

Report to Education Vulnerable Children Overview and Scrutiny Committee

Examination and Assessment Results Primary 2015

Overview and Scrutiny Committee Meeting

10th February 2016

Purpose and Recommendations

The aim of this report is:

- To provide an overview of the City's 2015 public examination and National Curriculum assessment results for Primary Schools.
- To compare Birmingham's results this year with those of previous years and with those of other authorities.
- To provide an analysis of key gaps in outcomes for key pupil groups and geographical areas within in the city

Supporting documents for each key stage provides a detailed analysis which is available with the report.

Recommendation:

- That the Committee note the information contained in the report

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1. Early Years Foundation Stage Profile (EYFSP) Attainment

Key Messages:

- Between 2014 and 2015, Birmingham’s Early Years Foundation Stage attainment has slightly improved across all key learning areas
- However Birmingham has not closed gaps with national averages around the Good Level of Development (GLD) measure since 2013
- Girls continue to outperform boys across all EYFSP key learning areas including the GLD standard
- Attainment of pupils eligible for FSM has increased by 6% (from 47% to 53%) and is higher than the national average of 51%.
- Attainment of non-FSM pupils is below national levels
- There are also still significant gaps across ethnic groups with pupils of Gypsy / Roma , Any other white background and Any other ethnic group heritage particularly underperforming

1.1 Overview

In the Early Years Foundation Stage Profile (EYFSP) children are defined as having reached a Good Level of Development (GLD) if they have achieved at least the expected level in:

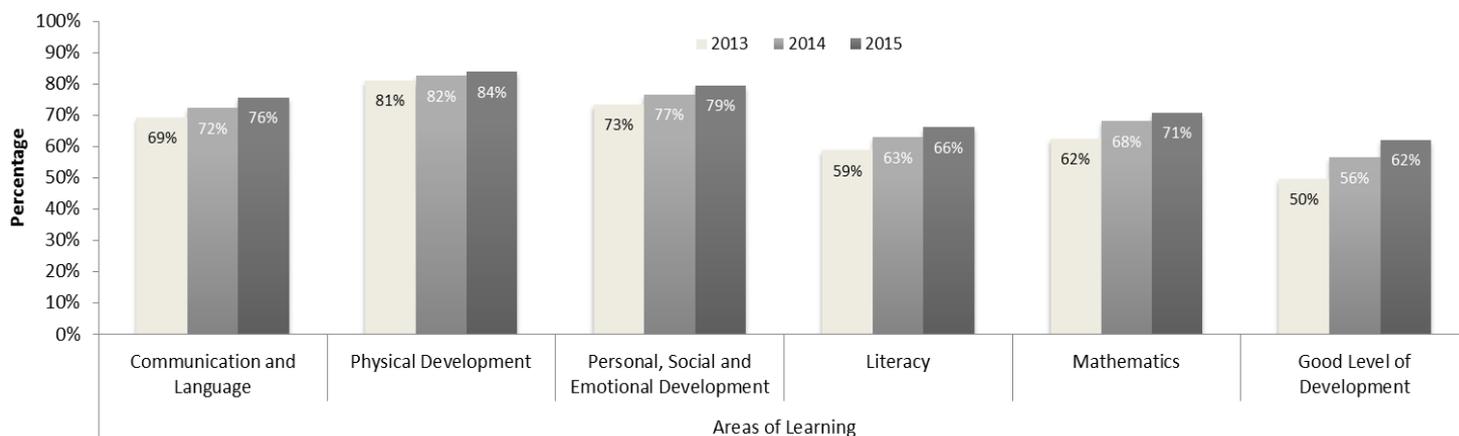
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

Overall Subject Performance

Birmingham’s Early Years Foundation Stage Profile (EYFSP) attainment has improved across all key areas of learning, from 2014 to 2015.

In 2015 the proportion of Birmingham’s pupils achieving the GLD standard increased by 6 percentage points (percentage point) compared to 2014 levels.

Fig 1. Proportion of Pupils Achieving GLD by Area of Learning 2013 to 2015

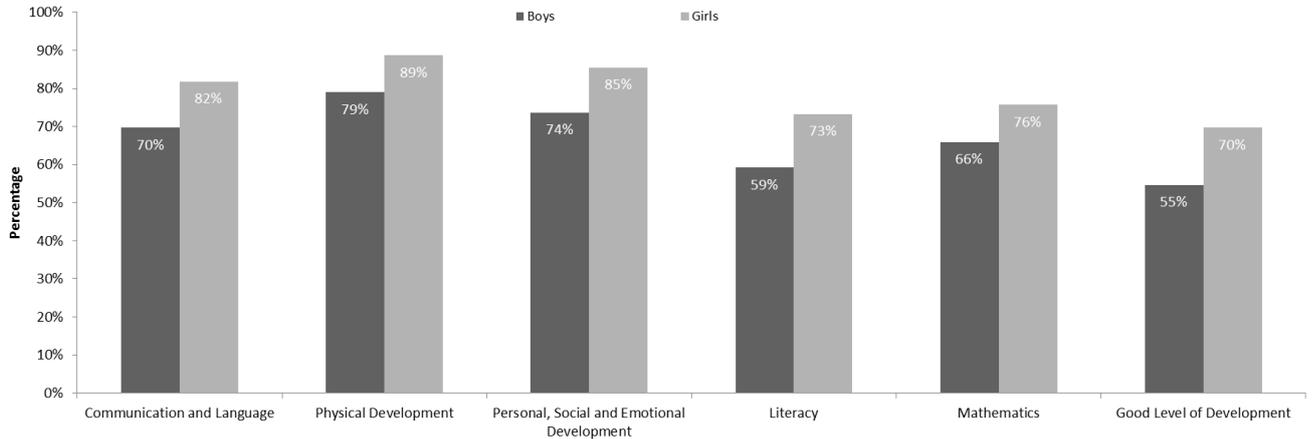


Performance by Gender

Girls continue to outperform boys in Early Years Foundation Stage.

- Girls outperform boys across all main subject areas and for the GLD Standard.
- The gap is most pronounced for literacy and smallest for maths and physical development
- 15 percent more girls achieve the GLD standard than boys

Fig 2. Proportion of Pupils Achieving GLD by Area of Learning boys vs girls



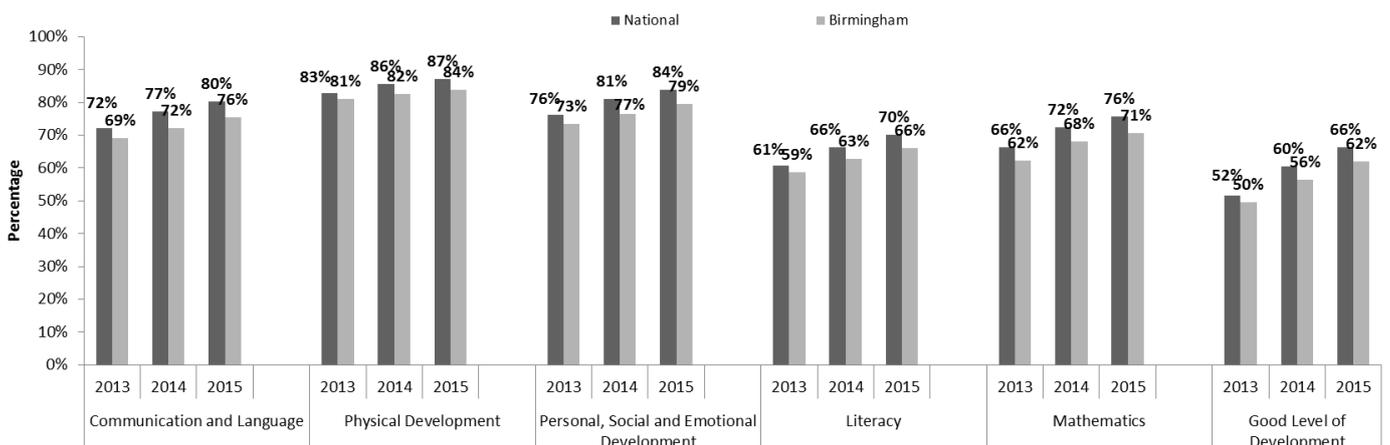
2015

1.2 Birmingham’s Early Years Foundation Stage Profile (EYFSP) attainment compared to National outcomes

Good Level of Development

In 2013, the first year of the new framework, 50 percent of Birmingham children achieved the good level of development standard compared with 52 percent nationally. In 2015 this had risen for both Birmingham and England to 62 percent and 66 percent respectively, meaning the gap with national levels had widened slightly.

Fig 3. Proportion of Pupils Achieving GLD by Area of Learning National vs Birmingham 2013 to 2015



Early Learning Goals

As figure 3 indicates, in 2015 Birmingham was below national levels for all areas of learning:

- Communication and Language, 4 percentage point below
- Physical Development, 3 percentage point below
- Personal, Social and Emotional Development, 5 percentage point below
- Literacy, 4 percentage point below
- Mathematics, 5 percentage point below

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals. The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3.

The table below looks at the total average point score and the gap between all children and the lowest 20% of attaining children to determine if the lowest attaining children are improving. The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children.

The gap between the bottom 20 percent of children and all children has decreased for Birmingham from 39.1 percentage points in 2014 to 38.5 percentage points in 2015. This gap remains larger than that for national 32.1 percentage points, see table below:

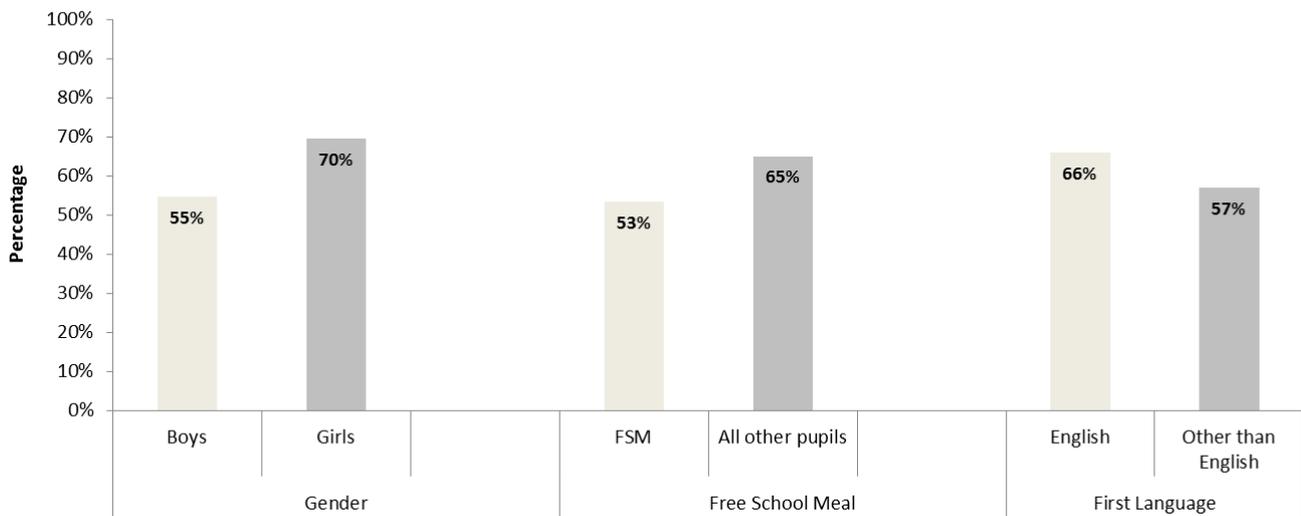
	Average (Lowest 20% attaining children)		Percent attainment gap between all children and bottom 20%	
	B'ham	National	B'ham	National
2013	20.2	21.6	40.6	36.6
2014	20.7	22.5	39.1	33.9
2015	20.9	23.1	38.5	32.1

1.3 Birmingham’s Early Years Foundation Stage Profile (EYFSP) attainment by Pupil Characteristics (Gender, Disadvantage, FSM, Language and Ethnicity)

1.3.1 Summary

- Girls continue to outperform Boys – with a 15 percentage points gap in the proportion achieving a good level of development (GLD). Although this gap closed slightly between 2014 and 2015
- There was a 12 percentage point gap between Free School Meals (FSM) pupils performance and all other pupils all though this gap did reduce very slightly between 2014 and 2015.
- There was a 9 percentage point gap between the performance of pupils with English as an additional language and those with English as a first language – a similar gap to 2014

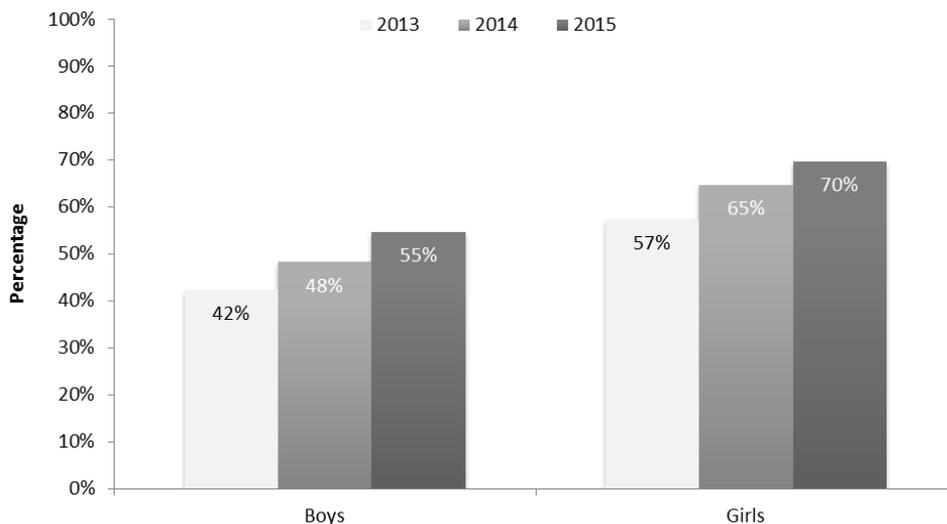
Fig 4. Proportion of Pupils Achieving GLD by Gender, FSM Status and First Language group 2015



1.3.2 Gender

The chart below shows the performance of girls and boys against the GLD measure. Girls have outperformed boys consistently year on year. Within the separate areas of learning with the GLD measure, the gap between boys and girls is biggest for literacy (14 percentage points). There gap was the same as in 2014.

Fig 5. Proportion of Pupils Achieving GLD by Gender 2013 to 2015



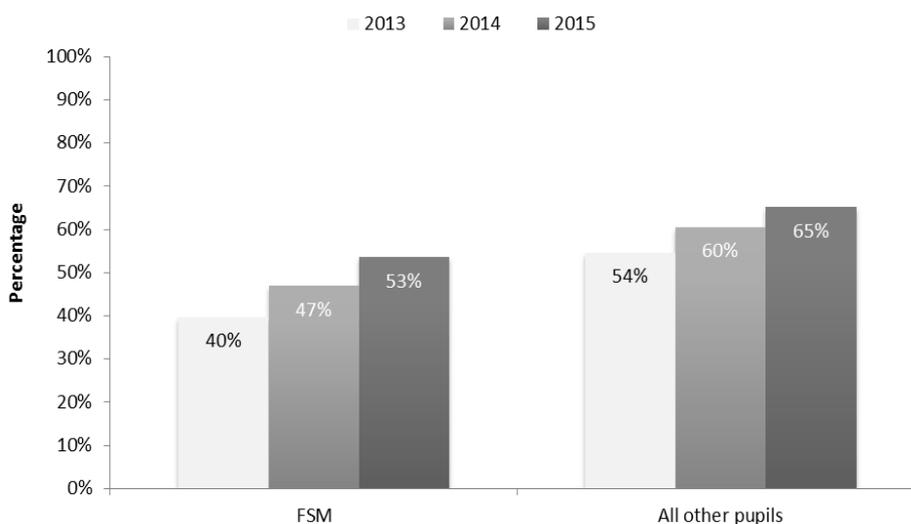
When comparing performances to national averages, both Birmingham boys and girls underperform, with 4 percentage point gap across both genders against the GLD measure.

Good Level of Development			
	B'ham	National	GAP
Boys	55%	59%	-4%
Girls	70%	74%	-4%

1.3.3 Free School Meals (FSM)

There was a positive improvement in the attainment of pupils eligible for Free School Meals (FSM) at foundation stage, with 53 percent of FSM pupils achieving the GLD standard, a 6 percentage point improvement on 2014. There was also a slightly narrowing in the gap between this and group and the rest of the foundation stage cohort – from 13 to 12 percentage points.

Fig 6 Proportion of Pupils Achieving GLD by FSM Status 2013 to 2015



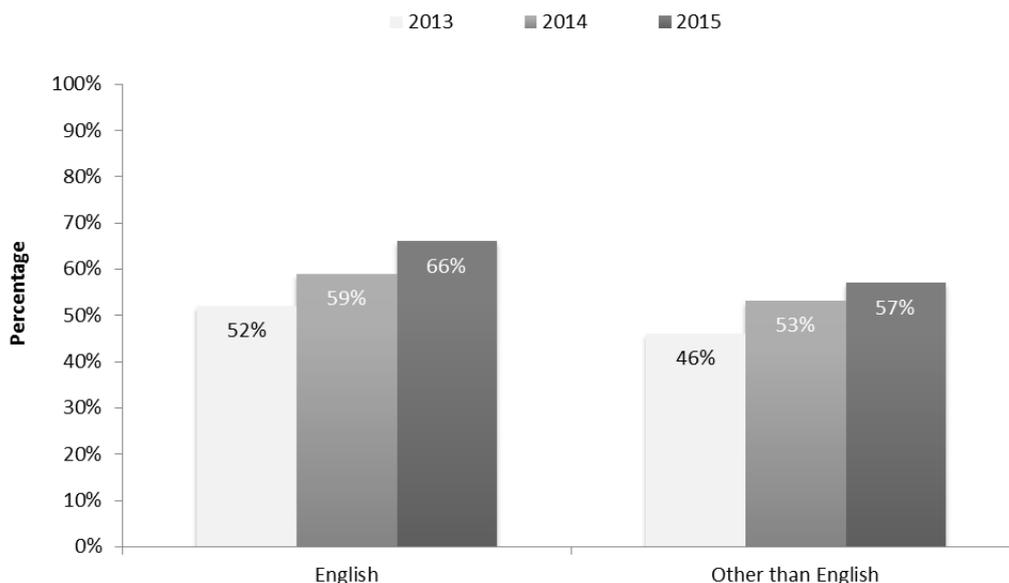
The relationship between deprivation and lower educational attainment is well documented and educational outcomes for Birmingham reflect this relationship but Birmingham FSM pupils outperform the national average for this group. The table below shows the percentage of Birmingham FSM pupils achieving Good Level of Development compared with national average. However, Birmingham non-FSM pupil's attainment is below national levels.

Good Level of Development			
	B'ham	National	GAP
FSM	53%	51%	+2%
Non-FSM	65%	69%	-4%

1.3.4 First Language

The performance of pupils who speak English as an additional language (EAL) improved at foundation stage between 2014 and 2015, with a 4 percentage point increase in the proportion of meeting the GLD standard. However despite this improvement as figure 7 indicates below, the gap in performance between the EAL pupils and the rest of the foundation stage cohort actually increased between 2014 and 2015

Fig 7. Proportion of Pupils Achieving GLD by Language Group 2013 to 2015



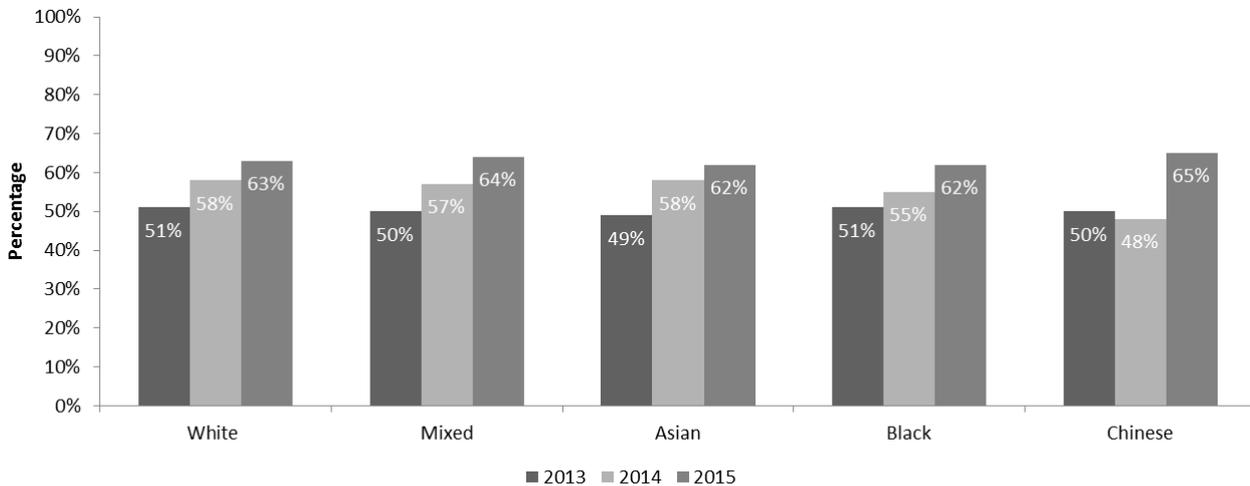
In addition the proportion of EAL pupils achieving the GLD standard in Birmingham was also 3 percentage points below the equivalent national performance – a slightly larger gap than the wider foundation stage cohort.

Good Level of Development			
	B'ham	National	GAP
EAL	57%	60%	-3%
All Other Pupils	66%	68%	-2%

1.3.5 Main Ethnicity Groups

The graphs below show attainment outcomes for the main broad Ethnicity groups from 2013 to 2015. The chart shows the proportion of each ethnic group that achieved the GLD standard. As the chart indicates, there were positive improvements across all ethnicity groups between 2014 and 2015.

Fig 8. Proportion of Pupils Achieving GLD by Ethnic group 2013 to 2015



Attainment for main ethnicity groups when comparing to national comparators shows Birmingham is below national average for all groups, with the widest gap for white and mixed ethnic group pupils.

	Good Level of Development		
	B'ham	National	GAP
White	63%	67%	-4%
Mixed	64%	68%	-4%
Asian	62%	64%	-2%
Black	62%	65%	-3%
Chinese	65%	67%	-2%

1.3.6 Sub-Level Ethnicity groups

In terms of the more detail ethnic categories performance around GLD measure improved across all groups with the exception of the *Any Other Asian* ethnic group.

Figure 9 below shows the performance of each group between 2013 and 2015 – ordered in terms of 2015 performance from left (best) to right (worse).

The highest achieving ethnic groups in 2005 were:

- Irish (small pupil group)
- Indian
- White and Black African

The worst performance groups were:

- Gypsy / Roma
- Any other white background
- Any other ethnic group.

Figure 10 at the bottom of the page shows GLD performance for sub-ethnic groups compared to national averages. Every sub ethnic group, with the exception of the Irish, performed worse when compared to national comparator groups.

Fig 9. Proportion of Pupils Achieving GLD by sub-ethnic group 2013 to 2015

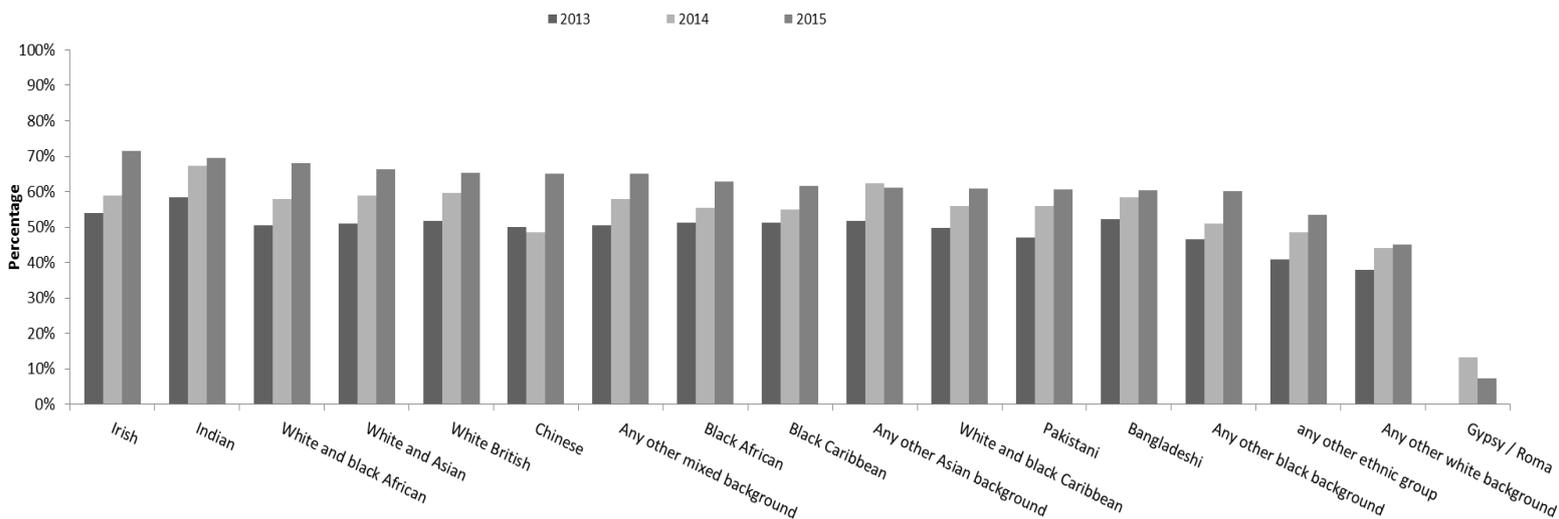
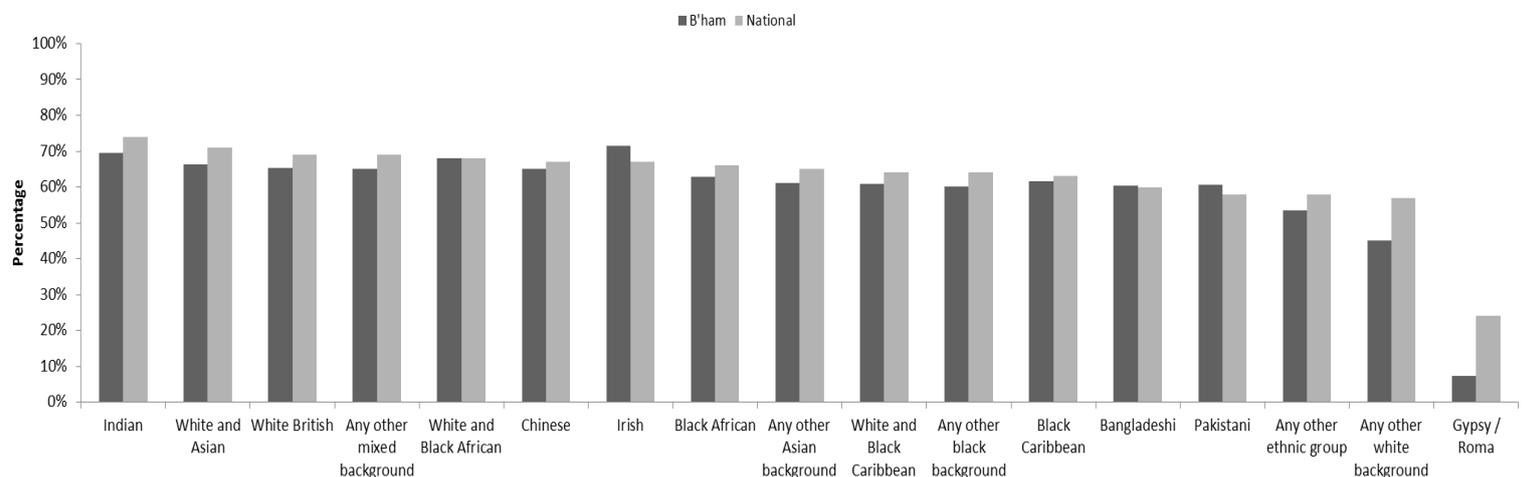


Fig 10. Proportion of Pupils Achieving GLD by sub-ethnic group compared to national levels. 2013 to 2015

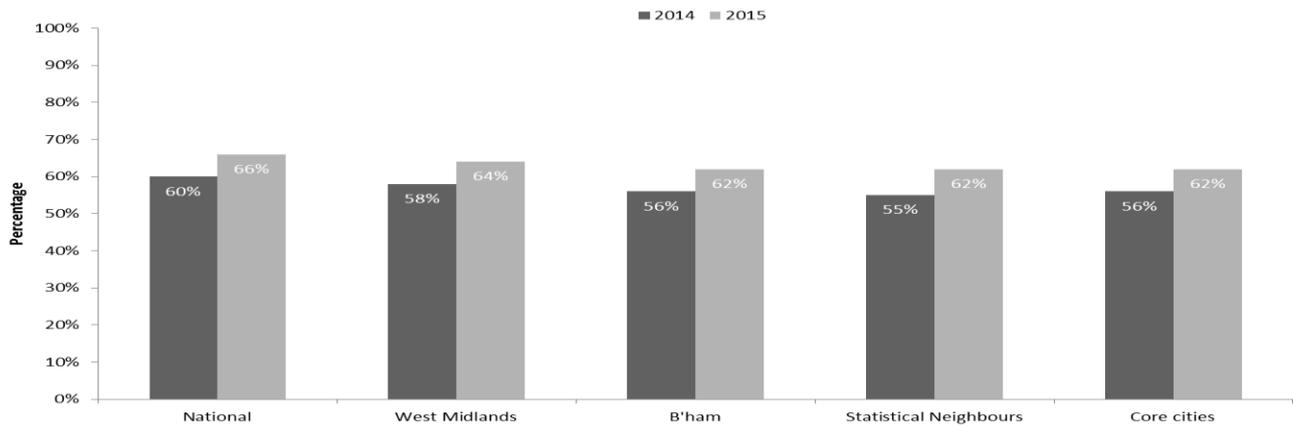


1.4 Birmingham’s Early Years Foundation Stage Profile (EYFSP) by Statistical Neighbours, Core Cities and West Midlands.

Good Level of Development (GLD)

When comparing performance to statistical neighbours, core cities and west midlands, Birmingham is in line with statistical neighbours and core cities.

However below national and west midlands authorities for GLD, see chart below (Fig 11).



1.5 Birmingham’s Early Years Foundation Stage Profile (EYFSP) attainment by District and Ward.

District (based on pupil’s home postcode)

As with the city as a whole, Pupil attainment at foundation stage has improved across all districts between 2013 and 2015. Figure 12 below show the proportion of pupils in each district who achieved the GLD standard against the Birmingham average.

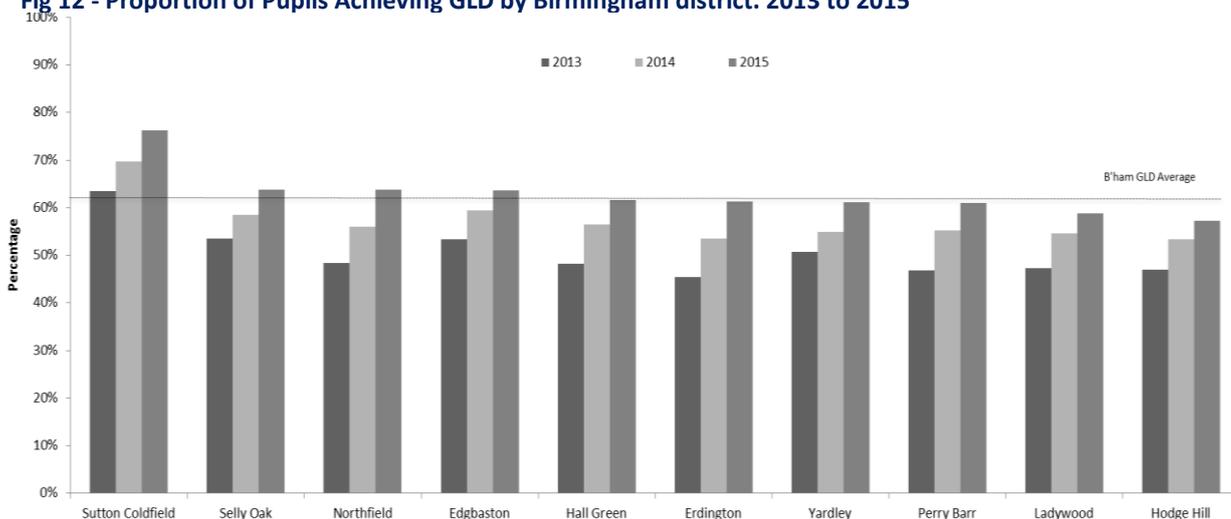
Above Birmingham Average:

- Sutton Coldfield
- Selly Oak
- Northfield
- Edgbaston

Birmingham average Hodge Hill:

- Perry Barr
- Ladywood
- Erdington
- Yardley

Fig 12 - Proportion of Pupils Achieving GLD by Birmingham district. 2013 to 2015



Ward - (based on pupil's home postcode)

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%)

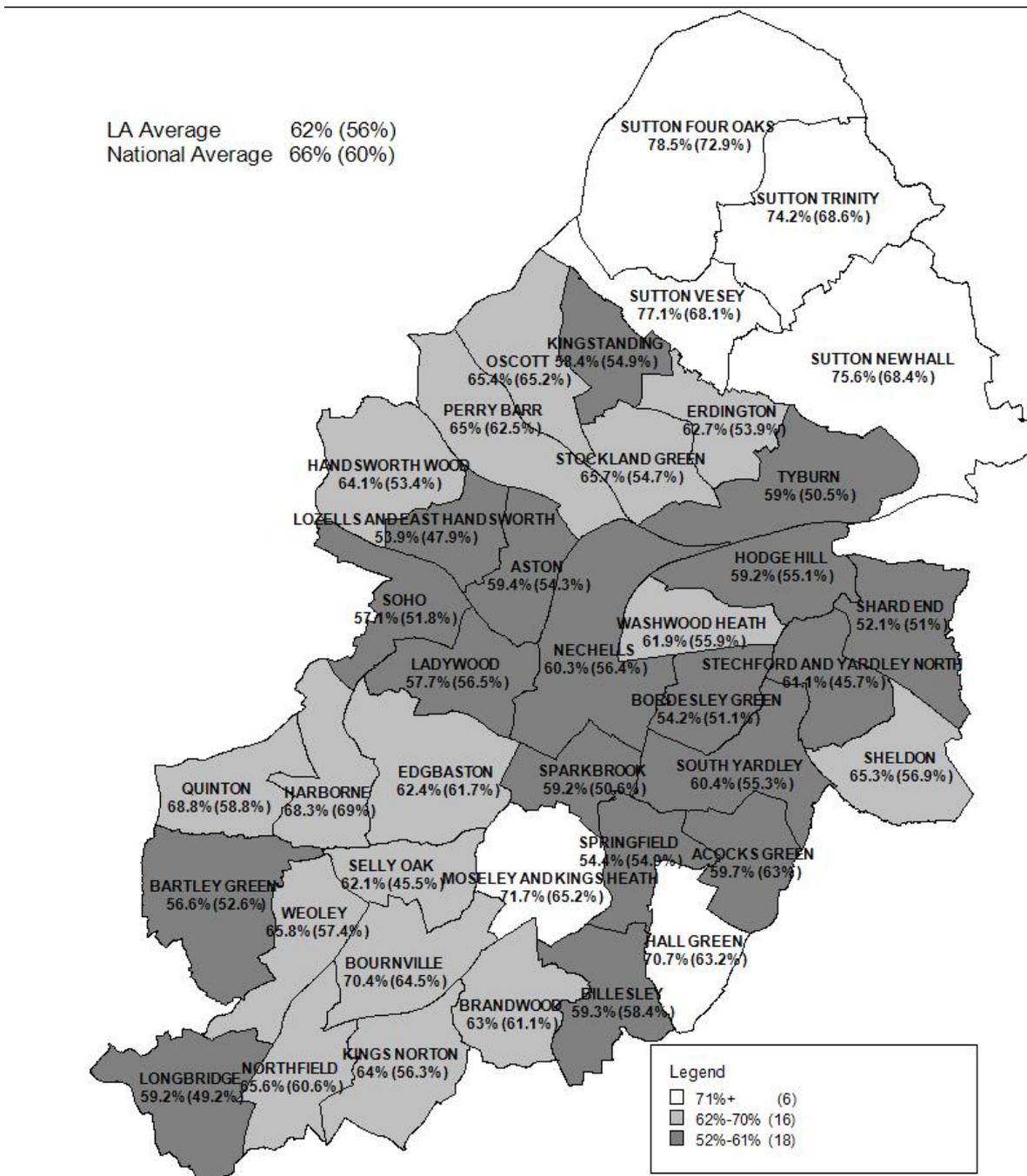
Bottom 3 wards

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

The gap between the worst and best ward has reduced between 2014 and 2015

Fig 13 - Map by Good Level Development (GLD) by Ward.

**Percentage of pupils reaching a Good level of Development for Early Years Foundation Stage
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets**



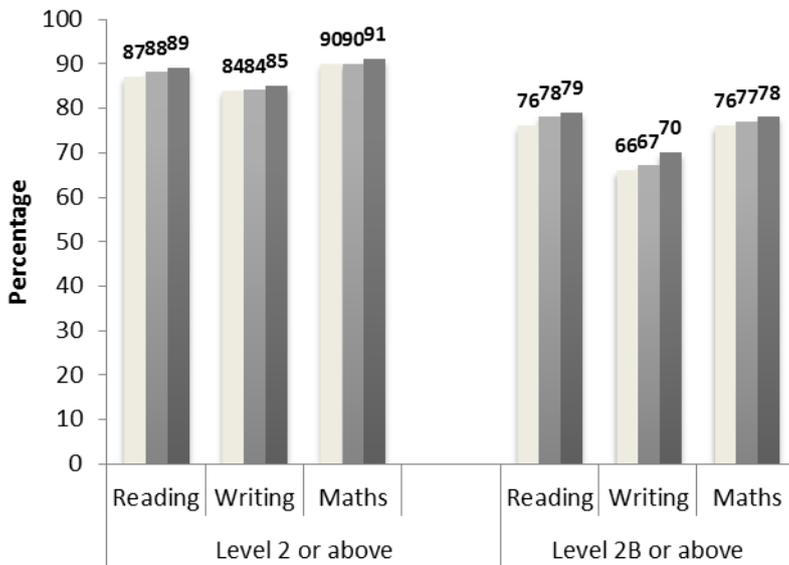
2. Key Stage 1 Attainment

Key Messages:

- Birmingham’s Key Stage 1 attainment for level 2, 2B and 3 has slightly improved in reading, writing, mathematics, science and speaking/listening, from 2014 to 2015.
- However Birmingham has not closed gaps with national averages in all of the subject areas since 2013
- Girls continue to outperform boys across all Key Stage 1 subjects
- Attainment of pupils eligible for FSM has slightly increased and Birmingham performs slightly better compared to national comparators
- However attainment of non-FSM and non-Disadvantaged pupils is below national levels
- There are still significant gaps across ethnic groups with pupils of Gypsy / Roma, Any other white background and Any other black background group heritage particularly underperforming.

2.1 Overview

Fig 14 – Key Stage 1 Overall Subject Performance



Birmingham’s Key Stage 1 attainment has slightly improved in reading, writing and maths, from 2014 to 2015.

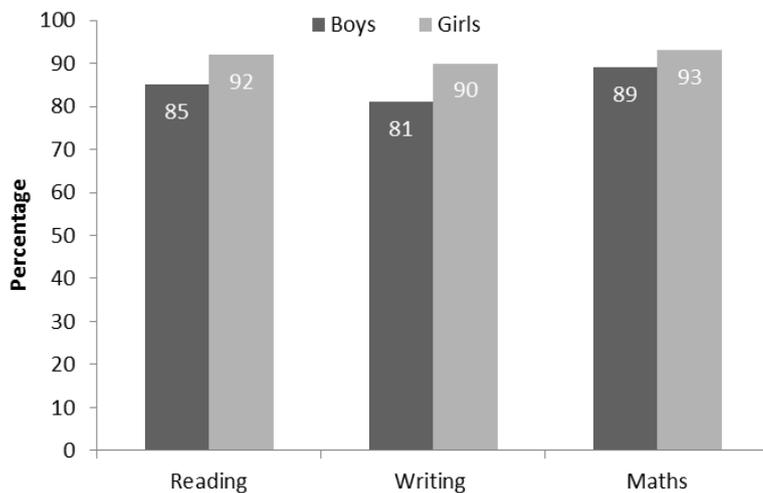
Level 2 or above:

Reading, writing and maths all increased by 1 percentage point (percentage point) between 2014 to 2015.

Level 2B or above:

Reading and maths increased by 1 percentage point, writing increased by 3 percentage point from 2014 to 2015.

Fig 15 – Key Stage 1 Performance by Gender Level 2 and above



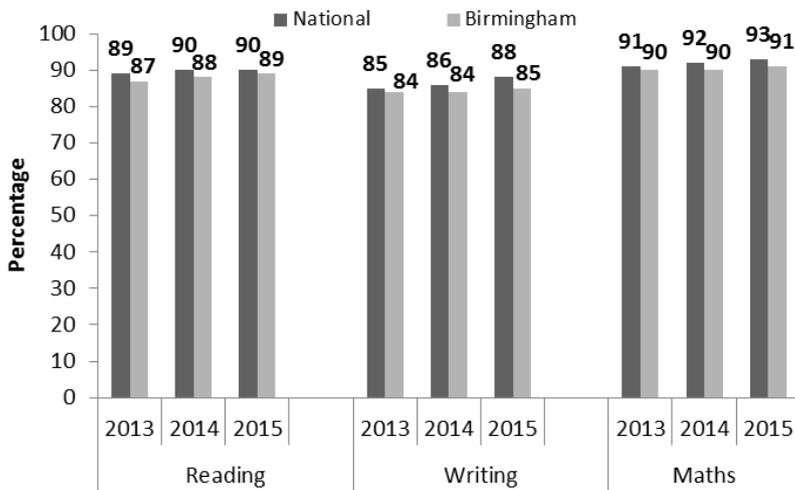
Girls continue to outperform boys in Key Stage 1 subjects

Level 2 and above proportions for 2015 shows girls achieved better outcomes compared to boys.

- For Reading, girls 7 percentage point above boys.
- For Writing, girls 9 percentage point above boys.
- For Maths, girls 4 percentage point above boys

2.2 Birmingham’s Key Stage 1 attainment compared to National outcomes

Fig 16 – Key Stage 1 - Level 2 and above Birmingham vs National

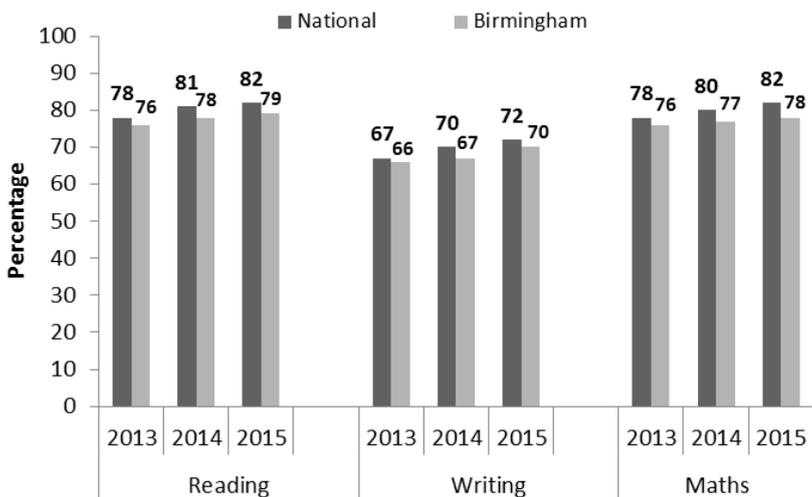


In terms of the proportion of pupils reaching Level 2 and above, Birmingham has not closed the gap in all of the subject areas since 2013 when comparing to national averages.

Birmingham by subject, 2015:

- Reading, 1 percentage point below
- Writing, 3 percentage point below
- Maths, 2 percentage point below.

Fig 17 – Key Stage 1 Level 2B and above Birmingham vs National



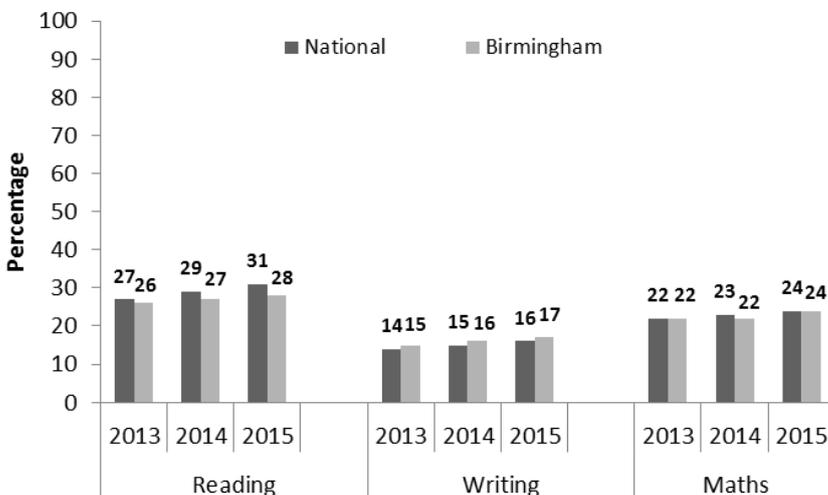
Birmingham for Level 2B and above has not closed the gap, in all of the subject areas since 2013 when comparing to averages.

Birmingham by subject, 2015:

- Reading, 3 percentage point below
- Writing, 2 percentage point below
- Maths, 4 percentage point below.

Note: Performance gap between national and Birmingham has widened compared to Level 2 and above.

Fig 18 – Key Stage 1 Level 3 and above Birmingham vs National



At Level 3 and above Birmingham has improved in some subject areas since 2013 when comparing to national.

Birmingham by subject, 2015:

- Reading, 3 percentage point below
- Writing, 1 percentage point above
- Maths, in-line with national.

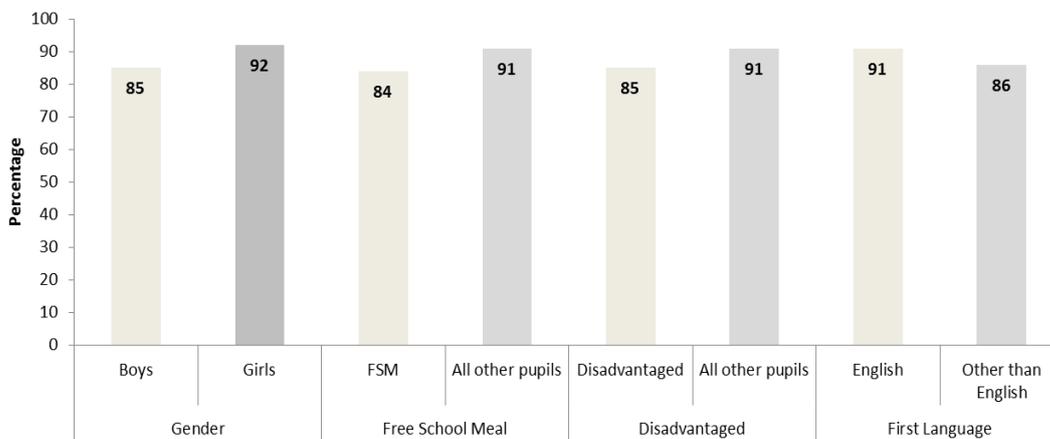
2.3 Birmingham’s Key Stage 1 attainment by Pupil Characteristics

2.3.1 Summary

Level 2 and above - Reading

- Girls outperform Boys showing a gap of 7 percentage points This was 1 percentage point higher when compared to 2014.
- There was a 7 percentage point gap between **Free School Meals (FSM)** pupils performance, and all other pupils although this gap did decrease by 1 percentage point between 2014 and 2015.
- There was a 6 percentage point gap between the attainment of **Disadvantaged pupils** and All other pupils, a 1 percentage point increase compared to the gap in 2014.
- **English as an additional language pupils (EAL)** performance compared to those with English as first language - showing a 5 percentage point gap.

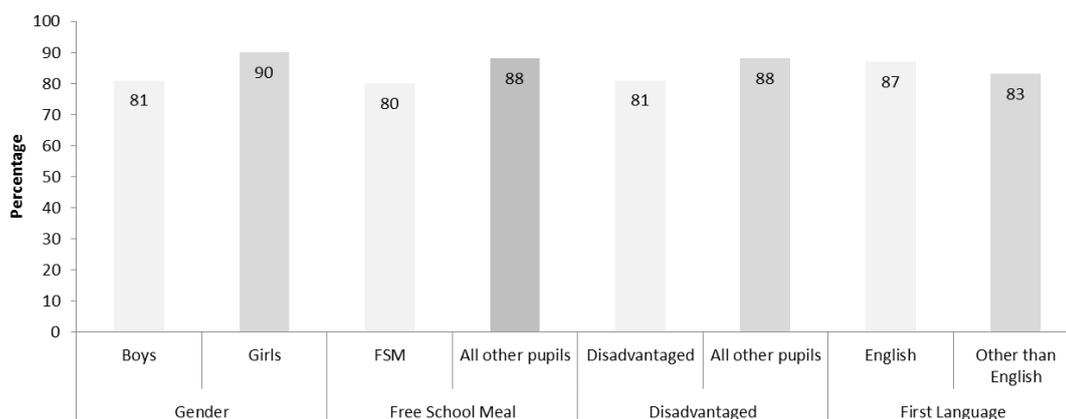
Fig 19. Key Stage 1 Level 2 and above – Reading (Gender, FSM, Disadvantaged and Language)



Level 2 and above – Writing

- **Girls outperform Boys** showing a gap of 9 percentage point - a 1 percentage point decrease compared to 2014.
- There was an 8 percentage point gap between **Free School Meals (FSM)** pupils performance and all other pupils, no change when comparing attainment gap to 2014.
- **Disadvantaged pupil’s** performance compared to All other pupils showing a gap of 7 percentage points - no change when comparing attainment gap to 2014.
- **EAL pupil’s** performance compared to those with English showing a gap 4 of percentage points - a 2 percentage point increase compared to 2014.

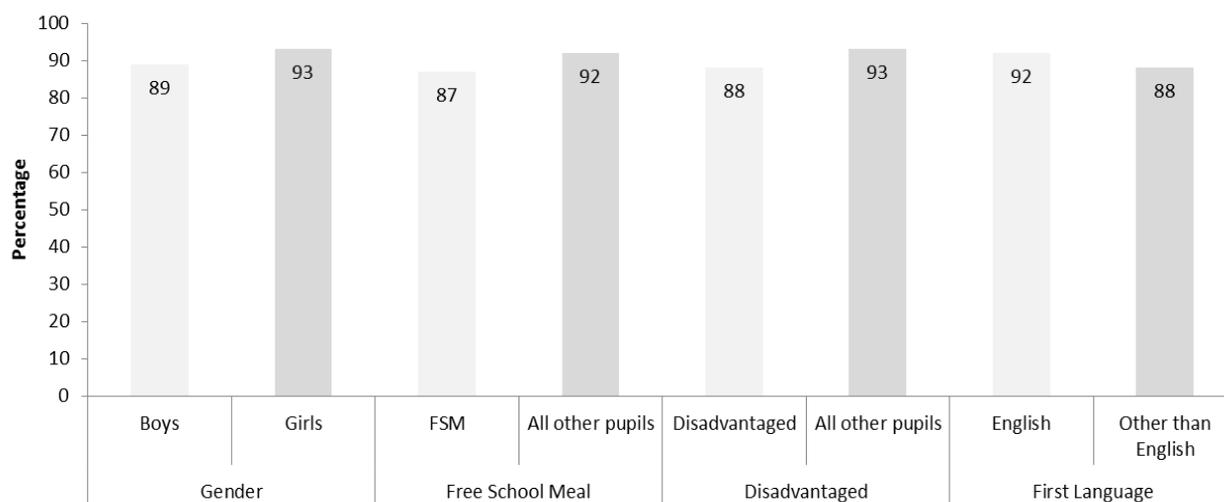
Fig 20. Key Stage 1 Level 2 and above – Writing (Gender, FSM, Disadvantaged and Language)



Level 2 and above – Maths

- **Girls outperform Boys** by a gap of 4 percentage points, although compared to Reading and Writing the performance gap in Maths is smaller.
- There was a 5 percentage points gap between **Free School Meals (FSM)** pupils performance, and all other pupils - a 1 percentage point decrease in gap compared to 2014.
- **Disadvantaged pupils** performance compared to All other pupils showing a 5 percentage point gap - a 1 percentage point increase compared to 2014.
- **EAL pupils** performance compared to those with English showing a gap 4 percentage points

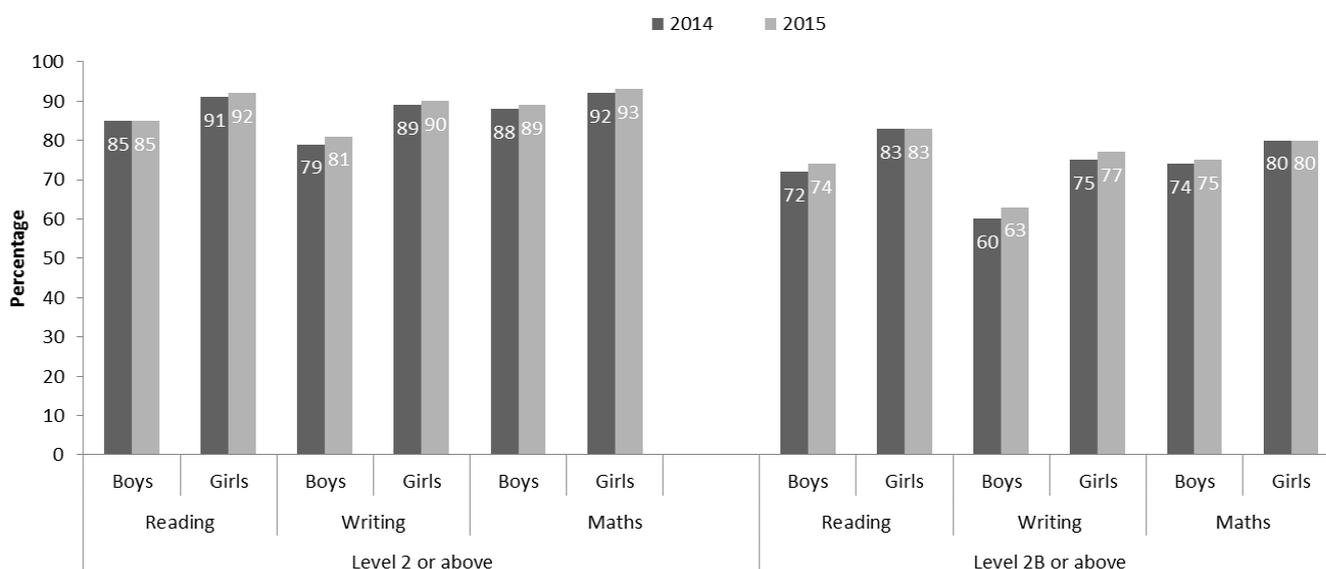
Fig 21. Key Stage 1 Level 2 and above – Maths (Gender, FSM, Disadvantaged and Language)



2.3.2 Gender

As figure 22 indicates, Girls continue to outperform boys in all subjects at Key Stage 1.

Fig 22. Key Stage 1 Level 2 and Level 2B+ and above – Gender



The table below shows the attainment gap between Birmingham and national averages for both boys and girls achieving level 2 and above. Across all subjects, Birmingham’s pupils performs slightly worse than average. Although the gap between Birmingham and national levels is widest gap for boys and reading with 3 percentage points gap.

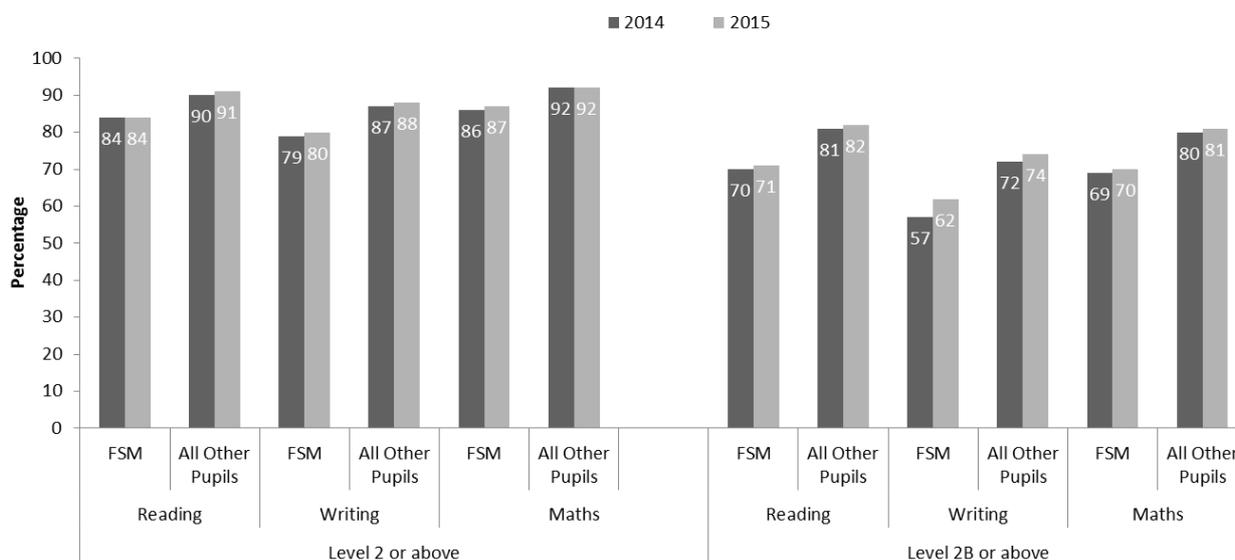
Level 2 and above - 2015

	Reading			Writing			Maths		
	B’ham	National	GAP	B’ham	National	GAP	B’ham	National	GAP
Boys	85%	88%	-3%	81%	83%	-2%	89%	91%	-2%
Girls	92%	93%	-1%	90%	92%	-2%	93%	94%	-1%

2.3.3 Free School Meals (FSM)

Figure 23 below shows the performance of pupils eligible for Free School Meals across all subject areas. There was a slight improvement in some subject areas such as the proportion achieving level 2 or above in writing and maths (1 percent improvement) and a 5 percentage point increase in the proportion of FSM pupils achieving level 2B or above in writing. This last improvement also meant that the Attainment gap between FSM pupils and All other pupils for level 2B+ writing narrowed from 15 percentage points in 2014 to 12 percentage points in 2015.

Fig 23. Key Stage 1 Level 2 and Level 2B+ and above – FSM



Birmingham key stage 1 pupils eligible for a Free School Meal (FSM) achieve better than FSM pupils nationally. The table below shows the percentage of Birmingham FSM pupils achieving Level 2 and above compared with national in reading, writing and maths. However, Birmingham non-FSM pupil’s attainment is below national levels.

Level 2 and above - 2015

	Reading			Writing			Maths		
	B’ham	National	GAP	B’ham	National	GAP	B’ham	National	GAP
FSM	84%	82%	+2%	80%	77%	+3%	87%	86%	+1%
Non-FSM	91%	92%	-1%	88%	90%	-2%	92%	94%	-2%

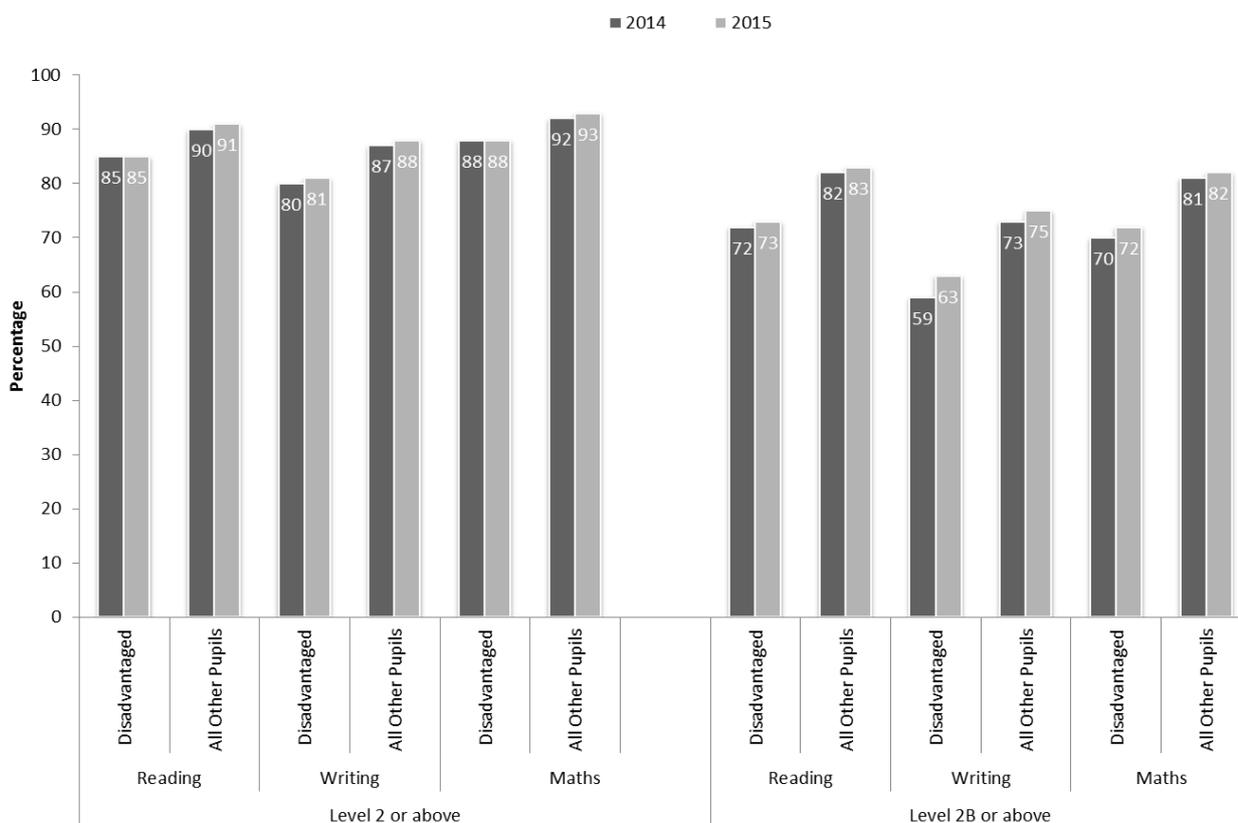
2.3.4 Disadvantaged Pupils

Disadvantaged pupils are defined as pupils known to be eligible for FSM in any spring, autumn, summer, alternative provision or pupil referral unit census from year 1 to year 6 (i.e. not including nursery or reception) or are looked after children for at least one day or are adopted from care.

The proportion of disadvantaged pupils achieving level 2 or above in writing showed a slight improvement of 1 percentage point between 2014 and 2015, whilst reading and maths remained the same as 2014.

In terms of pupils achieving Level 2B or above, there was a 4 percentage point increase in Writing from 2014 to 2015, which meant a narrowing of the gap with all other pupils - narrowing from 14 percentage points in 2014 to 12 percentage points in 2015.

Fig 24. Key Stage 1 Level 2 and Level 2B+ and above – Disadvantaged



Similar to Free school meal attainment, disadvantaged pupils exceed national average. However, non-disadvantaged pupils attainment is below national levels.

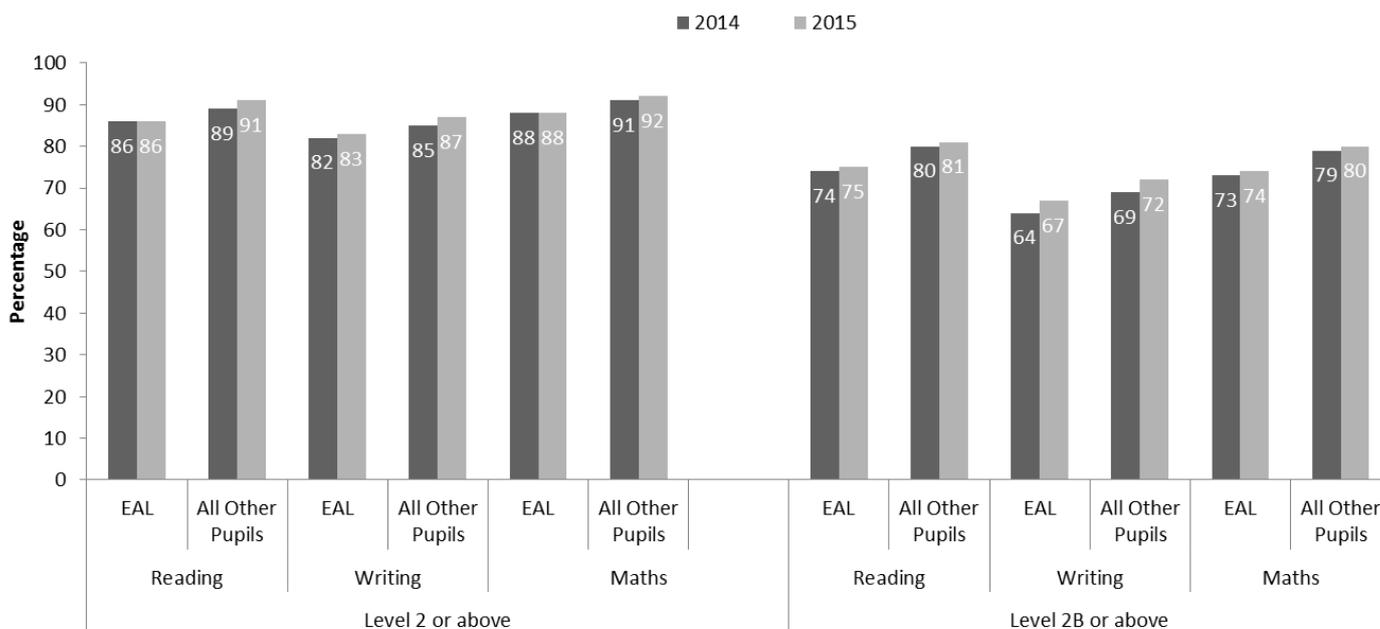
Level 2 and above – 2015

	Reading			Writing			Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
Disadvantaged	85%	84%	+1%	81%	79%	+2%	88%	87%	+1%
Non-Disadvantaged	91%	93%	-2%	88%	91%	-3%	93%	95%	-2%

2.3.5 First Language

The proportion of Pupils with English and additional language (EAL) achieving level 2 and above or level 2B and above did not significant increase across many of the subject area. There was a slight increase in the proportion achieving level 2 and above in writing (1 percent) and level 2B and above (3 percent). Although this improvement was also seen in all other pupils too.

Fig 25. Key Stage 1 Level 2 and Level 2B+ and above – Language



The performance of Pupils with English as an additional language (EAL) attainment is below national EAL pupils. The widest gap for maths where there is a gap of 3 percentage points.

Level 2 and above - 2015

	Reading			Writing			Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
EAL	86%	88%	-2%	83%	85%	-2%	88%	91%	-3%
All Other Pupils	91%	91%	0%	87%	88%	-1%	92%	93%	-1%

2.3.6 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups between 2014 and 2015. There were subtle improvements across all ethnicity groups from 2014 to 2015 apart from Chinese pupils, where performance fell slightly.

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.

Fig 26 - Key Stage 1 Level 2 and above – Main Ethnic Groups

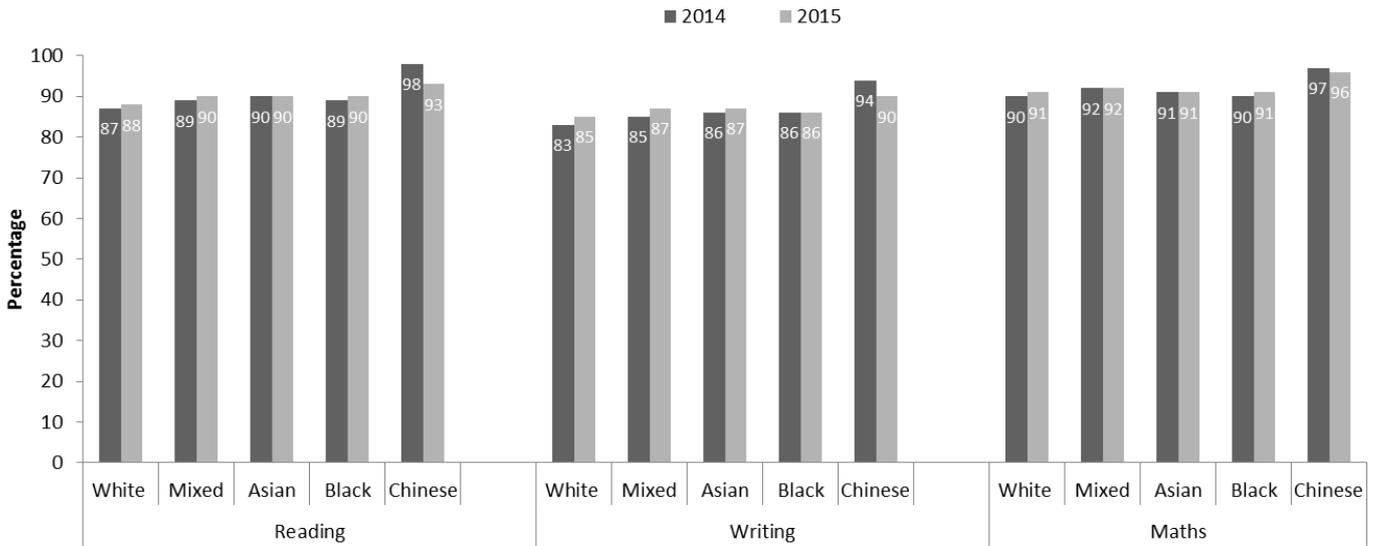
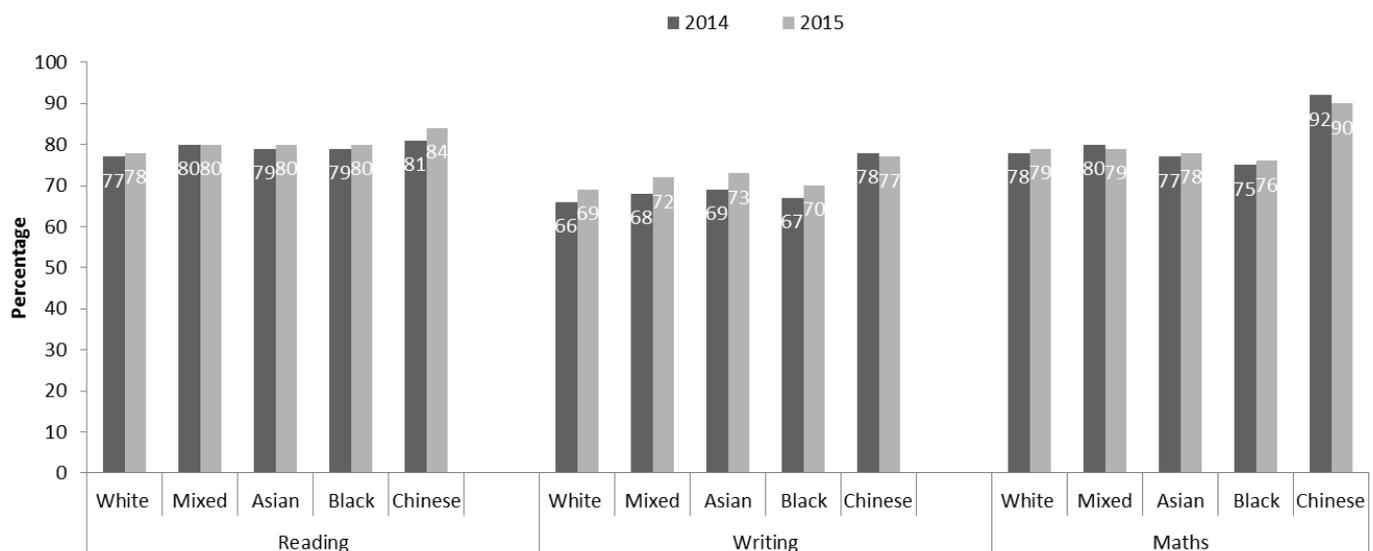


Fig 27 – Key Stage 1 Level 2B and above – Main Ethnic Groups



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 2 and above - 2015

	Reading			Writing			Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
White	88%	91%	-3%	85%	88%	-3%	91%	93%	-2%
Mixed	90%	91%	-1%	87%	88%	-1%	92%	93%	-1%
Asian	90%	91%	-1%	87%	89%	-2%	91%	93%	-2%
Black	90%	91%	-1%	86%	88%	-2%	91%	92%	-1%
Chinese	93%	92%	-1%	90%	91%	-1%	96%	96%	0%

2.3.7 Sub-Level Ethnicity groups

Attainment at Key Stage 1 continues to vary between different ethnicity groups. Chinese remain the highest achieving group.

Ethnicity groups which were highest achieving in all subject in 2015:

Reading

- Chinese
- Black Caribbean
- Indian

Writing

- Indian
- Chinese
- Any other Asian Background

Maths

- Chinese
- Any other Asian Background
- Indian

Fig 28 - Level 2 and above – Reading

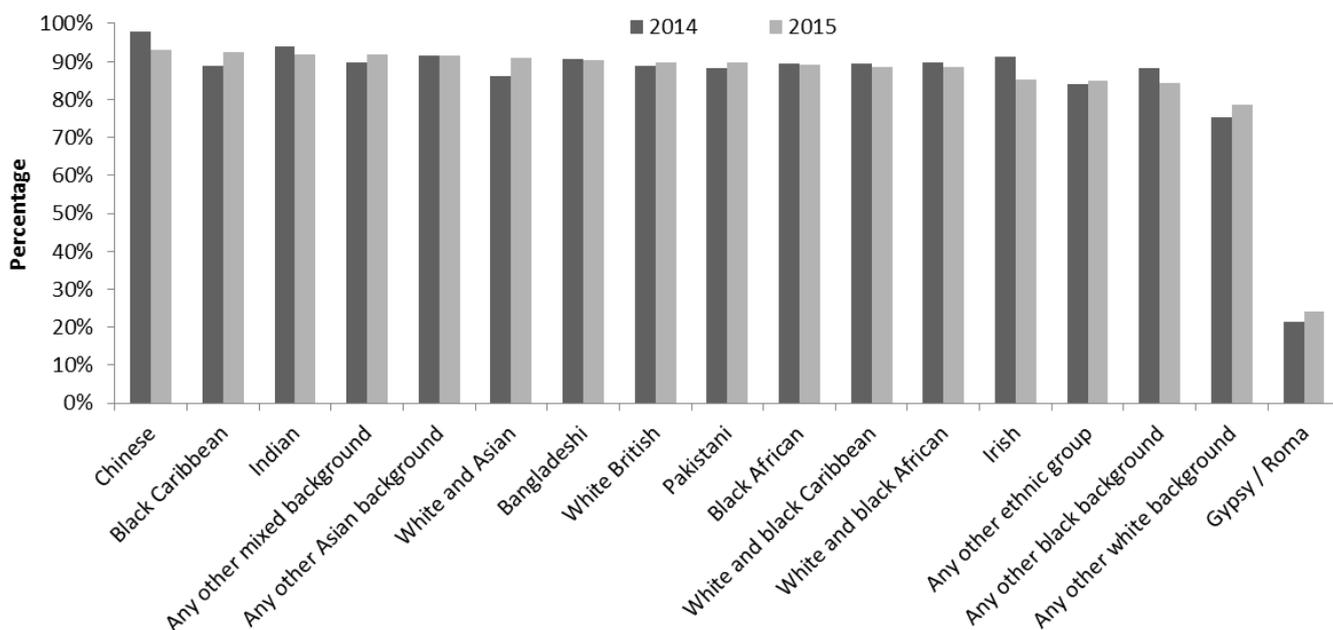


Fig 29 - Level 2 and above – Writing

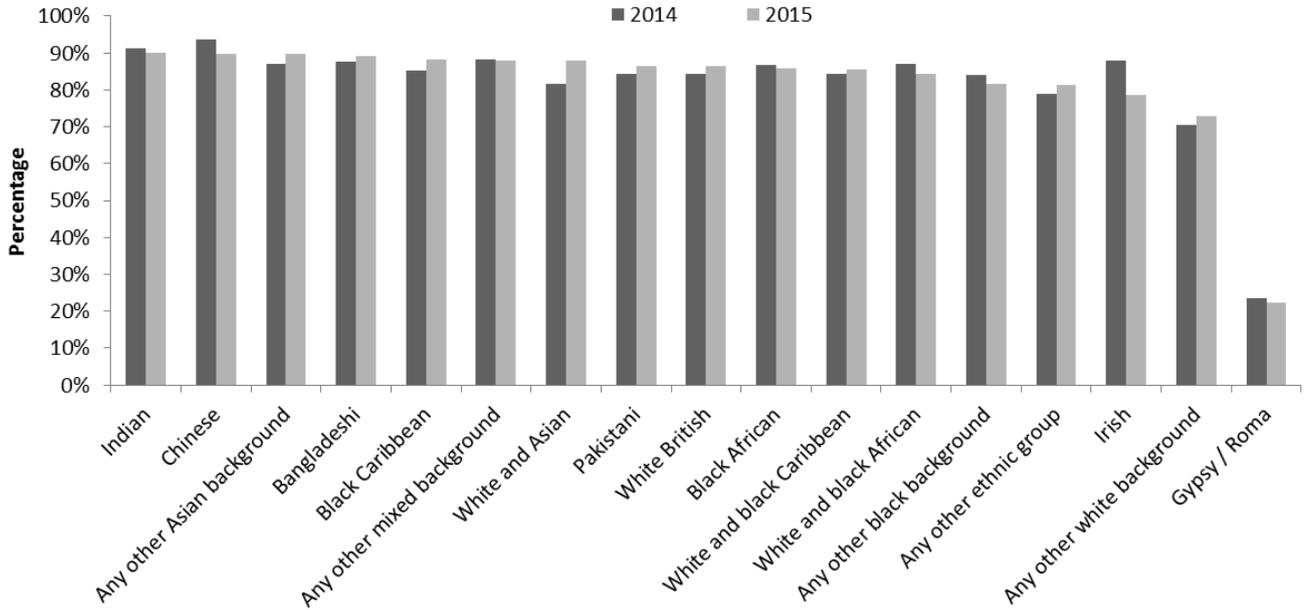
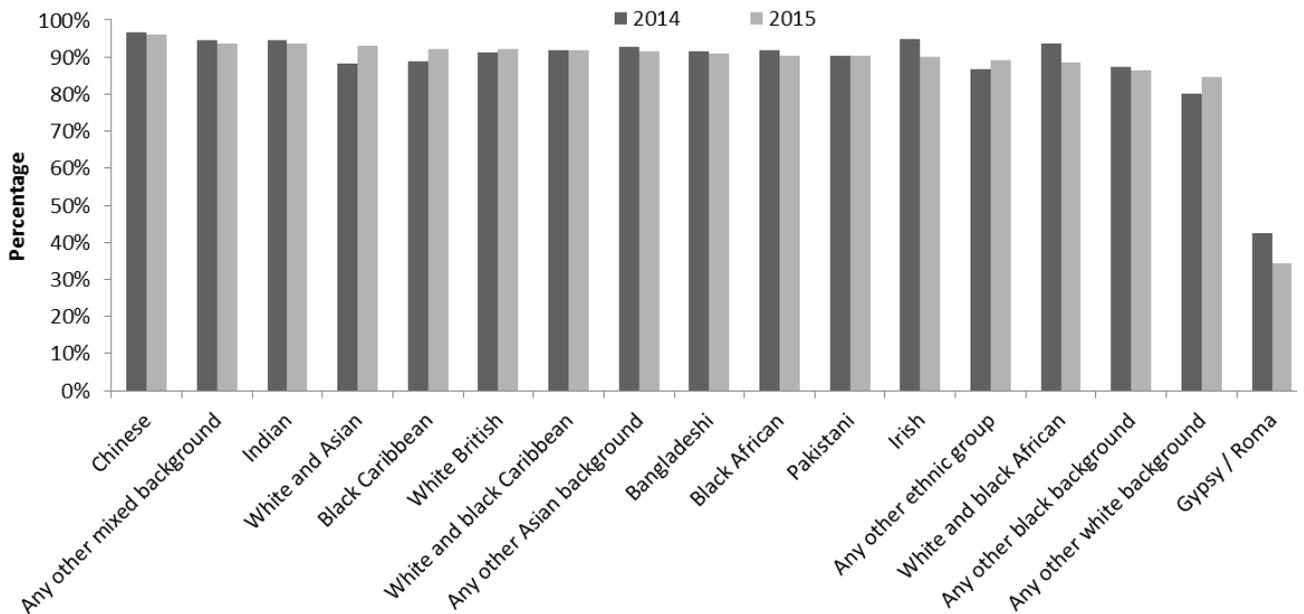


Fig 30 - Level 2 and above – Maths



2.3.8 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils.

The charts below shows attainment at Key stage 1 for Level 2 and above for reading, writing and maths by ethnic group and gender for disadvantaged pupils in 2015. Chart highlights which ethnicity groups are performing above LA average and those who are underperforming see below:

Fig 31 – Key Stage 1 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils - Reading

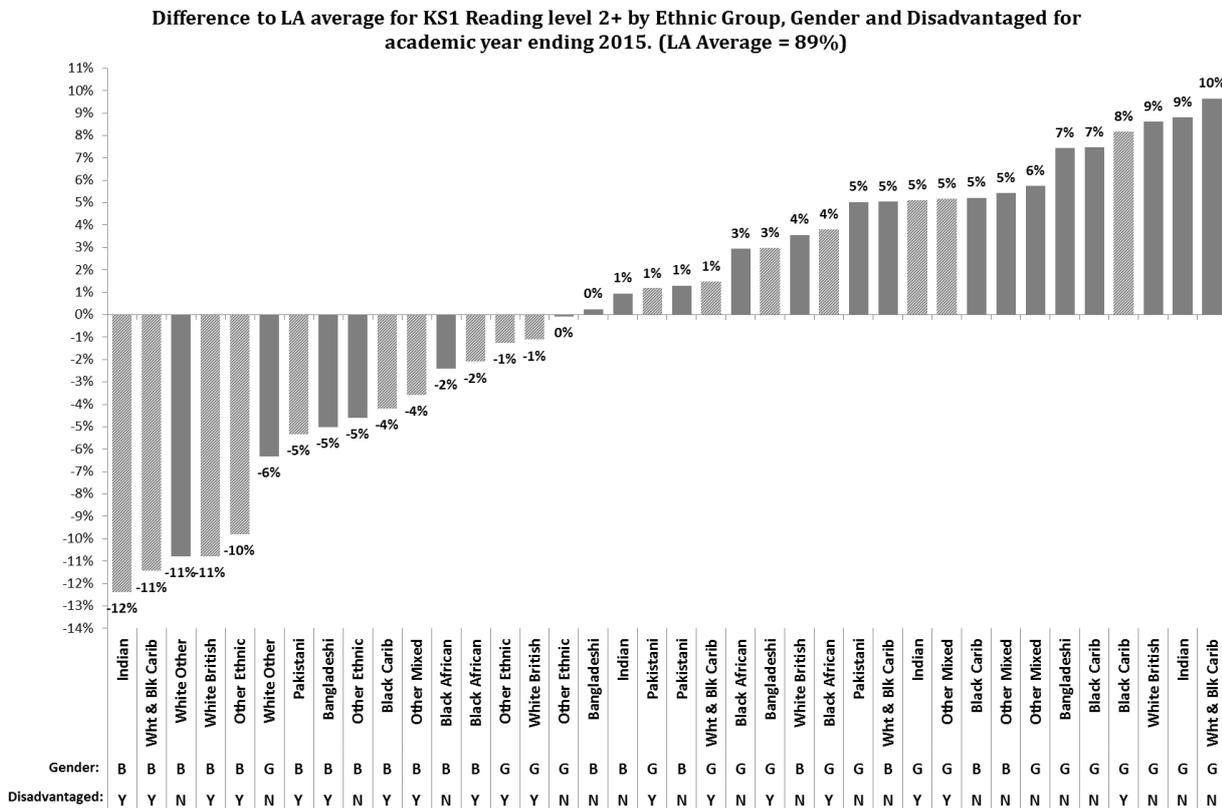


Fig 32 - Key Stage 1 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils – Writing

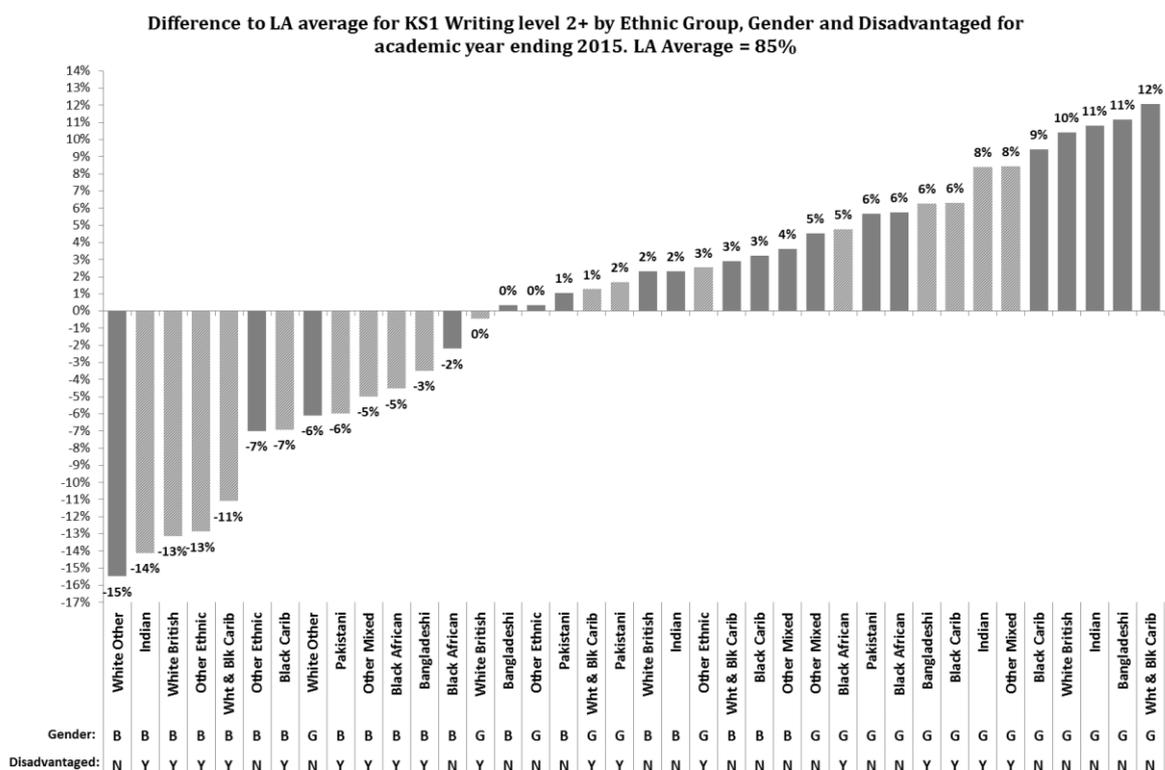
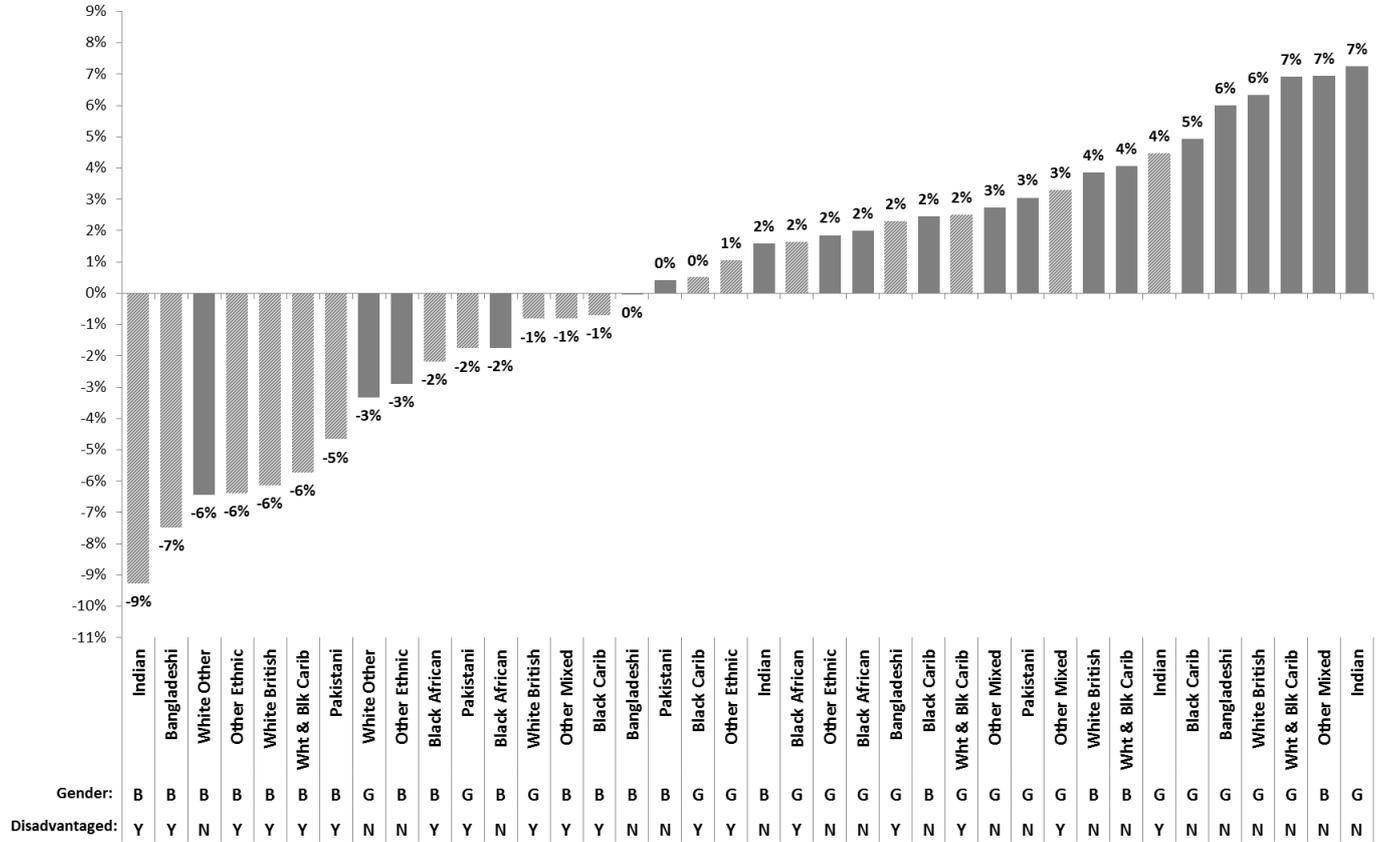


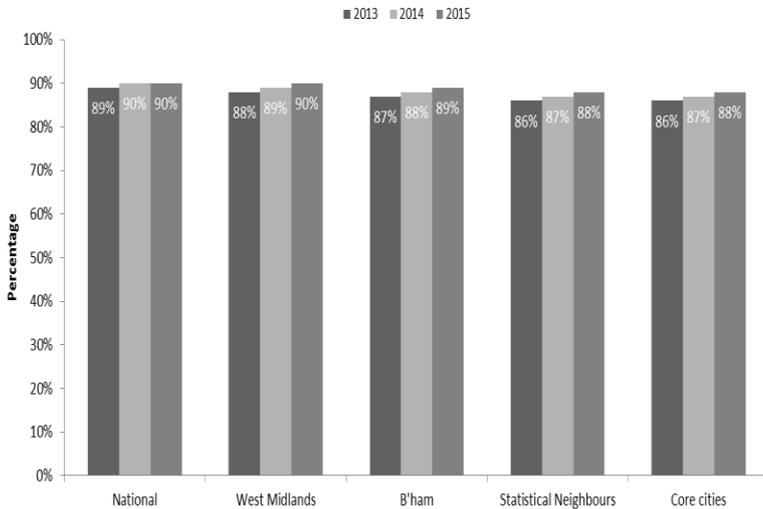
Fig 33 - Key Stage 1 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils - Maths

Difference to LA average for KS1 Maths level 2+ by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 91%



2.4 Birmingham’s key stage 1 attainment by Statistical Neighbours, Core Cities and West Midlands.

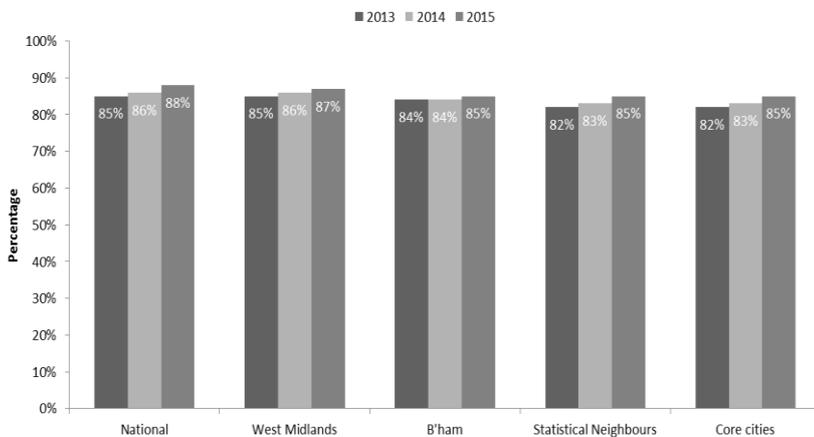
Fig 34 - Level 2 and above – Reading



In terms of Key Stage 1 Level 2 reading performance, Birmingham is above statistical neighbours and core cities.

However below Birmingham is also below national and west midlands authorities by 1 percentage point for 2015.

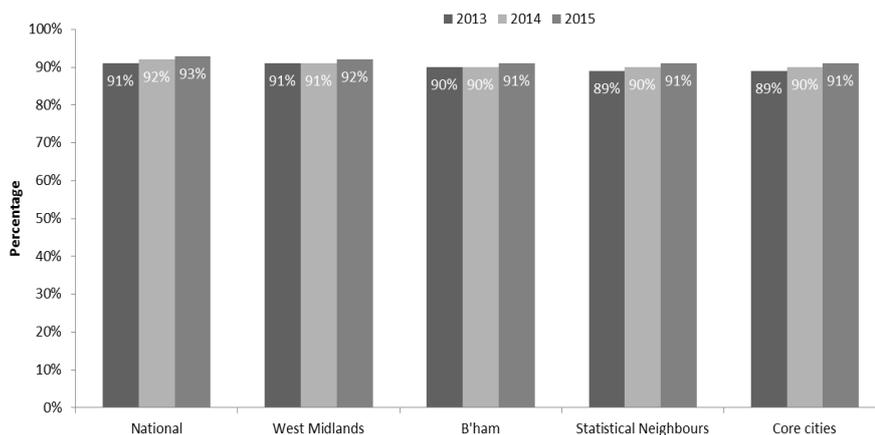
Fig 35 - Level 2 and above – Writing



Similar trend to reading, Birmingham is inline statistical neighbours and core cities.

However below national and west midlands authorities for writing, 2 percentage point below west midlands and 3 percentage points below national for 2015.

Fig 36 - Level 2 and above – Maths



Similar trend to reading and writing, Birmingham is inline with statistical neighbours and core cities.

However performance is below national (2 percentage point) and West Midlands authorities (1 percentage point) for Maths.

2.5 Birmingham’s Key Stage 1 attainment by District and Ward.

District (based on pupil’s home postcode)

Pupil attainment across most districts has improved from 2013 to 2015 for reading, writing and maths.

Above average districts:

- Sutton Coldfield (reading, writing and maths)
- Yardley (reading and writing), Edgbaston (writing)
- Hall Green , Selly Oak, Northfield and Edgbaston (reading)

Below Average districts:

- Hodge Hill
- Perry Barr
- Ladywood

Fig 37 - Level 2 and above – Reading

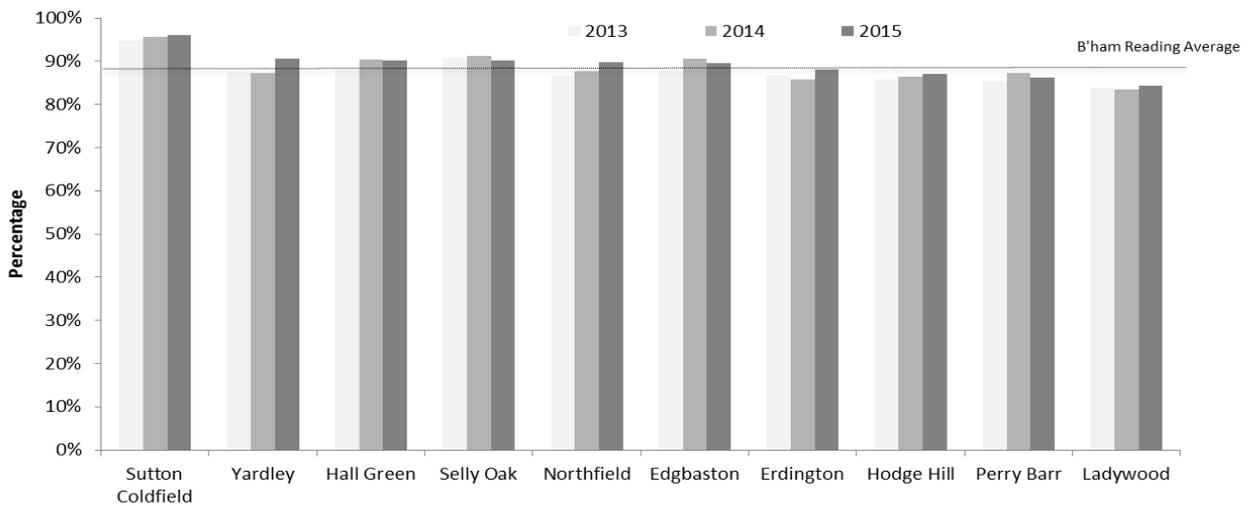


Fig 38 - Level 2 and above Writing

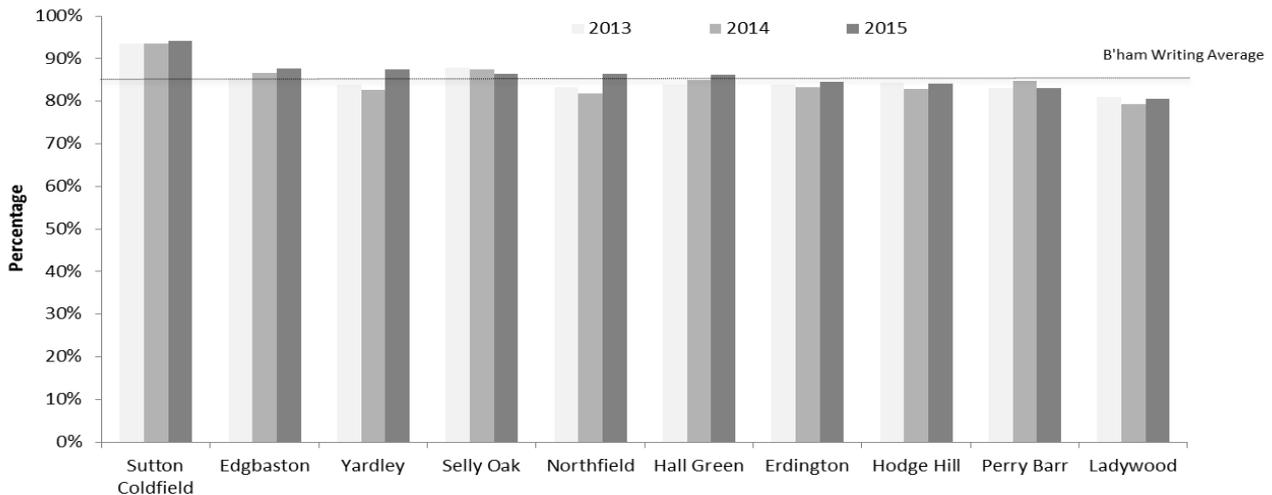
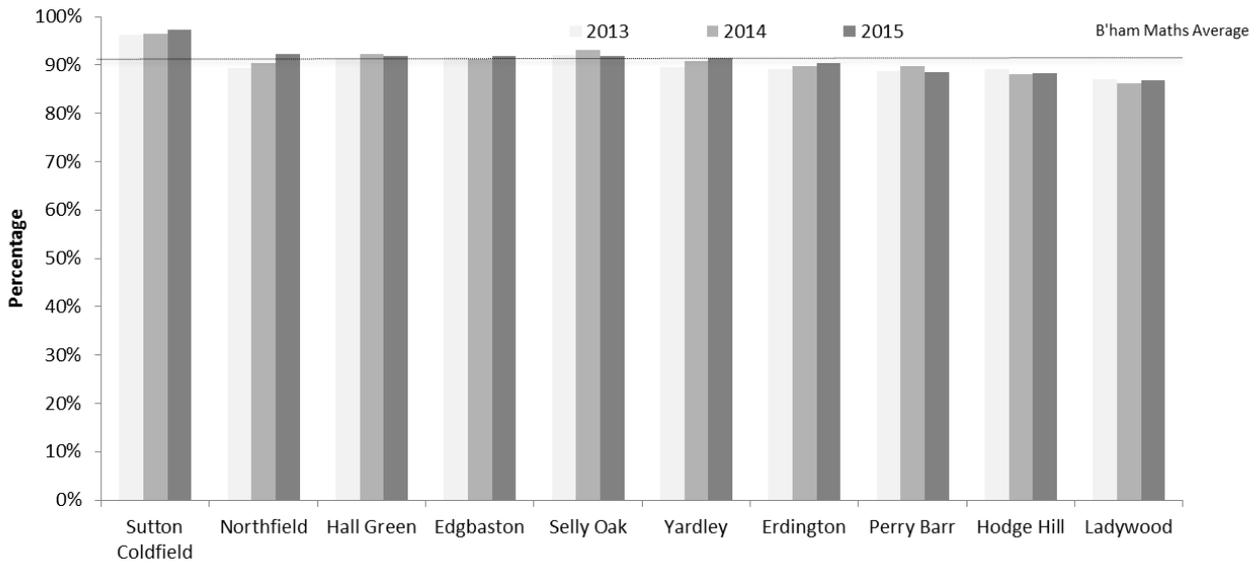


Fig 39 - Level 2 and above – Maths



Ward - (based on pupil's home postcode)

Fig 40 - Map for Level 2B and above, Reading

**Percentage of pupils achieving KS1 L2b+ in Reading
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets**

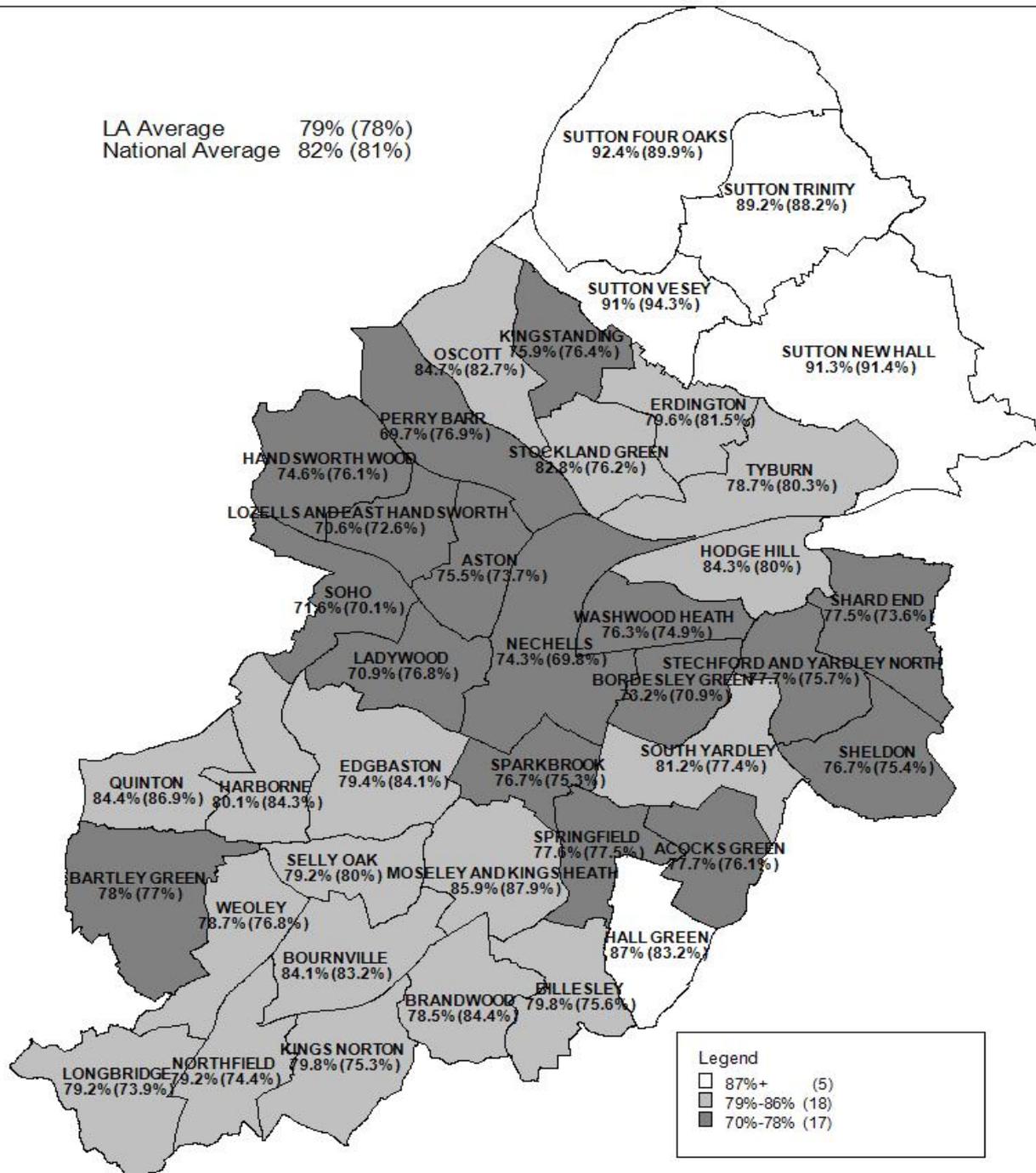


Fig 41 - Map for Level 2B and above, Writing

**Percentage of pupils achieving KS1 L2b+ in Writing
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets**

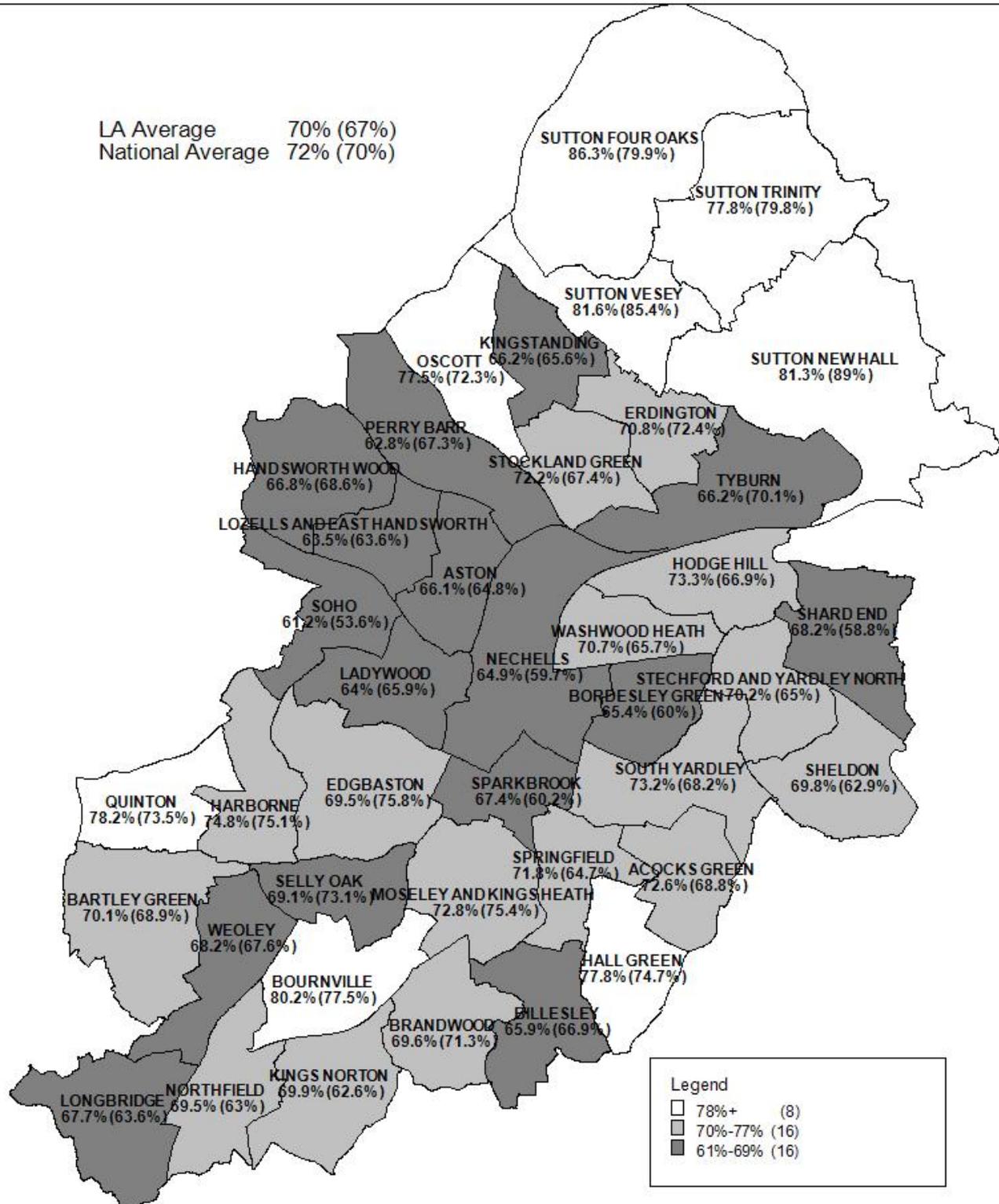
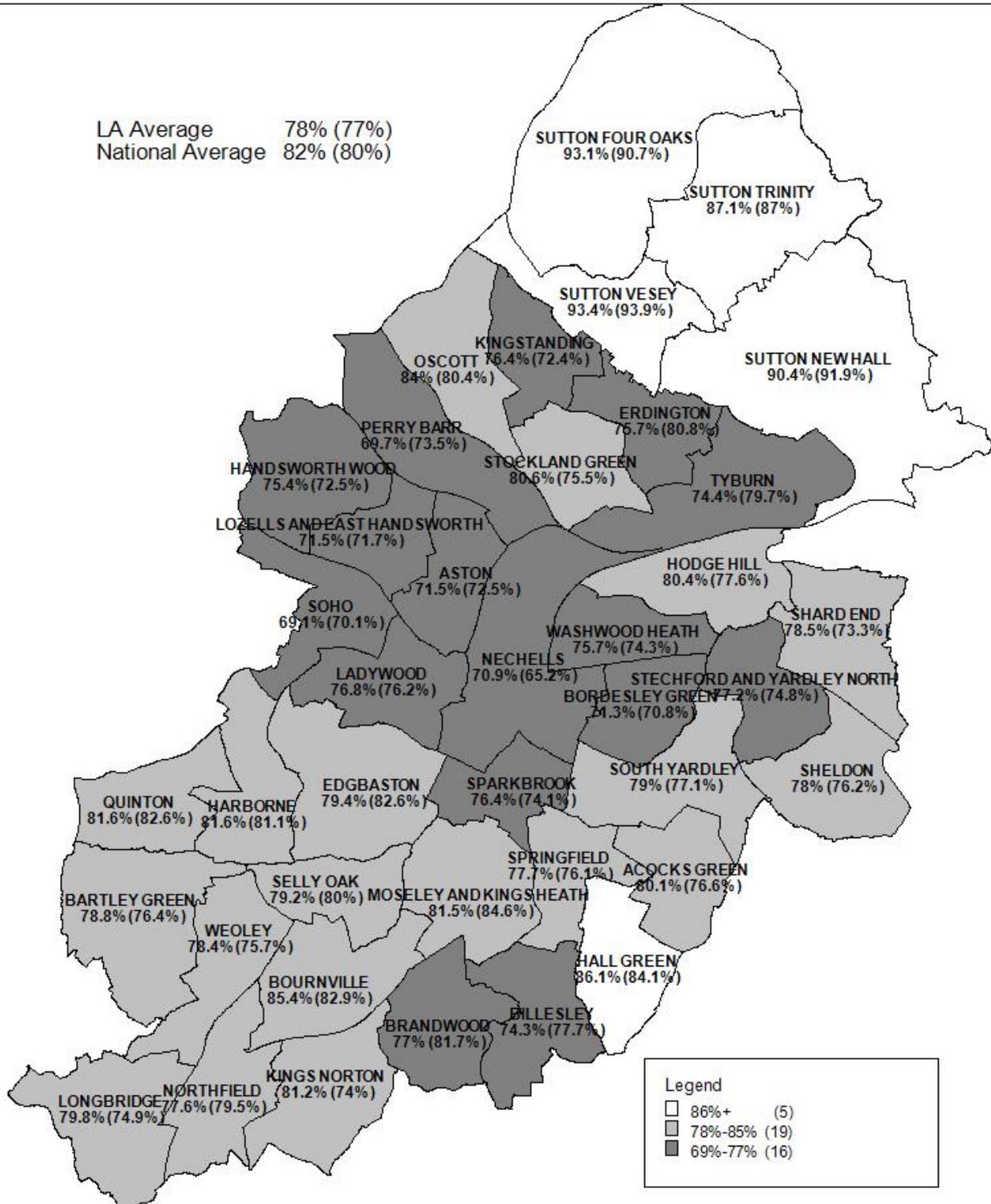


Fig 42 - Map for Level 2B and above, Maths

**Percentage of pupils achieving KS1 L2b+ in Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets**



3. Phonics Attainment

Key Messages:

- Birmingham’s Phonics attainment has improved for Year 1 and end of Year 2 pupils
- Girls continue to outperform boys
- Attainment of pupils eligible for FSM has slightly improved and Birmingham performs slightly better compared to national equivalents
- However there are still significant gaps across ethnic groups with pupils of Gypsy / Roma, Any other white background and Any other ethnic group heritage particularly underperforming.

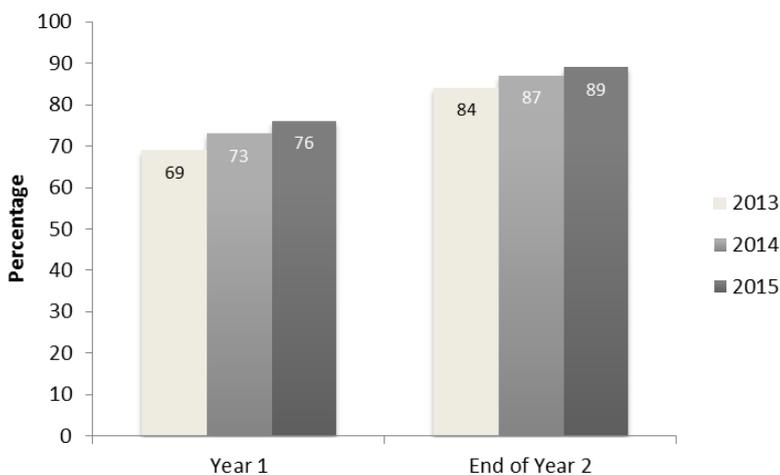
3.1 Overview

The Phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher.

Those children who did not undertake Phonics or make the expected standard in Year 1 then re-take the screening check in Year 2.

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

Fig 43 - Phonics Overall Subject Performance

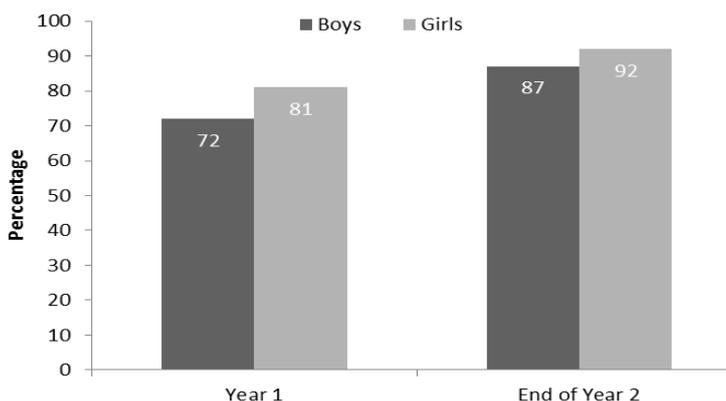


Birmingham’s Phonics attainment has continued to improve year on year.

Year 1 outcomes increased by 3 percentage points (percentage point) from 2014 to 2015.

End of Year 2 outcomes increased by 2 percentage point from 2014 to 2015.

Fig 44 - Phonics Performance by Gender



Girls continue to outperform boys in phonics

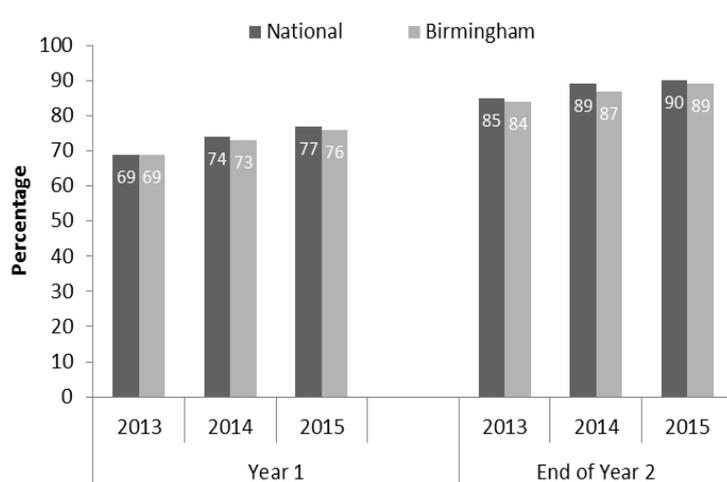
Year 1 and end of Year 2 for 2015 shows girls achieved better outcomes compared to boys.

Year 1, girls 9 percentage point above boys.

End of Year 2, girls 5 percentage point above boys.

3.2 Birmingham’s Phonics attainment compared to National outcomes

Fig 45 – Phonics Performance Birmingham vs National



Birmingham Phonics attainment shows continued improvement and progressing at the same rate as national levels, although Birmingham is still slightly behind the average

- Year, 1 percentage point below national levels
- End of Year 2, 1 percentage point below.

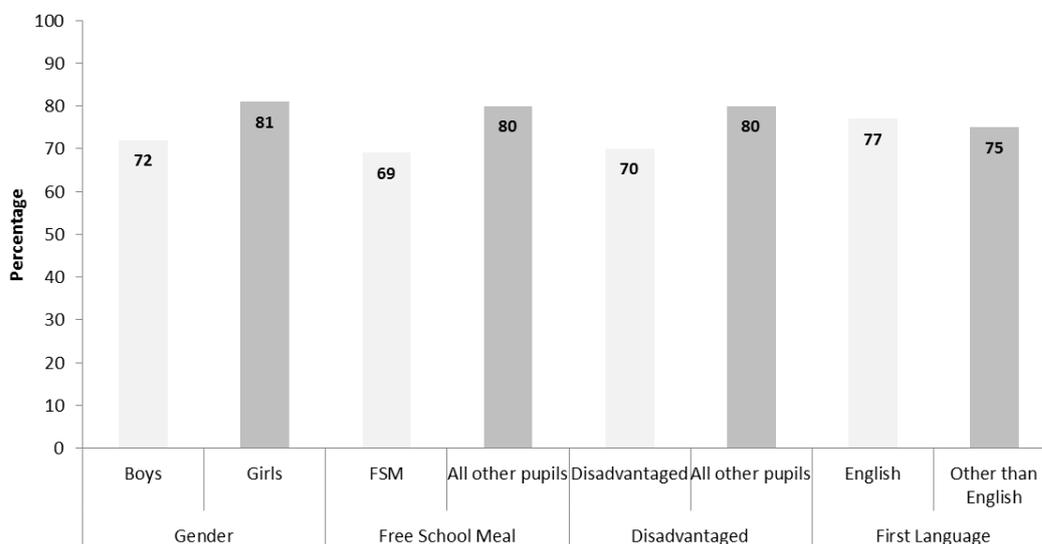
3.3 Birmingham’s Phonics attainment by Pupil Characteristics

3.3.1 Summary

Year 1

- **Girls outperform Boys** showing a gap of 9 percentage points - a 1 percentage point decrease compared to 2014.
- There was an 11 percentage point gap between **Free School Meals (FSM)** pupils performance, and all other pupils although this gap did decrease by 2 percentage points between 2014 and 2015.
- **Disadvantaged pupils** performance compared to All other pupils showing a gap 10 percentage points - 2 percentage point decrease compared to gap in 2014.
- **EAL pupil’s** performance compared to those with English showing a gap 2 percentage point - no change in gap compared to 2014.

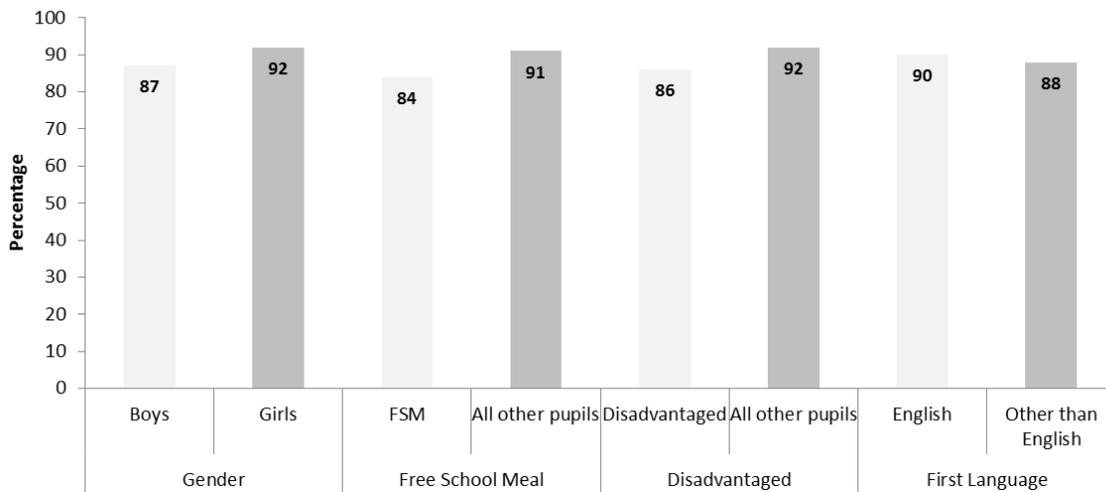
Fig 46: Phonics Year 1 Performance Gender, FSM, Disadvantaged and Language, 2015



End of Year 2

- **Girls outperform Boys** showing a gap of 5 percentage points - a 1 percentage point decrease compared to 2014.
- **Free School Meals (FSM)** pupils performance compared to All other pupils showing a 7 percentage point gap, which is no change when comparing attainment gap to 2014.
- **Disadvantaged pupils** performance compared to All other pupils showing a gap of 6 percentage points - no change when comparing attainment gap to 2014.
- **EAL pupils** performance compared to those with English showing a 2 percentage point gap.

Fig 47. Phonics Year 1 Performance Gender, FSM, Disadvantaged and Language, 2015



3.3.2 Gender

Girls continue to outperform boys for Year 1 Phonics. Boys have however improved by 8 percentage points since 2013 and girls improved by 7 percentage points.

End of Year 2 Phonics also show similar improvement from 2013 to 2015.

Fig 48. Phonics Year 1 and Year 2 Gender 2013 to 2015

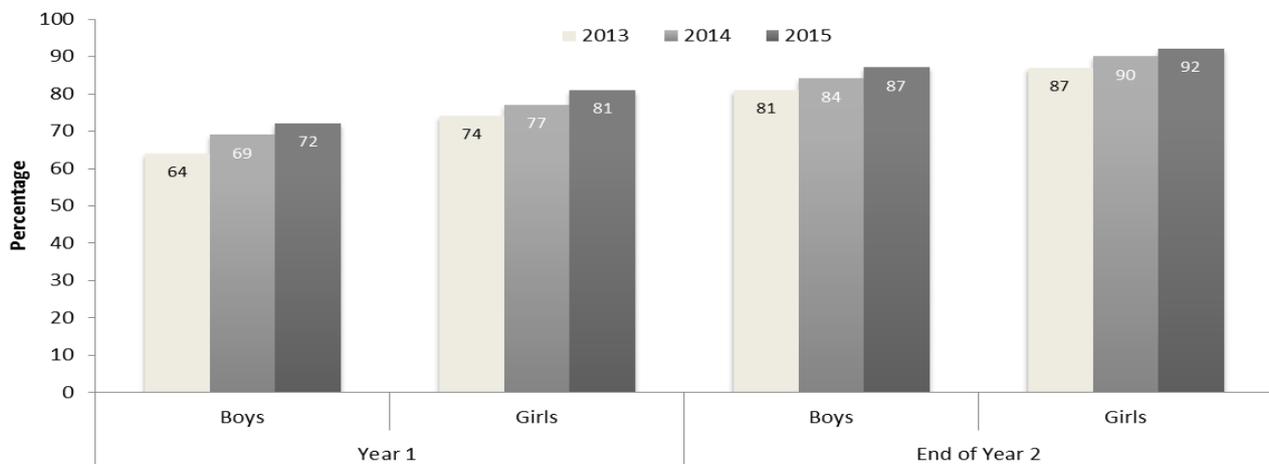


Table below shows attainment gap between Birmingham and nationally, boys show a small gap of 1 percentage points for both measures, see below:

Phonics - 2015

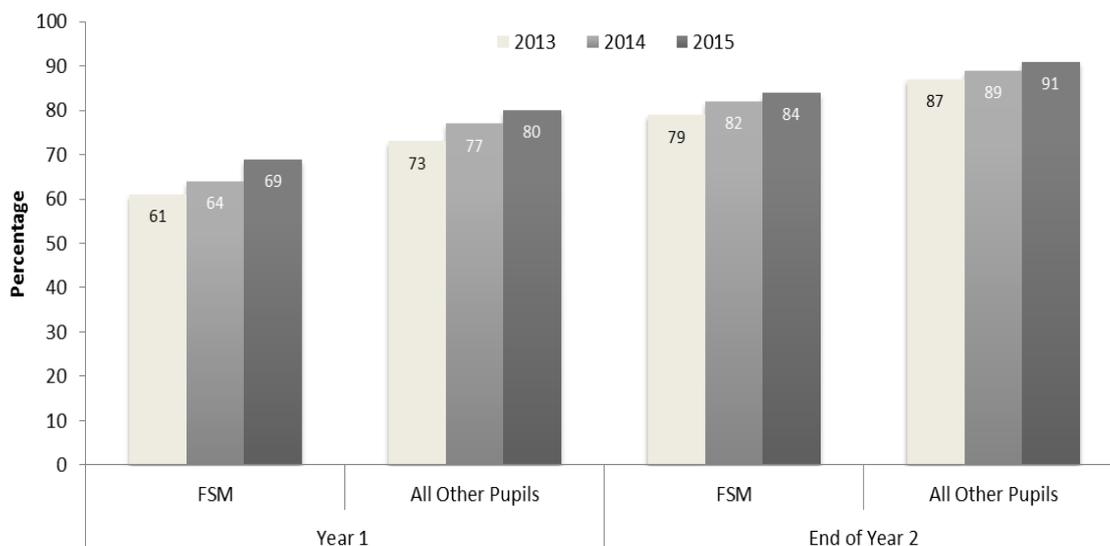
	Year 1			End of Year 2		
	B'ham	National	GAP	B'ham	National	GAP
Boys	72%	73%	-1%	87%	88%	-1%
Girls	81%	81%	0%	92%	92%	0%

3.3.3 Free School Meals (FSM)

There was a positive improvement in both measures for pupils eligible for Free School Meals (FSM). There was a 5 percentage point improvement from 2014 to 2015 for FSM pupils in Year 1 attainment and a 2 percent for Year 2 performance.

The attainment gap between FSM pupils and All other pupils for Year 1 narrowed from 12 percentage points in 2013 to 11 percentage points in 2015.

Fig 49. Phonics Year 1 and Year 2 FSM 2013 to 2015



The table below shows FSM pupils performance against comparative groups nationally. Birmingham FSM pupils outperform national equivalents in both Year 1 and end of year 2 assessments.

Phonics - 2015

	Year 1			End of Year 2		
	B'ham	National	GAP	B'ham	National	GAP
FSM	69%	65%	+4%	84%	82%	+2%
Non-FSM	80%	79%	+1%	91%	92%	+1%

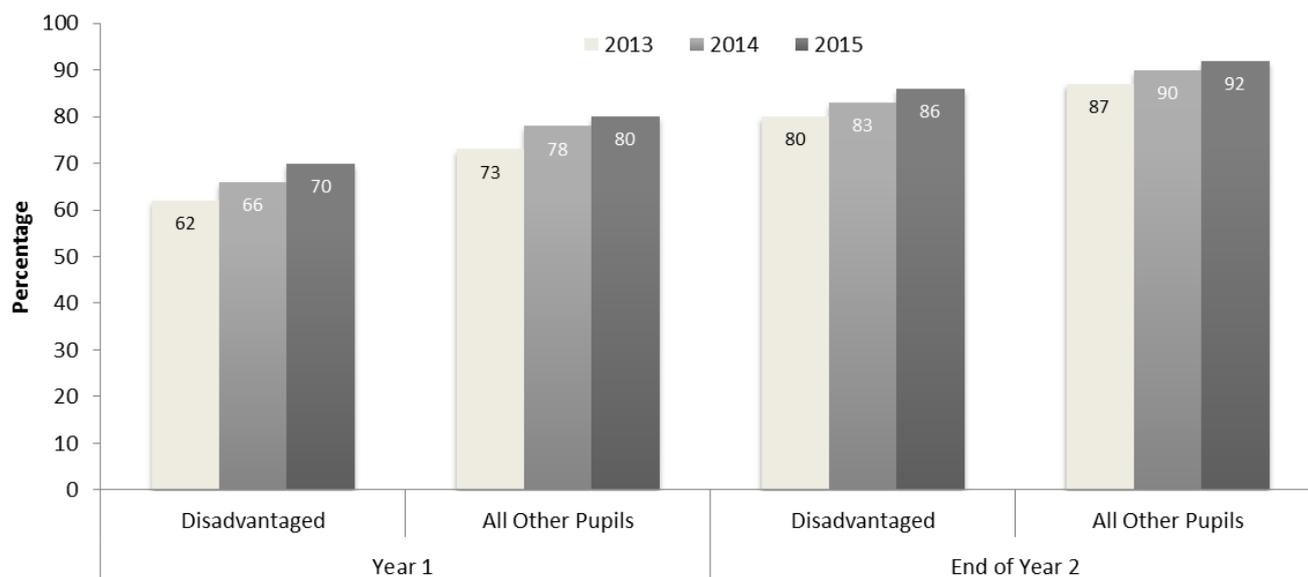
3.3.4 Disadvantaged Pupils

Year 1 Phonics shows positive improvement for Disadvantaged pupils by 8 percentage points from 2013 to 2015.

End of Year 2 Phonics for Disadvantaged pupils improved by 6 percentage points from 2013 to 2015.

The attainment gap between Disadvantaged pupils and All other pupils for Year 1 narrowed from 11 percentage points in 2013 to 10 percentage points in 2015.

Fig 50. Phonics Year 1 and Year 2 Disadvantaged 2013 to 2015



As the table below indicates, similar to Free school meal attainment, disadvantaged pupils exceed national averages across both Year 1 and end of Year 2 assessment.

Phonics – 2015

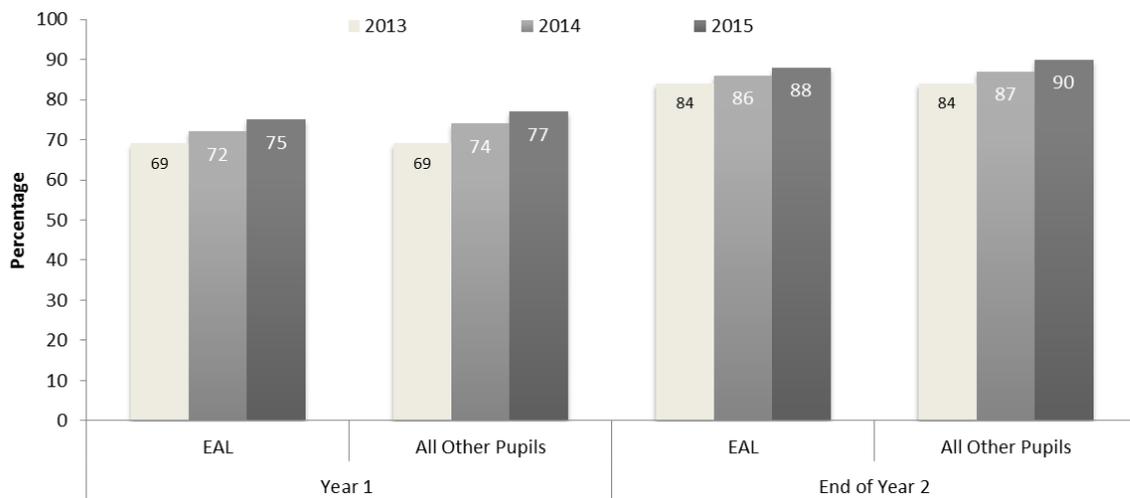
	Year 1			End of Year 2		
	B'ham	National	GAP	B'ham	National	GAP
Disadvantaged	70%	66%	+4%	86%	84%	+2%
Non-Disadvantaged	80%	80%	0%	92%	92%	0%

3.3.5 First Language

Overall the performance of pupils with English as an additional language (EAL) slightly improved in Year 1, by 6 percentage points from 2013 to 2015 whilst All other pupils improved by 8 percentage points.

For End of Year 2 EAL pupils improved by 4 percentage points and All other pupils by 6 percentage points from 2013 to 2015.

Fig 51. Phonics Year 1 and Year 2 Language 2013 to 2015



Pupils with English as an additional language (EAL) attainment is below national EAL pupils for both Year 1 and End of Year 2, see below.

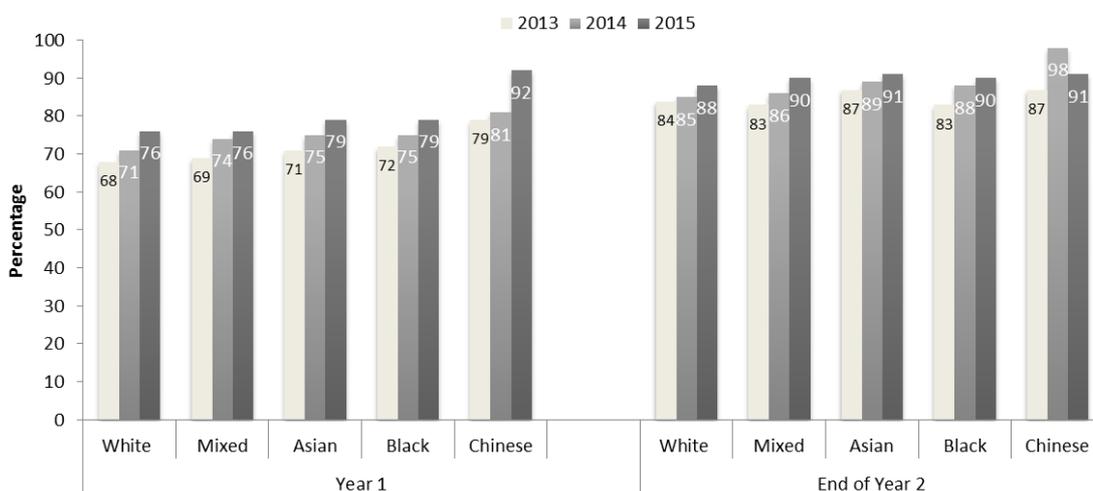
Phonics – 2015

	Year 1			End of Year 2		
	B’ham	National	GAP	B’ham	National	GAP
EAL	75%	76%	-1%	88%	89%	-1%
All Other Pupils	77%	77%	0%	90%	91%	-1%

3.3.6 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups from 2013 and 2015. There were positive improvements across all ethnicity groups from 2013 to 2015. End of year 2 performance for Chinese pupils dipped between 2014 and 2015

Fig 52. Phonics Year 1 and Year 2 Ethnicity 2013 to 2015



Attainment for main ethnicity groups when comparing to national, shows Birmingham is below national average for all ethnic groups for End of Year 2 Phonics attainment, see below:

Phonics – 2015

	Year 1			End of Year 2		
	B’ham	National	GAP	B’ham	National	GAP
White	76%	76%	0%	88%	90%	-2%
Mixed	76%	79%	-3%	90%	91%	-1%
Asian	79%	80%	-1%	91%	92%	-1%
Black	79%	79%	0%	90%	91%	-1%
Chinese	92%	83%	+9%	91%	93%	-2%

3.3.7 Sub-Level Ethnicity groups

Attainment for Phonics Year 1 continues to vary between different ethnicity groups. Chinese remain the highest achieving group.

Ethnicity groups which were highest achieving for Phonics in 2015:

- Chinese
- White and Black African
- Indian

Fig 53 - Phonics – Year 1

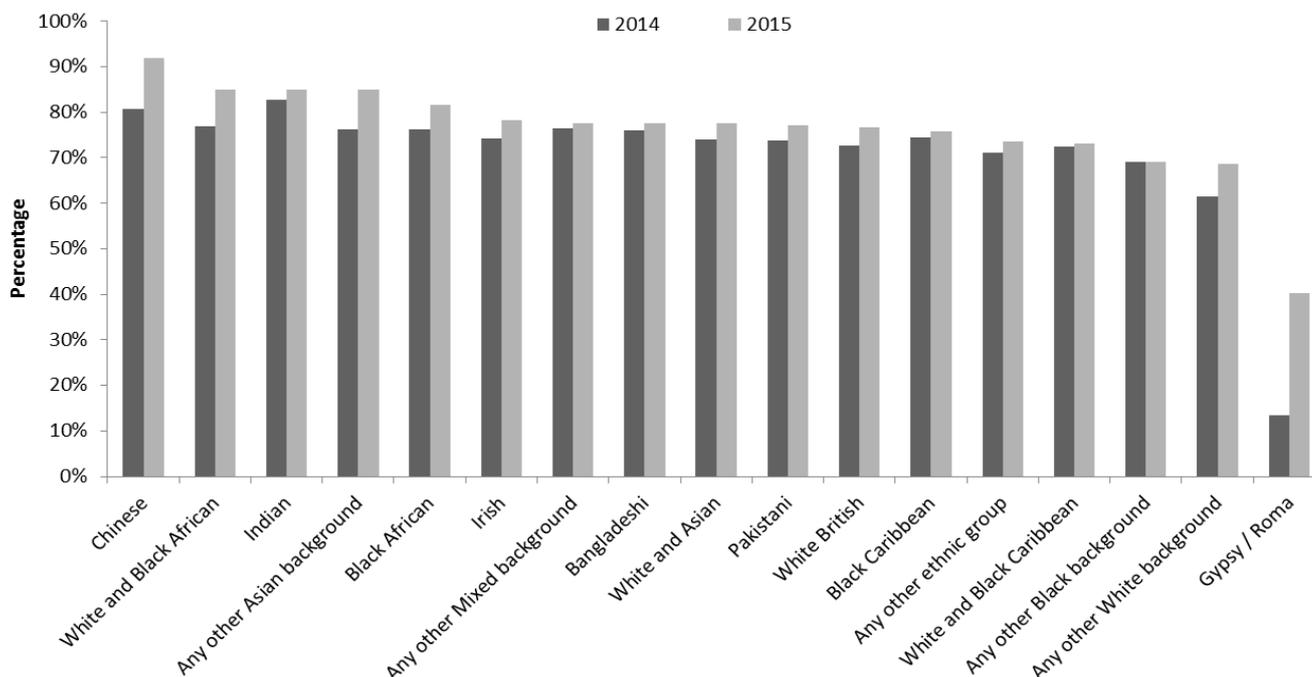
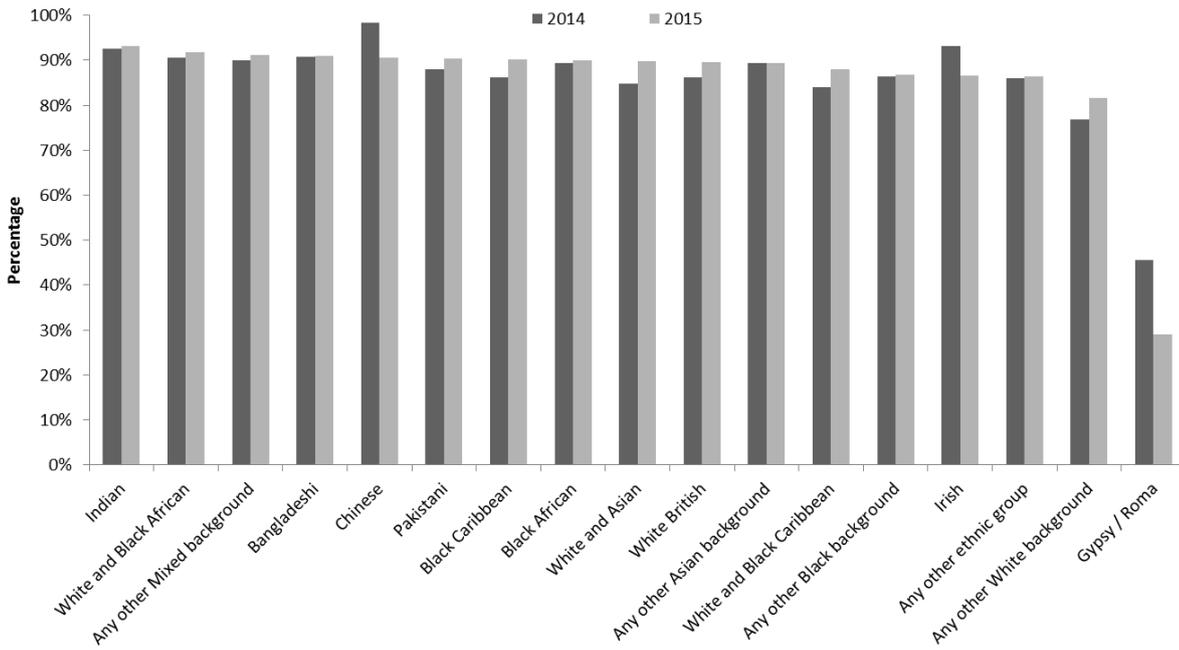


Fig 54 - Phonics – End of Year 2



Attainment for detailed ethnicity groups continues to vary; many groups are below groups when compared nationally.

Fig 55 - Phonics – Year 1

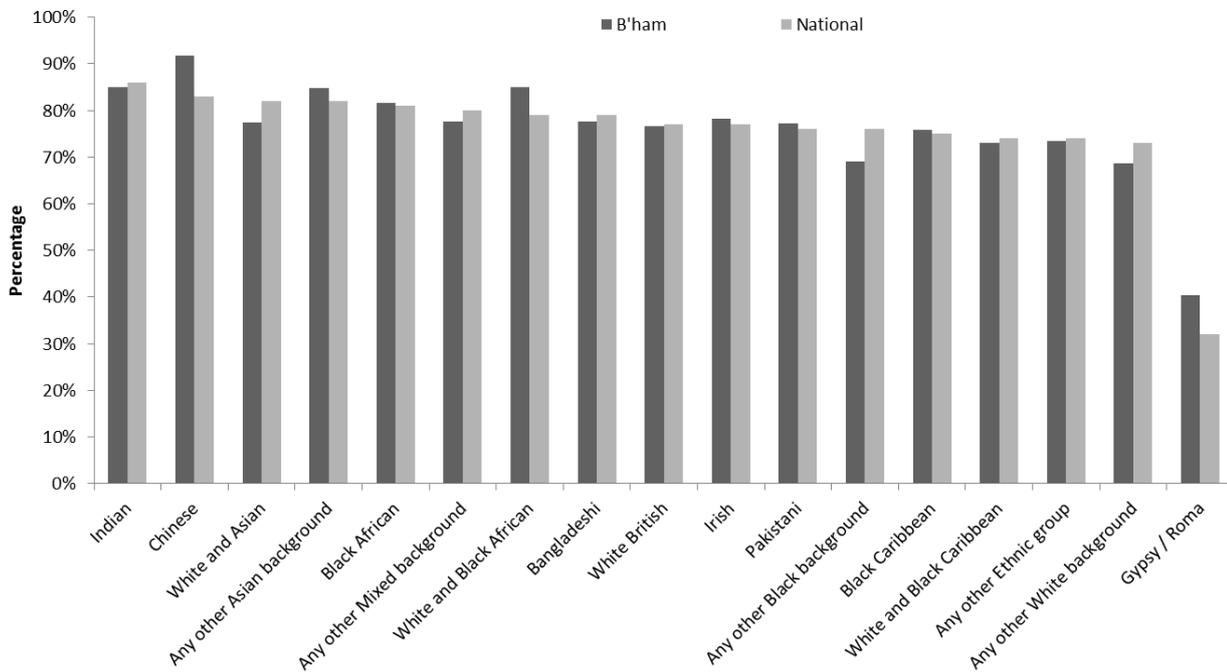
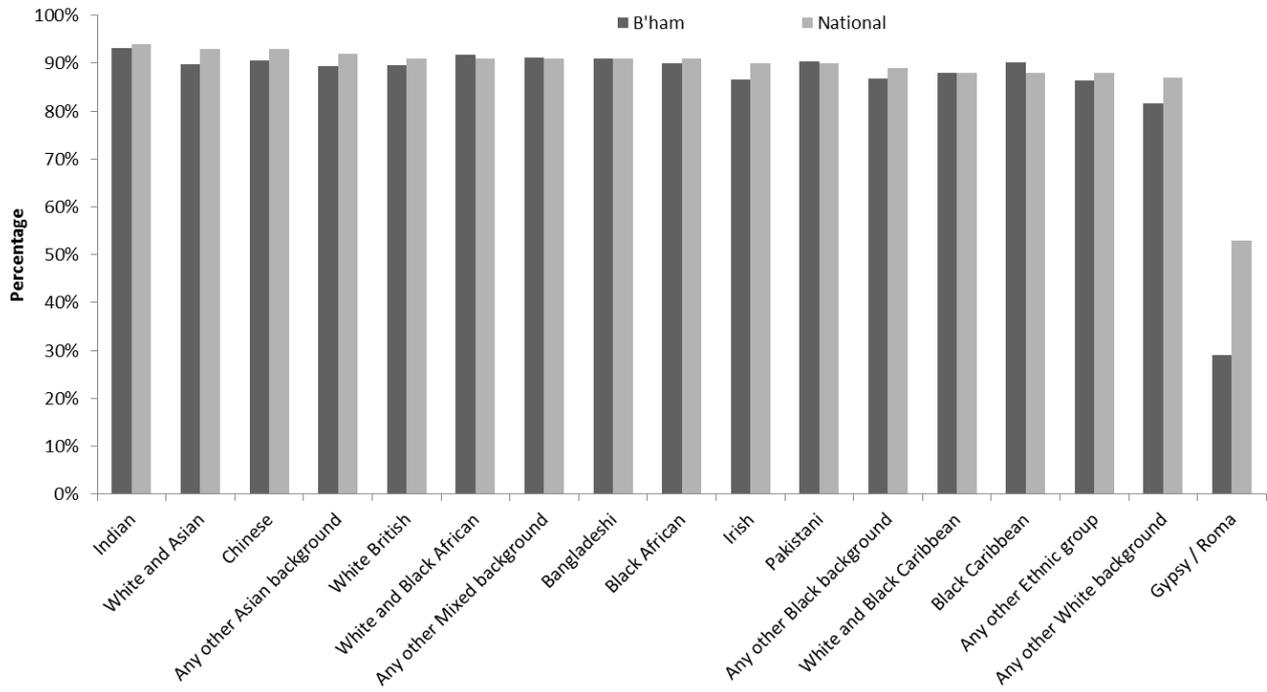


Fig 56 - Phonics – End of Year 2



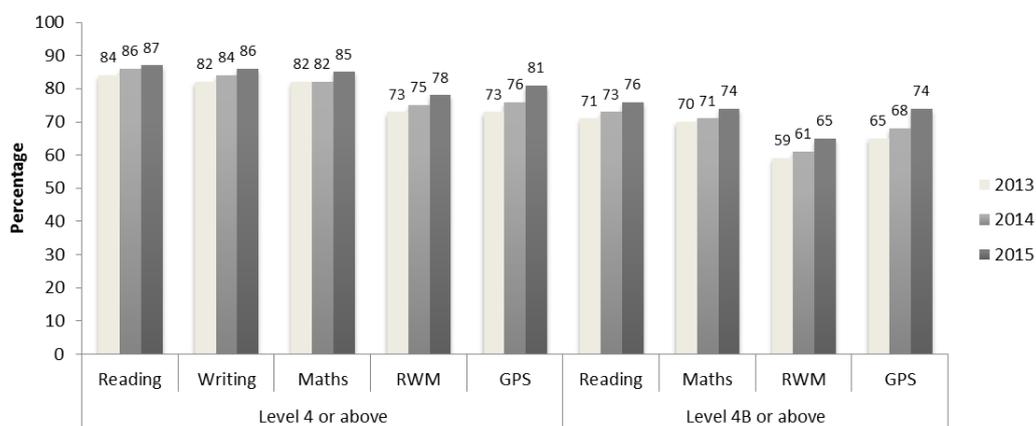
4. Key Stage 2 Attainment

Key Messages:

- Birmingham’s Key Stage 2 attainment for level 4 or above and level 4B or above have improved in all areas - reading, writing, mathematics, grammar/punctuation and spelling and combined reading/writing/maths
- There has been a good improvement in grammar/punctuation/spelling (GPS), with an increase of 5 percentage points for all pupils achieving level 4 or above and an increase of 6 percentage points for all pupils achieving level 4B or above.
- Boys have made good progress especially in GPS, with a 7 percentage points increase in pupils achieving level 4B or above.
- However, Birmingham performance is still below national average across most subjects except Grammar Punctuation and Spelling (GPS)
- Girls continue to outperform boys in most Key Stage 2 subjects with the exception of maths where boys perform 2 percentage points better (level 4 or above) and 8 percentage points better (level 4B or above).
- Attainment of pupils eligible for FSM has slightly increased and Birmingham performs slightly better compared to national averages.
- Attainment of non-FSM and non- Disadvantaged pupils is slightly better or in line with national equivalents.
- However there are still significant gaps across ethnic groups with pupils of Gypsy / Roma , Any other white background and Any other black background heritage particularly underperforming.

4.1 Overview

Fig 57 – Key Stage 2 - Overall Subject Performance



Birmingham’s key stage 2 attainment has improved in all subjects from 2014 to 2015.

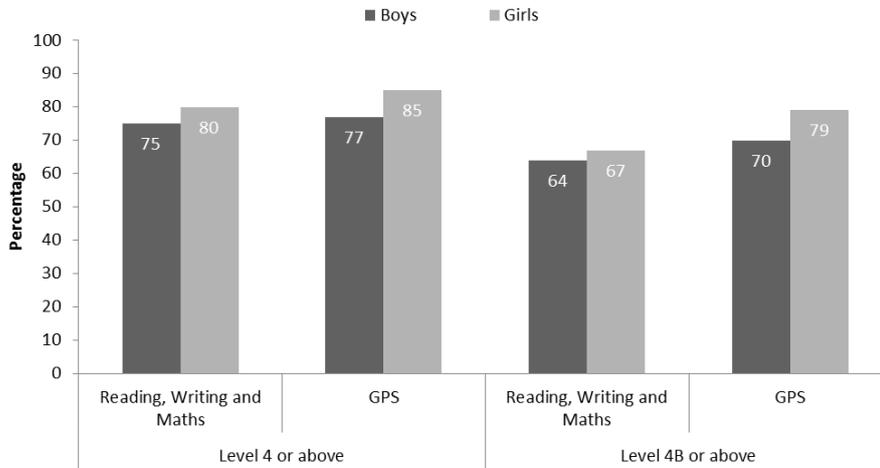
Proportion of pupils reaching Level 4 or above:

- Reading increased by 1 percentage point, writing by 2 percentage points, maths and combined reading, writing, and maths (RWM) by 3 percentage points and GPS by 5 percentage points from 2014 to 2015.

Proportion reaching Level 4B or above:

- Reading and maths increased by 3 percentage points, combined RWM by 4 percentage points and GPS by 6 percentage points from 2014 to 2015.

Fig 58 – Key Stage 2 Performance by Gender

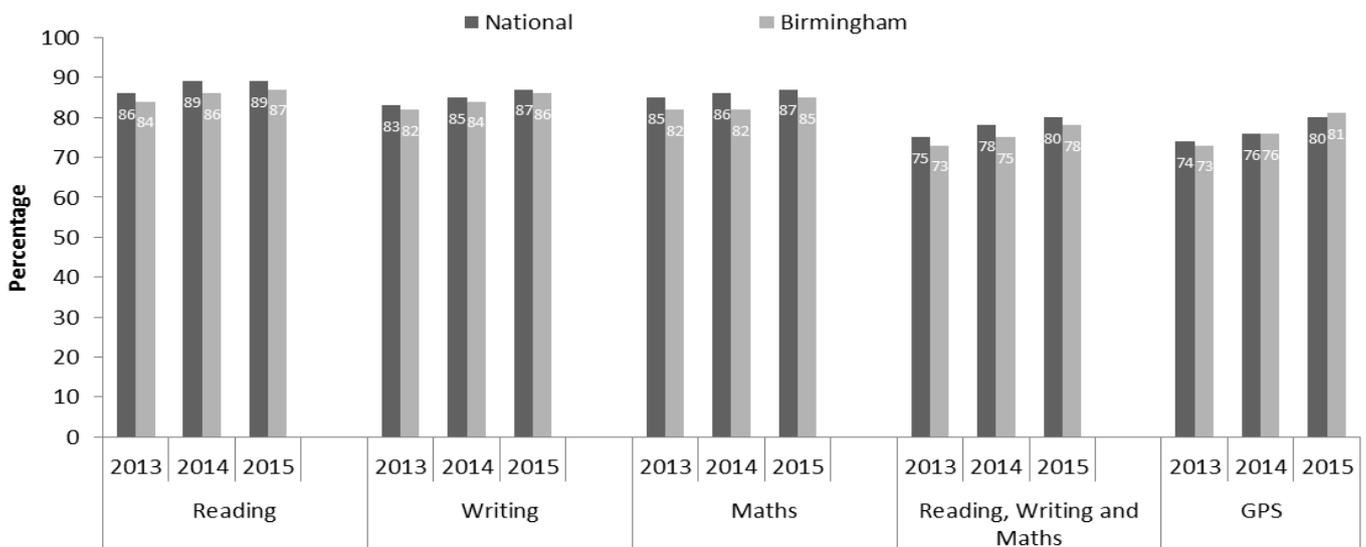


Girls continue to outperform boys in Key Stage 2 subjects

This is the case for both the proportion reaching Level 4+ and reaching Level 4B + and for both Reading Writing Maths combined (RWM) and for Grammar Spelling and Punctuation (GPS)

4.2 Birmingham’s Key Stage 2 attainment compared to National outcomes

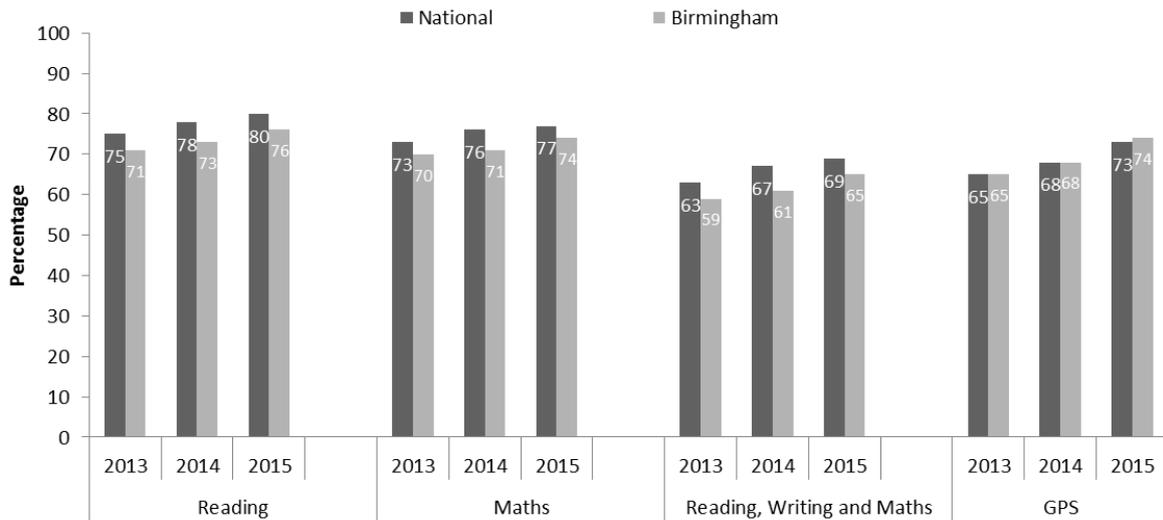
Fig 59 – Key Stage 2 Level 4 or above compared to national averages



In terms of the proportion of pupils achieving level 4 and above, Birmingham is still below the national average for all subjects with the exception of grammar/punctuation/spelling (GPS).

- Reading, and maths, 2 percentage points below
- Writing, 1 percentage points below
- RWM combined, 2 percentage points below
- GPS, 1 percentage above

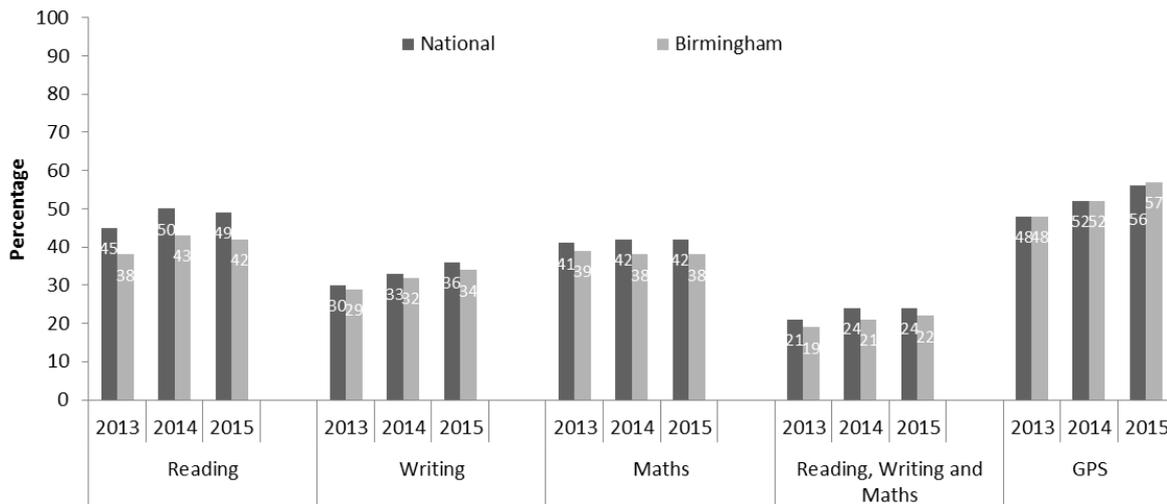
Fig 60 - Key Stage 2 Level 4b or above compared to national averages



The gaps between Birmingham and the national averages are even more pronounced when looking at the proportion of pupils achieving level 4b and above, again with the exception of grammar/punctuation/spelling (GPS) attainment.

- Reading, 4 percentage points below
- Maths, 3 percentage points below
- RWM combined, 4 percentage points below
- GPS, 1 percentage point above

Fig 61 - Key Stage 2 Level 5 or above compared to national averages



As with the lower achievement levels, Birmingham is still below national averages with the exception of grammar/punctuation/spelling (GPS).

- Reading, 7 percentage points below
- Writing, 2 percentage points below
- Maths, 4 percentage points below
- RWM combined, 2 percentage points below

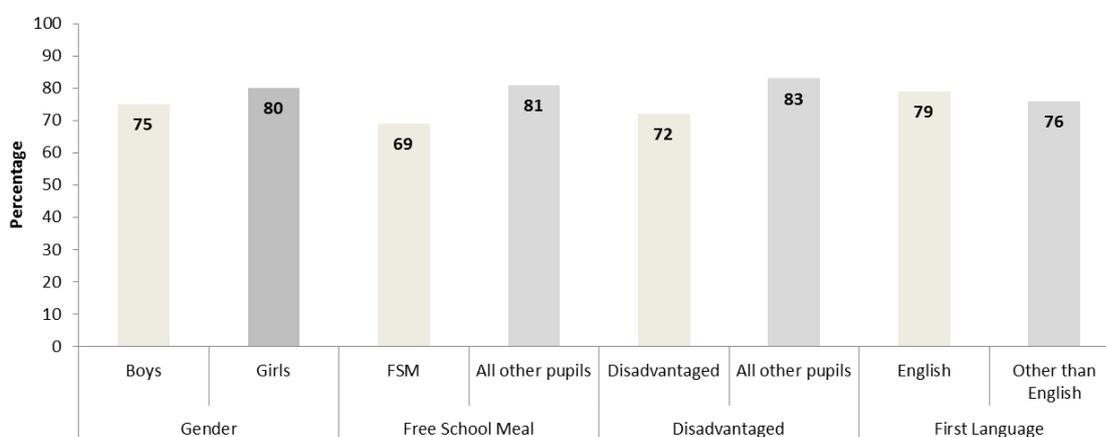
4.3 Birmingham’s Key Stage 2 attainment by Pupil Characteristics

4.3.1 Summary

Level 4 or above – Reading, Writing and Maths combined

- **Girls outperform Boys** showing a gap of 5 percentage points – a 1 percentage point increase compared to 2014.
- **Free school meals (FSM)** pupils performance compared to All other pupils showing a gap of 12 percentage points - a 1 percentage point decrease compared to gap in 2014.
- **Disadvantaged pupils** performance compared to All other pupils showing a gap of 11 percentage points a 3 percentage point decrease compared to gap in 2014.
- **EAL pupils** performance compared to those with English showing a gap of 3 percentage points – this difference has stayed the same since 2014.

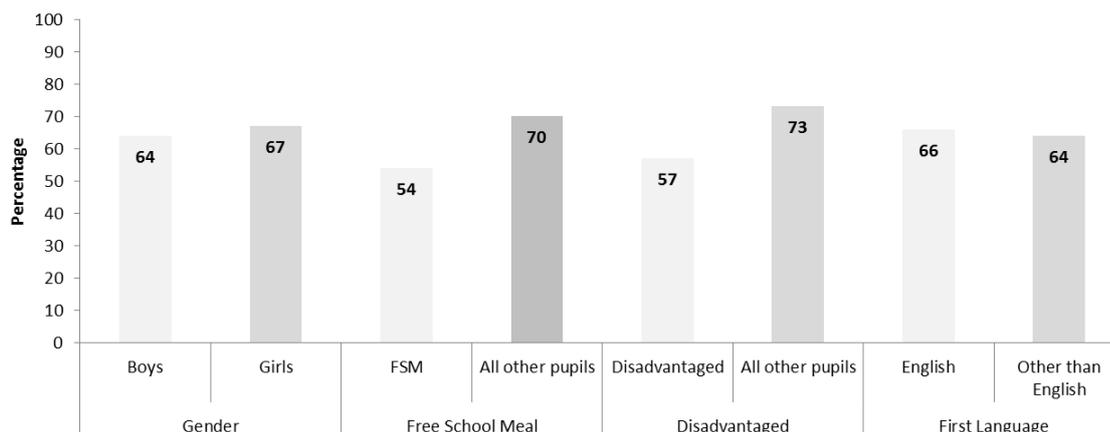
Fig 62. Key Stage 2 Level 4 or above Gender, FSM, Disadvantaged and Language



Level 4B or above – Reading, Writing and Maths combined

- **Girls outperform Boys** showing a gap of 3 percentage points, 1 percentage point decrease compared to gap in 2014.
- **Free school meals (FSM)** pupils performance compared to All other pupils showing a gap of 16 percentage points, 1 percentage point decrease compared to gap in 2014.
- **Disadvantaged pupils** performance compared to All other pupils showing a gap of 16 percentage points, 1 percentage point decrease compared to gap in 2014.
- **EAL pupils** performance compared to those with English showing a gap of 2 percentage points, 2 percentage points decrease compared to gap in 2014.

Fig 63. Key Stage 2 Level 4 or above Gender, FSM, Disadvantaged and Language

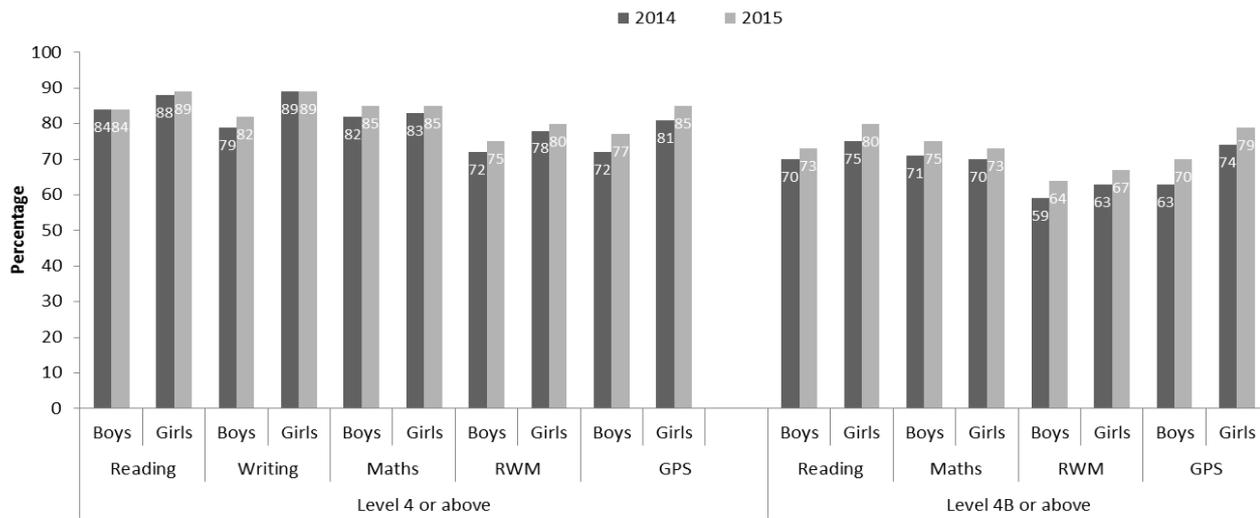


4.3.2 Gender

The table below shows attainment gap between boys and girls for Birmingham. Girls continue to outperform boys in most subjects at Key Stage 2. The exception to this is Maths, where a higher proportion of boys achieved level 4B or above and a similar proportion achieved level 4 and above

It is worth mentioning that for level 4B or above in GPS – boys have improved by 7 percentage points from 2014 to 2015.

Fig 64. Key Stage 2 Level 4 or above and Level 4b or above Gender 2014 to 2015

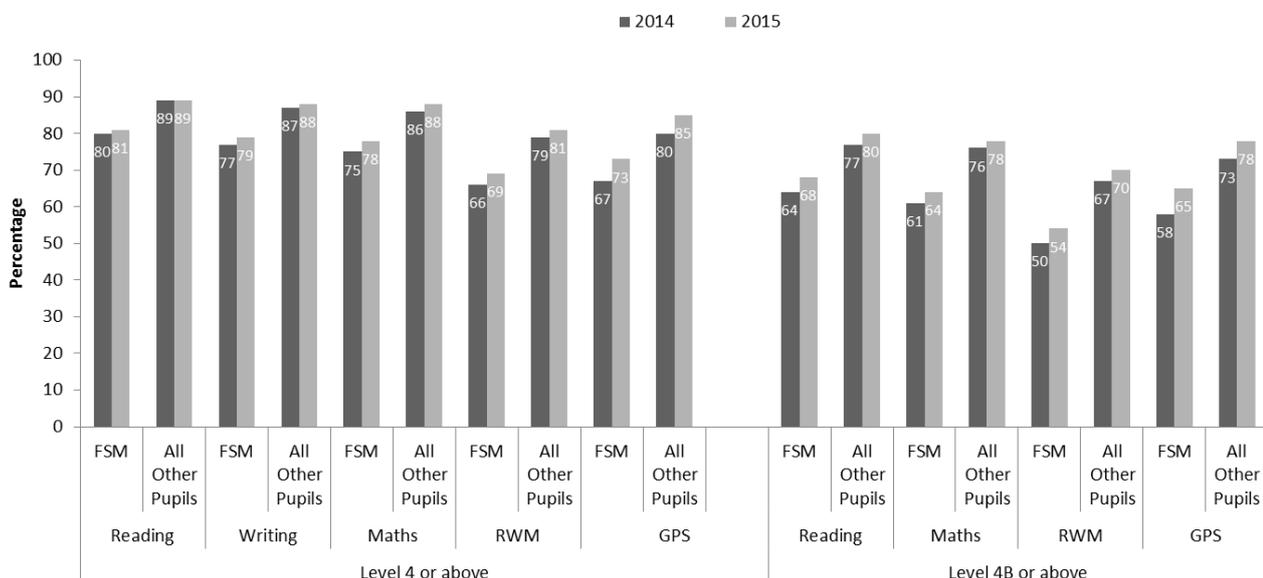


4.3.3 Free School Meals (FSM)

Overall there has been an improvement in all subjects for FSM pupils from 2014 to 2015. This is particularly noticeable for level 4 or above and level 4B or above in Grammar, Punctuation and Spelling (6 percentage points and 7 percentage points increase respectively from 2014 to 2015).

The attainment gap between FSM pupils and All other pupils is also narrowing for many subjects and at both standards.

Fig 65. Key Stage 2 Level 4 or above and Level 4b or above FSM 2014 to 2015



Birmingham key stage 2 pupils eligible for a Free School Meal (FSM) also achieve better than FSM pupils nationally. The table below shows percentage of Birmingham FSM pupils achieving Level 4 and above compared with national in reading, writing, maths and GPS.

Level 4 and above - 2015

	Reading, Writing and Maths			Grammar, Punctuation and Spelling (GPS)		
	B'ham	National	GAP	B'ham	National	GAP
FSM	69%	66%	+3%	73%	67%	+6%
Non-FSM	81%	83%	-2%	85%	83%	+2%

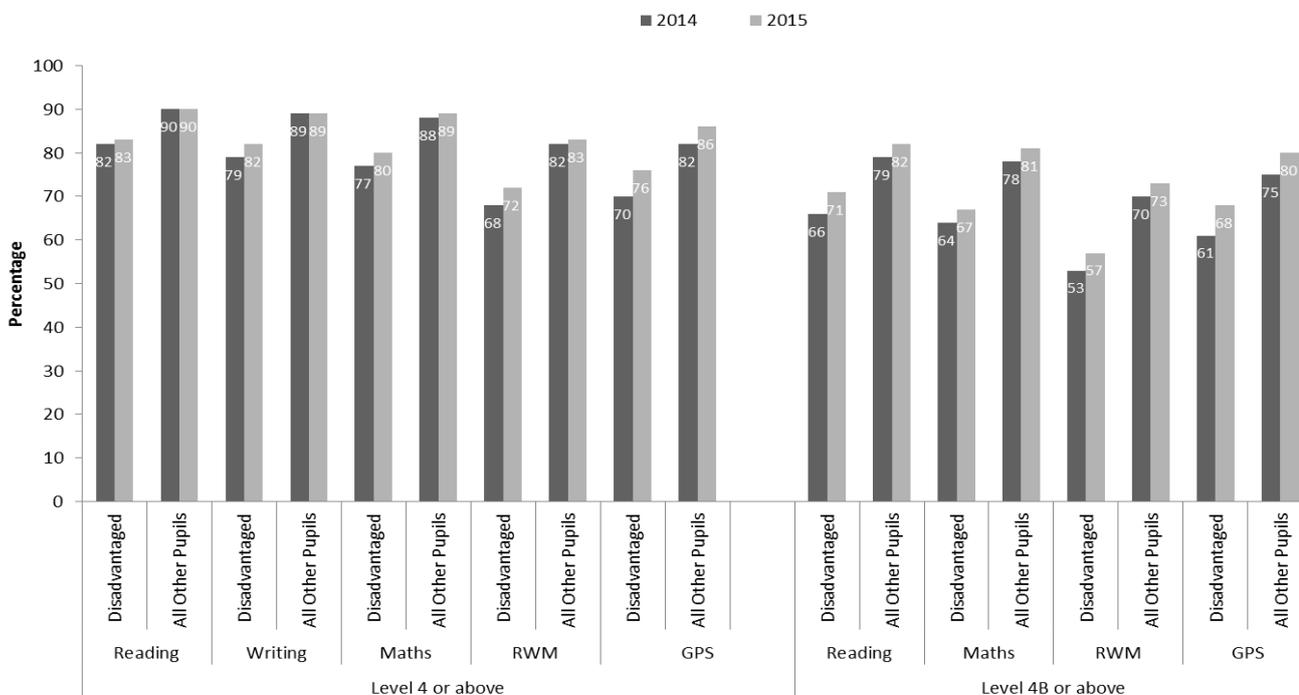
4.3.4 Disadvantaged Pupils

On the whole, disadvantaged pupils in Birmingham performed better in 2015 than in 2014. There was a 4 percentage point increase in the proportion of pupils achieving level 4 and above in Reading, Writing and Maths combined and a 6 percentage point in GPS from 2014.

For level 4B or above, there was a 5 percentage point's increase in reading and a 7 percentage point's increase in Grammar, Punctuation and Spelling.

Attainment gaps between Disadvantaged pupils and All other pupils for Writing narrowed from 10 percentage points in 2014 to 7 percentage points in 2015, for Level 4 or above.

Fig 66. Key Stage 2 Level 4 or above and Level 4b or above Disadvantaged 2014 to 2015



Similar to Free school meal attainment, disadvantaged pupils exceed national average. However, Birmingham non-FSM pupil's attainment is still slightly below national with the exception of GPS.

Level 4 or above – 2015

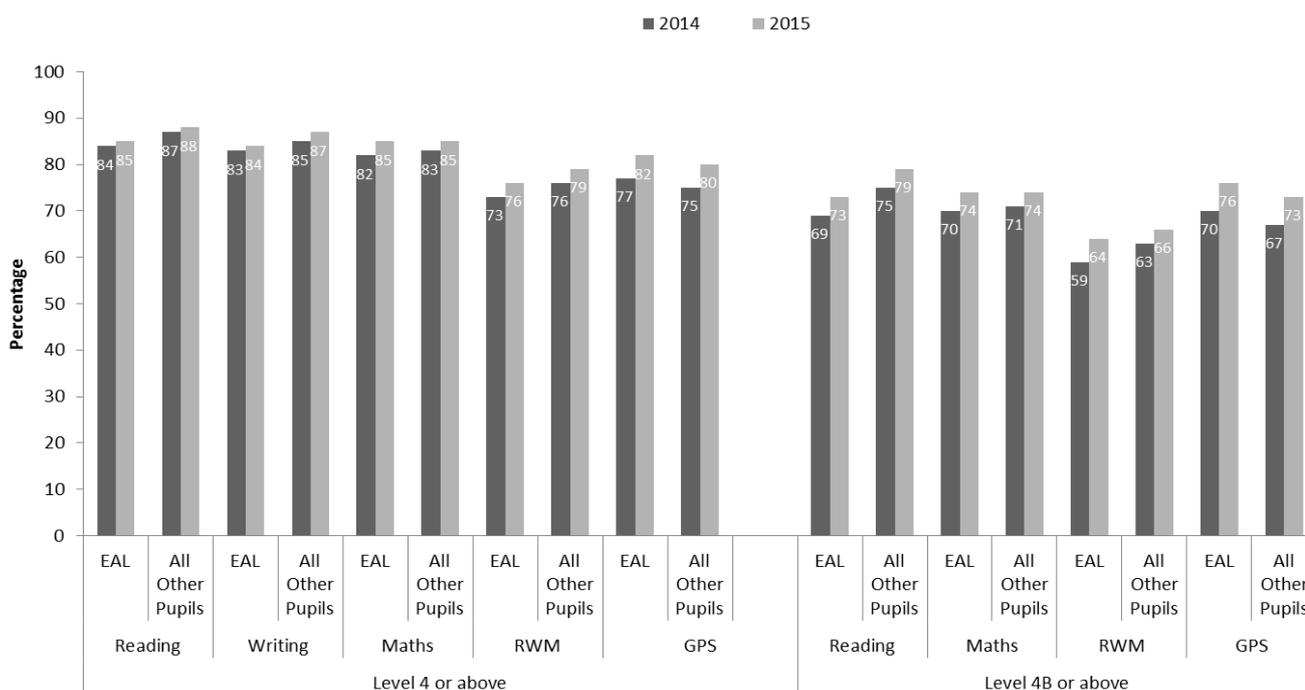
	Reading, Writing and Maths			Grammar, Punctuation and Spelling (GPS)		
	B'ham	National	GAP	B'ham	National	GAP
Disadvantaged	72%	70%	+2%	76%	71%	+5%
Non-Disadvantaged	83%	85%	-2%	86%	84%	+2%

4.3.5 First Language

Pupils with English as an additional language (EAL) improved in all subjects. The highest improvement was in Grammar, Punctuation and Spelling – with a 5 percentage increase in the proportion achieving level 4 or above and a 6 percentage point increase in those achieving level 4b and above.

It is also worth mentioning that non-EAL pupils show similar improvements in all subjects.

Fig 67. Key Stage 2 Level 4 or above and Level 4b or above language 2014 to 2015



When compared to national averages, the attainment of Pupils with English as an additional language (EAL) attainment is below average for Reading, Writing and Maths combined, but better than average for Grammar, Punctuation and Spelling.

Level 4 or above - 2015

	Reading, Writing and Maths			Grammar, Punctuation and Spelling		
	B'ham	National	GAP	B'ham	National	GAP
EAL	76%	77%	-1%	82%	81%	+1%
All Other Pupils	79%	81%	-2%	80%	80%	0%

4.3.6 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups for 2014 and 2015. There have been some subtle improvements across all ethnicity groups from 2014 to 2015 although Chinese pupils have shown a higher increase overall. There was a 10 percentage point's increase from 2014 in proportion of Chinese pupils achieving level 4B or more in reading, RWM combined as well as GPS.

However it is worth mentioning that the proportion of Black pupils and Asian pupils achieving level 4B or above have increased by 7 percentage points in GPS and 5 percentage points in Reading, Writing and Maths.

Fig 68 - Level 4 and above

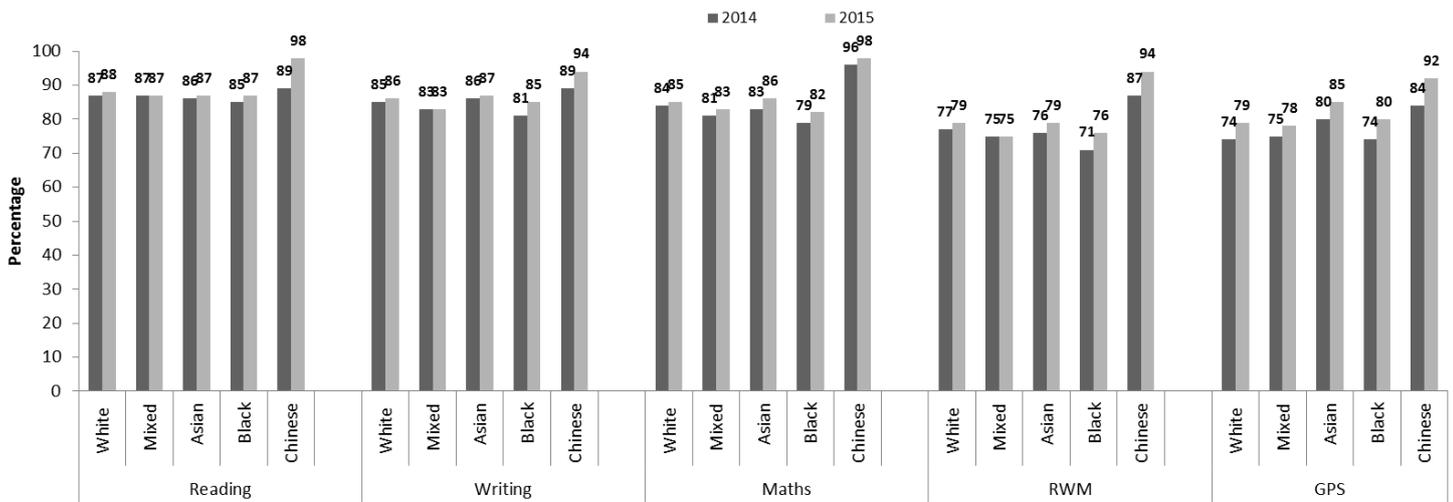
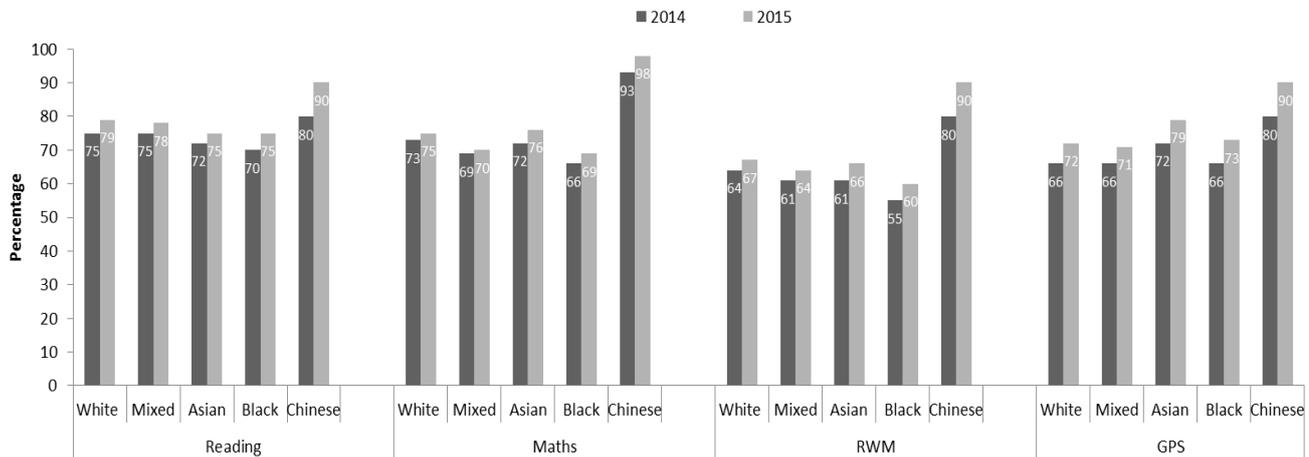


Fig 69 - Level 4B and above



Attainment for main ethnicity groups when comparing to national, shows Birmingham is below national average for all groups, with the widest gap for mixed pupils for reading, writing and maths combined.

Level 4 and above - 2015

	Reading, Writing and Maths			Grammar, Punctuation and Spelling (GPS)		
	B'ham	National	GAP	B'ham	National	GAP
White	79%	80%	-1%	79%	79%	0%
Mixed	75%	81%	-6%	78%	82%	-4%
Asian	79%	81%	-2%	85%	86%	-1%
Black	76%	79%	-3%	80%	83%	-3%
Chinese	94%	88%	+6%	92%	90%	+2%

4.3.7 Sub-Level Ethnicity groups

Attainment at Key stage 2 continues to vary between different ethnicity groups. Irish were the highest performing group for level 4 or above in reading, writing and maths combined with 95 percentage points, national average is 84 percentage points.

Ethnicity groups which were highest achieving in all subject in 2015:

- Irish
- Chinese
- Indian

Fig 70 - Level 4 or above – Reading, Writing and Maths combined

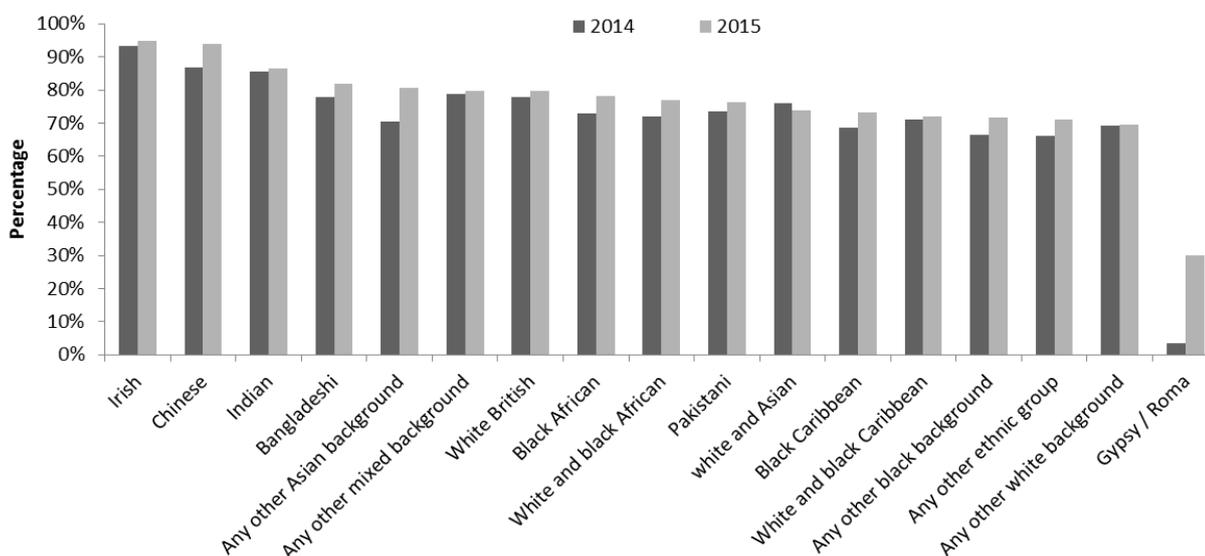
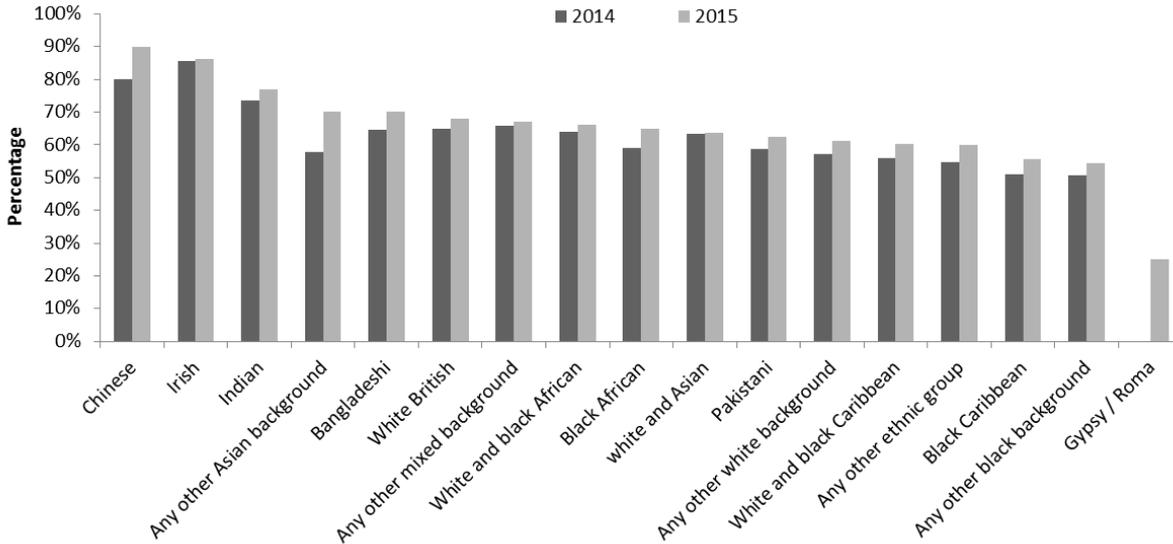


Fig 71 - Level 4B or above – Reading, Writing and Maths combined



Attainment for detailed ethnicity groups continues to vary; many groups are below groups when compared nationally although the Chinese and Irish groups do better than nationally for level 4 and level 4B or above in Reading, Writing and Maths combined.

Fig 72 - Level 4 or above – Reading, Writing and Maths combined

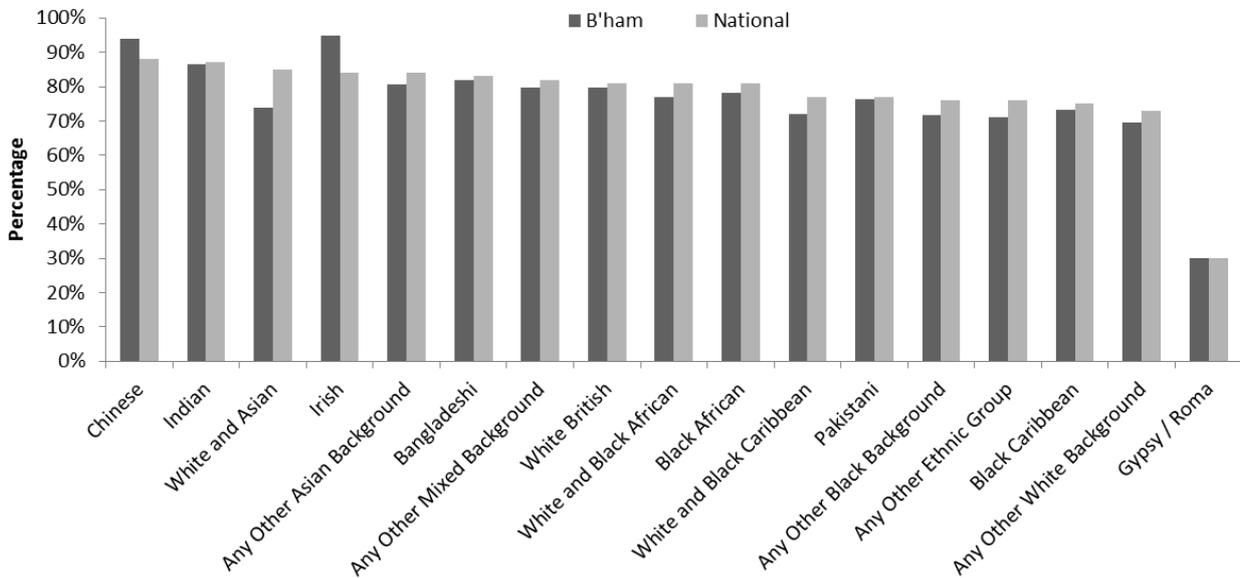
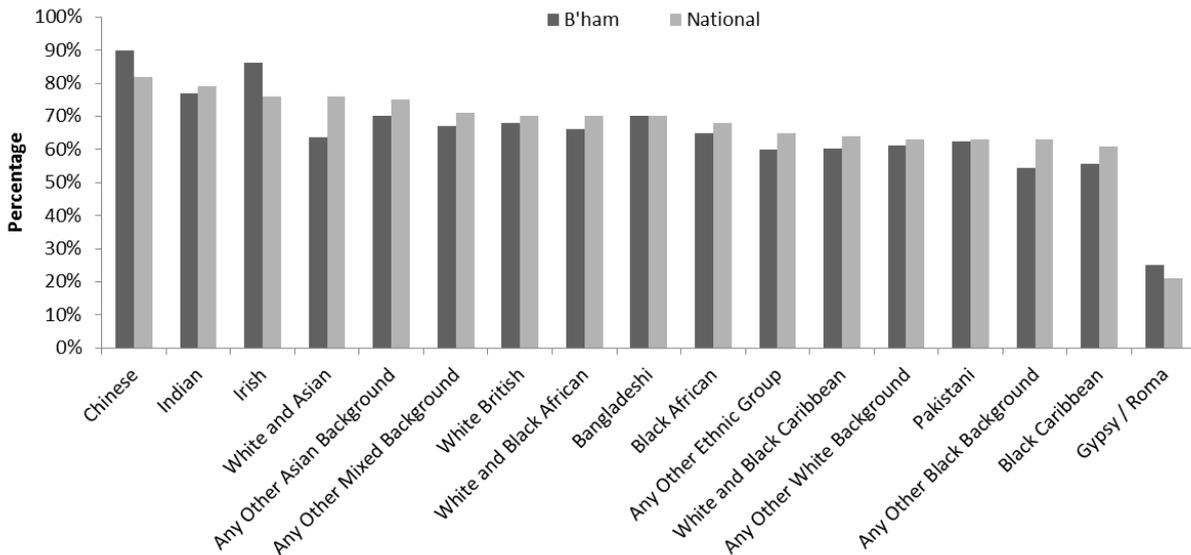


Fig 73 - Level 4B and above – Reading, Writing and Maths combined



4.3.8 Sub-Level Ethnic Groups by Gender and Disadvantaged Pupils.

The charts below shows attainment at Key Stage 2 (Level 4 and above) for Reading, Writing and Maths by ethnic group, gender and for disadvantaged pupils in 2015. The chart highlights which ethnicity groups are performing above LA average and those who are currently underperforming:

Fig 74 - Level 4 and above

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%

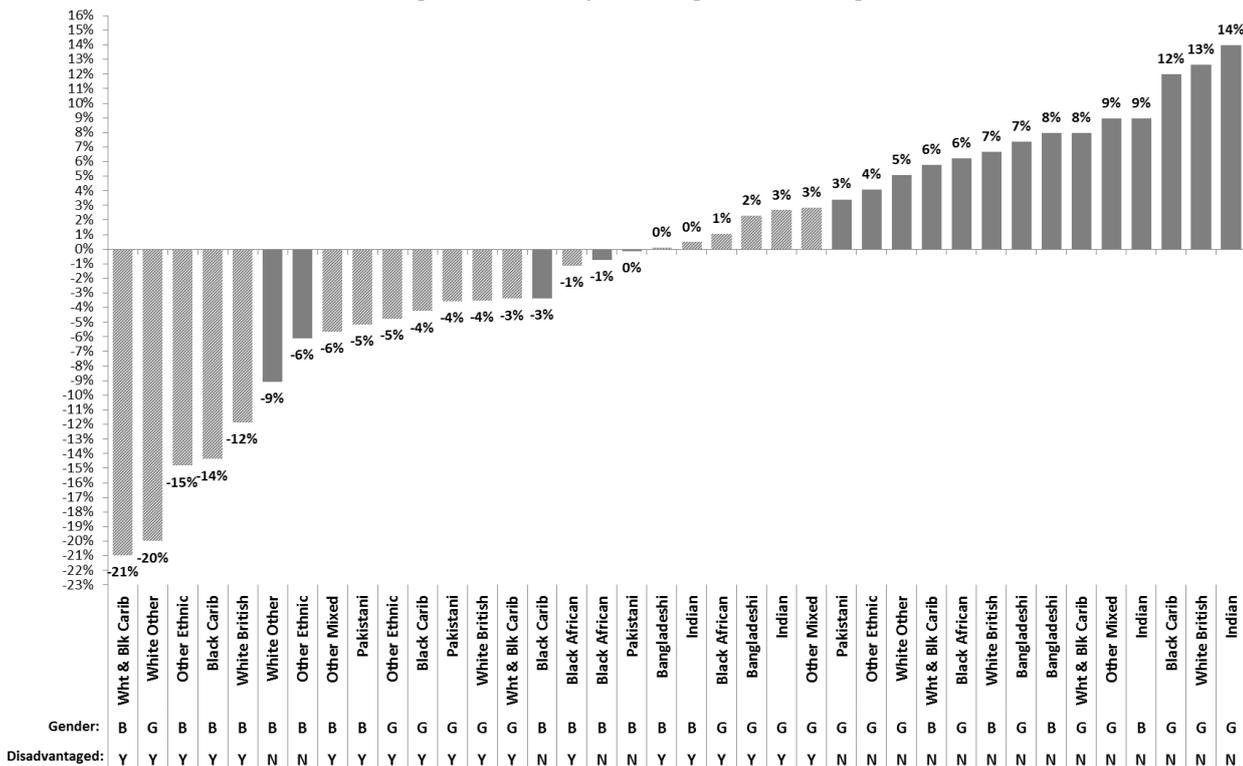
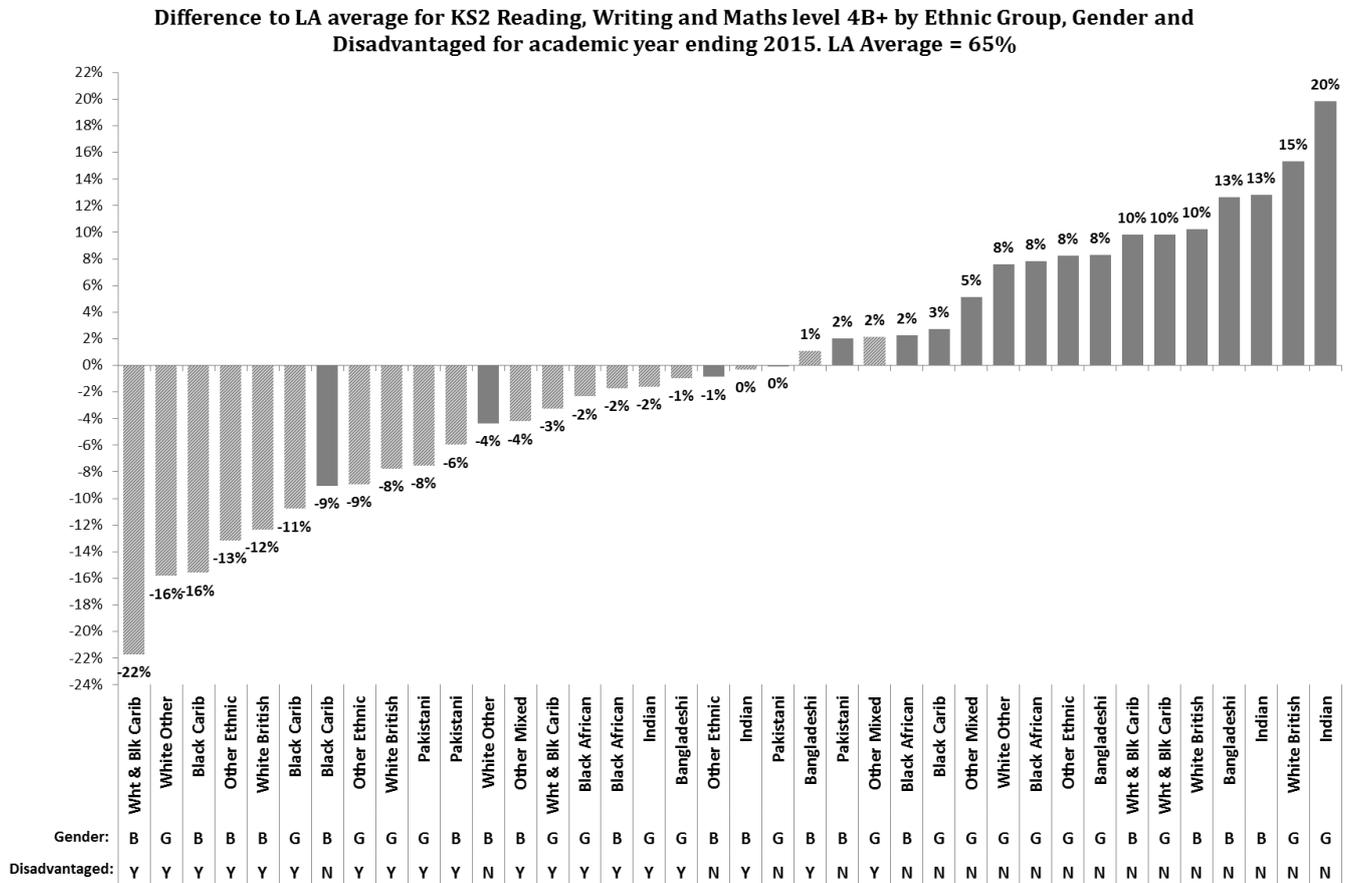
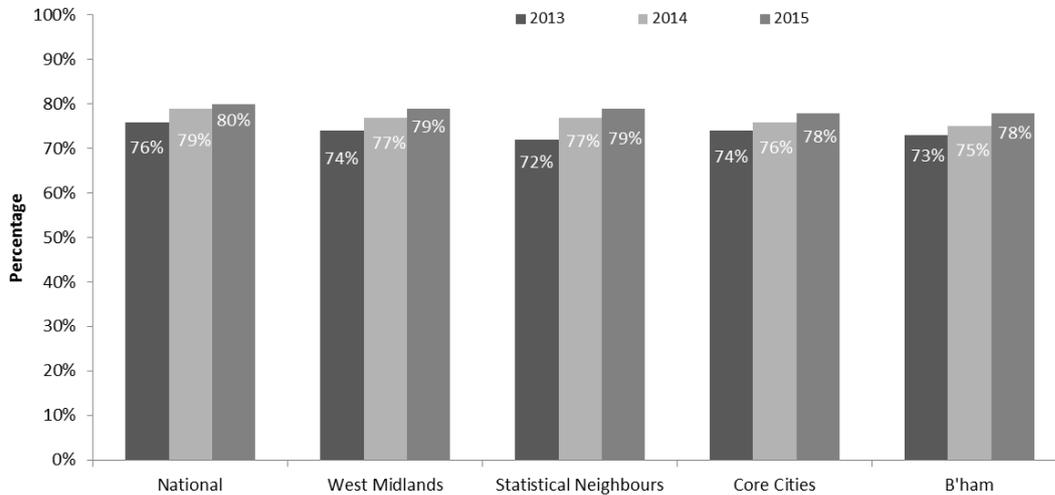


Fig 75 - Level 4B and above



4.4 Birmingham’s Key Stage 2 attainment by Statistical Neighbours, Core Cities and West Midlands.

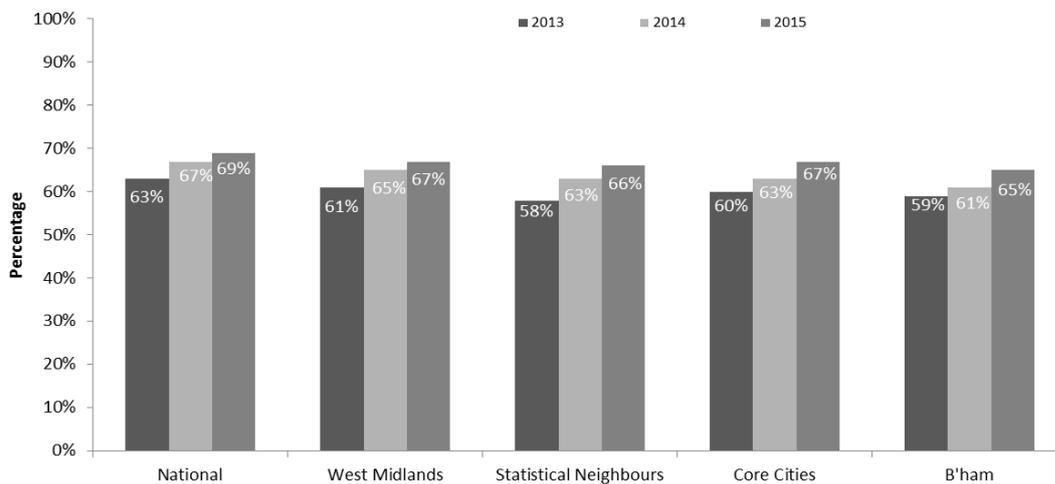
Fig 76 - Level 4 or above – Reading, Writing and Maths combined



When comparing performance to statistical neighbours, core cities and west midlands, Birmingham is in line with core cities but below all other groups.

Birmingham is still slightly below national although the gap between Birmingham and national is narrowing, 2014 4 percentage points gap and 2015 2 percentage points gap.

Fig 77 - Level 4B and above – Reading, Writing and Maths combined



When comparing performance to statistical neighbours, core cities and west midlands, Birmingham is below by average of 2 percentage points.

However, Birmingham is still below national although there has been a 6 percentage point’s increase in improvement from 2013.

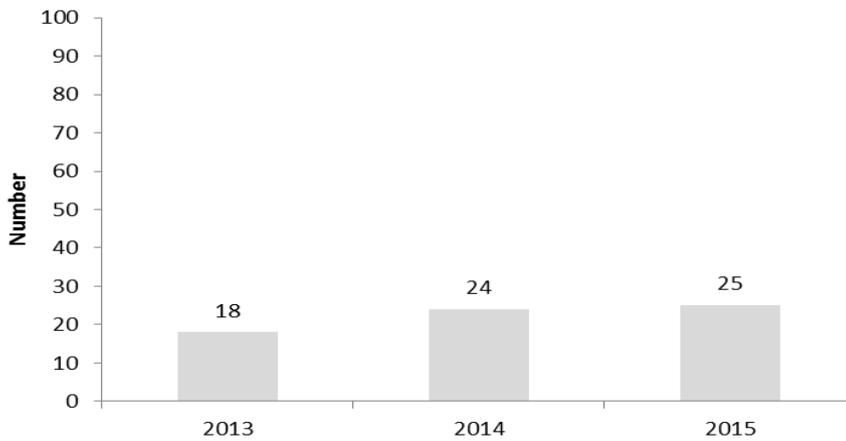
4.5 Primary Floor Standard

Primary schools are classed as below floor standard if:

- Fewer than 65 percent of pupils achieve a combined level 4 or above in reading, writing and maths and
- Percentage of pupils making expected progress in reading is below the median (national median = 94 percent for 2014) and
- Percentage of pupils making expected progress in writing is below the median (national median = 96 percent for 2014) and
- Percentage of pupils making expected progress in maths is below the median (national median = 93 percent for 2014).

Chart below shows the number of schools below floor standard, from 2013 to 2015 for Birmingham, increase from 2013 to 2015 by 7 schools.

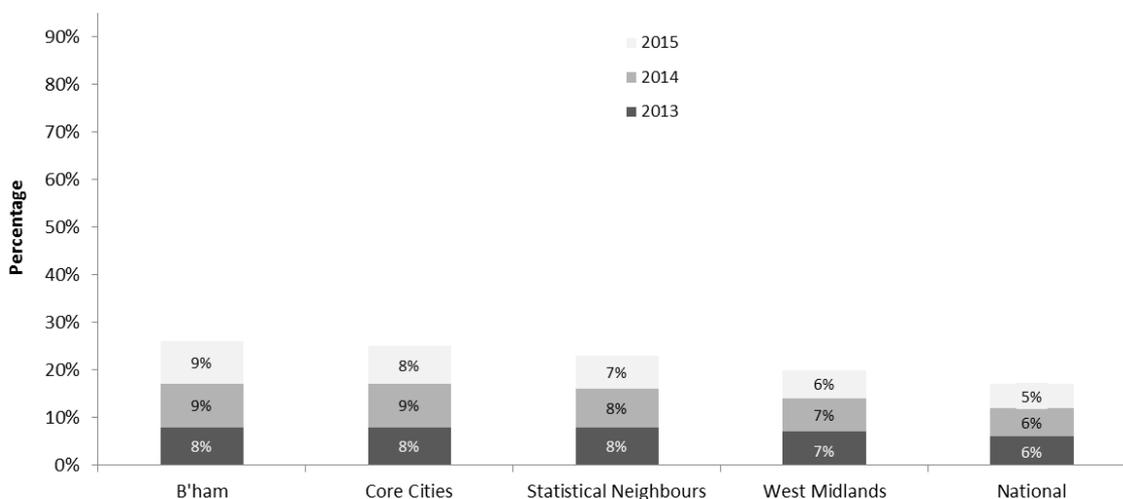
Fig 78. Number of schools below floor standard, from 2013 to 2015 for Birmingham



Primary Floor Standard by West Midlands, Statistical Neighbours and Core cities

Chart below shows percentage of schools below floor standard, from 2013 to 2015. Birmingham has more schools not reaching the primary floor standard when compared to core cities, statistical neighbours, west midlands and national. In 2015, Birmingham had 4 percentage points more schools not reaching the floor standard than national, see below.

Fig 79 Percentage of schools below floor standard, from 2013 to 2015.



4.6 Birmingham’s key stage 2 attainment by District and Ward.

District (based on pupil’s home postcode)

The majority of districts have improved from 2013 to 2015 in

- Level 4 or above in Reading, Writing and Maths combined
- Level 4B or above in Reading, Writing and Maths combined

Highest performing districts:

- Sutton Coldfield
- Selly Oak
- Hall Green

Although there are some districts which are below the Birmingham average, they have improved from 2013 to 2015 with the exception of Edgbaston which has decreased by 3 percentage points (level 4 or above in RWM combined) and 1 percentage point (level 4B or above in RWM combined). Ladywood were the most improved district – increased by 11 percentage points in both measures from 2013.

Fig 80 - Level 4 or above – Reading, Writing and Maths by District

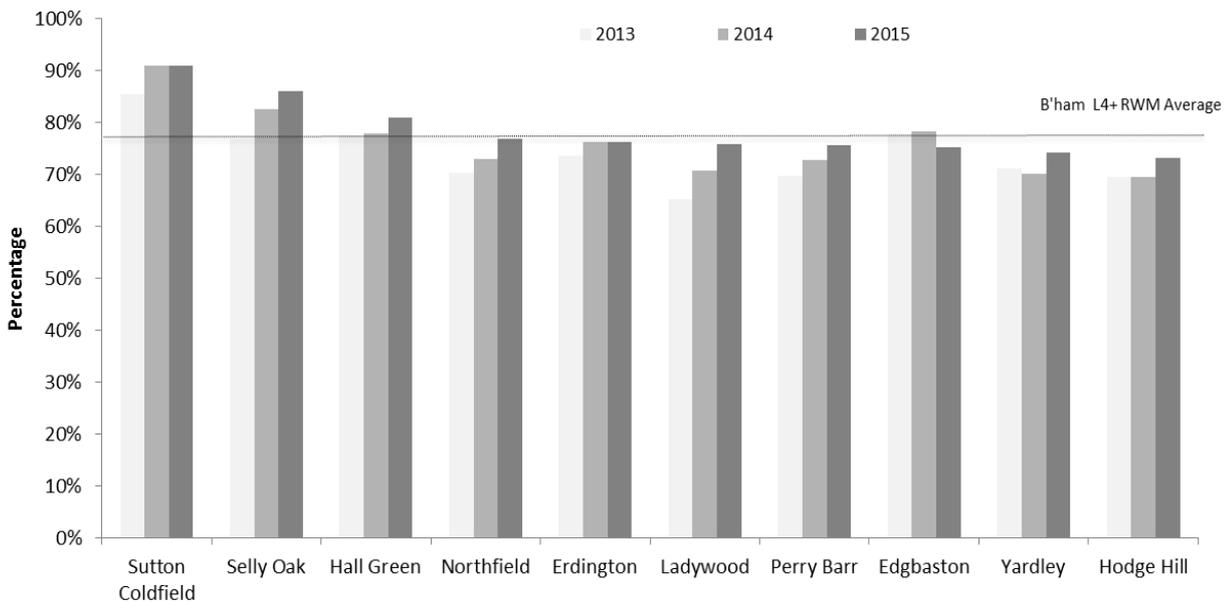
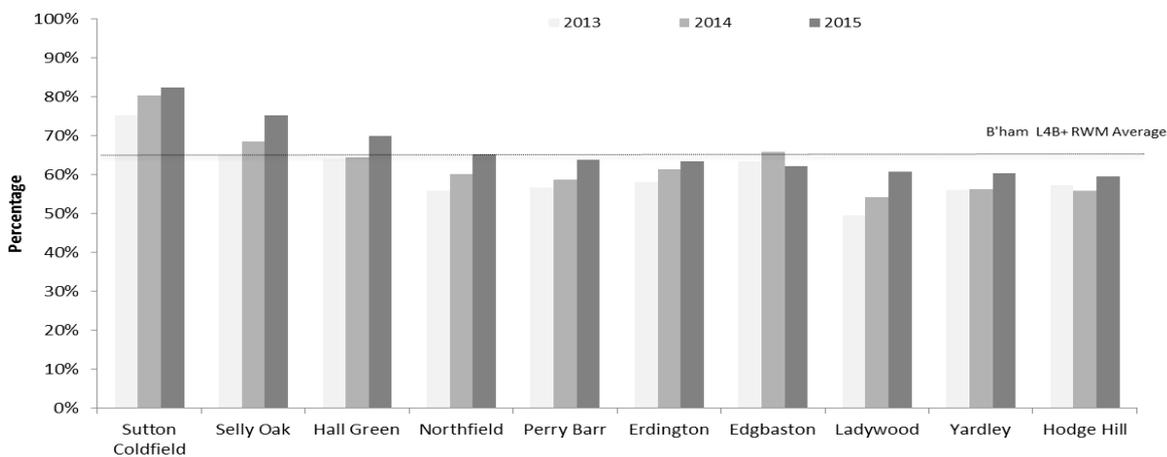


Fig 81 - Level 4B or above Reading, Writing and Maths by District



Ward (based on pupil's home postcode)

Fig 82 -Map for Level 4 or above for Reading, Writing and Maths combined

Percentage of pupils achieving KS2 L4+ in Reading, Writing and Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

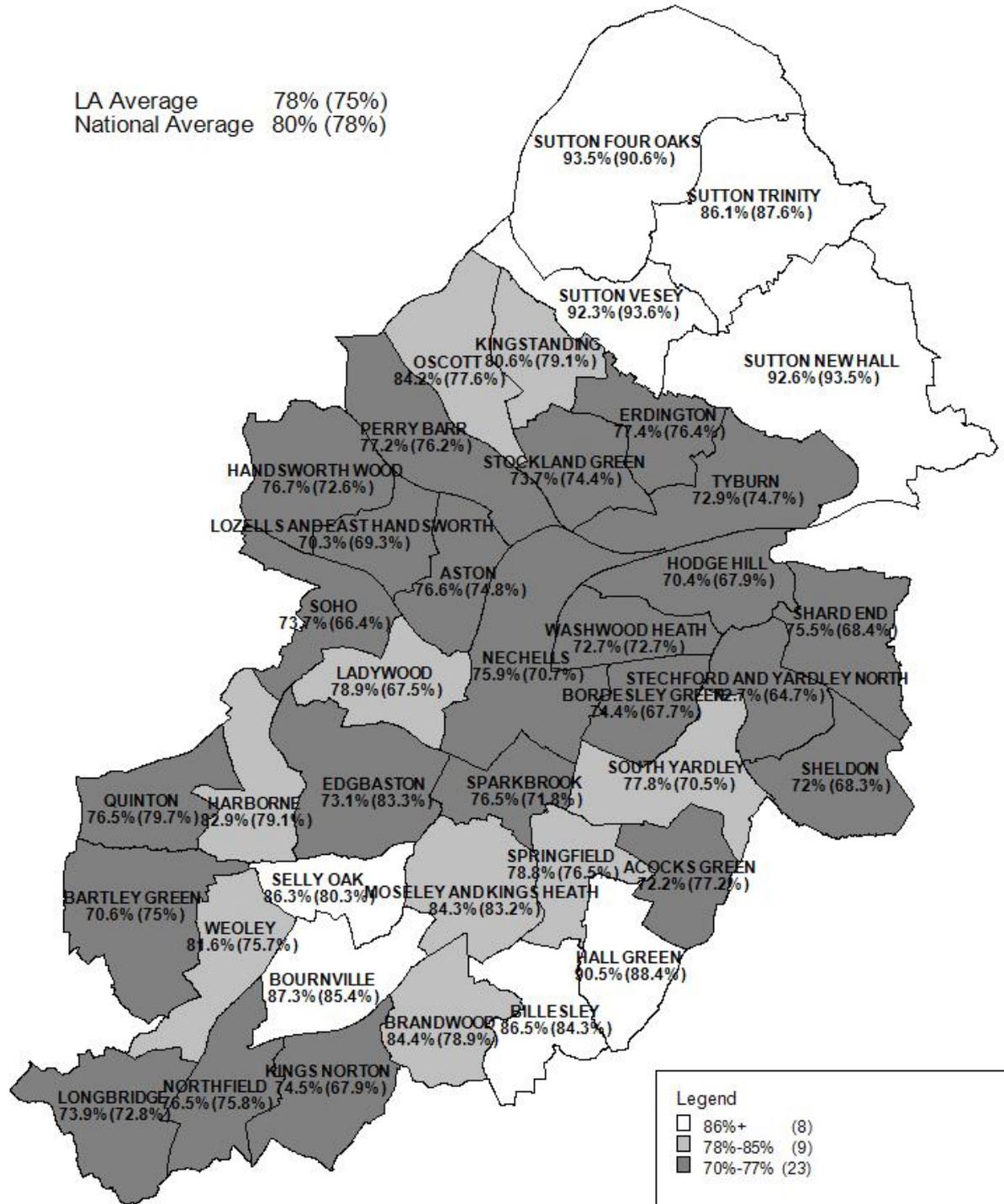
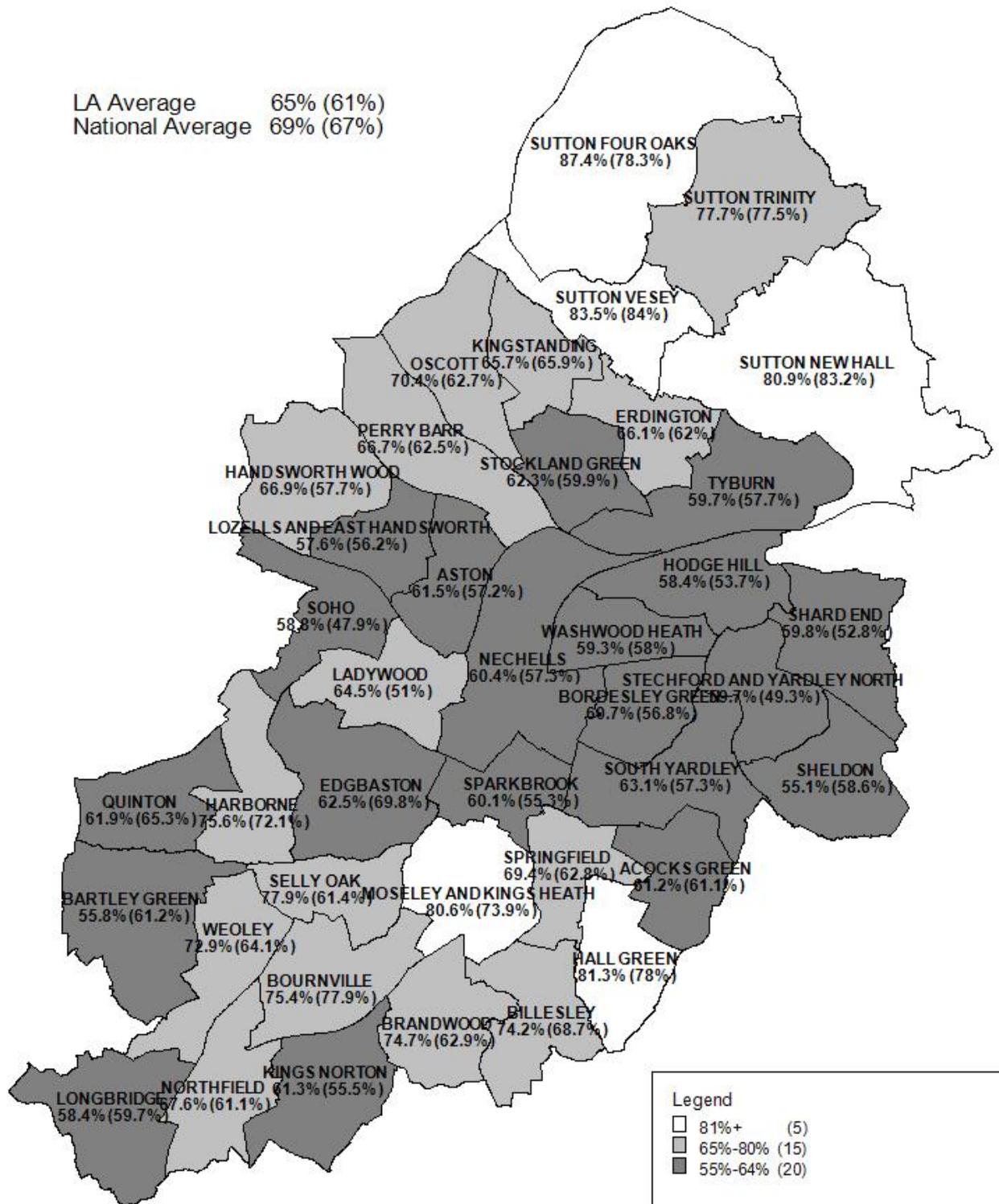


Fig 83 - Map Level 4B or above for Reading, Writing and Maths combined

Percentage of pupils achieving KS2 L4b+ in Reading, L4+ in Writing and L4b+ in Maths (based on pupils attending maintained Birmingham schools and resident within the ward) 2015 results with 2014 results shown in brackets



5. Special Education Needs (SEN)

5.1 Background

Children with special educational needs are at risk of underachieving unless the right superpercentage pointort is provided. Special educational needs cover a broad spectrum of physical, cognitive, emotional and behavioural difficulties. On average just one in four children are on a school SEN Database (3 percent with statements or Education Health Care plans and 11 percent with SEN superpercentage pointort). N.B. From September 2014, statements become Education Health & Care Plans (EHCP), School Action Plus and School Action become one category of ‘Additional Superpercentage pointort’.

For most children with special educational needs, attainment is measured on the basis of national curriculum levels and examination results. For some children with special educational needs, other measures of attainment are used that are better suited to their needs, e.g. ‘P scales’ which provide a way of measuring incremental progress, pre-national curriculum levels.

Please note when referencing SEN data or analysis, data is extracted from School Census January 2015.

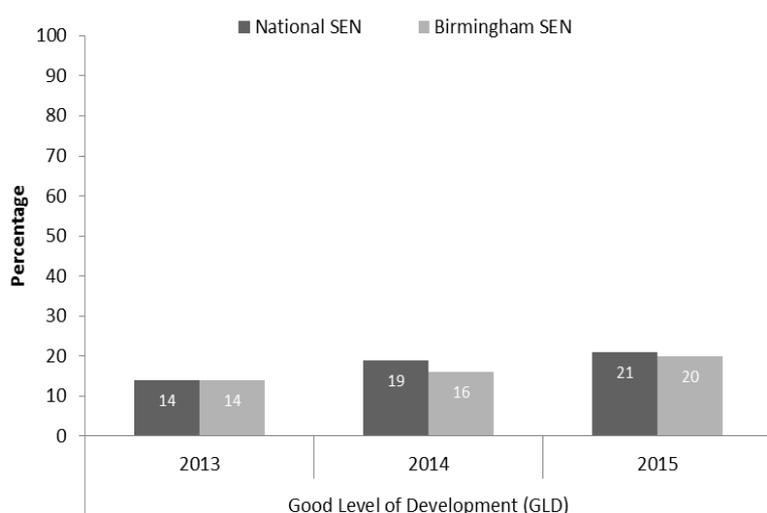
Key Messages:

- Birmingham’s Key Stage 1 SEN attainment has slightly improved in reading and writing, from 2014 to 2015.
- Phonics SEN outcomes match national levels for Year 1 and Year 2 in 2015.
- Birmingham’s Key Stage 2 SEN attainment requires improvement for reading and maths.

5.2 Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage Profile (EYFSP) children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the 12 early learning goals of the prime areas (personal, social and emotional development; physical development; and communication and language) and in the areas of mathematics and literacy.

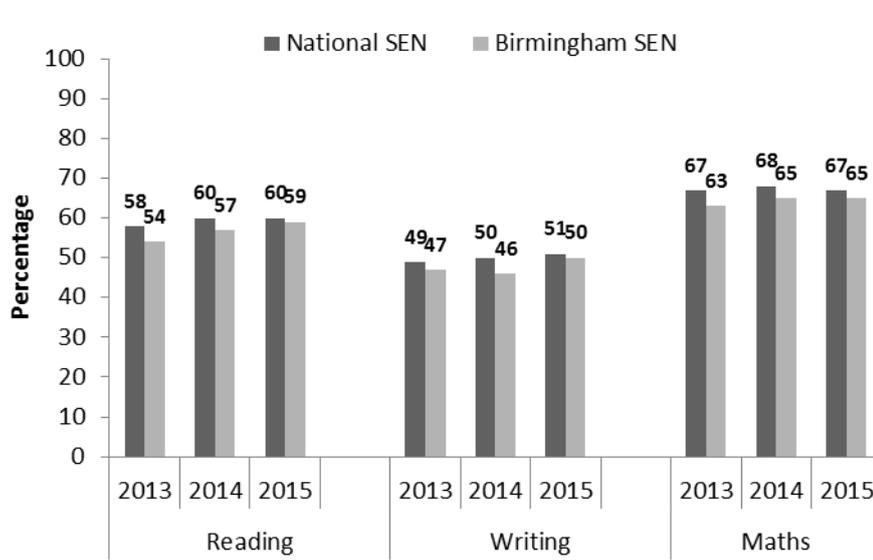
Fig 84 – SEN Good Level of Development



Birmingham’s SEN children attainment at EYFS is below national levels, with a lower than average proportion of children reaching the GLD standard in both 2014 and 2015. However the gap has narrowed.

5.3 Key Stage 1

Fig 85 -SEN Key Stage 1- Proportion achieving Level 2 and above



Between 2013 and 2015, Birmingham’s SEN children attainment has been consistently below national averages. However the gap is narrowing across all subject areas, with an improvement in reading and writing.

The current gaps in proportion achieving level 2 or above, 2015

- Reading, 1 percentage point below national.
- Writing, 1 percentage point below national.
- Maths, 2 percentage point below national.

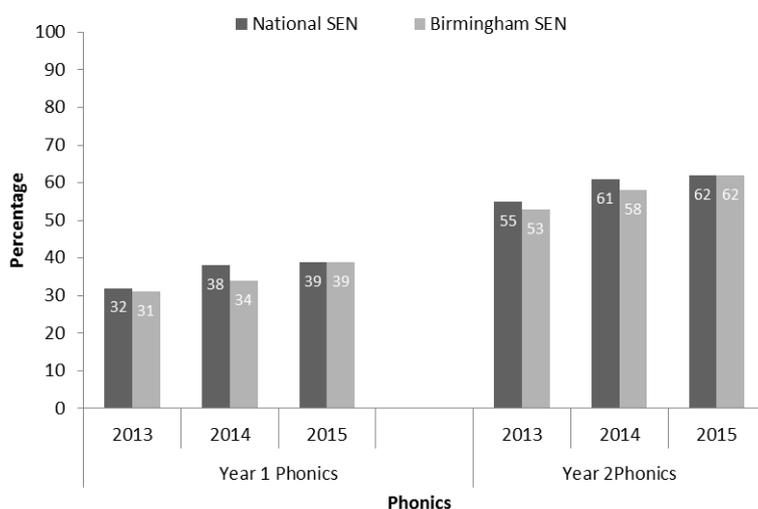
5.4 Phonics

The Phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher.

Those children who did not undertake Phonics or make the expected standard in Year 1 then re-take the screening check in Year 2.

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

Fig 86 – SEN Phonics Year 1 and Year 2



Birmingham’s SEN children attainment in Phonics has improved from 2013 to 2015. Encouragingly, Birmingham SEN pupils are now in-line with national levels.

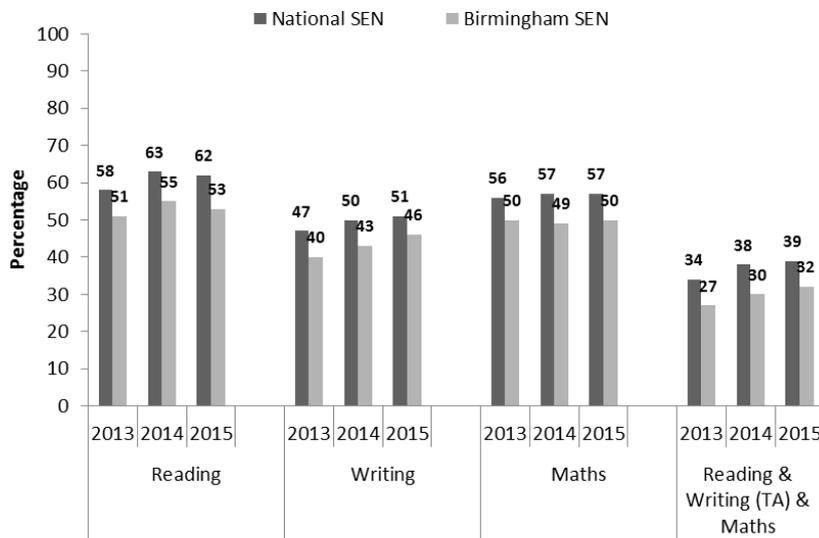
Phonics, compared 2014 to 2015

Year 1, increased 5 percentage points, equal to SEN national

Year 2, increased 4 percentage points, equal to SEN national

5.5 Key Stage 2

Fig 87 – SEN Key Stage 2 Level 4 and above

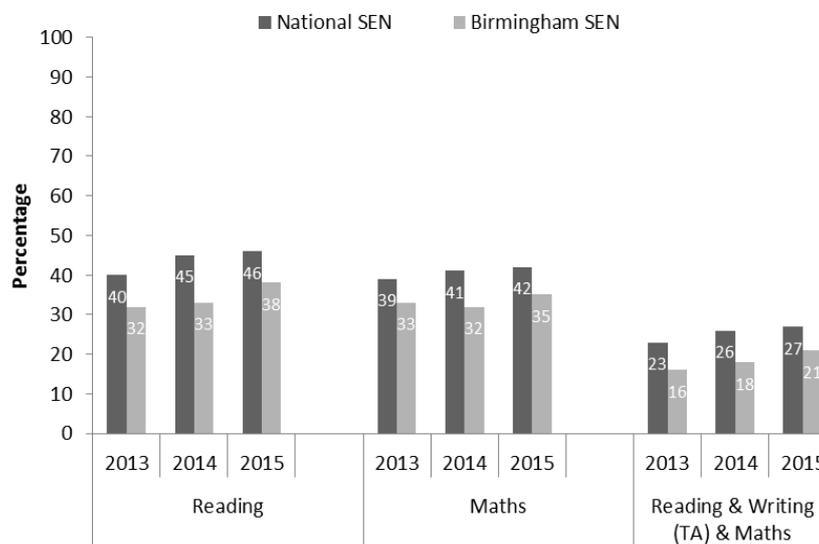


Birmingham’s SEN children key stage 2 attainment has slightly improved in reading, writing and mathematics, from 2013 to 2015.

Level 4 or above, compared 2014 to 2015:

- Reading, decreased by 2 percentage points)
- Writing, increased by 3 percentage points
- Maths increased by 1 percentage points.
- Reading, Writing & Maths increased by 2 percentage points.

Fig 88 – SEN Key Stage 2 Level 4B and above

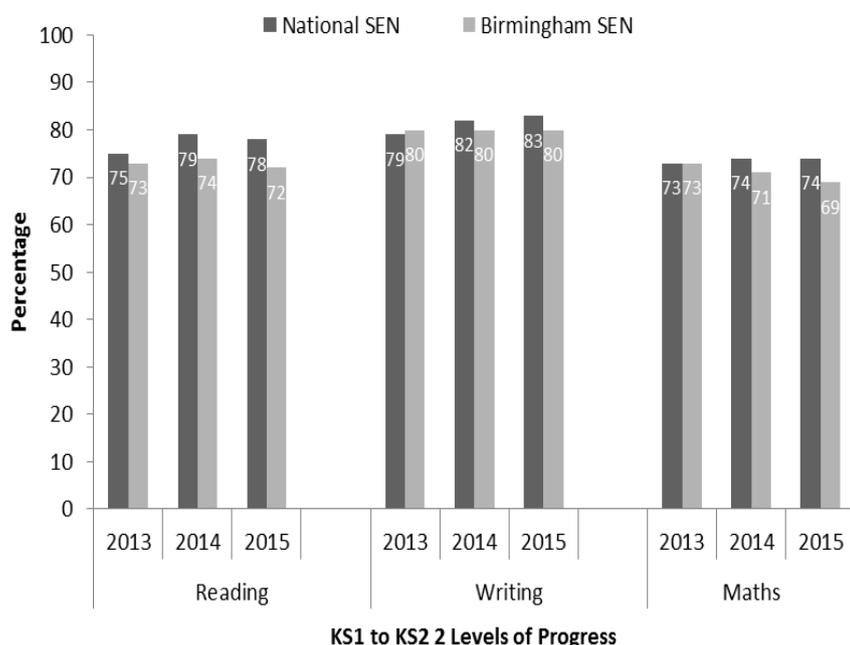


Birmingham’s SEN children key stage 2 attainment has slightly improved in reading, writing and mathematics, from 2013 to 2015.

Level 4B or above, compared 2014 to 2015:

- Reading, increased by 5 percentage points
- Maths, increased by 3 percentage points
- Reading, Writing & Maths increased by 3 percentage points.

Fig 89 – SEN KS1 to KS2 2 Levels of Progress



Birmingham’s SEN children key stage 2 progress performance has slightly in reading and maths.

Progress, compared 2014 to 2015:

- Reading and Maths decreased by 2 percentage points
- Writing, no change

Improvement

Results for our Birmingham SEN cohort in Early years and KS1 show some positive progress. Our youngest children are now only one point behind their peers nationally for overall Good Level of Development and the rate of improvement in Birmingham is faster than the national.

By age 6 our Birmingham SEN pupils are now matching their peers nationally in phonics tests whereas they were four points behind last year.

By age 7, Birmingham SEN children are continuing to improve in Reading and Writing whilst national results have remained static, therefore narrowing the gap.

By age 11 our SEN cohort is improving in Writing and Maths but declined slightly in Reading. Despite year on year improvements, the gap between Birmingham and national levels remain. Progress measures show that Birmingham SEN pupils do not match their peers nationally and that the gap for expected progress is widening slightly.

Moving forward there needs now to be a focus on improving outcomes in mathematics for SEN pupils. Maths toolkit a toolkit to superpercentage pointort Maths was published by Pupil and School Superpercentage pointort in September 2015. This was an updated version of a previously published one which reflected the content of the new National Curriculum and also mirrored the format of the Language and Literacy Toolkit. It was published in two stages, the first stage being the assessment frameworks in September 2015, the second stage being a set of accompanying teaching and learning ideas and an ITP (individual target plan) tool. Since September 2015, PSS teachers report that 131 schools are using the Maths toolkit to superpercentage pointort assessment and target setting for pupils who have maths difficulties or who are underachieving in maths.

Future service priorities

We will continue to work in partnership with teaching school alliances and Birmingham Education Partnership (BEP) to ensure schools have effective programmes to tackle this under achievement. Access to Education colleagues will be working with schools to understand their data regarding SEN pupils and put plans in place to make improvements. *(Jill Crosbie, Head of Access to Education)*

6 Looked After Children (LAC) Attainment

6.1 Background

This analysis captures the end of key stage results for Birmingham’s Looked After Children (LAC) for the 2014-15 academic year.

The main focus of the analysis is the cohort of children looked after continuously for at least 12 months as at 31 March 2015 (excluding those children in respite care) as reported in the 903 return and in particular those in the primary phase completing KS1 (Year 2), KS2 (Year 6) and the Early Years Foundation Stage assessment (Year R).

Attendance and Exclusion data is also summarised.

Key Messages:

- Early year attainment outcomes improved for LAC
- Key stage 1 Reading outcomes improved by 6 percentage points for LAC
- Positive improvements in LAC attainment at key stage 2, combined measure Reading, Writing and Maths improved 14 percentage points from 2013 to 2015.

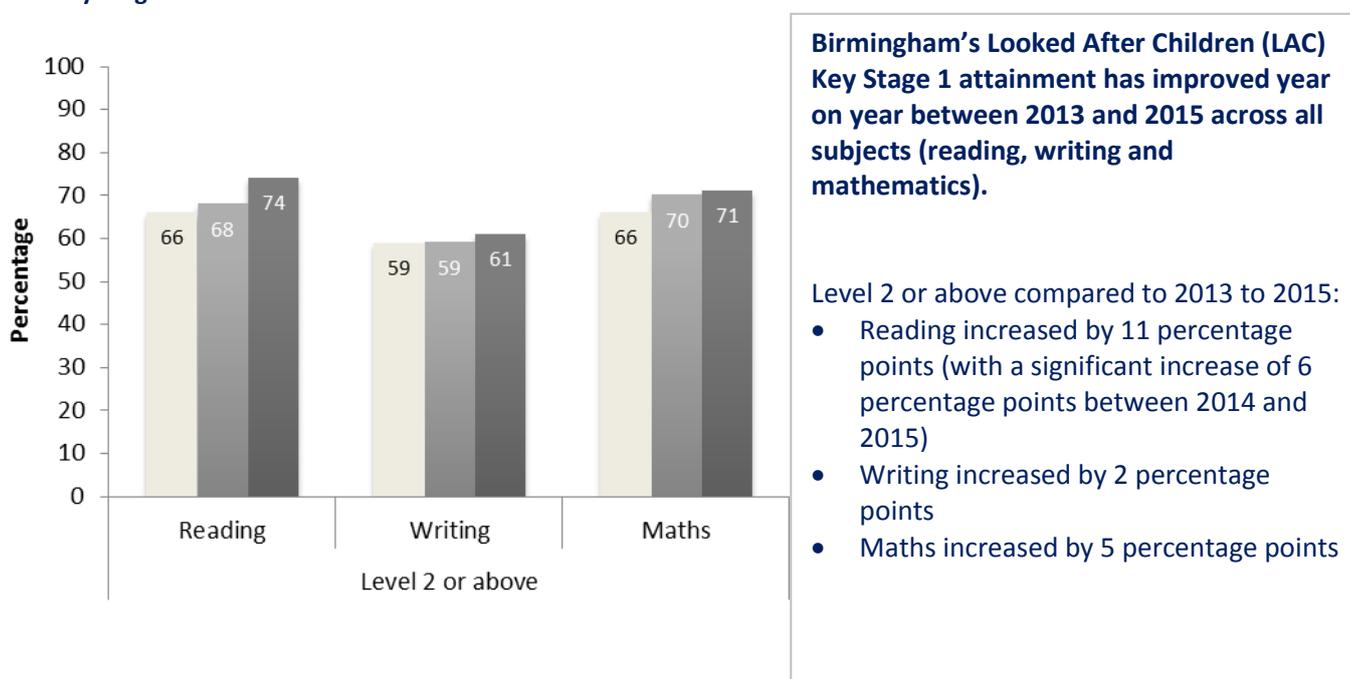
6.2 Early Years

The number of LAC in the cohort (children looked after continuously for at least 12 months as at 31 March (excluding those children in respite care) completing the Early Years Foundation Stage Profile (Reception) at the end of the summer term was 51. Of this cohort 53% achieved a Good Level of Development (GLD) in the Early Learning Goals in the prime areas of learning and in the Early Learning Goals in the specific areas of literacy and mathematics. This is an increase of 25% on 2014 when only 28% of the cohort of 58 achieved the same level.

6.3 Key Stage 1

The number of Birmingham’s Looked After Children (LAC) in this cohort completing KS1 (Year 2) at the end of the summer term was 62. The chart below shows the proportion of children reaching level 2 across the 3 subject areas.

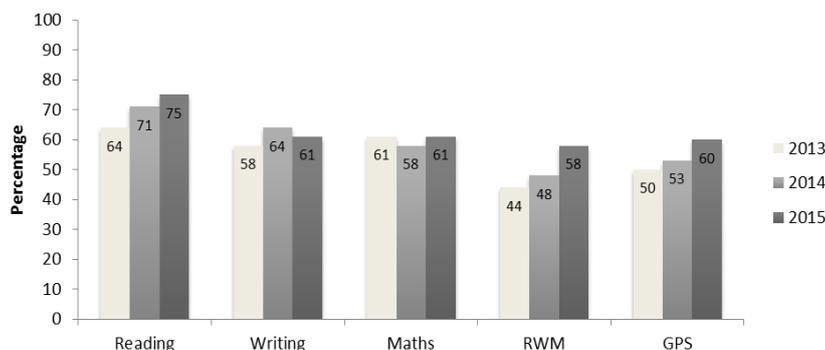
Fig 90 – Key Stage 1 LAC Level 2 and above



6.4 Key Stage 2

The number of LAC in this cohort completing KS2 (Year 6) at the end of the summer term was 67. The chart below shows the proportion of children reaching level 4 and above across the different subject areas, including Reading, Writing and Maths combined, and in Grammar, Punctuation and Spelling (GPS).

Fig 91 – Key Stage 2 LAC Level 4 and above



Birmingham’s Looked After Children (LAC) Key Stage 2 attainment (proportion achieving level 4 and above) improved across all subject areas between 2014 and 2015 with the exception of writing.

- Reading increased by 4 percentage points on 2014 levels (11 percentage points on 2013)
- Writing dropercentage pointed 3 percentage points (although still higher than in 2013)
- Maths, increased by 3 points
- Reading, Writing and Maths combined increased by 10 percentage points.
- GPS has increased 7 percent since last year

6.5 Birmingham’s Looked After Children (LAC) Attendance and Exclusions

Attendance

The numbers of children in care in the primary school phase cohort who missed 25 or more days schooling has increased slightly from 3.01 percent in 2013-14 to 3.02 percent for the 2014-15 academic year.

Primary Attendance in 2014-15 has dropercentage pointed slightly to 96.05 percent from 96.06 percent in 2013-14.

Exclusions

The number of permanent exclusions for LAC remains low for all phases (see table below)

Looked After Children Exclusions			
Year	2012/13	2013/14	2014/15
Male	5	7	10
Female	0	0	1
Total Number	5	7	11
Percentage	2.29%	3.14%	3.86%

Improvement / Future service priorities

Strengthen the quality of education and provision for LAC in EYFS, KS1 and the transition from KS2 to KS4 ensuring that:

- Children on entry to primary school are well prepared for education (EYFS)
- The progress and achievement of LAC at the end of KS1 is increased
- Progress from KS2 to KS4 is assessed regularly and consistently, providing targeted intervention to ensure LAC realise their potential.

Strengthen the quality of education, employment, training support and provision at KS3 & KS4 by:

- Ensuring that when they are ready to leave school young people's achievement is in line at least with the national figures for LAC
- Improving the number of LAC that achieve 5 A* - C (including English & maths)

Improve the corporate ambition of The Virtual School and LACES work in partnership with schools to make sure that every child in care has a school place by:

- Ensuring LAC are placed in a good or better school.
- Ensuring all LAC have high quality Personal Education Plans (PEP's), through the development of the e-PEP, with challenging targets.
- Providing a focussed programme of training for Virtual School staff, Carers and other professionals related to the educational progress of LAC to support the improvement of the children's progress and effective use of Pupil Premium.
- Enhance the Careers Education, Information, Advice and Guidance (CEIAG) for LAC through a targeted programme.

Ensure that care leavers have good, targeted and timely pathway plans in place so that they can make a successful transition into adulthood.

(Andrew Wright, Head Teacher of Virtual School)

7. Primary Summary Table

Pupil Performance 2015: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2014

Phase	Birmingham		Core City Average		Statistical Neighbour Average		West Midlands Average		Birmingham Rank Order out of 16 ⁶	
2015 Early Years Foundation Stage Profile¹ Percentage of children achieving a good level of development ²	62% (56%)		62% (56%)		62% (55%)		64% (58%)		=6th (7th)	
2015 Phonics Meeting standard at end of Year 2 ³	89% (87%)		88% (86%)		88% (87%)		89% (90%)		=4th (=7th)	
2015 KS1 (Level 2+)										
Reading	89% (88%)		88% (87%)		88% (87%)		90% (89%)		=5th (=5th)	
Writing	85% (84%)		85% (83%)		85% (83%)		87% (86%)		=5th (=5th)	
Mathematics	91% (90%)		91% (90%)		91% (90%)		92% (91%)		=6th (=6th)	
2015 KS2	Level 4+	Level 4B+	Level 4+	Level 4B+	Level 4+	Level 4B+	Level 4+	Level 4B+	Level 4+	Level 4B+
Reading	87% (86%)	76% (73%)	87% (87%)	77% (75%)	88% (87%)	77% (74%)	89% (88%)	79% (76%)	=9th (=12th)	=12th (=14th)
Writing	86% (84%)	-	86% (84%)	-	86% (84%)	-	87% (85%)	-	=5th (=6th)	-
Mathematics	85% (82%)	74% (71%)	86% (84%)	75% (73%)	86% (84%)	75% (73%)	86% (84%)	75% (73%)	10th (=14th)	=10th (15th)
Reading Writing & Mathematics	78% (75%)	65% (61%)	78% (76%)	67% (63%)	79% (77%)	66% (63%)	79% (77%)	67% (65%)	=8th (14th)	=12th (14th)
Grammar, Punctuation and Spelling ⁴	81% (76%)	74% (68%)	80% (75%)	72% (66%)	80% (76%)	73% (68%)	80% (76%)	73% (67%)	=4th (=7th)	5th (=6th)

The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham City and Sheffield.

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

West Midlands are Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton and Worcestershire

Birmingham's rank order position is as compared to the other 16 core city and statistical neighbour authorities.

1. A revised Early Years Foundation Stage Profile was introduced in 2012-13.
2. A pupil achieving at least the expected level in the Early Learning Goals within the three prime areas of learning and within literacy and mathematics is classed as having "a good level of development".
3. If a pupil's mark is at or above the threshold mark they are considered to have reached the required standard. The threshold mark for 2015 remained at 32.
4. Grammar, punctuation and spelling test introduced in 2013
6. Ranking based on rounded figures