

Examination and Assessment Results Primary 2015

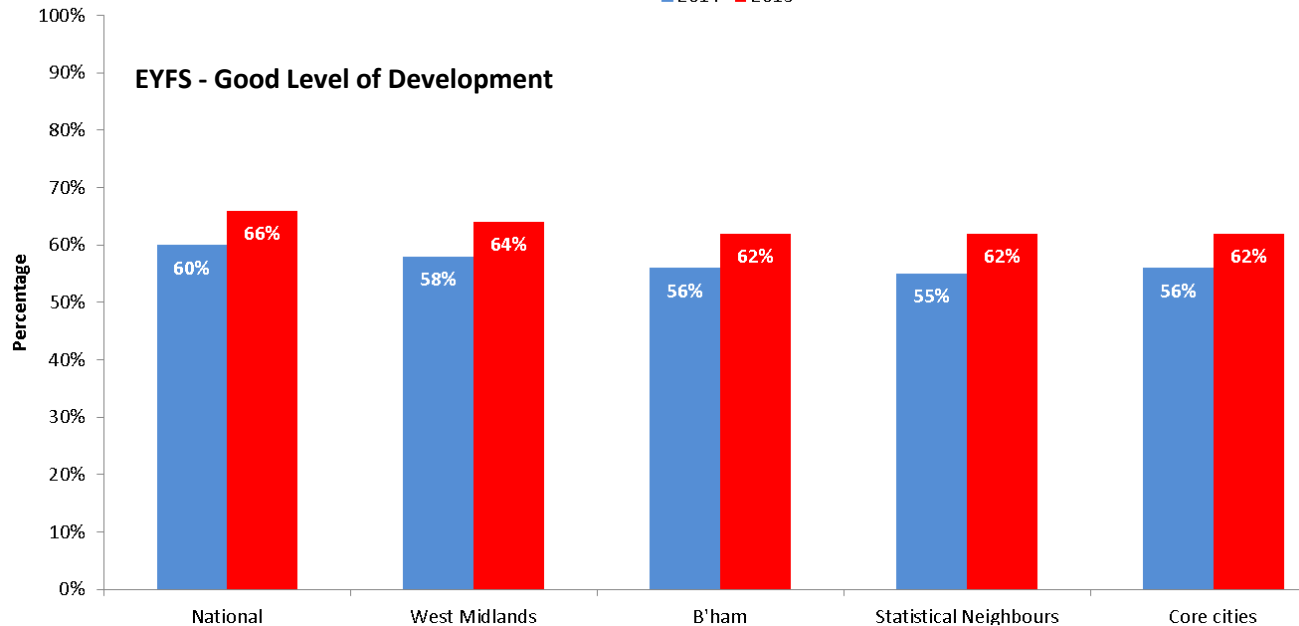
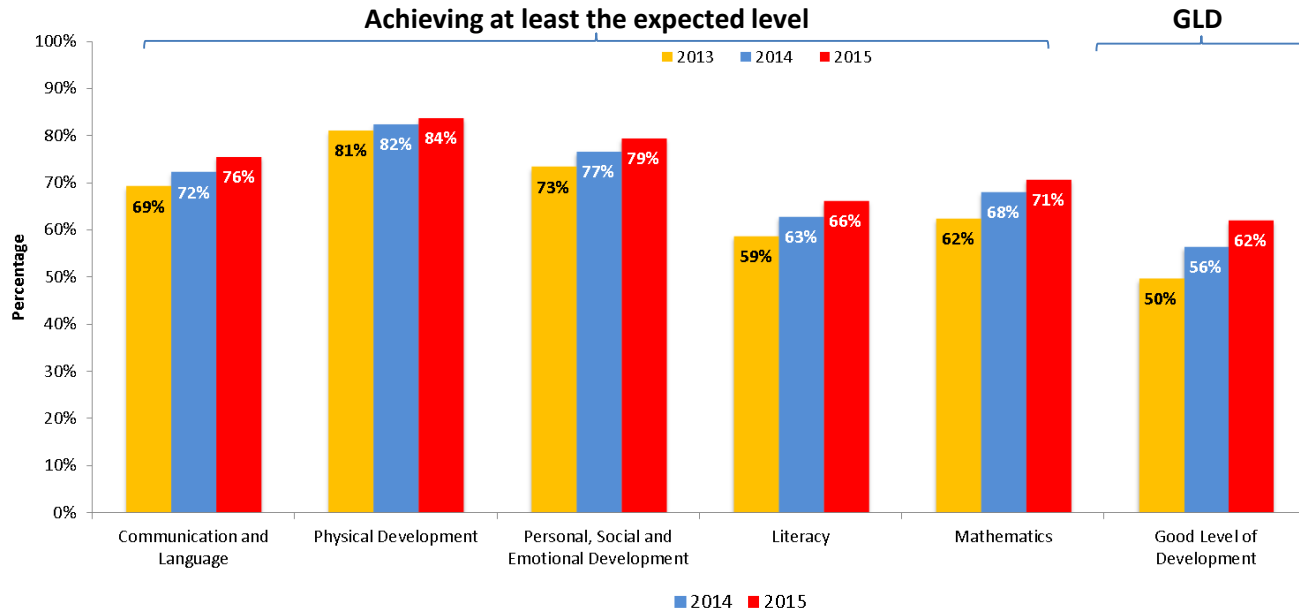
**Education Vulnerable Children
Overview and Scrutiny Committee
February 2016**

Introduction

- Report covers Primary School performance only – Secondary to follow in March
- Some improvements seen across the Key Stages
- But....Still significant gaps between some groups within the city and with national averages
- Girls continue to outperform boys
- Disadvantaged and FSM pupils perform better than national equivalents
- Significant rise in performance of Looked After Children in Early Years
- Now moving to “world without levels”

Early Years Foundation Stage

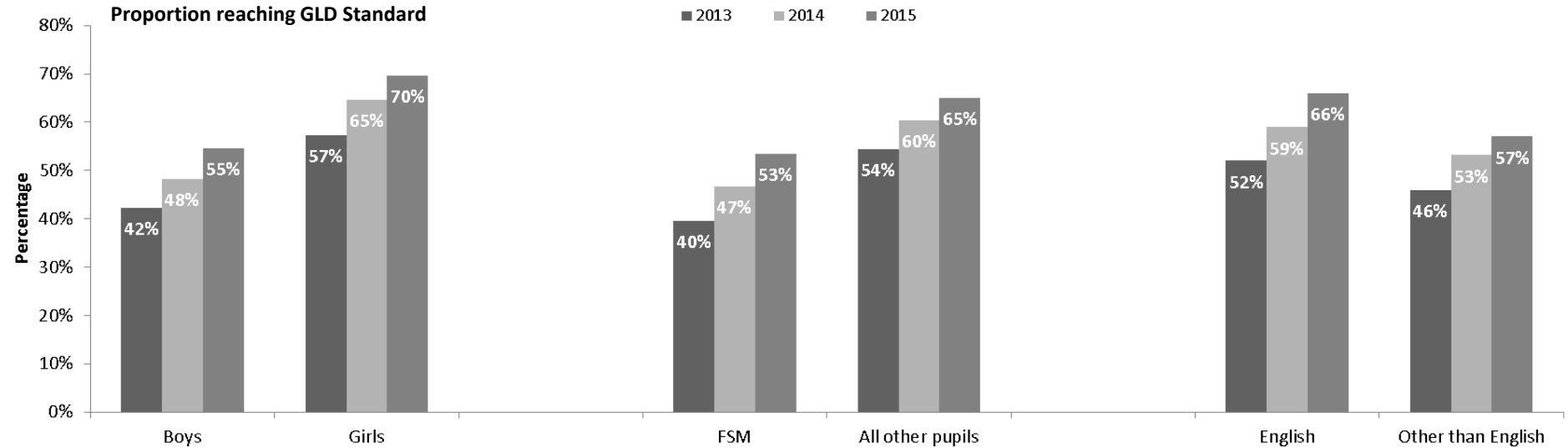
Early Years Foundation Stage Summary



Birmingham's EYFS performance:

- Improved in all areas and across all subjects
- Increase in the proportion of pupils reaching the "Good Level of Development" standard
- Birmingham performs in line with statistical neighbours and core cities

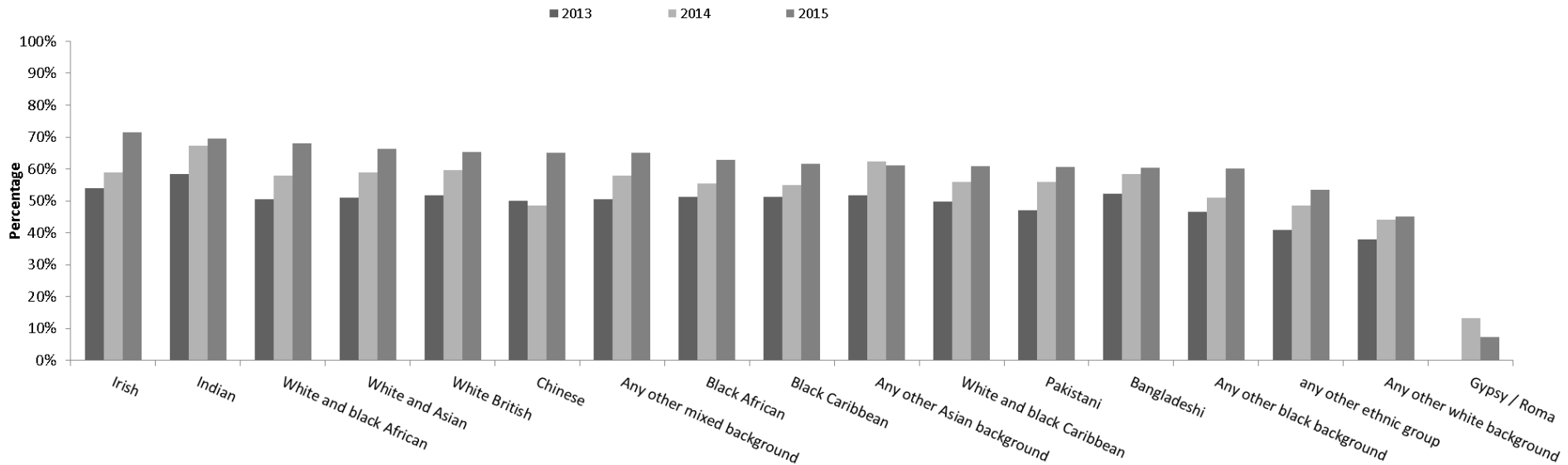
EYFS Performance– Pupil Characteristics



Birmingham's EYFS performance:

- Girls outperform boys although the gap has narrowed slightly
- FSM pupils are still behind the rest of the pupil population, although the gap has closed slightly
- While EAL pupils performance increased between 2014 and 2015, the gap with the rest of the school population actually increased.

EYFS Performance - by Ethnic group



EYFS performance:

- The ethnic group with the highest proportion of pupils reaching the GLD standard was the Irish community – although the cohort for this group was relatively small
- This was followed by Indian community
- The worst performing group by some distance was pupils of Gypsy/Roma heritage, who were the only group to see performance drop between 2014 and 2015. Although this too was from a small cohort

EYFS Performance - by Ward

LA Average 62% (56%)
National Average 66% (60%)

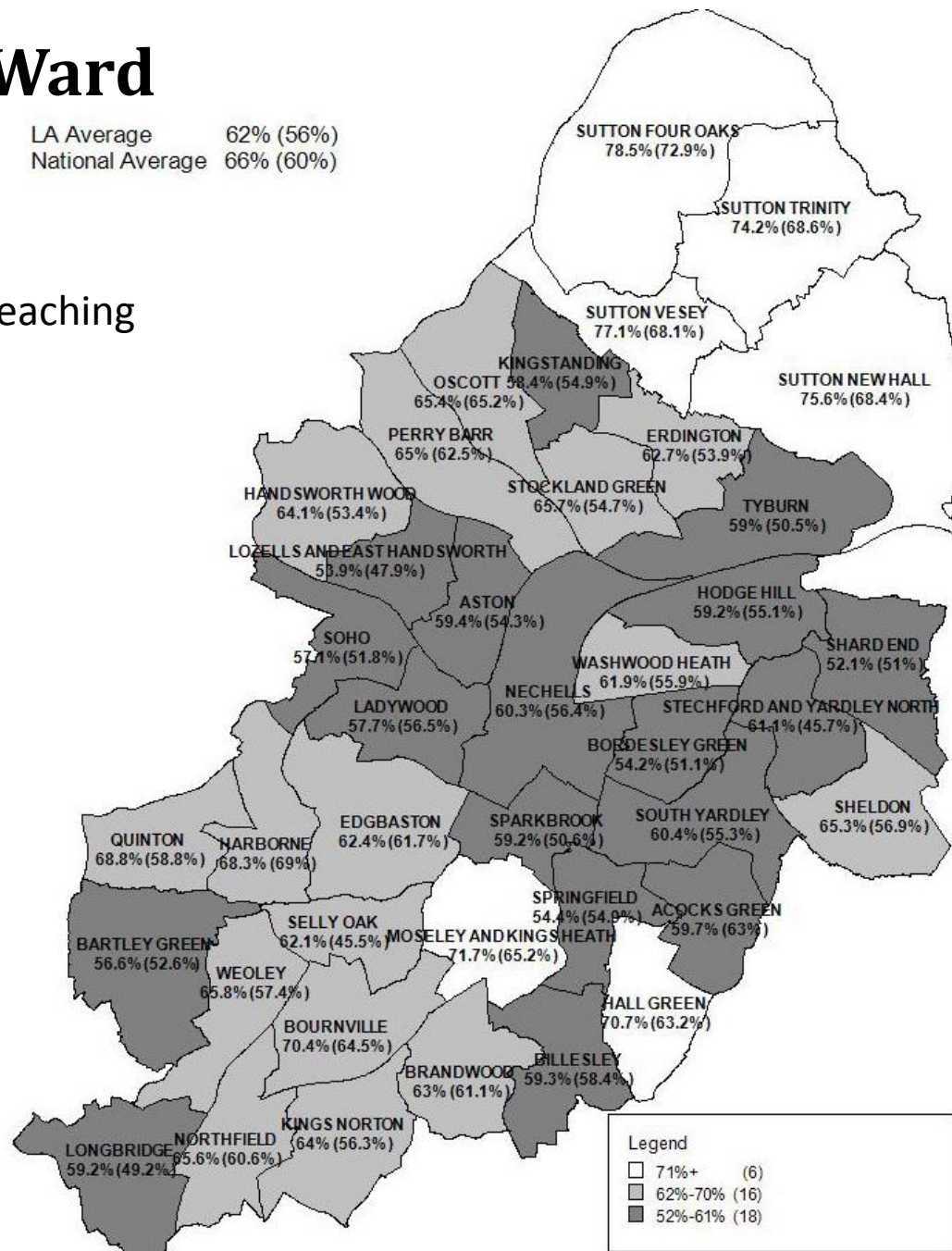
The map below shows proportion of pupils reaching a Good Level of development by ward.

Top 3 wards

- Sutton Four Oaks (78.5%)
- Sutton Vesey (77.1%)
- Sutton New Hall (68.4%)

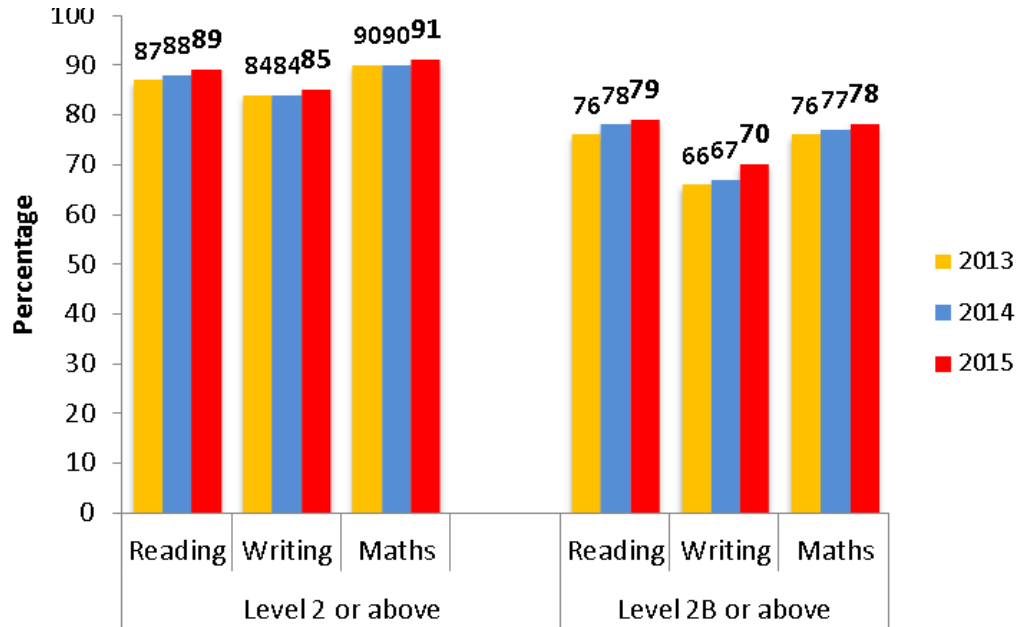
Bottom 3 wards

- Shard End (52.1%)
- Lozells and East Handsworth (53.9%)
- Bordesley Green (54.2%)



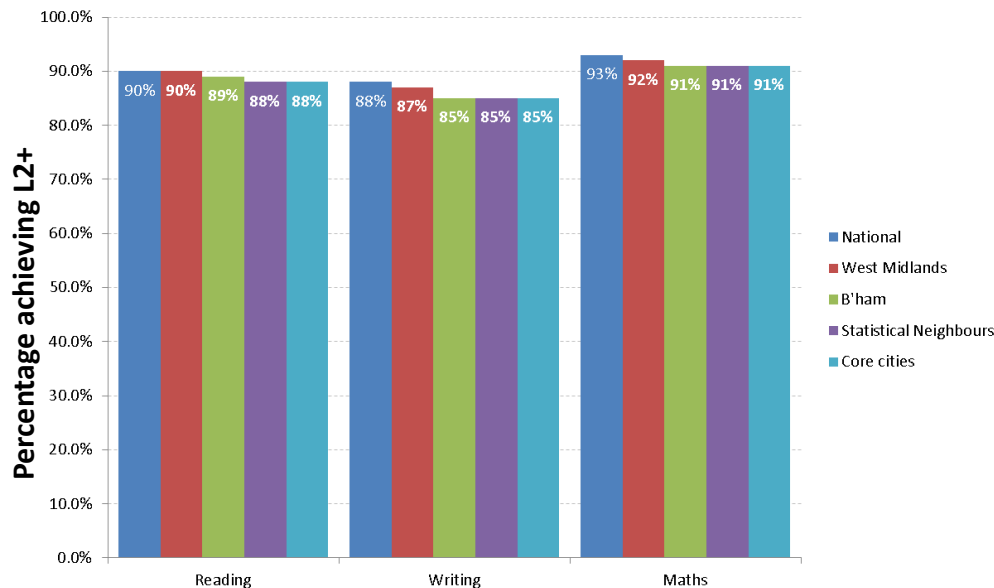
Key Stage 1 Results

Key Stage 1 Summary



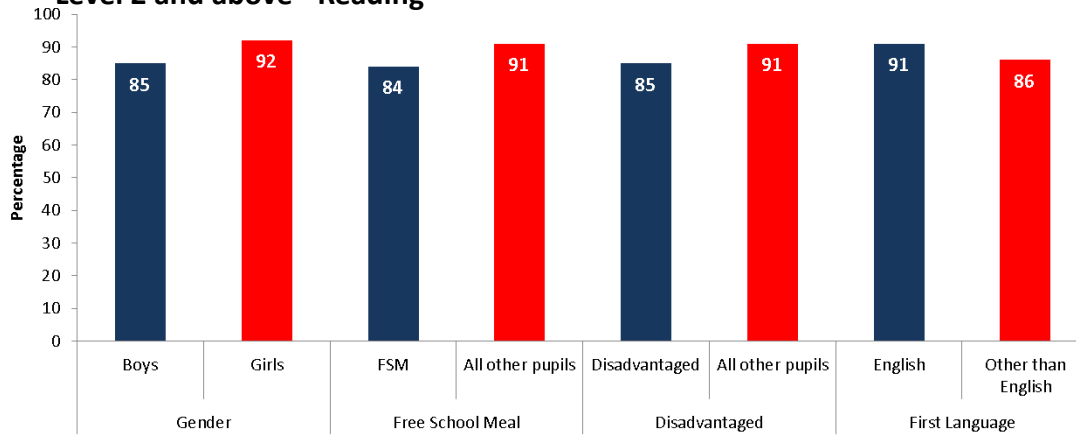
Birmingham's Key Stage 1 performance:

- Attainment for level 2, 2B and 3 has slightly improved in reading, writing, mathematics, science and speaking/listening, from 2014 to 2015.
- Still slight gap between Birmingham and national average – although city is in line with core city averages

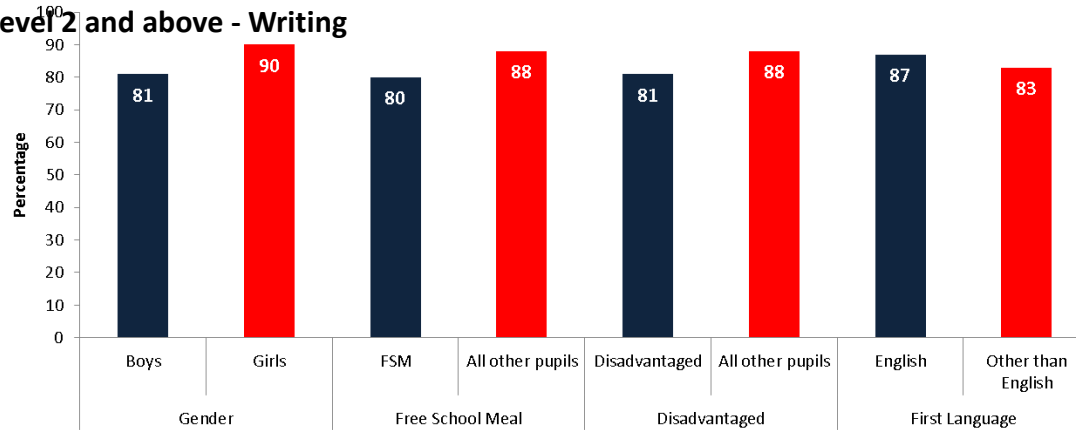


Key Stage 1 – Pupil Characteristics

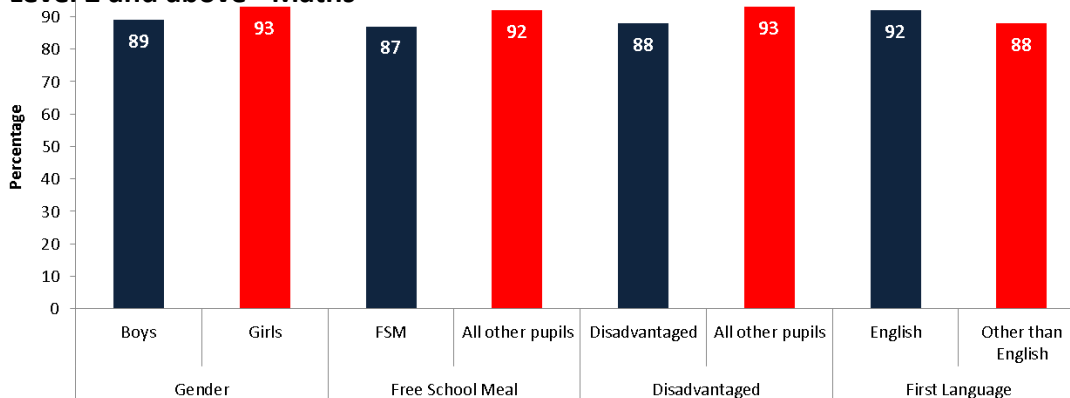
Level 2 and above - Reading



Level 2 and above - Writing



Level 2 and above - Maths

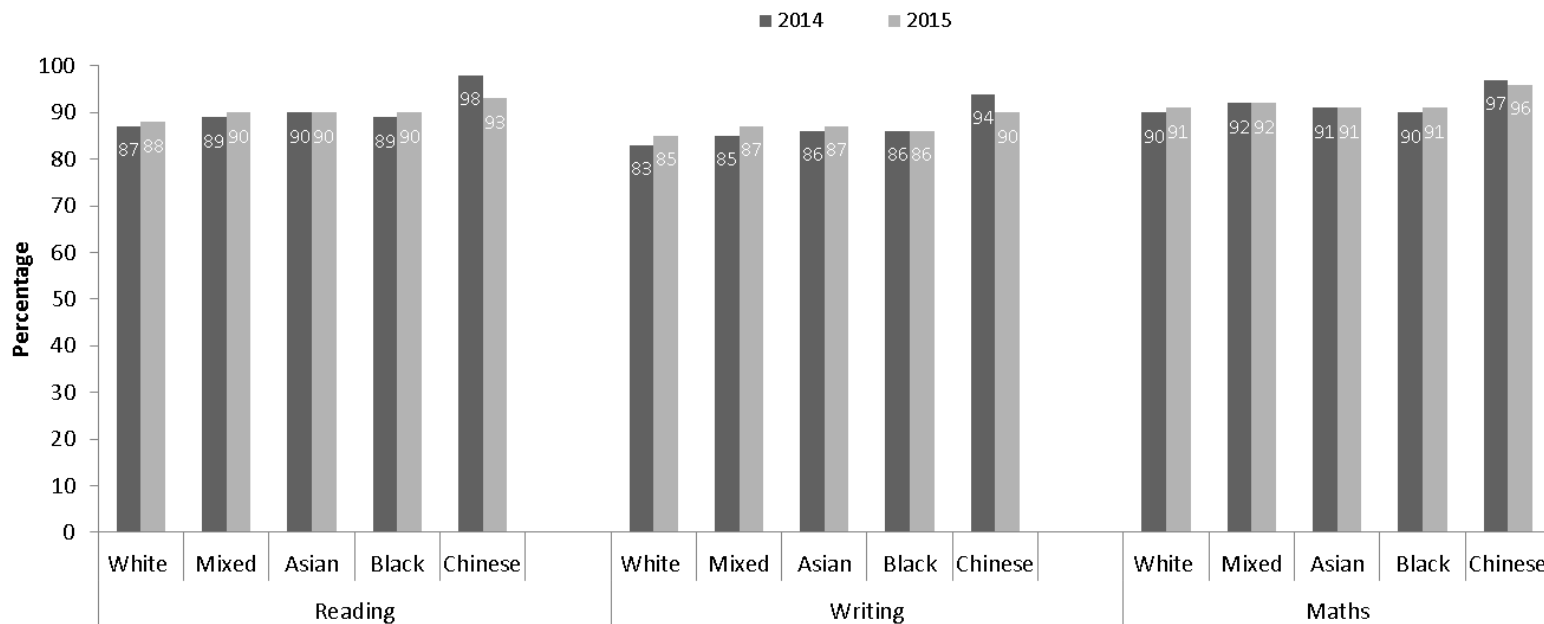


Birmingham's Key Stage 1 performance:

- Girls outperform boys at all subjects although the gap is smallest for maths
- There is still a gap between FSM pupils and rest of Birmingham pupils
- Although FSM pupils outperform national comparators
- EAL still gaps with the rest of the pupil population and with national EAL pupils

Key Stage 1 – Pupil Characteristics

Key Stage 1 Level 2 and above – Main Ethnic Groups

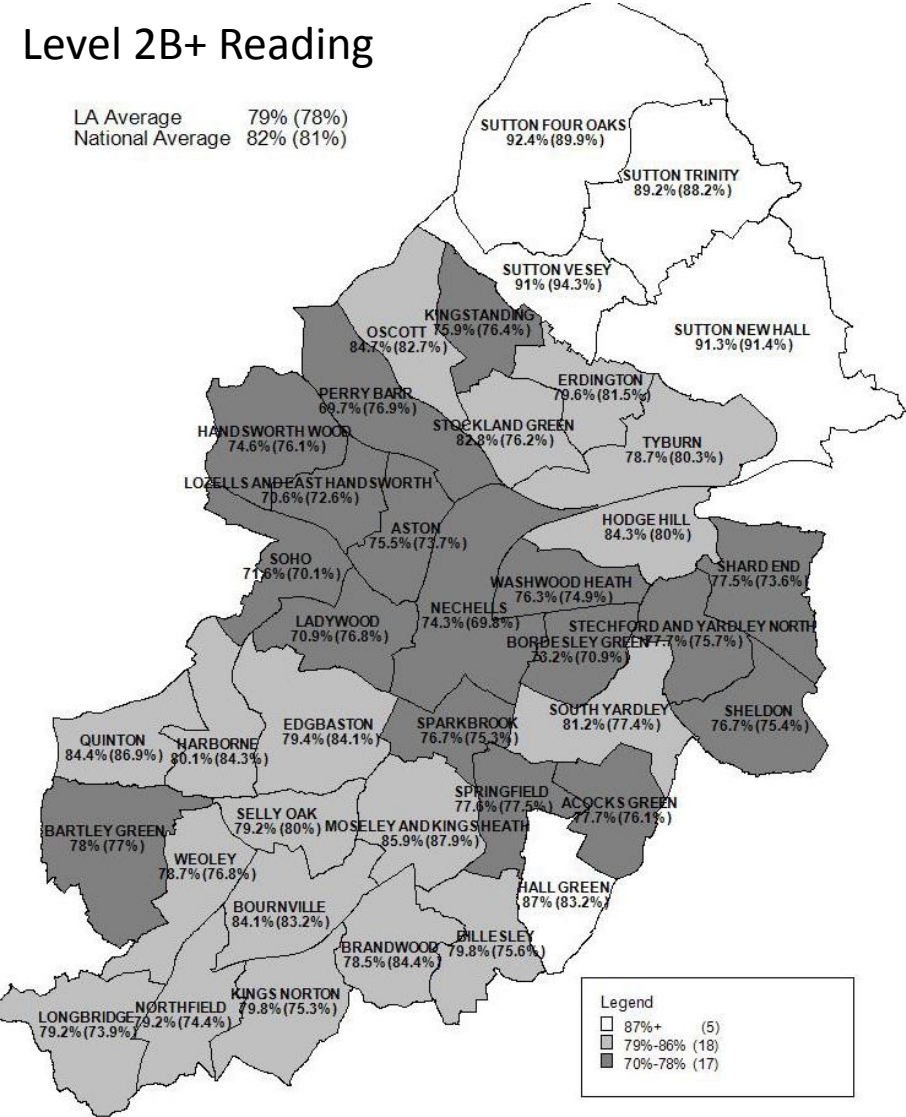


Birmingham's Key Stage 1 performance:

- Attainment outcomes for Chinese pupils showing a decline from 2014 to 2015, this is partly due to an increase in the size of cohort of pupils from 2014 to 2015, which increased by 30 pupils. Although it should be noted that the Chinese pupils are still the best performing ethnic group.
- When comparing to national average Birmingham is below national average for all ethnic groups, with the widest gap for White pupils across all 3 main subject areas.

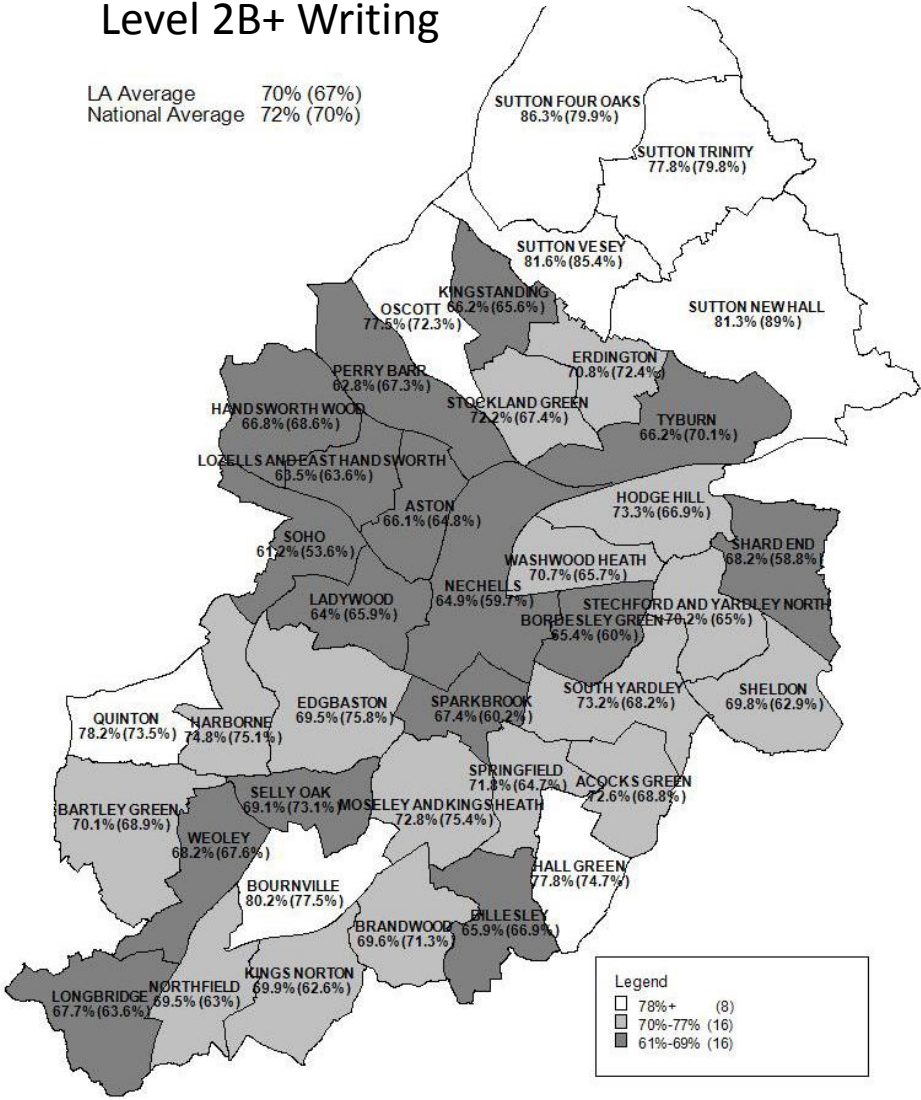
Level 2B+ Reading

LA Average 79% (78%)
National Average 82% (81%)



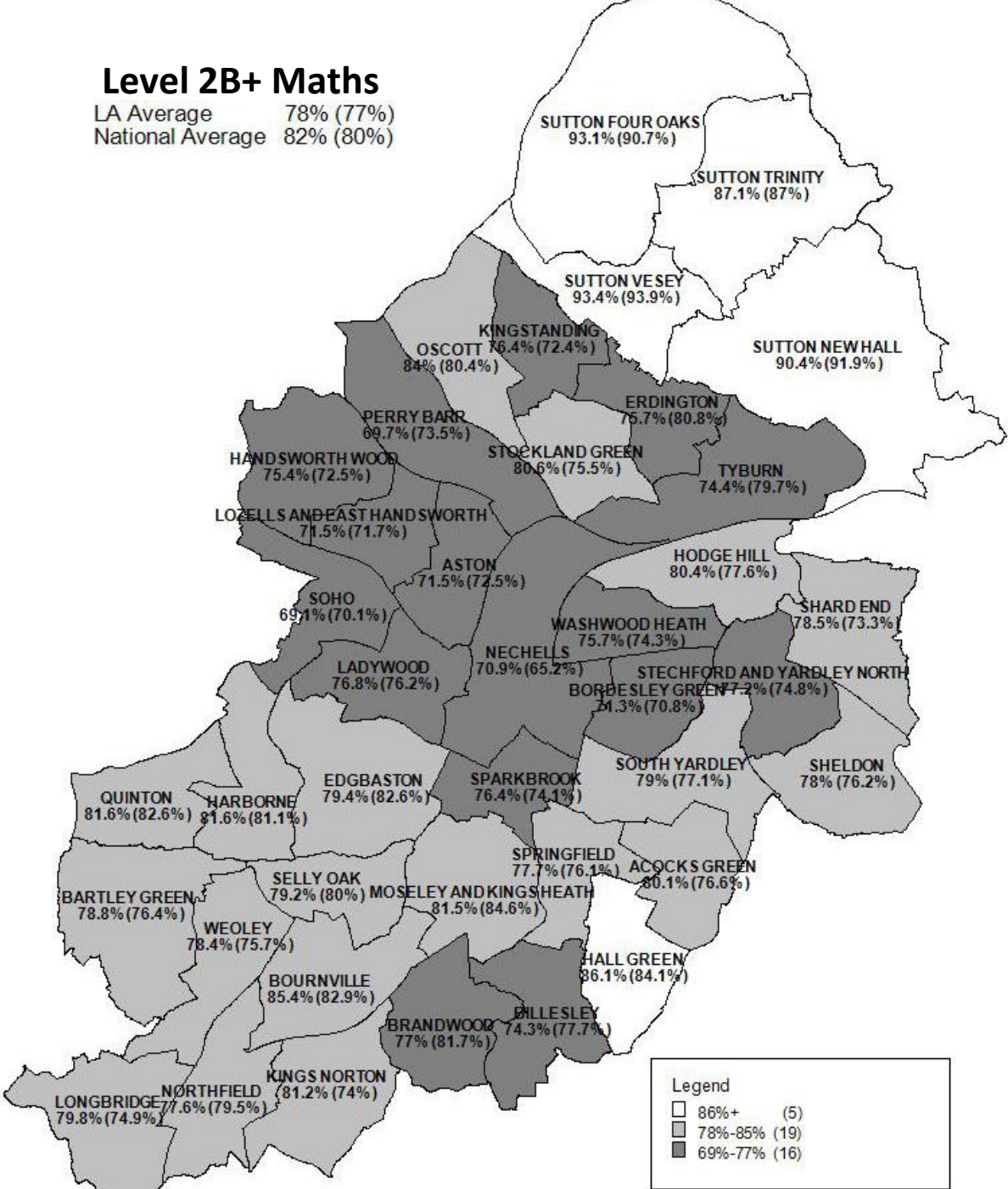
Level 2B+ Writing

LA Average 70% (67%)
National Average 72% (70%)



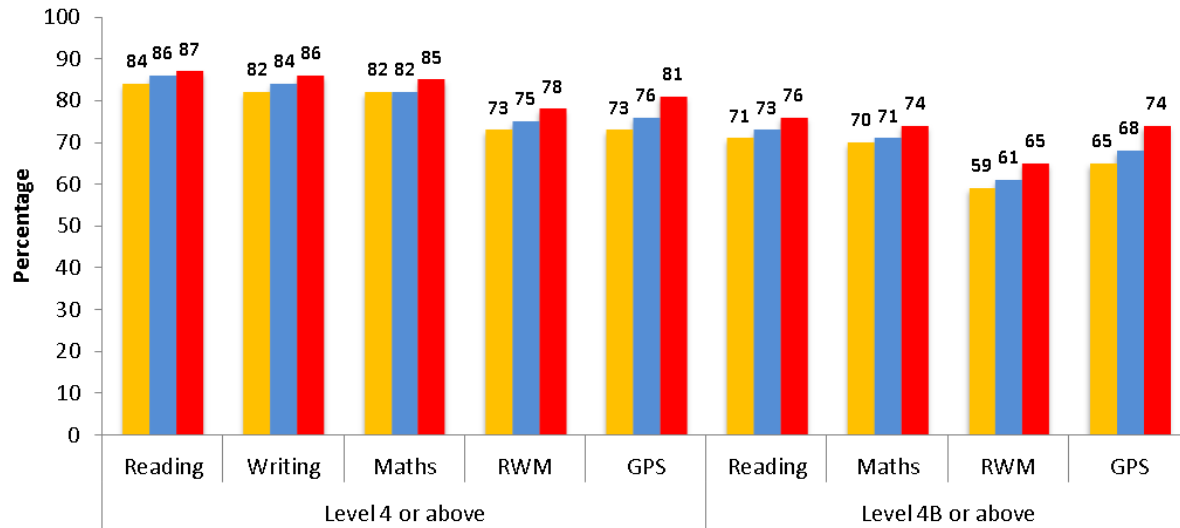
Level 2B+ Maths

LA Average 78% (77%)
 National Average 82% (80%)



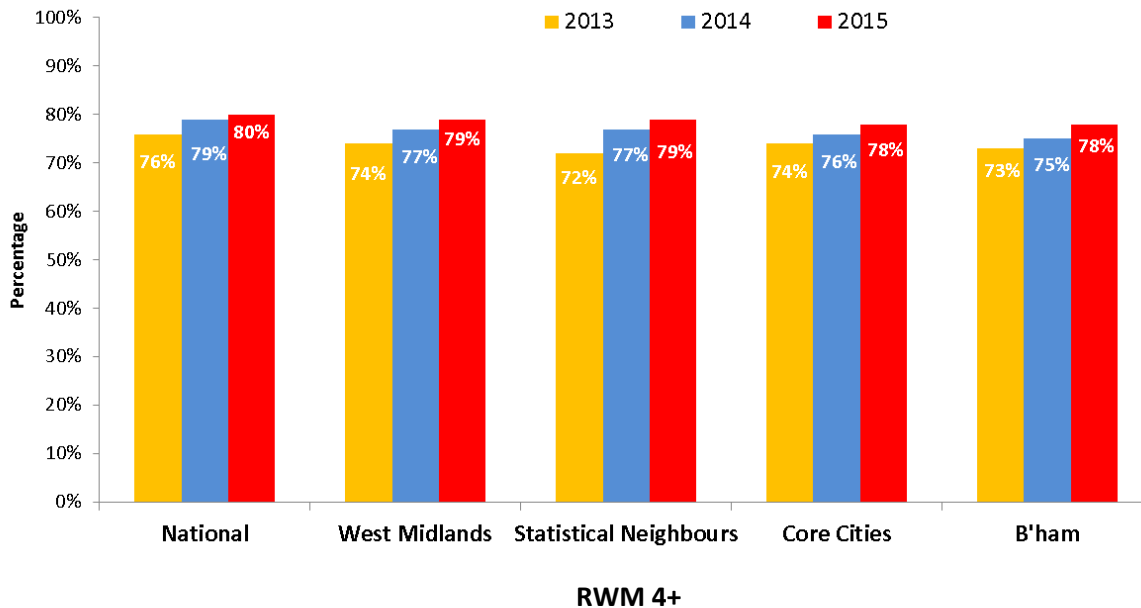
Key Stage 2 Results

Key Stage 2 Summary

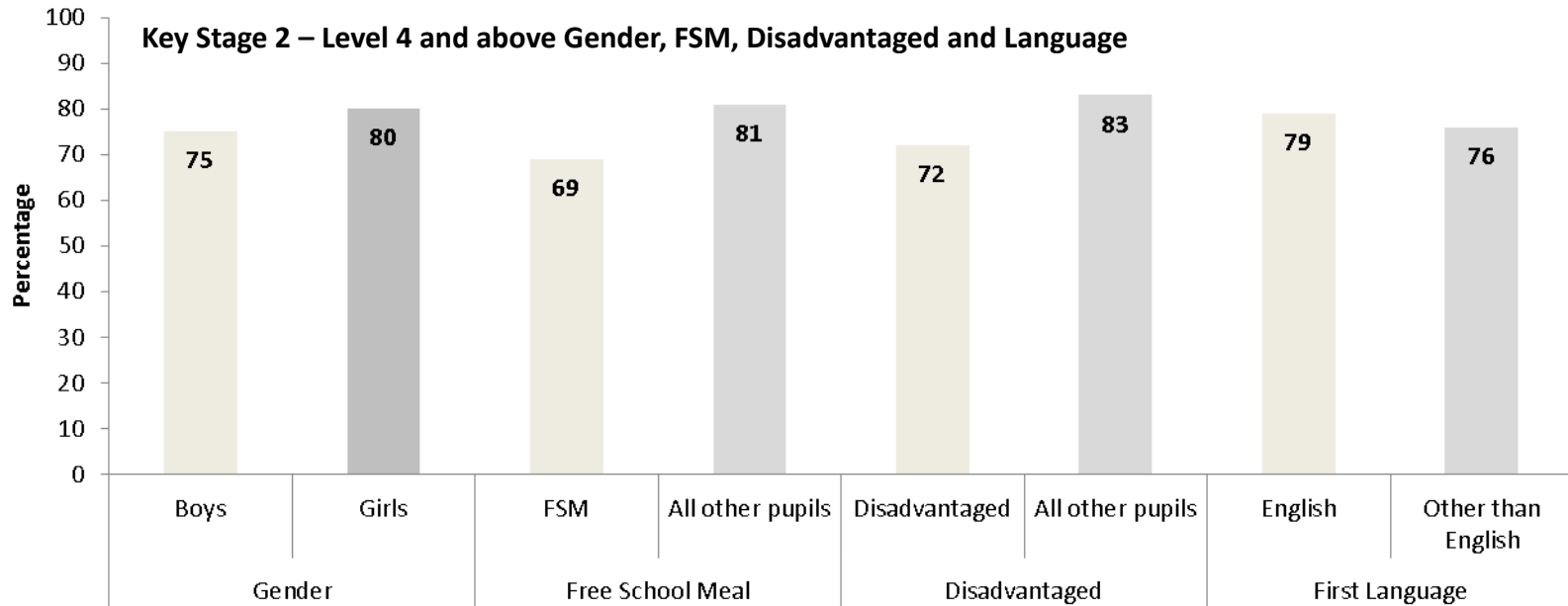


Birmingham's Key Stage 2 performance:

- Improved in all areas and across all subjects
- Biggest increase in Grammar, Punctuation and Spelling
- Birmingham has closed the gap on national averages and is now in line with the core city average



Key Stage 2 – Pupil Characteristics

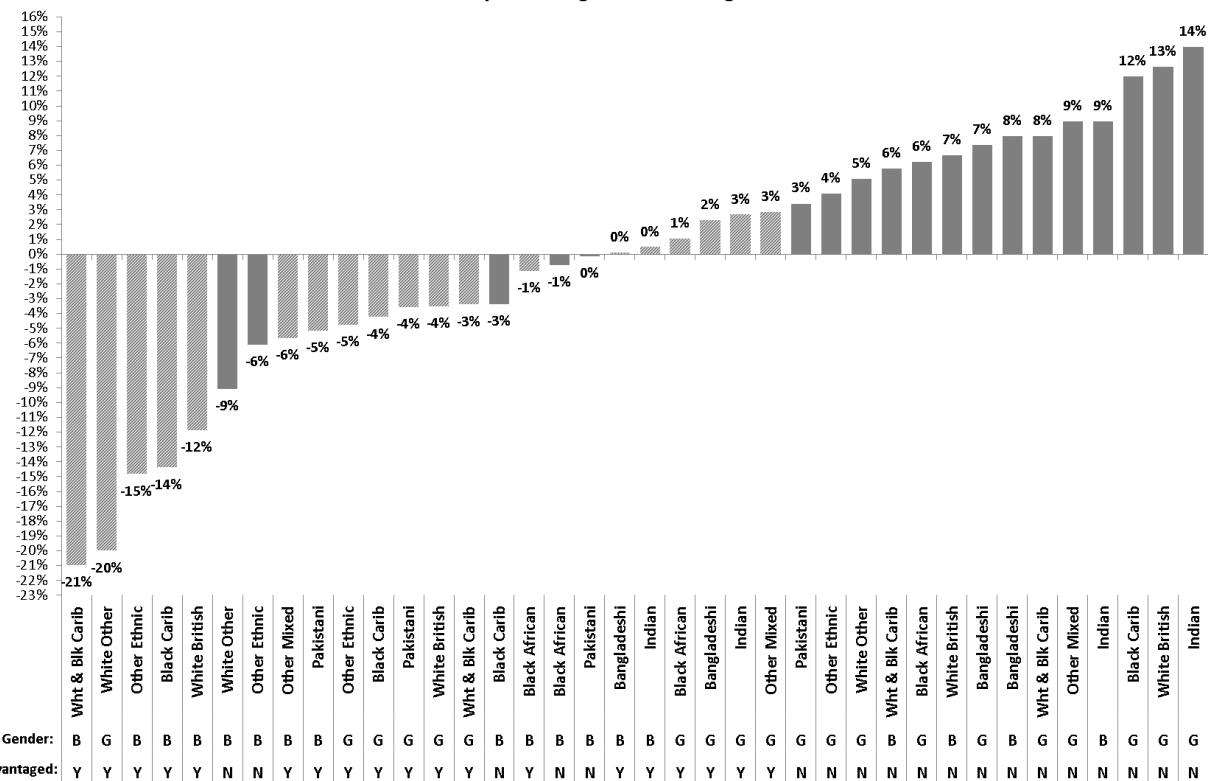


Birmingham's Key Stage 2 performance:

- Girls outperform boys across most subjects although the RWM gap has closed very slightly
- Improvement this year for FSM pupils, still a gap between this cohort and rest of population – however Birmingham FSM pupils outperform national comparators
- Disadvantaged pupils – performed better in 2015 than in 2014 (and above national equivalents)
- Improvement for EAL pupils although slightly behind national average.

Key Stage 2 Performance Ethnicity, Gender and Disadvantage

Difference to LA average for KS2 Reading, Writing and Maths level 4+ by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 78%



Highest Performing groups

- Non Disadvantaged Indian girls
- Non Disadvantaged White girls
- Non Disadvantaged Black Caribbean girls

Lowest performing groups:

- Disadvantaged White and Black Caribbean boys
- Disadvantaged White other girls
- Disadvantaged other ethnic group boys

Key Stage 2 Performance by Ward

RWM 4+

Wards with highest proportions are:

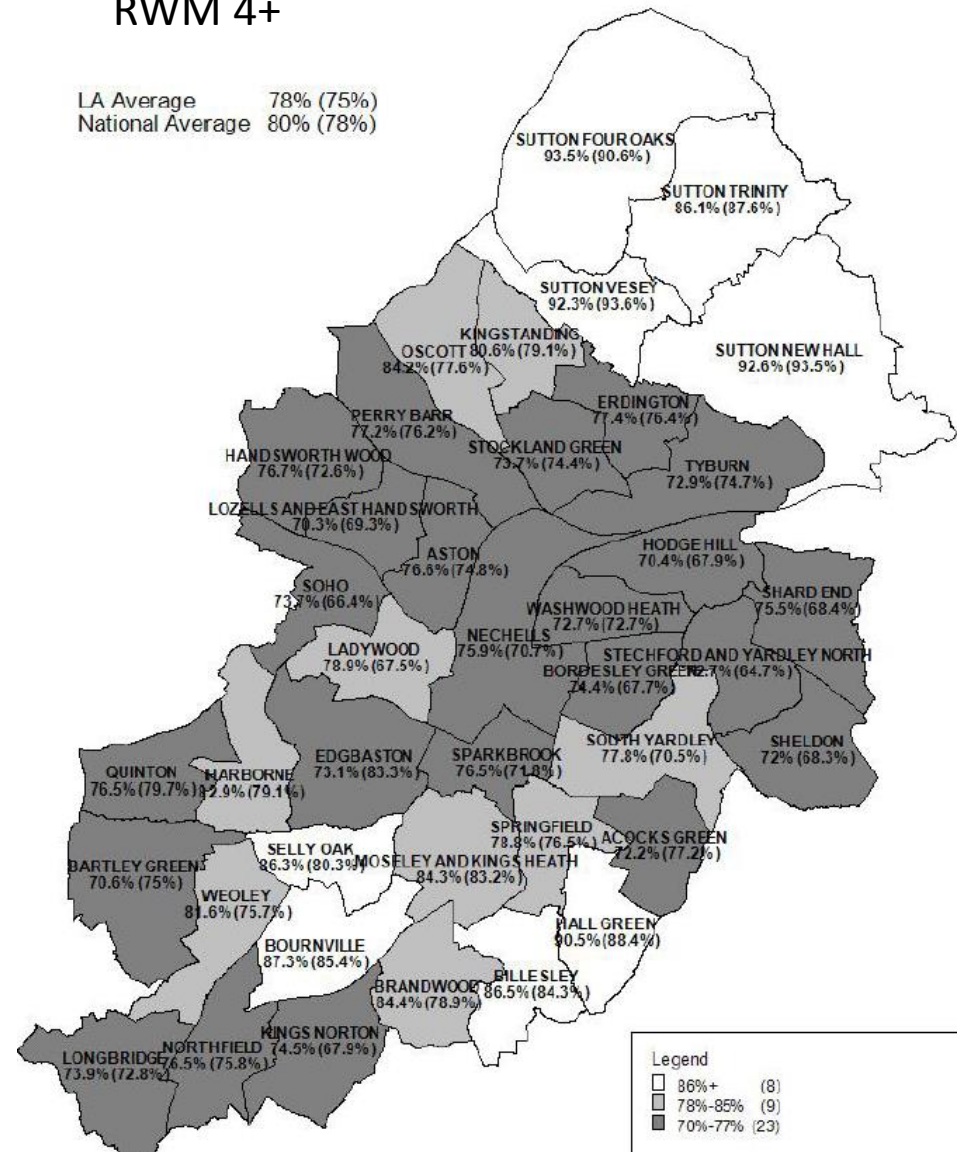
- Sutton Four Oaks Ward (93.5%)
- Sutton New Hall Ward (92.6%)
- Sutton Vesey Ward (92.3%)
- Hall Green Ward (90.5%)

Wards with lowest proportions are:

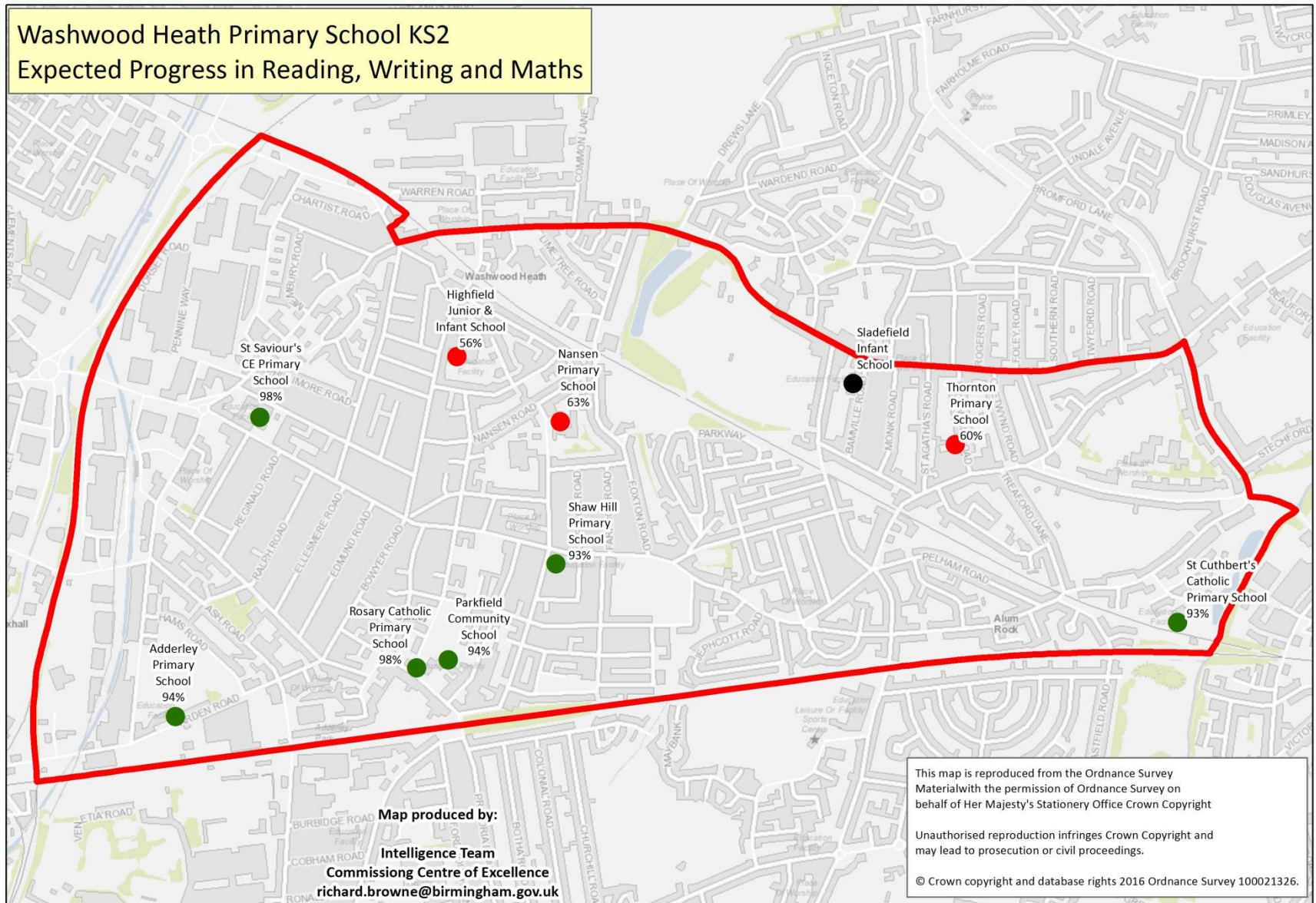
- Sheldon Ward (72.0%)
- Bartley Green Ward (70.6%)
- Hodge Hill Ward (70.4%)
- Lozells and East Handsworth Ward (70.3%)

Biggest Changes between 2014 and 2015:

- Ladywood improved by 11.4%
- Edgbaston declined by 10.3%
- However both wards have relatively small cohorts of children, so more susceptible to volatile changes in proportions



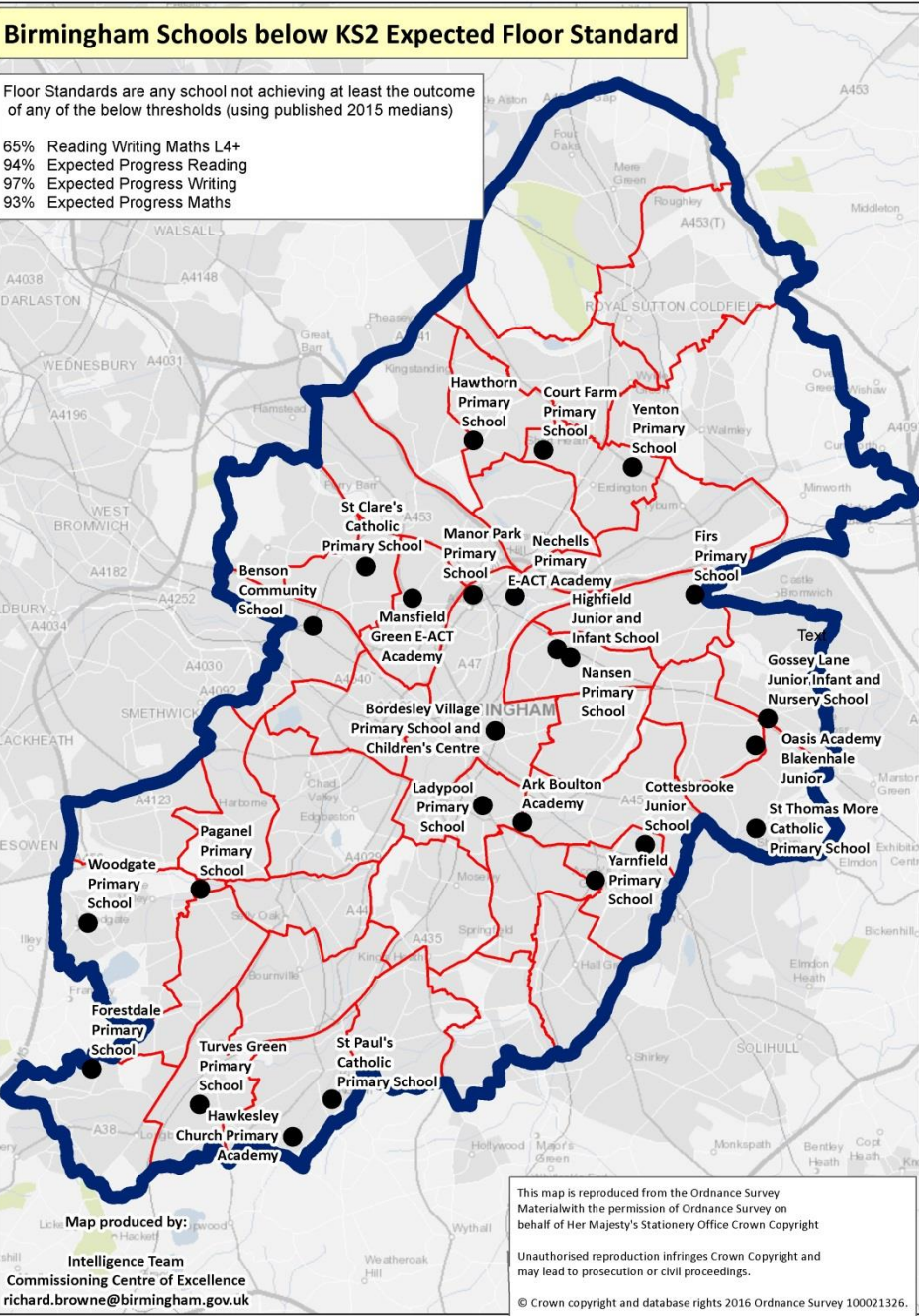
Example Ward map showing gaps in attainment



Birmingham Schools below KS2 Expected Floor Standard

Floor Standards are any school not achieving at least the outcome of any of the below thresholds (using published 2015 medians)

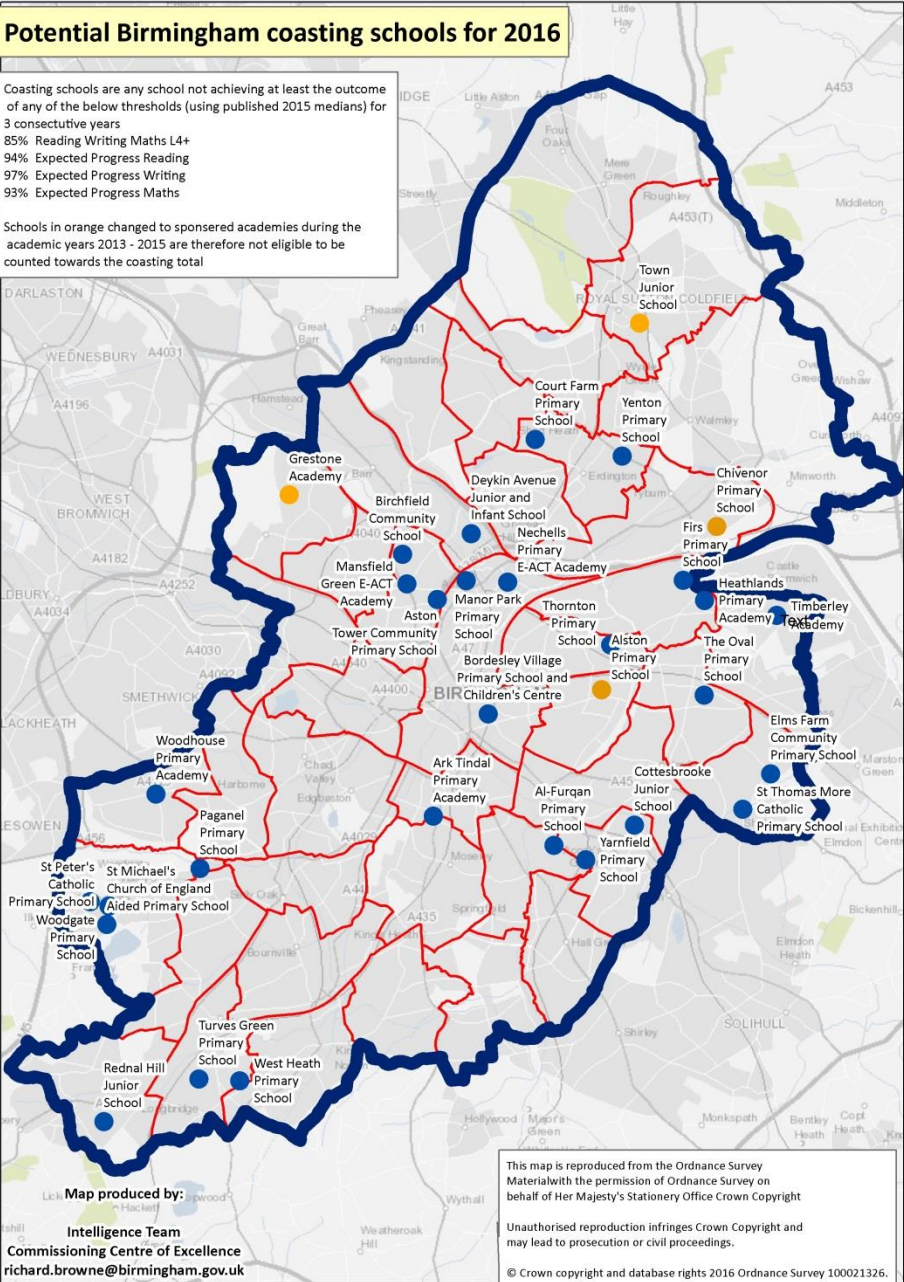
- 65% Reading Writing Maths L4+
- 94% Expected Progress Reading
- 97% Expected Progress Writing
- 93% Expected Progress Maths



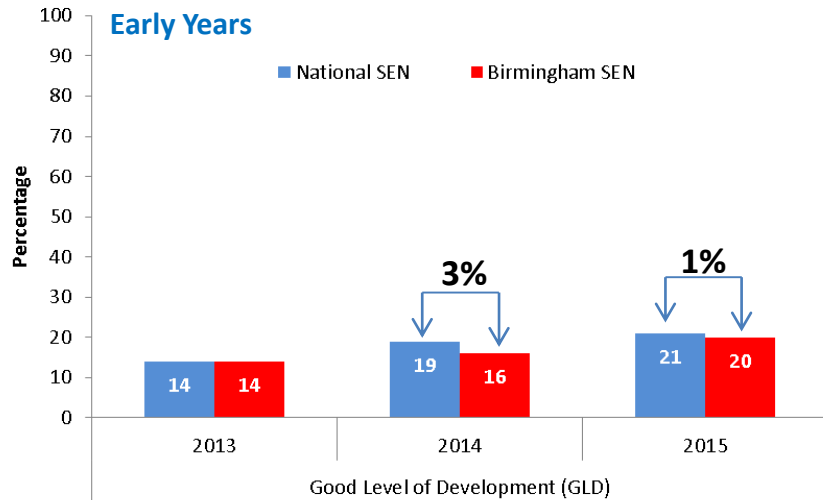
Potential Birmingham coasting schools for 2016

Coasting schools are any school not achieving at least the outcome of any of the below thresholds (using published 2015 medians) for 3 consecutive years
85% Reading Writing Maths L4+
94% Expected Progress Reading
97% Expected Progress Writing
93% Expected Progress Maths

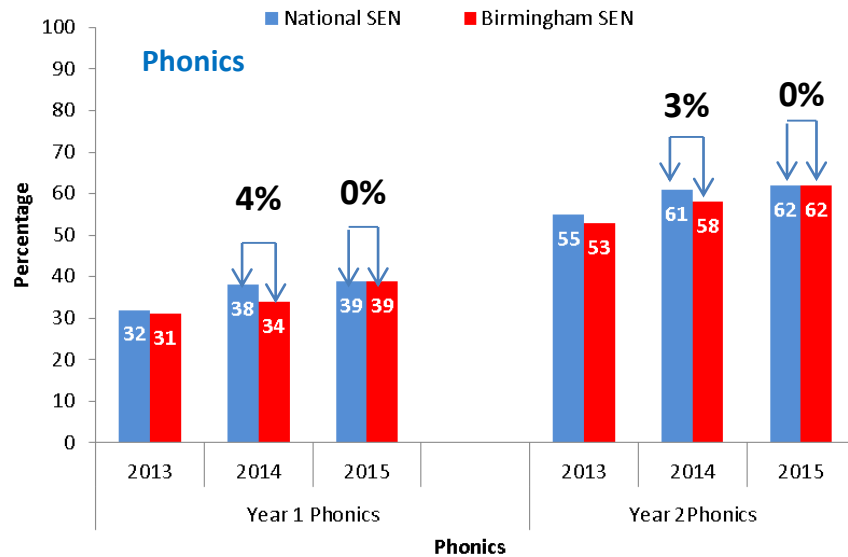
Schools in orange changed to sponsored academies during the academic years 2013 - 2015 are therefore not eligible to be counted towards the coasting total



Special Education Needs (SEN)



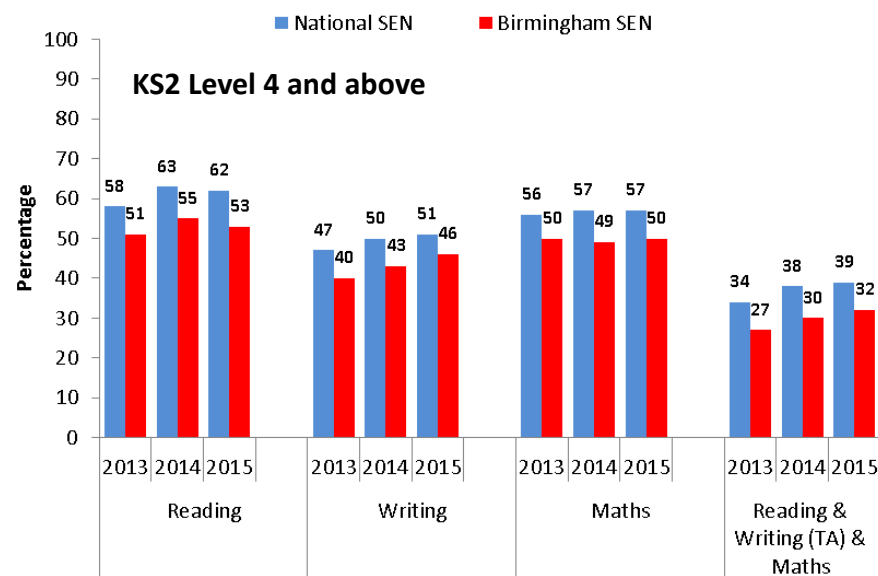
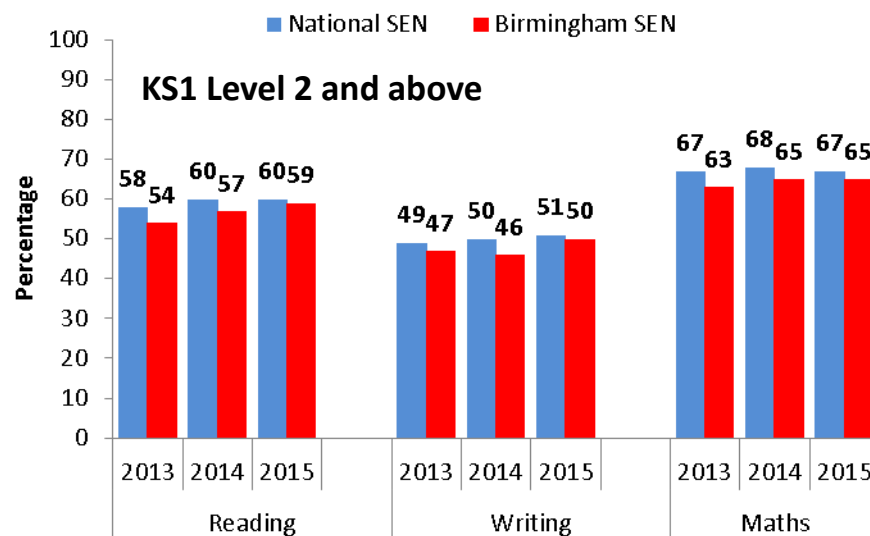
- Improved outcomes across Early Years and Phonics
- Gaps closed with national averages



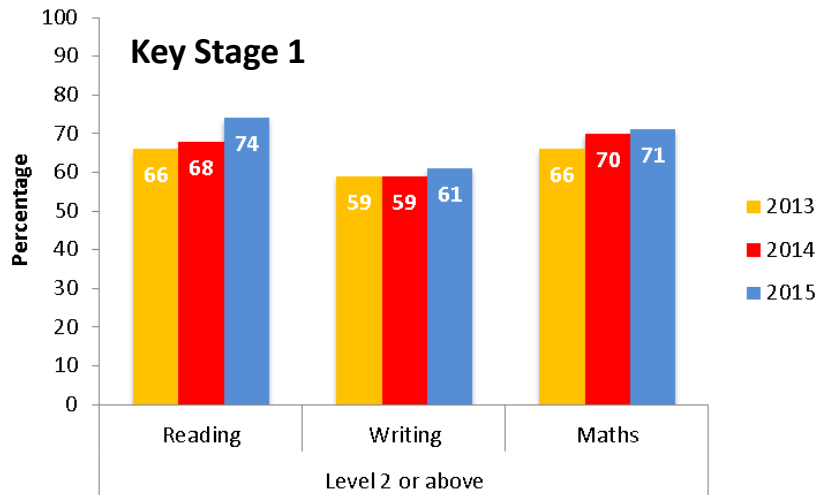
Special Education Needs (SEN)

Performance for SEN Pupils for Key Stage 1 and 2:

- **Key Stage 1 (top):**
 - Performance consistently below national averages.
 - However the gap is narrowing across all subject areas, with an improvement in reading and writing.
- **Key Stage 2 (bottom) :**
 - Improved performance in all measures apart from Reading.
 - Most gaps with national averages have also closed

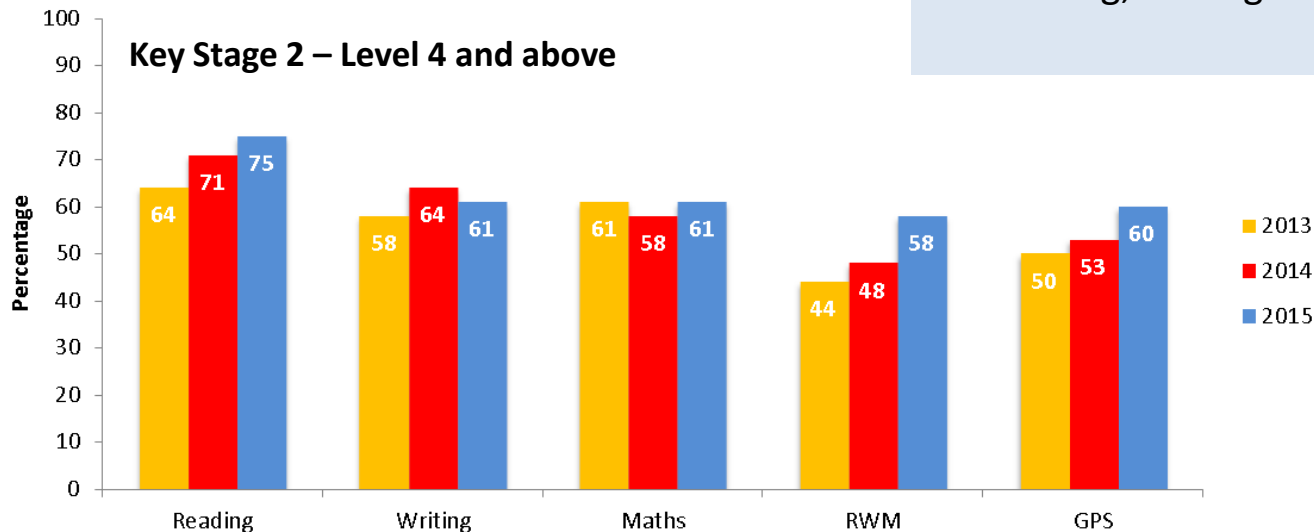


Looked After Children



Improved outcomes across Key Stages

- **EYFS** : 53% achieved GLD a rise from 28% in 2014
- **Key Stage 1** (left): Increase across all subjects especially reading
- **Key Stage 2** (below) : Increase in most areas although a slight drop in writing performance. Significant increase in combined measure of reading, writing and maths)



In Summary

- Improvements but still many challenges
- Key now to work with the Birmingham Education Partnership on their improvement plan to address some of the key gaps that exist
- BEP working with BCC have already used data alongside soft intelligence from engagement activity to prioritise activity
- Activity includes:
 - Development of vulnerable schools Core Entitlement Package along with support options
 - Regular supporting visits to schools from district leads
 - Dedicated school based training sessions on curriculum subjects
- Secondary School attainment report will be delivered to committee at March meeting