

**Members are reminded that they must declare all relevant pecuniary and non-pecuniary interests relating to any items of business to be discussed at this meeting**

**BIRMINGHAM CITY COUNCIL**

**SCHOOLS, CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE**

**WEDNESDAY, 22 MARCH 2017 AT 14:00 HOURS**  
**IN COMMITTEE ROOMS 3 & 4, COUNCIL HOUSE, VICTORIA**  
**SQUARE, BIRMINGHAM, B1 1BB**

**A G E N D A**

**1     NOTICE OF RECORDING/WEBCAST**

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

**2     APOLOGIES**

To receive any apologies.

**3 - 8**

**3     ACTION NOTES**

To confirm the action notes of the meeting held on the 8 February 2017.

**9 - 28**

**4     WEST MIDLANDS REGIONAL SCHOOLS COMMISSIONER**

Christine Quinn, West Midlands Regional Schools Commissioner and Rob Wye, Assistant Director to the WM Academies Regional Delivery Group.

**29 - 142**

**5     SCHOOL ATTAINMENT STATISTICS FOR SECONDARY AND PRIMARY SCHOOLS**

Colin Diamond, Interim Executive Director for Education; Richard Browne, Intelligence Manager, Birmingham City Council; Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, Birmingham Education Partnership (BEP).

6 **WORK PROGRAMME**

For discussion.

7 **DATES OF FUTURE MEETINGS**

To note the date of the next meeting on 26 April, 2017;  
To agree the proposed dates of future meetings on the following Wednesdays in the Council House, Committee Rooms 3 & 4:-

14 June, 2017  
12 July, 2017  
13 September, 2017  
18 October, 2017  
22 November, 2017  
6 December, 2017  
17 January, 2018  
14 February, 2018  
21 March, 2018  
25 April, 2018

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

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

9 **OTHER URGENT BUSINESS**

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

10 **AUTHORITY TO CHAIRMAN AND OFFICERS**

Chairman to move:-

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

## **BIRMINGHAM CITY COUNCIL**

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

**14:00 hours on Wednesday 8 February 2017, Committee Rooms 3 & 4 –  
Actions**

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### **Present:**

Councillor Susan Barnett [Chair]

Councillors: Sue Anderson, Kate Booth, Barry Bowles [Deputy Chair], Debbie Clancy, Julie Johnson, Chauhdry Rashid, Martin Straker Welds and Alex Yip.

Other Voting Representatives: Sarah Smith, Church of England Diocese

### **Also Present:**

Cllr Diane Donaldson, Hodge Hill District Corporate Parent Champion

Cllr Roger Harmer

Cllr Brigid Jones, Cabinet Members for Children, Schools and Families

Cllr Ewan Mackey

Cllr Waseem Zaffar, Cabinet Member, Transparency, Openness and Equality

Cllr Margaret Waddington

Suwinder Bains, Partnership and Engagement Manager

Debbie Currie, AD, Child Protection, Performance and Partnership

Jaswinder Didially, Education & Skills Infrastructure Senior Officer

Lucy Dumbleton, School Organisation Manager

Seamus Gaynor, Head of Strategic Management

Jacqui Kennedy, Acting Strategic Director, Place Directorate

Andy Pepper, AD, Children in Care Provider Services

Amanda Simcox, Research & Policy Officer, Scrutiny Office

Benita Wishart, Overview & Scrutiny Manager, Scrutiny Office

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## **1. NOTICE OF RECORDING/WEBCAST**

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The whole of the meeting would be filmed except where there were confidential or exempt items.

## **2. APOLOGIES**

Apologies were submitted on behalf of:

Councillors: Matt Bennett and Shabrana Hussain.

Samera Ali, Parent Governor Representative; Evette Clarke, Parent Governor Representative; and Richard Potter, Roman Catholic Representative.

## **3. ACTION NOTES**

(See document No 1)

### **RESOLVED:-**

The action notes of the meeting held on the 25 January 2017 were confirmed.

## **4. PROGRESS ON THE BIRMINGHAM CHILD POVERTY COMMISSION RECOMMENDATIONS**

(See document No 2)

Cllr Susan Barnett informed the committee that they were being updated on the progress with the recommendations rather than being asked to assess their progress, as this was not a scrutiny report but a report of the Child Poverty Commission.

Councillor Waseem Zaffar, Cabinet Member, Transparency, Openness and Equality; Councillor Roger Harmer; Jacqui Kennedy, Acting Strategic Director, Place Directorate and Suwinder Bains, Partnership and Engagement Manager provided an update on the progress made.

Members requested the following were also considered in relation to the recommendations:

- Rec 12: free school meals are also needed for those that have no recourse to public funds.
- Rec 11: whether free transport rather than 'subsidised' transport could be explored and care leavers should also be included.
- Rec 24: whether this could be extended to care leavers up to the age of 25.

The Cabinet Member encouraged the committee and councillors to champion the recommendations.

### **RESOLVED:-**

- Progress was noted and the committee to receive a further update at their committee meeting in July 2017 (to include an impact assessment) and thereafter at six monthly intervals.



## **5. REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS**

(See document 3)

The Chair informed the committee that there had been a request for call in for the 'Proposal to Expand Moor Hall Primary School by Enlargement' decision and this will be discussed as item 5.

Cllr Ewan Mackey and Cllr Margaret Waddington had requested the call in as they felt it met the following criteria:

- 4 - the Executive appears to have failed to consult relevant stakeholders or other interested persons before arriving at its decision;
- 5 - the Executive appears to have overlooked some relevant consideration in arriving at its decision;
- 6 - the decision has already generated particular controversy amongst those likely to be affected by it or, in the opinion of the Overview and Scrutiny Committee, it is likely so to do;
- 8 - there is a substantial lack of clarity, material inaccuracy or insufficient information provided in the report to allow the Overview and Scrutiny Committee to hold the Executive to account and/or add value to the work of the Council;
- 9 - the decision appears to give rise to significant legal, financial or propriety issues.

Cllr Brigid Jones, Cabinet Member, Children, Schools and Families; Jaswinder Didially, Education & Skills Infrastructure Senior Officer and Lucy Dumbleton, School Organisation Officer advised why the decision was made and provided details of the consultation.

### **RESOLVED:-**

The Committee resolved unanimously (by a vote of 10 votes to 0, with no abstentions) to call-in the decision for reconsideration by Cabinet, on the grounds of:

- 8 - there is a substantial lack of clarity, material inaccuracy or insufficient information provided evidenced by the range of issues Members sought clarity on and the uncertainty remaining, particularly about the effect on other schools and sufficiency;
- 4 - the Executive appears to have failed to consult relevant stakeholders before arriving at its decision, because having published an intake of 60 for 2017 without sufficient caveats it appeared that the decision had been made prior to consultation and thus the consultation was flawed.

## **6. CORPORATE PARENTING INQUIRY**

(See document 4)

Andy Pepper, AD, Children in Care Provider Services clarified that being a corporate parent needs to be about the Councillors and what Councillors can do and not just about the list contained within the Corporate Parenting report. The more Councillors speak to young people the more Councillors know how they want to be involved. This

could be championing children in care interests and handing out fostering and adoption leaflets.

The monitoring visits were clarified and it was suggested that Councillors develop a relationship with the homes before they visits. The staff were also happy to support Councillors on the visit. It would also be great if Councillors could visit those children placed outside of Birmingham.

Cllr Diane Donaldson, Hodge Hill District Corporate Parent Champion has visited the children's homes in her district and met children in care at their Winter Ball. Cllr Donaldson was happy to assist other Districts who had a large number of children homes with their visits.

Debbie Currie, AD, Child Protection, Performance and Partnership outlined the role of the Independent Review Officer (IRO) and requested Councillors promote the IROs role with other parts of the Council.

**RESOLVED:-**

- The evidence gathered today would be used for the Corporate parenting Inquiry.
- The one page overview of the role of the IRO to be forwarded to Members.

**7. WORK PROGRAMME 2016-17**

(See document 5)

The work programme was discussed.

**RESOLVED:-**

That the work programme was agreed and:

- The Inclusion Commission report may not be ready for the 22<sup>nd</sup> March 2017 committee meeting. If this is the case then another meeting may need to be held to discuss the Inclusion Commission and the Disability Service for Children items.
- An item regarding young people and housing has been added to the 26<sup>th</sup> April 2017 committee meeting. This may form a topic for discussion at City Council.
- Dave Hill, the new Children's Social Care Commissioner for Birmingham to be invited to attend a committee meeting in the new municipal year.
- Members to have informal meetings to discuss the Corporate Parenting Inquiry report and dates will be e-mailed. The final report will be presented to 4<sup>th</sup> April 2017 City Council meeting.

**8. DATES FOR FUTURE MEETINGS**

The dates were noted.

**9. OTHER URGENT BUSINESS**

None.

**10. AUTHORITY TO CHAIRMAN AND OFFICERS**

**RESOLVED:-**

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

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The meeting ended at 17.02 hours.



# **Birmingham City Council Schools, Children and Families Overview and Scrutiny Committee 22<sup>nd</sup> March 2017**

**Regional School Commissioner**  
**Christine Quinn**



# The role of the Regional Schools Commissioner



# Core responsibilities for the RSC

- To monitor the performance and intervene where necessary to secure improvement in underperforming academies
- To take decisions, along with the Head Teacher Board, on the creation of new academies and MATs
- To ensure the sponsor market meets local need by approving new sponsors and challenging existing sponsors to perform even better



# Leading a school-led system

- More good and outstanding schools places
  - Increasing the number of sponsors
  - Conversion of inadequate schools
  - Focus upon quality provision in academies
- Growing the number of academies
  - Growth of high quality MATs
- Working with all stakeholders
  - Local Authorities
  - FE sector
  - Teaching School Alliances
  - Universities
  - Dioceses
  - MATs
  - Ofsted

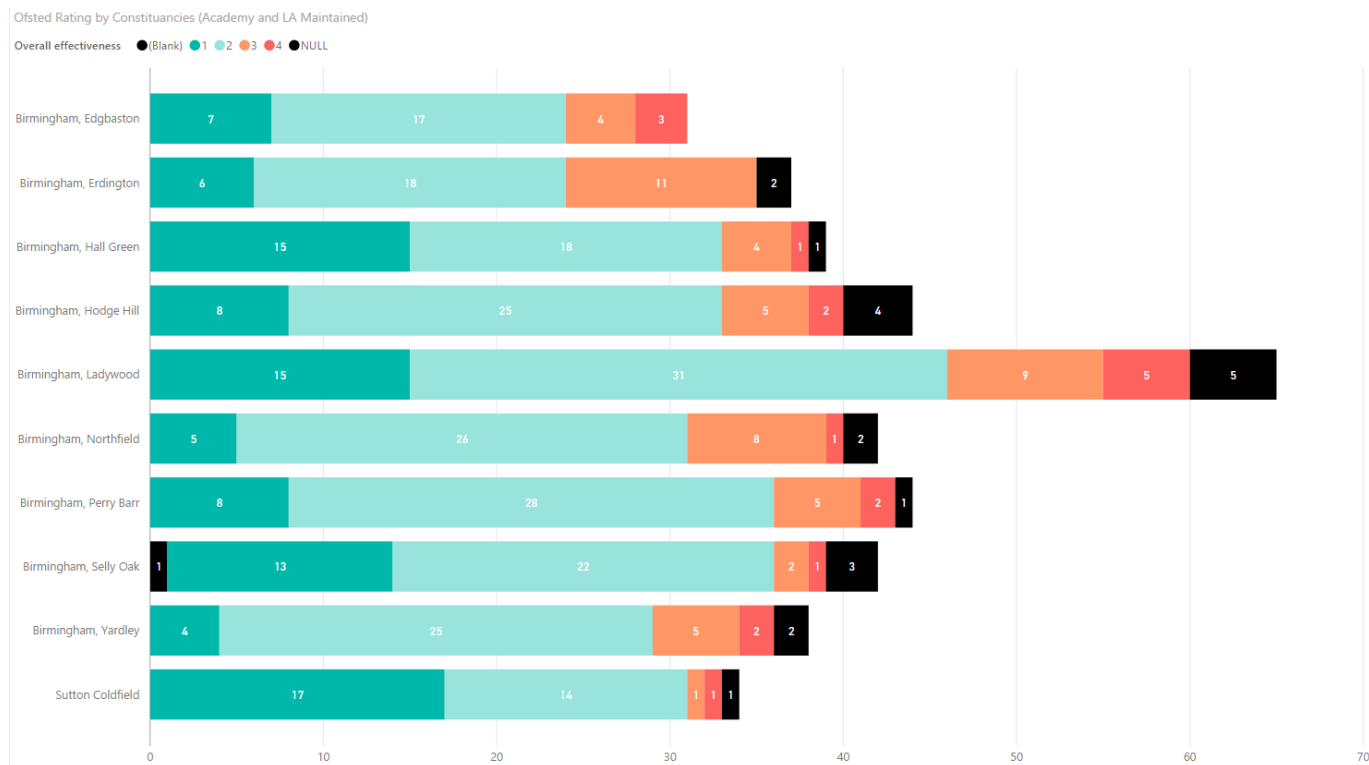




# More good and outstanding school places in Birmingham



# Quality of Schools in Birmingham



**Ofsted rating by Constituency**  
Academies and LA Maintained Schools



# Quality

## **Ensuring the provision of more good and outstanding school places**

- Supporting Inadequate academies to be Good by the next full inspection.
- Recruit more good MATs as sponsors.
- Inadequate maintained schools are open as academies within 9 months of a dAO.
- Support and where necessary intervene in academies and maintained schools that are not providing the best possible education



“ Schools that collaborate in formal partnerships see the value of accountability lines that are clear. They also recognise the authority that is invested in an Executive Head or CEO to make important strategic decisions that will raise standards. We know that school improvement is rarely linear, so building collective capacity to take decisions and provide rapid support is essential. This focus works alongside the collective responsibility of leaders and teachers to uphold the moral purpose of the educational entitlement of all children. As we move forward, it is this view that should inform the debate.”



**Sir David Carter, National Schools Commissioner**

Article in Times Educational Supplement, 26/02/2016



# Whole-system working together to deliver good and outstanding schools



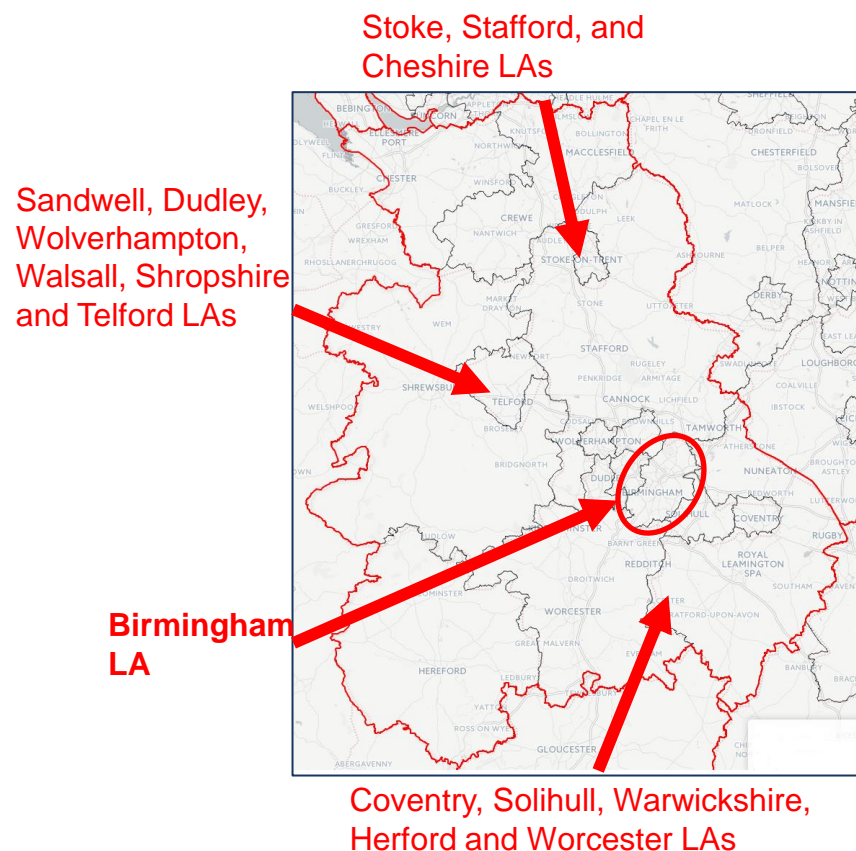
# School Improvement Fund

- Recognition that there is a dual system
- Opportunity to 'glue' together those parts of the system with a common interest in improving outcomes for children through school-led support
- Focus on sustainable improvement and not a 'quick-fix'.
- Needs to address shared priorities for improvement across all types of primary, secondary and special schools
- Funding evidence-based interventions that work
- Emphasis on effective support directed to the right schools in the right way.
- Social mobility at the heart of how the Fund operates.



# Sub-regional Improvement Boards (SrlBs)

- Four Sub-regional Improvement Boards
  - RSC chair and support
  - Local Authorities
  - TSAs
  - Dioceses
  - Ofsted
- Birmingham to have own SrlB
- Birmingham SrlB will include BEP
- All to meet ½ termly



# Proposed Process

- SrlB partners identify strategic school improvement issues across a range of schools
- SrlB agrees the priorities and commissions the Teaching Schools Council (TSC) to develop a bid
- TSC develops bid drawing on a range of providers
- SrlB approves & recommends bids to national board (expert group)
- National board approves proposals
- Funding allocated
- SrlB monitors implementation, supports evaluation and disseminates good practice





# The role of the LA on the Board

- Identification of regional priorities for improvement;
- Identification of maintained schools requiring support and gaining their agreement to that support;
- Identification of maintained schools at risk of slipping;
- Make decisions on which of their maintained schools should be supported;
- Contributing to commissioning of school improvement interventions from TSA / MAT / BEP brokerage hubs;
- Sharing intelligence and data on other schools where this is held;
- Contributing to approving proposals for funding.



# Growing the number of academies across the WM



“ I do want to see all schools, over time, become academies. But I think our focus has to be on the schools that are struggling and not doing well enough for our children at the moment.

Our hope and expectation is that all schools will want to steadily take advantage of the benefits that academies can bring.

But our focus will be on those schools where we feel that standards need to be raised and they need to do a better job on delivering attainment and progress for children ”

**Justine Greening, Secretary of State for Education**

Statement to ESC September 2016



# Delivering growth of quality academies

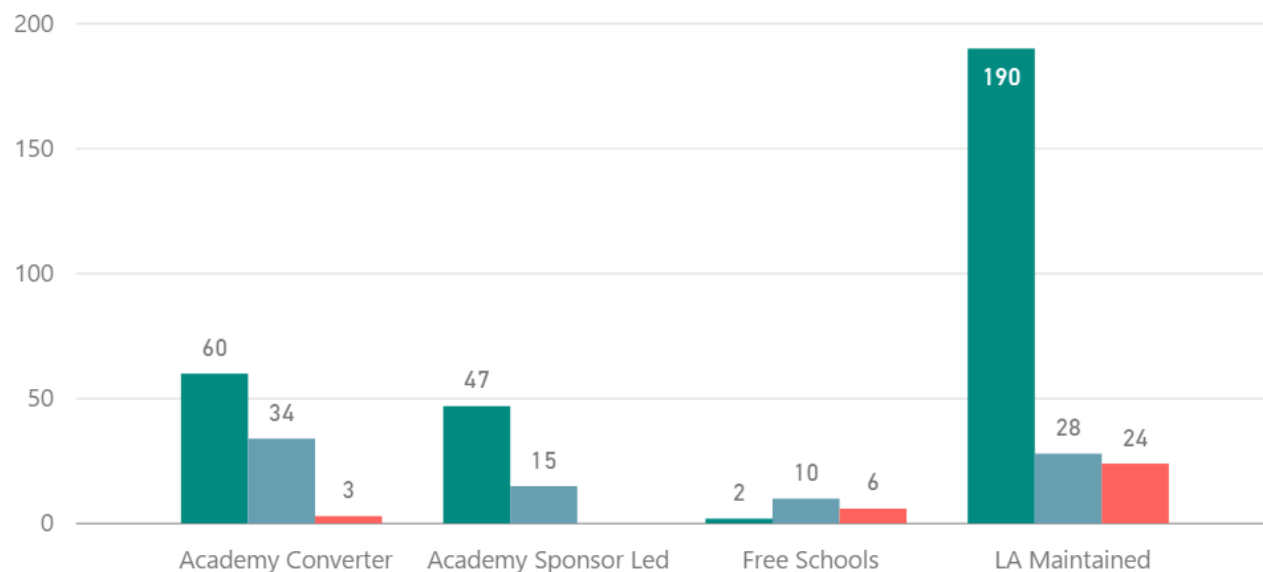
- Just above 42% of schools in the Birmingham are now academies – significantly higher than both the national and regional average
- Supporting good Multi Academy Trusts to grow is the key to successful academy growth
- Work in partnership with stakeholders to encourage voluntary MAT based conversions
- Work with LA, sponsors, and MATs to ensure conversion of inadequate schools quickly



# Academisation in Birmingham LA

Number of Schools by Phase and Type

● Primary ● Secondary ● Special / AP



Number of Schools

419

Number of Academies

177

Number of LA Maintained Schools

242



# External Capacity to support growth

- Supporting MATs to increase their size, and improve their delivery
- Encourage 'orphan' academies and 'empty MATs' to move into existing successful MAT groups.
- Encourage strong MATS elsewhere to grow in the WM, bringing their expertise
- 'Self-assessment' and support to help MATs grow and develop
- New structures in place to work with TSAs, Dioceses, LAs and Ofsted at a strategic level on school improvement



# MATs and SATs in Birmingham\*

Number of MATs

46

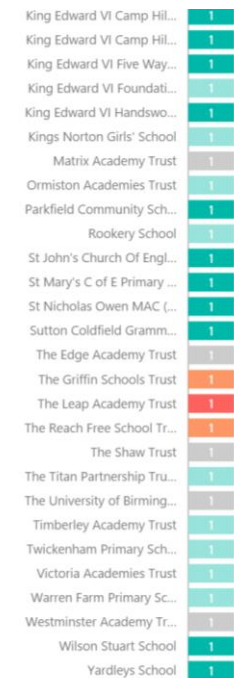
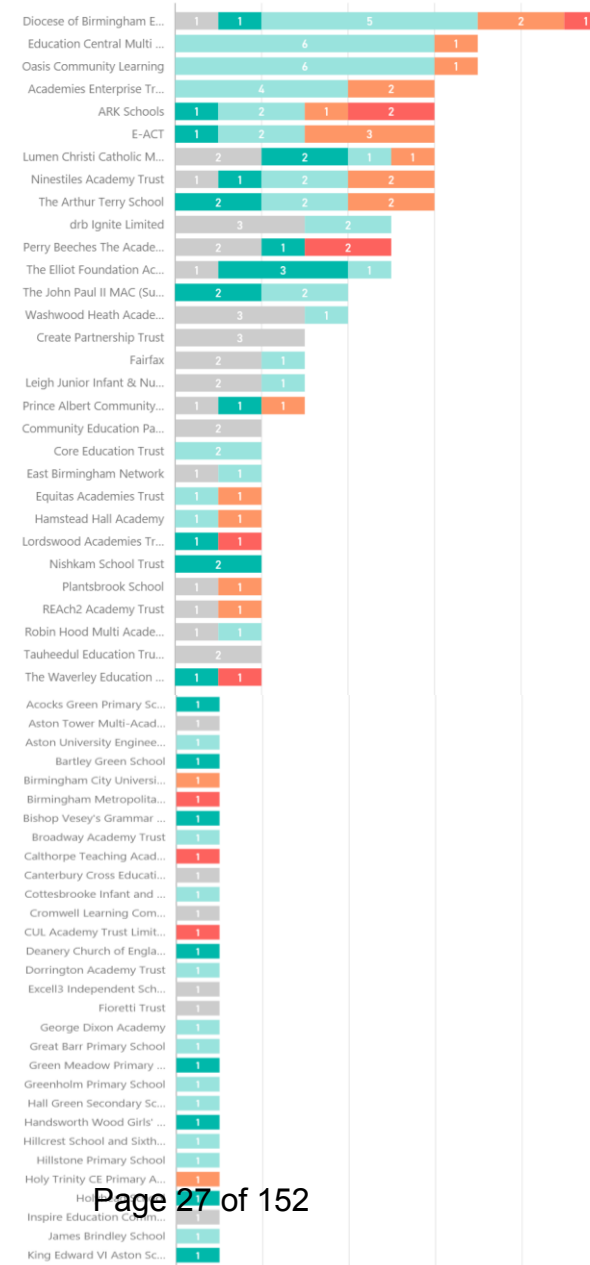
Number of SATs

48



Department  
for Education

● (Blank) ● 1 ● 2 ● 3 ● 4



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Source: KIM Chains Data Report, February 2017  
\*Only includes trust schools within Birmingham LA







# Annual Education Performance Report

2016 Examinations and Assessments

March 2017



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## Executive Summary

### Early Years Foundation Stage

- 63.7% of pupils achieved a Good Level of Development in Birmingham in 2016.
- The proportion of children achieving a Good Level of Development improved between 2015 and 2016, however at the same time, the gap with the national average increased.
- Birmingham's performance is below the statistical neighbour average, but in line with the average core city performance.
- There are gaps in the outcomes of different cohorts of children across the city. Girls continue to outperform boys, but both are below the average of their equivalents nationally with the gap between Birmingham girls and national girls the most pronounced at 7 percentage points (pp).
- Those receiving Free School Meals (FSM) outperform their national peers.
- The highest performing ethnic groups were those of Indian heritage, those of other Black background and other mixed background. The lowest performing groups were Gypsy/Roma and those from any other White background (ie. non White British/Irish).

### Phonics

- The percentage of pupils meeting the expected standard of decoding in Year 1 Phonics improved for Year 1 and end of Year 2 pupils (an increase of 3pp and 1pp respectively from 2015).
- However, the gap between Birmingham and national performance has widened over the last few years
- Girls continue to outperform boys (attainment gap of 7pp).
- Attainment of pupils eligible for FSM has improved (an increase of 4pp) and Birmingham performs better compared to the national equivalent (difference of 4pp).
- There are still significant gaps across ethnic groups. In particular pupils of Gypsy/Roma, Irish, Traveller of Irish heritage and any other white background underperform compared to other ethnic groups.

### Key Stage 1

- 70% Birmingham pupils achieved the new expected standard in reading, 2 in 3 (67%) in maths and 6 in 10 (61%) in writing.
- In comparisons with national results, Birmingham FSM pupils outperformed their national peers in reading, writing and maths.
- Birmingham's disadvantaged pupils also outperformed disadvantaged pupils nationally in reading, writing and maths.
- Attainment for children who are not eligible for FSM or not disadvantaged was below national levels.
- Girls convincingly outperform boys in all subjects. However, in contrast to other subjects, the attainment gap between the sexes in maths is much lower.
- National comparators show that there are still significant gaps across ethnic groups, with differences being particularly pronounced for pupils with Gypsy/Roma, Other white and White and Black Caribbean heritage.

### Key Stage 2

- There are significant gaps across most subjects and cohorts in Birmingham for key stage 2.
- 47% of pupils reached the new expected standard and 3% achieved a high standard in reading, writing and maths – this performance was below the national average.
- The percentage reaching the expected standard in the Grammar, Punctuation and Spelling (GPS) test was 72% and 22% achieved the high standard - GPS remains the highest of the tested subjects.
- There are still gender differences between the subjects with the biggest gap in writing – 63% of boys and 76% of girls reaching the expected standard. However 66% of boys and 66% of girls reached the expected standard in maths.

- Reading Writing and Maths combined attainment of pupils eligible for FSM is slightly above national averages, although progress is below comparator groups. Birmingham does perform better for GPS – 61% of pupils reaching the expected standard compared to the national figure of 57%.
- However there are still significant gaps across ethnic groups with pupils of Gypsy / Roma , Black Caribbean and any other Black background underperforming.

#### Key Stage 4

- Birmingham's pupils make identical progress between key stage 2 and key stage 4 to pupils nationally. Compared to the figures for children attending state funded schools nationally, Birmingham pupils make slightly better progress.
- The average Attainment 8 score is 49.4 which is in line with the national of 49.9.
- The percentage of Birmingham children (24.6%) achieving the English Baccalaureate has increased by 1pp and is in line with the national figure (24.7%).
- The percentage of children achieving A\* to C in English and maths has risen 4 pp from last year to 59.9%. This rise, while in line with national, leaves Birmingham with a 3% attainment gap.
- The Progress 8 and Attainment 8 scores for disadvantaged and non-disadvantaged children are above those nationally. There is a significantly smaller gap between the two groups in attainment and progress than comparable groups nationally.
- The Progress 8 score of children with English as an additional language (EAL) in Birmingham, while higher than the overall average, is significantly behind other EAL children nationally.
- As a group, children from an Asian background make better progress between key stage 2 and 4 than all children nationally but less progress than other Asian children nationally.
- The attainment of most individual ethnic groups in Birmingham is in line with similar groups nationally. Children from an Asian background have relatively high attainment but do not achieve as highly as similar children nationally.

#### Key Stage 5

- Birmingham's key stage 5 attainment is above national average for 2016.
- Birmingham mainly outperforms core cities, statistical neighbours and the West Midlands.
- Girls generally obtain a higher average point score than boys.
- Boys do better than girls in the attainment measures.



## Early Years and Primary School Results

## Early Years Foundation Stage Profile (EYFSP)

### Key Messages

- 63.7% of pupils achieved a Good Level of Development in Birmingham in 2016.
- The proportion of children achieving a Good Level of Development improved between 2015 and 2016, however at the same time, the gap with the national average increased.
- Birmingham's performance is below the statistical neighbours average, but in line with the average core city performance.
- There are gaps in the outcomes of different cohorts of children across the city. Girls continue to outperform boys, but both are below the average of their equivalents nationally with the gap between Birmingham girls and national girls the most pronounced at 7 percentage points (pp).
- Those receiving Free School Meals (FSM) outperform their national peers.
- The highest performing ethnic groups were those of Indian heritage, those of other Black background and other mixed background. The lowest performing groups were Gypsy/Roma and those from any other White background (ie non White British/Irish).

### Background

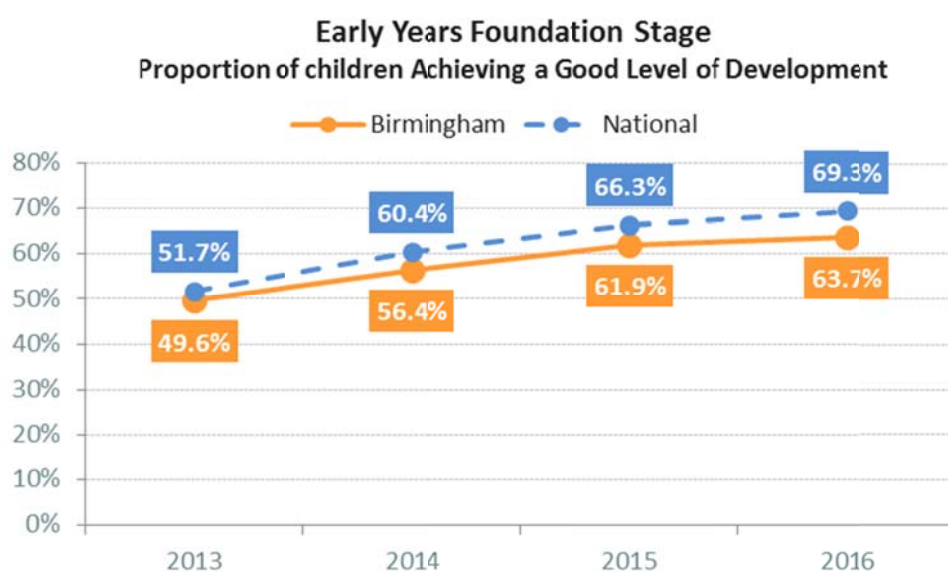
The **EYFSP** summarises and describes pupils' attainment at the end of the EYFS. The purpose of the assessment is to gain insight into levels of children's development and their readiness for the next phase of their education. The EYFSP gives:

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

**"Good Level of Development"** (GLD) is a standard way of measuring performance. A child achieves GLD if they achieve "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 maths and literacy.

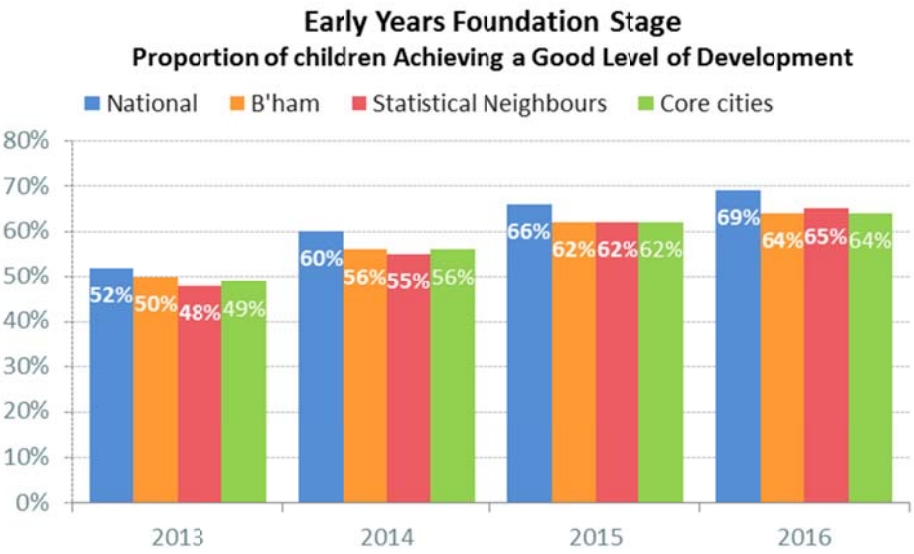
### Overall Performance



In 2016, **64%** of Birmingham pupils achieved a good level of development, an increase of 2 percentage points (pp) on 2015 and 14 pp over 2013. However there has also been a steady widening of the national attainment gap, from 2 to a near 5pp between 2013 and 2016.



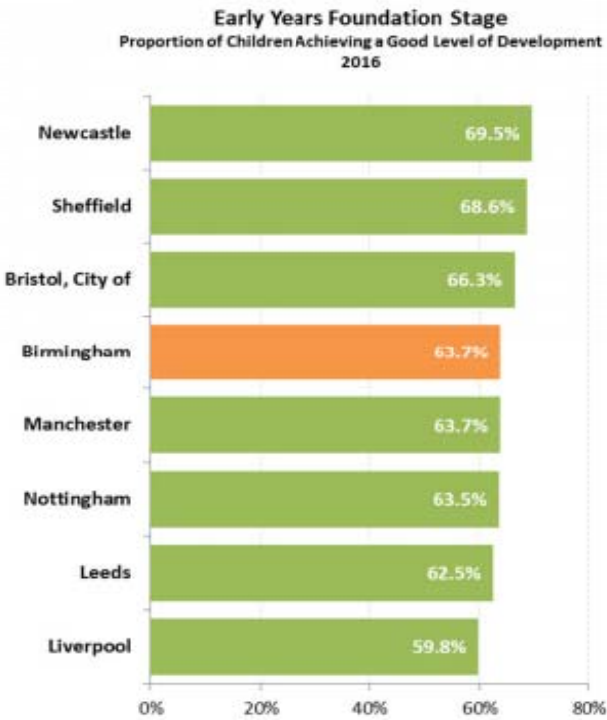
National Comparisons



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

Birmingham’s performance is in line with the Core City average, but has not increased at the same rate as statistical neighbours

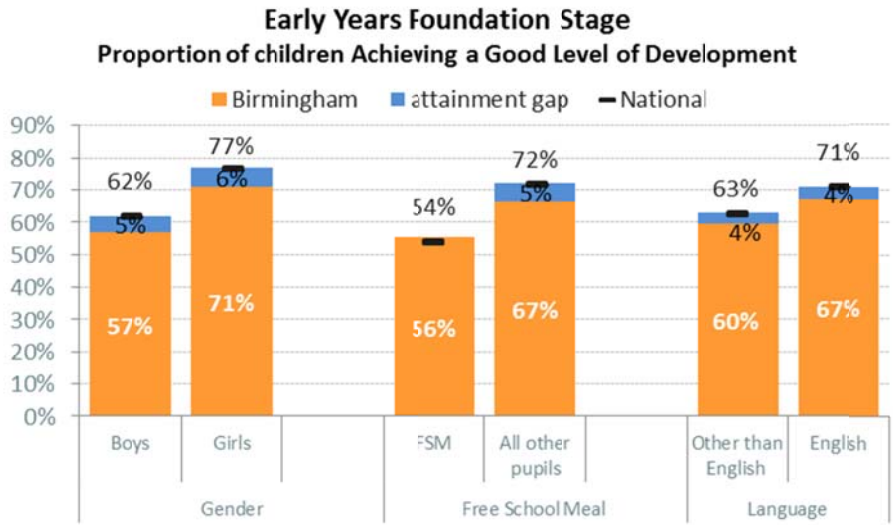
Core Cities



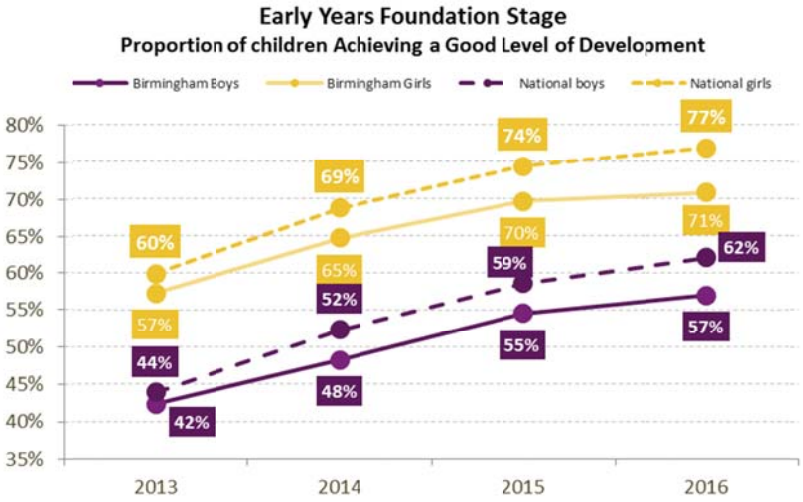
Statistical Neighbours



Gender, Free School Meals and Language



The chart above shows the attainment gap between Birmingham and the national average for the proportion of children achieving a Good Level of Development across three main cohorts – Gender, Free School Meal, and Language. There are gaps across all groups, apart from those receiving Free School meals which out performs their national peers. The gap between Birmingham girls and national girls is most pronounced at 7 pp, although girls are the highest performing group in the city.



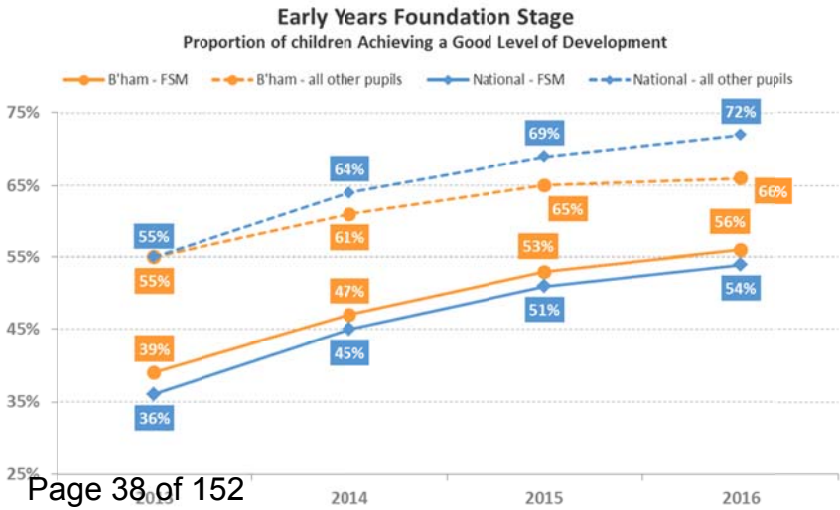
Gender

The chart on the left shows that the attainment gaps between Birmingham boys and national boys and Birmingham girls and national girls have increased over time, with the gaps becoming particularly pronounced in 2016.

Free School Meals

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

At 67%, the proportion of Birmingham early years children achieving GLD and who are not eligible for free school meals is trailing the national average by 5pp. The most recent years show a widening of the national attainment gap.

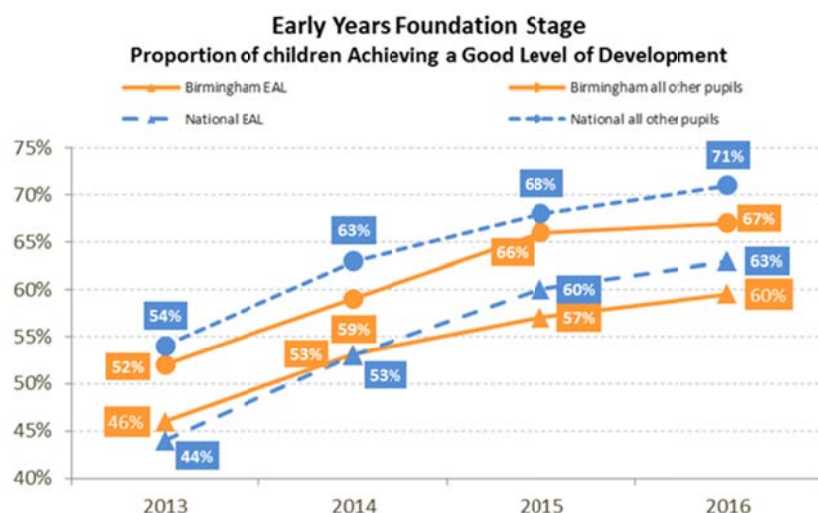


## English as additional language

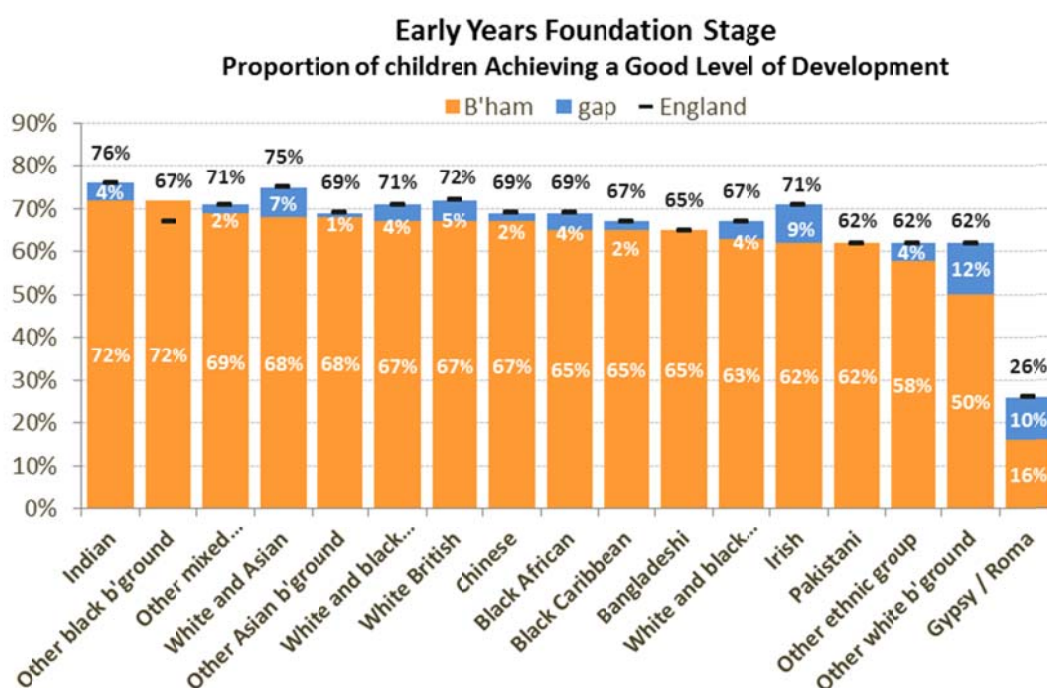
60% of Birmingham EAL early years pupils achieved GLD, this was a 3pp increase over 2015 and 14pp increase on 2013 levels.

The graph on the left shows that Birmingham EAL pupil results were 7pp below results for children who were not EAL. This is similar to the national attainment gap between EAL and non-EAL pupils of 8pp.

The results for EAL children were 3pp below their peers at national level and the gap has fluctuated over the last 4 years.



## Ethnicity



The chart above shows EYFSP performance across ethnic groups compared to national averages of those groups. The highest performing ethnic groups were Indian (72%), other Black background (72%) and other Mixed background (69%). The lowest performing groups were Gypsy/Roma (16%), other White background (50%) and other ethnic group (58%).

All ethnic groups were below national attainment averages except for other Black background (+5%), Bangladeshi (+0%) and Pakistani (+0%).

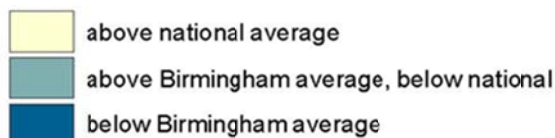
The largest national attainment gaps were for other white background (-12%), Gypsy/Roma (-10%) and Irish (-9%).



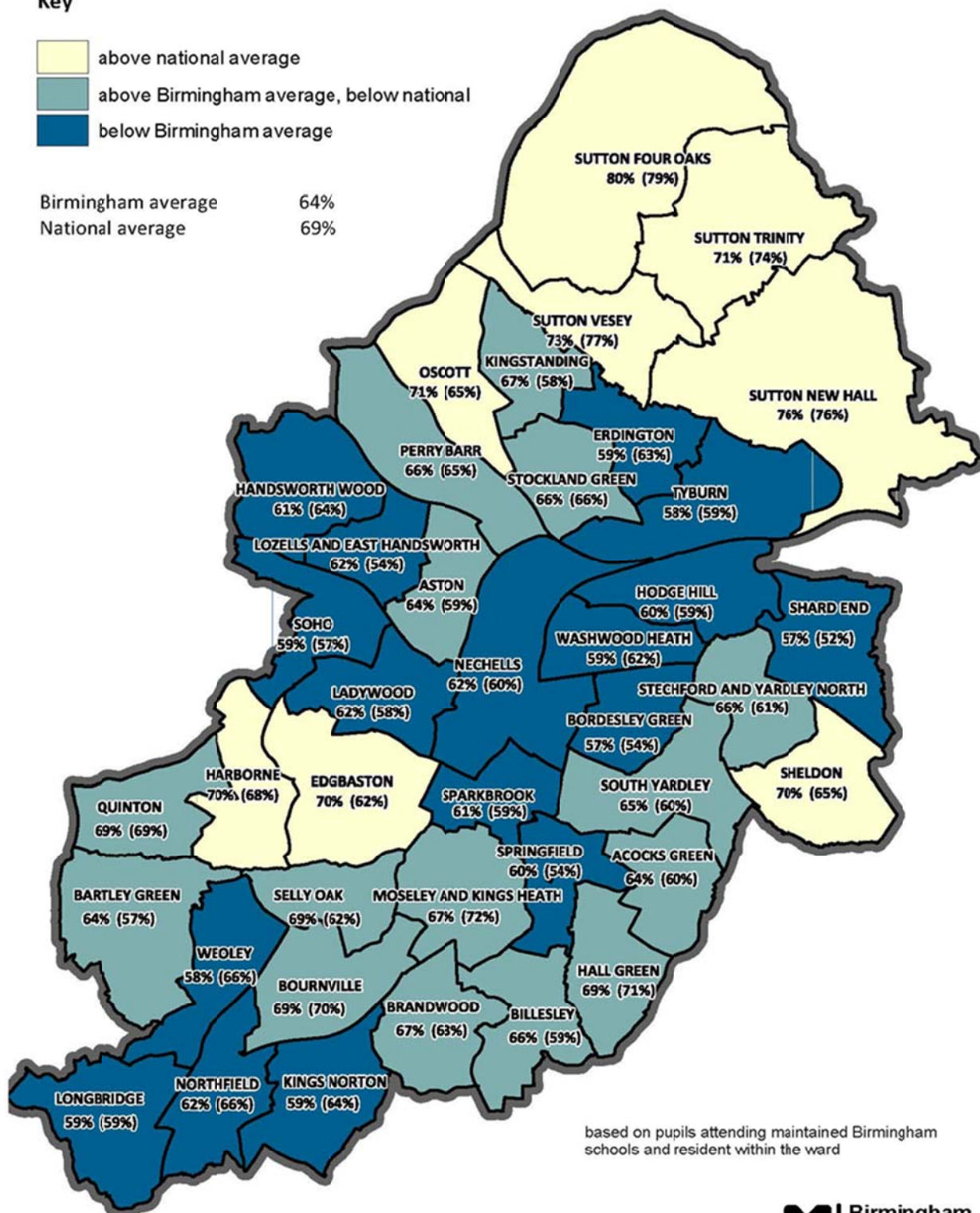
## Ward/Geography

Early Years Foundation Stage: Percentage of pupils reaching a Good Level of Development.  
2016 results with 2015 results shown in brackets

## Key



Birmingham average	64%
National average	69%



based on pupils attending maintained Birmingham schools and resident within the ward

## Phonics

### Key Messages

- The percentage of pupils meeting the expected standard of decoding in Year 1 Phonics improved for Year 1 and end of Year 2 pupils (an increase of 3pp and 1pp respectively from 2015)
- However the gap between Birmingham and national performance has widened over the last few years
- Girls continue to outperform boys (attainment gap of 7pp)
- Attainment of pupils eligible for FSM has improved (an increase of 4pp) and Birmingham performs better compared to the national equivalent (difference of 4pp)
- There are still significant gaps across ethnic groups. In particular pupils of Gypsy / Roma, Irish, Traveller of Irish heritage and any other white background underperform compared to other ethnic groups.

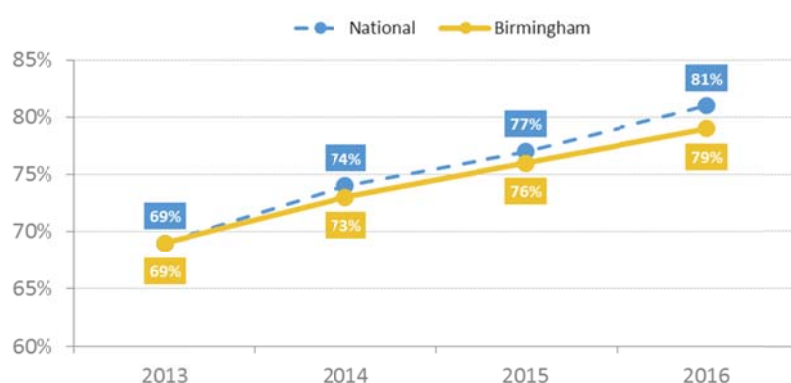
### Background

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

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

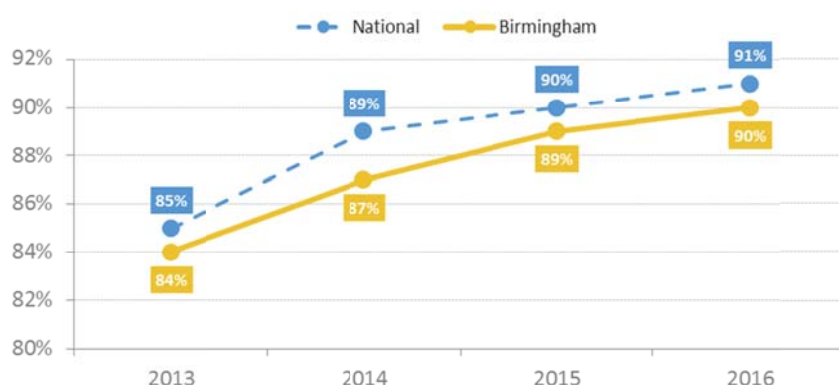
### Overall Performance

Phonics Performance Birmingham vs National - Year 1



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

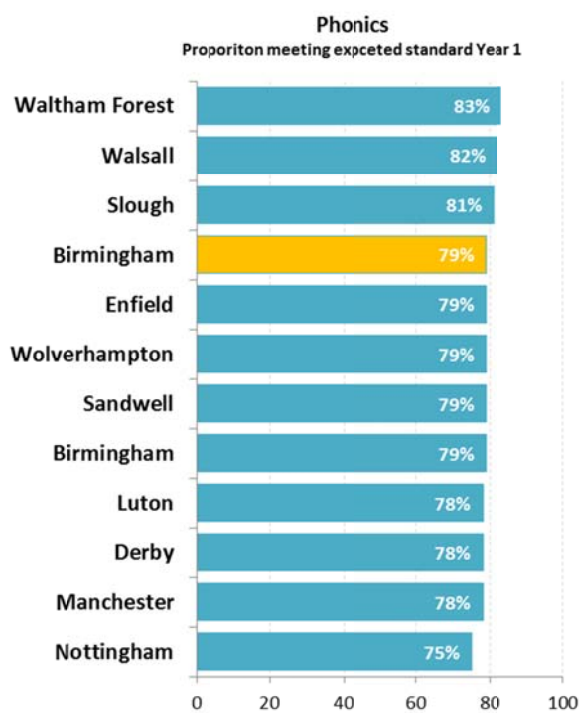
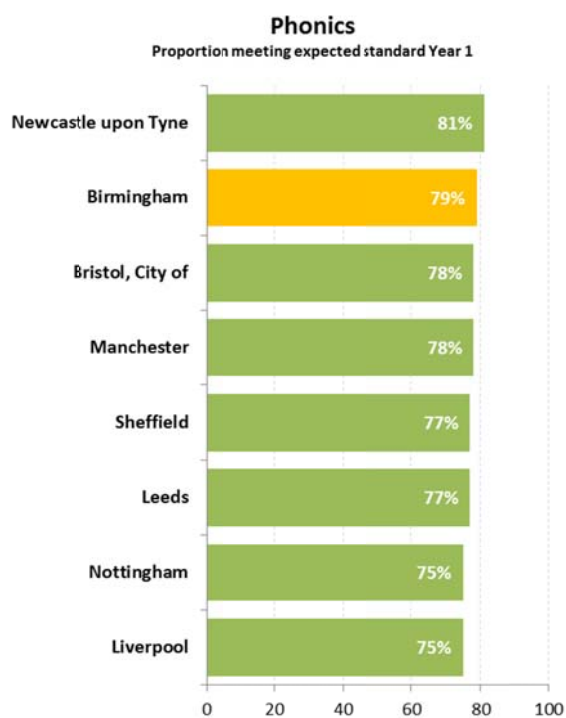
Phonics Performance Birmingham vs National - End of Year 2



The percentage of pupils meeting the expected standard in Year 1 has steadily increased from 2013. A similar pattern for end of Year 2 pupils reflects this increase too.

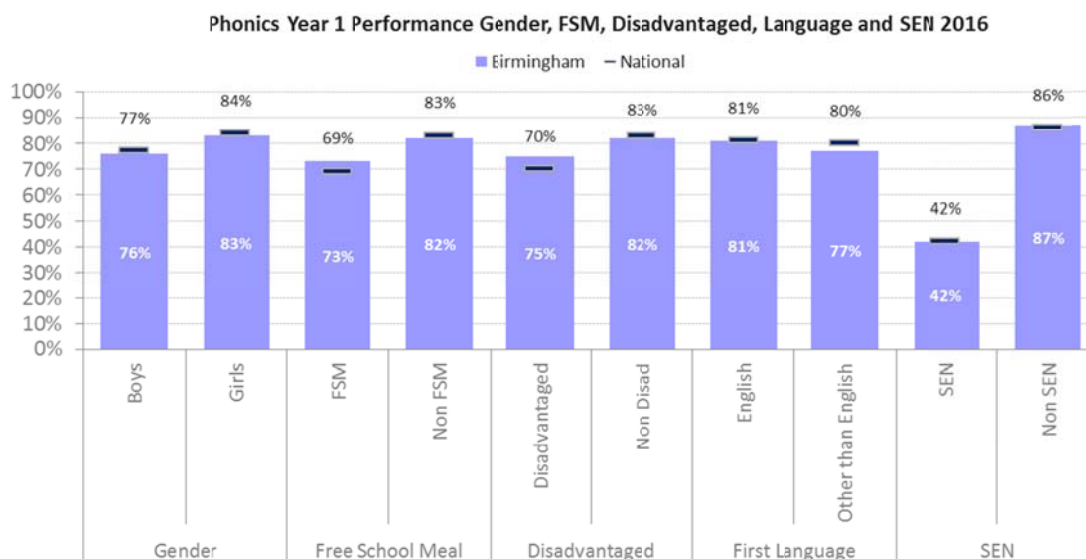
However, Birmingham is slightly below the national level for both years. The gap in year 1 in particular has increased over the last few years.

## National Comparisons



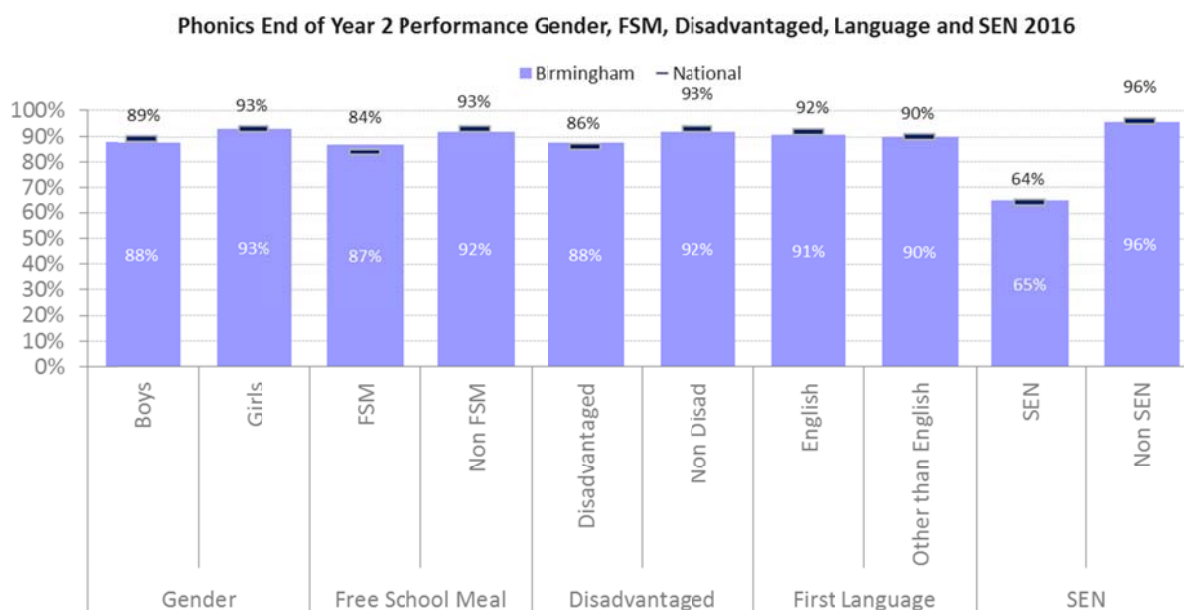
Birmingham is slightly above the Core City average and matches the statistical neighbour average.

## Public Characteristics - Gender, Free School Meals, Disadvantaged, Language And Special Educational Needs



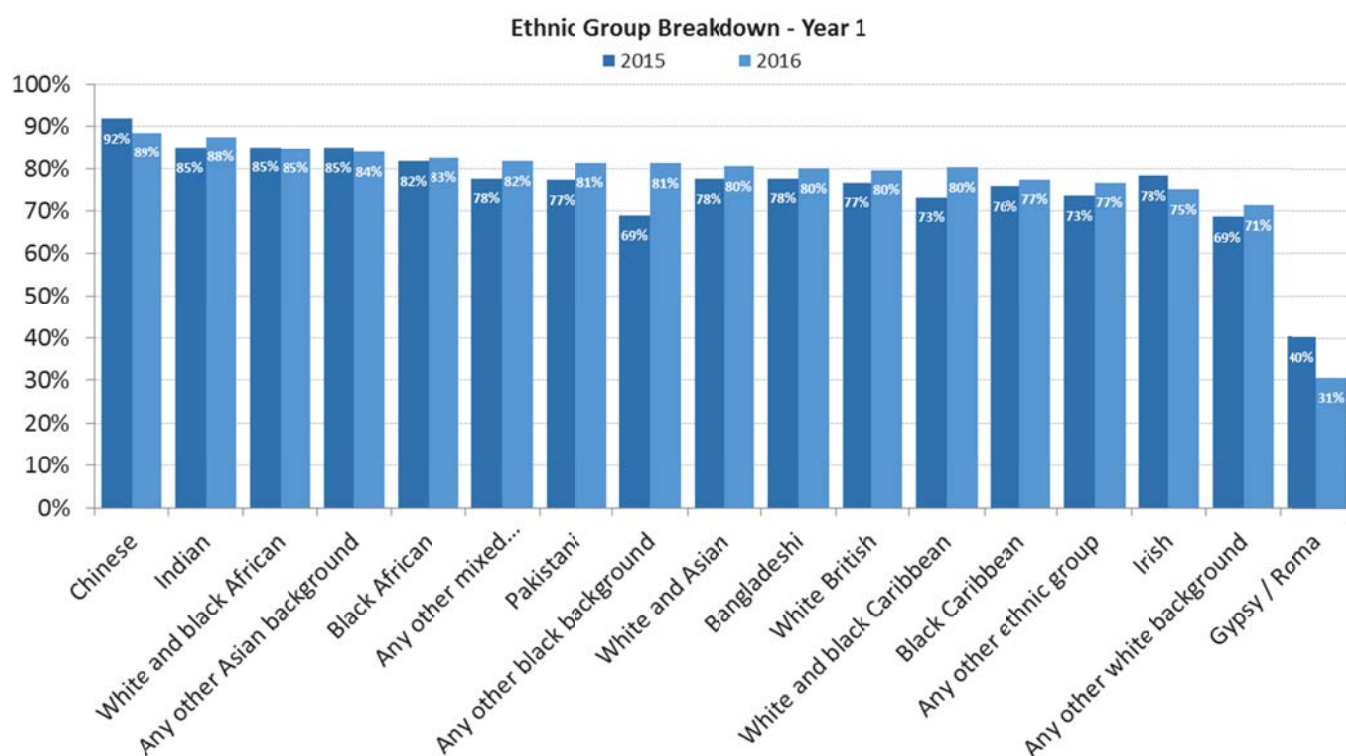
The chart above breaks down Birmingham Phonics performance at Year 1 across the different cohorts of pupils, and compares each group's performance with the equivalent national average. In Birmingham, girls outperform boys by 7pp – although this gap has closed by 2pp in the last 12 months. Both groups are very slightly below the national average. Birmingham's Free School Meal pupils and disadvantaged pupils outperform their national peers. Within the city there was a 9pp gap between Free School Meals (FSM) pupil performance and non FSM pupils, and a 7pp gap between disadvantaged pupils and non-disadvantaged pupils. Both gaps have closed within the last 12 months.

The gap in performance between those with EAL and Non EAL pupils has increased slightly in the last year, with EAL pupils performing just below their national peers. The biggest attainment gap is between pupils with special educational needs (SEN) and those with no identified SEN. SEN pupils' performance is however in line with the equivalent national average.



By the end of year 2, nearly all cohorts in the city are in line with their national peers and the gap in Birmingham and national EAL pupils has almost closed.

## Ethnicity



Attainment for Phonics Year 1 continues to vary between different ethnicity groups. Chinese pupils remain the highest achieving group although they dropped slightly from 2015.

It is worth noting that the ethnic group which made the most improvement from 2015 to 2016 was the Any other black background which improved from 69% to 81%.

Ethnicity groups which were highest achieving for Phonics in 2016 are:

- Chinese
- Indian
- White and Black African



## Key Stage 1

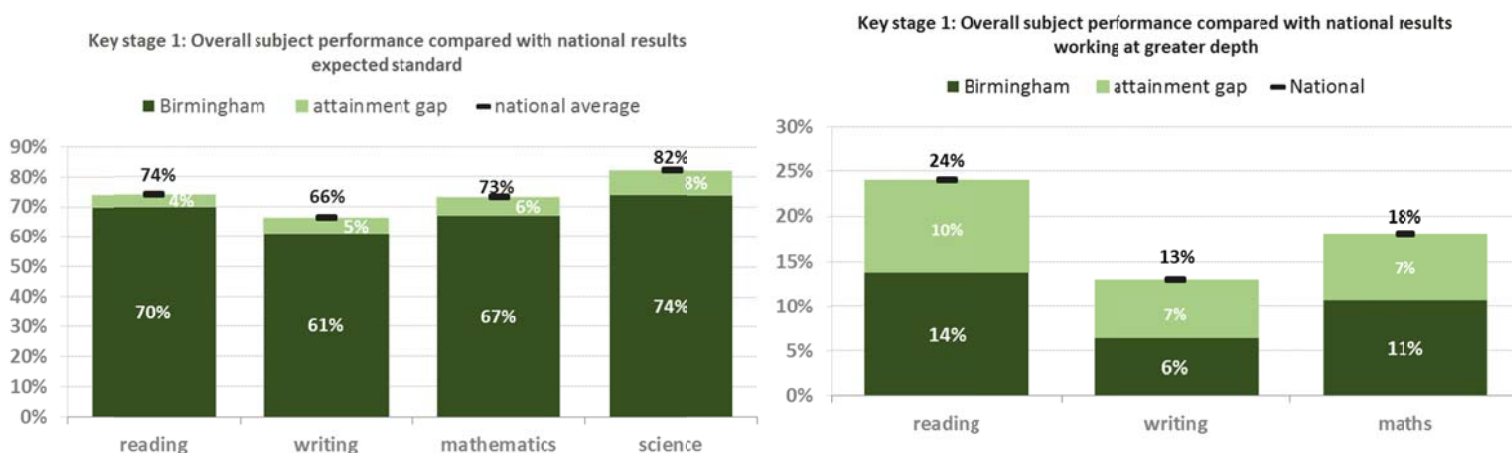
### Key Messages

- 70% Birmingham pupils achieved the new expected standard in reading, 2 in 3 (67%) in maths and 6 in 10 (61%) in writing.
- Comparisons with national results show that Birmingham FSM pupils outperformed their national peers in reading, writing and maths.
- Birmingham disadvantaged pupils outperformed 'disadvantaged' pupils nationally in reading, writing and maths.
- Attainment for children who are not eligible for FSM or not disadvantaged was below national levels.
- Girls convincingly outperform boys in all subjects. However, in contrast to other subjects, the attainment gap between the sexes in maths is much lower.
- National comparators show that there are still significant gaps across ethnic groups, with differences being particularly pronounced for pupils with Gypsy/Roma, Other white and White and Black Caribbean heritage.

### Background

2016 was the first time that pupils have been taught and assessed against the new more challenging national curriculum. The expected standard has been raised, therefore the results may not be meaningfully compared with previous years.

### Overall Performance



Overall, 7 in 10 Birmingham pupils achieved the new expected standard in reading, 2 in 3 (67%) in maths and 6 in 10 (61%) in writing. The proportion of Birmingham pupils achieving at least the expected standard at key stage 1 was highest for science and lowest for writing, this reflects the national results. However, results for Birmingham's pupils were below the national average for all subjects. The attainment gaps were greatest for Science (8pp) and maths (6pp).

Looking at more advanced attainment, 14% of pupils were working at greater depth in reading, but fewer for maths (11%) and writing (11%). This reflects the national results, however once again results for Birmingham were significantly below the national average for all subjects.

## National Comparisons

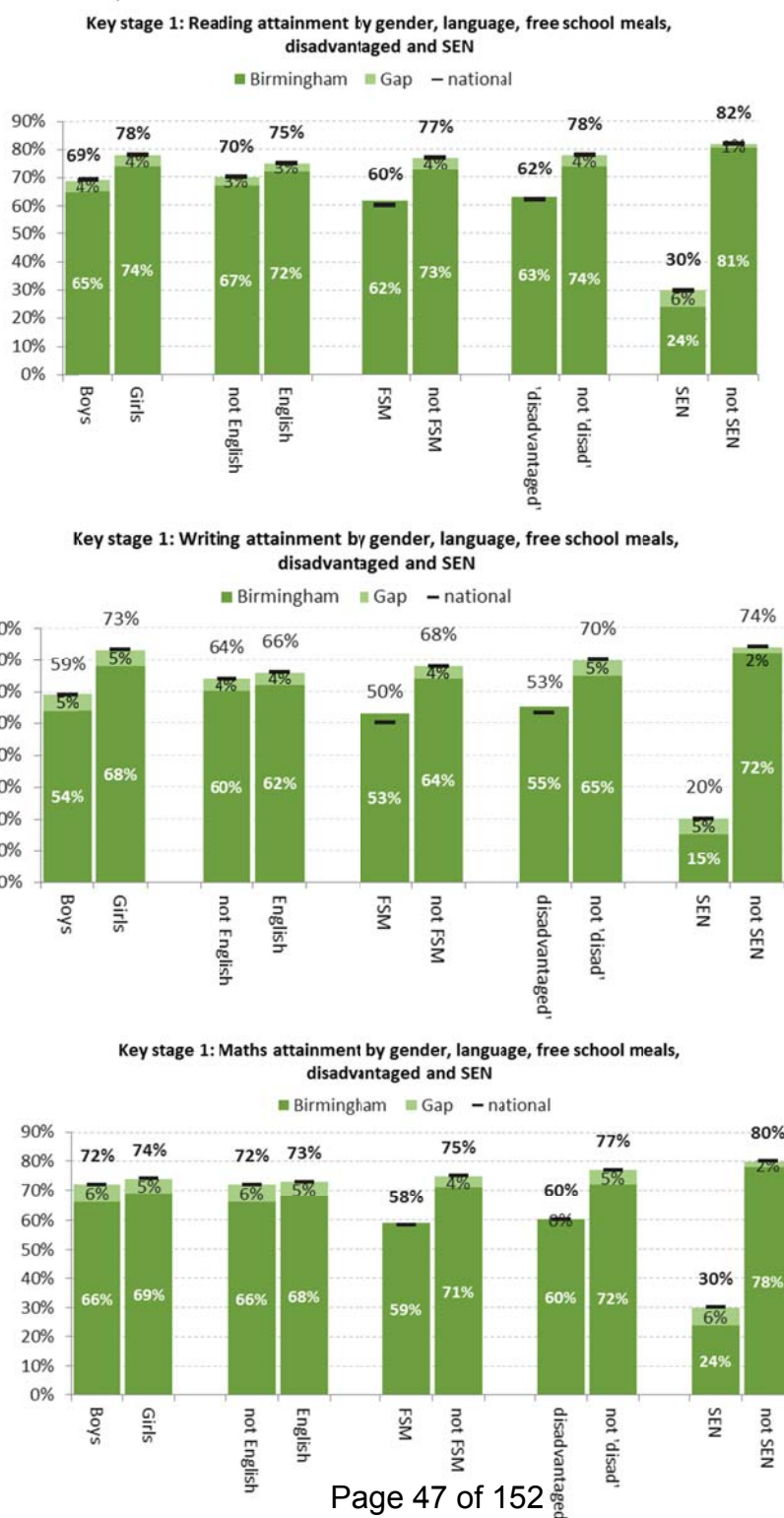
The charts below compare Birmingham's results across reading, writing and maths with Core Cities and statistical neighbours. All core cities were below the national average for reading. Newcastle upon Tyne was the only Core City to achieve national results for the proportion of children reaching at least the expected standard in writing and maths. Birmingham exceeded the Core City average for the proportion of pupils achieving at least the expected standard in reading and writing and was just 1pp below for maths. Birmingham's key stage 1 attainment for reading and writing was slightly below the statistical neighbours' average and 3pp below for maths.



## Public Characteristics - Gender, Free School Meals, Disadvantaged, Language and Special Educational Needs

The charts below compares key stage 1 attainment for cohorts in Birmingham with their national comparators. In Birmingham, girls convincingly outperform boys in all subjects. The largest difference between Birmingham boys and girls was for writing at 14pp, and lowest for maths at 2pp. Both genders in Birmingham underperform compared to their national peers across all subjects.

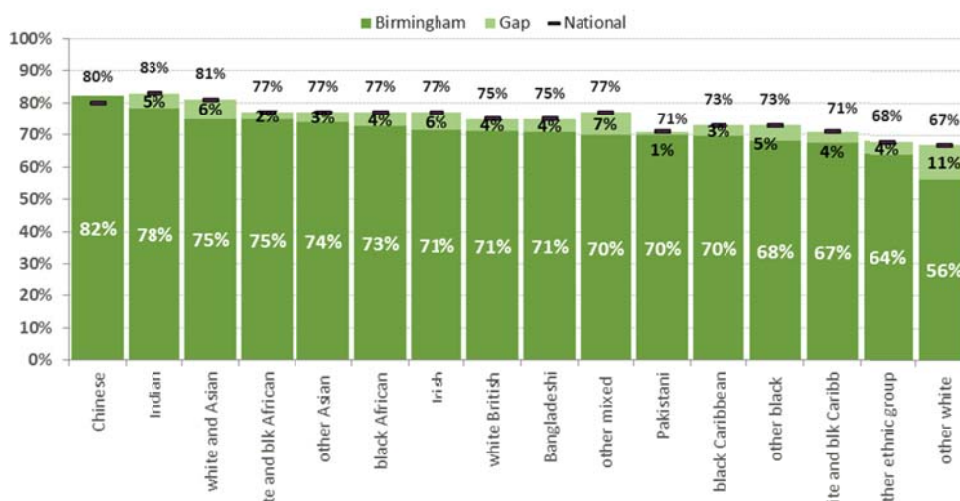
Birmingham FSM and disadvantaged pupils outperformed their national FSM and 'disadvantaged' peers in reading, writing and maths. However, the proportion of EAL and SEN pupils attaining the expected standard was well below the national average for all subjects.



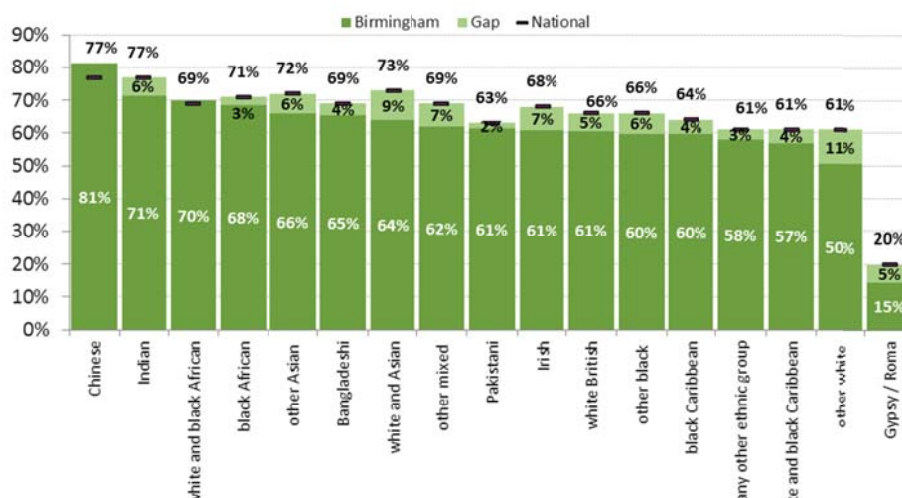
## Ethnicity

The Chinese ethnic group were consistently the highest performing ethnic group in Birmingham for reading, writing and maths. This was very similar to national results, except reading, where pupils with an Indian background were the highest performing. All ethnic groups in Birmingham performed below the national average in all subjects except for Chinese and White & Black African in writing and maths. At 11%, the attainment gap between Birmingham and national ethnic group results was greatest for any other White background in reading and writing and for Gypsy/Roma in maths.

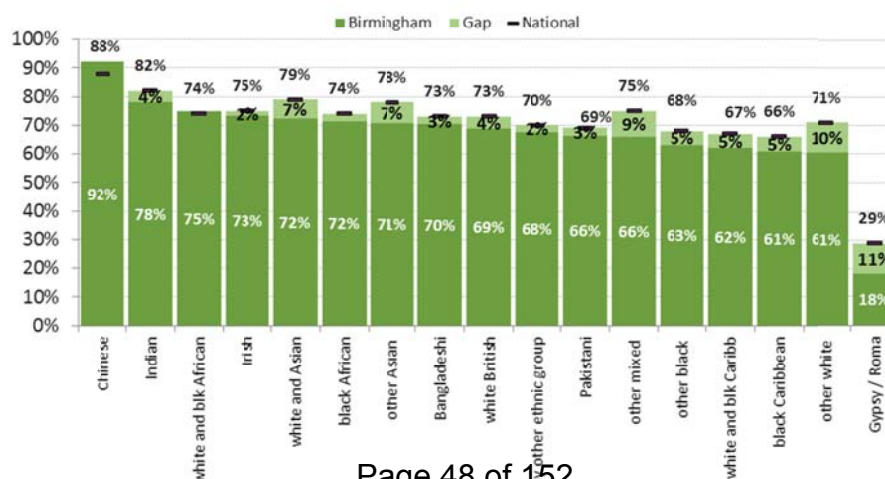
Key stage 1: reading attainment by ethnic group



Key stage 1: writing attainment by ethnic group



Key stage 1: maths attainment by ethnic group







## Writing

The map below shows proportion of children **living** in each ward that reached the expected standard in writing.

### Top 3 wards

- Sutton Four Oaks 87.1%
- Sutton Vesey 80.2%
- Sutton Trinity 83.4%

### Bottom 3 wards

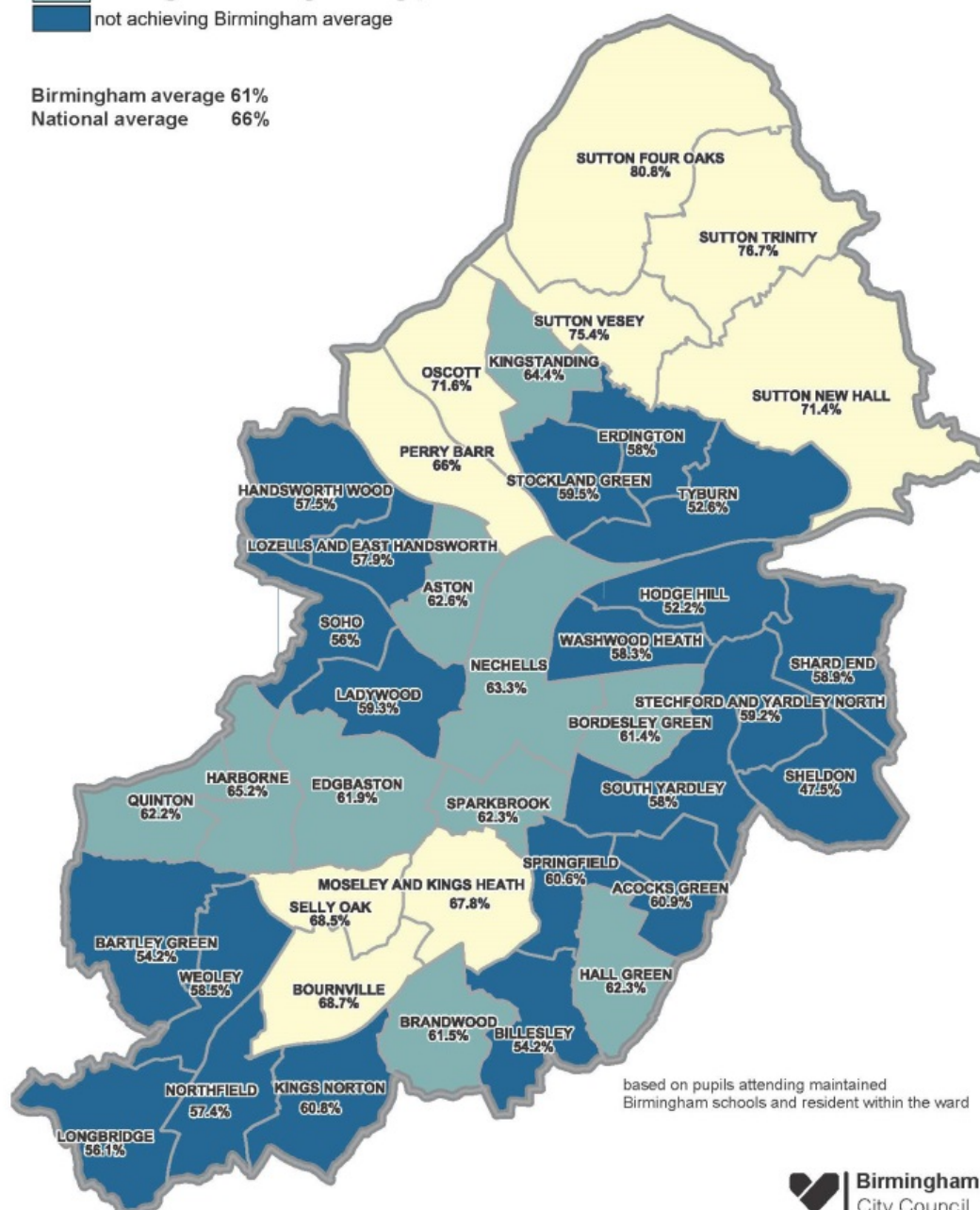
- Tyburn 52.6%
- Hodge Hill 52.2%
- Sheldon 47.5%

## 2016 Key stage 1: Percentage of pupils achieving at least expected standard in writing

### Key

- achieving at least national average
- achieving at least Birmingham average, but not the national
- not achieving Birmingham average

Birmingham average 61%  
National average 66%



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## Key Stage 2

### Key Messages

- There are significant gaps across most subjects and cohorts in Birmingham for key stage 2.
- 47% of pupils reached the new expected standard and 3% achieved a high standard in reading, writing and maths. This performance was below the national average.
- The percentage reaching the expected standard in the Grammar, Punctuation and Spelling (GPS) test was 72% and 22% achieved the high standard - GPS remains the highest of the tested subjects.
- There are still gender differences between the subjects with the biggest gap in writing – 63% of boys and 76% of girls reaching the expected standard. However 66% of boys and 66% of girls reached the expected standard in Maths.
- Reading writing and maths combined attainment of pupils eligible for FSM is slightly above national averages, although progress is below comparator groups. Birmingham does perform better for GPS – 61% of pupils reaching the expected standard compared to the national figure of 57%.
- However there are still significant gaps across ethnic groups with pupils of Gypsy / Roma , Black Caribbean and any other Black background underperforming.

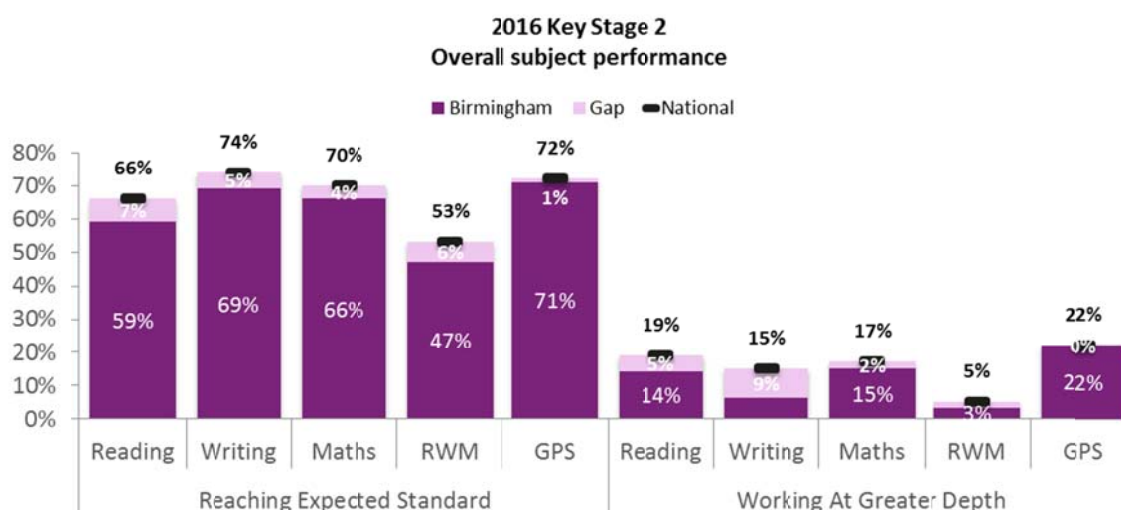
### Background

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum which was introduced in 2014. Because of these changes, figures for 2016 are not comparable to those for earlier years.

In 2016 schools are held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a new, value-added measure of progress. A school will fall below the floor standard in 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress. Reading, Maths and GPS are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected level. Writing remains as a teacher assessment.

### Overall Performance

#### Attainment



The chart above compares key stage 2 performance across the different subjects. Only 47% of pupils in Birmingham reached the expected standard in Reading, Writing and Maths, and only 3% assessed as working at greater depth. This was significantly below the national average of 53% and 5% respectively.

On a subject by subject basis, Birmingham is below the national average for all subjects at both expected standard and working at a greater depth, with the biggest gap in reading of 7pp gap difference and a 1pp gap difference in GPS.



## Key Stage 2 Progress Measure

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

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

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

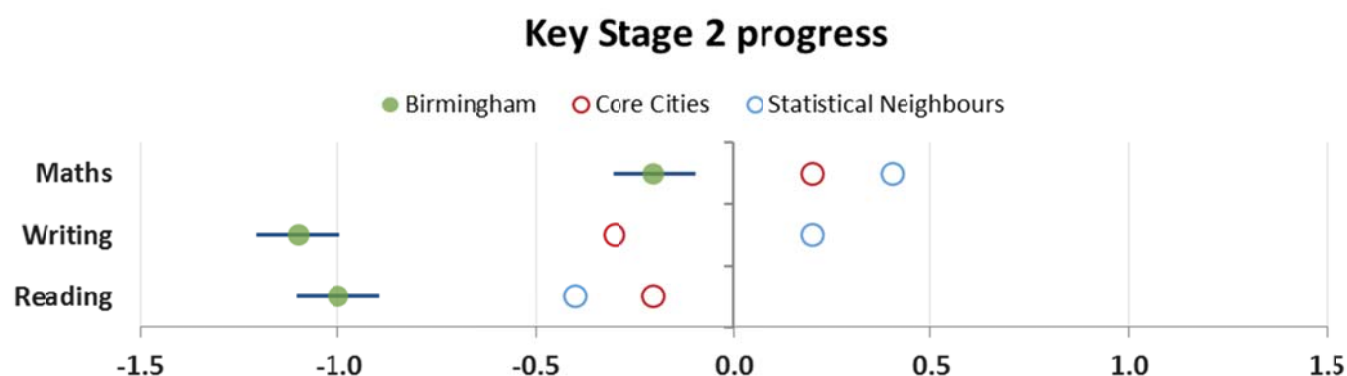
Progress scores will be centred around 0 (the national average), with most schools within the range of -5 to +5. This information is only available for single subjects rather than an overall figure for Reading, writing and maths.

Birmingham's key stage 2 progress figures are outlined below – and were significantly below national, core cities and statistical neighbour averages.

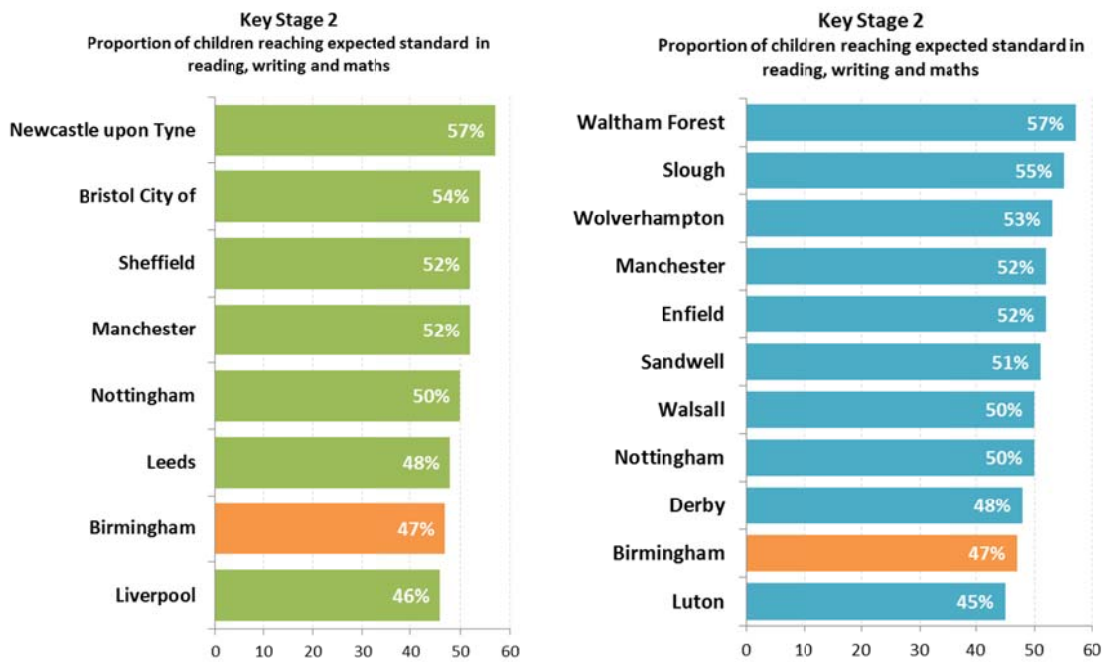
Maths = - **0.2**

Writing = -**1.1**

Reading = -**1.0**



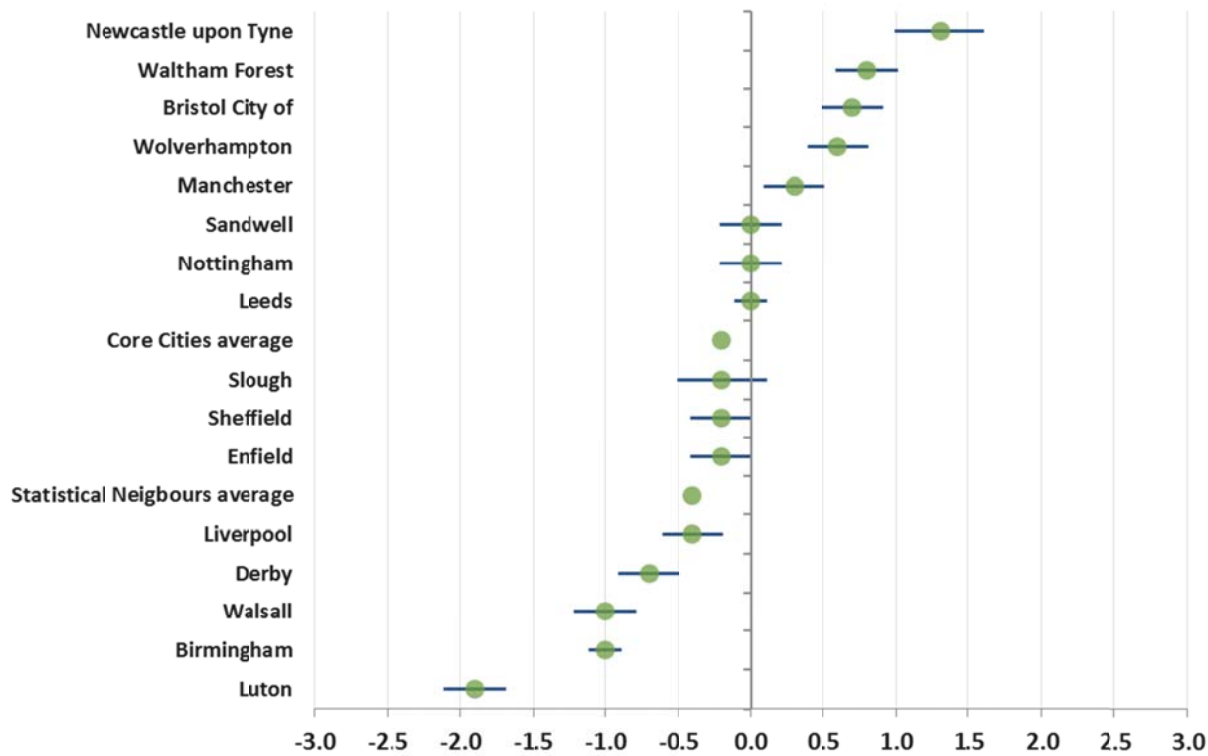
National Comparisons



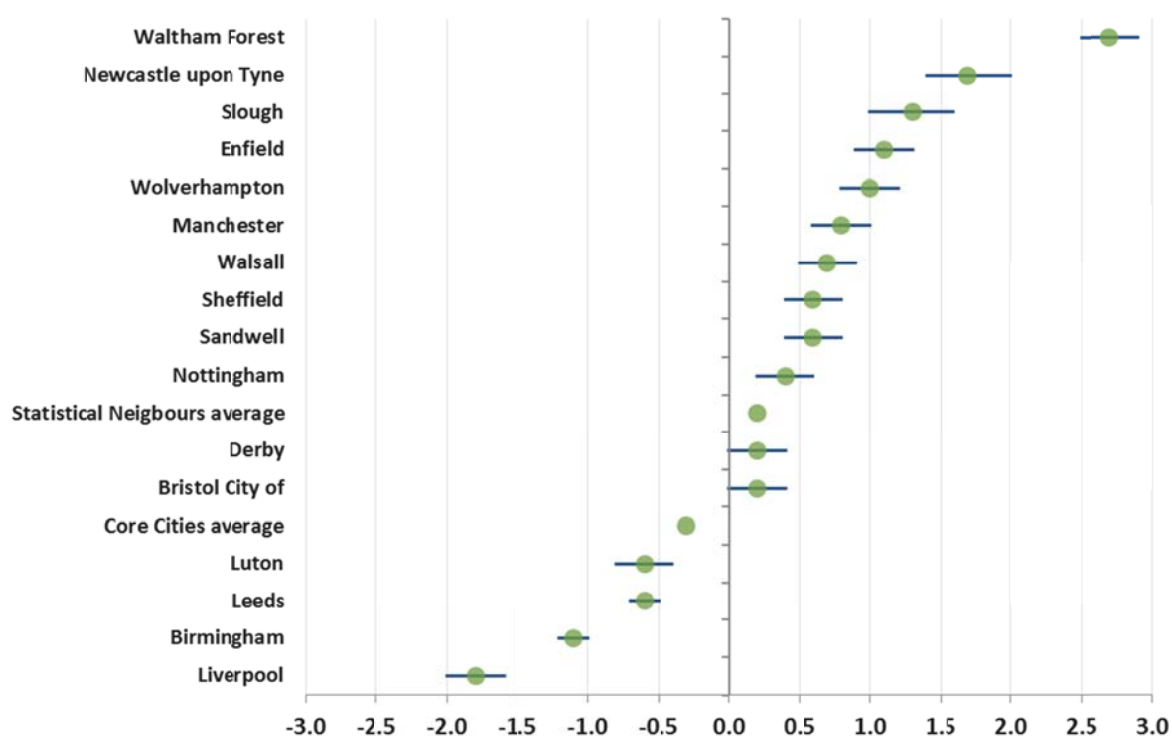
The charts above show Birmingham’s position against Core Cities and statistical neighbours. Birmingham is ranked second lowest in both group, below the 50% average for both authority groups.

The charts below show Birmingham’s progress scores against Core Cities and statistical neighbours. Again Birmingham is significantly below nearly all other local authorities in these groups across all subjects.

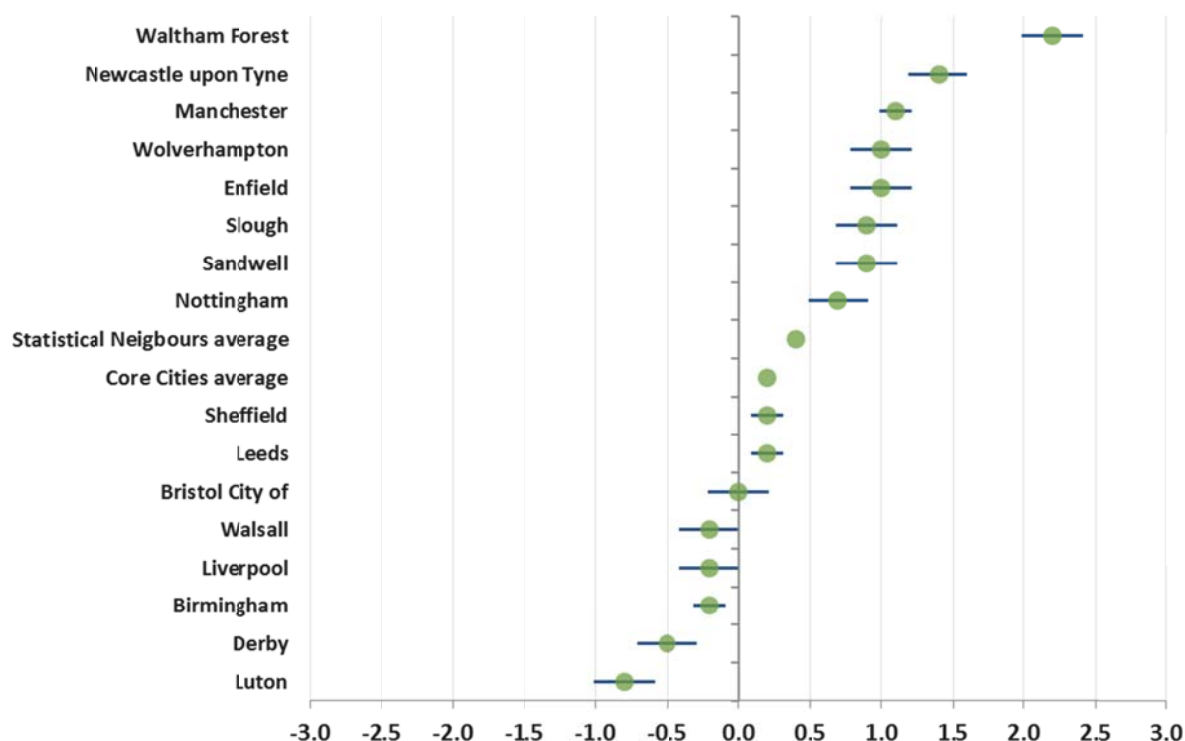
Key stage 2 Reading Progress



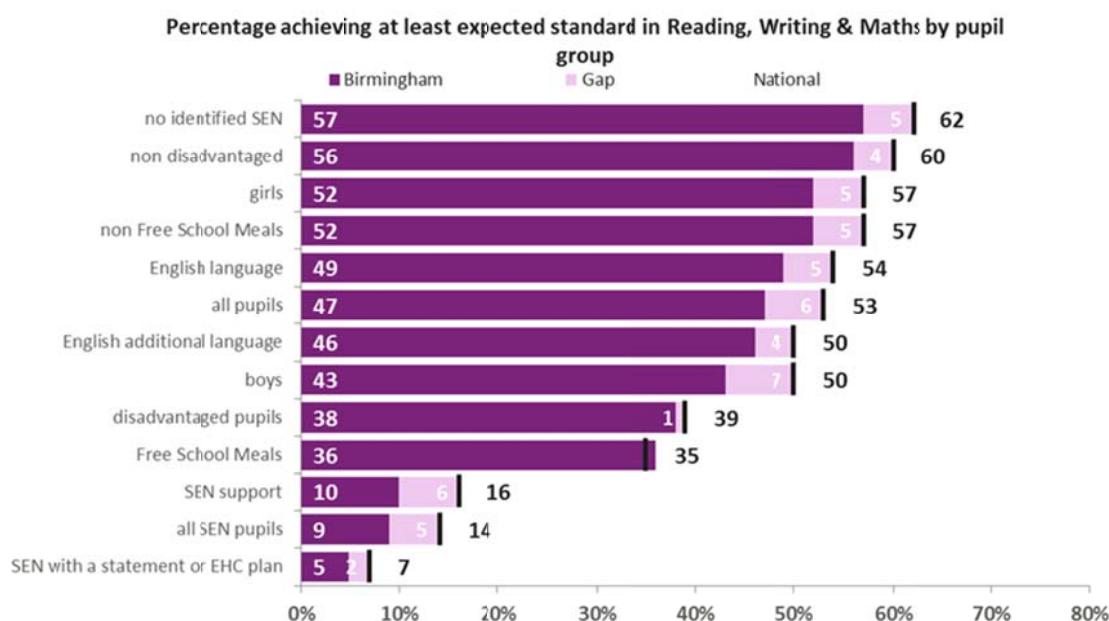
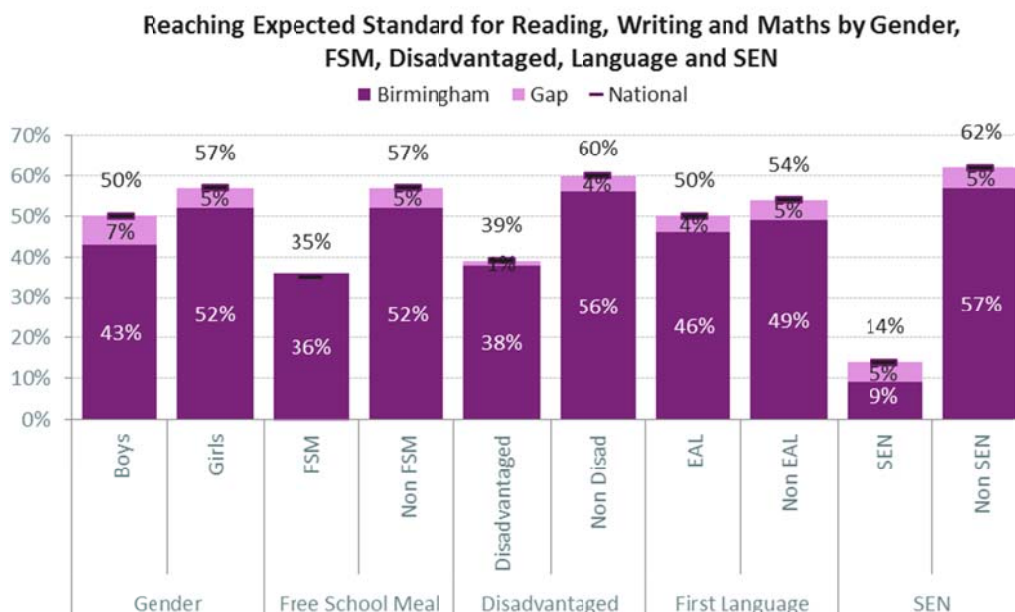
### Key stage 2 Writing Progress



### Key stage 2 Maths Progress



## Public Characteristics - Gender, Free School Meals, Disadvantaged, Language and Special Educational Needs



The charts above compare key stage 2 attainment for cohorts in Birmingham with their national comparators. The chart shows that girls outperform boys by a gap of 9pp, however both groups underperform compare to their national peers.

There is a gap between Free School Meals (FSM) pupils' performance compared to non FSM pupils of 16pp and a gap between disadvantaged pupils' performance and non-disadvantaged pupils of 18pp. However the performance of FSM children in Birmingham is very slightly above the national average.

EAL pupils' performance compared to those with English as a first language is showing a gap of 3pp. Less than 10% of pupils with Special Educational Needs (SEN) achieved the expected standard.

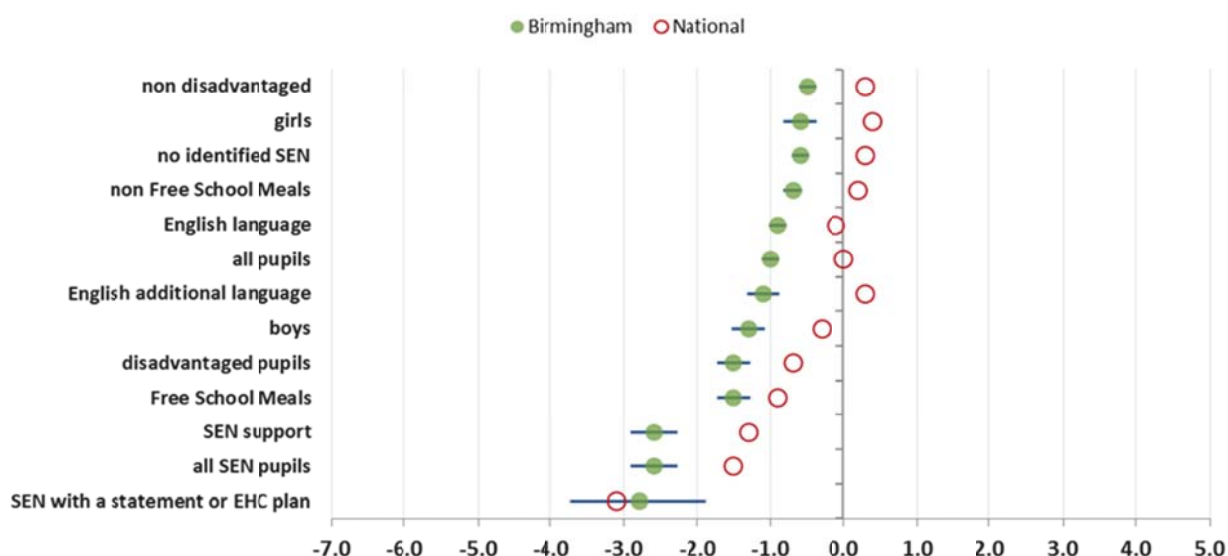
## Progress by pupil group

The three charts below show the progress scores by the different pupil characteristics. They are ordered top to bottom by progress score in Birmingham (ie better progress score at the top). It compares each group with the national average for that group (red circle) as well as the national average for all groups (0 – the y axis).

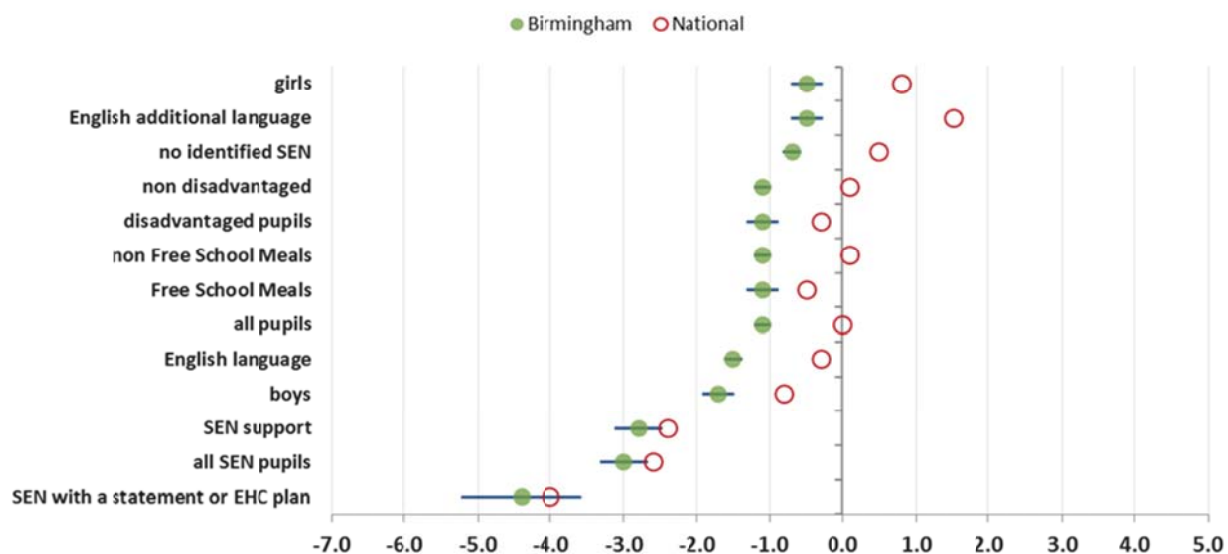
In reading and writing, every group is significantly below their national average general as well as their national competitors. Only in maths do some groups come above the national averages, but even some of those groups, for example most significantly for those pupils with English as an additional language, are below their national peers.

Please note – unlike the attainment data, key stage 2 progress data does not include Special Schools. Therefore SEN pupil results below are those in mainstream provision.

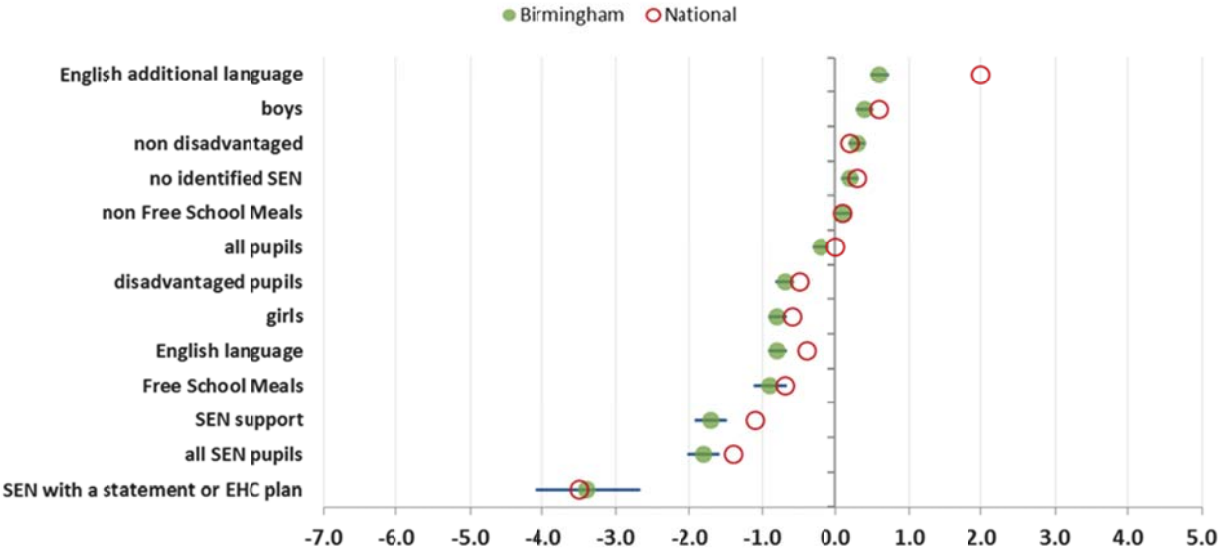
### Key stage 2 Reading progress by pupil group



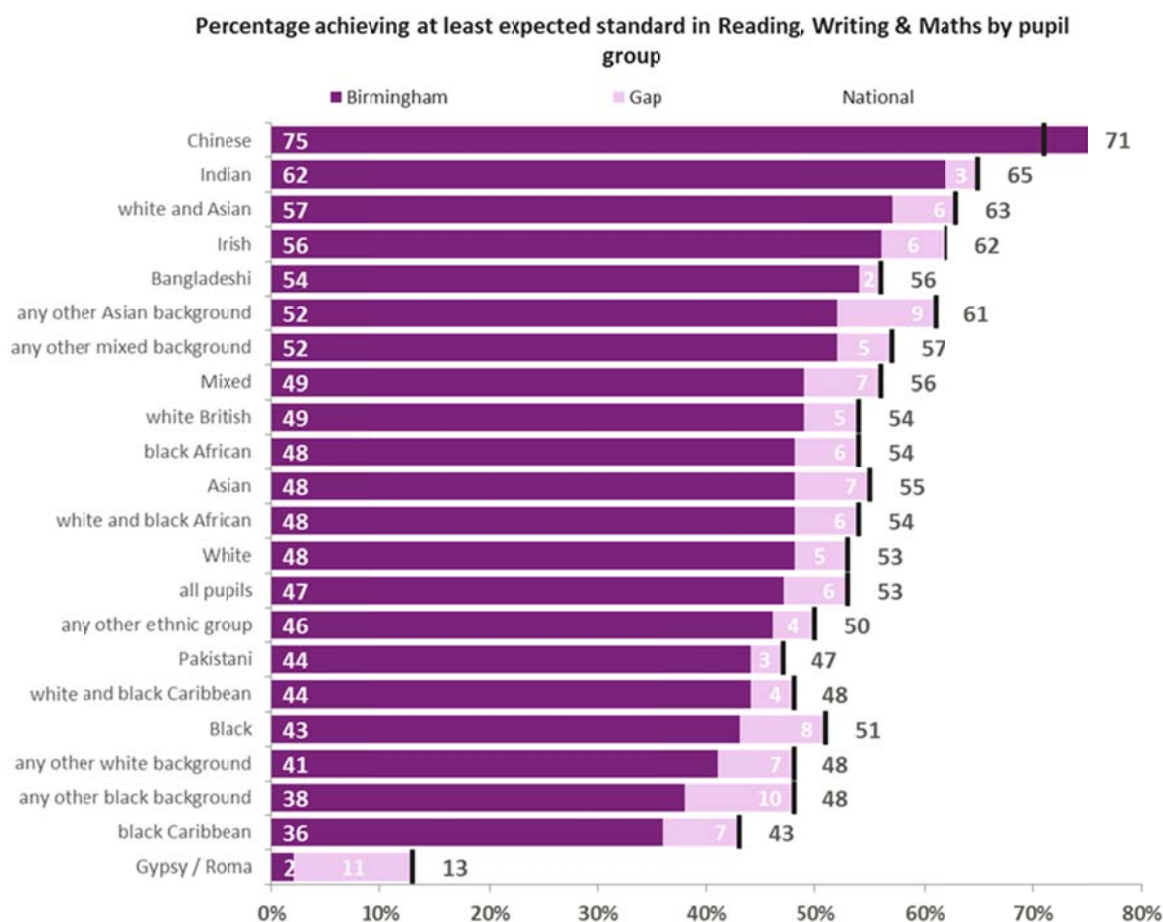
### Key stage 2 Writing progress by pupil group



Key stage 2 Maths progress by pupil group



## Ethnicity

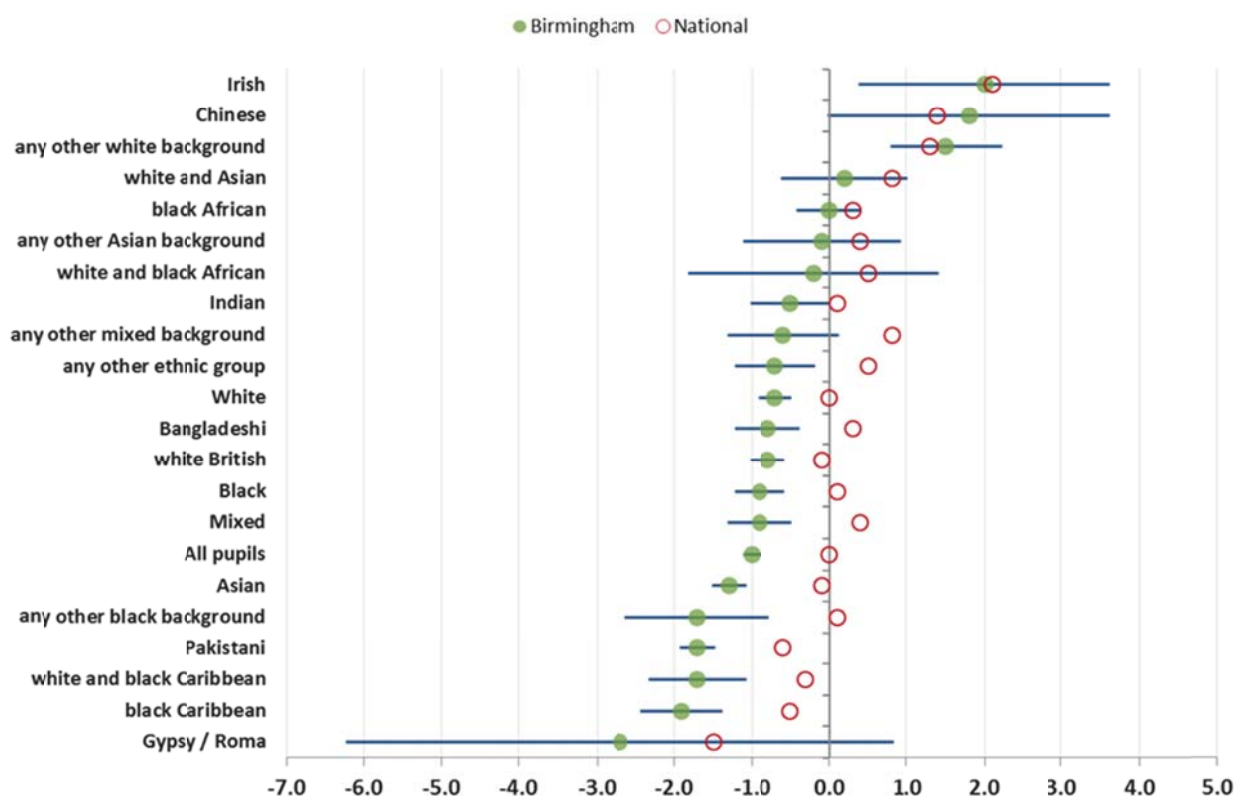


The chart above shows the attainment outcomes for reading, writing and maths combined. The Chinese ethnic group are the highest performing group in Reading, Writing and Maths and perform better than national. However all other ethnic groups are slightly lower than national figures with the biggest attainment gap in Gypsy/Roma. The most significant gap with the national comparator groups is for those of any other Black Caribbean background.

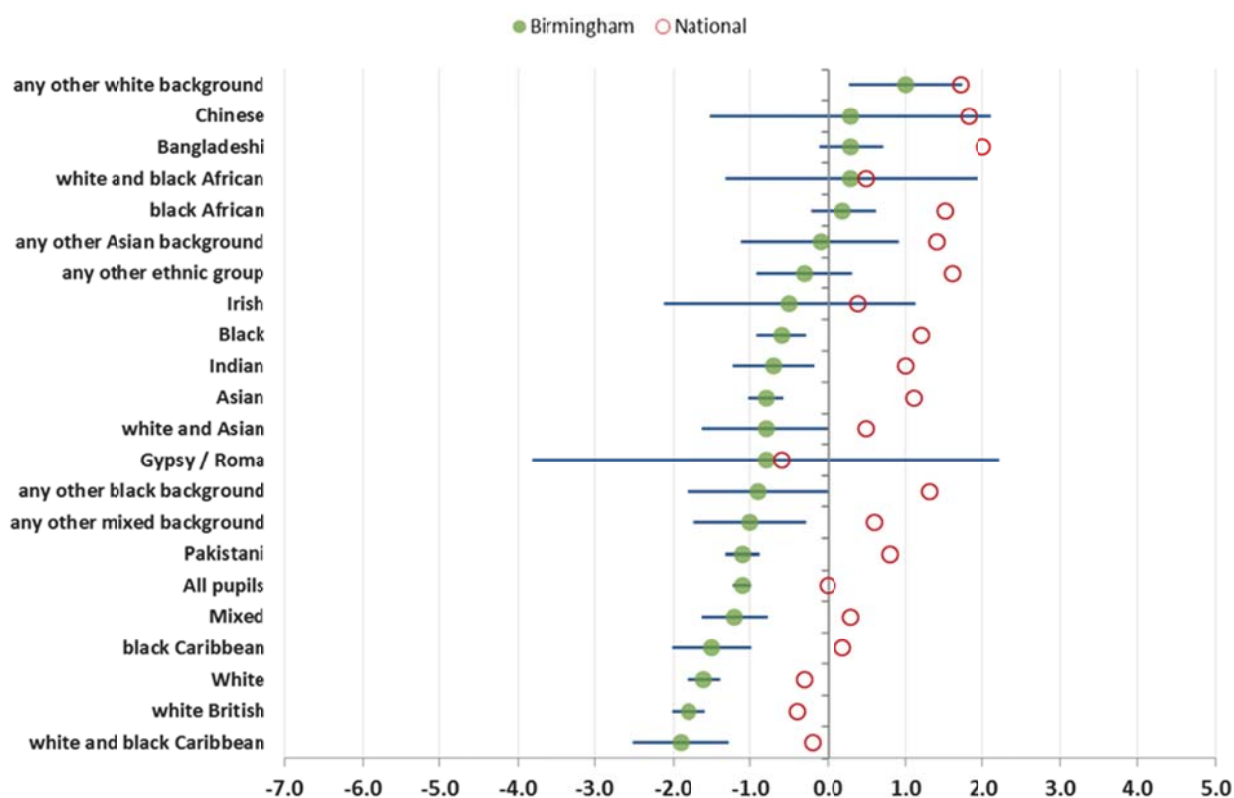
### Progress by ethnic group

When looking at progress, there is distinct variation across subjects. Generally most ethnic groups within Birmingham underperform compared to the national average, and also the national average for the specific ethnic group. For reading, four ethnic groups have above average progress (not accounting for confidence intervals) – Irish, Chinese, Any other White Background, and White and Asian mixed heritage (although not all are above their own ethnic group national progress). For writing, every ethnic group is below their national equivalents. The most positive subject is again maths with 7 groups above national progress, although only two of these groups are above their own national equivalents.

## Key stage 2 Reading progress by ethnicity

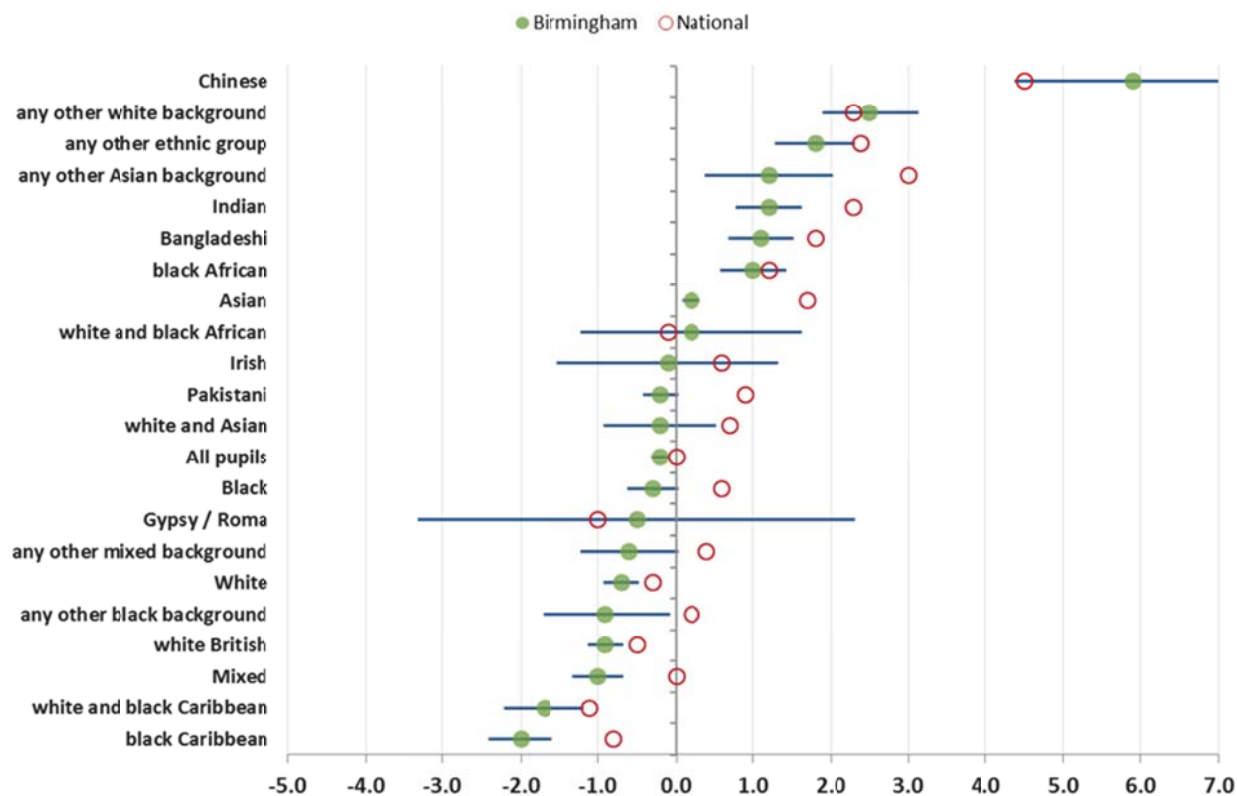


## Key stage 2 Writing progress by ethnicity



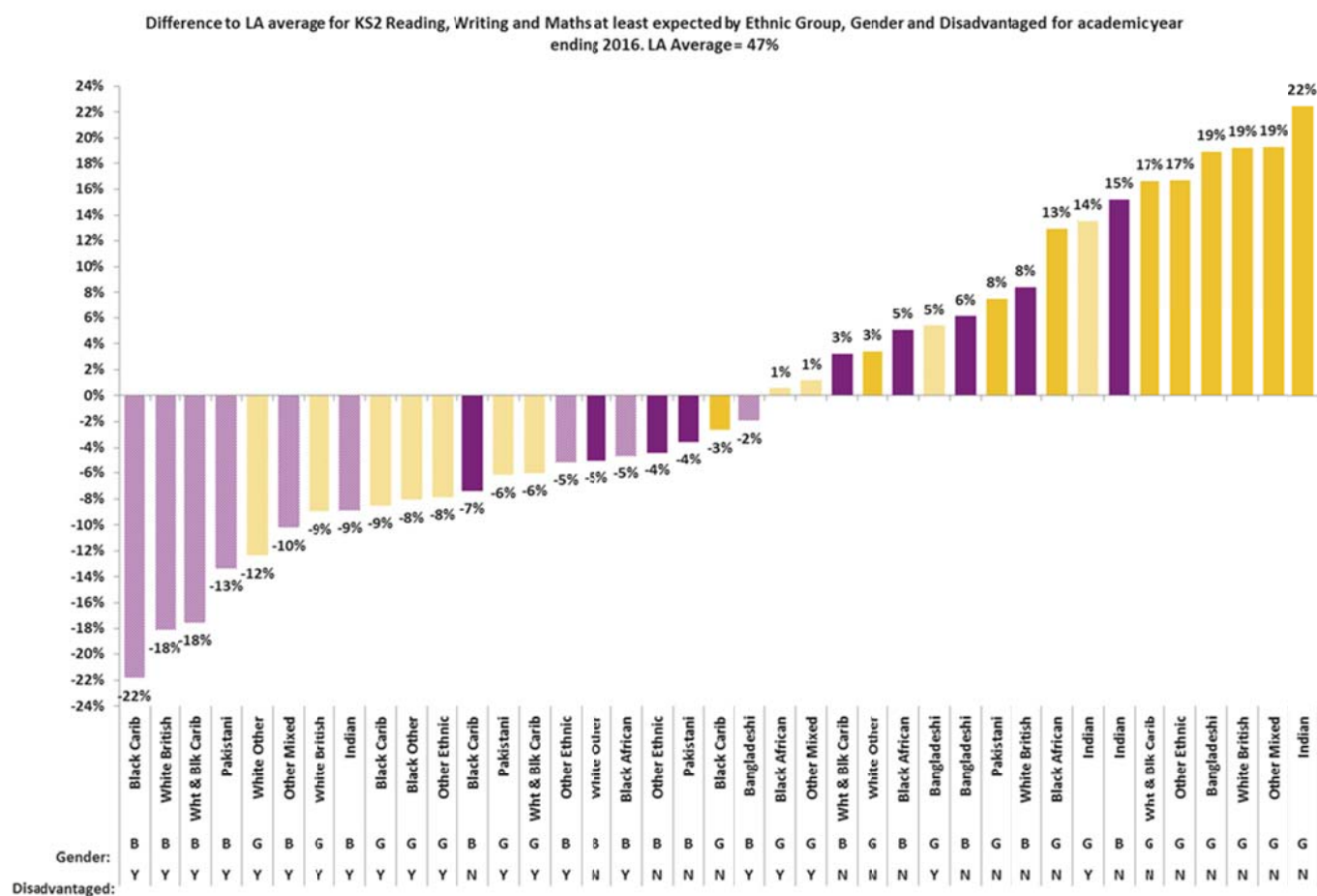


### Key stage 2 Maths progress by ethnicity



## Ethnic group, gender and disadvantaged

The charts below shows attainment at key stage 2 for reading, writing and maths by ethnic group, gender and for disadvantaged pupils in 2016. The chart highlights which ethnicity groups are performing above the Birmingham average and those who are currently underperforming:



## Ward/Geography

The map below shows proportion of children **living** in each ward that reached the expected standard across reading, writing and maths.

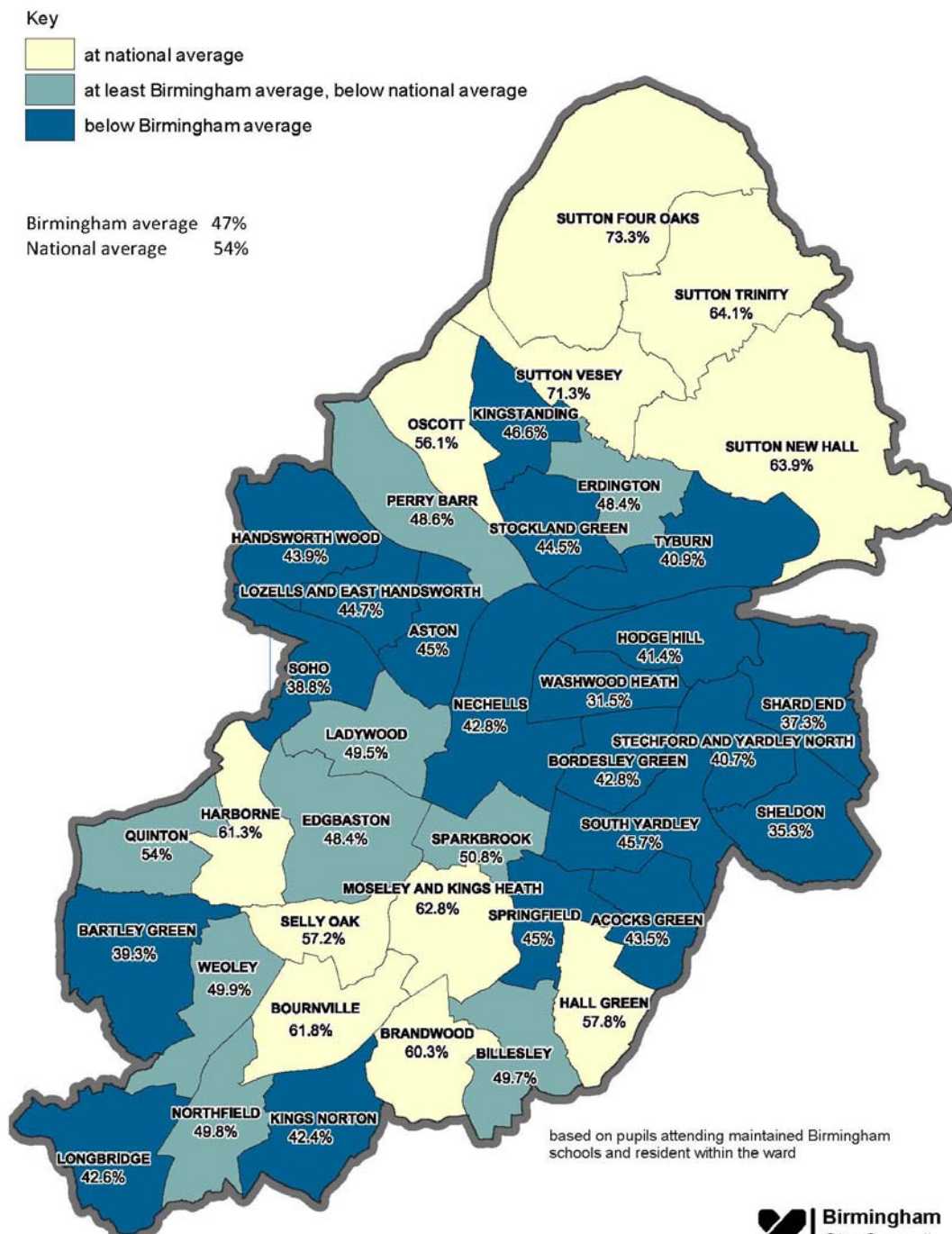
### Top 3 wards

- Sutton Four Oaks 73.3%
- Sutton Vesey 71.3%
- Sutton Trinity 64.1%

### Bottom 3 wards

- Washwood Heath 31.5%
- Sheldon 35.3%
- Shard End 37.3%

### Key Stage 2: Proportion of pupils achieving at least the expected standard in reading, writing & maths





Floor Standards and Coasting Schools

The floor standard for primary schools for 2016 differs from previous years.

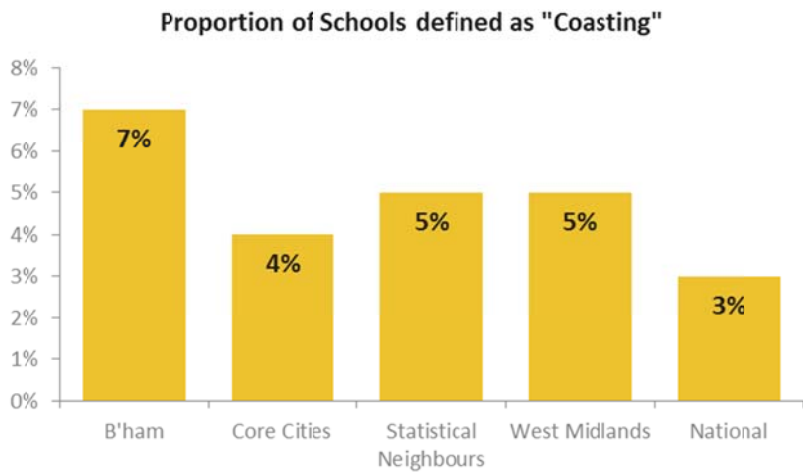
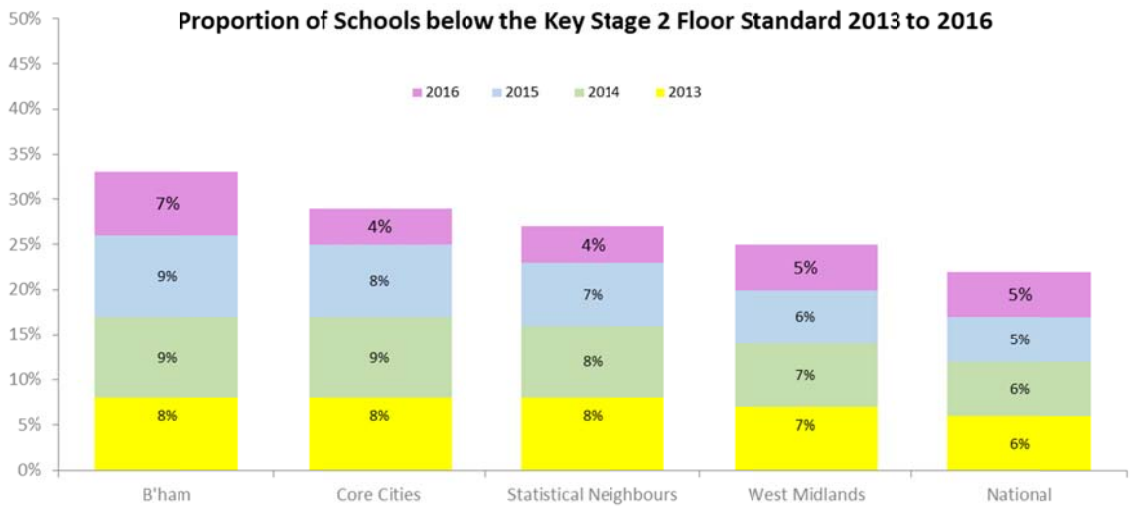
Previously schools were classed as below floor standard if:

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

Now schools are classed as below floor standard if:

- fewer than 65% of pupils meet the expected standard in reading, writing and maths OR
- the school does not achieve sufficient progress scores in all three subjects. (At least -5 in English reading, -5 in maths and -7 in English writing)

Under the new definitions, Birmingham has 18 schools below the Floor Standard and an additional 18 which are classed as coasting. 18 schools is a reduction compared to the old definitions but as a proportion of all our primary schools is significantly above all our comparator groups. The 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.



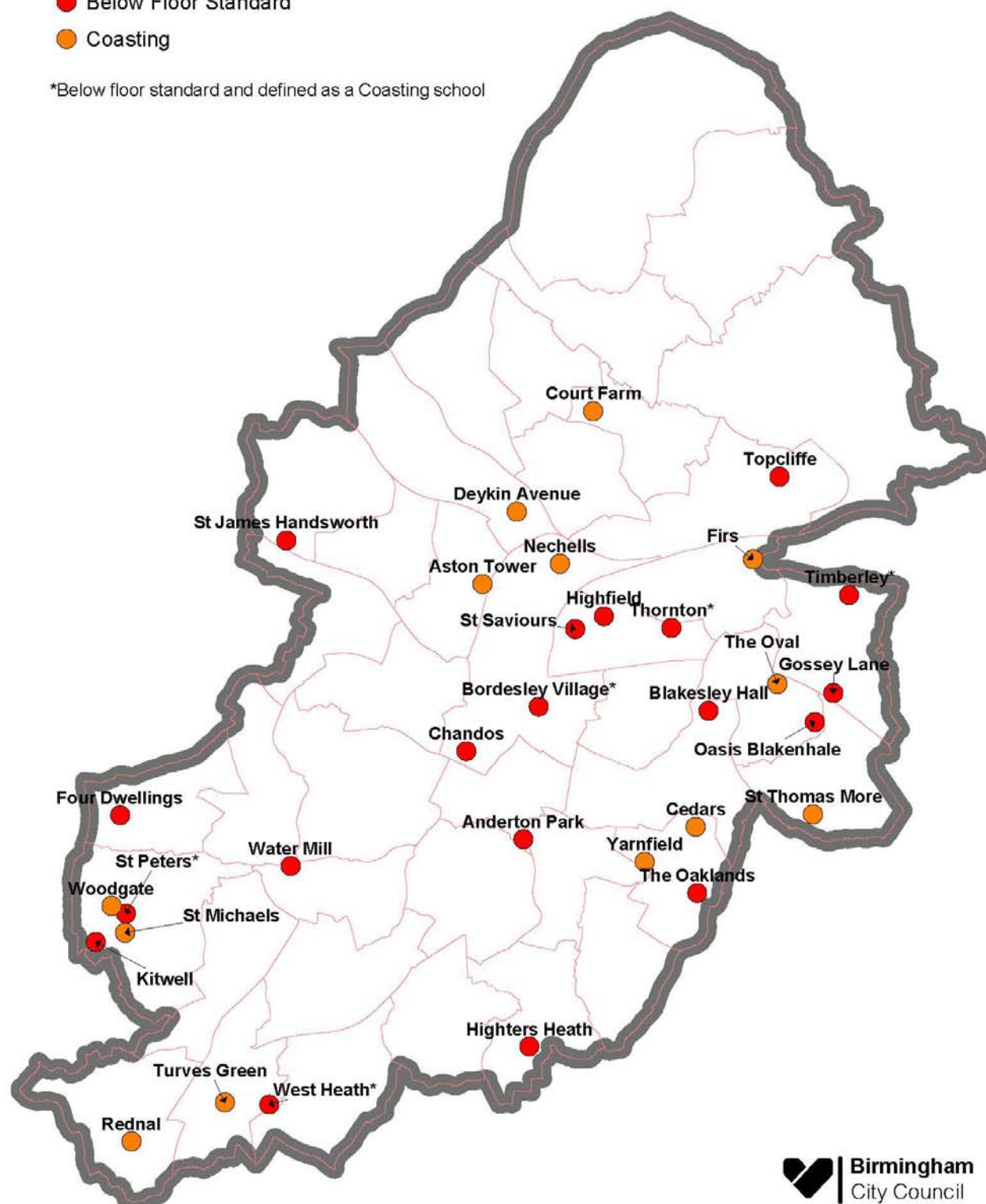


## 2016 Key Stage 2: Birmingham Primary schools below Floor targets or classed as Coasting

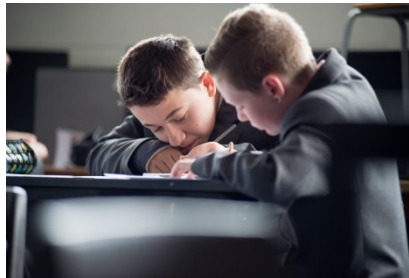
### Key

- Below Floor Standard
- Coasting

\*Below floor standard and defined as a Coasting school



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## Secondary School Results

## Key Stage 4

### Key Messages

- Birmingham's pupils make identical progress between KS2 and KS4 to pupils nationally. Compared to the figures for children attending state funded schools nationally, Birmingham pupils make slightly better progress.
- The average Attainment 8 score is 49.4 which is in line with the national of 49.9.
- The percentage of Birmingham children (24.6%) achieving the English Baccalaureate has increased by 1pp and is in line with the national figure (24.7%).
- The percentage of children achieving A\* to C in English and maths has risen 4 pp from last year to 59.9%. This rise, while in line with national, leaves Birmingham with a 3% attainment gap.
- The Progress 8 and Attainment 8 scores for disadvantaged and non-disadvantaged children are above those nationally. There is a significantly smaller gap between the two groups in attainment and progress than comparable groups nationally.
- The Progress 8 score of EAL children in Birmingham, while higher than the overall average, is significantly behind other EAL children nationally.
- As a group, children from an Asian background make better progress between KS2 and KS4 than all children nationally but less progress than other Asian children nationally.
- The attainment of most individual ethnic groups in Birmingham is in line with similar groups nationally. Children from an Asian background have relatively high attainment but do not achieve as highly as similar children nationally.

### Background

2016 saw the introduction of a new method of accountability for schools across the country. New measures of Progress 8 and Attainment 8 was introduced for all schools in 2016

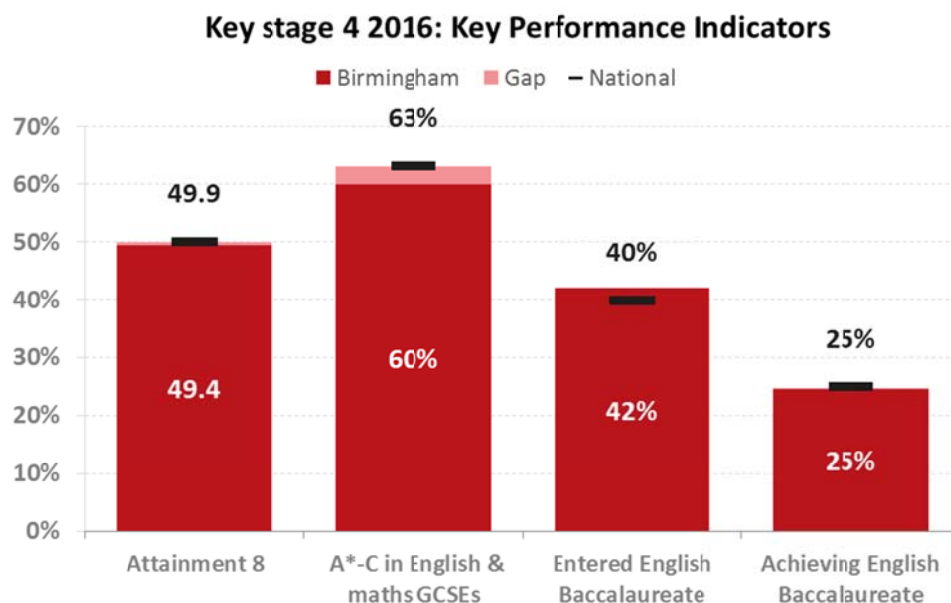
Attainment 8 measures the achievement of a pupil across eight qualifications including maths (double weighted) and English (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8 is a value added measure focusing on the progress a pupil makes from the end of primary school to the end of secondary school.



## Overall Performance

### Attainment



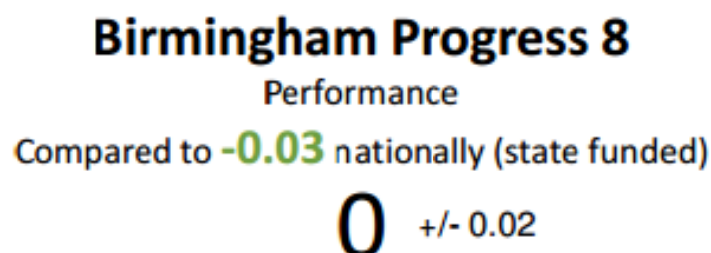
The charts above compares key stage 4 2016 attainment headline measures. Birmingham achieved the national average for the proportion of pupils attaining the English Baccalaureate, while the proportion of pupils entered for the Baccalaureate was 2pp above the national average. The average Attainment 8 score per pupil in Birmingham was 0.5 points below national results. 60% of pupils in Birmingham achieved A\* to C grades in English and Maths GCSEs, this is 3pp below the national average of 63%.

### Progress

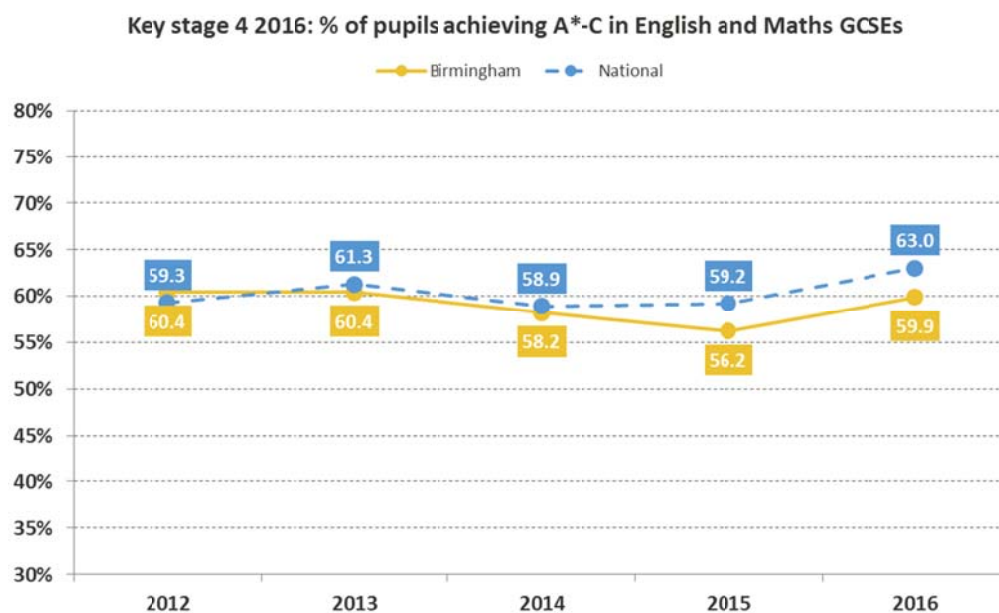
Like the key stage 2 progress measure, Progress 8 scores are calculated for pupils for the sole purpose of calculating the school's Progress 8 score. A pupil's Progress 8 score is defined as their Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at key stage 2.

A Progress 8 score of 0 shows a school's progress is in line with national progress, a score of +1 shows the school's pupils make a grade more progress than national and a score of -1 shows the school's pupils make a grade less progress than national.

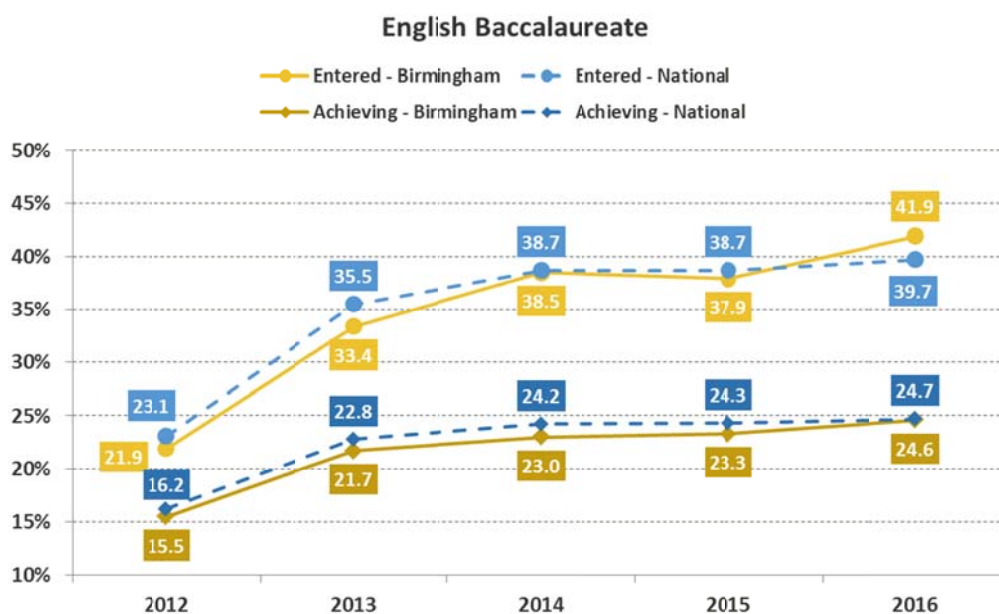
Birmingham's pupils make identical progress between KS2 and KS4 to pupils nationally. Compared to the figures for children attending state funded schools nationally, Birmingham pupils make slightly better progress.



## Subject performance compared with previous years

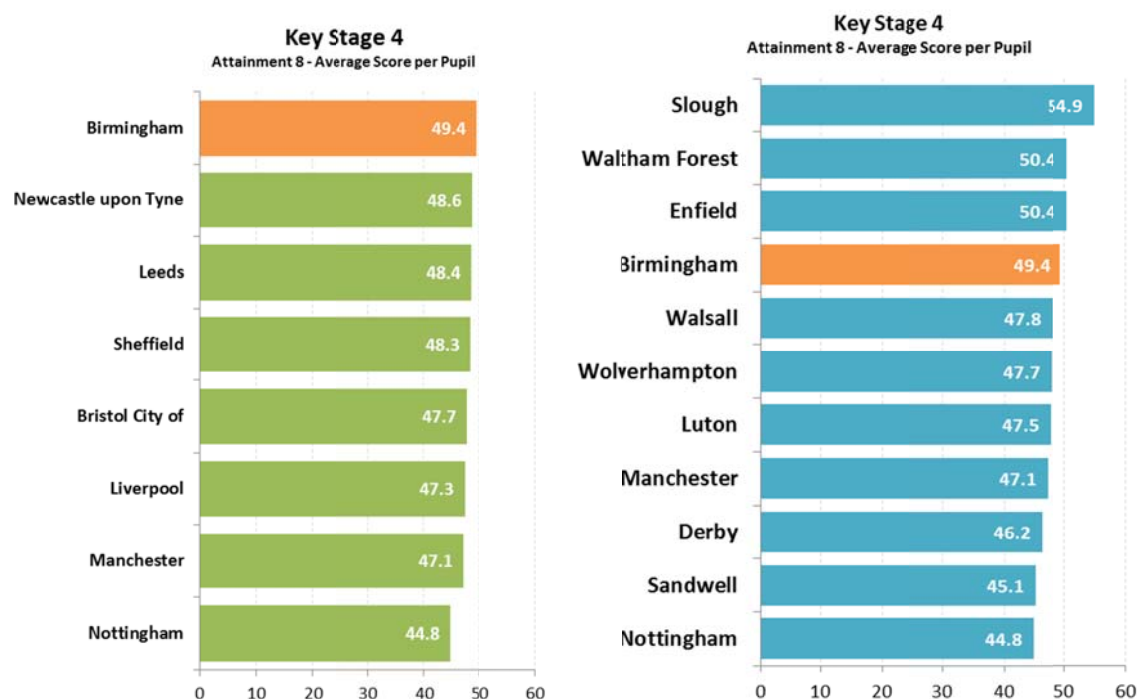


The chart above shows that the proportion of pupils achieving A\*-C grade in English broadly follows the national trend, although the dips in performance are more marked for Birmingham pupils. 2016 saw a 3.7pp improvement in performance for Birmingham pupils, above the national average of a 3.1pp increase.



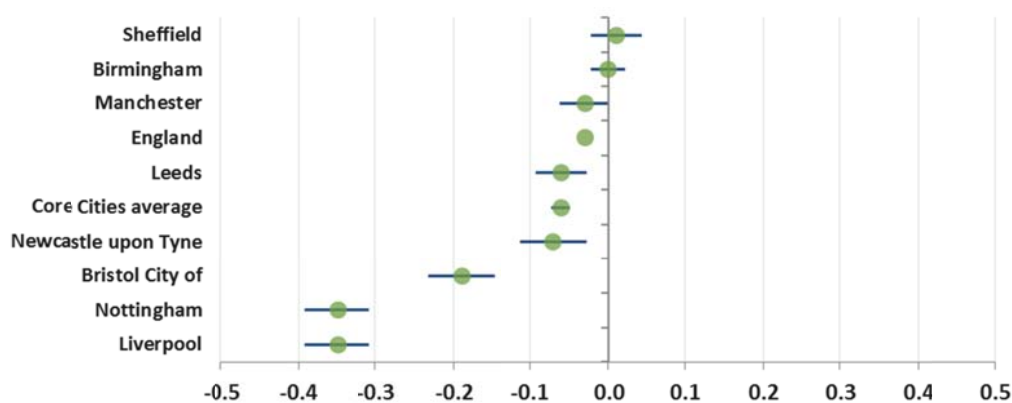
The chart above shows that the proportion of pupils entered for and those achieving the English Baccalaureate (EBacc) continues to increase. Birmingham follows the national trend for EBacc entry, although the rise in Birmingham is steeper than in England, culminating in Birmingham surpassing national results for the first time. On average the proportion of pupils in Birmingham achieving the EBacc has been trailing behind the national results since 2012 by 1%, however in 2016 the gap more or less closed. Attainment 8 and Progress 8 are new measures, therefore it is not possible to compare with results for previous years.

## National Comparisons

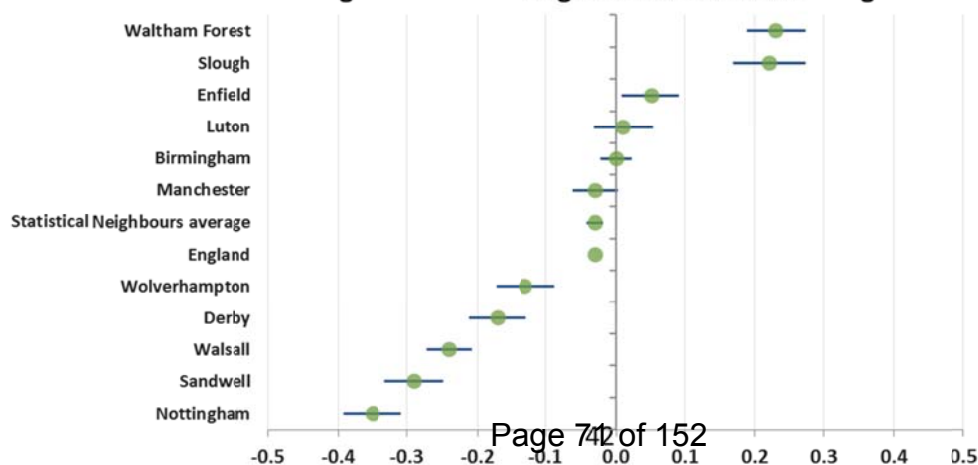


Against Core Cities and statistical neighbours on Attainment 8 score, Birmingham performs relatively well. It has the best Attainment 8 score and second best Progress 8 score of all 8 core cities, and 4<sup>th</sup> highest Attainment 8 and 5<sup>th</sup> highest Progress 8 score out of statistical neighbours.

### Progress 8 for Birmingham and Core cities



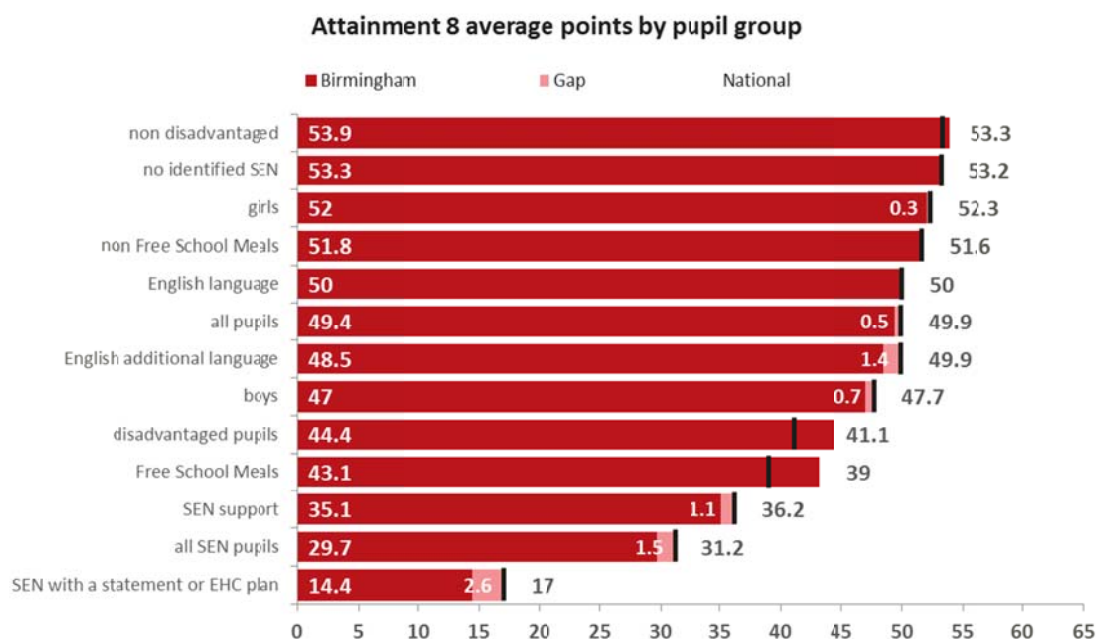
### Progress 8 for Birmingham and Statistical Neighbours



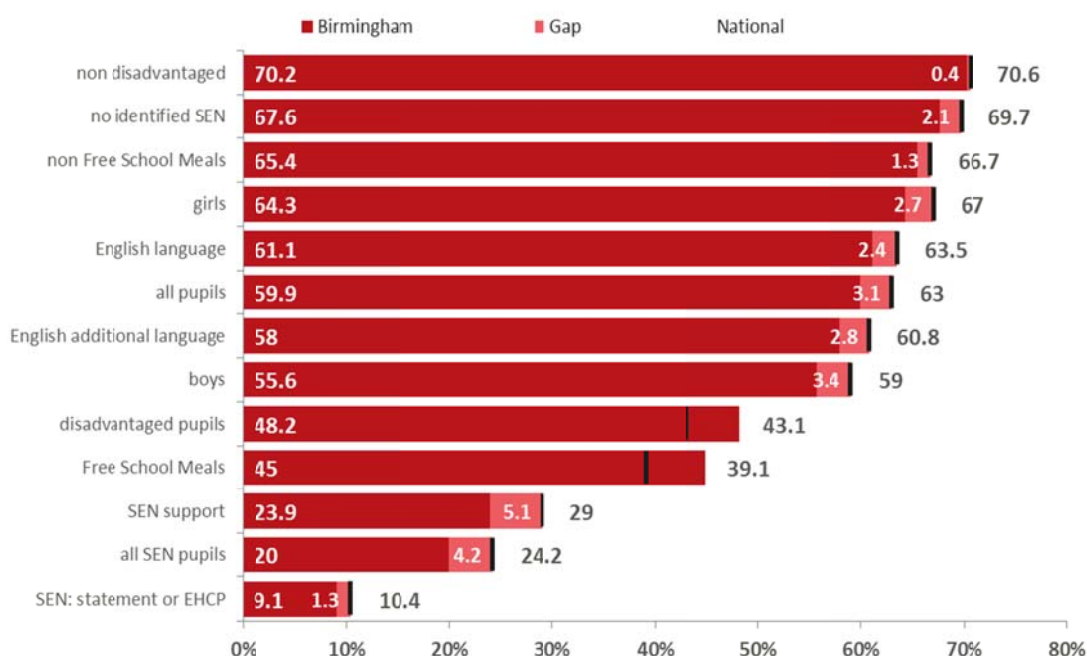
## Public Characteristics - Gender, Free School Meals, Disadvantaged, Language and Special Educational Needs

The following charts show Birmingham pupil performance broken down by the different cohort groups relating to gender, disadvantaged, first language and any special educational needs. Each chart relates to a different key performance measure relating to GCSE attainment.

In terms of Attainment 8 performance, nearly every cohort in Birmingham outperformed their national equivalents, with the exception of those pupils with English as an additional language, boys and those with special education needs.



**Key stage 4 2016: % of Pupils achieving A\*-C in English and Maths GCSEs by group**



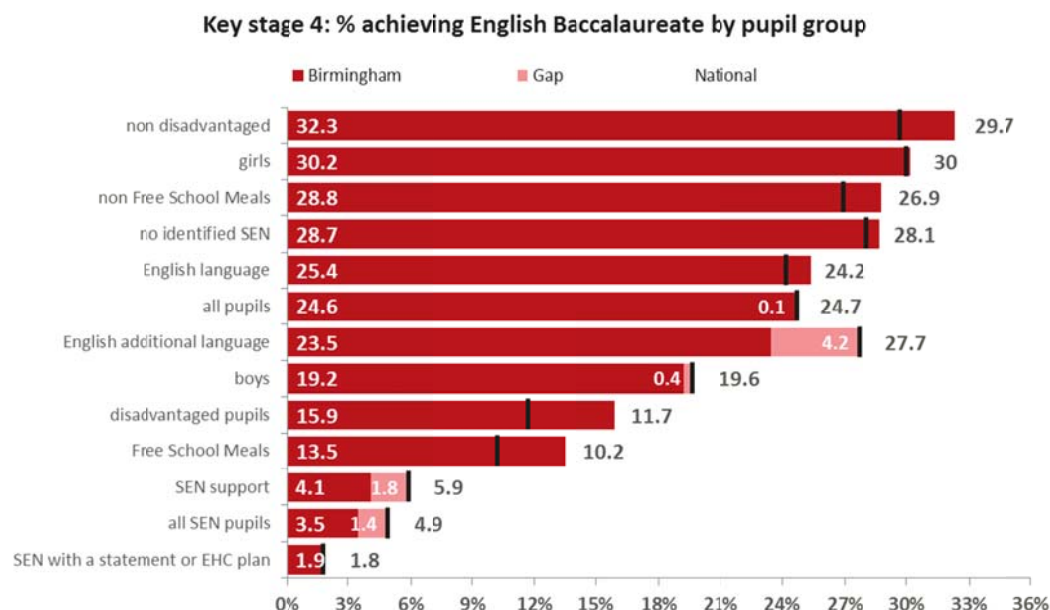
In terms of pupils achieving A\* to C in English and maths, girls outperform boys, however in both groups their performance is below their national peers.

Pupils who were classed disadvantaged, or in receipt of Free School meals outperformed their peers nationally.

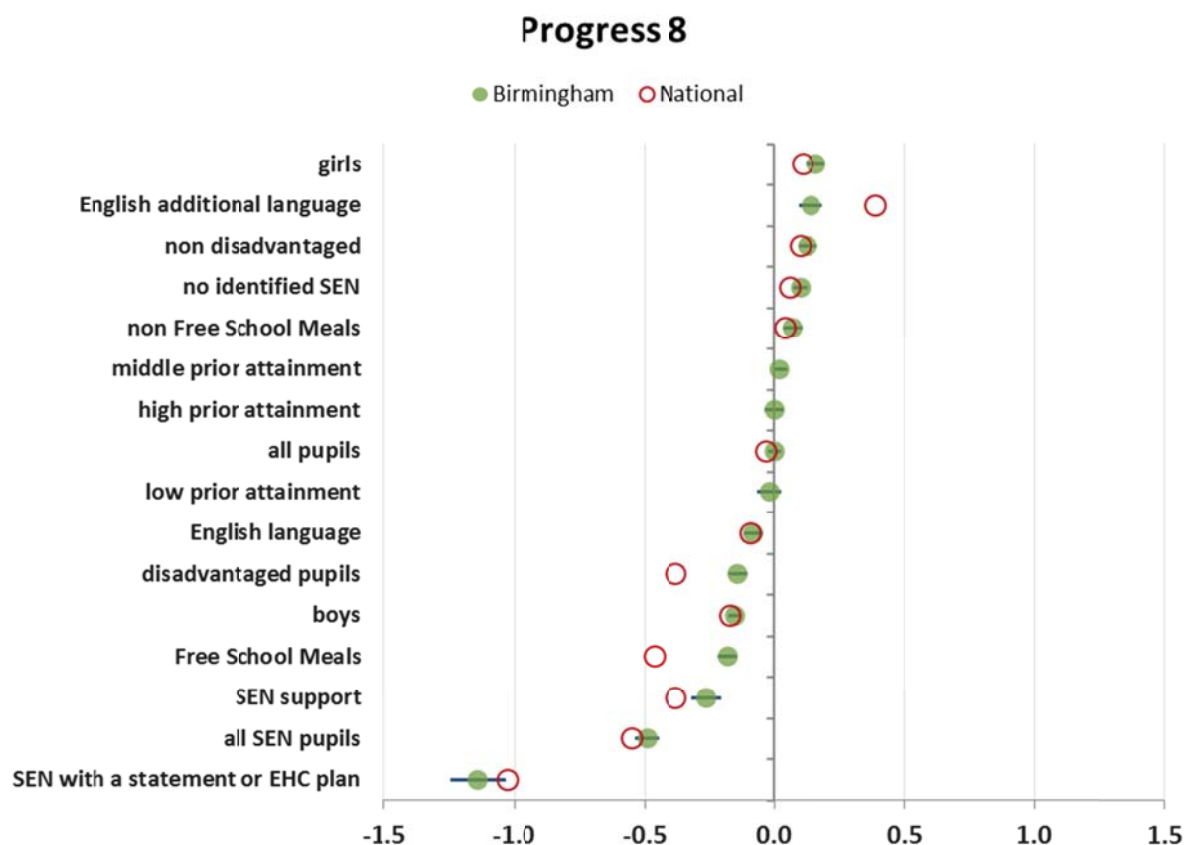
Pupils with Special Education Needs however performed well below national levels (especially those not with a Statement of Special Educational Needs or an Education Health and Care Plan)

Performance relating to the English Baccalaureate, like Attainment 8, was good across all cohorts.

The exception again was pupils with English as an additional language, and those with SEN support plans where performance was significantly below national comparators.



### Progress by cohort



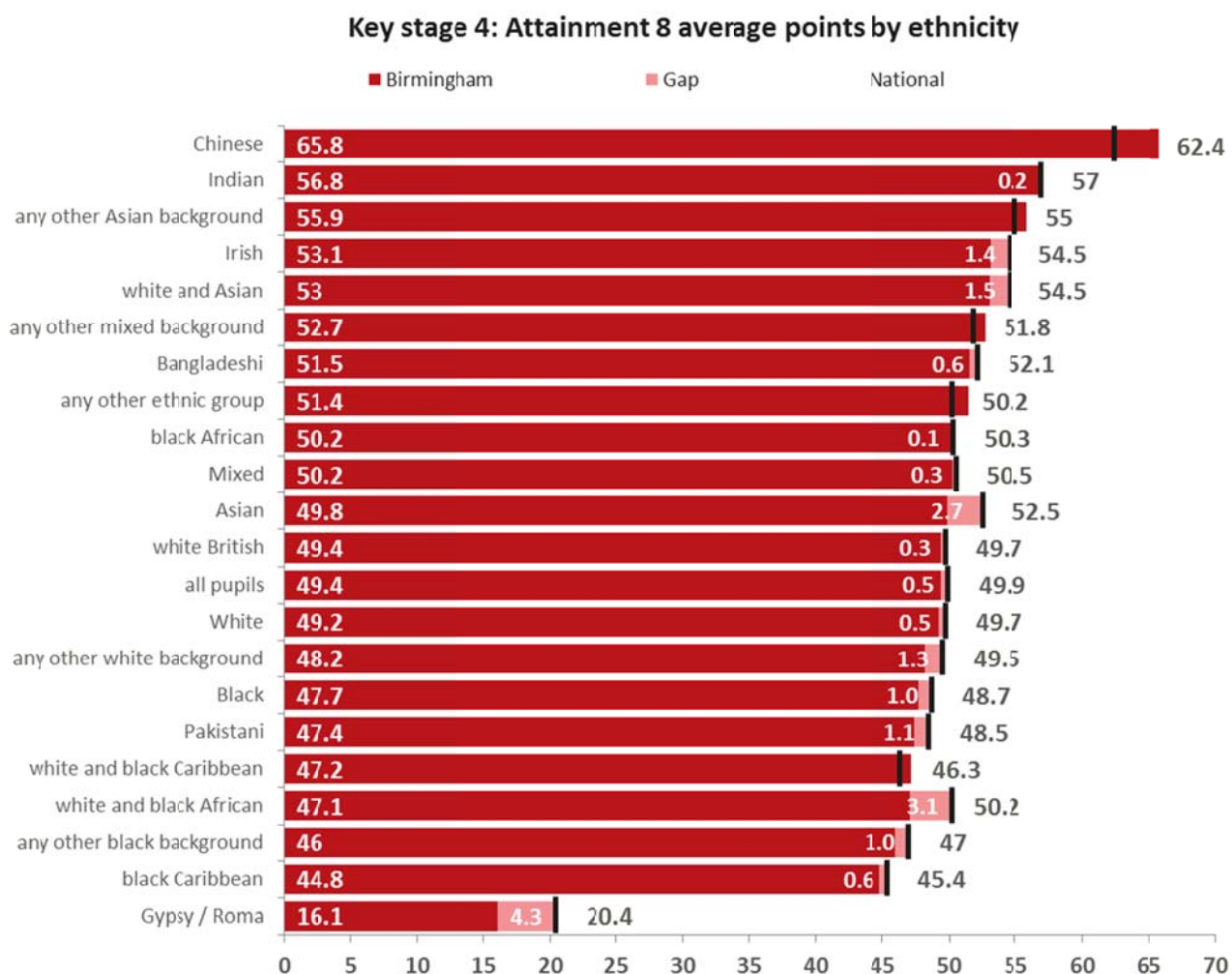
The best performing cohorts in Birmingham around progress between key stage 2 and GCSE were girls, those with English as an additional language, non-disadvantaged. However the Progress 8 score of EAL children in Birmingham, while higher than the overall average, is significantly behind other EAL children nationally. Other groups which make much better progress than their peers nationally include disadvantaged children those on Free School Meals and those on SEN support.

## Ethnicity

The charts below rank the various GCSE attainment measures by ethnic group, comparing each cohort with their peers nationally.

In terms of Attainment 8, most ethnic groups are close or above their national comparators. Pupils of Chinese heritage have the highest average score in Birmingham, which is significantly above Chinese pupils nationally.

The groups which are significantly below their national peers include – Asian pupils as a whole, pupils with a white/black African background and those of Gypsy/Roma heritage.

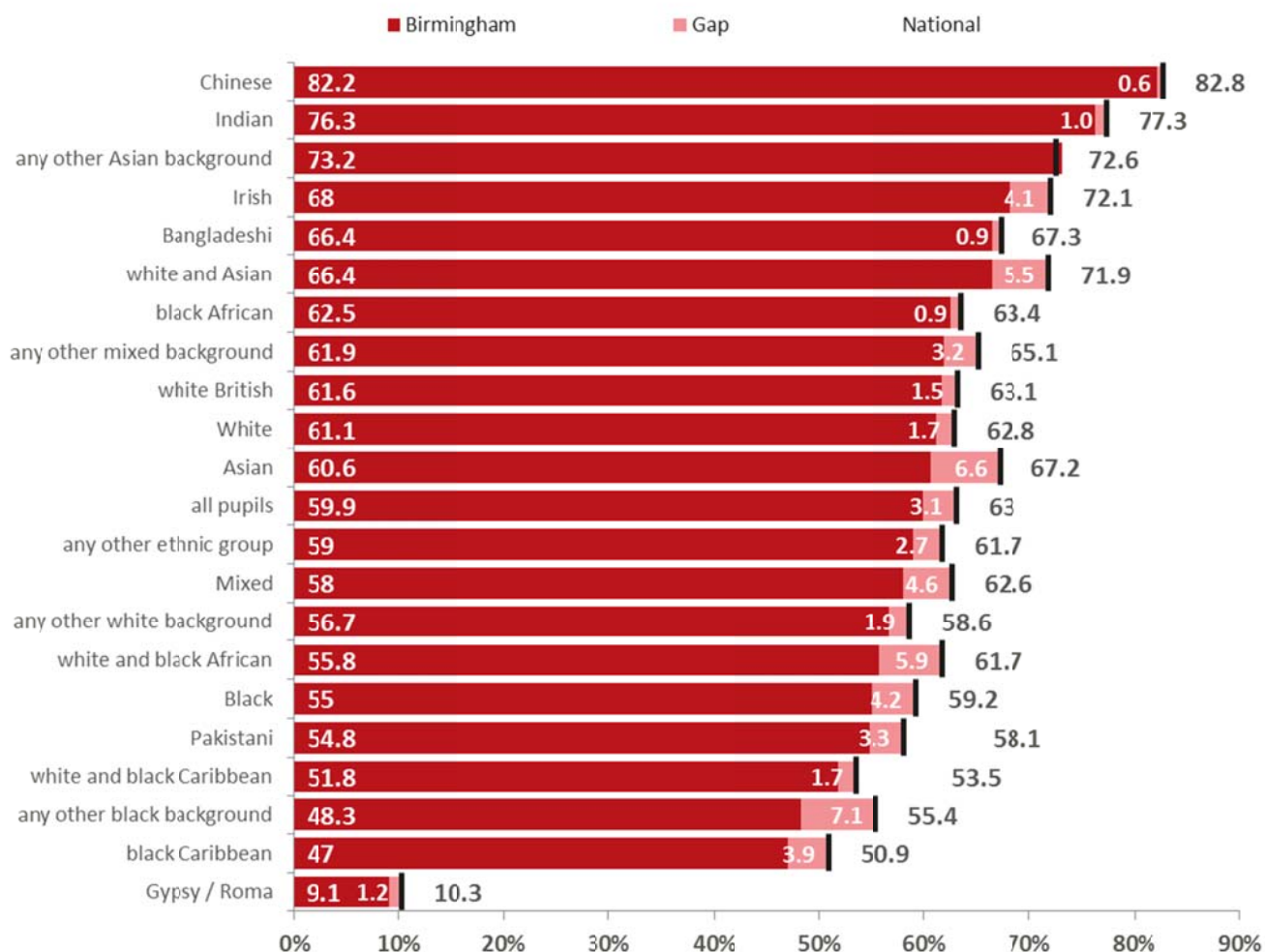




In comparison most ethnic groups underperform compare to their peers in achieving A\* to C in English and maths. The overall pattern remains similar to Attainment 8, with Chinese and Indian pupils with the highest achieving compared to other ethnic groups, and those from a Gypsy/Roma background with the worst performance.

The gap between Birmingham ethnic groups and their peers nationally is most pronounced for those of with any other black background, and Asian pupils.

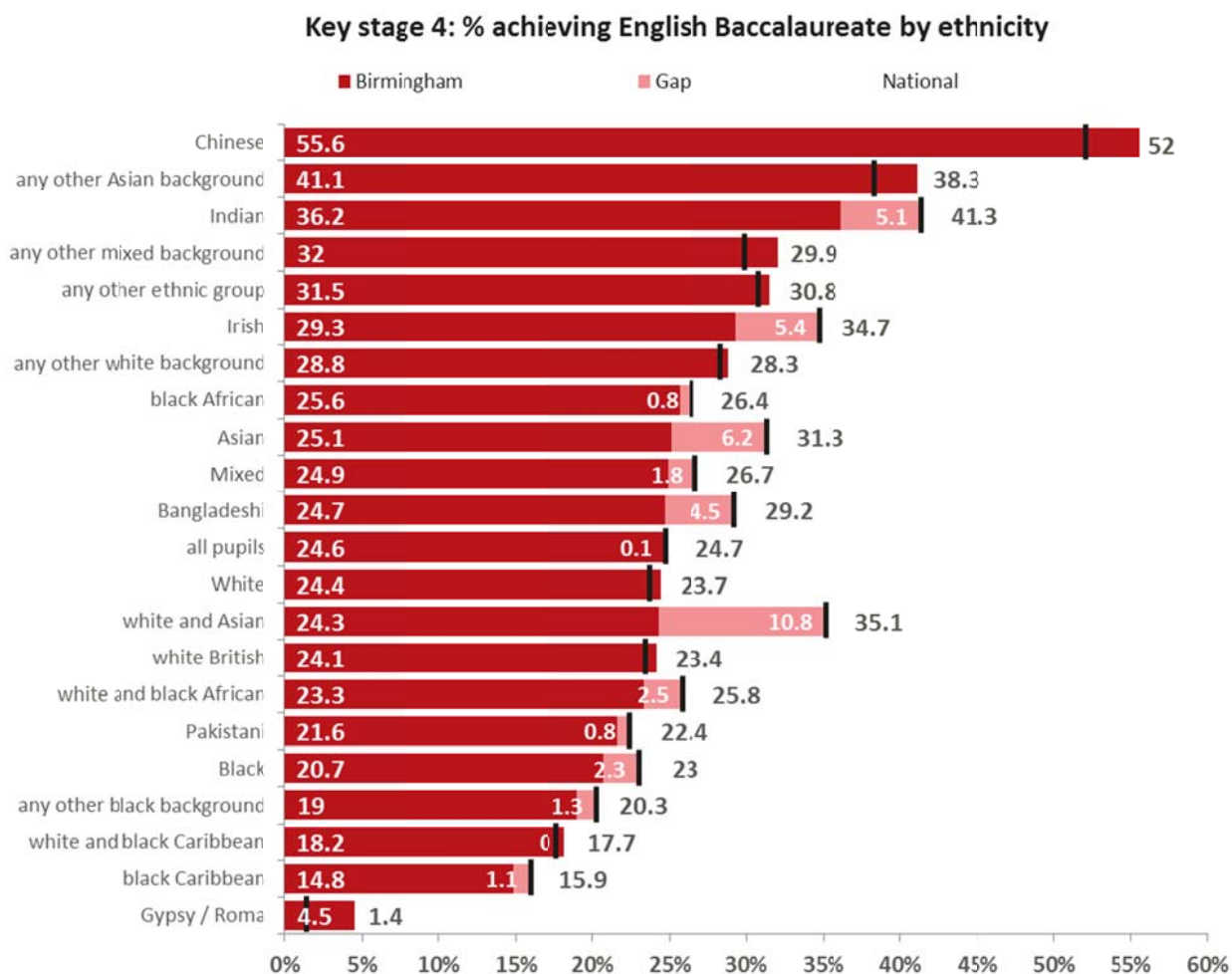
#### Key stage 4: % of pupils achieving A\*-C in English & Maths GCSEs by ethnicity



In terms of the Ebacc performance, again Chinese pupils are the best performing ethnic group in the city, with performance above national comparators. Those of any other Asian background also perform well. While White pupil performance is slightly below the overall city average, they still outperform the national average for White pupils.

Gypsy/Roma and Black Caribbean pupils again have the lowest attainment in the city, although Birmingham Gypsy/Roma pupils outperform those nationally.

The biggest gap between local and national performance is for Asian pupils (especially Indian, White/Asian, Bangladesh young people) – although most of these groups still perform better than other groups across the city.



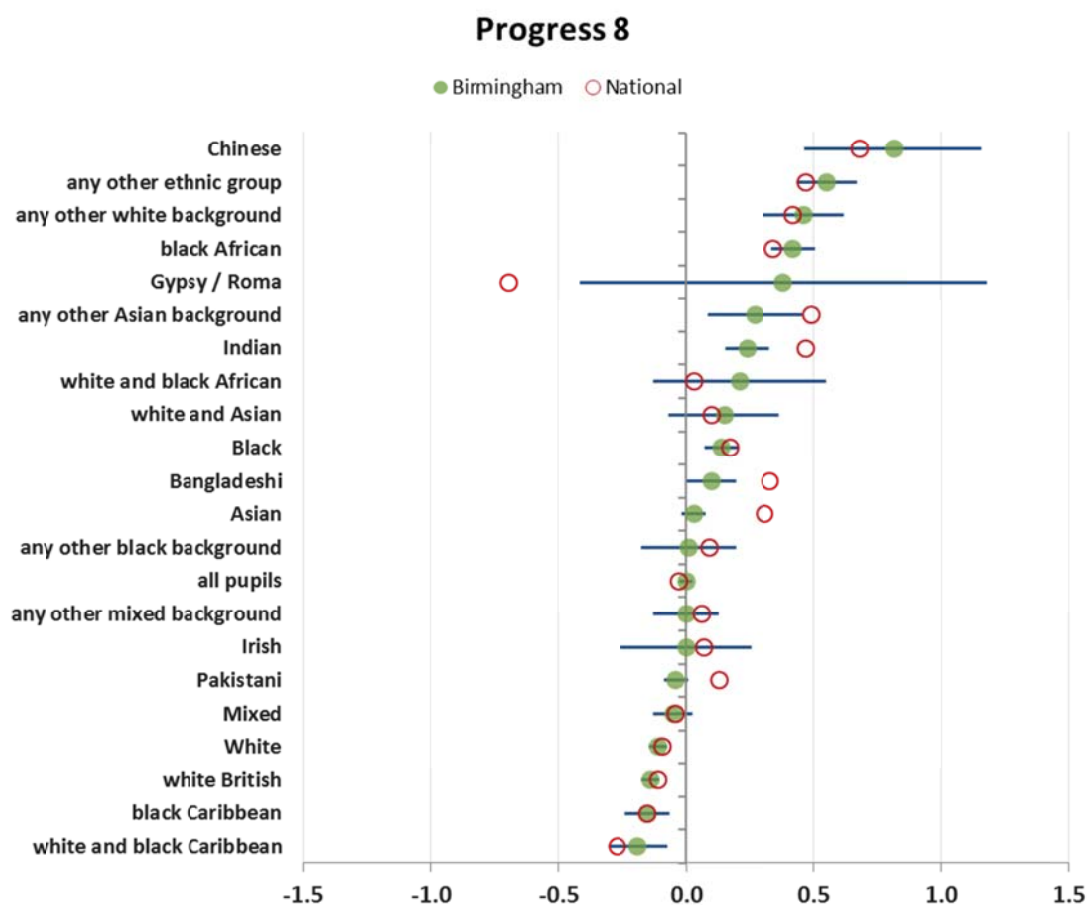


## Progress

The chart below ranks ethnic group by their Progress 8 performance, as well as comparing each group to national equivalent performance. The horizontal lines indicate the confidence intervals of Birmingham performance. The length of the line indicates the size of the cohort of pupils with a longer line representing a smaller cohort.

As a group, children from an Asian background make better progress between KS2 and KS4 than all children nationally but less progress than other Asian children nationally – this is true for all the Asian sub groups – Indian, Bangladeshi, and Pakistani pupils.

Gypsy/Roma pupils, whose attainment is the lowest in the city, fair better in progress measures, although their performance is subject to large confidence intervals.

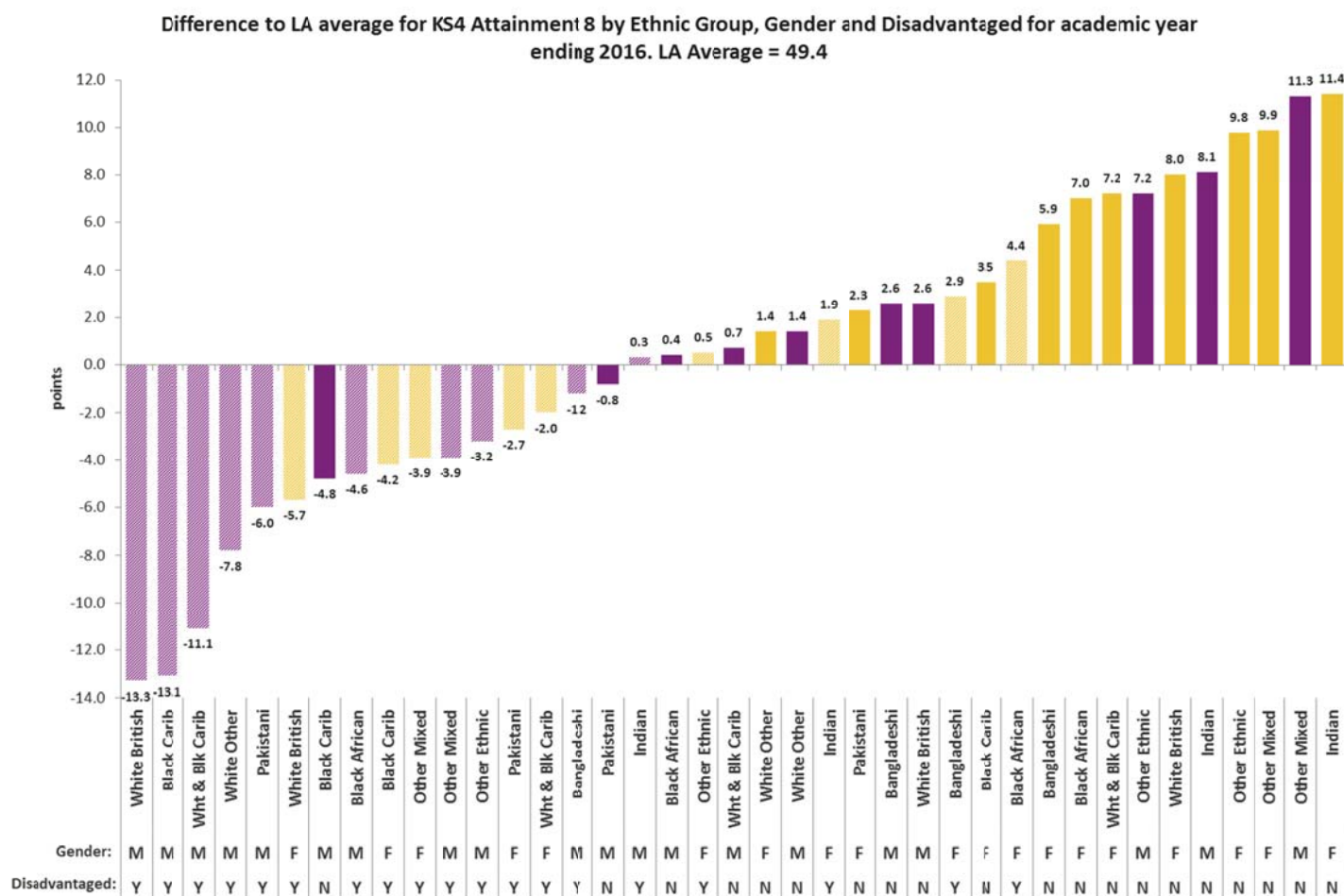


## Ethnic group, gender and disadvantaged

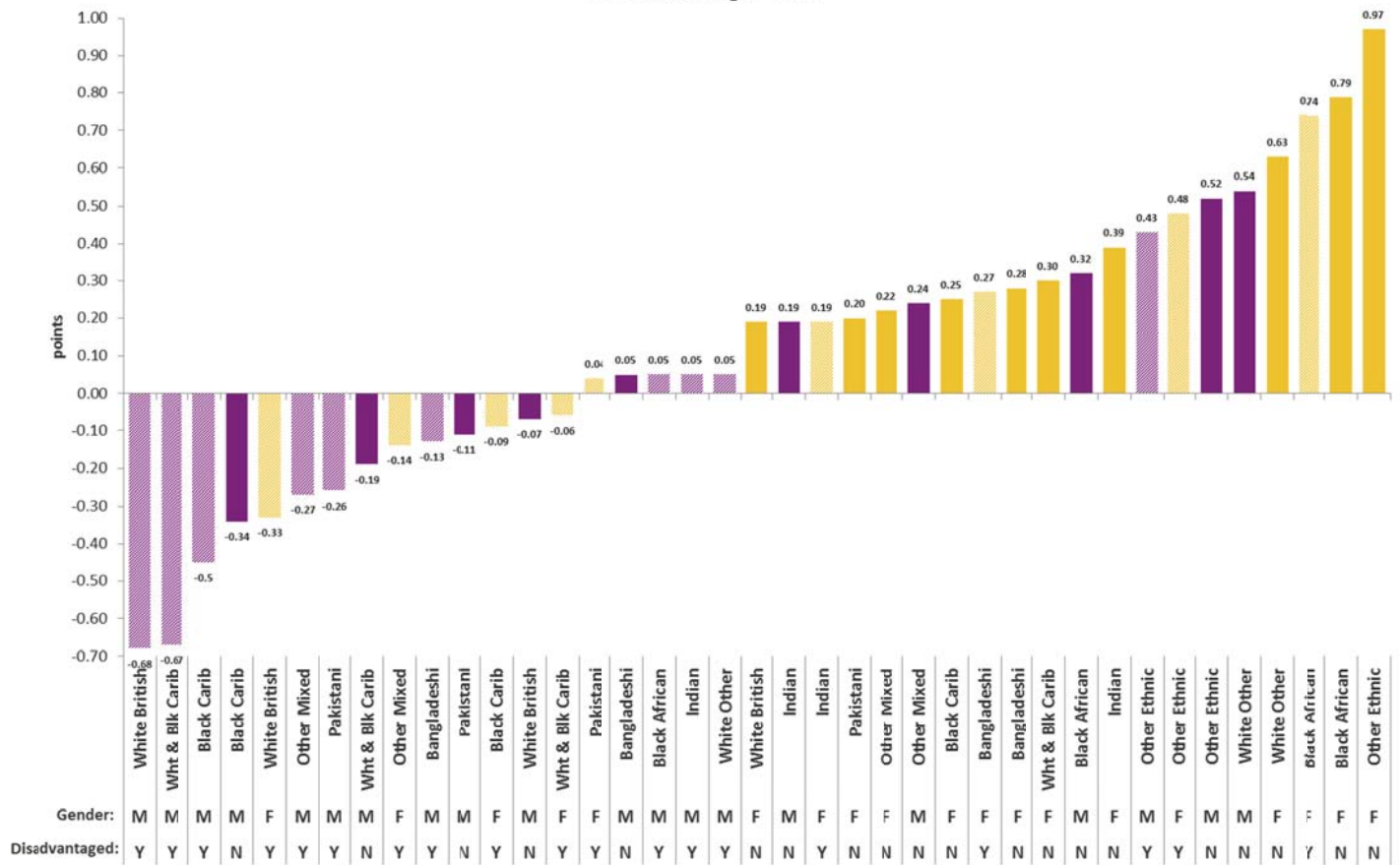
The charts below (and over the page) show Attainment 8 and Progress 8 results by ethnic group, gender and for disadvantaged pupils. The chart highlights which ethnicity groups are performing above the Birmingham average and those who are currently underperforming.

White British Boys who are disadvantaged are the group who underperform the most at both Attainment 8 and Progress 8. Black Caribbean boys also under perform significantly across the two main key stage 4 measures.

In terms of disadvantaged groups – Black African girls are the best performing cohort across both measures.



Difference to LA average for KS4 Progress 8 by Ethnic Group, Gender and Disadvantaged for academic year ending 2016. LA Average = 0.00



## Ward geography

The map below shows the **Attainment 8** score for those **living** in each ward in Birmingham.

### Top 3 wards

- Edgbaston 58
- Sutton Four Oaks 58
- Harborne 57.6

### Bottom 3 wards

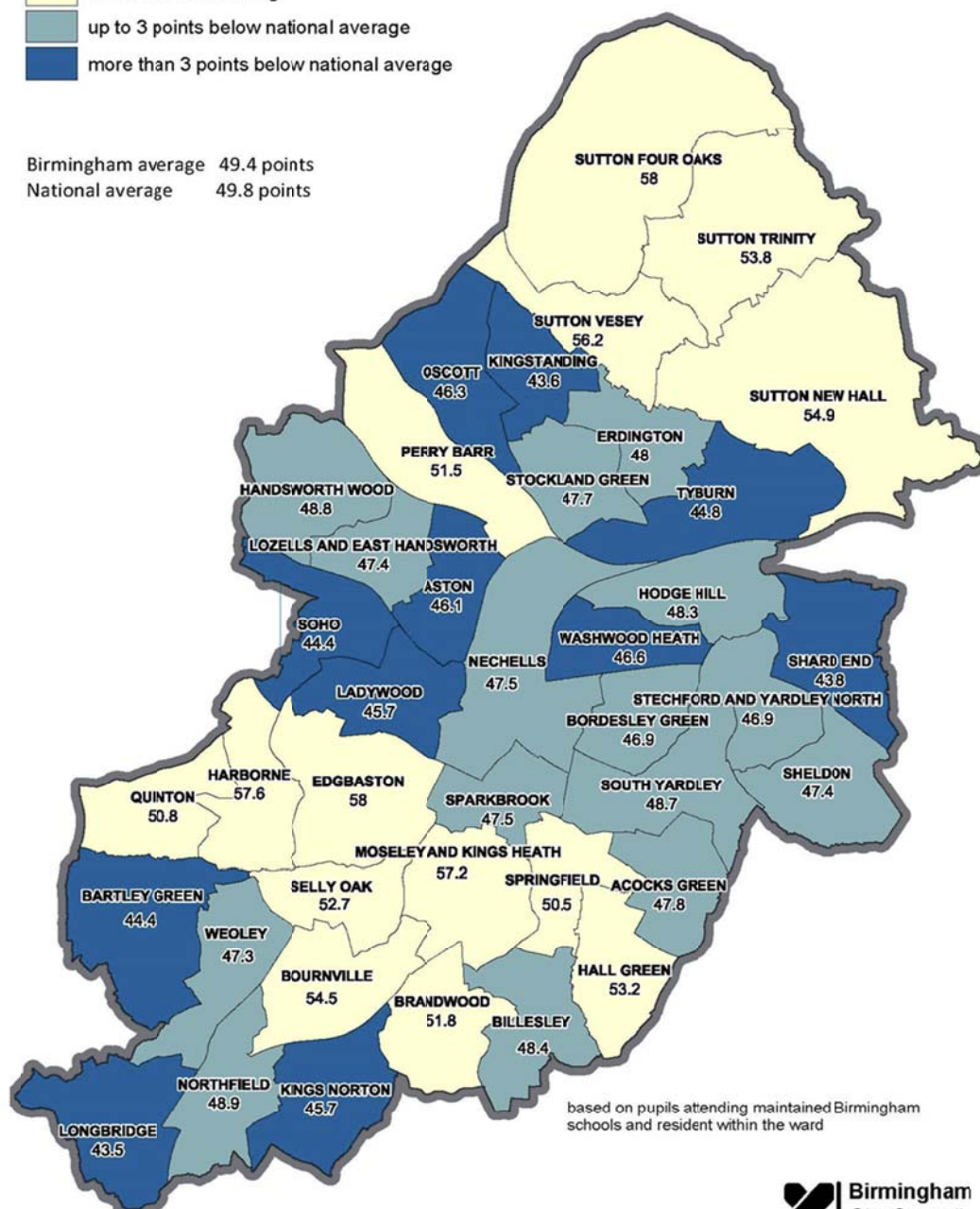
- Shard End 43.8
- Kingstanding 43.6
- Longbridge 43.5

### Key Stage 4: Attainment 8 score for Birmingham pupils

#### Key

- above national average
- up to 3 points below national average
- more than 3 points below national average

Birmingham average 49.4 points  
National average 49.8 points



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The map below shows proportion of children **living** in each ward who achieved **A\* to C in English and Maths**

Top 3 wards

- Sutton Four Oaks 86.4%
- Sutton Vesey 80.7%
- Edgbaston 78.9%

Bottom 3 wards

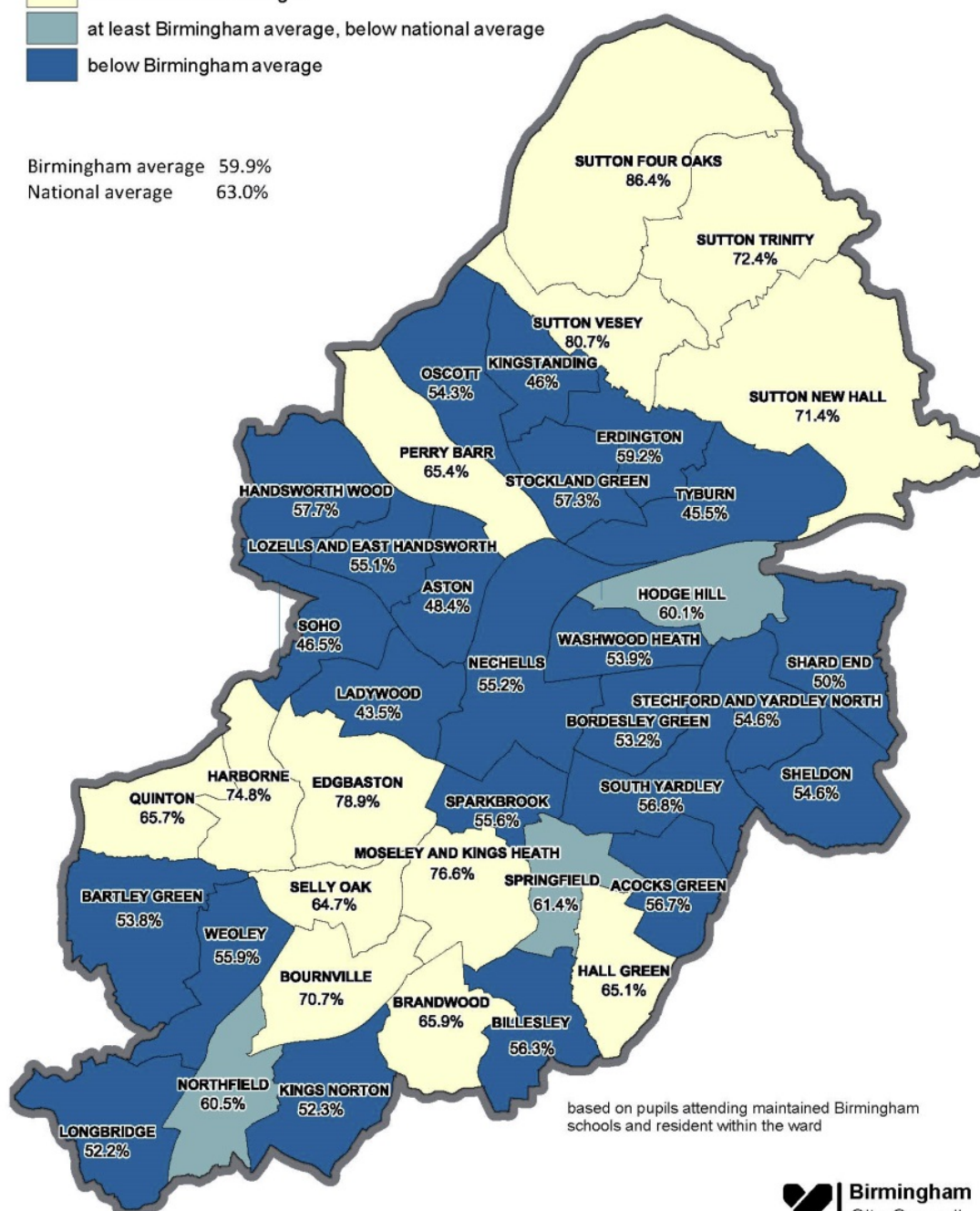
- Kingstanding 46.0%
- Tyburn 45.5%
- Ladywood 43.5%

**Key Stage 4: Percentage of pupils achieving A\* - C in English and Maths**

Key

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

Birmingham average 59.9%  
National average 63.0%



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The map below shows proportion of children **living** in each ward that **achieved the English Baccalaureate**.

Top 3 wards




• Harborne	45.9%
• Sutton Four Oaks	44.7%
• Edgbaston	44.2%

Bottom 3 wards

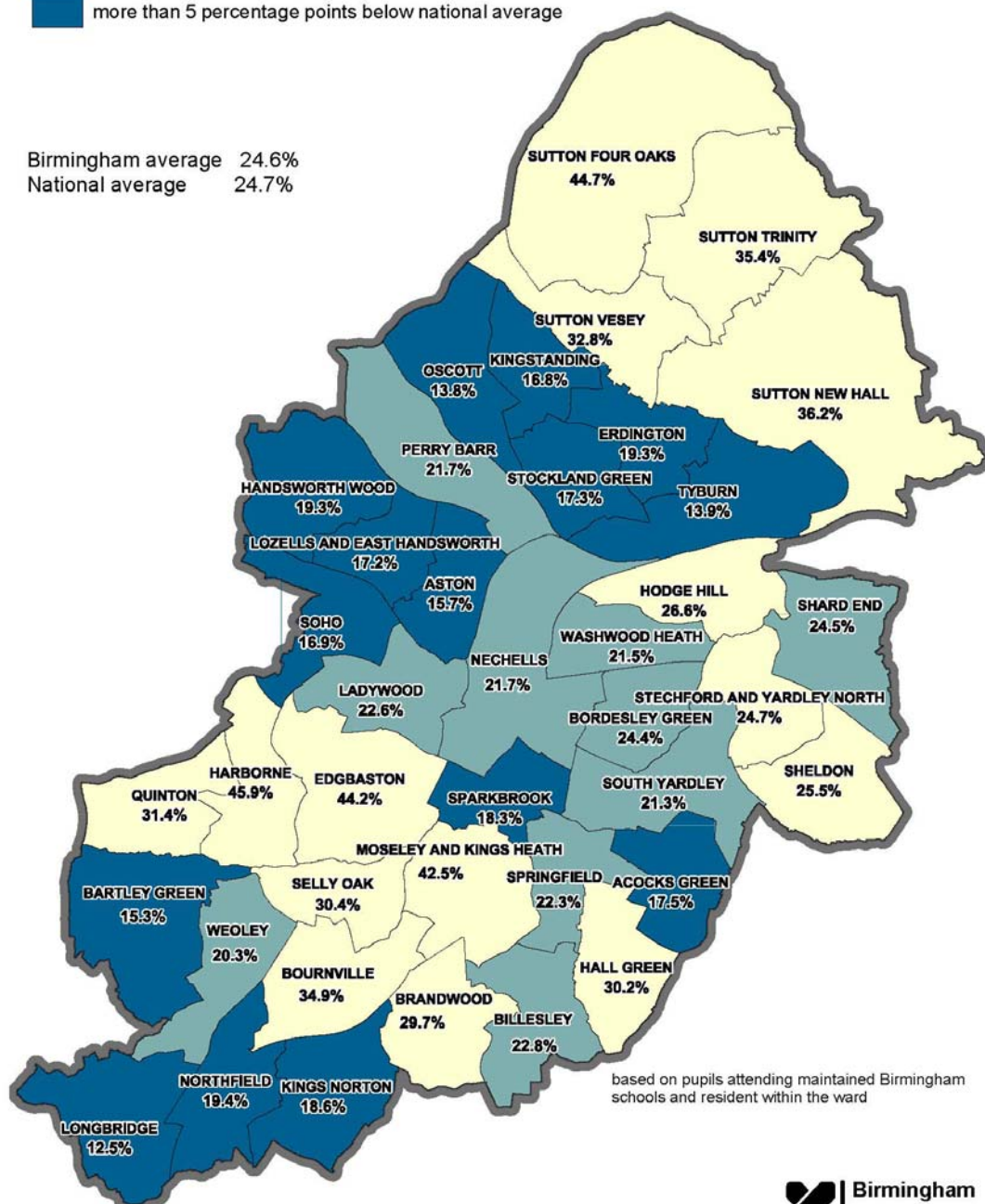
• Tyburn	13.9%
• Oscott	13.8%
• Longbridge	12.5%

Key Stage 4: Proportion of pupils achieving the English Baccalaureate

Key

	at least national average
	up to 5 percentage points below national average
	more than 5 percentage points below national average

Birmingham average 24.6%  
National average 24.7%



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The map below shows the average **Progress 8** scores of children **living** in each ward.

Top 3 wards

- Moseley and Kings Heath 0.49
- Harborne 0.37
- Selly Oak 0.3

Bottom 3 wards

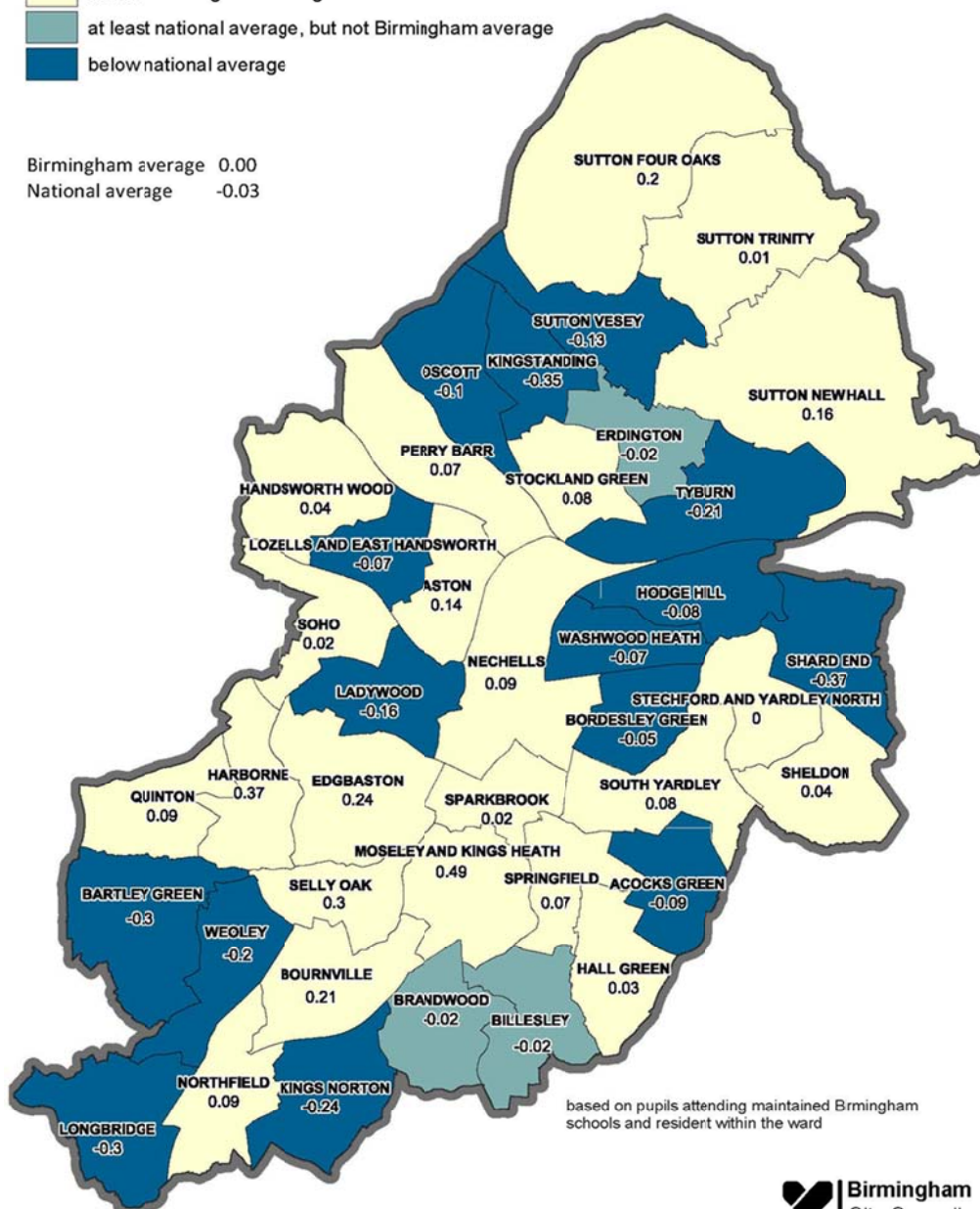
- Longbridge - 0.3
- Kingstanding -0.35
- Shard End -0.37

Key Stage 4: Progress 8 scores for Birmingham pupils

Key

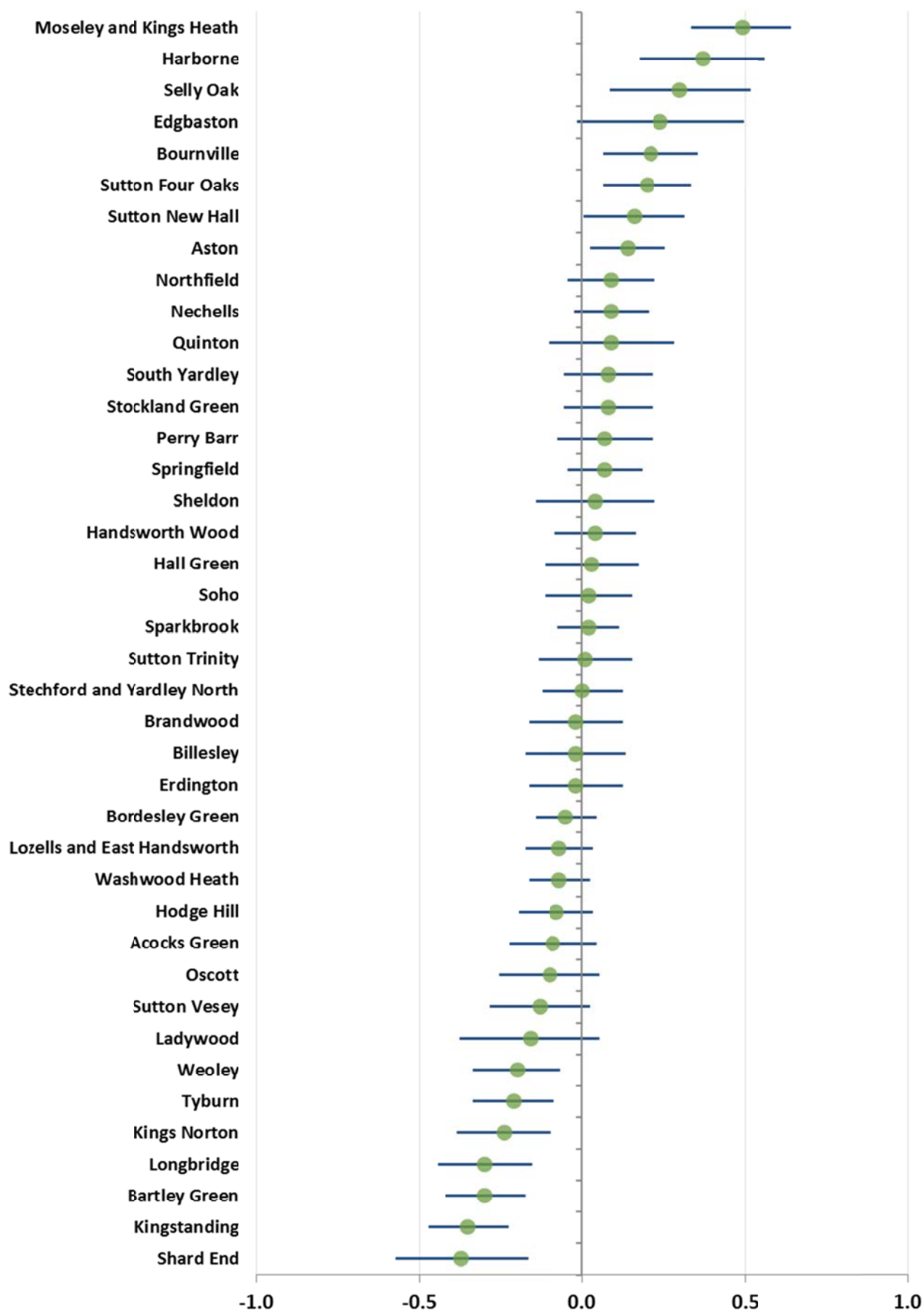
- at least Birmingham average
- at least national average, but not Birmingham average
- below national average

Birmingham average 0.00  
National average -0.03



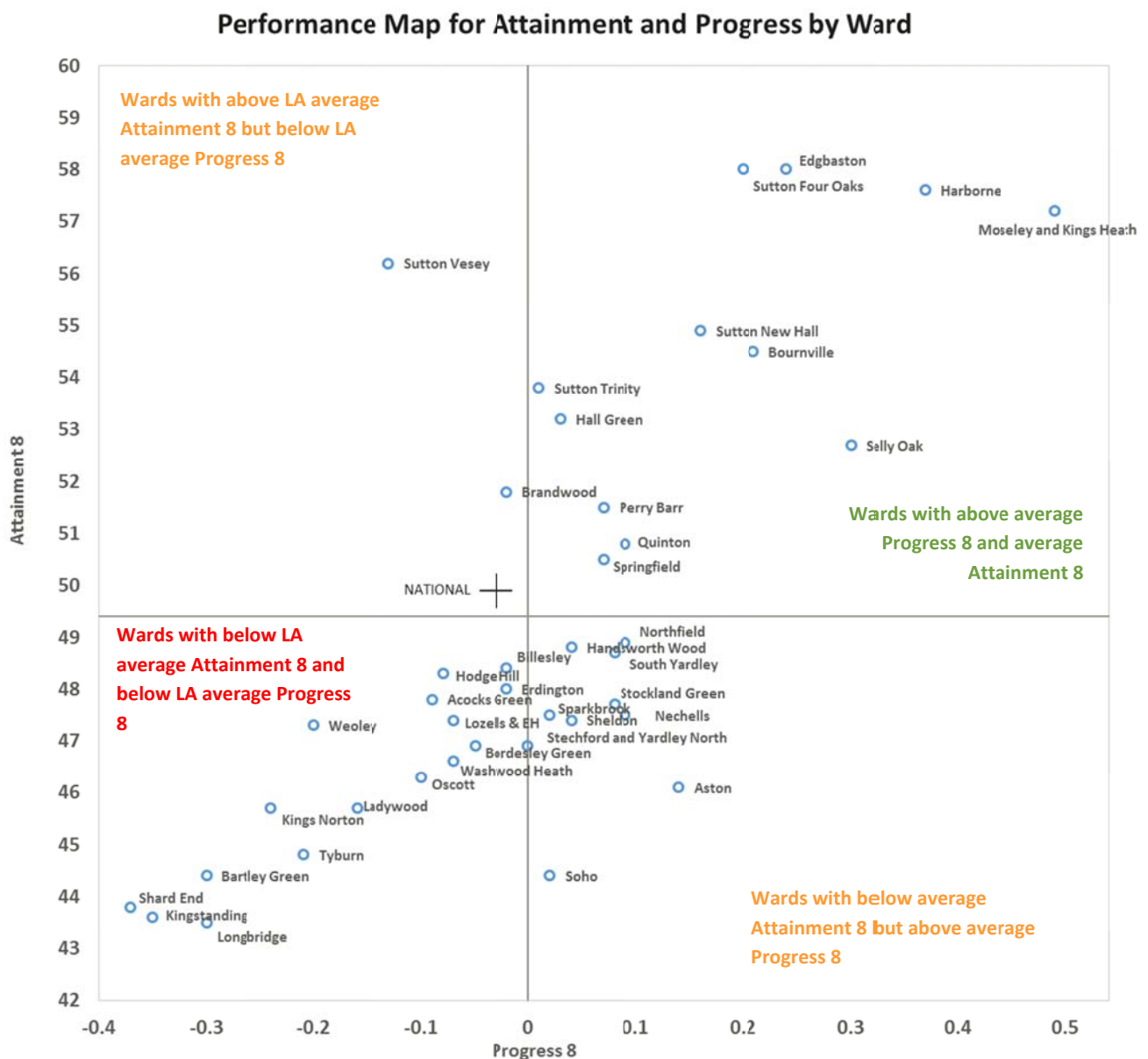
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## Progress 8 by pupil home address - Ward





The chart below compares wards **Attainment 8** and **Progress 8** scores.



## Disadvantaged vs Non Disadvantaged

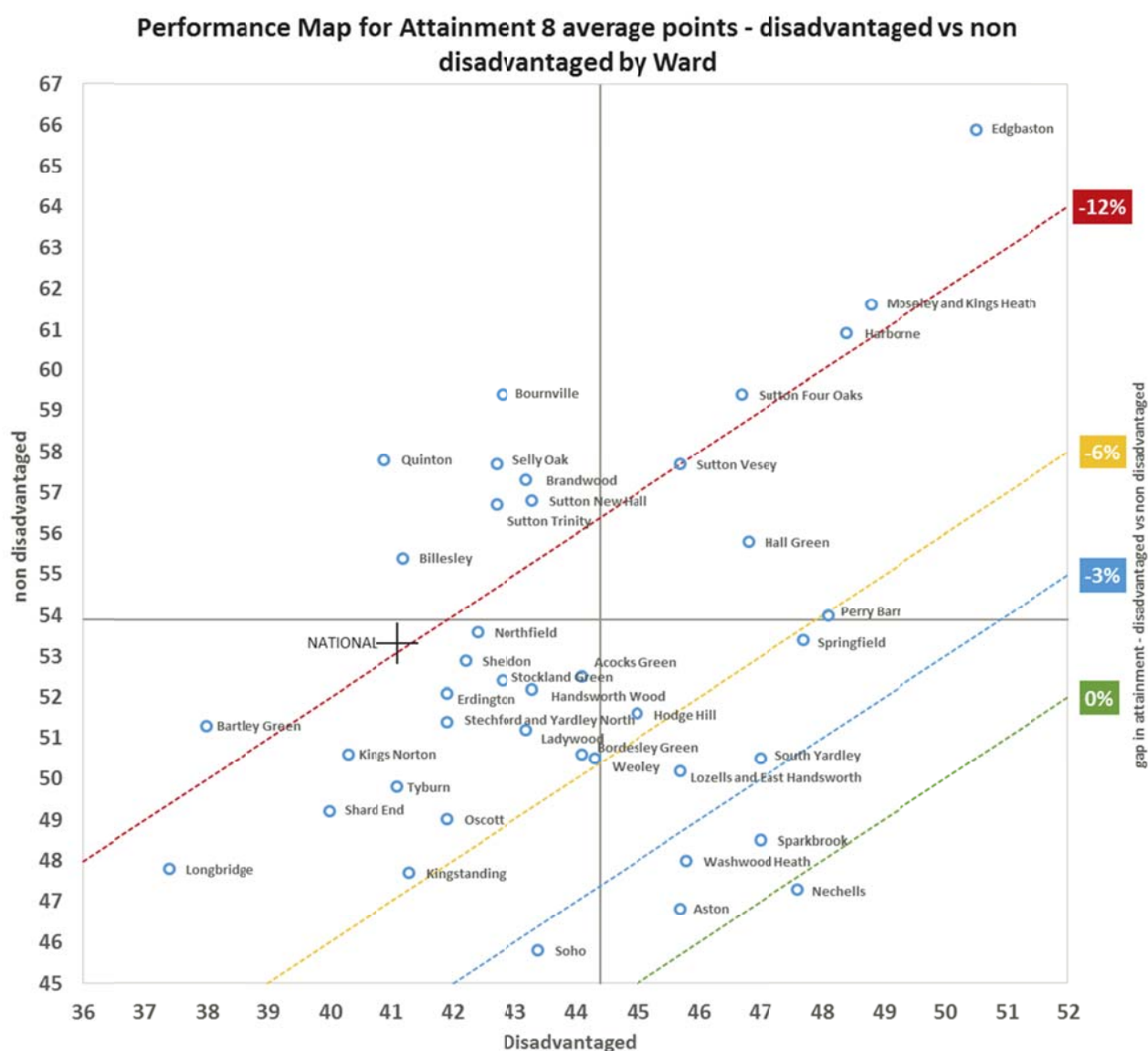
The chart below compares overall performance on disadvantaged and non-disadvantaged pupils within each ward in Birmingham. This highlights areas where there are significant gaps between the two groups' performance.

In terms of average Attainment 8 score, disadvantaged pupils from Edgbaston perform the best although the gap between disadvantaged and non-disadvantaged is still significantly high. In one ward, Nechells, disadvantaged pupils actually outperform non-disadvantaged peers.

Attainment 8 score is lowest for non-disadvantaged pupils from Longbridge, followed by Bartley Green

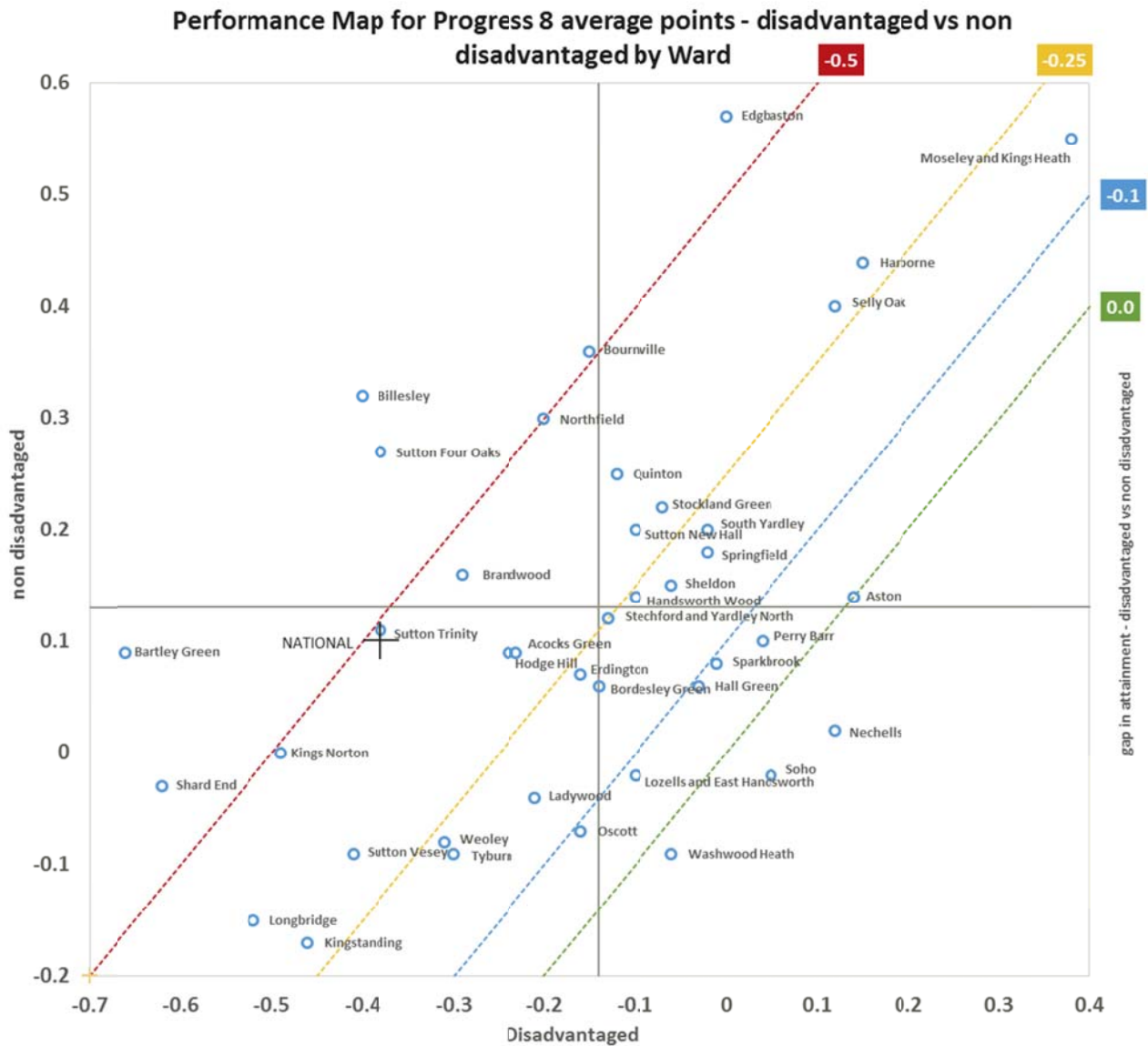
Quinton and Bournville is where the gaps between the two groups is largest – although in both wards the non-disadvantaged performance is significantly above the average.

A full explanation of this chart can be found in Appendix 3.



The chart below again compares disadvantaged and non-disadvantaged pupils, this time for Progress 8. Disadvantaged pupils make the worst progress in Bartley Green, Shard End closely followed by Longbridge. Disadvantaged pupils from Moseley and Kings Heath make the most progress.

Disadvantaged pupils from Washwood Heath, Soho, and Nechells all obtained better Progress 8 scores than their non-disadvantaged peers.



## Floor standards and Coasting Schools

### KS4 - Floor

In 2016 a school will be below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero. If a school's performance falls below this floor standard, then the school may come under scrutiny through inspection.

Floor standards do not apply to special schools, independent schools, pupil referral units, alternative provision or hospital schools. Schools are excluded from a Progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of key stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

Schools in which pupils make on average one grade more progress than the national average (a Progress 8 score of +1.0 or above) will be exempt from routine inspections by Ofsted in the calendar year following the publication of the final performance tables.

### KS4 Coasting

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

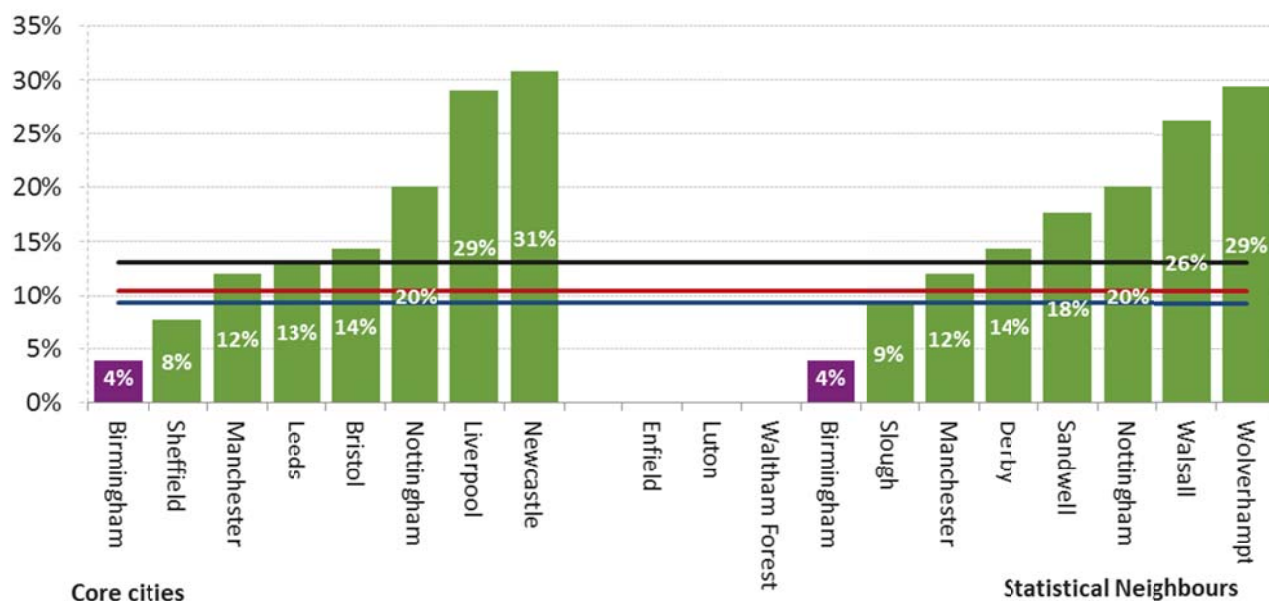
- in 2014 fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths and;
- in 2015, fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths; **and**
- in 2016, the school's Progress 8 score was below -0.25.

Schools will be excluded from the coasting measure in 2016 if:

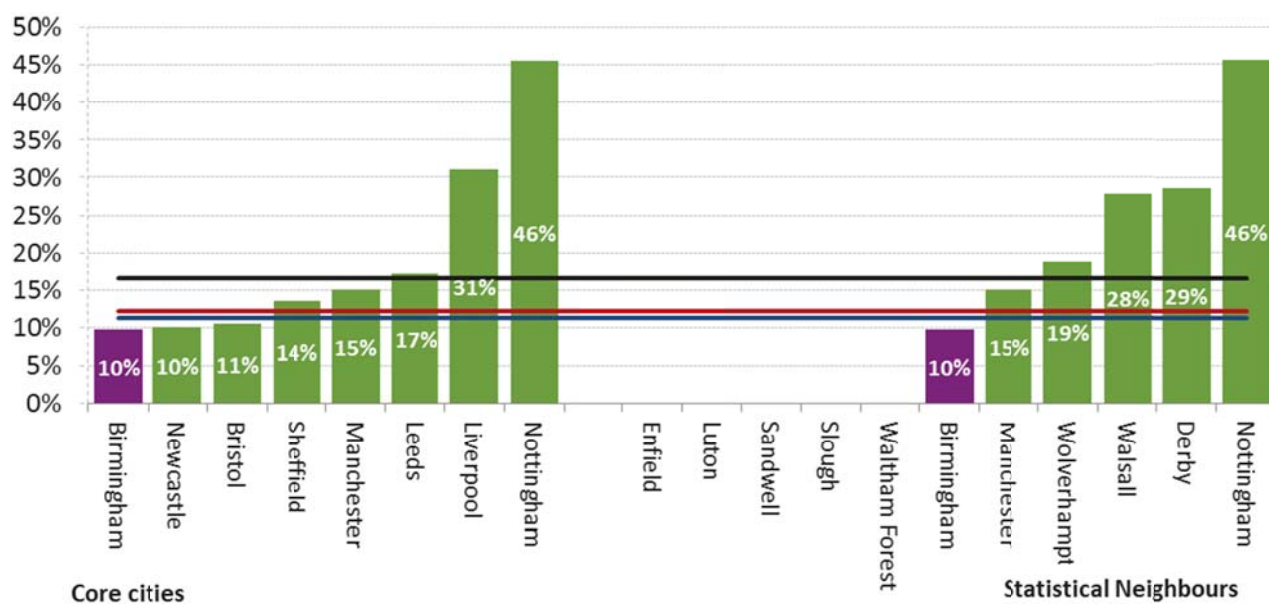
- they have fewer than 6 pupils at the end of key stage 4; or
- less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8; or
- the school closes within the academic year (except if it reopens as a converter academy).

Birmingham has a much lower than average proportion of schools classed below the floor standard or coasting.

Key stage 4 2016: Percentage of schools below floor standard



Key stage 4 2016: Percentage of schools defined as coasting



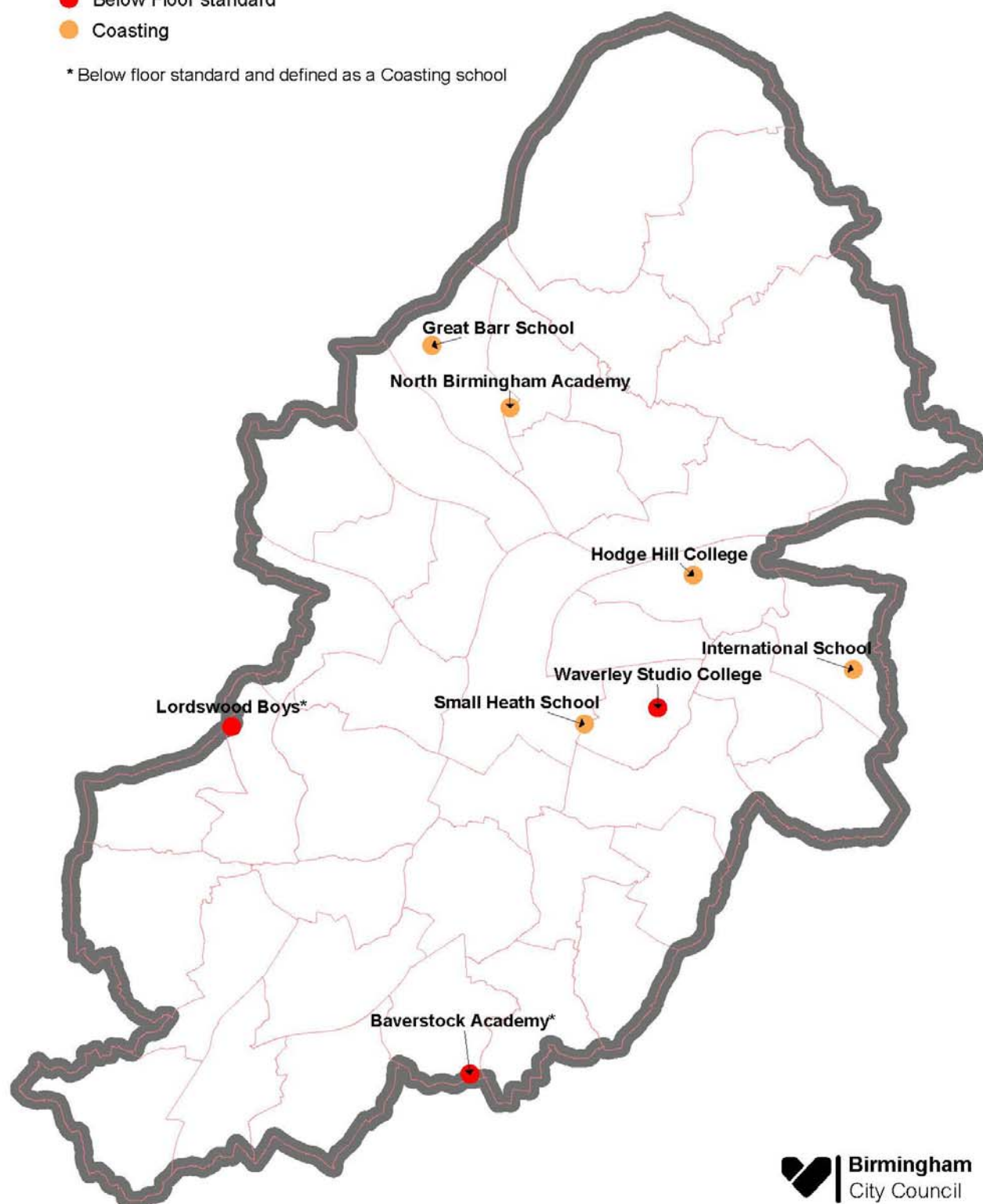
## 2016 Key Stage 4: Birmingham secondary schools below Floor Targets or classed as Coasting

### Key

● Below Floor standard

● Coasting

\* Below floor standard and defined as a Coasting school



## Key Stage 5

### Key Messages

- Birmingham's key stage 5 attainment is above national average for 2016.
- Birmingham mainly outperforms core cities, statistical neighbours and the west midlands.
- Girls generally obtain a higher average point score than boys.
- Boys do better than girls in the attainment measures.

### Background

A new 16-18 school and college accountability system has been implemented in 2016, which includes new headline accountability measures and changes to the methodology for calculating 16-18 results. It is not possible to directly compare 2016 results to previous years because of these changes.

Below are some of the changes:

#### Previous measures:

- Vocational attainment is no longer reported.
- Average point score (APS) per student measures have been removed.

#### New measures:

- Attainment is reported separately for students studying applied general and tech level qualifications.
- A new measure has been included showing the average point score and grade for a student's best 3 A levels.
- A new point score system is being used - the old system used a scale of 150-300 for A levels, where a grade A\* was given 300 points and a grade E was given 150 points. The new system uses a simpler scale of 10-60 points for A levels, where a grade A\* is given 60 points and a grade E is given 10 points.

For further information please click on the below links:

- <https://www.gov.uk/government/publications/school-and-college-performance-tables-2016-statement-of-intent> (School and college performance tables 2016: statement of intent)
- <https://www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide> (16 to 19 accountability headline measures: technical guide)

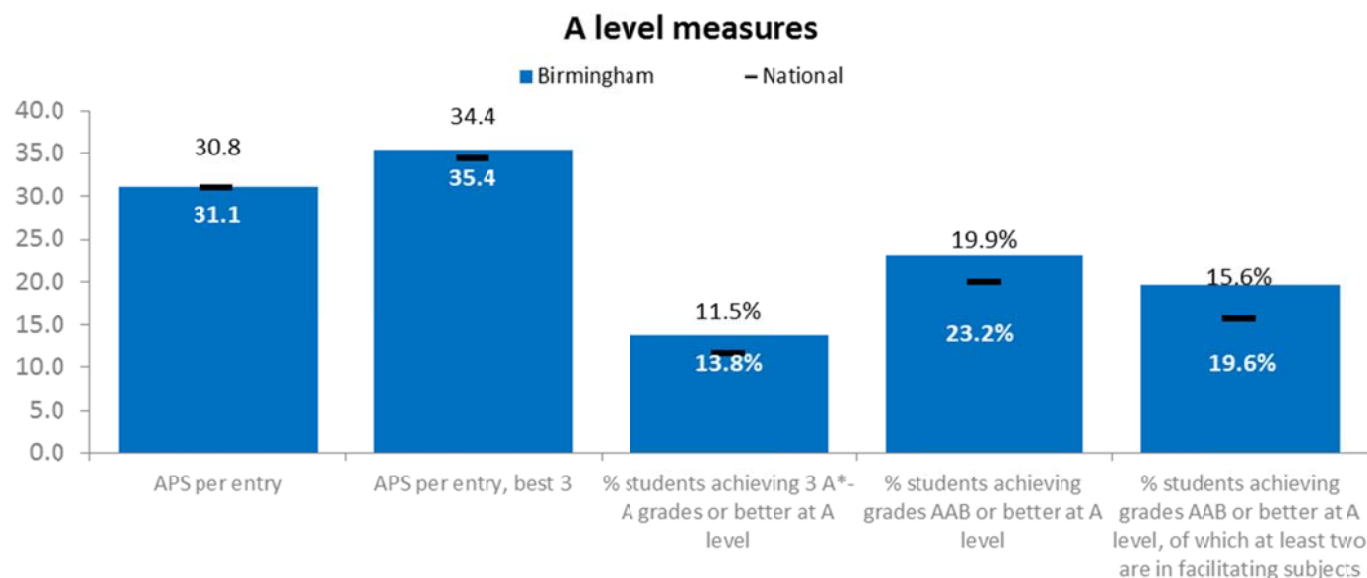
For 2016, there are new rules for how students are included in the attainment measures. When reporting average attainment for students that study A level, academic, applied general or tech level qualifications, only students who have entered for qualifications of at least a certain size have been included. This ensures that the students included are broadly comparable.

Previously, students were only included if they had entered for at least one qualification the size of an A level in the reporting year. This meant that any students who had only entered for qualifications the size of half an A level e.g. an AS level, were not reported.

This year, in line with changes to performance tables, the threshold has been lowered to include those who have studied the size of half an A level. This means that students who are at the end of 16-18 study and have studied for only an AS level (or similar sized vocational qualification) are now included.



## Overall Performance



The chart above gives overview of Birmingham's performance compared to the national average across the main key stage 5 accountability measures. In the A level measures graph above, Birmingham outperform national. The average point score per entry and average point score per entry for the best 3 A levels is approximately 1 point above national.

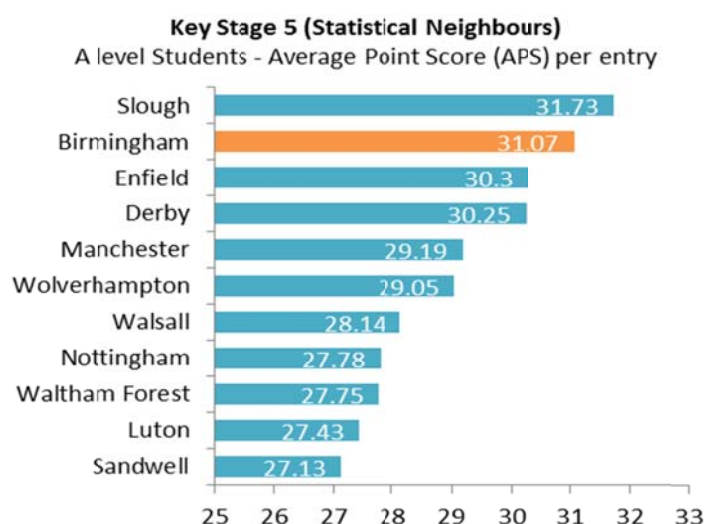
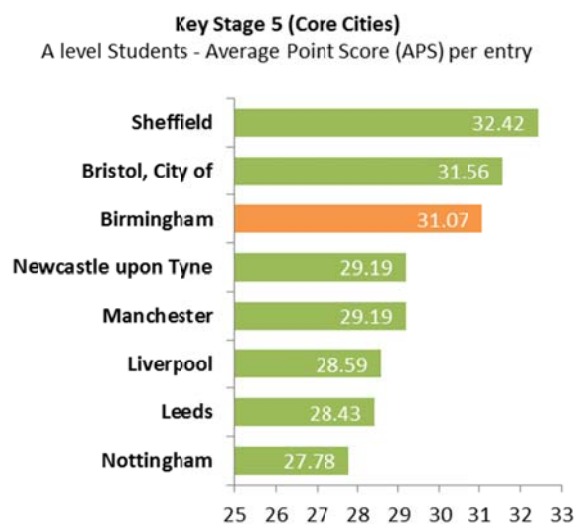
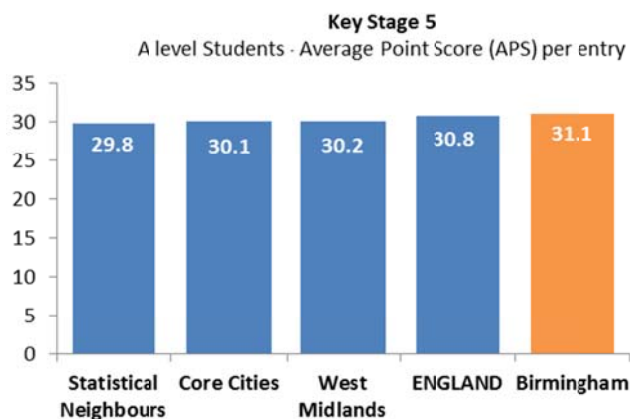
When comparing attainment measures, Birmingham is over 3 pp higher than national for students achieving grades AAB or better at A level. A similar picture is true for students achieving grades AAB or better at A level, of which at least two are in facilitating\* subjects – Birmingham is 4 pp higher than national.

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



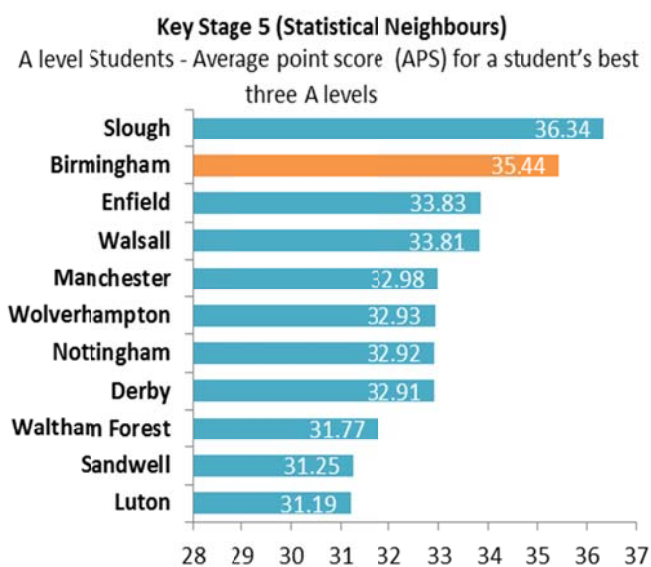
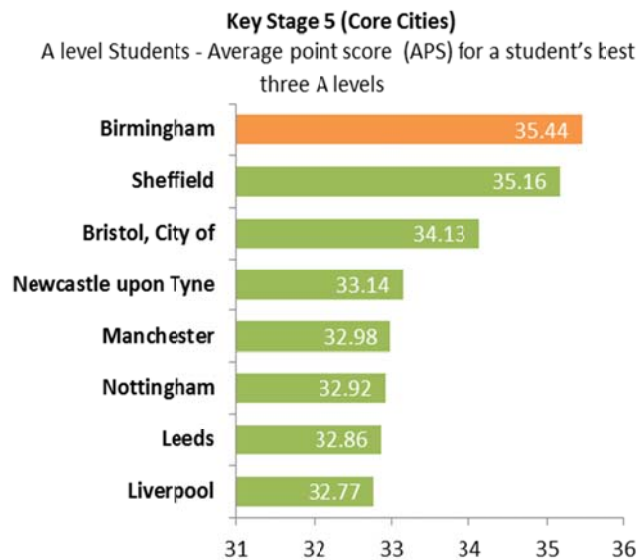
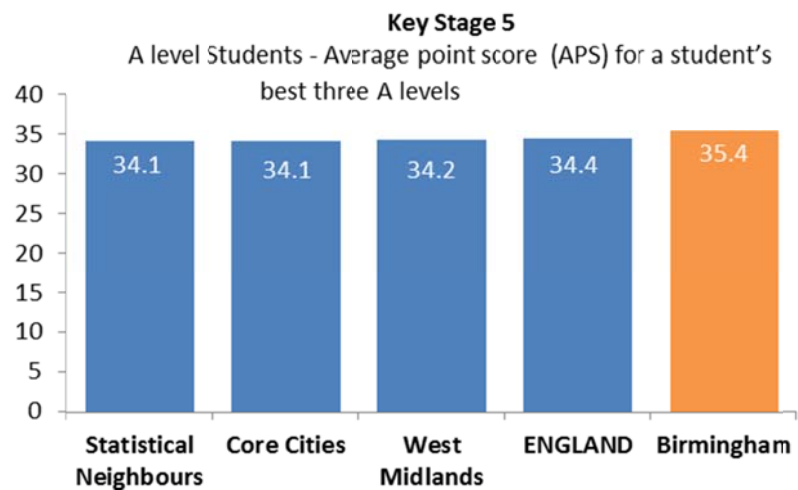
## National Comparisons

### Average Point Score (APS) per entry



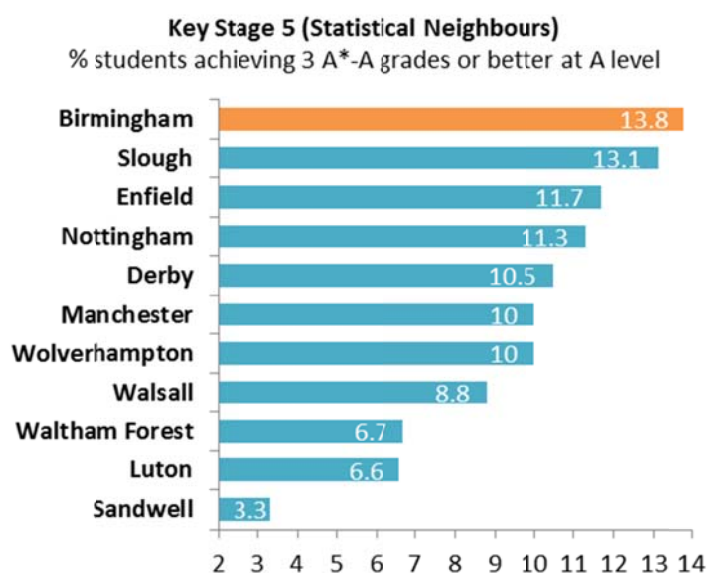
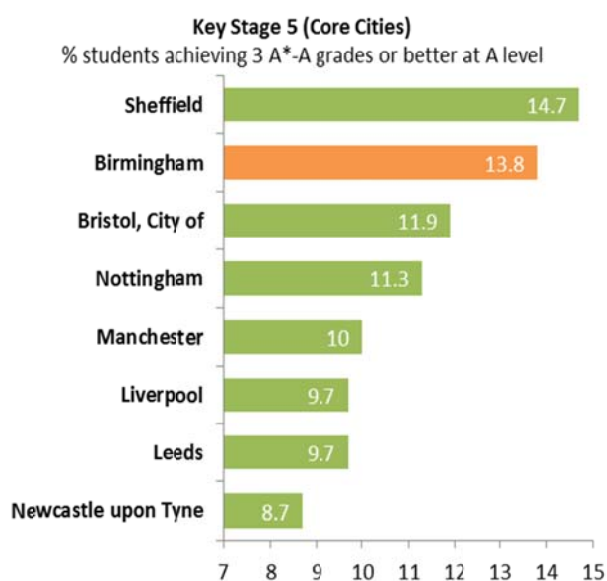
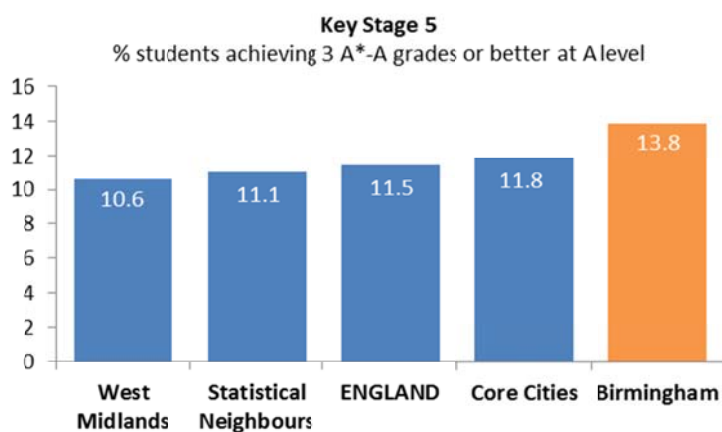
When comparing Birmingham A level students' average point score per entry, Birmingham does fairly well – only 1.4 pp behind the best performing Core City Sheffield and less than 1pp behind Slough amongst our statistical neighbours.

Average Point Score (APS) for a student’s best three A levels



When comparing Birmingham A level students’ average point score based on best three A levels, again Birmingham performs well. It is the best performing Core City, and is slightly behind Slough for statistical neighbours.

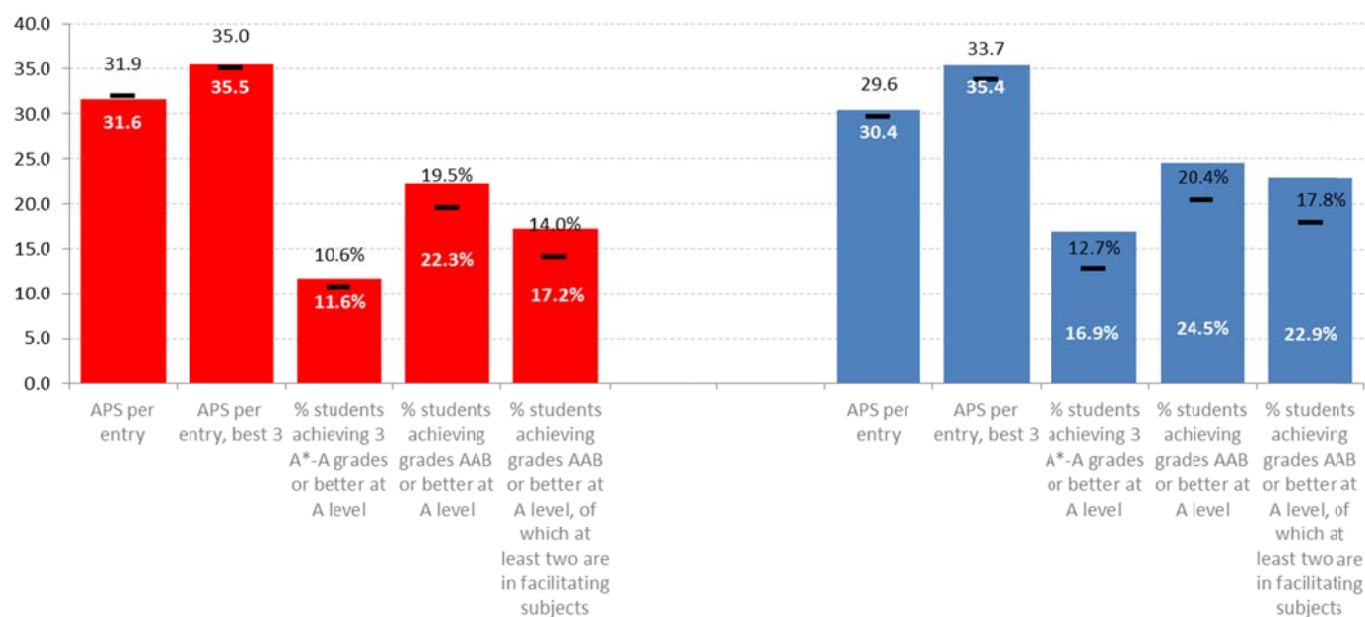
## Students achieving 3 A\*-A grades or better at A level



The percentage of students achieving 3 A\*-A grades or better at A level in Birmingham is 13.8%. This is slightly lower than Sheffield when compared to other Core Cities. However, when comparing against statistical neighbours, Birmingham performs best compared to the others.

## Public Characteristics - Gender

Key Stage 5  
A level Students - Gender Comparison Graph



The graph above shows the differences between Birmingham and national girls and Birmingham and national boys. The red bar charts denote Birmingham girls against national girls – Birmingham girls do better than national girls with the exception of average point score per A level entry although this is marginal in comparison. The blue bar charts denote Birmingham boys against national boys – overall Birmingham boys do better than national boys.

However if we look at the gender differences between Birmingham girls against Birmingham boys, the girls' average point score is slightly better although boys tend to perform better in the attainment measures. The biggest difference is the percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects – a difference of 5.7%. This is also true when looking at the national picture – a difference of 3.8%.

## Appendix 1 – Primary School Summary Comparison Table

### Pupil Performance 2016: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2015

Phase	Birmingham		Core City Average		Statistical Neighbour Average		West Midlands Average		Birmingham Rank Order out of 16 <sup>6</sup>	
<b>2016 Early Years Foundation Stage Profile<sup>1</sup></b> Percentage of children achieving a good level of development <sup>2</sup>	64% (62%)		64% (62%)		65% (62%)		67% (64%)		=10th (=6th)	
<b>2016 Phonics</b> Meeting standard at end of Year 2 <sup>3</sup>	90% (89%)		89% (88%)		90% (88%)		91% (89%)		=5th (=3rd)	
<b>2016 KS1 (Reached The Expected Standard)<sup>4</sup></b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>
Reading	70%	14%	69%	17%	71%	18%	73%	22%	=7th	15th
Writing	61%	6%	60%	9%	62%	10%	63%	11%	11th	15th
Mathematics	67%	11%	68%	14%	70%	15%	71%	16%	13th	15th
<b>2016 KS2 (Reached The Expected Standard and Working At Greater Depth)<sup>4</sup></b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS+</b>	<b>GDS</b>	<b>EXS</b>	<b>GDS</b>
Reading	59%	14%	62%	16%	61%	14%	64%	16%	15th	=11th
Writing	69%	6%	70%	11%	73%	11%	73%	13%	14th	16th
Mathematics	66%	15%	68%	16%	69%	16%	68%	15%	=12th	=8th
Reading Writing & Mathematics	47%	3%	50%	4%	50%	4%	51%	5%	14th	=14th
Grammar, Punctuation and Spelling <sup>5</sup>	71%	22%	71%	21%	72%	22%	72%	21%	=9th	=8th

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

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

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

1. A revised Early Years Foundation Stage Profile was introduced in 2012-13.

2. A pupil achieving at least the expected level in the Early Learning Goals within the three prime areas of learning and within literacy and mathematics is classed as having "a good level of development".

3. If a pupil's mark is at or above the threshold mark they are considered to have reached the required standard. The threshold mark for 2016 remained at 32.

4. New curriculum introduced in 2016 so not comparable with previous years

5. Grammar, punctuation and spelling test introduced in 2013

6. Ranking based on rounded figures, Birmingham's rank order position is as compared to the other 16 core city and statistical neighbour authorities.

## Appendix 2 – Secondary School Summary Comparison Table

### Pupil Performance 2016: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2015

Phase	Birmingham	Core City Average	Statistical Neighbour Average	West Midlands Average	Birmingham Rank Order out of 16 <sup>6</sup>
<b>2016 KS4</b>					
Progress 8	0.00	-0.06	-0.03	-0.05	6th
Attainment 8	49.4	48.2	48.3	49.2	4th
A*-C in English and mathematics GCSEs	60% (56%)	58% (55%)	58% (54%)	60% (57%)	5th (=6th)
Achieved the English Baccalaureate	25% (23%)	22% (22%)	22% (21%)	22% (22%)	3rd (=6th)
<b>2016 KS5</b>					
A level Students - Average Point Score (APS) per entry	31.1	30.1	29.8	30.2	4th
A level Students - Average point score (APS) for a student's best three A levels	35.4	34.1	34.1	34.2	2nd
% students achieving 3 A*-A grades or better at A level	14%	12%	11%	11%	2nd

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

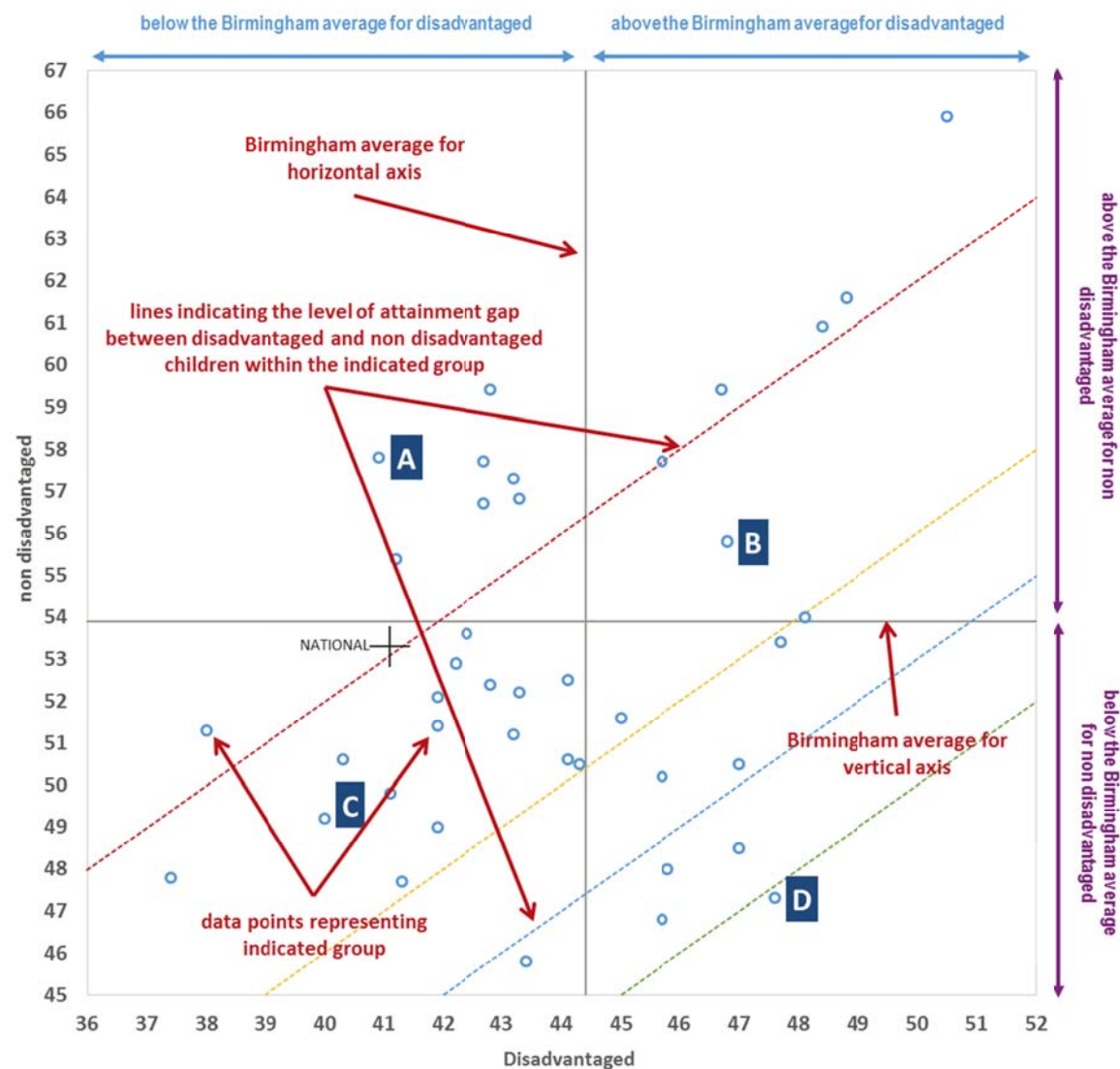
Statistical neighbours are Slough, Waltham Forest, Manchester, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton. These were revised in 2014.

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

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

1. Ranking based on rounded figures

## Appendix 3 – Explanation of Deprivation vs Non Deprivation Chart



### Performance Map Key

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

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

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

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

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





## **Education Performance 2016**

Schools, Children and Families Overview and Scrutiny  
Committee

**22<sup>nd</sup> March 2017**

# Introduction

- This presentation is a high-level summary of the in-depth annual education report that can be found on the Birmingham City Council website.
- The report focuses on the 2016 educational outcomes of children who attend a **Birmingham school** (does NOT include those who live in Birmingham but go to school elsewhere)
- It is not possible to focus on every single area in this presentation – while the main report looks at ALL Key Stages – this presentation will focus on Early Years, Key Stage 2, Key Stage 4 and Key Stage 5
- 2016 saw many changes in the assessment arrangements for schools in England - this means results are often not comparable to previous years
- These reports are accompanied by detailed Education Performance Tables – which have been released as “open data” on BCC website

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# Summary

- Primary School performance is below average across both attainment and progress measures – although there is a fall in the number of schools below national floor standard.
- Early Years Foundation Stage performance has improved in line with national, but the attainment gap has not closed.
- GCSE are good – especially compared to statistical neighbours and the other Core Cities.
- The new measures; Progress 8 and Attainment 8 – indicate Birmingham is in line or better than National levels.
- Birmingham is in line with the National average of children achieving the English Baccalaureate.
- Children achieving A\* to C in English and Maths has risen in line with national however Birmingham is still 3% behind overall.
- Generally our disadvantaged pupils perform better than national comparator, however there are other significant gaps in attainment across different cohort groups.
- Gaps in attainment and progress do vary significantly change across Key Stage and subject areas.

# Early Years Foundation Stage

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# Early Years Foundation Stage Profile (EYFSP)

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

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

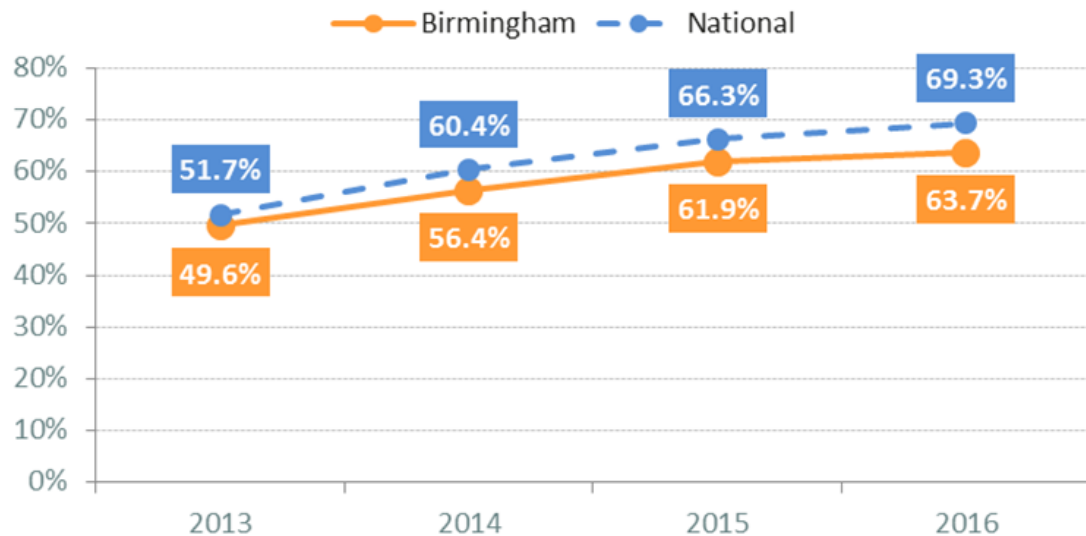
The EYFSP gives:

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

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

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

Early Years Foundation Stage  
Proportion of children Achieving a Good Level of Development



# EYFS Comparisons

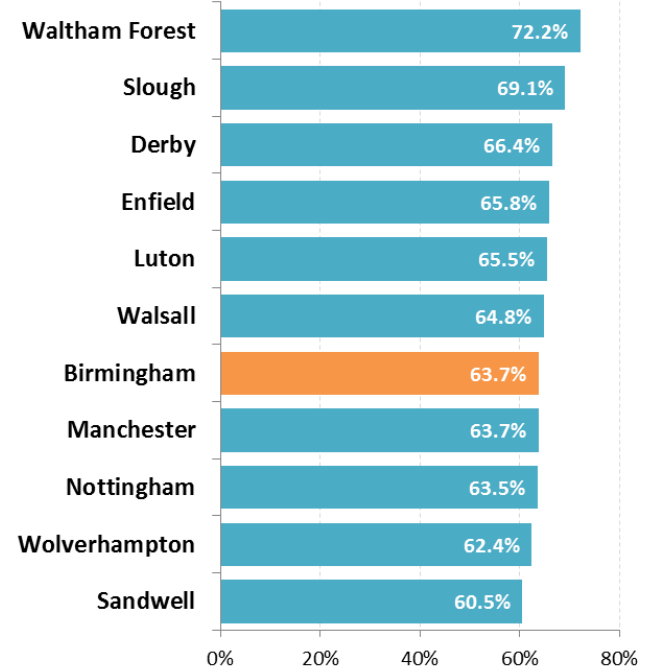
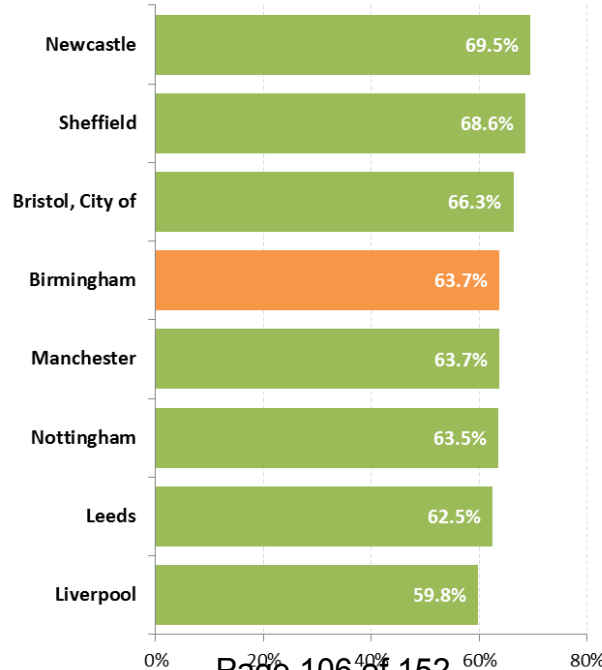
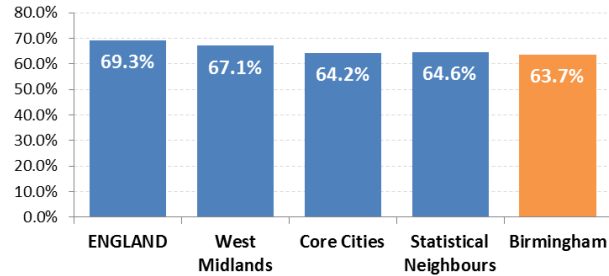
## Core Cities

## Statistical Neighbours

**Early Years Foundation Stage**  
Proportion of Children Achieving a Good Level of Development  
2016

**Early Years Foundation Stage**  
Proportion of Children Achieving a Good Level of Development  
2016

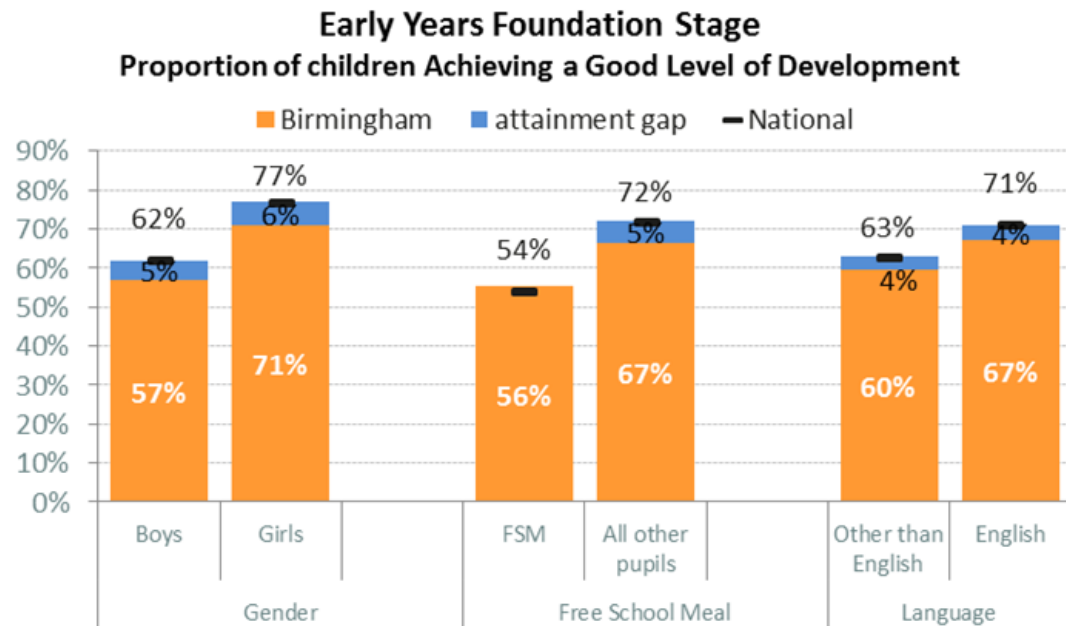
**Early Years Foundation Stage**  
Proportion of Children Achieving a Good Level of Development  
2016



Birmingham's LA wide education performance is usually benchmarked against national, west midlands and statistical neighbours.

While underperforming against the average, performance is not the worst in either group

# Cohort Gaps

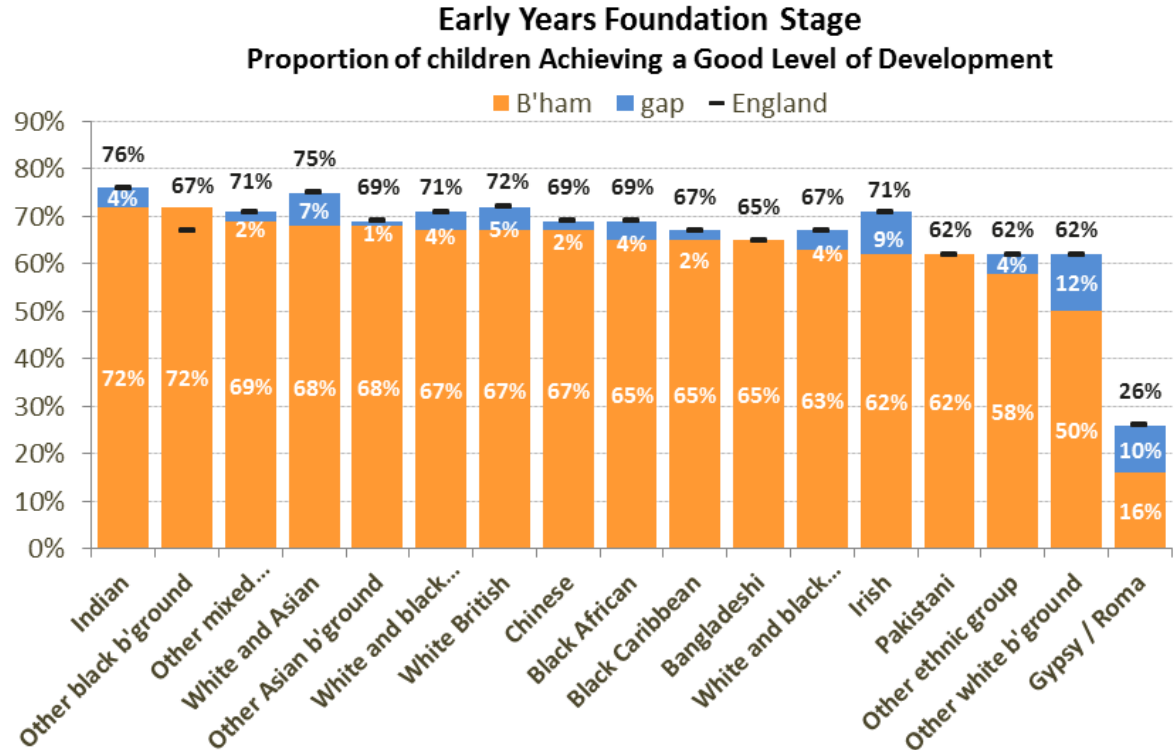


There are gaps across all groups, apart from those receiving Free School meals who out-perform their national peers. The gap between Birmingham girls and national girls is most pronounced at 6 pp, although girls are the highest performing group in the city.

# Ethnic Group

All ethnic groups were below national attainment averages except for other Black background (+5%), Bangladeshi (+0%) and Pakistani (+0%).

The largest national attainment gaps were for other white background (-12%), Gypsy/Roma (-10%) and Irish (-9%).

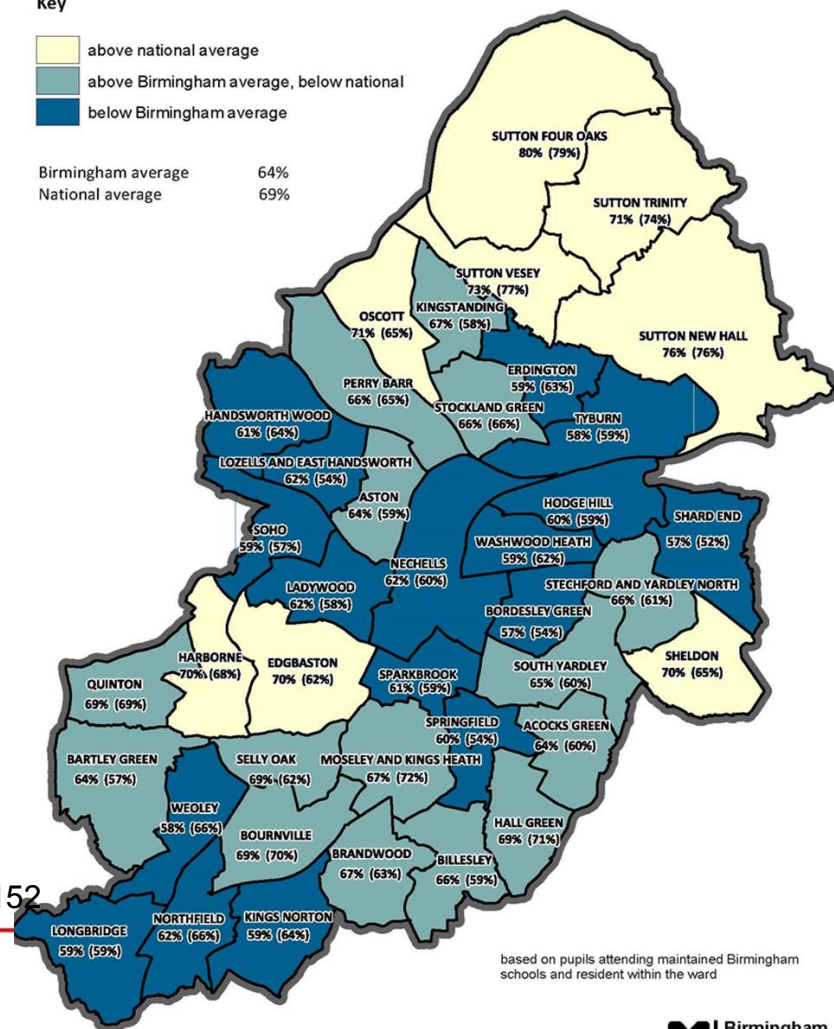




# Early Years Ward

The Map right shows performance for children based on where they live.

There are 8 wards where performance is above the national average, and 17 that are below the national AND Birmingham average



## Key Stage 2

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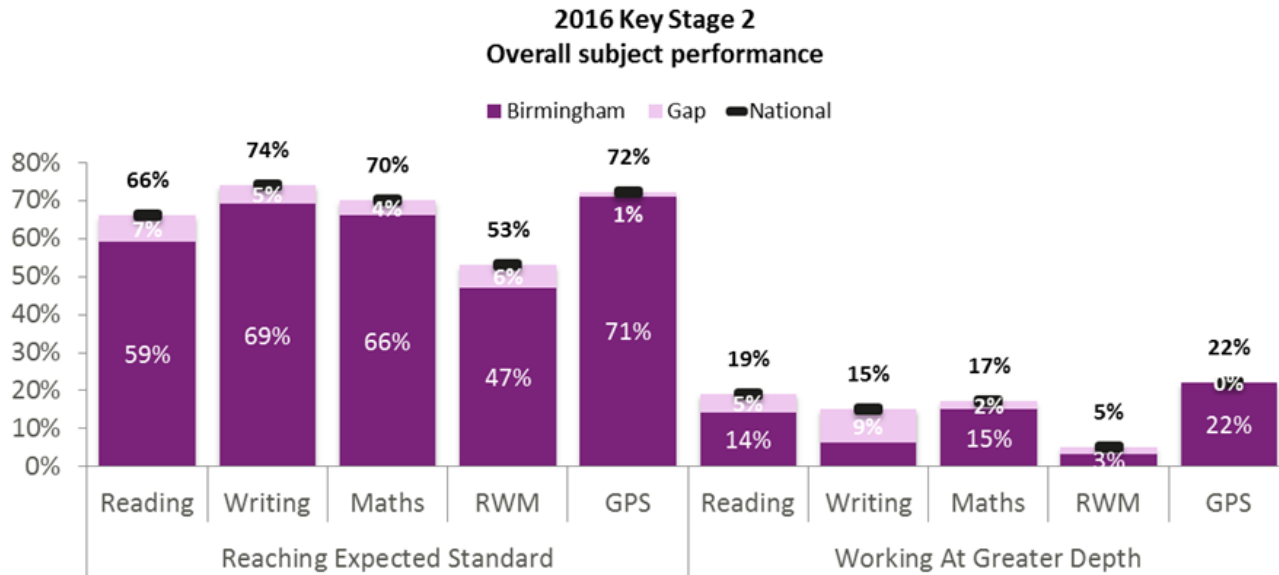
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# Key Stage 2

- The assessment processes at Key Stage 2 changed significantly in 2016. This makes comparison with previous years misleading.
- In 2016 schools were held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a new, value-added measure of progress.
- A school will fall below the floor standard in 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress.
- Reading, Maths, Grammar punctuation & spelling are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected level. Writing remains as a teacher assessment.

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# Key Stage 2 Attainment



- Only **47%** of pupils in Birmingham reached the expected standard in Reading, Writing and Maths, and only **3%** assessed as working at greater depth.
- This was significantly below the national average of 53% and 5% respectively.
- Subject by subject, Birmingham is below the national average for in all areas.
- At expected standard, the biggest gap is in reading at 7%. While for working at greater depth, it is Writing at 9%.

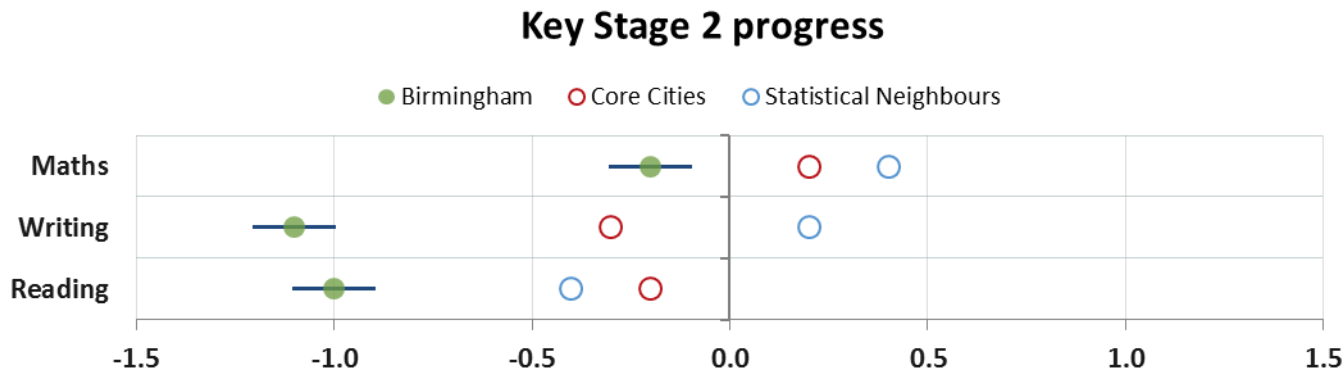
Page 112 of 152

# Key Stage 2 Progress

Maths = -0.2

Writing = -1.1

Reading = -1.0



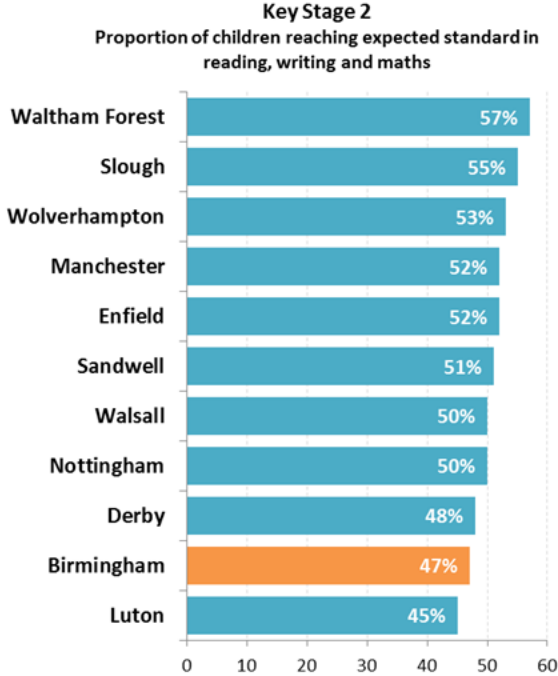
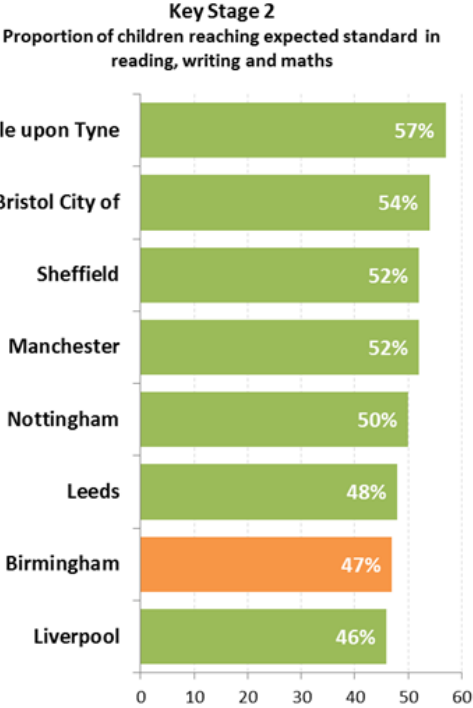
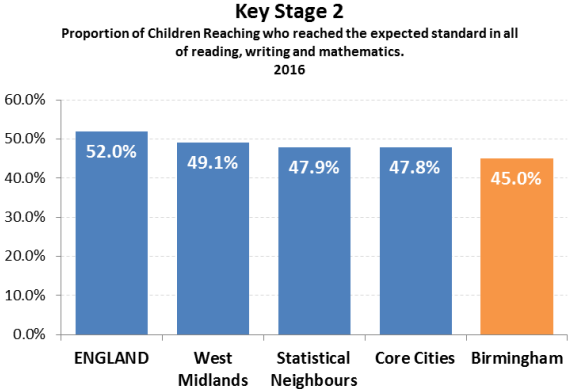
- The new progress measures are 'value added', this means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.
- There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress contributes to the overall average.
- A score of 0 for a school means its pupils are making average progress. Most are within the range of -5 to +5.
- Birmingham's key stage 2 progress figures were significantly below national, core cities and statistical neighbour averages.

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# Key Stage 2 Comparisons

## Core Cities

## Statistical Neighbours

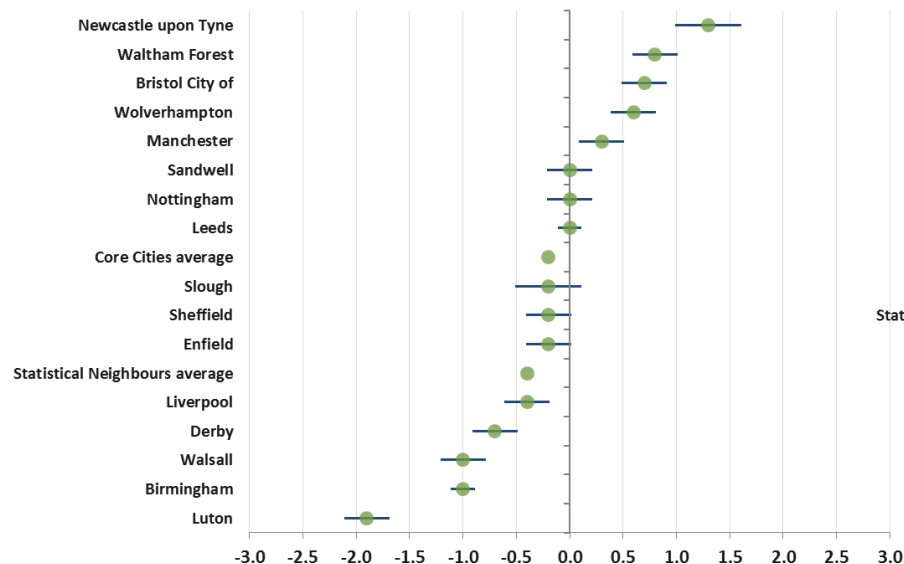


As with the other Key Stages Birmingham's performance is usually benchmarked against national, core cities and statistical neighbours.

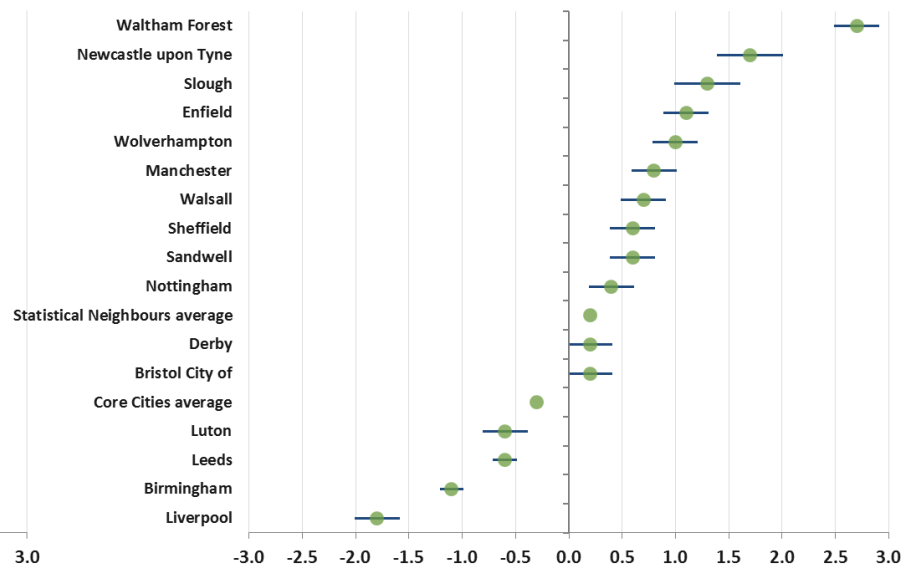
While underperforming against the average, performance is not the worst in either group.

# Progress Comparison – Part 1

Key stage 2 Reading Progress

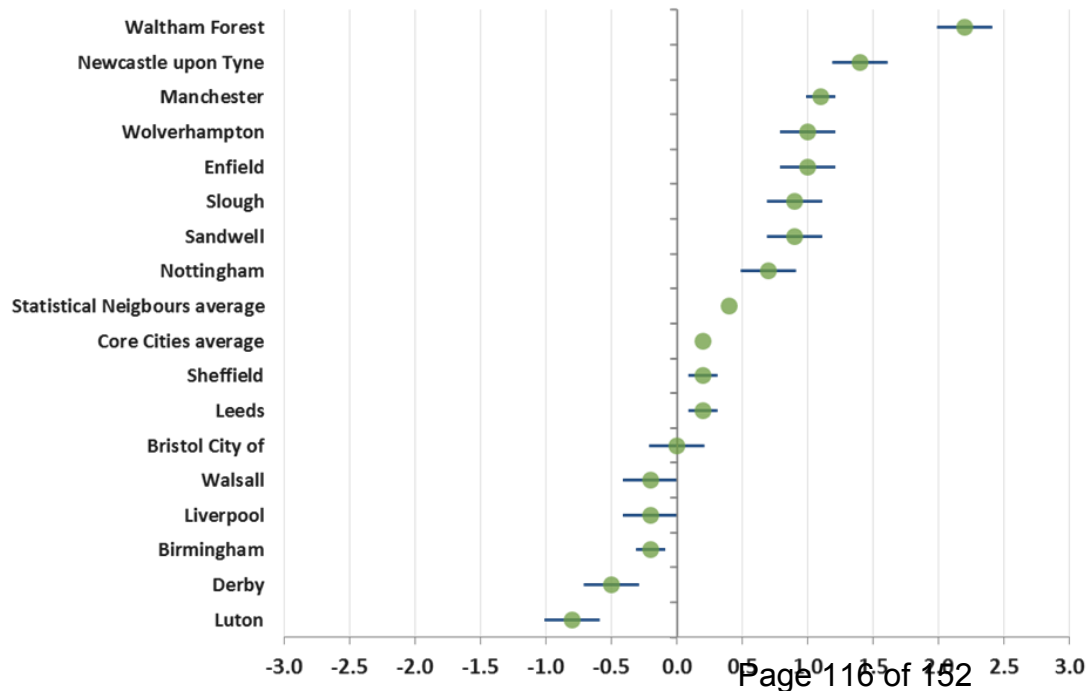


Key stage 2 Writing Progress



# Progress Comparison – Part 2

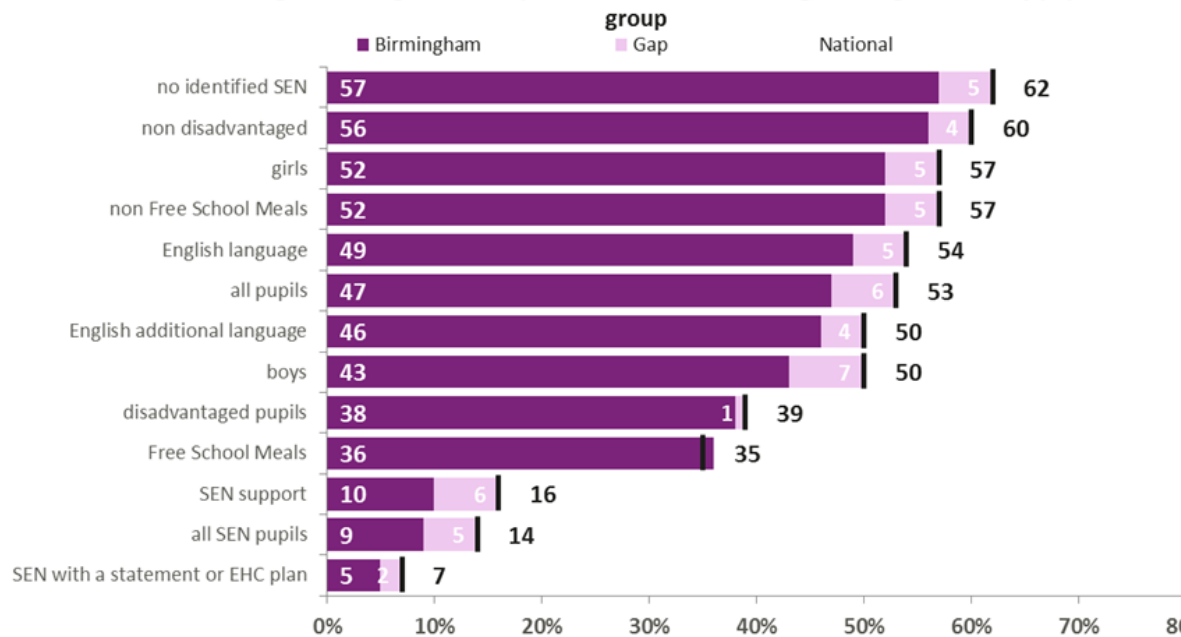
Key stage 2 Maths Progress





# Key Stage 2: Attainment by pupil group

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

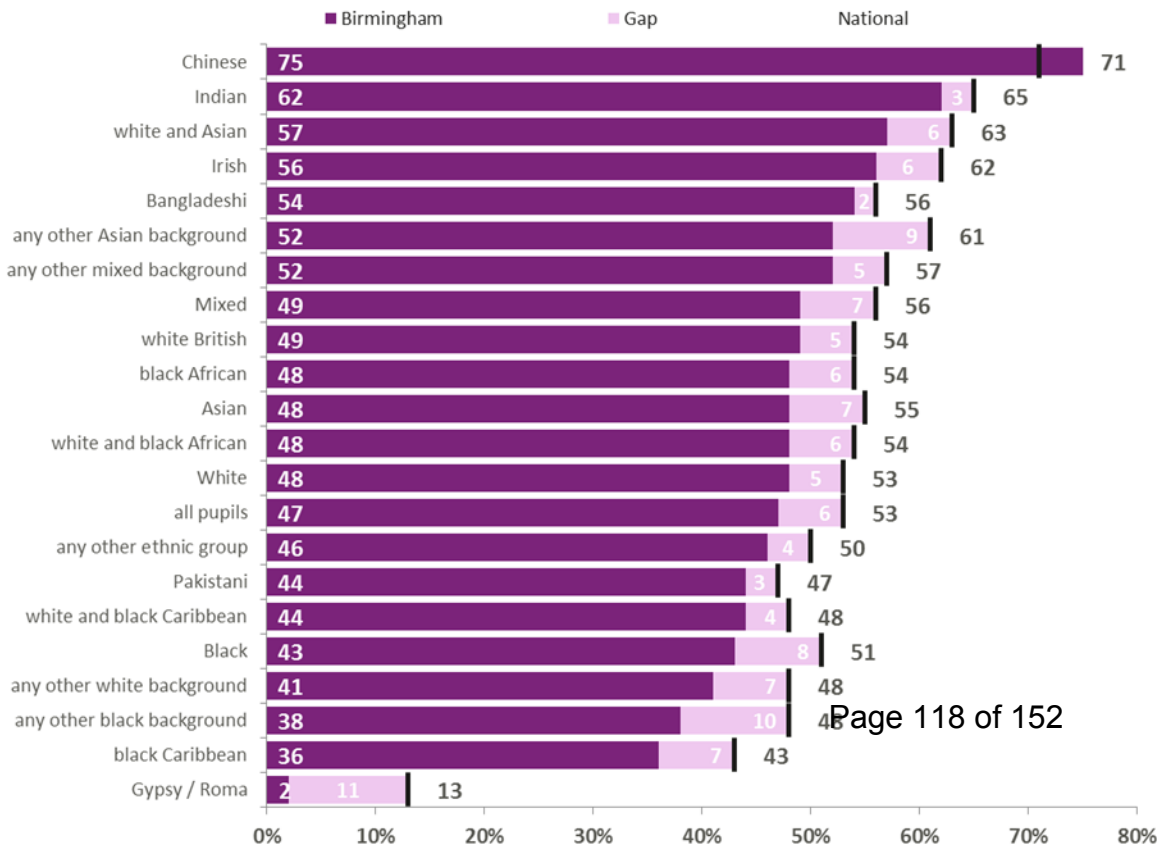


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- The chart shows that girls outperform boys by a gap of 9pp, however both groups underperform compared to their national peers.
- There is a gap between Free School Meals (FSM) pupils' performance compared to non FSM pupils of 16pp and a gap between disadvantaged pupils' performance and non-disadvantaged pupils of 18pp. However the performance of FSM children in Birmingham is very slightly above the national average.
- EAL pupils' performance compared to those with English as a first language is showing a gap of 3pp. 10% of pupils with Special Educational Needs (SEN) achieved the expected standard. Which is 6pp behind national.

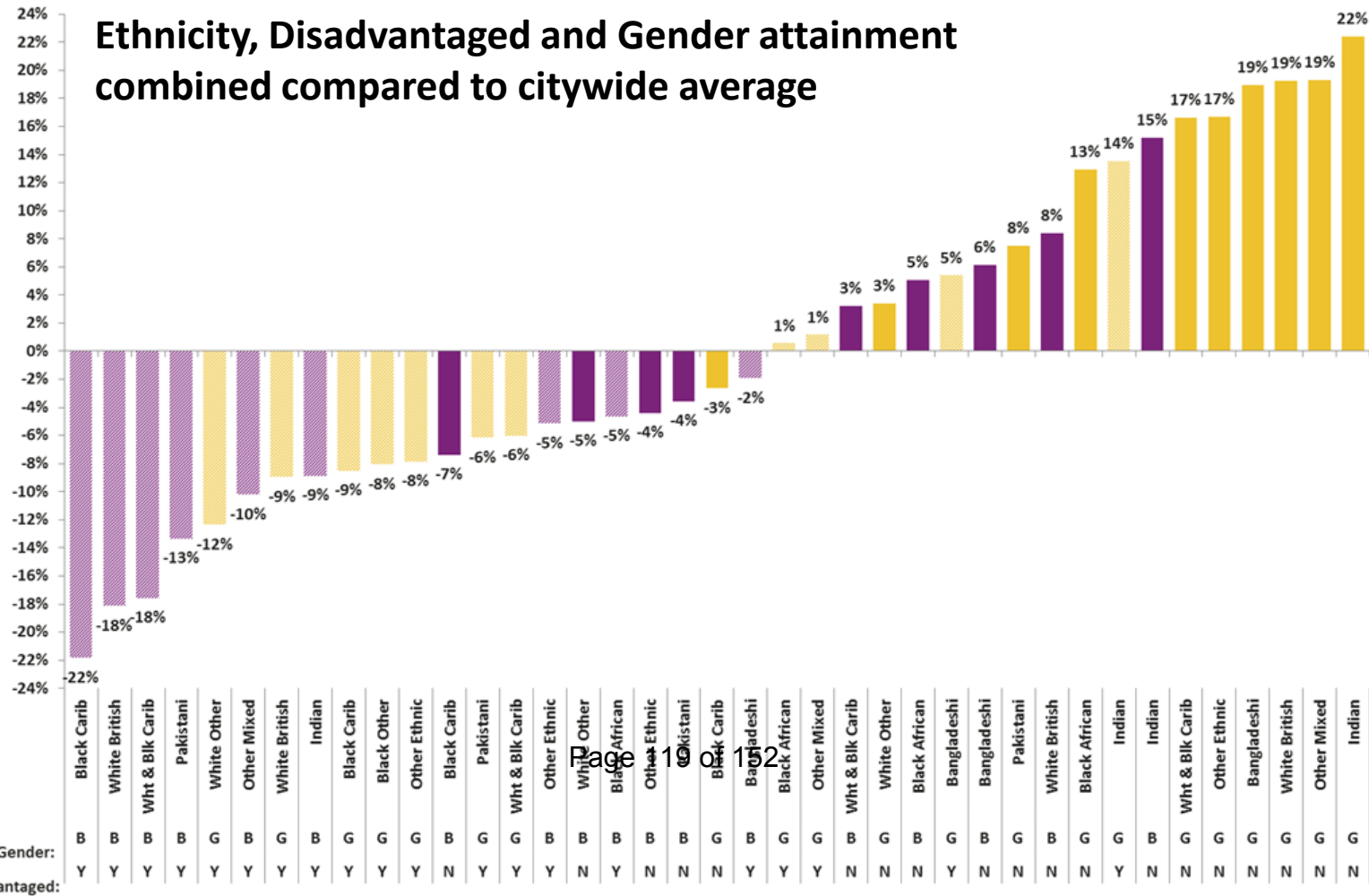
# Key Stage 2: Attainment by Ethnic group

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



- The chart shows the attainment outcomes for reading, writing and maths combined.
- The Chinese ethnic group are the highest performing group and perform better than national.
- However all other ethnic groups are slightly lower than national figures with the biggest attainment gap in Gypsy/Roma.
- The most significant gap with the national comparator groups is for those of any other black background.

# Ethnicity, Disadvantaged and Gender attainment combined compared to citywide average



## Key Stage 2 by Ward

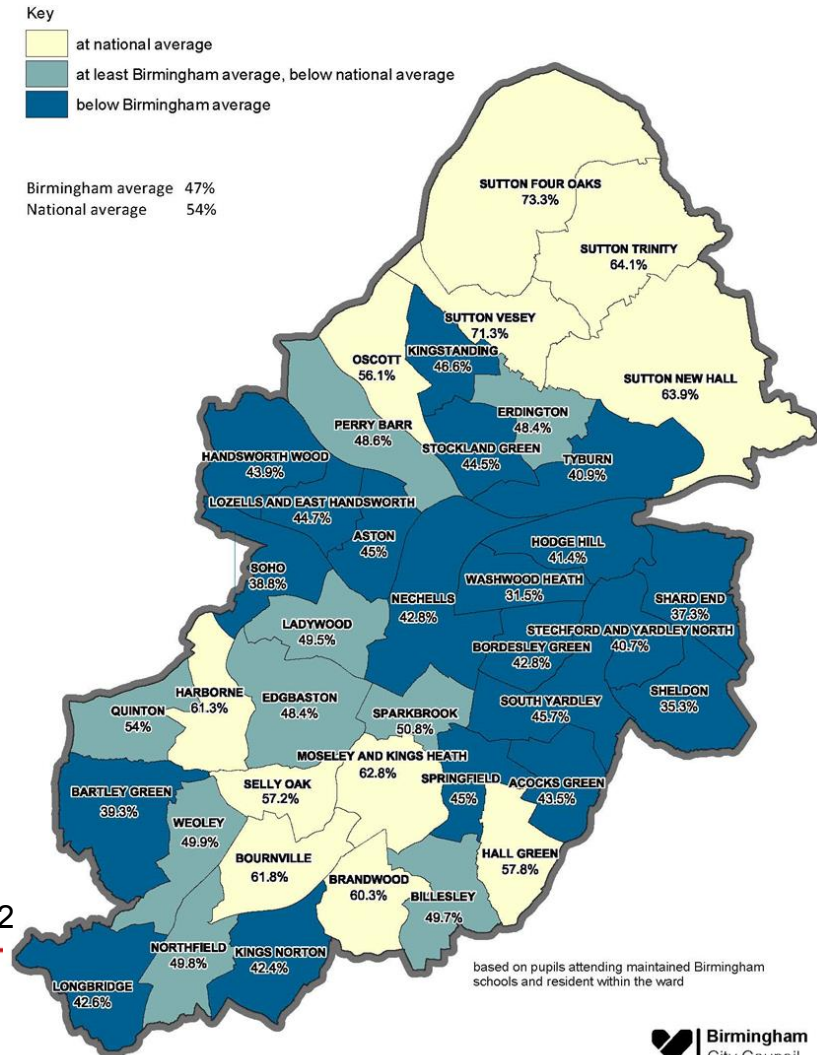
The map below shows proportion of children **living** in each ward that reached the expected standard across reading, writing and maths.

## Top 3 wards

- Sutton Four Oaks 73.3%
- Sutton Vesey 71.3%
- Sutton Trinity 64.1%

### Bottom 3 wards

- Washwood Heath 31.5%
- Sheldon 35.3%
- Shard End 37.3%

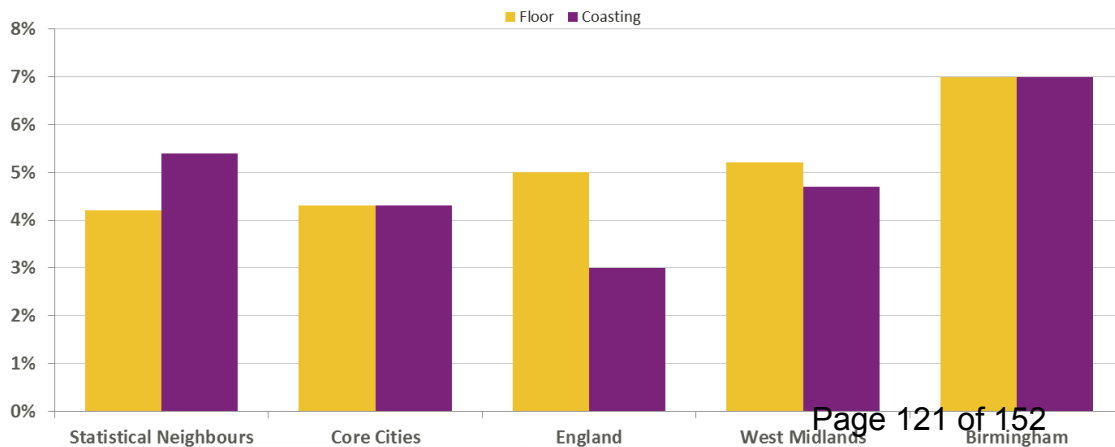


# Floor Targets/Coasting Schools

Birmingham has **18** schools below the Floor Standard and **18** which are classed as coasting.

While this represents a reduction in schools below Floor Standard from last year's 25, proportionally it is still significantly above all our comparator groups. Coasting represents falling behind the standards set by the DfE for 3 consecutive years.

Percentage of Primary Schools below Floor and Coasting - 2016



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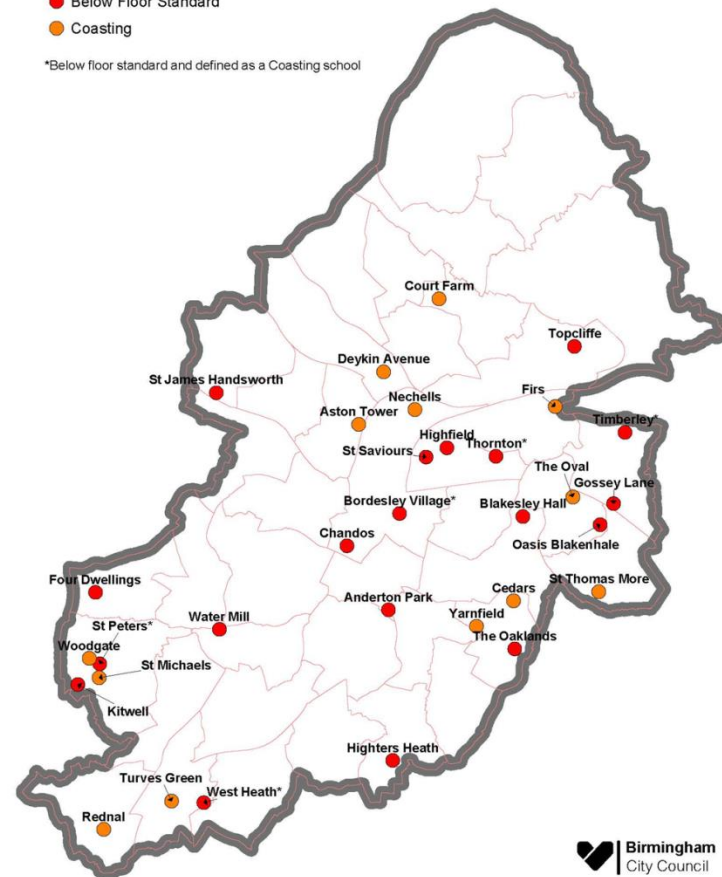
## 2016 Key Stage 2: Birmingham Primary schools below Floor targets or classed as Coasting

Key

● Below Floor Standard

● Coasting

\*Below floor standard and defined as a Coasting school



## Key Stage 4

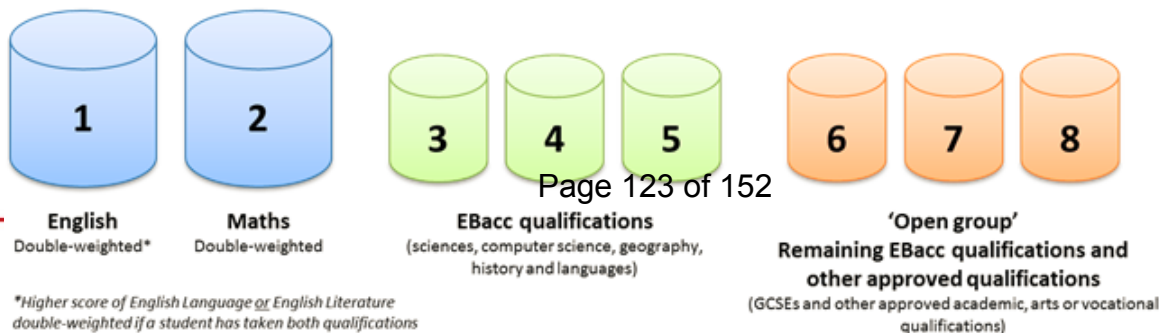
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# New Key Stage 4 Accountability Measures

## Attainment 8 and Progress 8

- Changes at GCSE with two new headline measures, Attainment 8 and Progress 8.
- Attainment 8** measures the achievement of a pupil across 8 qualifications including maths (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- Progress 8** is a value added measure and compares the Attainment 8 scores of similar pupils grouped using their prior attainment at key stage 2.



# Attainment 8 Example

- Table right shows how a particular pupils' attainment 8 score is calculated
- Attainment 8 score = (Qa1 + Qa1) + (Qa2 + Qa2 as taken English literature) + Qa4 + Qa6 + Qa8 + Qa3 + Qa5 + Qa9
- = (7 + 7) + (8 + 8) + 6 + 7 + 7 + 6 + 5 + 6
- = **67**

GCSE grade	2016 Points
G	1.00
F	2.00
E	3.00
D	4.00
C	5.00
B	6.00
A	7.00
A*	8.00

ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qa1	GCSE mathematics	A	7	✓	Maths	✓	14
Qa2	GCSE English language	A*	8	✓	English	✓	16
Qa3	GCSE English literature	B	6	✓	Other	*	6
Qa4	GCSE additional science	B	6	✓	EBacc	*	6
Qa5	GCSE art	C	5	✓	Other	*	5
Qa6	GCSE core science	A	7	✓	EBacc	*	7
Qa7	GCSE French	C	5	✓	Other	*	5
Qa8	GCSE Spanish	B	6	✓	EBacc	*	6
Qa9	GCSE religious studies	D	4	*			



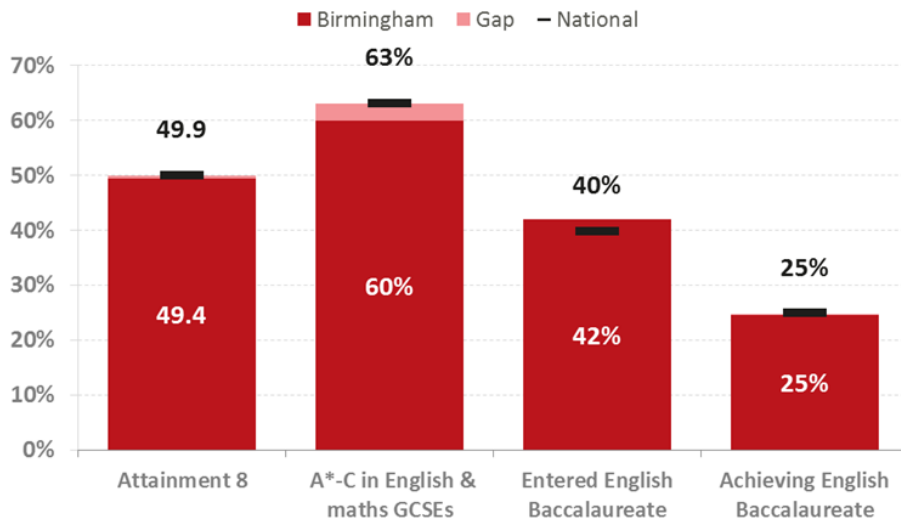
# Progress 8

- Progress 8 is a school accountability measure only.
- A pupil's Progress 8 score is defined as their Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at key stage 2.
- A score of 0 shows that the school's pupils on average make the same progress as similar pupils nationally.
- A score of +1 means pupils are achieving on average a grade higher in each subject that contributes to this score.

# Key Stage 4 Summary

- The chart shows main attainment outcomes at key stage 4.
- Birmingham is closely aligned with national in all measures except English and Maths which is 6pp behind.
- More children are entered for all components of the English baccalaureate than national
- Progress 8 is however significantly above national as our lower confidence interval is still above.

Key stage 4 2016: Key Performance Indicators



## Birmingham Progress 8

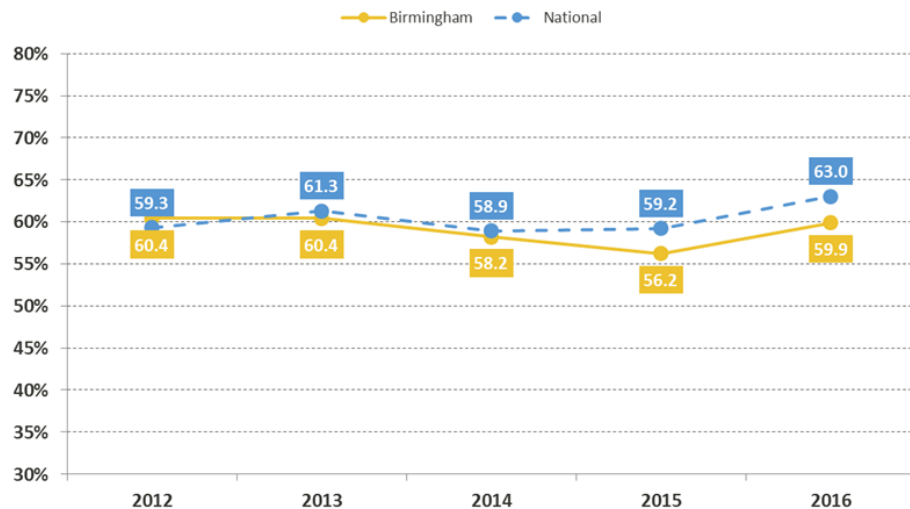
Performance

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

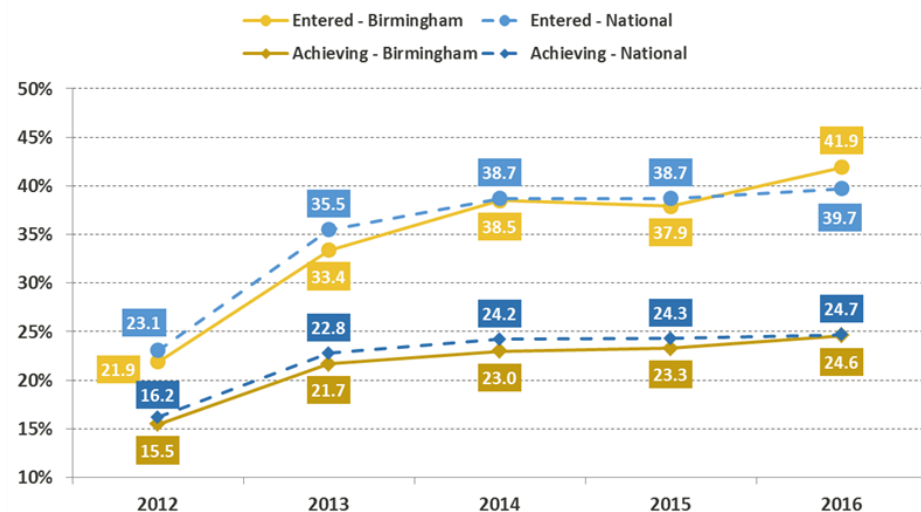
Page 126 of 152 0.02

# Key Stage 4 – Trackable measures

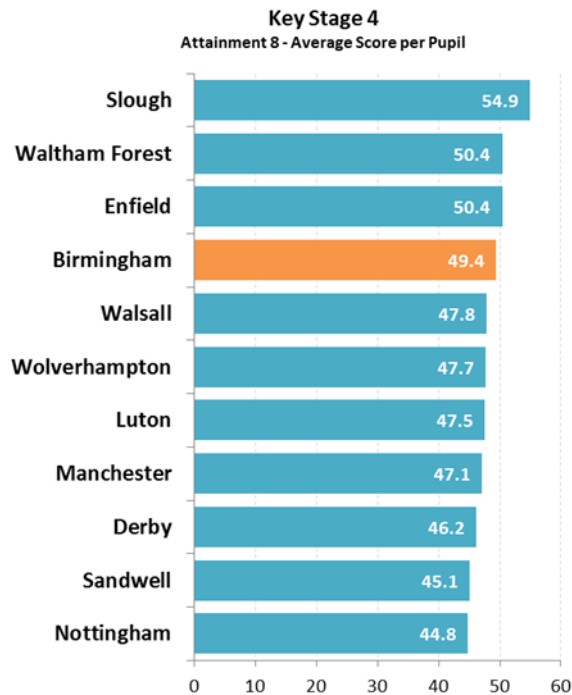
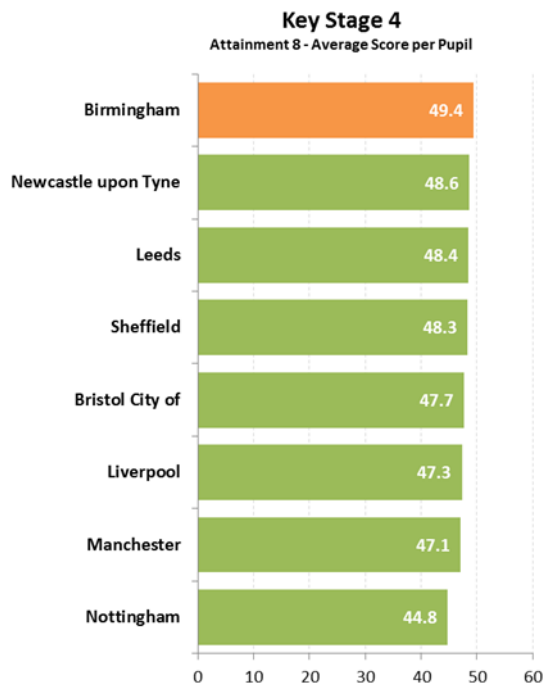
Key stage 4 2016: % of pupils achieving A\*-C in English and Maths GCSEs



English Baccalaureate



# Attainment 8 comparisons



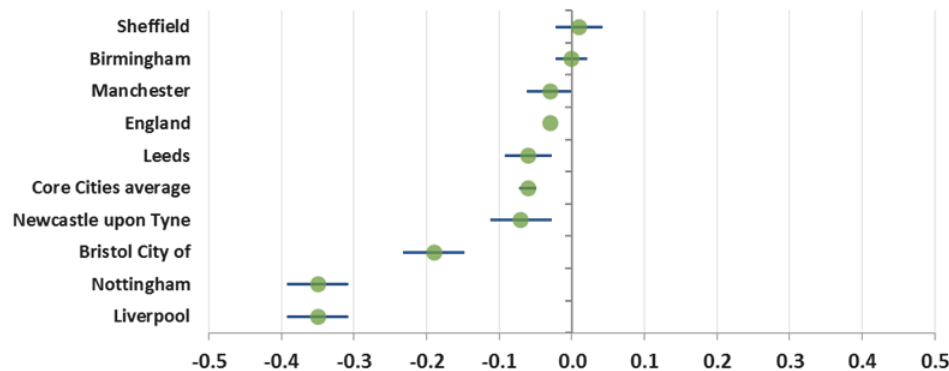
The chart left compares Birmingham with core cities and our statistical neighbours.

Birmingham performs well against both groups. We have the best Attainment 8 score amongst core cities and 4th highest out of our statistical neighbours.

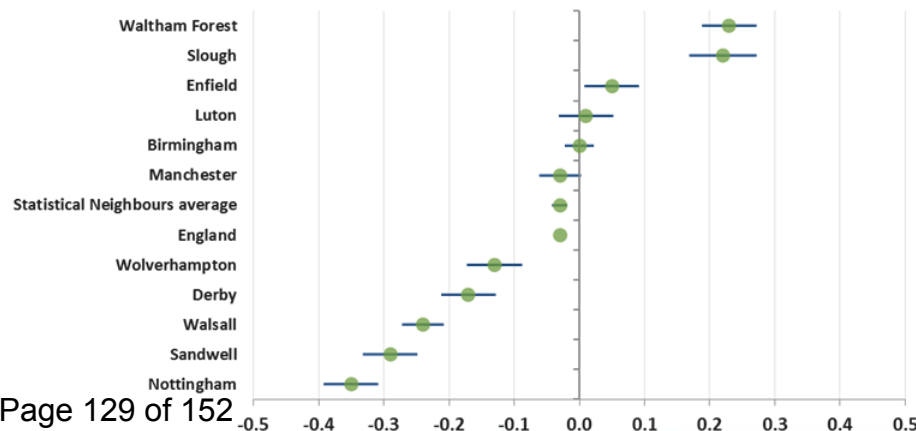
# Progress 8 Comparisons

When comparing Progress 8 averages to the same groups Birmingham again shows a positive comparison. We have the second best Progress 8 score of all 8 core cities and the 5th highest out of our statistical neighbours.

Progress 8 for Birmingham and Core cities

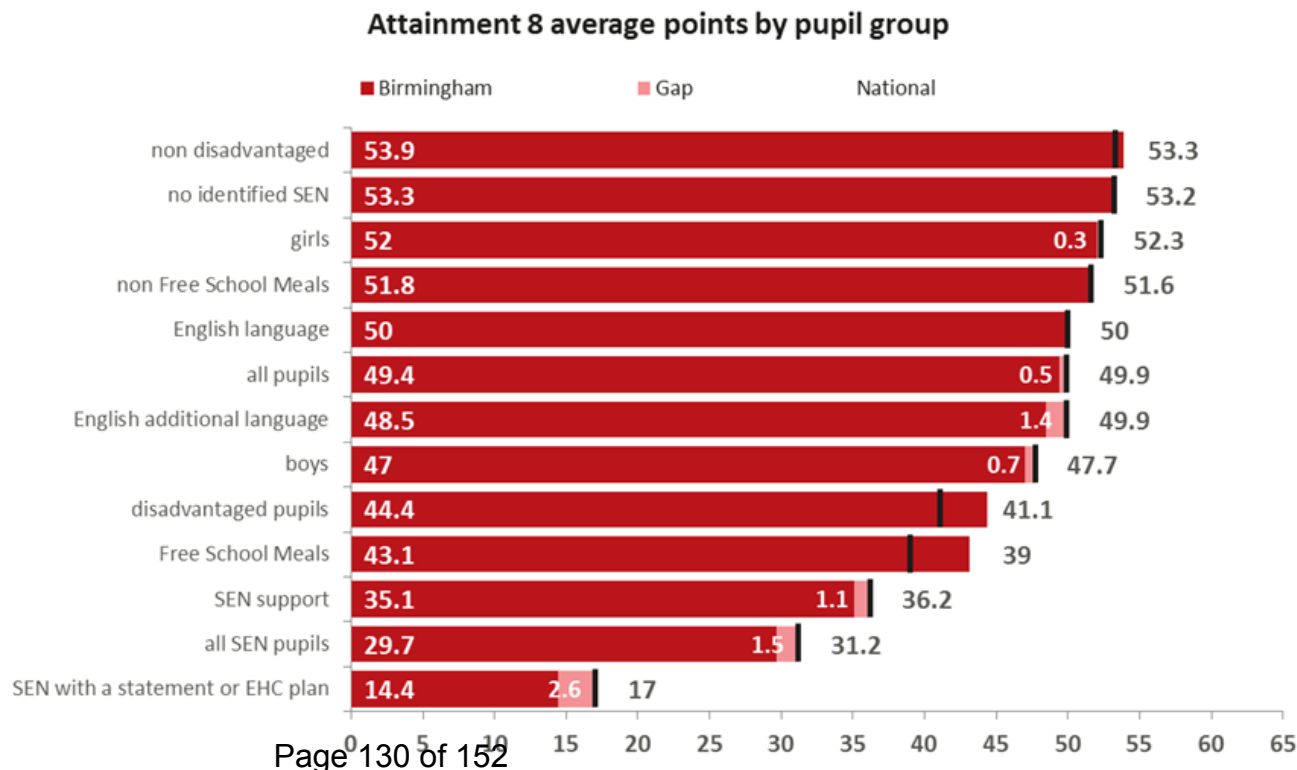


Progress 8 for Birmingham and Statistical Neighbours



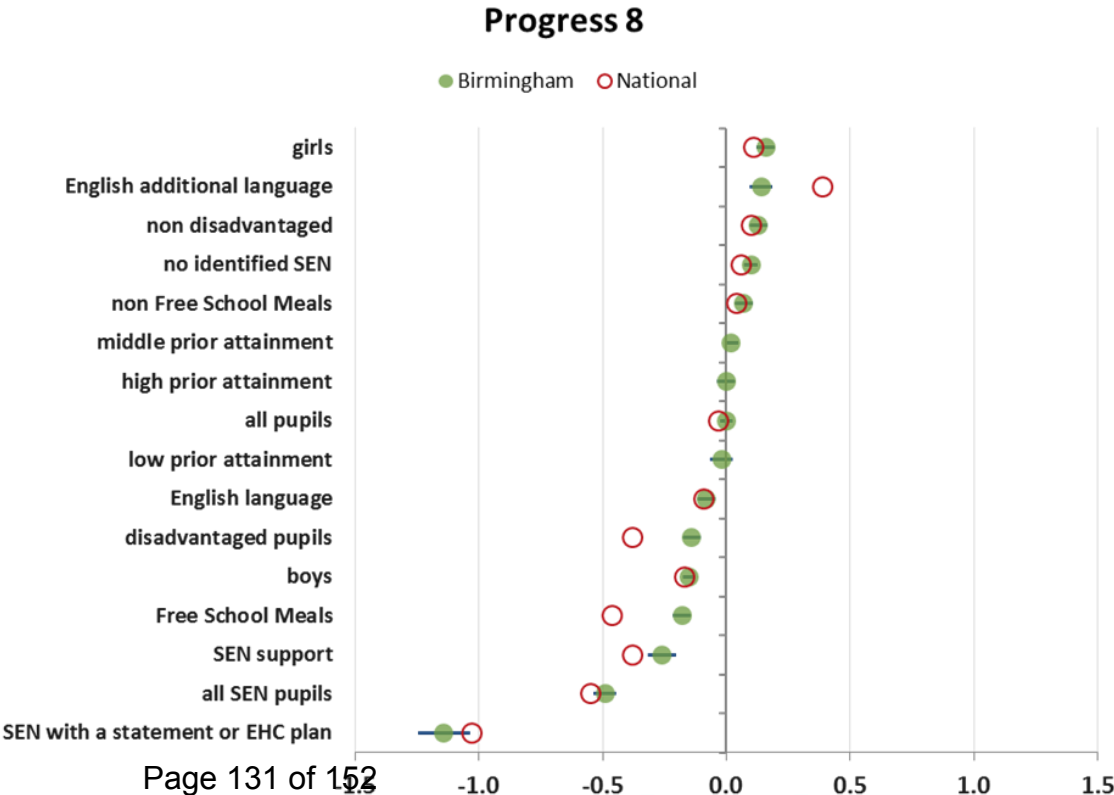
# Key Stage 4 - Pupil group Attainment 8

In terms of Attainment 8 average scores children in Birmingham are closely aligned with their comparable groups at national level. Disadvantaged and FSM groups show significant achievement while boys and children with special educational needs falling slightly behind



# Key Stage 4 - Pupil groups Progress 8

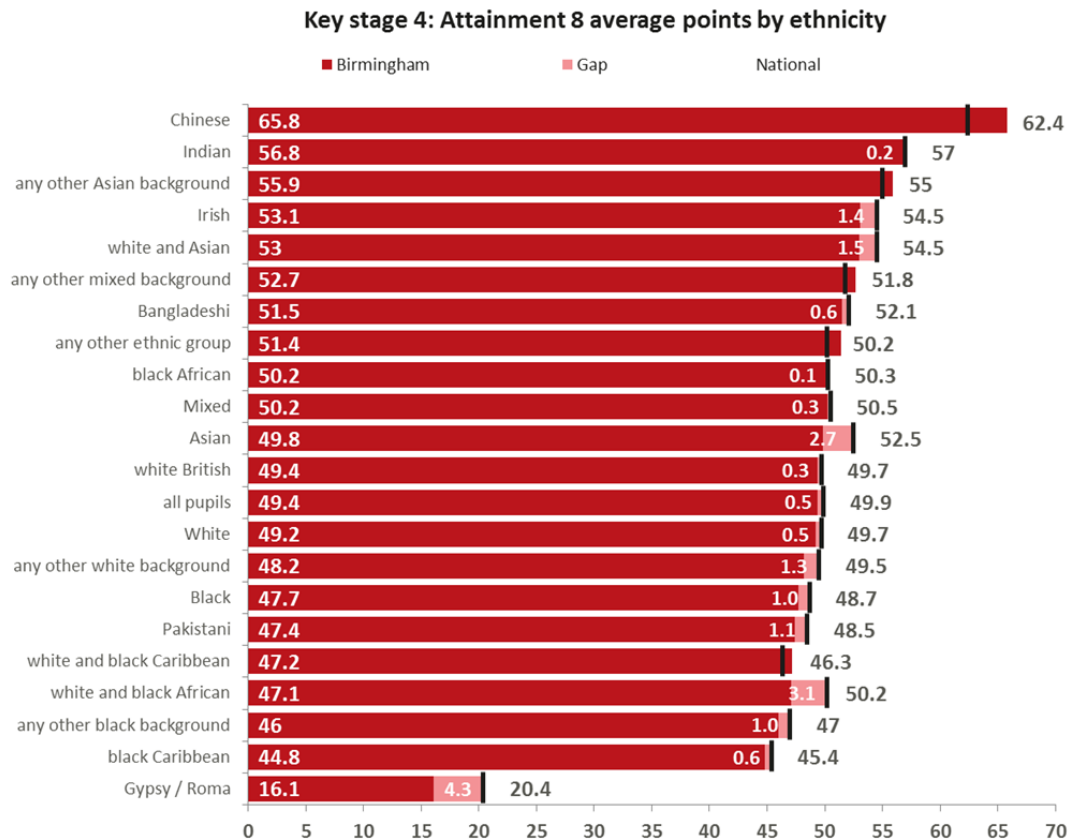
When looking at Progress 8, Birmingham is again in line or better than national when looking at pupil groups with significantly better progress for disadvantaged and FSM children. However children with English as an additional language although progressing well are behind their national counterparts. Children with special educational needs are showing comparably better progress than attainment with the exception being stated, which is just falling behind.



# Key Stage 4 - Ethnic groups Attainment 8

In terms of Attainment 8, most ethnic groups are close or above their national comparators. Pupils of Chinese heritage have the highest average score in Birmingham, which is significantly above Chinese pupils nationally.

The groups which are significantly below their national peers include – Asian pupils as a whole, pupils with a white/black African background and those of Gypsy/Roma heritage.



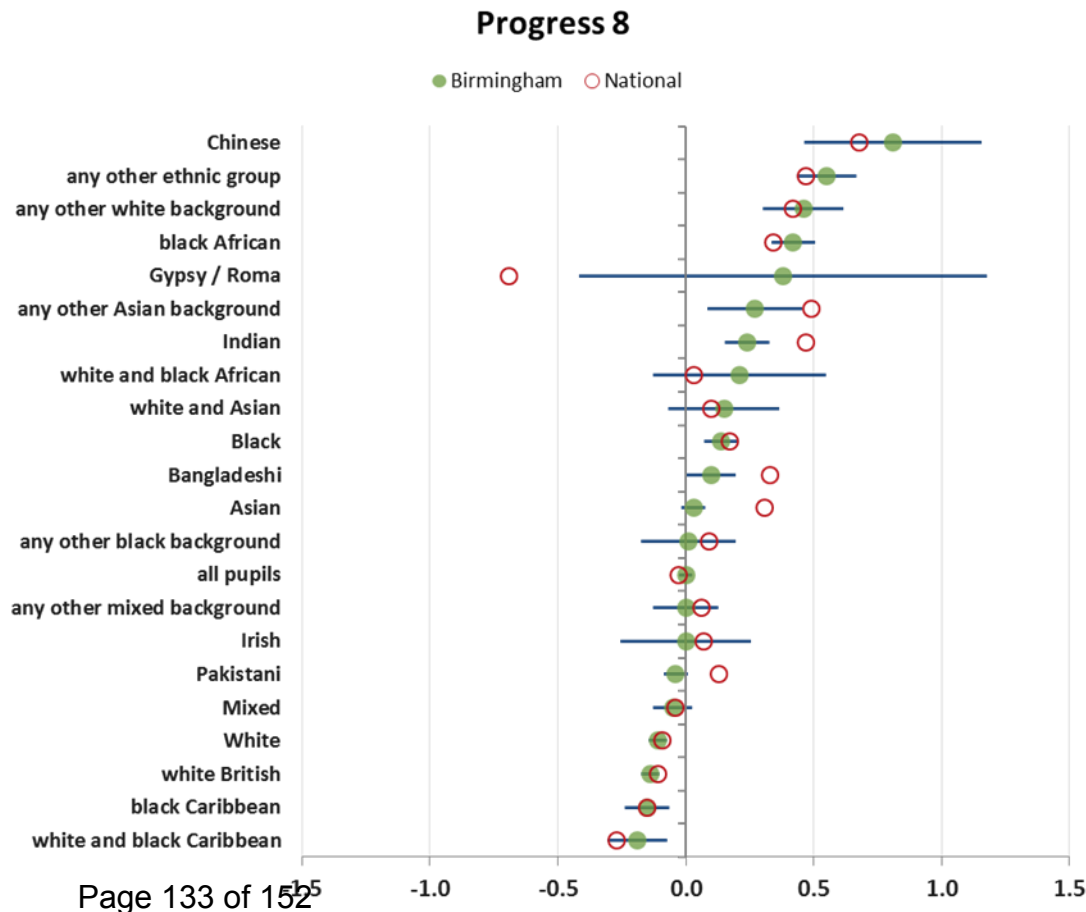


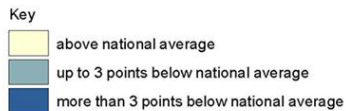
# Key Stage 4 - Ethnic groups Progress 8

The chart ranks ethnic groups by their Progress 8, as well as comparing each group to national equivalent.

As a group, Asian children have higher Progress 8 average scores than all children nationally but lower when looking at other Asian children nationally. This is true for all the Asian sub groups – Indian, Bangladeshi, and Pakistani pupils.

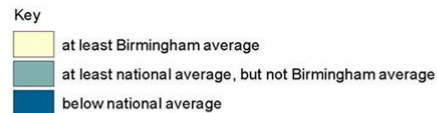
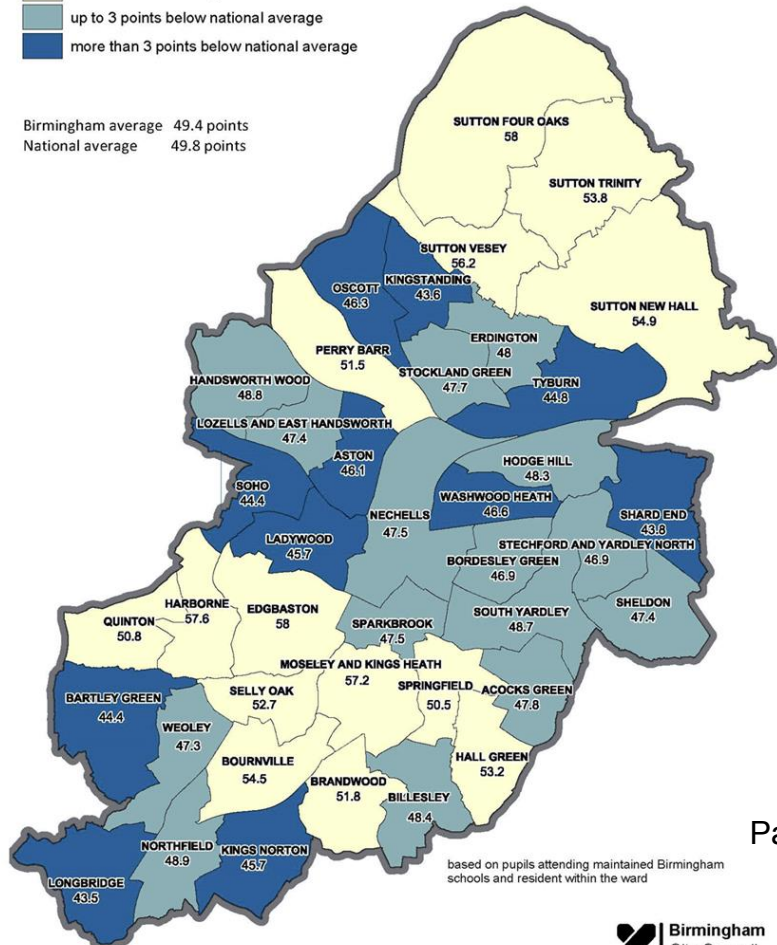
Gypsy/Roma pupils, whose attainment is the lowest in the city, fair better at Progress 8, although this is subject to large confidence intervals.





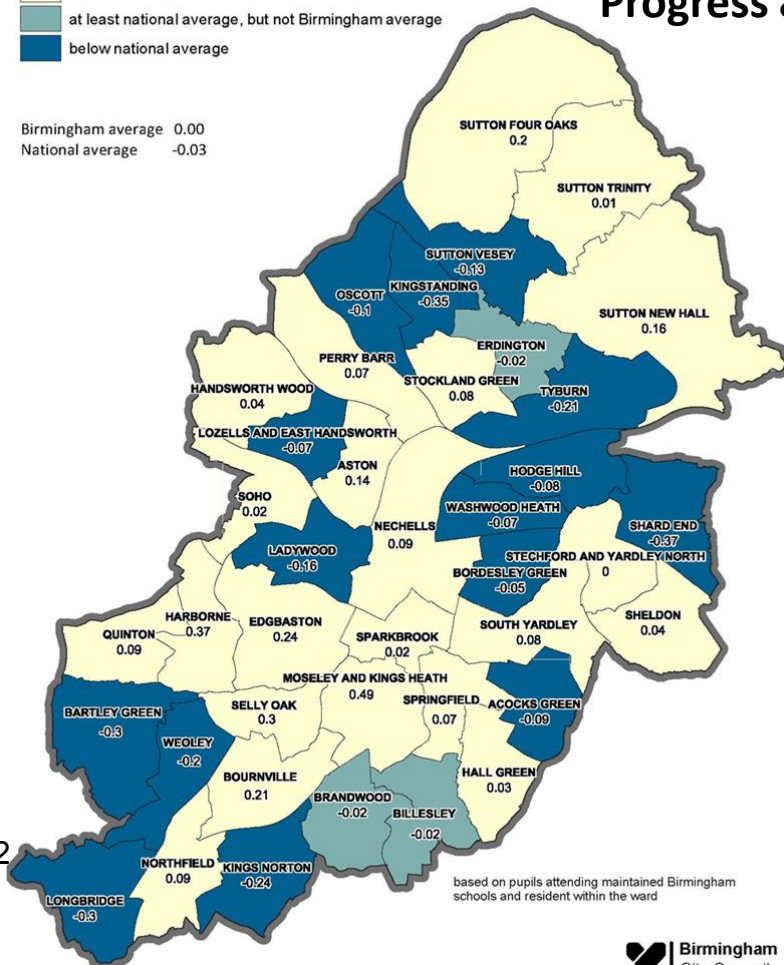
Birmingham average 49.4 points  
National average 49.8 points

## Attainment 8

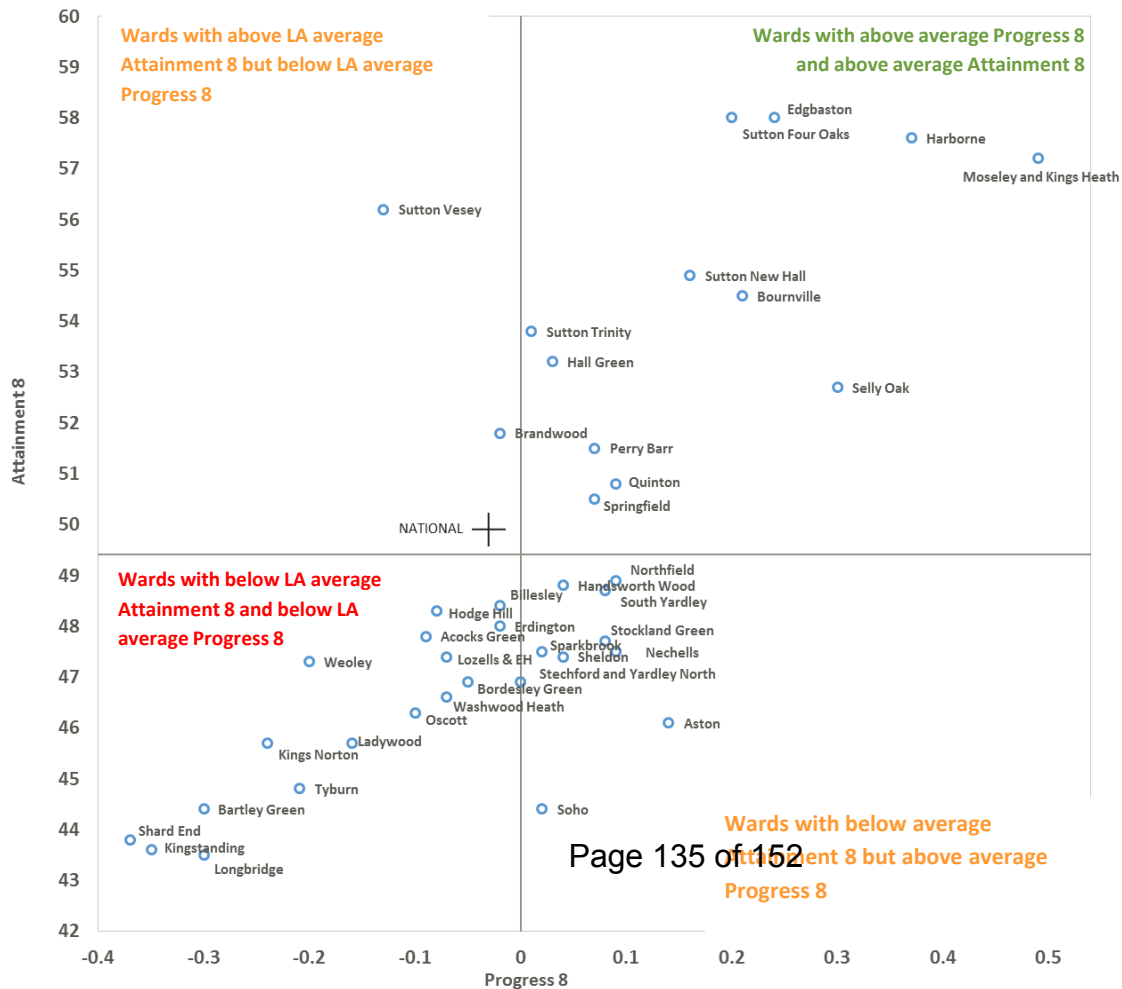


Birmingham average 0.00  
National average -0.03

## Progress 8



## Performance Map for Attainment and Progress by Ward



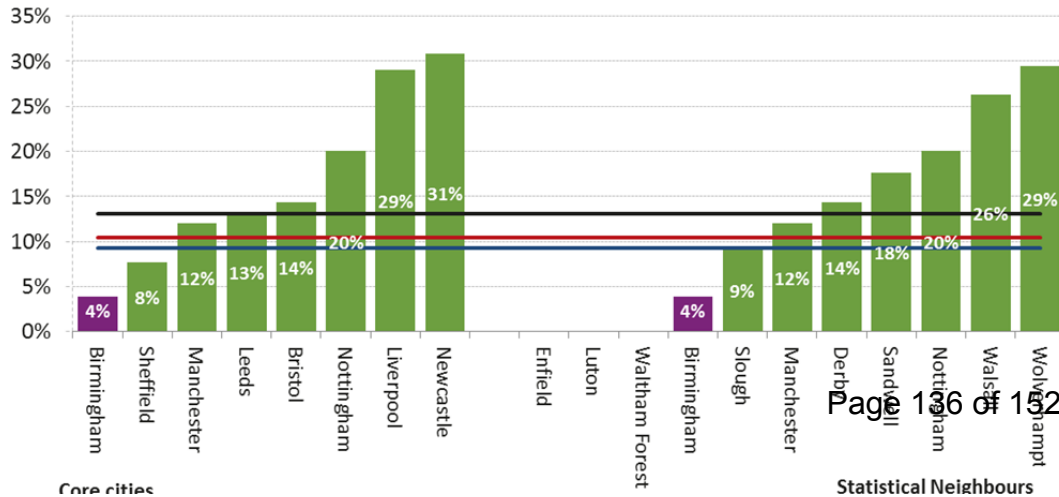
# Floor Targets/Coasting Schools

Birmingham has 3 schools below the Floor standard and 7 which are classed as Coasting.

This represents a significant reduction in schools below Floor from last year's 11, and proportionally is much lower than our comparator local authorities, specifically for core cities where we have the lowest percentage.

Coasting represents falling behind the standards set by the DfE for 3 consecutive years. 2016 is the first year it has come into effect.

Key stage 4 2016: Percentage of schools below floor standard



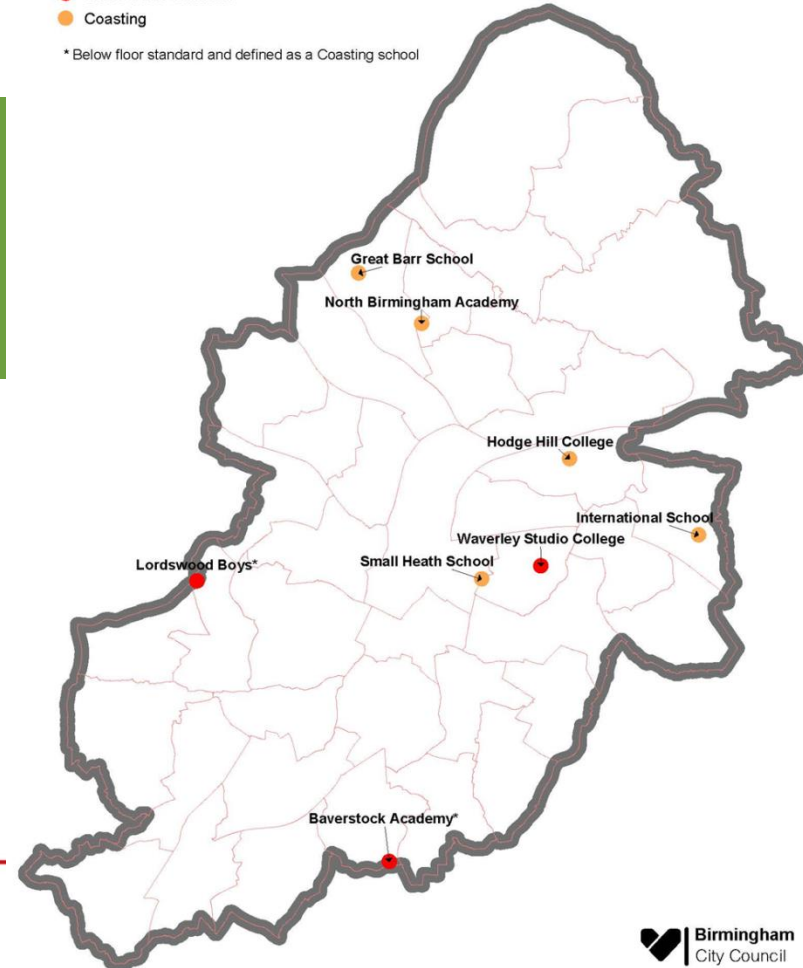
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Key

Below Floor standard

Coasting

\* Below floor standard and defined as a Coasting school

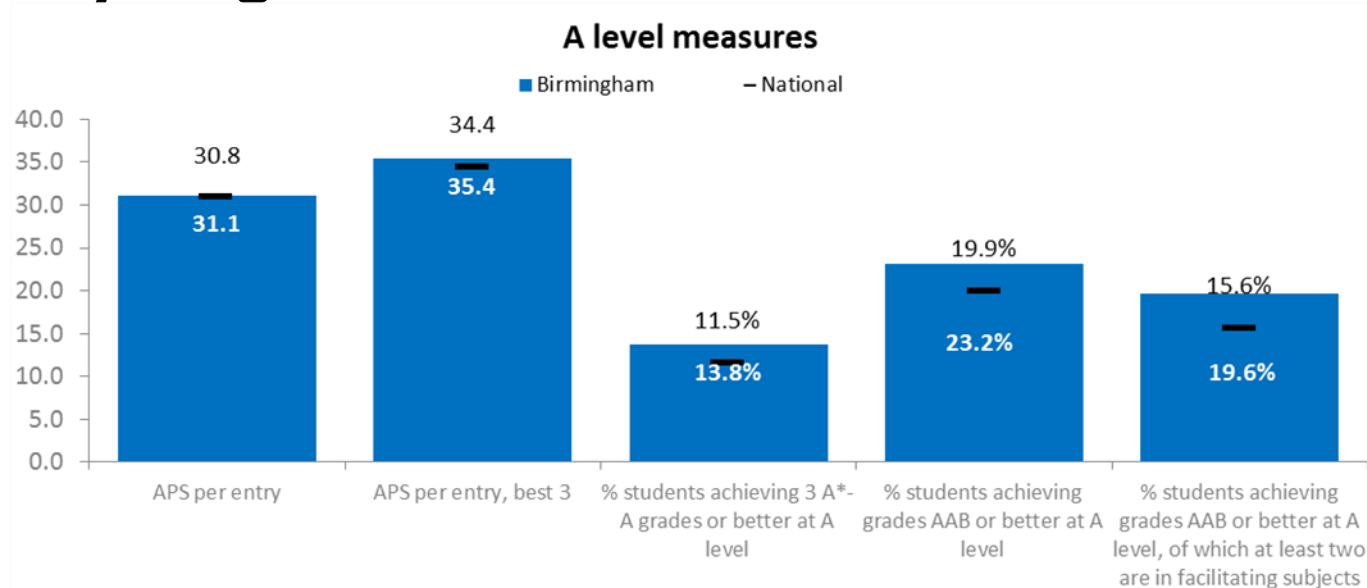


# Key Stage 5

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# Key Stage 5



Key Stage 5 data represents 6<sup>th</sup> forms within state funded schools in Birmingham, it excludes FE sector colleges.

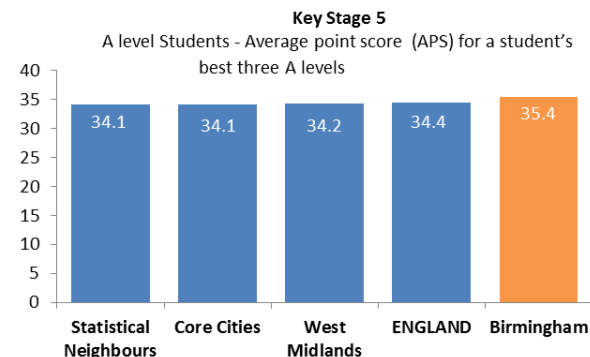
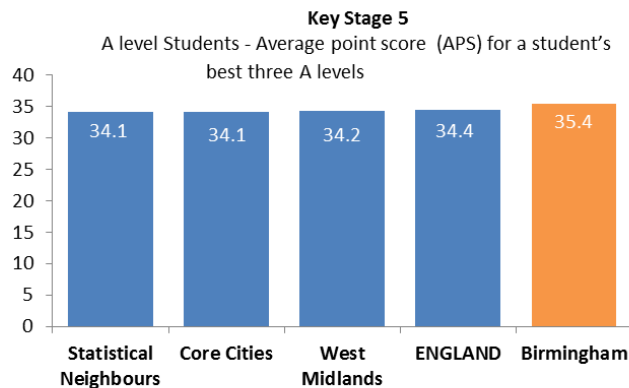
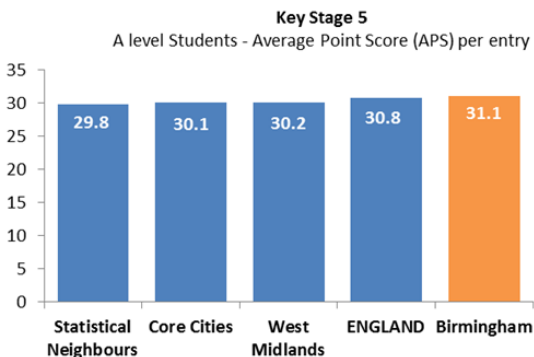
National comparison data represents the same group of schools.

**Birmingham is over 3 pp higher than national for students achieving grades AAB or better at A level. A similar picture is true for students achieving grades AAB or better at A level (2+ facilitating subjects\*) – Birmingham is 4 pp higher than national.**

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

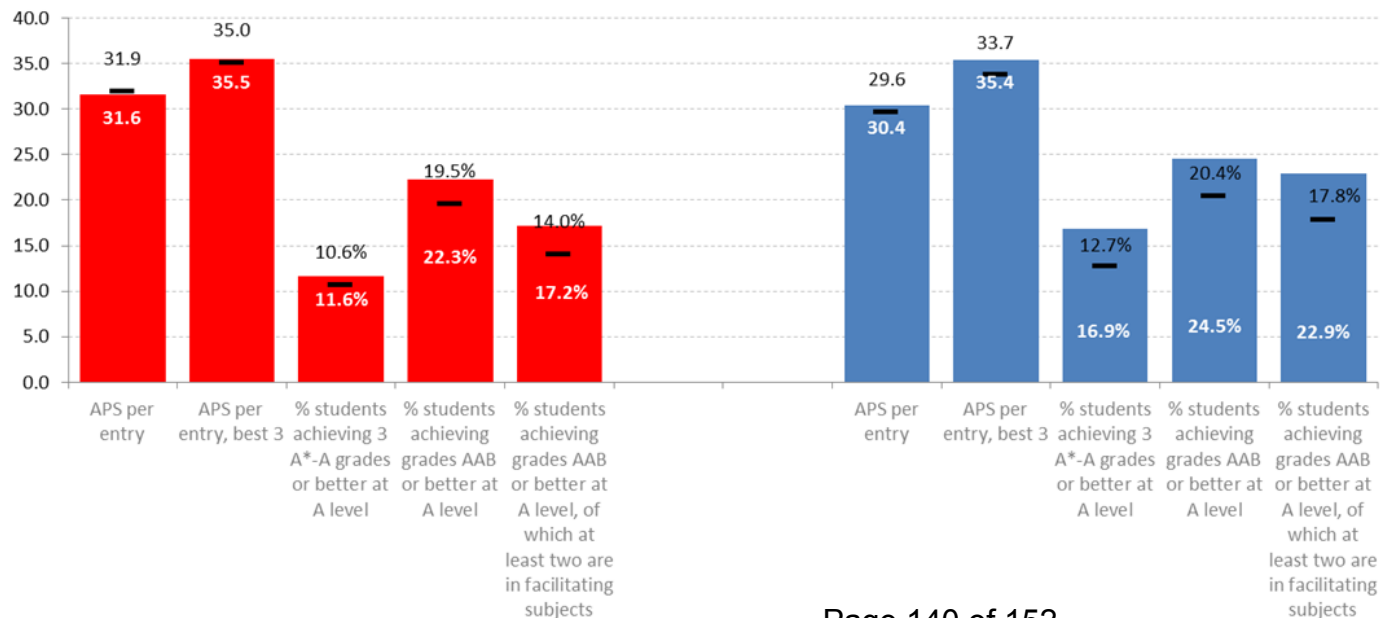
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# Key Stage 5 comparisons



# Key stage 5 - Gender

Key Stage 5  
A level Students - Gender Comparison Graph



Overall both girls and boys do better than their national peers

However if we look at the gender differences between Birmingham girls against Birmingham boys, the girls' average point score is slightly better although boys tend to perform better in the attainment measures. The biggest difference is the percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects – a difference of 5.7%. This is also true when looking at the national picture – a difference of 3.8%.



# Looked After Children

\*2016 national comparator data not available at time of writing

## Key Stage 2

- Girls did better than boys in all subjects.
- Children placed in Birmingham tend to have better attainment than those placed in out of area (OOA).
- Of those children placed OOA, children who were in West Midlands Local Authorities achieved better than those who were in residential and educational placements further away.

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# Looked After Children

## Key Stage 4

- Data indicates an improvement in both attainment 8 and progress 8 performance from 2015 to 2016
- Girls achieved better in combined English and Maths and in English, whilst in Maths the boys do better when looking at GCSE achievement A\*-C.



## Schools, Children and Families O&S Committee: Work Programme 2016/17

**Chair:** Cllr Susan Barnett

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

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

**Officer Support:** Link Officer: Seamus Gaynor

Scrutiny Team: Benita Wishart (464 6871) & Amanda Simcox (675 8444)

Committee Manager: Louisa Nisbett (303 9844)

### 1 Priority Issues

1.1 The following were highlighted in June as the priority issues for the committee's 2016/17 municipal year:

- Birmingham Education Partnership (BEP) / School improvement [Sept 2016 & Mar 2017]
- Child Sexual Exploitation (CSE) and Children Missing from Home and Care [Oct 2016 & April 2017]
- Corporate Parenting & Children in Care [January 2017]
- School exclusions [not programmed]
- Social Care Improvement Journey [Dec 2016 with Cabinet Member]
- Special Educational Needs [Inclusion Commission Sep 2016 & March 2017]
- Special Guardianship Orders (SGOs) [Jan 2017]
- Voluntary Children's Trust [Sep 2016, Jan 2017 & additional session(s) to be confirmed]

1.2 Annual reports/updates on:

- School places sufficiency
- School attainment
- Birmingham Safeguarding Children Board (BSCB)
- Portfolio Budget
- Youth Justice Strategic Plan



## 2 Meeting Schedule

All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
15 June 2016 Committee Room 2	Informal Meeting to discuss the Work Programme	
20 July 2016  Send out: 12 Jul 2016	<p>The Education and Children's Social Care Improvement Journey.</p> <ul style="list-style-type: none"> <li>• Andrew Christie, Children's Commissioner for Birmingham to provide a SWOT analysis (robustness &amp; risks). Will be available from 3.30pm.</li> <li>• Cabinet Member for Children, Schools and Families (discussion to include: Children's Services Voluntary Trust &amp; SEN Commission)</li> <li>• Peter Hay, SD for People</li> <li>• Alastair Gibbons, Executive Director for Children Services</li> </ul> <p><b>Outcome:</b> <i>These discussions have informed the work programme.</i></p>	
21 September 2016  Send out: 13 Sep 16	<p>Voluntary Children's Trust (2pm – 2.30pm)</p> <p><b>Outcome:</b> <i>Sessions will be built for Overview and Scrutiny and the wider political consultations/discussions.</i></p>	Councillor Brigid Jones and Peter Hay, Strategic Director for People
	<p>Inclusion Commission (2.30pm - 3pm)</p> <p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>Information on the six work streams provided.</i></li> <li>• <i>The process for appointing the young person and other representatives on the Inclusion Commission provided.</i></li> <li>• <i>An update on the Inclusion Commission to be made at either the December 2016 or January 2017 committee meeting.</i></li> </ul>	Councillor Brigid Jones and Colin Diamond, Executive Director for Education



All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
	<p>Birmingham Education Partnership (BEP) to discuss school improvement. This includes:</p> <ul style="list-style-type: none"> <li>• Summary of the work BEP do for BEP Members and then the work they are contracted to do under the BCC contract to set the context.</li> <li>• First year contract review.</li> <li>• Whether BEP is making a difference?</li> <li>• Whether BEP/BCC undertakes a survey?</li> <li>• How BEP broker relationships.</li> </ul> <p><b>Outcome:</b> <i>School attainment to be discussed more fully at the 22<sup>nd</sup> March 2017 committee meeting and Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP to be invited.</i></p>	<p>Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP</p> <p>Colin Diamond as the Council's Commissioner</p>
<p>12 October 2016</p> <p>Send out: 4 Oct 2016</p>	<p>Tracking: Children Missing from Home and Care Inquiry (previous progress report received April 2016)</p> <p><b>Outcome:</b> <i>Progress noted and there will be a report back on 26<sup>th</sup> April 2017. To include the key measures of success that will be used and the WMP to come back with case studies.</i></p>	<p>Claire Bell, West Midlands Police and Tony Stanley, Chief Social Worker</p>
	<p>Update on Child Sexual Exploitation (CSE). To include a tracking report on Rec 6: awareness raising and licencing</p> <p><b>Outcome:</b> <i>Rec 6 was agreed as achieved – late. To report back on 26<sup>th</sup> April 2017. To include further analysis around trends.</i></p> <p><i>Licensing redrafted the letter to taxi drivers and Members were asked for comments.</i></p>	<p>Claire Bell, West Midlands Police, Alastair Gibbons, Executive Director for Children Services, Debbie Currie, AD Child Protection, Performance &amp; Partnership, Cathryn Greenway, Senior Commissioning Officer and Emma Rohomon, Licensing Manager</p>
	<p>Missing from Education</p> <p><b>Outcome:</b> <i>An updated Appendix 3 – weekly CNES report was forwarded.</i></p> <p><i>Cllr Valerie Seabright to set up a working group to look at wider issues, e.g. exclusions and transport.</i></p>	<p>David Bishop, Head Of Service - Alternative Provision &amp; Independent Education and Julie Young, AD - Education &amp; Skills</p>



All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
23 November 2016  Send out: 15 Nov 2016	Birmingham Safeguarding Children Board (BSCB) Annual report. Discussion to include: <ul style="list-style-type: none"> <li>• Update on listening to children voices</li> <li>• Lessons learned from serious case reviews</li> <li>• Children trafficked into the UK</li> <li>• Issues arising from Section 11 and 175 audits (including how many schools haven't completed)</li> <li>• The strength of the partnership and capacity to prioritise safeguarding</li> <li>• Listening to Social Workers voices</li> </ul> <p><b>Outcome:</b> <i>Report noted and information on young people who self-harm to be provided.</i></p>	Penny Thompson, Chair of BSCB and Simon Cross, Business Manager
	Citywide School Attainment Statistics – Headline data <ul style="list-style-type: none"> <li>• Whether the different styles of moderation in schools have impacted on results of key stage 2.</li> <li>• Is there information about trends in the schools 'requiring improvement' and in the 'outstanding' schools?</li> </ul> <p><b>Outcome:</b> <i>Members updated and trends with our statistical neighbours to be included in the detailed school attainment statistics to be presented on 22<sup>nd</sup> March 2017.</i></p>	Richard Browne, Intelligence Manager, Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP
	School Places Sufficiency Update <p><b>Outcome:</b> <i>Members updated and Officers to investigate Member consultation for a school expansion in Weoley Ward.</i></p>	Emma Leaman, AD - Education & Infrastructure; Lucy Dumbleton and Julie Newbold
7 December 2016  Send out: 29 Nov 2016	Cabinet Member for Children, Schools and Families Six Month Update. To include: <ul style="list-style-type: none"> <li>• Improvement and challenges following Ofsted's full inspection</li> <li>• Budget position</li> <li>• Inclusion Commission (either Dec or Jan)</li> </ul> <p><b>Outcome: Members to be provided with:</b></p> <ul style="list-style-type: none"> <li>• <i>The current and proposed funding formula for early years to the three different sectors for each child per hour, including the percentage that is passed on.</i></li> <li>• <i>The ongoing funding for school improvement when the figures have been released by Government and the future role of Birmingham Education Partnership.</i></li> </ul>	Councillor Brigid Jones, Alastair Gibbons and Colin Diamond



All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
	<p>Multi-Agency Safeguarding Hub (MASH) / Children's Advice and Support Service (CASS). To include how the Social Worker teams are working together (ASTI etc) and the number of:</p> <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Re-referrals</li> <li>• School referrals and the number of school referrals followed up / not followed up</li> <li>• Referrals and re-referrals dealt with within/outside targets</li> </ul> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• <i>The improvement plan to be forwarded to the committee.</i></li> <li>• <i>A briefing note that set out the communication plan was circulated 17.1.17.</i></li> <li>• <i>An update will be provided following Ofsted's return.</i></li> </ul>	<p>Kay Child, AD, Integrated Services East and Liz Elgar, Head of Service</p>
<p>25 January 2017</p> <p><b>Starts at 1pm</b></p> <p>Send out: 17 Jan 2017</p>	<p>Youth Justice Strategic Plan 2016 – 17. To include the number of re-offending rates over time.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• <i>The 2017/18 Youth Justice Strategic Plan to be programmed into the Committee's work programme.</i></li> <li>• <i>Members who wish to visit the youth offending teams to let the scrutiny office know their availability for the visits.</i></li> </ul>	<p>Dawn Roberts, AD, Early Help and Trevor Brown, Head Of Youth Offending Services</p>
<p>8 February 2017</p> <p>Send out: 31 Jan 2017</p>	<p>Evidence gathering for the Corporate Parenting Inquiry</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• <i>Report to go to City Council on the 4 April 2017.</i></li> </ul>	<p>Andy Pepper, AD, Children in Care Provider Services</p>
	<p>Progress on the Child Poverty Commission's recommendations – not discussed at committee before.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>• <i>Progress was noted and the committee to receive a further update at their committee meeting in July 2017 (to include an impact assessment) and thereafter at six monthly intervals.</i></li> </ul>	<p>Cllr Waseem Zaffar, Cabinet Member for Transparency, Openness and Equality, Marcia Wynter, Jacqui Kennedy, Strategic Director for Place, Suwinder Bains, Partnership and Engagement Manager</p>



All at 2 pm in Committee Rooms 3 & 4	Session / Outcome	Officers / Attendees
	Proposal to Expand Moor Hall Primary School by Enlargement  <b>Outcome</b> <ul style="list-style-type: none"> <li>Decision was called in.</li> </ul>	Cllr Ewan Mackey and Cllr Margaret Waddington  Cllr Brigid Jones, Jaswinder Didally, Education & Skills Infrastructure Senior Officer and Lucy Dumbleton, School Organisation Officer
	Evidence gathering for the Corporate Parenting Inquiry: <ul style="list-style-type: none"> <li>District Corporate Parent Champions</li> <li>Independent Reviewing Officers</li> </ul> <b>Outcome</b> <ul style="list-style-type: none"> <li>Report to go to City Council on the 4 April 2017.</li> <li>The one page overview of the role of the IRO to be forwarded to Members</li> </ul>	Cllr Diane Donaldson, Hodge Hill District Corporate Parent Champion and Andy Pepper, AD, Children in Care Provider Services  Debbie Currie, AD, Child Protection, performance & Partnership
22 March 2017  Send out: 14 Mar 2017	Christine Quinn, West Midlands Regional Schools Commissioner and Rob Wye, Assistant Director to the WM Academies Regional Delivery Group	Rachael McNaney, PA to Christine Quinn and Sheila Sturgeon, Team Leader – Secretariat and Strategy
	School Attainment Statistics for Secondary and Primary Schools (detail building on headline statistics reported on 23 November 2016).  Update to include trends with our statistical neighbours.  Secondary detailed statistics for previous year discussed at 16 March 2016 committee meeting Primary detailed statistics for previous year discussed at 10 February 2016 committee meeting	Colin Diamond / Richard Browne  Tim Boyes, Chief Executive and Tracy Ruddle, Director of Continuous School Improvement, BEP
26 April 2017  Send out: 18 Apr 2017	Update on Children Missing from Home and Care  Last discussed at 12 Oct 2016 committee meeting.	Claire Bell, West Midlands Police, Tony Stanley, Chief Social Worker and Debbie Currie, AD Child Protection, Performance & Partnership





<b>All at 2 pm in Committee Rooms 3 &amp; 4</b>	<b>Session / Outcome</b>	<b>Officers / Attendees</b>
	Update on CSE To include the role of schools Last discussed at 12 Oct 2016 committee meeting.	Claire Bell, West Midlands Police, Alastair Gibbons, Executive Director for Children Services, Debbie Currie, AD Child Protection, Performance & Partnership, Cathryn Greenway, Senior Commissioning Officer and Emma Rohomon, Licensing Manager  Colin Diamond, Julie Young and Jon Needham TBC
	Radicalisation Agenda	Tony Stanley, Chief Social Worker and Rosie Smithson
	Young People and Housing	Kalvinder Kohli, Head of Services, Prevention and Complex & Michael Walsh, Service Lead, Commissioning Centre of Excellence
	Schools, Children and Families O&S Committee's 2017/18 Work Programme	Scrutiny Office

### 3 Outstanding Tracking

<b>Inquiry</b>	<b>Outstanding Recommendations</b>	<b>Date of Tracking</b>
We need to get it right: A health check into the Council's role in tackling Child Sexual Exploitation (CSE)	R6 - Awareness raising and licencing.	Tracking Completed
Children Missing from Home and Care	R2 – Develop an overarching strategy for missing children so responsibilities are clear and understood, risk is managed well, especially for looked after children and persistent runaways, information is shared effectively and appropriate support is in place for children and families.	Update received: 12 October 2016

### 4 Visits

- 4.1 A visit to Leeds City Council on the 2<sup>nd</sup> August 2016: Education Awards Appeals (Home to School Transport), Special Educational Needs (SEN), Leeds Safeguarding Childrens Board & Leeds' Scrutiny.
- 4.2 Visits arranged to social work teams to talk to front line staff: North West Central (21<sup>st</sup> February 2017), East (8<sup>th</sup> March 2017) and South (22<sup>nd</sup> July 2016 and 9<sup>th</sup> March 2017).



4.3 Children in Care Council (CiCC) and work experience visit on 12<sup>th</sup> August 2016.

4.4 Visits to the Youth Offending Service to be arranged.

## 5 Inquiry

5.1 The committee to agree the topic for their inquiry. Corporate Parenting may be appropriate.

### **Inquiry – Corporate Parenting (TBC)**

Date	Item
TBC	TOR Agreed
January & February 2017	Evidence gathering & Committee agree the draft report
March 2017	Draft report to the Executive & Committee agree final report
4 April 2017	City Council

## 6 Working Groups

6.1 The committee have discussed 'children missing from school' and Cllr Valerie Seabright to set up a working group to look at the wider issues of children 'missing education', e.g. permanent exclusions.

6.2 A Working Group to assist with the Council's Early Years Review: Early Education and Childcare Offer has been set up:

Early Years Review: Early Education and Childcare Offer	
<b>Working Group Members:</b> Cllr Susan Barnett, Cllr Sue Anderson, Samera Ali, Evette Clarke & Cllr Shabrana Hussain	
<b>Key Officer(s):</b> Emma Leaman, AD, Education and Infrastructure, Lindsey Trivett, Acting Head of Early Years and Gill King, Inclusion Support Manager	
<b>Terms of Reference</b>	<p>The City Council is undertaking a programme of work for the Early Years Review into Early Education and Childcare Offer. The Working group will:</p> <ul style="list-style-type: none"><li>• Contribute and add value to the Special Educational Needs and Disabilities (SEND) report and roll out. This includes:<ul style="list-style-type: none"><li>- Contribute to the draft report and recommendations from the Focus Group meetings (this will also be shared with all Committee Members).</li><li>- Assistance with the promotion of the launch.</li></ul></li><li>• Contribute to improving the insufficient take up of nursery places for 2 year olds. This may include:<ul style="list-style-type: none"><li>- Briefing sessions (the Q&amp;A could lead to a short report from the Working Group).</li><li>- The voice of the parents and the impact.</li><li>- Visits.</li></ul></li></ul>



## 7 To be Programmed

- 7.1 Lorna Fitzjohn, Regional Director, West Midlands, Ofsted to attend after the full Ofsted inspection and the improvement plan has been updated.
- 7.2 Dave Hill, the new Children's Social Care Commissioner for Birmingham to be invited to attend in the new municipal year.
- 7.3 Update on the Inclusion Commission and Disability Service for Children.

## 8 Useful Acronyms

<p>ASTI = Assessment and Short Term Intervention</p> <p>BEP = Birmingham Education Partnership</p> <p>BESD =Behavioural, Emotional, Social Difficulties</p> <p>BSCB = Birmingham Safeguarding Children Board</p> <p>CAF = Common Assessment Framework</p> <p>CAFCASS = Child &amp; Family Court Advisory Support Service</p> <p>CAMHS = Child and Adolescent Mental Health Services</p> <p>CASS = Children's Advice and Support Service</p> <p>CEOP = Child Exploitation and Online Protection</p> <p>CHIPS = Challenging Homophobia in Primary Schools</p> <p>CIC = Children in Care</p> <p>CICC = Children in Care Council</p> <p>COBS = City of Birmingham School</p> <p>CPD =Continuing Professional Development</p> <p>CPR = Child Protection Register</p> <p>CRB = Criminal Records Bureau</p> <p>CSE = Child Sexual Exploitation</p> <p>CTB = Children's Trust Board</p>	<p>DFE =Department for Education</p> <p>DCSC = Disabled Children's Social Care</p> <p>DV = Domestic Violence</p> <p>EDT = Emergency Duty Team</p> <p>EFA = Education Funding Agency</p> <p>EHC = Education, Health and Care plan (to replace SEN statements from Sept 2014)</p> <p>EHE = Elective Home Education</p> <p>EWS = Education Welfare Service</p> <p>EYFS = Early Years Foundation stage</p> <p>FCAF = Family Common Assessment Framework</p> <p>FGM = Female Genital Mutilation</p> <p>FSM = Free School Meals</p> <p>FSW = Family Support Worker</p> <p>IA = Initial Assessment</p> <p>IAT = Integrated Access Team</p> <p>IRO = Independent Reviewing Officer</p> <p>Key Stage 1(Ages 5-7) Years 1 and 2</p> <p>Key Stage 2 (Ages 7-11) Years 3, 4, 5 and 6</p> <p>Key Stage 3 (Ages 11-14) Years 7, 8 and 9</p> <p>Key Stage 4 (Ages 14-16) Years 10 &amp; 11</p> <p>Key Stage 5 (ages 16 – 18)</p> <p>LAC = Looked After Children</p> <p>LACES = Looked After Children Education Service</p> <p>LADO=Local Authority Designated Officer</p> <p>LSCB = Local Safeguarding Children Board</p>	<p>MASH = Multi Agency Safeguarding Hub</p> <p>NASS = National Asylum Support Service</p> <p>NEET = Not in Education, Employment or Training</p> <p>NQSW = Newly Qualified Social Worker</p> <p>NQT= Newly Qualified Teacher</p> <p>NRPF = No Recourse to Public Funds</p> <p>Ofsted = Office for Standards in Education</p> <p>PCT = Primary Care Trust</p> <p>PEP = Pupil Education Plan</p> <p>PEX = Permanent Exclusions</p> <p>PGCE = Post Graduate Certificate of Education</p> <p>PIE = Pride in Education</p> <p>PPS = Parent Partnership Services</p> <p>PRU = Pupil Referral Unit</p> <p>RAG = Red, Amber, Green</p> <p>SCR = Serious Case Review</p> <p>SEN = Special Educational Needs</p> <p>SENAR= SEN Assessment and Review</p> <p>SENDIASS = SEND Information, Advice and Support Service</p> <p>SENCO = Special Educational Needs Coordinator</p> <p>SEND = Special Educational Needs and Disability</p> <p>SEDP = Special Education Development Plan</p> <p>SGOs = Special Guardianship Orders</p> <p>TA=Teaching Assistant</p> <p>UASC = Unaccompanied Asylum Seeking Children</p> <p>YDC = Young Disabled Champions</p> <p>YOT = Youth Offending Team</p>
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## 9 Forward Plan for Cabinet Decisions

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

ID Number	Title	Proposed Date of Decision
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new school – Standing Item	21 Mar 17
000732/2015	Provision of Additional Places at Harborne Primary School (Lordswood Academy Annexe) to meet Immediate Need and Demographic Growth for September 2016 Onwards – FBC	17 Feb 17
001955/2016	Harper Bell Seventh Day Adventist School conversion to Academy status	30 Jan 17
002301/2016	T23 – Provision of Transport Services PUBLIC	21 Mar 17
002307/2016	Council run Day Care Services – Review of delivery and future options for sustainability	19 Sep 17
002600/2016	Unattached School Playing Fields – Disposal for Development	17 Feb 17
002873/2017	Early Years Capital Funding – Outcome of Bid - PUBLIC	17 Feb 17
003344/2017	High Needs Strategic Planning Grant	21 Mar 17