

Report to Education Vulnerable Children Overview and Scrutiny Committee

Examination and Assessment Results Secondary 2015

Overview and Scrutiny Committee Meeting

16th March 2016

Purpose and Recommendations

The aim of this report is:

- To provide an overview of the City's 2015 public examination and National Curriculum assessment results for Secondary Schools.
- To compare Birmingham's results this year with those of previous years and with those of other authorities.
- To provide an analysis of key gaps in outcomes for key pupil groups and geographical areas within in the city

Supporting documents for each key stage provides a detailed analysis which is available with the report.

Recommendation:

- That the Committee note the information contained in the report

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1. Key Stage 4 Attainment

Background

There have been a number of well-publicised changes to key stage 4 results as a result of changes to government policy. In 2014 two major reforms were introduced; Professor Alison Wolf’s Review of Vocational Education recommendations and an early entry policy to only count a pupil’s first attempt at a qualification in the performance tables in English Baccalaureate subjects. In 2015, early entry policy extended to all subjects.

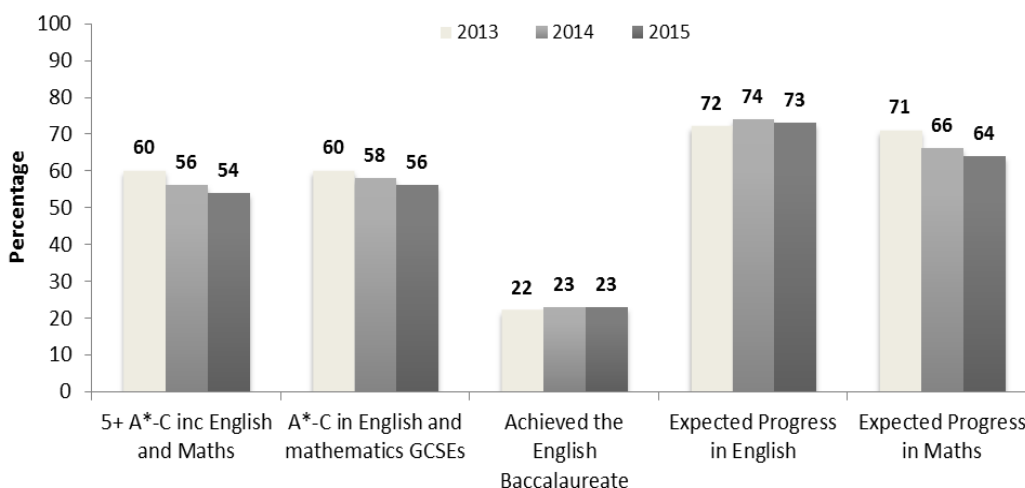
Key stage 4 outcomes will be shown for three years 2013 to 2015, please note 2013 will be based on previous best entry methodology for comparisons purposes this report will focus on 2014 to 2015 outcomes.

Key Messages:

- On the whole Birmingham’s Key Stage 4 attainment declined between 2014 and 2015.
- As the national average stayed stable, the gap between Birmingham and national levels widened.
- Girls continue to outperform boys across all Key Stage 4 subjects
- Attainment of pupils eligible for FSM has slightly decreased when comparing to 2014 Birmingham FSM.
- However Birmingham FSM pupils still perform better when compared to national comparators.
- However attainment of non-FSM and non-Disadvantaged pupils is either inline or below national levels.
- There are still significant gaps across ethnic groups with pupils of Gypsy / Roma, Black Caribbean and Any other black background group heritage particularly underperforming.

1.1 Overview

Fig 1 – Key Stage 4 Overall Subject Performance

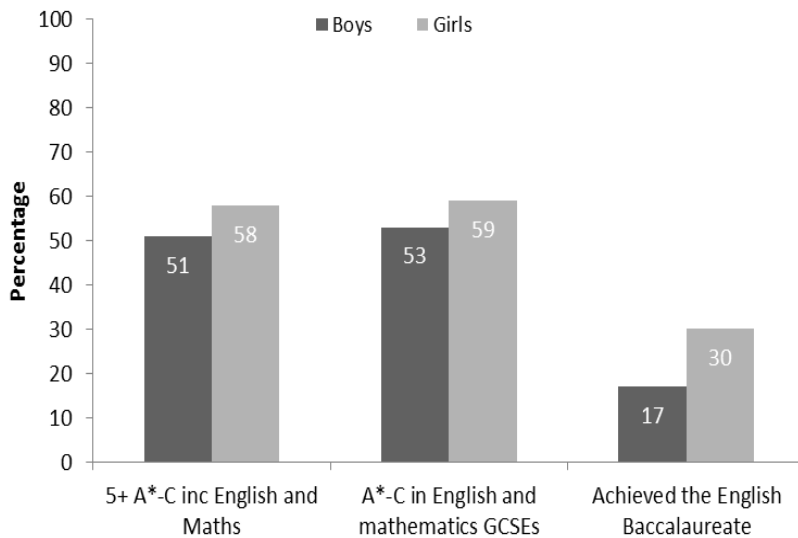


Birmingham’s Key Stage 4 attainment has declined in most measures, from 2014 to 2015.

Proportion of pupils reaching:

- 5 or more A*-C including English and Maths decreased by 2 percentage points
- A*- C including English and Maths decreased by 2 percentage points
- English Baccalaureate, no change
- Expected Progress in English decreased by 1 percentage point and Maths decreased by 2 percentage points.

Fig 2 – Key Stage 4 Performance by Gender

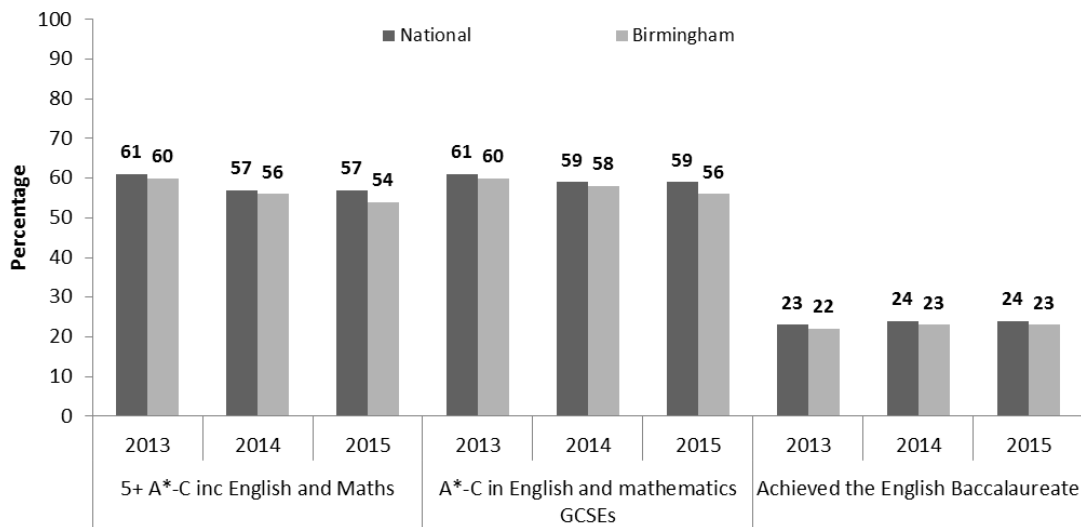


Girls continue to outperform boys in Key Stage 4 subjects.

- For 5 or more A*-C including English and Maths, girls 7 percentage point above boys.
- For A*-C including English and Maths, girls 6 percentage point points above boys.
- For English Baccalaureate, girls 13 percentage point above boys

1.2 Birmingham’s Key Stage 4 attainment compared to National outcomes

Fig 3 – Key Stage 4 - Birmingham vs National

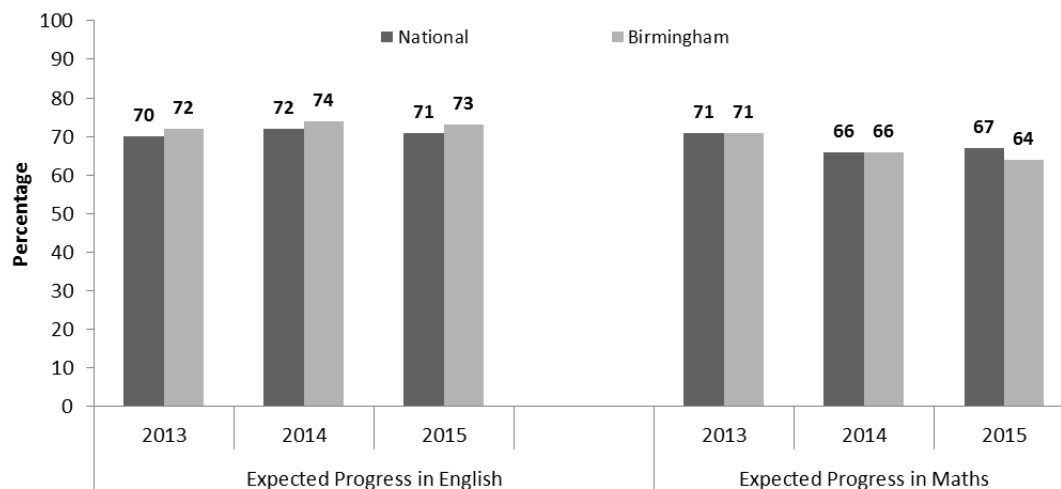


In terms of the proportion of pupils reaching 5 or more A*-C including English and Maths, Birmingham has not closed the gap since 2014 when comparing to national averages.

Birmingham comparing to national, 2015:

- 5 or more A*-C including English and Maths, 3 percentage point below
- A*-C including English and Maths, 3 percentage point below
- Achieved English Baccalaureate, 1 percentage point below.

Fig 4 – Key Stage 4, Birmingham vs National



In terms of the proportion of pupils reaching expected progress, Birmingham is either in line or above when comparing to national averages since 2014, apart from maths in 2015

Birmingham comparing to national, 2015:

- Expected Progress in English, 2 percentage point above
- Expected Progress in Maths, 3 percentage points below.

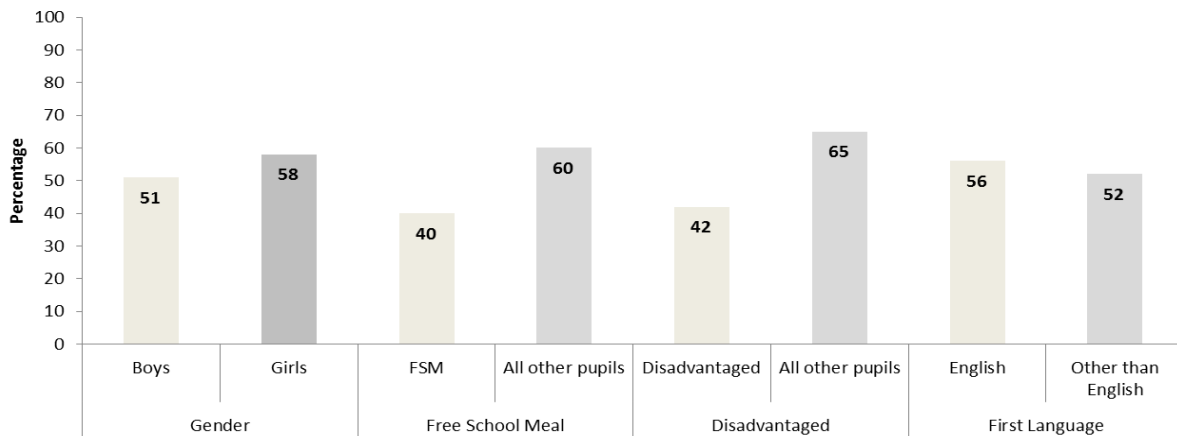
1.3 Birmingham’s Key Stage 4 attainment by Pupil Characteristics

1.3.1 Summary

5 or more A*-C including English and Maths

- There is a 7 percentage point gap between Girls and Boys although the gap decreased by 3 percentage points in 2015
- There was a 20 percentage point gap between **Free School Meals (FSM)** pupils performance and all other pupils although this gap did decrease by 1 percentage point between 2014 and 2015.
- There was a 23 percentage point gap between the attainment of **Disadvantaged pupils** and All other pupils, no change in gap when compared to 2014.
- **English as additional language pupils (EAL)** performance compared to those with English as first language showing a 4 percentage point gap.

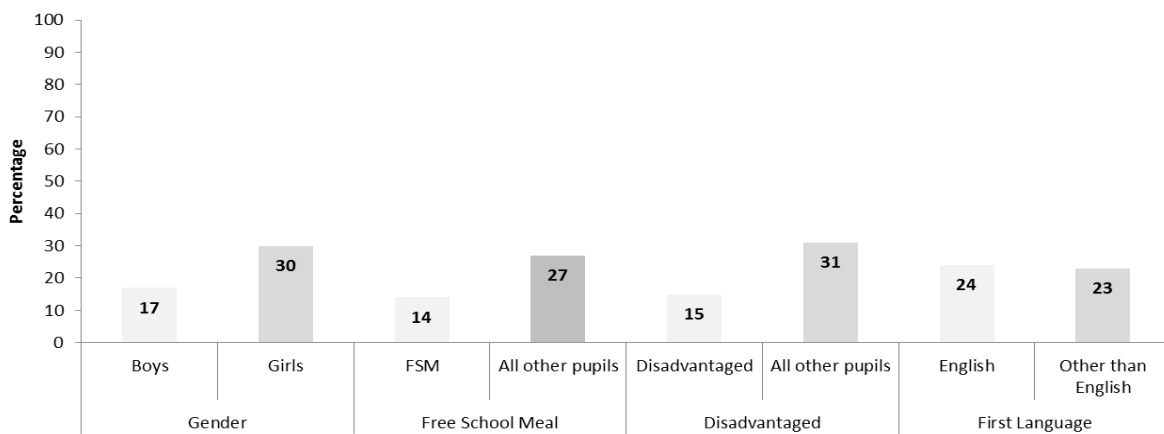
Fig 5. Key Stage 4 - 5+ A*-C including English and Maths (Gender, FSM, Disadvantaged and Language)



Achieved the English Baccalaureate

- **Girls outperform Boys – There was a 13 percentage point gap between boys and girls, a 1 percentage point increase compared to 2014.**
- There was a 13 percentage point gap between **Free School Meals (FSM)** pupils performance and all other pupils, a 2 percentage point decrease compared to 2014.
- **Disadvantaged pupil’s** performance compared to All other pupils showing a gap of 16 percentage point, a 1 percentage point decrease compared to 2014.
- **EAL** pupil’s performance compared to those with English showing a gap of 1 percentage point.

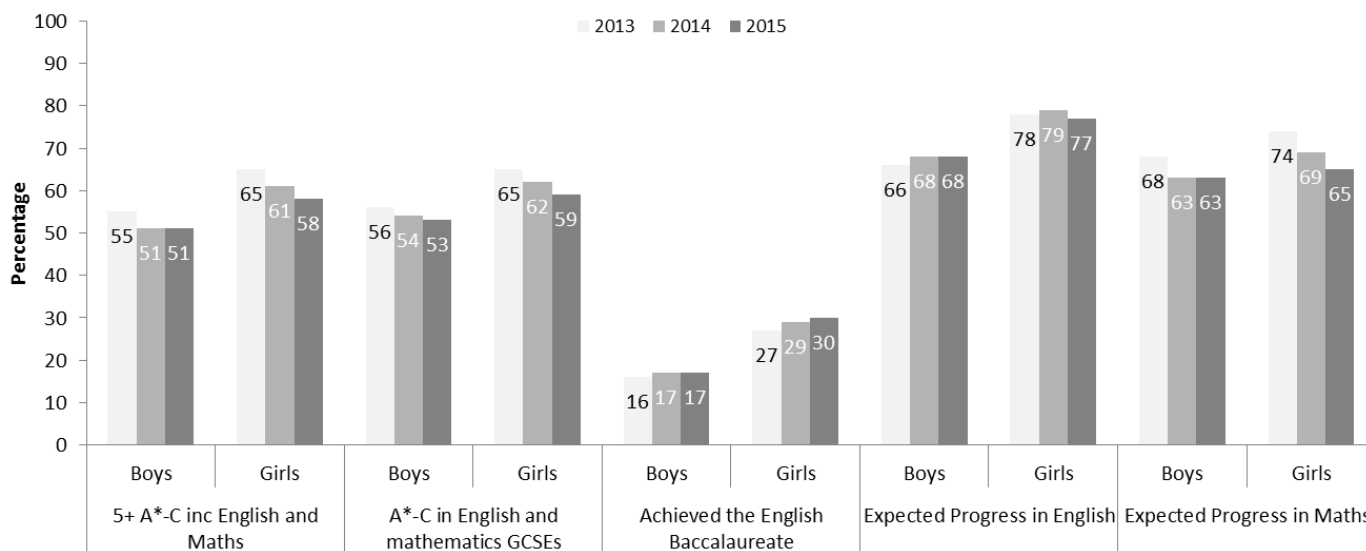
Fig 6. Key Stage 4 - Achieved the English Baccalaureate (Gender, FSM, Disadvantaged and Language)



1.3.2 Gender

As figure 7 indicates, Girls continue to outperform boys in all subjects at Key Stage 4. However due to deterioration in average attainment of girls, the gap between girls and boys has closed. For example while the proportion of boys achieving 5 A* to C GCSEs inc English and Maths remained consistent between 2013 and 2015, the proportion of girls reduced by 3 percent.

Fig 7. Key Stage 4 – Gender



The table below shows the attainment gap between Birmingham and national averages for both boys and girls achieving 5 or more A*-C including English and Maths and expected progress in English and Maths. Across all subjects, Birmingham’s pupils performs slightly worse than average. The exception to this is in terms of expected progress in English, where Birmingham boys outperform the national average.

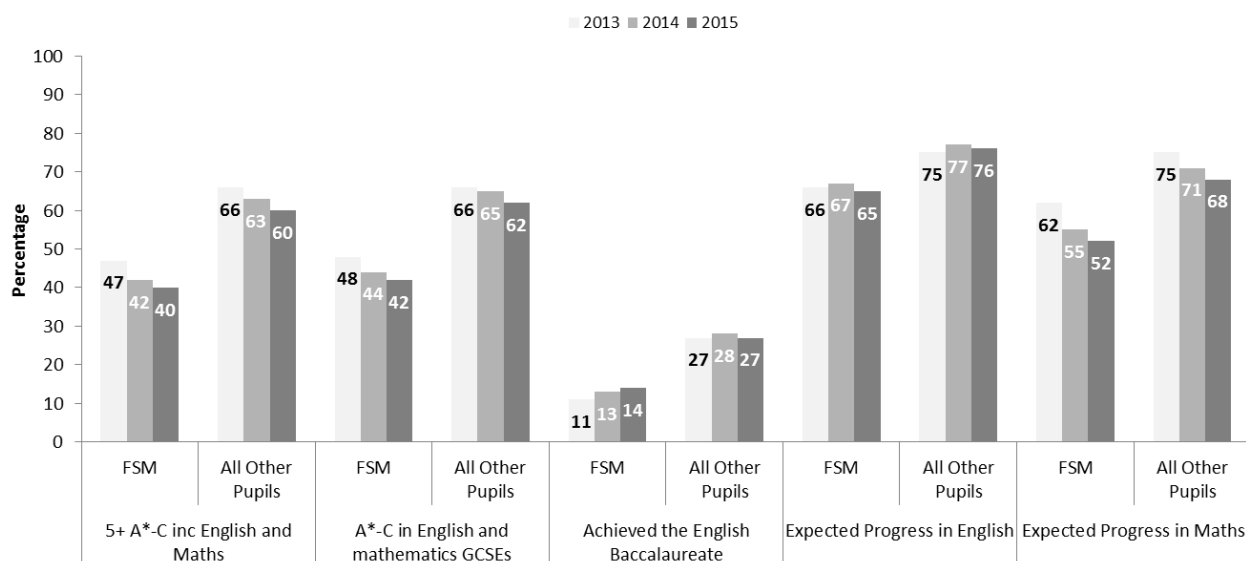
2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B’ham	National	GAP	B’ham	National	GAP	B’ham	National	GAP
Boys	51%	53%	-2%	68%	66%	+2%	63%	65%	-2%
Girls	58%	62%	-4%	77%	77%	0%	65%	69%	-4%

1.3.3 Free School Meals (FSM)

Figure 8 below shows the performance of pupils eligible for Free School Meals across all subject areas. There was noticeable decreases in most subject areas. For example there was a 2 percentage point decrease in the proportion of FSM pupils achieving 5 or more A*-C including English and Maths, and a similar reduction decrease in the proportion of FSM pupils achieving A*-C including English and Maths. There has been a similar trend found when looking at performance of pupils for expected progress for English and Maths.

Fig 8. Key Stage 4 – Free School Meal (FSM)



As the table below indicates, Birmingham’s pupils who receive Free School Meals (FSM) significantly outperform equivalent groups nationally.

2015

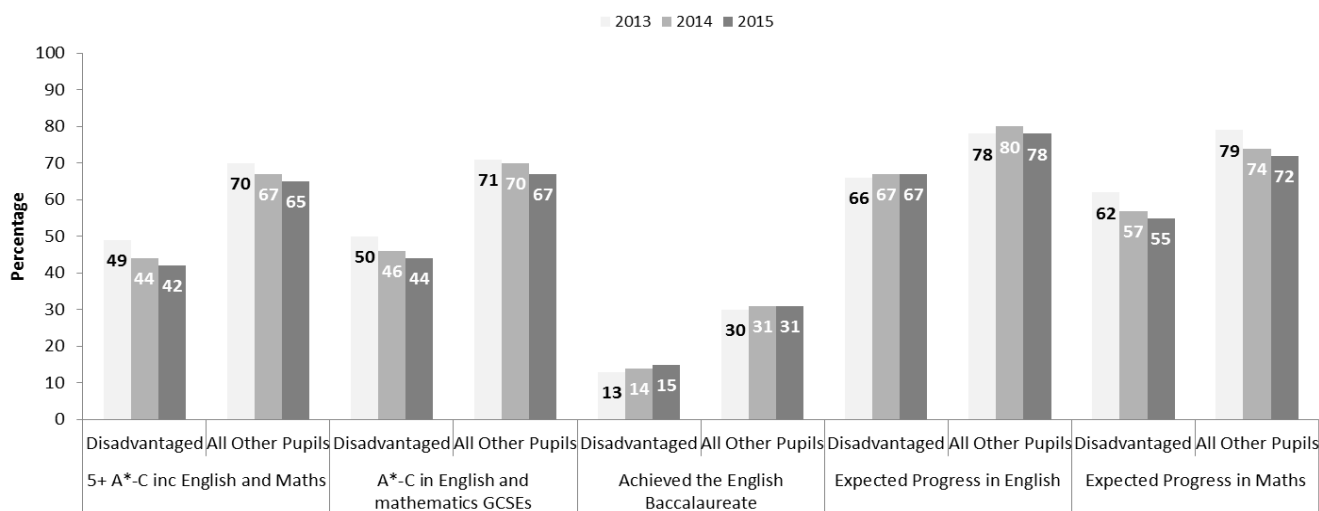
	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B’ham	National	GAP	B’ham	National	GAP	B’ham	National	GAP
FSM	40%	33%	+7%	65%	56%	+9%	52%	46%	+6%
Non-FSM	60%	61%	-1%	76%	74%	+2%	68%	70%	-2%

1.3.4 Disadvantaged Pupils

Pupils are defined as disadvantaged if they are known to have been eligible for Free School Meals (FSM) in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

The proportion of disadvantaged pupils achieving 5 or more A*-C including English and Maths decreased by 2 percentage point between 2014 and 2015, whilst the proportion of disadvantaged pupils achieving an English Baccalaureate showed an improvement of 1 percentage point.

Fig 9. Key Stage 4 – Disadvantaged



Similar to Free school meal (FSM) attainment, disadvantaged pupils exceed national average. However, non-disadvantaged pupils attainment is varied, for 5 or more A*-C including English and Maths non-disadvantaged pupils are in line with national average for 2015. In 2014, Birmingham’s non-disadvantaged were above national average by 3 percentage points.

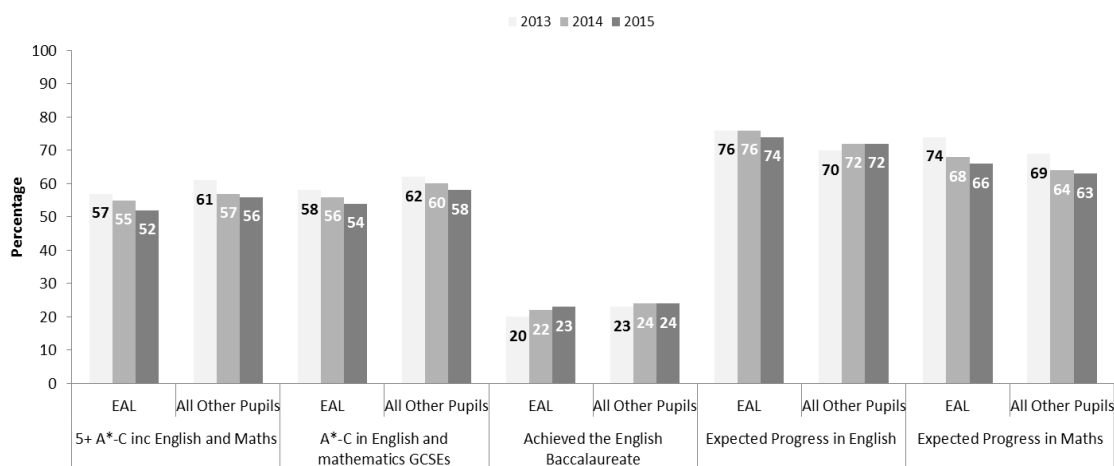
2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B’ham	National	GAP	B’ham	National	GAP	B’ham	National	GAP
Disadvantaged	42%	37%	+5%	67%	59%	+8%	55%	50%	+5%
Non-Disadvantaged	65%	65%	0%	78%	76%	+2%	72%	73%	-1%

1.3.5 First Language

The proportion of Pupils with English as an additional language (EAL) achieving 5 or more A*-C including English and Maths decreased by 3 percentage points between 2014 and 2015. There was a slight increase in the proportion of pupils with EAL achieving an English Baccalaureate - an improvement of 1 percentage point.

Fig 10. Key Stage 4 – Language



The performance of Pupils with English as an additional language (EAL) attainment is below national EAL pupils. The widest gap for maths where there is a gap of 7 percentage points.

2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
EAL	52%	55%	-3%	74%	76%	-2%	66%	73%	-7%
All Other Pupils	56%	58%	-2%	72%	71%	+1%	63%	66%	-3%

1.3.6 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups between 2013 and 2015. There were subtle decreases across all ethnicity groups from 2014 to 2015 apart from Chinese pupils, where performance improved.

Fig 11 - Key Stage 4 – Main Ethnic Groups

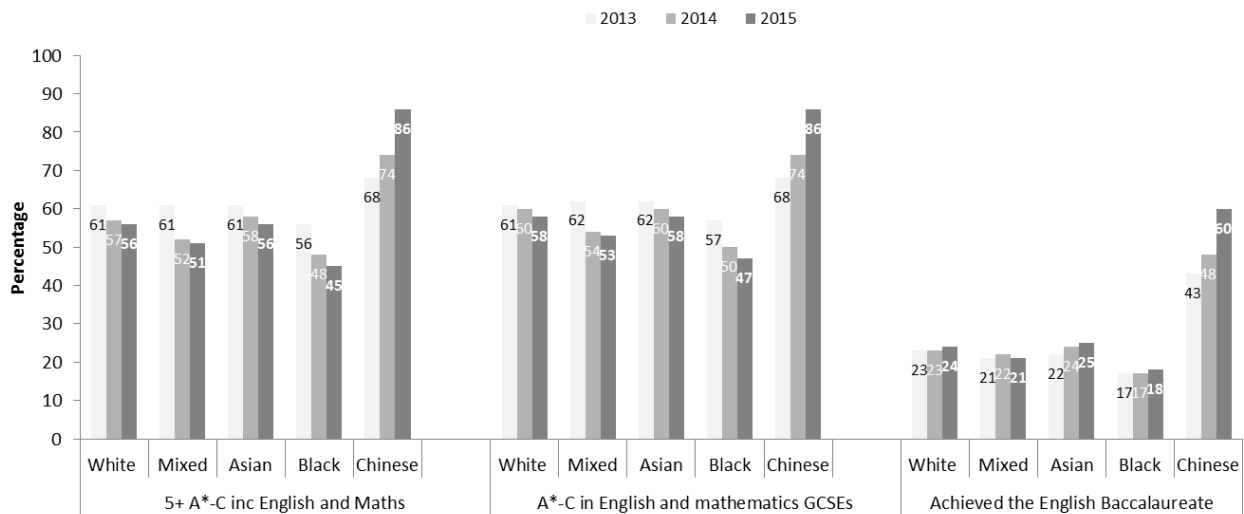
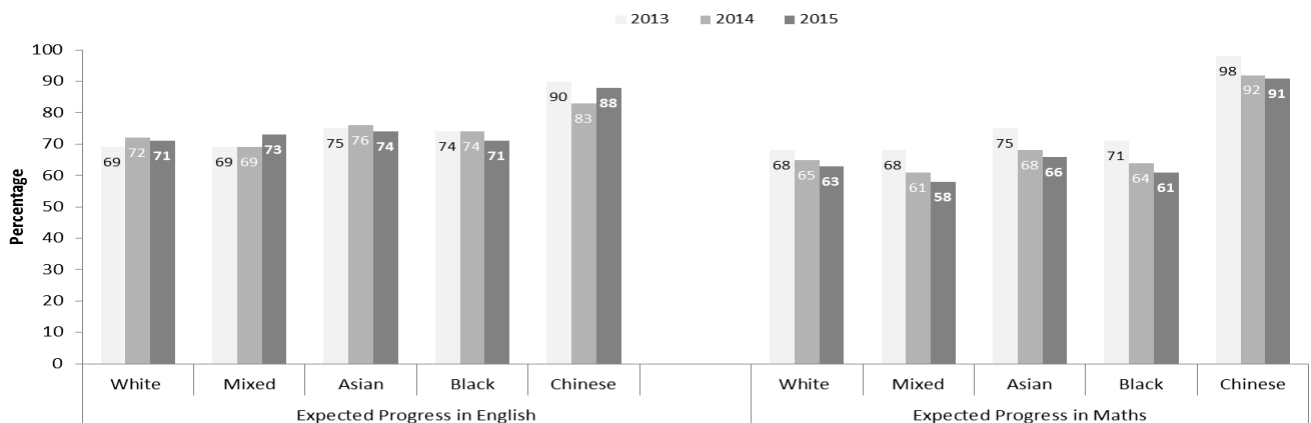


Fig 12 – Key Stage 4 Expected Progress – Main Ethnic Groups



When comparing to national levels, Birmingham performs below national average for most ethnic groups, with the widest gap for Mixed and Black pupils for 5 or more A*-C including English and Maths. Chinese pupils perform above the national Chinese pupil average for 5 or more A*-C including English and Maths and expected progress in English.

2015

	5 or more A*-C including English and Maths			Expected Progress in English			Expected Progress in Maths		
	B'ham	National	GAP	B'ham	National	GAP	B'ham	National	GAP
White	56%	57%	-1%	71%	70%	+1%	63%	66%	-3%
Mixed	51%	58%	-7%	73%	73%	0%	58%	66%	-8%
Asian	56%	61%	-5%	74%	77%	-3%	66%	74%	-8%
Black	45%	52%	-7%	71%	73%	-2%	61%	67%	-6%
Chinese	86%	77%	+9%	88%	86%	+2%	91%	93%	-2%

1.3.7 Sub-Level Ethnicity groups

Attainment at Key Stage 4 continues to vary between different ethnicity groups. Chinese remain the highest achieving group.

Ethnicity groups which were highest achieving in 2015:

5+ A*-C including English and Maths

- Chinese
- Indian
- Any other Asian Background

Expected Progress English

- Chinese
- White and Black African
- Any other Asian Background

Expected Progress Maths

- Chinese
- Any other Asian Background
- Indian

Fig 13 – Key stage 4 – 5+ A*-C including English and Maths

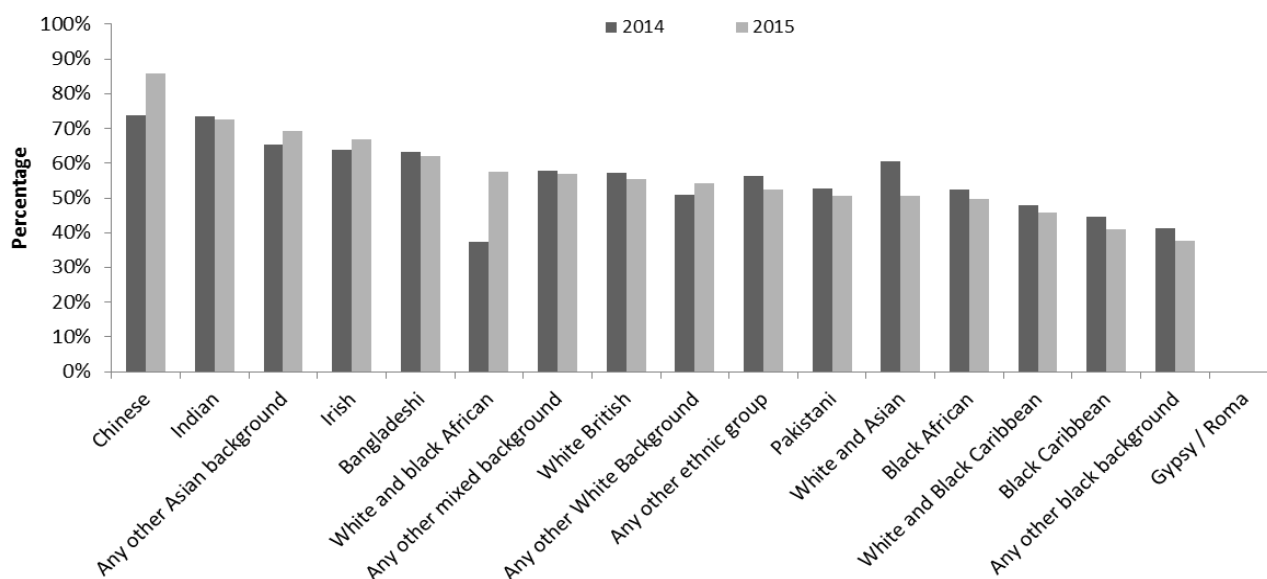


Fig 14 - Key stage 4 – Expected Progress in English

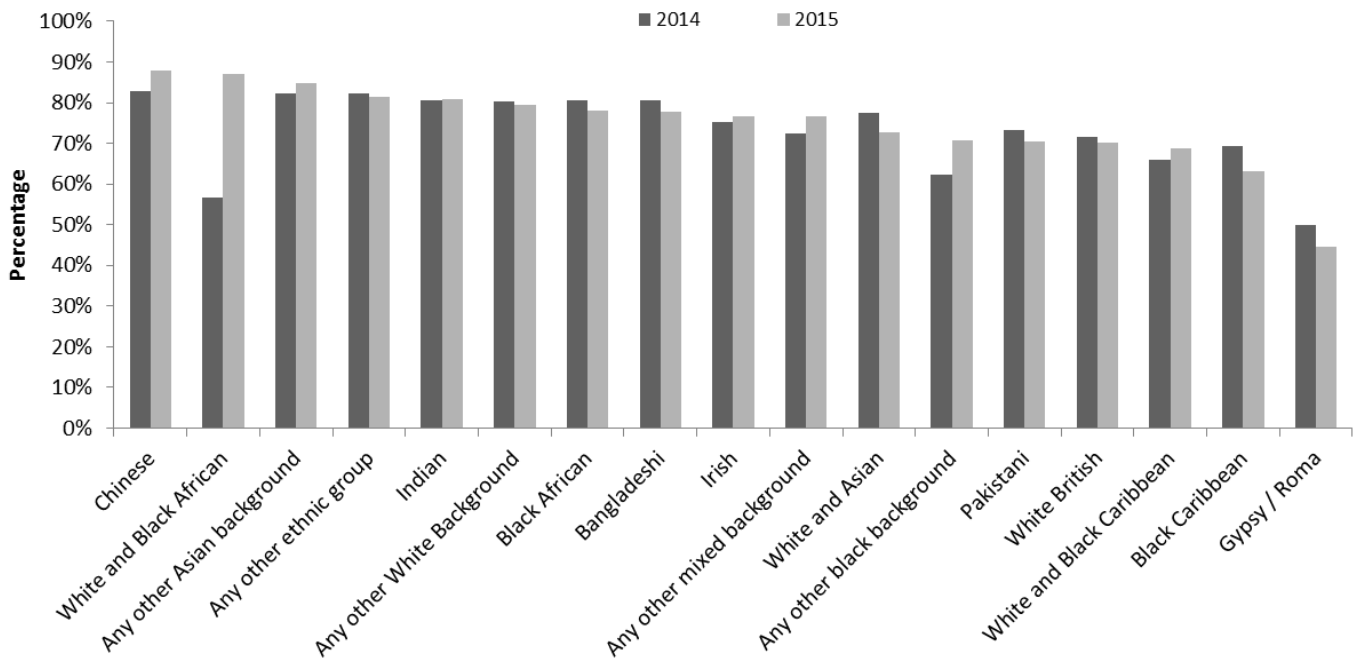
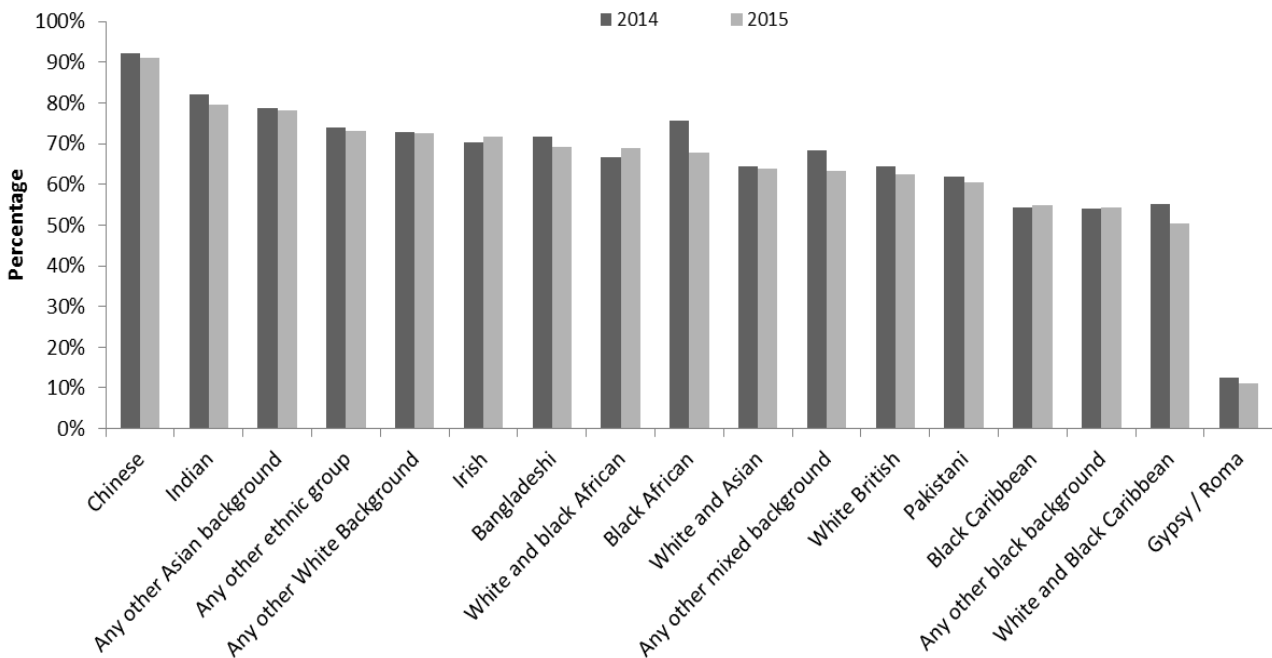


Fig 15 - Key stage 4 – Expected Progress in Maths



1.3.8 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils.

The charts below shows attainment at Key stage 4 for 5+ A*-C including English and Maths by ethnic group and gender for disadvantaged pupils in 2015. Chart highlights which ethnicity groups are performing above LA average and those who are underperforming see below:

Fig 16 – Key Stage 4 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils - 5+ A*-C including English and Maths

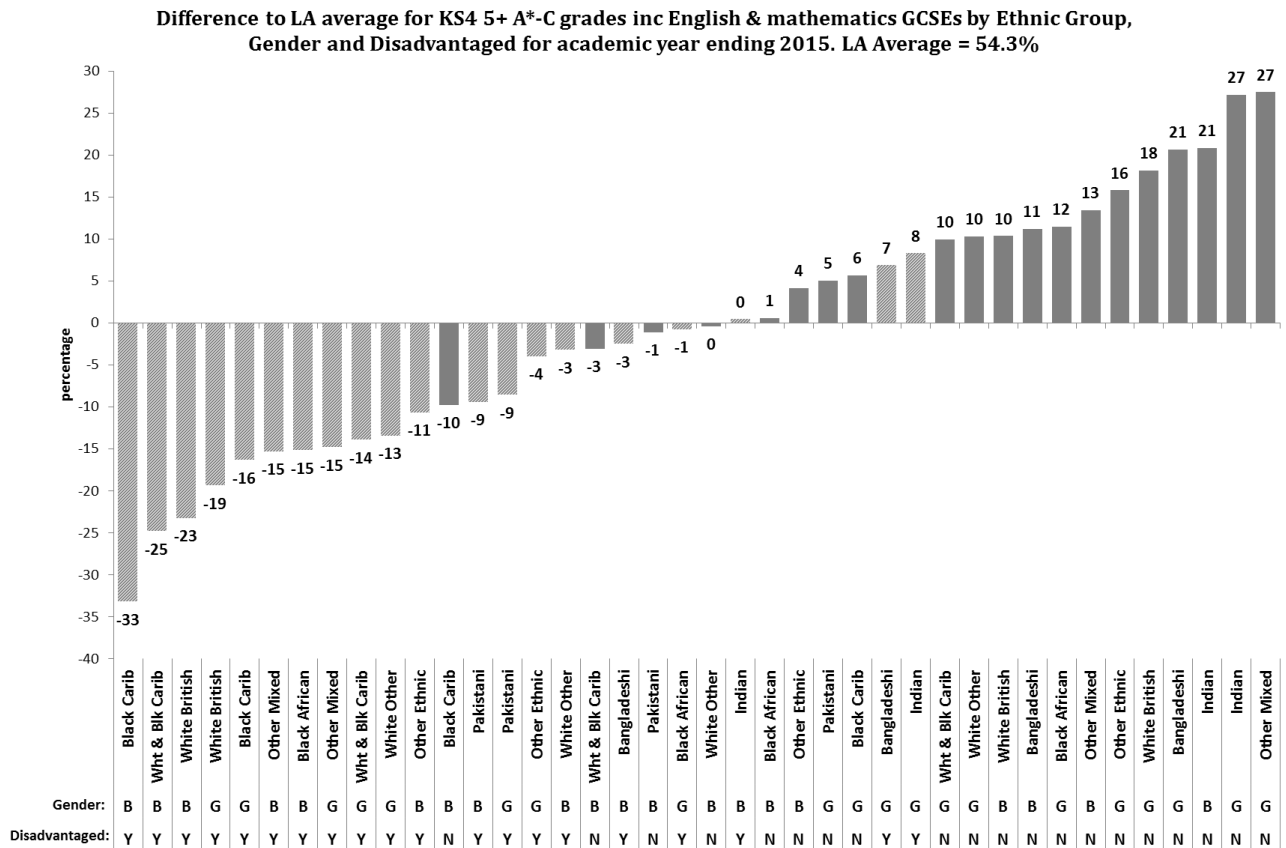


Fig 17 - Key Stage 4 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils – A*-C GCSEs English

Difference to LA average for achieving A*-C grade at GCSE English by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 67.9%

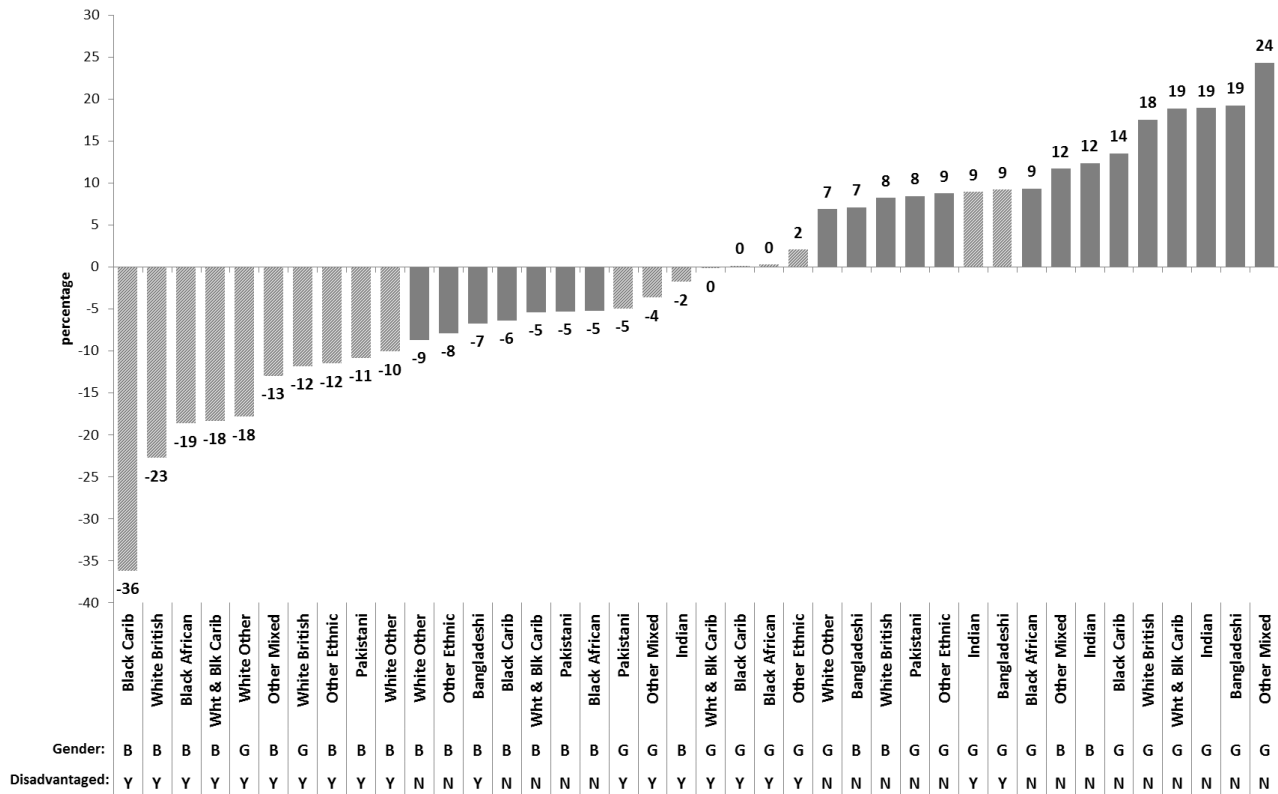
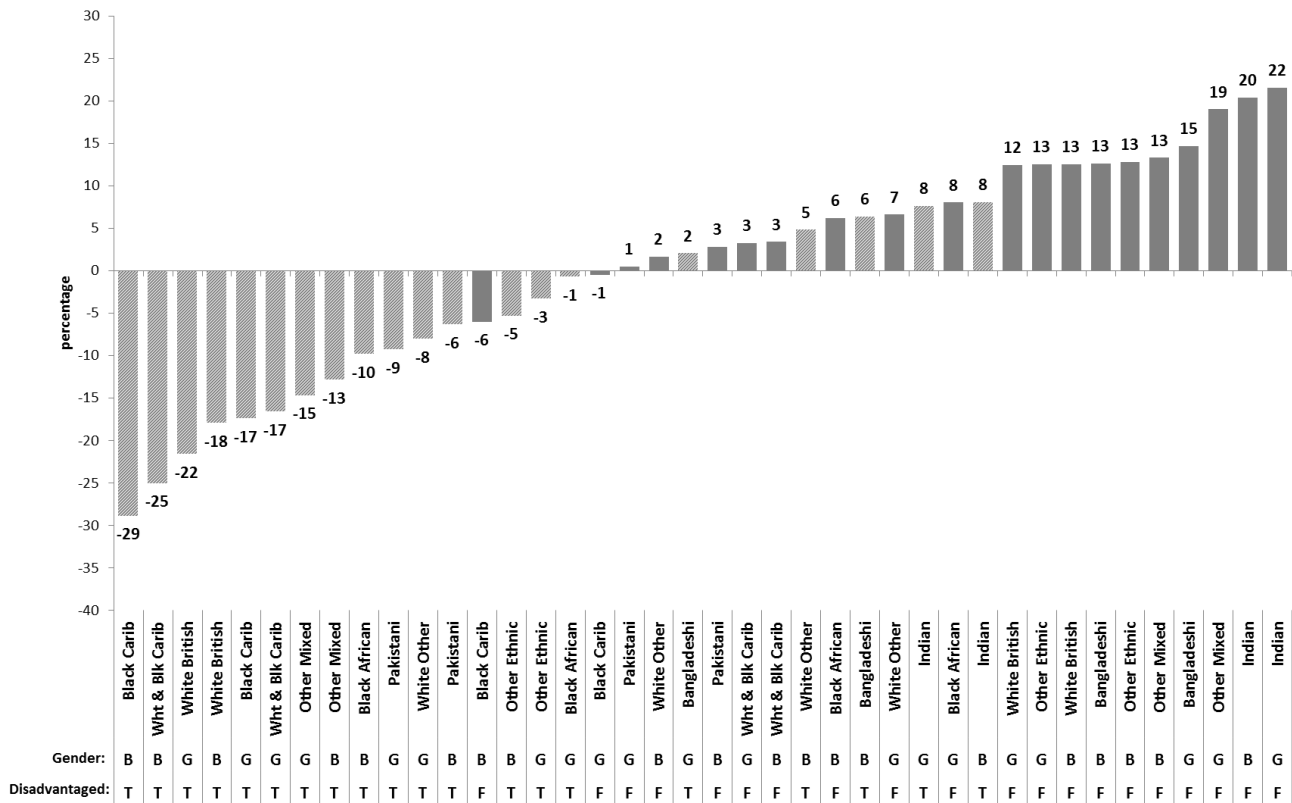


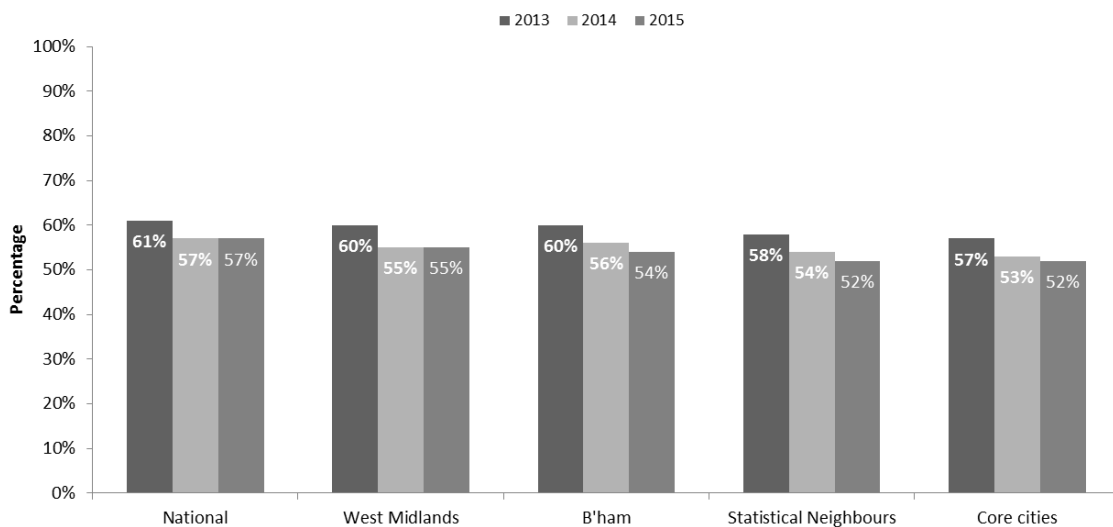
Fig 18 - Key Stage 4 Sub-Level Ethnicity Groups by Gender and Disadvantaged Pupils – A*-C GCSEs Maths Only

Difference to LA average for achieving A*-C grade at GCSE Maths by Ethnic Group, Gender and Disadvantaged for academic year ending 2015. LA Average = 64.1%



1.4 Birmingham’s key stage 4 attainment by Statistical Neighbours, Core Cities and West Midlands.

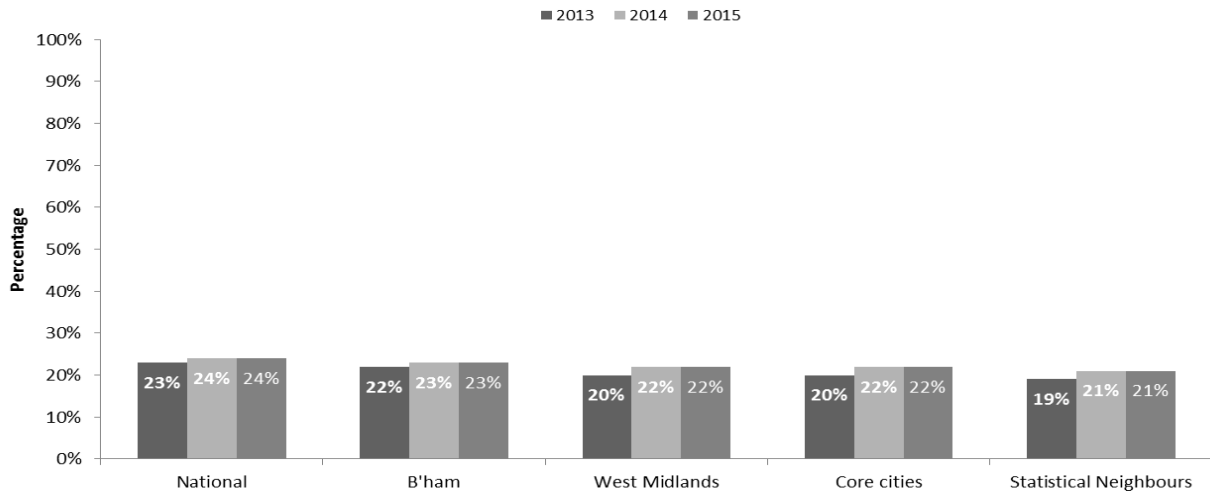
Fig 19 – Key stage 4 – 5+ A*-C including English and Maths



In terms of Key Stage 4 for 5+ A*-C including English and Maths performance, despite reductions over the last two years, Birmingham still performs better than our statistical neighbours and core cities.

However below Birmingham is also below national and west midlands averages by 3 and 1 percentage points respectively.

Fig 20 – Key stage 4 – Achieved the English Bacculaureate



For Key Stage 4 proportion of pupils achieving the English Bacculaureate performance, Birmingham is above west midlands, statistical neighbours and core cities.

However below Birmingham is also below the national average by 1 percentage point

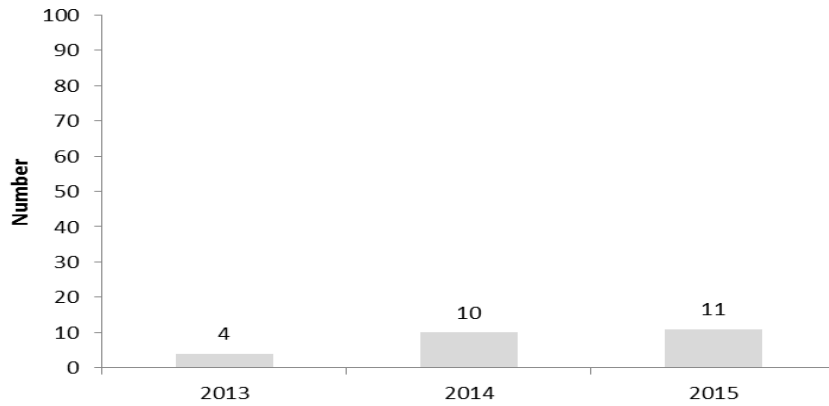
1.5 Secondary Floor Standard

Secondary schools are classed as below floor standard if:

- Fewer than 40% of pupils achieve five or more GCSEs at grade A* to C or equivalent, including GCSEs (or iGCSEs) in both English and mathematics and
- A school has a below median score (national median = 73 percent for 2015). for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English and
- A school has a below median score (national median = 68 percent for 2015). for the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in mathematics

Chart below shows the number of schools below floor standard, from 2013 to 2015 for Birmingham, increase from 2014 to 2015 by 1 school.

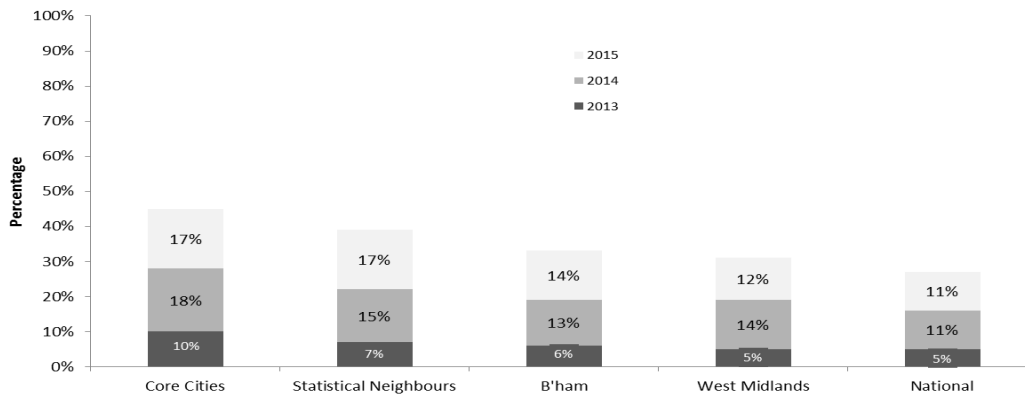
Fig 21. Number of schools below floor standard, from 2013 to 2015 for Birmingham



Secondary Floor Standard by West Midlands, Statistical Neighbours and Core cities

Chart below shows percentage of schools below floor standard, from 2013 to 2015. Birmingham has a higher proportion of schools not reaching the secondary floor standard when compared to west midlands and national levels. However Birmingham has a smaller proportion of schools under floor standard when compared to core cities and statistical neighbours. In 2015, Birmingham had 3 percentage points more schools not reaching the floor standard than national, see below.

Fig 22. Percentage of schools below floor standard, from 2013 to 2015.



1.6 Birmingham’s Key Stage 4 attainment by District and Ward.

District (based on pupil’s home postcode)

Pupil attainment across most districts is either in line with 2014 or declined from 2014 to 2015 for key stage 4.

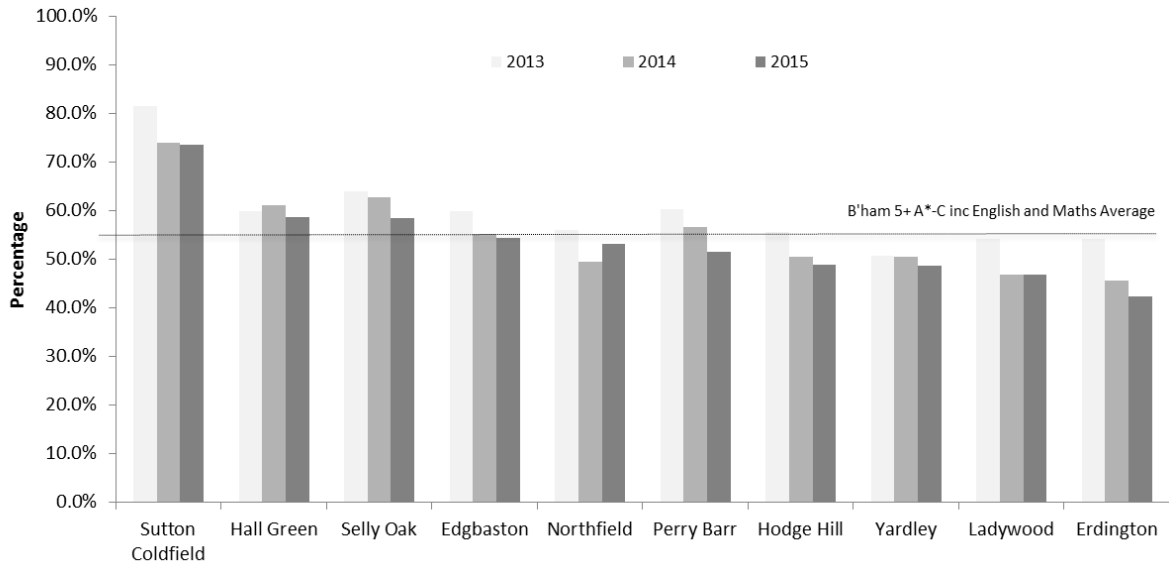
Above average districts:

- Sutton Coldfield
- Hall Green
- Selly Oak

Below Average districts:

- Hodge Hill
- Perry Barr
- Erdington

Fig 23 - 5+ A*-C including English and Maths



Ward - (based on pupil's home postcode)

Fig 24 - Map for 5+ A*-C including English and Maths

Percentage of pupils achieving 5 or more A*-C inc English and Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
(2015 results with 2014 results shown in brackets)

LA Average 54.3%
 National Average 57.1%

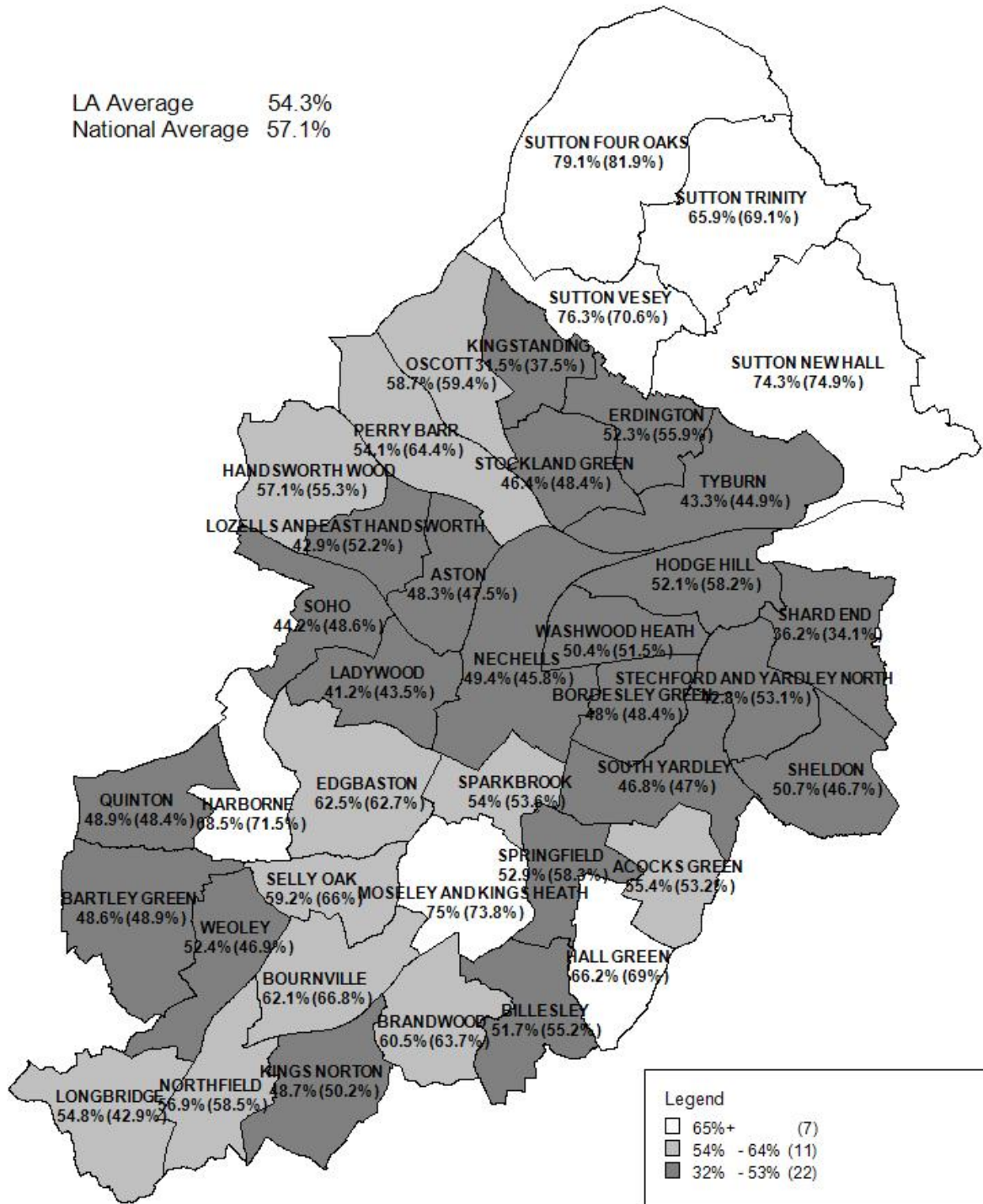


Fig 25 - Map for A*-C including English and Maths

**Percentage of pupils achieving grade A*-C in English and Maths
(based on pupils attending maintained Birmingham schools and resident within the ward)
(2015 results with 2014 results shown in brackets)**

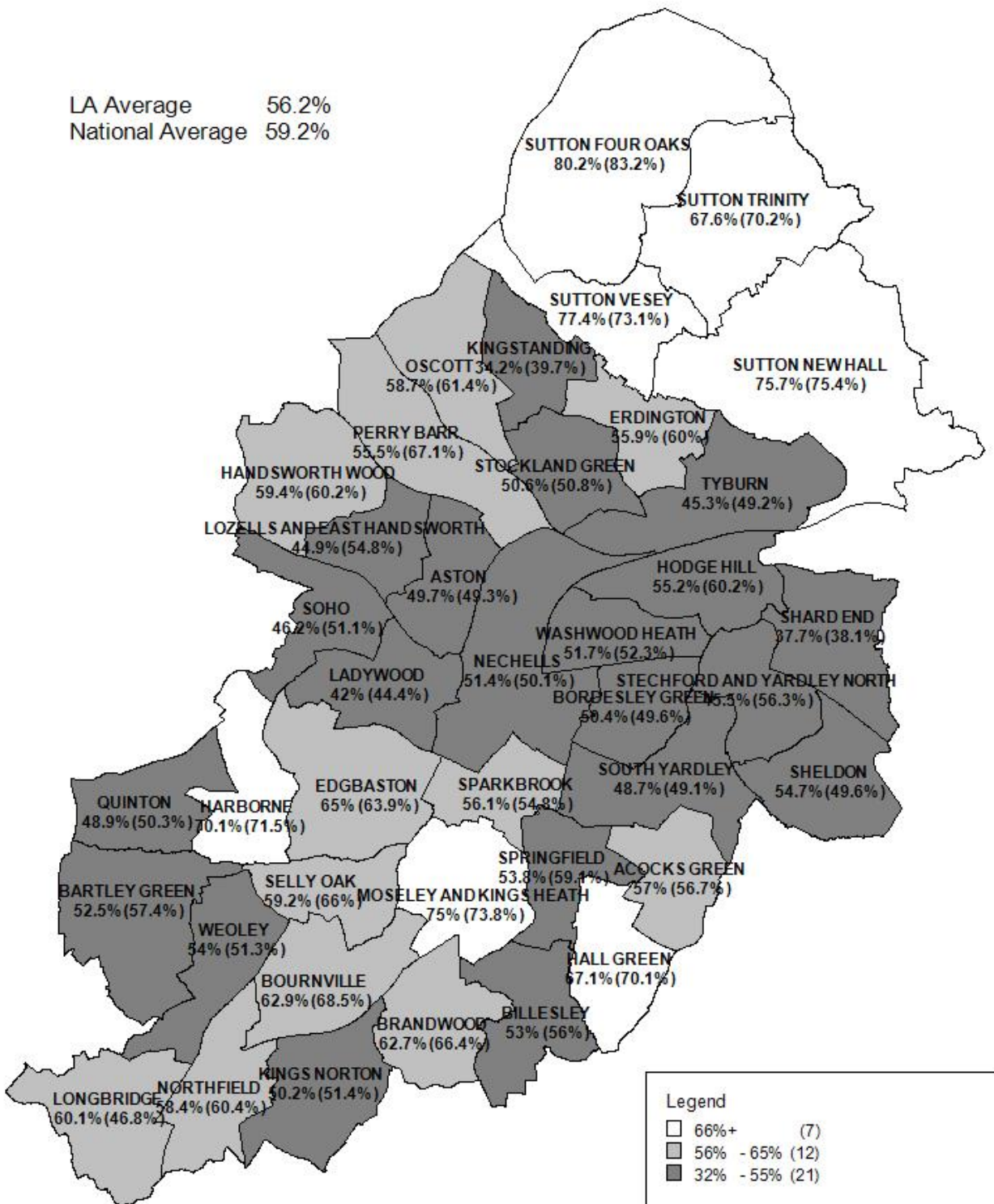
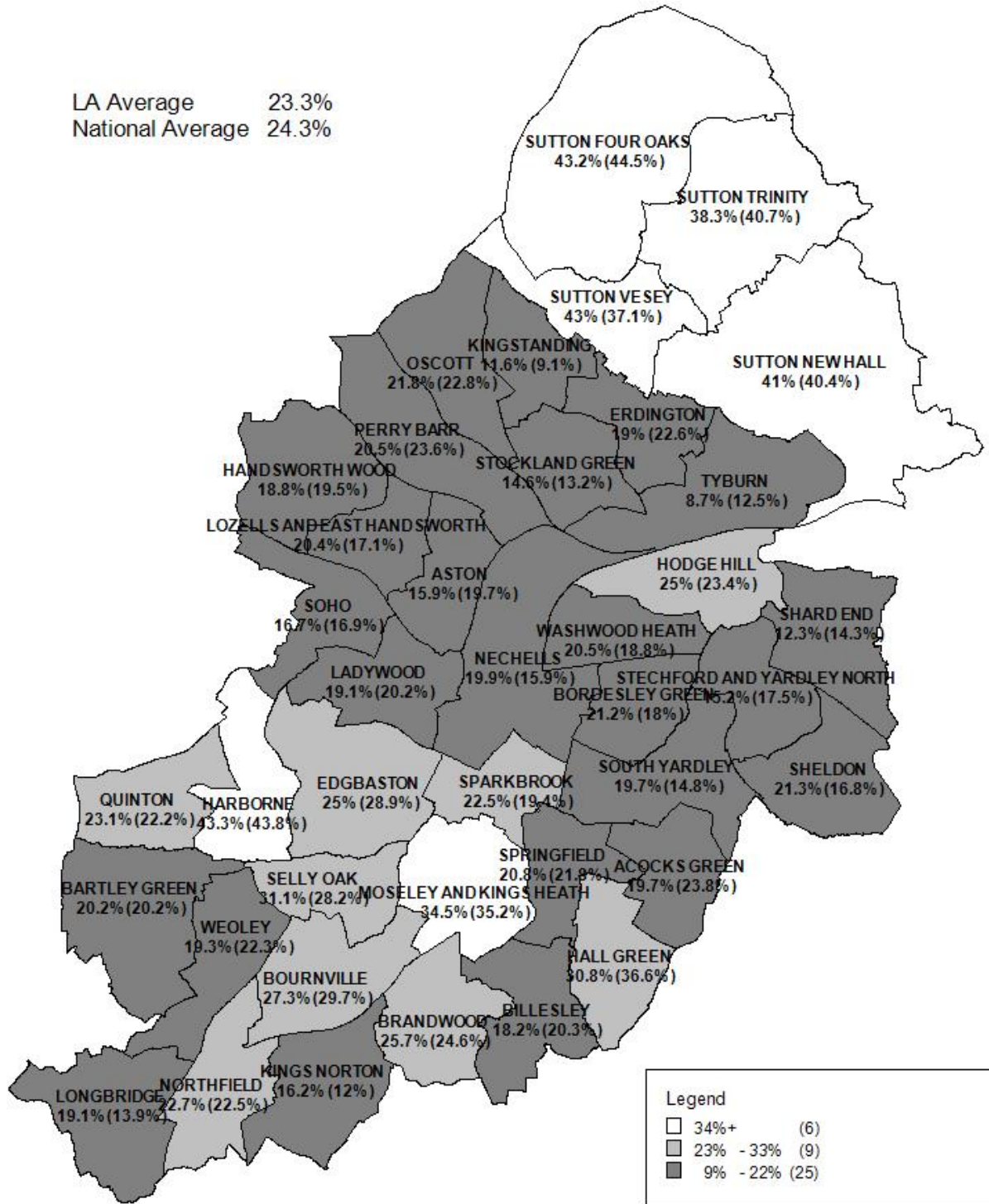


Fig 26 - Map for English Bacculaureate

**Percentage of pupils achieving the English Bacculaureate
(based on pupils attending maintained Birmingham schools and resident within the ward)
(2015 results with 2014 results shown in brackets)**



2. Key Stage 5 Attainment

Key Messages:

- Birmingham’s Key Stage 5 attainment is remained similar or improved slightly across the main measurements of average attainment.
- The proportion of pupils gaining at least 2 substantial Level 3 qualifications, improved slightly as did the proportion achieving 3 A*A grades better at A Level
- Birmingham Key Stage 5 attainment above national average for most measures in 2015.

2.1 Overview

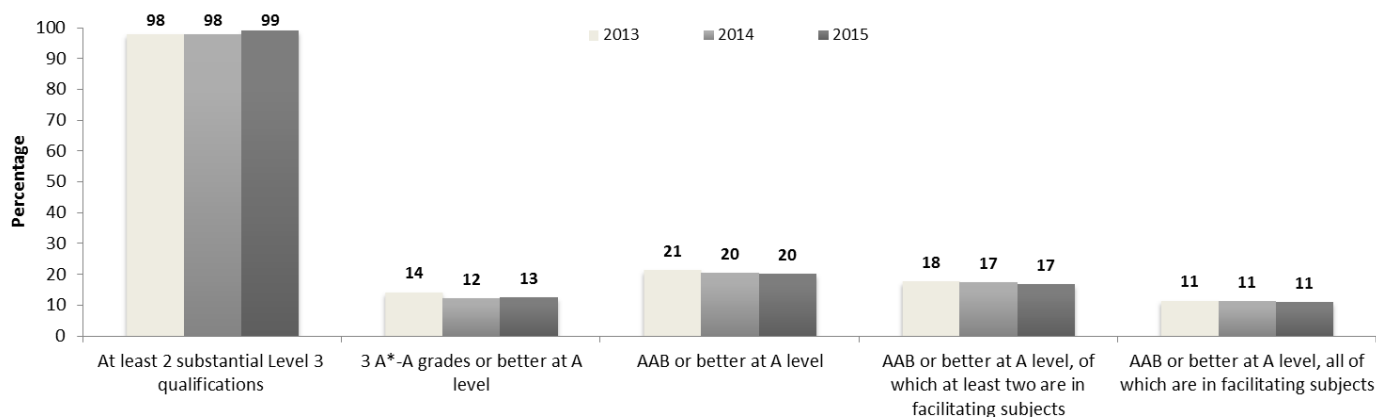
Key stage 5 (A level and other level 3 qualifications) are generally taken by post 16 pupils (16-18). The results are based on students who are at the end of their final year but some may complete this key stage earlier.

To be included in a cohort or overall level 3 results, a student must have been entered for at least one substantial qualification (defined as at least the size of an A level, i.e. 180 guided learning hours per year) in one or more of the qualifications types listed below.

Key stage 5 is split by three cohorts of students depending on the types of qualifications taken:

- **A Level** includes A Level or applied A Level.
- **Academic:** includes A Level or applied A Level. In addition it includes Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics and Extended Project (Diploma) qualifications.
- **Vocational:** includes all other regulated qualifications.

Fig 27 – Key Stage 5 - Overall Subject Performance

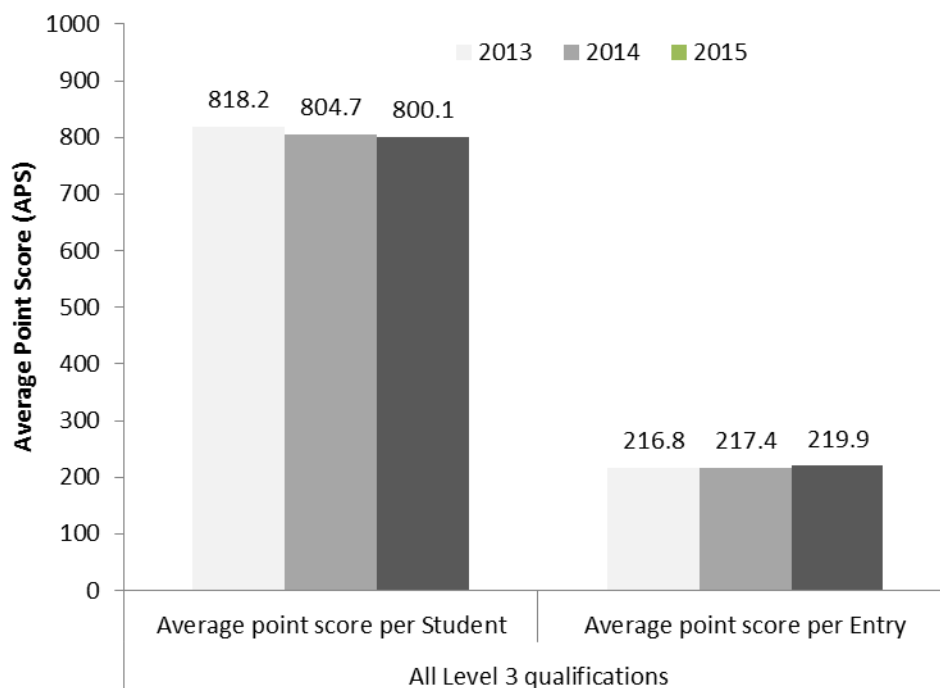


Birmingham’s Key Stage 5 attainment has slightly improved or stayed the same, from 2014 to 2015.

1 percentage point improvement from 2014 to 2015 for:

- Percentage of students achieving at least 2 substantial Level 3 qualifications, and
- Percentage of students achieving 3 A*-A grades or better at A Level.

Fig 28 – Key Stage 5 - Average Point Score (APS)



Level 3 qualifications are those approved under **Section 96 of the Learning and Skills Act 2000**. They include A Levels and other advanced academic and vocational qualifications approved for teaching.

Birmingham’s Key Stage 5 Average point score (APS) varies, from 2014 to 2015.

- Average point score per Student decreased by 4.6 points
- Average point score per Entry increased by 2.5 points.

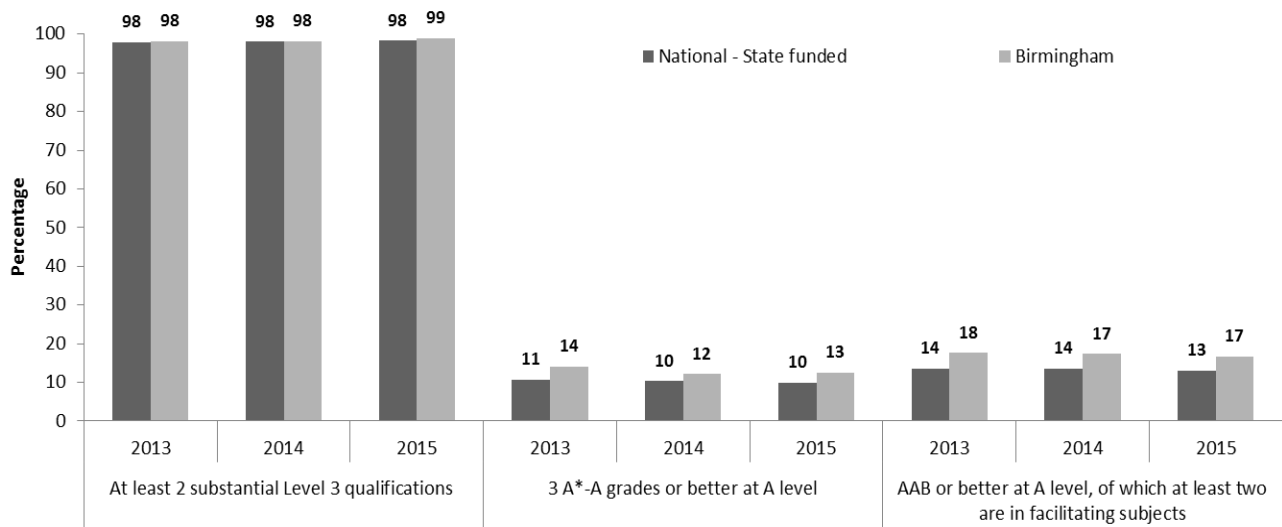
Key Stage 5 – Level 3 participation

Table below shows number of students completing advanced level of study which shows an continuing increase from 2013 to 2015 for Birmingham.

	Birmingham	State Funded Schools	England
2013	3,656	172,749	395,397
2014	3,854	173,944	400,290
2015	4,243	182,919	404,100

2.2 Birmingham’s Key Stage 5 attainment compared to National outcomes

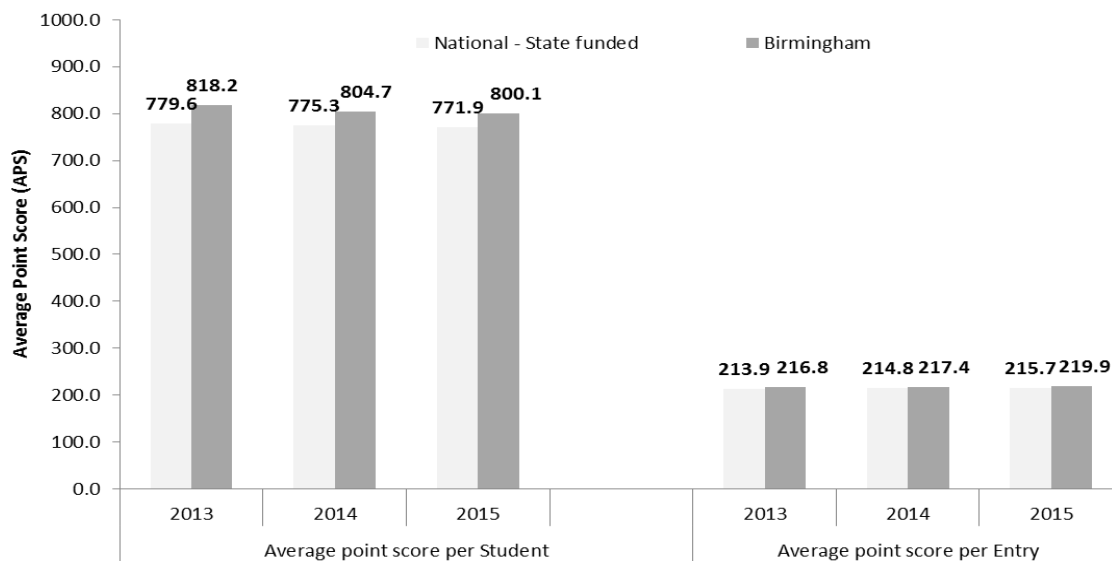
Fig 29 – Key Stage 5 - Birmingham vs National



Birmingham’s Key Stage 5 attainment outcomes compared to national – state funded shows Birmingham performing above the national –state funded average, see below:

- **At least 2 substantial Level 3 qualifications** - above national by 1 percentage point.
- **3 A*-A grades or better at A Level above** – above national by 3 percentage point
- **AAB or better at A Level of which at least two are in facilitating subjects** - above national by 4 percentage point.
- Note: National – state funded refer to local authority maintained sixth forms not including colleges.

Fig 30 – Key Stage 5 - Birmingham vs National – Average Point Score



Birmingham’s Key Stage 5 Average point score (APS) is above national schools in 2015.

- Average point score per Student above by 28.2 points compared to national levels
- Average point score per Entry above by 4.2 points compared to national levels

2.3 Birmingham’s Key Stage 5 attainment by Gender and Ethnicity

2.3.1 Gender

Figure 34 and 35 shows male and female outcomes at Key Stage 5. Whereas at Primary level and Key Stage 4 attainment, girls generally outperform boys, at Key Stage 5, in many areas male students outperform female students. Although females do have a higher average point score.

- 3 A*-A grades or better at A Level
- AAB or better at A Level
- AAB or better at A Level of which at least two are in facilitating subjects

Fig 31. Key Stage 5 – Gender – A Level

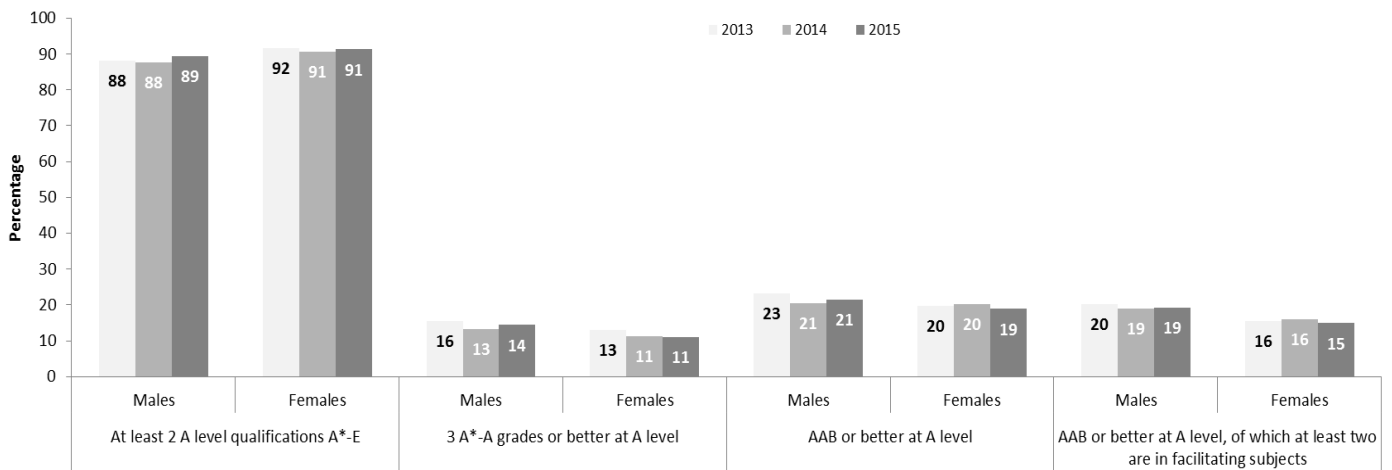
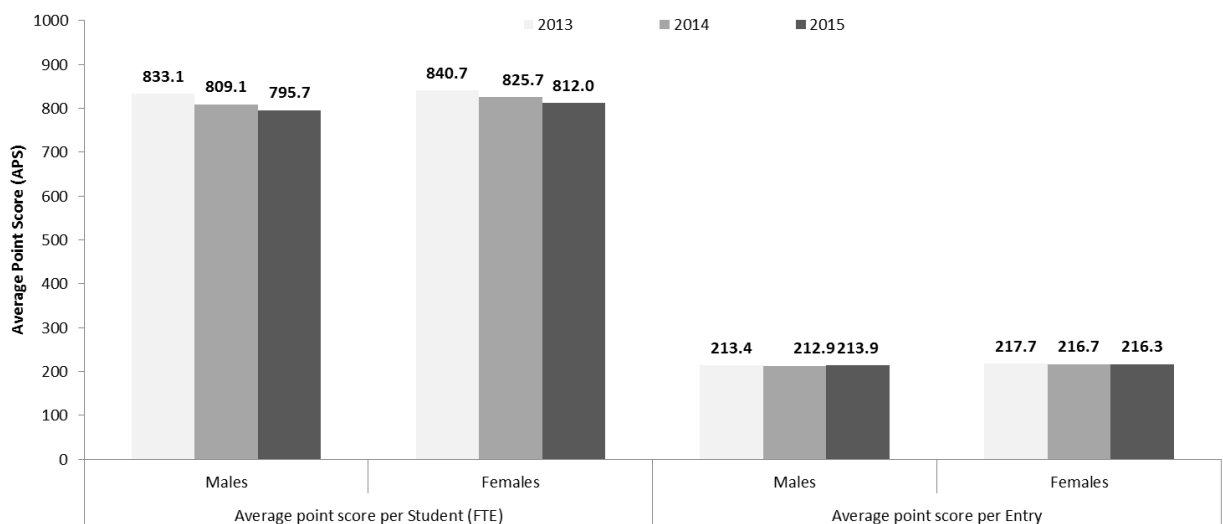


Fig 32. Key Stage 5 – Gender – Average Point Score (APS) – A Level



The table below shows the attainment gap between Birmingham and national – state funded averages for both male and female achieving key stage 5 outcomes:

	At least 2 A level qualifications A*-E			Average point score per Student (FTE)			Average point score per Entry		
	B'ham	National – state funded	GAP	B'ham	National – state funded	GAP	B'ham	National – state funded	GAP
Males	89%	90%	-1%	795.7	762.1	+33.6	213.9	210.4	+3.5
Female	91%	92%	-1%	812.0	783.3	+28.7	216.3	216.4	-0.1

2.3.2 Main Ethnicity Groups

The graphs below show attainment outcomes for main ethnicity groups between 2013 and 2015. There was varied performance across all ethnicity groups from 2013 to 2015 including Chinese students, where performance fell slightly.

Fig 33 - Key Stage 5 – Main Ethnic Groups – A Level

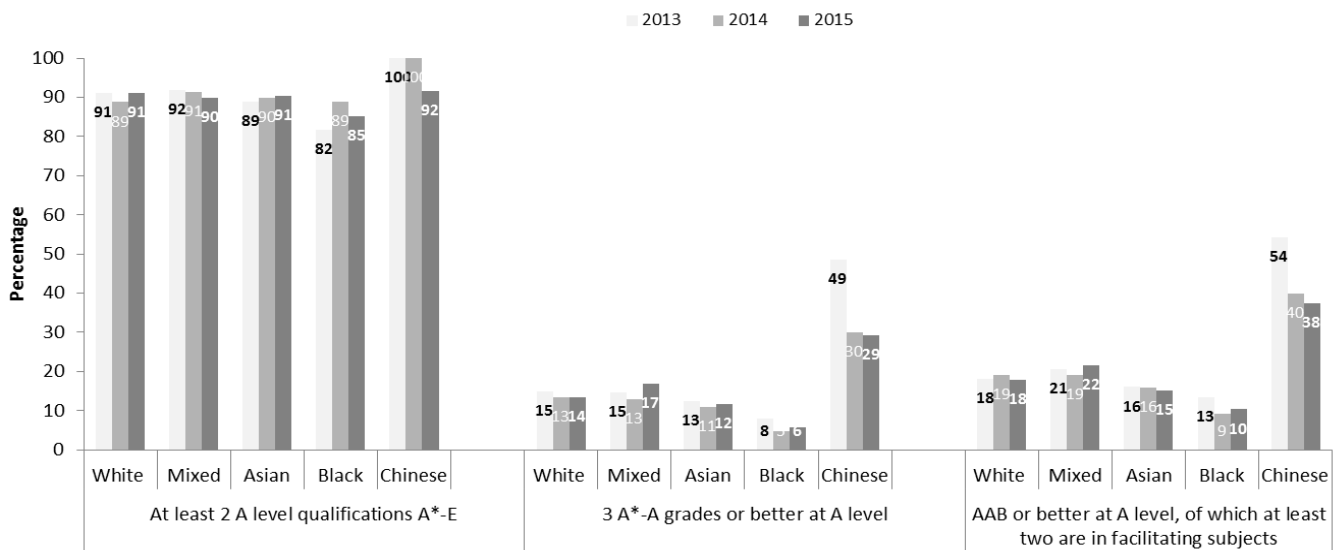
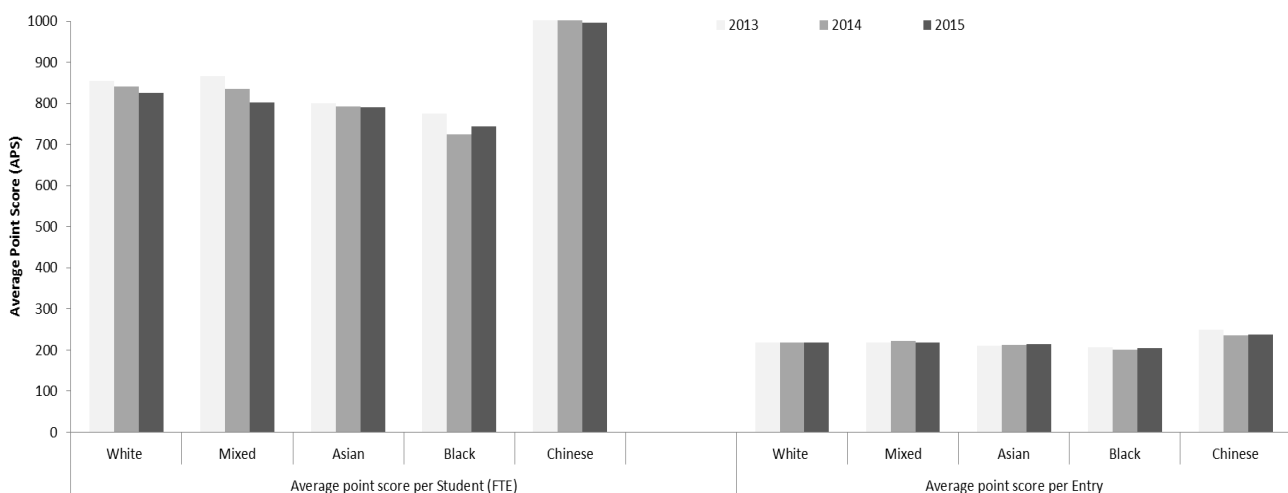


Fig 34 - Key Stage 5 – Average Point Score (APS) – A Level



2.3.3 Sub-Level Ethnicity groups

Attainment at Key Stage 5 continues to vary between different ethnicity groups. Ethnicity groups which were highest achieving in all subjects in 2015:

2 A level qualifications A*-E

- White and Black African
- Any Other white background
- Indian

Average point score per student (FTE)

- Chinese
- Any Other white background
- White and Black African

Average point score per Entry

- Chinese
- White and Black African
- Irish

Fig 35 - At least 2 A level qualifications A*-E

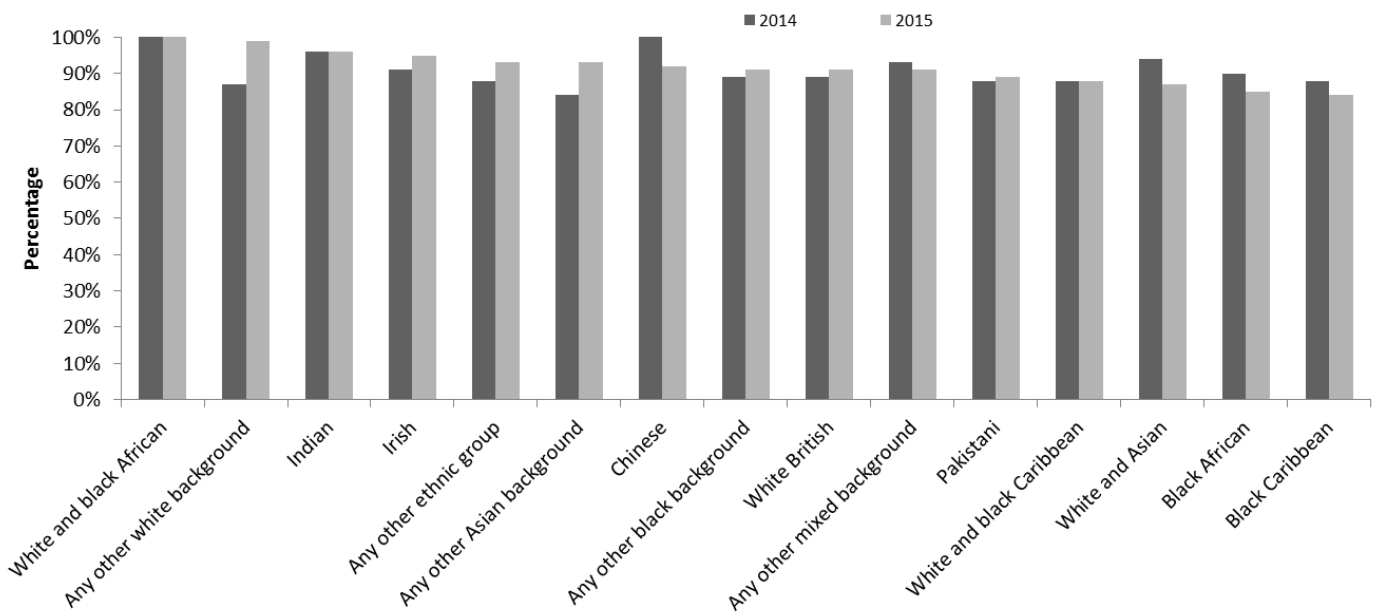


Fig 36 - Average point score per student (FTE) – A Level

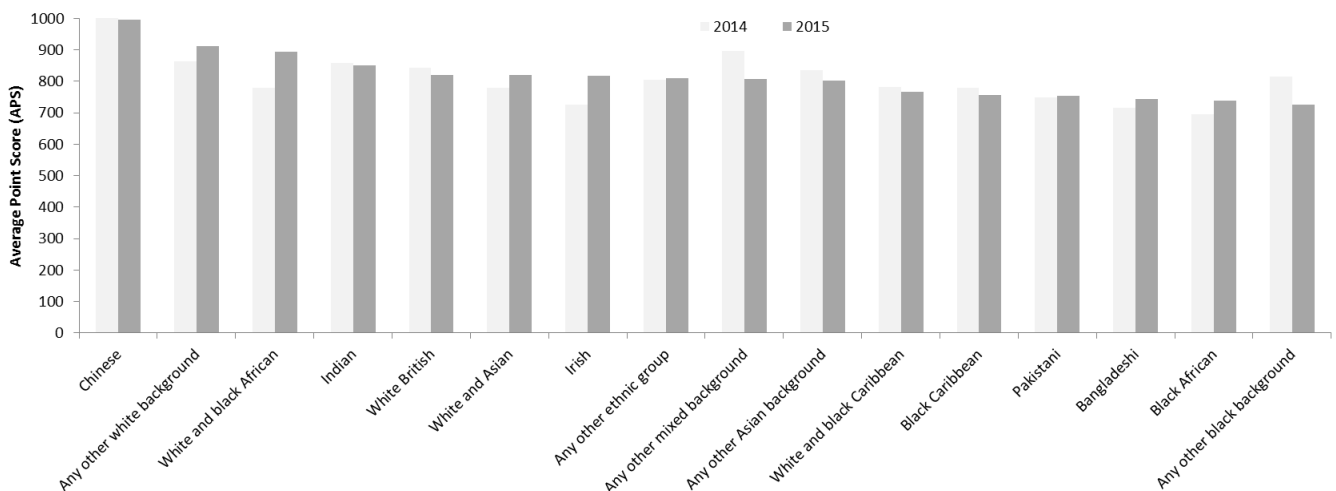
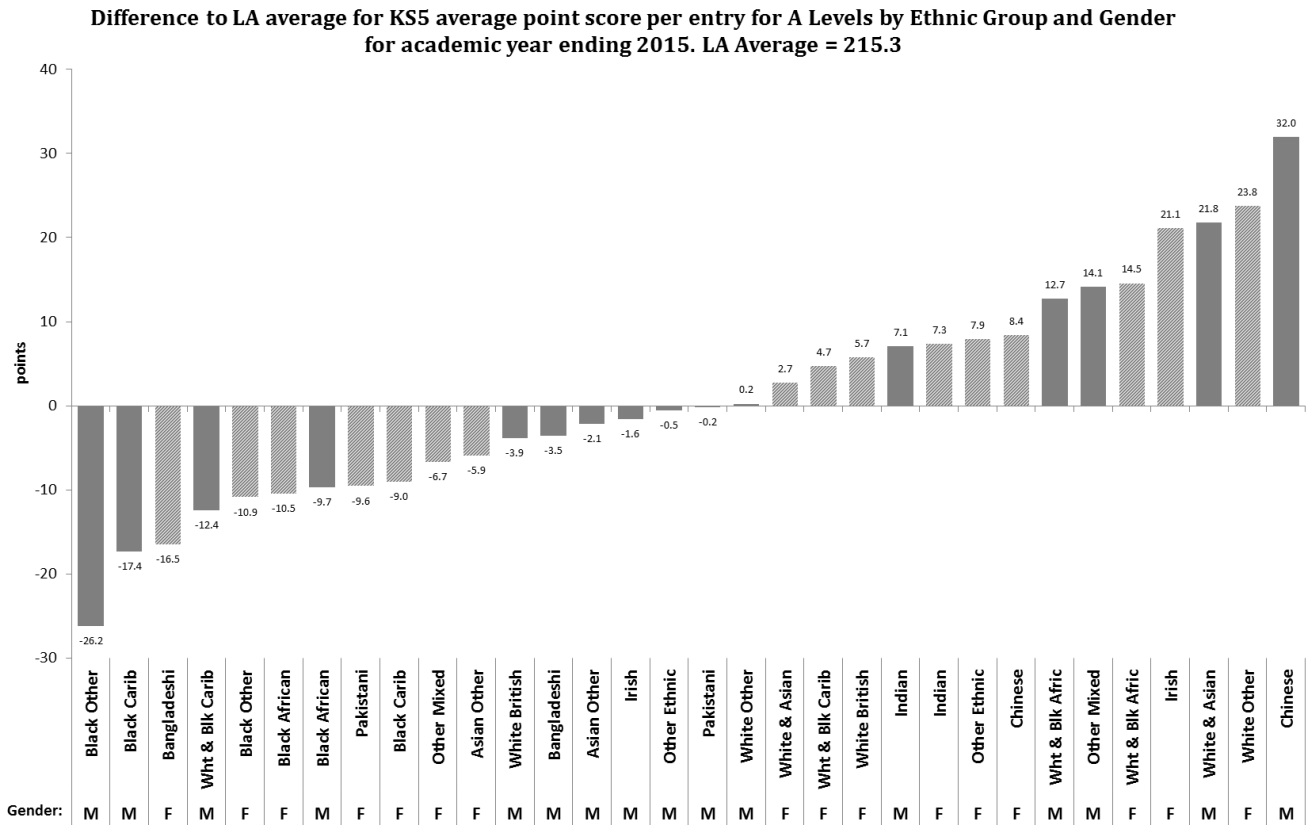


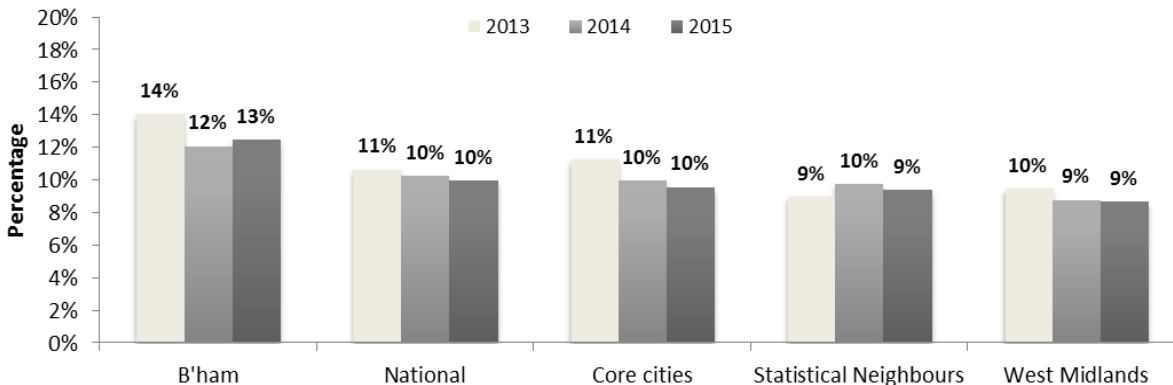
Fig 37 – Average point score per Entry – A Level



2.4 Birmingham’s Key Stage 5 attainment by Statistical Neighbours, Core Cities and West Midlands.

The graphs below show Birmingham’s attainment by statistical neighbours, core cities and west midlands authorities.

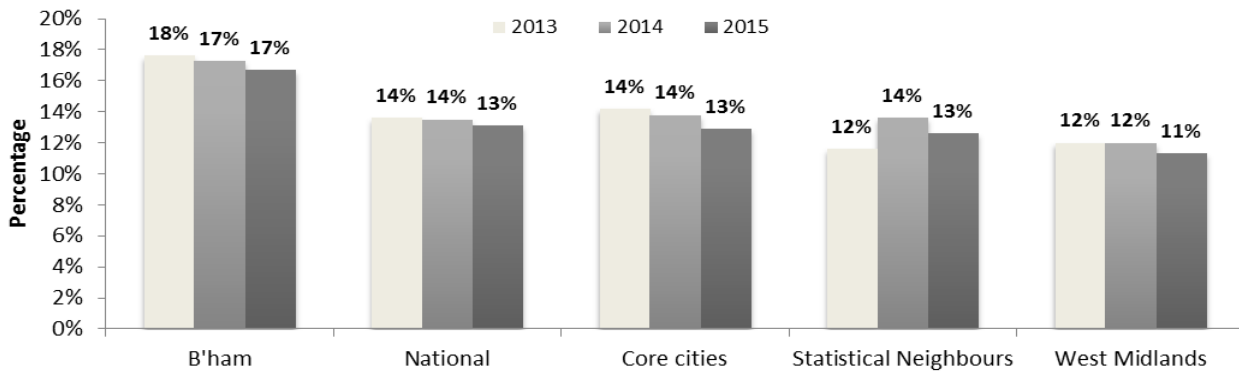
Fig 38 – Key stage 5 – Students achieving 3 A*-A grades or better at A level



In terms of Key Stage 5 for students achieving 3 A*-A grades or better at A level performance, Birmingham is above national, core cities, statistical neighbours and west midlands.

Birmingham is 3 percentage points above national and core cities and 4 percentage points above statistical neighbours and west midlands authorities.

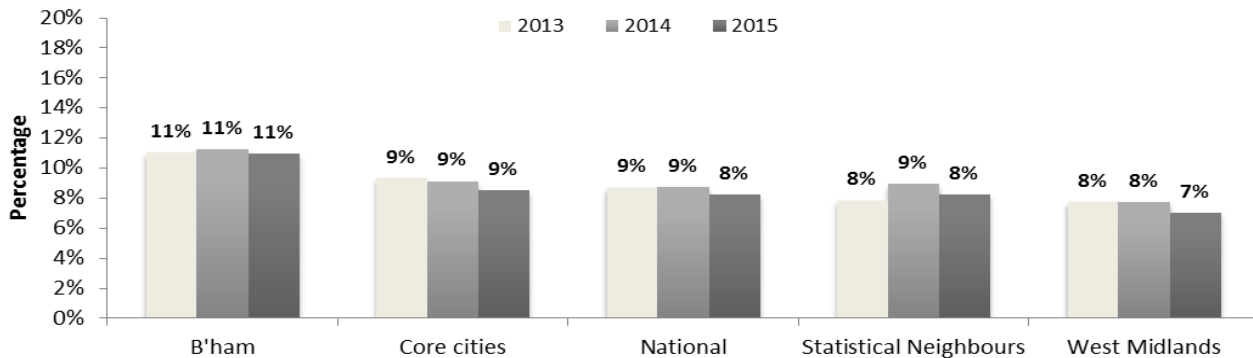
Fig 39 – Key stage 5 – Students achieving grades AAB or better at A level, of which at least two are in facilitating subjects



In terms of Key Stage 5 for students achieving grades AAB or better at A level, of which at least two are in facilitating subjects performance, Birmingham is above national, core cities, statistical neighbours and west midlands.

Birmingham is 4 percentage points above national, core cities and statistical neighbours and 6 percentage points above west midlands authorities.

Fig 40 – Key stage 5 – Students achieving grades AAB or better at A level, all of which are in facilitating subjects



For Key Stage 5 for students achieving grades AAB or better at A level, all of which are in facilitating subjects - Birmingham is above core cities, national, statistical neighbours and west midlands.

Birmingham is 2 percentage points above core cities, 3 percentage points above national and statistical neighbours and 4 percentage points above west midlands authorities.

2.5 Secondary Floor Standard – Sixth Form Schools

Secondary school sixth form are classed as below floor standard if:

- fewer than 45% of students achieve an average point score per entry in vocational qualifications of 194 points
- fewer than 45% of students achieve an average point score per entry in academic qualifications of 172 points

Birmingham has 1 sixth form schools below floor standard in 2015.

2.6 Birmingham’s Key Stage 5 attainment by District and Ward.

District (based on pupil’s home postcode)

Attainment across the districts is variable.

Fig 41 - Students achieving at least 2 A level qualifications:

Above average districts:

- Sutton Coldfield
- Hall Green
- Selly Oak

Below average districts:

- Hodge Hill
- Perry Barr
- Ladywood

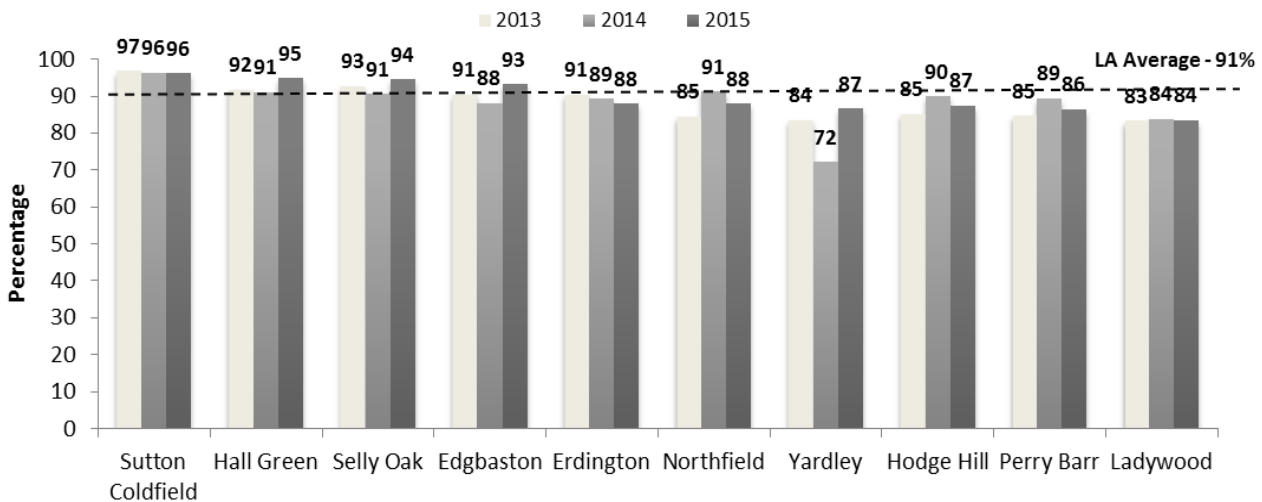


Fig 42 - Students achieving 3 A*-A grades or better at A level

Above average districts:

- Edgbaston
- Hall Green
- Sutton Coldfield

Below average districts:

- Perry Barr
- Erdington
- Northfield

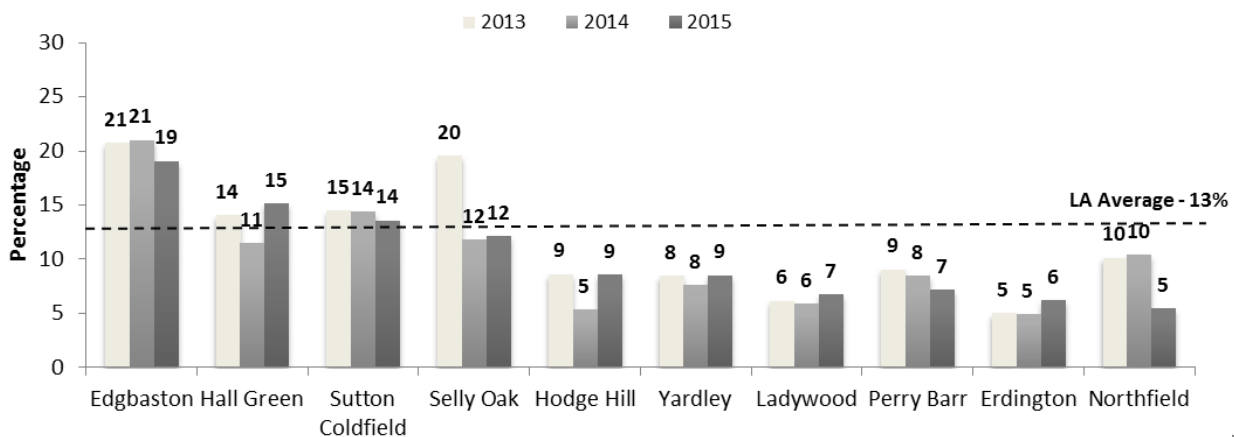


Fig 43 – Students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

Above average districts:

- Edgbaston
- Hall Green
- Sutton Coldfield

Below average districts:

- Erdington
- Ladywood
- Northfield

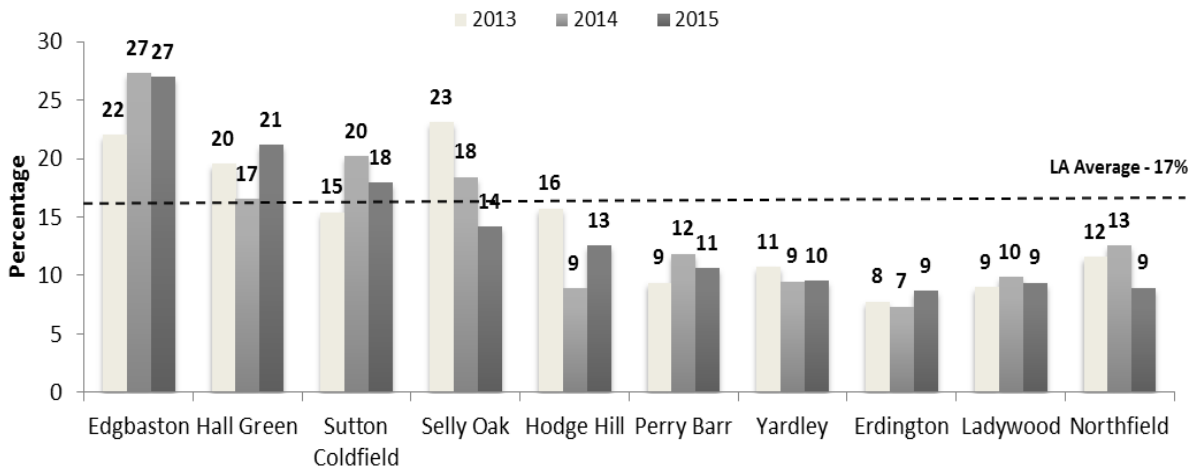


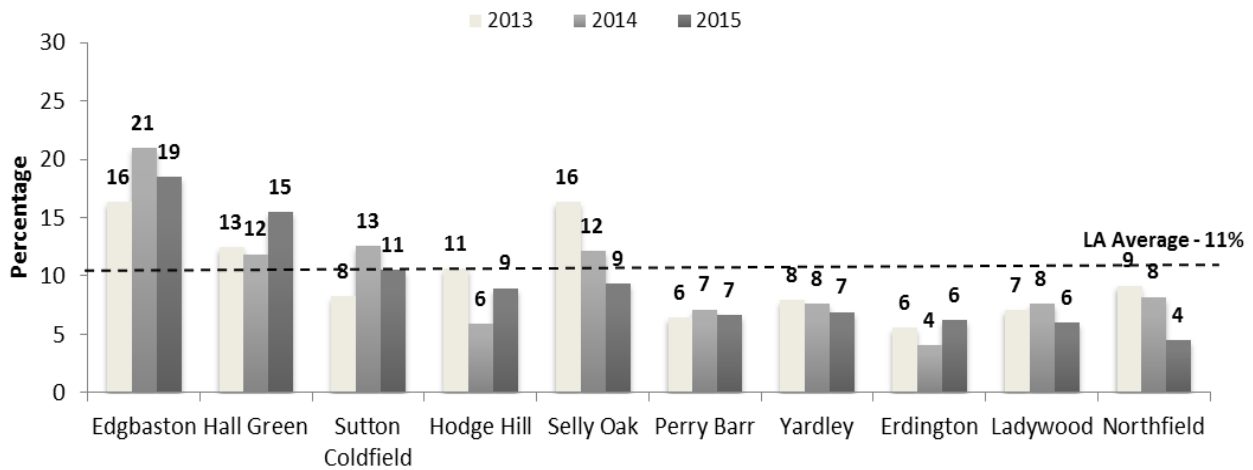
Fig 44 – Students achieving grades AAB or better at A level, all of which are in facilitating subjects

Above average districts:

- Edgbaston
- Hall Green
- Sutton Coldfield

Below average districts:

- Erdington
- Ladywood
- Northfield



Ward - (based on pupil's home postcode)

Fig 45 - Students achieving at least 2 A level qualifications:

Percentage of students achieving at least 2 A level qualifications
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

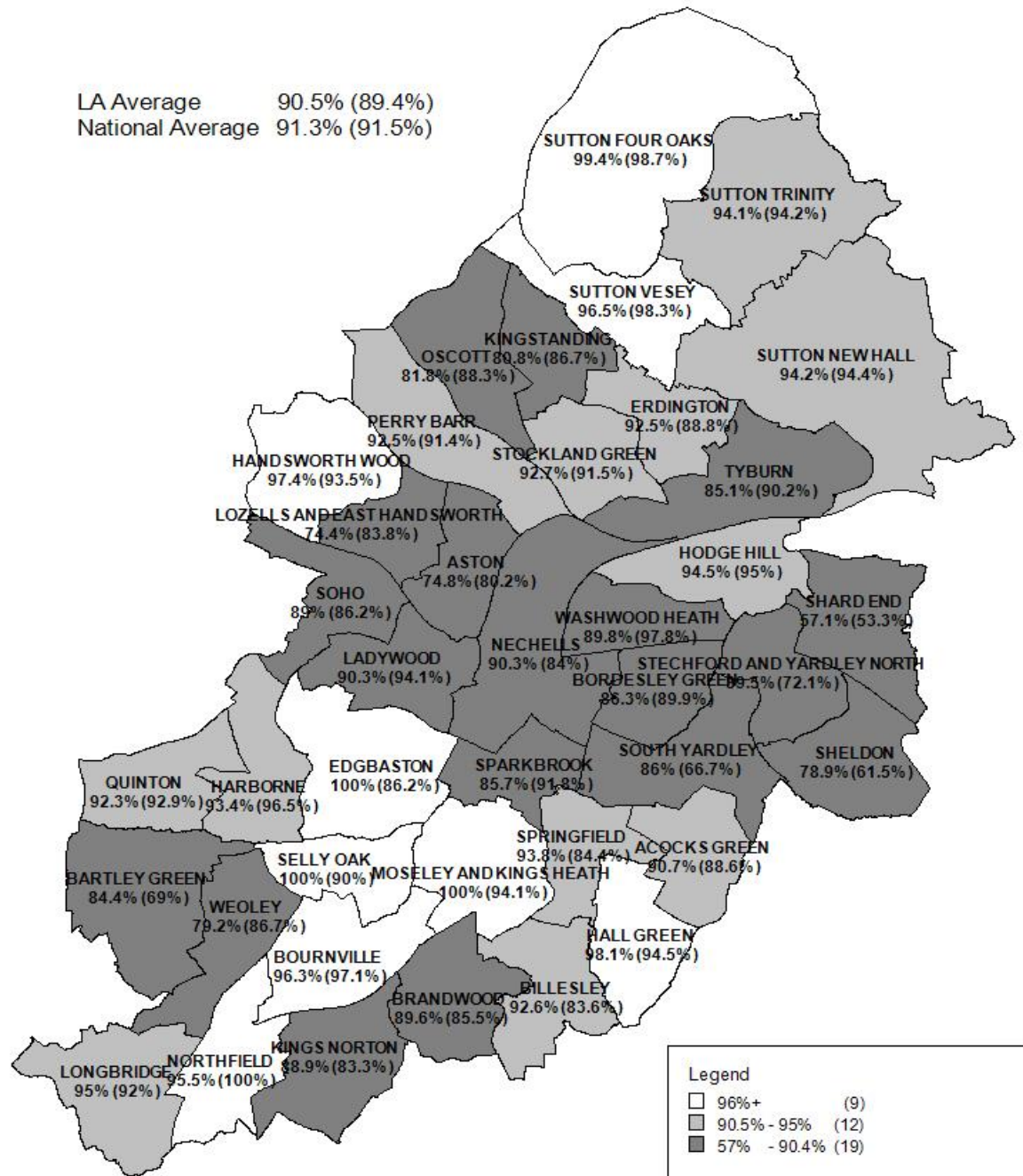


Fig 46 - Students achieving 3 A*-A grades or better at A level

Percentage of students achieving 3 A*-A grades or better at A level
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

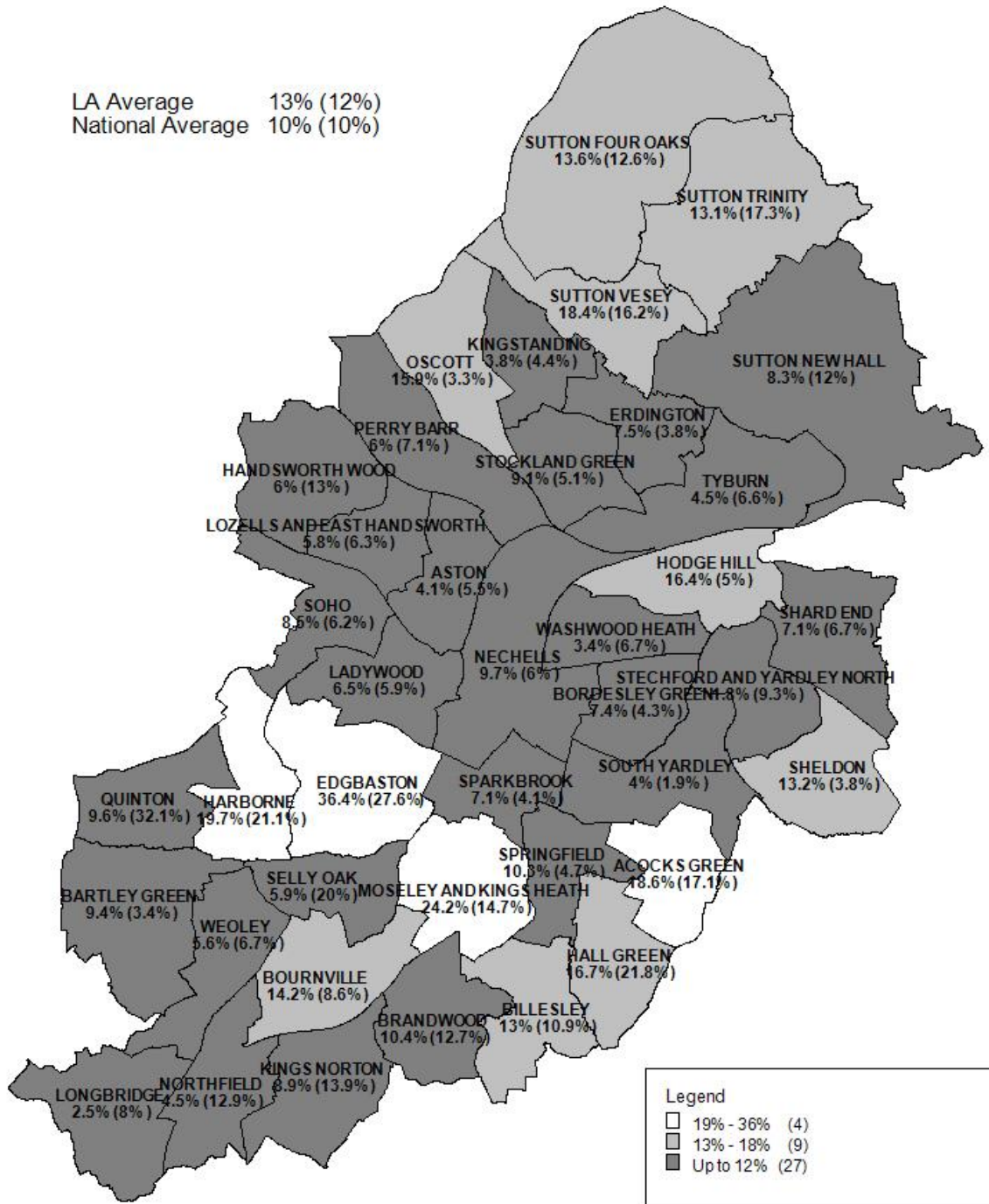


Fig 47 - Students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets

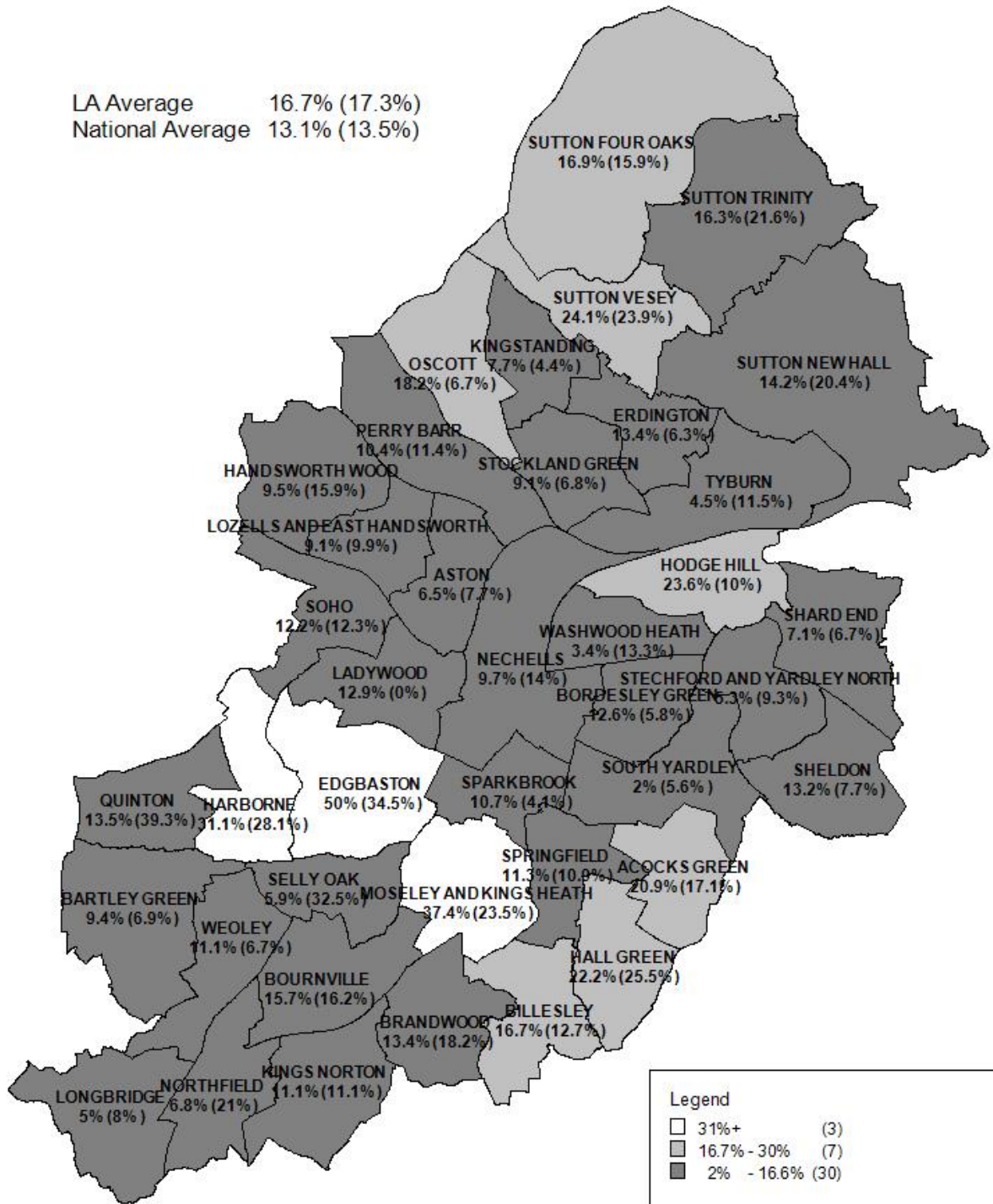
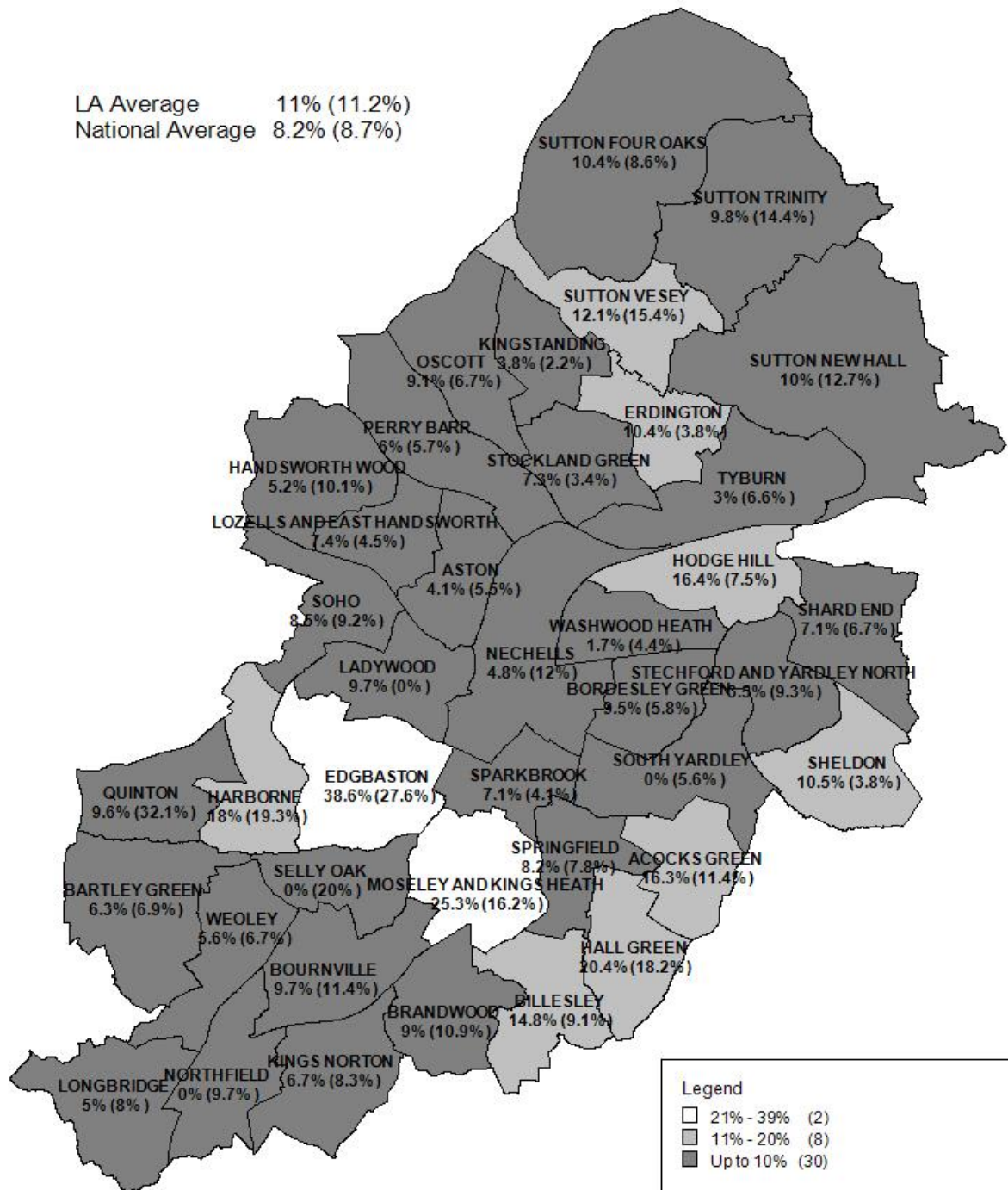


Fig 48 - Students achieving grades AAB or better at A level, all of which are in facilitating subjects

Percentage of students achieving grades AAB or better at A level, all of which are in facilitating subjects
(based on pupils attending maintained Birmingham schools and resident within the ward)
2015 results with 2014 results shown in brackets



2.7 Birmingham’s Key Stage 5 attainment by A Level, Academic and Vocational.

2.7.1 Background

Key stage 5 is split by three cohorts of students depending on the types of qualifications taken:

- **A Level** includes A Level or applied A Level.
- **Academic:** includes A Level or applied A Level. In addition it includes Pre-U, International Baccalaureate, Advanced Extension Award (AEA), Free Standing Mathematics and Extended Project (Diploma) qualifications.
- **Vocational:** includes all other regulated qualifications.

The report has already looked into detail in previous sections at A level performance, next sections will focus on the Academic and Vocational cohort.

2.7.2 Academic and Vocational performance

Fig 49 shows academic and vocational outcomes for Key stage 5 students from 2013 to 2015.

Birmingham is in line with national state-funded levels for proportion of students achieving at least 2 substantial academic qualifications. For vocational qualifications Birmingham students perform better than national state-funded by 12 percentage points.

Fig 49 – 2 substantial qualifications Academic and Vocational

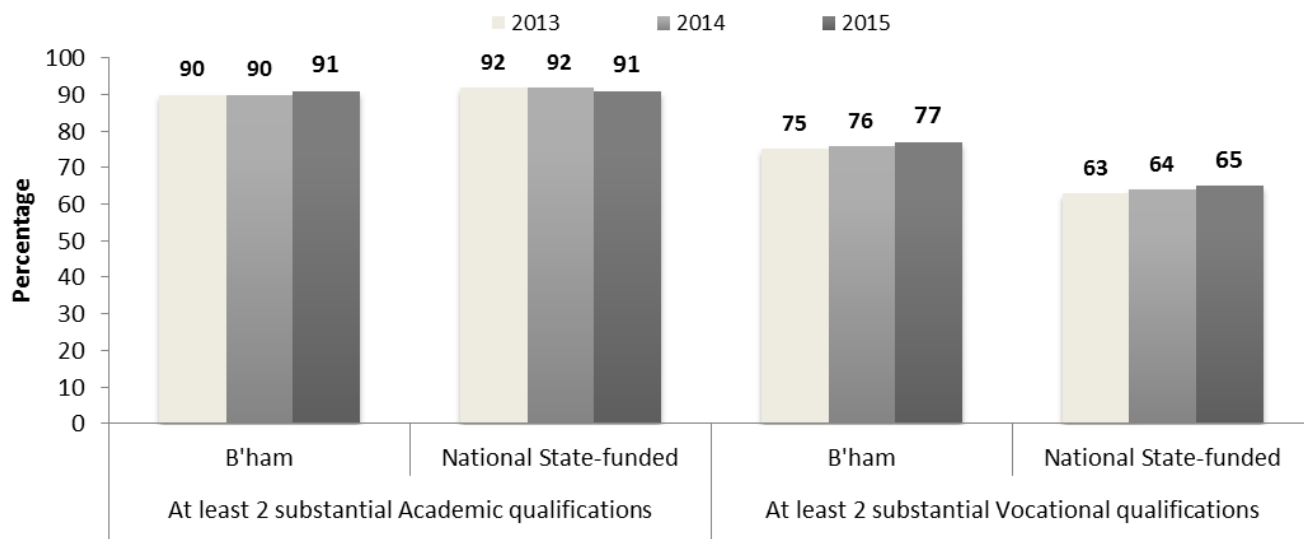
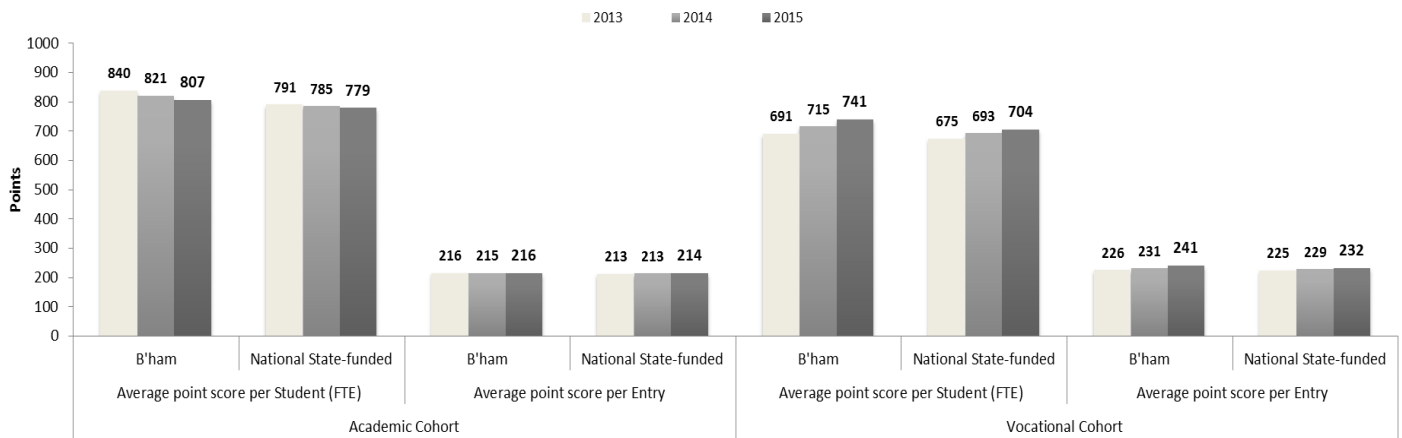


Fig 50 shows Average point score outcomes for academic and vocational for Key stage 5 students from 2013 to 2015.

Birmingham is consistently above national state-funded average for both Average point score (APS) per Student (FTE) and per Entry.

Fig 50 – Average point score for Academic and Vocational



3. Special Education Needs (SEN)

3.1 Background

Children with special educational needs are at risk of underachieving unless the right support is provided. Special educational needs cover a broad spectrum of physical, cognitive, emotional and behavioural difficulties. On average just one in four children are on a school SEN Database (4 percent with statements or Education Health Care plans and 16 percent with SEN support). N.B. From September 2014, statements become Education Health & Care Plans (EHCP), School Action Plus and School Action become one category of ‘Additional Support’.

For most children with special educational needs, attainment is measured on the basis of national curriculum levels and examination results. For some children with special educational needs, other measures of attainment are used that are better suited to their needs, e.g. ‘P scales’ which provide a way of measuring incremental progress, pre-national curriculum levels.

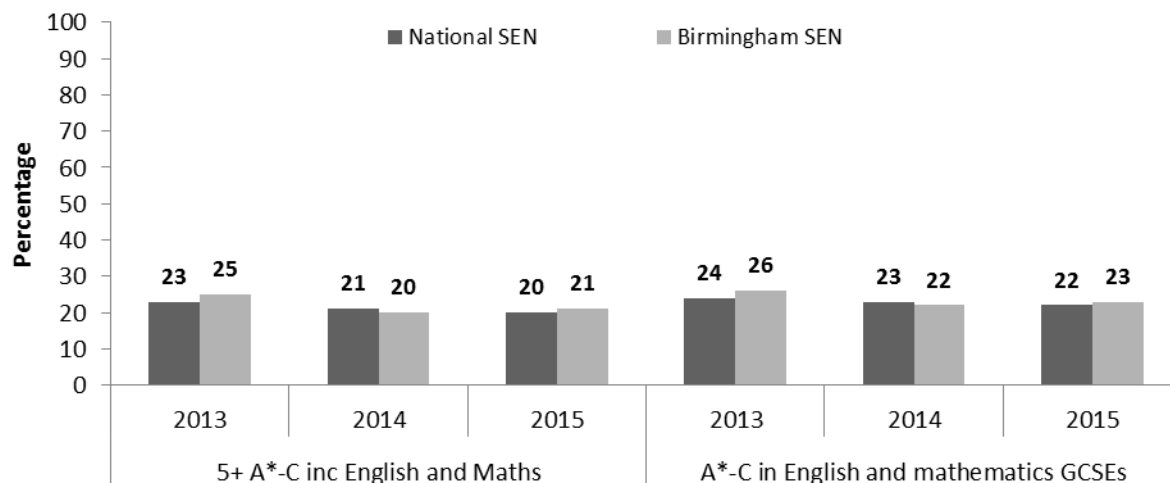
Please note when referencing SEN data or analysis, data is extracted from School Census January 2015.

Key Messages:

- Birmingham’s Key Stage 4 SEN attainment has slightly improved, from 2014 to 2015.
- Birmingham’s Key Stage 4 SEN expected progress in English is above national SEN pupils.

3.2 Key Stage 4

Fig 54 - SEN Key Stage 4

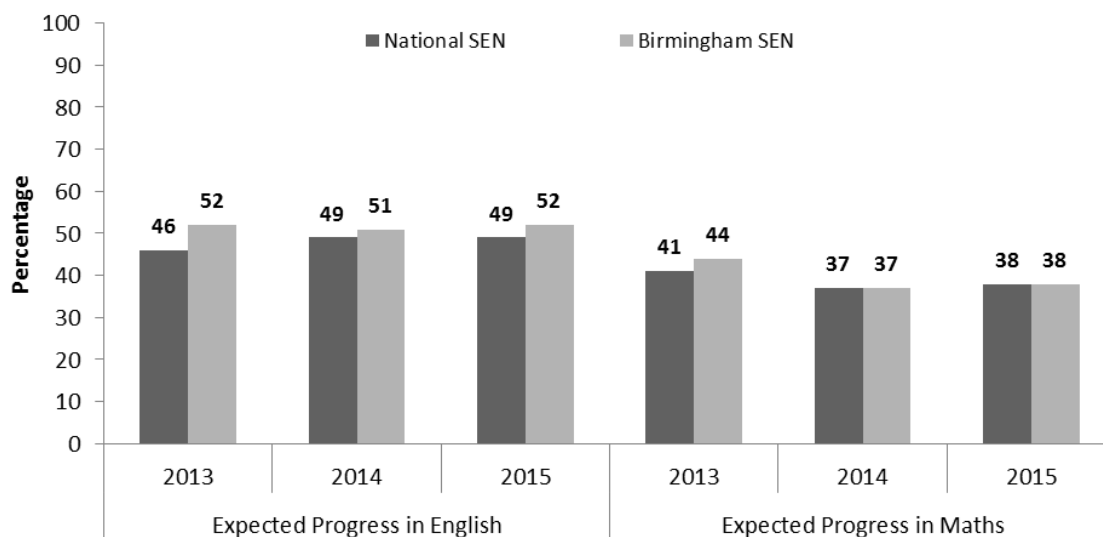


Between 2014 and 2015, Birmingham’s SEN children attainment has improved when comparing to national averages.

For proportion of pupils achieving 5 or more A*-C including English and Maths in 2015 Birmingham SEN pupils are 1 percentage point above national SEN average.

For proportion of pupils achieving A*-C including English and Maths in 2015 Birmingham SEN pupils are 1 percentage point above national SEN average.

Fig 55 - SEN Key Stage 4 – Progress



Between 2014 and 2015, Birmingham’s SEN children progress for English has improved when comparing to national averages.

For proportion of pupils achieving expected progress in English in 2015 Birmingham SEN pupils are 3 percentage points above national SEN average.

For proportion of pupils achieving expected progress in Maths in 2015 Birmingham SEN pupils are in line with national SEN average.

Improvement

By age 16 our Birmingham SEN pupils are doing slightly better than their peers nationally and we do particularly well with progress in English, with 52 percent of SEN pupils making the expected rate of improvement compared to 49 percent nationally. In a city with high levels of students with English as an additional language this progress is vital and will contribute to our young people having the skills they need to participate fully in society.

Continuing with the focus on improving outcomes in mathematics for SEN students following on from SEN primary attainment a Maths toolkit to support Maths was published by Pupil and School Support in September 2015. This was an updated version of a previously published one which reflected the content of the new National Curriculum and also mirrored the format of the Language and Literacy Toolkit. It was published in two stages, the first stage being the assessment frameworks in September 2015, the second stage being a set of accompanying teaching and learning ideas and an ITP (individual target plan) tool. Since September 2015, PSS teachers report that 131 schools are using the Maths toolkit to support assessment and target setting for pupils who have maths difficulties or who are underachieving in maths.

Future service priorities

We will continue to work in partnership with teaching school alliances and Birmingham Education Partnership (BEP) to ensure schools have effective programmes to tackle this under achievement. Access to Education colleagues will be working with schools to understand their data regarding SEN pupils and put plans in place to make improvements.

(Jill Crosbie, Head of Access to Education)

4. Looked After Children (LAC) Attainment

4.1 Background

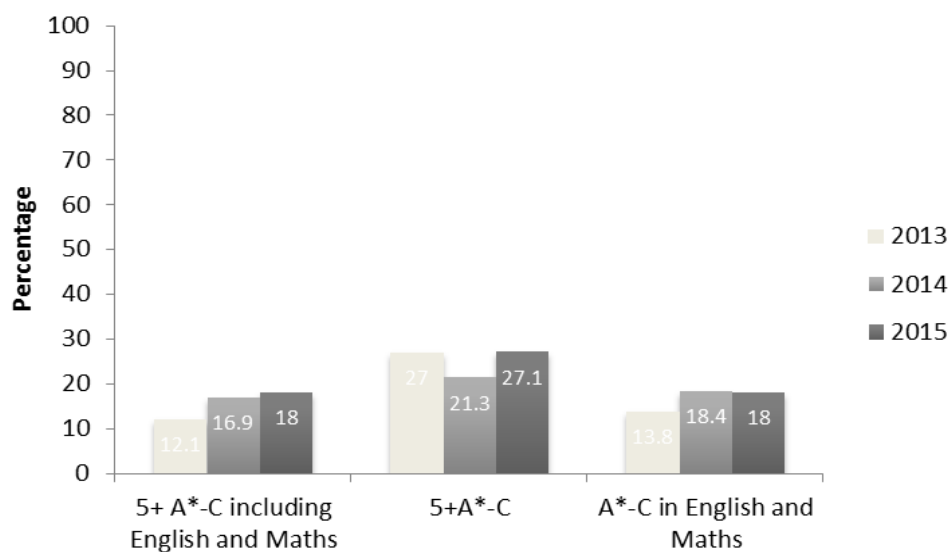
This analysis captures the end of key stage results for Birmingham’s Looked After Children (LAC) for the 2014-15 academic year.

The main focus of the analysis is the cohort of children looked after continuously for at least 12 months as at 31 March 2015 (excluding those children in respite care) as reported in the 903 return and in particular those in the secondary phase completing Key Stage 4 and Key Stage 5.

4.2 Key Stage 4

The number of LAC in the cohort (children looked after continuously for at least 12 months as at 31 March (excluding those children in respite care) completing KS4 (Year 11) at the end of the summer term was 133. The chart below shows the proportion of children achieving 5+ A*-C including English and Maths, 5+A*-C and A*-C in English and Maths.

Fig 56 – Key Stage 4 - 5+ A*-C including English and Maths, 5+A*-C and A*-C in English and Maths

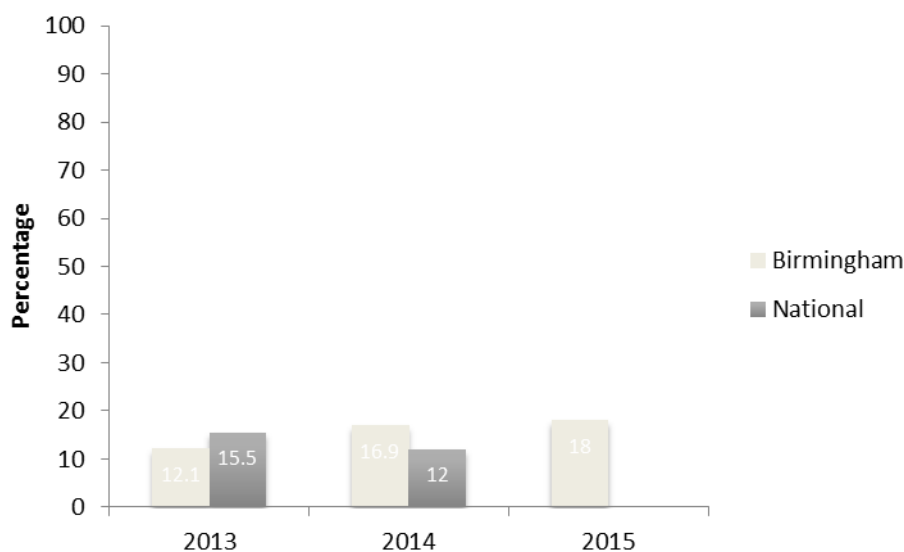


Birmingham’s Looked After Children (LAC) Key Stage 4 attainment has improved between 2014 and 2015.

Proportion of pupils achieving:

- 5+ A*-C including English and Maths has increased by 1.1 percentage points.
- 5+A*-C has increased 5.8 percentage points.
- A*-C in English and Maths has decreased by 0.4 percentage points

NB Due to the Wolf review, data for 2014 onwards cannot be directly compared with previous years.

Fig 57 - Key Stage 4 - 5+ A*-C including English and Maths (Birmingham and National LAC)


Key Stage 4 – Attainment

The 2015 Key Stage 4 LAC attainment outcomes for the cohort (children looked after continuously for at least 12 months as at 31 March) for Birmingham, based on “First Entry” were:

- 18 percentage point in 5 A*-C grade GCSE (or equivalent) including English & Maths
- 27.1 percentage point in 5 A*-C grade GCSE (or equivalent)
- 57.1 percentage point in 5 A*-G grade GCSE (or equivalent)
- 74 percentage point in 1 A*-G grade GCSE (or equivalent)
- 16.5 percentage point in A*/A (at least one in any subject)
- 92.5 percentage point in 1 Qualification
- 5.2 percentage point achieved the English Baccalaureate – (A*-C passes in English, mathematics, 2 sciences, a humanity and a language)

Key Stage 4 – Expected Progress

- 36.7 percentage point of the KS4 cohort achieved expected progress in English between KS2 and KS4
- 26.5 percentage point of the KS4 cohort achieved expected progress in mathematics between KS2 and KS4

Adjustment Factors

Based on the previous measure of Best Entry: 21.1 percentage point of the KS4 cohort achieved 5 A* - C (including English & Maths).

Not all of the young people in the eligible cohort were entered for GCSE’s or equivalents. If we discount those attending Special Schools:

23.3 percentage point of the KS4 cohort achieved 5A* -C (including English & Maths) discounting Special Schools (1ST Entry)

26.3 percentage point of the KS4 cohort achieved 5A* -C (including English & Maths) discounting Special Schools (Best Entry) (Entered for GCSE)

Attendance

The numbers of children in care in the secondary school phase cohort who missed 25 or more days schooling has decreased from 17.69 percent in 2013-14 to 12.45 percent for the 2014-15 academic year.

Secondary Attendance in 2014-15 has increased to 91.15 percent from 90.62 percent in 2013-14.

Exclusions

The number of permanent exclusions for LAC in both primary and secondary phases remains low.

Looked After Children Exclusions			
Year	2012/13	2013/14	2014/15
Male	5	7	10
Female	0	0	1
Total Number	5	7	11
Percentage	02.29%	03.14%	3.86%

4.3 Key Stage 5

The number of LAC in the KS5, Year 13 cohort in education studying at level 3, at the end of the summer term was 29. Of these, 9 progressed to the second year of a level 3 course; 12 went on to university; 2 went on to further education; 2 went into employment; 1 went into an apprenticeship and 3 dropped out of their courses and became NEET.

Improvement / Future service priorities

- (a) Strengthen the quality of education and provision for LAC in EYFS, KS1 and the transition from KS2 to KS4 ensuring that:
- Children on entry to primary school are well prepared for education (EYFS)
 - The progress and achievement of LAC at the end of KS1 is increased
 - Progress from KS2 to KS4 is assessed regularly and consistently, providing targeted intervention to ensure LAC realise their potential.
- (b) Strengthen the quality of education, employment, training support and provision at KS3 & KS4 by:
- Ensuring that when they are ready to leave school young people's achievement is in line at least with the national figures for LAC
 - Improving the number of LAC that achieve 5 A* - C (including English & maths)

- (c) Improve the corporate ambition of The Virtual School and LACES work in partnership with schools to make sure that every child in care has a school place by:
- Ensuring LAC are placed in a good or better school.
 - Ensuring all LAC have high quality Personal Education Plans (PEP's), through the development of the e-PEP, with challenging targets.
 - Providing a focussed programme of training for Virtual School staff, Carers and other professionals related to the educational progress of LAC to support the improvement of the children's progress and effective use of Pupil Premium.
 - Enhance the Careers Education, Information, Advice and Guidance (CEIAG) for LAC through a targeted programme.
- (d) Ensure that care leavers have good, targeted and timely pathway plans in place so that they can make a successful transition into adulthood.
- (e) Improve the attendance to school by children in care through enhancing the learning offer across and beyond educational settings.

(Andrew Wright, Head Teacher of Virtual School)

5. Secondary Summary Table

Pupil Performance 2015: Comparison with Core Cities and Statistical Neighbours

Figures in brackets are 2014

Phase	Birmingham	Core City Average	Statistical Neighbour Average	West Midlands Average	Birmingham Rank Order out of 16 ⁶
2015 KS4					
5+ A*-C including English and Maths	54% (56%)	52% (53%)	54% (52%)	55% (55%)	=6th (=5th)
A*-C in English and mathematics GCSEs	56% (58%)	55% (56%)	54% (56%)	57% (57%)	=6th (=5th)
Achieved the English Baccalaureate	23% (23%)	22% (22%)	21% (21%)	22% (22%)	=6th (=5th)
2015 KS5					
Students achieving 3 A*-A grades or better at A level	13% (12%)	10% (10%)	9% (10%)	9% (9%)	=2nd (=3rd)
Students achieving grades AAB or better at A level, of which at least two are in facilitating subjects	17% (17%)	13% (14%)	13% (14%)	11% (12%)	=2nd (=3rd)
Students achieving grades AAB or better at A level, all of which are in facilitating subjects	11% (11%)	9% (9%)	8% (9%)	7% (8%)	=2nd (=3rd)

The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham City and Sheffield.

Statistical neighbours are Slough, Waltham Forest, Manchester, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton. These were revised in 2014.

West Midlands are Birmingham, Coventry, Dudley, Herefordshire, Sandwell, Shropshire, Solihull, Staffordshire, Stoke-on-Trent, Telford and Wrekin, Walsall, Warwickshire, Wolverhampton and Worcestershire

Birmingham's rank order position is as compared to the other 16 core city and statistical neighbour authorities.

1. Ranking based on rounded figures