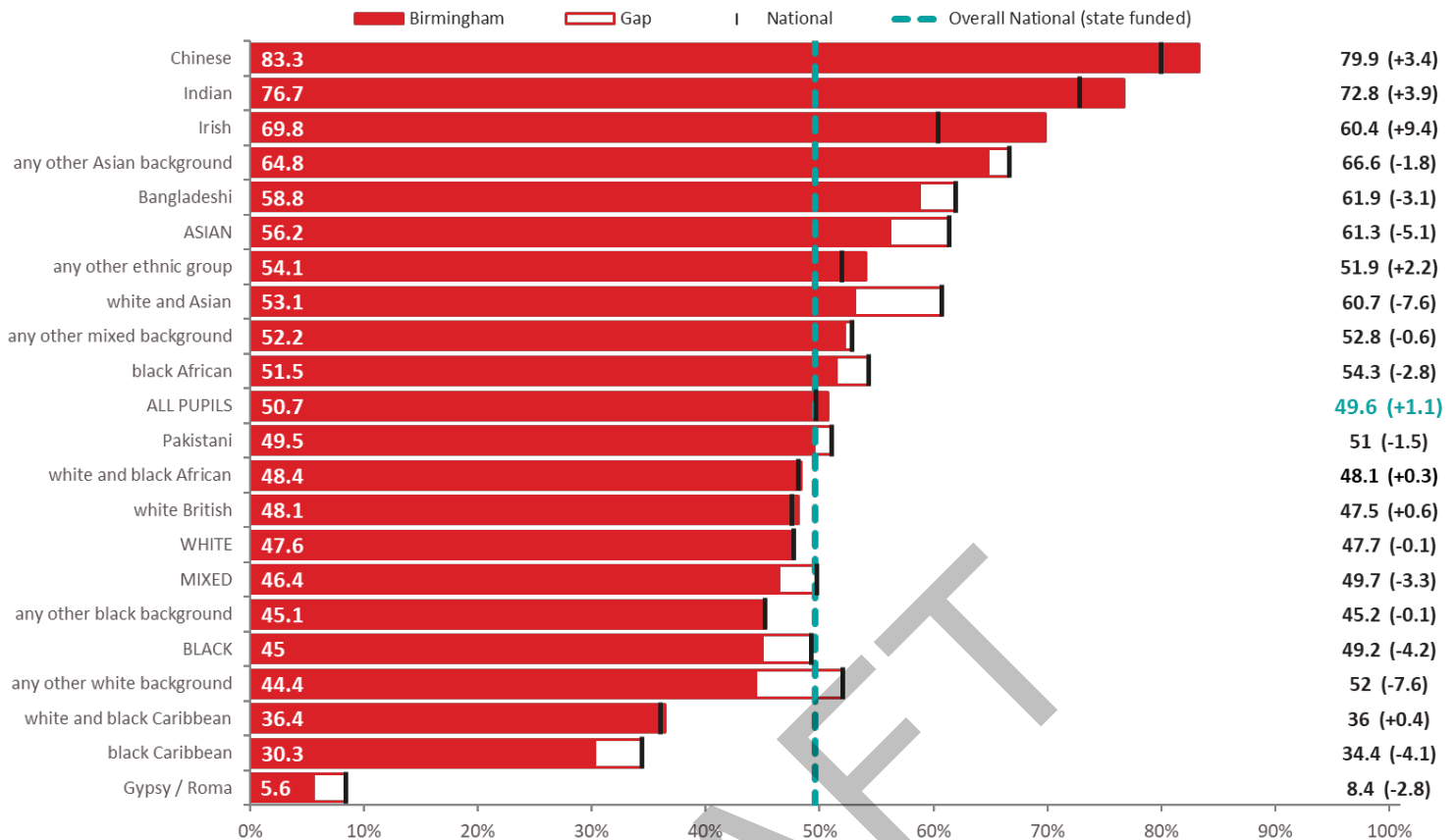
In Attainment 8, Asian pupils are above the overall national average but below Asian pupils nationally. Indian pupils have performed strongly and are above the overall national average and 1.7 points above their equivalent group. Bangladeshi pupils are also above the overall national average but below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

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

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

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

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



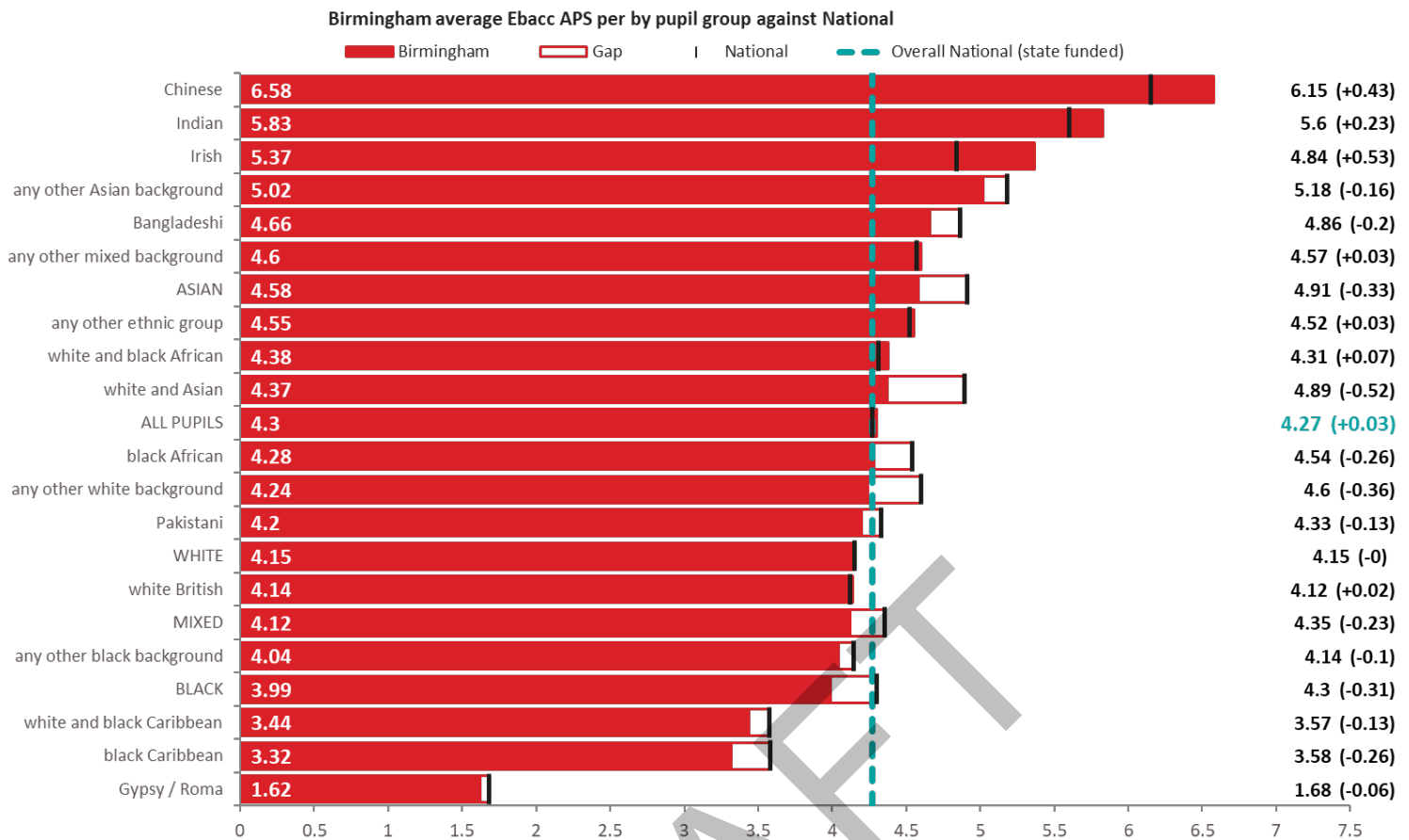
The above graph shows English and Maths (9-5) attainment across ethnic groups in Birmingham against equivalent National.

Asian pupils' attainment as a group is above the overall national average but below their equivalent group. Indian pupils have performed the highest out of the group, above the overall average and 3.9% above their equivalents nationally. Bangladeshi pupils perform above the overall national average but 3.1% behind their equivalent group. Pakistani pupils are behind the overall average and 1.5% behind their equivalent nationally. 'Asian other' pupils while above the overall national average, are behind their equivalents by 1.8%.

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

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

Pupils from a Mixed background are behind the overall national average and 3.3% behind their equivalent group. White and Asian pupils' performance is above national average and is 7.6% behind their equivalent national group.



Asian pupils as a group have achieved over the overall national average but are behind their equivalent group. Indian pupils are the highest achieving within the group and have achieved on average 0.23 more points at EBacc than other Indian pupils nationally. 'Asian other' pupils have also achieved above the overall national average but are 0.16 points behind their national equivalents. Pakistani pupils' average points are slightly below the overall national and slightly behind other Pakistani pupils nationally.

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

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

Pupils from Mixed backgrounds achieved below the overall national average and 0.23 points below Mixed pupils nationally. 'Mixed other' pupils have achieved the highest outcomes within this group, being both above the overall and equivalent averages nationally. White and Asian pupils achieved above the overall national average though 0.52 points below other pupils in the same group.

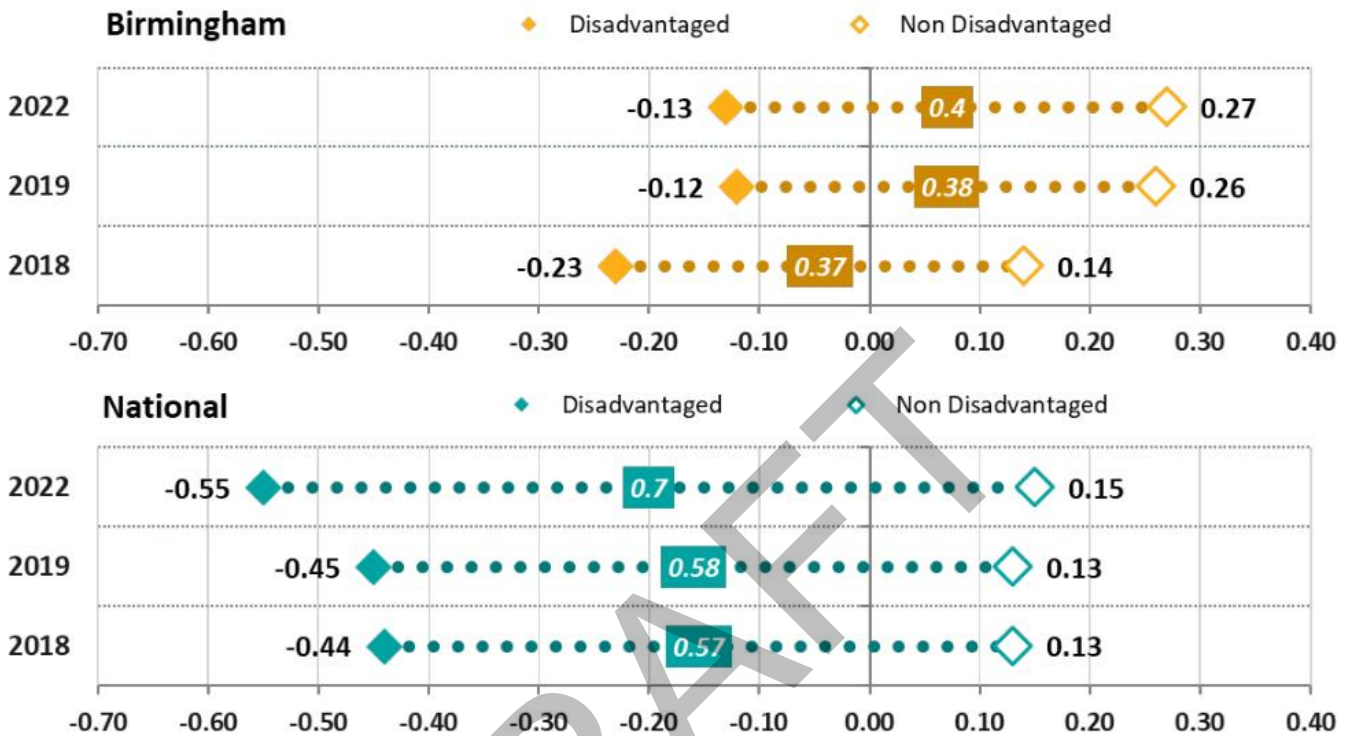
Chinese pupils have done well, attaining 0.43 points more than Chinese pupils nationally.

Attainment Gaps

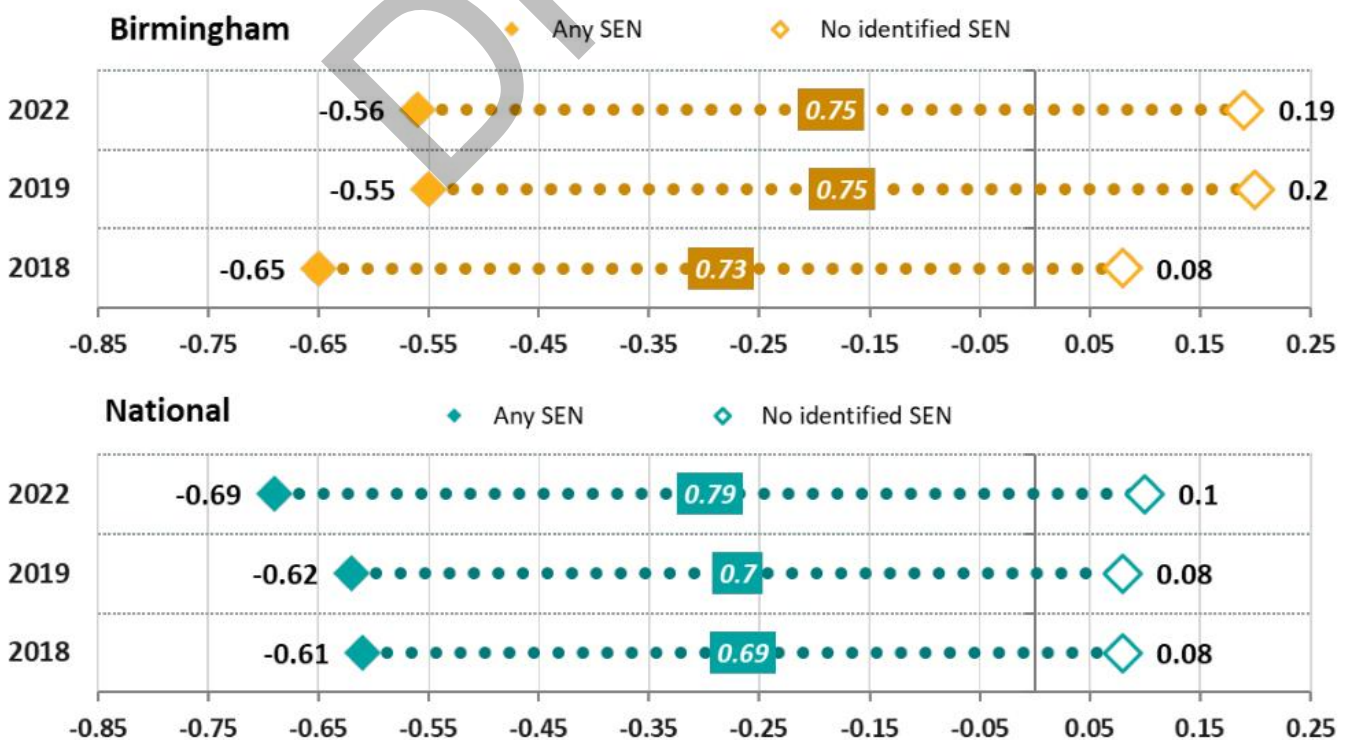
Progress

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

Progress 8 - Disadvantaged



Progress 8 - SEND



In the previous graphs, the lower progressing group is represented by a solid diamond to the left and the corresponding higher progressing group is represented by the hollow diamond to the right. The dotted line in the middle represents the progress gap.

In the top 2 graphs, Birmingham, both disadvantaged and non-disadvantaged pupils, make more progress than their national equivalents, year on year the progress gap has been widening for both Birmingham and National (disadvantaged pupils). However, the progress gap is much narrower in Birmingham.

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

Attainment

The graphs on the next page concentrate on attainment, again showing differences between matching pairs of 'opposite' pupil groups by the end of the academic year. The lower attaining group is represented by a solid bar, and the corresponding higher attaining group is represented by the tile above it. The hollow bar in-between shows the attainment gap. Within each graph, Birmingham figures are on the left, and national figures on the right.

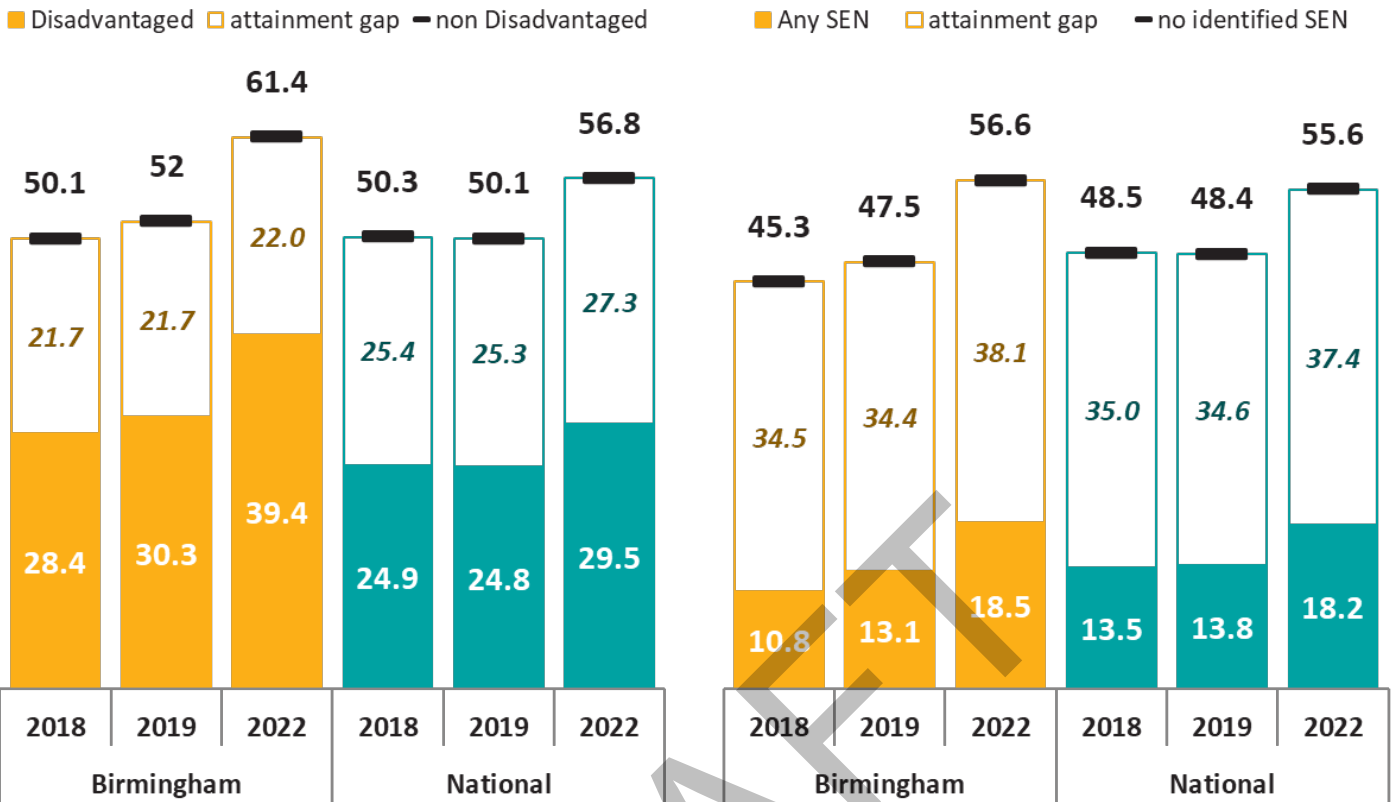
In 2022 English and Maths attainment percentages (9-5) in Birmingham for disadvantaged and non-disadvantaged pupil groups continued to be higher than the national equivalents, with the disadvantaged group for Birmingham seeing an improvement of 9.1% from 2019. In 2022 the attainment gap between the two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

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

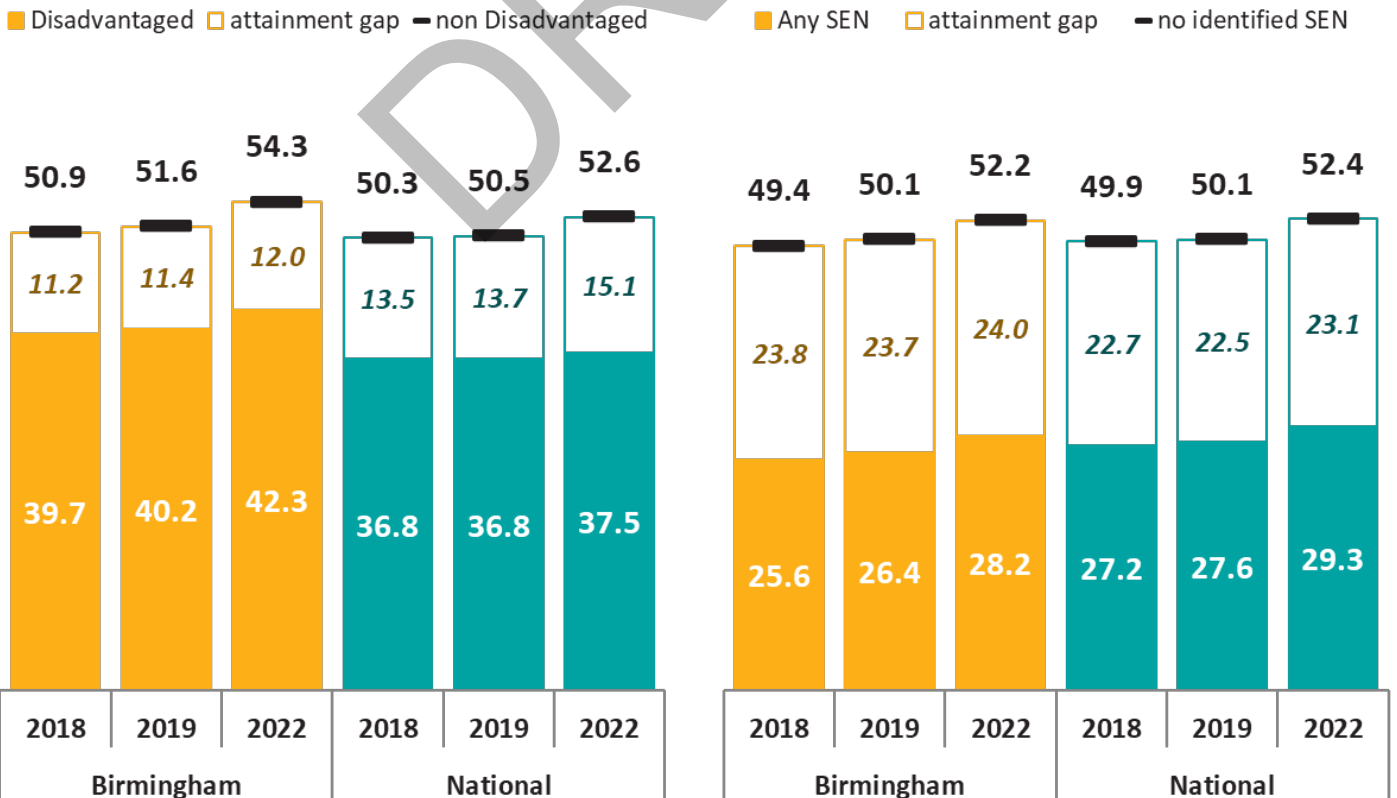
The average 2022 Attainment 8 scores for disadvantaged and non-disadvantaged pupils' groups are higher in Birmingham than their national equivalents. The attainment gap is 3.1 points smaller, and both groups saw an increase in attainment over 2019.

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

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



Attainment 8 - Disadvantaged and SEND groups

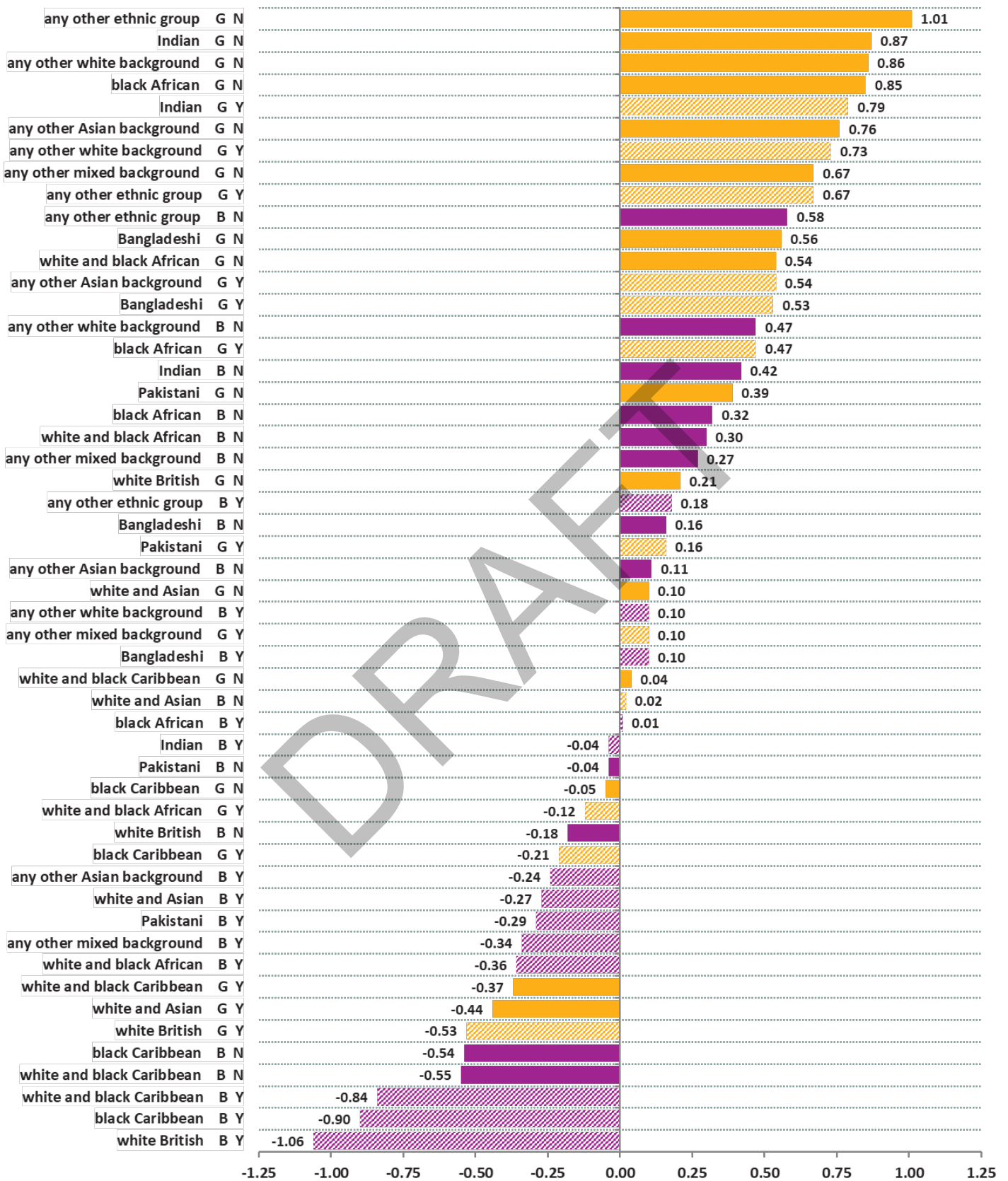


The graph on the following page shows the differences in progress 8 between ethnic groups by gender and disadvantaged status relative to the LA overall average. The following ethnicity groups are suppressed due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish, Chinese, Travellers of Irish Heritage.

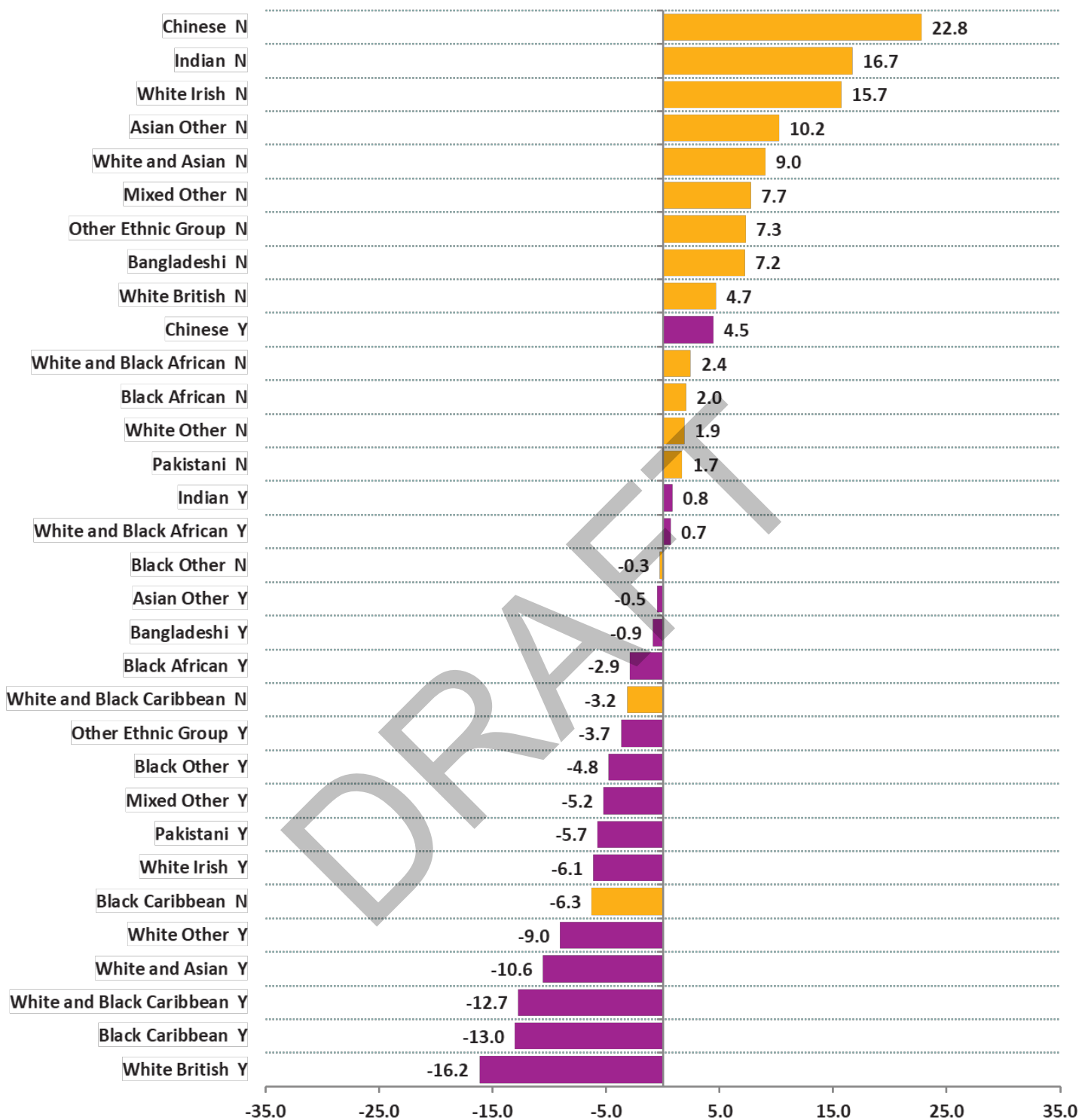
Generally, the pupil groups achieving more than the LA average are non-disadvantaged with a higher ratio of girls than boys. Disadvantaged/Free School Meal (FSM) White British and Black Caribbean boys are the furthest falling below the LA average for Progress 8.

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



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

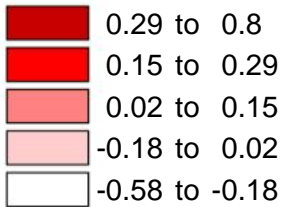


The above graph shows the differences in Attainment 8 between ethnic groups by disadvantaged status relative to the LA overall average. The following ethnicity groups are suppressed due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Travellers of Irish Heritage.

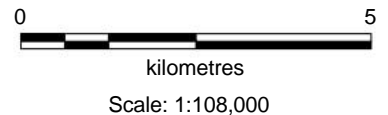
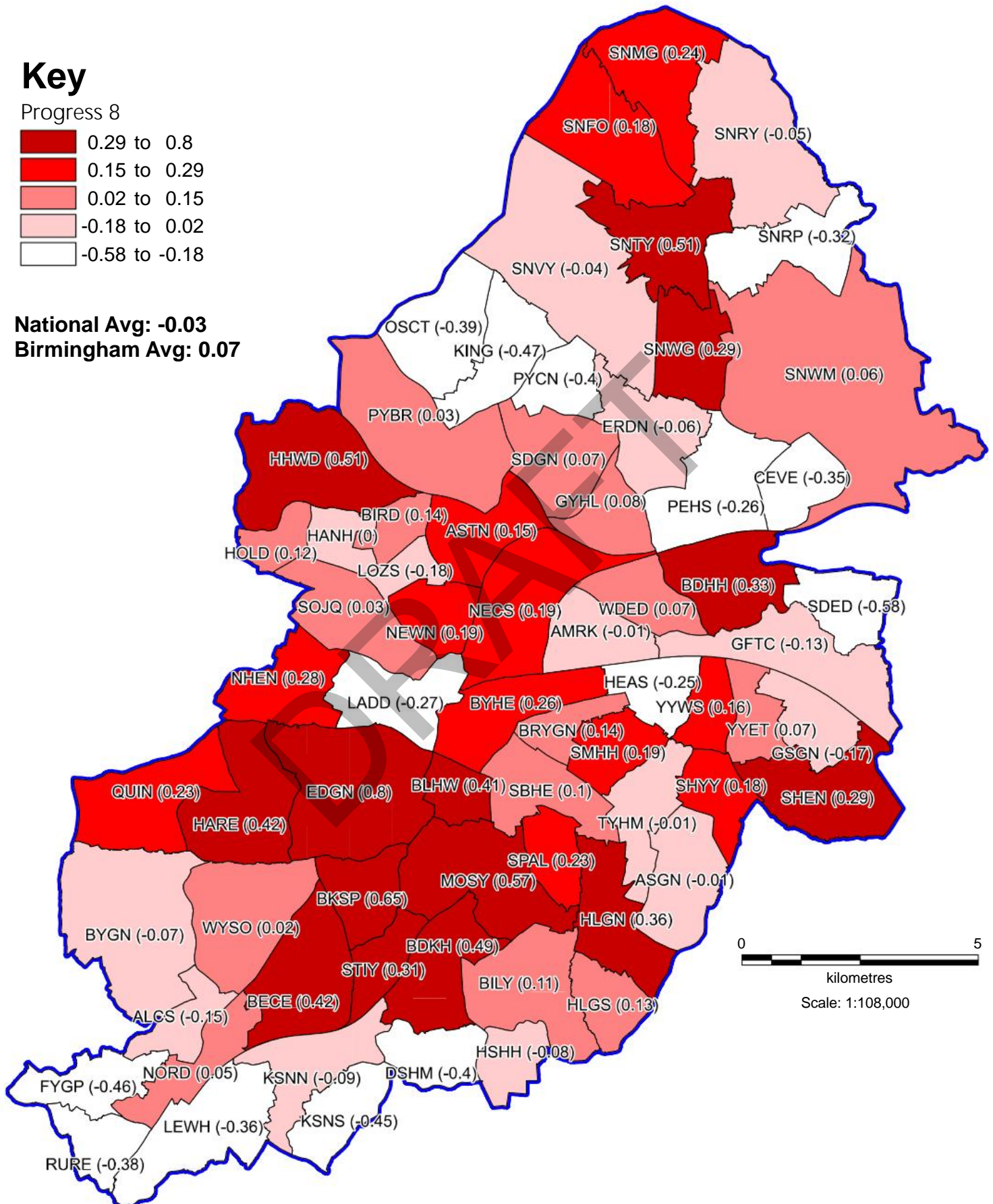
Key Stage 4: 2022 Average Progress 8 score by ward

Key

Progress 8



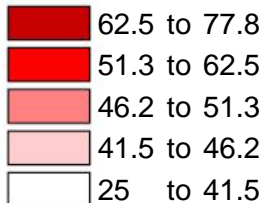
National Avg: -0.03
Birmingham Avg: 0.07



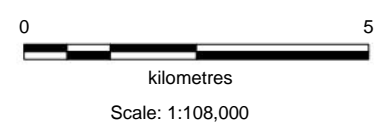
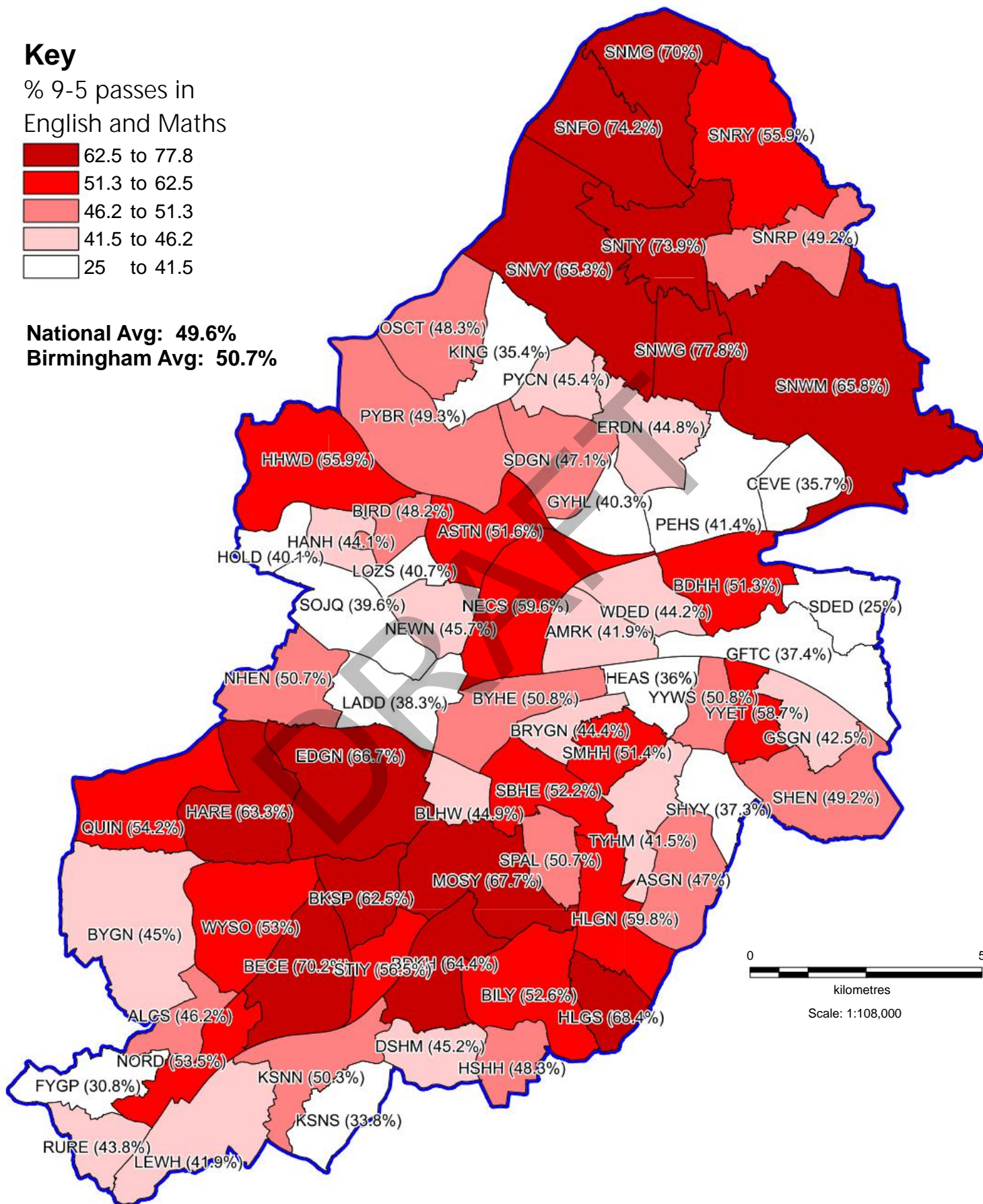
Key Stage 4: 2022 % reaching 9-5 in English and Maths by ward

Key

% 9-5 passes in English and Maths



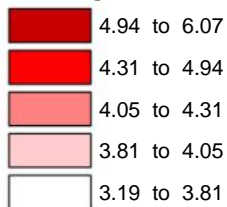
National Avg: 49.6%
Birmingham Avg: 50.7%



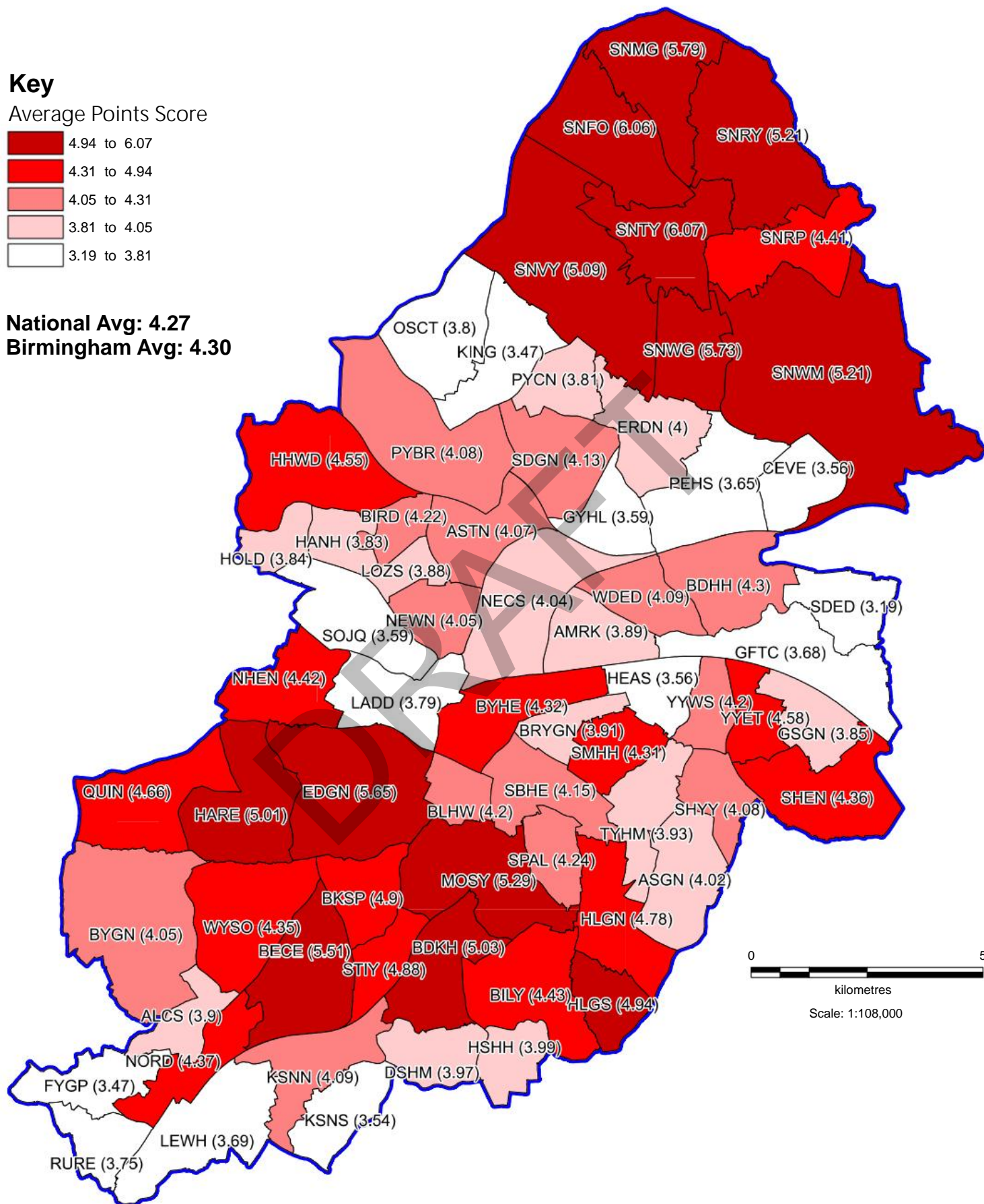
Key Stage 4: 2022 Average Point Score (EBacc) by ward

Key

Average Points Score

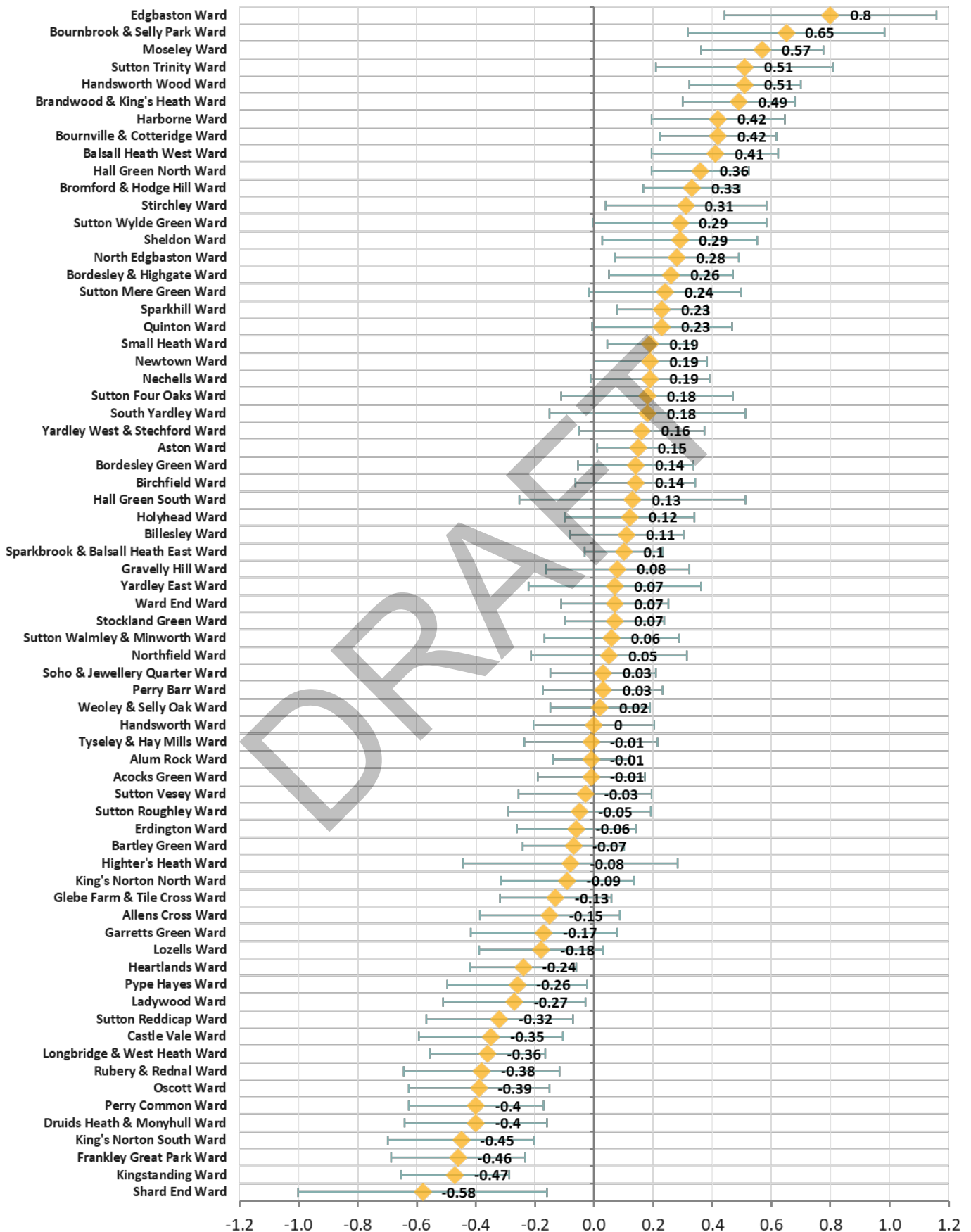


National Avg: 4.27
Birmingham Avg: 4.30

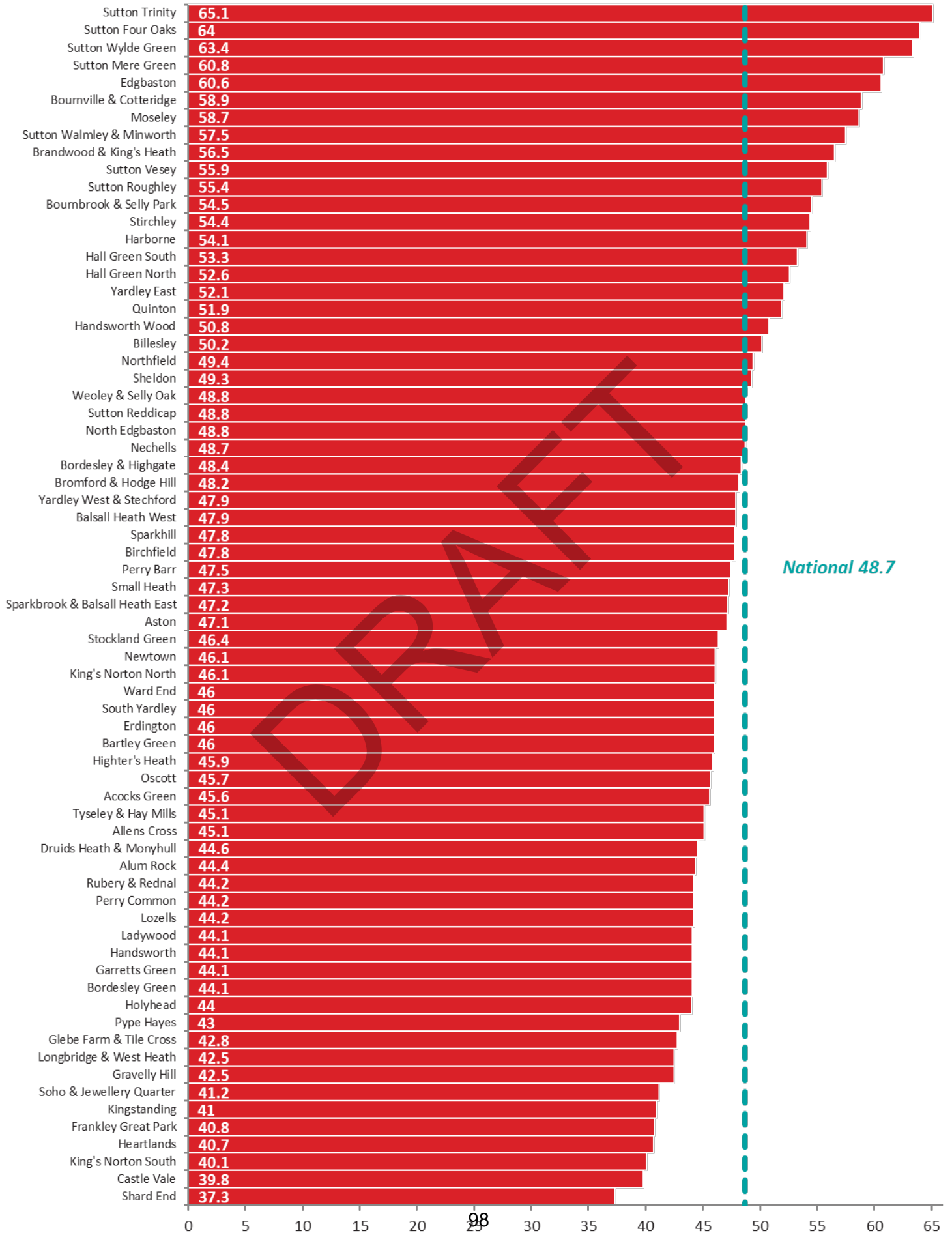


Progress and Attainment by Ward - Tables

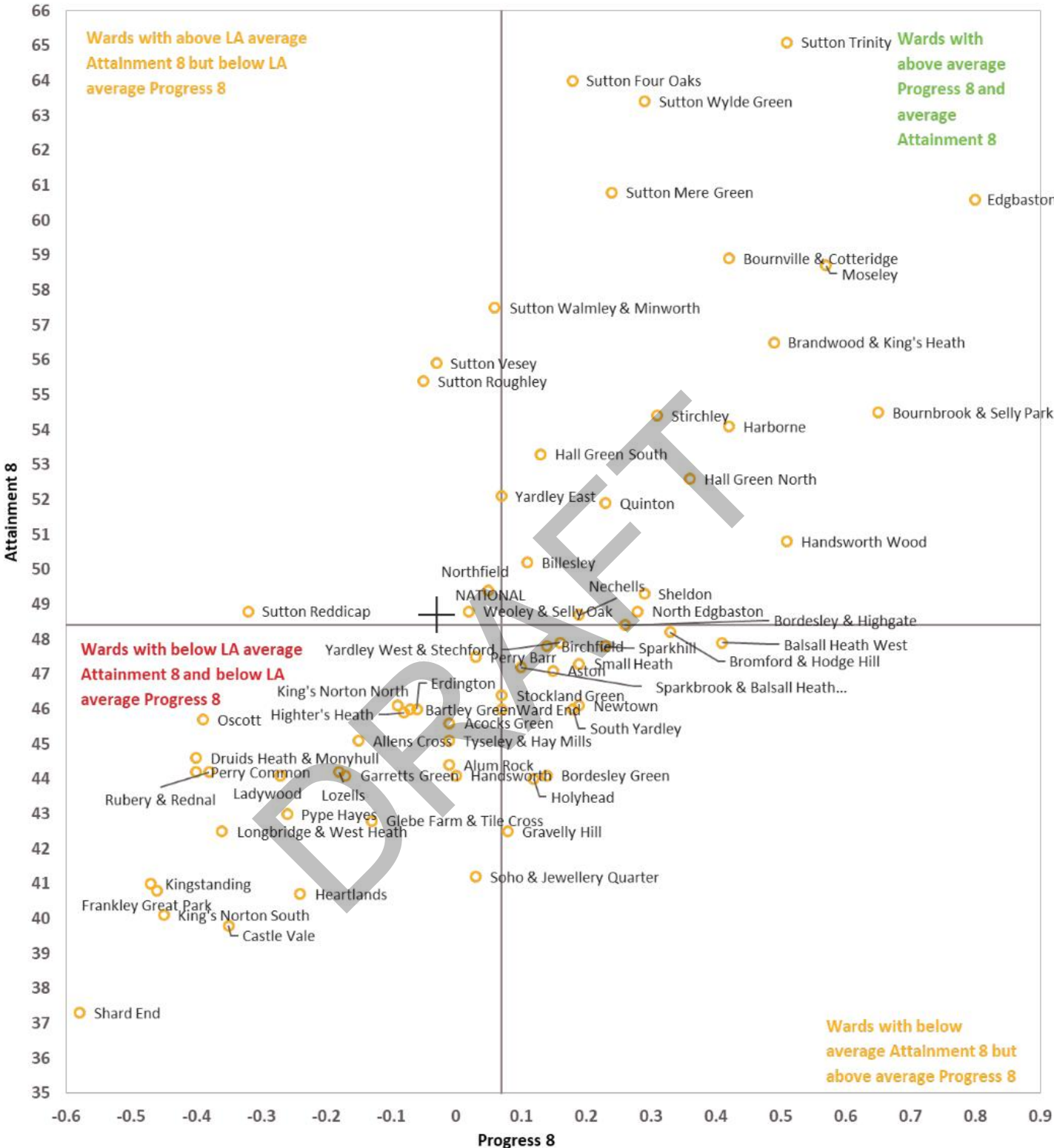
Progress 8 by Ward based on students home address



Attainment 8 by Ward based on students home address



Attainment vs Progress 8 by Ward



The previous chart compares the average Attainment 8 score achieved in each Ward in Birmingham to the average Progress 8 made.

A Ward on the same horizontal axis made the same average Attainment 8. For example, pupils living in Erdington have similar attainment outcomes to pupils living in Newtown however, their Progress 8 scores are

very different. This shows that while outcomes are similar in the two Wards, those in Newtown have made comparatively more progress in getting there.

Wards on the same vertical axis have the same Progress 8 score. For example, pupils living in 'Soho & Jewellery Quarter' have made comparatively the same progress as those living in Sutton Walmley & Minworth. As their Attainment 8 scores are very different, this indicates that on average children in 'Soho & Jewellery Quarter' started with lower prior attainment.

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

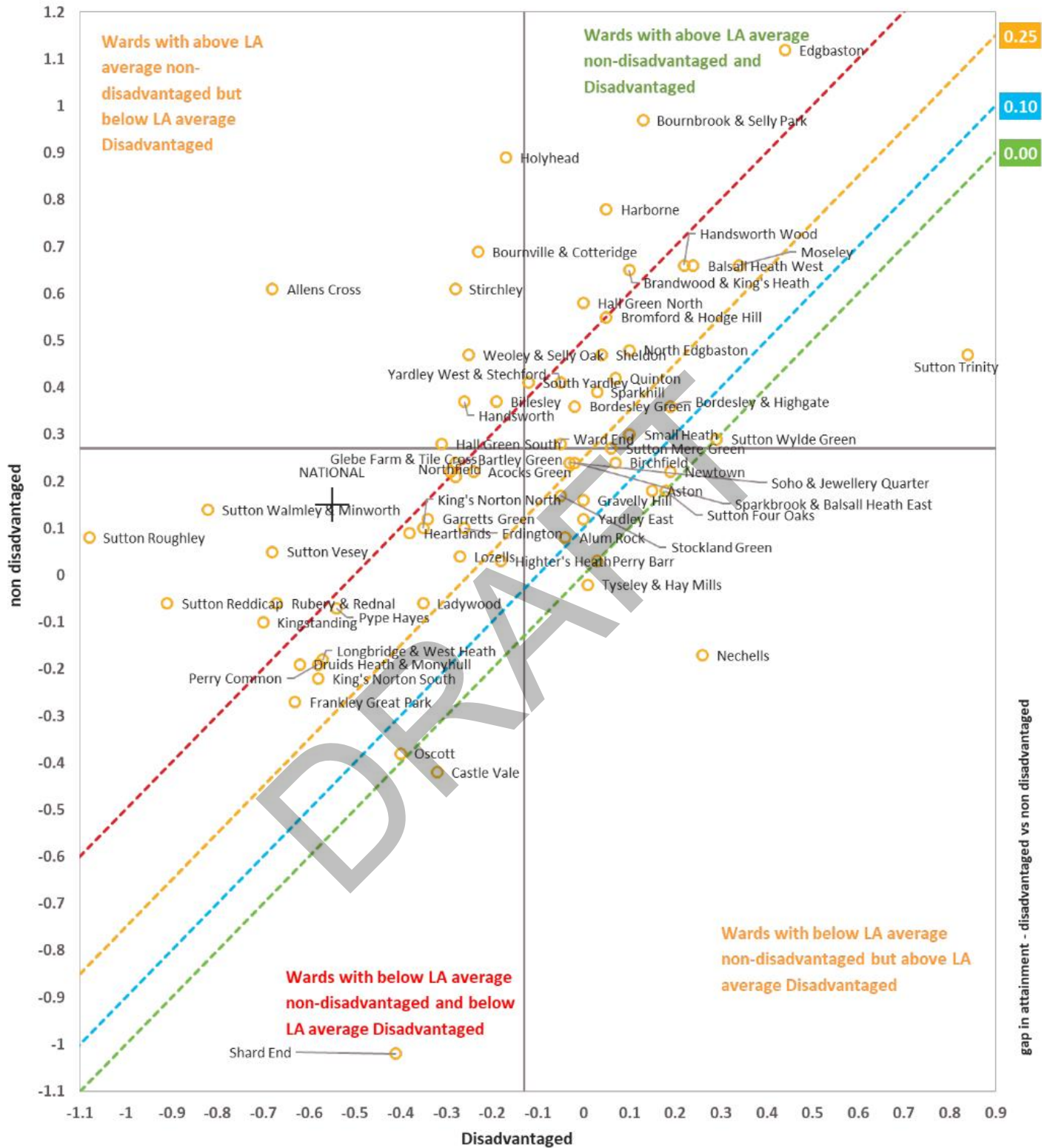
The following chart compares Progress 8 for disadvantaged and non-disadvantaged pupils within each ward in Birmingham, highlighting areas where there are significant gaps between the two groups' performance.

The four diagonal lines help to show how different the progress is between the two pupil groups. For example, disadvantaged pupils in 'Brandwood & Kings Heath' have made similar progress to disadvantaged pupils in 'Tyseley & Hay Mills'. However, the non-disadvantaged/disadvantaged progress gap is much wider in 'Brandwood & Kings Heath' where non-disadvantaged pupils have made over 0.50 more progress than disadvantaged whereas in 'Tyseley & Hay Mills' they made roughly the same.

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

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Disadvantaged vs Non-Disadvantaged Progress 8 by Ward



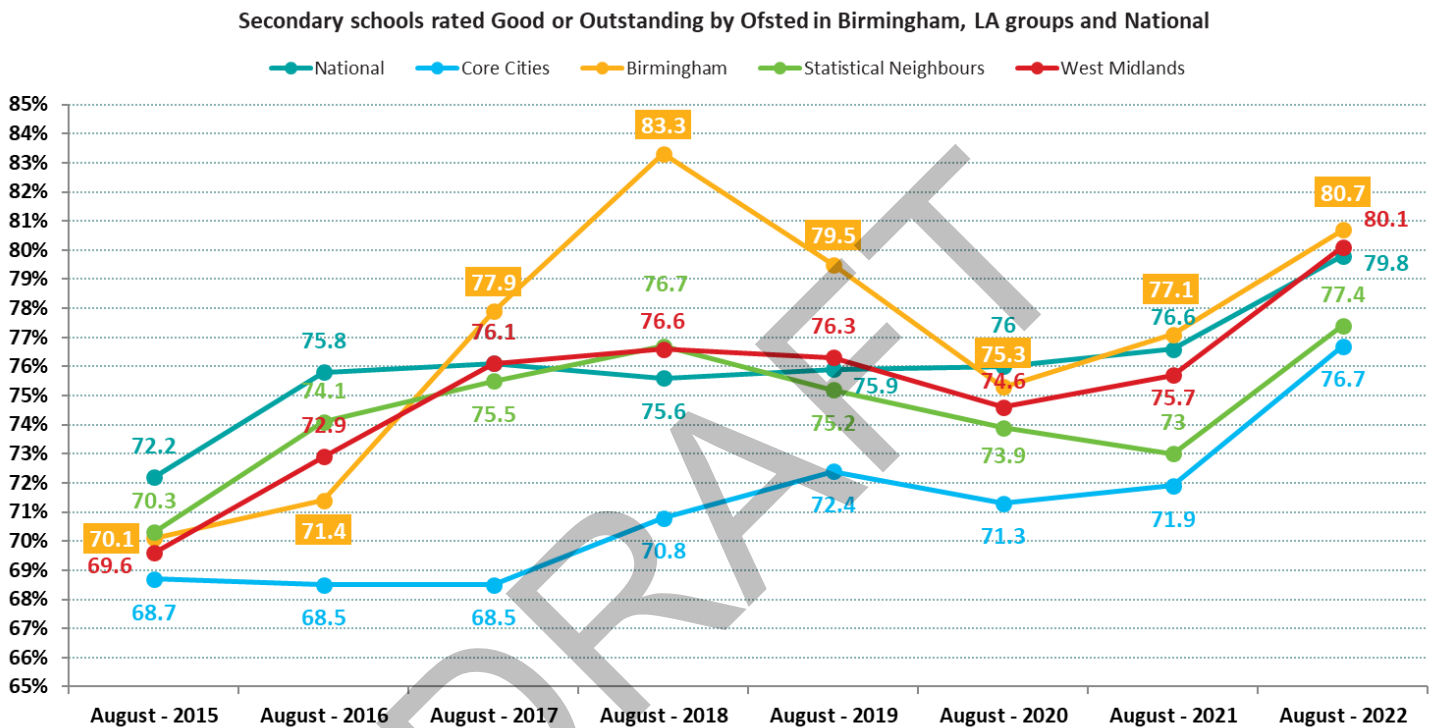
Schools that may benefit from support

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

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

Birmingham's Schools

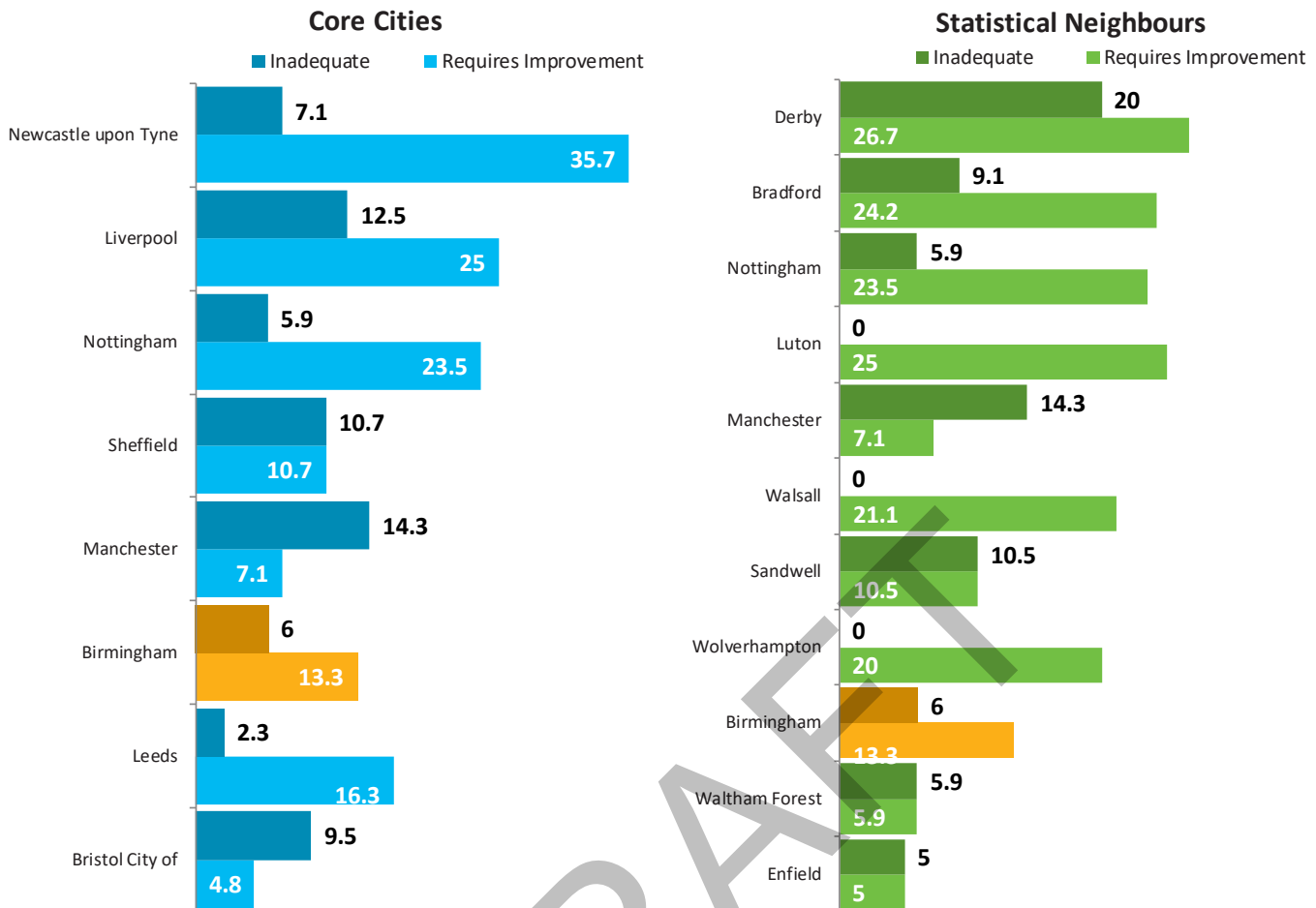
To help compare Birmingham's Secondary schools to National and other LA groups, we have used official Ofsted outcomes up to August 2022 to show the proportion that are rated Good or Outstanding.



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

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

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



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

16 -18 Study

Key Messages

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

Background

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

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

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

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

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

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

For further information please follow the link below:

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

16–18 Headline Measures

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

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

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

A level

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

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

Applied General

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

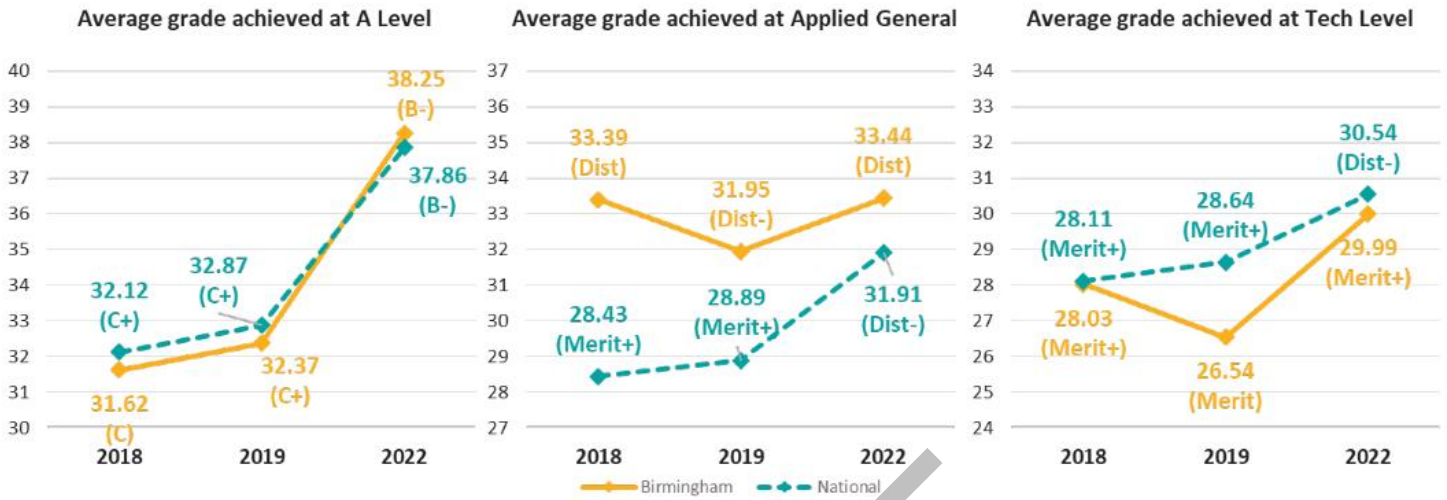
In Birmingham, students in both State Funded and state funded schools and colleges have achieved, on average a Distinction compared to a Distinction minus nationally.

Tech level

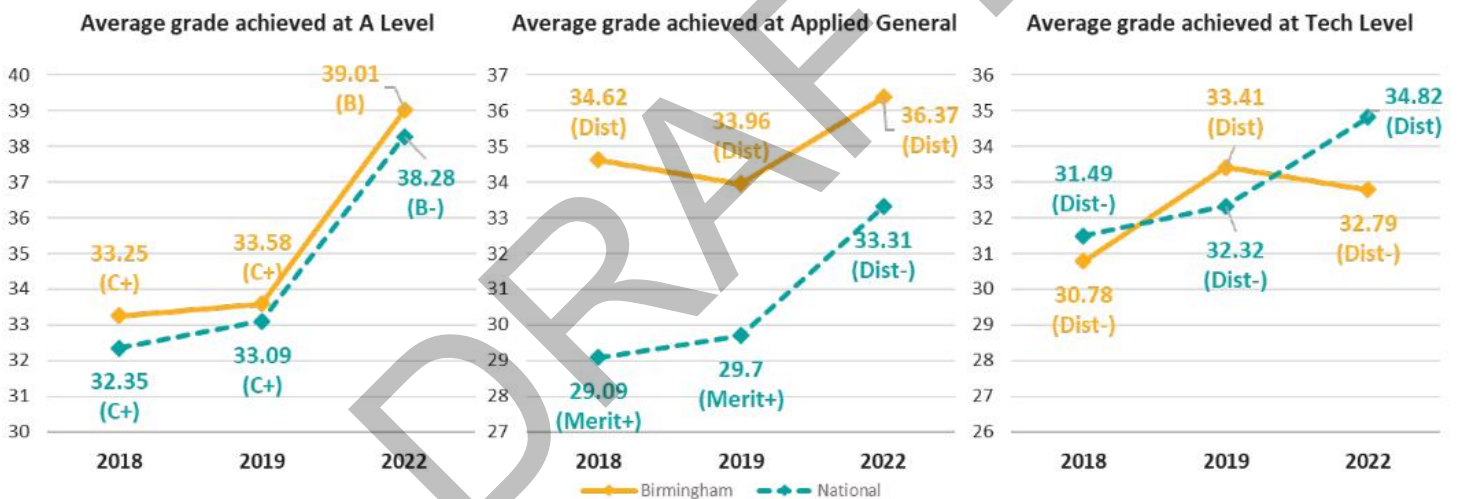
Birmingham students achieve one fine grade lower than the national average for both state funded and state funded schools & colleges sectors.

Headline Measures - Trends

State Funded Schools and Colleges



State Funded Schools only



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

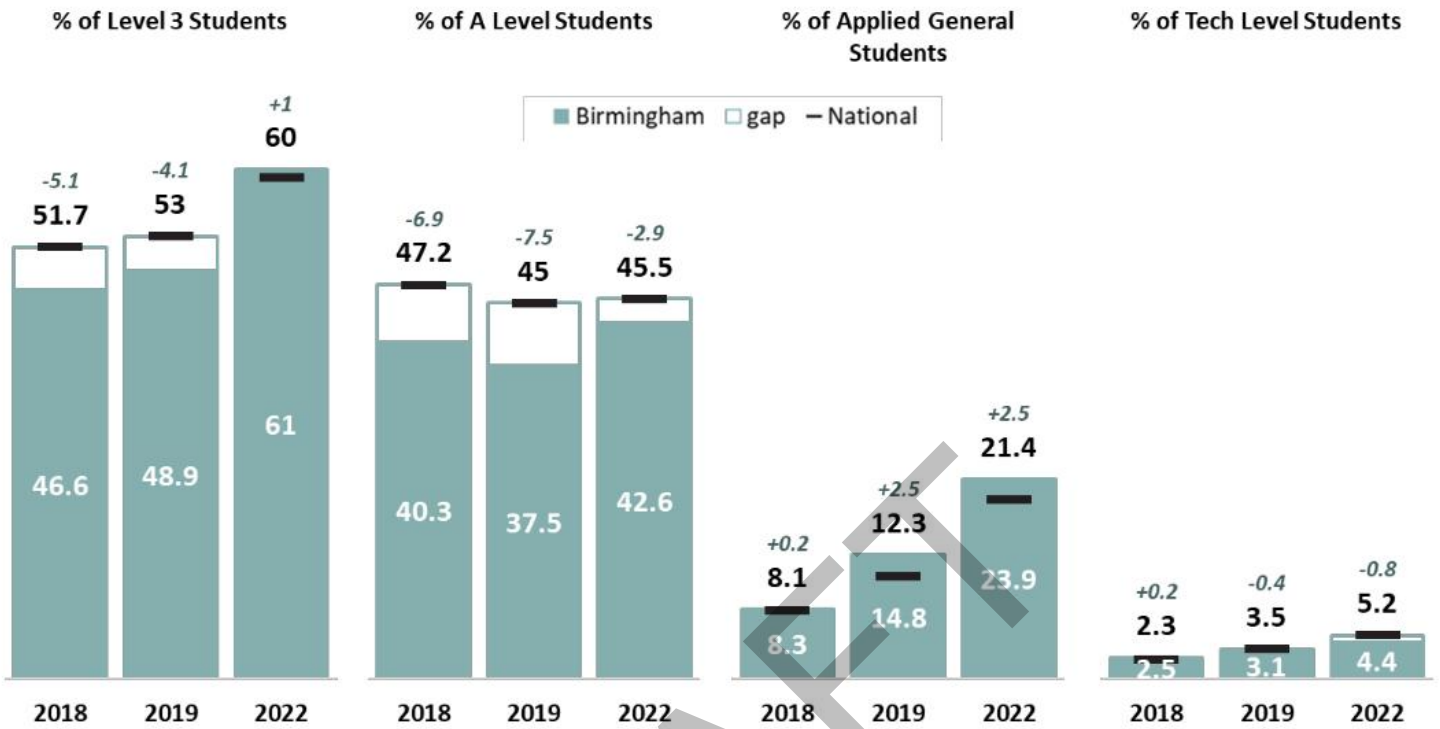
In Birmingham, the average points score achieved in Applied General qualifications dipped in 2019 but improved in 2022, now being above 2018 outcomes. Birmingham remains above national.

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

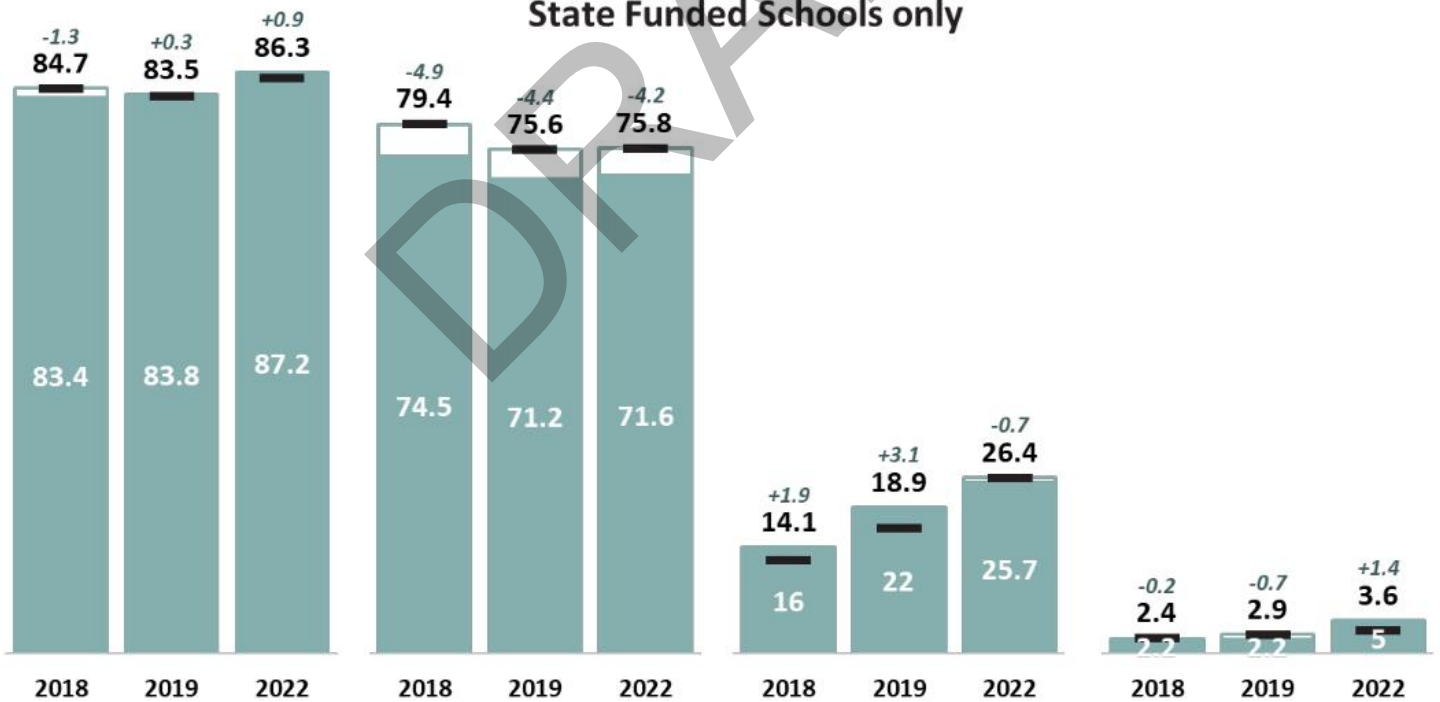
It must be noted that there are still relatively low numbers of students entered for tech levels therefore, variations in outcomes should be expected.

Percentages of Pupils Entered for Level 3 Qualifications by Type

State Funded Schools and Colleges



State Funded Schools only



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

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

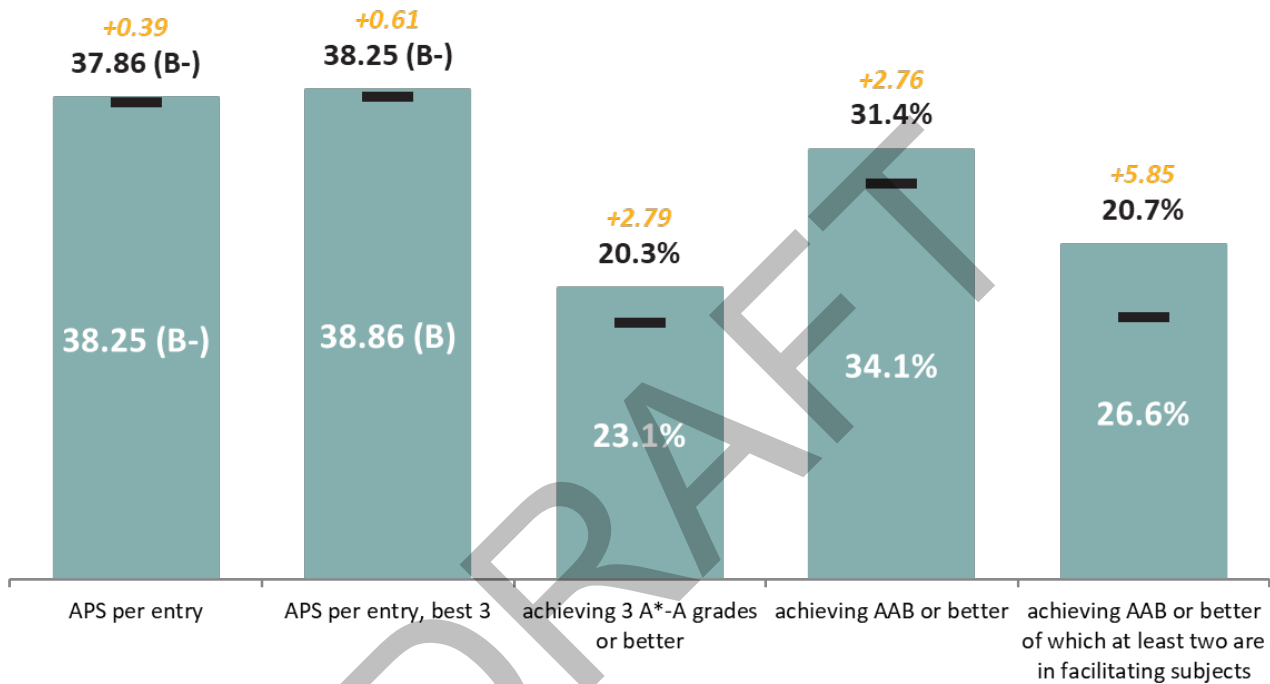
was 4.1% behind. For state funded schools only, there has been a smaller increase, but it is still higher than national.

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

A Level Performance Indicators

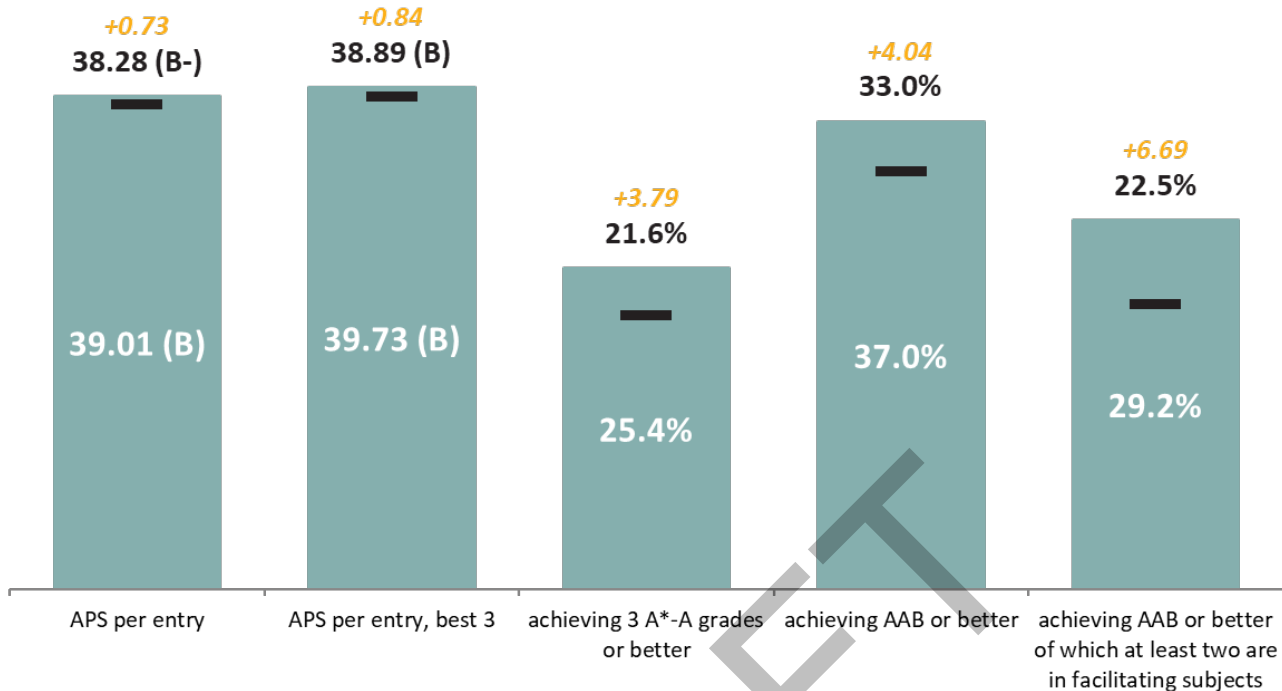
A Level Performance Indicators for Birmingham compared with National - All State Funded Schools and Colleges

■ Birmingham □ gap – National



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

■ Birmingham □ gap – National

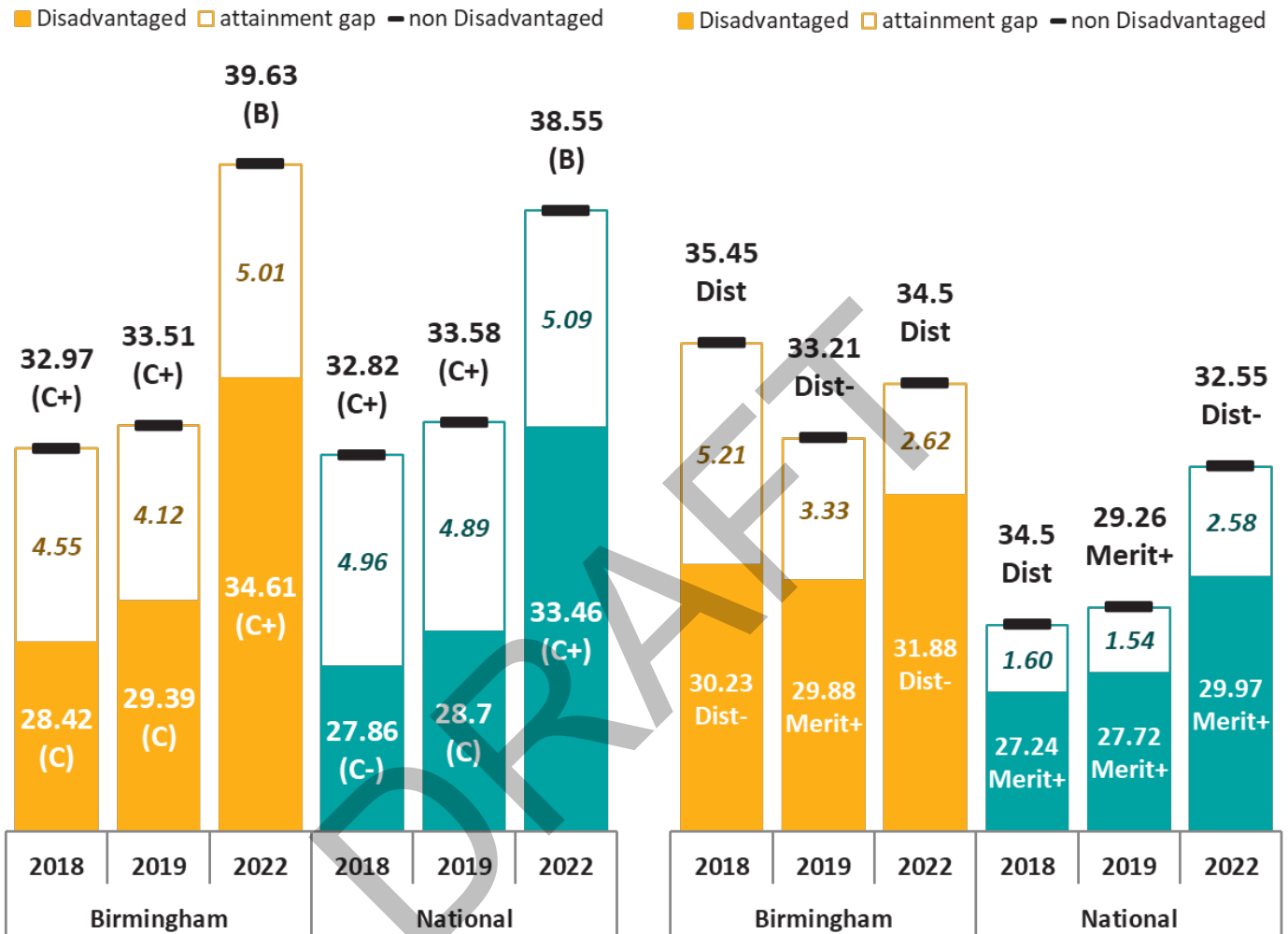


Students in Birmingham state funded schools (6th form) achieve higher than the national averages across all the main attainment measures for A Levels. The average point score in Birmingham roughly equates to a grade B, one grade better than the national. The percentage of Birmingham students achieving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

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

Disadvantaged Attainment Gaps for Headline Measures

Disadvantaged vs non Disadvantaged State Funded Schools and Colleges

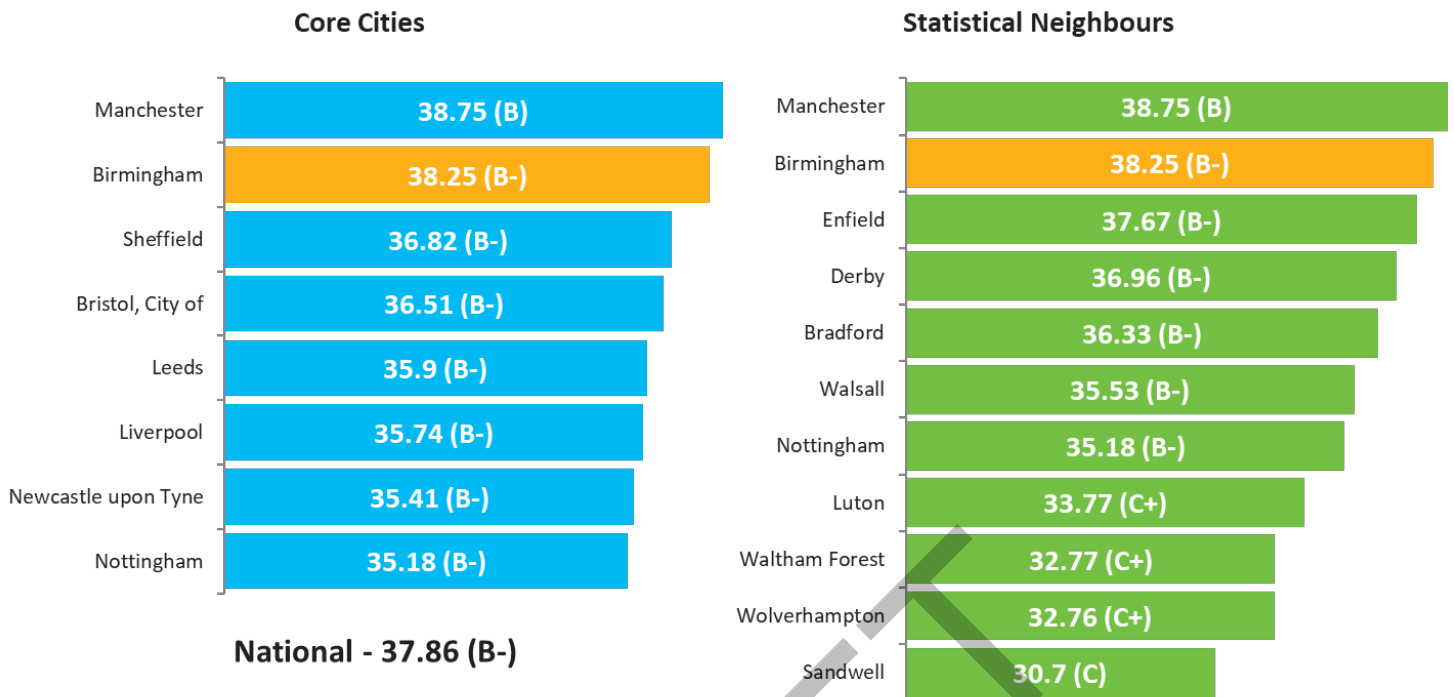


The average points score achieved by disadvantaged students in Birmingham in A Levels has improved from 2019 and remains above other disadvantaged students nationally. The attainment gap between disadvantaged and non-disadvantaged students has increased slightly but is still smaller than national.

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

National Comparisons

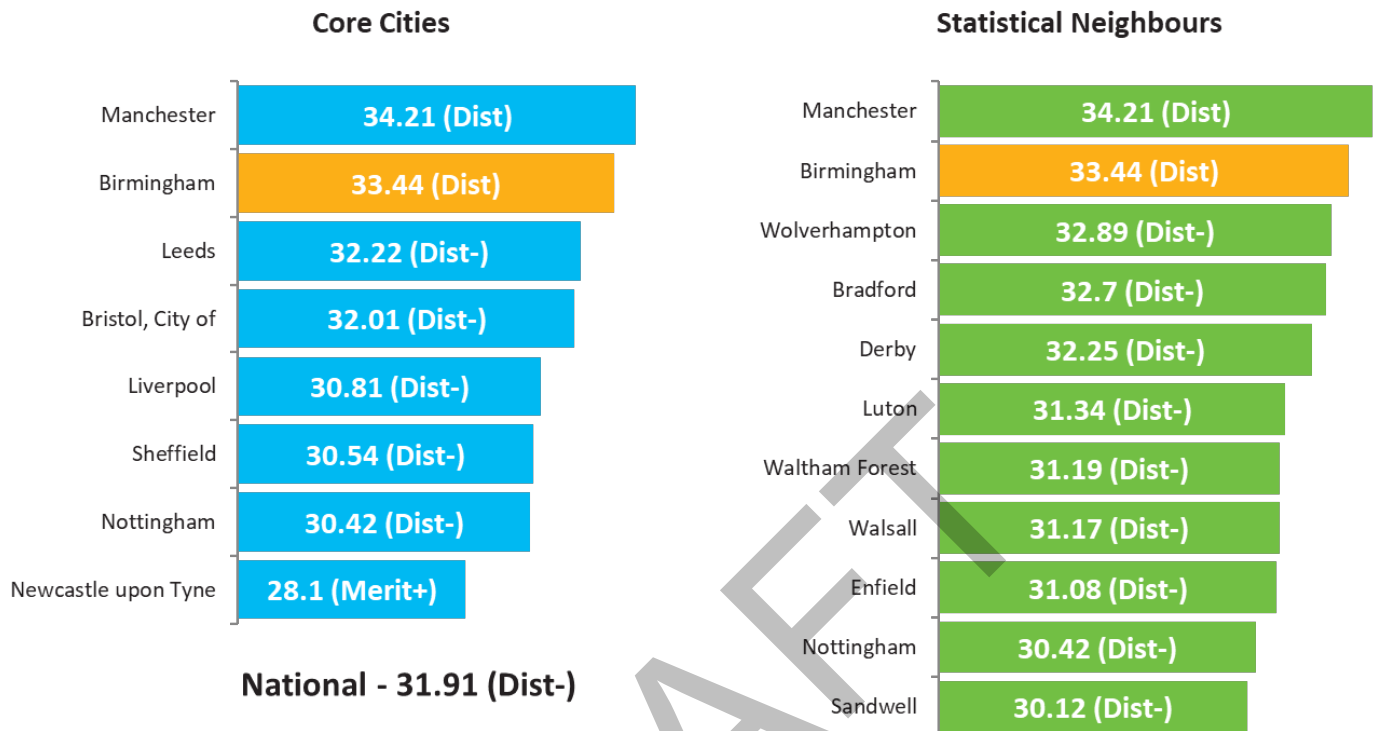
Average grade achieved at A Level - State Funded Schools and Colleges



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

Applied General APS

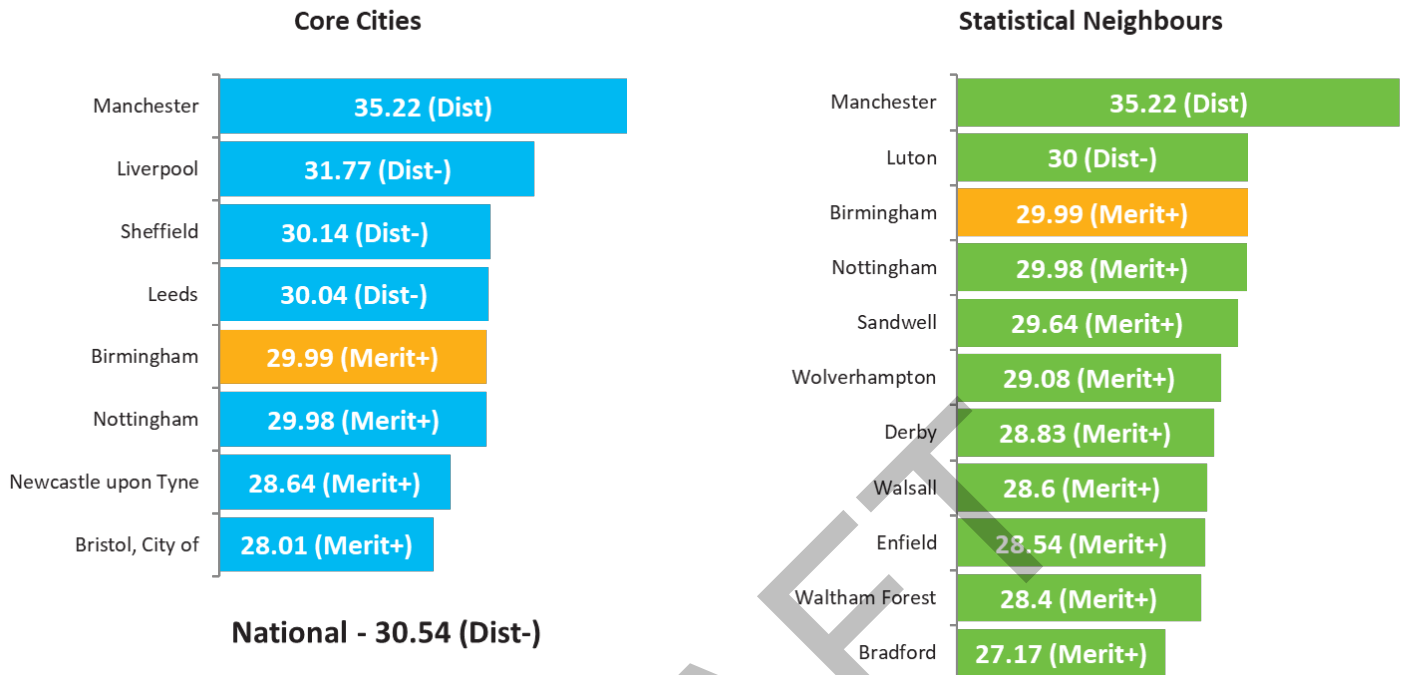
Average grade achieved at Applied General - State Funded Schools and Colleges



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

Tech Level APS

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





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

Appendixes

Appendix 1 – Early Years Foundation Stage Profile Comparison Table

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

Appendix 2 – Phonics Summary Comparison Table

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

Appendix 3 – Key Stage 1 Summary Comparison Table

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

Appendix 4 – Key Stage 2 Summary Comparison Table

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

Appendix 5 – Key Stage 4 Summary Comparison Table

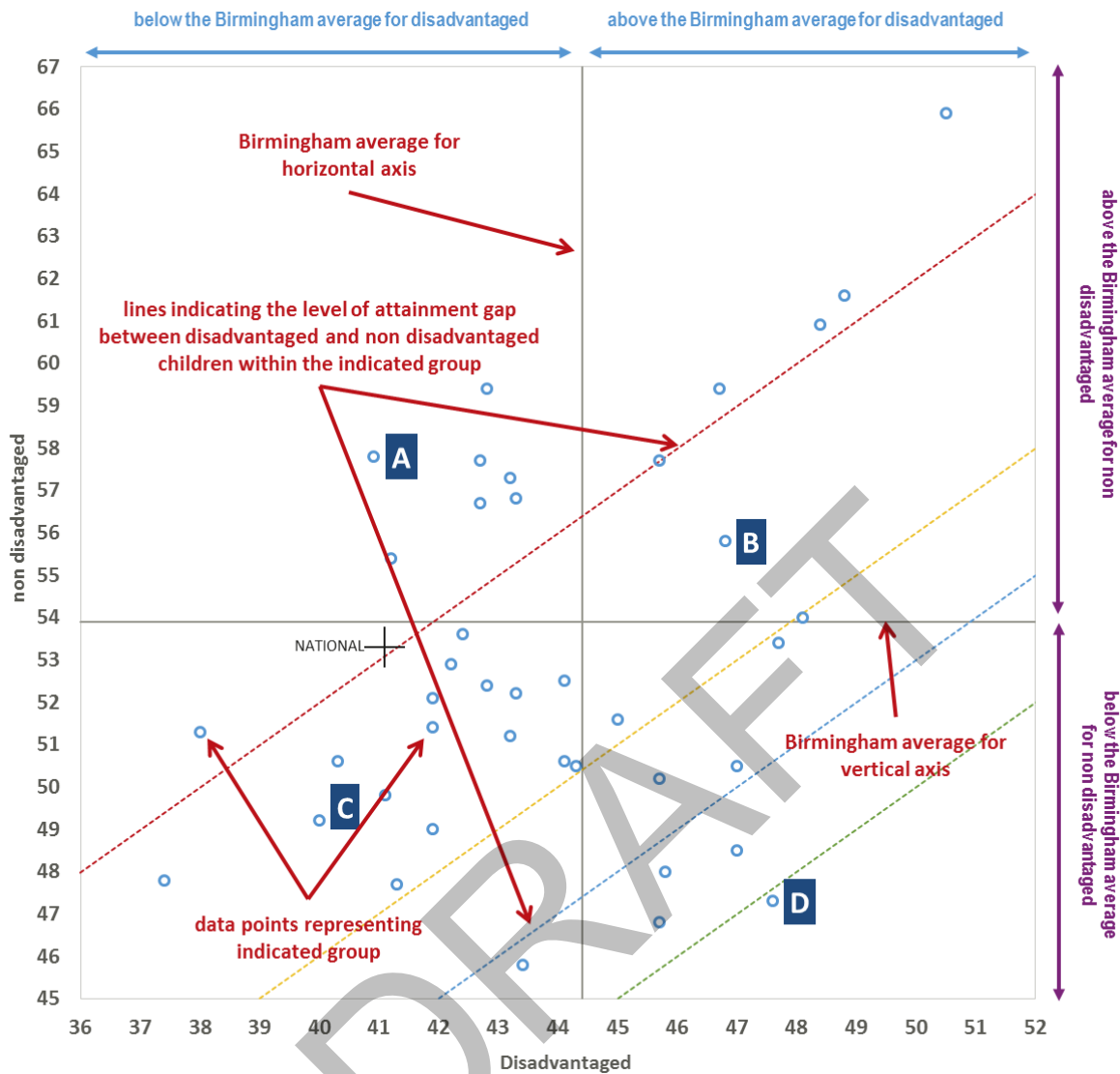
Key Stage 4 Headline Measures 2022		Birmingham	National	Difference	Rank out of 150 LAs	Percentile (of Rank)	Rank Bar (further to the right the higher)
Student Numbers	Eligible students	14295 (+1261)	587681 (+47675)	-	3rd (no chg)	2 (no chg)	
	Progress 8	13218 (+1233)	553549 (+40637)	-	3rd (up 2)	2 (up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

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

Appendix 6 – Ward codes used in maps

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

Appendix 7 – Explanation of Deprivation vs Non-Deprivation Chart



Performance Map Key

A - This data point is below the Birmingham average for disadvantaged children but above the Birmingham average for non-disadvantaged.

B - This data point is above the Birmingham average for disadvantaged children and above the Birmingham average for non-disadvantaged.

C - This data point is below the Birmingham average for disadvantaged children and below the Birmingham average for non-disadvantaged.

D - This data point is above the Birmingham average for disadvantaged children but below the Birmingham average for non-disadvantaged.

The cross labelled National represents the overall attainment of the state funded sector for schools in England for performance map's indicator.

Appendix 8 – Abbreviations and Methodology

For the following subjects all National figures are obtained from the underlying datasets published by the Department for Education within their official published statistics on education and children. All Birmingham figures are calculated using local data.

- Early Years Foundation Stage Profile (EYFSP)
- Phonics
- Key stage 1 (KS1)
- Key stage 2 (KS2)
- Key stage 4 (KS4) (GCSE)

For 16 -18 Study (KS5), Birmingham and National outcomes are taken direct from the DfE publications.

Statistical Neighbours, Core City and West Midlands averages used for comparison purposes **include** Birmingham in the figures.

<https://www.gov.uk/government/organisations/department-for-education/about/statistics>

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

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

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

Abbreviations

Ebacc	English Baccalaureate - set of subjects at GCSE, to enter a pupil sits English language and literature, maths, the sciences, geography or history and a language.
Disadvantaged	A child is classed as disadvantaged if they have been eligible for free school meals within the past six years or have been looked after or adopted.
FSM	Currently free school meal eligible
EAL	Child identified as speaking English as another language by parents.
SEND	Children with special educational needs and disabilities
LA	Local authority
DfE	Department for education
APS	Average points score

Appendix 1-5 Notes

All figures in brackets indicate the trend from the previous year.

The coloured circle indicates if the Birmingham outcome is above, below or the same as the National.

The coloured triangles show if the Birmingham outcome has improved, decreased or remained the same from the previous year.

The Rank is calculated to 1 decimal place unless the measure is displayed to 2 decimal places, in that case it is calculated to 2.

The percentile is calculated by dividing Birmingham's rank by the number of other local authorities.

Pupil characteristics definitions

The pupil characteristics reported in this report include

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

Gender

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

Free school meals

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

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

Disadvantaged pupils

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

Ethnic group

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

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

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

English as a first language (EAL)

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

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

Children with special educational needs and disabilities (SEND)

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

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

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

SEN support

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

Education, Health and Care (EHC) plan

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

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

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

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

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

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

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

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

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

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

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

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

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

School Census Ethnicity Codes

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

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

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

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

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

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DRAFT

Education and Children's Social Care O&S Committee - School Attainment 2021-22

22nd February 2023

Kate Reynolds



BE BOLD BE BIRMINGHAM

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ATTAINMENT OUTCOMES FOR THE ACADEMIC YEAR 2021-2022



Summary

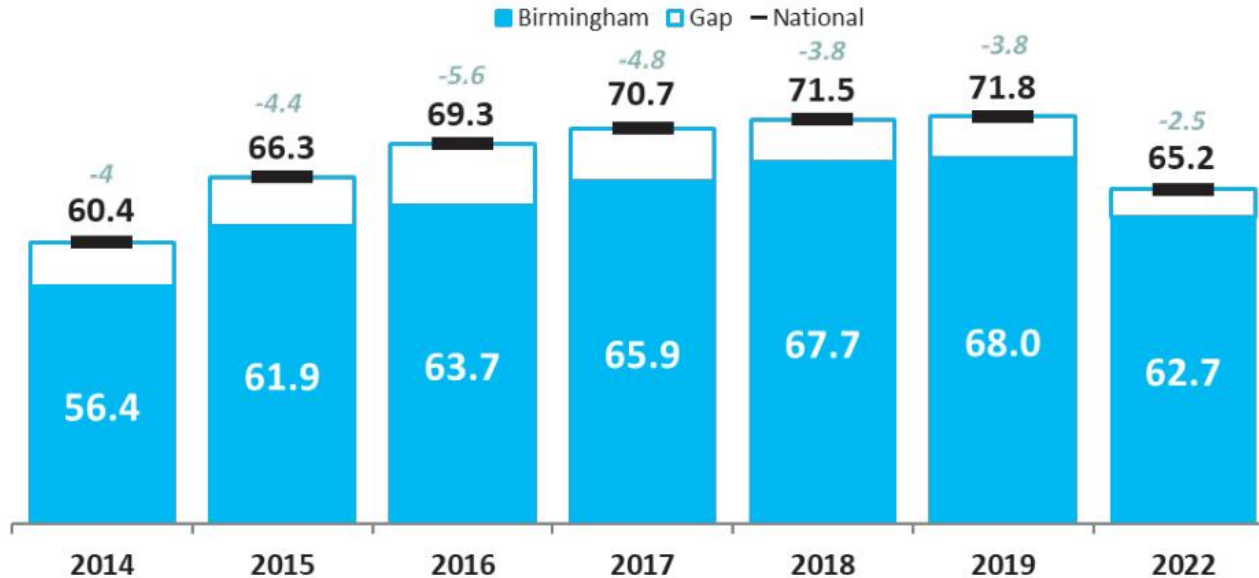
- Attainment rates have fallen across the country in Early Years and Primary level since 2019. This has been referred to as the Covid Gap in education research.
- Across the age ranges the following common patterns in Birmingham:
 - Higher rates of achievement for disadvantaged and FSM pupils
 - Lower rates of achievement for children with SEND
 - Higher rates of achievement and progress than core cities and statistical neighbours
- Across the age ranges children from White and Asian; Other White; and Black Caribbean underperform compared with their national counterparts. Children from Gypsy/Roma backgrounds have the lowest attainment and those of Chinese backgrounds have the highest.
- Birmingham has strong performance at KS4 and A Levels
- In post 16 settings there is stronger performance in colleges for applied and vocational courses post 16, and schools for A levels.

Summary: Early Years Foundation Stage (EYFS)

- The proportion of pupils attaining a good level of development at the end of Early Years has fallen nationally and locally.
- Birmingham is still below the national average, but the gap has narrowed.
- Birmingham attainment rates are higher than the Core City and Statistical Neighbour averages.

Early Years Foundation Stage Profile (EYFSP)

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



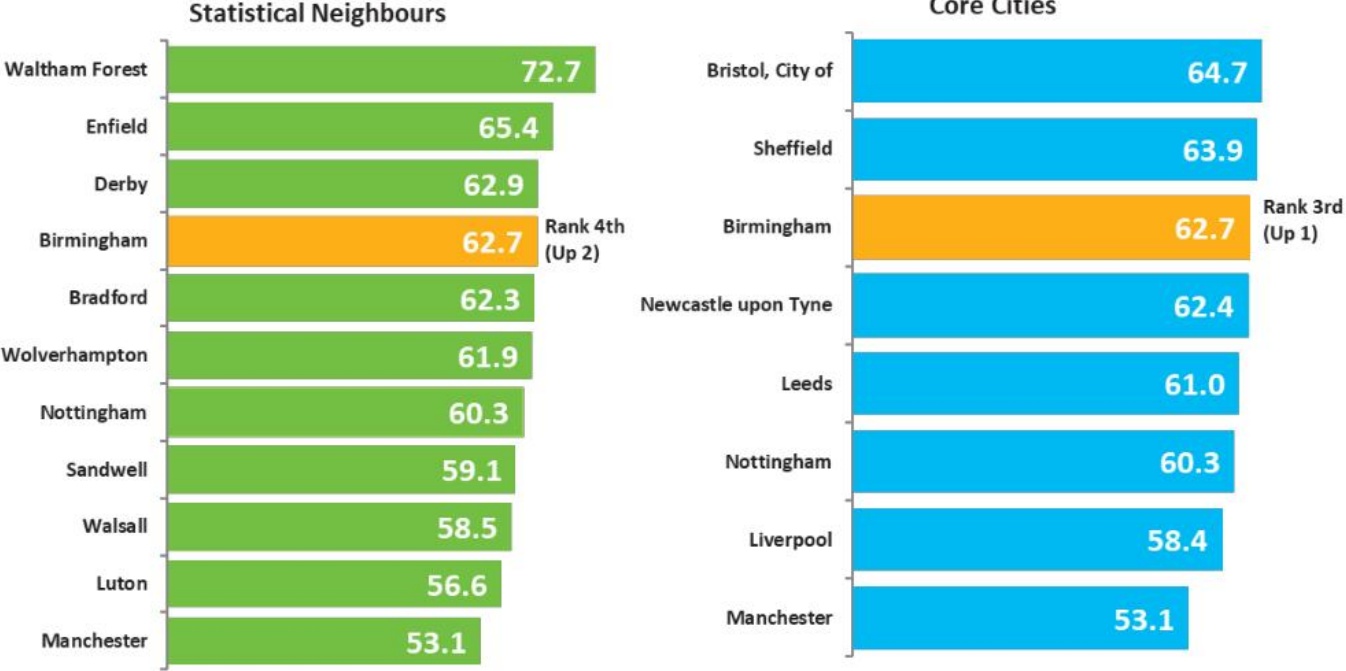
Key Points

The average percentage of children achieving a “Good Level of Development” at the end of Early Years has fallen nationally and locally.

While Birmingham remains below the national average comparably, we have seen a slightly smaller drop in attainment and are now 2.5% behind.

Early Years Foundation Stage Profile (EYFSP)

Percentage achieving a Good Level of Development



Key Points

Birmingham's performance for Good Level of Development is above Statistical Neighbours and Core cities average.

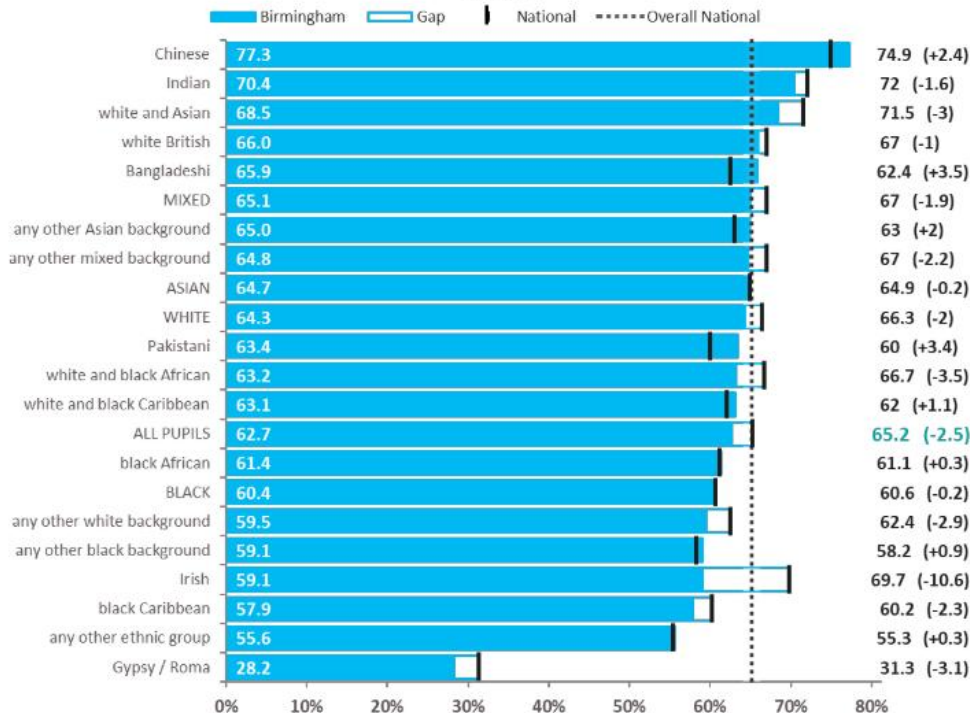
Core cities average is 60.9%.

Statistical Neighbour average is 61.2%.

Birmingham improved its ranking within the two groups.

Early Years Foundation Stage Profile (EYFSP)

Birmingham pupils attaining a Good Level of Development (GLD) by ethnicity against National



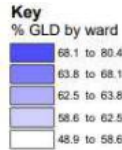
Key Points

The primary ethnicity groups are all below the overall national average for GLD (65.2%), Mixed ethnic group being the closest to the overall national.

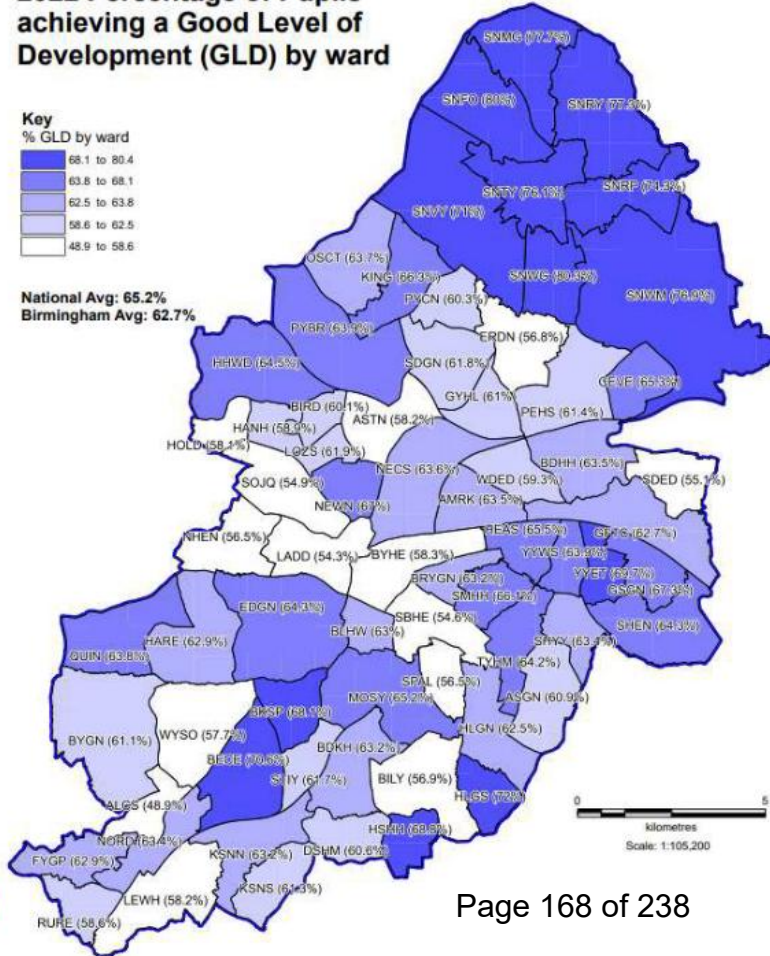
Ethnic groups performing above their national equivalent group include Chinese, Bangladeshi, Pakistani, White and Black Caribbean, Other Black and Other Ethnic group.

Lower performing groups include Black Caribbean, Irish, Other White, White and Black African, Other Mixed, White British and Indian compared to their national equivalent groups.

Early Years Foundation Stage - 2022 Percentage of Pupils achieving a Good Level of Development (GLD) by ward



National Avg: 65.2%
Birmingham Avg: 62.7%



Key Points

High performing wards include:

- Sutton wards, Bournville & Cotteridge, Hall Green South, and Yardley East. (29 wards above the LA average)

Low performing wards include:

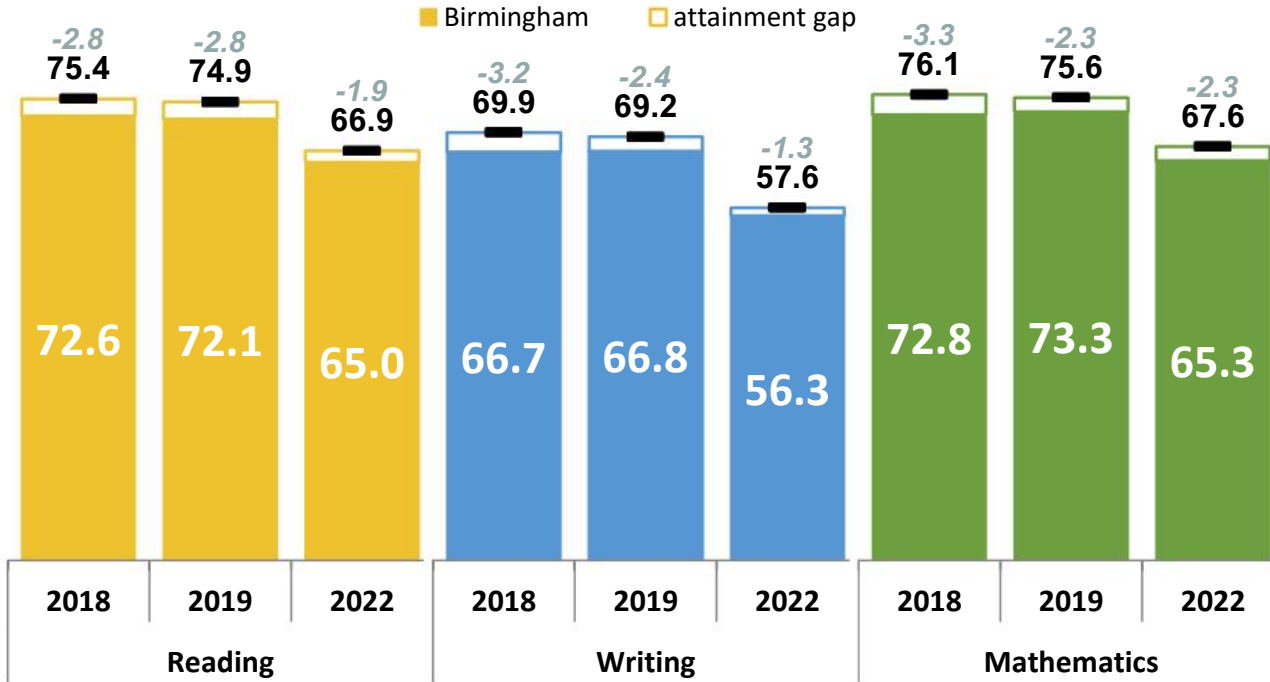
- Allens Cross, Ladywood, Sparkbrook & Balsall Heath East, Soho & Jewellery Quarter and Shard End. (40 wards below the national average)

Summary: Key Stage One

- The proportion of pupils attaining the expected standard in Key Stage One has also fallen nationally and locally for Reading, Writing, Maths and Phonics.
- Birmingham is still below the national average, but the gap has narrowed.
- Disadvantaged children and those receiving free school meals have higher rates of achievement in Birmingham than nationally.
- Children with SEND have lower rates of achievement in Birmingham than nationally and the gap has widened.
- Birmingham attainment rates are higher than the Core City and Statistical Neighbour averages.

Key Stage 1

Percentage of pupils in Birmingham attaining at least the expected level against National



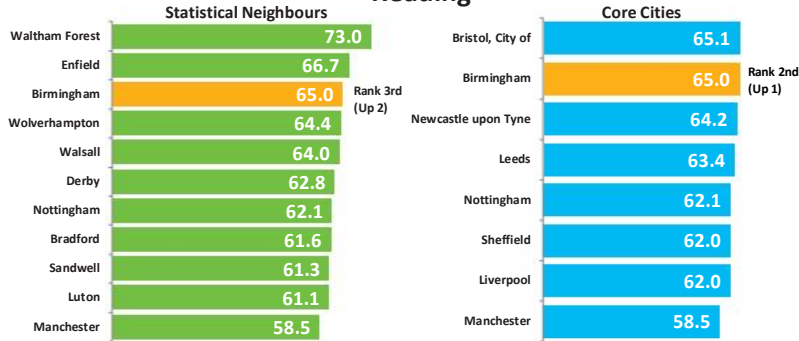
Key Points

In line with national, the average percentage of children achieving the expected standard for Reading, Writing and Maths in Birmingham at KS1 has fallen since last undertaken in 2019.

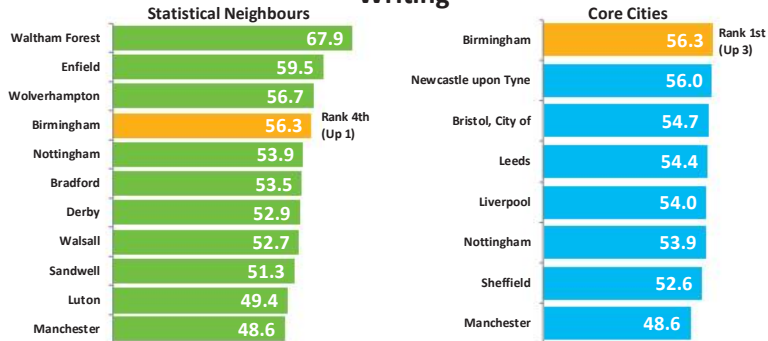
While Birmingham remains below national across all three subjects, the gap has narrowed in Reading and Writing and remains the same as in 2019 in Maths.

Key Stage 1

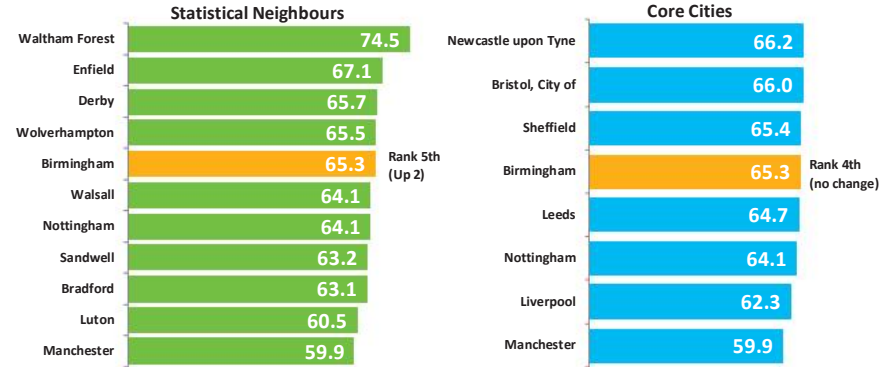
Reading



Writing



Maths



Key Points

For all three subjects, Birmingham is above Core Cities and Statistical Neighbour averages and has shown improvement in the rank within each of the comparator groups.

Key Stage 1 – Characteristics groups

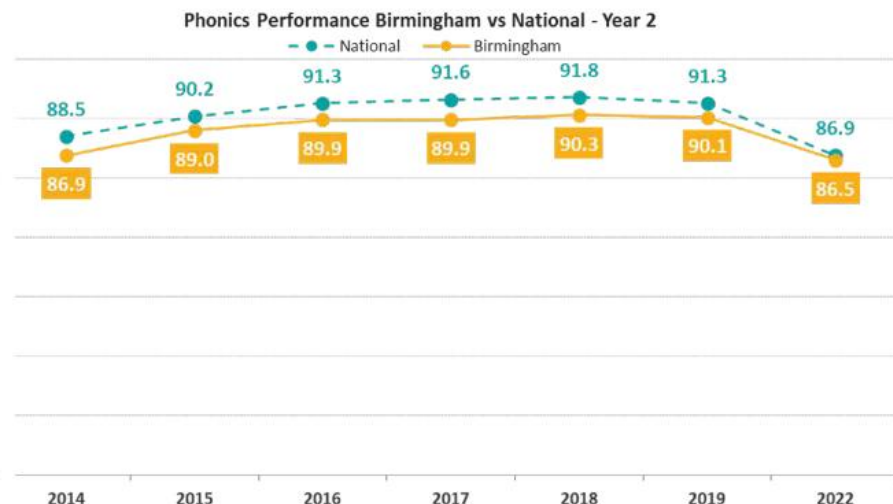
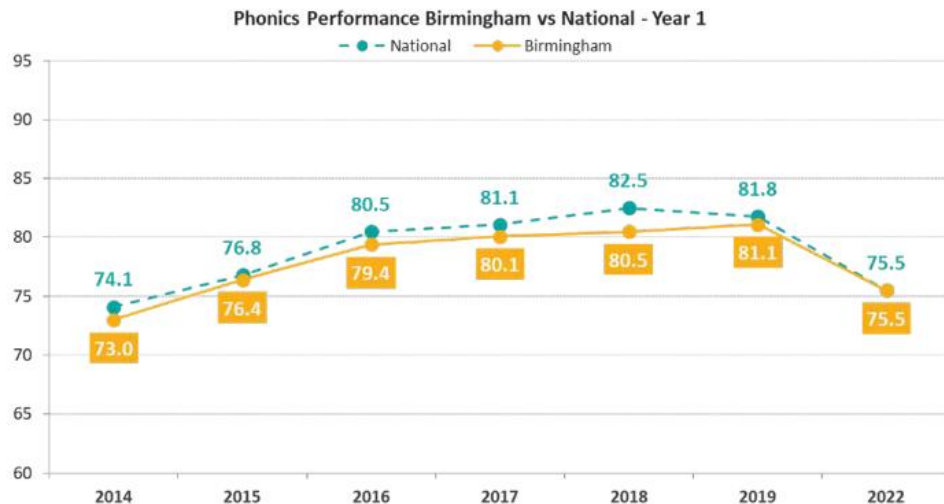
Key Stage 1 Contextual Measures 2022		Birmingham	National	Difference	Rank out of 151 LAs	Percentile (of Rank)	Rank Bar (further to the right the higher)
Reading	Boys	60.9 (-6.3) ▼	63.4 (-7.4)	-2.5 (-1.1)	110th (up 17)	72.8 (up 12.4)	
	Girls	69.3 (-8.1) ▼	70.5 (-8.7)	-1.2 (-0.6)	97th (up 13)	64.2 (up 9.6)	
	Disadvantaged	57.7 (-7.9) ▼	51.3 (-10.5)	6.4 (-2.6)	n/a	n/a	
	FSM	56.5 (-8.6) ▼	51.2 (-9.2)	5.3 (-0.6)	24th (up 2)	16 (up 1.4)	
	EAL	62 (-7) ▼	64 (-8)	-2 (-1)	82nd (up 6)	54.3 (up 4.8)	
	SEN	21.5 (-6.1) ▼	26.1 (-3.9)	-4.6 (+2.2)	126th (down 26)	83.4 (down 16.3)	
	SEN Support	24.7 (-6.3) ▼	29.6 (-3.7)	-4.9 (+2.6)	121st (down 28)	80.1 (down 17.7)	
	EHC Plan	5.3 (-2.7) ▼	12 (-0.7)	-6.7 (+2)	136th (down 17)	90.7 (down 10.8)	
Writing	Boys	50 (-10.1) ▼	51.8 (-11.1)	-1.8 (-1)	102nd (up 14)	67.5 (up 10.4)	
	Girls	62.8 (-11.2) ▼	63.7 (-12.2)	-0.9 (-1)	91st (up 17)	60.3 (up 12.2)	
	Disadvantaged	48.5 (-10.8) ▼	41 (-13.7)	7.5 (-2.9)	n/a	n/a	
	FSM	47.7 (-11.5) ▼	41 (-12.4)	6.7 (-0.9)	21st (up 4)	14 (up 2.8)	
	EAL	55.6 (-9.7) ▼	57 (-11.2)	-1.4 (-1.5)	76th (up 14)	50.3 (up 10.1)	
	SEN	13.8 (-7) ▼	17.2 (-4.8)	-3.4 (+2.2)	117th (down 31)	77.5 (down 19.8)	
	SEN Support	16 (-7.5) ▼	19.7 (-4.8)	-3.7 (+2.7)	109th (down 23)	72.2 (down 14.5)	
	EHC Plan	2.6 (-2.2) ▼	7.3 (-1.3)	-4.7 (+0.9)	131st (down 11)	87.3 (down 6.8)	
Maths	Boys	64.7 (-6.3) ▼	68.1 (-6.4)	-3.4 (-0.1)	124th (up 7)	82.1 (up 5.8)	
	Girls	65.9 (-9.8) ▼	67.1 (-9.7)	-1.2 (+0.1)	96th (up 3)	63.6 (up 2.8)	
	Disadvantaged	57.8 (-8.7) ▼	51.7 (-10.4)	6.1 (-1.7)	n/a	n/a	
	FSM	57.1 (-8.9) ▼	51.8 (-9.2)	5.3 (-0.3)	22nd (up 1)	14.7 (up 0.7)	
	EAL	63.9 (-7.7) ▼	66.9 (-8)	-3 (-0.3)	101st (down 3)	66.9 (down 1.1)	
	SEN	24.1 (-5.9) ▼	29.3 (-3.6)	-5.2 (+2.3)	135th (down 34)	89.4 (down 21.6)	
	SEN Support	27.9 (-5.8) ▼	33.1 (-3.4)	-5.2 (+2.4)	129th (down 31)	85.4 (down 19.6)	
	EHC Plan	4.9 (-3.5) ▼	13.7 (-0.3)	-8.8 (+3.2)	141st (down 22)	94 (down 14.1)	

Key Points

The attainment for disadvantaged and FSM pupils in Birmingham for Reading, Writing and Maths is above the National equivalent groups.

Birmingham's SEND pupils are behind by at least 3.0% or more in all three subjects, with EHC plan pupils below by 8.8% for Maths.

Key Stage 1 - Phonics

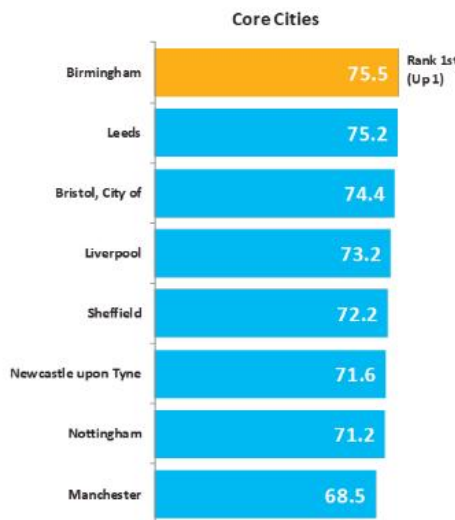
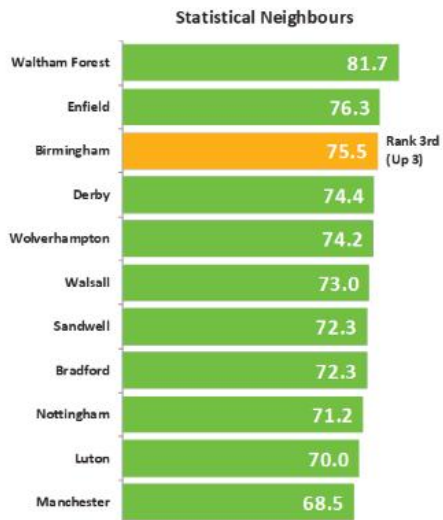


Key Points

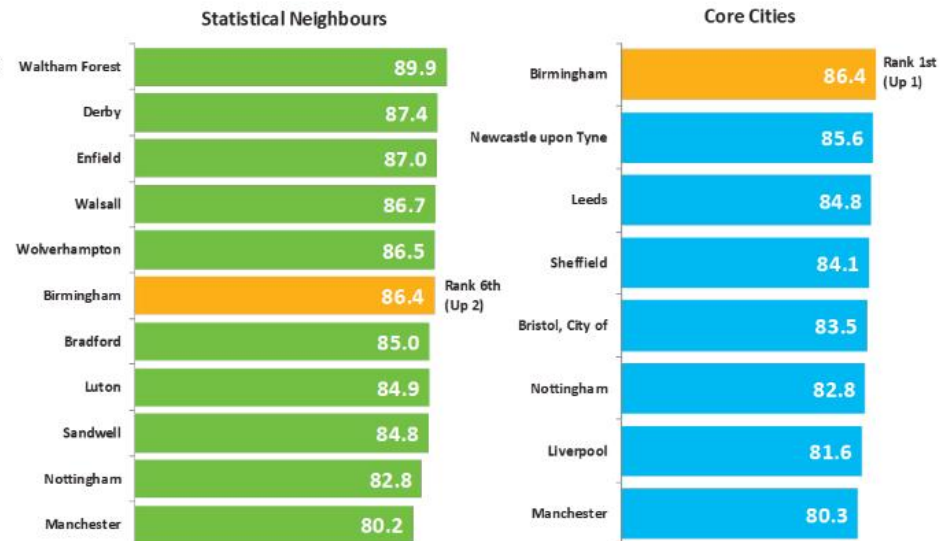
Pupils are achieving at least the expected standard of Phonics decoding has fallen locally and nationally since 2019. Birmingham is in line with national in Year 1 and slightly behind for children at the end of Year 2.

Key Stage 1 - Phonics

Percentage of pupils meeting the required standard of phonic decoding by the end of Year 1



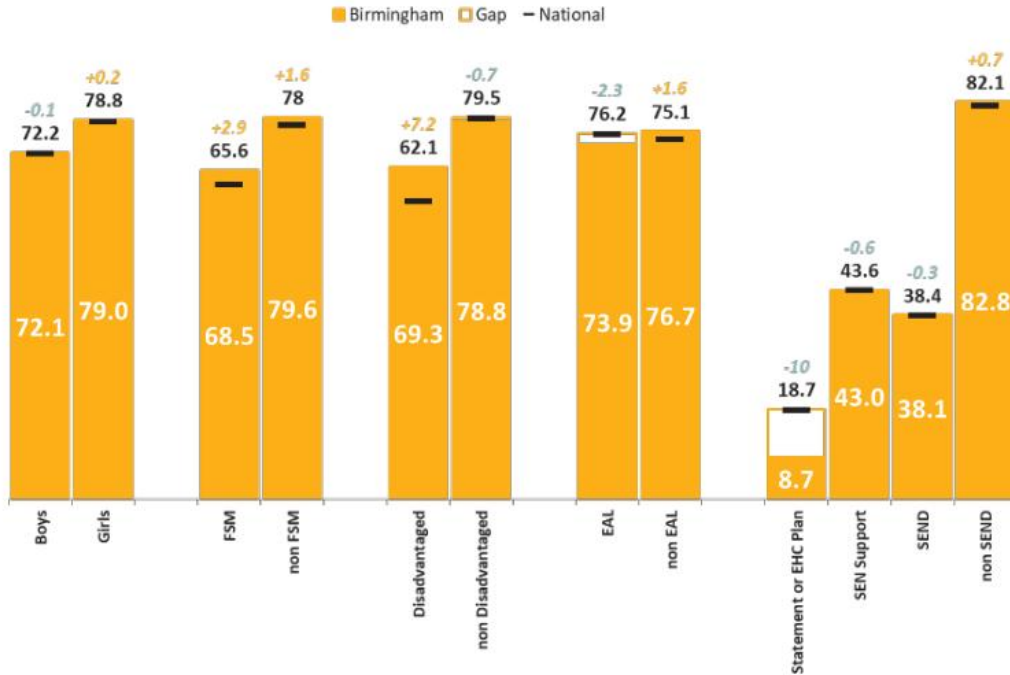
Percentage of pupils meeting the required standard of phonic decoding by the end of Year 2



Key Points For Year 1 and end of Year 2, Phonics Birmingham is above Core Cities and Statistical Neighbour averages and has shown improvement in the rank within each comparator group.

Key Stage 1 - Phonics

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



Key Points

The attainment for FSM and disadvantaged pupils for Year 1 in Birmingham is above national by 2.9% and 7.2%.

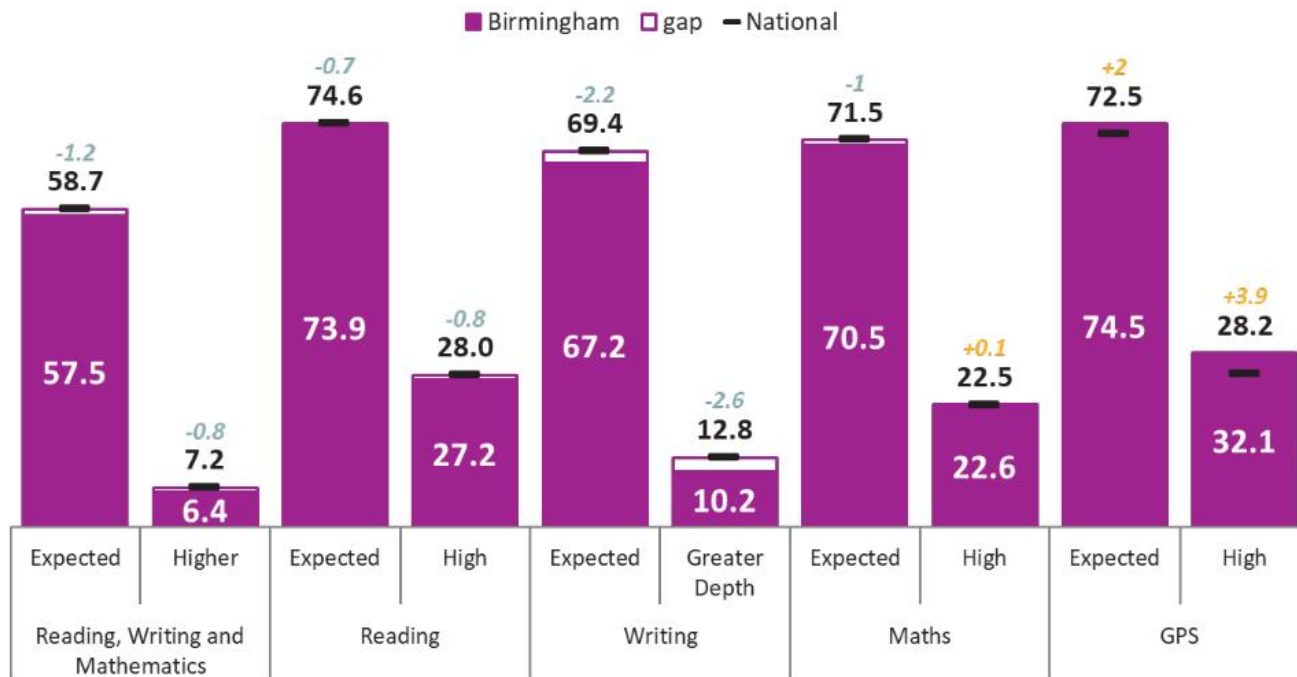
Low performing groups below national equivalent groups are EAL pupils by 2.3%, SEND pupils by 0.3%, and EHC plan pupils by 10%.

Summary: Key Stage Two

- The proportion of pupils attaining the expected standard in Key Stage Two has fallen nationally and locally.
- More Birmingham children achieve the expected standard in Grammar, Punctuation and Spelling than nationally.
- Disadvantaged children and those receiving free school meals have higher rates of achievement in Birmingham than nationally.
- Children with SEND have lower rates of achievement in Birmingham than nationally.
- Progress for Birmingham children is above the national, Core City and Statistical Neighbour averages for Reading and Maths and below for Writing.
- Birmingham attainment rates are higher than the Core City and Statistical Neighbour averages.

Key Stage 2 – Attainment

Percentage of pupils attaining key measures at key stage 2 for Birmingham against National



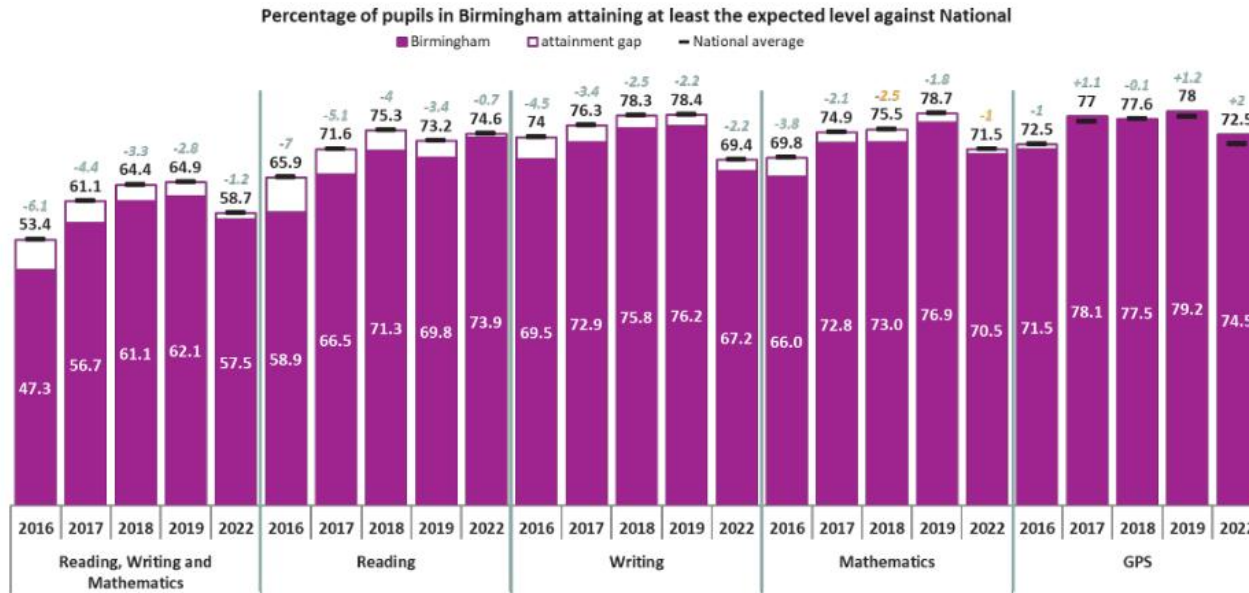
Key Points

Overall, Birmingham is below the national average of attainment in Reading, Writing and Maths.

Individually the largest attainment gap is in Writing however, in Maths, we are slightly above the national average for those children working at a greater depth.

In Grammar, Punctuation and Spelling, Birmingham is above the national average in both measures.

Key Stage 2 Attainment – Trend



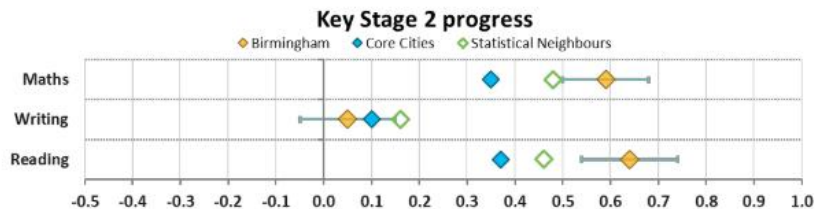
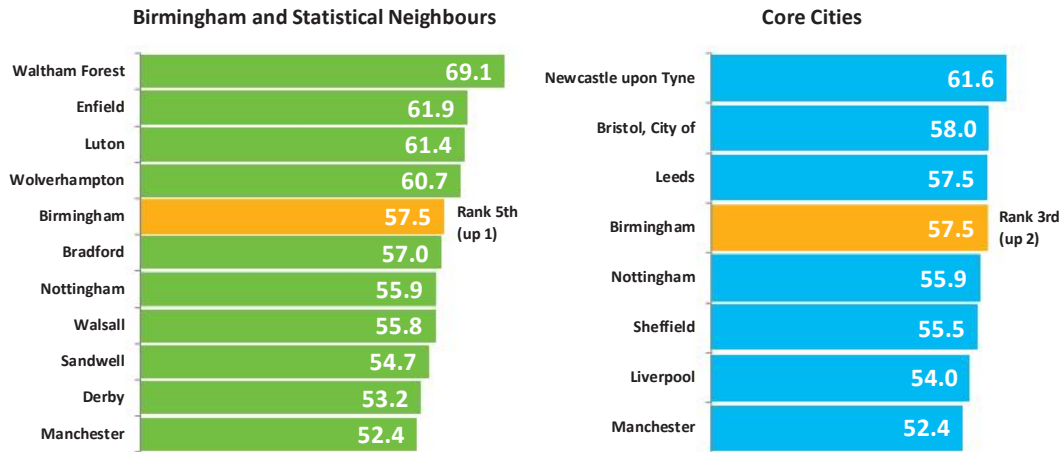
Key Points

Since 2019 overall attainment in combined Reading, Writing & Maths has declined nationally. In Birmingham, however at individual subject level, Reading has seen an improvement, especially in Birmingham where the gap to national has closed by 2.7%.

Writing saw a significant drop in children working at the expected level nationally and within Birmingham.

Key Stage 2 – Additional Comparisons

Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths



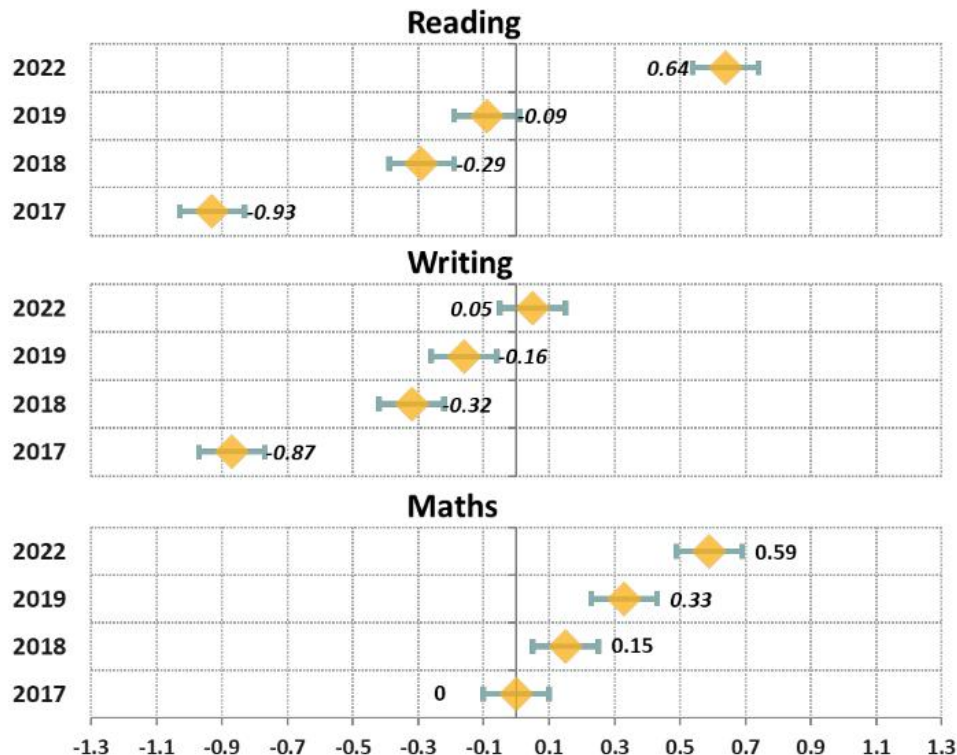
Key Points

Birmingham's Reading, Writing and Maths attainment is above the Core Cities average and 0.3% below the statistical neighbours average. Also showing an improvement in the ranking for each of the comparator groups.

Reading, Writing and Maths progress is above national.

Birmingham is above core cities and statistical neighbour averages for Reading and Maths and below these groups for Writing progress.

Key Stage 2 – Progress

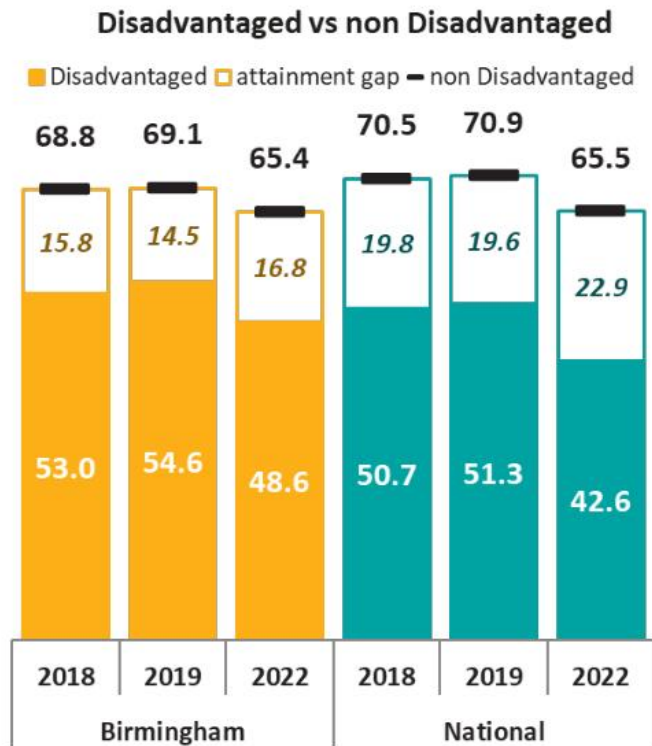


Key Points

Children in Birmingham have made more progress than those from a similar starting point nationally across Reading, Writing and Maths.

In Birmingham, Reading has seen the most significant increase in progress, which was behind the national average in 2019 to be significantly above in 2022.

Key Stage 2 – pupils attaining at least the expected level of attainment (RWM)



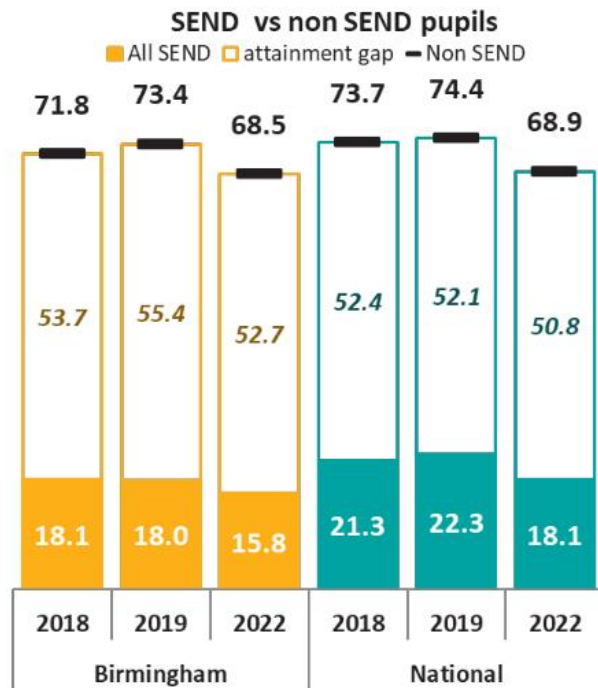
Key Points

The attainment for disadvantaged pupils in Birmingham at Reading, Writing & Maths is 48.6% compared to 42.6% Nationally.

When we compare this to non-disadvantaged pupils attainment, there is a gap of 16.8% in Birmingham which is much smaller than the National gap of 22.9%.

While this gap has widened since 2019, it has only done so by 2.3% compared to 3.2% Nationally.

Key Stage 2 – pupils attaining at least the expected level of attainment (RWM)



Key Points

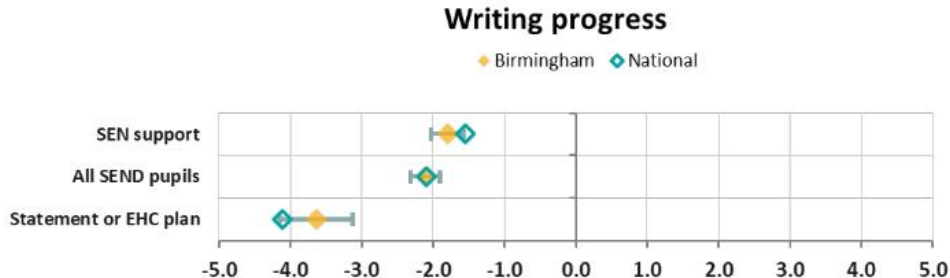
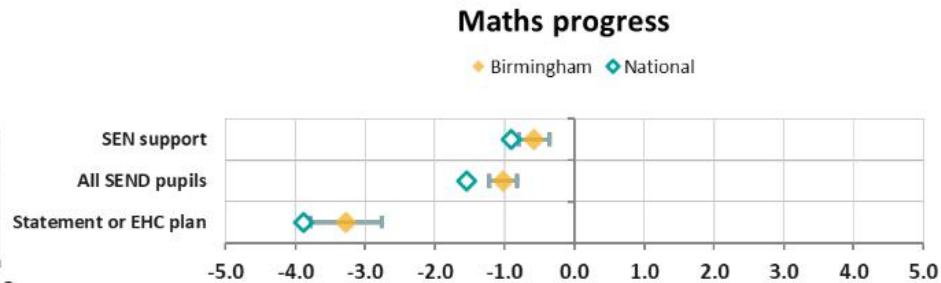
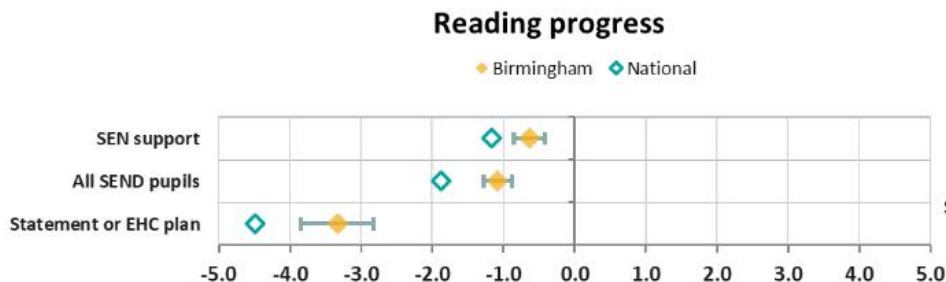
The attainment for SEND pupils in Birmingham at Reading, Writing & Maths is 15.8% compared to 18.1% Nationally.

When we compare this to non-SEND pupils attainment, there is a gap of 52.7% in Birmingham which is wider than the National gap of 50.8%.

SEN Support pupils in Birmingham are below national by 2.8%.

EHC plan pupils below by 3.0%.

Key Stage 2 – SEND Pupils Reading, Writing and Maths Progress in Birmingham vs National

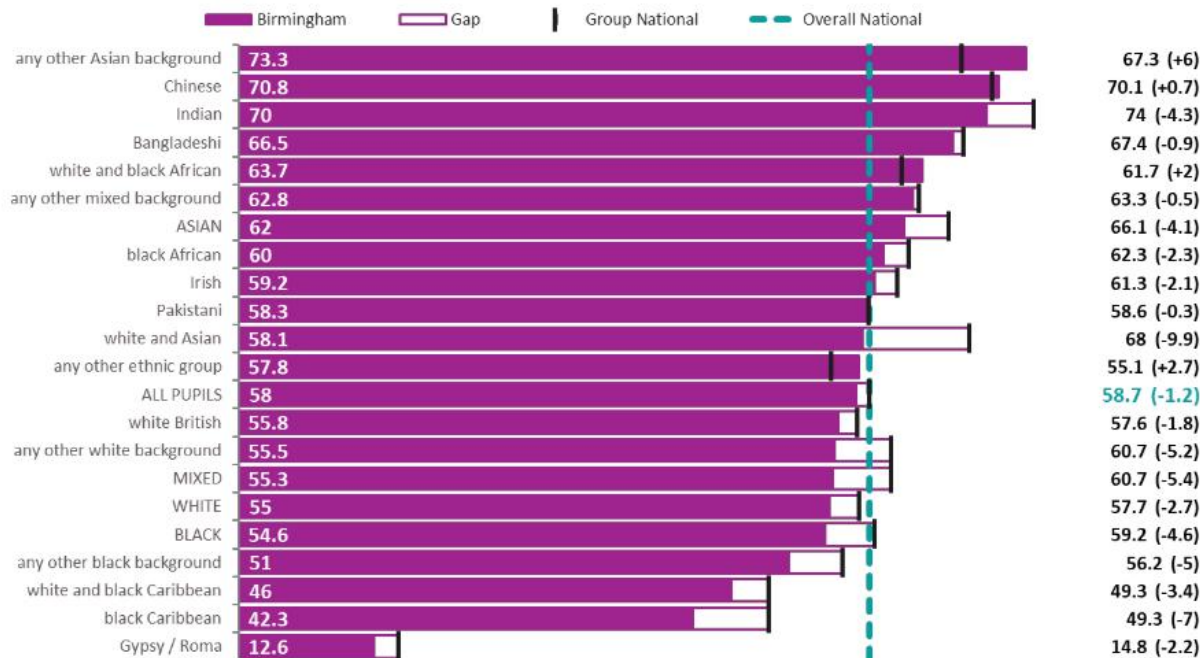


In 2022, Birmingham all SEND pupils made more progress than their SEND national equivalents, especially in Reading and Maths.

Writing shows the least progress overall, with SEN Support pupils slightly below their national equivalent, whereas SEN with an EHC plan has made less progress but better than their national equivalents.

Key Stage 2 – pupils attaining at least the expected level of attainment (RWM)

Percentage achieving at least expected standard in Reading, Writing & Maths by pupil group



Key Points

Most primary ethnicity groups are below the overall national average for RWN (58.7%), apart from the Asian ethnic group being above the overall national average (62.0%).

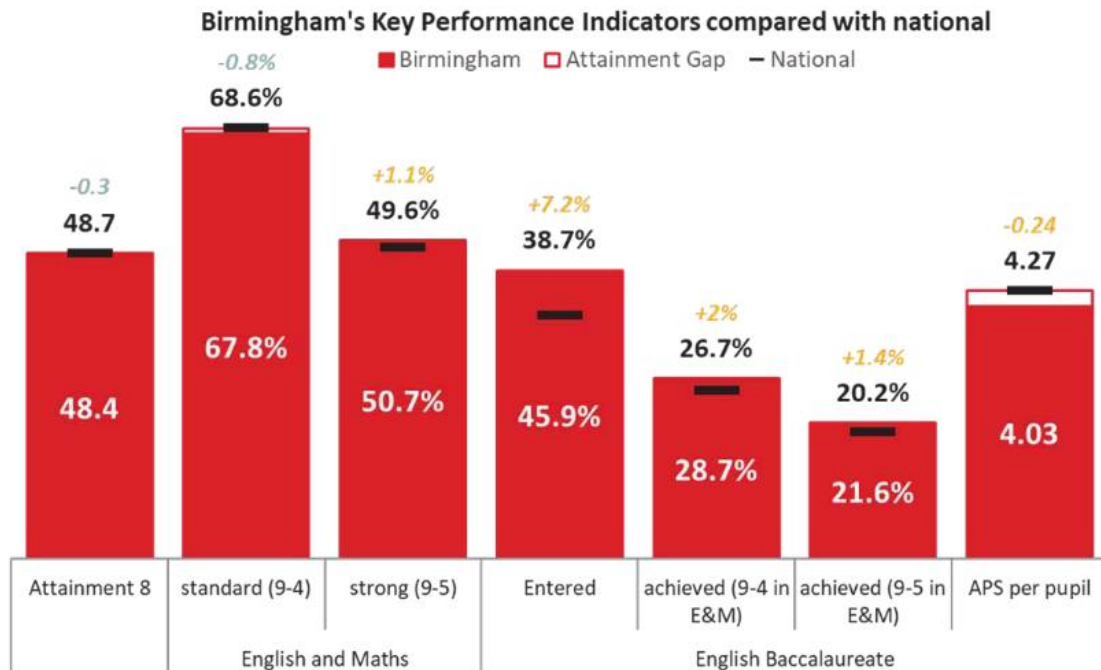
Ethnic groups performing above their national equivalent group include Other Asian, Chinese, White and Black African and Other Ethnic group.

Lower performing groups with more than 3% difference include Black Caribbean, White and Black Caribbean, Other Black, Other White compared to their national equivalent groups.

Summary: Key Stage Four

- Birmingham pupils attaining Attainment 8 is slightly below national level.
- Progress 8 measure is higher in Birmingham than nationally.
- Disadvantaged children and those receiving free school meals have higher rates of achievement in Birmingham than nationally.
- Children with SEND have lower rates of achievement in Birmingham than nationally.
- Birmingham rates are higher than the Core City and Statistical Neighbour averages for Attainment 8 and particularly for Progress 8.

Overall Headline Measures – KS4 (provisional)



Key Points

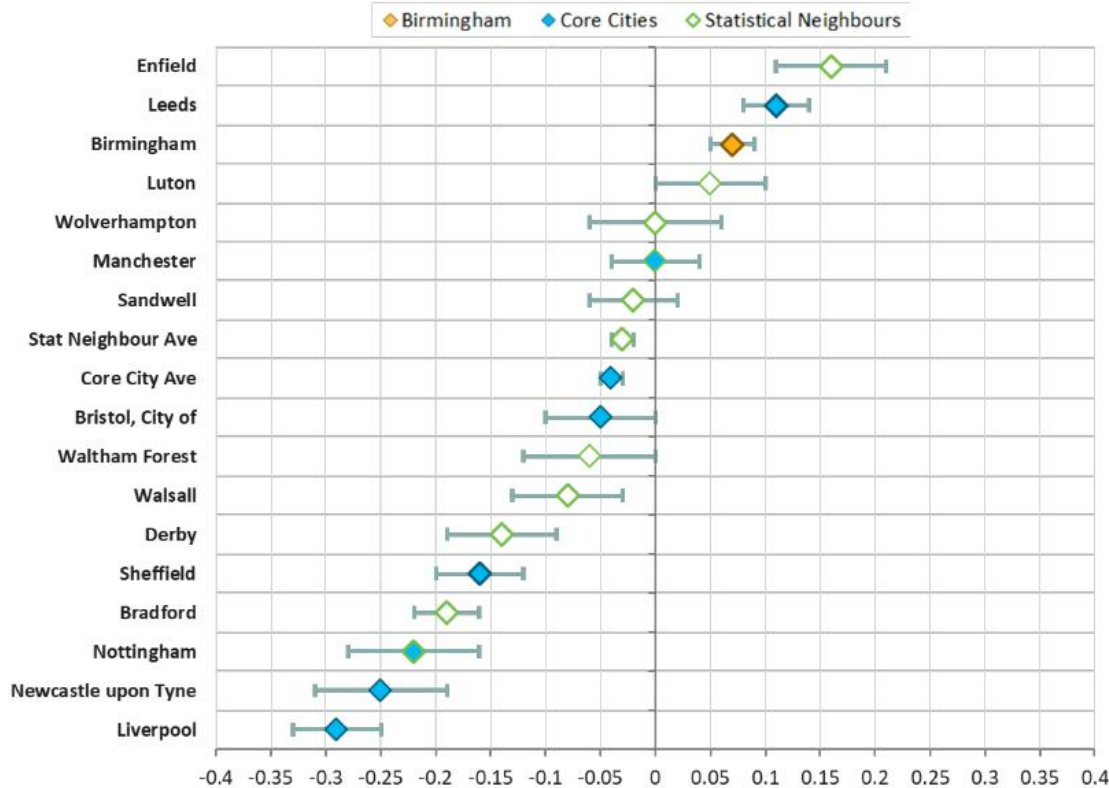
Birmingham Progress 8 = 0.07

In 2022 overall, Birmingham had a positive Progress 8 score (the state funded average is -0.03) and is slightly below the National average for Attainment 8.

English and Maths attainment is good, being slightly below the average attainment for pupils achieving a 9-4 grade but above average for those achieving a strong pass 9-5.

English Baccalaureate attainment continues to be above the National average in all main measures.

Key stage 4 - Progress 8 comparisons to Core Cities and Statistical Neighbours

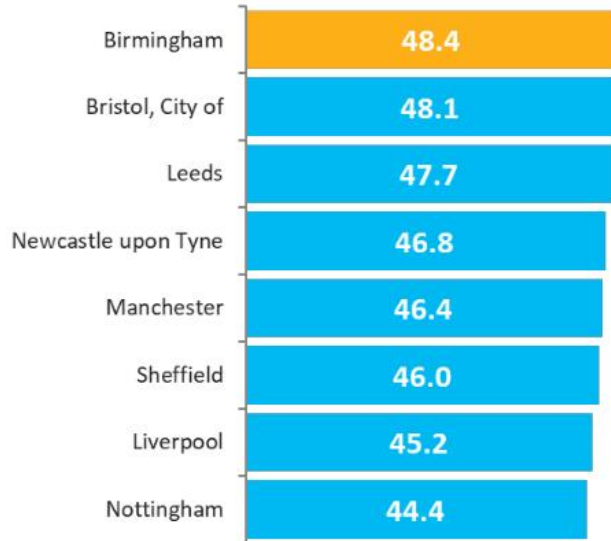


The graph to the left shows the 2022 Progress 8 scores with confidence intervals for all Core Cities and Birmingham's Statistical Neighbours for 2022.

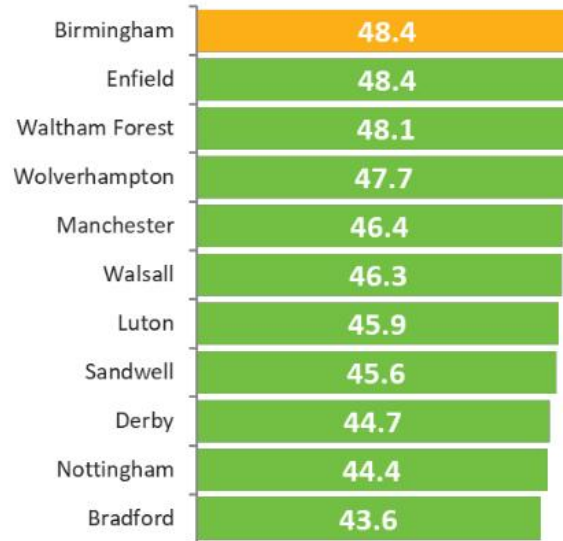
Birmingham ranks 3rd overall when combining the two groups, 2nd within Core Cities and 2nd within Statistical Neighbours.

Key stage 4 - Attainment 8 comparisons to Core Cities and Statistical Neighbours

Core Cities



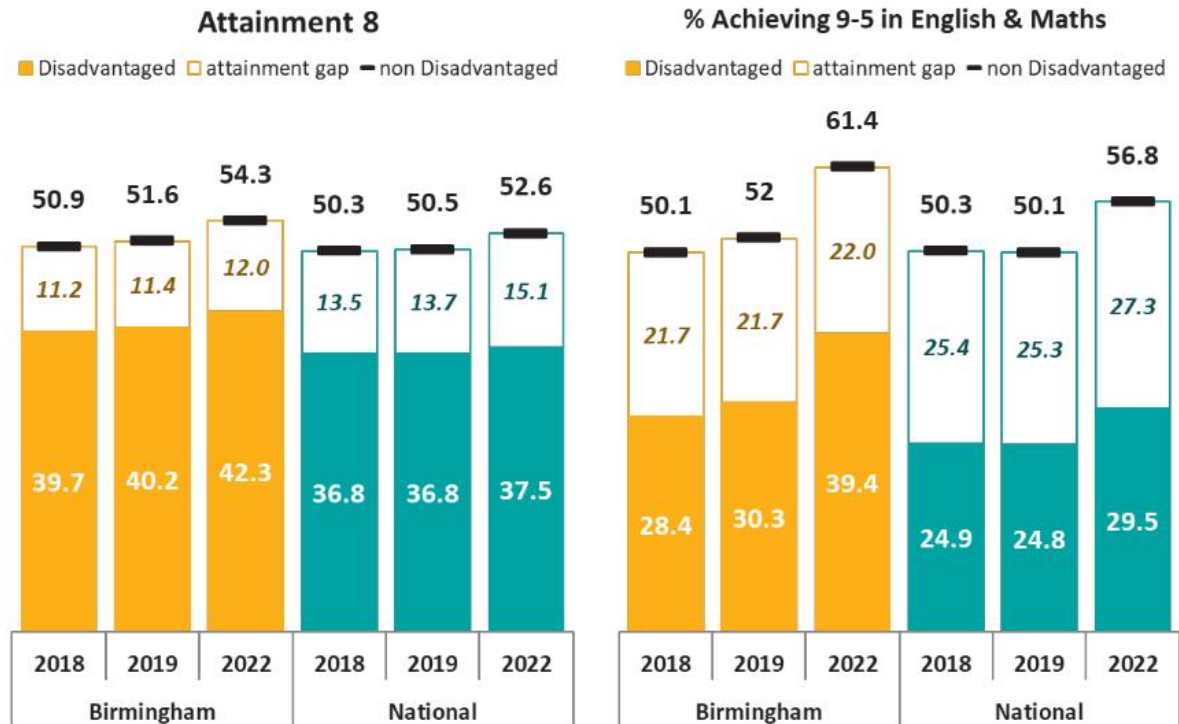
Statistical Neighbours



Birmingham's average Attainment 8 score places us 1st within the Core Cities group and joint 1st in comparison to our Statistical Neighbours.

Core City Average = **47.1**
Statistical Neighbour average = **46.6**

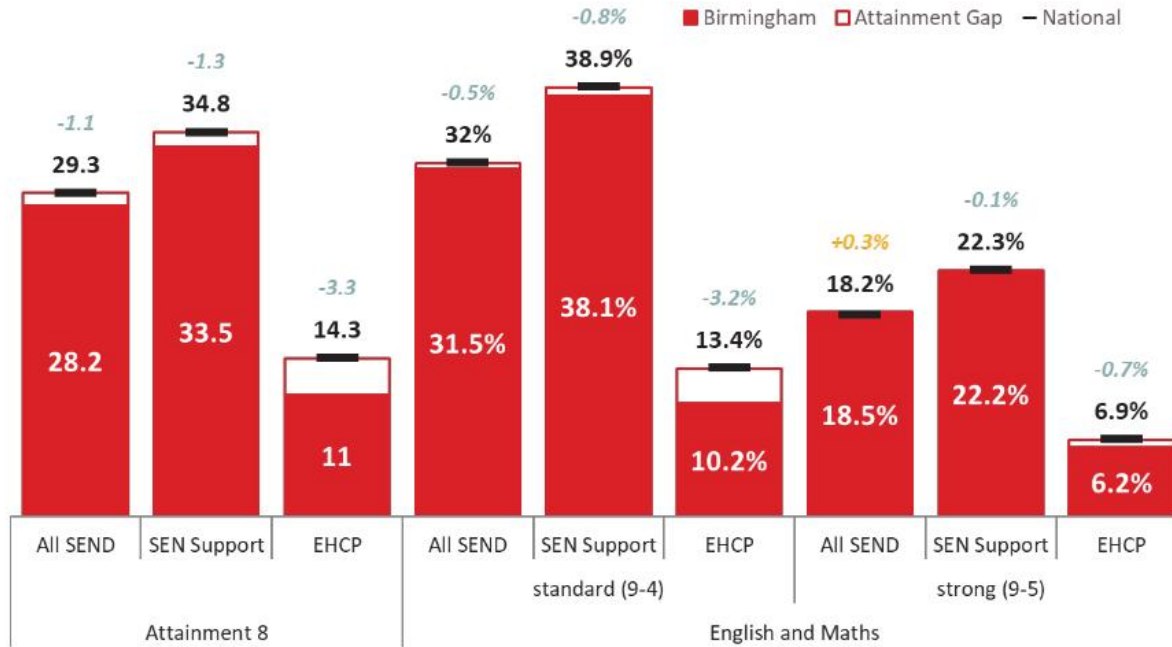
Key stage 4 - Disadvantaged Pupils Attainment Gap



In Birmingham, Disadvantaged pupil's achievement is higher than Disadvantaged pupils nationally for both average Attainment 8 and the percentage achieving a strong pass in English and Maths.

The gap in attainment to non disadvantaged pupils is also smaller in Birmingham to National but it has widened slightly.

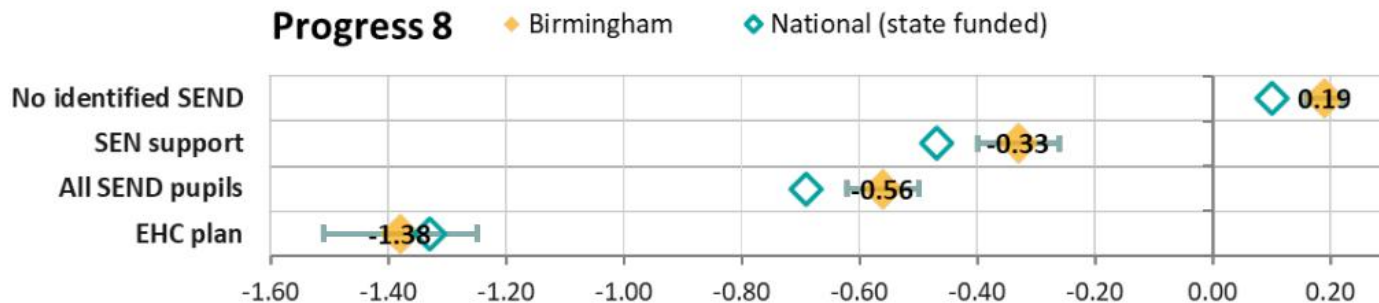
Key stage 4 - SEND Pupils Attainment in Birmingham vs National



In 2022 SEND pupil's attainment was below other SEND pupils nationally in all attainment measures except for attaining grades 9-5 in English and Maths.

In Birmingham, the gap in attainment to National is much smaller for SEN Support pupils than for pupils on an EHC plan.

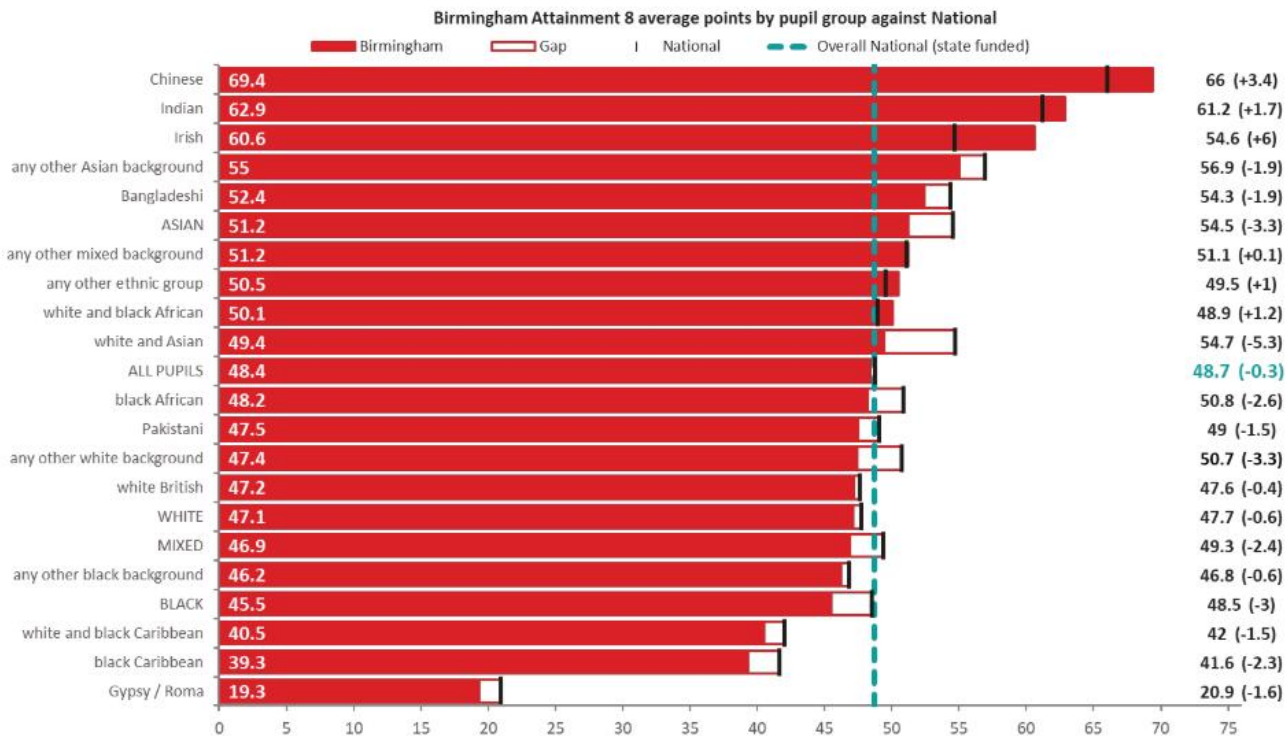
Key stage 4 - SEND Pupils Progress 8 in Birmingham vs National



In 2022 Birmingham SEND pupils have made significantly more progress than SEND pupils nationally.

When broken down into the group's, SEN Support pupils in Birmingham make significantly more progress than SEN Support pupils nationally. However Birmingham pupils with an EHC plan make less progress than either equivalents nationally but not significantly so.

Key stage 4 – Ethnicity



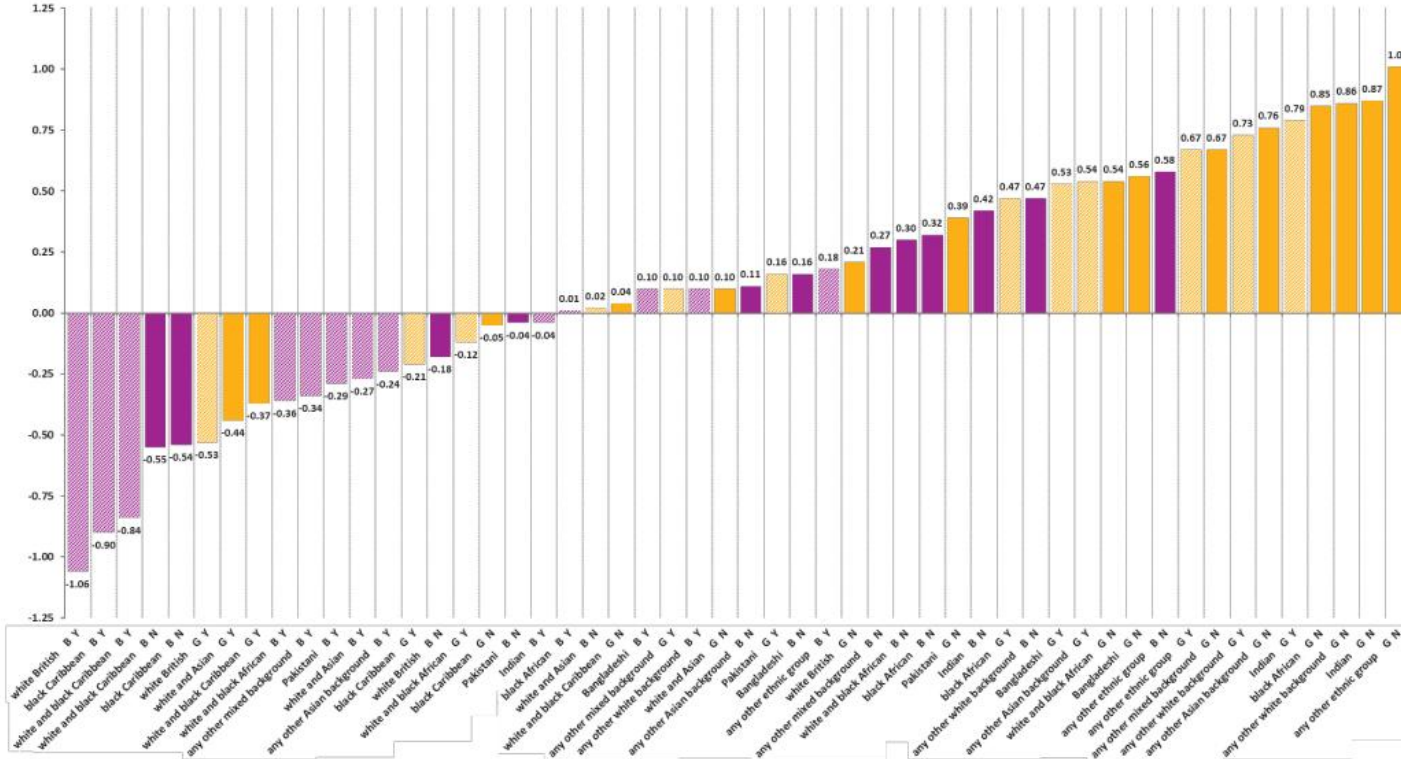
Key Points

Most primary ethnicity groups are below the overall national average for Attainment 8 (48.7), apart from Asian ethnic group being above the overall national average (51.2).

Ethnic groups performing above their national equivalent group include, Chinese, Indian and White and Black African.

Lower performing groups with more than 2 points difference include Other White, Black Caribbean, Black African, and White and Asian, compared to their national equivalent groups.

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

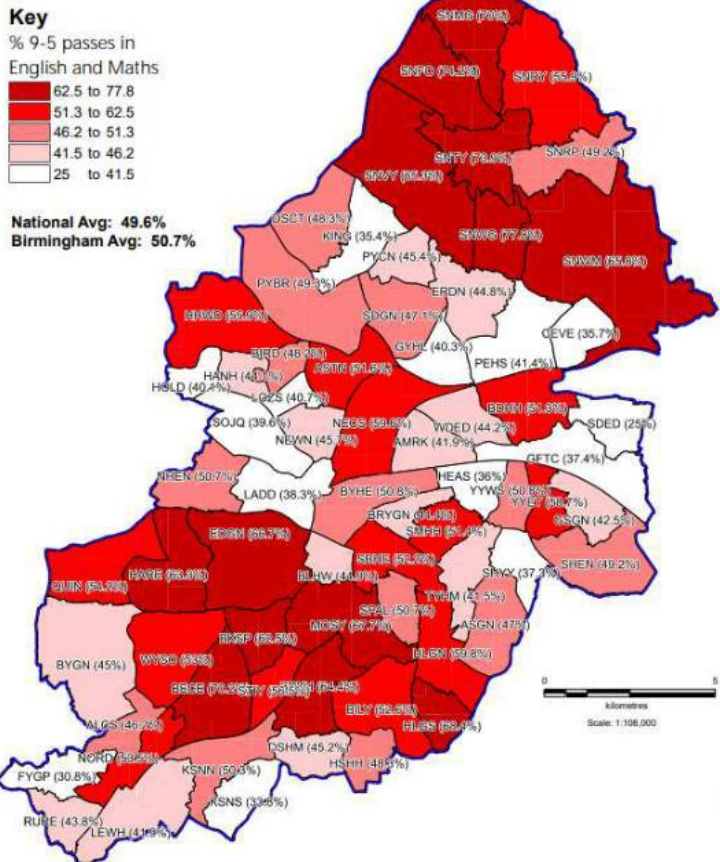


Key Points

High performing disadvantaged ethnicity groups who are above the LA average, include: Indian, Other White, Other ethnic group, Other Asian Bangladeshi and Black African groups.

Low performing disadvantaged ethnicity groups who are significantly below the LA average include: White British, Black Caribbean, White and Black Caribbean, White Asian and White and Black African groups.

Y = Disadvantaged
 N = Non disadvantaged
 B = Boys
 G = Girls



Key Points

High performing wards include:

- Sutton wards, Edgbaston, Harborne, Bournville & Cotteridge, Hall Green South, and Moseley. (31 wards above the LA average)

Low performing wards include:

- Shard End, Frankley Great Park, King's Norton South, Kingstanding, Castle Vale. (38 wards below the LA average)

Summary: 16-18 attainment

- Birmingham's performance at A level is higher than National, Core City, Statistical Neighbour and regional averages.
- In state funded schools 25.4% of students achieved at least 3 or more A levels of A*-A compared to 21.6% Nationally.
- More students have been entered for Applied General and Tech Level qualifications, with Birmingham being 2.5% higher than National.
- The average grade achieved for Applied General qualifications has improved in Birmingham from 2019 and remains above the National average.
- Disadvantaged children achieved higher average grades in Birmingham than nationally.
- Birmingham has a stronger performance in colleges for applied and vocational courses and in schools for A level courses.

Post 16-18

Headline Measures 16-18 Study

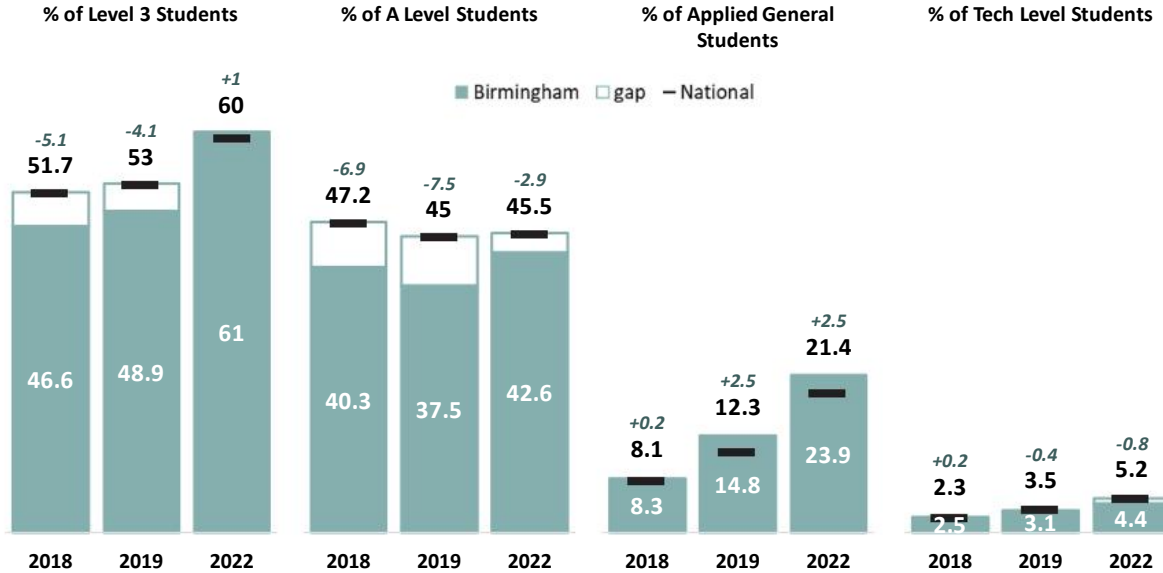
National	A Level	Applied General	Tech Level	<i>Students at the end of 16-18 study</i>
All State Funded Schools and Colleges	B- 37.86	Dist- 31.91	Dist- 30.54	549352
All State Funded Schools	B- 38.28	Dist- 33.31	Dist 34.82	257455

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

Key Points - Students in Birmingham state funded 6th form schools achieve, on average a slightly higher grade than those in the state funded sector including colleges. However, both sectors have achieved a higher than average points score than their direct National equivalent. The same applies to Applied General studies.

Post 16-18

State Funded Schools and Colleges



Key Points

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

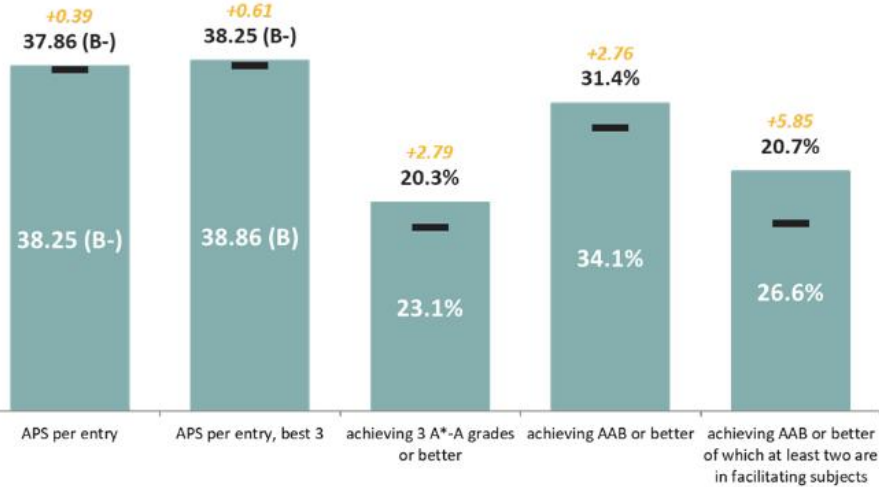
Entries in Applied General qualifications have been increasing year on year since 2018 both in Birmingham and Nationally. Birmingham with 2.5% more entries in 2022 for state funded schools and colleges.

Similarly, Tech level entries have also been increasing at a much slower rate.

Post 16-18

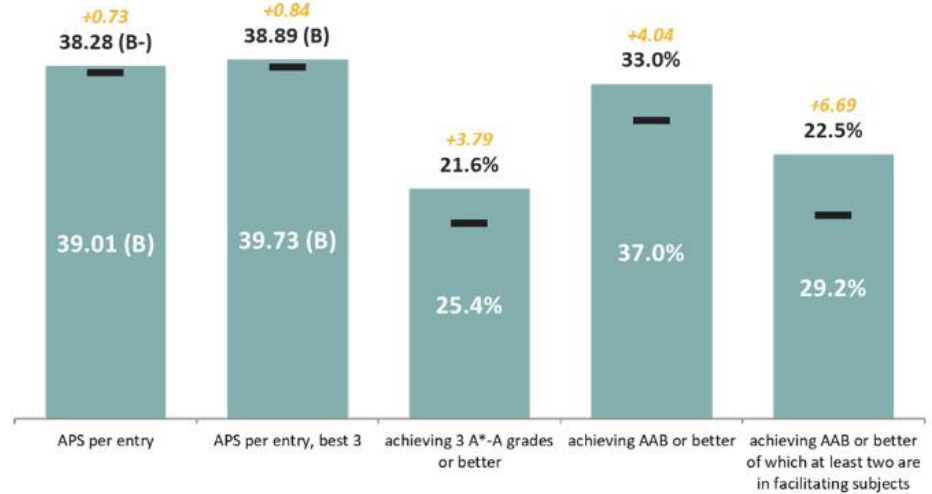
A Level Performance Indicators for Birmingham compared with National - All State Funded Schools and Colleges

■ Birmingham □ gap — National



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

■ Birmingham □ gap — National

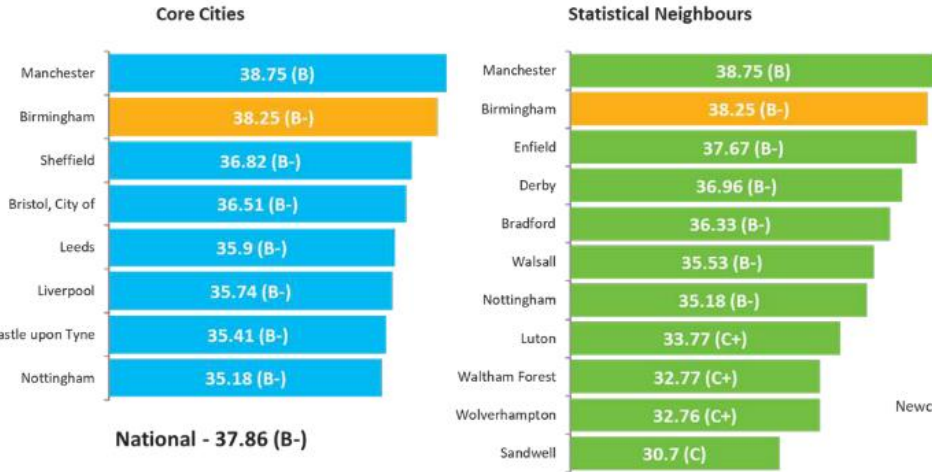


Key Points

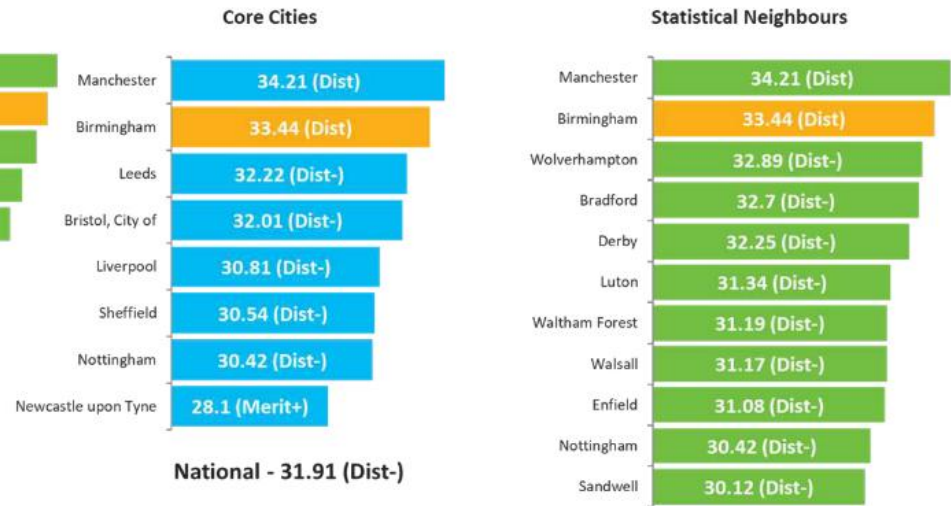
Students in Birmingham state funded schools (6th form) achieve higher than the national averages across all the main attainment measures for A Levels. This trend is also present for the state funded schools & colleges, Birmingham students perform better than national students for all A Level measures.

Post 16-18

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



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



Key Points

In the average points score achieved at A Level and in Applied General qualifications in 2022, Birmingham ranks 2nd out of the 8 core cities and 2nd out of 11 when comparing to statistical neighbours.



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Birmingham City Council

Education and Children's Social Care Overview and Scrutiny Committee

Date: 22 February 2023



Subject: Update on exclusions, children out of school and part-time timetables

Report of: Trudy Pyatt, Interim Director Thriving Families

Report author: Trudy Pyatt, Interim Director Thriving Families

Trudy.pyatt@birmingham.gov.uk

1 Purpose

1.1 The Education and Children's Social Care Overview and Scrutiny Committee requested an update on:

1.1.1 Exclusions from school, particularly information on how many excluded children have SEND needs / EHCPs.

1.1.2 Children who haven't got a suitable school place, and the support provided to them.

1.1.3 Children on part-time timetables

1.2 A presentation providing an update on the above is attached with this report for consideration by the committee.

1.3 Officers will be in attendance at the February 2023 committee meeting to discuss the presentation and answer any questions.

2 Recommendations

2.1 Members note the presentation attached with this report.

3 Any Finance Implications

3.1 None.

4 Any Legal Implications

4.1 None.

5 Any Equalities Implications

5.1 None.

6 Appendices

6.1 Appendix 1: Presentation for consideration by the committee.

Update for Education and Children's Social Care Overview and Scrutiny Committee: Exclusions and children out of school

22 February 2023

Sue Harrison

Director Children and Families



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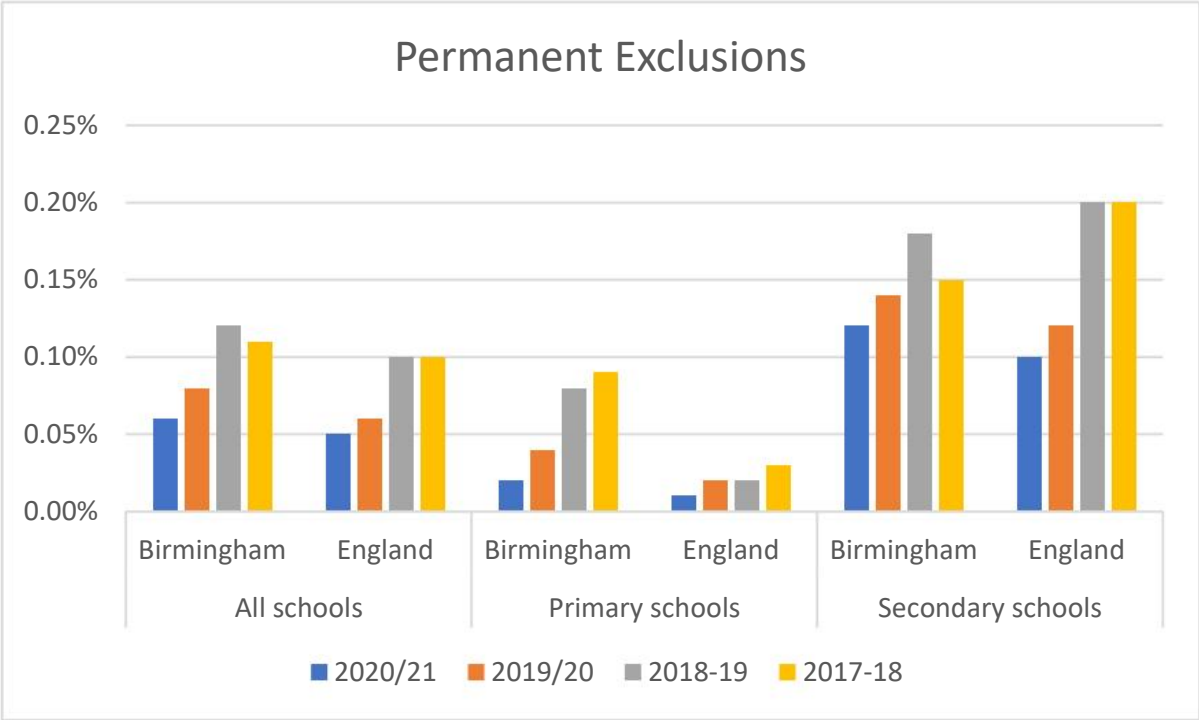
Request from the Committee

- Information on how many excluded children have SEND needs / EHCPs.
- Figures on children who haven't got a suitable school place, and support that is being provided
- Information on children affected by part-time timetables

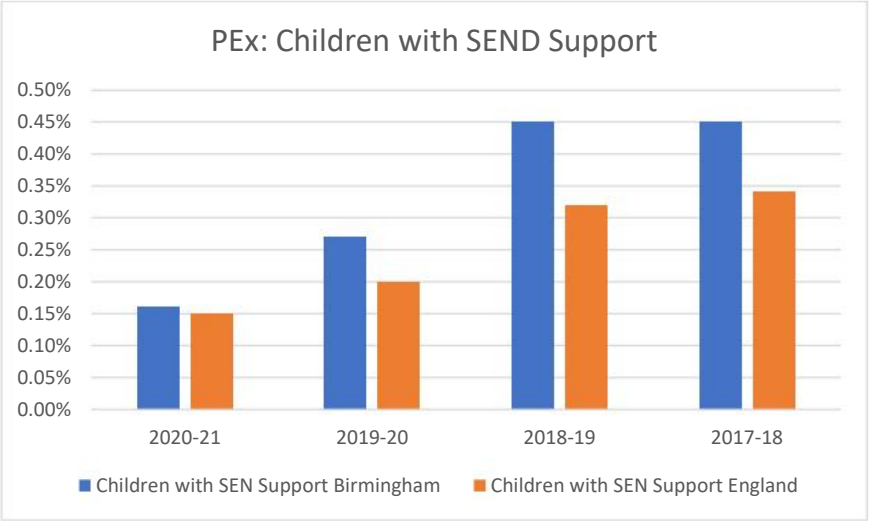
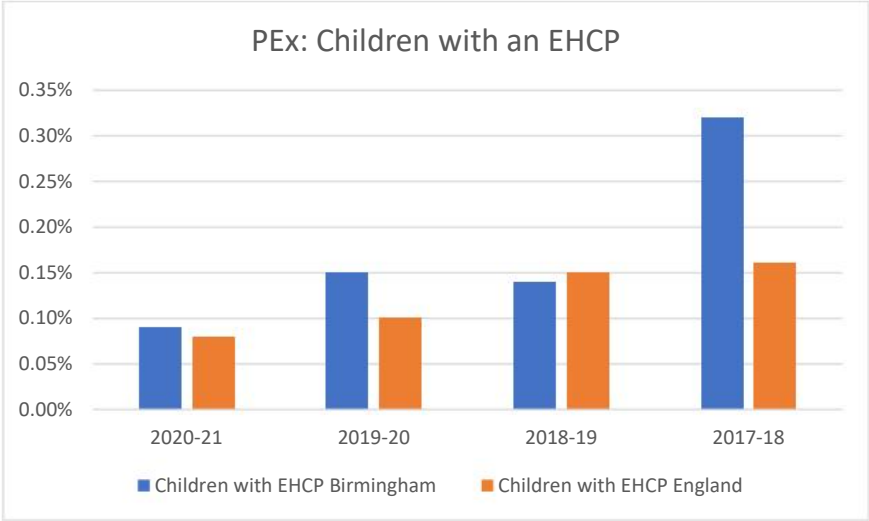
Children missing education and out of sight

- EHCP/SEND
- Exclusions
- Part-time timetables
- Elective Home Education
- Poor attendance
- No school place
- Newly arrived, new to area
- Insecure immigration status
- Private fostering arrangements
- Transient groups
- Unregulated provision
- Temporary Accommodation
- Families living 'off-grid'
- No take up of Early Years
- Risk of serious youth violence
- At risk of exploitation
- Abroad and out of contact
- Never been known to services

Permanent Exclusions



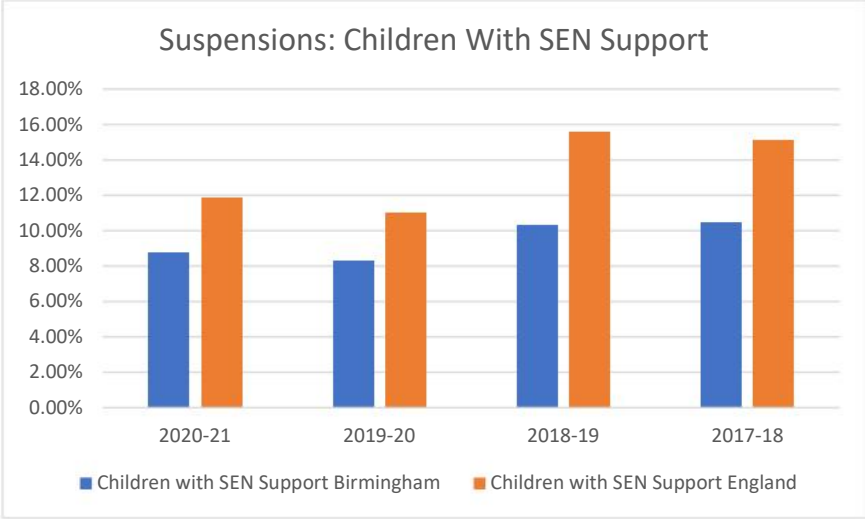
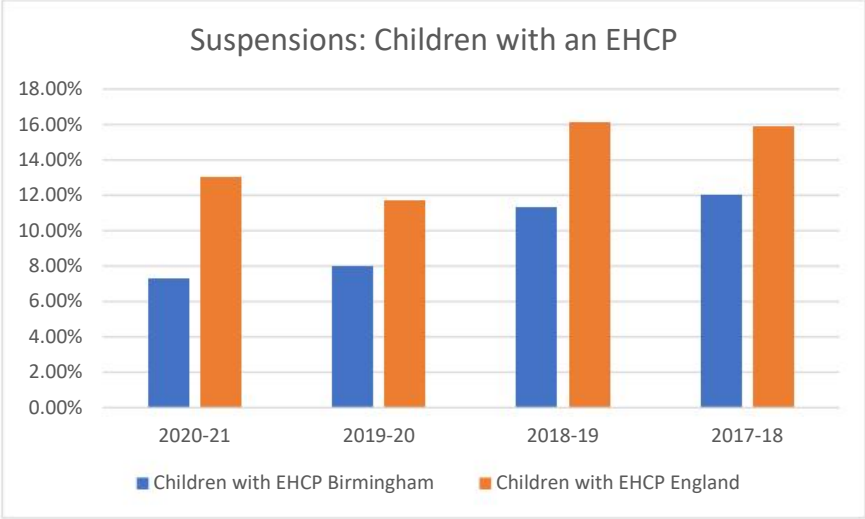
Permanent Exclusions: Children With SEND



Suspensions



Suspensions: Children With SEND



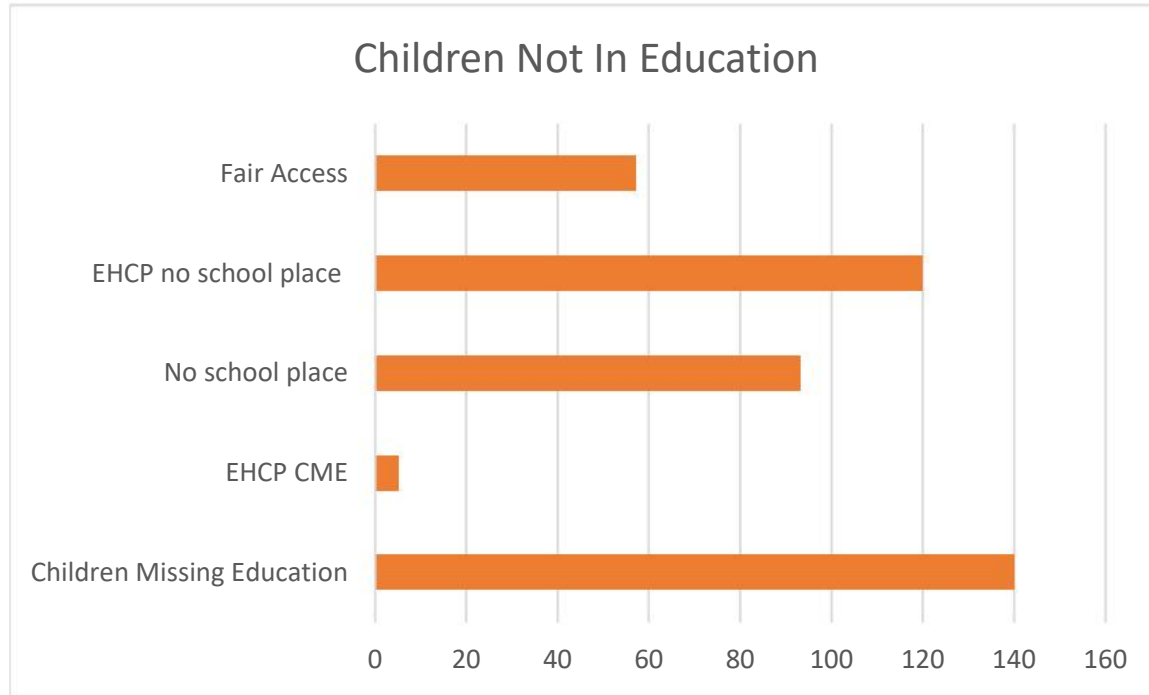
Partnership working to reduce Primary School Exclusions

- A new partnership Early Help Inclusion Panel was established by Birmingham Children's Trust's Early Help Team and the Council's Tackling Exclusions Group in Autumn 2022, to promote inclusion and prevent exclusions in Primary School age children.
- The panel has representation from all partners to ensure a multi-agency approach to inclusion and will work in partnership with other agencies to best improve outcomes for children.
- Delivery of trauma informed practice support for schools
- Roll out of UNICEF Rights Respecting Schools Award

Exclusions and Suspensions: Council Response

- Improve data collection and use to inform Local Authority actions
- Develop proactive approaches to support schools with relational practice approaches, and to challenge schools where exclusions and suspensions could be avoided
- Work with City of Birmingham School (COBS Pupil Referral Unit) to develop use of turnaround places that enable children to maintain their school place and to support mainstream schools to develop effective behaviour support strategies

Children without a school place



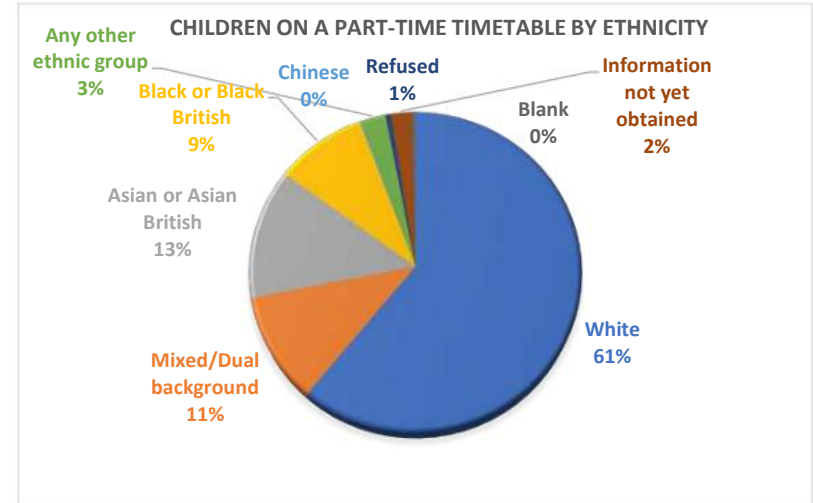
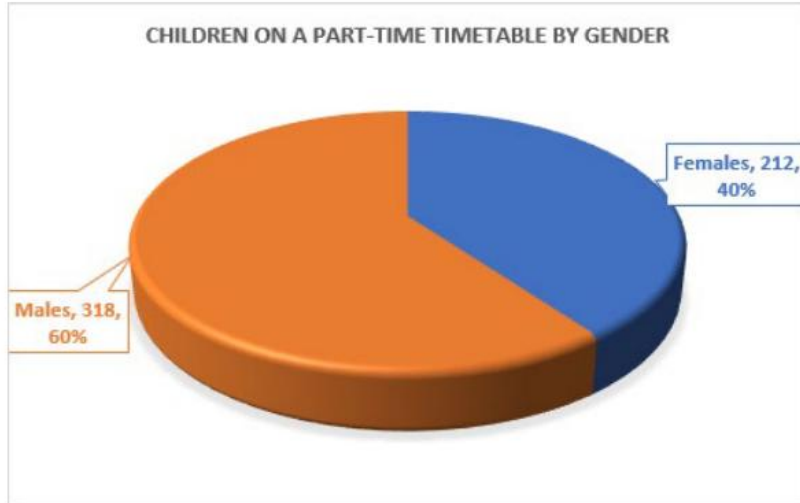
Support provided to children without a school place

- Children who have an EHCP without a school place are referred to the Home Bridging Team which develops a package of support for the child. This includes fortnightly safe and well checks and provision for home tutors whilst the child is awaiting a full-time school place. The Children with EHCP Placements Team work to secure a full-time school place for the child.
- For all other children, the School Admissions (In-Year Admissions) team work to support children back into school.
- EHE children whose education is found to be unsuitable are supported to return to school education.

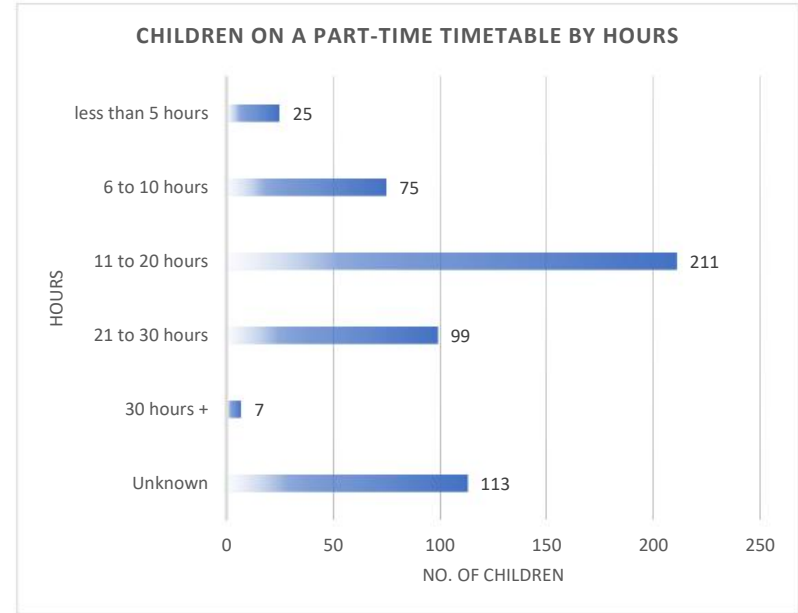
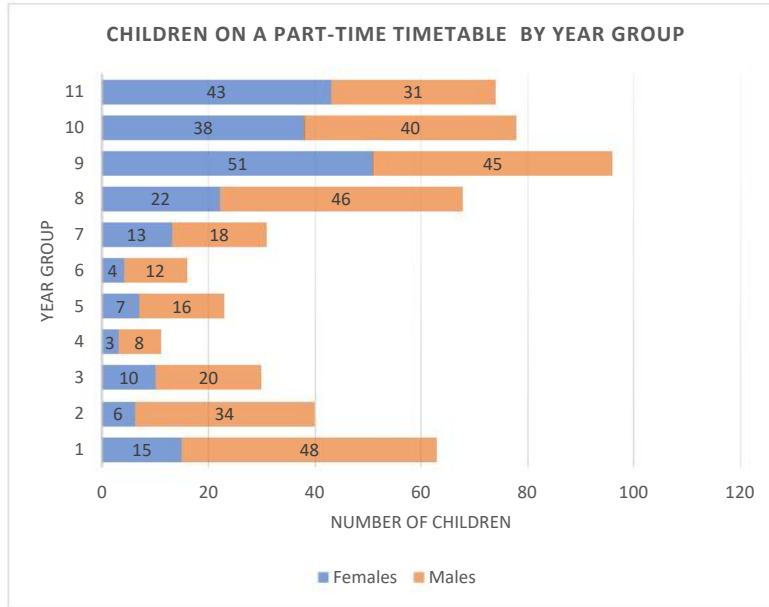
Children without a school place: Council Response

- Children not in full time education is a key priority on the Improving Services for Children and Families Plan
- The teams within Thriving Children and Families are currently working collectively to review all internal processes regarding children without a school place.
- Established a new service area in the Children's Services Directorate
- There is additional investment to provide strategic leadership to this space
- We are significantly strengthening senior leadership oversight through improved data dashboards
- We have commenced dip sampling quality assurance of practice

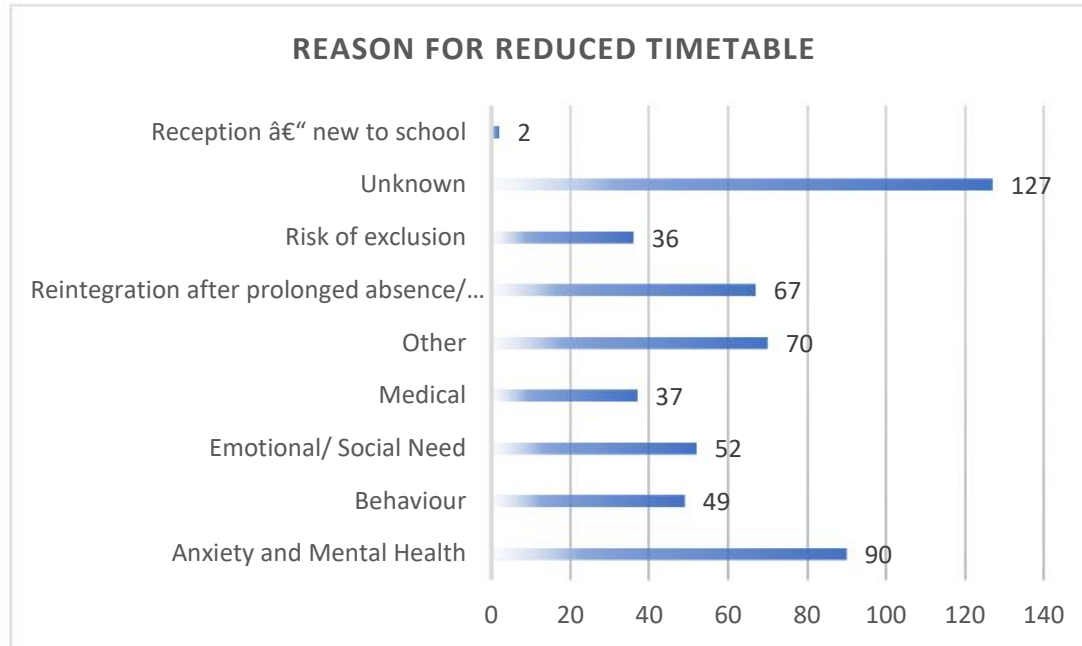
Part-time timetables: Gender and Ethnicity



Part-time timetables: Year Group and Hours



Part-time timetables: Reasons



Part-time timetables: Council Response

- Ensure live reporting mechanisms enable identification of reasons and length of time on a reduced timetable
- Identify children with a social worker or with SEND for priority support
- Develop package of support to upskill schools in relation to social and emotional needs
- Develop and share good practice guidance with schools, including recently published DfE case studies

Silent voices, hidden lives

Children out of sight of services – get the basics right

- Deep dive into service areas to review leadership, processes, practice, culture
- Ensure services understand statutory guidance and are meeting responsibilities
- Appropriate governance, oversight and accountability, corporate safeguarding
- Strategic use of data across the partnership to improve visibility of children
- Construct environments for integrated assessment to wrap around families
- Review the outputs of the system and what is working well
- Follow children and young people across systems to ensure join up
- Maximise opportunities to listen to the views and experiences of children and families
- Capitalise on existing partnerships to extend opportunities for joint-working
- Build opportunities for learning and development, sharing of practice wisdom
- Instil reflexive practice through high support, high challenge, CPD & supervision
- Listen to the workforce



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Education and Children's Social Care O&S Committee: Work Programme 2022/23

Chair:	Cllr Kerry Jenkins
Deputy Chair:	Cllr Des Hughes
Committee Members:	Cllrs: Shabina Bano, Jilly Bermingham, Debbie Clancy, Morriam Jan, Shehla Moledina, and Simon Morrall Education Representatives: Justine Lomas, Roman Catholic Diocese, Osamugi Ogbe, Parent Governor, Rabia Shami, Parent Governor, and Sarah Smith, Church of England Diocese
Officer Support:	Senior Overview and Scrutiny Manager: Fiona Bottrill (303 1731) Scrutiny Officer: Amanda Simcox: (675 8444) Committee Manager: Sofia Mirza (675 0216)

1 Introduction

- 1.1 The remit of the Education and Children's Social Care O&S Committee is 'to fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities concerning schools and education, the Children's Trust, vulnerable children, corporate parenting, children and young people's health and wellbeing and other child social care and safeguarding functions of the council'.
- 1.2 The Overview and Scrutiny Committee dealing with education matters shall include in its membership the following voting representatives: a) Church of England diocese representative (one); b) Roman Catholic diocese representative (one); and c) Parent Governor representatives (two, who are on the Committee until 30th April 2026).
- 1.3 This report provides details of the scrutiny work programme for 2022/23.

2 Recommendation

- 2.1 That the Committee considers its work programme, attached at Appendix 1, and agrees any amendments required.

3 Background

- 3.1 *"Scrutiny is based on the principle that someone who makes a decision...should not be the only one to review or challenge it. Overview is founded on the belief that an open, inclusive,*



member-led approach to policy review...results in better policies in the long run.” (Jessica Crowe, former Executive Director, Centre for Governance and Scrutiny).

- 3.2 Developing an effective work programme is the bedrock of an effective scrutiny function. Done well, it can help lay the foundations for targeted, inclusive and timely work on issues of local importance, where scrutiny can add value. Done poorly, scrutiny can end up wasting time and resources on issues where the impact of any scrutiny work done is likely to be minimal.
- 3.3 As a result, the careful selection and prioritisation of work is essential if the scrutiny function is to be successful, add value and retain credibility.

4 Work Programme

- 4.1 Appendix 1 sets out the future work programme for this Committee. This provides information on the aims and objectives, together with lead officers and witnesses, for each item. The attached work programme also includes items to be programmed where dates are still to be confirmed, and any outstanding items including the tracking of previous recommendations.
- 4.2 As the work programmes for the Committees have developed a number of cross cutting issues have been identified. To avoid duplication Members will be invited to attend different Overview and Scrutiny Committee meetings for relevant reports as set out below:

Lead Committee	Meeting and Agenda Item	Members to be invited and reason
Education and Children’s Social Care O&SC	Meeting: TBC Report from Birmingham Safeguarding Children’s Partnership (BSCP)	Members of the CYP Mental Health Inquiry from the Health and Social Care O&SC (Cllrs: Mick Brown (Chair), Kath Hartley, Gareth Moore, Julian Pritchard, and Paul Tilsley (Deputy Chair).
Commonwealth Games, Culture and Physical Activity O&SC	Meeting: TBC Report on employment and skills Legacy of the Commonwealth Games	Members of the Economy and Skills O&SC At the meeting on the 8 July Co-ordinating O&SC decided that this issue falls within the remit of the CWG, Culture and Physical Activity O&SC, and as it has been identified during the work planning for the Economy and Skills O&SC as an issue of interest. Members of this Committee would be invited to the relevant meeting.



5 Other Meetings

5.1 There are no other meetings scheduled at this time.

Call in Meetings:

None scheduled

Petitions

None scheduled

Councillor Call for Action requests

None scheduled

Committee approved Wednesday at 10.00am as a suitable day and time each week for any additional meetings required to consider 'requests for call in' which may be lodged in respect of Executive decisions.

6 Forward Plan for Cabinet Decisions

6.1 Since the implementation of the Local Government Act and the introduction of the Forward Plan, scrutiny members have found the Plan to be a useful tool in identifying potential agenda items.

6.2 The following decisions, extracted from the CMIS Forward Plan of Decisions, are likely to be relevant to the Education and Children's Social Care O&S Committee's remit. The Committee may wish to consider whether any of these issues require further investigation or monitoring via scrutiny. The Forward Plan can be viewed in full via Forward Plans (cmis.uk.com).

ID Number	Title	Proposed Date of Decision
011065/2023	Birmingham Children's Trust Contract Renewal	21 Mar 23

7 Legal Implications

7.1 There are no immediate legal implications arising from this report.

8 Financial Implications

8.1 There are no financial implications arising from the recommendations set out in this report.

9 Public Sector Equality Duty

9.1 The Council has a Public Sector Equality Duty under the Equality Act (2010) to have due regard to the need to:



- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

9.2 The Committee should ensure that it addresses these duties by considering them during work programme development, the scoping of work, evidence gathering and making recommendations. This should include considering: How policy issues impact on different groups within the community, particularly those that share a relevant protected characteristic; Whether the impact on particular groups is fair and proportionate; Whether there is equality of access to services and fair representation of all groups within Birmingham; Whether any positive opportunities to advance equality of opportunity and/or good relations between people are being realised.

9.3 The Committee should ensure that equalities comments, and any recommendations, are based on evidence. This should include demographic and service level data and evidence of residents/service-users views gathered through consultation.

10 Use of Appendices

10.1 Appendix 1 – Work Programme for 2022/2023

APPENDIX 1 - 2022-23 WORK PROGRAMME

Date of Meeting: Wednesday 20th July 2022 at 10am in the BMI, Margaret Street

Item/ Topic	Type of Scrutiny	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information (Including joint working / links with other O&S Committees)
SEND Improvement and the Accelerated Progress Plan	Update Report	Advise current position on SEND Improvement, and the Accelerated Progress Plan (APP).	Sue Harrison, Director, Children and Families	Sue Harrison, Director, Children and Families Victor Roman, SEND Improvement Programme Manager	None Required	
Home to School Transport (HTST)	Update Report	Assurances on improvements to the HTST service including arrangements for Sep 2022.	Sue Harrison, Director, Children and Families	Mike Fagan, AD, Home to School Transport John Elsegood, Head of Communications Satinder Sahota, Interim City Solicitor & Monitoring Officer	None Required	
Youth Justice Plan	Consultation	To discuss the priorities prior to the plan going to Cabinet and City Council for adoption.	Seamus Gaynor, Head of Executive, Children's Trust	Dionne McAndrew, AD, Vulnerable Young People, Children's Trust Janine Saleh, Head of Service, Youth Offending Service	None Required	
Work Programme Development	Decision	Approve work programme for 2022-23	Fiona Bottrill, Senior Overview and Scrutiny Manager	None	None Required	

Final Deadline: Monday 11th July 2022, and Publication: Tuesday 12th July 2022

Education and Children's Social Care O&S Committee, January 2023 - Appendix 1

Date of Meeting: Wednesday 7th September 2022 at 10am in Committee Rooms 3 & 4, Council House

Item/ Topic	Type	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information
SEND Improvement	Update Report	Improvement Journey	Sue Harrison, Director, Children and Families	Sue Harrison, Director, Children and Families	None Required	
Cabinet Member Portfolio Overview	Update Report	Report providing a summary of Cabinet Member priorities for 2022-23, and identify opportunities for O&S to add value	Suman McCarthy, Cabinet Support Officer	Cllr Karen McCarthy, Cabinet Member for Children, Young People and Families	None Required	Cabinet Member Portfolio Overview
Work Programme Development / Inquiry Proposal	Decision	Approve work programme for 2022-23	Fiona Bottrill, Senior Overview and Scrutiny Manager	None	None Required	

Final Deadline: Friday 26th August 2022

Publication: Tuesday 30th August 2022

Date of Meeting: Wednesday 19th October 2022 at 10am in Committee Rooms 3 & 4, Council House

Item/ Topic	Type	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information
SEND Commissioner	Update Report	To provide information on the work of the SEND Improvement Board and how O&S can add value to the SEND improvement journey.	Sue Harrison, Director, Children and Families	John Coughlan, DfE Commissioner	None Required	
HTST / Children and Young People Travel Service Update	Update Report	Update on the service delivered in Sep 2022.	Sue Harrison, Director, Children and Families	Sue Harrison, Director, Children and Families John Elsegood, Interim Lead Birmingham Children's Travel Service	None Required	

Final Deadline: Monday 10th October 2022

Publication: Tuesday 11th October 2022

Date of Meeting: Wednesday 30th November 2022 at 10am in Committee Rooms 3 & 4, Council House

Item/ Topic	Type	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information
Children's Trust	Update Report	To receive the Business Plan and Priorities (including an update on the paper that is going to Cabinet on the 8 Nov regarding the contract)	Seamus Gaynor, Head of Executive, Children's Trust	Andy Couldrick, Chief Executive, Children's Trust Dionne McAndrew, AD, Vulnerable Young People, Children's Trust	None	Last attended a formal committee meeting on 1st September 2021 Members of the Children and Young People Mental Health Inquiry from the Health and Social Care OSC have been invited (Cllrs: Mick Brown (Chair), Kath Hartley, Gareth Moore, Julian Pritchard, and Paul Tilsley (Deputy Chair))

Final Deadline: Monday 21st November 2022

Publication: Tuesday 22nd November 2022

Date of Meeting: Wednesday 4th January 2023 at 10am in Committee Rooms 3 & 4, Council House

Item/ Topic	Type	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information
Children and Families Directorate Improvement Plan – Progress Update	Update	Update on the improvement journey so far in Children and Families Directorate, including headline improvements and a summary of the Improvement Plan	Sue Harrison, Director, Children and Families	Cllr. Karen McCarthy, Cabinet Member for Children, Young People and Families Sue Harrison, Strategic Director, Children and Families Kerry Madden, Strategic Improvement Programme Director	None	
Children’s Partnership Change for Children 2023-28 Plan	Consultation	To update on progress, and to note the timeline for the development and launch of the Children and Young People’s plan, including commitment to the UNICEF Child Friendly Cities & Communities Initiative	Sue Harrison, Director, Children and Families	Cllr. Karen McCarthy, Cabinet Member for Children, Young People and Families Sue Harrison, Strategic Director, Children and Families Colin Michel, Strategy & Partnership Lead (on-line)	None	

Final Deadline: Thursday 22nd December 2022 and publication: Thursday 22nd December 2022

Date of Meeting: Wednesday 25th January at 1pm in Committee Rooms 3 & 4, Council House (Reconvened Meeting)

Item/ Topic	Type	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information
SENDIASS	Update Report	To consider the report which was initially published with the agenda papers (as an exempt item) for the meeting on the 30 November 2022 which was adjourned.	Sue Harrison, Strategic Director, Children and Families	John Coughlan, DfE Commissioner Cllr Karen McCarthy, Cabinet Member for Children, Young People and Families Sue Harrison, Strategic Director, Children and Families Janie Berry, City Solicitor Rebecca Hellard, Director of Council Management	None	

Date of Meeting: Wednesday 22nd February 2023 at 10am in Committee Rooms 3 & 4, Council House

Item/ Topic	Type	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information
School Attainment & School Improvement	Update Report	To receive a report on school attainment and discuss school improvement with BEP	Sue Harrison, Strategic Director, Children and Families	Sue Harrison, Strategic Director, Children and Families Kate Reynolds, AD, Lifelong Learning & Employability Tim Boyes, Chief Executive, BEP	None	To include attainment by ethnicity
School Exclusions, Part Time Timetables, and Unsuitable School Places	Update Report	Information on school exclusions, part-time timetables, children who haven't got a suitable school place, and support that is being provided, and how many excluded primary school children have unmet SEND needs / EHCPs	Sue Harrison, Strategic Director, Children and Families	Sue Harrison, Strategic Director, Children and Families Razia Butt, Independent Education Adviser	None	This will also be part of the evidence gathering for the Child Criminal Exploitation Inquiry

Final Deadline: Monday 13th February 2023 and publication: Tuesday 14th February 2023

Date of Meeting: Wednesday 5th April 2023 at 10am in Committee Rooms 3 & 4, Council House

Item/ Topic	Type	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information
Children's Trust	Update Report	To provide an update on progress with the priorities	Seamus Gaynor, Head of Executive, Children's Trust Suman McCarthy, Cabinet Support Officer	Andrew Christie, Chair, Children's Trust Andy Couldrick, Chief Executive, Children's Trust Cllr Karen McCarthy, Cabinet Member for Children, Young People and Families Sue Harrison, Strategic Director, Children and Families	None	
Children and Families Directorate Improvement Plan	Quarterly Update Report	To provide a quarterly update on progress	Sue Harrison, Strategic Director, Children and Families	Sue Harrison, Strategic Director, Children and Families Kerry Madden, Strategic Improvement Programme Director	None	
Birmingham Safeguarding Children's Partnership (BSCP) – to be confirmed	Update Report	To receive the BSCP Two-Year Report, the Independent Chair's Accountability Report, and provide evidence to two Inquiries: Child Criminal Exploitation and Children and Young People's Mental Health	Simon Cross Business Manager, BSCP	Penny Thompson, Independent Chair, BSCP Simon Cross Business Manager, BSCP	None	BSCP last attended on 16 th February 2022 Members of the C&YP Mental Health Inquiry from Health & Social Care OSC to be invited (Cllrs: Brown, Hartley,

						Moore, Pritchard, and Tilsley
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Final Deadline: Monday 27th March 2023 and publication: Tuesday 28th March 2023

Date of Meeting: Wednesday 17th May 2023 at 10am in Committee Rooms 3 & 4, Council House

Item/ Topic	Type	Aims and Objectives	Lead Officer	Witnesses	Visits	Additional Information
SEND Accelerated Progress Plan (APP)	Update Report	To provide an update on progress	Sue Harrison, Strategic Director, Children and Families	Sue Harrison, Strategic Director, Children and Families Helen Ellis, Director, SEND and Inclusion	No	Brief monthly updates to be circulated to Members by e-mail.
Young People's Substance Misuse Service	Update Report	To update Members on the Service (under the HSC Act 2012, local authorities have a legal duty to protect children from harm, reduce health inequalities and improve the health of their local population by ensuring that there are public health services aimed at reducing drug and alcohol misuse) Outstanding Information: <ul style="list-style-type: none"> • The referral process for elected members, so they can add this to their resource toolkit when they are dealing with casework to be provided. • Data to see young people's transition out of substance misuse is to be provided. 	Karl Beese Commissioning Manager - Adult Public Health Services	Chris Baggott, Service Lead (Health Protection) John Freeman, Commissioning Manager, Adults Social Care	None required	This item was last discussed on 24 November 2021 Members of the Health and Social Care O&S Committee to be invited to attend for this item.

Youth Services	Evidence Gathering	To provide evidence to the Child Criminal Exploitation Inquiry	Soulla Yiasouma, Head of Youth Service	Soulla Yiasouma, Head of Youth Service	None required	This item was last discussed on 30 March 2022. This may provide useful background information to this item.
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Final Deadline: Friday 5th May 2023 (Monday 8th May 2023 is a bank holiday)

Publication: Tuesday 9th May 2023

TO BE SCHEDULED:

1. Grand Challenges, City Observatory data indicators by committee remit.
2. Scrutiny Inquiry: Child Criminal Exploitation.
3. Joint Scrutiny Inquiry with Health and Social Care O&S Committee: Children and Young People's Mental Health.
4. Visits.
5. Student attendance at school during their period (Period Poverty Inquiry). The focus of the report would be on the learning / good practice that has been identified and how this being shared with schools across the city, and members of the Health and Social Care O&S Committee to be invited to attend for this item.
6. The DfE SEND Commissioner to attend a committee meeting early next year.
7. Janie Berry, City Solicitor to be added to update Members on tribunals and delays etc., and feedback on how the role of Legal Services contributes and makes risk informed decisions.