

## Report to Education Vulnerable Children Overview and Scrutiny Committee

### Examination and Assessment Results 2015

Overview and Scrutiny Committee Meeting 9<sup>th</sup> December 2015

#### 1. Purpose and Recommendations

1.1 The aim of this report is:

- ❖ To provide an overview of the City's 2015 public examination and National Curriculum assessment results.
- ❖ To compare Birmingham's results this year with those of previous years and with those of other authorities.
- ❖ To compare progress against performance targets.

1.2 Recommendation:

- ❖ That the Committee note the information contained in the report

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### 3. Headline Data and Service Priorities for Birmingham 2015

The aim is for all children to go to good or outstanding schools

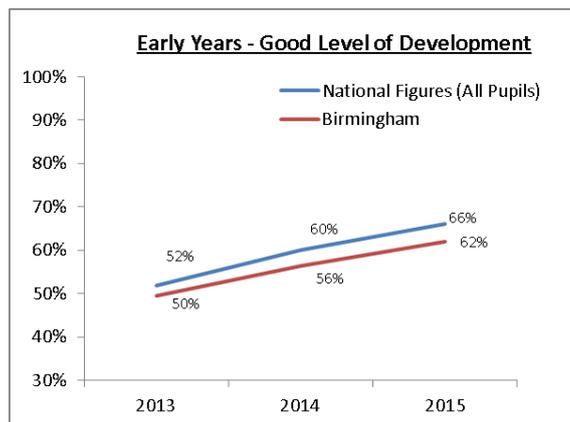
#### 3.1 Summary

Birmingham's performance against national outcomes is a concern as Birmingham's performance is below most of the national indicators from Early Years right through to Key stage 5. There has been an improvement in performance in some areas since 2014, however it has not been sufficient to match national performance.

#### Early Years Foundation Stage

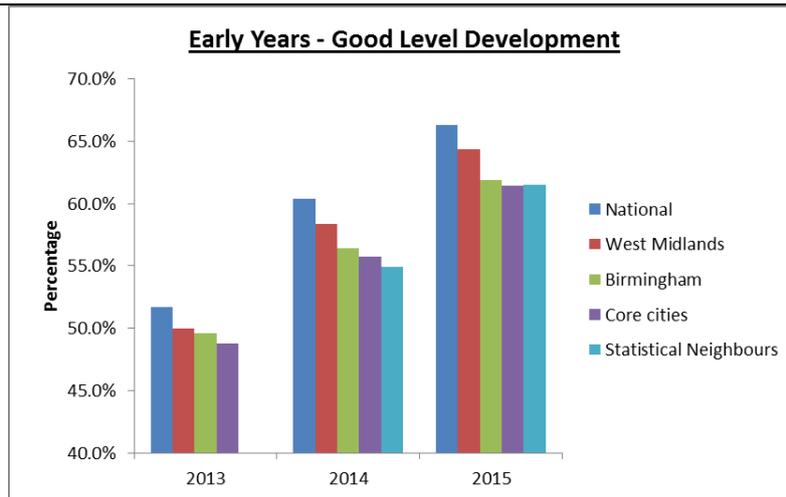
Children will be defined as having reached a Good Level of Development at the end of the EYFS if they achieve at least the expected level in the 12 early learning goals of the prime areas (personal, social and emotional development; physical development; and communication and language) and in the areas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

Birmingham has improved from 2014 to 2015 by 6 percent in a Good Level of Development (GLD), however Birmingham's performance is 4 percent below national, detailed in the chart below.



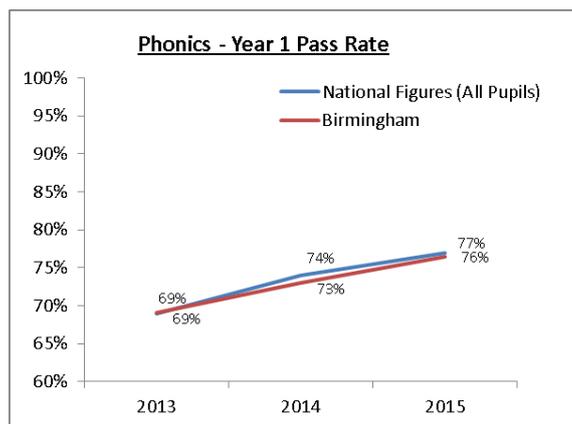
When looking at Birmingham's performance in relation to statistical neighbours, core cities and West Midlands groups' performance is variable. Birmingham is above statistical neighbours and core cities from 2013 to 2015 for Good Level of Development.

However, Birmingham is below both national and West Midlands from 2013 to 2015, see chart below.



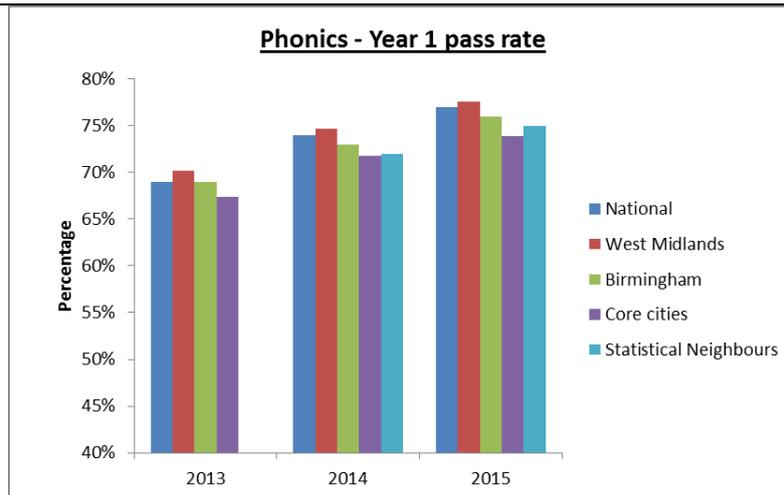
### Phonics

The percentage of Birmingham children judged to be working at the expected level (Year 1 pass rate) in 2015 increased to 76 percent from 73 percent in 2014. However, while the underperformance gap with national has narrowed from the position in 2014, Birmingham’s performance is still below the national average of 77 percent by 1 percent. Performance from 2013 to 2015 is detailed below:



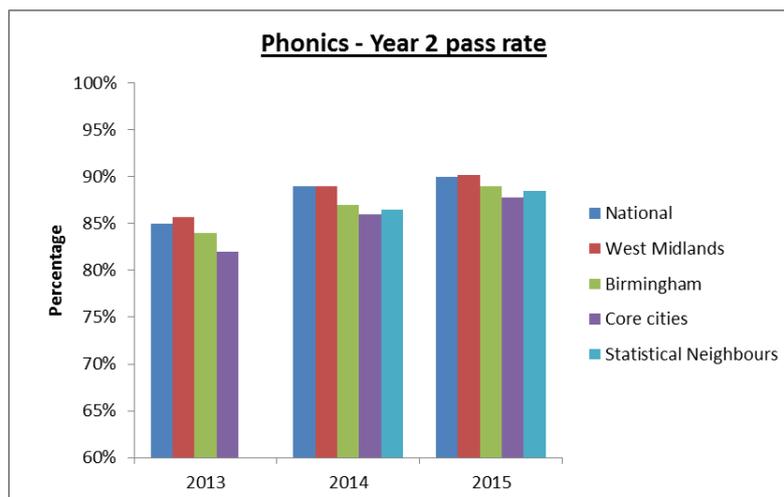
A similar trend exists when comparing Birmingham’s performance in relation to statistical neighbours, core cities and West Midlands groups’ as identified in Early Years. Birmingham is above statistical neighbours and core cities from 2013 to 2015 for Year 1 pass rate.

The chart below shows that Birmingham has underperformed compared to the West Midlands since 2013 and while performance was in line with national in 2013, Birmingham has not match the national improvements in 2014 and 2015.



The percentage of Birmingham children judged to be working at the expected level (Year 2 pass rate) in 2015 increased to 89 percent by 2 percent, compared with 87 percent in 2014. However Birmingham's performance is still below national average of 90 percent by 1 percent.

See chart below, performance from 2013 to 2015.



## Key Stage 1

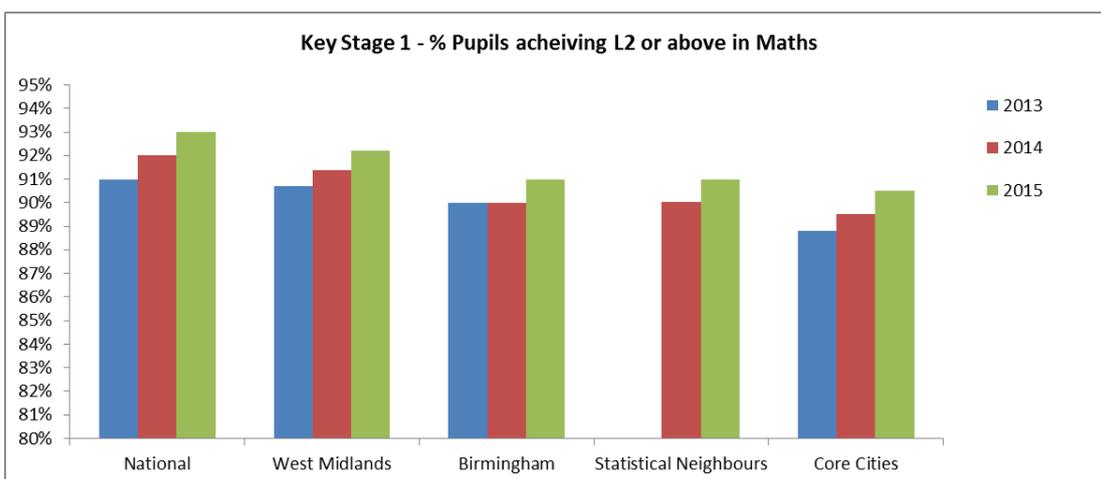
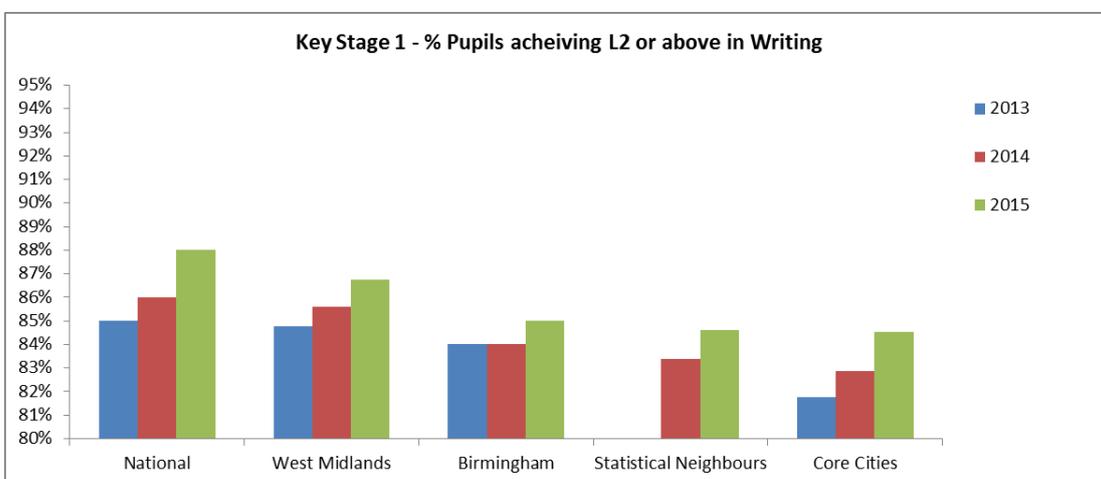
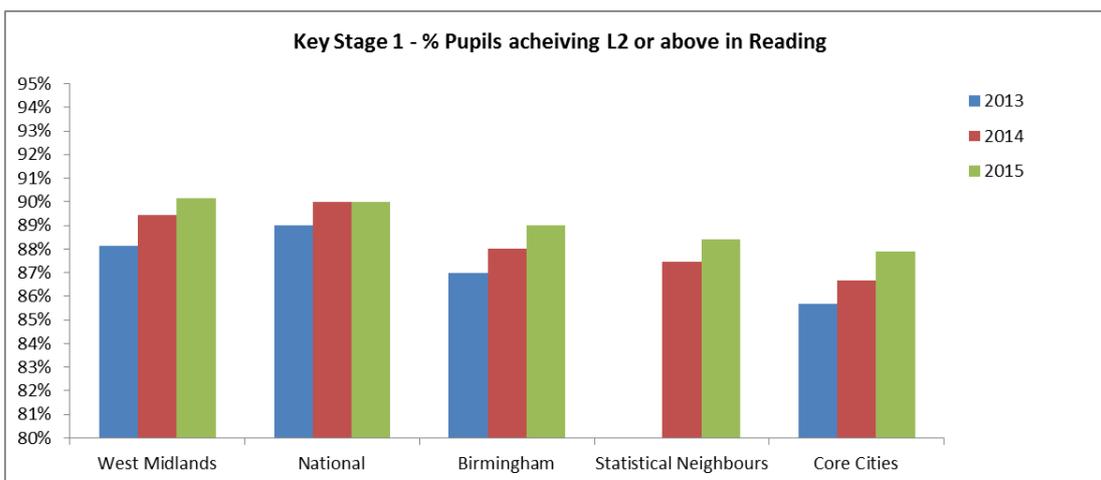
Key stage 1 is assessed in the following key areas:

- Reading
- Writing
- Mathematics
- Science

Pupils are expected to achieve a Level 2 at the end of Key stage 1.

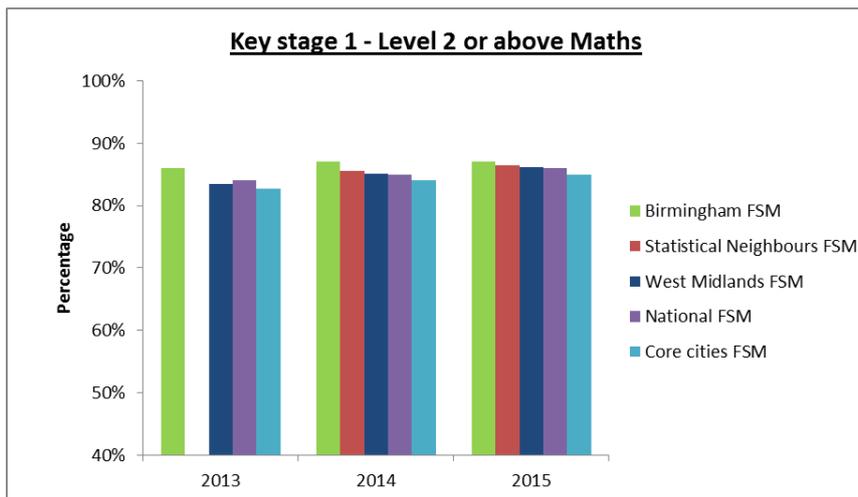
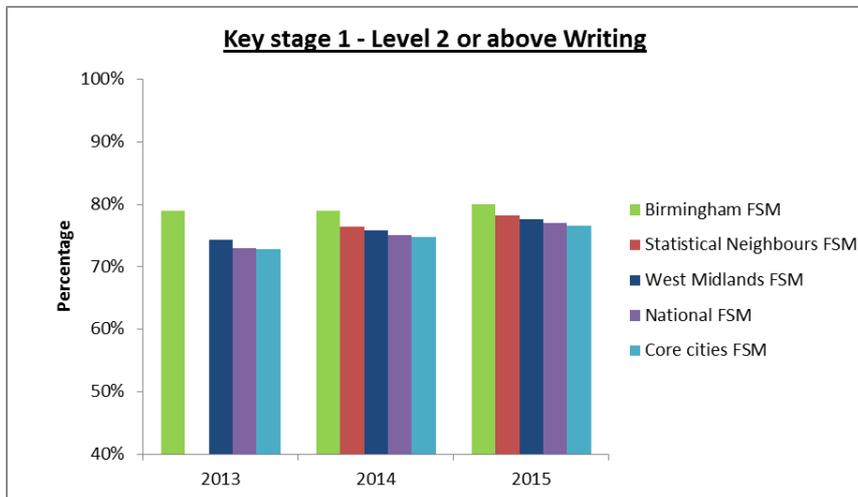
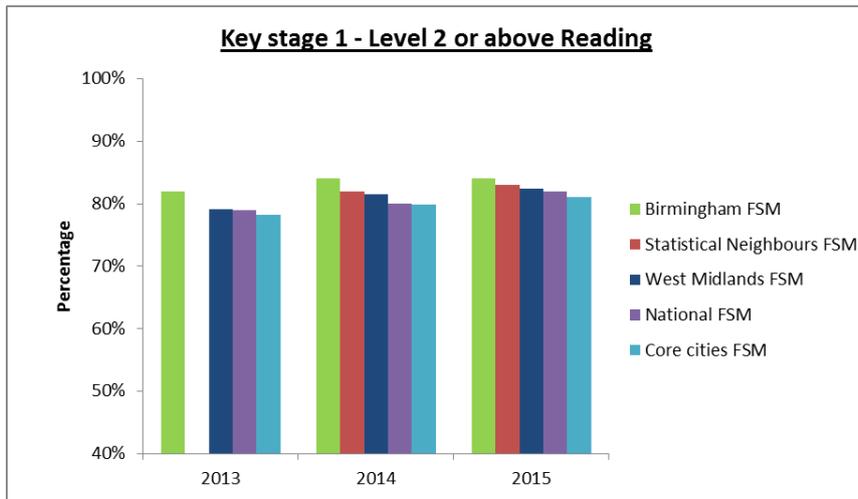
Birmingham's performance in pupils' attaining a level 2 or above shows slight improvement for writing, reading and maths, year on year. However Birmingham has not matched, nor closed the gap, in all of the subject areas since 2013. Birmingham is 3 percent below national for writing, 2 percent below national for both reading and Maths in 2015.

See charts below:



When comparing performance to statistical neighbours, core cities and West Midlands, Birmingham is inline or above statistical neighbours and core cities. However below national and West Midlands authorities for all subjects, see charts above.

Birmingham's Free School Meal (FSM) children achieve better outcomes consistently from 2013 to 2015 for all subjects in Key stage 1 when comparing to FSM children to statistical neighbours, core cities and West Midlands, see charts below:

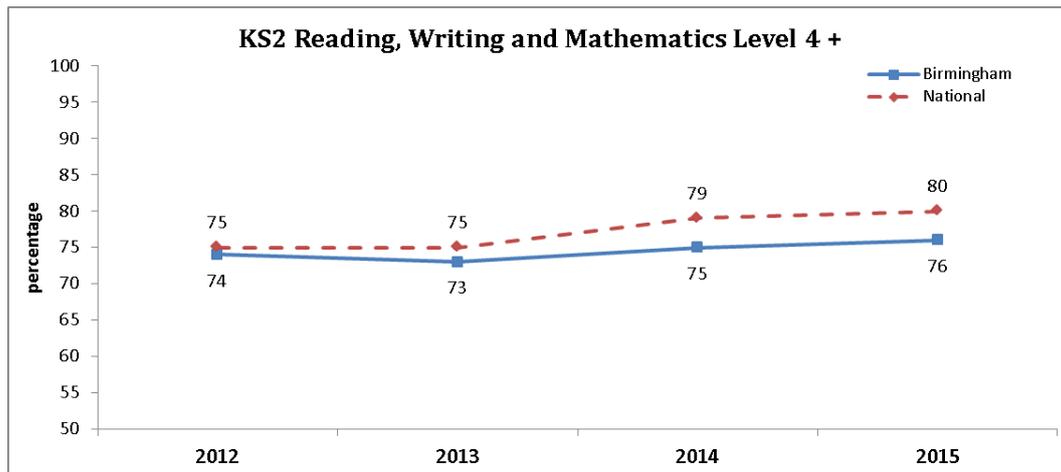


**Key Stage 2 (based on provisional data)**

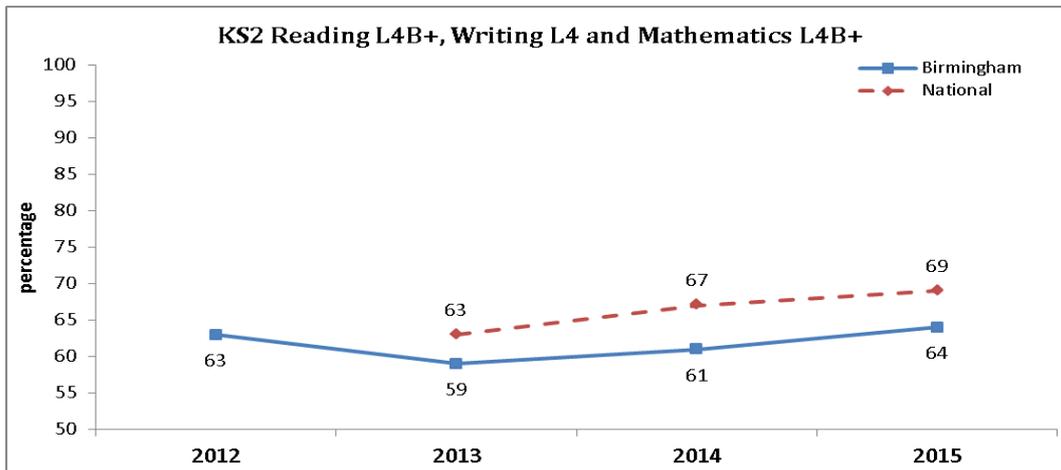
The 2015 Key stage 2 (KS2) combinations of tests and teacher assessments show that the percentage of pupils achieving level 4 or above has improved in most subjects for Birmingham year on year. However, Birmingham is below national for reading, writing and maths, see below:

- Reading 86 percent, 3 percent below national
- Writing 85 percent, 2 percent below national
- Maths 84 percent, 3 percent below national
- Reading, Writing and mathematics 76 percent, 4 percent below national

The chart below illustrates the widening gap for Level 4 and above achievement in reading, writing and mathematics in Birmingham compared with national since 2012:

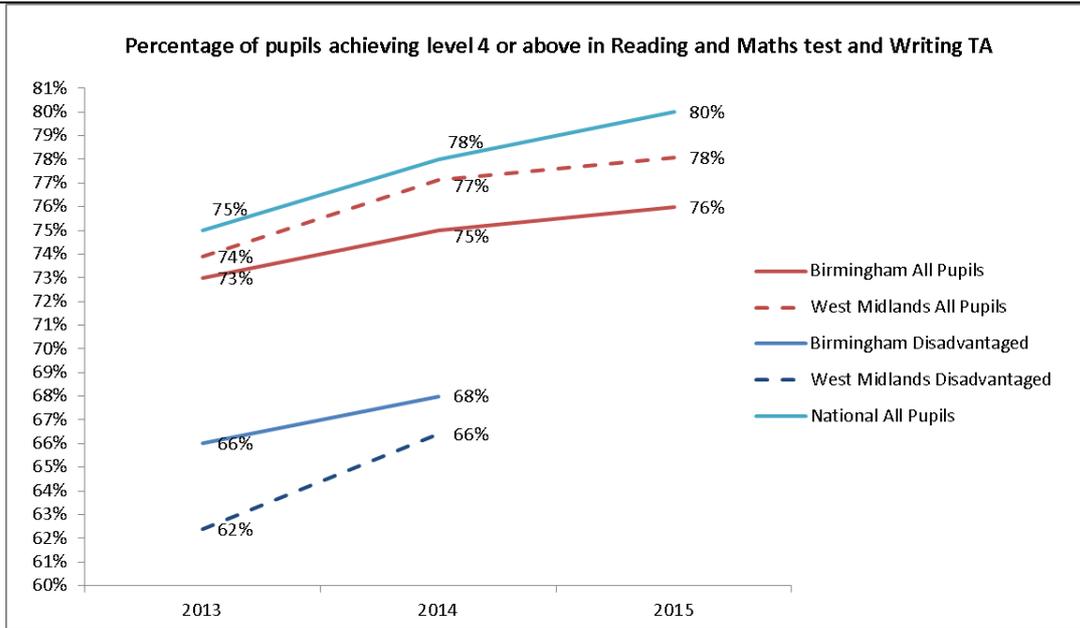


The chart below illustrates the widening gap for Level 4B and above in reading, writing and mathematics, Birmingham in 2015 is below national by 5 percent:



A similar profile exists when comparing Birmingham's performance to West Midlands., Birmingham is below both national and West Midlands authorities for Level 4 and above in reading, writing and maths.

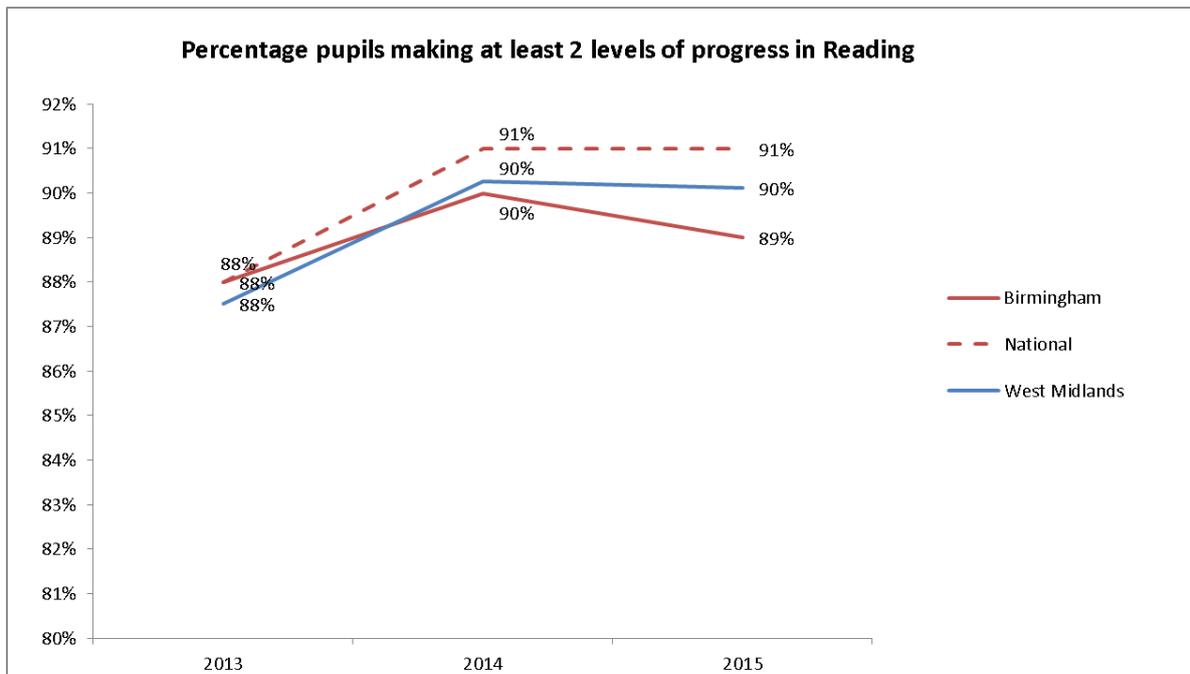
Birmingham's disadvantaged children achieved significantly better outcomes when comparing to West Midlands disadvantaged children in 2013, but West Midlands significant improvement in 2014 has seen the gap closing, see chart below:



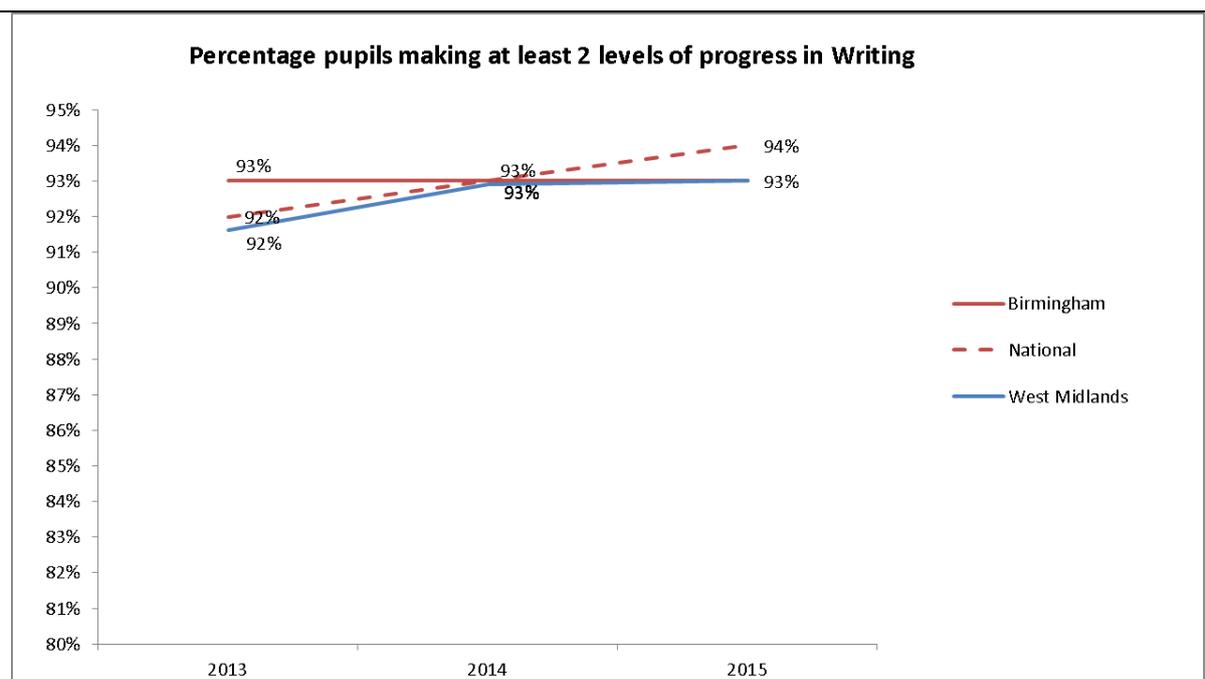
## Progress

Pupils are expected to make at least two levels of progress from Key stage 1 to Key stage 2.

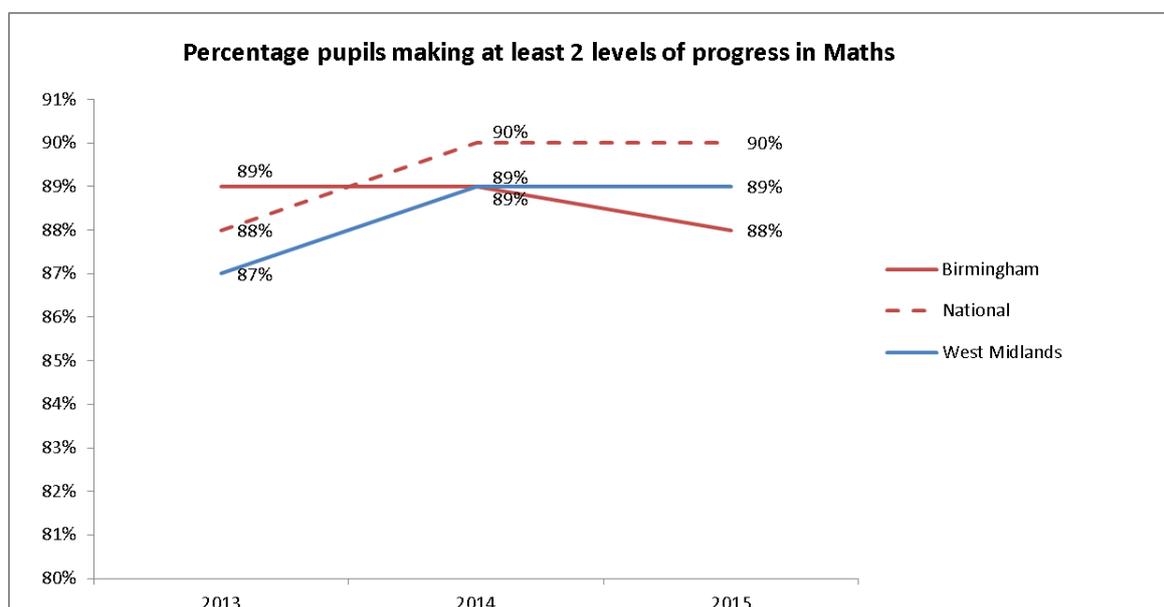
Birmingham pupils achieved 89 percent in 2 levels of progress for reading, which is a 1 percent decrease from 2014 compared to 2015. While progress levels have reduced below that of 2014 for both national and West Midlands pupils, Birmingham's reduction is greater therefore widening the gap, see chart below:



Birmingham children achieved 93 percent in 2 levels progress for writing, no change in performance from 2013 to 2015. While progress was in line with national in 2014, in 2015 Birmingham has not kept up with the national improvements and are now 1 percent behind, see chart below:



Birmingham children achieved 88 percent in 2 levels progress for maths, which is a 1 percent decrease from 2014 compared to 2015. However Birmingham's progress results are 2 percent below national, 1 percent below West Midlands with a significant widening gap when compared to national particularly , see chart below:



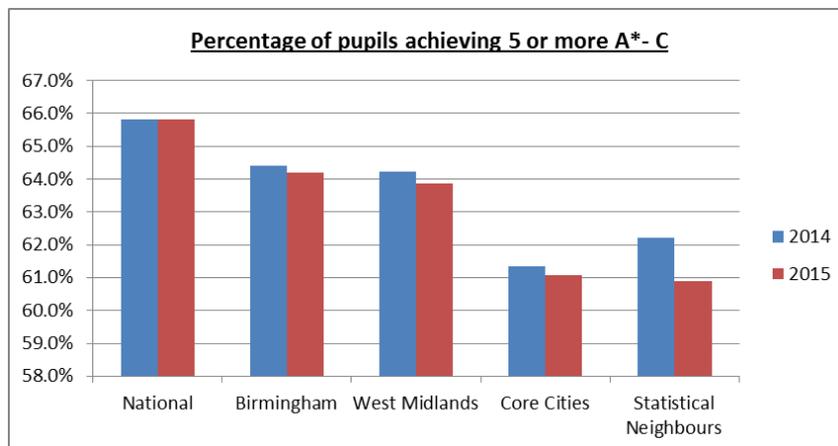
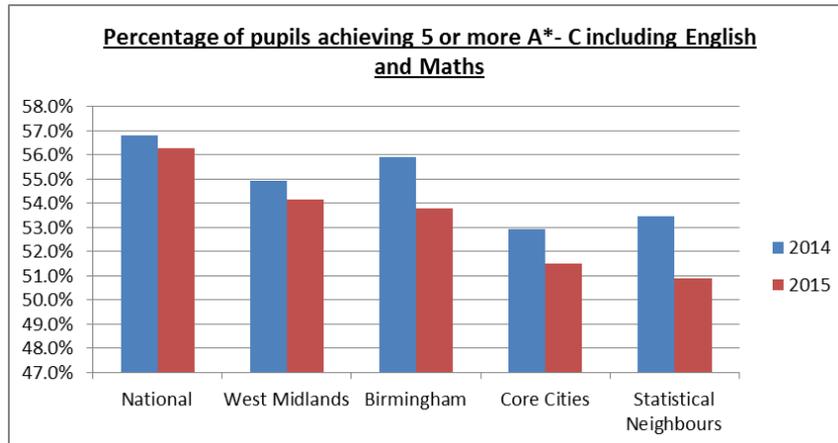
#### Key Stage 4 (based on provisional data)

The percentage of Birmingham students achieving GCSEs or equivalent in 2015 is 2 percent below national :

- 54 percent, in 5 or more A\* - C including English & maths compared to the national figure of 56 percent.
- 64 percent, 5 or more A\* - C compared to the national figure of 66 percent.

Attainment outcomes for 2015 show an overall decline from 2014, Birmingham shows 2 percent decrease in 5 or more A\* - C including English & maths. While

results have decreased from 2014 both nationally and for the West Midlands the decrease in Birmingham is greater. see charts below:



For the main measure 5 or more A\* - C including English & maths Birmingham is above core cities and statistical neighbours, however below national and West Midlands. Whereas for pupils achieving 5 or more A\* - C Birmingham is above West Midlands, core cities and statistical neighbours but below national. See charts above.

The percentage of Birmingham children making expected progress in English and maths is varied:

- 71.8 percent in English, national for 2015 is 70.2 percent.
- 63.6 percent in maths, national for 2015 is 66.6 percent.

The expected progress for English has dipped by 1.8 percent year on year, however Birmingham is above national by 1.6 percent and above West Midlands, core cities and statistical neighbours.

The expected progress for maths is a concern as it has dipped by 2.1 percent year on year, Birmingham is below national by 3 percent, above core cities and statistical neighbours and below West Midlands, see table below:

	% making expected progress in English		Difference	% making expected progress in Maths		Difference
	2014	2015		2014	2015	
<b>Birmingham</b>	73.6%	71.8%	-1.8%	65.7%	63.6%	-2.1%
<b>National</b>	71.8%	70.2%	-1.6%	65.6%	66.6%	1.0%
<b>West Midlands</b>	70.5%	68.8%	-1.6%	63.6%	64.6%	1.0%
<b>Statistical Neighbours</b>	71.8%	68.4%	-3.4%	63.6%	61.9%	-1.7%
<b>Core Cities</b>	69.6%	67.8%	-1.9%	62.1%	62.0%	-0.2%

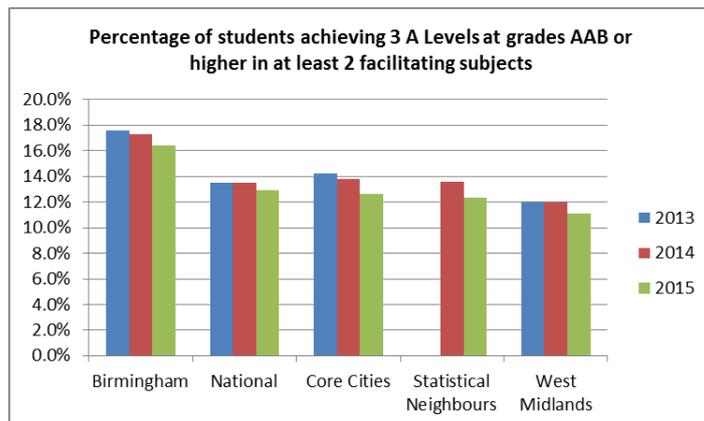
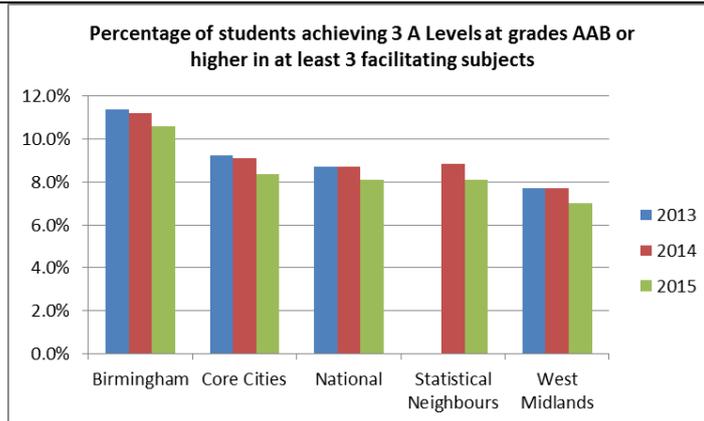
### Key Stage 5 (based on provisional data)

The percentage of Birmingham students achieving A 'Levels against key measures are:

- 3 or more A\*-E at A Level, 78 percent (no change from 2014)
- 2 or more A\*-E at A Level, 90 percent (1 percent increase), national is 91 percent
- Average Point Score per A Level Entry, 214.5 (0.6 points decrease), national is 213.3
- Average Point Score per A Level Student, 725.1 (17.5 points decrease), national is 769
- 3 A Levels at grades AAB or higher in at least 3 facilitating subjects, 10.6 percent (0.6 decrease), national is 8%
- 3 A Levels at grades AAB or higher in at least 2 facilitating subjects, 16.4 percent, (0.9 decrease), national is 13%

The overall performance in most measures has shown a decrease, however Birmingham's performance in AAB grades in facilitating subjects remains strong against national and core cities: due partly to the high number of entries from the City's grammar schools. A concern is the significant drop in the Average Point Score per A Level Student and the sustained gap against national.

See charts below:



### 3.2 Service Priorities and Tackling Underperformance

Birmingham has employed a range of strategies to improve outcomes for all its pupils. A programme of interventions and training has been delivered through the Birmingham Teaching School Alliances. Good practice workshops have been offered by high performing schools with good practice to share. School to school support has focused on specific areas of need, particularly in reading, writing and maths with underperforming schools a priority.

From the beginning of September 2015 a new partnership arrangement with the Birmingham Education Partnership has been implemented which will build on the existing school to school support arrangements and provide additional capacity for school improvement across the city.