Birmingham City Council

Annual Education Performance Report

2018 Examinations and Assessments

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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

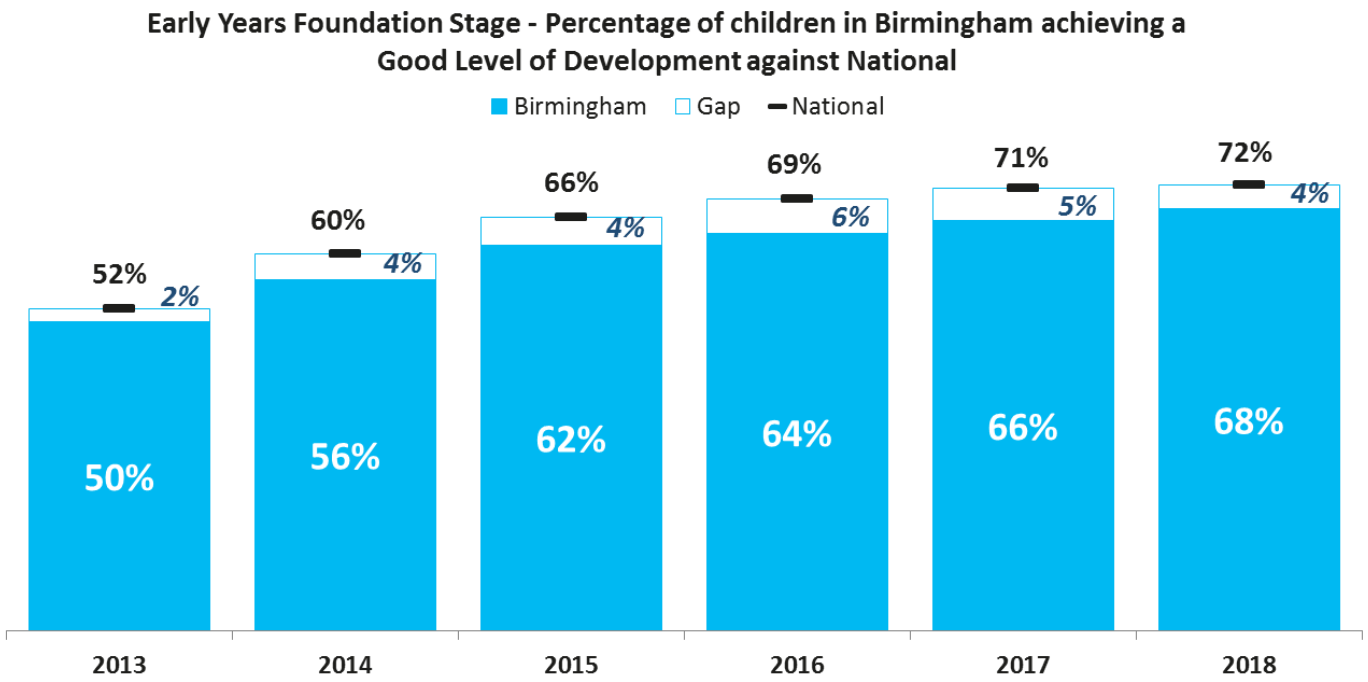
The **EYFSP** summarises and describes pupils' attainment at the end of the EYFS. Its purpose is to gain insight into levels of children's development and their readiness for the next phase of their education. The EYFSP gives:

- 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:

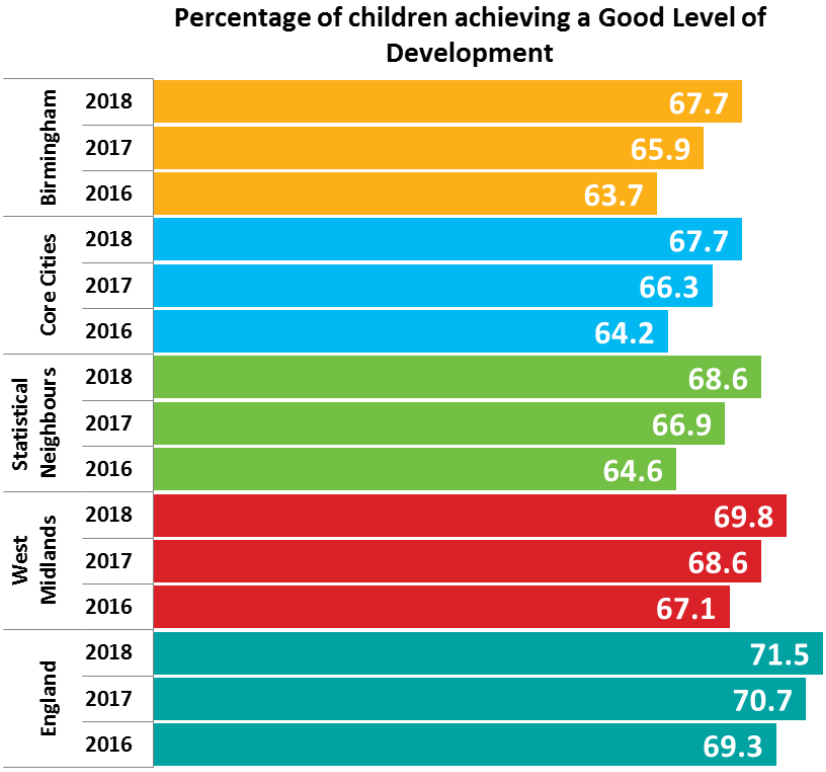
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language);
- the early learning goals in the specific areas of mathematic and literacy.

Overall Performance

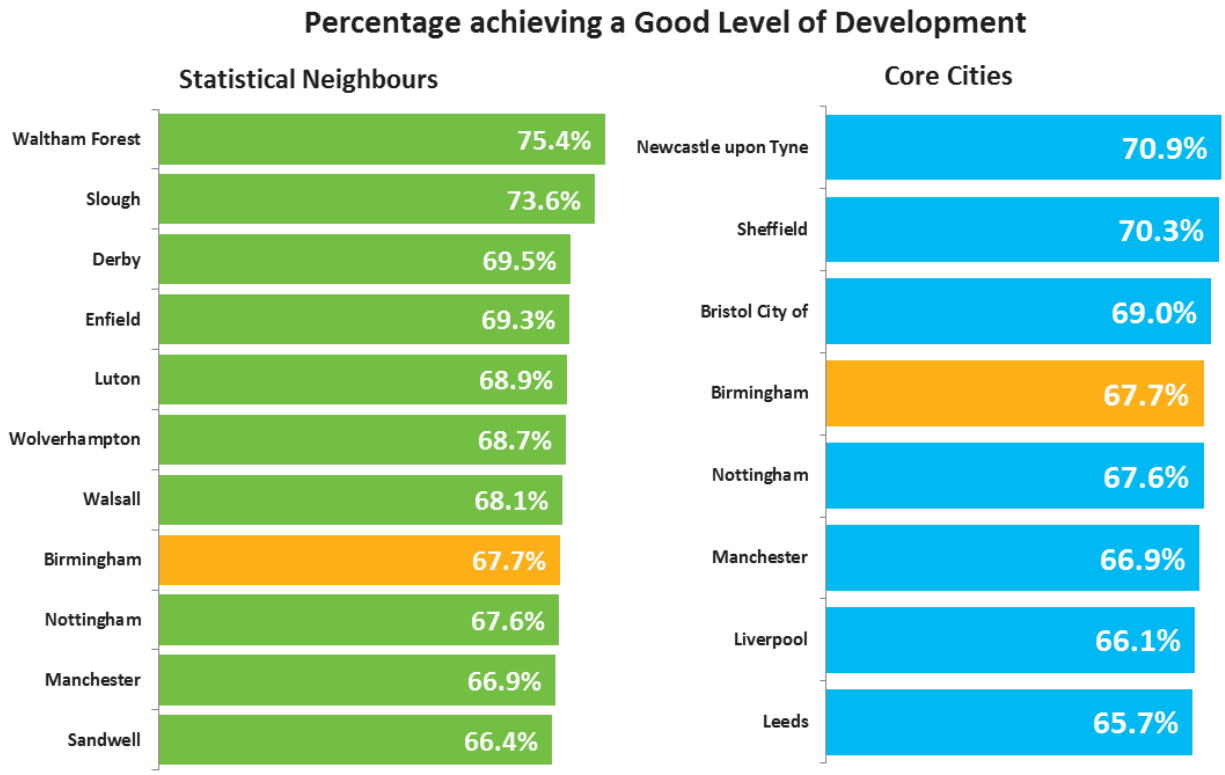


In 2018, **67.7%** of Birmingham pupils achieved GLD, an increase of 1.8% from 2017 which is above the national average increase which means that we have narrowed the gap in attainment to just under 4% from just under 5% in 2017.

National Comparisons



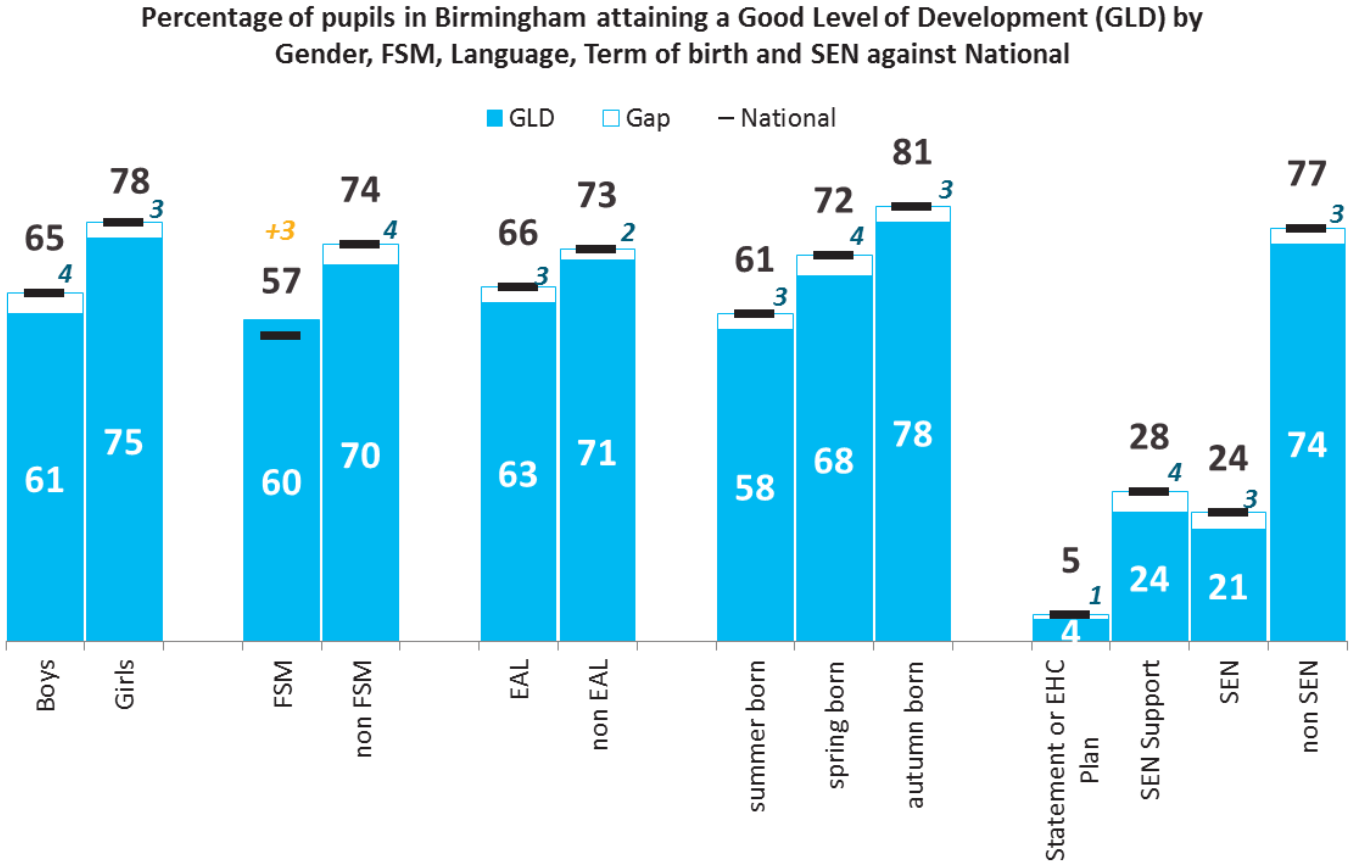
Birmingham's performance now matches the Core City average and remains around 1% below the statistical neighbours' average. The gap in attainment to National however has narrowed from 2017.



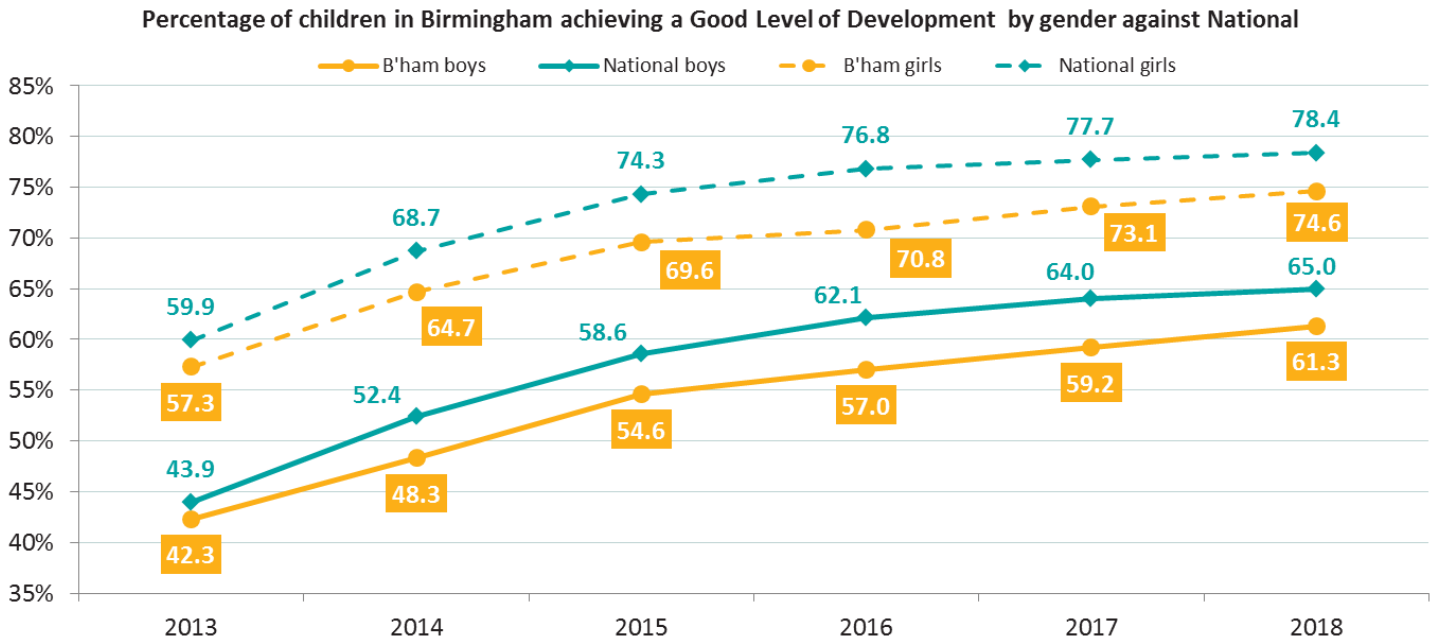
Pupil Characteristics

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%.

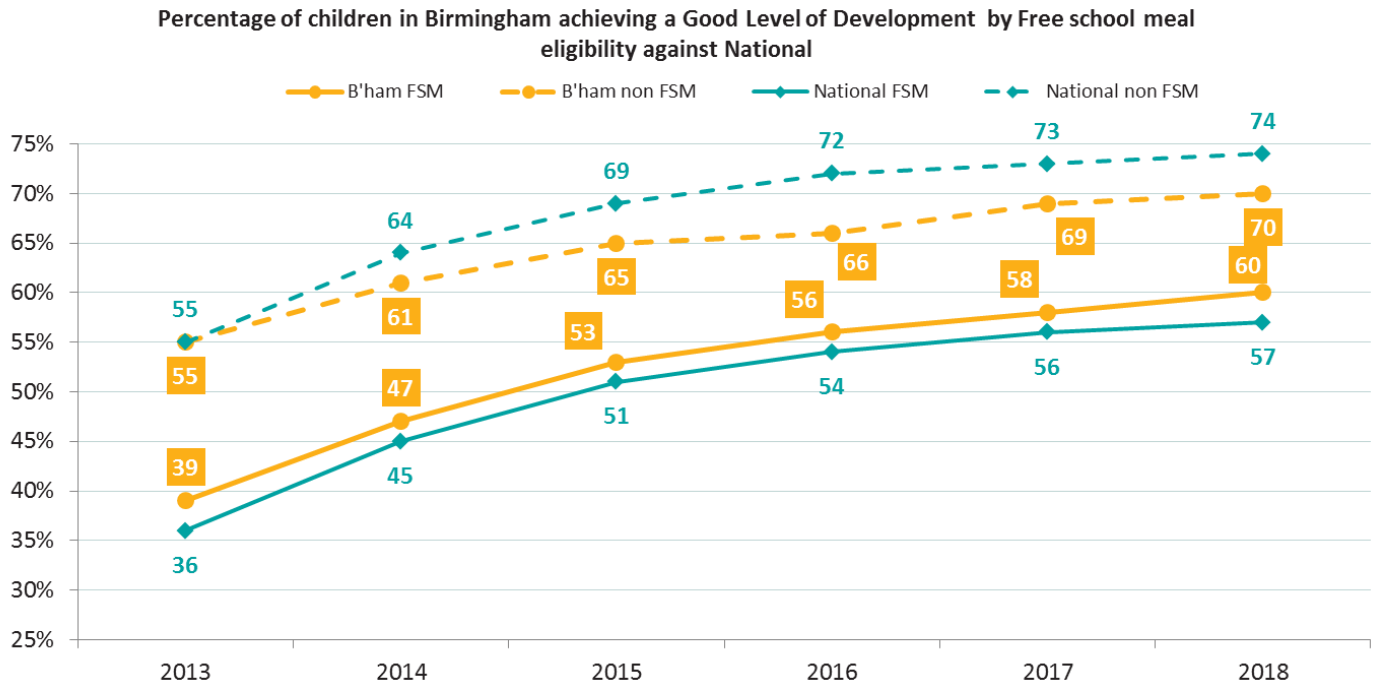


Gender



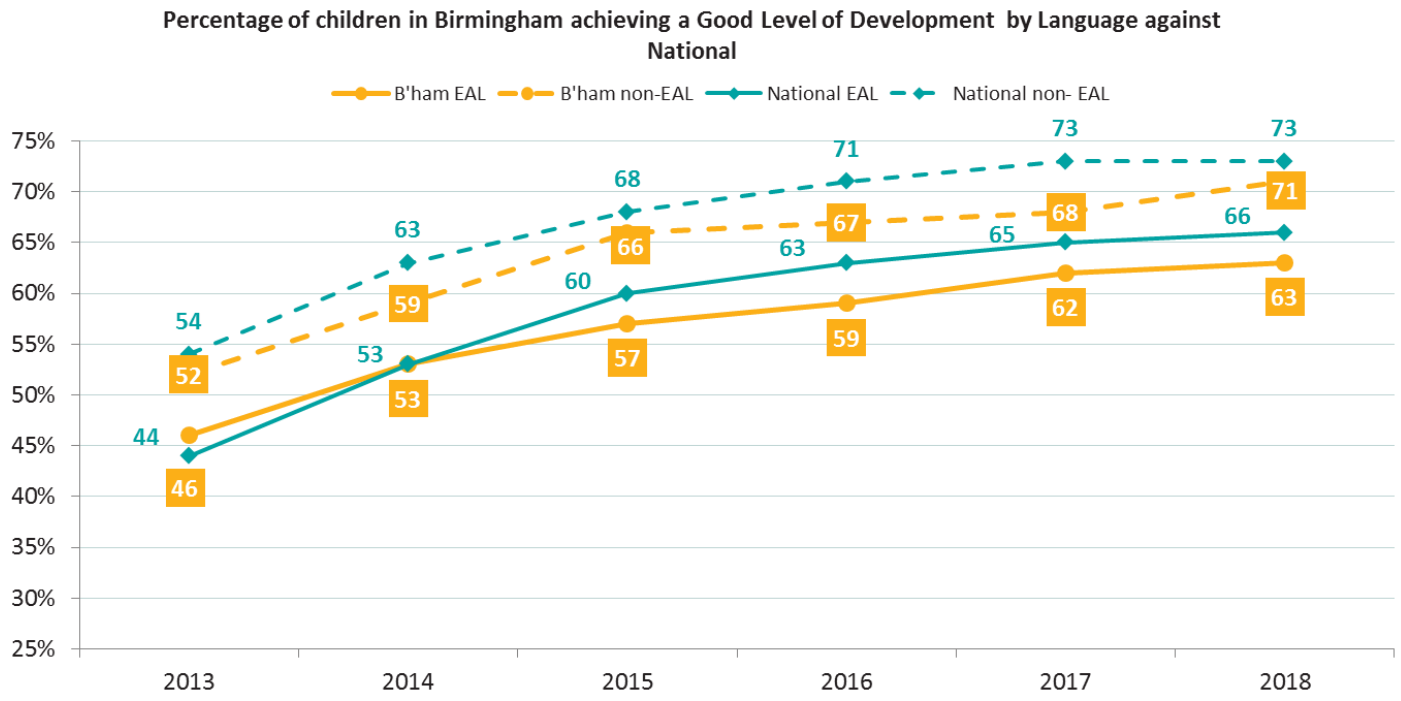
While the attainment of boys and girls in Birmingham remains below National, the gap is has narrowed from 5% in 2017 to 4% in 2018. In 2018 both genders have seen increases in attainment above National levels.

Free School Meals



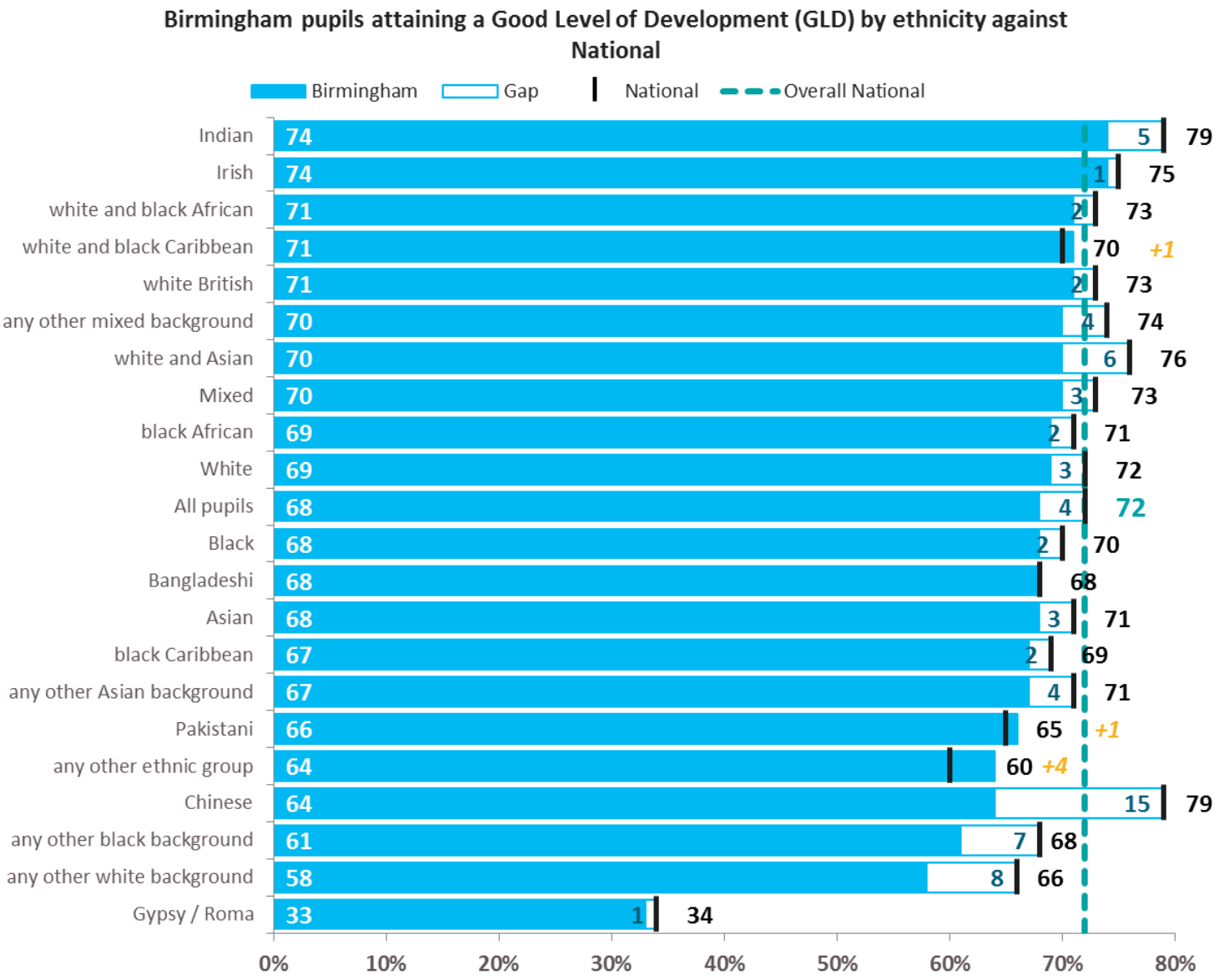
FSM children in Birmingham continue to outperform FSM children nationally. 2018 saw an increase in attainment of 2% compared to the National 1%. The attainment of non FSM children has increased in line with national and remains 4% behind. Consequently the gap in attainment between FSM and non FSM children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

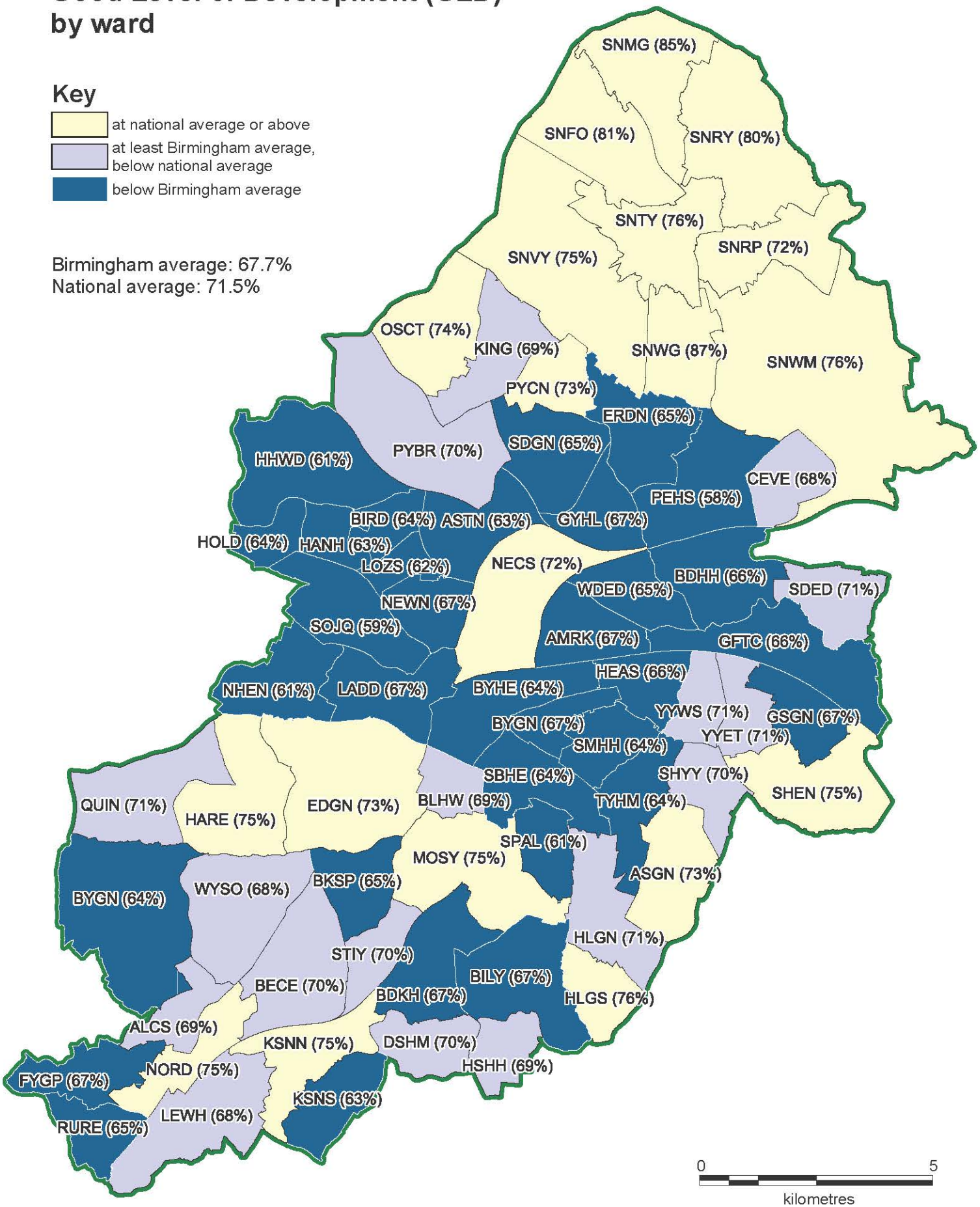
Early Years Foundation Stage: 2018 Percentage of pupils achieving a Good Level of Development (GLD) by ward

Birmingham City Council

Key

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

Birmingham average: 67.7%
National average: 71.5%



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Phonics

Key Messages

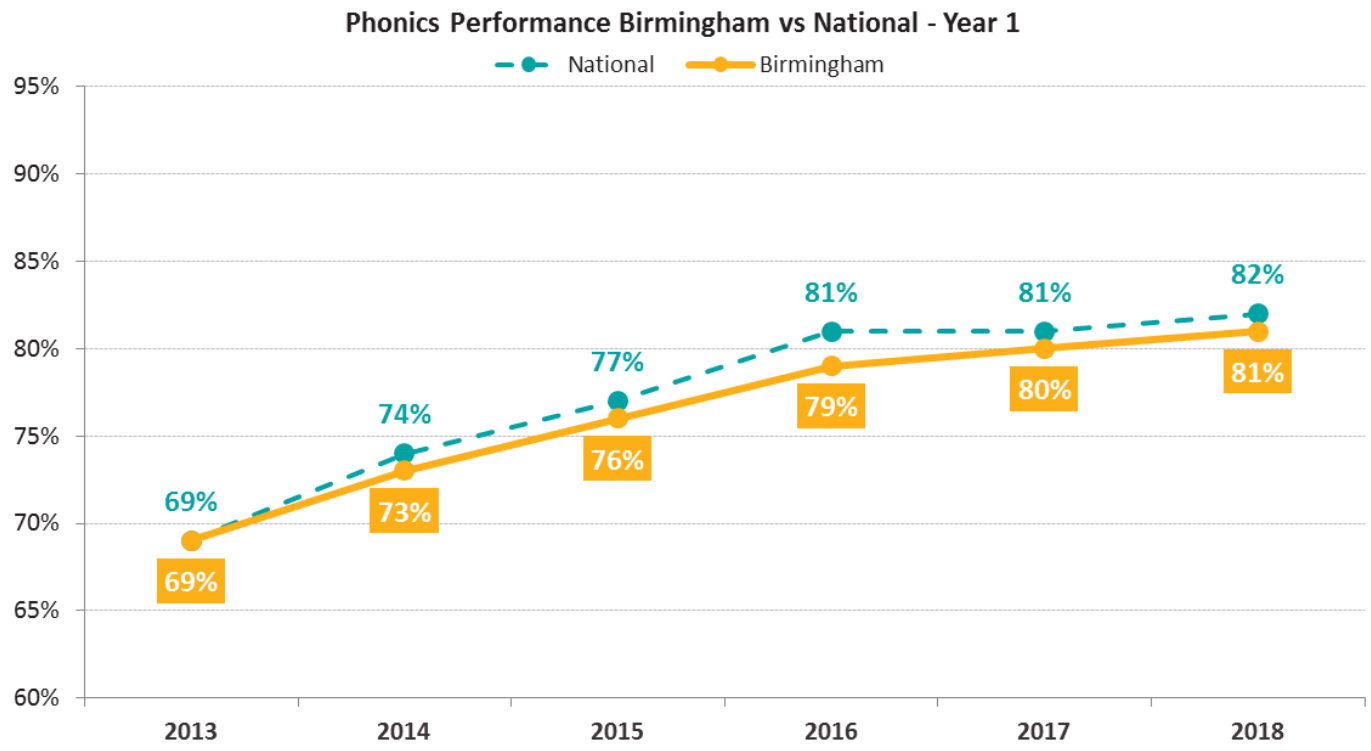
- In 2018, 81% of children in Birmingham achieve the expected standard of Phonics decoding in Year 1 compared to 82% nationally. By the end of Year 2 this rises to 91% and 92% respectively.
- In Birmingham, 3% more FSM and 2% more Disadvantaged children achieved the expected standard in Year 1 than their 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

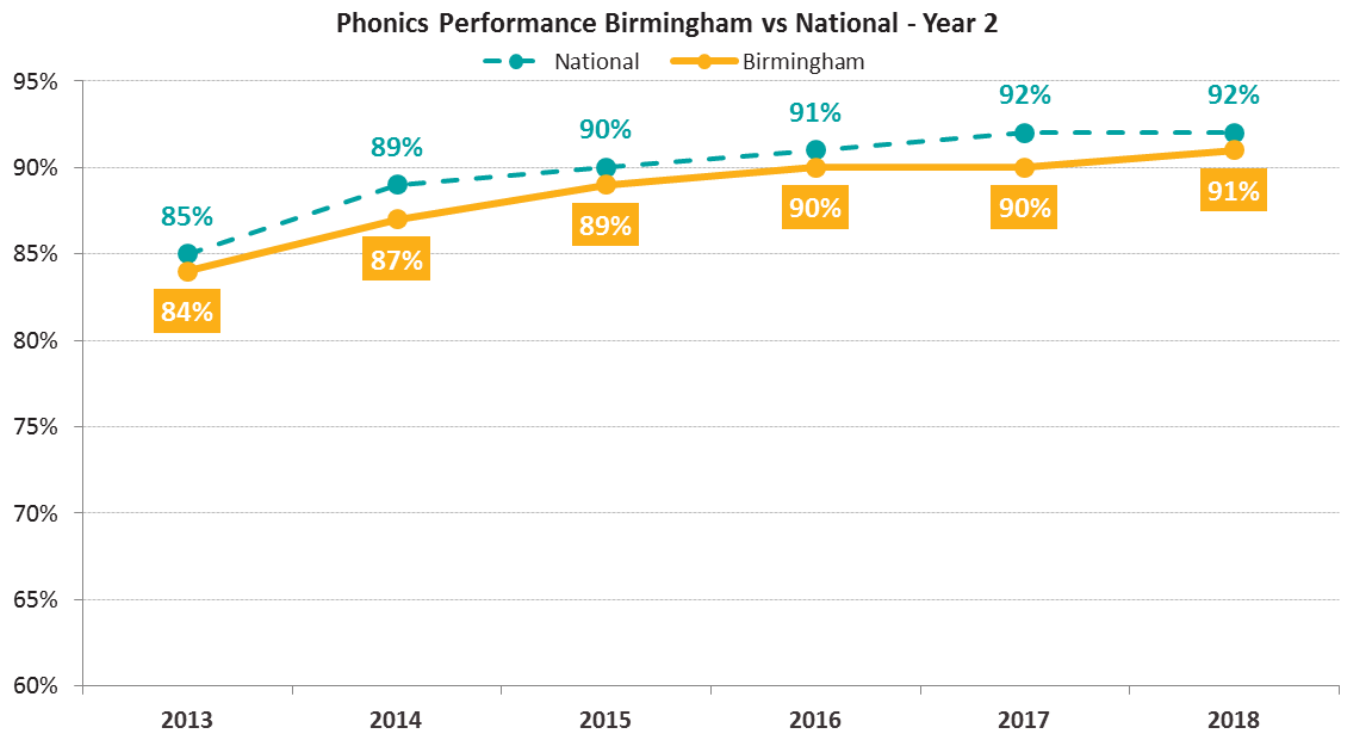
The Phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Those children who did not undertake Phonics or make the expected standard in Year 1 then re-take the screening check in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

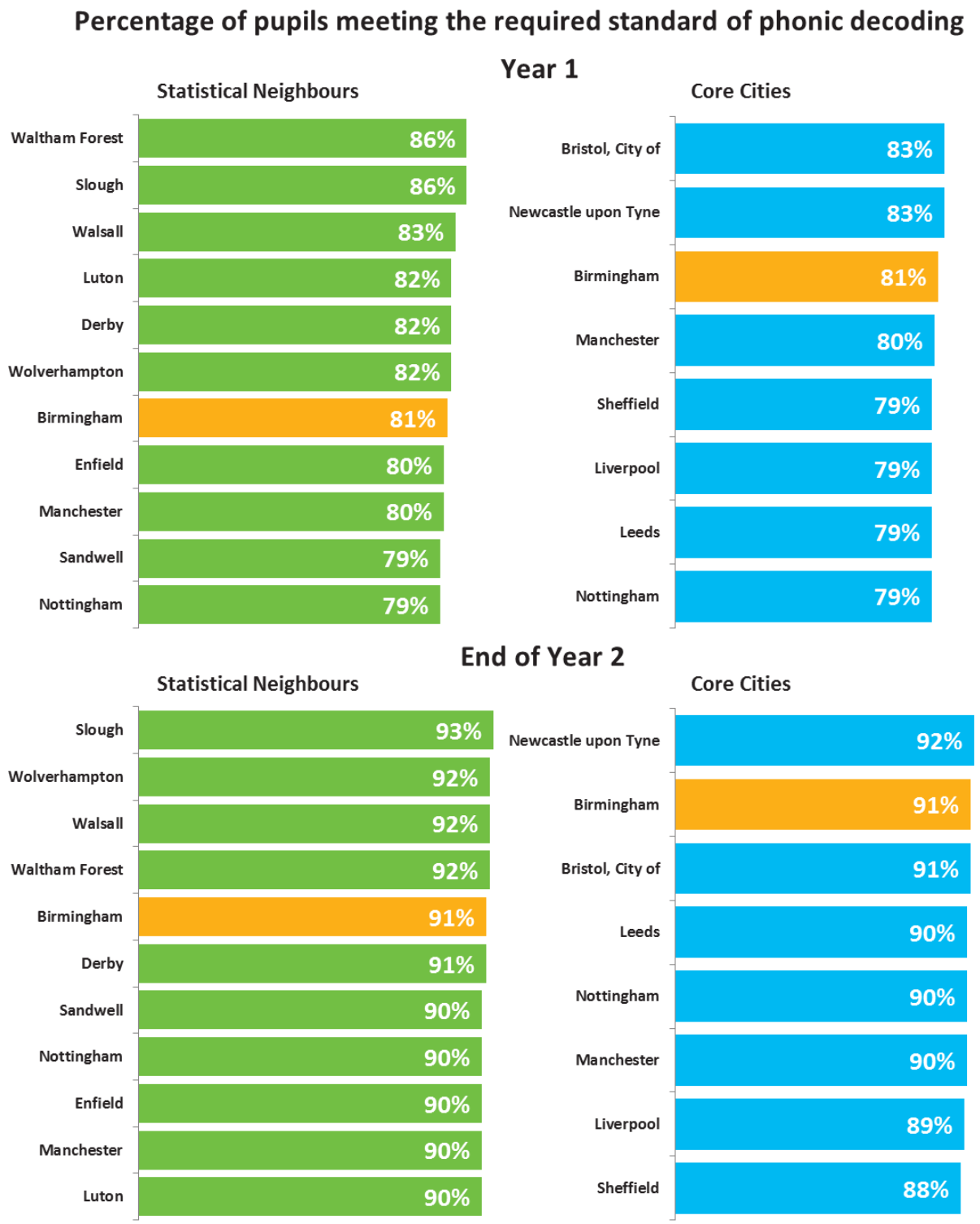


The percentage of pupils meeting the expected standard in Year 1 has steadily increased since 2013. Birmingham's attainment has increased by 1% each year for the last 3 years but remains just below the national average of 82%.



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

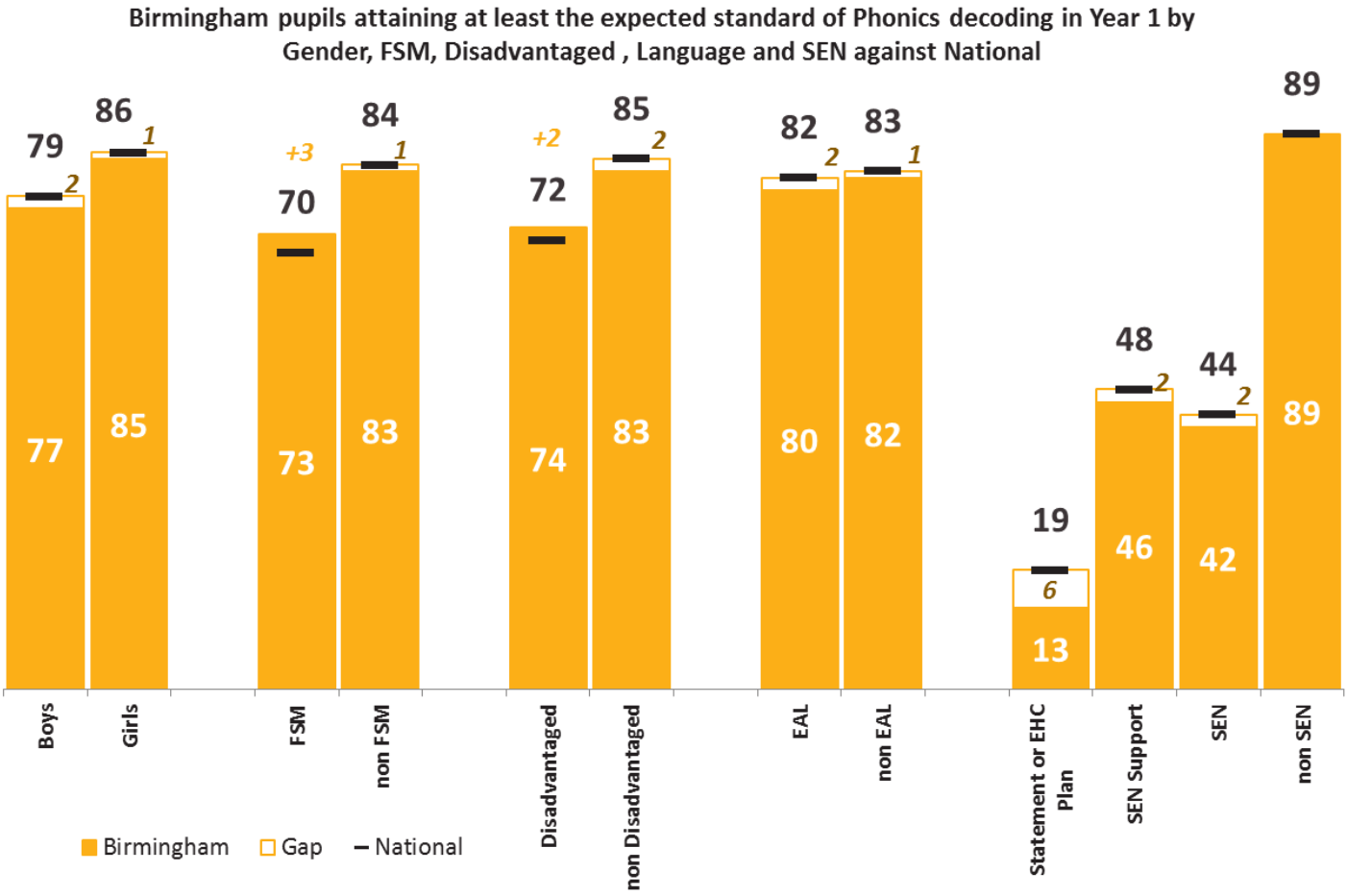


In Year 1 Birmingham is in line with its statistical neighbours average of 81% and comes around mid table when individual results are ranked. Birmingham is above the core cities average of 80% and ranks 3rd out of the 8 LAs.

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)



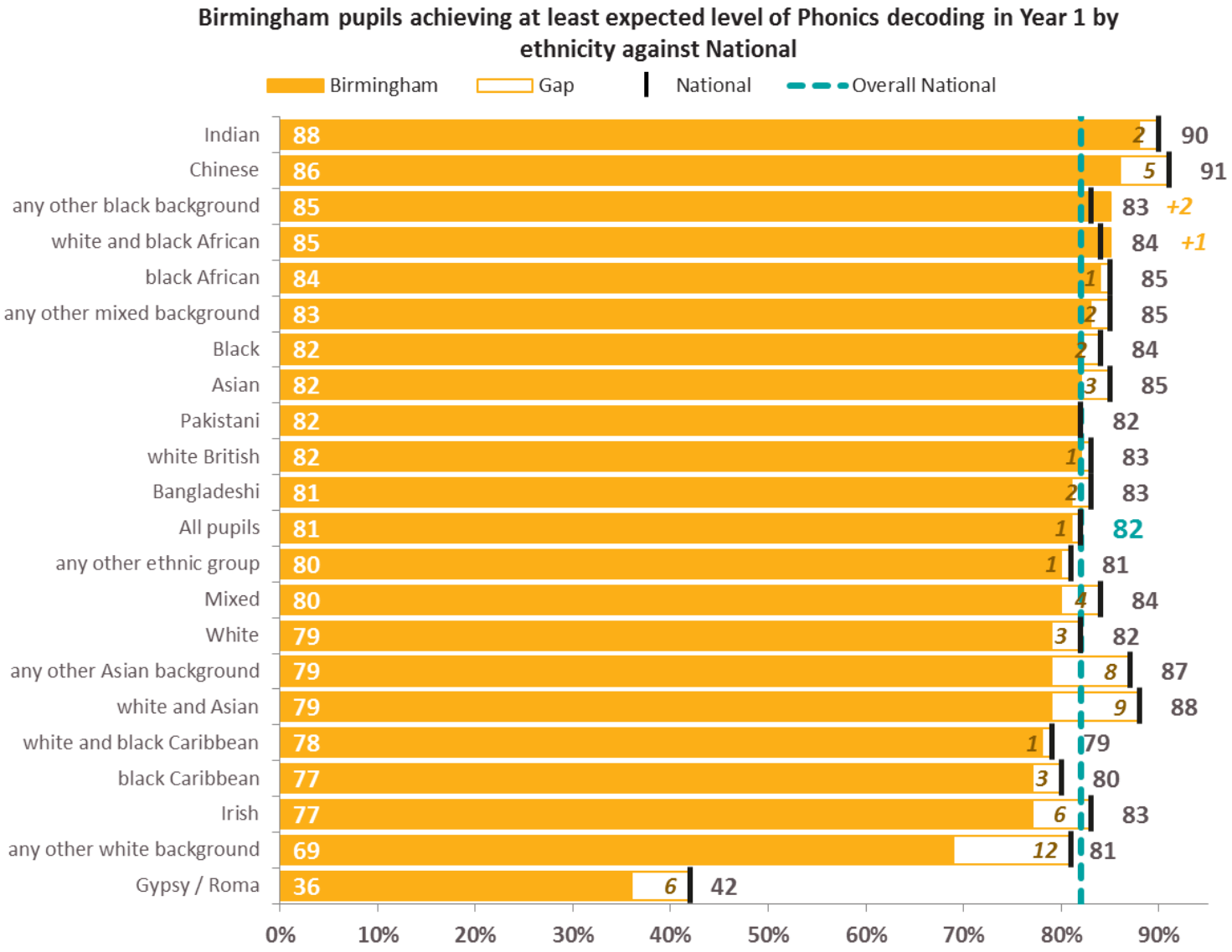
The chart above breaks down Birmingham Phonics performance at Year 1 across the different cohorts of pupils, and compares each group's performance with the equivalent national average.

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

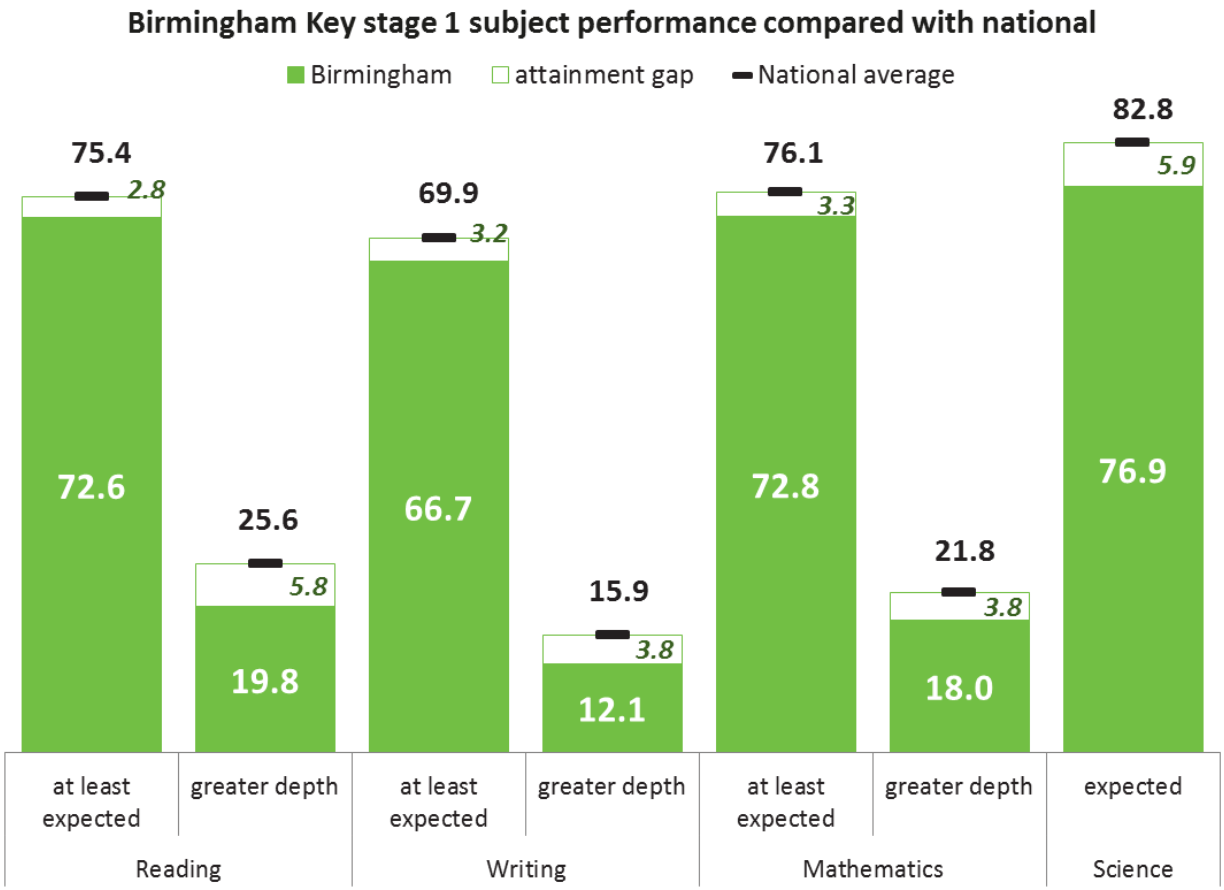
Key Messages

- 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

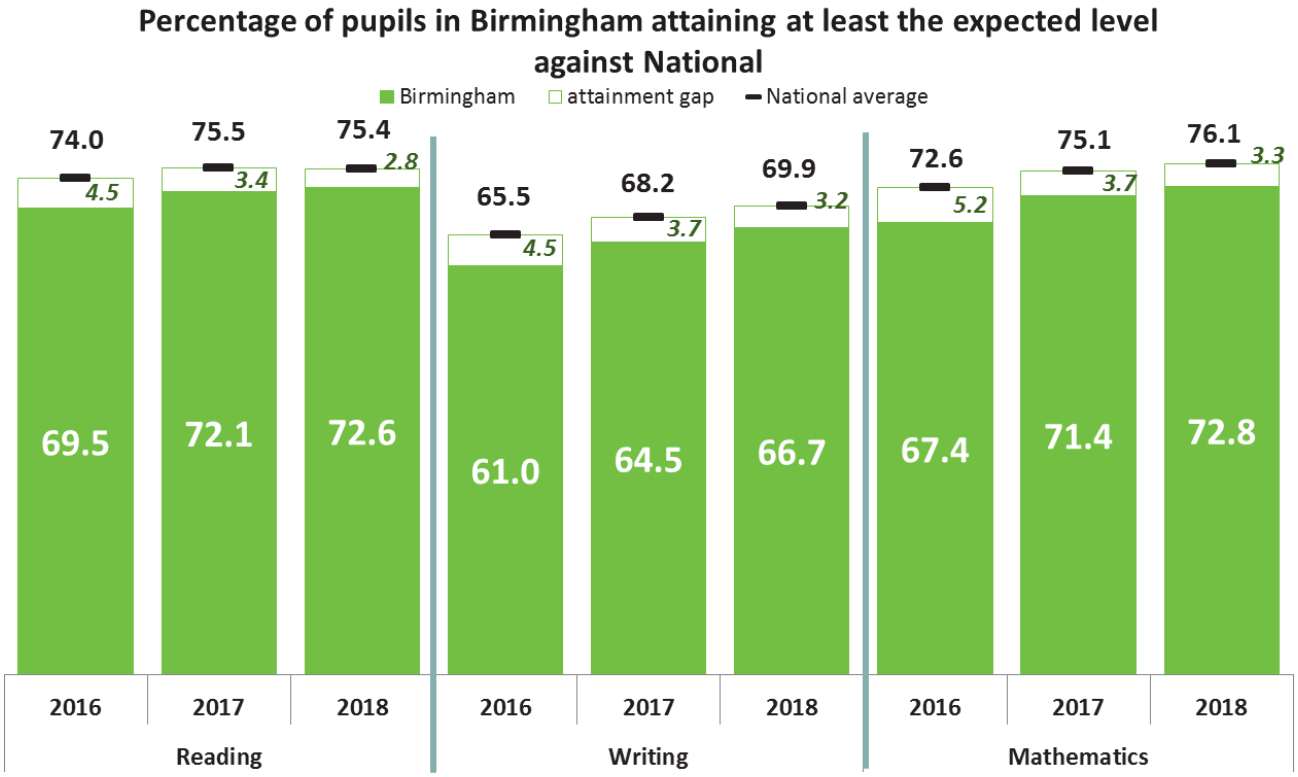
At the end of key stage 1 in 2018, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. As part of this process to help inform the TA children working at a certain level were tested in Reading and Mathematics. There was also an optional test in Grammar, Punctuation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

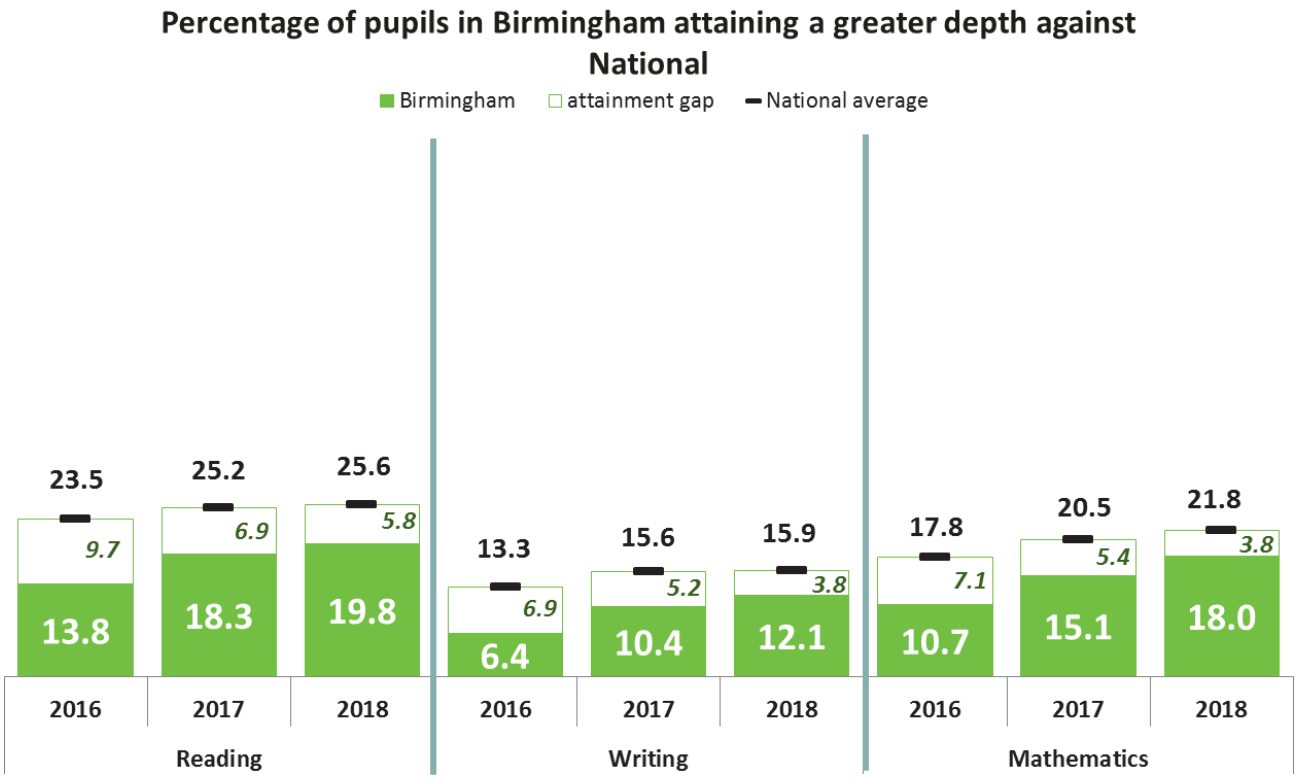
Overall Performance



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.

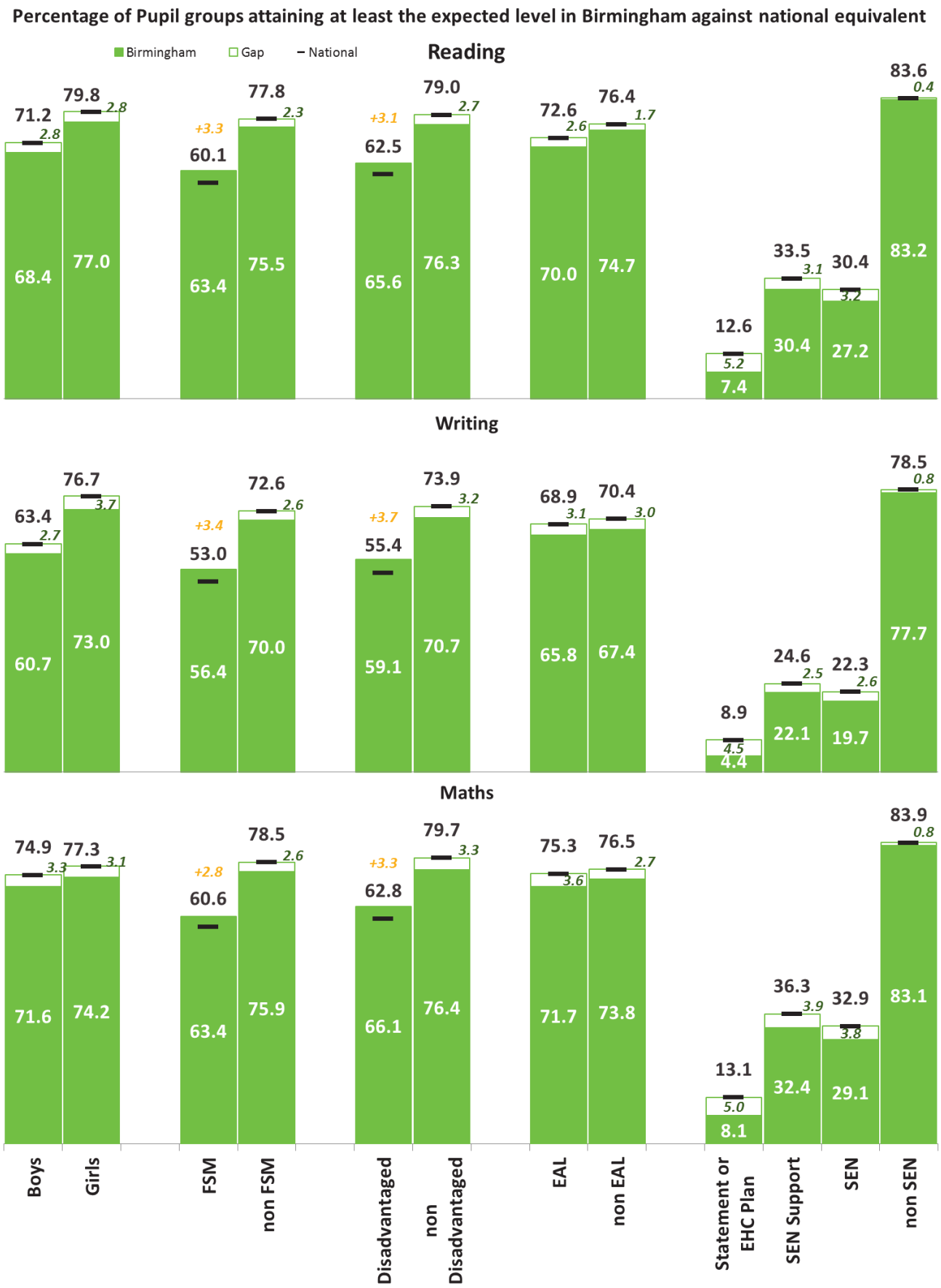
Birmingham's Writing attainment is slightly above the core city average and slightly below statistical neighbours.

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.

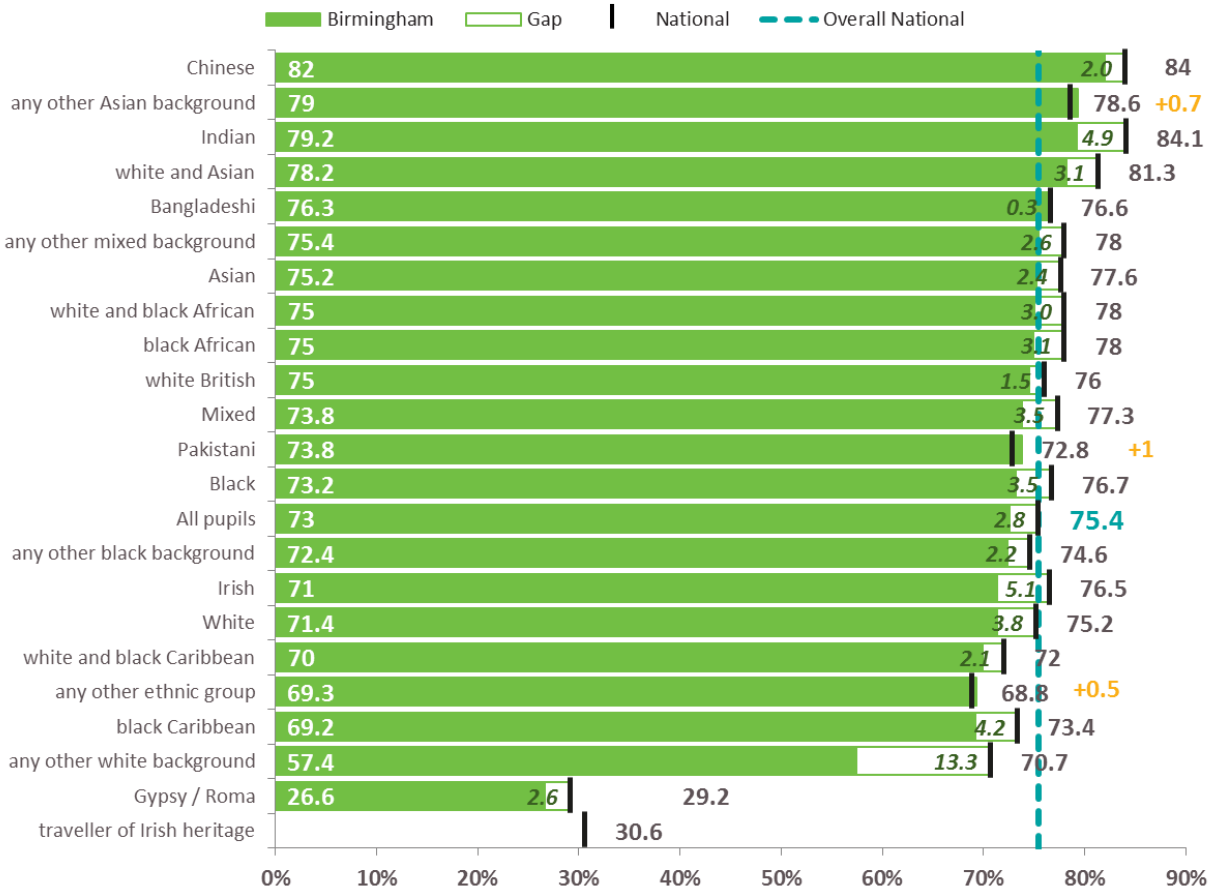
In Birmingham White children as a group achieve less than the national average acrosss all subjects and are rougly 4% to 5% behind their group nationally. White British children attain close to the national average for Reading, but are behind in Writing and Maths. Children from any other White background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

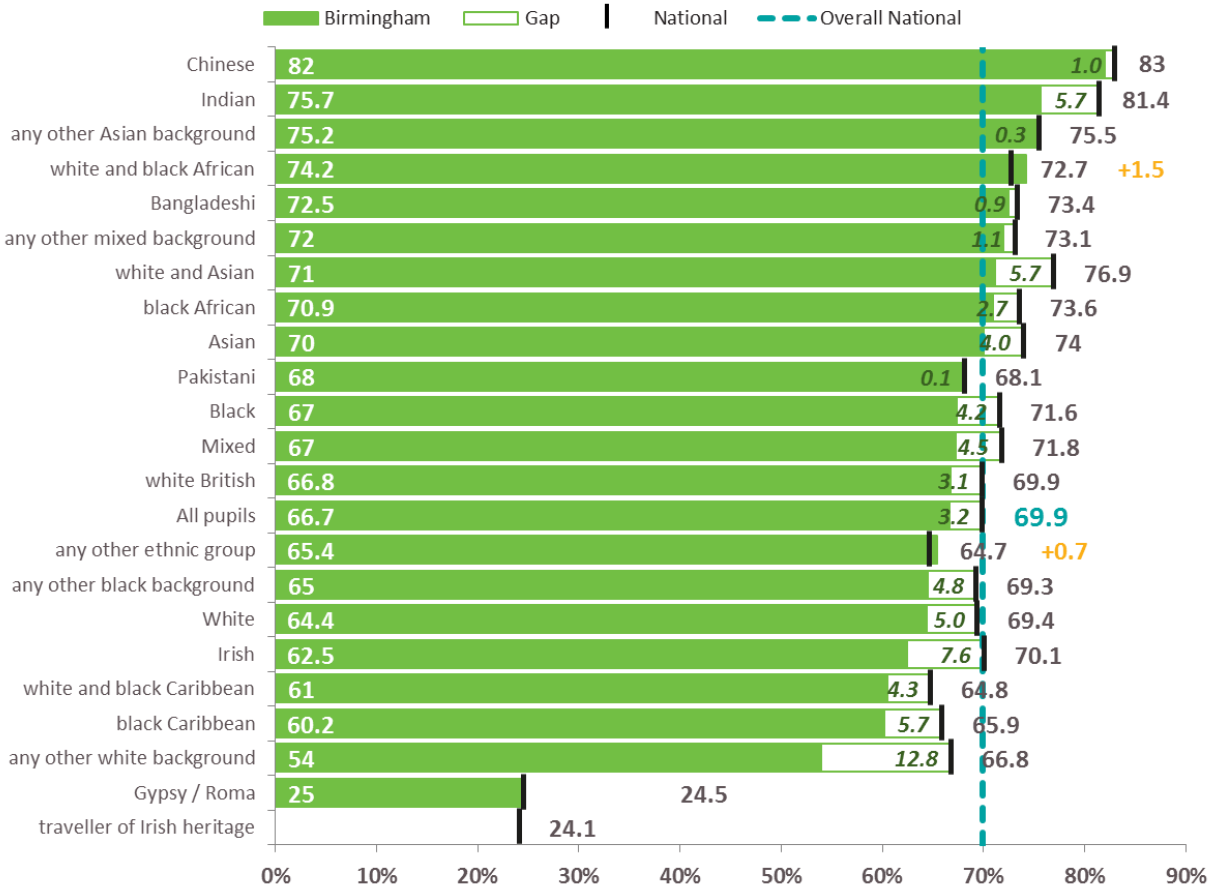
Mixed background childrens' attainment in Birmingham is slighly higher than the overall LA average across all subjects but less than their equivalents nationally. The attainment of the individual mixed race groups varys significantly.

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

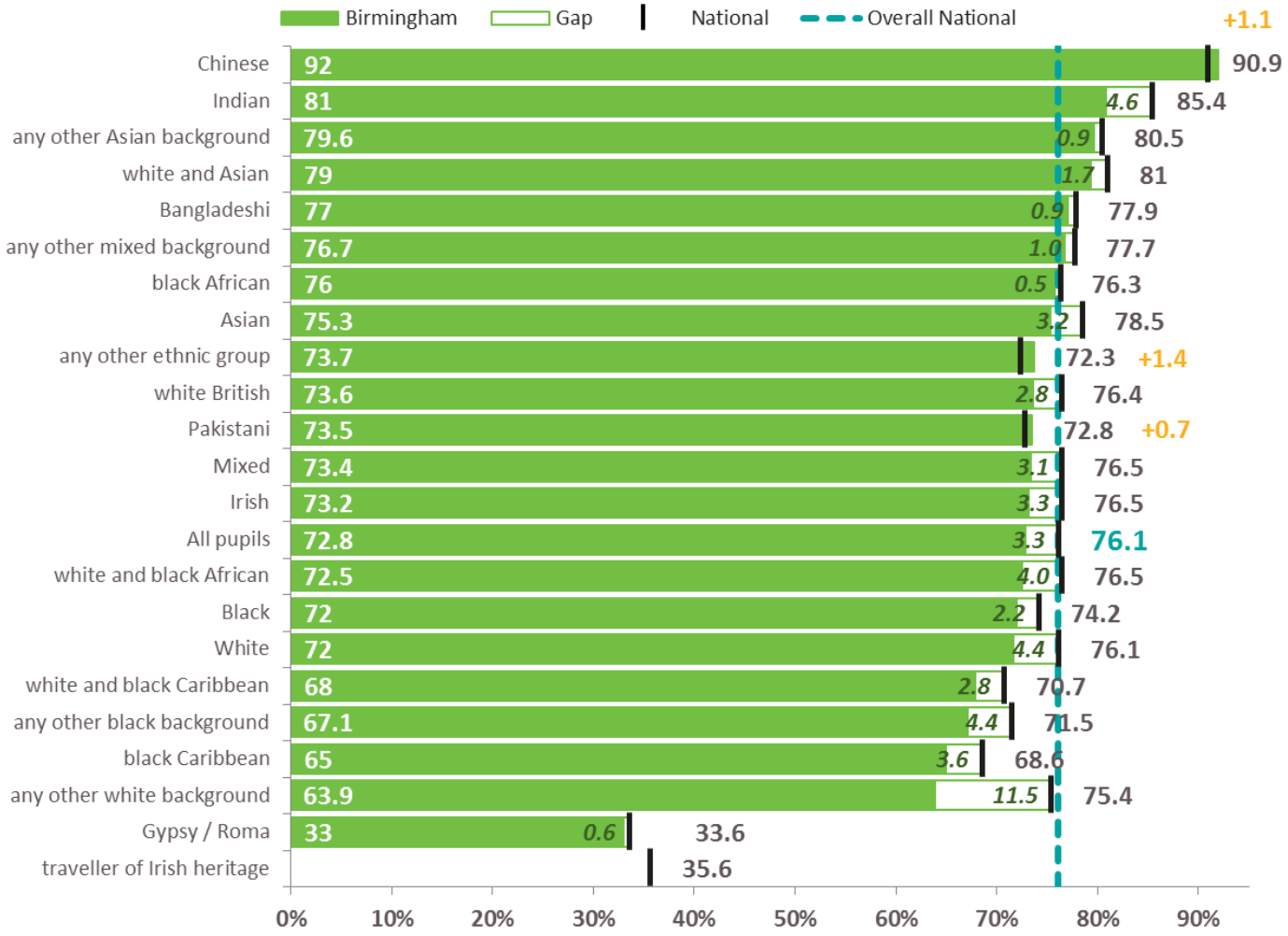
Birmingham pupils achieving at least expected standard in Reading at key stage 1 by ethnicity against National



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

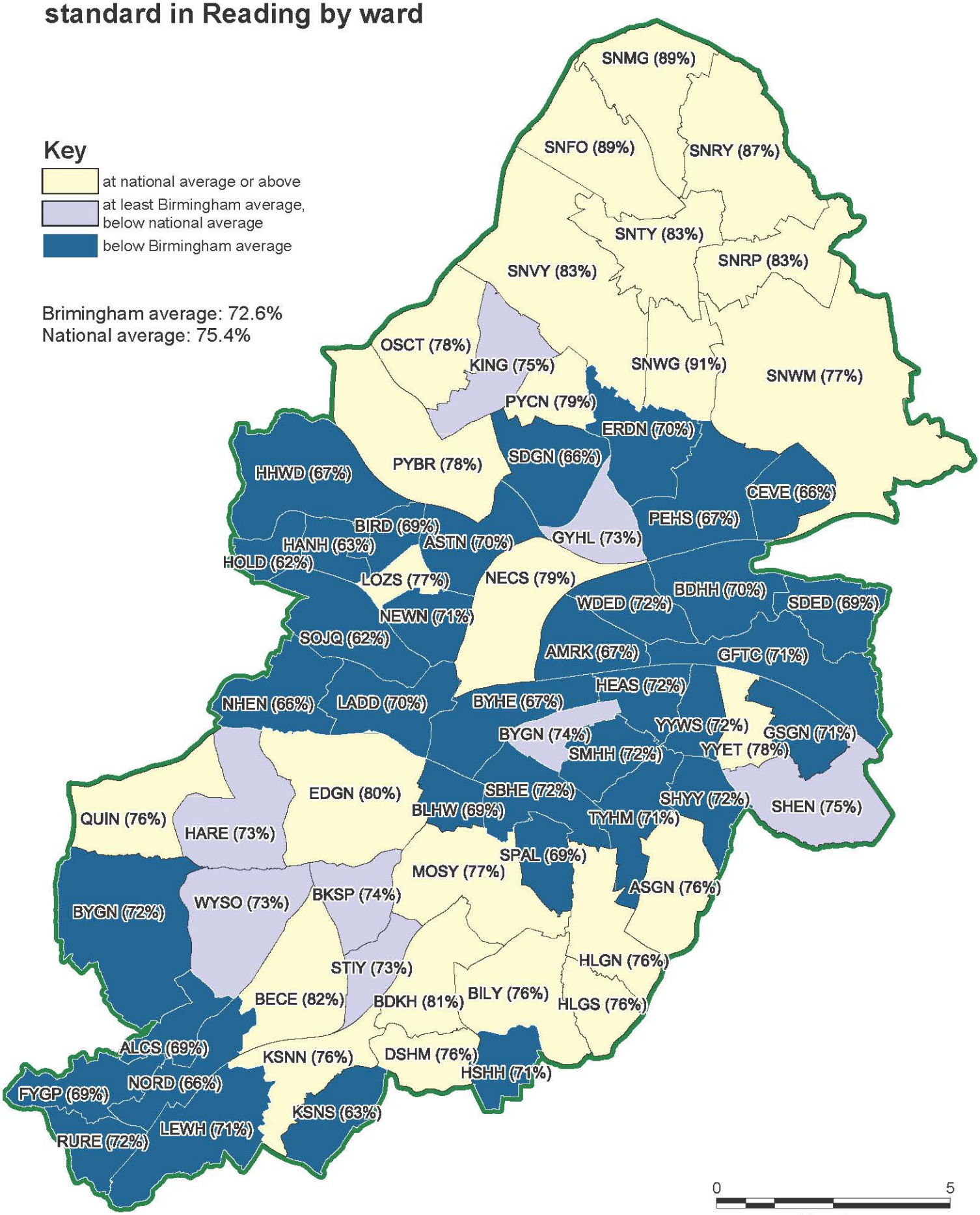


Birmingham pupils achieving at least expected standard in Mathematics at key stage 1 by ethnicity against National



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

Birmingham City Council



Data and Intelligence Team - Strategic Services Directorate

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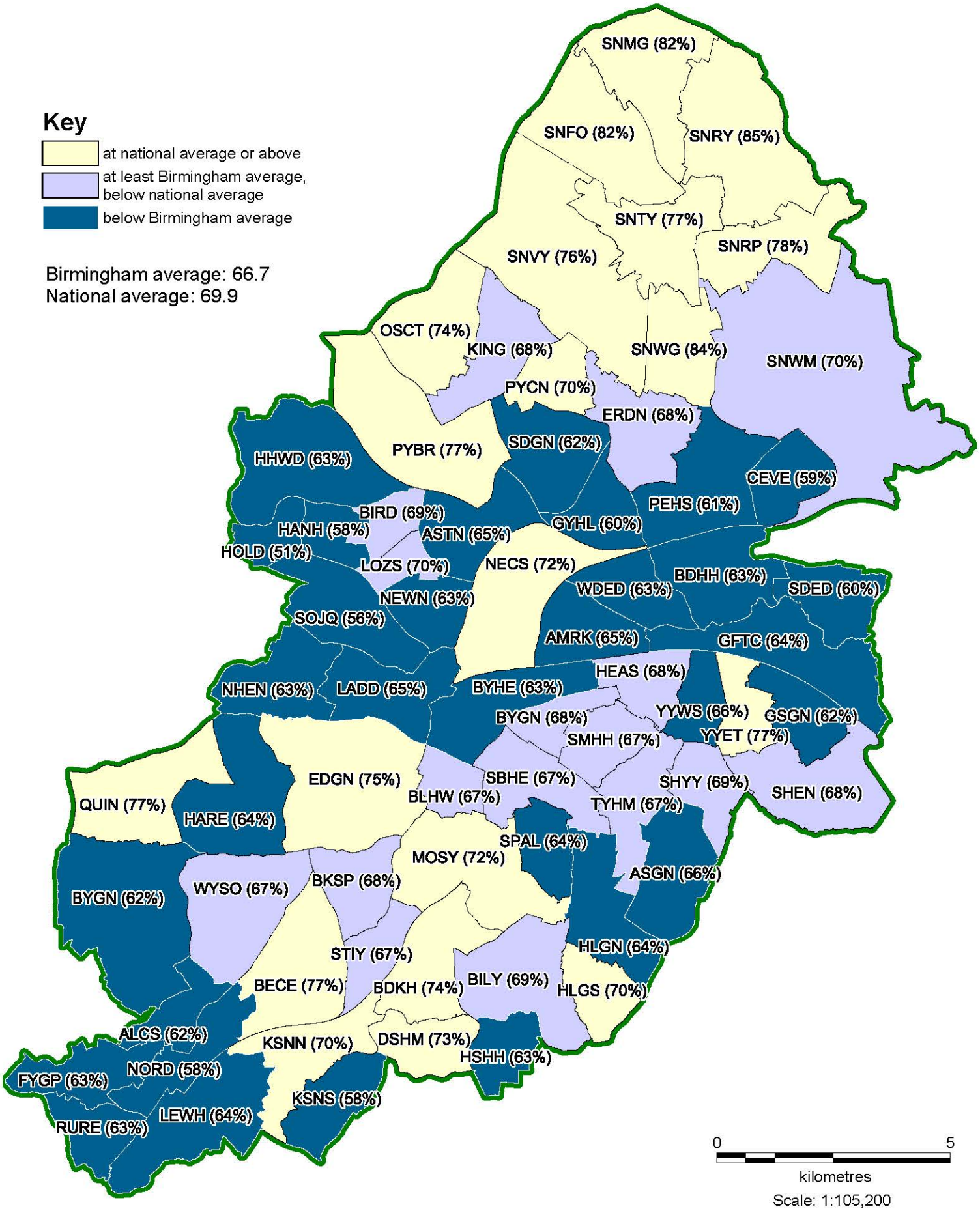
KS1: 2018 Percentage of pupils reaching at least the expected standard in Writing by ward

Birmingham City Council



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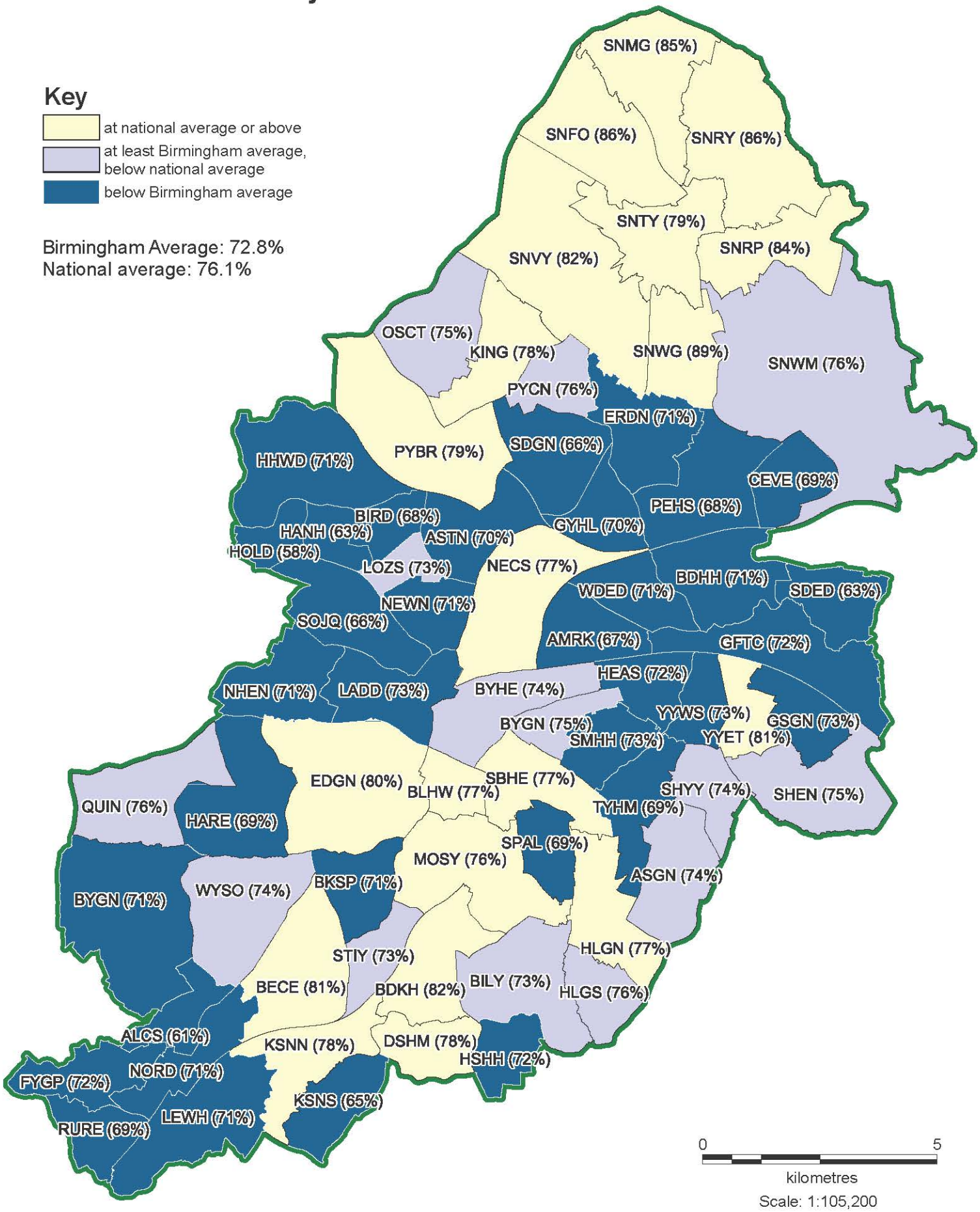
KS1: 2018 Percentage of pupils reaching at least the expected standard in Maths by ward

Birmingham City Council

Key

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

Birmingham Average: 72.8%
National average: 76.1%



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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:

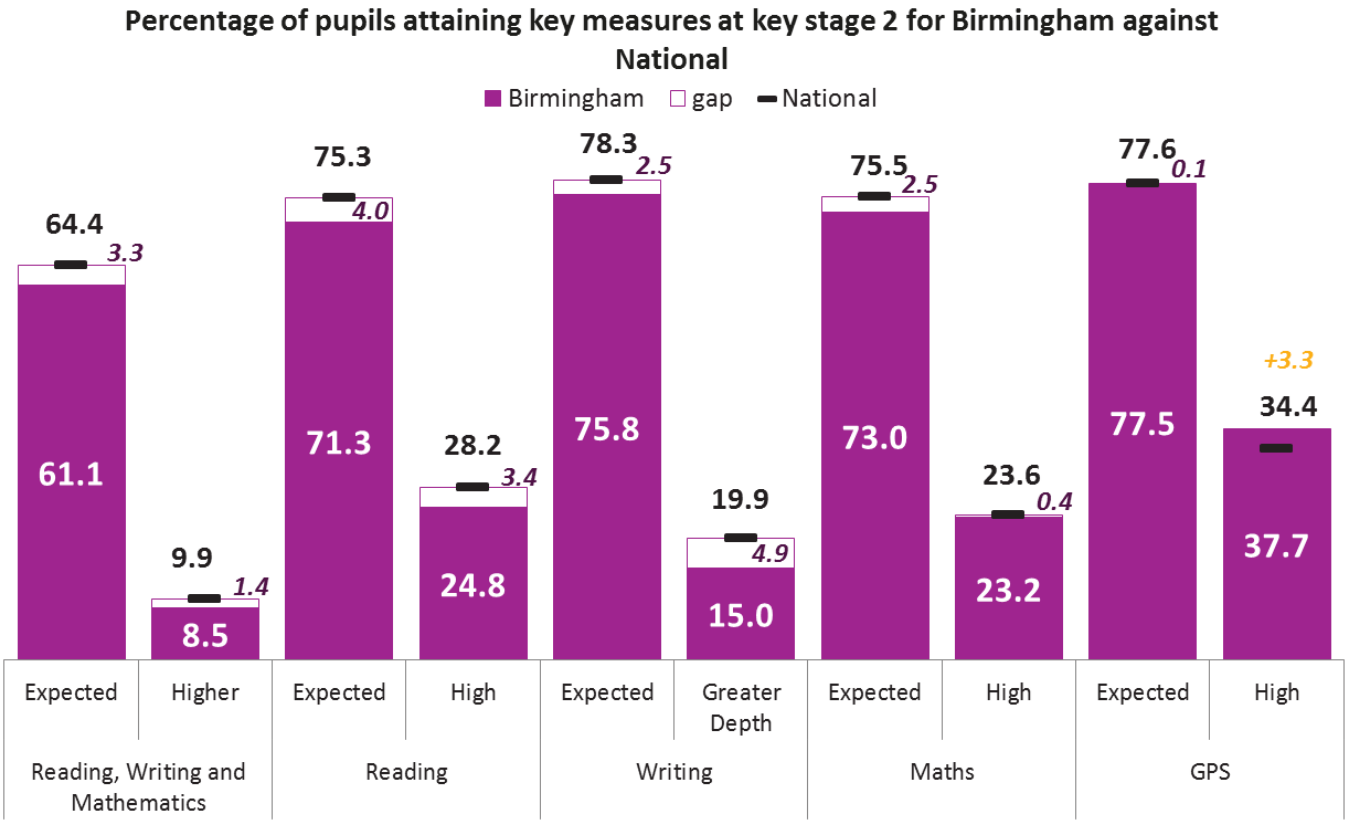
• at least 65% of pupils meet the expected standard in RWM; or

• 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.

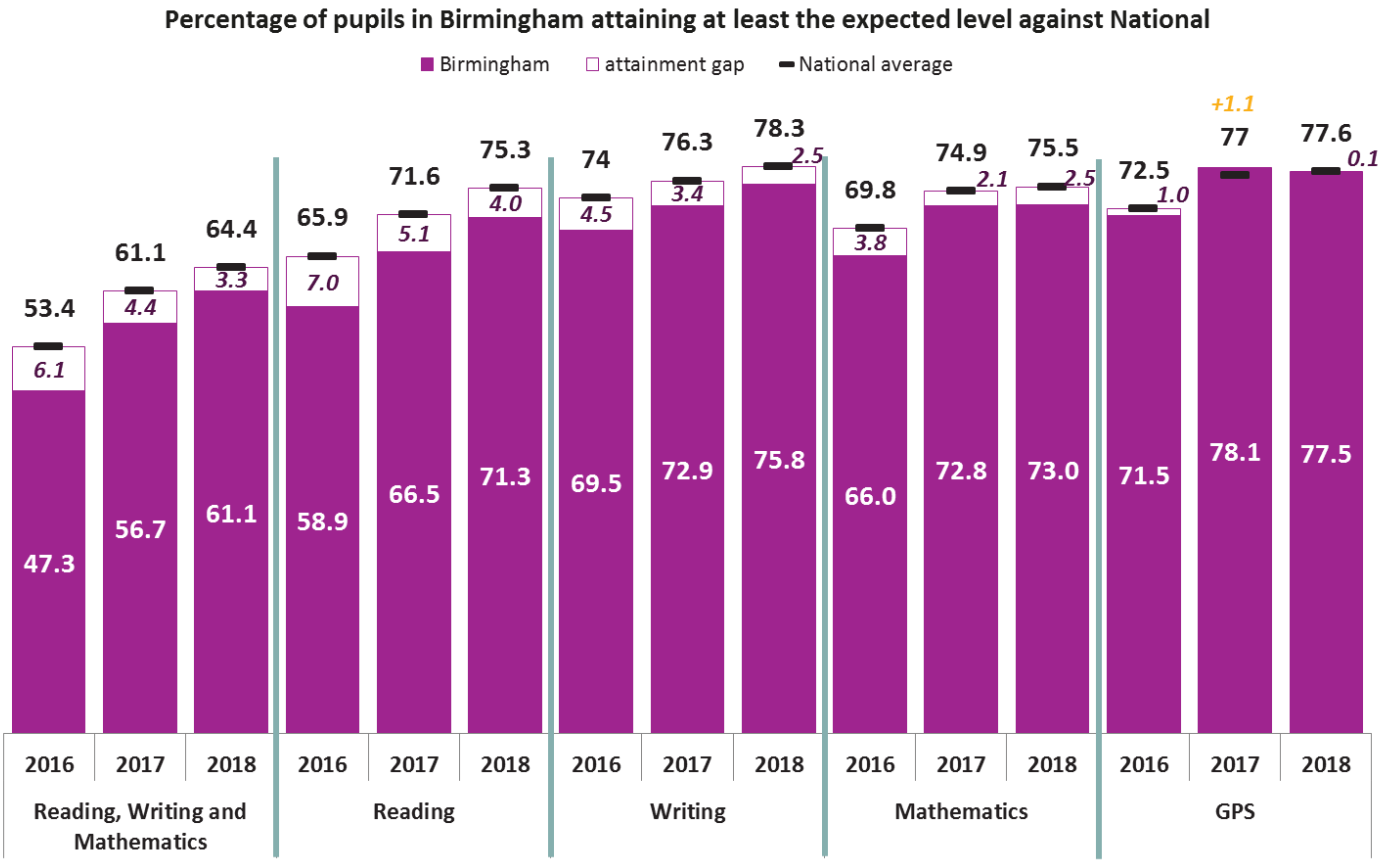
Individually Maths is the strongest subject and is 2.5% below the National average for the expected standard and less than 0.5% behind the high standard. In Reading the attainment gap is 4% and 3.4%. In Writing the gap in attainment is the same as Maths at 2.5% but has the widest attainment gap (4.9%)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

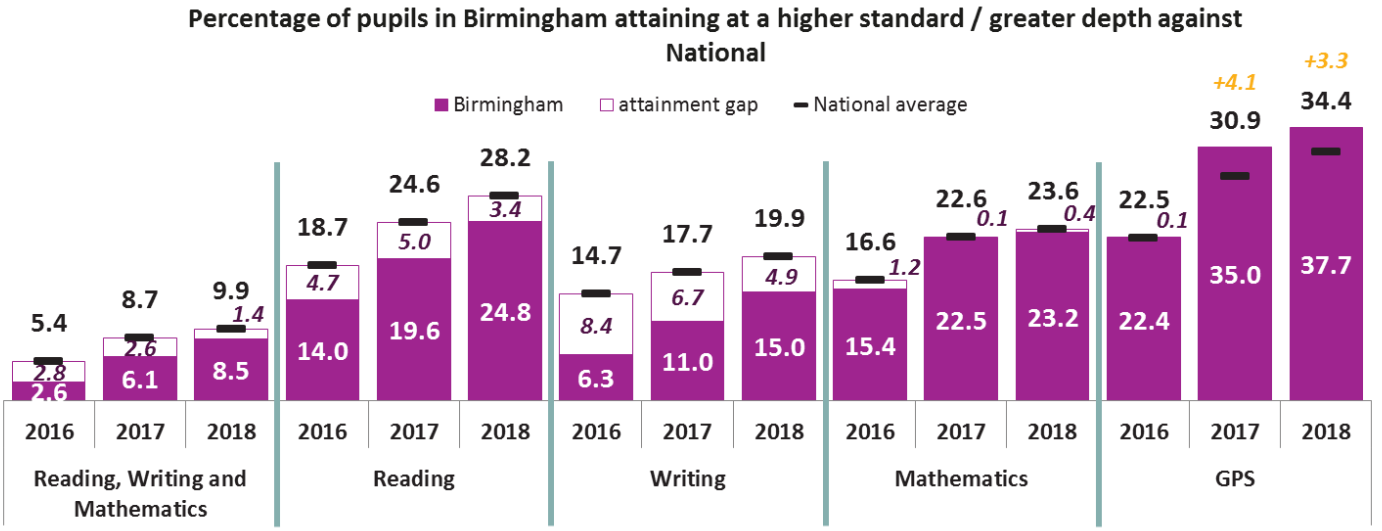
Grammar, Punctuation and Spelling (GPS) attainment in Birmingham continues to be in line with the national average for children achieving at least the expected standard and 3.3% above for those achieving a high standard.

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.

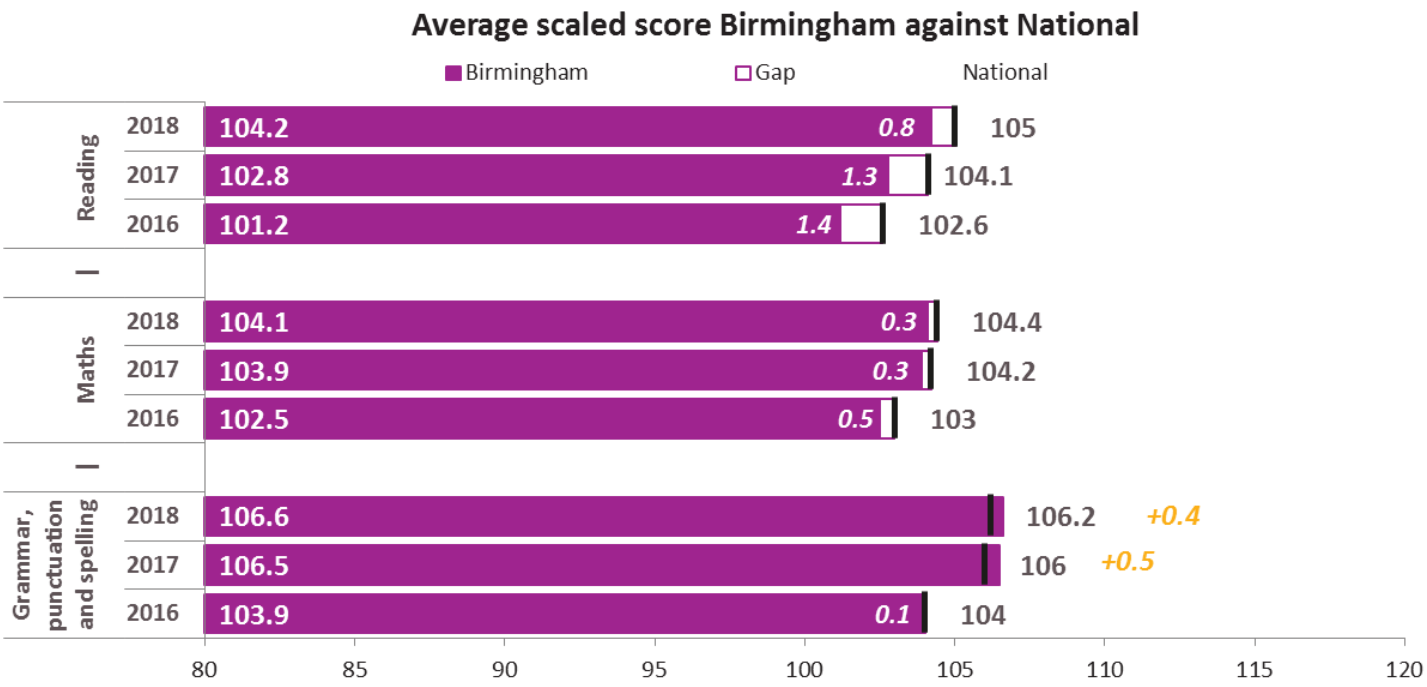
Reading, Writing and Maths attainment increased by 2.4% since 2017 and is now 1.4% behind national. Writing attainment continues to be the furthest behind national however the attainment gap narrowed 1.8% from 2017. Maths attainment also increased over 2017 although at a lower rate than national resulting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



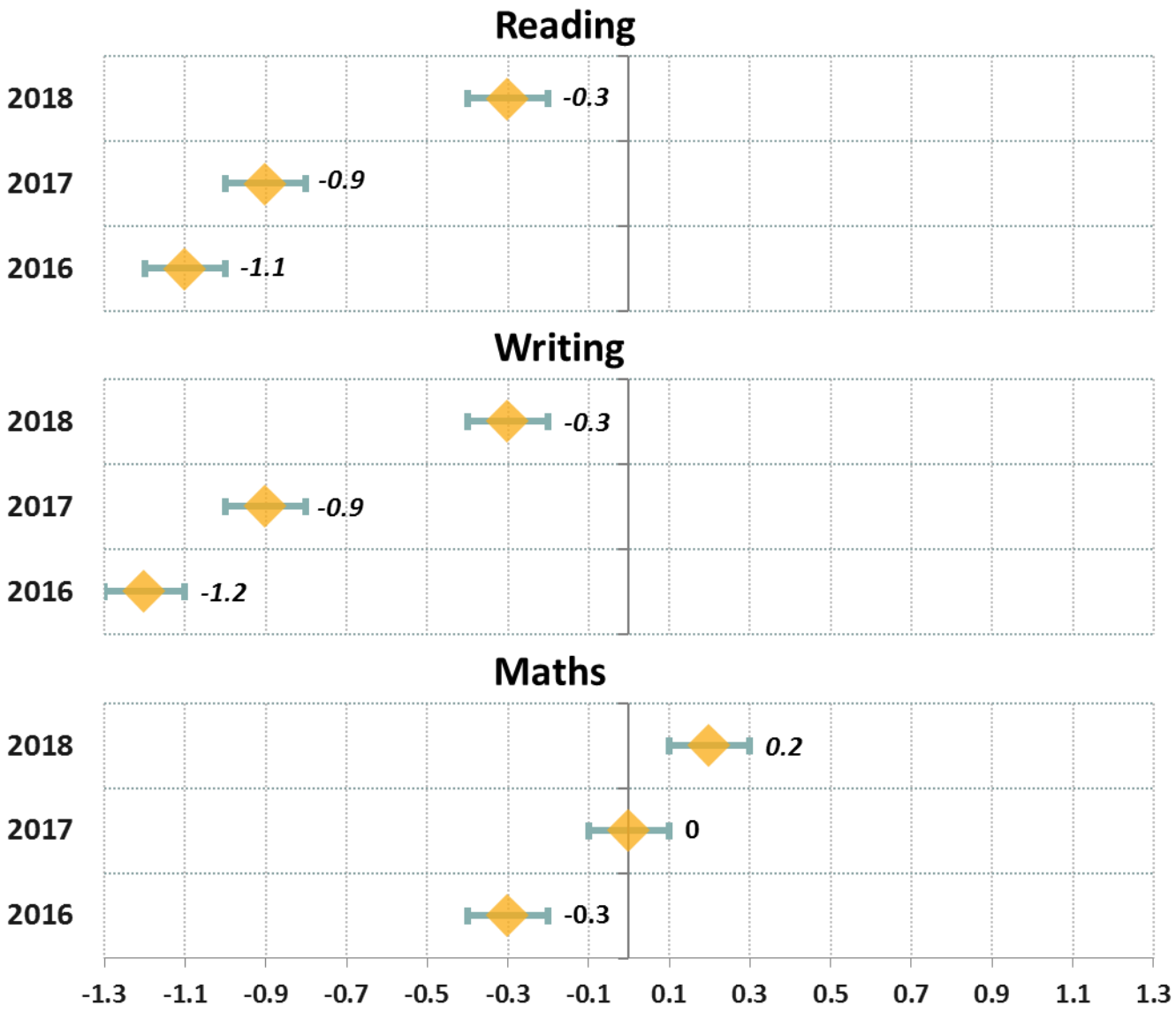
Progress

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.

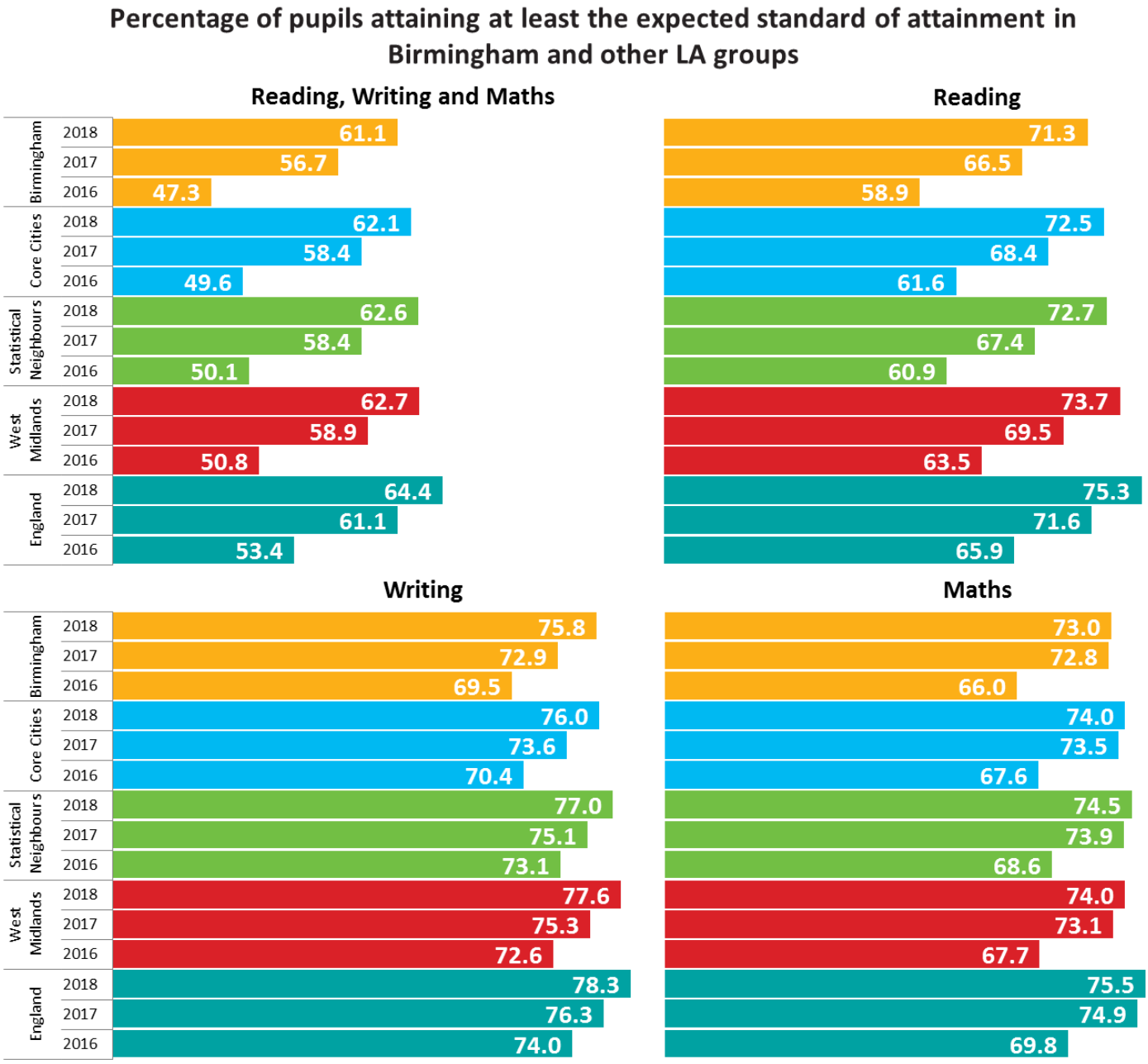
In Birmingham all subjects have seen the average progress from key stage 1 to key stage 2 increase from previous years.

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

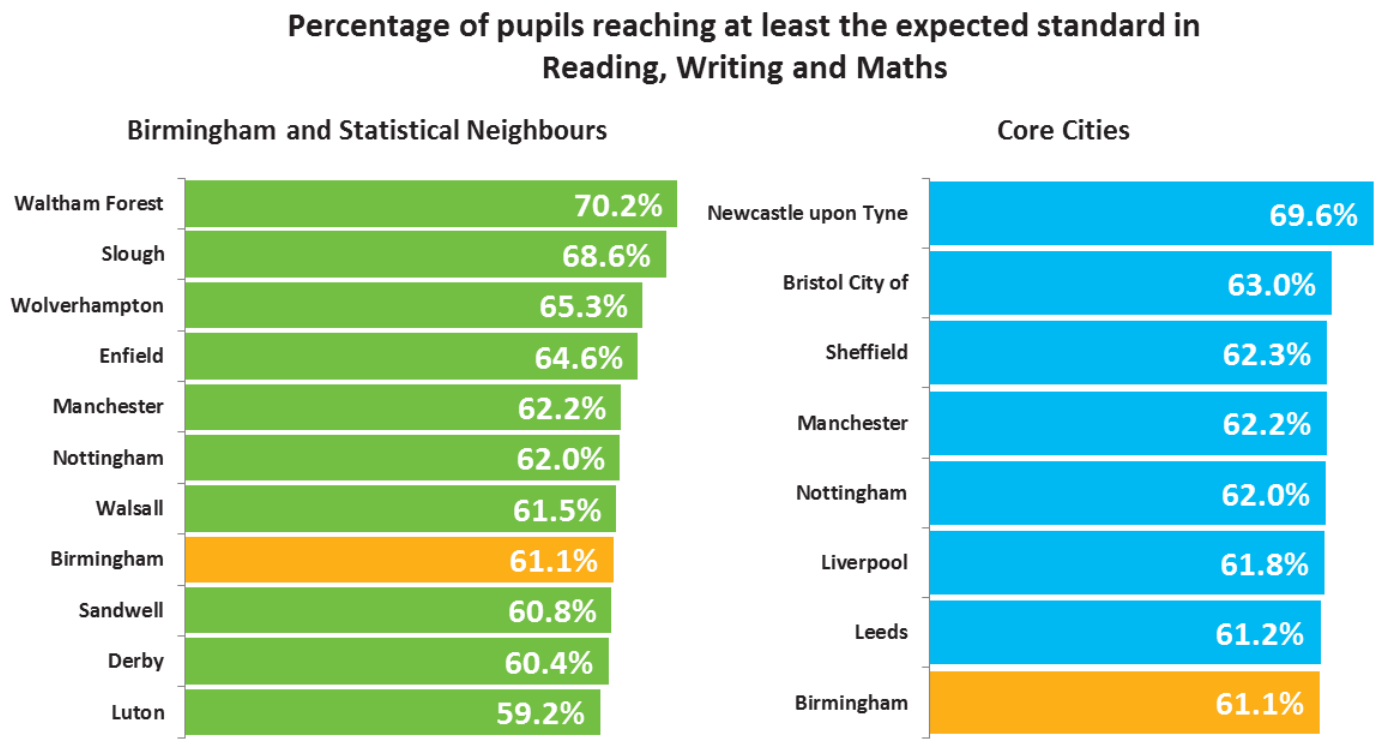
Maths, while seeing a smaller increase in progress than the other subjects but is nonetheless above national at +0.2.

National Comparisons

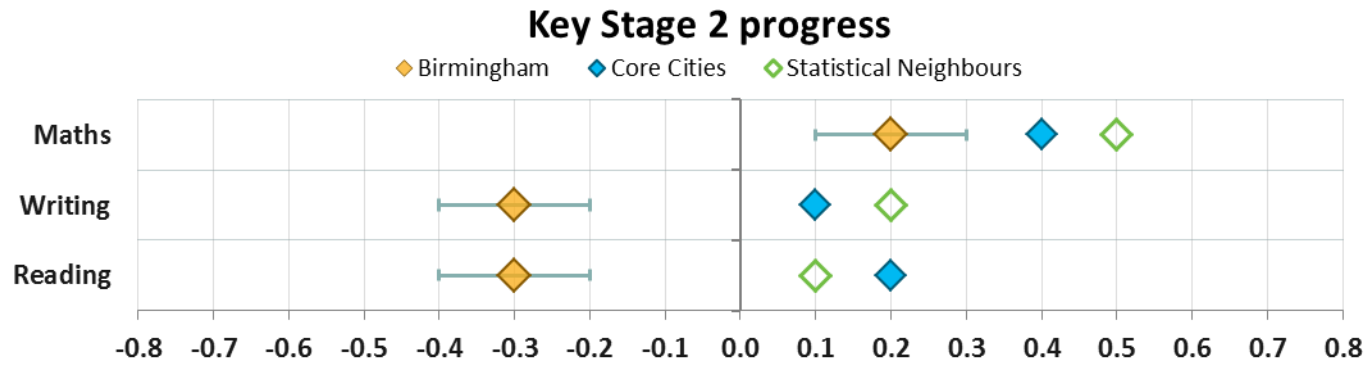
The following charts show how Birmingham's attainment and progress at key stage 2 compares to national and other targeted LA groups including Core Cities and Statistical Neighbours.



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%.

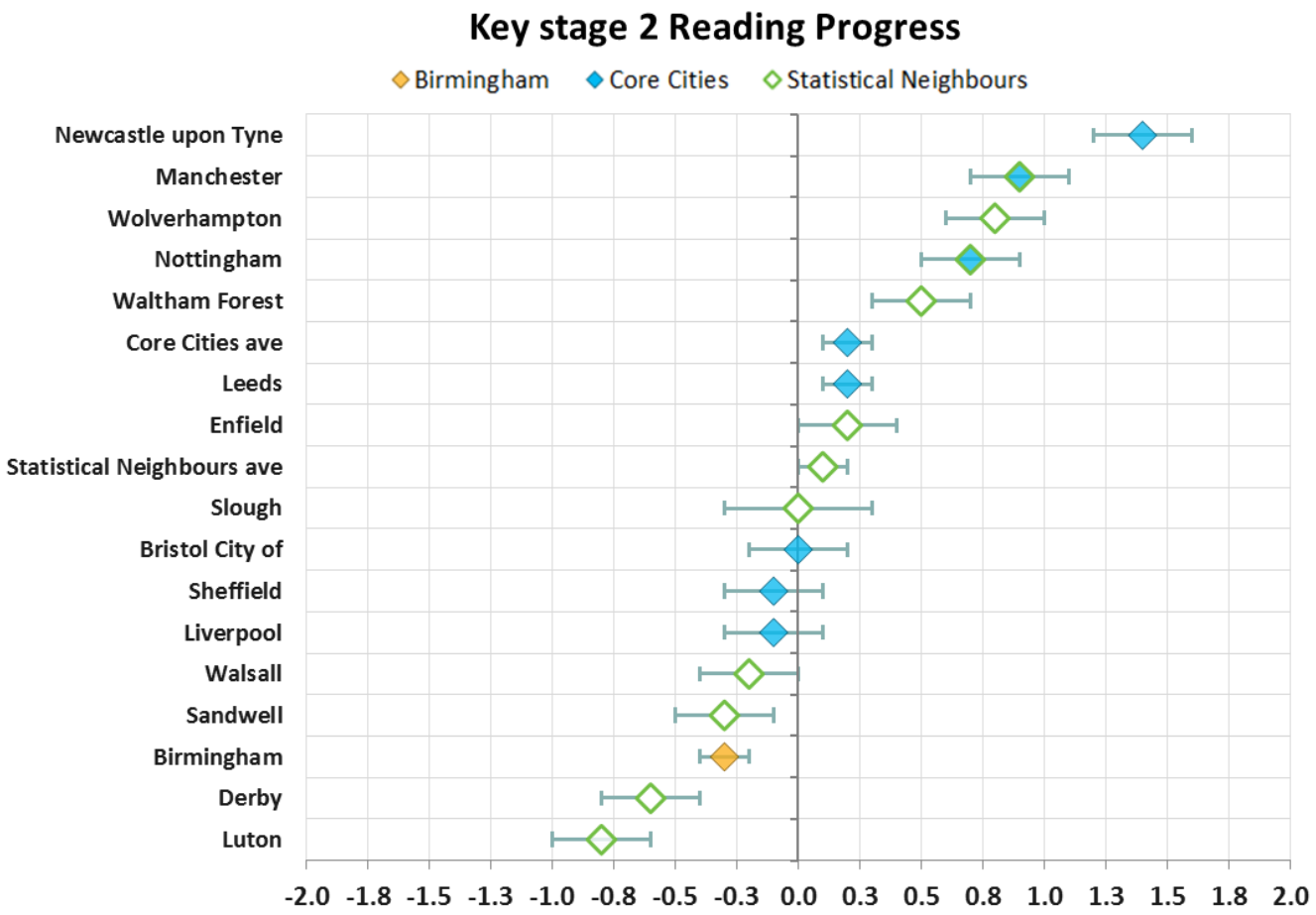


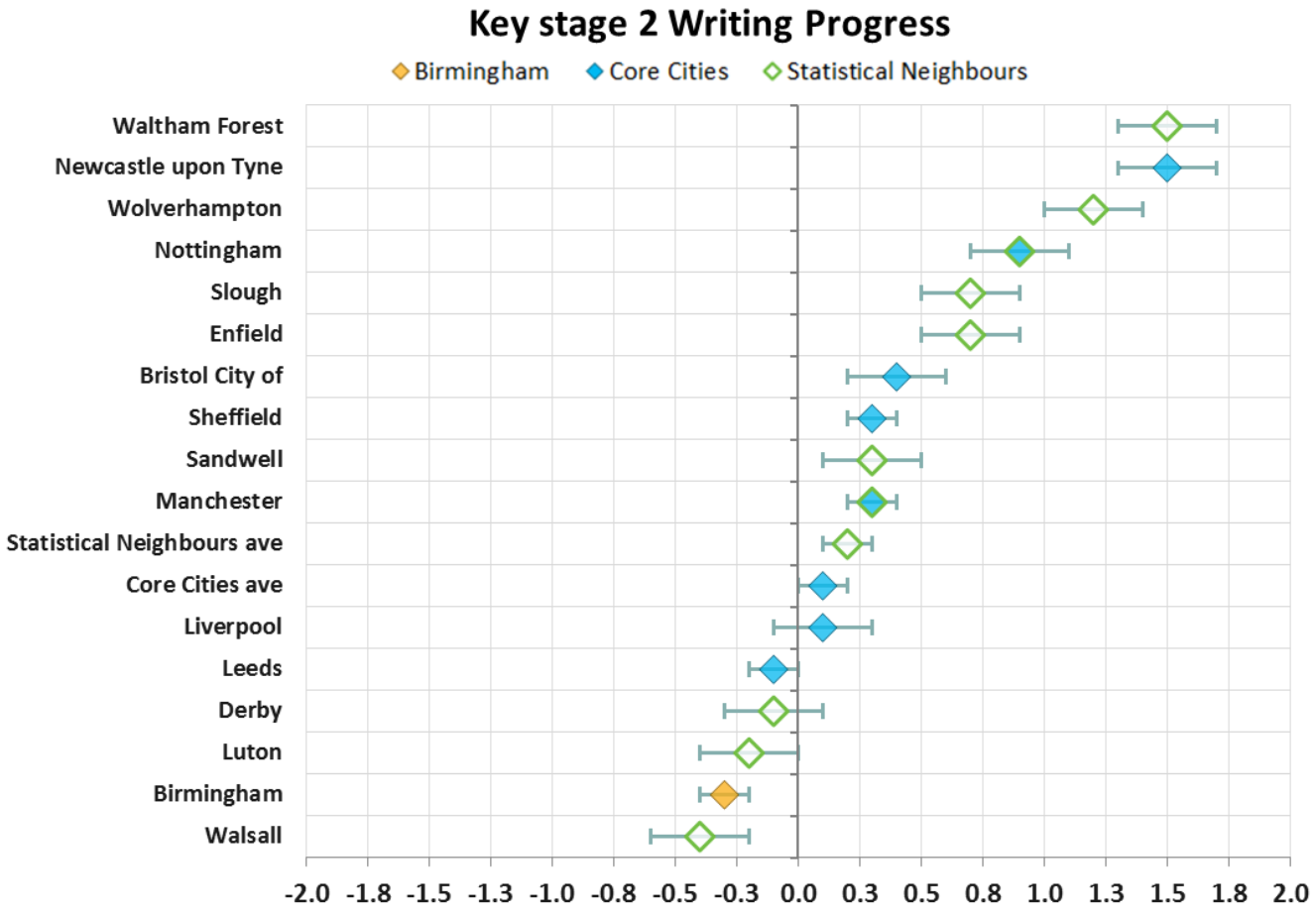
The above graph shows the average progress made in 2018 for Birmingham, core cites and statistical neighbours. National progress of 0 is represented by the vertical axis.

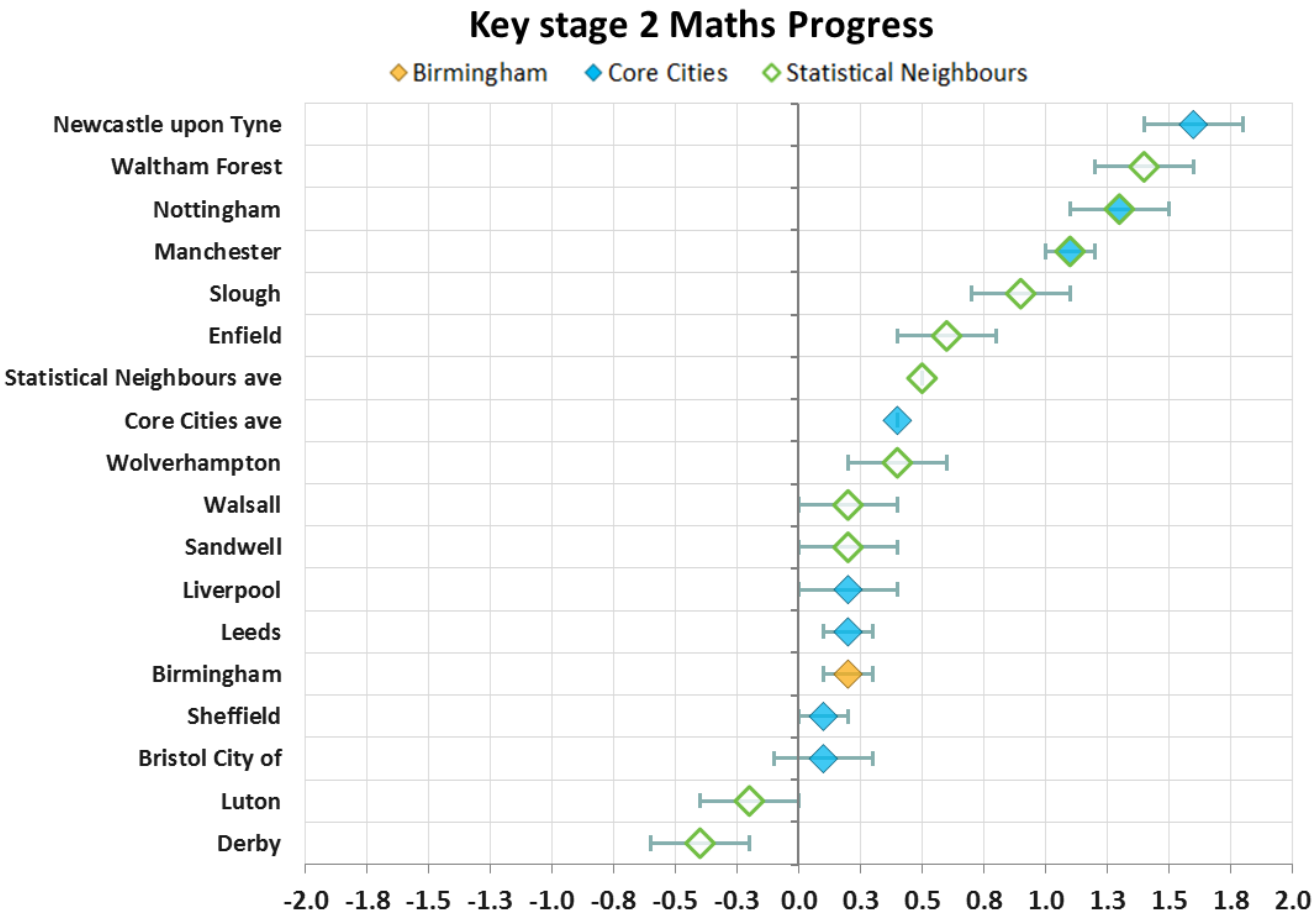
Maths progress while above national is behind the other LA groups but closer to the core city average. Reading and Writing are below national and lag further behind the LA groups.

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.

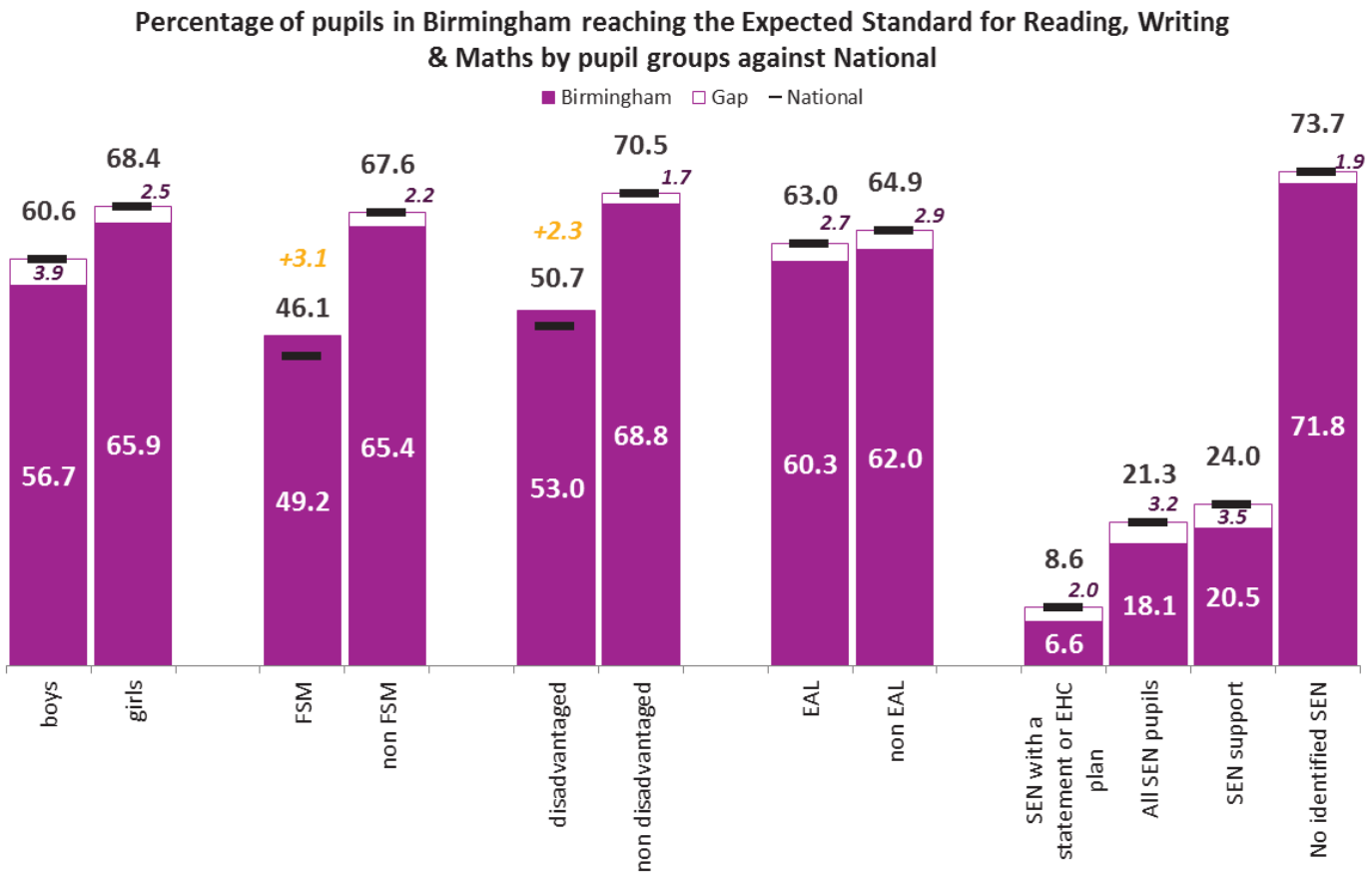

Key stage 2 Reading Progress
Birmingham
Core Cities
Statistical Neighbours
Newcastle upon Tyne
Manchester
Wolverhampton
Nottingham
Waltham Forest
Core Cities ave
Leeds
Enfield
Statistical Neighbours ave
Slough
Bristol City of
Sheffield
Liverpool
Walsall
Sandwell
Birmingham
Derby
Luton
-2.0 -1.8 -1.5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

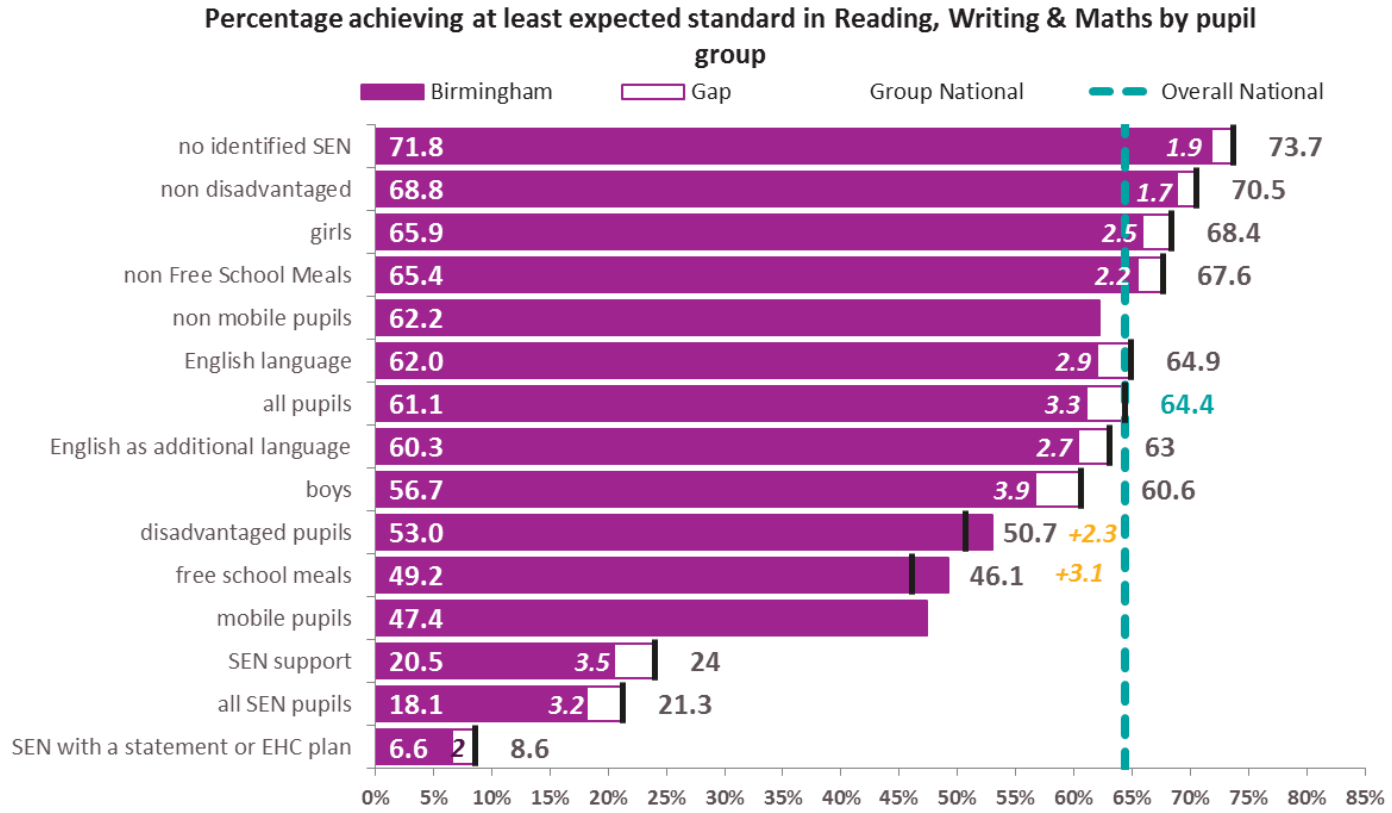
Disadvantaged children's attainment for RWM is 53%, 2.3% above National and FSM children's attainment for RWM is 49.2%, 3.1% above National.

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.

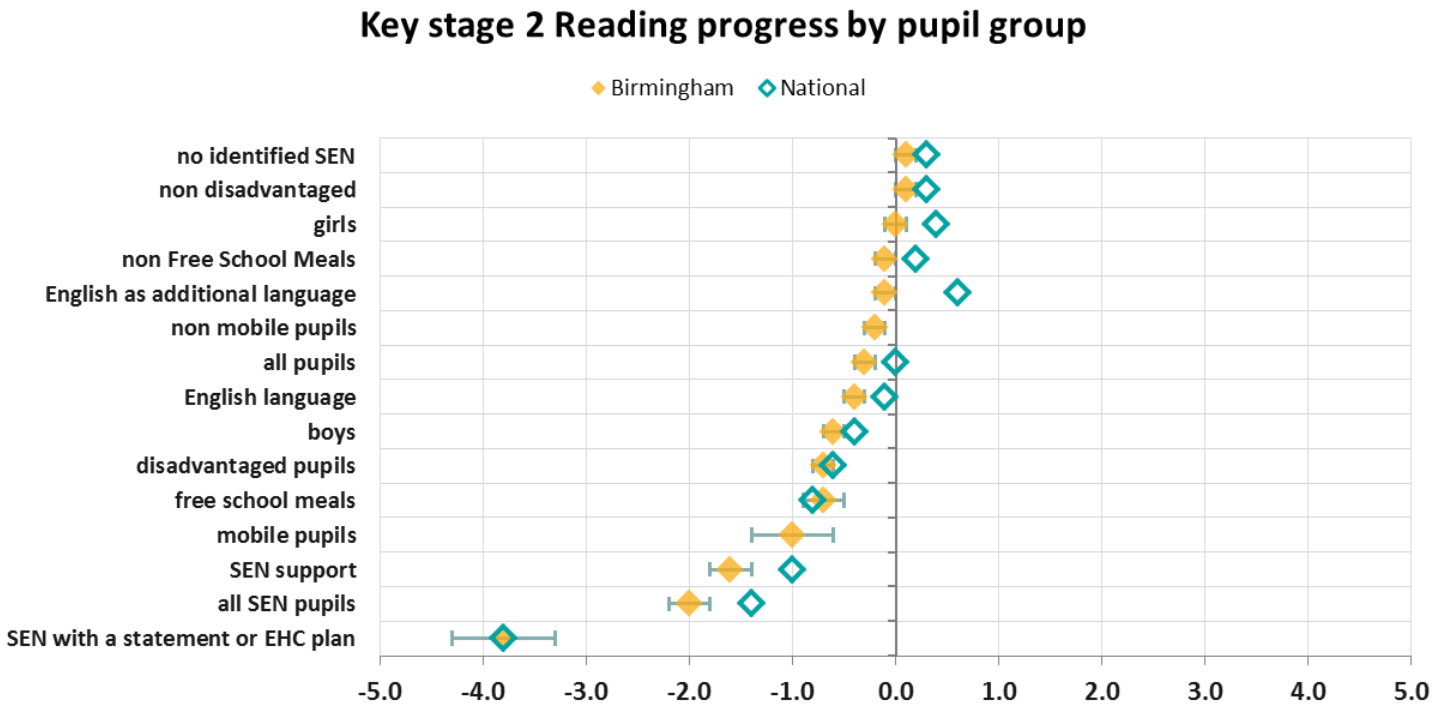
The gap in attainment between EAL and non EAL pupils is very similar to their national equivalents.

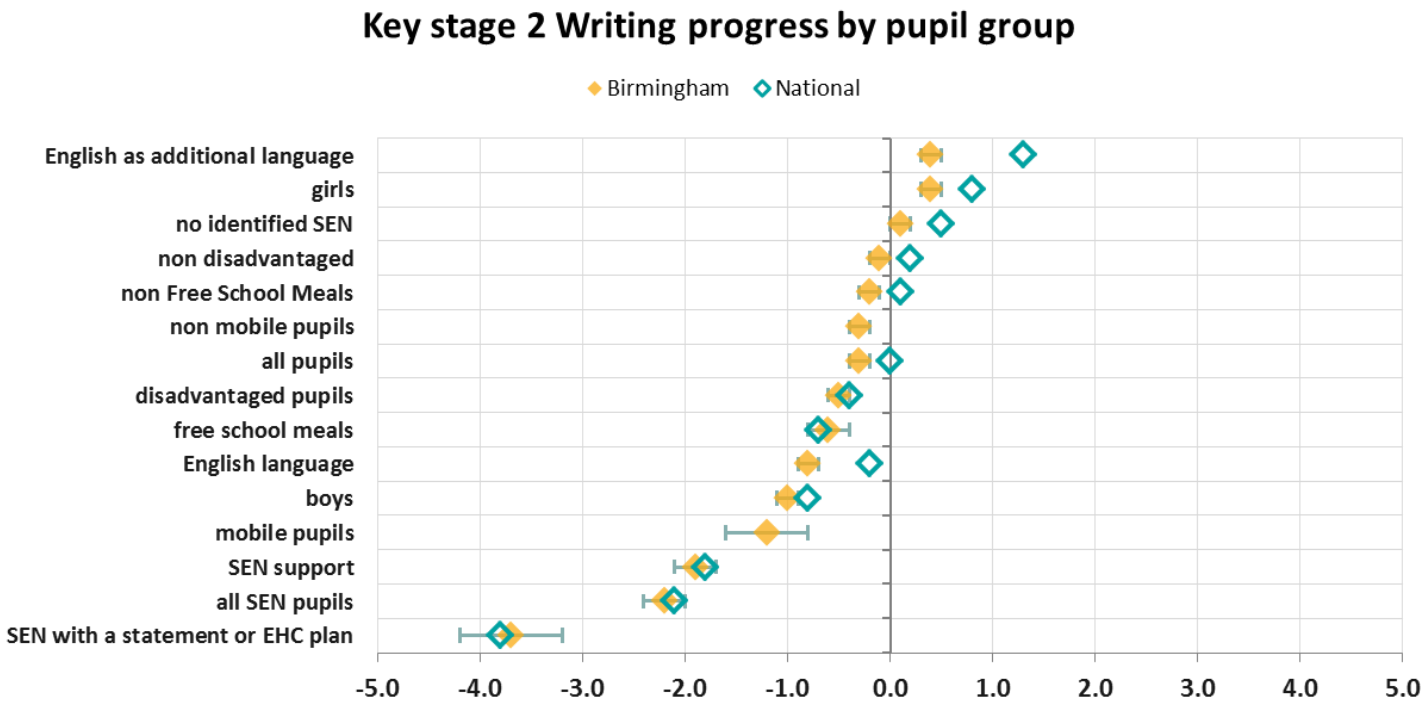
The graph on the following page shows the same pupil groups ranked in order of attainment against their national equivalents. Note the inclusion of Mobile and non-Mobile groups. A child is classed as non-Mobile if they have been within the same school for 2 years or more. Note that we do not have the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

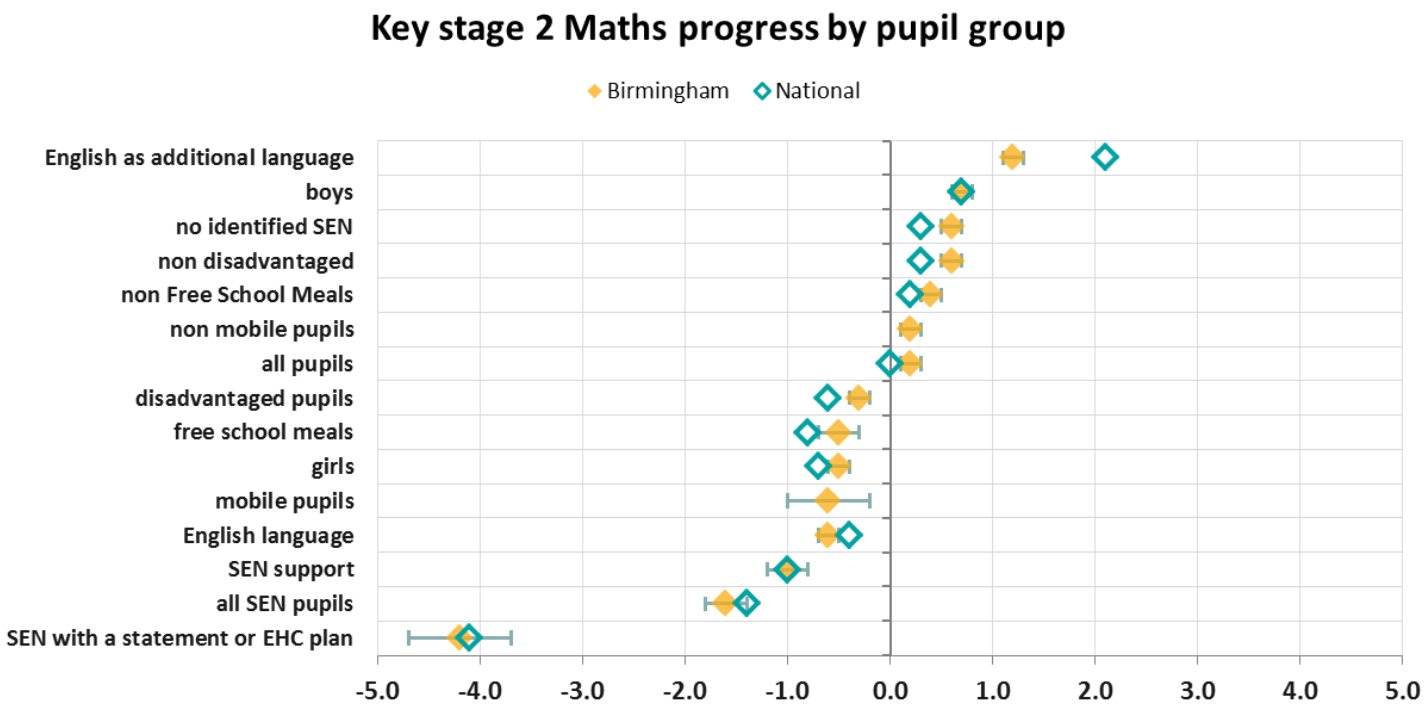


Progress - characteristics

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).







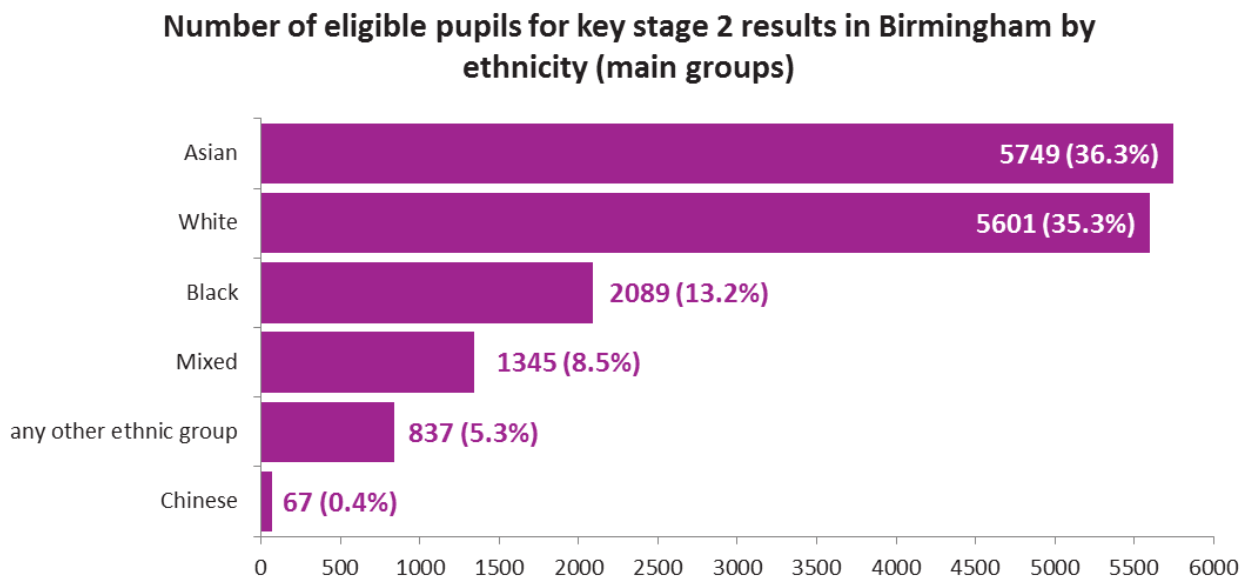
In Reading, the majority of pupil groups make slightly less Progress than their national equivalents. Both disadvantaged and FSM pupil groups are very close to their national groups. SEN with statements or EHC plans make the same progress as their group nationally however overall SEN is behind.

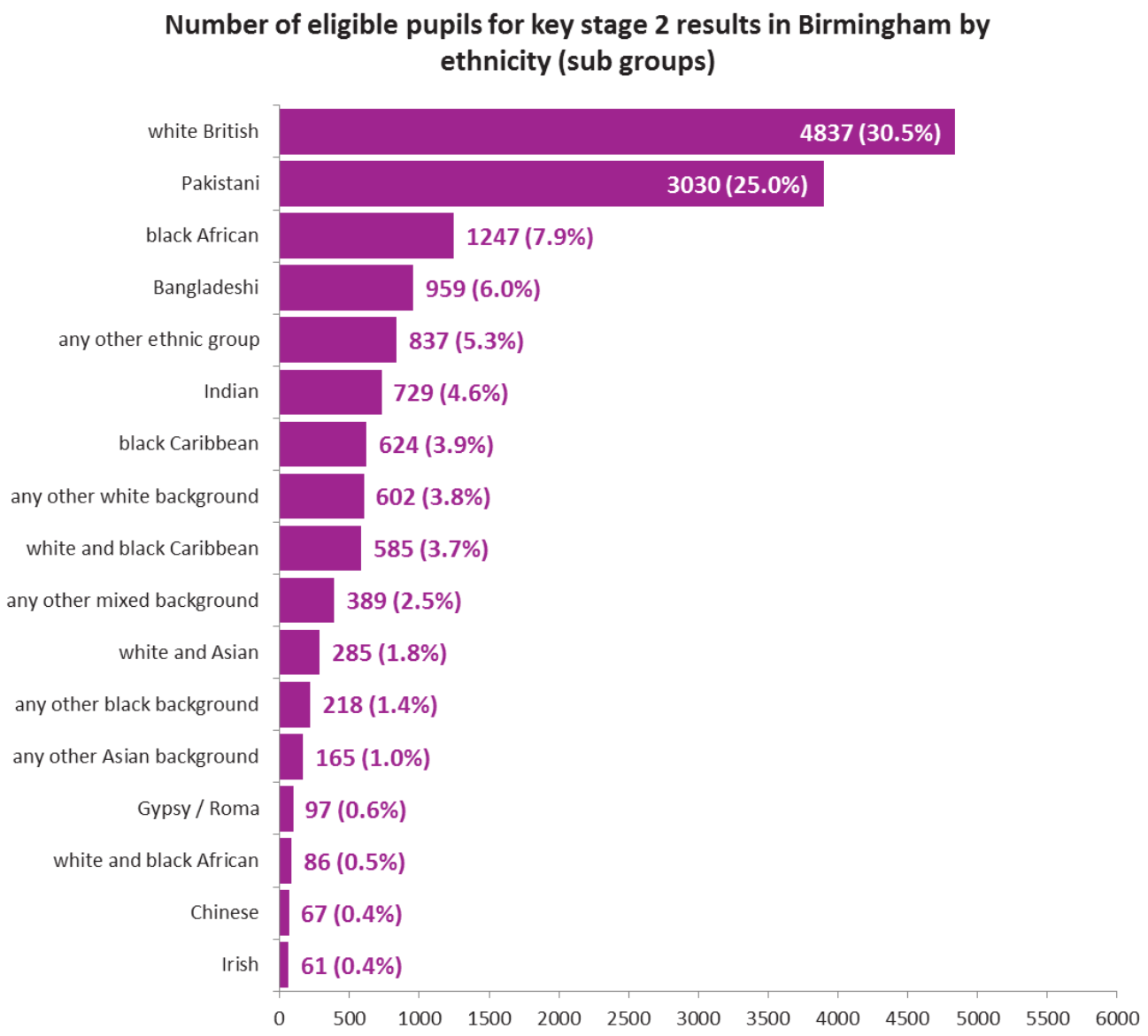
Writing roughly mirrors Reading however SEN pupils do much better as their progress closely matches that of their groups nationally.

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

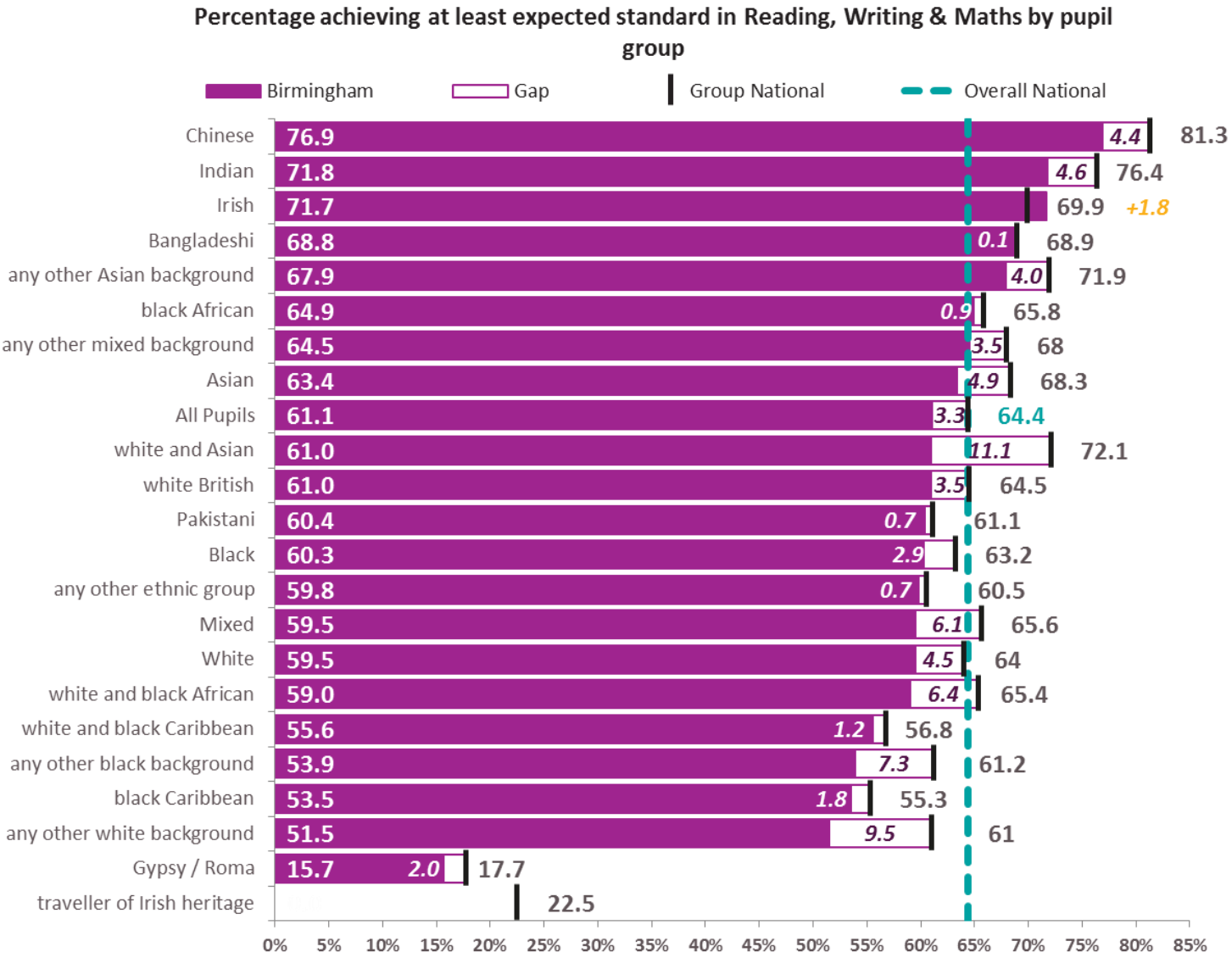
The graphs below show the ethnic distribution of Birmingham key stage 2 eligible pupils in 2018.





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.

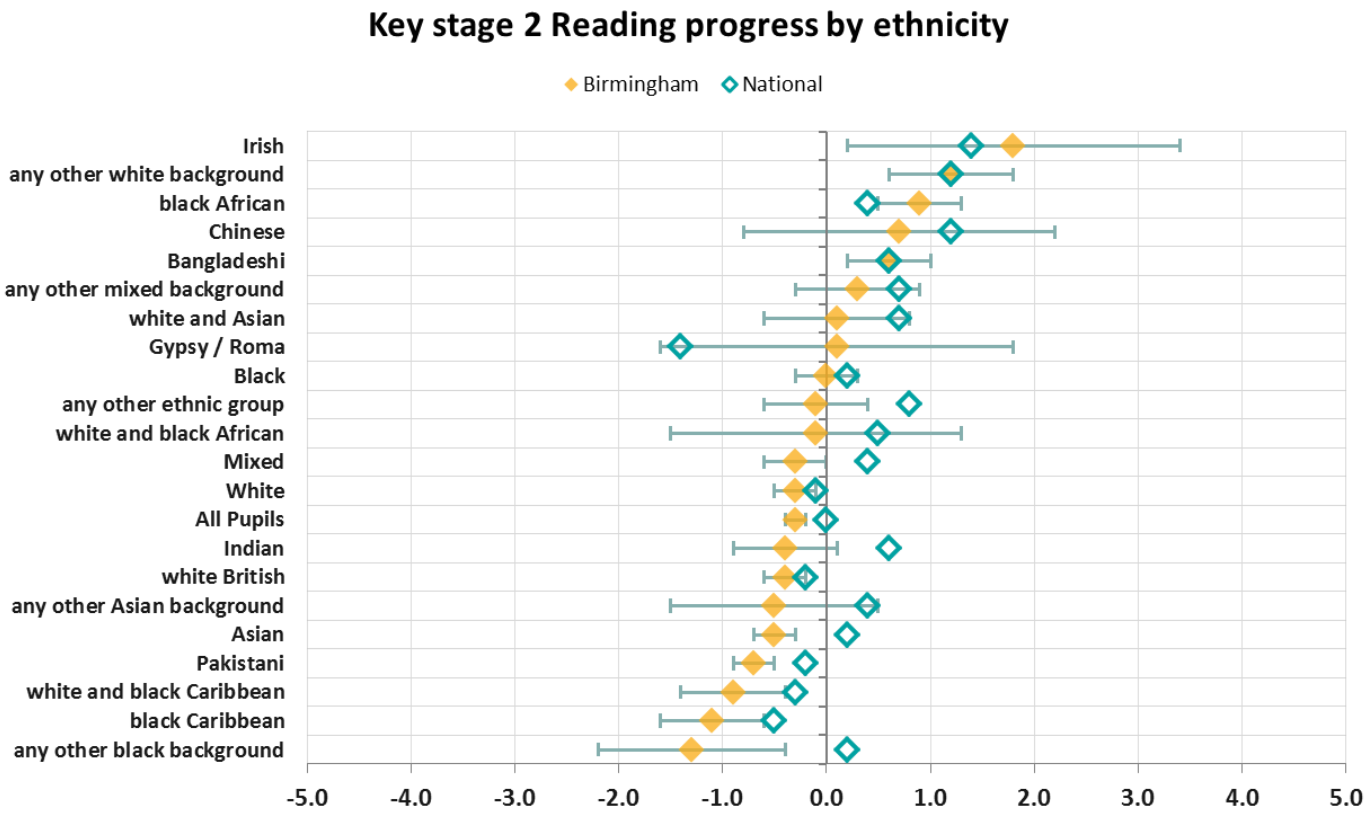
White children's attainment as a group is lower than overall national average by almost 5%. White British children attain slightly higher but are still 3.5% behind their group nationally. Children from 'White other' background are significantly behind both the overall and equivalent averages nationally.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

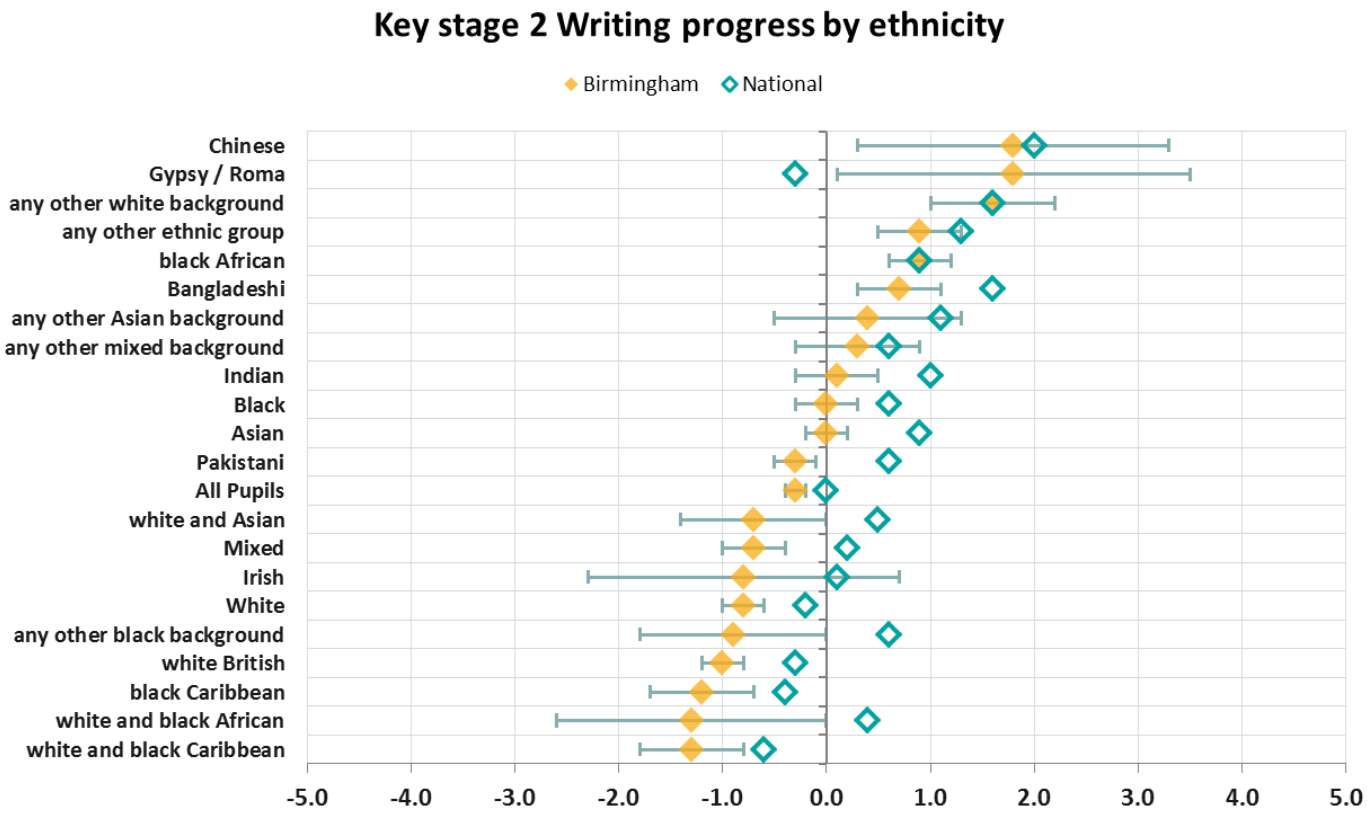
Black children's attainment as a group is lower than the overall national average by just under 3%. Black African childrens' attainment however is slighly higher than the overall national average and within 1% of their group nationally. Black Caribbean attainment is 1.8% behind their equivalents nationally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

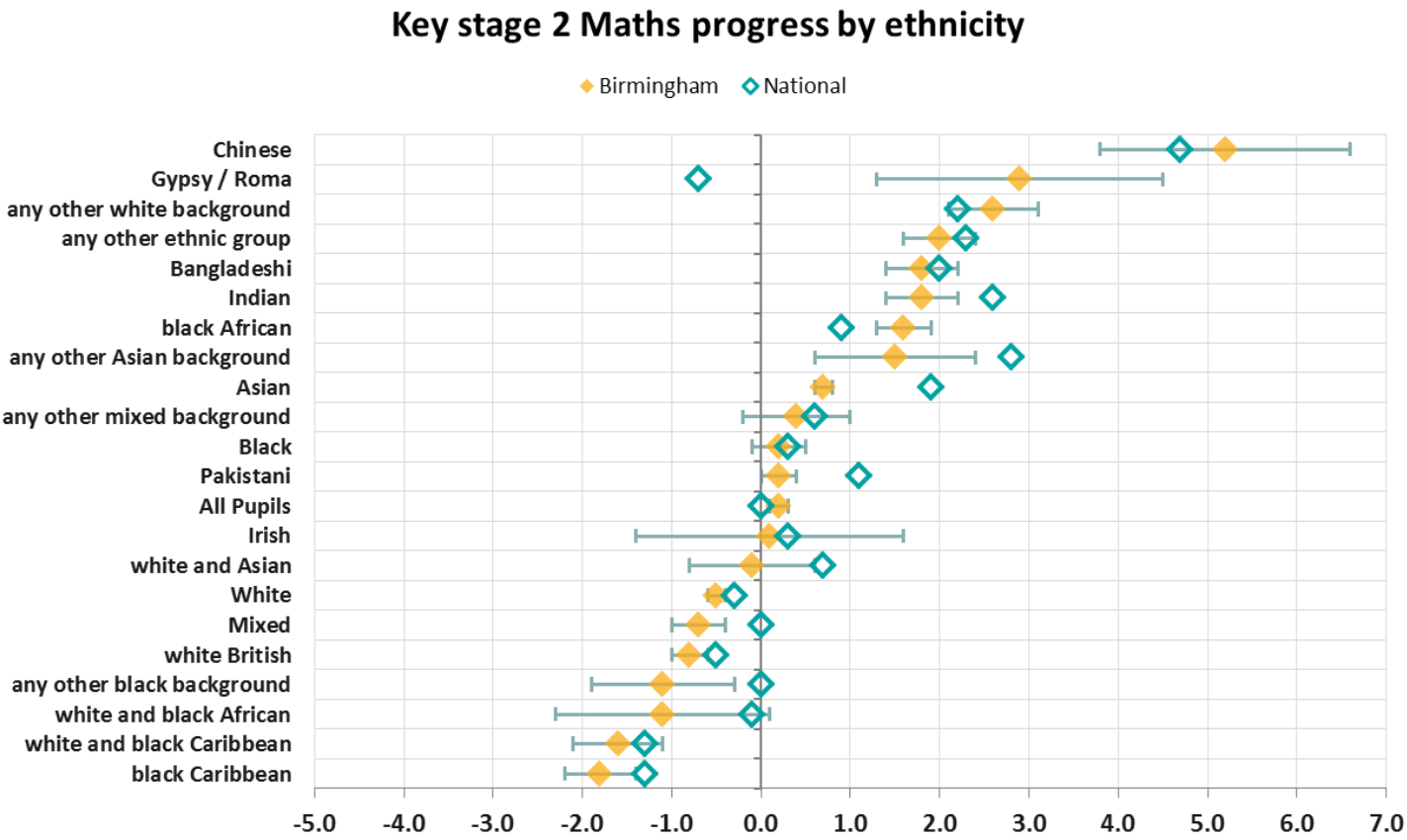
Children from Mixed backround's attainment is 6.1% behind their equivalents nationally. 'White and Asian' children's attainment although very close to the overall LA average is 11.1% behind their group natonally.

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.

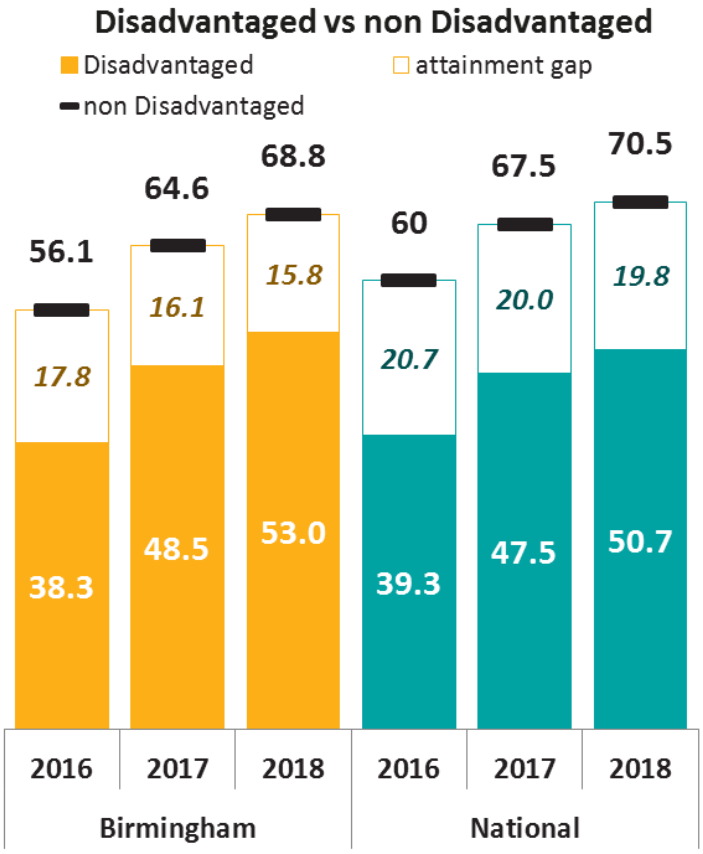
White children make less progress than the overall national level across all subjects, Writing being the weakest subject. 'White other' children however have made significantly more progress than the overall national level and made the same level of progress as their group in Reading and Writing and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

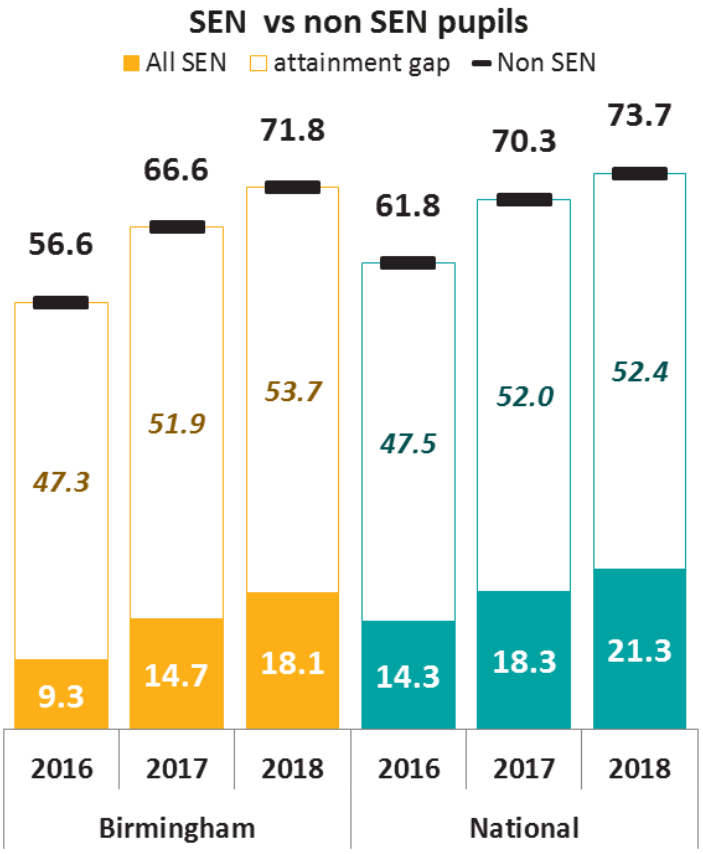
Black children's progress is at national levels for Reading and Writing and slightly above in Maths, however nationally in Writing the group makes more than the overall average. Black African children's progress is strong across all subjects particularly in Reading and Maths where it is also above the 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.

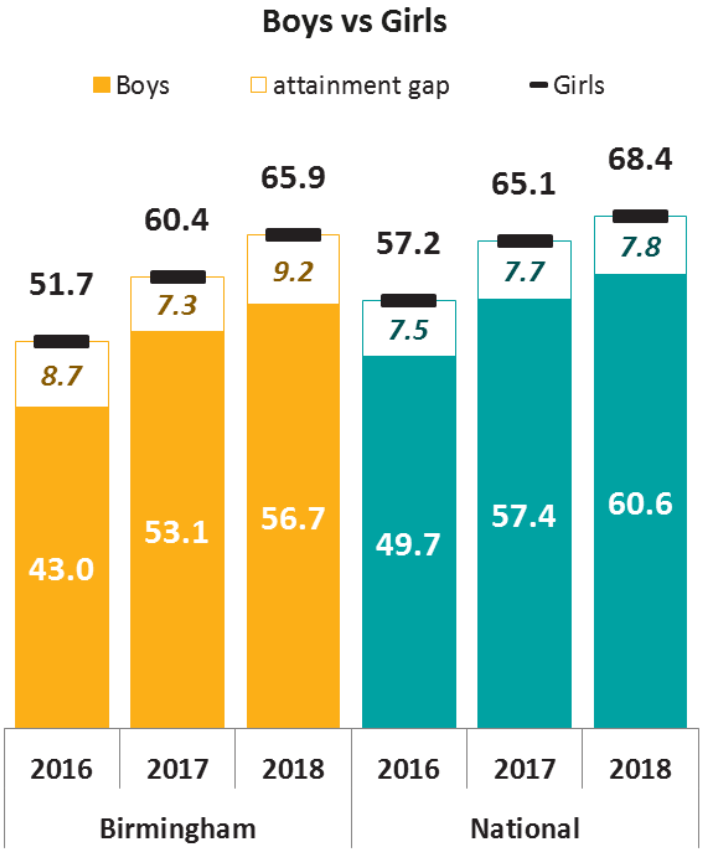
The progress of mixed race children is below the overall national average. 'Mixed other' and White and Asian children generally speaking make good progress although White and Asian children have made less progress in Writing. White and Black Caribbean children's progress is significantly behind the overall 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.

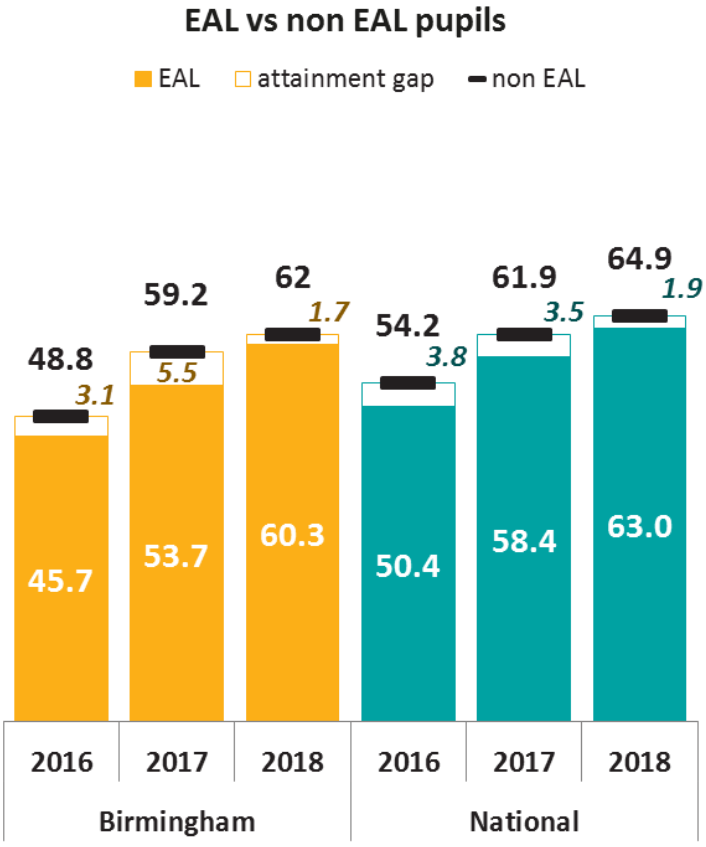
Attainment Gap

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.

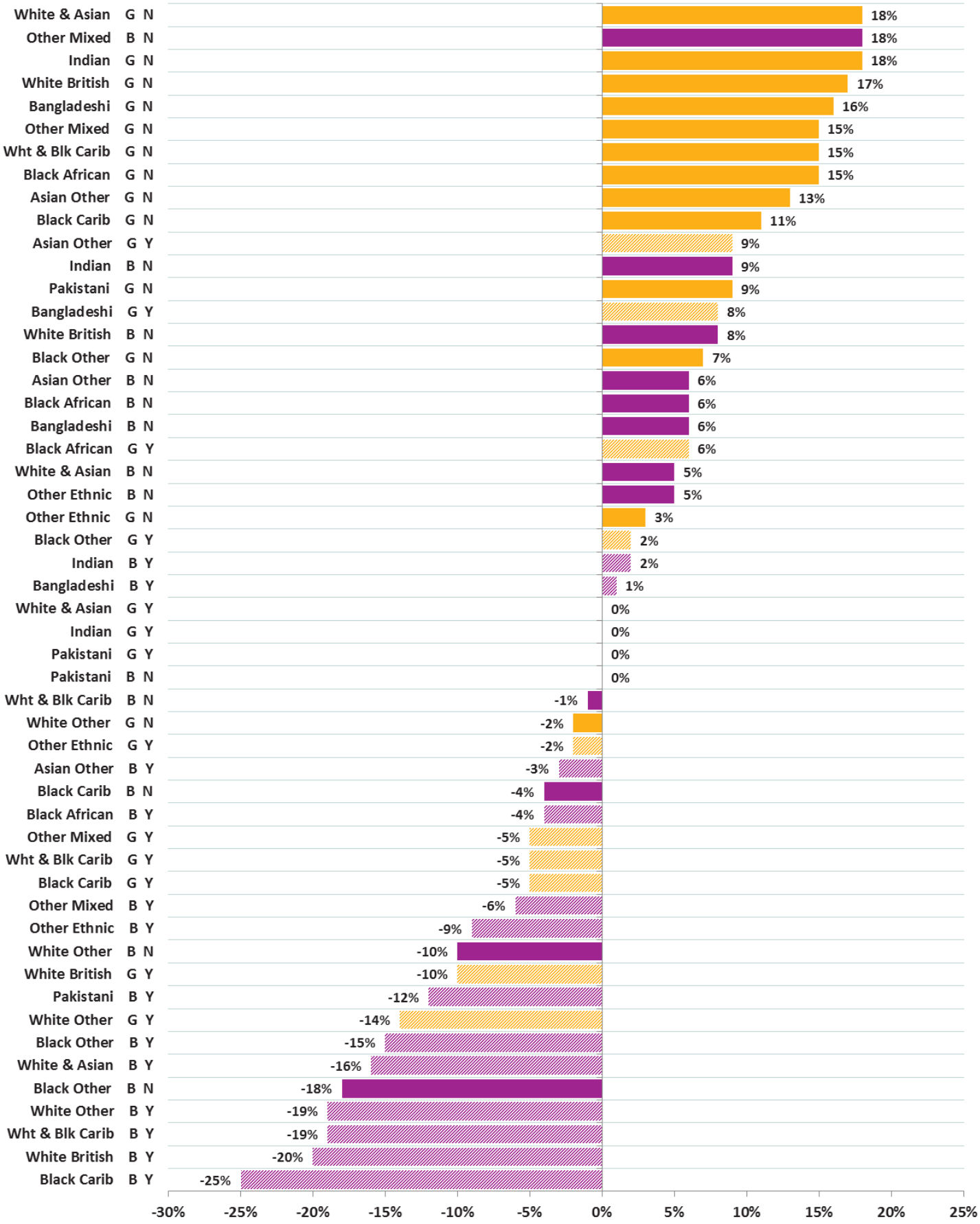
Birmingham EAL children have seen an attainment increase of 6.6% over 2017, national rose by 4.6%. Non-EAL children have seen an increase of 2.8% which is slightly lower than 3% nationally however the attainment gap between the two groups is now marginally smaller in Birmingham compared to national.

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

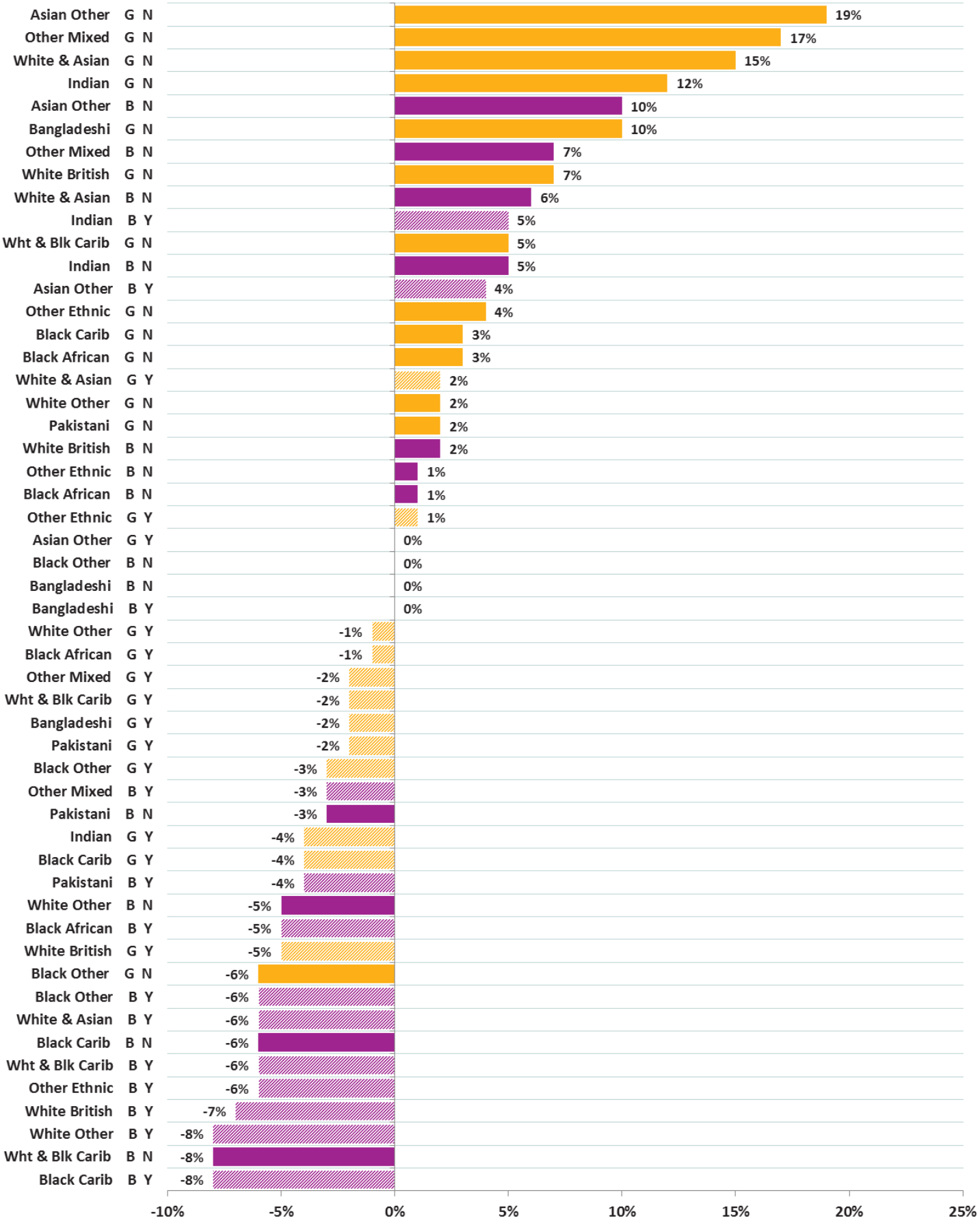
The graphs on the following pages show the differences in attainment between ethnic groups when showing further breakdown by gender and disadvantaged status. The following ethnicity groups are excluded due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish, Chinese,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

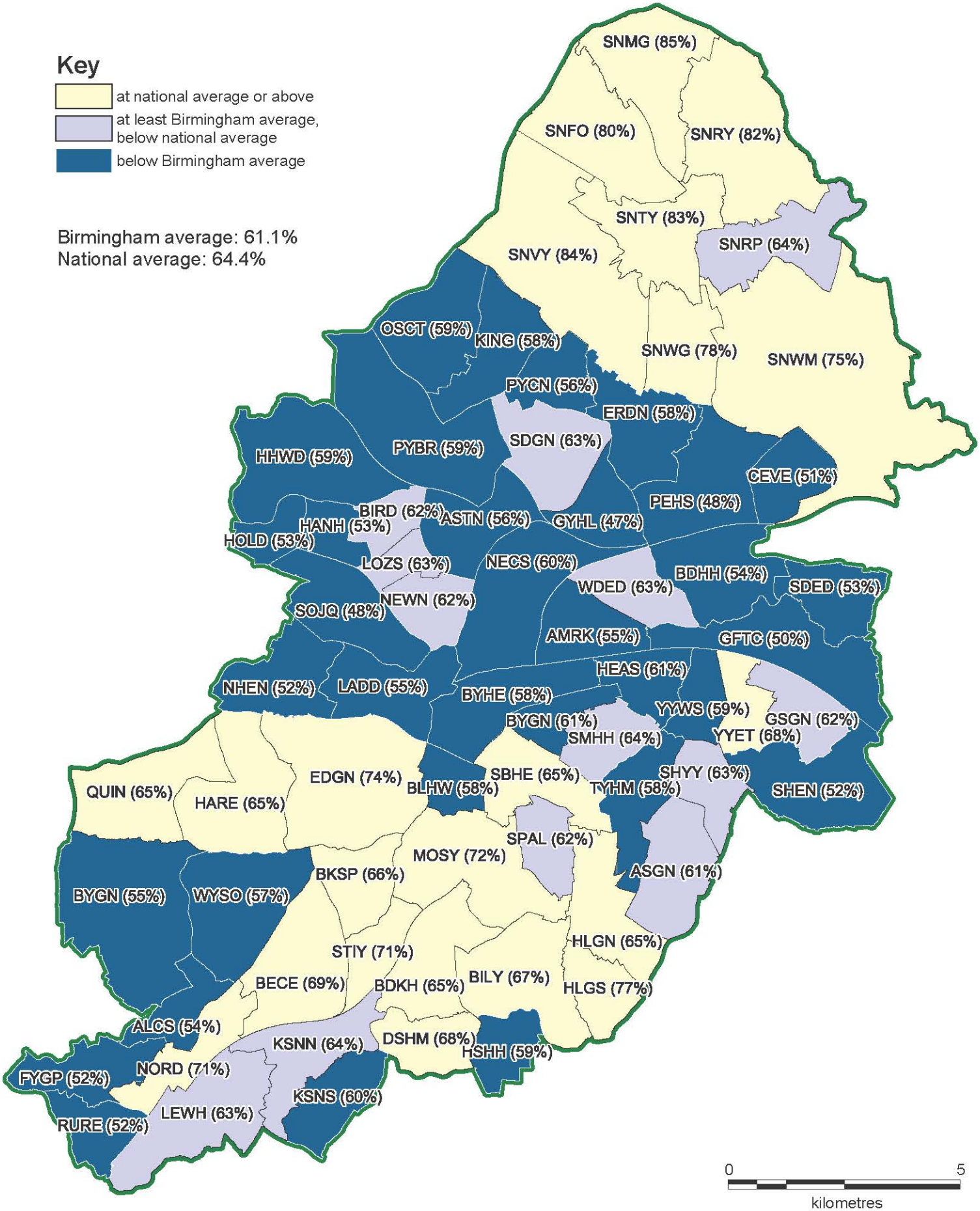


Difference to LA average for KS2 Reading, Writing and Maths achieving a higher standard by Ethnic Group, Gender and Disadvantaged. LA Average = 9%



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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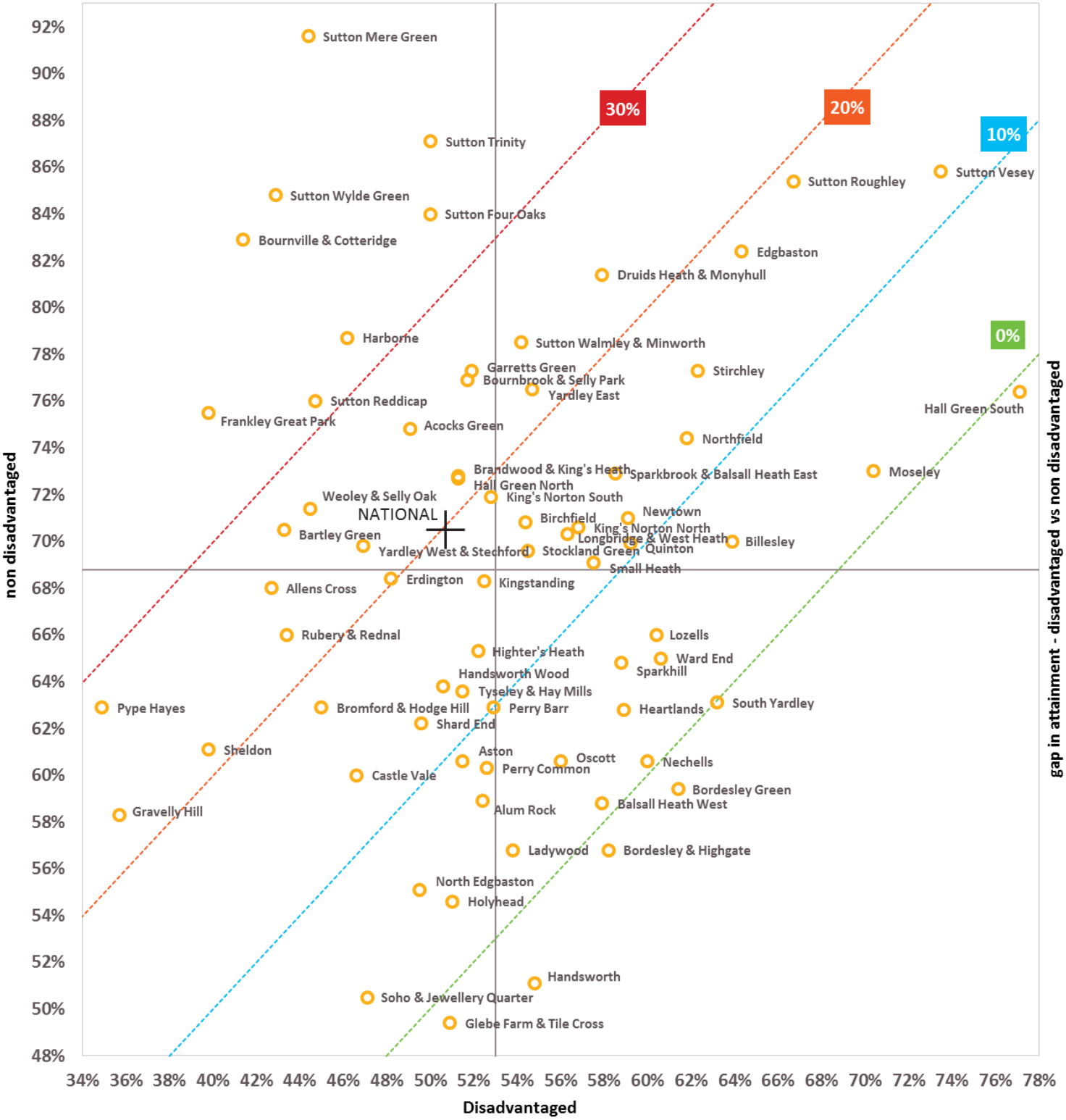
Disadvantaged vs Non Disadvantaged Attainment by Ward



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:

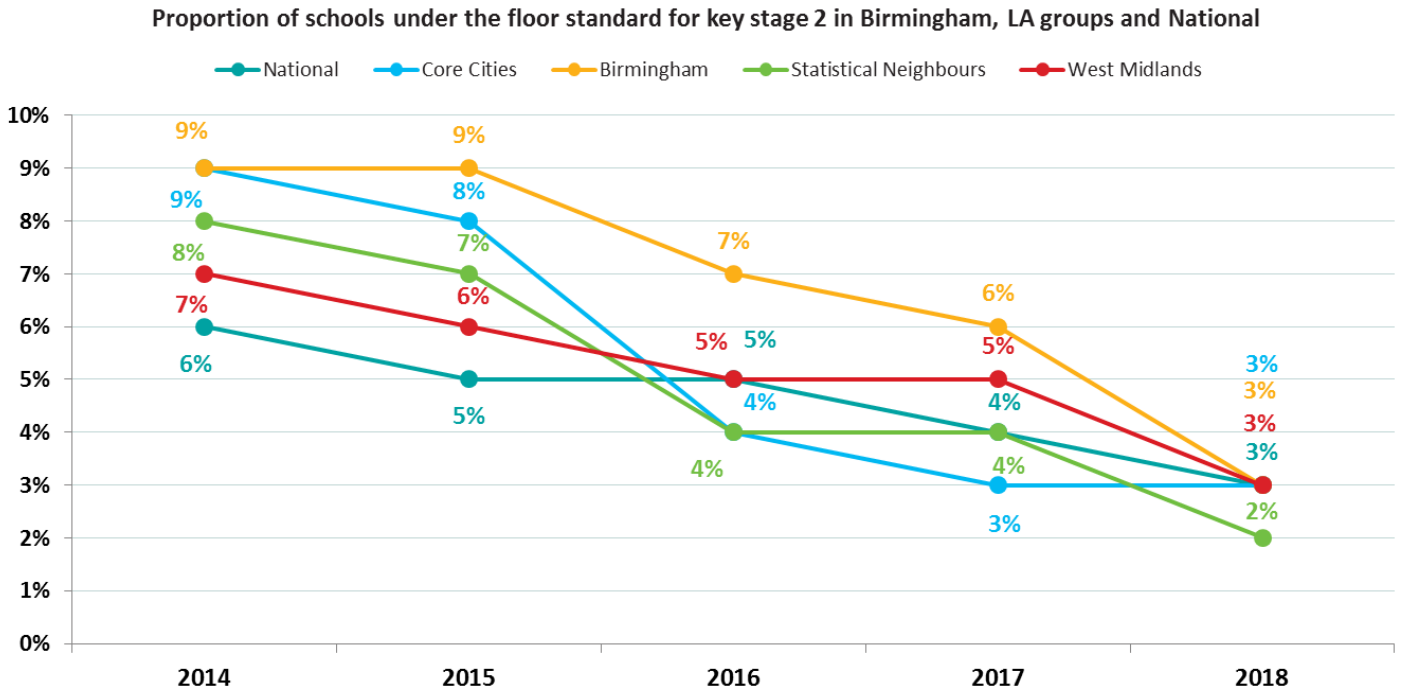
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676406/Primary_school_accountability_technical_guidance_-January_2018_update.pdf

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

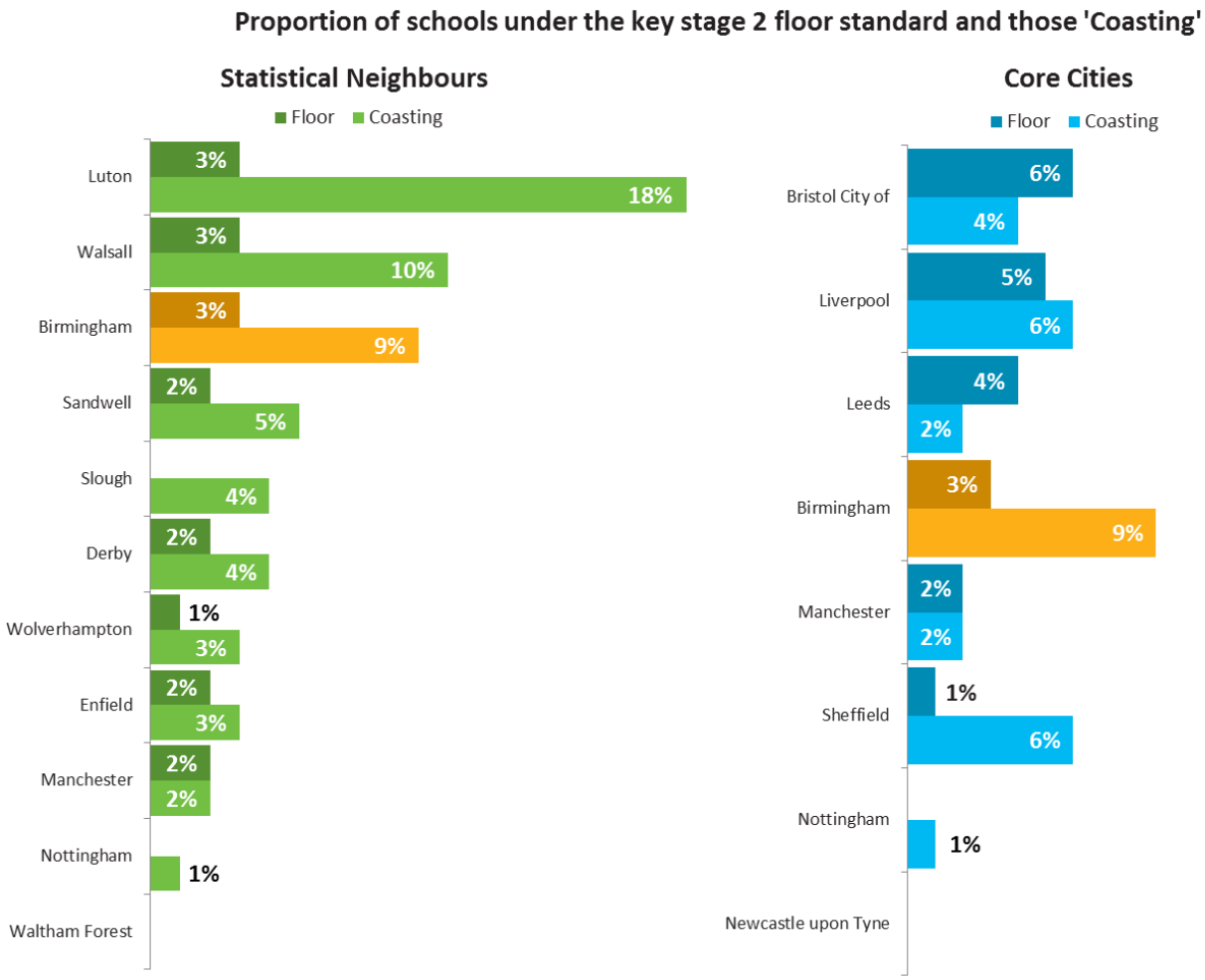
Birmingham's Schools

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

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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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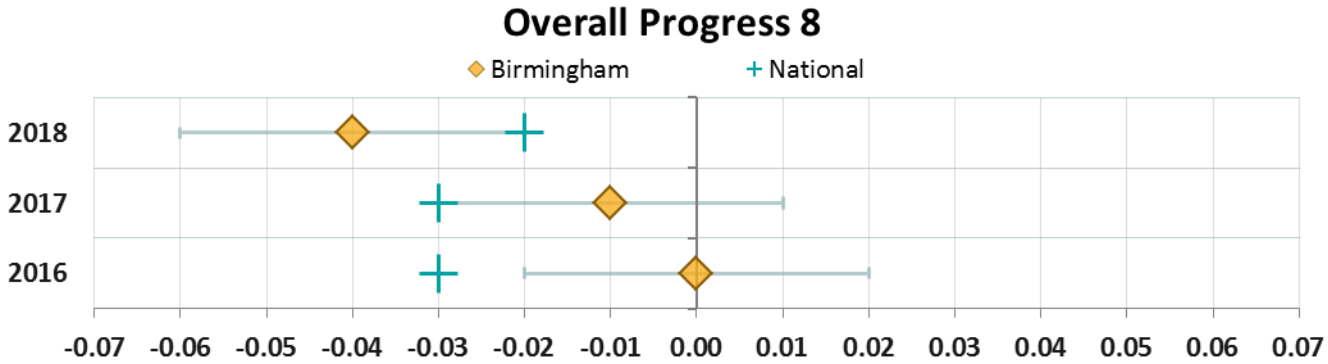
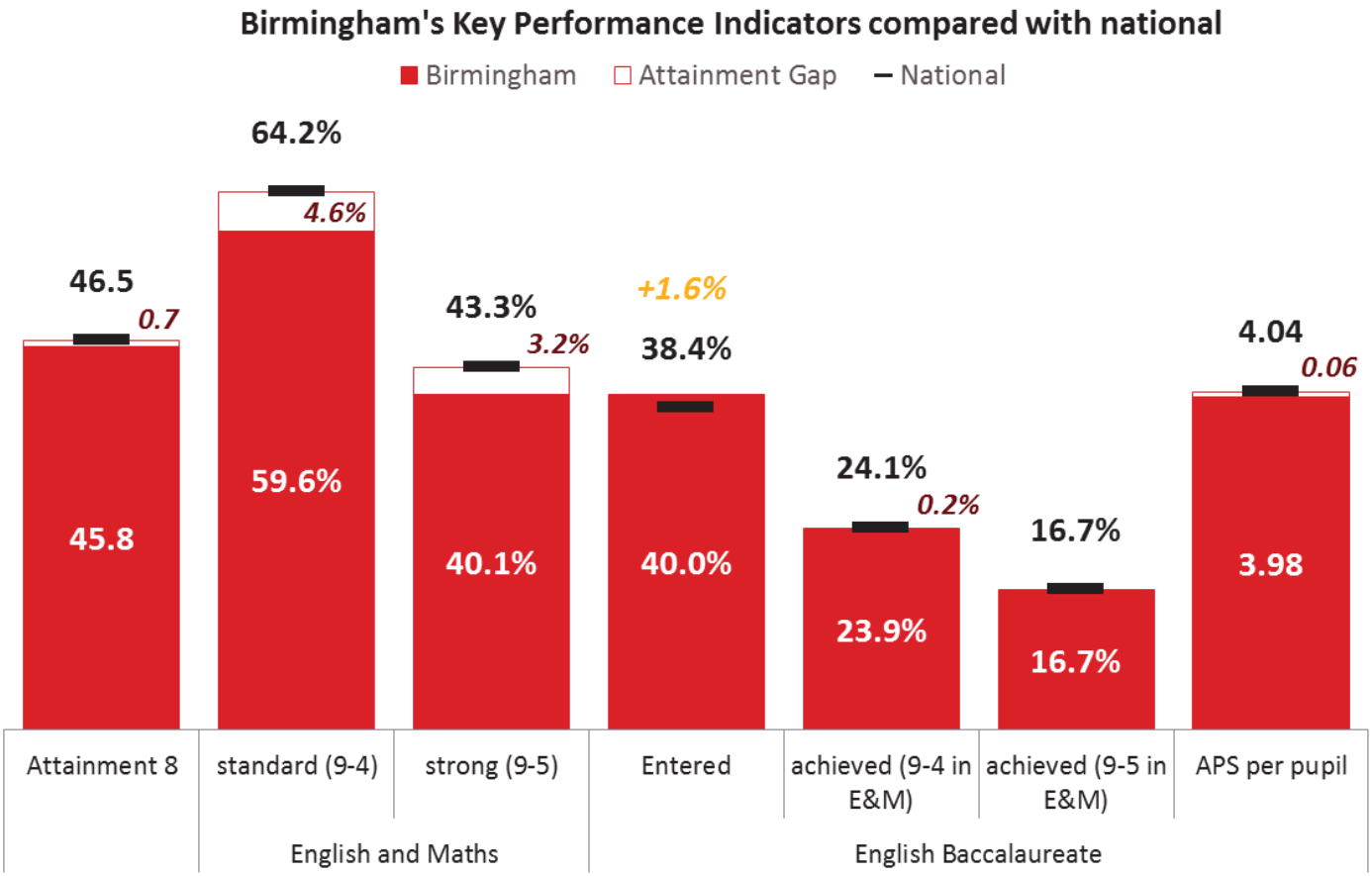
Overall Performance





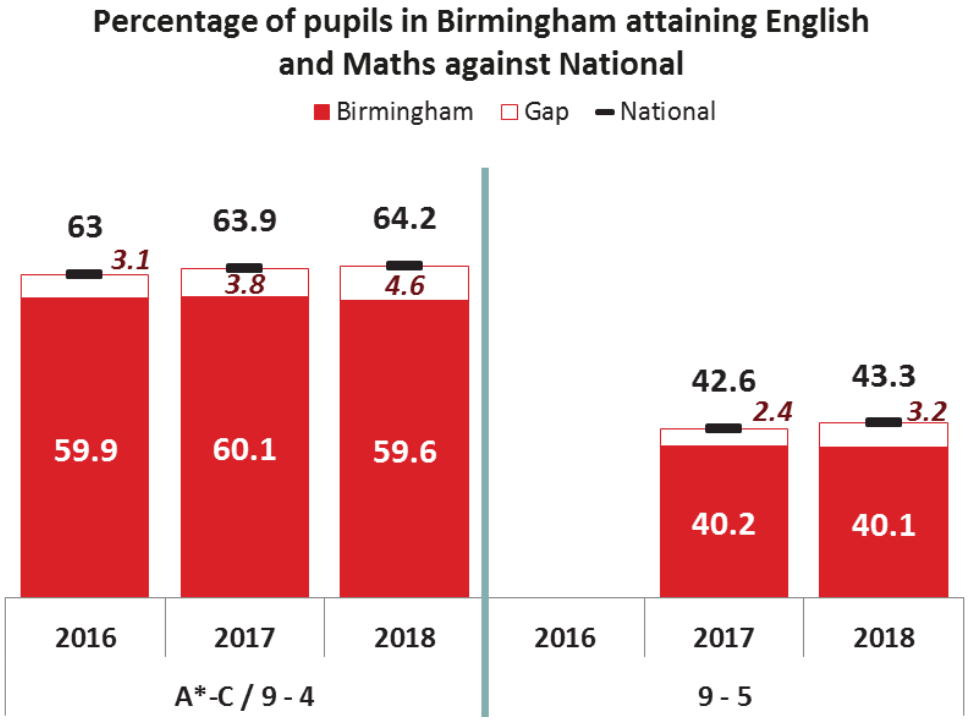
Birmingham has seen a slight decrease in its overall Progress 8 score, at the same time state funded national has seen a small increase. It should be noted however that the national figure still falls within Birmingham's confidence intervals.

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.

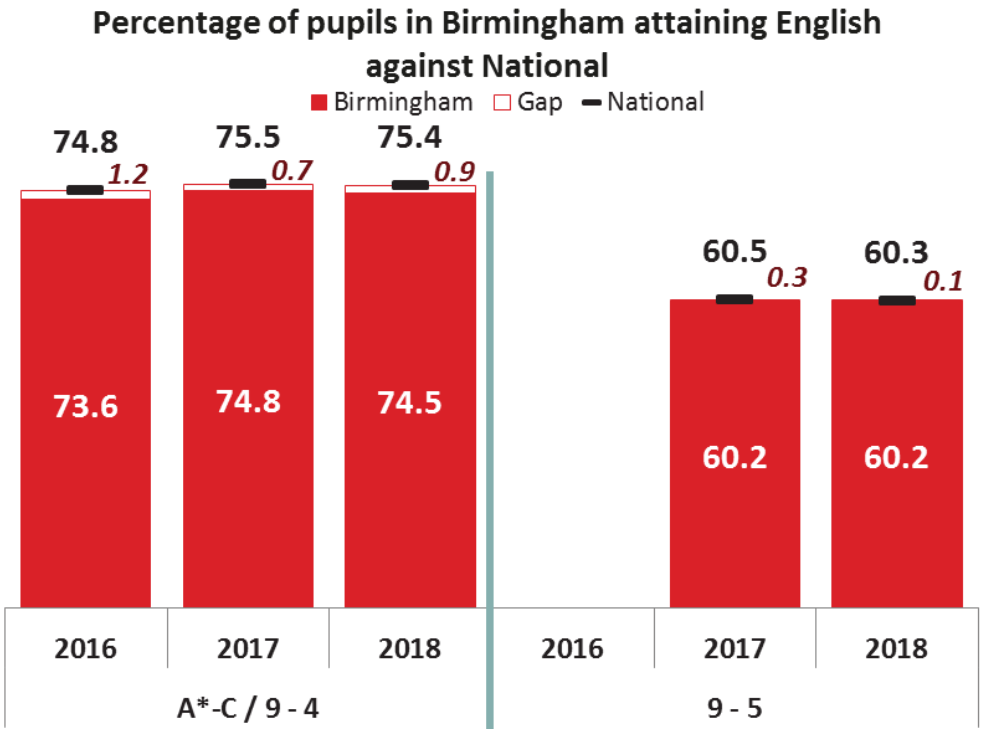
The proportion of pupils entered for the English Baccalaureate in Birmingham is 1.6% higher than nationally, while strong and standard pass percentages closely mirror national levels. Average points scored across EBacc subjects is slightly lower than national.

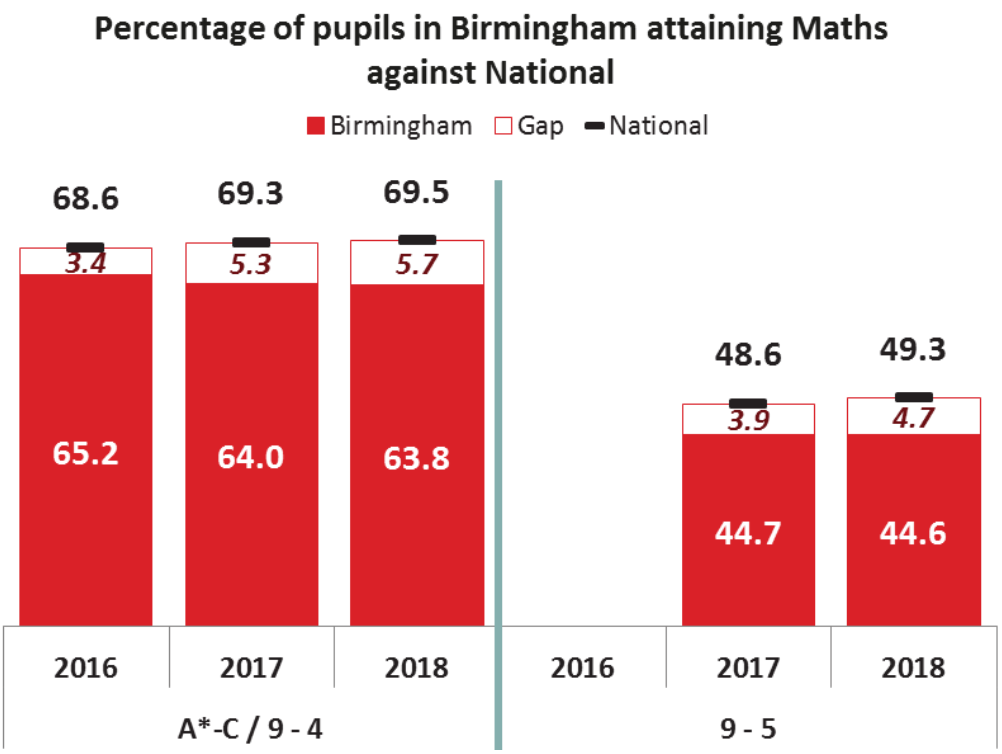
Subject performance compared with previous years

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.

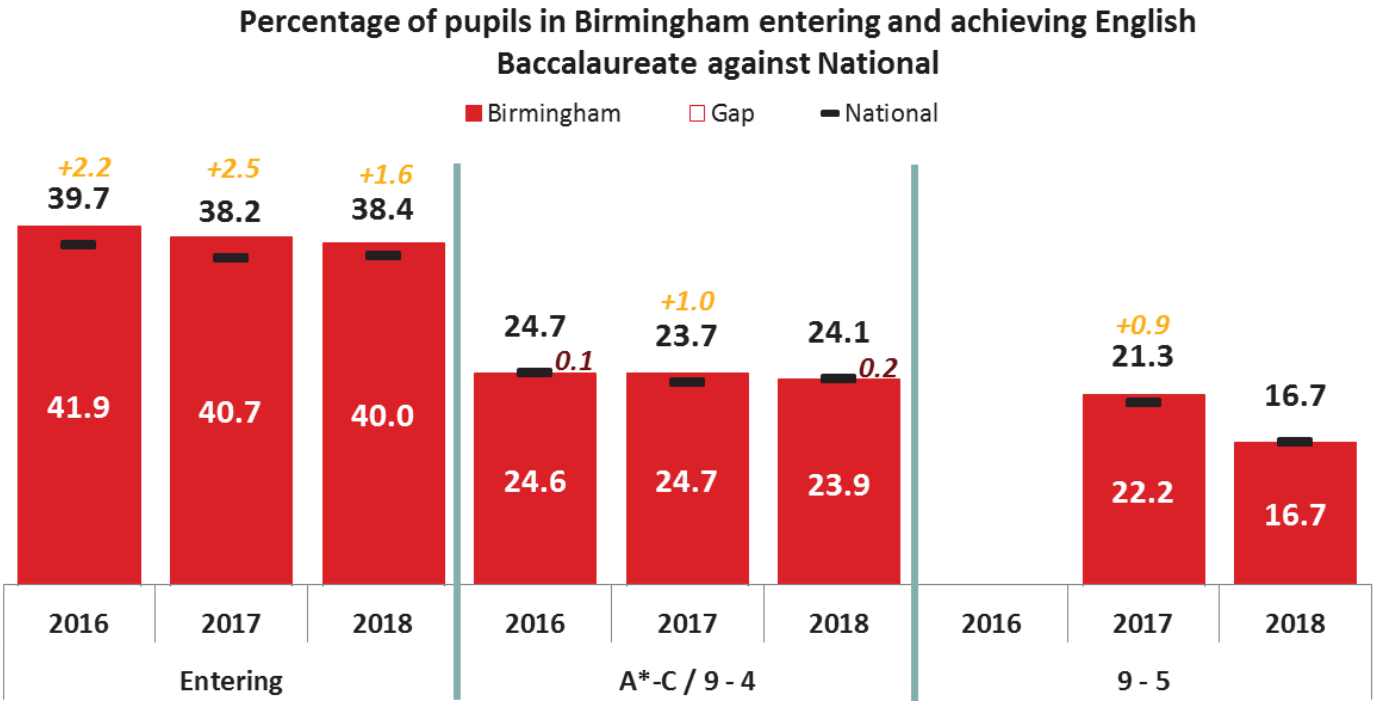


In the attainment of English and Maths combined at 9-4 grade, Birmingham has seen a slight decrease in 2018 from 2017 and seen the gap widen to 4.6% below national. The decrease in attainment at 9-5 grades is much smaller, however as national has increased, the gap has also widened.





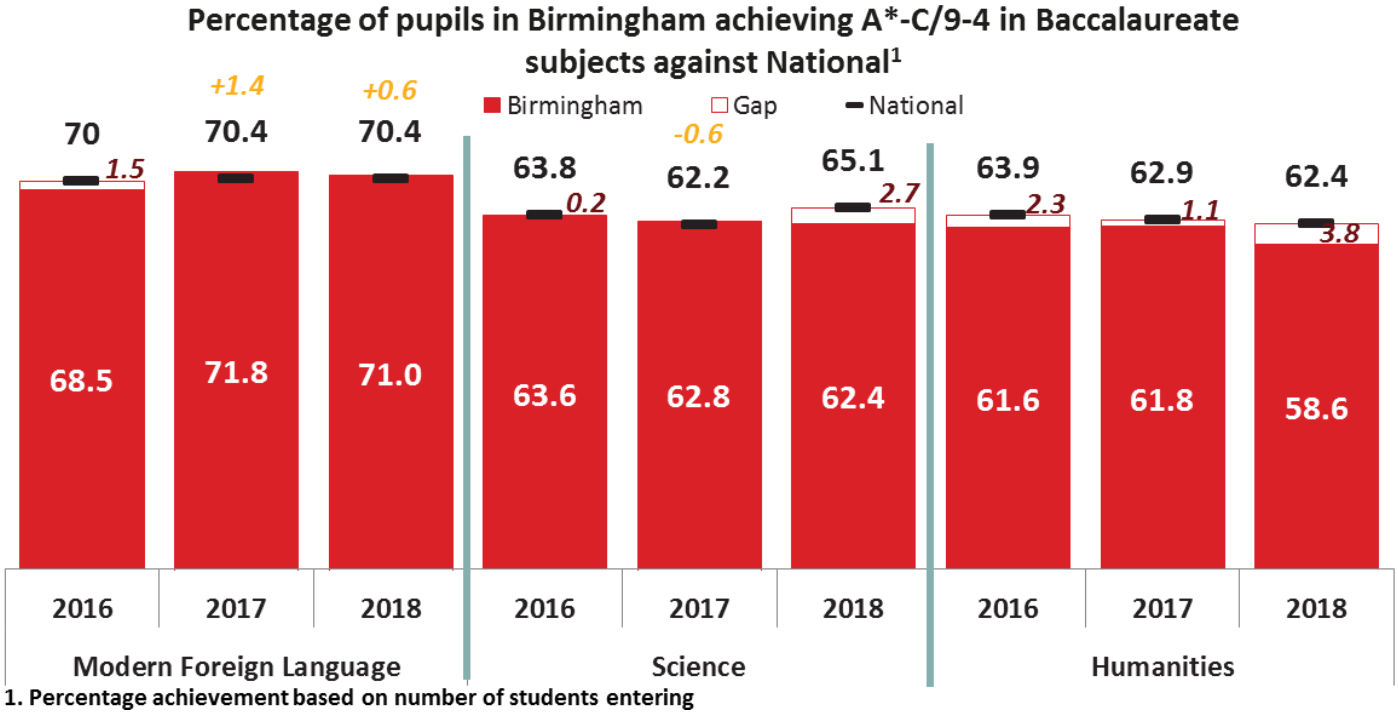
As shown in the above charts the attainment gap to national is much smaller for English than Maths.. The percentage of pupils achieving a strong pass in English is unchanged and is now only 0.1% behind national. In Maths however attainment has slightly fallen in 2018 with the attainment gap to national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

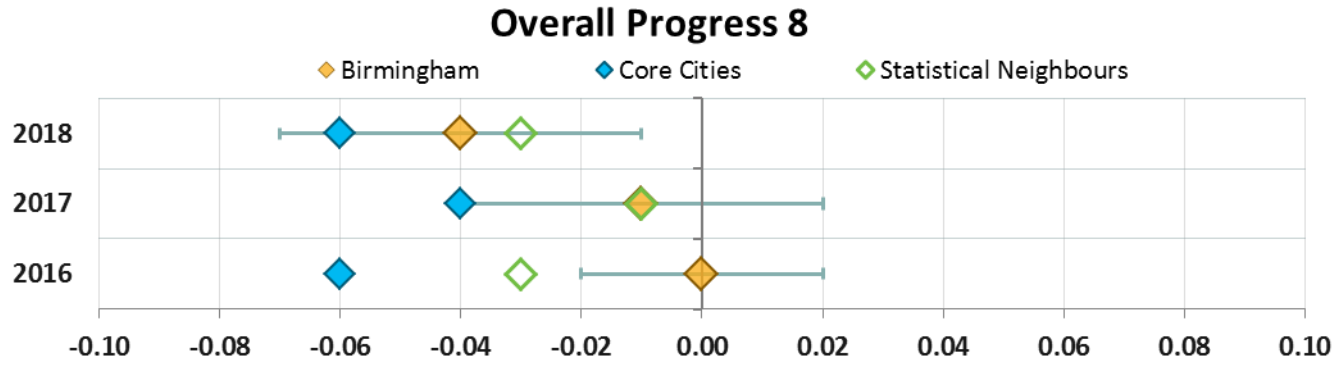


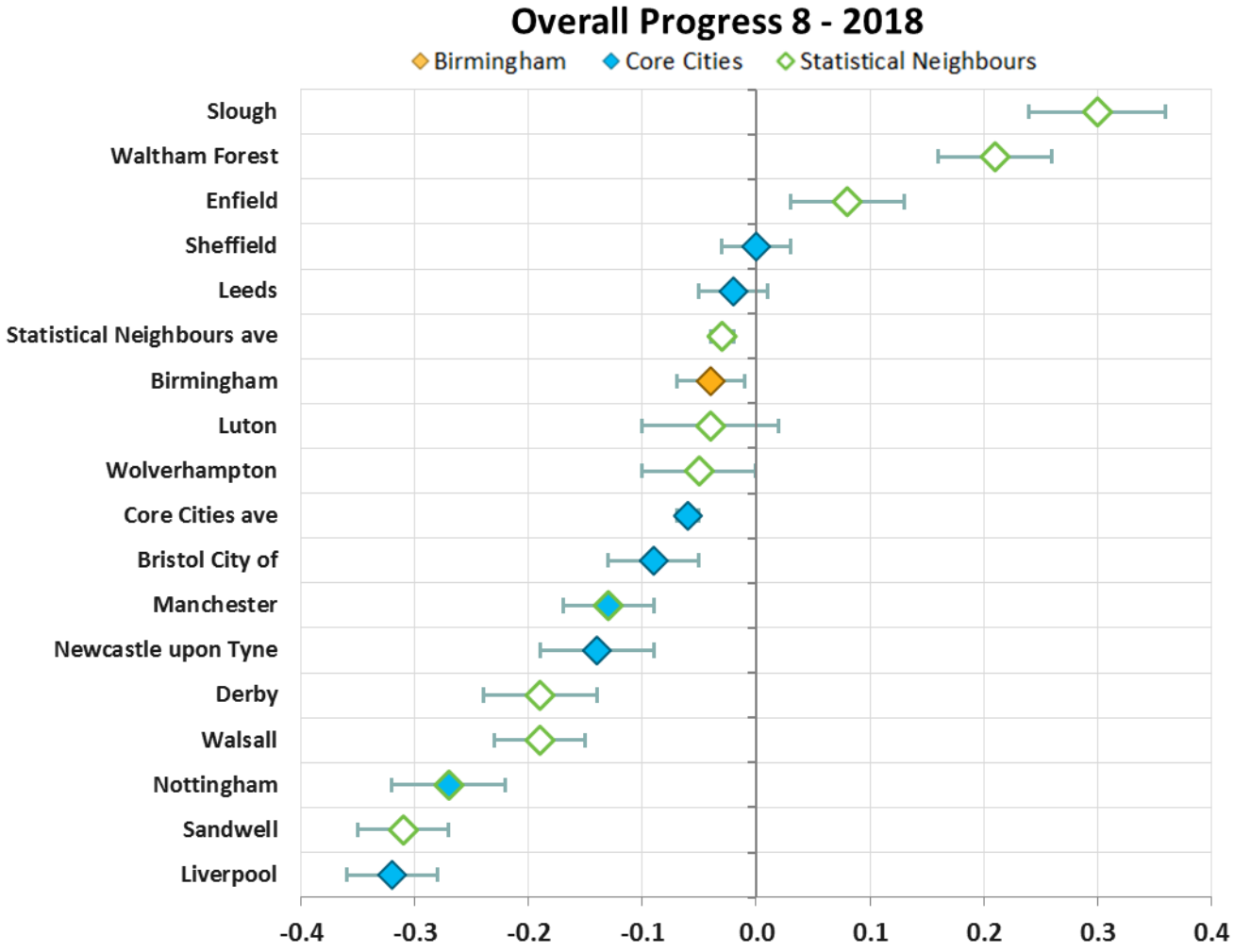
1. Percentage achievement based on number of students entering

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

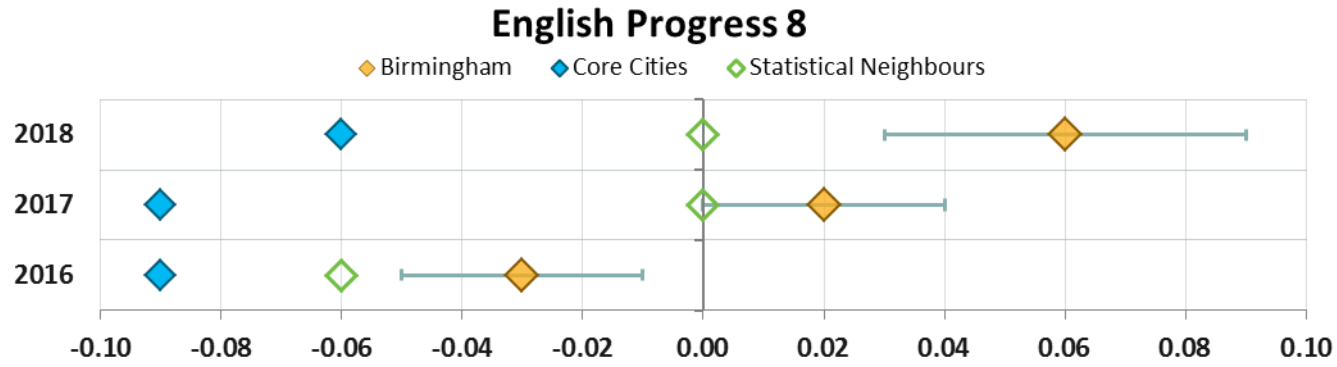


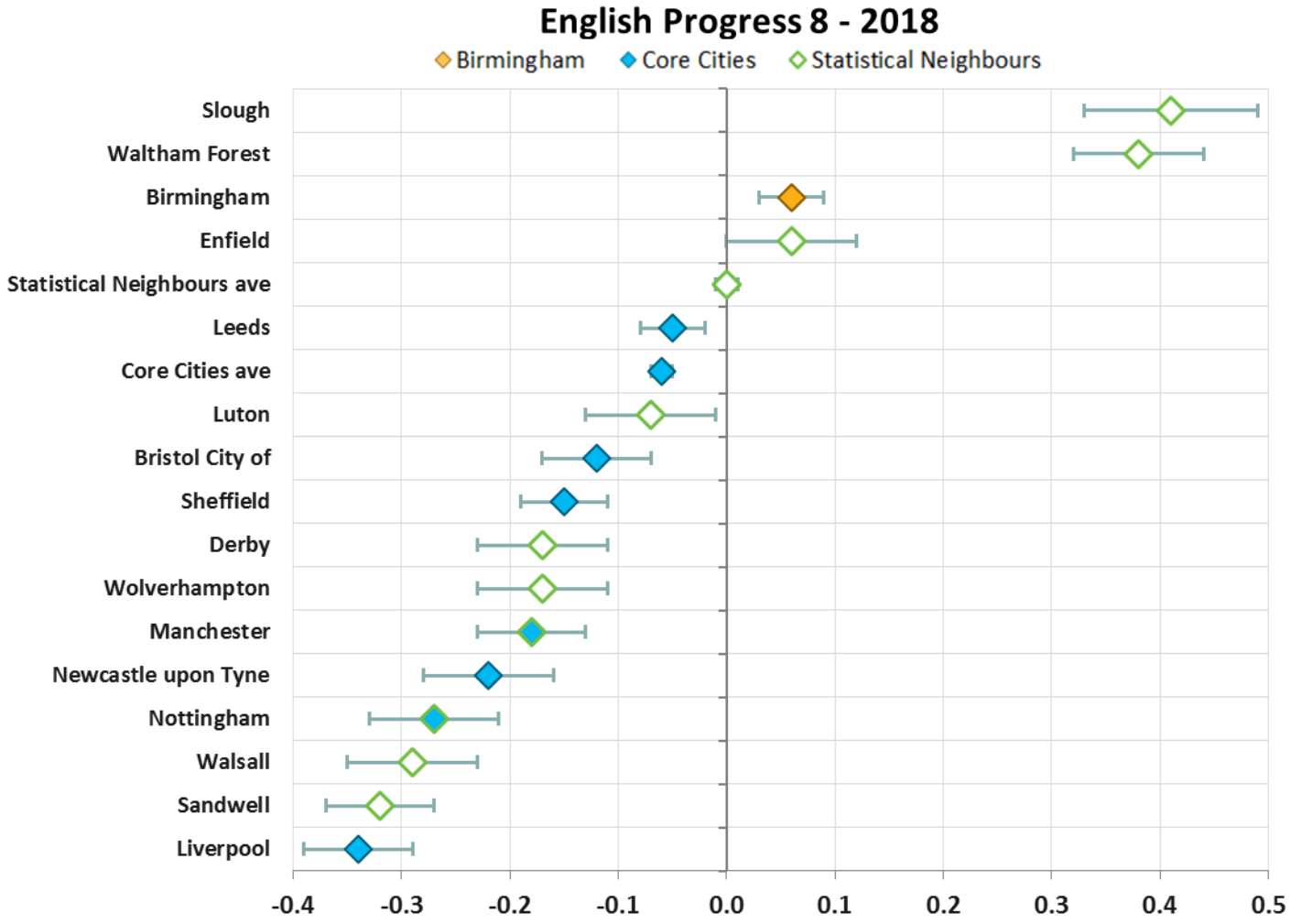


The charts above show Birmingham's overall Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

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.

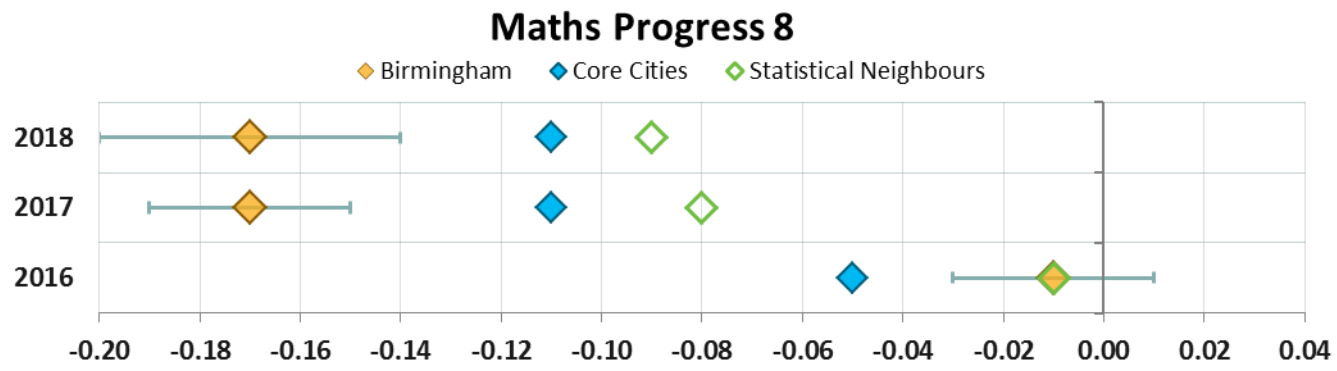


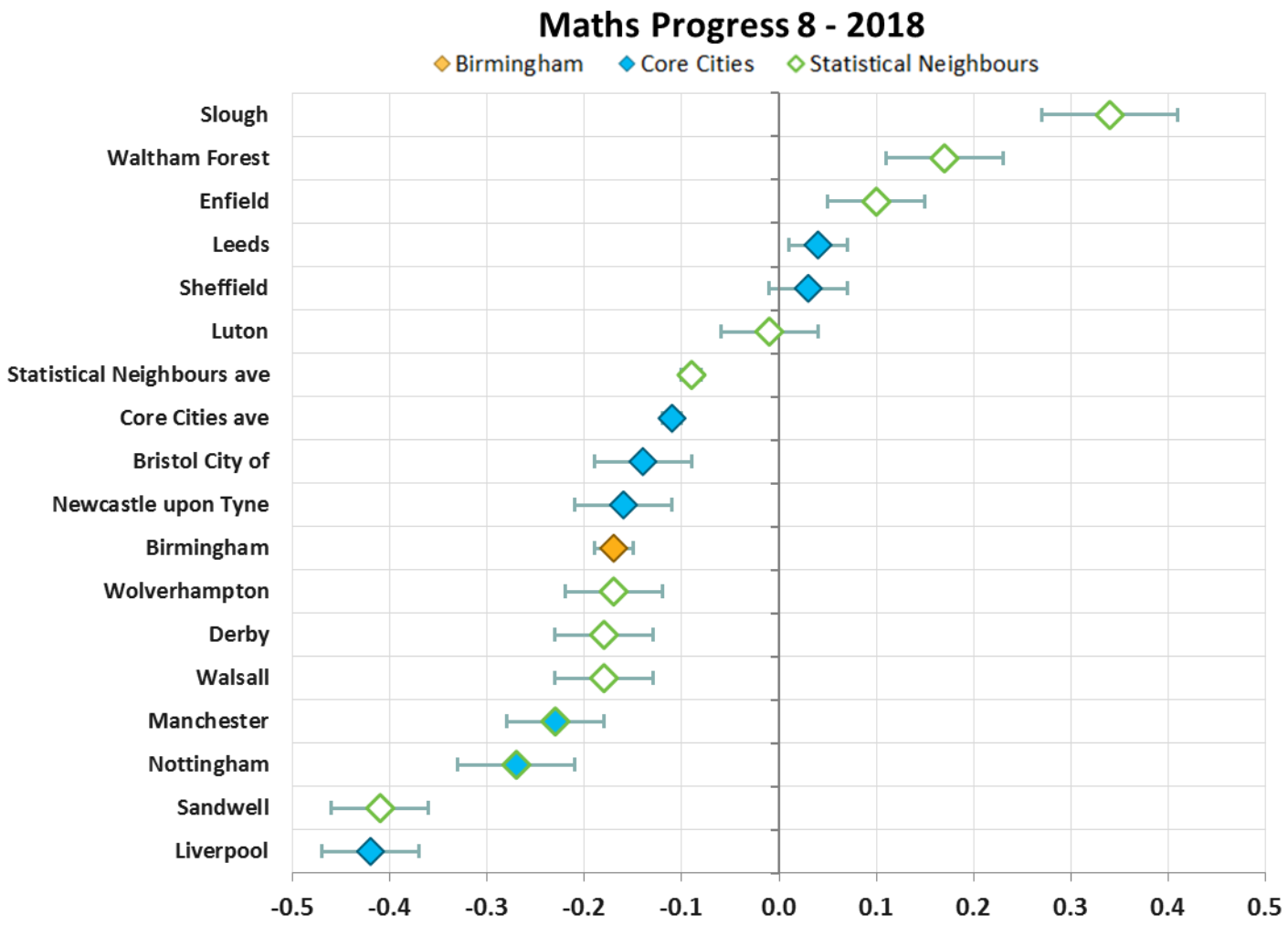


The charts above show Birmingham's English Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

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.



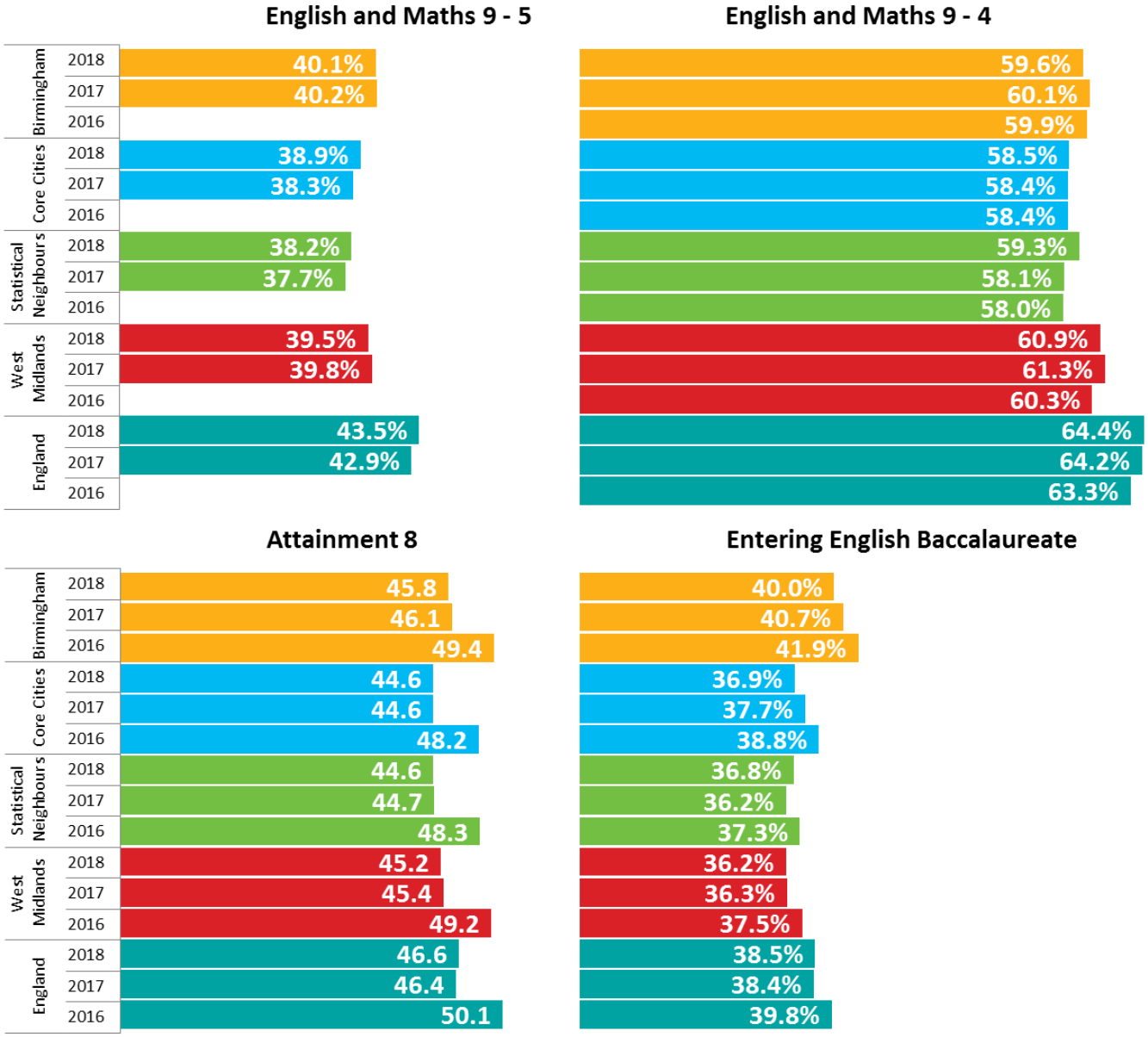


The charts above show Birmingham's Maths Progress 8 score compared to core cities and its statistical neighbours ranked highest to lowest.

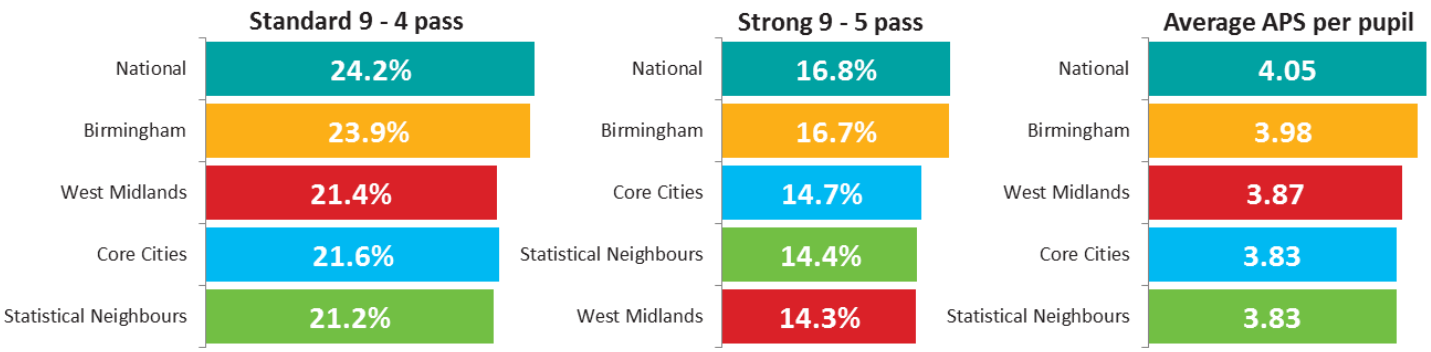
In 2018 at -0.17, Maths Progress 8 in Birmingham continues to be below the core cities and statistical neighbours averages and has not seen any movement from 2017.

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



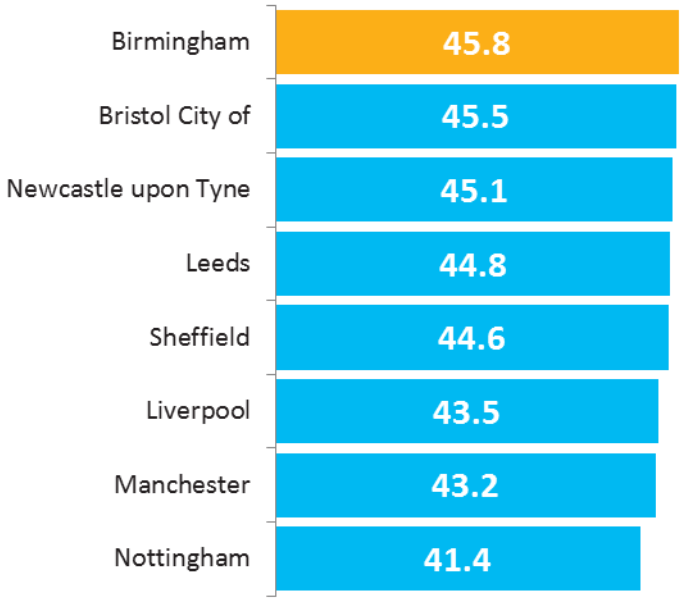
The charts above show Birmingham's attainment compared to the overall averages for core cities, statistical neighbours and national.

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.

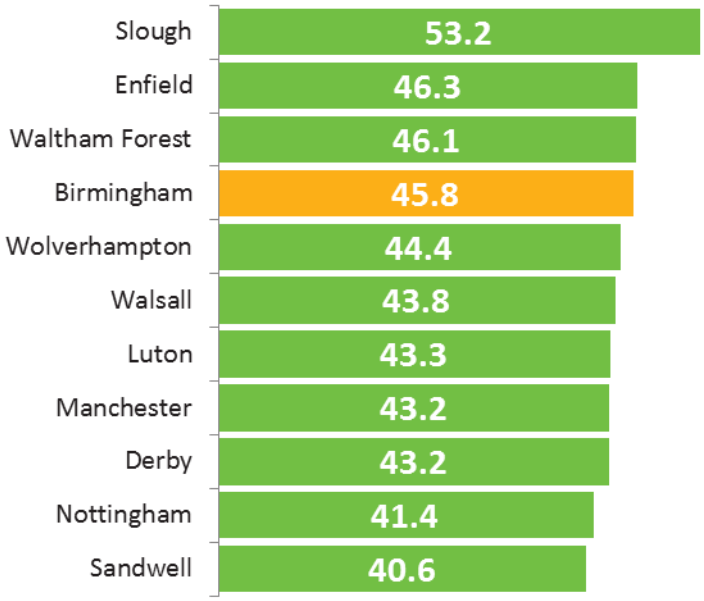
Attainment 8 and EBacc entry and attainment is also strong in comparison to the core city, statistical neighbours and West Midlands averages

Average Attainment 8 Score per Student

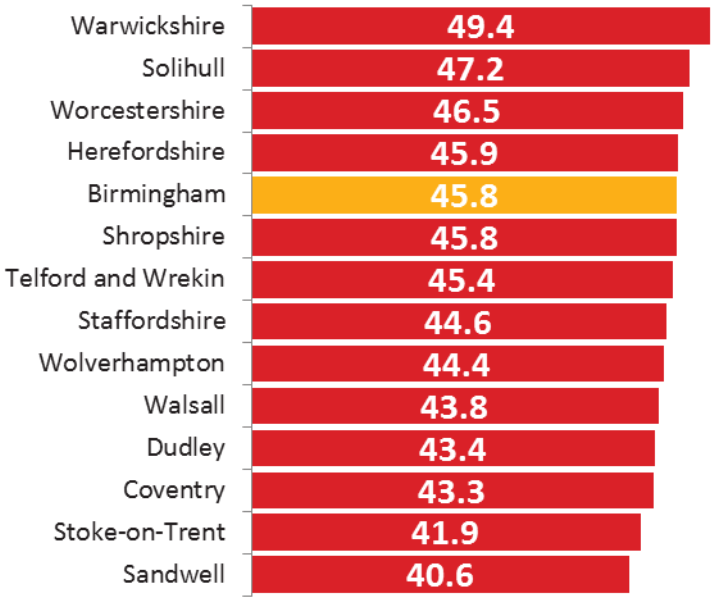
Core Cities



Statistical Neighbours

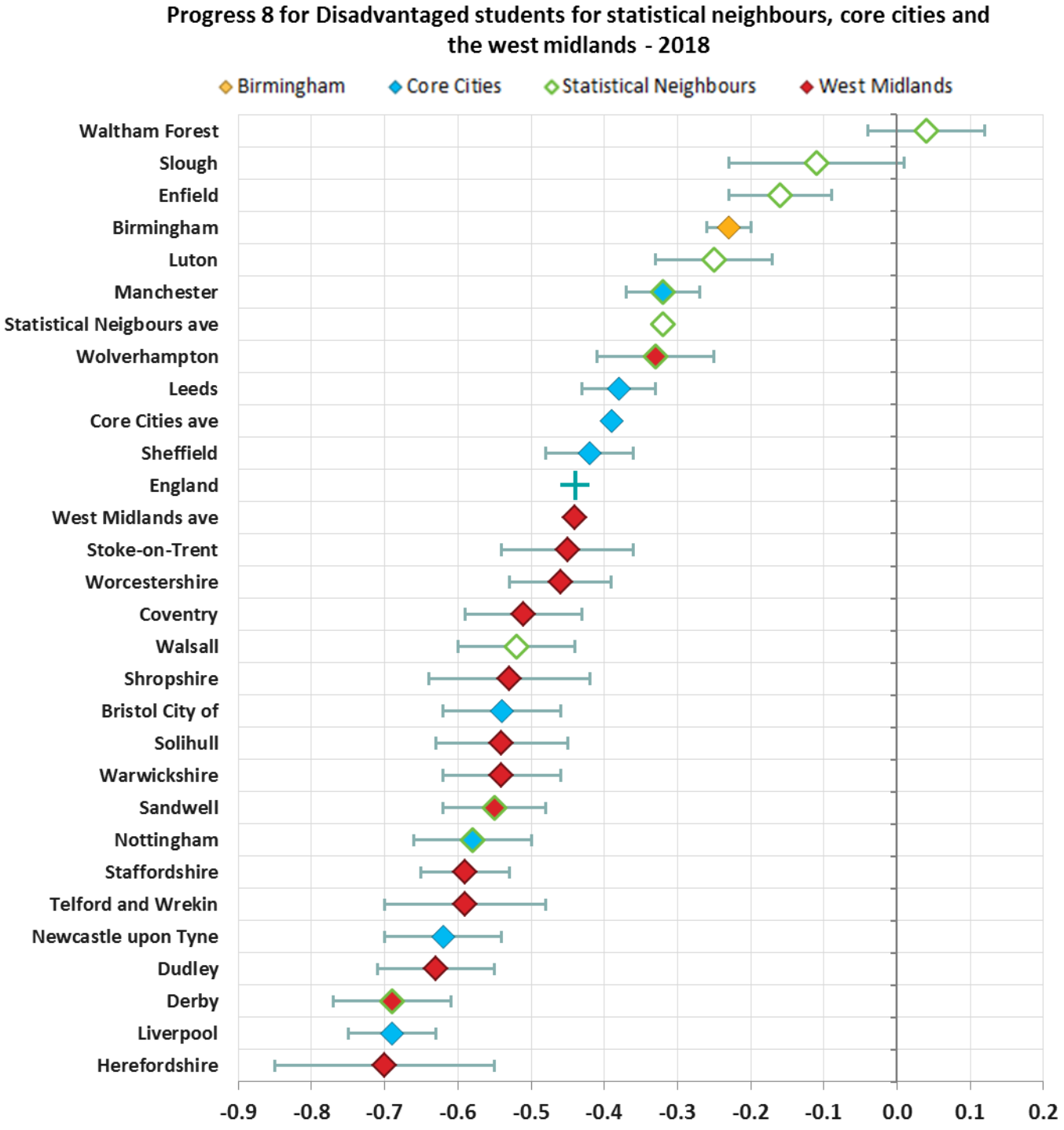


West Midlands



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

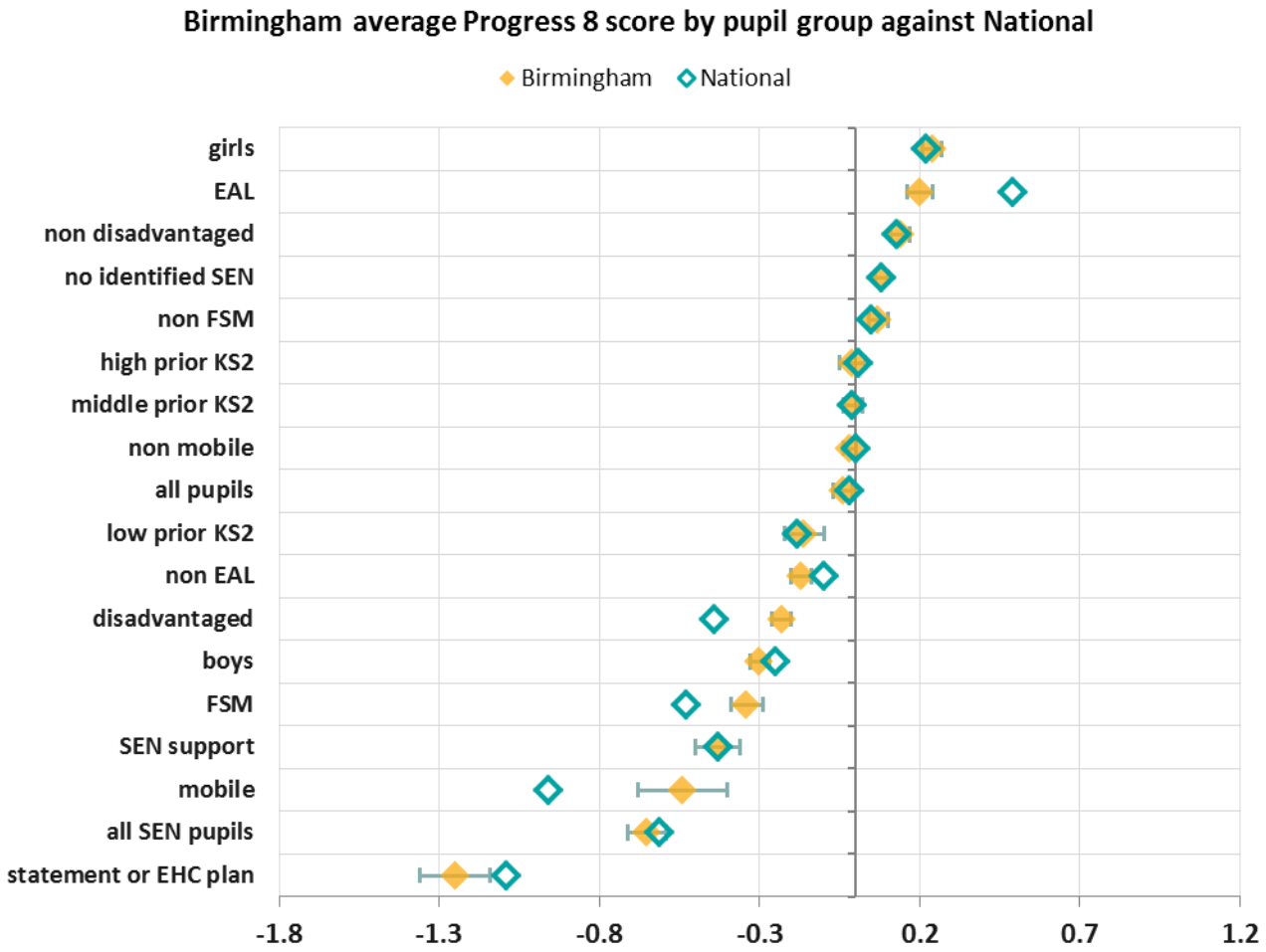


The graph above shows the overall Progress 8 score achieved by disadvantaged students for all LAs in Core Cities', 'Statistical Neighbours' and 'West Midlands' groups ranked highest to lowest.

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).

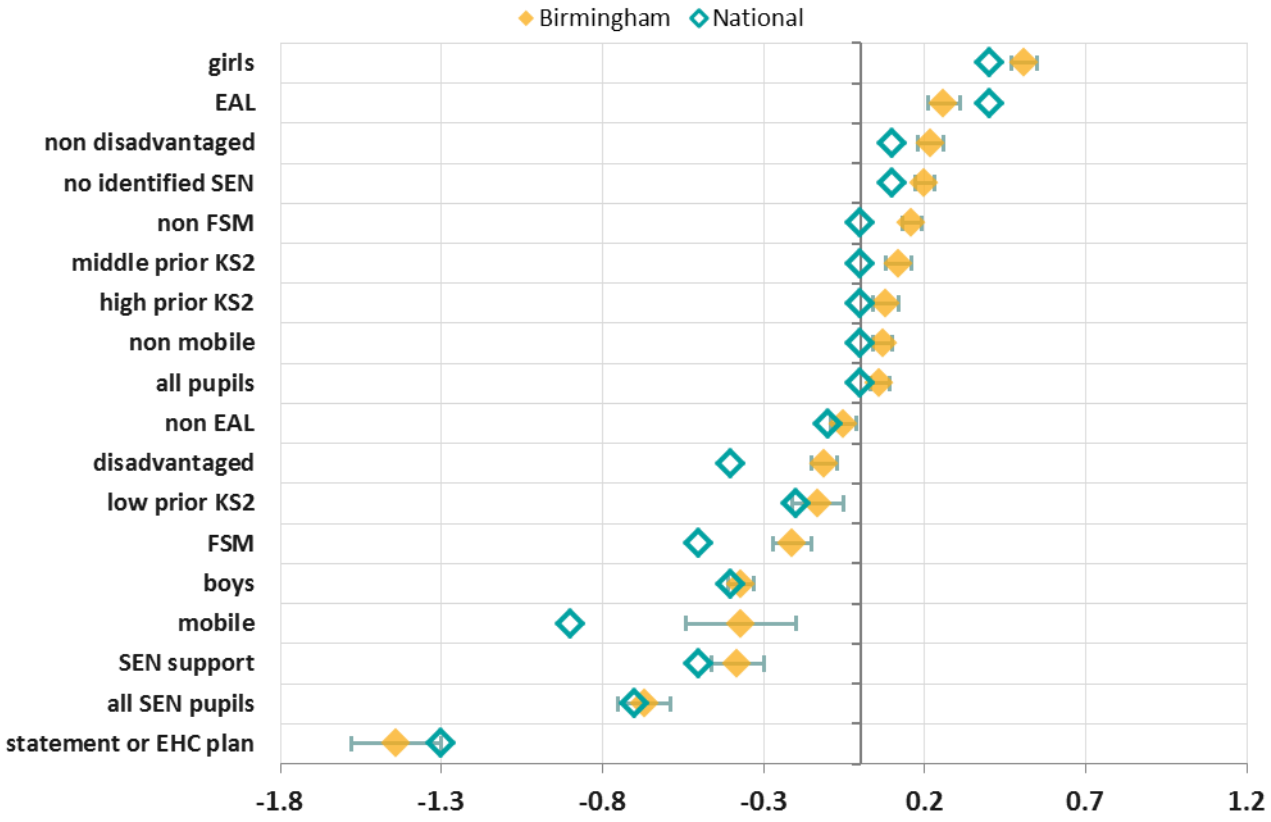


The overall Progress 8 average for pupil groups in Birmingham closely follows that of their National equivalents with a few exceptions.

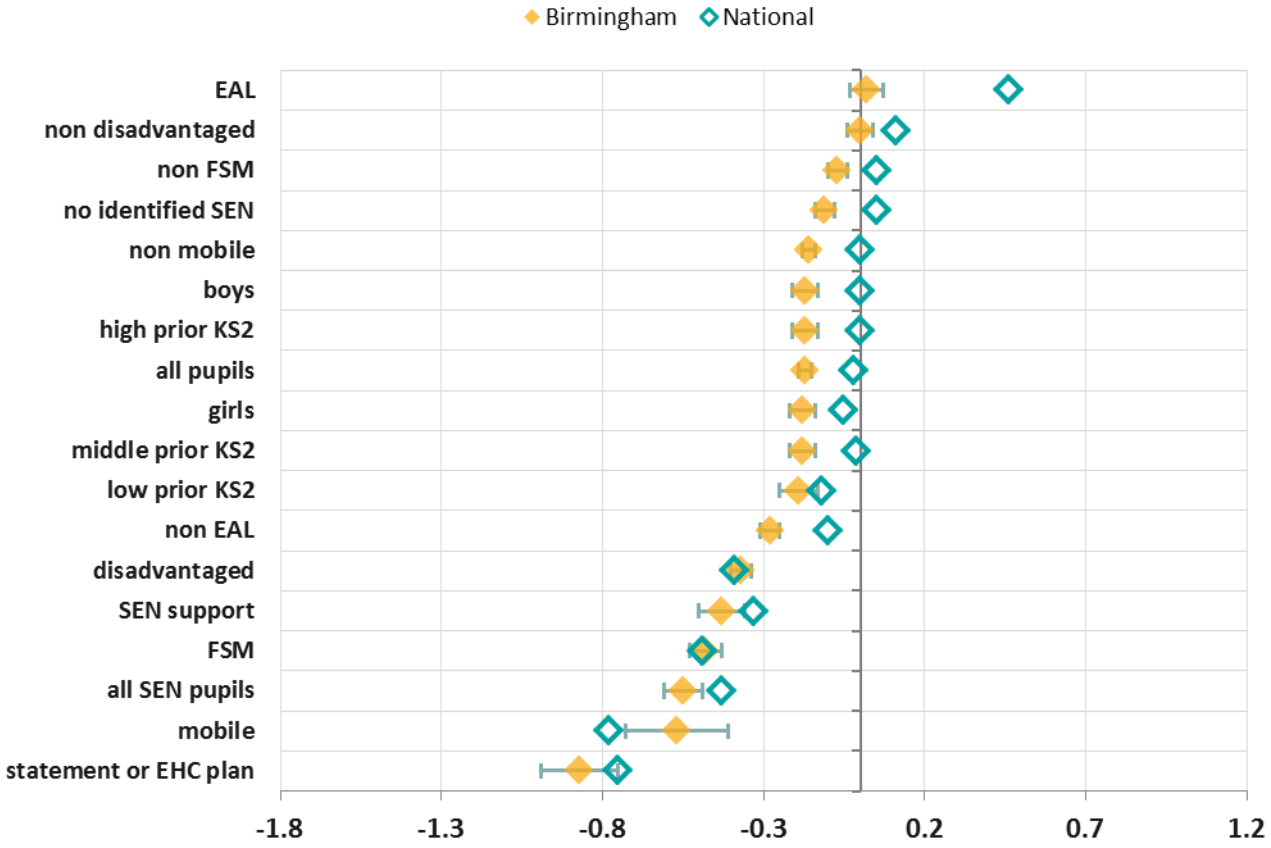
Disadvantaged, FSM and Mobile pupils outperform their equivalent groups average nationally, whereas EAL pupils and statemented or EHC plan pupils are below.

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.

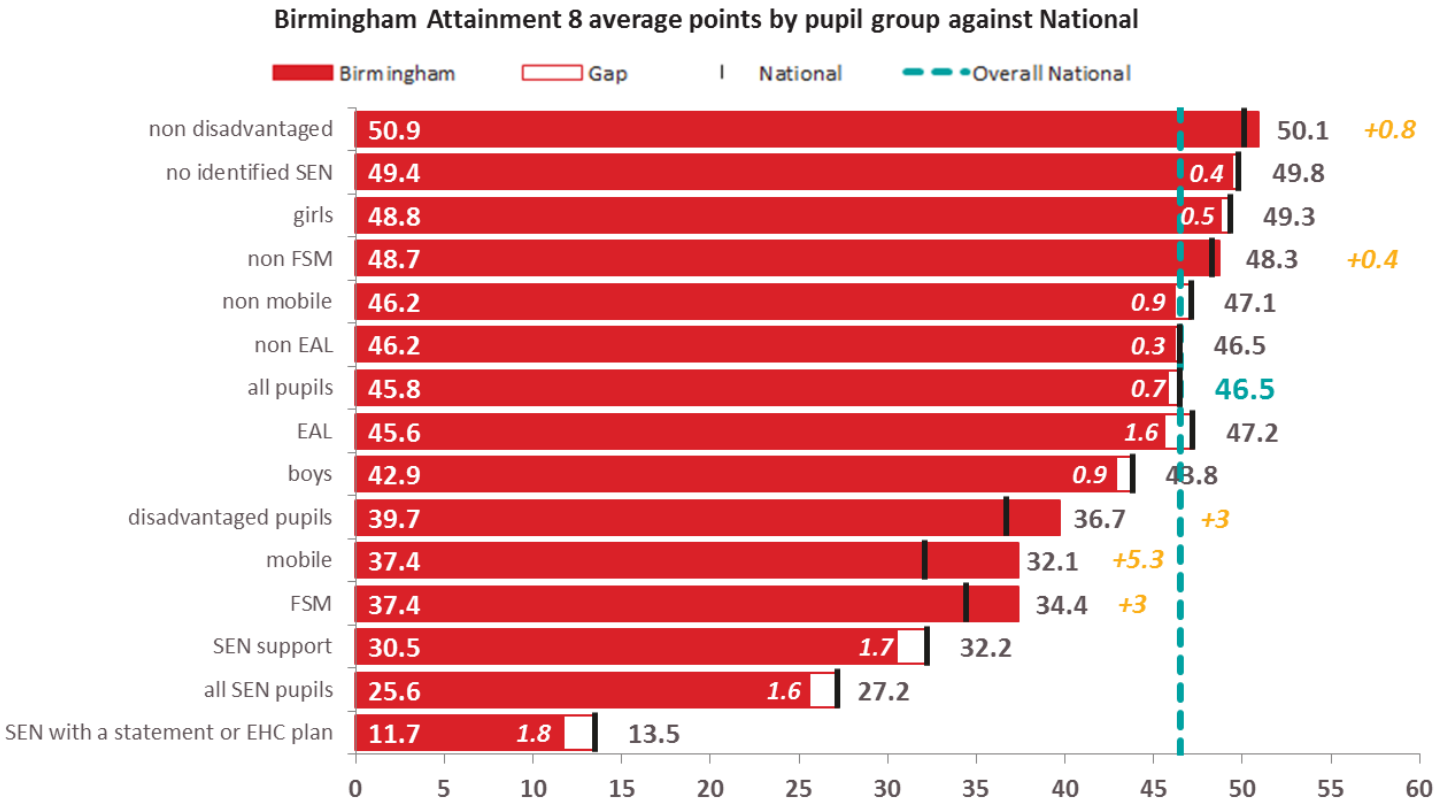
Birmingham average English Progress 8 score by pupil group against National



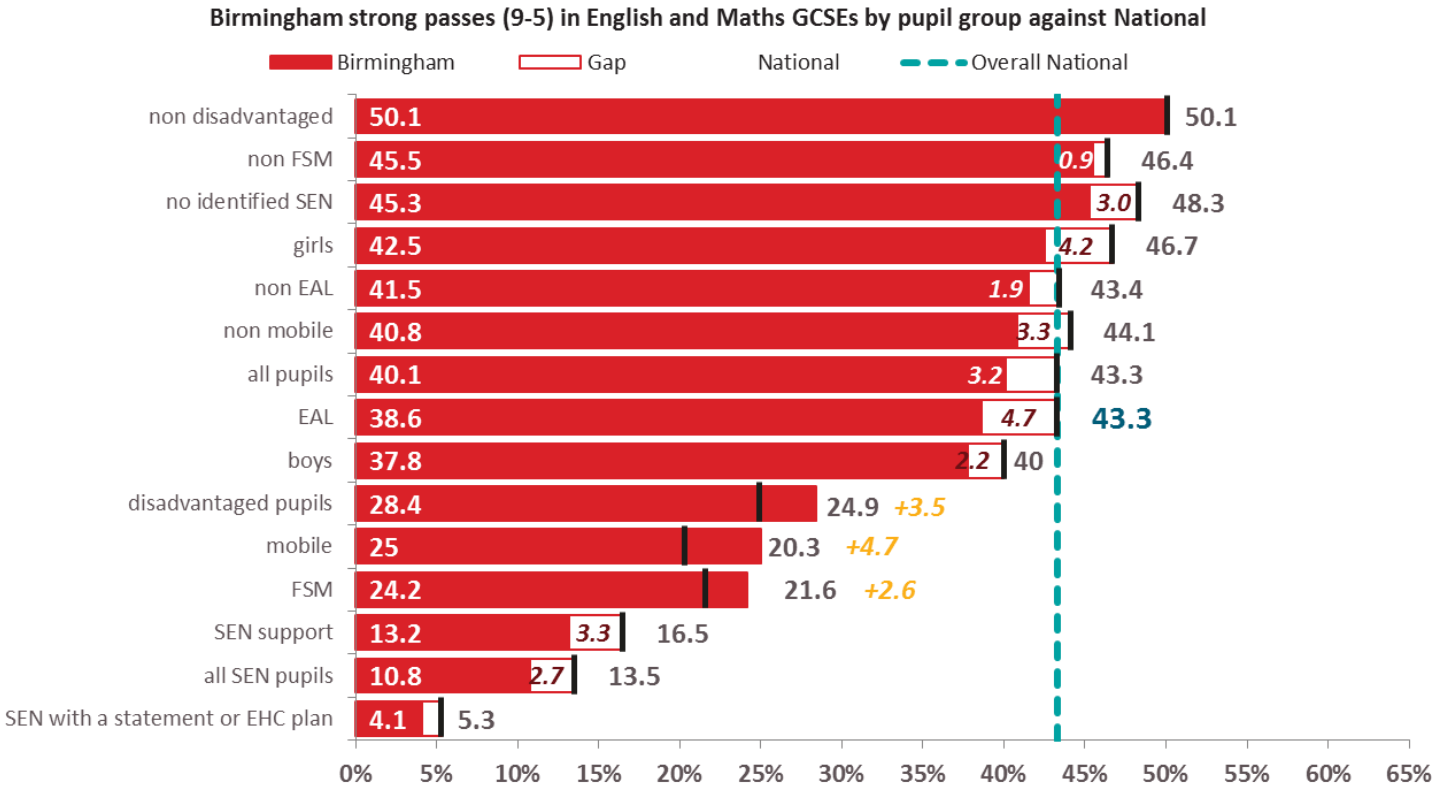
Birmingham average Maths Progress 8 score by pupil group against National



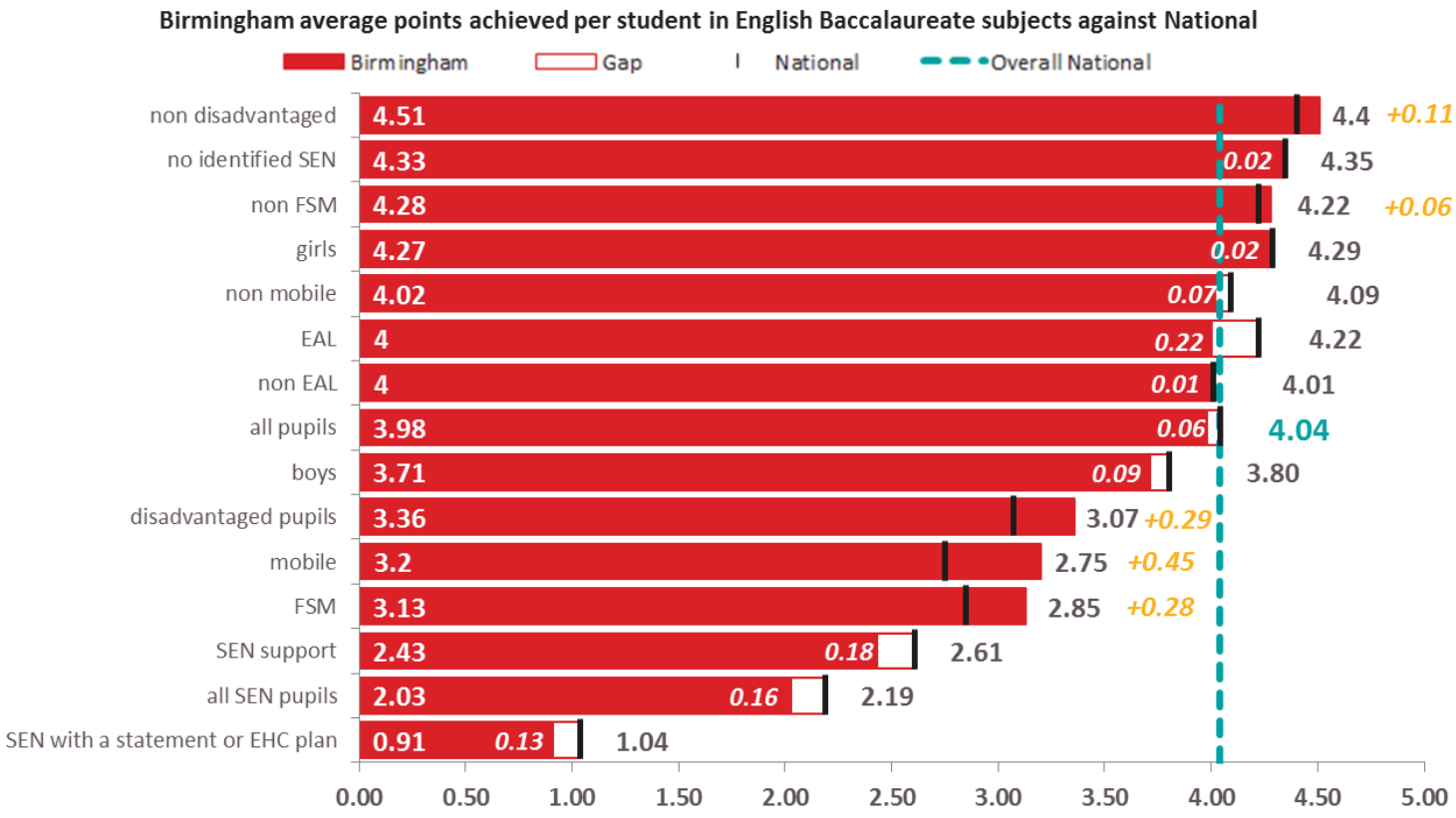
The following graphs show the attainment outcomes of pupil groups in Birmingham compared to the equivalent national. It is ranked showing the highest attaining group in Birmingham at the top.



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.



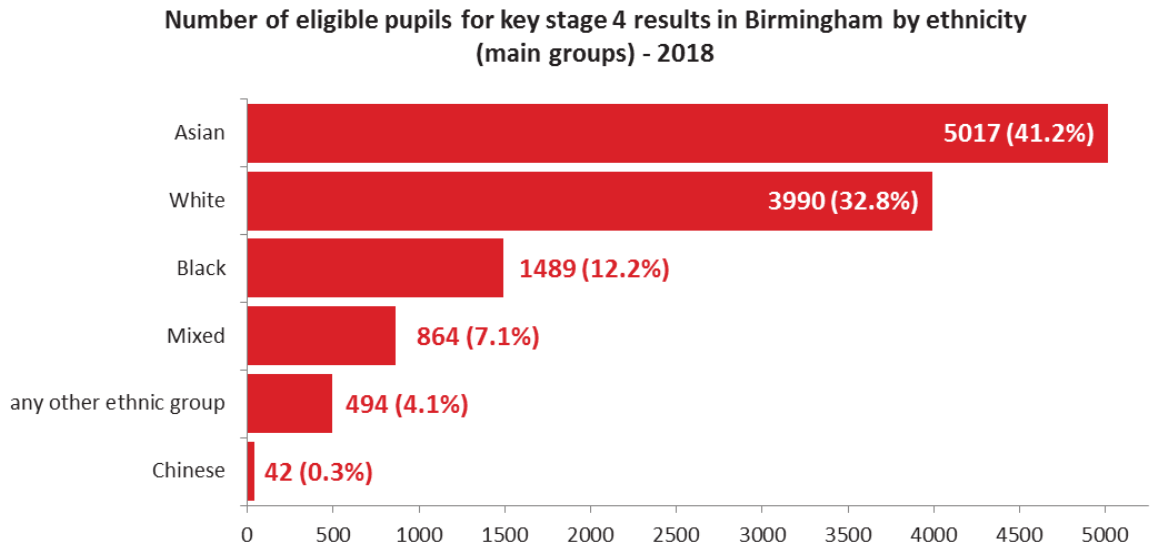
In English and Maths 9-5 (previous graph) although girls outperform boys, the gap in attainment to the equivalent national is smaller for boys as they are 2.2% behind national compared to 4.2% for girls. Disadvantaged, FSM and mobile pupils out perform their equivalents nationally, while EAL and SEN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

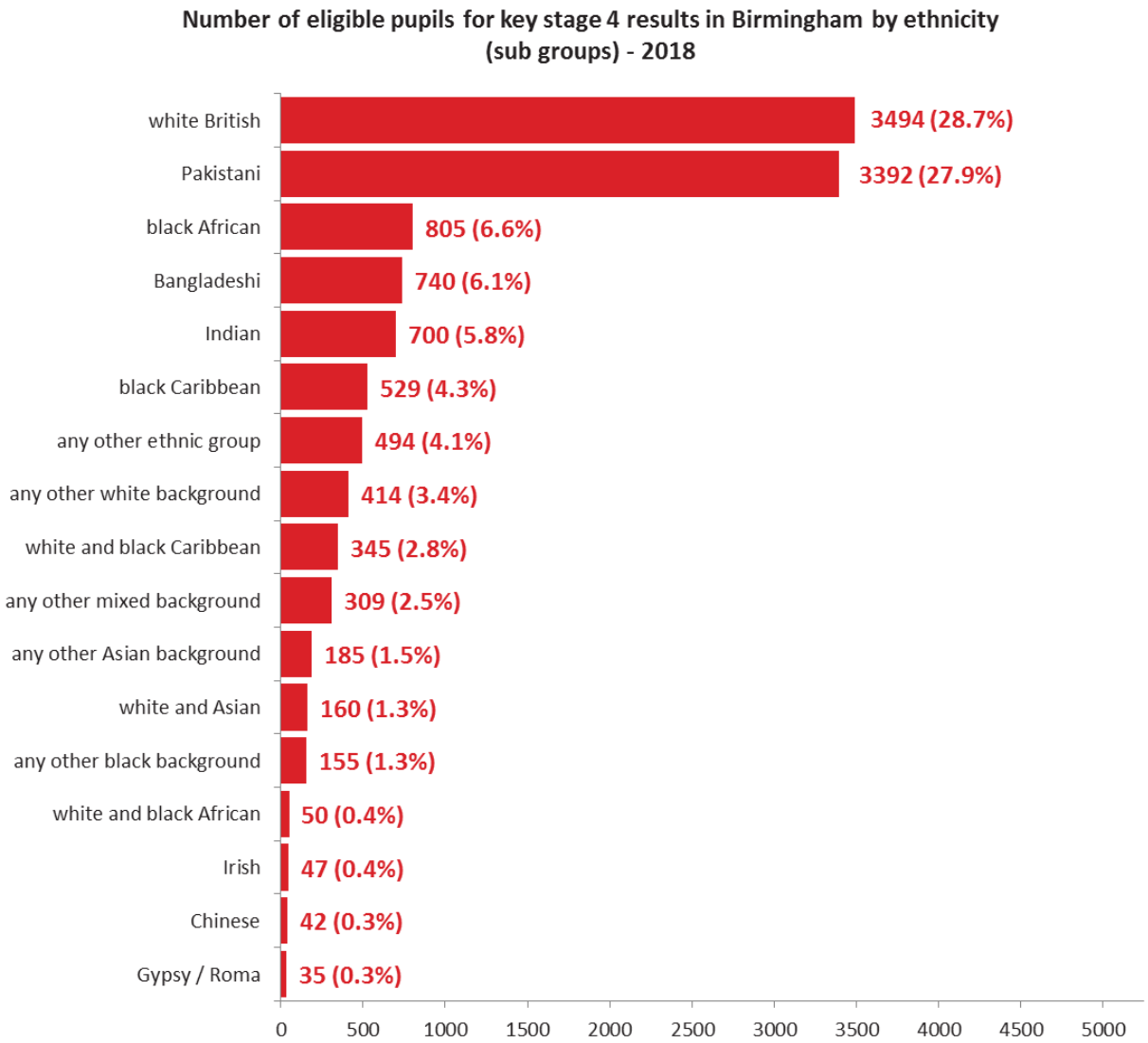


Average points scored in the English Baccalaureate was close to or above the equivalent national average for the majority of pupil groups in Birmingham. Disadvantaged and non-disadvantaged groups are both above equivalent nation as is FSM and non-FSM. Mobile pupils have also done well when compared to 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

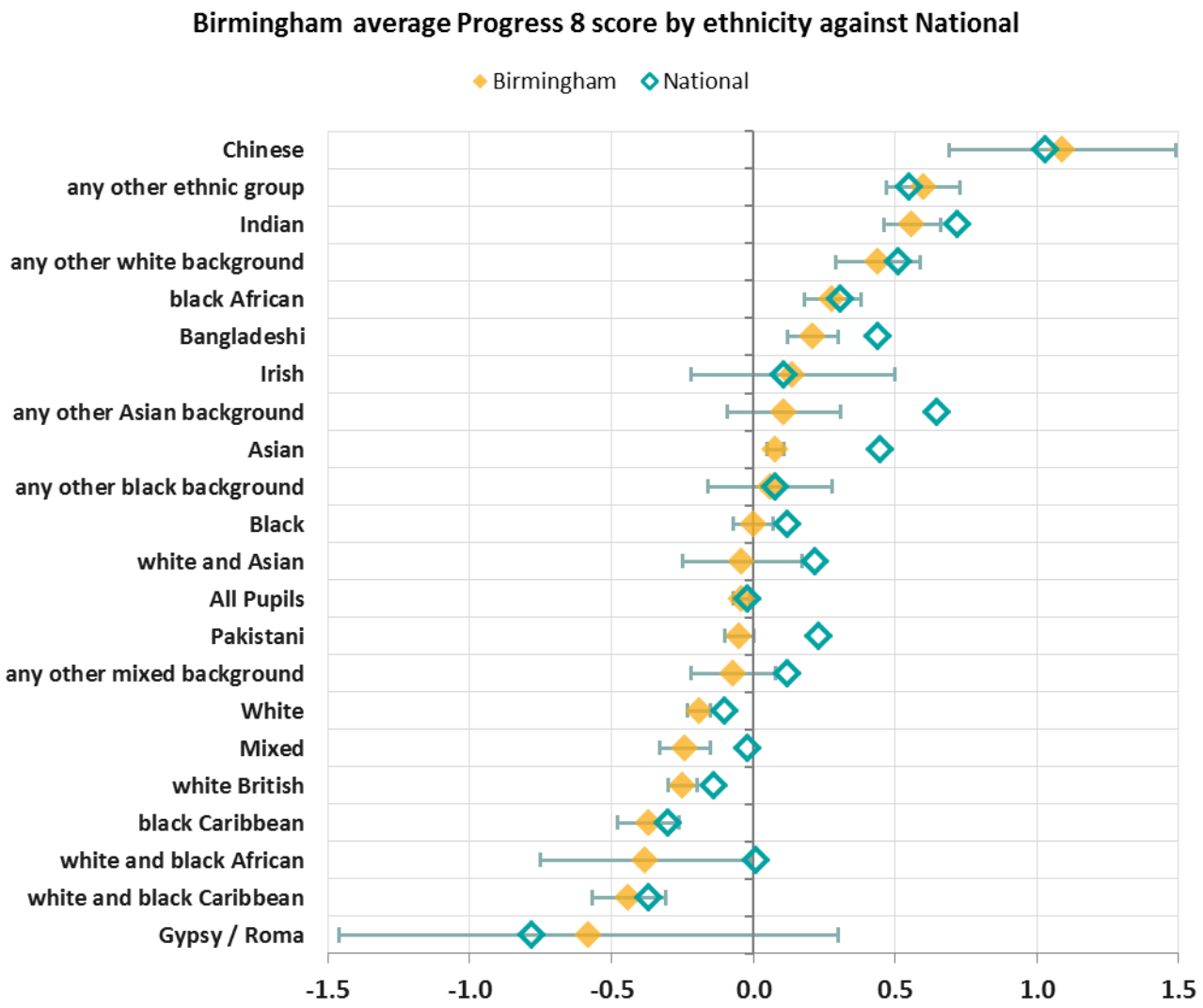
The graphs below show the ethnic distribution of Birmingham key stage 4 pupils in 2018. This helps provide context for the next section of the report. Note that commentary is limited on the smaller groups as statistically they are the most volatile.





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.



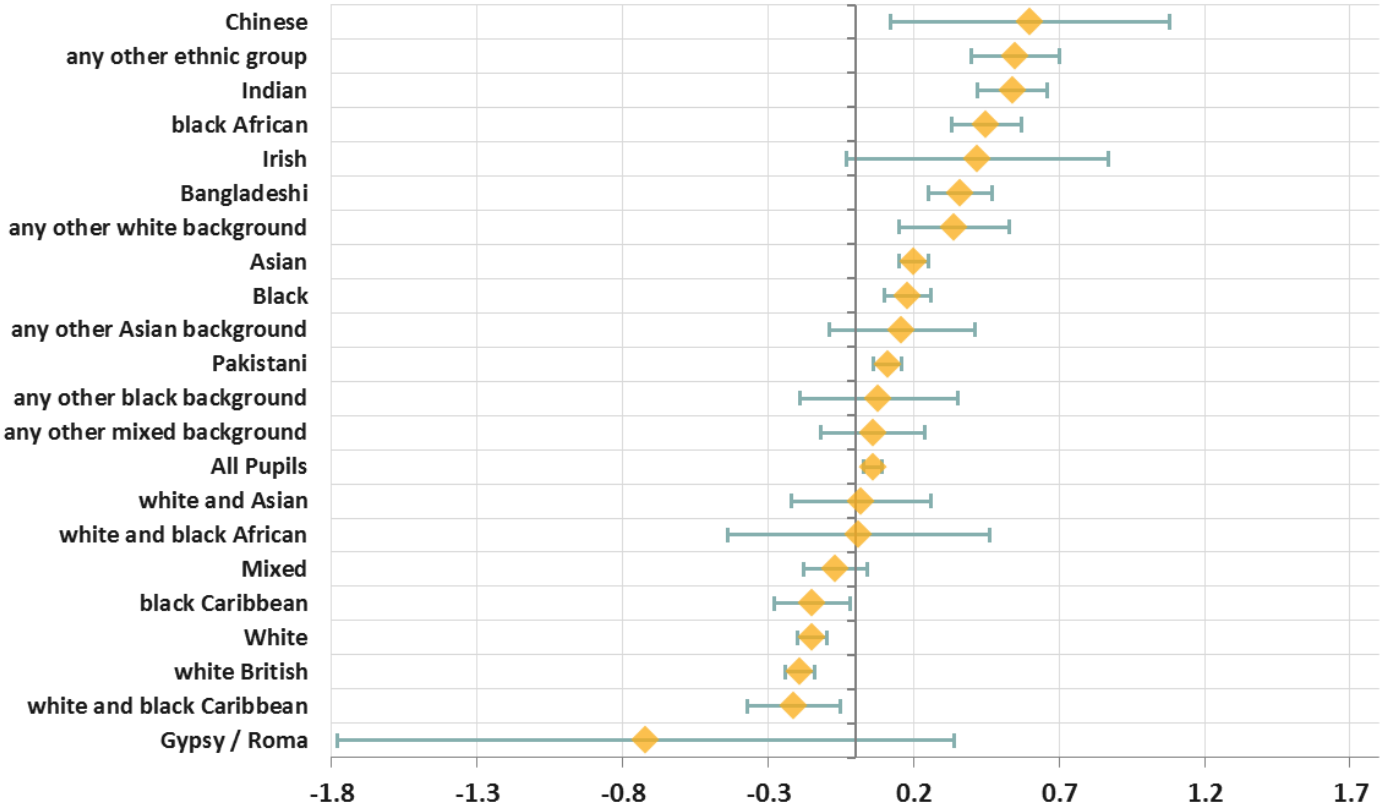
In overall Progress 8 Asian pupils as a group make more progress than the overall national however less progress than Asian pupils nationally. Indian pupils have made the most progress out of this group and are closest to their national equivalents. Pakistani pupils made less progress than their equivalent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

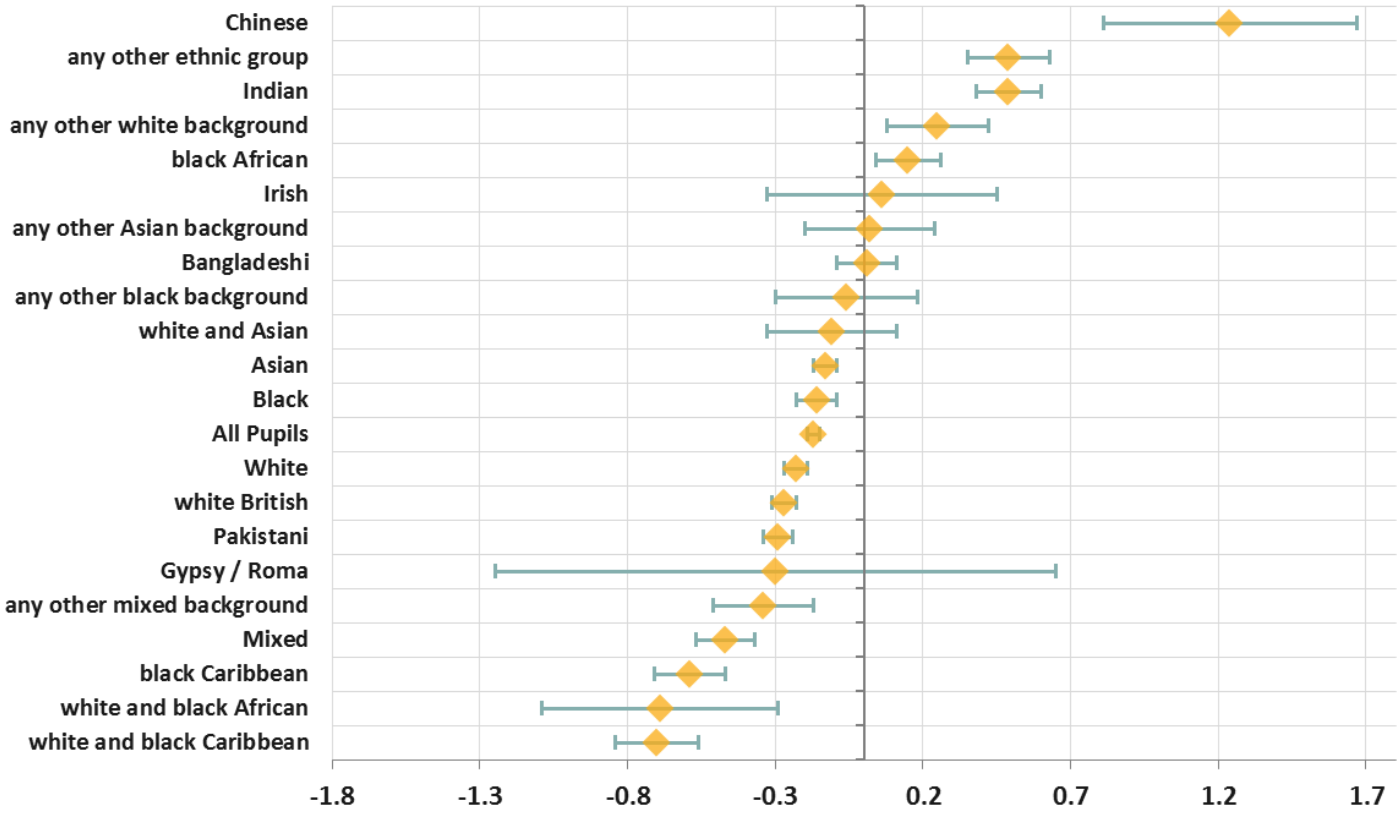
Black pupils make the same progress as the overall national average but slightly below their group nationally. Black African and 'Black other' pupils make good progress being above the overall national average and very close to their equivalent groups. Black Caribbean pupils make less progress than the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

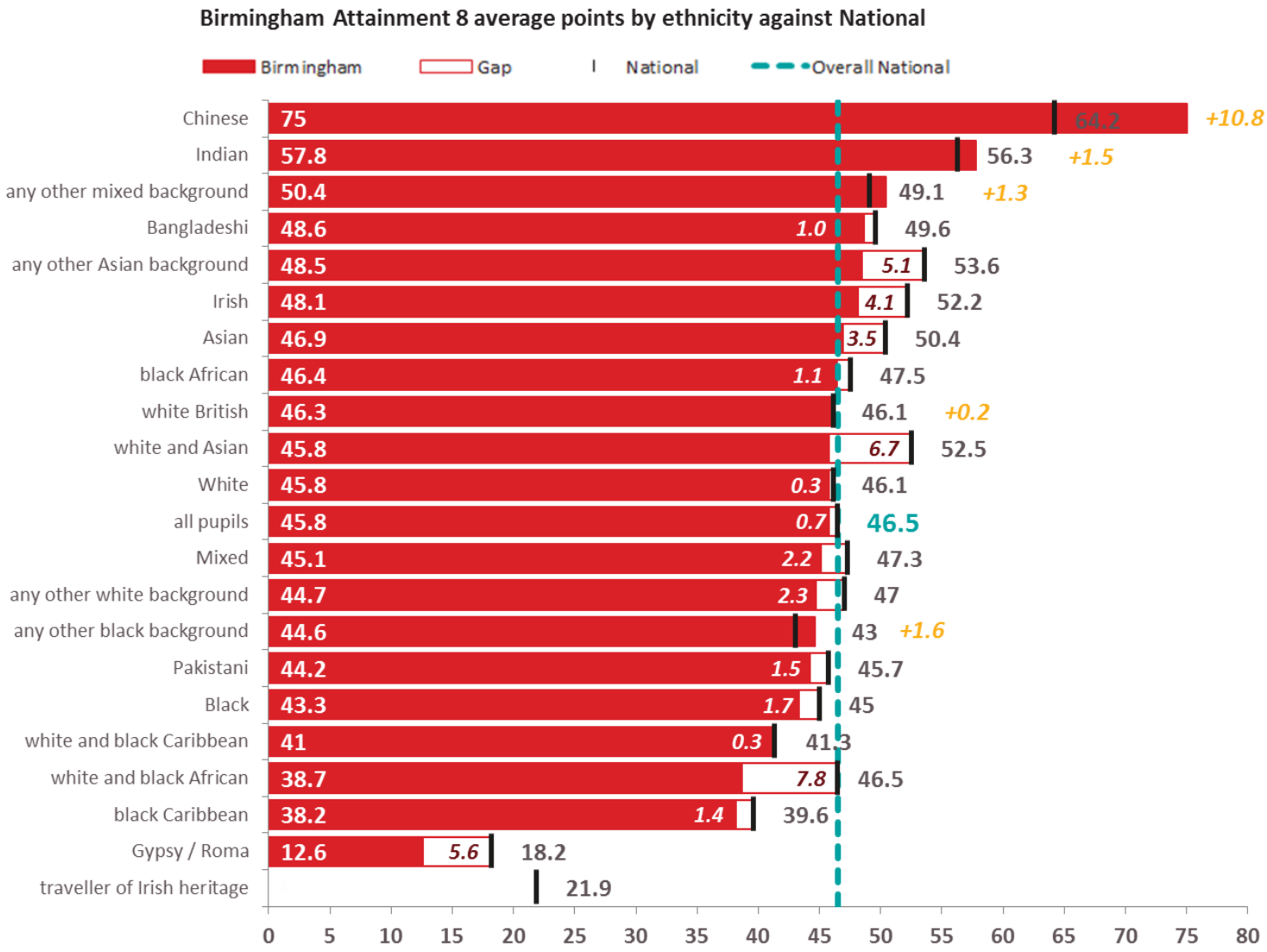


Birmingham average Maths Progress 8 score by ethnicity



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.

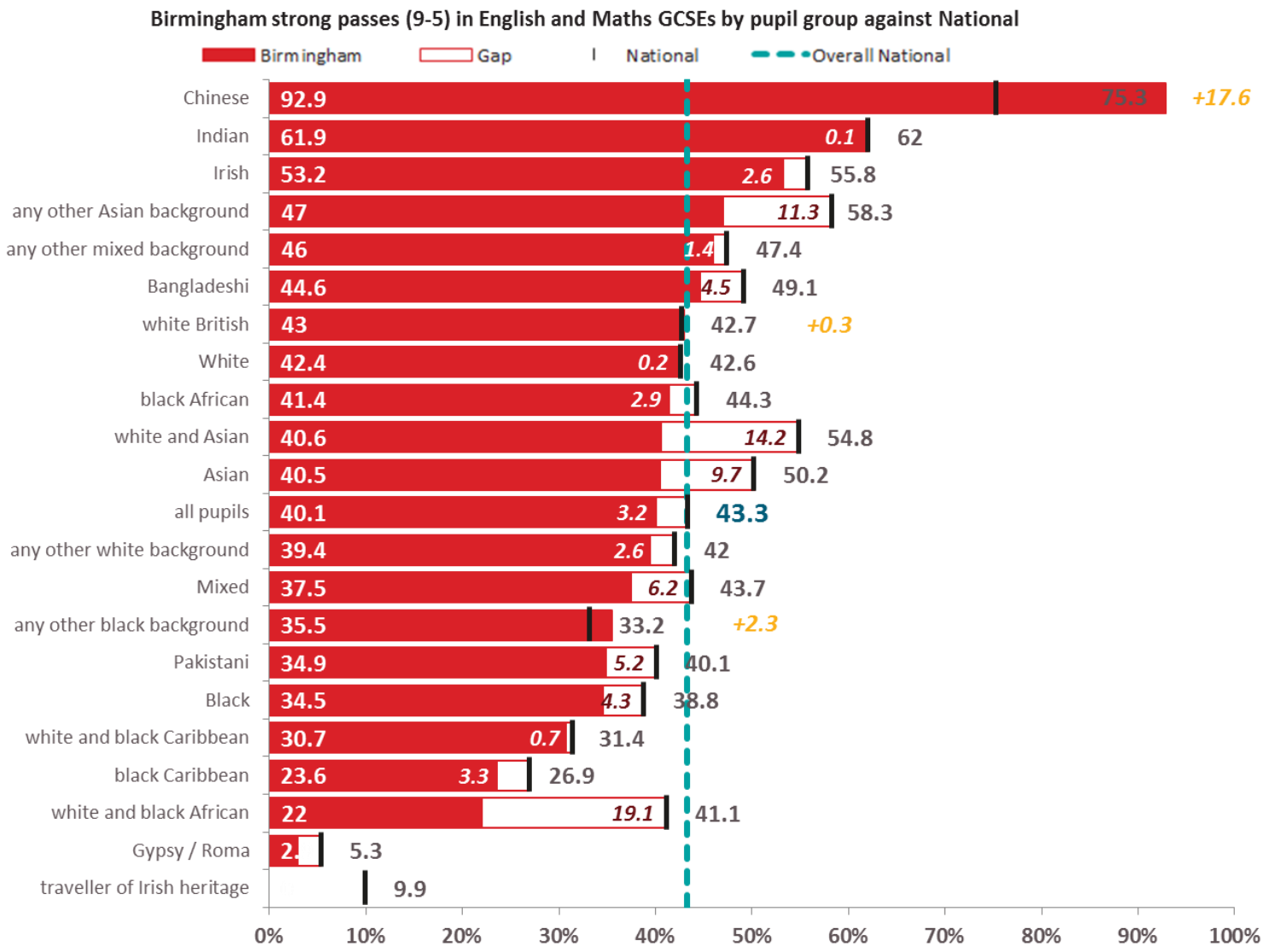


In Attainment 8 Asian pupils are above the overall national average but below Asian pupils nationally. Indian pupils have performed strongly and are significantly above the overall national average and 1.5 points above their equivalent group. Pakistani pupils are below the overall national average and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



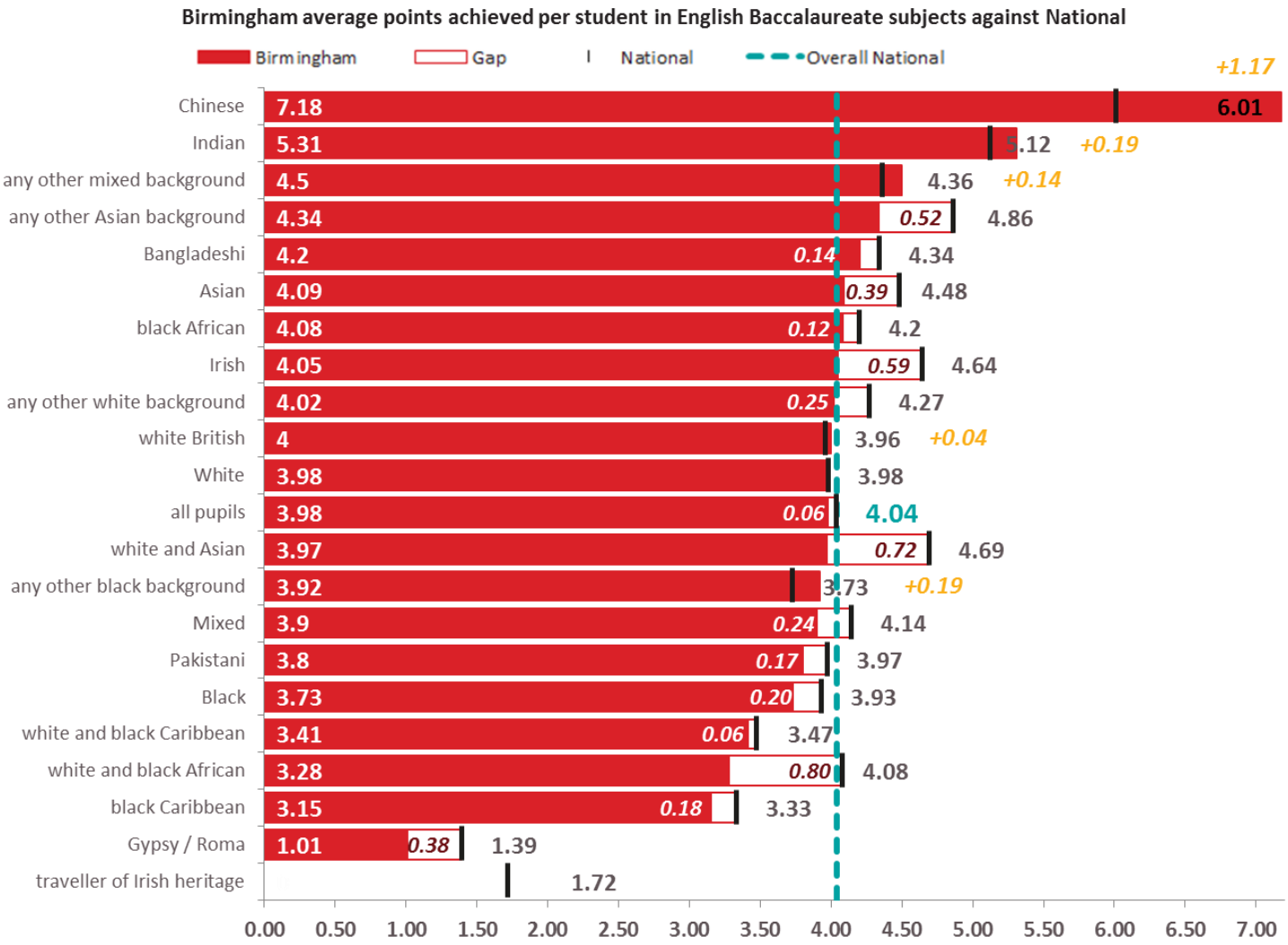
English and Maths (9-5) the attainment across ethnic groups in Birmingham mainly falls behind that of the groups average Nationally.

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

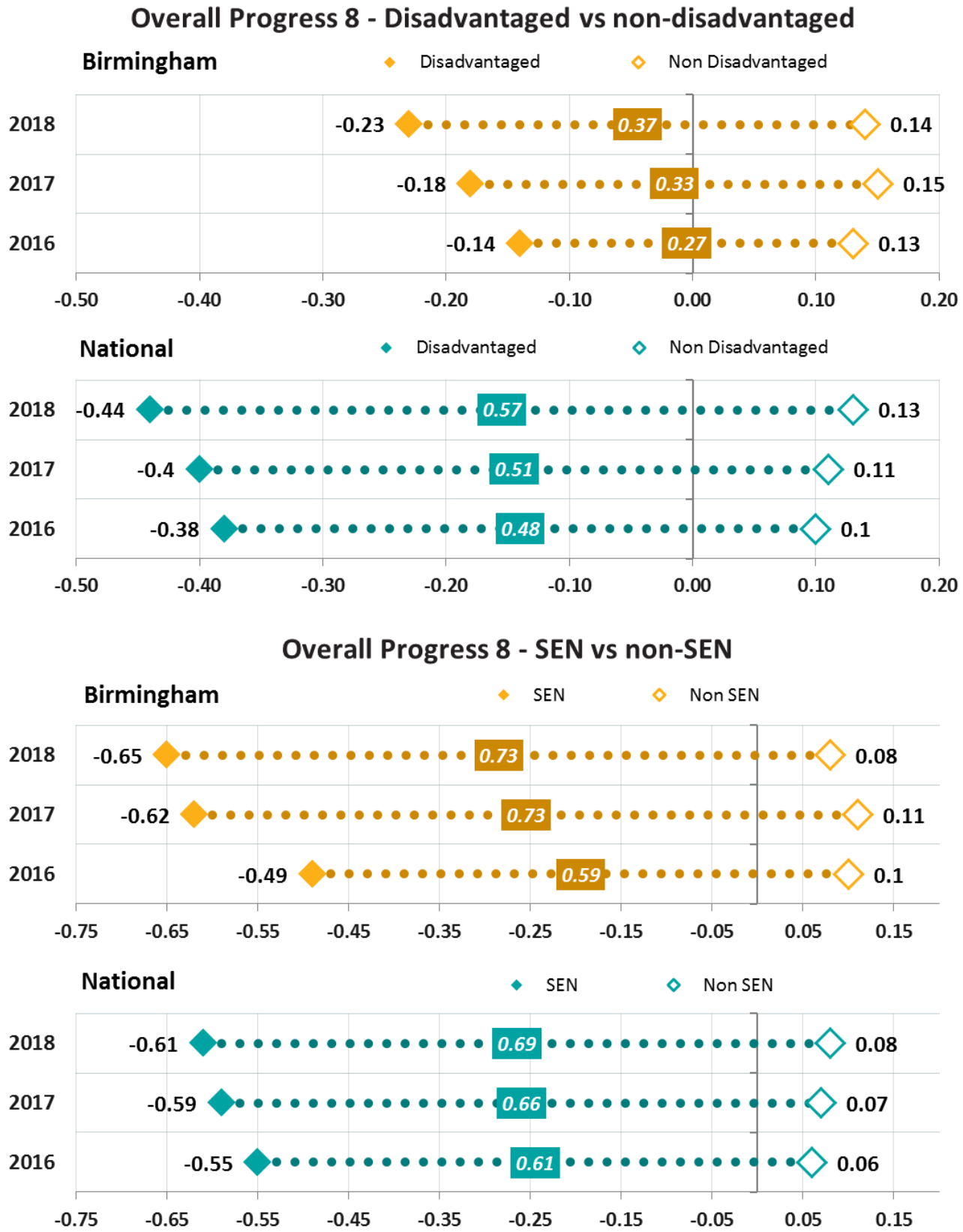
Pupils from Mixed backgrounds achieved below the overall national average and 0.24 points below Mixed pupils nationally. 'Mixed other' pupils have achieved the highest outcomes within this group being both above the overall and equivalent averages nationally. White and Asian pupils achieved just below 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.

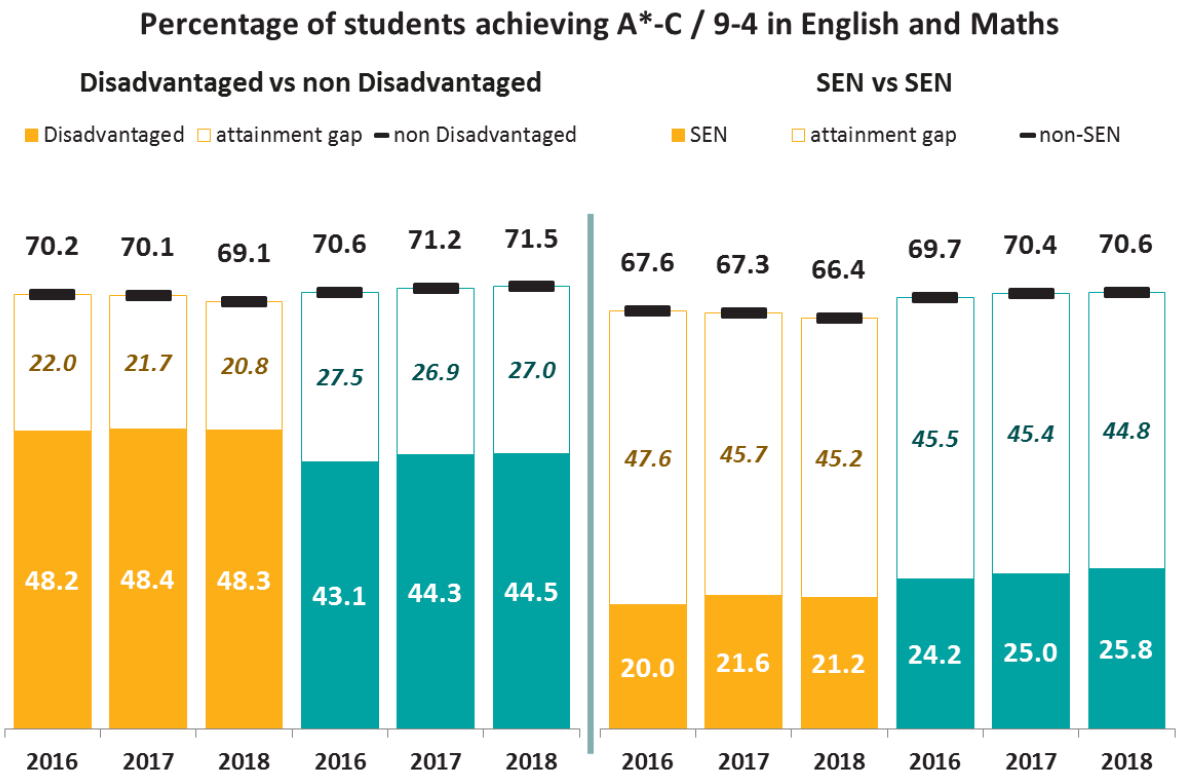
English and Maths attainment comparisons are focused on grades 9-4 rather than 9-5 to allow for 3 years of comparison.

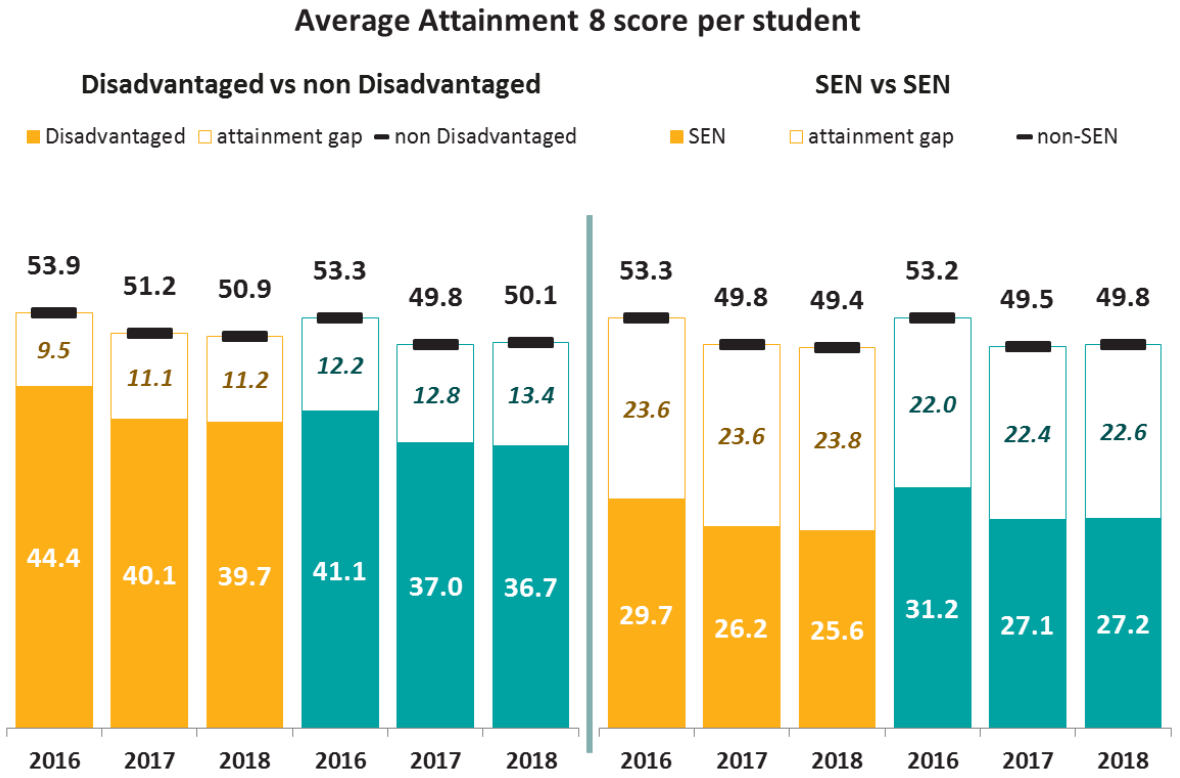
In Birmingham the gap between disadvantaged and non-disadvantaged is much narrower than nationally. Disadvantaged attainment has remained roughly unchanged in Birmingham since 2016 whereas nationally has seen a small increase. Non disadvantaged has however fallen whereas nationally it has risen.

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.

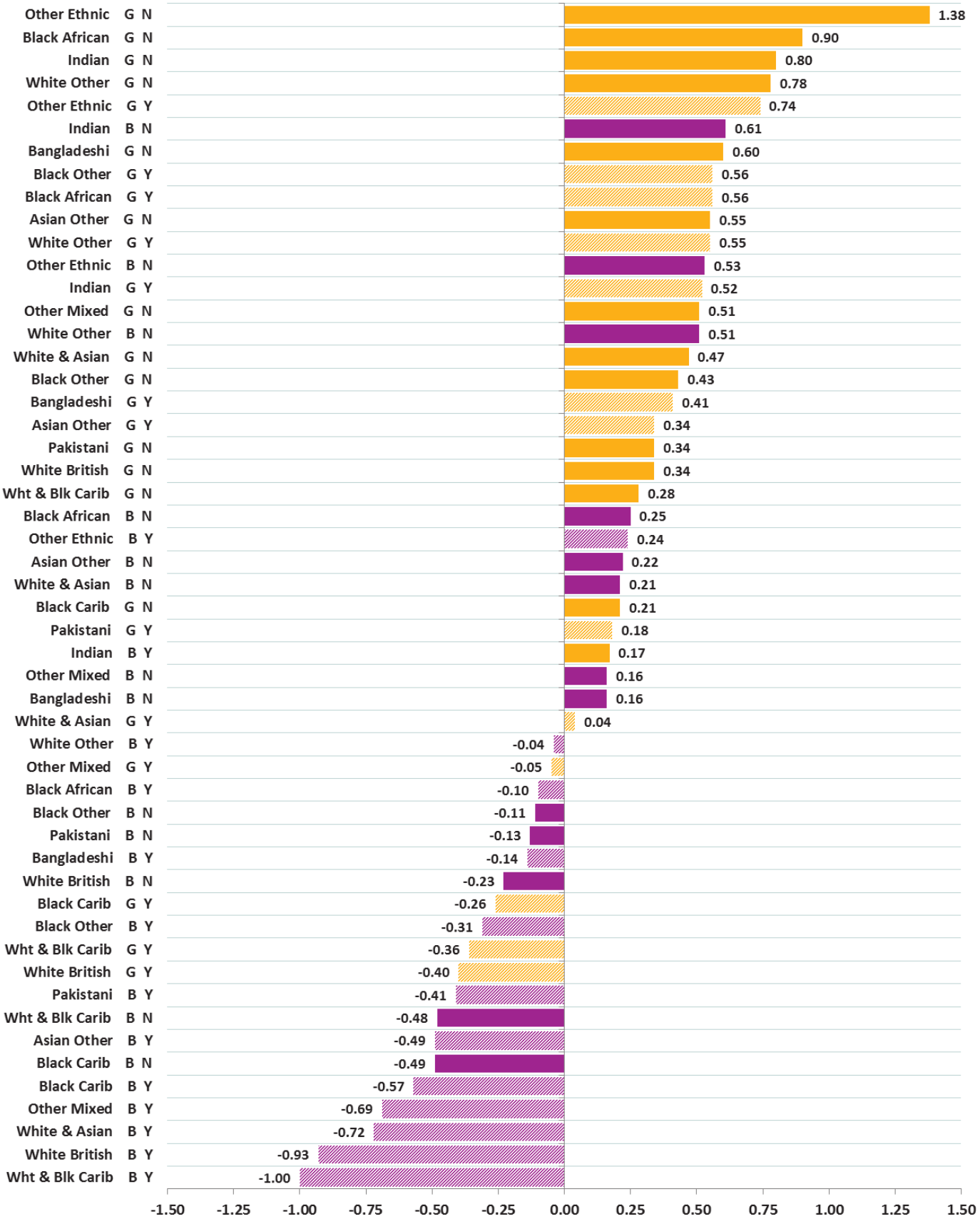




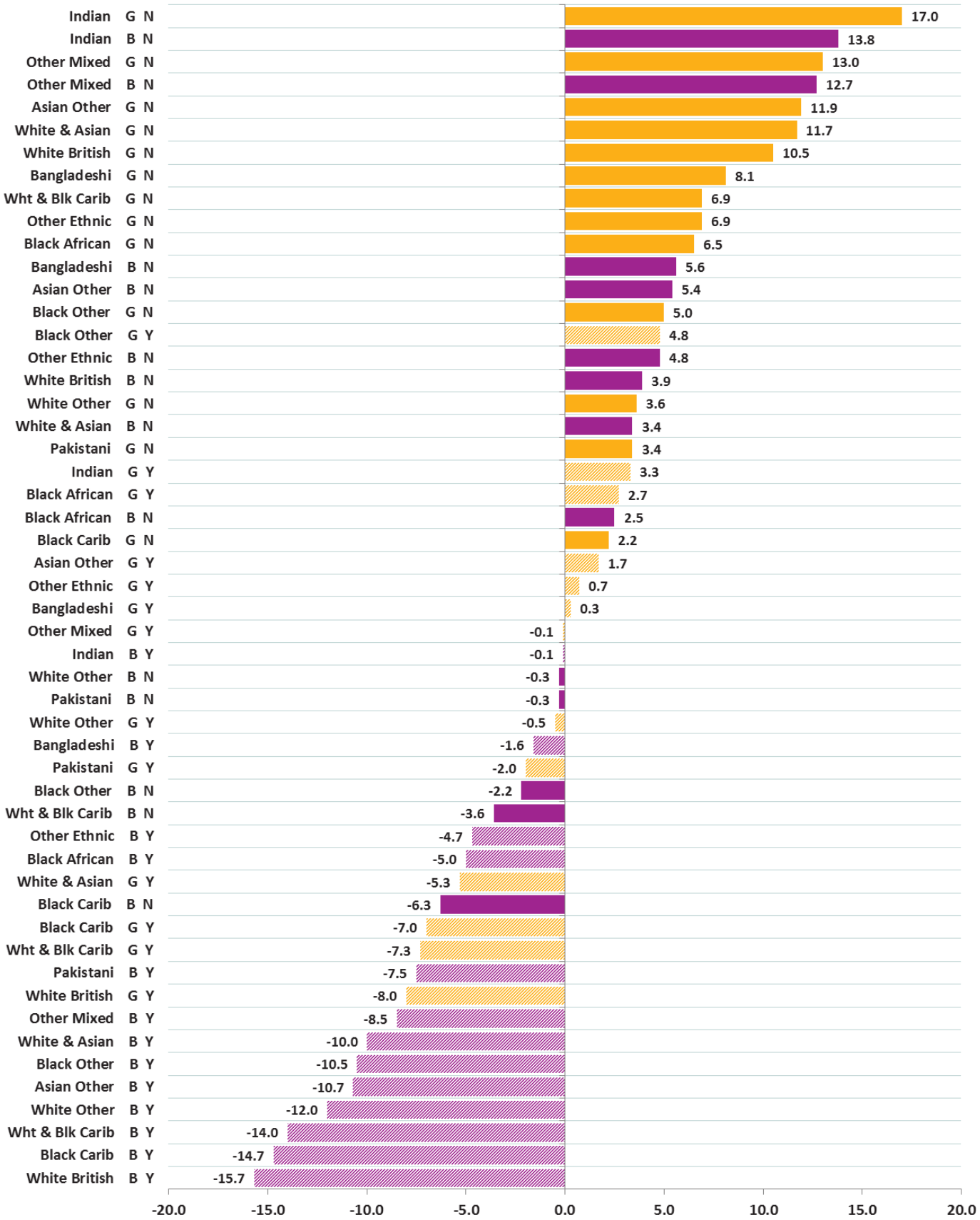
The graphs on the following pages show the differences in progress and attainment between ethnic groups when showing further breakdown by gender and disadvantaged status. The following ethnicity groups are suppressed due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, Irish,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



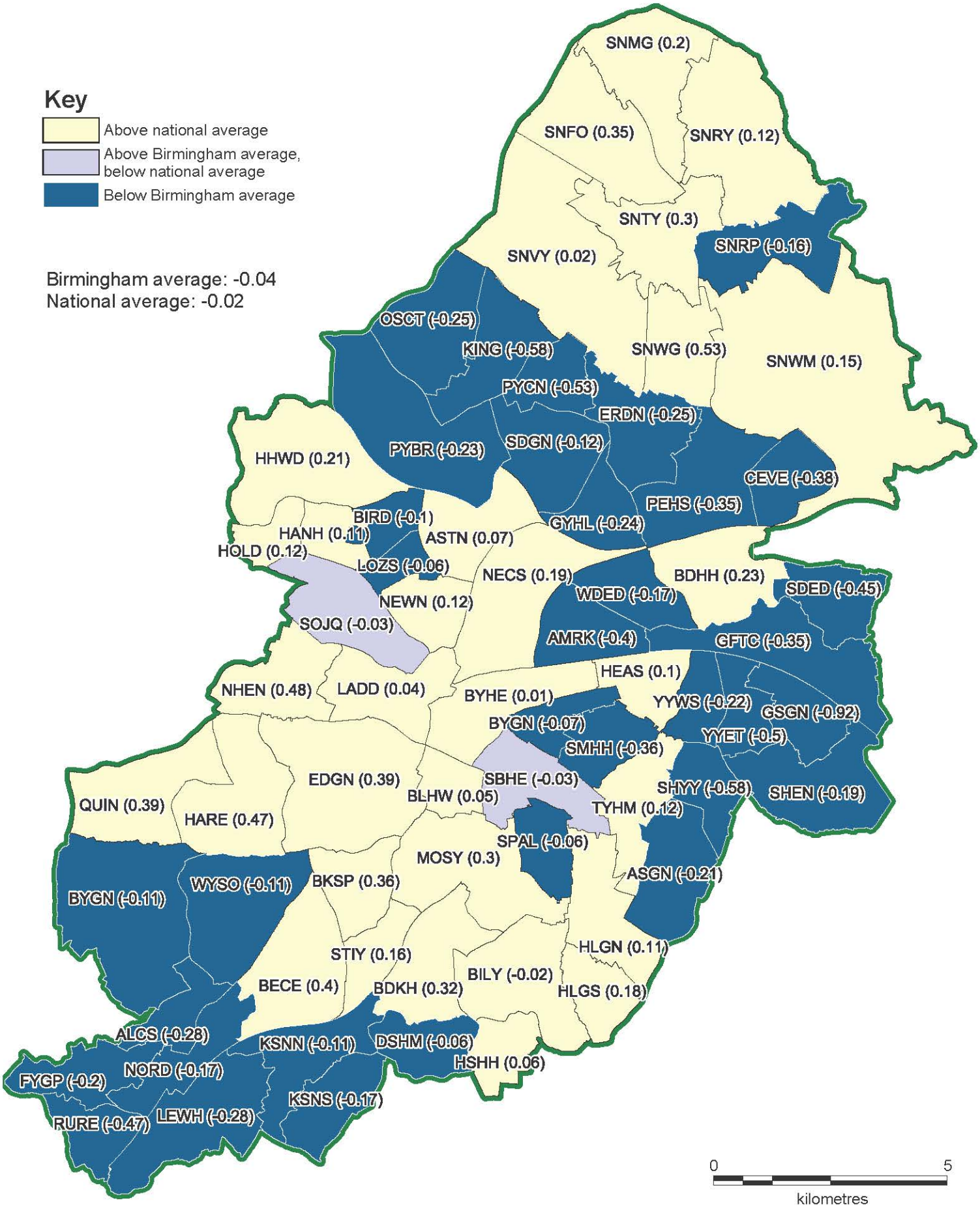
Difference to LA average in Attainment 8 by Ethnic Group, Gender and Disadvantaged. LA Average = 45.8



A

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

Birmingham City Council



Data and Intelligence Team - Strategic Services Directorate

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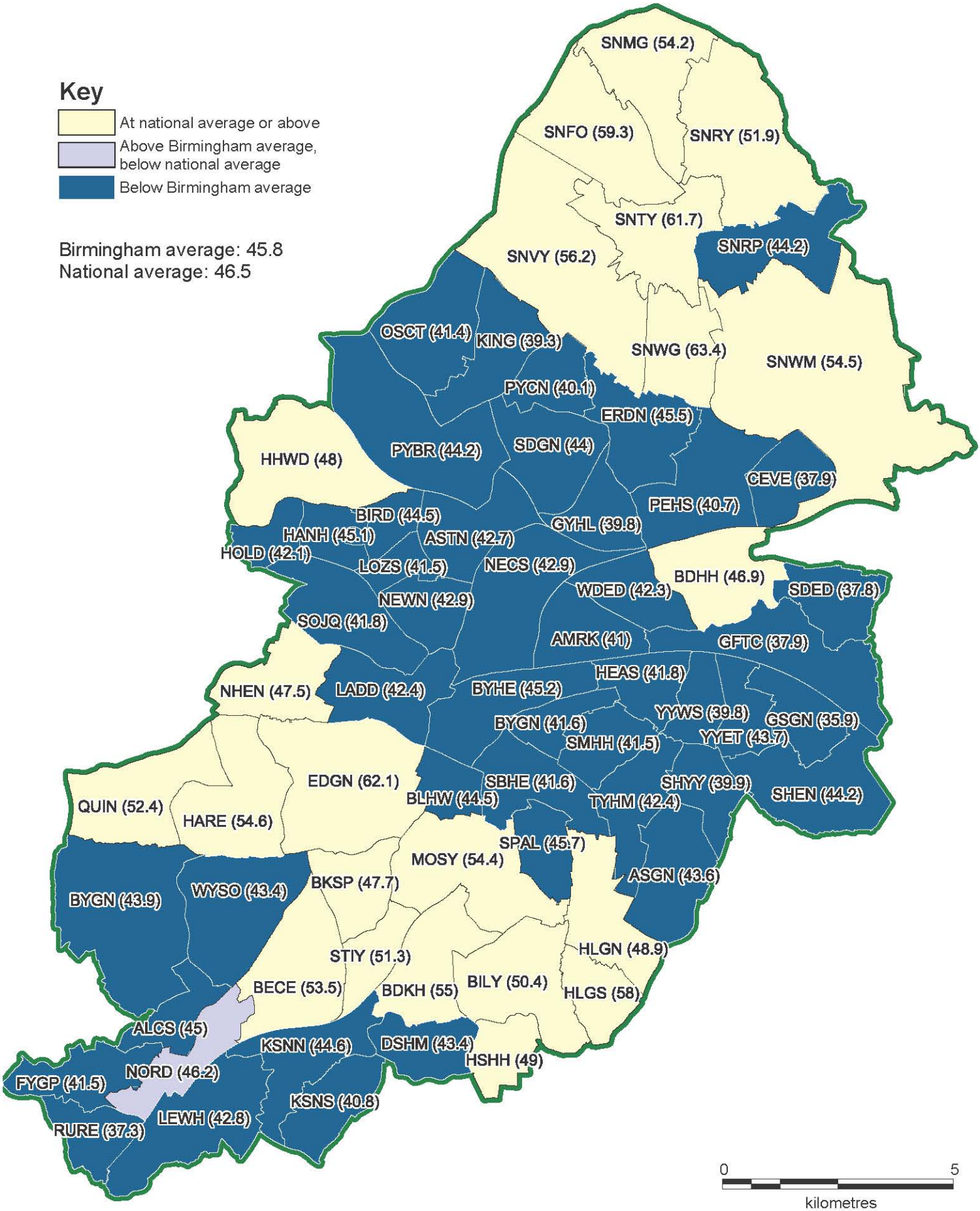
Key Stage 4: 2018 - Attainment 8 score for Birmingham pupils by ward

Birmingham City Council



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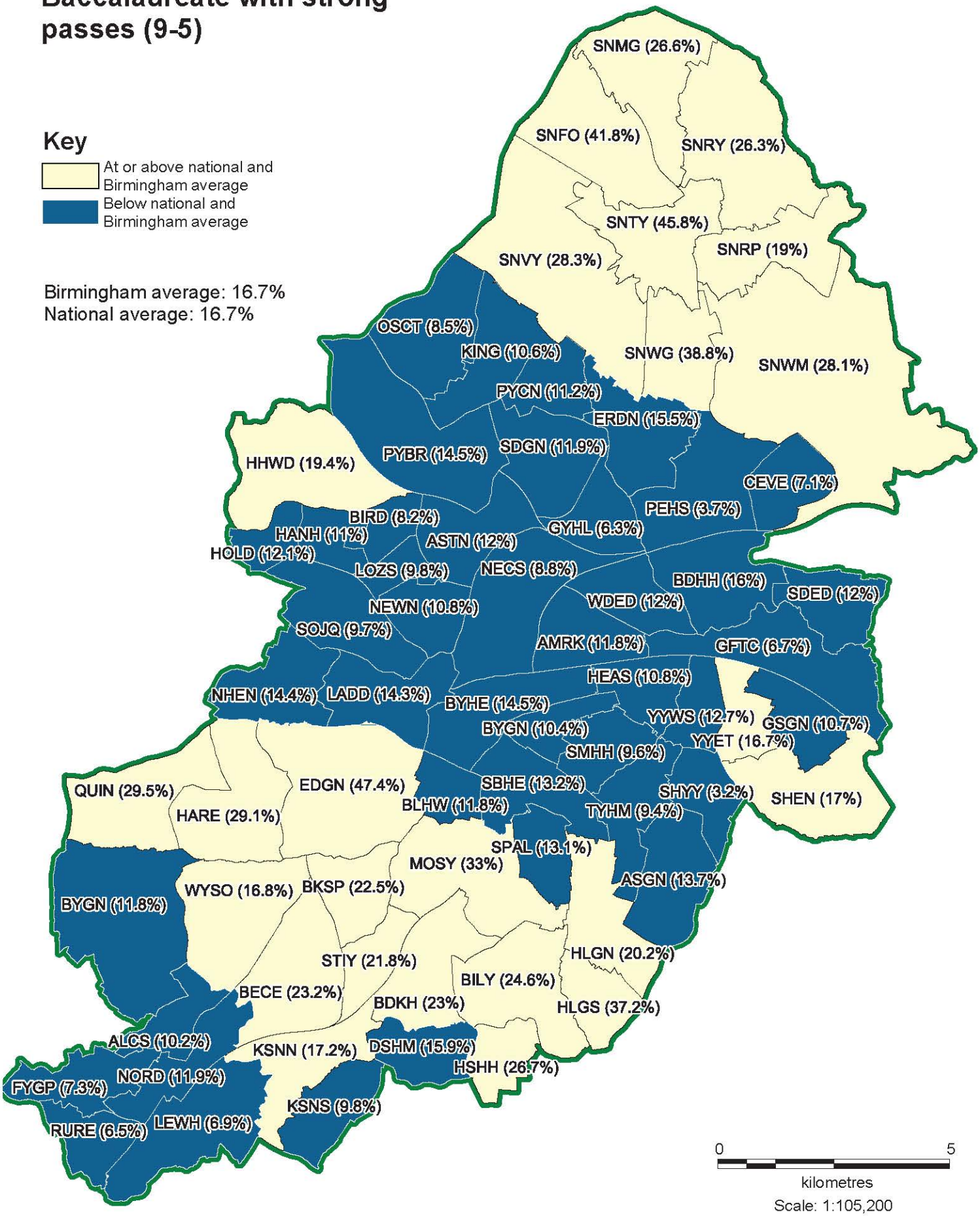
Key Stage 4: 2018 Percentage of pupils achieving the English Baccalaureate with strong passes (9-5)

Birmingham City Council



Data and Intelligence Team – Strategic Services Directorate

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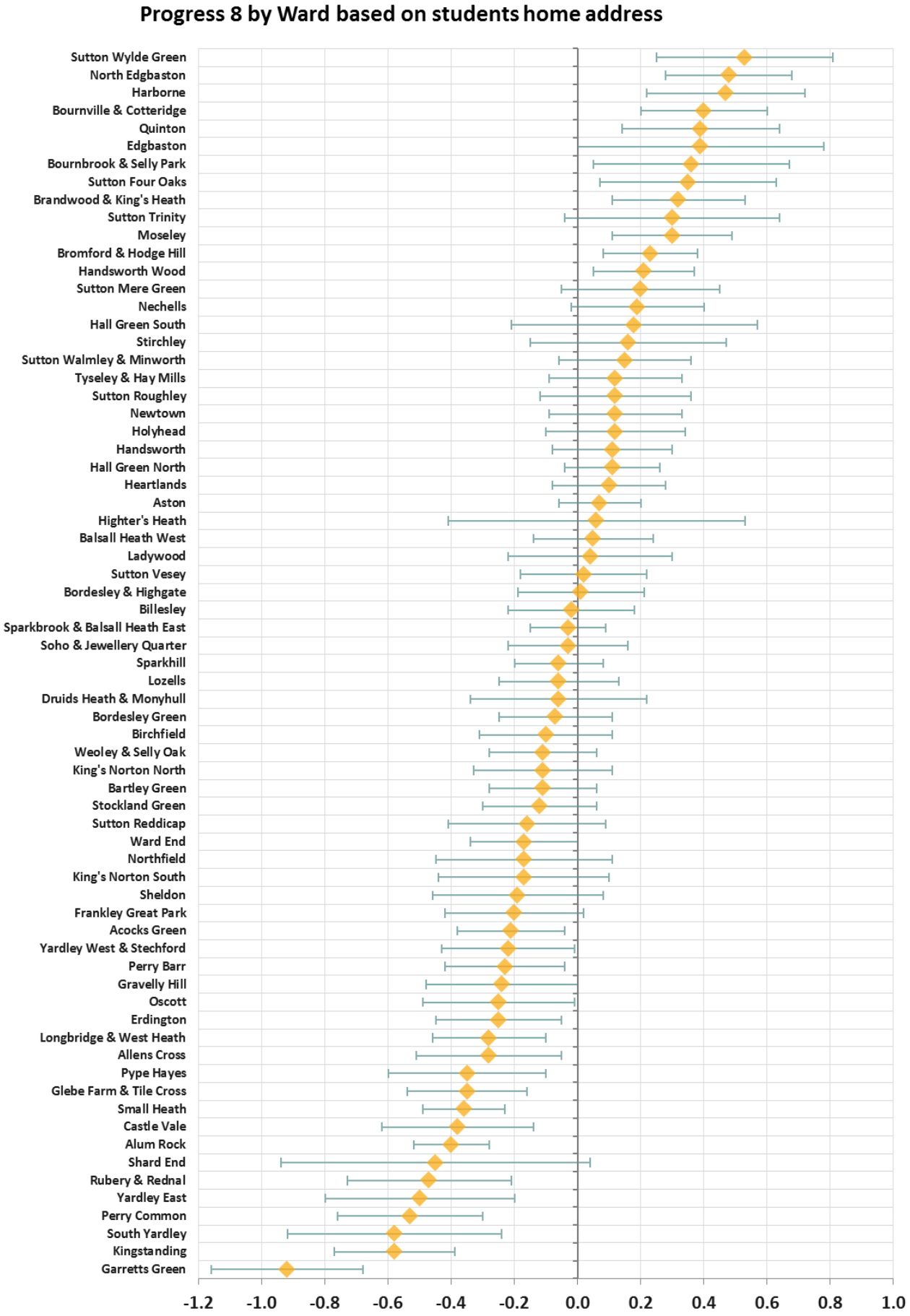
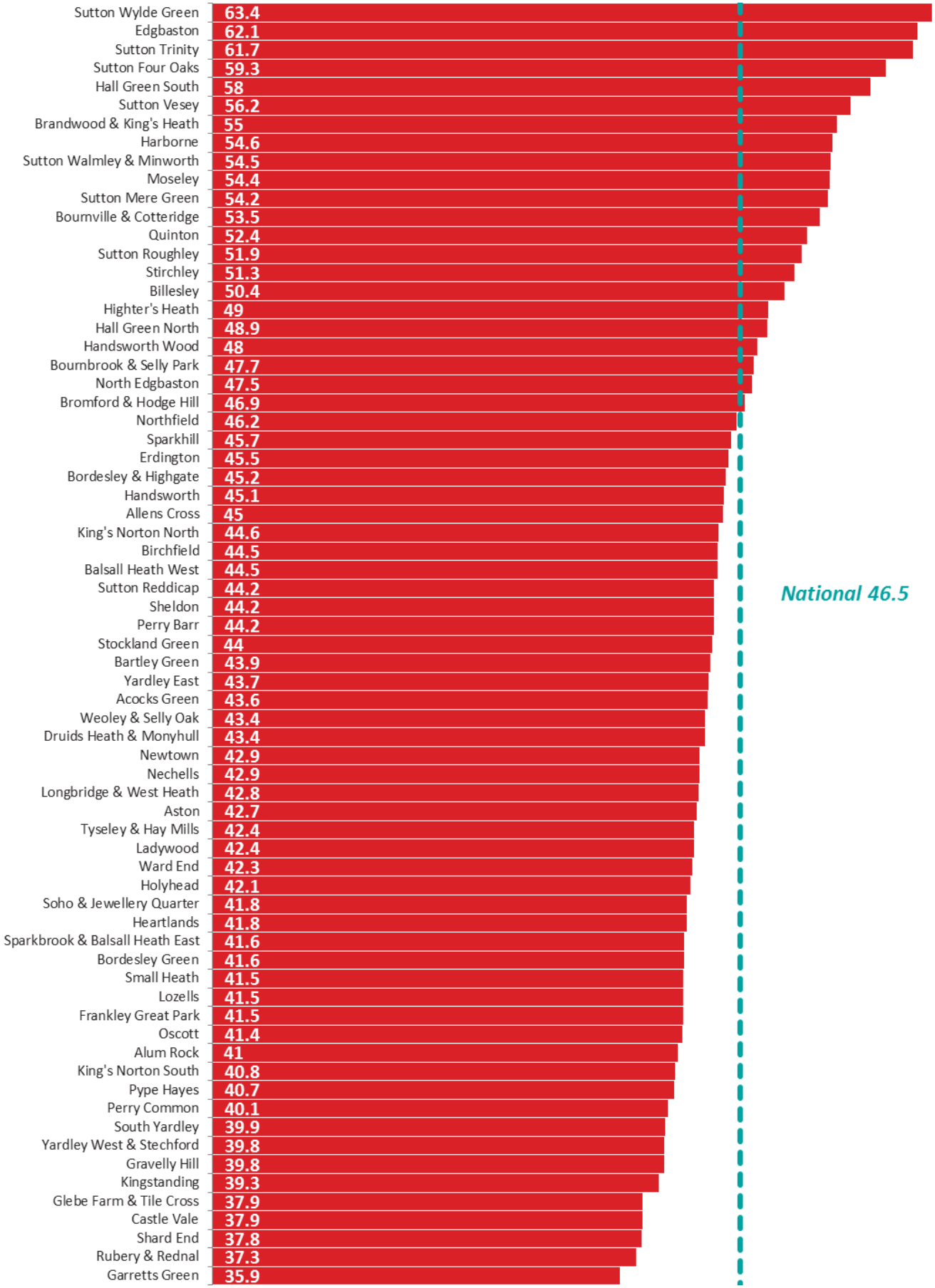
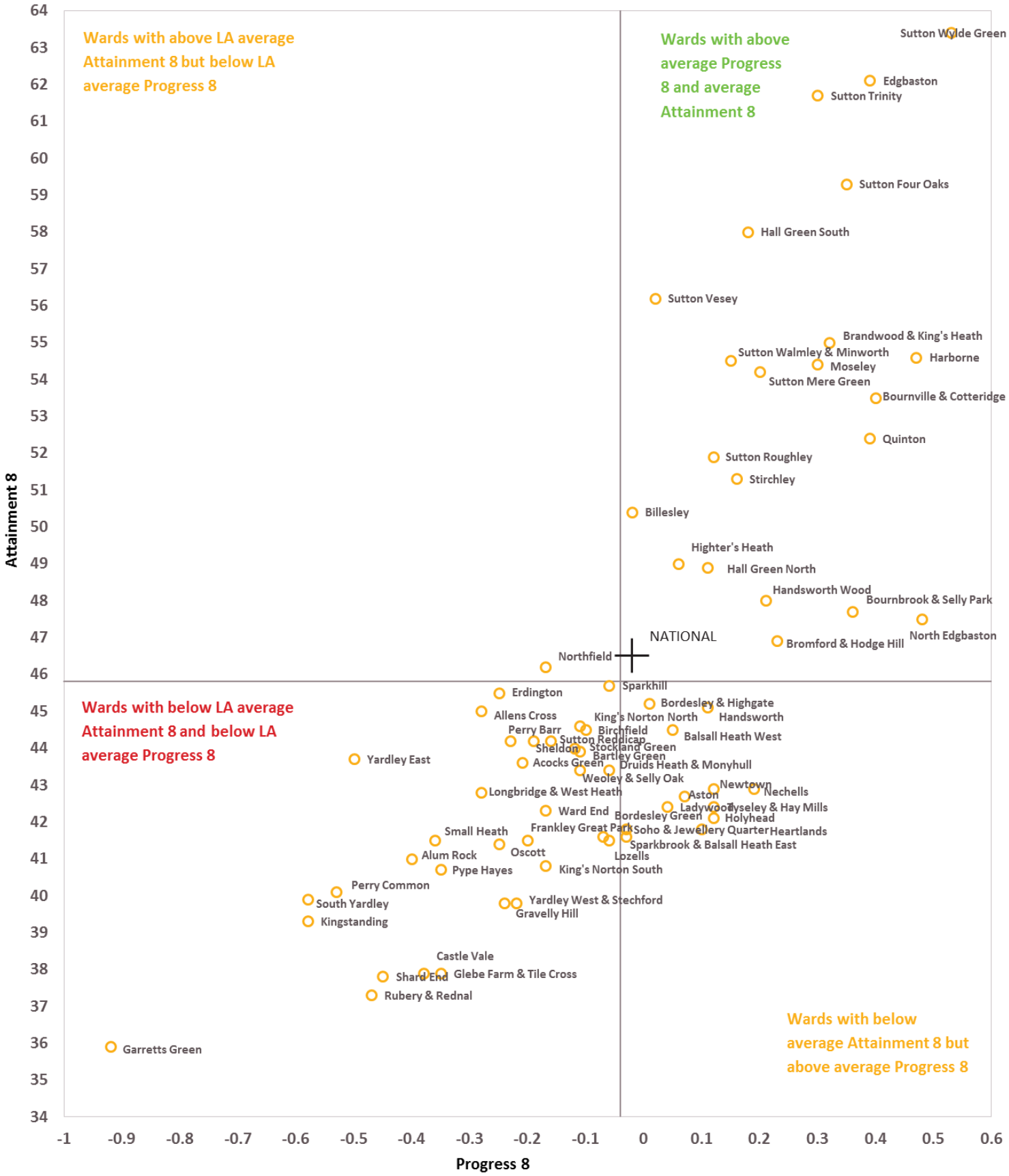
Progress and Attainment by Ward - Tables



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.

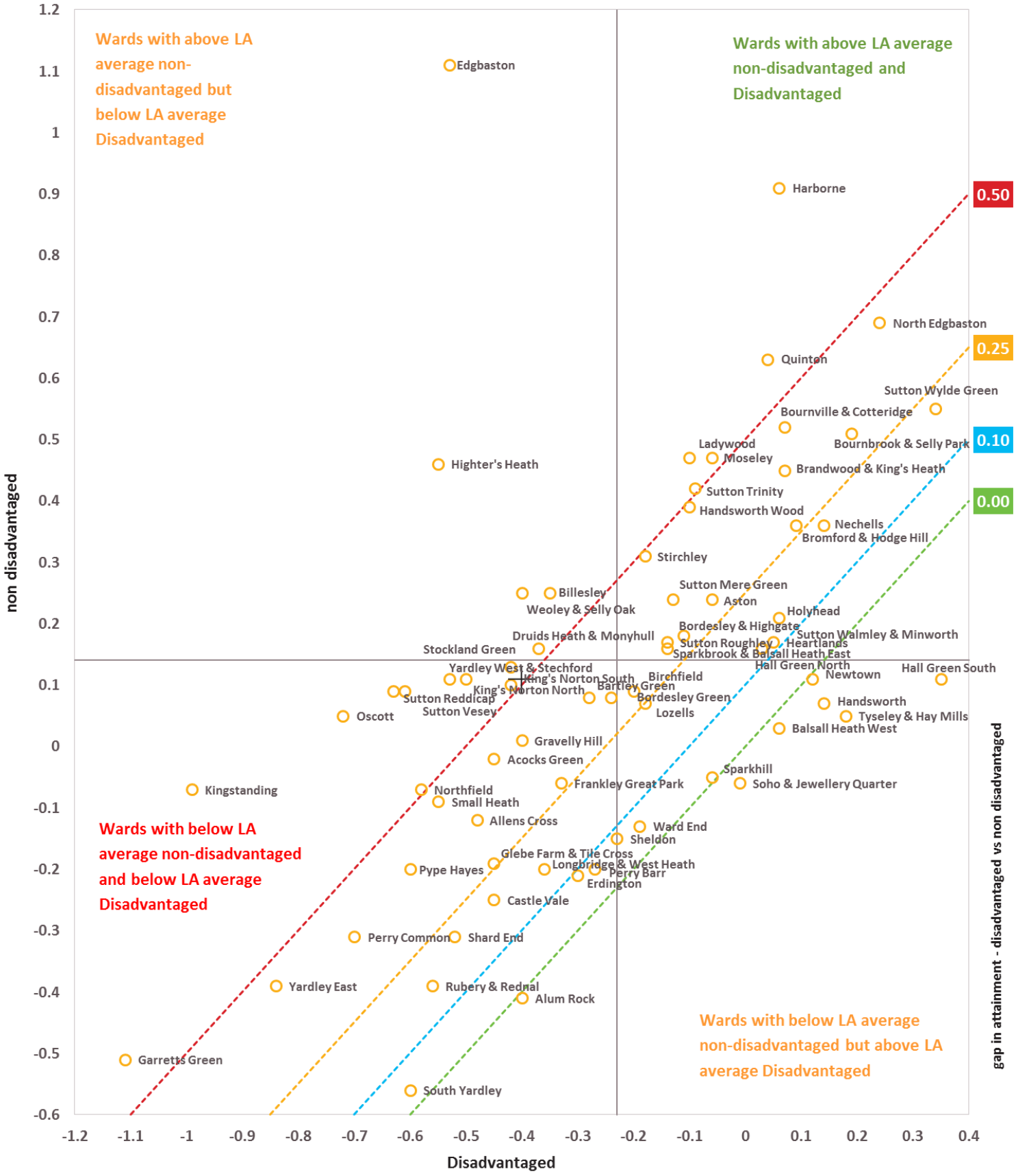
Generally speaking there is a clear correlation between progress and attainment with Northfield being the only Ward where pupils have made less than the LA average for Progress 8 but above average for Attainment 8. Garretts Green stands out as the Ward where pupils have made both the least progress and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

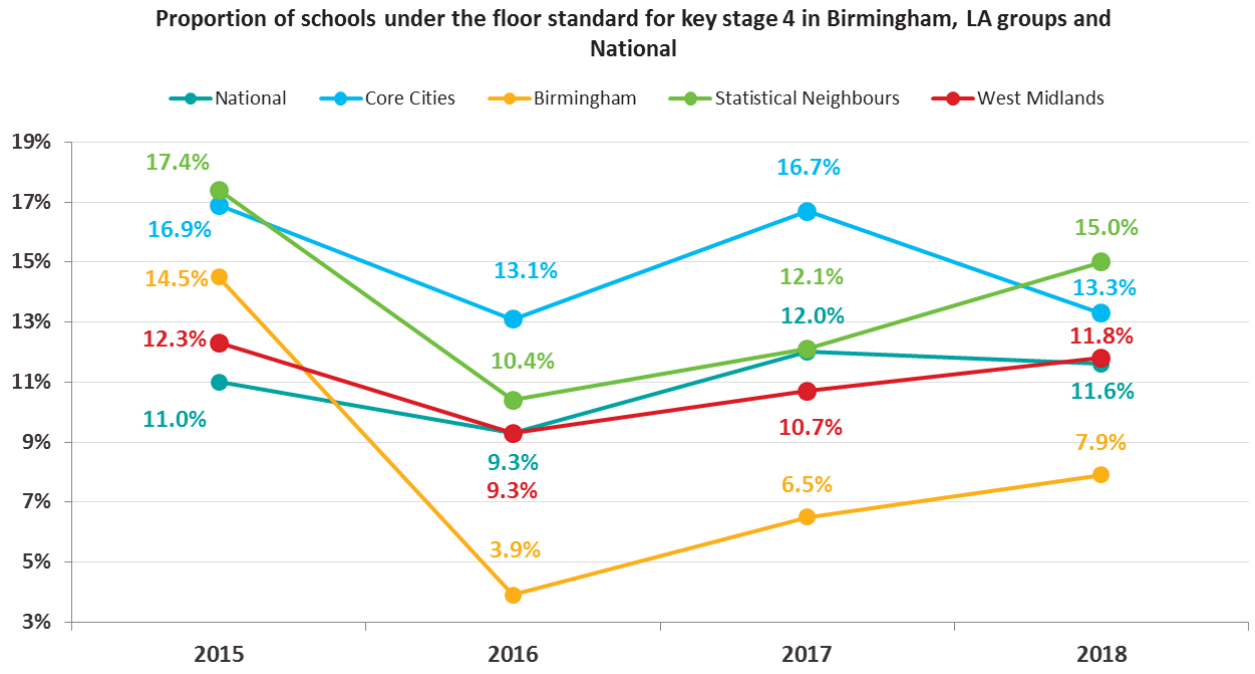
Schools will be excluded from the coasting measure in 2018 if:

- 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

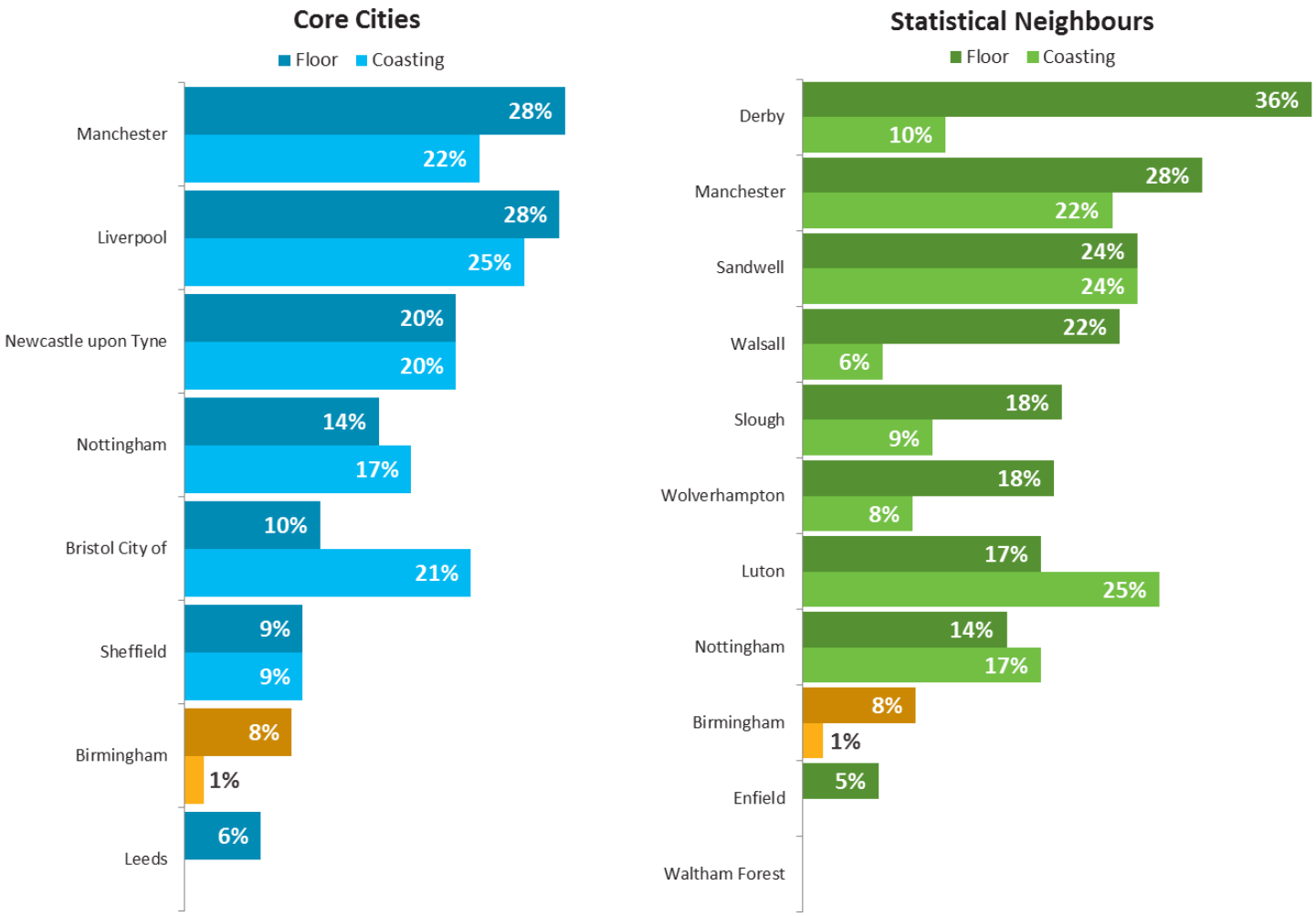
Compared to National, Core Cities, Statistical Neighbours and the West Midlands, Birmingham has a much lower average proportion of schools classed as below the floor standard though there has been a slight rise since 2016 (1 school). In the last year nationally the proportion has dropped slightly although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

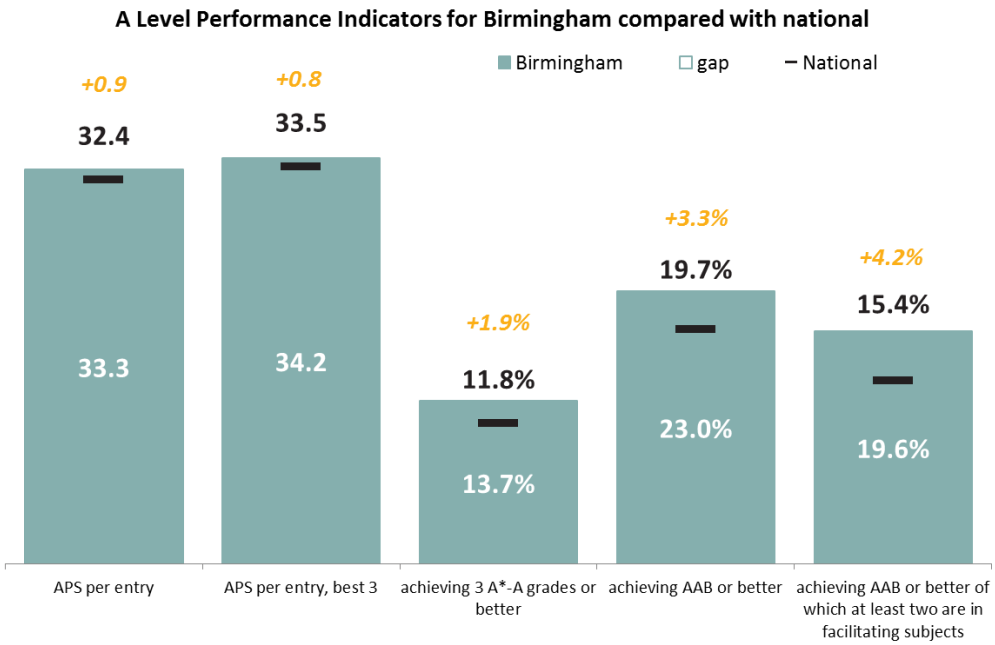
For further information please follow the link below :

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

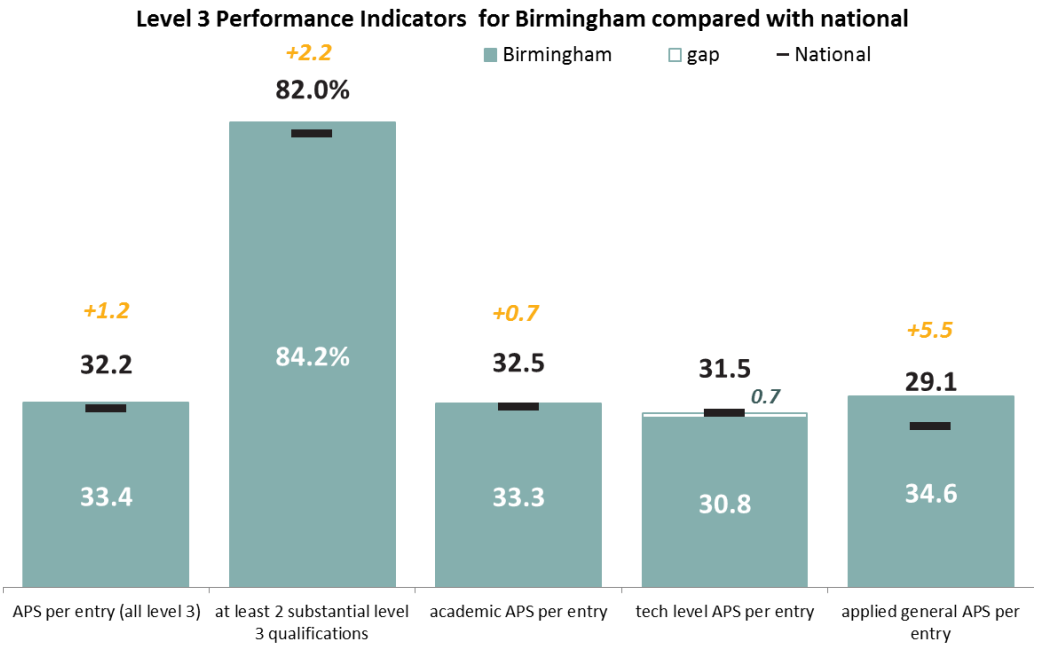
A level

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.

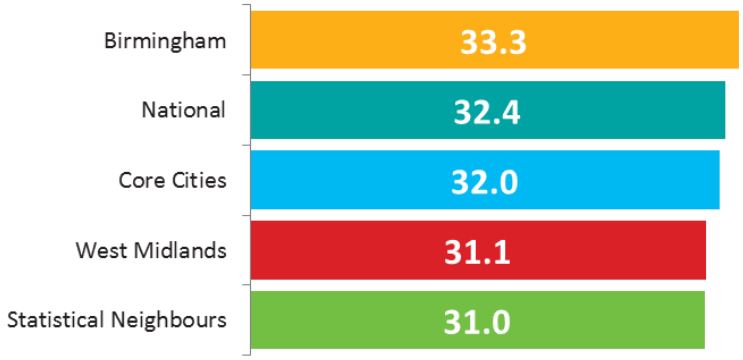


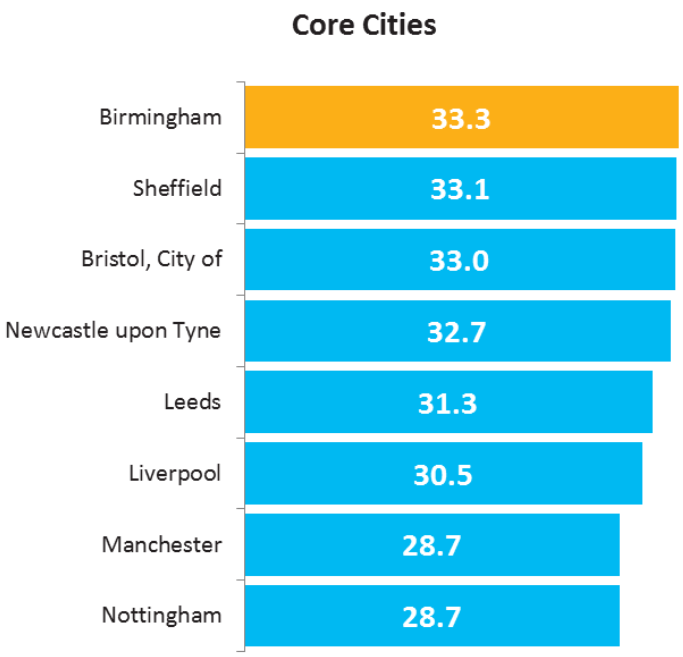
Level 3

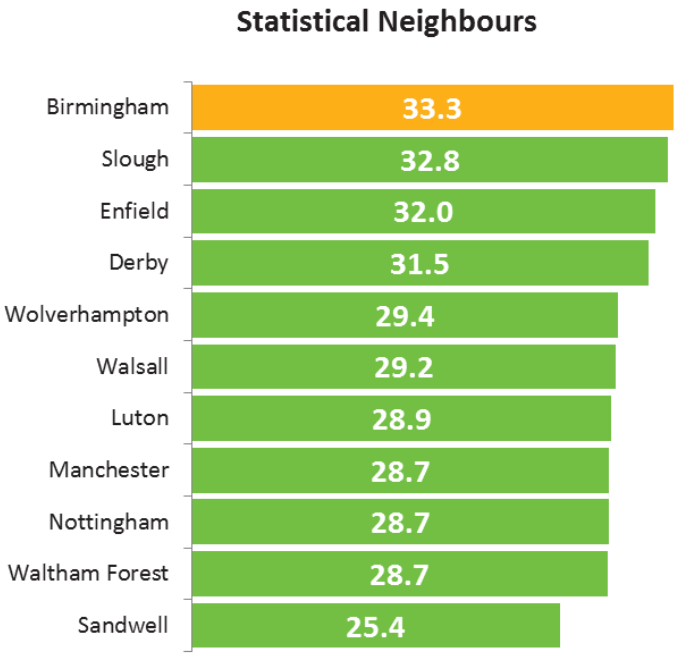
The graph below compares Birmingham's overall Level 3 performance indicators with National. Level 3 performance covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), 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



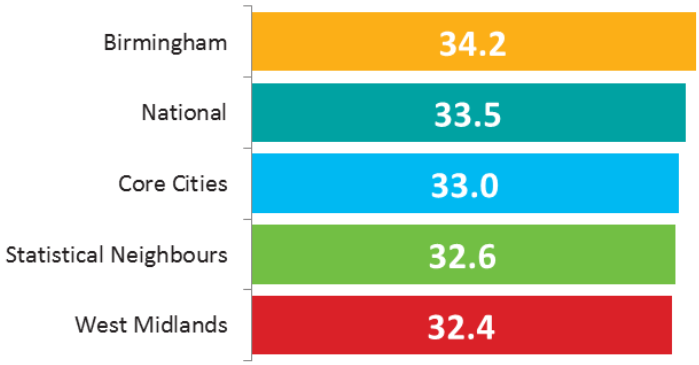




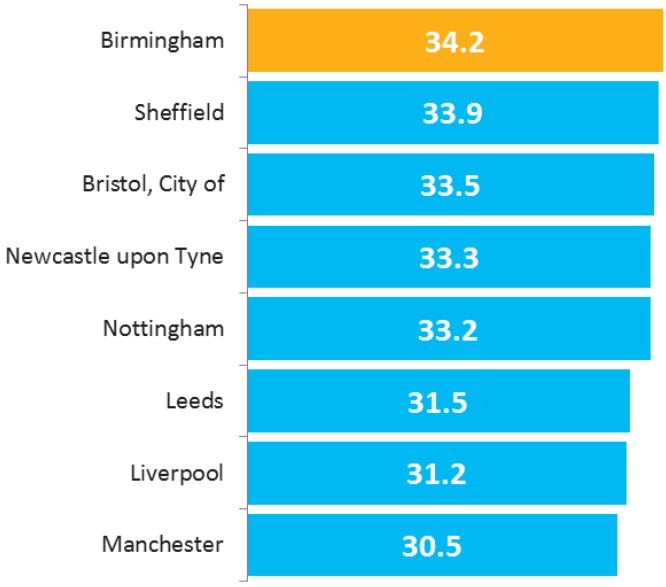
Birmingham's average A Level 'APS per entry' is better than the overall national average and those of Core Cities, West Midlands, Statistical Neighbours.

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

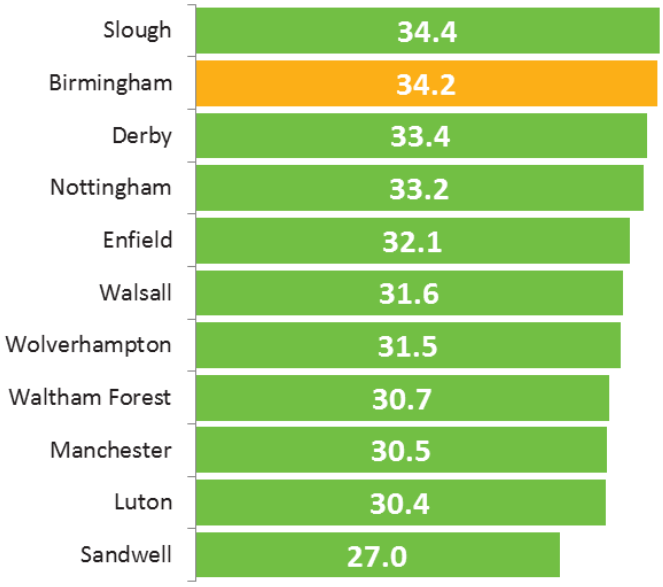
A Level APS (best 3)



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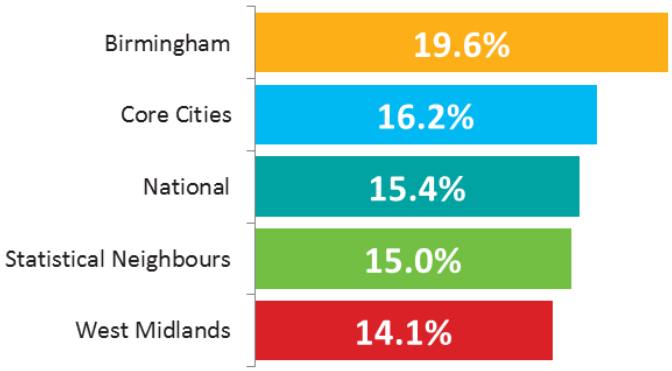
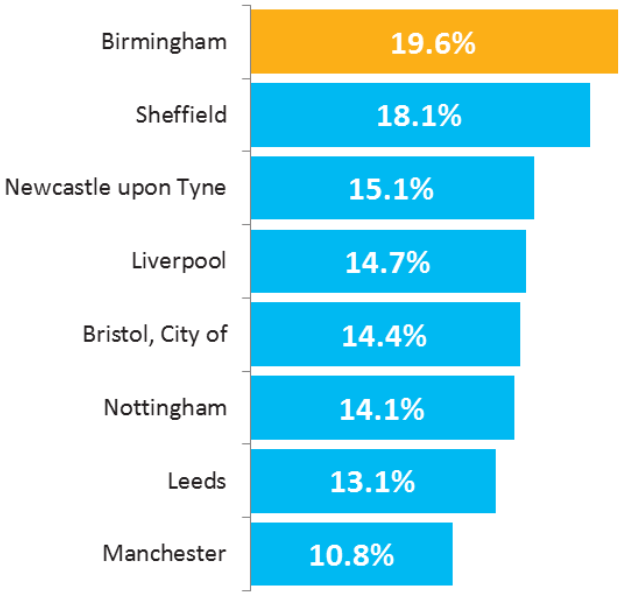
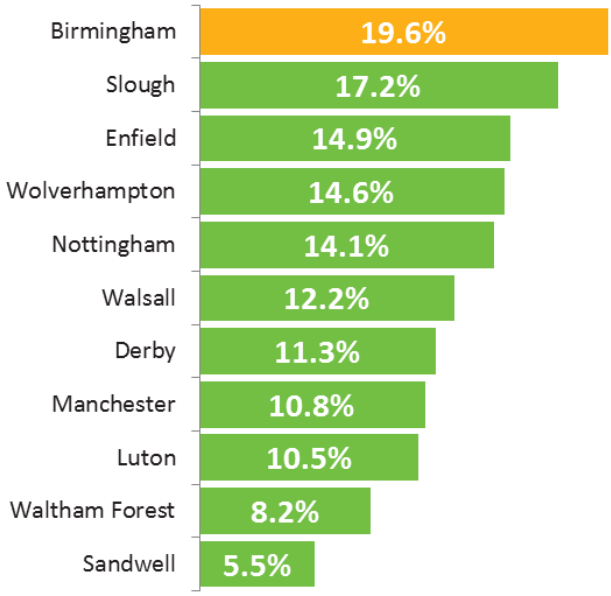
AAB or better of which at least two are in facilitating subjects



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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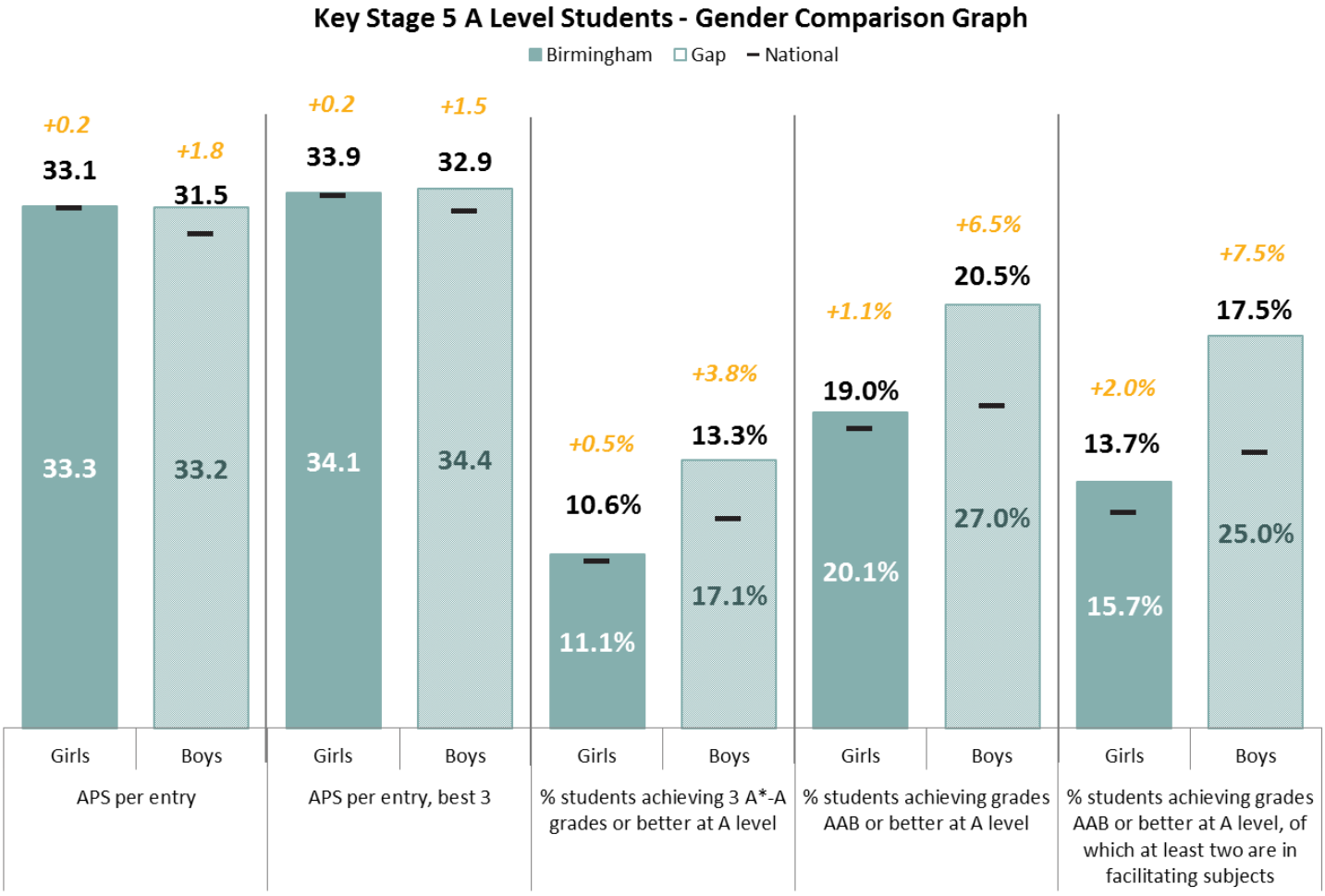
Pupil Characteristics – Gender

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.

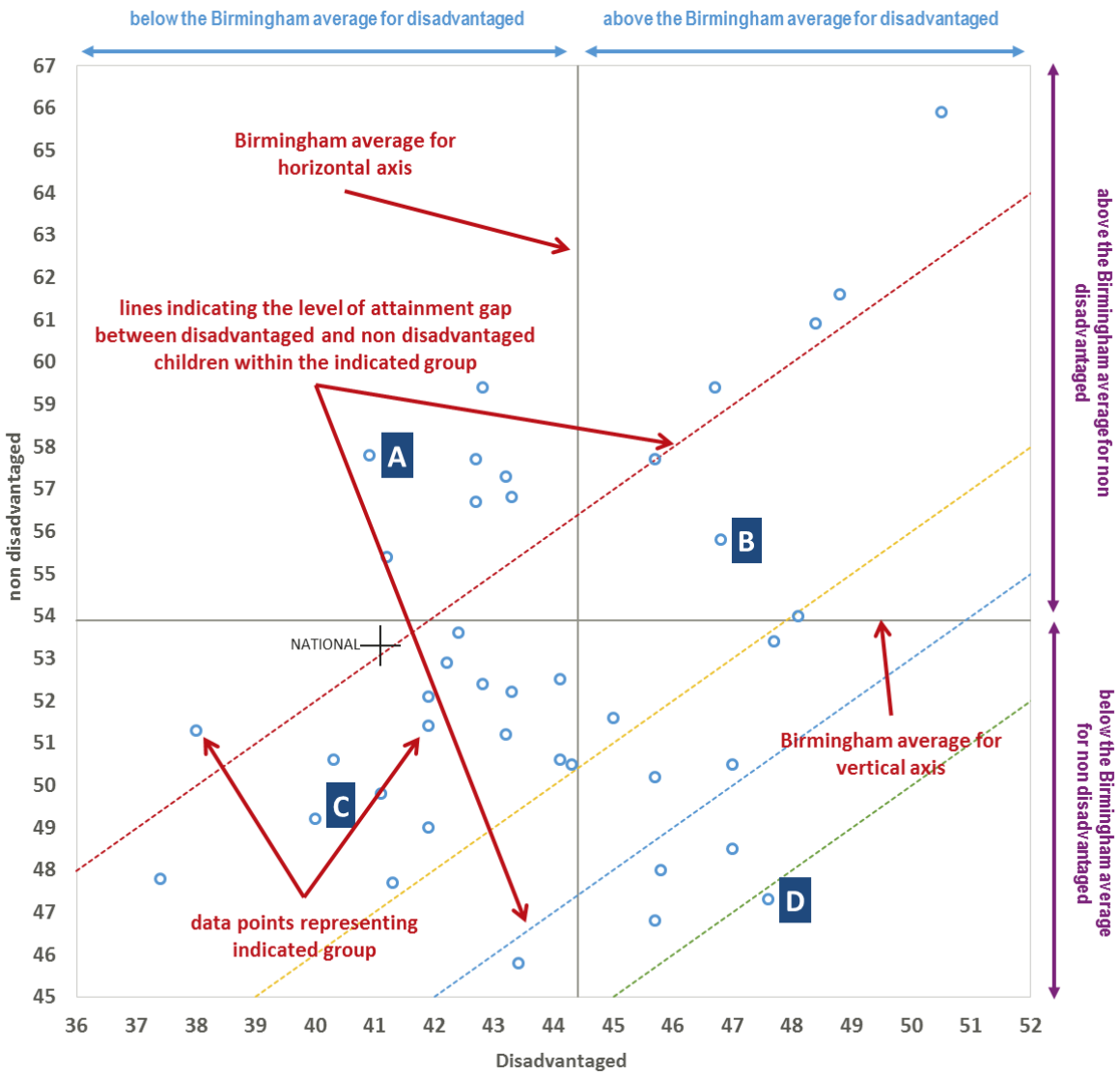
1. 2018 Attainment 8 outcomes not directly comparable to 2017 due to Ebacc subjects moving over to 9-1 grading
2. Only the English and Maths element of the Baccalaureate was graded 1-9 in 2017. The remaining components, Science, Humanities and Modern Languages were graded A*-C. All Ebacc subjects are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



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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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