



# Annual Education Performance Report

## 2023 Examinations and Assessments

### March 2024



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## Contents

<b>Executive Summary.....</b>	<b>8</b>
Early Years Foundation Stage .....	8
Phonics.....	9
Key Stage 1.....	9
Key Stage 2.....	9
Key Stage 4.....	10
16 – 18 Study.....	11
Children Looked After (CLA) and Children in Need (CIN) .....	11
<b>Early Years Foundation Stage Profile (EYFSP).....</b>	<b>13</b>
Key Messages .....	13
Background .....	13
Overall Performance .....	14
Areas of Learning .....	15
National Comparisons .....	16
Pupil Characteristics .....	17
Free School Meals .....	18
English as an additional language .....	19
EYFSP Attainment Gaps .....	20
Ethnicity .....	21
<b>Phonics .....</b>	<b>24</b>
Key Messages .....	24
Background .....	24
Overall Performance .....	24
National Comparisons .....	26
Year 1 .....	26
By the End of Year 2 .....	27
Pupil Characteristics .....	28
Ethnicity .....	29
<b>Key Stage 1 .....</b>	<b>30</b>
Key Messages .....	30
Background .....	30
Overall Performance .....	31
National Comparisons .....	32
Pupil Characteristics .....	34
Free School Meals (FSM).....	34
Language (EAL) .....	35
Special Educational Needs and Disabilities (SEND) .....	35
Pupil Characteristics attainment gap Trends .....	37
Gender .....	37
Free School Meals (FSM).....	38
Special Educational Needs and Disabilities (SEND) .....	38
Ethnicity .....	39
Key Stage 1 Attainment by Ward .....	41

<b>Key Stage 2 .....</b>	<b>45</b>
Background .....	45
<b>Overall Performance - Attainment.....</b>	<b>46</b>
<b>Attainment Trends .....</b>	<b>47</b>
Reading.....	47
Writing .....	48
Mathematics .....	49
Grammar, Punctuation & Spelling .....	50
Scaled Scores.....	50
<b>Progress .....</b>	<b>51</b>
2023 Progress – All Subjects .....	52
Reading Progress Trend .....	52
Writing Progress Trend .....	52
Mathematics Progress Trend .....	52
<b>National Comparisons - Attainment.....</b>	<b>54</b>
<b>Pupil Characteristics .....</b>	<b>58</b>
Reading, Writing & Maths Attainment.....	59
<b>Pupil Characteristics attainment gap Trends .....</b>	<b>59</b>
Attainment by Characteristic .....	61
Progress by Characteristic.....	61
Reading.....	62
Writing .....	63
Mathematics .....	64
<b>Key stage 2 – Ethnicity.....</b>	<b>65</b>
Attainment .....	67
<b>Progress - Ethnicity.....</b>	<b>68</b>
Reading.....	68
Writing .....	69
Mathematics .....	70
<b>Pupil Groups - Attainment Gap.....</b>	<b>71</b>
Ethnic group, gender, and disadvantaged – differences to the LA average.....	72
<b>Key Stage 2 Attainment by Ward .....</b>	<b>75</b>
RWM at least expected standard Disadvantaged vs Non-Disadvantaged Attainment by Ward .....	78
<b>Ofsted Outcomes for Primary Schools in Birmingham.....</b>	<b>80</b>
<b>Please note Ofsted suspended inspections during COVID, from March 2020 to January 2021. ....</b>	<b>81</b>
<b>Schools that may benefit from support .....</b>	<b>81</b>
<b>Key Stage 4 .....</b>	<b>82</b>
Key Messages .....	82
Background .....	82
Confidence Intervals .....	83
<b>Overall Key Stage 4 Outcomes .....</b>	<b>84</b>
Progress.....	84
Attainment .....	84
<b>Attainment Trends .....</b>	<b>85</b>
English and Maths Combined.....	85
English .....	86
Mathematics .....	87
English Baccalaureate .....	88

Modern Languages.....	90
Science .....	91
Humanities .....	92
<b>National and other LA Comparisons .....</b>	<b>93</b>
Progress.....	93
Disadvantaged Students Progress 8.....	97
<b>Pupil Characteristics .....</b>	<b>98</b>
Progress.....	99
Attainment .....	101
<b>Ethnicity Profile – Key stage 4.....</b>	<b>103</b>
Main Ethnicity Groups.....	103
<b>Minor Ethnicity Groups .....</b>	<b>104</b>
Progress.....	104
Attainment .....	107
<b>Attainment Gaps .....</b>	<b>110</b>
Progress.....	110
Attainment .....	111
<b>Key Stage 4 Outcomes by Ward .....</b>	<b>116</b>
Attainment vs Progress 8 by Ward -.....	121
Disadvantaged vs Non-Disadvantaged Progress 8 by Ward.....	123
<b>Ofsted Outcomes for Secondary Schools in Birmingham .....</b>	<b>124</b>
Schools that may benefit from support. ....	125
<b>16 -18 Study.....</b>	<b>126</b>
<b>Key Messages .....</b>	<b>126</b>
Background .....	126
<b>16–18 Headline Measures .....</b>	<b>128</b>
Percentages of Pupils Entered for Level 3 Qualifications by Type .....	130
A Level Performance Indicators .....	131
Disadvantaged Attainment Gaps for Headline Measures.....	132
<b>National Comparisons .....</b>	<b>133</b>
Applied General APS .....	134
Tech Level APS.....	135
<b>Outcomes for Children Looked After (CLA) .....</b>	<b>136</b>
<b>Key Messages .....</b>	<b>137</b>
Background .....	137
Early Years Foundation Stage Profile .....	138
Phonics Year 1 Screening check .....	140
Key stage 1 .....	142
Key stage 2 .....	144
Key stage 4 .....	145
<b>Outcomes for Children in Need .....</b>	<b>148</b>
Key stage 2 - reading test, writing TA, maths test (RWM).....	148
Key stage 4 - Progress 8 .....	148
Key stage 4 - Basics: children achieving 9-4 in English and maths .....	149
Key stage 4 - Basics: children achieving 9-5 in English and maths .....	149
<b>Appendixes .....</b>	<b>150</b>

<b>Appendix 1 – Early Years Foundation Stage Profile Comparison Table .....</b>	<b>150</b>
Appendix 2 – Phonics Summary Comparison Table .....	151
Appendix 3 – Key Stage 1 Summary Comparison Table .....	151
Appendix 4 – Key Stage 2 Summary Comparison Table .....	152
Appendix 5 – Key Stage 4 Summary Comparison Table .....	153
Appendix 6 – Ward codes used in maps .....	155
Appendix 7 – Explanation of Deprivation vs Non-Deprivation Chart .....	156
Appendix 8 – Abbreviations and Methodology .....	157
Abbreviations .....	157
Appendix 1-5 Notes .....	157
<b><i>Pupil characteristics definitions .....</i></b>	<b>158</b>
Gender .....	158
Free school meals .....	158
Disadvantaged pupils .....	158
Ethnic group .....	158
English as a first language (EAL) .....	159
Children with special educational needs and disabilities (SEND) .....	159
SEN support .....	159
Education, Health and Care (EHC) plan .....	159
<b>Prior Attainment Group for Key Stage 4 based on Key Stage 2 .....</b>	<b>159</b>
Low prior attainers .....	159
Middle prior attainers .....	159
High prior attainers .....	160
<b><i>School Census Ethnicity Codes .....</i></b>	<b>161</b>

# Executive Summary

This is the second publication of the annual assessment results since 2019 due to the cancellation of 2020 and 2021 assessments during the pandemic. In the summer of 2022, all exams returned to normal after the pandemic, and some adaptations were in place for specific key stage assessments.

For primary assessments, no examinations were taken by pupils for 2020 and 2021, however for Key stage 4 and Post-16, alternative processes were set up to award grades which included either centre assessment grades (known as CAGs) or teacher assessed grades (known as TAGs) for the years 2020 and 2021. This report will show comparisons from 2018 to 2019 alongside this year's assessment results. Please exercise caution when considering comparisons over time, even when comparing 2022 to 2023 results.

Phase Outcomes			Birmingham	National	Difference
2023	EYFSP	% achieving GLD	● 65.1 (+2.4) ▲	67.2 (+2)	-2.1 (+0.4)
2023	Phonics	% Working at Expected in Year 1	● 79.1 (+3.6) ▲	78.9 (+3.4)	0.2 (+0.2)
		% Working at Expected Standard end of Year 2	● 87.7 (+1.2) ▲	88.5 (+1.6)	-0.8 (-0.4)
2023	KS1	% at least the expected standard in Reading	● 66 (+1) ▲	68.2 (+1.3)	-2.2 (-0.3)
		% at least the expected standard in Writing	● 58.5 (+2.2) ▲	60.1 (+2.5)	-1.6 (-0.3)
		% at least the expected standard in Maths	● 67.8 (+2.5) ▲	70.4 (+2.8)	-2.6 (-0.3)
2023	KS2 (Revised)	% at least the expected standard in Reading, Writing & Maths	● 58.6 (+1.1) ▲	59.8 (+1.1)	-1.2 (+0)
		% higher standard in Reading, Writing & Maths	● 6.9 (+0.5) ▲	8 (+0.8)	-1.1 (-0.3)
		Average Progress score in Reading	● 0.16 (-0.48) ▼	0.04 (-0)	0.12 (-0.48)
		Average Progress score in Writing	● 0.07 (+0.02) ▲	0.04 (-0.01)	0.03 (+0.03)
		Average Progress score in Maths	● 0.69 (+0.1) ▲	0.04 (-0)	0.65 (+0.1)
		Average scaled score in Reading	● 104.5 (-0.1) ▼	105.1 (+0.3)	-0.6 (-0.4)
		Average scaled score in Maths	● 104.3 (+0.6) ▲	104.2 (+0.4)	0.1 (+0.2)
2023	KS4 (Provisional)	Progress 8 average	● 0.03 (-0.04) ▼	-0.03 (-0)	0.06 (-0.04)
		Attainment 8 average	● 46 (-2.5) ▼	46.2 (-2.6)	-0.2 (+0.1)
		% achieving 9-5 in English and Maths	● 45 (-5.9) ▼	45 (-4.8)	0 (-1.1)
		% Entered for English Baccalaureate	● 46.4 (+0.5) ▲	39.3 (+0.6)	7.1 (-0.1)
		English Baccalaureate APS	● 4.05 (-0.3) ▼	4.05 (-0.2)	0 (-0)
		% achieving 9-5 in English Baccalaureate	● 17.4 (-4.3) ▼	16.9 (-3.4)	0.5 (-0.9)

## Early Years Foundation Stage

- In 2023, 65.1% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 67.2% nationally.
- Birmingham's GLD improved by 2.4% from 2022, National by 2.0%, the attainment gap is now 2.1% (previously in 2019 this was 3.8%).
- Birmingham's GLD is 1.7% higher than the average for Core Cities and 1.5% higher than Statistical Neighbours average.
- Children eligible for Free School Meals (FSM) **outperform** their national peers for GLD by 6.4%. In 2022 Birmingham was 5.7% above.
- With the exception of FSM most pupil groups in Birmingham are behind their national peers, especially pupils with EHC Plan who are 2.9% **behind**.
- Bangladeshi pupils have done well in 2023 **outperforming** the average GLD for their group at National level by 5.5%.
- Mixed background pupils further **behind** their national equivalents compared to 2022 attainment.



## Phonics

- In 2023, 79.1% of children in Birmingham achieved the expected standard of Phonics decoding in Year 1, **above** national by 0.2%. By the end of Year 2, this rises to 87.7% compared with 88.5% nationally.
- In Birmingham, 7.4% more FSM and 7.9% more Disadvantaged children **achieved** the expected standard in Year 1 than their corresponding groups nationally.
- Overall SEND attainment in Year 1 is 0.5% **above** SEND national however, pupils with an EHC plan are 8.9% **behind**.
- Year 1 Boys attainment is very close to the Boys national average, and Girls are 0.7% **ahead** of Girls nationally.
- EAL pupils' attainment in Year 1 is 0.4% **above** EAL pupils nationally.

## Key Stage 1

- Birmingham pupils remain **behind** their national peers with the attainment gap increasing by 0.3% in all three subjects (Reading, Writing and Maths).
- Birmingham is **above** Core Cities and Statistical Neighbours averages in all three subjects, most notably in Reading and Writing, up to 2% above.
- Disadvantaged and FSM pupils in Birmingham continue to **outperform** compared to National, with 6.3% more FSM pupils achieving at least the expected standard in Writing than National.
- All other Birmingham groups are **behind** their national equivalents (except disadvantaged).
- SEND pupils' attainment remains **below** other SEND pupils nationally and has seen a decline from 2019, with Reading 3.6%, Writing at 1.1% and the widest attainment gap is Maths which is 4.3% **behind**.
- The gap between the percentage of Birmingham pupils working at greater depth and the national equivalent is narrowing across Reading, Writing and Maths, Reading is now 3.9% **behind**, Writing 1.7% and Maths 2.8% **behind**.
- 'White and Black African' and 'Bangladeshi' children, in Birmingham have performed **strongly** across Reading, Writing and Maths in 2023, outperforming their group nationally and the overall LA average for all subjects.

## Key Stage 2

- In 2023, 58.6% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM), and 6.9% achieved a higher standard. While still below the national outcomes of 59.6% and 8.0%, the attainment gap continues to **narrow**.
- In Reading, Writing and Maths individually, the percentage of Birmingham children reaching the expected standard is **highest** for Maths and **lowest** for Writing.
- The percentage of Birmingham children reaching the expected standard in Reading is 2.4% behind national, and the percentage achieving a higher standard is 2.0% **behind** national. In Maths, the attainment gap is **above** national by 0.2% and 1.1% for high standard. In Writing, Birmingham is **behind** national by 1.3% and 2.9% for high standard. Reading has the **widest** attainment gap for children achieving the expected standard.
- Grammar, Punctuation and Spelling attainment in Birmingham is **above** the national average for children achieving at least the expected standard by 1.9% and 4.5% above for those achieving a higher standard.
- Progress in all three subjects **improved** between 2017 and 2022. In 2023, this trend continued in Maths and, to a lesser extent, in Writing but in Reading, progress dipped. In 2023, Maths remains significantly **ahead** of national, Reading is still above national, and Writing is in line with national.

- Birmingham's RWM reaching at least expected standard attainment is 1.4% **above** the Core Cities average and 0.2% **below** Statistical Neighbours.
- All contextual groups are **behind** their national equivalents except for Disadvantaged and FSM pupils.
- 50.0% of disadvantaged children reached the expected standard for RWM, 6.0% **above** national.
- The progress of disadvantaged children in Birmingham is **above** the national level in Reading, Writing and, most significantly, Maths.
- Birmingham boys and girls reaching the expected standard in RWM are behind their national equivalents, with the attainment gap widening for boys to -1.4 and narrowing for girls to -0.5. Girls narrowed the gap by 1.1% when compared to 2022.
- The gap in attainment between Any SEND children in Birmingham and the national equivalent for RWM is now 1.6% **behind**. Children with an EHC plan are the furthest **behind** their national equivalents by 3.6%, 4.8% of Birmingham children with an EHC plan achieve the expected standard in RWM, national is 8.4%.
- Birmingham has a lower proportion of Primary schools rated as Good or Outstanding than Nationally, by 1.7% as of August 2023.

## Key Stage 4

- In 2023, Birmingham's Progress 8 score of 0.03 is **above** the state funded national average of -0.03. This means that pupils in Birmingham made more 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 2022 was 46.0, **slightly below** the national average of 46.2 by 0.2 points.
- 45.0% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, which is **in line** with the National average. 63.0% achieved a standard pass (9-4 grade), which is **below** the National average of 64.8% by 1.8%.
- In Birmingham, 61.6% of pupils achieved a 9-5 grade in English which is now **above** the national average by 1.2%. Maths attainment has declined, with 49.3% achieving a 9-5 grade, 1.3% **below** national.
- English Baccalaureate attainment in Birmingham is **above** the National average. The average points achieved per pupil is now in line with national. 25.1% of students achieved the Ebacc with grades 9-4, 1.0% **above** the national average. Achievement with 9-5 grade was 17.4% **above** the national average by 0.5%.
- Birmingham has the 2nd highest progress 8 average out of all Core Cities and ranked 3rd out of 11 compared to Statistical Neighbours.
- Birmingham Disadvantaged pupil's Progress 8 is significantly **above** Disadvantaged pupils nationally, averaging -0.24 compared to -0.57. In addition, the non-disadvantaged pupils also make more Progress than the non-disadvantaged nationally, and the progress gap between the two groups is much narrower.
- Birmingham Disadvantaged pupil's Attainment 8 is significantly **above** Disadvantaged pupils nationally, averaging 39.4 compared to 34.9. In addition, non-disadvantaged Attainment 8 is **higher** than Attainment 8 for non-disadvantaged nationally.
- SEND pupils in Birmingham have a **higher** average Progress 8 score than SEND pupils national, however they are slightly **behind** other SEND pupils for Attainment 8.
- Pupils with an EHC plan were significantly **below** their national equivalents for the main attainment measures, the gap ranging from 1.2% to 2.7%.

## 16 – 18 Study

- All of Birmingham's overall performance indicators are **higher** than the state funded averages for National, for A levels, Academic and Tech Level qualifications.
- Birmingham is ranked either 1<sup>st</sup> or 2<sup>nd</sup> within Core Cities and Statistical Neighbours groups.
- 22.2% of A Level students achieved at least AAB grades, of which at least two were in facilitating subjects, compared to 17.0% nationally. (state funded schools)
- 27.3% of A Level students achieved at least AAB grades in Birmingham compared to 23.4% Nationally. (state funded schools)
- 18.1% of students achieved at least 3 or more A levels of A\*-A compared to 14.3% Nationally. (state funded schools)
- There has been an **upwards** trend in the percentage of students entered for Applied General qualifications, nationally and in Birmingham. Birmingham 3.7% higher than National in 2023. (state funded schools and colleges)
- The average grade achieved for A Level has **declined** in Birmingham from 2022 by one fine grade (grade B to B-) and remains above the National average grade. (state funded schools)
- The average grade achieved at A Level for disadvantaged students in Birmingham is the same as the Disadvantaged students nationally.
- The average grade achieved at Applied General for disadvantaged students in Birmingham is **better** by one fine grade compared to national, Birmingham achieved Distinction- and National Merit+.

## Children Looked After (CLA) and Children in Need (CIN)

- 40.4% of children looked after by Birmingham (12 months+) achieved a Good Level of Development. This is **drop** from 45.2% in 2022.
- 79.6% of children looked after by Birmingham (12 months+) achieved the expected standard of Phonics decoding in Year 1 in 2023.
- The percentage of children looked after by Birmingham (12 months+) achieving at least the expected standard at key stage 1 (KS1) in 2023 has **increased** in **reading** and **writing** (from 41.9% to 46.7% in reading; from 34.9% to 38.3% in writing).
- There was a small **decline** in the percentage achieving the expected standard in KS1 **maths** (**from 46.5% in 2022 to 45.0% in 2023; a drop of -1.5%**).
- The percentage of children looked after by Birmingham (12 months+) achieving at least the expected standard in the KS2 **Reading test, Writing teacher assessment and Maths test** combined has **dropped** from 38% to just over **34%** in 2023. This reflects drops in the individual subjects.
- Children looked after by Birmingham (12 months+) **made more progress** between key stage 2 and key stage 4 in 2023 compared with the three previous comparative years (2022,2019,2018).
- In 2022, the percentage of Birmingham CIN achieving the expected standard in KS2 reading, writing and maths combined **dropped** by two percentage points to 30%.
- In 2022, Birmingham's children in need **made** similar progress to CIN children in the West Midlands and England.



## Early Years and Primary School Results

# Early Years Foundation Stage Profile (EYFSP)

## Key Messages

- In 2023, 65.1% of pupils achieved a Good Level of Development (GLD) in Birmingham compared to 67.2% nationally.
- Birmingham's GLD improved by 2.4% from 2022, National by 2.0%, the attainment gap is now 2.1% (previously in 2019 this was 3.8%).
- Birmingham's GLD is 1.7% higher than the average for Core Cities and 1.5% higher than Statistical Neighbours average.
- Children eligible for Free School Meals (FSM) **outperform** their national peers for GLD by 6.4%. In 2022 Birmingham was 5.7% above.
- With the exception of FSM most pupil groups in Birmingham are behind their national peers, especially pupils with EHC Plan who are 2.9% **behind**.
- Bangladeshi pupils have done well in 2023 **outperforming** the average GLD for their group at National level by 5.5%.
- Mixed background pupils further **behind** their national equivalents compared to 2022 attainment.

## 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) across 7 areas of learning.
- the 3 prime areas of learning are communication and language; personal, social and emotional development; and physical development.
- The other 4 specific areas of learning: literacy; mathematics; understanding the world; and expressive arts and design.

**“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:

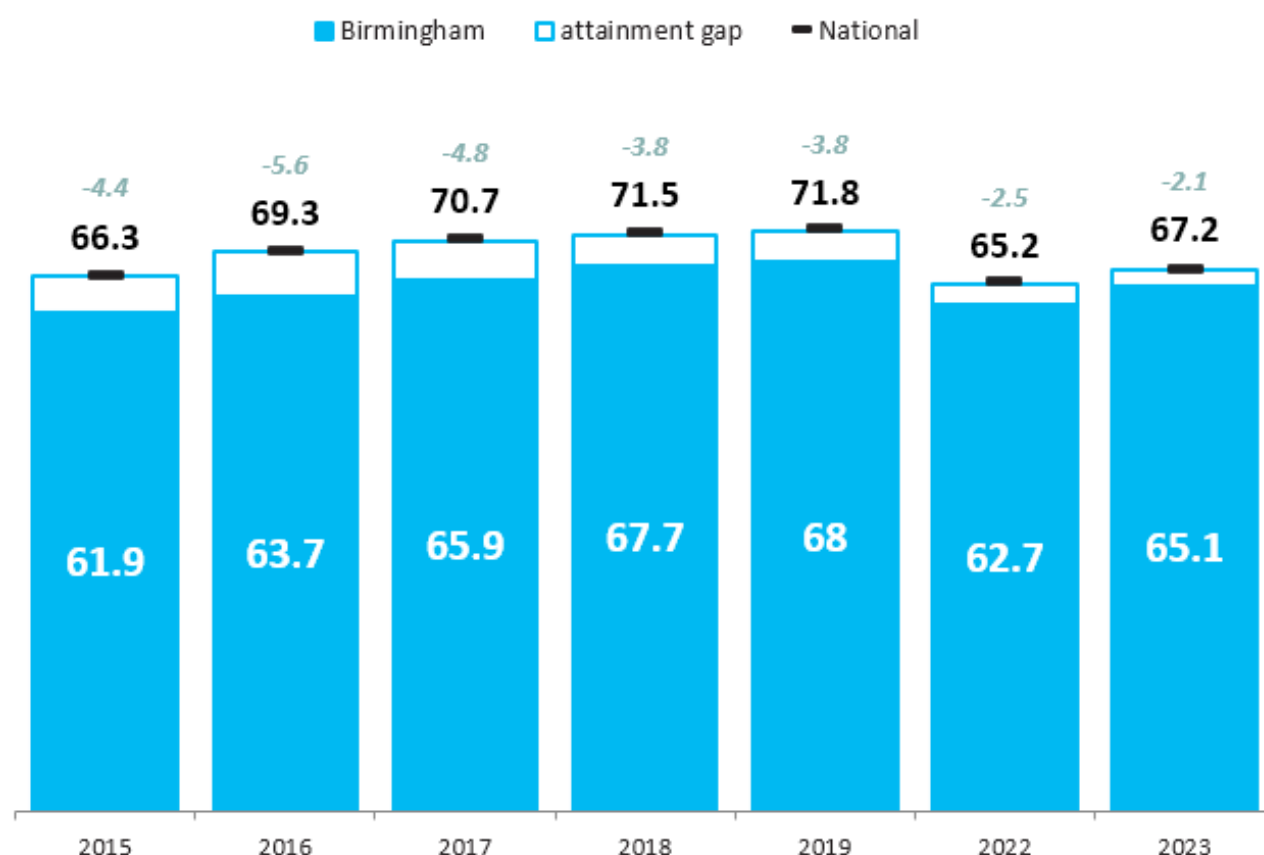
- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language).
- the early learning goals in the specific areas of mathematics and literacy.

Previous changes to the EYFS profile include the removal of the 'exceeding' assessment band, replacing the previous average point score measure with the average number of early learning goals achieved at the expected level per child and removing statutory local authority moderation. Please treat outcomes with caution when directly comparing 2021/22 and 2022/23 assessment outcomes with earlier years.

For Children Looked After (CLA) and Children in Need (CIN) attainment outcomes, see page 136 onwards.

## Overall Performance

### Birmingham Good Level of Development at EYFSP compared with National - All Pupils



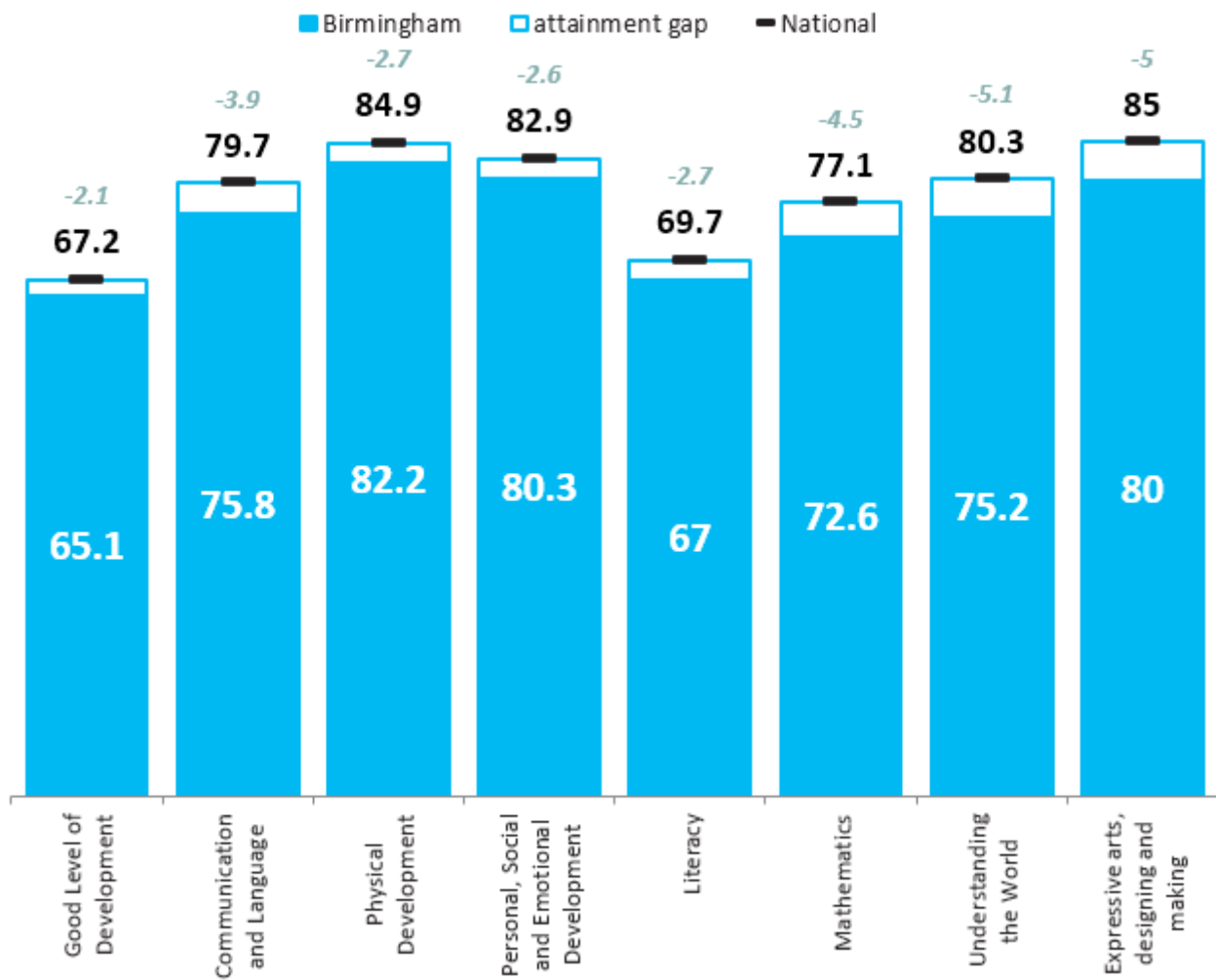
In 2023, **65.1%** of Birmingham pupils achieved GLD, an increase of 2.4% from 2022 and National increased by 2.0%. Comparing to 2019 attainment outcomes we can see both Birmingham and National are still below pre-COVID achievement, Birmingham by 2.9% and National by 4.6%.

Birmingham has improved its ranking position from 2022, we are 113<sup>th</sup> up by 2 positions out of 151 local authorities, in 2019 Birmingham was ranked 130<sup>th</sup> and in 2022 115<sup>th</sup>.

For the new measure which replaces the average point score (APS) from previous years, Birmingham achieved the average of **13.4** for number of early learning goals (ELGs) at expected level per child. National was **14.1**, Birmingham was 0.7 points below national.

## Areas of Learning

Birmingham EYFSP performance compared with National - All Pupils

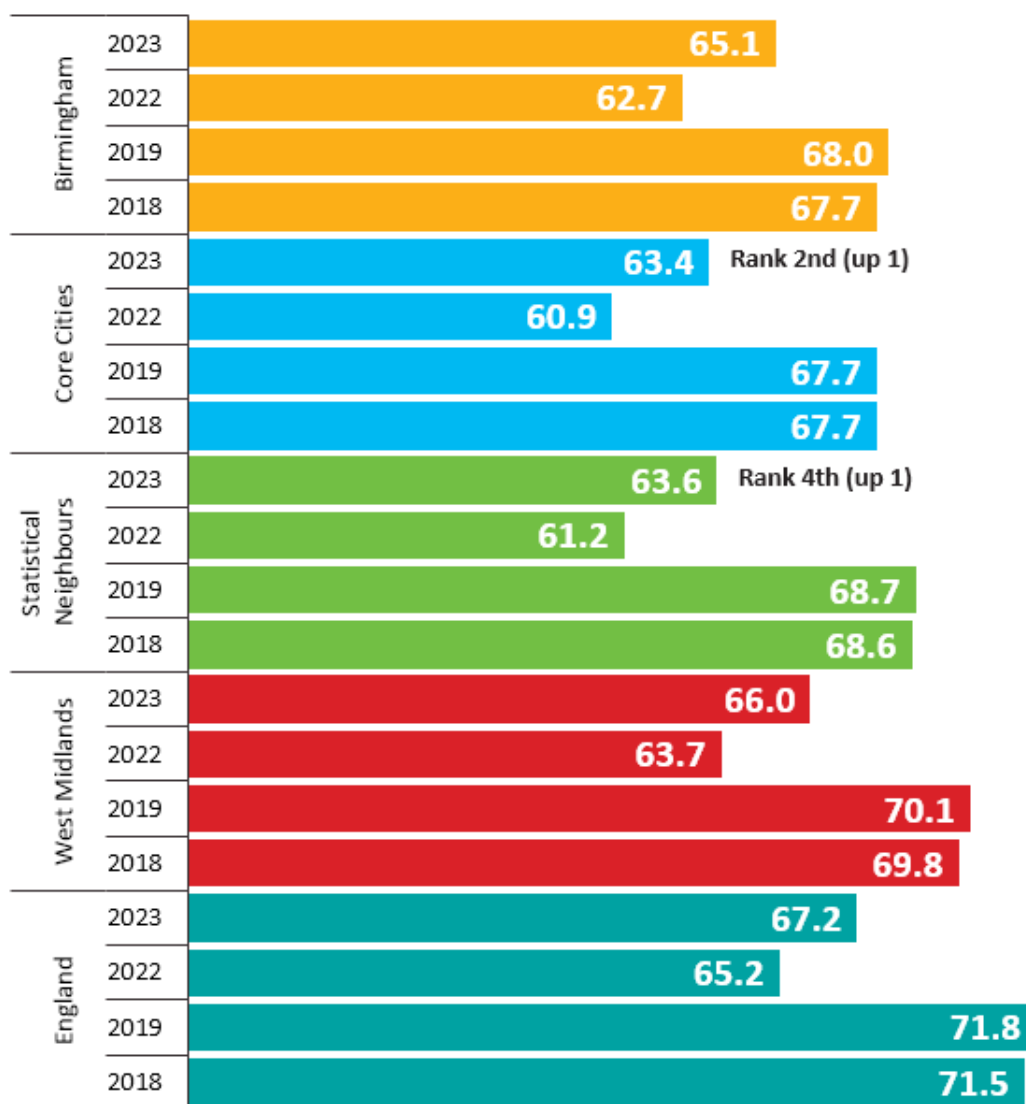


Birmingham is below the National average in all 7 areas of learning and Good Level of Development. Personal, Social and Emotional Development and Physical Development are the closest to National and Expressive arts, designing and making and understanding the world the furthest.

## National Comparisons

Birmingham's performance is above the Core cities and statistical neighbours' averages, but we are 0.9% behind the overall West Midlands average.

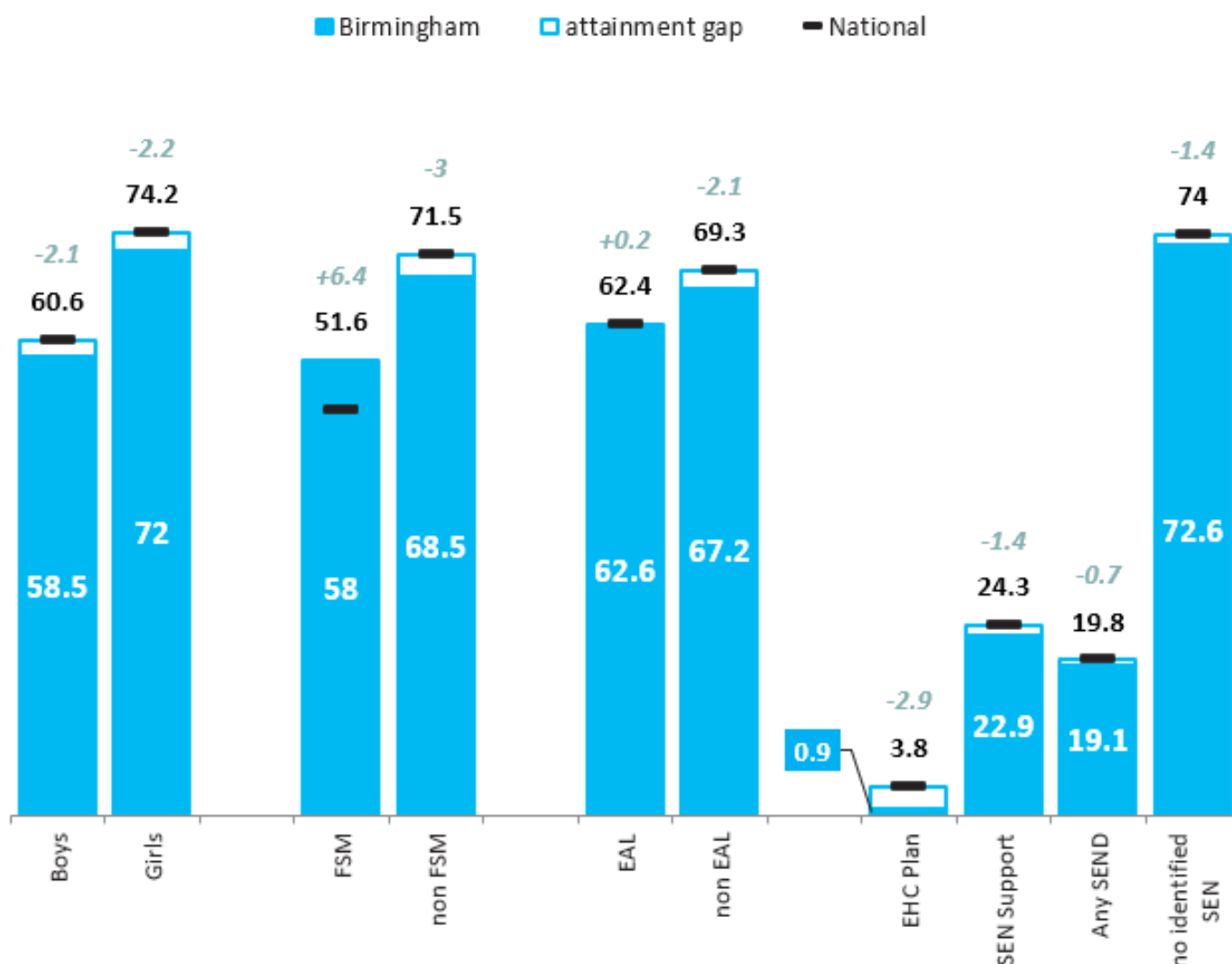
### Birmingham attainment for pupils achieving Good Level of Development compared to other LA groups - All Pupils





## Pupil Characteristics

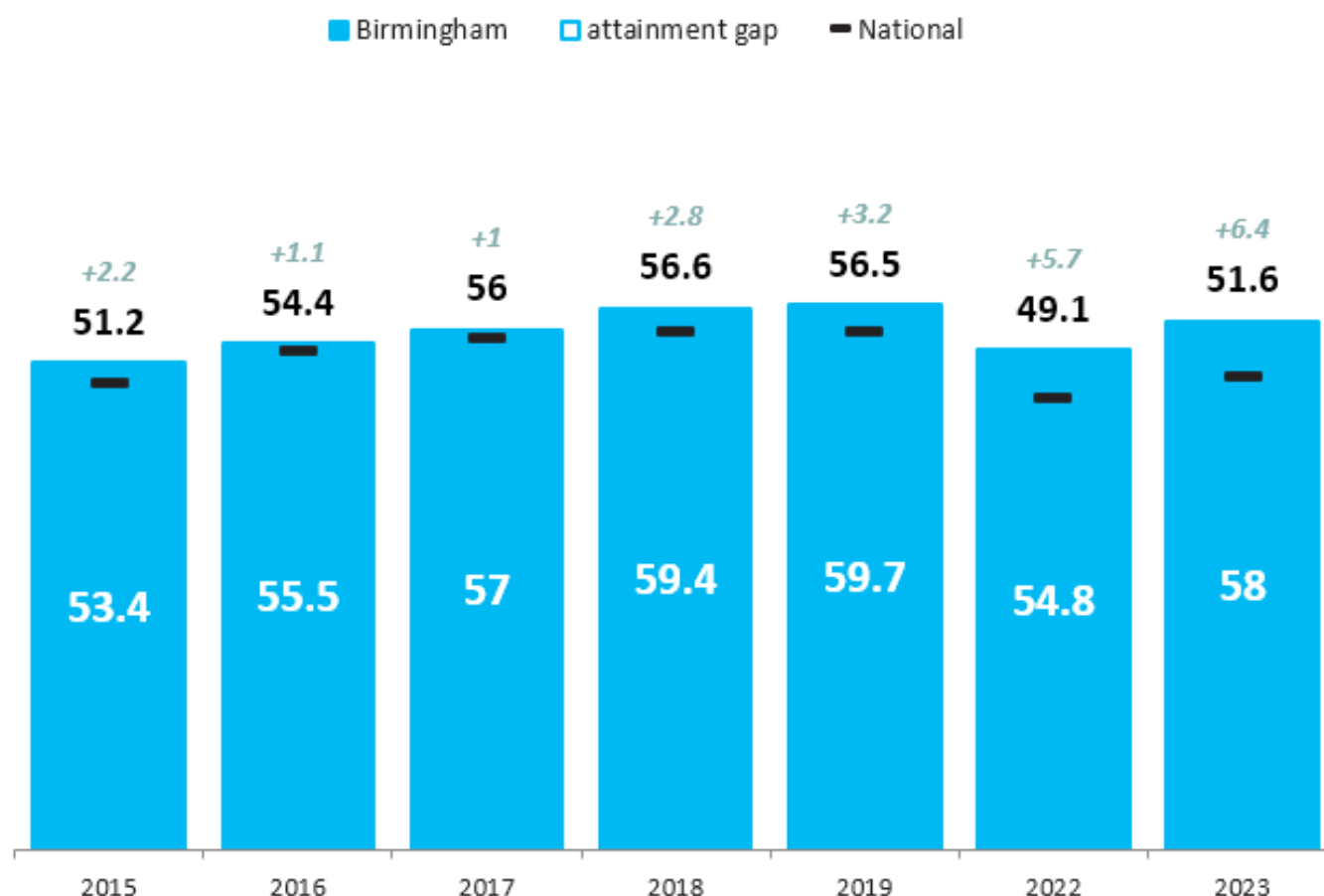
**Birmingham Good Level of Development at EYFSP compared with National**



The chart above shows that Birmingham is behind national for most groups. However, EAL performance is very similar, and FSM outperforms national by **6.4%**. Overall SEND attainment is **0.7%** behind the comparable National average. This attainment gap is much wider for pupils with a EHC plan, which is **2.9%** behind national, whereas pupils with SEN Support are **1.4%** behind. When comparing Birmingham's EHC plan pupil outcomes for 2019 to 2023, there has been a decrease of **3.3%**, whereas the national decreased by **0.7%**.

## Free School Meals

### Birmingham Good Level of Development at EYFSP compared with National - FSM

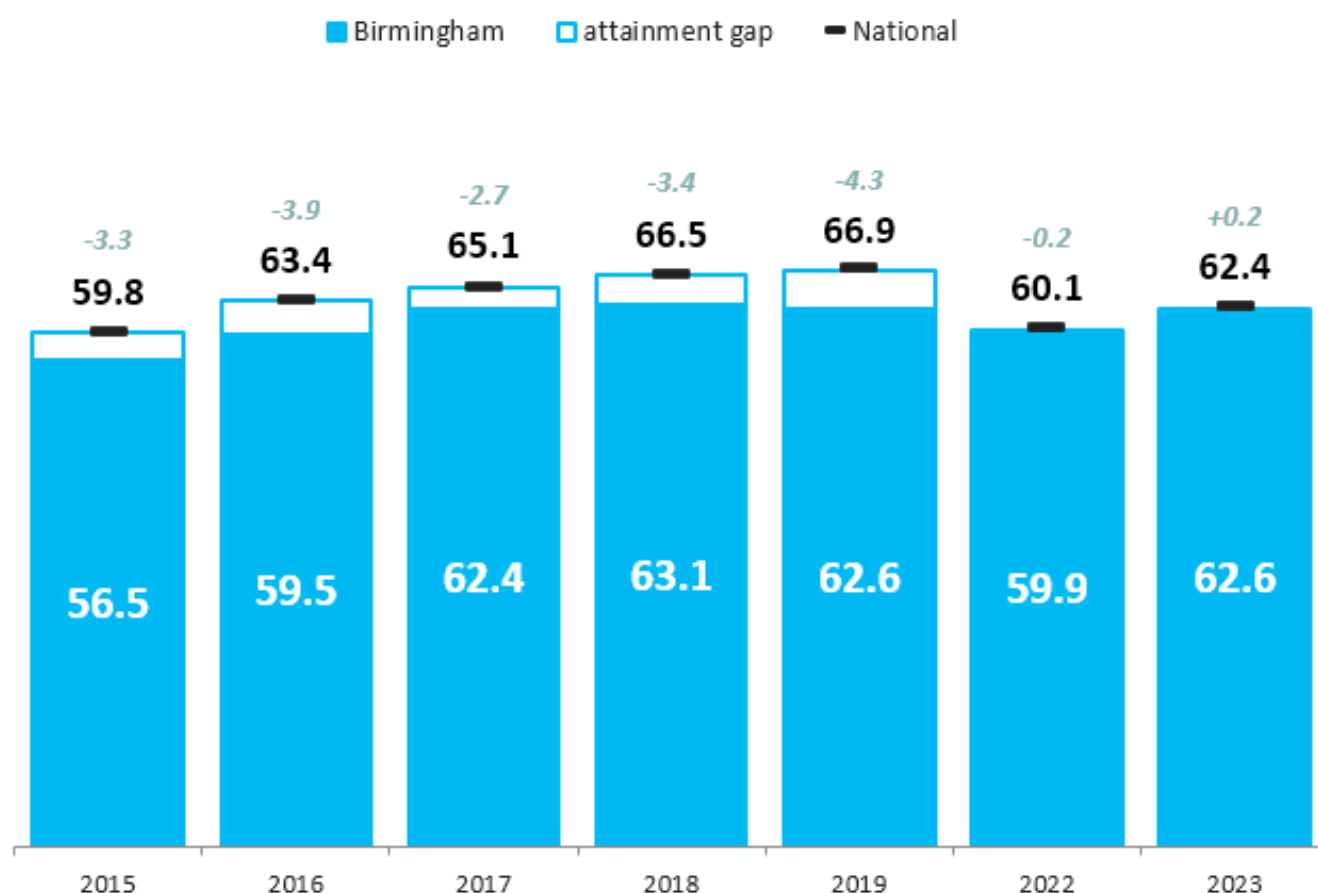


FSM children in Birmingham continue to outperform FSM children nationally. FSM attainment outcomes increased overall in 2023, Birmingham FSM children increased by 3.2% and national by 2.5%, year on year. This means Birmingham outperformed national by 6.4% compared to 5.7% in 2022. Compared to 2019 the GLD performance of FSM children in Birmingham has reduced by 1.7% and, nationally, by 4.9%.

The gap for non-FSM children between Birmingham and national has widened from 2.2% (2022) to 3.0%. The gap in attainment between FSM and non-FSM children in Birmingham is now 10.5%, which has narrowed. However Nationally, the gap between FSM and non-FSM attainment is 19.9% slightly rising from 2022.

## English as an additional language

### Birmingham Good Level of Development at EYFSP compared with National - EAL

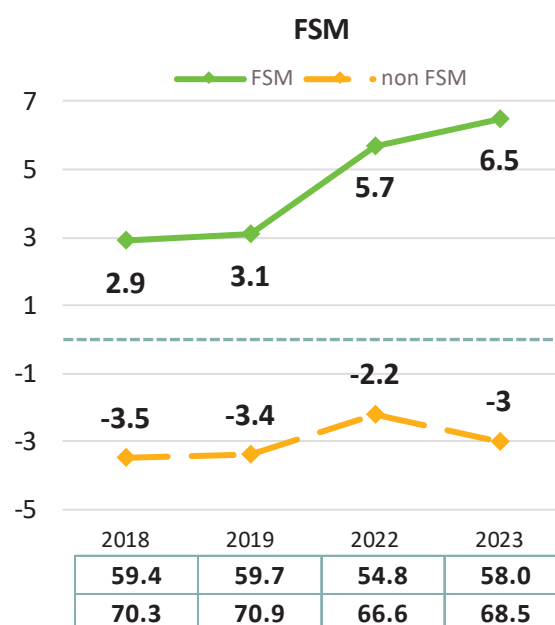
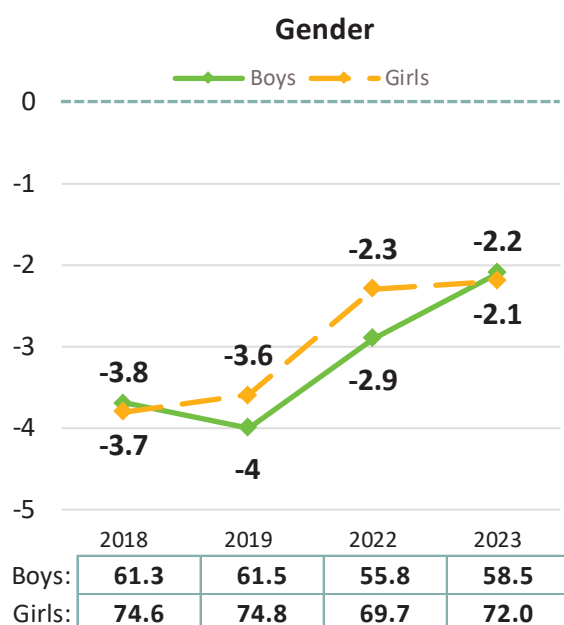


Attainment of EAL children in Birmingham has increased by 2.7% from 2022, nationally the same group saw an increase of 2.3%, this means Birmingham is now above other EAL children nationally by 0.2%. Birmingham's EAL performance is at the same level as in 2019 whereas nationally, EAL performance has decreased by 4.5% since 2019.

The following graphs focus on the percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line (at zero) represents the National average, and the green and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil group's attainment is compared directly to their equivalent National average, e.g., Birmingham FSM vs National FSM.

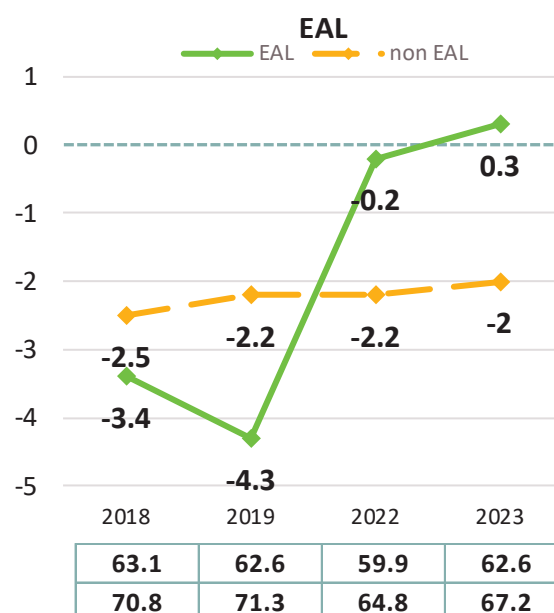
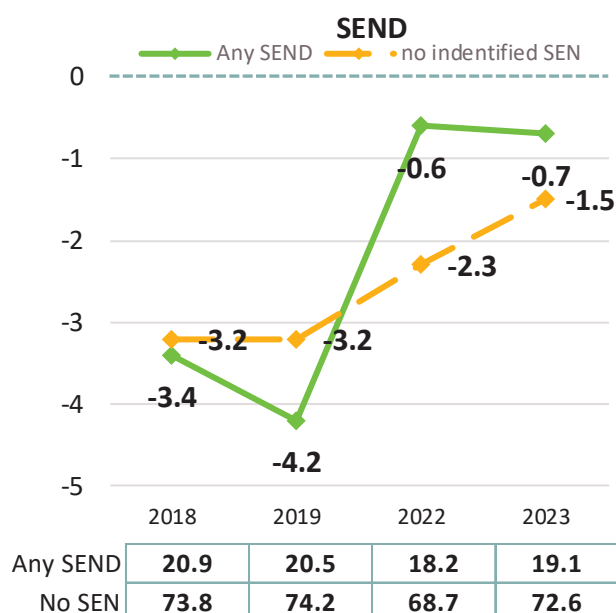
## EYFSP Attainment Gaps

The following graphs show Birmingham's attainment gap to the equivalent National average for achieving Good Level of Development at EYFSP



The attainment gap for both Boys and Girls in Birmingham and Nationally has narrowed in 2023, with Boys attainment gap narrowing by 1.9% compared to 2019 gap.

In comparison to FSM pupils Nationally, Birmingham's attainment continues to be strong, with the attainment gap now at 6.5% in 2023, which shows Birmingham's FSM children are achieving better than FSM children nationally. The attainment gap for non-FSM pupils has widened by 0.8% since 2022.



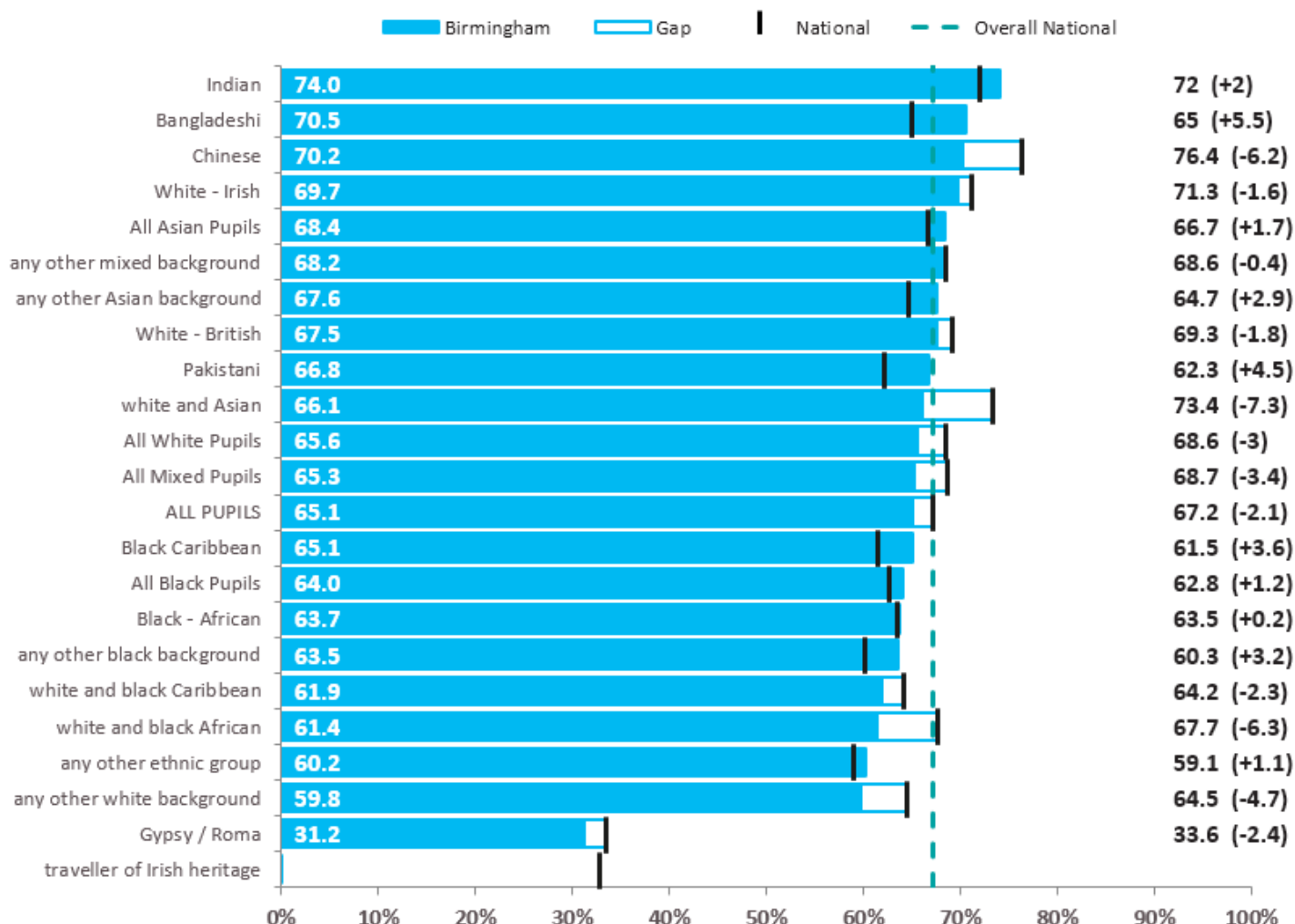
The gap in attainment for SEND pupils between Birmingham and national is like last year. For pupils with no identified SEN, average attainment has continued to narrow, by 0.8% in 2023.

Birmingham EAL performance surpassed national by 0.3% in 2023. For non-EAL children in Birmingham, the gap to national continues to narrow, by 0.2% in 2023.

## Ethnicity

The following chart shows EYFSP performance across ethnic groups compared to the national averages of those groups and the overall national average.

**Birmingham Pupils achieving Good Level of Development at EYFSP by ethnicity against National**



In Birmingham, Asian pupils as a group are performing above the overall National average and are above their peer group by 1.7%. Indian pupils are performing well above the overall National average and above their peers nationally by 2.0%. Pakistani pupils' attainment in Birmingham is higher than their peers nationally by 4.5% but 0.4% below the overall national average. Other Asian pupils are above the overall national and 2.9% above their peers nationally. Bangladeshi pupils' attainment in Birmingham is above their peers by 5.5% and the overall national average by 3.3%.

For White pupils as an overall group, the attainment is behind the National average and below their peer group by 3.0%. White British are above the national average, but 1.8% behind their peers, and White other pupils are 4.7% behind their peers. The remaining pupil groups, White-Irish and Gypsy Roma, are further behind both peer group and national. Traveller of Irish heritage pupils' attainment has been suppressed due to a small number.

Black pupils' attainment as a group is below the overall National average and above their national equivalents by 1.2%. Black Caribbean pupils are below the overall National, but they are above their national peers by 3.6%. Black African pupils' attainment is above their peers by 0.2%, as are Other Black pupils by 3.2%.

The highest attaining group within pupils from a Mixed background is Other mixed background pupils, whose attainment is above the overall National but 0.4% behind their peers. White and Black African are the lowest

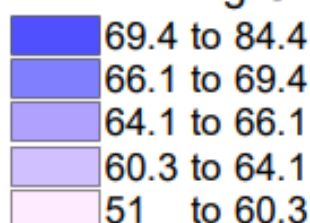
attaining Mixed group however, below their national peer groups by 6.3%. White and Asian pupils below their national peer groups by 7.3%.

# Early Years Foundation Stage - 2023 Percentage of Pupils achieving a Good Level of Development (GLD) by ward



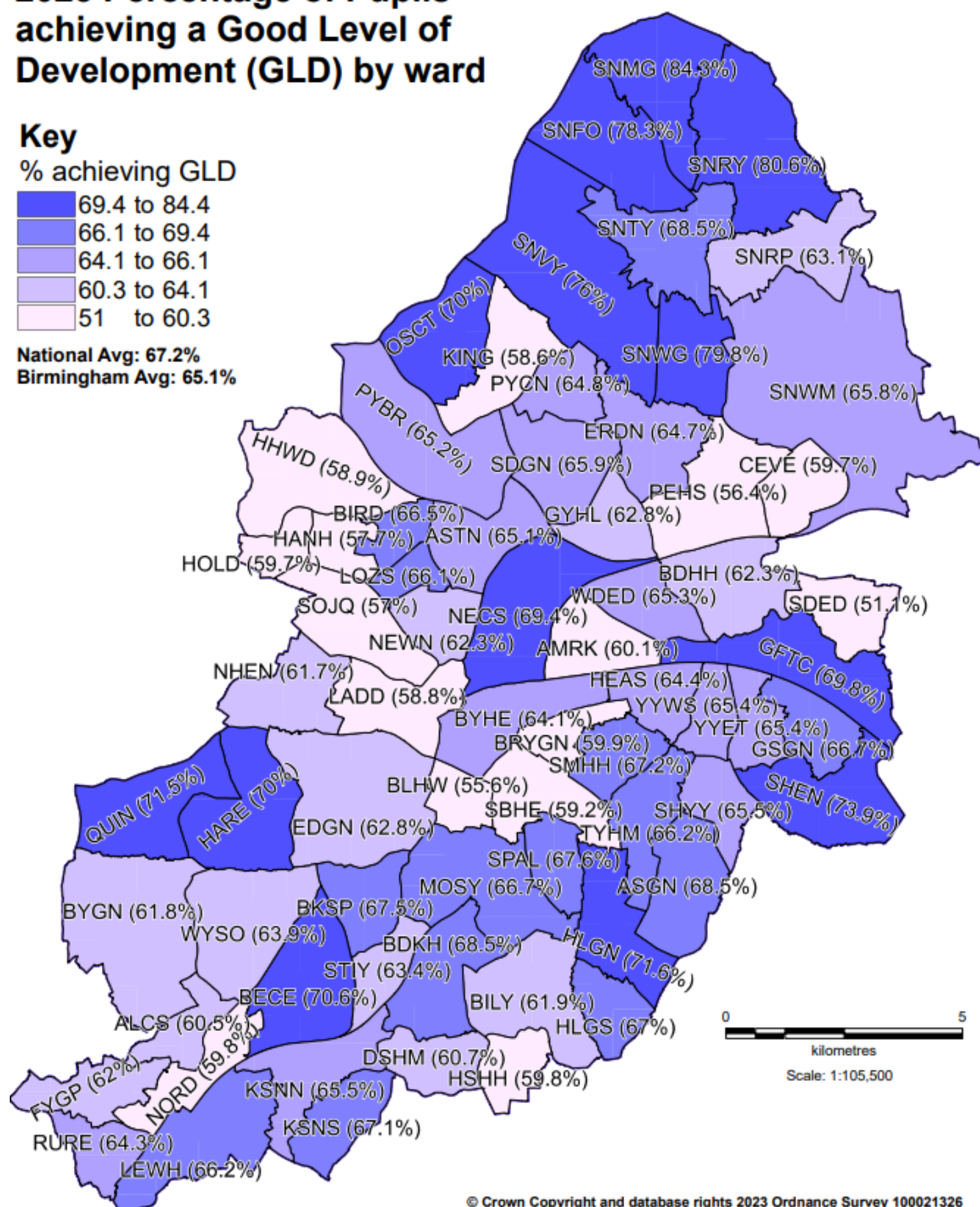
## Key

% achieving GLD



National Avg: 67.2%

Birmingham Avg: 65.1%





# Phonics

## Key Messages

- In 2023, 79.1% of children in Birmingham achieved the expected standard of Phonics decoding in Year 1, **above** national by 0.2%. By the end of Year 2, this rises to 87.7% compared with 88.5% nationally.
- In Birmingham, 7.4% more FSM and 7.9% more Disadvantaged children **achieved** the expected standard in Year 1 than their corresponding groups nationally.
- Overall SEND attainment in Year 1 is 0.5% **above** SEND national however, pupils with an EHC plan are 8.9% **behind**.
- Year 1 Boys attainment is very close to the Boys national average, and Girls are 0.7% **ahead** of Girls nationally.
- EAL pupils' attainment in Year 1 is 0.4% **above** EAL pupils nationally.

## Background

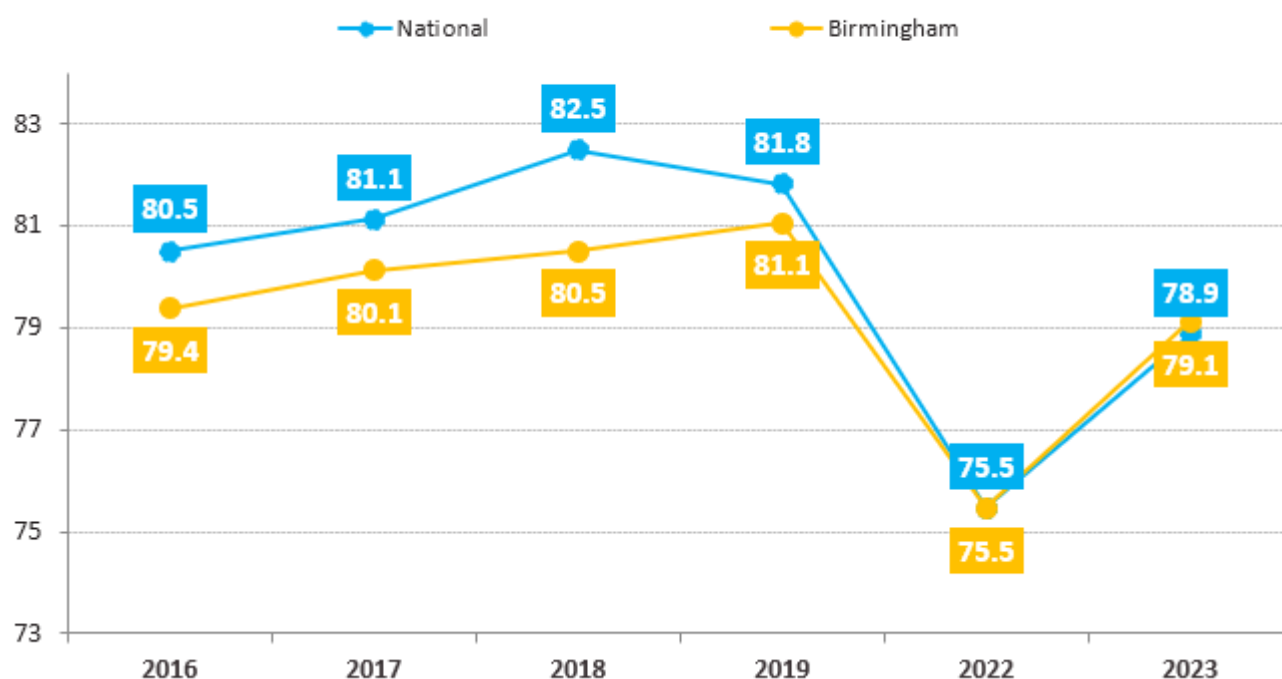
The Phonics screening check is a short assessment of phonic decoding. It consists of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Those children who did not undertake Phonics or make the expected standard in Year 1 then re-take the screening check in Year 2.

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.

For Children Looked After (CLA) and Children in Need (CIN) attainment outcomes, see page 136 onwards.

## Overall Performance

**Phonics Trends: Working at the Standard for All Pupils in Year 1**

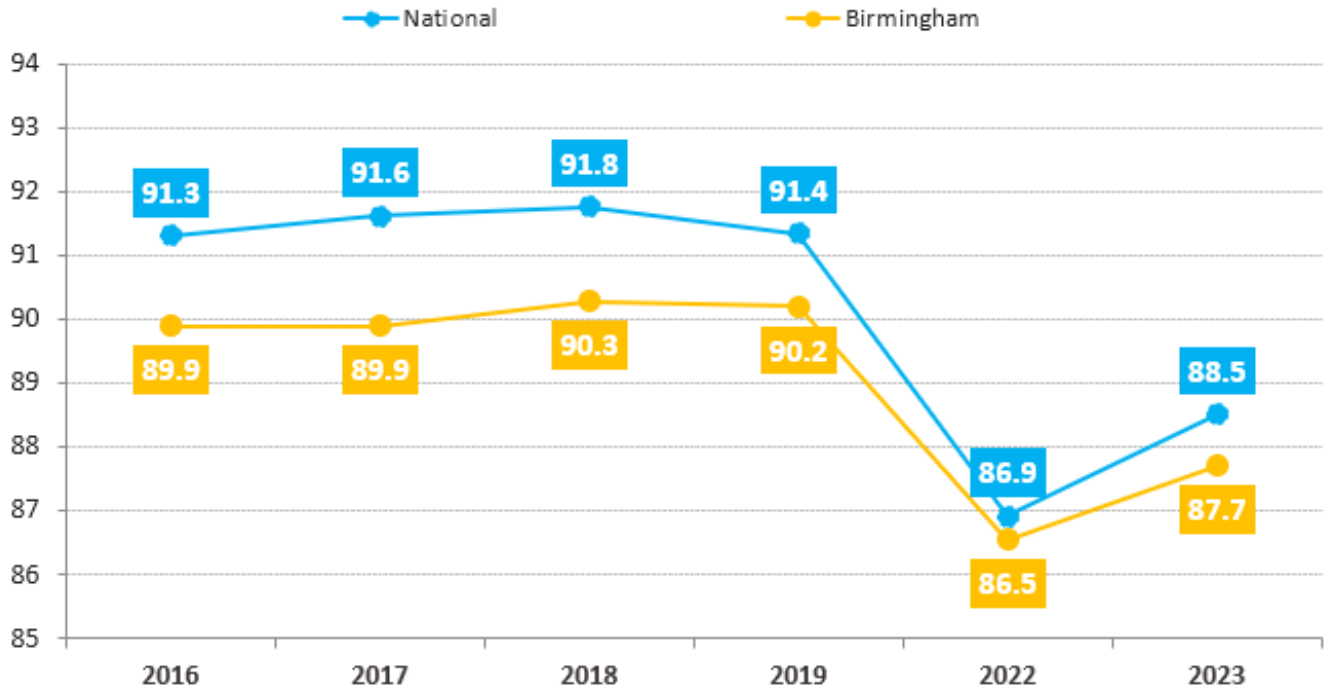


The percentage of pupils meeting the expected standard in Year 1 steadily increased from 2016 to 2019. In 2023, the percentage of Birmingham Year 1 pupils' meeting the expected standard are above national by 0.2% at 79.1%.



In 2023 Birmingham Year 2 pupils meeting the expected standard is still slightly below the National average by 0.8%.

### Phonics Trends: Working at the Standard for All Pupils by the end of Year 2

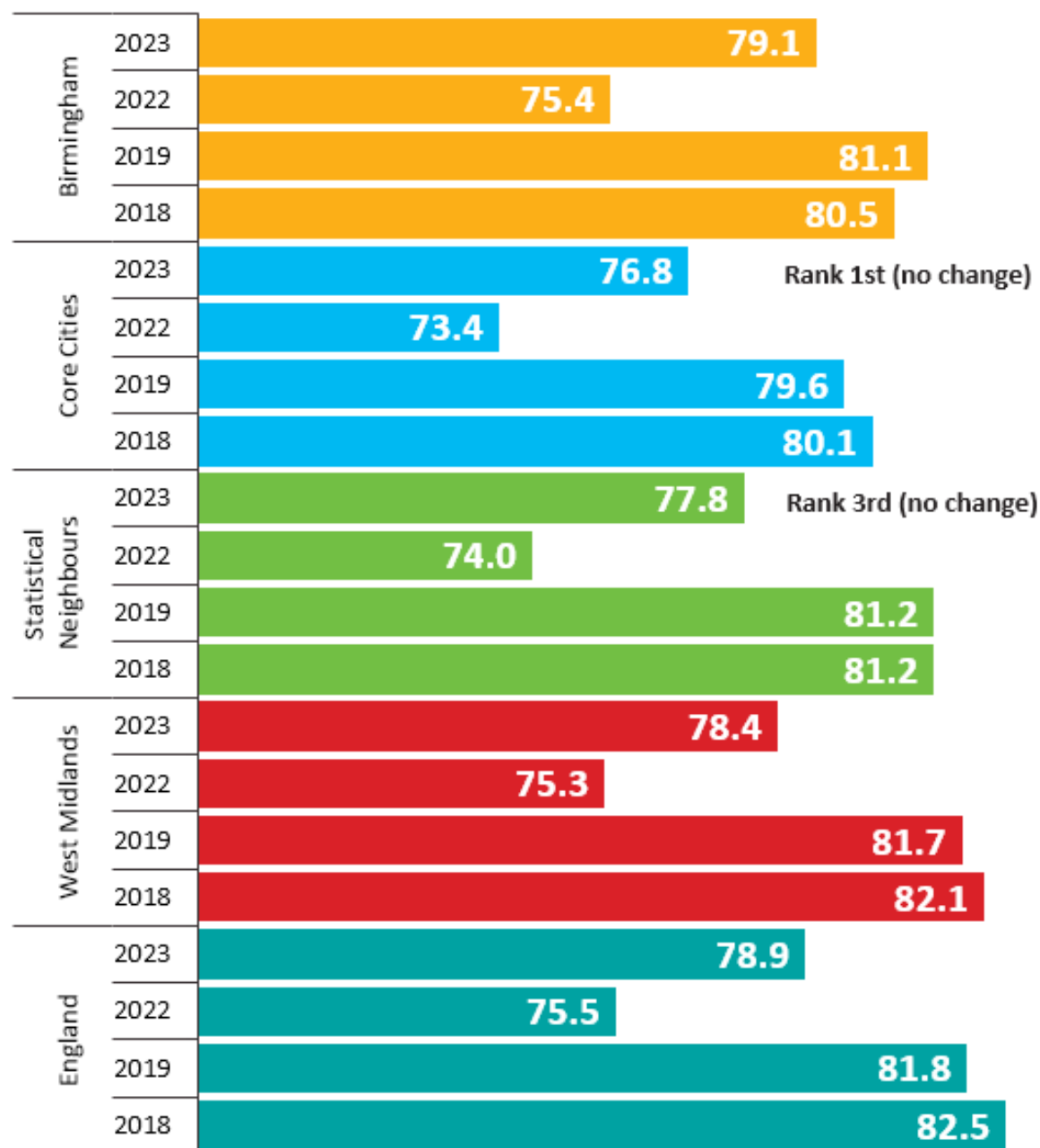


## National Comparisons

### Year 1

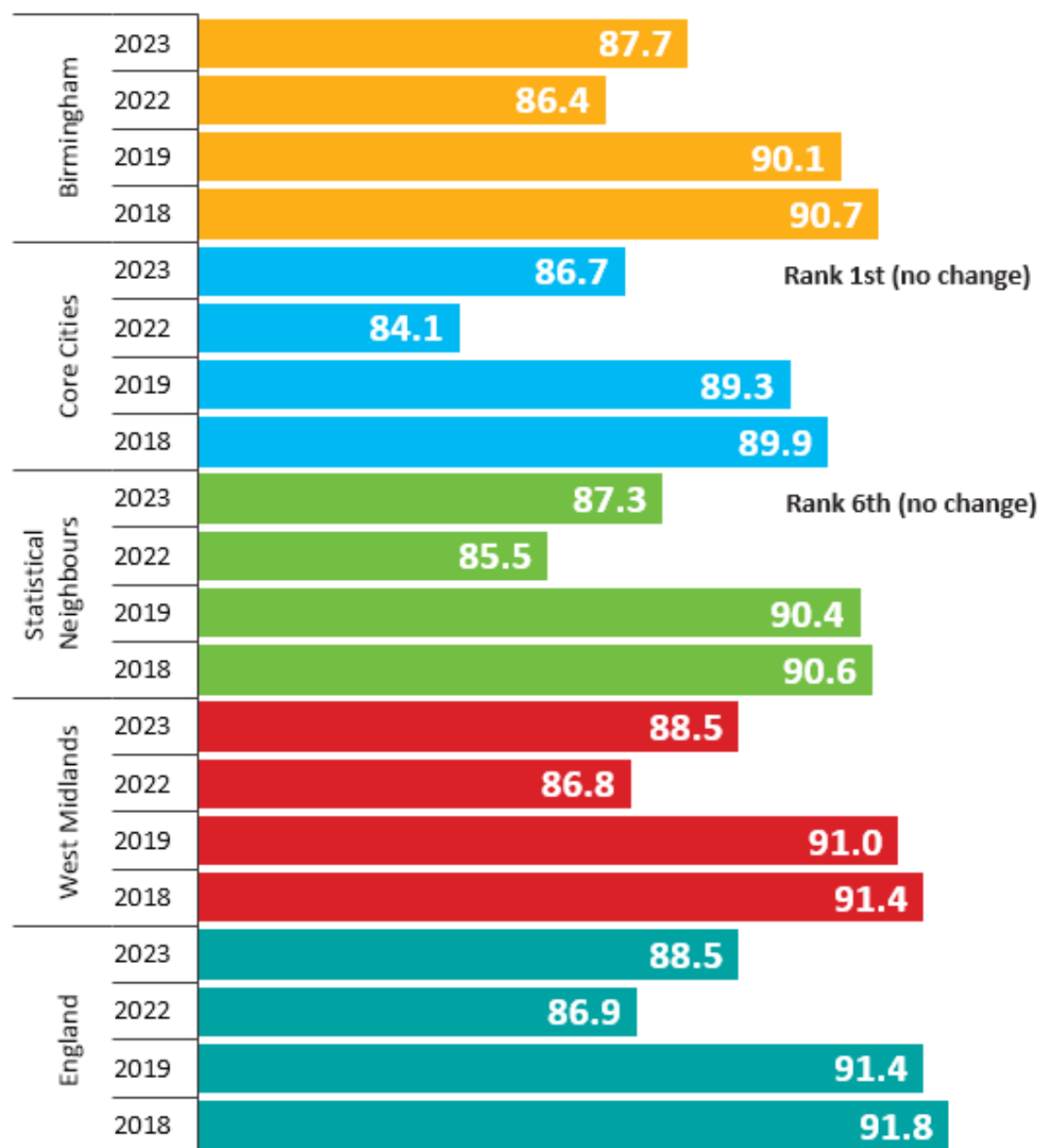
In Year 1 Phonics, Birmingham maintained it's ranking to 1<sup>st</sup> out of 8 within Core Cities and 3<sup>rd</sup> out of 11 within statistical neighbours.

#### Birmingham attainment for pupils achieving Working at the Standard in Year 1 compared to other LA groups - All Pupils



## By the End of Year 2

### Birmingham attainment for pupils achieving Working at the Standard by the end of Year 2 compared to other LA groups - All Pupils

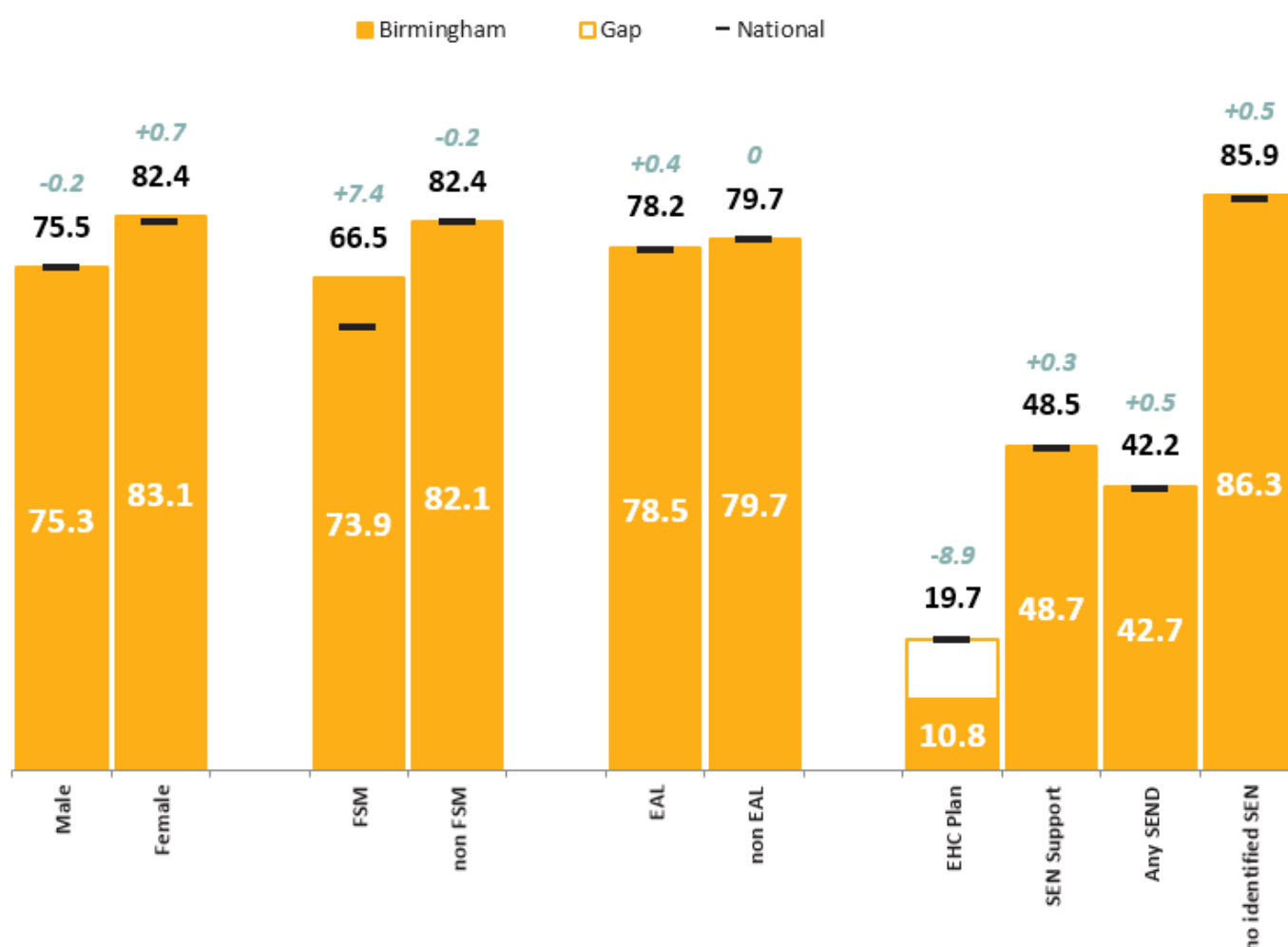


For Phonics end of Year 2 outcomes Birmingham, has maintained it's ranking to 1st out of 8 core cities and 6<sup>th</sup> out of 11 statistical neighbours.

## Pupil Characteristics

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

**Birmingham Pupils Working at the Standard in Year 1 in 2023 by Gender, FSM, Language and SEND against National**



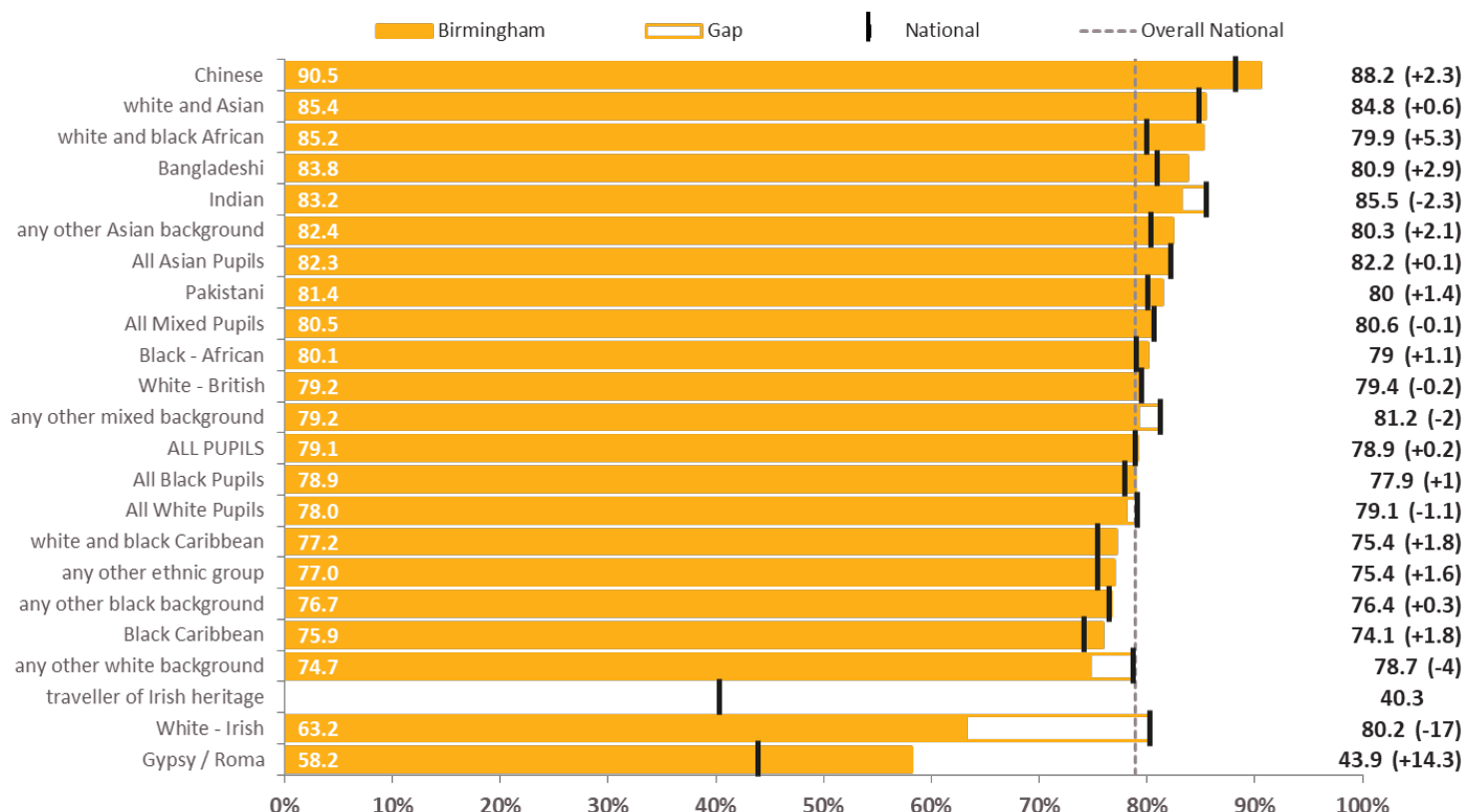
The chart above breaks down Birmingham Phonics performance at Year 1 across the different cohorts of pupils and compares each group's performance with the equivalent national average.

The attainment across pupil groups in Birmingham is mixed, with some groups being ahead of their national equivalents. Birmingham's attainment is above national for FSM pupils by 7.4%. The worst performing group are EHC plan pupils who are 8.9% behind.

Boys and Girls attainment is very close to the National figures, with Boys 0.2% below and Girls 0.7% above.

## Ethnicity

Birmingham pupils achieving at least expected level of Phonics decoding in Year 1 in 2023 by ethnicity against National



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 groups outperformed their national equivalents by up to 5.3% but a minority were behind by up to 4%. White pupils as a group are behind the overall average and 1.1% behind White pupils nationally, with the group 'Any Other White' being 4.0% behind national equivalents. Pakistani children's attainment is above the overall national and slightly above other Pakistani pupils nationally.

Some groups are made up of a low number of pupils and, therefore may be anomalous, for example White Irish and Gypsy/Roma.

# Key Stage 1

## Key Messages

- Birmingham pupils remain **behind** their national peers with the attainment gap increasing by 0.3% in all three subjects (Reading, Writing and Maths).
- Birmingham is **above** Core Cities and Statistical Neighbours averages in all three subjects, most notably in Reading and Writing, up to 2% above.
- Disadvantaged and FSM pupils in Birmingham continue to **outperform** compared to National, with 6.3% more FSM pupils achieving at least the expected standard in Writing than National.
- All other Birmingham groups are **behind** their national equivalents (except disadvantaged).
- SEND pupils' attainment remains **below** other SEND pupils nationally and has seen a decline from 2019, with Reading 3.6%, Writing at 1.1% and the widest attainment gap is Maths which is 4.3% **behind**.
- The gap between the percentage of Birmingham pupils working at greater depth and the national equivalent is narrowing across Reading, Writing and Maths, Reading is now 3.9% **behind**, Writing 1.7% and Maths 2.8% **behind**.
- 'White and Black African' and 'Bangladeshi' children, in Birmingham have performed **strongly** across Reading, Writing and Maths in 2023, outperforming their group nationally and the overall LA average for all subjects.

## Background

At the end of key stage 1 in 2023, children received Teacher Assessments (TA) in Reading, Writing, Mathematics and Science. As part of this process to help inform the TA pupils 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, the previous year's results are not comparable.

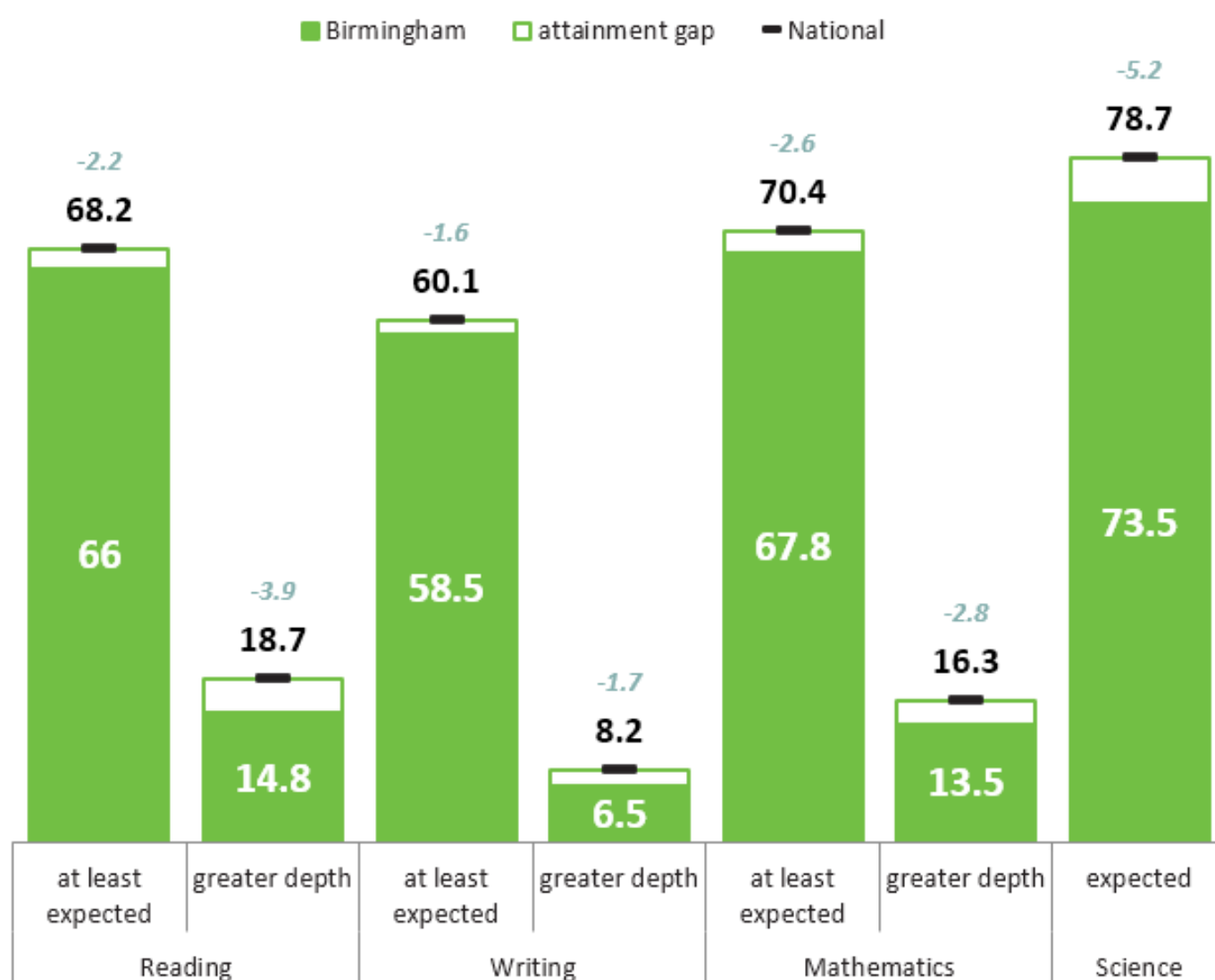
Following the [2017 consultation on primary assessment](#), Standard Testing Agency (STA) [announced in July 2022](#) that end of KS1 assessments will **no longer be statutory** from the academic year 2023 to 2024 onwards. This took effect from 1 September 2023.

The reception baseline assessment (RBA) will replace the end of KS1 assessments as the baseline for cohort level primary progress measures. This will happen when the first cohort with a statutory RBA reaches the end of key stage 2 (KS2) in 2028.

For Children Looked After (CLA) and Children in Need (CIN) attainment outcomes, see page 136 onwards.

## Overall Performance

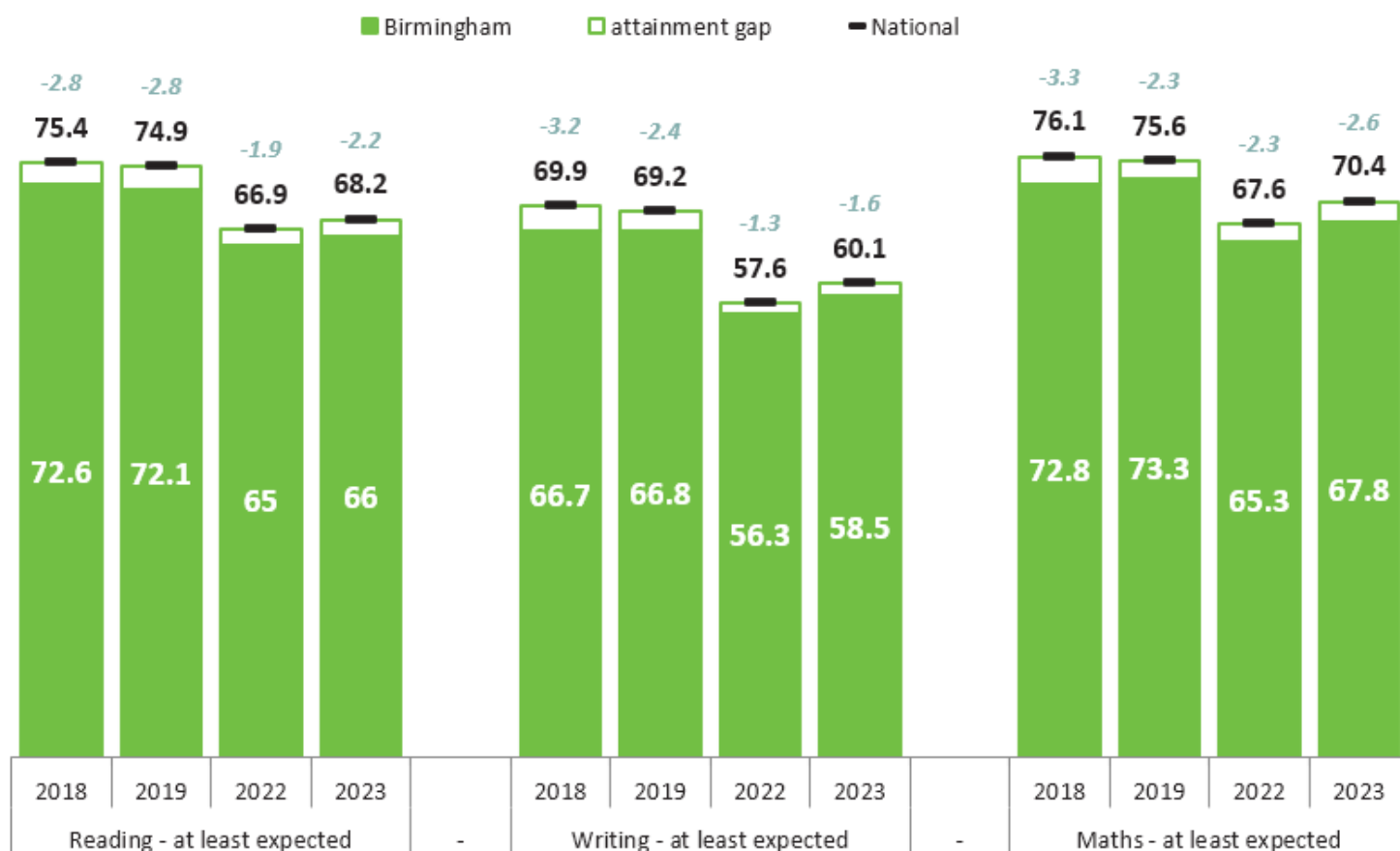
### Birmingham Key stage 1 subject performance compared with National - All Pupils



The percentage of Birmingham pupils reaching at least the expected standard at key stage 1 in 2023 is below national averages across Reading, Writing, Maths and Science. Maths has the largest attainment gap being, 2.6% below national, and Writing with a smaller attainment gap at 1.6%.

A lower proportion of pupils were working at a Greater Depth in Birmingham than National. The gap is smallest in Writing and largest in Reading, at 3.9%.

### Birmingham Key stage 1 subject performance compared with National - All Pupils



The trend shows Birmingham's attainment gap widening when comparing to 2022, by about 0.3% difference across all subjects. Maths has the largest attainment gap at 2.6% below national and Writing with a smaller attainment gap at 1.6%. Comparing the subject attainments gaps from 2019 to 2023 shows a reduction for Reading and Writing, the opposite is true for Maths where the gap has widened by 0.3%.

### National Comparisons

The three charts on the following page show the percentages of pupils in Birmingham, LA comparator groups and nationally reaching at least the expected standard for Reading, Writing and Maths.

These show that Birmingham is above the Core Cities and Statistical Neighbours group in all 3 subjects, most notably in Reading and Writing for Core Cities, up to 1.5% or more above.

Birmingham is below the West Midlands group in all 3 subjects, up to 1.9% difference.

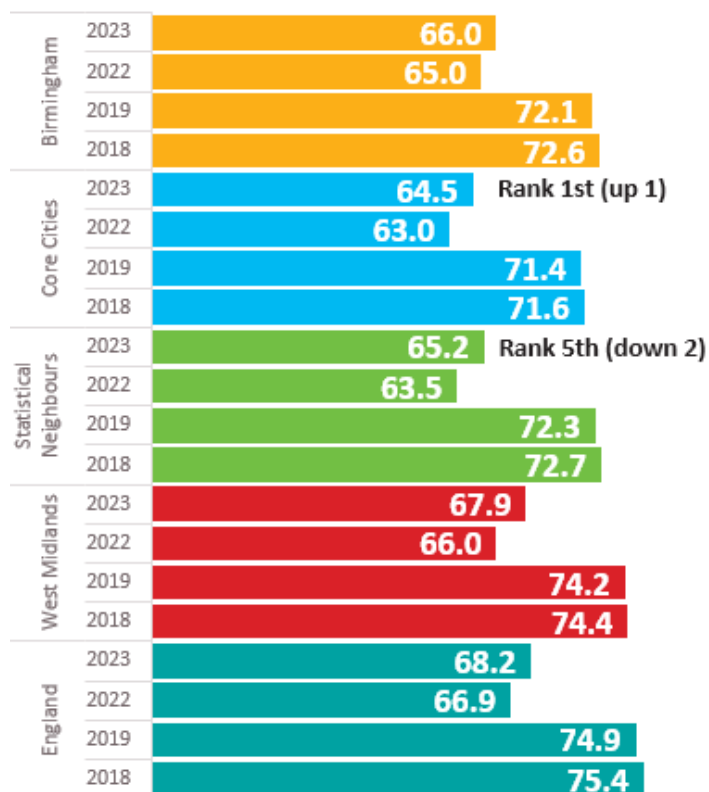
The above graphs also show Birmingham's ranking within statistical neighbours and core cities and in brackets the change in Birmingham's rank compared to 2022.

In 2023 Birmingham's ranking improved by 1 place for Reading in Core cities now ranked 1<sup>st</sup> whilst other subjects show a drop in rank or no change within each group.

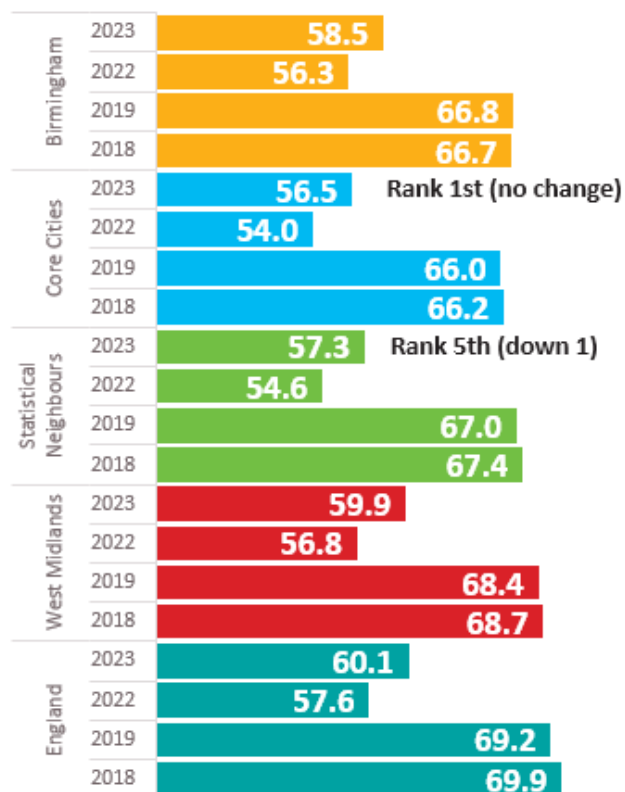


## Birmingham attainment for pupils achieving At Least Expected at KS1 compared to other LA groups - All Pupils

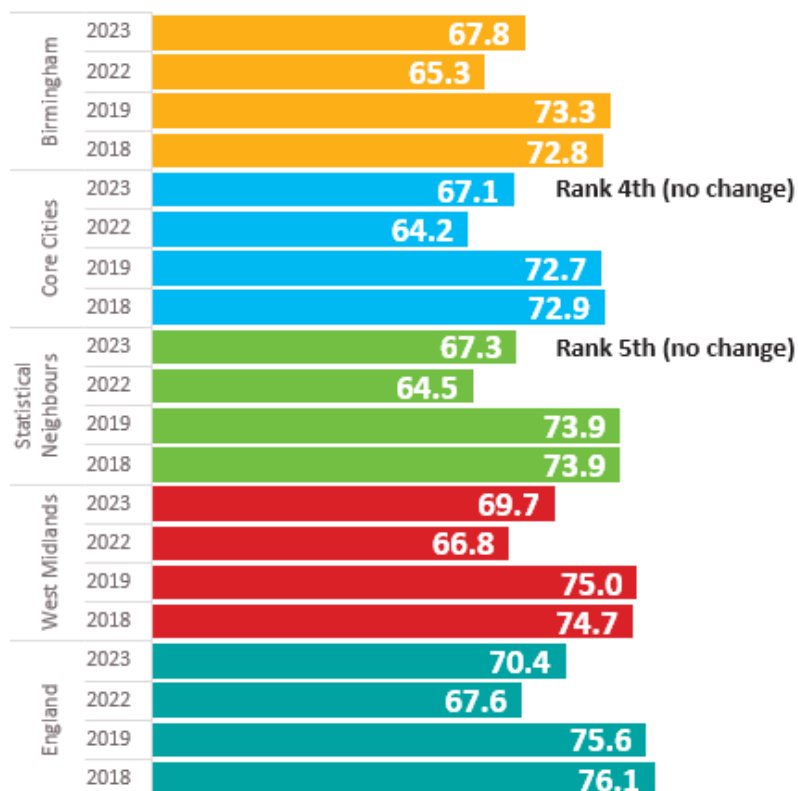
### Reading



### Writing



### Maths



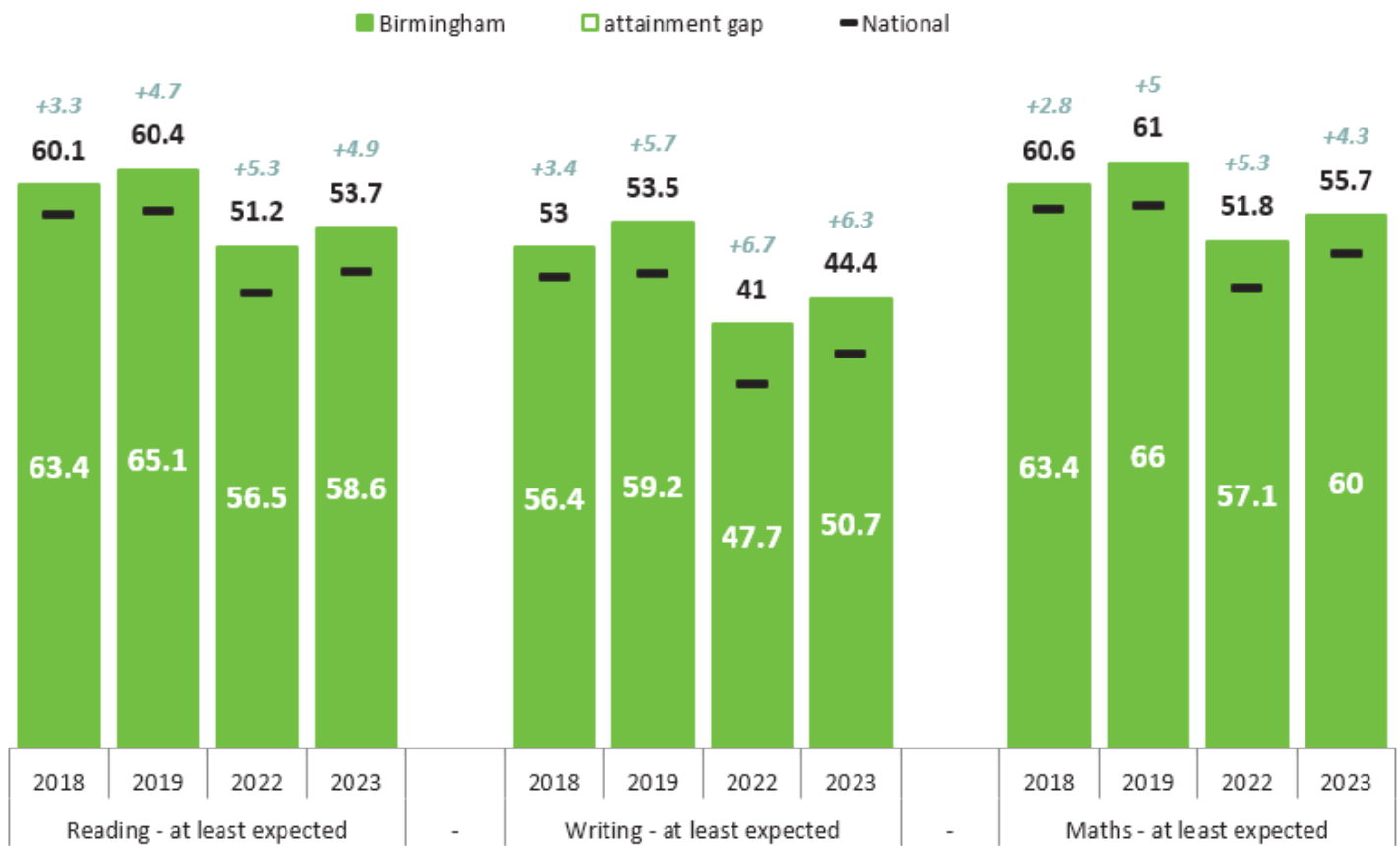
## Pupil Characteristics

### Free School Meals (FSM)

The following charts show key stage 1 attainment for cohorts in Birmingham against their national comparators in Reading, Writing and Maths.

FSM pupils achieved higher than National across all three subjects. Most prominently, in Writing, where pupils' achievement was 6.3% above national.

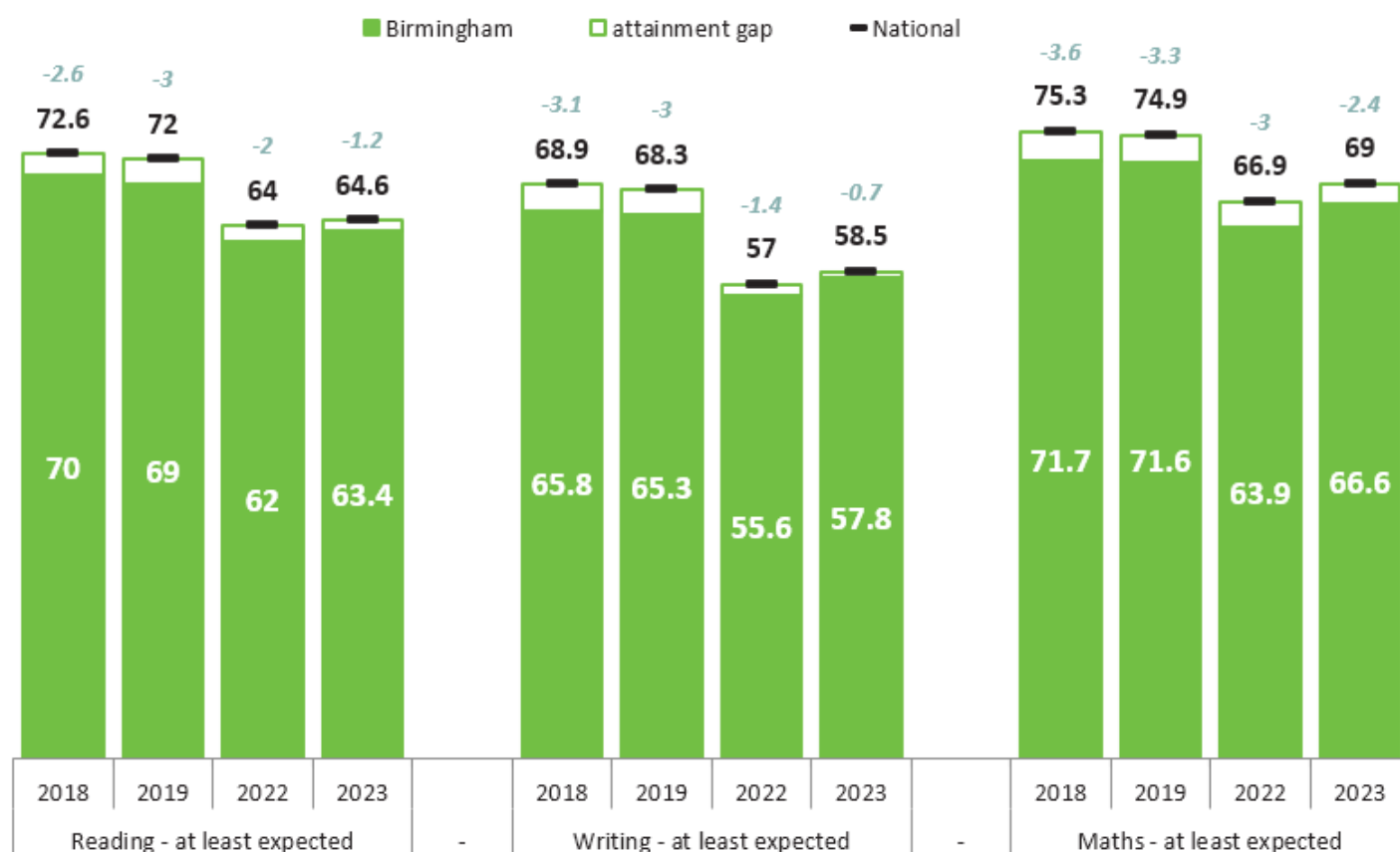
**Birmingham Key stage 1 subject performance compared with National - FSM**



## Language (EAL)

EAL pupils' attainment overall is below the national equivalent, with Maths achievement below by 2.4%. The attainment gap is narrowing over time, Writing for 2023 shows the smallest gap of 0.7%.

**Birmingham Key stage 1 subject performance compared with National - EAL**



## Special Educational Needs and Disabilities (SEND)

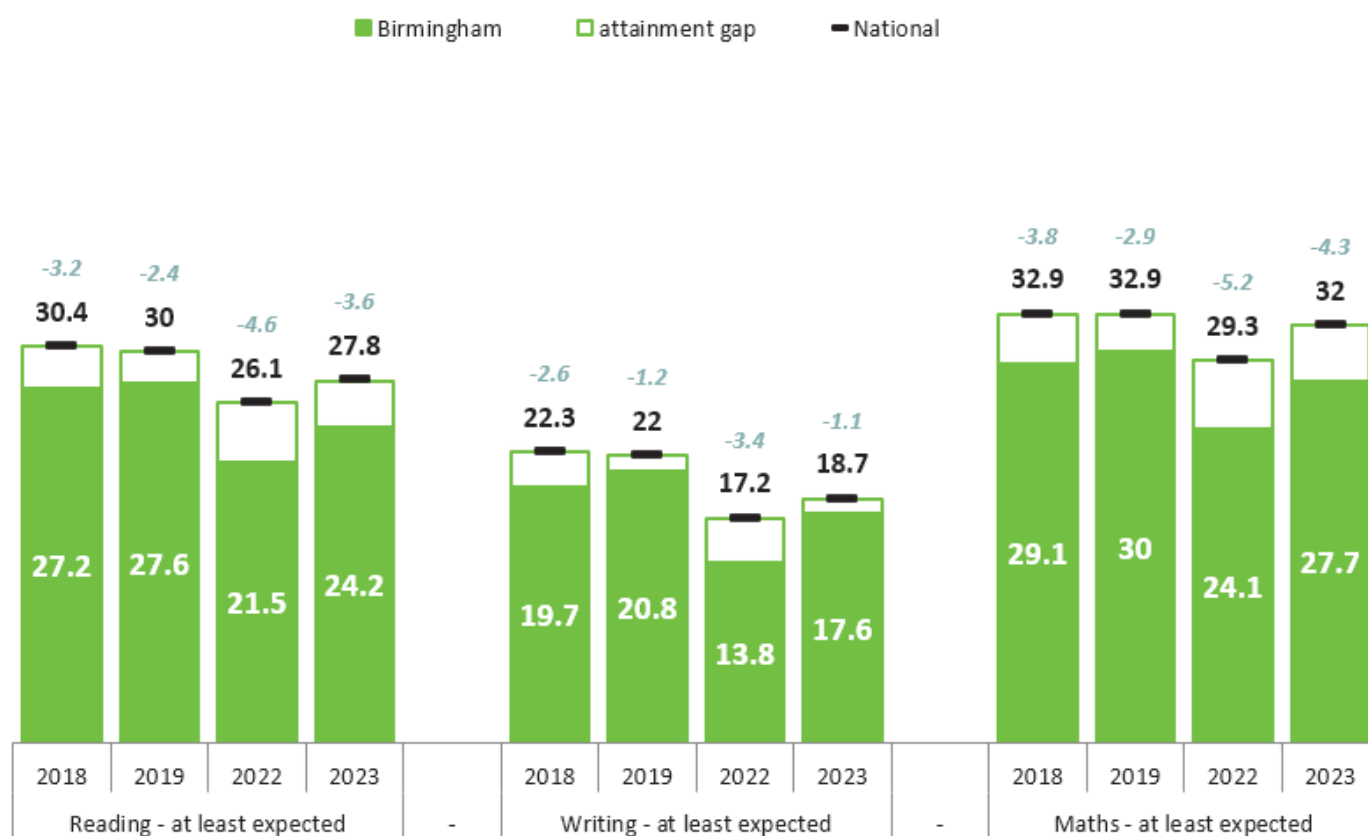
SEND attainment in Birmingham is closest to national equivalents in Writing, which is 1.1% behind, and the widest attainment gap is Maths which is 4.3% behind.

Comparing attainment gap for all SEND children from 2019 to 2023 shows the gap for Writing narrowing by 0.1%, whereas Reading and Maths the attainment gap has widened.

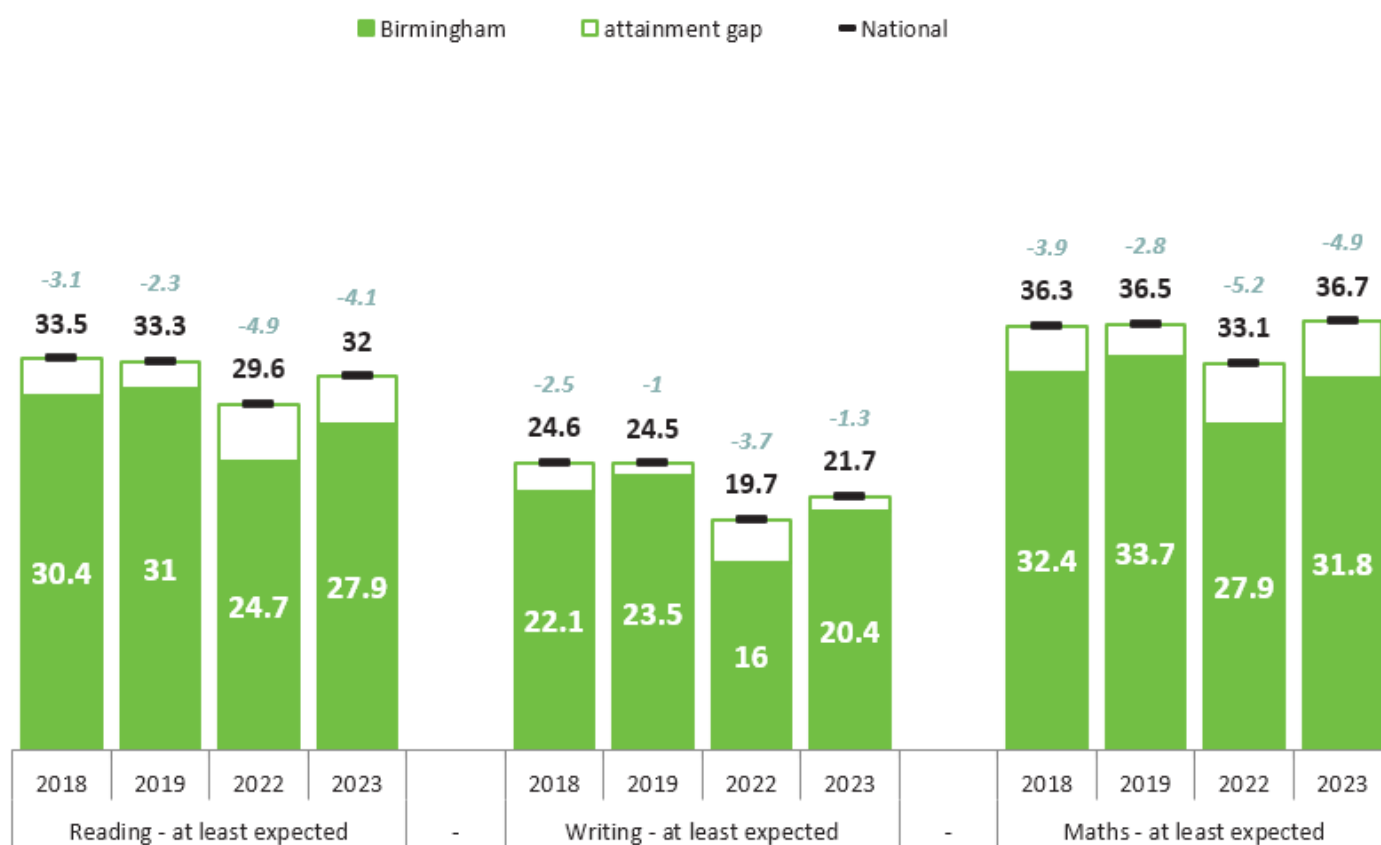
For all subjects, the gap to national for children receiving SEN support is smaller than those with an EHC plan, the subject with the widest attainment gap for SEN Support is Maths at 4.9%. Birmingham EHC plan children are further behind their national equivalents, again Maths has the widest gap at 8.9% behind.

The attainment gap has widened for EHC plan children when comparing 2019 to 2023, for all three subjects. Reading and Maths shows the attainment gap widened by 3.3%.

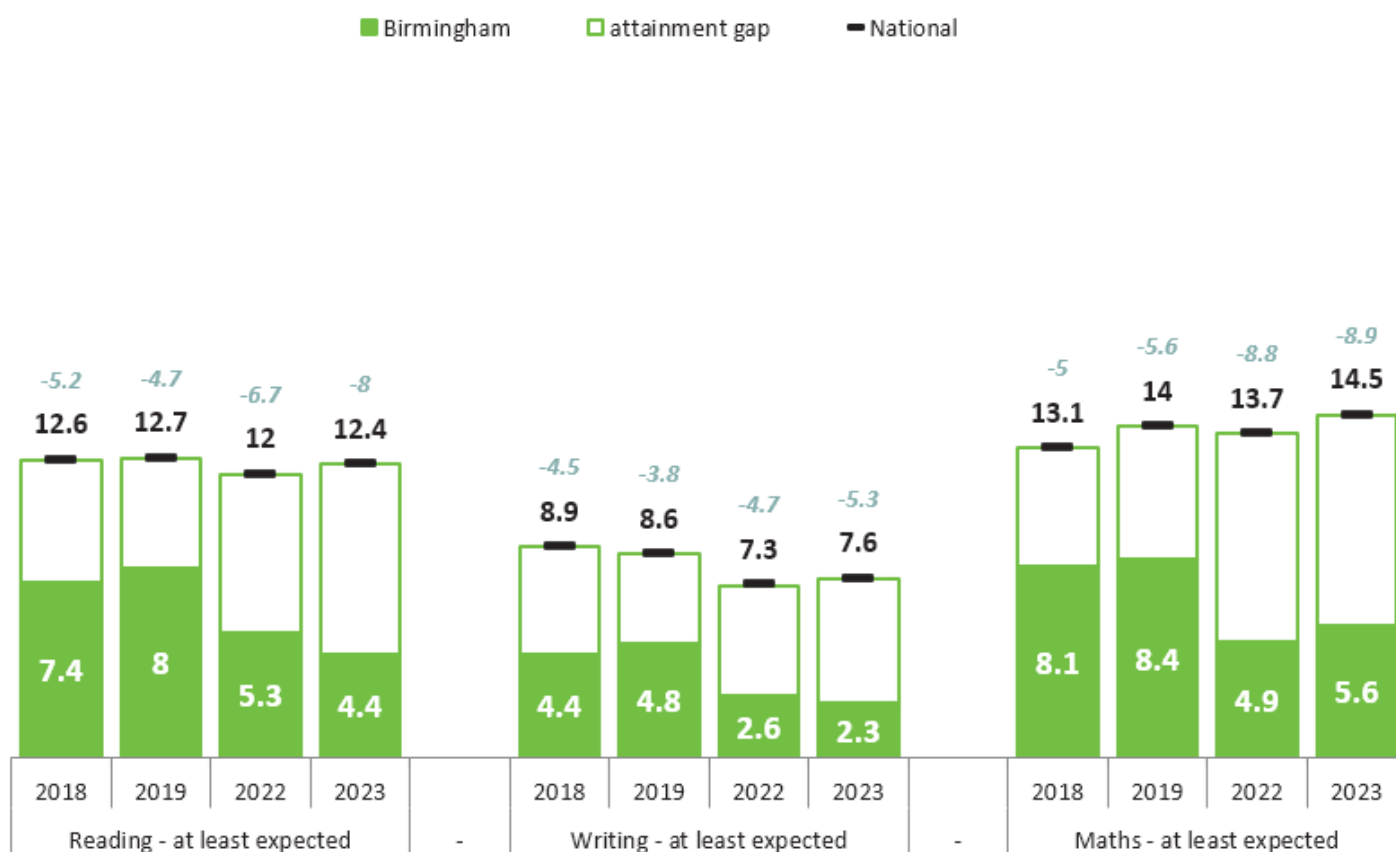
### Birmingham Key stage 1 subject performance compared with National - Any SEND



### Birmingham Key stage 1 subject performance compared with National - SEN Support



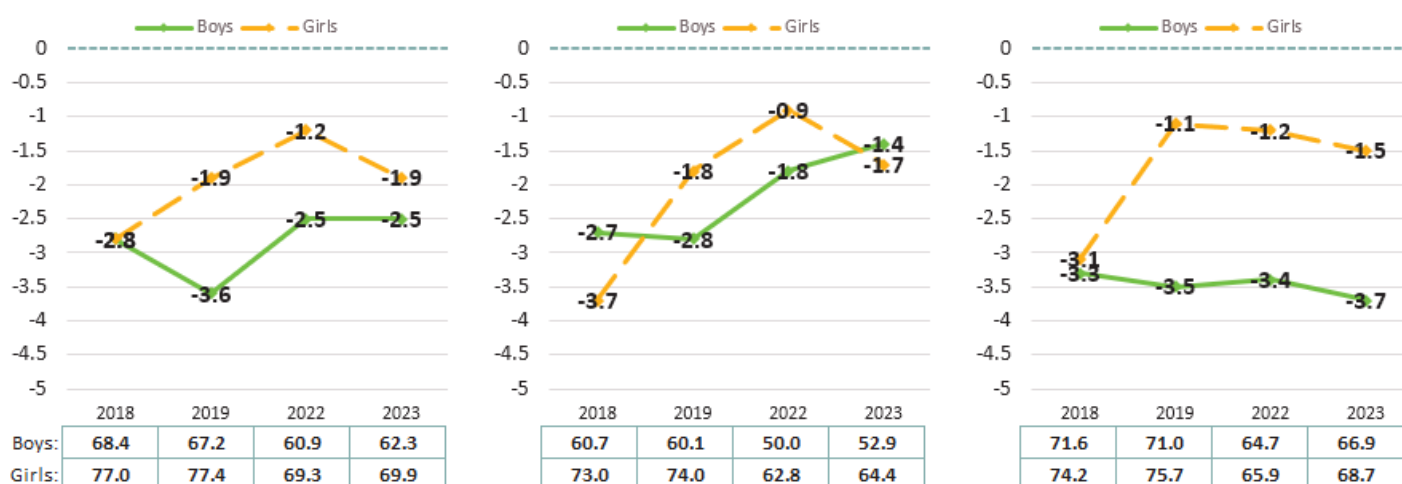
### Birmingham Key stage 1 subject performance compared with National - EHC Plan



### Pupil Characteristics attainment gap Trends

The following graphs show the percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line represents (at the top of each graph (zero on the vertical axis) the National average, and the green, and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil groups attainment is compared directly to their equivalent National average. E.g., Birmingham FSM vs National FSM.

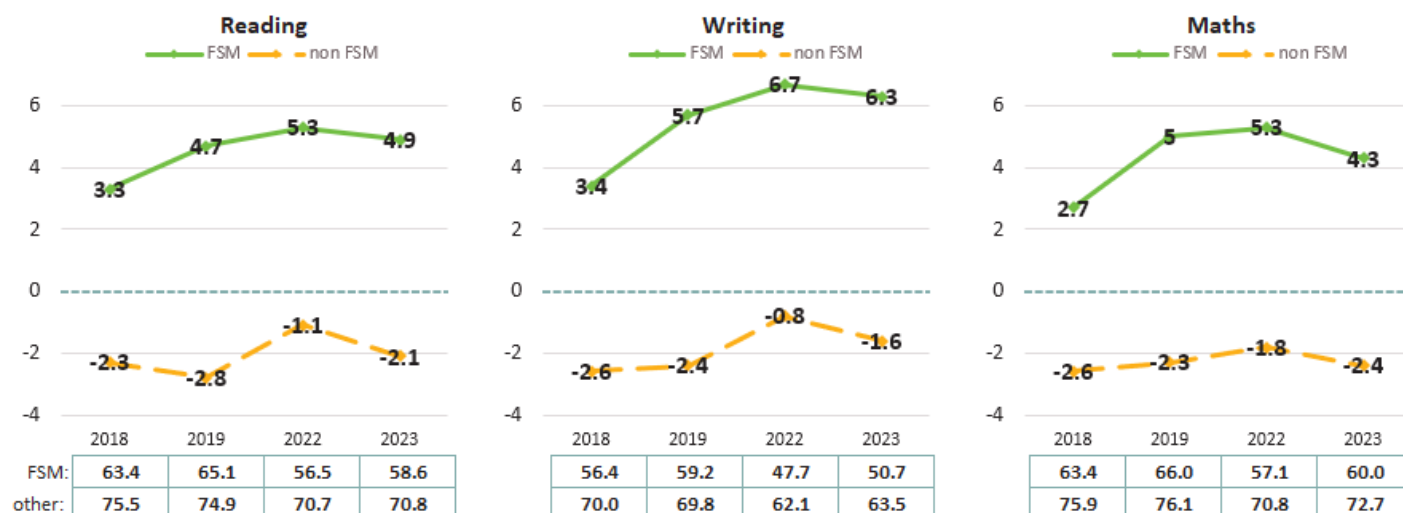
#### Gender



The attainment gap between girls in Birmingham and girls Nationally has widened in 2023, with the attainment gap close to 2019 outcomes for most subjects. Reading showing the highest gap of 1.9% behind. Improvements in boys' attainment in comparison to boys Nationally has narrowed for Writing, where the gap

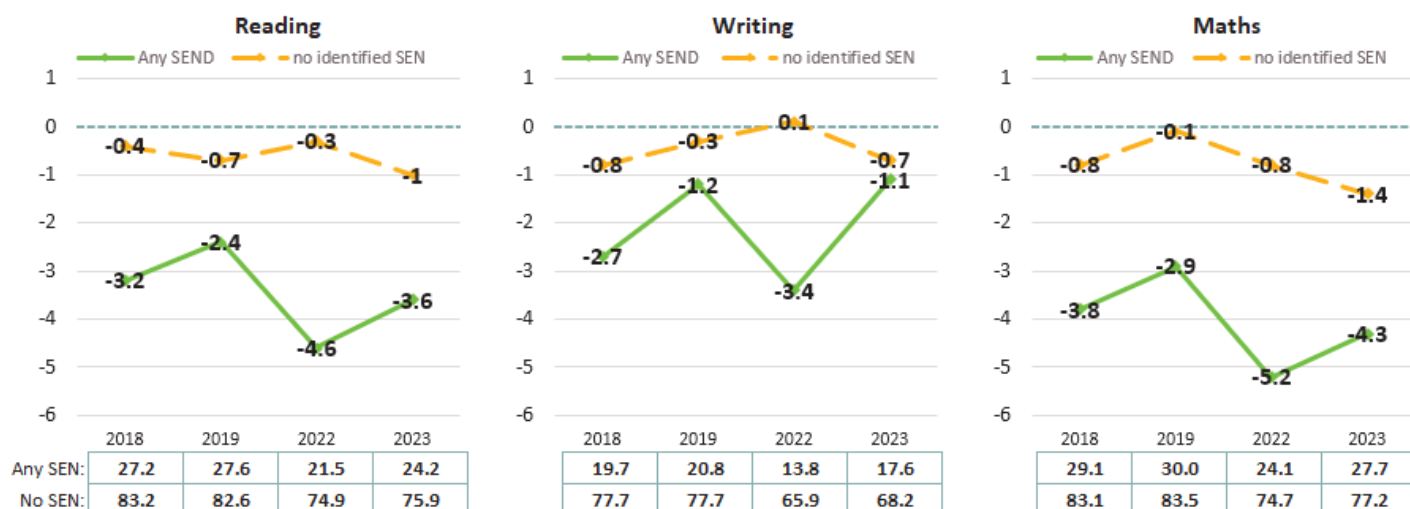
to National has narrowed from 2.8% in 2019 to 1.4% in 2023. Maths for both groups is shows widening of the attainment gap for Boys being 3.7% behind national Boys.

## Free School Meals (FSM)



In comparison to FSM pupils Nationally, Birmingham's attainment continues to be strong, with the attainment gap slightly narrowing across all three subjects in 2023. The attainment gap for non-FSM pupils has widened for all three subjects.

## Special Educational Needs and Disabilities (SEND)



The gap in attainment for SEND pupils between Birmingham and national has improved in all subjects, most notably in Writing. For pupils with no identified SEN the average attainment gap has continue to widen for all subjects. Maths continues to have the largest attainment gap in 2023

## 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 achieved slightly lower than their national equivalents for the three subjects, about 1.3% or more behind the national group. Indian children are consistently the highest achieving pupil group they are above the overall national average in all subjects, ahead of their national equivalent by 1.5% or more for Reading and Writing and for Maths 0.4% above. Pakistani children achieved below the overall national average but are slightly ahead of their national equivalents in Reading and Writing, and slightly below for Maths. Bangladeshi children achieved above the overall LA and national average and their equivalent groups for all three subjects.

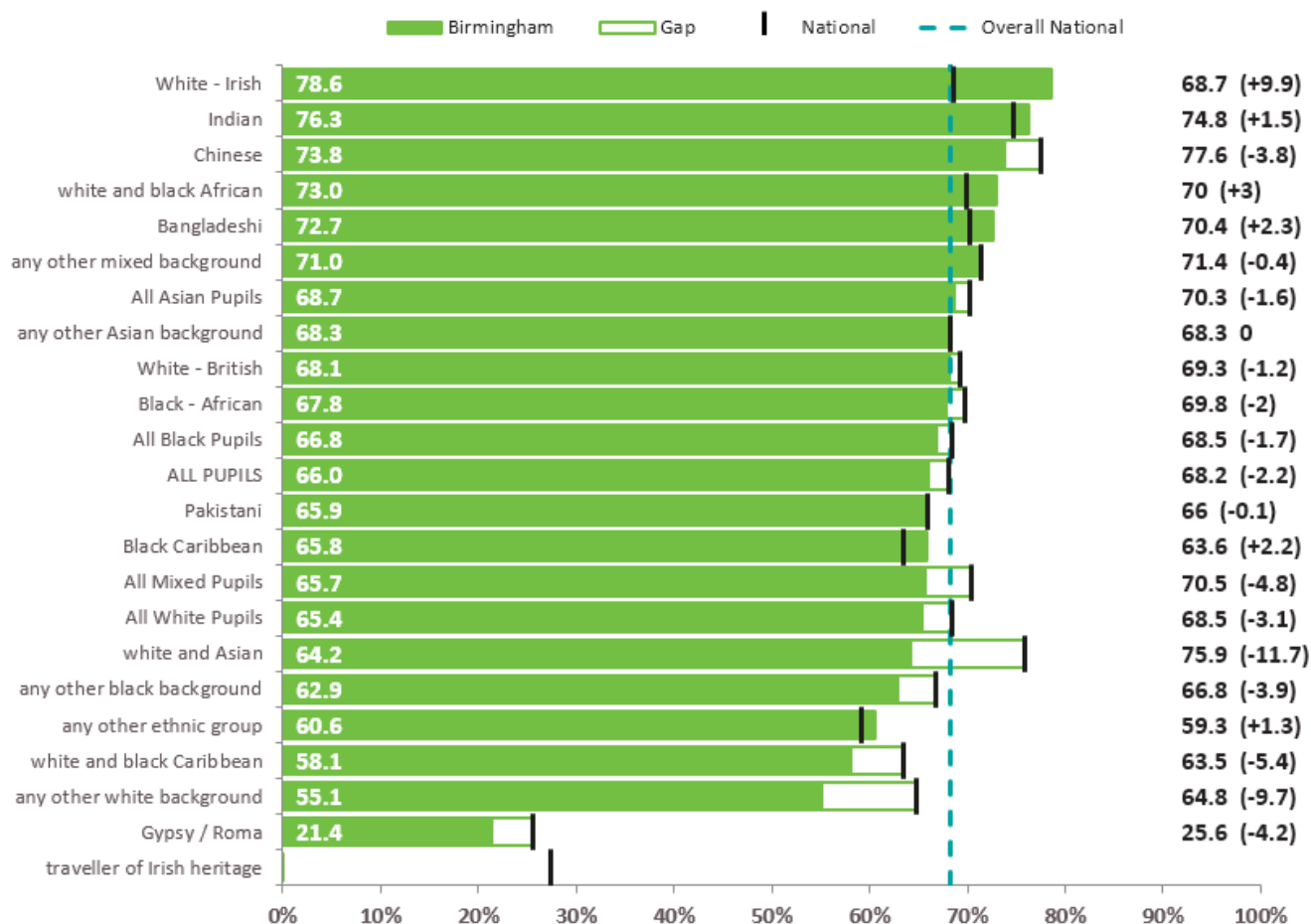
In Birmingham, White children as a group achieve less than the national average across all subjects and are roughly 3% to 4% behind their group nationally. White British children's attainment for all subjects is below the overall national, and behind the equivalent groups for all three subjects. Children from any Other White background, however are significantly behind both the overall and equivalent averages nationally. Similar pattern can be found when looking at 2022 results, up to 5.7% behind, in 2023 now up to 9.7% behind the equivalent group.

In Birmingham, Black children as a group achieve less than the national average across all subjects. Black African children's attainment is below the overall average in Reading and Maths, and behind their equivalents in Reading and Writing by 2.0%. For Maths Black African children's attainment is only 0.1% behind their national equivalents, compared to 2.0% in 2022. Black Caribbean children's attainment is above their equivalents nationally for all subject by 1.4% to 2.2%.

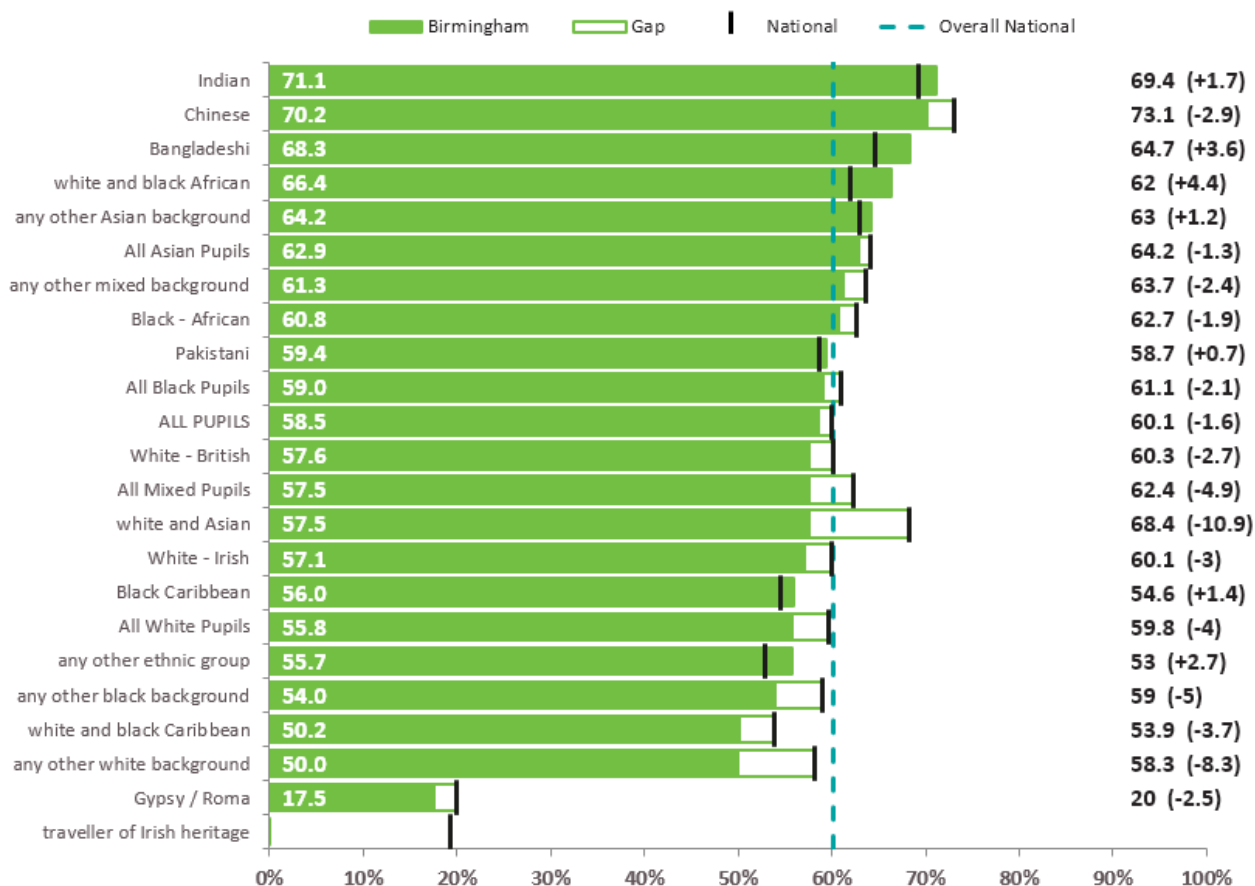
Mixed background children's attainment in Birmingham is below the overall national for all three subjects. For White and Asian children's attainment the attainment gap has further widened in 2023, behind their national equivalent groups between 10.9% to 11.7%, in 2022 between 6.3% to 8.5%. The attainment of the individual mixed race groups vary significantly.

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

### Birmingham Pupils achieving At Least Expected in Reading at key stage 1 in 2023 by ethnicity against National

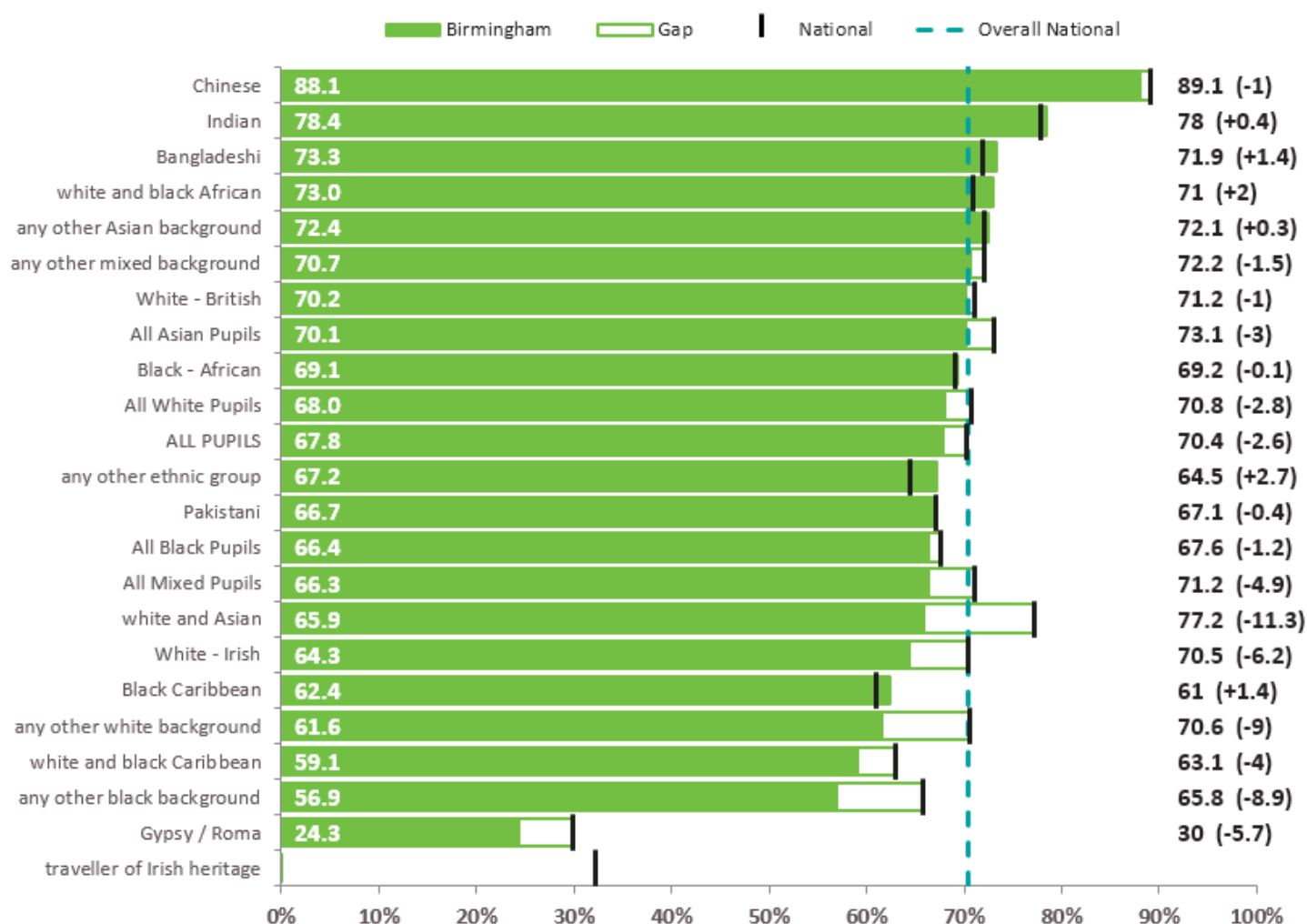


### Birmingham Pupils achieving At Least Expected in Writing at key stage 1 in 2023 by ethnicity against National





### Birmingham Pupils achieving At Least Expected in Maths at key stage 1 in 2023 by ethnicity against National

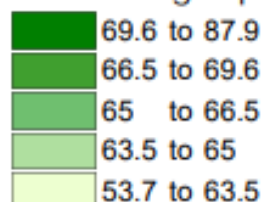


### Key Stage 1 Attainment by Ward

# KS1 - 2023 Percentage of pupils reaching at least the expected standard in Reading by ward

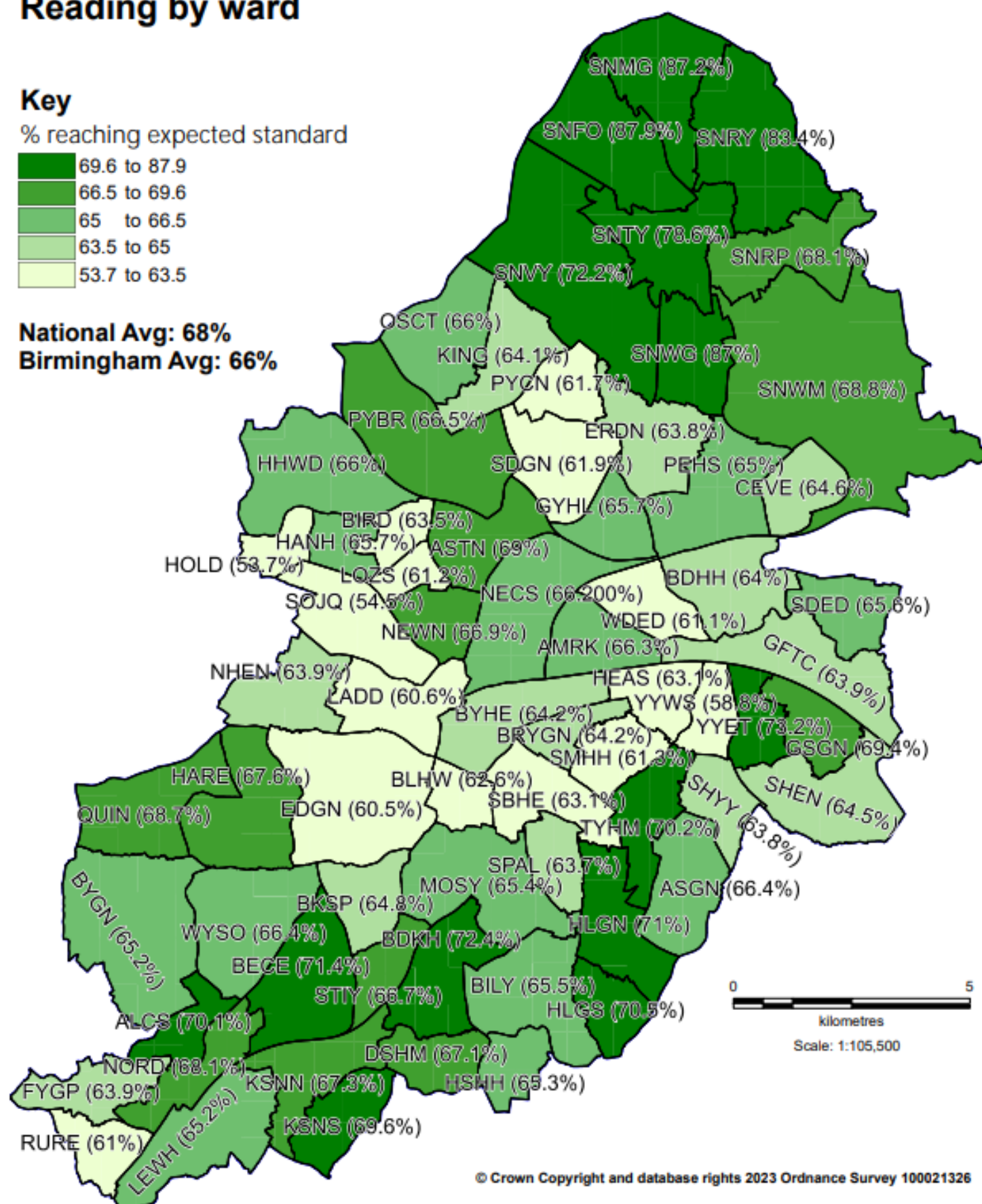
## Key

% reaching expected standard



**National Avg: 68%**

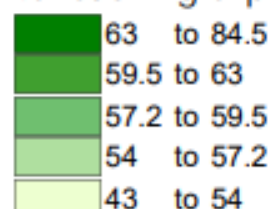
**Birmingham Avg: 66%**



# KS1 - 2023 Percentage of Pupils reaching at least the expected standard in Writing by ward

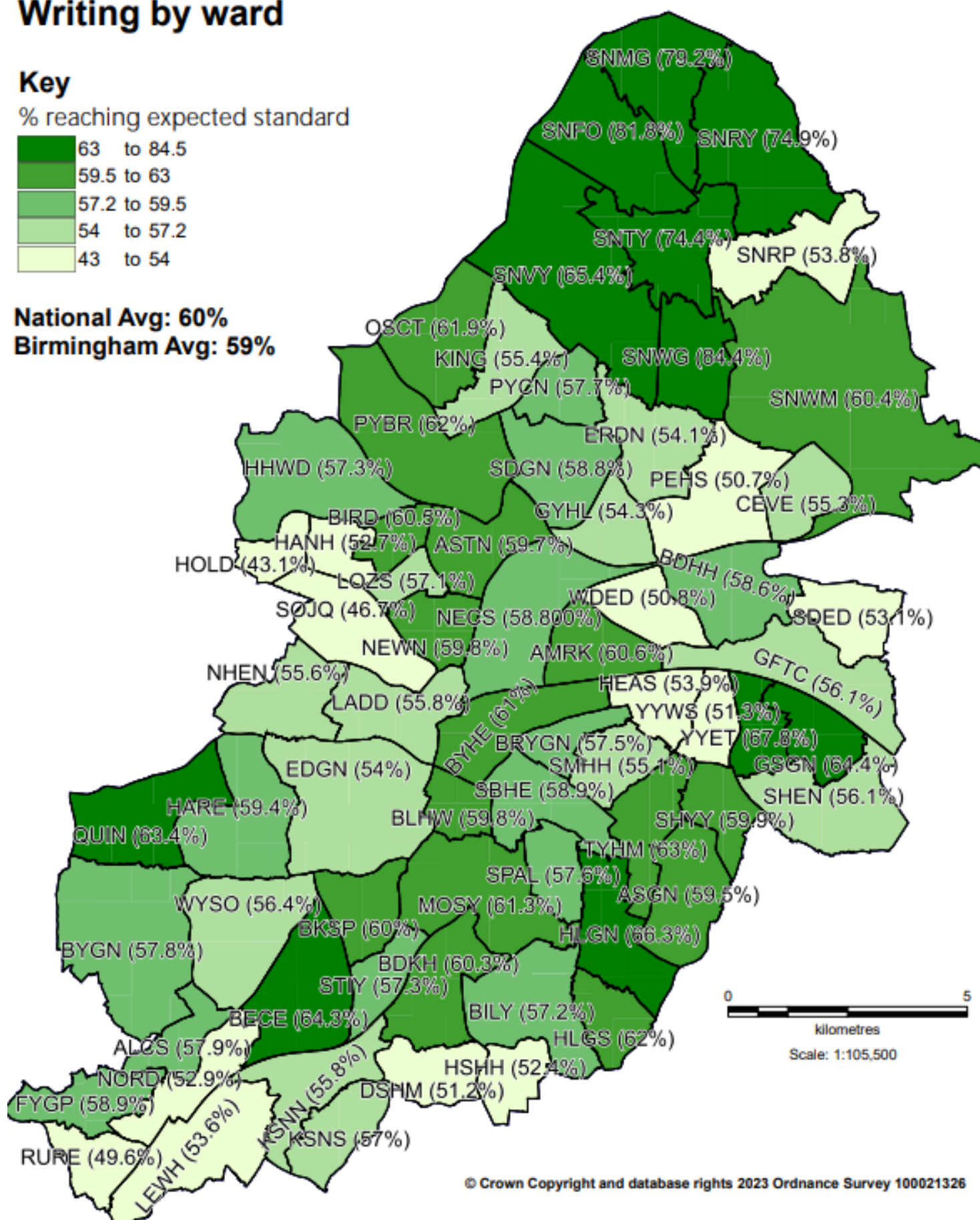
## Key

% reaching expected standard



**National Avg: 60%**

**Birmingham Avg: 59%**



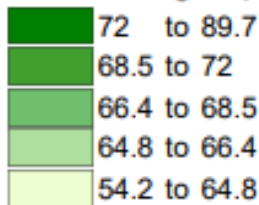


# KS1 - 2023 Percentage of Pupils reaching at least the expected standard in Maths by ward



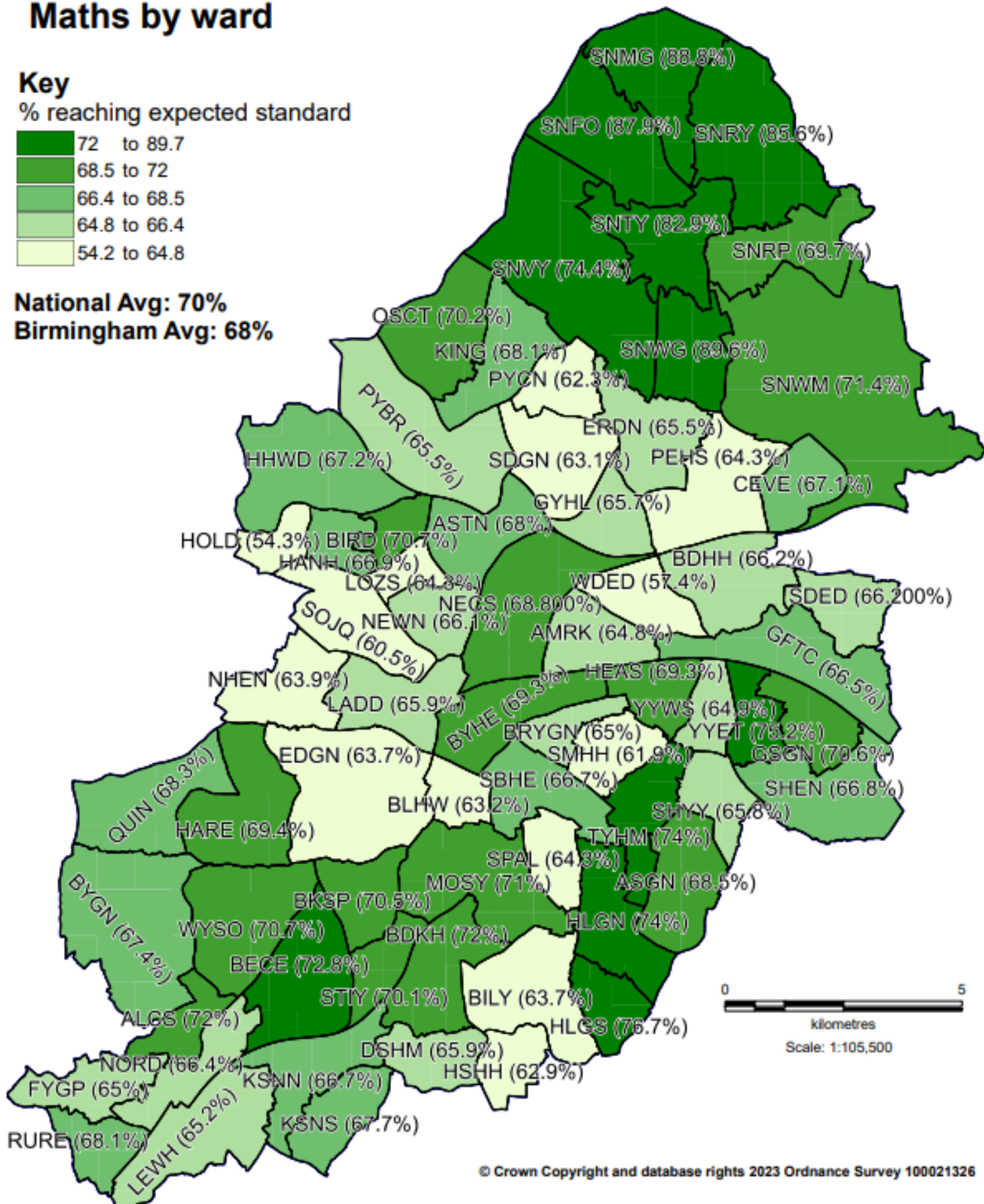
## Key

% reaching expected standard



**National Avg: 70%**

**Birmingham Avg: 68%**



## Key Stage 2

- In 2023, 58.6% of pupils in Birmingham reached at least the expected standard in Reading, Writing and Maths (RWM), and 6.9% achieved a higher standard. While still below the national outcomes of 59.6% and 8.0%, the attainment gap continues to **narrow**.
- In Reading, Writing and Maths individually, the percentage of Birmingham children reaching the expected standard is **highest** for Maths and **lowest** for Writing.
- The percentage of Birmingham children reaching the expected standard in Reading is 2.4% behind national, and the percentage achieving a higher standard is 2.0% **behind** national. In Maths, the attainment gap is **above** national by 0.2% and 1.1% for high standard. In Writing, Birmingham is **behind** national by 1.3% and 2.9% for high standard. Reading has the **widest** attainment gap for children achieving the expected standard.
- Grammar, Punctuation and Spelling attainment in Birmingham is **above** the national average for children achieving at least the expected standard by 1.9% and 4.5% above for those achieving a higher standard.
- Progress in all three subjects **improved** between 2017 and 2022. In 2023, this trend continued in Maths and, to a lesser extent, in Writing but in Reading, progress dipped. In 2023, Maths remains significantly **ahead** of national, Reading is still above national, and Writing is in line with national.
- Birmingham's RWM reaching at least expected standard attainment is 1.4% **above** the Core Cities average and 0.2% **below** Statistical Neighbours.
- All contextual groups are **behind** their national equivalents except for Disadvantaged and FSM pupils.
- 50.0% of disadvantaged children reached the expected standard for RWM, 6.0% **above** national.
- The progress of disadvantaged children in Birmingham is **above** the national level in Reading, Writing and, most significantly, Maths.
- Birmingham boys and girls reaching the expected standard in RWM are behind their national equivalents, with the attainment gap widening for boys to -1.4 and narrowing for girls to -0.5. Girls narrowed the gap by 1.1% when compared to 2022.
- The gap in attainment between Any SEND children in Birmingham and the national equivalent for RWM is now 1.6% **behind**. Children with an EHC plan are the furthest **behind** their national equivalents by 3.6%, 4.8% of Birmingham children with an EHC plan achieve the expected standard in RWM, national is 8.4%.
- Birmingham has a lower proportion of Primary schools rated as Good or Outstanding than Nationally, by 1.7% as of August 2023.

## Background

At the end of key stage 2 in 2023, 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:

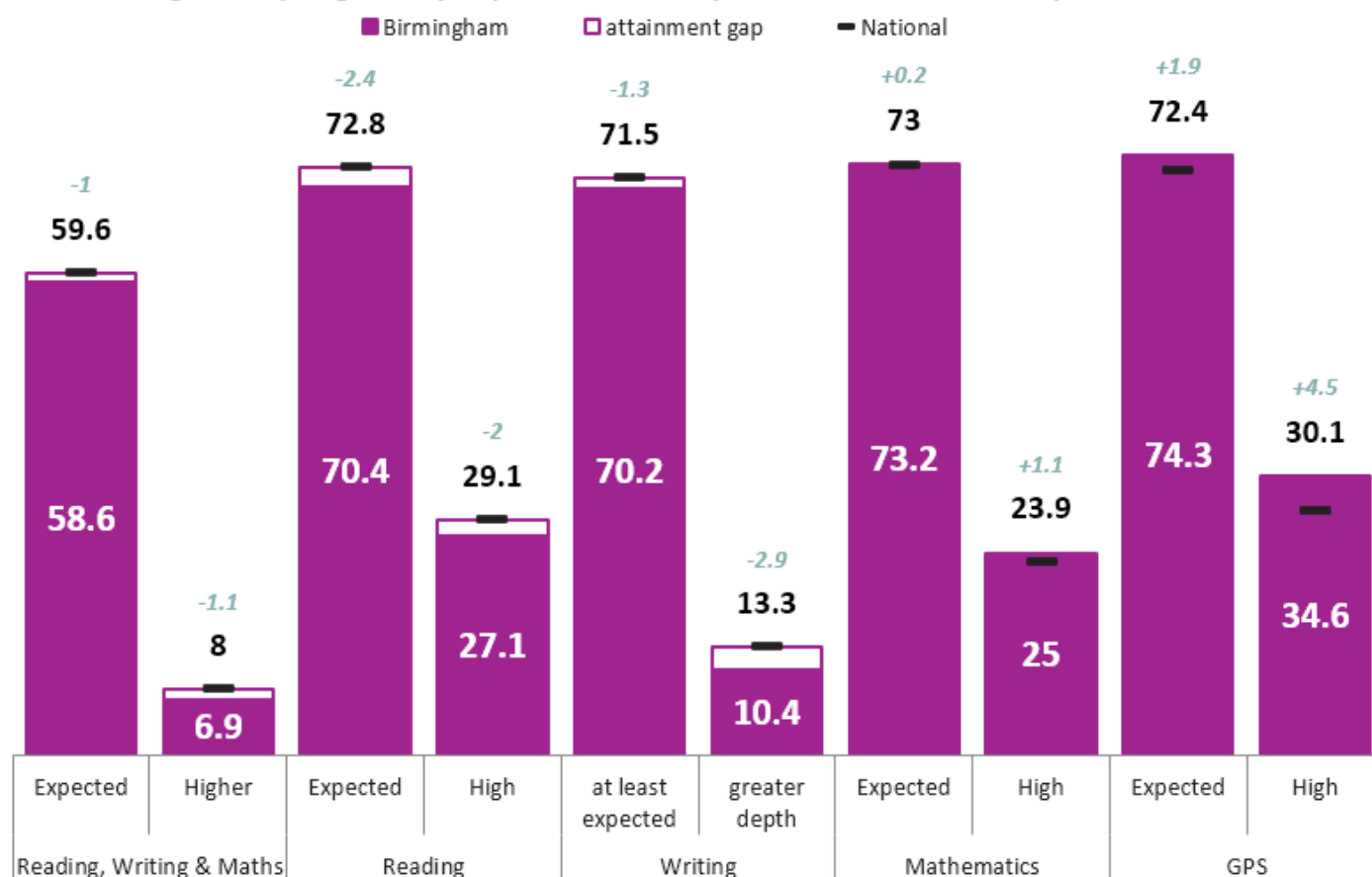
- Attain at least a scaled score of 100 in the Reading test,
- Achieve at least the expected standard in Writing TA,
- Attain at least a scaled score of 100 in the Mathematics test

The key stage 2 assessment framework was introduced in 2016, the writing teacher assessment frameworks changed in 2018 and so figures for previous years are not directly comparable.

For Children Looked After (CLA) and Children in Need (CIN) attainment outcomes, see page 136 onwards.

## Overall Performance - Attainment

### 2023 Birmingham Key stage 2 subject performance compared with National - All Pupils



The percentage of Birmingham children reaching the expected standard for combined Reading, Writing and Maths is below the national average by 1.0%. The gap is slightly wider for children achieving a higher standard at 1.1%.

Individually Maths is the strongest subject being 0.2% above the National average for the expected standard and above by 1.1% for achieving a high standard. In Reading the figures were 2.4% below and 2.0% below national respectively. In Writing figures were 1.3% and 2.9% below national respectively.

Grammar, Punctuation and Spelling (GPS) attainment in Birmingham is above the national average, for the expected standard by 1.9% above and for those achieving a high standard 4.5% above the National average.

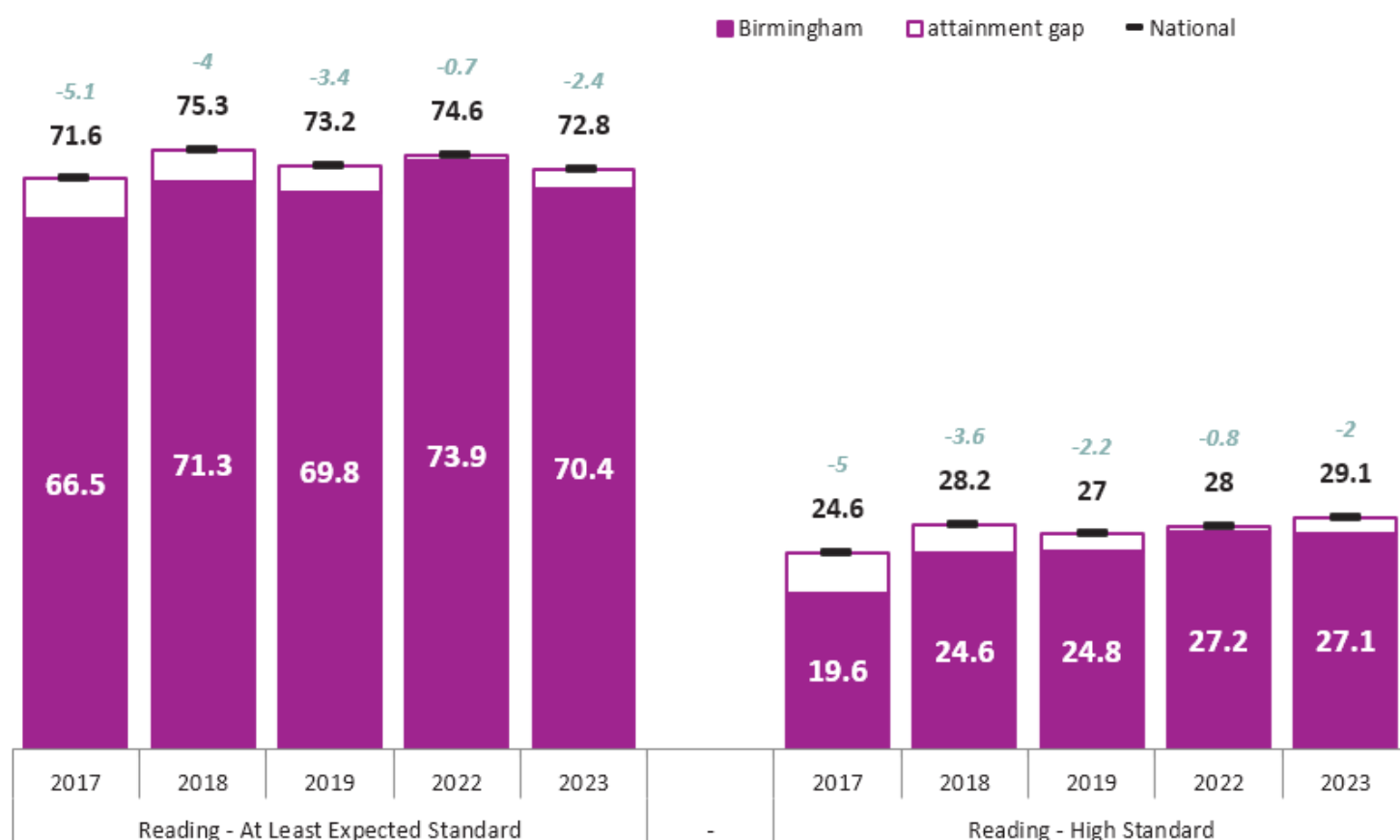
The graphs on the following page show attainment over time. In 2023 Birmingham performance improved relative to the National average across most subjects at the Expected and Higher standards, apart from Reading.

In 2023 at the expected standard, Reading, Writing and Maths attainment increased by 1.1% compared to 2022, Birmingham continues to see the gap to National decreasing, narrowing by 0.2%. However, comparing with 2019 performance for Reading, Writing and Maths attainment is still below pre-COVID, as is national, however, the gap to national is now much narrower at the expected standard.

## Attainment Trends

### Reading

Birmingham Key stage 2 Reading performance compared with National - All Pupils

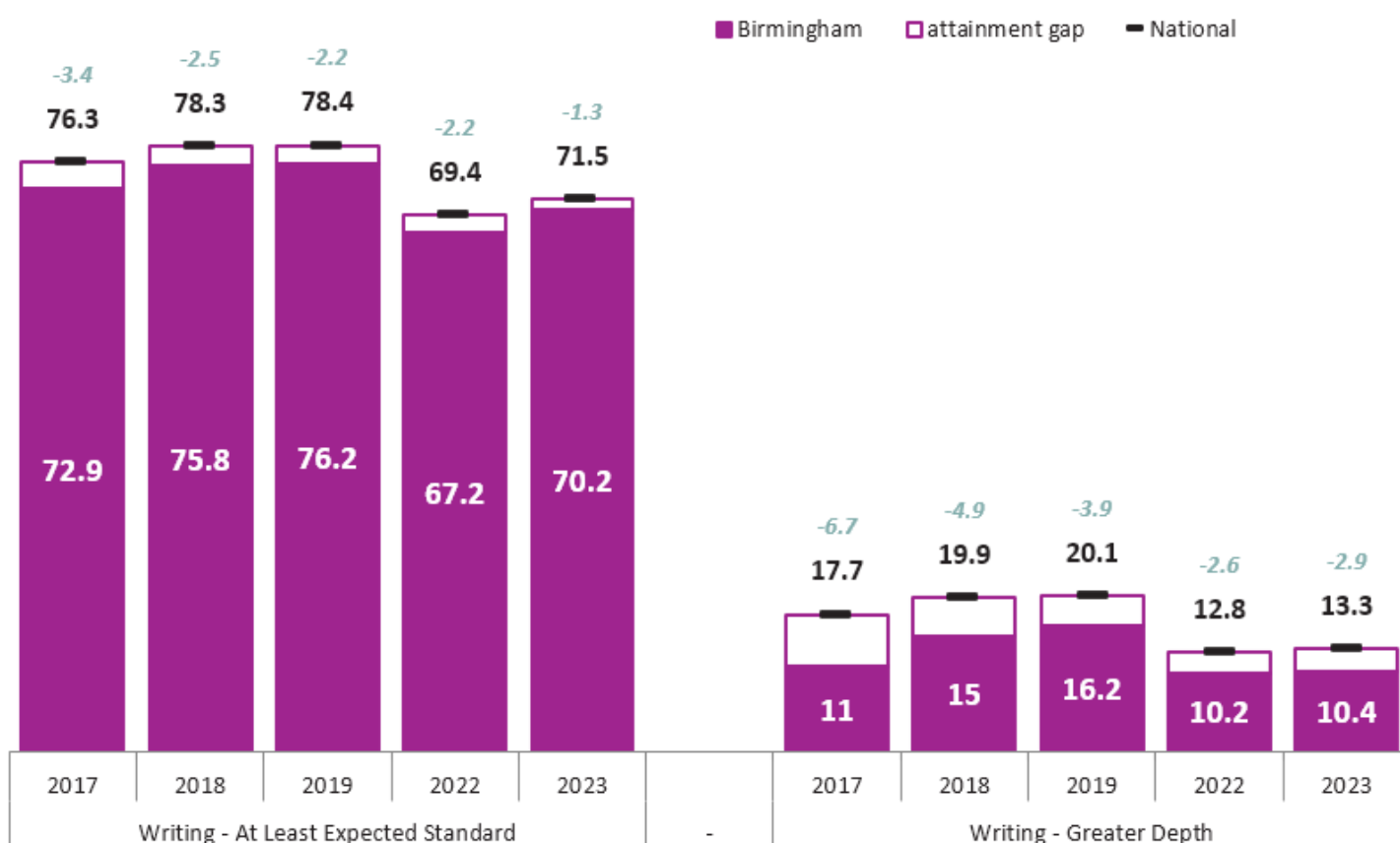


2023 has seen Reading attainment decline for Birmingham and National, a 3.5% decrease for Birmingham compared to 2022 and we are still below national by 2.4%, the attainment gap widened by 1.7% compared to 2022. However, comparing attainment outcomes from 2023 to 2019 for Reading, Birmingham is above pre-COVID outcomes, by 0.7% whereas national has fallen by 0.4%.

Reading attainment at the higher standard in Birmingham has seen improvement over time, reducing the gap to national across the board, attainment gap in 2023 was 2.0%.

## Writing

**Birmingham Key stage 2 Writing performance compared with National - All Pupils**



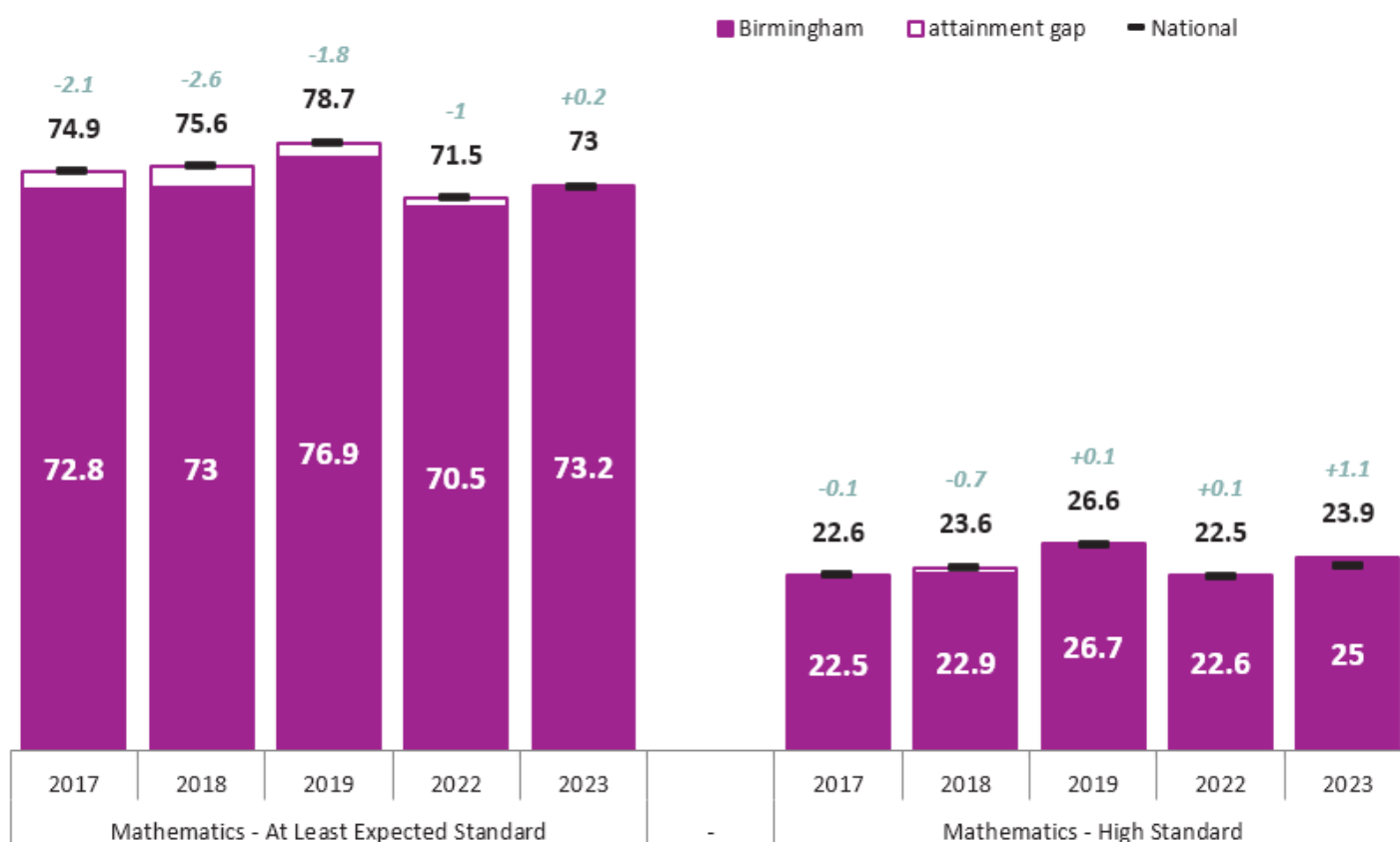
2023 has seen Writing attainment improved for Birmingham and National, a 3.0% increase for Birmingham compared to 2022 and now only below national by 1.3%, the attainment gap narrowed by 0.9% compared to 2022. However, comparing attainment outcomes from 2023 to 2019 for Writing, Birmingham is below pre-COVID outcomes, by 5.8% whereas national is below by 6.9%.

Writing attainment at higher standard in Birmingham has seen improvement over time, reducing the gap to national across the board, attainment gap in 2023 was 2.9%.



## Mathematics

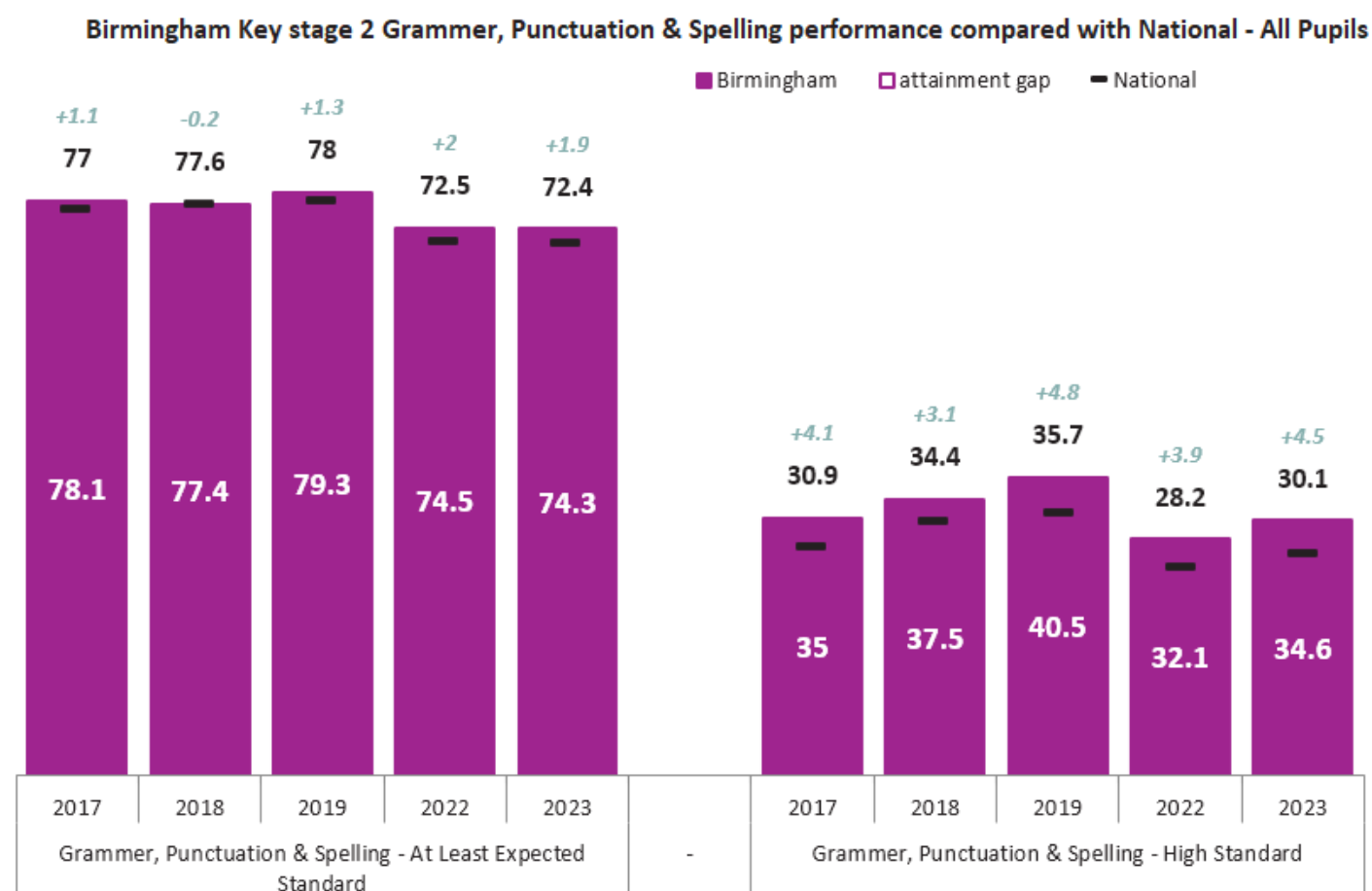
Birmingham Key stage 2 Mathematics performance compared with National - All Pupils



2023 has seen Maths attainment improved for Birmingham and National, a 2.7% increase for Birmingham compared to 2022 and above national by 0.2%. However, comparing attainment outcomes from 2023 to 2019 for Maths, Birmingham is below pre-COVID outcomes, by 3.5% whereas national is below by 5.7%.

Maths attainment at higher standard in Birmingham has improved over time, exceeding the national average, by 1.1%.

## Grammar, Punctuation & Spelling



2023 GPS expected attainment in Birmingham is now above the national average by 1.9%.

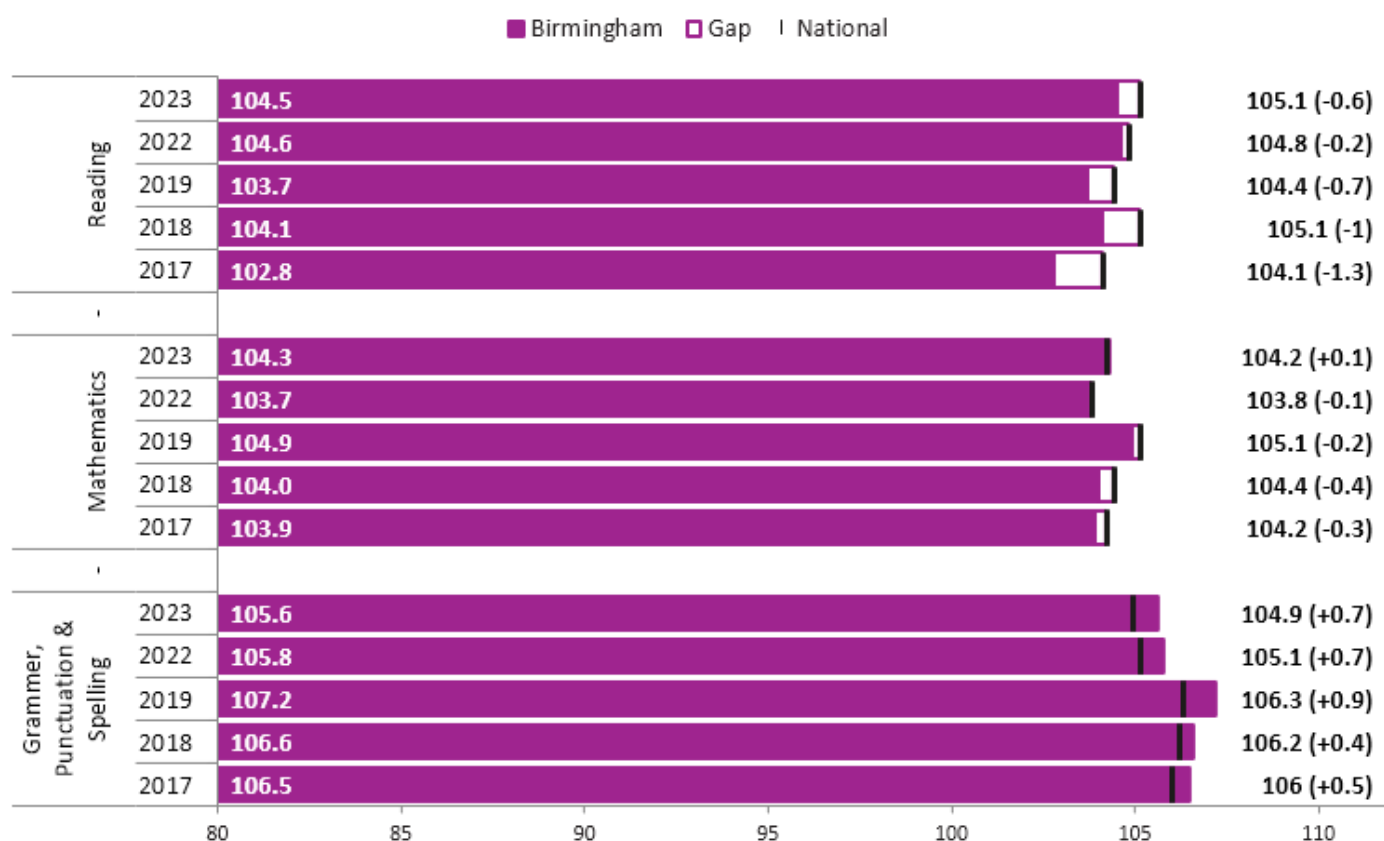
GPS at higher standard continues to be strong in 2023 with Birmingham achieving 4.5% above national.

## 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, and a score of 110 represents a high standard.

Birmingham's gap has widened to the national average for Reading now 0.6 points behind national. The GPS average continues to be above the national by 0.7 points above, same as 2022. Maths is above the national average by 0.1 points.

### Birmingham Key stage 2 average scaled score compared with National - All Pupils



## Progress

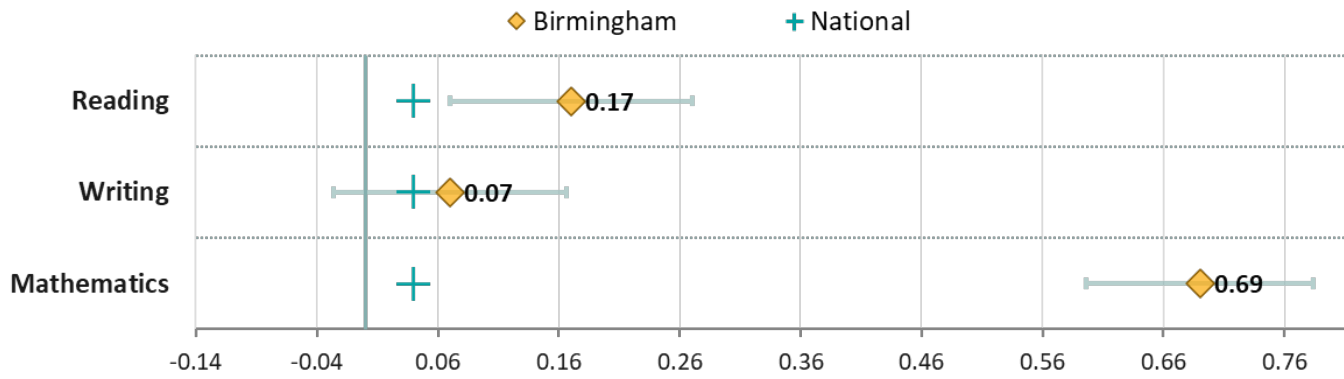
The progress measures, introduced in 2016, are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. This is undertaken by looking at a pupil's average performance at key stage 1 across reading,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

Pupils are then allocated into prior attainment groups with other pupils with the same key stage 1 average point score. 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. 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.

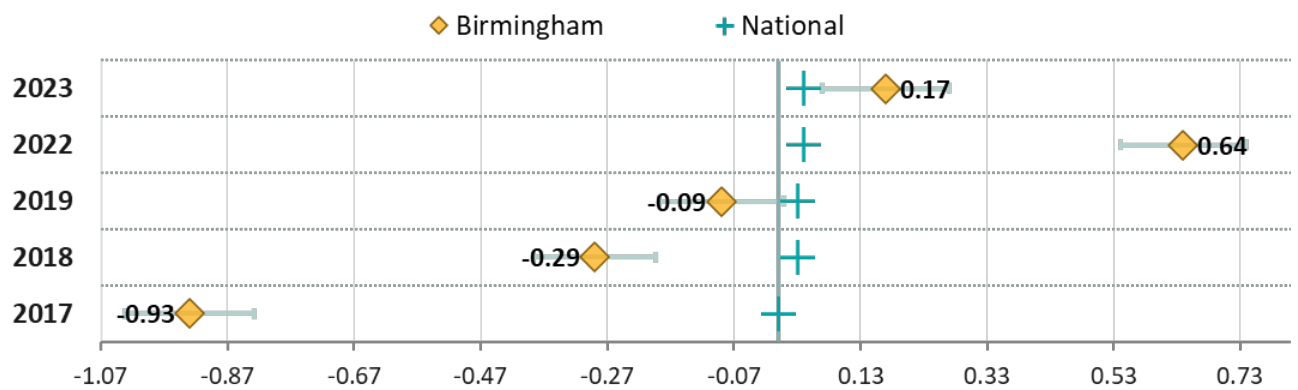
Progress is calculated for individual pupils solely to establish a school or pupil group's overall progress score. There is no need for schools to share individual pupil progress scores with their pupils or parents, and there is no 'target' for the amount of progress an individual pupil is expected to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

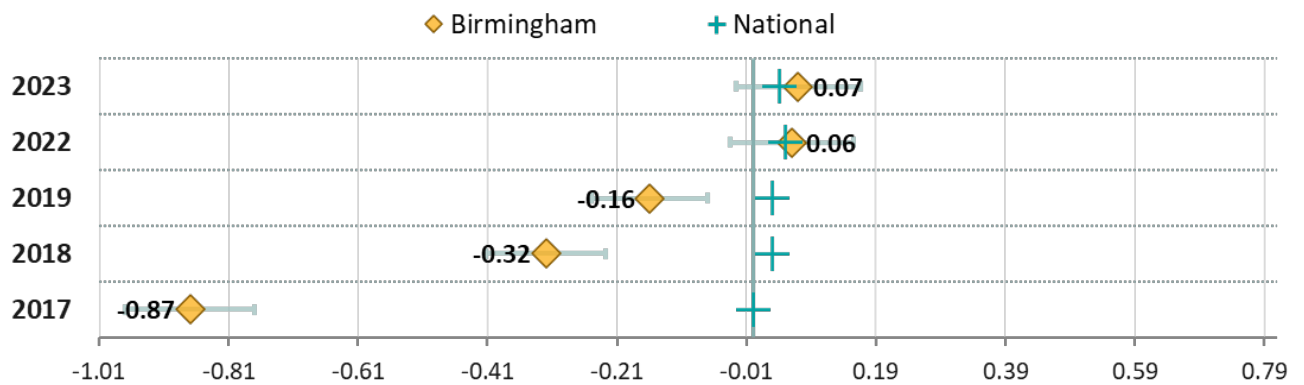
## 2023 Progress – All Subjects



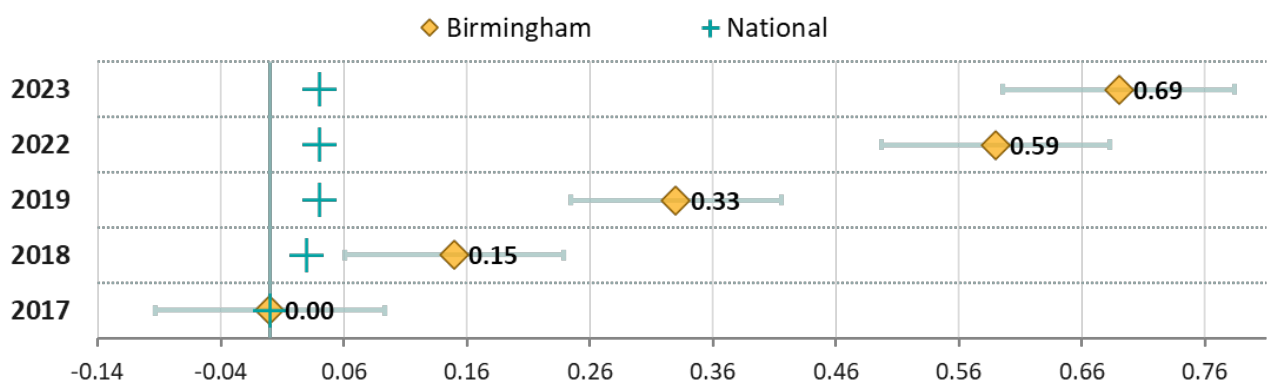
## Reading Progress Trend



## Writing Progress Trend



## Mathematics Progress Trend



The above graphs show Birmingham's progress in Reading, Writing and Maths from 2017 to 2023, 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 improve from previous years, apart from Reading.

In 2023 Writing and Maths have both seen an improvement from 2022's averages, with the two subjects above national, with Maths above national by 0.65 points more than other pupils nationally with a similar starting point.

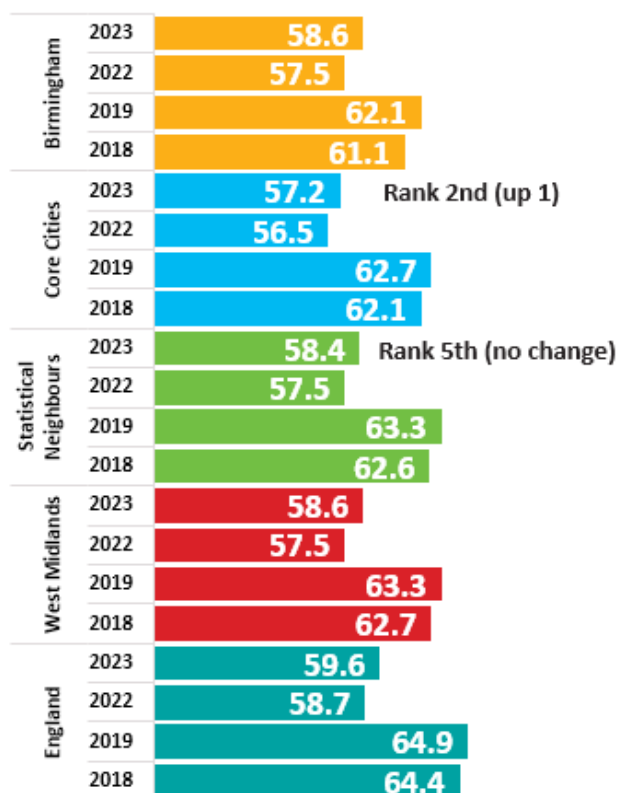
For Reading whilst still above other pupils nationally at 0.13 points saw Birmingham decline by 0.47 points compared to 2022 averages.

## National Comparisons - Attainment

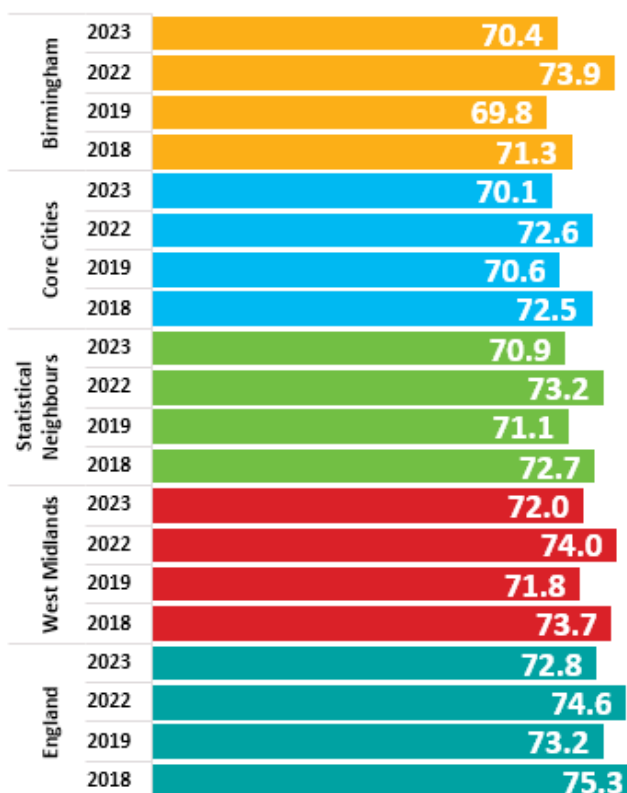
The following charts show how Birmingham's attainment at key stage 2 compares to national and other targeted LA groups, including Core Cities and Statistical Neighbours.

### Birmingham attainment for pupils achieving At Least Expected at KS2 compared to other LA groups - All Pupils

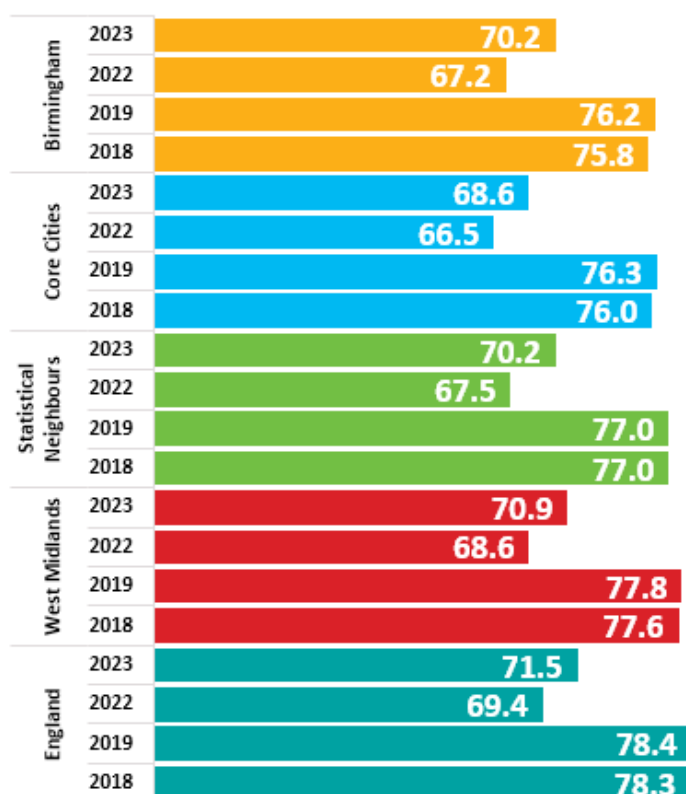
#### Reading, Writing & Mathematics



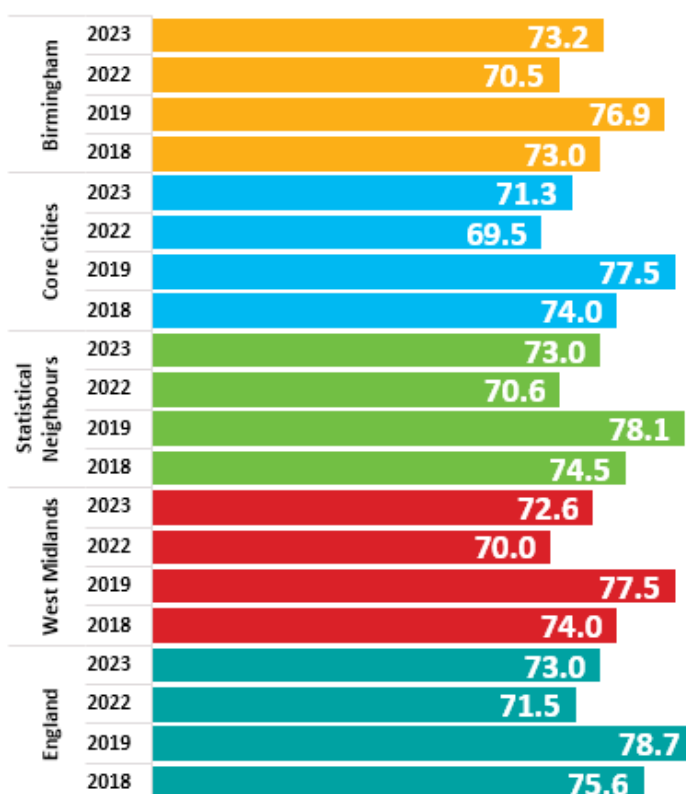
#### Reading



#### Writing

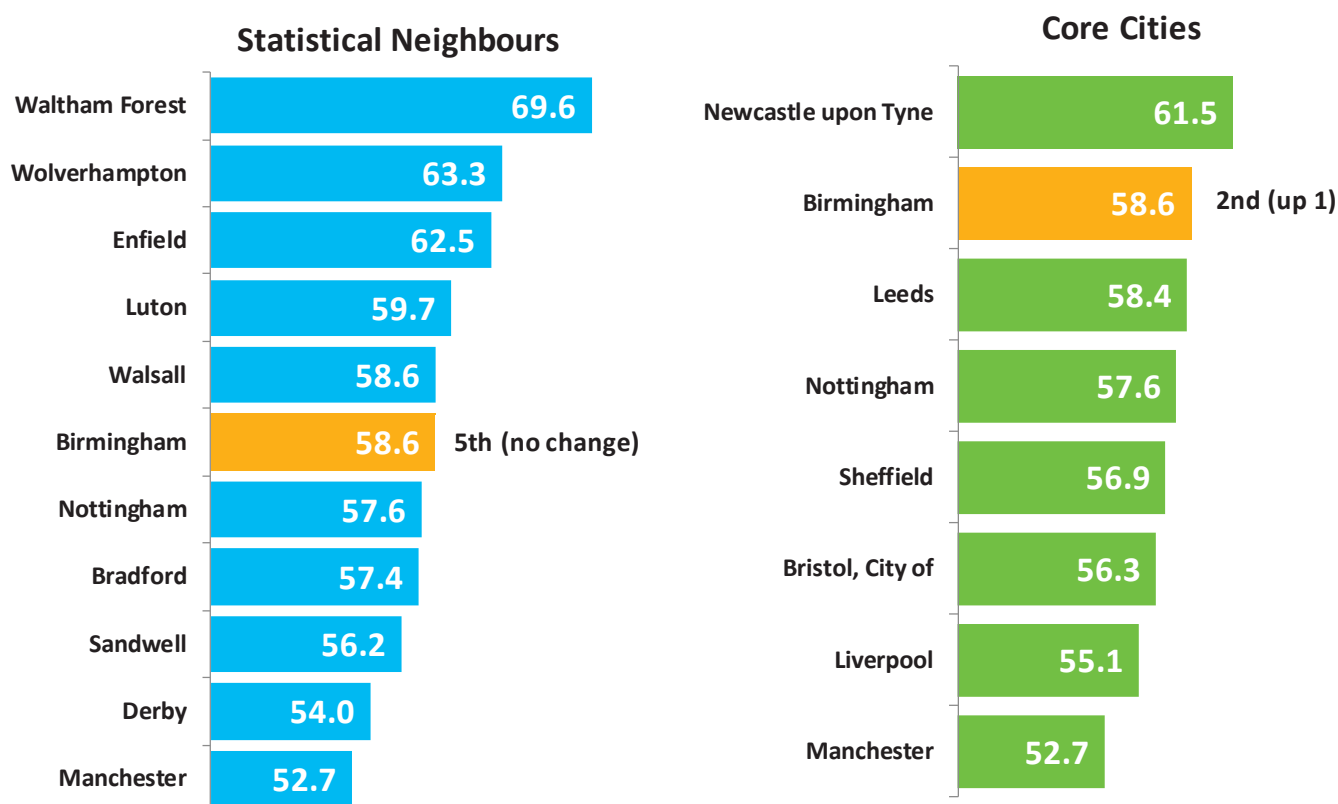


#### Mathematics



The combined measure Reading, Writing and Maths attainment is 1.4% above core cities and 0.2% above statistical neighbours. There is similar picture in Writing and Maths. Attainment in Reading is above the core cities average by 0.3% and below the statistical neighbours average by 0.5%.

### Reading Writing and Maths for All Pupils 2023



The charts above show Birmingham's attainment ranked against the LAs of the Statistical Neighbour and Core Cities groups. Within Statistical Neighbours, Birmingham ranks 5th out of 11 LAs, no change from 2022 and within Core Cities, 2nd out of 8 LAs up one place from 2022.

### 2023 Key Stage 2 progress



The above graph shows the average progress made in 2023 for Birmingham, core cities and statistical neighbours. The National progress of 0 (benchmark) is represented by the vertical axis.

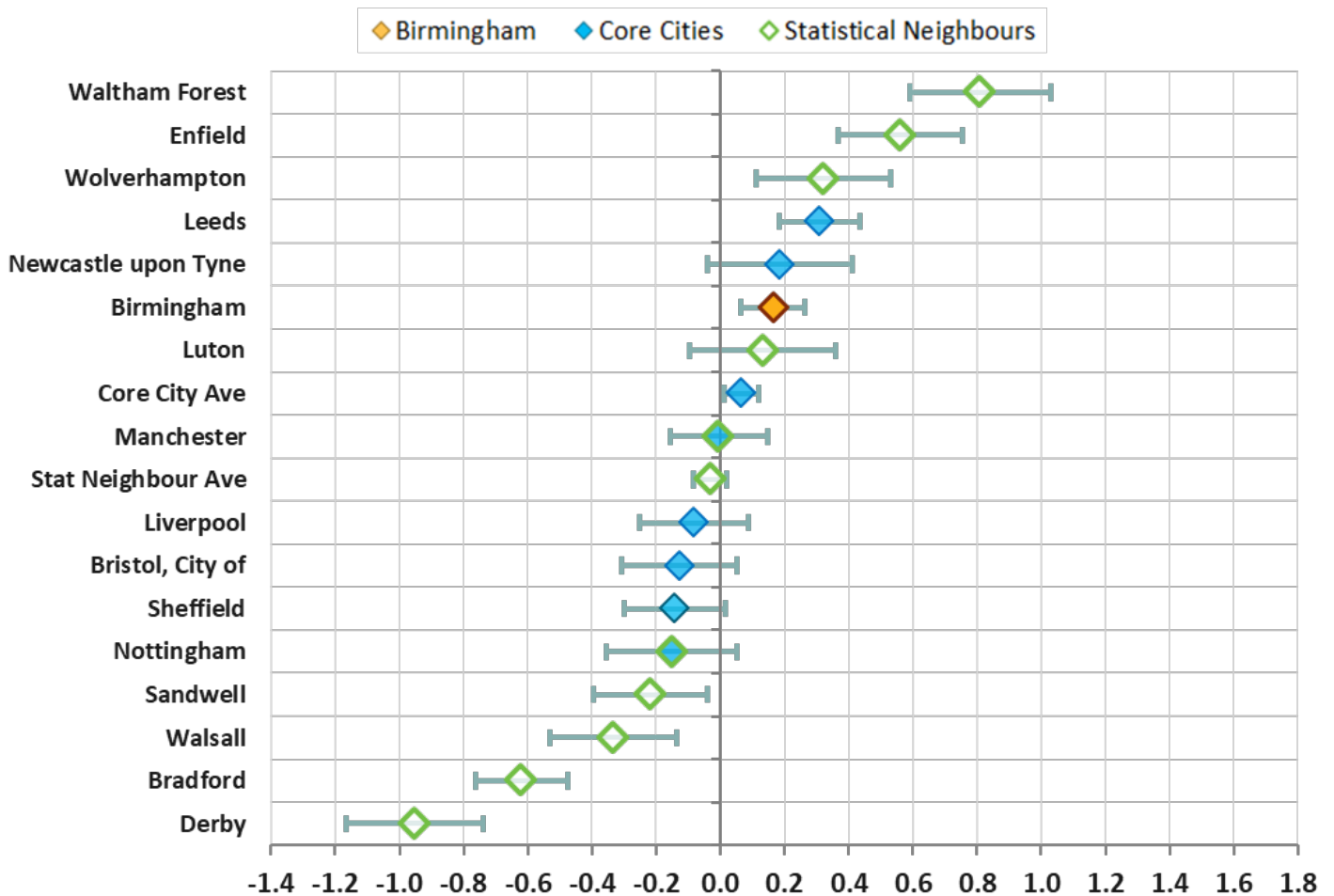
Reading and Maths are above national, and Core Cities and Statistical Neighbours averages. In Writing, progress is similar to national and Core Cities but behind Statistical Neighbours.

The graphs on the next page show progress for the individual LAs within statistical neighbours and core cities groups ranked in order from highest to lowest. The grey lines to the side of each diamond represent

confidence intervals. The smaller the number of key stage 2 children in the LA (or group), the larger the confidence interval.

Birmingham's overall ranking is highest in Maths (5th), followed closely by Reading (6th) with Writing down in 12th.

### 2023 Key stage 2 Reading Progress





### 2023 Key stage 2 Writing Progress



### 2023 Key stage 2 Maths Progress

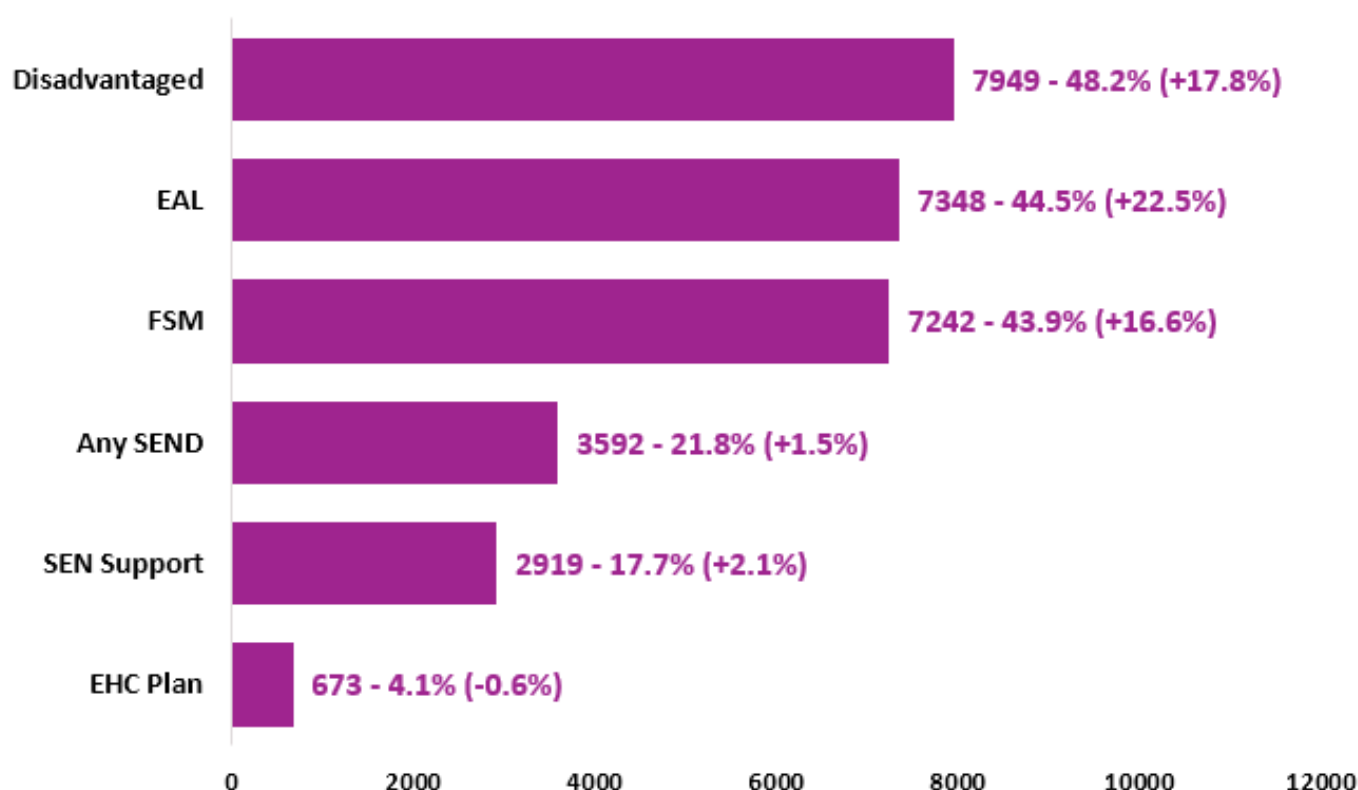


## Pupil Characteristics

The graph below shows the pupil characteristics distribution of Birmingham's key stage 2 pupils in 2023 compared to the equivalent distribution, nationally. 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.

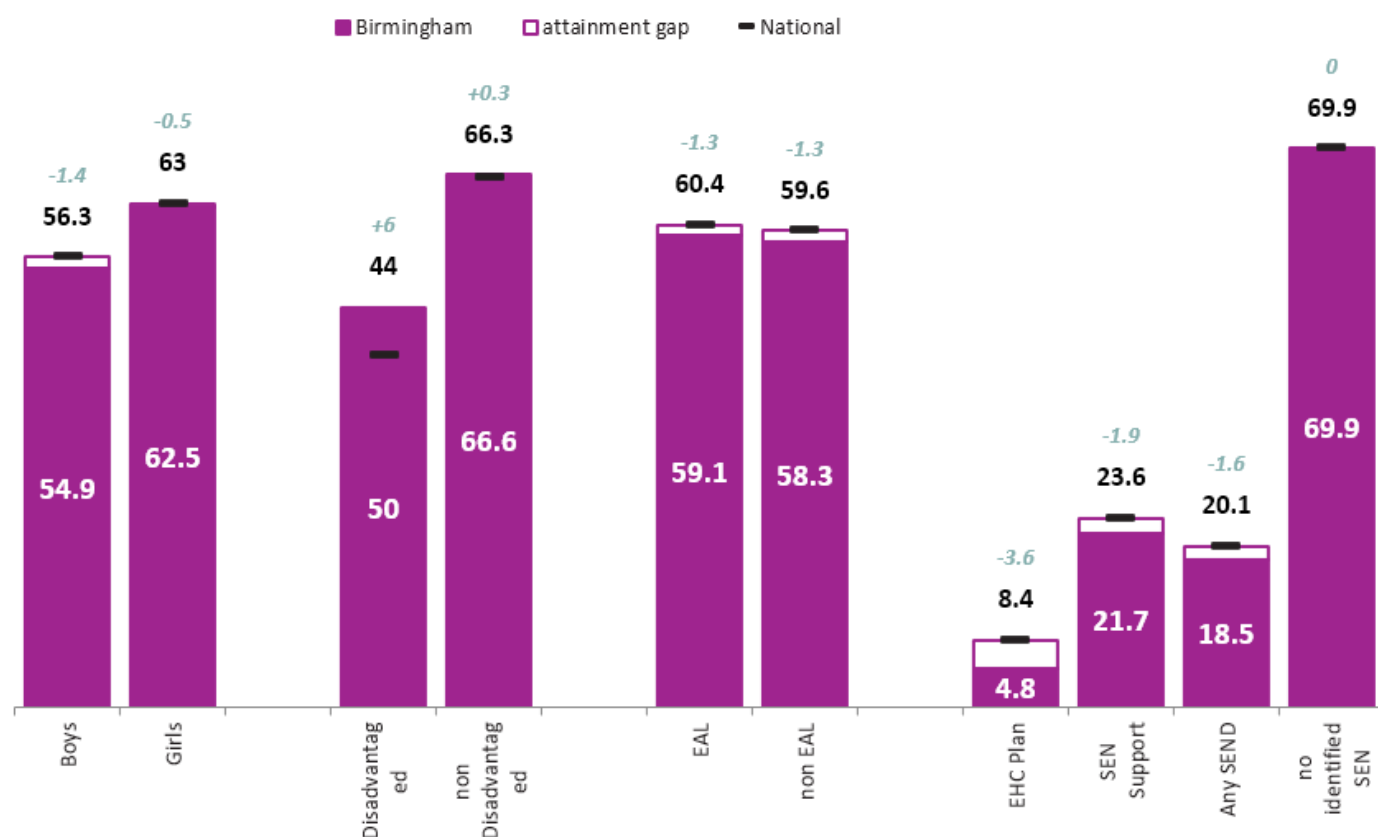
Birmingham's largest pupil group is 'Disadvantaged' pupils at key stage 2 for state funded schools, which is at 48.2% of the total KS2 population, compared to the national equivalent group shows Birmingham has 17.8% more pupils as a proportion than national, in this group. The second largest group is 'EAL' pupils, in Birmingham there is 44.5% of the total KS2 population, compared to the national equivalent group shows Birmingham has 22.5% more pupils than the national as a proportion in this group.

**Pupils included in Birmingham 2023 key stage 2 results by characteristic group, percentage compared to National**



## Reading, Writing & Maths Attainment

### 2023 Birmingham Key stage 2 subject performance compared with National - Reading, Writing & Mathematics At Least Expected Standard



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

Most of the individual pupil groups mirror the lower overall attainment in Birmingham compared to National, except for Disadvantaged group.

Disadvantaged children's attainment for RWM is 50.0%, 6.0% above National.

The gap to the equivalent national average is 0.5% for Girls and 1.4% for Boys, which has contributed to a much wider gender difference in attainment in Birmingham compared to national between the two genders.

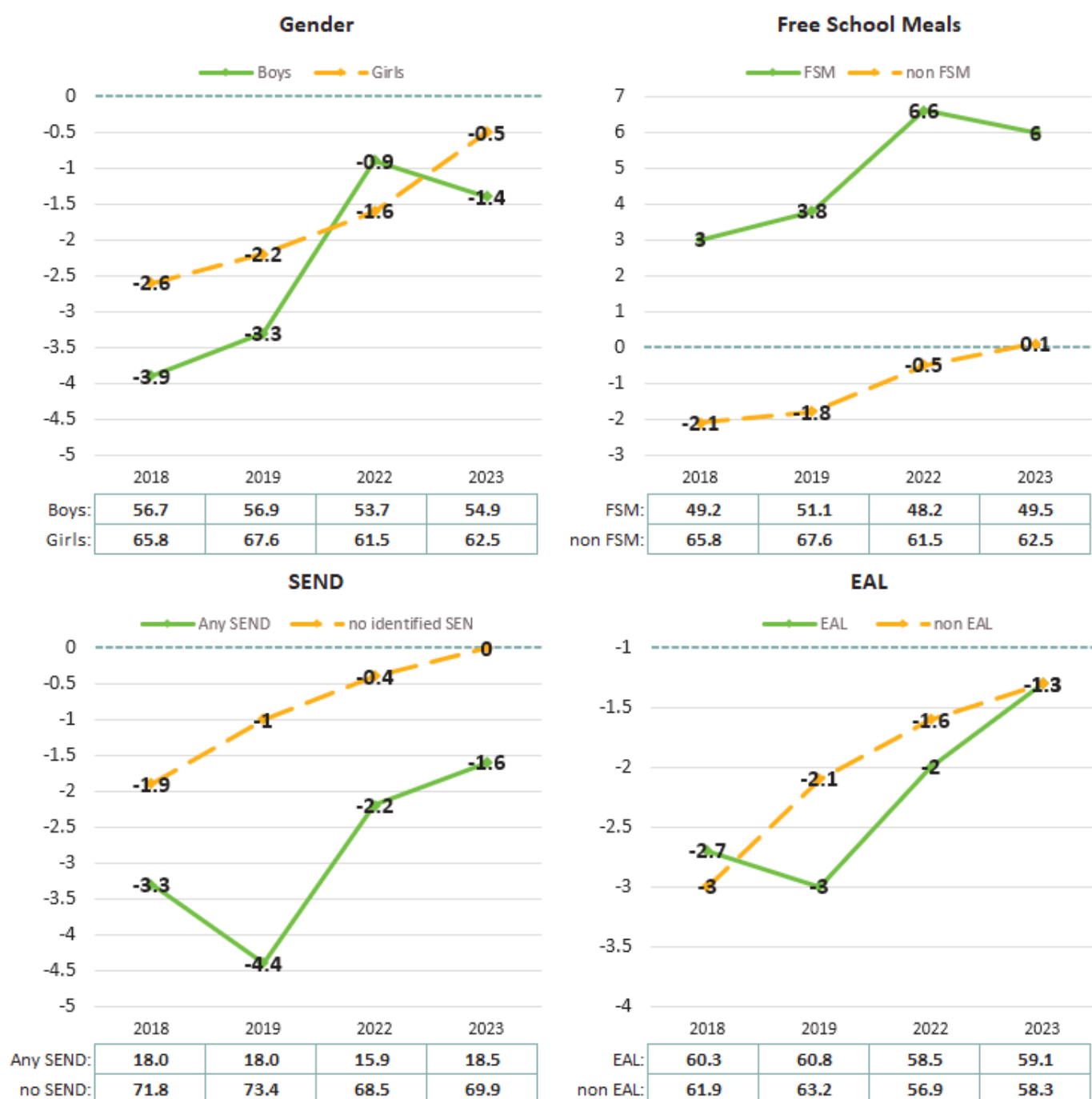
Overall, SEND attainment is below the equivalent national average by 1.6%. The gap is wider for pupils with a EHC plan which is 3.6%. Children with no identified SEN in Birmingham are performing at the same level as their national equivalents.

Both EAL and non-EAL pupils are below their national equivalents by 1.3%.

## Pupil Characteristics attainment gap Trends

The following graphs show the percentage gap in attainment by pupil group in Birmingham to the equivalent National average over time. The grey dotted line represents the National average, and the green and yellow lines represent how far ahead or behind that pupil group is. Note that each pupil group's attainment is compared directly to their equivalent National average. E.g., Birmingham free school meals vs National free school meals.

## Birmingham Attainment gap to equivalent National average for achieving At Least Expected at Reading, Writing & Mathematics



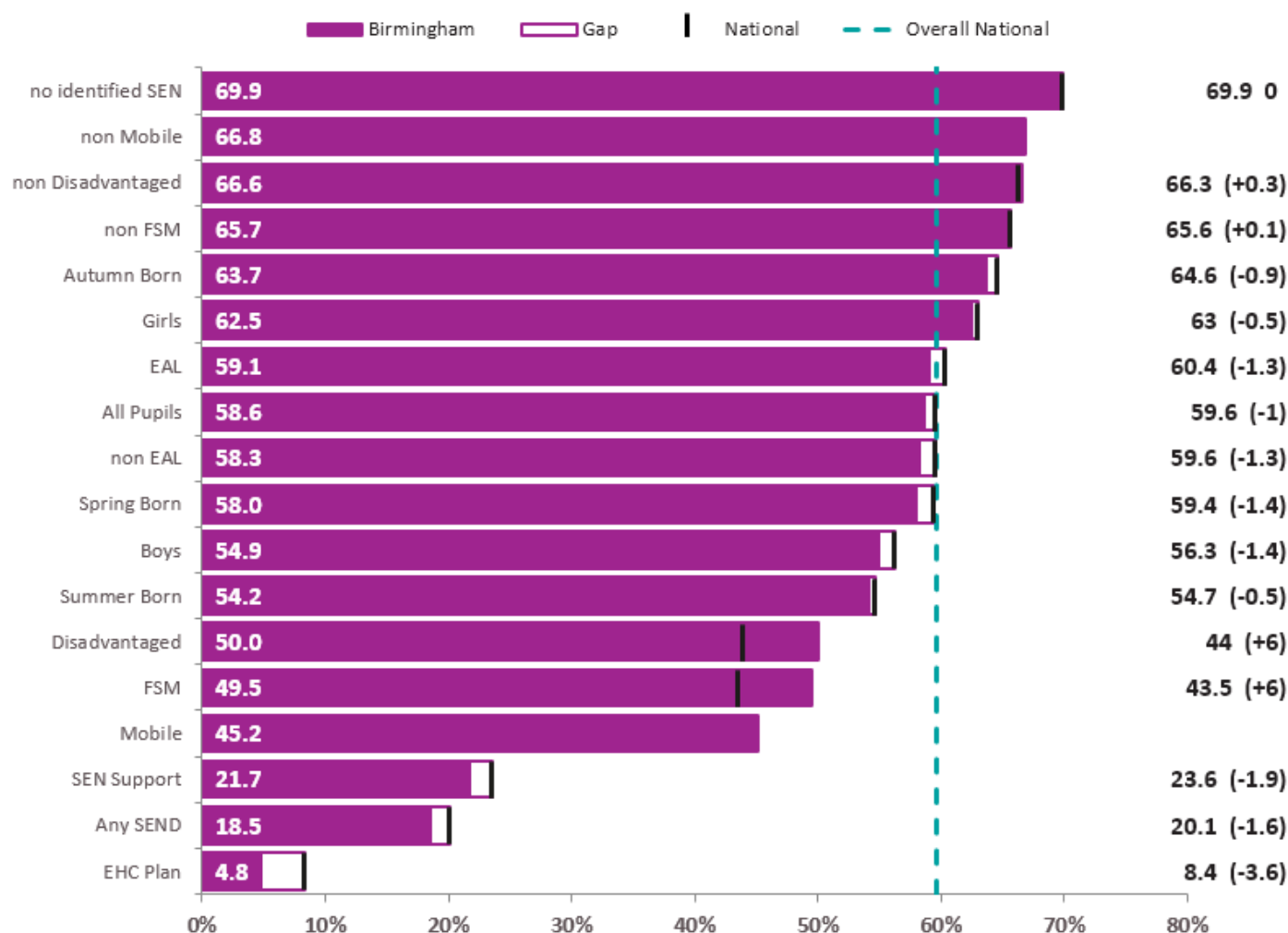
While they are both still behind national, Girls continue to improve narrowing the attainment gap, now 0.5%. The attainment gap for Boys had been narrowing in the previous few years, surpassing Girls in 2022 but in 2023, they fell behind again, now at 1.4% behind national. FSM pupils have continued to be above national, now at 6.0%, and non-FSM pupils are now above their national equivalents, by 0.1%. This year SEND pupils continued their upward trend reducing the gap by 0.6%, while pupils with no identified SEN are now matching with their equivalent National.

The following graph shows the same pupil groups ranked in order of attainment against 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, mobile and non-mobile pupils group no national figure available.

## Attainment by Characteristic

### Birmingham Pupils achieving At Least Expected in Reading, Writing & Mathematics at key stage 2 by pupil group against National 2023



## Progress by Characteristic

The following charts 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 smaller the number of key stage 2 children in the specific group, the larger the confidence interval. The National average for all pupils is 0 (represented by the vertical axis).

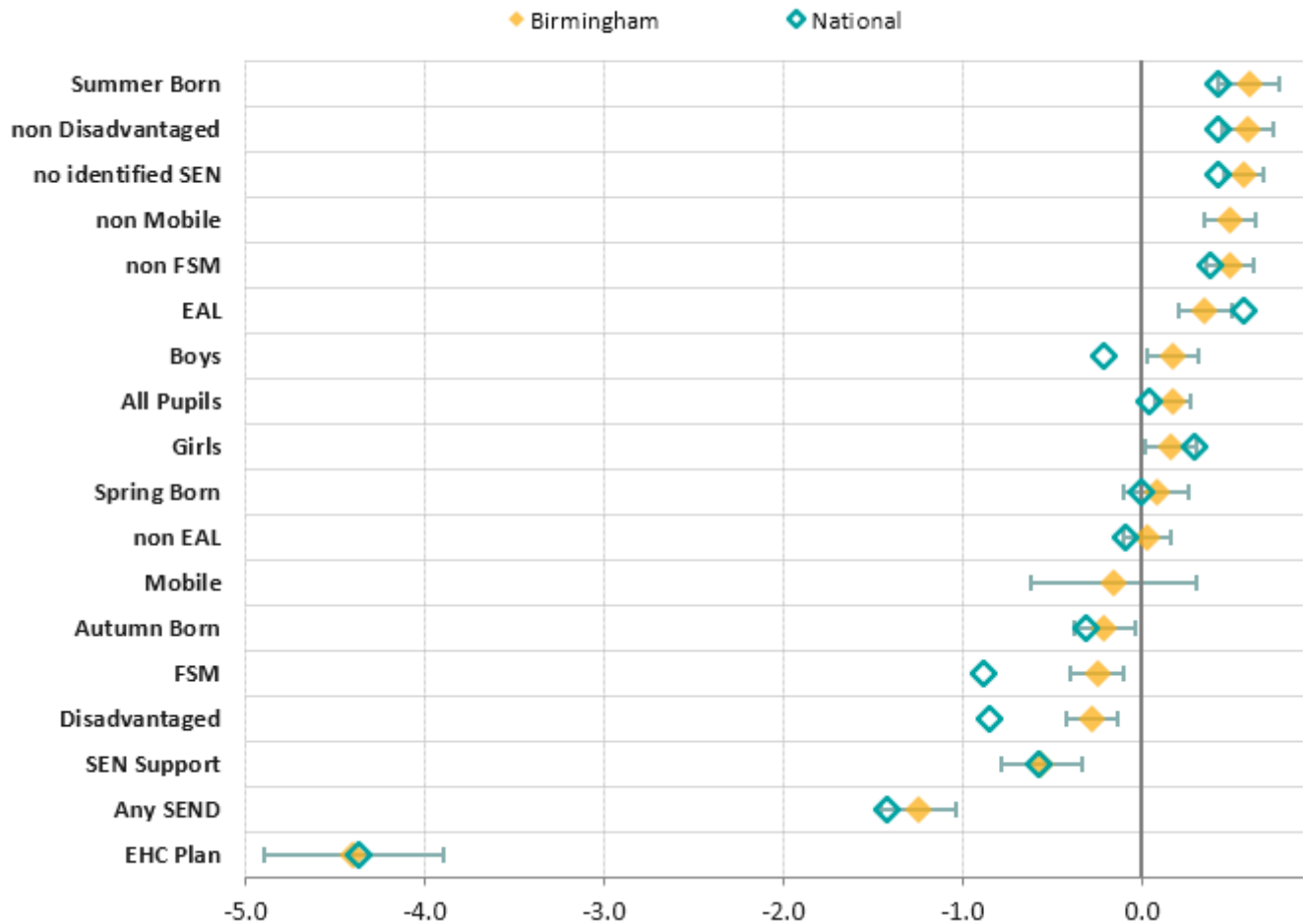
In Reading, nearly all pupil groups fall within the confidence levels and are above their national equivalents, except for EAL pupils. Any SEN pupils have made less progress and are still above their national equivalents. Of all the groups shown, children with an EHC Plan made the least progress scoring -4.40, like their peers nationally. Both disadvantaged and FSM pupil groups are above their national groups, and this is true for writing and maths, as well.

Writing is the subject making the least progress overall, seeing most pupil groups either below their equivalent national or very close to, with the EAL group having the largest gap. SEN Support pupils above than their equivalent national whereas SEN with an EHC plan have made less progress but slightly better than their national equivalents, by 0.03 points.

Maths progress in Birmingham compares favourably overall and by individual pupil groups to their equivalent national. Except for EAL and EHC plan pupils every pupil group has either made the same or significantly more progress than their national equivalents.

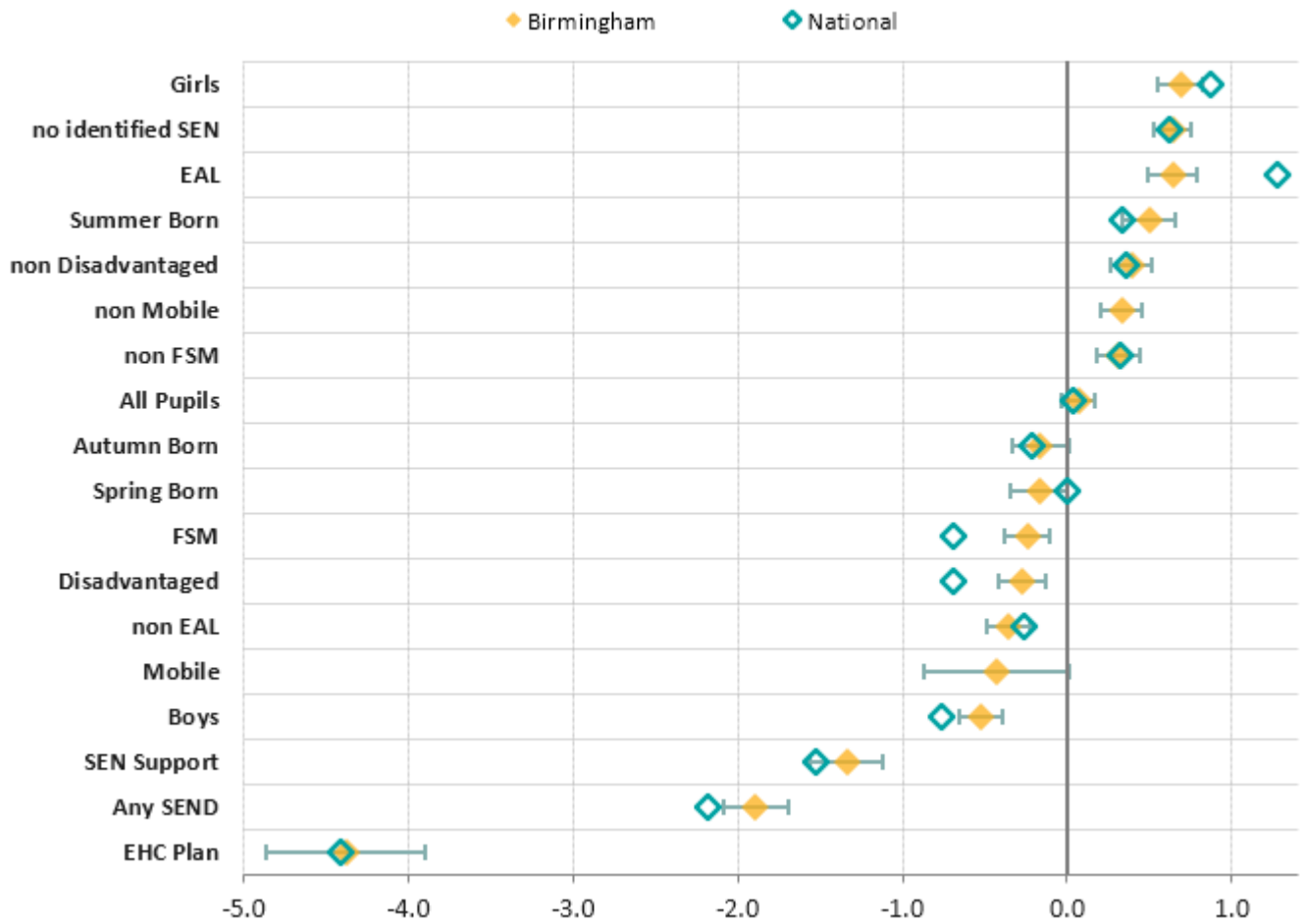
## Reading

### Birmingham's average 2023 KS2 Reading Progress by pupil group against National



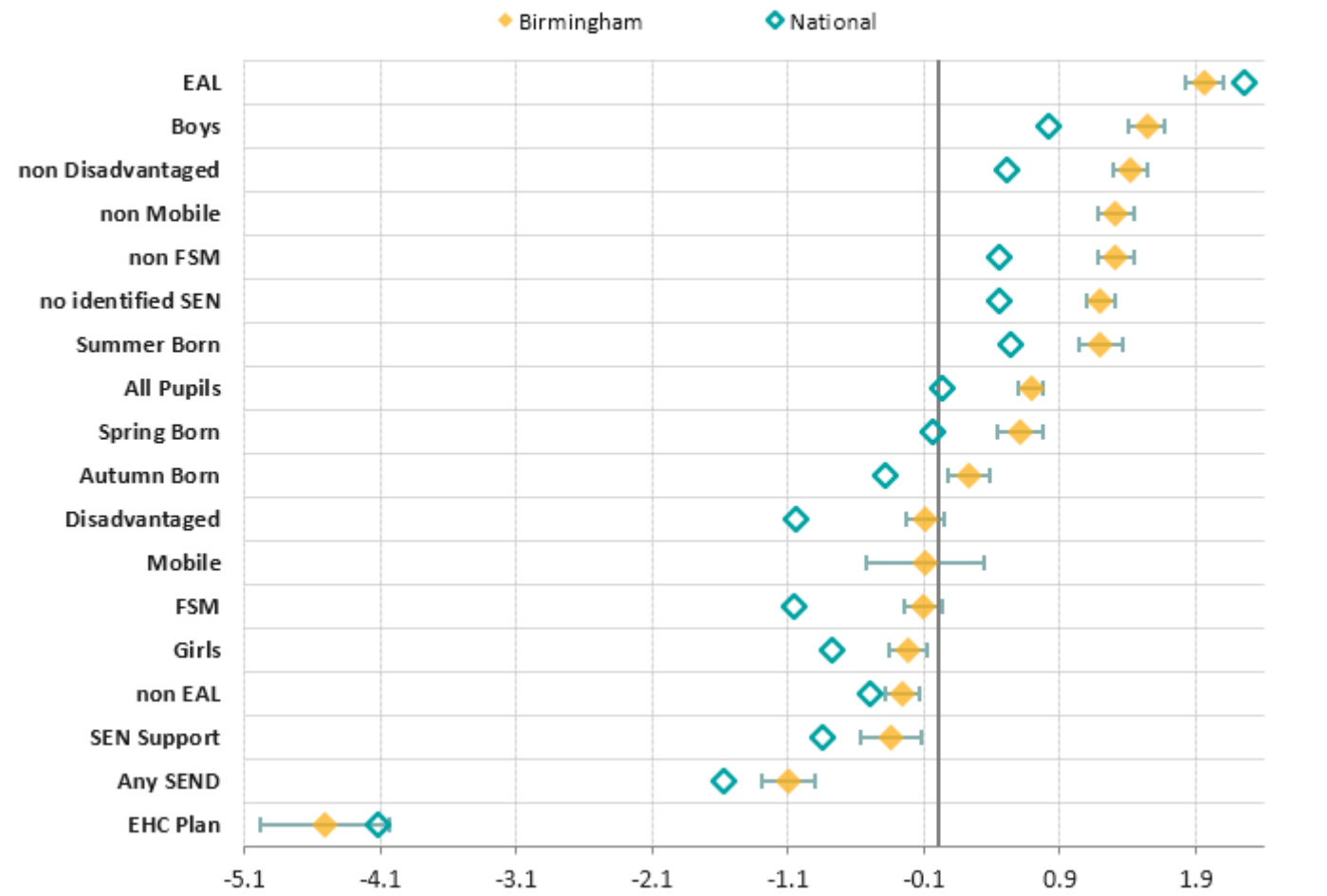
## Writing

### Birmingham's average 2023 KS2 Writing Progress by pupil group against National



Mathematics

Birmingham's average 2023 KS2 Mathematics Progress by pupil group against National



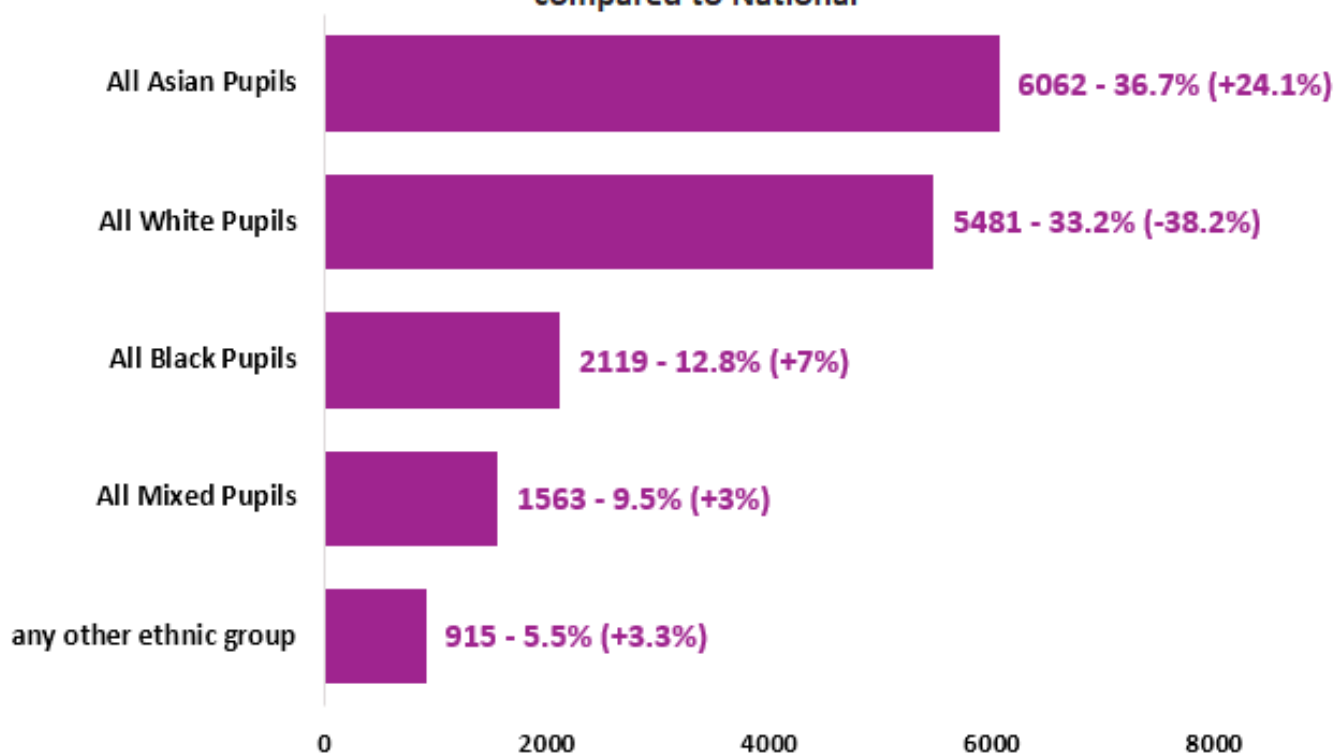


## Key stage 2 – Ethnicity

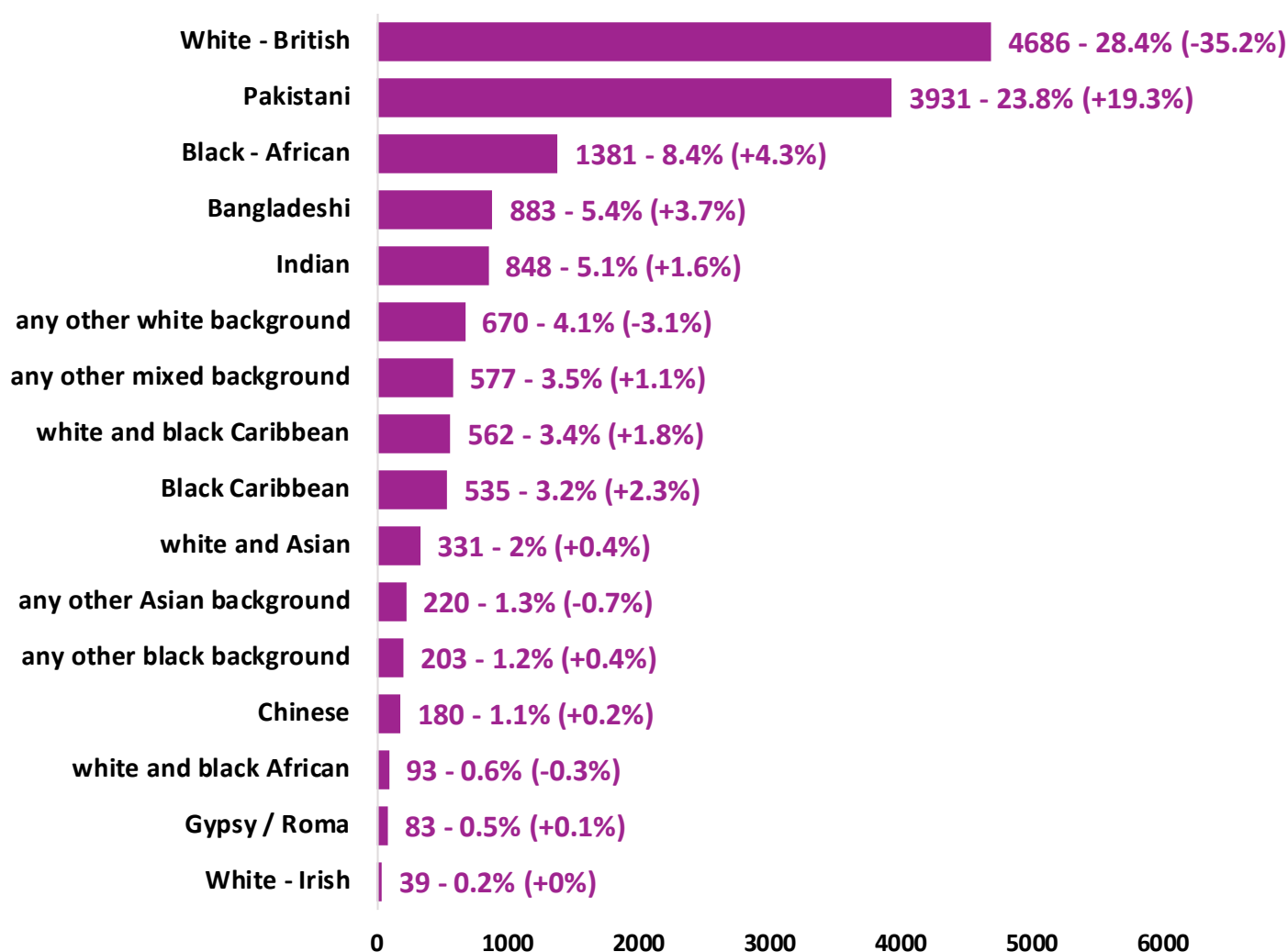
The graphs below show the ethnic distribution of Birmingham's key stage 2 pupils in 2023 compare to the ethnic distribution nationally. This helps provide context for the next section of the report. Note that commentary is limited on the smaller groups as statistically, they are the most volatile.

Birmingham's largest ethnicity group is 'Asian' pupils at key stage 2 for state funded schools, 36.7% of Asian children, compared to the national equivalent group shows Birmingham has, as a proportion, 24.1% more pupils than national, in this group. The second largest group is 'White' pupils, in Birmingham there is 33.2%, compared to the national equivalent group shows Birmingham has, as a proportion, 38.2% less pupils than the national in this group. Further breakdown can be found in the second graph which shows the extended ethnicity groups for key stage 2.

**Pupils included in Birmingham 2023 key stage 2 results by main ethnicity group, percentage compared to National**



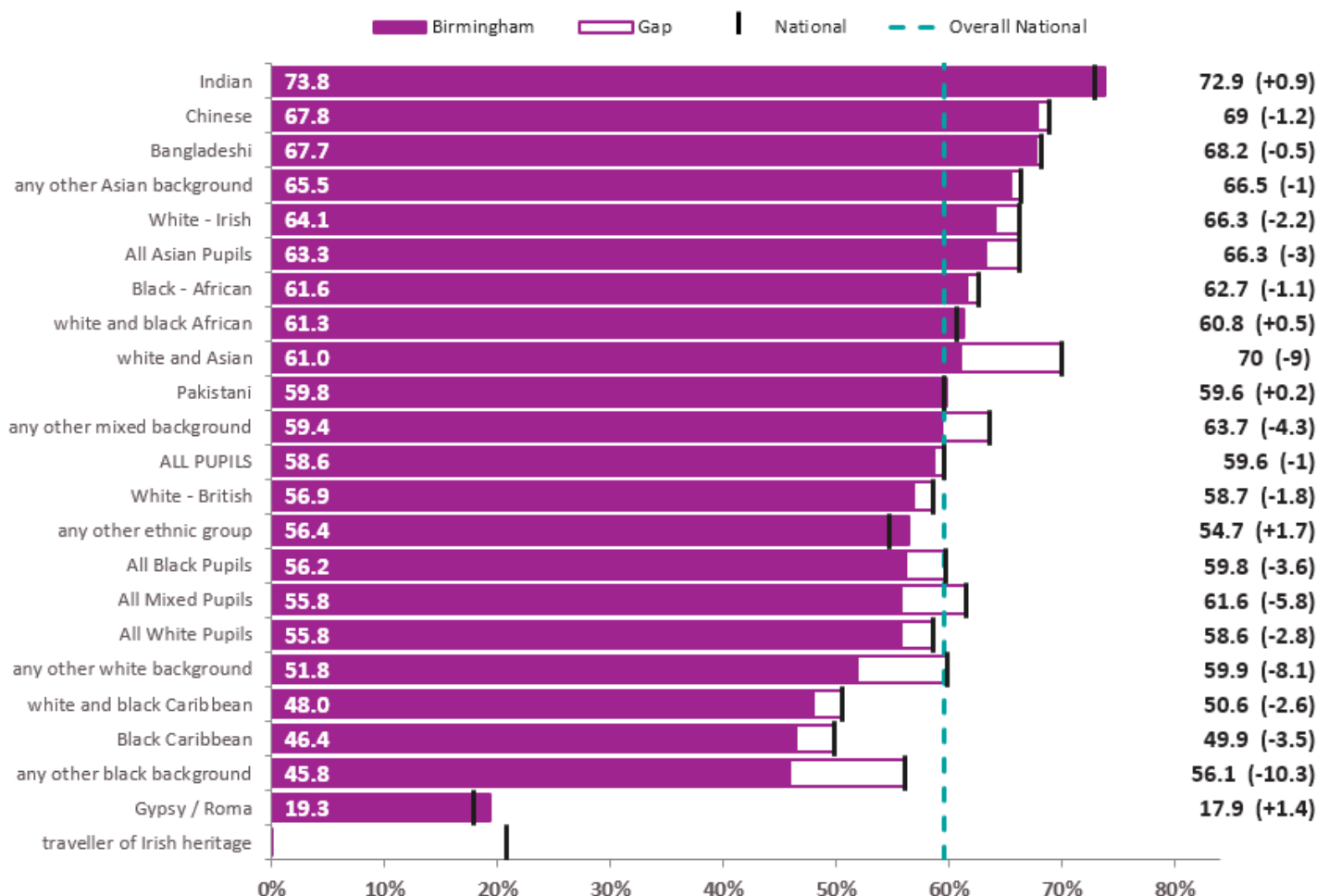
**Pupils included in Birmingham 2023 key stage 2 results by extended ethnicity group,  
percentage compared to National**



## 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.

**Birmingham Pupils achieving At Least Expected in Reading, Writing & Mathematics at key stage 2 by ethnicity against National 2023**



In Birmingham, Asian pupils' attainment as a group is above the overall national average but behind when compared to Asian pupils nationally. 'Indian' pupils attain higher than the overall national average and are 0.9% above their national equivalent group. Bangladeshi children are above national overall average but below by 0.5% compared to their national equivalent group. Pakistani children in Birmingham outperform both the overall national average and the equivalent ethnic group nationally by 0.2%.

White pupils' attainment as a group is behind the overall national average by 3.8% and 2.8% below their national equivalents. 'White British' children have attained higher but are still 1.8% behind the White British group nationally. 'White-Irish' pupils are above the overall national but below their national equivalent group by 2.2%. Children from 'White other' group are 7.8% behind the overall national average and 8.1% below their national equivalent group. Gypsy / Roma are also below overall national but above their national equivalent group by 1.4%.

Black pupils' attainment is behind both national overall and national equivalent by 3.2% and 3.4% respectively. 'Black African' pupils are the highest attaining within the group, above the overall national average by 2.0% and behind their national equivalent group by 1.1%. 'Black Caribbean' attainment is significantly below 3.5% behind their national equivalent group and 13.2% behind the overall national. 'Any other black background' pupils' attainment is 10.3% behind their national equivalent group and 13.8% behind the overall national.

Mixed background pupils' attainment is 5.8% behind their national equivalent group. 'White and Black African' pupil attainment is above the overall national and also their national equivalents by 0.5%. 'All Other Mixed' background group are below their national equivalent, by 4.3%, and 'White and Asian' pupils, whose attainment while above the overall national average is much lower than their equivalents nationally by 9.0%.

Chinese pupils' attainment is above the overall national average but below their national equivalents by 1.2%. The attainment figures for traveller of Irish heritage children in Birmingham has been suppressed due to low numbers.

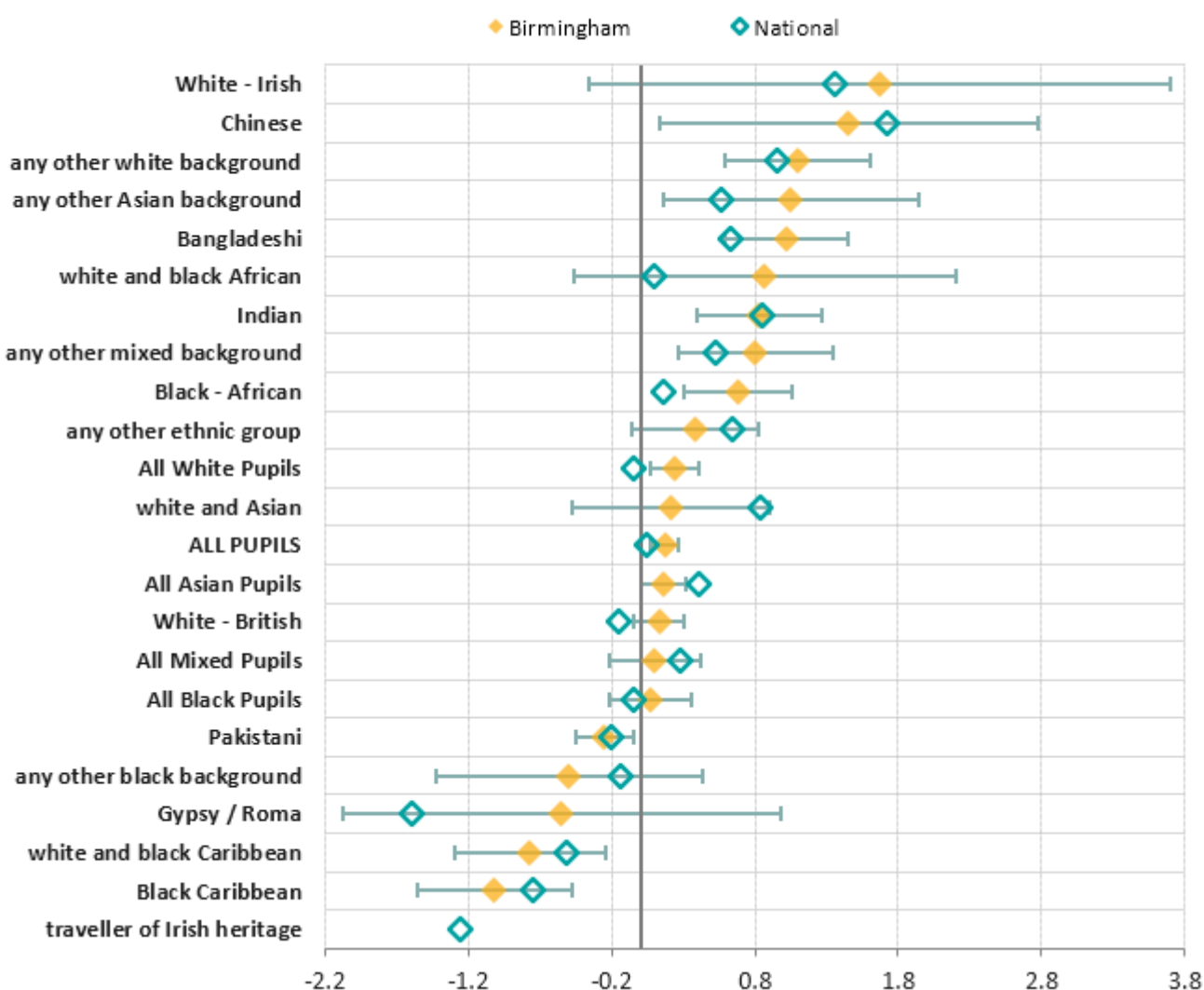
## Progress - Ethnicity

The following charts show the progress scores for Reading, Writing and Maths by pupil ethnicity group for Birmingham and Nationally. For guidance, see the Progress by pupil characteristics charts (page 56).

It's a mixed picture across all three subjects for progress, for Reading Birmingham is above their national equivalents in most cases. Writing progress of where Birmingham does less well than their national equivalent. It should be noted that if the national outcome falls within confidence intervals, it is not deemed significantly above or below Birmingham results. Smaller pupil groups have larger confidence intervals.

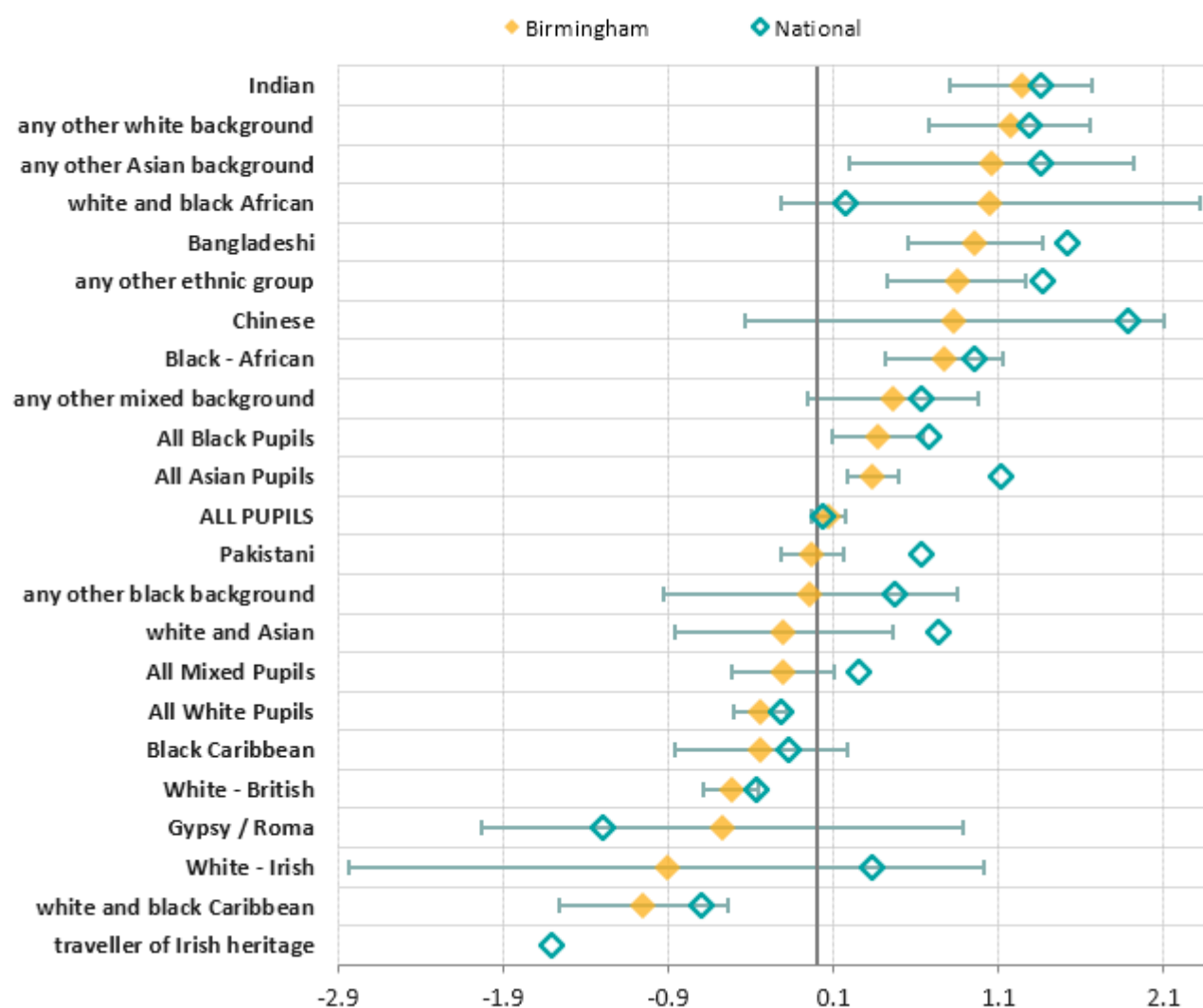
## Reading

### Birmingham's average 2023 KS2 Reading Progress by ethnicity against National



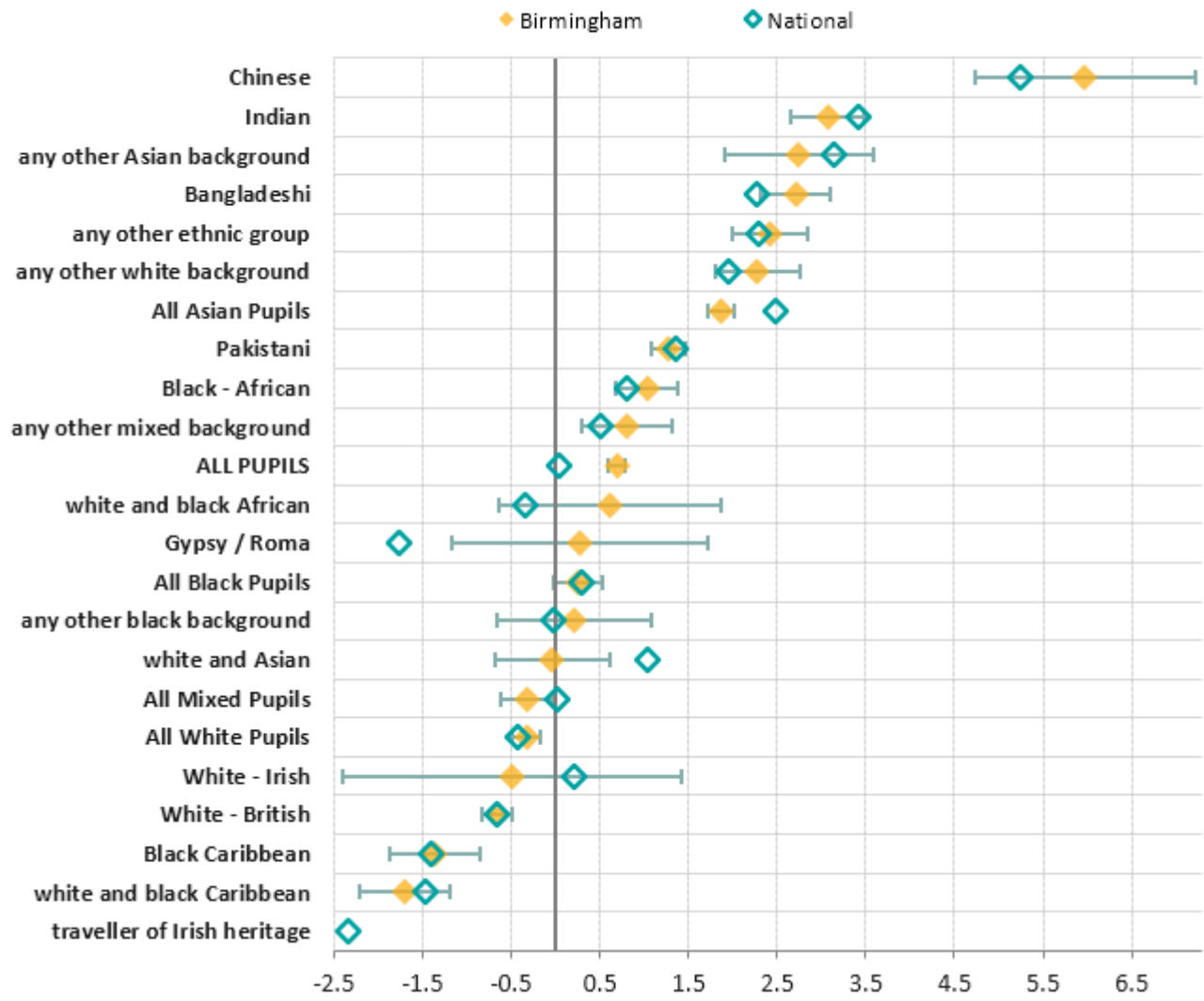
## Writing

### Birmingham's average 2023 KS2 Writing Progress by ethnicity against National



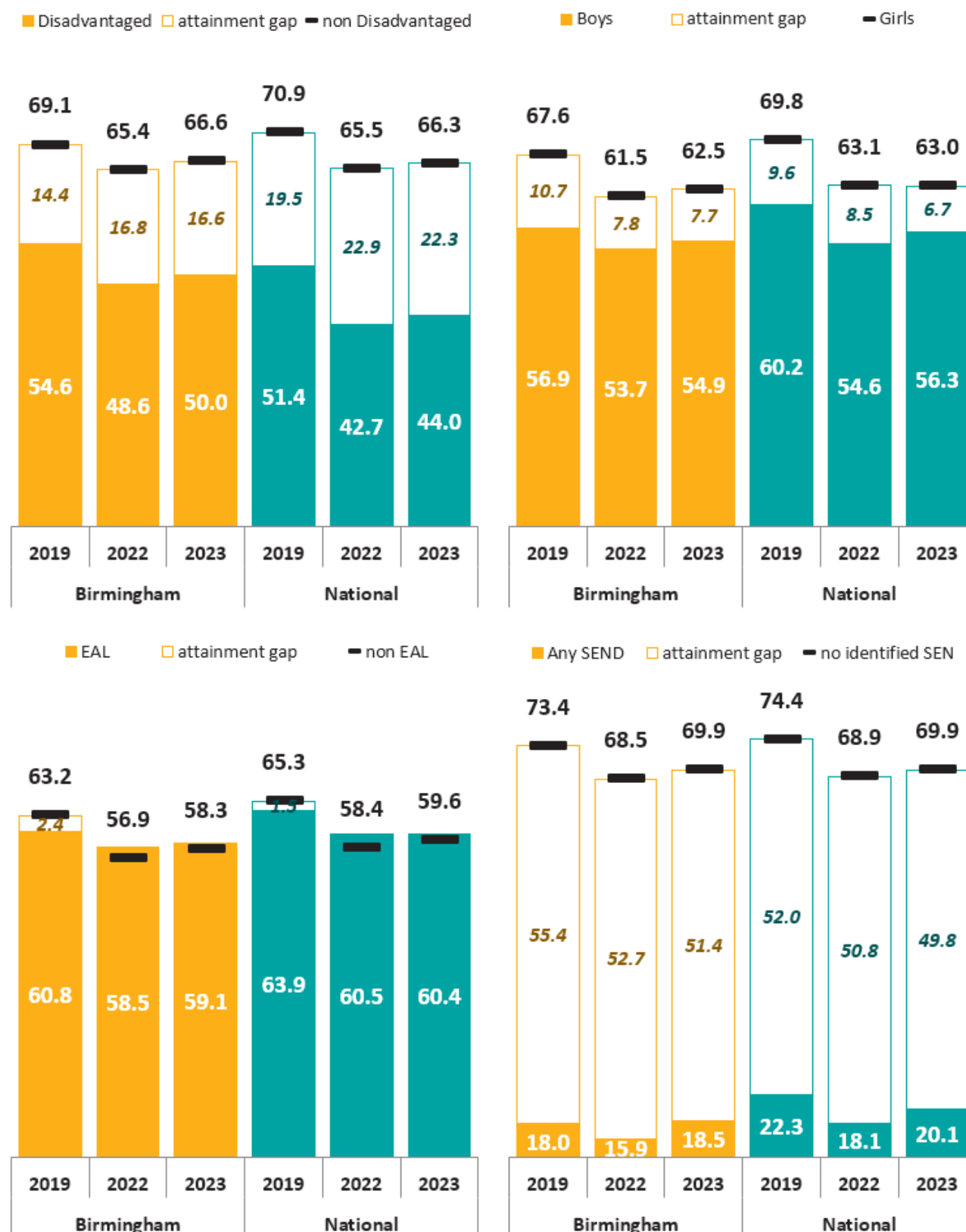
Mathematics

Birmingham's average 2023 KS2 Mathematics Progress by ethnicity against National



## Pupil Groups - Attainment Gap

**Birmingham's 2023 average Reading, Writing & Mathematics At Least Expected by Pupil Group against National with attainment gap**



The attainment graphs above show the differences in Reading, Writing and Maths (RWM) attainment between matching pairs of 'opposite' pupil groups by the end of the academic year. The lower attaining group is represented by a solid bar, and the corresponding higher attaining group is represented by the tile above (or below) it. The hollow bar in-between shows the attainment gap.

Currently, in Birmingham the attainment gap between disadvantaged and non-disadvantaged is 16.6% which is 5.7% smaller than it is nationally. Additionally, the individual attainment of both these groups is higher in Birmingham than it is nationally.

For Boys and Girls pupils, the attainment gap is 7.7% which is 1.0% more than it is nationally.

The attainment gap for EAL and non EAL pupils has seen an increase for Birmingham by 0.8%, which shows EAL pupils perform better than non-EAL pupils, both groups remain below their national equivalents.

For SEND pupils, the attainment gap between those with any SEN and no identified SEN is 51.4% which is 1.6% greater than it is nationally.

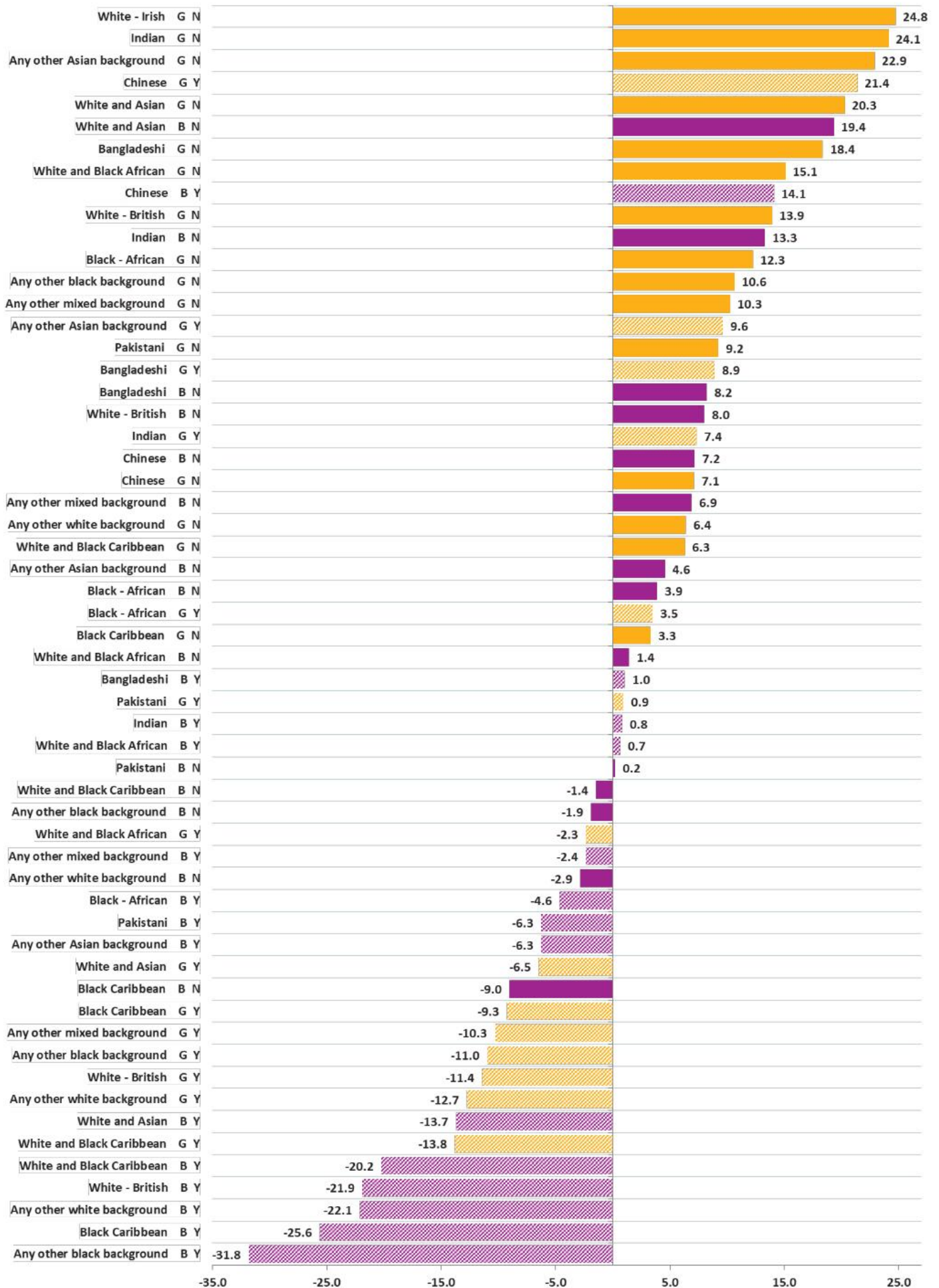
### **Ethnic group, gender, and disadvantaged – differences to the LA average**

The graphs on the following pages show the differences in attainment between ethnic groups further broken down by gender (displayed as G for Girls and B for Boys) and disadvantaged status (displayed as Y for disadvantaged and N for non-disadvantaged). The following ethnicity groups have been suppressed due to small numbers when applying the gender and disadvantaged split: Gypsy/Roma, White Irish, Travellers of Irish Heritage and unclassified.

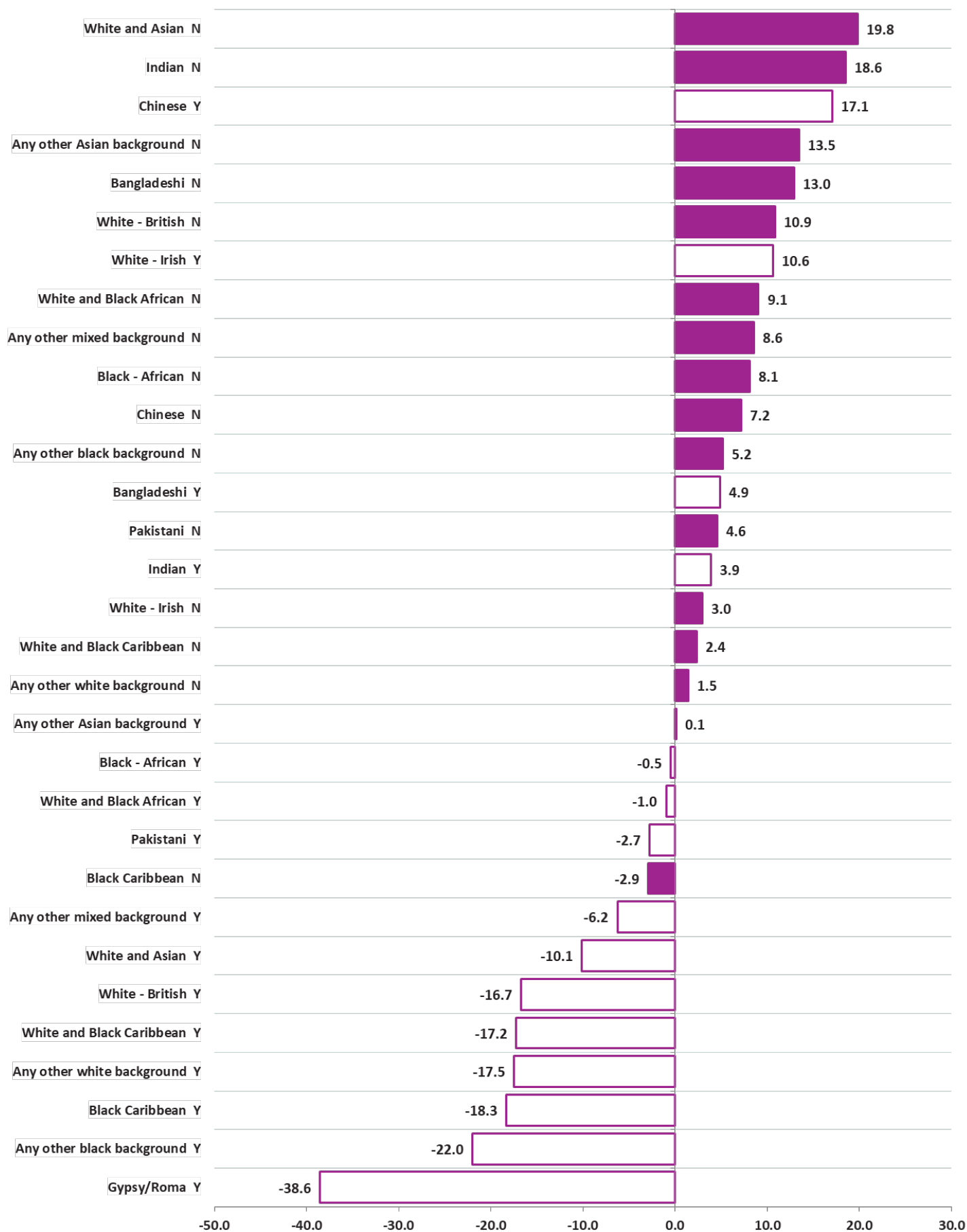
Generally, the pupil groups achieving more than the LA average are non-disadvantaged and girl groups. However, this is not always the case for example, disadvantaged Chinese boys are above the overall LA average for at least expected standard. 'Any other Black' background boys who are disadvantaged perform less well 31.8% below the LA average.



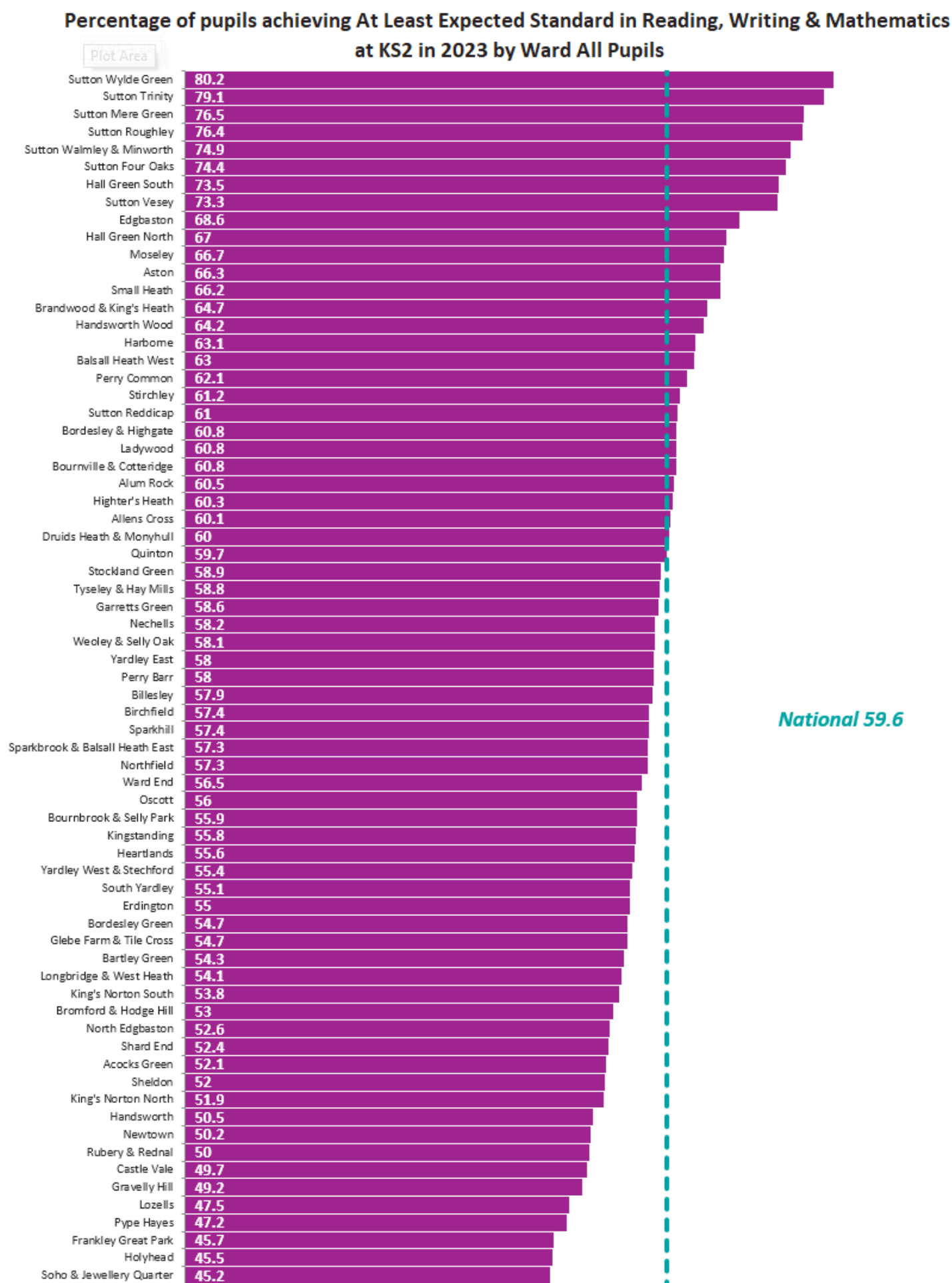
% Difference to LA average for KS2 Reading, Writing and Maths At Least Expected by Gender, Ethnic Group and Disadvantaged. LA Average = 58.6%



**% Difference to LA average for KS2 Reading, Writing and Maths At Least Expected by Ethnic Group and Disadvantaged. LA Average = 58.6%**



## Key Stage 2 Attainment by Ward

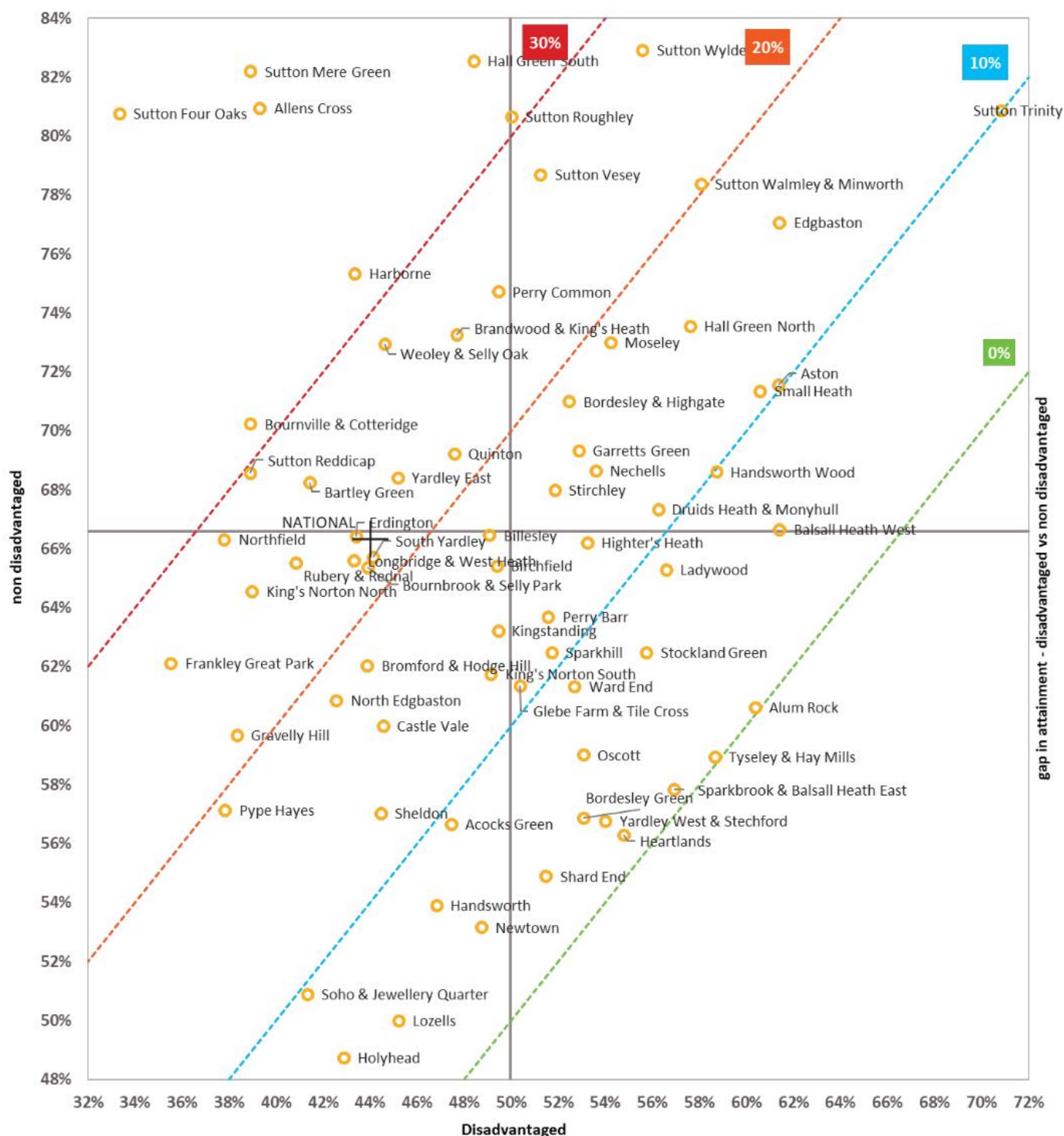








## RWM at least expected standard Disadvantaged vs Non-Disadvantaged Attainment by Ward



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

For example, disadvantaged pupils living in 'Kingstanding' and 'Perry Common' wards achieve roughly the same, slightly below LA average (50%) for disadvantaged. However, the attainment of non-

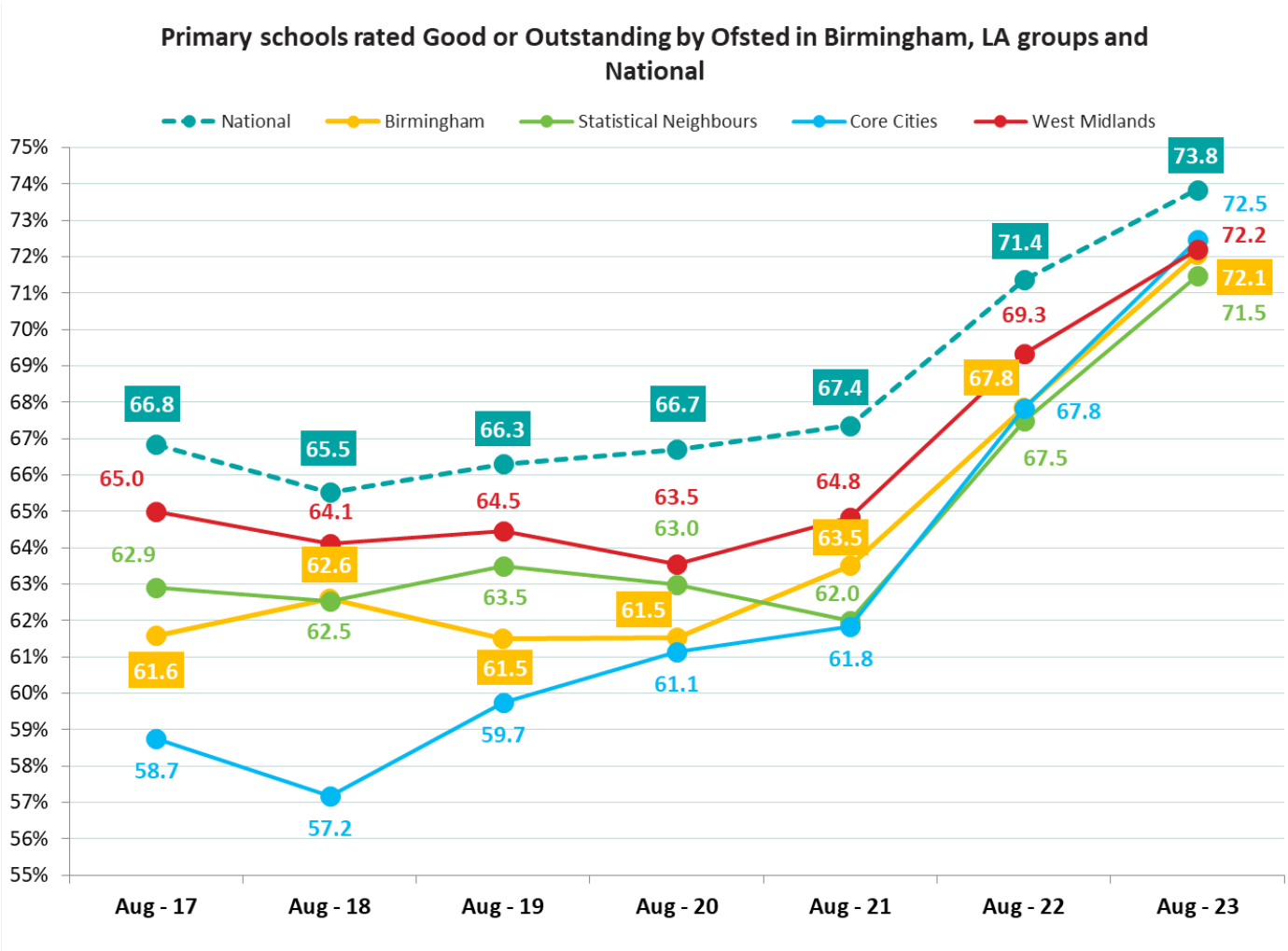
disadvantaged children is very different. 63.2% achieve the standard in 'Kingstanding' where as in 'Perry Common', 74.7% do.

The highest performing ward for disadvantaged pupils was 'Sutton Trinity' where almost 70.8% of pupils achieved at least the expected standard, and the lowest was 'Sutton Four Oaks' where just under 33.3% did.

The highest performing ward for non-disadvantaged pupils was 'Sutton Wylde Green', where just over 83% of pupils achieved at least the expected standard, and the lowest was 'Holyhead' at 48.7%.

Ofsted Outcomes for Primary Schools in Birmingham

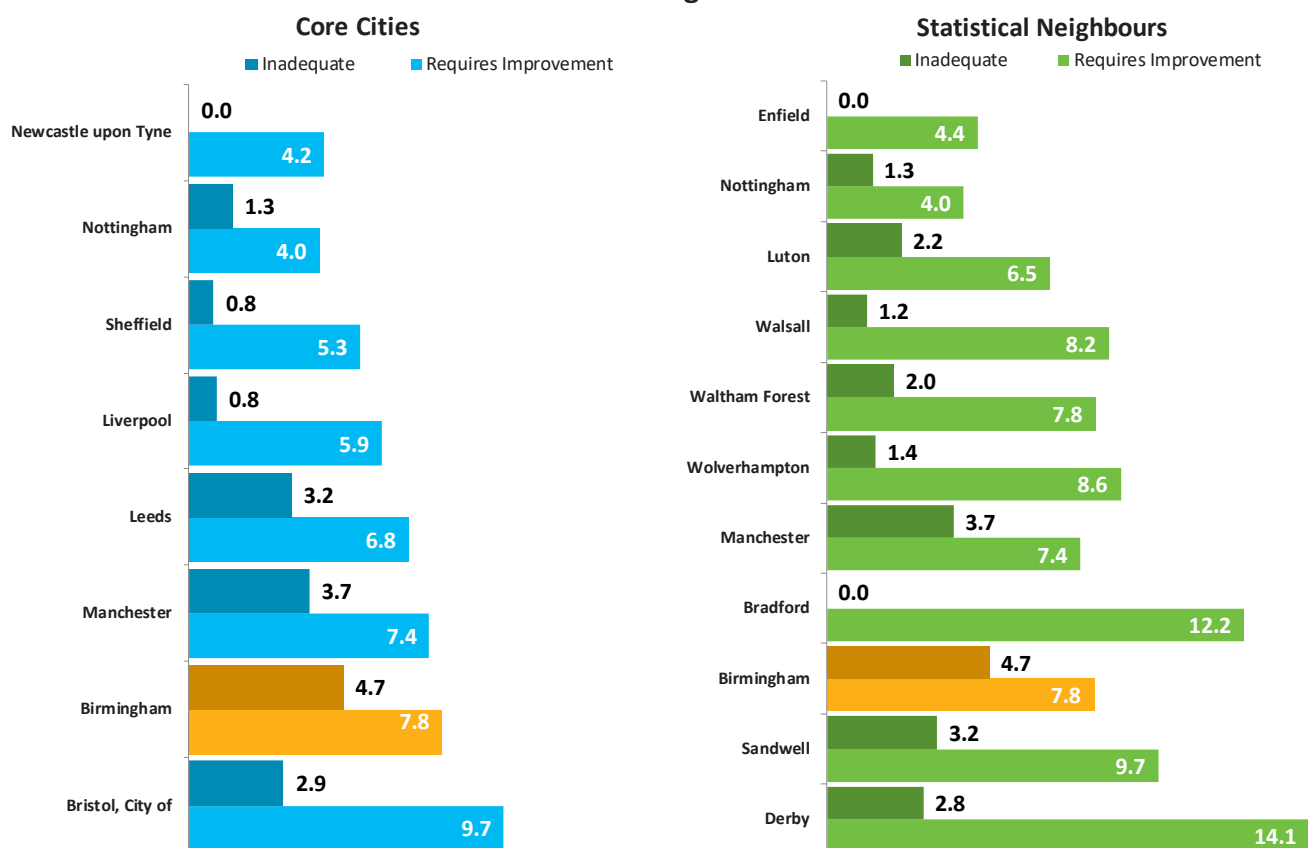
To help compare Birmingham's Primary schools to National and other LA groups we have used official Ofsted outcomes up to August 2023 to show the proportion of schools that are rated Good or Outstanding.



The previous chart shows the proportion of primary schools with a good or outstanding rating for the last 7 years. We can see Birmingham has a lower percentage of Good and Outstanding Primary schools than the National average but similar to the overall average for the West Midlands, Core Cities and Statistical Neighbours. At the end of August 2023 72.1% of Primary Schools in Birmingham were rated as Good or Outstanding.



### % of Primary Schools rated as Requires Improvement or Inadequate by Ofsted as of August 2023



The above chart shows the percentage of Primary schools rated Inadequate or Requires Improvement by Ofsted by local authority. Birmingham is ranked 7<sup>th</sup> for Core cities with a greater proportion of schools rated Inadequate and Requires Improvement and 9<sup>th</sup> for Statistical Neighbours. Note lower is better, this indicates lesser proportion of schools with one of these outcomes.

Please note Ofsted suspended inspections during COVID, from March 2020 to January 2021.

### Schools that may benefit from support

The Government has set out a support offer for schools that were identified as 'requires improvement' in their latest Ofsted report. This is detailed with the following link:

[Select this link - https://www.gov.uk/guidance/trust-and-school-improvement-offer](https://www.gov.uk/guidance/trust-and-school-improvement-offer)

# Key Stage 4

## Key Messages

- In 2023, Birmingham's Progress 8 score of 0.03 is **above** the state funded national average of -0.03. This means that pupils in Birmingham made more 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 2022 was 46.0, **slightly below** the national average of 46.2 by 0.2 points.
- 45.0% of pupils in Birmingham achieved a strong pass (9-5 grade) in English and Maths, which is **in line** with the National average. 63.0% achieved a standard pass (9-4 grade), which is **below** the National average of 64.8% by 1.8%.
- In Birmingham, 61.6% of pupils achieved a 9-5 grade in English which is now **above** the national average by 1.2%. Maths attainment has declined, with 49.3% achieving a 9-5 grade, 1.3% **below** national.
- English Baccalaureate attainment in Birmingham is **above** the National average. The average points achieved per pupil is now in line with national. 25.1% of students achieved the Ebacc with grades 9-4, 1.0% **above** the national average. Achievement with 9-5 grade was 17.4% **above** the national average by 0.5%.
- Birmingham has the 2nd highest progress 8 average out of all Core Cities and ranked 3rd out of 11 compared to Statistical Neighbours.
- Birmingham Disadvantaged pupil's Progress 8 is significantly **above** Disadvantaged pupils nationally, averaging -0.24 compared to -0.57. In addition, the non-disadvantaged pupils also make more Progress than the non-disadvantaged nationally, and the progress gap between the two groups is much narrower.
- Birmingham Disadvantaged pupil's Attainment 8 is significantly **above** Disadvantaged pupils nationally, averaging 39.4 compared to 34.9. In addition, non-disadvantaged Attainment 8 is **higher** than Attainment 8 for non-disadvantaged nationally.
- SEND pupils in Birmingham have a **higher** average Progress 8 score than SEND pupils national, however they are slightly **behind** other SEND pupils for Attainment 8.
- Pupils with an EHC plan were significantly **below** their national equivalents for the main attainment measures, the gap ranging from 1.2% to 2.7%.

## Background

The 2023 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. The KS4 measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core.

This is the second academic year the summer exam series returned to pre-pandemic grading, with some protections, in 2023. Exams were cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic, where alternative processes were set up to award grades (centre assessment grades, known as CAGs, and teacher assessed grades, known as TAGs). As part of the transition back to the summer exam series, adaptations were made to the exams (including advance information) and the approach to grading for 2022 and 2023 exams.

Throughout this report, comparisons are made to 2019 and 2022. GCSE results were awarded in the summers of 2020 and 2021, so are not included in this report.

2023 Ebacc attainment measures for students achieving 9-4 and 9-5 grades and average point scores are comparable to 2018 but not prior.

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

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 any given 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) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

For further information please visit the following website:

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

## 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.

The smaller the groups of pupils, the larger the confidence interval, since fewer pupils 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.

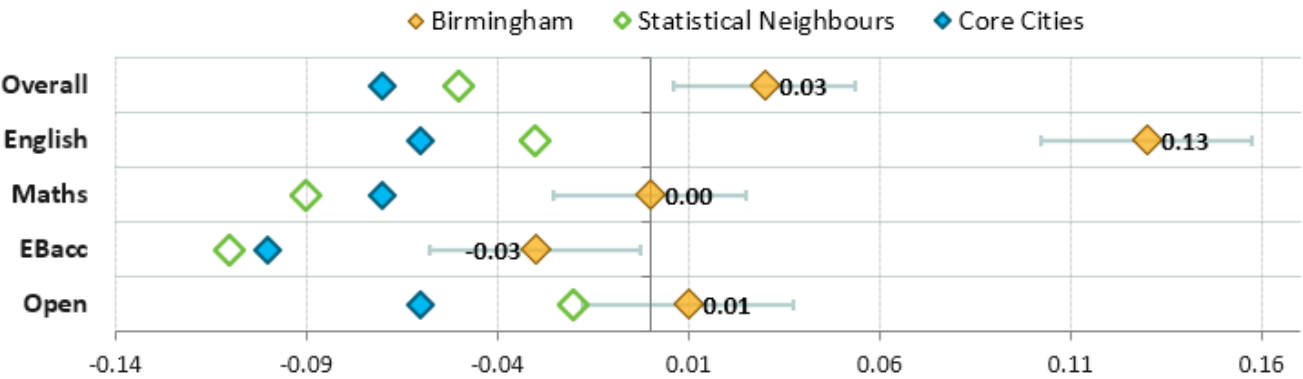
Where a confidence interval overlaps an equivalent national average, it means that the overall progress score is not significantly different from that average. When it overlaps zero it means that it is not significantly different from the overall national average for all pupils.

For Children Looked After (CLA) and Children in Need (CIN) attainment outcomes, see page 136 onwards.

# Overall Key Stage 4 Outcomes

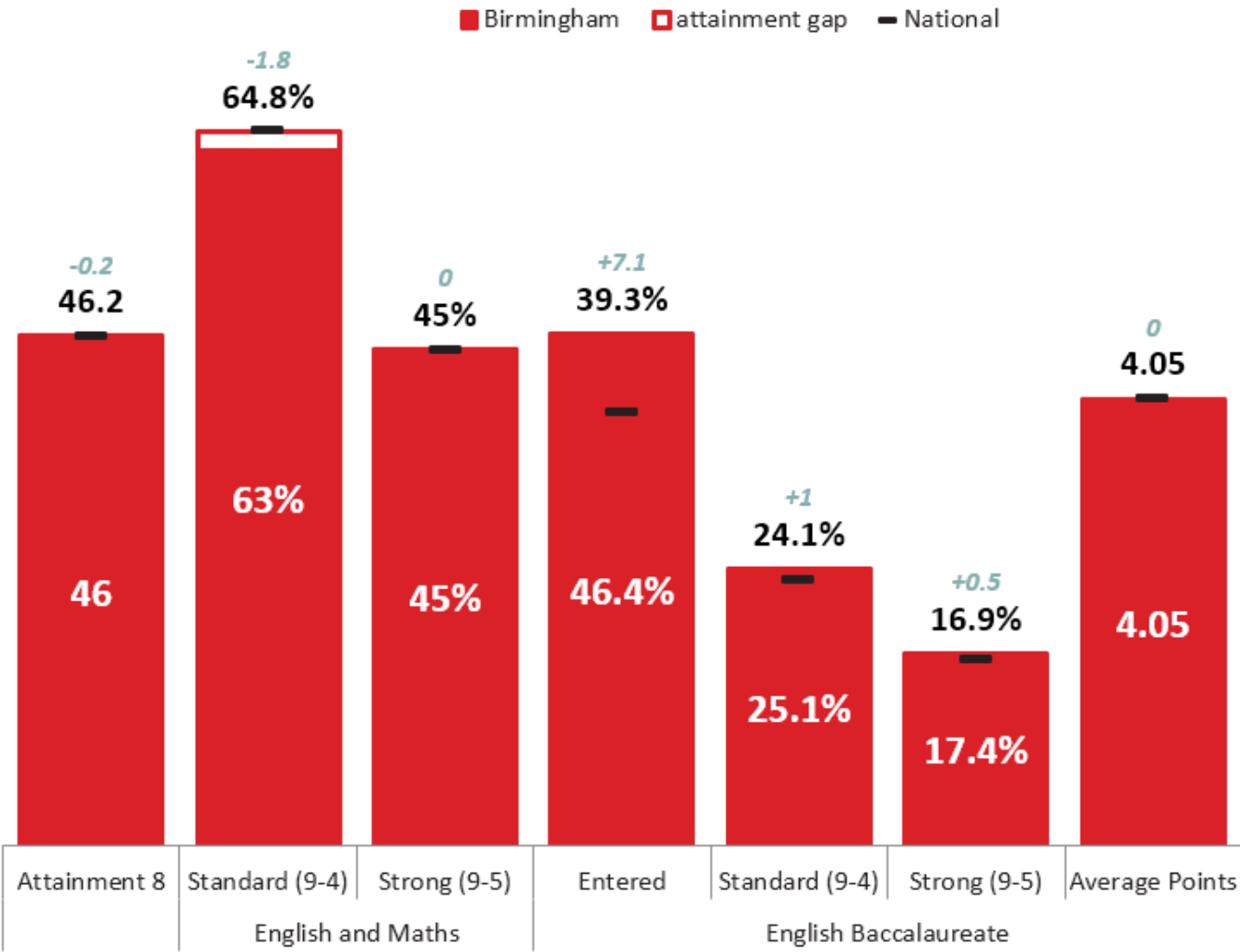
## Progress

### 2023 Progress 8 by element - All Pupils



## Attainment

### Birmingham's 2023 Key Performance Indicators compared with National - All Pupils



In 2023 Birmingham's **Progress 8** score is now at 0.03 decreasing by 0.04 points compared to 2022, and still above national, whereas state funded national stayed the same for the last three years. Comparing Progress 8 score to 2019 shows Birmingham has dropped 0.06 points.

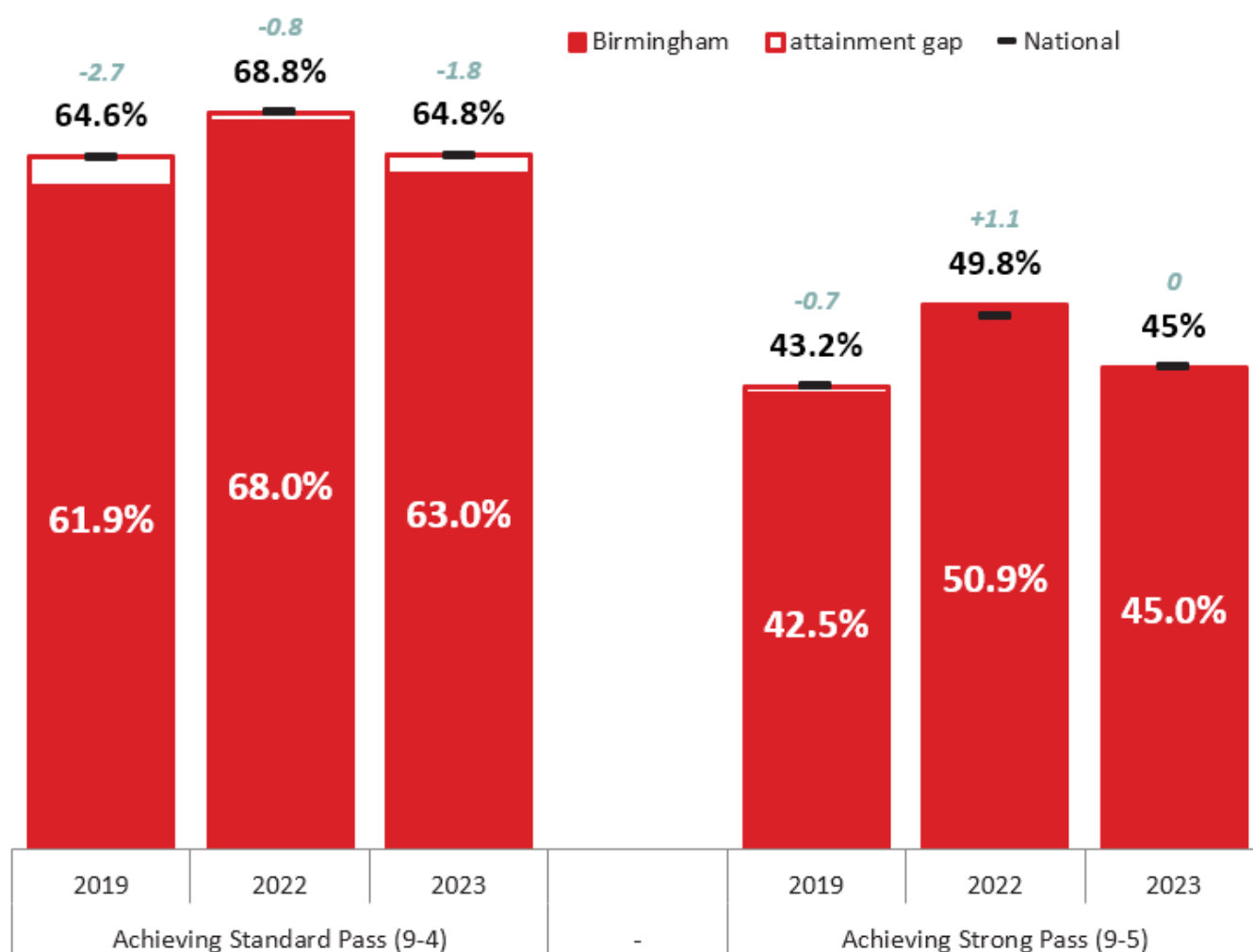
Birmingham's overall Attainment 8 is below the national average but only by 0.2 points. The percentage of Birmingham pupils achieving a standard pass in English and Maths is below the national by 1.8%. Whereas the pupils achieving a strong pass in English and Maths is now in line with national.

The proportion of pupils entered for the English Baccalaureate in Birmingham is 7.1% higher than nationally, and strong and standard pass percentages are above national levels. The average points scored across EBacc subjects matches national.

## Attainment Trends

### Englis and Maths Combined

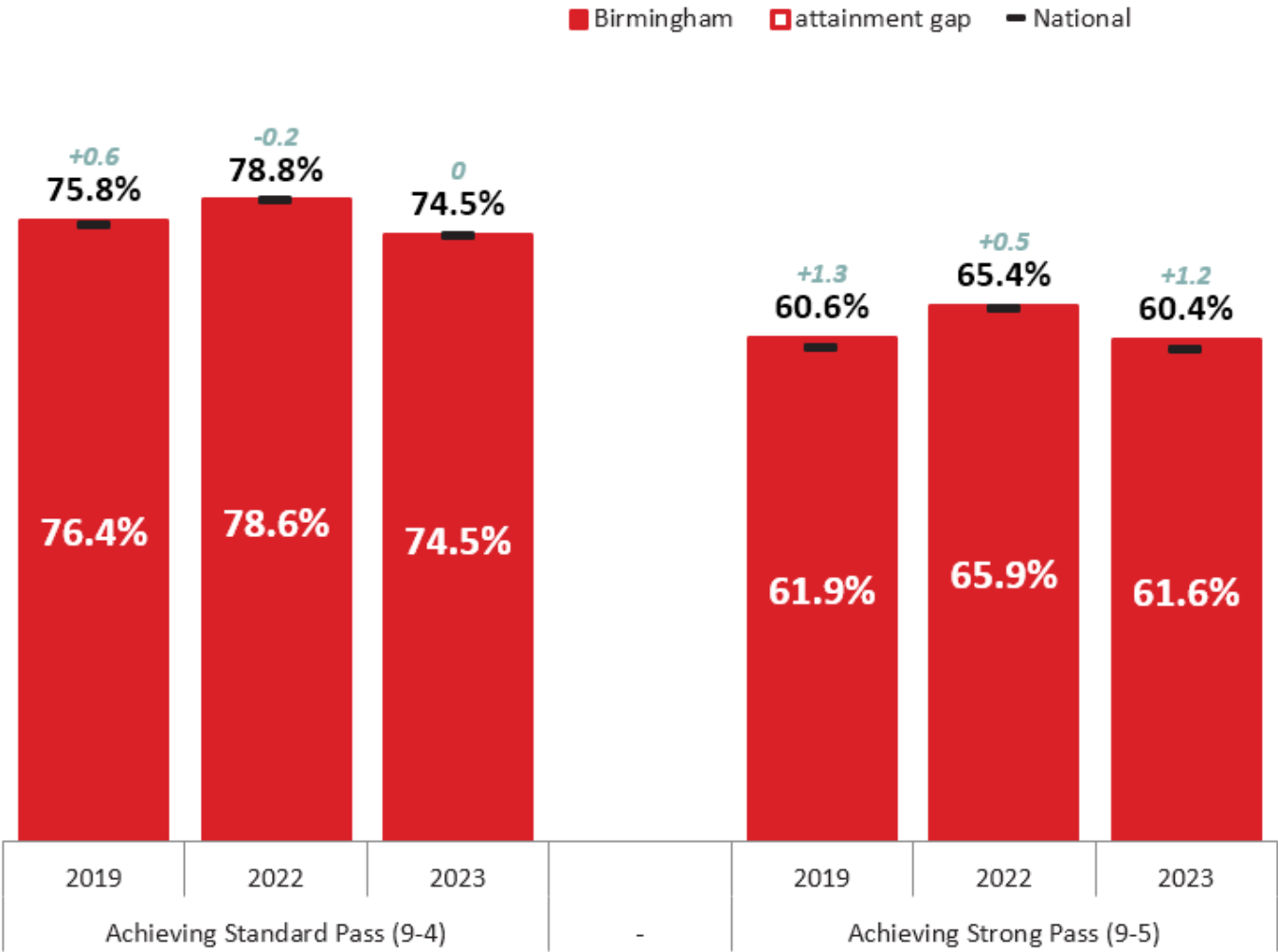
#### Birmingham's English and Maths outcomes compared with National - All Pupils



The attainment of English and Maths combined at 9-4 grade for Birmingham has decreased in 2023 from 2022 and seen the gap widen to 1.8% below national. Attainment at a 9-5 grade has also declined compared to 2022 and is now in line with national. Birmingham is still above pre-pandemic levels in both measures, for 9-4 standard pass by 1.1% and 9-5 strong pass by 2.5%.

# English

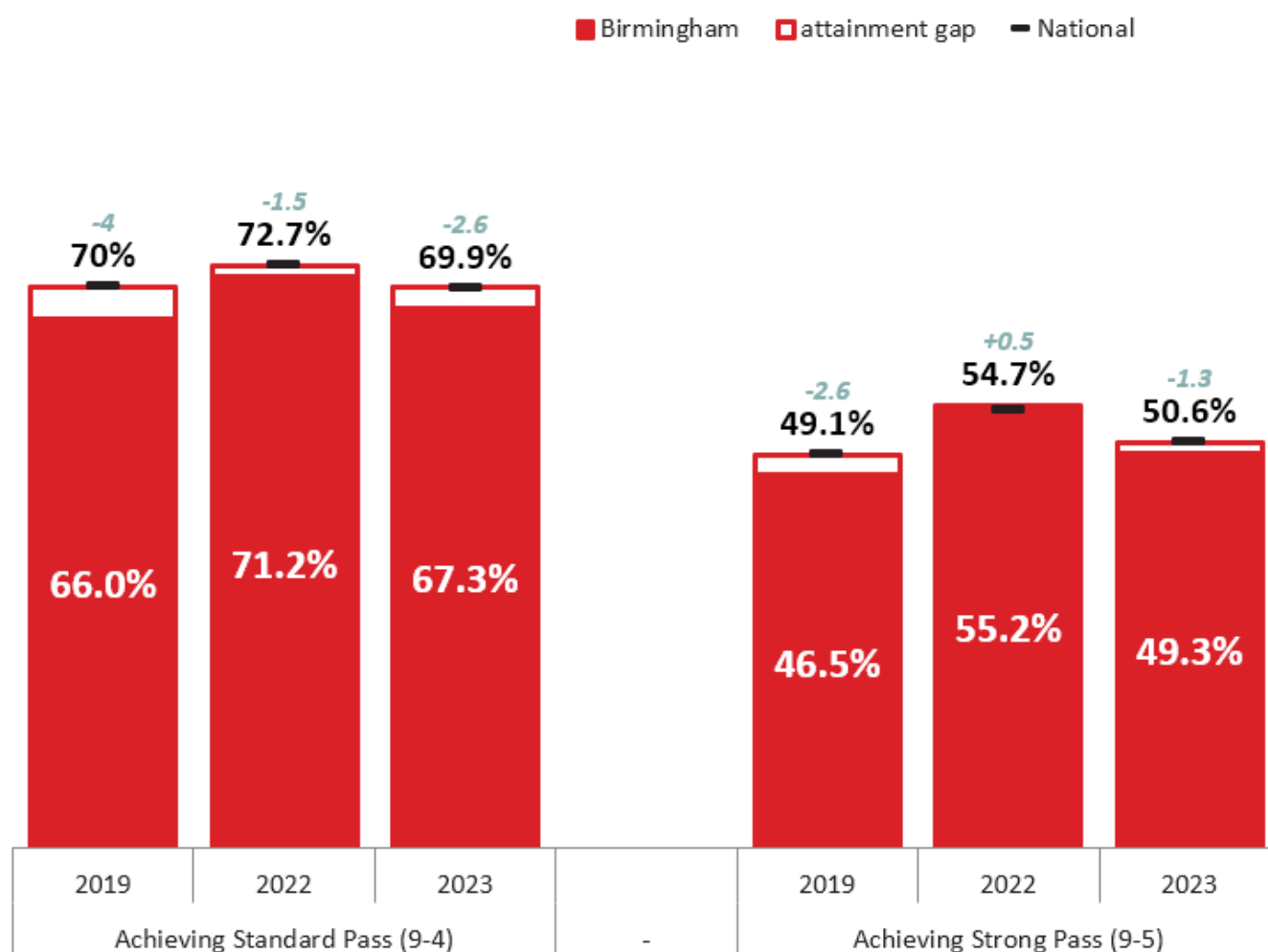
## Birmingham's English outcomes compared with National - All Pupils



English attainment for 9-4 is now in line with national at 74.5%, Birmingham and national dipped just over 4.0%, when comparing to 2022. When comparing 9-4 attainment in 2023 to 2019 for Birmingham and national, both have declined by 1.9% and 1.3% respectively. For strong pass 9-5 Birmingham is above national by 1.2%, having been above national, since 2019. However, Birmingham's 9-5 attainment is slightly down in 2019.

## Mathematics

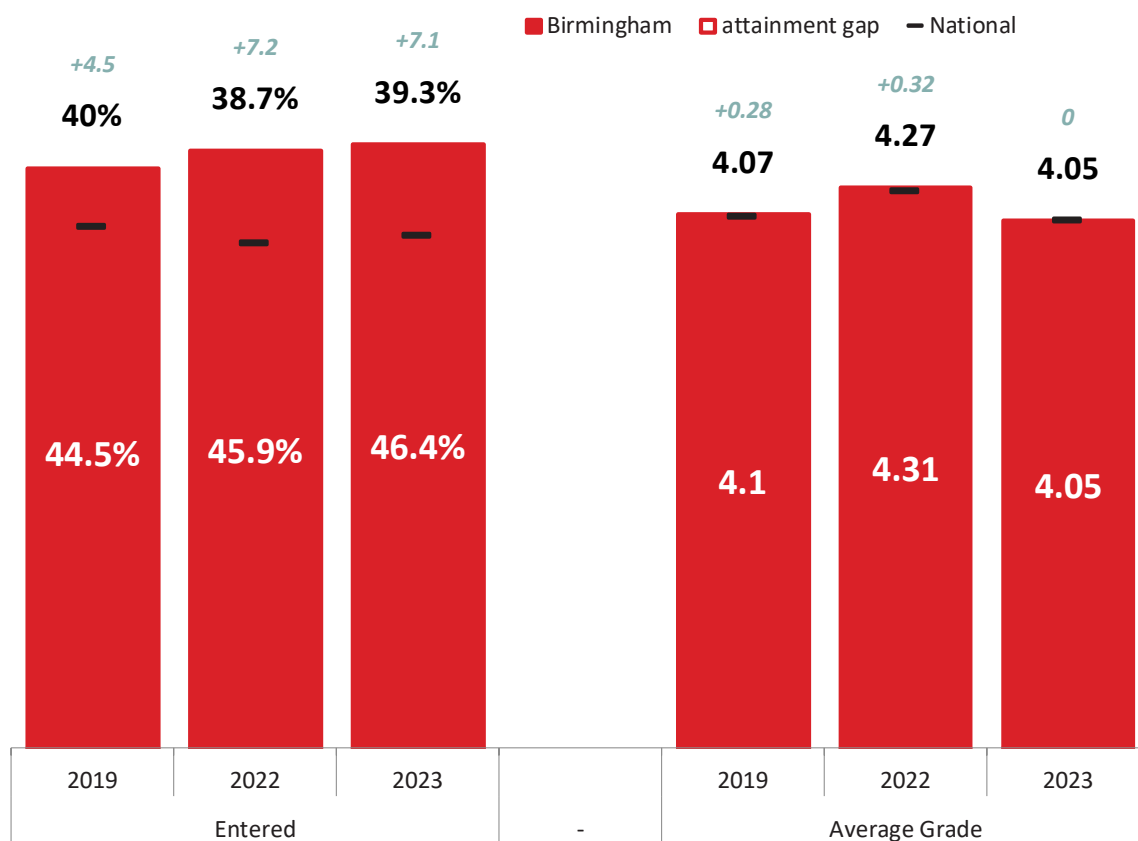
### Birmingham's Maths outcomes compared with National - All Pupils



Maths attainment for 9-4 and 9-5 is below national, by 2.6% and 1.3%, the gap has widened in 2023. Birmingham and national dropped by 3.9% and 2.8% respectively for 9-4 and by 5.9% and 4.1% respectively for 9-5 measures, when comparing to 2022. When comparing 9-4 Maths attainment in 2023 to 2019 Birmingham does better by 1.3% and for 9-5 by 2.8%.

## English Baccalaureate

### Birmingham's English Baccalaureate Entry and Average Grade compared with National - All Pupils



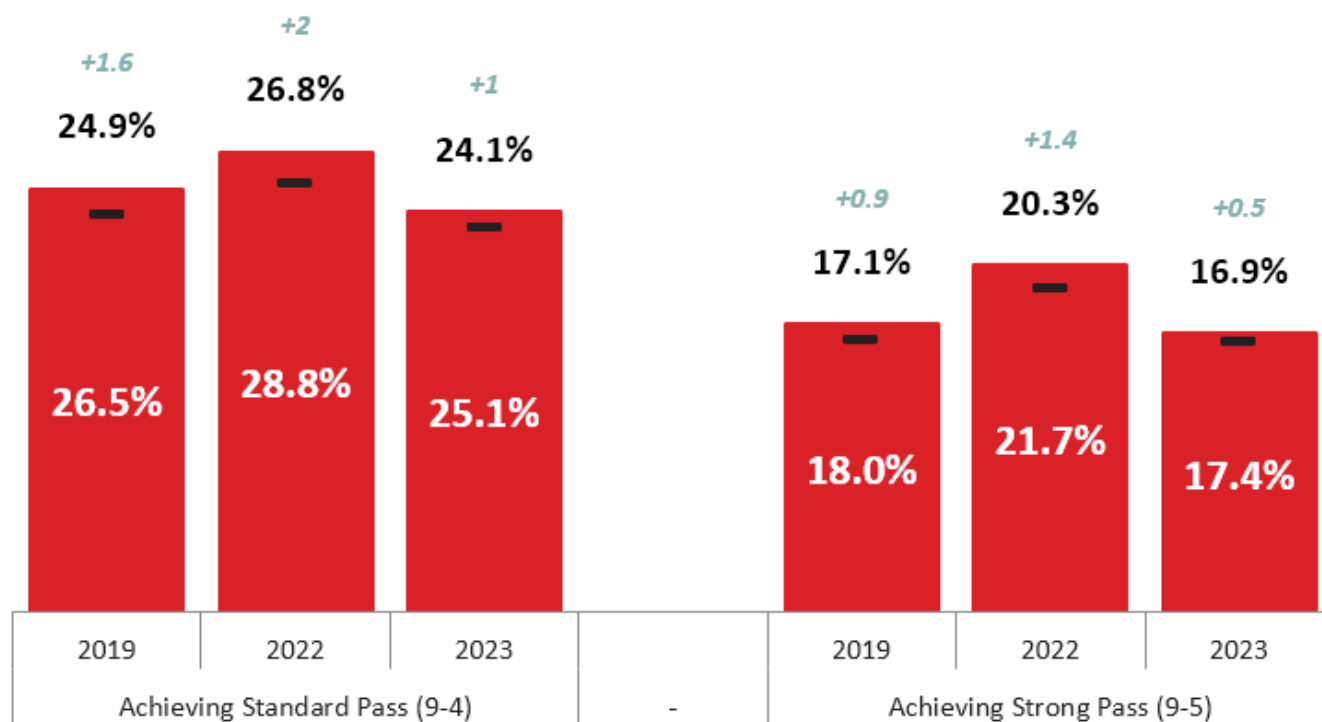
The proportion of pupils entering the EBacc in Birmingham has increased by 0.5% since 2022 and is above national levels by 7.1%.

The EBacc Average point score (APS) measures pupils' point scores across the five pillars of the EBacc. Birmingham's EBacc APS dropped compared to 2022, by 0.26 but remained in line with national.



## Birmingham's English Baccalaureate outcomes compared with National - All Pupils

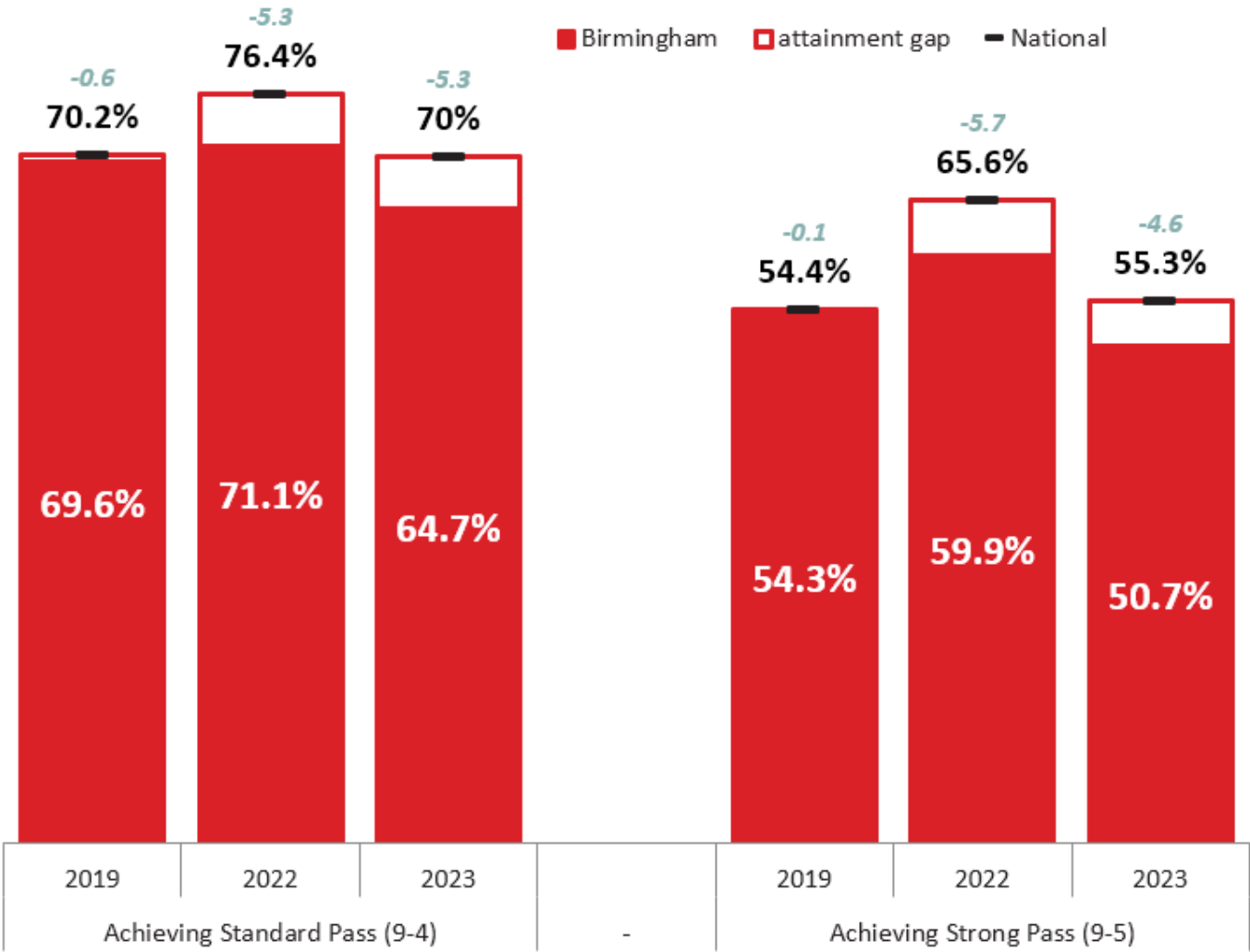
■ Birmingham ■ attainment gap ■ National



Whilst attainment declined compared to 2022 and 2019, Birmingham is still above national by 1.0% more pupils achieving the EBacc with a 9-4 pass and 0.5% more achieving a strong pass (9-5).

Modern Languages

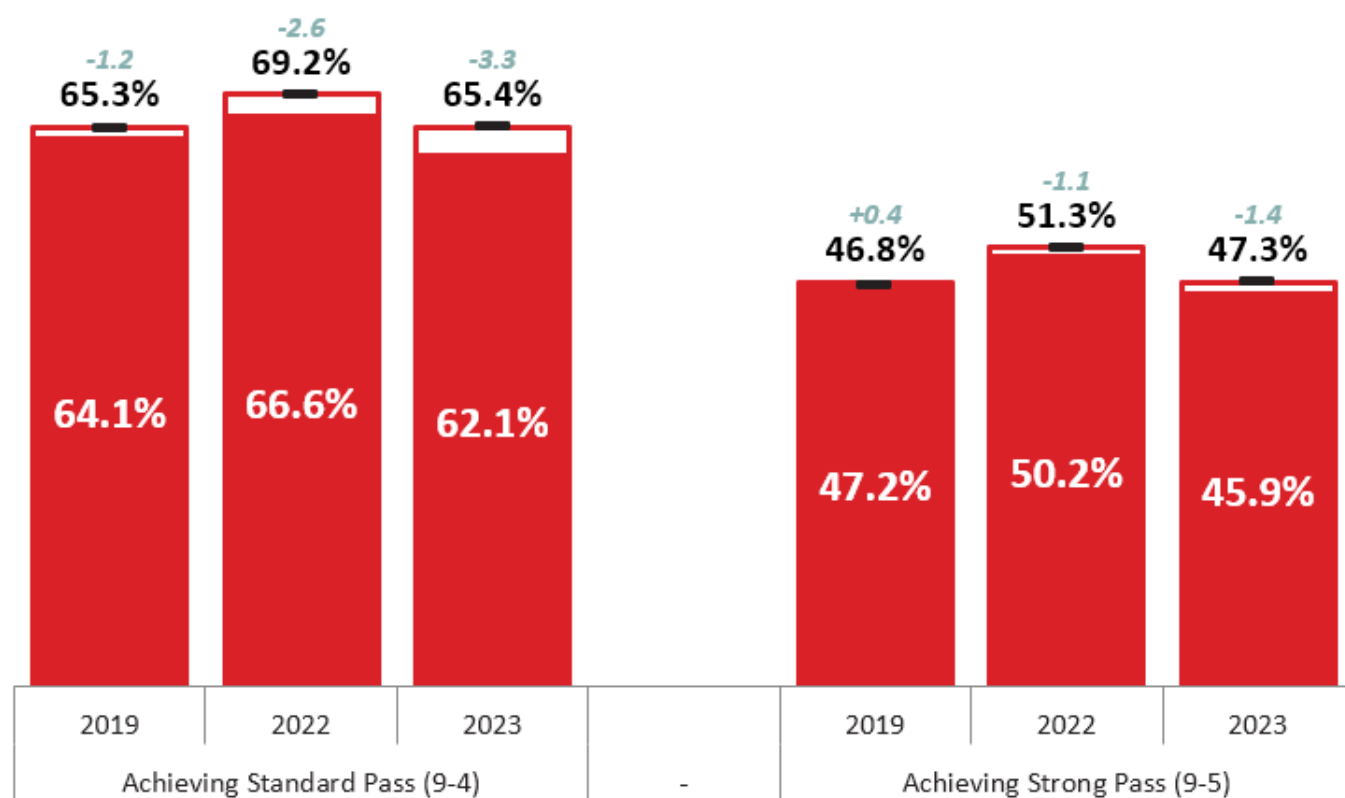
Birmingham's Modern Languages outcomes compared with National - All Pupils



## Science

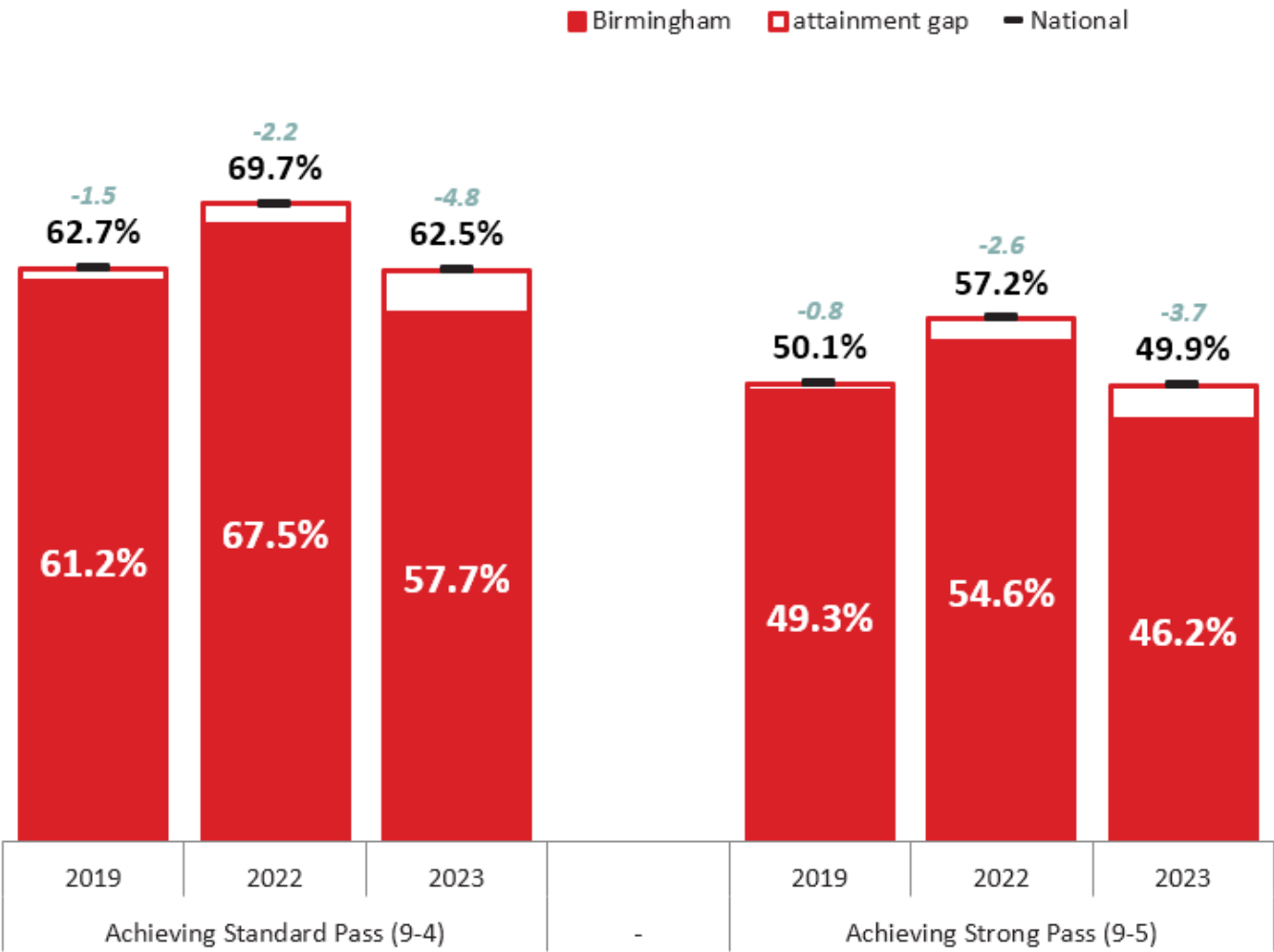
### Birmingham's Science outcomes compared with National - All Pupils

■ Birmingham ■ attainment gap ■ National



Humanities

Birmingham's Humanities outcomes compared with National - All Pupils

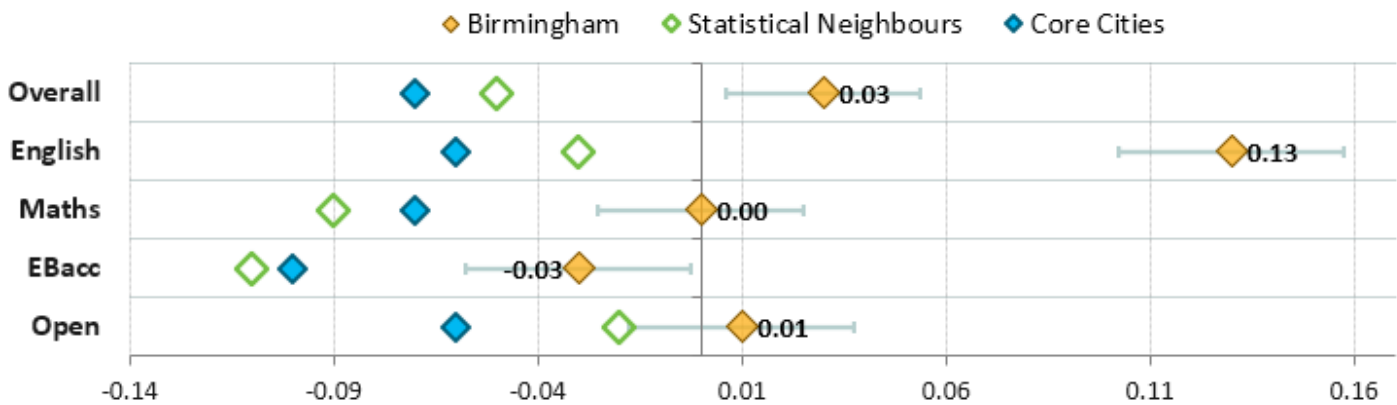


The EBacc subject areas are calculated based on the number of pupils entered. The attainment gap in Modern Foreign Languages (standard pass) has stayed the same as 2022 and is still 5.3% below national, the attainment gap is greater than 2019. There is a similar picture when looking at 9-5, below by 4.6%. The attainment gaps in Science and Humanities (strong and standard passes) have all increased by between 1.4% and 4.8%.

National and other LA Comparisons

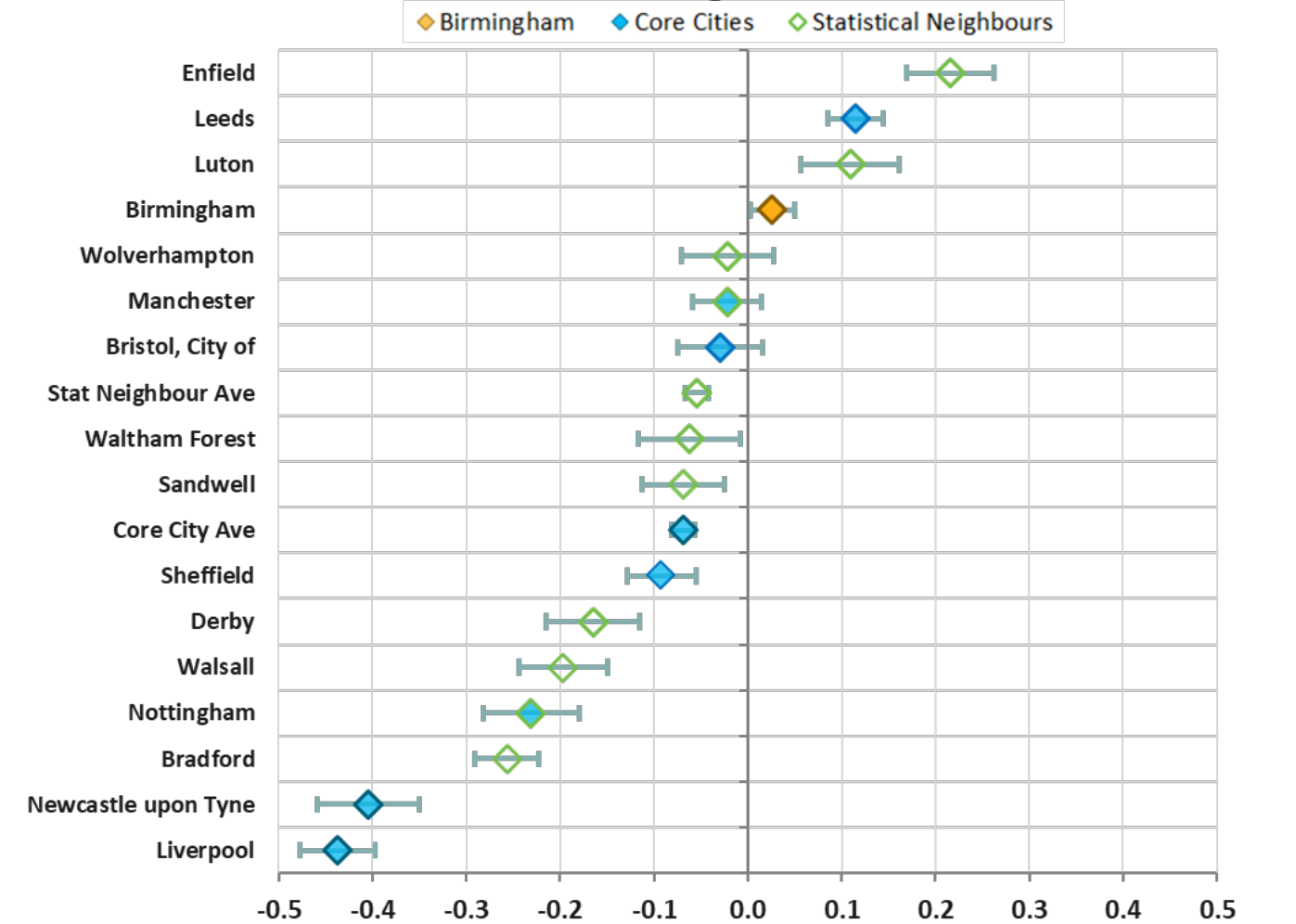
Progress

2023 Progress 8 by element - All Pupils



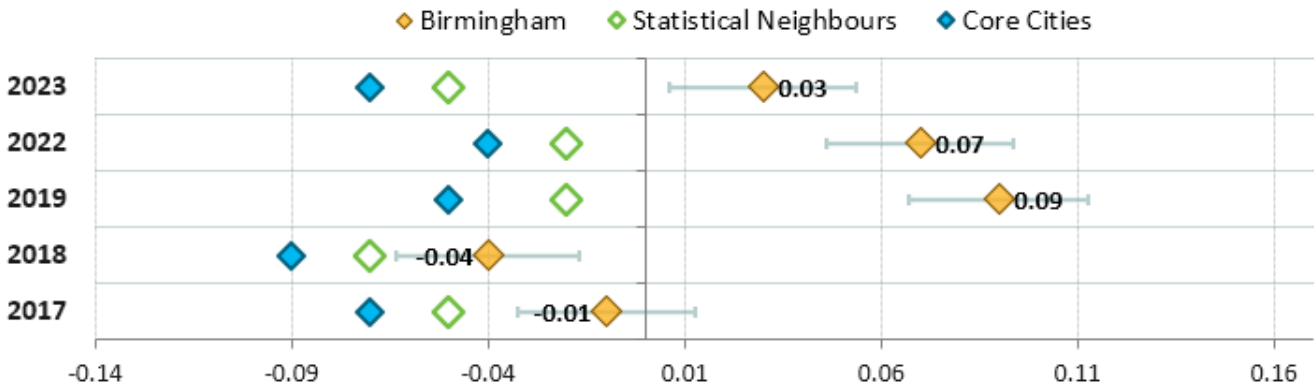
The charts above show Birmingham's overall Progress 8 score compared to core cities, and its statistical neighbours ranked highest to lowest.

Overall Progress 8 - 2023

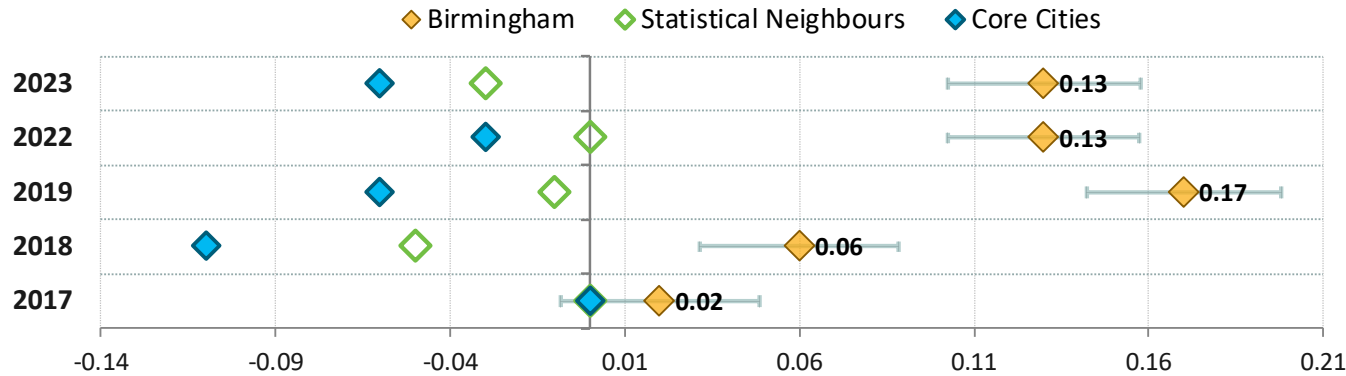


In 2023 Overall Progress 8 in Birmingham is 2<sup>nd</sup> out of 8 core cities averages, and 3<sup>rd</sup> out of 11 statistical neighbours.

Progress 8 Trend - All Pupils

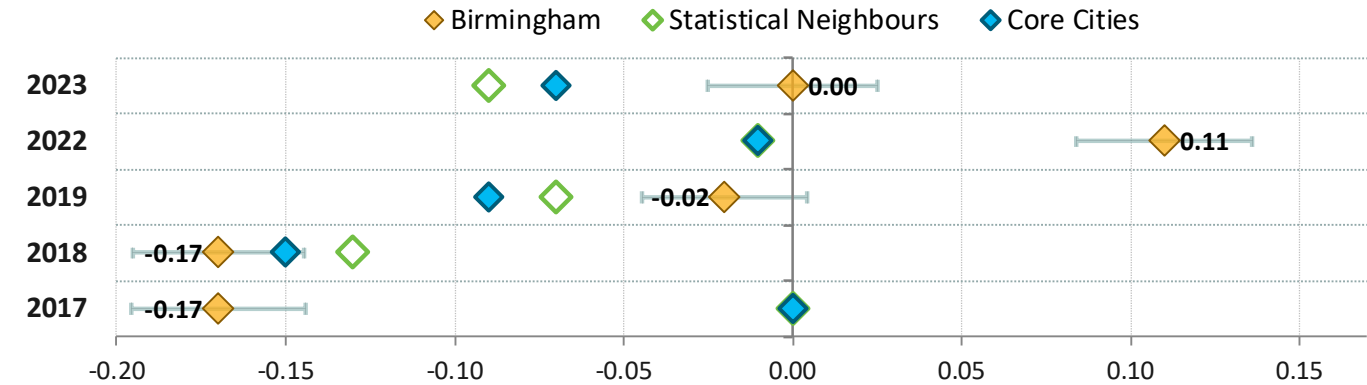


English Progress 8 Trend - All Pupils



Birmingham's English Progress 8 is now 0.13, slightly down from 2019.

Maths Progress 8 Trend - All Pupils

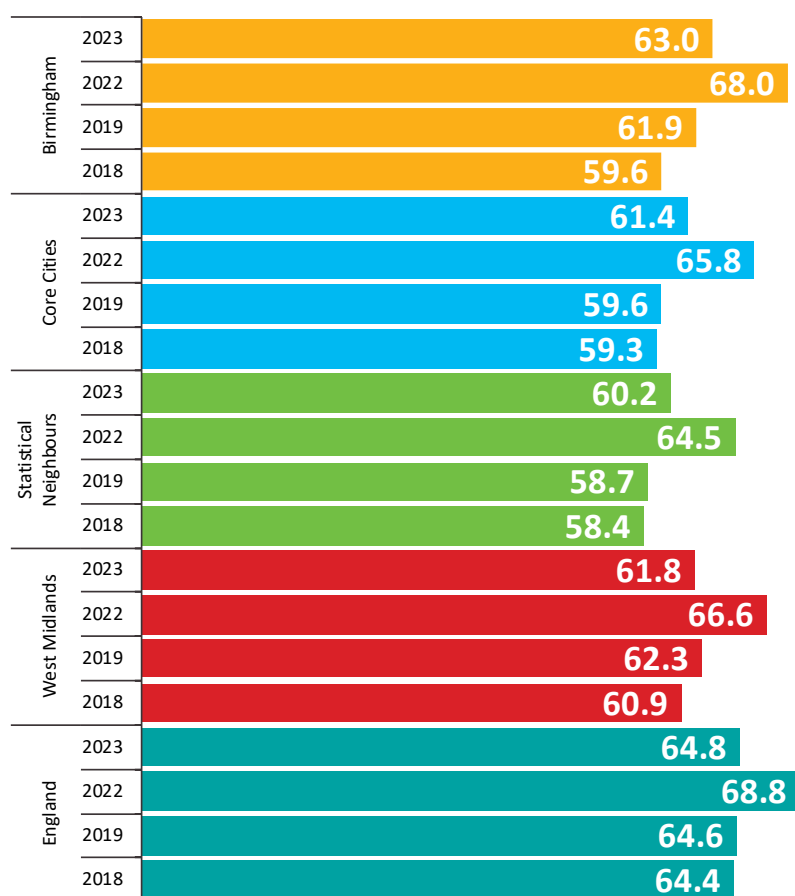


The chart above shows Birmingham's Maths Progress 8 score compared to core cities and its statistical neighbours.

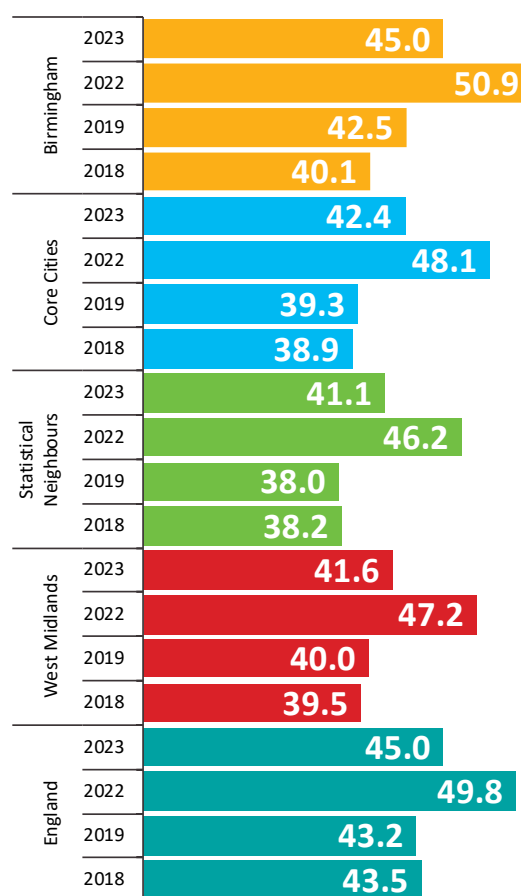
In 2023 Birmingham's Maths Progress 8 is 0.00 matching national and still above core cities and its statistical neighbours.

## Birmingham's outcomes at KS4 compared to other LA groups - All Pupils

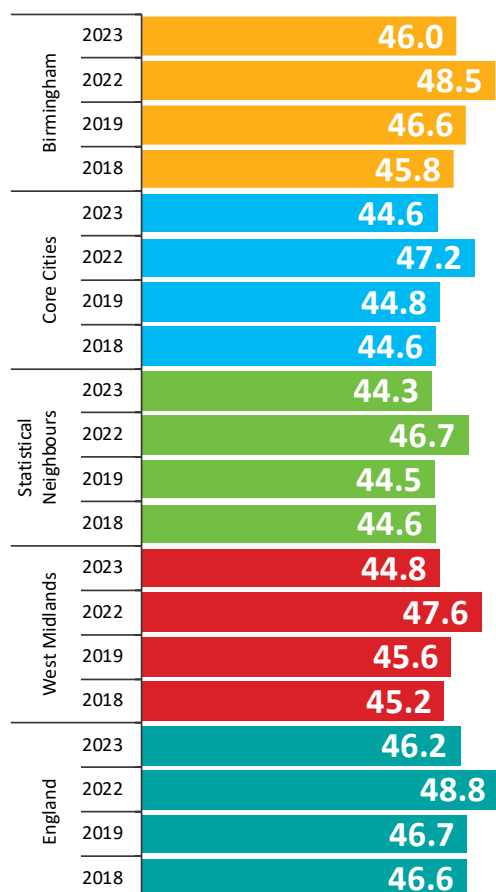
### English and Maths 9-4



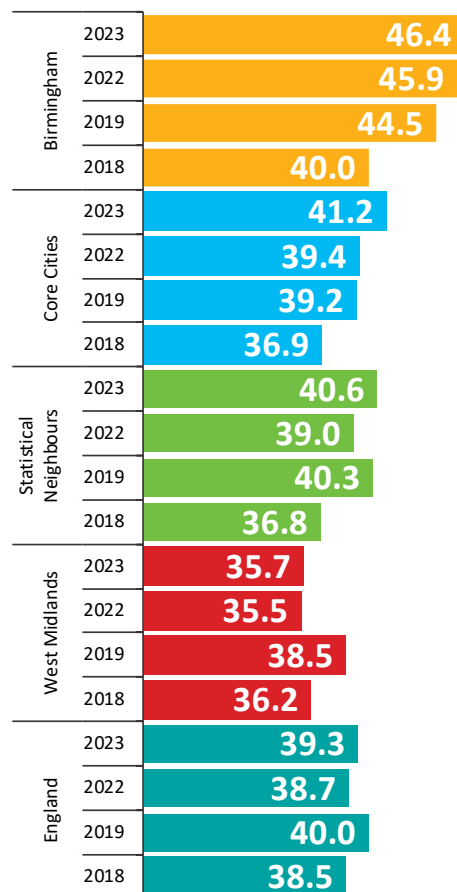
### English and Maths 9-5



### Attainment 8



### English Baccalaureate Entry

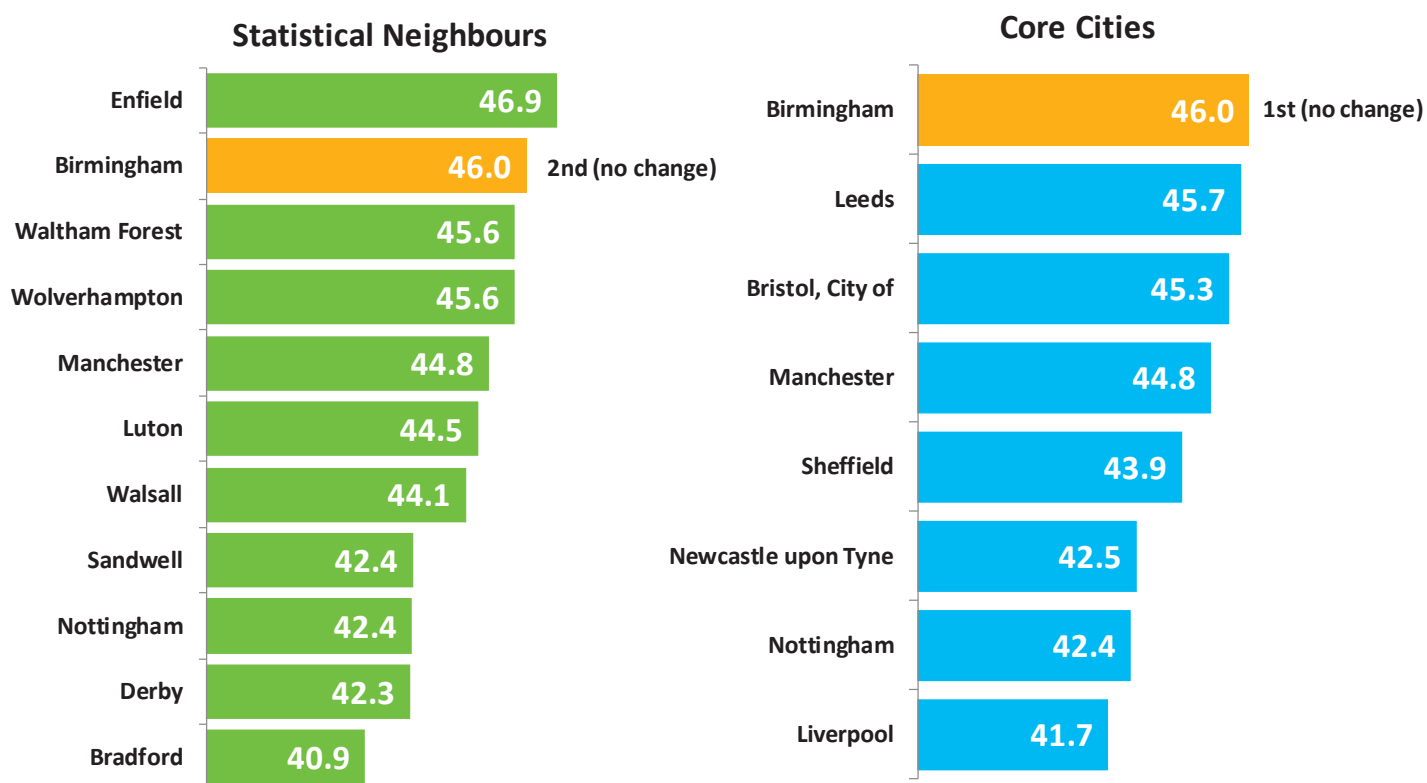


The charts above show Birmingham's attainment compared to the overall averages for core cities, statistical neighbours and national.

Birmingham's English and Maths attainment is slightly below national at for 9-4 and in line for 9-5, it is higher than the average for core cities and statistical neighbours and West Midlands for both measures.

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

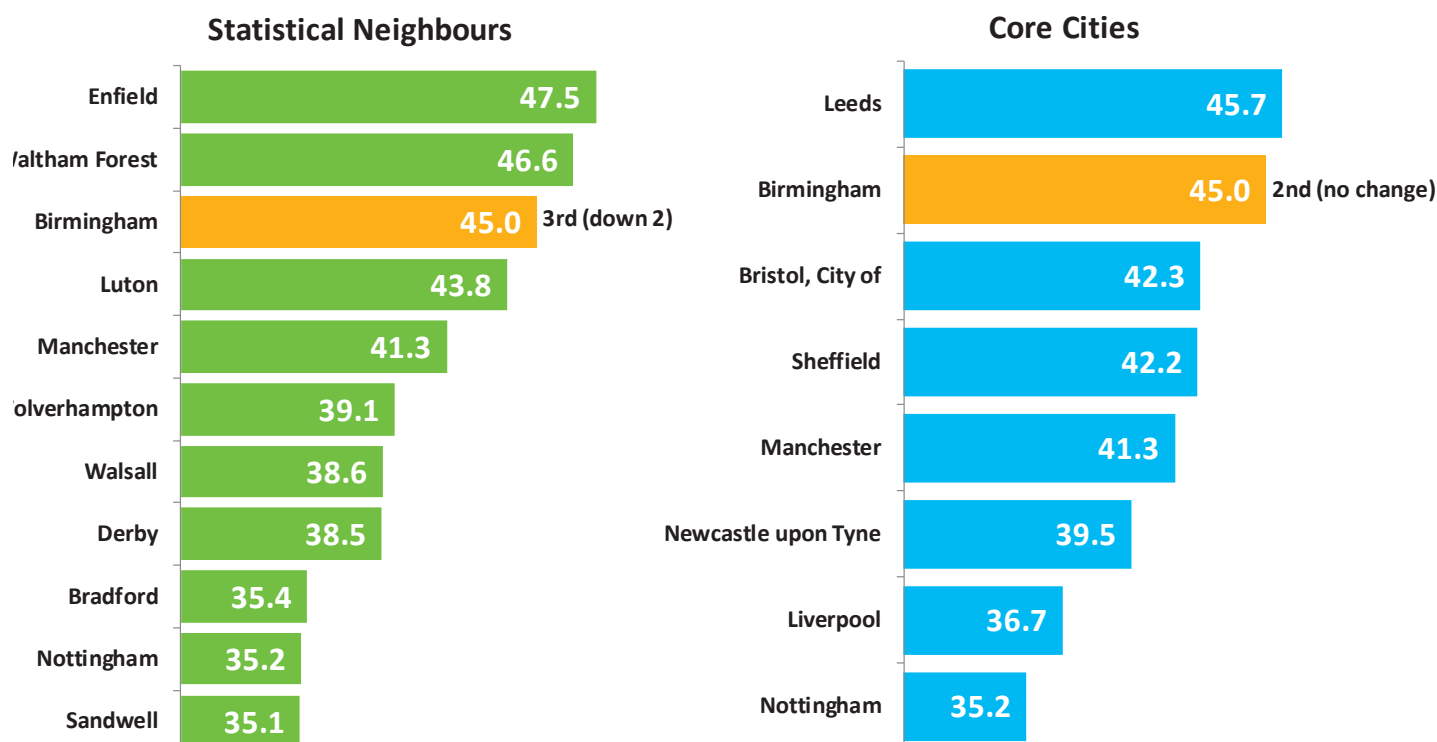
### All Attainment 8 Averages 2023 for All Pupils



When ranking the average Attainment 8 scores achieved in 2023 by individual LAs, Birmingham is ranked 2nd out of the core cities and 1<sup>st</sup> in statistical neighbours' group.



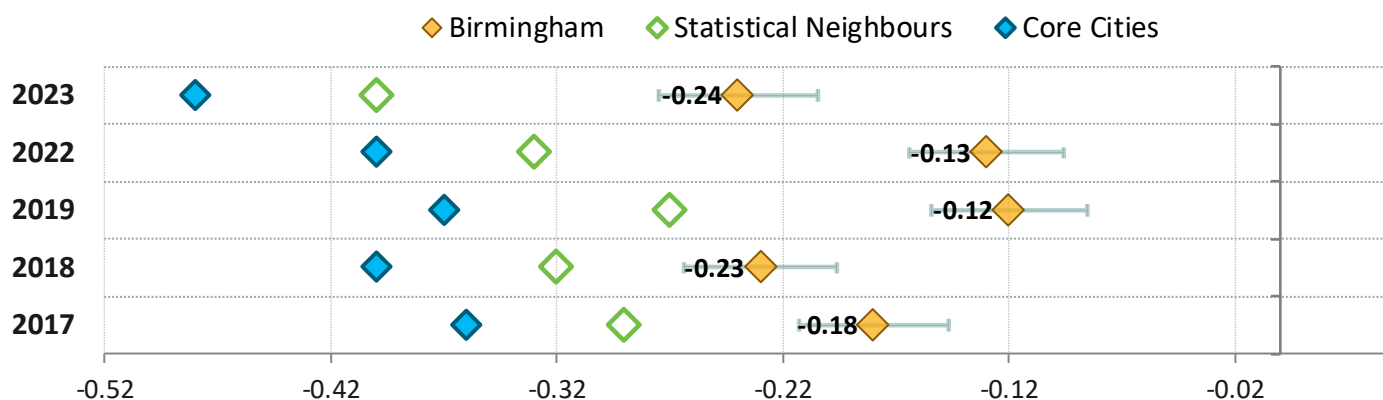
## All English and Maths Strong Pass (9-5) 2023 for All Pupils



When ranking the English and Maths 9-5 achieved in 2023 by individual LAs, Birmingham is ranked 2<sup>nd</sup> for core cities and 3<sup>rd</sup> within statistical neighbours' group.

## Disadvantaged Students Progress 8

## Progress 8 Trend - Disadvantaged



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

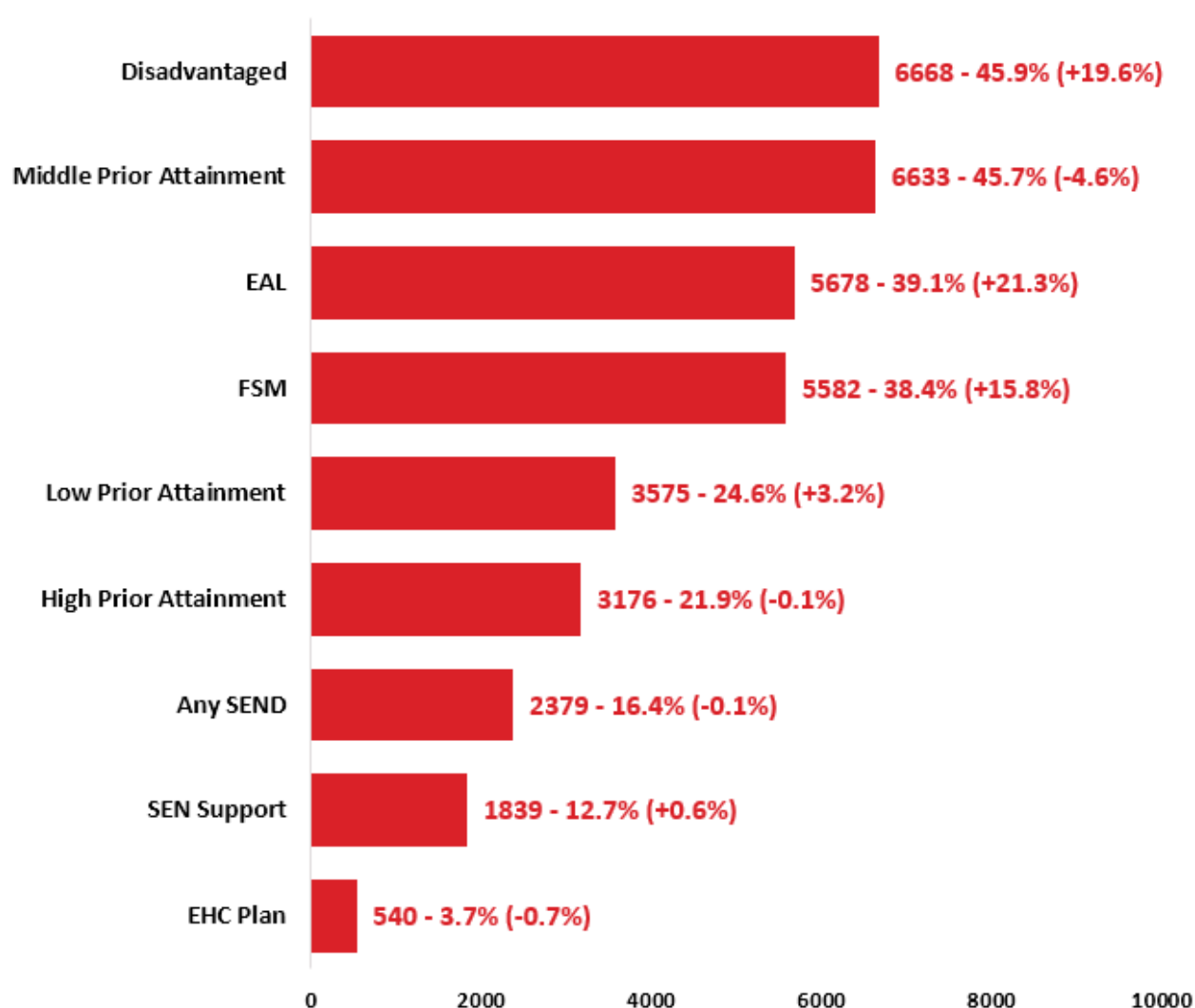
Birmingham's score of -0.24 shows a slight decline of 0.11 points compared to last year, though it ranks 1<sup>st</sup> within Core Cities and 2<sup>nd</sup> in Statistical Neighbours. Birmingham is 0.33 points above the disadvantaged national average of -0.57.

## Pupil Characteristics

The graph below shows the pupil characteristics distribution of Birmingham's key stage 4 pupils in 2023 compared to the national equivalent group. 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.

Birmingham's largest pupil group is 'Disadvantaged' pupils at key stage 4 for state funded schools, which at 45.9% of the key stage 4 cohort, is a 19.6% larger proportion than disadvantaged pupils nationally. The second largest group is 'Middle Prior Attainment' pupils, in Birmingham there is 45.7%, compared to the national equivalent group shows Birmingham has 4.6% less pupils than the national in this group.

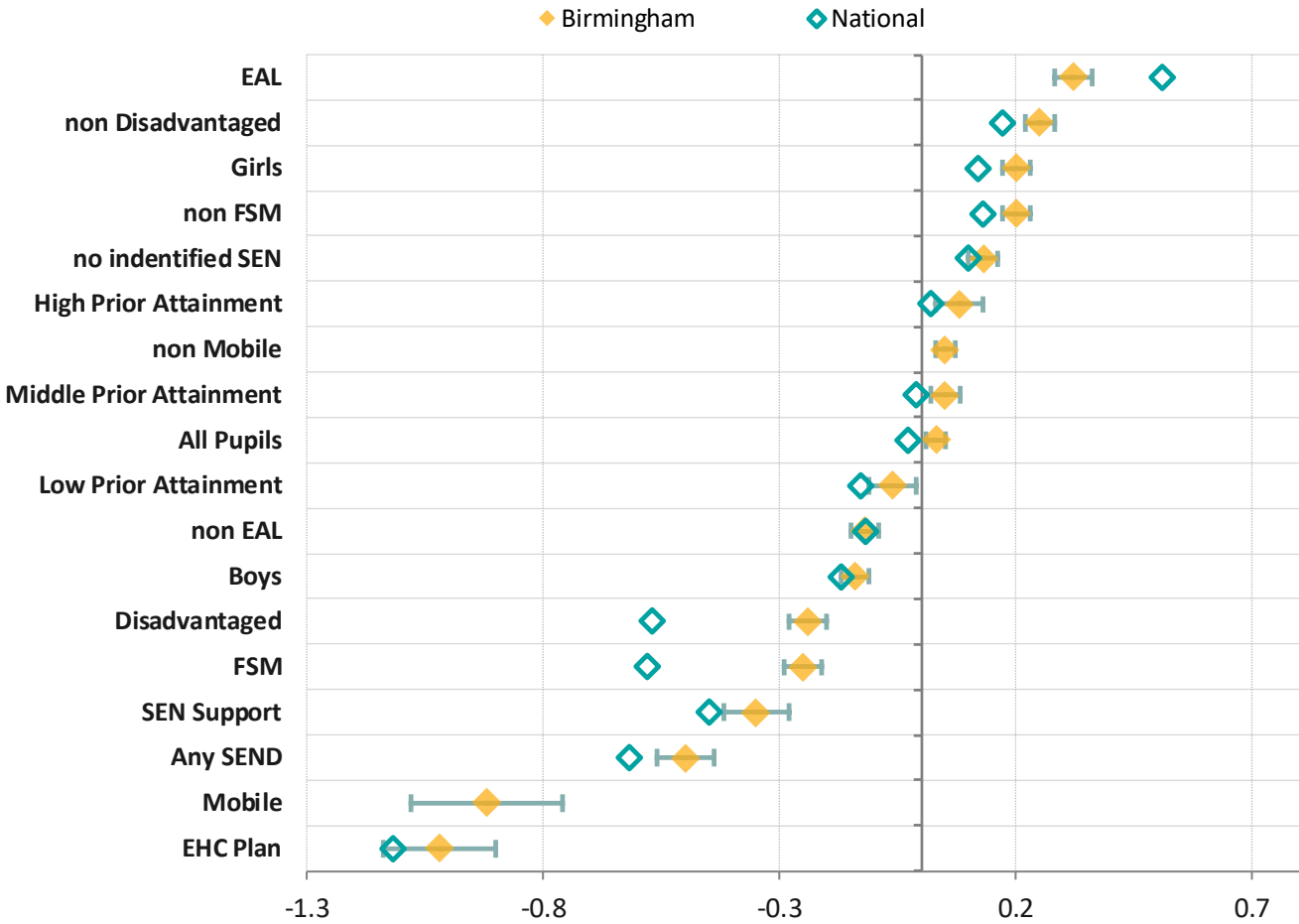
**Pupils included in Birmingham 2023 key stage 4 results by characteristic group, percentage compared to National**



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 (95%) for each group in Birmingham, a larger confidence indicates a smaller group. The National average for all pupils is 0 (represented by the vertical axis).

Progress

Birmingham's average 2023 Progress 8 score by pupil group against National

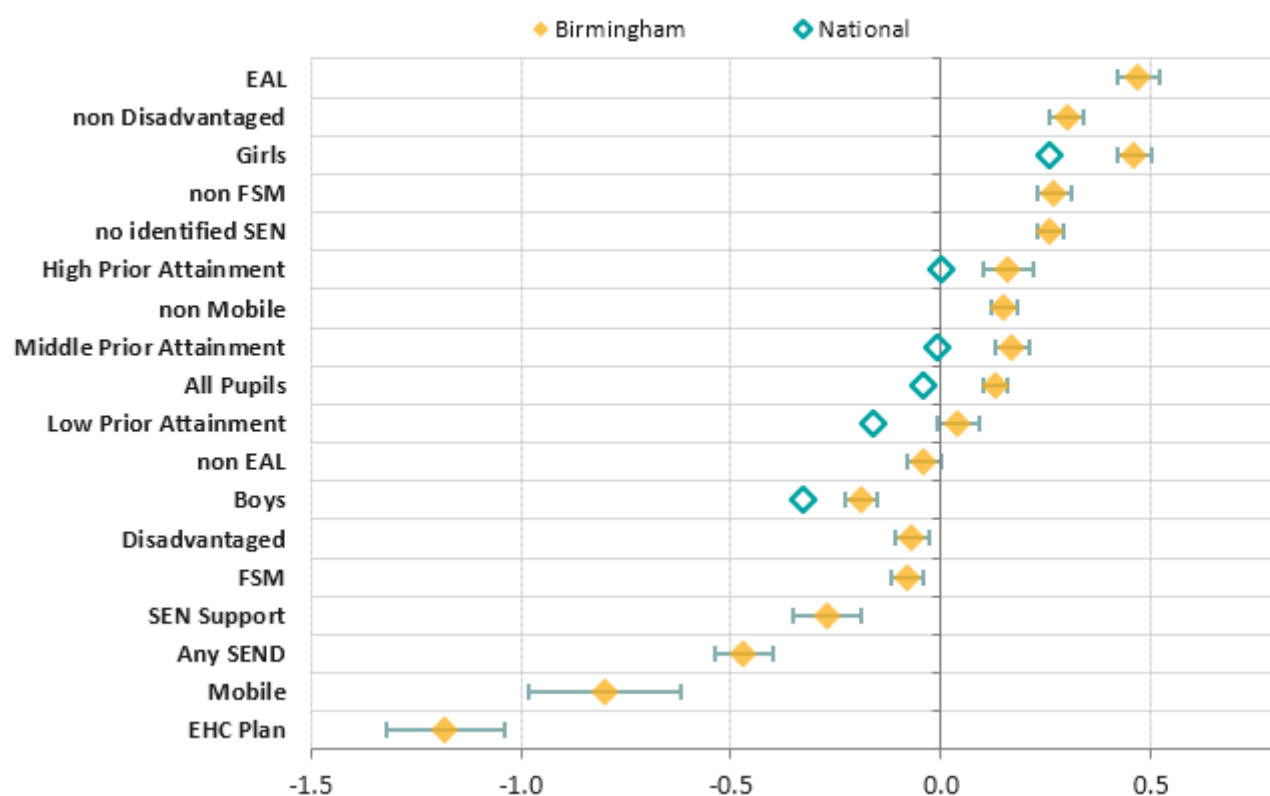


The overall Progress 8 average for pupil groups in Birmingham, is above the equivalent national in most cases. Disadvantaged and FSM pupils outperform their equivalent groups by a comfortable margin, and all other groups are significantly above the equivalent national except for EAL pupils. EAL pupils are progressing more than the overall national average but significantly below the equivalent national group. Pupils with an EHC plan perform better than their national equivalent group. Note, mobile and non-mobile pupils group no national figure available.

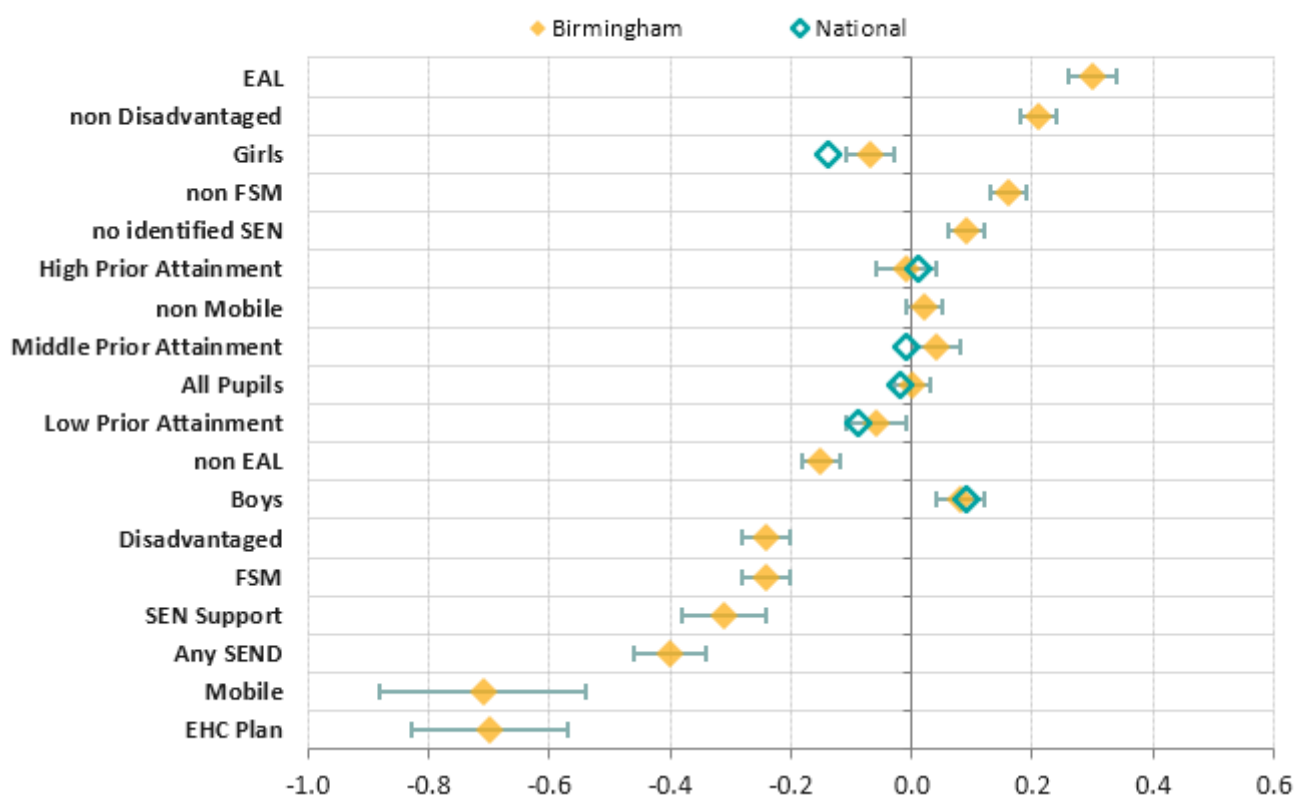
The following two graphs show the individual Progress 8 outcomes for English and Maths for the same pupil groups. Where there are national comparison pupil groups (blue diamond), Birmingham is significantly above their equivalents in English. Maths progress to a lesser extent shows a similar picture.

Pupils with EHC plans make the least progress compared to the national overall figure in English and, alongside mobility, in Maths. This gap is wider in English than it is in Maths.

### Birmingham's average 2023 English Progress 8 score by pupil group against National



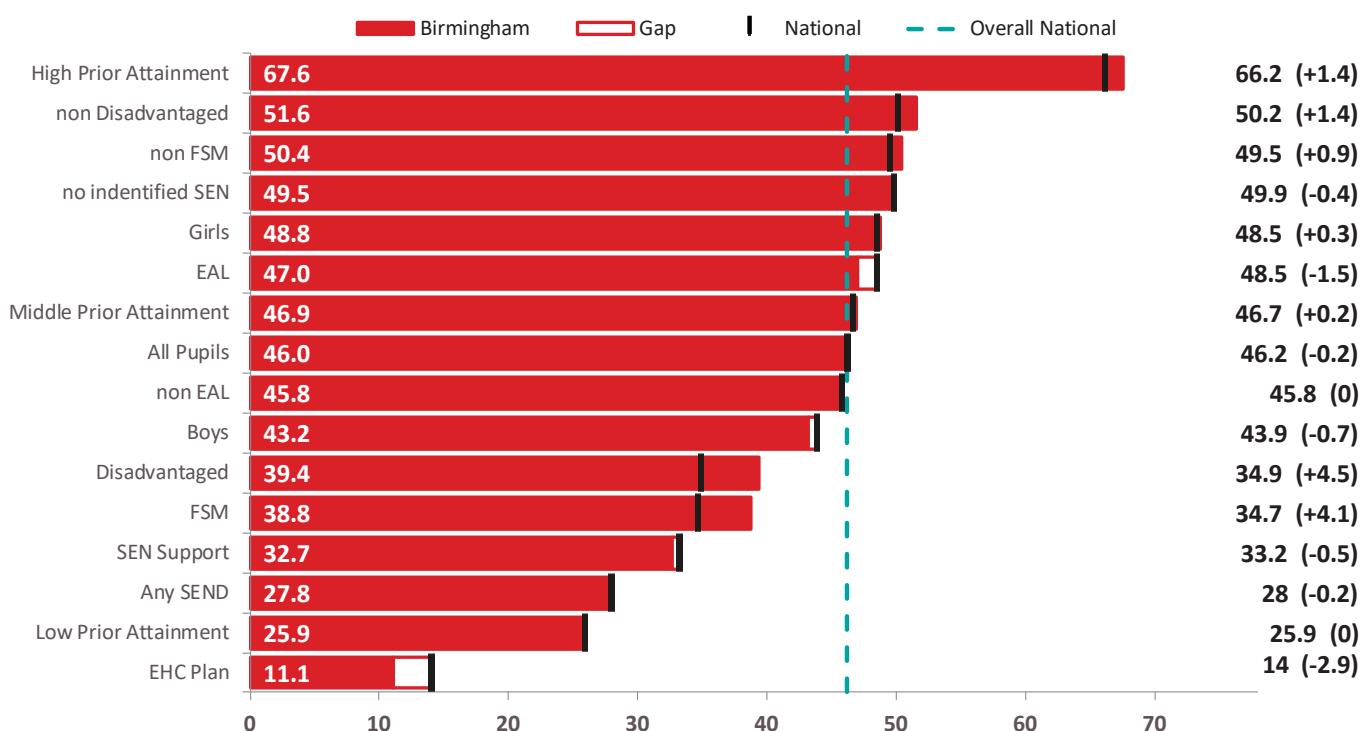
### Birmingham's average 2023 Maths Progress 8 score by pupil group against National



## Attainment

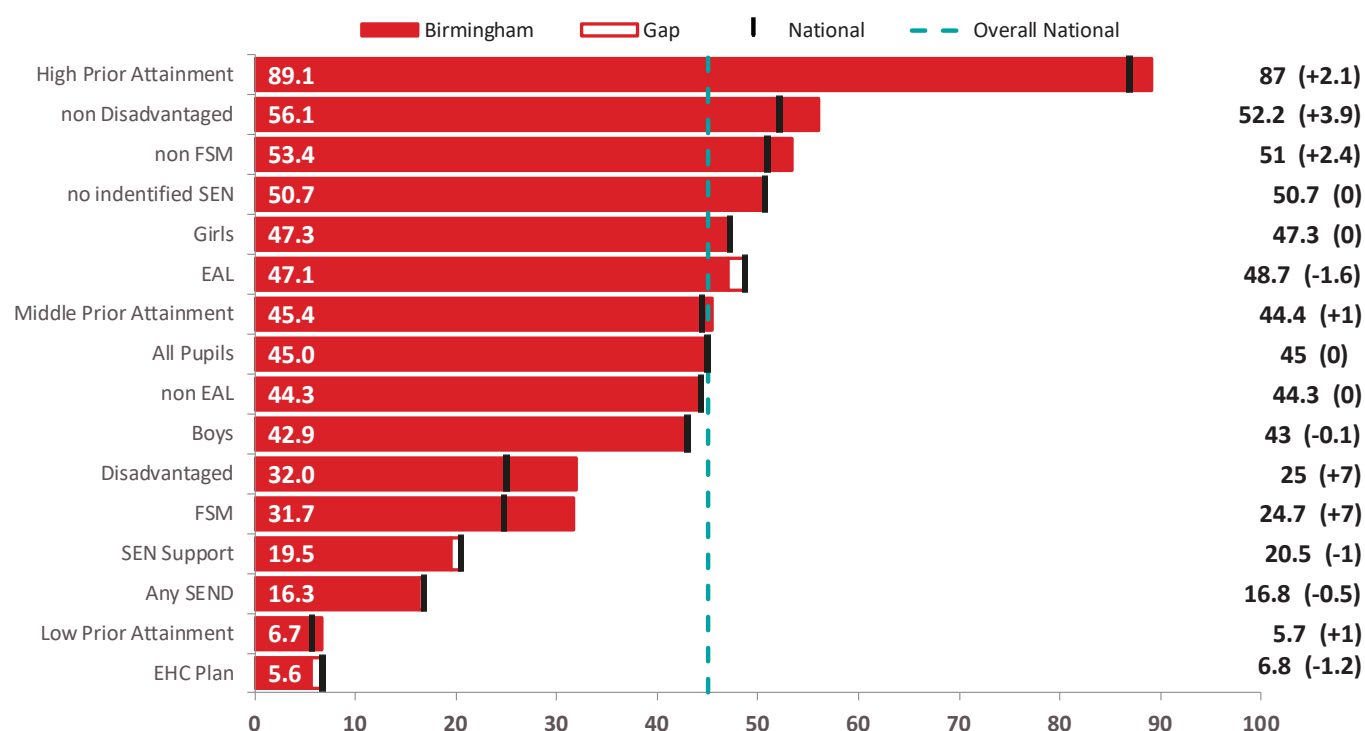
The following graphs show the attainment outcomes of pupil groups in Birmingham compared to the equivalent national. It is ranked showing the highest attaining group in Birmingham at the top.

**Birmingham's 2023 average Attainment 8 Points by pupil group against National**



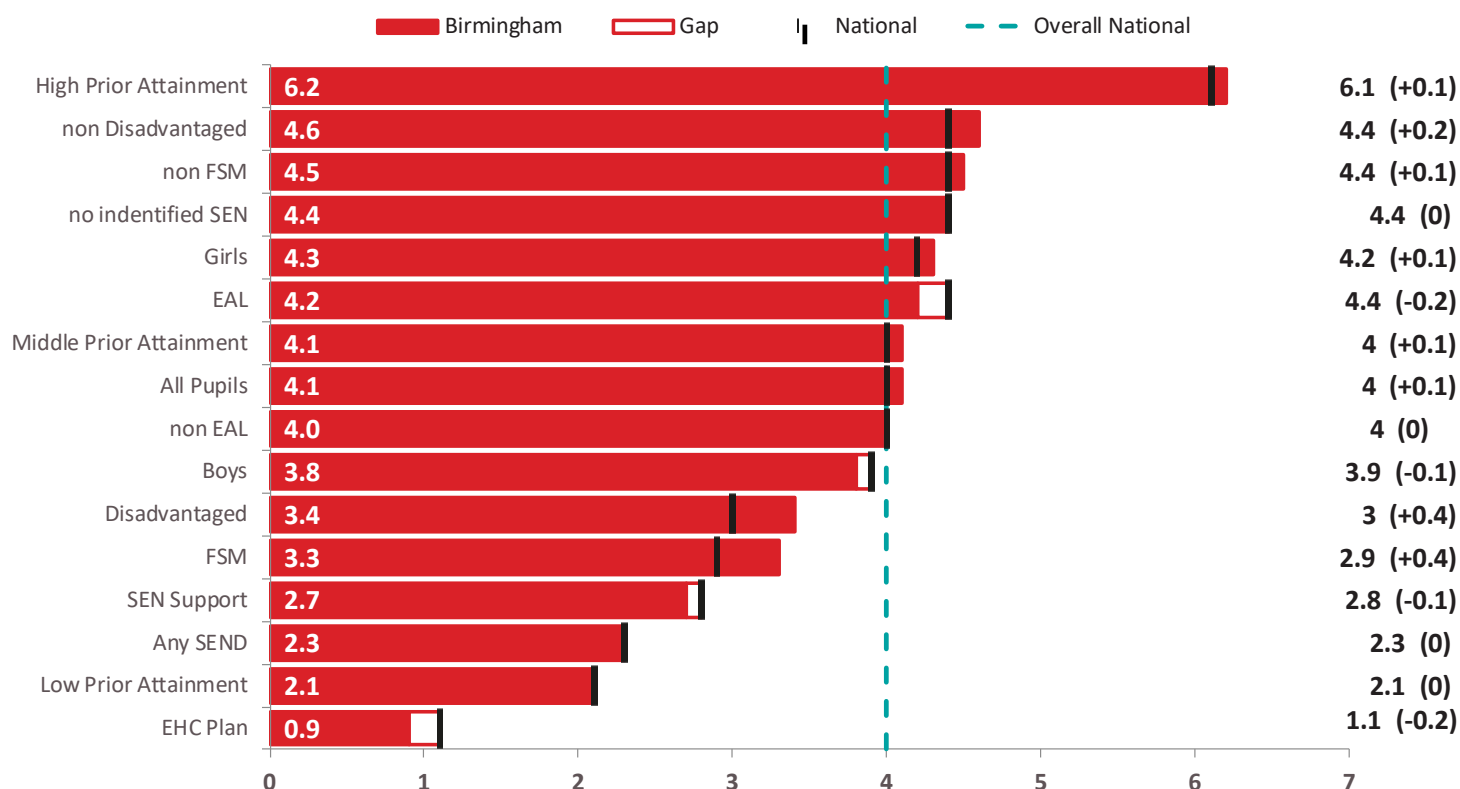
In Attainment 8, most pupil groups within Birmingham are performing at or above their national equivalents. Disadvantaged and FSM are 4.5 and 4.1 points ahead, respectively. High prior attainers and non-disadvantaged are also doing comparatively well. SEN and EAL, however are behind, particularly pupils with an EHC plan who are 2.9 points behind their equivalents nationally.

**Birmingham's 2023 average English and Maths 9-5 Percent by pupil group against National**



The graph above shows the percentage of pupils achieving a strong pass (9-5) in English and Maths, and again, most pupil groups are close to or above their national equivalents. Disadvantaged and FSM are strong, both 7.0% ahead of their national equivalents. While more girls achieve better at 9-5 in English and Maths than boys, in Birmingham, both boys and girls in line with their peers nationally. EAL pupils achieve less than their national equivalents by 1.6% and EHC plan children behind by 1.2%.

### Birmingham's 2023 average English Baccalaureate Average Points Score by pupil group against National



The average points scored in the English Baccalaureate was close to or above the equivalent national average for most pupil groups in Birmingham. Disadvantaged, FSM and High Prior Attainers are the furthest above their national equivalents. EAL and pupils with an EHC plan are the furthest behind.

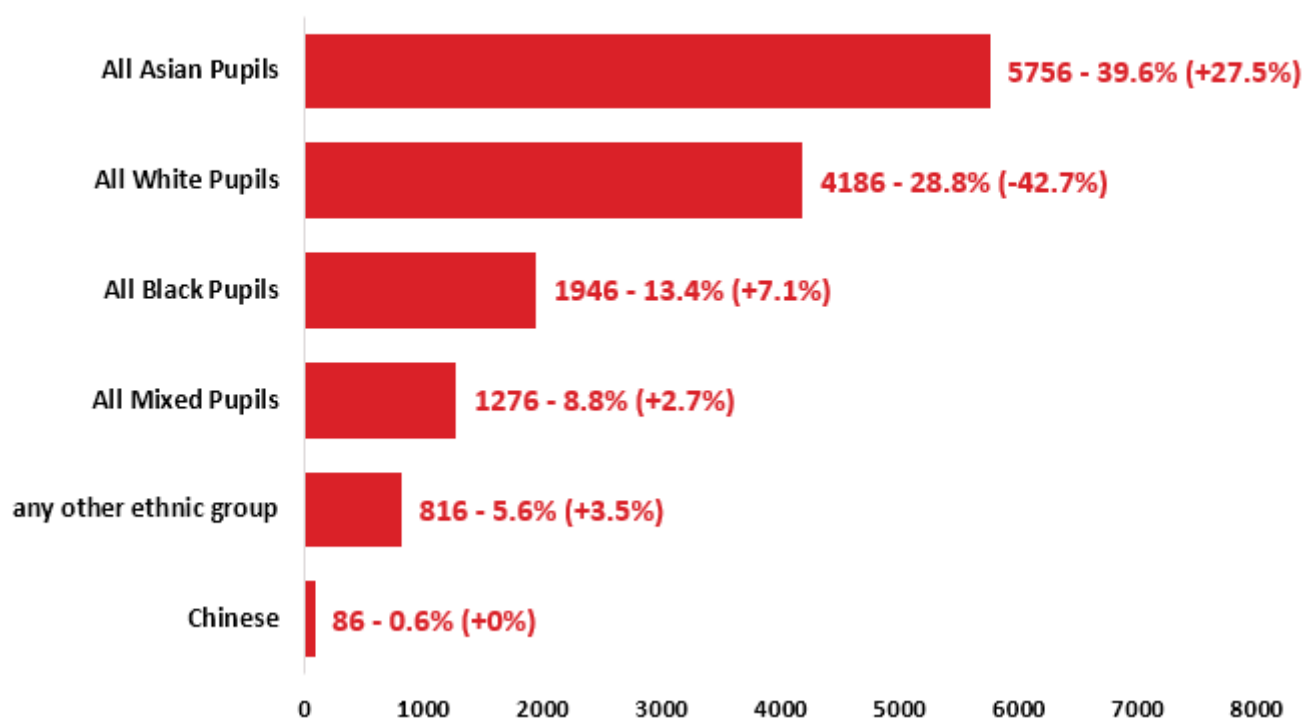
## Ethnicity Profile – Key stage 4

The graphs below show the ethnicity distributions as a percentage of the overall 2023, key stage 4, state-funded schools cohort in Birmingham and compares each group to their percentages, nationally. 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.

Birmingham's largest ethnicity group is 'Asian' pupils, 39.6% of Asian children, which is a 27.5% larger proportion than the national figure, in this group. The second largest group is 'White' pupils, at 28.8%, Birmingham's figure is a 42.7% lower proportion than the national figure. Further breakdown can be found in the second graph which shows the extended ethnicity groups for key stage 4.

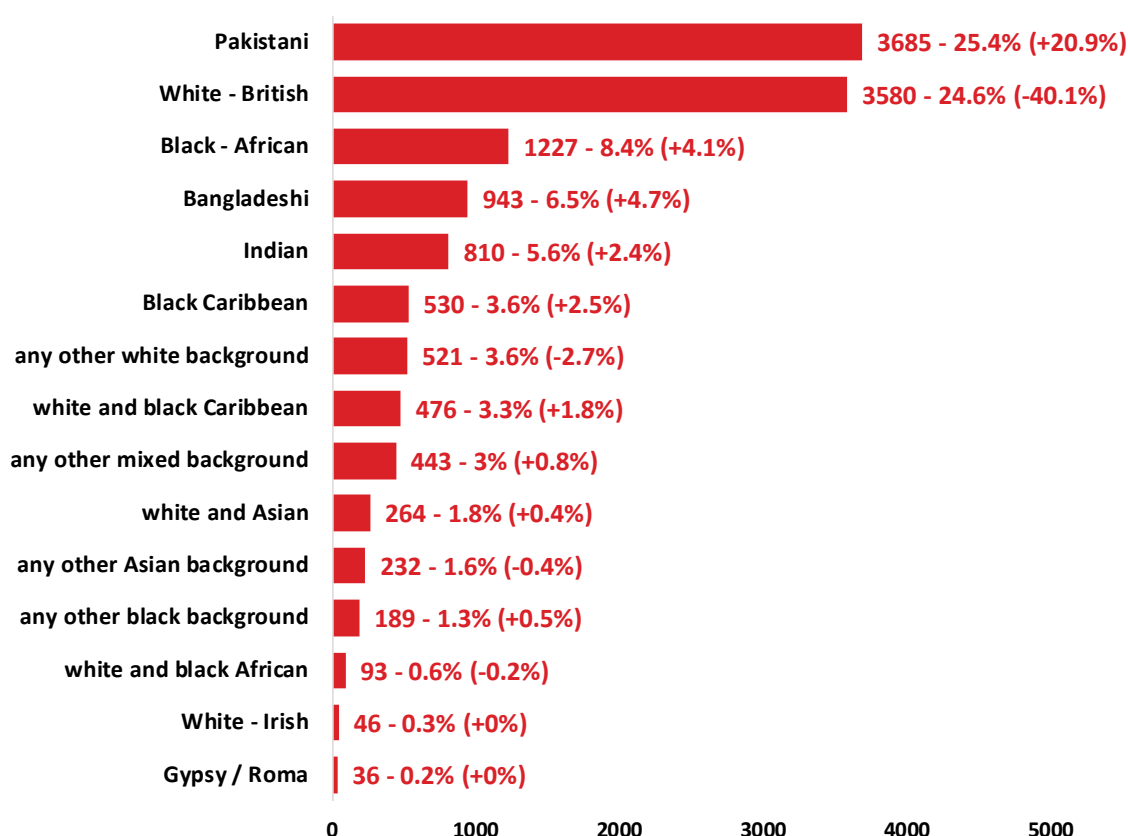
## Main Ethnicity Groups

**Pupils included in Birmingham 2023 key stage 4 results by main ethnicity group, percentage compared to National**



## Minor Ethnicity Groups

Pupils included in Birmingham 2023 key stage 4 results by extended ethnicity group, percentage compared to National



## Progress

The following three charts 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 are not available.

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 not significantly behind their national equivalents. Pakistani pupils make the least progress but are still above the overall national average though significantly behind other Pakistani pupils nationally.

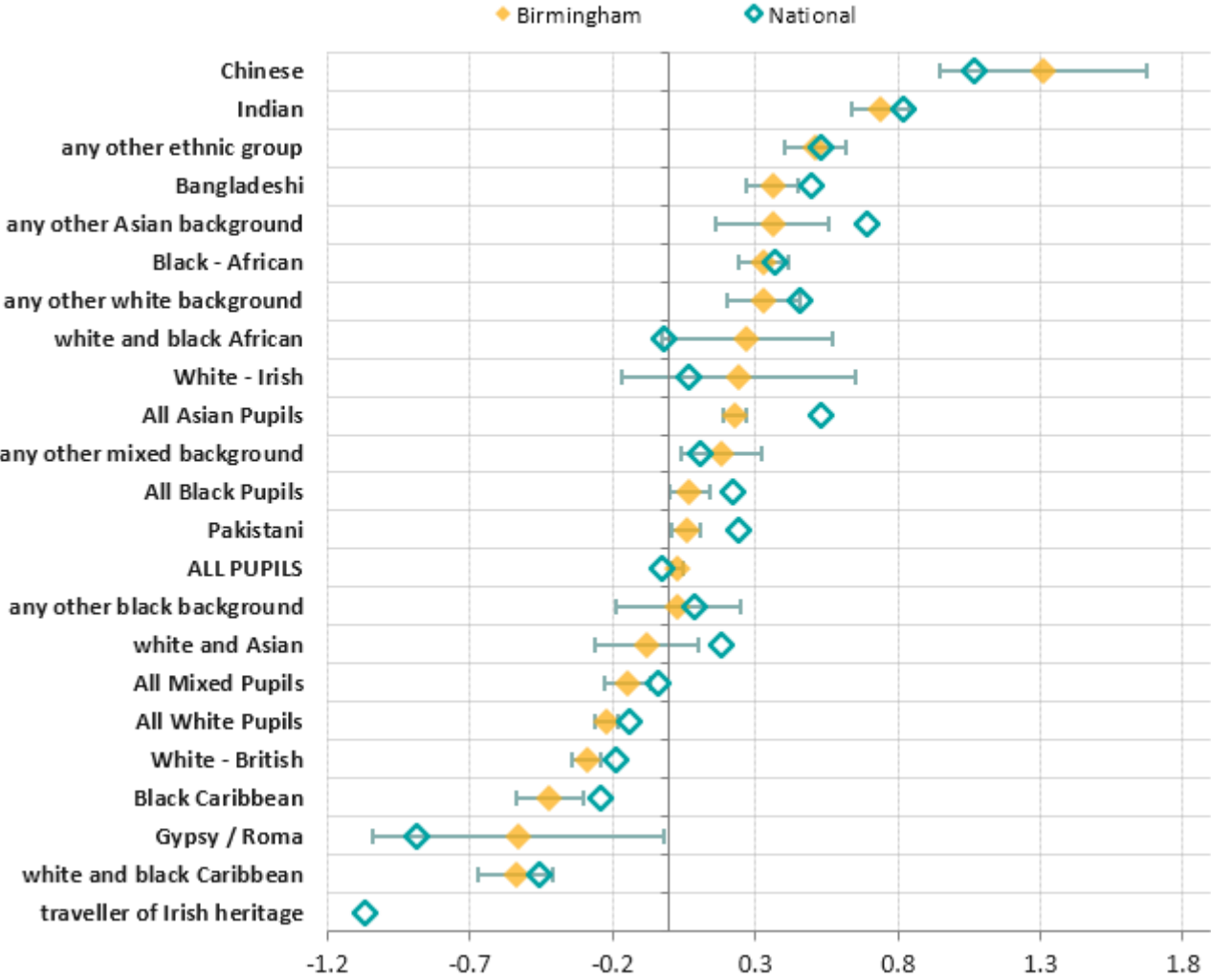
As a group, White pupils are below the overall national average but slightly below their national equivalent group. 'White Irish' and 'White other' pupils make the most progress out of this group which is above the overall national and like their peers, nationally. 'White British' pupils made less progress than the overall average and their equivalent group nationally.

Black pupils as a group are above the overall national average and like their group nationally. Black African made the most progress, above the overall national average and slightly below their equivalent group. Black Caribbean pupils make less progress than the national average and are significantly below Black Caribbean pupils nationally.

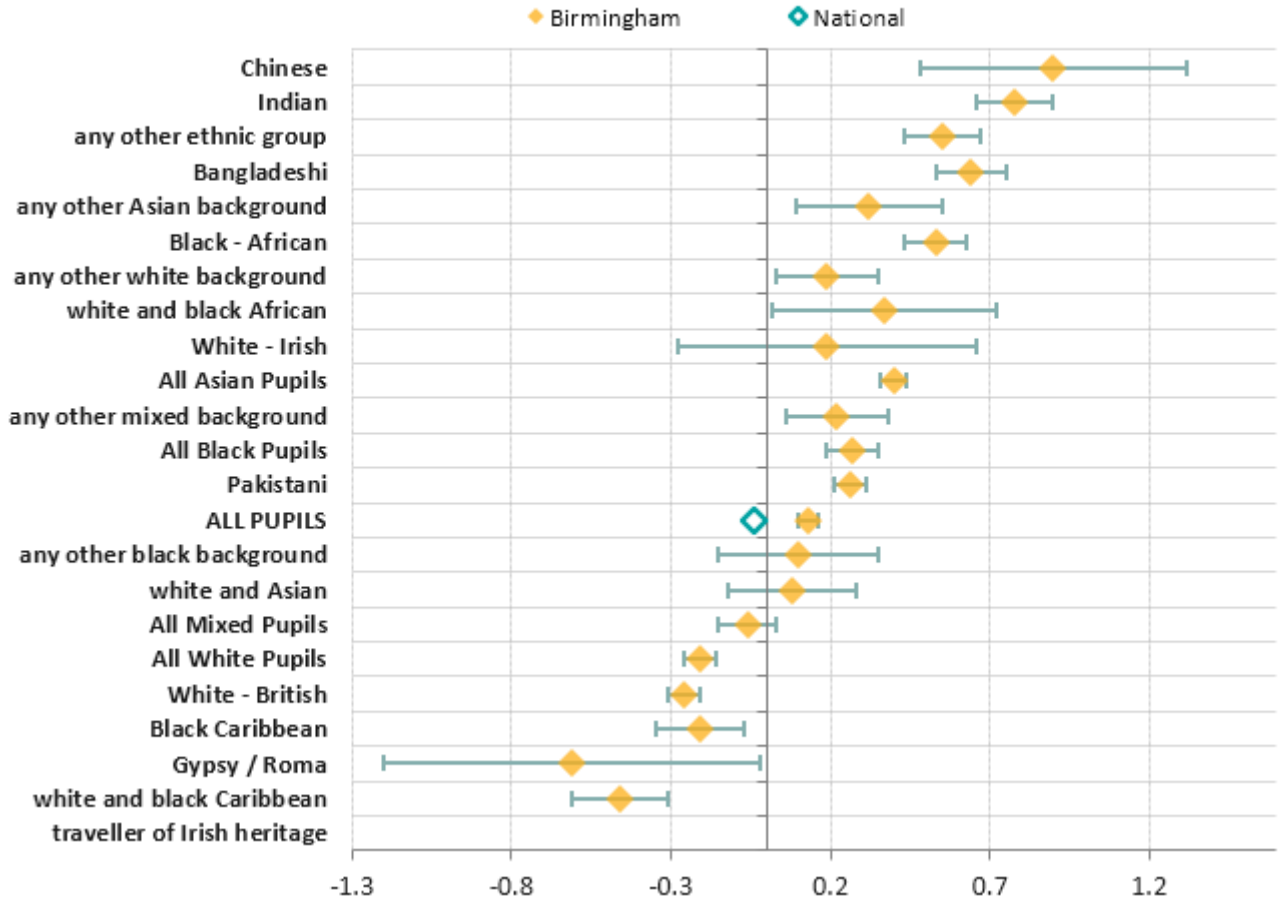
The graphs below show the English and Maths Progress 8 elements for the same pupil groups, note that equivalent national outcomes are not published nationally at the time of writing.



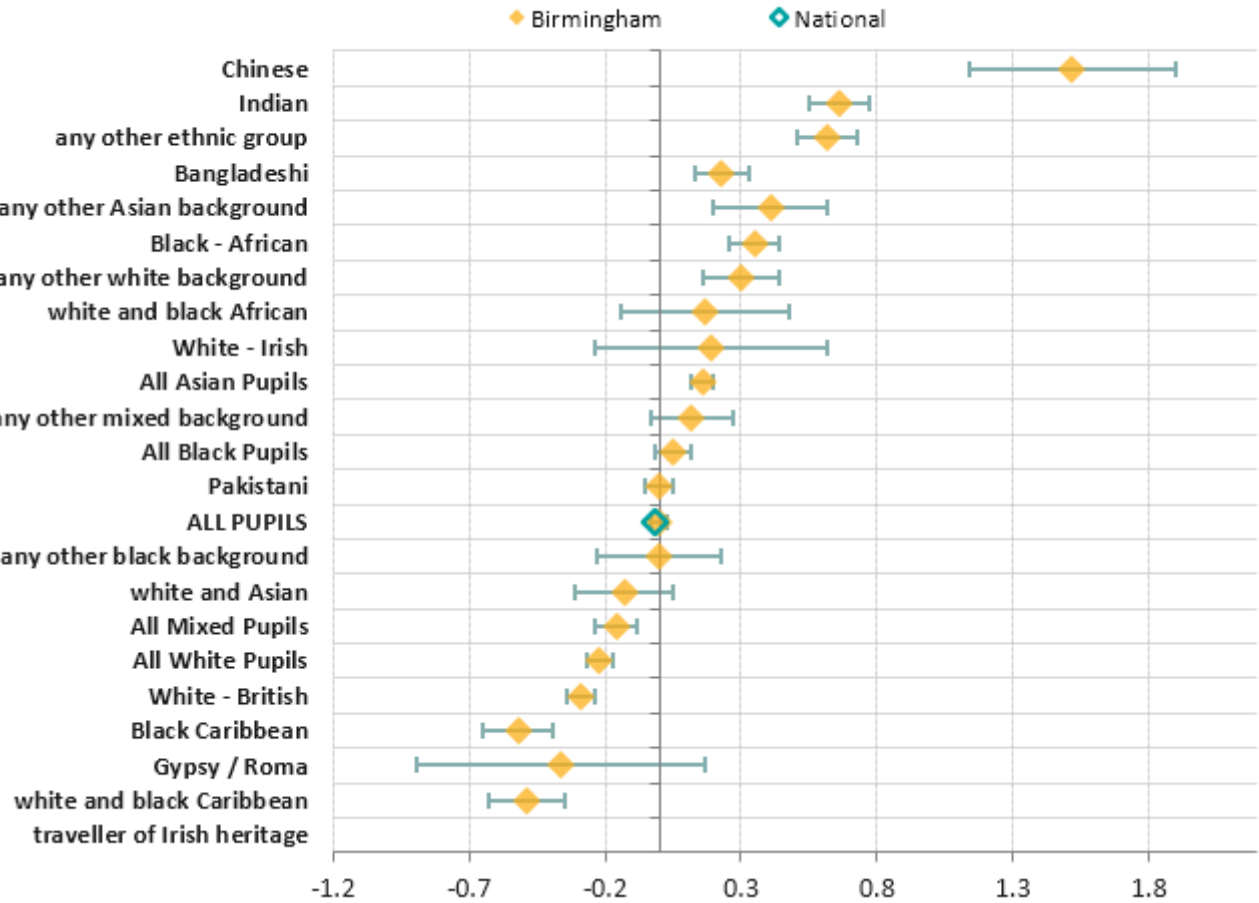
Birmingham's average 2023 Progress 8 score by pupil group against National



Birmingham's average 2023 English Progress 8 score by pupil group against National

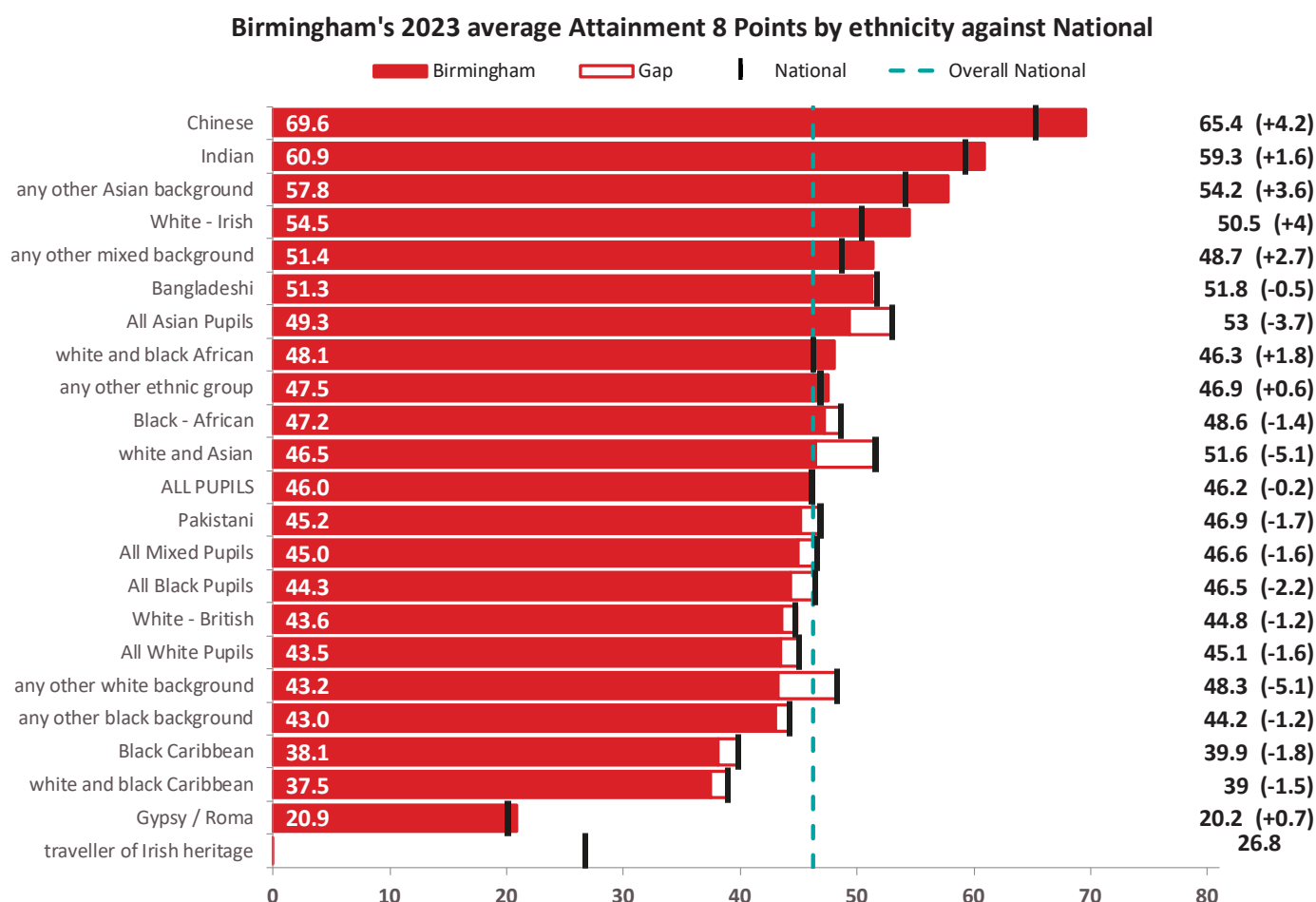


Birmingham's average 2023 Maths Progress 8 score by pupil group against National



## Attainment

The following 3 charts show Birmingham's key performance measures relating to GCSE attainment by ethnicity ranked in descending order against the National equivalent. Results for Travellers of Irish heritage have been suppressed due to small numbers to preserve confidentiality.

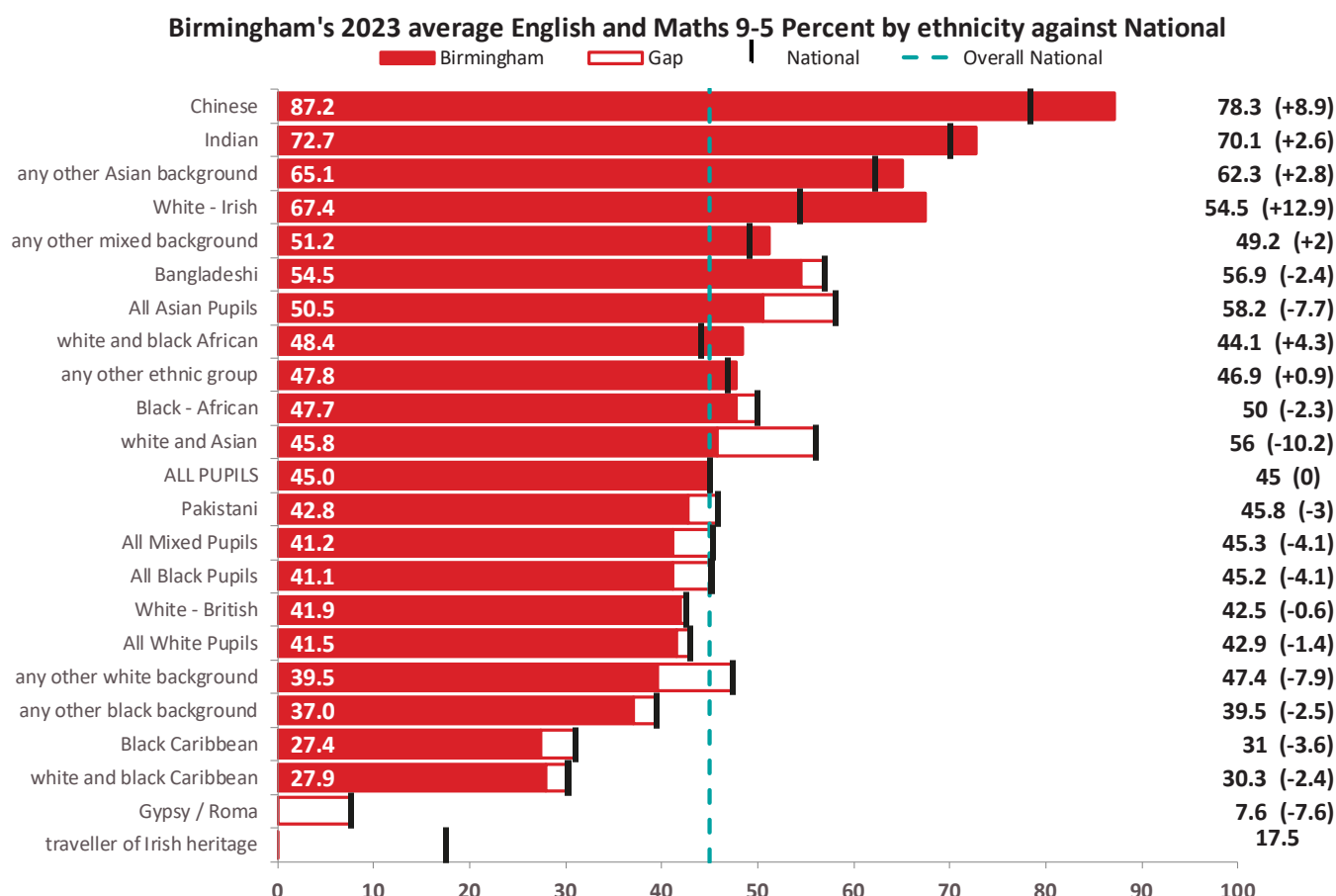


In Attainment 8, Asian pupils are above the overall national average but below Asian pupils nationally, by 3.7 points. Indian pupils have performed strongly and are above the overall national average and 1.6 points above their equivalent group. Bangladeshi pupils are also above the overall national average but below their group nationally by 0.5 points. 'Asian other' pupils are above the overall national average and above their national equivalents by 3.6 points. Pakistani pupils are below the overall national average and 1.7 points behind their equivalent group.

White pupils' average for Attainment 8 is behind the overall national average and below their equivalent group by 1.6 points. White British pupils mirror overall White pupils' attainment. 'White other' as a group is behind national average and is below the national group by 5.1 points.

Black pupils as a group are below the overall national average and 2.2 points below their equivalent group. Black African pupils are above the overall national average but 1.4 points behind their equivalent group. 'Black other' pupils are 1.2 points behind their national equivalent. Black Caribbean pupils are below Black Caribbean pupils nationally by 1.8 points.

Pupils from Mixed backgrounds have performed below the overall national average and are 1.6 points behind their equivalent group. 'Mixed other' pupils have performed above the overall national average by 5.2 points and 2.7 point above their equivalent group. White and Asian are just above the national average but 5.1 points behind their group nationally.



The above graph shows the percentage of pupils achieving grades 5 or above in both English and Maths GCSEs attainment across ethnic groups in Birmingham against equivalent National.

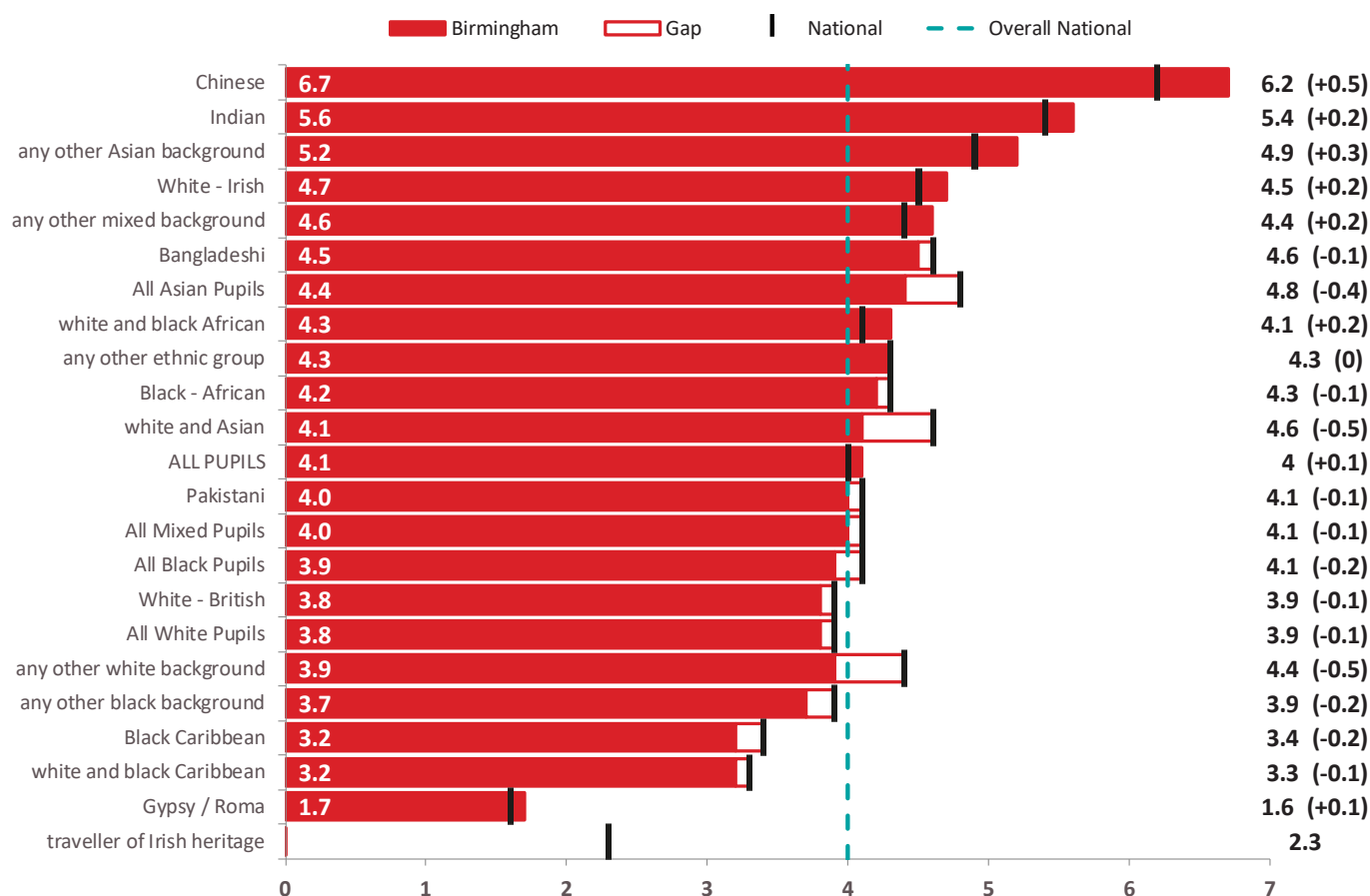
Asian pupils' attainment as a group is above the overall national average but below their equivalent group by 7.7%. Indian pupils have performed the highest out of the group, above the overall average and 2.6% above their equivalents nationally. Bangladeshi pupils perform above the overall national average but 2.4% behind their equivalent group. Pakistani pupils are behind the overall average and 3.0% behind their equivalent nationally. 'Asian other' pupils are above the overall national average and 2.8% above their equivalents nationally.

As a group White pupils' attainment is below the overall average and just slightly below their equivalent group. White British pupils perform below the overall national average and 0.6% below their equivalent group. 'White other' pupils' attainment is below the overall national average and significantly behind their equivalent group by 7.9%. Irish attainment is strong, being above the overall national average and 12.9% above their equivalents.

Black pupils' overall attainment is below the national average. Black African pupils performed the strongest within the group and are above the overall national average and 2.3% behind their equivalent group. 'Black Caribbean' pupils are 3.6% behind and 'Black other' pupils are 2.5% behind their group nationally.

Pupils from a Mixed background are behind the overall national average and 4.1% behind their equivalent group. 'White and Asian' pupils' performance is above national average but is 10.2% behind their equivalent national group. 'Mixed other' pupils are above the overall national average and 2.0% above their equivalents nationally.

### Birmingham's 2023 average English Baccalaureate Average Points Score by ethnicity against National



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 0.2 more points at EBacc than other Indian pupils nationally. 'Asian other' pupils have also achieved above the overall national average and above their national equivalents by 0.3 points. Pakistani pupils' average points are in line with the overall national and slightly behind other Pakistani pupils nationally.

White pupils as a group are behind the overall national average and slightly behind their equivalent group. White British are below the national average and slightly behind their equivalent group by 0.1 points. 'White other' pupils are below the national average and 0.5 points below their equivalents. Irish pupils are 0.2 above their national equivalents and above the overall national.

As a group, Black pupils have achieved below the overall national average and 0.2 points behind their equivalents. Black African pupils are above the overall national average and slightly below their national equivalents by 0.1 point, while 'Black other' pupils achieved just below the overall national average and 0.2 points below the equivalent. Black Caribbean pupils achieved 0.2 points below other Black Caribbean pupils nationally.

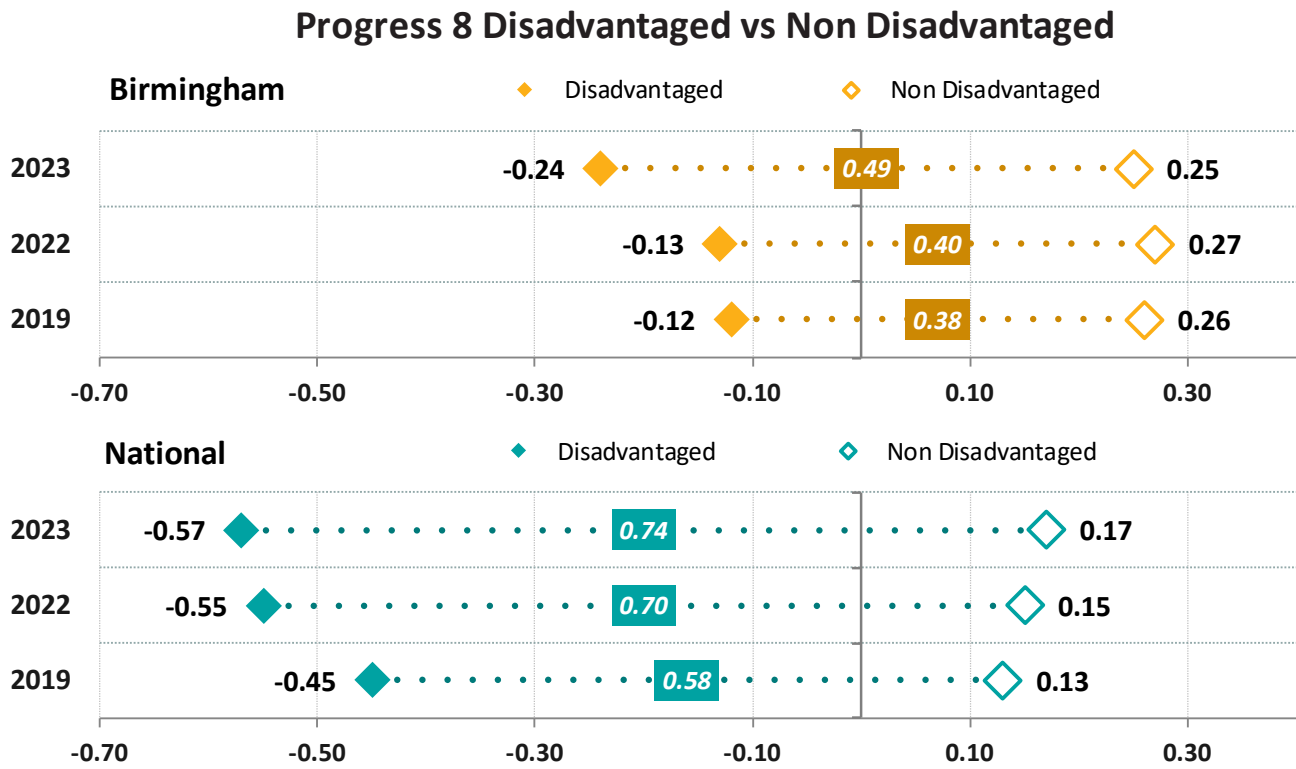
Pupils from Mixed backgrounds achieved in line with the overall national average and 0.1 points below Mixed pupils nationally. 'Mixed other' pupils have achieved the highest outcomes within this group, being both above the overall and equivalent averages nationally. White and Asian pupils achieved above the overall national average though 0.5 points below other pupils in the same group.

Chinese pupils have done well, attaining 0.5 points more than Chinese pupils nationally.

Attainment Gaps

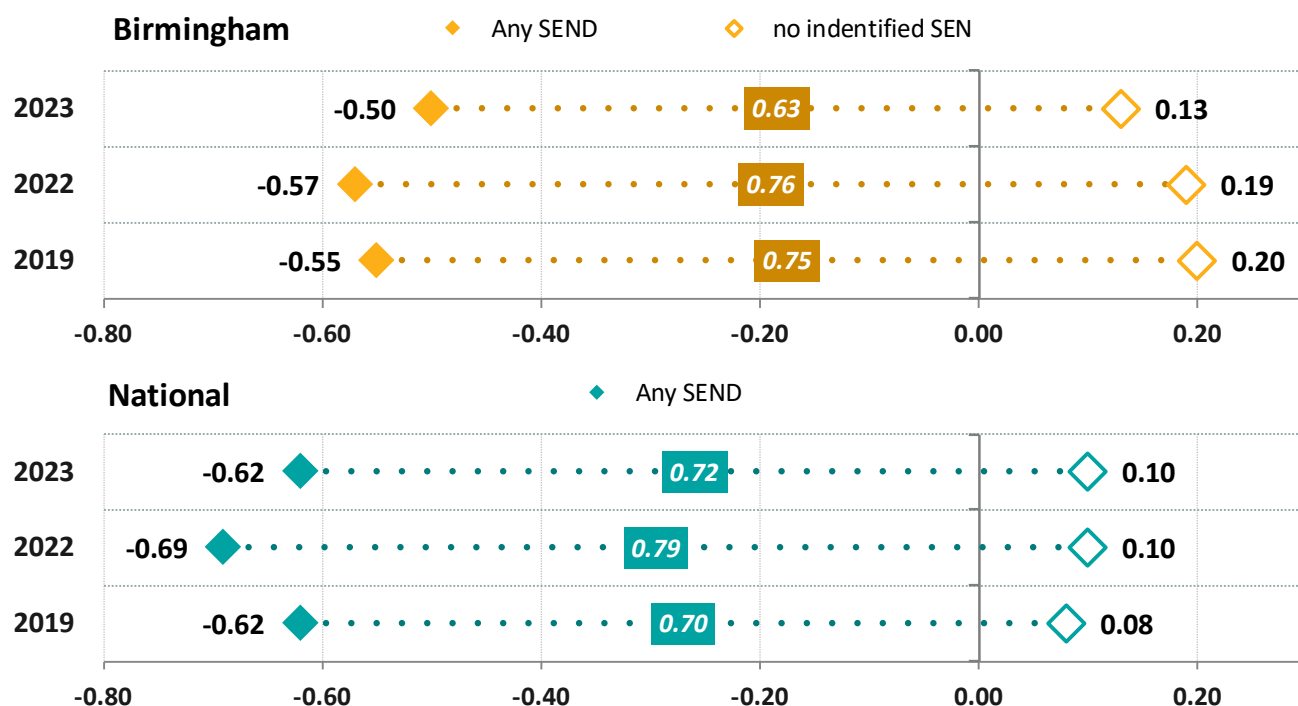
Progress

The following graphs concentrate on the differences in progress between two pairs of opposite pupil groups covering the previous three years. The lower progressing group is represented by a solid diamond to the left 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 the above graph, Birmingham, both disadvantaged and non-disadvantaged pupils, make more progress than their national equivalents, year on year the progress gap has been widening for both Birmingham and National (disadvantaged pupils). However, the progress gap is much narrower in Birmingham.

## Progress 8 Any SEND vs no identified SEN



The above graph shows the progress gap for SEND pupils, between 2019 and 2023, 'Any SEND' progress have improved but 'no identified SEN' scores have fallen in Birmingham, so the performance gap has reduced. National is very similar for 'any SEND' pupils and 'no identified SEN' pupils'.

## Attainment

The graphs on the next page concentrate on attainment, again showing differences between matching pairs of 'opposite' pupil groups by the end of the 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, and national figures on the right.

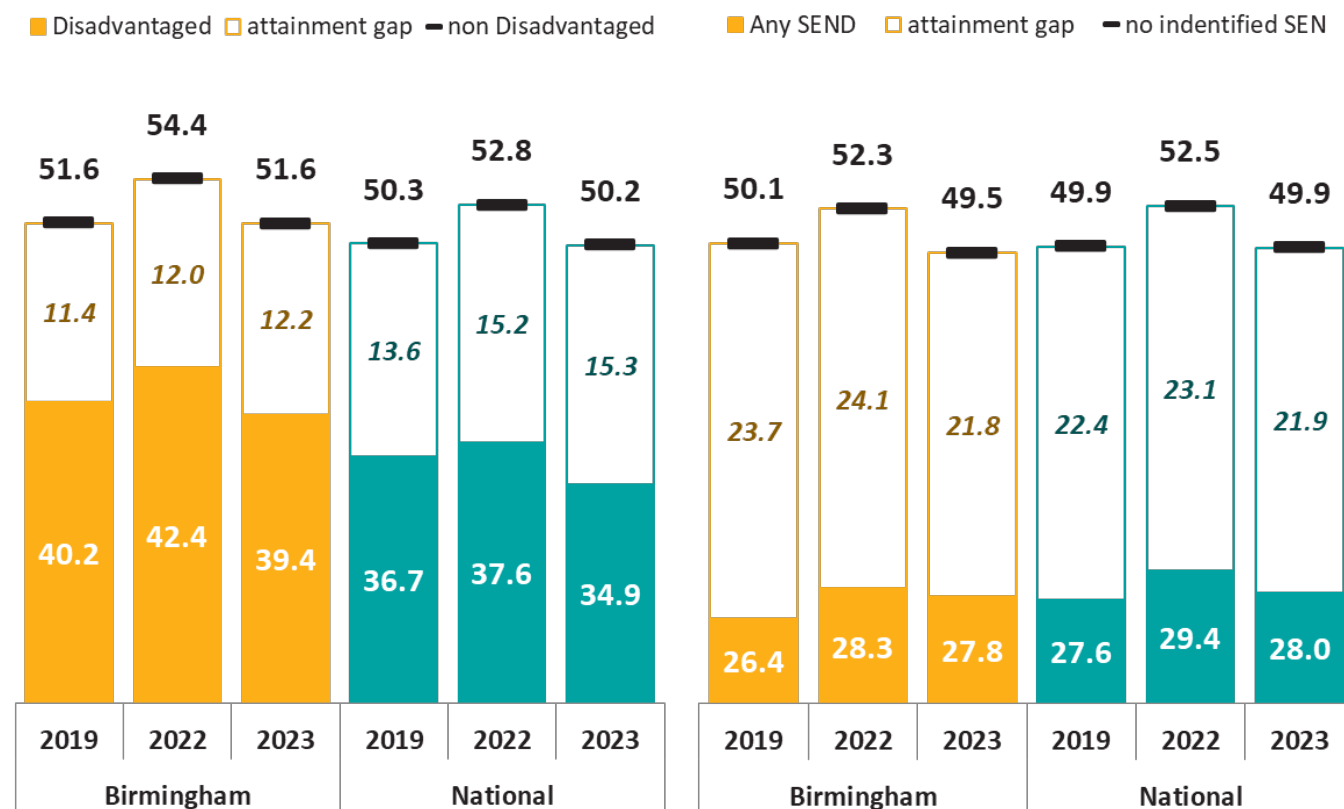
The average 2023 Attainment 8 scores for disadvantaged and non-disadvantaged pupils' groups are higher in Birmingham than their national equivalents. The Birmingham attainment gap is 3.1 points smaller than national, and both groups saw a decrease in attainment since 2022.

The gap in Attainment 8 outcomes for SEND pupils in Birmingham is slightly narrow than national in 2023, by 0.1 points. Birmingham's attainment gap compared to 2022 has narrowed by 2.3 points and Birmingham is now only 0.2 points behind national for SEND pupils.

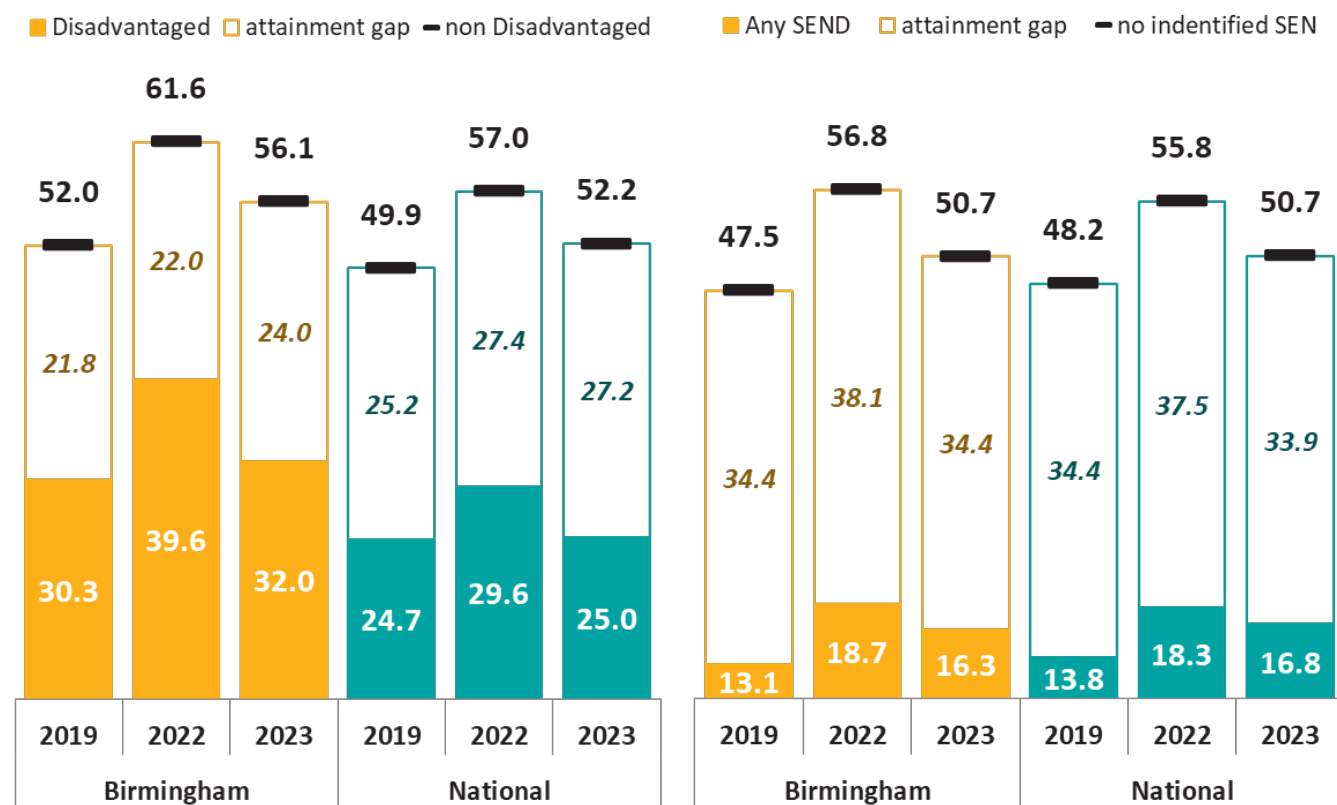
In 2023 English and Maths attainment percentages (9-5) in Birmingham for disadvantaged and non-disadvantaged pupil groups continued to be higher than the national equivalents, by 7.0%. The disadvantaged group for Birmingham saw a decline 7.6% from 2022, but still above 2019 attainment. In 2023 the attainment gap between the two groups widened by 2.0% for Birmingham and narrowed by 0.2% for national.

SEND pupils in Birmingham have seen a slight decline compared to their national equivalent group, by 0.5%. Comparing the attainment gap for Birmingham and National shows Birmingham's performance gap remains unchanged at 34.4% (compared to 2019) whereas nationally, the gap reduced by 0.5% to 33.9%

### Birmingham's 2023 average Attainment 8 Points by Pupil Group against National with attainment gap



### Birmingham's 2023 average English and Maths 9-5 Percent by Pupil Group against National with attainment gap

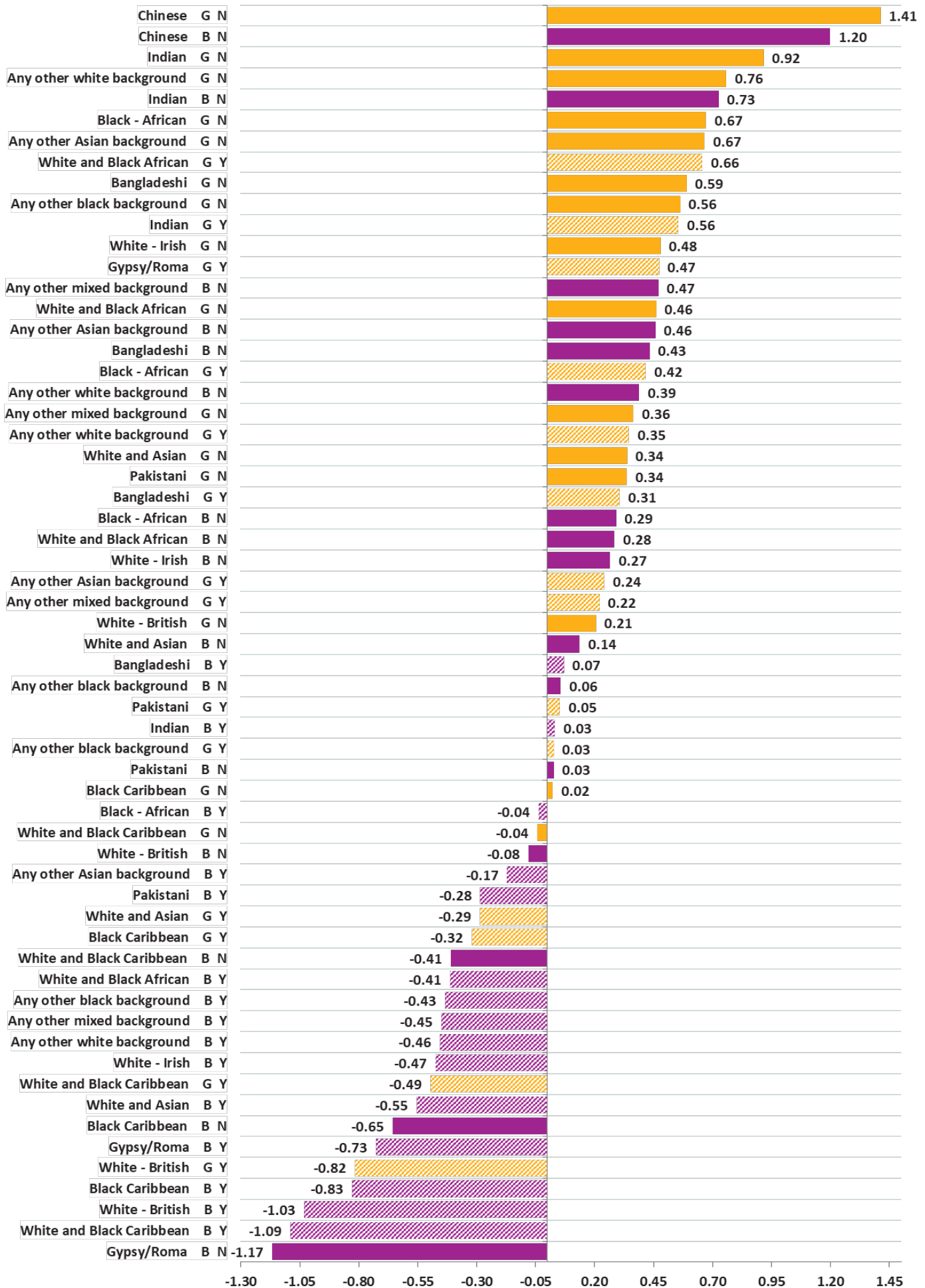




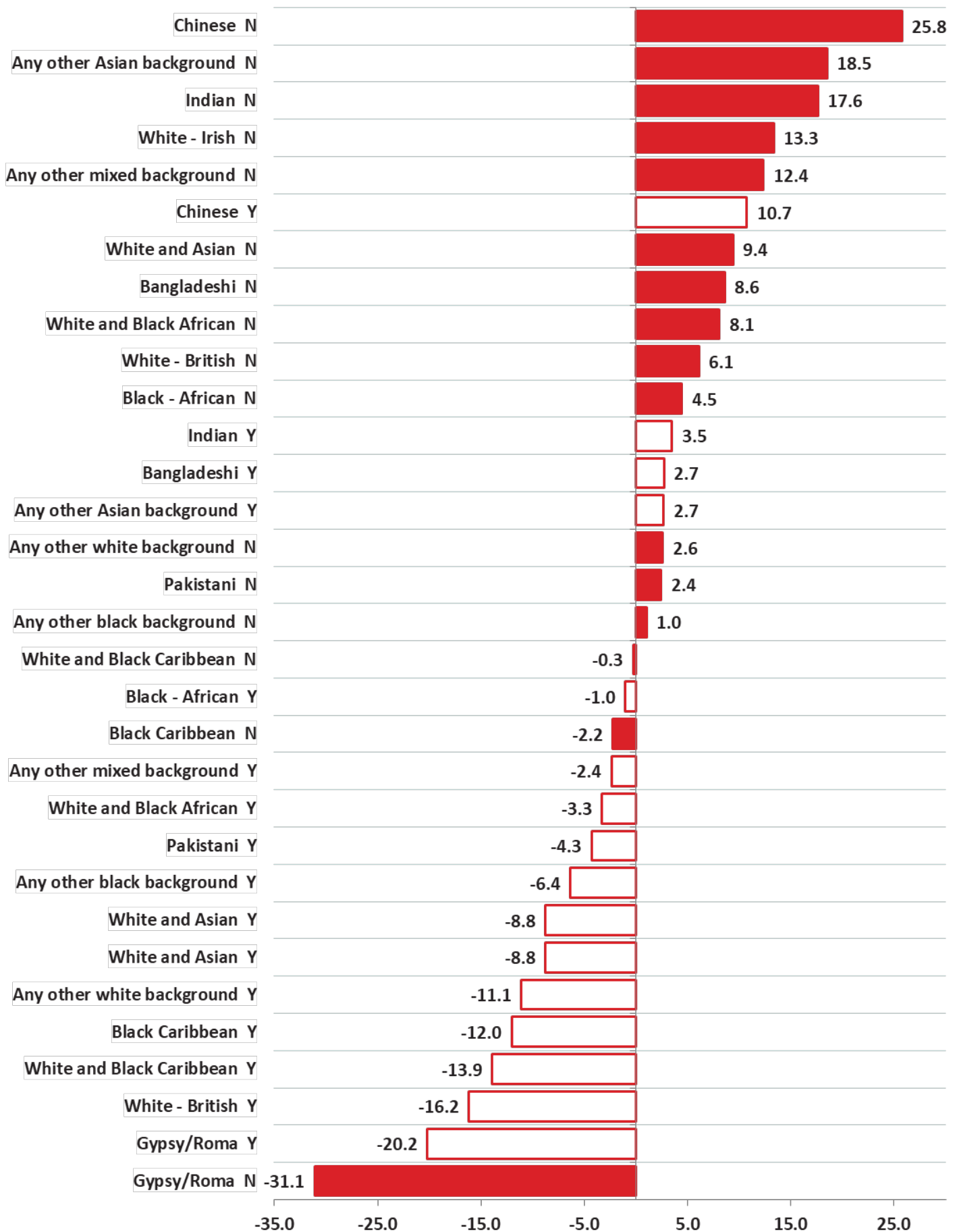
The graphs on the following page shows the differences in progress 8 between ethnic groups by gender and disadvantaged status relative to the LA overall average. The following ethnicity groups have been suppressed due to small numbers when applying the gender and disadvantaged split: Chinese, White and Asian, Gypsy/Roma, White Irish, Travellers of Irish Heritage and unclassified.

Generally, the pupil groups achieving more than the LA average are non-disadvantaged with a higher ratio of girls than boys. Disadvantaged 'White and Black Caribbean', 'White British' and 'Black Caribbean' boys are the furthest below the LA average for Progress 8.

% Difference to LA average Progress 8 score by Gender, Ethnic Group and Disadvantaged eligibility. Progress 8 LA Average =0.03

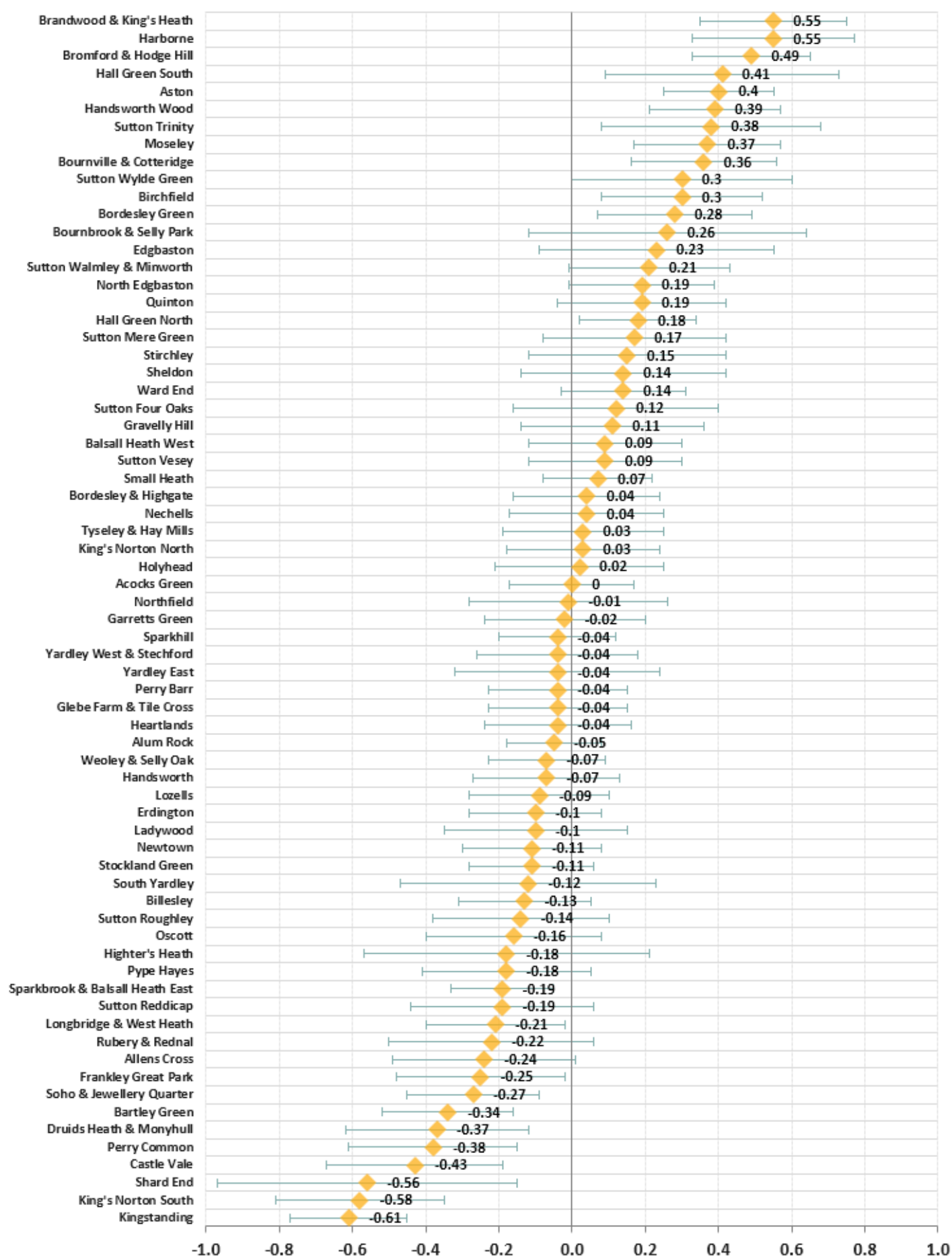


**% Difference to LA average in Attainment 8 by Ethnic Group and Disadvantaged eligibility. Attainment 8 LA Average =46**

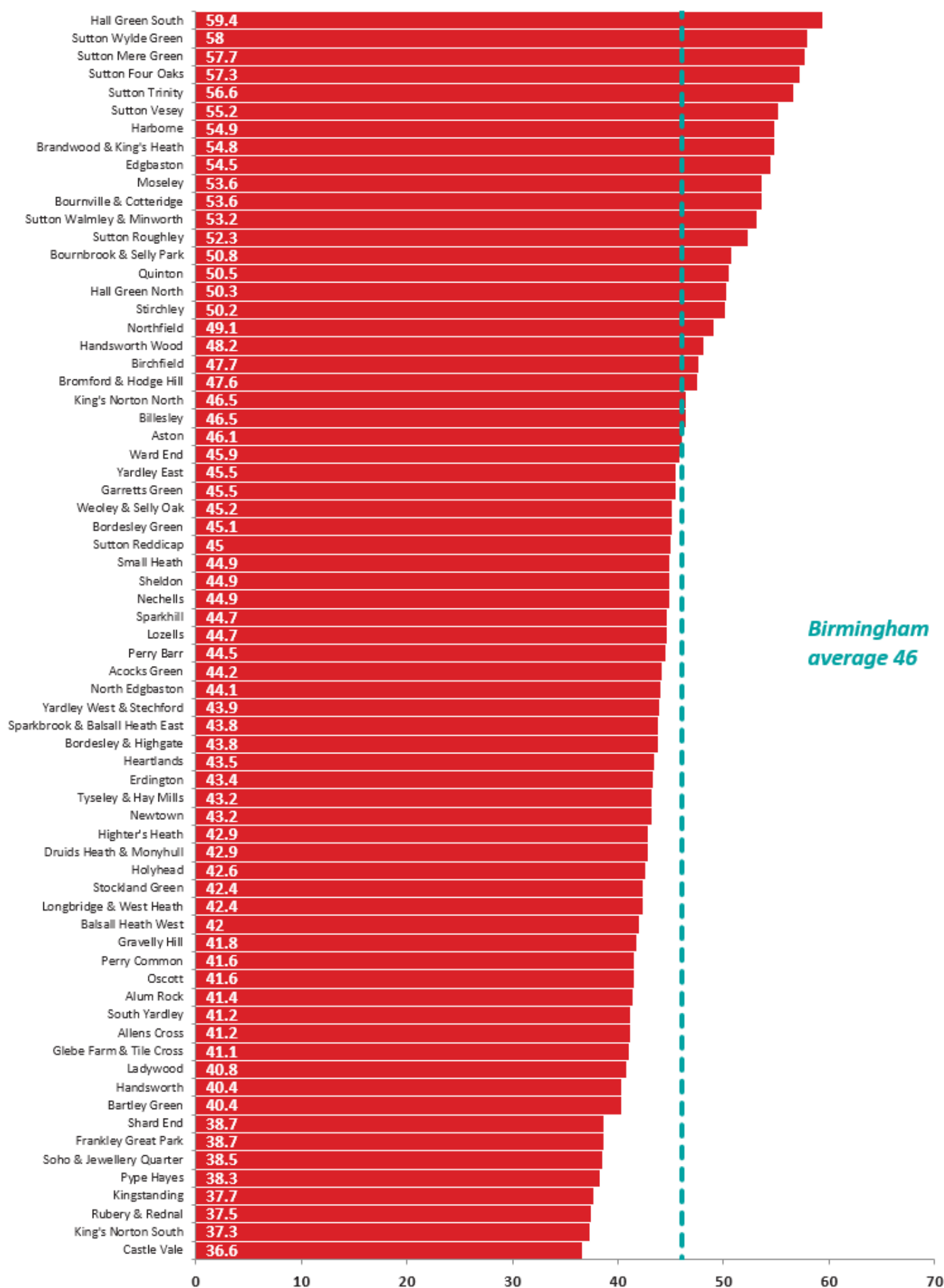


## Key Stage 4 Outcomes by Ward

## 2023 Progress 8 by Ward All Pupils



### 2023 average Attainment 8 Points by Ward All Pupils

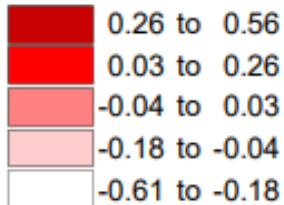


# Key Stage 4: 2023 Average Progress 8 score by ward

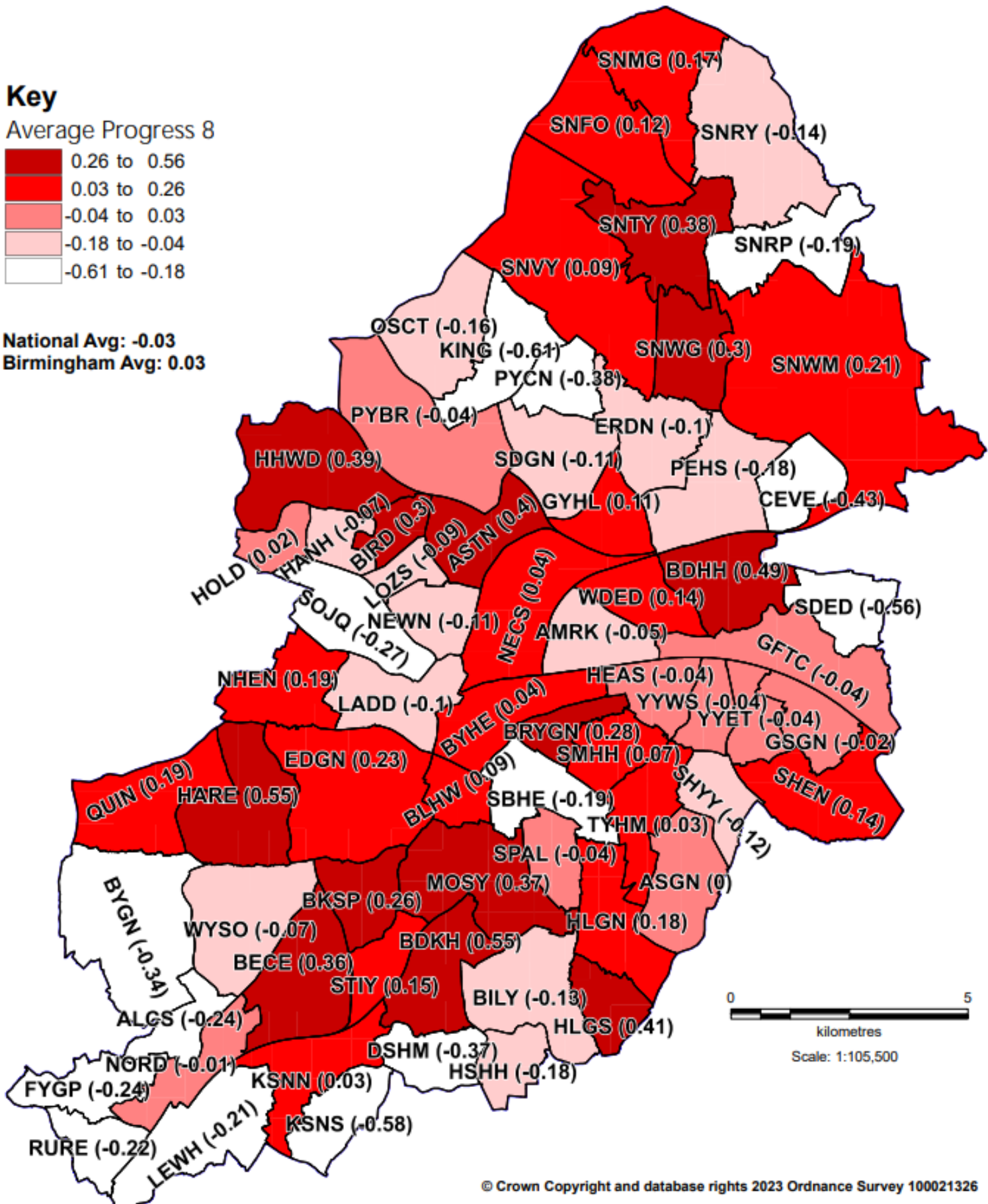


## Key

Average Progress 8

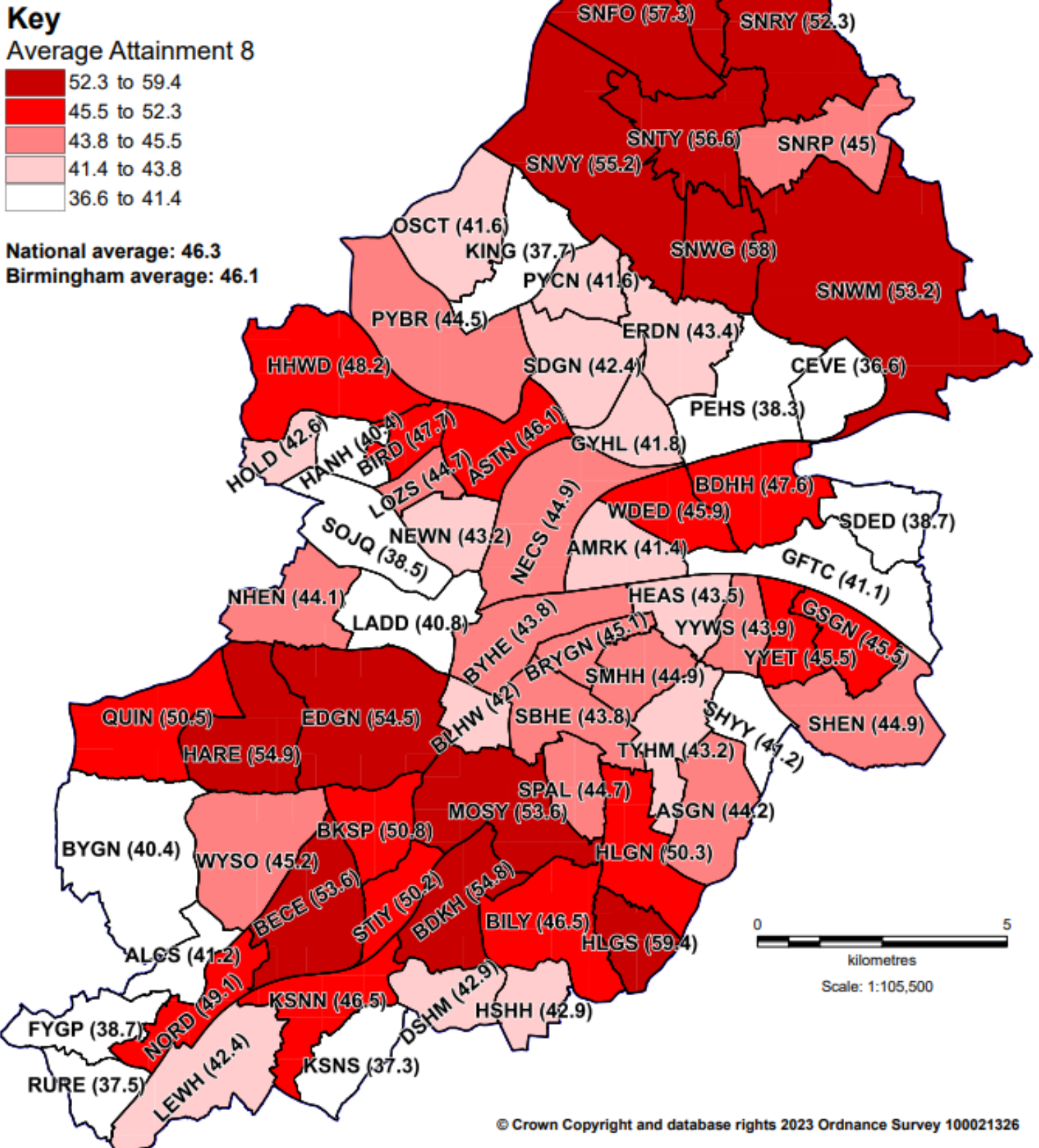


National Avg: -0.03  
Birmingham Avg: 0.03





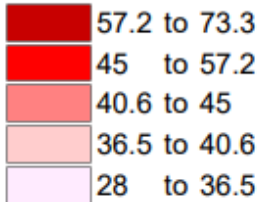
# Key Stage 4: 2023 Average Attainment 8 score by ward



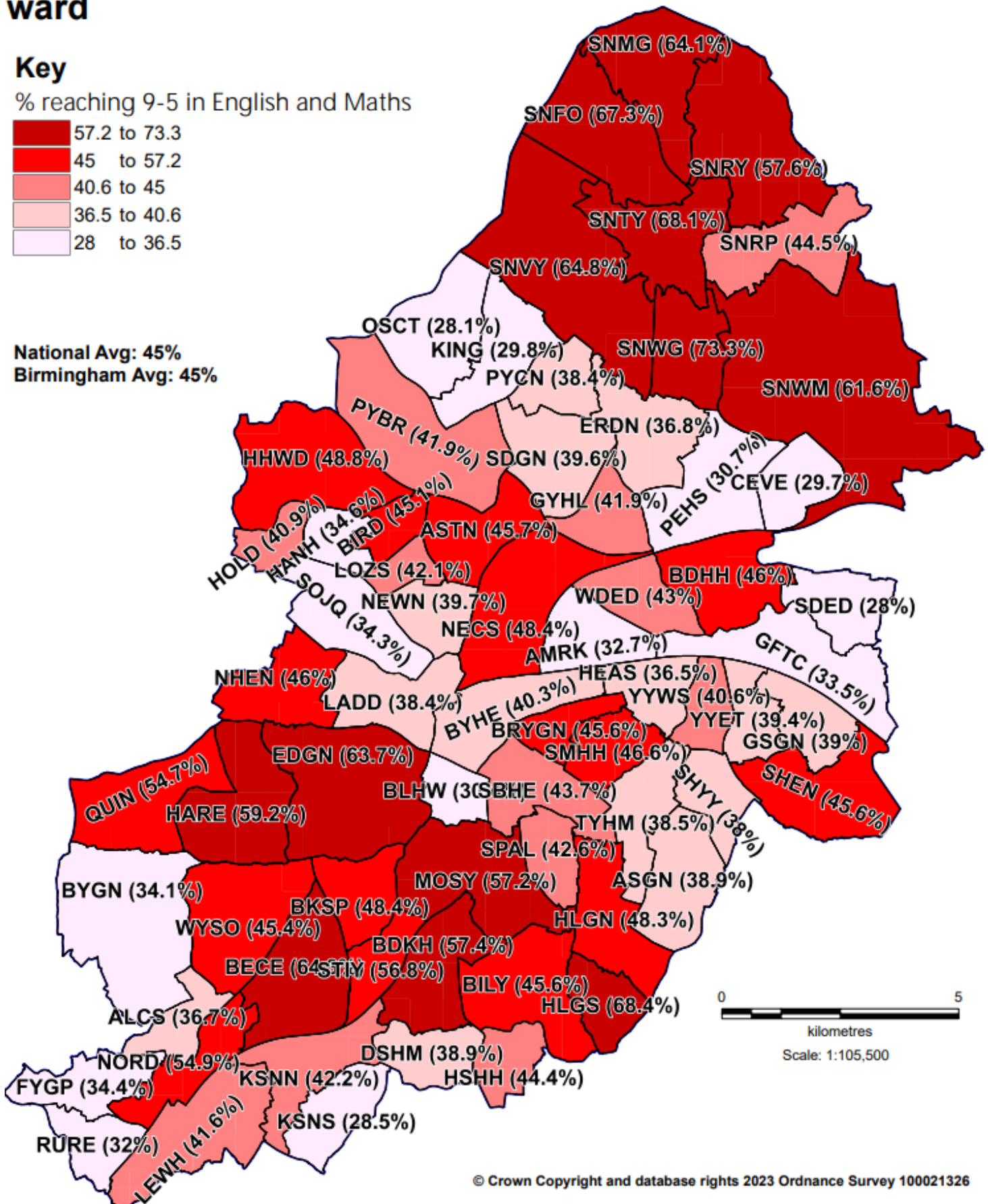
# Key Stage 4: 2023 % reaching 9-5 in English and Maths by ward

## Key

% reaching 9-5 in English and Maths

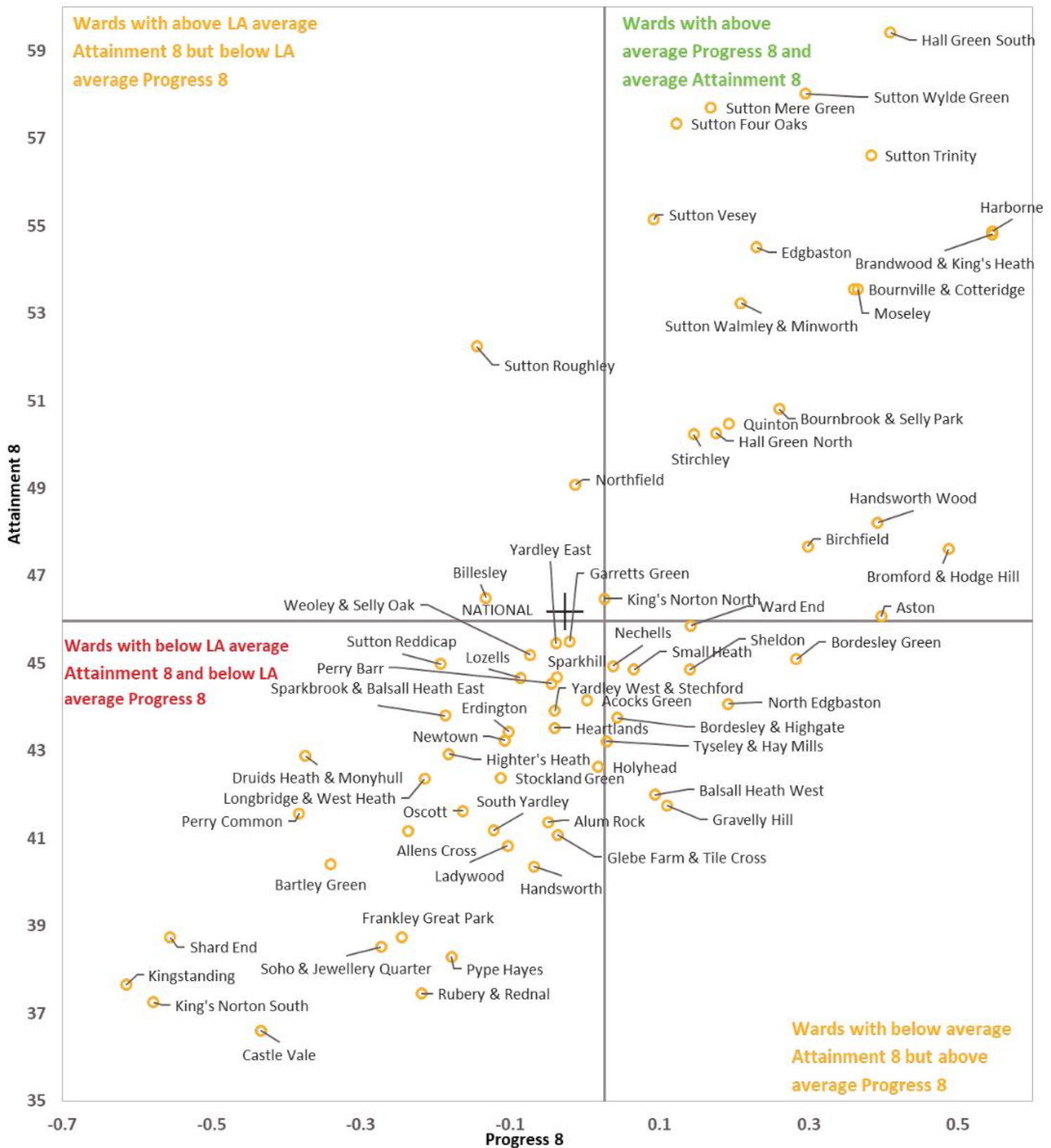


National Avg: 45%  
Birmingham Avg: 45%





## Attainment vs Progress 8 by Ward -



The above chart compares the average Attainment 8 score achieved in each Ward in Birmingham to the average Progress 8 made (pupils living in the ward).

A Ward on the same horizontal axis made the same average Attainment 8. For example, pupils living in 'Sparkbrook & Balsall Heath East' has similar attainment outcomes to pupils living in 'Bordesley & Highgate'

however, their Progress 8 scores are very different. This shows that while outcomes are similar in the two Wards, those in 'Bordesley & Highgate' have made comparatively more progress in getting there.

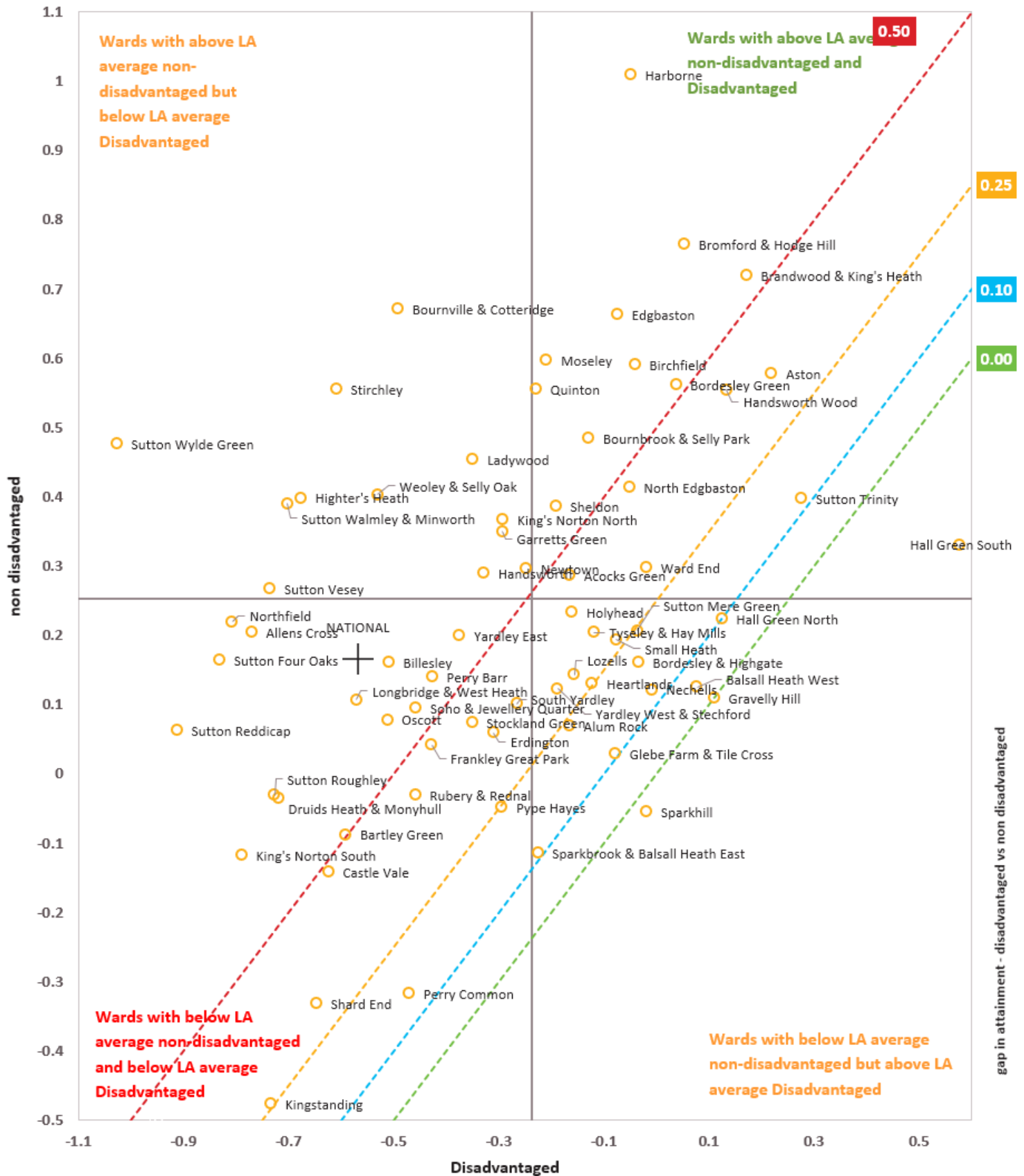
Wards on the same vertical axis have the same Progress 8 score. For example, pupils living in 'Holyhead' have made comparatively similar progress as those living in 'King's Norton North'. As their Attainment 8 scores are very different, this indicates that on average children in 'Holyhead' started with lower prior attainment.

Generally speaking, there is a clear correlation between progress and attainment, with some wards (Sutton Roughly and Northfield) where pupils have made less than the LA average for Progress 8 but above average for Attainment 8. Kingstanding is the lowest performing ward where pupils have made both the least progress and achieved close to the least attainment.

The following 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.

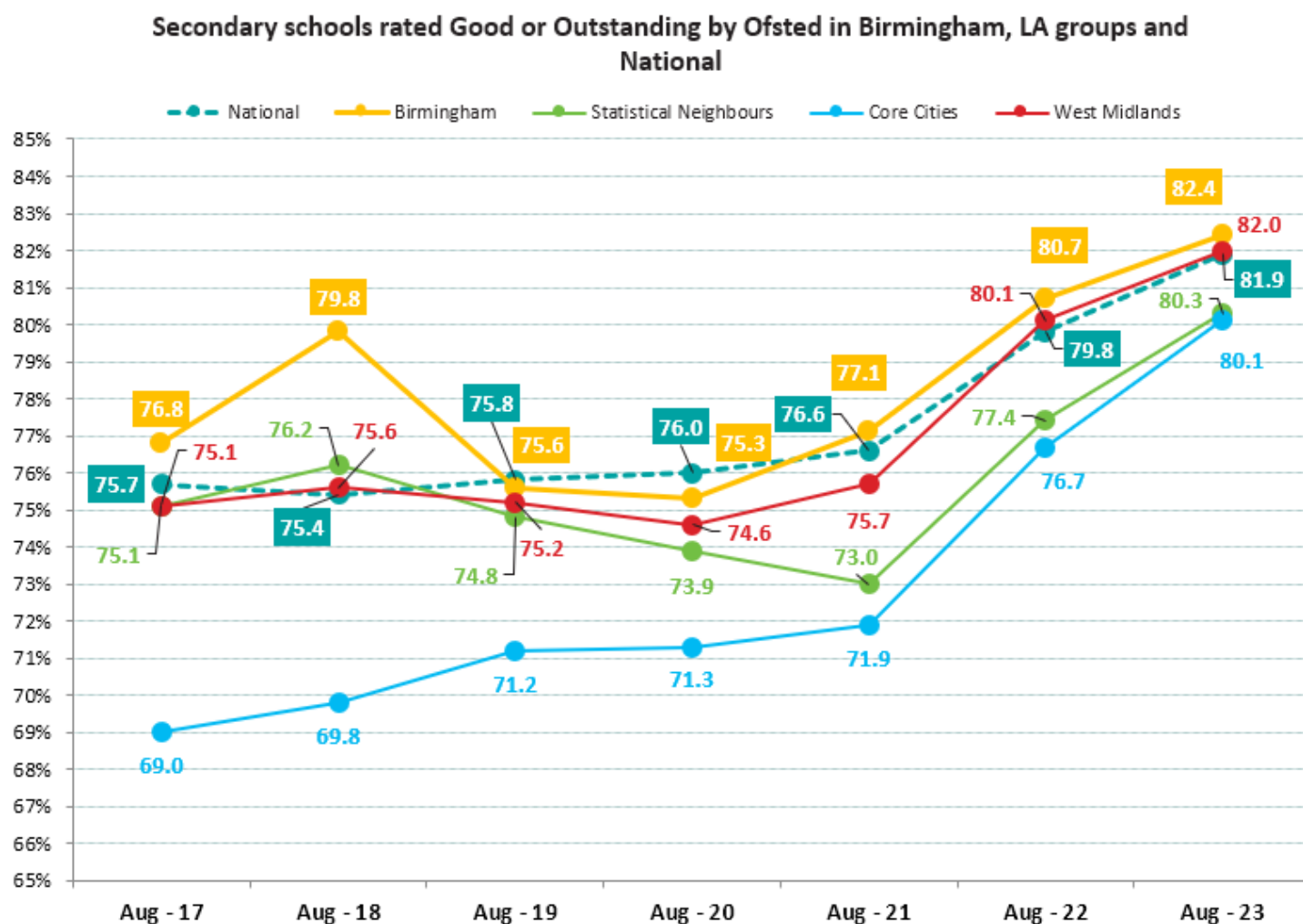
The four diagonal lines help to show how different the progress is between the two pupil groups. For example, disadvantaged pupils in 'Quinton' and 'Sparkbrook & Balsall Heath East' have made similar progress. However, the non-disadvantaged gap is much wider, in 'Quinton' where non-disadvantaged pupils perform better than non-disadvantaged pupils in Sparkbrook & Balsall Heath East' by 0.67 points.

### Disadvantaged vs Non-Disadvantaged Progress 8 by Ward



## Ofsted Outcomes for Secondary Schools in Birmingham

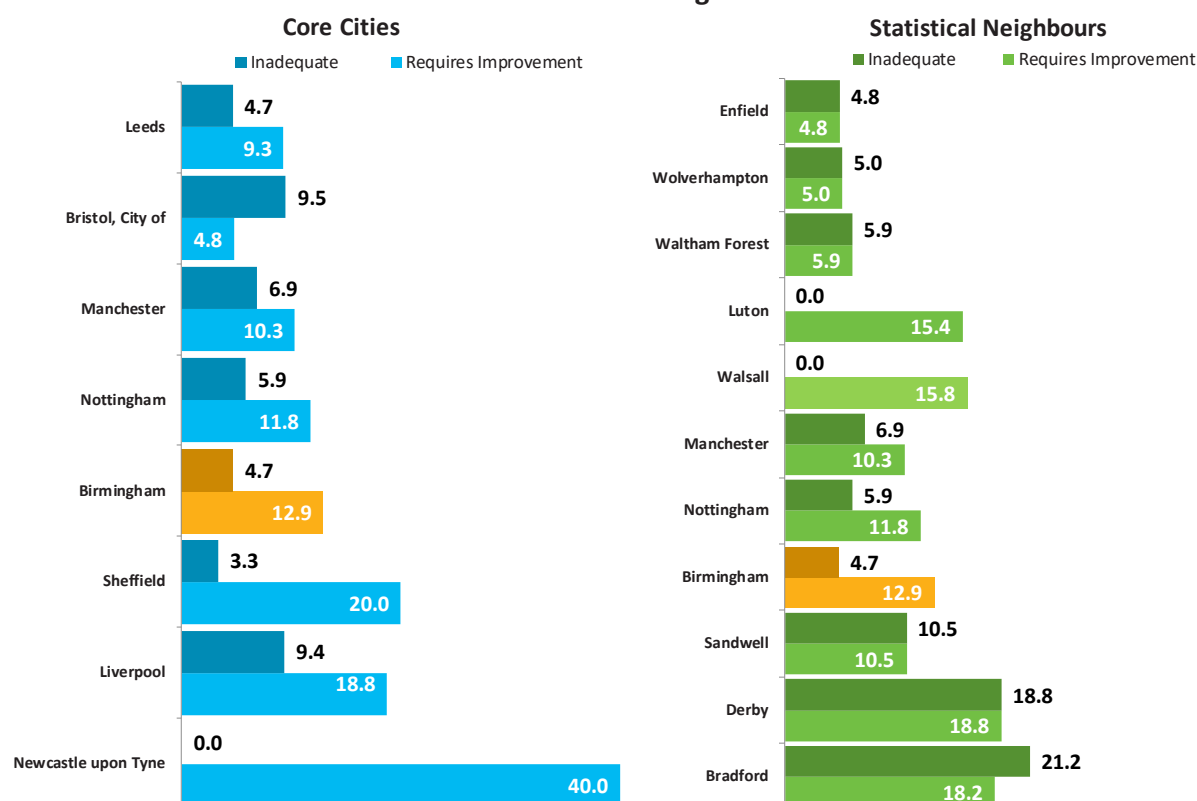
To help compare Birmingham's Secondary schools to National and other LA groups, we have used official Ofsted outcomes up to August 2023 to show the proportion that are rated Good or Outstanding.



As of August 2023, Birmingham has had a higher proportion of Good and Outstanding secondary schools than the national average. In August 2020 Birmingham dipped slightly below the national average. However, August 2021 to 2023 have seen a percentage increase year on year and remains, above the national average by 0.5%. Please note secondary schools also include all-through schools.

Birmingham continues to compare favourably to Statistical Neighbours, Core Cities, and the West Midlands.

### % of Secondary Schools rated as Requires Improvement or Inadequate by Ofsted as of August 2023



The above chart shows the percentage of Secondary schools rated Inadequate or Requires Improvement by LA. We can see that Birmingham is ranked 8th out of 11 for Statistical Neighbours with less proportion of schools rated Inadequate and Requires Improvement and 5<sup>th</sup> out of 8 for Core cities (lower the better).

### Schools that may benefit from support.

From September 2019, the floor and coasting standards no longer apply. The Government has set out a support offer for schools identified as 'requires improvement' in their latest Ofsted report. For more detail, click on the following link:

Select this link - <https://www.gov.uk/guidance/trust-and-school-improvement-offer>

# 16 -18 Study

## Key Messages

- All of Birmingham's overall performance indicators are **higher** than the state funded averages for National, for A levels, Academic and Tech Level qualifications.
- Birmingham is ranked either 1<sup>st</sup> or 2<sup>nd</sup> within Core Cities and Statistical Neighbours groups.
- 22.2% of A Level students achieved at least AAB grades, of which at least two were in facilitating subjects, compared to 17.0% nationally. (state funded schools)
- 27.3% of A Level students achieved at least AAB grades in Birmingham compared to 23.4% Nationally. (state funded schools)
- 18.1% of students achieved at least 3 or more A levels of A\*-A compared to 14.3% Nationally. (state funded schools)
- There has been an **upwards** trend in the percentage of students entered for Applied General qualifications, nationally and in Birmingham. Birmingham 3.7% higher than National in 2023. (state funded schools and colleges)
- The average grade achieved for A Level has **declined** in Birmingham from 2022 by one fine grade (grade B to B-) and remains above the National average grade. (state funded schools)
- The average grade achieved at A Level for disadvantaged students in Birmingham is the same as the Disadvantaged students nationally.
- The average grade achieved at Applied General for disadvantaged students in Birmingham is **better** by one fine grade compared to national, Birmingham achieved Distinction- and National Merit+.

## Background

The 16-18 school and college accountability performance measures include the following specialist areas:

- **A Level**
- **Academic** (the A level cohort is a subset of this, so the academic cohort includes A level outcomes as well as the outcomes of other academic qualifications)
- **Applied general** - provide a broad study of a vocational area. They are designed to lead to higher education, and they include areas such as performing arts, business and health and social care.
- **Tech level** – level 3 technical qualifications for students wishing to develop specialist skills and knowledge for a technical occupation or industry. They lead to recognised occupations, for example, in engineering, IT, accounting, or professional cookery.
- **Technical Certificates** - level 2 qualifications that equip post-16 students with the knowledge and skills they need for skilled employment or further technical study.

This document includes attainment data for students who attend a state funded 6<sup>th</sup> form and state funded schools and colleges.

For 2022/23 English and maths progress measures were not published by the DfE as set out in 16 to 18 accountability headline measures: technical guide, this is because, for most students DfE would have to use KS4 prior attainment data from summer 2020 or summer 2021, DfE have committed not to use in performance measures.

Similarly, 16 to 18 value-added measures, which would rely on KS4 prior attainment, including some data from summer 2020 and 2021, continue not to be published in 2022/23. Value-added measures will return as soon as possible, which will be for the 2023/24 academic year at the earliest; further details are included in the DfE published technical guide.

*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:**

[School and college performance measures - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-college-performance-measures)

## 16–18 Headline Measures

<b>National</b>	<b>A Level</b>	<b>Applied General</b>	<b>Tech Level</b>	<i>Students at the end of 16-18 study</i>
All Schools and FE sector Colleges	<b>B-</b> 35.16	<b>Merit+</b> 29.56	<b>Merit+</b> 28.51	595214
All State Funded Schools and Colleges	<b>C+</b> 34.05	<b>Merit+</b> 29.51	<b>Merit+</b> 28.49	553929
All State Funded Schools	<b>C+</b> 34.51	<b>Dist-</b> 30.92	<b>Dist-</b> 33.16	264138

<b>Birmingham</b>	<b>A Level</b>	<b>Applied General</b>	<b>Tech Level</b>	<i>Students at the end of 16-18 study</i>
All Schools and FE sector Colleges	N/A -	N/A -	N/A -	N/A
All State Funded Schools and Colleges	<b>C+</b> 34.59	<b>Dist-</b> 32.44	<b>Dist-</b> 31.15	11076
All State Funded Schools	<b>B-</b> 35.66	<b>Dist</b> 35.01	<b>Dist</b> 34.68	5601

Note: All schools and FE sector colleges include independent schools and special schools. This level of outcomes is not published at LA level therefore, there are no Birmingham equivalent figures available.

### A level

In Birmingham, on average, pupils in the 'All schools funded schools' sector achieve a slightly higher grade than 'All schools funded schools and colleges' pupils. Both sectors achieve higher average point scores than their national equivalents.

Students in Birmingham State funded schools have achieved, on average a B- compared to a C+ nationally.

### Applied General

On average students in Birmingham state funded schools (6<sup>th</sup> form) achieve a higher points score than those in the state funded sector, including colleges. 'State funded schools and colleges' sector has achieved a higher than average points score than their direct National equivalent.

In Birmingham, students in both 'all State Funded' and 'State funded schools and colleges' have achieved, on average better grades than their equivalents nationally.

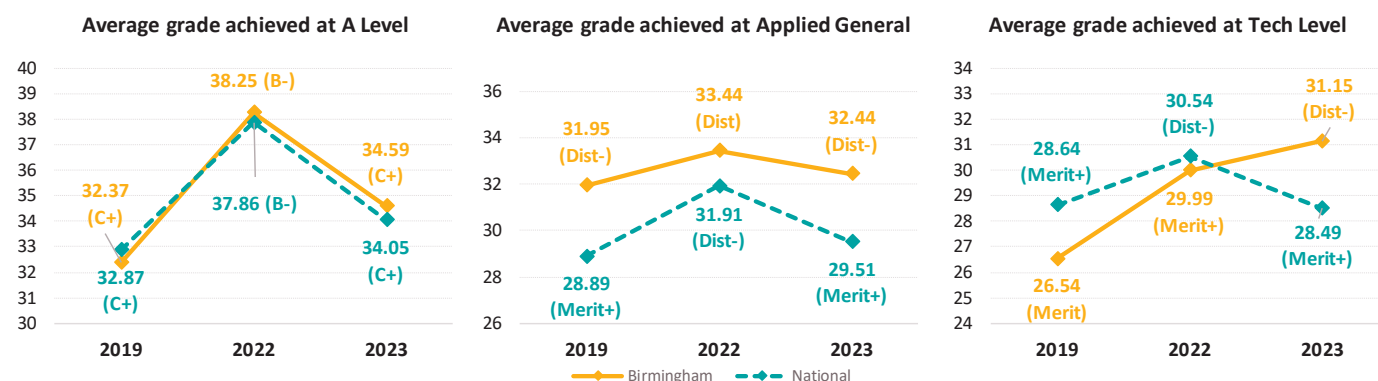
### Tech level

Birmingham students achieve one fine grade higher than the national equivalent for both 'all State funded' and 'State funded schools & colleges' sectors.

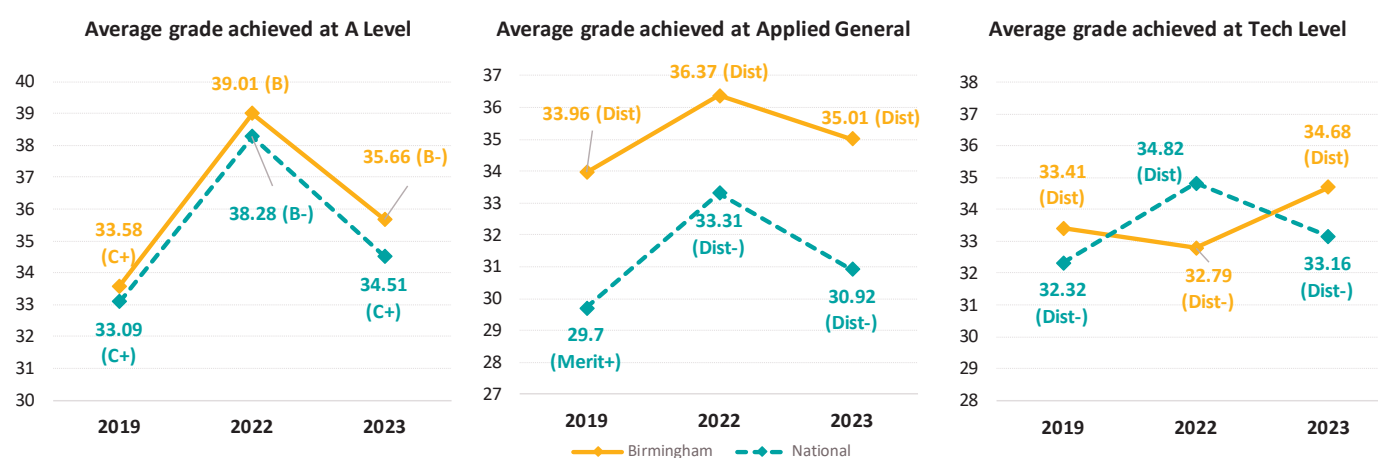


## Headline Measures - Trends

### State Funded Schools and Colleges



### State Funded Schools only



In 2023 A Level performance dipped when comparing to 2022 in Birmingham and Nationally. However, when comparing to 2019 performance (pre-COVID), the attainment rate has improved from then. State Funded schools and colleges average point score in Birmingham now being above the national equivalent, in 2023.

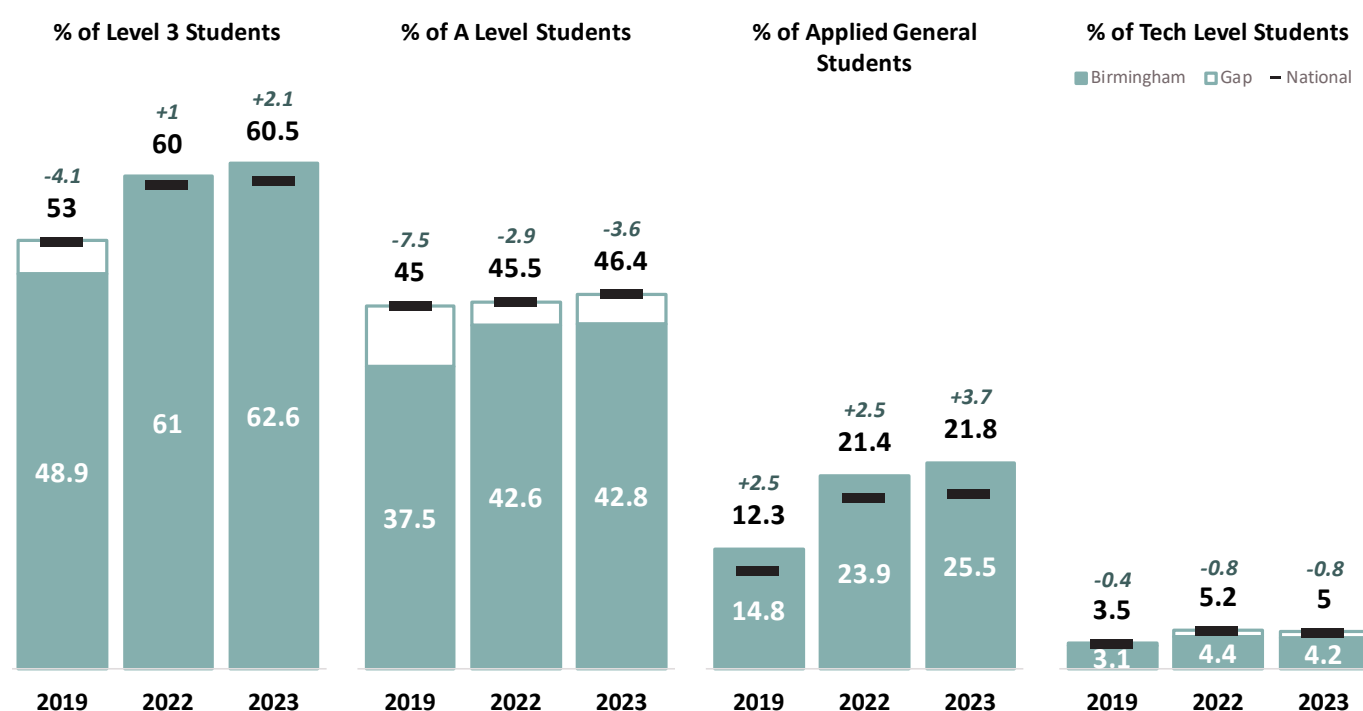
In Birmingham, the average points score achieved in Applied General qualifications dipped in 2023 but again like A Level performance is now above 2019 outcomes. Birmingham remains above national.

At Tech Level, Birmingham students have seen an overall improvement since 2019 and are now above their national equivalents.

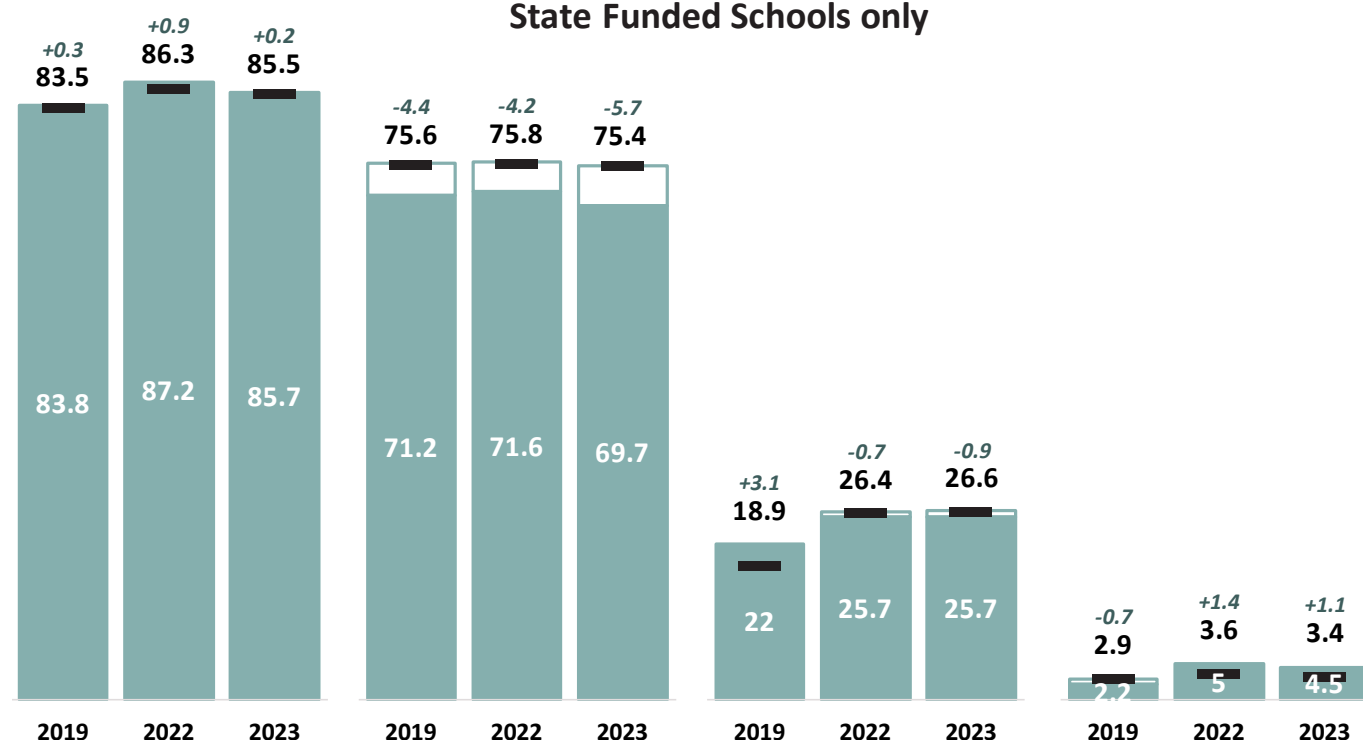
It must be noted that there are still relatively low numbers of students entered for tech levels therefore, volatility in outcomes should be expected.

## Percentages of Pupils Entered for Level 3 Qualifications by Type

### State Funded Schools and Colleges



### State Funded Schools only



Note Percentages based on all Students at the end of 16-18 study triggered for inclusion in performance tables.

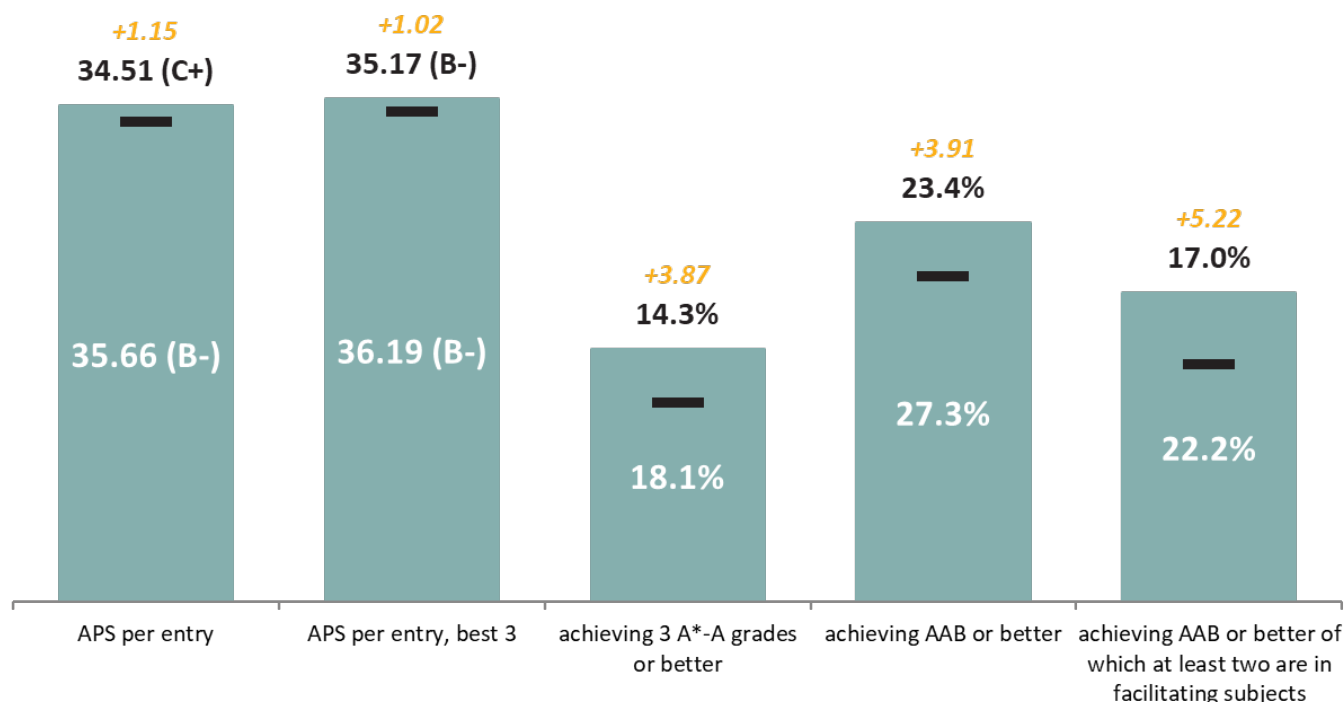
For state funded schools and colleges, Birmingham is showing an upward trend in the percentage of pupils entered for a Level 3 qualification and is now 2.1% higher than the national equivalent. In 2019 Birmingham was 4.1% behind. For state funded schools only in Birmingham, there has been a smaller increase, but it is still higher than national.

Entries in Applied General qualifications have been increasing year on year since 2019 both in Birmingham and Nationally. Birmingham with 3.7% more entries than national for state funded schools and colleges. Similarly, Tech level entries have also been increasing although at a much slower rate.

## A Level Performance Indicators

**A Level Performance Indicators for Total Students in Birmingham, compared with National - All state-funded schools**

■ Birmingham □ gap — National

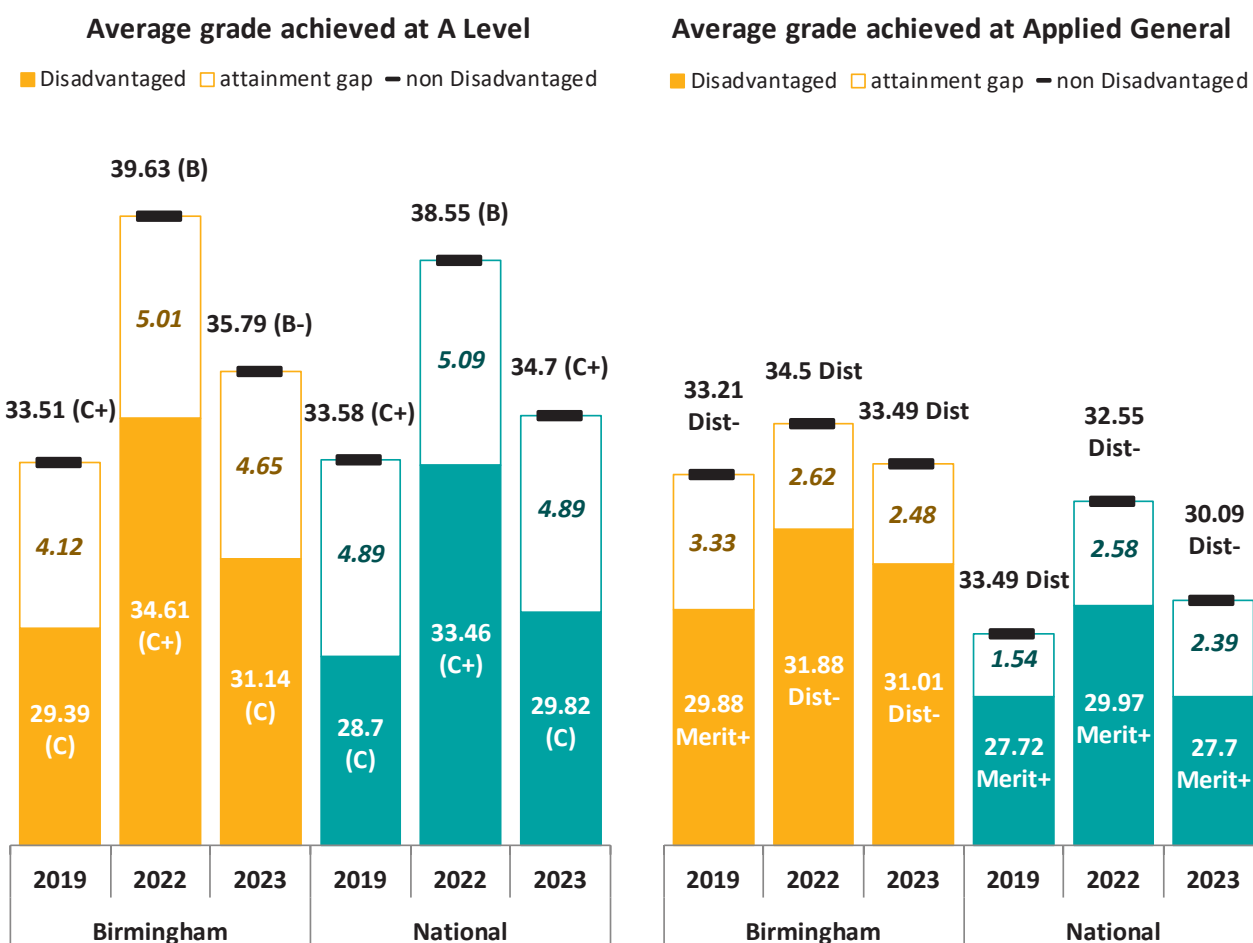


Students in Birmingham state funded schools (6<sup>th</sup> form) achieve higher than the national equivalents across all the main attainment measures for A Levels. The average point score in Birmingham equates to B-, one grade better than the national. The percentage of Birmingham students achieving AAB or better, of which at least 2 are in facilitating subjects, was 5.2% higher than the national.

The same is true for the state funded schools & colleges, Birmingham students perform better than national students for all A Level measures.

## Disadvantaged Attainment Gaps for Headline Measures

### Disadvantaged vs non Disadvantaged State Funded Schools and Colleges



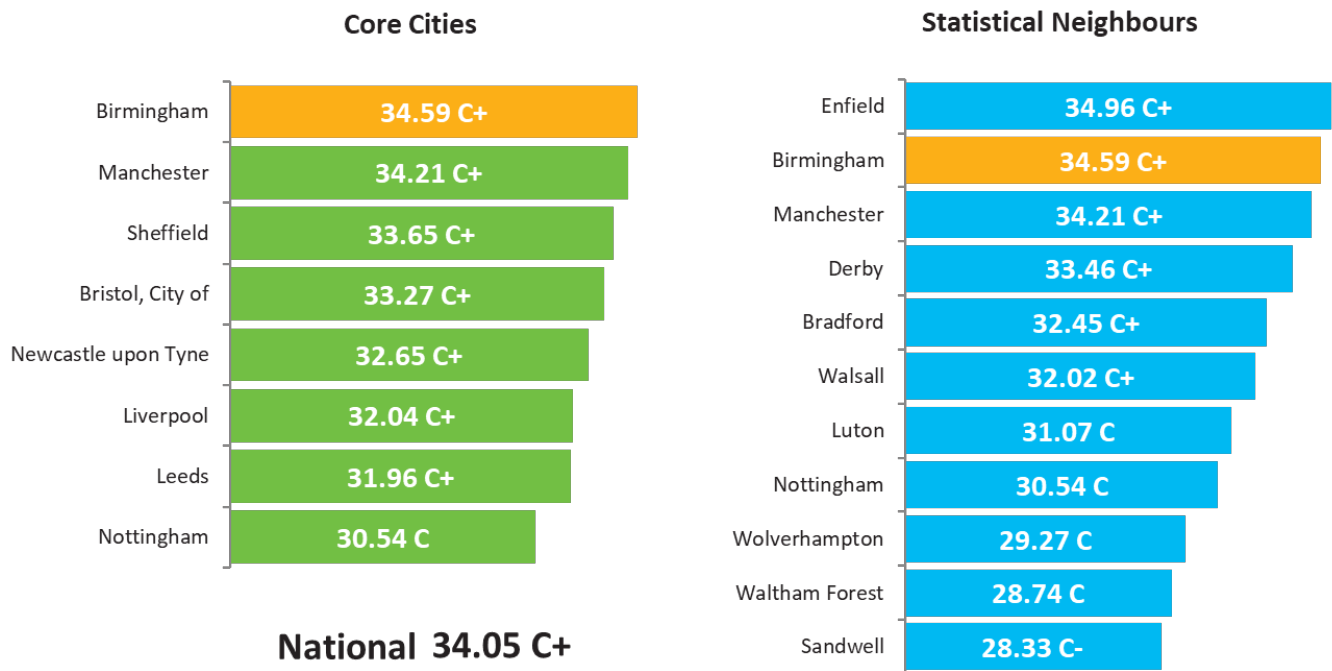
The average points score achieved by disadvantaged students in Birmingham at A level compared to 2019 is above and remains above other disadvantaged students nationally. The attainment gap between disadvantaged and non-disadvantaged students has narrowed slightly and is still smaller than national.

In Birmingham disadvantaged students achieve on average the same grade than other disadvantaged students nationally.

For Applied General Birmingham disadvantaged children achieve one fine grade better than national equivalent group. The attainment gap for Applied General is slightly higher than national.

## National Comparisons

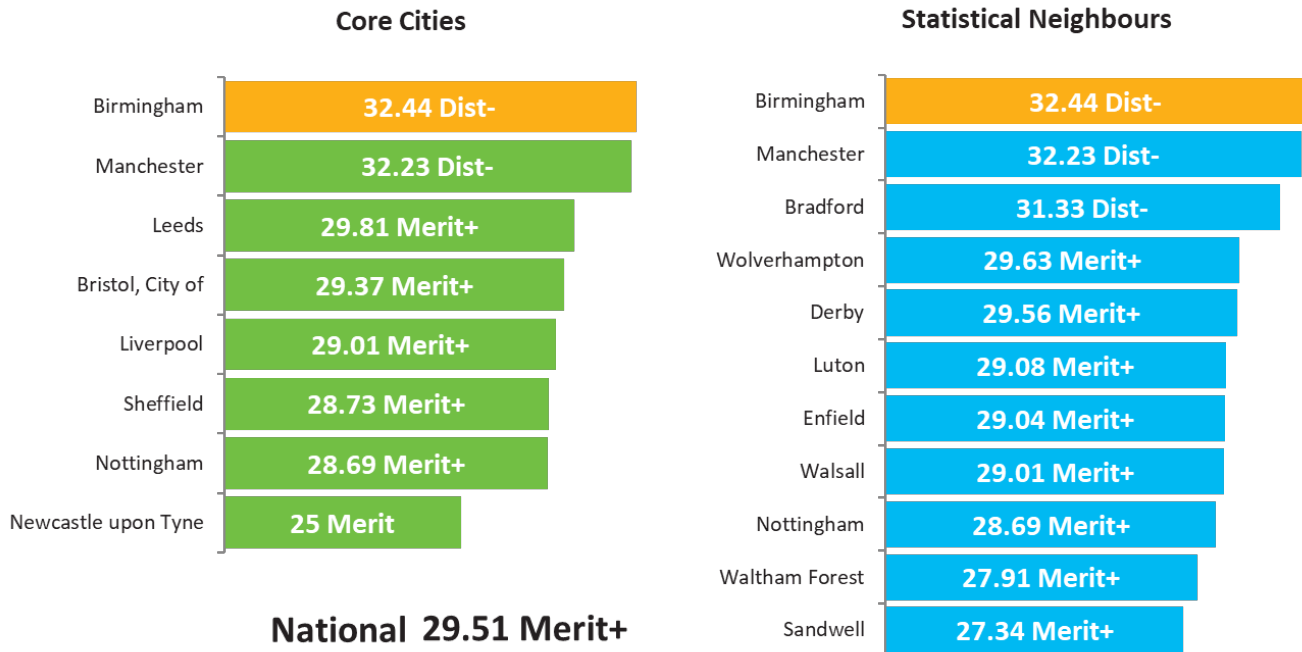
### Average grade achieved at A Level for All Pupils - All state-funded schools and colleges



The average points score achieved at A Level in 2023 Birmingham ranks 1<sup>st</sup> out of the 8 core cities and 2<sup>nd</sup> out of 11 statistical neighbours, behind Manchester.

## Applied General APS

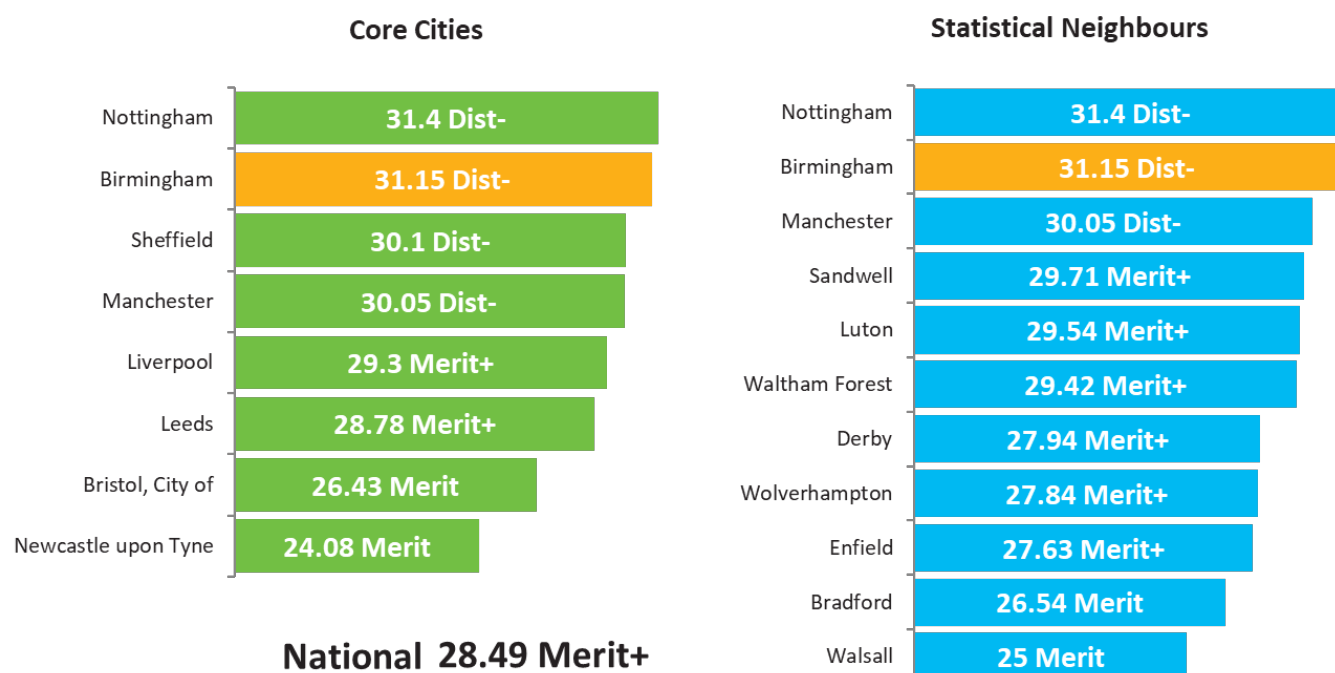
### Average grade achieved at Applied General for All Pupils - All state-funded schools and colleges



In average points score achieved in Applied General qualifications in 2023 Birmingham ranks 1<sup>st</sup> in both core cities and statistical neighbours.

## Tech Level APS

### Average grade achieved at Tech Levels for All Pupils - All state-funded schools and colleges



In average points score achieved at Tech Levels in 2023 Birmingham ranks 2<sup>nd</sup> to Nottingham in both core cities and statistical neighbours.



## Outcomes for Children Looked After (CLA)



## Key Messages

- 40.4% of children looked after by Birmingham (12 months+) achieved a Good Level of Development. This is **drop** from 45.2% in 2022.
- 79.6% of children looked after by Birmingham (12 months+) achieved the expected standard of Phonics decoding in Year 1 in 2023.
- The percentage of children looked after by Birmingham (12 months+) achieving at least the expected standard at key stage 1 (KS1) in 2023 has **increased** in **reading** and **writing** (from 41.9% to 46.7% in reading; from 34.9% to 38.3% in writing).
- There was a small **decline** in the percentage achieving the expected standard in KS1 **maths** (**from 46.5% in 2022 to 45.0% in 2023; a drop of -1.5%**).
- The percentage of children looked after by Birmingham (12 months+) achieving at least the expected standard in the KS2 **Reading test, Writing teacher assessment and Maths test** combined has **dropped** from 38% to just over **34%** in 2023. This reflects drops in the individual subjects.
- Children looked after by Birmingham (12 months+) **made more progress** between key stage 2 and key stage 4 in 2023 compared with the three previous comparative years (2022,2019,2018).
- In 2022, the percentage of Birmingham CIN achieving the expected standard in KS2 reading, writing and maths combined **dropped** by two percentage points to 30%.
- In 2022, Birmingham's children in need **made** similar progress to CIN children in the West Midlands and England.

## Background

### Early Years Foundation Stage Profile and Phonics

The DfE does not publish social care comparative outcomes for these assessments, but LAs can use data from NCER Nexus. This is useful for internal purposes, but it is unofficial data and the comparative measures based on it come with caveats.

### Key stage 1

For social care groups, the DfE only publishes national CLA KS1 results. It does not publish comparative outcomes at LA or regional level.

LAs have access to current and historic comparative data for KS1 through NCER Nexus. It's based on data released by the DfE but processed by NCER.

The latest 2023 comparative data within NCER Nexus is unofficial and may be incomplete. It is suitable for internal use only.

### Key stage 2 and Key stage 4

The DfE will release 2023 comparative KS2 and KS4 data for social care groups in April/May. This is considerably later than the main LA and national datasets, which became available in the Autumn.

LAs have access to unofficial comparative data at national and regional level ahead of the DfE publication, but this is for internal use only due to DfE restrictions.

LAs can publish their 2023 results but these may differ to the later official results because the DfE may include or remove pupils when applying their specific methodology to calculate the measures. As well as changing the cohort size, this may change the composition of the results.

## Early Years Foundation Stage Profile

The table below shows the outcomes for the Early Years Foundation Stage Profile (EYFSP).

The DfE does not release figures for CLA for EYFSP and the following figures are based on data submitted to LAs. The comparative figures for NCER National CLA and West Midlands are indicative only, as only 88% of LAs loaded their CLA cohorts into NCER Nexus.

**40.4% of children looked after by Birmingham (12 month+) achieved a Good Level of Development. This is drop from 45.2% in 2022.** Care should be taken in the interpretation of this as the cohort is relatively small (52 in 2023).

2023



EYFSP Benchmark (CLA)

2023 | Matched pupils only | CLA 12 Months

	Eligible	CLA Matches	<div><div></div><div>GLD<sup>1 2</sup></div></div>	Avg. No. Exp. ELGs <sup>2</sup>	ACHIEVED EXPECTED										Specific Goals	All Goals
					<div><div></div><div>COM</div></div>	<div><div></div><div>PSE</div></div>	<div><div></div><div>PHY</div></div>	<div><div></div><div>Prime Goals</div></div>	<div><div></div><div>LIT</div></div>	<div><div></div><div>MAT</div></div>	<div><div></div><div>UTW</div></div>	<div><div></div><div>EXP</div></div>				
NCER National (CLA)	1,120	101.0%	<div><div>41.0%</div><div></div></div>	<div><div>11.1</div><div></div></div>	<div><div>60.0%</div><div></div></div>	<div><div>56.0%</div><div></div></div>	<div><div>67.0%</div><div></div></div>	<div><div>48.0%</div><div></div></div>	<div><div>45.0%</div><div></div></div>	<div><div>56.0%</div><div></div></div>	<div><div>64.0%</div><div></div></div>	<div><div>72.0%</div><div></div></div>	<div><div>42.0%</div><div></div></div>	<div><div>40.0%</div><div></div></div>		
DfE Region - West Midlands (CLA)	270	100.0%	<div><div>39.0%</div><div></div></div>	<div><div>10.8</div><div></div></div>	<div><div>57.0%</div><div></div></div>	<div><div>57.0%</div><div></div></div>	<div><div>65.0%</div><div></div></div>	<div><div>47.0%</div><div></div></div>	<div><div>41.0%</div><div></div></div>	<div><div>53.0%</div><div></div></div>	<div><div>62.0%</div><div></div></div>	<div><div>70.0%</div><div></div></div>	<div><div>40.0%</div><div></div></div>	<div><div>39.0%</div><div></div></div>		
Local Authority - Birmingham (all schools)	14,867	-	<div><div>65.1%</div><div></div></div>	<div><div>13.4</div><div></div></div>	<div><div>75.8%</div><div></div></div>	<div><div>80.3%</div><div></div></div>	<div><div>82.2%</div><div></div></div>	<div><div>72.1%</div><div></div></div>	<div><div>67.0%</div><div></div></div>	<div><div>72.6%</div><div></div></div>	<div><div>75.2%</div><div></div></div>	<div><div>80.0%</div><div></div></div>	<div><div>64.1%</div><div></div></div>	<div><div>63.3%</div><div></div></div>		
Virtual School - Birmingham	52	100.0%	<div><div>40.4%</div><div></div></div>	<div><div>10.9</div><div></div></div>	<div><div>59.6%</div><div></div></div>	<div><div>61.5%</div><div></div></div>	<div><div>67.3%</div><div></div></div>	<div><div>53.8%</div><div></div></div>	<div><div>40.4%</div><div></div></div>	<div><div>51.9%</div><div></div></div>	<div><div>65.4%</div><div></div></div>	<div><div>71.2%</div><div></div></div>	<div><div>40.4%</div><div></div></div>	<div><div>40.4%</div><div></div></div>		

2022

Local Authority - Birmingham (all schools)	15,087	-	62.7%	13.4	75.4%	80.6%	82.5%	71.1%	65.1%	70.9%	74.4%	79.2%	61.7%	60.7%		
Virtual School - Birmingham	42	100.0%	45.2%	11.8	61.9%	61.9%	76.2%	52.4%	50.0%	50.0%	71.4%	76.2%	45.2%	45.2%		

<sup>1</sup> Good level of development: pupil achieved at least expected in all Prime, LIT and MAT goals.<sup>2</sup> Column unaffected by selected performance filter

## Phonics Year 1 Screening check

The table below shows the outcomes for the year 1 phonics screening check.

The DfE does not release figures for CLA in phonics and the following figures are based on data submitted to LAs. The comparative figures for NCER National CLA and West Midlands are indicative only, as only 88% of LAs have loaded their CLA cohorts into NCER Nexus at the time of writing.

**79.6% of children looked after by Birmingham (12 months+) achieved at least the threshold in 2023.**

This was **in-line with Birmingham** as a whole (79.1%) and an **increase from 2022** (68.2% achieving at least threshold). Care should be taken in the interpretation of this as the cohort is relatively small.

## 2023



## Phonics Benchmark (CLA) (Keypas)

2023 | Matched pupils only | CLA 12 Months

	Cohort	Mark						APS	Outcome				
		No Score	0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
NCER National (CLA)	1,470	8.0%	17.0%	8.0%	7.0%	29.0%	31.0%	28.8	-	-	7.0%	32.0%	61.0%
DfE Region - West Midlands (CLA)	310	5.0%	15.0%	9.0%	6.0%	33.0%	32.0%	29.7	-	-	5.0%	30.0%	65.0%
Local Authority - Birmingham (all schools)	15,504	3.9%	8.6%	4.0%	4.4%	28.6%	50.5%	33.0	0.5%	0.4%	3.0%	17.0%	79.1%
Virtual School - Birmingham	54	5.6%	7.4%	3.7%	3.7%	50.0%	29.6%	32.0	1.9%	0.0%	3.7%	14.8%	79.6%

## 2022

Local Authority - Birmingham (all schools)	15,675	3.4%	10.3%	4.7%	6.1%	28.9%	46.5%	32.0	0.0%	0.5%	2.9%	21.1%	75.4%
Virtual School - Birmingham	44	13.6%	11.4%	6.8%	0.0%	31.8%	36.4%	31.0	0.0%	0.0%	13.6%	18.2%	68.2%

**Cohort:** Current Year 1 pupils entered for phonics

The threshold mark to be working at or above the standard in phonics is 32

● Q = Maladministration | ● A = Absent | ● D = Disapplied | ● WT - Working towards standard | ● WA - Working at or above standard



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## Key stage 1

The percentage of children looked after by Birmingham (12 months+) achieving at least the expected standard at key stage 1 in 2023 has **increased** in **reading** and **writing** (from 41.9% to 46.7% in reading; from 34.9% to 38.3% in writing).

There was a small **decline** in the percentage achieving the expected standard in **maths** (**from 46.5% in 2022 to 45.0% in 2023; a drop of -1.5%**).

The **combined reading, writing and maths measure** - incorporating the figures from above - has dropped slightly, with 31.7% achieving at least the expected standard in all three (**a drop of -0.9% compared with 2022**)

We are unable to publish the 2023 regional or national comparators due to a DfE embargo on early figures obtained from the National Pupil Database.

It should be noted that the cohort (around 60) is relatively small.



## KS1 Trend (CLA)

	Indicator	Cohort 2023	Average of Years	Values (& YoY* vs Self)				Trend Viz.	YoY* vs Nat (CLA)	
				2018	2019	2022	2023		'18 to '19	'19 to '22
Virtual School	Reading ≥ EXS	60	46.9%	44.7% -	54.5% +9.9% pts	41.9% -12.7% pts	46.7% +4.8% pts		+8.9% pts 	-4.7% pts 
	Writing ≥ EXS	60	38.7%	36.2% -	45.5% +9.3% pts	34.9% -10.6% pts	38.3% +3.4% pts		+8.3% pts 	-0.6% pts 
	Maths ≥ EXS	60	45.5%	40.4% -	50.0% +9.6% pts	46.5% -3.5% pts	45.0% -1.5% pts		+9.6% pts 	+2.5% pts 
	RWM ≥ EXS	60	33.1%	31.9% -	36.4% +4.4% pts	32.6% -3.8% pts	31.7% -0.9% pts		+3.4% pts 	+5.2% pts 

\*YoY: Year on Year. Due to COVID-19, trend reports skip academic years 2019/20 and 2020/21  
 National CLA and Regional CLA Percentage values are rounded to the nearest whole number.  
 National CLA and Regional CLA YoY comparisons for percentage indicators are based on rounded values.  
 - = value suppressed, negligible or unavailable

YoY vs Nat(CLA) shows the percentage point difference between the national and Virtual School yearly change.

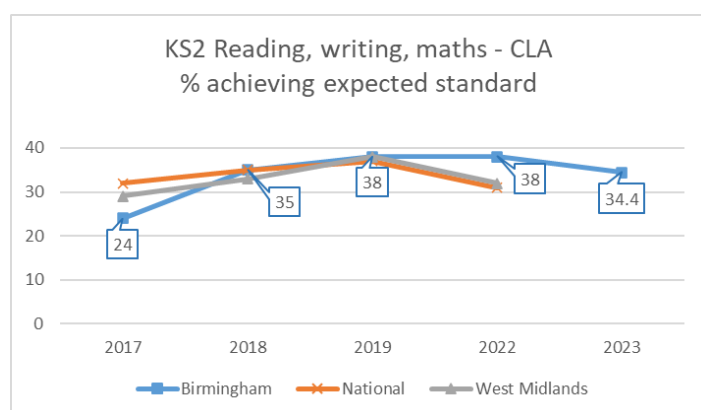
## Key stage 2

### Children achieving at least the expected standard in reading, writing (TA) and maths combined.

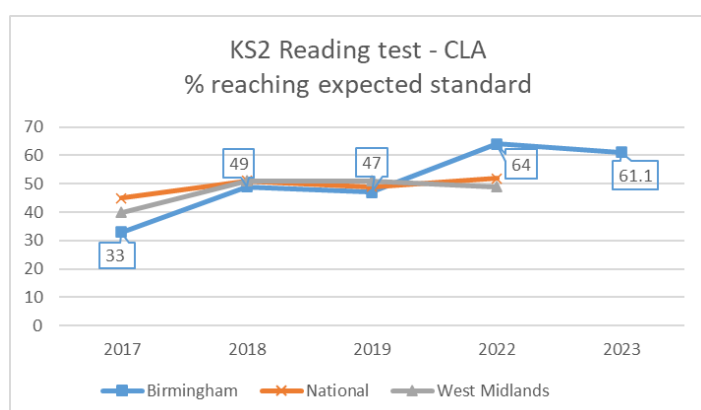
The percentage of children looked after by Birmingham (12 months+) achieving at least the expected standard in the **Reading test, Writing teacher assessment and Maths test** combined has **dropped** from 38% to just over **34%** in 2023. This reflects drops in the individual subjects.

At the time of writing, 2023 comparative data for national and regional CLA is embargoed by the DfE.

This is based on a cohort of 90 children. Figures for 2022 and earlier are based on rounded official DfE data.



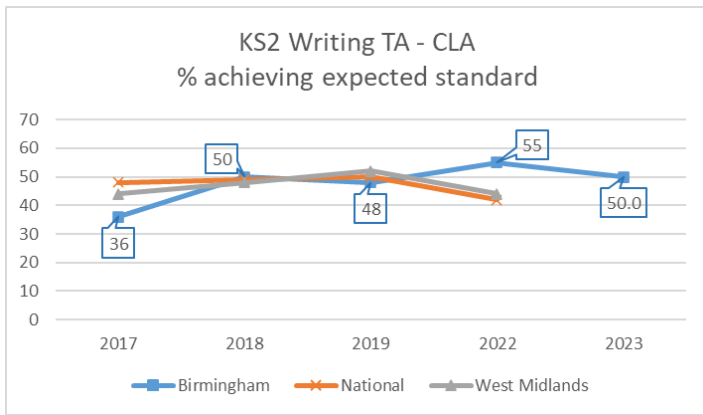
### Children achieving at least the expected standard in the Reading test.



The percentage of looked after children (12 months+) achieving the expected standard in the **Reading test** has **dropped** from 64% to 61.1% but is above pre-pandemic levels.

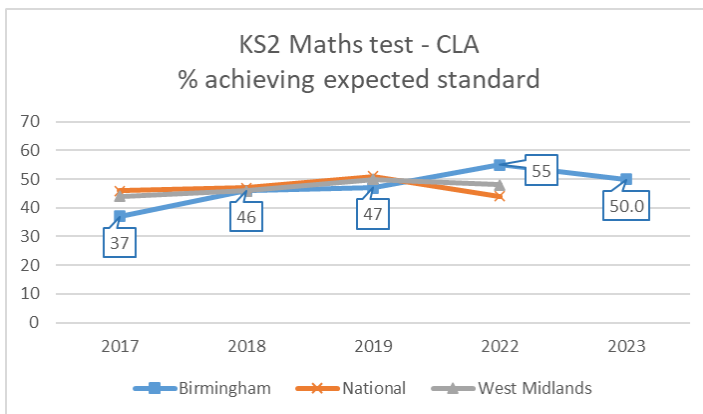
### Children achieving at least the expected standard in the writing teacher assessment.





The percentage of looked after children (12 months+) achieving the expected standard in the **writing TA has dropped from 55% to 50.0% in 2023** but is above pre-pandemic levels.

### Children achieving at least the expected standard in the maths test.



The percentage of looked after children (12 months+) achieving the expected standard in the **maths test has dropped from 55% to 50.0% in 2023** but is above pre-pandemic levels.

## Key stage 4

## Progress 8 – Children looked after by Birmingham (P8 CLA)

**Children looked after by Birmingham (for 12+ months as at 31<sup>st</sup> March 2023) made more progress between key stage 2 and key stage 4 in 2023 compared with the three previous comparative years (2022,2019,2018).**

**The provisional 2023 (CLA 12 months+) P8 score is -0.87<sup>1</sup>** (based on 123 eligible children with a confidence interval of  $\pm 0.25$ ). To put this in context, a score of zero would indicate that children are making expected progress, and a score of -1.0 would mean that children are making 1 level lower on average compared to children with similar prior attainment.

**Children who had been in care longest had better outcomes.** The provisional P8 score for children looked after by Birmingham for **less than 12 months** at 31<sup>st</sup> March was **-1.83** (based on 27 eligible children with a confidence interval of  $\pm 0.53$ )

At the time of writing, 2023 comparative data for national and regional CLA is embargoed by the DfE.

The chart below shows the changes in P8 over time for Birmingham compared with England and the West Midlands (2020 and 2021 omitted).

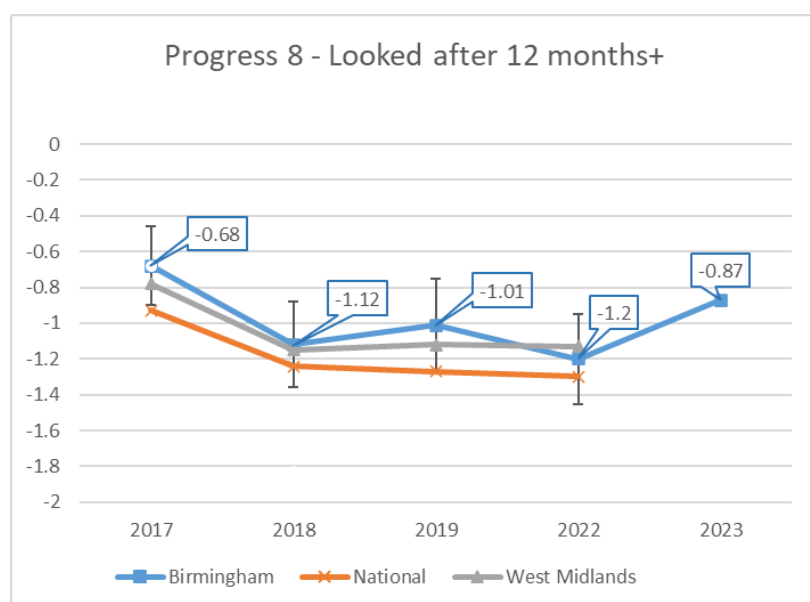


Figure 1- P8 for CLA children in care or 12+ months to March 2023<sup>2</sup>

<sup>1</sup> Source: NCER Nexus 21/02/2024

<sup>2</sup> Data for year 2022 and earlier based on <https://explore-education-statistics.service.gov.uk/find-statistics/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england>. 2023 Birmingham figure is provisional and unofficial from NCER Nexus.

## Basics: children achieving 9-5 in English and maths

The percentage of looked after children achieving level 5 or higher in both English and maths has increased for Birmingham CLA from 10.0% (2022) to 12.1% (2023). The 2023 figure is based on unofficial data.

This is based on a cohort of **157** children who were in care for at least 12 months to 31<sup>st</sup> March 2023.

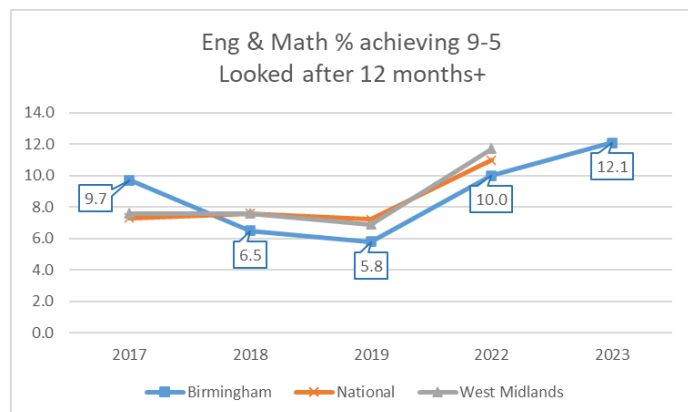


Figure 2- % achieving 9-5 in both E&M for CLA (12 months+)<sup>2</sup>

Comparative data is not publicly available for 2023.

## Basics: children achieving 9-4 in English and maths

The percentage of looked after children (12 months+) achieving at least a level 4 in English and maths has dropped slightly in 2023 from 22.9% to 21.6%. The 2023 Birmingham figure has been calculated from searchable KS4 pupil level data in 'Get Information about Pupils' and the final figure may differ slightly.

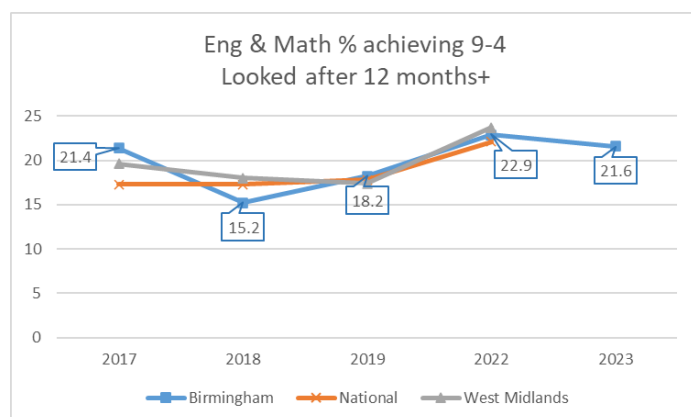


Figure 3- % achieving 9-4 in both E&M for CLA (12 months+)<sup>2</sup>

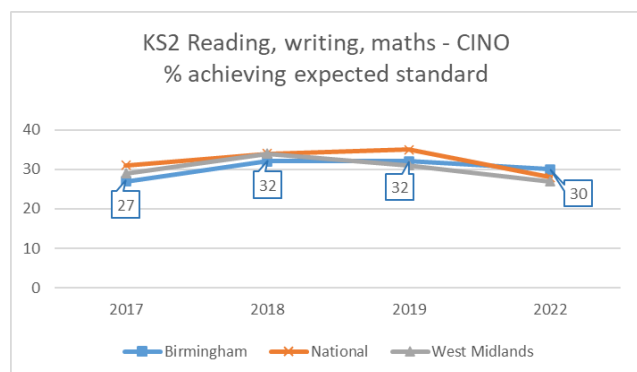
Comparative data is not publicly available for 2023.

## Outcomes for Children in Need

The DfE has not published the 2023 comparative figures, so the charts below show outcomes up to 2022 as published by the DfE <sup>3</sup>.

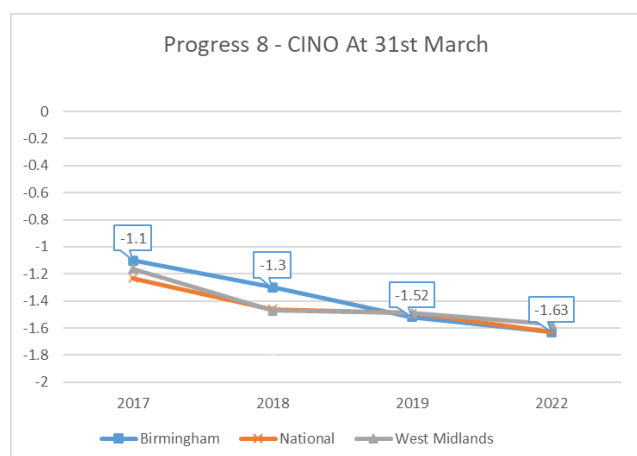
The DfE's 'CINO' group refers to children in need **excluding children on a child protection plan and children looked after**. The following figures refer to this group.

### Key stage 2 - reading test, writing TA, maths test (RWM)



In 2022, the percentage of Birmingham CIN achieving the expected standard in KS2 reading, writing and maths combined dropped by two percentage points to 30%. It is slightly above national and the West Midlands region.

### Key stage 4 - Progress 8

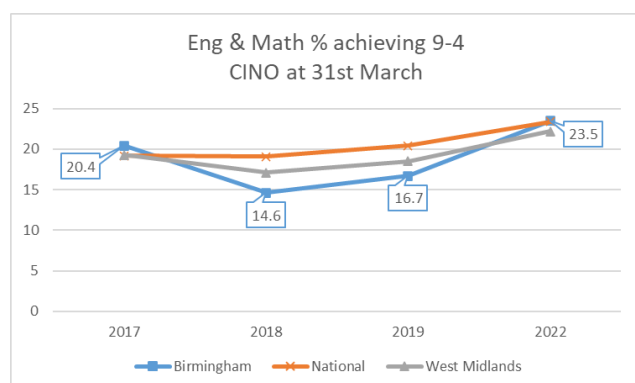


In 2022, Birmingham's children in need made similar progress to CIN children in the West Midlands and England. This was a small drop for Birmingham compared to 2019 (from -1.52 in 2019 to -1.63 in 2022) and it mirrored similar drops for England and the West Midlands.

The Birmingham P8 eligible CIN cohort was **249** in 2022.

<sup>3</sup> [Outcomes for children in need, including children looked after by local authorities in England, Reporting year 2022 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

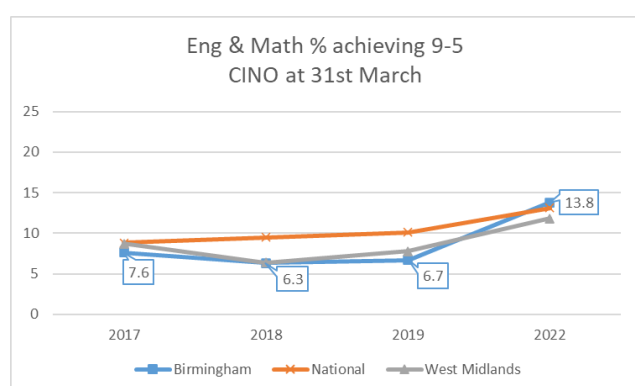
## Key stage 4 - Basics: children achieving 9-4 in English and maths



In 2022, **23.5%** of Birmingham's CIN achieved at least a level 4 in both English and maths. **This was an increase of just under 7 percentage points from the 2019** (16.7% to 23.5%).

The cohort for both the 9-4 and 9-5 basics measures for Birmingham in 2022 was **289** children.

## Key stage 4 - Basics: children achieving 9-5 in English and maths



In 2022, **13.8%** of Birmingham's CIN achieved at least a level 5 in both English and maths. **This was an increase of just over 7 percentage points from the 2019** (6.7% to 13.8%).

# Appendixes

## Appendix 1 – Early Years Foundation Stage Profile Comparison Table

EYFSP Headline Measures	Birmingham 2023	National 2023	Difference	Rank out of 151 (2023)	Percentile (of Rank)	Rank Bar (further to the right the higher)
Eligible pupils	● 14867 (-220) ▼	618891 (-3692)	-604024 (+3472)	3rd (no chg)	2 (no chg)	
% GLD	● 65.1 (+2.4) ▲	67.2 (+2)	-2.1 (+0.4)	113rd (up 3)	75 (up 1)	
% All early learning Goals	● 63.3 (+2.6) ▲	65.6 (+2.2)	-2.3 (+0.4)	108th (up 6)	72 (up 3)	
Average ELG achieved	● 13.4 (-0) ▬	14.1 (-0)	-0.7 (-0)	132nd (down 4)	87 (down 3)	
% Prime learning goals	● 72.1 (+1) ▲	75 (+0.8)	-2.9 (+0.2)	115th (up 10)	76 (up 6)	
% Communication and Language	● 75.8 (+0.4) ▲	79.7 (+0.2)	-3.9 (+0.2)	127th (up 3)	84 (up 2)	
% Physical Development	● 82.2 (-0.3) ▼	84.9 (-0)	-2.7 (-0.3)	125th (down 6)	83 (down 5)	
% Personal, Social and Emotional	● 80.3 (-0.3) ▼	82.9 (-0.1)	-2.6 (-0.2)	130th (down 9)	86 (down 6)	
% Specific learning goals	● 64.1 (+2.4) ▲	67 (+2.1)	-2.9 (+0.3)	113rd (up 6)	75 (up 3)	
% Literacy	● 67 (+1.9) ▲	69.7 (+1.7)	-2.7 (+0.2)	117th (up 4)	77 (up 3)	
% Mathematics	● 72.6 (+1.7) ▲	77.1 (+1.2)	-4.5 (+0.5)	132nd (up 6)	87 (up 4)	
% Understanding the World	● 75.2 (+0.8) ▲	80.3 (+0.7)	-5.1 (+0.1)	126th (up 4)	83 (up 3)	
% Expressive arts and design	● 80 (+0.8) ▲	85 (+0.5)	-5 (+0.3)	134th (up 1)	89 (no chg)	

## Appendix 2 – Phonics Summary Comparison Table

Phonics Headline Measures		Birmingham 2023	National 2023	Difference	Rank out of 149 (2023)	Percentile (of Rank)	Rank Bar (further to the right the higher)
Pupil Numbers Year 1		● 15497 (-165) ▼	632660 (-4127)	-617163 (+3962)	3rd (no chg)	2 (no chg)	
% Expected Standard Year 1		● 79.1 (+3.6) ▲	78.9 (+3.4)	0.2 (+0.2)	74th (up 5)	50 (up 2)	<div></div>
Pupil Numbers end of Year 2		● 15833 (+300) ▲	645291 (+7430)	-629458 (-7130)	3rd (no chg)	2 (no chg)	
% Expected Standard by Year 2		● 87.7 (+1.2) ▲	88.5 (+1.6)	-0.8 (-0.4)	108th (down 11)	72 (down 8)	<div></div>

## Appendix 3 – Key Stage 1 Summary Comparison Table

Key Stage 1 Headline Measures		Birmingham 2023	National 2023	Difference	Rank out of 149 (2023)	Percentile (of Rank)	Rank Bar (further to the right the higher)
Pupil Numbers	Key stage 1	● 16021 (+441) ▲	648936 (+9521)	-632915 (-9080)	3rd (no chg)	2 (no chg)	
Reading	% At least Expected	● 66 (+1) ▲	68.2 (+1.3)	-2.2 (-0.3)	113rd (down 6)	76 (down 6)	<div></div>
	% Greater Depth	● 14.8 (+0.8) ▲	18.7 (+0.7)	-3.9 (+0.1)	131st (down 5)	88 (down 5)	<div></div>
Writing	% At least Expected	● 58.5 (+2.2) ▲	60.1 (+2.5)	-1.6 (-0.3)	103rd (down 8)	69 (down 6)	<div></div>
	% Greater Depth	● 6.5 (+0.6) ▲	8.2 (+0.2)	-1.7 (+0.4)	106th (up 7)	71 (up 3)	<div></div>
Maths	% At least Expected	● 67.8 (+2.5) ▲	70.4 (+2.8)	-2.6 (-0.3)	121st (down 4)	81 (down 4)	<div></div>
	% Greater Depth	● 13.5 (+1.4) ▲	16.3 (+1.2)	-2.8 (+0.2)	126th (up 1)	85 (down 1)	<div></div>
Science	% Expected	● 73.5 (+2) ▲	78.7 (+1.6)	-5.2 (+0.4)	135th (up 4)	91 (no chg)	<div></div>





























































## Appendix 4 – Key Stage 2 Summary Comparison Table

Key Stage 2 Headline Measures		Birmingham 2023		National 2023		Difference	Rank out of 149 (2023)	Percentile (of Rank)	Rank Bar (further to the right the higher)
Pupil Numbers	Key stage 2	●	16561 (+48)	▲	668149 (+2083)	-651588 (-2035)	3rd (no chg)	2 (no chg)	
Reading, Writing & Maths	% at least Expected	●	58.6 (+1.1)	▲	59.8 (+1.1)	-1.2 (+0)	90th (up 4)	60 (up 2)	<div></div>
	% Higher standard	●	6.9 (+0.5)	▲	8 (+0.8)	-1.1 (-0.3)	92nd (down 9)	62 (down 7)	<div></div>
Reading	% at least Expected	●	70.4 (-3.5)	▼	73.3 (-1.3)	-2.9 (-2.2)	119th (down 19)	80 (down 14)	<div></div>
	% High standard	●	27.1 (-0.1)	▼	29.3 (+1.3)	-2.2 (-1.4)	100th (down 17)	67 (down 12)	<div></div>
	Scaled Score	●	104.5 (-0.1)	▼	105.1 (+0.3)	-0.6 (-0.4)	112nd (down 23)	75 (down 16)	<div></div>
	Progress	●	0.16 (-0.5)	▼	0.04 (-0)	0.1 (-0.5)	67th (down 29)	45 (down 20)	<div></div>
Writing	% at least Expected	●	70.2 (+3)	▲	71.7 (+2.3)	-1.5 (+0.7)	106th (up 12)	71 (up 7)	<div></div>
	% Greater Depth	●	10.4 (+0.2)	▲	13.4 (+0.6)	-3 (-0.4)	110th (down 3)	74 (down 4)	<div></div>
	Progress	●	0.07 (+0)	▲	0.04 (-0)	0 (-0)	76th (up 1)	51 (no chg)	<div></div>
Maths	% at least Expected	●	73.2 (+2.7)	▲	73.3 (+1.8)	-0.1 (+0.9)	80th (up 12)	54 (up 7)	<div></div>
	% High standard	●	25 (+2.4)	▲	24 (+1.5)	1 (+0.9)	54th (up 9)	36 (up 5)	<div></div>
	Scaled Score	●	104.3 (+0.6)	▲	104.2 (+0.4)	0.1 (+0.2)	64th (up 12)	43 (up 7)	<div></div>
	Progress	●	0.69 (+0.1)	▲	0.04 (-0)	0.7 (+0.2)	41st (down 1)	28 (down 2)	<div></div>
Grammar, Punctuation & Spelling	% at least Expected	●	74.3 (-0.2)	▼	72.8 (+0.3)	1.5 (-0.5)	58th (down 6)	39 (down 5)	<div></div>
	% High standard	●	34.6 (+2.5)	▲	30.3 (+2.1)	4.3 (+0.4)	35th (up 6)	23 (up 4)	<div></div>
	Scaled Score	●	105.6 (-0.2)	▼	105 (-0.1)	0.6 (-0.1)	47th (down 5)	32 (down 4)	<div></div>



## Appendix 5 – Key Stage 4 Summary Comparison Table

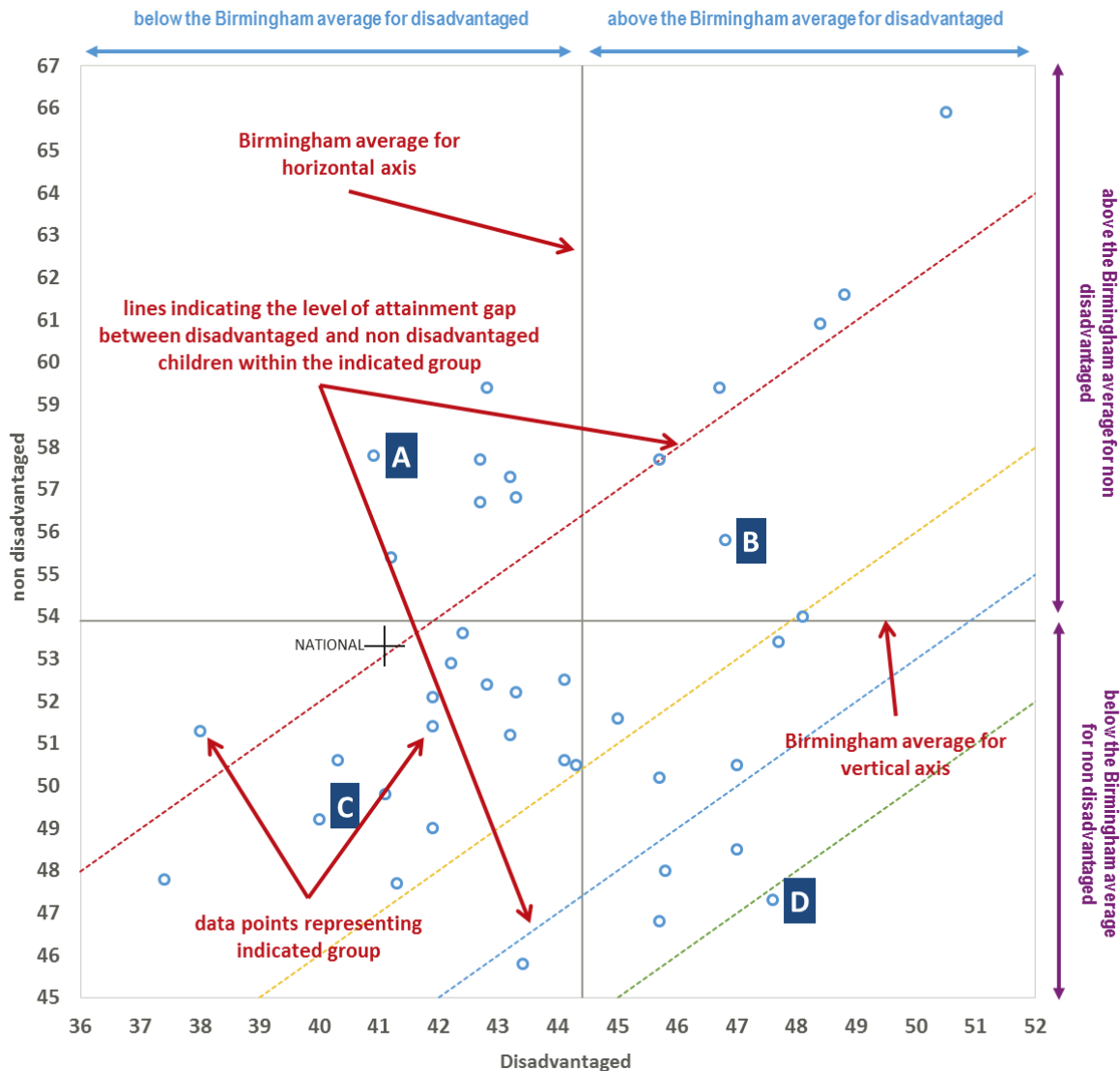
Key Stage 4 Headline Measures		Birmingham 2023		National 2023		Difference	Rank out of 148 (2023)	Percentile (of Rank)	Rank Bar (further to the right the higher)
Student Numbers	Eligible students		14525 (+230)		606947 (+19287)	-592422 (-19057)	3rd (no chg)	2 (no chg)	
	Progress 8		13384 (+166)		568554 (+15027)	-555170 (-14861)	4th (down 1)	3 (down 1)	
Progress 8	Overall		0.03 (-0.04)		-0.03 (-0)	0.06 (-0.04)	51st (down 7)	34 (down 5)	
	English		0.13 (-0)		-0.04 (+0.01)	0.17 (-0.01)	37th (down 1)	25 (down 1)	
	Maths		0 (-0.11)		-0.02 (+0.01)	0.02 (-0.12)	66th (down 26)	45 (down 19)	
	Ebacc		-0.03 (-0.07)		-0.03 (+0.01)	0 (-0.08)	70th (down 15)	47 (down 11)	
	Open		0.01 (-0)		-0.04 (-0)	0.05 (-0)	56th (down 2)	38 (down 2)	
Attainment 8	Overall		46 (-2.5)		46.2 (-2.6)	-0.2 (+0.1)	65th (up 2)	44 (no chg)	
	English		10 (-0.5)		9.8 (-0.6)	0.2 (+0.1)	48th (up 6)	32 (up 4)	
	Maths		9 (-0.5)		9.1 (-0.3)	-0.1 (-0.2)	66th (down 11)	45 (down 9)	
	Ebacc		13.2 (-0.9)		13.4 (-0.8)	-0.2 (-0.1)	69th (down 5)	47 (down 5)	
	Open		13.8 (-0.8)		13.9 (-0.8)	-0.1 (-0)	69th (up 3)	47 (up 1)	
English and Maths	% 9-5 (Strong)		45 (-5.9)		45 (-4.8)	0 (-1.1)	66th (down 10)	45 (down 8)	
	% 9-4 (Standard)		63 (-5)		64.8 (-4)	-1.8 (-1)	92nd (down 18)	62 (down 13)	
English Baccalaureate	% Entered		46.4 (+0.5)		39.3 (+0.6)	7.1 (-0.1)	38th (no chg)	26 (down 1)	
	APS		4.05 (-0.26)		4.05 (-0.22)	0 (-0.04)	59th (down 1)	40 (down 2)	
	% 9-5 (Strong)		17.4 (-4.3)		16.9 (-3.4)	0.5 (-0.9)	56th (up 1)	38 (no chg)	
	% 9-4 (Standard)		25.1 (-3.7)		24.1 (-2.7)	1 (-1)	55th (down 1)	37 (down 1)	

Key Stage 4 Headline Measures		Birmingham 2023		National 2023	Difference	Rank out of 148 (2023)	Percentile (of Rank)	Rank Bar (further to the right the higher)	
English	% Entered		94.1 (-0.2)		94.2 (-0.6)	-0.1 (+0.4)	96th (up 16)	65 (up 9)	
	APS		4.98 (-0.24)		4.89 (-0.28)	0.09 (+0.04)	52nd (up 6)	35 (up 3)	
	% 9-5 (Strong)		61.6 (-4.3)		60.4 (-5)	1.2 (+0.7)	57th (up 3)	39 (up 1)	
	% 9-4 (Standard)		74.5 (-4.1)		74.5 (-4.3)	0 (+0.2)	73rd (up 4)	49 (up 2)	
Maths	% Entered		96.3 (+0.4)		96.5 (-0.1)	-0.2 (+0.5)	96th (up 28)	65 (up 17)	
	APS		4.49 (-0.24)		4.55 (-0.17)	-0.06 (-0.07)	73rd (down 12)	49 (down 9)	
	% 9-5 (Strong)		49.3 (-5.9)		50.6 (-4.1)	-1.3 (-1.8)	82nd (down 20)	55 (down 14)	
	% 9-4 (Standard)		67.3 (-3.9)		69.9 (-2.8)	-2.6 (-1.1)	101st (down 10)	68 (down 8)	
Science	% Entered		95 (-0)		94.7 (-0.2)	0.3 (+0.2)	73rd (up 8)	49 (up 5)	
	APS		4.41 (-0.25)		4.46 (-0.23)	-0.05 (-0.02)	71st (down 4)	48 (down 4)	
	% 9-5 (Strong)		45.9 (-4.3)		47.3 (-4)	-1.4 (-0.3)	74th (down 1)	50 (down 2)	
	% 9-4 (Standard)		62.1 (-4.5)		65.4 (-3.8)	-3.3 (-0.7)	102nd (down 6)	69 (down 5)	
Humanities	% Entered		84.3 (+0.8)		81.7 (+0.3)	2.6 (+0.5)	41st (up 10)	28 (up 6)	
	APS		3.65 (-0.39)		3.71 (-0.31)	-0.06 (-0.08)	81st (down 13)	55 (down 10)	
	% 9-5 (Strong)		46.2 (-8.4)		49.9 (-7.3)	-3.7 (-1.1)	100th (down 10)	68 (down 8)	
	% 9-4 (Standard)		57.7 (-9.8)		62.5 (-7.2)	-4.8 (-2.6)	109th (down 11)	74 (down 9)	
Modern Languages	% Entered		49.9 (-0.2)		44.7 (-0.1)	5.2 (-0.1)	42nd (no chg)	28 (no chg)	
	APS		2.37 (-0.16)		2.2 (-0.14)	0.17 (-0.02)	49th (down 1)	33 (down 1)	
	% 9-5 (Strong)		50.7 (-9.2)		55.3 (-10.3)	-4.6 (+1.1)	100th (up 23)	68 (up 13)	
	% 9-4 (Standard)		64.7 (-6.4)		70 (-6.4)	-5.3 (+0)	108th (up 16)	73 (up 9)	

## Appendix 6 – Ward codes used in maps

Ward Code	Description	Ward Code	Description
<b>ASGN</b>	Acocks Green	<b>LOZS</b>	Lozells
<b>ALCS</b>	Allens Cross	<b>MOSY</b>	Moseley
<b>AMRK</b>	Alum Rock	<b>NECS</b>	Nechells
<b>ASTN</b>	Aston	<b>NEWN</b>	Newtown
<b>BLHW</b>	Balsall Heath West	<b>NHEN</b>	North Edgbaston
<b>BYGN</b>	Bartley Green	<b>NORD</b>	Northfield
<b>BILY</b>	Billesley	<b>OSCT</b>	Oscott
<b>BIRD</b>	Birchfield	<b>PYBR</b>	Perry Barr
<b>BYHE</b>	Bordesley & Highgate	<b>PYCN</b>	Perry Common
<b>BYGN</b>	Bordesley Green	<b>PEHS</b>	Pype Hayes
<b>BKSP</b>	Bournbrook & Selly Park	<b>QUIN</b>	Quinton
<b>BECE</b>	Bournville & Cotteridge	<b>RURE</b>	Rubery & Rednal
<b>BDKH</b>	Brandwood & King's Heath	<b>SDED</b>	Shard End
<b>BDHH</b>	Bromford & Hodge Hill	<b>SHEN</b>	Sheldon
<b>CEVE</b>	Castle Vale	<b>SMHH</b>	Small Heath
<b>DSHM</b>	Druids Heath & Monyhull	<b>SOJQ</b>	Soho & Jewellery Quarter
<b>EDGN</b>	Edgbaston	<b>SHYY</b>	South Yardley
<b>ERDN</b>	Erdington	<b>SBHE</b>	Sparkbrook & Balsall Heath East
<b>FYGP</b>	Frankley Great Park	<b>SPAL</b>	Sparkhill
<b>GSGN</b>	Garretts Green	<b>STIY</b>	Stirchley
<b>GFTC</b>	Glebe Farm & Tile Cross	<b>SDGN</b>	Stockland Green
<b>GYHL</b>	Gravelly Hill	<b>SNFO</b>	Sutton Four Oaks
<b>HLGN</b>	Hall Green North	<b>SNMG</b>	Sutton Mere Green
<b>HLGS</b>	Hall Green South	<b>SNRP</b>	Sutton Reddicap
<b>HANH</b>	Handsworth	<b>SNRY</b>	Sutton Roughley
<b>HHWD</b>	Handsworth Wood	<b>SNTY</b>	Sutton Trinity
<b>HARE</b>	Harborne	<b>SNVY</b>	Sutton Vesey
<b>HEAS</b>	Heartlands	<b>SNWM</b>	Sutton Walmley & Minworth
<b>SHSH</b>	Highter's Heath	<b>SNWG</b>	Sutton Wylde Green
<b>HOLD</b>	Holyhead	<b>TYHM</b>	Tyseley & Hay Mills
<b>KSNN</b>	King's Norton North	<b>WDED</b>	Ward End
<b>KSNS</b>	King's Norton South	<b>WYSO</b>	Weoley & Selly Oak
<b>KING</b>	Kingstanding	<b>YYET</b>	Yardley East
<b>LADD</b>	Ladywood	<b>YYWS</b>	Yardley West & Stechford
<b>LEWH</b>	Longbridge & West Heath		

## Appendix 7 – Explanation of Deprivation vs Non-Deprivation Chart



### Performance Map Key

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 8 – Abbreviations and Methodology

For the following subjects all National figures are obtained from the underlying datasets published by the Department for Education within their official published statistics on education and children. All Birmingham figures are calculated using local data.

- Early Years Foundation Stage Profile (EYFSP)
- Phonics
- Key stage 1 (KS1)
- Key stage 2 (KS2)
- Key stage 4 (KS4) (GCSE)

For 16 -18 Study (KS5), Birmingham and National outcomes are taken direct from the DfE publications.

Statistical Neighbours, Core City and West Midlands averages used for comparison purposes **include** Birmingham in the figures.

[Select this link - https://www.gov.uk/government/organisations/department-for-education/about/statistics](https://www.gov.uk/government/organisations/department-for-education/about/statistics)

For further descriptions of how the school's accountability measures are defined and calculated, see the links below:

- [Primary](#)
- [Secondary](#)
- [16-18 Study](#)

All national figures refer to **state funded** not all schools. For KS2 and KS4 National averages exclude newly arrived pupils where available.

## Abbreviations

<b>Ebacc</b>	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.
<b>Disadvantaged</b>	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.
<b>FSM</b>	Currently free school meal eligible
<b>EAL</b>	Child identified as speaking English as another language by parents.
<b>SEND</b>	Children with special educational needs and disabilities.
<b>LA</b>	Local authority
<b>DfE</b>	Department for education
<b>APS</b>	Average points score

## Appendix 1-5 Notes

All figures in brackets indicate the trend from the previous year.

The coloured circle indicates if the Birmingham outcome is above, below or the same as the National.

The coloured triangles show if the Birmingham outcome has improved, decreased or remained the same from the previous year.

The Rank is calculated to 1 decimal place unless the measure is displayed to 2 decimal places, in that case it is calculated to 2.

The percentile is calculated by dividing Birmingham's rank by the number of other local authorities.

## Pupil characteristics definitions

The pupil characteristics reported in this report include:

- gender
- free school meal (FSM) eligibility
- disadvantaged pupils
- ethnicity
- first language (EAL)
- children with special educational needs and disabilities (SEND)
- prior attainment based on Key Stage 2 scaled scores.

### Gender

The gender of the pupil is recorded as male or female on the school census. In exceptional circumstances a school may be unsure as to which gender should be recorded for a particular pupil. The advice from the department is to record the gender according to the wishes of the pupil and/or parent.

### Free school meals

Free school meals (FSM) is a binary indicator variable that states whether a pupil's family have claimed eligibility for free school meals as reported at the time of the annual spring school census. Parents are able to claim free school meals if they receive a qualifying benefit. The FSM variable does not relate to pupils who actually received free school meals but those who are eligible to receive free school meals. Pupils not eligible for free school meals or unclassified pupils are described as 'Non FSM' in this report.

Children in state-funded schools in England are entitled to receive free school meals if a parent or carer were in receipt of any of the following benefits:

### Disadvantaged pupils

The disadvantaged are defined as pupils known to be eligible for FSM in the previous six years as indicated in any termly or annual school census, pupil referral unit (PRU) or alternative provision (AP) census or are looked after children for more than 6 months during the year. In addition to the above, they include children who were looked after for at least one day during the year, or who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

### Ethnic group

Ethnicity is broken down into two main variables: a minor grouping variable and a major grouping variable. Those pupils who have been classified according to their ethnic group and are other than white British are defined as minority ethnic.

This census data item is provided for all pupils aged five and over as at the previous 31 August. Where the information has not yet been collected then this is recorded as not yet obtained. If a pupil or parent has refused to give the information, then 'refused' is recorded and returned.

Ethnicity is a personal awareness of a common cultural identity. Ethnicity relates to how a person feels and not necessarily how they are perceived by others. It is a subjective decision as to which category a person

places themselves in and therefore cannot be used to infer any other characteristics such as religion, country of origin etc. Further ethnicity breakdown is provided at the end of this document.

## English as a first language (EAL)

“First Language” is the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community. It does not mean that pupils are necessarily fluent in a language other than English or cannot speak English. Schools must not ascribe a specific language to the pupil. This information must come from the parent / guardian or pupil.

Where a pupil’s first language is other than English (EAL) - that is: where the pupil has been exposed to a language other than English during early development and continues to be exposed to this language in the home or in the community.

## Children with special educational needs and disabilities (SEND)

Special educational needs and disabilities (SEND) can affect a child or young person’s ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have ADHD
- physical ability

The SEN variable indicates whether a pupil has learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

## SEN support

Extra or different help is given from that provided as part of the school’s usual curriculum. The class teacher and SEN coordinator (SENCO) may receive advice or support from outside specialists.

## Education, Health and Care (EHC) plan

A pupil has an EHC plan when a formal assessment has been made. Prior to 2019, this included instances where pupil had a statement of SEN however this was discontinued, and statements were transferred to EHC plans.

## Prior Attainment Group for Key Stage 4 based on Key Stage 2

Given the changes at Key Stage 2 made in 2016, from 2021 onwards a pupil’s prior attainment is calculated as the average of their scaled scores in English reading and maths and these scaled scores are mapped to low, middle and high prior attainment.

The impact of this change is to alter the distribution of the number of pupils in each prior attainment category, compared to data from 2020 and earlier. Care needs to be taken when comparing attainment by prior attainment over time.

Within this report the new prior attainment categories are calculated in the following way:

**Low prior attainers** have an average score (average of their English reading and maths scaled scores) of below 100.

**Middle prior attainers** have an average score greater than or equal to 100 but less than 110.

**High prior attainers** have an average score greater than or equal to 110.

Average scaled scores are calculated to one decimal place meaning, for example, a pupil getting an English reading scaled score of 99 and a maths scaled score of 100 would get an average scaled score of 99.5 and would therefore, be placed in the low prior attainment category.

Where pupils have only one result (English reading or maths), their average prior attainment is equal to their one result.

More detailed explanations of the above are available by clicking on the following links:

[Methodologies – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)

[Key stage 4 performance, Methodology – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://explore-education-statistics.service.gov.uk)



# School Census Ethnicity Codes

The following table shows all the ethnicity codes collected by the school census together with the sub and main groupings used in this report. Note that not all groups are represented within published graphs. In addition, for Primary phases the DfE have included the Chinese subgroup in the wider Asian main group. For Key Stage 4 attainment Chinese are a main group.

DfE code	Approved extended categories	Sub-category	Main category - Primary	Main category - Secondary
WBRI	White - British	White - British	White	White
WCOR	White - Cornish	White - British	White	White
WENG	White - English	White - British	White	White
WSCO	White - Scottish	White - British	White	White
WWEL	White - Welsh	White - British	White	White
WNIR	White – Northern Irish	White - British	White	White
WOWB	Other White British	White - British	White	White
WIRI	White - Irish	White – Irish	White	White
WIRT	Traveller of Irish heritage	Traveller of Irish Heritage	White	White
WOTH	Any other white background	Any other white background	White	White
WALB	Albanian	Any other white background	White	White
WBOS	Bosnian-Herzegovinian	Any other white background	White	White
WCRO	Croatian	Any other white background	White	White
WGRE	Greek/Greek Cypriot	Any other white background	White	White
WGRK	Greek	Any other white background	White	White
WGRC	Greek Cypriot	Any other white background	White	White
WITA	Italian	Any other white background	White	White
WKOS	Kosovan	Any other white background	White	White
WPOR	Portuguese	Any other white background	White	White
WSER	Serbian	Any other white background	White	White
WTUR	Turkish/Turkish Cypriot	Any other white background	White	White
WTUK	Turkish	Any other white background	White	White
WTUC	Turkish Cypriot	Any other white background	White	White
WEUR	White European	Any other white background	White	White
WEEU	White Eastern European	Any other white background	White	White
WWEU	White Western European	Any other white background	White	White
WOTW	White other	Any other white background	White	White
WROM	Gypsy/Roma	Gypsy/Roma	White	White
WROG	Gypsy	Gypsy/Roma	White	White
WROR	Roma	Gypsy/Roma	White	White
WROO	Other Gypsy/Roma	Gypsy/Roma	White	White
MWBC	White and Black Caribbean	White and Black Caribbean	Mixed/Dual background	Mixed/Dual background
MWBA	White and Black African	White and Black African	Mixed/Dual background	Mixed/Dual background
MWAS	White and Asian	White and Asian	Mixed/Dual background	Mixed/Dual background

DfE code	Approved extended categories	Sub-category	Main category - Primary	Main category - Secondary
MWAP	White and Pakistani	White and Asian	Mixed/Dual background	Mixed/Dual background
MWAI	White and Indian	White and Asian	Mixed/Dual background	Mixed/Dual background
MWAO	White and any other Asian background	White and Asian	Mixed/Dual background	Mixed/Dual background
MOTH	Any other mixed background	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MAOE	Asian and any other ethnic group	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MABL	Asian and Black	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MACH	Asian and Chinese	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MBOE	Black and any other ethnic group	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MBCH	Black and Chinese	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MCOE	Chinese and any other ethnic group	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MWOE	White and any other ethnic group	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MWCH	White and Chinese	Any other mixed background	Mixed/Dual background	Mixed/Dual background
MOTM	Other mixed background	Any other mixed background	Mixed/Dual background	Mixed/Dual background
AIND	Indian	Indian	Asian or Asian British	Asian or Asian British
APKN	Pakistani	Pakistani	Asian or Asian British	Asian or Asian British
AMPK	Mirpuri Pakistani	Pakistani	Asian or Asian British	Asian or Asian British
AKPA	Kashmiri Pakistani	Pakistani	Asian or Asian British	Asian or Asian British
AOPK	Other Pakistani	Pakistani	Asian or Asian British	Asian or Asian British
ABAN	Bangladeshi	Bangladeshi	Asian or Asian British	Asian or Asian British
AOTH	Any other Asian background	Any other Asian background	Asian or Asian British	Asian or Asian British
AAFR	African Asian	Any other Asian background	Asian or Asian British	Asian or Asian British
AKAO	Kashmiri other	Any other Asian background	Asian or Asian British	Asian or Asian British
ANEP	Nepali	Any other Asian background	Asian or Asian British	Asian or Asian British
ASNL	Sri Lankan Sinhalese	Any other Asian background	Asian or Asian British	Asian or Asian British
ASLT	Sri Lankan Tamil	Any other Asian background	Asian or Asian British	Asian or Asian British

DfE code	Approved extended categories	Sub-category	Main category - Primary	Main category - Secondary
ASRO	Sri Lankan other	Any other Asian background	Asian or Asian British	Asian or Asian British
AOTA	Other Asian	Any other Asian background	Asian or Asian British	Asian or Asian British
BCRB	Black Caribbean	Black Caribbean	Black or Black British	Black or Black British
BAFR	Black - African	Black - African	Black or Black British	Black or Black British
BANN	Black - Angolan	Black - African	Black or Black British	Black or Black British
BCON	Black - Congolese	Black - African	Black or Black British	Black or Black British
BGHA	Black - Ghanaian	Black - African	Black or Black British	Black or Black British
BNGN	Black - Nigerian	Black - African	Black or Black British	Black or Black British
BSLN	Black - Sierra Leonean	Black - African	Black or Black British	Black or Black British
BSOM	Black - Somali	Black - African	Black or Black British	Black or Black British
BSUD	Black - Sudanese	Black - African	Black or Black British	Black or Black British
BAOF	Other Black African	Black - African	Black or Black British	Black or Black British
BOTH	Any other black background	Any other black background	Black or Black British	Black or Black British
BEUR	Black European	Any other black background	Black or Black British	Black or Black British
BNAM	Black North American	Any other black background	Black or Black British	Black or Black British
BOTB	Other Black	Any other black background	Black or Black British	Black or Black British
CHNE	Chinese	Chinese	Chinese	Asian or Asian British
CHKC	Hong Kong Chinese	Chinese	Chinese	Asian or Asian British
CMAL	Malaysian Chinese	Chinese	Chinese	Asian or Asian British
CSNG	Singaporean Chinese	Chinese	Chinese	Asian or Asian British
CTWN	Taiwanese	Chinese	Chinese	Asian or Asian British
COCH	Other Chinese	Chinese	Chinese	Asian or Asian British
OOTH	Any other ethnic group	Any other ethnic group	Any other ethnic group	Any other ethnic group
OAFG	Afghan	Any other ethnic group	Any other ethnic group	Any other ethnic group
OARA	Arab other	Any other ethnic group	Any other ethnic group	Any other ethnic group

DfE code	Approved extended categories	Sub-category	Main category - Primary	Main category - Secondary
OEGY	Egyptian	Any other ethnic group	Any other ethnic group	Any other ethnic group
OFIL	Filipino	Any other ethnic group	Any other ethnic group	Any other ethnic group
OIRN	Iranian	Any other ethnic group	Any other ethnic group	Any other ethnic group
OIRQ	Iraqi	Any other ethnic group	Any other ethnic group	Any other ethnic group
OJPN	Japanese	Any other ethnic group	Any other ethnic group	Any other ethnic group
OKOR	Korean	Any other ethnic group	Any other ethnic group	Any other ethnic group
OKRD	Kurdish	Any other ethnic group	Any other ethnic group	Any other ethnic group
OLAM	Latin/South/Central American	Any other ethnic group	Any other ethnic group	Any other ethnic group
OLEB	Lebanese	Any other ethnic group	Any other ethnic group	Any other ethnic group
OLIB	Libyan	Any other ethnic group	Any other ethnic group	Any other ethnic group
OMAL	Malay	Any other ethnic group	Any other ethnic group	Any other ethnic group
OMRC	Moroccan	Any other ethnic group	Any other ethnic group	Any other ethnic group
OPOL	Polynesian	Any other ethnic group	Any other ethnic group	Any other ethnic group
OTHA	Thai	Any other ethnic group	Any other ethnic group	Any other ethnic group
OVIE	Vietnamese	Any other ethnic group	Any other ethnic group	Any other ethnic group
OYEM	Yemeni	Any other ethnic group	Any other ethnic group	Any other ethnic group
OOEG	Other ethnic group	Any other ethnic group	Any other ethnic group	Any other ethnic group
REFU	Refused	Refused	Refused	Refused
NOBT	Information not yet obtained	Information not yet obtained	Information not yet obtained	Information not yet obtained

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