

Provisional Education Performance 2016

Schools, Children and Families Overview and Scrutiny
Committee

23rd November 2016

Introduction

- 2016 saw many changes in the assessment arrangements for schools in England.
- As highlighted by the Department of Education, this means not all results are comparable to previous years
- This report covers performance across all Key Stages
- This is provisional data – final data released at the end of 2016 and beginning of 2017
- Full report looking at detailed analysis of examination results will be delivered in Spring

Summary

- Primary School performance below average across both attainment and progress measures
- However we have had a fall in the number of schools below national floor standard
- Early Years Foundation Stage performance has improved but gap not closed with national levels
- GCSE results more promising – especially compared to statistical neighbours and the other Core Cities.
- A slight fall in the proportion of children achieving 5 A* to C GCSEs including English and Maths – but there was also a drop in performance nationally.
- The new measures of “Progress 8 and Attainment 8” – indicate Birmingham is in line with National.
- Birmingham is also in line with the National average of children achieving the English Baccalaureate

Early Years Foundation Stage

Early Years Foundation Stage Profile (EYFSP)

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

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

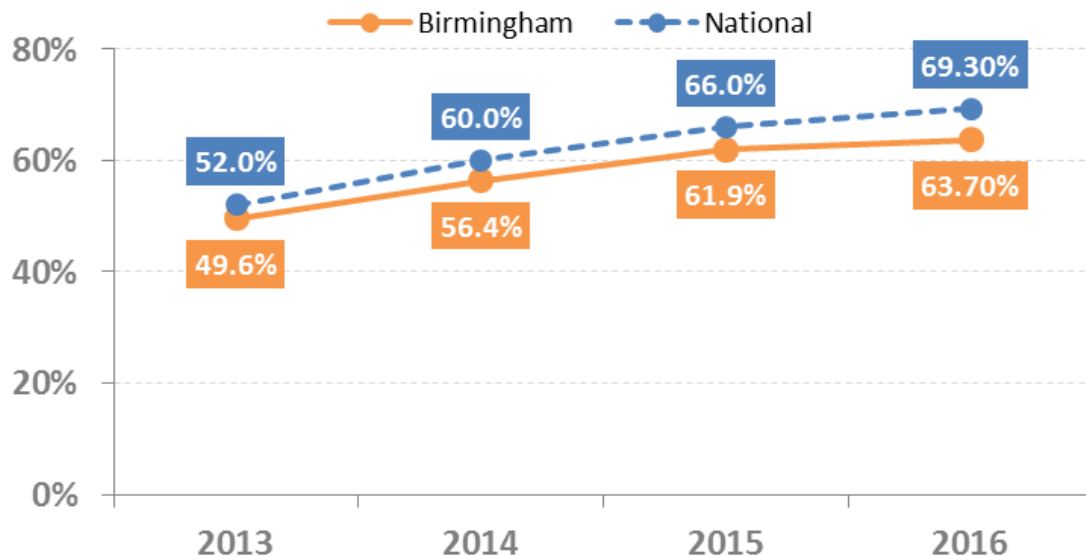
The EYFSP gives:

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

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

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

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



EYFS Comparisons

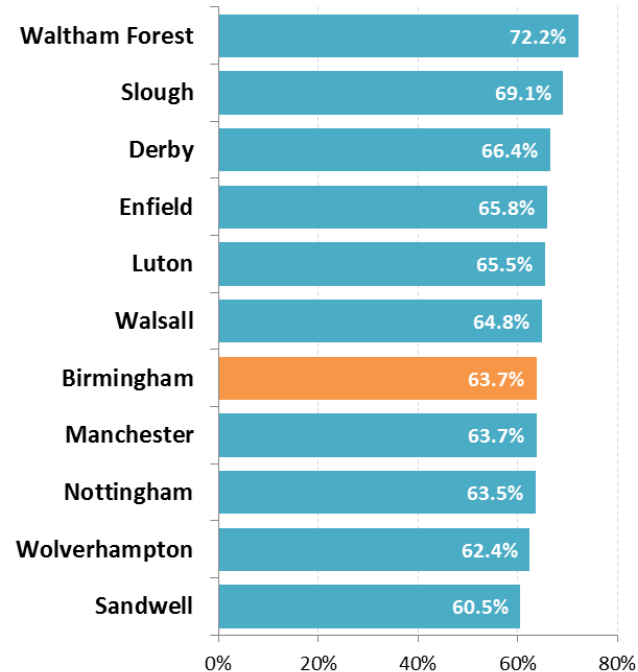
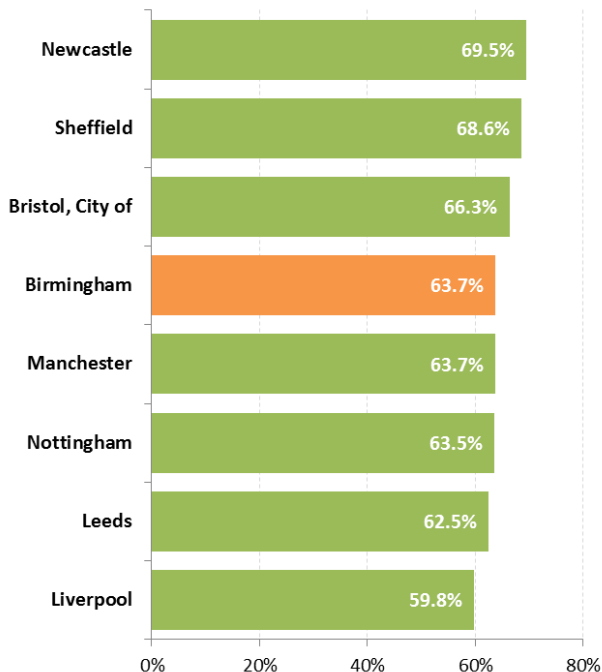
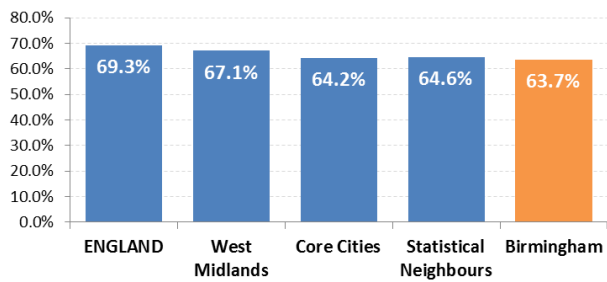
Core Cities

Statistical Neighbours

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

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

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



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

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

Key Stage 1

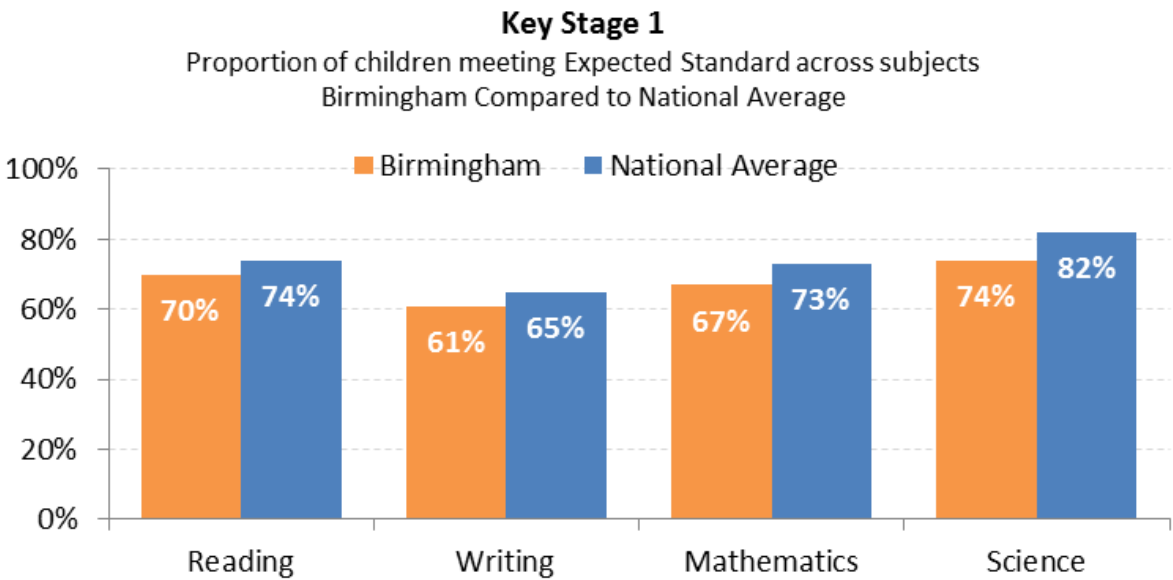
Key Stage 1 Performance

From 2016 KS1 outcomes are no longer reported using levels.

A new teacher assessment framework has been provided being partly informed by the use of tests with a scaled score outcome.

The chart right shows the proportion of pupils working at least at the expected standard as indicated by Teacher Assessment.

Birmingham has a lower proportion of children reaching the standard across all subjects, with the greatest gap at science



Key Stage 1 – Summary Performance

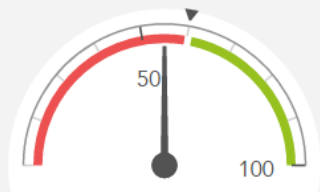
Taken from **fft**aspire

LA KS1 Attainment 2016 · Actual results

16181 pupils

% Expected Standard
+ (Re, Wr, Ma)

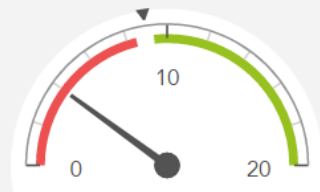
55% -



Significantly below
the national
average (60%) ◀

% Higher Standard
(Re, Wr, Ma)

4% -



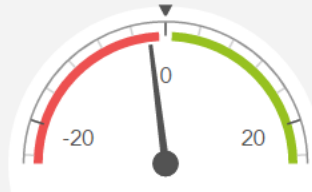
Significantly below
the national
average (9%) ◀

LA KS1 Progress 2016 · Value Added

15276 matched pupils

% Expected Standard
+ (Re, Wr, Ma)

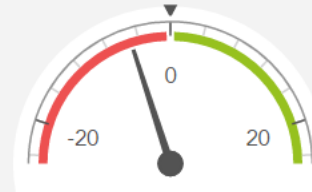
-2% -



Significantly below
the national
average (0%) ◀

% Higher Standard
(Re, Wr, Ma)

-5% -



Significantly below
the national
average (0%) ◀

Key Stage 2

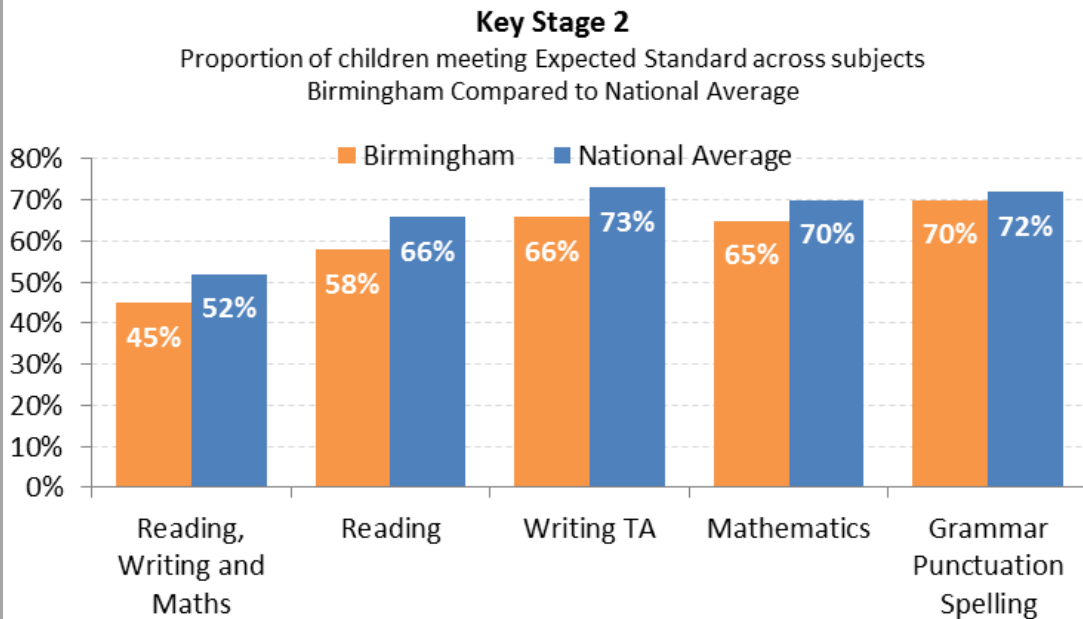
Key Stage 2 Performance

The assessment processes at Key Stage 2 also changed significantly in 2016. This makes comparison with previous years misleading.

In 2016 schools are held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a new, value-added measure of progress.

A school will fall below the floor standard in 2016 where fewer than 65% of pupils achieve the expected standard and pupils do not make sufficient progress.

Reading, Maths and Grammar punctuation & spelling are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected level. Writing remains as a teacher assessment.



Key Stage 2 – Summary Performance

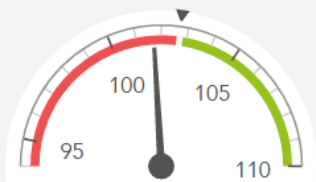
Taken from **fft.aspire**

LA KS2 Attainment 2016 · Actual results

14814 pupils

Average Scaled Score
(Re, Ma)

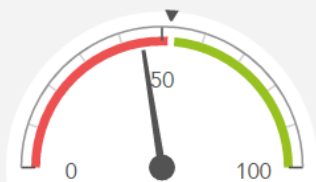
101.7  ↓



Significantly below
the national
average (102.7) ◀

% Expected
standard+ (Re, Wr,
Ma)

45%  ↓



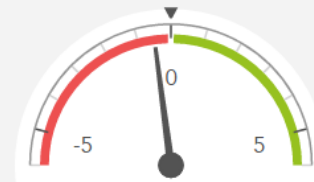
Significantly below
the national
average (52%) ◀

LA KS2 Progress 2016 · Value Added

13764 matched pupils

Average Scaled Score
(Re, Ma)

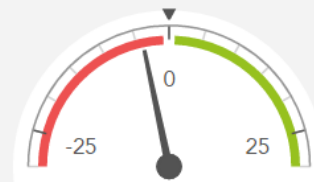
-0.5  ↓



Significantly below
the national
average (0) ◀

% Expected
standard+ (Re, Wr,
Ma)

-4%  ↓



Significantly below
the national
average (0%) ◀

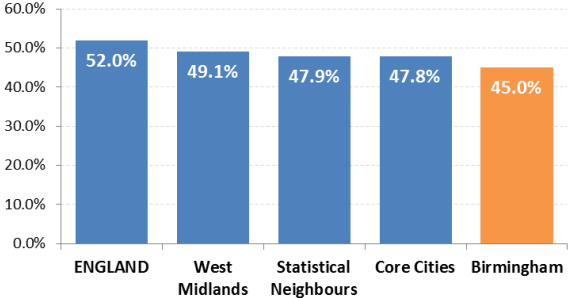
Key Stage 2 Comparisons

Core Cities

Statistical Neighbours

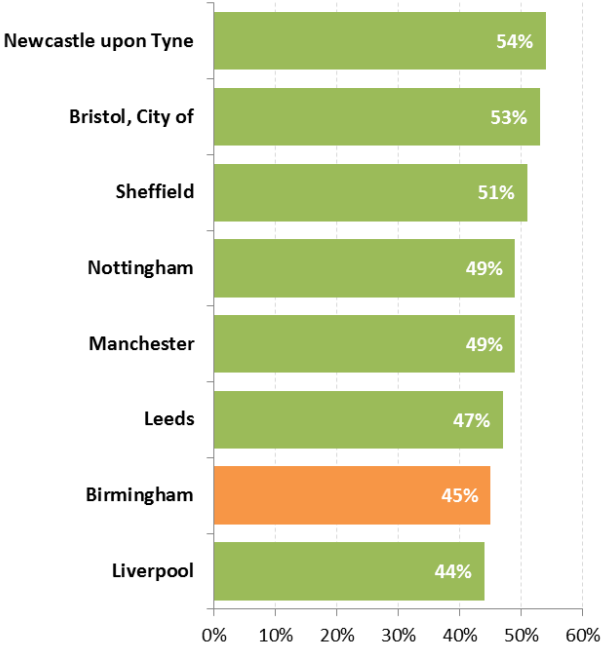
Key Stage 2

Proportion of Children Reaching who reached the expected standard in all of reading, writing and mathematics. 2016



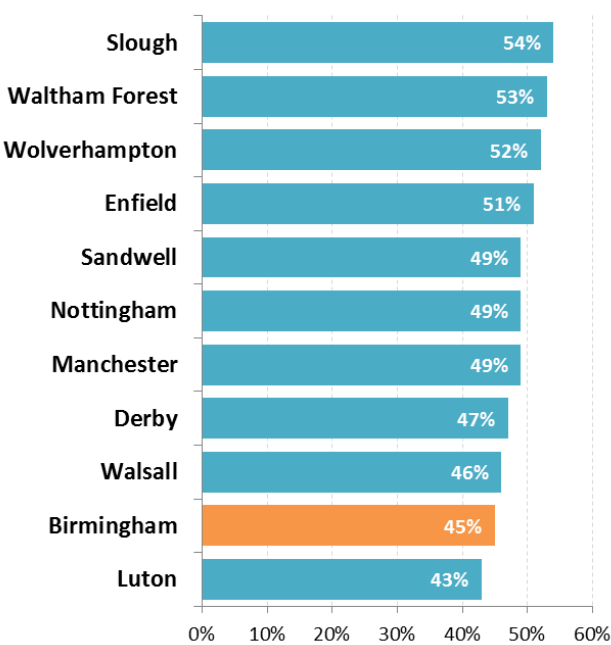
Key Stage 2

Proportion of Children Reaching who reached the expected standard in all of reading, writing and mathematics. 2016



Key Stage 2

Proportion of Children Reaching who reached the expected standard in all of reading, writing and mathematics. 2016



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

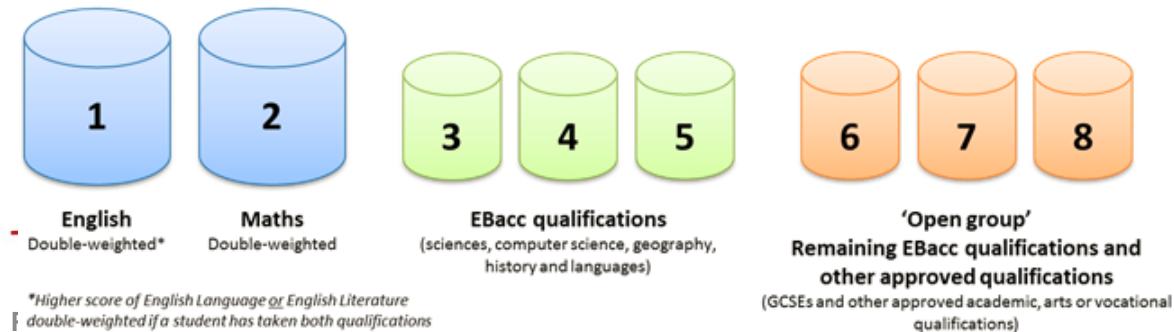
While underperforming against the average, performance is not the worst in either group.

Key Stage 4

New Key Stage 4 Accountability Measures

Attainment 8 and Progress 8

- Changes at GCSE with two new headline measures, Attainment 8 and Progress 8.
- **Attainment 8** measures the achievement of a pupil across 8 qualifications including maths (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- **Progress 8** is a value added measure focusing on the progress a pupil makes from the end of primary school to the end of secondary school.



Attainment 8 Example

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

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

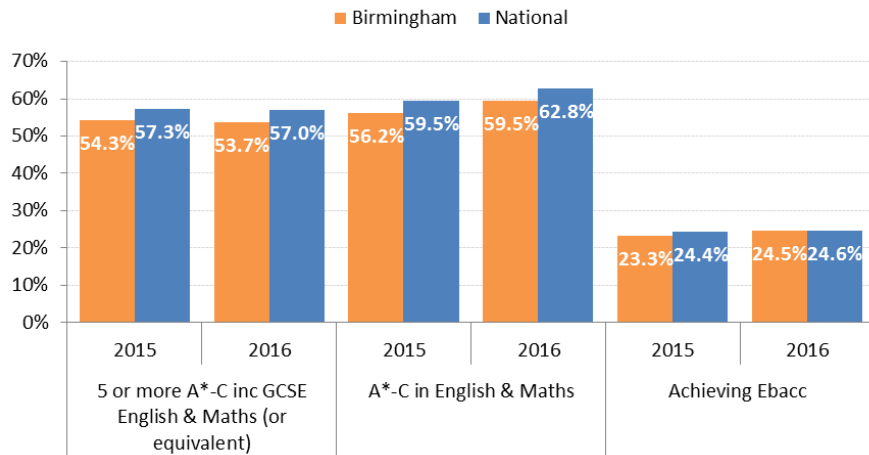
ID	Qualification	Grade	Points	Included in the measure	Element	Doubled?	Total points
Qa1	GCSE mathematics	A	7	✓	Maths	✓	14
Qa2	GCSE English language	A*	8	✓	English	✓	16
Qa3	GCSE English literature	B	6	✓	Other	×	6
Qa4	GCSE additional science	B	6	✓	EBacc	×	6
Qa5	GCSE art	C	5	✓	Other	×	5
Qa6	GCSE core science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

Progress 8

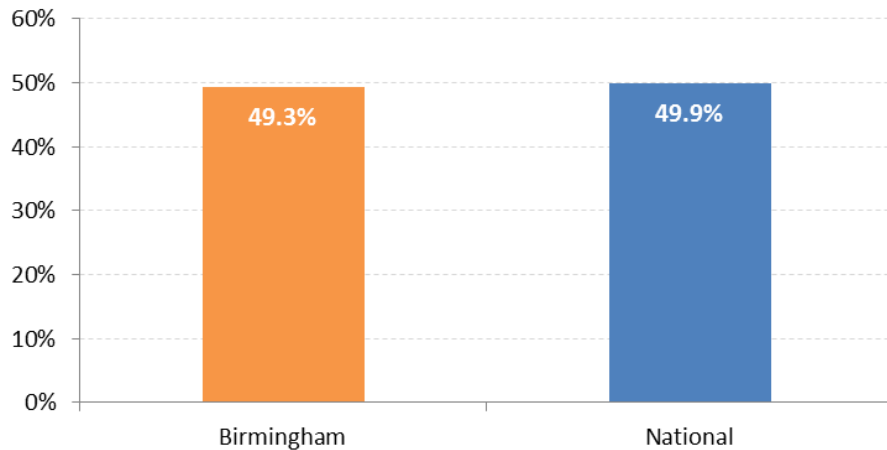
- Progress 8 scores will be calculated for pupils for the **sole** purpose of calculating the school's Progress 8 score
- A pupil's Progress 8 score is defined as their Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at KS2.
- Progress 8 a score of 0 shows a school's progress is in line with national progress, a score of +1 shows the school's pupils make a grade more progress than national, a score of -1 shows the school's pupils make a grade less progress than national.

Key Stage 4 Summary

Key Stage 4 Performance 2015 to 2016



Key Stage 4 - Attainment 8 Score



Birmingham Progress 8

Performance

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

0 +/- 0.02

Key Stage 4 – Summary Performance

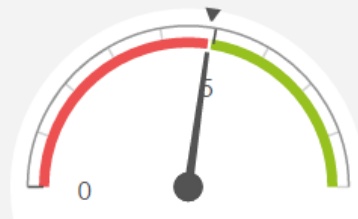
Taken from **fft**aspire

LA KS4 Attainment 2016 · Actual results

12049 pupils

Attainment / Progress
8 (Overall)

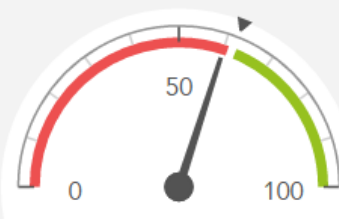
4.9 ↑



In line with the
national
average (4.9) ◀

% A*-C English &
Maths

60% -



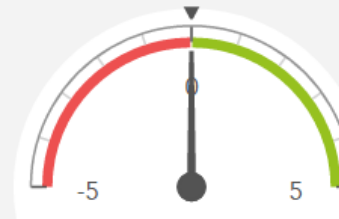
Significantly below
the national
average (62%) ◀

LA KS4 Progress 2016 · Value Added

12046 matched pupils

Attainment / Progress
8 (Overall)

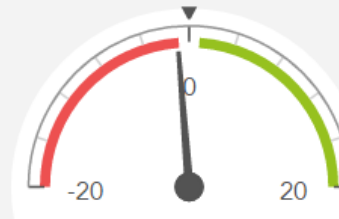
+0.00 ↓



In line with the
national average (0) ◀

% A*-C English &
Maths

-1%



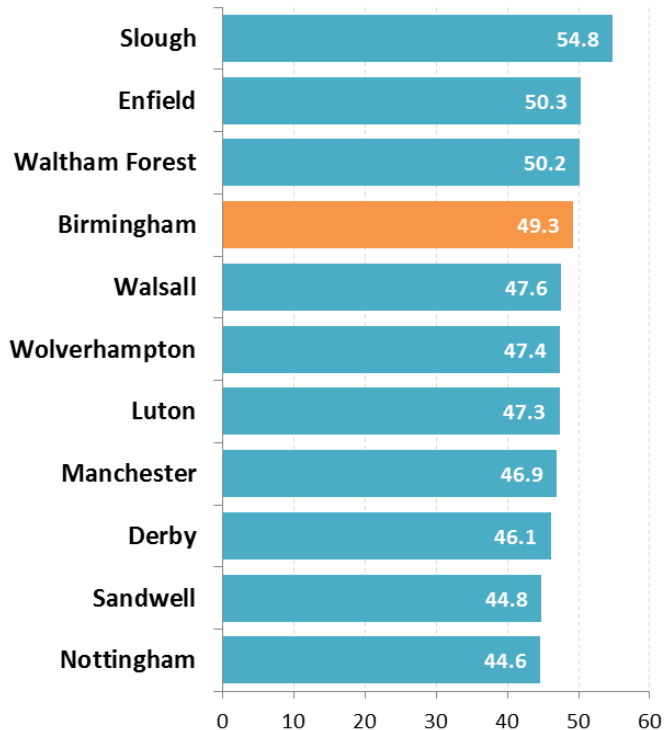
In line with the
national
average (0%) ◀

GCSE Attainment 8 comparisons

Key Stage 4
Attainment 8 - Average Score per Pupil



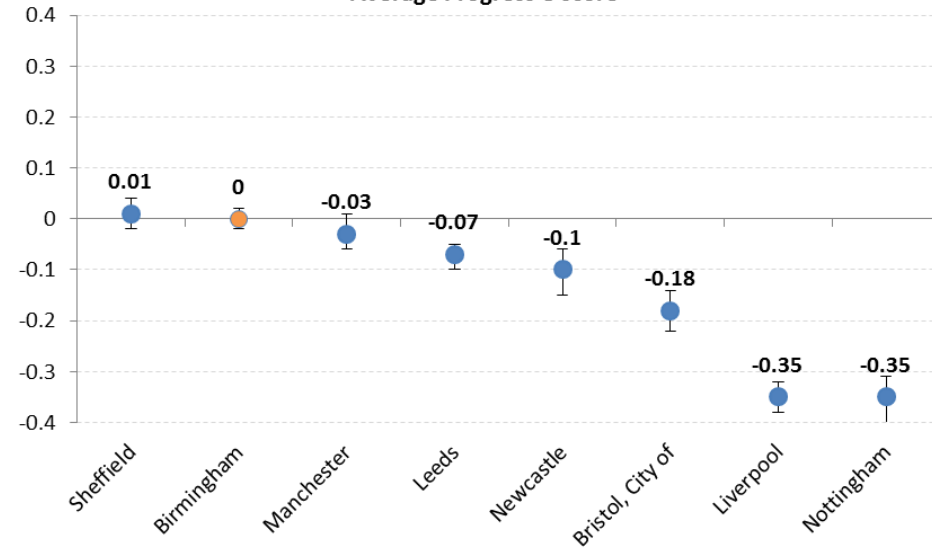
Key Stage 4
Attainment 8 - Average Score per Pupil



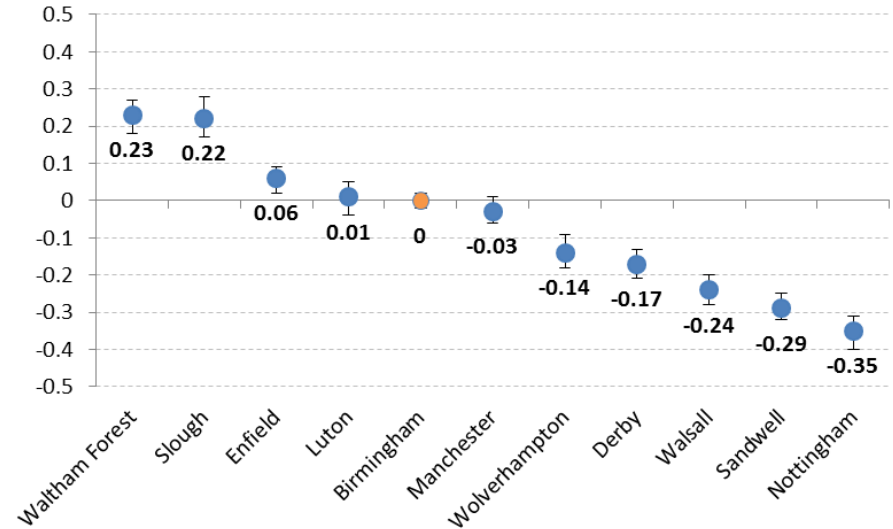
The chart left compares Birmingham's average attainment 8 score with the rest of the English core cities and Birmingham's statistical neighbours. Birmingham compares very well on this measure.

GCSE Progress 8 Comparisons

Key Stage 4
Average Progress 8 score



Key Stage 4
Average Progress 8 score



In terms of Value-added – Birmingham again performs favourably against its Core City and statistical neighbour peers

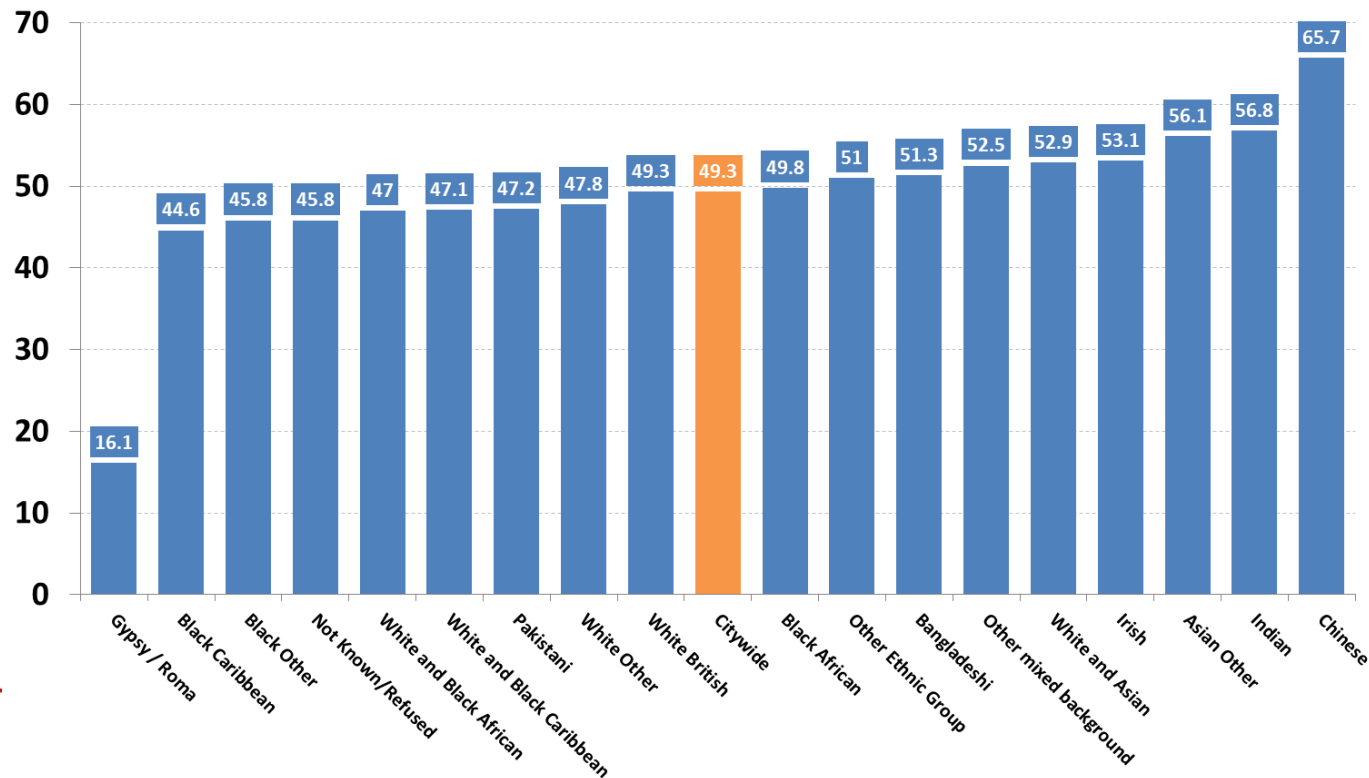
Key Stage 4 - Ethnicity

The chart right shows provisional GCSE results (Attainment 8) for ethnic groups in Birmingham.

It is not yet possible to benchmark each group by national equivalents, so results here are compared to the Birmingham overall average.

It should be noted that each group has different cohort sizes – ranging from 22 pupils from Gypsy/Roma heritage to 4070 from a White British background

Key Stage 4 - 2016
Provisional Attainment 8 results by Ethnicity



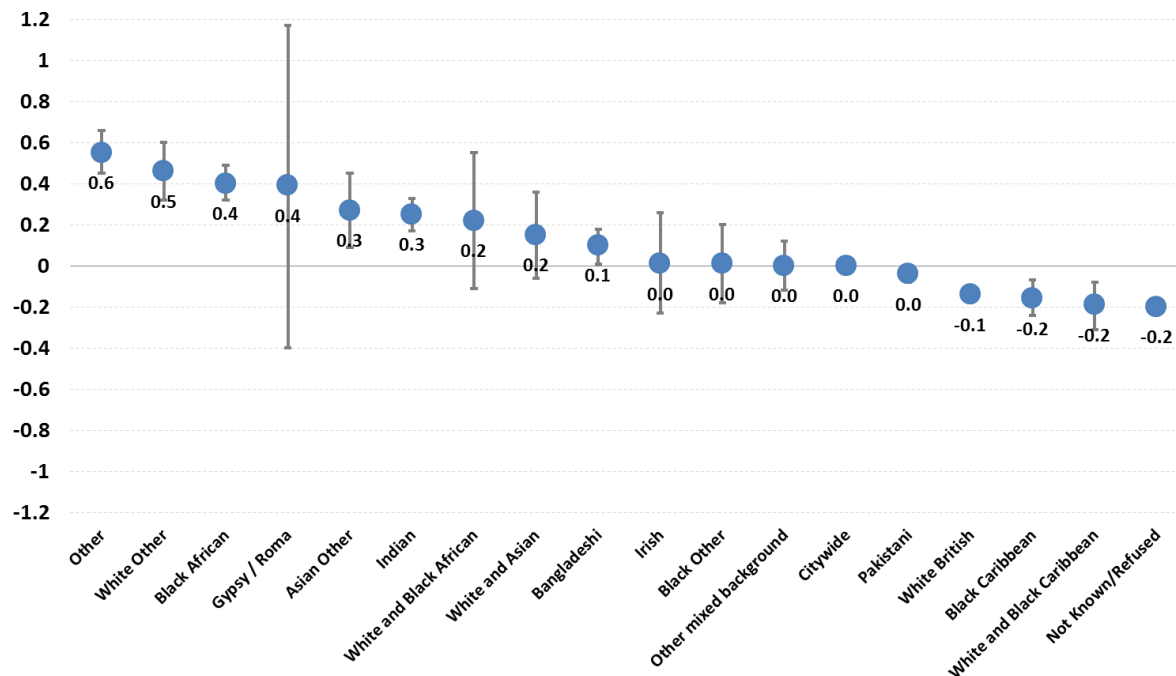
Key Stage 4 - Ethnicity

The chart right shows provisional Progress 8 results for ethnic groups in Birmingham.

These figures are built on individual student progress 8 figures against their value added cohorts.

Groups where a smaller numbers will generally have larger confidence intervals.

Key Stage 4 - 2016
Provisional Progress 8 results by Ethnicity



Effect of Moderation

2016	KS1								KS2	
	Reading		Writing		Maths		Combined		Writing	
	EXS	GDS	EXS	GDS	HS	GDS	EXS	HS	EXS	GDS
National	74%	24%	66%	13%	73%	18%	60%	9%	74%	14%
Birmingham	69%	14%	61%	6%	67%	11%	55%	4%	69%	6%
Not moderated	69%	14%	61%	7%	67%	11%	55%	4%	70%	7%
Moderated	70%	13%	60%	6%	67%	9%	54%	3%	65%	4%

The main issues were as follows:

- Understanding of the need for 'secure fit' not best fit
- Assessment of spelling
- Understanding and interpreting the qualifiers some, many, most
- Expectation of accurate sentence construction (grammar)
- Consistent and accurate use of punctuation
- Lack of editing opportunities.

- Moderation appears to have had little impact at Key Stage 1
- At Key Stage 2 there was a greater difference between moderated and unmoderated schools
- Birmingham was moderated by the STA at Ks1 and 2 and the moderators found the processes used to be sound.
- 75 schools were moderated with 35% of the judgements for teacher assessment changed up or down during the process. 1 formal appeal was received and acted on and the moderator judgement was upheld by an external moderation manager from another LA.
- Some unmoderated schools (15) had much greater percentage of GDS than any who were moderated
- S4E investigated this and all schools reported that they were confident in their secure fit judgements.

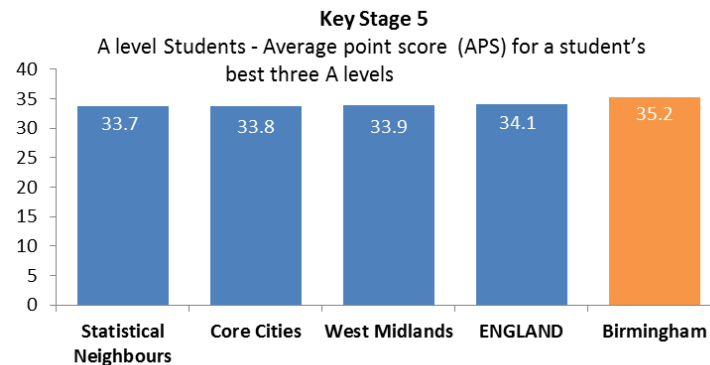
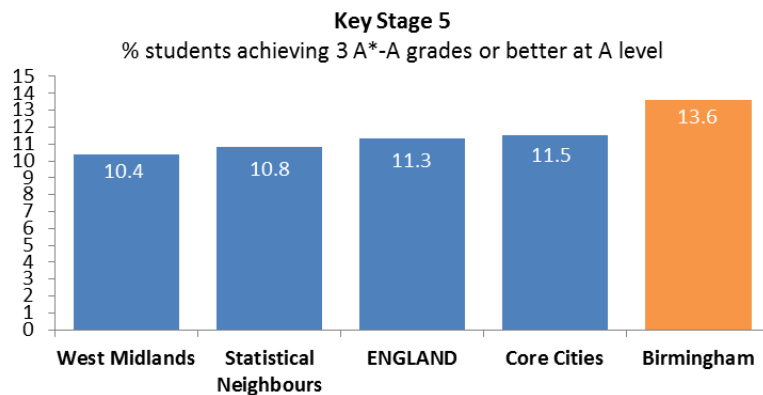
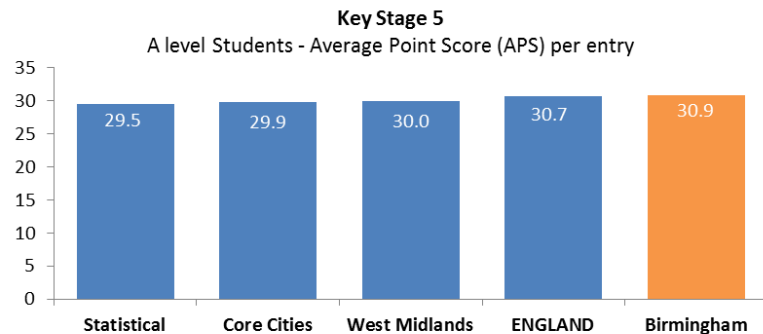
School Floor & Coasting Standards

- At Primary Level according to provisional data there are **17** schools not meeting the floor standards (there were 25 according to the different standard in 2015). There are **19** schools now defined as 'coasting' (14 of which are not below floor)
- At Secondary Level there were **4** schools below the floor standards (compared to 13 in 2015), There are **8** schools defined as 'coasting' (6 of which are not below floor)

**2016 is the first year the coasting measure comes into effect, schools must be below the coasting threshold in three consecutive years to fall into this measure. No school is confirmed as being below floor or as coasting until final performance tables are published in December & January.*

Key Stage 5

Key Stage 5 comparisons



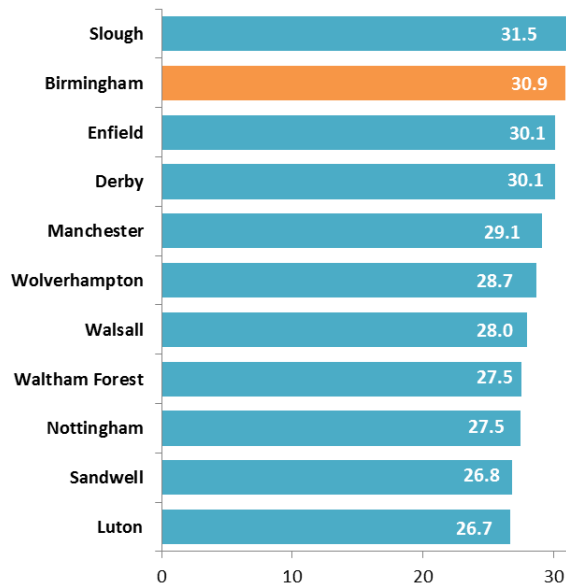
Data here covers all state-funded mainstream schools, academies, free schools, city technology colleges (CTCs) and state-funded special schools.

It excludes FE sector colleges, pupil referral units (PRUs), alternative provision (AP), hospital schools, non-maintained special schools, other government department funded colleges, independent schools, independent special schools and independent schools approved to take pupils with special educational needs (SEN).

Key Stage 5 comparisons

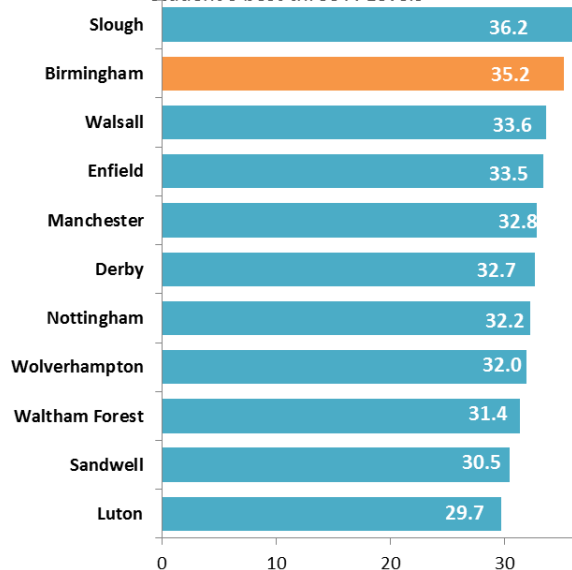
Key Stage 5

A level Students - Average Point Score (APS) per entry



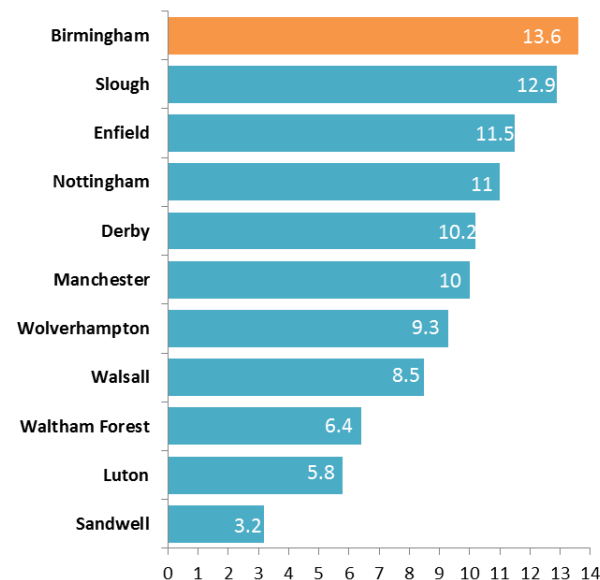
Key Stage 5

A level Students - Average point score (APS) for a student's best three A-Levels



Key Stage 5

% students achieving 3 A*-A grades or better at A level



- Ofsted Rating

Current Ofsted Position (Local reporting as of 4th October)

Phase	Total Schools	Good/Outstanding		Requires Improvement /Inadequate	
		Count	%	Count	%
Nursery	27	27	100%	0	0%
Primary	298	240	81%	58	19%
Secondary	82	58	71%	24	29%
Special	27	22	81%	5	19%
PRU	5	3	60%	2	40%
Total	439	350	80%	89	20%

Special Measures	
Count	%
0	0%
14	5%
11	13%
3	11%
1	20%
29	7%

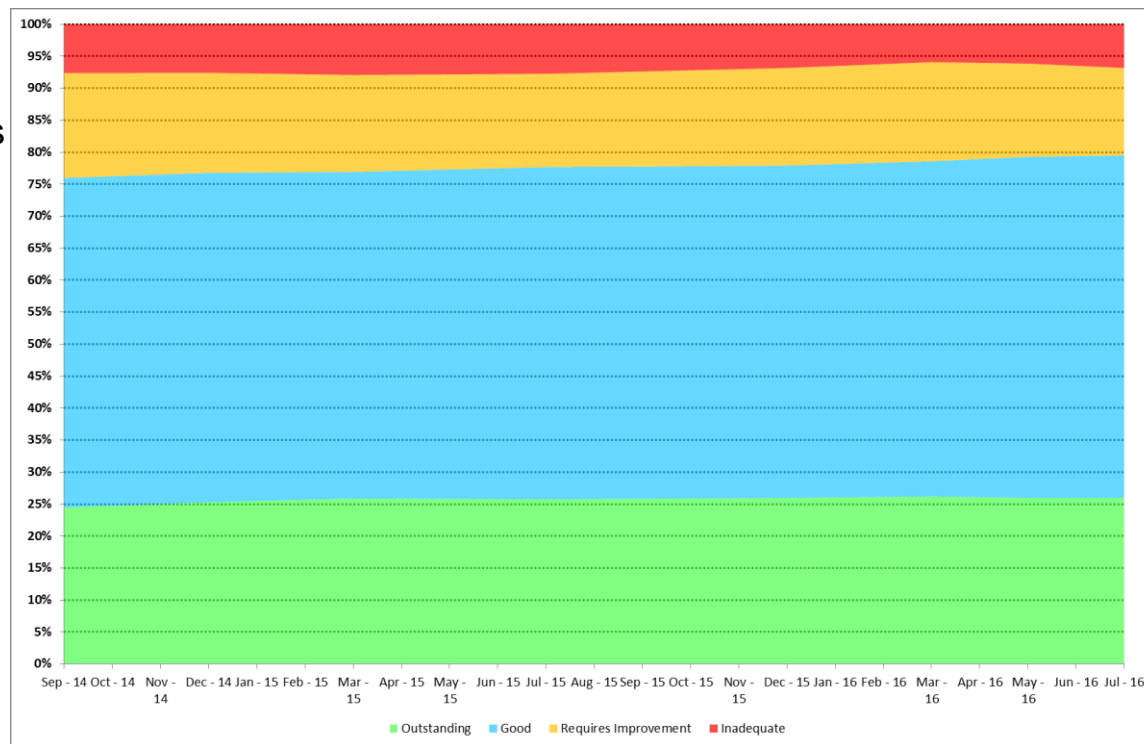
***All open schools within the LA are included that have had an Ofsted inspection. Where an establishment has not been inspected since becoming an academy, the inspection of the previous establishment is used. Free schools without an inspection are not included as there is no previous establishment to match to.**

NEW FREE SCHOOLS WITHOUT AN INSPECTION ARE NOT INCLUDED

Current Ofsted Position (National released data as of July 2016)

Sept 2014
Number of schools
in Special
Measures
30

Sept 2014
Proportion
Good/Outstanding
76.0%



July 2016
Number of schools
in Special
Measures
30

July 2016
Proportion
Good/Outstanding
79.5%