BIRMINGHAM CITY COUNCIL

LEARNING, CULTURE AND PHYSICAL ACTIVITY OVERVIEW AND SCRUTINY COMMITTEE

WEDNESDAY, 06 MARCH 2019 AT 13:30 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.civico.net/birmingham) and that members of the press/public may record and take photographs except where there are confidential or exempt items.

2 **APOLOGIES**

To receive any apologies.

3 **DECLARATIONS OF INTERESTS**

Members are reminded that they must declare all relevant pecuniary and non pecuniary interests arising from any business to be discussed at this meeting. If a disclosable pecuniary interest is declared a Member must not speak or take part in that agenda item. Any declarations will be recorded in the minutes of the meeting.

3 - 8 4 **ACTION NOTES**

To confirm the action notes of the meeting held on the 6th February 2019.

9 - 210 5 **SCHOOL ATTAINMENT (DETAILED DATA) AND SCHOOL IMPROVEMENT**

Dr Tim O'Neill, Director for Education and Skills; Julie Young, AD, Education Safeguarding; Tim Boyes, CEX, BEP; Tracy Ruddle, Director of Continuous School Improvement, BEP and Shagufta Anwar, Senior Intelligence Officer in attendance.

211 - 216

6 **WORK PROGRAMME**

For discussion.

7 **DATE OF FUTURE MEETINGS**

To note the dates of future meetings on the following Wednesdays at 1330 hours in the Council House, Committee Rooms 3 & 4 as follows:-

17 April, 2019

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 Chairman jointly with the relevant Chief Officer has authority to act on behalf of the Committee'.

BIRMINGHAM CITY COUNCIL

LEARNING, CULTURE AND PHYSICAL ACTIVITY (O&S) COMMITTEE – PUBLIC MEETING

13:30 hours on Wednesday 6th February 2019, Committee Rooms 3 & 4 – Actions

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Present:

Councillor Mariam Khan (Chair)

Councillors: Alex Aitken (Deputy Chair), Mary Locke, Gary Sambrook, Kath Scott, Mike Sharpe, Ron Storer and Martin Straker Welds.

Other Voting Representatives: Rabia Shami, Parent Governor Representative and Sarah Smith, Church of England Diocese Representative

Also Present:

- Councillor Kate Booth, Cabinet Member for Children's Wellbeing
- Councillor Mohammed Aikhlaq, Chair of the Children's Social Care O&S Committee
- Councillor Debbie Clancy, Children's Social Care O&S Committee
- Councillor Diane Donaldson, Children's Social Care O&S Committee
- Councillor Alex Yip, Children's Social Care O&S Committee
- Sarah Finch, Assistant Head, Colmers Secondary School and Sixth Form
- Rachel O'Connor, Senior Responsible Officer (SRO), SEND Improvement Programme, Birmingham and Solihull Clinical Commissioning Group (BSOL CCG)
- Dr Tim O'Neill, Director, Education and Skills, Birmingham City Council
- Anna Robinson, Birmingham Education Partnership (BEP) Mental Health/Emotional Wellbeing Lead
- Amanda Simcox, Scrutiny Officer

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1. NOTICE OF RECORDING

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2. APOLOGIES

Apologies were submitted on behalf of Adam Hardy, Roman Catholic Diocese Representative.

The Chair thanked Councillor Alex Aitken for covering for her whilst she has been on sick leave.

The Chair welcomed members of the Children's Social Care O&S Committee to the meeting.

3. DECLARATIONS OF INTERESTS

Councillor Mohammed Aikhlaq declared he is on the Board of Directors for the Leigh Academy Trust.

4. ACTION NOTES

(See document 1).

RESOLVED:

The action notes of the meeting held on the 5th December 2018 were confirmed.

5. YOUNG PEOPLE AND MENTAL HEALTH

(See documents 2 and 3).

Anna Robinson, BEP Mental Health/Emotional Wellbeing Lead and Sarah Finch, Assistant Head, Colmers Secondary School and Sixth Form presented the item and answered Members' questions.

The following were among the main points raised:

- BEP has a four year contract that is funded by Forward Thinking Birmingham (Child and Adolescent Mental Health Service) until 2021.
- New Start is BEP's asset-focused approach to:
    - Make schools more emotionally supportive environments.
    - Improving pupil wellbeing and building resilience.
    - Enabling early identification of vulnerable pupils and early intervention of need.
    - Enable schools to take an asset focused approach to intervention.
    - Links to school improvement – closing the gap.
- They work with 48 schools - five of these are primary schools with the rest being secondary schools.
- There is a greater sense of awareness of mental health issues.
- Colmers School & Sixth Form College is one of the schools that is taking part in New Start and initiatives have included:
    - Introducing academic resilience and mental health awareness into the learning for life PSHE (Personal, Social, Health and Economic) curriculum and assemblies.
    - Having an integrated counselling service in the school (Place2be).

    - Support centres in the school – the Renaissance Centre and outreach.
    - Staff training and awareness – although staff are not therapists, they do see the children the most and are usually consistent in the child's life.
    - Early help and identification of vulnerable students.
    - Equipping prefects so they can signpost students for assistance.
- The 48 schools do not have to pay for New Start as this is already funded and BEP aim to have an offer for all schools.
- Schools opt-in as this is non-statutory.
- They have a community of practice and are building up collaboration with other schools.
- A part of New Start's approach is about joining up what is already available in schools, such as the Educational Psychologist Service and BEP work closely with Forward Thinking Birmingham.
- The Chair is keen for the Committee to hear the voices of young people and asked whether assistance could be provided with this.

RESOLVED:
The update was noted and the following was requested:

- Further information on the BPS society survey of providers that found that 89% said there had been an increase in referrals.
- The Involve report BEP had commissioned to be forwarded.
- Assistance with the Committee hearing the voices of young people.

6. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

(See documents 4, 5 and 6).

Councillor Mariam Khan, Chair, explained that previously the Children's Social Care O&S Committee has been discussing SEND, with members of the Learning, Culture and Physical Activity O&S Committee being invited to attend their meeting.

Unfortunately, Rachel O'Connor, Senior Responsible Officer, SEND Improvement Programme, could not make the Children's Social Care O&S Committee's 13th February meeting. Therefore, the Chair of the Children's Social Care O&S Committee and Deputy Chair of the Learning, Culture and Physical Activity O&S Committee agreed that the item could be discussed at this meeting. Rachel expressed her gratitude for the co-ordination.

Councillor Kate Booth, Cabinet Member for Children's Wellbeing introduced the item and Rachel O'Connor and Dr Tim O'Neill presented the item and answered Members' questions.

The following were among the main points raised:

- This is an 18 months to two year improvement journey.
- They have got strong traction across partnership for change.
- They will be discussing with the Schools Forum the additional funding of £3.2m this year and £3.2m next year.
- The SEND Board will monitor progress against the action plan on a fortnightly basis.

- They are creating a partnership scorecard on SEND performance.
- The Parent/Carer Forum will be formally constituted by the end of March 2019.
- They will re-launch the Local Offer in March 2019.
- Customer first is the commitment.
- There is a very long distance to travel and there is an emphasis on culture change.

At this point, Councillor Alex Aitken took over as Chair, on account of Councillor Mariam Khan having to leave the meeting due to feeling unwell.

Members' queries included:

- It was thought that the sufficiency requirements had not been done this year and Dr Tim O'Neill undertook to check whether this was the case.
- The Committee is still awaiting the risk assessment that was requested at the 17th December 2018 meeting and it was agreed this would be forwarded.

Members discussed the preferred approach on how they wish to remain briefed on SEND improvements and the following were requested:

- A copy of the information from the SEND Board fortnightly meetings to be circulated to the two O&S Committees.
- A monthly report to be circulated to the two O&S Committees.

Members also discussed options as to whether they should focus on a particular work stream (there are 12 in total) or whether they should go into more depth with the risks identified on the slide: leadership continuity, co-production, insufficient resources, long waiting times and high thresholds for some key therapy services, need as measured by a number of indicators continuing to grow and the challenging environment for agencies across Birmingham, including the City Council.

RESOLVED:
The update was noted and Members are to be provided with:

- Confirmation as to whether the sufficiency requirements have been done.
- The risk assessment.
- A copy of the information from the SEND Board fortnightly meetings to be circulated to the two O&S Committees.
- A monthly report to be circulated to the two O&S Committees.

7. WORK PROGRAMME

(See document 7).

Members expressed mixed views on whether the SEND item should sit with the Children's Social Care O&S Committee.

Some Members expressed frustration with the former Schools, Children and Families O&S Committee being split into two Committees and are unhappy with the current arrangements.

This is proving problematic, not only with the SEND and Travel Assist items being within both of the Committees' remits, but with other items, such as members of the Children's Social Care O&S Committee missing out on the young people and mental

health inquiry being undertaken by this Committee. In addition, this proved problematic when members wished to discuss the budget 2019/20 consultation as the Committees' remit falls within four Cabinet Member portfolios. Councillor Debbie Clancy undertook to raise this matter at the Co-ordinating O&S Committee meeting.

RESOLVED:

The Work Programme was noted and Councillor Debbie Clancy undertook to raise the matter of the two committees' remits to the Co-ordinating O&S Committee.

8. DATES OF MEETINGS

The Committee noted the dates of future meetings on the following Wednesdays at 1330 hours in the Council House, Committee Rooms 3 & 4:

6 March 2019 and 17 April 2019.

9. REQUEST(S) FOR CALL IN/COUNCILLOR CALL FOR ACTION/PETITIONS

None.

10. OTHER URGENT BUSINESS

Councillor Alex Aitken informed members that there is a vacancy on the Committee for another Parent Governor Representative and letters have been sent to governors in Local Authority Schools. Nominations close on the 22nd February 2019 and if members know anyone who may be interested then we would encourage them to contact Governor Support or the Scrutiny Office.

11. 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.

The meeting ended at 1600 hours.

BIRMINGHAM Education Partnership

Education Performance 2018

Learning, Culture & Physical Activity O&S Committee

March 2019

Introduction

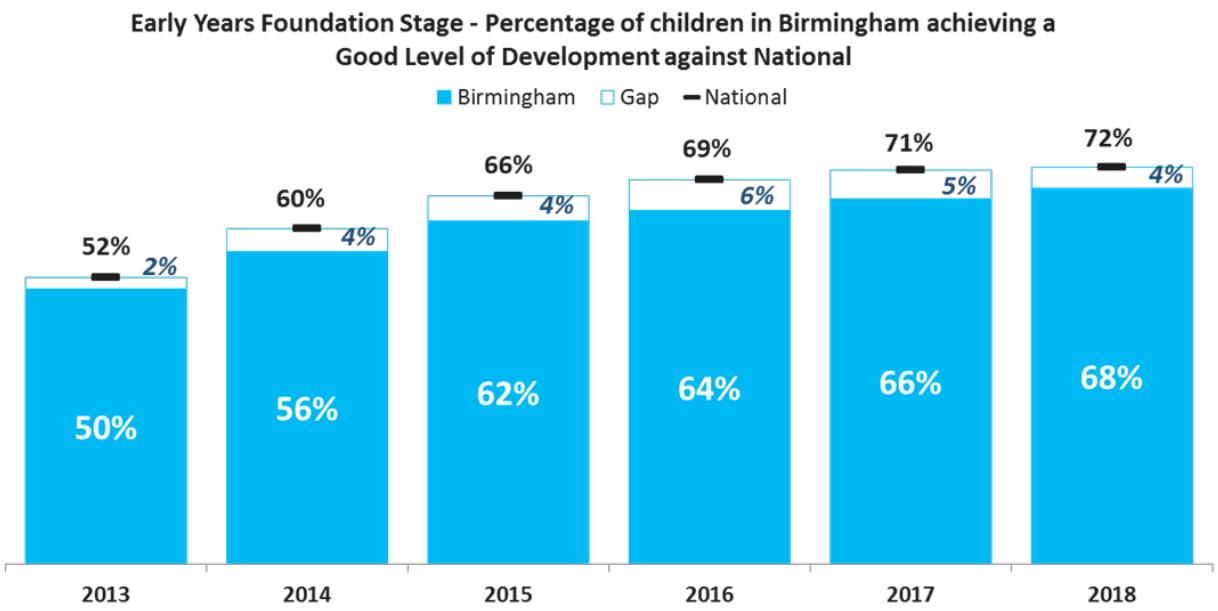
- 2016 saw many changes in the assessment arrangements for schools in England, there have been further changes in 2018:
  - *An additional 20 reformed GCSEs graded on a 9-1 scale were sat by pupils for the first time joining English language, English literature and mathematics GCSEs which were reformed in 2017.*
  - *Introduction of a new headline measure, EBacc average point score (APS)*
- As highlighted by the Department of Education, not all results are comparable to previous years
- This presentation covers performance across all Key Stages
- The main report together with the accompanying Education Performance Tables, is available here: www.birmingham.gov.uk/primarydata

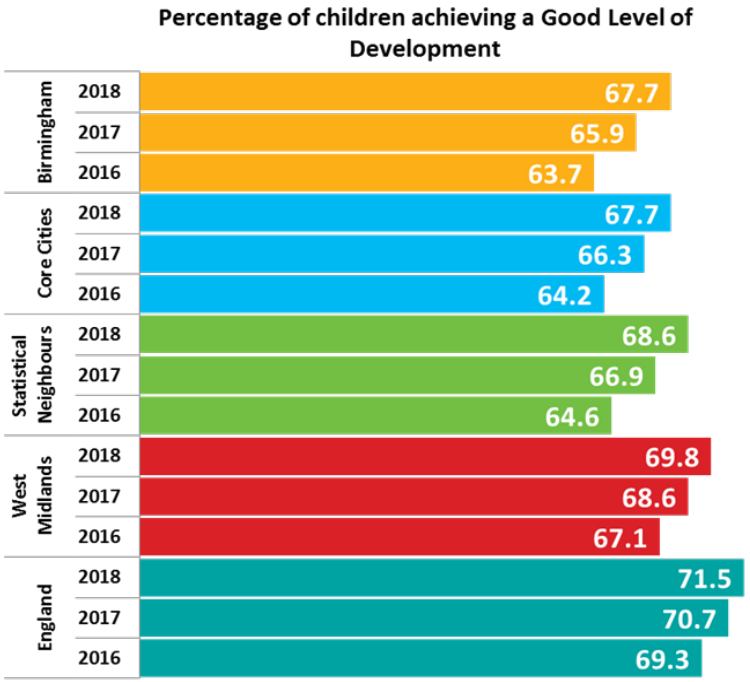
Headline Summary – Summary 2018 Performance

- Primary School performance is below national average across both attainment and progress measures (expect for Key stage 2 Maths Progress), we are however narrowing the gap year on year.
- Early Years Foundation Stage performance has improved at the same rate as national and Birmingham has narrowed the attainment gap from 2017 to 2018.
- Key stage 4 performance is below national average – Birmingham is above the Core City and Statistical Neighbour averages Attainment 8, 9-5 English and Maths and English Baccalaureate attainment in 2018.
- Birmingham above national and other LA groups for Progress 8 in English.
- Free school meal and disadvantaged pupils perform better than national comparator.
- Gaps in attainment and progress vary significantly across Key Stage and subject areas.

Early Years Foundation Stage

Early Years Foundation Stage Profile (EYFSP)



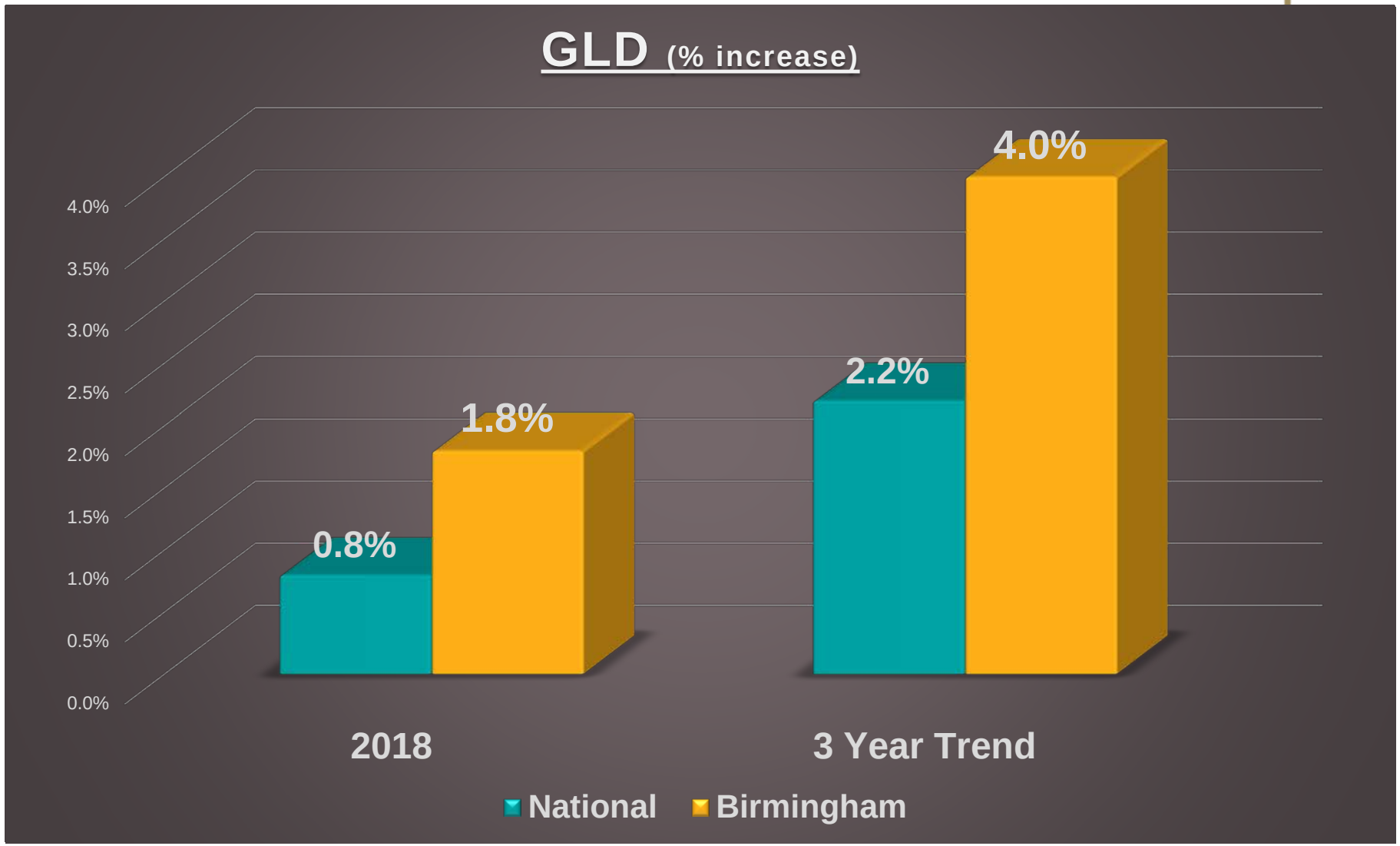


In 2018, 67.7% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 71.5% nationally.

Birmingham's GLD improved 1.8% from 2017 compared to the National of 0.8%, narrowing the gap from 4.8% to 3.8%.

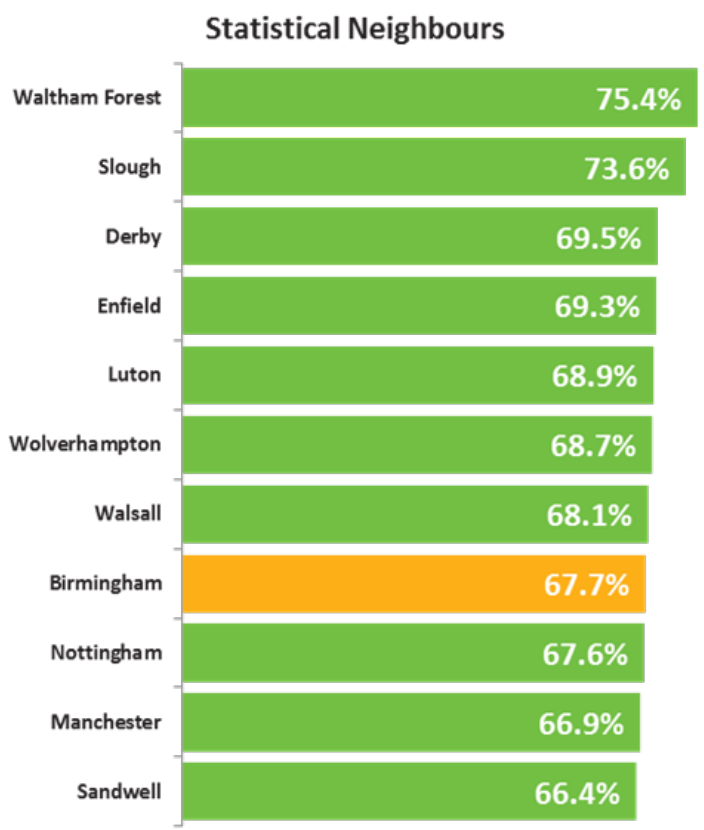
Birmingham's GLD is in line with the average for Core Cities but nearly 1% below Statistical Neighbours.

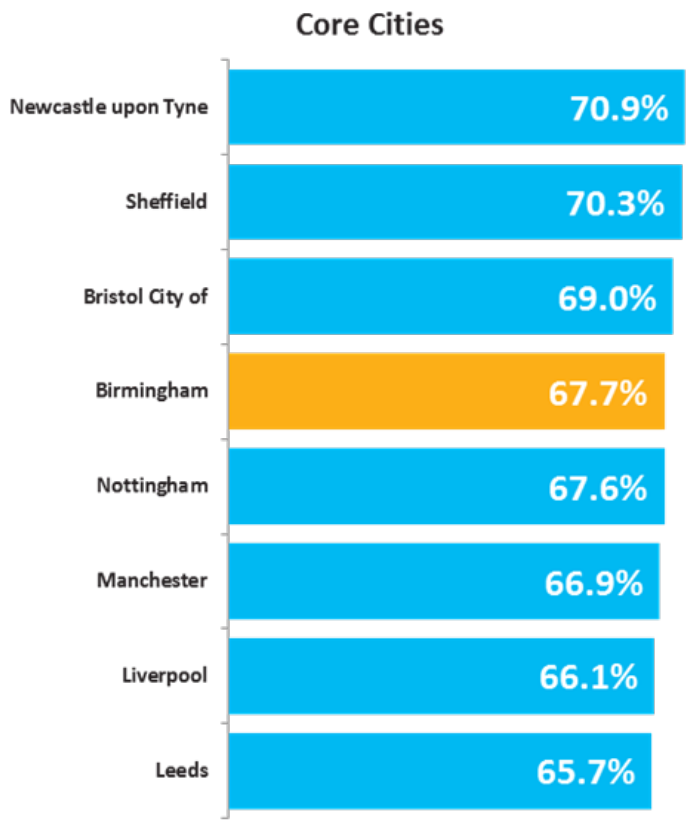
Early Years Foundation Stage Profile (EYFSP)



Early Years Foundation Stage Profile (EYFSP)

Children achieving a Good Level of Development

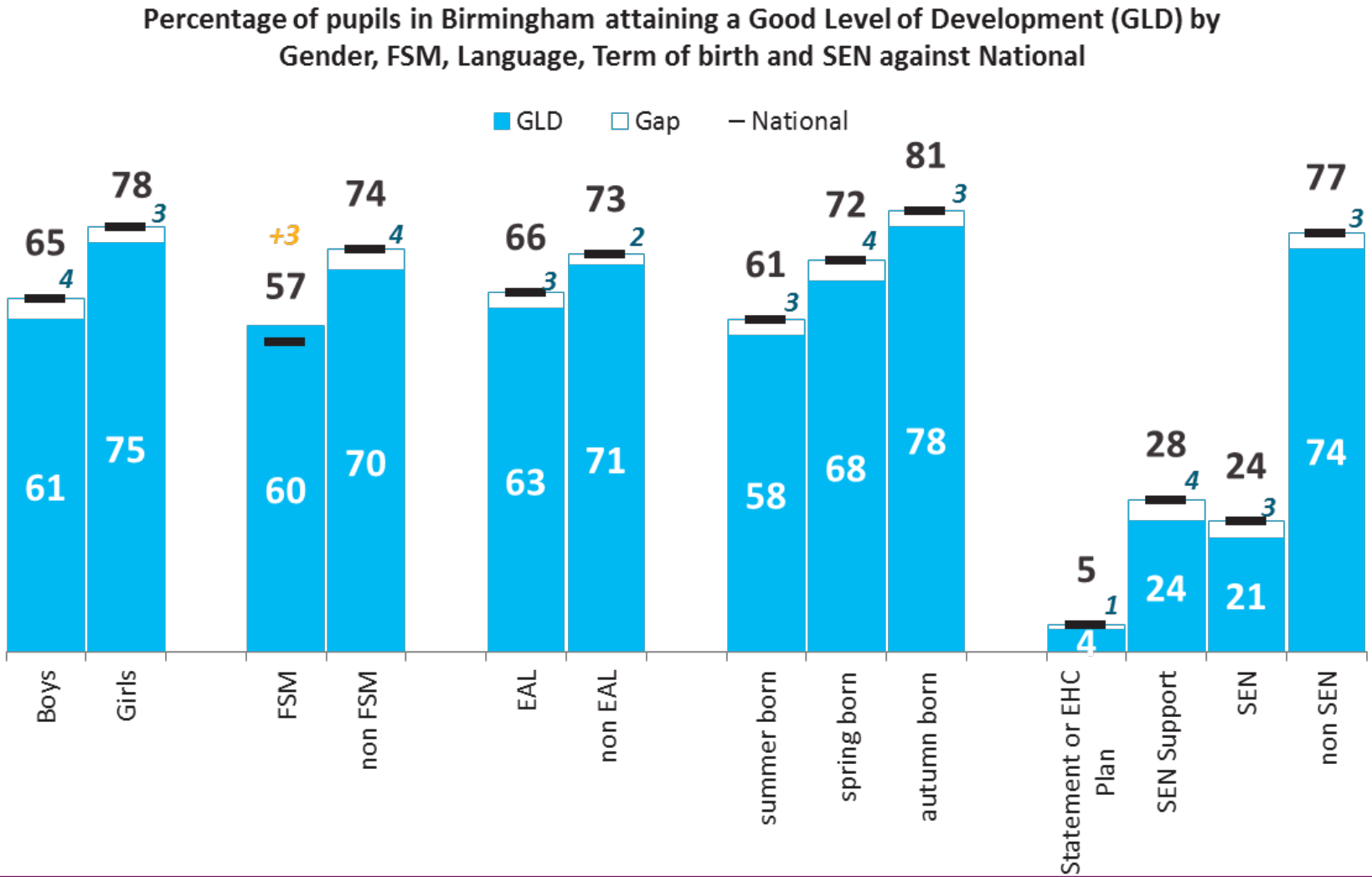




Between 2017 and 2018, Birmingham's Statistical Neighbours ranking was unchanged at 8th out of 11 LAs.

In the same time, Birmingham's Core Cities ranking improved from 6th to 4th out of 8 LAs.

EYFSP



The chart above compares the National averages for GLD across Gender, FSM, EAL, Term of Birth and SEN. Birmingham is below national across all groups, except for FSM where Birmingham outperforms national by 3%.

Early Years Foundation Stage Profile (EYFSP) - Improvement

What are we doing now

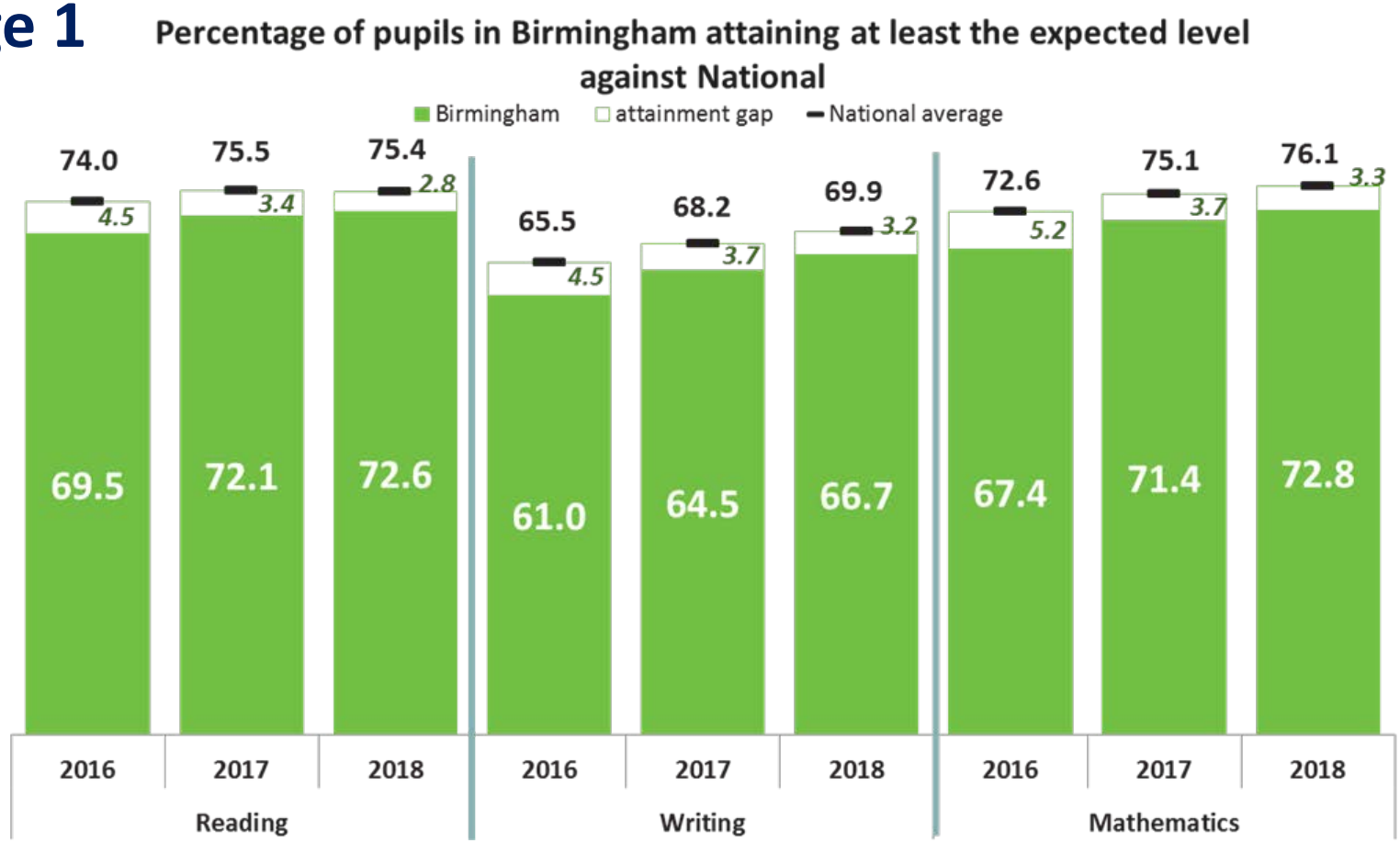
- Individual support is given to settings by an Early Years Consultant where their Ofsted judgement has highlighted an improvement around the quality of teaching, learning and assessment is required.
- Workshops are delivered to settings on a district level with targeted themes to support the quality of teaching and learning assessment and outcomes for children. This is targeted according to the themes identified in local areas within the Ofsted Inspection reports.

Next Steps

- To further develop the district level model through the 10 Early Years Networks using Narrowing the Gap as the underpinning driver, exploring “Big Questions” as identified through the data..
- To review the recording and reporting tools for children's progress against the Early Learning Goals in use across the city to inform the development of a city-wide data collection and knowledge base to establish a baseline ahead of the EYFSP to enable more effective targeting of work against progress.
- Strengthening our integrated approach with Birmingham Forward Steps linked to the integrated 2 year old assessment with Health Visitors and other front line professionals.

Key Stage 1

Key stage 1

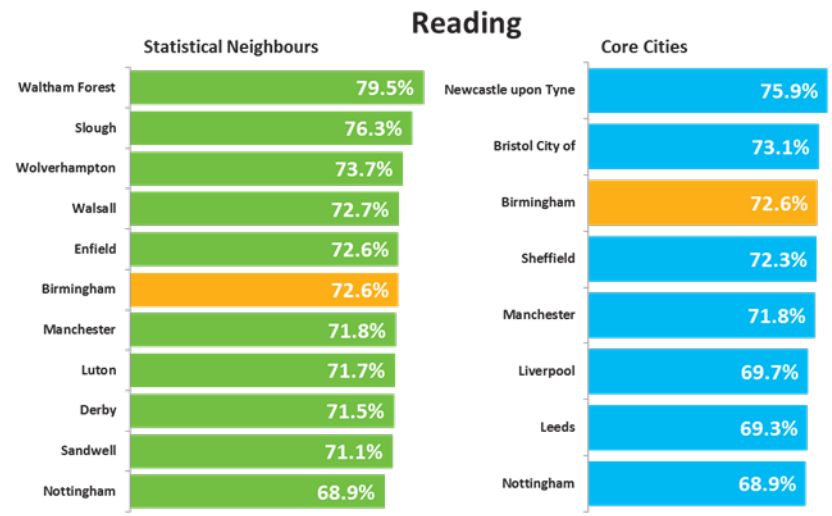


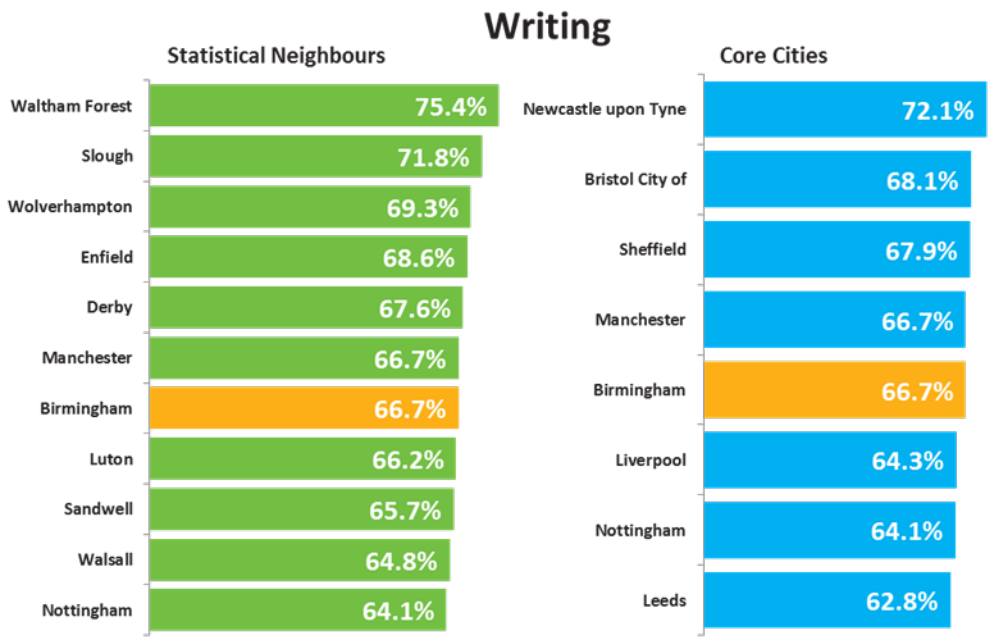
In 2018, 72.6% of pupils in Birmingham achieved at least the expected standard in Reading, 66.7% in Writing and 72.8% in Maths.

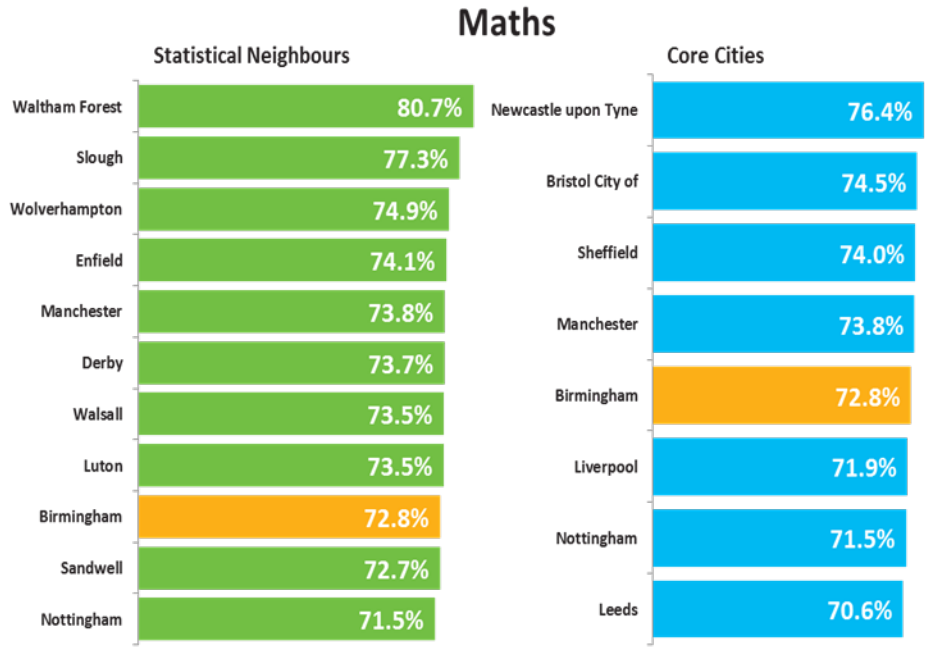
This represents improvement from 2017 whilst Birmingham is still behind the National average for all subjects. Birmingham has narrowed the gap in Reading from 4.5% to 2.8% since 2016.

Key stage 1 - 2018

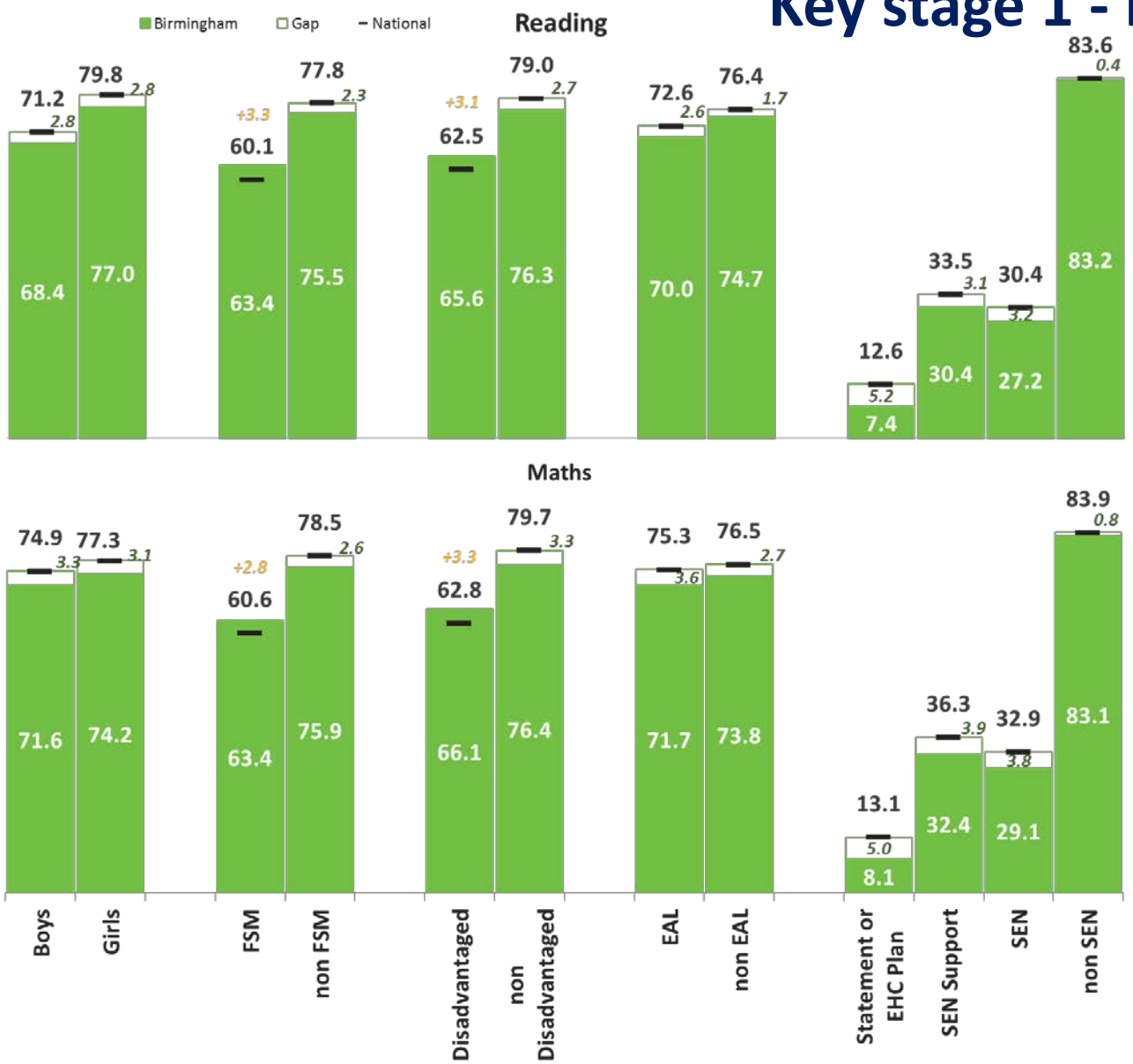
Percentage of children achieving at least the expected level of attainment







Key stage 1 - Pupil Characteristics

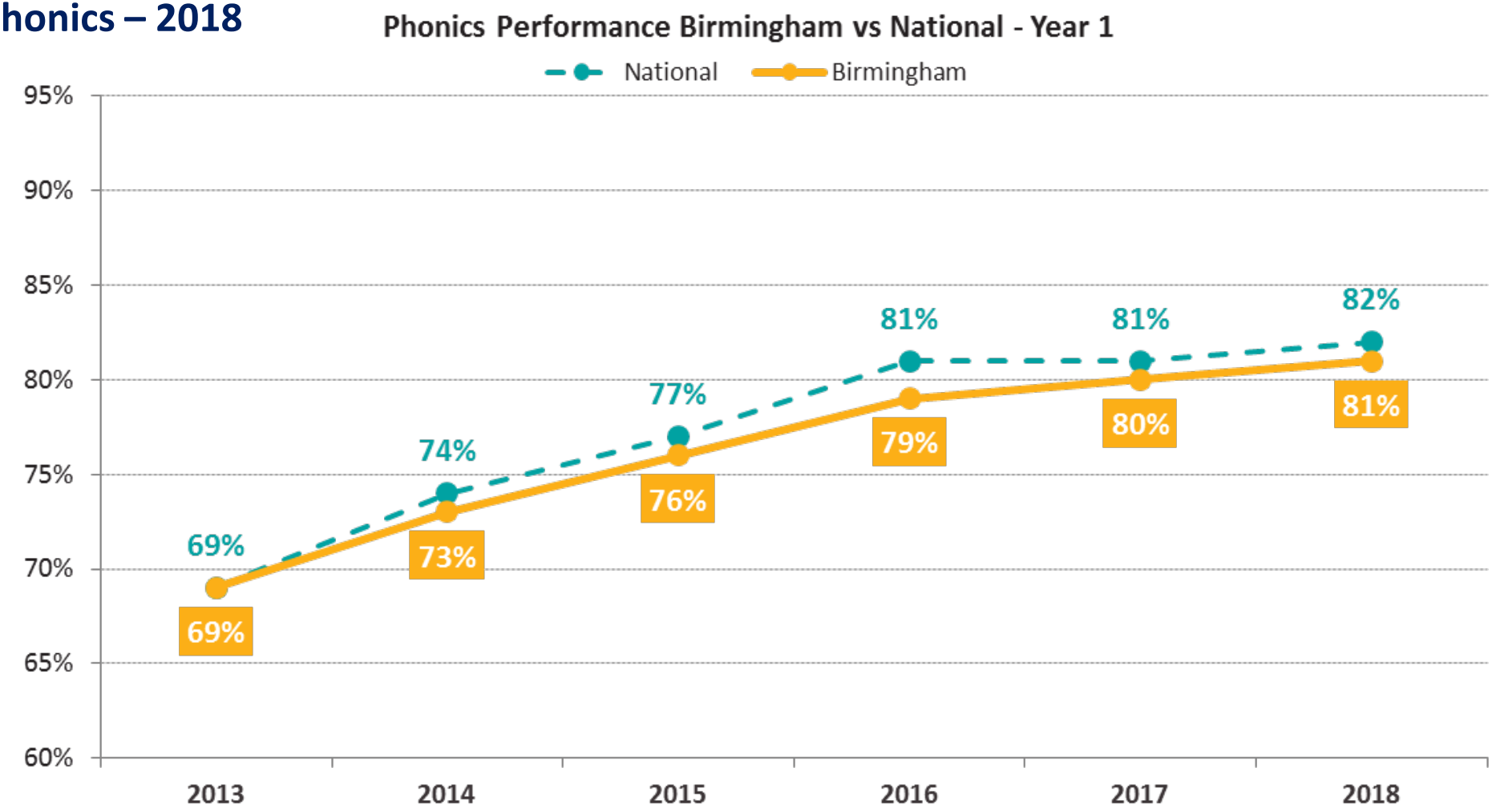


These charts show key stage 1 attainment in Reading and Maths for pupil groups in Birmingham against their national comparators.

Disadvantaged and FSM children outperform national by around 3% in both Reading and Maths.

Overall SEN attainment is below the equivalent national average by more than 3% but the widest gap is for SEN Support which is 3.9% for Maths.

Phonics – 2018

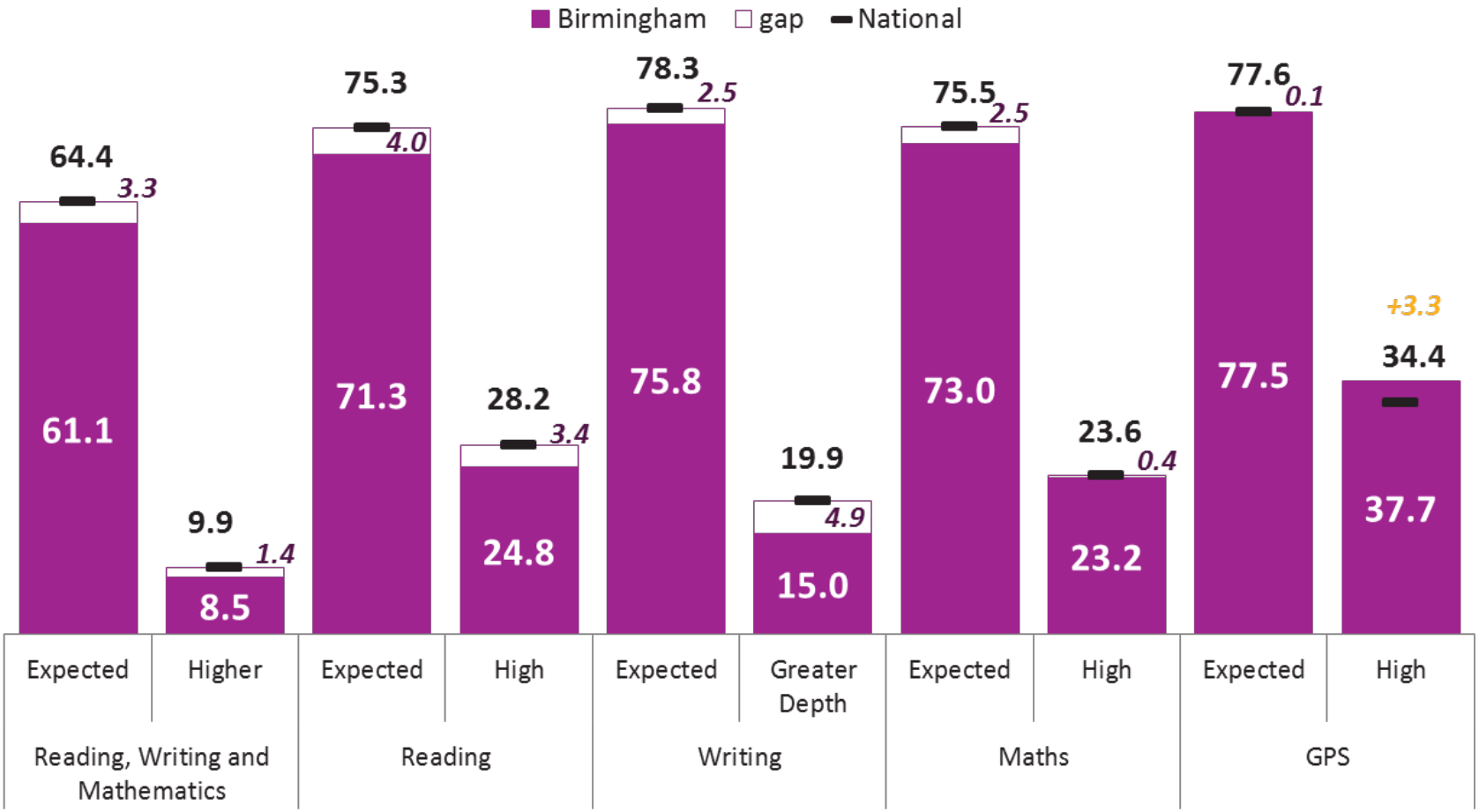


In 2018, 81% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 82% nationally.

Key Stage 2

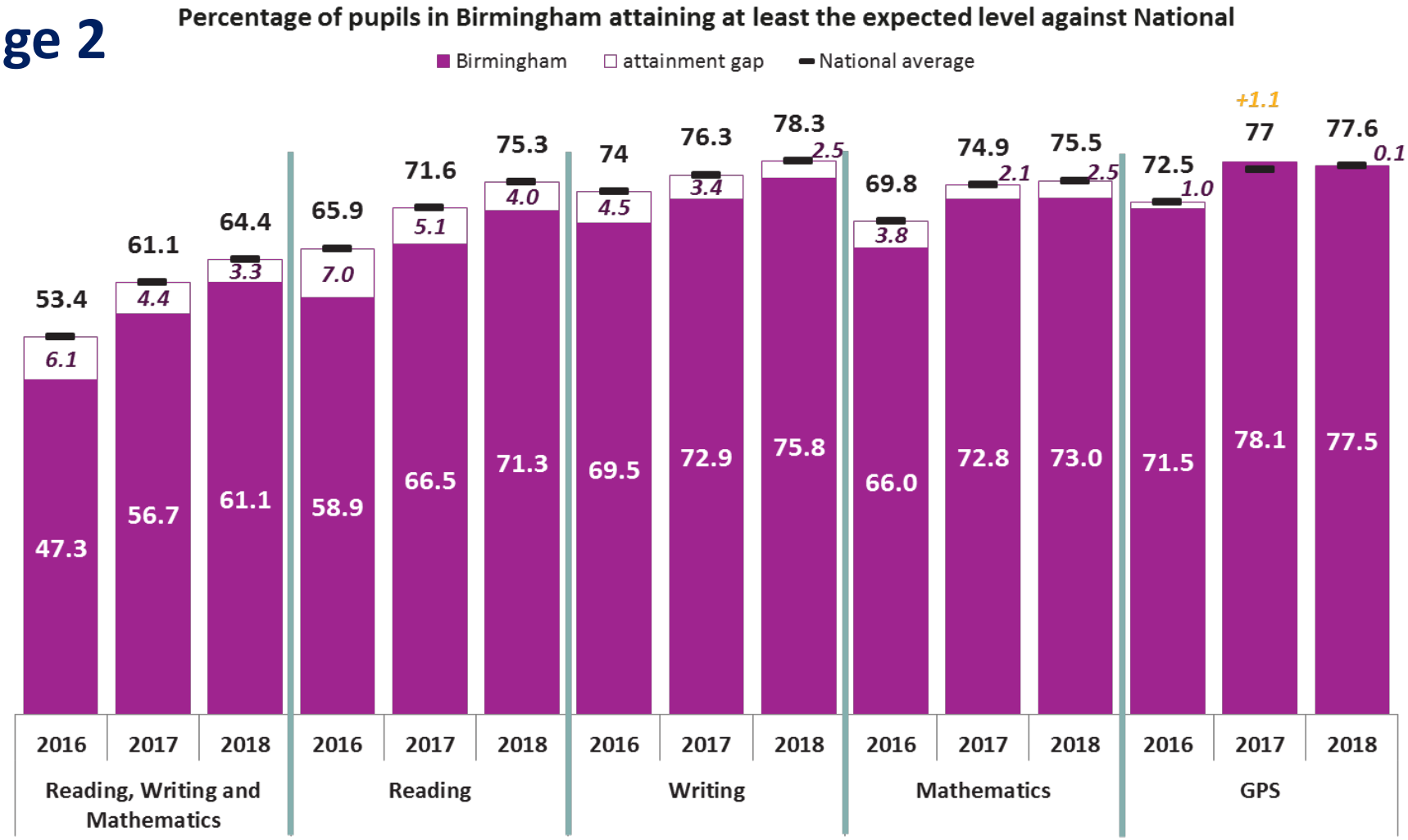
Key stage 2

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



In 2018, 61.1% of pupils in Birmingham achieved at least the expected standard in Reading, Writing TA and Maths. In Reading 71.3% in Writing 75.8% and 73.0% in Maths.

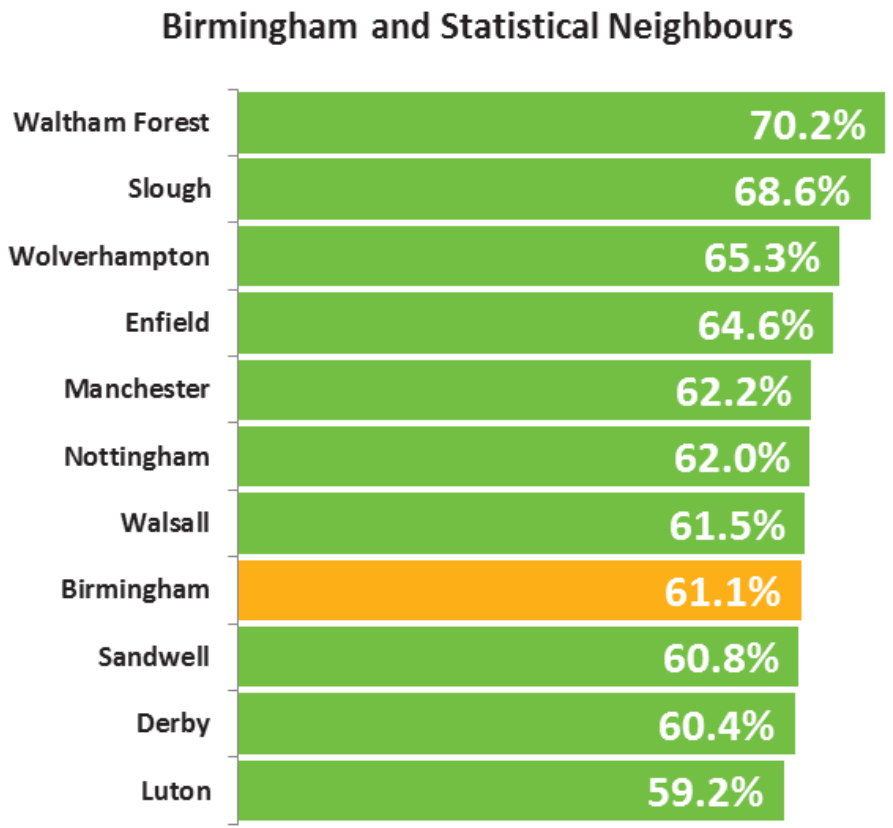
Key stage 2

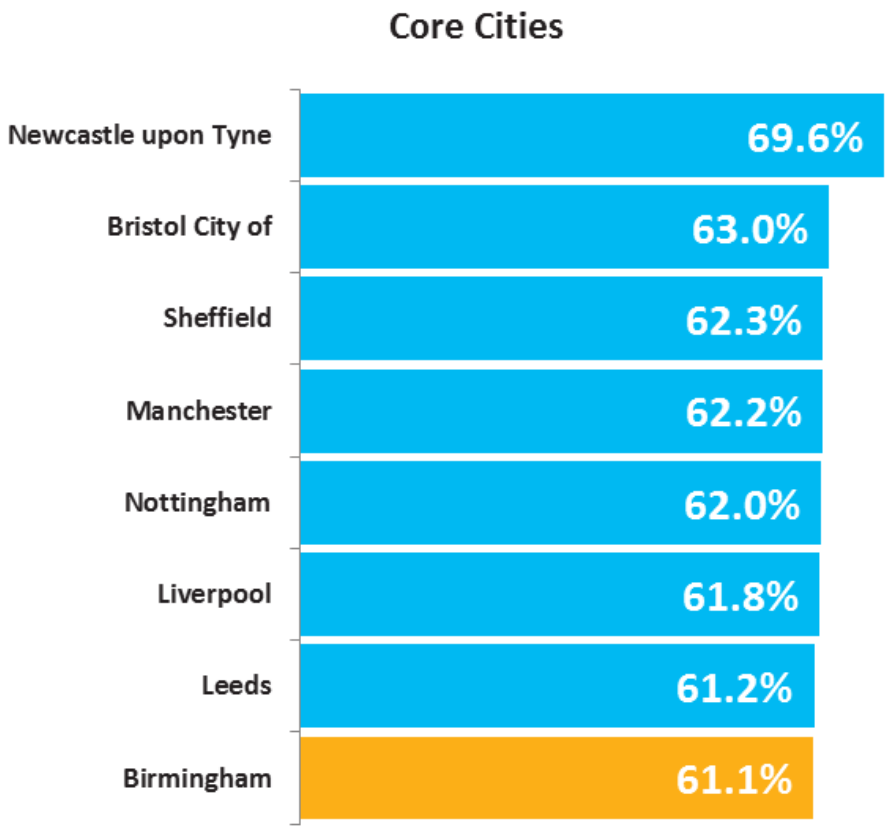


In the last 12 months, Reading, Writing and Maths attainment has increased by 4.4%, Reading improved by 4.8%, Writing by 2.9% and Maths by 0.2%. GPS attainment while still close to the national average has slightly fallen in 2018 at 0.6% lower than 2017.

Key stage 2

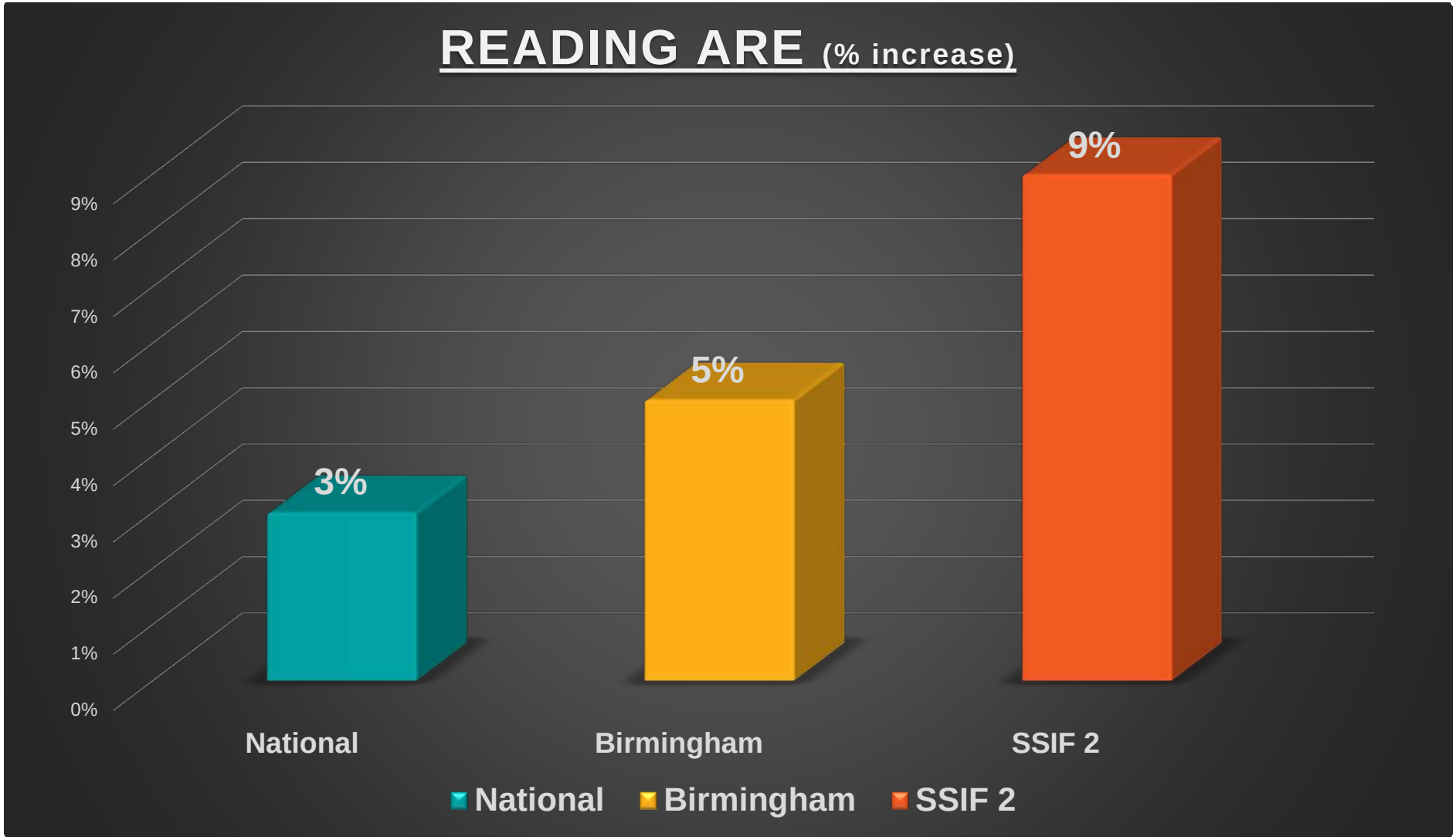
Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths



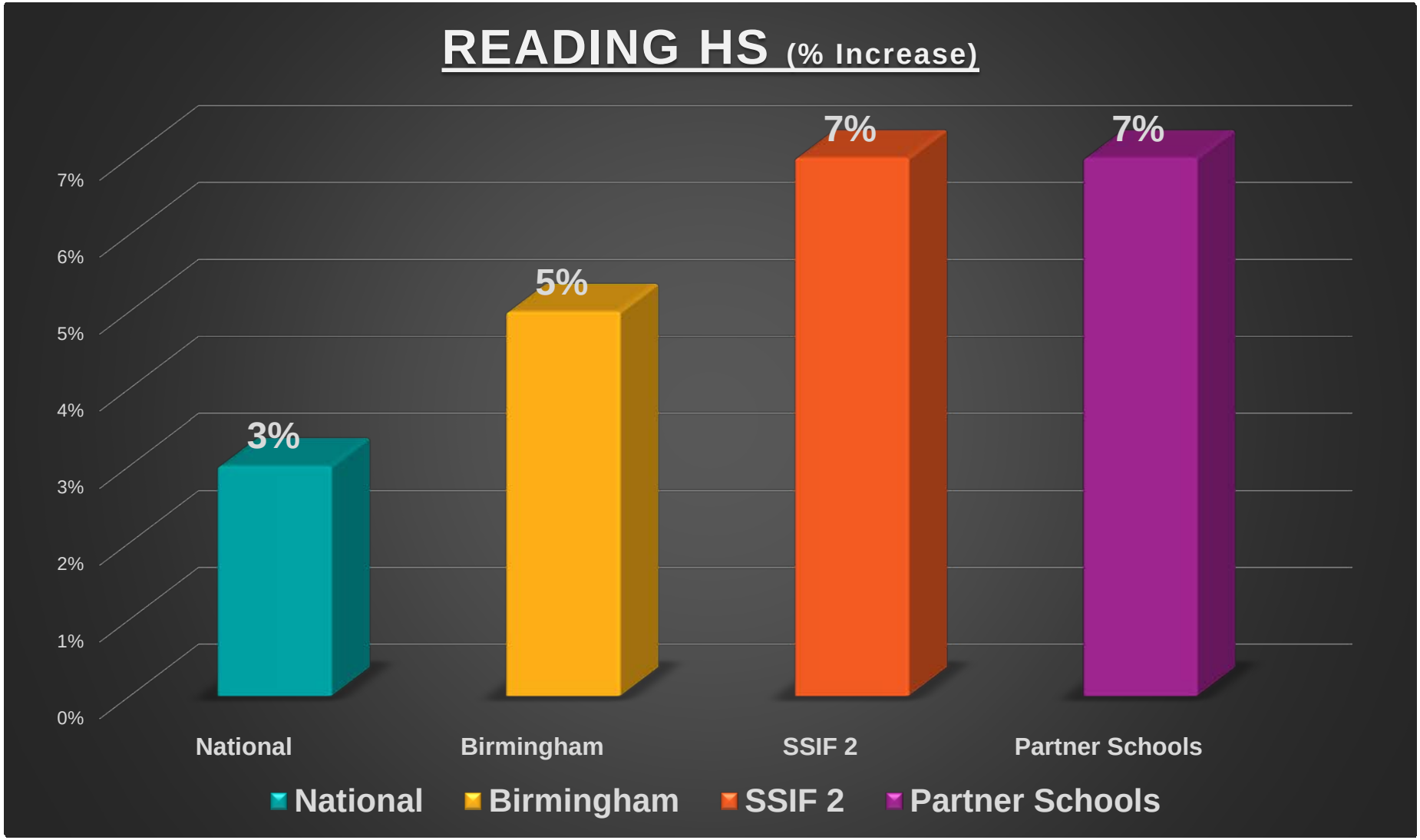


Birmingham is ranked 8th out of 11 when comparing against statistical neighbours and last out of the 8 core cities.

Key stage 2 - IMPACT TO DATE



Key stage 2 - IMPACT TO DATE

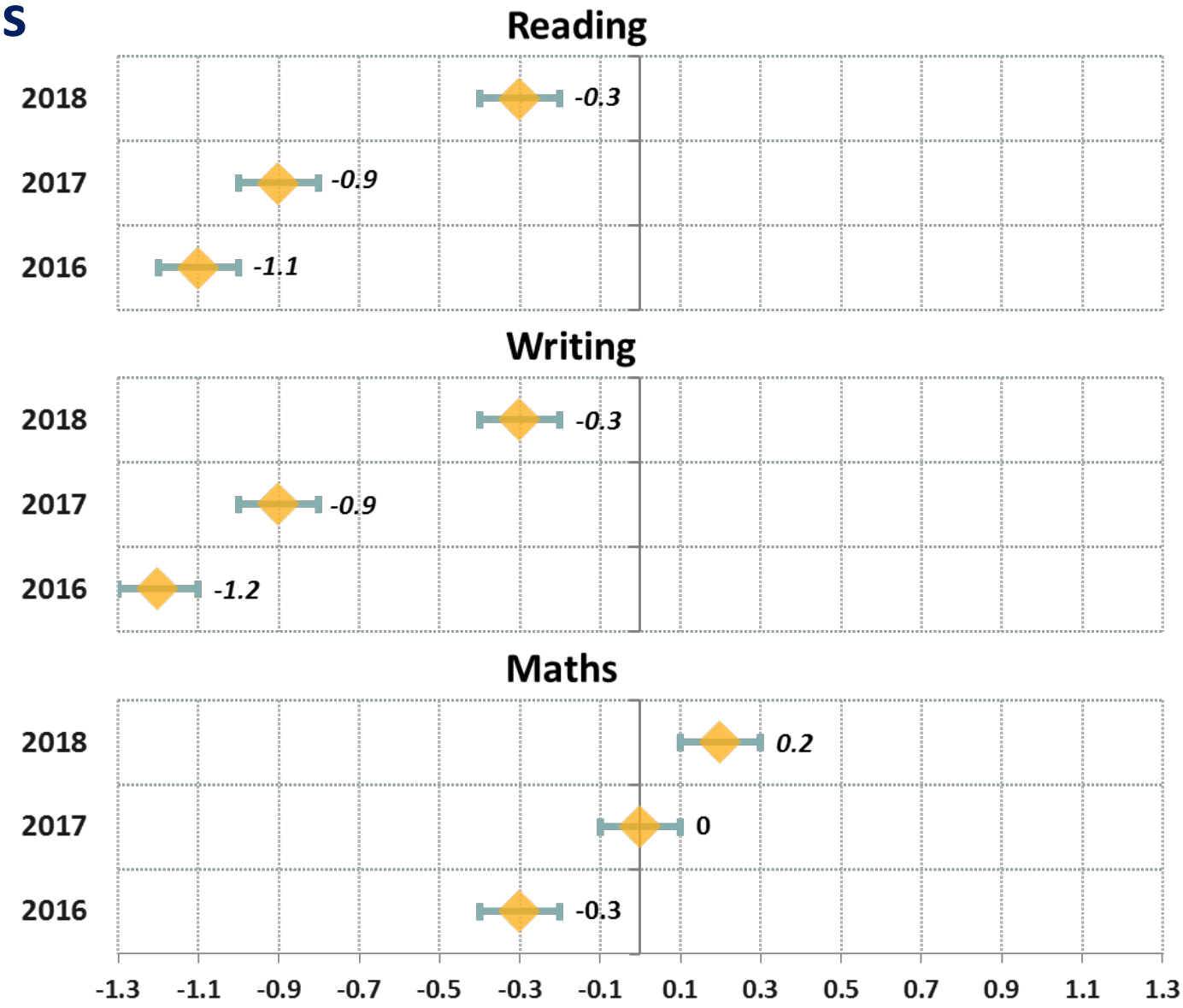


Key stage 2 Progress

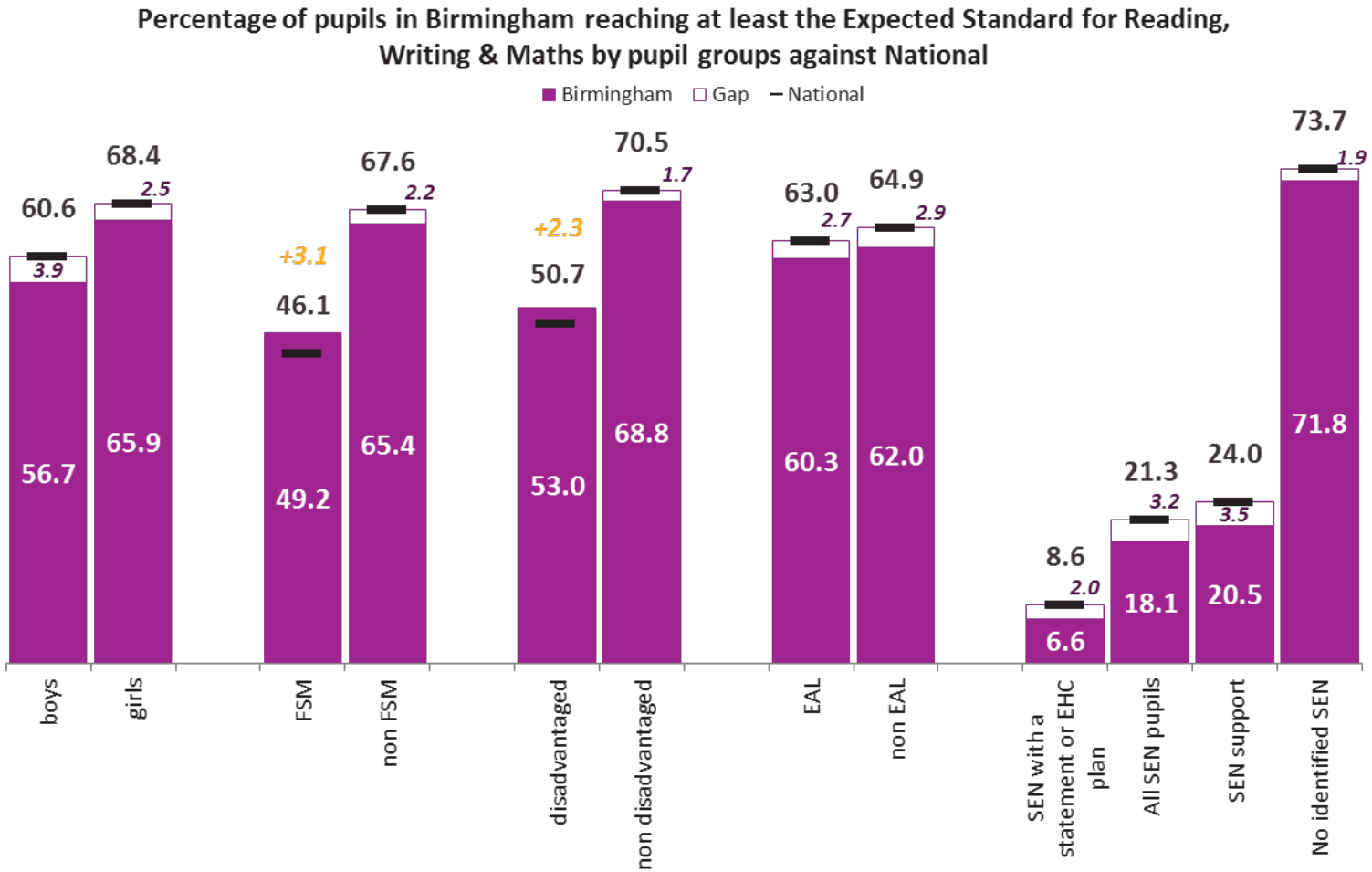
The progress of Birmingham children at Key stage 2 has improved from 2016 to 2018 in all subject areas.

Birmingham is above the National average for Maths.

For Reading and Writing Birmingham is below national, but they have both shown positive improvements from 2017 to 2018.



Key stage 2 – Pupil Characteristics

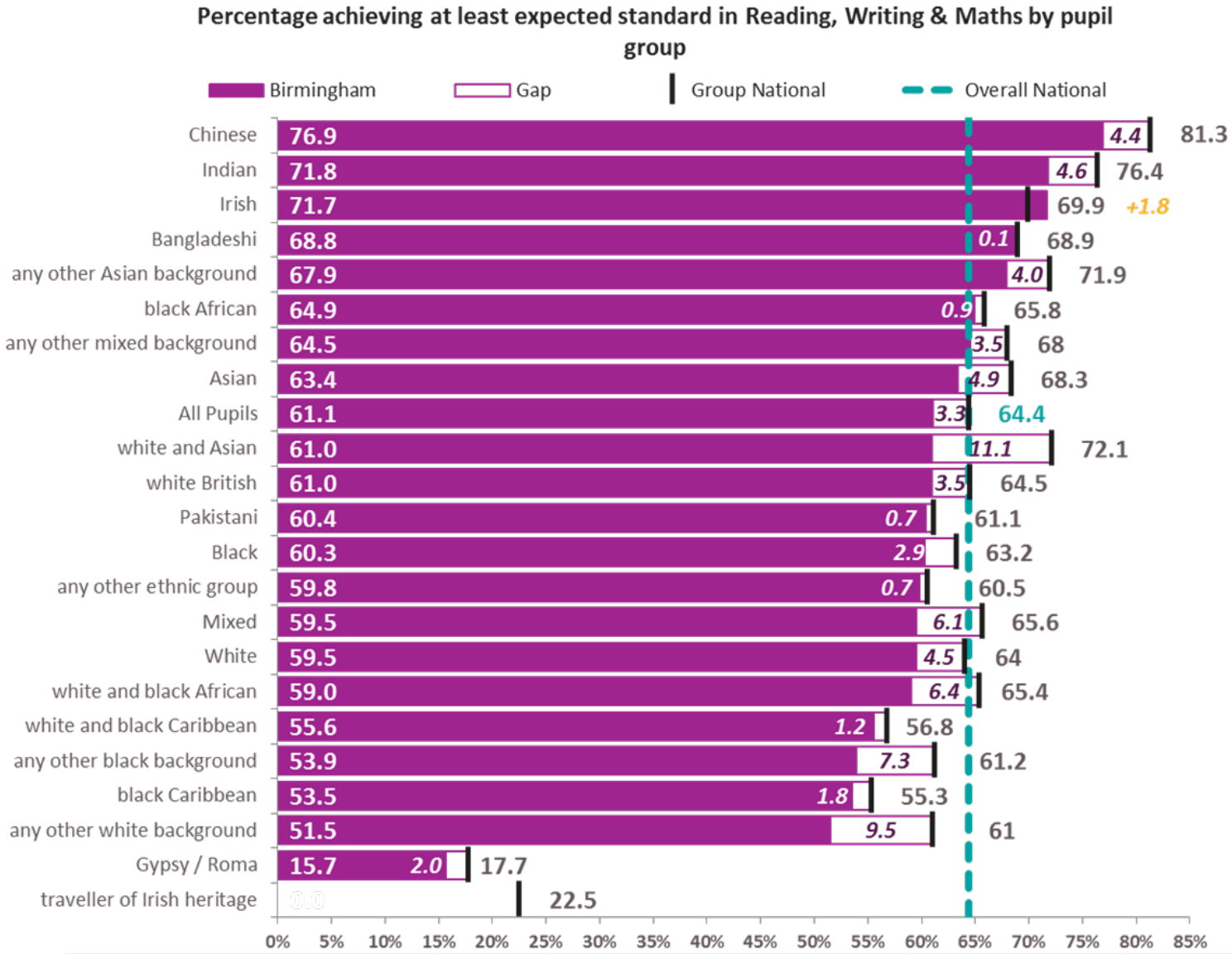


This charts shows key stage 2 attainment in Reading, Writing and Maths (RWM) for pupil groups in Birmingham against their national comparators.

Disadvantaged children's attainment for RWM is 53%, 2.3% above National and FSM children's attainment for RWM is 49.2%, 3.1% above National.

Overall SEN attainment is below the equivalent national average by 3.2%. The gap is wider for SEN support which is 3.5%.

Key stage 2 – Attainment by Ethnic Groups



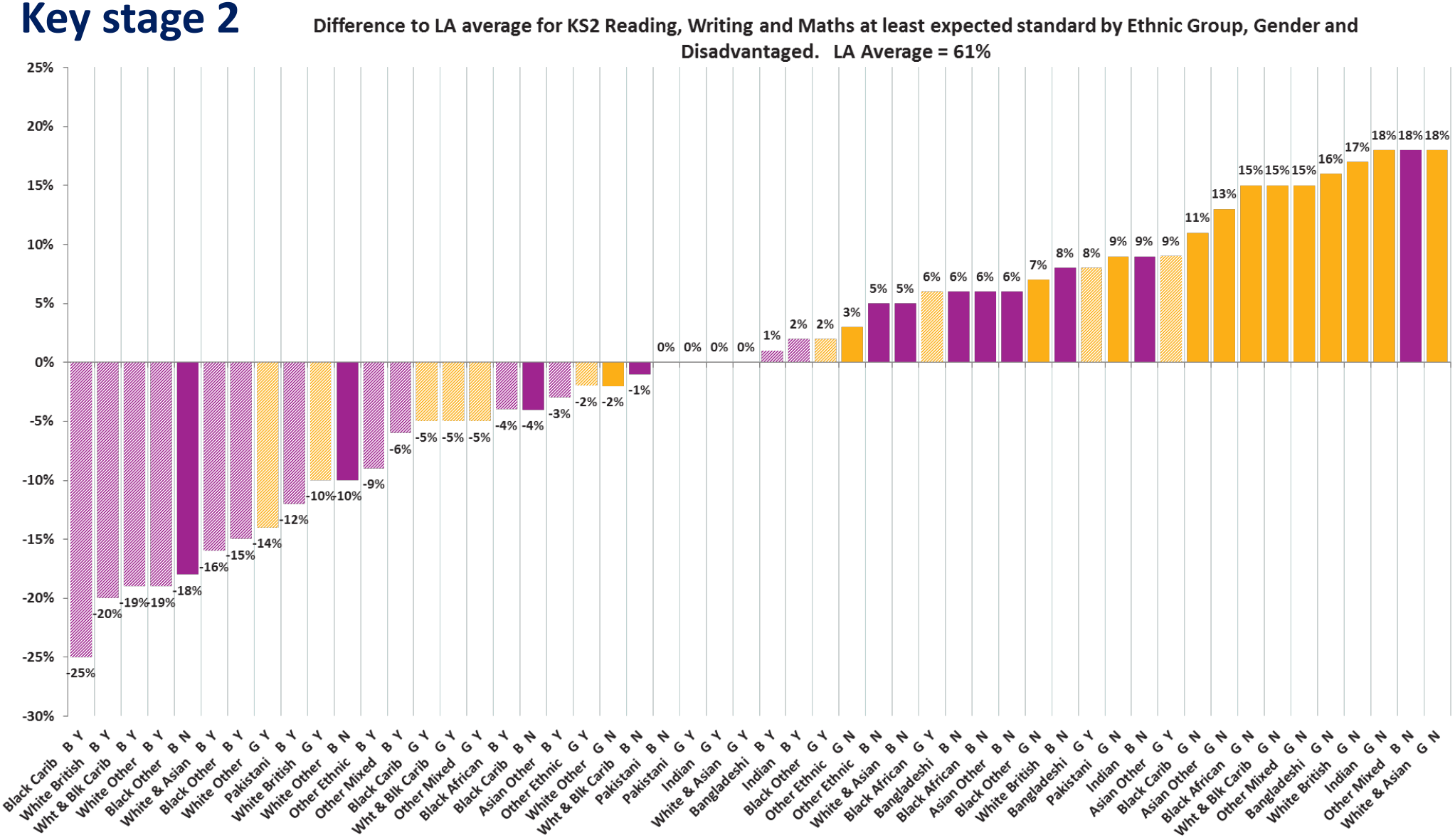
This chart shows key stage 2 attainment for RWM across ethnic groups compared to the national averages of those groups.

All but one ethnicity group have slightly lower average attainment when compared to their National average.

Main ethnic groups below overall national average are Asian, Black, Mixed and White .

Irish children however have done well, being both above the overall and 1.8% above their group nationally.

Key stage 2


Difference to LA average for KS2 Reading, Writing and Maths at least expected standard by Ethnic Group, Gender and Disadvantaged. LA Average = 61%
25%
20%
15%
10%
5%
0%
-5%
-10%
-15%
-20%
-25%
-30%
Black Carib B Y -25%
White British B Y -20%
Wht & Blk Carib B Y -19%
White Other B Y -19%
Black Other B N -18%
White & Asian B Y -16%
Black Other B Y -15%
White Other G Y -14%
Pakistani B Y -12%
White British G Y -10%
White Other B N -10%
Other Ethnic B Y -9%
Other Mixed B Y -6%
Black Carib G Y -5%
Wht & Blk Carib G Y -5%
Other Mixed G Y -5%
Black African B Y -4%
Black Carib B N -4%
Asian Other B Y -3%
Other Ethnic G Y -2%
White Other G N -2%
Wht & Blk Carib B N -1%
Pakistani B N 0%
Pakistani G Y 0%
Indian G Y 0%
White & Asian G Y 0%
Bangladeshi B Y 1%
Indian B Y 2%
Black Other G Y 2%
Other Ethnic G N 3%
White & Asian B N 5%
Black African B N 5%
Bangladeshi G Y 6%
Black African B N 6%
Asian Other B N 6%
Black Other B N 6%
White British G N 7%
Bangladeshi B N 8%
Pakistani G Y 8%
Indian G N 9%
Asian Other B N 9%
Black Carib G Y 9%
Asian Other G N 11%
Black African G N 13%
Wht & Blk Carib G N 15%
Other Mixed G N 15%
Bangladeshi G N 15%
White British G N 16%
Indian G N 17%
Other Mixed B N 18%
White & Asian G N 18%

2018/19 KEY STAGE 1 and 2 Improvement Strategies

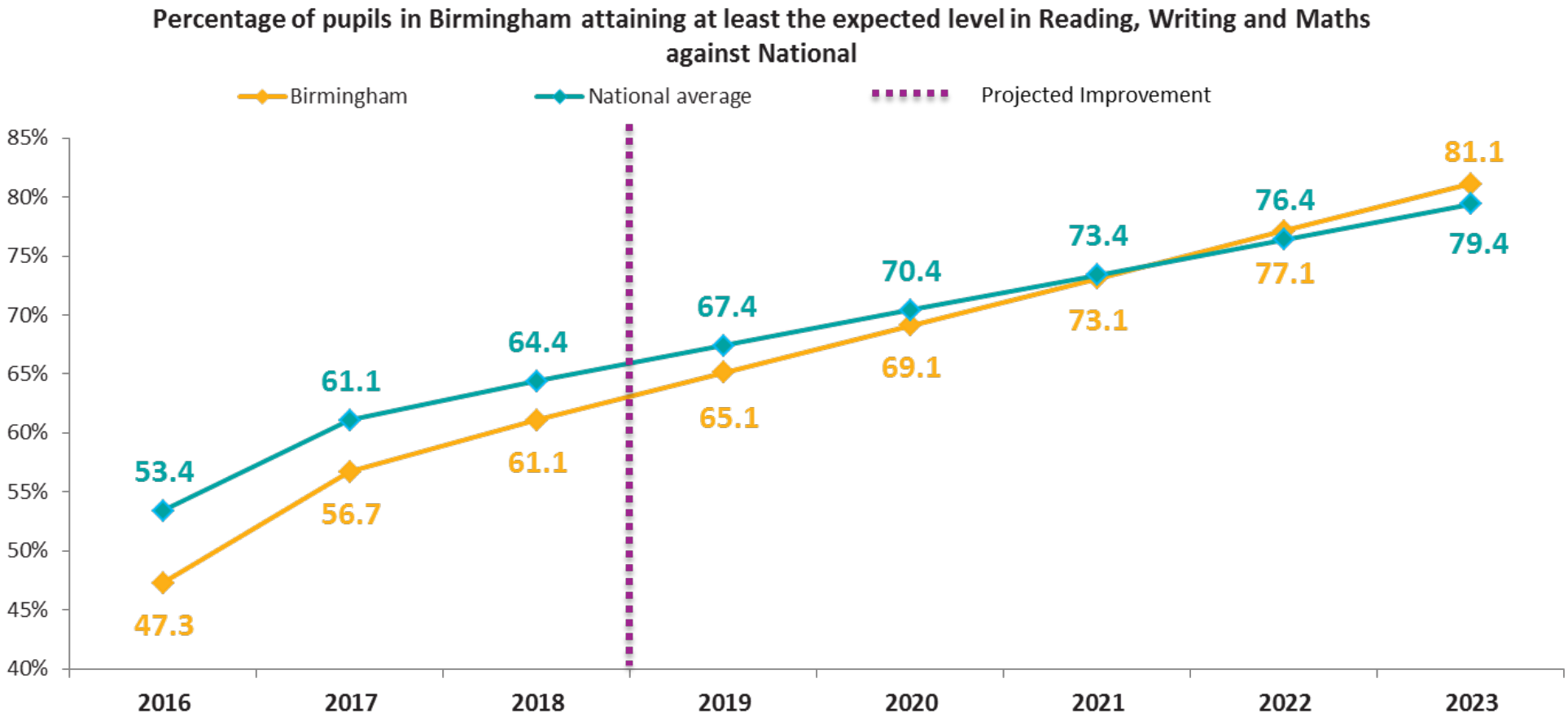
Key Stage 1

- Pilot Maths Reasoning Project
- Raising boys achievement
- Increasing oracy and vocabulary
- SSIF 1 bespoke
- Priority maintained schools support
- DFE School Improvement offer
- Families of Schools KS1

Key Stage 2

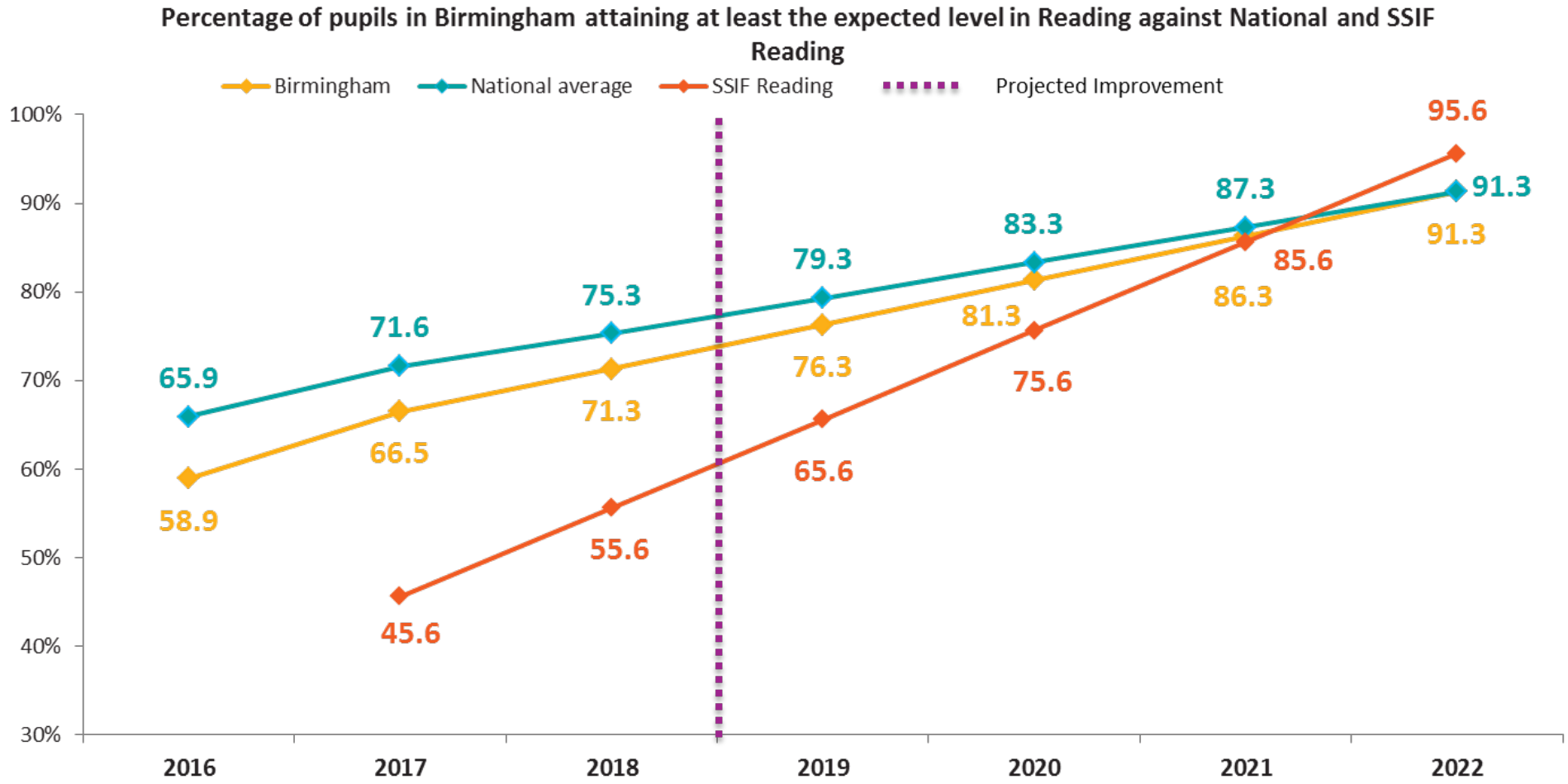
- Completion of SSIF 2 reading project
- SSIF 1 bespoke support
- Priority maintained schools support
- DFE School Improvement offer
- Families of Schools KS2

Key stage 2 – Projection of improvement



Assuming an improvement rate from 2017 to 2018 graph shows potentially when Birmingham is likely to be inline or above national average.

Key stage 2 – Projection of improvement - Reading



Assuming an improvement rate from 2017 to 2018 graph shows potentially when Birmingham is likely to be inline or above national average for Reading including Strategic School Improvement Fund (SSIF) Reading project.

Future Improvements 2019/2020

- Set challenging targets to enable Birmingham to close the gap with national attainment,
- Quality Assurance of good and outstanding schools to increase school to school support
- Work with groups of schools, hubs and TSAs to increase the range and extent of support
- Use proven packages of support with greater numbers of schools: RI (Requires Improvement), reading, writing, maths reasoning, inclusion, wider learning
- Provide quality resources to enable more focussed peer reviews aimed at the City targets
- Secure further investment in school improvement to enable a broader offer of support

Key Stage 4

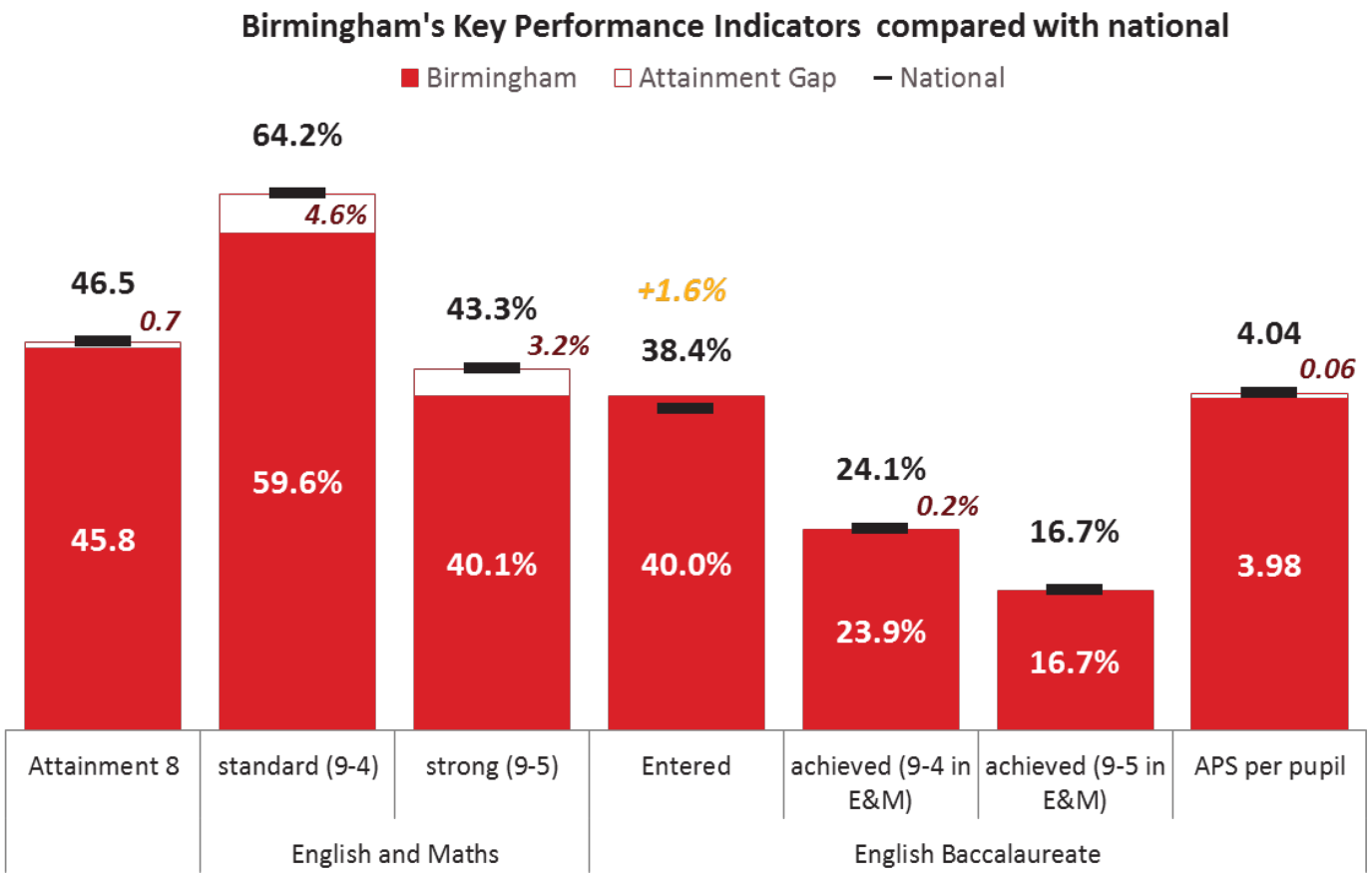
Key Stage 4 Accountability Measures

- The 2018 the headline accountability measures for secondary schools are: **Progress 8 score**, **Entering EBacc**, **Attainment 8 score**, **Staying in education or entering employment , Grade 5 or above in English & maths GCSEs, Attainment 8 score, EBacc average point score**
- **Progress 8** - value added measure quantifying the progress a pupil makes from the end of primary school to the end of secondary school.
- **EBacc** – English Baccalaureate, a pupil is considered to have entered for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.
- **Attainment 8** - measures the achievement of a pupil across eight subjects including maths (double weighted) and English (double weighted), three further qualifications that count in the 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.

Key stage 4

Birmingham's overall Progress 8 average for 2018, -0.04

Compared to -0.02 national average (state funded only)



Birmingham's Progress 8 average in 2018 was slightly below national.

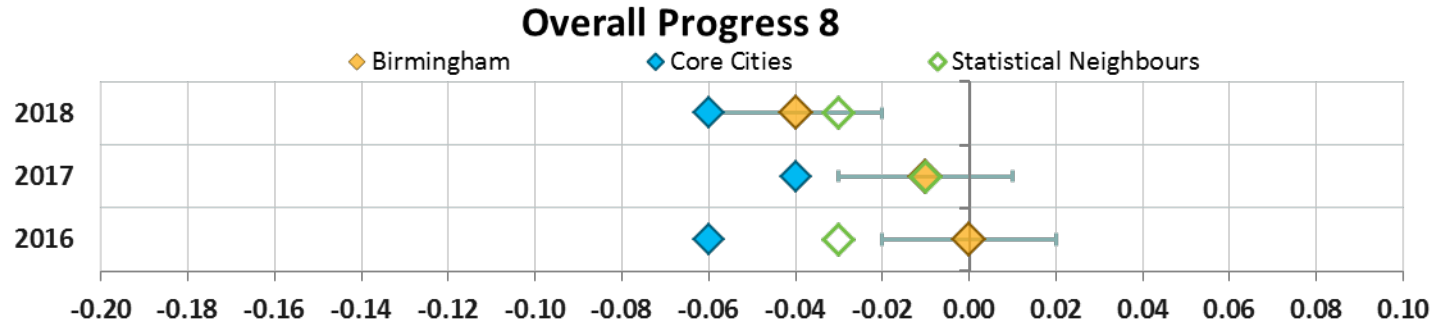
Which means Birmingham children are making less progress than similar children nationally, this is noticeable when looking at outcomes from 2016 to 2018.

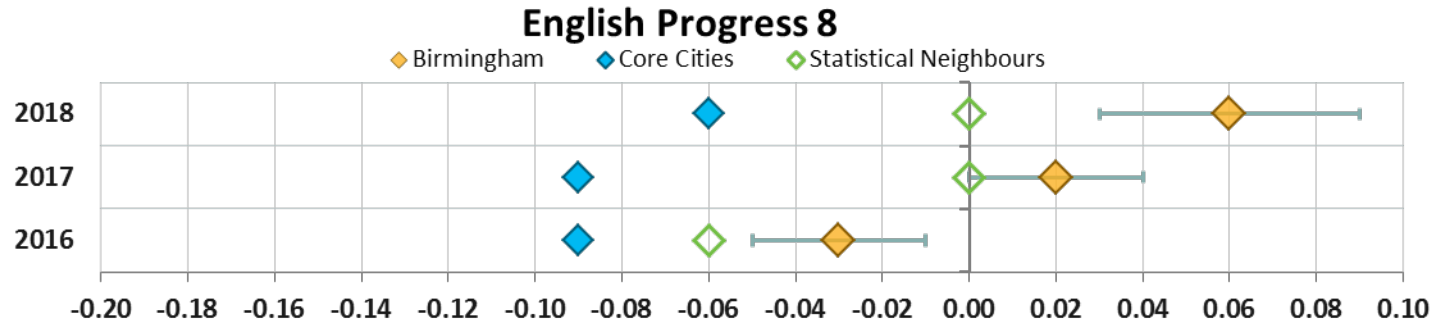
Birmingham's average Attainment 8 in 2018 was 45.8 which is slightly below national average of 46.5.

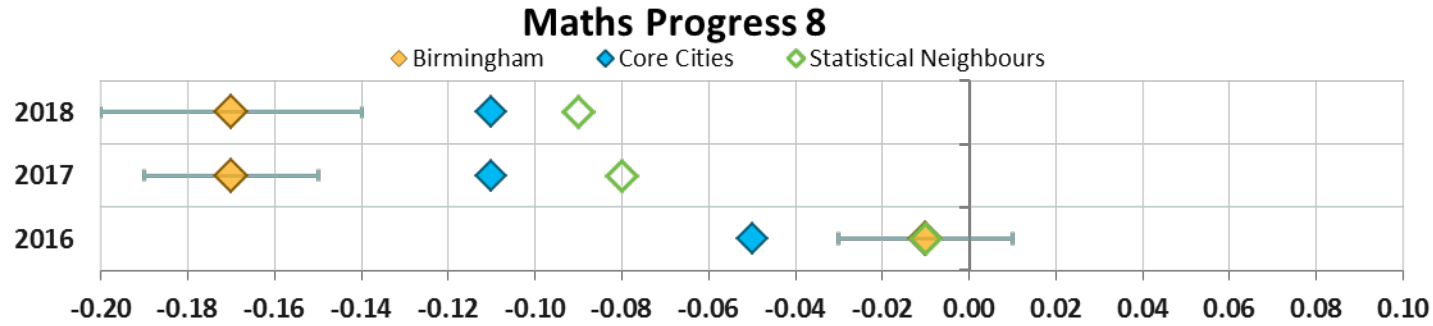
40.1% of children in Birmingham achieved a strong pass (9-5 grade) in English and Maths, whilst 59.6% achieved a standard pass (9-4 grade), this is below the National.

English Baccalaureate attainment in Birmingham was in line or slightly below the National

Key stage 4 Progress 8 for Birmingham against National and other LA groups





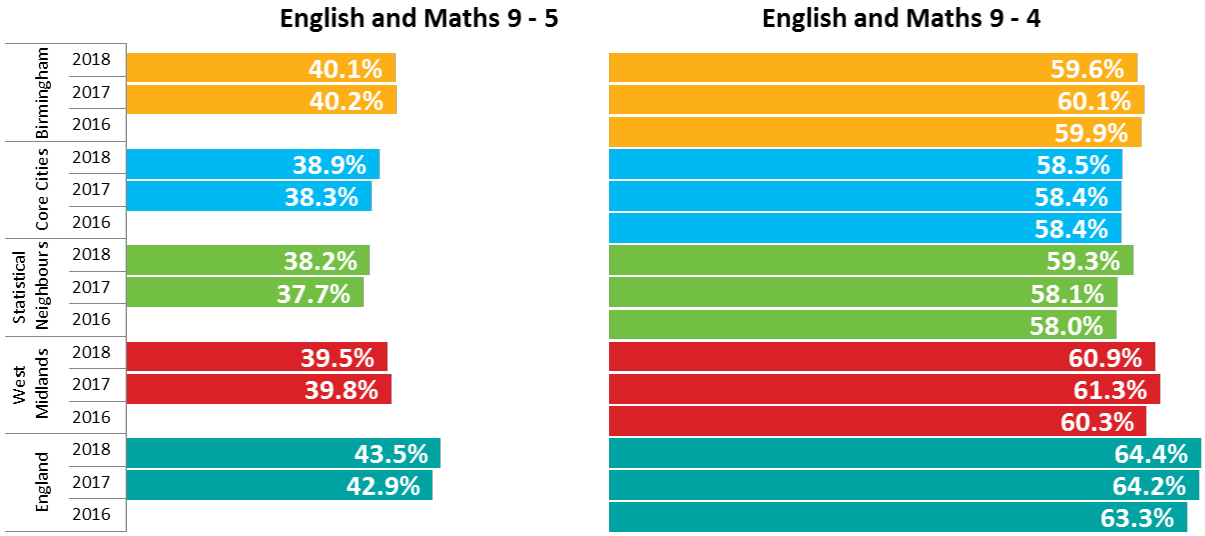


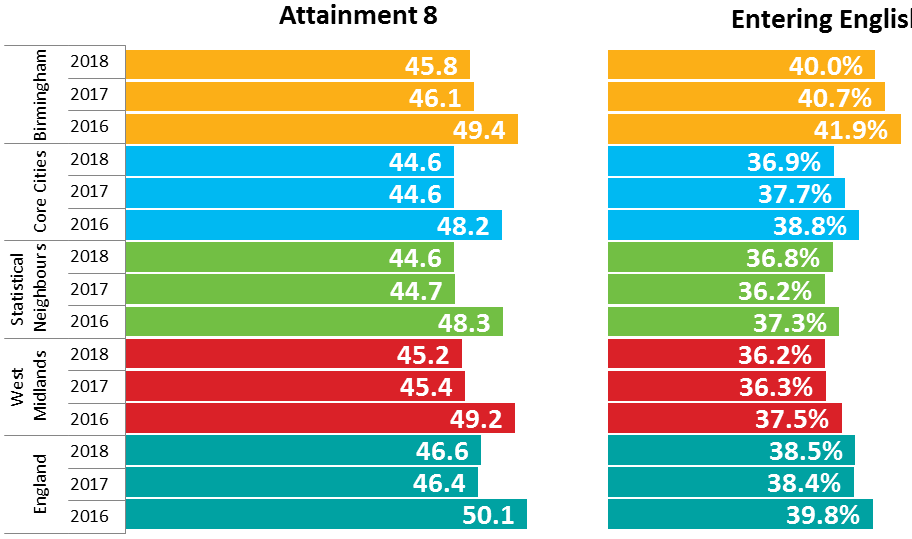
In 2018 in the overall in Progress 8 score Birmingham is below Statistical Neighbours but above Core Cities.

In English Progress Birmingham is above both Statistical Neighbours and Core Cities.

Birmingham Maths Progress is behind that of Statistical Neighbours and Core Cities

Key stage 4 Key Measures for Birmingham against National and other LA groups

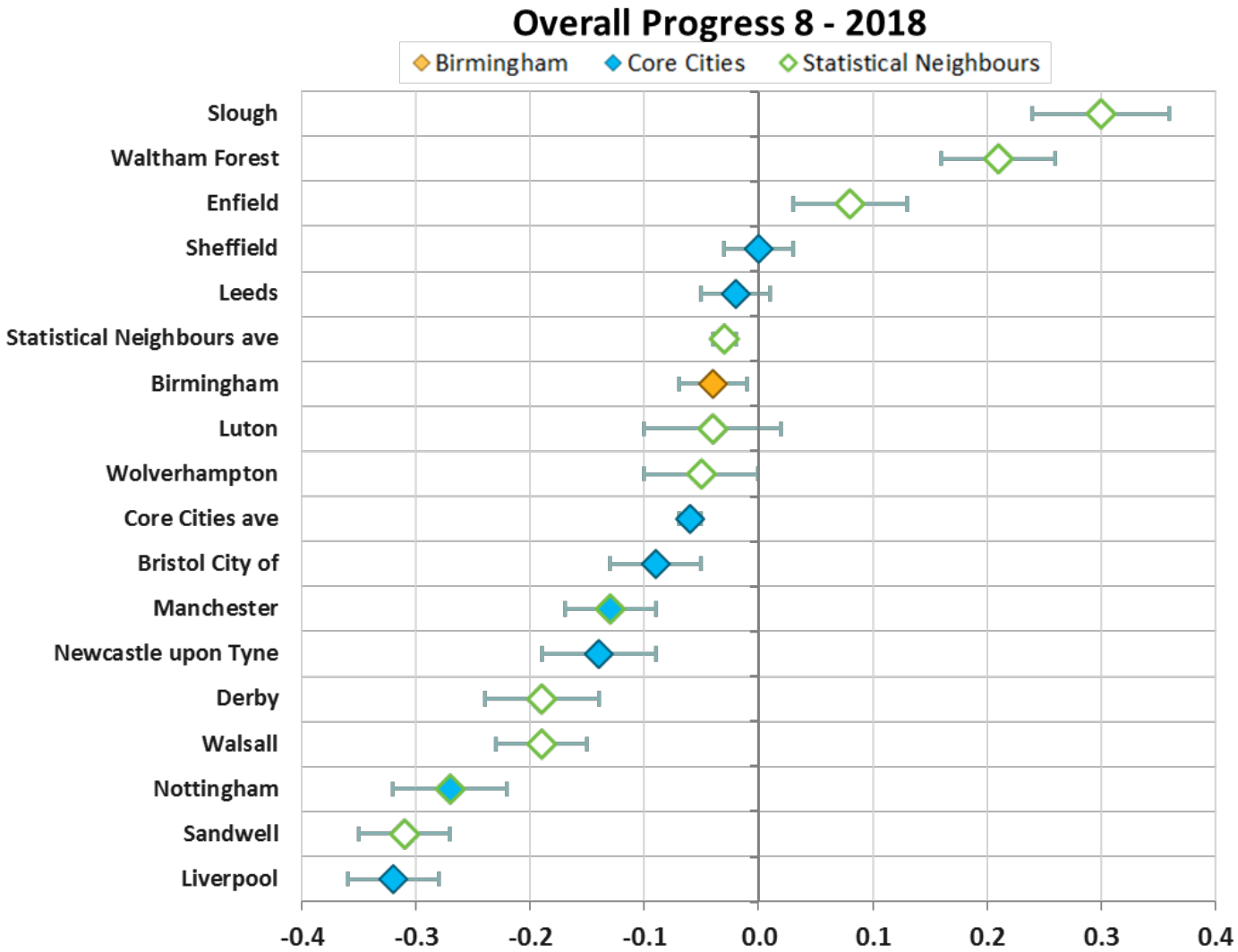




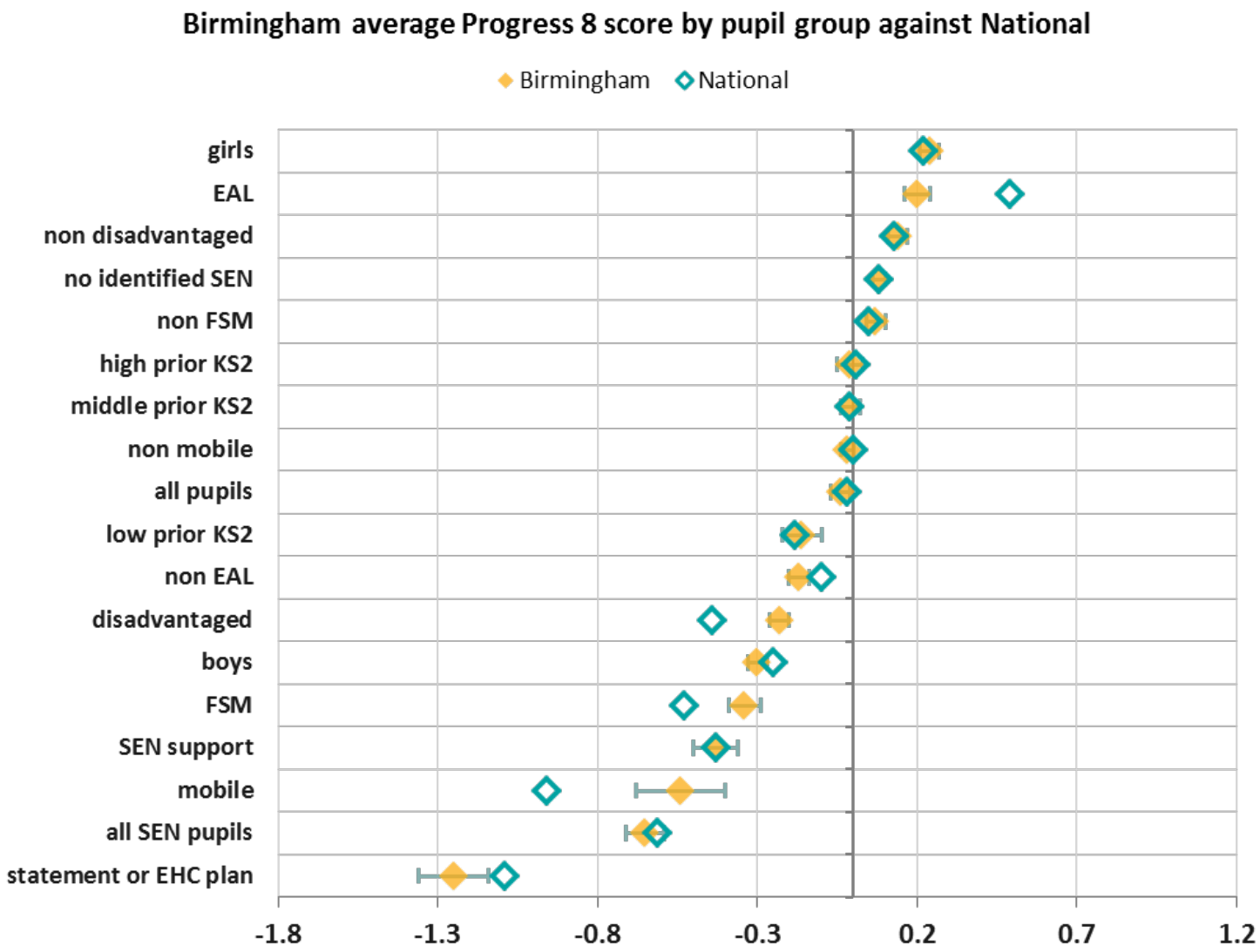
Birmingham is above the Core City and Statistical Neighbour averages for Attainment 8 and strong pass (9-5 grade) in English and Maths in 2018.

Key stage 4

Progress 8 outcomes with confidence intervals for Birmingham against other LA groups - 2018



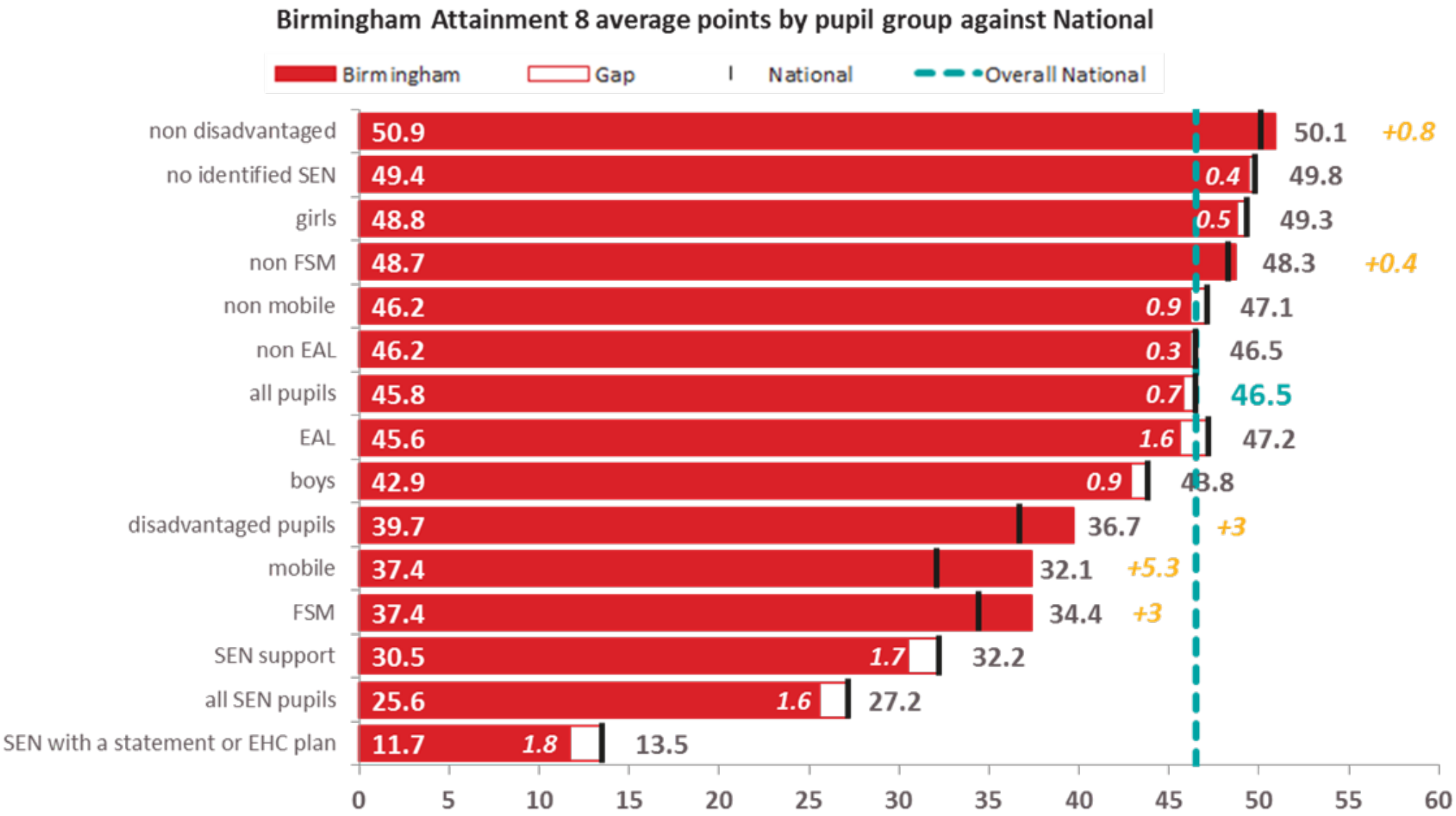
Key stage 4 - Pupil Characteristics



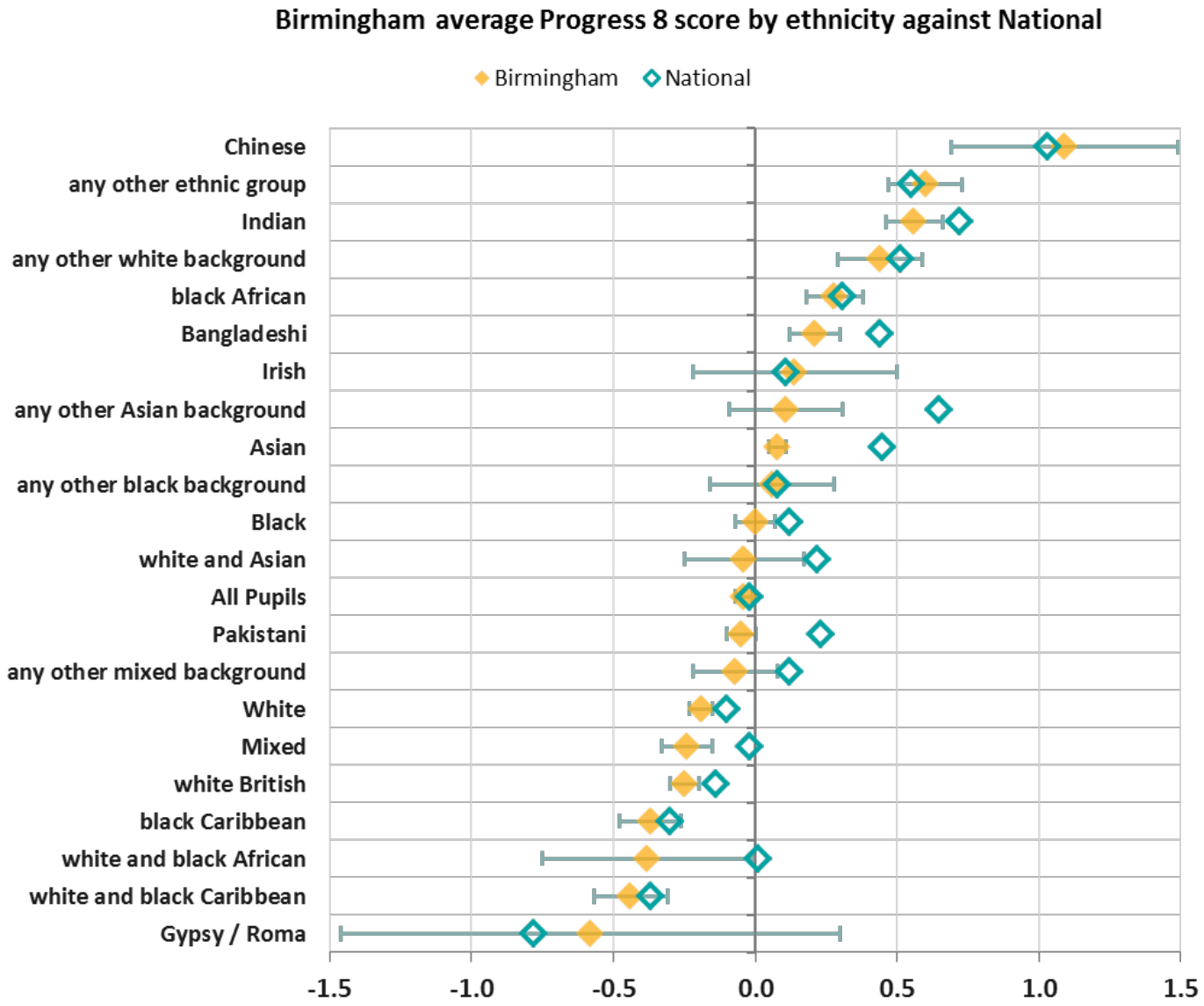
The overall Progress 8 average for pupil groups in Birmingham closely follows that of their National equivalents with a few exceptions

Disadvantaged, FSM and Mobile pupils outperform their equivalent groups average nationally, whereas EAL pupils and statemented or EHC plan pupils are below.

Key stage 4 - Pupil Characteristics



Key stage 4 - Ethnic Groups



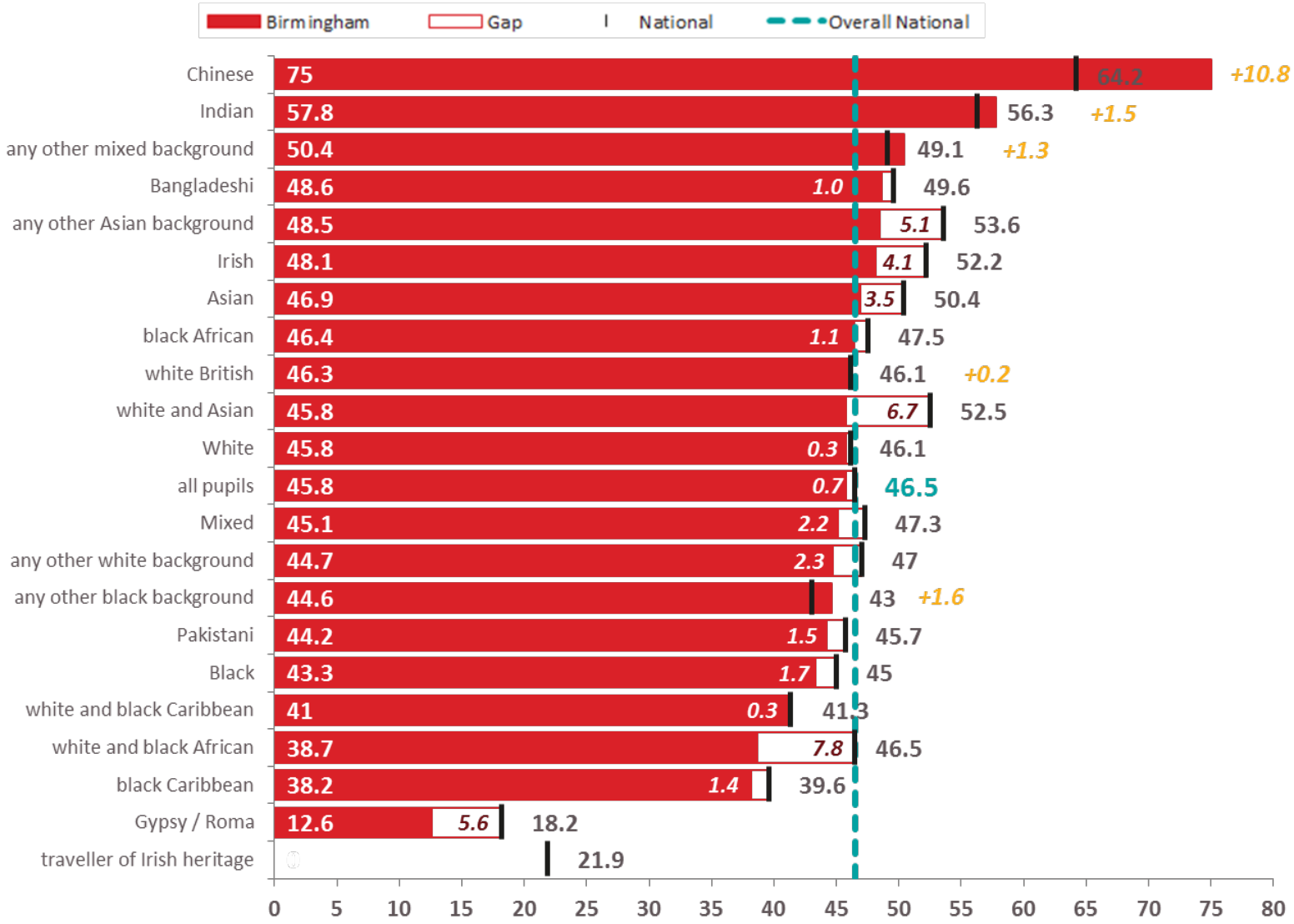
This chart shows key stage 4 Progress 8 across ethnic groups compared to the national averages of those groups.

Most ethnicity groups make slightly less progress when compared to their National equivalent group.

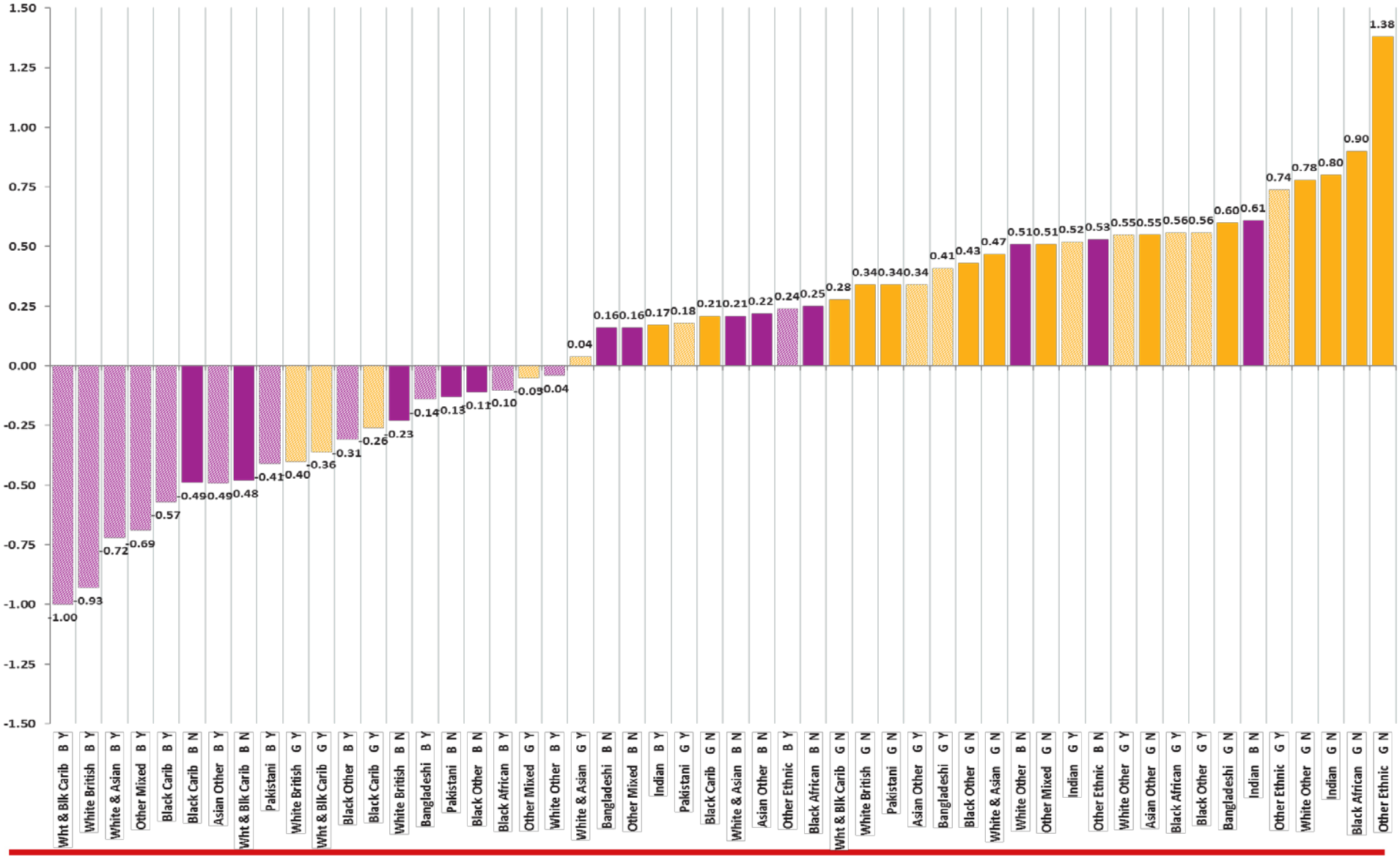
Main ethnic groups below overall national average are Mixed and White .

Key stage 4 - Ethnic Groups

Birmingham Attainment 8 average points by ethnicity against National



Key stage 4 Difference to LA average Progress 8 score by Ethnic Group, Gender and Disadvantaged. LA Average = -0.04



Birmingham City Council

2018/19 Secondary Strategic Improvement

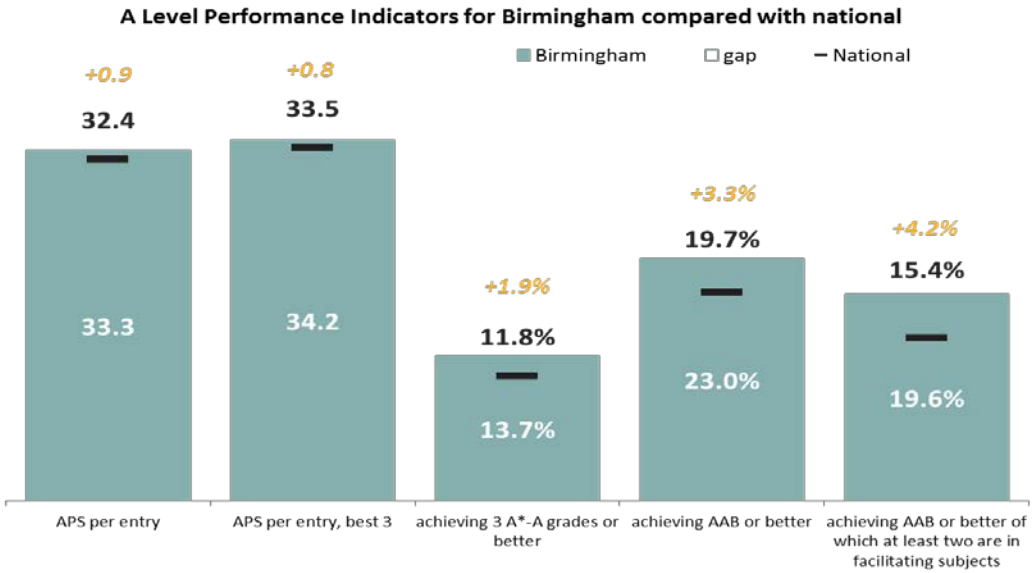
- Pilot 3 reading packages based on SSIF 2
- Raising attainment of disadvantaged youngsters project
- Focussed peer review model
- Families of Schools KS4
- Chair of Governors/HT Ofsted briefings for Requires Improvement and Special Schools
- Priority maintained schools support
- SSIF 1 bespoke support
- DFE School Improvement offer

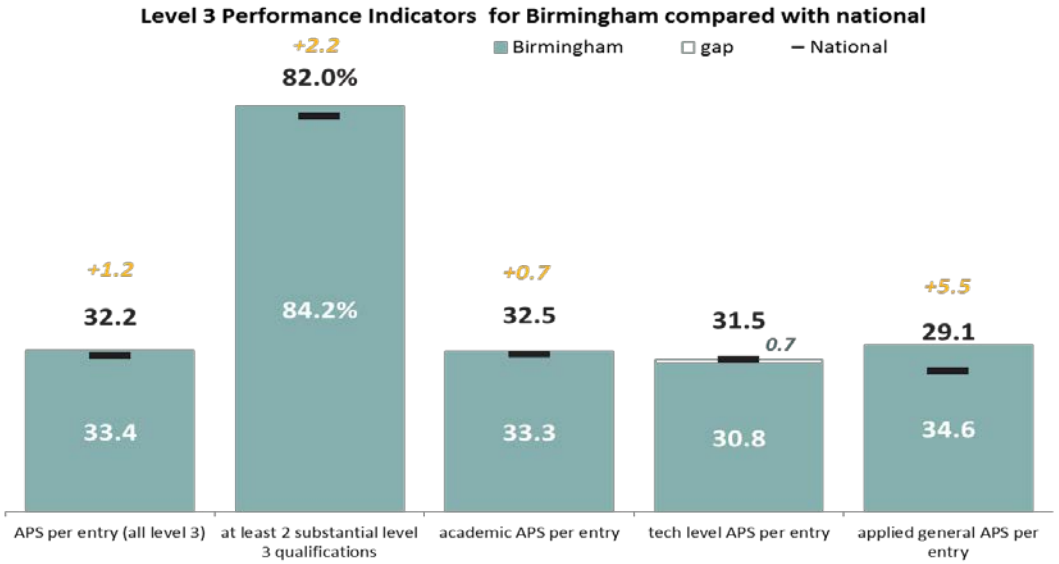
Future Improvements 2019/2020

- Set challenging targets to enable Birmingham to close the gap with national attainment,
- Quality Assurance of good and outstanding schools to increase school to school support
- Work with groups of schools, hubs and TSAs to increase the range and extent of support
- Use proven packages of support with greater numbers of schools: RI, reading, writing, maths reasoning, inclusion , wider learning
- Provide quality resources to enable more focussed peer reviews aimed at the City targets
- Secure further investment in school improvement to enable a broader offer of support

16 - 18 Study

16 - 18 Study





Birmingham's A Level performance indicators are better than National in 2018.

19.6% of A Level students achieved at least AAB grades or better in Birmingham compared to 15.4% Nationally.

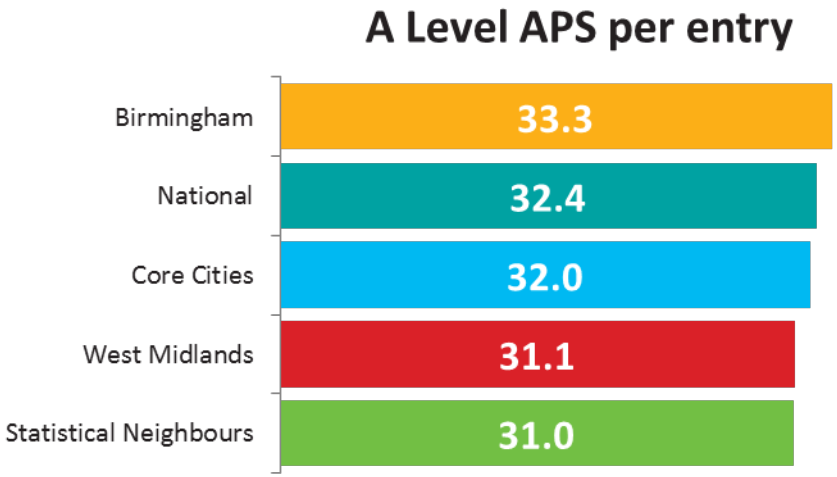
13.7% of students achieved at least 3 or more A levels of A*-A compared to 11.8% Nationally.

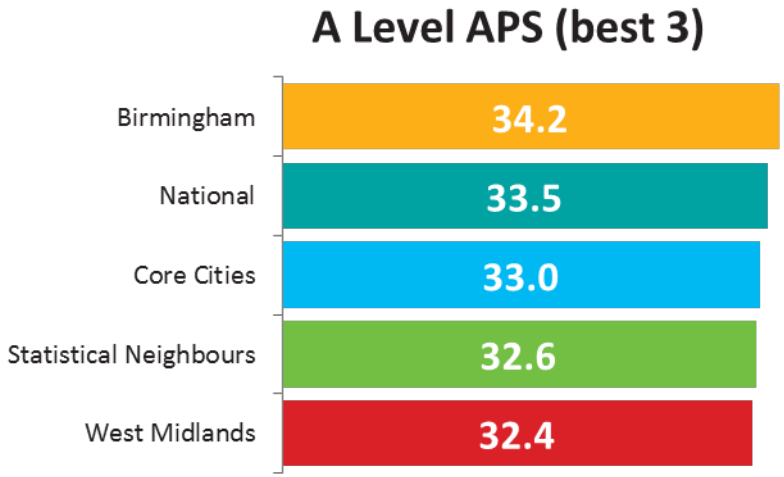
Level 3 performance covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), or applied general or tech level qualification during their 16-18 study.

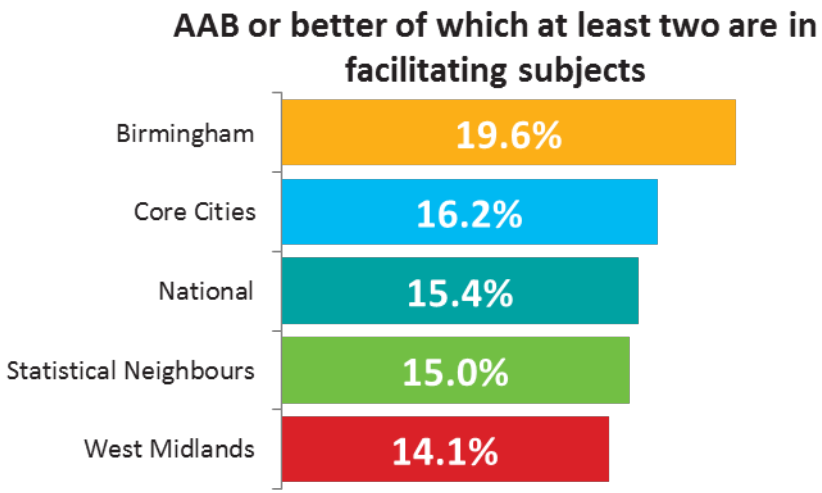
Birmingham's Level 3 performance indicators are also better than National in 2018.

16 - 18 Study

A Level outcomes for Birmingham and LA Groups 2018







Birmingham's average APS per entry is better than the average for Core Cities, West Midlands, Statistical Neighbours and National.

19.6% of Birmingham students 'achieved AAB or better of which at least two are in facilitating subjects', which is better than all the other groups.

Children in Care (CIC)

- Overall Children in Care (CIC) Key stage 1 results have declined in all subjects from 2017 to 2018.
- CIC Key stage 2 progress outcomes show an improvement in Reading, Writing and Maths, still below national.
- CIC Key stage 4 results show a general trend of improvement between 2017 and 2018, still below national.

(Please Note, national data is not available until end of March 19)

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Birmingham City Council

Annual Education Performance Report

2018 Examinations and Assessments

March 2019

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Executive Summary

Early Years Foundation Stage

- In 2018, 67.7% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 71.5% nationally.
- Birmingham's GLD improved 1.8% from 2017 compared to the National of 0.8%, narrowing the gap from 4.8% to 3.8%.
- Birmingham's GLD is in line with the average for Core Cities but nearly 1% below Statistical Neighbours.
- Children eligible for Free School Meals (FSM) outperform their national peers for GLD by 3%. This represents an improvement from 2017 when it was 2%.
- With the exception of FSM most pupil groups In Birmingham are behind their National peers, however the vast majority have narrowed the gap in attainment from 2017.
- Pakistani and mixed race White and Black Caribbean children have done well in 2018 both outperforming the average GLD for their groups at National level. Bangladeshi children are at the National average for their group.

Phonics

- In 2018, 81% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 82% nationally. By the end of Year 2 this rises to 91% and 92% respectively.
- In Birmingham, 3% more FSM and 2% more Disadvantaged children achieved the expected standard in Year 1 than their corresponding groups nationally.
- All other pupil groups are within 1% or 2% of the equivalent National group at year 1 with the exception of SEN with a statement or EHC plan and EAL children who are 6% behind.
- Most ethnicity groups' attainment is 1-3% below national equivalents. Pakistani children performed in line with national and Mixed White and Black African' and 'any other Black background' were above. However Mixed White and Asian and White other children are attaining significantly below.

Key Stage 1

- In 2018, 72.6% of pupils in Birmingham achieved at least the expected standard in Reading, 66.7% in Writing and 72.8% in Maths. Although still behind National, Birmingham's outcomes have risen more quickly than national which has narrowed the attainment gap.
- Birmingham's key stage 1 results are 1% above the Core City average for Reading, 0.5% in Writing and in line for Maths. Reading and Writing averages just below Statistical Neighbours but 2% below in Maths.
- Disadvantaged children in Birmingham continue to do well in comparison to National with Reading and Maths being 3% above and Writing 4%.
- With the exception of Disadvantaged children and FSM, other groups are behind their National equivalents. SEN children's attainment is behind their national equivalent however non SEN is very close.
- The percentage of Birmingham pupils achieving a greater depth in Reading, Writing and Maths is less than the National averages, but they are narrowing.
- Pakistani children in Birmingham have performed strongly across Reading, Writing and Maths in 2018 outperforming their group nationally and the overall LA average.

Key Stage 2

- In 2018, 61.1% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM) and 8.5% achieved a higher standard. While still below the national outcomes of 64.4% and 9.9%, the attainment gap continues to narrow.
- Within Reading, Writing and Maths, Birmingham is strongest in Maths and weakest in Reading. Maths being within 2.5% of the National average for the expected standard and less than half a percent behind the higher standard average. For Reading the attainment gap is 4% and 3.4%. Writing continues to have the widest attainment gap for children achieving a higher standard.
- Grammar, Punctuation and Spelling attainment in Birmingham continues to be in line with the national average for children achieving at least the expected standard and 3.3% above for those achieving a higher standard.
- The progress of children from key stage 1 to 2 continues to improve in all subject areas with Maths now above the national average. Reading and Writing while showing definite improvement from 2017 are still slightly behind national.
- Birmingham's RWM attainment is 1% below the Core Cities average and 1.5% below Statistical Neighbours, however both represent improvement from 2017.
- With the exception of Disadvantaged children and FSM, other groups are behind their National equivalents.
- Disadvantaged children's attainment for RWM is 53%, 2.3% above National and FSM children's attainment for RWM is 49.2%, 3.1% above National. Progress wise in Reading and Writing, both groups are roughly in line with their equivalent groups nationally and ahead in Maths.
- Girls attainment in RWM has increased by 5.5% from 2017 narrowing the attainment gap with national girls to 2.2%. Boys increased 3.6%, slightly better than national boys.
- SEN attainment in RWM is below the national average for their group by 3.2% and the attainment gap to children with no identified SEN is higher in Birmingham than nationally.

Key Stage 4

- In 2018, Birmingham's Progress 8 score was -0.04 compared to the state funded National average of -0.02. This means that pupils in Birmingham made slightly less progress from key stage 2 to the end of key stage 4 than those with a similar starting point nationally.
- Birmingham's average Attainment 8 in 2018 was 45.8 which is slightly below national average of 46.5. Direct comparisons cannot be made with 2017 due to changes in Ebacc grading method.
- 40.1% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, whilst 59.6% achieved a standard pass (9-4 grade). This is below the National averages of 43.3% and 64.2% respectively.
- English attainment in Birmingham is within a percent of the national average for students achieving 9-4 and 9-5 grades. Maths attainment for students achieving a 9-4 grade is 5.7% behind national while those achieving a 9-5 grade is 4.7% behind.
- English Baccalaureate attainment in Birmingham was in line or slightly below the National average. The average points achieved per pupil was 3.98 compared to 4.04 at National. 23.9% of students achieved the Ebacc with grades 9-4 0.2% behind the national average. Achievement with 9-5 grade however is the same as the national average of 16.7%.
- Birmingham's overall Progress 8 is above the Core Cities average by 0.02 but slightly behind the Statistical Neighbour's average by 0.01.
- Birmingham Disadvantaged pupil's Progress 8 was significantly above Disadvantaged pupils nationally averaging -0.23 compared to -0.44.
- Average Progress 8 score for non-disadvantaged pupils is slightly higher than the national 0.14.

- The gap in progress made between Disadvantaged and non-Disadvantaged is much narrower in Birmingham than Nationally.
- The average Attainment 8 scores for disadvantaged and non-disadvantaged pupils in Birmingham are above their national equivalents for both groups, the attainment gap is also narrower than nationally.
- The progress gap for SEN pupils is slightly wider in Birmingham than Nationally. While non SEN students have the same overall progress 8 score as their national equivalents, SEN students make slightly less.

16 – 18 Study

- Almost all Birmingham's A Level performance indicators are better than national, Core Cities, Statistical Neighbours, and West Midlands Local Authorities.
- 19.6% of A Level students achieved at least AAB grades of which at least two were in facilitating subjects.
- 23% of A Level students achieved at least AAB grades in Birmingham compared to 19.7% Nationally.
- 13.7% of students achieved at least 3 or more A levels of A*-A compared to 11.8% Nationally.
- 84.2% of students achieved 'at least 2 substantial level 3 qualifications' compared to 82% Nationally.

Early Years and Primary School Results

Early Years Foundation Stage Profile (EYFSP)

Key Messages

- In 2018, 67.7% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 71.5% nationally.
- Birmingham's GLD improved 1.8% from 2017 compared to the National of 0.8%, narrowing the gap from 4.8% to 3.8%.
- Birmingham's GLD is in line with the average for Core Cities but nearly 1% below Statistical Neighbours.
- Children eligible for Free School Meals (FSM) outperform their national peers for GLD by 3%. This represents an improvement from 2017 when it was 2%.
- With the exception of FSM most pupil groups In Birmingham are behind their National peers, however the vast majority have narrowed the gap in attainment from 2017.
- Pakistani and mixed race White and Black Caribbean children have done well in 2018 both outperforming the average GLD for their groups at National level. Bangladeshi children are at the National average for their group.

Background

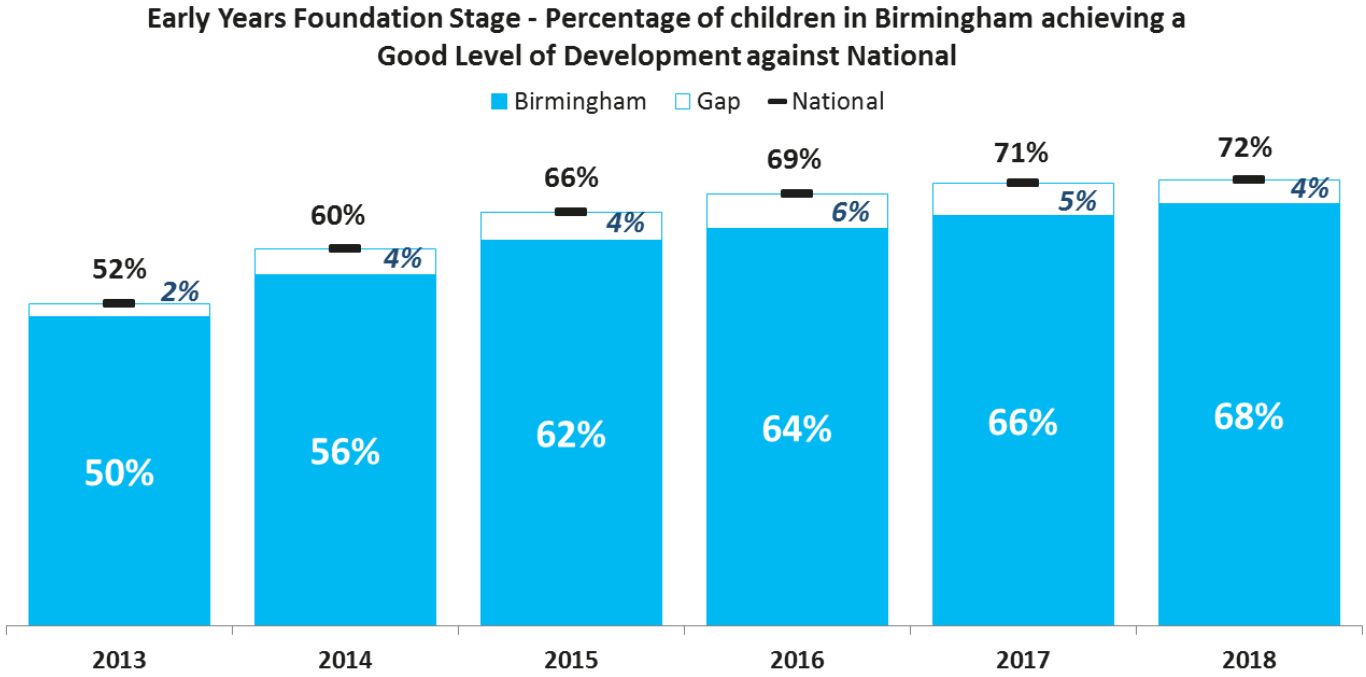
The **EYFSP** summarises and describes pupils' attainment at the end of the EYFS. Its purpose is to gain insight into levels of children's development and their readiness for the next phase of their education. The EYFSP gives:

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

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

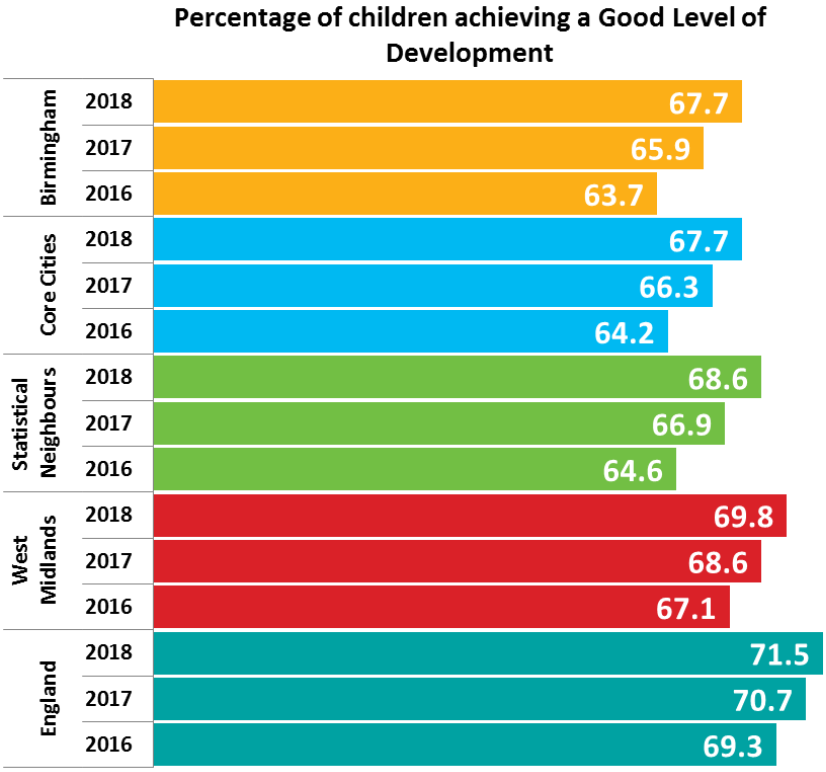
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language);
- the early learning goals in the specific areas of mathematic and literacy.

Overall Performance

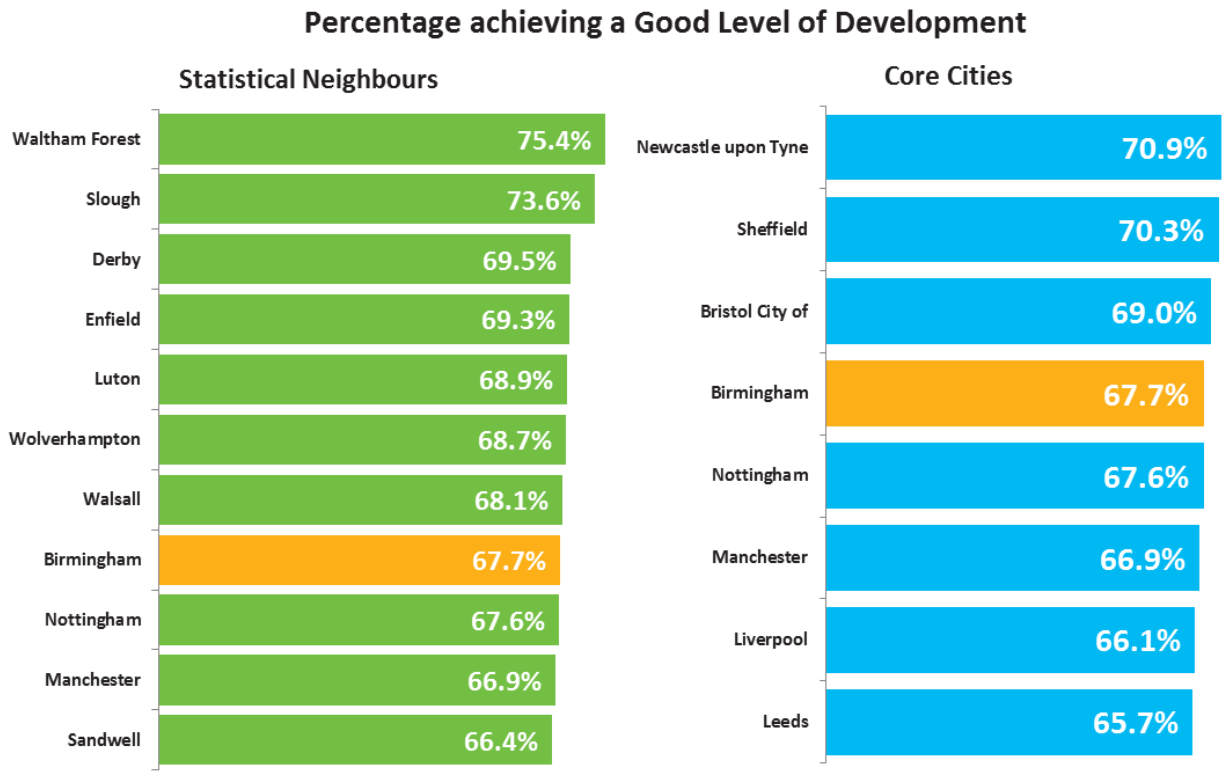


In 2018, **67.7%** of Birmingham pupils achieved GLD, an increase of 1.8% from 2017 which is above the national average increase which means that we have narrowed the gap in attainment to just under 4% from just under 5% in 2017.

National Comparisons



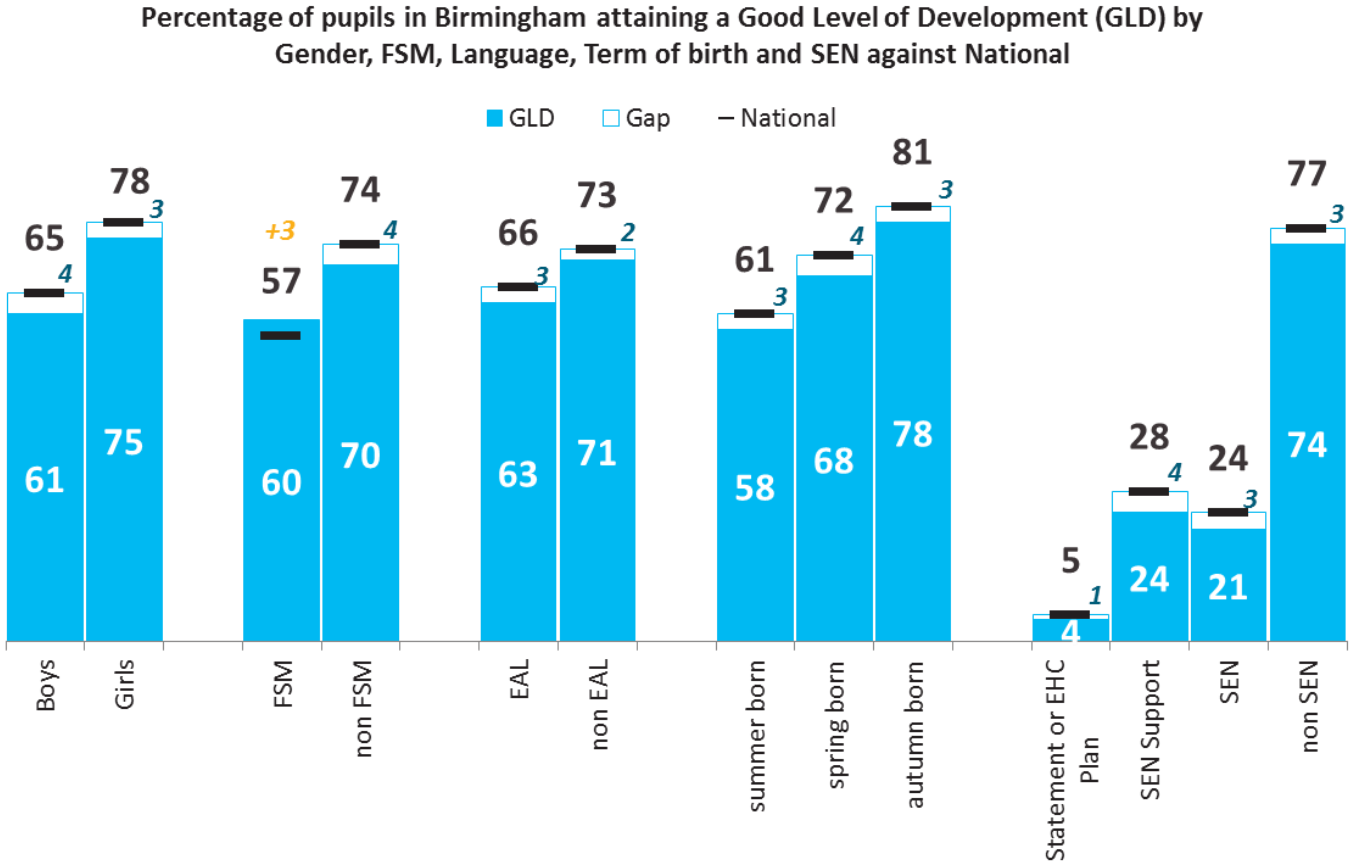
Birmingham's performance now matches the Core City average and remains around 1% below the statistical neighbours' average. The gap in attainment to National however has narrowed from 2017.



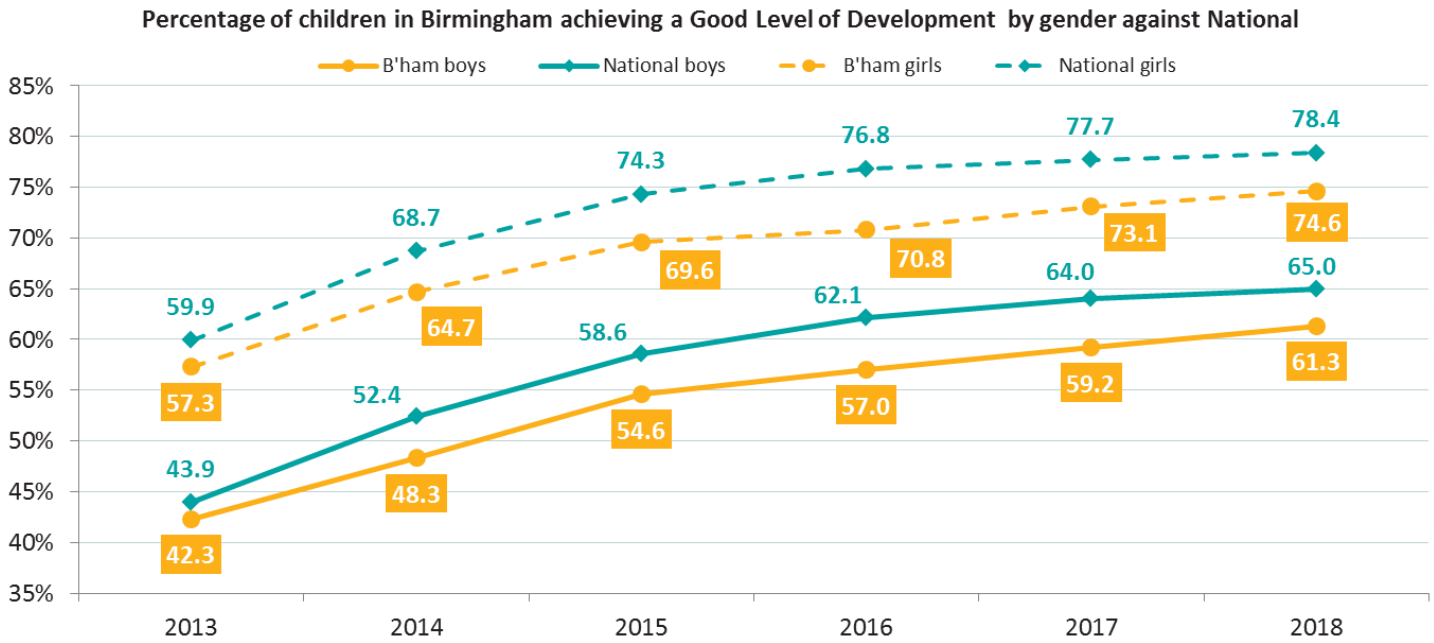
Pupil Characteristics

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

The chart below compares the National averages for GLD across Gender, FSM, EAL, Term of Birth and SEN. There are gaps in attainment across all groups, apart from FSM where Birmingham outperforms national by 3%.

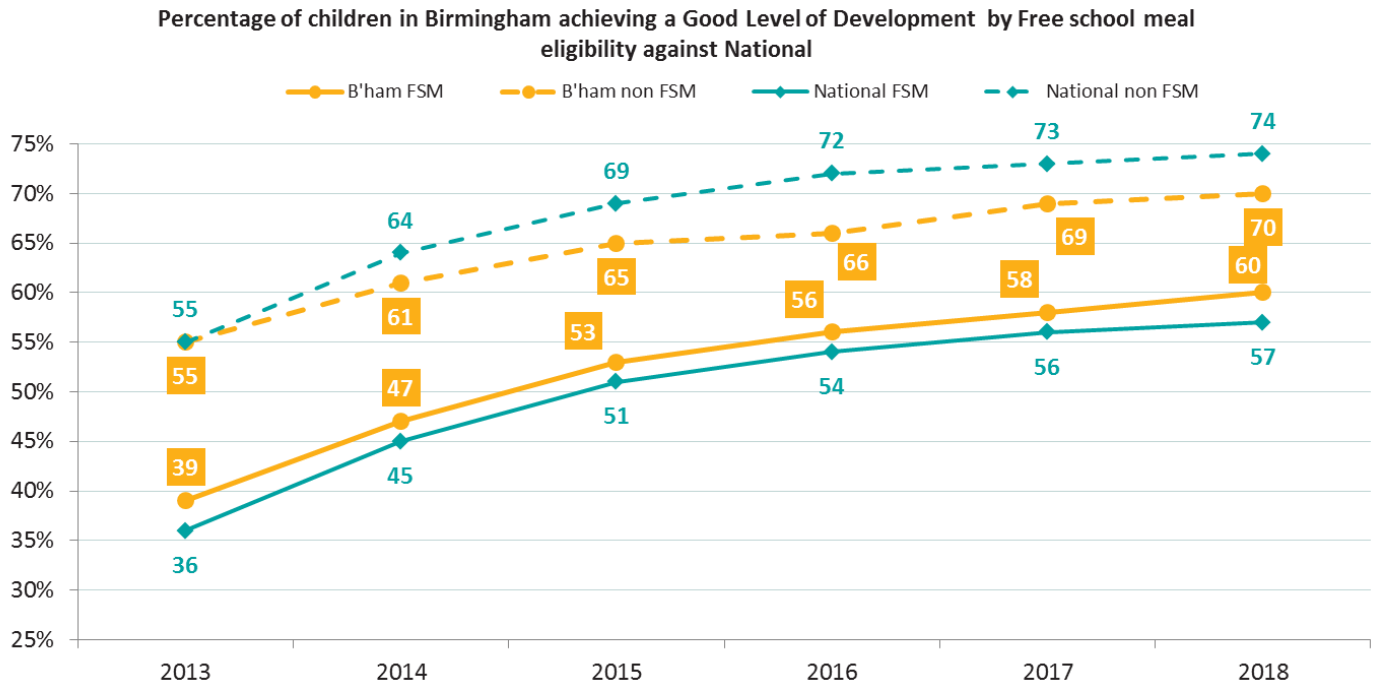


Gender



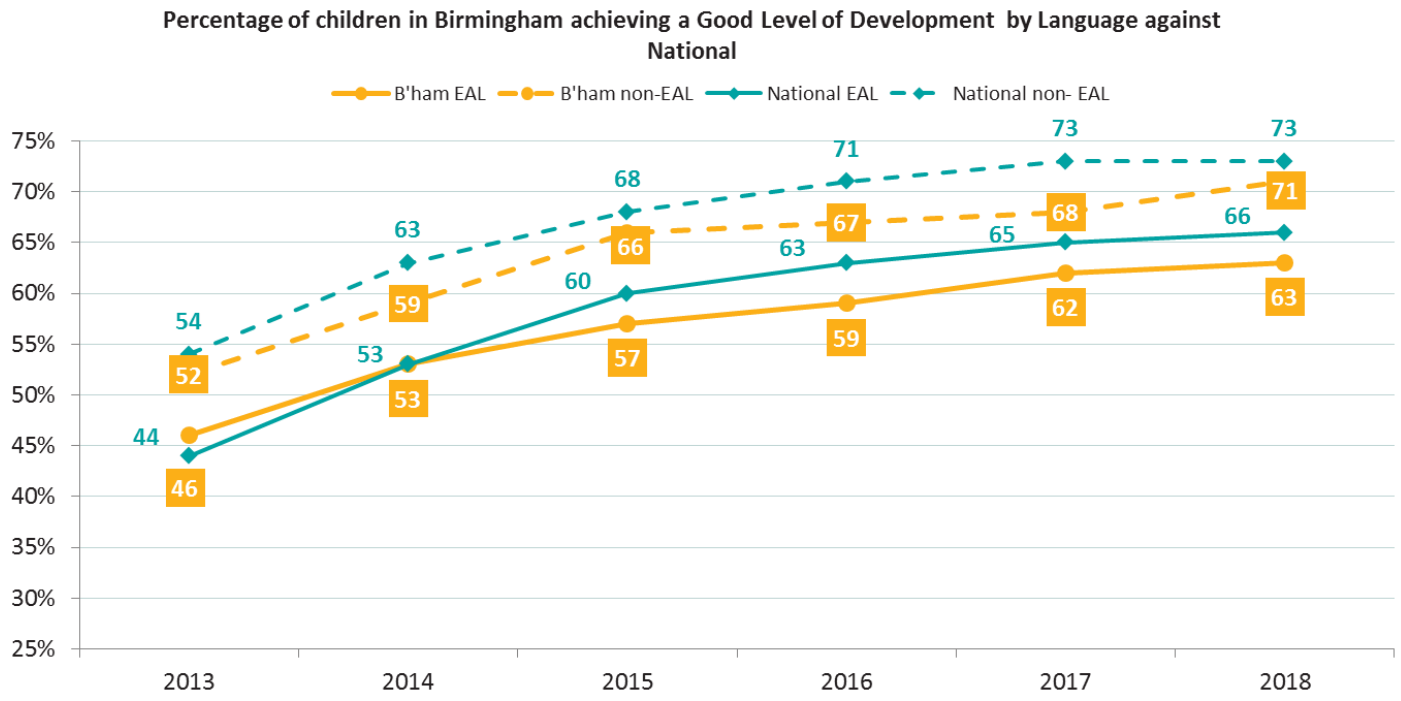
While the attainment of boys and girls in Birmingham remains below National, the gap is has narrowed from 5% in 2017 to 4% in 2018. In 2018 both genders have seen increases in attainment above National levels.

Free School Meals



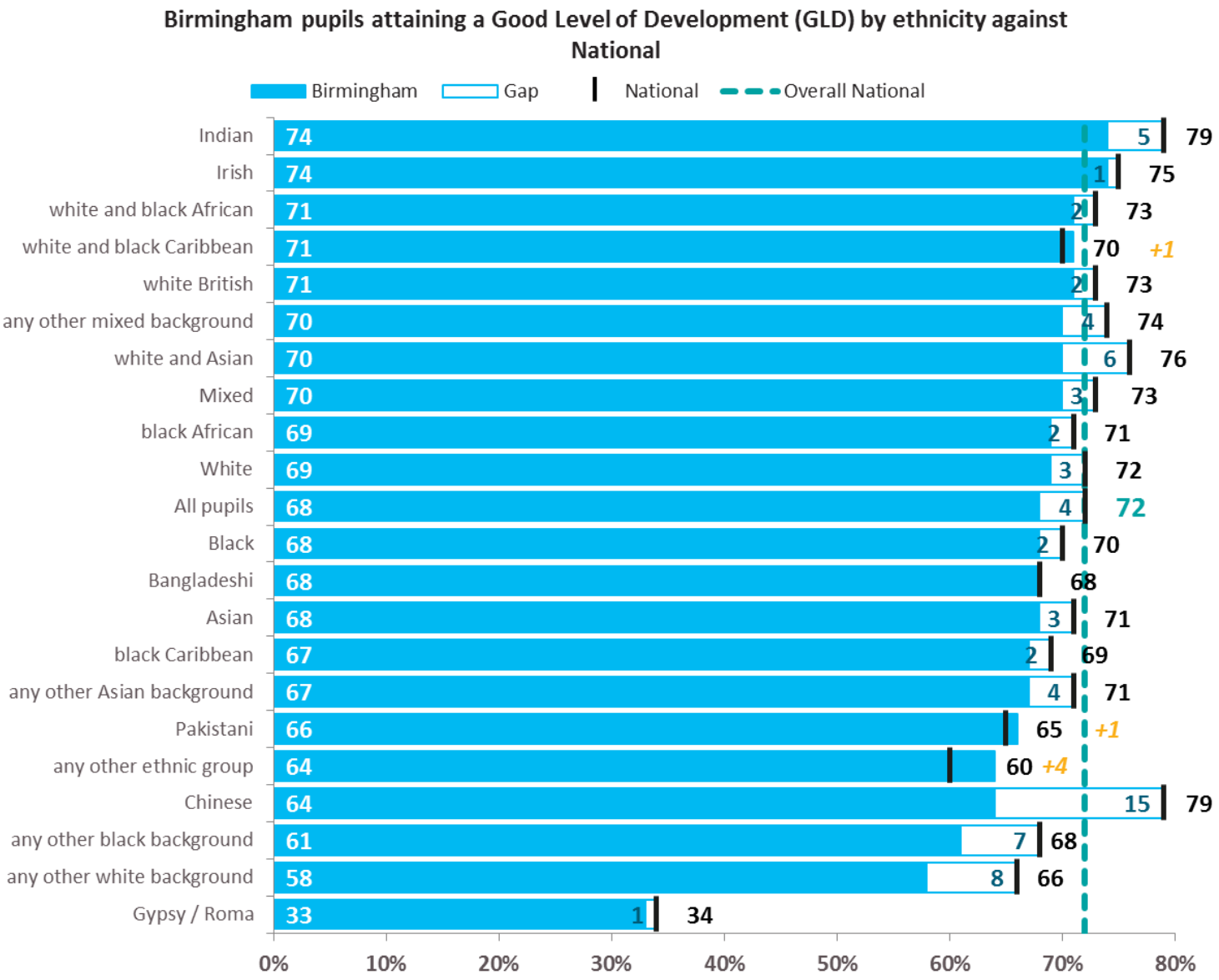
FSM children in Birmingham continue to outperform FSM children nationally. 2018 saw an increase in attainment of 2% compared to the National 1%. The attainment of non FSM children has increased in line with national and remains 4% behind. Consequently the gap in attainment between FSM and non FSM children is closing in Birmingham whereas nationally it remains static

English as additional language



Attainment of EAL children has increased 1% in line with national to 63% which means they are remain 3% behind other EAL children nationally. However non EAL children have seen a 3% increase in attainment from 2017 to 71% significantly narrowing the gap to their group nationally which remains static at 73%.

Ethnicity



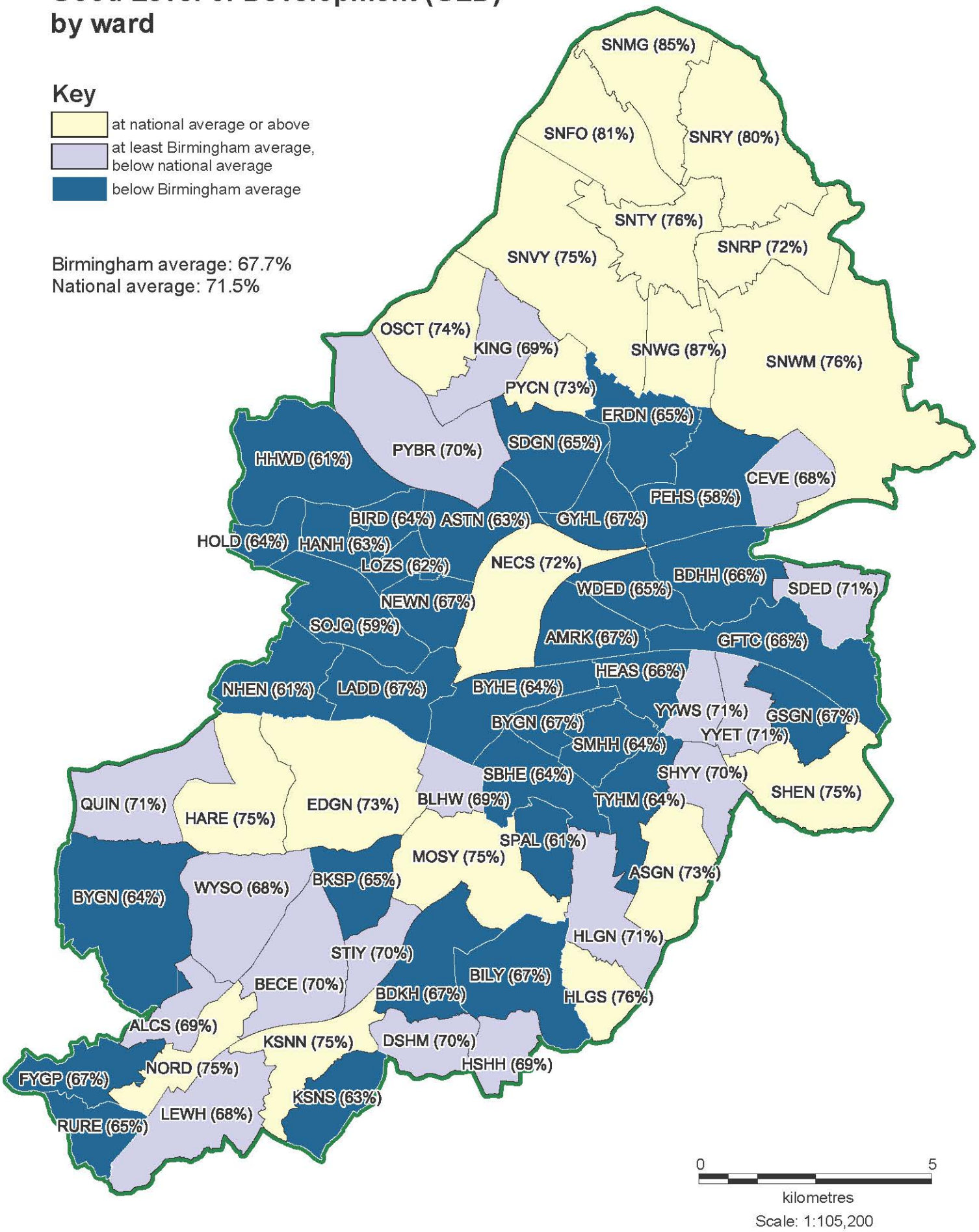
The chart above shows EYFSP performance across ethnic groups compared to national averages of those groups. The chart is sorted so that the highest performing group in Birmingham is at the top.

Attainment of Pakistani children remains above national by 1%, White and Black Caribbean children are also above national by 1% with Bangladeshi children attaining the same as their group nationally. Children whose ethnicity is not grouped to any of the above categories also outperform their peers nationally by 4%.

The remaining ethnic groups all have lower attainment than their group nationally, the most prominent being Chinese at 15% below and White other at 8%. It should be noted that in 2017 Chinese attainment was 73% in Birmingham and 74% nationally so this may be an anomalous outcome due to the small numbers of children in the group (approximately 100).

Early Years Foundation Stage: 2018 Percentage of pupils achieving a Good Level of Development (GLD) by ward

Birmingham City Council



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Phonics

Key Messages

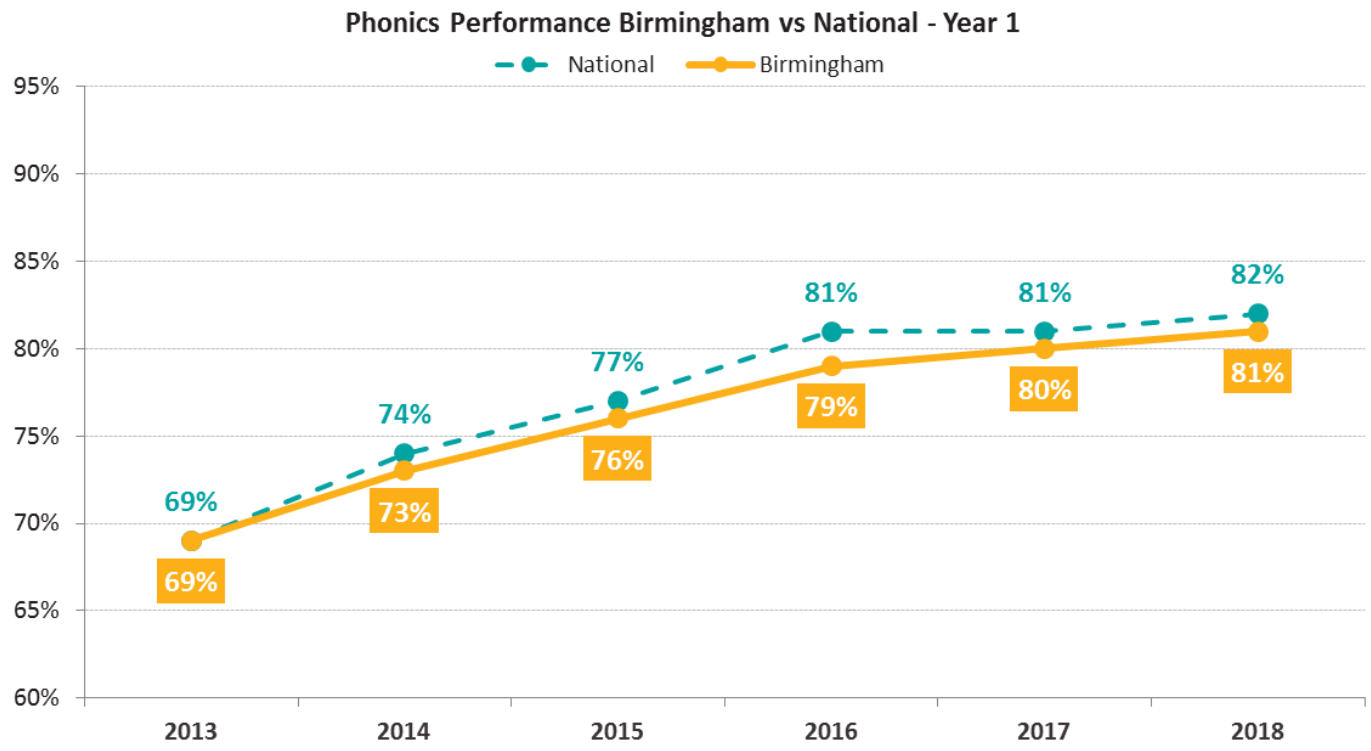
- In 2018, 81% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 82% nationally. By the end of Year 2 this rises to 91% and 92% respectively.
- In Birmingham, 3% more FSM and 2% more Disadvantaged children achieved the expected standard in Year 1 than their corresponding groups nationally.
- All other pupil groups are within 1% or 2% of the equivalent National group at year 1 with the exception of SEN with a statement or EHC plan and EAL children who are 6% behind.
- Most ethnicity groups' attainment is 1-3% below national equivalents. Pakistani children performed in line with national and Mixed White and Black African' and 'any other Black background' were above. However Mixed White and Asian and White other children are attaining significantly below.

Background

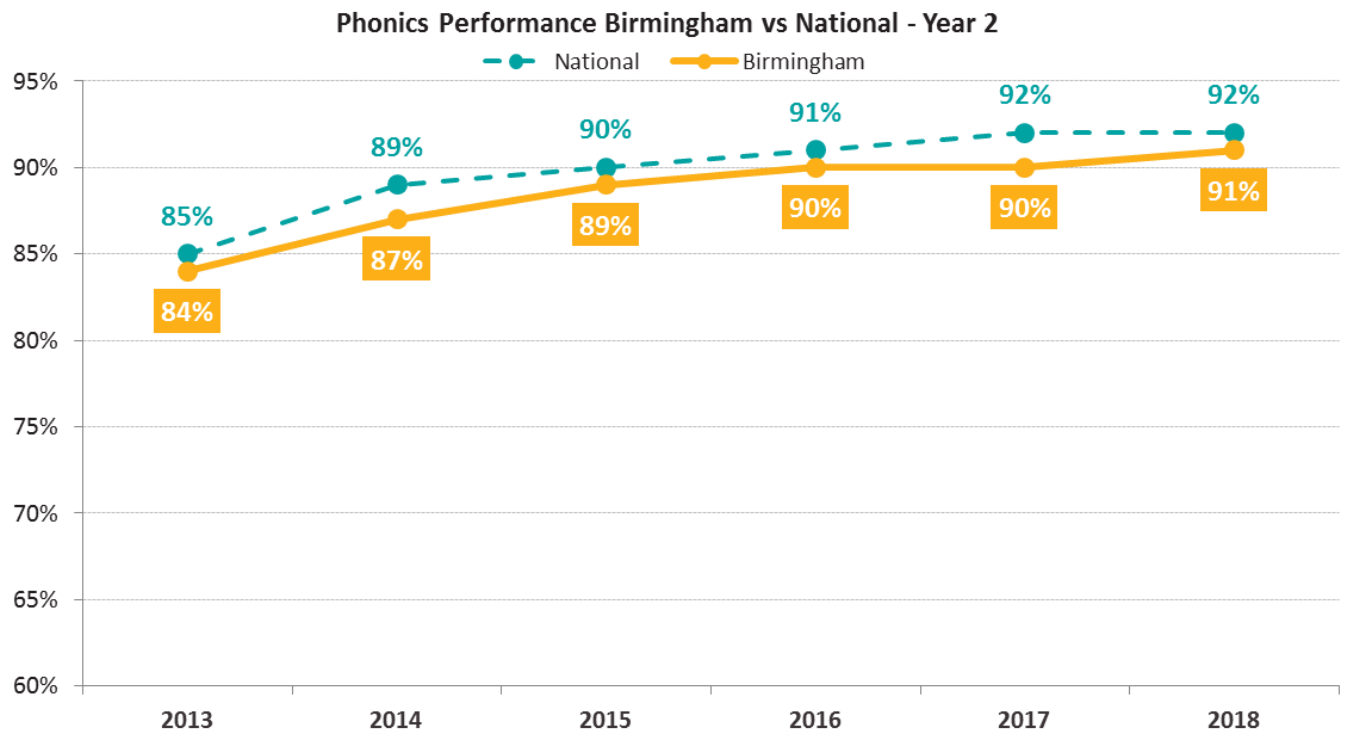
The Phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Those children who did not undertake Phonics or make the expected standard in Year 1 then re-take the screening check in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

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

Overall Performance

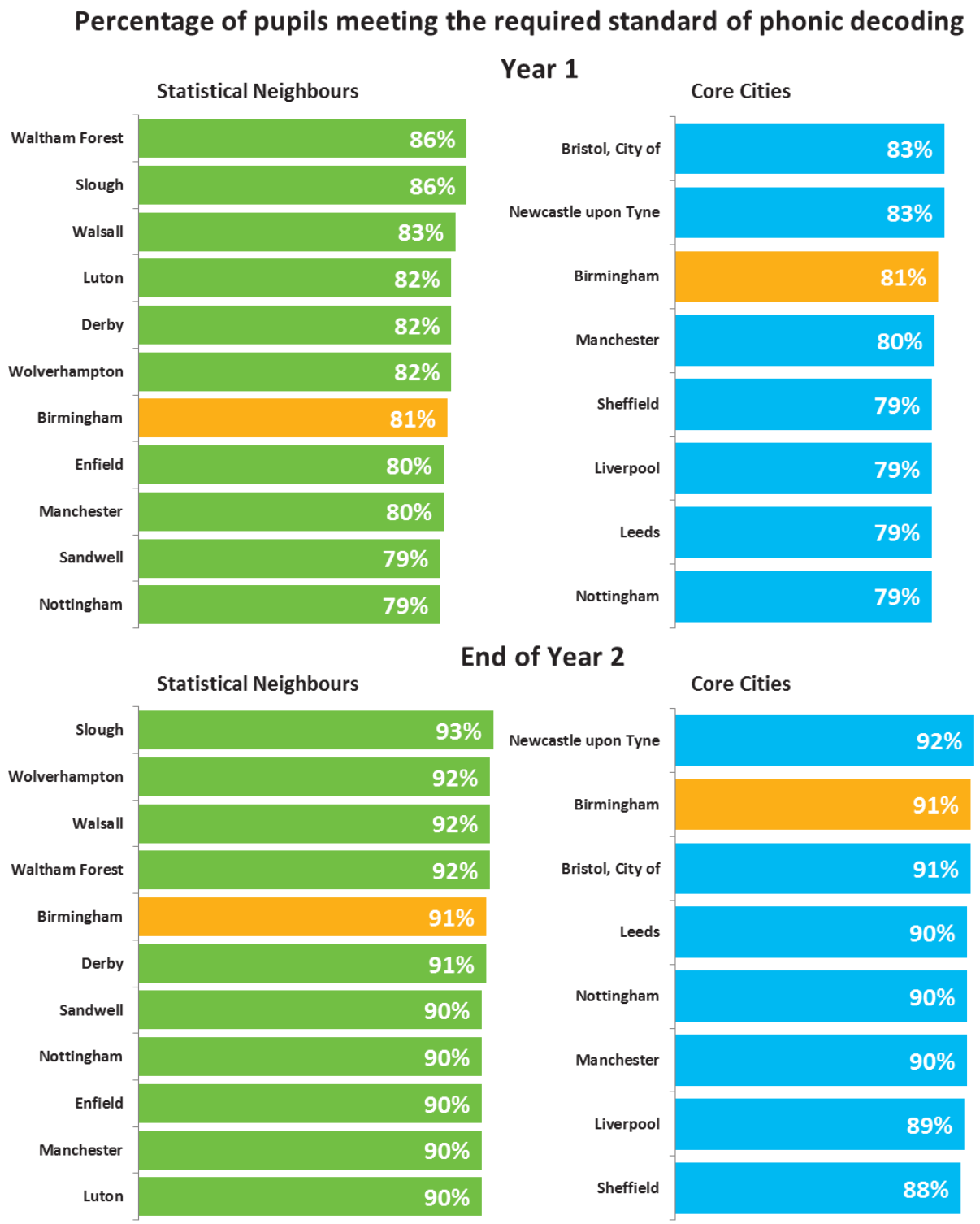


The percentage of pupils meeting the expected standard in Year 1 has steadily increased since 2013. Birmingham's attainment has increased by 1% each year for the last 3 years but remains just below the national average of 82%.



In 2018 attainment of children in Birmingham at the end of year 2 has caught up slightly to the national average but remains 1% below.

National Comparisons

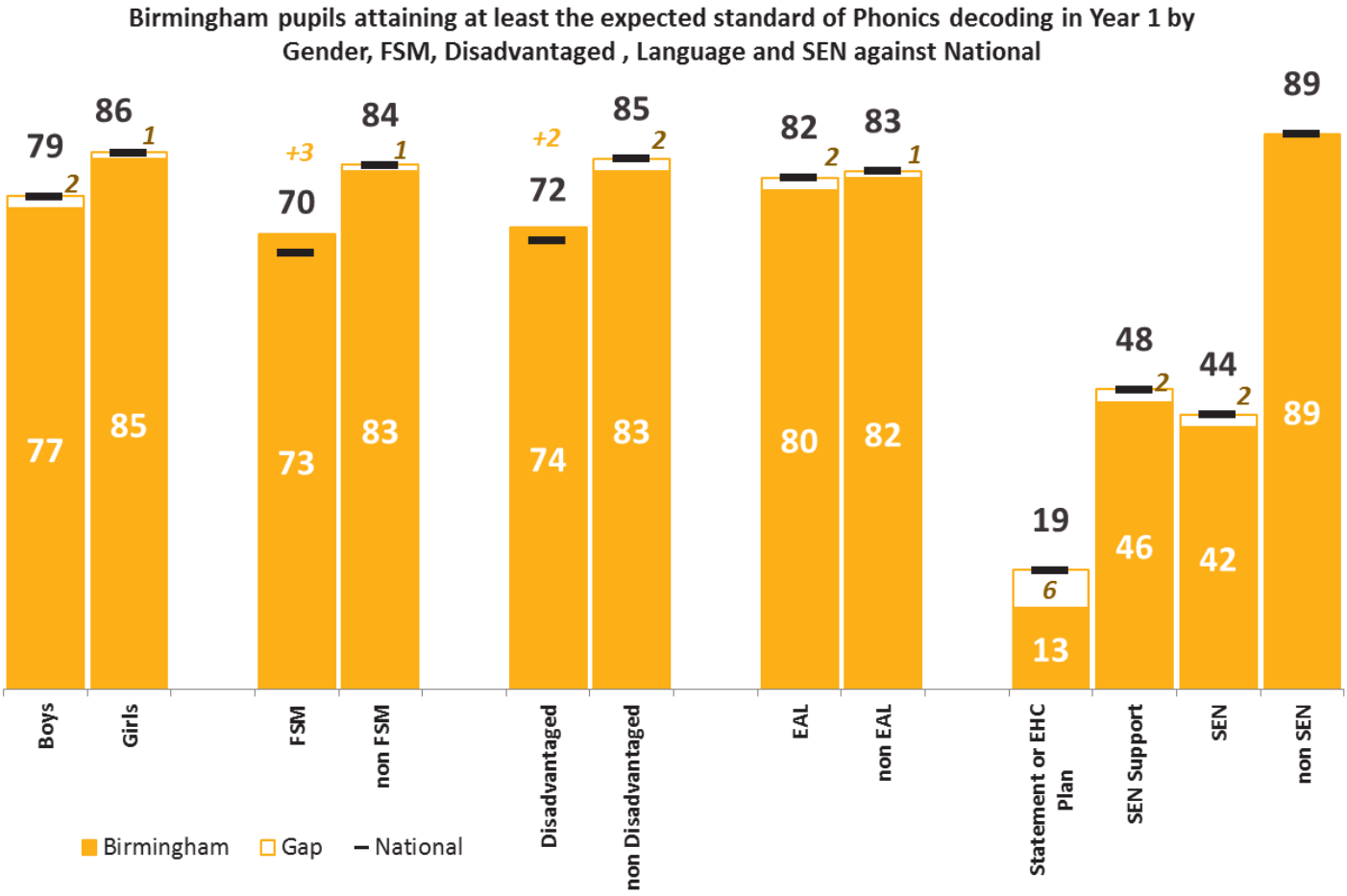


In Year 1 Birmingham is in line with its statistical neighbours average of 81% and comes around mid table when individual results are ranked. Birmingham is above the core cities average of 80% and ranks 3rd out of the 8 LAs.

For Phonics outcomes at the end of year 2 Birmingham compares well to core cities and its statistical neighbours, being joint 5th when ranking statistical neighbours and joint 2nd out of the core cities.

Pupil Characteristics

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



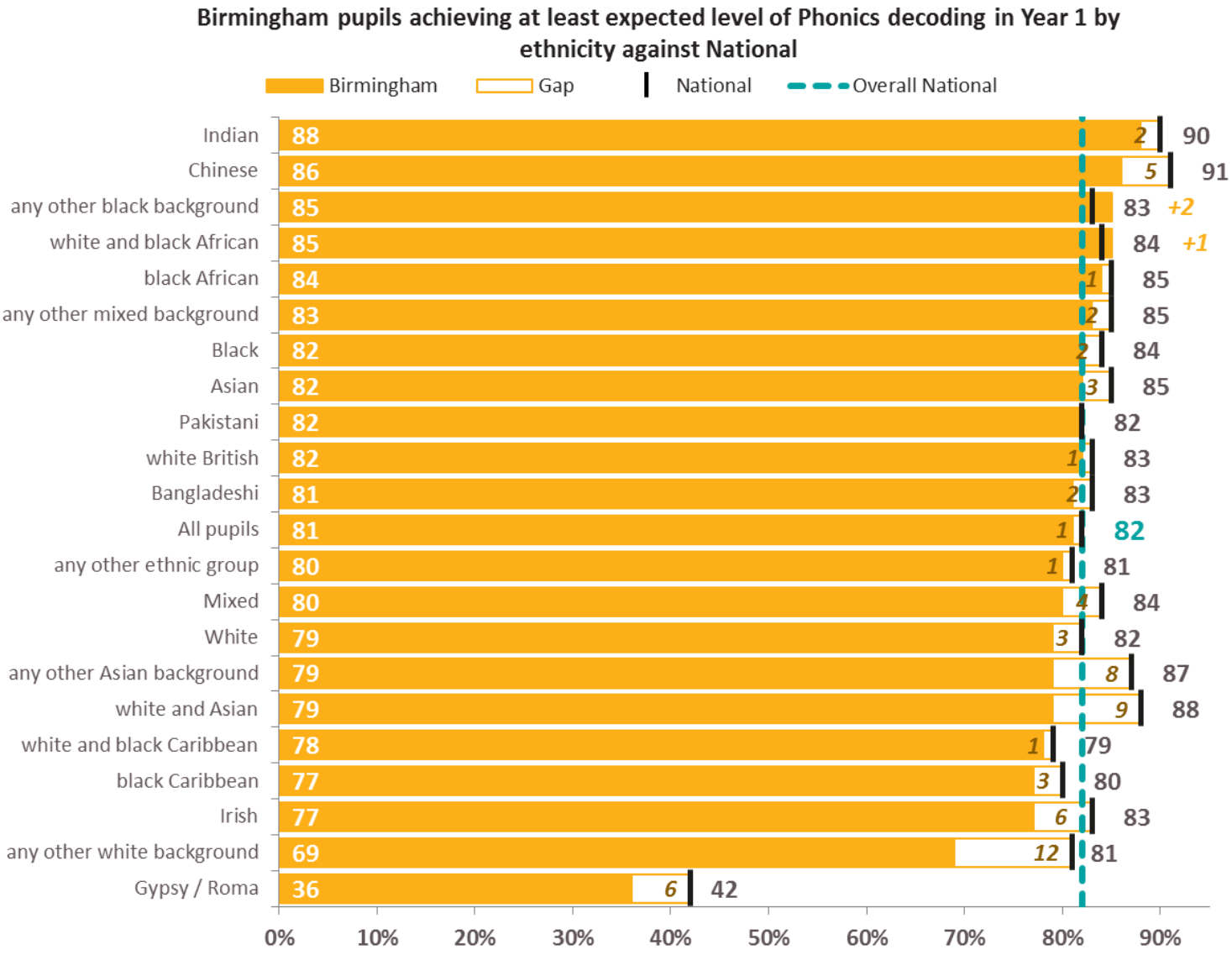
The chart above breaks down Birmingham Phonics performance at Year 1 across the different cohorts of pupils, and compares each group's performance with the equivalent national average.

The majority of pupil groups are within 1% or 2% of their equivalents nationally. Both FSM pupils and disadvantaged pupils attainment is higher than the equivalent national. The difference between Birmingham's FSM / non-FSM groups is 10% and Disadvantaged / non-Disadvantaged groups is 9%. This is significantly smaller than their national equivalents which are 14% and 13% respectably.

Conversely, the attainment gap between EAL and non EAL pupils is larger in Birmingham than nationally. This is primarily due to EAL children's attainment being 2% behind national.

Overall SEN pupils in Birmingham are 2% behind others nationally though SEN children with a statement of EHC plan are 6% behind.

Ethnicity



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

Most ethnicity groups' attainment is 1% to 3% behind the national equivalents. Pakistani children's attainment is in line with national. 'White and Black African' and 'any other Black background' groups performed better than their groups nationally.

In 2018 the ethnicity group White Other is 12% behind the same group nationally. Mixed White and Asian and Asian other have also fallen behind their groups nationally.

Key Stage 1

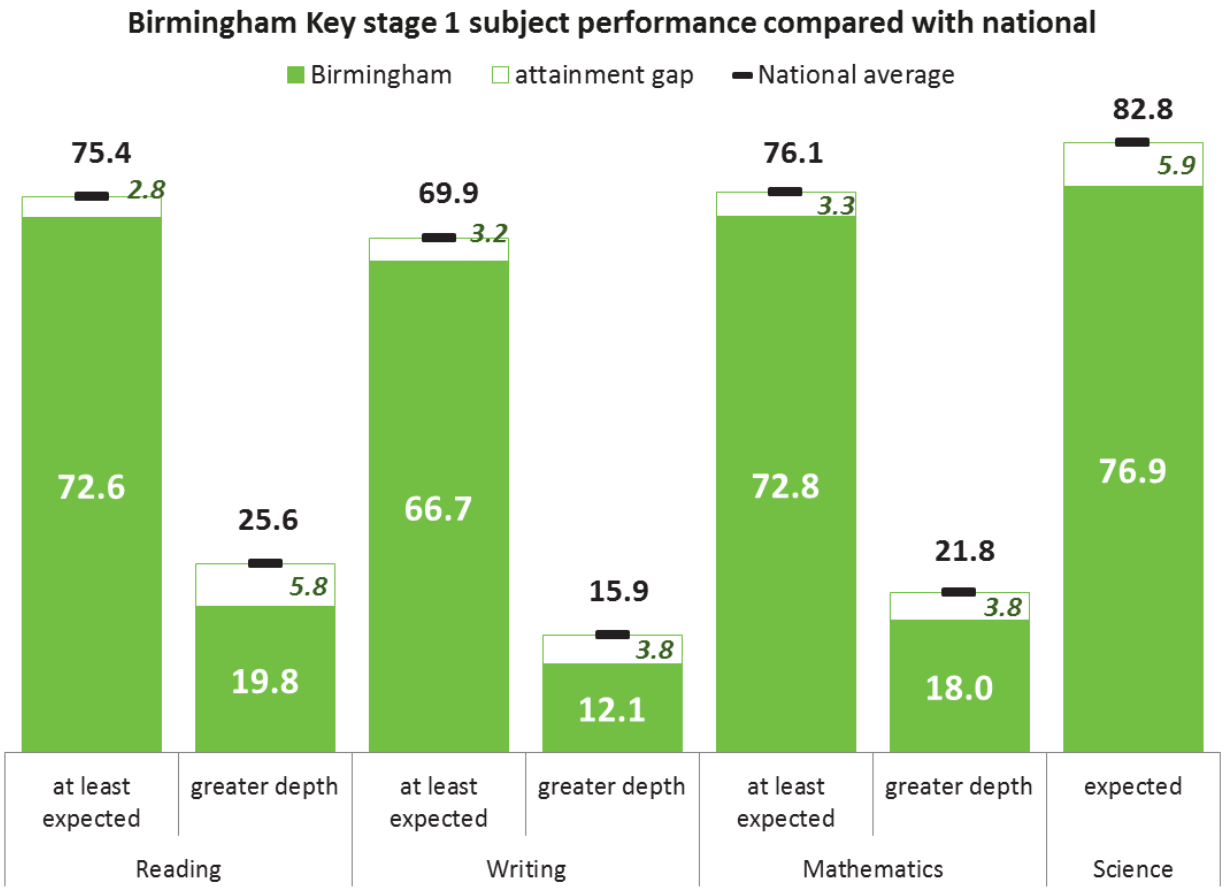
Key Messages

- In 2018, 72.6% of pupils in Birmingham achieved at least the expected standard in Reading, 66.7% in Writing and 72.8% in Maths. Although still behind National, Birmingham's outcomes have risen more quickly than national which has narrowed the attainment gap.
- Birmingham's key stage 1 results are 1% above the Core City average for Reading, 0.5% in Writing and in line for Maths. Reading and Writing averages just below Statistical Neighbours but 2% below in Maths.
- Disadvantaged children in Birmingham continue to do well in comparison to National with Reading and Maths being 3% above and Writing 4%.
- With the exception of Disadvantaged children and FSM, other groups are behind their National equivalents. SEN children's attainment is behind their national equivalent however non SEN is very close.
- The percentage of Birmingham pupils achieving a greater depth in Reading, Writing and Maths is less than the National averages, but they are narrowing.
- Pakistani children in Birmingham have performed strongly across Reading, Writing and Maths in 2018 outperforming their group nationally and the overall LA average.

Background

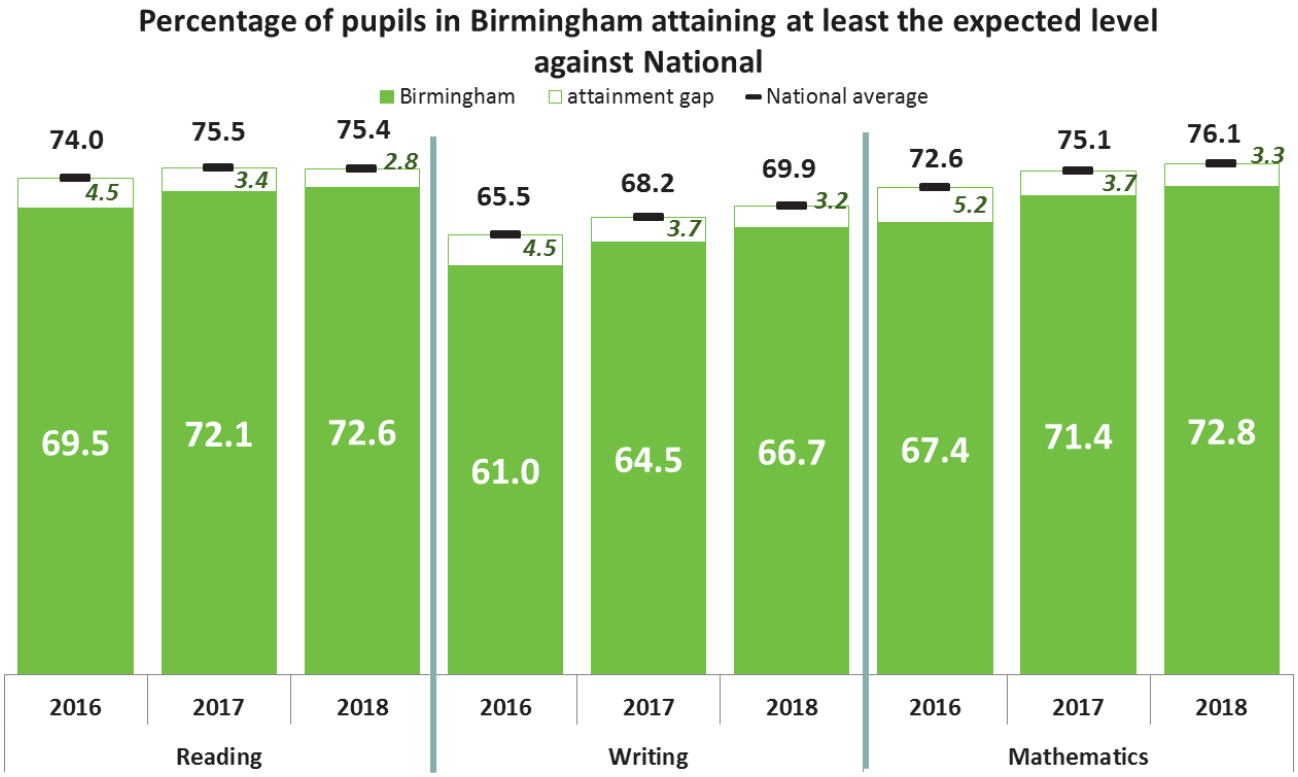
At the end of key stage 1 in 2018, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. As part of this process to help inform the TA children working at a certain level were tested in Reading and Mathematics. There was also an optional test in Grammar, Punctuation and Spelling (GPS). A new framework was introduced in 2016, previous year's results are not comparable.

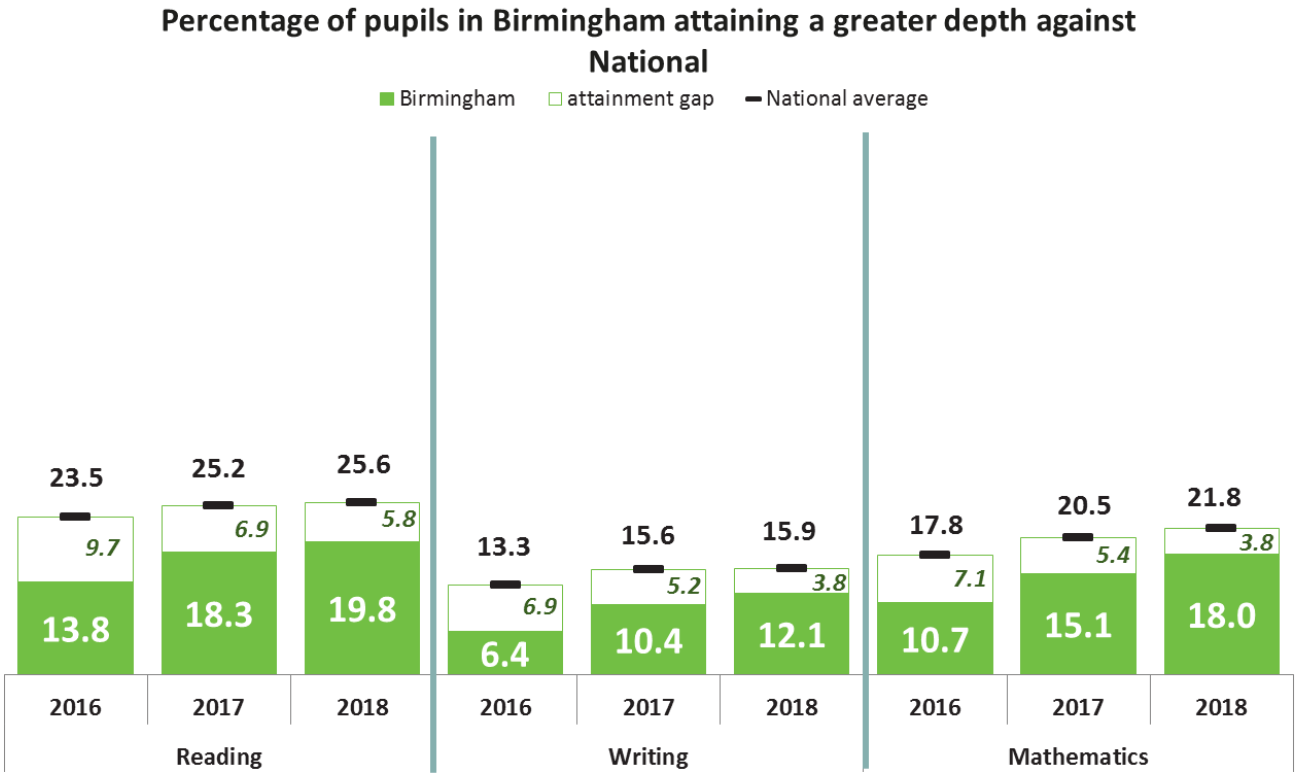
Overall Performance



The attainment of Birmingham pupils reaching at least the expected standard at key stage 1 in 2018 remains below the national average across Reading, Writing and Maths by roughly 3%. When looking at pupils reaching a greater depth this rises to a gap of 3.8% for Writing and Maths and 5.8% for Reading.

The picture does however look more positive when looking at attainment over time as Birmingham's year on year outcomes are improving at a faster rate across the board than national. Although still behind national, we can see that the proportion of pupils achieving a greater depth at key stage 1 is significantly more than in 2016.





National Comparisons

The charts above compare the percentage of pupils attaining at least the expected level of attainment at key stage 1 for Birmingham and other targeted LA groups including Core Cities and Statistical Neighbours.

Birmingham's Reading attainment is above the core city average by 1% and in line with its statistical neighbours.

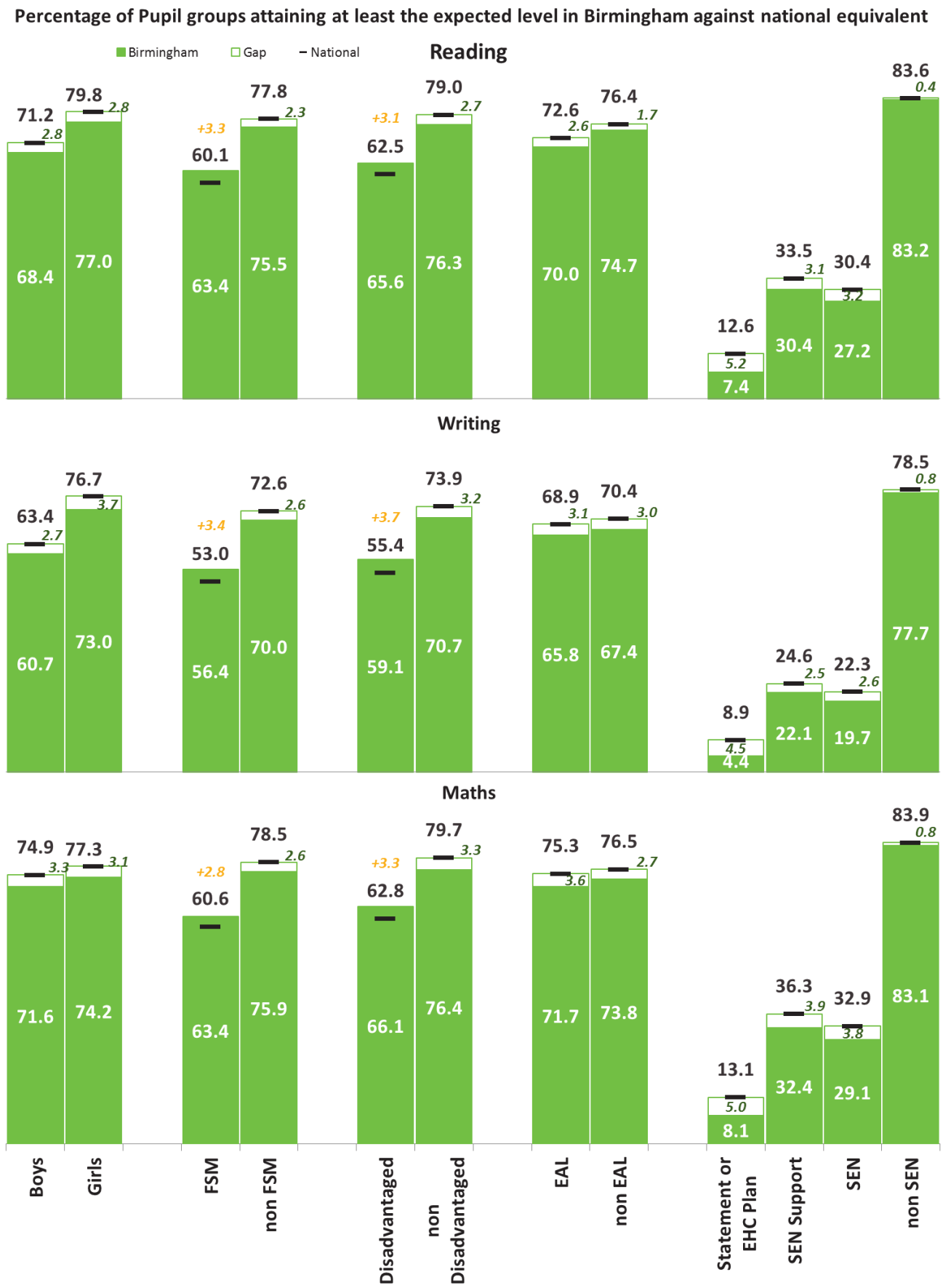
Birmingham's Writing attainment is slightly above the core city average and slightly below statistical neighbours.

Birmingham's attainment in Maths is in line with the core city average and 1% below statistical neighbours.

Compared to the West Midlands and National average we can see that Birmingham's attainment remains lower across the board, however the 2018 attainment gap is smaller than previous years.

Pupil Characteristics

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



The pupil characteristics charts show key stage 1 attainment for cohorts in Birmingham against their national comparators.

The majority of individual pupil groups mirror the lower overall attainment in Birmingham to National. The two exceptions being FSM and Disadvantaged children where roughly 3% more achieved at least the expected standard across all three subjects Disadvantaged pupils' achievement in Writing in particular was 3.7% above the national equivalent.

SEN attainment is closest to national in Writing which is 2.6% behind and the weakest is Maths which is 3.8% behind. For all subjects the gap for SEN support children is smaller than those with a statement or EHC plan. Comparably the attainment of children without any identified SEN is very close to their national equivalents being 0.8% behind in Writing and Maths and only 0.4% in Reading.

Ethnicity

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

Most ethnic groups in Birmingham performed below their national equivalent averages in all subjects –. Asian children as group consistently achieve higher than the national average across all subjects although below when comparing to other Asian pupils. Pakistani children however have performed strongly being both above their group nationally and the overall LA average. Bangladeshi childrens attainment is close to their national equivalent however Indian children while still attaining higher than the overall average are roughly 5% to 6% behind their national equivalnets.

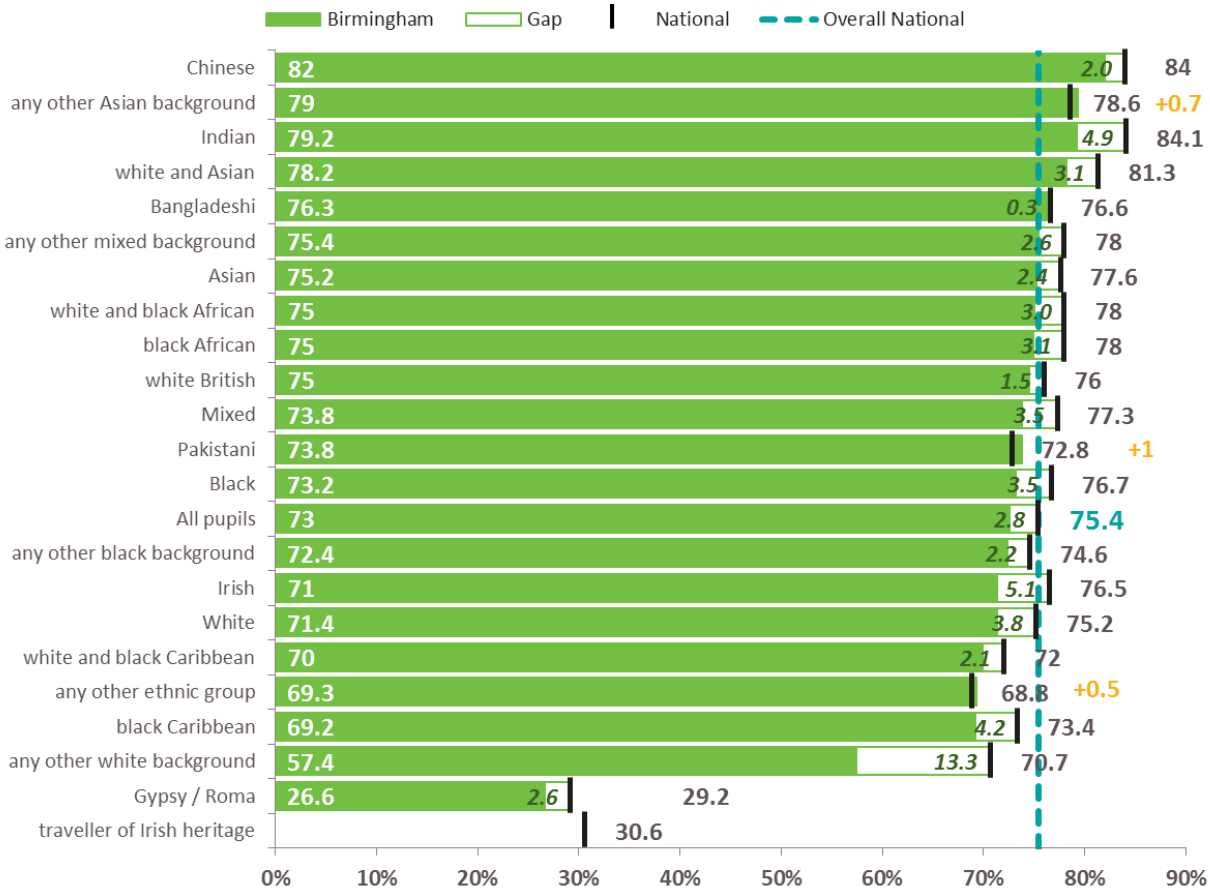
In Birmingham White children as a group achieve less than the national average acrosss all subjects and are rougly 4% to 5% behind their group nationally. White British children attain close to the national average for Reading, but are behind in Writing and Maths. Children from any other White background however are significanly behind both the overall and equivalent averages nationally.

In Birmingham Black children as a group achieve less than the national average acrosss all subjects but above the LA averages with the excpetion of Maths. Black African childrens' attainment is roughly in line with overall averages but below equivalents (though very close in Maths). Black Caribbean children's attainment is below their equivalents nationally by 4%-6% Writing being the furthest behind.

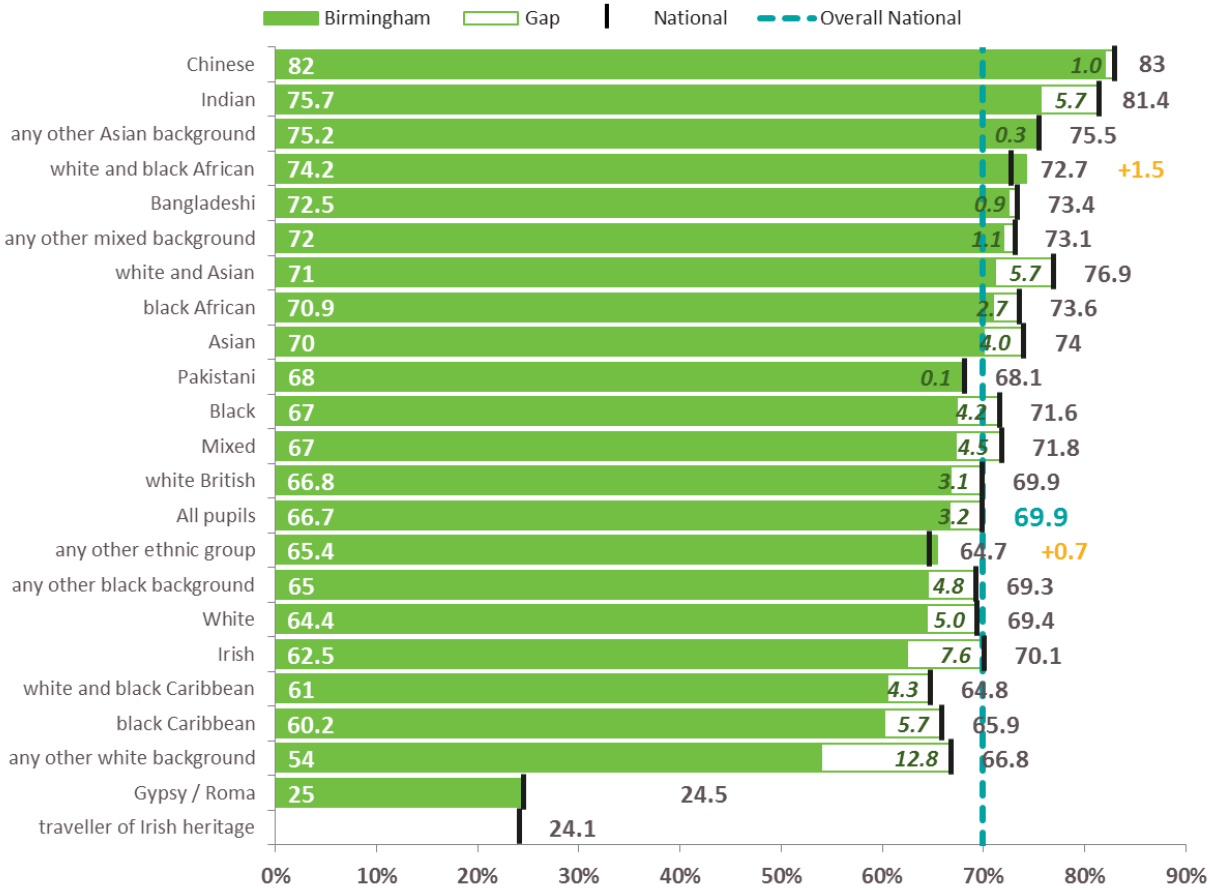
Mixed background childrens' attainment in Birmingham is slighly higher than the overall LA average across all subjects but less than their equivalents nationally. The attainment of the individual mixed race groups varys significantly.

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

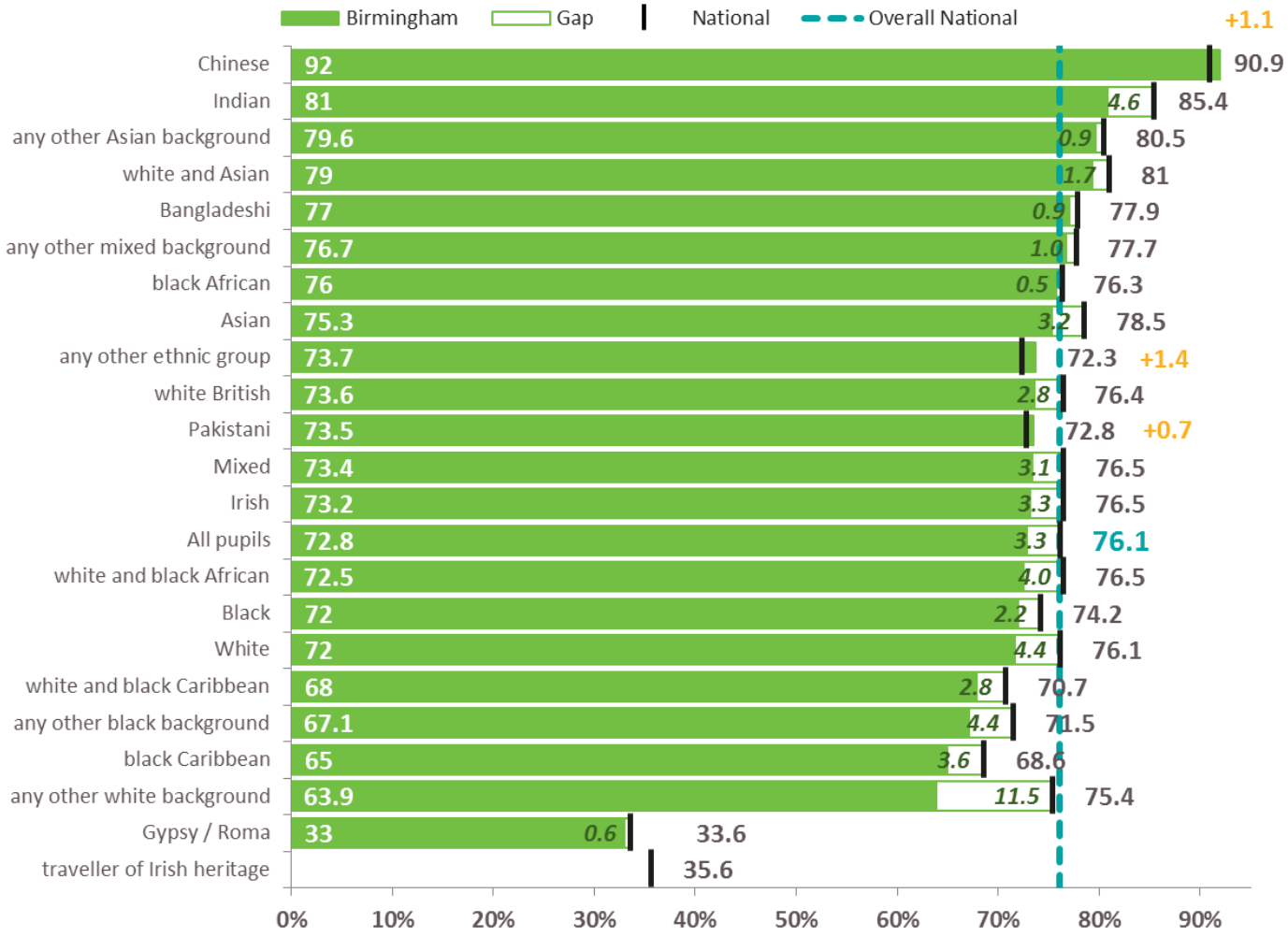
Birmingham pupils achieving at least expected standard in Reading at key stage 1 by ethnicity against National



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

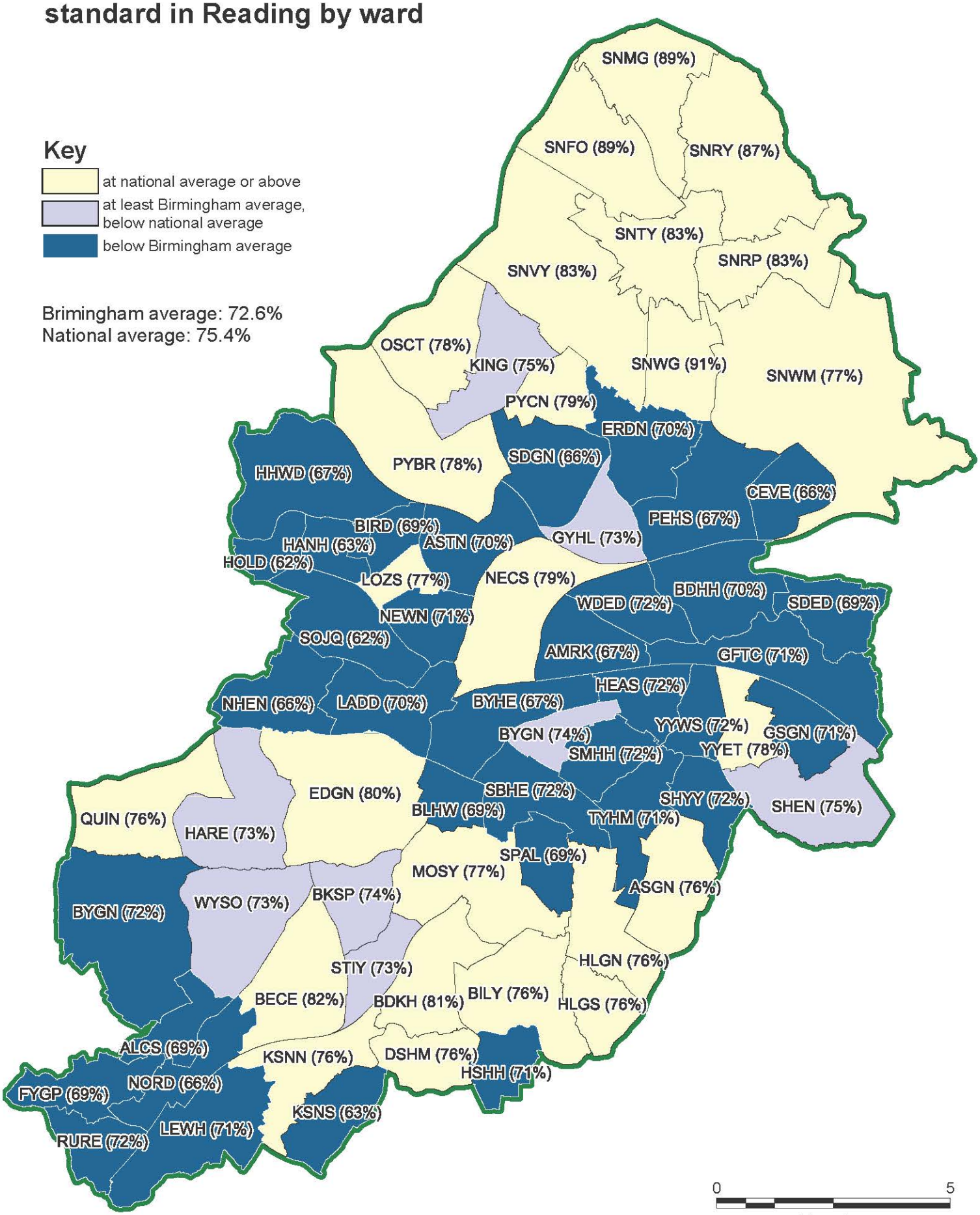


Birmingham pupils achieving at least expected standard in Mathematics at key stage 1 by ethnicity against National



KS1: 2018 Percentage of pupils reaching at least the expected standard in Reading by ward

Birmingham City Council



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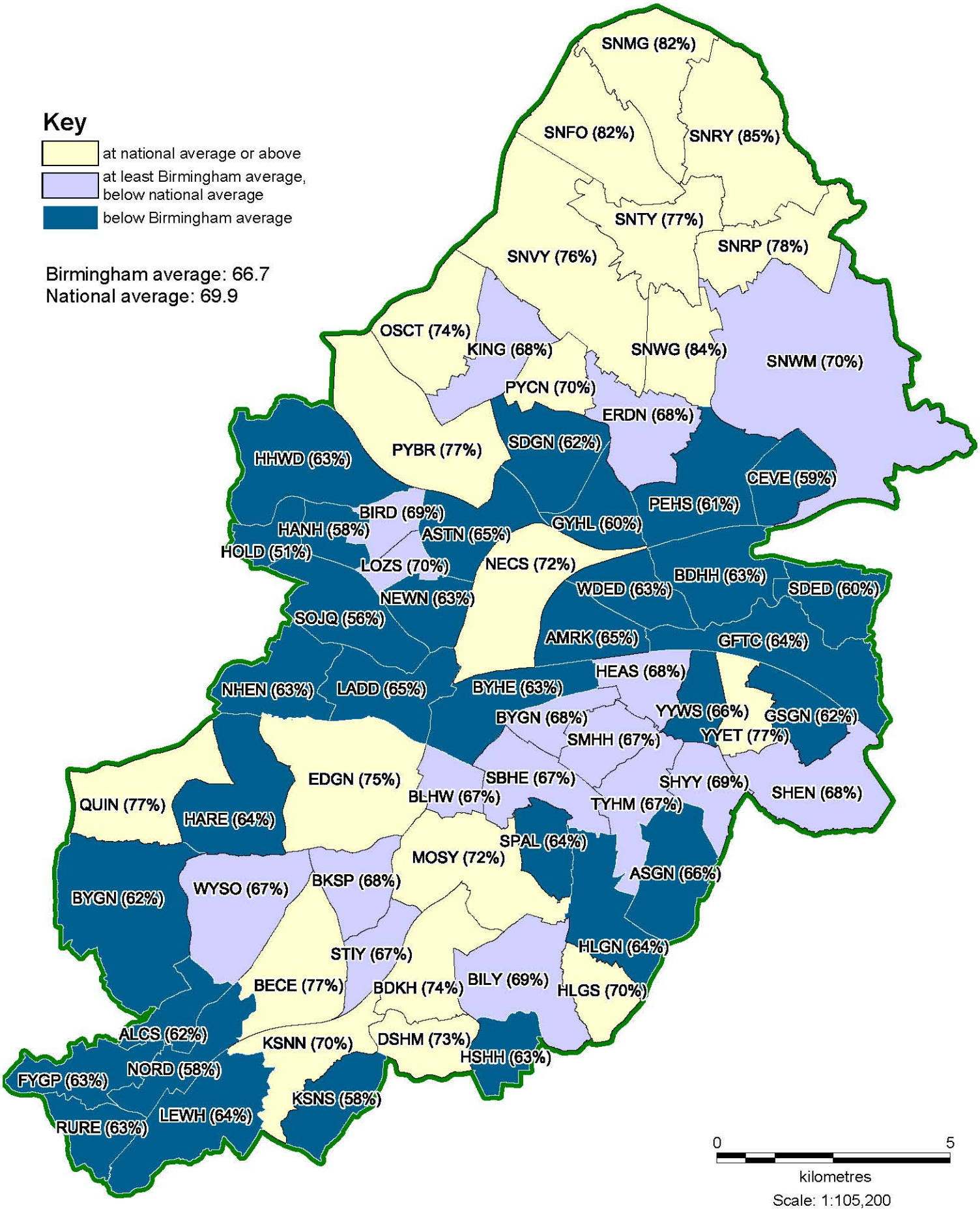
KS1: 2018 Percentage of pupils reaching at least the expected standard in Writing by ward

Birmingham City Council



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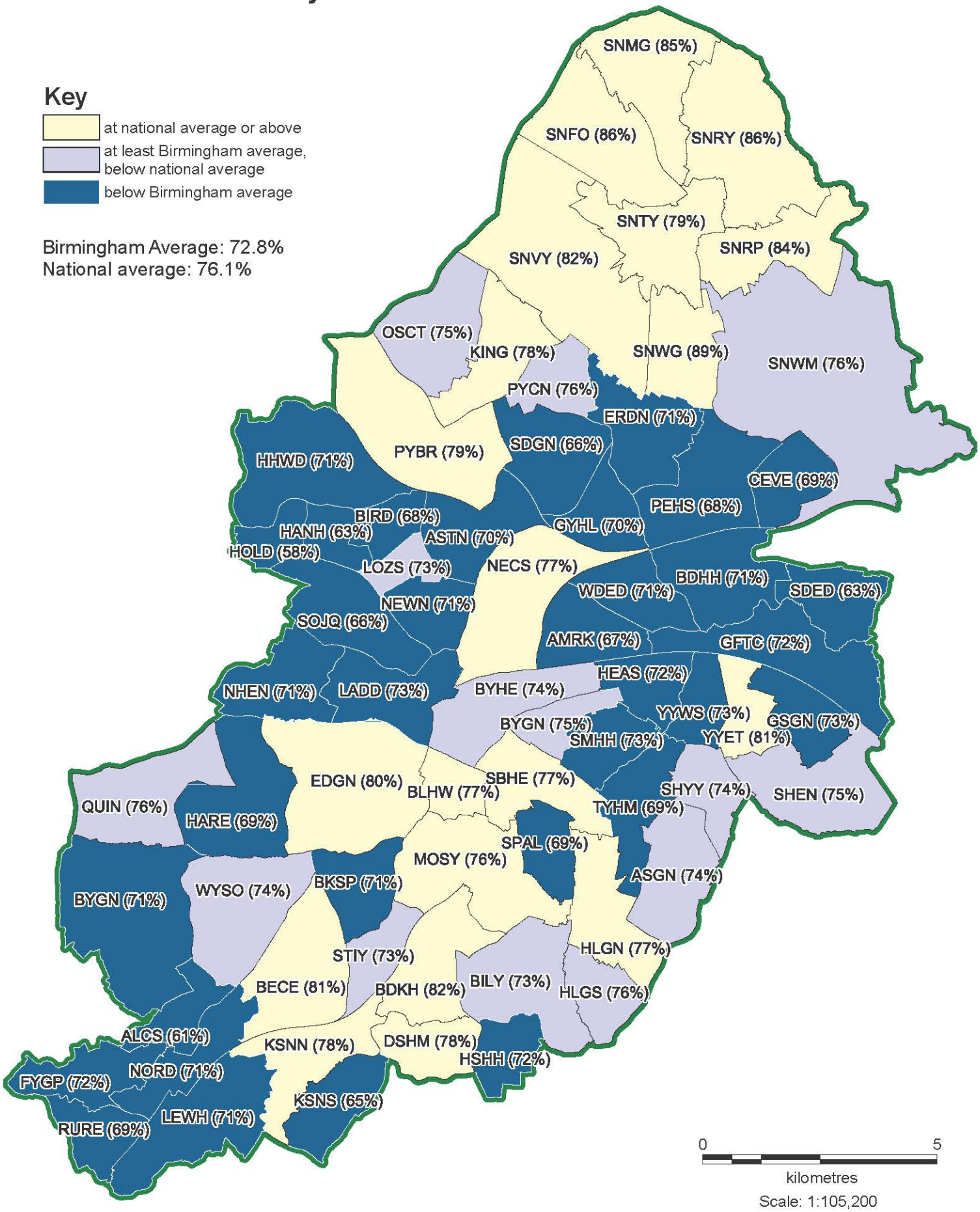
KS1: 2018 Percentage of pupils reaching at least the expected standard in Maths by ward

Birmingham City Council



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Key Stage 2

Key Messages

- In 2018, 61.1% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM) and 8.5% achieved a higher standard. While still below the national outcomes of 64.4% and 9.9%, the attainment gap continues to narrow.
- Within Reading, Writing and Maths, Birmingham is strongest in Maths and weakest in Reading. Maths being within 2.5% of the National average for the expected standard and less than half a percent behind the higher standard average. For Reading the attainment gap is 4% and 3.4%. Writing continues to have the widest attainment gap for children achieving a higher standard.
- Grammar, Punctuation and Spelling attainment in Birmingham continues to be in line with the national average for children achieving at least the expected standard and 3.3% above for those achieving a higher standard.
- The progress of children from key stage 1 to 2 continues to improve in all subject areas with Maths now above the national average. Reading and Writing while showing definite improvement from 2017 are still slightly behind national.
- Birmingham's RWM attainment is 1% below the Core Cities average and 1.5% below Statistical Neighbours, however both represent improvement from 2017.
- With the exception of Disadvantaged children and FSM, other groups are behind their National equivalents.
- Disadvantaged children's attainment for RWM is 53%, 2.3% above National and FSM children's attainment for RWM is 49.2%, 3.1% above National. Progress wise in Reading and Writing, both groups are roughly in line with their equivalent groups nationally and ahead in Maths.
- Girls attainment in RWM has increased by 5.5% from 2017 narrowing the attainment gap with national girls to 2.2%. Boys increased 3.6%, slightly better than national boys.
- SEN attainment in RWM is below the national average for their group by 3.2% and the attainment gap to children with no identified SEN is higher in Birmingham than nationally.

Background

At the end of key stage 2 in 2018, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. Those working at a certain level were also assessed by tests in Reading, Mathematics and Grammar, Punctuation and Spelling (GPS).

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

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

In 2018, a school is deemed to be above the floor standards set by the Department of Education (DfE) if:

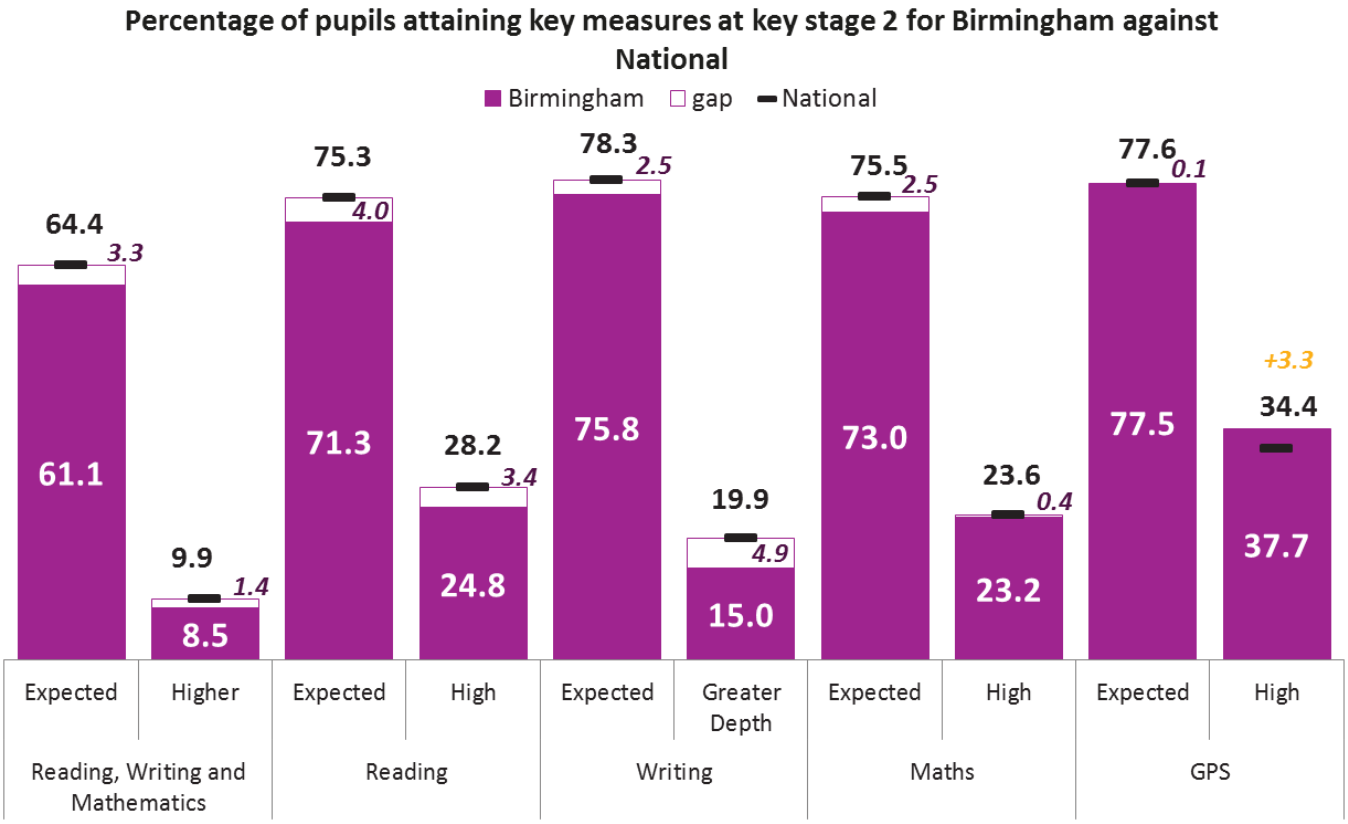
• at least 65% of pupils meet the expected standard in RWM; or

• the school achieves sufficient progress scores in all three subjects. Which is at least -5 in Reading, -5 in Mathematics and -7 in Writing.

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

Overall Performance

Attainment



Attainment for combined Reading, Writing and Maths remains below the national average. The gap is narrower for children achieving a higher standard.

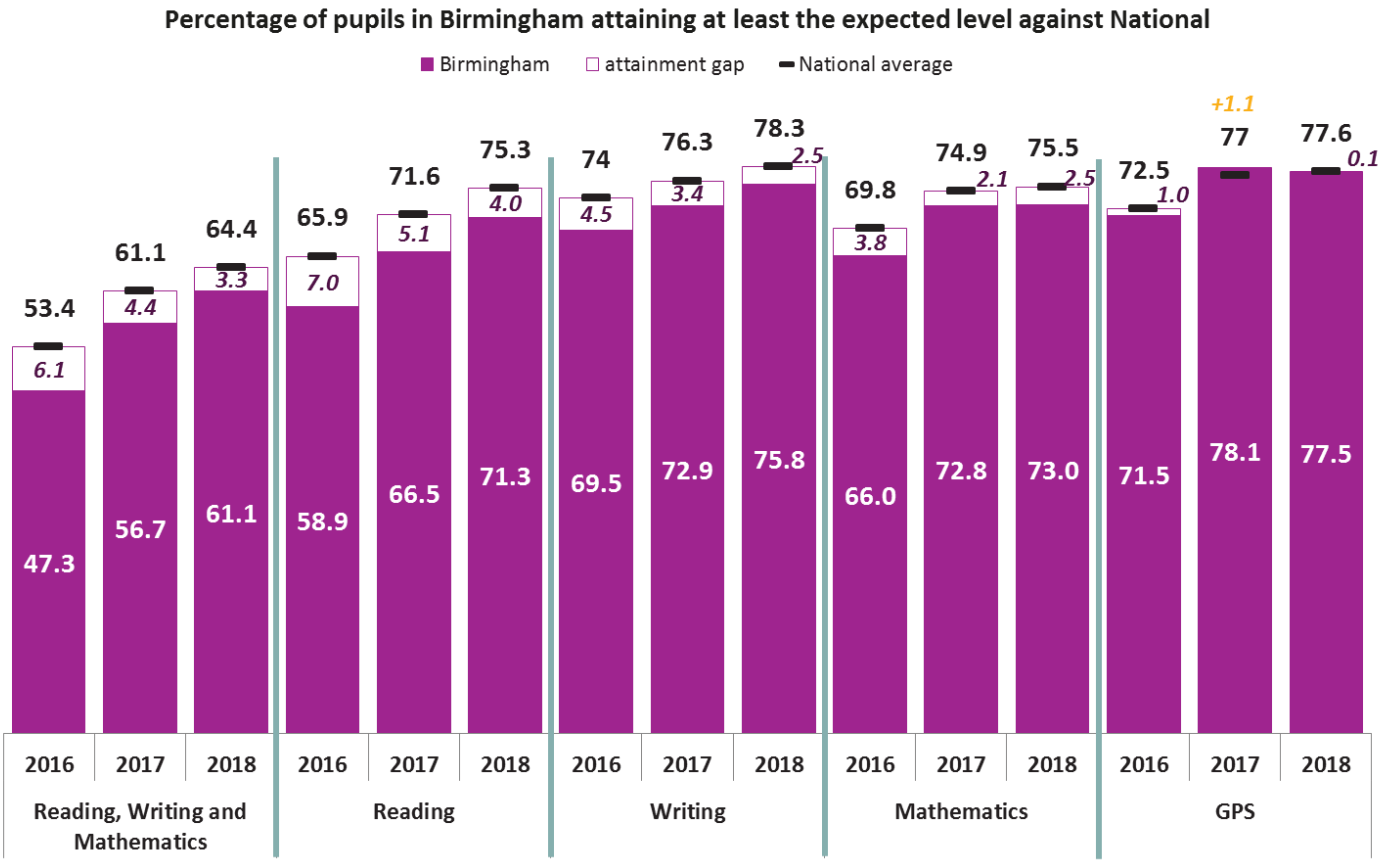
Individually Maths is the strongest subject and is 2.5% below the National average for the expected standard and less than 0.5% behind the high standard. In Reading the attainment gap is 4% and 3.4%. In Writing the gap in attainment is the same as Maths at 2.5% but has the widest attainment gap (4.9%) for children achieving a high standard (greater depth).

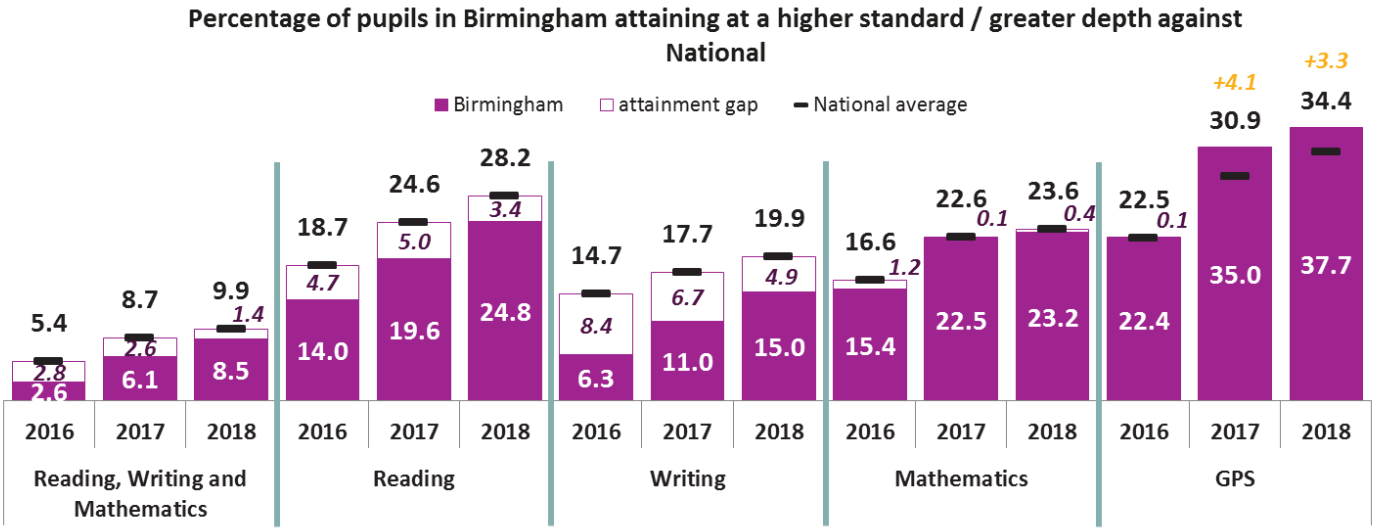
Grammar, Punctuation and Spelling (GPS) attainment in Birmingham continues to be in line with the national average for children achieving at least the expected standard and 3.3% above for those achieving a high standard.

The graphs on the following page show attainment over time. The proportion of children achieving at least the expected standard has broadly increased, narrowing the attainment gap to national across the majority of subjects.

Reading, Writing and Maths attainment has increased by 4.4% between 2017 and 2018 which is 1.1% more than the national increase. Reading has seen the largest increase rising by 4.8% also 1.1% more than national. The increase in Writing attainment is lower at 2.9% though still 0.9% above national. The improvement in Maths attainment is much lower being only 0.2% above 2017 levels, however this is partially mirrored nationally where the increase was 0.6%.

GPS attainment while still in line with the national average has slightly fallen in 2018 being 0.6% lower than 2017. The national average saw a slight increase of 0.6%.





Attainment at higher standards in Birmingham has seen consistent improvement, as with attainment at expected standard the gap to national is narrowing across the majority of subjects.

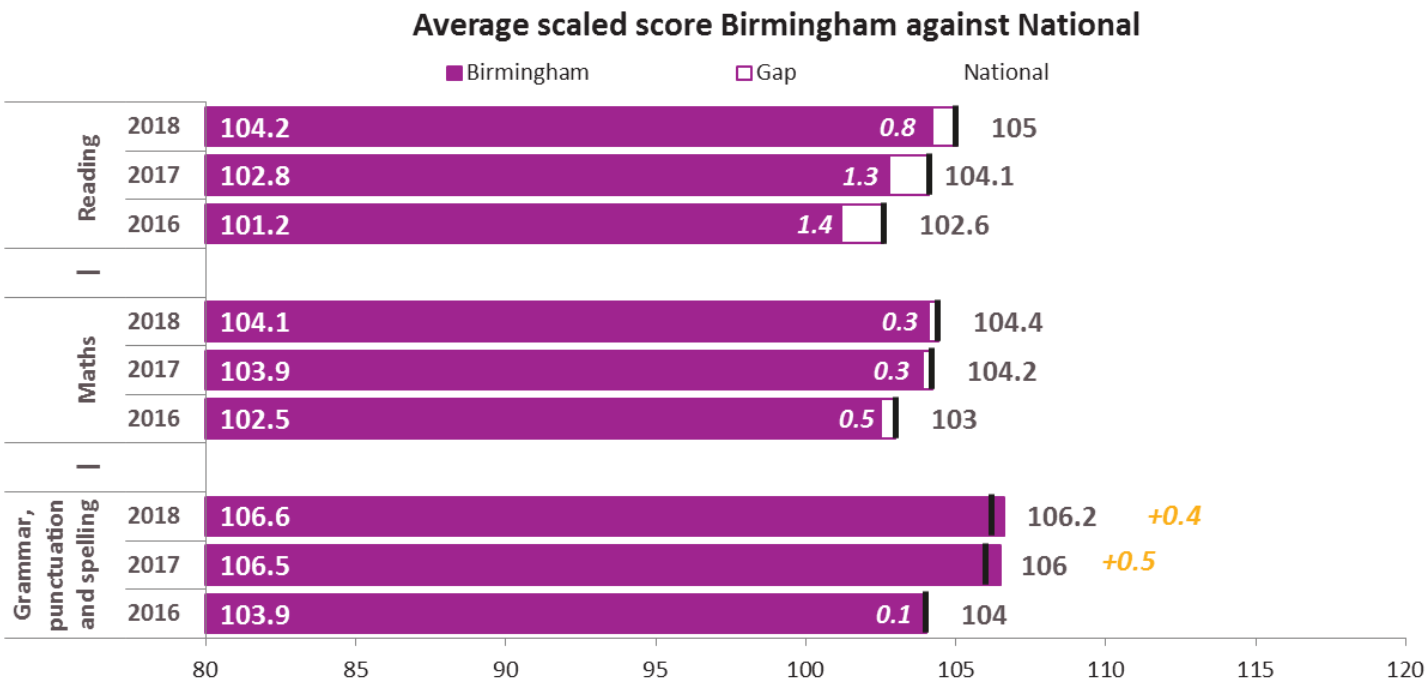
Reading, Writing and Maths attainment increased by 2.4% since 2017 and is now 1.4% behind national. Writing attainment continues to be the furthest behind national however the attainment gap narrowed 1.8% from 2017. Maths attainment also increased over 2017 although at a lower rate than national resulting in a slight increase in the attainment gap from 0.1% to 0.4%.

GPS attainment while still comfortably above national has seen a slower increase than national levels with the margin narrowing to 0.8%.

Scaled Scores

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

Birmingham has narrowed the gap to the national average in Reading, remains marginally behind in maths and continues to be above in GPS.



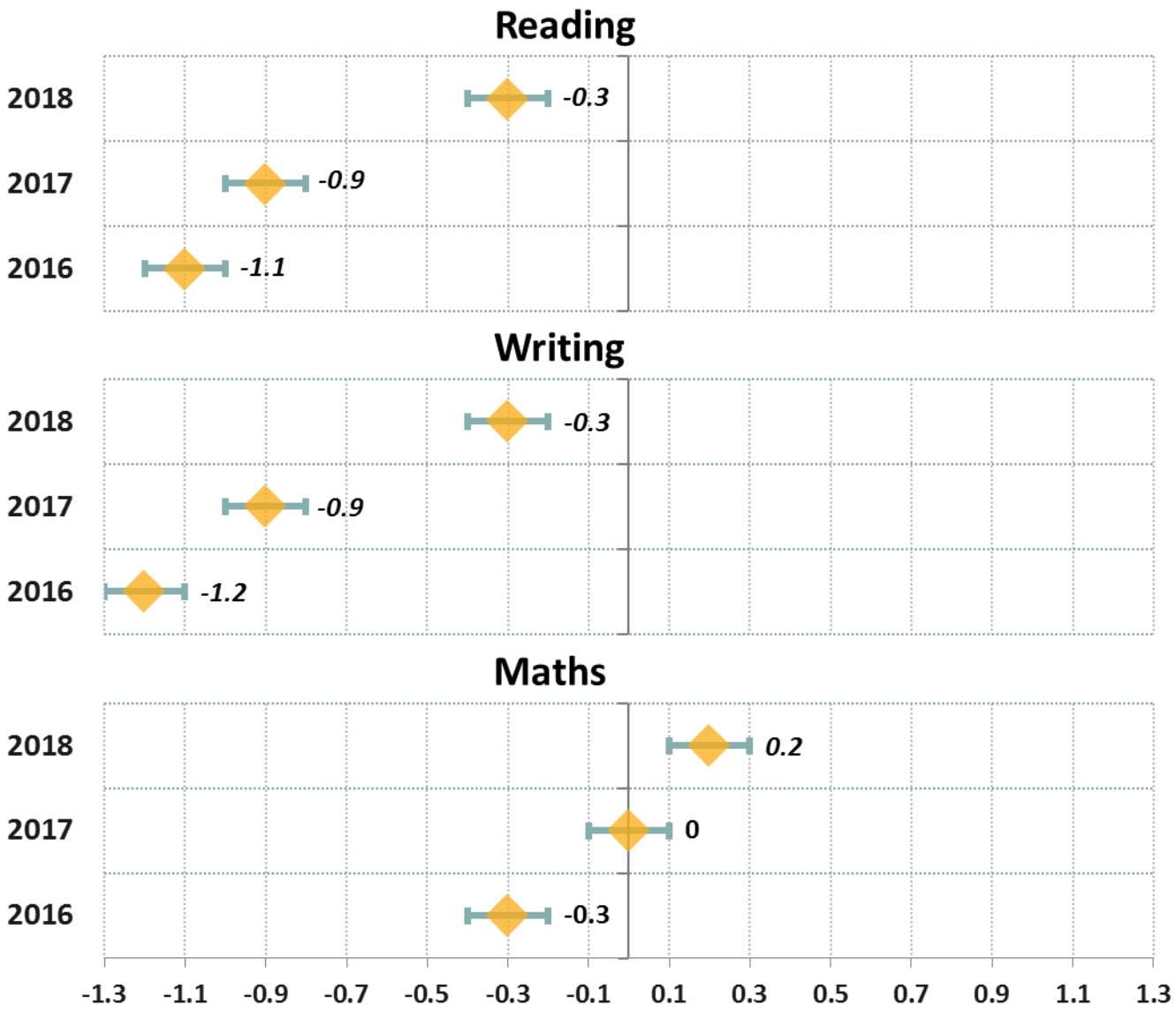
Progress

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

Pupils are then allocated into prior attainment groups with other pupils 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 then 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. For example, if Emily received 102 in reading at KS2 and the average KS2 reading score for her prior attainment group was 101 - her progress score would be +1.

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

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



The above graphs show Birmingham's progress in Reading, Writing and Maths from 2016 to 2018 represented as a yellow diamond, the grey lines to either side are confidence intervals. The national average of 0 is represented by the vertical axis.

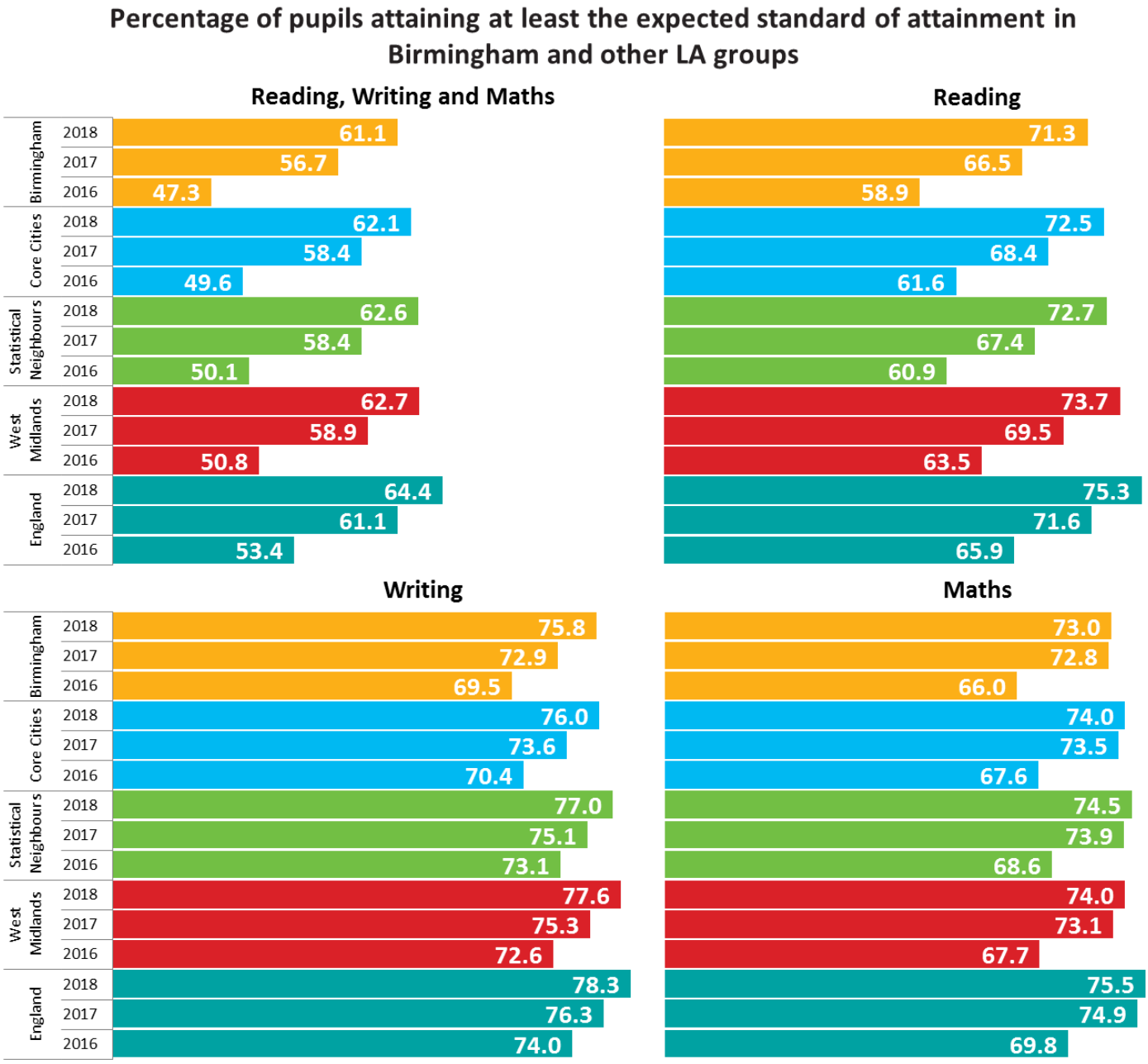
In Birmingham all subjects have seen the average progress from key stage 1 to key stage 2 increase from previous years.

In 2018 Reading and Writing have both seen an improvement of 0.6 from 2017's average, however at overall averages of -0.3 they are both still slightly behind national progress

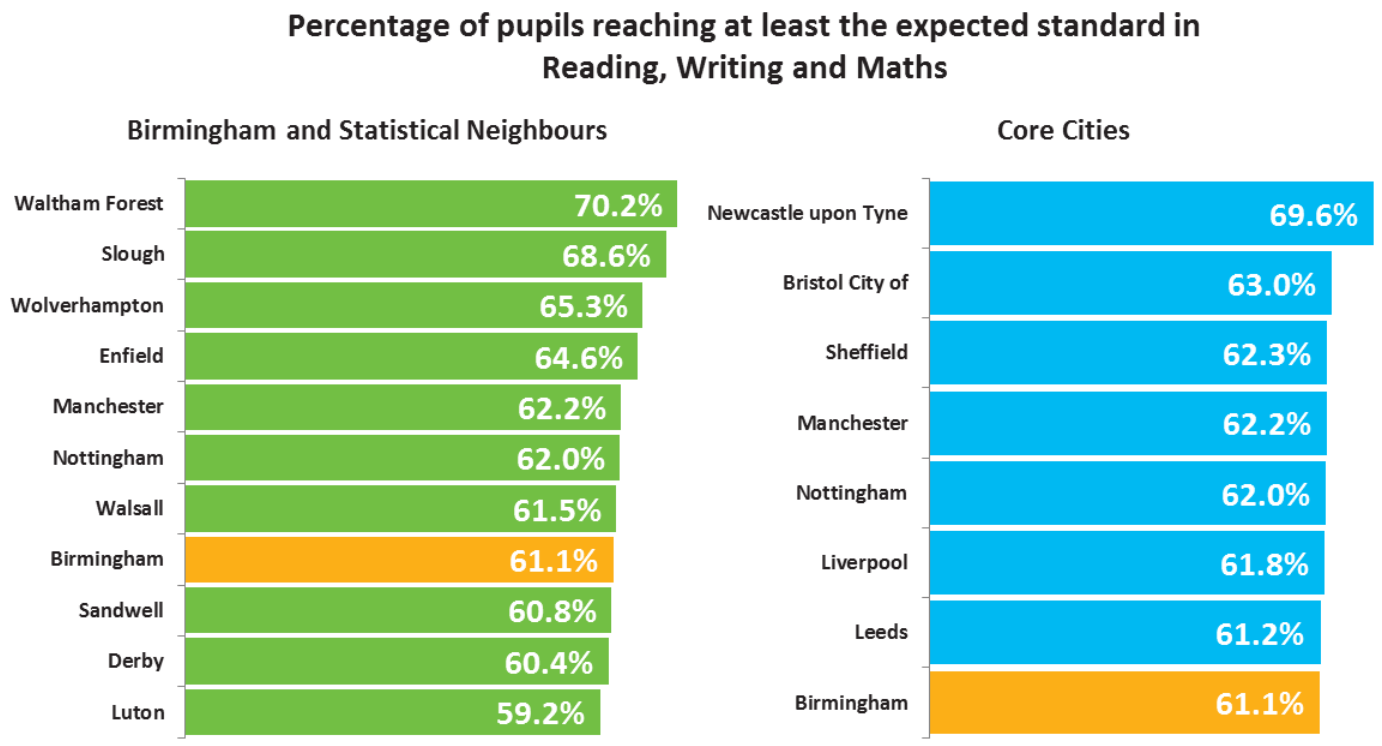
Maths, while seeing a smaller increase in progress than the other subjects but is nonetheless above national at +0.2.

National Comparisons

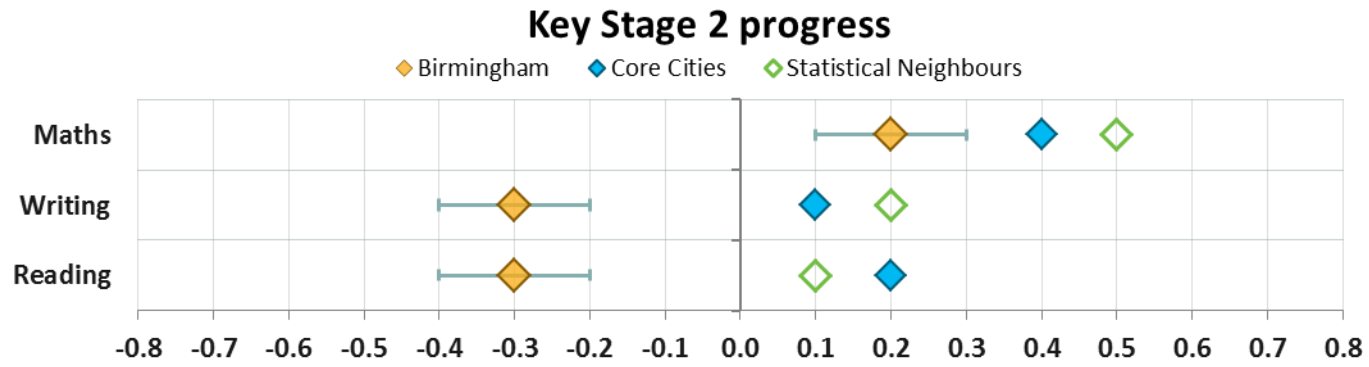
The following charts show how Birmingham's attainment and progress at key stage 2 compares to national and other targeted LA groups including Core Cities and Statistical Neighbours.



Overall Reading, Writing and Maths attainment is 1% behind core cites and 1.5% behind statistical neighbours. This is roughly mirrored in Reading and Maths. Attainment in Writing is however closer to both being 0.2% behind core cites and 1.2% behind statistical neighbours.



The charts above show Birmingham's attainment ranked against other individual LAs within statistical neighbours and other Core Cities. Birmingham is ranked 8th out of 11 when comparing against statistical neighbours and last out of the 8 core cities. In 2017 Birmingham's core city ranking was 7th above Leeds, it should also be noted that Birmingham's attainment has risen slightly faster than the core city average 4.4% compared to 3.7%.

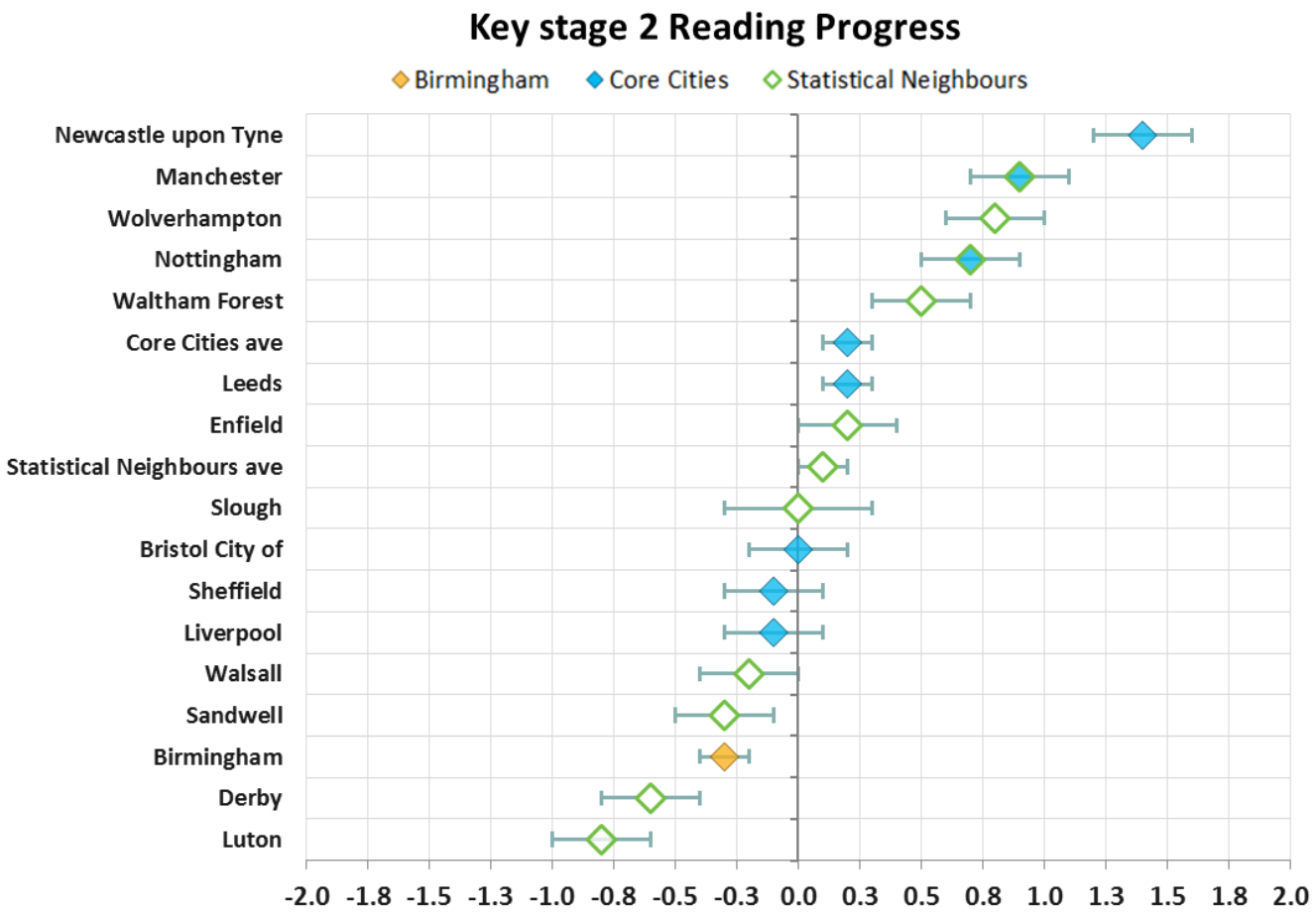


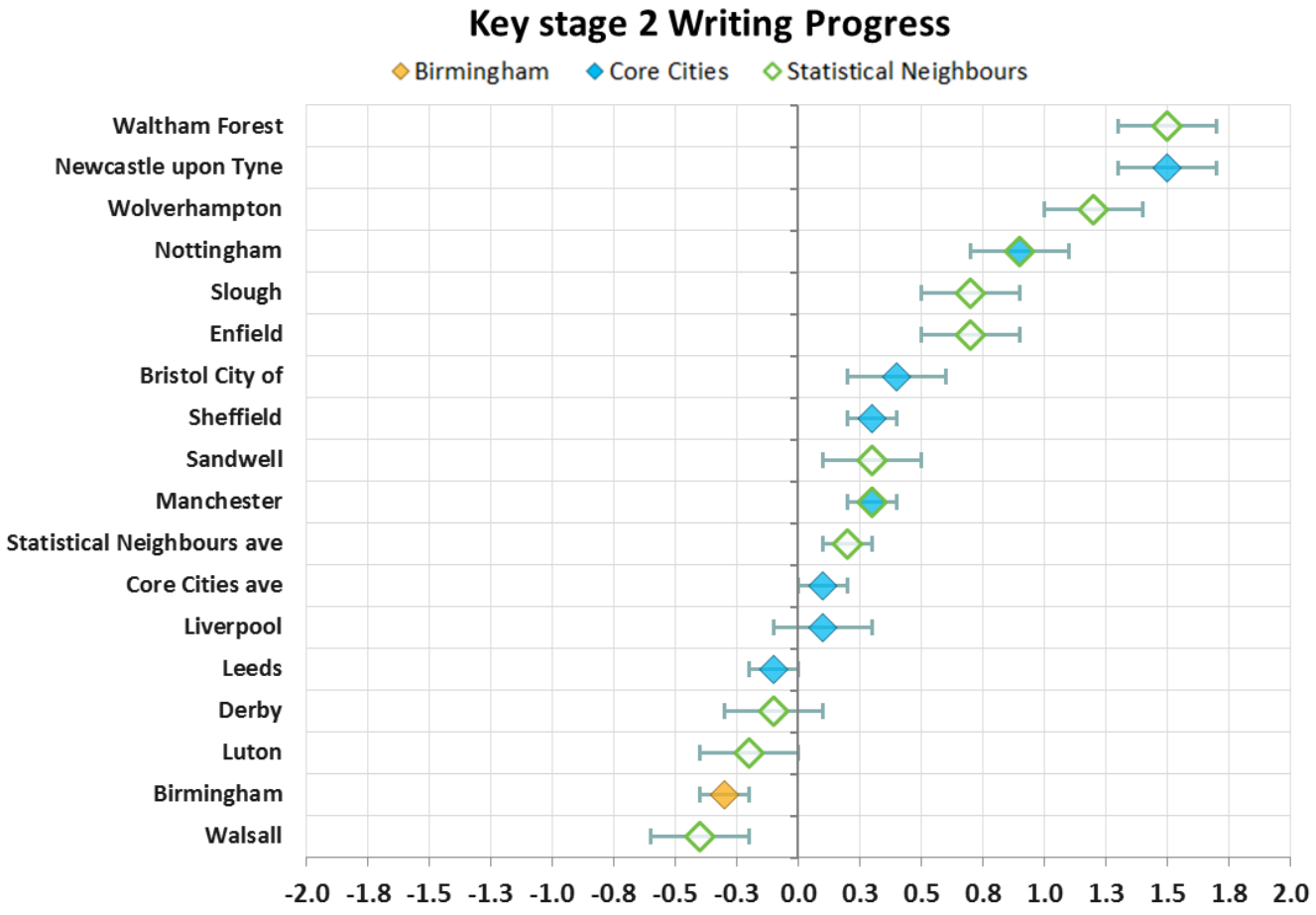
The above graph shows the average progress made in 2018 for Birmingham, core cites and statistical neighbours. National progress of 0 is represented by the vertical axis.

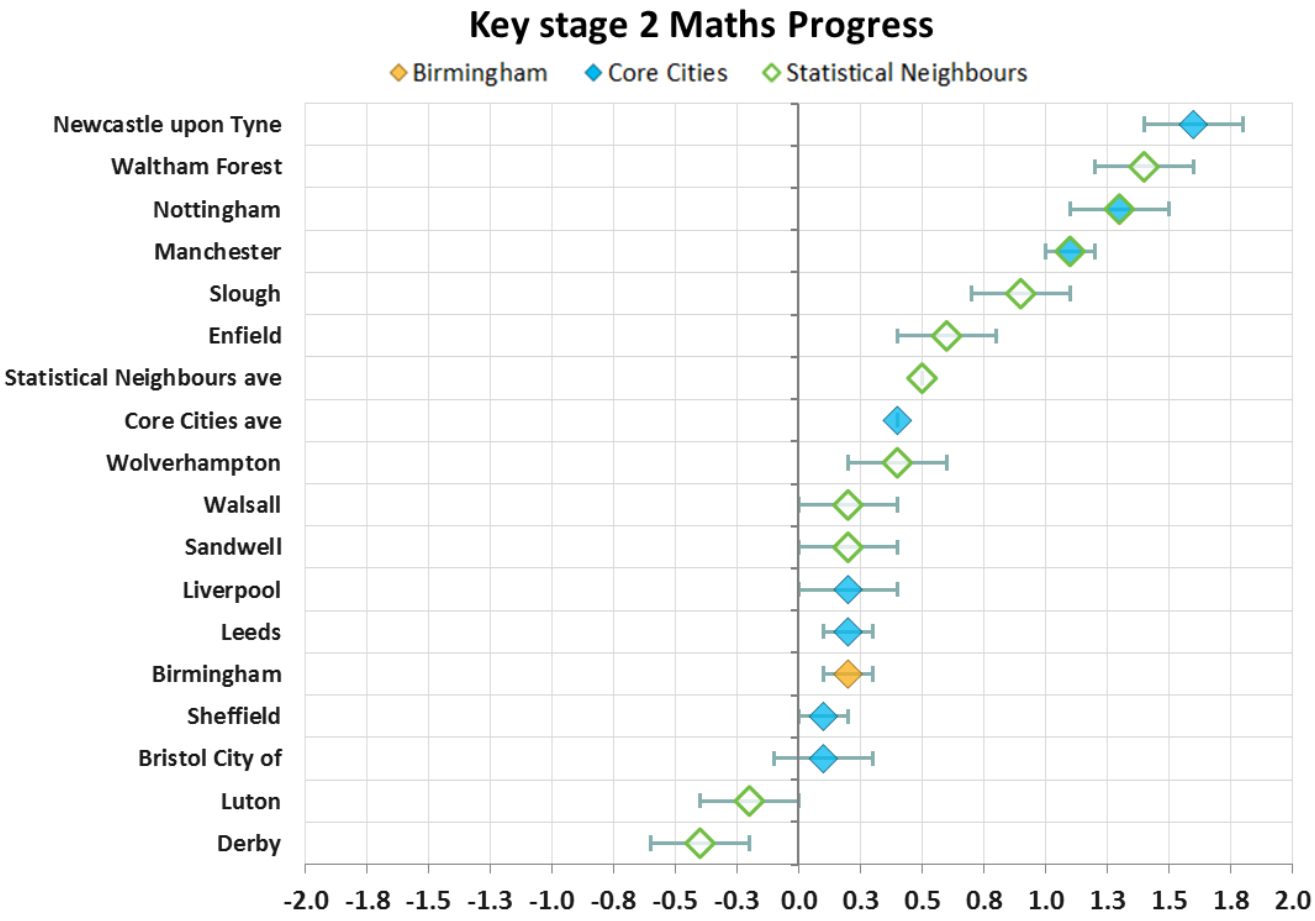
Maths progress while above national is behind the other LA groups but closer to the core city average. Reading and Writing are below national and lag further behind the LA groups.

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

Birmingham's highest ranking is in Maths and its lowest is in Writing, in all subjects it should be noted that multiple LAs have the same outcomes.

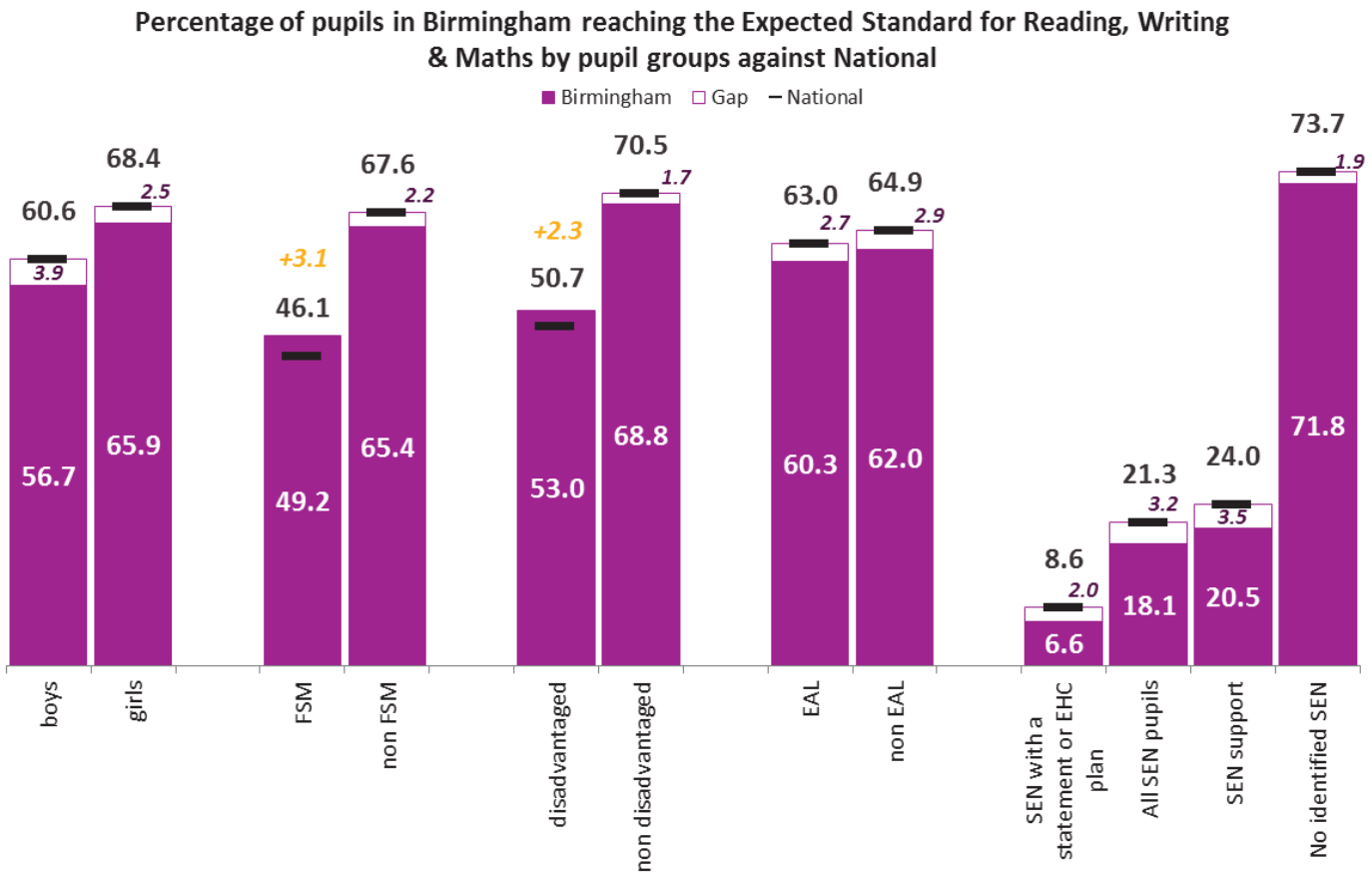

Key stage 2 Reading Progress
Birmingham
Core Cities
Statistical Neighbours
Newcastle upon Tyne
Manchester
Wolverhampton
Nottingham
Waltham Forest
Core Cities ave
Leeds
Enfield
Statistical Neighbours ave
Slough
Bristol City of
Sheffield
Liverpool
Walsall
Sandwell
Birmingham
Derby
Luton
-2.0 -1.8 -1.5 -1.3 -1.0 -0.8 -0.5 -0.3 0.0 0.3 0.5 0.8 1.0 1.3 1.5 1.8 2.0


Key stage 2 Writing Progress
Birmingham
Core Cities
Statistical Neighbours
Waltham Forest
Newcastle upon Tyne
Wolverhampton
Nottingham
Slough
Enfield
Bristol City of
Sheffield
Sandwell
Manchester
Statistical Neighbours ave
Core Cities ave
Liverpool
Leeds
Derby
Luton
Birmingham
Walsall
-2.0 -1.8 -1.5 -1.3 -1.0 -0.8 -0.5 -0.3 0.0 0.3 0.5 0.8 1.0 1.3 1.5 1.8 2.0


Key stage 2 Maths Progress
Birmingham
Core Cities
Statistical Neighbours
Newcastle upon Tyne
Waltham Forest
Nottingham
Manchester
Slough
Enfield
Statistical Neighbours ave
Core Cities ave
Wolverhampton
Walsall
Sandwell
Liverpool
Leeds
Birmingham
Sheffield
Bristol City of
Luton
Derby
-2.0 -1.8 -1.5 -1.3 -1.0 -0.8 -0.5 -0.3 0.0 0.3 0.5 0.8 1.0 1.3 1.5 1.8 2.0

Pupil Characteristics

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



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

The majority of individual pupil groups mirror the lower overall attainment in Birmingham compared to National. The two exceptions being Disadvantaged and FSM groups.

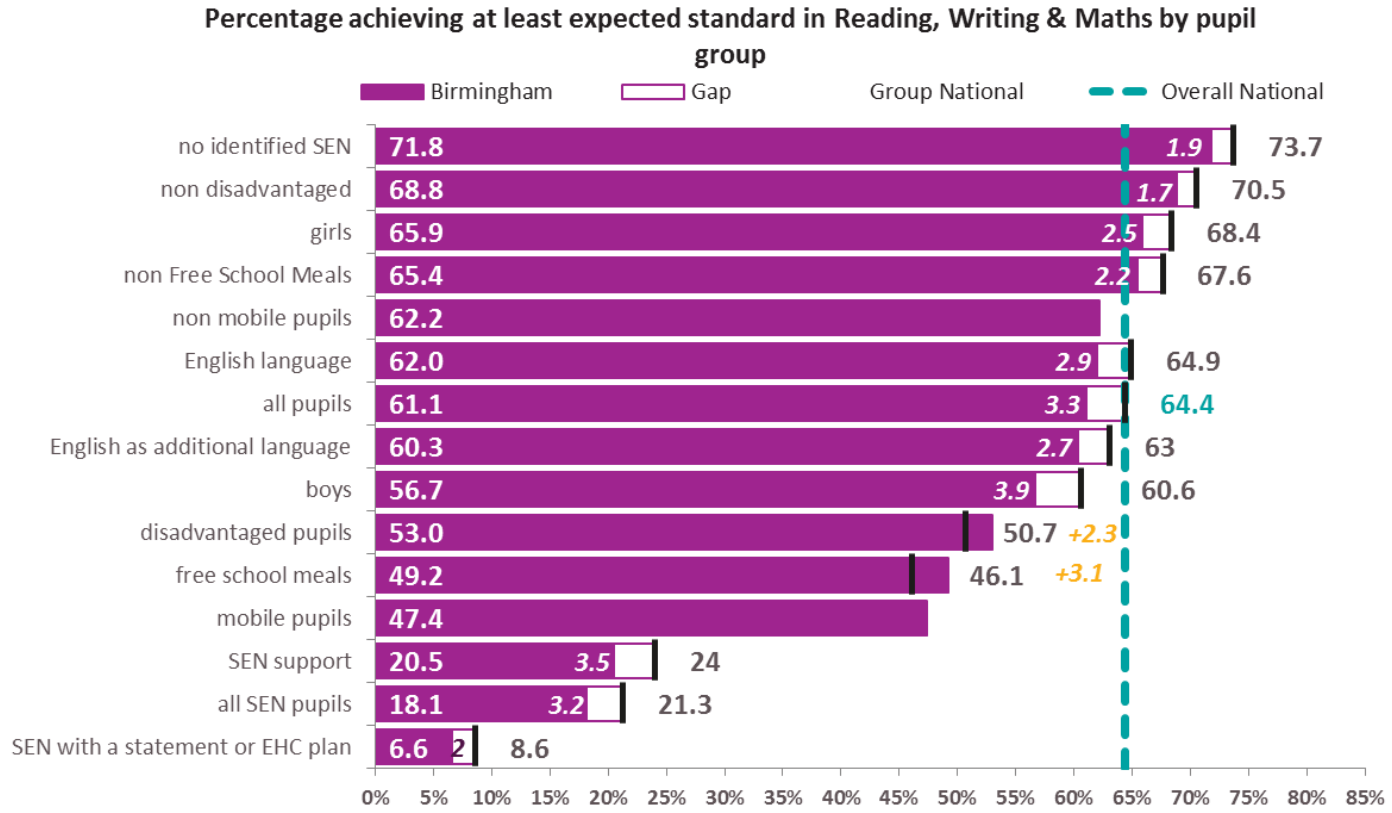
Disadvantaged children's attainment for RWM is 53%, 2.3% above National and FSM children's attainment for RWM is 49.2%, 3.1% above National.

The gap to the equivalent national average is 2.5% for girls and 3.9% for boys which has contributed to a much wider gender difference in attainment in Birmingham compared to national.

Overall SEN attainment is below the equivalent national average by 3.2%. The gap is wider for SEN support which is 3.5%. Children with no identified SEN have a comparably smaller gap at 1.9% behind their equivalents nationally.

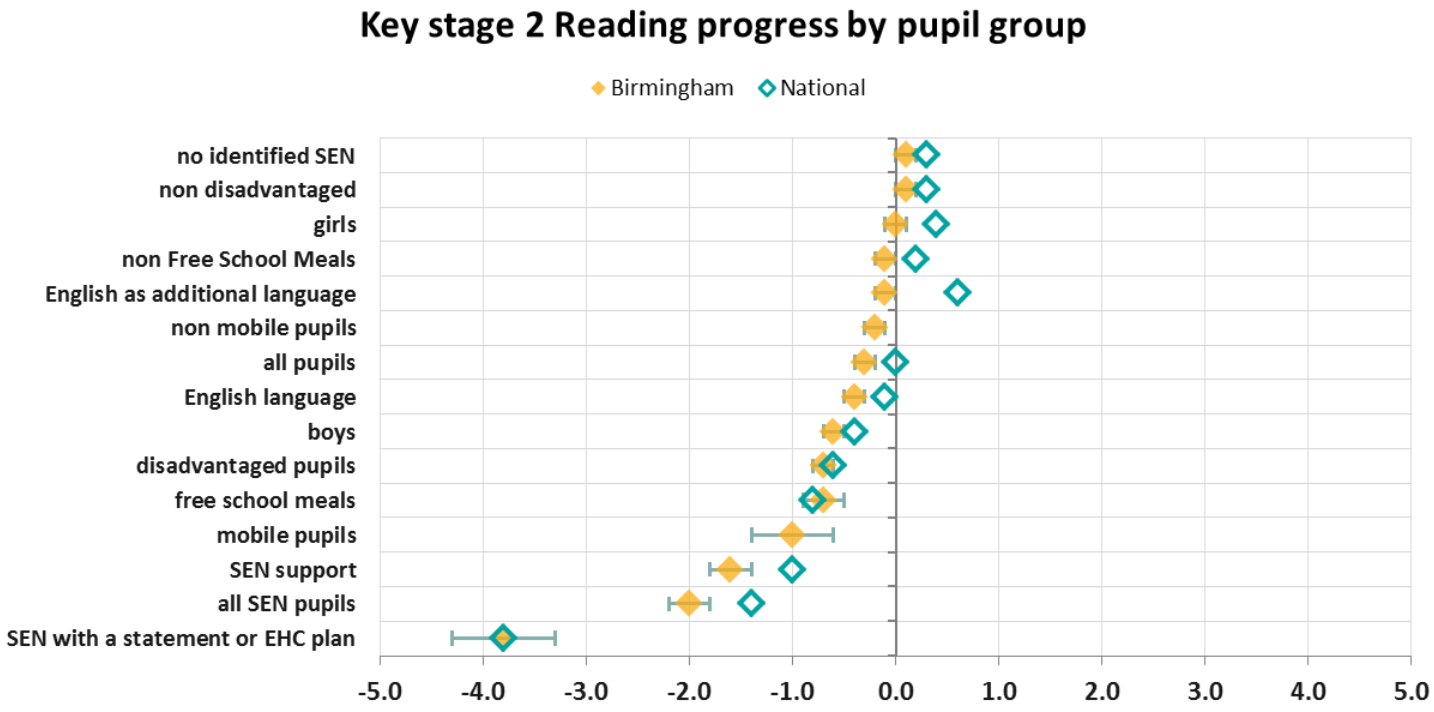
The gap in attainment between EAL and non EAL pupils is very similar to their national equivalents.

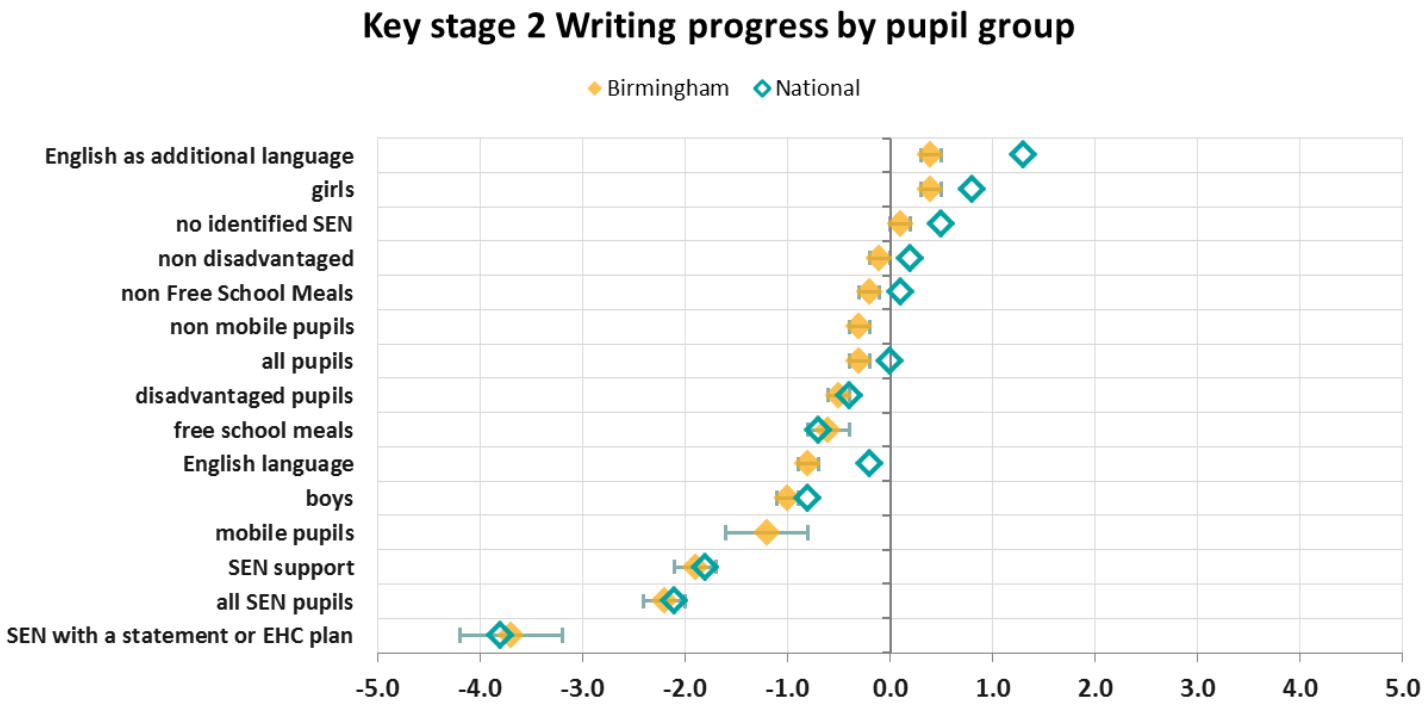
The graph on the following page shows the same pupil groups ranked in order of attainment against their national equivalents. Note the inclusion of Mobile and non-Mobile groups. A child is classed as non-Mobile if they have been within the same school for 2 years or more. Note that we do not have the National averages for these groups.

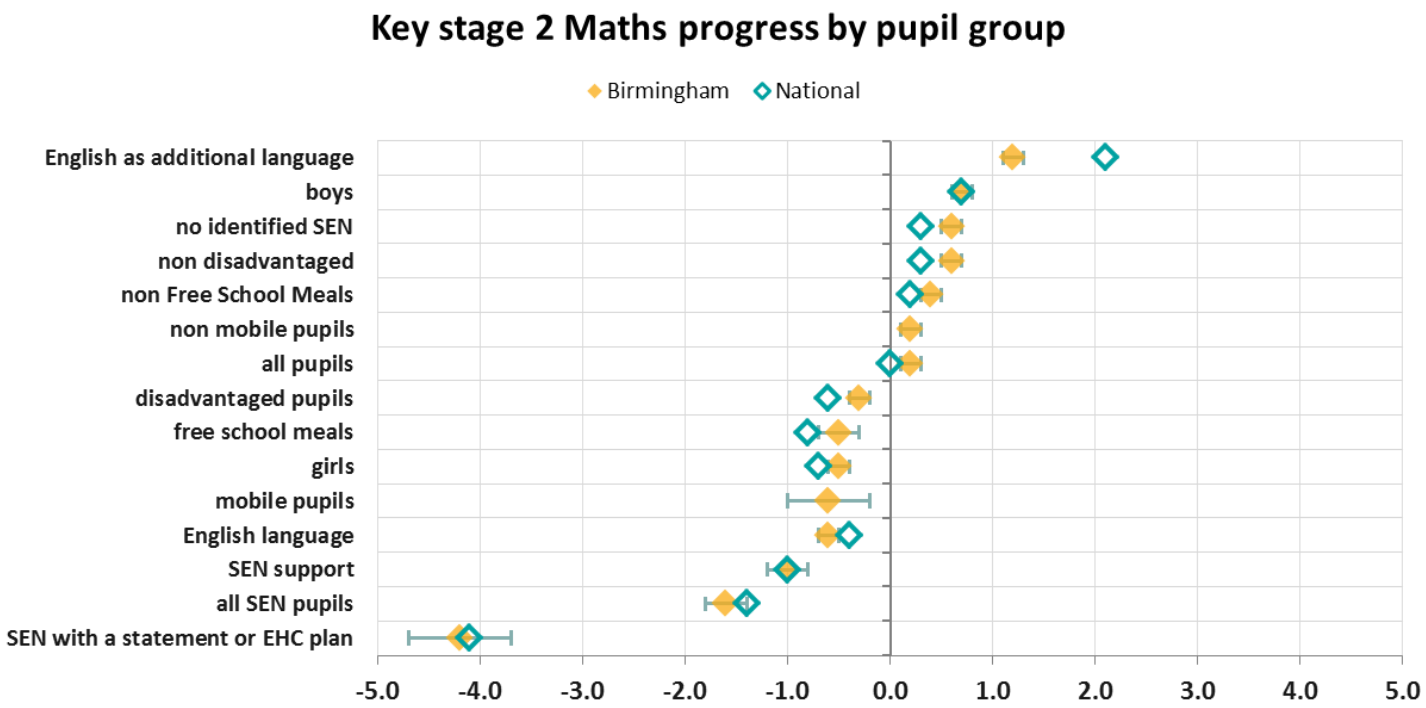


Progress - characteristics

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







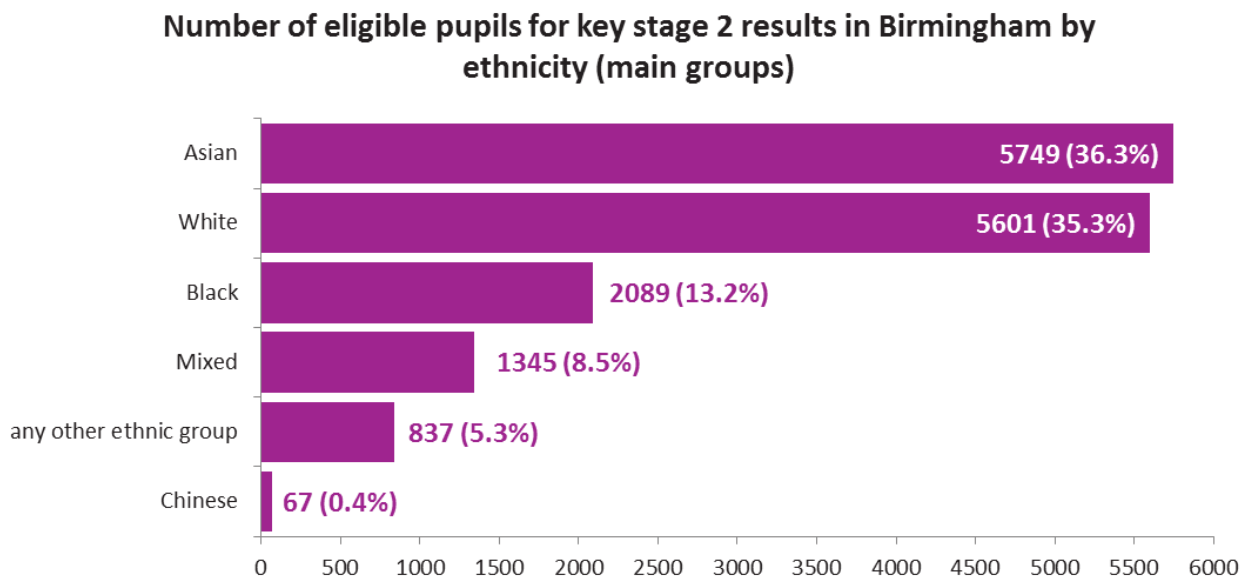
In Reading, the majority of pupil groups make slightly less Progress than their national equivalents. Both disadvantaged and FSM pupil groups are very close to their national groups. SEN with statements or EHC plans make the same progress as their group nationally however overall SEN is behind.

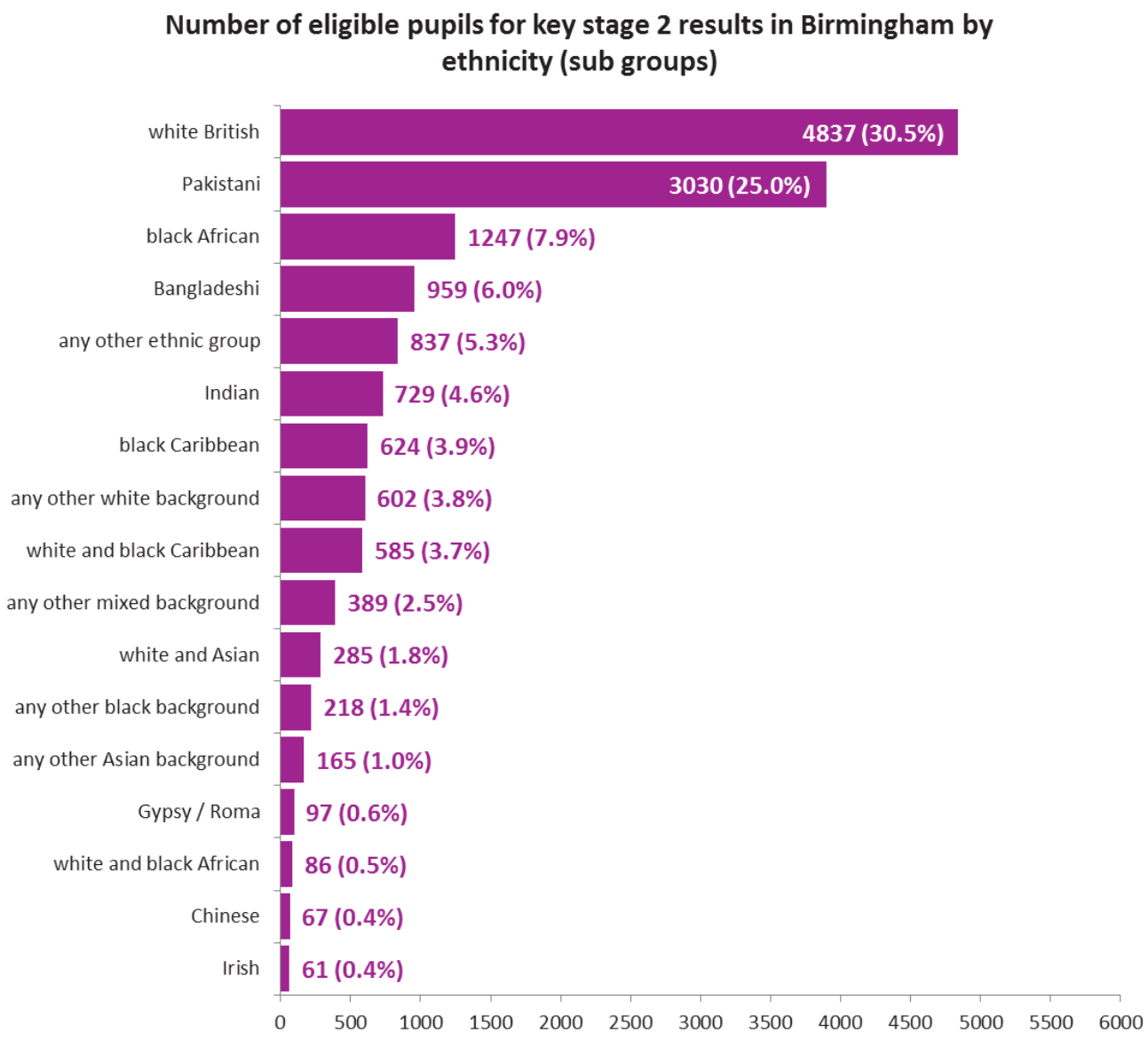
Writing roughly mirrors Reading however SEN pupils do much better as their progress closely matches that of their groups nationally.

Maths in Birmingham shows a much more positive picture with the majority of groups making more or the same progress as their groups nationally with SEN progress matching national SEN. EAL pupils make the most progress in Maths however they are significantly behind their group nationally.

Ethnicity Profile – Key stage 2

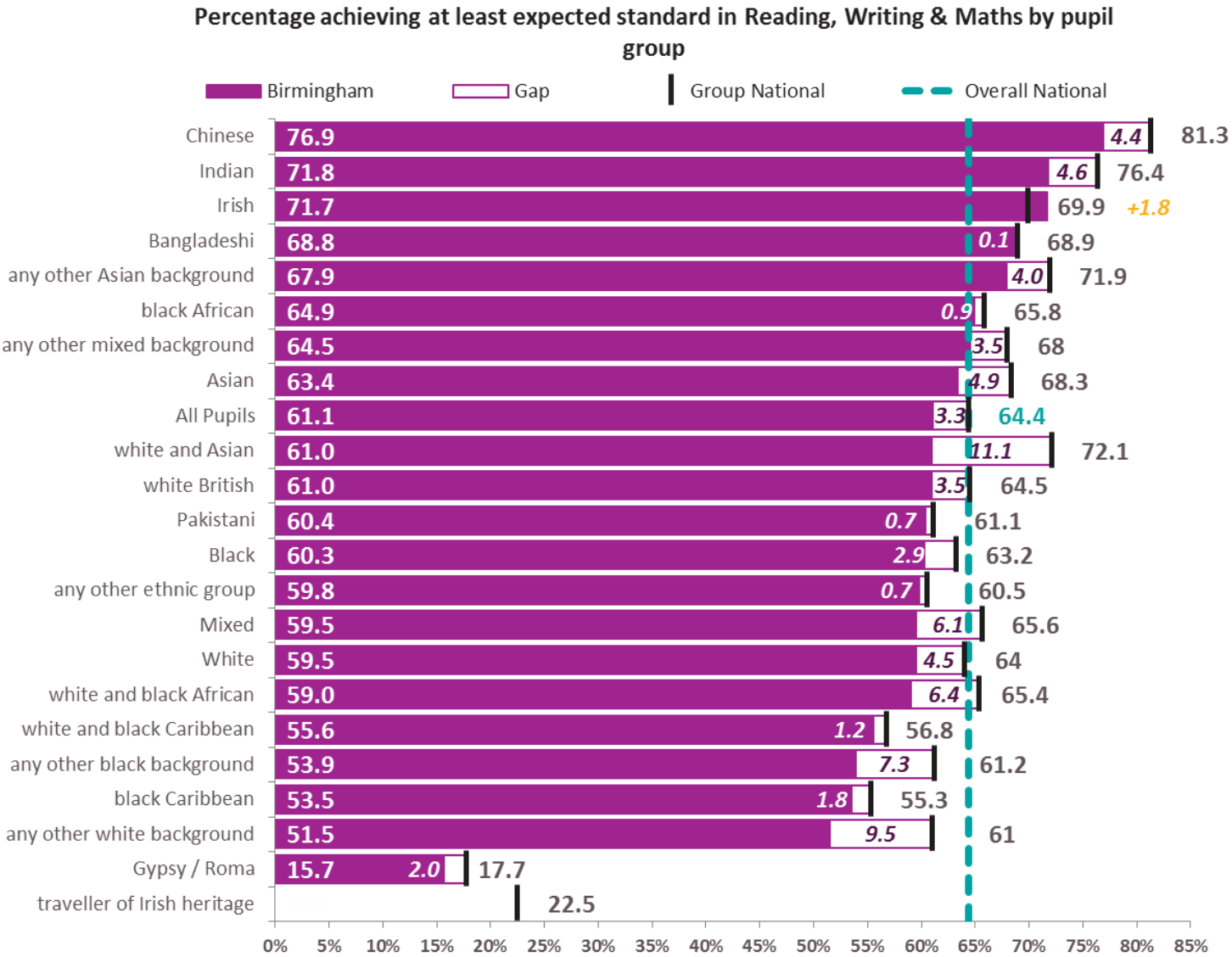
The graphs below show the ethnic distribution of Birmingham key stage 2 eligible pupils in 2018.





Attainment

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



In Birmingham Asian children's attainment as group is slightly below the national overall average and 4.9% behind when comparing to 'Asian other' pupils nationally. Indian, Bangladeshi and 'Asian other' are all above the national average but only Bangladeshi children's attainment is comparable to their group nationally. Pakistani children while performing close to the national average for their group are below the overall national.

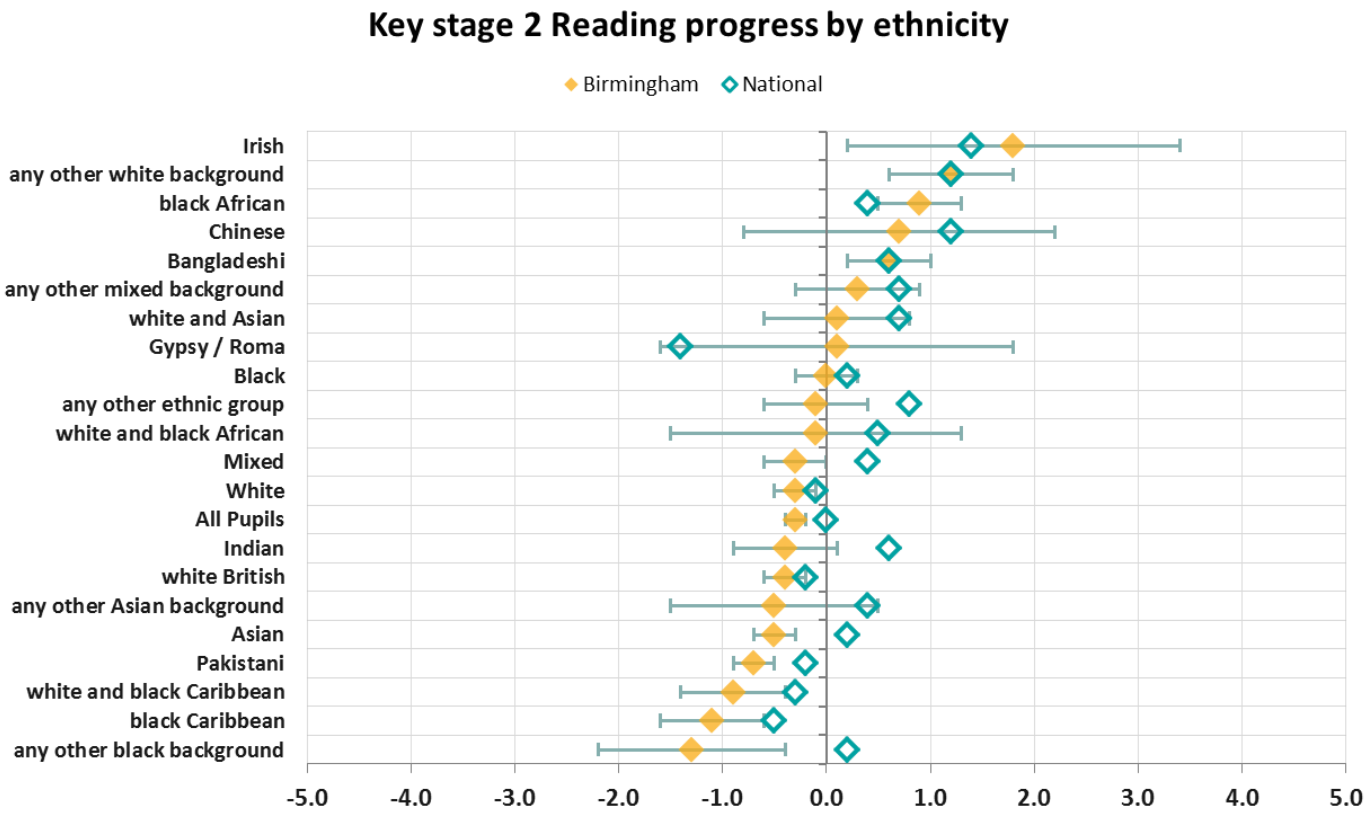
White children's attainment as a group is lower than overall national average by almost 5%. White British children attain slightly higher but are still 3.5% behind their group nationally. Children from 'White other' background are significantly behind both the overall and equivalent averages nationally. Irish children however have done well, being both above the overall and 1.8% above their group nationally.

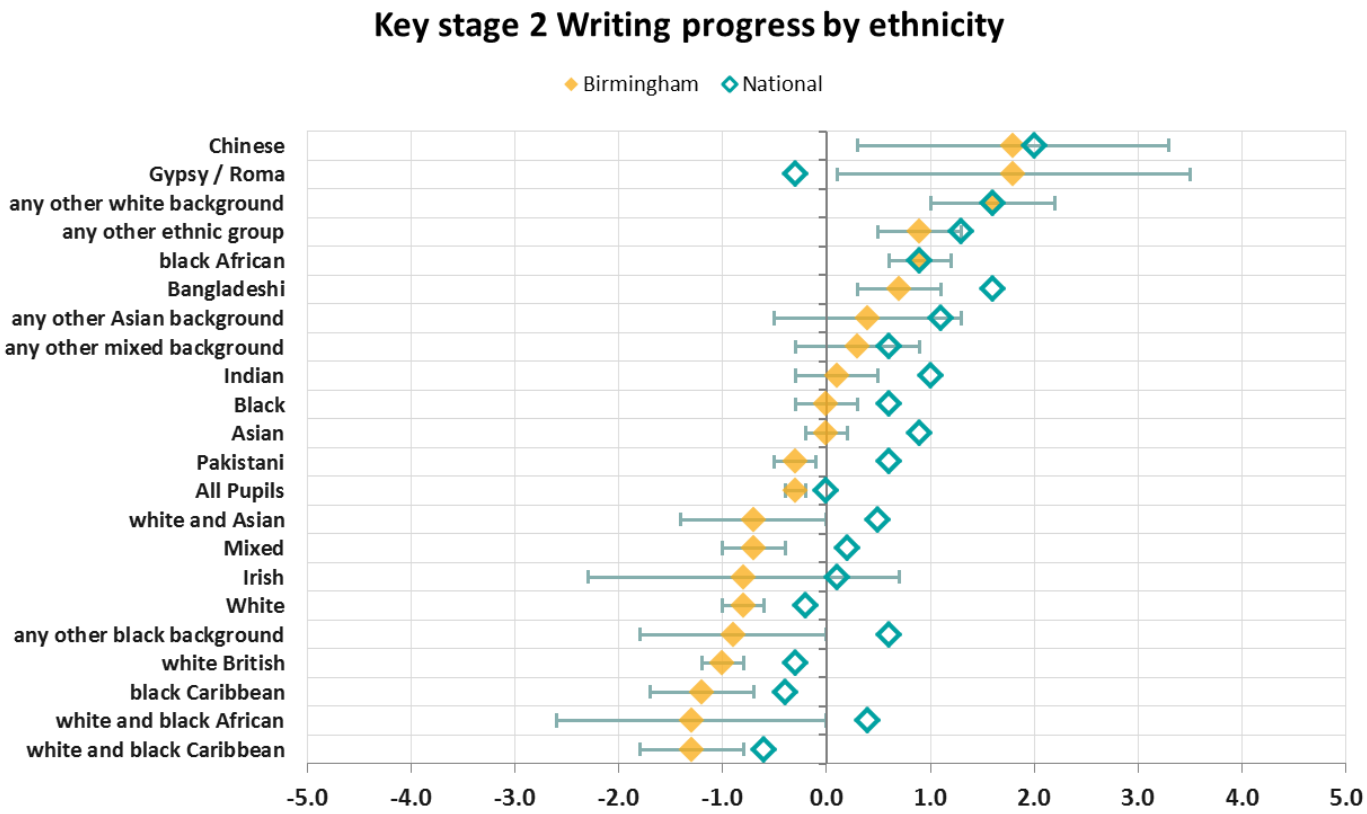
Black children's attainment as a group is lower than the overall national average by just under 3%. Black African childrens' attainment however is slighly higher than the overall national average and within 1% of their group nationally. Black Caribbean attainment is 1.8% behind their equivalents nationally and just under 11% behind the overall national. 'Black other' children's attainment is significantly behind the equivalent national average.

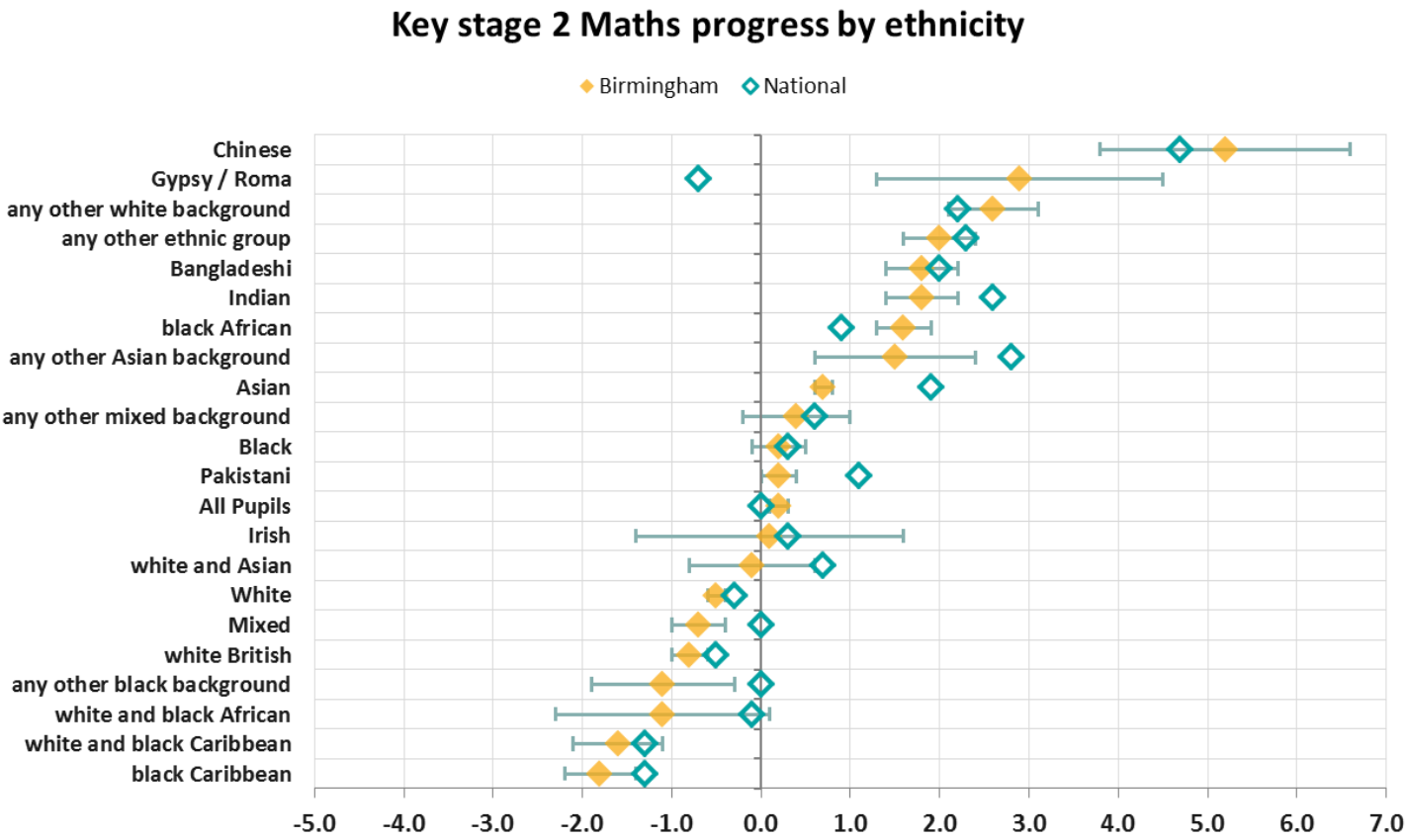
Children from Mixed backround's attainment is 6.1% behind their equivalents nationally. 'White and Asian' children's attainment although very close to the overall LA average is 11.1% behind their group natonally.

The attainment figures for traveller of Irish heritage children in Birmingham has been supressed due to low numbers.

Progress - ethnicity







The three charts above show the progress scores for Reading, Writing and Maths by pupil ethnicity group for Birmingham and Nationally. For guidance see Progress by pupil characteristics charts (page 39).

The majority of ethnicity groups in Birmingham make less progress than similar groups nationally, however it should be noted that if the national outcome falls within confidence intervals then it is not deemed significantly above or below Birmingham results.

Asian children as a group make the same progress as overall national levels in Writing, less in Reading and more in Maths. Bangladeshi progress has however been above overall national across all subjects although below their group in Writing.

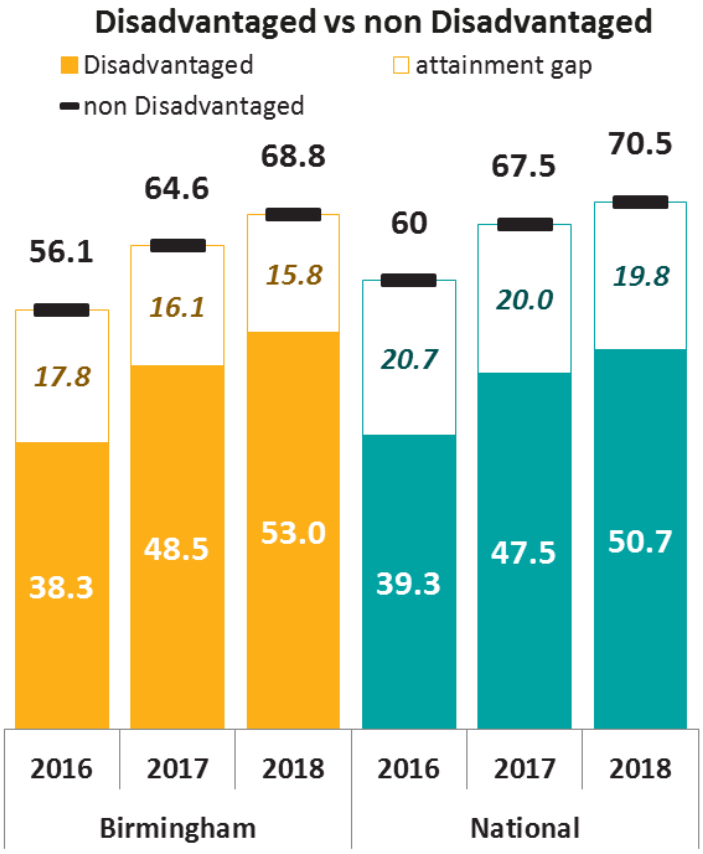
White children make less progress than the overall national level across all subjects, Writing being the weakest subject. 'White other' children however have made significantly more progress than the overall national level and made the same level of progress as their group in Reading and Writing and slightly more in Maths.

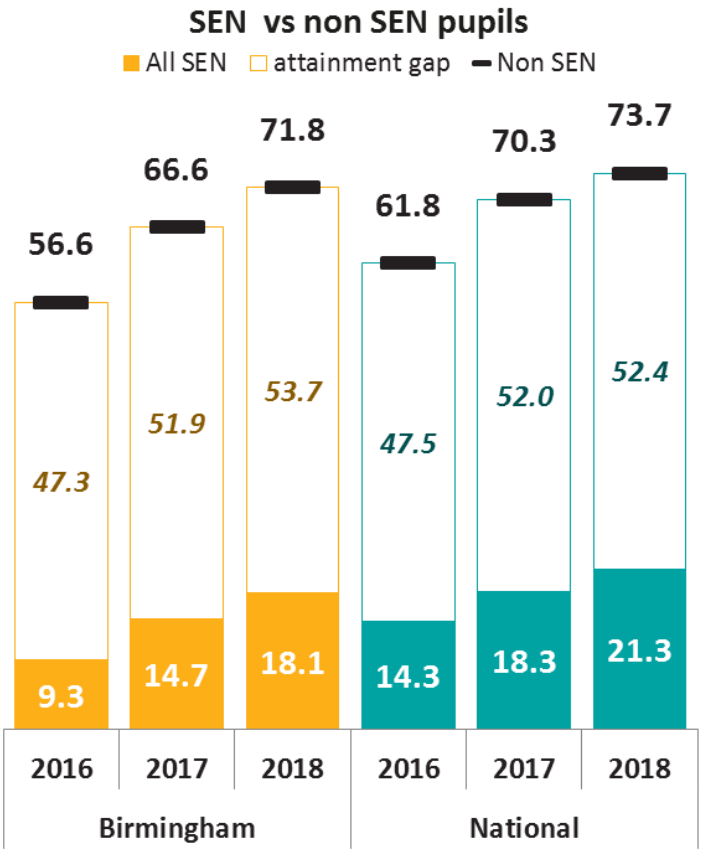
Black children's progress is at national levels for Reading and Writing and slightly above in Maths, however nationally in Writing the group makes more than the overall average. Black African children's progress is strong across all subjects particularly in Reading and Maths where it is also above the national group levels. In contrast Black Caribbean progress is significantly below both overall and the groups national levels across all subjects. 'Black other' children's progress is similarly behind, particularly in Reading.

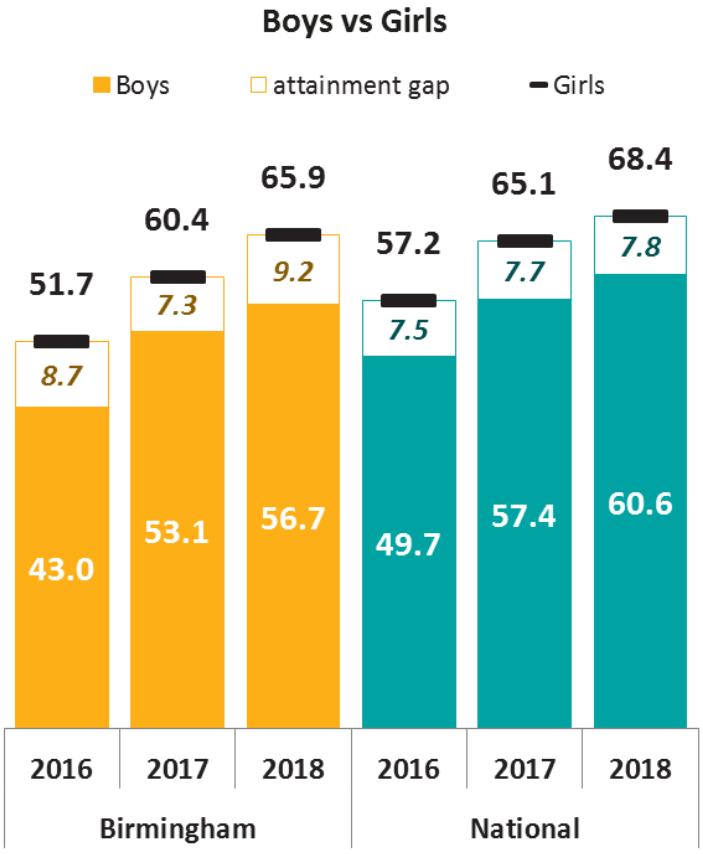
The progress of mixed race children is below the overall national average. 'Mixed other' and White and Asian children generally speaking make good progress although White and Asian children have made less progress in Writing. White and Black Caribbean children's progress is significantly behind the overall national average. In contrast to Black African with the exception of Reading, White and Black African progress appears low, though it should be noted due to large confidence intervals they are not significantly so.

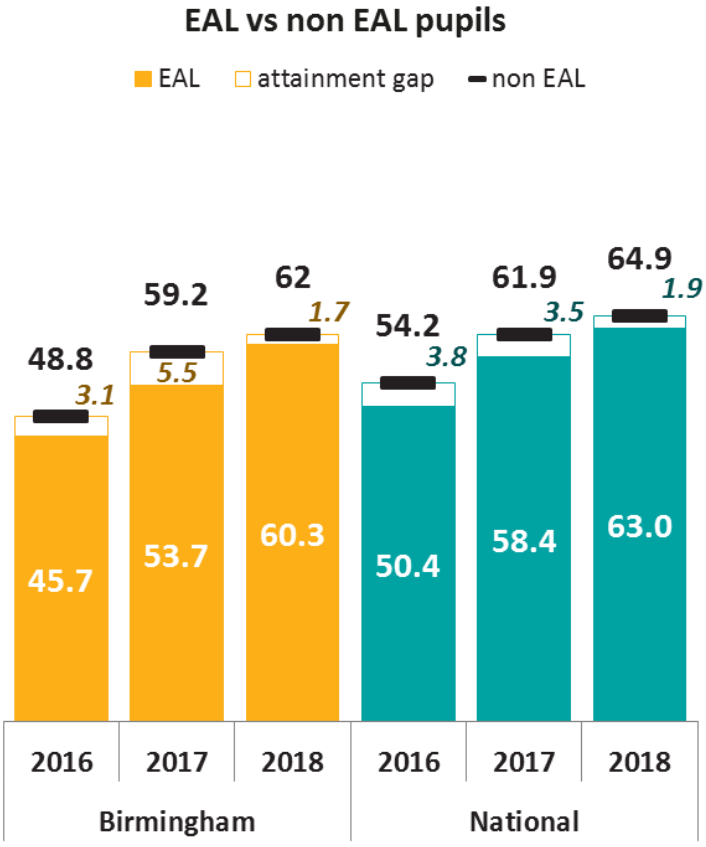
Attainment Gap

Percentage of children attaining at least the expected level of attainment









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

Currently in Birmingham the attainment gap between disadvantaged and non-disadvantaged is 4% smaller than it is nationally. In addition, the attainment of these two groups has increased faster in Birmingham than nationally, disadvantaged gaining 4.5% more than 2017 compared to 3.2% nationally. Non-disadvantaged attained 4.4% more than 2017 compared to 3% nationally.

The gap in attainment between SEN and non-SEN children is currently 1.3% higher in Birmingham than it is nationally. SEN pupils have seen an increase in attainment of 3.4% compared to 3% nationally. Pupils with no identified SEN have seen a 5.2% increase in attainment compared to 3.4% nationally.

In 2018 the attainment of girls in Birmingham has increased by 5.5% compared with 3.6% for boys. Nationally the genders improved at similar rates with girls increasing by 3.3% and boys by 3.2%. As a result, both genders are now closer to their national equivalents but it has widened the attainment gap in Birmingham which is now 2% wider than national.

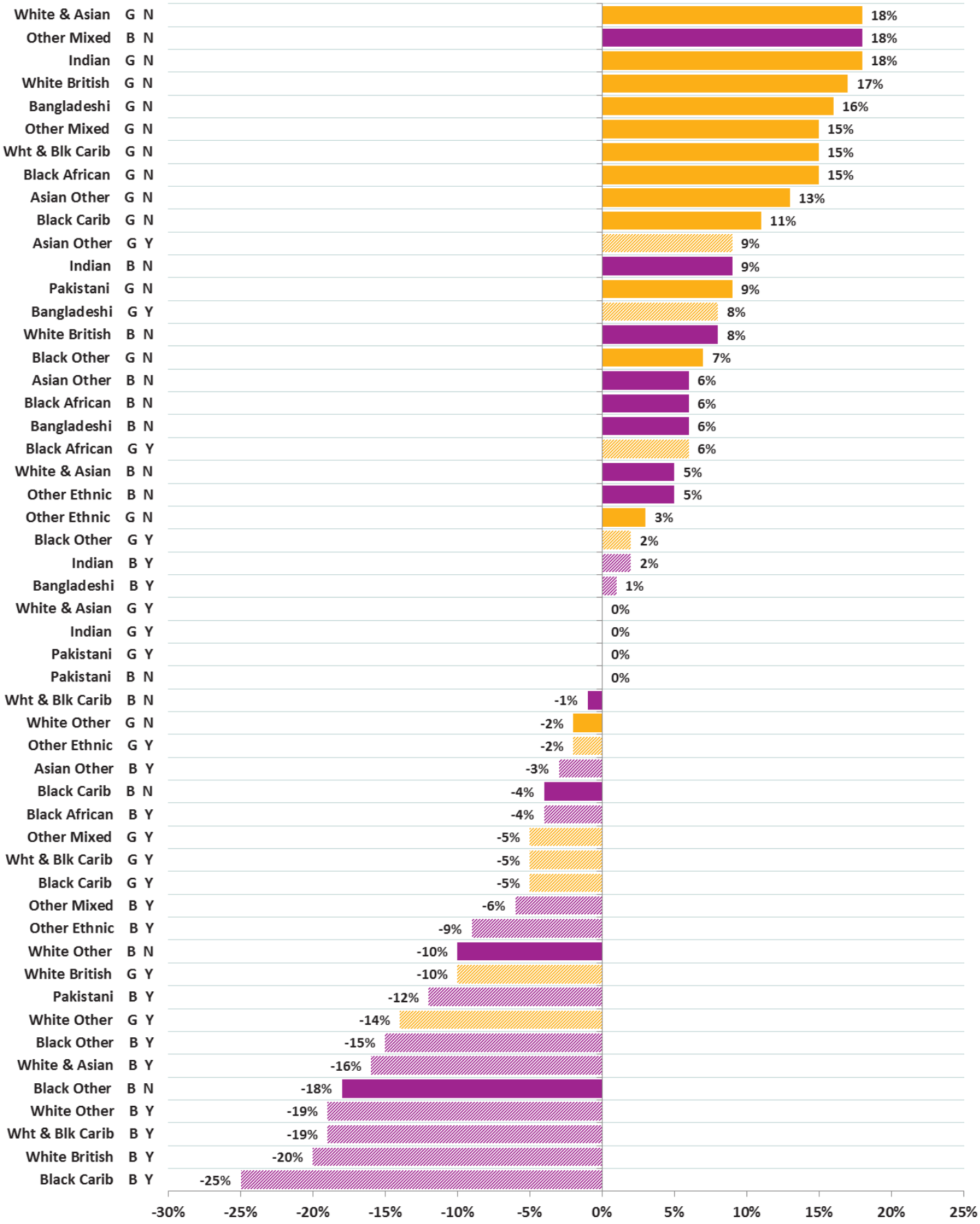
Birmingham EAL children have seen an attainment increase of 6.6% over 2017, national rose by 4.6%. Non-EAL children have seen an increase of 2.8% which is slightly lower than 3% nationally however the attainment gap between the two groups is now marginally smaller in Birmingham compared to national.

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

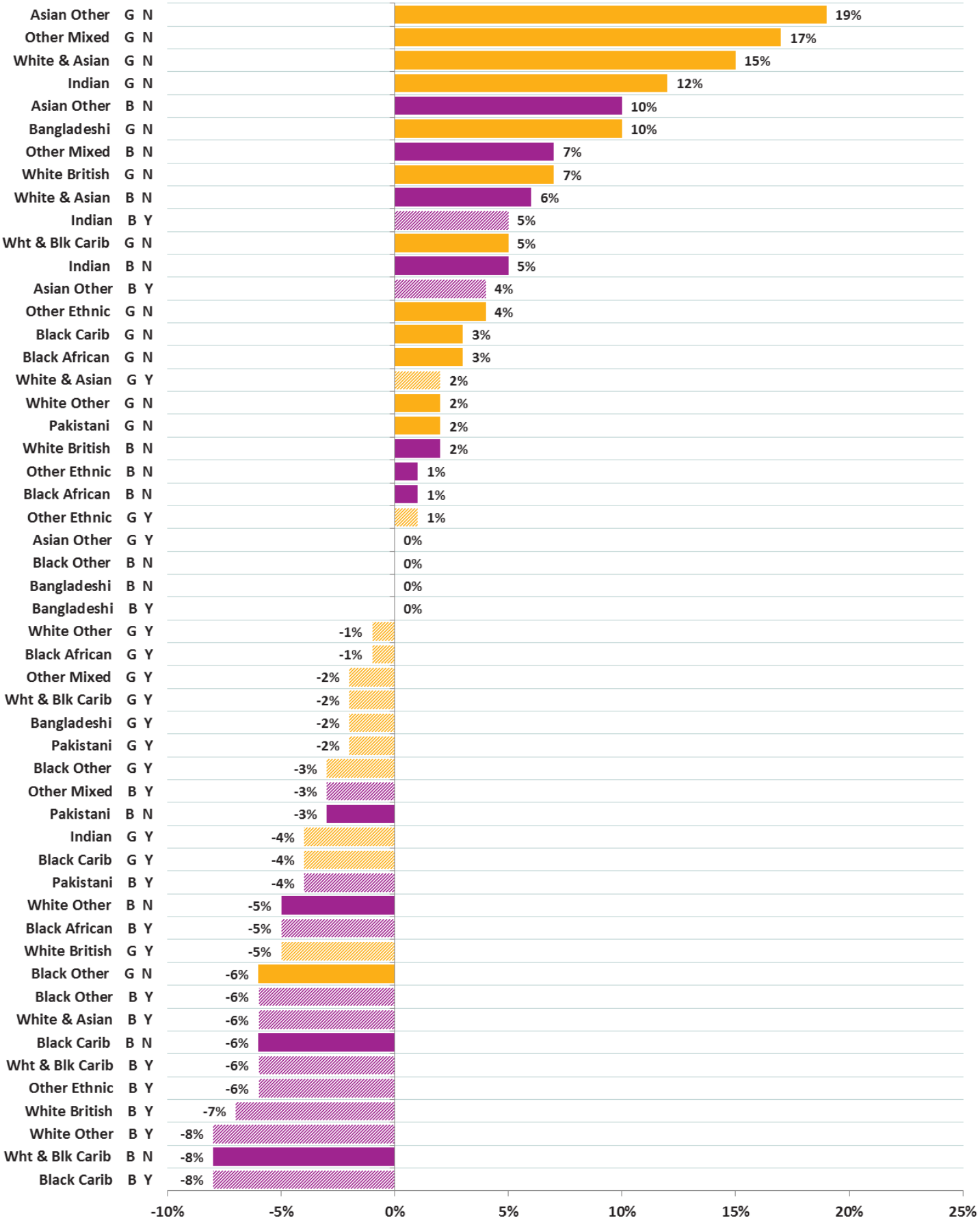
The graphs on the following pages show the differences in attainment between ethnic groups when showing further breakdown by gender and disadvantaged status. The following ethnicity groups are excluded due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish, Chinese, White and Black African, Travellers of Irish Heritage.

Generally the pupil groups achieving more than the LA average are non-disadvantaged with a higher ratio of girls than boys. However this is not always the case for example disadvantaged Indian boys are above the overall LA average at both expected and higher standards.

Difference to LA average for KS2 Reading, Writing and Maths at least expected standard by Ethnic Group, Gender and Disadvantaged. LA Average = 61%

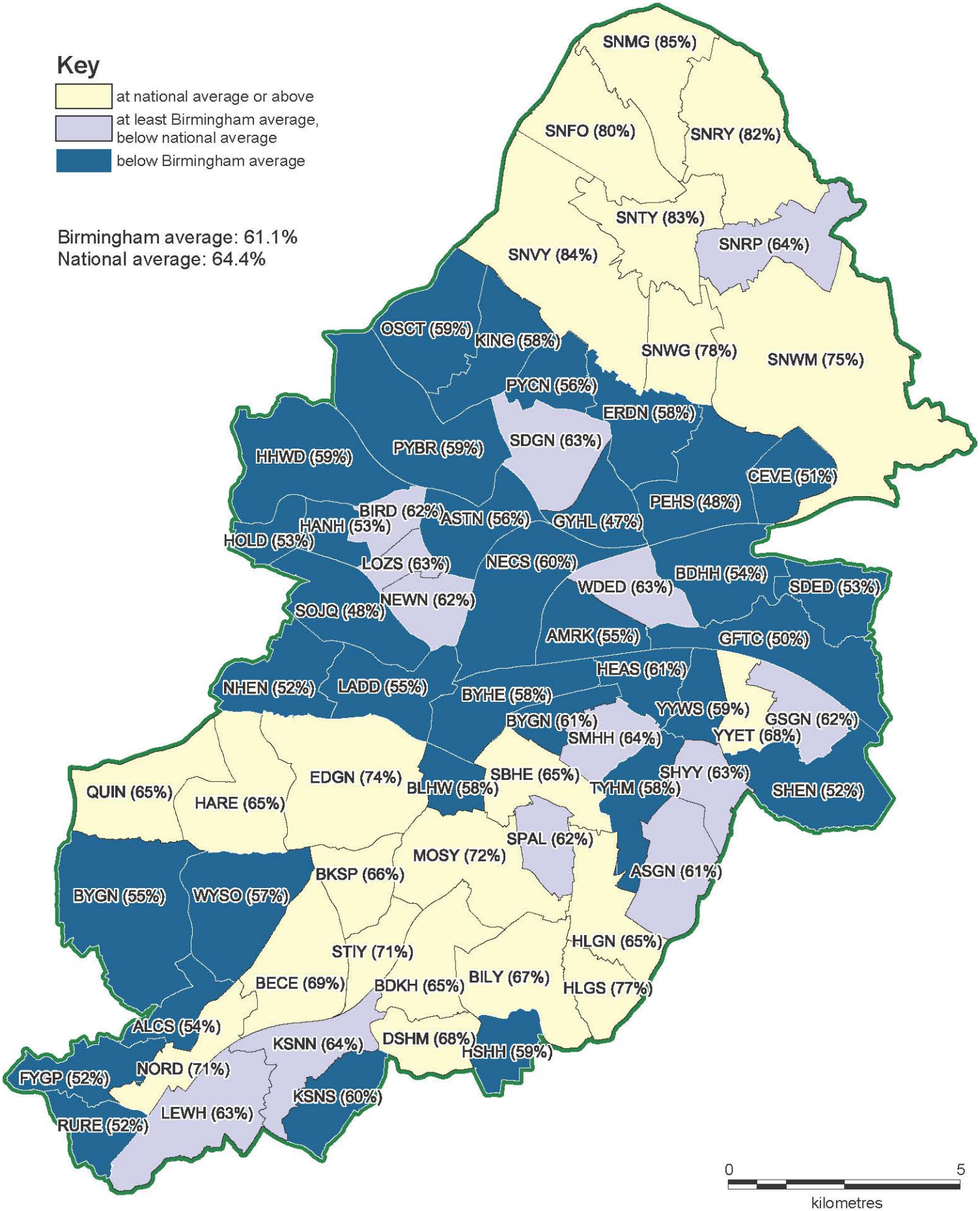


Difference to LA average for KS2 Reading, Writing and Maths achieving a higher standard by Ethnic Group, Gender and Disadvantaged. LA Average = 9%



KS2: 2018 Percentage of pupils reaching at least the expected standard in Reading, Writing and Maths by ward

Birmingham City Council



Data and Intelligence Team - Strategic Services Directorate

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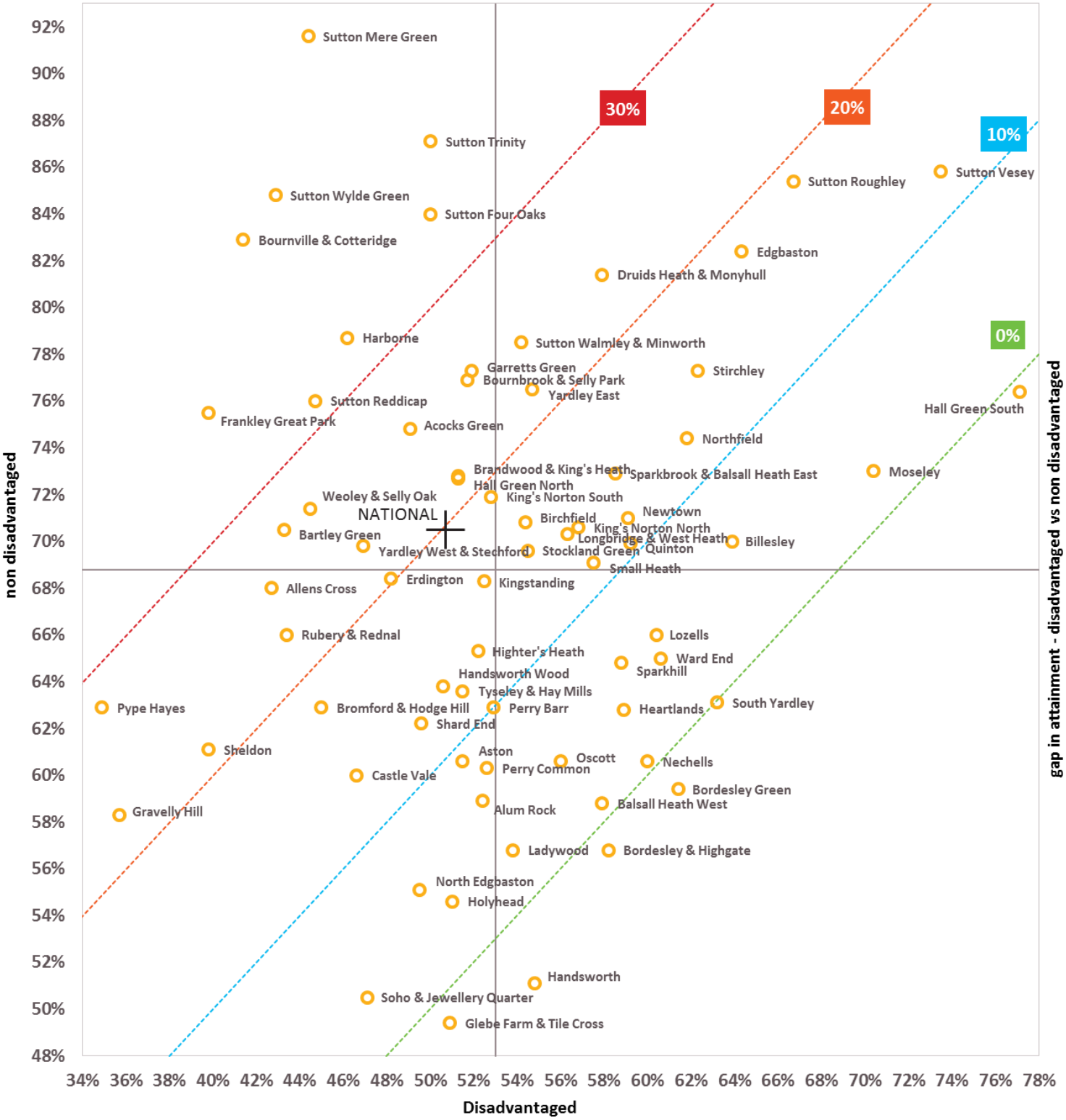
Disadvantaged vs Non Disadvantaged Attainment by Ward



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

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

For example roughly 59% of disadvantaged children living in 'Bordesley & Highgate' and 'Druids Heath & Monyhull' achieve at least the expected standard in RWM, over the LA average for disadvantaged children. However the attainment of non-disadvantaged children is vastly different as 81% achieve the standard in 'Druids Heath & Monyhull' where as in 'Bordesley & Highgate' only 56% do.

The highest performing ward for disadvantaged children was 'Hall Green South' where 77% of children achieved at least the expected standard, this was slightly above that of their non-disadvantaged children.

Performance of non-disadvantaged children in the Sutton wards was strong with all above the national average for non-disadvantaged. However the attainment for disadvantaged children was variable. For example in 'Sutton Vesey' 74% achieved at least the expected standard, whereas in 'Sutton Wylde Green' only 43% did.

Floor Standards and Coasting Schools

From 2016 schools have been 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)

The coasting definition is based on a three years of data, using the same performance measures that underpin the floor standards. A primary school falls within the coasting definition if:

- fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing in 2016, 2017 and 2018.

There are exceptions to this rule, e.g. if a school has converted into a sponsored academy at any time in the last three school years. For a full explanation see:

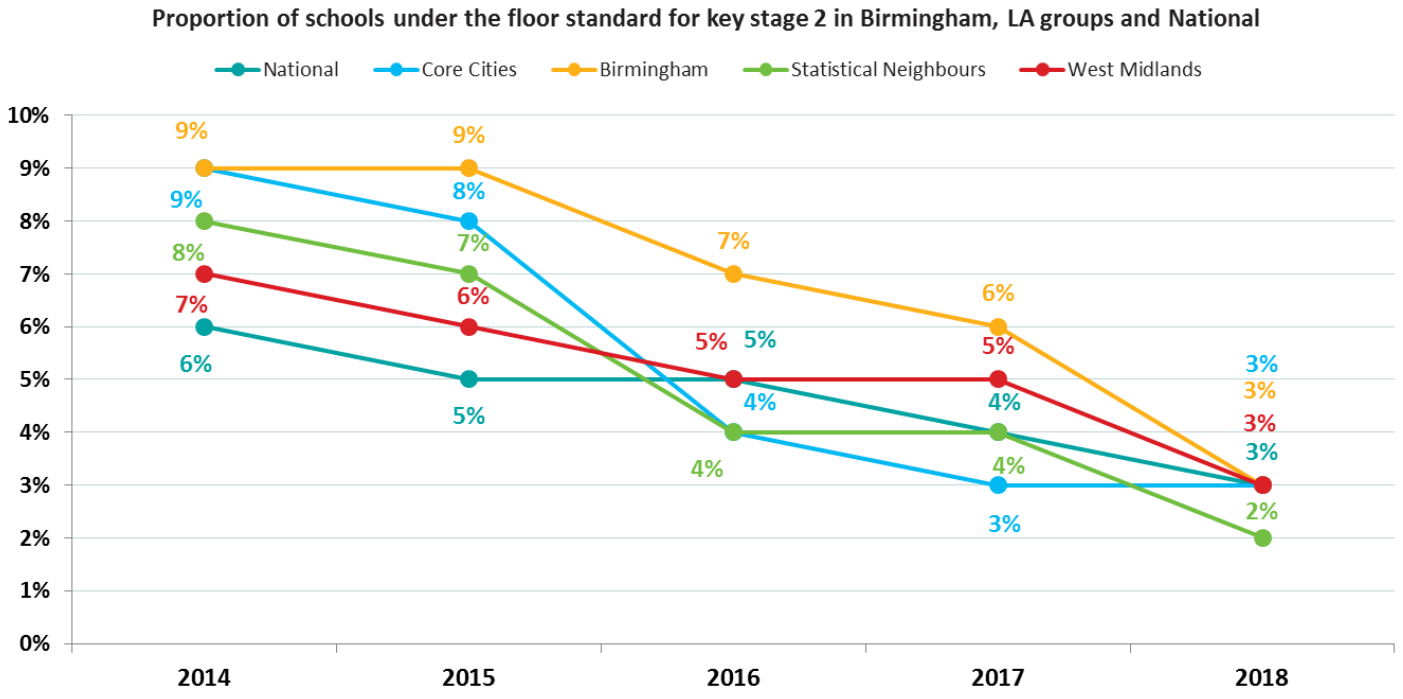
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676406/Primary_school_accountability_technical_guidance_-January_2018_update.pdf

In addition prior to 2016 the Floor and Coasting rules were different.

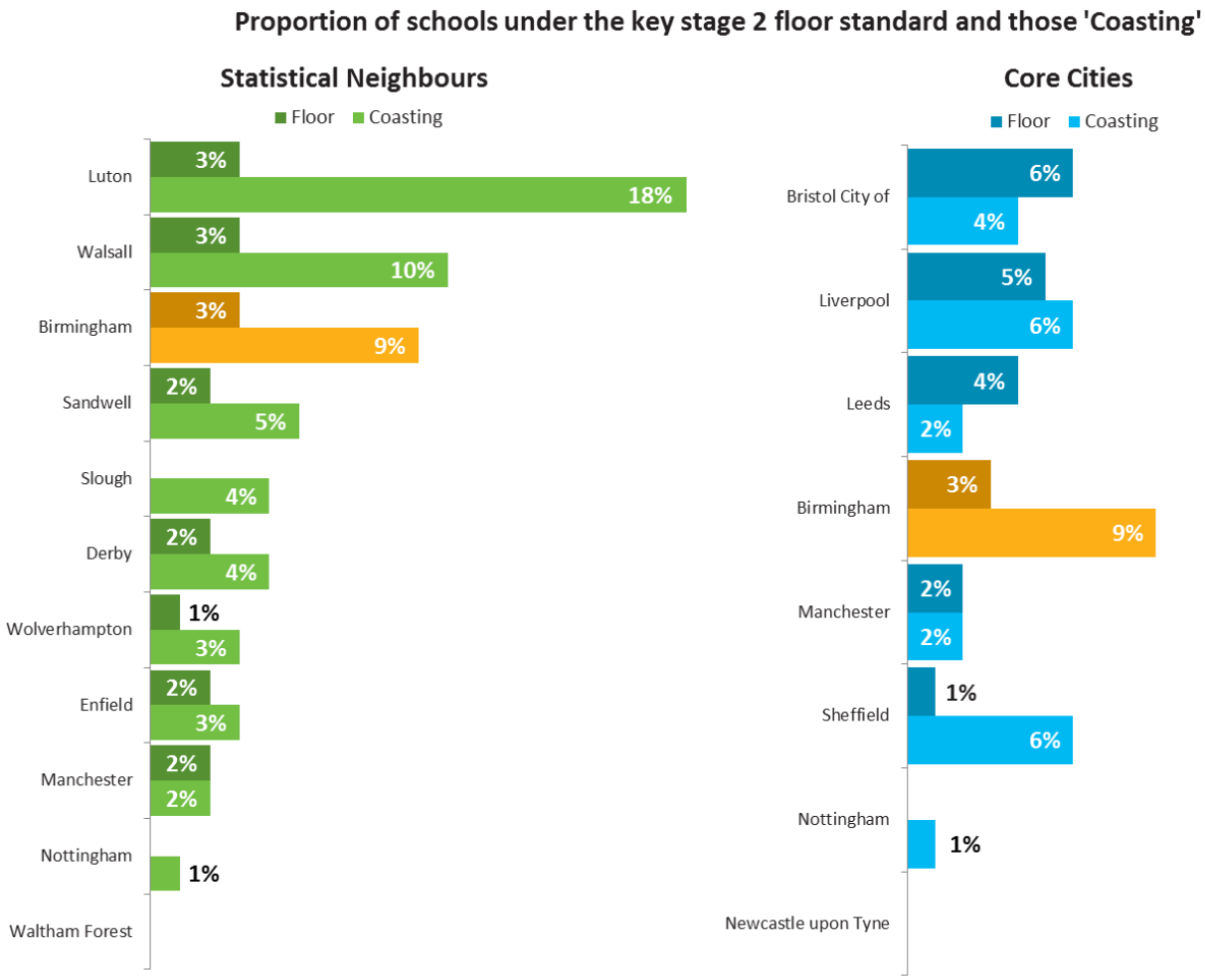
Birmingham's Schools

Over the last 5 years, the proportion of schools that are below floor standard in Birmingham has decreased from 9% to 3% and is now in line with the national average.

In Birmingham the proportion of schools that are defined as coasting has risen 7% to 9% from 2017 to 2018. The national average has also seen an increase from 4% to 5% over the same period.



The charts below detail the percentage of schools assessed as below floor standard and those deemed to be coasting for Core Cities and Statistical Neighbours. Nationally the percentage of schools below the floor standard is 3% and deemed to be coasting 5%.



KS2: 2018 Birmingham Primary Schools below floor standard or classed as coasting

Birmingham City Council

Data and Intelligence Team -
Strategic Services Directorate

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Secondary School Results

Key Stage 4

Key Messages

- In 2018, Birmingham's Progress 8 score was -0.04 compared to the state funded National average of -0.02. This means that pupils in Birmingham made slightly less progress from key stage 2 to the end of key stage 4 than those with a similar starting point nationally.
- Birmingham's average Attainment 8 in 2018 was 45.8 which is slightly below national average of 46.5. Direct comparisons cannot be made with 2017 due to changes in Ebacc grading method.
- 40.1% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, whilst 59.6% achieved a standard pass (9-4 grade). This is below the National averages of 43.3% and 64.2% respectively.
- English attainment in Birmingham is within a percent of the national average for students achieving 9-4 and 9-5 grades. Maths attainment for students achieving a 9-4 grade is 5.7% behind national while those achieving a 9-5 grade is 4.7% behind.
- English Baccalaureate attainment in Birmingham was in line or slightly below the National average. The average points achieved per pupil was 3.98 compared to 4.04 at National. 23.9% of students achieved the Ebacc with grades 9-4 0.2% behind the national average. Achievement with 9-5 grade however is the same as the national average of 16.7%.
- Birmingham's overall Progress 8 is above the Core Cities average by 0.02 but slightly behind the Statistical Neighbour's average by 0.01.
- Birmingham Disadvantaged pupil's Progress 8 was significantly above Disadvantaged pupils nationally averaging -0.23 compared to -0.44.
- Average Progress 8 score for non-disadvantaged pupils is slightly higher than the national 0.14.
- The gap in progress made between Disadvantaged and non-Disadvantaged is much narrower in Birmingham than Nationally.
- The average Attainment 8 scores for disadvantaged and non-disadvantaged pupils in Birmingham are above their national equivalents for both groups, the attainment gap is also narrower than nationally.
- The progress gap for SEN pupils is slightly wider in Birmingham than Nationally. While non SEN students have the same overall progress 8 score as their national equivalents, SEN students make slightly less.

Background

The 2018 headline accountability measures for secondary schools are:, Progress 8, Attainment 8, attainment in English and Mathematics at grades 5 or above, English Baccalaureate (EBacc) entry and achievement (average point score), and destinations of pupils after key stage.

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

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

In 2018 this new grading structure was applied to the remaining EBacc subjects (Science, Humanities and Modern Foreign Languages). The DFE announced that a new accountability measure will be the average point score achieved across the 5 pillars of the EBacc.

Attainment 8 scores in 2018 are not comparable with previous years as they have been calculated using different point score equivalents. This is necessary due to the phasing out of the A*-E which started in 2017 with English and Maths progressing to the other English Baccalaureate subjects (Science, Humanities and Modern Languages) in 2018. 2019 will see the remaining subjects moving to the 9-1 scale.

Similarly 2018 EBacc attainment measures for students achieving 9-4 and 9-5 grades is not directly comparable to 2017 measures.

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

GCSE grade	2016 Points	2017, 2018 and 2019 points
A*	8.00	8.50
A*	7.00	7.00
B	6.00	5.50
C	5.00	4.00
D	4.00	3.00
E	3.00	2.00
F	2.00	1.50
G	1.00	1.00

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

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

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

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

Confidence Intervals

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

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

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

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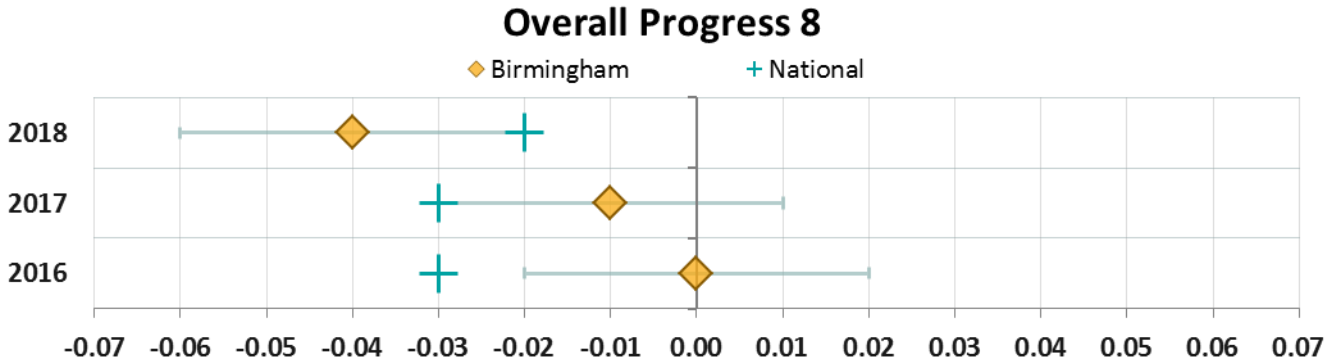
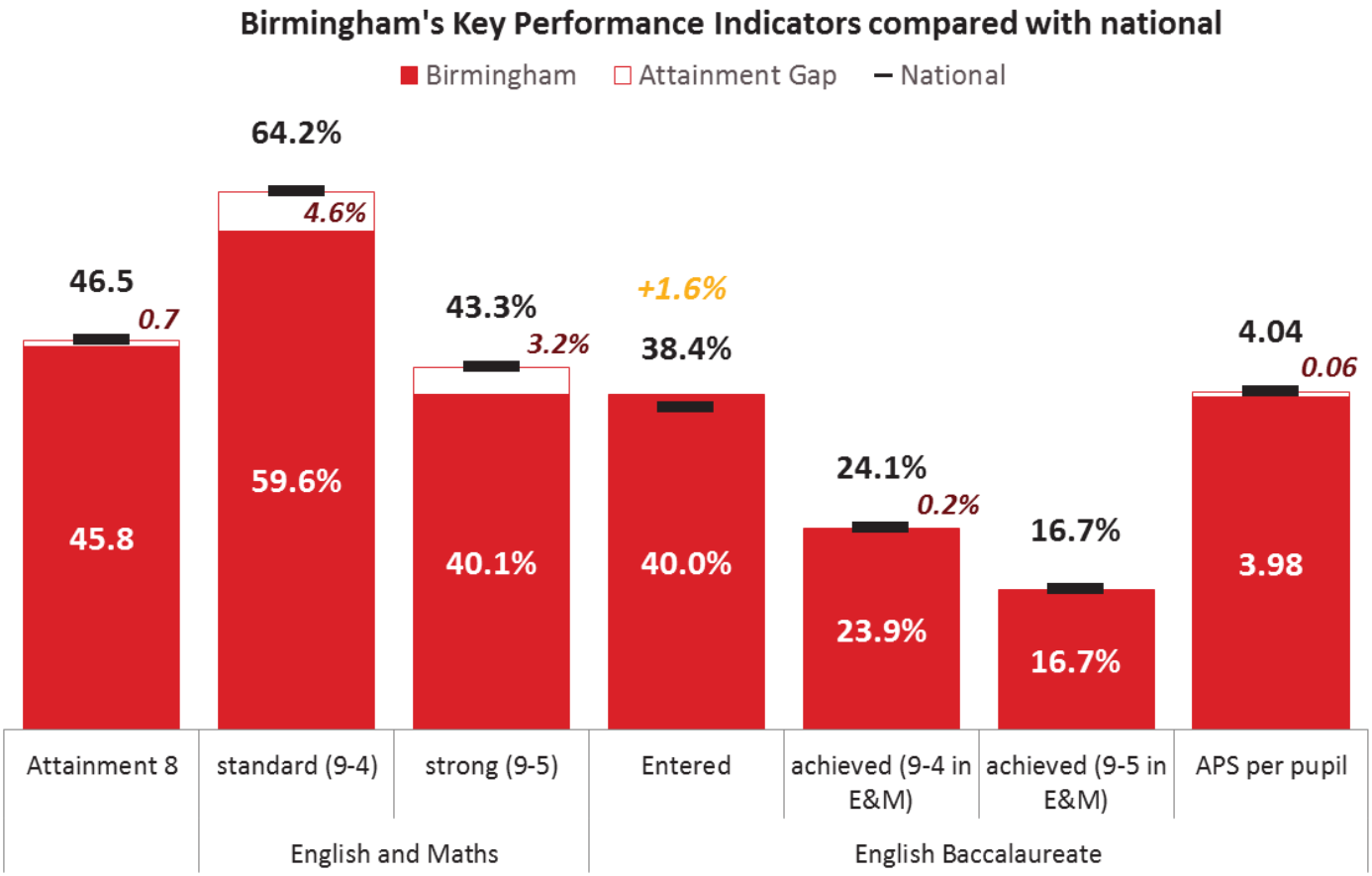
Overall Performance





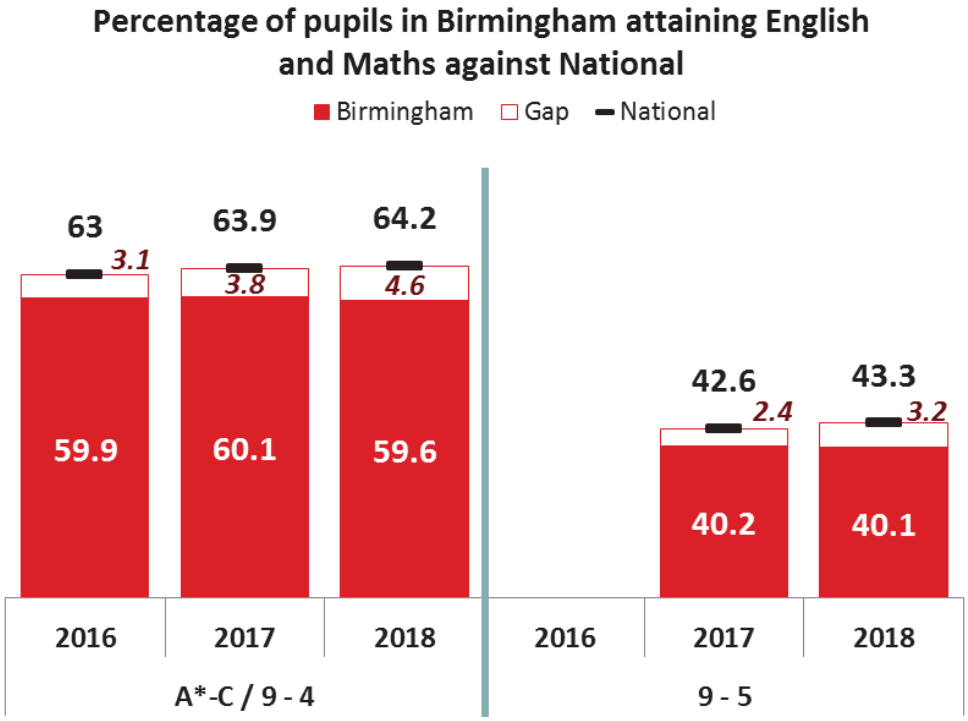
Birmingham has seen a slight decrease in its overall Progress 8 score, at the same time state funded national has seen a small increase. It should be noted however that the national figure still falls within Birmingham's confidence intervals.

Birmingham's overall Progress 8 and Attainment 8 scores are just below national averages. The percentage of Birmingham pupils achieving a standard pass in English and Maths is below the national figure by 4.6%. This gap narrows to 3.2% when comparing pupils attaining strong passes.

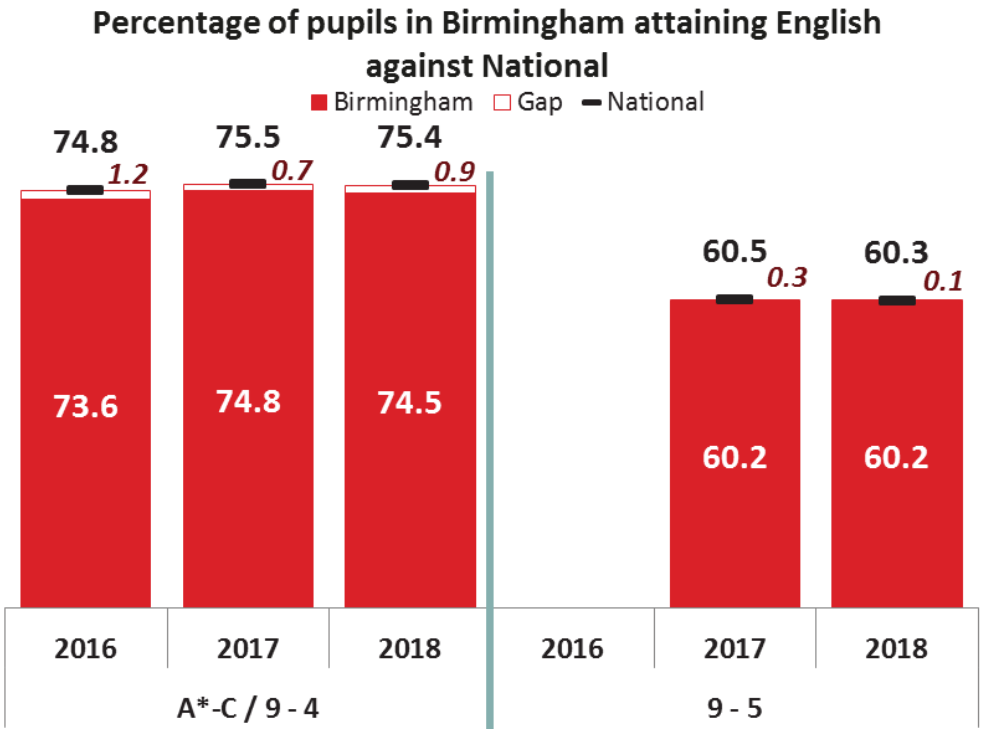
The proportion of pupils entered for the English Baccalaureate in Birmingham is 1.6% higher than nationally, while strong and standard pass percentages closely mirror national levels. Average points scored across EBacc subjects is slightly lower than national.

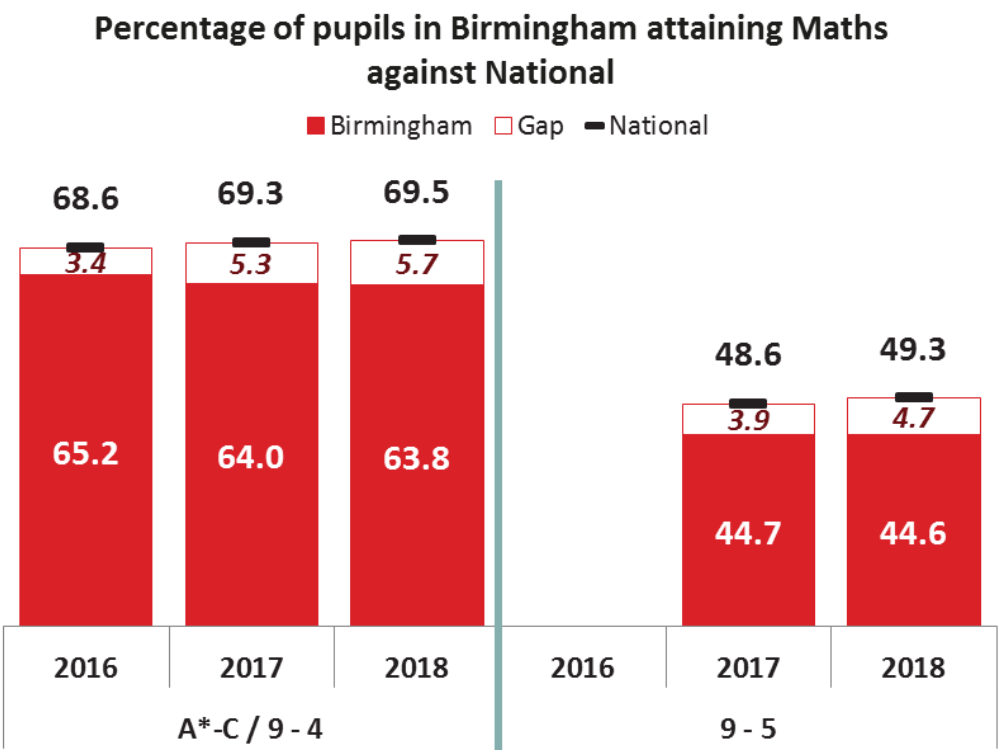
Subject performance compared with previous years

To provide continuity comparisons in attainment we have had to compare the standard pass (9-4) rate with the A*-C pass rate across different years. It should be noted however these measures are not a perfect match.

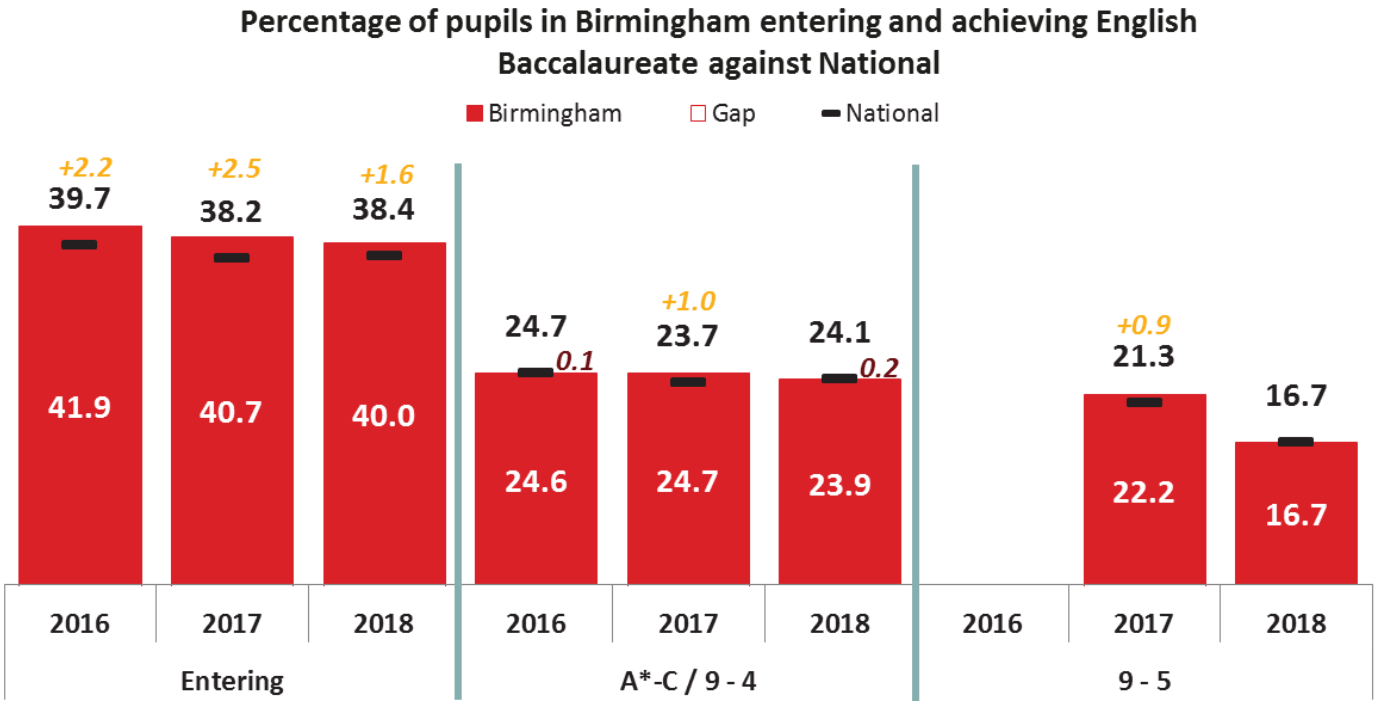


In the attainment of English and Maths combined at 9-4 grade, Birmingham has seen a slight decrease in 2018 from 2017 and seen the gap widen to 4.6% below national. The decrease in attainment at 9-5 grades is much smaller, however as national has increased, the gap has also widened.





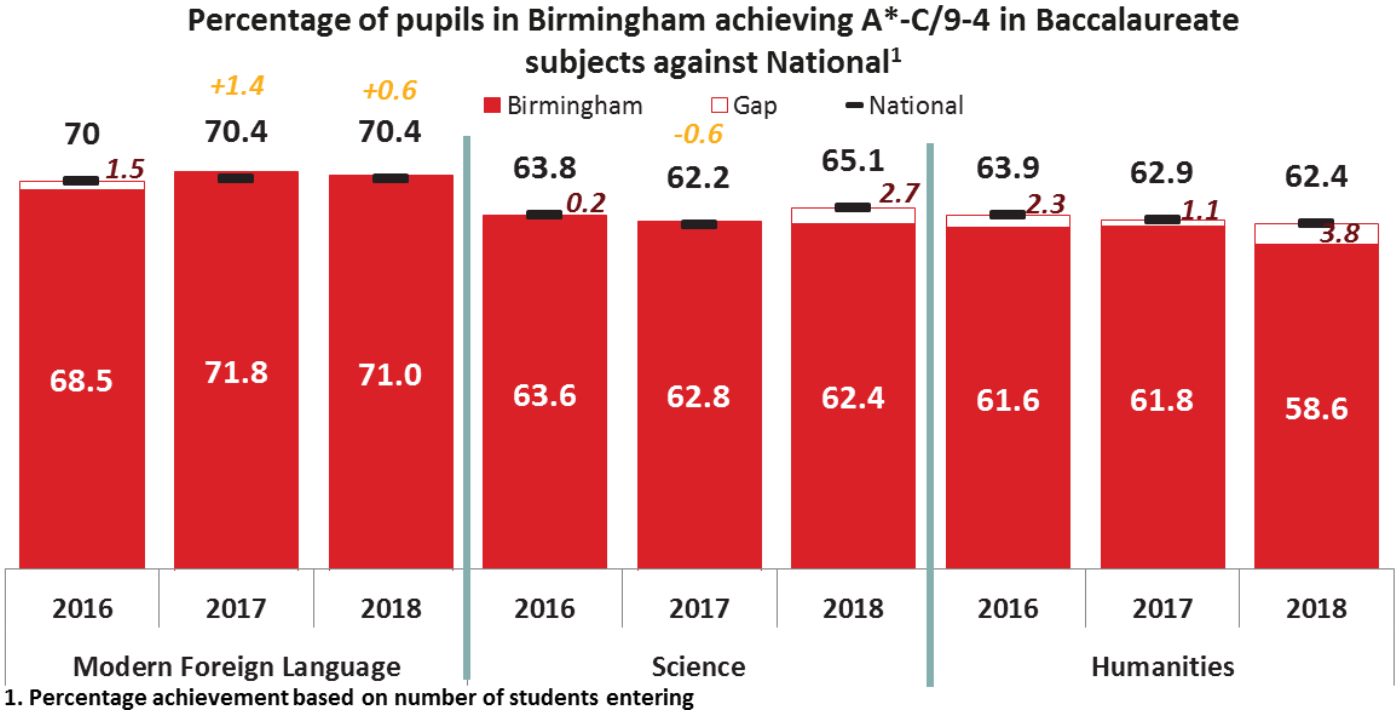
As shown in the above charts the attainment gap to national is much smaller for English than Maths.. The percentage of pupils achieving a strong pass in English is unchanged and is now only 0.1% behind national. In Maths however attainment has slightly fallen in 2018 with the attainment gap to national widening for both standard and strong passes from 2017.



The proportion of pupils entering the EBacc in Birmingham has seen a consistent gradual decrease over the past three years while nationally the trend has been variable with a slight increase in 2018. A greater proportion of pupils in Birmingham continue to take all subjects in the EBacc than nationally.

The percentage of pupils attaining the EBacc with grades 9-4 has fallen in line with the percentage entering and is now 0.2% behind national. 9-5 (strong pass) attainment is exactly in line with national.

Note that in 2017 EBacc attainment was graded to 9-5 / 9-4 in English and Maths and A*-C in the remaining subjects. This helps account for the decrease at 9-5 grade level for Birmingham and national

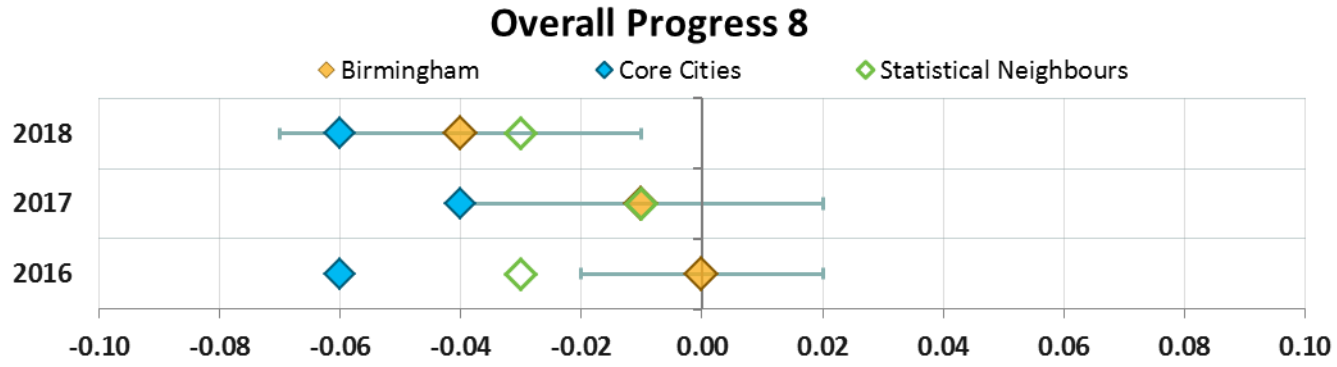


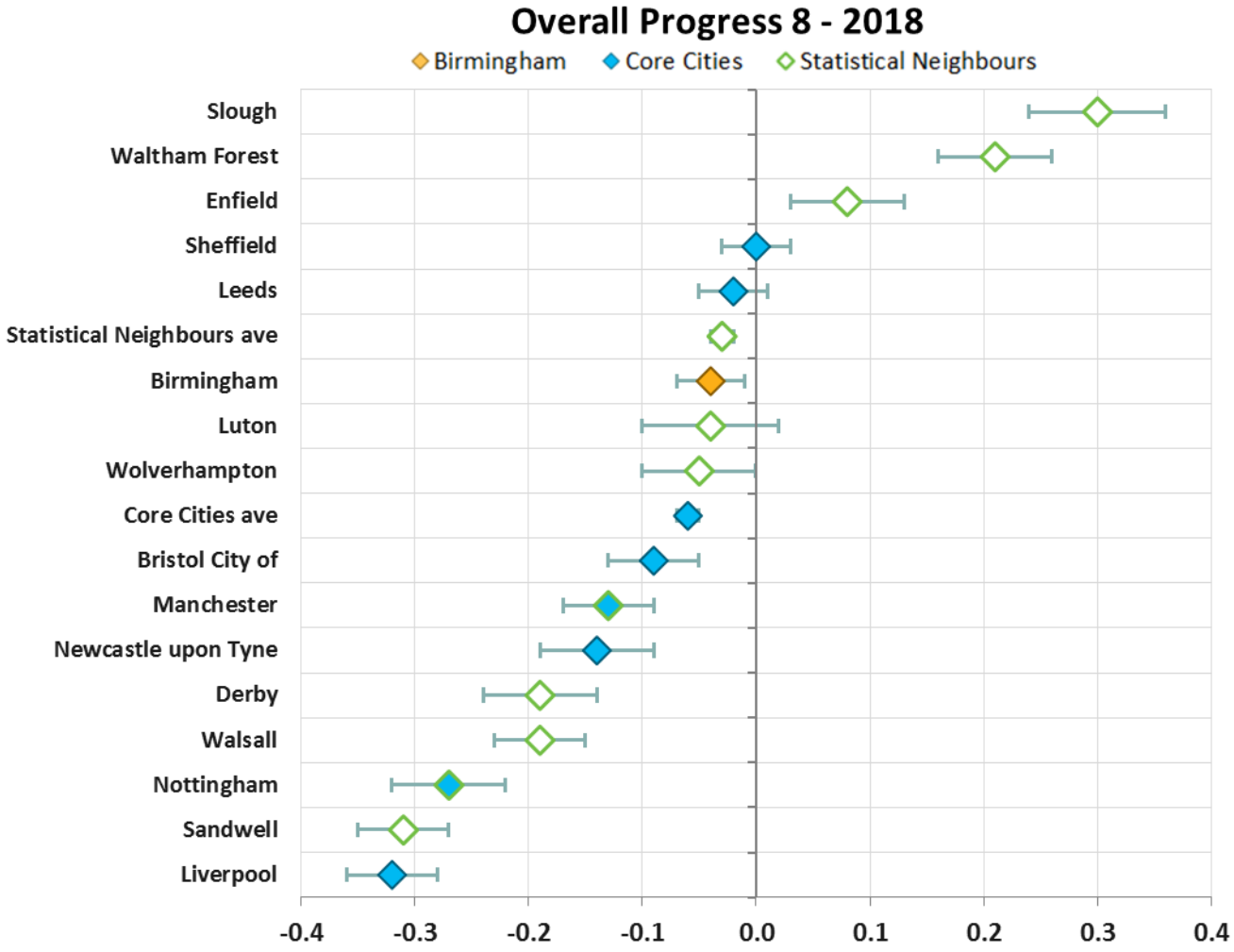
1. Percentage achievement based on number of students entering

Of the remaining EBacc subject areas Modern Languages shows the strongest performance scoring above the national figure. Science attainment has seen a slight fall in 2018 from 2017 while nationally there has been an increase. Humanities has seen a 3.2% decrease in attainment in 2018 compared to 2017 while nationally the decrease was 0.5%.

It should be noted however that 2018 measures are not directly comparable to 2017 due to grading changes from A*-C to 9-4.

National and other LA Comparisons

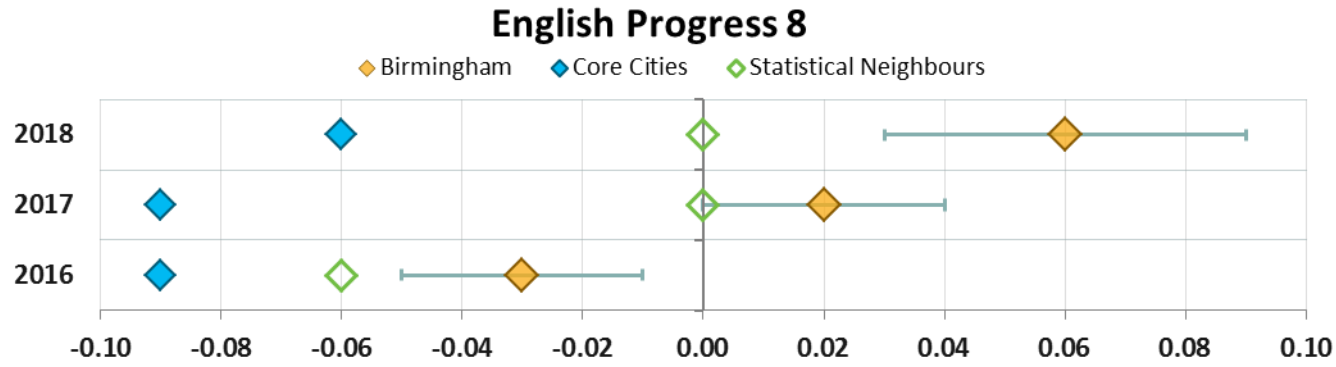


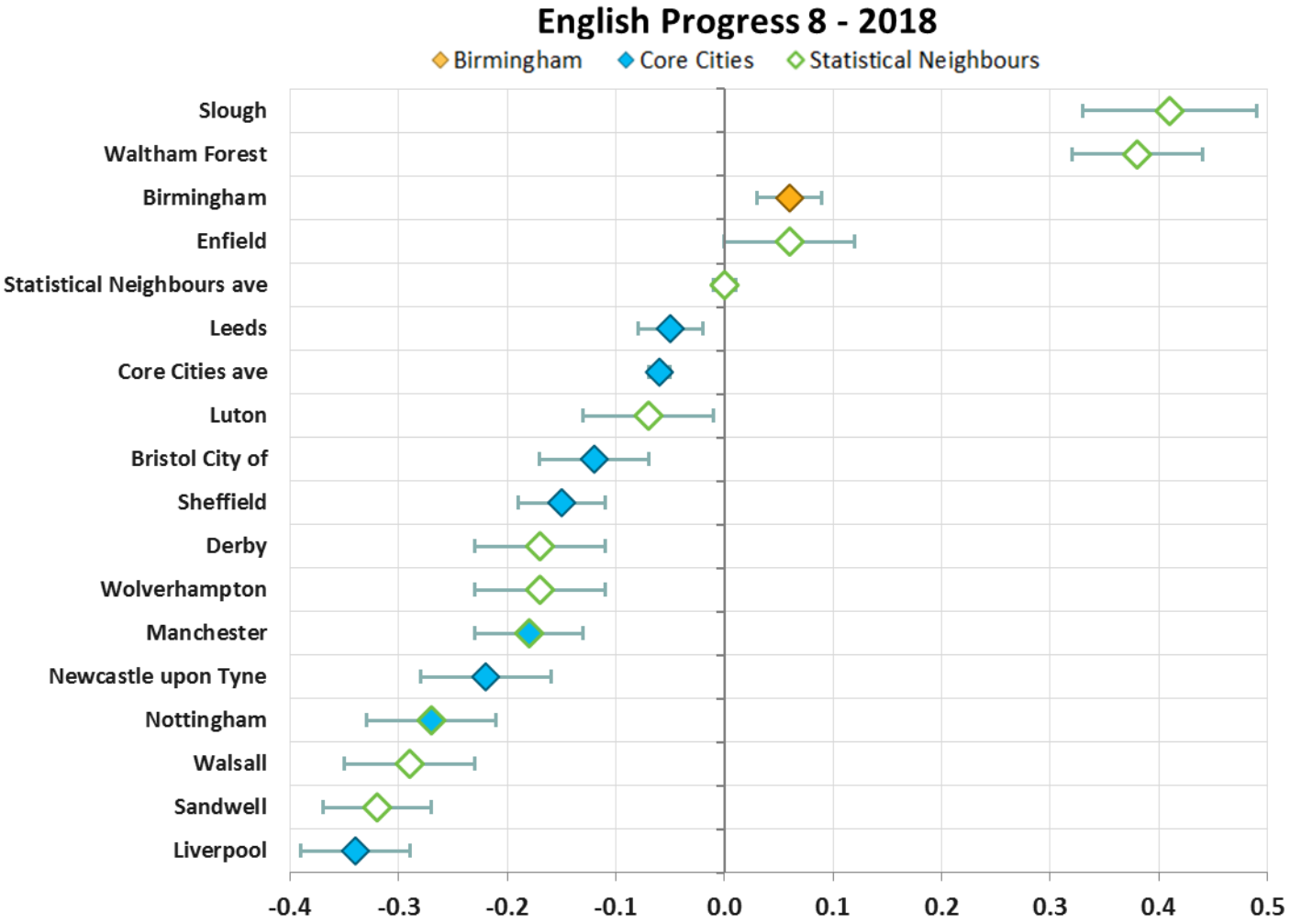


The charts above show Birmingham's overall Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

In 2018 Overall Progress 8 in Birmingham continues to be above the core cities average, although it is now slightly below statistical neighbours.

Individually Birmingham is ranked 3rd out of the 8 core cities and joint 5th out of 11 for statistical neighbours.

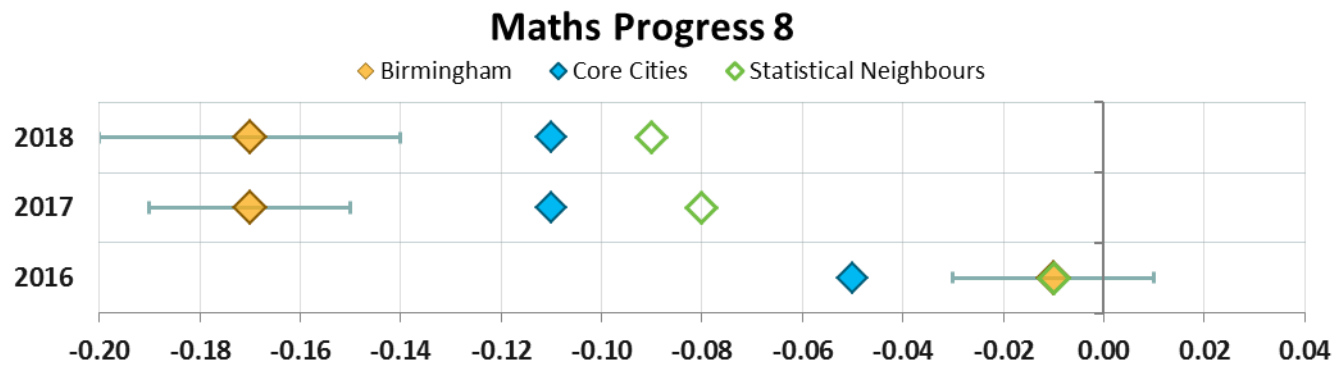


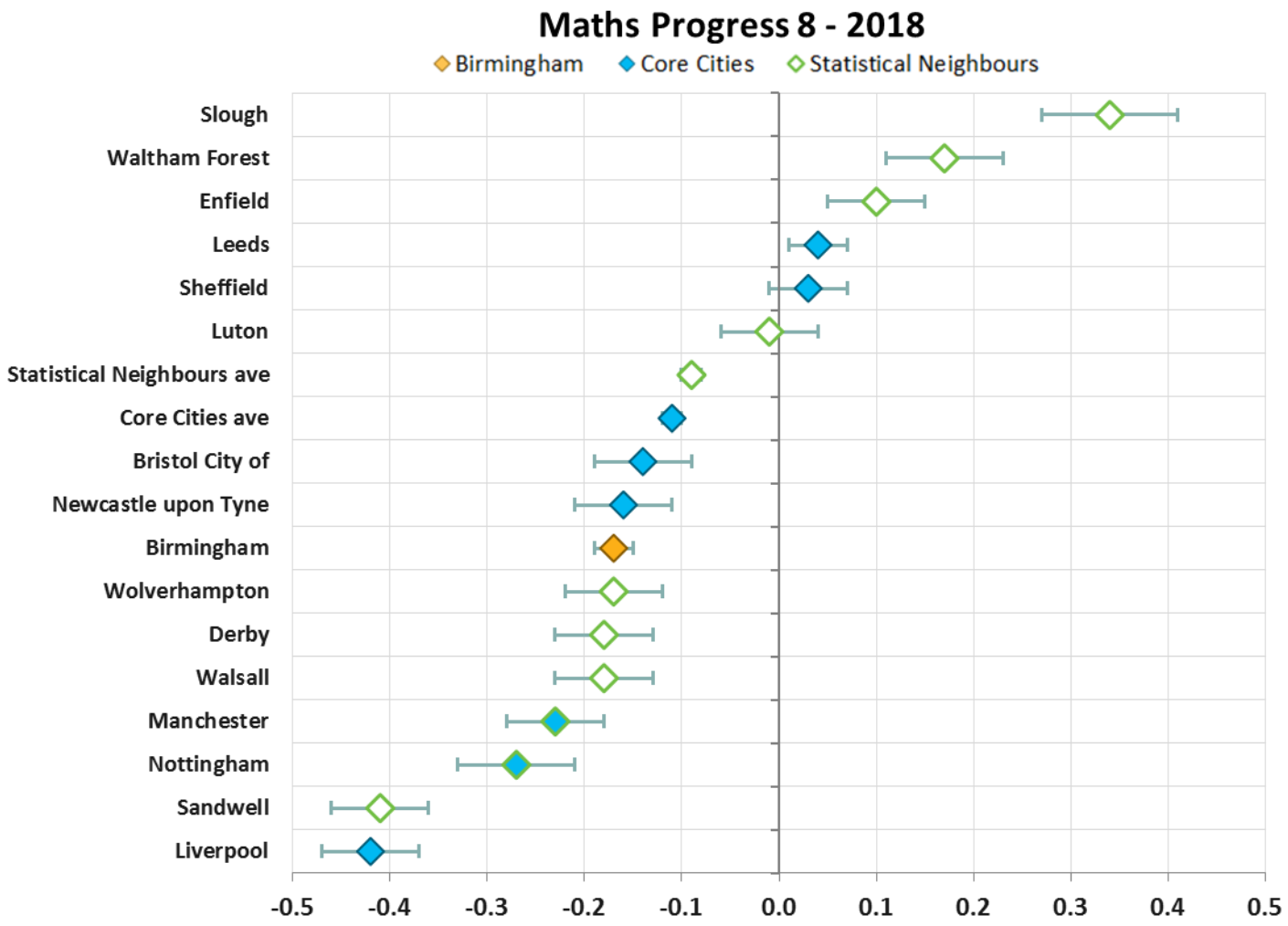


The charts above show Birmingham's English Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

In 2018 Birmingham has done well in English Progress 8 being 0.06 above the overall national, 0.12 points above core cites and 0.06 above statistical neighbours.

Individually Birmingham is ranked the highest out of the 8 core cities and joint 3rd out of 11 in statistical neighbours.



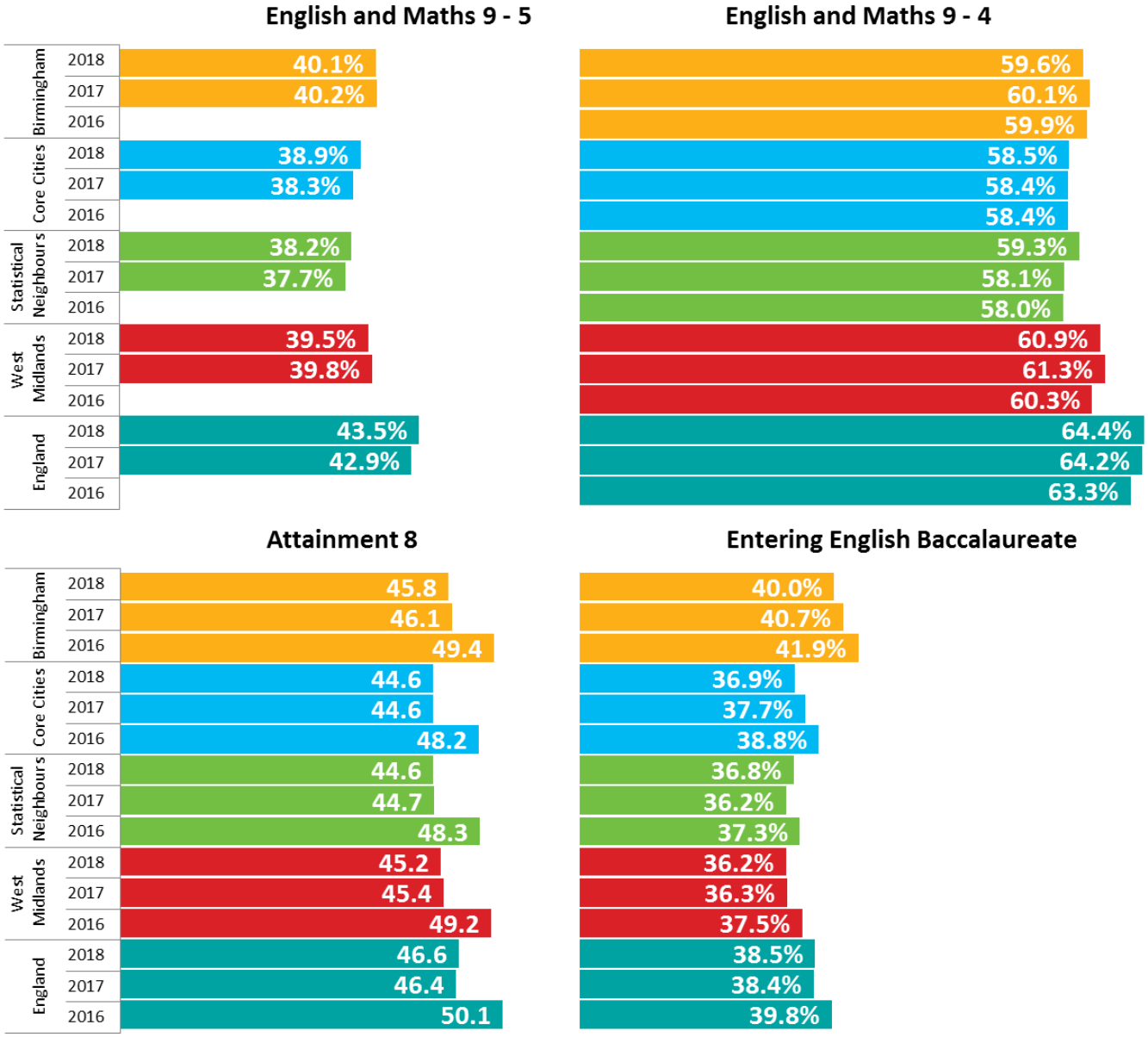


The charts above show Birmingham's Maths Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

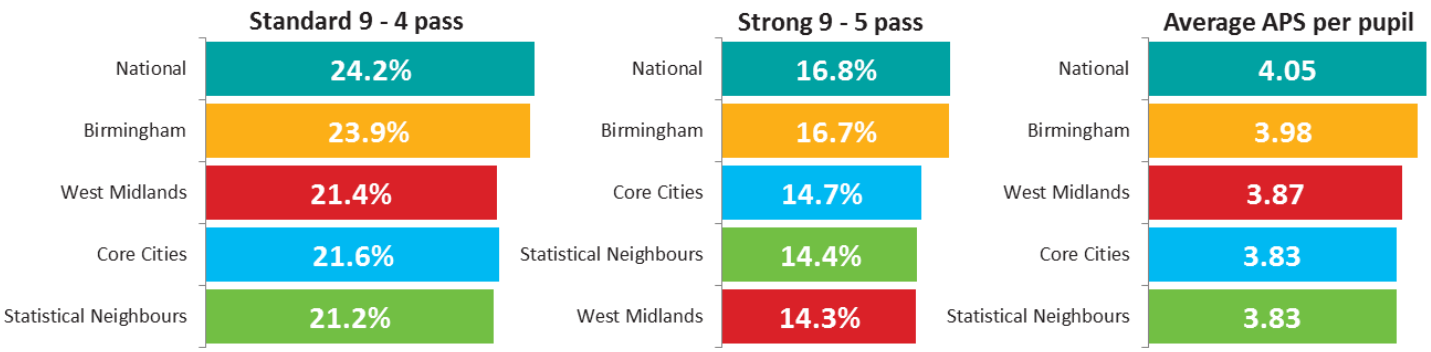
In 2018 at -0.17, Maths Progress 8 in Birmingham continues to be below the core cities and statistical neighbours averages and has not seen any movement from 2017.

Individually Birmingham is ranked 5th out of the 8 core cities and joint 6th out of 11 for statistical neighbours.

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



Pupils attaining the English Baccalurette in Birmingham against other LA groups and national - 2018



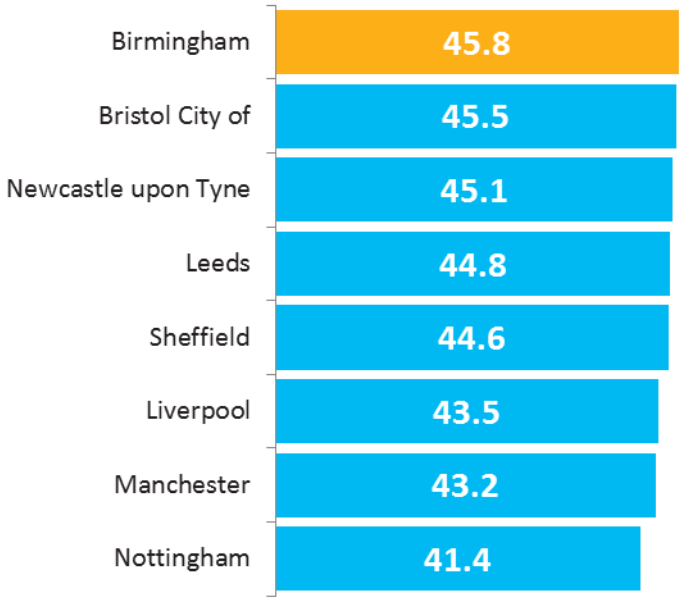
The charts above show Birmingham's attainment compared to the overall averages for core cities, statistical neighbours and national.

Birmingham's English and Maths attainment for both standard (9-4) and strong (9-5) passes is higher than the average for core cities and statistical neighbours and for strong passes West Midlands as well.

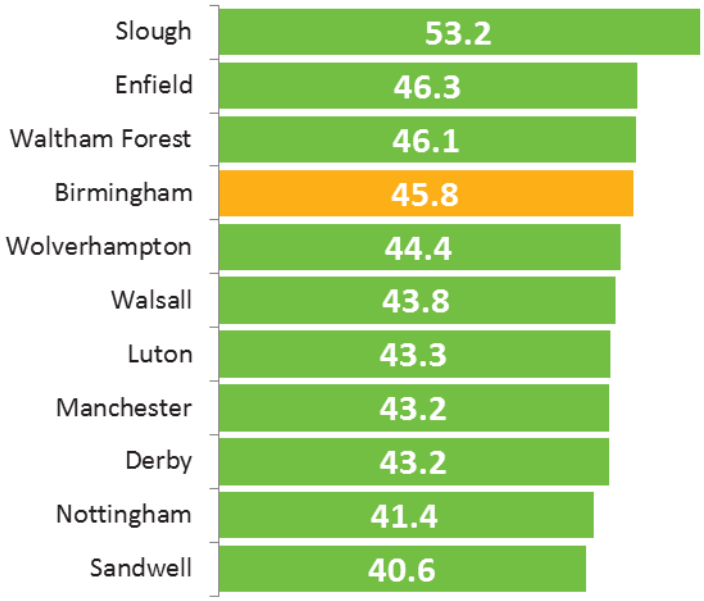
Attainment 8 and EBacc entry and attainment is also strong in comparison to the core city, statistical neighbours and West Midlands averages

Average Attainment 8 Score per Student

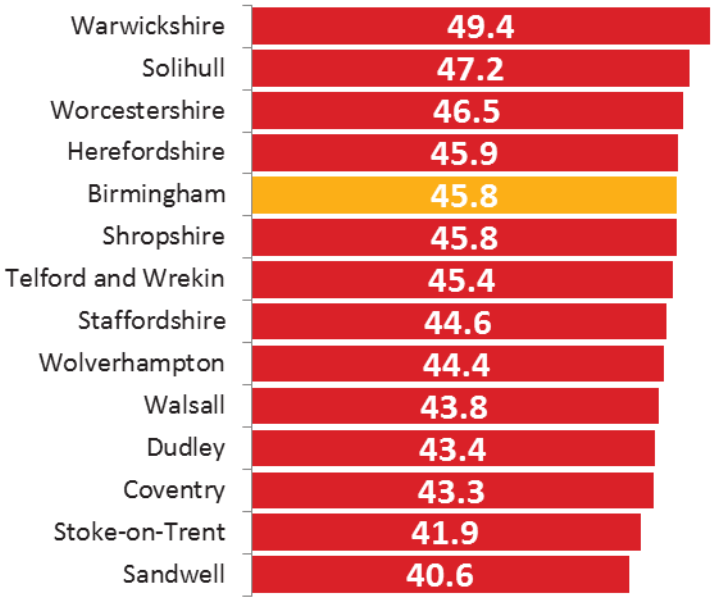
Core Cities



Statistical Neighbours

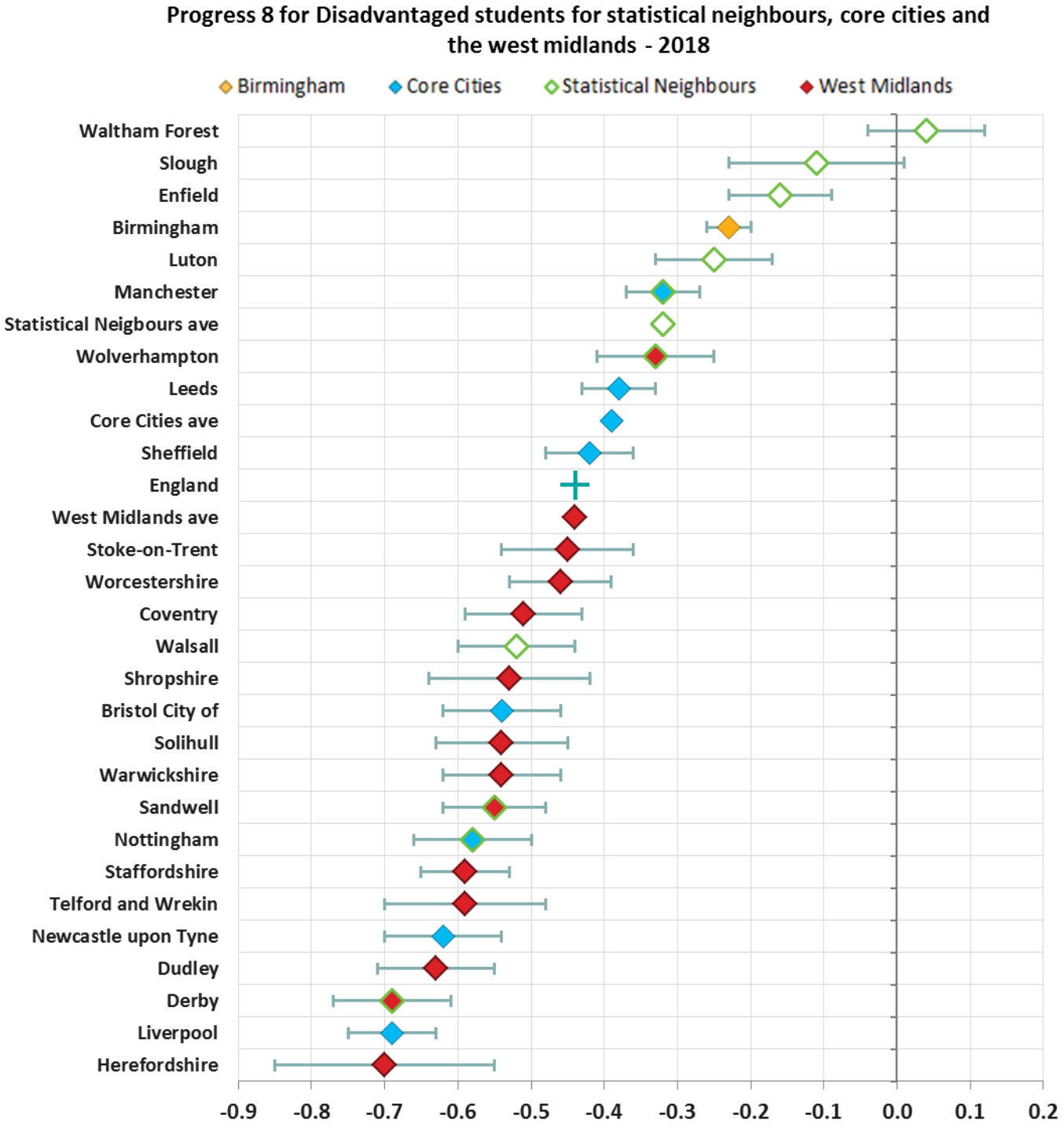


West Midlands



When ranking the average Attainment 8 scores achieved in 2018 by individual LAs Birmingham is placed 1st out of the core cities, 4th in statistical neighbours and joint 5th in the West Midlands.

Disadvantaged Students Progress 8

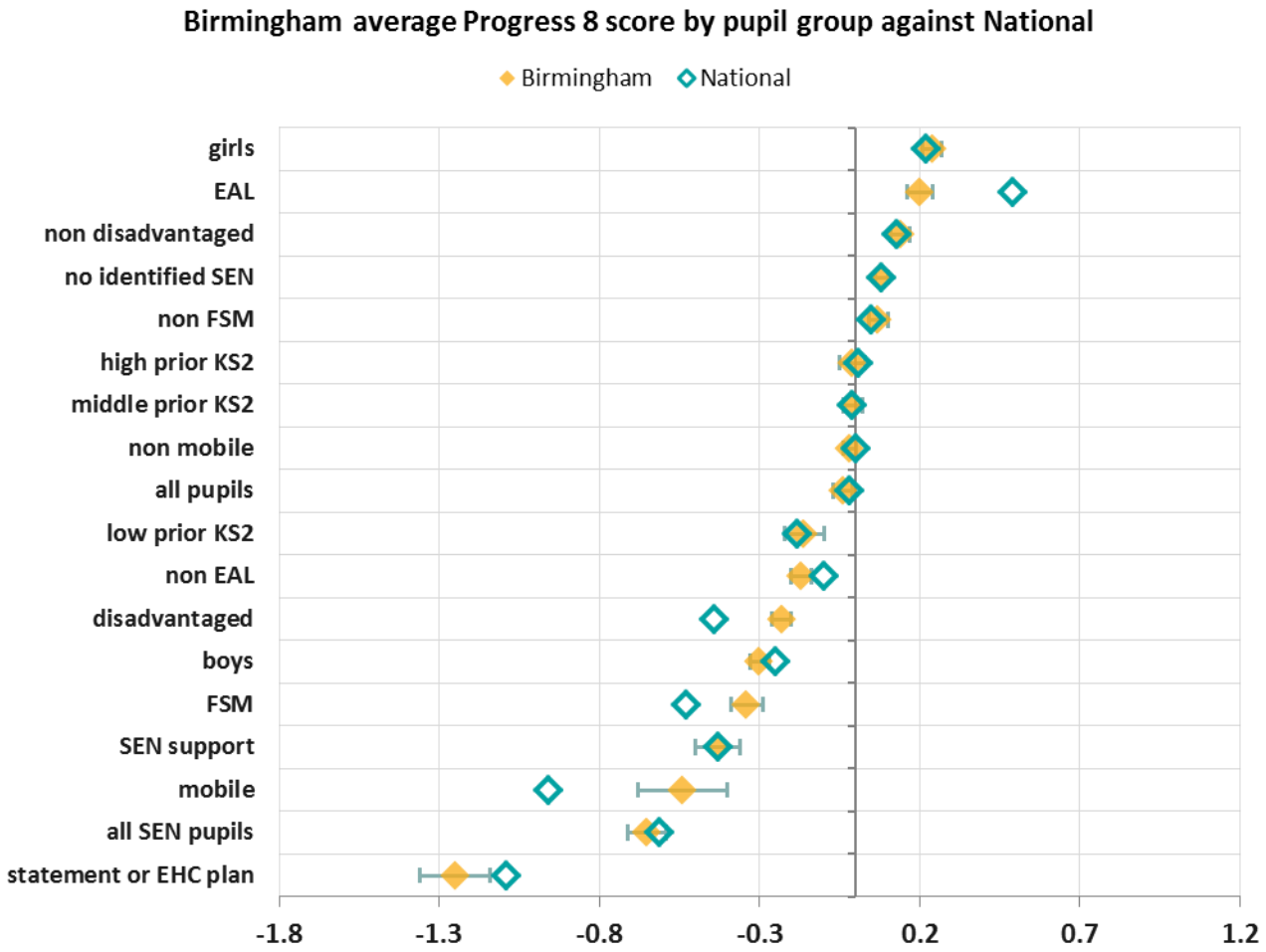


The graph above shows the overall Progress 8 score achieved by disadvantaged students for all LAs in Core Cities', 'Statistical Neighbours' and 'West Midlands' groups ranked highest to lowest.

Birmingham's score of -0.23 compares very favourably in this measure ranking 4th out of the 26 LAs represented and 0.21 points above the disadvantaged national average of -0.44

Pupil Characteristics

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

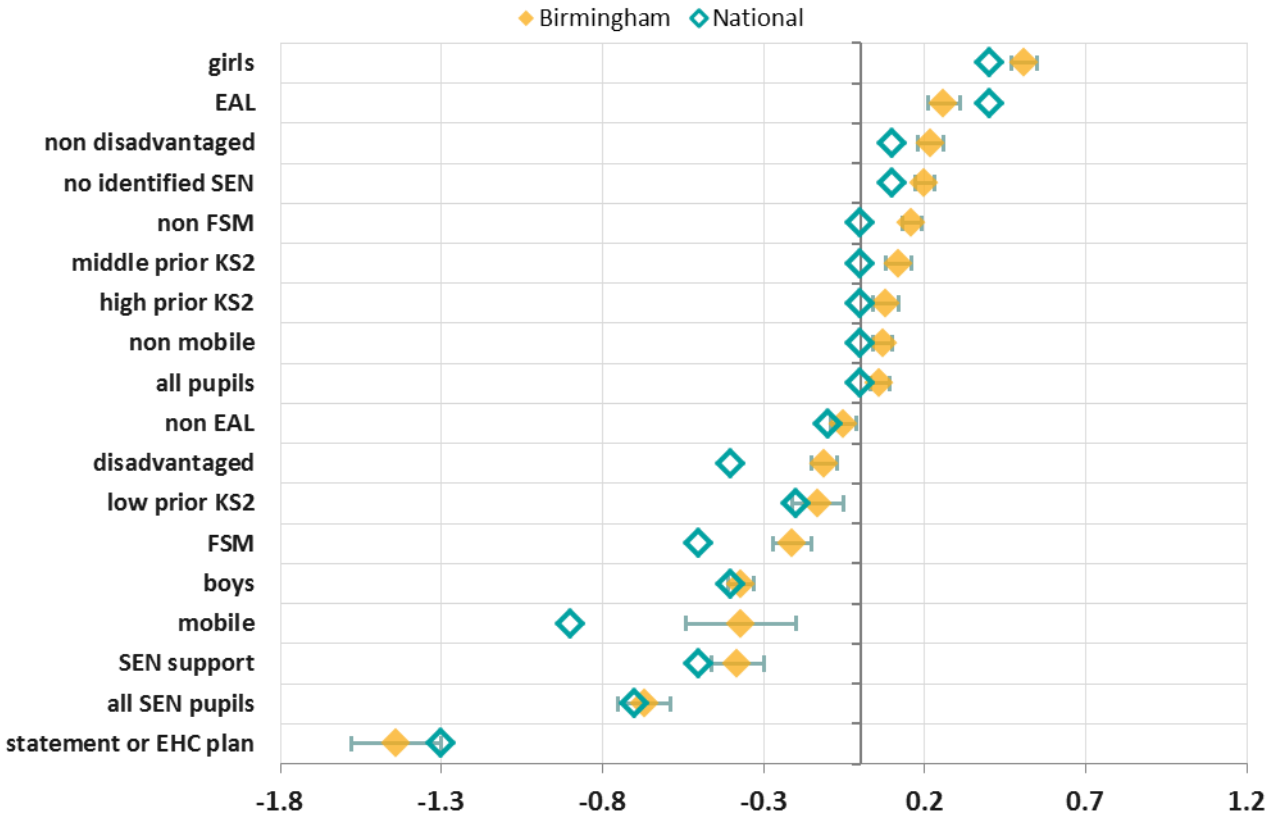


The overall Progress 8 average for pupil groups in Birmingham closely follows that of their National equivalents with a few exceptions.

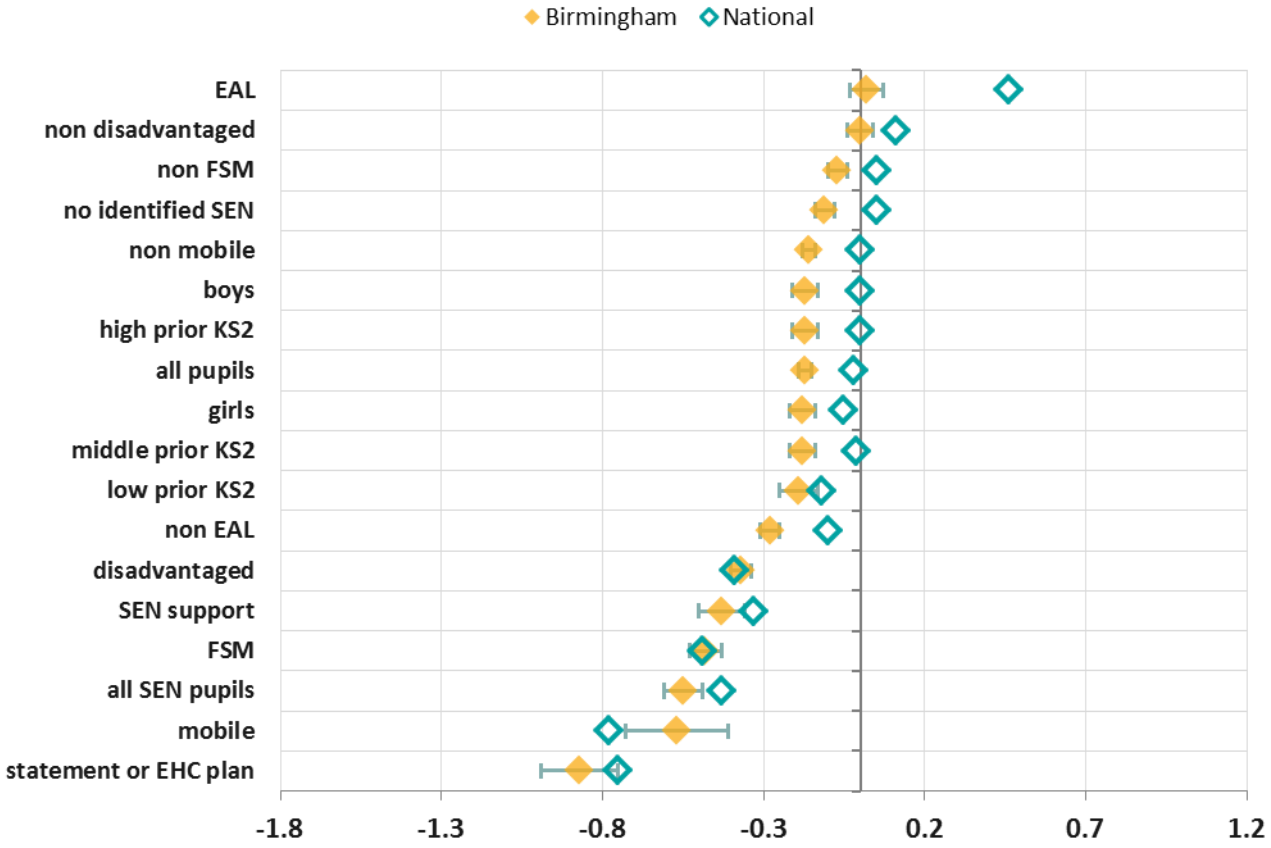
Disadvantaged, FSM and Mobile pupils outperform their equivalent groups average nationally, whereas EAL pupils and statemented or EHC plan pupils are below.

The next two graphs show the individual Progress 8 outcomes for English and Maths for the same pupil groups. These generally mirror Birmingham's overall average in these subjects with English being above the national average and Maths below.

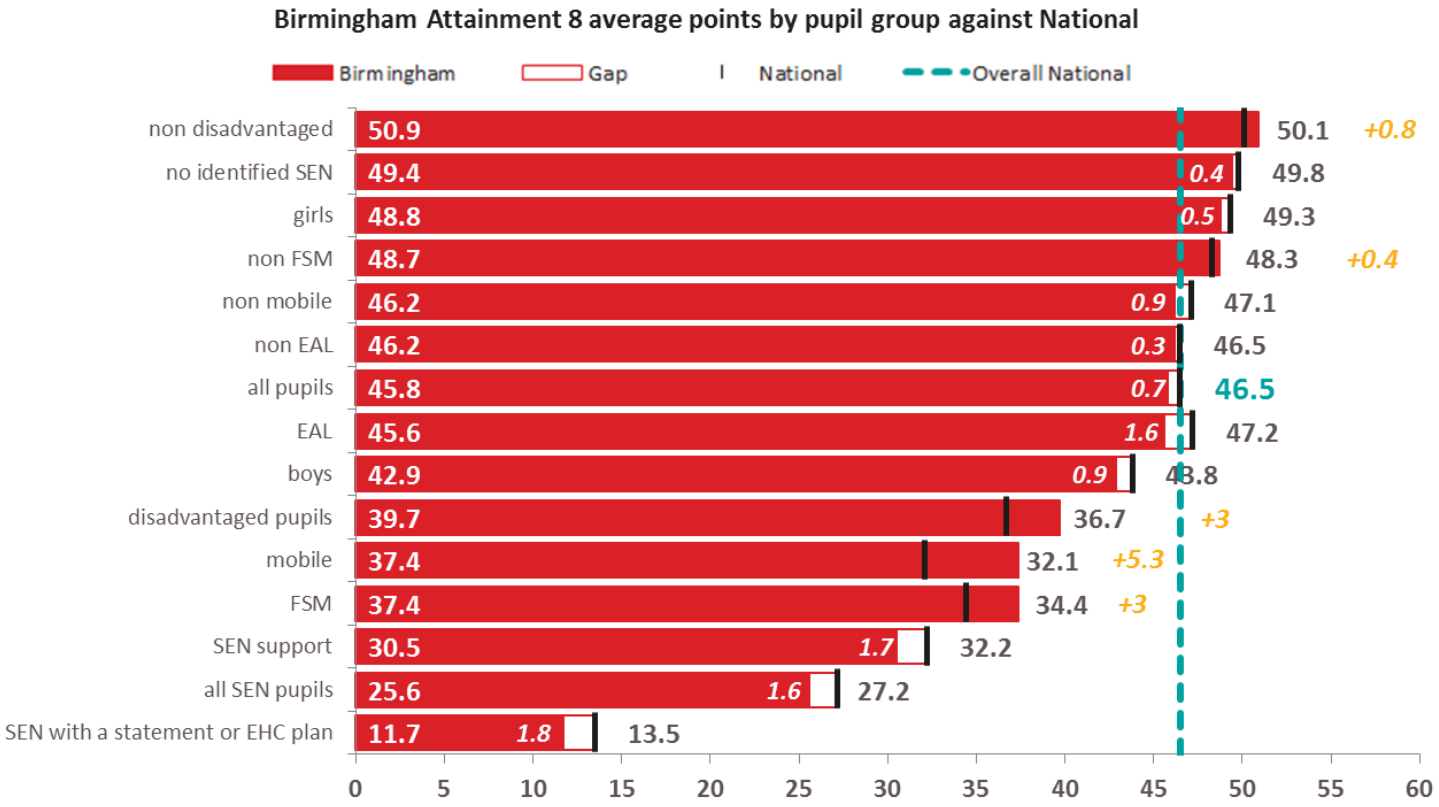
Birmingham average English Progress 8 score by pupil group against National



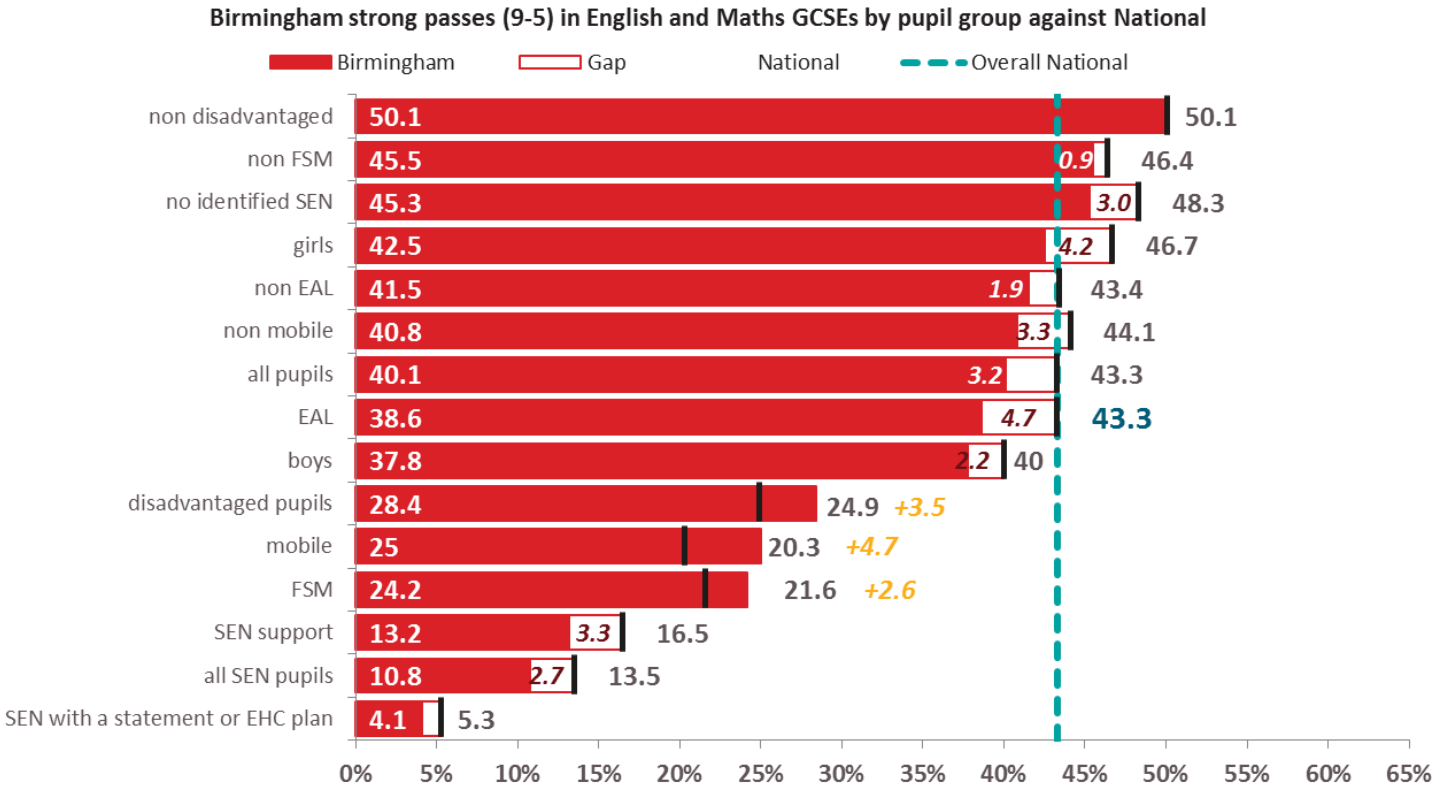
Birmingham average Maths Progress 8 score by pupil group against National



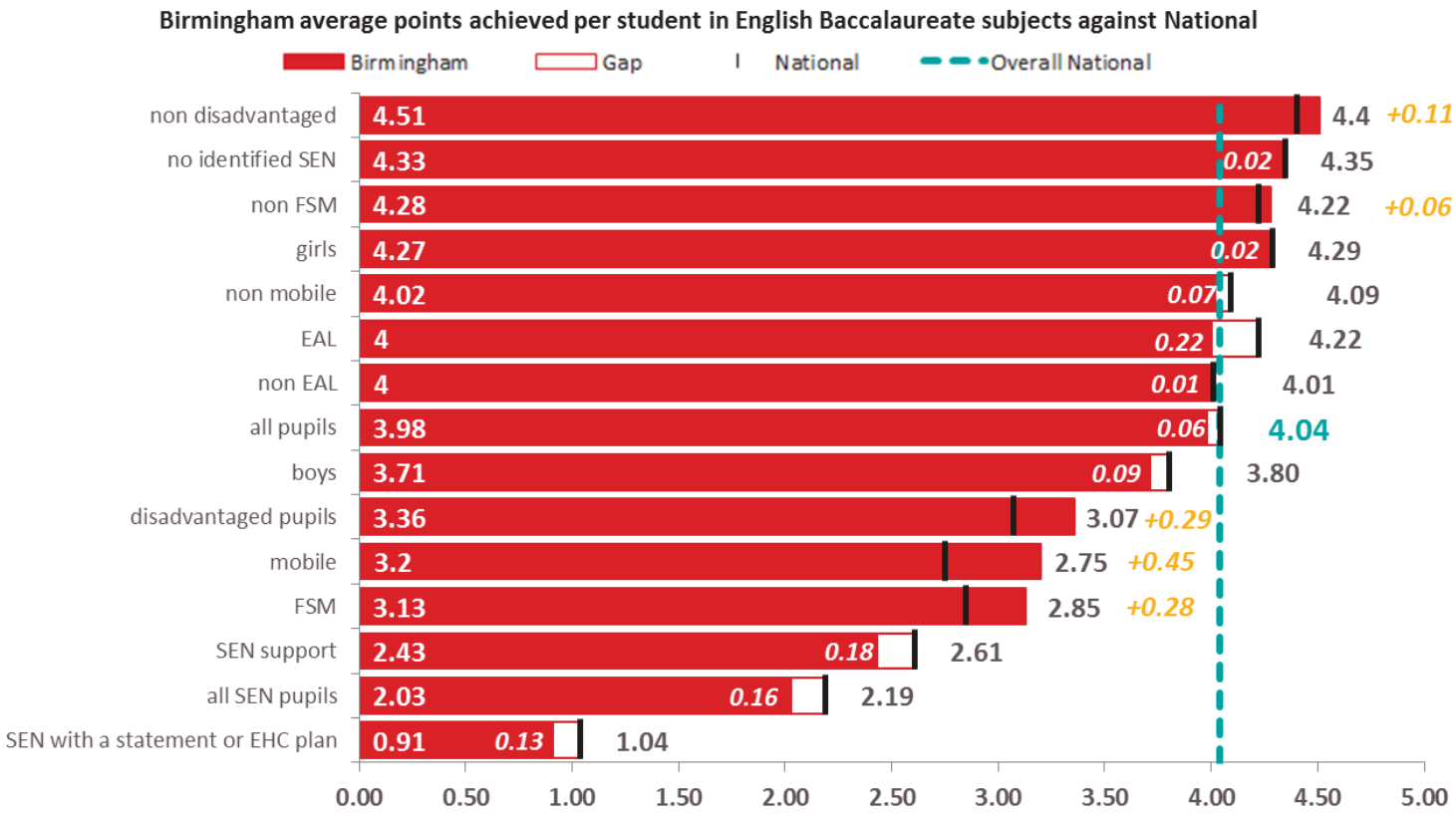
The following graphs show the attainment outcomes of pupil groups in Birmingham compared to the equivalent national. It is ranked showing the highest attaining group in Birmingham at the top.



The Attainment 8 outcomes for pupil groups within Birmingham is generally within 1 point of national equivalents. The exceptions being Disadvantaged and FSM who are 3 points ahead and mobile who are 5.3 points ahead of the national equivalent. SEN pupils however are behind with statemented or EHC plans 1.8 points behind.



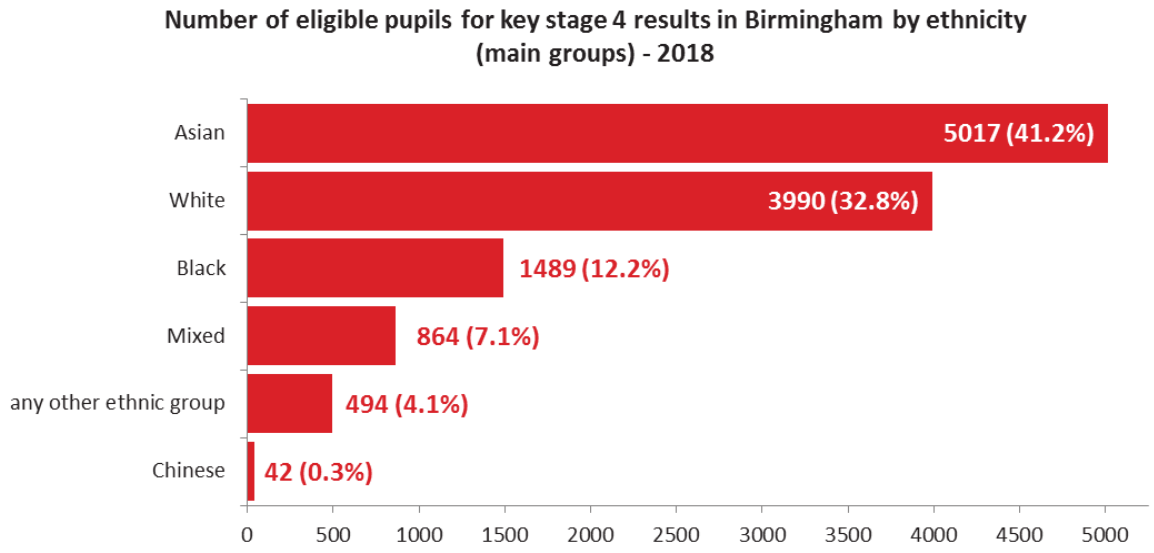
In English and Maths 9-5 (previous graph) although girls outperform boys, the gap in attainment to the equivalent national is smaller for boys as they are 2.2% behind national compared to 4.2% for girls. Disadvantaged, FSM and mobile pupils out perform their equivalents nationally, while EAL and SEN are behind.

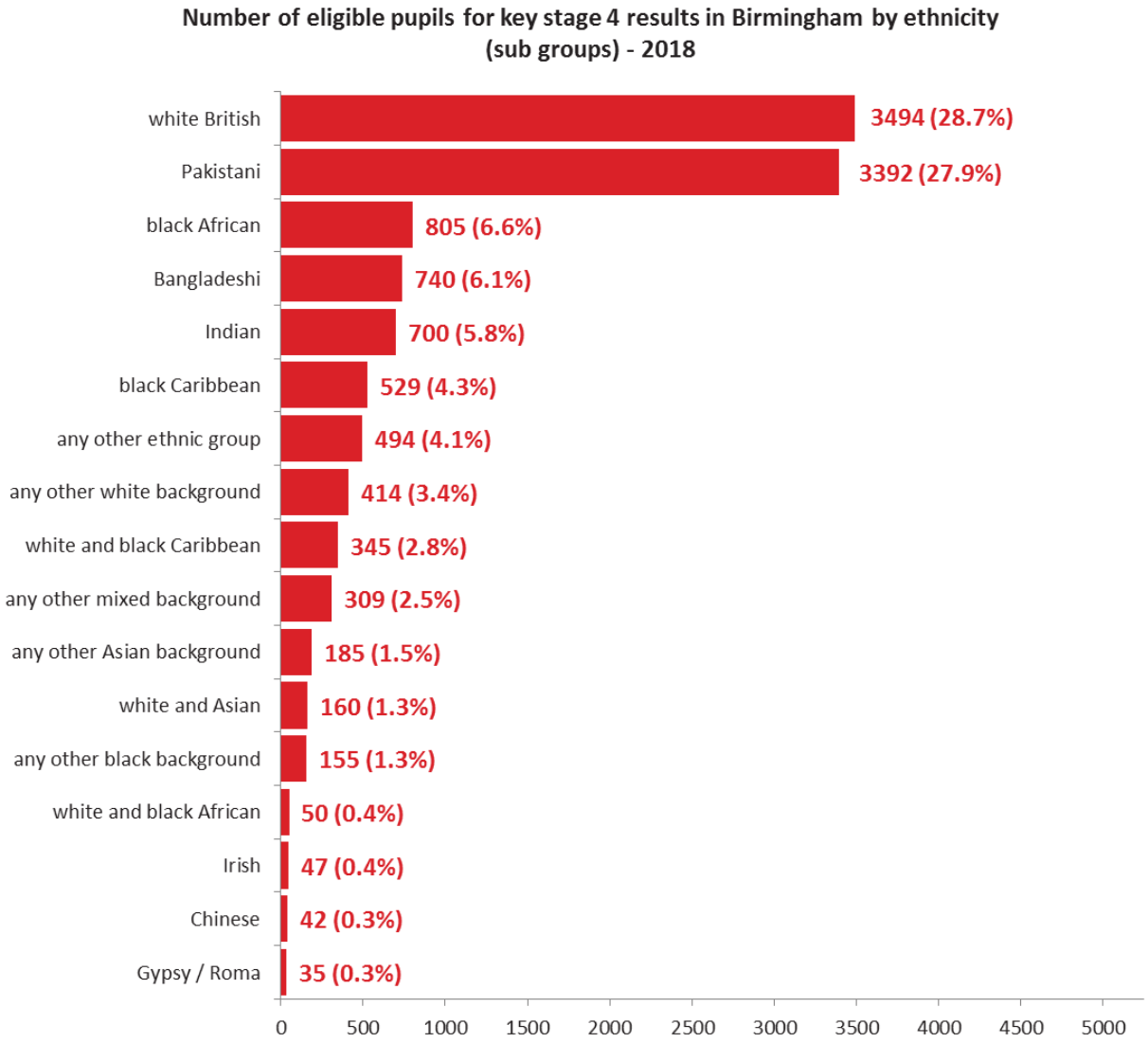


Average points scored in the English Baccalaureate was close to or above the equivalent national average for the majority of pupil groups in Birmingham. Disadvantaged and non-disadvantaged groups are both above equivalent nation as is FSM and non-FSM. Mobile pupils have also done well when compared to other mobile pupils nationally. The groups whose' attainment is furthest behind their equivalent national is EAL pupils who are 0.22 points behind. SEN pupils as a group are 0.16 points behind other SEN pupils nationally and SEN support 0.18 behind.

Ethnicity Profile – Key stage 4

The graphs below show the ethnic distribution of Birmingham key stage 4 pupils in 2018. This helps provide context for the next section of the report. Note that commentary is limited on the smaller groups as statistically they are the most volatile.

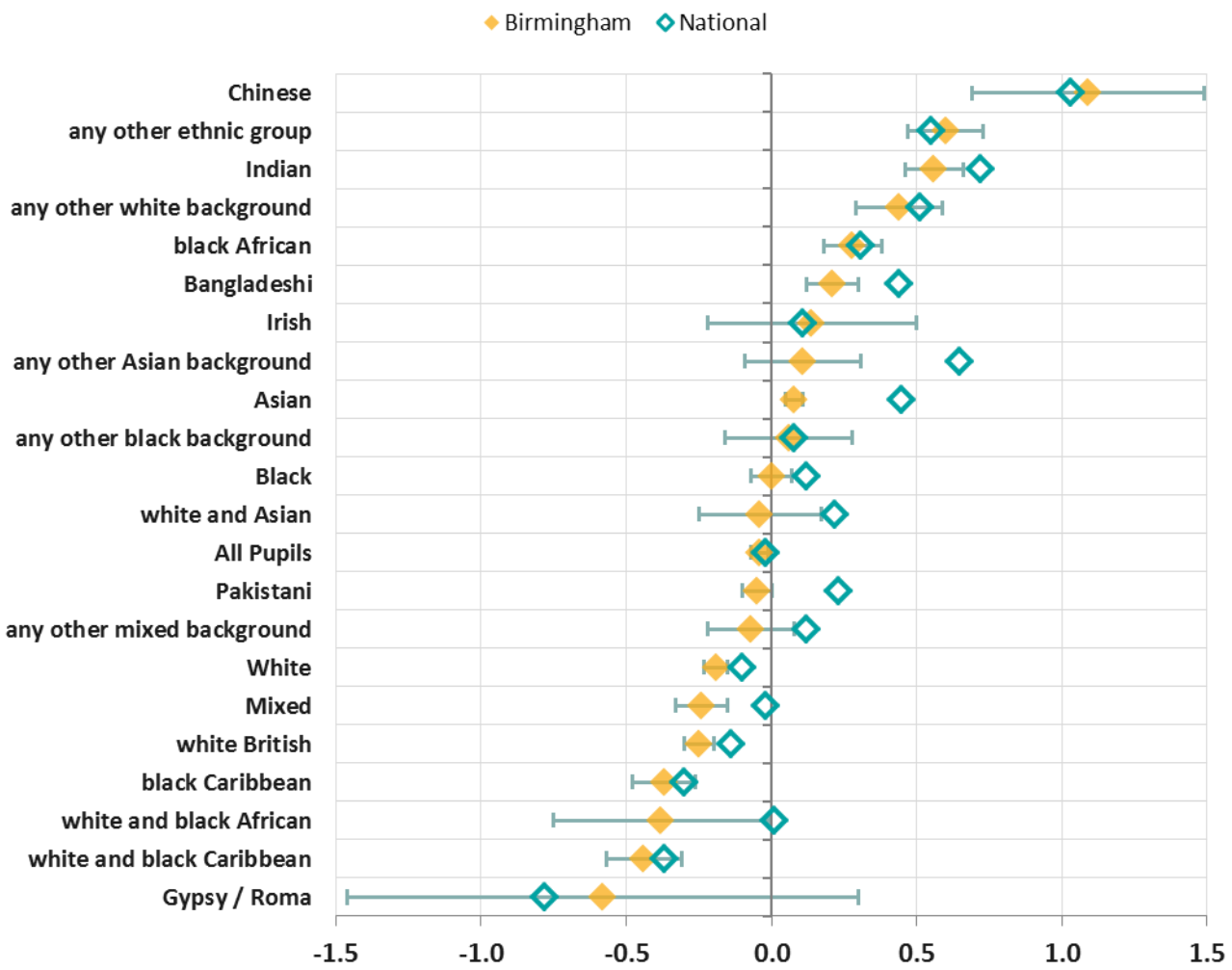




Progress

The folowing three charts below show progress scores by pupil ethnic group for Birmingham and Nationally. They are sorted in descending order by Birmingham progress score (yellow diamond) and their national equivalent (hollow blue diamond). The grey lines to the side of each diamond represent confidence intervals for each group in Birmingham. The National average for all pupils is 0 (represented by the vertical axis). National outcomes for English and Maths by ethnicity group is not avaialible.

Birmingham average Progress 8 score by ethnicity against National



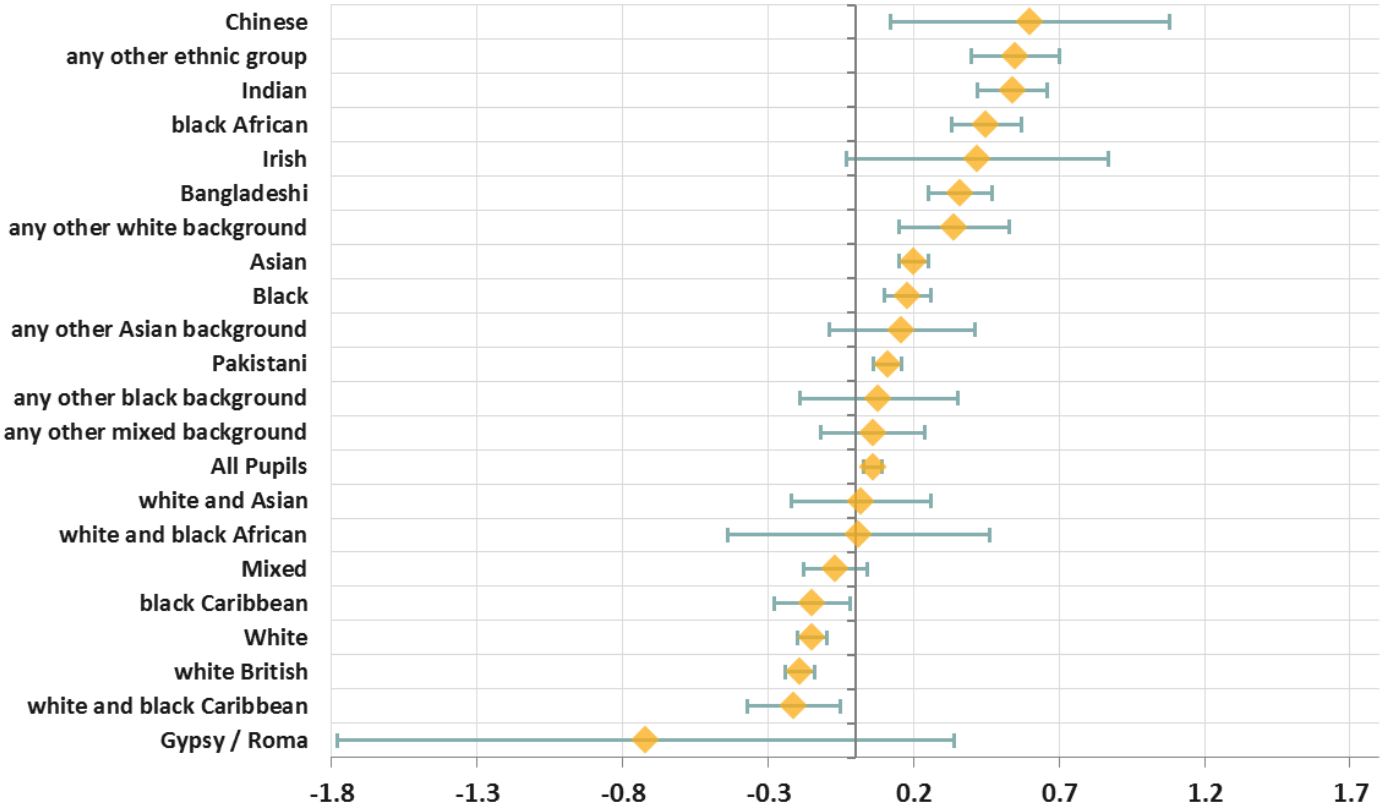
In overall Progress 8 Asian pupils as a group make more progress than the overall national however less progress than Asian pupils nationally. Indian pupils have made the most progress out of this group and are closest to their national equivalents. Pakistani pupils made less progress than their equivalent group and are also below the overall national average.

As a group White pupils are below the overall national average and just behind White pupils nationally. 'White other' pupils make the most progress out of this group and are above the overall national average but just behind 'White other' pupils nationally. White British pupils are also behind their equivalent group nationally.

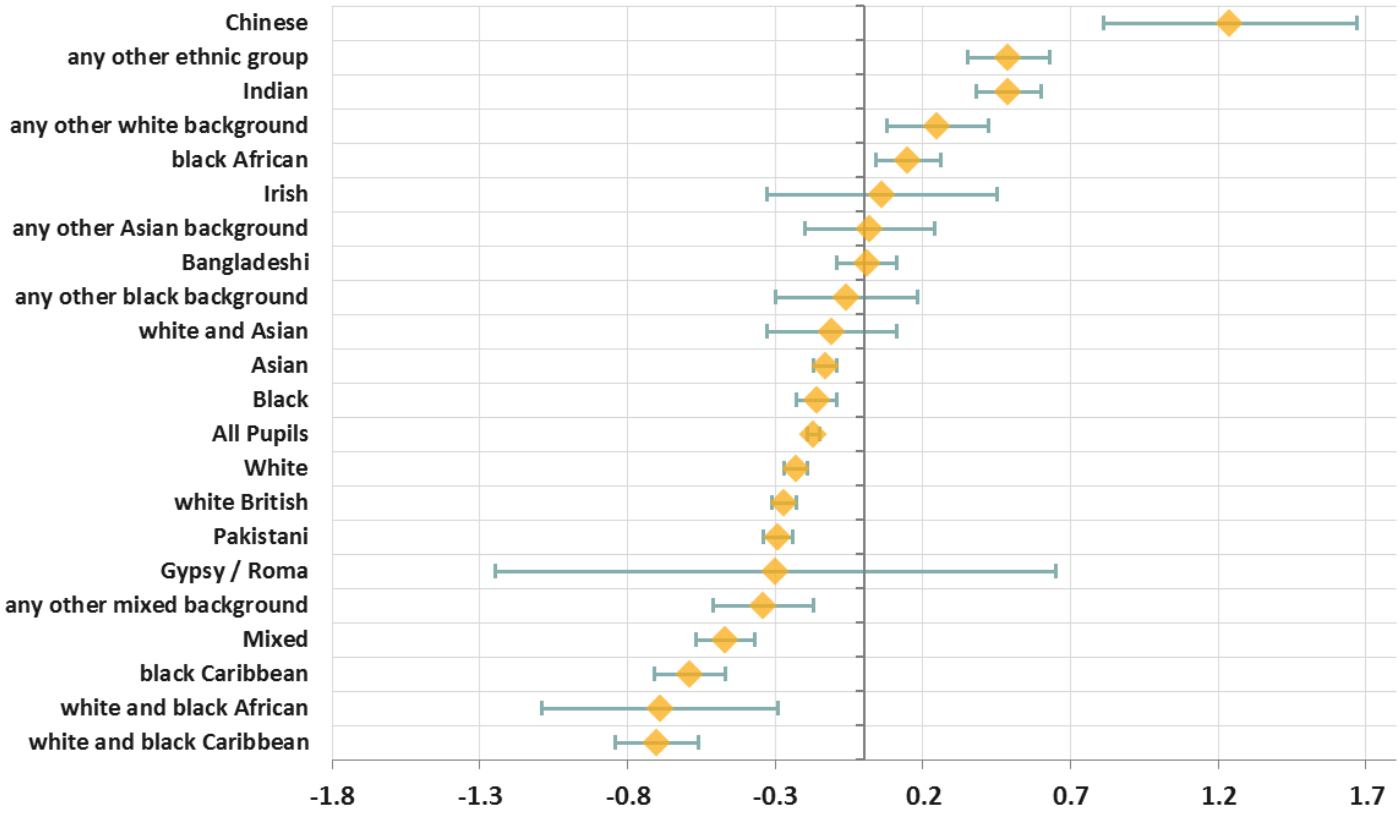
Black pupils make the same progress as the overall national average but slightly below their group nationally. Black African and 'Black other' pupils make good progress being above the overall national average and very close to their equivalent groups. Black Caribbean pupils make less progress than the national average but are close to Black Caribbean pupils nationally.

The graphs below show the English and Maths Progress 8 elements for the same pupil groups, note that equivalent national outcomes are unavailable.

Birmingham average English Progress 8 score by ethnicity

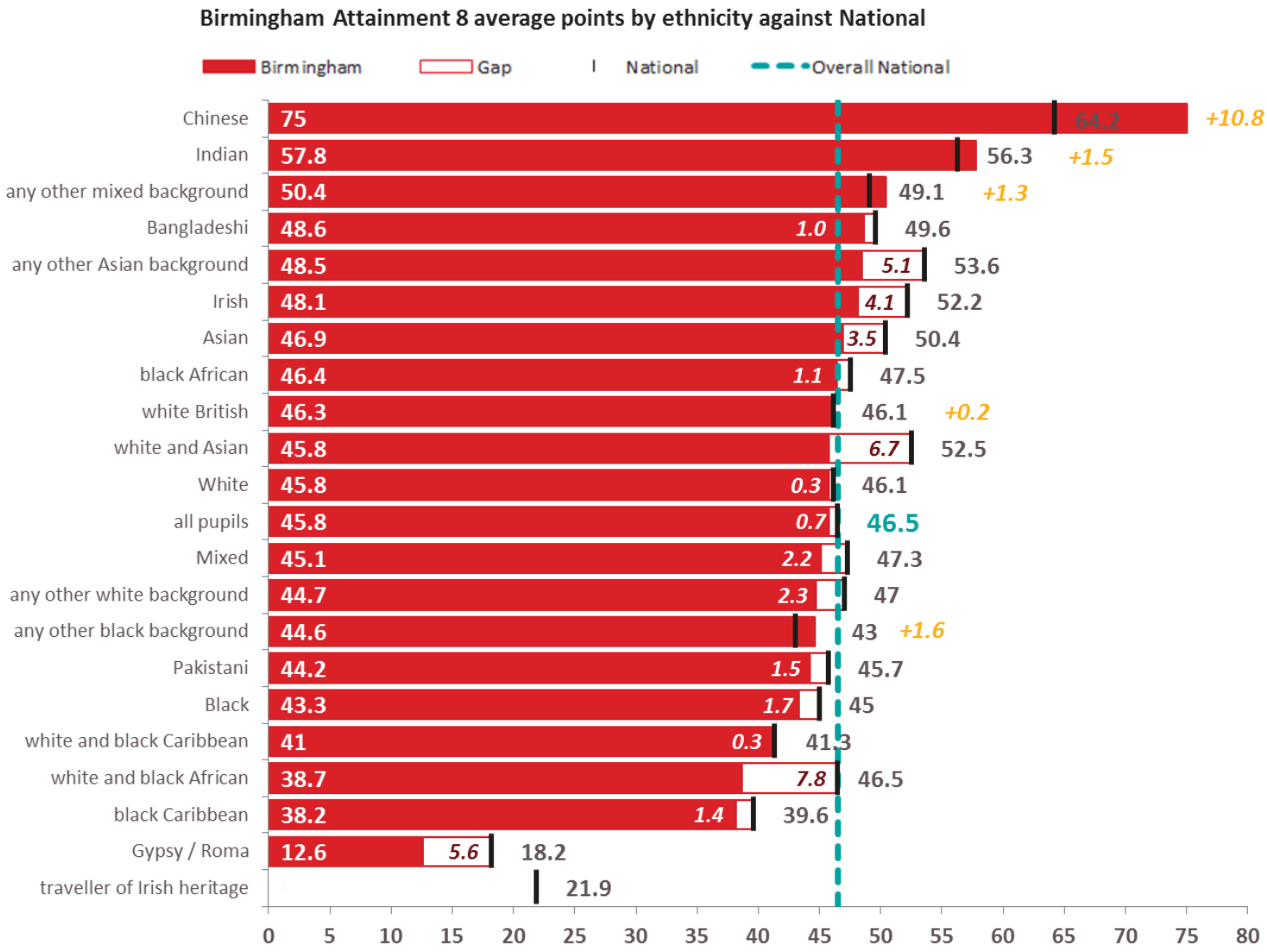


Birmingham average Maths Progress 8 score by ethnicity



Attainment

The following charts show Birmingham's attainment 8 performance by ethnicity ranked in descending order against the National equivalent where available. Each chart relates to a different key performance measure relating to GCSE attainment. Results for Travellers of Irish heritage has been supressed due to low numbers to preserve confidentiality.

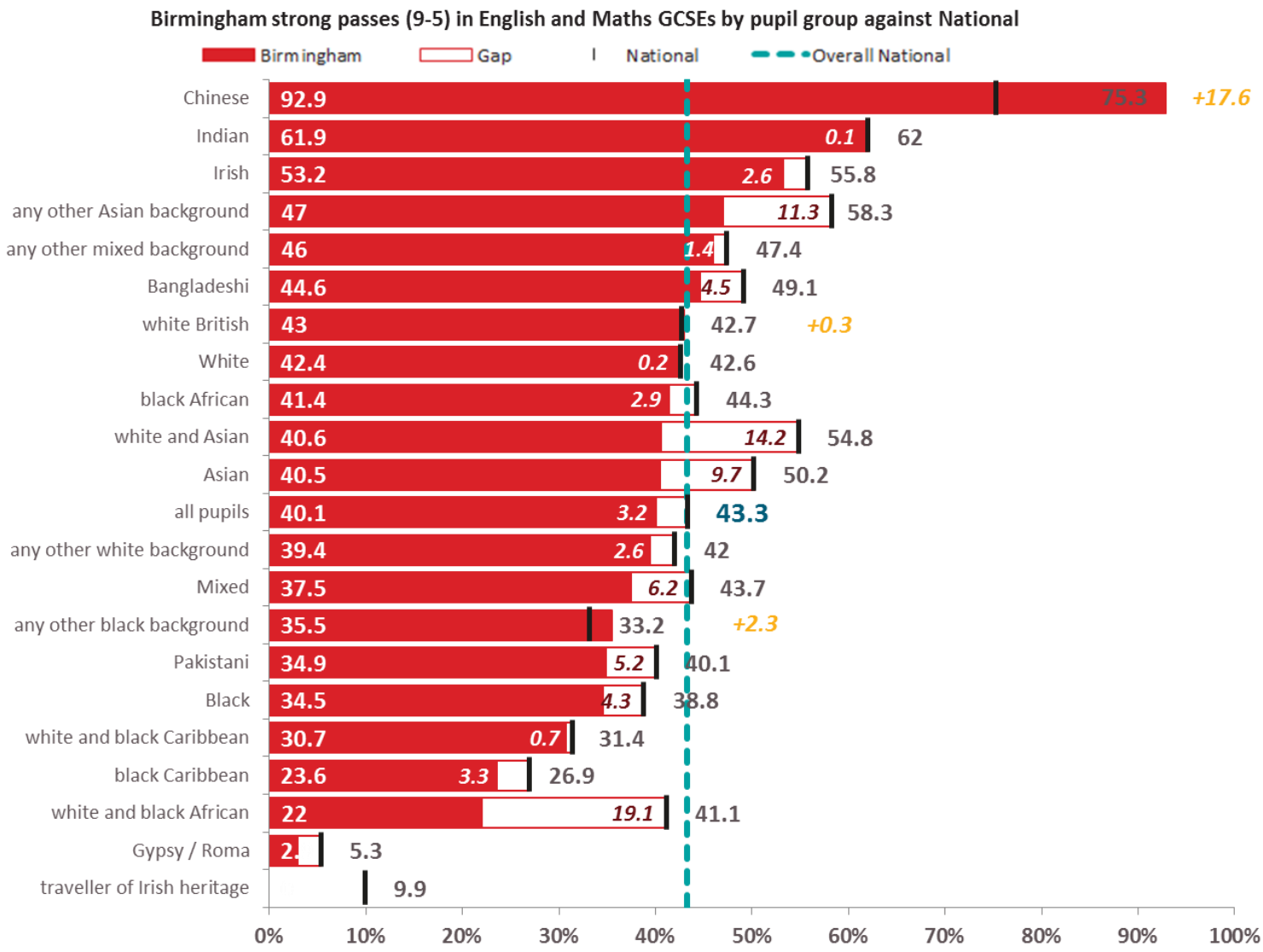


In Attainment 8 Asian pupils are above the overall national average but below Asian pupils nationally. Indian pupils have performed strongly and are significantly above the overall national average and 1.5 points above their equivalent group. Pakistani pupils are below the overall national average and 1.5 points behind their equivalent group.

White pupils average Attainment 8 is very close to both the overall national average and their equivalent group. White British pupils have attained an average of 0.2 points above their group.

Black pupils as a group are below the overall national average and 1.7 points below their equivalent group. Black African pupils very close to the overall national average though 1.1 points behind their equivalent group. 'Black other' pupils have performed 1.6 points above their national equivalent. Black Caribbean pupils are below Black Caribbean pupils nationally by 1.4 points.

Pupils from Mixed backgrounds have performed slightly below the overall national average and are 2.2 points behind their equivalent group. 'Mixed other' pupils have done well being both above the overall national average and 1.3 points above their equivalent group.



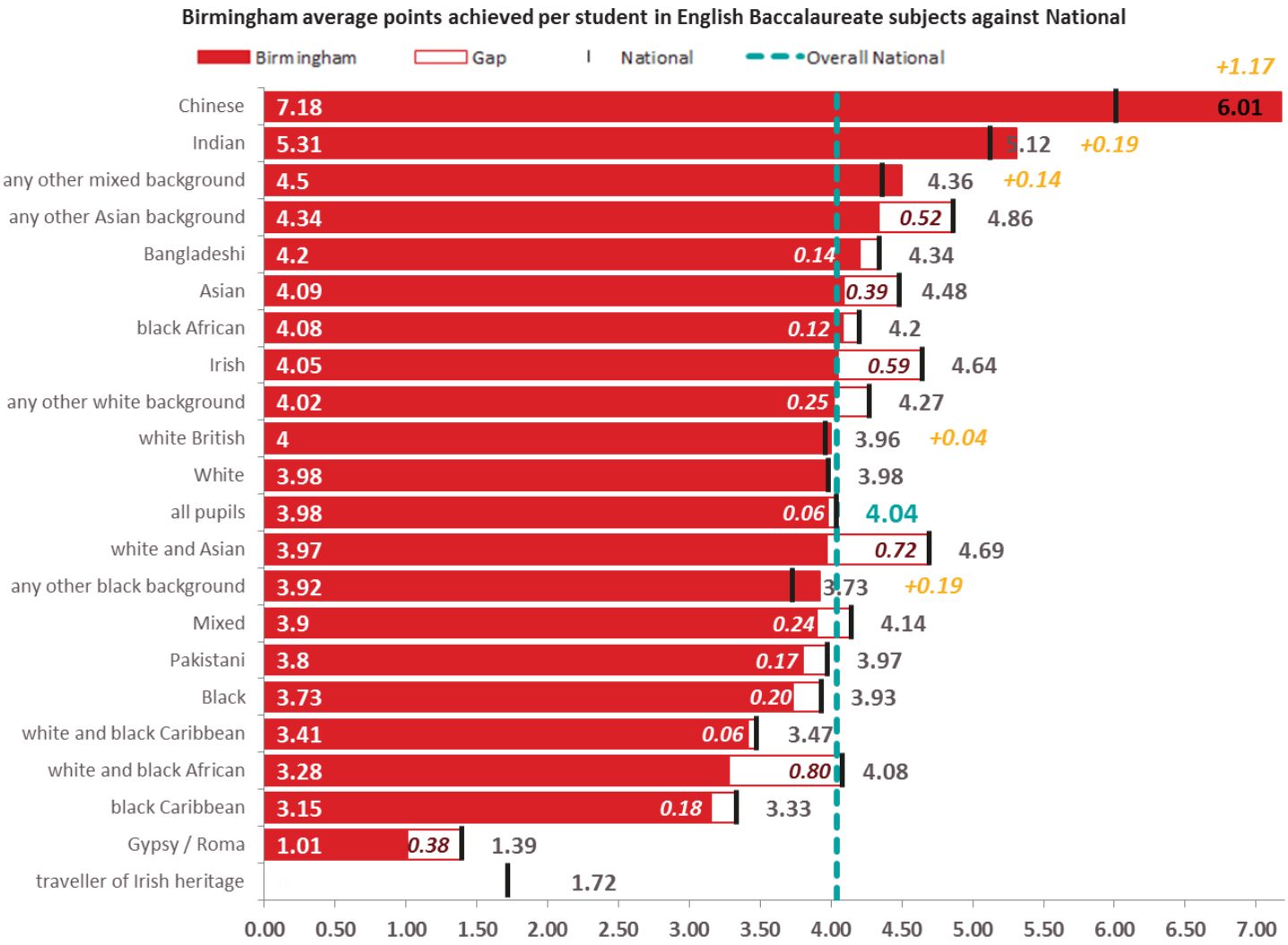
English and Maths (9-5) the attainment across ethnic groups in Birmingham mainly falls behind that of the groups average Nationally.

Asian pupils attainment as a group is both below the overall national average and their equivalent group. However Indian pupils have performed strongly being above the overall average and just 0.1% behind their equivalents nationally. Bangladeshi pupils are also above the overall national average but 4.5% behind their equivalent group. Pakistani pupils are behind the overall average and 5.2% behind their equivalent nationally.

As a group White pupils' attainment is close to the overall average and 0.2% behind their equivalent group. White British pupils have performed 0.3% above their equivalent group. 'White other' pupils attainment is below the overall national average and 2.6% behind their equivalent group.

Black pupils overall attainment is below the national average. Black African pupils performed the strongest within the group but are still behind the overall national average and 2.9% behind their equivalent group. 'Black other' pupils however achieved 2.3% above their equivalent group nationally.

Pupils from a Mixed background are behind the overall national average and 6.2% behind their equivalent group. White and Asian pupils performance although higher than the LA Mixed average is 14.2% behind their equivalent national group.



Asian pupils as a group have achieved over the overall national average but are behind their equivalent group. Indian pupils are the highest achieving within the group and have achieved on average 0.19 more points at EBacc than other Indian pupils nationally. 'Asian other' pupils have also achieved over the overall national average but are 0.52 points behind their national equivalents.

White pupils have achieved the same as the overall LA average and the same as White pupils nationally. White British have achieved just below the overall national average but are 0.04 points above their equivalents. 'White other' pupils have achieved higher than both White and White British being 0.04 above the LA average for White pupils a reverse of Attainment 8 and English and Maths rankings.

As a group Black pupils have achieved below the overall national average and 0.20 points behind their equivalents. Black African pupils have achieved above the overall national average but below their equivalents, while 'Black other' pupils achieved just below the overall national average but 0.19 points above equivalent. Black Caribbean pupils achieved 0.18 points below other Black Caribbean pupils nationally

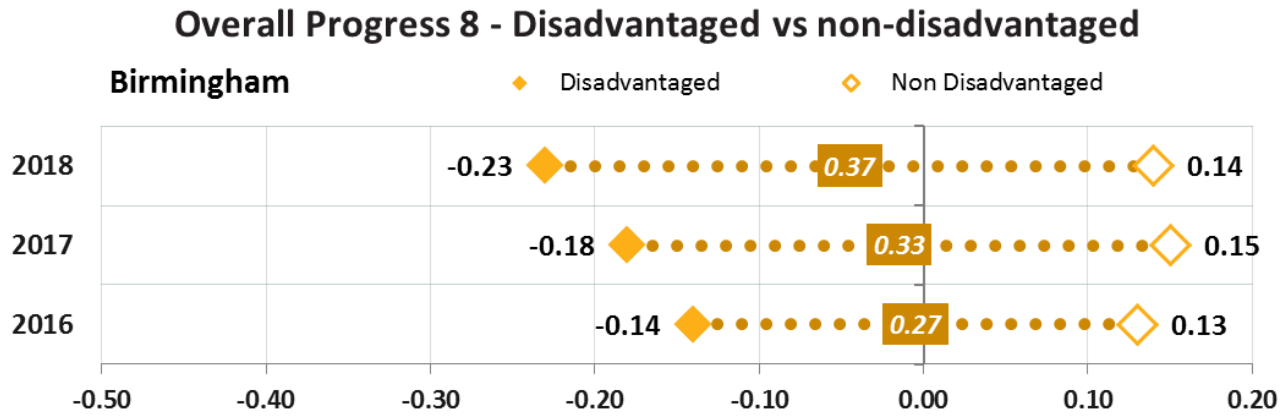
Pupils from Mixed backgrounds achieved below the overall national average and 0.24 points below Mixed pupils nationally. 'Mixed other' pupils have achieved the highest outcomes within this group being both above the overall and equivalent averages nationally. White and Asian pupils achieved just below the overall national average though 0.72 points below other pupils in the same group. White and Black Caribbean attainment though below the overall average was very close to the national average for their group.

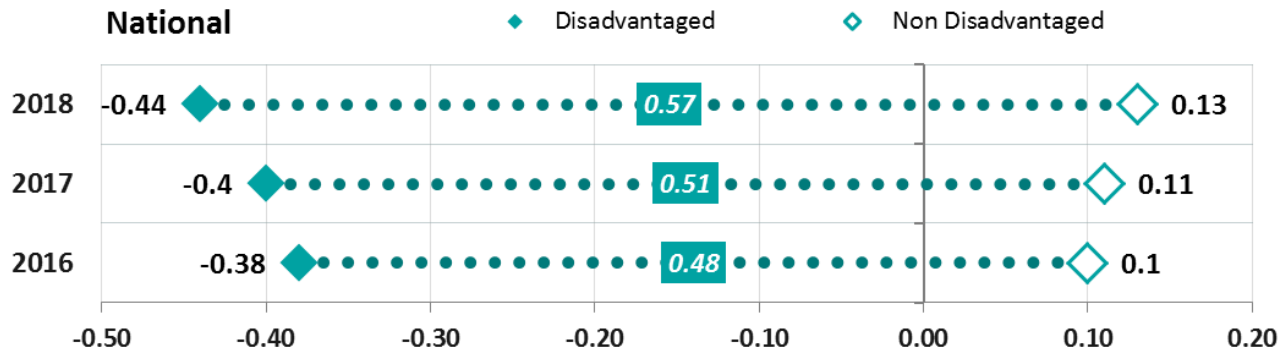
Chinese pupils have done exceptionally well attaining 1.17 points more than Chinese pupils nationally.

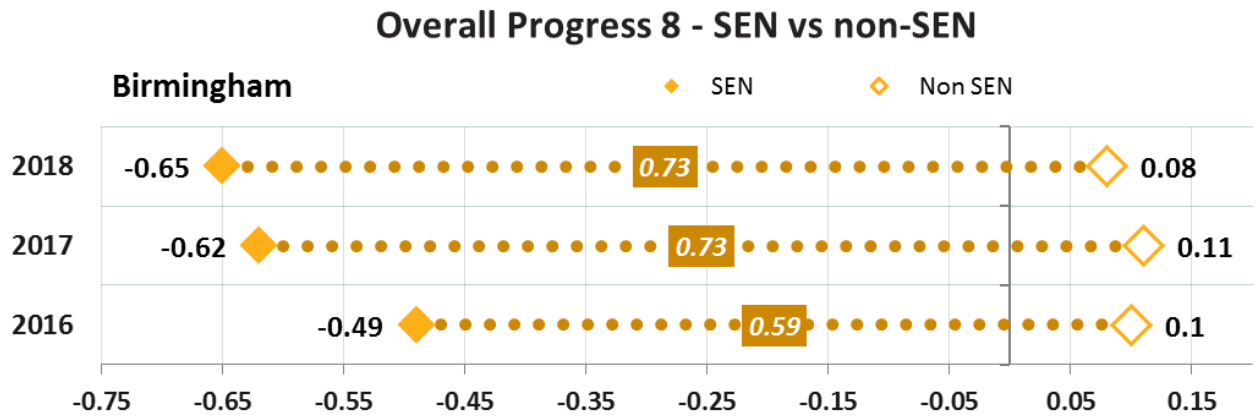
Attainment Gaps

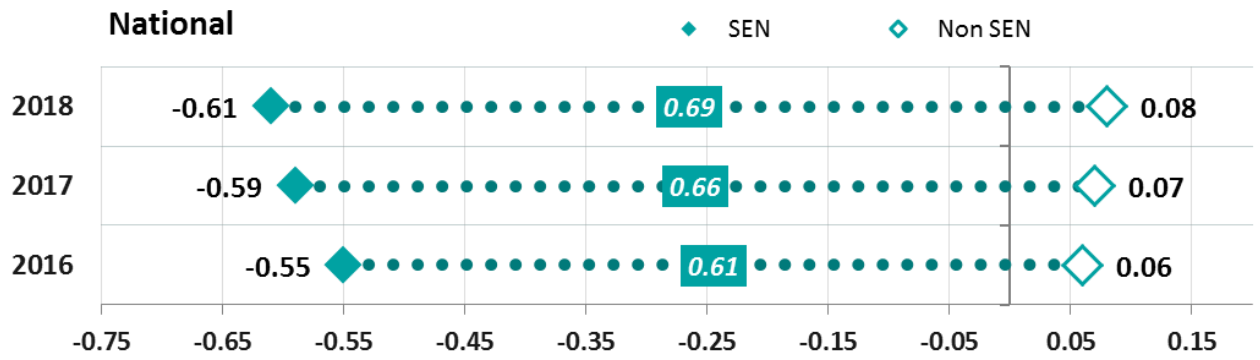
Progress

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









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

In Birmingham both disadvantaged and non-disadvantaged pupils make more progress than their national equivalents, this is especially true of disadvantaged pupils. Consequently the progress gap is much narrower in Birmingham, than nationally.

Over the past three years we can see that the progress of disadvantaged children has dropped slightly, this is true in Birmingham as well as nationally

The progress gap between SEN and non-SEN pupils is wider in Birmingham compared to national. Though non SEN pupils make the same progress as their group nationally, SEN pupils have made slightly less progress.

As with disadvantaged pupils, SEN pupils are making slightly less progress year on year in both Birmingham and nationally.

Attainment

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

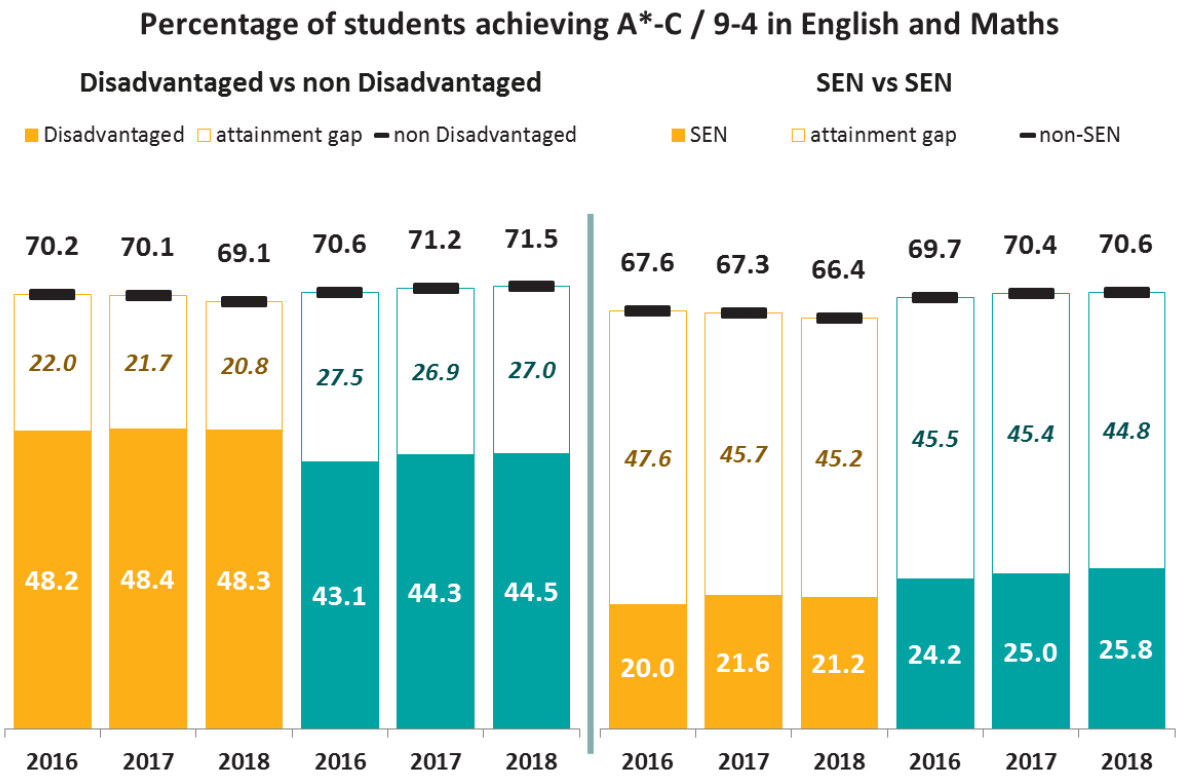
English and Maths attainment comparisons are focused on grades 9-4 rather than 9-5 to allow for 3 years of comparison.

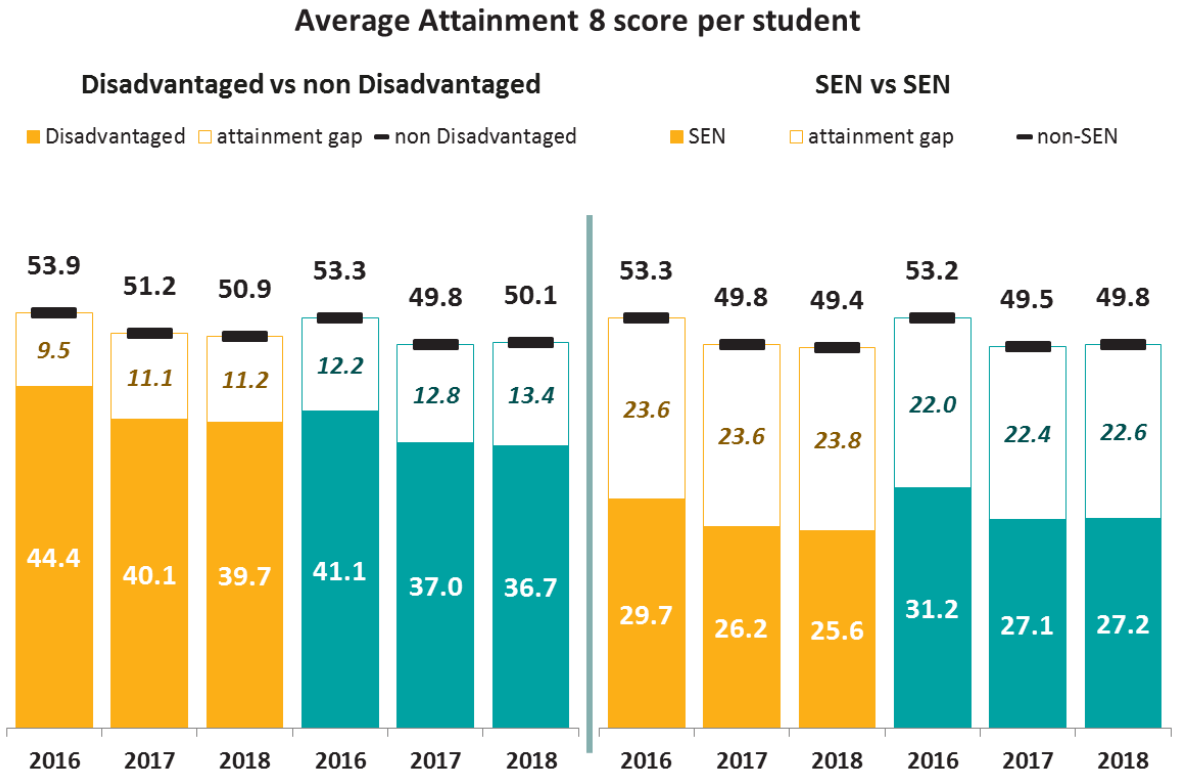
In Birmingham the gap between disadvantaged and non-disadvantaged is much narrower than nationally. Disadvantaged attainment has remained roughly unchanged in Birmingham since 2016 whereas nationally has seen a small increase. Non disadvantaged has however fallen whereas nationally it has risen.

In line with overall outcomes, Birmingham has a lower percentage of both SEN and non-SEN children attain English and Maths at 9-4 grades than nationally however the attainment gap is similar. 2018 has seen a slight drop in SEN attainment from 2017, nationally this has risen.

The average Attainment 8 scores for both disadvantaged and non-disadvantaged pupils groups are higher in Birmingham than their national equivalents and the attainment gap is 2.2 points smaller. It should be noted that Attainment 8 is not directly comparable year on year due to grading changes however the attainment gap in Birmingham has widened by 0.1 points compared with 0.6 points nationally.

For SEN and non-SEN pupils the Attainment 8 gap is wider in Birmingham than nationally. Both groups have seen a decrease in average points in 2018 from 2017 whereas nationally they saw a small increase.

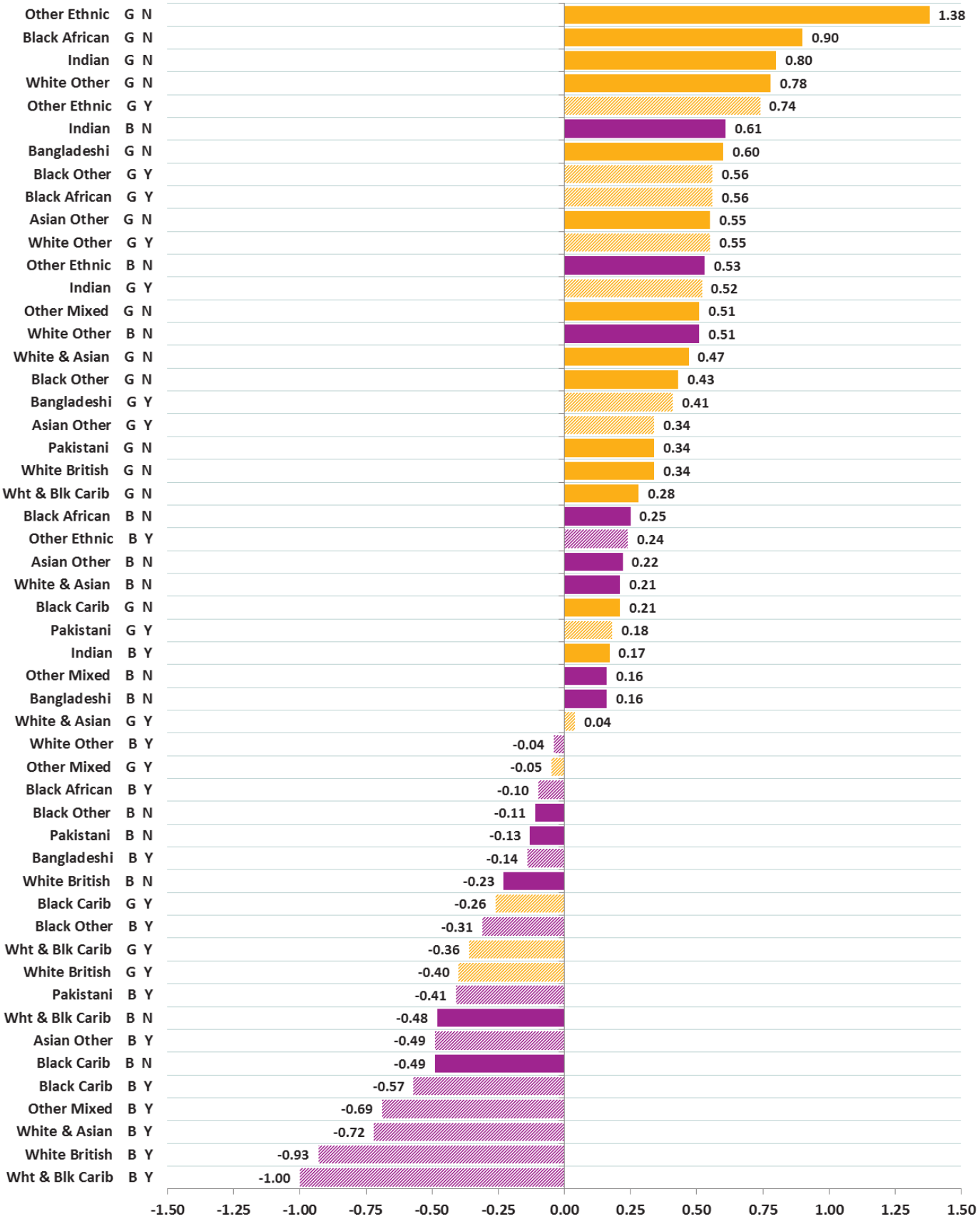




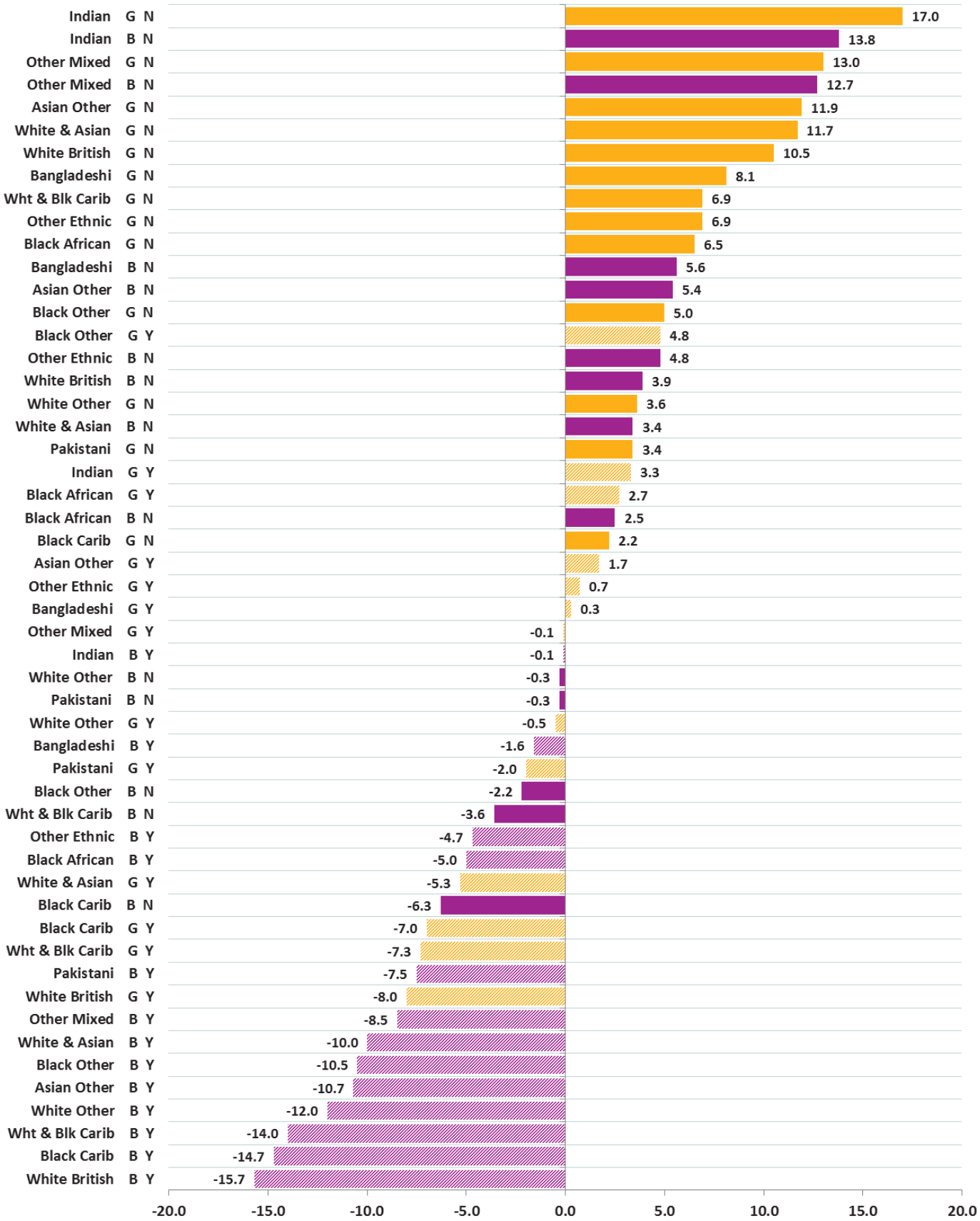
The graphs on the following pages show the differences in progress and attainment between ethnic groups when showing further breakdown by gender and disadvantaged status. The following ethnicity groups are suppressed due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish, Chinese, White and Black African, Travellers of Irish Heritage.

Generally the pupil groups achieving more than the LA average are non-disadvantaged with a higher ratio of girls than boys. Disadvantaged boys overwhelmingly make up most of the groups falling below the LA average for both Progress and Attainment.

Difference to LA average Progress 8 score by Ethnic Group, Gender and Disadvantaged. LA Average = -0.04



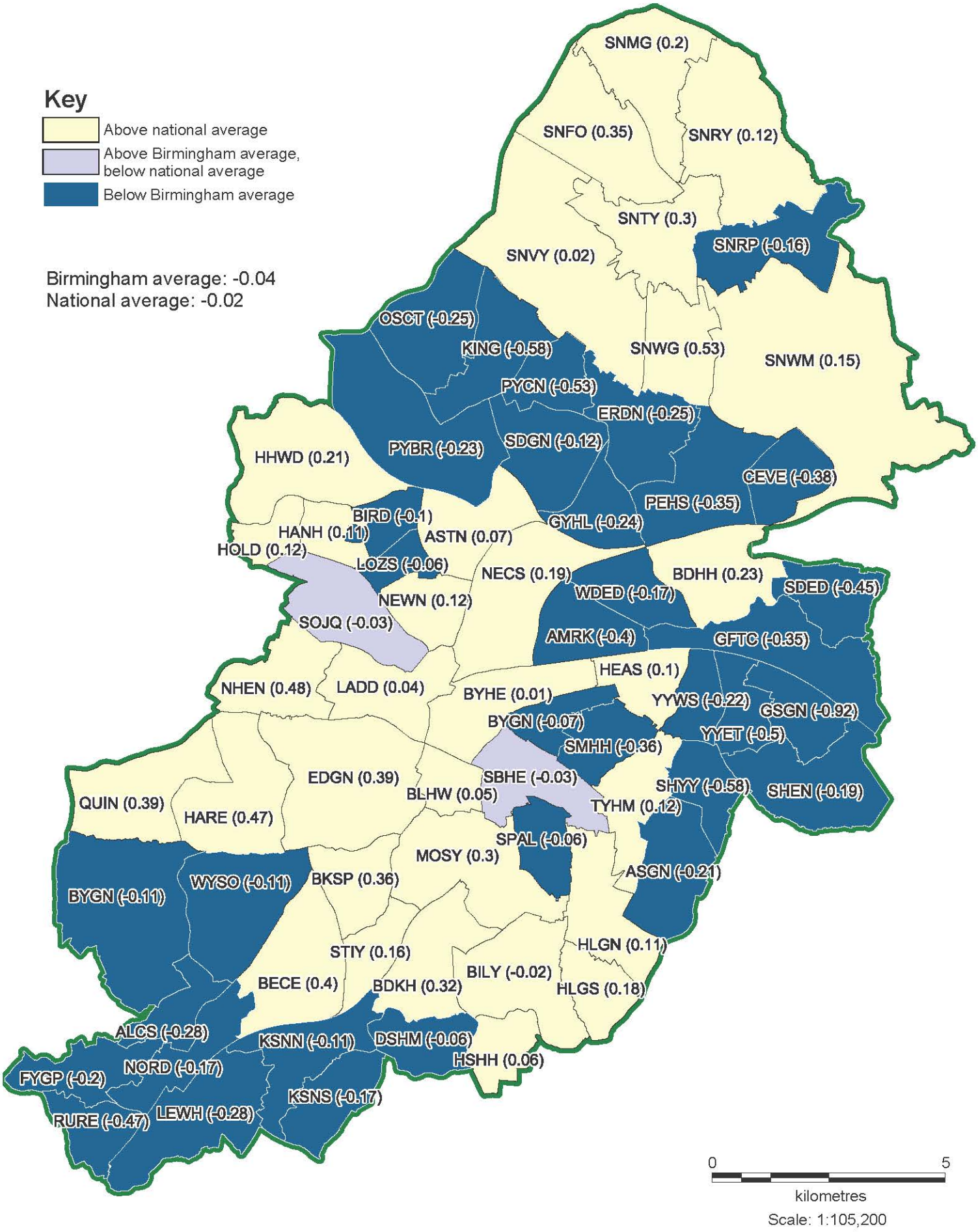
Difference to LA average in Attainment 8 by Ethnic Group, Gender and Disadvantaged. LA Average = 45.8



A

Key Stage 4: 2018 Progress 8 score for Birmingham pupils by ward

Birmingham City Council



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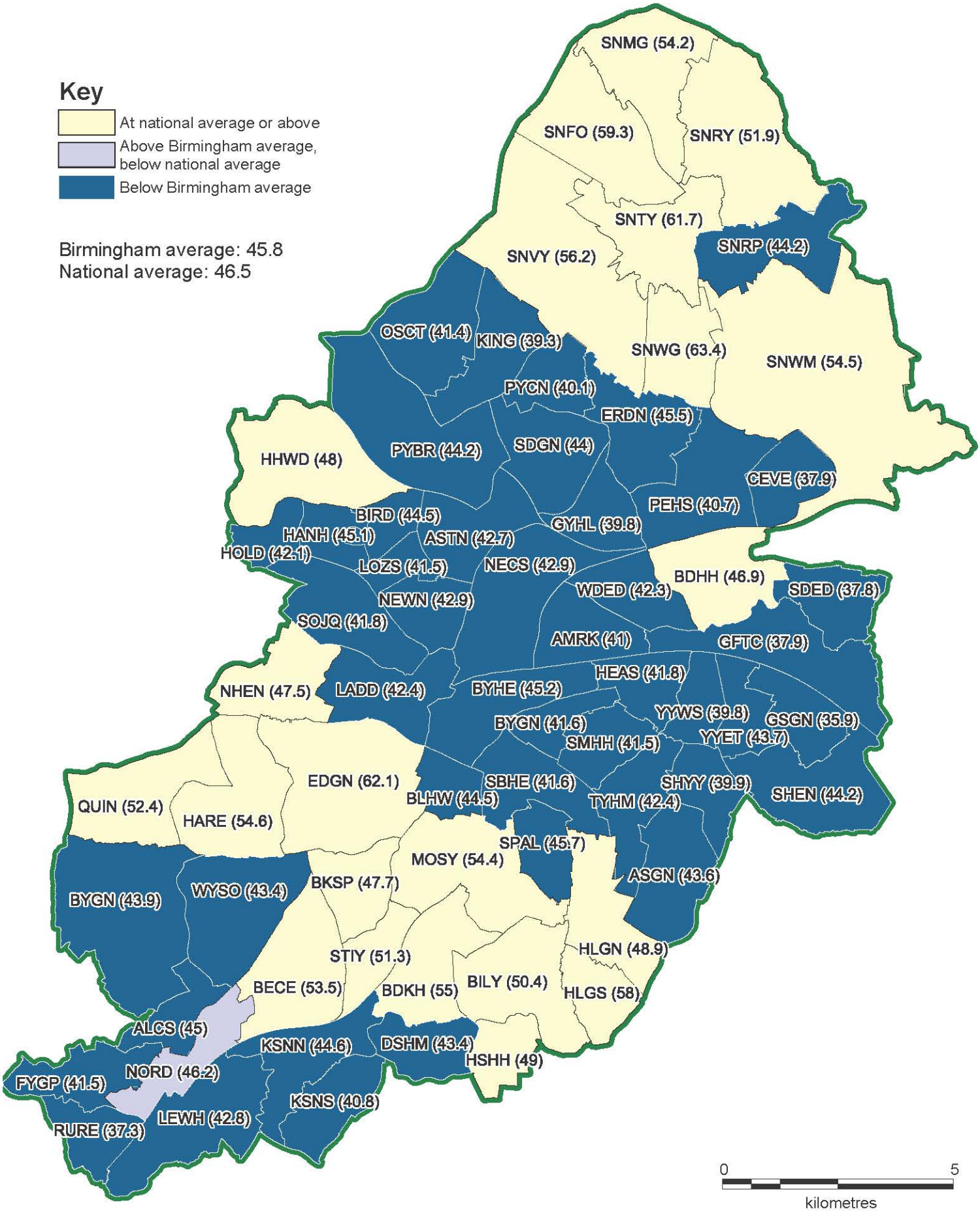
Key Stage 4: 2018 - Attainment 8 score for Birmingham pupils by ward

Birmingham City Council



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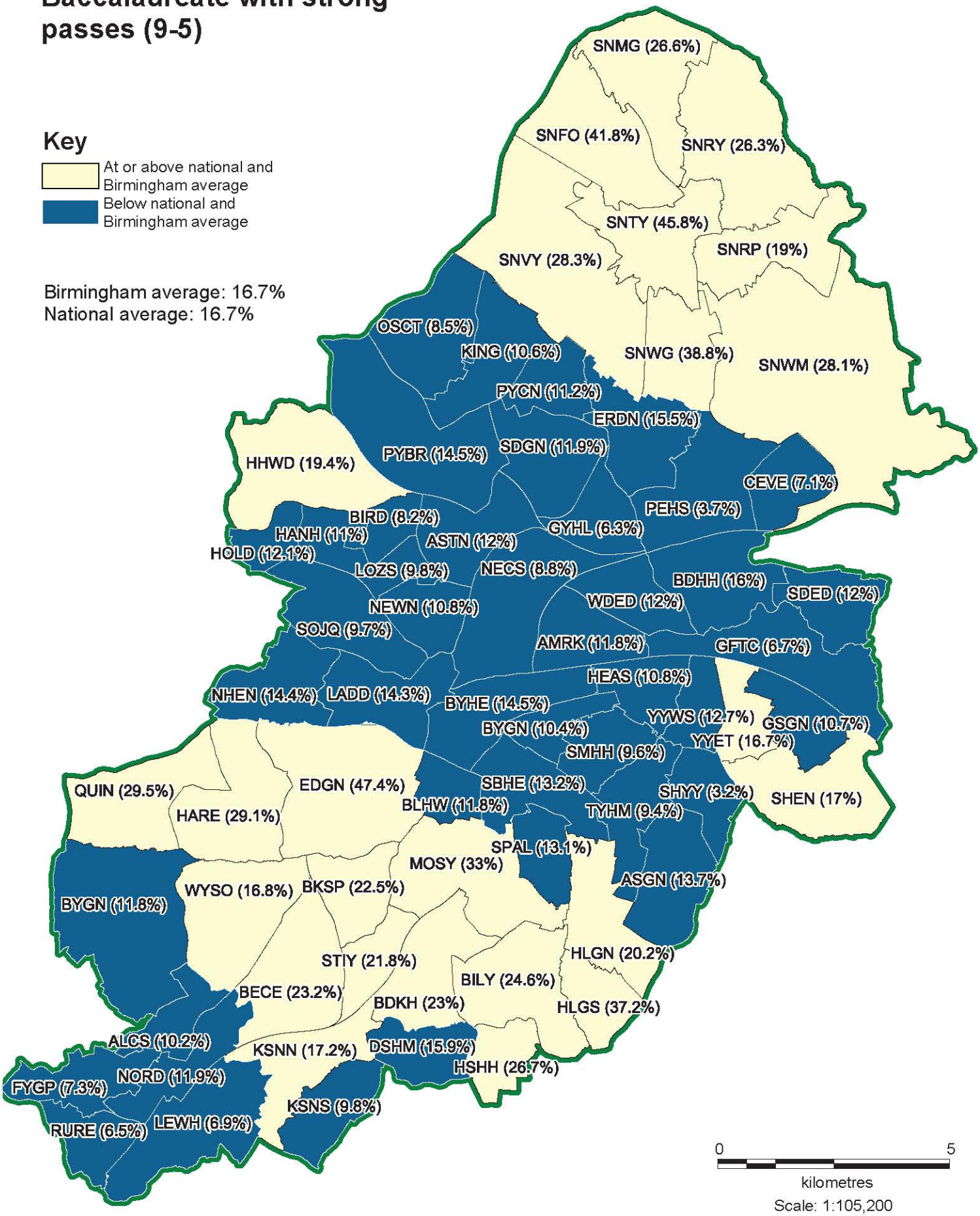
Key Stage 4: 2018 Percentage of pupils achieving the English Baccalaureate with strong passes (9-5)

Birmingham City Council



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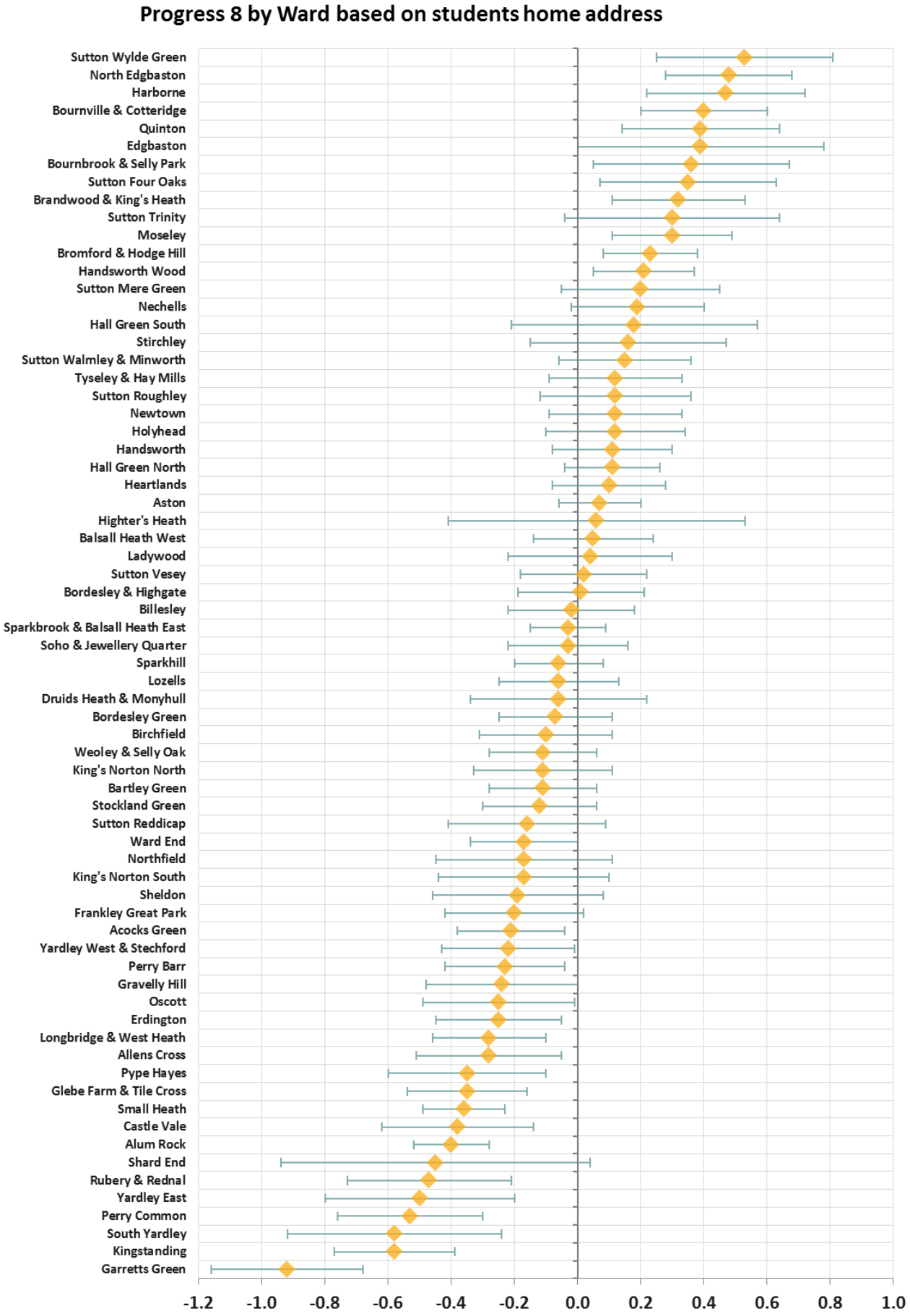
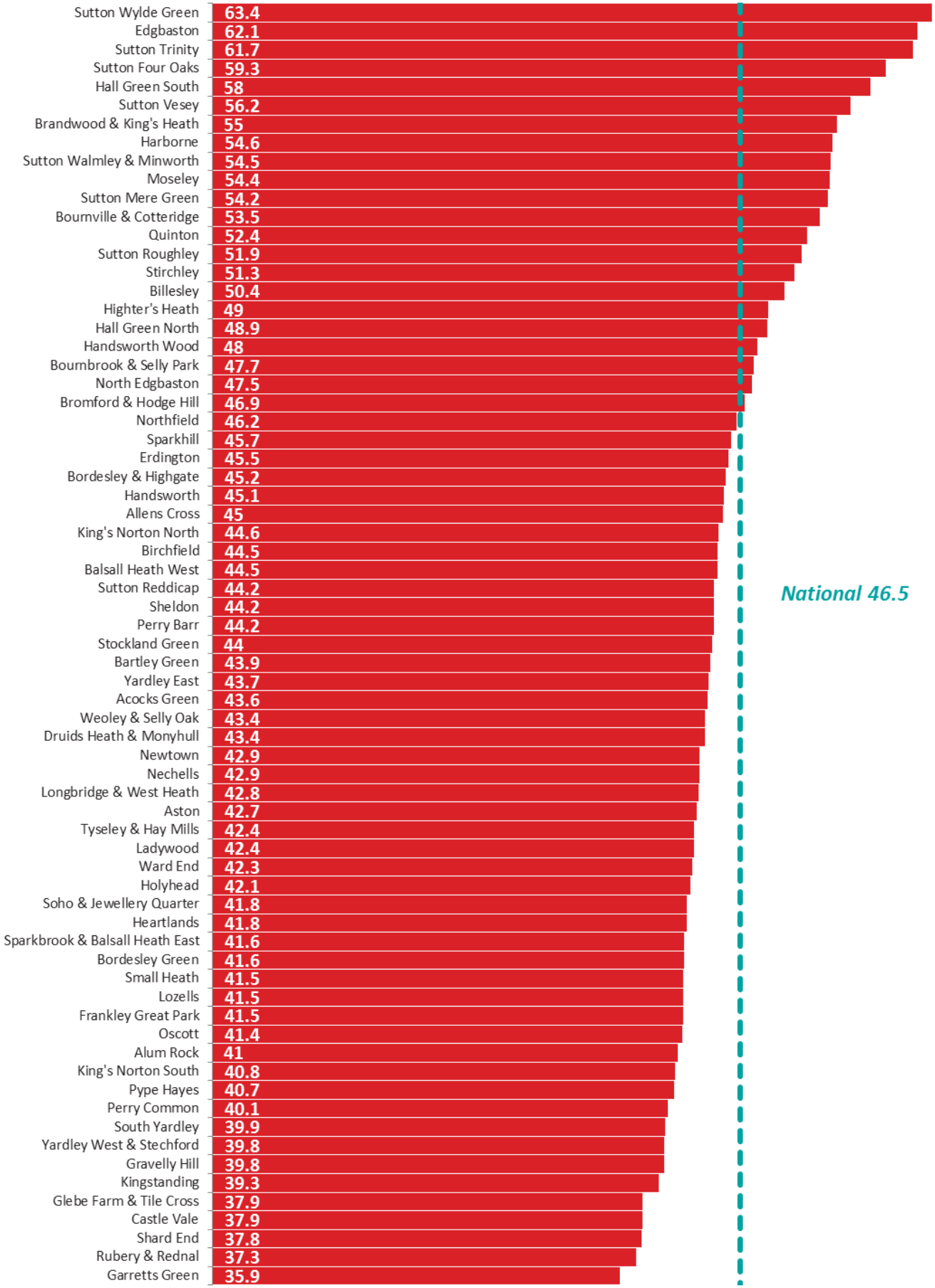
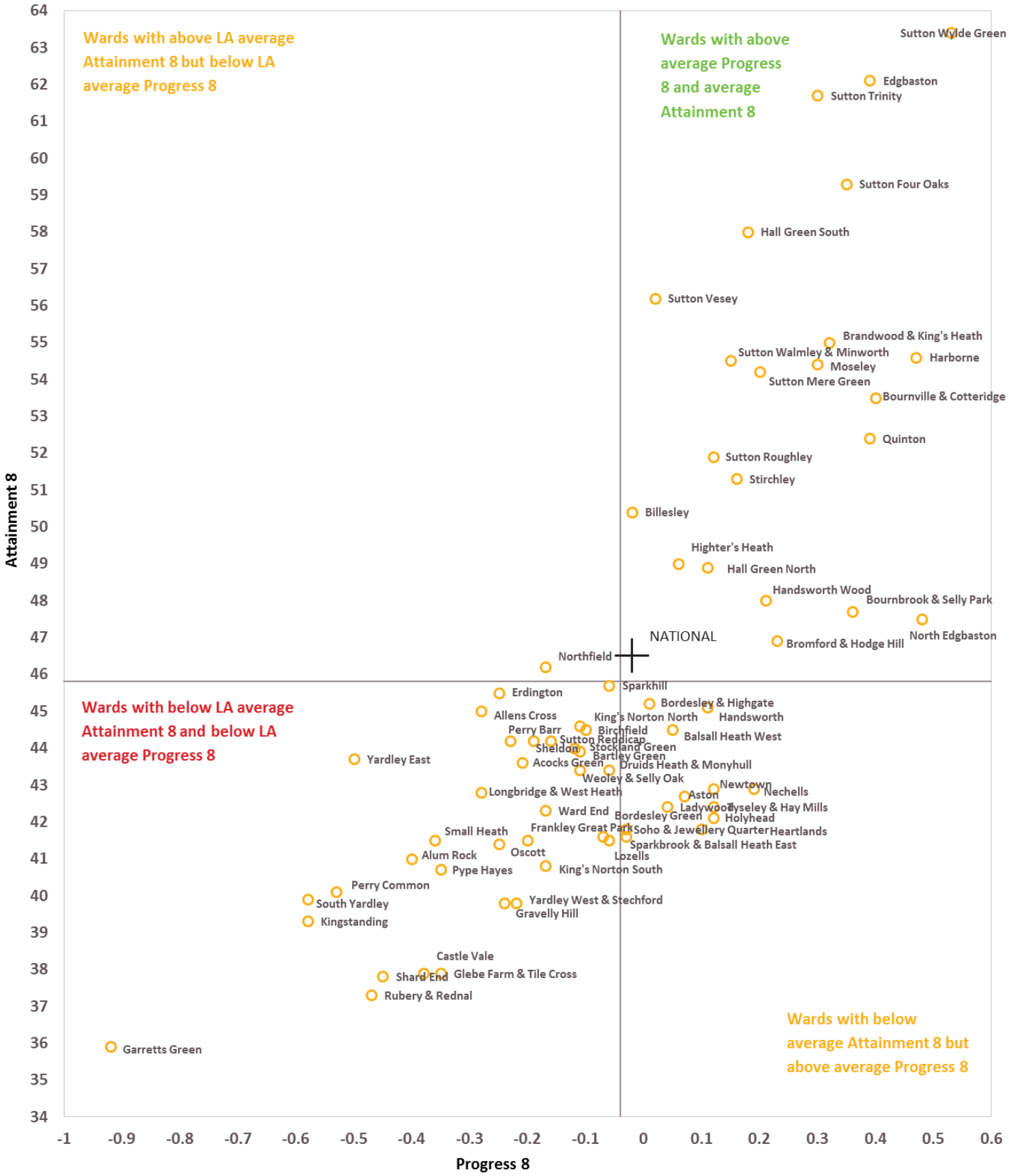
Progress and Attainment by Ward - Tables



Attainment 8 by Ward based on students home address



Attainment vs Progress 8 by Ward



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

A Ward on the same horizontal axis made the same average Attainment 8. For example pupils living in 'Longbridge & West Heath' have similar attainment outcomes pupils living in Nechells however their Progress 8 scores are very different. This shows that while outcomes are similar in the two Wards, those in Nechells have made comparatively more progress to get there.

Wards on the same vertical axis have the same Progress 8 score. For example pupils living in Newtown have made comparatively the same progress as those living in Sutton Roughley. As their Attainment 8 scores are very different this indicates that on average children in Newtown started with lower prior attainment.

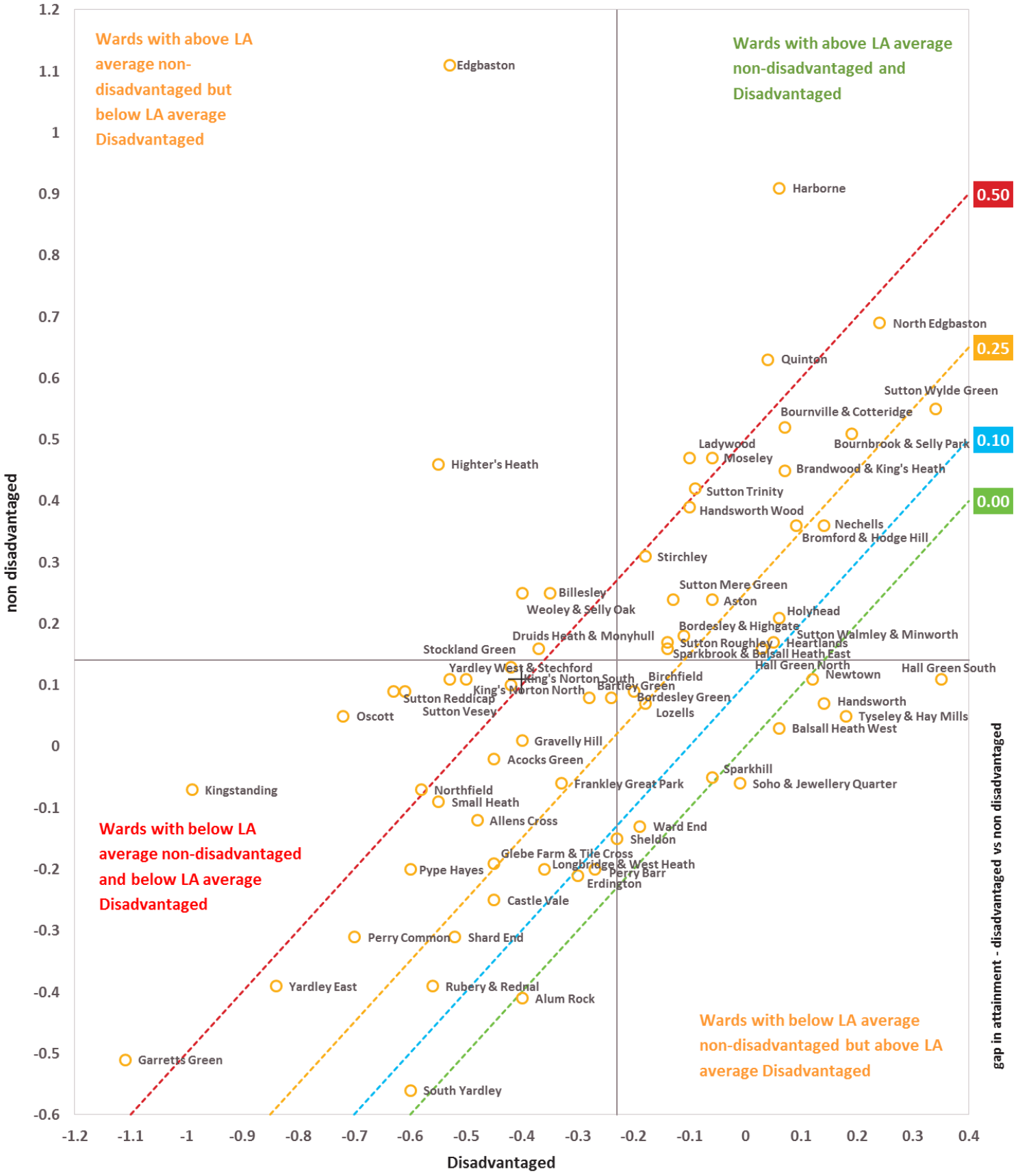
Generally speaking there is a clear correlation between progress and attainment with Northfield being the only Ward where pupils have made less than the LA average for Progress 8 but above average for Attainment 8. Garretts Green stands out as the Ward where pupils have made both the least progress and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

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

The four diagonal lines help to show how different the progress is between the two pupil groups. For example disadvantaged pupils in Holyhead have made similar progress to disadvantaged pupils in Harborne. However the non-disadvantaged/disadvantaged progress gap is much narrower in Holyhead than it is in Harborne.

For majority of Wards the progress gap is between 0.1 and 0.6 however there are some where it is much wider, particularly Edgbaston, Highers Heath. Harborne also has a wide gap however disadvantaged pupils there still achieve above the LA average. Kingstanding also has a large gap in progress with both groups being significantly below their equivalent LA averages.

Disadvantaged vs Non Disadvantaged Progress 8 by Ward



Floor standards and Coasting Schools

KS4 - Floor

From 2016 a school is deemed to be below the floor standard if it's 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.

KS4 Coasting

This year a secondary school will fall within the coasting definition if:

- in 2016, the school's Progress 8 score was below -0.25 **and**
- in 2017, the school's Progress 8 score was below -0.25 **and**
- in 2018, the school's Progress 8 score was below -0.25

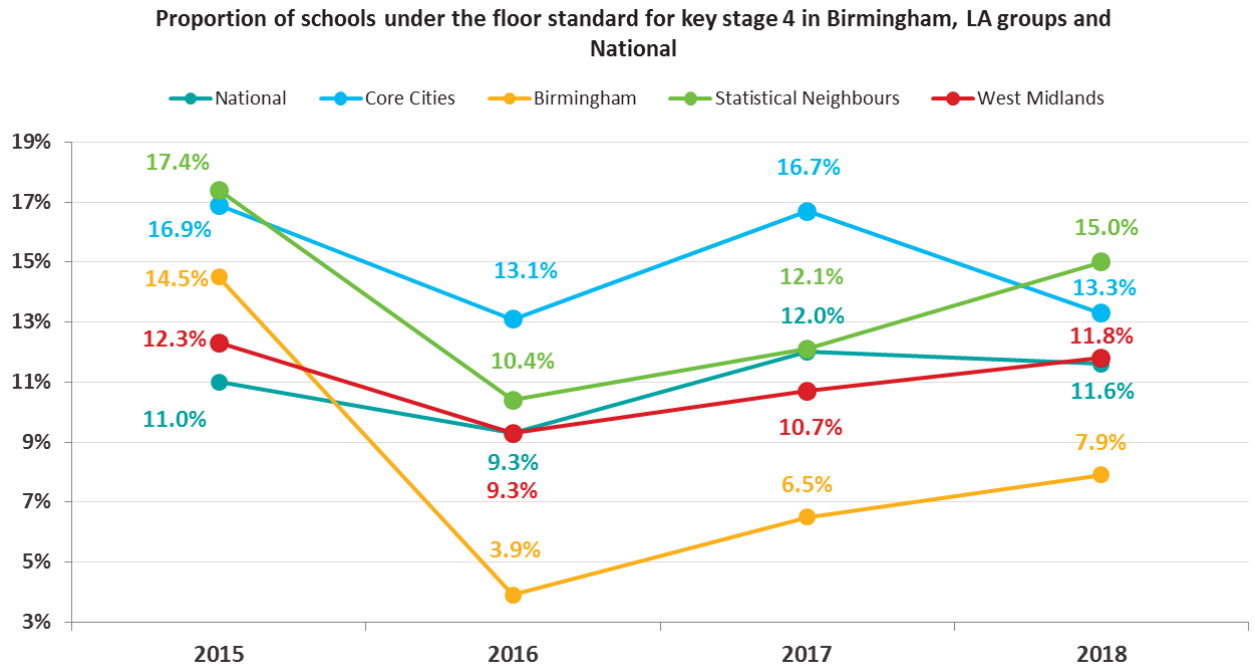
Schools will be excluded from the coasting measure in 2018 if:

- 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).

2015 Floor and Coasting measures are not defined by Progress 8 and are included only for comparison.

National Comparison

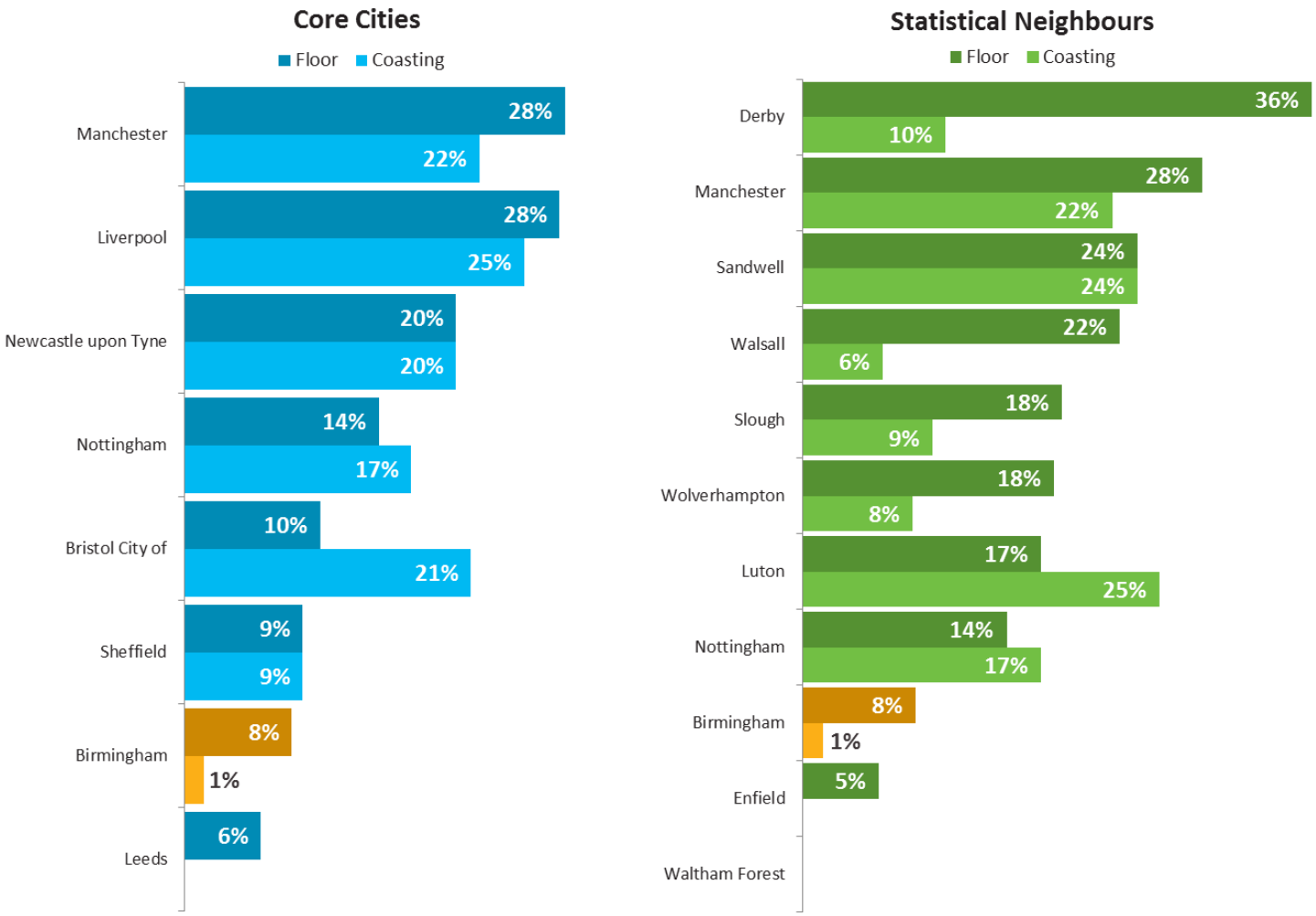
Compared to National, Core Cities, Statistical Neighbours and the West Midlands, Birmingham has a much lower average proportion of schools classed as below the floor standard though there has been a slight rise since 2016 (1 school). In the last year nationally the proportion has dropped slightly although both statistical neighbours and the West Midlands have seen rises.



Birmingham has a relatively low proportion of Secondary schools below the floor standard or classed as coasting compared to the other Core Cities LAs with only Leeds being lower.

Similarly Birmingham also compares favourably to Statistical Neighbours with only Enfield and Waltham Forest scoring lower for under the Floor standards or classed as coasting.

Proportion of schools under the key stage 4 floor standard and those 'Coasting'



The following map shows the secondary schools deemed to be below the floor standard and those classed as coasting in 2018.

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KS4: 2018 Birmingham Secondary Schools below floor standard or classed as coasting

Birmingham City Council

Data and Intelligence Team - Strategic Services Directorate

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16 -18 Study

Key Messages

- Almost all Birmingham's A Level performance indicators are better than national, Core Cities, Statistical Neighbours, and West Midlands Local Authorities.
- 19.6% of A Level students achieved at least AAB grades of which at least two were in facilitating subjects.
- 23% of A Level students achieved at least AAB grades in Birmingham compared to 19.7% Nationally.
- 13.7% of students achieved at least 3 or more A levels of A*-A compared to 11.8% Nationally.
- 84.2% of students achieved 'at least 2 substantial level 3 qualifications' compared to 82% Nationally.

Background

A new 16-18 school and college accountability system was implemented in 2016, these included new headline accountability measures and changes to the methodology for calculating 16-18 results

In addition to A Levels, four categories of qualification have been developed:

- **Technical Awards** – high quality level 1 and 2 qualifications that equip 14 to 16 year olds with applied knowledge and practical skills.
- **Technical Certificates** and **Tech Levels** – level 2 and 3 qualifications that equip post-16 students with the knowledge and skills they need for skilled employment or for further technical study.
- **Applied General qualifications** – level 3 qualifications for post-16 students who wish to continue their education through applied learning.

This document includes attainment data for students who attend a state funded 6th form, further education colleges are not included due to the way the DfE releases the data to LAs. All National measures are equivalent. The value added measures that have already been released at school level are not made available at LA level until late March, therefore this document primarily relates to A Level attainment only.

Although outcomes for disadvantaged pupils have been published at school level by the Department for Education (DfE) they have not made them available by Local Authority or National level for 6th form only schools.

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

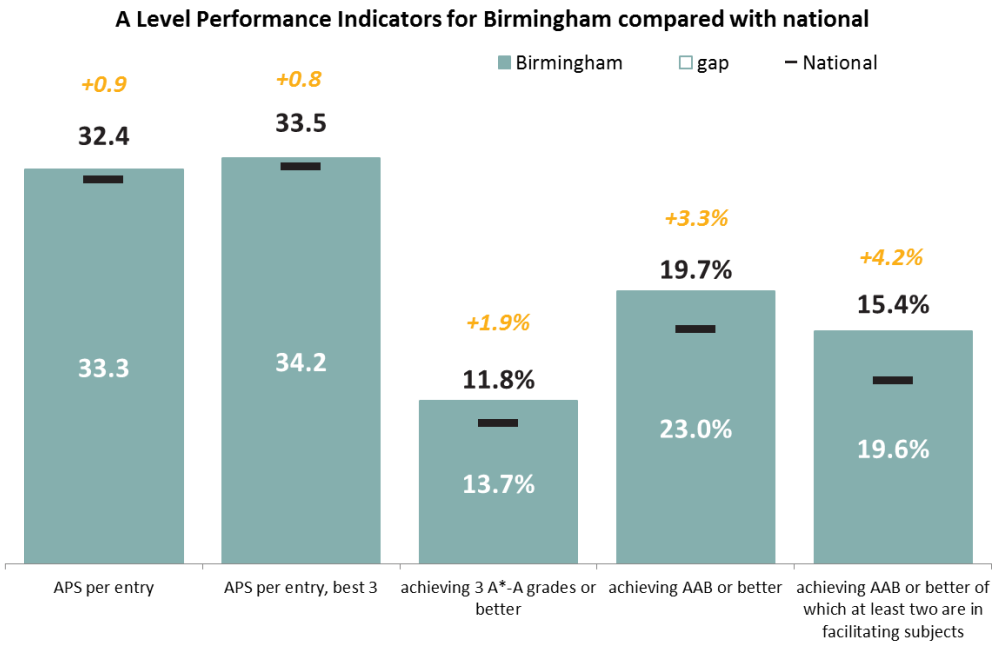
For further information please follow the link below :

https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=330&geographic=la&phase=16to18&for=16to18&datasetFilter=final

Overall Performance

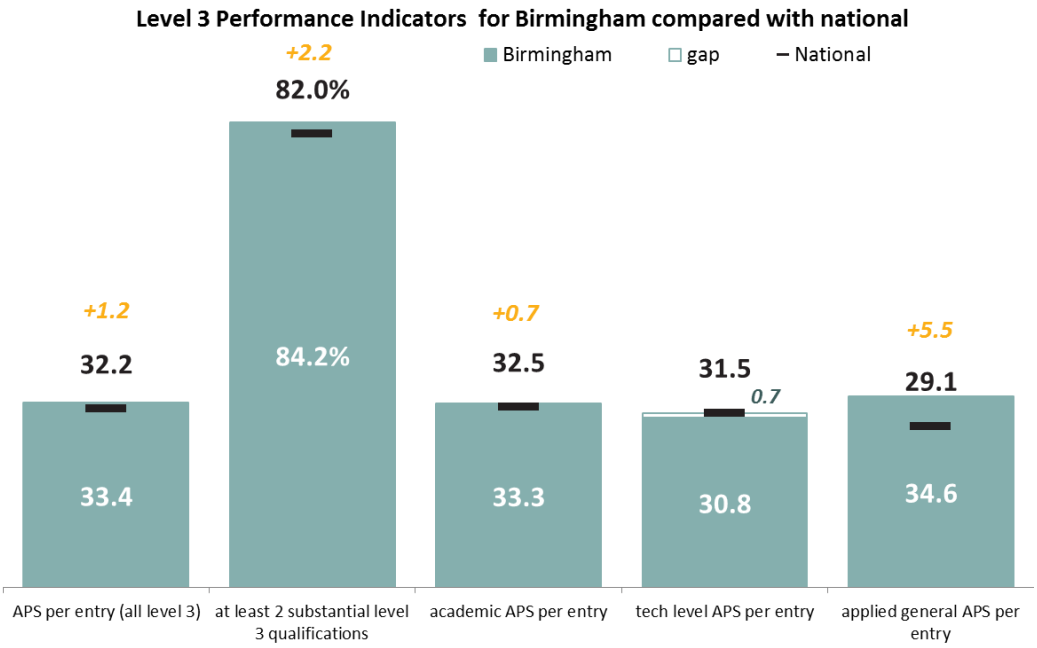
A level

Students in Birmingham 6th forms achieve higher than the national averages across all the main attainment measures for A Levels. The average point score in Birmingham roughly equates to a C+. 4.2% more students in Birmingham archived AAB or better of which at least 2 are in facilitating subjects than national.

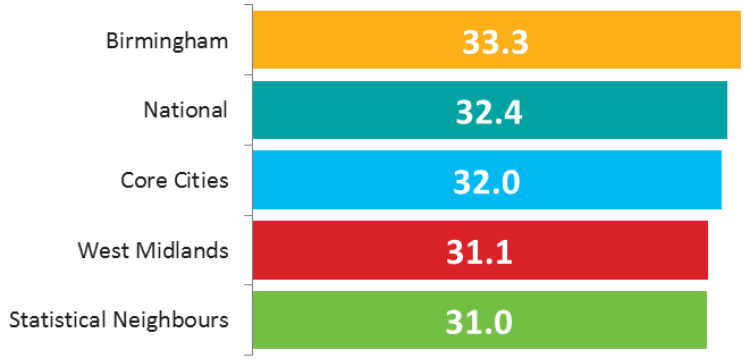


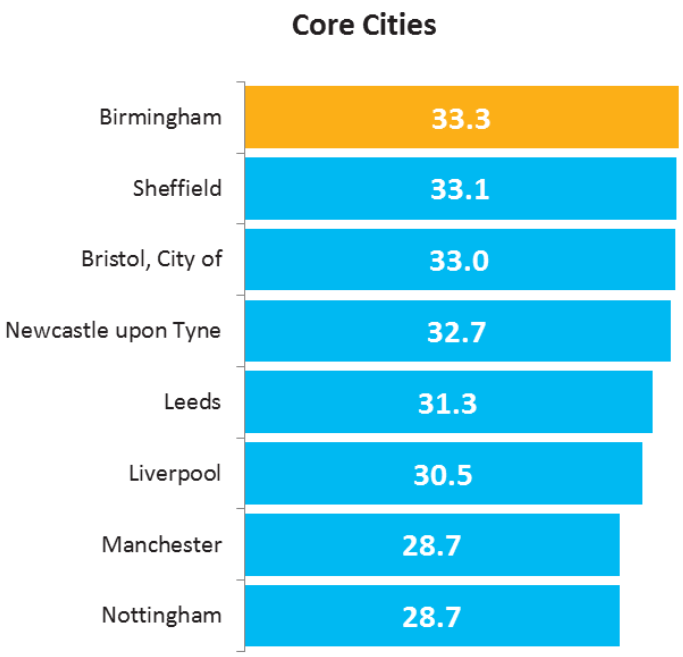
Level 3

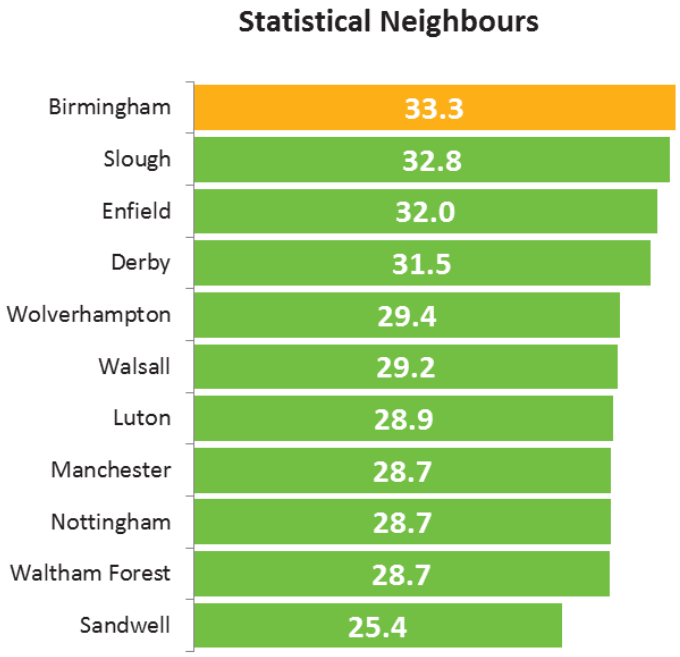
The graph below compares Birmingham's overall Level 3 performance indicators with National. Level 3 performance covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), or applied general or tech level qualification during their 16-18 study. Again, Birmingham outperforms National for all indicators with the exception of 'Tech-level APS per entry' which is marginally behind.



National Comparisons



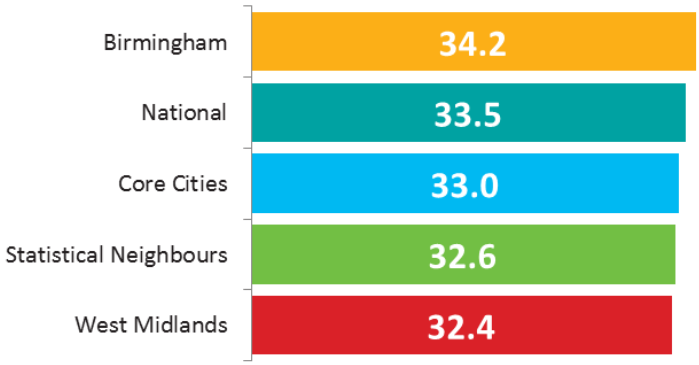




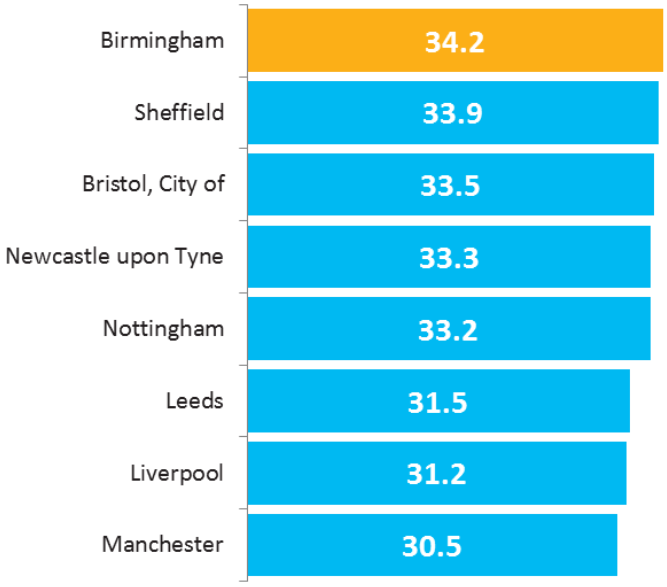
Birmingham's average A Level 'APS per entry' is better than the overall national average and those of Core Cities, West Midlands, Statistical Neighbours.

When comparing individual LAs within Core Cities and Statistical Neighbours Birmingham ranks 1st in both groups.

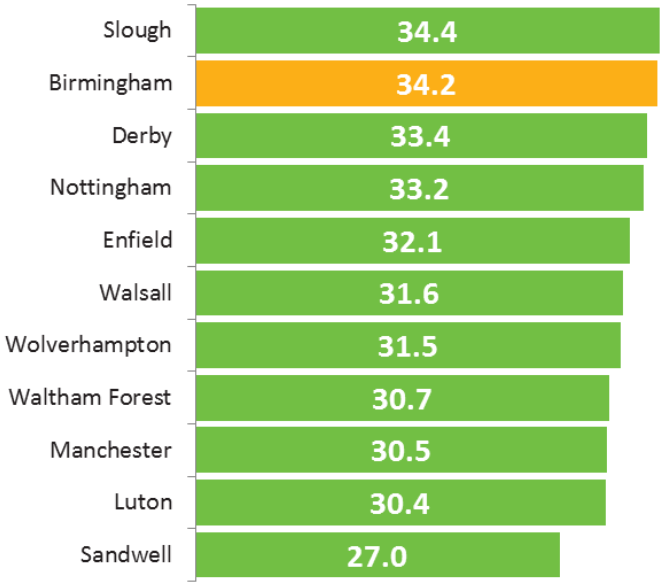
A Level APS (best 3)



Core Cities



Statistical Neighbours



Birmingham's average A Level 'APS per entry' for students best 3 results is better than the overall national average and those of Core Cities, West Midlands, Statistical Neighbours.

When comparing individual LAs within Core Cities and Statistical Neighbours Birmingham ranks 1st out of Core Cities and 2nd in Statistical Neighbours marginally behind Slough by 0.2 points.

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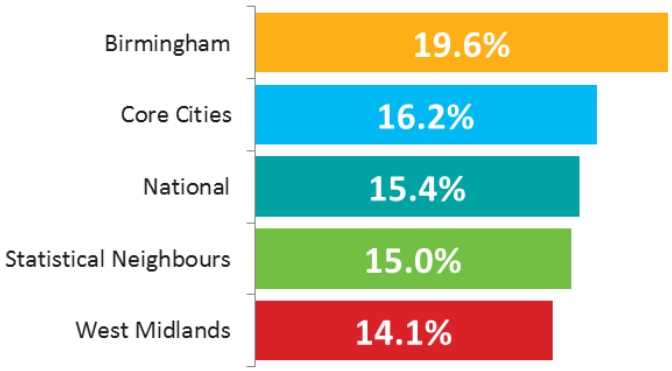
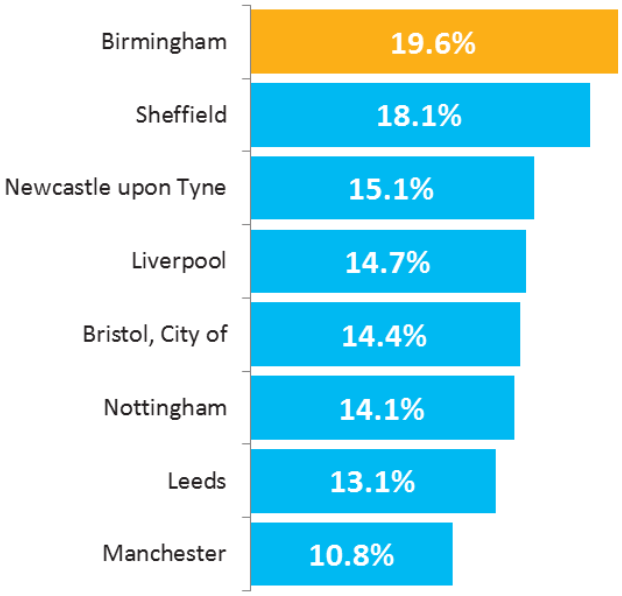
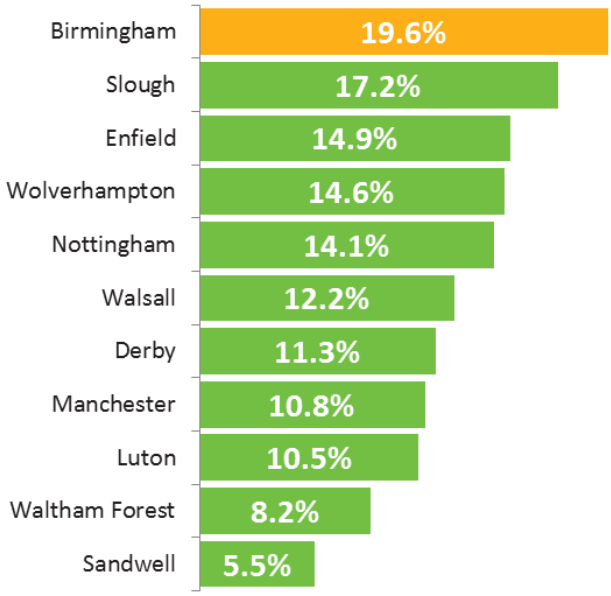
AAB or better of which at least two are in facilitating subjects



Core Cities



Statistical Neighbours



19.6% of Birmingham students ‘achieved AAB or better of which at least two are in facilitating subjects’. This is significantly better than the equivalent measures nationally as well as for West Midlands LAs, Core Cities and Statistical Neighbours.

When comparing individual LAs within Core Cities and Statistical Neighbours Birmingham ranks 1st in both groups.

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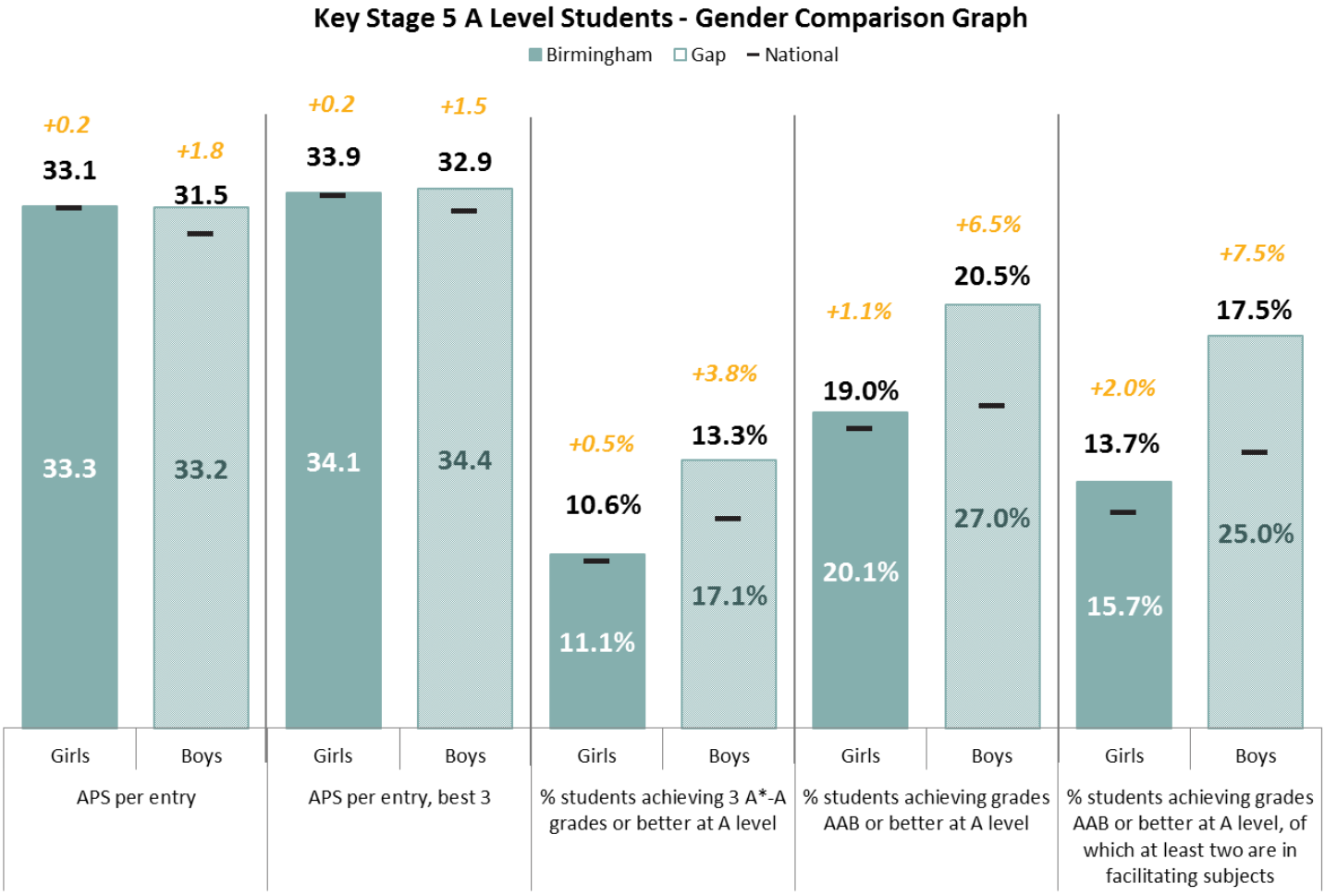
Pupil Characteristics – Gender

The graph below compares the A-level performance indicators for Birmingham Girls and Boys against their National equivalents.

For APS scores, Birmingham Girls show a strong correlation with National figures whereas the Boys narrowly outperform their National equivalents. In Birmingham, APS scores for Girls and Boys are very similar, Girls 'APS per entry' score is slightly better than the Boys.

Attainment scores for Birmingham Boys are significantly higher than Birmingham Girls, while this is also true nationally the gap is larger in Birmingham In particular percentage of boys achieving grades AAB or better, of which at least 2 are in facilitating subjects' at is 7.5% higher than national. In Birmingham 9.3% more boys archive this measure than girls whereas national this gap narrows to 3.8%.



Appendixes

Appendix 1 – Primary School Summary Comparison Table

Pupil Performance 2018: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2017

Phase	Birmingham		Core City Average		Statistical Neighbour Average		West Midlands Average		Birmingham Rank Order out of 16[5]	
2018 Early Years Foundation Stage										
Percentage of children achieving a good level of development[1]	68.4% (65.9%)		67.7% (66.3%)		68.6% (66.9%)		69.8% (68.6%)		11th (11th)	
2018 Phonics										
Meeting standard at end of Year 2[2]	91% (90%)		90% (89%)		91% (90%)		91% (91%)		=6th (=8th)	
2018 KS1 (Reached The Expected Standard and Working At Greater Depth)[3]	**EXS+**	**GDS**	**EXS+**	**GDS**	**EXS+**	**GDS**	**EXS+**	**GDS**	**EXS+**	**GDS**
Reading	72.6% (72.1%)	19.8% (18.4%)	71.6% (71%)	21.4% (20%)	72.7% (72.3%)	21.9% (20.7%)	74.4% (74.4%)	23.9% (22.3%)	=7th 7th)	=13th (14th)
Writing	66.7% (64.5%)	12.1% (10.4%)	66.2% (63.3%)	13.2% (11.9%)	67.4% (65.3%)	14% (12.8%)	68.7% (66.8%)	14.6% (14%)	=9th (9th)	=12th (14th)
Mathematics	72.8% (71.5%)	18% (15.1%)	71.1% (68%)	19% (16.8%)	73.9% (72.7%)	19.6% (17.7%)	74.7% (74%)	20.3% (19.2%)	12th (11th)	=12th (14th)
2018 KS2 (Reached The Expected Standard and Working At Higher / Greater Depth)[4]	**EXS+**	**High / GDS**	**EXS+**	**High / GDS**	**EXS+**	**High / GDS**	**EXS+**	**High / GDS**	**EXS+**	**High / GDS**
Reading	71.3% (66.5%)	24.6% (19.6%)	72.5% (68.4%)	25.9% (21.4%)	72.7% (67.4%)	25% (20.1%)	73.7% (69.5%)	26.4% (22.4%)	14th (12th)	11th (=10th)
Writing	75.8% (72.9%)	15% (11%)	76% (73.6%)	17.4% (14.2%)	77% (75.1%)	17.5% (14.7%)	77.6% (75.3%)	17.6% (22.4%)	10th (12th)	15th (=14th)
Mathematics	73% (72.8%)	22.9% (22.5%)	74% (73.5%)	22.7% (22%)	74.5% (73.9%)	22.9% (22%)	74% (73.1%)	21.4% (21.1%)	13th (13th)	6th (6th)
Reading Writing & Mathematics	61.1% (56.7%)	8.5% (6.1%)	62.1% (58.4%)	9.1% (7.1%)	62.6% (58.4%)	9% (7%)	62.7% (58.9%)	8.6% (7.6%)	13th (12th)	11th (=12th)
Grammar, Punctuation and Spelling	77.4% (78.1%)	37.5% (35%)	76.4% (76.5%)	34.9% (31.3%)	78.1% (77.8%)	37% (33.1%)	77.5% (76.6%)	34.1% (30.8%)	=9th (7th)	5th (=3rd)

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 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".
2. 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 2018 remained at 32.
3. The expected standard is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth within the expected standard' (GDS).
4. The expected standard for reading, maths and GPS is a scaled score of 100 or above. The expected standard in writing is a teacher assessment of 'working at the expected standard' (EXS) or 'working at greater depth within the expected standard' (GDS). A higher standard is a scaled score of 110 or above in Reading, Maths and GPS. For Writing it is a teacher assessment of 'working at greater depth within the expected standard' (GDS).
5. Ranking based on rounded figures to 1 decimal places with the exception of Phonics, 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 2018: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2017

Phase	Birmingham	Core City Average	Statistical Neighbour Average	West Midlands Average	Birmingham Rank Order out of 16[6]
2018 KS4					
Progress 8	-0.04 (-0.01)	-0.06 (-0.06)	-0.03 (-0.03)	-0.04 (-0.04)	=6th (7th)
Attainment 8 (2016 is not equivalent)[1]	45.8 (46.1)	44.6 (44.6)	44.6 (44.7)	45.2 (45.4)	4th (3rd)
Strong pass (9-5) in English and Maths GCSEs	40.1% (40.2%)	38.9% (38.3%)	38.2% (37.7%)	39.5% (39.8%)	7th (5th)
Standard pass (9-4) in English and Maths GCSEs[2]	59.6% (60.1%)	59.3% (58.4%)	58.5% (58.1%)	60.9% (61.3%)	8th (5th)
Entered all components of the English Baccalaureate	40% (40.7%)	36.9% (37.7%)	36.8% (36.2%)	36.2% (36.3%)	6th (2nd)
Average points achieved in English Baccalaureate subjects	3.98	3.83	3.83	3.87	4th
Achieving English Baccalaureate with strong passes (9-5)[2]	16.7% (22.2%)	14.7% (19.6%)	14.4% (18.7%)	14.3% (19.4%)	=3rd (3rd)
Achieving English Baccalaureate standard passes (9-4)[2]	23.9% (24.7%)	21.6% (22.2%)	21.2% (21%)	21.4% (21.7%)	6th (3rd)
2017 KS5					
A level Students - Average Point Score (APS) per entry	33.3 (31.9)	32.0 (30.0)	31.0 (30.5)	31.2 (30.5)	1st (4th)
A level Students - Average point score (APS) for best three A levels	34.2 (35.1)	33.0 (34.5)	32.6 (34.2)	32.4 (33.9)	2nd (5th)
A Level students achieving AAB or better of which at least two are in facilitating subjects	19.6% (19.4%)	16.2% (16.7%)	15.0% (15.9%)	14.1% (14.7%)	1st (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.

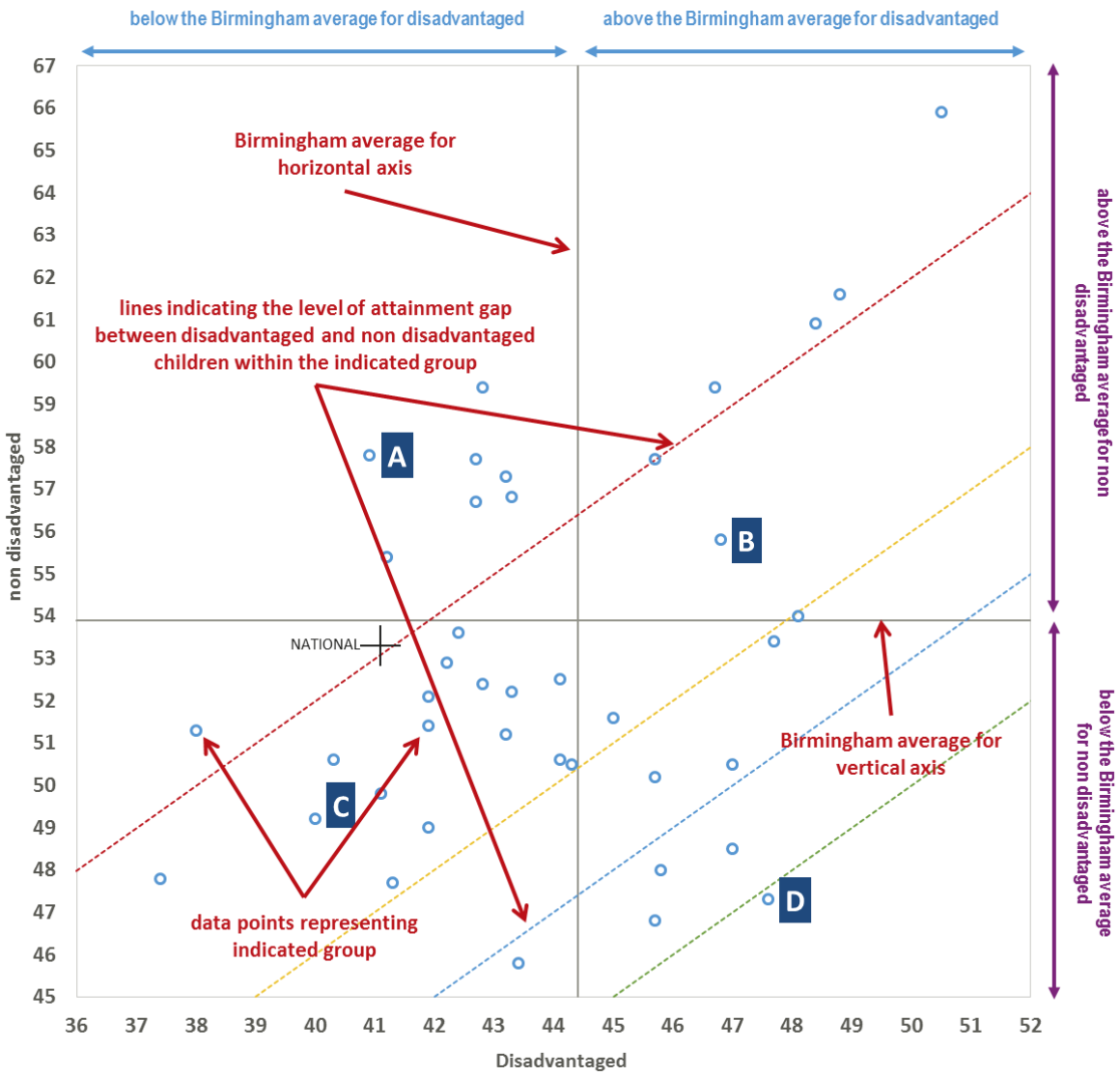
1. 2018 Attainment 8 outcomes not directly comparable to 2017 due to Ebacc subjects moving over to 9-1 grading
2. Only the English and Maths element of the Baccalaureate was graded 1-9 in 2017. The remaining components, Science, Humanities and Modern Languages were graded A*-C. All Ebacc subjects are 9-1 from 2018.

Appendix 3 – Ward Codes used in maps

Ward Code	Description
ASGN	Acocks Green
ALCS	Allens Cross
AMRK	Alum Rock
ASTN	Aston
BLHW	Balsall Heath West
BYGN	Bartley Green
BILY	Billesley
BIRD	Birchfield
BYHE	Bordesley & Highgate
BYGN	Bordesley Green
BKSP	Bournbrook & Selly Park
BECE	Bournville & Cotteridge
BDKH	Brandwood & King's Heath
BDHH	Bromford & Hodge Hill
CEVE	Castle Vale
DSHM	Druids Heath & Monyhull
EDGN	Edgbaston
ERDN	Erdington
FYGP	Frankley Great Park
GSGN	Garretts Green
GFTC	Glebe Farm & Tile Cross
GYHL	Gravelly Hill
HLGN	Hall Green North
HLGS	Hall Green South
HANH	Handsworth
HHWD	Handsworth Wood
HARE	Harborne
HEAS	Heartlands
HSHH	Highter's Heath
HOLD	Holyhead
KSNN	King's Norton North
KSNS	King's Norton South
KING	Kingstanding
LADD	Ladywood
LEWH	Longbridge & West Heath

Ward Code	Description
LOZS	Lozells
MOSY	Moseley
NECS	Nechells
NEWN	Newtown
NHEN	North Edgbaston
NORD	Northfield
OSCT	Oscott
PYBR	Perry Barr
PYCN	Perry Common
PEHS	Pype Hayes
QUIN	Quinton
RURE	Rubery & Rednal
SDED	Shard End
SHEN	Sheldon
SMHH	Small Heath
SOJQ	Soho & Jewellery Quarter
SHYY	South Yardley
SBHE	Sparkbrook & Balsall Heath East
SPAL	Sparkhill
STIY	Stirchley
SDGN	Stockland Green
SNFO	Sutton Four Oaks
SNMG	Sutton Mere Green
SNRP	Sutton Reddicap
SNRY	Sutton Roughley
SNTY	Sutton Trinity
SNVY	Sutton Vesey
SNWM	Sutton Walmley & Minworth
SNWG	Sutton Wylde Green
TYHM	Tyseley & Hay Mills
WDED	Ward End
WYSO	Weoley & Selly Oak
YYET	Yardley East
YYWS	Yardley West & Stechford

Appendix 4 – Explanation of Deprivation vs Non Deprivation Chart



Pe

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

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

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

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

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

Appendix 5 – Abbreviations

Ebacc English Baccalaureate - set of subjects at GCSE, to enter a pupil sits English language and literature, maths, the sciences, geography or history and a language.

Disadvantaged A child is classed as disadvantaged if they have been eligible for free school meals within the past six years or have been looked after or adopted.

FSM Currently free school meal eligible

EAL Child identified as speaking English as another language by parents.

SEN Child has an identified special educational need

LA Local authority

DfE Department for education

APS Average points score

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Birmingham City Council

Educational Outcome Dashboards Birmingham and Constituency Level

2018 Examinations and Assessments (Revised)

March 2019

Data and Intelligence Team Birmingham City Council

educationdata@birmingham.gov.uk

Primary Phase

Covers Headline Measures for Early Years, Key stage 1 and Key stage 2 (revised)

Constituency information relates to pupils living in the area at time of school census using their home postcode as reference. Postcodes matched to Ward and Constituency via: https://www.ons.gov.uk/methodology/geography/geographicalproducts/postcodeproducts

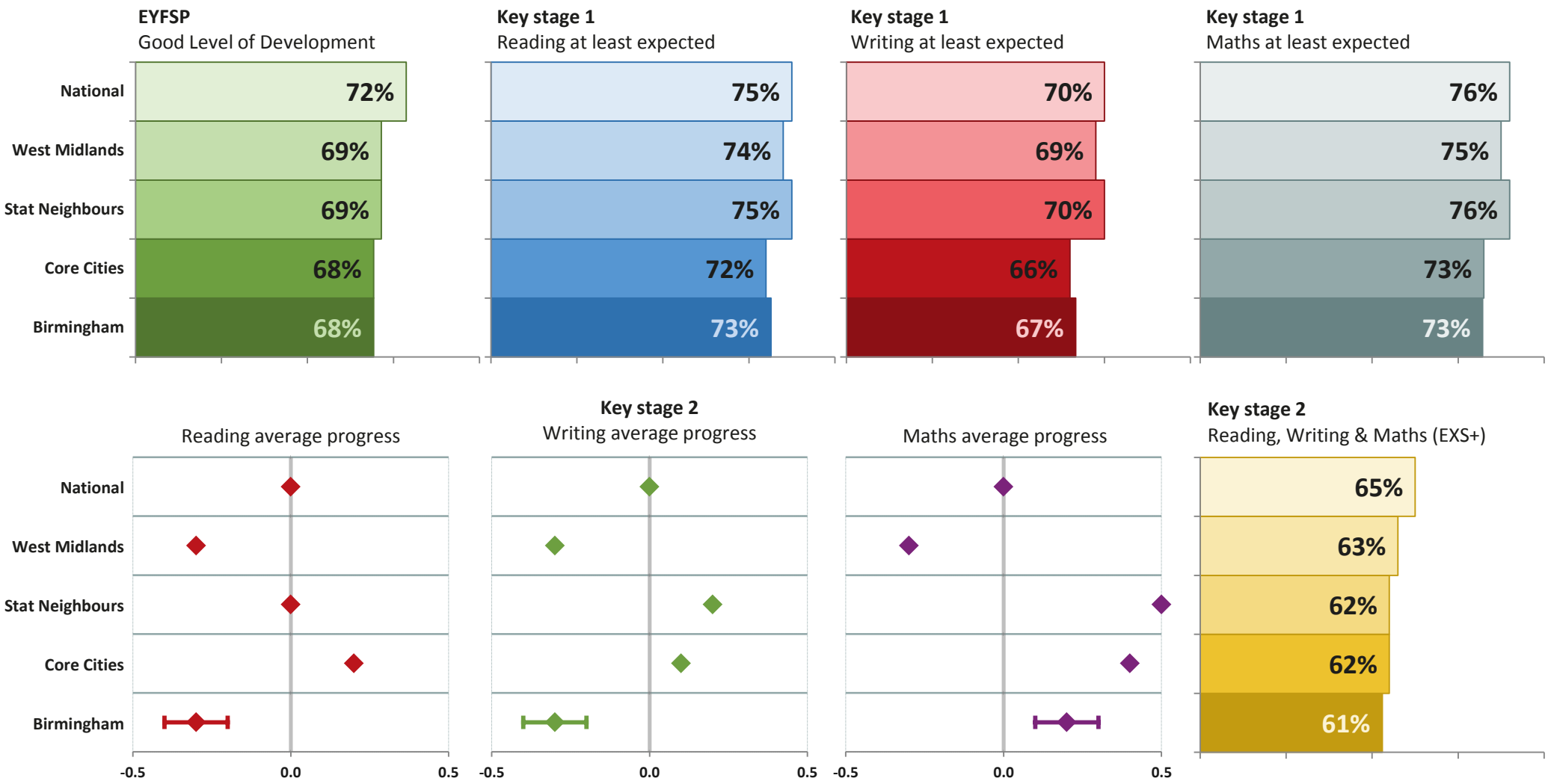
Coverage

From May 2018 some wards cross constituency boundaries. For purely comparison purposes all wards have been matched to a single constituency based on the highest proportion of children. Ward coverage indicates the amount of children in the ward within the constituency. In the case of constituency, coverage indicates the proportion of it that is made up by the displayed wards. All figures represent all children living in indicated area.

2017 / 2018

Primary phase outcomes for children attending a state school in Birmingham

Birmingham City Council

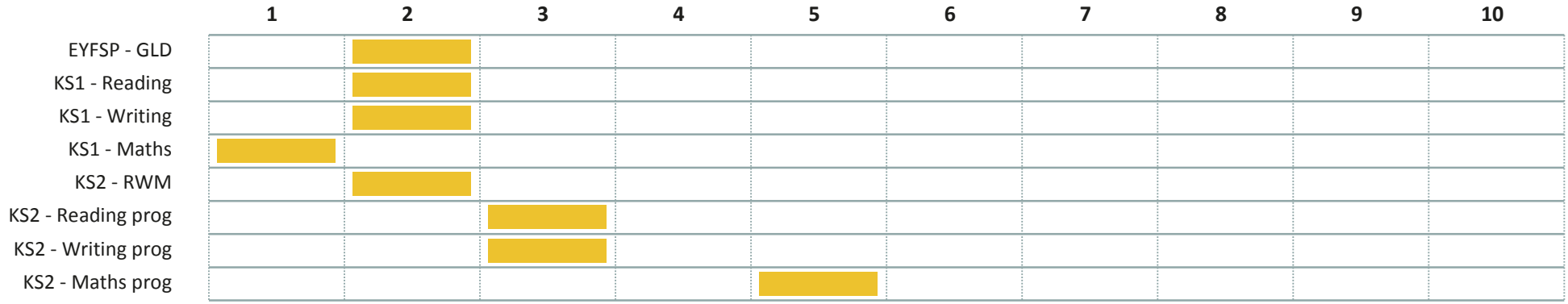


2017 / 2018

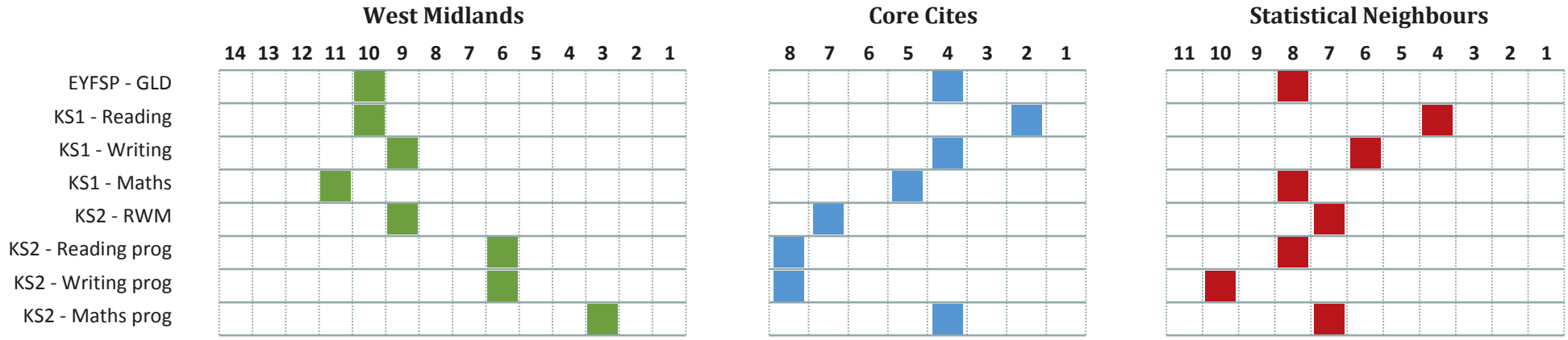
Birmingham key stage 2 outcomes in comparison to National, West Midlands, Statistical Neighbours and Core Cities

Birmingham City Council

Birmingham outcomes in comparison to all other LAs in England represented in deciles (10 being the highest)



Birmingham outcomes in comparison to all other LA Groups represented by rank (1 being the highest)



All Groups include Birmingham and the following other local authorities:
West Midlands; Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton, Worcestershire.
Statistical Neighbours; Derby, Enfield, Luton, Manchester, Nottingham, Sandwell, Slough, Walsall, Waltham Forest, Wolverhampton.
Core Cities; Bristol City of, Leeds, Liverpool, Manchester, Newcastle upon Tyne, Nottingham, Sheffield.

Key stage 2 information is revised and is subject to change once further updates are released by the DFE.

Edgbaston

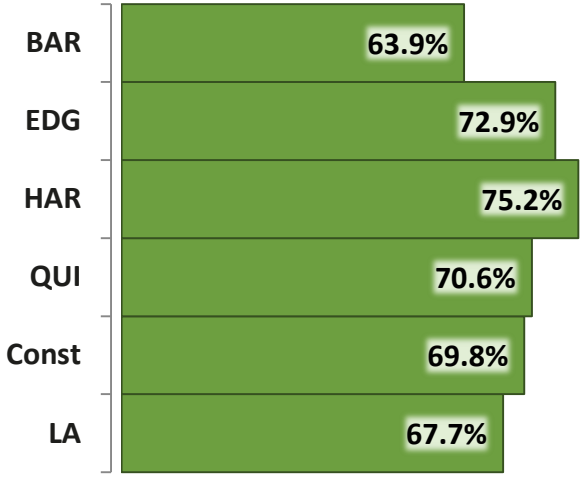
2017 / 2018

Birmingham City Council

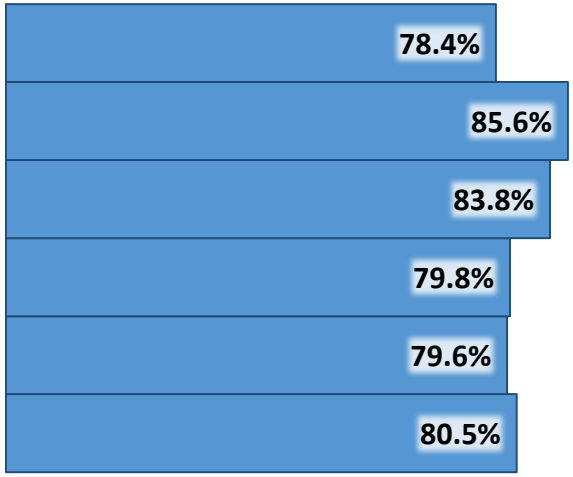
Wards within constituency

Bartley Green (BAR)
Edgbaston (EDG)
Harborne (HAR)
Quinton (QUI)

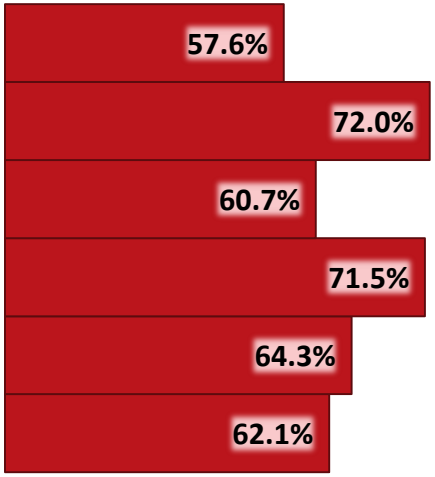
EYFSP
Good Level of Development



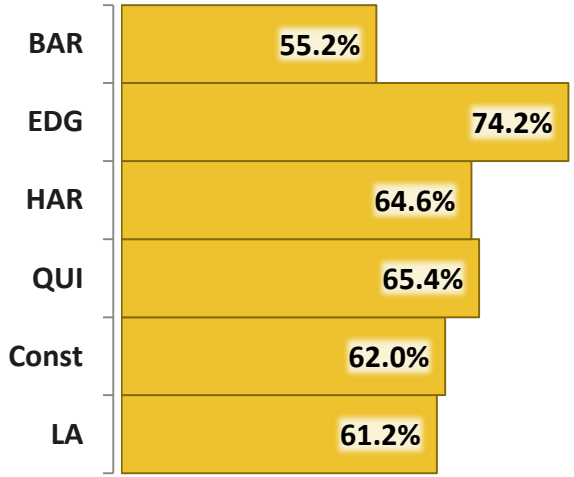
Phonics
Year 1 Working at



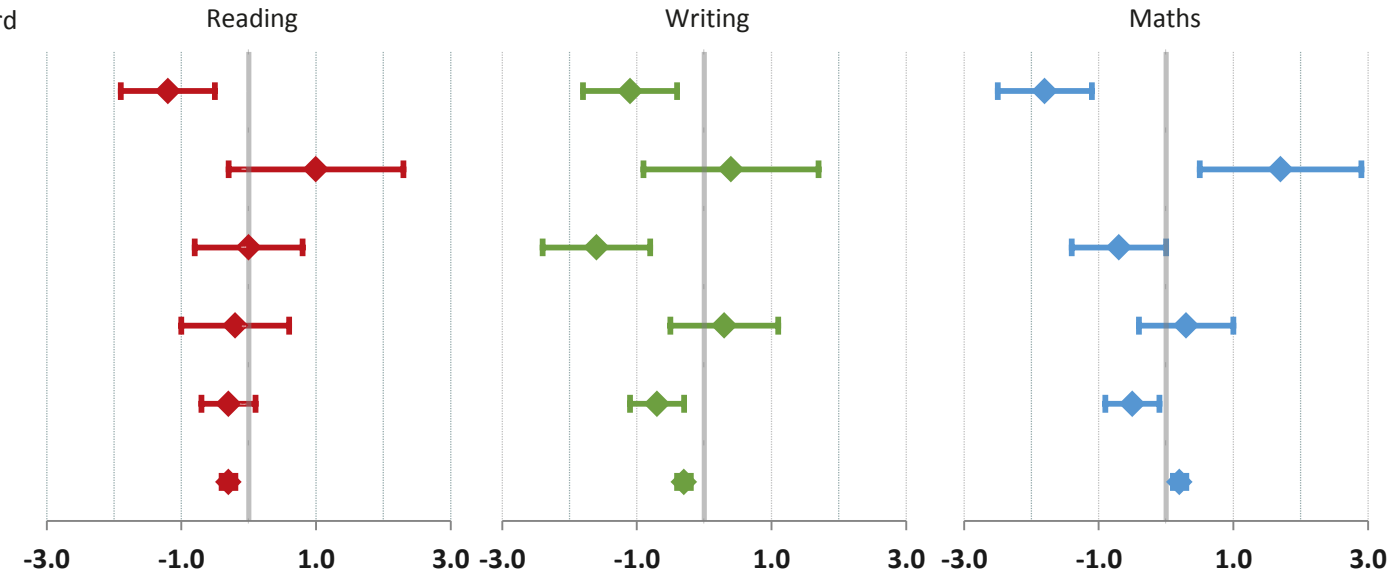
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Edgbaston

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Edgbaston	**100%**	**21 (19)**	**7307**	**27.0%**	**40.0%**	**29.3%**	**54.4%**	**0.31**
Bartley Green	100%	7	2204	33.3%	46.6%	15.4%	38.1%	0.38
Edgbaston	100%	2	654	24.0%	36.4%	50.8%	82.2%	0.21
Harborne	100%	4	1805	21.2%	32.8%	32.8%	58.0%	0.28
Quinton	100%	6	1689	23.6%	37.4%	26.7%	53.5%	0.29

Schools

Chad Vale Primary School (2312) EDG
Four Dwellings Primary Academy (2109) QUI
Harborne Primary School (2477) HAR
Kitwell Primary School and Nursery Class (2321) BAR
Nonsuch Primary School (2315) BAR
Oasis Academy Woodview (2105) EDG
Our Lady of Fatima Catholic Primary School (3374) QUI
Quinton Church Primary School (3004) QUI
St Mary's Catholic Primary School (3344) HAR
St Michael's Church of England Primary School (3311) BAR
St Peter's Catholic Primary School (3385) BAR
St Peters CofE Primary School (3428) HAR
The Orchards Primary Academy (2249) BAR
Welsh House Farm Community School and Special Needs Resources Base (2245) HAR
Woodcock Hill Primary School (2445) BAR
Woodgate Primary School (2278) BAR
Woodhouse Primary Academy (2136) QUI
World's End Infant and Nursery School (2317) QUI
World's End Junior School (2225) QUI

Constituency and Ward data refer to children living within indicated area who attend a state funded Birmingham school.
LA level outcomes refer to all state funded schools within Birmingham .Primary phase and contextual information refer to children in Reception to Year 6 extracted from January school census.
Key stage 2 information is provisional and is subject to change once further updates are released by the DFE
School names and DFE numbers accurate as of July 2018

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FSM: Eligible for free school meals
FSM6: Disadvantaged children
EAL: English as an additional Language
BAME: Black and Asian Minority Ethnic
IDACI: Income deprivation affecting children index

Contact: educationdata@birmingham.gov.uk

1. Schools The first number represents the actual number of state funded schools in the constituency. The figure in brackets is the number in the wards represented

Erdington

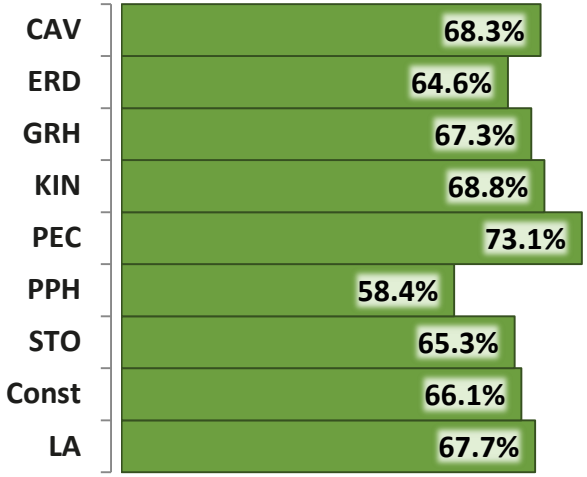
2017 / 2018

Birmingham City Council

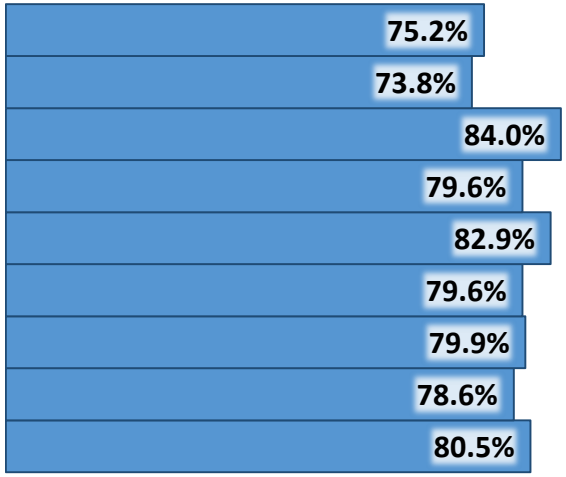
Wards within constituency

Castle Vale (CAV)	Kingstanding (KIN)	Stockland Green (STO)
Erdington (ERD)	Perry Common (PEC)	
Gravelly Hill (GRH)	Pype Hayes (PPH)	

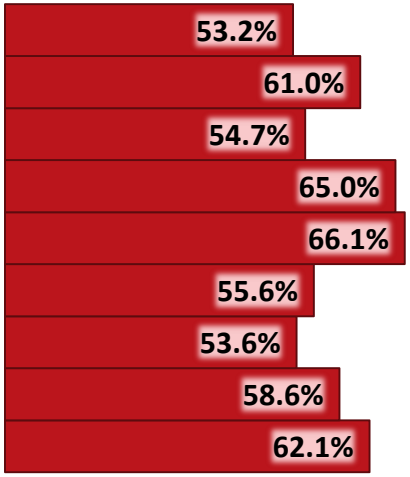
EYFSP
Good Level of Development



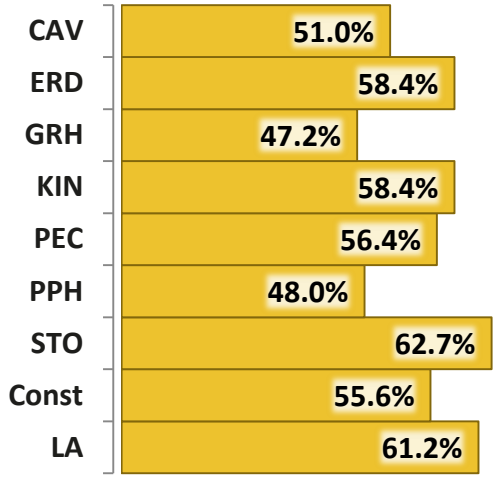
Phonics
Year 1 Working at



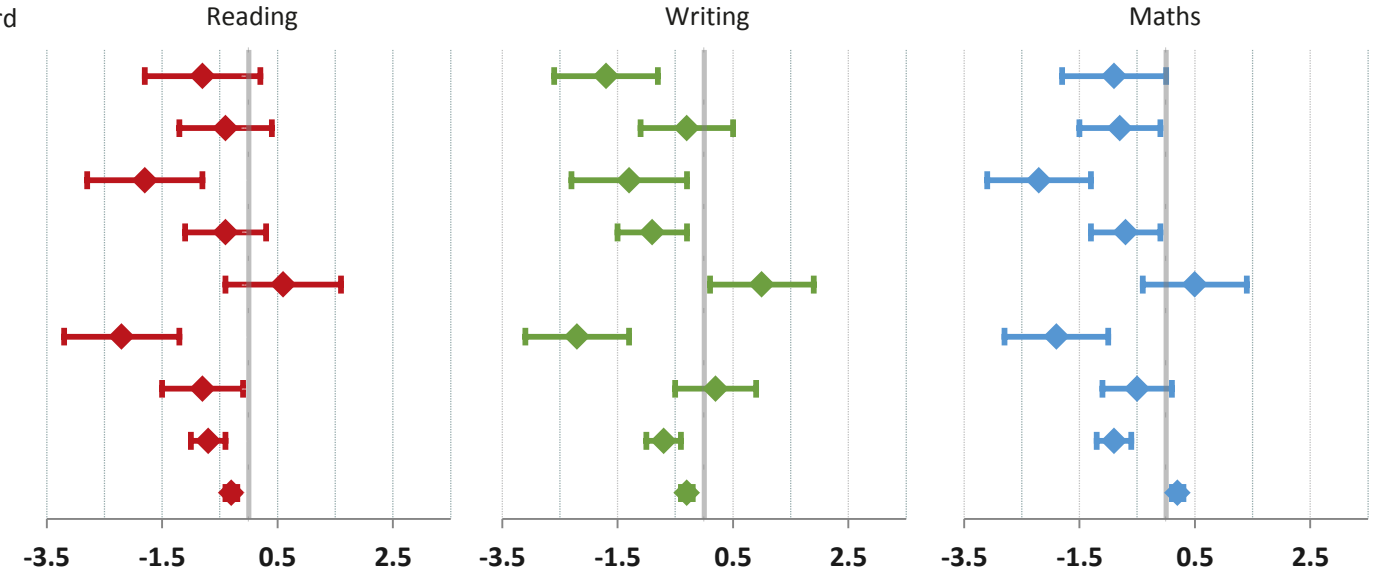
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Erdington

2017 / 2018

Birmingham City Council

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Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Erdington	**96%**	**30 (32)**	**10390**	**30.8%**	**46.1%**	**25.2%**	**48.1%**	**0.36**
Castle Vale	100%	4	1012	36.6%	54.1%	8.1%	30.2%	0.43
Erdington	100%	5	1847	29.6%	42.9%	25.8%	44.4%	0.34
Gravelly Hill	100%	2	955	30.3%	44.1%	41.8%	71.8%	0.35
Kingstanding	83%	7	2303	35.8%	52.7%	16.9%	34.0%	0.39
Perry Common	100%	5	1218	26.0%	44.3%	22.7%	47.2%	0.30
Pype Hayes	100%	4	1064	28.9%	40.6%	22.2%	46.8%	0.29
Stockland Green	100%	5	2370	25.4%	40.4%	35.9%	63.4%	0.34

Schools

Abbey Catholic Primary School (3318) ERD
Birches Green Infant School (2025) PPH
Birches Green Junior School (2024) PPH
Brookvale Primary School (2295) STO
Chivenor Primary School (2140) CAV
Christ The King Catholic Primary School (3319) KIN
Court Farm Primary School (2191) PEC
Erdington Hall Primary School (2036) GRH
Featherstone Primary School (2294) STO
Greenholm Primary School (2085) KIN
Gunter Primary School (2091) PPH
Hawthorn Primary School (2099) KIN
Kings Rise Academy (2073) KIN
Kingsthorne Primary School (2441) KIN
Marsh Hill Primary School (2133) STO
Oasis Academy Short Heath (2103) PEC
Osborne Primary School (2436) ERD
Paget Primary School (2149) PPH
Pegasus Primary School (2452) CAV
Saint Barnabas Church of England Primary School (3302) ERD
Slade Primary School (2037) STO
St Gerard's RC Junior and Infant School (3367) CAV
St Margaret Mary RC Junior and Infant School (3361) PEC
St Mary and St John Junior and Infant School (2187) GRH
St Peter and St Paul RC Junior and Infant School (3362) ERD
Story Wood School (2097) PEC
The Pines Special School (7045) STO
Topcliffe Primary School (2273) CAV
Twickenham Primary School (2449) KIN
Warren Farm Primary School (2068) KIN
Wilson Stuart School (7031) PEC
Yenton Primary School (2485) ERD

Contact: educationdata@birmingham.gov.uk

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School names and DFE numbers accurate as of July 2018

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FSM6: Disadvantaged children
EAL: English as an additional Language
BAME: Black and Asian Minority Ethnic
IDACI: Income deprivation affecting children index

1. Schools The first number represents the actual number of state funded schools in the constituency. The figure in brackets is the number in the wards represented

Hall Green

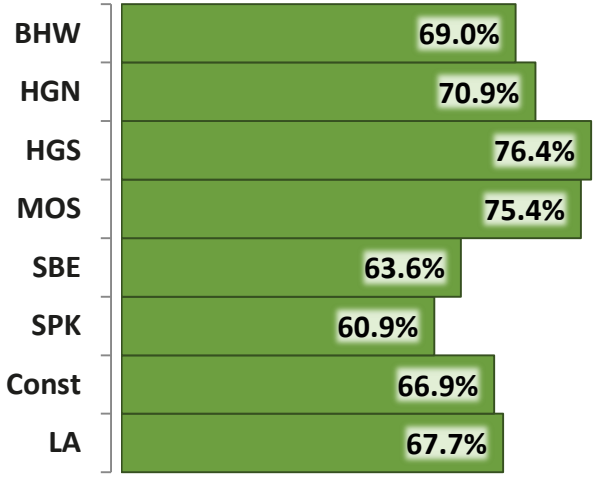
2017 / 2018

Birmingham City Council

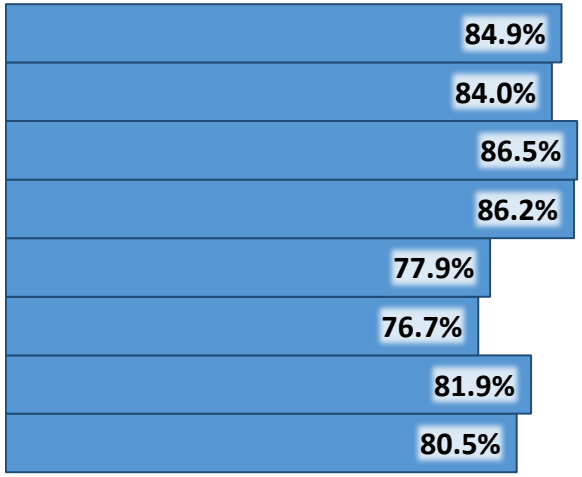
Wards within constituency

Balsall Heath West (BHW)	Moseley (MOS)
Hall Green North (HGN)	Sparkbrook & Balsall Heath East (SBE)
Hall Green South (HGS)	Sparkhill (SPK)

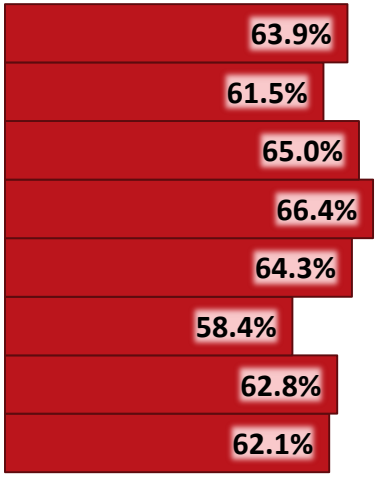
EYFSP
Good Level of Development



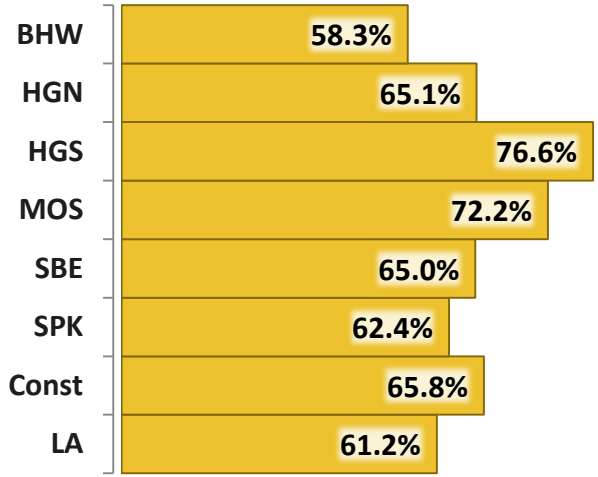
Phonics
Year 1 Working at



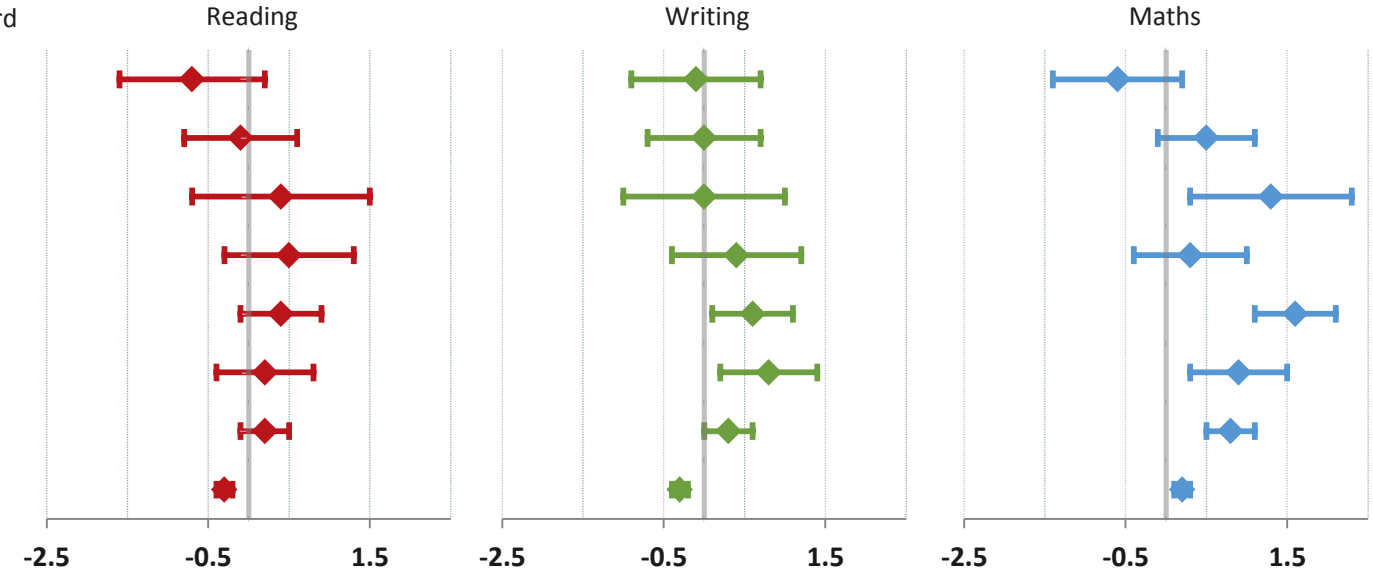
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Hall Green

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Hall Green	**96%**	**32 (31)**	**12978**	**21.7%**	**33.4%**	**67.3%**	**85.3%**	**0.29**
Balsall Heath West	91%	3	1351	35.1%	50.1%	75.8%	93.4%	0.42
Hall Green North	100%	6	2446	17.1%	29.2%	56.6%	84.1%	0.23
Hall Green South	100%	1	796	8.2%	17.0%	31.7%	63.7%	0.11
Moseley	100%	9	1627	16.6%	26.1%	49.3%	74.7%	0.22
Sparkbrook & Balsall Heath East	89%	6	3630	29.0%	42.1%	81.6%	94.1%	0.38
Sparkhill	100%	6	2837	21.0%	31.4%	84.8%	93.6%	0.29

Schools

Al-Furqan Primary School (5949) HGN
Anderton Park Primary School (2062) MOS
Arden Primary School (2300) SPK
Ark Tindal Primary Academy (2056) BHW
Chilcote Primary School (2251) HGS
Christ Church CofE Controlled Primary School and Nursery (3002) SBE
Clifton Primary School (3432) SBE
Conway Primary School (2082) SBE
English Martyrs' Catholic Primary School (3321) SPK
Greet Primary School (2086) SPK
Hall Green Infant School (2093) HGN
Hall Green Junior School (2092) HGN
Heath Mount Primary School (2313) BHW
King David Junior and Infant School (3352) MOS
Ladypool Primary School (2189) SBE
Montgomery Primary Academy (2070) SBE
Moor Green Primary Academy (2078) MOS
Moseley Church of England Primary School (3003) MOS
Nelson Mandela School (2457) SBE
Park Hill Primary School (2150) MOS
Percy Shurmer Academy (2057) BHW
Robin Hood Academy (2460) HGN
Springfield Primary School (3413) SPK
St Ambrose Barlow Catholic Primary School (3380) HGN
St Bernard's Catholic Primary School (3375) MOS
St John and Monica Catholic Primary School (3410) MOS
St John's CofE Primary School (3306) SPK
St Martin de Porres Catholic Primary School (3382) MOS
The Olive School, Birmingham (2167) SPK
Uffculme School (7014) MOS
Yorkmead Junior and Infant School (2231) HGN

Contact: educationdata@birmingham.gov.uk

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FSM: Eligible for free school meals
FSM6: Disadvantaged children
EAL: English as an additional Language
BAME: Black and Asian Minority Ethnic
IDACI: Income deprivation affecting children index

1. Schools The first number represents the actual number of state funded schools in the constituency. The figure in brackets is the number in the wards represented

Hodge Hill

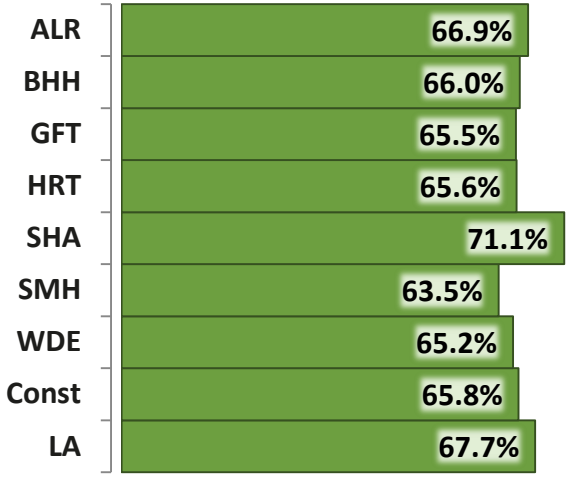
2017 / 2018

Birmingham City Council

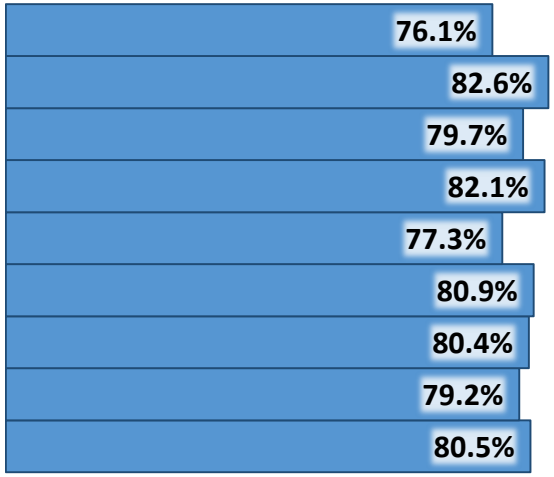
Wards within constituency

Alum Rock (ALR)	Heartlands (HRT)	Ward End (WDE)
Bromford & Hodge Hill (BHH)	Shard End (SHA)	
Glebe Farm & Tile Cross (GFT)	Small Heath (SMH)	

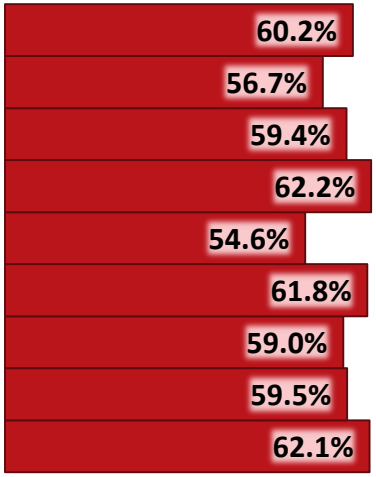
EYFSP
Good Level of Development



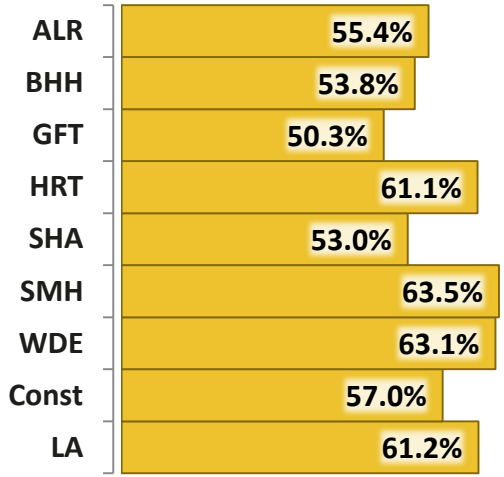
Phonics
Year 1 Working at



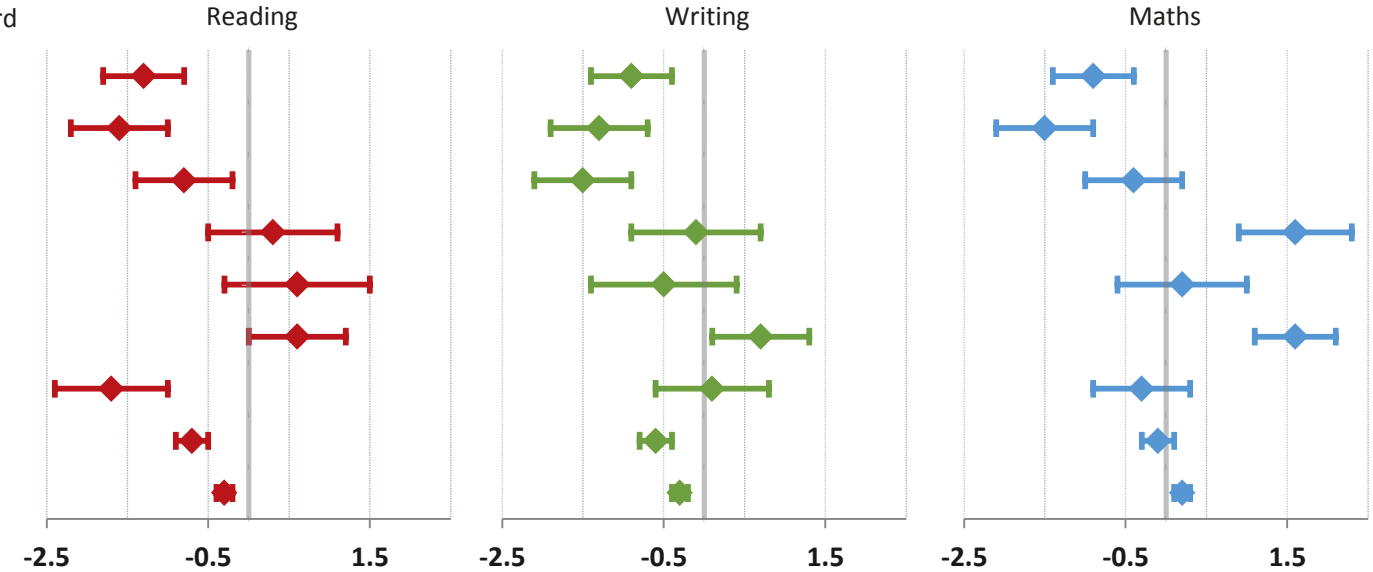
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Hodge Hill

2017 / 2018

Birmingham City Council

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Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Hodge Hill	**93%**	**37 (38)**	**17584**	**26.8%**	**41.0%**	**65.5%**	**81.4%**	**0.34**
Alum Rock	100%	7	3962	27.0%	41.6%	83.3%	92.2%	0.36
Bromford & Hodge Hill	100%	7	2740	23.0%	38.8%	50.7%	79.0%	0.31
Glebe Farm & Tile Cross	75%	7	2915	32.8%	47.8%	35.9%	60.6%	0.41
Heartlands	100%	3	1960	24.7%	37.2%	77.1%	87.5%	0.32
Shard End	100%	4	1235	36.9%	58.8%	10.1%	31.9%	0.43
Small Heath	84%	5	3091	23.8%	34.6%	85.4%	95.9%	0.30
Ward End	100%	5	2012	23.7%	37.3%	69.1%	90.6%	0.33

Schools

Adderley Primary School (2010) ALR
Alston Primary School (2144) HRT
Ark Victoria Academy (4019) SMH
Audley Primary School (3412) GFT
Beaufort School (7052) BHH
Bordesley Green Primary School (2030) HRT
Brownmead Primary Academy (2152) SHA
Colebourne Primary School (2185) BHH
Firs Primary School (2475) BHH
Gossey Lane Academy (2448) GFT
Guardian Angels Catholic Primary School (3316) SHA
Hallmoor School (7000) GFT
Heathlands Primary Academy (2455) BHH
Highfield Junior and Infant School (2165) ALR
Hillstone Primary School (2434) SHA
Hodge Hill Primary School (3430) BHH
Holy Family Catholic Primary School (3317) SMH
Lea Forest Primary Academy (2096) GFT
Leigh Primary School (2453) WDE
Nansen Primary School (2038) ALR
Our Lady's Catholic Primary School (3357) GFT
Parkfield Community School (2458) ALR
Shaw Hill Primary School (2008) ALR
Sladefield Infant School (2174) WDE
Somerville Primary (NC) School (2176) SMH
St Benedict's Primary School (2183) SMH
St Cuthbert's RC Junior and Infant (NC) School (3386) GFT
St Saviour's C of E Primary School (3019) ALR
St Wilfrid's Catholic Junior and Infant School (3359) BHH
Starbank School (2179) SMH
Tame Valley Academy (2098) BHH
The Rosary Catholic Primary School (3325) ALR
The Shirestone Academy (2058) GFT
Thornton Primary School (2192) WDE
Timberley Academy (2195) SHA
Ward End Primary School (2108) WDE
Washwood Heath Academy (4084) WDE
Waverley School (4009) HRT

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Ladywood

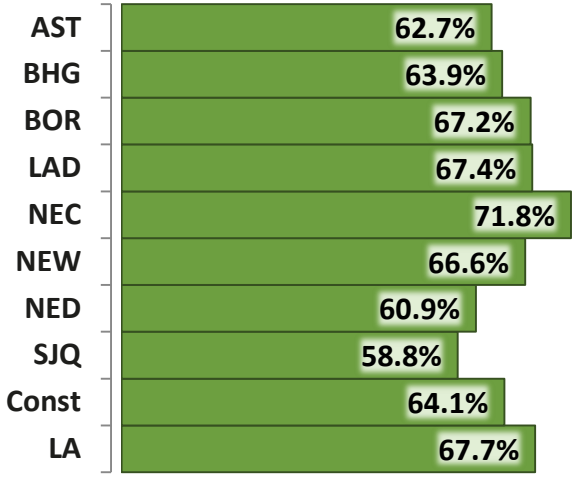
2017 / 2018

Birmingham City Council

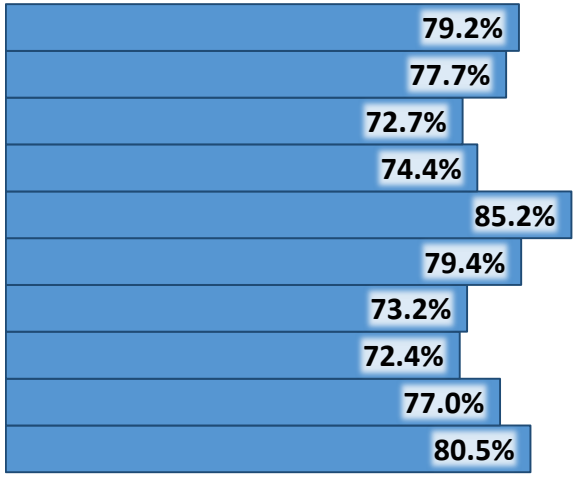
Wards within constituency

Aston (AST)	Ladywood (LAD)	North Edgbaston (NED)
Bordesley & Highgate (BHG)	Nechells (NEC)	Soho & Jewellery Quarter (SJQ)
Bordesley Green (BOR)	Newtown (NEW)	

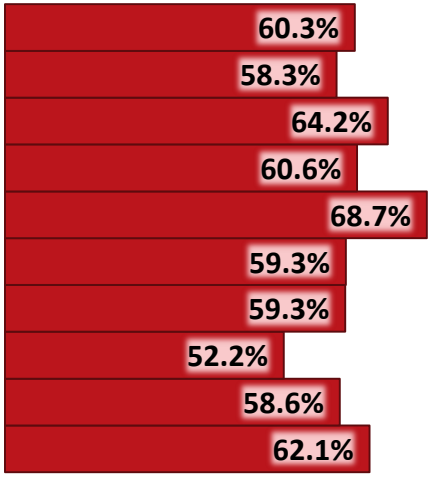
EYFSP
Good Level of Development



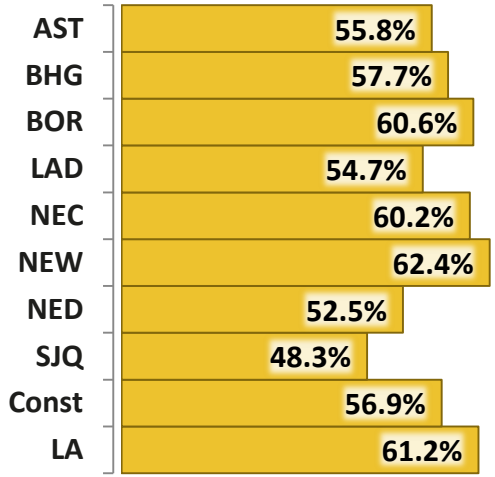
Phonics
Year 1 Working at



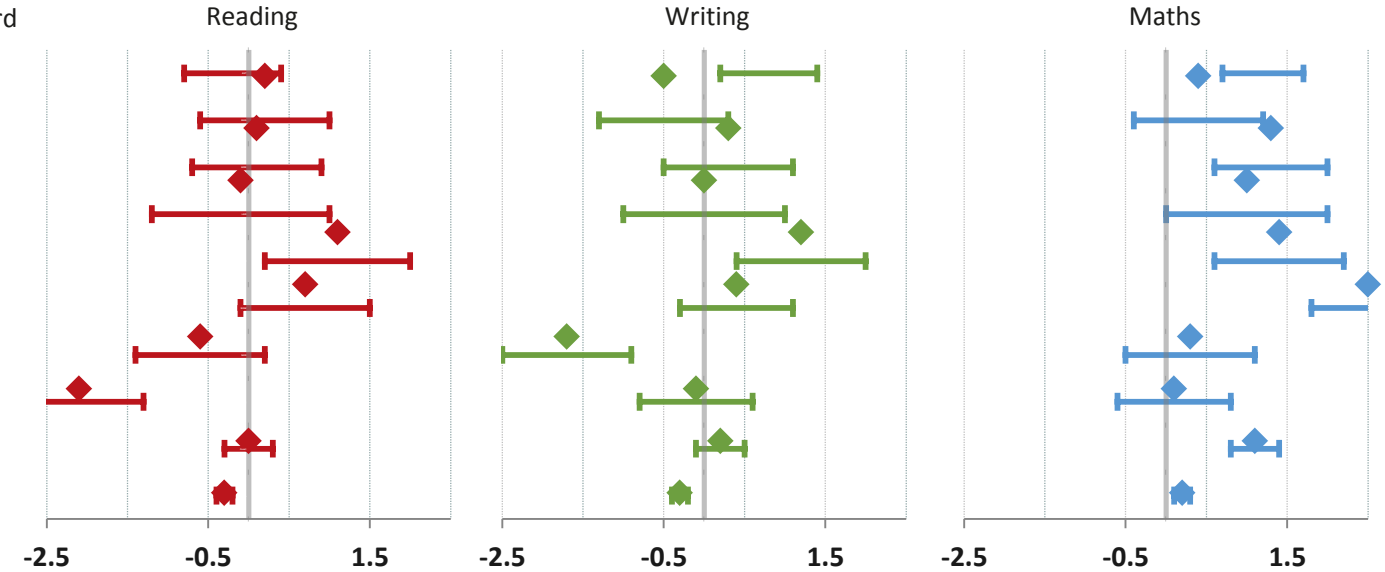
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Ladywood

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Ladywood	**86%**	**46 (49)**	**14024**	**32.0%**	**49.2%**	**74.5%**	**91.1%**	**0.39**
Aston	83%	8	3207	23.9%	37.8%	87.4%	94.9%	0.35
Bordesley & Highgate	82%	6	1624	32.3%	47.5%	75.6%	90.4%	0.36
Bordesley Green	65%	4	1907	26.8%	43.1%	87.3%	90.7%	0.35
Ladywood	100%	7	1321	38.3%	54.6%	60.7%	86.7%	0.43
Nechells	100%	8	1597	37.7%	59.4%	76.1%	92.2%	0.45
Newtown	100%	3	1806	36.6%	59.4%	72.2%	93.4%	0.44
North Edgbaston	67%	5	1641	25.5%	35.7%	65.9%	84.6%	0.27
Soho & Jewellery Quarter	100%	8	2316	34.7%	53.7%	64.6%	87.6%	0.41

Schools

Al-Hijrah School (4334) BHG
Aston Tower Community Primary School (2443) AST
Barford Primary School (2014) NED
Benson Community School (2435) SJQ
Birchfield Primary School (2186) AST
Bordesley Village Primary School (2171) BHG
Brookfields Primary School (2196) SJQ
Calthorpe Teaching Academy (7013) BHG
Canterbury Cross Primary School (2039) AST
Chandos Primary School (2170) BHG
Chilwell Croft Academy (2047) NEW
City Road Primary School (2194) NED
Cromwell Junior and Infant School (2060) NEC
Deykin Avenue Junior and Infant School (2284) AST
George Dixon Primary School (2079) NED
Harper Bell Seventh-day Adventist School (3436) BHG
James Brindley School (7063) LAD
James Watt Primary School (2015) SJQ
King Solomon International Business School (4020) NEC
Manor Park Primary Academy (2162) NEC
Mansfield Green E-ACT Academy (2075) AST
Marlborough Infant School (2132) BOR
Marlborough Junior School (2283) BOR
Nechells Primary E-ACT Academy (2048) NEC
Nelson Junior and Infant School (2142) LAD
Nishkam Primary School Birmingham (2032) SJQ
Oasis Academy Boulton (2117) SJQ
Oasis Academy Foundry (2141) SJQ
Prince Albert Junior and Infant School (2003) AST
Regents Park Community Primary School (2063) BOR
Sacred Heart Catholic School (3409) AST
St Anne's Catholic Primary School (3335) BHG
St Catherine of Siena Catholic Primary School (3331) LAD
St Chad's Catholic Primary School (3337) NEW
St Clement's Church of England Academy (2059) NEC
St Edmund's Catholic Primary School (3347) SJQ
St George's Church of England Academy, Newtown (2104) NEW
St George's Church of England Primary School (2120) LAD
St John's & St Peter's CofE Academy (2071) LAD
St Joseph's Catholic Primary School (3339) NEC
St Matthew's CofE Primary School (3016) NEC
St Michael's CofE Primary Academy, Handsworth (2061) SJQ
St Patrick's Catholic Primary School (3346) NED
St Thomas CofE Academy (3314) LAD
St Vincent's Catholic Primary School (3310) NEC
Summerfield Junior and Infant School (2067) NED
The Oratory Roman Catholic Primary School (3323) LAD
Wyndcliffe Primary School (2146) BOR
Yew Tree Community Junior and Infant School (NC) (2180) AST

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Northfield

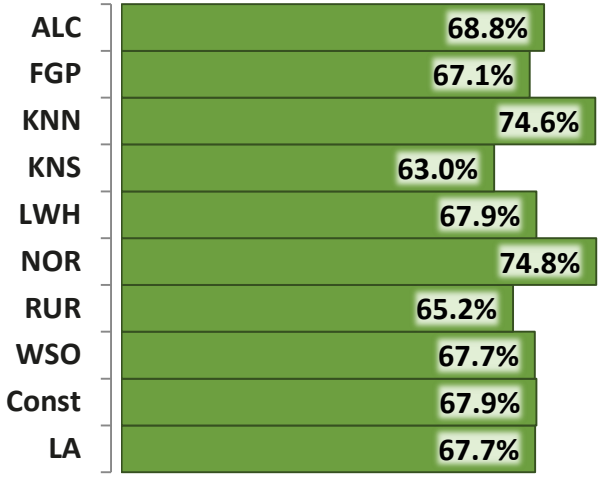
2017 / 2018

Birmingham City Council

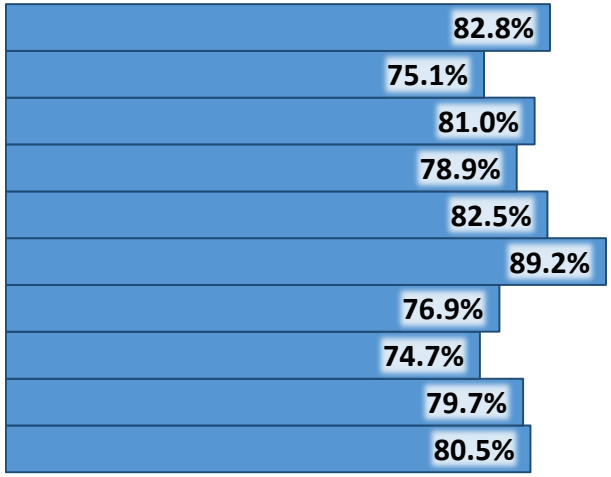
Wards within constituency

Allens Cross (ALC)	King's Norton South (KNS)	Rubery & Rednal (RUR)
Frankley Great Park (FGP)	Longbridge & West Heath (LWH)	Weoley & Selly Oak (WSO)
King's Norton North (KNN)	Northfield (NOR)	

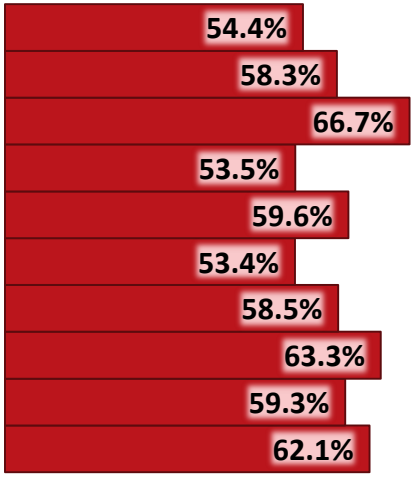
EYFSP
Good Level of Development



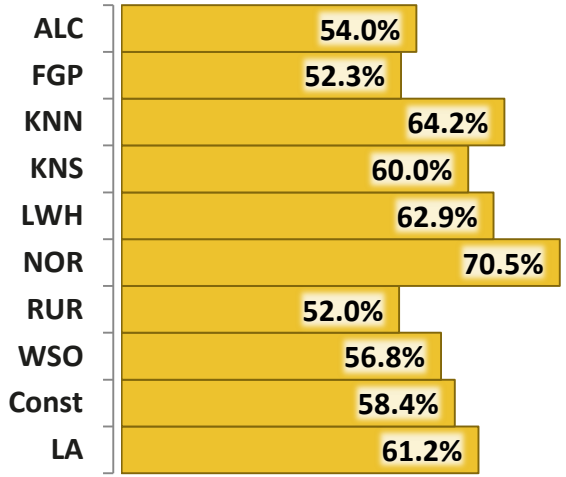
Phonics
Year 1 Working at



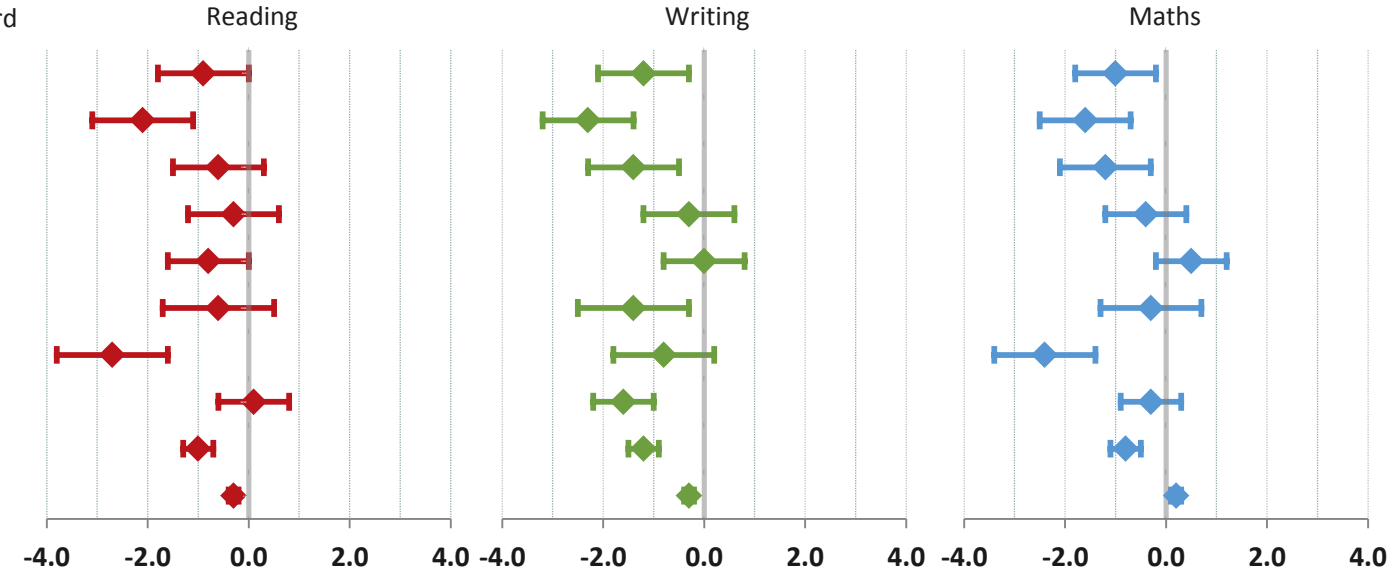
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Northfield

2017 / 2018

Birmingham City Council

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Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Northfield	**94%**	**35 (39)**	**10084**	**33.9%**	**48.4%**	**11.6%**	**30.2%**	**0.36**
Allens Cross	100%	6	1160	30.4%	43.5%	17.3%	35.0%	0.36
Frankley Great Park	100%	4	1187	41.7%	57.7%	8.3%	28.9%	0.42
King's Norton North	100%	3	1058	31.4%	43.3%	11.4%	29.4%	0.31
King's Norton South	100%	3	1376	41.5%	61.0%	10.3%	32.3%	0.49
Longbridge & West Heath	100%	5	1759	32.9%	46.0%	8.9%	26.2%	0.31
Northfield	100%	3	822	15.5%	26.5%	7.5%	22.6%	0.19
Rubery & Rednal	100%	5	946	39.3%	53.6%	8.0%	21.6%	0.37
Weoley & Selly Oak	72%	10	2375	31.1%	45.7%	21.8%	43.1%	0.36

Schools

Albert Bradbeer Primary Academy (3433) LWH
Ark Kings Academy (4001) KNS
Bellfield Infant School (NC) (2239) ALC
Bellfield Junior School (2241) ALC
Cherry Oak School (7051) WSO
City of Birmingham School (1100) FGP
Cofton Primary School (2289) LWH
Colmers Farm Primary School (2052) RUR
Fairway Primary Academy (2310) KNN
Forestdale Primary School (2486) FGP
Green Meadow Primary School (2451) WSO
Hawkesley Church Primary Academy (2121) KNS
Holly Hill Methodist CofE Infant School (3411) FGP
Jervoise School (2111) WSO
Kings Norton Junior and Infant School (2118) KNN
Longwill A Primary School for Deaf Children (7012) ALC
Merritts Brook Primary E-ACT Academy (2100) ALC
Northfield Manor Primary Academy (2263) WSO
Our Lady and St Rose of Lima Catholic Primary School (3351) WSO
Paganel Primary School (2021) WSO
Princethorpe Infant School (2156) WSO
Princethorpe Junior School (2155) WSO
Reaside Academy (2080) FGP
Rednal Hill Infant School (2161) RUR
Rednal Hill Junior School (2160) RUR
St Brigid's Catholic Primary School (3330) ALC
St Columba's Catholic Primary School (2154) RUR
St James Catholic Primary School (3358) RUR
St John Fisher Catholic Primary School (3360) LWH
St Laurence Church Infant School (3371) NOR
St Laurence Church Junior School (3307) NOR
St Mary's Church of England Primary School (3025) WSO
St Paul's Catholic Primary School (3366) KNS
The Meadows Primary School (2246) NOR
Turves Green Primary School (2175) LWH
Victoria School (7009) ALC
Water Mill Primary School (2306) WSO
West Heath Primary School (2019) LWH
Wychall Primary School (2480) KNN

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Perry Barr

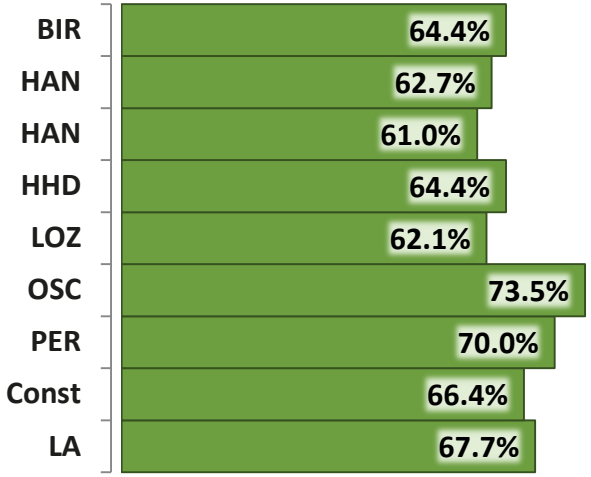
2017 / 2018

Birmingham City Council

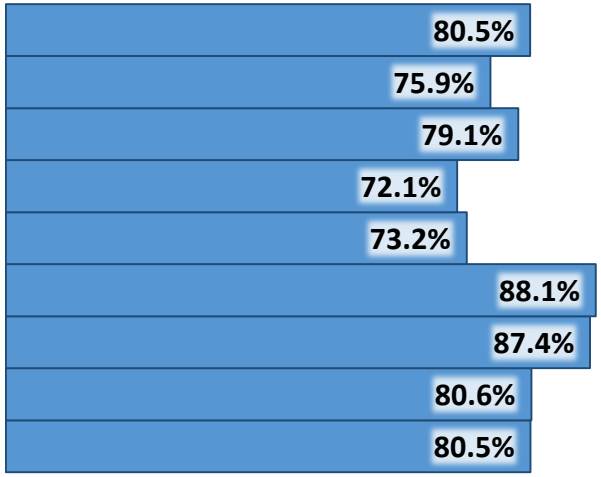
Wards within constituency

Birchfield (BIR)	Holyhead (HHD)	Perry Barr (PER)
Handsworth (HAN)	Lozells (LOZ)	
Handsworth Wood (HAN)	Oscott (OSC)	

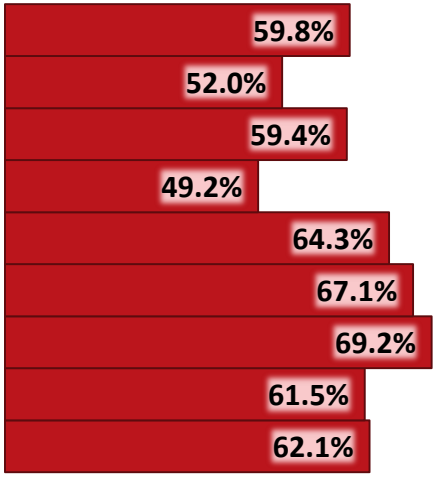
EYFSP
Good Level of Development



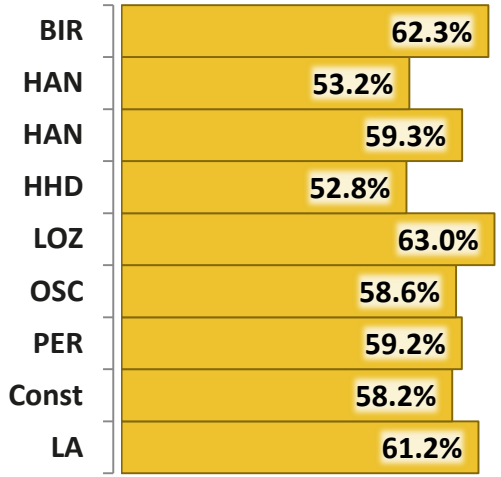
Phonics
Year 1 Working at



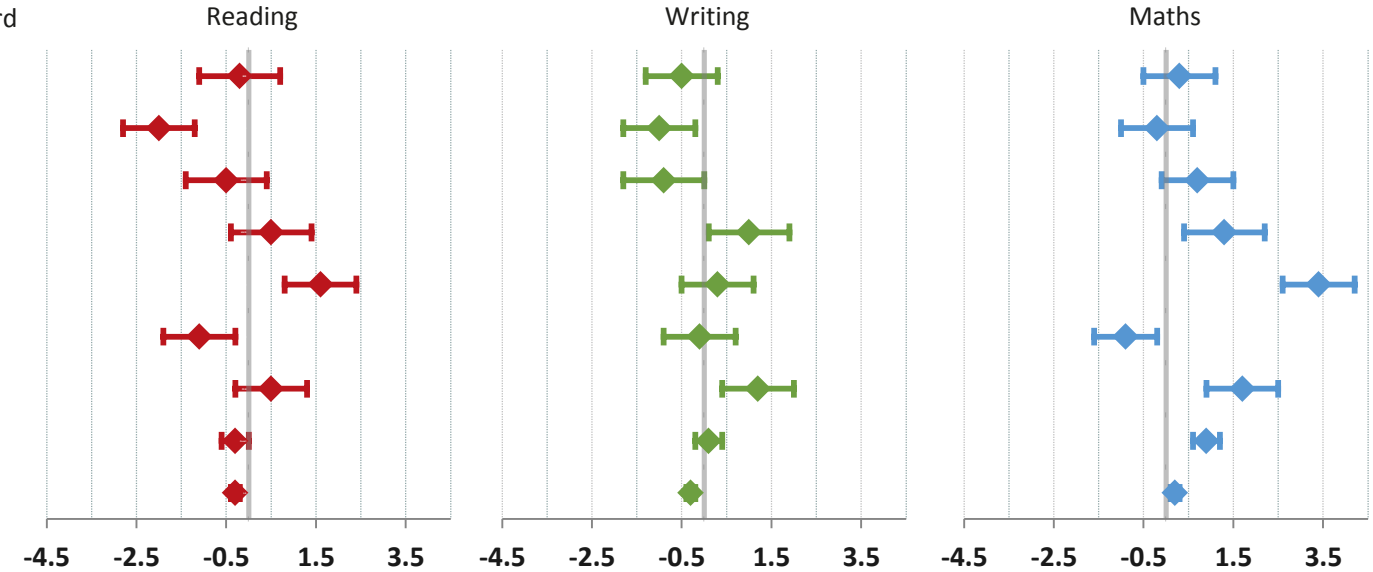
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Perry Barr

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Perry Barr	**94%**	**35 (40)**	**11224**	**22.1%**	**37.1%**	**54.6%**	**78.0%**	**0.28**
Birchfield	100%	4	1408	24.4%	42.5%	74.0%	93.4%	0.34
Handsworth	100%	8	1510	27.1%	45.6%	68.5%	93.6%	0.34
Handsworth Wood	100%	8	1697	19.3%	31.3%	52.2%	88.2%	0.20
Holyhead	59%	4	1427	27.0%	41.5%	70.2%	81.2%	0.37
Lozells	96%	5	1421	25.2%	40.7%	83.6%	98.1%	0.35
Oscott	100%	8	1690	22.1%	36.7%	12.4%	35.7%	0.22
Perry Barr	100%	3	1770	16.9%	29.3%	37.4%	71.2%	0.19

Schools

Anglesey Primary School (2479) LOZ
Beeches Infant School (2017) OSC
Beeches Junior School (2016) OSC
Calshot Primary School (2465) PER
Cherry Orchard Primary School (2040) HAN
Dorrington Academy (2065) PER
Glenmead Primary School (2296) OSC
Great Barr Primary School (2450) OSC
Grestone Academy (2138) HAN
Grove School (2466) HAN
Hamilton School (7006) HHD
Heathfield Primary School (2309) LOZ
Holy Trinity CE Primary Academy (Handsworth) (3303) BIR
Kingsland Primary School (NC) (2115) OSC
Lozells Junior and Infant School and Nursery (2127) LOZ
Maryvale Catholic Primary School (3322) OSC
Mayfield School (7040) LOZ
Priestley Smith School (7034) OSC
Rookery School (2481) HAN
St Augustine's Catholic Primary School (3329) HHD
St Clare's Catholic Primary School (3406) BIR
St Francis Catholic Primary School (3342) LOZ
St James Church of England Primary School, Handsworth (3010) HHD
St Mark's Catholic Primary School (3383) PER
St Marys C of E Primary and Nursery, Academy, Handsworth (3015) BIR
St Teresa's Catholic Primary School (3365) HAN
Sundridge Primary School (2190) OSC
Wattville Primary School (2482) HHD
Welford Primary School (2308) HAN
Westminster Primary School (2471) BIR
Wilkes Green Infant School (NC) (2276) HAN
Wilkes Green Junior School (2293) HAN

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FSM6: Disadvantaged children
EAL: English as an additional Language
BAME: Black and Asian Minority Ethnic
IDACI: Income deprivation affecting children index

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Selly Oak

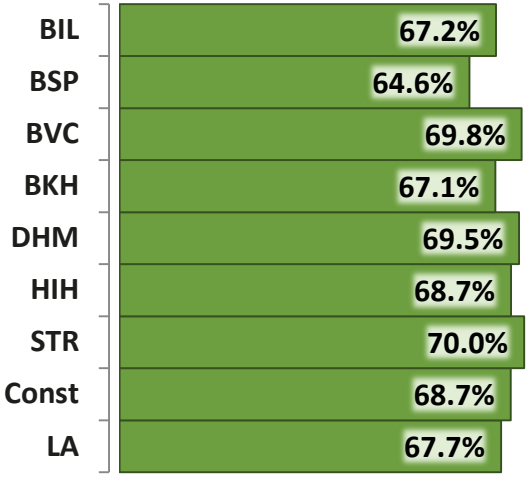
2017 / 2018

Birmingham City Council

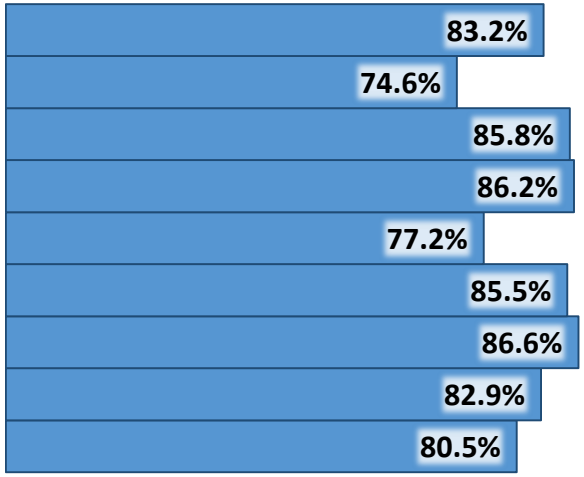
Wards within constituency

Billesley (BIL)	Brandwood & King's Heath (BKH)	Stirchley (STR)
Bournbrook & Selly Park (BSP)	Druids Heath & Monyhull (DHM)	
Bournville & Cotteridge (BVC)	Highter's Heath (HIH)	

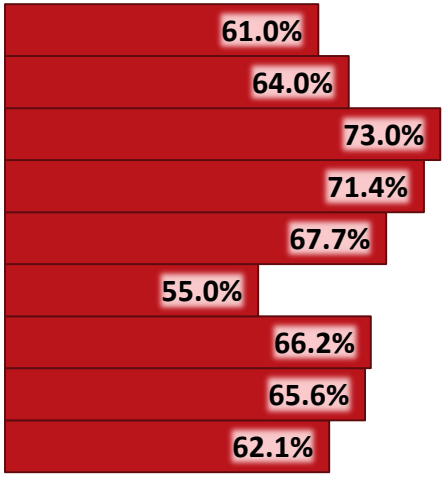
EYFSP
Good Level of Development



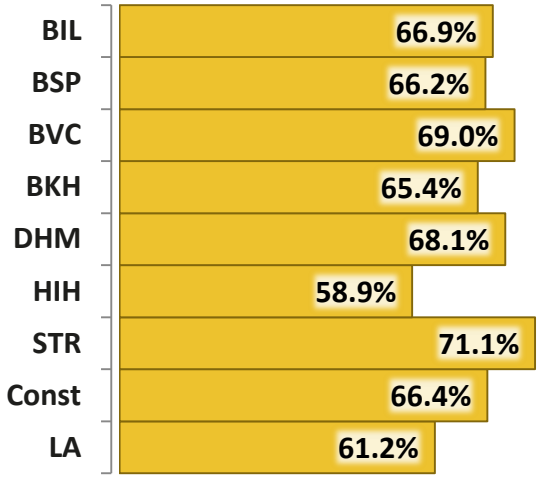
Phonics
Year 1 Working at



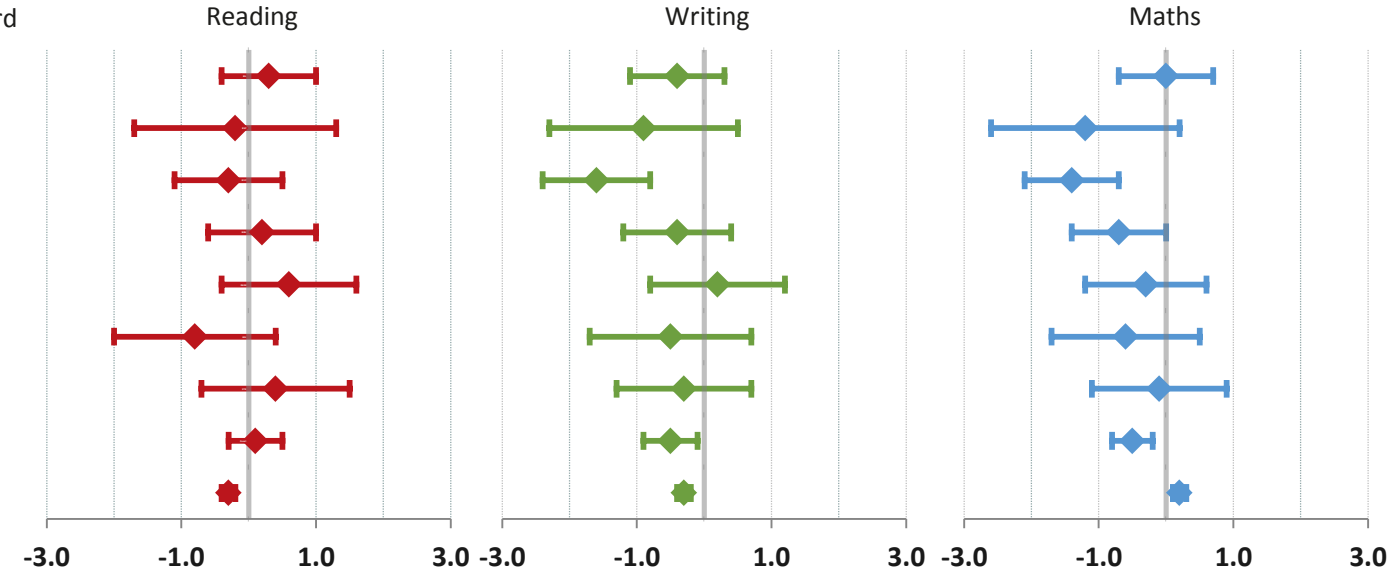
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Selly Oak

2017 / 2018

Birmingham City Council

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Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Selly Oak	**89%**	**32 (32)**	**8243**	**24.1%**	**37.2%**	**24.9%**	**43.8%**	**0.28**
Billesley	90%	4	2000	27.0%	42.6%	35.7%	54.3%	0.33
Bournbrook & Selly Park	100%	3	740	21.2%	34.1%	32.6%	61.2%	0.22
Bournville & Cotteridge	95%	6	1478	19.4%	29.0%	11.4%	27.8%	0.22
Brandwood & King's Heath	63%	7	1760	15.2%	25.9%	26.5%	47.1%	0.21
Druids Heath & Monyhull	100%	7	1101	36.7%	52.4%	17.0%	36.0%	0.41
Highter's Heath	100%	3	840	26.0%	40.6%	18.7%	33.9%	0.25
Stirchley	100%	2	868	20.5%	34.1%	29.1%	45.5%	0.25

Schools

Allens Croft Primary School (2153) BKH
Bells Farm Primary School (2456) DHM
Billesley Primary School (2072) BIL
Bournville Infant School (3354) BVC
Bournville Junior School (3353) BVC
Bournville School (4017) BVC
Broadmeadow Infant School (2238) DHM
Broadmeadow Junior School (2236) DHM
Colmore Infant and Nursery School (2054) BKH
Colmore Junior School (2053) BKH
Cotteridge Primary School (2055) STR
Grendon Junior and Infant School (NC) (2087) HIH
Highters Heath Community School (2438) HIH
Hollywood Primary School (2288) HIH
Kings Heath Primary School (2005) BKH
Lindsworth School (7062) DHM
Our Lady of Lourdes Catholic Primary School (NC) (3328) BIL
Raddlebarn Primary School (2157) BSP
Selly Oak Trust School (7033) BVC
St Alban's Catholic Primary School (3381) DHM
St Dunstan's Catholic Primary School (3363) BKH
St Edward's Catholic Primary School (3355) BSP
St Francis Church of England Aided Primary School and Nursery (5205) BVC
St Joseph's Catholic Primary School (2158) BVC
St Jude's Catholic Primary School (3377) DHM
Stirchley Primary School (2188) STR
The Dame Ellen Pinsent School (7035) BIL
The Oaks Primary School (2018) DHM
Tiverton Academy (2126) BSP
Wheelers Lane Primary School (2011) BKH
Woodthorpe Junior and Infant School (2314) BKH
Yardley Wood Community Primary School (2227) BIL

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Sutton Coldfield

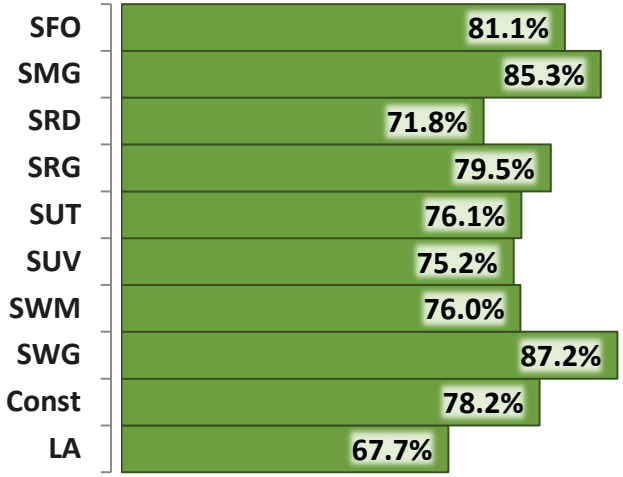
2017 / 2018

Birmingham City Council

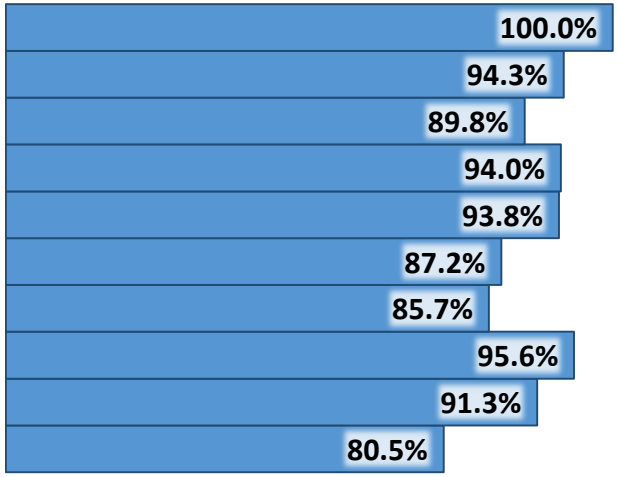
Wards within constituency

Sutton Four Oaks (SFO)	Sutton Roughley (SRG)	Sutton Walmley & Minworth (SWM)
Sutton Mere Green (SMG)	Sutton Trinity (SUT)	Sutton Wylde Green (SWG)
Sutton Reddicap (SRD)	Sutton Vesey (SUV)	

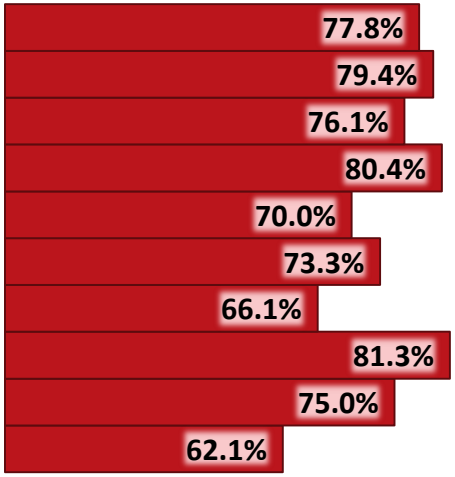
EYFSP
Good Level of Development



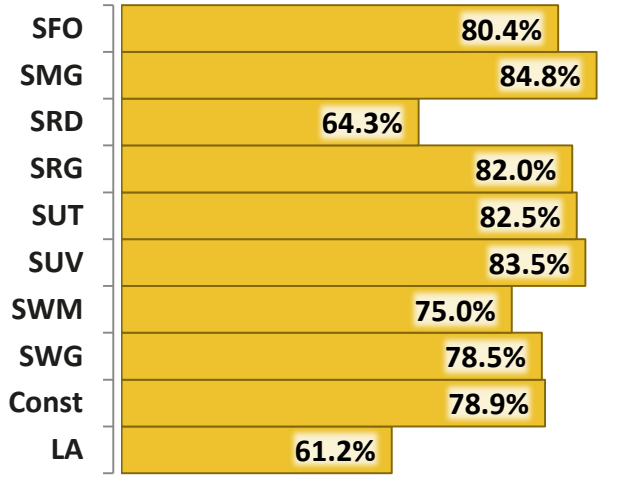
Phonics
Year 1 Working at



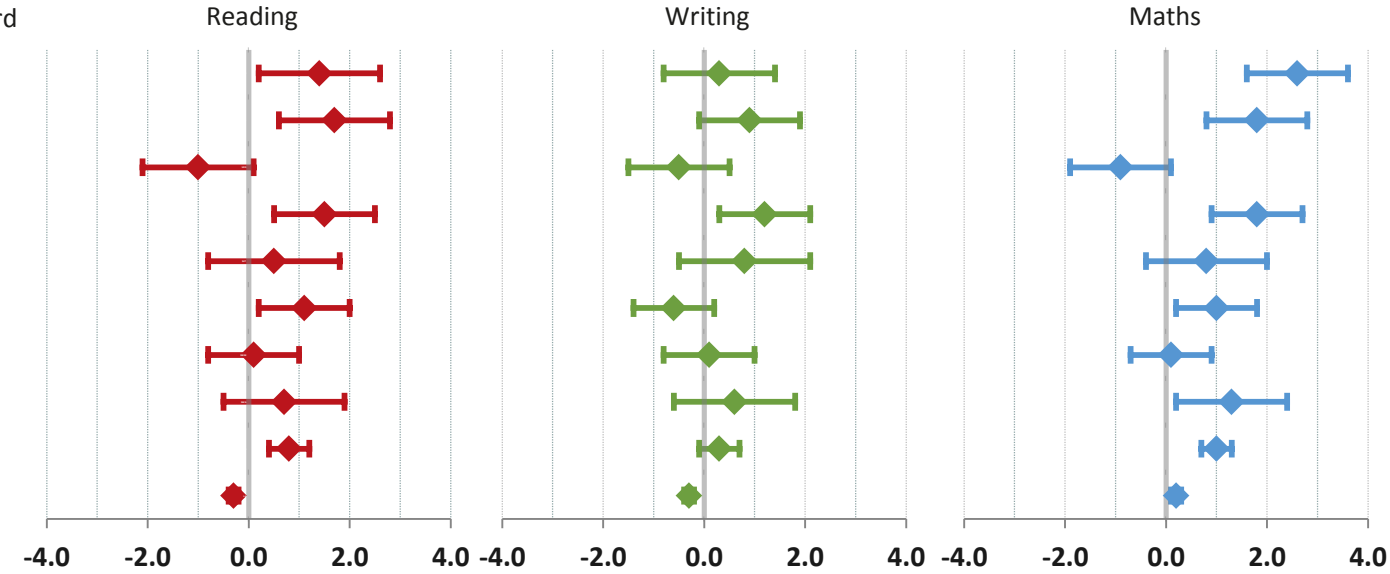
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Sutton Coldfield

2017 / 2018

Birmingham City Council

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Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Sutton Coldfield	**100%**	**27 (27)**	**7350**	**6.8%**	**13.0%**	**9.1%**	**24.3%**	**0.09**
Sutton Four Oaks	100%	2	636	5.8%	11.8%	7.5%	24.1%	0.07
Sutton Mere Green	100%	4	831	5.3%	10.6%	7.4%	24.3%	0.09
Sutton Reddicap	100%	2	927	21.8%	31.8%	11.5%	28.0%	0.22
Sutton Roughley	100%	2	1087	5.8%	11.4%	9.4%	25.7%	0.09
Sutton Trinity	100%	3	688	2.2%	8.7%	8.8%	20.8%	0.08
Sutton Vesey	100%	6	1403	5.6%	11.7%	12.5%	26.7%	0.08
Sutton Walmley & Minworth	100%	5	1193	4.2%	8.8%	5.2%	17.3%	0.07
Sutton Wylde Green	100%	3	585	1.5%	7.5%	8.4%	29.2%	0.06

Schools

Banners Gate Primary School (2026) SUV
Boldmere Infant School and Nursery (2402) SUV
Boldmere Junior School (2401) SUV
Coppice Primary School (2464) SMG
Four Oaks Primary School (3435) SFO
Hill West Primary School (3429) SMG
Holland House Infant School and Nursery (2429) SUT
Hollyfield Primary School (2474) SRD
Holy Cross Catholic Primary School (3402) SWM
Langley School (7060) SMG
Little Sutton Primary School (2462) SRG
Maney Hill Primary School (2420) SWG
Mere Green Primary School (2463) SMG
Minworth Junior and Infant School (2406) SWM
Moor Hall Primary School (2416) SRG
New Hall Primary School (2469) SRD
New Oscott Primary School (3431) SUV
Penns Primary School (2425) SWG
St Joseph's Catholic Primary School (3401) SFO
St Nicholas Catholic Primary School (3403) SUV
The Bridge School (7049) SUV
The Deanery Church of England Primary School (5201) SWM
Town Junior School (2145) SUT
Walmley Infant School (5203) SWM
Walmley Junior School (5202) SWM
Whitehouse Common Primary School (2478) SUT
Wylde Green Primary School (2412) SWG

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Yardley

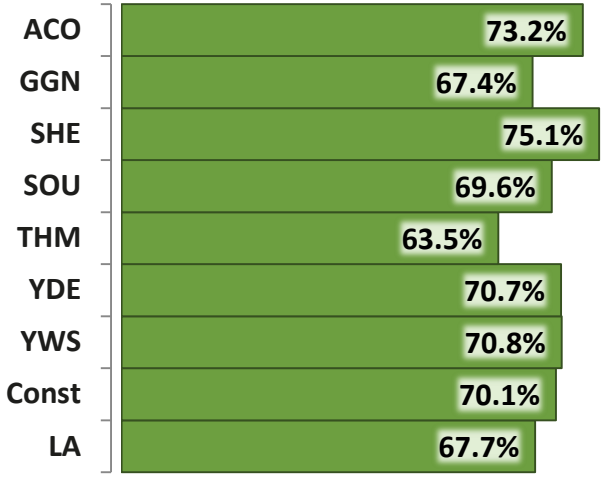
2017 / 2018

Birmingham City Council

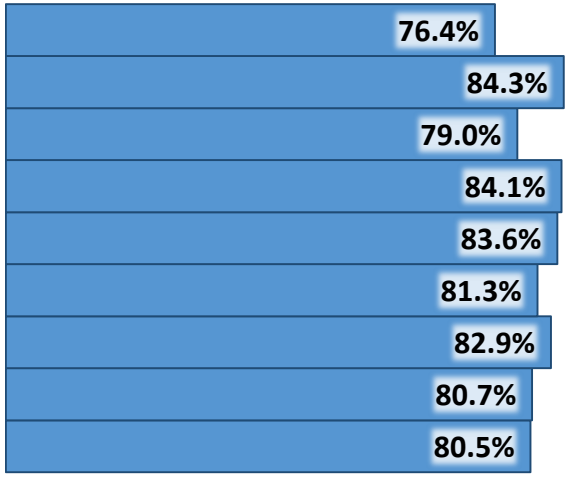
Wards within constituency

Acocks Green (ACO)	South Yardley (SOU)	Yardley West & Stechford (YWS)
Garretts Green (GGN)	Tyseley & Hay Mills (THM)	
Sheldon (SHE)	Yardley East (YDE)	

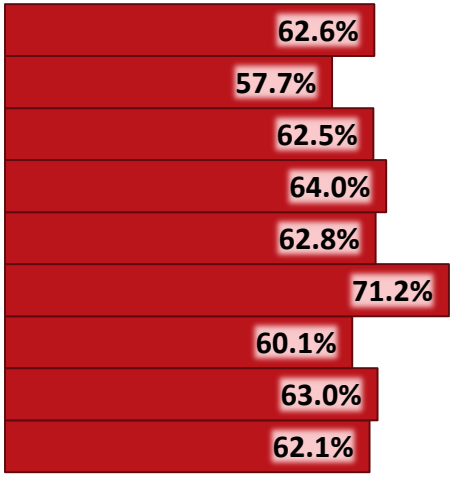
EYFSP
Good Level of Development



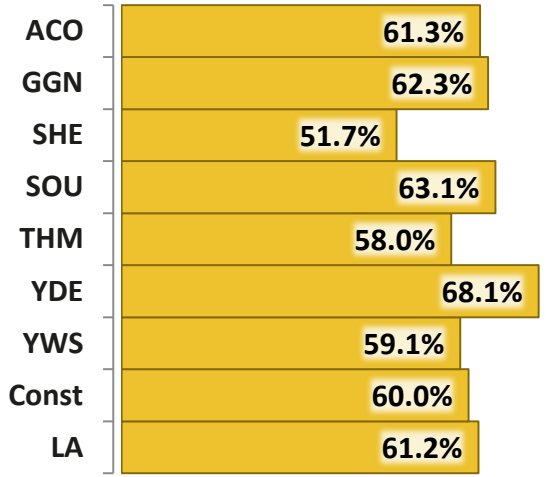
Phonics
Year 1 Working at



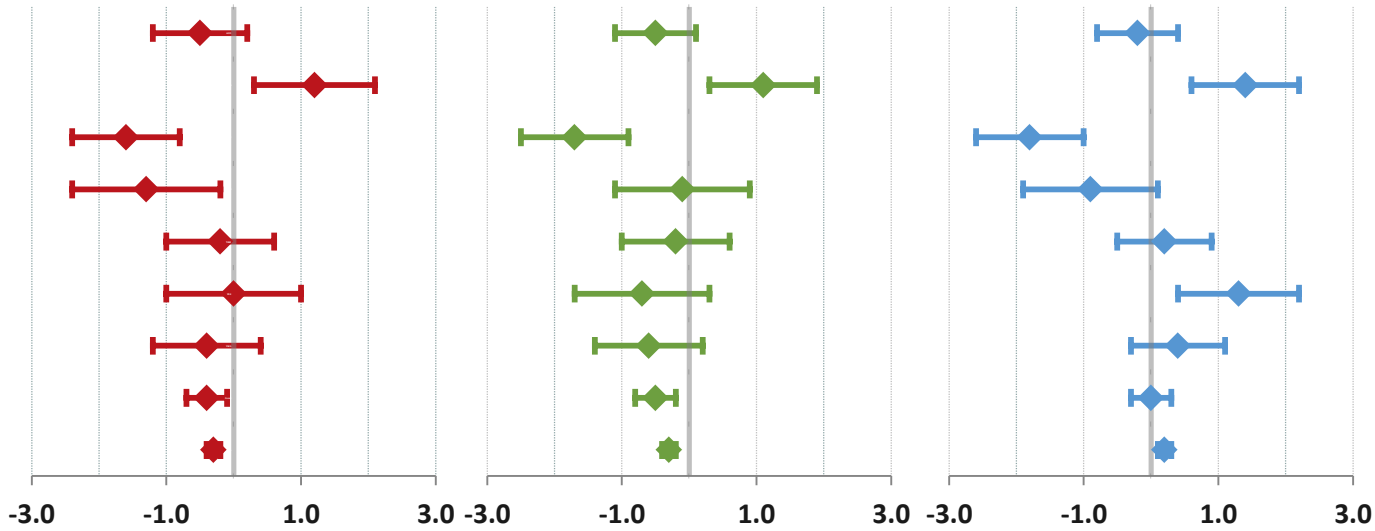
Key Stage 1
Reading, Writing & Maths Expected Standard



Key Stage 2
Reading, Writing & Maths Expected Standard



Key Stage 2 Average Progress



Yardley

2017 / 2018

Birmingham City Council

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Birmingham		327	114402	25.6%	39.4%	45.0%	64.4%	0.31
Yardley	**100%**	**30 (26)**	**11935**	**25.3%**	**39.3%**	**43.0%**	**63.8%**	**0.32**
Acocks Green	100%	7	2292	22.7%	41.1%	46.0%	64.1%	0.32
Garretts Green	100%	3	1305	39.5%	53.0%	22.2%	49.1%	0.43
Sheldon	100%	7	1480	20.9%	33.7%	19.0%	37.3%	0.26
South Yardley	100%	3	1014	19.0%	32.1%	33.6%	51.5%	0.24
Tyseley & Hay Mills	98%	3	1617	26.8%	40.4%	59.6%	73.9%	0.35
Yardley East	100%	0	917	21.9%	33.6%	28.6%	58.0%	0.25
Yardley West & Stechford	100%	3	1609	25.9%	37.0%	54.7%	79.7%	0.32

Schools

Acocks Green Primary School (2020) ACO
Blakesley Hall Primary School (2254) YWS
Brays School (7038) SHE
Cedars Academy (2226) ACO
Corpus Christi Catholic Primary School (3320) YWS
Cottesbrooke Infant and Nursery School (2299) ACO
Elms Farm Community Primary School (2454) SHE
Gilbertstone Primary School (2081) SOU
Holy Souls Catholic Primary School (3327) ACO
Lakey Lane Junior and Infant School (2119) ACO
Lyndon Green Infant School (2129) SHE
Lyndon Green Junior School (2128) SHE
Mapledene Primary School (2004) SHE
Oasis Academy Blakenhale Infants (2102) GGN
Oasis Academy Blakenhale Junior (2107) GGN
Oasis Academy Hobmoor (2110) SOU
Redhill Junior and Infant School (2159) THM
Severne Junior Infant and Nursery School (2169) ACO
St Bernadette's Catholic Primary School (3372) THM
St Thomas More Catholic Primary School (3349) SHE
Stanville Primary School (2178) SHE
Stechford Primary School (2184) YWS
The Oaklands Primary School (2064) ACO
The Oval School (2447) GGN
Yardley Primary School (3421) SOU
Yarnfield Primary School (2122) THM

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Yardley

2017 / 2018

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Yardley	**100%**	**31 (26)**	**11935**	**25.3%**	**39.3%**	**43.0%**	**63.8%**	**0.32**
Acocks Green	100%	7	2292	22.7%	41.1%	46.0%	64.1%	0.32
Garretts Green	100%	3	1305	39.5%	53.0%	22.2%	49.1%	0.43
Sheldon	100%	7	1480	20.9%	33.7%	19.0%	37.3%	0.26
South Yardley	100%	3	1014	19.0%	32.1%	33.6%	51.5%	0.24
Tyseley & Hay Mills	98%	3	1617	26.8%	40.4%	59.6%	73.9%	0.35
Yardley East	100%	0	917	21.9%	33.6%	28.6%	58.0%	0.25
Yardley West & Stechford	100%	3	1609	25.9%	37.0%	54.7%	79.7%	0.32

Schools

Acocks Green Primary School (2020) ACO
Blakesley Hall Primary School (2254) YWS
Brays School (7038) SHE
Cedars Academy (2226) ACO
Corpus Christi Catholic Primary School (3320) YWS
Cottesbrooke Infant and Nursery School (2299) ACO
Elms Farm Community Primary School (2454) SHE
Gilbertstone Primary School (2081) SOU
Holy Souls Catholic Primary School (3327) ACO
Lakey Lane Junior and Infant School (2119) ACO
Lyndon Green Infant School (2129) SHE
Lyndon Green Junior School (2128) SHE
Mapledene Primary School (2004) SHE
Oasis Academy Blakenhale Infants (2102) GGN
Oasis Academy Blakenhale Junior (2107) GGN
Oasis Academy Hobmoor (2110) SOU
Redhill Junior and Infant School (2159) THM
Severne Junior Infant and Nursery School (2169) ACO
St Bernadette's Catholic Primary School (3372) THM
St Thomas More Catholic Primary School (3349) SHE
Stanville Primary School (2178) SHE
Stechford Primary School (2184) YWS
The Oaklands Primary School (2064) ACO
The Oval School (2447) GGN
Yardley Primary School (3421) SOU
Yarnfield Primary School (2122) THM

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Secondary Phase

Covers Headline Measures for Key stage 4 (revised)

Constituency information relates to pupils living in the area at time of school census using their home postcode as reference. Postcodes matched to Ward and Constituency via: https://www.ons.gov.uk/methodology/geography/geographicalproducts/postcodeproducts

Coverage

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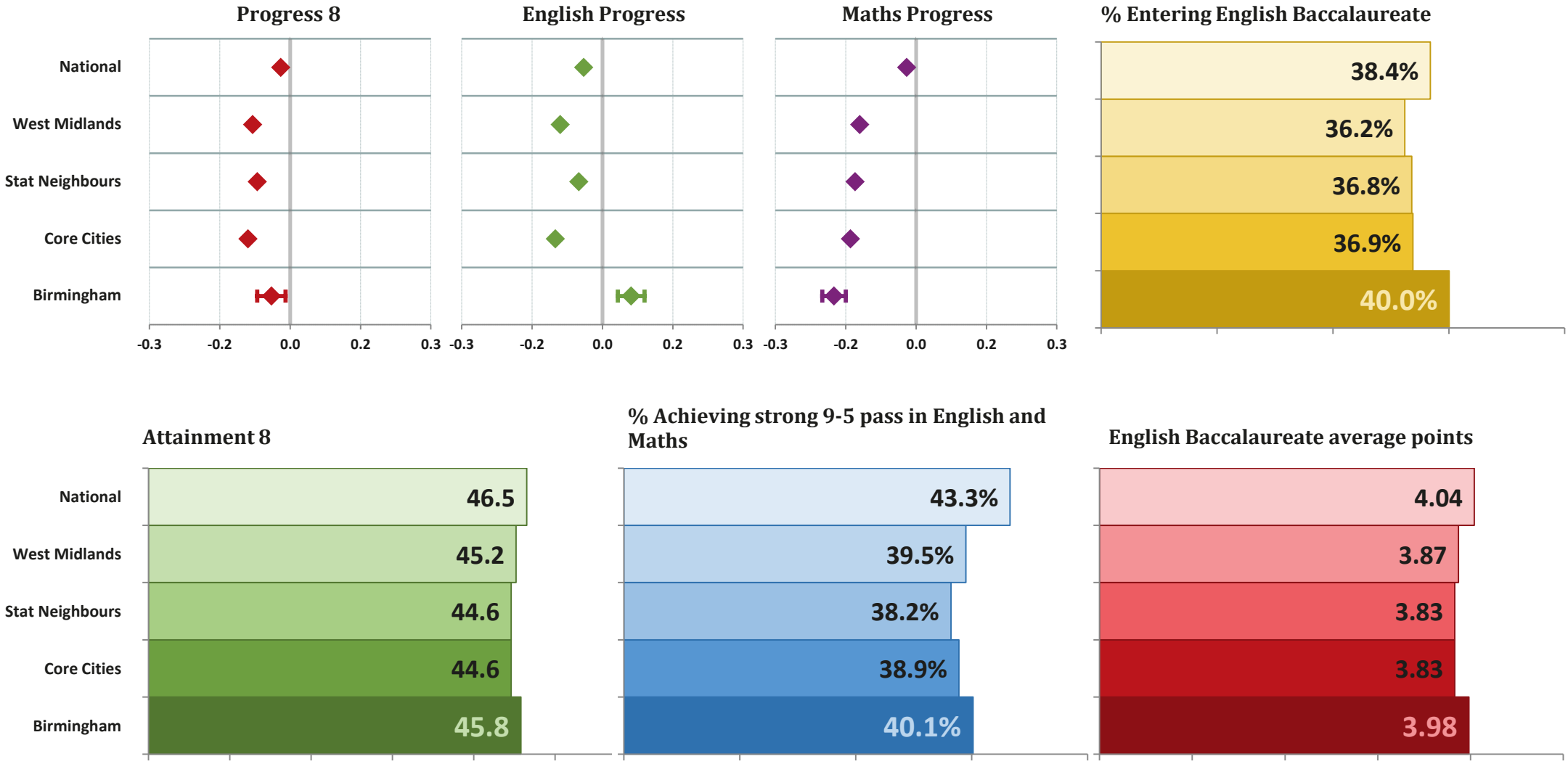
2017 / 2018

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

Birmingham City Council

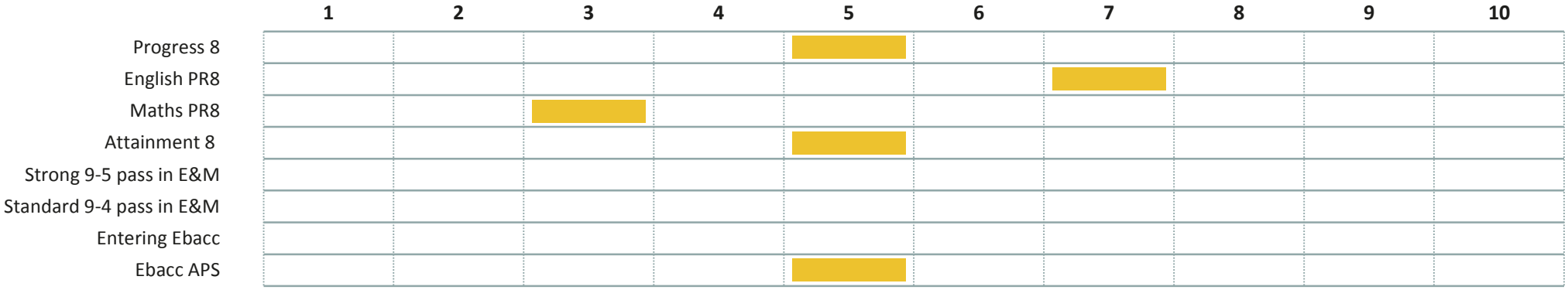


2017 / 2018

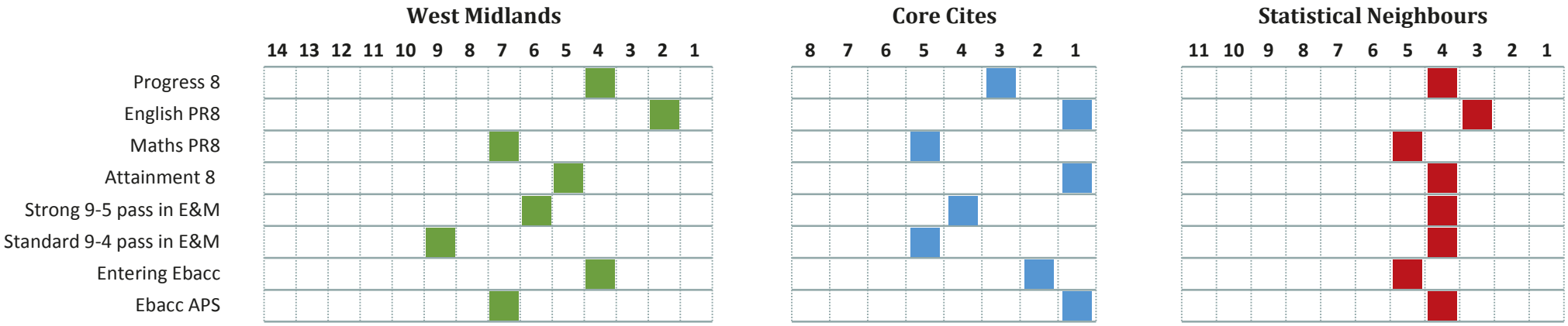
Birmingham key stage 4 outcomes in comparison to National, West Midlands, Statistical Neighbours and Core Cities

Birmingham City Council

Birmingham outcomes in comparison to all other LAs in England represented in deciles (10 being the highest)



Birmingham outcomes in comparison to all other LA Groups represented by rank (1 being the highest)



All Groups include Birmingham and the following other local authorities:
West Midlands; Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton, Worcestershire.
Statistical Neighbours; Derby, Enfield, Luton, Manchester, Nottingham, Sandwell, Slough, Walsall, Waltham Forest, Wolverhampton.
Core Cities; Bristol City of, Leeds, Liverpool, Manchester, Newcastle upon Tyne, Nottingham, Sheffield.

Key stage 4 information is provisional and is subject to change once further updates are released by the DFE.

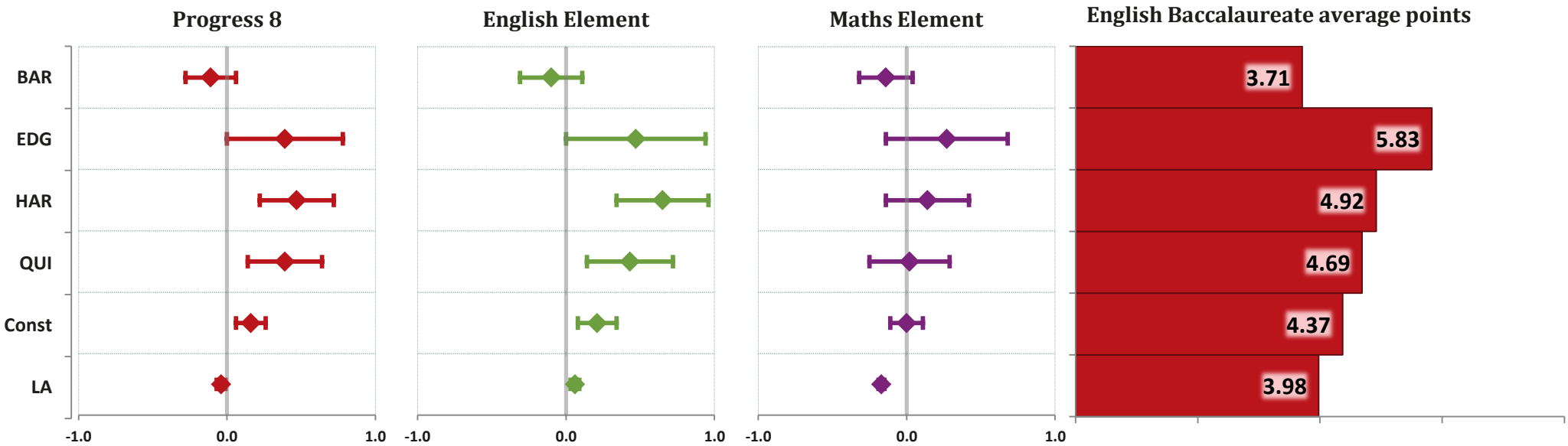
Edgbaston

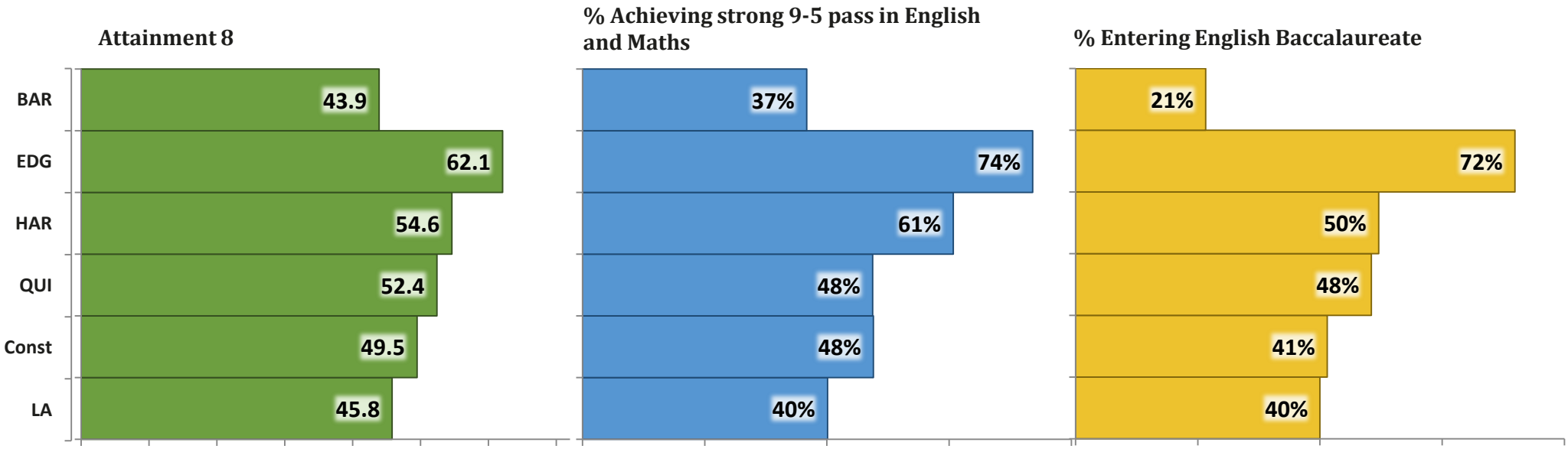
2017 / 2018

Birmingham City Council

Wards within constituency

Bartley Green (BAR)
Edgbaston (EDG)
Harborne (HAR)
Quinton (QUI)





Edgbaston

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Edgbaston	**100%**	**10 (9)**	**3749**	**27.0%**	**49.1%**	**24.8%**	**48.7%**	**0.31**
Bartley Green	100%	4	1298	31.3%	56.4%	11.6%	41.1%	0.38
Edgbaston	100%	1	320	23.1%	38.8%	34.1%	51.1%	0.21
Harborne	100%	3	774	23.1%	42.4%	28.7%	57.1%	0.28
Quinton	100%	1	701	26.4%	47.9%	25.1%	58.5%	0.29

Schools

Bartley Green School (4108) BAR

Baskerville School (7016) HAR

Four Dwellings Academy (4005) QUI

Harborne Academy (6910) EDG

Hillcrest School A Specialist Maths and Computing College and Sixth Form Centre (4012) BAR

King Edward VI Five Ways School (5405) BAR

Lordswood Boys' School (4029) HAR

Lordswood Girls' School and Sixth Form Centre (4060) HAR

Shenley Academy (6907) BAR

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Contact: educationdata@birmingham.gov.uk

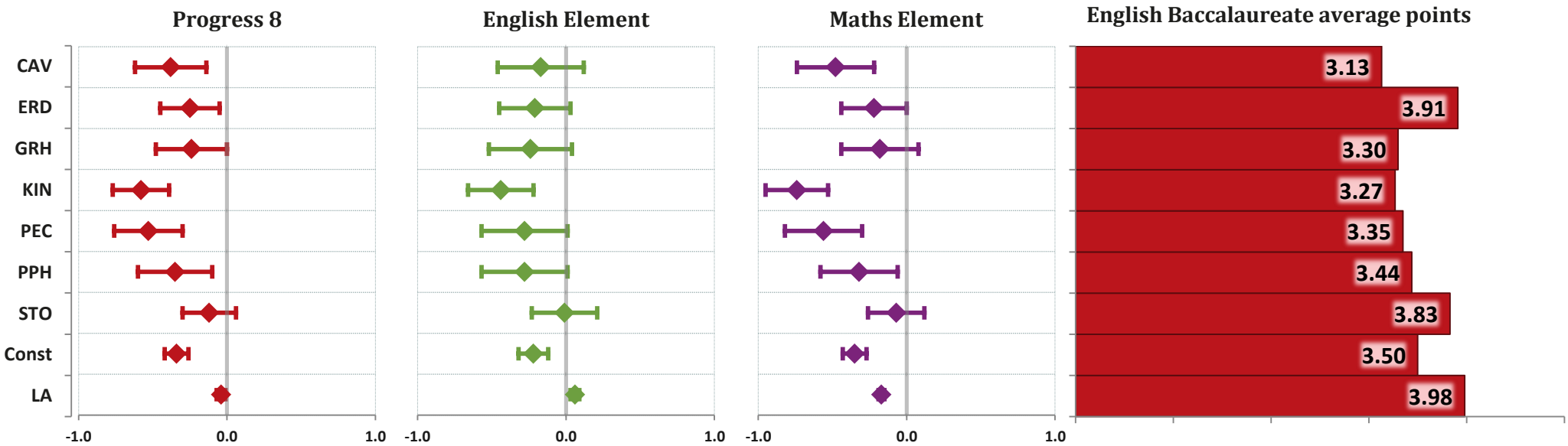
Erdington

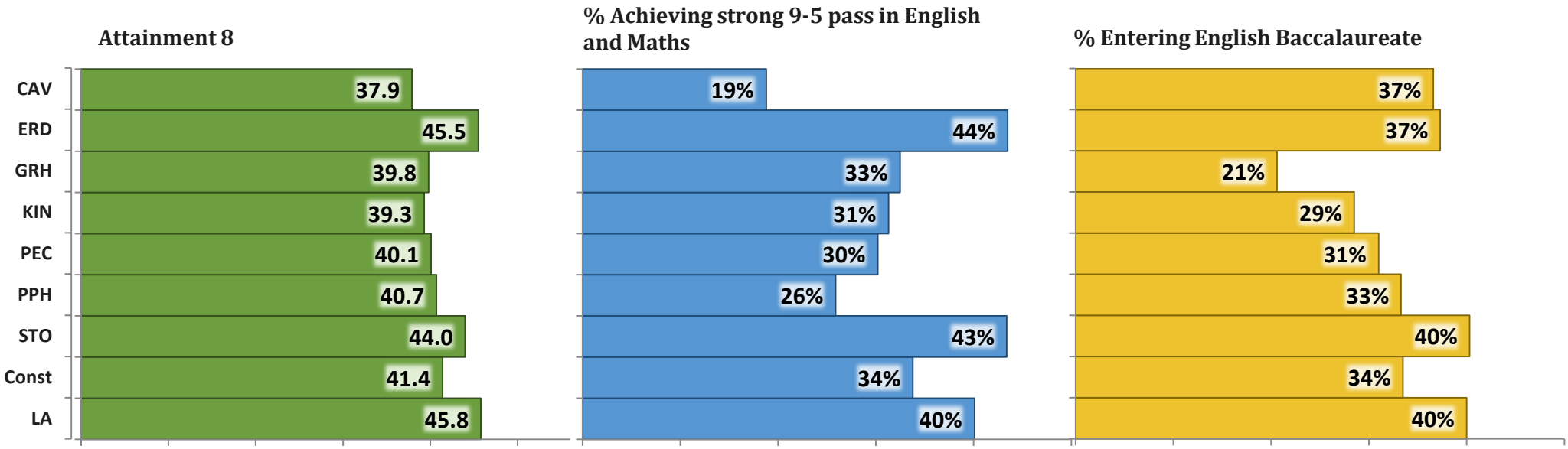
2017 / 2018

Birmingham City Council

Wards within constituency

Castle Vale (CAV)	Kingstanding (KIN)	Stockland Green (STO)
Erdington (ERD)	Perry Common (PEC)	
Gravelly Hill (GRH)	Pype Hayes (PPH)	





Erdington

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Erdington	**96%**	**7 (7)**	**5937**	**29.6%**	**54.9%**	**19.6%**	**42.9%**	**0.36**
Castle Vale	100%	1	610	26.1%	63.3%	3.6%	39.7%	0.43
Erdington	100%	1	963	24.3%	46.1%	17.4%	47.9%	0.34
Gravelly Hill	100%	2	657	29.1%	57.1%	38.5%	31.2%	0.35
Kingstanding	83%	0	1241	36.7%	60.3%	16.2%	46.1%	0.39
Perry Common	100%	2	699	32.5%	57.7%	19.6%	42.6%	0.30
Pype Hayes	100%	0	646	25.2%	48.3%	13.3%	39.3%	0.29
Stockland Green	100%	1	1361	26.8%	49.4%	25.8%	42.6%	0.34

Schools

Erdington Academy (2168) GRH

Greenwood Academy (4006) CAV

North Birmingham Academy (6909) PEC

Queensbury School (7036) GRH

St Edmund Campion Catholic School & Sixth Form Centre (4663) ERD

Stockland Green School (4206) STO

Wilson Stuart School (7031) PEC

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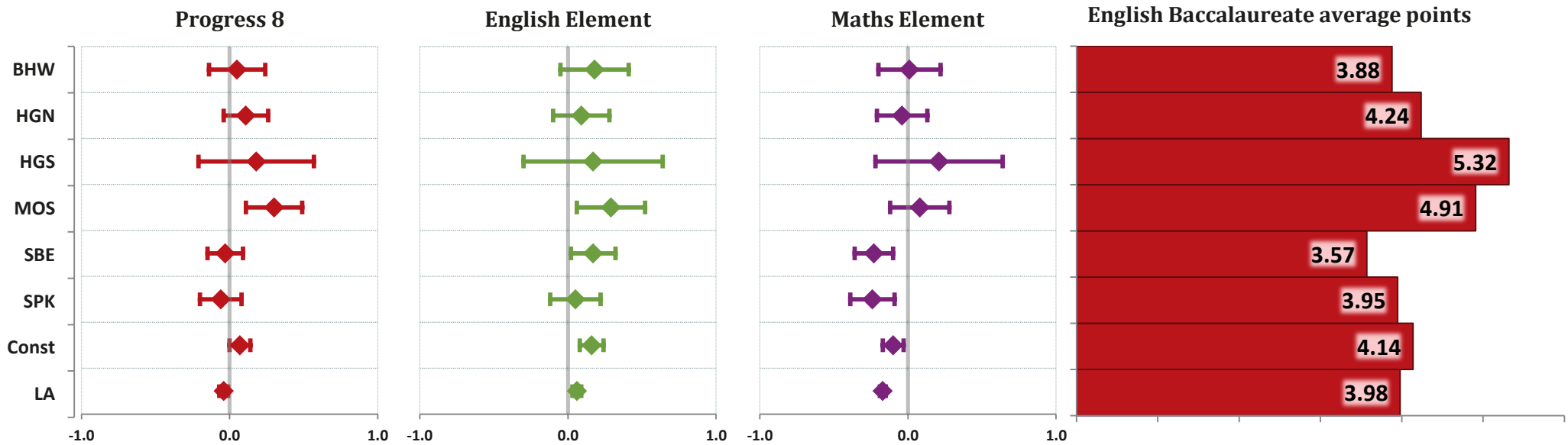
Hall Green

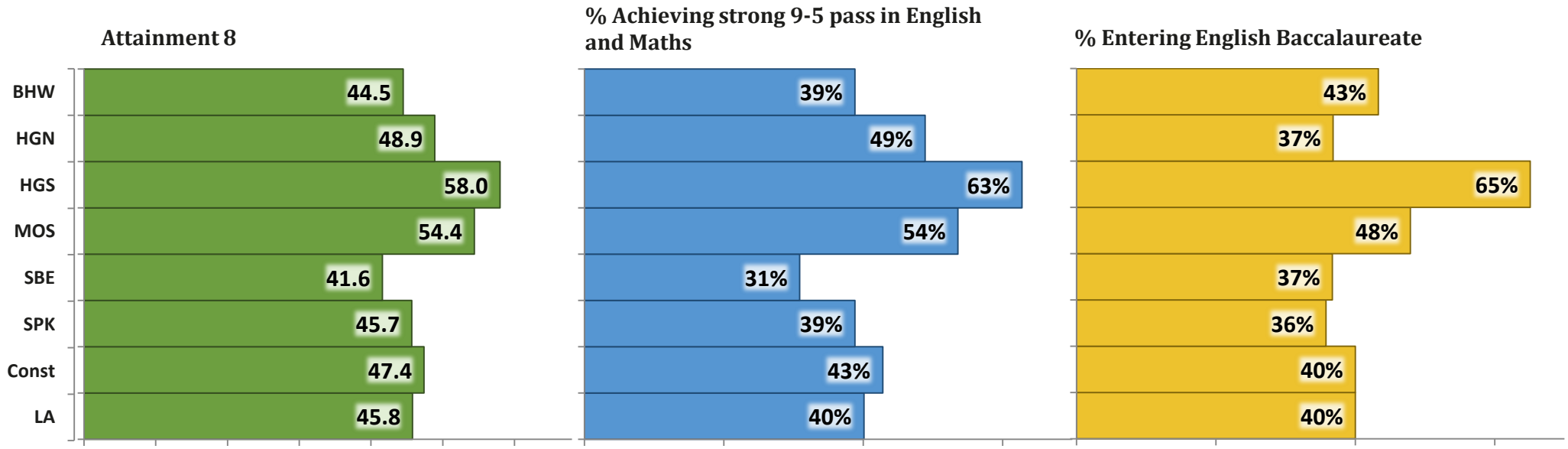
2017 / 2018

Birmingham City Council

Wards within constituency

Balsall Heath West (BHW)	Moseley (MOS)
Hall Green North (HGN)	Sparkbrook & Balsall Heath East (SBE)
Hall Green South (HGS)	Sparkhill (SPK)





Hall Green

2017 / 2018

Birmingham City Council

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Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Hall Green	**96%**	**7 (7)**	**8106**	**26.0%**	**47.1%**	**58.8%**	**37.5%**	**0.29**
Balsall Heath West	91%	0	912	38.4%	61.4%	65.7%	32.5%	0.42
Hall Green North	100%	1	1464	17.9%	37.5%	52.2%	40.1%	0.23
Hall Green South	100%	0	261	11.9%	25.7%	28.7%	67.2%	0.11
Moseley	100%	3	951	17.7%	35.9%	43.2%	41.5%	0.22
Sparkbrook & Balsall Heath East	89%	2	2412	35.1%	59.0%	65.6%	33.6%	0.38
Sparkhill	100%	1	1930	25.3%	47.5%	71.4%	32.0%	0.29

Schools

Ark Boulton Academy (4013) SBE

Fox Hollies School and Performing Arts College (7050) MOS

Hall Green School (5409) HGN

Moseley School and Sixth Form (4245) SPK

Queensbridge School (4173) MOS

Uffculme School (7014) MOS

Yardleys School (4246) SBE

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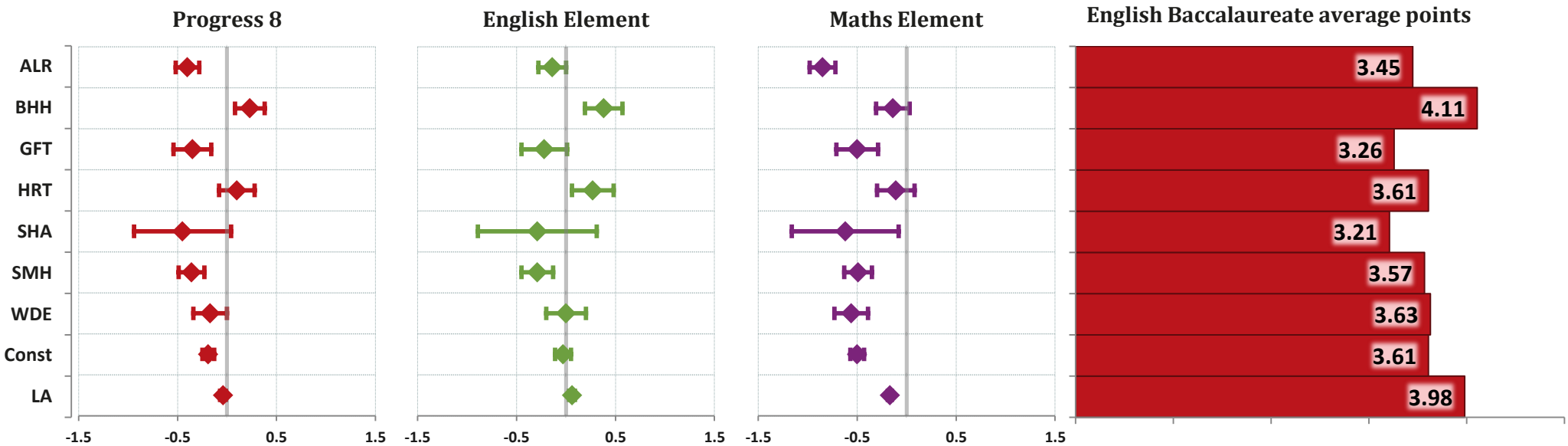
Hodge Hill

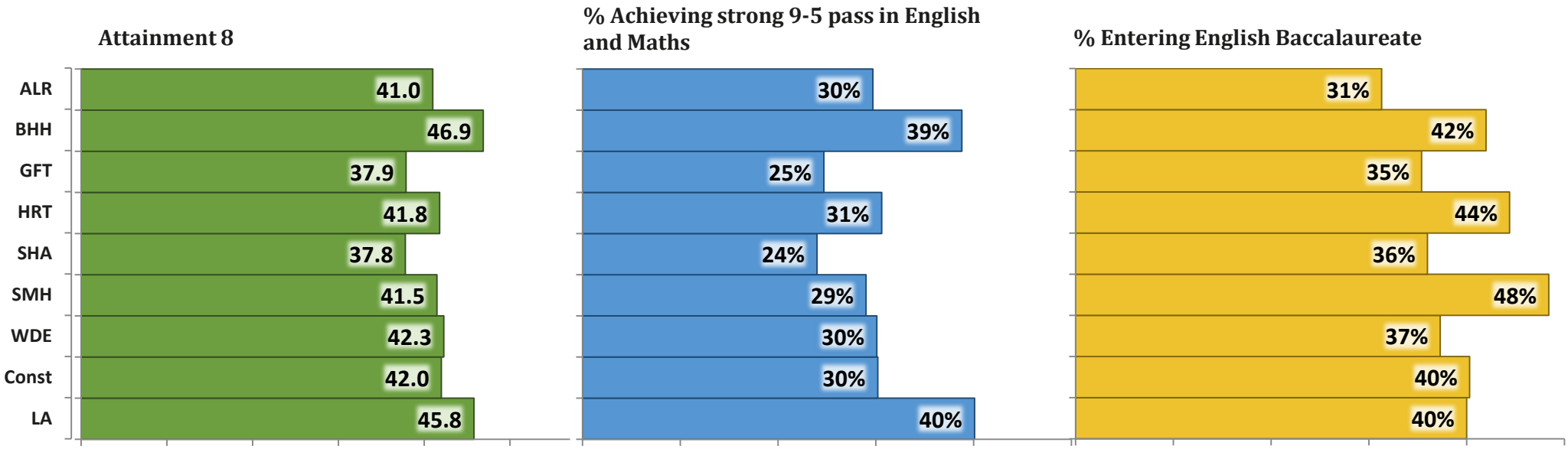
2017 / 2018

Birmingham City Council

Wards within constituency

Alum Rock (ALR)	Heartlands (HRT)	Ward End (WDE)
Bromford & Hodge Hill (BHH)	Shard End (SHA)	
Glebe Farm & Tile Cross (GFT)	Small Heath (SMH)	





Hodge Hill

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Hodge Hill	**93%**	**10 (10)**	**9850**	**28.2%**	**56.5%**	**59.5%**	**44.0%**	**0.34**
Alum Rock	100%	1	2593	30.5%	60.8%	61.1%	34.6%	0.36
Bromford & Hodge Hill	100%	3	1400	20.6%	49.6%	47.0%	48.9%	0.31
Glebe Farm & Tile Cross	75%	2	1088	35.6%	64.3%	40.3%	62.7%	0.41
Heartlands	100%	3	1243	27.0%	54.1%	67.7%	36.6%	0.32
Shard End	100%	0	163	41.1%	74.2%	21.5%	86.8%	0.43
Small Heath	84%	0	2078	28.1%	53.1%	70.5%	32.8%	0.30
Ward End	100%	1	1332	24.7%	54.9%	56.5%	33.8%	0.33

Schools

Braidwood School for the Deaf (7030) BHH

Hallmoor School (7000) GFT

Hodge Hill College (4201) BHH

Hodge Hill Girls' School (4015) BHH

Rockwood Academy (4323) ALR

Saltley Academy (4018) HRT

Tile Cross Academy (4024) GFT

Washwood Heath Academy (4084) WDE

Waverley School (4009) HRT

Waverley Studio College (4010) HRT

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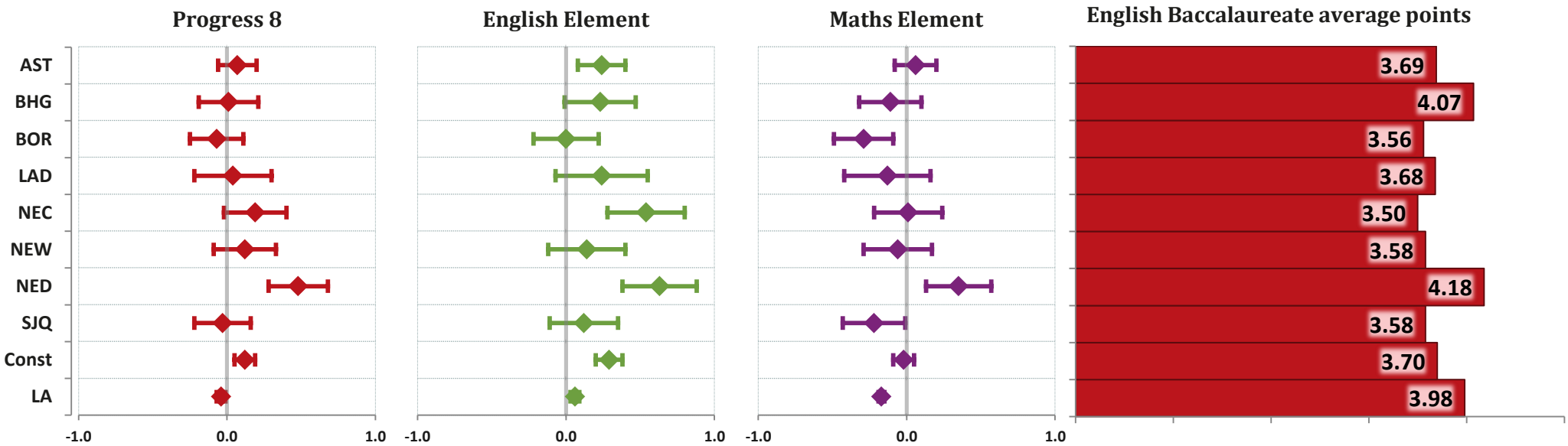
Ladywood

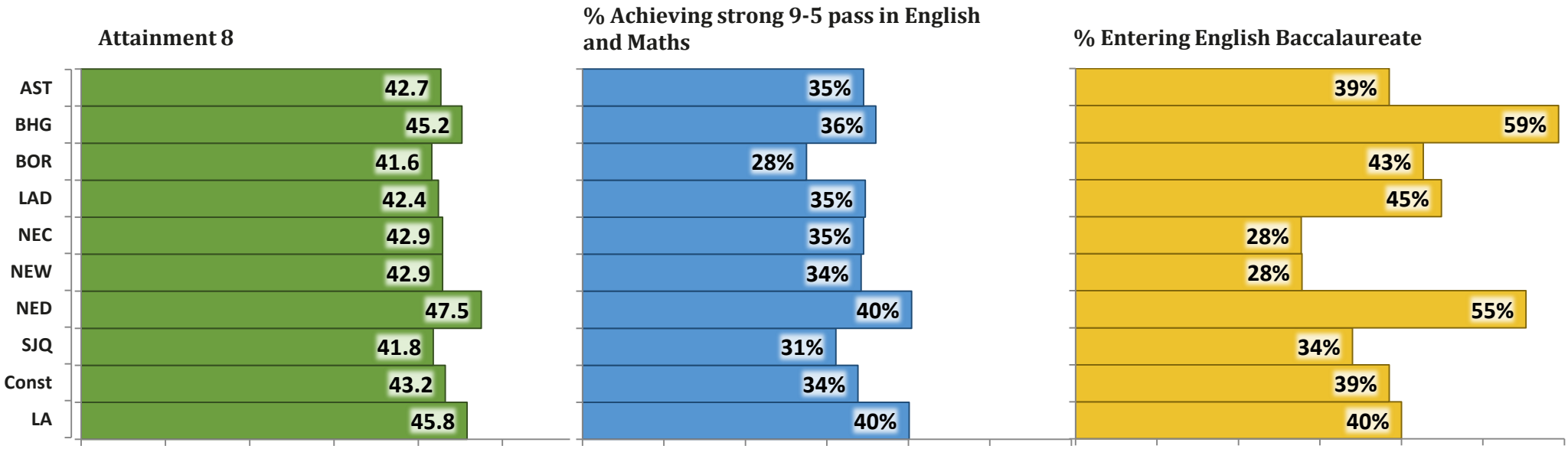
2017 / 2018

Birmingham City Council

Wards within constituency

Aston (AST)	Ladywood (LAD)	North Edgbaston (NED)
Bordesley & Highgate (BHG)	Nechells (NEC)	Soho & Jewellery Quarter (SJQ)
Bordesley Green (BOR)	Newtown (NEW)	





Ladywood

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Ladywood	**86%**	**19 (17)**	**8468**	**32.3%**	**63.2%**	**62.8%**	**39.6%**	**0.39**
Aston	83%	2	2164	29.9%	56.9%	74.0%	32.5%	0.35
Bordesley & Highgate	82%	4	934	30.6%	57.0%	64.5%	42.5%	0.36
Bordesley Green	65%	2	1226	30.9%	54.9%	67.8%	35.7%	0.35
Ladywood	100%	1	679	35.5%	72.5%	44.9%	48.6%	0.43
Nechells	100%	3	919	33.5%	76.3%	59.6%	42.5%	0.45
Newtown	100%	2	1002	37.2%	72.3%	64.3%	44.5%	0.44
North Edgbaston	67%	2	1113	22.7%	47.2%	52.7%	32.2%	0.27
Soho & Jewellery Quarter	100%	1	1366	34.3%	65.2%	54.6%	41.0%	0.41

Schools

Al-Hijrah School (4334) BHG

Ark St Alban's Academy (6908) BHG

Aston Manor Academy (4220) NEW

Aston University Engineering Academy (4003) NEC

Birmingham Ormiston Academy (4000) NEC

Bordesley Green Girls' School & Sixth Form (4115) BHG

Broadway Academy (4227) AST

Calthorpe Teaching Academy (7013) BHG

Central Academy (4002) SJQ

City Academy Birmingham (4011) LAD

George Dixon Academy (5412) NED

Heartlands Academy (6905) NEC

Holy Trinity Catholic School (4664) BOR

King Edward VI Aston School (5408) AST

Nishkam High School (4004) NEW

Small Heath Leadership Academy (4025) BOR

St Paul's School for Girls (4606) NED

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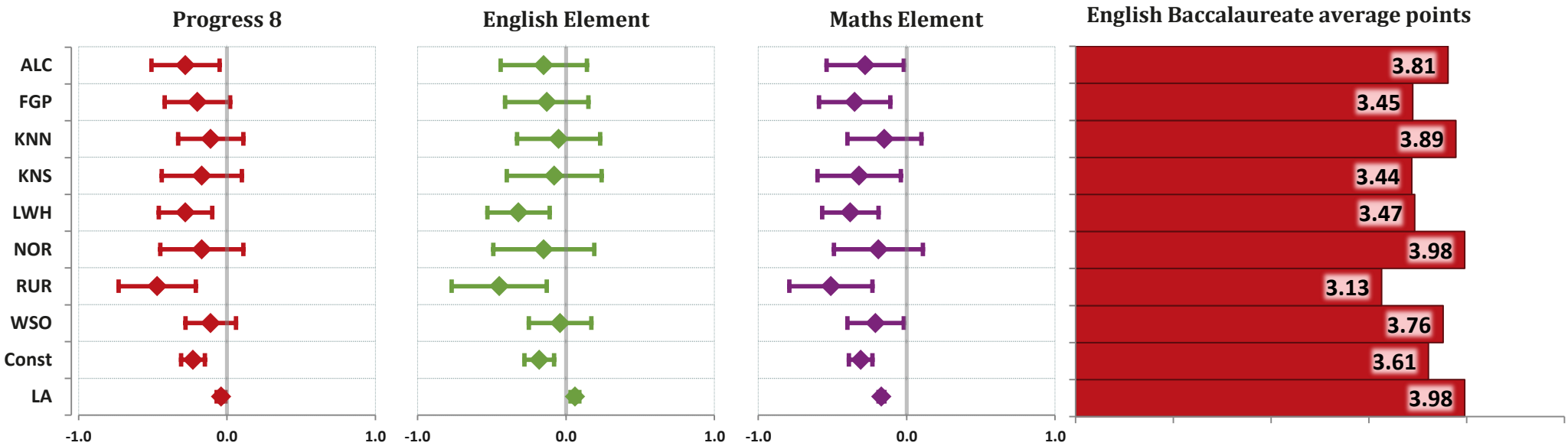
Northfield

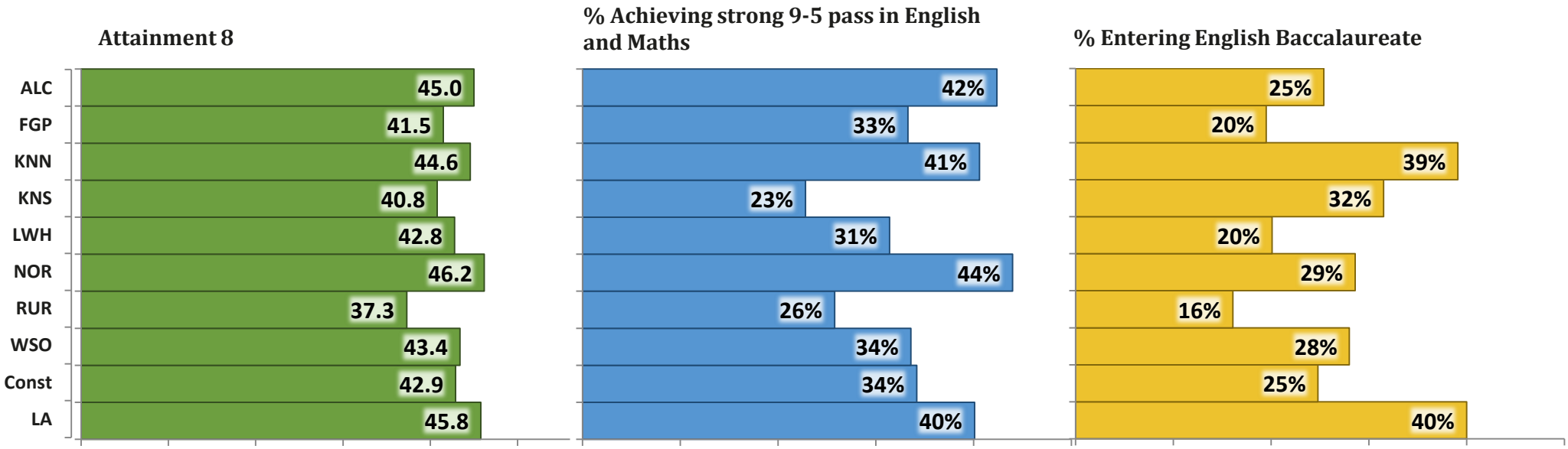
2017 / 2018

Birmingham City Council

Wards within constituency

Allens Cross (ALC)	King's Norton South (KNS)	Rubery & Rednal (RUR)
Frankley Great Park (FGP)	Longbridge & West Heath (LWH)	Weoley & Selly Oak (WSO)
King's Norton North (KNN)	Northfield (NOR)	





Northfield

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Northfield	**94%**	**9 (9)**	**5981**	**29.7%**	**52.2%**	**9.8%**	**40.7%**	**0.36**
Allens Cross	100%	1	715	30.3%	53.1%	16.5%	38.4%	0.36
Frankley Great Park	100%	1	710	34.2%	61.1%	5.5%	40.2%	0.42
King's Norton North	100%	1	728	21.2%	43.1%	11.3%	31.2%	0.31
King's Norton South	100%	1	652	41.1%	65.8%	12.0%	52.6%	0.49
Longbridge & West Heath	100%	2	1102	25.8%	47.0%	7.3%	37.4%	0.31
Northfield	100%	1	497	16.7%	28.8%	4.4%	39.5%	0.19
Rubery & Rednal	100%	1	520	29.6%	50.6%	6.2%	45.0%	0.37
Weoley & Selly Oak	72%	1	1388	33.1%	57.9%	16.3%	41.6%	0.36

Schools

Ark Kings Academy (4001) KNS

Balaam Wood School (4333) FGP

Colmers School and Sixth Form College (5416) RUR

St Laurence Church Junior School (3307) NOR

St Thomas Aquinas Catholic School (4616) KNN

The University of Birmingham School (4014) WSO

Turves Green Boys' School (4188) LWH

Turves Green Girls' School (4187) LWH

Victoria School (7009) ALC

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Contact: educationdata@birmingham.gov.uk

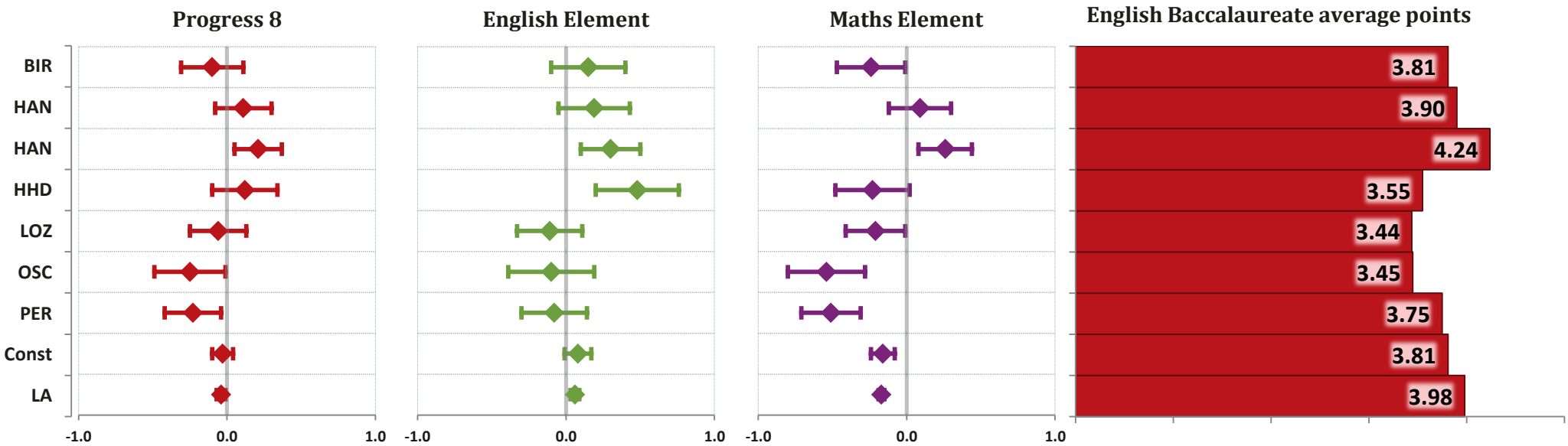
Perry Barr

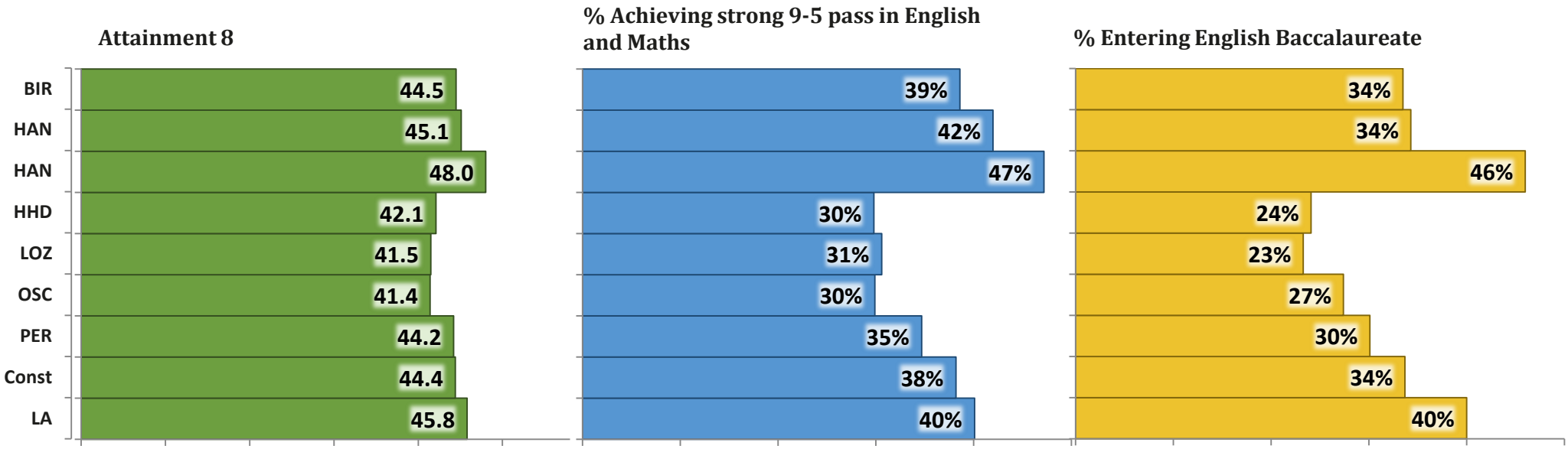
2017 / 2018

Birmingham City Council

Wards within constituency

Birchfield (BIR)	Holyhead (HHD)	Perry Barr (PER)
Handsworth (HAN)	Lozells (LOZ)	
Handsworth Wood (HAN)	Oscott (OSC)	





Perry Barr

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Perry Barr	**94%**	**9 (18)**	**6945**	**24.6%**	**49.3%**	**52.1%**	**38.1%**	**0.28**
Birchfield	100%	0	928	27.8%	58.8%	57.9%	34.1%	0.34
Handsworth	100%	5	975	32.1%	63.6%	64.2%	35.4%	0.34
Handsworth Wood	100%	5	1244	18.2%	38.8%	54.7%	26.7%	0.20
Holyhead	59%	1	894	33.9%	56.6%	67.0%	37.4%	0.37
Lozells	96%	2	957	32.6%	57.3%	75.2%	32.7%	0.35
Oscott	100%	5	674	21.1%	42.7%	15.3%	60.1%	0.22
Perry Barr	100%	0	1102	13.5%	36.9%	33.2%	37.7%	0.19

Schools

Arena Academy (4031) OSC

Cardinal Wiseman Catholic School (4801) OSC

Great Barr Academy (5403) OSC

Hamstead Hall Academy (4240) HAN

Holte School (4223) LOZ

Holyhead School (4241) HHD

King Edward VI Handsworth Grammar School for Boys (5402) HAN

King Edward VI Handsworth School (5404) HAN

King Edward VI Handsworth Wood Girls' Academy (4207) HAN

Mayfield School (7040) LOZ

Oscott Manor School (7053) OSC

Priestley Smith School (7034) OSC

St John Wall Catholic School (4625) HAN

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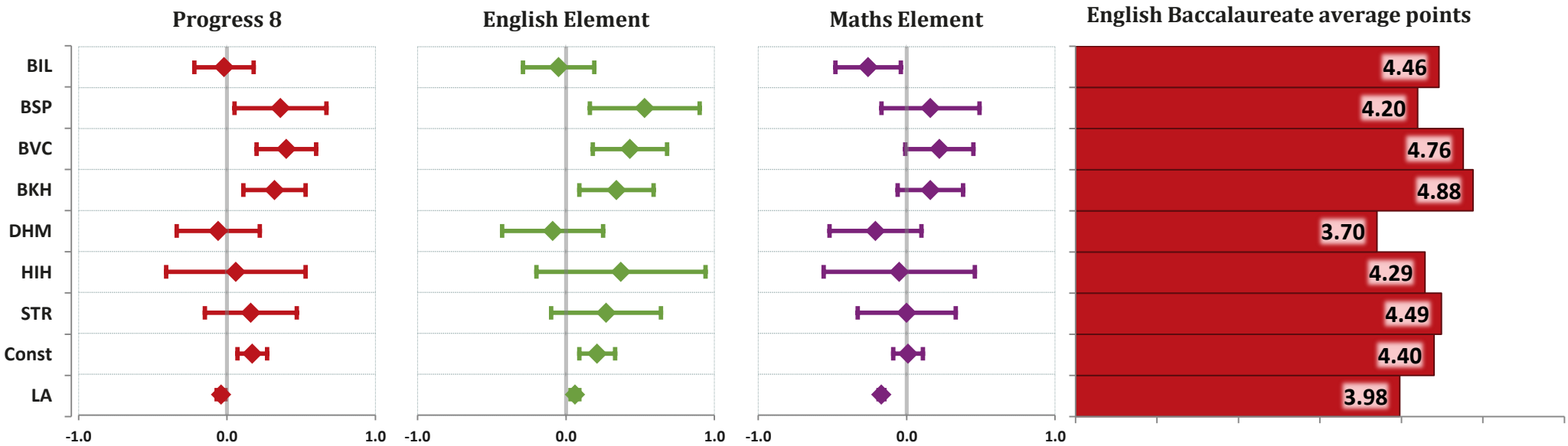
Selly Oak

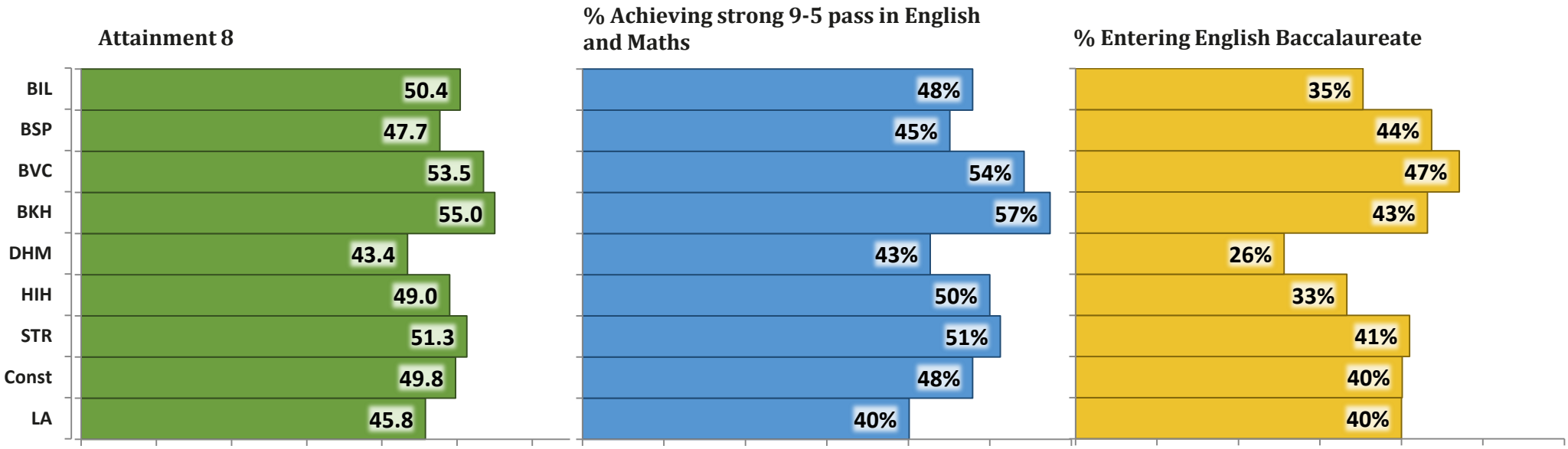
2017 / 2018

Birmingham City Council

Wards within constituency

Billesley (BIL)	Brandwood & King's Heath (BKH)	Stirchley (STR)
Bournbrook & Selly Park (BSP)	Druids Heath & Monyhull (DHM)	
Bournville & Cotteridge (BVC)	Highter's Heath (HIH)	





Selly Oak

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Selly Oak	**89%**	**13 (14)**	**4414**	**22.1%**	**42.5%**	**21.3%**	**46.5%**	**0.28**
Billesley	90%	2	1035	25.3%	50.6%	31.1%	48.3%	0.33
Bournbrook & Selly Park	100%	1	409	23.7%	40.3%	30.8%	44.7%	0.22
Bournville & Cotteridge	95%	5	929	15.1%	30.4%	9.1%	37.1%	0.22
Brandwood & King's Heath	63%	4	1013	16.6%	33.0%	20.2%	42.4%	0.21
Druids Heath & Monyhull	100%	2	602	28.9%	50.8%	14.3%	45.3%	0.41
Highter's Heath	100%	0	251	29.9%	59.4%	27.5%	70.1%	0.25
Stirchley	100%	0	510	21.8%	42.4%	23.9%	41.2%	0.25

Schools

Bishop Challoner Catholic College (5413) BKH

Bournville School (4017) BVC

Dame Elizabeth Cadbury School (4129) BVC

King Edward VI Camp Hill School for Boys (5407) BKH

King Edward VI Camp Hill School for Girls (5406) BKH

Kings Heath Boys (4063) BIL

King's Norton Boys' School (5415) BVC

Kings Norton Girls' School (5414) BVC

Lindsworth School (7062) DHM

Selly Oak Trust School (7033) BVC

Selly Park Girls' School (4177) BSP

Swanshurst School (4237) BIL

The Baverstock Academy (5400) DHM

Wheelers Lane Technology College (4193) BKH

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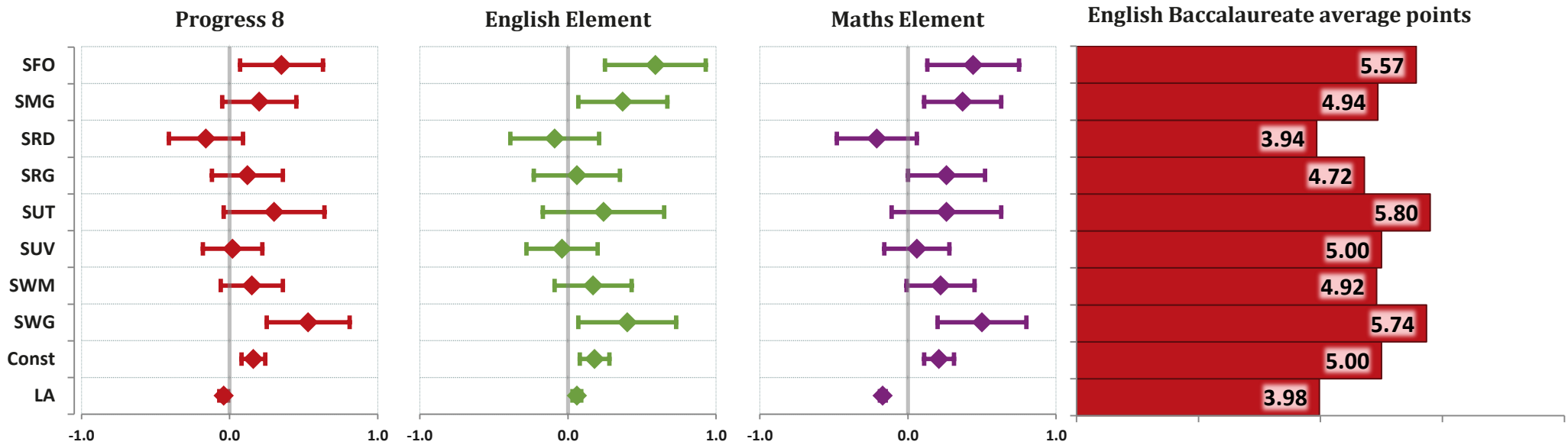
Sutton Coldfield

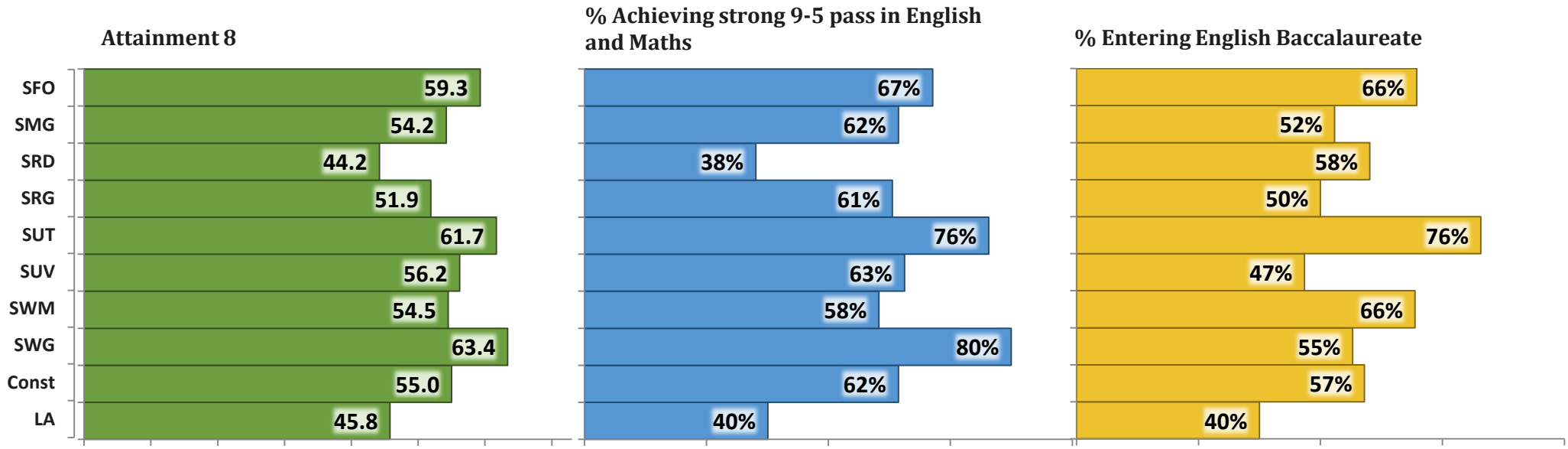
2017 / 2018

Birmingham City Council

Wards within constituency

Sutton Four Oaks (SFO)	Sutton Roughley (SRG)	Sutton Walmley & Minworth (SWM)
Sutton Mere Green (SMG)	Sutton Trinity (SUT)	Sutton Wylde Green (SWG)
Sutton Reddicap (SRD)	Sutton Vesey (SUV)	





Sutton Coldfield

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Sutton Coldfield	**100%**	**7 (7)**	**4714**	**5.8%**	**16.0%**	**6.3%**	**35.9%**	**0.09**
Sutton Four Oaks	100%	1	466	1.9%	9.0%	5.6%	26.7%	0.07
Sutton Mere Green	100%	0	635	7.1%	12.9%	5.8%	23.6%	0.09
Sutton Reddicap	100%	2	649	16.5%	34.2%	7.4%	30.0%	0.22
Sutton Roughley	100%	0	621	4.8%	14.0%	5.2%	42.9%	0.09
Sutton Trinity	100%	2	386	3.9%	11.1%	8.5%	43.9%	0.08
Sutton Vesey	100%	0	746	3.6%	14.2%	9.0%	46.8%	0.08
Sutton Walmley & Minworth	100%	0	753	4.6%	15.5%	3.5%	36.9%	0.07
Sutton Wylde Green	100%	2	458	1.3%	11.8%	5.7%	21.7%	0.06

Schools

Bishop Vesey's Grammar School (4660) SUT

Bishop Walsh Catholic School (4661) SWG

Fairfax (5410) SRD

John Willmott School (4301) SRD

Plantsbrook School (4331) SUT

Sutton Coldfield Grammar School for Girls (4300) SWG

The Arthur Terry School (4307) SFO

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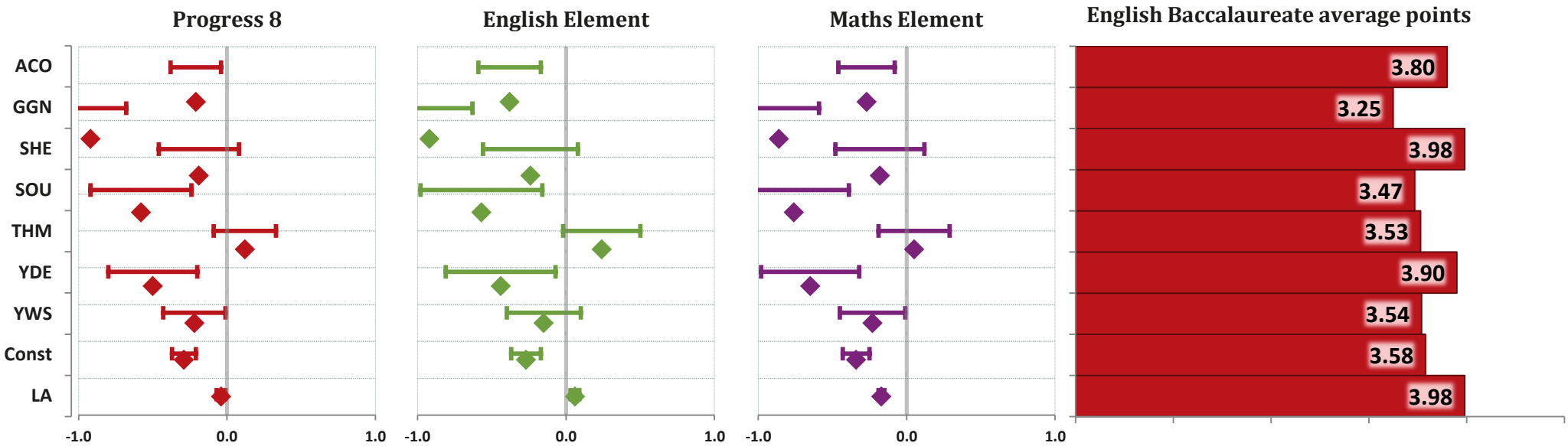
Yardley

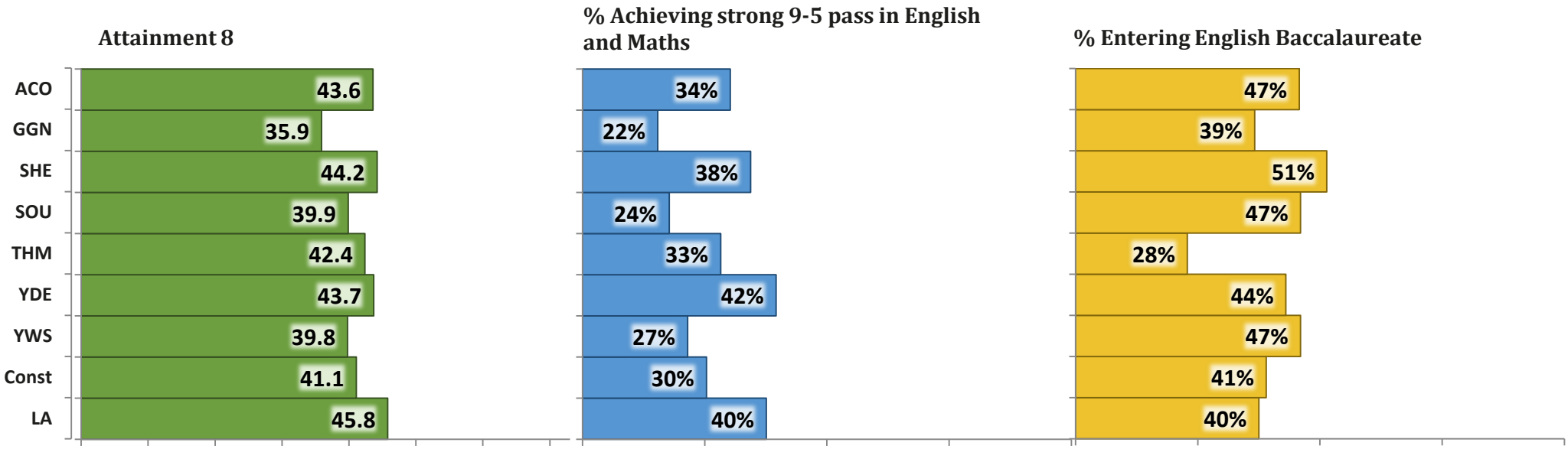
2017 / 2018

Birmingham City Council

Wards within constituency

Acocks Green (ACO)	South Yardley (SOU)	Yardley West & Stechford (YWS)
Garretts Green (GGN)	Tyseley & Hay Mills (THM)	
Sheldon (SHE)	Yardley East (YDE)	





Yardley

2017 / 2018

Birmingham City Council

	Coverage	*Schools* [1]	*Children*	*FSM%*	*FSM6*	*EAL:*	*BAME:*	*IDACI:*
Birmingham		98	68363	25.2%	48.5%	39.5%	40.2%	0.31
Yardley	**100%**	**6 (4)**	**5747**	**27.8%**	**51.5%**	**40.0%**	**51.8%**	**0.32**
Acocks Green	100%	2	1172	27.6%	52.5%	38.2%	48.9%	0.32
Garretts Green	100%	2	663	34.5%	64.4%	24.0%	49.2%	0.43
Sheldon	100%	0	539	24.5%	46.6%	21.3%	63.6%	0.26
South Yardley	100%	0	322	22.4%	40.1%	36.0%	68.2%	0.24
Tyseley & Hay Mills	98%	0	862	29.0%	53.2%	48.5%	46.7%	0.35
Yardley East	100%	0	435	19.5%	36.1%	30.1%	52.6%	0.25
Yardley West & Stechford	100%	0	869	27.4%	50.1%	50.1%	46.0%	0.32

Schools

Archbishop Ilsley Catholic School (4804) ACO

Cockshut Hill Technology College (4022) GGN

King Edward VI Sheldon Heath Academy (6906) GGN

Ninestiles, an Academy (5411) ACO

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Learning, Culture & Physical Activity O&S Committee: Work Programme 2018/19

Chair:	Cllr Mariam Khan
Deputy Chair:	Cllr Alex Aitken
Committee Members:	Cllrs: Mary Locke, Gary Sambrook, Kath Scott, Mike Sharpe, Ron Storer and Martin Straker Welds Education Representatives: Adam Hardy, Roman Catholic Diocese; Rabia Shami, Parent Governor and Sarah Smith, Church of England Diocese
Officer Support:	Rose Kiely, Group Overview & Scrutiny Manager (303 1730) Amanda Simcox, Scrutiny Officer (675 8444) Committee Manager: Louisa Nisbett (303 9844)

1 Terms of Reference

1.1 To fulfil the functions of an Overview and Scrutiny Committee as they relate to any policies, services and activities concerning schools and education; arts and culture; libraries and museums; sport; events; parks and allotments.

2 Priority Issues

2.1 The following were highlighted in June as the possible priority issues for the committee's 2017/18 municipal year:

- Commonwealth Games (Oct 2018);
- Young People and Mental Health (Sep 2018, Nov 2018 & Feb 2019);
- SEND (this also falls within the Children Social Care O&S Committee's remit and this has been an item at their meetings on the 17th October 2018 and 17th December 2018);
- School Place Planning (Sep 2018);
- School Admissions (Dec 2018);
- School Attainment and School Improvement (Dec 2018 and Mar 2019);
- Education Finance;
- Safeguarding (also falls within the Children Social Care O&S Committee's remit);
- Youth Services.

3 Meeting Schedule

3.1 Below is the list of committee dates and items. However, Members may want to use some of these dates for other things, such as visits and informal briefings etc.

Date, Committee Rooms 3 & 4 Start at 1.30pm	**Session / Outcome**	**Officers / Attendees**
6 June 2018 at 2pm	Informal meeting to discuss the Work Programme and priorities:	• Colin Diamond, Corporate Director, Children and Young People • Anne Ainsworth, AD, Education Strategy (Lead on participation and skills, oversight on education infrastructure, finance and planning) • Julie Young, Interim AD Education Safeguarding (also re-commissioning of the school improvement contract, school admissions and co-ordination of schools causing concern work) • Chris Jordan, AD, Neighbourhoods & Communities • Claire Starmer, Cultural Development • Joe Hayden, Parks Service Manager
25 July 2018 Report Deadline: 16 July 2018	Cllr Kate Booth, Cabinet Member for Children's Wellbeing (Lead Member for Children's Services for Education and Special Educational Needs and Disabilities (SEND)	Suman McCarthy
	English Baccalaureate (EBacc) Councillors: Liz Clements, Olly Armstrong, Jon Hunt and Zaker Choudhry were invited to the committee meeting.	Colin Diamond, Corporate Director, Children and Young People and Anne Ainsworth, AD, Education Strategy
5 September 2018 Report Deadline: 24 August 2018	Young People and Mental Health	Erin Docherty Senior Nurse Lead, Forward Thinking Birmingham, Birmingham Women's and Children's NHS Foundation Trust. Joanne Thurston, Chief Operating Officer and Karen Hansford, Head of Universal Children's Services 5-19, Birmingham Community Healthcare NHS Foundation Trust.
	School Place Planning	Anne Ainsworth, Acting Corporate Director Children and Young People, Jaswinder Didially, Head of Service, Education Infrastructure and Dave Marlow, School Place Planning Lead Officer

Date, Committee Rooms 3 & 4 Start at 1.30pm	Session / Outcome	Officers / Attendees
10 October 2018 Report Deadline: 1 October 2018	Commonwealth Games 2022	Cllr Ian Ward, Leader, Neil Carney, Project Director and Andrew Slattery, Commonwealth Games Programme Manager
	Cllr Jayne Francis, Cabinet Member, Education, Skills and Culture	Chris Brockie, Cabinet Support Officer, Symon Easton, Head of Cultural Development & Kevin Jones, Birmingham's Career Service
14 November 2018 **Committee Room 6** Report Deadline: 5 November 2018	1.30pm – 2.30pm Educational Psychology Service Birmingham Visit to Pause, 21 Digbeth (20 mins travelling time to the centre)	Amanda Daniels, Principal Educational Psychologist Karen Woodfield, Area Manager, Pause, Forward Thinking Birmingham & Sandwell Beam and Leroy McConnell, Mental Health, Youth Work/Participation Lead, The Children's Society
5 December 2018 Report Deadline: 26 November 2018	School Attainment (headline data) and School Improvement	Anne Ainsworth, Acting Corporate Director Children and Young People, Julie Young, Interim AD Education Safeguarding, Tim Boyes, CEX, Tracy Ruddle, Director of Continuous School Improvement, BEP and Shagufta Anwar, Senior Intelligence Officer
	School Admissions and Fair Access	Julie Young, Interim AD Education Safeguarding and Alan Michell, Interim Lead for School Admissions and Fair Access
19 December 2018 9.00 – 10.00 Scrutiny Office	Budget 2019/20 Consultation	Cllr Jayne Francis, Cabinet Member, Education, Skills and Culture; Symon Easton, Head of Cultural Development; Chris Jordan, Assistant Director, Neighbourhoods and Communities & Lesley Poulton, Integrated Services Head
6 February 2019 Report Deadline: 29 January 2019	Young People and Mental Health	Anna Robinson, BEP Mental Health/Emotional Wellbeing Lead and Sarah Finch, Assistant Head, Colmers Secondary School and Sixth Form
	Special Educational Needs and Disability (SEND) Councillors: Mohammed Aikhlaq, Debbie Clancy, Diane Donaldson and Alex Yip from the Children's Social Care O&S Committee also attended.	Cllr Kate Booth, Cabinet Member for Children's Wellbeing; Dr Tim O'Neill, Director for Education and Skills and Rachel O'Connor, Director of Planning & Performance, B'ham and Solihull CCG

Date, Committee Rooms 3 & 4 Start at 1.30pm	Session / Outcome	Officers / Attendees
6 March 2019 Report Deadline: 25 February 2019	School Attainment (detailed data) and School Improvement	Dr Tim O'Neill, Director For Education and Skills; Julie Young, AD Education Safeguarding; Tim Boyes, CEX, BEP; Tracy Ruddle, Director of Continuous School Improvement, BEP and Shagufta Anwar, Senior Intelligence Officer
17 April 2019 Report Deadline: 9 April 2019	Cllr Jayne Francis, Cabinet Member, Education, Skills and Culture To include an update on the bleed control kit initiative – the motion at City Council on the 15th January 2019 was: Council expects the Cabinet Member for Education, Schools and Culture and the Cabinet Member for Social inclusion, Community Safety and Equalities to report back progress on this initiative to the relevant Overview and Scrutiny Committee.	Laura Hendry, Cabinet Support Officer; Tim O'Neill, Director for Education and Skills; and Anne Ainsworth, AD for Skills & Employability, Education & Skills
	Childcare Sufficiency Annual Report	Lindsey Trivett, Head of Early Years, Childcare and Children's Centres and Kevin Caulfield, Childcare Quality and Sufficiency Manager

4 Other Meetings

Call in Meetings

None scheduled

Petitions

None scheduled

Councillor Call for Action requests

None scheduled

It is suggested that the Committee approves Wednesday at 1.30pm as a suitable day and time each week for any additional meetings required to consider 'requests for call in' which may be lodged in respect of Executive decisions.

5 Report(s) to City Council

Young People and Mental Health

Date	Item
5 September 2018	Broad discussion on young people and mental health.
14 November 2018	Educational Psychology Service and visit to Pause drop in centre.
6 February 2019	Further evidence gathering.

Commonwealth Games 2022 – Citizens Engagement

Date	Item
TBC	

6 Forward Plan for Cabinet Decisions

6.1 The following decisions, extracted from the Cabinet Office Forward Plan of Decisions, are likely to be relevant to the Learning, Culture and Physical Activity O&S Committee's remit.

ID Number	Title	Cabinet Member	Proposed Date of Decision	Date of Decision
000232/2015	School Organisation Issues which may include Closures, Amalgamations, Opening of a new school – Standing Item	Education, Skills & Culture	30 Jun 17	
002600/2016	Unattached School Playing Fields – Disposal for Development	Education, Skills & Culture	24 Jan 18	
004890/2018	School Capital Programme 2018-19	Education, Skills & Culture	18 Sep 18	18 Sep 18
005060/2018	Birmingham Museums Trust Future Contract, lease agreement and Financial Arrangements - Public	Education, Skills & Culture	31 Jul 18	31 Jul 18
005062/2018	Birmingham Museum and Art Gallery - The New Museums and Collection Centre – Options Appraisal	Education, Skills & Culture	31 Jul 18	31 Jul 18
005137/2018	Youth Promise Plus – Project Extension	Education, Skills & Culture	22 Jan 19	22 Jan 19
004668/2018	Birmingham Playing Pitch Strategy 2017-2020	Education, Skills & Culture	24 Jul 18	26 Jun 18
005449/2018	Travel Assist Service	Education, Skills & Culture	11 Dec 18	11 Dec 18
005759/2018	School Health Support Service	Health & Social Care	11 Dec 18	11 Dec 18
005871/2019	Refurbishment of the Former Small Heath Lower School Site to Relocate Al - Hijrah Primary School	Education, Skills & Culture	22 Jan 19	22 Jan 19
006042/2019	Admission Arrangements and Published Admission Numbers for Community and Voluntary Controlled Schools and the Local Authority Co-ordinated Scheme 2020/2021	Education, Skills & Culture	12 Feb 19	12 Feb 19
005280/2018	Midlands Art Centre - new lease	Leader	16 Apr 19	

ID Number	Title	Cabinet Member	Proposed Date of Decision	Date of Decision
005423/2018	BCC International Strategy	Leader	16 Apr 19	
005731/2019	Cofton Park Nursery - Redevelopment PUBLIC	Leader	05 Mar 19	
006004/2019	Master Plan for the Alexander Stadium	Leader	16 Apr 19	
006102/2019	Travel Assist Service	Children's Wellbeing	16 Apr 19	
006103/2019	Rockwood Academy Full Business Case and Contract Award - Public Report	Education, Skills & Culture	16 Apr 19	
006104/2019	Saltley Academy Full Business Case and Contract Award - Public Report	Education, Skills & Culture	26 Mar 19	
006133/2019	The Review and Adoption of the Birmingham Agreed Syllabus for Religious Education 2019	Education, Skills & Culture	26 Mar 19	
006198/2019	006198/2019 Schools Capital Programme - School Condition Allocation (SCA), Basic Need Allocation (BN), Special Provision Fund Allocation (SPFA) Free School Grant - 2019-2020 + Future Years	Education, Skills & Culture	26 Mar 19	

6.2 The following are joint decisions made by the relevant Cabinet Member and Chief Officers.

Ref No	Title	Cabinet Member & Lead Officer	Date of Decision
005462/2018	Proposal to Discontinue Bournville Infant School and to alter the lower age limit and expand Bournville Junior School by Enlargement	Cllr Jayne Francis, Cabinet Member for Education, Skills & Culture Jointly with Anne Ainsworth, Acting Corporate Director for Children and Young People	8 Aug 2018
005968/2018 005969/2018	Written Statement of Action (WSOA) - Special Educational Needs and Disability (SEND) - Public Report	Cllr Kate Booth, Cabinet Member for Children's Wellbeing Jointly with Sharon Scott, Interim Assistant Director - SEND	7 Dec 2018
006031/2018	Review of Sport and Leisure Fees and Charges 2019-2020	Cllr Ian Ward, Leader and Service Director, Sport, Events, Open Space & Wellbeing	19 Dec 2018
006039/2018	Wishaw Lane Playing Fields New Changing Pavilion – Full Business Case	Cllr Sharon Thompson, Cabinet Member for Homes and Neighbourhoods and Service Director of Sport, Events, Open Spaces and Wellbeing	20 Dec 2018
006027/2018 006028/2018	3rd Floor Refurbishment of Pines School – FBC and Contract Award	Cllr Jayne Francis, Cabinet Member for Education, Skills and Culture and Anne Ainsworth, AD, Children & Young People	21 Dec 2018
006025/2018 006026/2018	Yenton School Early Years Provision – FBC and Contract Award	Cllr Jayne Francis, Cabinet Member for Education, Skills and Culture and Anne Ainsworth, Acting Corporate Director, Children & Young People	21 Dec 2018
006182/2019	Dedicated School Grant Formula 2019/20	Cllr Jayne Francis - Education, Skills and Dr Tim O'Neill, Director for Education & Skills	24 Jan 2019
006211/2019	Proposal to Alter the Age Range of Al-Hijrah School	Councillor Jayne Francis, Cabinet Member for Education Skills and Culture and Interim Assistant Director (Safeguarding)	01 Feb 2019
006304/2019 006305/2019	School Admissions and Fair Access IT Upgrade and Development of Existing System	Cllr Jayne Francis, Cabinet Member for Education, Skills and Culture and AD, Education and Safeguarding	22 Feb 19