



Education, Training and Regeneration

11 October 2005

Report to the City Council

Education and Training in Regeneration



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Preface

By Councillor Jon Hunt

Chairman, Education and Training in Regeneration
Task and Finish Overview and Scrutiny Committee



The idea for this review originated in a meeting between the African Caribbean community and a cross-party panel of politicians in the run up to the June 2004 local elections. Two themes emerged: significant dissatisfaction with the outcomes of regeneration projects in the inner city and an acknowledgement of the need to develop skills and education.

The committee took as a starting point therefore the recognition that the people of Birmingham will not benefit from economic investment without skills appropriate to the new century.

This is an issue that led us in a number of directions and created a demanding workload. I am grateful to the members of the committee for their commitment, especially Councillors Mark Hill, Karen Hamilton, Jan Drinkwater and Susanna McCorry who were on the committee from start to finish. I am also grateful to the contributions of those councillors who joined or left the committee during its lifetime but nevertheless made significant contributions.

I would also like to express the thanks of the committee to those witnesses who gave of their time to give evidence and explain their activities. Quite a few arrived with considerable trepidation and I hope they feel their contributions were worthwhile and appreciated.

Following meetings with an ad hoc group of senior community workers from the African Caribbean community, I asked the committee to co-opt Camille Ade-John as an observer and we are grateful to her for her commitment and insight during the process. In addition, during our inquiries, we benefited from parallel work and consultation undertaken by this group of people.

The work of the committee has been frequently misunderstood but, it was nevertheless clear from the outset that dissatisfaction and disillusionment with inner city regeneration initiatives was widespread. In some respects this has been because of a lack of appreciation of what is being attempted but also because of serious and avoidable difficulties with some projects, such as the Beta First project which we considered in some detail.



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Throughout Birmingham and in Handsworth in particular there is a vibrant voluntary and community sector encompassing most ethnic and faith communities. Efforts to rationalise the use of external agencies via "commissioning" have been necessary but have not necessarily inspired confidence.

Our work has stimulated some innovative statistical analysis within the education department. It was clear at the outset that although census data could be used to identify areas of need and populations with a shortage of skills, there was no easy way to track the impact of multiple initiatives on deprived inner city communities. This can now be done better up to the age of 19.

Our recommendations therefore start with measures to provide genuine and effective support to the voluntary and community sector whilst ensuring that problems are identified and dealt with somewhat more rapidly than in the past. They press for the city council to ensure it leads by example in ensuring the integrity of its involvement with community projects and they call for a new wave of radical thinking to deal with serious pockets of underachievement within our city.

Simon Hart



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1 Summary

- 1.1.1 There are numerous externally funded programmes and projects operating in the city at any one time that could be deemed to be regeneration programmes. Some are targeted at single issues whilst others are holistic in their approach. Some are area based and others are citywide. It was not possible for this review to consider them all, so three specific initiatives were selected for detailed examination. These were the North West Corridors of Regeneration (funded through Round 6 of Single Regeneration Programme), Kings Norton and Aston Pride New Deal for Communities (NDC). The aim of the review was to explore the education and training elements of these programmes to see how they were operating, if they were having an impact and to identify lessons for the future.
- 1.1.2 Education and training are just two of the many priorities which the Regeneration Programmes and their Partnerships are expected to address in their areas. The Regeneration areas which the Committee focussed upon in this review have many competing needs and high and sustained levels of deprivation. The programmes have a limited lifespan and operate within a tight framework of constraining rules which are set by Government. The main purpose of the programmes is to work with all partners and the local community to seek to address some of the problems of the area. The City Council has a role to play both as a major strategic partner and provider of local services and as the accountable body ensuring that the partnership has appropriate systems in place to ensure effective and efficient use of resources.
- 1.1.3 Regeneration initiatives and their budgets are additional to the significant mainstream budgets held by the key agencies which provide services in the City. They therefore aim to add value not to replace main programme provision.
- 1.1.4 The Committee received verbal and/or written evidence from representatives from a wide range of organisations as well as City Council Members and officers. In addition it commissioned a piece of research work to measure the impact of area based initiatives on education and training. Finally it visited Mansfield Green Community School, Prince Albert School and the Mobile Broadband Centre to see how some examples of education and training projects are operating on the ground.



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- 1.1.5 The Committee found from its research that the regeneration programmes do seem to be contributing towards some positive education and training outcomes within their areas. However more could be done to fine tune their targeting on actions aimed at raising the achievements of the lowest achieving groups such as African Caribbean and White boys.
- 1.1.6 The Committee also concluded that more action could be taken to:
- Address African Caribbean achievement levels and opportunities for language skills development;
 - Work with partners to support and link up with Voluntary and Community Sector organisations offering innovative local approaches to education and training;
 - Work with partners at a strategic level with a view to developing shared systems and procedures for supporting, overseeing and monitoring organisations receiving funding from multiple funding streams;
 - Define and monitor the role of Council representatives on outside bodies;
 - Further develop the skills agenda in the City;
 - Improve the future co-ordination of regeneration across the city.



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2 Summary of Recommendations

	Recommendation	Responsibility	Completion Date
1	That the City Council makes available annually updated data on education standards in current and future regeneration areas to assist the Regeneration Programmes in developing their priorities. Copies of these reports to be made available to the relevant Scrutiny Committees, including the Regeneration and Education and Lifelong Learning O&S Committees.	Cabinet Member for Education and Lifelong Learning	By January 2006 then ongoing annually.
2	That a report is produced for the Education and Lifelong Learning O&S Committee on what action is being taken in the City to address African Caribbean achievement levels and opportunities for language skills development. This report should include proposals for innovative projects specific to language skills.	Cabinet Member for Education and Lifelong Learning	March 2006
3	The City Council, in setting up a shared corporate database of voluntary sector funding, looks to extend it to the Birmingham Strategic Partnership (BSP) and partners within the BSP on a reciprocal basis. This should build upon the work of the BSP with the voluntary and community sector around compacts and developing a common application form.	Leader of the Council	January 2006
4	The City Council works with the BSP to develop a procedure to coordinate the monitoring, funding and support to organisations that receive funding from multiple streams. The procedure should involve delegating responsibility for action to a single, clearly identified partner.	Leader of the Council	March 2006
5	That in developing commissioning gateways, the City Council works with the BSP, BVSC, partner organisations and the Voluntary and Community Sector to develop basic standards for governance and financial and management capacity.	Deputy Leader and or Cabinet Member for Social Care & Health	March 2006
6	The commissioning process should address issues of inclusiveness and effective steps should be taken to include the voluntary and community sector in its development.	Deputy Leader and or Cabinet Member for Social Care & Health	January 2006
7	That the City Council takes a fresh look at the system for appointing Council Members to outside bodies with a view to developing a framework or protocol which considers the appropriateness of the appointment, the role and responsibility of the appointee and matters of personal liability.	Council Business Management Committee	January 2006
8	That lists of all of the Councillor representatives nominated to sit on Boards and Voluntary and Community organisations on behalf of the City Council are made available to the relevant O&S committees and regularly updated when changes are made.	Council Business Management Committee	December 2005



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9	That an annual report is produced for the Regeneration Overview and Scrutiny committee on how regeneration activity and major developments are linked to opportunities for skills development (particularly in health and construction).	Cabinet Member for Regeneration	February 2006
10	The Cabinet Member for Regeneration to discuss with Aston Pride how it can extend its Aston's Finest scheme to provide support, such as bursaries, for work experience and training placements for graduates with other employers.	Cabinet Member for Regeneration	February 2006
11	That a progress report is produced in conjunction with the Learning and Skills Council for the Education and Lifelong Learning O&S Committee outlining what action is being taken to establish a Skills Centre in North West Birmingham.	Cabinet Member for Education and Lifelong Learning	March 2006
12	That a report is produced to detail how regeneration activity will be overseen, better co-ordinated and linked into the City's Economic Strategy under the arrangements for Local Area Agreements. The report should also specifically indicate what action will be taken to ensure the Education and Training agenda will be supported in future.	Leader of the Council and Cabinet Member for Education and Lifelong Learning	January 2006
13	That the Regeneration O&S Committee considers how it might review the effectiveness of the Regeneration Zones.	Regeneration O&S Committee	January 2006
14	That the relevant District Committees receive copies of the relevant AWM Zone Improvement plans.	Cabinet Member for Regeneration	December 2005
15	Progress towards achievement of these recommendations should be reported to the Coordinating Overview and Scrutiny Committee and also to the other relevant O&S Committees by April 2006. Subsequent progress reports will be scheduled by the Committee thereafter, until all recommendations are implemented.	Cabinet Member for Regeneration	April 2006



3 Terms of Reference

3.1 Reasons for the Review

- 3.1.1 The reason this review was undertaken was that there were concerns being expressed that education and training was not being effectively addressed as a priority through the Regeneration Programmes in the City. There was also a concern that some of the projects funded through some of the programmes had faced specific problems which had impacted on their ability to deliver services to the public.

3.2 Terms of Reference

- 3.2.1 The terms of reference for the review were as follows:
- To understand the role of education and training in regeneration.
 - To understand the role of the City Council in education and training regeneration projects.
 - To explore and evaluate how education and training programmes are focused to tackle issues of underachievement among disadvantaged groups. Looking especially at the impact of the Core Skills Programme compared with area based interventions.
 - To examine how the performance of training and education based regeneration projects is measured, and how current programmes are performing.
 - To consider how budgets are allocated for education and training projects, how these are monitored to ensure that they are making a measurable impact and how this funding interacts with other budgets.
 - To understand how learning from best practice is being built into future initiatives.
- 3.2.2 The review was conducted by a Task and Finish O&S Committee. The membership was:
- Councillor Jon Hunt (Chairman)
 - Councillor Nigel Dawkins (Until 17/06/05)
 - Councillor Mark Hill
 - Councillor Jan Drinkwater
 - Councillor Susanna McCorry
 - Councillor Ian Ward (Until 17/06/05)



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- Councillor John Cotton (From 17/06/05)
- Councillor Karen Hamilton
- Camille Ade -John (observer with speaking rights)

3.3 Methodology

3.3.1 The Committee received verbal and/or written evidence from representatives from the following organisations as well as City Council Members and officers:

- The Core Skills Partnership
- The SRB6 North West Corridor of Regeneration (Board members, officers and representatives of Implementation groups)
- The Aston Pride New Deal for Communities (Board Members, Officers and Implementation group representatives)
- Kings Norton 3 Estates New Deal for Communities (including Board members, officers and representatives of implementation groups)
- Chief Executive of the Birmingham and Solihull Learning and Skills Council
- The African Caribbean Young Achievers Network
- The Bangladeshi Youth Forum
- The Sikh Community Youth Service
- Black Business in Birmingham (3b)
- The Project Planning Training Centre
- Birmingham Settlement
- Schools Advisor for Birmingham Advisory Support Service (BASS)
- The Principal- City College
- Connexions Birmingham and Solihull
- Birmingham Education and Training Academy (BETA First)
- Holte School
- Advantage West Midlands

3.3.2 In addition the Committee commissioned a piece of research work to measure the impact of area based initiatives on education and training.

3.3.3 Finally it visited Mansfield Green Community School, Prince Albert School and the Mobile Broadband Centre to see how some examples of education and training projects are operating on the ground.



4 Background

4.1 The Role of Regeneration Initiatives

- 4.1.1 In simple terms, Regeneration funding is made available from Central, Government or Europe to areas of the country, in recognition of local needs and high levels of deprivation. Over time, a range of different programmes have provided these funds. For example, in Birmingham the City has benefited from funding under the Urban Programme, City Challenge, Single Regeneration Budget, New Deal for Communities, and more recently the Neighbourhood Renewal Fund, to name but a few. More recent regeneration initiatives include the Regeneration Zones and the Housing Market Renewal Area.
- 4.1.2 Regeneration initiatives and their budgets are additional to the significant mainstream budgets held by the key agencies which provide services in the City. They therefore aim to add value not to replace main programme provision.
- 4.1.3 The strategic aim for regeneration in Birmingham has been consistent for many years, although, the funding sources and delivery mechanisms have been very changeable and subject to external influences. The aim of regeneration is to close the gaps between the most deprived areas and communities and the City, regional and national averages for a number of key interrelated deprivation indicators. This is a long term aim which involves the efforts of all strategic partners across the City. It was recognised many years ago that for these efforts to be effective and sustainable the active contribution of the residents of these communities was of paramount importance.
- 4.1.4 This strategic aim also underpins the many different regeneration and renewal programmes from which the City has benefited. These programmes, funded from local, regional, national and European sources, always bring with them their own particular bureaucracy and idiosyncrasies. Regeneration programmes are therefore by their very nature wedged in the middle of a number of competing issues.
- they need to engage with the mainstream providers
 - they aim to champion the views of the Community
 - they are aiming for long term sustainable change
 - they work to a short term framework
 - they are very visible and held accountable by all stakeholders



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- they have top down strategic objectives monitored exhaustively by the funder

4.1.5 Education and Training is a vital element in all regeneration programmes. This Task and Finish Scrutiny Committee decided to focus its attention on three current area based programmes and on the education/training activity within them. As regeneration aims for long term sustainable change it has at its heart the need for people, young and old, to improve their own life chances by accessing education and training opportunities which might otherwise be difficult for them to access. A key role of a regeneration programme is to remove the barriers which exist. This brings into play the holistic nature of education as the example below of barriers attempts to illustrate.

Barrier to access	Regeneration activity
Confidence, low aspirations	Community development Activity Mentoring Peer group role models
Poor Health	More focused and culturally sensitive health core provision Environment and housing issues
Lack of child care	Child care provision
Poverty	Access to benefit advice, credit unions replacing loan sharks
Fear of crime	Community safety activity
High turnover within communities	Stabilisation of the community, improved housing choice

4.1.6 The amount regeneration programmes spend on education and training is small compared with the resources available to mainstream providers. However, the funding can to be used to pilot innovative projects which might in future influence this larger mainstream provision. To achieve this, the programmes need the support and expertise of the professionals from the mainstream partners.

4.1.7 The regeneration programmes in meeting their challenging targets within the agreed timescale are subject to rigorous performance management and under a great deal of pressure to ensure the annual allocations are spent. This pressure inevitably leads to concerns about the quality of projects and the regeneration programmes' need to be vigilant in challenging project proposers and in performance management and review processes.



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- 4.1.8 In summary, all the regeneration programmes considered as a part of this review have among their objectives increasing educational and training attainment. None of the currently funded programmes has this as an exclusive objective and they are all reliant on and therefore need to be open to the support of strategic partners and provide a route for the communities to challenge the mainstream provision which for complex long term reasons may have failed them.

4.2 The Key Education and Training Issues in the City

The Economic Strategy

- 4.2.1 'Developing Birmingham – An Economic Strategy for the City 2005-2015' sets out a joint economic vision and action plan for Birmingham. This has been developed for the Birmingham Strategic Partnership by Birmingham City Council with the Chamber of Commerce and the Birmingham and Solihull Learning and Skills Council. The strategy recognises, amongst other things, that there is an increasing need for skills and qualifications within today's economy. In future years there will be fewer opportunities for those without basic skills, and growing demand for higher level skills, including vocational skills. The document states:

- Birmingham must continue to raise educational attainment amongst the City's young people, building upon the considerable improvements seen in recent years.
- The city's education and training providers need to be fully informed about the changing local labour market demands and able to adapt their training provision and advice accordingly. They must offer a flexible approach to the delivery of training, maximising the potential for excluded groups to access these opportunities.
- It is vital that young people from all backgrounds are enabled to achieve high levels of educational performance up to and including degree level qualifications.
- Lifelong learning must become the reality for all members of the workforce to ensure that it remains appropriately skilled for the jobs that are on offer and able to adapt to a rapidly changing economy.
- Further action must be taken to tackle the poor qualification levels which are concentrated within some ethnic groups, alongside broader measures to improve access to employment opportunities for these communities.

Educational Attainment

- 4.2.2 Birmingham's Education Plan sets out a vision and action plan for improving access to education and raising educational attainment.



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- 4.2.3 Analysis of results shows that there is a correlation between low educational attainment and socio-economic deprivation, with significant variations by gender and ethnic group. Groups at particular risk of underachieving include African/Caribbean, Bangladeshi and Pakistani pupils, White disadvantaged boys and looked after children. Targets have been set in the Education Plan aimed at closing the gaps in performance for these groups.
- 4.2.4 There is some evidence to show that the gap is narrowing for some groups for some key stages. For example rates of improvement are above average for Bangladeshi and Pakistani heritage pupils. Pakistani pupils' results in KS2 English are now just 2% below the LA average compared to a difference of 13% five years ago. African Caribbean, Bangladeshi and Pakistani girls' GCSE/GNVQ results are improving at an above average rate and Bangladeshi girls' results are now above the LA average. However, boys' performance, particularly African Caribbean boys' and White disadvantaged boys' results remain significantly below average.
- 4.2.5 The Regeneration Programme areas have high proportions of children and young people from those groups most at risk of underachieving. Regeneration funded education projects aim to add value by helping to reduce the gaps in achievement for children and young people in the regeneration areas compared to City-wide averages.



5 Findings

5.1 Summary of Findings

5.1.1 This section of the report sets out the findings of the review and is broken into the following sections:

- A description of the three regeneration areas' programmes that are the subject of the review.
- A discussion of how the different programmes set their priorities for education and training and how they select projects for implementation.
- Some examples of innovative education and training projects funded by the programmes.
- A section on the processes for monitoring project performance and how these have adjusted over time.
- Issues arising from the need to build linkages between the programmes and all agencies and interests.
- Some discussion of the issues that can arise working with the voluntary and community sector.
- Area based versus thematic regeneration
- Findings from the research project commissioned by the Committee.

5.2 The Three Regeneration Programmes Explored by this Review

5.2.1 The Committee recognised that it could not possibly look at all of the regeneration initiatives operating across the city so it concentrated on three specific area based programmes and the education and training elements within them. Some brief details of the three programmes are set out below.

SRB6 North West Corridors of Regeneration

5.2.2 This is a £39.96m seven year government funded programme. It runs from 2000 to 2007. The programme targets Soho and parts of Handsworth Wood, Lozells and East Handsworth.



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- 5.2.3 The principal focus of the programme is on the physical, economic and community regeneration of the three corridors of Soho Road (A41) Dudley Road (A457) and Midland Metro Line 1 along with supporting the local centres of Lozells Road and Rookery Road.
- 5.2.4 The key strategic themes of the programme include: improving the employment prospects, education and skills of local people, addressing social exclusion, improving and protecting the environment, promoting growth in local economies and businesses and reducing crime and improving community safety.
- 5.2.5 The programme is overseen by a Partnership Board (which includes City Councillors) this is responsible for setting the priorities, approving the projects and guiding the strategic direction of programme in line with government requirements.
- 5.2.6 The programme is delivered and managed through four implementation groups; Business, Economy and Physical Infrastructure, Education, Training and Employment, Community Safety and Community Health and Social Exclusion.
- 5.2.7 These groups are chaired by Board members and comprise stakeholders.
- 5.2.8 The Education Training and Employment implementation group consists of key community, voluntary and statutory sector organisations such as LSC, City Council, Employment Resource Centre, Job centre Plus, Handsworth Consortium of Schools and local colleges.
- 5.2.9 During year 1 of the programme it collected baseline data and research to identify gaps in provision within the area.
- 5.2.10 Overall, the programme aims to improve on the baseline position working with other partners so that by the end of the programme the differentials between employment in the area and the City averages will be halved with particular emphasis on:
- Ethnic minority unemployment rates;
 - Overall employment rates;
 - Young people employment rates;
 - Women;
 - People with disabilities;
 - Long term unemployment;
 - Affordable childcare provision;
- 5.2.11 In addition it aimed to close the gaps between area and City averages in terms of :
- Income support;
 - Reliance on Job seekers allowance;
 - Educational and vocational attainment levels for adult will be raised to City average;



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- The achievement of ethnic minority groups will be raised;
 - The difference of turnover rates at primary schools between area and city averages will be halved;
 - The difference of level 4 at key stage 2 in English and Maths in Soho wards will be halved;
 - The difference of GCSE results in Soho Wards from City averages will be halved;
- 5.2.12 It has subsequently funded a range of education and training projects and programmes including:
- An ICT for families project;
 - Access to Learning and Employment, which established the Handsworth Access to Employment Group (AEG) to bring together training providers to form partnership networks and to deliver employment and training activities. Some examples include the marketing of the Bull Ring job opportunities and development of the Local Labour Agreement which will aim to get local people into local jobs;
 - Supporting Single Parents into work;
 - BETA First Leadership Centre – building improvements;
 - Overcoming Social Inclusion – Co-financing – to provide advice and information on employment and training to local people;
 - Winson Green Consortium for Learning and Employment – to provide support for training, advice, childcare places and career guidance;
 - Learning into Employment – this project provides capital funding to improve the infrastructure of community and voluntary organisations that deliver training and employment;
 - Raising Educational Achievement - a four year project to deliver peer mediation, a family room improvement scheme, celebration sharing events and target setting work;
- 5.2.13 Further projects under development at the time of this review were:
- The Disability Access into Learning and Employment Project – to support people with disabilities into training that will lead to sustainable jobs in the manufacturing industry;
 - The West Midlands Travel Employment Partnership – providing tailor made training designed to assist long term unemployed people to access available vacancies;
 - The Affordable Childcare project - to enhance and develop childcare provision;



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- The Construction Access Project – to develop opportunities for local people to gain access to training in the construction industry in recognition of the identified shortages that exist in this industry.
- 5.2.14 In terms of monitoring projects and evaluating impact the Board has introduced since 2002/3 an annual project review and evaluation process which examines and assesses the effectiveness of how the projects deliver their impact. This has been cited by AWM and the Audit Commission as good practice and an effective management tool.
- 5.2.15 The programme is now in its sixth year of operation.
- 5.2.16 The City Council is the Accountable Body, which means it financially underwrites the programme, the receipt and correct usage of funding and claiming grant from Advantage West Midlands.

Kings Norton 3 Estates New Deal for Communities (NDC)

- 5.2.17 The NDC programme was launched by the Government in 2000 as part of the Neighbourhood Renewal Strategy and it funds programmes in disadvantaged areas which should impact on between 1000 and 4000 households. There is a strong focus in NDC programmes on community involvement.
- 5.2.18 Kings Norton NDC is a £50m 10 year government funded programme which started in 2000. It targets an outer city area of the city on the southern boundary of Birmingham and focuses on 3 housing estates (built between 1950-1970) Hawkesley, Pool Farm and Primrose Hill plus the surrounding communities of West Heath and Walkers Heath.
- 5.2.19 The Kings Norton NDC area at the time of the 2001 Census had an unemployment rate of 9%, low levels of household incomes, limited access to suitable and reliable transport, a high proportion of council housing and limited community activity.
- 5.2.20 This programme again, is delivered through a Partnership Board (which includes Council membership) and the City Council is the Accountable Body to the Government Office for the West Midlands.
- 5.2.21 The programme concentrates on tackling the five key NDC themes: poor job prospects; high levels of crime; educational underachievement; poor health and problems with housing and the physical environment.
- 5.2.22 The programme is delivered through theme groups in the same way as the SRB programme. The theme group which oversees education and training is the Work and Learn theme group.
- 5.2.23 Objectives included in the programme's strategies for employment and developing a learning community are:



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- To reduce the number of unemployed people on the three estates and maintain the unemployment rate at or below the Birmingham City average;
- To reduce the number of people who depend on income support or other working age benefits as their main source of income;
- To reduce the barriers to training caused by the cost of training or accessibility to training;
- To reduce the number of young people who have no positive step to go on to after leaving King's Norton High School
- To reduce the number of household with an income of less than £10,000 to within 40% of Birmingham City average;
- To reduce the gap between the numbers of pupils achieving 5 GCSEs at grades A-C and the Birmingham average;
- Reduce the gap between children's achievement levels in the area and the city average;
- Facilitate the provision of leisure and learning facilities for young people.

5.2.24 Some projects funded to promote education and training include:

- The Workshop – providing a range of jobs and training resource for residents;
- Outreach Services into the Community – this is managed by the above project and takes jobs and training resources out to the community;
- Customised Training – focuses on training linked to employer recruitment practices. The training is usually linked to a job interview guarantee;
- Construction Employment – to encourage and support people into construction training and modern apprenticeships that will lead to work;
- Business and Enterprise – to encourage residents who want to set up their own businesses;
- Jobs and Training – a new community enterprise delivering a quality pre-used furniture services to local residents;
- Cadbury College ICT Centre – provision of an extension on the side of the local sports hall for an ICT centre.
- Financial Support for Creches for Community Learners – to provide crèche provision for students who access Cadbury college;
- Additional Mentoring Support – to address the dip in year 7 performance by pupils following transfer to secondary school;
- Kings Norton High – Intensive Support Team – to strengthen the existing structures and initiatives at the school;



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- Library Development Worker to increase take up of library services by local residents;
 - St Paul's Reading Project -to increase reading at Key stage 1 by the provision of classroom support.
 - University Hospital Birmingham - Jobs and training.
- 5.2.25 All NDC programmes are subject to an annual performance monitoring framework that includes self evaluation and validation by the Government Office for the West Midlands.

Aston Pride New Deal for Communities (NDC)

- 5.2.26 This is a £54m 10 year programme which started in 2001. It targets 4,500 households mainly in the Aston ward but it also includes parts of Nechells and Perry Barr. It is also delivered by a Partnership Board (which includes Council membership) and the City Council is the Accountable Body to the Government Office for the West Midlands.
- 5.2.27 The programme has concentrated on the five NDC thematic areas: Poor job prospects; high levels of crime; educational underachievement; poor health; and problems with housing and the physical environment.
- 5.2.28 Aston Pride is within one of the most deprived areas of the City, with persistently higher than average unemployment, an ethnic minority population of around 75%, higher than average household size and a relatively young population with over one third of the population under 24 years of age. The area also suffers from severance, noise and pollution, as major roads bisect the area, dividing and acting as physical barriers between its neighbourhoods.
- 5.2.29 The implementation of the programme is through theme groups. The high level outcomes set by the programme's Employment strategy and Employment theme group are:
- To reduce the unemployment rate to the city average;
 - To reduce the youth unemployment rate to the city average;
 - To reduce the Black and Minority Ethnic communities unemployment rates to the city average for all groups;
 - Increase average household income to the city average.
- 5.2.30 Projects funded to date by the Employment theme group include:
- School of Social Entrepreneurs – assistance to residents to help establish social enterprise linked to service gaps
 - Jobs Fair - specific programmes helping residents gain employment and qualifications at the Bullring shopping Centre and the One stop shopping Centre in Perry Barr;
 - Growing Aston' s Finest – Providing opportunities to Trainee Regeneration officers and Community Champions to work within the Aston Pride programme;



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- 5.2.31 Future projects in development include:
- Aston Pride Employment Support Team to capture vacancies such as those at IMI Witton and other opportunities for local residents;
 - Employment Related Training Advice and Information Network;
 - Travel West Midlands Employment Partnership – passenger, HGV and forklift truck driver training;
 - Halal Bitez – support to community enterprises providing healthy eating options and education sessions;
 - Business Development and Support Network.
- 5.2.32 The Education and Lifelong Learning theme aims to:
- Reduce the educational attainment gap between local schools and the Birmingham average;
 - To reduce the achievement gap between Aston and Birmingham residents at NVQ level 2 or equivalent for 16 -18 and post 16 residents;
 - To raise participation in learning for those in employment including basic skills up to NVQ Level 2 and continuous work based learning;
 - Raise the participation and increase levels of provision and participation in pre-school activity for 0-4 year olds.
- 5.2.33 Some projects supported to date include:
- Aston Pupil Guarantee – a strategy to promote the achievement of pupils of school age through promotion and development of young people’s physical, emotional, cultural and technological attributes;
 - Raising Expectations and Achievements in Literacy for Children from Ethnic Minority Backgrounds – including use of digital assistants to support literacy and activities to promote parental involvement and family learning;
 - Community and Children’s play Bus – for use by local families and their children.
- 5.2.34 Future planned activities include:
- Supporting the training of local residents to work in mainstream learning provision;
 - Working with local schools to raise educational standards;
 - Supporting the development of ICT training within the area
 - Supporting the provision of vocational training programmes with employers
 - Supporting youth and adult apprenticeship programmes with employers targeting occupations experiencing recruitment difficulties.



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5.3 Setting Priorities and Selecting Projects

- 5.3.1 We were interested to find out how the Regeneration Boards developed their programmes, set their priorities for education and training and developed their projects. All of the Programmes told us that it had taken time to develop their priorities and to develop the infrastructure necessary to manage and implement their programmes.
- 5.3.2 In terms of developing priorities, all of the Regeneration programmes have set up theme groups made up of relevant partners to work up programme theme strategies and to develop their programmes.
- 5.3.3 For example, Aston Pride told us that the Partnership had established five theme groups to work as the engine for the whole programme. As with all NDC programmes, the aim was to close the gaps in key areas, such as unemployment, education, income etc. The Partnership acknowledged that as this was the third year of the programme it was imperative to continue to deliver projects, however, there was a need to update the baseline information and review outcomes. Strategies for each of the five thematic areas were now being formalised.
- 5.3.4 Initially all of the Regeneration programmes had all worked to the wide ranging objectives that had been developed for them when the original bids for funding had been agreed. In the early years of developing the programmes time had been taken up by gathering baseline data on local needs and then working up strategies for action. However, there had also been pressure to meet annual programme spending targets. This meant that during this initial period the programmes were operating an open bidding mechanism in line with these broad objectives.
- 5.3.5 Over time it has been accepted that such an approach had not necessarily always ensured the most robust link between the activities funded and desired outcome. So all of the Programmes are now in the process of moving towards adoption of the Project Cycle Management tool (PCM). This is regarded as a best practice tool for regeneration and is supported by Government Offices and the Neighbourhood Renewal Unit.
- 5.3.6 For example, the SRB6 Programme told us that by employing PCM, SRB6 had been able to overcome a lot of the problems experienced with early projects. PCM generated a climate that focused on the cause and effect of problems and introduced a robust and logical connection between activities and the original purpose of the project, resulting in the development of better and more productive projects.



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- 5.3.7 Aston Pride Board explained it was not convinced that it had got the High Level Outcomes right yet but felt that only minor adjustments were required. It was using a commissioning approach in order to ascertain what sort of activities would make a difference and impact on the High Level Outcomes. For example, the Board was looking to commission training for NVQ Level 2 in an attempt to realise the Government imperative around this qualification and its role in providing a gateway to further learning and employment.
- 5.3.8 Aston Pride also told us it was crucial to ensure that their two theme groups for Employment and Education and Lifelong Learning worked together to avoid a silo mentality. The Partnership was also endeavouring to see projects come forward which took a more holistic approach, such as the Aston Pupil Guarantee, which extended beyond school activities whilst adding value to existing work. Although the new Board had inherited some projects, a large number were only just starting and therefore it was difficult to measure the effect on raising educational achievement at this stage.
- 5.3.9 The Board was currently formalising its commissioning procedure and projects would be drawn up against specific outcomes. The Theme Groups would then decide which projects to take forward and, following receipt of an application, an appraisal would be undertaken to include an independent person, someone from the accountable body (i.e. a City Council officer) and one officer from Aston Pride working outside of that particular Theme Group.
- 5.3.10 The project would then go to the Partnership Board for approval and, subject to City Council financial regulations, could require Cabinet Member approval or Cabinet approval. Each project had a start-up meeting to ensure that the organisers and staff understood what was required and projects were often approved with certain conditions attached. Projects would then be linked to an independent/external evaluator who assessed whether their activities were plausible.
- 5.3.11 For Kings Norton NDC the Performance Management Framework consisted of both a management programme and plausibility testing of the programme to ascertain clear links between activities and outcomes. For example, evidence of the impact of activities, best practice, influence on Black and Minority Ethnic communities, educational results etc.
- 5.3.12 We were told that Kings Norton had now developed a Strategy for Employment. We were advised that there were plans to develop a co-ordinated Lifelong Learning Strategy over the next 12 months with wide ranging activities to engage people on the Estates and ensure progression. However we were told that cost was a major factor for residents and a bursary programme was being developed to assist with fees.
- 5.3.13 From the above we noted that the programmes are at different stages in terms of developing their baseline intelligence and strategies for action. This indicates the difficulty that many regeneration programmes have in spending their resources effectively within the timescales available to them.



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- 5.3.14 We also noted the shift from traditional bidding mechanisms and the move towards commissioning activities to meet the needs of the communities. The commissioning of activity with a clear legal agreement in place to ensure delivery is the current direction of travel for the regeneration programmes. This has potential benefit to ensure that the needs of the community can be met. However we gained little sense that commissioning was seen as a way of involving providers in the strategic process and of stimulating innovation, rather than an improved process for handling bids.
- 5.3.15 Members of the Committee heard about the concerns of some organisations which may not have the organisational capacity to operate within this system. There were also concerns raised with us about the degree to which the process was transparent and whether it just added more bureaucracy.
- 5.3.16 We noted that the City Council is developing a commissioning model in relation to its main programme grants. We would like to see that this, too, is developed in a way that ensures transparency and operates as a model of good practice.
- 5.3.17 Although there was some discussion on how the various theme groups of the programmes should work together it was not clear to us how well the individual themes are being integrated to promote the regeneration of the area or that the programmes are sufficiently linked in together with the key agencies at a strategic level in the City.

5.4 Examples of Education and Training Activity

- 5.4.1 We were interested to consider some examples of the type of education and training activity which the Regeneration Programmes are supporting or plan to support to meet their objectives and how effective these interventions had been
- 5.4.2 We were told by the SRB 6 Board that it was proud of the Raising Educational Attainment and Achievement project. This project aims to work with schools, parents and partners to develop new strategies and projects to improve achievement. Key examples of activity include the Peer Mediation project aimed at reducing bullying and fighting in schools and work undertaken with schools to set up Learning Rooms. New activity being developed includes innovative work to support young people at risk of disaffection during transition from primary to secondary school and a half term holiday scheme promoting mathematics. The Learning rooms were aimed at encouraging parents to enter into education and possibly employment, or simply show a greater interest in their child's education and it was difficult to determine outputs for this.



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- 5.4.3 We were advised that the SRB6 targets regarding attainment at Key Stage 2 and GCSE level had not been in place until year 3 of the programme. Raising Educational Attainment and Achievement was a significant project worth in excess of £1m and the first two years had been spent going through the appraisal and development stages. It was not expected therefore, that results would be seen at this early stage although it was expected that it would deliver results later.
- 5.4.4 They also told us about two major training projects with an access to employment theme, the West Midlands Travel Employment Partnership (£228,000) which provides tailor made training designed to assist long term unemployed people to access available vacancies, and the Construction Access Partnership project (*details of budget not yet available*) which is working in partnership to allow local people access to training in the construction industry as this is an area of skill shortage. There did not appear to be any other significant, current training projects in the area, certainly not those that sought to engage the significant voluntary and community sector in the SRB6 area.
- 5.4.5 SRB6 told us that their Education and Training activities were constrained by the capital revenue split of the programme (which is 60% capital and 40% revenue) and the in built pressure within SRB for physical regeneration and job creation outputs. As a consequence the amount allocated for all years of the SRB6 programme for education and training was around 12% of total programme resources. Several witnesses, such as the LSC and the first board chairman, highlighted the difficulties in the initial SRB6 model, in the conflicts between capital and revenue, between community and strategic leadership and in the need to attract significant leverage (i.e. funding from other public, private or voluntary sector sources to support the programme and its activities).
- 5.4.6 Kings Norton NDC told us, in terms of good practice and lessons learnt, that the collaborative approach with Kings Norton High School was a case study in how regeneration could work by linking with the mainstream and sharing resources to maximise opportunities for raising educational attainment. This was attributed to a willingness and recognition between the partners to share common objectives and draw on Local Authority knowledge and community support for the school. The need to link all interventions at the school and ensure that they complemented each other was recognised. This had allowed Kings Norton NDC programme to target its funding more effectively.
- 5.4.7 Asked whether targeting work with one secondary school had worked, we were told that this approach was working, and reference was made to the importance of building community identity in an area requiring regeneration. It was felt that a secondary school was able to provide that focus, even more so if it was a successful school.
- 5.4.8 We were told that the Workshop had also been particularly successful and its success was also underpinned by partnership working. In the first three years over 300 people had been helped and Jobcentre Plus was not charging Kings Norton NDC for their services because it recognised its success.



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- 5.4.9 Between 2001/02 and 2003/04 17% of the programmes spend was allocated to educational projects and 5% towards employment initiatives.
- 5.4.10 Aston Pride told us about the ICT project which is making available access to Information and Communications Technology within homes in the Aston Pride Area. This aims to raise the level of skills relating to ICT as well as literacy and numeracy for all ages in the area.
- 5.4.11 Aston Pride also told us about the Aston Pupil Guarantee which is a strategy to promote the achievement of pupils of all school age through the promotion and development of young peoples physical, emotional, cultural and technological attributes.
- 5.4.12 Aston Pride also highlighted the innovative work they were doing to link up residents with job vacancies linked to IMI Witton as well as the work they were doing to offer graduates the opportunity to gain work experience as trainee regeneration and Community Champions.
- 5.4.13 We heard that the Aston Pride Board was focusing on youth unemployment and unemployment in an attempt to raise the average household income. We wonder however whether the Board is taking the right approach not to target specific groups for example, given that white boys eligible for school meals were amongst the lowest achievers across the City and presumably this applied in Aston.
- 5.4.14 The Aston Pride NDC programme had a problematic start and was effectively re-launched in 2003. During 2003/4 approximately 15% of its annual budget was allocated to employment related projects and 14% to educational projects.
- 5.4.15 As stated previously the Regeneration programmes have relatively small amounts of resources available to them in comparison with agencies such as the City Council. It is not intended that these resources should be used to duplicate main programme provision or to seek to address too broad a range of issues but that it should be used to target disadvantage. In addition education and training are just two of the many objectives on which programmes are aiming to impact.
- 5.4.16 This raises the question as to whether or not the Boards are able to manage these competing pressures to achieve balanced and mutually reinforcing programmes across their theme areas or if certain objectives of the programme end up being squeezed and not given due priority. The level of resources which the programmes are currently allocating to training and education are not huge but that does not automatically show a lack of priority as two of the programmes Kings Norton and Aston Pride are still working up future years of the programme and SRB6 has a particular constraint in relation to revenue funding which has impacted on its ability to fund revenue schemes. Education and training are absolutely key objectives for Regeneration and must not be seen in isolation or as a bolt on. *It is therefore vital that the city council in its involvement with future regeneration projects plays a role in ensuring they stimulate the development of employability skills amongst those least likely to acquire them.*



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- 5.4.17 We feel more innovation is possible. For example in working to develop schemes which will more accurately target skill shortages in construction and health and by building upon programmes to develop graduate work experience.
- 5.4.18 We also were aware that data shows that, whilst attainment was improving generally, the figures are falling for African Caribbean and White boys. We are concerned that actions needed to be put in place to impact on these groups.

5.5 Monitoring Project Performance – BETA First

- 5.5.1 During the course of the review we had heard examples of projects funded by the programmes which had experienced problems. We were therefore keen to explore how the programmes monitored the performance and quality of their projects and what support was offered and interventions were taken when problems arose.
- 5.5.2 In particular, we considered the case of the BETA First Project. We were told that BETA First started up in 1992 and provided training for the most disadvantaged members of the Handsworth and Lozells Community. It particularly targeted young people for training who had dropped out of school and who did not feel comfortable attending colleges and in particular the African Caribbean community. It ran from the Methodist Church Hall in Lozells. The delivery of training between 1992 and 2000 seems to have been a resounding success with well over 3000 trainees benefiting from the organisation's activities.
- 5.5.3 As the project grew and developed it moved out of the Church Hall to its own premises. This was funded by the Millennium Commission. In addition it received funding both to develop the premises and to fund a range of training programmes from a wide variety of sources including the City Council main Programmes, Co-financing, SRB6 and the Learning and Skills Council. During this time the organisation began to experience serious management problems. The Learning and Skills Council withdrew its funding because of the failure of BETA First to deliver its outputs and because of the LSC's continuing concern about what it perceived to be serious management issues.
- 5.5.4 Following a lengthy period covering at least three years, from 2001 to 2004, various actions were taken with mixed results. As a consequence in mid 2004 the City Council and LSC instigated an independent review of BETA. The project is now developing on a somewhat firmer basis. Between 2000/01 and 2004/05 the project received a total of £734,000 in funding from the City Council and SRB6 but it seems as though no one funding agency took the lead early enough in the process to make an intervention at an early enough stage.



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- 5.5.5 We heard that the SRB 6 Board had funded BETA First in year 2 of SRB6 Programme for capital costs, having been shown evidence of leverage from other organisations. The Board had not been using the commissioning model at the time and they told us they regarded BETA First as an inherited project rather than being a core activity.
- 5.5.6 Lessons had been learnt from the BETA First experience in that the Partnership Board had decided that a new model for selecting projects was required and this had resulted in the change in process. There was also now a tracking system in place which enabled the Board to monitor the beneficiaries of projects. However the difficulties with BETA First may also have led to SRB6 being reluctant to support targeting of specific disadvantaged groups or the development of further innovative projects and the Committee felt that this was reflected in the evidence it received.
- 5.5.7 SRB6 told us that there are four-stages to the Performance Management Framework whereby project progress are reported to the Board on a quarterly basis. There is now a more strategic overall evaluation of projects and that a notice of concern could be issued as a formal warning prior to the suspension of funding if the Board had concerns about a particular project.
- 5.5.8 Safeguards are also built into the way projects are initially assessed at the commissioning phase. They are considered by an implementation group, referred to an appraisal panel (with community membership), and then to an executive which includes the chairs of the four implementation groups. Next they would be submitted to a full board for signing off once all questions had been answered to the board's satisfaction.
- 5.5.9 Clearly the Regeneration programmes have been adjusting their processes to ensure greater fit between strategic outcomes and project activity and to increase project monitoring. However there continues to be a danger they and other agencies will deal with problems in isolation. We believe that processes need to be put in place at a strategic level therefore, to enable them to be able to identify problems earlier within the organisations they are funding and to enable them to take earliest and most appropriate level of corrective action.

5.6 Building Links with Agencies and Interests

- 5.6.1 It is obviously essential for the Regeneration programmes to build effective linkages with all partners, local organisations and the local community if they are going to be effective and we heard evidence about how these are being developed.



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- 5.6.2 For example we were told by the Chair of the Aston Pride Education and Implementation Group that it was significant that the Learning and Skills Council and Jobcentre Plus were now on the Aston Pride Board. This ensured that the Board could complement their work, collect intelligence from their activities to help develop programmes and avoid duplication.
- 5.6.3 In addition Aston Pride told us about the very close links with the Witton Hub and how it was using the Bull Ring 2003 model and working in partnership with Jobcentre Plus, Connexions, the developers and the Learning and Skills Council to get early intelligence and maximise employment opportunities for local people. This had provided a significant opportunity for Aston Pride to build up programmes and support services which would help local people gain employment at this site.
- 5.6.4 We also heard from the Local Authority (LA) that schools are now being encouraged to work with the Learning and Skills Council (LSC) and colleges to look at vocational education. This will have a positive impact across the City but also on the regeneration areas through the development of relevant skills.
- 5.6.5 However, we did also hear that in the early days many of the agencies in the city had not been so well connected to the Regeneration Programmes and this had in some ways limited their early progress and success. There was criticism that it had led to Regeneration Boards constantly reinventing the wheel.
- 5.6.6 We were told by one of the Colleges that the Regeneration Programmes seem to have a bias towards the community and voluntary sector but that often the colleges have the experience, skills and facilities to provide the required services. This could result in duplication.
- 5.6.7 Various Voluntary and Community organisations operating within the regeneration areas told us that the Regeneration Programmes failed to link up with them and to learn from their expertise. For example The African Caribbean Young Achievers Network told us about a pilot awards scheme which had been established in 2000 with a view to recognising the achievements of African Caribbean young people in the community. There had been initial Arts Council funding, but the organisation was run on a largely voluntary basis, receiving donations from members. We noted this as an example of a good practice but were surprised to hear that the organisation had not been approached by any of the regeneration programmes with a view to supporting it or learning from its experience.



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- 5.6.8 In terms of good practice projects we also heard about the Birmingham Ishango science club which started up in 1999 with funding from the Birmingham LA. Since its inception the club has supported 400 pupils ranging in age from 8-16 years of age from primary and secondary schools in Birmingham. This has two fully equipped laboratories, one for physical sciences and one for biological sciences. The aim of the project is to provide educational support to African Caribbean youth by means of enhancing educational achievement in Science, Mathematics, Technology and related subjects. The long term aim is to increase the number of African Caribbean youth and adults taking up careers in these areas.
- 5.6.9 We also heard about the contribution which is made by the supplementary schools which aim to enhance the educational opportunities of young people in their community through the provision of out-of-hours educational initiatives. We heard that there are a total of 107 community supplementary schools grant aided by the Council. Of these 12 are targeted at African Caribbean communities. (30 are targeted at Pakistani communities, 20 target Bangladeshi communities, 23 target Indian communities, and 22 target other communities)
- 5.6.10 Holte School told us that although the school was just outside the boundaries for SRB6 and Aston Pride, it was a mutual territory and served a mix of ethnic groups. The school was no longer a failing school although the students came from areas with amongst the highest multiple deprivation indices. In addition as a specialist arts school it has found new ways of developing the English language skills of pupils. Head teachers from the North West Partnership of Schools had requested that the Handsworth Wood Girls School be turned into a vocational skills centre. Although it was outside of the SRB6 boundaries, the children who would attend it would come from within the SRB6 area. Currently, students wishing to undertake motor vehicle skills had to be transferred by bus to Bordesley Green. It was felt that there was an urgent need for a vocational skills centre in the North West of Birmingham to serve 14 to 19 year olds but issue had not been picked up by the Regeneration programmes.
- 5.6.11 We noted that there was an issue regarding geographical boundaries as schools served students from other areas and so the physical location was not the best indicator. As an example Holte school told us they had been unable to secure funding for cricket facilities. This is a project that would have developed community cohesion on 'safe ground' for young people. We subsequently heard that the Aston Pride Education Theme Group had decided not to work with Holt School due to the small percentage of Aston Pride area children attending the school (7.7%).
- 5.6.12 *We believe therefore that there is more that needs to be done by the programmes to build up linkages.*



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5.7 Working with the Voluntary and Community Sector

- 5.7.1 The Voluntary and Community Sector offers a wide variety of distinctive and responsive services to the community and can offer a rich source of local knowledge and experience into which the regeneration Programmes can tap.
- 5.7.2 We were told that most regeneration support was provided in terms of short-term funding, which gave no future security for either community organisations or their employees.
- 5.7.3 We were also told about the high level of bureaucracy involved in regeneration funding regimes.
- 5.7.4 All of the organisations we spoke to felt that regeneration funding was difficult to access. The rules were unclear, inflexible and bureaucratic. Rigid application of geographical boundaries meant that organisations operating or located just outside the line on the map but serving residents of the area, could find they were considered to be ineligible for funding. In addition the Programmes rarely funded the core revenue costs of projects so this meant it was difficult for the projects to operate beyond a very short timescale.
- 5.7.5 Regeneration is also hampered by different types of public funding having different targets to meet. For SRB6 in particular capital driven funding had the effect of excluding voluntary organisations.
- 5.7.6 Community groups also felt that the regeneration programmes did not make sufficient effort to make links with the grass roots activity that was going on the ground in the regeneration areas and to learn from this.
- 5.7.7 We were told that there was insufficient support for building the capacity of Voluntary and Community groups. The work of the Local Development Agencies was welcomed but more support was needed.
- 5.7.8 Whilst recognising the need for appropriate bureaucratic procedures to protect public funds, we felt nevertheless there is a need for greater flexibility on regeneration funding support. Witnesses also commented on delays to the receipt of approved funding and spoke of the need to deliver community services in a professional manner, rather than always relying on volunteers.

5.8 Area Based Versus Thematic Programmes

- 5.8.1 As shown above the three programmes which this review focussed upon were targeted on geographical areas of the City. However there have been other regeneration initiatives that are more thematically targeted.



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- 5.8.2 One of these was The Birmingham Core Skills Development Partnership. This was a former SRB funded programme which operated on a city wide basis which aimed to regenerate the skills level in Birmingham by raising the platform of literacy and numeracy across all areas, ages and sectors of the city. The result was a programme of change with the aspiration to double numeracy and literacy rates. £28.6 million Single Regeneration Budget funding was granted over seven years based on developing the system and doubling the skills level. Although SRB funding had ceased in 2003, core literacy and numeracy skills were now picked up through central government.
- 5.8.3 We heard that evaluations of the programme carried out by consultants had highlighted the following as key to its success:-
1. The Partnership had commissioned change.
 2. It had managed to keep the focus on making a difference.
 3. It had been wide-scale, not project based.
 4. There had been 'no escape' from literacy and numeracy development activities.
 5. The Board had 'clout', consisting as it did of key policy makers who were able to lever change.
 6. It had taken a 'faster, deeper, wider' approach to the mainstream.
- 5.8.4 We heard that this approach was in some ways more easy to implement than an area based approach to regeneration as it was not trying to address multiple objectives and could be clear in its focus, it was not limited by specific rigid geographical boundaries or individual project bidding processes and from the start it had all the key agencies on board and committed. In comparison, it appeared that the area based regeneration programmes had a much more complicated job to do which required them to set wider ranging objectives to prioritise between them and to mediate between a much wider range of interests. All of this indicated that they would need a longer set up time.
- 5.8.5 We had wished to discuss Regeneration Zones and the background to SRB6 with Advantage West Midlands (AWM). Although we received written evidence their non attendance meant we were unable to explore these issues in detail.

5.9 Research Findings

- 5.9.1 Finally, the Committee commissioned a piece of research to examine changes over the last four years in education standards for children and young people living in the Aston Pride NDC, King's Norton NDC and SRB6 areas of the City. Comparisons were made with LA and national averages and with other parts of the City with similar population characteristics to the regeneration areas.



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- 5.9.2 Our research shows that there is some evidence that differences have been made but also there are challenging areas of underachievement that are not necessarily identified by normal analysis. Between 2001 and 2004 rates of improvement have been higher than average at Key Stage 2 for children living in all three regeneration areas, and at Key Stage 4 for children living in the Aston Pride and SRB6 areas. For King's Norton NDC, improvements at Key Stage 4 have been similar to the LA average. Although the attainment gap has not closed compared to LA and national averages, it has narrowed. These improvements are evident both in relation to levels of attainment and relative progress (value-added). Subsequently, provisional results for 2005 indicate further improvements, particularly for Kings' Norton High where the percentage of students achieving 5A*-C has increased from 16% in 2004 to 50% in 2005. These results will also improve the KS4 value-added scores for King's Norton.
- 5.9.3 There is no consistent evidence to show that the gap in performance at Key Stage 1 is closing in the regeneration areas compared to LA averages. Part of the reason for this is the comparatively low level of attainment of children when they start school, and at the end of the Reception year. For example, the percentage of children achieving the majority of the Early Learning Goals is much lower than average in the regeneration areas. This impacts on standards at the end of Key Stage 1, as children need more time to 'catch-up.' There are implications for family services, for the location of Children's Centres and for other forms of early years support to address these inequalities.
- 5.9.4 Where improvements have been made in education standards (e.g. at Key Stage 2 and at Key Stage 4), this has tended to be inclusive i.e. both boys and girls from the different ethnic group have benefited from the improvements. However, there are some significant and alarming exceptions. For example, African/Caribbean Key Stage 2 results have not improved or white boys' GCSE 5A*-C results.
- 5.9.5 The percentage of young people remaining in full-time education post-16 who are resident in the SRB6 and Aston Pride areas is similar to the LA average (70%), although it is lower for young people resident in King's Norton NDC (58%). King's Norton NDC has a higher percentage of 16 year olds not in employment, education or training (NEET) twelve months after leaving school – 20% in 2004, compared to 12% in Aston Pride and 10% in SRB6. The LA average NEET is 11%. The NEET figures exclude school leavers whose status is unknown, 5% in Aston Pride and SRB6 and 1% in King's Norton NDC. But even if these school leavers were counted as NEET, the overall NEET figure would be higher in King's Norton NDC (21%) compared with 16% in Aston Pride and 14% in SRB6.



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- 5.9.6 Post-16 trend based on the destinations of school leavers attending schools in the areas shows that the percentage remaining in full-time education is around 80% for schools in Aston Pride NDC and the SRB6 area, compared with 56% for King's Norton High (up from 44% in 2002). A comparative school to King' Norton High is the College High in Kingstanding, and this school also has a comparatively low percentage of students remaining in full-time education (66%). The group least likely to remain in full-time education is white disadvantaged boys.
- 5.9.7 The percentage of young people achieving Level 3 qualifications by the age of 19 averaged over the last two years (2003 & 2004) was 18% in SRB6, 17% in Aston Pride NDC and 11% in King's Norton NDC. The LA average is 26%. Level 3 qualifications are needed for entry to higher education and these figures show that around 1 in 6 young people living in the Aston Pride NDC and SRB6 areas, and 1 in 10 living in King's Norton NDC achieved this. This compares to 1 in 4 for the LA and 1 in 3 nationally.
- 5.9.8 In conclusion there are some indications that education standards have been raised in the regeneration areas at Key Stage 2 and Key Stage 4, both in relation to levels of attainment and relative progress (value-added). Rates of improvement over the last four years have been similar to or above national averages. However, results at the end of Key Stage 1 do not show consistent improvement and this is partly associated with low levels of attainment when children start school.
- 5.9.9 There are differences between ethnic groups with African/Caribbean boys and White boys less likely than other groups to achieve 5A*-C and to stay on in education after the age of 16. Although local trend data is not available, the most recent figures show that the percentage of young people achieving Level 3 qualifications is lower than the LA and national average in the regeneration areas, particularly in King's Norton NDC.



6 Conclusions and Recommendations

6.1 Conclusions

- 6.1.1 There are numerous externally funded programmes and projects operating in the city at any one time that could be deemed to be regeneration programmes. Some are targeted at single issues whilst others are holistic in their approach. Some are area based and others are citywide. It was not possible for this review to consider them all, so three specific initiatives were selected for detailed examination. These were the SRB6 programme, Kings Norton and Aston Pride NDC. The aim of the review was to explore the education and training elements of these programmes to see how they were operating, if they were having an impact and to identify lessons for the future.
- 6.1.2 Education and training are just two of the many issues which the Regeneration Programmes and their Partnerships are expected to address in their areas. The Regeneration areas which we focussed upon in this review have many competing needs and high and sustained levels of deprivation. The programmes have a limited lifespan and operate within a tight framework of constraining rules which are set by Government. The main purpose of the programmes is to work with all partners and the local community to seek to address some of the problems of the area. The City Council has a role to play both as a major strategic partner and provider of local services and as the accountable body ensuring that the partnership has appropriate systems in place to ensure effective and efficient use of resources.
- 6.1.3 This Committee covered a lot of ground and we heard the views of a wide range of interests. Our key conclusions and recommendations are set out below.

6.2 Measuring the Impact of Regeneration Programmes

- 6.2.1 Our initial thoughts focussed on the question of whether it was possible to measure the impact of the regeneration programmes in terms of education and training. A widespread concern is that money is spent in the areas and people cannot see what has changed as a result.



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- 6.2.2 Our research confirmed that it is not possible to assess the precise cause and effect relationship between area regeneration funding and education and training outcomes because of the range of other factors involved. For example, the areas are receiving other resources to help raise educational standards such as Excellence in Cities as well as regeneration programme funding.¹ However, if the regeneration programmes are adding value, then improvements would be expected in education standards compared with pre-programme starting points. Furthermore, rates of improvement would be expected to be greater than in other areas of the City with similar population characteristics, but without the benefit of additional resources.
- 6.2.3 Another factor which makes it difficult to make straight forward measurements of improvements over time in the regeneration funded areas, is changes in population characteristics. Compared with the City average, the regeneration areas have high levels of population mobility as families move into and out of the areas. Population characteristics have changed in some areas due to, for example, increases in the number of asylum seekers and refugees. This makes it difficult to compare education standards from one year to the next as like is not being compared with like. To help control for population changes, a statistical measure of value-added has been included in the analysis. Value-added is a measure of relative progress, taking into account differences in starting points.
- 6.2.4 Of major importance to us was to see if improvements were being achieved in the regeneration areas by all ethnic groups and genders and that action was specifically assisting the lowest achieving groups in the areas.
- 6.2.5 Our research looked at changes over the last four years in the educational standards of children and young people living in the three regeneration areas of the City compared with LA and national averages and with other parts of the City with similar population characteristics to the regeneration areas.
- 6.2.6 Children living in the regeneration areas are significantly more disadvantaged compared to LA and national averages. For example one in two is eligible for free school meals compared to one in six nationally. Children living in the regeneration areas are also more likely than average to have special educational needs and to have moved school other than at normal school transfer times. These factors present particular challenges to raising educational achievements. The regeneration programmes aim, amongst other things, to raise educational standards, particularly for those most at risk of underachieving.

¹ Systems are being introduced in the 2005/06 academic year so that the progress of children participating in particular regeneration area funded programmes can be tracked. This will allow a more precise analysis of the impact of individual programmes.



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- 6.2.7 There are some indications that education standards have been raised in the regeneration areas at Key Stage 2 and Key Stage 4, both in relation to levels of attainment and relative progress (value-added). Between 2001-2004, rates of improvement at Key Stage 2 have been above national averages in Aston Pride NDC and King's Norton NDC, and similar to average in SRB6. At Key Stage 4 improvement rates have been above the national average in SRB6 and Aston Pride NDC, and similar to the national rate in King's Norton NDC.
- 6.2.8 In contrast, results at the end of Key Stage 1 do not show consistent improvement and this is partly associated with low levels of attainment when children start school. There are implications for the coordinated delivery of children and family services, including the location of Children's Centres and support for the early years, to address these inequalities.
- 6.2.9 Where improvements in standards have been made (i.e. at Key Stage 2 and Key Stage 4) these have tended to be inclusive, although there are some exceptions. For example, African/Caribbean boys and White boys are less likely than other groups to achieve 5A*-C and to stay on in education after the age of 16. The most recent figures show that the percentage of young people achieving Level 3 qualifications (needed for entry to Higher Education) is lower than the LA and national average in the regeneration areas, particularly in King's Norton NDC.
- 6.2.10 The regeneration programmes are clearly contributing towards some positive education and training outcomes within their areas. More could be done to fine tune their targeting on actions aimed at raising the achievements of the lowest achieving groups such as African Caribbean and White boys.
- 6.2.11 Effective targeting of initiatives and measurement of impact relies on the availability of up to date, detailed and accurate local data being available to the programmes from a range of agencies. As well as detailed tracking processes for individual beneficiaries of projects being in place. It also requires the regeneration programmes to be able to operate flexibly in the management of their programmes so that they can move resources to accommodate changing priorities to account for changing local circumstances over time.
- 6.2.12 We believe that the regeneration programmes need more assistance with this task and would recommend as a contribution towards this that the LA makes available annually updated data along the lines of that which this Committee received on education standards in the regeneration areas.



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- 6.2.13 In addition, we would like to see specific action taken to target African Caribbean underachievers, including language skills. This group is underrepresented in the supplementary schools sector, whilst small scale projects such as Ishango (the science club) and the African Caribbean Young Achievers Network have shown how success can be encouraged. There are difficult educational issues around the teaching of English here and there was a widespread feeling that this may have led to a lack of innovation and an unwillingness to tackle this issue.

	Recommendation	Responsibility	Completion Date
1	That the City Council makes available annually updated data on education standards in current and future regeneration areas to assist the Regeneration Programmes in developing their priorities. Copies of these reports to be made available to the relevant Scrutiny Committees, including the Regeneration and Education and Lifelong Learning O&S Committees.	Cabinet Member for Education and Lifelong Learning	By January 2006 then ongoing annually
2	That a report is produced for the Education and Lifelong Learning O&S Committee on what action is being taken in the City to address African Caribbean achievement levels and opportunities for language skills development. This report should include proposals for innovative projects specific to language skills.	Cabinet Member for Education and Lifelong Learning	March 2006

6.3 Working with the Voluntary and Community Sector

- 6.3.1 We heard a lot of evidence from the Voluntary and Community sector about the challenges of working with the regeneration programmes. Some local projects felt disengaged from the programmes, having little contact with them and few opportunities to share their experience of working with the community. They also told us of the difficulties which they had faced in seeking to access funding.
- 6.3.2 Others told us of the difficulties which arise when funding is made available, which include short timescales to spend the money, lack of revenue funding for core project functions and short term funding for specific projects and activities. All of which results in sustainability problems for the organisations concerned and the perpetual need to keep applying for funding from a range of different funders just to keep going.
- 6.3.3 It was also pointed out to us that the that the requirements of funders have become more onerous over time and the levels of bureaucracy expected both in applying for funding, and accounting for it when it is received, can be huge burdens on organisations that have not developed sufficient capacity or experience to handle them.



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- 6.3.4 These problems are not confined to the regeneration programmes alone. There are a myriad of agencies in the City, including the City Council, which are funding Community and Voluntary sector activity and many can be funding the same organisations for different activities.
- 6.3.5 It is essential that the Community and Voluntary sector continues to provide innovative and locally developed services to communities in the City which other agencies often fail to reach. It is also right and proper that any public money used to fund these is properly accounted for and that it delivers real benefits to the communities.
- 6.3.6 We were told that the new approach to commissioning projects adopted by the regeneration programmes and to an increasing degree by the City Council would ensure as part of the process that projects had the capacity to deliver. However many of the voluntary and community groups we spoke to felt that the commissioning processes proposed were not transparent enough and they feared that they may lose out in terms of funding to the larger organisations and agencies. It is therefore essential that any commissioning processes currently being developed by the City Council or the regeneration programmes ensure that there is inclusiveness and that they involve the Voluntary and Community sector.
- 6.3.7 The work of the Local Development Agencies is a useful step, but we believe more needs to be done to support the development of voluntary and community organisations and to assist them if problems arise. The problems at Beta First highlighted the difficulties there are in ensuring accountability when there are multiple funding agencies.
- 6.3.8 In future, on a citywide basis we think that the Birmingham Strategic Partnership could play a more of a role in this by building upon work currently in hand around developing Compacts and common application forms, to ultimately, overseeing the development of a shared database of voluntary sector funding. This would need to build upon the work of the City Council in developing its corporate database.
- 6.3.9 It should be a simple and easily understood system for examining the health of funded organisations and offer clear procedures for action and support where the need is identified. For example it could operate a four colour 'traffic light' system. This could take account of the governance, financial and management expertise and performance of the performance of the funded organisation. A change of status from green could be flagged by any funding partner and this would enable action to be taken by partners. Such action might range from mentoring and support to recommendations for withdrawal of funding or management change. We believe that this would help to track progress and avoid reactive interventions being made.



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	Recommendation	Responsibility	Completion Date
3	The City Council in setting up a shared corporate database of voluntary sector funding looks to extend it to the Birmingham Strategic Partnership (BSP) and partners within the BSP on a reciprocal basis. This should build upon the work of the BSP with the voluntary and community sector around compacts and developing a common application form.	Leader of the Council	January 2006
4	The City Council works with the BSP to develop a procedure to coordinate the monitoring, funding and support to organisations that receive funding from multiple streams. The procedure should involve delegating responsibility for action to a single, clearly identified partner.	Leader of the Council	March 2006
5	That in developing commissioning gateways, the City Council works with the BSP, BVSC, partner organisations and the Voluntary and Community Sector to develop basic standards for governance and financial and management capacity.	Deputy Leader and or Cabinet Member for Social Care and Health	March 2006
6	The commissioning process should address issues of inclusiveness and effective steps should be taken to include the voluntary and community sector in its development.	Deputy Leader and or Cabinet Member for Social Care and Health	January 2006

6.4 Council Representatives on External Boards and Organisations

6.4.1 In undertaking this review we became aware of the number of voluntary and community and other external bodies such as the Regeneration Partnerships onto which the Council nominates representatives. The presence of Council representatives on a range of external bodies offers huge potential for the City Council to exert a positive influence and for sharing information and experience.

6.4.2 What was not clear to us was the role that these Members were being asked to play by the City Council, especially, as nominees onto Council funded organisations. We were also unclear as to whom they were required to report back and when. Some witnesses were specifically critical of the role of councillors. This is one aspect of a broader issue that has also been flagged up in varying ways in a number of previous scrutiny review reports. For example;

- The Co-ordinating O&S Committee's report to Council in April 2005 on 'The Role of Members on the Full Council' touched upon the lack of support given to some aspects of the roles that Members have to undertake especially in relation to the increasing number of partnership bodies and a range of community, voluntary and or public organisations. It also stated that there was a need for the Council to be more aware of the work of the Joint Authorities and to be able to influence them more through their representatives.



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- The Task and Finish Committee on the Birmingham Strategic Partnership recommended in September 2005 that the Leader of the Council should develop a process for an annual report back to Council on the activities and developments of the BSP and the City Councils contribution to them.
- The scrutiny review of Aston Pride NDC conducted by the Regeneration O&S Committee in 2004 recommended that a more formal reporting system was introduced to allow the Council to become more informed of the status and progress of regeneration bodies upon which the Council has some representation or involvement. This should clarify the Council's distinctive role and its strategic expectations within the regeneration bodies and clarify the role and expectation that we would have for our representatives.

6.4.3 It is clear to us that the Council needs to consider taking a fresh look at this system of nominations not just in relation to Member representation on funded voluntary organisations but to all outside bodies with a view to developing a protocol which looks at the appropriateness of the appointment, the role and responsibility of the appointee and any other matters such as personal liability.

6.4.4 In the shorter term we would also recommend that a list of all Council nominees to Boards and voluntary groups is made available to the relevant O&S Committees.

6.4.5

	Recommendation	Responsibility	Completion Date
7	That the City Council takes a fresh look at the system for appointing Council Members to outside bodies with a view to developing a framework or protocol which considers the appropriateness of the appointment, the role and responsibility of the appointee and matters of personal liability.	Council Business Management Committee	January 2006
8	That lists of all of the Councillor representatives nominated to sit on Boards and Voluntary and Community organisations on behalf of the City Council are made available to the relevant O&S Committees and regularly updated when changes are made.	Council Business Management Committee	December 2005

6.5 Developing the Skills Agenda

6.5.1 The city's Regeneration Programmes and education and training providers need to be fully informed about the changing local labour market demands and must be able to adapt their training provision and advice accordingly. They must offer a flexible approach to the delivery of training, maximising the potential for excluded groups to access these opportunities.



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- 6.5.2 Throughout this review it became clear to us that there are a number of emerging developments within certain sectors in the City where the city must take full opportunity to make the necessary links with skill development. These opportunities include for example those in construction arising from the Housing Market Renewal Area and those in the health economy.
- 6.5.3 We heard that it has recently been reported in government figures that Muslim students are finding it harder to break into the job market than other graduates - 76% of Muslim graduates of a working age are in jobs compared with 87% of all graduates. One of the schemes which we heard about during the course of the review is taking some limited action to promote graduate employment in the regeneration areas. The Aston Pride NDC Aston's Finest scheme provides support such as bursaries, for work experience to graduates as trainee Regeneration Officers and Community Champions. However, there must be other employers who could offer work experience and training to graduates with the right incentives.
- 6.5.4 Finally in terms of supporting the 14-19 agenda we heard convincing evidence about the need to establish a Skills Centre in North West Birmingham. In terms of underachieving groups, such as African Caribbean boys, it was felt that a skills centre was urgently needed as vocational skill courses did interest these students but the National Curriculum did not. Currently students wishing to attend motor vehicle skills training had to be transferred by bus to Bordesley Green. The Head teacher of Holte School made it clear that this development was supported by the North West Partnership of Schools but they had not been able to get support from the relevant regeneration programme because despite the fact it would benefit residents of the regeneration area, the proposed location for the centre lay outside the programme boundaries We would therefore wish to seek a progress report on the matter.

	Recommendation	Responsibility	Completion Date
9	That an annual report is produced for the Regeneration Overview and Scrutiny committee on how regeneration activity and major developments are linked to opportunities for skills development (particularly in health and construction).	Cabinet Member for Regeneration	February 2006
10	The Cabinet Member for Regeneration to discuss with Aston Pride how it can extend its Aston's Finest scheme to provide support, such as bursaries, for work experience and training placements for graduates with other employers.	Cabinet Member for Regeneration	February 2006
11	That a progress report is produced in conjunction with the Learning and Skills Council for the Education and Lifelong Learning O&S Committee outlining what action is being taken to establish a Skills Centre in North West Birmingham.	Cabinet Member for Education and Lifelong Learning	March 2006



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6.6 Future Coordination of Regeneration

- 6.6.1 From the evidence we heard it is clear that at a practical level the Regeneration Programmes and key agencies in the city still have work to do in terms of building strong and meaningful linkages. In addition there needs to be more joining up between the programmes so that experiences are shared and lessons learned.
- 6.6.2 At a strategic level there is still a huge variety of funding programmes addressing one or more regeneration objectives and often linking to different government departments. This situation brings with it the requirement to set up a whole range of different partnership organisations and different geographical boundaries, eligibilities practices, procedures and performance requirements. All of which adds to the complexity and bureaucracy experienced as well as making it difficult to see how all the initiatives are working together to make a real and lasting impact.
- 6.6.3 This was again a matter raised in the previous scrutiny review on Aston Pride NDC which highlighted the need for mechanisms to be developed to establish formal reporting mechanisms between government bodies, statutory bodies and the Council to share information about the regeneration programmes.
- 6.6.4 With the advent of the Local Area Agreement (LAA) it is likely that a large proportion of regeneration funding streams will be brought together into one pot. We believe that this offers a real opportunity at last for regeneration activities across the city to be better co-ordinated and overseen by the major agencies across the city. Within this framework it is essential that the training and education agenda is given due priority and we recommend that an early report is produced which states how this matter will be addressed.
- 6.6.5 It also became clear to the Committee that in the future initiatives such as the Regeneration Zones will be a key delivery vehicle for the region's Economic strategy. Although it was outside of the remit of this review to explore the detail of the approach taken towards regeneration in the zones we did have some concerns raised with us that the zones are not engaging the voluntary and community sector as well as it might. Advantage West Midlands told us that the Zone programme will be subject to a full evaluation in 2006 and we believe that it would therefore be useful if the Regeneration O&S Committee was given the opportunity to feed into this process.
- 6.6.6 In addition we believe that it is important that the relevant Districts are informed about the work of the Zones and would suggest that they are provided with copies of the plans.



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	Recommendation	Responsibility	Completion Date
12	That a report is produced to detail how regeneration activity will be overseen, better co-ordinated and linked into the City's Economic Strategy under the arrangements for Local Area Agreements. The report should also specifically indicate what action will be taken to ensure the Education and Training agenda will be supported in future.	Leader of the Council and Cabinet Member for Education and Lifelong Learning	January 2006
13	That the Regeneration O&S Committee considers how it might review the effectiveness of the Regeneration Zones.	Regeneration O&S Committee	January 2006
14	That the relevant District Committees receive copies of the relevant AWM Zone Improvement plans.	Cabinet Member for Regeneration	December 2005

6.7 Monitoring progress

	Recommendation	Responsibility	Completion Date
15	Progress towards achievement of these recommendations should be reported to the Coordinating Overview and Scrutiny Committee and other relevant O&S Committees by April 2006. Subsequent progress reports will be scheduled by the Committee thereafter, until all recommendations are implemented.	Cabinet Member for Regeneration	April 2006



Appendix 1 Glossary of Terms

1.1 Glossary of Terms

Key Stages in accordance with the National Curriculum and the Education Reform Act 1988

Key Stage 1 – 5-7 years.
Key Stage 2 – 7-11 years.
Key Stage 3 – 11-14 years.
Key Stage 4 – 14-16 years.

Pupils are assessed by National Curriculum tests at the end of each Key Stage. Key stage 4 is assessed by levels of GCSE attainment.

NVQ - National Vocational Qualifications

These qualifications are based on skills, knowledge and competencies required by specific occupations set out by industry defined standards. A five level framework is applied.

Level 1 - Foundation skills in semi-skilled occupations
Level 2 - Semi-skilled occupations
Level 3 - Technician/skilled/craft/supervisory occupations
Level 4 - Technician/junior management occupations
Level 5 - Professional/senior management occupations

1.2 List of Abbreviations

AEG - Access to Employment Group
AWM - Advantage West Midlands
BSP - Birmingham Strategic Partnership
BVSC - Birmingham Voluntary Services Council
EMAG - Ethnic Minority Achievement Grant
GCSE - General Certificate of Secondary Education
GNVQ - General National Vocational Qualification
KS - Key Stage
LA - Local Authority
LSC – Learning and Skills Council
NEET - Not in Employment, Education or Training
NDC - New Deal for Communities
NVQ - National Vocational Qualification
PCP - Project Cycle Management
SRB - Single Regeneration Budget



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Appendix 2 Research Report

EDUCATION STANDARDS IN BIRMINGHAM'S REGENERATION AREAS

**RESEARCH AND STATISTICS SECTION
LEARNING & CULTURE DIRECTORATE
AUGUST 2005**

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EDUCATION STANDARDS IN BIRMINGHAM'S REGENERATION AREAS

1. Summary

- 1.1 This report examines changes over the last four years in education standards for children and young people living in the Aston Pride NDC, King's Norton NDC and SRB6 areas of the City. Comparisons are made with LEA and national averages and with other parts of the City with similar population characteristics to the regeneration areas.
- 1.2 Children living in the regeneration areas are significantly more disadvantaged compared to LEA and national averages. For example one in two is eligible for free school meals compared to one in six nationally. Children living in the regeneration areas are also more likely than average to have special educational needs and to have moved school other than at normal school transfer times. These factors present particular challenges to raising educational achievements. The regeneration programmes aim, amongst other things, to raise educational standards, particularly for those most at risk of underachieving.
- 1.3 There is some evidence to show that differences have been made. Between 2001 and 2004 rates of improvement have been higher than average at Key Stage 2 for children living in all three regeneration areas and particularly for children living in King's Norton NDC.
- 1.4 At Key Stage 4 rates of improvement have been higher than average for children living in the Aston Pride and SRB6 areas. For King's Norton NDC, improvements at Key Stage 4 have been similar to the LEA average.
- 1.5 Although the attainment gap at KS2 and KS4 has not closed in the regeneration areas compared to LEA and national averages, it has narrowed. These improvements are evident both in relation to levels of attainment and relative progress (value-added).
- 1.6 Comparisons were made with education standards in other areas of the City with similar population characteristics to the regeneration areas. Kingstanding is an area similar to Kings Norton NDC and parts of Nechells/Small Heath/Highgate are similar to Aston Pride NDC. Because SRB6 covers a much larger area of the City, there is no comparative area in another part of the City.
- 1.7 Results at KS2 have improved at a greater rate in King's Norton NDC compared to Kingstanding. At KS4, results in King's Norton NDC are higher than in Kingstanding (36% 5A*-C compared to 24%), although rates of improvement are lower.
- 1.8 Rates of improvement at KS2 in Aston Pride NDC are similar to the improvement rates in the Nechells/Small Heath/Highgate comparison area. At KS4, rates of improvement are higher in Aston Pride NDC than in the comparison area.
- 1.9 Results are more mixed at Key Stage 1. There is no consistent evidence to show that the gap in performance at Key Stage 1 is closing in the regeneration areas compared to LEA averages. Part of the reason for this is the comparatively low level of attainment of children when they start school, and at the end of the Reception year. For example, the percentage of children achieving the majority of the Early Learning Goals is much lower than average in the regeneration areas. This impacts on standards at the end of Key Stage 1, as children need

more time to ‘catch-up.’ There are implications for family services, for the location of Children’s Centres and for other forms of early years support to address these inequalities.

- 1.10 There is currently a Sure Start programme covering part of the SRB6 area. Phase 1 Children’s Centres are located in the SRB6 area and the Aston Pride NDC area. Analysis of the impact of these Centres on the achievements of children during the Foundation Stage and Key Stage 1 will be included in future reports.
- 1.11 Where improvements have been made in education standards (e.g. at Key Stage 2 and at Key Stage 4), this has tended to be inclusive i.e. both boys and girls from the different ethnic group have benefited from the improvements, although there are some differences between groups. For example, for those groups most at risk of underachieving:
- Pakistani pupils’ results at both KS2 and KS4 have improved at an above average rate in the regeneration areas and the gap is closing.
 - Bangladeshi pupils’ results at KS4 have improved at an above average rate and the gap is closing. Bangladeshi boys’ maths results at KS2 are also improving at an above rate. However Bangladeshi girls’ KS2 results have not improved.
 - African/Caribbean boys’ and girls’ KS4 results have improved at a rate that is above the national average rate, but below the regeneration area and LEA average rate so the gap is not closing. African Caribbean boys’ KS2 results in maths and English have not improved. African Caribbean girls’ maths results have improved at an above average rate, but English results have not improved.
 - White boys’ KS2 English results have improved at an average rate so the gap is not closing (although it is closing in King’s Norton NDC where improvement rates are greater). White boys’ KS2 maths results have improved at an above average rate. White boys’ KS4 results have not improved and the gap is not closing.
- 1.12 The percentage of young people remaining in full-time education post-16 who are resident in the SRB6 and Aston Pride areas is similar to the LEA average (70%), although it is much lower for young people resident in King’s Norton NDC (58%). King’s Norton NDC has a higher percentage of 16 year olds not in employment, education or training (NEET) twelve months after leaving school in 2004 – 20%, compared to 12% in Aston Pride and 10% in SRB6. The LEA average NEET is 11%.
- 1.13 Post-16 trend based on the destinations of school leavers attending schools in the areas shows that the percentage remaining in full-time education is around 80% for schools in Aston Pride NDC and the SRB6 area, compared to 56% for King’s Norton High (up from 44% in 2002). A comparative school to King’s Norton High is the College High in Kingstanding, and this school also has a comparatively low percentage of students remaining in full-time education (66%). The group least likely to remain in full-time education is white disadvantaged boys.
- 1.14 The percentage of young people achieving Level 3 qualifications by the age of 19 averaged over the last two years (2003 & 2004) was 18% in SRB6, 17% in Aston Pride NDC and 11% in King’s Norton NDC. The LEA average is 26%. Level 3 qualifications are needed for entry to higher education and these figures show that around 1 in 6 young people living in the Aston Pride NDC and SRB6 areas, and 1 in 10 living in King’s Norton NDC achieved this level. This compares to 1 in 4 for the LEA and 1 in 3 nationally.
- 1.15 Up-to-date comparative data on HE participation at sub-ward level is not available. Data published by the Higher Education Funding Council shows that in 2000, 25% of

Birmingham's 18-19 year entered HE, although this was lower in those wards with highest levels of deprivation.

- 1.16 In conclusion, there are some indications that education standards have been raised in the regeneration areas at Key Stage 2 and Key Stage 4, both in relation to levels of attainment and relative progress (value-added). However, results at the end of Key Stage 1 do not show consistent improvement and this is partly associated with low levels of attainment when children start school. There are differences between ethnic groups with White disadvantaged boys less likely than other groups to achieve 5A*-C and to stay on in education after the age of 16. Although local trend data is not available, the most recent figures show that the percentage of young people achieving Level 3 qualifications is lower than the LEA and national average in the regeneration areas, particularly in King's Norton NDC. Level 3 qualifications are needed for entry to Higher Education.

Future analysis

It is planned to up-date this report early in 2006 when the analysis of the 2005 results has been completed.

Systems are being introduced so that the progress of children participating in particular regeneration area funded education programmes can be tracked. This will allow a more precise analysis of the impact of individual programmes.

2. **Introduction**

- 2.1 Birmingham's SRB6 programme in Handsworth and Soho and the two New Deal for Communities (NDC) programmes in King's Norton and Aston aim to support area regeneration. This includes improving educational standards and access to learning, particularly for those most at risk of underachieving. The three regeneration areas have some of the highest indices of multiple deprivation in the country, and this presents a particular challenge to raising educational achievement.
- 2.2 It is not possible to assess the precise cause and effect relationship between area regeneration funding and education outcomes because of the range of factors involved. For example, the areas are receiving other resources to help raise education standards such as Excellence in Cities, as well as regeneration funding. However, if the regeneration programmes were adding value, then improvements would be expected in education standards compared to the pre-programme starting points. Furthermore, rates of improvement would be expected to be greater than in other areas with similar population characteristics, but without the benefit of the additional resources.
- 2.3 The following report provides an analysis of changes in education standards in the regeneration areas over the period 2001 – 2004.
- 2.4 The analysis is based on children and young people resident in the regeneration areas. Where applicable, a statistical measure of 'value-added' is also included. This takes into account differences in starting points and helps to control for changes in population characteristics due to migration into and out of the regeneration areas over the four-year period.
- 2.5 To establish how inclusive any improvements in education standards are, results have been broken down by gender and ethnic group. The analysis also examines whether there has been a reduction in the numbers of children and young people with low level of achievement or with no qualifications, as well as an increase in those with higher levels of achievement.
- 2.6 For comparative purposes, performance trends in the regeneration areas are compared with national trends, Birmingham trends, and trends in other areas of the City with similar population characteristics to the regeneration areas¹

¹ Areas of Birmingham with similar characteristics to the regeneration areas were identified based on similar ethnic communities and similar percentages of children eligible for free school meals. For King's Norton NDC the comparative area is Kingstanding. For Aston Pride NDC the comparative area is an area covering Nechells, part of Small Heath and Highgate. Because SRB6 covers a much larger area of the City compared to the other regeneration areas, there is no comparative area in another part of the City.

3. **Population characteristics (Fig. 1 and Table 1)**

- 3.1 Fig.1 shows the geographic location of the regeneration areas and Table 1 compares the school-age population demographics.
- 3.2 As table 1 shows, the three regeneration areas are characterise by very high percentages of children eligible for free school meals (1 in 2 children in the regeneration areas is eligible for free school meals compared to an LEA average of 1 in 3 and a national average of 1 in 6).
- 3.3 The proportion of children with special educational needs is also high in the regeneration areas (27% compared to an LEA average of 21% and national average of 17%), as too is pupil turnover (24% compared to an LEA average of 17%).
- 3.4 The main difference between the areas is in the proportion of black and minority children. In the Aston Pride NDC and the SRB6 areas over 90% of children are from black and minority ethnic communities, compared to less than 20% in King's Norton NDC (mainly African/Caribbean and mixed race). The percentage of children with English as an additional language is 64% in the SRB6 areas and 73% in Aston Pride NDC, compared to just 2% in King's Norton NDC.
- 3.5 In terms of population size, the SRB6 area has the highest number of children of school age (10,816), compared to 4,201 in Aston Pride NDC and 1,886 in King's Norton NDC. For programme delivery purposes, SRB6 is split into 8 sub-areas. There is some variation in the make-up of the ethnic communities in each of the SRB6 sub-areas. For example, Winson Green has a high proportion of African/Caribbean children (39%) and mixed race children (11%); Lozells has a high proportion of Bangladeshi children (32%); Soho East has a high proportion if Indian children (42%) and Rotten Park has a high proportion of Pakistani children (52%).

4. **Education Standards at each Key Stage**

- 4.1 Tables 2 -5 compare educational standards at the end of the Reception year for children living in the regeneration areas, based on Foundation Stage assessments. Foundation Stage assessments were first introduced in 2003/04 so there is no trend information available yet.
- 4.2 Tables 6 - 11 and Figs.2 - 4 compare trends in educational standards from 2001 to 2004 at Key Stages 1 and 2 for primary age children and in the Key stage 4 GCSE and equivalent examinations for secondary.
- 4.3 Tables 12-14 compare post-16 destinations and the proportion of young people living in the areas achieving Level 3 qualifications (A level and equivalent). Level 3 qualifications are needed for entry to Higher Education.

5. Foundation Stage (Table 2 - 5)

- 5.1 Overall, the percentage of children achieving the majority of the Early Learning Goals (ELGs) is between 10-20% lower in the three Regeneration Areas compared to the LEA average. For example, the LEA average for the percentage of children achieving the majority of the ELGs in Communication, Language and Literacy was 56% in 2003/04, compared to 40% for **Aston Pride NDC**, 33% for **King's Norton NDC** and 43% for **SRB6**.
- 5.2 In Mathematics Development the LEA average was 71%, compared to 53% for **Aston Pride NDC**, 60% for **King's Norton NDC** and 59% for **SRB6**.
- 5.3 Tables 3 - 5 compare Foundation Stage assessments by ethnic group and gender for each area. This shows that in Aston Pride NDC, Bangladeshi children are least likely to achieve the majority of the Early Learning Goals and in the SRB6 area it is Bangladeshi and Pakistani children. On average, the percentage of girls achieving the Early Learning Goals is around 10% higher than boys, and this applies to all ethnic groups. In King's Norton NDC, the difference between boys' and girls' results is particularly marked for Personal, Social and Emotional development and for Communication, Language and Literacy.
- 5.4 As the Foundation Stage assessments are new, there is no trend information yet (second year comparative data available in September 2005). However, the results for one year show that children living in the Regeneration Areas start off with below average attainment, particularly children with English as an additional language. Closing the gap is a priority if children are to have the same chances later in life.

6. Key Stage 1 (Tables 6 and 7)

- 6.1 Table 6 shows trends in end of Key Stage 1 results from 2001-2004. Results are below the LEA average in the regeneration areas and the aim is to close the gaps.
- 6.2 From 2001-2004 results in writing and maths (%L2+) decreased in Birmingham and nationally. Reading results have not changed in Birmingham over this period but there were some small improvements nationally.
- 6.3 For children living in **Aston Pride NDC**, results have improved in reading and the gap has narrowed compared to the LEA average. However results in writing and mathematics have not improved and the gap compared to the LEA average has not changed.
- 6.4 The KS1 results in **Aston Pride NDC** are slightly above those in the comparative area (Nechells/Small Heath/Highgate).
- 6.5 For children living in **King's Norton NDC**, results at KS1 have not improved and the gap compared to the LEA average has increased.
- 6.6 Results in Kingstanding (comparative area to **King's Norton NDC**) improved in reading but decreased slightly in writing and mathematics.
- 6.7 For children living in the **SRB6 area**, results at KS1 have not improved although the gap has narrowed slightly compared to the LEA average in mathematics.

6.8 Table 7 compares Key Stage 1 results trends by ethnic group and gender for children living in the regeneration areas. The percentage of pupils achieving Level 2 and above in reading and writing is lowest for Bangladeshi, Pakistani and White boys. Results have not improved over the last four years.

6.9 In summary, results are mixed and complicated by the fact that results for the LEA overall and nationally have not improved at KS1 over the last four years. There is no consistent evidence to show that the gap in performance at KS1 has closed in the regeneration areas compared to LEA averages, or that standards have improved compared to other areas of the City with similar population characteristics. Part of the reason for this is the comparatively low level of attainment of children when they start school, and at the end of the Reception year. For example, the percentage of children achieving the majority of the Early Learning Goals is much lower than average in the regeneration areas. This impacts on standards at the end of Key Stage 1, as children need more time to ‘catch-up.’ There are implications for family services, for the location of Children’s Centres and for other forms of early years support to address these inequalities.

7. Key Stage 2 (Tables 8 and 9, Figs. 2 and 3)

7.1 Table 8 shows trends in end of Key Stage 2 results from 2001-2004. Overall, results are more positive than at KS1, with children living in the regeneration areas generally improving at a faster rate than the LEA average.

7.2 For children living in the **Aston Pride NDC**, improvements have been made in both English and mathematics performance. The performance gap has narrowed significantly compared to the LEA average in mathematics and remained the same in English.

7.3 Improvements in Aston Pride are similar to those in the comparative area.

7.4 For children living in **King’s Norton NDC**, significant improvements have been made in English, maths and science and the gap compared to the LEA average has now almost closed in English and in science.

7.5 Improvements in King’s Norton are greater than those in the comparative area.

7.6 For children living in **SRB6**, KS2 results started off closer to the LEA average. Between 2001 -2004 some improvements have been made in English and mathematics performance has remained the same.

7.7 Value-added performance, which measures children’s progress between KS1 and KS2 taking into account their starting point, has improved in all three regeneration areas.

7.8 For children living in the **Aston Pride NDC**, the percentage of pupils with below average progress has reduced from 39% to 21% in English, from 38% to 28% in mathematics and from 39% to 31% in science.

7.9 For children living in the **King’s Norton NDC**, the percentage of pupils with below average progress has reduced 44% to 22% in English, from 41% to 30% in mathematics and from 37% to 29% in science.

- 7.10 For children living in **SRB6**, the percentage of pupils with below average progress has reduced from 31% to 21% in English, from 26% to 25% in mathematics and from 27% to 23% in science.
- 7.11 Table 9 shows results by ethnic group and gender for children living in the regeneration areas. This shows that results in English have improved the most for Pakistani and Indian pupils. Results for African/Caribbean and Bangladeshi pupils have not improved.
- 7.12 These results suggest that the regeneration areas are making a difference to raising the achievement of children during Key Stage 2, although there are differences between groups with some groups not improving at the same rate.

8. Key Stage 4 (Table 10 and 11, Fig. 4)

- 8.1 Table 10 shows trends in Key Stage 4 results from 2001-2004. Results have improved in all three regeneration areas. The percentage of pupils achieving 5 or more A*-C grades has improved by 14% in **Aston Pride NDC**, by 11% in **SRB6** and by 4% in **King's Norton NDC**. This compares to an LEA average improvement of 10% and national average improvement of 4%.²
- 8.2 The proportion of pupils achieving 5 or more A*-G grades including English and maths, has also improved in each regeneration area (by 4% in **Aston Pride NDC**, 8% in **SRB6** and 1% in **King's Norton NDC**, compared to an LEA average improvement of 3% and national average improvement of 2%).
- 8.3 In the **SRB6** area 99% of 16 year olds achieved at least one qualification in 2004 and in **King's Norton** it was 100%. For **Aston Pride NDC** it was 96%, the same as the LEA and national average.
- 8.4 In **Aston Pride NDC** and **SRB6**, KS3 to KS4 value-added scores have improved and are above the national average. A lower percentage of pupils are in the bottom quartile for value-added and a higher percentage is in the top quartile compared to the national average.
- 8.5 In **King's Norton NDC**, the KS3 to KS4 value-added score has not improved and remains below the national average. Although the percentage of pupils in the lower quartile for value-added is similar to the national average in Kings Norton, the percentage of pupils in the top quartile for value-added is much lower than the national average.
- 8.6 Value-added analysis between KS2 to KS4 shows that pupil progress is similar to the national average in **Aston Pride NDC** and **SRB6** but below the national average in **King's Norton NDC**.
- 8.7 Table 11 shows KS4 results by ethnic group and gender. The percentage of pupils achieving 5A*-C has improved for all groups, apart from White boys. The percentage 5A*-C is lowest for White boys (19% in 2004) and African/Caribbean Boys (20% in 2004). Indian girls are the highest achieving group

² Provisional results for 2005 indicate further improvements, particularly for Kings' Norton High where the percentage of students achieving 5A*-C has increased from 16% in 2004 to 50% in 2005. These results will also improve the KS4 value-added scores for King's Norton.

9. **Post-16 (Tables 12 - 14)**

- 9.1 The percentage of young people remaining in full-time education post-16 in 2004 was 70% in **Aston Pride NDC**, 73% in **SRB6** and 58% in **King's Norton NDC** (the LEA average was 70%). Twelve months after leaving school, a higher percentage of young people were not in education, employment or training (NEET) in **King's Norton NDC** (20%), compared to **Aston Pride NDC** (12%) and **SRB6** (10%). The LEA average NEET was 11%.
- 9.2 Overall, the NEET percentages are highest for White boys and girls. White pupils in the regeneration areas are mostly disadvantaged and more likely than other groups to be unemployed at 16 rather than remain in education. Other groups with higher than average percentage NEET are Bangladeshi boys in the SRB6 area and Pakistani girls in Aston Pride NDC.
- 9.3 Post-16 trend based on the destinations of school leavers attending schools in the areas shows that the percentage remaining in full-time education is around 80% for schools in Aston Pride NDC and the SRB6 area, compared to 56% for King's Norton High (up from 44% in 2002). A comparative school to King's Norton High is the College High in Kingstanding and this school also has a comparatively low percentage of students remaining in full-time education (66%). The group least likely to remain in full-time education is white disadvantaged boys.
- 9.4 The percentage of young people achieving Level 3 qualifications by the age of 19 averaged over the last two years (2003 & 2004) was 18% in **SRB6**, 17% in **Aston Pride NDC** and 11% in **King's Norton NDC**. The LEA average is 26%. Level 3 qualifications are needed for entry to higher education and these figures show that around 1 in 6 young people living in the Aston Pride NDC and SRB6 areas, and 1 in 10 living in King's Norton NDC achieved this. This compares to 1 in 4 for the LEA and 1 in 3 nationally.
- 9.5 There are differences in the percentage of young people achieving Level 3 qualifications by gender and ethnic group. In **SRB6**, 22% of girls achieved Level 3 qualifications compared to 15% of boys. 25% of Indian boys achieved Level 3 qualifications compared to just 8% of African/Caribbean boys and 2% of white boys (the figure for Bangladeshi boys was 19% and for Pakistani boys 15%). Figures for girls were 35% for Indian girls, 23% for Pakistani girls, 19% for Bangladeshi girls, 14% for African/Caribbean girls and 11% for white girls.
- 9.6 In **Aston Pride NDC**, 24% of girls and 11% of boys achieved Level 3 qualifications by age 19. Figures were highest for Bangladeshi Girls (36%) Indian Girls (35%) and Pakistani Girls (25%). The figures for African/Caribbean girls was 13% and for White Girls 9%. Figures were lowest for White boys (7%), Pakistani boys (6%) and African/Caribbean boys 3%.
- 9.7 In King's Norton NDC, 13% of girls and 12% of boys achieved Level 3 qualifications by age 19, half the LEA average.

Figure 1

Regeneration Area Map



Table 1 Regeneration Area Population Characteristics (4-16 year olds resident in the area) 2005													
Area	Number of 4-16 year olds	% eligible for free school meals	% with English as an additional language	Ethnic Groups							Special Educational Needs		Pupil mobility (turnover)
				African/Carib.	Bangladeshi	Indian	Pakistani	Mixed Heritage	White	Other	School action and Action Plus	Statemented	
Aston Pride NDC	4,201	51%	73%	15%	29%	6%	33%	4%	8%	5%	22%	4%	21%
Kings' Norton NDC	1,886	47%	2%	5%	0.10%	0.20%	0.70%	11%	82%	1%	22%	5%	23%
SRB6 overall	10,816	47%	64%	24%	12%	16%	28%	7%	7%	6%	24%	4%	26%
SRB6 Soho West	1,150	48%	52%	29%	10%	26%	13%	8%	7%	7%	22%	3%	
SRB6 Soho East	787	40%	68%	22%	4%	42%	15%	5%	5%	7%	23%	4%	
SRBS Handsworth Park	1,737	55%	69%	20%	9%	23%	31%	7%	4%	6%	28%	3%	
SRB6 Lozells Road N	1,026	48%	83%	14%	32%	5%	37%	3%	3%	6%	29%	3%	
SRB6 Lozells Road S	1,711	47%	77%	16%	31%	7%	34%	3%	5%	4%	28%	4%	
SRB6 Holyhead Road N	1,053	49%	61%	27%	11%	26%	20%	6%	4%	6%	19%	4%	
SRB6 Winson Green	2,124	51%	40%	39%	3%	9%	18%	11%	15%	5%	24%	5%	
SRB6 Rotten Park	1,128	34%	70%	14%	1%	10%	52%	7%	10%	6%	20%	5%	
LEA Average	160,000	33%	34%	9%	4%	6%	20%	6%	51%	4%	17%	4%	17%
National average		16%	12%	4%	1%	2%	3%	3%	84%	3%	15%	2%	

Table 2 Foundation Stage overview 2003/04 - % of pupils achieving the majority of the Early learning Goals

	Pupils	Personal, Social & Emotional (%18+)	Communication Lang & Lit (%24+)	Maths Development (%18+)	Know & Understand the World (%6+)	Physical Development (%6+)	Creative Development (%6+)	Average across all areas
	2004	2004	2004	2004	2004	2004	2004	2004
Aston Pride	353	66%	40%	53%	50%	80%	60%	58%
Kings Norton	154	75%	33%	60%	76%	88%	75%	68%
SRB6	881	71%	43%	59%	60%	83%	73%	65%
LEA Average	13247	78%	56%	71%	74%	89%	77%	74%

TABLE 3 FOUNDATION STAGE ASSESSMENTS 2003/04 CHILDREN ACHIEVING THE MAJORITY OF THE EARLY LEARNING GOALS

ASTON PRIDE NDC		Pupils	Personal, Social & Emotional (%18+)		Communication, Lang & Lit (%24+)		Maths Development (%18+)		Know & Understand the World (%6+)		Physical Development (%6+)		Creative Development (%6+)	
			Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Bangladeshi	Male	45	30	66.7%	10	22.2%	16	35.6%	19	42.2%	36	80.0%	22	48.9%
	Female	57	39	68.4%	20	35.1%	25	43.9%	24	42.1%	48	84.2%	34	59.6%
	Total	102	69	67.6%	30	29.4%	41	40.2%	43	42.2%	84	82.4%	56	54.9%
African/Caribbean	Male	21	13	61.9%	9	42.9%	16	76.2%	15	71.4%	17	81.0%	14	66.7%
	Female	26	21	80.8%	14	53.8%	15	57.7%	14	53.8%	23	88.5%	20	76.9%
	Total	47	34	72.3%	23	48.9%	31	66.0%	29	61.7%	40	85.1%	34	72.3%
Indian	Male	8	6	75.0%	4	50.0%	5	62.5%	4	50.0%	5	62.5%	4	50.0%
	Female	9	4	44.4%	2	22.2%	4	44.4%	3	33.3%	5	55.6%	2	22.2%
	Total	17	10	58.8%	6	35.3%	9	52.9%	7	41.2%	10	58.8%	6	35.3%
Pakistani	Male	67	38	56.7%	28	41.8%	34	50.7%	35	52.2%	48	71.6%	37	55.2%
	Female	56	41	73.2%	26	46.4%	33	58.9%	29	51.8%	46	82.1%	36	64.3%
	Total	123	79	64.2%	54	43.9%	67	54.5%	64	52.0%	94	76.4%	73	59.3%
White	Male	8	6	75.0%	4	50.0%	6	75.0%	4	50.0%	8	100.0%	5	62.5%
	Female	6	5	83.3%	4	66.7%	5	83.3%	3	50.0%	6	100.0%	6	100.0%
	Total	14	11	78.6%	8	57.1%	11	78.6%	7	50.0%	14	100.0%	11	78.6%
All children	Male	177	107	60.5%	63	35.6%	89	50.3%	86	48.6%	135	76.3%	96	54.2%
	Female	176	127	72.2%	79	44.9%	97	55.1%	89	50.6%	147	83.5%	115	65.3%
	Total	353	234	66.3%	142	40.2%	186	52.7%	175	49.6%	282	79.9%	211	59.8%
LEA average	Male	6897	5052	73.2%	3399	49.3%	4669	67.7%	5000	72.5%	5963	86.5%	4900	71.0%
	Female	6350	5328	83.9%	3993	62.9%	4737	74.6%	4795	75.5%	5843	92.0%	5260	82.8%
	Total	13247	10380	78.4%	7392	55.8%	9406	71.0%	9795	73.9%	11806	89.1%	10160	76.7%

TABLE 4 FOUNDATION STAGE ASSESSMENTS 2003/04 CHILDREN ACHIEVING THE MAJORITY OF THE EARLY LEARNING GOALS														
SRB6		Pupils	Personal, Social & Emotional (%18+)		Communication, Lang & Lit (%24+)		Maths Development (%18+)		Know & Understand the World (%6+)		Physical Development (%6+)		Creative Development (%6+)	
			Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Bangladeshi	Male	56	35	62.5%	16	28.6%	24	42.9%	28	50.0%	45	80.4%	31	55.4%
	Female	52	31	59.6%	17	32.7%	23	44.2%	25	48.1%	41	78.8%	32	61.5%
	Total	108	66	61.1%	33	30.6%	47	43.5%	53	49.1%	86	79.6%	63	58.3%
African/Caribbean	Male	84	58	69.0%	38	45.2%	53	63.1%	56	66.7%	71	84.5%	59	70.2%
	Female	83	69	83.1%	48	57.8%	61	73.5%	58	69.9%	71	85.5%	68	81.9%
	Total	167	127	76.0%	86	51.5%	114	68.3%	114	68.3%	142	85.0%	127	76.0%
Indian	Male	61	44	72.1%	32	52.5%	44	72.1%	46	75.4%	57	93.4%	48	78.7%
	Female	66	55	83.3%	45	68.2%	50	75.8%	49	74.2%	58	87.9%	59	89.4%
	Total	127	99	78.0%	77	60.6%	94	74.0%	95	74.8%	115	90.6%	107	84.3%
Pakistani	Male	127	67	52.8%	32	25.2%	53	41.7%	58	45.7%	86	67.7%	70	55.1%
	Female	138	100	72.5%	53	38.4%	70	50.7%	57	41.3%	116	84.1%	106	76.8%
	Total	265	167	63.0%	85	32.1%	123	46.4%	115	43.4%	202	76.2%	176	66.4%
White	Male	25	22	88.0%	13	52.0%	19	76.0%	19	76.0%	24	96.0%	20	80.0%
	Female	22	17	77.3%	13	59.1%	18	81.8%	18	81.8%	21	95.5%	18	81.8%
	Total	47	39	83.0%	26	55.3%	37	78.7%	37	78.7%	45	95.7%	38	80.9%
All children	Male	440	285	64.8%	164	37.3%	245	55.7%	263	59.8%	356	80.9%	289	65.7%
	Female	441	337	76.4%	218	49.4%	278	63.0%	264	59.9%	375	85.0%	351	79.6%
	Total	881	622	70.6%	382	43.4%	523	59.4%	527	59.8%	731	83.0%	640	72.6%
LEA average	Male	6897	5052	73.2%	3399	49.3%	4669	67.7%	5000	72.5%	5963	86.5%	4900	71.0%
	Female	6350	5328	83.9%	3993	62.9%	4737	74.6%	4795	75.5%	5843	92.0%	5260	82.8%
	Total	13247	10380	78.4%	7392	55.8%	9406	71.0%	9795	73.9%	11806	89.1%	10160	76.7%

TABLE 5 FOUNDATION STAGE ASSESSMENTS 2003/04 CHILDREN ACHIEVING THE MAJORITY OF THE EARLY LEARNING GOALS

KING'S NORTON NDC		Pupils	Personal, Social & Emotional (%18+)		Communication, Lang & Lit (%24+)		Maths Development (%18+)		Know & Understand the World (%6+)		Physical Development (%6+)		Creative Development (%6+)	
			Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
	Male	69	44	63.8%	17	24.6%	38	55.1%	51	73.9%	57	82.6%	45	65.2%
White	Female	61	55	90.2%	26	42.6%	42	68.9%	48	78.7%	57	93.4%	53	86.9%
	Total	130	99	76.2%	43	33.1%	80	61.5%	99	76.2%	114	87.7%	98	75.4%
	Male	6897	5052	73.2%	3399	49.3%	4669	67.7%	5000	72.5%	5963	86.5%	4900	71.0%
LEA average	Female	6350	5328	83.9%	3993	62.9%	4737	74.6%	4795	75.5%	5843	92.0%	5260	82.8%
	Total	13247	10380	78.4%	7392	55.8%	9406	71.0%	9795	73.9%	11806	89.1%	10160	76.7%

Table 6 KS1 Performance Trends

	Total Pupils				Level 2+					Level 2B+					Level 3+				
	2001	2002	2003	2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004
Reading																			
Aston Pride	340	342	334	357	71%	68%	69%	74%	3%	51%	50%	50%	54%	3%	17%	13%	11%	13%	-4%
Kings Norton	153	161	136	162	73%	71%	67%	68%	-5%	62%	51%	48%	52%	-10%	20%	14%	14%	8%	-12%
SRB6	835	847	871	868	78%	73%	74%	74%	-3%	58%	54%	55%	57%	-1%	17%	19%	16%	17%	0%
Aston Pride comparison (1)	279	310	248	320	71%	72%	76%	68%	-3%	54%	53%	53%	51%	-3%	16%	16%	16%	13%	-3%
Kings Norton comparison (2)	215	191	203	197	72%	80%	82%	78%	6%	55%	60%	65%	61%	6%	15%	18%	16%	17%	2%
LEA Average	13712	13428	13670	13918	80%	80%	79%	80%	0%	64%	63%	63%	65%	1%	25%	25%	23%	21%	-4%
National Average					82%	83%	85%	85%	3%	69%	68%	70%	71%	2%	29%	30%	28%	29%	0%

	Total Pupils				Level 2+					Level 2B+					Level 3+				
	2001	2002	2003	2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004
Writing																			
Aston Pride	340	342	334	357	76%	74%	67%	69%	-7%	38%	41%	42%	39%	1%	6%	5%	7%	7%	1%
Kings Norton	153	161	136	162	77%	70%	69%	62%	-15%	50%	39%	40%	38%	-12%	4%	1%	8%	5%	1%
SRB6	835	847	871	868	79%	78%	72%	73%	-6%	48%	47%	51%	51%	3%	5%	4%	11%	12%	7%
Aston Pride comparison (1)	279	310	248	320	76%	76%	75%	65%	-11%	45%	45%	50%	41%	-4%	6%	7%	10%	5%	-1%
Kings Norton comparison (2)	215	191	203	197	77%	82%	75%	76%	-1%	42%	53%	53%	49%	7%	4%	3%	7%	7%	3%
LEA Average	13712	13428	13670	13918	82%	83%	77%	78%	-5%	55%	56%	57%	55%	0%	10%	10%	15%	13%	3%
National Average					85%	86%	81%	82%	-3%	58%	60%	62%	62%	4%	9%	9%	16%	16%	7%

	Total Pupils				Level 2+					Level 2B+					Level 3+				
	2001	2002	2003	2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004
Mathematics																			
Aston Pride	340	342	334	357	80%	78%	78%	79%	-1%	56%	56%	49%	52%	-4%	14%	15%	14%	14%	0%
Kings Norton	153	161	136	162	86%	83%	88%	81%	-5%	65%	58%	58%	59%	-6%	14%	14%	16%	9%	-5%
SRB6	835	847	871	868	86%	84%	85%	85%	-1%	66%	63%	62%	63%	-3%	19%	22%	21%	18%	-1%
Aston Pride comparison (1)	279	310	248	320	84%	79%	86%	79%	-5%	61%	59%	60%	53%	-8%	21%	21%	20%	9%	-12%
Kings Norton comparison (2)	215	191	203	197	86%	87%	86%	85%	-1%	64%	70%	73%	59%	-5%	15%	20%	11%	16%	1%
LEA Average	13712	13428	13670	13918	88%	87%	87%	86%	-2%	70%	70%	67%	66%	-4%	24%	27%	25%	21%	-4%
National Average					91%	90%	90%	90%	-1%	75%	75%	73%	75%	0%	28%	31%	29%	28%	0%

Aston Pride comparison (1) is an area comprising Nechells, part of Small Heath and Highgate

King's Norton comparison (2) is Kingstanding

TABLE 7 KEY STAGE 1 TRENDS BY ETHNIC GROUP AND GENDER (CHILDREN LIVING IN REGENERATION AREAS)

	KS1 Reading (%L2+)					KS1 Writing (%L2+)					KS1 Maths (%L2+)				
	2001	2002	2003	2004	Diff	2001	2002	2003	2004	Diff	2001	2002	2003	2004	Diff
African/Caribbean Boys	73%	61%	63%	72%	-1%	74%	69%	59%	68%	-6%	87%	82%	77%	81%	-6%
African/Caribbean Girls	87%	82%	78%	79%	-9%	85%	82%	79%	80%	-5%	91%	90%	85%	86%	-5%
Bangladeshi Boys	64%	54%	67%	66%	2%	71%	62%	73%	61%	-10%	85%	66%	83%	83%	-2%
Bangladeshi Girls	74%	73%	72%	75%	1%	80%	78%	74%	73%	-7%	87%	82%	75%	82%	-5%
Indian Boys	87%	85%	75%	81%	-5%	84%	85%	76%	78%	-6%	92%	90%	90%	90%	-2%
Indian Girls	90%	87%	88%	87%	-4%	90%	91%	88%	89%	-1%	90%	90%	91%	88%	-2%
Pakistani Boys	72%	68%	69%	69%	-3%	76%	72%	64%	67%	-9%	82%	78%	82%	80%	-2%
Pakistani Girls	78%	72%	76%	76%	-2%	85%	81%	74%	74%	-10%	82%	81%	84%	81%	0%
White Boys	70%	67%	64%	61%	-9%	70%	69%	58%	53%	-17%	83%	87%	84%	82%	-1%
White Girls	76%	74%	70%	75%	-1%	86%	74%	74%	74%	-13%	88%	87%	87%	86%	-3%
All Boys	71%	67%	68%	69%	-2%	73%	71%	65%	65%	-8%	83%	81%	83%	82%	-2%
All Girls	80%	76%	77%	78%	-2%	85%	80%	77%	77%	-8%	86%	85%	84%	84%	-2%
Total	75%	72%	72%	73%	-2%	79%	76%	71%	71%	-8%	85%	83%	83%	83%	-2%
LEA average	80%	80%	79%	80%	0%	82%	83%	77%	78%	-4%	88%	87%	87%	86%	-2%
National average	82%	83%	85%	85%	3%	85%	86%	81%	82%	-3%	91%	90%	90%	90%	-1%

TABLE 7 KEY STAGE 1 TRENDS BY ETHNIC GROUP AND GENDER (CHILDREN LIVING IN REGENERATION AREAS)															
	KS1 Reading (%L2+)					KS1 Writing (%L2+)					KS1 Maths (%L2+)				
	2001	2002	2003	2004	Diff	2001	2002	2003	2004	Diff	2001	2002	2003	2004	Diff
African/Caribbean Boys	73%	61%	64%	72%	-1%	74%	69%	60%	68%	-6%	87%	82%	77%	81%	-5%
African/Caribbean Girls	87%	82%	78%	80%	-8%	85%	82%	79%	82%	-3%	91%	90%	84%	87%	-4%
Bangladeshi Boys	64%	54%	68%	67%	3%	71%	62%	75%	61%	-10%	85%	66%	84%	83%	-1%
Bangladeshi Girls	74%	73%	73%	75%	1%	80%	78%	76%	73%	-7%	87%	82%	75%	82%	-5%
Indian Boys	87%	85%	75%	83%	-4%	84%	85%	77%	79%	-5%	92%	90%	91%	90%	-2%
Indian Girls	90%	87%	89%	86%	-4%	90%	91%	90%	89%	-1%	90%	90%	93%	88%	-3%
Pakistani Boys	72%	68%	69%	69%	-3%	76%	72%	64%	67%	-9%	82%	78%	82%	80%	-2%
Pakistani Girls	78%	72%	76%	77%	-2%	85%	81%	75%	74%	-11%	82%	81%	83%	82%	0%
White Boys	70%	67%	63%	62%	-8%	70%	69%	58%	55%	-15%	83%	87%	83%	83%	1%
White Girls	76%	74%	70%	74%	-2%	86%	74%	73%	73%	-14%	88%	87%	86%	85%	-3%
All Boys	71%	67%	68%	70%	-1%	73%	71%	66%	65%	-7%	83%	81%	83%	82%	-2%
All Girls	80%	76%	77%	78%	-2%	85%	80%	78%	77%	-8%	86%	85%	84%	85%	-2%
Total	75%	72%	73%	74%	-2%	79%	76%	72%	71%	-8%	85%	83%	83%	83%	-2%
LEA average	80%	80%	79%	80%	0%	82%	83%	77%	78%	-4%	88%	87%	87%	86%	-2%
National average	82%	83%	85%	85%	3%	85%	86%	81%	82%	-3%	91%	90%	90%	90%	-1%

Table 8 KS2 Performance Trends

<u>English</u>	Total Pupils				Below Level 3					Level 4 and Above					Level 5 and Above				
	2001	2002	2003	2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004
Aston Pride	320	281	312	295	11%	12%	15%	10%	-1%	61%	49%	50%	65%	4%	14%	12%	9%	15%	2%
Kings Norton	152	149	164	146	11%	8%	9%	10%	-2%	54%	69%	69%	73%	19%	18%	14%	23%	16%	-2%
SRB6	839	812	849	794	7%	9%	11%	10%	3%	67%	65%	64%	68%	2%	18%	17%	12%	16%	-2%
Aston Pride comparison (1)	242	285	276	262	12%	7%	13%	12%	0%	61%	63%	58%	68%	7%	21%	15%	11%	17%	-4%
Kings Norton comparison (2)	247	239	254	210	9%	6%	14%	12%	3%	57%	58%	59%	70%	13%	12%	16%	18%	13%	1%
LEA Average	14145	14242	14197	13654	7%	7%	10%	9%	1%	70%	70%	69%	74%	4%	24%	24%	22%	22%	-2%
National Average					6%	6%	7%	8%	2%	75%	75%	75%	77%	2%	29%	29%	27%	27%	-2%

<u>Mathematics</u>	Total Pupils				Below Level 3					Level 4 and Above					Level 5 and Above				
	2001	2002	2003	2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004
Aston Pride	320	281	312	295	9%	12%	13%	11%	1%	54%	56%	56%	63%	9%	13%	15%	14%	19%	6%
Kings Norton	152	149	164	146	8%	11%	7%	6%	-2%	50%	60%	62%	63%	13%	14%	9%	15%	21%	7%
SRB6	839	812	849	794	9%	9%	11%	10%	1%	64%	66%	63%	64%	0%	18%	19%	20%	19%	2%
Aston Pride comparison (1)	242	285	276	262	8%	8%	11%	10%	2%	61%	65%	58%	70%	9%	17%	22%	20%	29%	12%
Kings Norton comparison (2)	247	239	254	210	7%	9%	11%	7%	0%	57%	69%	59%	61%	4%	16%	21%	19%	20%	4%
LEA Average	14145	14242	14197	13654	7%	7%	9%	8%	1%	67%	70%	67%	69%	2%	23%	25%	24%	27%	4%
National Average					5%	5%	6%	6%	1%	71%	73%	73%	74%	3%	25%	27%	29%	31%	6%

<u>Science</u>	Total Pupils				Below Level 3					Level 4 and Above					Level 5 and Above				
	2001	2002	2003	2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004
Aston Pride	320	281	312	295	5%	4%	7%	6%	1%	77%	74%	76%	72%	-5%	17%	20%	15%	27%	10%
Kings Norton	152	149	164	146	0%	5%	4%	3%	3%	72%	83%	90%	82%	10%	17%	21%	26%	27%	10%
SRB6	839	812	849	794	2%	5%	5%	5%	3%	82%	78%	79%	80%	-2%	29%	26%	28%	33%	3%
Aston Pride comparison (1)	242	285	276	262	5%	2%	6%	6%	2%	78%	78%	71%	77%	-1%	29%	27%	25%	34%	5%
Kings Norton comparison (2)	247	239	254	210	2%	2%	4%	3%	1%	79%	82%	79%	77%	-2%	21%	37%	27%	24%	3%
LEA Average	14145	14242	14197	13654	3%	3%	4%	4%	1%	85%	84%	82%	82%	-3%	32%	34%	35%	38%	6%
National Average					2%	2%	2%	3%	1%	87%	87%	87%	86%	-1%	34%	38%	41%	43%	9%

KS2 Value-added

	Total Pupils				% of pupils in lower quartile					% of pupils in lower quartile					% of pupils in lower quartile				
					English					Mathematics					Science				
	2001	2002	2003	2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004	2001	2002	2003	2004	Change 2001-2004
Aston Pride	235	243	250	244	39%	43%	39%	21%	-18%	38%	35%	34%	28%	-10%	39%	41%	36%	31%	-7%
Kings Norton	130	131	148	132	44%	24%	15%	32%	-12%	41%	30%	23%	30%	-11%	37%	28%	14%	29%	-8%
SRB6	683	695	716	670	31%	28%	27%	21%	-10%	26%	28%	26%	25%	-1%	27%	29%	27%	23%	-4%
Aston Pride comparison (1)	178	234	225	207	28%	20%	29%	22%	-6%	21%	21%	26%	24%	3%	31%	23%	32%	27%	-4%
Kings Norton comparison (2)	208	221	233	185	43%	43%	31%	28%	-15%	34%	30%	30%	27%	-8%	33%	31%	33%	29%	-4%
LEA Average	11433	12656	12647	12095	30%	28%	27%	26%	-4%	26%	27%	28%	27%	1%	27%	26%	27%	26%	-1%
National Average					25%	25%	25%	25%	0%	25%	25%	25%	25%	0%	25%	25%	25%	25%	0%

**Fig. 2 Trends in the percentage of children achieving Level 4 and above in end of Key Stage 2
English Tests 2001-2004**

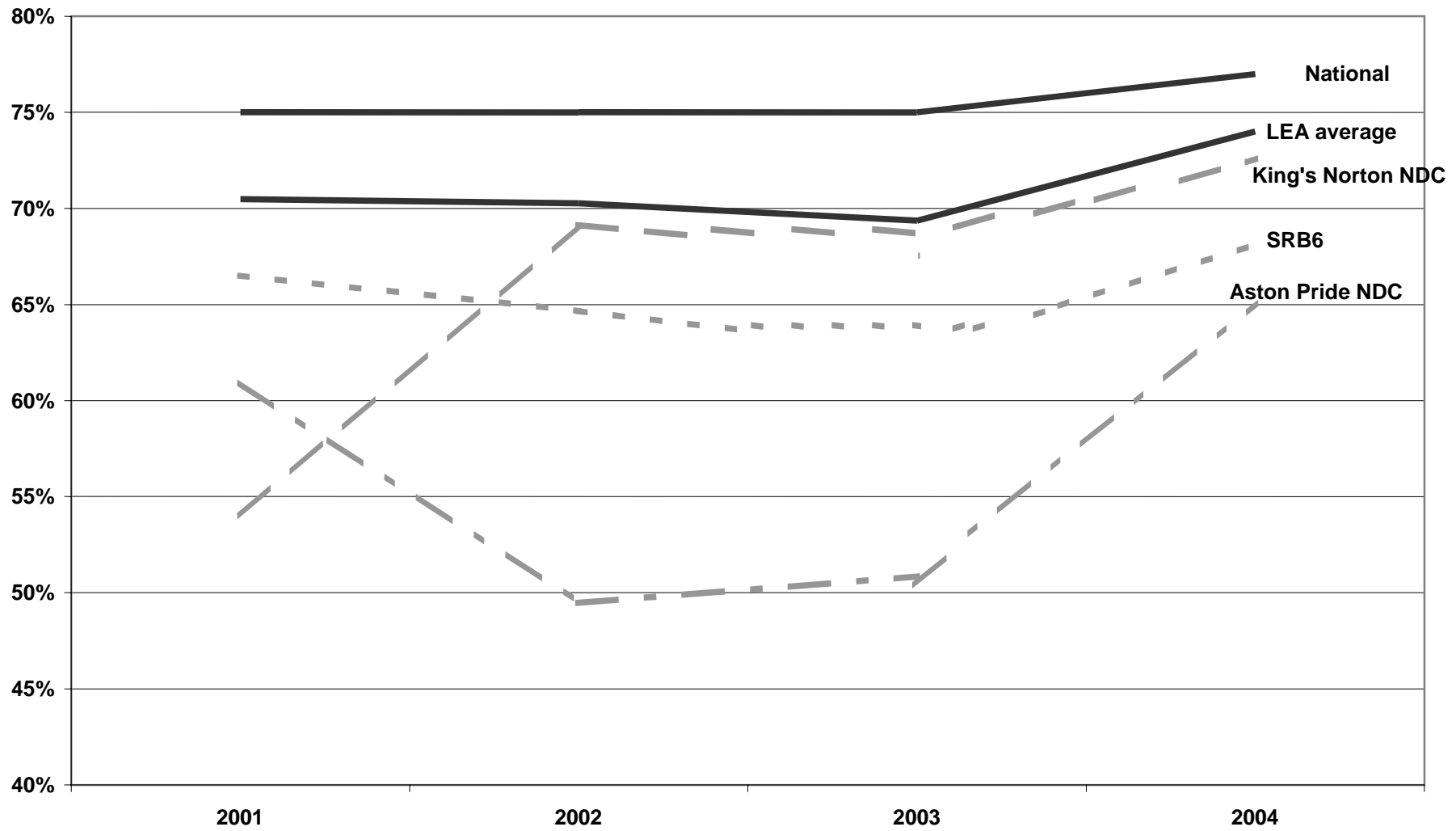


Fig. 3 Trends in the percentage of children achieving Level 4 and above in end of Key Mathematic Tests 2001-

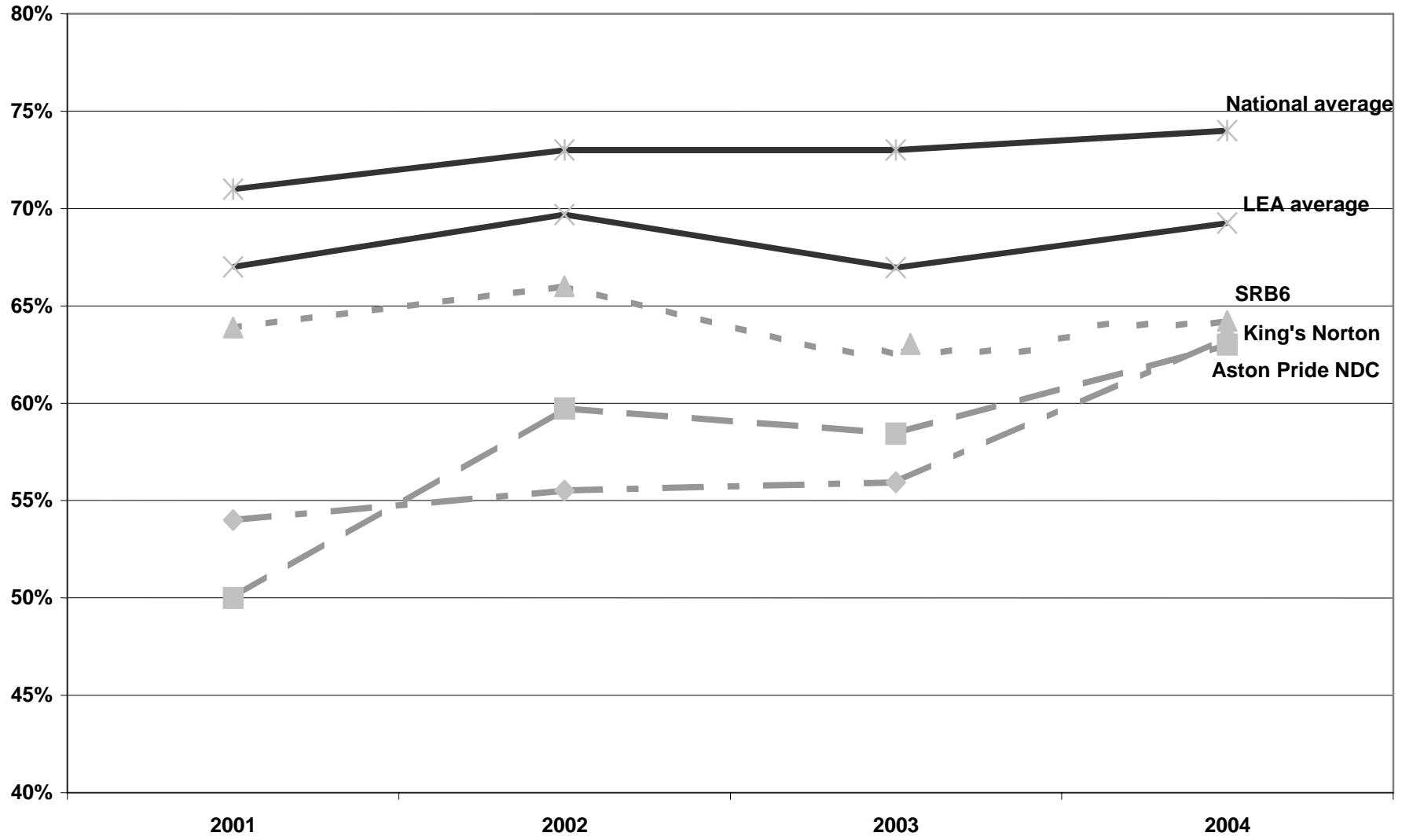


TABLE 9 KEY STAGE 2 TRENDS BY ETHNIC GROUP AND GENDER (CHILDREN LIVING IN THE REGENERATION AREAS)												
	KS2 English (%L4+)					KS2 Maths (%L4+)						
	2001	2002	2003	2004	Diff	2001	2002	2003	2004	Diff		
African/Caribbean Boys	60%	57%	52%	53%	-7%	56%	59%	50%	54%	-2%		
African/Caribbean Girls	75%	71%	73%	68%	-6%	58%	64%	55%	64%	6%		
Bangladeshi Boys	64%	46%	52%	63%	-1%	56%	60%	51%	63%	8%		
Bangladeshi Girls	74%	69%	70%	63%	-11%	56%	58%	60%	52%	-4%		
Indian Boys	74%	68%	64%	80%	6%	76%	79%	71%	77%	1%		
Indian Girls	68%	62%	82%	86%	18%	67%	64%	68%	78%	12%		
Pakistani Boys	55%	54%	43%	68%	13%	61%	63%	63%	64%	3%		
Pakistani Girls	59%	64%	55%	71%	11%	58%	62%	59%	61%	3%		
White Boys	50%	61%	51%	54%	3%	53%	60%	49%	61%	9%		
White Girls	69%	67%	74%	73%	4%	63%	60%	63%	63%	0%		
All Boys	59%	57%	52%	63%	4%	59%	64%	59%	64%	4%		
All Girls	68%	66%	70%	73%	4%	60%	61%	61%	64%	4%		
Total	64%	62%	61%	68%	4%	60%	63%	60%	64%	4%		
LEA average	70%	70%	69%	74%	4%	67%	70%	67%	69%	2%		
National average	75%	75%	75%	77%	2%	71%	73%	73%	74%	3%		

Table 10 KS4 Performance Trend																			
	Total Pupils				5 or more A*-C GCSE grades					5+ A*-G GCSEs(including Eng & Maths)					No qualifications				
	2001	2002	2003	2004	2001	2002	2003	2004	<i>Change 2001- 2004</i>	2001	2002	2003	2004	<i>Change 2001- 2004</i>	2001	2002	2003	2004	<i>Change 2001- 2004</i>
Aston Pride	280	277	282	237	23%	34%	40%	36%	14%	81%	77%	83%	85%	4%	7%	8%	7%	4%	-3%
Kings Norton	106	123	117	112	28%	24%	21%	32%	4%	74%	53%	72%	75%	1%	10%	4%	0%	0%	-10%
SRB6	707	690	688	698	31%	33%	41%	42%	11%	79%	84%	87%	87%	8%	8%	1%	1%	1%	-7%
Aston Pride (1)	211	204	252	228	41%	45%	50%	48%	7%	83%	86%	85%	86%	3%	1%	1%	1%	0%	-1%
Kings Norton (2)	167	158	183	195	14%	22%	26%	24%	10%	66%	70%	71%	67%	1%	6%	3%	4%	9%	3%
LEA Average	11954	11953	12036	12146	41%	45%	50%	51%	10%	83%	83%	84%	85%	3%	7%	6%	5%	4%	-3%
National Average					50%	51%	51%	53%	4%	87%	87%	87%	89%	2%	6%	5%	5%	4%	-1%
Aston Pride comparison (1) is an area comprising Nechells, part of Small Heath and Highgate																			
King's Norton comparison (2) is Kingstanding																			

Fig. 4 Trends in the percentage of 16 year-olds achieving 5 or more A*-C grades

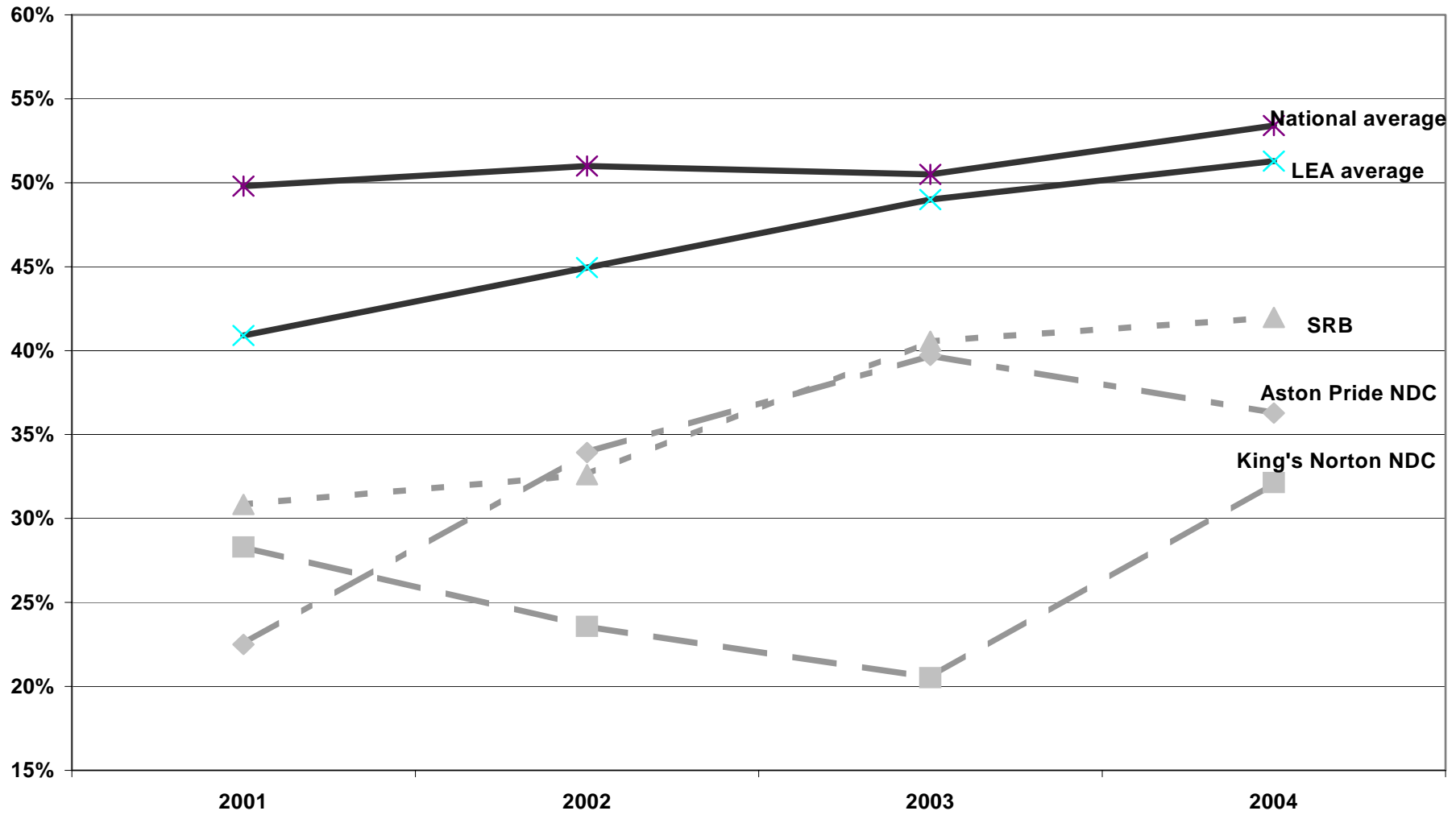


TABLE 11 KEY STAGE 4 TRENDS BY ETHNIC GROUP AND GENDER (CHILDREN LIVING IN THE REGENERATION AREAS)															
	KS4 5A*-C					KS4 5A*-G (including English & Maths)					KS4 I or more qualification				
	2001	2002	2003	2004	Diff	2001	2002	2003	2004	Diff	2001	2002	2003	2004	Diff
African/Caribbean Boys	14%	21%	15%	20%	5%	88%	88%	80%	82%	-6%	94%	100%	99%	98%	4%
African/Caribbean Girls	25%	29%	42%	34%	9%	90%	90%	92%	89%	-1%	100%	99%	100%	99%	-1%
Bangladeshi Boys	14%	45%	25%	42%	27%	92%	92%	84%	89%	-3%	97%	99%	97%	98%	1%
Bangladeshi Girls	41%	35%	51%	55%	14%	89%	89%	96%	92%	3%	100%	100%	100%	99%	-1%
Indian Boys	32%	46%	53%	49%	16%	93%	93%	95%	94%	1%	97%	99%	100%	99%	2%
Indian Girls	51%	50%	70%	67%	15%	92%	92%	98%	93%	0%	100%	99%	100%	100%	0%
Pakistani Boys	15%	22%	34%	33%	18%	83%	83%	85%	89%	6%	99%	98%	97%	100%	1%
Pakistani Girls	28%	35%	34%	44%	17%	87%	87%	91%	94%	7%	96%	100%	100%	100%	4%
White Boys	28%	17%	23%	19%	-9%	67%	67%	73%	80%	12%	99%	96%	98%	99%	0%
White Girls	31%	29%	24%	40%	9%	75%	75%	82%	81%	6%	96%	97%	100%	100%	4%
All Boys	22%	29%	32%	32%	9%	84%	84%	84%	87%	3%	97%	98%	98%	99%	2%
All Girls	35%	35%	45%	47%	12%	86%	86%	91%	89%	3%	98%	98%	100%	100%	1%
Total	28%	32%	38%	40%	11%	85%	85%	87%	88%	3%	98%	98%	99%	99%	1%
LEA average	41%	45%	49%	51%	10%	83%	83%	84%	85%	3%	7%	6%	5%	4%	-3%
National average	50%	51%	51%	53%	3%	87%	87%	87%	89%	2%	6%	5%	5%	4%	-1%

Table 12 Post-16 destinations in July 2005, one year on for pupils reaching statutory school leaving age in the previous academic year

AREA	Pupils	FT Education	Training	Employment	Unemployed	Other	Not Known	Not in Employment, Education or Training (NEET)	(NEET) and Not Known
Aston Pride NDC	237	70.0%	9.3%	3.4%	10.5%	2.1%	4.6%	11.8%	16.4%
King' Norton NDC	112	58.0%	5.4%	15.2%	20.5%	0.0%	0.9%	20.5%	21.4%
SRB6	699	73.1%	7.0%	3.9%	9.0%	2.4%	4.6%	9.6%	14.2%
Kingstanding (King's Norton comparator)	195	49.2%	10.3%	14.9%	16.4%	5.1%	4.1%	17.9%	22.0%
Nechells, Small Heath, Highgate (Aston Pride comparator)	228	74.1%	3.1%	4.8%	7.5%	4.8%	5.7%	7.9%	13.6%
LEA average	12245	70.1%	4.3%	7.7%	10.4%	3.2%	4.3%	11.3%	15.6%

Table 13 Post-16 destinations in July 2005 by ethnic group and gender, one year on for pupils reaching statutory school leaving age in the previous year.

(Based on students attending maintained schools in Birmingham)

	Pupils	FT Education	Training	Employment	Unemployed	Other	Not Known	Not in Employment, Education or Training (NEET)	(NEET) and Not Known
SRB6									
African/Caribbean Boys	117	68.4%	8.5%	4.3%	11.1%	2.6%	5.1%	11.1%	16.2%
African/Caribbean Girls	128	71.1%	10.2%	6.3%	3.9%	3.1%	5.5%	5.5%	11%
Bangladeshi Boys	28	60.7%	7.1%	7.1%	17.9%	7.1%	0.0%	17.9%	17.9%
Bangladeshi Girls	42	76.2%	9.5%	7.1%	2.4%	0.0%	4.8%	2.4%	7.2%
Indian Boys	79	77.2%	8.9%	2.5%	6.3%	0.0%	5.1%	6.3%	11.4%
Indian Girls	78	87.2%	2.6%	1.3%	3.8%	1.3%	3.8%	3.8%	7.6%
Pakistani Boys	82	72.0%	6.1%	6.1%	8.5%	1.2%	6.1%	8.5%	14.6%
Pakistani Girls	83	79.5%	3.6%	1.2%	7.2%	3.6%	4.8%	7.2%	12.0%
White Boys	20	65.0%	5.0%	5.0%	15.0%	10.0%	0.0%	15.0%	15.0%
White Girls	24	62.5%	8.3%	0.0%	25.0%	0.0%	4.2%	25.0%	29.2%
All Boys	339	69.6%	8.6%	4.7%	10.6%	2.1%	4.4%	10.6%	15.0%
All Girls	360	76.4%	5.6%	3.1%	7.5%	2.8%	4.7%	8.6%	13.3%
Total	699	73.1%	7.0%	3.9%	9.0%	2.4%	4.6%	9.6%	14.2%

ASTON PRIDE NDC

African/Caribbean Boys	16	75.0%	18.8%	0.0%	6.3%	0.0%	0.0%	6.3%	6.3%
African/Caribbean Girls	21	81.0%	4.8%	0.0%	9.5%	4.8%	0.0%	9.5%	9.5%
Bangladeshi Boys	27	77.8%	7.4%	0.0%	7.4%	0.0%	7.4%	7.4%	14.8%
Bangladeshi Girls	31	83.9%	3.2%	0.0%	9.7%	0.0%	3.2%	9.7%	12.9%
Indian Boys	7	57.1%	28.6%	0.0%	0.0%	14.3%	0.0%	14.3%	14.3%
Indian Girls	6	83.3%	0.0%	0.0%	16.7%	0.0%	0.0%	16.7%	16.7%
Pakistani Boys	47	70.2%	17.0%	0.0%	8.5%	0.0%	4.3%	8.5%	12.8%
Pakistani Girls	32	75.0%	0.0%	0.0%	15.6%	0.0%	9.4%	15.6%	25.0%
White Boys	15	60.0%	6.7%	20.0%	6.7%	6.7%	0.0%	6.7%	6.7%
White Girls	10	20.0%	30.0%	10.0%	10.0%	10.0%	20.0%	20.0%	40.0%
All Boys	127	68.5%	13.4%	3.9%	8.7%	1.6%	3.9%	9.4%	13.3%
All Girls	110	71.8%	4.5%	2.7%	12.7%	2.7%	5.5%	14.5%	20.0%
Total	237	70.0%	9.3%	3.4%	10.5%	2.1%	4.6%	11.8%	16.4%

KING'S NORTON NDC

White Boys	40	45.0%	10.0%	10.0%	25.0%	0.0%	0.0%	27.3%	27.3%
White Girls	56	62.5%	0.0%	16.2%	16.2%	0.0%	1.5%	16.2%	17.7%
All Boys	44	45.5%	13.6%	13.6%	27.3%	0.0%	0.0%	27.3%	27.3%
All Girls	68	66.2%	0.0%	16.2%	16.2%	0.0%	1.5%	16.2%	17.7%
Total	112	58.0%	5.4%	5.2%	20.5%	0.0%	0.9%	20.5%	21.4%

LEA Average

12245	70.1%	4.3%	7.7%	10.4%	3.2%	4.3%	11.3%	15.6%
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**Table 14 Young people achieving one or more Level 3 qualification by age 19
(Based on two year average for students attending
Birmingham schools and colleges)**

	Number of students (two year totals)	% achieving 1 or more Level 3 qualification
SRB6		
African/Caribbean Boys	165	8%
African/Caribbean Girls	155	14%
Bangladeshi Boys	70	19%
Bangladeshi Girls	68	19%
Indian Boys	177	25%
Indian Girls	172	35%
Pakistani Boys	164	15%
Pakistani Girls	133	23%
White Boys	59	2%
White Girls	46	11%
All Boys	726	15%
All Girls	671	22%
Total	1397	18%
ASTON PRIDE NDC		
African/Caribbean Boys	40	3%
African/Caribbean Girls	40	13%
Bangladeshi Boys	90	20%
Bangladeshi Girls	75	36%
Indian Boys	32	22%
Indian Girls	20	35%
Pakistani Boys	106	6%
Pakistani Girls	64	25%
White Boys	27	7%
White Girls	22	9%
All Boys	317	11%
All Girls	240	24%
Total	557	17%
KING'S NORTON NDC		
White Boys	78	12%
White Girls	104	11%
All Boys	101	12%
All Girls	128	13%
Total	229	13%
LEA Average		26%