

## **Education Performance 2016**

Schools, Children and Families Overview and Scrutiny  
Committee

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

# Introduction

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

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

# Early Years Foundation Stage

# Early Years Foundation Stage Profile (EYFSP)

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

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

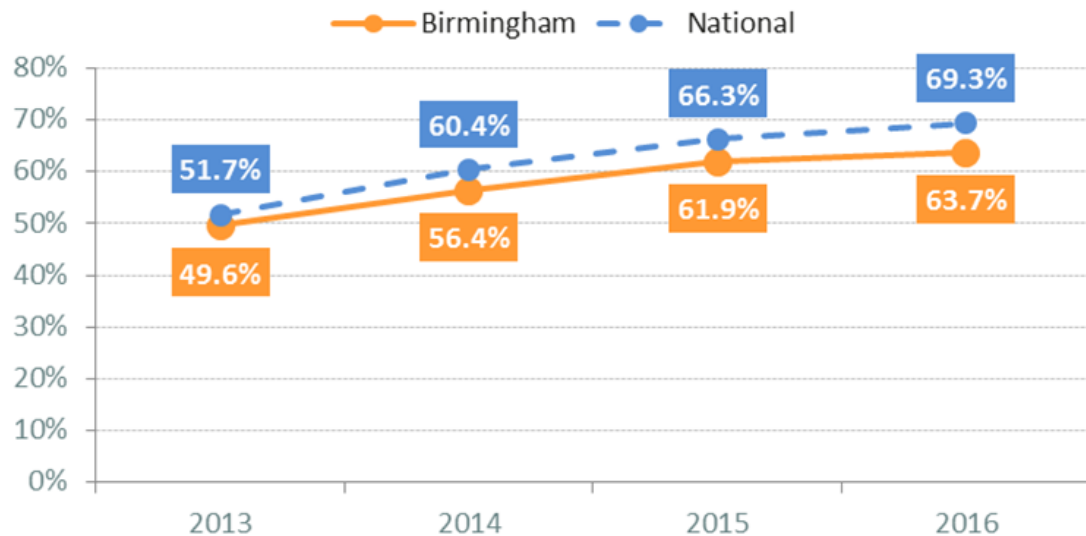
The EYFSP gives:

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

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

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

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



# EYFS Comparisons

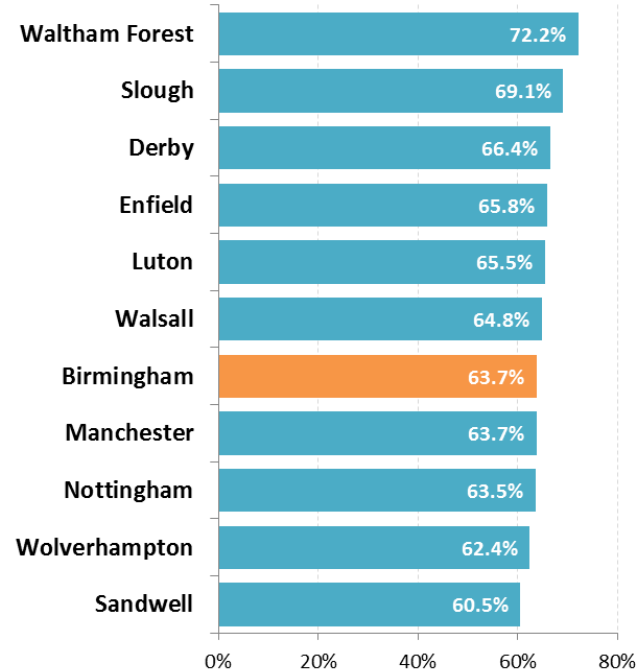
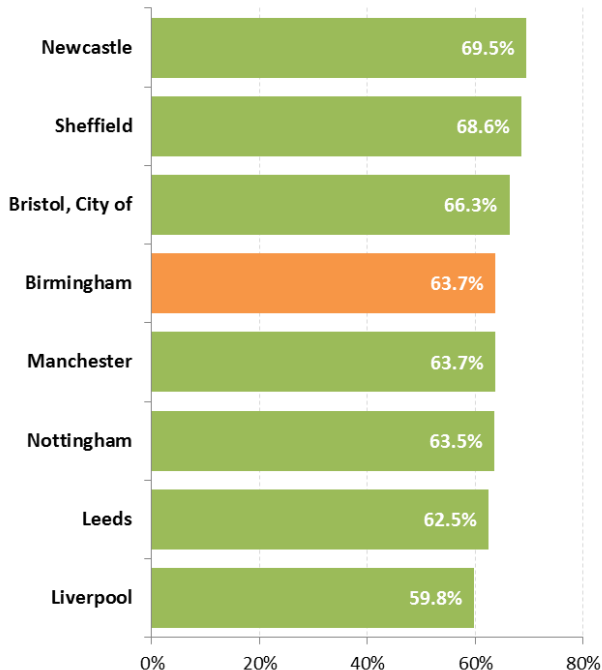
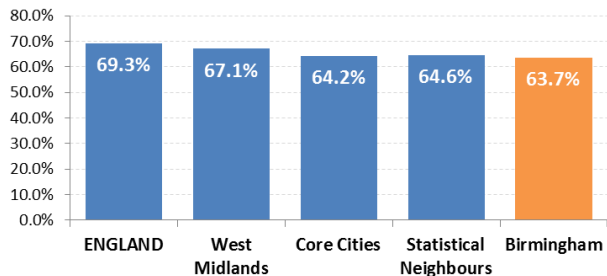
## Core Cities

## Statistical Neighbours

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

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

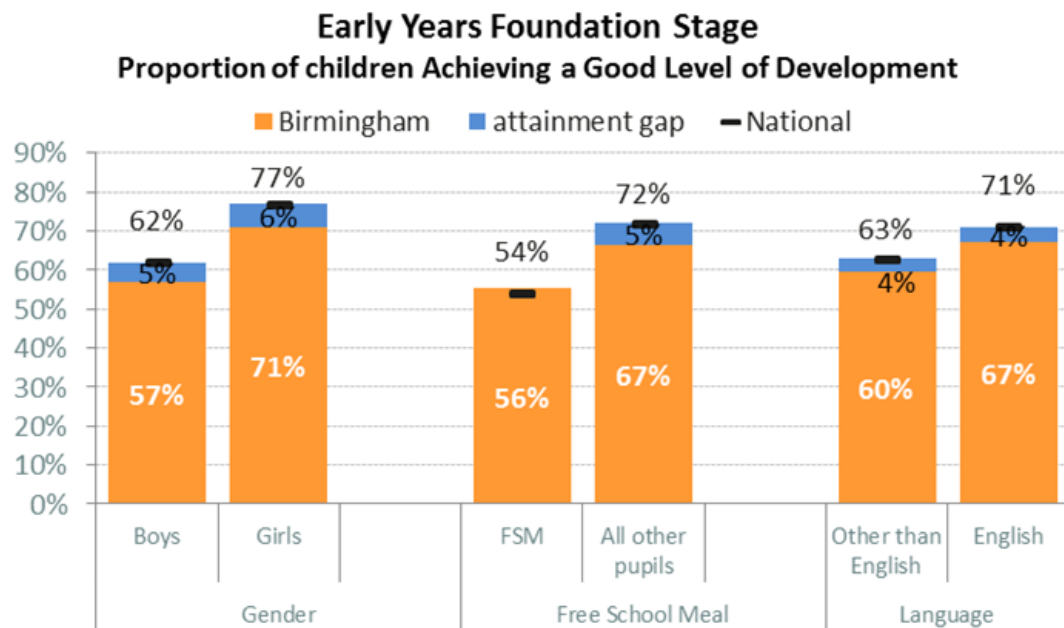
**Early Years Foundation Stage**  
Proportion of Children Achieving a Good Level of Development  
2016



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

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

# Cohort Gaps

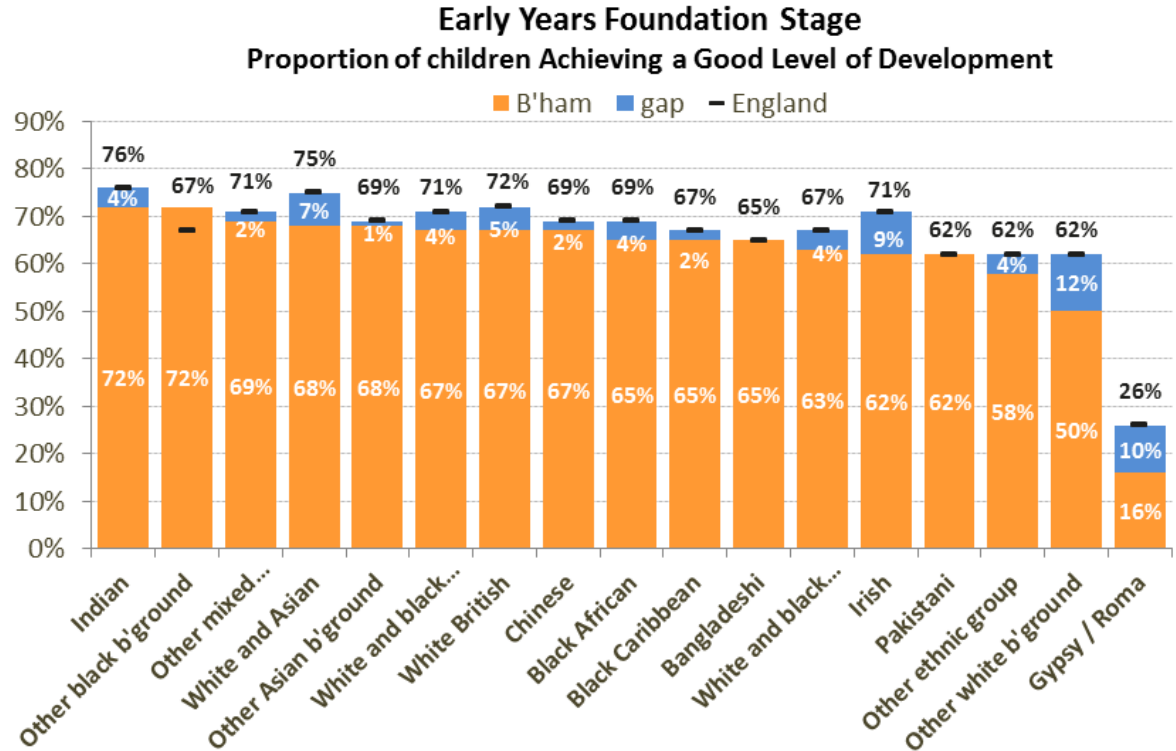


There are gaps across all groups, apart from those receiving Free School meals who out-perform their national peers. The gap between Birmingham girls and national girls is most pronounced at 6 pp, although girls are the highest performing group in the city.

# Ethnic Group

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

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

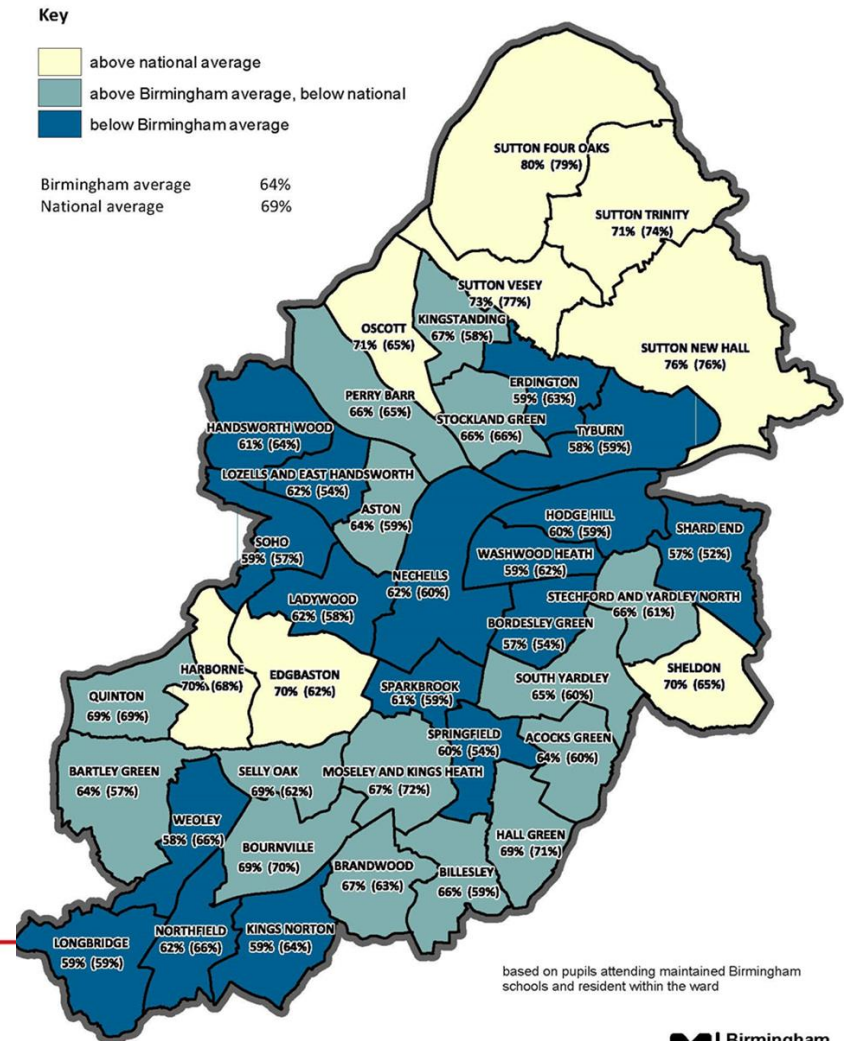




# Early Years Ward

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

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

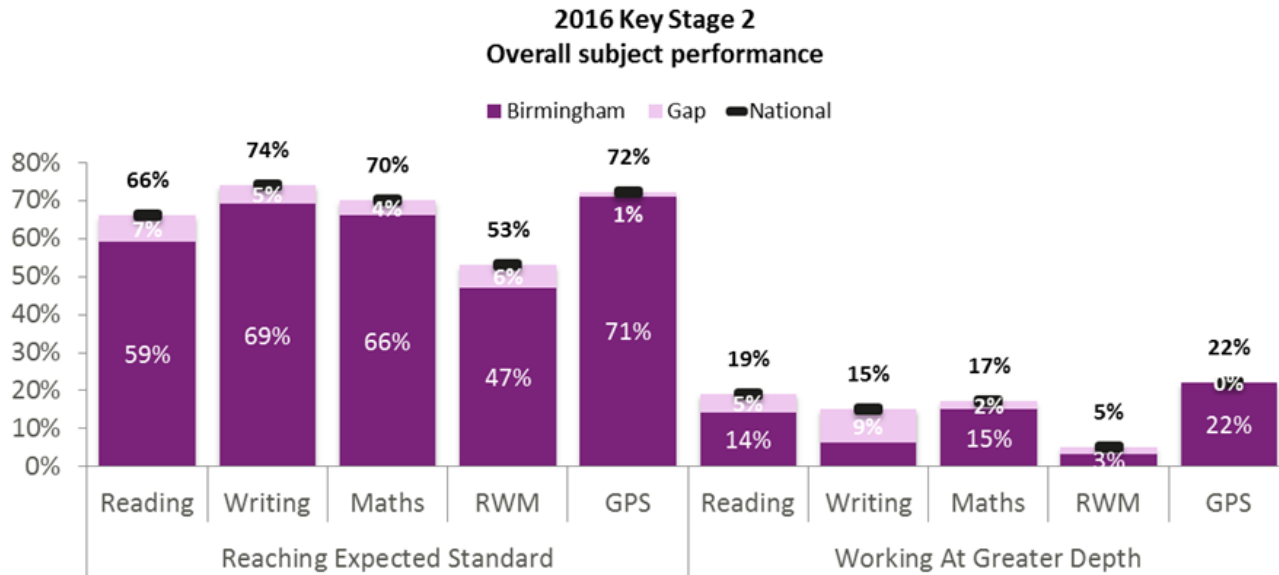


## Key Stage 2

# Key Stage 2

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

# Key Stage 2 Attainment



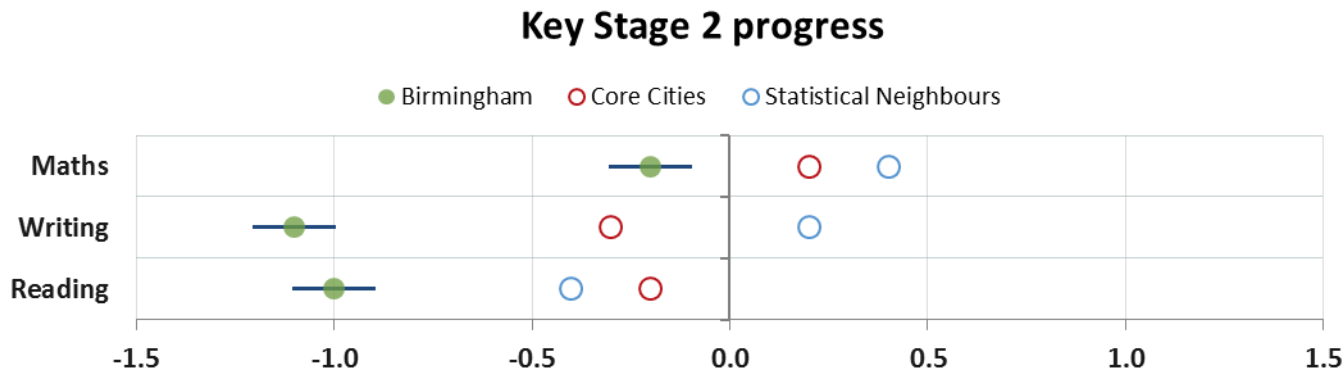
- Only **47%** of pupils in Birmingham reached the expected standard in Reading, Writing and Maths, and only **3%** assessed as working at greater depth.
- This was significantly below the national average of 53% and 5% respectively.
- Subject by subject, Birmingham is below the national average for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

# Key Stage 2 Progress

Maths = -0.2

Writing = -1.1

Reading = -1.0

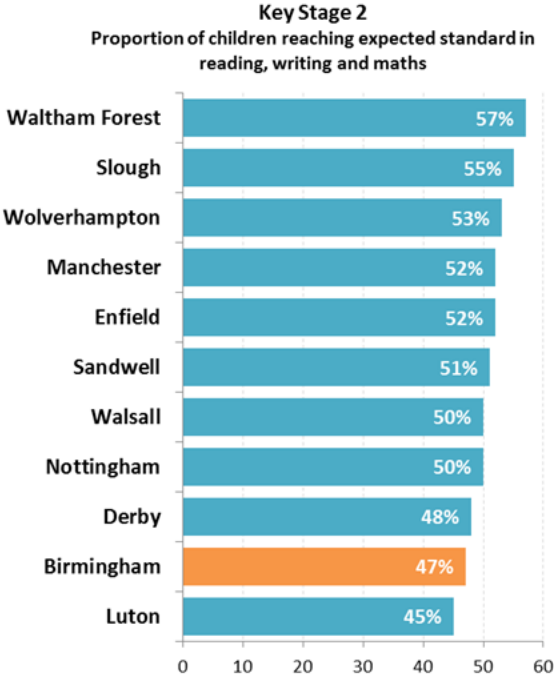
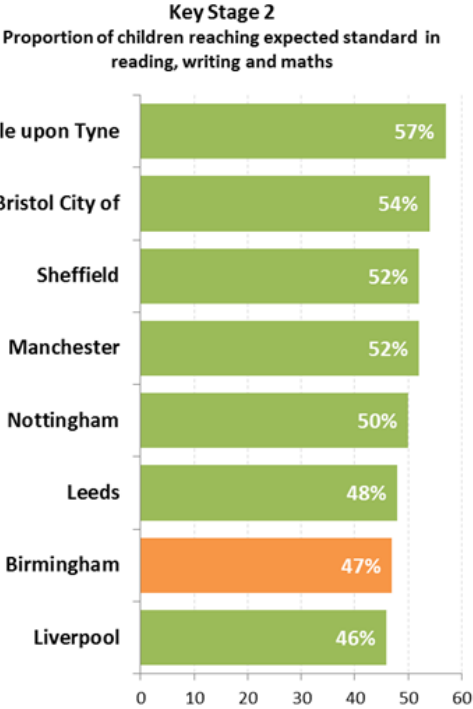
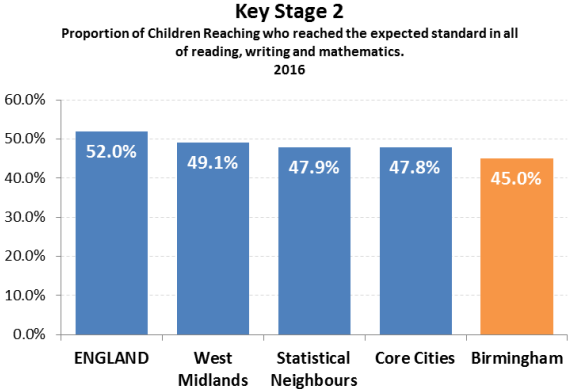


- The new progress measures are 'value added', this means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.
- There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress contributes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

# Key Stage 2 Comparisons

## Core Cities

## Statistical Neighbours

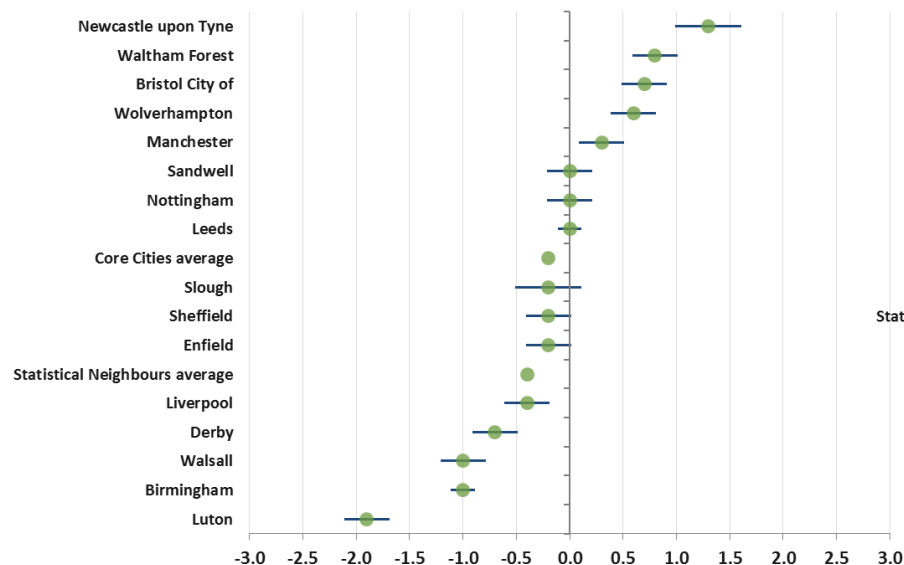


As with the other Key Stages Birmingham's performance is usually benchmarked against national, core cities and statistical neighbours.

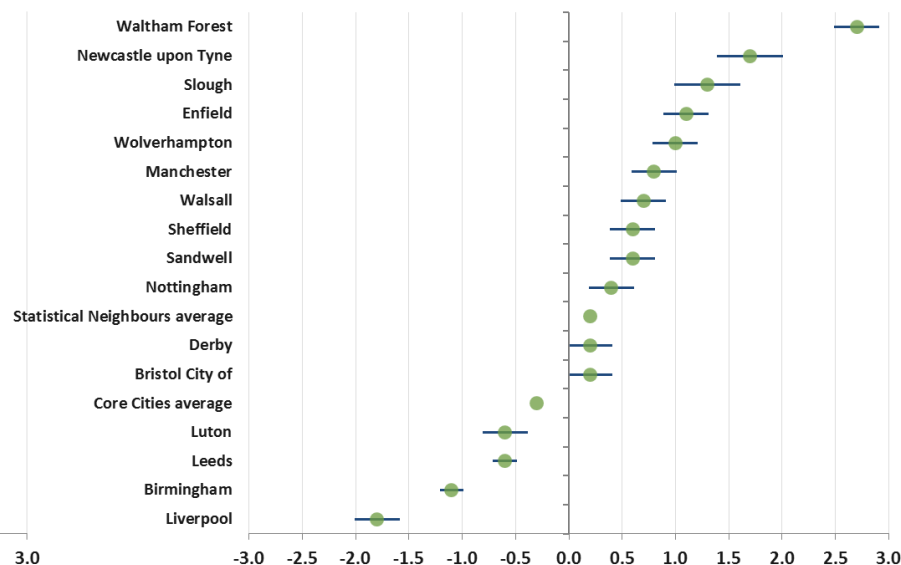
While underperforming against the average, performance is not the worst in either group.

# Progress Comparison – Part 1

Key stage 2 Reading Progress

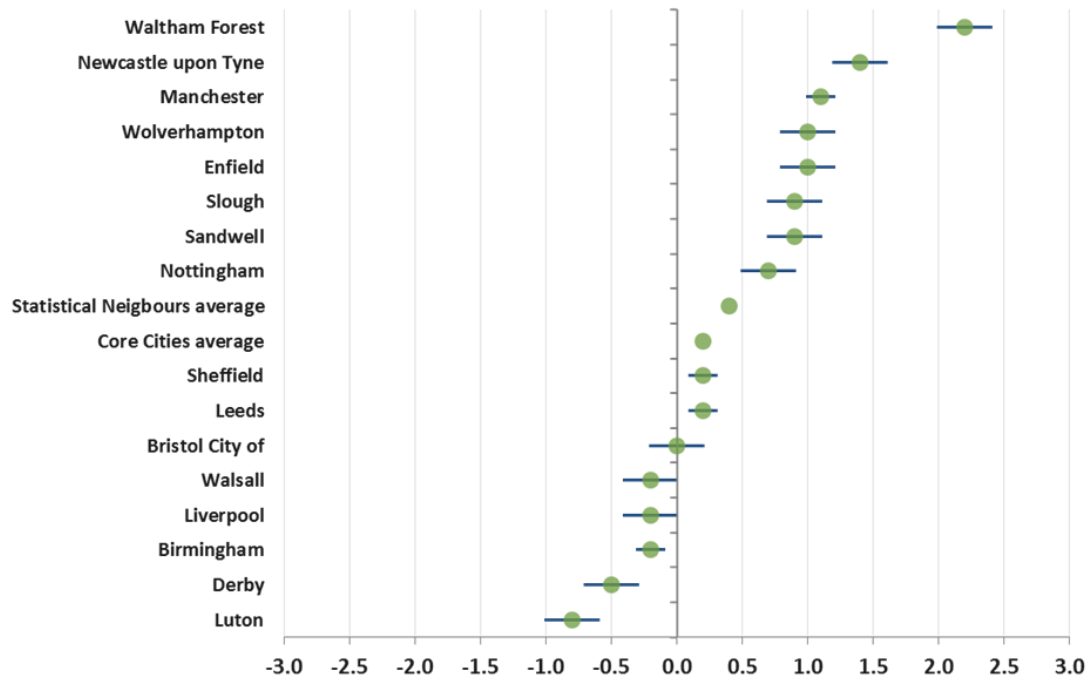


Key stage 2 Writing Progress



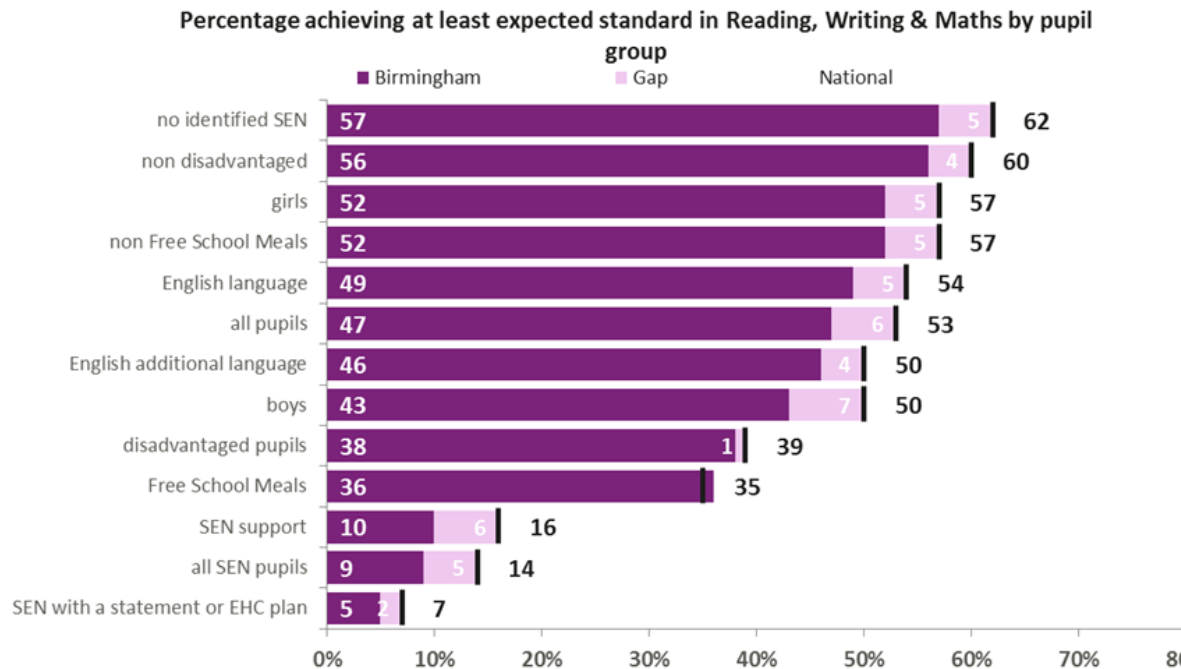
# Progress Comparison – Part 2

Key stage 2 Maths Progress





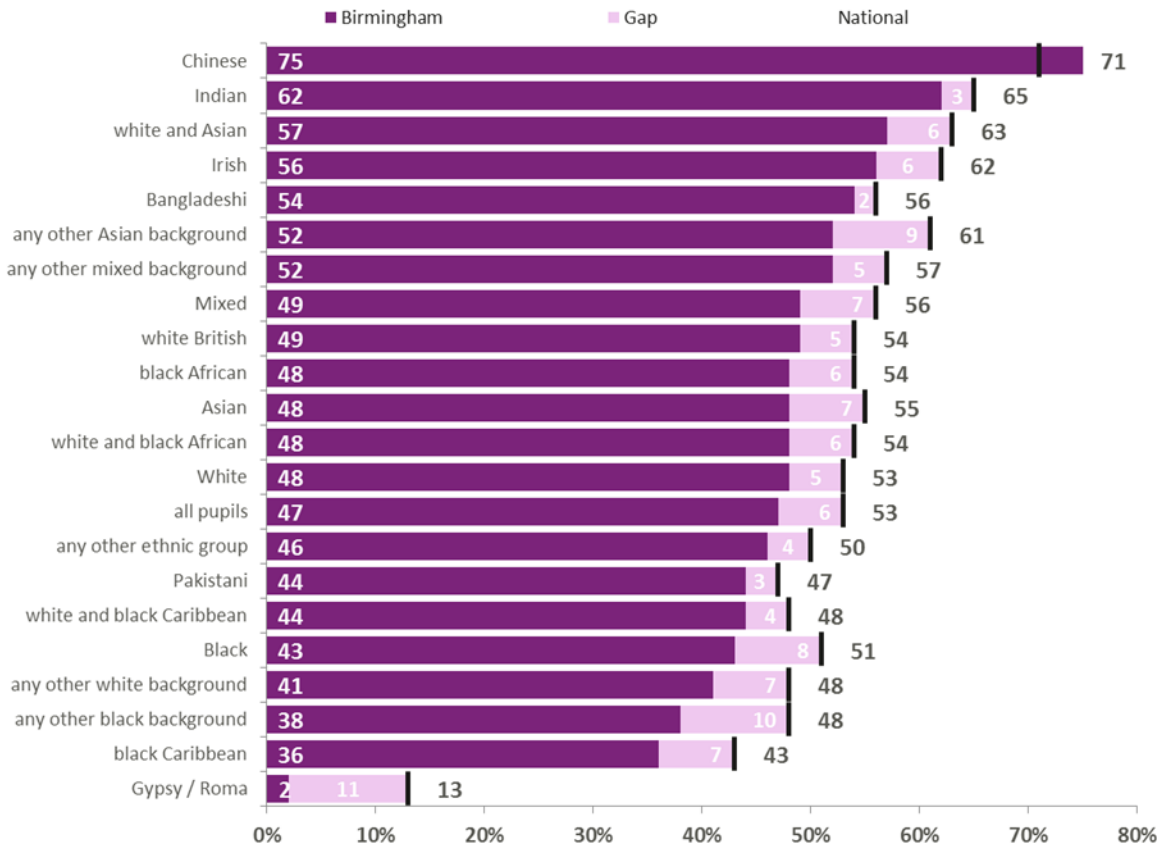
# Key Stage 2: Attainment by pupil group



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

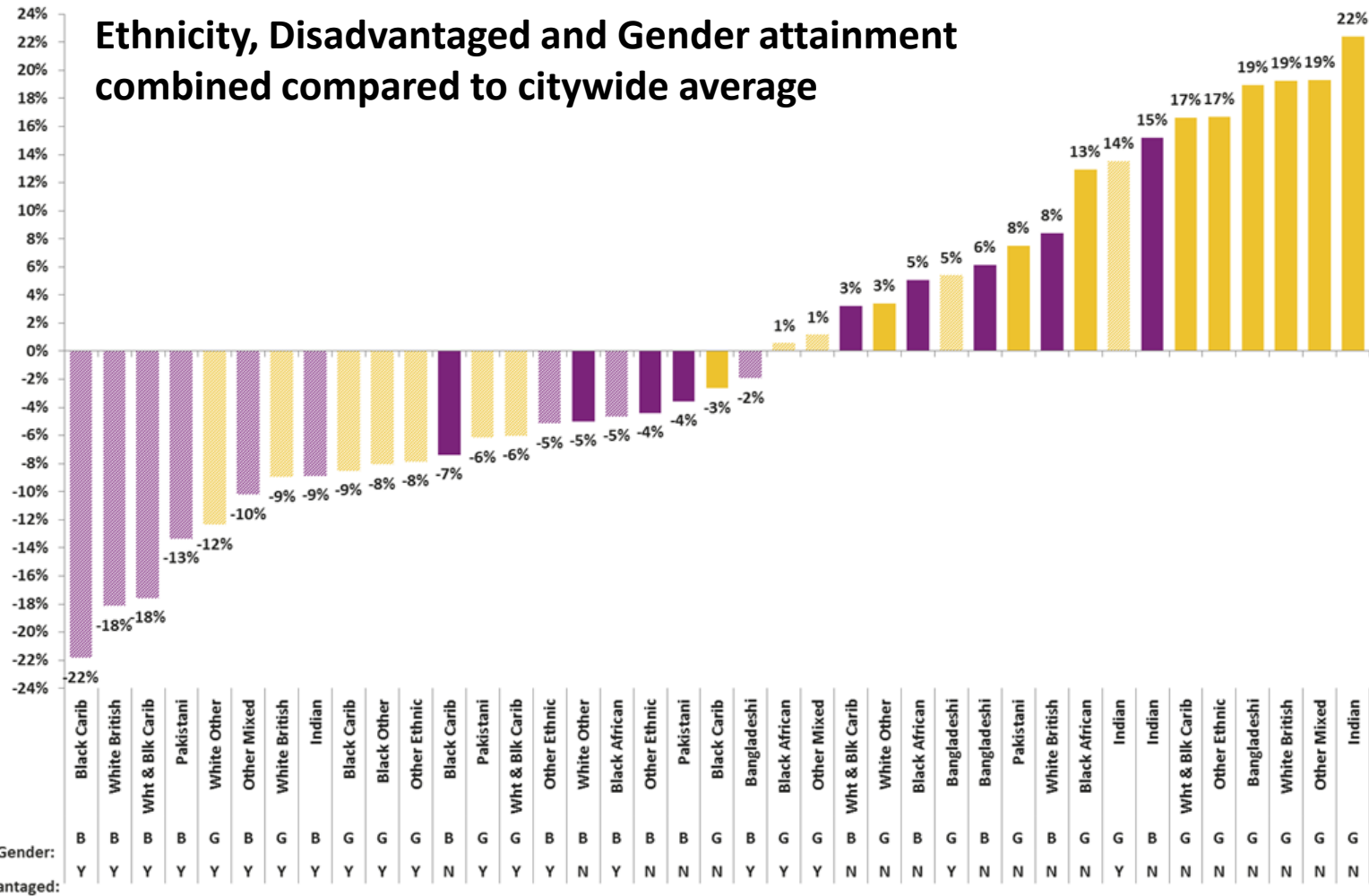
# Key Stage 2: Attainment by Ethnic group

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



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

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



# Key Stage 2 by Ward

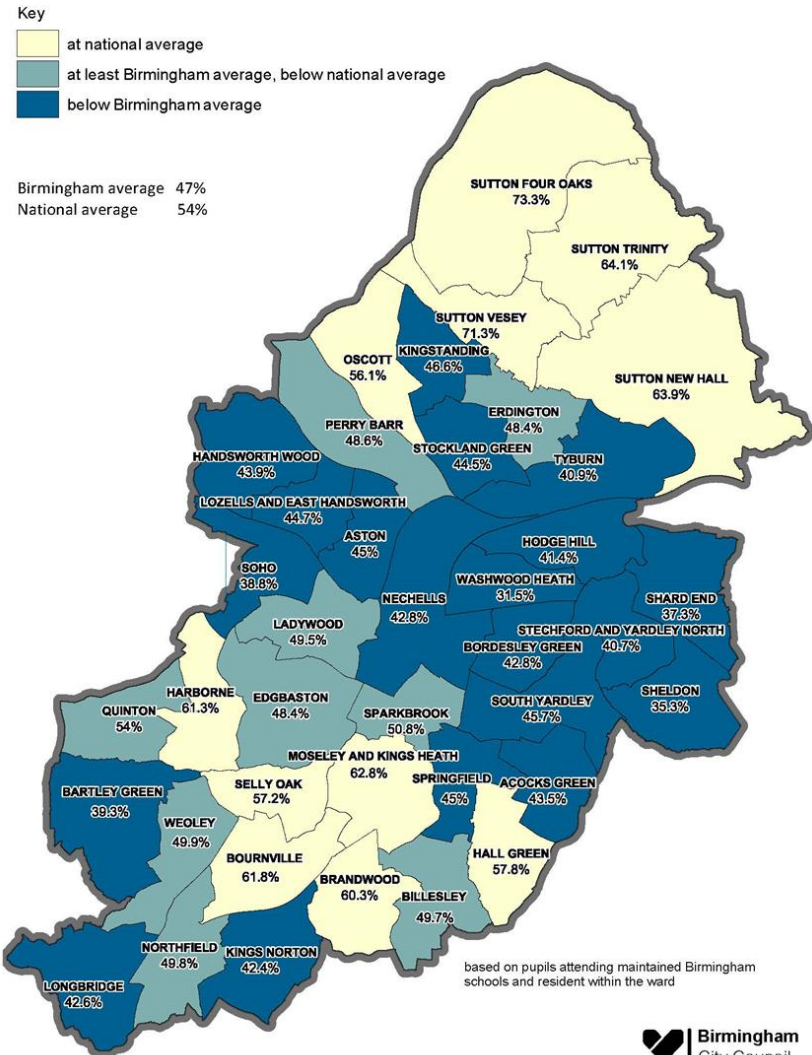
The map below shows proportion of children **living** in each ward that reached the expected standard across reading, writing and maths.

## Top 3 wards

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

## Bottom 3 wards

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

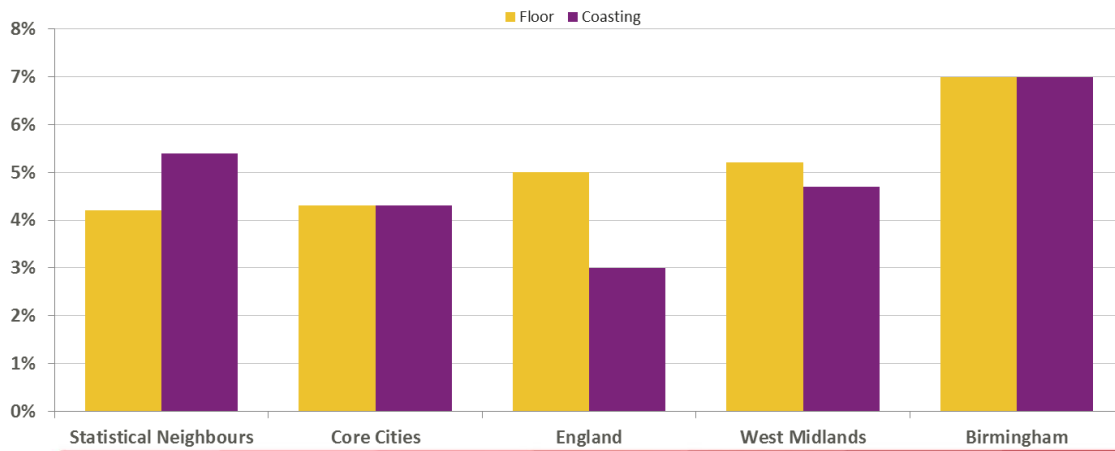


# Floor Targets/Coasting Schools

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

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

Percentage of Primary Schools below Floor and Coasting - 2016



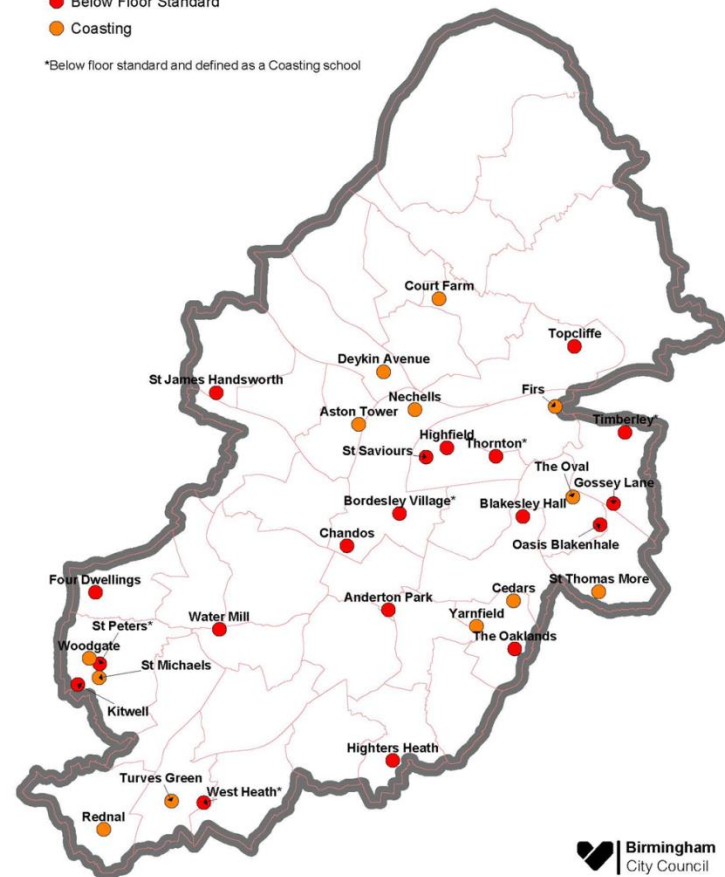
## 2016 Key Stage 2: Birmingham Primary schools below Floor targets or classed as Coasting

Key

● Below Floor Standard

● Coasting

\*Below floor standard and defined as a Coasting school

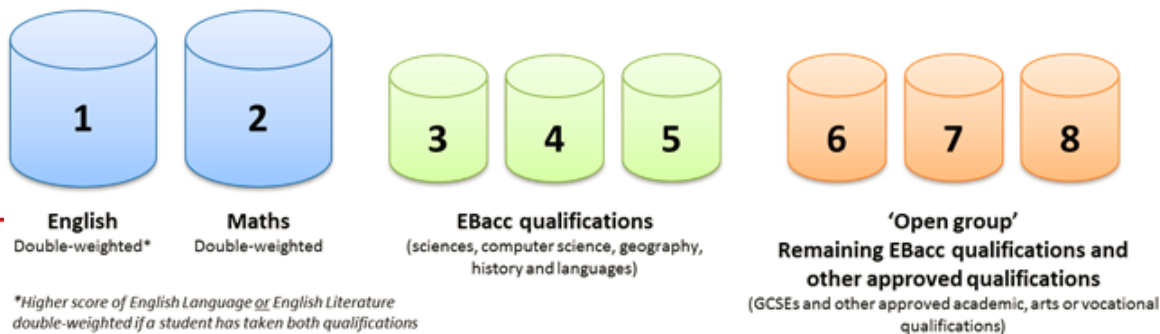


## Key Stage 4

# New Key Stage 4 Accountability Measures

## Attainment 8 and Progress 8

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



# Attainment 8 Example

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

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

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



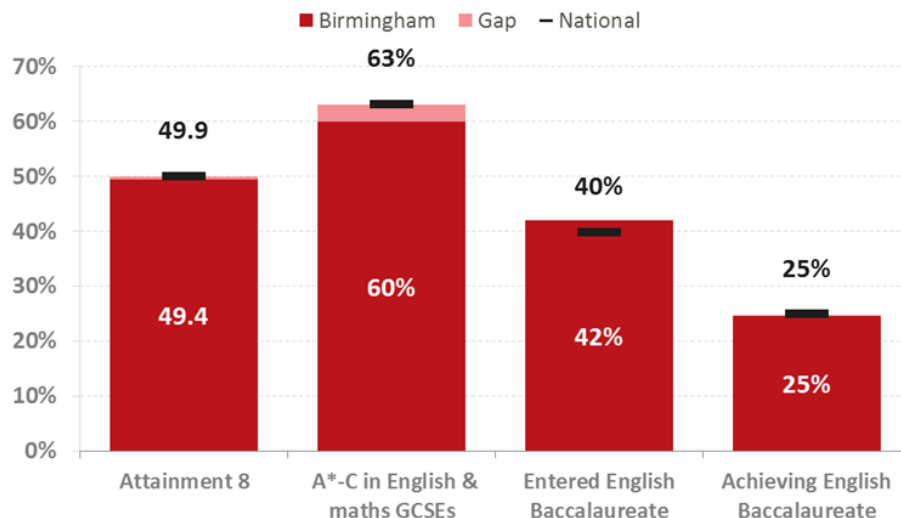
# Progress 8

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

# Key Stage 4 Summary

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

Key stage 4 2016: Key Performance Indicators



## Birmingham Progress 8

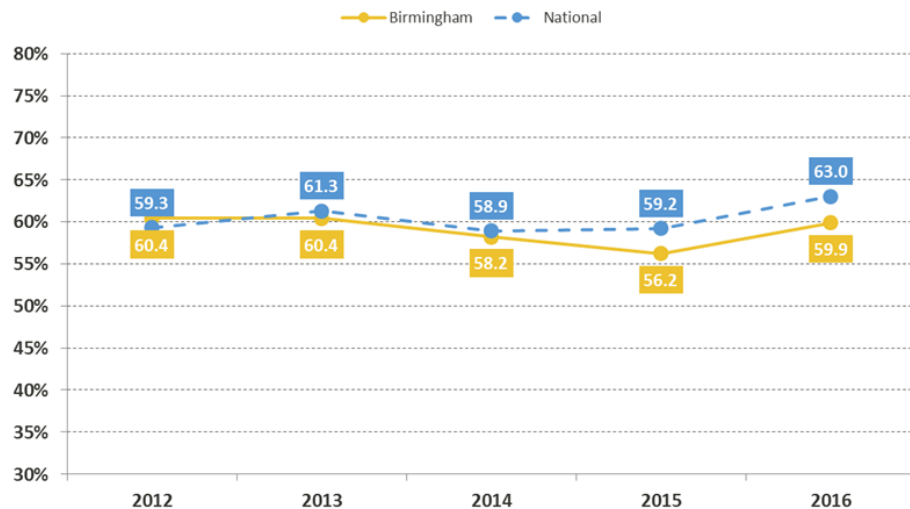
Performance

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

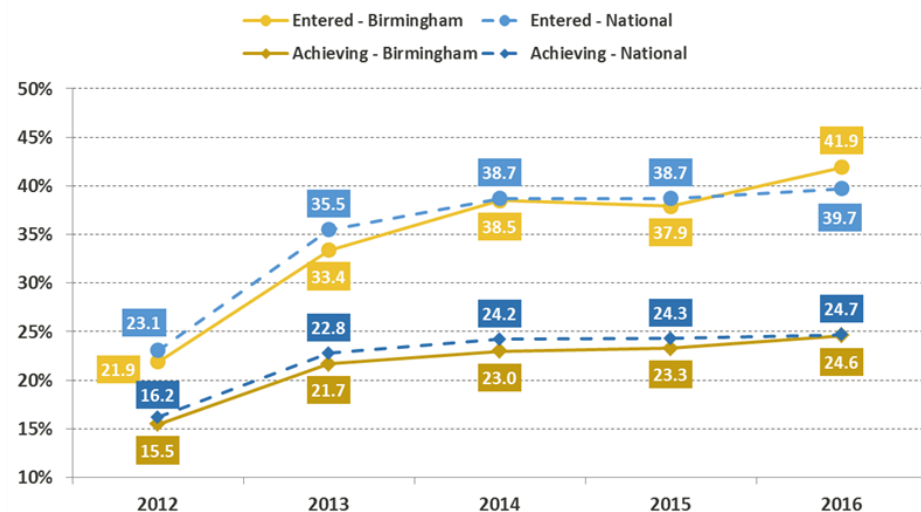
**0** +/- 0.02

# Key Stage 4 – Trackable measures

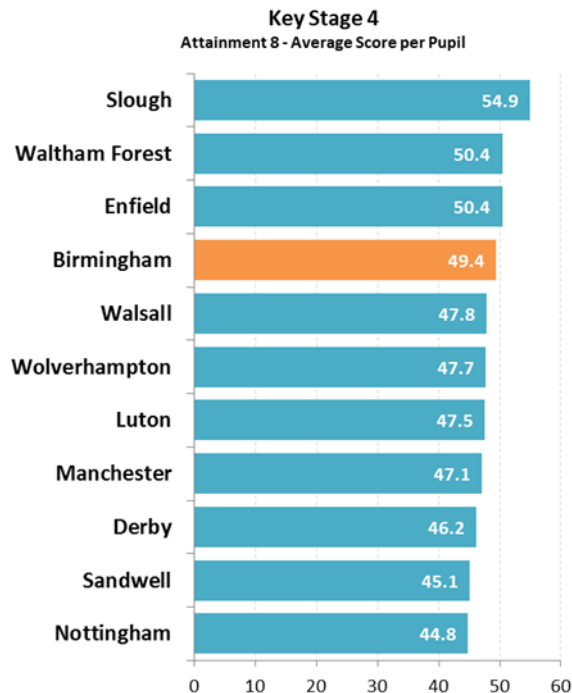
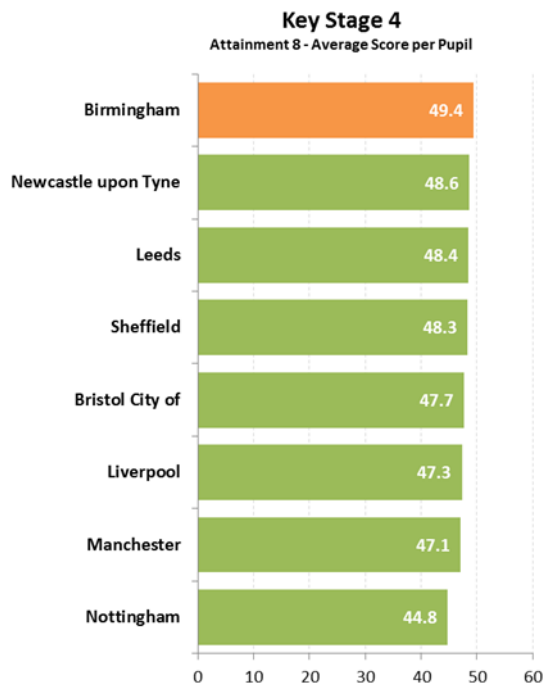
Key stage 4 2016: % of pupils achieving A\*-C in English and Maths GCSEs



English Baccalaureate



# Attainment 8 comparisons



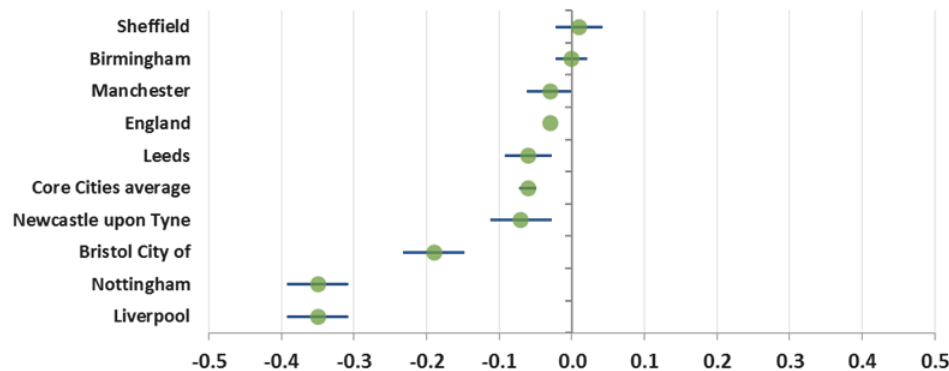
The chart left compares Birmingham with core cities and our statistical neighbours.

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

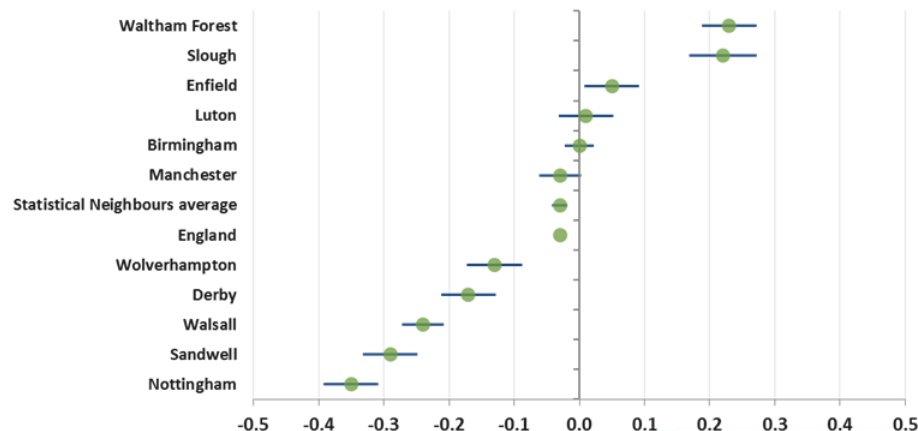
# Progress 8 Comparisons

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

Progress 8 for Birmingham and Core cities

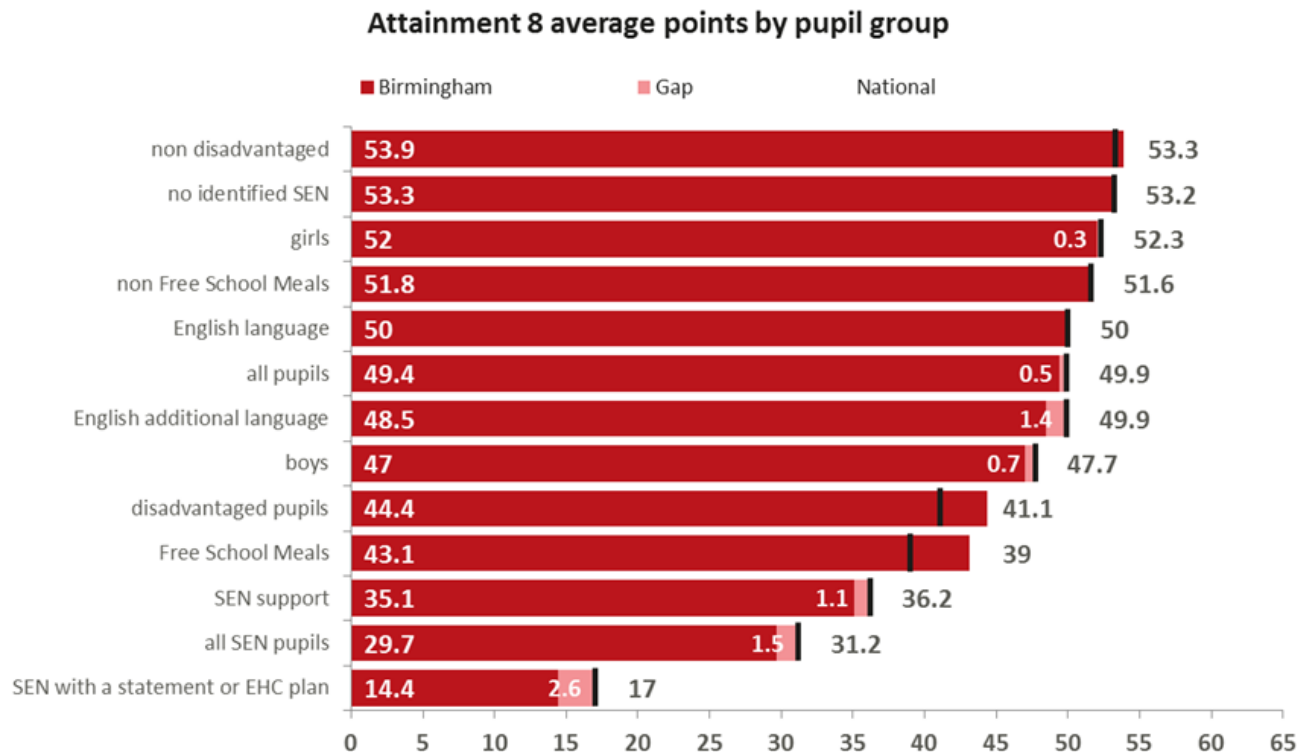


Progress 8 for Birmingham and Statistical Neighbours



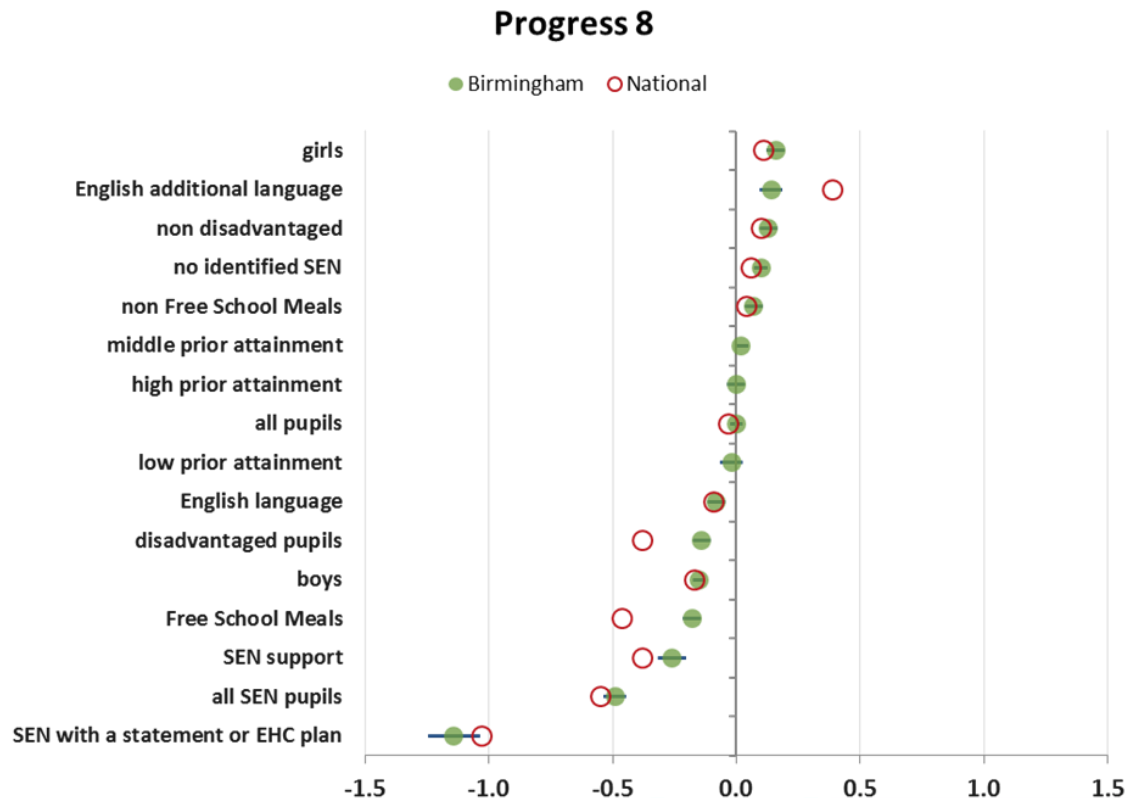
# Key Stage 4 - Pupil group Attainment 8

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



# Key Stage 4 - Pupil groups Progress 8

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

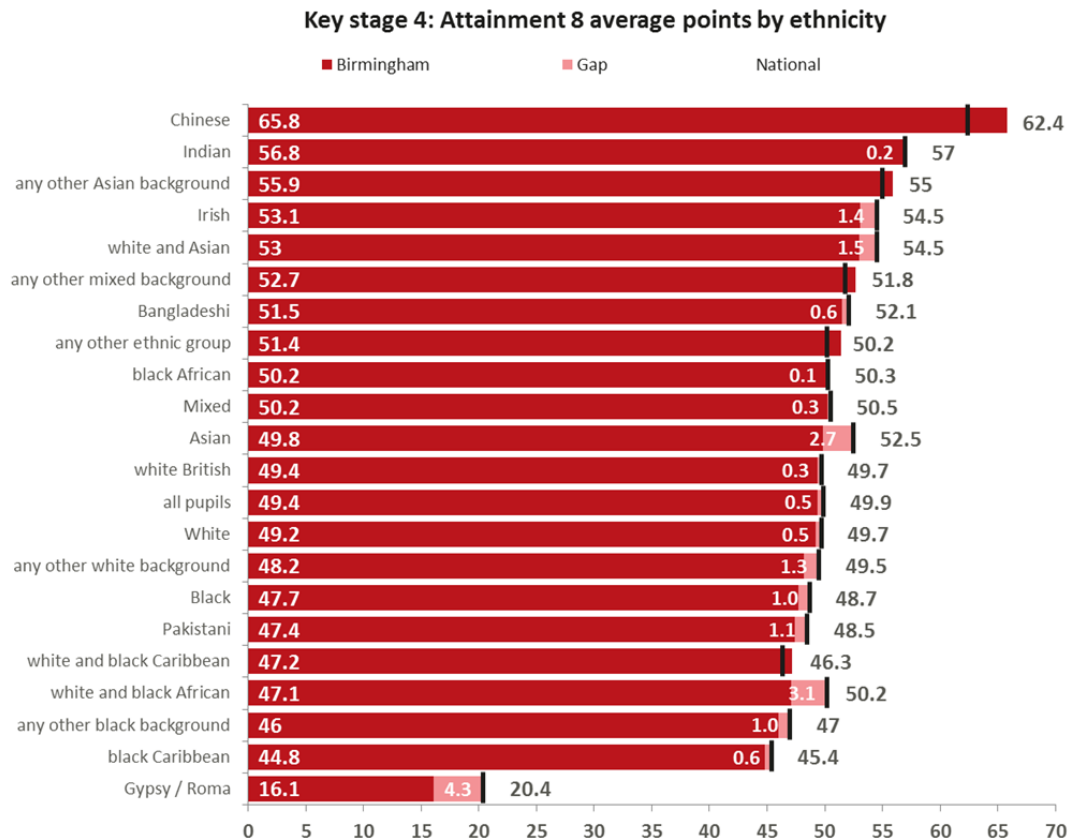


# Key Stage 4 - Ethnic groups

## Attainment 8

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

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



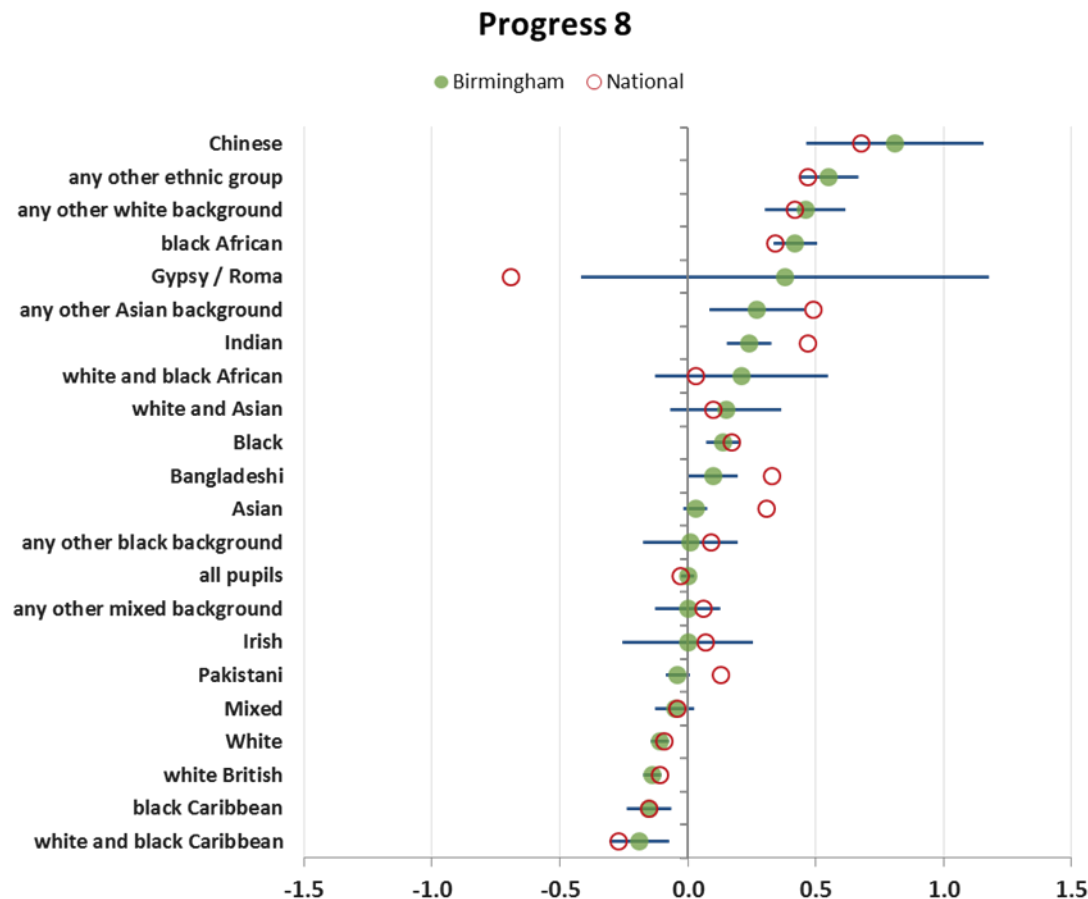


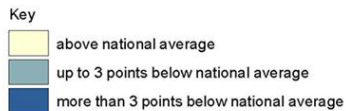
# Key Stage 4 - Ethnic groups Progress 8

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

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

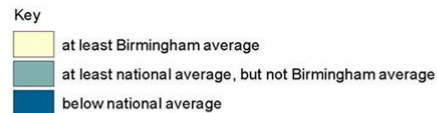
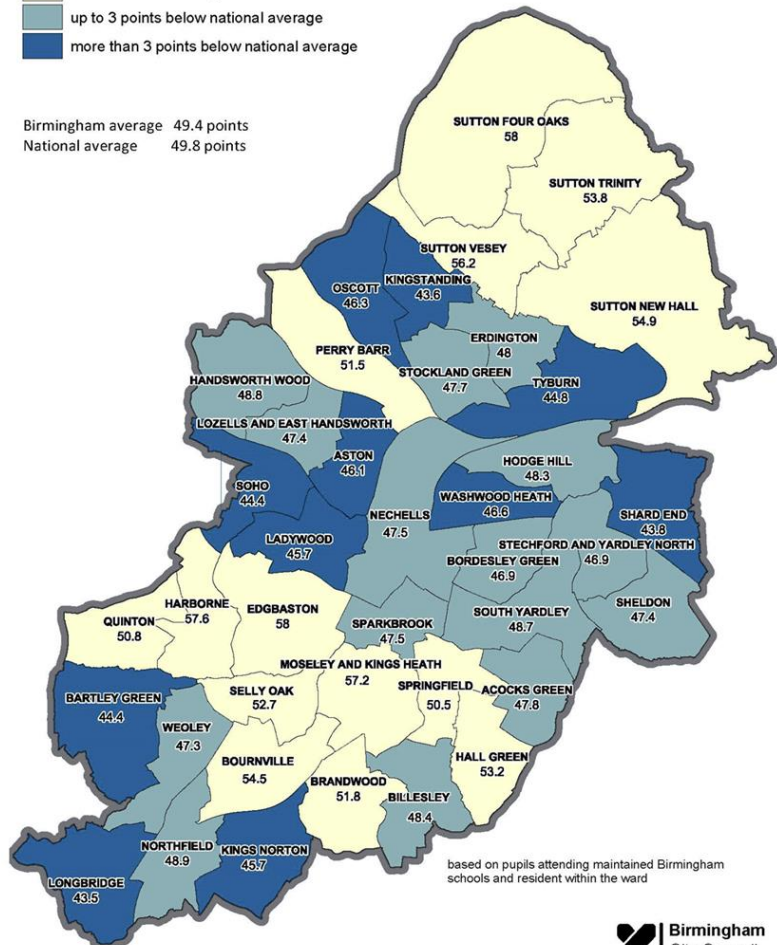
Gypsy/Roma pupils, whose attainment is the lowest in the city, fair better at Progress 8, although this is subject to large confidence intervals.





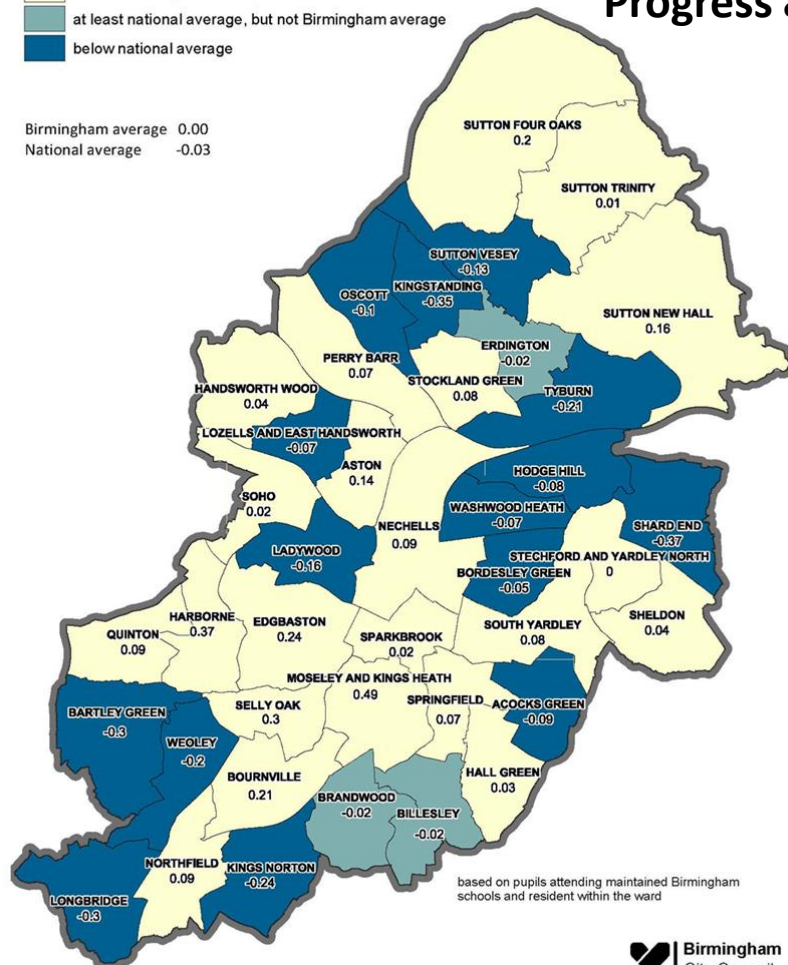
## Attainment 8

Birmingham average 49.4 points  
National average 49.8 points

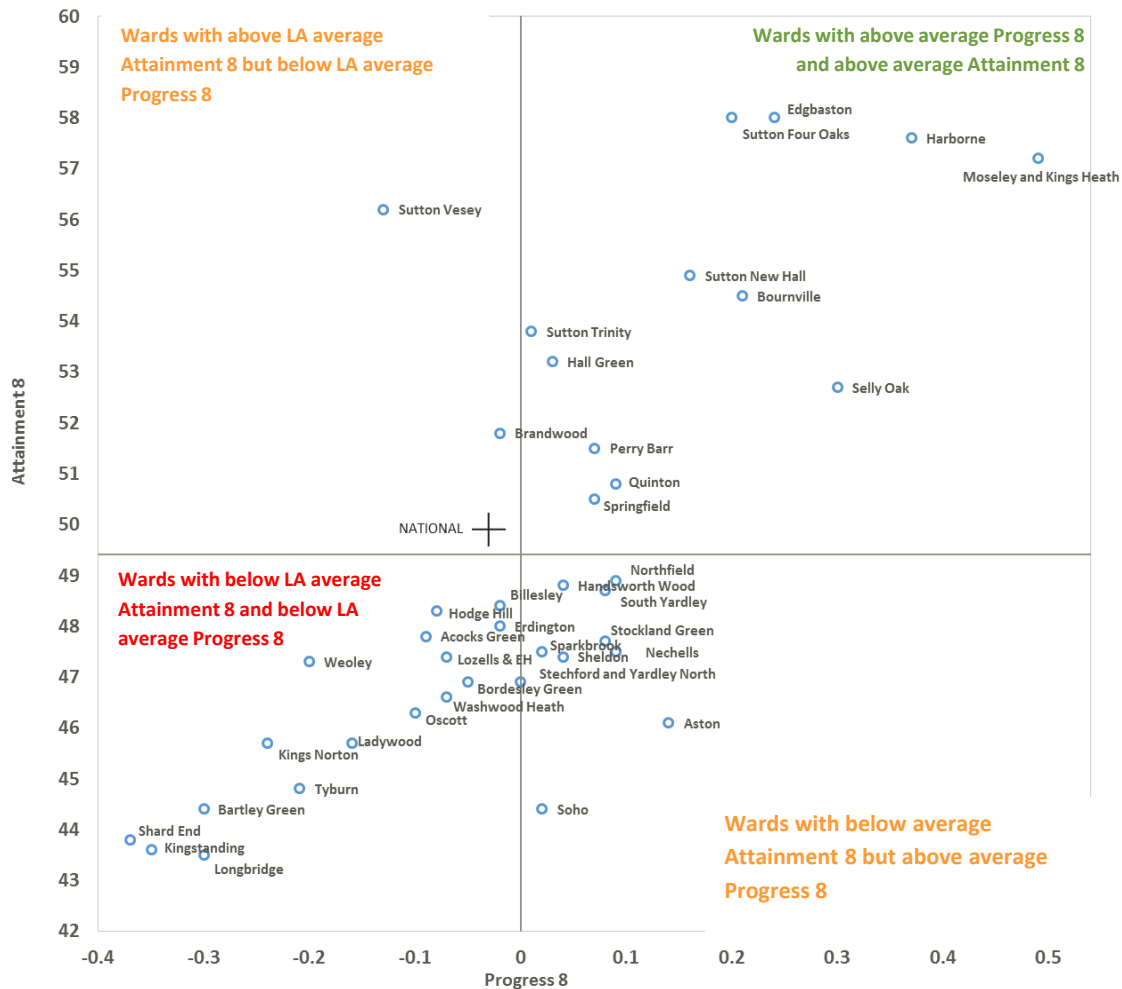


## Progress 8

Birmingham average 0.00  
National average -0.03



## Performance Map for Attainment and Progress by Ward



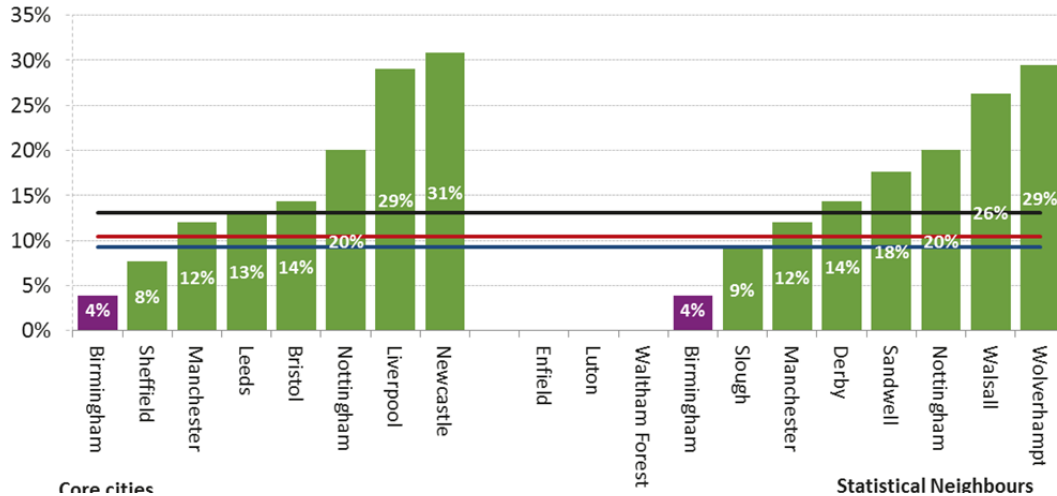
# Floor Targets/Coasting Schools

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

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

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

Key stage 4 2016: Percentage of schools below floor standard

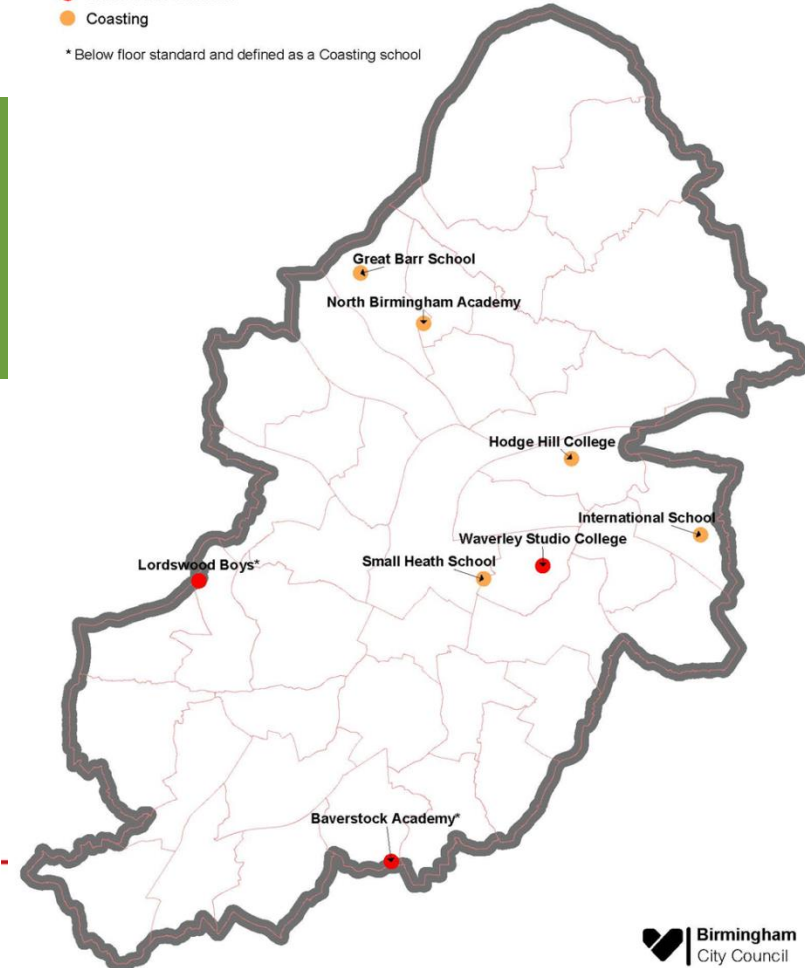


Key

Below Floor standard

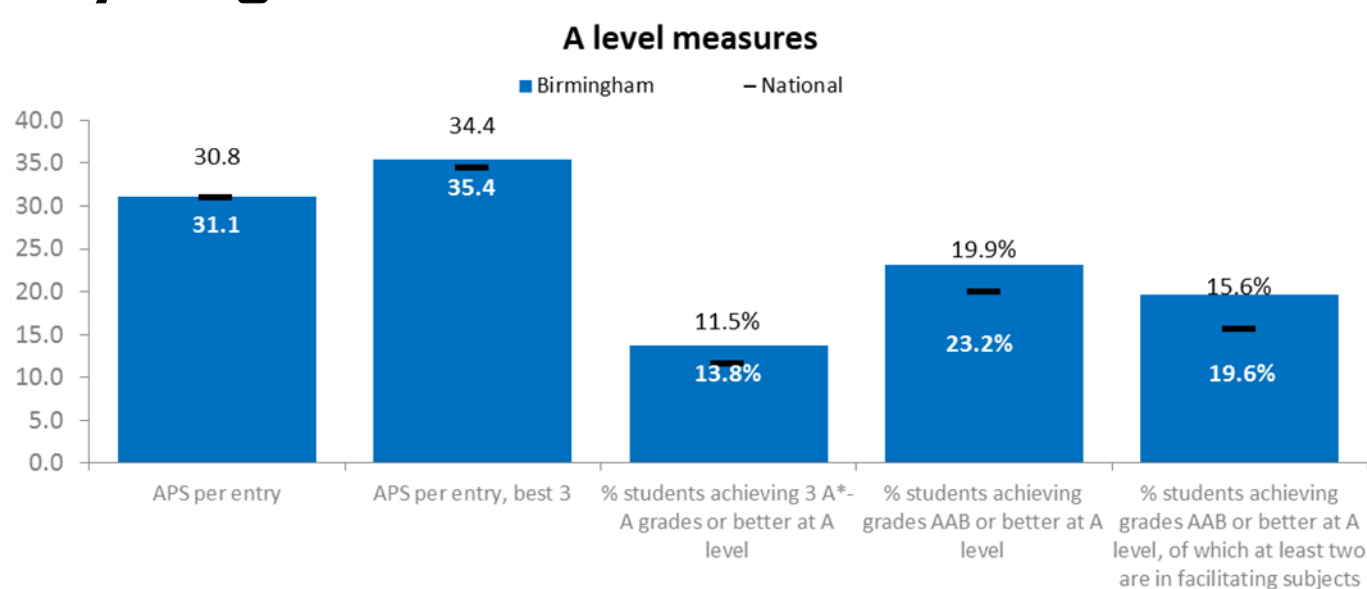
Coasting

\* Below floor standard and defined as a Coasting school



# Key Stage 5

# Key Stage 5



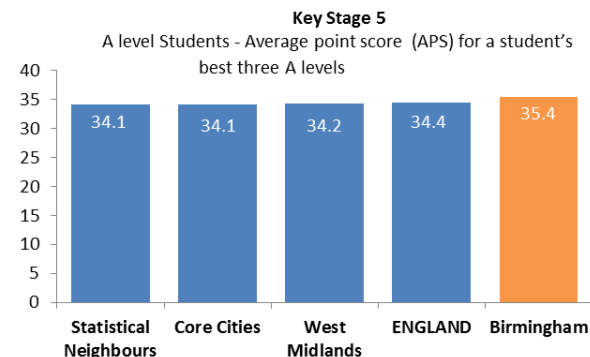
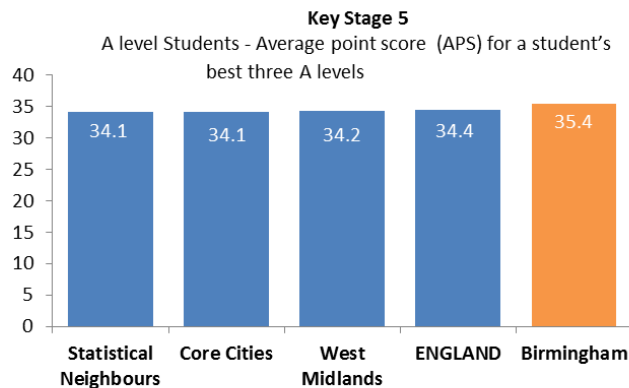
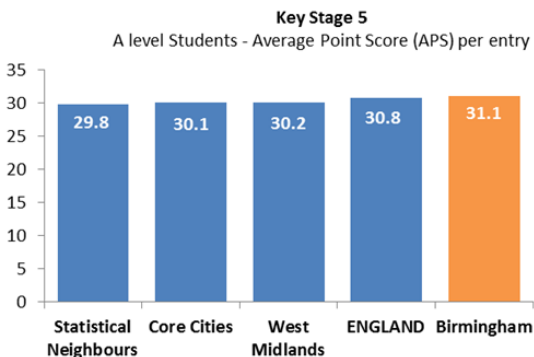
Key Stage 5 data represents 6<sup>th</sup> forms within state funded schools in Birmingham, it excludes FE sector colleges.

National comparison data represents the same group of schools.

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

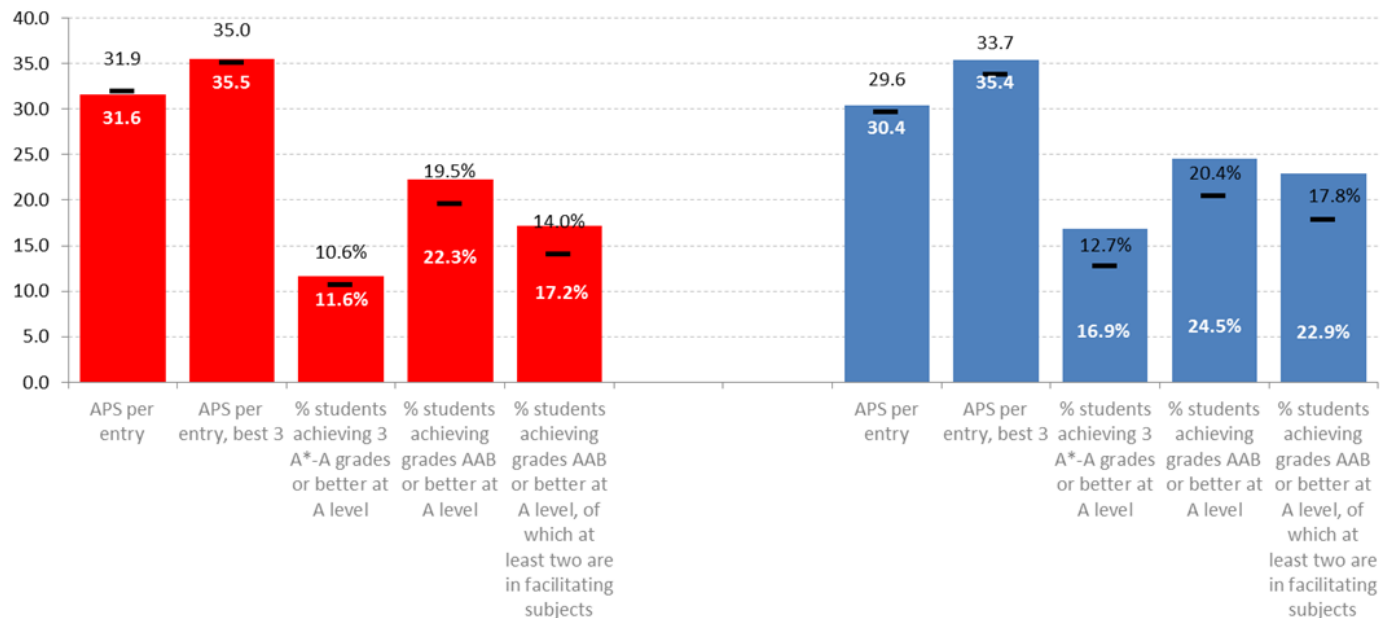
\*facilitating subjects are: maths and further maths, English literature, physics, biology, chemistry, geography, history and languages (classical and modern).

# Key Stage 5 comparisons



# Key stage 5 - Gender

Key Stage 5  
A level Students - Gender Comparison Graph



Overall both girls and boys do better than their national peers

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



# Looked After Children

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

## Key Stage 2

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

# Looked After Children

## Key Stage 4

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