



## Section 1

### Results, trends, targets and comparisons with other authorities

#### 1. Background

- 1.1 Each year pupils are assessed at the end of each key stage of education. For the early years, reception children are assessed by teachers across six areas of learning and development. At the end of Key Stage 1 they are assessed through teacher assessment (with some use of tests and tasks) in reading, writing, speaking and listening, mathematics and science. At the end of Key stage 2, there are tests for English and mathematics, as well as teacher assessments for English, mathematics and science. In 2010, 152 schools were involved in industrial action and did not administer the tests and this has had some effect on the trend information. For secondary schools, examination results are reported for Key Stage 4, and where they have sixth forms, Key Stage 5 results are also reported.
- 1.2 Up to last year, there had been national requirements for schools and the local authority to set targets for improving pupil performance at the end of Key Stages 2 and 4. They included targets for closing the gap in the achievements of pupils from the various minority ethnic communities and for looked after children. Local authorities had also been required to set Early Years Foundation Stage targets for children in the Reception year, including a target for closing the gap between children with low outcomes and overall outcomes.
- 1.3 However, in the White Paper 'The Importance of Teaching', the Department for Education decided that local authorities would no longer be required to set targets in 2010 and it would be the last year where schools would be required to set targets for the end of Key Stage 2 and the end of Key Stage 4 (with the targets being set for Summer 2012). Although statutory requirements have been removed the local authority has continued to support schools in setting targets by providing guidance and information and have arranged for schools to submit their targets for 2013 to the local authority as part of the Schools Improvement Framework.
- 1.4 There have also been changes to the national floor targets. These have been renamed as the national floor standards and include the new measures of expected levels of progress. Local authorities are expected to reduce the number of schools with:
  - less than 60% of pupils achieving level 4+ in both English and mathematics at the end of Key Stage 2; **and** below average percentage of pupils at the end of KS2 making expected progress in English (national median = 87% for 2011); **and** below average percentage of pupils at the end of KS2 making expected progress in mathematics (national median = 86% for 2011)
  - less than 35% of pupils achieving 5+ A\*-C grades including GCSE English and mathematics at the end of Key Stage 4; **and** below average percentage of pupils at the end of KS4 making expected progress in English (national median = 74% for 2011); **and** below average percentage of pupils at the end of KS4 making expected progress in mathematics (national median = 66% for 2011)
- 1.5 This report provides a detailed analysis of progress on the various performance targets; comparisons with national averages and with other authorities.

## 2. Summary of results

- 2.1 The percentage of pupils achieving 5+ A\*-C in 2011 is 86.4%, compared with 81.9% in 2010. Birmingham's performance is one of the highest of the core city and statistical neighbour authorities and is above the England average (80.5%).
- 2.2 Of particular note is the improvement in the percentage of pupils achieving 5+ A\*-C including English and mathematics, from 54.9% in 2010 to 58.2% in 2011. This exceeds the ambitious target set by Birmingham's schools (55%), and for the second year Birmingham's results match the national results (58.2%). Birmingham's 5+ A\*-C including English and mathematics result is above the average for the core city and statistical neighbour authorities. There are four schools below the new floor standard in 2011.
- 2.3 The percentage of pupils in Birmingham attaining level 4 or above, in both English and mathematics at the end of Key Stage 2, has risen to 71% which is a 5 percentage point increase from 2007. Nationally, for the same period, the proportion of pupils attaining level 4 and above for both English and mathematics has risen 3 percentage points to 74%. This shows a steady and greater improvement for Birmingham pupils in both subjects over the five years compared with national. The percentage of pupils in Birmingham making two levels of progress across the key stage has decreased by 1 percentage point to 84% in English and increased by 3 percentage points to 84% in mathematics. This decrease in English can be explained by a change in methodology for 2011, which includes a greater number of lower attaining pupils than the previous methodology. The impact of the new methodology can also be seen in the lower national figures. In 2011 Birmingham is one percentage point above the national figure for progress in English and two percentage points above national in mathematics, showing that Birmingham pupils have made more progress than the national average in both subjects.
- 2.4 In Birmingham, there has been an increase from last year in the number of children achieving level 2 and above in reading at Key Stage 1 from 82% to 84%, in writing from 77% to 80%, in mathematics from 86% to 88% and in science from 83% to 85%. Nationally there has been a 1 percentage point increase in mathematics but no change in reading or writing. This shows an encouraging improvement in Birmingham's results over the last five years where the gap between national results has been substantially reduced for all subjects.
- 2.5 All outcomes from the Early Years Foundation Stage Profile (EYFSP) have improved and the city exceeded five of its 2011 targets for the early years. This progress, particularly in the area of communication, language and literacy, is encouraging given the increasing proportion of young children in the city who do not have English as their first language and the high proportion of children who live in areas of socio-economic deprivation.
- 2.6 While more needs to be done, encouraging improvements have been made in closing the 'equality gaps' for several of the groups at risk of underachieving. For example, Black Caribbean boys' 5+ A\*-C including English and mathematics results increased for the third consecutive year by 6 percentage points to 45% and Somali boys' results increased by 14 percentage points to 50%. The result for white disadvantaged boys has remained the same as last year at 29%.

### 3. **Key Issues**

(Tables and Figures are in the Appendix that follows this section of the report)

#### 3.1 **Early Years Foundation Stage (Tables 1a, 1b and 2)**

The figures in Table 1a summarise Early Years Foundation Stage Profile (EYFSP) assessments made by the end of the reception year. Outcomes are shown for the past three years. In addition, the table shows the Birmingham early years outcome targets for 2011 that were set at the beginning of 2010 as a requirement of the Childcare Act 2006.

In total eight targets were set in January 2010 for our early years outcomes in 2011, including targets for increasing the percentage who achieve at least 78 points (out of a possible total of 117) across the 13 scales of the EYFSP, achieving at least 6 points (out of a total of 9) in each of the 3 scales for Personal, social and emotional development (PSED) and achieving at least 6 points in each of the 4 scales for Communication, language and literacy (CLL). There was also a target for increasing the percentage of children achieving all of these three targets and a target to reduce the gap between children with the lowest 20% of outcomes and overall results (see section B of Table 1a).

We have been successful in 2011 in exceeding five of the eight targets set. These results and their relevant targets can be seen in bold in Table 1a. This table shows that from 2009 to 2011, the improvement in the results for Birmingham's children have been greater than national for five out of the six measures. Key outcomes are as follows:

- 80% of children scored 6+ in each of the scales for PSED, exceeding our target of 78.5% and also exceeding the national figure of 79% for this area of learning (see section A of Table 1a).
- For CLL, 62% of children scored 6+ on each of the three scales, which matches national results and exceeds the target of 57.5% (see Section A of Table 1a).
- 60% achieved 6+ in all of the scales for PSED and CLL as well as scoring 78+ across all of the scales for the EYFSP which is a five percentage point increase on last year. This outcome exceeds both the national figure of 59% and the Birmingham target of 55% for 2011 (see Section B of Table 1a).

Table 1b (derived from DfE statistical releases of EYFSP outcomes) provides comparisons of Birmingham's outcomes with national outcomes for the past two years, for all children, for children living in super output areas (SoAs)<sup>1</sup> that are in the 30% most deprived of such areas nationally and for children living in other SoAs. For the cohort of Birmingham reception children assessed on the Profile in 2011, 76% live in SoAs that fall in the lowest 30% nationally. The following should be noted:

- For three of the five measures, the percentages for Birmingham children have a higher rate of improvement compared with those nationally and for the remaining measures Birmingham results have matched the national rate of improvement. In

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<sup>1</sup> SoAs are small geographical units with comparable numbers of households and similar populations; for each SoA an Index of Multiple Deprivation (IMD) is calculated.

2011, Birmingham children have higher percentages than national for three of the five measures and match national figures for one measure.

- For the 30% most deprived SOAs, Birmingham's percentages are better than national figures for equivalent areas in 2009, 2010 and 2011.
- For children in other SOAs (24% of Birmingham children in the early years), Birmingham's outcomes also exceed equivalent national figures for 2009, 2010 and 2011.<sup>2</sup>

Comparative data with core cities and statistical neighbours is available from the DfE for the key indicator of scores of 6+ in all of the scales for PSED and CLL as well as scoring 78+ across all of the scales for the EYFSP. The progress that has been seen in raising standards in the early years is reflected in the fact that Birmingham has ranked first in this comparison for both 2010 and 2011 (see Table 2).

Despite progress in relation to outcomes for the lowest performing children (see Section B of Table 1a), we have not reached our 2011 targets for the following:

- Median total point score for all children
- Average score for children with the lowest 20% of scores
- The percentage gap for children with the lowest 20% of scores compared with the median for all children ('closing the gap' target)

Although improvements in the outcomes for the lowest 20% of children have been made, the difficulty in meeting the 'closing the gap' target has to be seen within the context of the demographic factors. Analysis of 2011 data and data from previous years has indicated how key contextual characteristics related to lower educational outcomes figure very strongly in the backgrounds of children scoring 70 or less overall on the Profile (approximately the lowest scoring 20%). For example, 88% live in SoAs that are among the 30% most deprived nationally and 71% of children are from minority ethnic groups. While it is not possible to make a categorical statement about new arrivals, data from KS1 and KS2 suggests that approximately 3% of all children in the 2011 reception cohort may be new arrivals in the country during the nursery and reception years, with possibly twice this figure in the lowest scoring 20%. Given this background, the year on year improvements in Birmingham's early years outcomes constitute a considerable success, reflecting the commitment and hard work of early years settings, schools and Children's Services.

The city continues to implement a range of initiatives that are beginning to bear fruit in terms of early years outcomes, for example the increasing network of children's centres, the Making a Big Difference (MABD) programme focusing on schools with low EYFSP outcomes and the Communication, Language and Literacy Development programme (CLLD) focusing on the development of children's phonic skills and their use and application in reading and writing. The current school year is the fourth in which this initiative has run in 40 schools (8 new to the initiative). The work with children in Nurseries both maintained and the private, voluntary and independent

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<sup>2</sup> It should be noted that Birmingham's outcomes exceed national outcomes when figures for the 30% most deprived SOAs and for other SOAs are presented separately, but only exceed national outcomes in PSED when overall outcomes are presented. This is because of the differing proportions of children in the separate groups in Birmingham compared with national figures.

sector (PVI) was extended from the targeted programme to a universal offer. The CLLD programme has been supported through the Every Child A Talker (ECAT) initiative where education and health personnel worked together to improve children's communication, speech and language skills within the early years. The School Improvement Partners (SIPS) have also played a key role in challenging schools about EYFSP outcomes as has training specifically targeted at head teachers and senior leaders. Early Years networks for all schools have focussed on key areas for improvement and have supported schools in improving practice and outcomes at the end of the Early Years Foundation Stage. Monitoring attainment and progress throughout the year and identifying underachievement at the earliest opportunity has been a key element of the improvements.

### 3.2 Key Stage 1 (Tables 1c and 2)

There has been a two percentage point increase from last year in the proportion of children achieving level 2 and above in reading at Key Stage 1 from 82% to 84%, a three percentage point increase for writing from 77% to 80%, a two percentage point increase for mathematics from 86% to 88% and a two percentage point increase for science from 83% to 85%.

The improvements for all of these assessments compare favourably with changes in national results from 2010 to 2011 where there has been a one percentage point increase for mathematics and no change for the other measures. Over the 2007 to 2011 time period represented in Table 1c, Birmingham shows a five percentage point increase for reading compared with a one percentage point increase nationally, while in writing there has been a six percentage point increase in Birmingham's results compared with a one percentage point increase nationally. For mathematics there has been a three percentage point increase in the proportion achieving level 2 and above in Birmingham compared with no change nationally. In science over this period, there has also been a three percentage point increase in the city compared with no change nationally. This shows an encouraging improvement in Birmingham's results over the last five years compared with national where the gap has been substantially reduced for all subjects. In 2011 Birmingham children are 1 percentage point below national in reading and in writing and 2 percentage points in mathematics.

Birmingham's performance at Key Stage 1 for reading, writing and mathematics in 2011 are all above the average for both the core cities and statistical neighbours. The strongest performance comparatively is in writing, where Birmingham are two percentage points above both the core city and statistical neighbour averages. Birmingham's standing relative to core cities and statistical neighbours on these indicators has improved substantially with rankings of joint second, joint first and joint fourth respectively (see Table 2). Within the context of minimal change nationally, the improvements in reading and writing in Birmingham are encouraging and reflect the work of schools and School Effectiveness over the past three years in response to the Annual Performance Assessment in 2008 that was critical of the city's Key Stage 1 outcomes. The extension of the CLLD programme into Key Stage 1 supported the improvements in reading and writing outcomes.

The city's Key Stage 1 outcomes should be seen within the context of demographic factors that relate to Birmingham children. For example, the cohort of children that completed Key Stage 1 in 2011, 43% had English as an additional language, 25% were on the SEN code of practice, 65% were from minority ethnic groups, and 3% were possible new arrivals during the key stage. As with early years assessments,

maintaining outcomes from previous years would constitute success but despite the changing demographics of the city there have been substantial improvements in 2011.

### 3.2 Key Stage 2 (Tables 1c, 2, 3 and 6; Figs.1a, 2 and 4a)

The proportion of pupils attaining level 4 and above at Key Stage 2 in 2011 is 78% for both English and mathematics separately. The percentage of pupils attaining level 4 or above in both English and mathematics combined is 71%. Nationally, the proportions of pupils attaining level 4 and above for the English and mathematics tests were 81% and 80% respectively, with the proportion of pupils attaining level 4 and above for both English and mathematics was 74% (see Table 1c).

Over the five year period from 2007 the improvement in the performance of Birmingham pupils has been greater than national in all subjects (2% compared with 1% national in English, 5% compared with 3% in mathematics, 5% compared with 3% in English and mathematics combined). Disregarding the 2010 results, which are based upon an incomplete data collection due to industrial action, we can see the recent improvements for all the assessments (from 2009 to 2011) also compare favourably with improvements in national figures for the same period. Birmingham shows a 2 percentage point improvement in English and a 3 percentage point improvement in mathematics and in English and mathematics combined. This compares favourably with national improvements of 1 percentage point in English and in mathematics separately and 2 percentage points in English and mathematics combined. The outcome is that in 2011, Birmingham's results are only 2 percentage points below national for English and mathematics separately and 3 percentage points below for English and mathematics combined (see Table 1c).

When considering the proportion of pupils in Key Stage 2 achieving level 4 or above in English and mathematics, and taking into account their attainment at the end of Key Stage 1, Birmingham compares favourably with national figures. For low attaining pupils (level W or 1 at Key Stage 1) and middle attaining pupils (level 2 at Key Stage 1), Birmingham outperformed national by 3 percentage points (28% compared to 25%) and 2 percentage points (83% compared to 81%) respectively. For high attaining pupils (level 3 at Key Stage 1), Birmingham equalled the national figure of 99%. This strong performance is not reflected in the figure for Birmingham as a whole (3 percentage points below national) as a result of the higher proportion of low attaining pupils in Birmingham compared to national (25% compared to 18%)

In recent years there has been increasing government emphasis on pupils making two levels of progress from Key Stage 1 to Key Stage 2. For English and mathematics, 84% achieved two levels of progress. Provisional national figures for two levels of progress are 83% for English and 82% for mathematics. In terms of the percentage of pupils achieving expected progress (two levels), the methodology for calculating these figures has been amended by the Department for Education for 2011, to include the teacher assessments for those pupils who were previously recorded as not having been entered for the tests or those awarded a compensatory level 2. This change in the progress methodology makes a year on year trend comparison difficult. However, it can be seen from the Percentage of Pupils Achieving Expected Progress table in Table 1c that the progress of Birmingham's pupils either matches or is higher than the national average for five years in English and for four years in mathematics. For 2011 Birmingham is 1 percentage point above national progress in English and 2 percentage points above in mathematics. This is an encouraging result and reflects the commitment and hard work of schools and School Effectiveness (see Table 1c).

In the tests, Birmingham's performance matches the averages for core cities and statistical neighbours for all measures. Birmingham's position at Key Stage 2 in 2011 in relation to both the core cities and statistical neighbours has improved for English (=7<sup>th</sup> from =13<sup>th</sup>), for mathematics (=6<sup>th</sup> from =12<sup>th</sup>) and for English and mathematics combined (=8<sup>th</sup> from =14<sup>th</sup>) (see Table 2).

There has been a decrease in the number of Birmingham schools below the floor standard of at least 60% level 4 and above in English and mathematics combined and making median expected progress in English and in mathematics (87% in English and 86% in mathematics), from 55 in 2009 to 43 in 2011 (see Figure 4a). If a year on year comparison is made just for schools that administered the tests in 2010, there is an increase between 2010 and 2011 from 20 schools to 21.

### 3.3 Key Stage 4 (Table 1d, 2, 4, 6, Figs.1b, 3, 4b)<sup>3</sup>

This year's examination results have again shown substantial improvement in the city. The proportion of pupils achieving 5 or more A\*-C grades has increased from 81.9% in 2010 to 86.4% in 2011. Birmingham's performance is once again above the national average (80.5%) and remains significantly above the average for the core city (82%) and statistical neighbour authorities (82%). Birmingham is one of the highest local authorities in comparison with core cities and statistical neighbours on this indicator (=1<sup>st</sup>).

For the proportion of pupils achieving 5 or more A\*-C grades including GCSE English and mathematics, the results have improved from 54.9% in 2010 to 58.2% in 2011. In achieving this outcome, Birmingham matches the national results for the second consecutive year. Birmingham is second among the core cities and our statistical neighbour authorities and is significantly above the average (54%) (see Tables 2c and 4).

The 2010 DfE School Performance Tables for the first time included schools' results for the government's new measure of the English Baccalaureate. To be awarded the Baccalaureate, a student needs to achieve GCSE A\*-C grades in English, mathematics, two sciences, a humanities subject and a language. Table 1d includes these results for the city alongside national results for the past five years. It will be noted that the percentages attaining this combination of passes at the required grades are relatively small, both for the city and nationally. This may be due to the fact that this is a measure introduced in 2010. The 2010 results should therefore be considered a baseline performance measure. The results for 2013 onwards will be the first year where schools could ensure the range of English Baccalaureate qualifications were available for selection. This could result in an improvement to this measure. In 2011, 14.1% of students in Birmingham achieved the English Baccalaureate. Although this figure is below the national figure of 15.4%, the improvement made on 2010 results is greater for Birmingham (0.5% from 13.6%) than national (0.3% from 15.1%) (see Table 1d).

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<sup>3</sup> Please note that the percentages reported here include the results for academies.



The proportion of pupils obtaining at least one qualification has improved to 99.2%. Over the last five year, the average point score per pupil has increased by 115 points to 505 (compared to an increase of 98 points to 472 nationally).

There are 4 schools below the 2011 floor standard of at least 35% 5+ A\*-C including English and mathematics and achieving less than the national median progress in English and mathematics. This figure has reduced from 19 in 2009 (see Fig. 4b).

Further analysis is provided in section 3 of this report.

### 3.4 **Post-16** (Tables 1d, 2, 5)

The results for A level students in school sixth forms remain above national outcomes although national figures are based on all post-16 providers (schools and colleges). The percentage of students achieving two or more A-E grades has improved by 2 percentage points to 97% while the national results have declined 2 percentage points from 94% to 92%. The percentage of students achieving three or more A\*-A grades has increased 2 percentage points to 16% while nationally it has remained unchanged at 10%. The average point score per student has improved from 798 to 826 and remains higher than the national average point score which has reduced to 715.<sup>4</sup>

In comparisons with core cities and our statistical neighbour authorities (Table 2), Birmingham is one of the highest performing authorities for students achieving 3 or more A\*-A grades and for average point score per candidate. It should be noted that the local authority figures in Table 5 produced by the DfE differ from those used elsewhere in this report as the DfE figures include students in colleges in the city.

Further analysis is provided in section 3 of this report.

### 3.5 **Groups at risk of underachieving** (Tables 7-11, Figs. 5-19)

Groups at particular risk of underachieving include pupils with the following backgrounds/heritage: Pakistani, Black Caribbean, mixed White/Black Caribbean and Black African including Somali. There are also concerns for White disadvantaged pupils (particularly boys), looked after children and pupils with special educational needs. Targets have been set aimed at closing the gaps in performance.

There is evidence to show that the gap continues to narrow for some groups. This is particularly evident at Key Stage 4 (see Table 7d) where 5+ A\*-C including English and mathematics performance has improved from 2007 by 18 percentage points to 54% in 2011 for pupils of Pakistani heritage (compared with a 16 percentage point improvement to 58% for Birmingham as a whole), for pupils of Black Caribbean heritage the improvement has been 20 percentage points over this period to 51%, for pupils of mixed White/Black Caribbean heritage the improvement has been 16 percentage points to 47%, for Black African pupils the improvement has been 16 percentage points to 59%. The outcomes for pupils of Somali heritage have shown

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<sup>4</sup> A level points are calculated using a scoring system where grade A\* [new for 2010] = 300 points, A = 270 points, B = 240, C = 210, D = 180, E = 150, for AS levels the points are half the A level points.

very substantial improvement over the last five years at Key Stage 4 where results have improved by 32 percentage points to 55% and also for pupils of Bangladeshi heritage improving by 25 percentage points to 62%. Section 2 of this report explores the performance of pupils from minority ethnic groups in more detail.

Historically, girls from all groups have outperformed boys at Key Stage 4, but in 2011 for the first time, boys from Bangladeshi heritage performed above girls from Bangladeshi heritage and above the Birmingham average for 5+ A\*-C including English and mathematics. Both boys and girls of all groups in Birmingham have lower performance where they are from disadvantaged backgrounds. However, Birmingham's 5+ A\*-C and 5+ A\*-C including English and mathematics for pupils eligible for free school meals continues to be significantly higher than the England average for pupils eligible for free school meals. In 2011, 46% of Birmingham pupils eligible for free school meals achieved 5+ A\*-C grades including English and mathematics compared with 34% nationally.

Building on the 2010 improvements, there has been further improvement in the percentages of both white girls and white boys eligible for free school meals attaining 5+ A\*-C and 5+ A\*-C including English and mathematics, closing the gap with the LA average. Girls achieving 5+ A\*-C including English and mathematics improved 18 percentage points from 2007 to 40% in 2011 thus closing the gap between the LA average and boys improved 14 percentage points to 32% in 2011. However, these groups remain the lowest performing for this measure at the end of Key Stage 4 (see Fig 13).

The percentage of looked after children achieving 5+ A\*-C and 5+ A\*-C including English and mathematics has improved by 5 percentage points in 2011 to 34% and 15% respectively. The percentage achieving at least one qualification has improved by 6 percentage points to 87%.

There have been encouraging improvements for pupils with special educational needs over the past five years. For example, the percentages of pupils attaining 5 A\*-C GCSEs at the end of Key Stage 4 has improved 50 percentage points to 80% for pupils on School Action, 48 percentage points to 65% for pupils on School Action Plus, and 17 percentage points to 27% for pupils with statements.

## **4 Conclusions**

- 4.1 The continued improvements in Birmingham's examination results constitute a considerable achievement for which students and teachers should be congratulated. The percentage of pupils achieving 5+ A\*-C including English and mathematics equals the national percentage for the second year and the city is second on this measure in comparison with the core cities and our statistical neighbours. 5+ A\*-C results have also improved again this year. Birmingham's results have been above the national average for five years and on this measure the city is equal first in comparison with the core cities and our statistical neighbours. Progress has been made in closing the gaps for groups at risk of underachieving, although gaps remain for some groups.

- 4.2 Substantial improvements have also been made in the outcomes for the Early Years Foundation Stage. Five targets have been exceeded, Birmingham outcomes are above or close to national outcomes, and outcomes relative to other core cities and our statistical neighbours have remained high, with Birmingham ranking remaining in joint 1<sup>st</sup> place. When comparisons are made just for children who live in areas of deprivation (in the 2011 reception year this constituted 76% of the city's children), Birmingham's outcomes also exceed national outcomes. In the examinations and assessment report to Scrutiny Committee last year, it was acknowledged that building on the improvements that had already been made constituted a challenge. This challenge has been met and the dedication and commitment of early years practitioners and local authority staff in achieving this should be acknowledged. The focus of further work must be on raising outcomes for lower attaining children.
- 4.3 Improvements are also evident at Key Stage 1 where the city's rates of improvement are better than national rates and where outcomes relative to other core cities and our statistical neighbours have improved. The gap between Birmingham's results in 2011 and national have narrowed considerably and is the result of a steady improvement over the last five years.
- 4.4 There are also substantial improvements at Key Stage 2 where the city's rates of improvement over the last 5 years are better than national rates, and the 2 levels progress of Birmingham pupils in English and in mathematics is above the national average in 2011. The city's outcomes relative to other core cities and our statistical neighbours have also improved.
- 4.5 Although progress has been made in closing the gap for underperforming groups, there is still work to be done. The differences between Birmingham's outcomes and national outcomes tend to be wider in the primary phase, although these have narrowed over recent years. There are still unacceptable gaps in performance for some groups in secondary education. Part of the explanation for lower outcomes is associated with demographic factors, including high levels of deprivation (for example, in the early years 76% of Birmingham children live in areas that are amongst the 30% most deprived in the country), the high percentage of children with English as an additional language (between 41% and 43% in the early years and Key Stage 1, three times the national average) and high numbers of new arrivals in some parts of the City. For all groups, at all key stages, boys' performance between 2007 and 2010 is lower than that of girls. In 2011 boys from some ethnic groups have outperformed girls, and more details are available in Section 2 of this report. Gender differences in conjunction with the impact of social deprivation are key factors relating to underperformance and perhaps provide a better way of understanding and tackling underperformance than focusing directly on the outcomes for particular ethnic groups. Understanding the importance between language and learning is crucial. The relationship between all of these factors and lower educational outcomes is well established and it can take time to overcome such disadvantage as pupils move through schooling. The development of Children's Centres, extended schools, Family Learning and integrated service delivery, and the many initiatives detailed in the Raising Achievement of Groups at Risk of Underachievement Report (submitted to Scrutiny Committee in March 2010) are all helping to raise outcomes, within the context of the City's Brighter Futures - Planning for Outcomes programme. Through the school improvement strategy, using intelligence gained from schools working together, centres of good practice are being identified through which resources can be managed, and training and support commissioned and brokered.

## **APPENDIX**

### **Section 1: Results trends, targets and comparisons with other authorities**

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**Table 1a. Early Years Foundation Stage Profile (EYFSP) 2009 - 2011**  
**Percentage of children working securely in each area of learning (achieving 6 or more points in all scales)**  
**and Early Years Outcomes Targets 2011**

	2009		2010		2011		Changes		2011
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	
<b>Section A</b>									<b>B'ham Early Years Outcomes targets</b>
<b><i>Personal, Social and Emotional Development [PSED]</i></b> (% achieving 6+ in all 3 scales)	<b>75</b>	74	<b>78</b>	77	<b>80</b>	79	<b>5</b>	5	<b>78.5</b>
<b><i>Communication, Language and Literacy [CLL]</i></b> (% achieving 6+ in all 4 scales)	<b>54</b>	55	<b>58</b>	59	<b>62</b>	62	<b>8</b>	7	<b>57.5</b>
<b><i>Problem Solving, Reasoning and Numeracy [PSRN]</i></b> (% achieving 6+ in all 3 scales)	<b>65</b>	70	<b>69</b>	72	<b>73</b>	74	<b>8</b>	4	-
<b><i>Knowledge and Understanding of the World</i></b> (1 scale)	<b>79</b>	81	<b>80</b>	83	<b>83</b>	84	<b>4</b>	3	-
<b><i>Physical Development</i></b> (1 scale)	<b>89</b>	90	<b>90</b>	91	<b>91</b>	91	<b>2</b>	1	-
<b><i>Creative Development</i></b> (1 scale)	<b>78</b>	80	<b>80</b>	82	<b>83</b>	83	<b>5</b>	3	-

**Section B**

<b>% with total point score of 78+ (from range of 0-117)</b>	<b>72</b>	75	<b>74</b>	77	<b>76</b>	79	<b>4</b>	4	<b>75</b>
<b><i>PSED &amp; CLL (% achieving 6+ in all 7 scales)</i></b>	<b>51</b>	52	<b>55</b>	56	<b>60</b>	59	<b>9</b>	7	<b>55.2</b>
<b>% with total point score of 78+ and 6+ in all PSED/CLL scales</b>	<b>51</b>	52	<b>55</b>	56	<b>60</b>	59	<b>9</b>	7	<b>55</b>
<b>Median total point score for all children (from range of 0-117)</b>	<b>88</b>	89	<b>89</b>	90	<b>89</b>	90	<b>1</b>	1	<b>90</b>
<b>Average score of lowest 20% (from range of 0-117)</b>	<b>56.2</b>	58.8	<b>57.6</b>	60.6	<b>58.6</b>	61.8	<b>2.4</b>	3	<b>61.3</b>
<b><i>% gap - average of lowest 20% and median for all children</i></b>	<b>36.1</b>	33.9	<b>35.3</b>	32.7	<b>34.2</b>	31.4	<b>-1.9</b>	-2.5	<b>31.9</b>

\* negative figure means gap has decreased

The Profile is based on teachers' own assessments of children's progress in relation to the early learning goals for the Early Years Foundation Stage (EYFS), with the early learning goals grouped into assessment scales within the six areas of learning (AoLs) shown in bold italics above. The AoL for Communication, language and literacy has 4 scales, while others (e.g. Personal, social and emotional development) have 3, and others only one scale (e.g. Physical development). The Profile is designed to be built up gradually as teachers judge that children have achieved particular early learning goals, and to be completed by the end of the reception year. The National Strategies-Primary has indicated that a score of 6+ (out of a total of 9) on each of the scales is an indicator of expected performance by the end of the EYFS. This recognises that many children will not achieve all of the items in each scale, given the level of challenge incorporated in the early learning goals.

Local authorities are required to set early years outcome targets for the EYFS. Some of the Birmingham targets for 2011 are shown in the final column of this table, and include a target for reducing the gap between children with outcomes in the lowest 20% and the outcomes for all children - see row in italics in section B.

**Table 1b. Percentage of children achieving a good level of development by national deprivation status  
 Taken from DCSF Statistical First Releases : Early Years Foundation Stage Profile Results in England, 2010 and 2011  
 Birmingham compared with national**

**% of children achieving 6 or more points across:**

	Personal, Social and Emotional									Communication, Language and Literacy									All 7 scales								
	All			30% most deprived national areas			Other Areas			All			30% most deprived national areas			Other Areas			All			30% most deprived national areas			Other Areas		
	2010	2011		2010	2011		2010	2011		2010	2011		2010	2011		2010	2011		2010	2011		2010	2011		2010	2011	
England	77	79	+2	70	73	+3	81	83	+2	59	62	+3	50	54	+4	64	66	+2	56	59	+3	47	51	+4	61	63	+2
Birmingham	78	80	+2	76	78	+2	85	87	+2	58	62	+4	55	58	+3	68	74	+6	55	60	+5	52	57	+5	66	72	+6

	% achieving 78 points or more across all scales									% achieving a good level of development*								
	All			30% most deprived national areas			Other Areas			All			30% most deprived national areas			Other Areas		
	2010	2011		2010	2011		2010	2011		2010	2011		2010	2011		2010	2011	
England	77	79	+2	68	70	+2	82	83	+1	56	59	+3	47	51	+4	61	63	+2
Birmingham	74	76	+2	71	73	+2	84	87	+3	55	60	+5	52	56	+4	65	72	+7

\* Overall Profile scores of 78+ and 6+ for all of the scales for PSED and CLL

**Table 1c. Summary of National Curriculum Assessment Results (Primary)**

**END OF KS1 Percentage of Pupils Achieving Level 2 and above**

	2007		2008		2009		2010		2011		Change 2007-2011	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat
<b>Reading</b>	79	84	78	84	80	84	82	85	84	85	5	1
<b>Writing</b>	74	80	74	80	76	81	77	81	80	81	6	1
<b>Mathematics</b>	85	90	85	90	85	89	86	89	88	90	3	0
<b>Science</b>	82	89	82	89	81	89	83	89	85	89	3	0

**END OF KS2 Percentage of Pupils Achieving Level 4 and above (2010 results for 142 schools that administered the tests in 2010)**

	2007		2008		2009		2010		2011		Change 2007-2011	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat
<b>English Test</b>	76	80	77	81	76	80	75	81	78	81	2	1
<b>Mathematics Test</b>	73	77	75	79	75	79	76	80	78	80	5	3
<b>English &amp; Mathematics</b>	66	71	69	73	68	72	68	74	71	74	5	3
<b>Science Test</b>	84	87	86	88	85	88	-	-	-	-	-	-

Note: Birmingham 2011 results are provisional

**END OF KS2 Percentage of Pupils Achieving Expected Progress (Two Levels) between KS1 and KS2 (2010 results for 142 schools that administered the tests in 2010)**

	2007		2008		2009		2010		2011		Change 2007-2011	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat
<b>English Test</b>	84	84	84	83	85	82	88	85	84	83	0	-1
<b>Mathematics Test</b>	74	76	80	78	81	81	84	83	84	82	10	6

Note: Birmingham 2011 results are provisional

Note: 2011 Results are based on an updated methodology

**Table 1d. Summary of National Curriculum Assessments Results and Examination Results (Secondary)**

**GCSE and equivalent (% End of KS4 pupils)\***

	2007		2008		2009		2010		2011		Change	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	2007 - 2011	
											B'ham	Nat
5 or more A* - C	61.8	59.9	66.4	64.6	72.4	69.8	81.9	76.2	86.4	80.5	24.6	20.6
5 or more A*-C inc. Eng & Mathematics.	41.8	45.8	45.4	48.3	47.5	50.7	54.9	55.2	58.2	58.2	16.4	12.4
1 or more qualification	98	98.4	98.2	98.3	98.6	99.5	98.8	99.7	99.2	99.2	1.2	0.8
Average Capped point score	299	298	308	305	319	319	336.2	331	347.4	338.8	48.4	40.8
Average Total point score	390	374	410	389	433	420	475.2	449.7	504.9	472.2	114.9	98.2
English Baccalaureate	14.0	14.9	13.3	14.4	13.8	15.2	13.6	15.1	14.1	15.4	0.1	0.5

\* LA and National figures include all maintained schools excluding hospital schools, PRUs and Alternative Provision.

**A Level /Vocational Advance level results (% candidates entered based on Birmingham schools with sixth forms)\***

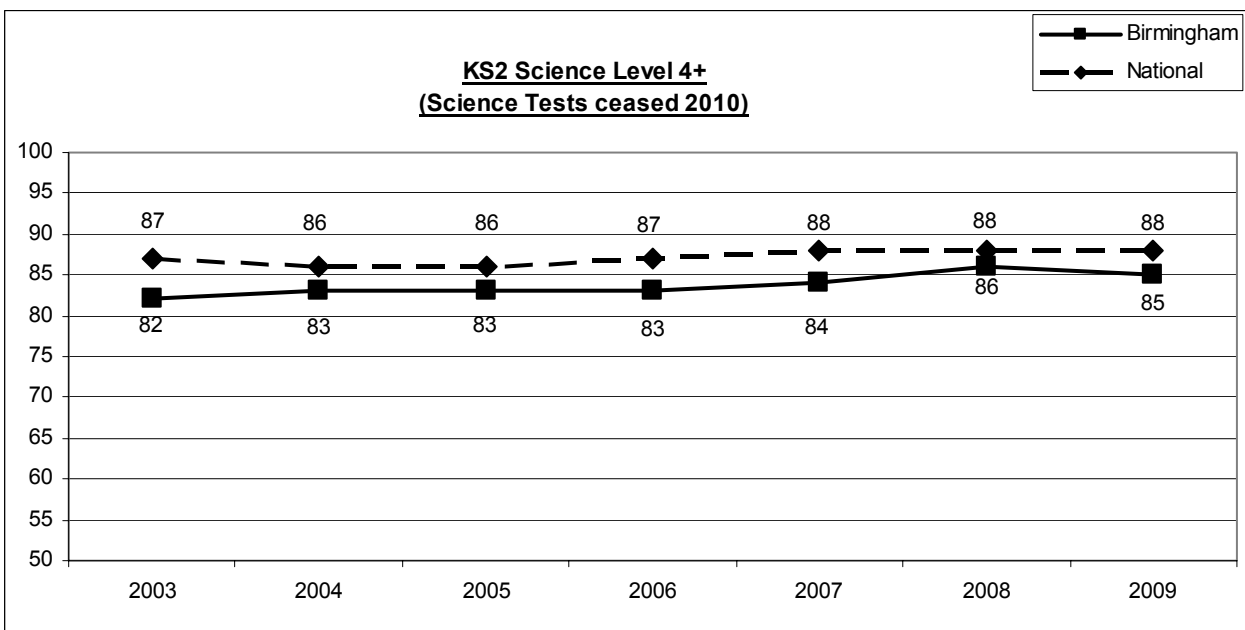
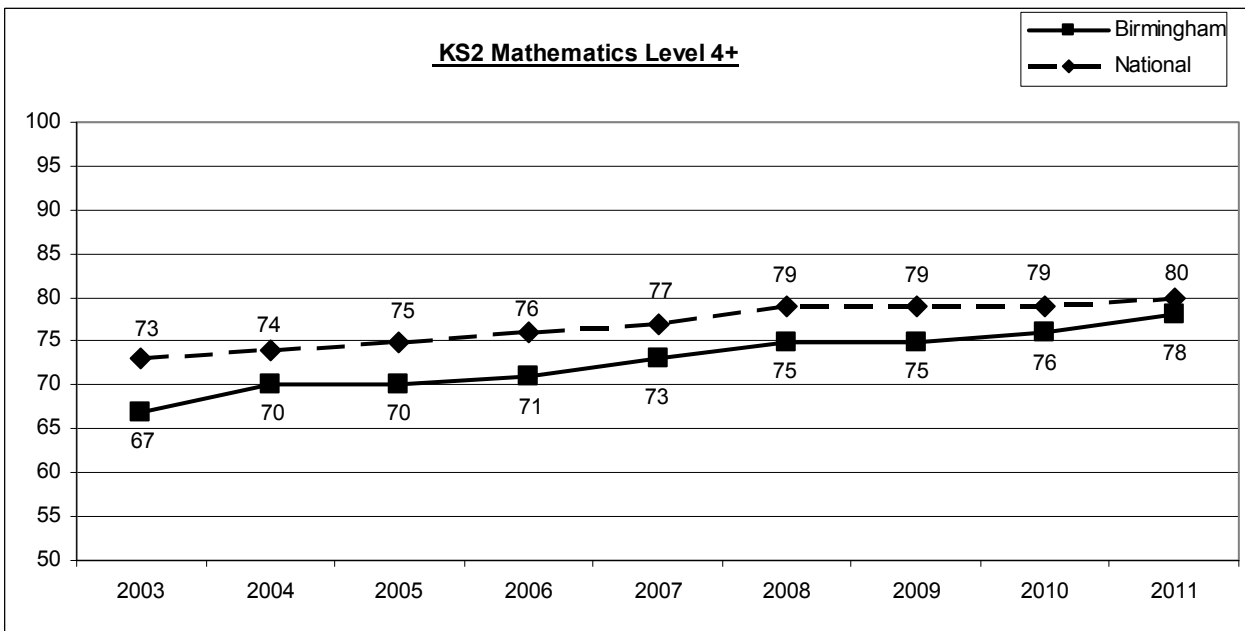
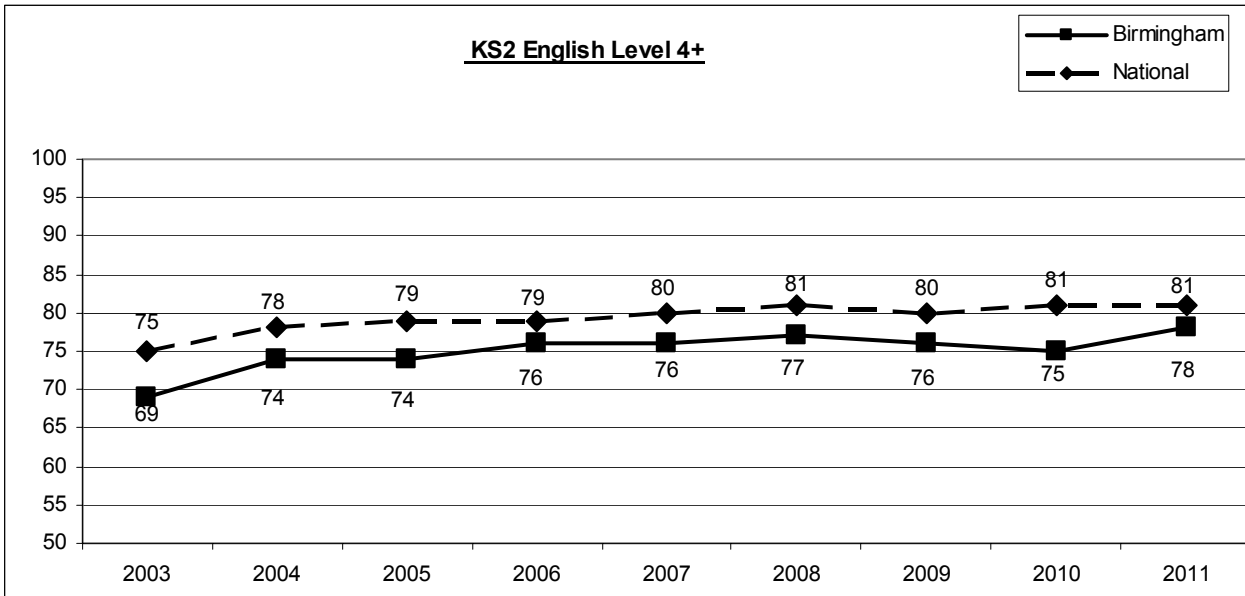
	2007		2008		2009		2010		2011		Change	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	2007 – 2011**	
											B'ham	Nat
Percentage Candidates achieving 3 or more A*-A	-	-	14	9	14	10	14	10	16	10	2	1
Percentage Candidates achieving 2 or more A*-E	-	-	94	95	95	95	95	94	97	94	3	-1
Average A/AS-Level point score per candidate	786	731	787	721	806	721	798	727	826	728	40	-3
Average A/AS-Level point score per entry	201	208	205	206	210	208	213	211	218	213	17	5

\* Birmingham A Level results in the above table are based on schools only. National figures are provisional and based on all post-16 providers (maintained sector)

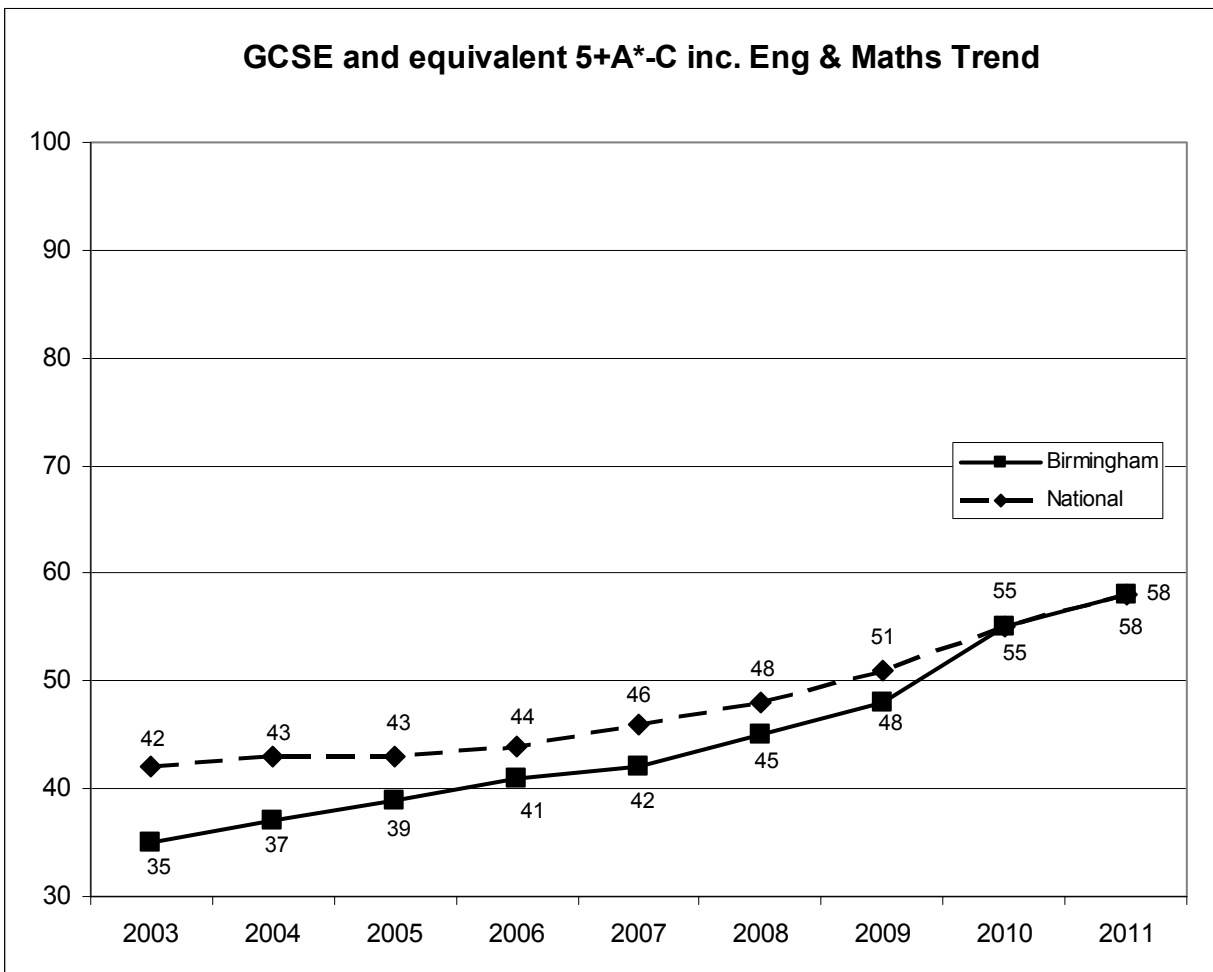
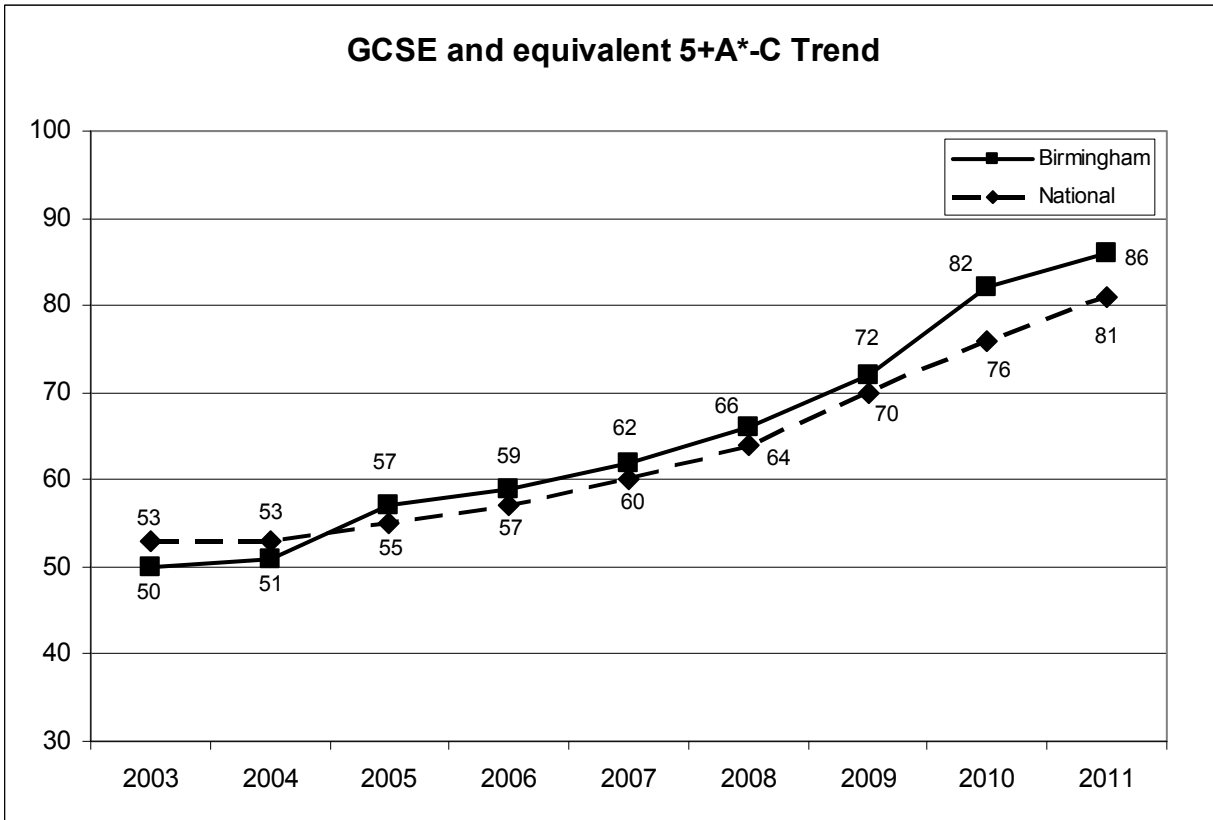
\*\* Based on 2008-2011 for 3+ A\*-A and 2+ A\*-E



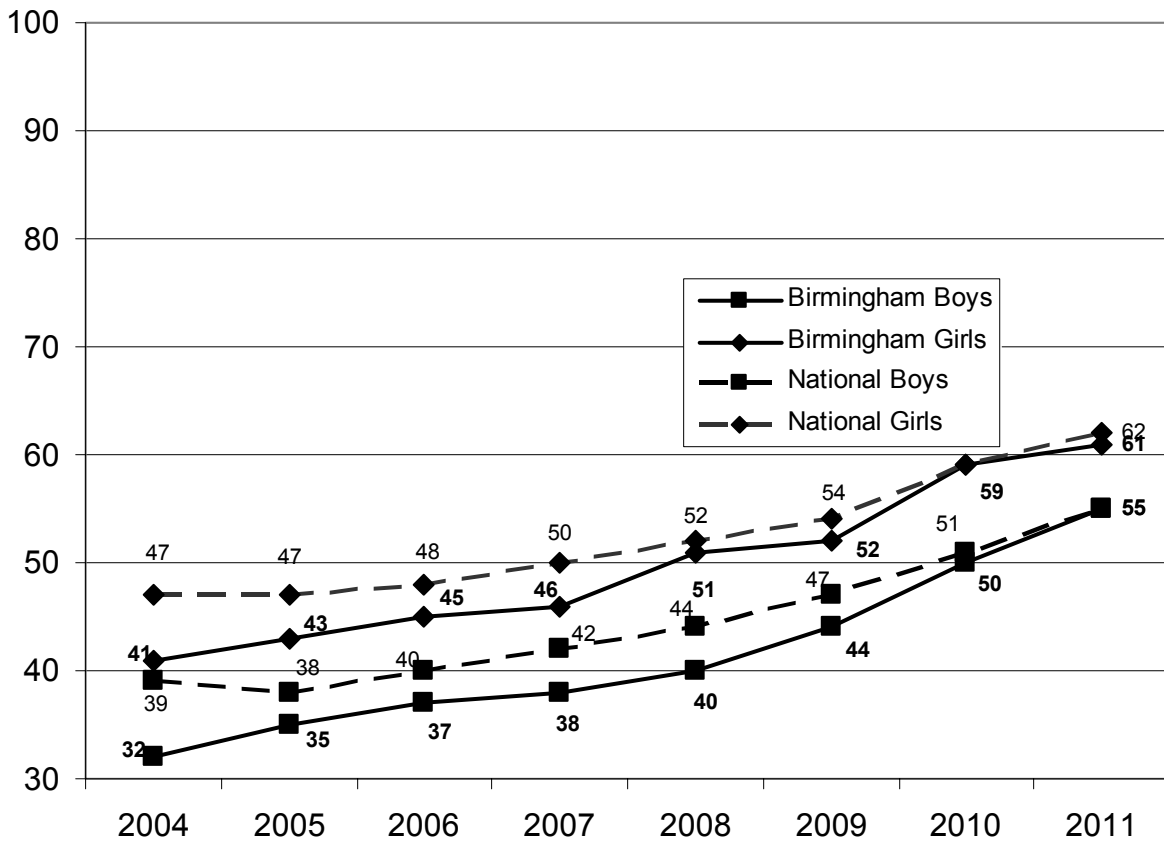
Fig 1a. KS2 Trends - Birmingham compared to National 2003 – 2011



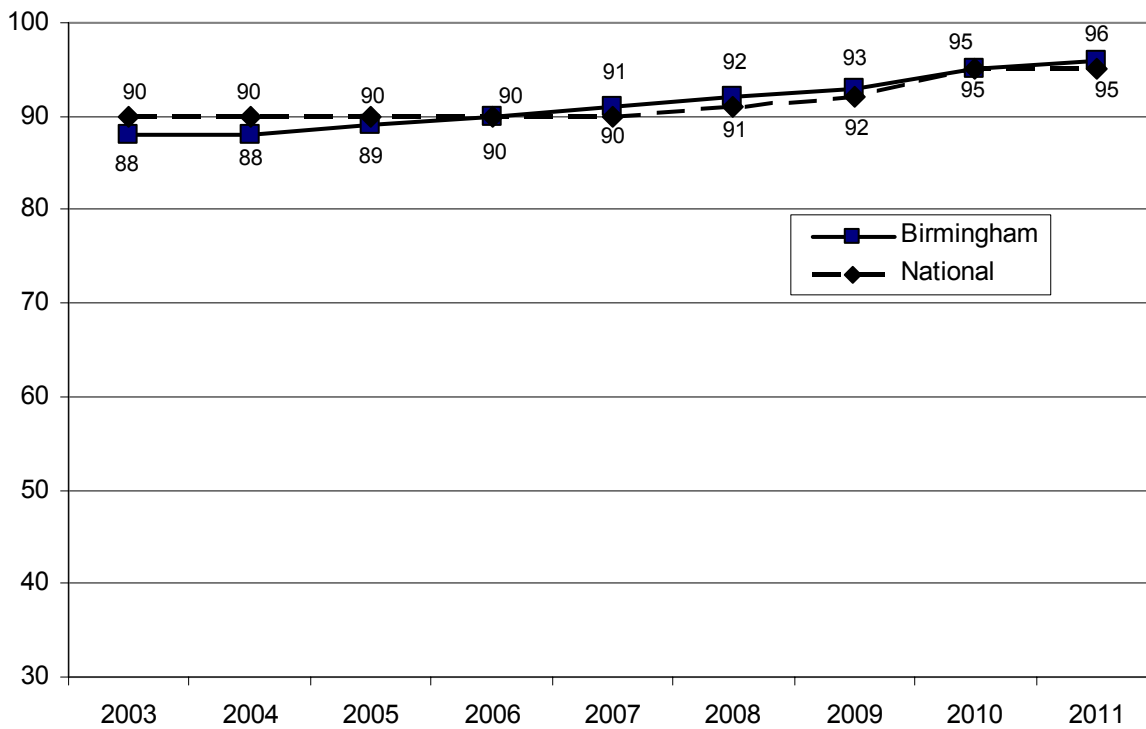
**Fig 1b. GCSE and equivalent trends, Birmingham compared to National, 2003 - 2011**



**GCSE and equivalent 5+A\*-C inc. Eng & Maths by Gender Trend**



**GCSE and equivalent 5+A\*-G Trend**



**Table 2. Pupil Performance 2011: Comparison with Core Cities and Statistical Neighbours**

Figures in brackets are 2010

Phase	Birmingham	Core City Average	Statistical Neighbour Average	Birmingham Rank Order out of 17
<b>2011 Early Years Foundation Stage Profile</b> Percentage of children achieving a good level of development (achieving a score of 6 or more across PSED & CLL scales and 78 points or more in total)	60% (51%)	57% (50%)	55% (49%)	1st (=4th)
<b>2011 KS1 (Level 2+)</b> Reading Writing Mathematics	84% (82%) 80% (77%) 88% (86%)	82% (81%) 78% (77%) 87% (86%)	83% (82%) 78% (78%) 87% (87%)	=2nd (=6th) =1st (=8th) =4th (=8th)
<b>2011 KS2 (Level 4+)</b> English Mathematics English and Mathematics combined	78% (78%) 78% (79%) 71% (69%)	78% (77%) 78% (79%) 71% (71%)	78% (77%) 78% (77%) 71% (70%)	=7th (=13th) =6th (=12th) =8th (=14th*)
<b>2011 GCSE and equivalent</b> 5 A* - C 5 A*-C including English & Maths Any passes	86% (82%) 58% (55%) 99% (99%)	82% (76%) 54% (49%)	82% (76%) 54% (50%)	=1st (=1st) 2nd (=1st)
<b>2011 A Level and equivalent</b> 3 or more A*-A grades at GCE/Applied GCE A Level and Double Awards 2 or more passes of A Level equivalent size Average QCDA point score per candidate Average QCDA point score per entry	11% (11%) 93% (95%) 713.9 (712.3) 210.6 (209.6)	9% (9%) 94% (95%) 711.2 (714.2) 211.1 (209.9)	7% (6%) 89% (92%) 662.4 (668.2) 207.8 (206.9)	2nd (2nd) 11th (5th) 3rd (3rd) 7th (6th)

- The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham and Sheffield. Statistical neighbours are Barking and Dagenham, Bradford, Coventry, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton.
  - Birmingham's rank order position is as compared to the other 16 core city and statistical neighbour authorities.
- \* KS2 2010 Ranking is out of 16 due to figures being unavailable for one local authority.

**Table 3. Improvements in Key Stage 2 Results, Birmingham Compared to Core Cities and Statistical Neighbour Authorities**

NOTE: Authorities are rank ordered by 2011 results in English  
Barking and Dagenham, Enfield, Derby and Coventry became Statistical Neighbours in 2008

**Key Stage 2 (Level 4+)**

	2009			2010			2011			Change 2009-2011		
	English	Maths	Eng&Mat	English	Maths	Eng&Mat	English	Maths	Eng&Mat	English	Maths	Eng&Mat
Walsall	78%	78%	70%	81%	80%	74%	82%	80%	75%	4%	2%	5%
Liverpool	78%	78%	71%	77%	79%	71%	81%	79%	73%	3%	1%	2%
Enfield	79%	78%	72%	#	#	#	81%	79%	73%	2%	1%	1%
Leeds	79%	77%	72%	81%	80%	74%	80%	78%	72%	1%	1%	0%
Sandwell	76%	75%	67%	76%	77%	69%	79%	78%	72%	3%	3%	5%
Bristol	76%	75%	68%	79%	80%	72%	79%	79%	72%	3%	4%	4%
Luton	77%	75%	67%	77%	76%	69%	78%	75%	69%	1%	0%	2%
Barking and Dagenham	79%	79%	72%	79%	76%	70%	78%	77%	70%	-1%	-2%	-2%
Newcastle	78%	78%	70%	80%	81%	74%	78%	78%	71%	0%	0%	1%
<b>Birmingham</b>	<b>76%</b>	<b>76%</b>	<b>68%</b>	<b>75%</b>	<b>76%</b>	<b>68%</b>	<b>78%</b>	<b>78%</b>	<b>71%</b>	2%	2%	3%
Wolverhampton	78%	76%	69%	77%	79%	72%	78%	78%	72%	0%	2%	3%
Coventry	77%	75%	68%	80%	79%	73%	77%	77%	70%	0%	2%	2%
Bradford	76%	76%	68%	78%	80%	73%	77%	77%	70%	1%	1%	2%
Sheffield	76%	76%	68%	77%	79%	70%	77%	78%	70%	1%	2%	2%
Nottingham City	74%	76%	67%	73%	76%	67%	77%	79%	70%	3%	3%	3%
Manchester	75%	76%	68%	75%	78%	69%	76%	77%	69%	1%	1%	1%
Derby	75%	74%	67%	74%	74%	66%	75%	76%	68%	0%	2%	1%
Core City/SN Average	77%	76%	69%	77%	78%	71%	78%	78%	71%	1%	2%	2%
Core City	77%	77%	69%	77%	79%	71%	78%	78%	71%	1%	1%	2%
Statistical Neighbour	77%	76%	69%	77%	77%	70%	78%	78%	71%	1%	2%	2%
National Average	80%	79%	72%	81%	80%	74%	81%	80%	74%	1%	1%	2%

# means results are not available.

1. The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham and Sheffield.
2. Statistical neighbours are Barking and Dagenham, Bradford, Coventry, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton.

**Table 4. Improvements in GCSE and equivalent results, Birmingham compared to Core Cities and Statistical Neighbour Authorities**

Note: Authorities are rank ordered by 2011 results

**GCSE and equivalent**

Local Authority	5+ A*-C			Improvements
	2009	2010	2011	2009 – 2011
<b>Birmingham</b>	<b>72%</b>	<b>82%</b>	<b>86%</b>	<b>14%</b>
Coventry	68%	82%	<b>86%</b>	<b>18%</b>
Newcastle upon Tyne	72%	80%	<b>85%</b>	<b>13%</b>
Liverpool	72%	82%	<b>84%</b>	<b>12%</b>
Wolverhampton	70%	77%	<b>84%</b>	<b>14%</b>
Sandwell	65%	75%	<b>84%</b>	<b>19%</b>
Walsall	64%	75%	<b>83%</b>	<b>19%</b>
Derby	66%	77%	<b>82%</b>	<b>16%</b>
Leeds	66%	77%	<b>82%</b>	<b>16%</b>
Luton	68%	77%	<b>81%</b>	<b>13%</b>
Barking and Dagenham	66%	77%	<b>81%</b>	<b>15%</b>
Enfield	69%	74%	<b>81%</b>	<b>12%</b>
Manchester	61%	72%	<b>80%</b>	<b>19%</b>
Bradford	63%	72%	<b>79%</b>	<b>16%</b>
Bristol, City of	61%	72%	<b>77%</b>	<b>16%</b>
Nottingham	66%	72%	<b>77%</b>	<b>11%</b>
Sheffield	64%	71%	<b>75%</b>	<b>11%</b>
Core City/SN Average	67%	76%	82%	15%
National Average	70%	76%	80%	10%

Local Authority	5+ A*-C inc English and Mathematics			Improvements
	2009	2010	2011	2009 – 2011
Enfield	52%	55%	<b>60%</b>	<b>8%</b>
<b>Birmingham</b>	<b>48%</b>	<b>55%</b>	<b>58%</b>	<b>10%</b>
Wolverhampton	43%	52%	<b>58%</b>	<b>15%</b>
Barking and Dagenham	45%	52%	<b>57%</b>	<b>12%</b>
Derby	45%	55%	<b>57%</b>	<b>12%</b>
Luton	46%	52%	<b>57%</b>	<b>11%</b>
Walsall	43%	50%	<b>56%</b>	<b>13%</b>
Liverpool	44%	53%	<b>55%</b>	<b>11%</b>
Coventry	47%	52%	<b>55%</b>	<b>8%</b>
Leeds	46%	51%	<b>54%</b>	<b>8%</b>
Newcastle upon Tyne	42%	50%	<b>53%</b>	<b>11%</b>
Manchester	38%	46%	<b>52%</b>	<b>14%</b>
Bristol, City of	40%	46%	<b>50%</b>	<b>10%</b>
Sandwell	37%	44%	<b>50%</b>	<b>13%</b>
Sheffield	44%	49%	<b>49%</b>	<b>5%</b>
Bradford	41%	44%	<b>48%</b>	<b>7%</b>
Nottingham	41%	44%	<b>47%</b>	<b>6%</b>
Core City/SN Average	44%	50%	54%	10%
National Average	51%	55%	58%	7%

1. The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham and Sheffield.
2. Statistical neighbours are Barking and Dagenham, Bradford, Coventry, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton.

**Table 5 Improvements in A Level and equivalent results: Birmingham compared to Core Cities and Statistical Neighbour Authorities**

Note: Authorities are rank ordered by 2011 results

Please note that both local authority and National averages include LA maintained schools, CTCs and FE sector colleges.

Local Authority	Percentage of candidates achieving 3 or more A*-A grades at GCE/Applied GCE A Level and Double Awards			Improvements 2009 - 2011
	2009	2010	2011	
Enfield	13.4	11.2	<b>11.8</b>	<b>-1.6</b>
<b>Birmingham</b>	<b>10.5</b>	<b>10.8</b>	<b>11.5</b>	<b>1</b>
Sheffield	9.9	10.2	<b>10.2</b>	<b>0.3</b>
Manchester	7.6	9.3	<b>9.9</b>	<b>2.3</b>
Derby	7.4	7.8	<b>8.6</b>	<b>1.2</b>
Leeds	8	7.8	<b>8.3</b>	<b>0.3</b>
Liverpool	8.6	8.4	<b>8.3</b>	<b>-0.3</b>
Bristol, City of	7.4	9.4	<b>8.1</b>	<b>0.7</b>
Walsall	7	7.1	<b>7.8</b>	<b>0.8</b>
Wolverhampton	6.5	4.8	<b>7.5</b>	<b>1</b>
Nottingham	7.3	7.8	<b>7.4</b>	<b>0.1</b>
Newcastle upon Tyne	5.4	7	<b>6.8</b>	<b>1.4</b>
Bradford	5.1	6.8	<b>6</b>	<b>0.9</b>
Luton	4.2	4.6	<b>5.9</b>	<b>1.7</b>
Coventry	4.4	4.5	<b>5.4</b>	<b>1</b>
Barking and Dagenham	2.7	4.2	<b>3.7</b>	<b>1</b>
Sandwell	1	3.1	<b>2.5</b>	<b>1.5</b>
Core City/SN Average	6.8	7.3	8.3	<b>1.5</b>
National Average	12.7	12.8	10.2	<b>-2.5</b>

Local Authority	Percentage of candidates achieving 2 or more passes of A Level equivalent size			Improvements 2009 - 2011
	2009	2010	2011	
Nottingham	96.1	97.1	<b>97.5</b>	<b>1.4</b>
Newcastle upon Tyne	96.6	96.1	<b>97.2</b>	<b>0.6</b>
Enfield	94.7	93.5	<b>96.8</b>	<b>2.1</b>
Sheffield	96	96.3	<b>95.9</b>	<b>-0.1</b>
Barking and Dagenham	94.6	96.7	<b>95.6</b>	<b>1</b>
Leeds	93.3	93.8	<b>94.6</b>	<b>1.3</b>
Luton	95.2	96	<b>94.6</b>	<b>-0.6</b>
Manchester	94.9	95.5	<b>94.3</b>	<b>-0.6</b>
Bristol, City of	96.7	90.3	<b>94.1</b>	<b>-2.6</b>
Bradford	93.8	88.8	<b>93.6</b>	<b>-0.2</b>
<b>Birmingham</b>	<b>94.4</b>	<b>94.5</b>	<b>93.2</b>	<b>-1.2</b>
Wolverhampton	92.5	94.1	<b>93.2</b>	<b>0.7</b>
Liverpool	92	93.5	<b>92.9</b>	<b>0.9</b>
Coventry	93.5	88.7	<b>89.5</b>	<b>-4</b>
Derby	95.8	96	<b>85.2</b>	<b>-10.6</b>
Sandwell	88.5	84.4	<b>81.9</b>	<b>-6.6</b>
Walsall	87.7	86.5	<b>76.3</b>	<b>-11.4</b>
Core City/SN Average	93.9	93	92.4	<b>-1.5</b>
National Average	95	94.8	93.6	<b>-1.4</b>

Local Authority	Average QCDA point score by students achieving all Level 3 qualifications (per candidate)			Improvements
	2009	2010	2011	2009 - 2011
Nottingham	781.3	749.8	<b>762.2</b>	<b>-19.1</b>
Newcastle upon Tyne	735.8	768.8	<b>734.1</b>	<b>-1.7</b>
<b>Birmingham</b>	724.2	712.3	<b>713.9</b>	<b>-10.3</b>
Manchester	687.4	704.1	<b>711.3</b>	<b>23.9</b>
Leeds	694	694.8	<b>709.6</b>	<b>15.6</b>
Liverpool	679.3	696	<b>701.7</b>	<b>22.4</b>
Enfield	670.4	689.5	<b>701.6</b>	<b>31.2</b>
Bradford	677.6	662.6	<b>698.4</b>	<b>20.8</b>
Sheffield	682.5	708.1	<b>695.7</b>	<b>13.2</b>
Wolverhampton	633.3	642.6	<b>690.2</b>	<b>56.9</b>
Bristol, City of	704.2	679.6	<b>685.5</b>	<b>-18.7</b>
Barking and Dagenham	647.2	664.6	<b>682.7</b>	<b>35.5</b>
Luton	653.6	664.4	<b>656.6</b>	<b>3</b>
Coventry	647.7	633.5	<b>646.2</b>	<b>-1.5</b>
Derby	694.6	717	<b>641</b>	<b>-53.6</b>
Walsall	638.6	650.5	<b>622.6</b>	<b>-16</b>
Sandwell	617.8	607.6	<b>611.4</b>	<b>-6.4</b>
Core City/SN Average	680.6	685.1	691.4	<b>10.8</b>
National Average	721.3	726.6	728.2	<b>6.9</b>

Local Authority	Average QCDA point score by students achieving all Level 3 qualifications (per entry)			Improvements
	2009	2010	2011	2009 - 2011
Manchester	214.1	217.8	<b>220.1</b>	<b>6</b>
Newcastle upon Tyne	209.7	213.7	<b>217.2</b>	<b>7.5</b>
Enfield	210.2	214.7	<b>217.1</b>	<b>6.9</b>
Barking and Dagenham	200.2	212.1	<b>214.8</b>	<b>14.6</b>
Sheffield	209.4	212.7	<b>212.4</b>	<b>3</b>
Wolverhampton	196.5	202.6	<b>211.1</b>	<b>14.6</b>
<b>Birmingham</b>	206.9	209.6	<b>210.6</b>	<b>3.7</b>
Liverpool	202.6	206.4	<b>209.7</b>	<b>7.1</b>
Derby	205	213	<b>209.2</b>	<b>4.2</b>
Leeds	203.2	205.4	<b>208.6</b>	<b>5.4</b>
Luton	204.9	209.2	<b>208.4</b>	<b>3.5</b>
Bristol, City of	208.1	209.5	<b>206.9</b>	<b>-1.2</b>
Nottingham	203.1	204.3	<b>205.2</b>	<b>2.1</b>
Coventry	202.7	205.6	<b>205.2</b>	<b>2.5</b>
Bradford	196.5	201.6	<b>204.4</b>	<b>7.9</b>
Walsall	198.2	202	<b>203.4</b>	<b>5.2</b>
Sandwell	199.6	203.9	<b>202.7</b>	<b>3.1</b>
Core City/SN Average	204.2	208.5	209.8	<b>5.6</b>
National Average	208.3	211.1	213.1	<b>4.8</b>

1. The core cities are Birmingham, Bristol, Leeds, Liverpool, Manchester, Newcastle-Upon Tyne, Nottingham and Sheffield.
2. Statistical neighbours are Barking and Dagenham, Bradford, Coventry, Derby, Enfield, Luton, Nottingham City, Sandwell, Walsall and Wolverhampton.

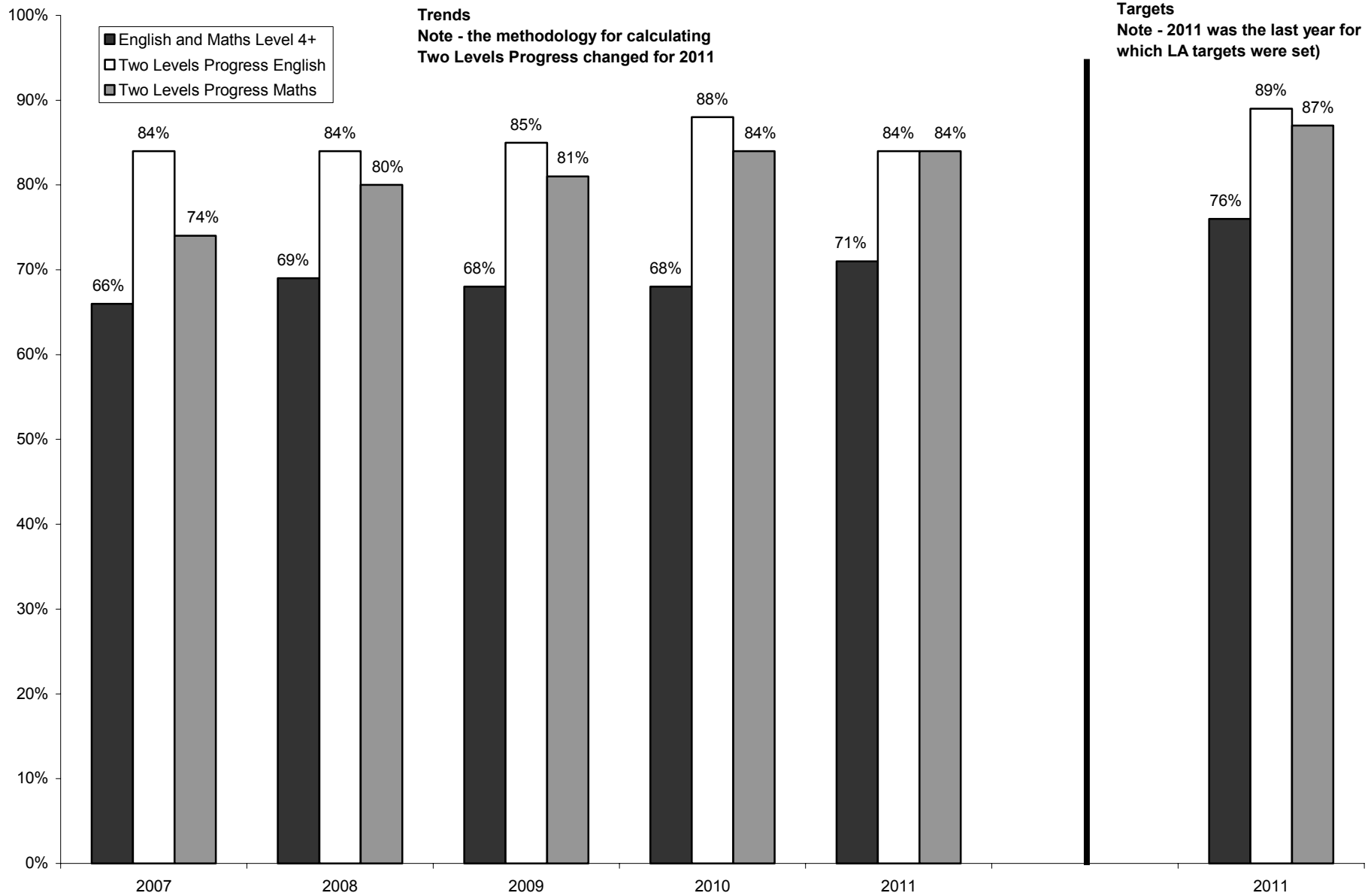


**Table 6. Results Trends and Targets (Summary)**

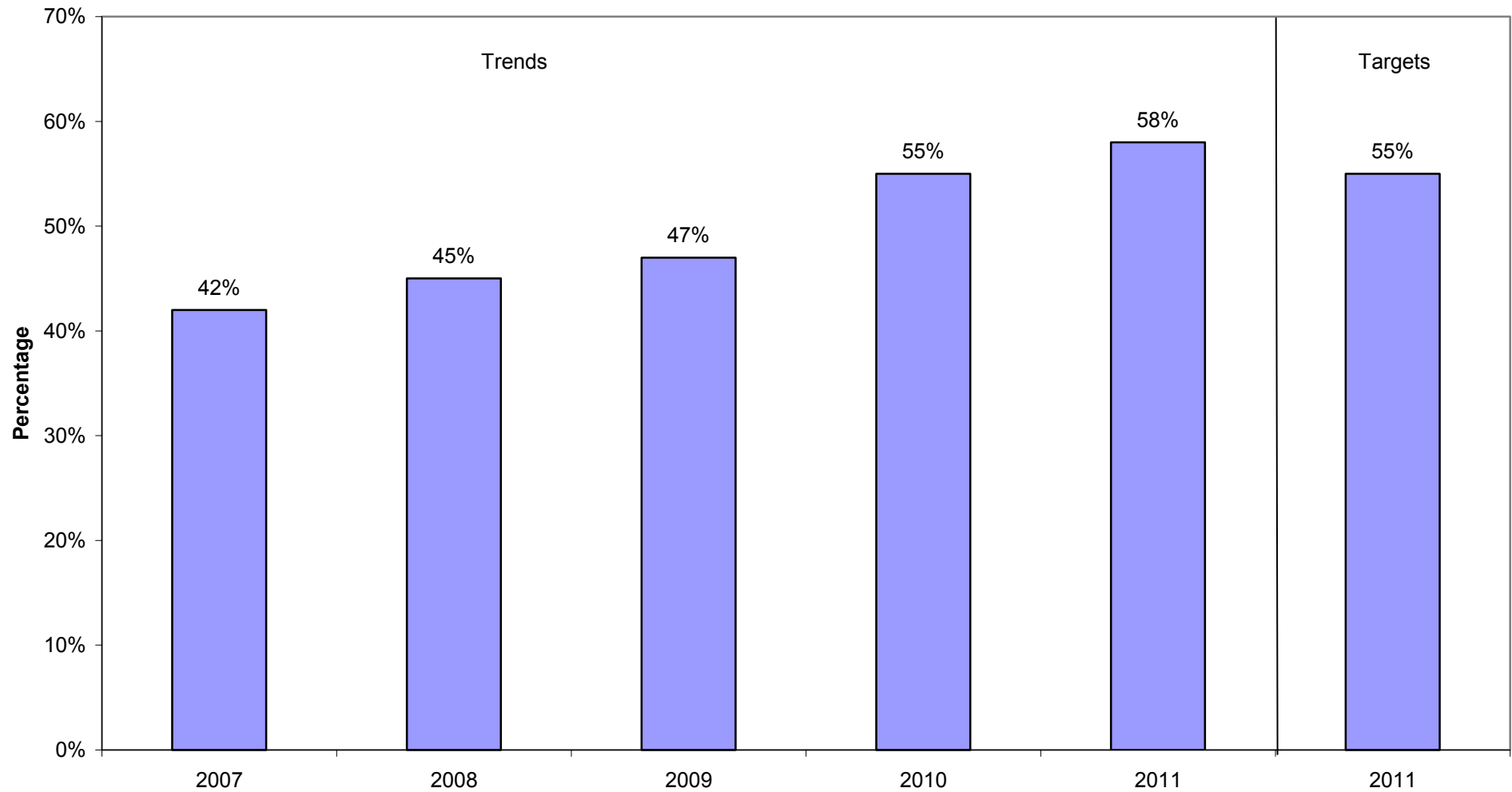
	Trends (%)					Targets (1)	
	2007	2008	2009	2010	2011	2011	2012
<b>KS2 Test</b>							
English L4+	76%	77%	76%	75%	78%		
English L5+	28%	25%	25%	27%	25%		
Mathematics L4+	73%	75%	75%	76%	78%		
Mathematics L5+	27%	27%	31%	29%	31%		
English and Mathematics L4+	66%	69%	68%	68%	71%	76%	
Two Levels Progress English	84%	84%	85%	88%	84%	89%	
Two Levels Progress Mathematics	74%	80%	81%	84%	84%	87%	
<b>GCSE &amp; Equiv.</b>							
5 A*-C	62%	67%	72%	82%	86%		
5+ A*-C including GCSE English and mathematics.	42%	46%	48%	55%	58%	55%	
5 A*-G (including English and Mathematics.)	89%	90%	93%	93%	94%		
Expected Progress KS2-4 English	56%	64%	64%	71%	73%		
Expected Progress KS2-4 Mathematics	52%	57%	56%	62%	66%		
Average point score	390	410	433	475	505		
Achieving Any passes	98%	98%	99%	99%	99%		

Notes: (1) Targets shown are the LA statutory targets agreed with the DfE

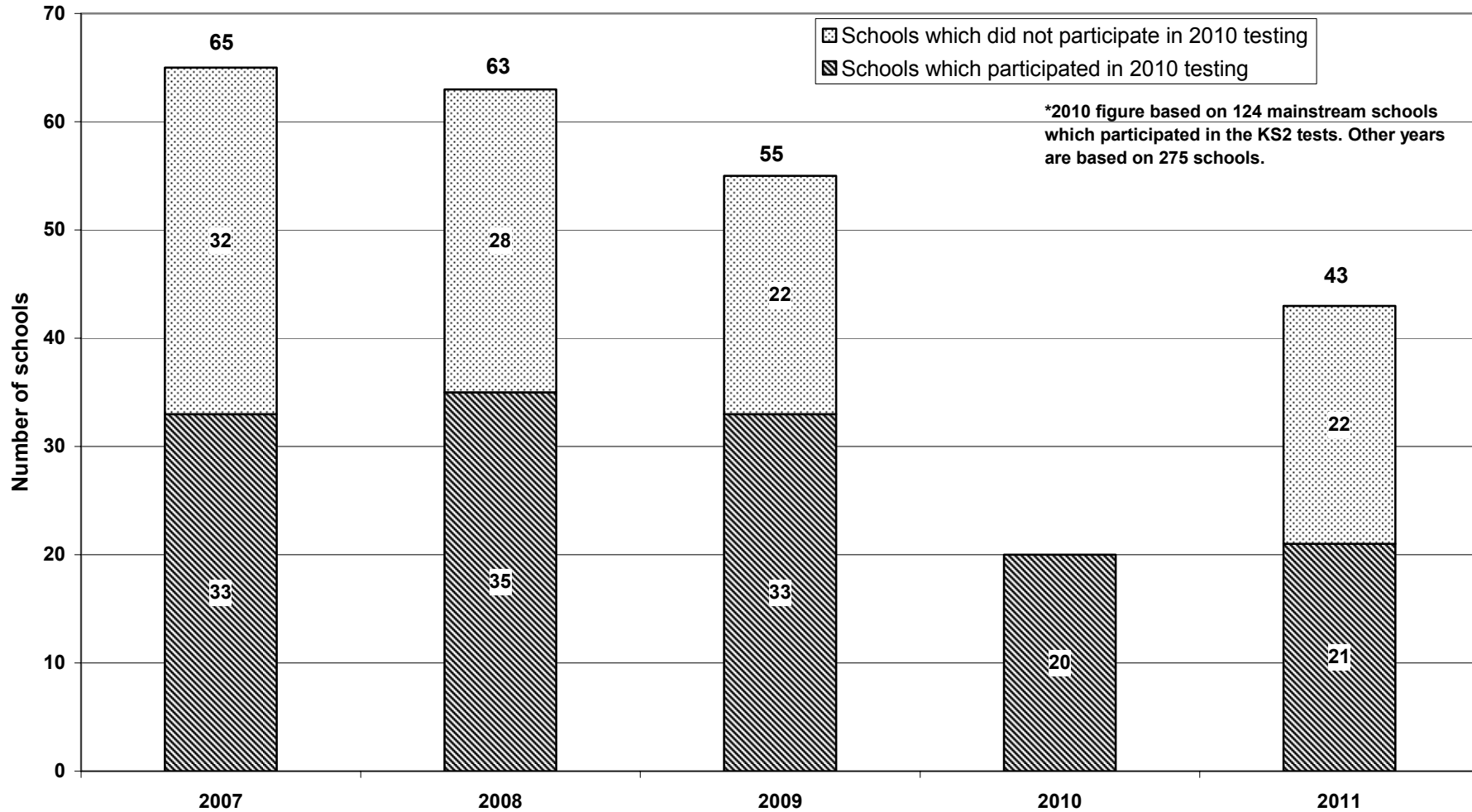
**Fig 2. End of Key Stage 2 National Curriculum Assessments Trends and Targets**



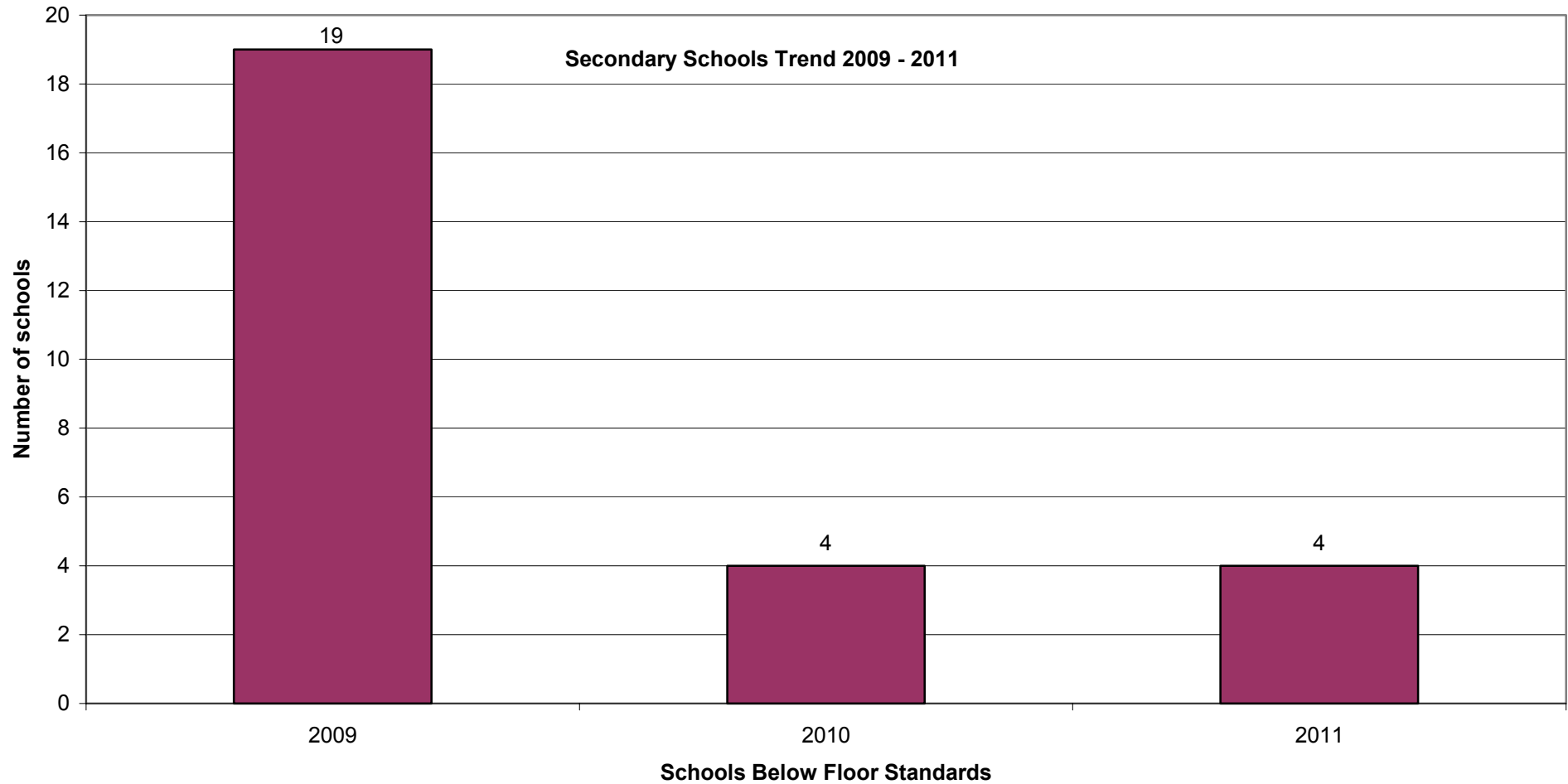
**Fig 3. Trends and Targets for Students Achieving 5 or more GCSE and equivalent A\*-C Grades including GCSE English and Mathematics**



**Fig 4a) Progress on Floor Standards 2007-2011 (Provisional) - number of schools with less than 60% of Pupils Achieving L4+ in Both English and Mathematics and below median percentage of pupils making expected progress in English (87%) and in Maths (86%)**



**Fig 4b) Progress on Floor Standards 2009-11 (Provisional) - number of schools with less than 35% of Pupils Achieving 5+ A\*-C inc English and Maths, and also achieving less than expected progress between KS2 and KS4 in English (72%) and in Maths (65%)**



## Section 2

### **Equality of opportunity: results by ethnic group, gender, free school meal eligibility, looked after children, children with special educational needs and results by ward**

(Tables and Figures are in the Appendix that follows this section of the report)

#### **1. Introduction**

- 1.1 This section of the report considers a range of factors related to underperformance in the city. The 2011 figures relate to the outcomes for the Early Years Foundation Stage Profile, end of Key Stage 1 assessments, end of Key Stage 2 test results and end of Key Stage 4 examinations and qualifications. The impact of the industrial action on KS2 results for 2010 makes comparisons with 2011 results problematic. This is particularly the case when outcomes for smaller groups of pupils are being considered, for example some minority ethnic groups. For local authorities affected by the action, including Birmingham, the DfE has not published Key Stage 2 results by ethnic groups for 2010, so these could not be included in the tables.

#### **2 Results by gender**

- 2.1 For almost all measures, girls perform better than boys from the Early Years Foundation Stage through to post-16 qualifications. Differences are greatest in English and less so in mathematics. For example, at Key Stage 1 in 2011, 8% more girls than boys achieved level 2 and above in reading and 12% more in writing, but 4% more girls than boys achieved level 2 and above in mathematics. The consistent exception to this was for mathematics at the end of Key Stage 2, where historically boys have performed better than girls. However, in 2011 girls performance matched boys thus closing the gender gap for mathematics. In the GCSE and equivalent examinations 6% more girls than boys achieved 5+ A\*-C including English and mathematics.
- 2.2 There are indications of some narrowing of the gap in performance between boys and girls. Over the past five years at Key Stage 1 boys have improved at a slightly higher rate than girls (6 percentage points for boys in reading in comparison with 4 percentage points for girls, and 6 percentage points in writing compared with 5 percentage points for girls). In mathematics, boys have improved by 2 percentage points while girls have improved by 3 percentage points (see Table 7b). Over the past five years at Key Stage 2, both boys and girls have improved by 2 percentage points in English. In mathematics boys have improved by 4 percentage points over the same period, and girls by 7 percentage points so that girls are now level with boys (see table 7c). Over the past five years at KS4 (see Table 7d), the proportion of boys achieving 5+ A\*-C grades has improved by 26 percentage points to 83% (including a 6 percentage point increase from 2010 to 2011) and by 23 percentage points for girls to 89% (including a 3 percentage point increase from 2010 to 2011). For 5+ A\*-C including English and mathematics over the

past five years, boys have improved by 17 percentage points to 55% (including a 5 percentage point increase from 2010 to 2011) and girls by 15 percentage points to 61% (including a 2 percentage point increase from 2010 to 2011).

### **3 Results by ethnic group (Tables 7-9 and Figures 5-13)**

- 3.1 Outcomes for the main ethnic groups in the city are presented in this report. Additional information is provided in relation to the progress of particular groups where there continues to be concern about underperformance. Currently 38% (55,500) of Birmingham's school aged children (those aged between 5 and 15 for school census returns) are White British of which just under a third are eligible for free school meals (the definition of "White disadvantaged" used in this report), 24% (35,500) children are of Pakistani heritage and 11.5% (16,500) are of African/Caribbean heritage (5% Black Caribbean, 5% Black African, 1% Black "other"). A further 3% of children are White/Black Caribbean dual heritage. In the following paragraphs, it is apparent that in the various groups considered, boys are consistently the lower performers. As already noted in section 1 of this report, it may be more useful in understanding lower educational performance in the city to look at it in terms of a gender difference rather than focusing directly on ethnicity. If boys' performance in each ethnic group is raised to that of girls, it would have a dramatic impact on educational outcomes in the city.
- 3.2 Birmingham's Pakistani heritage population is much younger on average than the White British population and the percentage of Pakistani heritage children attending Birmingham schools is increasing while the percentage of White British children is decreasing. The percentage of Black Caribbean children has been relatively stable although 2011 saw a decrease in the percentage of these children completing the Early Years Foundation Stage. There have also been increases at all key stages in the percentages of children of Black African background including Somali children.
- 3.3 One consequence of these demographic changes has been an increase in the percentage of children with English as an additional language (EAL). For example over the last five years the percentage of children with EAL attending Birmingham schools has increased from 36% to 40%. Children with EAL will tend to perform less well in statutory assessments and examinations compared with those who have English as their first language, and this is particularly evident during the primary years.
- 3.4 Tables 7a-e compare the results for each of the ethnic groups in the city. There continue to be disparities in the educational outcomes of the various ethnic groups although in recent years these have reduced and there have been welcome and substantial improvements for some groups, for example pupils of Bangladeshi background. Work is continuing to identify those factors that have the greatest impact on closing the equality gap at each key stage. Tables 8a-b compare the results for the ethnic groups in the city with national results for the latest three years. The Children and Education Overview and Scrutiny

Committee received a report in March 2010 on the initiatives to raise the attainment of pupils of Pakistani heritage, of Black Caribbean heritage, and White disadvantaged pupils. The following paragraphs provide an update on these groups, as well as pupils of Bangladeshi heritage, Black African backgrounds and separately for pupils of Somali heritage, as the attainment of these groups is also of concern. The results for Somali children are reported separately as their performance has been of particular concern.

- 3.5 **Pupils of Pakistani heritage** (see Tables 7a-e, 8, 9 and Fig. 7): At the end of the Early Years Foundation Stage, the outcomes for pupils of Pakistani origin are 3 percentage points below the average for the LA. If boys and girls results are considered separately, girls are above the average for the LA but boys are below, although the gap has closed slightly (see Table 7a and Figure 7).

By the end of Key Stage 1, results for this group of pupils have shown substantial improvement over the last five years, with 9 percentage points in reading, 10 percentage points in writing and 6 percentage points in mathematics (see Table 7b and Figure 7). Reading results overall now match the LA average, writing results are 1 percentage point below and mathematics results are 2 percentage points below. Girls' results are above the LA average in reading and writing. Boys remain below the LA average but steady progress has been made in closing the gap in all subjects (see Table 7b). This improvement can also be seen in Table 8a, where results are shown by ethnic group and gender for Birmingham children compared with national results. From 2009-2011 children of Pakistani heritage in Birmingham improved faster at Key Stage 1 than national in reading and mathematics (7 percentage points compared with 3 nationally in reading; 4 percentage points compared with 2 nationally in mathematics). In 2011 children of Pakistani heritage in Birmingham are 1 percentage point above the national figure in reading and mathematics. Girls are 2 percentage points above national in reading and 1 percentage point above in mathematics, while boys are level with the national figure in reading and 2 percentage points above in mathematics. These are encouraging results from a steady trend of improvement achieved by the hard work of staff in schools and the local authority.

A similar picture of improvement is evident for the end of Key Stage 2 results (see Figure 7). The group overall is 2 percentage points below the LA average in English and 3 percentage points below in mathematics but steady progress has been made in both subjects to close the gap. Girls perform above the LA average in English but below in mathematics although they have made an 8 percentage improvement since 2007. Boys continue to perform below the LA average in English but have made steady progress since 2007 and are closing the gap (see Figure 7). Boys are only 1 percentage point below the LA average in mathematics (see Table 7c). Table 8b shows that pupils in this group in Birmingham are matching national performance for the group with 76% in English and 75% in mathematics with boys above the national average for both subjects.



By the end of Key Stage 4 (see Table 7d and Figure 7), boys' results are 4 percentage points below the LA average for attaining 5 or more A\*-C while girls' results are 3 percentage points above. For 5 or more A\*-C including English and mathematics girls results are in line with the LA average. Although the gap has closed for boys, their results are 8 percentage points below the LA average for 5+ A\*-C including English and mathematics. Overall progress in addressing underachievement for this group is encouraging although outcomes for boys remain a concern.

**3.6 Pupils of Bangladeshi heritage** (see Tables 7a-e, 8, 9 and Fig. 8): Improvement rates for the Early Years Foundation Stage over the past five years have been greater for these pupils than for the LA as a whole (21 percentage points) and the group is now only 1 percentage point below the LA average. Boys improved by 22 percentage points to 49% in 2011 and girls improved by 31 percentage points to 69%. While boys' outcomes remain below the LA average, girls have been above the average for the past four years. (see Table 7a).

At the end of Key Stage 1 there has been improvement over the past five years similar to the LA as a whole, although the progress rate in reading for the group has exceeded the LA, and the group is now 1 percentage point below the LA average. Boys have improved by 9 percentage points in reading, 6 percentage points in writing and 4 percentage points in mathematics. Girls in the group have improved by 5 percentage points in reading and writing and 6 percentage points in mathematics. (see Table 7a). Table 8a shows the groups' improvement is greater than national over the three years and in 2011 boys are 1 percentage point above the national figure for reading and 3 percentage points above for mathematics. Girls are 2 percentage points above national for mathematics achieved from an 8 percentage point improvement from 2009.

At the end of Key Stage 2, improvement in performance in English is substantial and significant in that for the first time both boys and girls of Bangladeshi heritage outperformed Birmingham as a whole (82% as a group compared with 78% - see Figure 8). Girls' results in 2011 were 6 percentage points above the LA average (78%) at 84% while boys were 2 percentage points above at 80%, which is a 10 percentage point increase from the 2009 results (see Table 7c). Performance in mathematics is similar at 82% where again both boys and girls are above the LA average (78%) with 83% and 81% respectively and where both have improved performance by 6 percentage points since 2007 (see Table 7c). Table 8b shows that pupils in this group in Birmingham are meeting national performance for the group in English but are 2 percentage points above national for mathematics. Bangladeshi boys in Birmingham are 2 percentage points above national in both subjects.

At Key Stage 4, for 5 or more A\*-C including English and mathematics, boys have improved substantially, by 29 percentage points over the past five years to 63% (including an 11% improvement since 2010). While girls have improved by 21 percentage points to 61%, this is in fact a 2 percentage point drop on the previous year. The result is that boys in this group in 2011 are 5 percentage

points above the Birmingham average while girls are 3 percentage points above.

- 3.7 **Pupils of Black Caribbean heritage** (see Tables 7a-e, 8, 9 and Fig. 9): At the end of the Early Years Foundation Stage, the outcomes for these pupils are 6 percentage points below the LA average, with boys 16 percentage points below the LA average and girls 4 percentage points above (see Table 7a and Fig. 9).

By the end of Key Stage 1 (see Table 7b and Fig. 9), results are closer to the LA averages with boys results for the group increasing at a greater rate than Birmingham. Girls' results are above the LA averages (5 percentage points in reading, 6 percentage points in writing and 2 percentage points in mathematics) and the results for boys' are below the LA averages (2 percentage points in reading, 6 percentage points in writing and 3 percentage points in mathematics). The performance of boys in KS1 has improved significantly from 2007, with a 10 percentage point increase in reading, a 14 percentage point increase in writing and a 5 percentage point increase in mathematics. Table 8a shows that for Key Stage 1 for 2009-2011 boys of Black Caribbean heritage made a substantial improvement of 9 percentage points in reading compared with a national reduction of 2 percentage points for all boys. In mathematics boys improved by 7 percentage points compared with 1 percentage point nationally and girls improved by 6 percentage points compared with 1 percentage point nationally. In 2011 Birmingham boys are performing 3 percentage points below the national average for all pupils in reading and 5 percentage points below in mathematics. Birmingham girls are performing 4 percentage points above the national average in reading and are level in mathematics. These results are very encouraging and have contributed to the overall improvement in results for the local authority.

Results for 2007-2011 for end of Key Stage 2 show that results for both boys and girls are increasing at a greater rate than Birmingham (see Table 7c). However, while the performance of the girls is 5 percentage points above all Birmingham pupils, the performance of boys remains below (by 12 percentage points in English and 10 percentage points in mathematics) (see Fig. 9). Table 8b shows that Birmingham children from this group have made the same improvement as national in reading from 2009-2011 (1 percentage point), while for mathematics the group improved 5 percentage points compared with 1 percentage point nationally. Table 8b shows that boys in this group in Birmingham are 6 percentage points lower than the national performance for the group in English, and 2 percentage points lower in mathematics. Girls in this group in Birmingham are 2 percentage points lower than national in English but match the national performance in mathematics.

There have been substantial improvements over the past five years in the percentages of boys and girls achieving 5 or more A\*-C grades and 5 or more A\*-C including English and mathematics at the end of Key Stage 4 (see Table 7d and Fig.9). Girls results for 5 or more A\*-C including English and mathematics have improved by 21 percentage points to 56% and boys by 19 percentage points to 45%. Girls dropped below the overall LA average in 2010

but have improved by 6 percentage points in 2011 enabling them to close the gap to 2 percentage points below the LA average of 58%. The percentage for boys has increased from 39% in 2010 to 45% in 2011, thus reducing the gap between boys in this group and the LA average from 16 percentage points in 2010 to 13 percentage points in 2011. The result has been that the gap between all pupils of Black Caribbean origin and the LA average for 5 A\*-C including English and mathematics has narrowed from 11 percentage points in 2010 to 7 percentage points in 2011.

- 3.8 Pupils of mixed White/Black Caribbean background** (see Tables 7a-e, 8, 9 and Fig.10): At the end of the Early Years Foundation Stage, girls' outcomes have now exceeded LA averages for five consecutive years. The boys results are less consistent, with a substantial increase in performance in Communication, Language and Literacy in 2010 followed by a reduction in 2011 (see Figure 10). The consequence is that the overall percentage of this group of children attaining scores of 78+ and scores of 6+ in all of the PSED and CLL scales fell from 65% to 58% compared with 60% for the LA as a whole (see Table 7a).

At the end of Key Stage 1 (see Table 7b and Fig. 10), the overall results for this group are slightly below the LA averages (4 percentage points for reading, 5 percentage points for writing and 3 percentage points for mathematics). However, both boys and girls results do not show a consistent trend. Girls' results in 2011 are above the LA averages for reading (89% compared to 84%) and writing (86% compared to 80%) and in line for mathematics at 88%. Boys' results in 2011 are below LA averages for reading (72%), writing (66%) and mathematics (83%), where reading performance has fallen since 2010 but writing and mathematics has improved (see Table 7b).

A similar trend pattern is apparent in English at the end of Key Stage 2 (Fig. 10), where girls' performance improves in 2009 to 83% and declines to 79% in 2011. Boys' performance peaks in 2008 with 76% but falls back to 73% in 2011. The inconsistency in the trend may be partly due to small numbers.

By the end of Key Stage 4 (see Table 7d and Fig. 10), the percentage of pupils attaining 5 or more A\*-C grades in 2011 has remained the same as 2010 which has resulted in a drop to 5 percentage points below the LA average for 2011. For 5 A\*-C including English and mathematics, the gap between the group and the LA has also widened to 11 percentage points in 2011 (47% compared with 58% for the LA). Boys perform less well than girls on both of these measures. While there was a substantial increase in the percentage of boys attaining 5 A\*-C including English and mathematics (from 34% in 2009 to 49% in 2010), in 2011 this has not been maintained and performance has declined to 41%. However, girls have continued to improve at the same rate as the LA as a whole (51% to 54% compared with 55% to 58% for the LA).

- 3.9 **Pupils of Black African heritage** (excluding pupils of Somali origin) (see Tables 7a-e and Fig. 11): 59% of this group attained scores of 78+ and scores of 6+ in all of the PSED and CLL scales for the Early Years Foundation Stage Profile compared to 60% for the LA as a whole (see Table 7a and Fig. 11). Girls' results showed a substantial increase from 2010 and were higher than the LA average at 68% while boys' results were below at 49%.

In reading at Key Stage 1, 86% of girls attained level 2 or above (two percentage points above the LA average), 83% in writing (compared with an LA average of 80%) and 88% in mathematics (in line with the LA average). Boys were below the LA averages in reading and writing (81% for reading, 78% for writing), but were in line with the LA average in mathematics (see Table 7b and Fig. 11). These results show the improvement over the past three years for both boys and girls is greater than the LA improvement and the gap between boys and the LA average is closing to 3 percentage points.

At Key Stage 2, the results for girls in English have been in line with the LA averages from 2007-2009 with an increase ahead of the LA by 5 percentage points in 2011. For boys, outcomes have been below the LA averages with some narrowing of the gap in mathematics (Fig. 11).

However, the picture is more positive for Key Stage 4 (see Table 7d and Fig. 11) where the results for these pupils have been above the LA average for the past five years for 5 A\*-C grades, with both boys and girls performing above the LA average for 2010 (both boys and girls with 85% compared with 82% for the LA) and 2011 (girls with 91% and boys with 95% compared with 86% for the LA). Girls are slightly above the LA averages for 5 A\*-C including English and mathematics for 2010 (58% compared with 55%) and for 2011 (60% compared with 58%). However, boys' results are below in 2010 (48% compared with 55% for the LA) but show a substantial improvement by 10 percentage points in 2011 to match the LA figure of 58%.

- 3.10 **Pupils of Somali heritage** (see Tables 7a-e and Fig. 12): There has been a closing of the gap in relation to LA averages for these children at the end of the Early Years Foundation Stage, from 16 percentage points in 2007 to 6 percentage points in 2011. Outcomes for boys remain below the LA average in 2011 (50% compared with the LA average of 60%), however since 2009 boys have improved 9 percentage points each year and are closing the gap on the LA. Girls made a 12 percentage point improvement from 2010 and are just below the LA average in 2011 (59% compared with 60%).

For Key Stage 1, there has also been a substantial improvement in performance, where in 2008, for reading, the group was 15 percentage points below the LA average (63% compared with 78%) and in 2011 this has been reduced to 2 percentage points below; for writing the group was 17 percentage points below the LA average and this has reduced to 3 percentage points below; for mathematics the group was 12 percentage points below the LA average and this has reduced to 3 percentage points below (see Table 7b and Fig. 12). There has been a substantial closing of the gap for both girls and boys, and for the first time in 2011 girls are performing above the LA average in

reading and in writing (see Table 7b and Fig. 12), by 3 percentage points each. Boys continue to perform below the LA average in reading, writing and mathematics but have made substantial progress since 2008 in all subjects, particularly mathematics where they are now 1 percentage point below the LA average (see Table 7b) and Fig.12).

At Key Stage 2, results have also shown a substantial improvement on previous years, with the performance gap between these children and the LA average from 2007 – 2011 closing from 19 percentage points to 5 percentage points in English, and 11 percentage points to 2 percentage points in mathematics (see Figure 12). Boys have reduced the gap in English from 24 percentage points in 2007 to 9 percentage points in 2011, whilst girls match the LA average in 2011 (see Fig. 12). In mathematics, boys have reduced the gap from 11 percentage points to 3 percentage points in 2011 and girls are 1 percentage point below the LA average (see Table 7c).

There has also been a welcome and sustained improvement in the outcomes for the end of Key Stage 4. For 5+ A\*-C grades, this group achieved 90% in 2011 which is a 37 percentage point improvement since 2007 and the group is 4 percentage points above the LA average. This is similar for 5+ A\*-C including English and mathematics where the group achieved 55% which is a 32 percentage points improvement since 2007 and the group is 3 percentage points below the LA average. Girls consistently attain higher outcomes than boys with girls 1 percentage point above the LA average on this measure. While boys are 8 percentage points below the LA average, this is an 11 percentage point improvement in the gap from 2010.

- 3.11 **White disadvantaged pupils** (as defined by eligibility for free school meals) (see Fig. 13): At the end of the Early Years Foundation Stage, girls have improved by 23 percentage points over the past five years to 58%, compared with an overall LA improvement rate of 21 percentage points to 60% in 2011. Although boys have also shown a good rate of progress, they have fallen slightly further behind the LA average, having made 19 percentage points to 38%.

Results for reading in Key Stage 1 show greater progress being made by boys with 7 percentage points rise to 69% over the past five years, which is greater than the rise shown by girls (4 percentage points to 79%) and the LA average (5 percentage points to 84%). Girls are now 5 percentage points below the LA average in reading, 3 percentage points below in writing and 5 percentage points below in mathematics, while boys are 15 percentage points below the LA average in reading, 20 percentage points below in writing and 11 percentage points below in mathematics.

Key Stage 2 shows a similar pattern with both boys and girls having made better progress than the LA average in English, although girls made more progress (7 percentage points to 75%) than boys (3 percentage points to 60%). Girls are now 3 percentage points below the LA average for 2011 whilst boys are 18 percentage points behind (see Fig. 13). In mathematics, both boys and girls have made more progress than the LA average over the last five years

with both being 10 percentage points below the LA average (68% compared with 78%).

At the end of Key Stage 4, 40% of white disadvantaged girls attained 5 A\*-C including English and mathematics and 32% of boys, compared with the overall LA average of 58%. While improvements have been made since 2007 (girls by 18 percentage points and boys by 14 percentage points compared with 16 percentage points for the LA overall), at the end of Key Stage 4 these pupils constitute the two lowest performing groups in the city ( see Figure 6a & 6b). Figures 6a, 6b, 6c and 6d and Figure 13 illustrate the continuing concerns about the underperformance of white disadvantaged pupils.

#### **4. The relationship between poverty and achievement (results for children eligible for free school meals) (Figs 5, 6a-d, and 14)**

- 4.1 The Government's White paper "The Importance of Teaching" acknowledges the fact that "children from poorer homes start behind their wealthier contemporaries when they arrive at school and during their educational journey they fall further and further back." The relationship between deprivation and lower educational attainment is well established and educational outcomes in Birmingham reflect this relationship. However, the Government's White Paper takes issue with the inevitability of this relationship and there is substantial evidence from the city's results that lower educational outcomes for children from relatively deprived backgrounds are not inevitable.
- 4.2 Levels of deprivation in the city are high. For example, it has already been noted in section 1 of this report that for the cohort of Birmingham reception children assessed on the Early Years Profile in 2011, 76% live in SoAs that fall in the lowest 30% nationally. Despite this, Birmingham's outcomes on the Profile are now close to national outcomes and exceed national outcomes for Personal, social and emotional development. When comparisons are made just for children living in SoAs in the lowest 30% nationally, Birmingham's outcomes are higher than national outcomes. (See section 6.1 in the first part of this report.)
- 4.3 Figure 14 plots the relationship between Key Stage 1 2011 outcomes (average point score across reading, writing and mathematics) and the percentages of free school meals eligibility in schools. The relationship is strongest for schools with low percentages of children eligible for free school meals where results are high (see top left quadrant of graph). However, the relationship becomes weaker as the proportions of pupils on free school meals increases. Some schools are clearly successful in achieving higher outcomes with their pupils despite the fact they have higher proportions of pupils eligible for free school meals (see top right quadrant of the graph) whereas others are not as successful (see lower right hand quadrant of the graph).

- 4.4 Figures 5, 6a and 6b illustrate that pupils eligible for free school meals tend to have lower levels of attainment on average than pupils not eligible for free school meals. In Figure 5, six out of the seven groups below the LA average for Level 4 and above in English and mathematics combined at Key Stage 2 are groups in which pupils are eligible for free school meals. There is a similar pattern in Figure 6b. However, there are clearly other factors affecting outcomes given the underperformance of some groups and the above average performance of other groups, whether or not pupils are in receipt of free school meals.
- 4.5 Improvements in the outcomes for pupils eligible for free school meals, which have been noted in previous reports at Key Stage 4, have been sustained and built on in 2011. Birmingham's 5+ A\*-C and 5+ A\*-C including English and mathematics results for pupils eligible for free school meals continue to be significantly higher than the England average. In 2011, 44% of Birmingham pupils eligible for free school meals achieved 5+ A\*-C grades including English and mathematics compared with 31% nationally.
- 4.6 The percentage of White boys eligible for free school meals achieving 5+ A\*-C grades was 37% in 2007, which was 27 percentage points below all Birmingham boys not eligible for free school meals (see Fig 6c). By 2011 this gap has narrowed to 19 percentage points (68% compared to 87%). Black Caribbean boys eligible for free school meals achieving 5+ A\*-C grades were also 27 percentage points below all Birmingham boys not eligible for free schools meals. By 2011 this group has narrowed to 13 percentage points (see Fig 6c). This shows considerable improvement in these two groups of boys, though they remain the lowest performers in the underachieving groups.

White girls are the lowest performing group of those eligible for free school meals, as shown in Fig 6d. In 2007 this group was 26 percentage points below the percentage for all girls not eligible for free school meals (46% compared with 72%). By 2011 this group has narrowed to 12 percentage points (79% compared with 91%).

## **5. Results at Ward level (Figures 15-19)**

- 5.1 Children at risk of underachieving are not evenly distributed across the City and some wards have a significantly higher proportion of children at risk than others. This is illustrated in Figs. 15, 16, 17 and 18. The figures are based on children living in the ward and attending Birmingham maintained schools.
- 5.2 For Early Years Foundation Stage Profile assessments (Fig. 15), 60% of children now attain the key indicator of a total points score of 78 or more and scores of six or more on the scales for Personal, social and emotional development and Communication, language and literacy, although this ranges from 51% in Soho ward, to 80% in the Sutton Vesey ward.

- 5.3 These differences are associated with differences in levels of deprivation, new arrivals, and the proportion of pupils with English as an additional language. However, there have been improvements in those wards with the lowest percentages. In 2006 there were 20 wards with less than 40% of children achieving on this key measure. This year there are no wards below 50% and only eight below 55%.

The Early Years team in School Effectiveness continued to work with the Early Years and Child Care team and early years providers to support the achievement of the early learning goals (see 3.1 in the first section of this report). Closing the gap in those wards that are below the Birmingham average in the percentage of children achieving this key measure is a Local Area Agreement (LAA) target and there are City targets to close the gaps in performance for children living in the most disadvantaged areas. The Brighter Futures - Planning for Outcomes framework has included a particular focus on partnership working, parent and family support in the early years (e.g. the Nurse Family Partnership programme) and the 'Incredible Years' programme.

- 5.4 In reading at the end of Key Stage 1 (Fig. 16), 84% of pupils attained level 2 or above with the outcomes varying from 77% in Hodge Hill to 97% in Sutton New Hall. While there were decreases in the results for some wards such as Bartley Green, Acocks Green, Sheldon, Hodge Hill, Edgbaston and Stechford and Yardley North, there were improvements in other wards, such as Ladywood, Springfield, Kings Norton, Billesley, Nechells and South Yardley.
- 5.5 In the GCSE and equivalent examinations (Fig.17), at least 70% of young people in all wards achieved 5+ A\*-C, although the percentage varied from 70% in Quinton to 96% in Sutton New Hall ward. Five wards had a 10% or more improvement in results in 2011 compared to 2010 (Kings Norton, Northfield, Oscott, Sparkbrook and Tyburn ).
- 5.6 For GCSE 5+ A\*-C including English and mathematics (Fig. 18), 40% or more young people achieved this outcome in all wards apart from Shard End ward where the figure was 38.2%. In sixteen wards (twelve in 2010) over 58% (LA average) of young people achieved this outcome (Aston, Bournville, Edgbaston, Erdington, Hall Green, Harborne, Handsworth Wood, Moseley and Kings Heath, Northfield, Oscott, Perry Barr, Selly Oak, and the four Sutton wards).

Detailed analysis of results at each key stage is being carried out at a local area level to inform district plans and the extended school programme.

Note: The figures in Figures 15-19 are based on children living in each ward and attending Birmingham maintained schools. For some wards, a high proportion of children living in these wards attend secondary schools outside the City. For example, nearly half the children living in Shard End ward transfer to schools outside the City, particularly to CTC Kingshurst Academy just over the border in Solihull. The GCSE results of these children are not shown on the ward maps.



## **6. Looked after children (Table 10)**

- 6.1 Looked after children are at particular risk of underachieving in education. There is recognition nationally that looked after children, both prior to and after coming into care, will almost certainly have had disruptions and difficulties in their school careers.
- 6.2 Some of the key variables that impact on the attainment of looked after children are:
- Placement instability/ placement moves
  - Time out of school or other learning settings
  - Insufficient help with education if they get behind
  - Insufficient support and encouragement at home
  - Not enough help with emotional, physical, or mental health and well-being
  - Abuse/family breakdown which has resulted in poor attendance and disrupted educational achievement prior to coming into care
  - Unmet Special Educational Needs. Currently 16% of our looked after population have a Statement of Special Educational Need
- 6.4 Educational achievement has been measured against the following national performance indicators:
- Increasing the percentage of children aged 11 looked after for at least 12 months who obtain level 4 or above in Key Stage 2 English and Mathematics
  - Increasing the percentage of young people looked after for at least 12 months and in Year 11, who achieve five or more GCSEs graded A\*- C or equivalent.
  - Increasing the percentage of young people looked after for at least 12 months and in Year 11, who achieve five or more GCSEs graded A\*- C or equivalent including English and Mathematics
- 6.5 Compared with other children, looked after children are much more likely to have a Statement of Special Educational Need. In this year's cohort of school aged children (1041) who have been in care for the previous 12 months, 55% have special educational needs (16.4% Statemented, 19% on School Action Plus and 19.6% on School Action). Nationally only 2.8% of all children have a Statement of Special Educational Needs.
- 6.6 Cohorts of LAC can be very different, as there is a large turnover of children who enter and leave care on a regular basis during the year. There is usually a turnover of over a third of LAC between Key Stages. A child in care at Key Stage 1 will not necessarily be in care at Key Stage 2. At least 36% of this cohort were not in care at the previous Key Stage and therefore there were limited opportunities for strategies to be put into place to improve their learning.
- 6.7 Performance at Key Stage 1 (percentages of pupils attaining level 2 or above) has stayed the same in Reading, but has dropped in comparison with last year's strong performance in Writing and Mathematics

- 6.8 Performance at Key Stage 2 (percentages of pupils attaining level 4 or above) has shown some improvement. English has improved by 2%, while Mathematics has stayed the same. English and Mathematics results combined show an increase of 2% on the last academic year. Science has shown a reduction of 8%.
- 6.9 Performance at Key Stage 3 (percentages of pupils attaining level 5 or above) has shown improvement of 6% in English. However, Mathematics has dipped by 3% and Science by 2%.
- 6.10 Performance at Key Stage 4 has also shown some improvement on the academic year 2009/2010. The percentage of those achieving 5+ A\*-C (including Mathematics and English) has increased by 5%, and a 5% increase in those achieving 5 A\*-C.
- 6.11 Currently performance at Key Stage 4 for those young people gaining one qualification of any kind has increased by 6% to 87%.
- 6.12 The Key Stage 4 cohort is 134, with 63% having special educational needs (20% Statemented, 25% on School Action Plus and 19% on School Action).
- 6.13 Despite there being a strong focus on attendance this academic year, the numbers of children in care who have missed 25 or more days schooling has increased from 12.1 % last year to 12.7% this year. The overall attendance of all Birmingham children in care is 91.55% a slight decrease from last year. The absence calculation includes any periods of sickness a child might have.
- 6.14 The Looked After Children Education Service (LACES) business plan contains actions in keeping with the priorities in the Children and Young and Families Directorate to address the underachievement of looked after children.
- 6.15 There have been a number of projects aimed at improving enjoyment of school, enriching the curriculum and re-engaging young people in education as well as projects focussing on improving Literacy, Numeracy and self esteem. The projects include:
- One to one tuition for children in danger of underachieving funded by the Personal Education Allowance (PEA), Vulnerable Children's Grant or LAC Pupil Premium.
  - Letterbox Club targeting Reading and Mathematics in children in care in Year 3 and Year 5. It provides a monthly parcel of books, mathematics activities and educational materials once a month for six months.
  - Six volunteer readers were funded to work 1 to 1 with 18 of our primary aged children in care who were most in need of support with their reading.
  - Reward vouchers for attendance and academic achievement.
  - Out of city funding for children out of the authority to help maintain a school placement and enable achievement.
  - Academic tuition for Year 10 and 11 pupils to provide those young people who need it extra support with their revision, coursework, and in-school learning.

- The Personal Education Allowances of up to £500 per child who is underachieving to address specific learning needs. The LAC Pupil Premium of £488 per child has replaced the Personal Education Allowances.
- Looked After Children are a priority group for first choice of school at Reception and Year 7. LACES and Admissions and Appeals work closely together to ensure that the children get one of their first choice of school.
- Following the success of the monitoring and tracking of identified Year 11 pilot project, the project has widened its focus to follow the whole of Year 11 and Year 6.
- Summer in the city: a week of activities in the summer holidays for primary and a week of activities for secondary aged pupils

## **7 Children with Special Educational Needs (Tables 11a, 11b and 11c)**

- 7.1 On average just over one in four children are on schools' special needs registers (3% with statements of special education needs, 8% on School Action Plus, which means the school receives additional resources to support pupils, and 14% on School Action, where support is provided from the school's own resources). Special educational needs cover a broad spectrum of physical, cognitive, emotional and behavioural difficulties.
- 7.2 Children with special educational need are at risk of underachieving unless the right support is provided. Targets have been set to reduce the percentage of children with low levels of achievement and increase the percentage with higher levels. 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.
- 7.3 Table 11 shows trends in end of key stage results for pupils with special educational needs. The percentage of pupils with special educational needs achieving Level 2 and above at the end of Key Stage 1 has improved over the last five years in reading by 10 percentage points to 50% (compared with the LA average of 5 percentage points), in writing by 9 percentage points to 41% (compared with LA average of 6 percentage points) and in mathematics by 6 percentage points to 62% (compared with LA average of 3 percentage points). The improvement in performance for pupils with special educational needs at the end of Key Stage 2 has also improved, however this is more noticeable in mathematics rather than in English. In English, the percentage of pupils achieving Level 4 and above improved by 3 percentage points from 2007 to 36% (compared with 2 percentage points for the LA), with a 6 percentage point increase to 41% in mathematics (compared with 5 percentage points for the LA).

- 7.4 For secondary age students with special educational needs, there has been substantial improvement from 2007 to 2011 in the percentage achieving 5+ A\*-C grades by 44 percentage points to 66% (compared with 24 percentage points for the LA). The percentage of students on School Action achieving 5+ A\*-C grades has increased 50 percentage points (from 30% in 2007 to 80% in 2011), for students on School Action Plus it has increased by 48 percentage points (from 17% to 65%) and for students with statements by 17 percentage points (from 10% to 27%).
- 7.5 For 5+ A\*-G grades, there has been a 15 percentage point increase over this period to 86% compared with a 4 percentage point increase for the LA (95%). Both students on School Action and those with statements have improved by 10 percentage points over this period and those on School Action Plus have improved by 19 percentage points. The proportion of students achieving at least one or more qualifications by the end of KS4 is 100% for students on School Action, 98% for students on School Action Plus, and 89% for students with statements compared with the LA average of 99%.

**Table 7a Early Years Foundation Stage - % achieving 78+ scale points & 6+ in both Communication, Language and Literacy & Personal, Social and Emotional Development by Ethnic Group and Gender (Trend 2007 - 2011)**

		Number of Pupils					% achieving 78+ scale points and 6+ in CLL & PSED				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Black African	All	238	318	382	389	425	30%	34%	53%	52%	59%
	Boy	132	173	181	218	194	24%	27%	43%	48%	49%
	Girl	106	145	201	171	231	37%	41%	63%	57%	68%
Black Caribbean	All	624	686	702	606	510	36%	40%	48%	51%	54%
	Boy	327	360	366	326	266	28%	30%	39%	40%	44%
	Girl	297	326	336	280	244	45%	51%	58%	64%	64%
Somali	All	327	348	361	370	393	23%	32%	40%	44%	54%
	Boy	183	169	184	182	213	18%	30%	32%	41%	50%
	Girl	144	179	177	188	180	30%	34%	49%	47%	59%
Mixed Race White/Caribbean	All	330	383	418	443	450	41%	47%	49%	65%	58%
	Boy	169	200	220	226	218	33%	36%	35%	57%	47%
	Girl	161	183	198	217	232	50%	59%	64%	72%	68%
Mixed Race White/Asian	All	171	171	208	223	228	39%	50%	49%	63%	61%
	Boy	80	104	101	102	108	30%	47%	39%	57%	76%
	Girl	91	67	107	121	120	46%	54%	59%	68%	44%
Mixed Race Other	All	322	329	350	372	366	48%	50%	50%	58%	64%
	Boy	146	158	180	181	181	37%	42%	38%	50%	57%
	Girl	176	171	170	191	185	57%	57%	62%	66%	71%
White British	All	4770	4750	5059	4915	4557	47%	51%	57%	59%	65%
	Boy	2504	2466	2624	2465	2345	38%	42%	48%	50%	56%
	Girl	2266	2284	2435	2450	2212	56%	60%	67%	68%	74%
White Other	All	416	468	385	328	284	44%	46%	51%	50%	48%
	Boy	210	228	187	162	134	41%	38%	47%	46%	37%
	Girl	206	240	198	166	150	48%	53%	55%	54%	57%
Arab/Yemeni	All	176	203	239	250	257	25%	33%	39%	49%	47%
	Boy	100	108	132	125	124	20%	27%	36%	44%	40%
	Girl	76	95	107	125	133	32%	39%	43%	54%	53%
Bangladeshi	All	725	724	804	761	733	32%	39%	46%	51%	59%
	Boy	372	373	403	360	366	27%	31%	37%	42%	49%
	Girl	353	351	401	401	367	38%	47%	54%	60%	69%
Chinese	All	47	46	51	49	61	60%	63%	63%	63%	48%
	Boy	22	20	25	26	33	64%	50%	48%	46%	39%
	Girl	25	26	26	23	28	56%	73%	77%	83%	57%
Indian	All	624	641	715	675	564	49%	49%	61%	67%	70%
	Boy	328	353	363	332	326	43%	44%	51%	59%	61%
	Girl	296	288	352	343	238	55%	56%	71%	74%	81%
Asian Other	All	182	225	202	188	128	35%	39%	48%	54%	58%
	Boy	87	117	94	96	69	33%	34%	43%	47%	55%
	Girl	95	108	108	92	58	37%	44%	53%	62%	62%
Pakistani	All	3490	3463	3487	3632	3344	31%	37%	44%	50%	57%
	Boy	1813	1772	1816	1856	1714	26%	30%	37%	42%	49%
	Girl	1677	1691	1671	1776	1630	37%	44%	51%	58%	66%
Vietnamese	All	24	32	27	22	29	21%	34%	41%	50%	59%
	Boy	12	12	14	11	16	0%	8%	36%	55%	56%
	Girl	12	20	13	11	13	42%	50%	46%	45%	62%
All Groups	All	13019	13513	13990	14300	14679	39%	44%	51%	55%	60%
	Boy	6793	6992	7217	7219	7512	32%	36%	42%	47%	51%
	Girl	6226	6521	6773	7081	7167	47%	52%	60%	63%	69%

**Table 7b. Key Stage 1 Reading, Writing and Mathematics Results by Ethnic Group and Gender 2007 – 2011**

		Number of Pupils					Reading L2+					Writing L2+					Maths L2+				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Black African	All	248	260	271	352	412	78%	84%	74%	77%	84%	72%	79%	69%	75%	81%	81%	88%	78%	79%	88%
	Boy	125	133	147	193	195	72%	83%	71%	74%	81%	63%	76%	66%	71%	78%	74%	89%	78%	78%	88%
	Girl	123	127	124	159	217	85%	85%	77%	82%	86%	80%	82%	73%	79%	83%	87%	87%	78%	81%	88%
Black Caribbean	All	659	657	651	723	712	78%	82%	79%	81%	86%	70%	78%	73%	75%	79%	83%	86%	81%	84%	88%
	Boy	339	316	340	381	384	72%	78%	73%	75%	82%	60%	73%	65%	67%	74%	80%	84%	78%	79%	85%
	Girl	320	341	311	342	328	85%	87%	86%	88%	89%	81%	83%	82%	84%	86%	86%	88%	84%	89%	90%
Somali	All	377	350	365	408	405	70%	63%	70%	78%	82%	60%	57%	65%	72%	77%	77%	73%	78%	86%	86%
	Boy	209	200	198	201	210	67%	63%	65%	75%	78%	56%	53%	60%	67%	71%	75%	76%	75%	85%	87%
	Girl	168	150	167	207	195	73%	63%	76%	82%	87%	66%	62%	71%	76%	83%	81%	69%	80%	88%	86%
Mixed Race White/Caribbean	All	351	342	364	395	437	77%	76%	81%	80%	80%	72%	71%	79%	73%	75%	86%	86%	86%	83%	85%
	Boy	185	163	189	207	229	73%	69%	72%	75%	72%	67%	65%	69%	64%	66%	86%	83%	82%	81%	83%
	Girl	166	179	175	188	208	81%	82%	90%	85%	89%	77%	77%	89%	82%	85%	85%	88%	90%	86%	88%
Mixed Race White/Asian	All	172	160	172	183	226	77%	82%	77%	81%	81%	72%	81%	73%	75%	79%	85%	89%	81%	89%	87%
	Boy	90	78	80	110	111	73%	74%	69%	79%	77%	63%	73%	64%	75%	73%	81%	90%	75%	92%	85%
	Girl	82	82	92	73	115	82%	89%	84%	85%	85%	80%	88%	80%	77%	85%	90%	88%	86%	85%	89%
Mixed Race Other	All	306	293	310	329	371	82%	76%	84%	81%	83%	78%	70%	78%	77%	79%	89%	84%	86%	89%	88%
	Boy	148	165	135	156	197	77%	72%	79%	74%	77%	76%	63%	71%	71%	71%	89%	84%	82%	88%	86%
	Girl	158	128	175	173	174	86%	80%	88%	87%	90%	80%	78%	83%	83%	87%	89%	84%	90%	90%	90%
White British	All	5288	5060	4763	4782	4962	83%	82%	84%	84%	85%	78%	78%	80%	80%	81%	89%	89%	89%	89%	90%
	Boy	2795	2586	2492	2494	2581	77%	78%	79%	81%	81%	71%	73%	74%	74%	75%	87%	87%	87%	87%	88%
	Girl	2493	2474	2271	2288	2381	89%	86%	89%	88%	89%	86%	84%	87%	86%	88%	91%	90%	92%	91%	92%
White Other	All	357	411	393	462	394	72%	73%	75%	76%	77%	69%	70%	71%	72%	73%	84%	80%	85%	85%	84%
	Boy	177	193	189	227	187	68%	67%	72%	70%	77%	66%	63%	67%	66%	72%	84%	77%	87%	81%	86%
	Girl	180	218	204	235	207	76%	78%	76%	83%	77%	72%	76%	75%	78%	74%	84%	83%	83%	89%	83%
Arab/Yemeni	All	165	217	201	224	258	61%	64%	64%	68%	72%	56%	63%	60%	65%	69%	76%	76%	78%	79%	80%
	Boy	78	104	111	113	143	59%	56%	63%	65%	66%	51%	53%	62%	61%	62%	74%	69%	79%	78%	79%
	Girl	87	113	90	111	115	62%	71%	64%	72%	80%	61%	72%	58%	69%	77%	78%	81%	76%	80%	81%
Bangladeshi	All	668	703	754	765	825	76%	76%	79%	81%	83%	75%	72%	77%	78%	80%	85%	81%	83%	84%	89%
	Boy	348	345	389	397	417	73%	73%	77%	77%	82%	71%	69%	74%	74%	77%	84%	78%	83%	80%	88%
	Girl	320	358	365	368	408	80%	79%	80%	85%	85%	79%	74%	80%	82%	84%	85%	84%	83%	89%	91%
Chinese	All	37	50	43	44	54	84%	80%	86%	89%	85%	84%	78%	81%	86%	81%	97%	92%	98%	93%	93%
	Boy	19	31	23	19	26	68%	74%	78%	84%	85%	68%	71%	74%	79%	77%	95%	90%	96%	89%	92%
	Girl	18	19	20	25	28	100%	89%	95%	92%	86%	100%	89%	90%	92%	86%	100%	95%	100%	96%	93%
Indian	All	671	678	637	650	705	86%	86%	86%	90%	91%	82%	83%	82%	86%	88%	90%	89%	90%	93%	92%
	Boy	348	360	346	349	343	82%	85%	83%	87%	86%	79%	82%	77%	83%	82%	89%	88%	89%	91%	91%
	Girl	323	318	291	301	362	90%	87%	90%	93%	95%	86%	84%	88%	91%	94%	91%	90%	90%	94%	94%
Asian Other	All	199	224	190	227	189	81%	76%	79%	78%	88%	78%	71%	76%	76%	85%	85%	83%	83%	81%	89%
	Boy	102	118	93	114	92	80%	72%	74%	78%	87%	77%	65%	71%	72%	80%	85%	80%	80%	80%	88%
	Girl	97	106	97	113	97	82%	81%	85%	79%	89%	79%	78%	81%	80%	89%	86%	86%	86%	82%	90%
Pakistani	All	3181	3315	3628	3548	3567	75%	75%	77%	81%	84%	69%	70%	73%	77%	79%	81%	80%	82%	84%	86%
	Boy	1632	1661	1853	1815	1840	71%	70%	73%	76%	79%	64%	64%	68%	71%	74%	79%	78%	80%	82%	85%
	Girl	1549	1654	1775	1733	1727	78%	81%	82%	85%	88%	75%	76%	79%	83%	85%	82%	82%	83%	87%	88%
Vietnamese	All	18	29	25	31	28	94%	69%	60%	90%	86%	89%	62%	72%	84%	86%	94%	83%	76%	87%	93%
	Boy	12	10	10	13	14	92%	50%	60%	85%	71%	83%	50%	60%	69%	71%	92%	80%	90%	77%	86%
	Girl	6	19	15	18	14	100%	79%	60%	94%	100%	100%	68%	80%	94%	100%	100%	84%	67%	94%	100%
All Groups	All	13101	13087	13150	13637	14101	79%	78%	80%	82%	84%	74%	74%	76%	77%	80%	85%	85%	85%	86%	88%
	Boy	6826	6634	6802	7068	7266	74%	74%	75%	78%	80%	68%	69%	70%	72%	74%	84%	83%	83%	84%	86%
	Girl	6275	6453	6348	6569	6835	84%	83%	84%	86%	88%	81%	80%	82%	83%	86%	87%	86%	87%	89%	90%

**Table 7c. Key Stage 2 English and Mathematics Results by Ethnic Group and Gender 2007 – 2011**

		Number of Pupils					English L4+					Maths L4+				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Black African	All	209	222	265		284	72%	74%	74%		75%	66%	69%	69%		75%
	Boy	97	101	116		143	67%	69%	71%		67%	67%	66%	71%		74%
	Girl	112	121	149		141	76%	78%	76%		83%	65%	71%	68%		76%
Black Caribbean	All	727	750	711	~	660	70%	74%	73%	~	74%	64%	69%	67%	~	72%
	Boy	383	406	330	~	334	62%	67%	65%	~	66%	65%	68%	65%	~	68%
	Girl	344	344	381	~	326	78%	82%	80%	~	83%	63%	69%	68%	~	75%
Somali	All	348	416	396	~	459	57%	59%	58%	~	73%	62%	65%	68%	~	76%
	Boy	178	223	210	~	248	52%	54%	53%	~	69%	62%	63%	68%	~	75%
	Girl	170	193	186	~	211	62%	65%	63%	~	78%	61%	67%	68%	~	77%
Mixed Race White/Caribbean	All	449	395	424	~	375	76%	78%	79%	~	75%	73%	76%	75%	~	75%
	Boy	221	204	190	~	195	69%	76%	73%	~	72%	73%	80%	75%	~	76%
	Girl	228	191	234	~	180	82%	80%	83%	~	79%	72%	72%	74%	~	73%
Mixed Race White/Asian	All	151	156	155	~	164	80%	81%	84%	~	79%	75%	76%	84%	~	76%
	Boy	89	97	69	~	84	75%	77%	83%	~	71%	76%	75%	88%	~	75%
	Girl	62	59	86	~	80	87%	86%	85%	~	86%	73%	76%	80%	~	76%
Mixed Race Other	All	317	303	287	~	307	81%	79%	75%	~	83%	75%	74%	69%	~	80%
	Boy	171	148	135	~	151	77%	75%	66%	~	83%	78%	78%	72%	~	83%
	Girl	146	155	152	~	156	86%	82%	83%	~	83%	71%	69%	66%	~	77%
White British	All	6151	6083	5716	~	5040	79%	81%	79%	~	80%	76%	78%	78%	~	80%
	Boy	3120	3090	2952	~	2677	75%	76%	74%	~	74%	77%	79%	79%	~	79%
	Girl	3031	2993	2764	~	2363	84%	85%	85%	~	86%	75%	78%	77%	~	81%
White Other	All	368	399	358	~	413	75%	75%	72%	~	71%	76%	78%	78%	~	76%
	Boy	183	213	168	~	206	69%	74%	65%	~	67%	76%	79%	78%	~	79%
	Girl	185	186	190	~	207	81%	77%	78%	~	75%	76%	76%	77%	~	72%
Arab/Yemeni	All	145	158	175	~	191	60%	51%	63%	~	68%	67%	64%	75%	~	81%
	Boy	79	82	99	~	89	53%	45%	56%	~	61%	63%	66%	72%	~	82%
	Girl	66	76	76	~	102	68%	58%	72%	~	74%	72%	62%	79%	~	80%
Bangladeshi	All	660	656	700	~	706	77%	75%	77%	~	82%	73%	75%	76%	~	82%
	Boy	341	348	360	~	371	70%	69%	70%	~	80%	75%	76%	77%	~	83%
	Girl	319	308	340	~	335	85%	81%	85%	~	84%	72%	73%	75%	~	81%
Chinese	All	52	37	39	~	40	88%	92%	77%	~	90%	94%	95%	87%	~	98%
	Boy	25	24	24	~	18	80%	96%	75%	~	78%	96%	96%	83%	~	94%
	Girl	27	13	15	~	22	96%	85%	80%	~	100%	93%	92%	93%	~	100%
Indian	All	762	730	689	~	653	84%	85%	85%	~	85%	79%	82%	86%	~	85%
	Boy	383	382	365	~	330	83%	83%	81%	~	82%	82%	83%	85%	~	85%
	Girl	379	348	324	~	323	85%	87%	90%	~	89%	77%	81%	87%	~	84%
Asian Other	All	151	200	217	~	173	80%	82%	80%	~	84%	77%	81%	80%	~	82%
	Boy	78	95	107	~	92	76%	79%	74%	~	78%	74%	84%	79%	~	79%
	Girl	73	105	110	~	81	85%	84%	86%	~	90%	81%	77%	82%	~	85%
Pakistani	All	2726	2923	2959	~	3283	73%	74%	74%	~	76%	68%	72%	73%	~	75%
	Boy	1354	1517	1541	~	1683	68%	69%	69%	~	73%	71%	74%	75%	~	77%
	Girl	1372	1406	1418	~	1600	79%	79%	78%	~	80%	66%	69%	71%	~	74%
Vietnamese	All	31	30	17	~	18	90%	90%	94%	~	78%	90%	90%	94%	~	83%
	Boy	20	15	6	~	10	90%	93%	100%	~	90%	90%	93%	100%	~	90%
	Girl	11	15	11	~	8	91%	87%	91%	~	63%	91%	87%	91%	~	75%
All Groups	All	13588	13820	13476	5957	13208	76%	77%	76%	75%	78%	73%	75%	76%	75%	78%
	Boy	6901	7122	6864	3114	6860	71%	73%	71%	69%	73%	74%	76%	76%	75%	78%
	Girl	6687	6698	6612	2843	6348	81%	82%	82%	81%	83%	71%	74%	75%	76%	78%

\*2010 results not available for ethnic groups due to industrial action

**Table 7d. Key Stage 4 Results by Ethnic Group and Gender 2007 – 2011**

		Number of Pupils					5+ A*-C					5+ A*-C inc GCSE English and Maths.				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Black African	All	191	186	215	242	232	71%	69%	74%	85%	93%	43%	38%	47%	53%	59%
	Boy	98	89	109	118	111	67%	62%	72%	85%	95%	38%	33%	41%	48%	58%
	Girl	93	97	106	124	121	74%	76%	77%	85%	91%	48%	43%	52%	58%	60%
Black Caribbean	All	729	699	700	651	705	55%	65%	71%	79%	85%	31%	37%	41%	44%	51%
	Boy	359	373	332	322	357	51%	53%	62%	73%	79%	26%	27%	33%	39%	45%
	Girl	370	326	368	329	348	60%	78%	79%	84%	91%	35%	49%	48%	50%	56%
Somali	All	154	179	190	250	307	53%	61%	67%	81%	90%	23%	25%	36%	47%	55%
	Boy	78	89	107	111	143	56%	56%	64%	74%	88%	23%	20%	32%	36%	50%
	Girl	76	90	83	139	164	50%	66%	71%	86%	92%	22%	30%	42%	56%	59%
Mixed Race White/ Black Caribbean	All	321	364	357	361	335	55%	59%	71%	81%	81%	31%	37%	40%	50%	47%
	Boy	153	164	173	180	167	50%	49%	62%	77%	77%	26%	27%	34%	49%	41%
	Girl	168	200	184	181	168	58%	68%	79%	86%	85%	36%	45%	47%	51%	54%
Mixed Race White/Asian	All	99	115	99	121	130	65%	61%	78%	79%	83%	45%	43%	61%	55%	55%
	Boy	46	66	47	58	65	63%	62%	77%	78%	72%	41%	47%	55%	50%	42%
	Girl	53	49	52	63	65	66%	59%	79%	79%	94%	49%	37%	65%	59%	69%
Mixed Race Other	All	271	262	235	294	281	56%	65%	74%	80%	85%	37%	43%	50%	55%	61%
	Boy	142	122	115	141	147	49%	55%	70%	80%	85%	34%	36%	52%	50%	61%
	Girl	129	140	120	153	134	64%	73%	78%	80%	85%	40%	49%	48%	59%	61%
White	All	6388	6291	5799	5512	5107	62%	65%	70%	81%	85%	43%	46%	48%	55%	58%
	Boy	3197	3220	2976	2803	2529	57%	60%	67%	77%	82%	39%	41%	46%	51%	55%
	Girl	3191	3071	2823	2709	2578	67%	70%	73%	84%	88%	47%	51%	51%	58%	61%
White Other	All	417	340	305	379	436	60%	68%	74%	79%	86%	44%	53%	50%	58%	65%
	Boy	222	185	156	164	224	59%	61%	71%	70%	85%	43%	45%	47%	53%	64%
	Girl	195	155	149	215	212	62%	75%	77%	86%	87%	45%	63%	52%	62%	66%
Arab/Yemeni	All	117	101	122	125	137	66%	63%	72%	70%	85%	37%	37%	38%	46%	55%
	Boy	54	51	65	58	65	57%	51%	66%	60%	83%	28%	25%	31%	40%	52%
	Girl	63	50	57	67	72	73%	76%	79%	79%	86%	44%	48%	46%	52%	57%
Bangladeshi	All	430	449	476	517	587	61%	67%	76%	85%	90%	37%	45%	46%	57%	62%
	Boy	189	234	227	259	289	57%	61%	74%	81%	88%	34%	38%	44%	52%	63%
	Girl	241	215	249	258	298	64%	73%	77%	90%	92%	40%	53%	49%	63%	61%
Chinese	All	48	48	58	49	51	92%	92%	93%	98%	100%	81%	85%	78%	86%	92%
	Boy	23	20	27	21	16	83%	85%	89%	95%	100%	74%	75%	70%	76%	88%
	Girl	25	28	31	28	35	100%	96%	97%	100%	100%	88%	93%	84%	93%	94%
Indian	All	807	855	767	823	782	79%	86%	86%	91%	93%	64%	70%	71%	75%	81%
	Boy	415	420	387	397	397	75%	82%	82%	87%	89%	60%	69%	68%	68%	76%
	Girl	392	435	380	426	385	84%	89%	91%	96%	97%	67%	71%	73%	81%	86%
Asian Other	All	162	183	167	151	148	71%	77%	80%	84%	91%	48%	66%	54%	63%	63%
	Boy	85	111	97	80	82	64%	74%	75%	79%	87%	40%	61%	49%	55%	65%
	Girl	77	72	70	71	66	79%	81%	86%	90%	97%	56%	72%	61%	72%	61%
Pakistani	All	2115	2253	2500	2488	2505	56%	65%	72%	82%	85%	36%	40%	42%	52%	54%
	Boy	1122	1191	1300	1278	1285	51%	60%	69%	77%	82%	33%	35%	37%	47%	50%
	Girl	993	1062	1200	1210	1220	61%	70%	76%	87%	89%	39%	45%	48%	57%	58%
Vietnamese	All	25	28	32	39	15	88%	86%	88%	85%	87%	64%	57%	75%	74%	73%
	Boy	13	13	18	18	10	77%	77%	83%	94%	100%	38%	38%	67%	78%	90%
	Girl	12	15	14	21	5	100%	93%	93%	76%	60%	92%	73%	86%	71%	40%
All Groups	All	12732	12721	12362	12371	12167	62%	66%	72%	82%	86%	42%	45%	48%	55%	58%
	Boy	6460	6533	6309	6206	6097	57%	61%	69%	77%	83%	38%	40%	44%	50%	55%
	Girl	6272	6188	6053	6165	6070	66%	72%	76%	86%	89%	46%	51%	52%	59%	61%



**Table 7e. A/AS-Level and Equivalent Results by Ethnic Group and Gender 2011**

Ethnic Group	Numbers			Average Total Points per Candidate			Average Points per Exam Entry		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Black African	11	28	39	742.6	847.4	817.8	217.3	212.2	213.5
Black Caribbean	32	68	100	664.6	822.4	771.9	191.8	215.2	208.2
Somali	8	2	10	796.1	735.0	783.9	202.8	196.0	201.5
Mixed Race White/Caribbean	25	40	65	773.3	786.5	781.4	213.2	216.1	214.9
Mixed Race White/Asian	15	23	38	815.7	891.6	861.6	217.7	230.5	225.6
Mixed Race Other	26	29	55	912.9	868.8	889.6	232.5	230.1	231.3
White British	861	918	1779	814.6	875.0	845.7	215.1	220.5	217.9
White Other	65	58	123	826.4	847.0	836.1	224.9	225.3	225.0
Arab/Yemeni	5	11	16	885.0	885.0	885.0	226.9	236.3	233.3
Bangladeshi	47	54	101	677.5	766.9	725.3	204.0	219.9	212.7
Chinese	24	26	50	1119.6	1254.7	1189.8	252.7	251.7	252.2
Indian	202	222	424	828.0	859.5	844.5	218.0	220.3	219.2
Asian Other	27	24	51	834.0	896.8	863.6	207.8	226.4	216.5
Pakistani	171	294	465	747.0	702.8	719.1	212.1	207.7	209.4
Vietnamese	3	7	10	680.0	1002.1	905.5	170.0	236.0	217.0
Other Ethnic Groups/Not Known	39	71	110	800.7	808.0	805.4	222.0	215.6	217.8
<b>LA Totals</b>	<b>1561</b>	<b>1875</b>	<b>3436</b>	<b>807.2</b>	<b>841.5</b>	<b>825.9</b>	<b>215.7</b>	<b>219.3</b>	<b>217.7</b>

**Note.** Average Point score per candidate/entry is calculated using the following scoring system:

**GCE A Level grade: A\*=300, A=270, B=240, C=210, D=180, E=150**

**GCE AS Level grade: A=135, B=120, C=105, D=90, E=75**

**Table 8a: End of Key Stage 1 Results - % Level 2 and Above: By Ethnic Group and Gender (Trend 2009 - 2011)  
Birmingham Compared with National**

	Reading						Difference		Difference Between	Maths						Difference		Difference Between
	2009		2010		2011		2009-2011			2009		2010		2011		2009-2011		
	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham & Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham & Nat'l
Black African All*	72	83	78	83	83	85	11	2	9	78	86	83	85	87	87	9	1	8
Black African Boys	68	79	75	79	79	82	11	3	8	77	83	83	82	87	85	10	2	8
Black African Girls	77	87	82	87	87	89	10	2	8	80	88	83	88	88	89	8	1	7
Black Caribbean All	79	83	81	81	86	82	7	-1	8	81	84	84	84	88	85	7	1	6
Black Caribbean Boys	73	79	75	76	82	77	9	-2	11	78	81	79	81	85	82	7	1	6
Black Caribbean Girls	86	87	88	87	89	88	3	1	2	84	87	89	87	90	88	6	1	5
Bangladeshi All	79	81	81	82	83	84	4	3	1	83	85	84	86	89	87	6	2	4
Bangladeshi Boys	77	78	77	78	82	81	5	3	2	83	83	80	84	88	85	5	2	3
Bangladeshi Girls	80	84	85	87	85	88	5	4	1	83	86	89	88	91	89	8	3	5
Indian All	86	91	90	91	91	92	5	1	4	90	93	93	93	92	94	2	1	1
Indian Boys	83	88	87	89	86	90	3	2	1	89	92	91	92	91	93	2	1	1
Indian Girls	90	93	93	94	95	95	5	2	3	90	94	94	94	94	95	4	1	3
Pakistani All	77	80	81	81	84	83	7	3	4	82	83	84	84	86	85	4	2	2
Pakistani Boys	73	76	76	77	79	79	6	3	3	80	82	82	82	85	83	5	1	4
Pakistani Girls	82	83	85	85	88	86	6	3	3	83	85	87	86	88	87	5	2	3
White All	84	85	84	85	84	85	0	0	0	89	90	89	90	89	90	0	0	0
White Boys	79	81	80	81	81	82	2	1	1	87	89	86	89	88	89	1	0	1
White Girls	89	89	88	89	88	89	-1	0	-1	91	92	91	92	91	92	0	0	0
Total Pupils	80	84	82	85	84	85	4	1	3	85	89	86	89	88	90	3	1	2
Total Boys	75	81	78	81	80	82	5	1	4	83	88	84	88	86	88	3	0	3
Total Girls	84	89	86	89	88	89	4	0	4	87	91	89	91	90	91	3	0	3

\* Includes Somali pupils

**Table 8b: End of Key Stage 2 Results - % Level 4 and Above: By Ethnic Group and Gender (Trend 2009 - 2011)  
Birmingham Compared with National**

	English						Difference		Difference Between	Maths						Difference		Difference Between
	2009		2010		2011		2009-2011			2009		2010		2011		2009-2011		
	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham & Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham & Nat'l
Black African All*	64	74	~	78	74	79	10	5	5	69	73	~	76	76	76	7	3	4
Black African Boys	59	69	~	72	68	75	9	6	3	69	72	~	75	75	76	6	4	2
Black African Girls	69	79	~	83	80	84	11	5	6	68	73	~	77	77	76	9	3	6
Black Caribbean All	73	75	~	78	74	79	1	4	-3	67	70	~	73	72	73	5	3	2
Black Caribbean Boys	65	68	~	72	66	72	1	4	-3	65	69	~	72	68	70	3	1	2
Black Caribbean Girls	80	83	~	83	83	85	3	2	1	68	71	~	73	75	75	7	4	3
Bangladeshi All	77	78	~	80	82	82	5	4	1	76	77	~	78	82	80	6	3	3
Bangladeshi Boys	70	73	~	75	80	78	10	5	5	77	77	~	79	83	81	6	4	2
Bangladeshi Girls	85	83	~	84	84	86	-1	3	-4	75	76	~	77	81	78	6	2	4
Indian All	85	85	~	87	85	88	0	3	-3	86	85	~	86	85	86	-1	1	-2
Indian Boys	81	81	~	84	82	84	1	3	-2	85	85	~	87	85	87	0	2	-2
Indian Girls	90	88	~	90	89	91	-1	3	-4	87	84	~	86	84	86	-3	2	-5
Pakistani All	74	73	~	76	76	76	2	3	-1	73	72	~	74	75	75	2	3	-1
Pakistani Boys	69	69	~	72	73	72	4	3	1	75	74	~	76	77	76	2	2	0
Pakistani Girls	78	77	~	80	80	81	2	4	-2	71	70	~	73	74	74	3	4	-1
White All	79	81	~	81	79	82	0	1	-1	78	79	~	80	80	81	2	2	0
White Boys	74	76	~	76	74	77	0	1	-1	79	80	~	81	79	81	0	1	-1
White Girls	84	86	~	85	85	87	1	1	0	77	79	~	80	80	81	3	2	1
Total Pupils	76	80	75	80	78	81	2	1	1	76	79	75	80	79	80	3	1	2
Total Boys	71	75	69	76	74	77	3	2	1	76	79	75	80	79	80	3	1	2
Total Girls	82	85	81	85	84	86	2	1	1	75	78	76	80	79	80	4	2	2

\* Includes Somali pupils

~ 2010 results not available for ethnic groups due to industrial action

**Table 9a: GCSE and Equivalent results: By Ethnic Group and Gender (Trend 2009 - 2011)  
Birmingham Compared with National**

	5+ A*-C						Difference		Difference Between
	2009		2010		2011		2009-2011		
	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham & Nat'l
Black African All*	69	70	83	76	91	82	22	12	10
Black African Boys	65	66	80	72	91	79	26	13	13
Black African Girls	73	74	86	81	92	85	19	11	8
Black Caribbean All	70	63	79	70	85	76	15	13	2
Black Caribbean Boys	62	56	73	64	79	72	17	16	1
Black Caribbean Girls	78	70	84	76	91	83	13	13	0
Bangladeshi All	76	70	85	76	90	83	14	13	1
Bangladeshi Boys	74	66	81	72	88	79	14	13	1
Bangladeshi Girls	76	74	90	80	92	86	16	12	4
Indian All	86	82	91	87	93	90	7	8	-1
Indian Boys	82	79	87	85	89	88	7	9	-2
Indian Girls	91	86	96	90	97	93	6	7	-1
Pakistani All	72	66	82	74	85	81	13	15	-2
Pakistani Boys	69	61	77	70	82	77	13	16	-3
Pakistani Girls	76	72	87	78	89	84	13	12	1
White All	70	70	81	75	85	80	15	10	5
White Boys	67	66	77	72	82	77	15	11	4
White Girls	73	74	84	79	88	84	15	10	5
Total Pupils	72	70	82	76	86	81	14	11	3
Total Boys	68	66	77	72	83	77	15	11	4
Total Girls	76	74	86	80	89	84	13	10	3

\* Includes Somali pupils

5+ A*-C inc. Eng & Maths						Difference		Difference Between
2009		2010		2011		2009-2011		
B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham	Nat'l	B'ham & Nat'l
39	48	50	53	57	58	18	10	8
34	42	42	46	54	52	20	10	10
45	54	57	59	59	63	14	9	5
41	39	44	44	51	49	10	10	0
33	33	39	37	45	43	12	10	2
48	46	50	50	56	55	8	9	-1
46	48	57	54	62	60	16	12	4
44	44	52	49	63	57	19	13	6
49	53	63	58	61	63	12	10	2
71	67	75	71	81	74	10	7	3
68	63	68	68	76	71	8	8	0
73	72	81	75	86	79	13	7	6
42	43	52	49	54	53	12	10	2
37	38	47	45	50	49	13	11	2
48	48	57	53	58	57	10	9	1
48	51	55	55	59	58	11	7	4
45	48	51	51	56	55	11	7	4
51	54	58	58	61	62	10	8	2
48	51	55	55	58	58	10	7	3
44	47	50	51	55	55	11	8	3
52	54	59	59	61	62	9	8	1

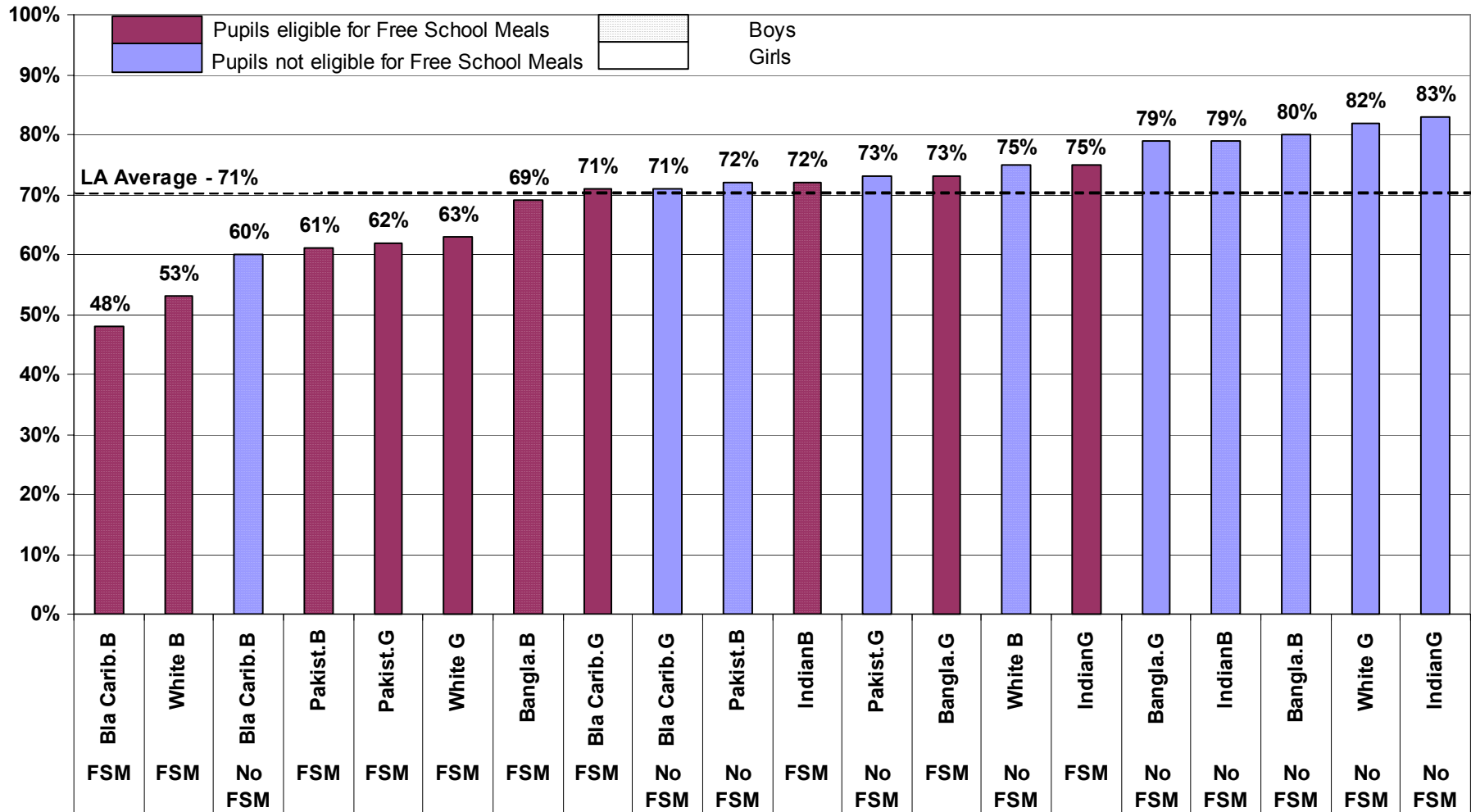
**Table 9b: GCSE and equivalent results 2011 by ethnic group, gender and pupils eligible for free school meals in Birmingham compared to the provisional England averages for maintained schools**

Birmingham results that are 3% or more above the England average are identified as

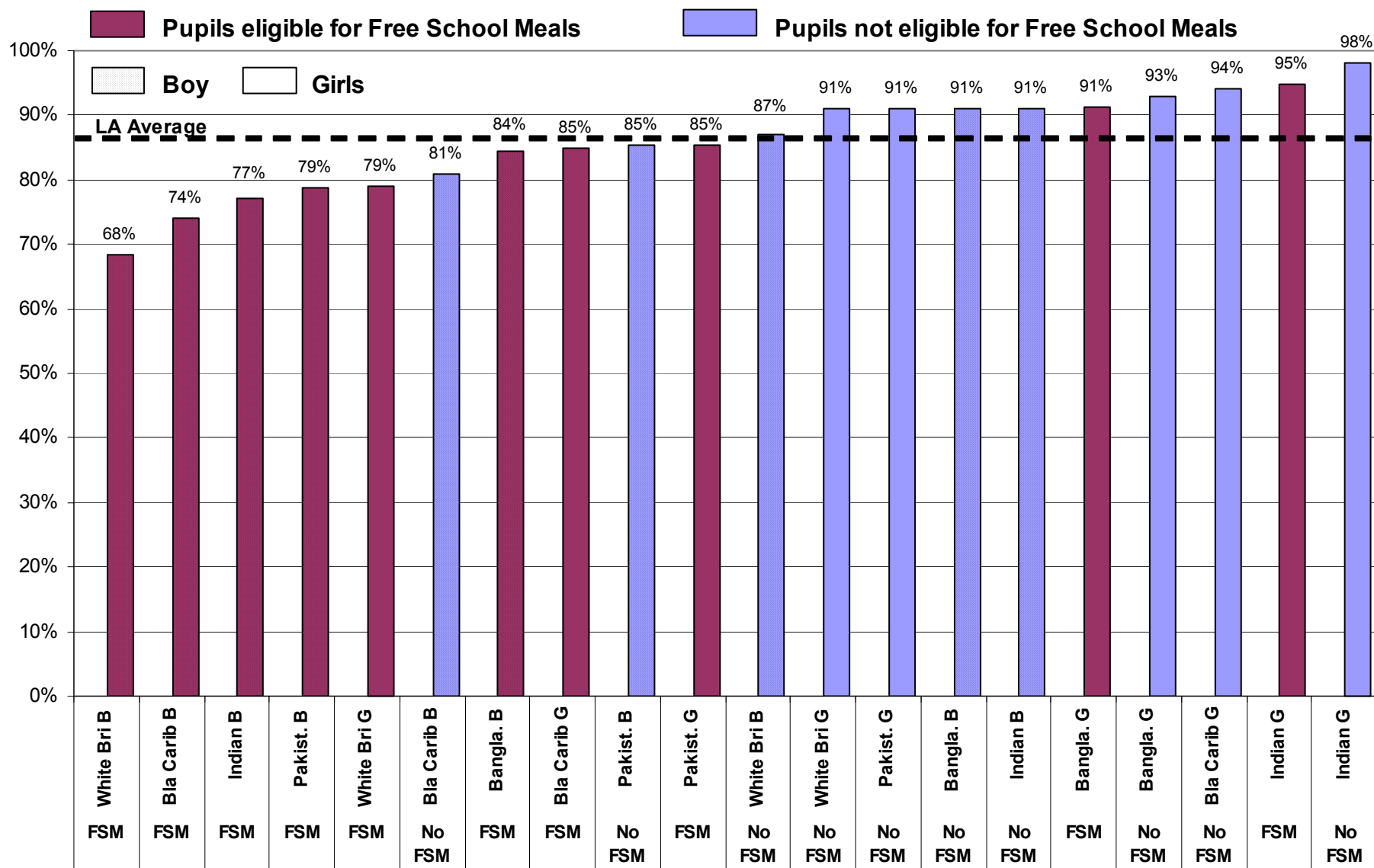
Birmingham results that are 3% or more below the England average are identified as

		% 5A*-C			% 5A*-C incl.Eng.& Maths		
		Birmingham average	England average		Birmingham average	England average	
White UK	Boys	82	77		56	55	
White UK	Girls	88	84		61	62	
Black Caribbean	Boys	79	72		45	43	
Black Caribbean	Girls	91	83		56	55	
Black African	Boys	91	79		54	52	
Black African	Girls	92	85		59	63	
White/Black Caribbean	Boys	77	71		41	45	
White/Black Caribbean	Girls	85	80		54	54	
Indian	Boys	89	88		76	71	
Indian	Girls	97	93		86	79	
Bangladeshi	Boys	88	79		63	57	
Bangladeshi	Girls	92	86		61	63	
Pakistani	Boys	82	77		50	49	
Pakistani	Girls	89	84		58	57	
Eligible for FSM	Boys	76	60		41	31	
Eligible for FSM	Girls	84	69		47	38	
All Boys	Boys	83	77		55	55	
All Girls	Girls	89	84		61	62	

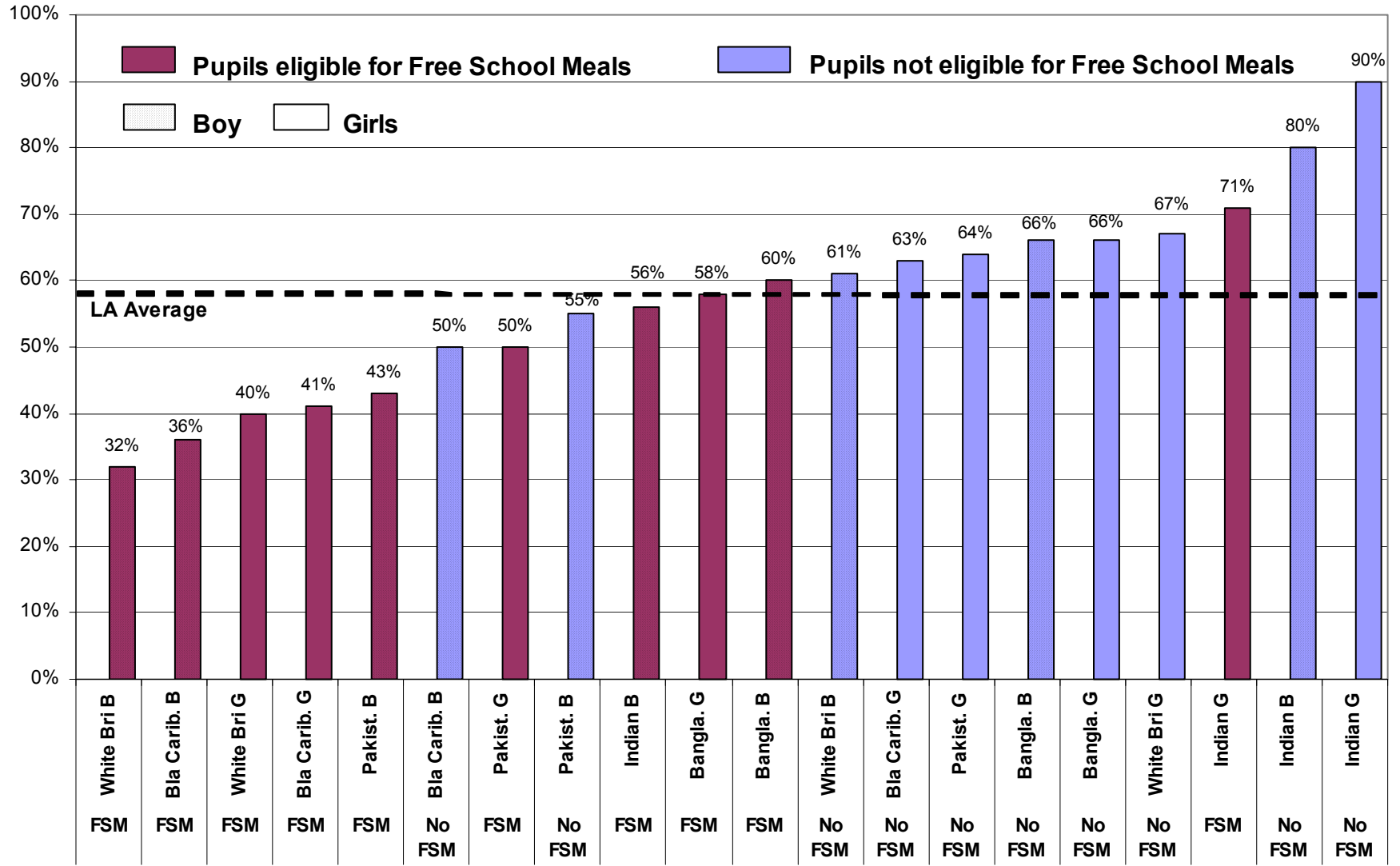
**Fig 5. 2011 Key Stage 2 English and maths combined Level 4 and above by Ethnic Group, Gender and Free School Meals**



**Fig 6a. 2011 GCSE and Equivalent 5+ A\*-C by Ethnic Group, Gender and Free School Meals**

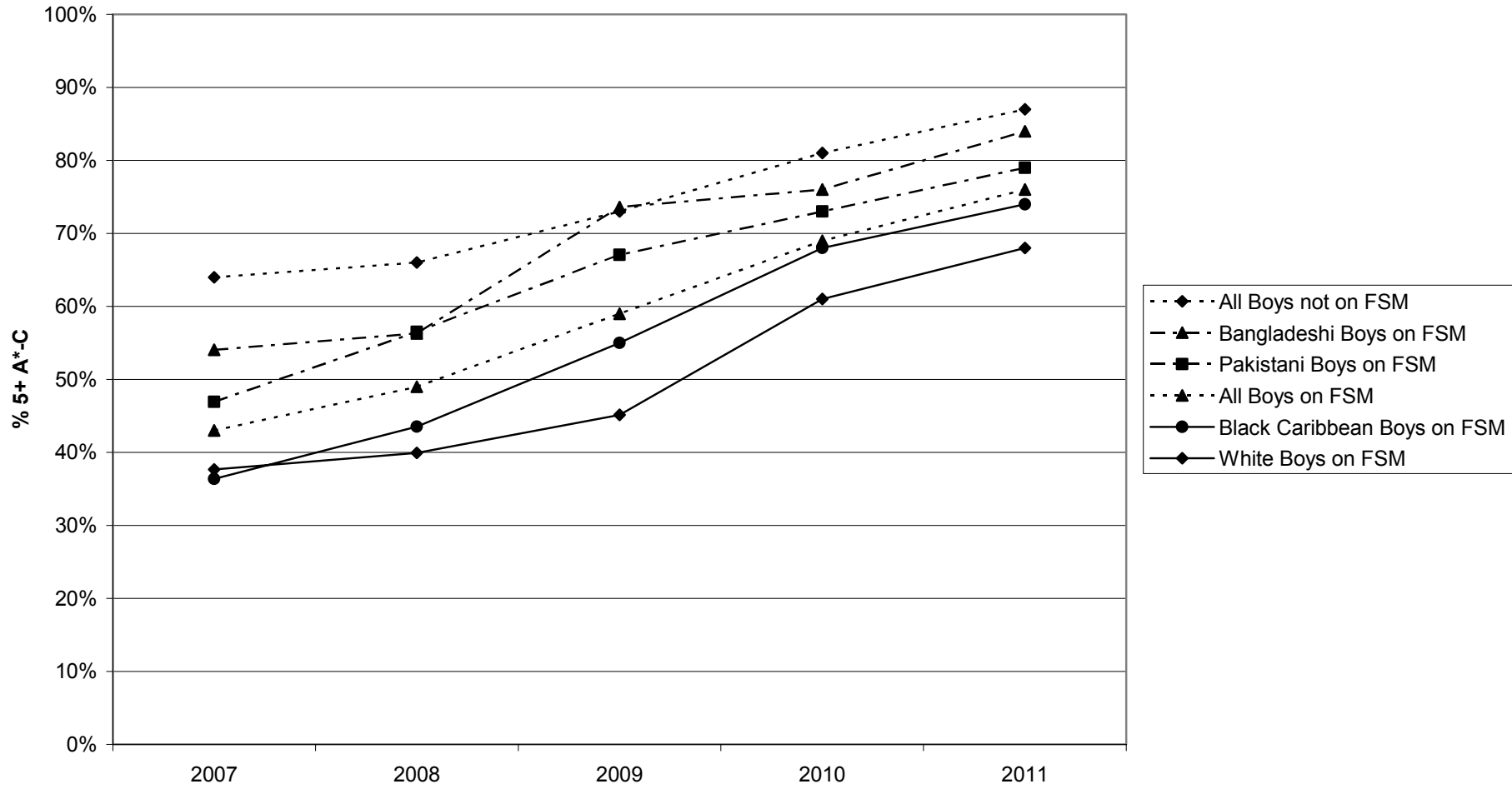


**Fig 6b. 2011 GCSE and Equivalent 5+ A\*-C including GCSE English and Maths by Ethnic Group, Gender and Free School Meals**

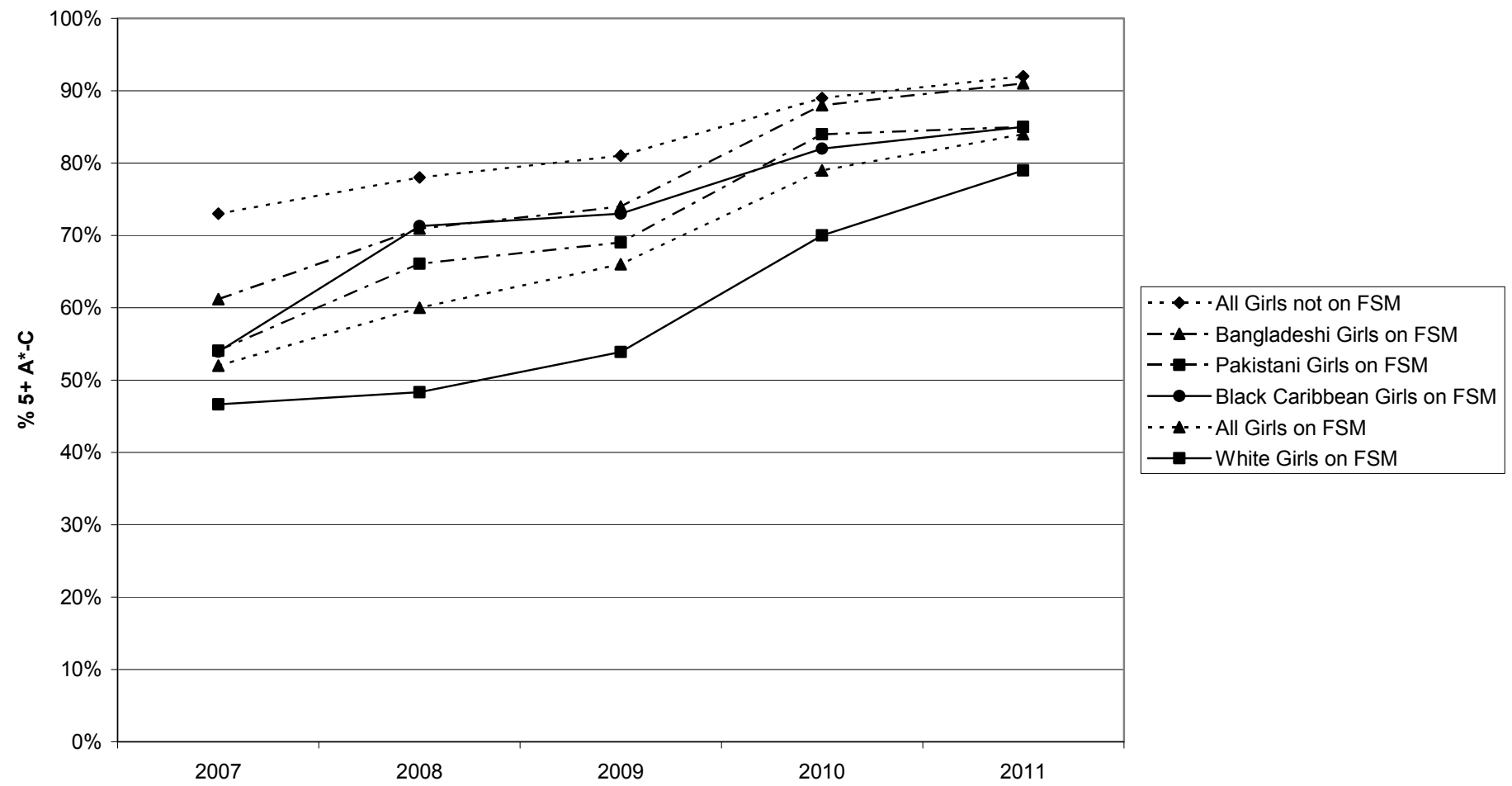




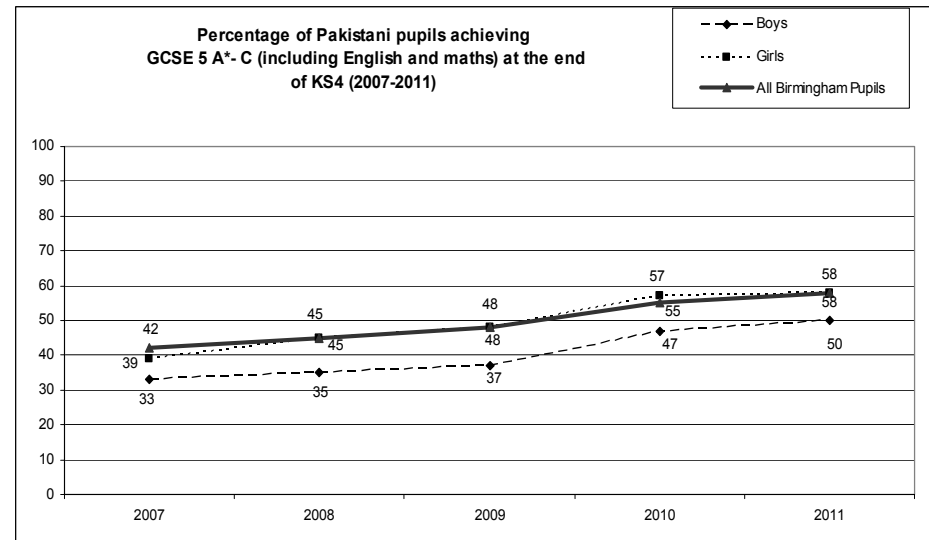
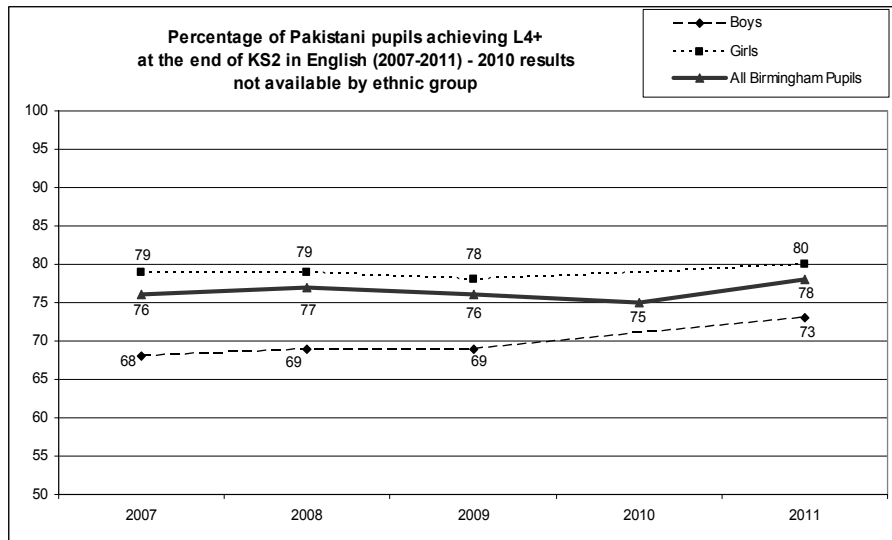
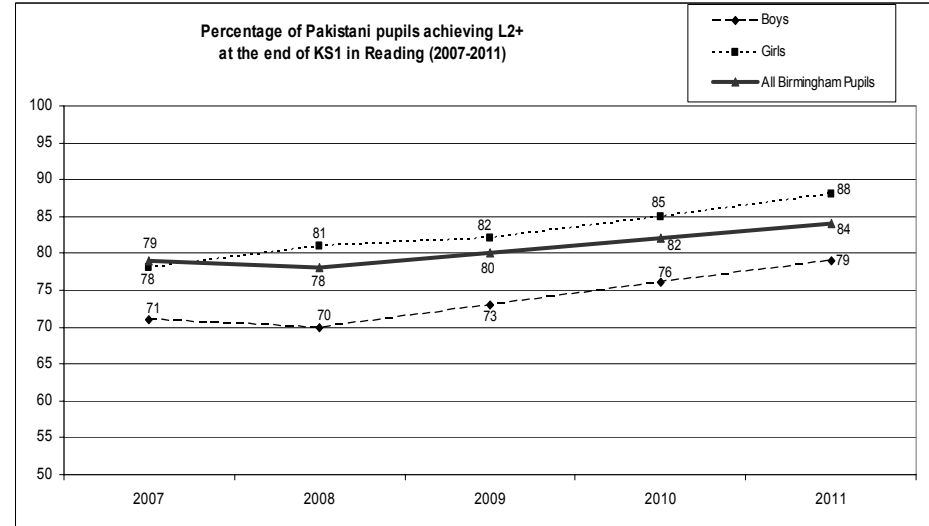
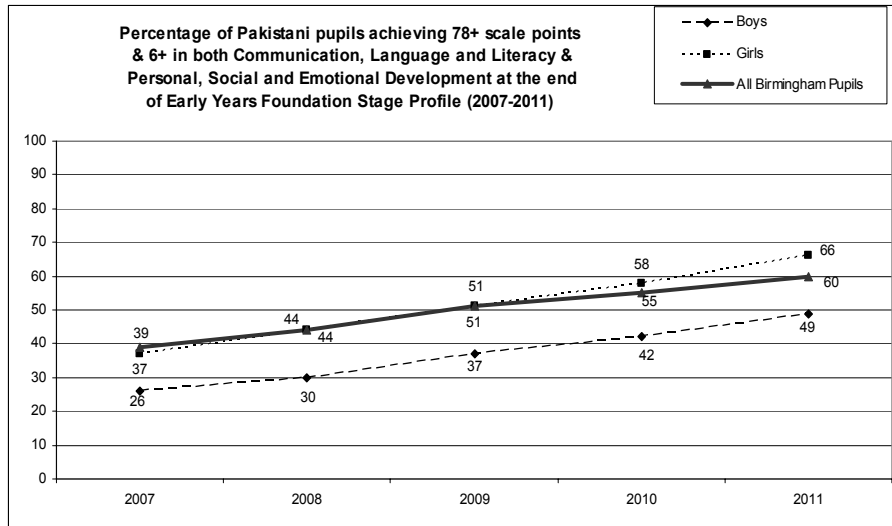
**Fig.6c Percentage of boys eligible for free school meals achieving GCSE and equivalent 5A\*-C by ethnic group and gender (2007-2011)**



**Fig.6d Percentage of girls eligible for free school meals achieving GCSE and equivalent 5A\*-C by ethnic group and gender (2007-2011)**

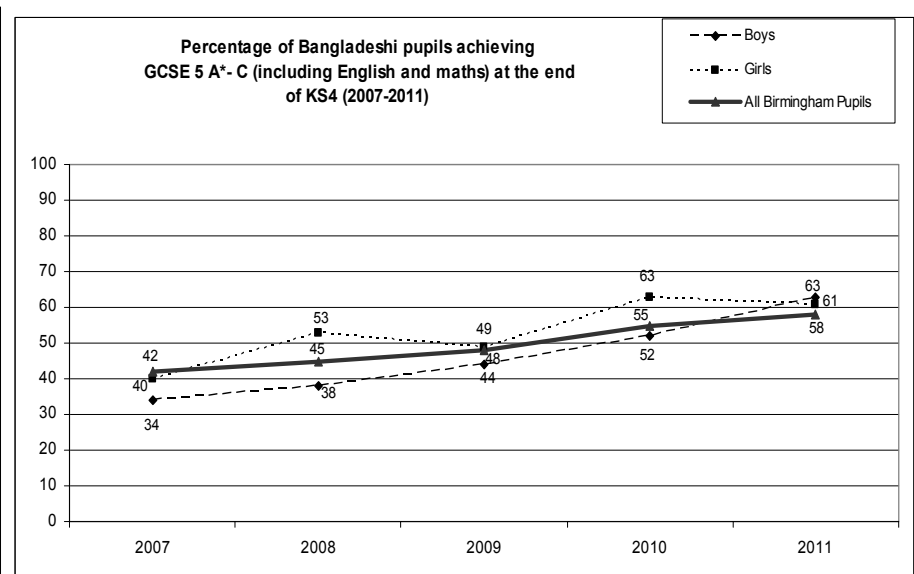
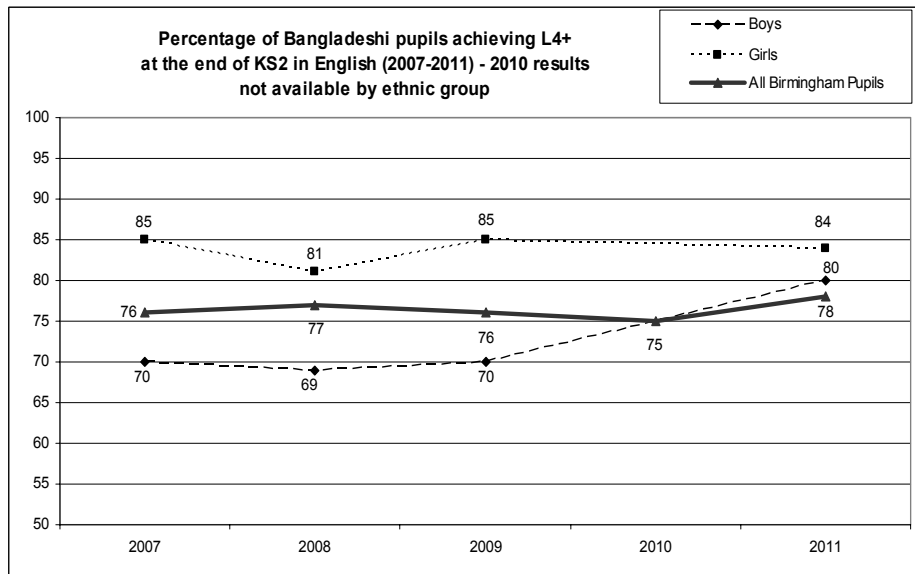
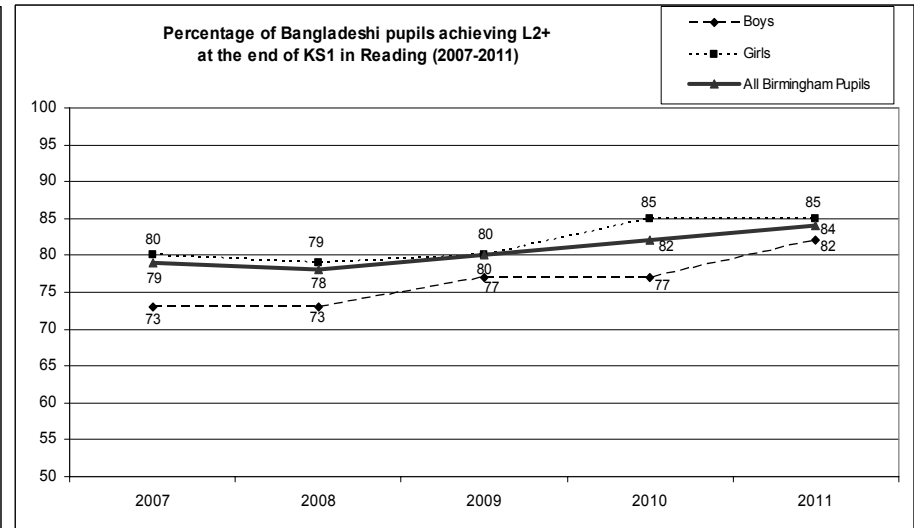
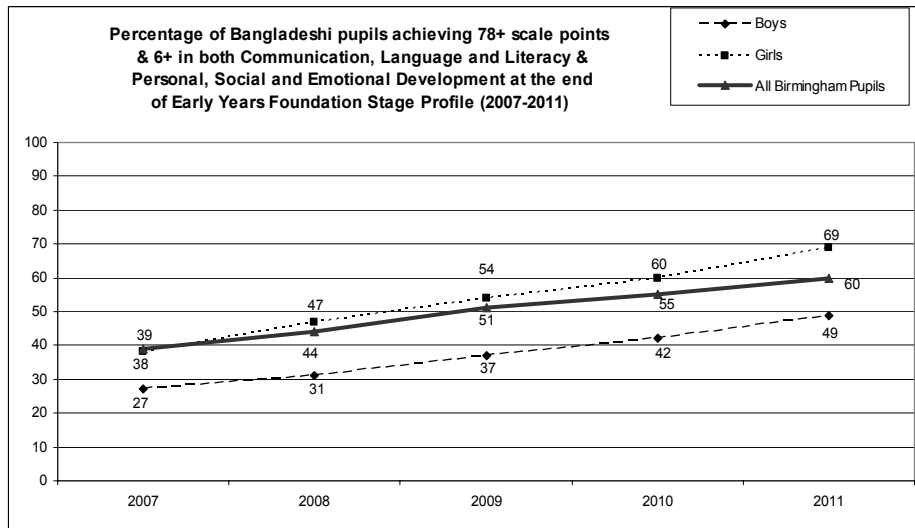


**Fig.7 Performance of Pakistani heritage pupils in relation to Local Authority averages**



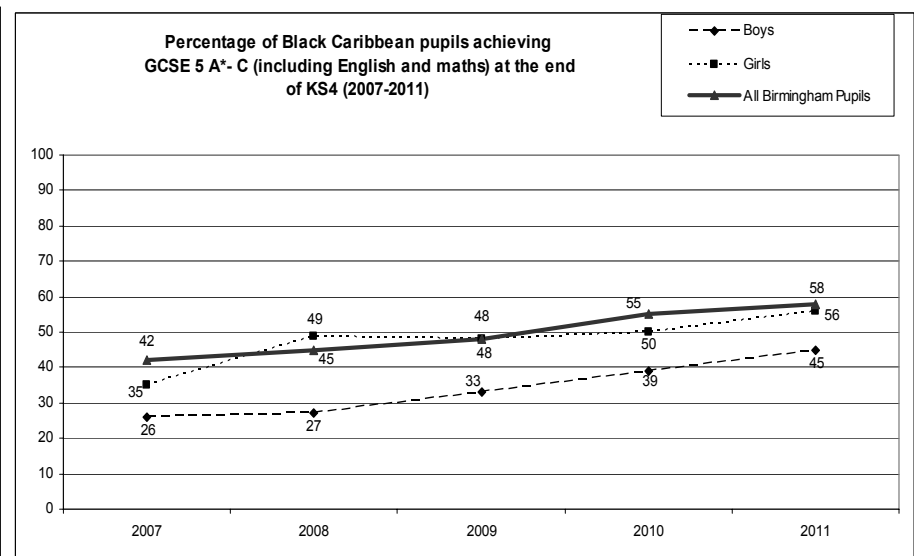
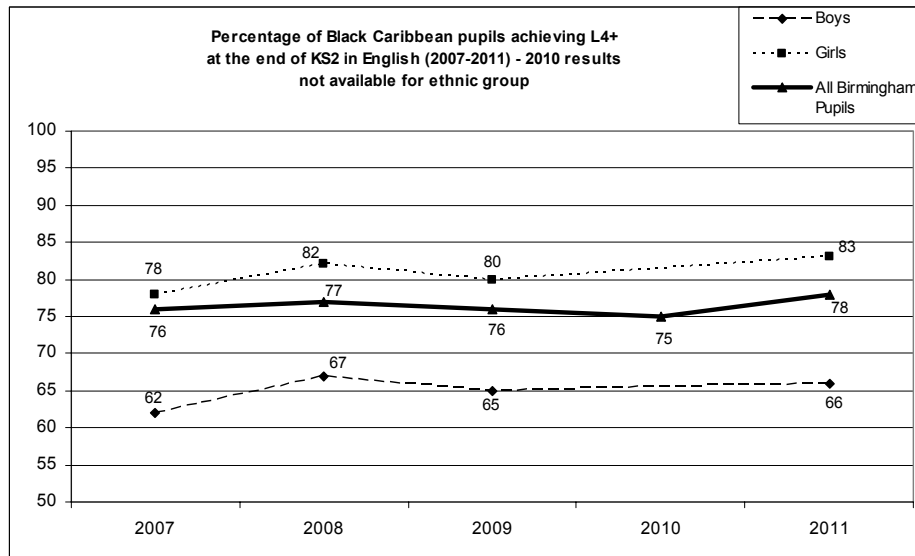
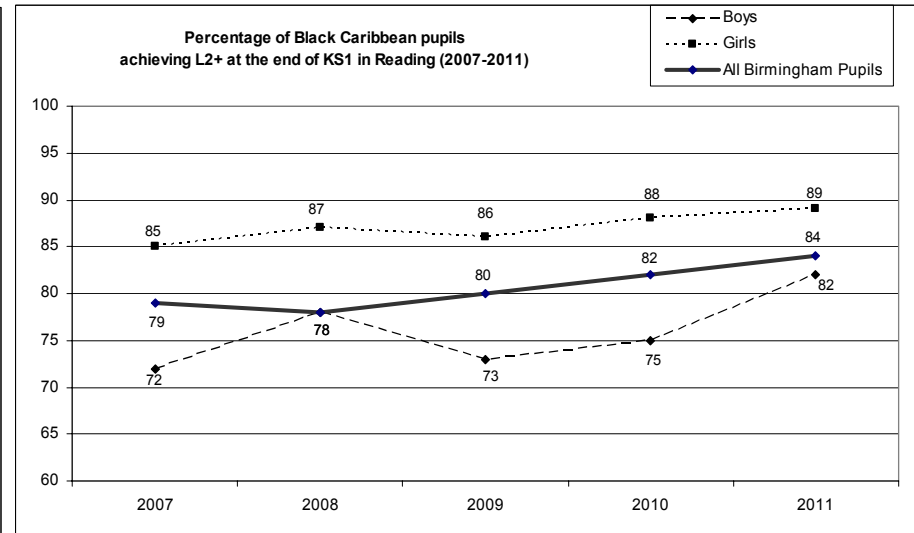
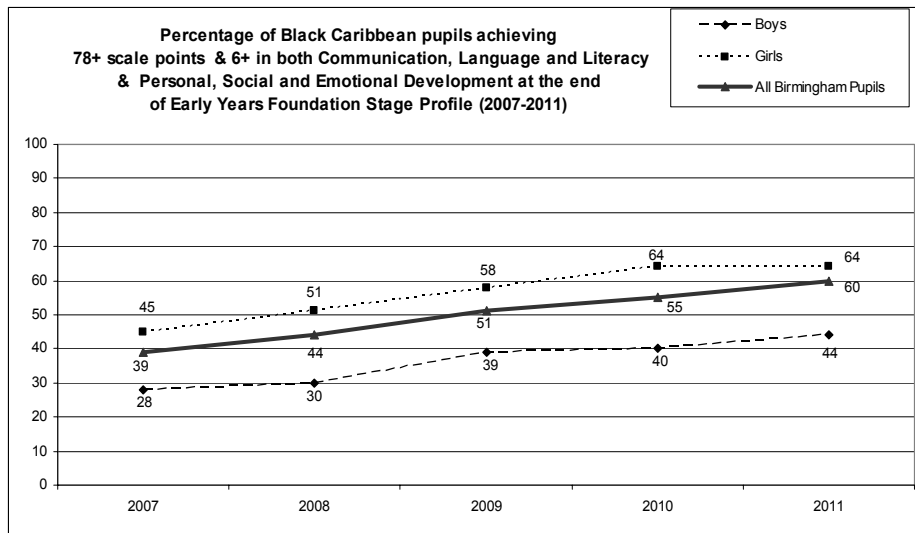
\*2010 Key Stage 2 results not available for ethnic groups due to industrial action

**Fig 8. Performance of Bangladeshi heritage pupils in relation to Local Authority averages**



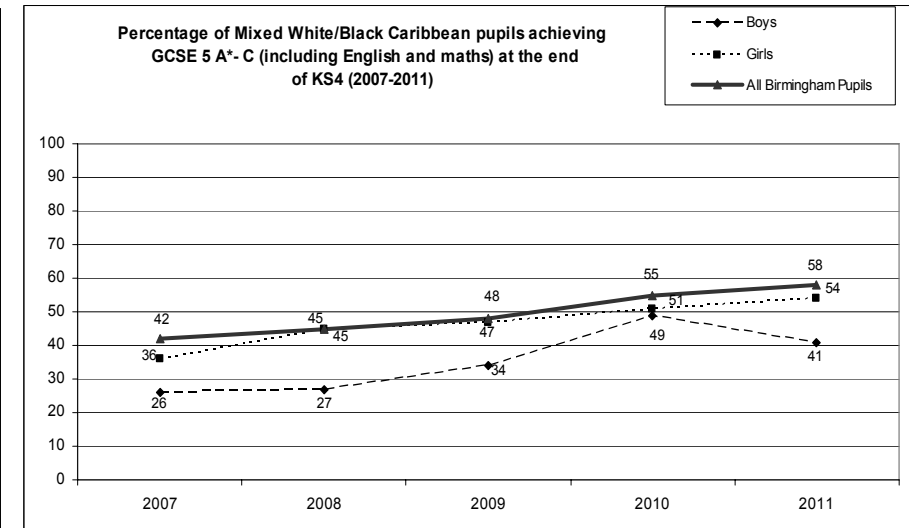
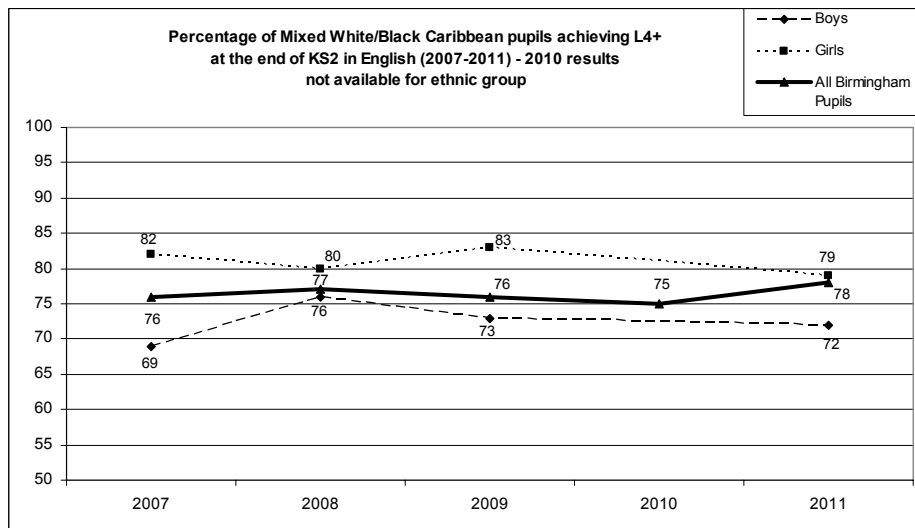
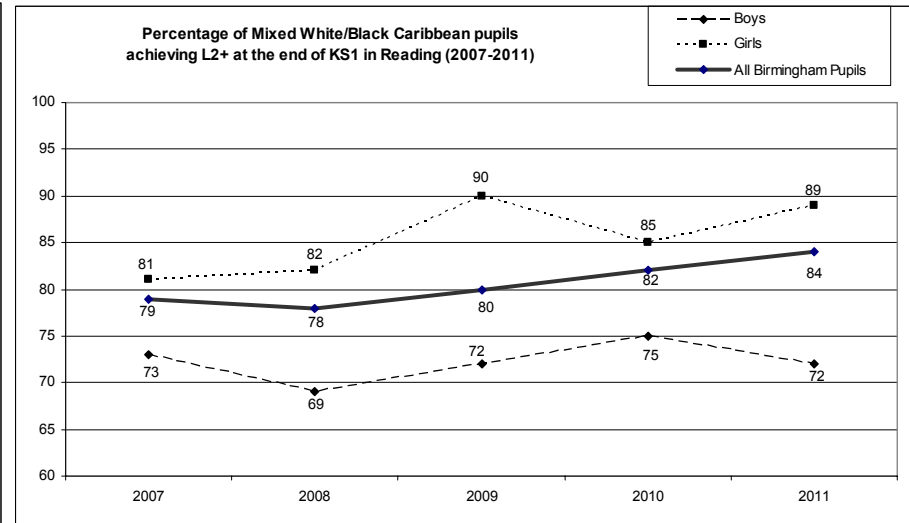
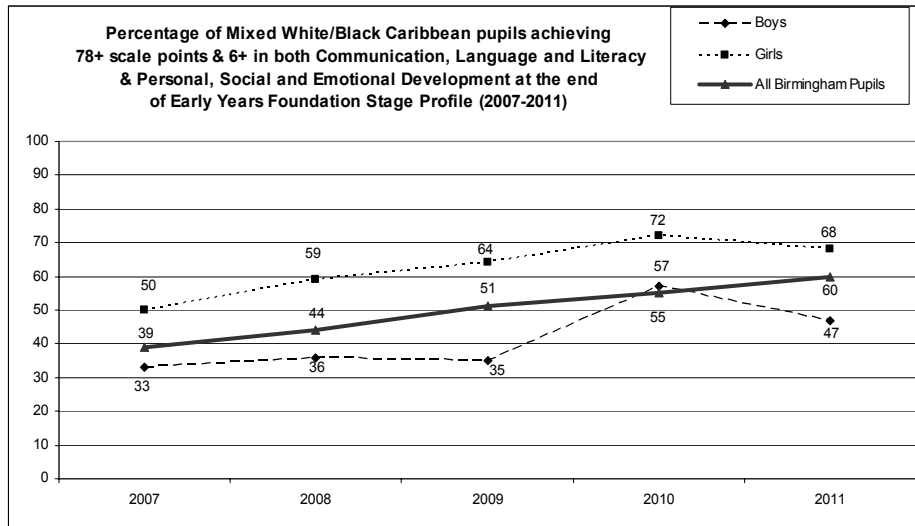
\*2010 Key Stage 2 results not available for ethnic groups due to industrial action

**Fig. 9 Performance of Black Caribbean heritage pupils in relation to Local Authority averages**



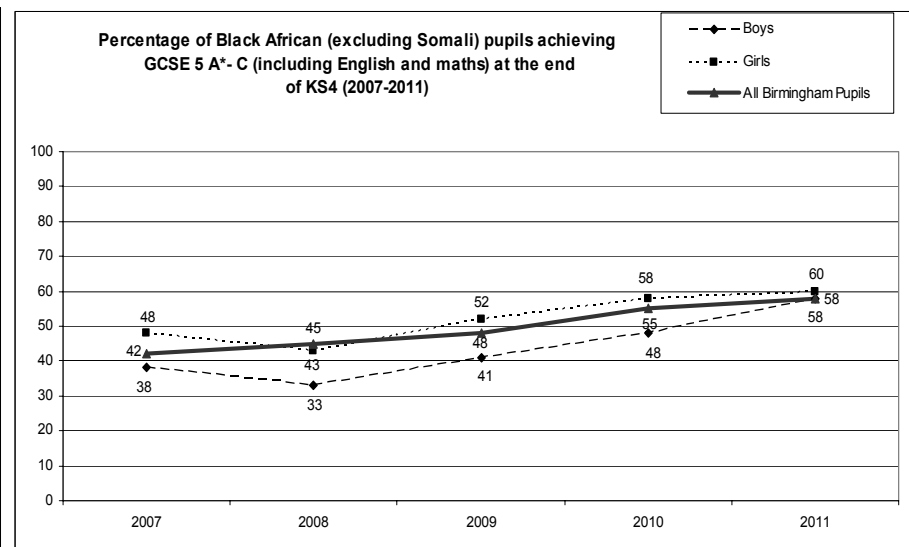
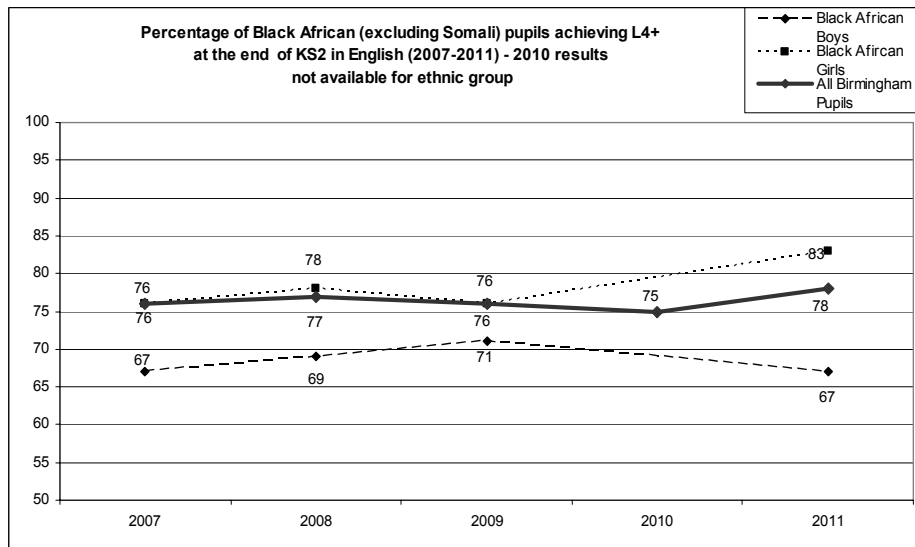
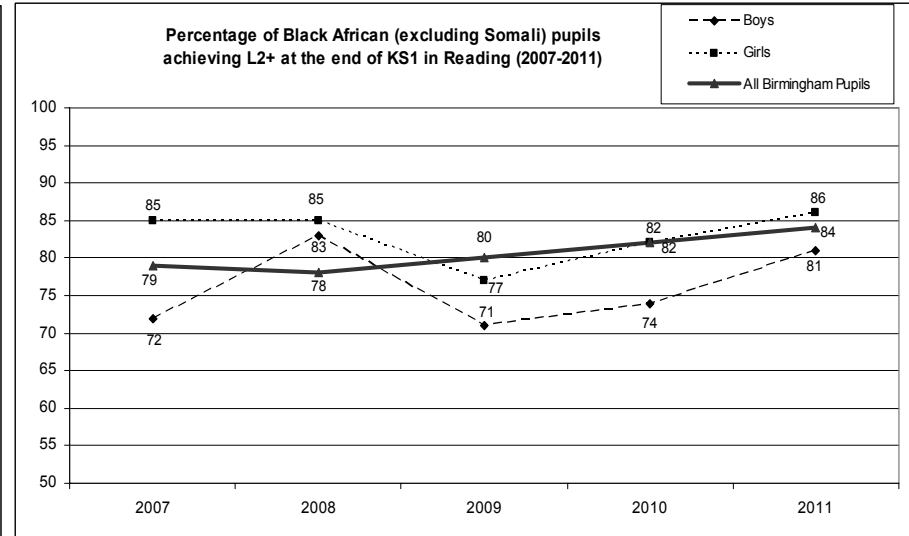
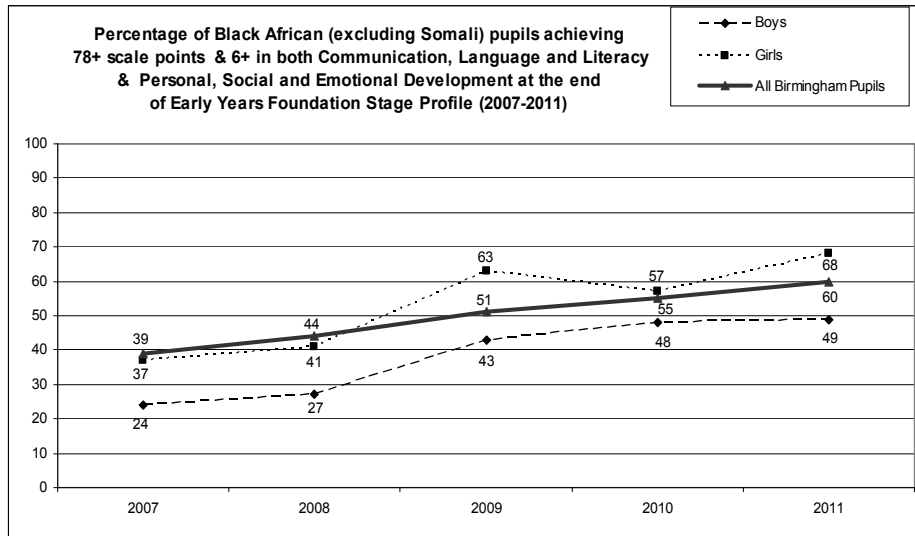
\*2010 Key Stage 2 results not available for ethnic groups due to industrial action

**Fig.10 Performance of Mixed White/Black Caribbean background pupils in relation to Local Authority averages**



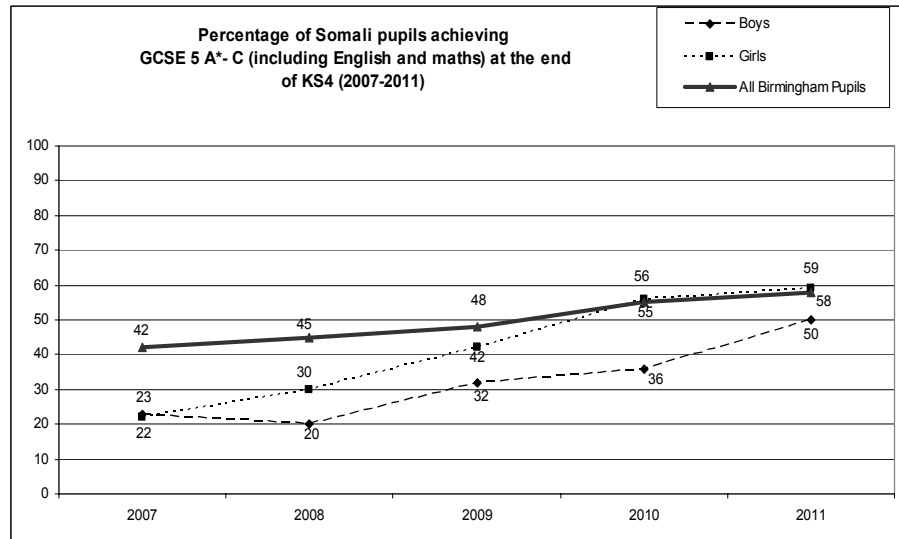
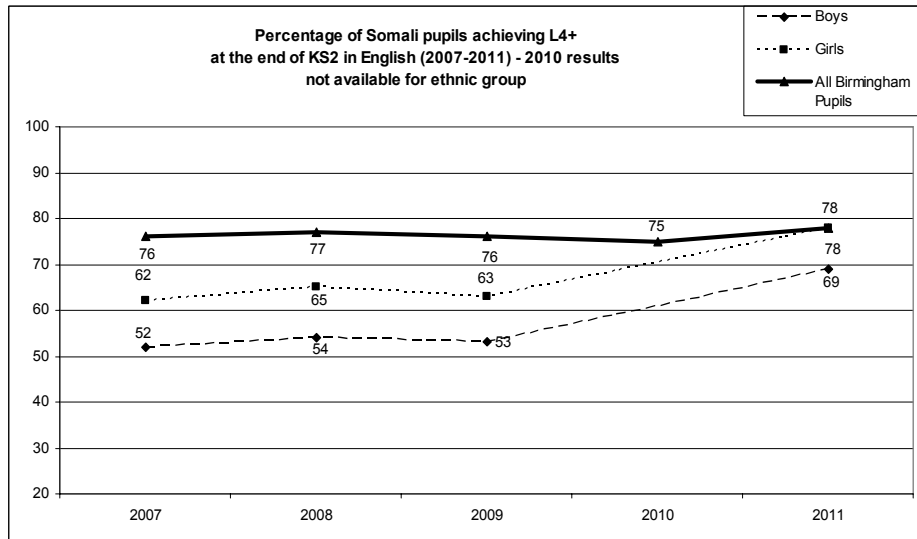
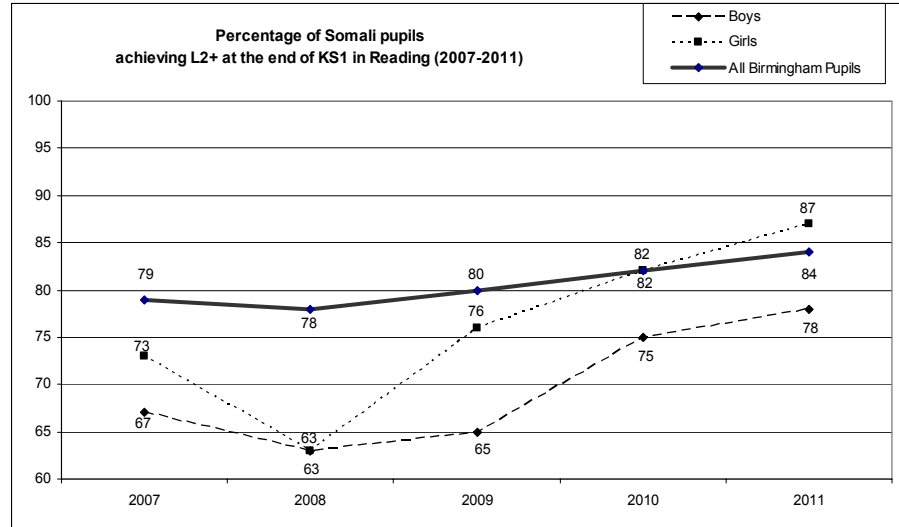
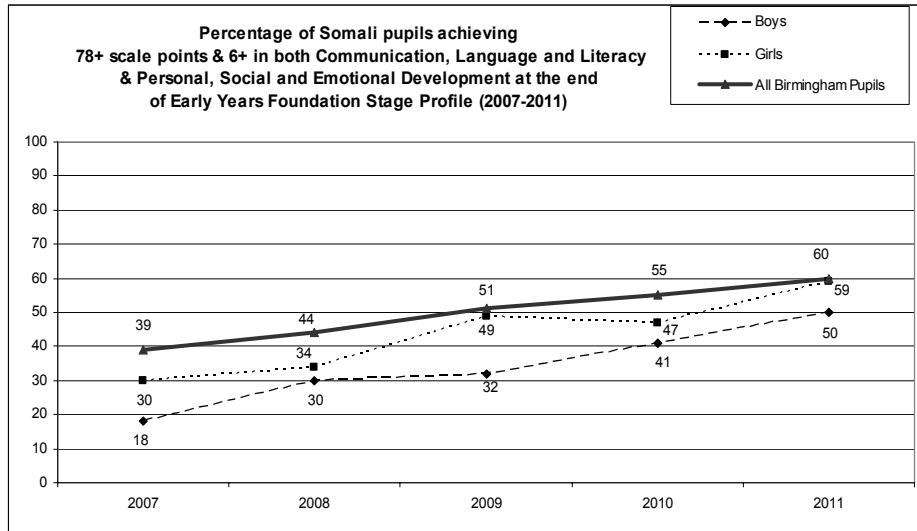
\*2010 Key Stage 2 results not available for ethnic groups due to industrial action

**Fig.11 Performance of Black African heritage pupils in relation to Local Authority averages**



\*2010 Key Stage 2 results not available for ethnic groups due to industrial action

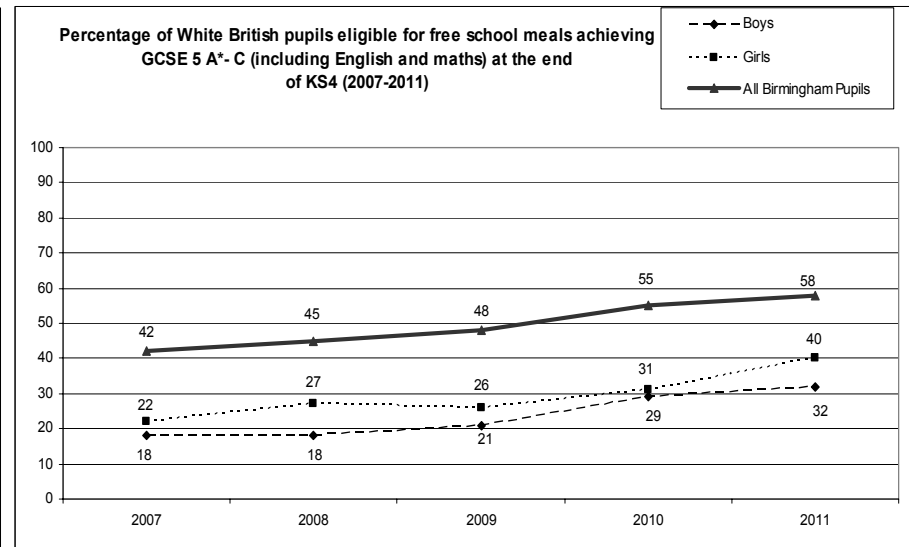
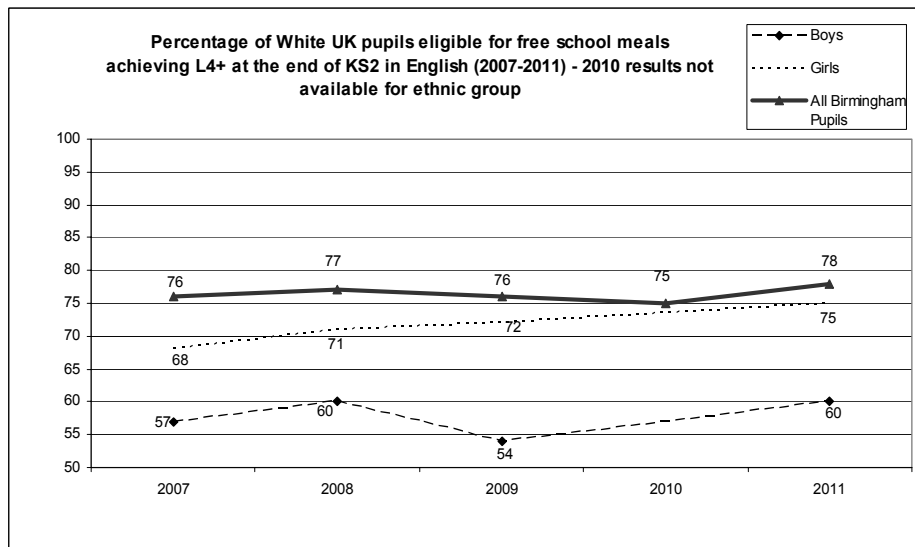
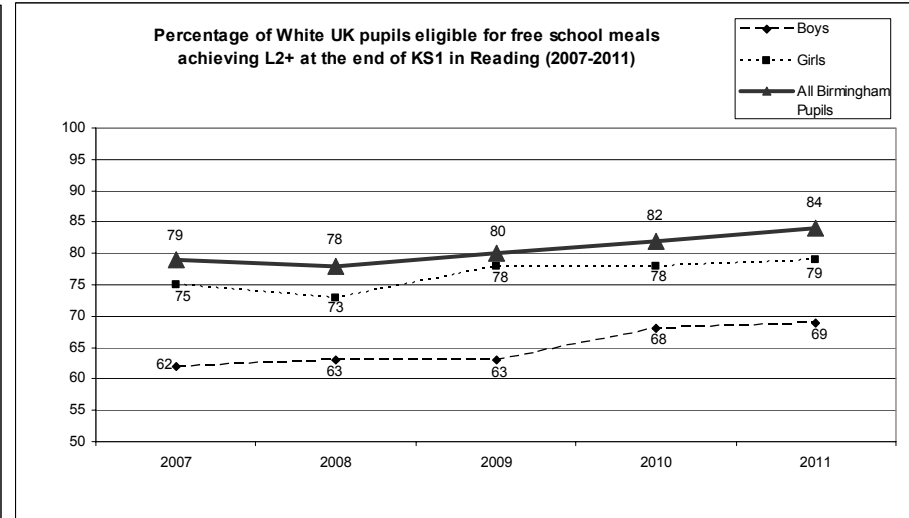
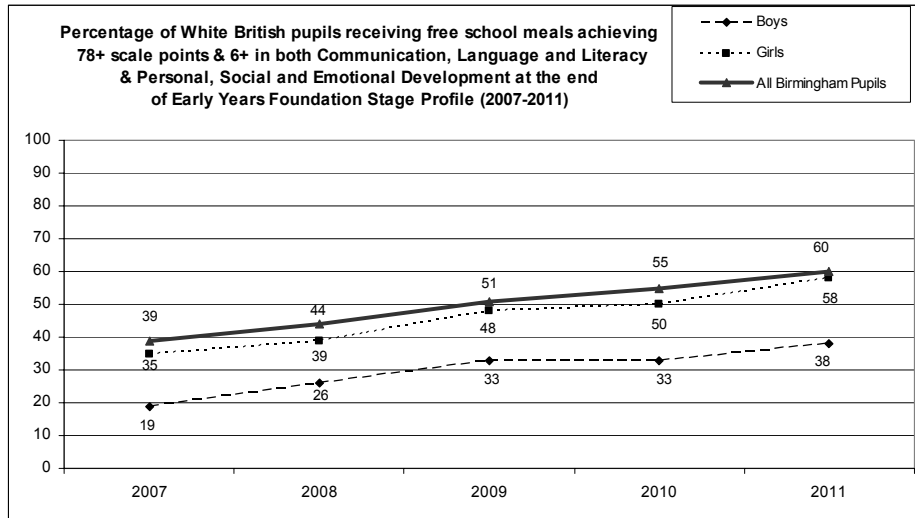
**Fig.12 Performance of Somali heritage pupils in relation to Local Authority averages**



\*2010 Key Stage 2 results not available for ethnic groups due to industrial action

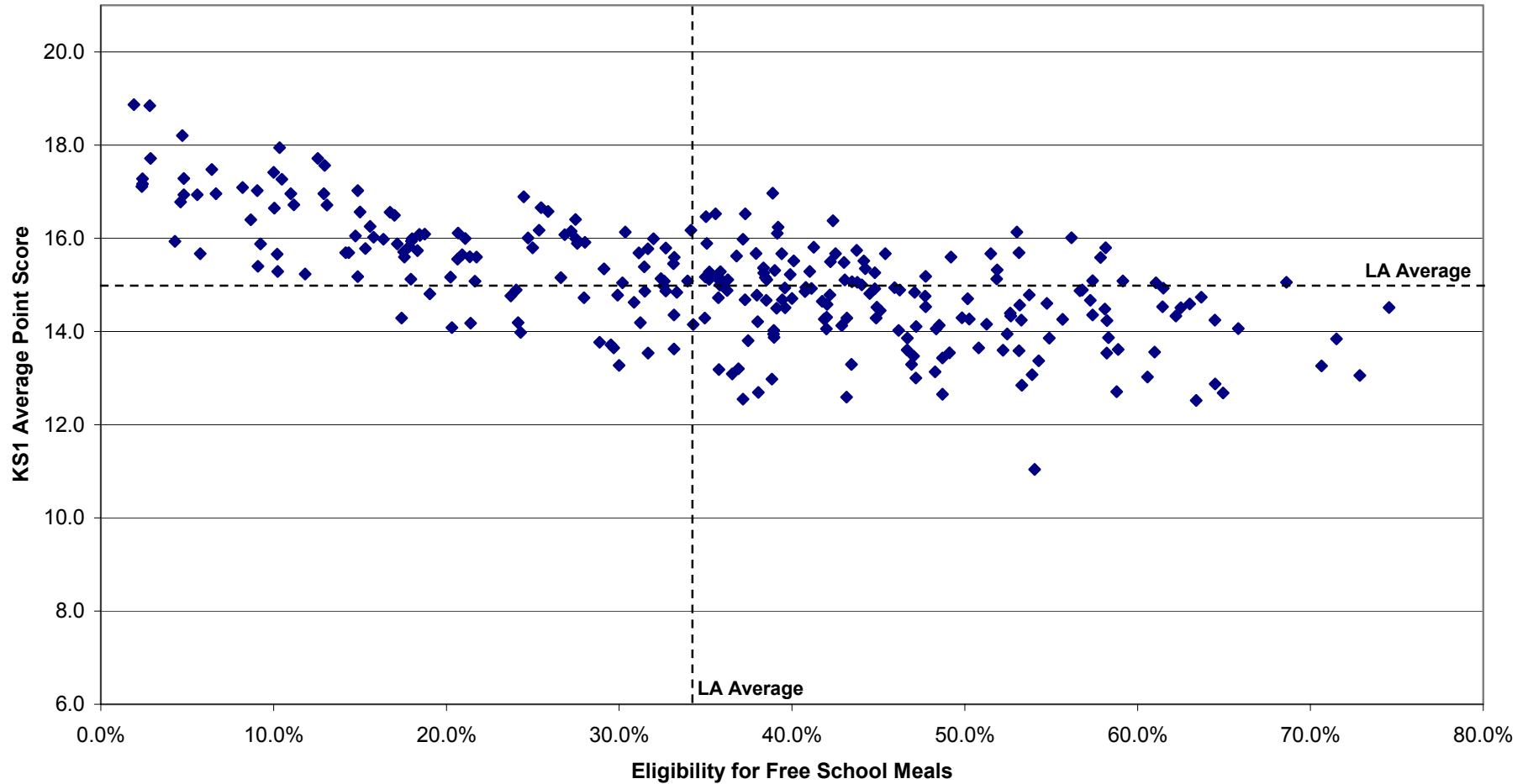


**Fig.13 Performance of White disadvantaged pupils (as defined by eligibility for free school meals) in relation to Local Authority averages**

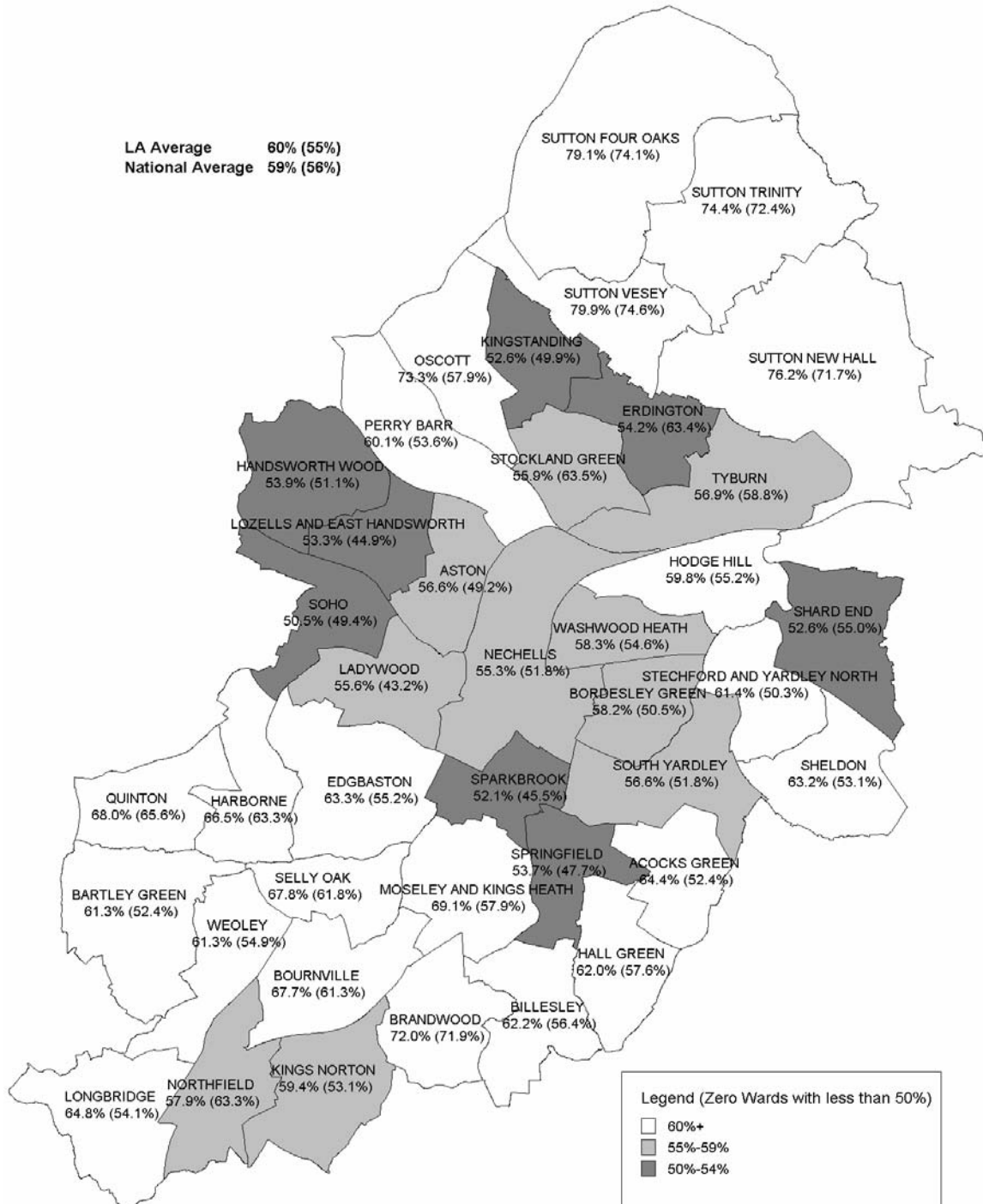


\*2010 Key Stage 2 results not available for ethnic groups due to industrial action

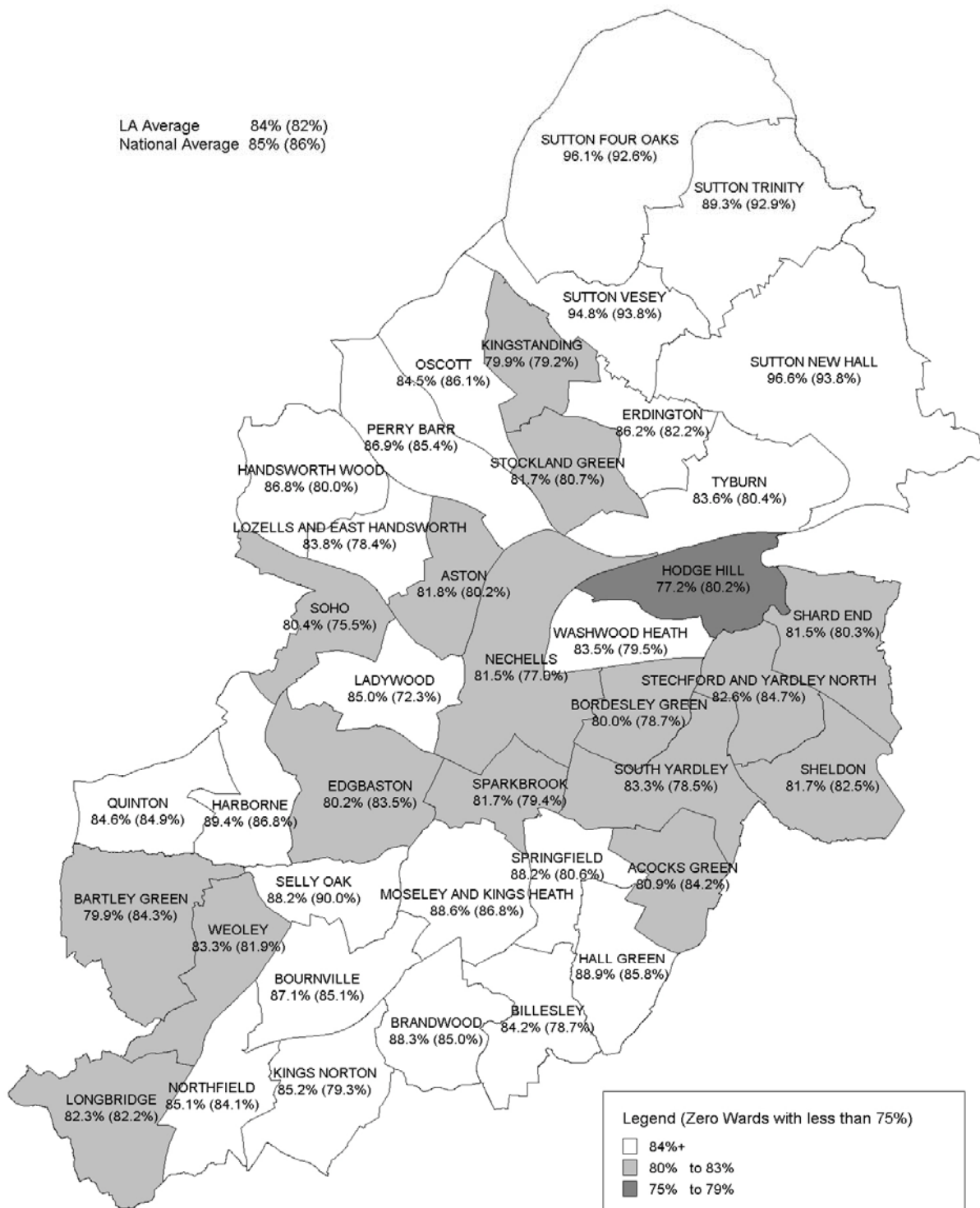
**Fig. 14** The relationship between Key Stage 1 outcomes (average point score across reading, writing and mathematics) and the percentages of free school meals eligibility in schools.



**Fig 15. Percentage of children achieving a good level of development across the Early Years Foundation Stage Profile based on children resident in each Ward. A good level of development refers to children who achieve a score of 6 or more across the seven Personal, Social and Emotional Development (PSE) and Communication, Language and Literacy (CLL) scales and 78 points or more in total. 2011 results with 2010 results in brackets. (Note this is the target that all Local Authorities will be required to set from 2011 as part of the Children's Act 2006)**



**Fig 16. Percentage of pupils achieving Level 2 or above in KS1 Reading (based on pupils attending maintained Birmingham schools and resident within the ward) 2011 results with 2010 results shown in brackets**



**Fig 17. Percentage of pupils achieving Level 4 or above in KS2 English/Maths Combined Test (based on pupils attending maintained Birmingham schools and resident within the ward) 2011 results with 2009 results shown in brackets**

*Please note that 2010 data has been disregarded due to incomplete data because of industrial action.*

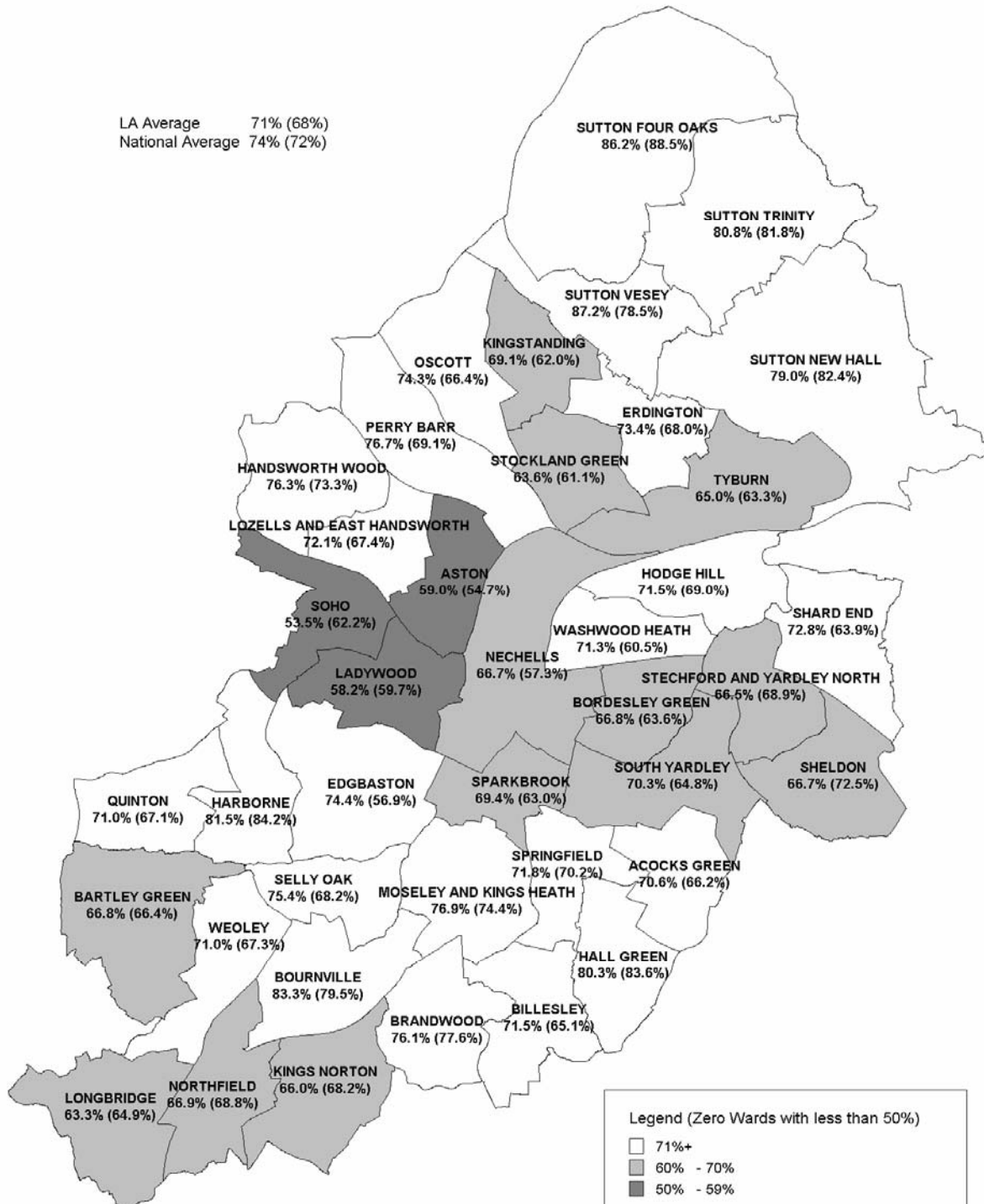


Fig 18. Percentage of pupils achieving 5 or more A\*-C (based on pupils attending maintained Birmingham schools and resident within the ward) 2011 results with 2010 results shown in brackets

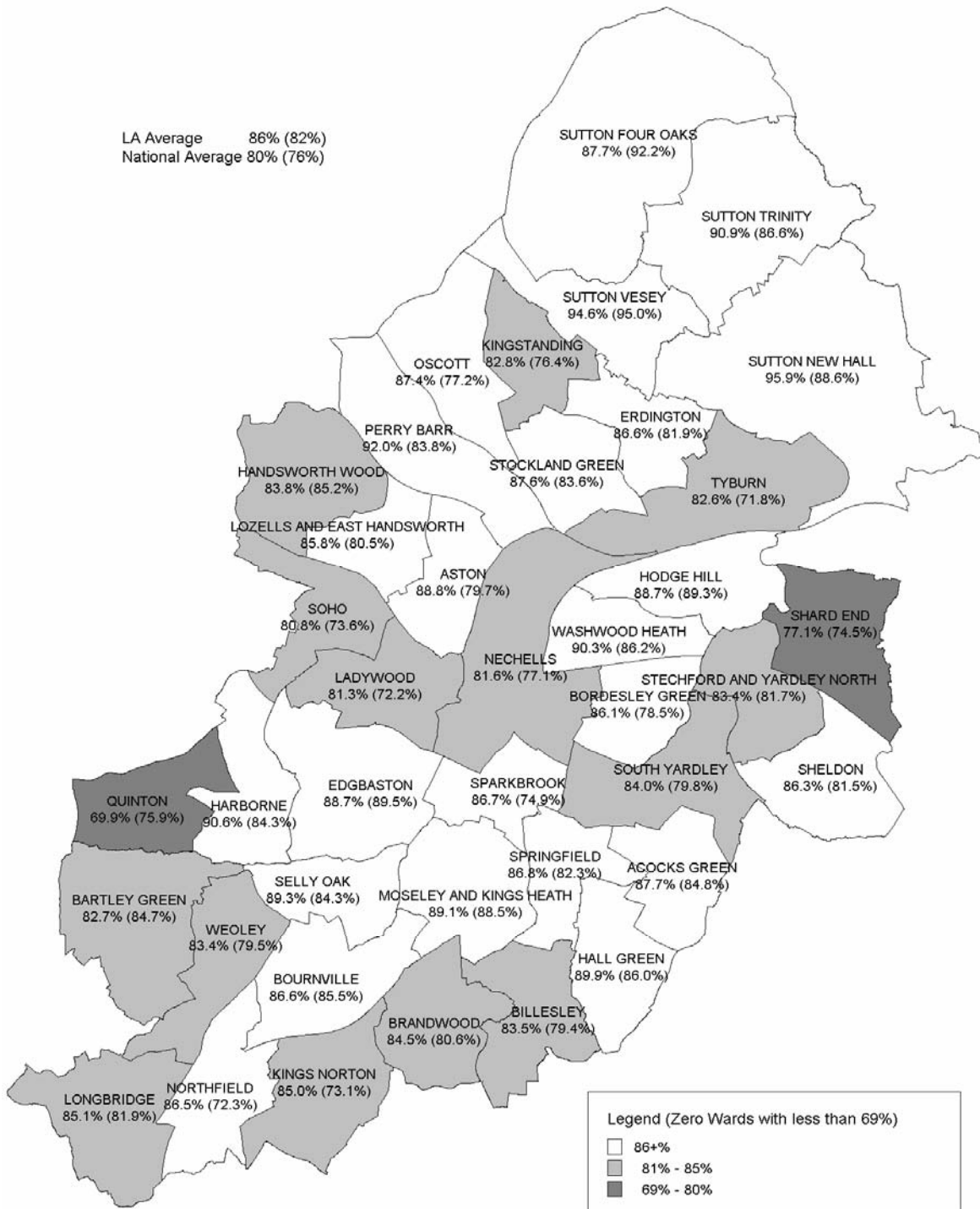
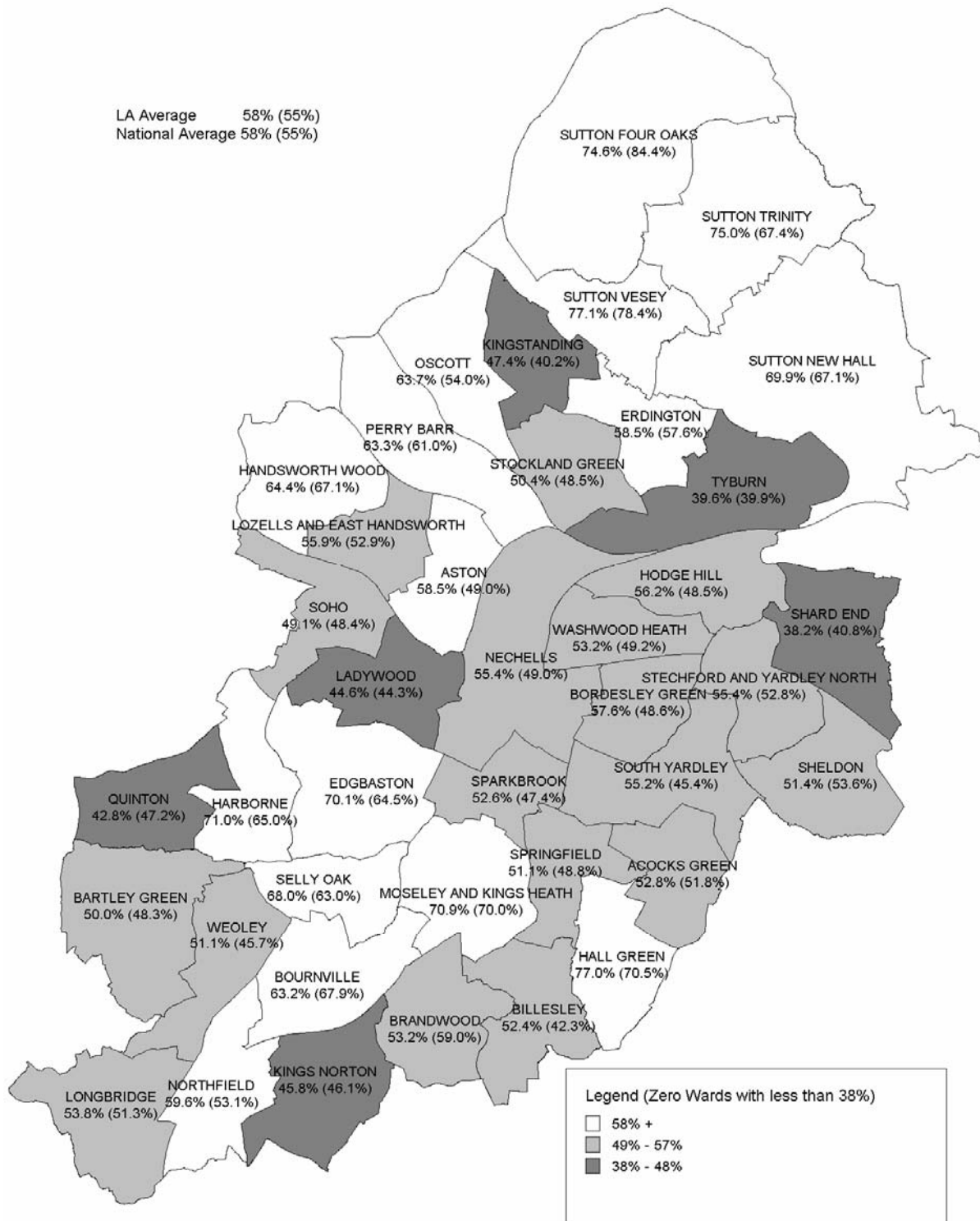


Fig 19. Percentage of pupils achieving 5 or more A\*-C inc English and Maths (based on pupils attending maintained Birmingham schools and resident within the ward) 2011 results with 2010 results shown in brackets



**Table 10. Looked After Children Results (Provisional)**

PHASE	Results			Targets	
	2009	2010	2011* Provisional	2010	2011
<b>KS1 (L2+)</b>					
Reading	55%	64%	64%		
Writing	47%	61%	54%		
Mathematics	68%	73%	66%		
<b>KS2 (L4+)</b>					
English	48%	54%	56%	55%	53%
Mathematics	53%	53%	53%	66%	62%
Science	69%	65%	57%		
English and Mathematics	43%	44%	46%		
<b>KS3 (L5+)</b>					
(Teacher Assessment)					
English	30%	33%	39%		
Mathematics	30%	39%	36%		
Science	31%	44%	42%		
<b>KS4</b>					
1+ qualification	81%	81%	87%		
5+ A*-C	21%	29%	34%		
5+ A*-C inc English and Mathematics.	10%	10%	15%	16%	17%



<b>Table 11a. KS1 results for pupils with Special Educational Needs</b>															
SEN Category	Reading L2+					Writing L2+					Mathematics L2+				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
School Action	52%	54%	56%	61%	64%	43%	45%	47%	51%	54%	70%	71%	70%	73%	77%
School Action +	23%	27%	26%	33%	31%	18%	22%	20%	24%	25%	39%	40%	41%	46%	45%
Statemented	18%	20%	19%	18%	21%	13%	15%	14%	12%	13%	23%	22%	21%	19%	21%
All SEN	40%	42%	42%	47%	50%	32%	34%	34%	38%	41%	56%	56%	55%	59%	62%
All Birmingham pupils	79%	78%	80%	82%	84%	74%	74%	76%	77%	80%	85%	85%	85%	86%	88%

<b>Table 11b. KS2 results for pupils with Special Educational Needs</b>																				
SEN Category	English Below L3					English L4+					Mathematics Below L3					Mathematics L4+				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
School Action	10%	8%	8%	~	10%	42%	48%	40%	~	43%	16%	10%	13%	~	8%	43%	50%	45%	~	53%
School Action +	36%	34%	31%	~	35%	25%	24%	24%	~	28%	35%	30%	29%	~	29%	30%	30%	35%	~	32%
Statemented	65%	61%	63%	~	67%	18%	16%	15%	~	18%	62%	57%	63%	~	61%	19%	19%	17%	~	20%
All SEN	27%	24%	25%	~	27%	33%	36%	31%	~	36%	29%	24%	26%	~	23%	35%	39%	37%	~	41%
All Birmingham pupils	7%	6%	6%	~	7%	76%	77%	76%	75%	78%	8%	6%	6%	~	6%	73%	75%	75%	75%	78%

\*2010 results not available for SEN pupils due to industrial action

**Table 11c. KS4 results for pupils with Special Educational Needs**

SEN Category	GCSE 5+ A*-C					GCSE 5+ A*-G					One or more passes				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
School Action	30%	41%	51%	68%	80%	87%	92%	92%	96%	97%	98%	99%	99%	99%	99.6%
School Action +	17%	24%	38%	54%	65%	70%	74%	82%	84%	89%	93%	94%	96%	98%	98%
Statemented	10%	11%	15%	25%	27%	39%	42%	45%	51%	49%	86%	83%	89%	84%	89%
All SEN	22%	30%	40%	56%	66%	71%	76%	80%	84%	86%	94%	95%	96%	96%	97%
All Birmingham pupils	62%	66%	72%	82%	86%	91%	92%	93%	95%	95%	98%	98%	99%	99%	99.2%

## Section 3

### Examination results (Key Stage 4 and post-16)

(Tables and Figures are in the Appendix that follows this section of the report)

#### 1. GCSE and equivalent results (Tables 1d, 4, 12-14)

- 1.1. Results have improved again this year with 86.4% of pupils obtaining 5 or more A\*-C grades compared with 81.9% last year. Over the past five years the city's results have improved by 24.6 percentage points from 61.8% in 2007 in Birmingham compared with 20 percentage points nationally (see Table 1d in section 1 of this report). Birmingham's performance has remained joint highest of the core city and statistical neighbour authorities over the last three years and is above the England average of 80% (see Table 4 in section 1 of this report).
- 1.2. In addition to the improvements in overall results, there have been improvements in the core GCSE subjects with 65% of students achieving A\*-C in English (compared with 63% last year), 64% in mathematics (compared with 57% last year) and 76% achieving at least 2 passes in science (compared with 75% last year)(see Table 13).
- 1.3. There has also been an improvement in the percentage of pupils achieving 5+ A\*-C including English and mathematics, from 41.8% in 2007 to 58.2% in 2011. This is an increase of 16.4 percent since 2007 for Birmingham students compared with 12 percentage points nationally (see Table 1d). Birmingham's 5+ A\*-C including English and mathematics result is also one of the highest for the core city and statistical neighbour authorities (see Table 4 in section 1 of this report), and the city's results equal the national results (see Table 1d). In 2011, there were 4 schools below the new national floor standard of 35% 5+ A\*-C including English and mathematics and achieving less than expected progress in English and in mathematics (see Fig 4b).
- 1.4. 95.6% of students achieved at least a Level 1 qualification in 'functional' literacy and numeracy (GCSE or equivalent A\*-G in both English and mathematics). 99.2% of students achieved at least one qualification compared with 99.2% nationally (see Table 1d).
- 1.5. The English Baccalaureate is a measure that was introduced in 2010. The 2010 results should therefore be considered a baseline performance measure. The results for 2013 onwards will be the first year where schools could ensure the range of English Baccalaureate qualifications were available for selection. This could result in an improvement to this measure. In 2011 14.1% of students in Birmingham achieved the English Baccalaureate compared with 15.4% nationally. Although Birmingham is below the national figure, the improvement made on 2010 results is greater for Birmingham (0.5% from 13.6%) than national (0.3% from 15.1%) (see Table 1d).

- 1.6. As in previous years, a higher proportion of girls compared to boys achieved 5 or more A\*-C grades (89% compared with 83%) and 5A\*- C including English and mathematics (61% compared with 55%) (see Table 12).
- 1.7. In the English Baccalaureate and Components measures girls outperformed boys. Girls achieved a higher performance in the Baccalaureate (17% compared with 12%). Girls achieved a higher proportion of A\*- C grades in English (72% compared with 59%), in mathematics (65% compared with 64%), in at least 2 sciences (77% compared with 75%), in a humanity (67% compared with 62%) and in a language (76% compared with 63%) (see Table 13).
- 1.8. Results for each school and trends over the past three years in GCSE and equivalent are no longer being included in the report as they are available in the School and College Performance Tables published by the DfE. The Performance Tables can be accessed here:- <http://www.education.gov.uk/performance-tables>

## **2. A/AS-Level and Equivalent Results (Tables 15-16)**

- 2.1 Table 15 shows the 2011 A/A/S-level and equivalent results for Birmingham schools with sixth forms. Comparisons are made with previous years' results and with national results.
- 2.2 Birmingham's results in terms of the percentage of candidates in sixth forms achieving two or more passes at grades A – E have remained constant at 95% for 2009 and 2010. In 2011 this increased 2 percentage points to 97%, the national figure for schools and colleges remained at 92%. The percentage of students in sixth forms attaining three or more A\*-A grades has also remained constant at 14% until a 2 percentage point improvement in 2011 to 16% compared with a static national outcome of 10% for schools and colleges. The average point score per student for A/AS-Level and equivalent qualifications increased substantially to 826 points compared to 798 in 2010, (where an A\* grade (new for 2010) = 300 points, A grade =270 points, B= 240 points, C= 210 points, D= 180 points, E= 150 points and AS grades are worth half the A level points). The provisional national average point score in 2011 based on all post-16 providers (schools and colleges) increased slightly to 728 from 727 points (see Table 15).
- 2.3 From Table 5 in section 1 of this report, it can be seen that for students achieving 3 or more A\* or A grades, Birmingham remains one of the highest performing local authorities in comparison with the core cities and our statistical neighbours.<sup>5</sup> For the percentage of students achieving 2 or more A level passes, Birmingham has seen a slight decline since 2010 similar to the Core Cities and Statistical neighbours and the national figure. The percentage for Birmingham remains above the average for the core cities and our statistical neighbours, and slightly below the national average.

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<sup>5</sup> Please note that the figures for Birmingham in Table 5 may differ from those in other tables in this report as Table 5 is produced by the DfE with figures based on results for all post-16 students in schools and colleges in the city. Birmingham figures in other tables in this report are based only on results for students in sixth forms in the city.

- 2.4 From Table 5, it can also be seen that the average point score per candidate for Birmingham has decreased over the past three years. However this is probably due to a change by schools and colleges in their practice for entering students for fewer qualifications. If the number of entries per candidate decreases, then the total points available will also decrease and the likelihood is that the average points per candidate will in turn decrease. Despite this, on this measure, Birmingham is above the average in comparison with the core cities and our statistical neighbours and remains one of the highest of these 17 local authorities. Although the average point score by candidate is decreasing, the average point score per entry is increasing over three years by 3.7 points to 210.6 in 2011, showing that candidates are obtaining higher results. Birmingham is above the average for core cities and statistical neighbours for the average point score per entry.
- 2.5 Table 15 gives a gender breakdown of A level entries and results. More girls than boys sat A levels and equivalent in Birmingham schools (55% of the 3437 candidates were girls and 45% boys). There was a higher percentage of girls achieving 3 or more grades A\*-A in 2010 of 16% compared with 12% but both genders achieved 16% in 2011. There was a higher percentage of girls achieving 2 or more A\*-E grades (98% compared with 96%). Girls had a higher overall point score compared to boys (841 compared to 807).
- 2.6 Table 16 shows that there are some differences in subject choice, with proportionally more boys taking Mathematics, Physics, Economics, Design and Technology (Product Design) and Sports/PE Studies while girls were more likely than boys to take Biology, English Literature, Psychology, Sociology, Religious Studies and Art & Design. General Studies, Mathematics, Biology, Chemistry, Psychology, English Literature and History were the most popular subjects in terms of the number of entries.
- 2.7. 2011 A/AS-Level and Equivalent results for pupils in each school are no longer being included in the report as they are available in the School and College Performance Tables published by the DfE. The Performance Tables can be accessed here:- <http://www.education.gov.uk/performance-tables>

**Table 12. End of Key Stage 4 GCSE and equivalent results trends by gender compared to national 2007 – 2011**

		5 or more grades A*-C % of roll					5 or more grades A*-G % of roll					5 or more grades A*-C (inc English and Maths.) ** % of roll					5 or more grades A*-G (inc English and Maths.) ** % of roll					English Baccalaureate***					Any Qualification % of roll				
		07	08	09	10	11	07	08	09	10	11	07	08	09	10	11	07	08	09	10	11	07	08	09	10	11	07	08	09	10	11
<b>Birmingham</b>	<b>Boys</b>	57%	61%	69%	78%	83%	89%	89%	92%	93%	94%	38%	40%	44%	50%	55%	86%	87%	89%	91%	92%	12%	11%	11%	10%	12%	98%	98%	98%	99%	99%
	<b>Girls</b>	67%	72%	76%	86%	89%	94%	95%	95%	96%	97%	46%	51%	52%	60%	61%	91%	93%	93%	95%	96%	17%	16%	17%	17%	17%	98%	99%	99%	99%	100%
	<b>Total</b>	<b>62%</b>	<b>66%</b>	<b>72%</b>	<b>82%</b>	<b>86%</b>	<b>92%</b>	<b>92%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>42%</b>	<b>45%</b>	<b>48%</b>	<b>55%</b>	<b>58%</b>	<b>89%</b>	<b>90%</b>	<b>91%</b>	<b>93%</b>	<b>94%</b>	<b>14%</b>	<b>13%</b>	<b>14%</b>	<b>14%</b>	<b>14%</b>	<b>98%</b>	<b>98%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>
<b>National (Maintained schools)</b>	<b>Boys</b>	56%	61%	66%	73%	77%	90%	91%	92%	94%	94%	42%	43%	46%	52%	55%	88%	89%	90%	92%	93%	13%	12%	13%	13%	13%	97%	98%	98%	99%	99%
	<b>Girls</b>	65%	70%	75%	80%	84%	93%	94%	95%	96%	96%	50%	52%	54%	59%	62%	92%	93%	94%	95%	95%	17%	17%	18%	18%	18%	98%	99%	99%	99%	99%
	<b>Total</b>	<b>60%</b>	<b>65%</b>	<b>70%</b>	<b>76%</b>	<b>81%</b>	<b>92%</b>	<b>92%</b>	<b>94%</b>	<b>95%</b>	<b>95%</b>	<b>46%</b>	<b>48%</b>	<b>50%</b>	<b>55%</b>	<b>58%</b>	<b>90%</b>	<b>91%</b>	<b>92%</b>	<b>94%</b>	<b>94%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>98%</b>	<b>98%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>

1. Percentage figures are of number of End of Key Stage 4 pupil on roll.
2. \*\* Includes pupils achieving grades in GCSE English, Mathematics and 3 other GCSE or GCSE equivalent subjects.
3. \*\*\*English Baccalaureate measure 2006-2009 extracted from provisional EPAS (National Consortium for Examination Results software) methodology and employed for illustration purposes of what this new measure will probably look like when the figures are released from the DFE.

**Table 13. End of Key Stage 4 English Baccalaureate Components trends by gender 2007– 2011**

		Entries (% of roll)					Achieved				
		2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
<b>English Baccalaureate (achievement as a % of roll)</b>	<b>Boys</b>	20%	17%	18%	17%	17%	12%	11%	11%	10%	12%
	<b>Girls</b>	24%	23%	23%	23%	22%	17%	16%	17%	17%	17%
	<b>Total</b>	<b>22%</b>	<b>20%</b>	<b>21%</b>	<b>20%</b>	<b>19%</b>	<b>14%</b>	<b>13%</b>	<b>14%</b>	<b>14%</b>	<b>14%</b>
<b>English A*-C as a % of roll</b>	<b>Boys</b>	92%	91%	91%	90%	90%	45%	46%	50%	55%	59%
	<b>Girls</b>	95%	95%	94%	94%	93%	60%	64%	65%	71%	72%
	<b>Total</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>92%</b>	<b>92%</b>	<b>52%</b>	<b>55%</b>	<b>57%</b>	<b>63%</b>	<b>65%</b>
<b>Mathematics A*-C as a % of roll</b>	<b>Boys</b>	96%	95%	96%	97%	96%	50%	51%	55%	59%	64%
	<b>Girls</b>	97%	97%	98%	98%	98%	52%	56%	56%	63%	65%
	<b>Total</b>	<b>97%</b>	<b>96%</b>	<b>97%</b>	<b>97%</b>	<b>97%</b>	<b>51%</b>	<b>53%</b>	<b>55%</b>	<b>61%</b>	<b>64%</b>
<b>2+ Science A*-C as a % of those entered</b>	<b>Boys</b>	63%	56%	54%	51%	52%	62%	65%	65%	73%	75%
	<b>Girls</b>	67%	61%	60%	57%	56%	60%	67%	67%	76%	77%
	<b>Total</b>	<b>65%</b>	<b>59%</b>	<b>57%</b>	<b>54%</b>	<b>54%</b>	<b>61%</b>	<b>66%</b>	<b>66%</b>	<b>75%</b>	<b>76%</b>
<b>Humanities A*-C as a % of those entered</b>	<b>Boys</b>	49%	45%	45%	44%	43%	61%	59%	60%	58%	62%
	<b>Girls</b>	50%	46%	46%	48%	46%	68%	72%	68%	70%	67%
	<b>Total</b>	<b>49%</b>	<b>45%</b>	<b>46%</b>	<b>46%</b>	<b>45%</b>	<b>64%</b>	<b>65%</b>	<b>64%</b>	<b>64%</b>	<b>65%</b>
<b>Languages A*-C as a % of those entered</b>	<b>Boys</b>	34%	33%	31%	33%	31%	57%	57%	59%	57%	63%
	<b>Girls</b>	45%	43%	43%	45%	41%	68%	70%	71%	70%	76%
	<b>Total</b>	<b>39%</b>	<b>37%</b>	<b>37%</b>	<b>39%</b>	<b>36%</b>	<b>63%</b>	<b>64%</b>	<b>66%</b>	<b>65%</b>	<b>70%</b>

**Note:-** The denominator for each measure is the method as the DFE uses for displaying this information within the Performance Tables. All measures are based on GCSEs only.

**Table 14. Gender Differences in GCSE Entries & Results for 2011**

Entries are shown as a percentage of year 11 roll and A\*-C & A\*-G as a percentage of entries

Subject Title	Boys					Girls					Total				
	Entries	% of Age Group	% A*-C Grades	% A*-G Grades	Entry % vs 2010	Entries	% of Age Group	% A*-C Grades	% A*-G Grades	Entry % vs 2010	Entries	% of Age Group	% A*-C Grades	% A*-G Grades	Entry % vs 2010
Additional Maths	180	3%	34%	71%	1%	135	2%	41%	79%	1%	315	3%	37%	74%	1%
Applied Art & Des		0%				19	0%	68%	100%		19	0%	68%	100%	
Arabic	86	1%	58%	86%	0%	86	1%	64%	93%	0%	172	1%	61%	90%	0%
Art & Des(3D Stds)	55	1%	42%	96%	0%	41	1%	71%	95%	0%	96	1%	54%	96%	0%
Art & Des(Graphics)	37	1%	46%	100%	0%	38	1%	63%	100%	0%	75	1%	55%	100%	0%
Art & Des(Photo.)	34	1%	85%	100%	0%	61	1%	84%	100%	0%	95	1%	84%	100%	0%
Art & Des(Textiles)	14	0%	29%	79%	0%	123	2%	82%	100%	0%	137	1%	77%	98%	0%
Art & Design	506	8%	66%	100%	0%	719	12%	78%	100%	-3%	1225	10%	73%	100%	-2%
Art&Des : Fine Art	372	6%	63%	99%	0%	670	11%	80%	100%	0%	1042	9%	74%	99%	0%
Bengali	18	0%	56%	100%	0%	29	0%	72%	100%	0%	47	0%	66%	100%	0%
Biology	1361	22%	94%	100%	6%	1239	20%	97%	100%	4%	2600	21%	96%	100%	5%
Bus. Studs:Single	616	10%	63%	98%	-3%	446	7%	72%	98%	-1%	1062	9%	67%	98%	-2%
Bus.Stds&Economics	57	1%	74%	100%			0%				57	0%	74%	100%	
Catering Studies	16	0%	44%	100%	-1%	31	1%	35%	97%	-1%	47	0%	38%	98%	-1%
Chemistry	1353	22%	93%	100%	6%	1228	20%	95%	100%	4%	2581	21%	94%	100%	5%
Chinese	4	0%	100%	100%	0%	15	0%	100%	100%	0%	19	0%	100%	100%	0%
Class.Civilisation	12	0%	58%	100%	0%	15	0%	67%	100%	0%	27	0%	63%	100%	0%
D&T Electrnc.Prods	72	1%	43%	90%	0%	1	0%	100%	100%	0%	73	1%	44%	90%	0%
D&T Food Technolgy	242	4%	49%	98%	-1%	705	12%	72%	99%	-2%	947	8%	66%	99%	-1%
D&T Graphic Prods	579	9%	49%	95%	0%	285	5%	67%	99%	1%	864	7%	55%	97%	0%
D&T Product Design	367	6%	52%	98%	0%	207	3%	75%	99%	-1%	574	5%	60%	98%	0%
D&T Resist. Matris	765	13%	51%	98%	-3%	212	3%	65%	98%	0%	977	8%	54%	98%	-1%
D&T Systems & Cont	50	1%	64%	96%	0%	1	0%	100%	100%	0%	51	0%	65%	96%	0%
D&T Textiles Tech.	42	1%	26%	100%	0%	720	12%	68%	97%	1%	762	6%	66%	97%	0%
Dance	5	0%	80%	100%	0%	168	3%	62%	100%	0%	173	1%	62%	100%	0%
Design& Technology	48	1%	25%	81%	-2%	52	1%	44%	90%	-2%	100	1%	35%	86%	-2%
Drama & Theat.Stds	419	7%	59%	99%	0%	706	12%	75%	100%	-1%	1125	9%	69%	99%	-1%
Dutch	9	0%	100%	100%	0%	23	0%	78%	100%	0%	32	0%	84%	100%	0%
Economics	10	0%	90%	100%	0%	6	0%	67%	100%	0%	16	0%	81%	100%	0%
English Language	5298	87%	64%	99%	0%	5474	90%	76%	100%	0%	10772	89%	70%	99%	0%
English Literature	3207	53%	76%	99%	-1%	4065	67%	82%	99%	-1%	7272	60%	79%	99%	-1%
English Studies	255	4%	63%	100%	1%	206	3%	71%	100%	0%	461	4%	67%	100%	0%
Film Studies	11	0%	64%	91%	0%	32	1%	59%	100%	0%	43	0%	60%	98%	0%
French	1075	18%	59%	99%	-1%	1407	23%	71%	99%	-2%	2482	20%	66%	99%	-1%
General Studies	42	1%	55%	100%	-1%	67	1%	67%	100%	-1%	109	1%	62%	100%	-1%
Geography	1557	26%	61%	98%	-1%	1288	21%	67%	99%	-2%	2845	23%	63%	99%	-1%
German	366	6%	70%	98%	-1%	380	6%	84%	100%	-2%	746	6%	77%	99%	-1%
Gujarati	8	0%	100%	100%	0%	6	0%	83%	100%	0%	14	0%	93%	100%	0%
HE: Child Devt	6	0%	0%	100%	0%	335	6%	55%	98%	-1%	341	3%	54%	98%	0%
HE: Food	85	1%	27%	95%	0%	123	2%	37%	99%	0%	208	2%	33%	98%	0%
HE: Textiles		0%			0%	15	0%	73%	100%	0%	15	0%	73%	100%	0%
Health & Soc Care	1	0%	100%	100%		62	1%	76%	97%		63	1%	76%	97%	
History	1569	26%	67%	98%	0%	1904	31%	71%	99%	0%	3473	29%	69%	98%	0%
Humanities: Single	102	2%	45%	98%	-1%	58	1%	43%	100%	0%	160	1%	44%	99%	0%
Inform Comm Tech	397	7%	68%	97%	-3%	686	11%	91%	100%	-2%	1083	9%	82%	99%	-3%
Italian	19	0%	95%	100%	0%	4	0%	100%	100%	0%	23	0%	96%	100%	0%
Latin	22	0%	73%	95%	0%	7	0%	86%	100%	0%	29	0%	76%	97%	0%
Law	27	0%	44%	81%	0%	30	0%	53%	97%	0%	57	0%	49%	89%	0%
Mathematics	5859	96%	66%	99%	0%	5959	98%	66%	99%	0%	11818	97%	66%	99%	0%
Media/Film/TV Stds	470	8%	64%	99%	-2%	551	9%	79%	99%	-2%	1021	8%	72%	99%	-2%
Modern Greek	1	0%	100%	100%	0%	6	0%	100%	100%	0%	7	0%	100%	100%	0%
Music	295	5%	73%	98%	-2%	315	5%	77%	100%	-1%	610	5%	75%	99%	-1%
Office Technology	94	2%	19%	91%	0%	61	1%	48%	97%	0%	155	1%	30%	94%	0%
Performance Stds	126	2%	30%	100%	2%	64	1%	44%	100%	1%	190	2%	35%	100%	1%
Performing Arts	5	0%	100%	100%		2	0%	100%	100%		7	0%	100%	100%	
Persian	5	0%	80%	100%	0%	3	0%	100%	100%	0%	8	0%	88%	100%	0%
Physics	1356	22%	94%	100%	6%	1230	20%	94%	100%	4%	2586	21%	94%	100%	5%
Polish	34	1%	100%	100%	0%	32	1%	100%	100%	0%	66	1%	100%	100%	0%
Portuguese	3	0%	100%	100%	0%	3	0%	100%	100%	0%	6	0%	100%	100%	0%
Psychology	14	0%	79%	100%	0%	45	1%	69%	100%	0%	59	0%	71%	100%	0%
Punjabi	21	0%	48%	100%	0%	23	0%	74%	100%	0%	44	0%	61%	100%	0%
Religious Studies	2267	37%	69%	98%	9%	2720	45%	78%	99%	3%	4987	41%	74%	99%	6%
Russian	1	0%	0%	100%	0%	15	0%	87%	100%	0%	16	0%	81%	100%	0%
Sci: Environmental	4	0%	100%	100%		6	0%	100%	100%		10	0%	100%	100%	
Science (Core)*	2721	45%	56%	99%	10%	2974	49%	63%	99%	15%	5695	47%	59%	99%	12%
Science: Additional	1811	30%	65%	99%	-5%	2166	36%	70%	100%	-4%	3977	33%	68%	99%	-4%
Science: Astronomy	8	0%	75%	100%	0%	5	0%	40%	80%	0%	13	0%	62%	92%	0%
Science: Geology	34	1%	85%	100%	0%	7	0%	100%	100%	0%	41	0%	88%	100%	0%
Soc Sci:Citizenshp	162	3%	71%	100%		78	1%	73%	100%		240	2%	72%	100%	
Sociology	78	1%	56%	94%	0%	205	3%	60%	99%	0%	283	2%	59%	98%	0%
Spanish	283	5%	71%	99%	1%	444	7%	78%	99%	0%	727	6%	75%	99%	1%
Sport/P.E. Studies	888	15%	63%	100%	-2%	455	7%	67%	100%	-2%	1343	11%	64%	100%	-2%
Statistics	733	12%	79%	97%	-2%	761	13%	84%	98%	-1%	1494	12%	81%	98%	-2%
Turkish	1	0%	100%	100%		1	0%	100%	100%		2	0%	100%	100%	
Urdu	156	3%	55%	100%	-1%	275	5%	80%	99%	-1%	431	4%	71%	99%	-1%



**Table 15. A/AS-Level and Equivalent Results 2009-2011 (16-18 Year Olds at the end of 2 Year Study)**

	Gender	Candidates			% Candidates achieving 3 or more Grades A* - A			% Candidates achieving 2 or more Grades A* – E			Average GCE/VCE A Level Point Score for students aged 17 and 18 at the end of 2 year of study					
											Per Candidate			Per Exam Entry		
		09	10	11	09	10	11	09	10	11	09	10	11	09	10	11
B'ham*	Boys	1337	1487	1561	14%	12%	16%	94%	95%	96%	788	775	807	206	208	216
	Girls	1669	1800	1876	15%	16%	16%	96%	95%	98%	820	817	841	214	216	219
	<b>Total</b>	<b>3006</b>	<b>3287</b>	<b>3437</b>	14%	14%	16%	95%	95%	97%	<b>806</b>	<b>798</b>	<b>826</b>	<b>210</b>	<b>213</b>	<b>218</b>
	<b>National**</b>	<b>Boys</b>			13%	13%	10%	94%	94%	94%	720	707	711	208	207	209
	<b>Girls</b>				13%	13%	10%	96%	96%	94%	756	743	743	215	215	217
	<b>Total</b>				10%	10%	10%	95%	94%	94%	<b>739</b>	<b>727</b>	<b>728</b>	<b>212</b>	<b>211</b>	<b>213</b>

**Note. Average Point score per candidate/entry is calculated using QCDA's Section 96 system as follows:**

**GCE A-Level/Applied A-Level grade: A\*=300, A = 270, B = 240, C = 210, D =180, E = 150**

**GCE AS/Applied AS Level grade: A = 135, B = 120, C = 105, D = 90, E = 75**

**Applied A-Level Double Award is equivalent to 2 A-levels and scores at twice the Level rate.**

**\* Birmingham results based on Birmingham School Sixth Forms only.**

**\*\* National results based on all post-16 providers (schools and colleges)**

**Table 16. Gender Differences in A-Level Entries and results for 2011**

Subject Title	Male			Female			Total		
	ENTRIES	% A-C Grades	% A-E Grades	ENTRIES	% A-C Grades	% A-E Grades	ENTRIES	% A-C Grades	% A-E Grades
Accounting/Finance	24	50%	96%	4	75%	100%	28	54%	96%
Additional Maths				1	100%	100%	1	14%	14%
Arabic	1	100%	100%				1	86%	86%
Art & Des(3D Stds)	6	67%	83%	2	100%	100%	8	71%	86%
Art & Des(Graphcs)	8	100%	100%	5	60%	100%	13	94%	100%
Art & Des(Photo.)	7	57%	100%	18	83%	100%	25	61%	100%
Art & Des(Textiles)				20	80%	100%	20	11%	14%
Art & Design	13	100%	100%	60	77%	100%	73	97%	100%
Art&Des : Fine Art	49	55%	96%	100	79%	100%	149	59%	97%
Bengali	3	67%	100%	2	0%	100%	5	57%	100%
Biology	374	80%	100%	467	79%	99%	841	80%	100%
Bus. Studs:Single	128	73%	100%	104	82%	100%	232	74%	100%
Bus.Stds&Economics	12	67%	100%	31	87%	100%	43	70%	100%
Chemistry	384	82%	99%	363	82%	99%	747	82%	99%
Chinese	6	100%	100%	8	100%	100%	14	100%	100%
Class.Civilisation	7	100%	100%	5	100%	100%	12	100%	100%
Com.Stds/Computing	14	64%	79%	7	71%	100%	21	65%	82%
Critical Thinking	2	50%	100%	38	97%	100%	40	57%	100%
D&T Food Technolgy	4	75%	100%	1	100%	100%	5	79%	100%
D&T Product Design	99	68%	98%	43	81%	100%	142	70%	98%
D&T Textiles Tech.	1	0%	100%	19	58%	100%	20	8%	100%
Dance				22	82%	100%	22	12%	14%
Drama & Theat.Stds	46	72%	100%	94	83%	100%	140	73%	100%
Dutch	1	100%	100%	1	100%	100%	2	100%	100%
Economics	111	84%	100%	42	79%	98%	153	83%	100%
English	84	73%	100%	178	75%	100%	262	73%	100%
English Language	26	65%	100%	82	82%	100%	108	68%	100%
English Literature	131	85%	100%	340	83%	100%	471	84%	100%
Film Studies	2	100%	100%	12	100%	100%	14	100%	100%
French	19	100%	100%	66	88%	100%	85	98%	100%
General Studies	548	64%	95%	679	69%	99%	1227	64%	96%
Geography	116	79%	100%	117	86%	100%	233	80%	100%
German	11	100%	100%	25	96%	100%	36	99%	100%
Govt & Politics	61	79%	98%	55	98%	100%	116	81%	99%
HE: Food	1	100%	100%	2	50%	100%	3	93%	100%
History	252	80%	100%	279	82%	100%	531	80%	100%
Inform Comm Tech	58	57%	100%	61	74%	100%	119	59%	100%
Italian	3	100%	100%	1	100%	100%	4	100%	100%
Japanese				1	100%	100%	1	14%	14%
Latin	1	100%	100%	1	100%	100%	2	100%	100%
Law	78	71%	97%	75	73%	99%	153	71%	98%
Logic / Philosophy	13	62%	100%	9	100%	100%	22	67%	100%
Mathematics	556	86%	99%	413	87%	100%	969	86%	99%

<b>Maths (Further)</b>	51	96%	100%	39	97%	100%	90	96%	100%
<b>Maths (Statistics)</b>	5	60%	100%	1	0%	100%	6	51%	100%
<b>Media/Film/TV Stds</b>	99	67%	100%	120	78%	100%	219	68%	100%
<b>Modern Greek</b>				1	100%	100%	1	14%	14%
<b>Music</b>	28	82%	100%	33	58%	100%	61	79%	100%
<b>Music Technology</b>	34	53%	100%	7	71%	100%	41	56%	100%
<b>Persian</b>	1	100%	100%				1	86%	86%
<b>Physics</b>	239	77%	99%	80	80%	100%	319	78%	99%
<b>Portuguese</b>				1	0%	100%	1	0%	14%
<b>Psychology</b>	160	64%	99%	482	78%	99%	642	66%	99%
<b>Punjabi</b>	2	100%	100%	1	100%	100%	3	100%	100%
<b>Religious Studies</b>	102	82%	99%	262	79%	100%	364	82%	99%
<b>Russian</b>	1	100%	100%	1	100%	100%	2	100%	100%
<b>Science in Society</b>	13	100%	100%	7	100%	100%	20	100%	100%
<b>Science: Geology</b>	14	100%	100%	1	100%	100%	15	100%	100%
<b>Soc Sci:Citizenshp</b>	12	92%	100%				12	79%	86%
<b>Sociology</b>	63	60%	100%	232	72%	100%	295	62%	100%
<b>Spanish</b>	12	83%	100%	29	83%	100%	41	83%	100%
<b>Sport/P.E. Studies</b>	98	68%	99%	44	73%	100%	142	69%	99%
<b>Urdu</b>	3	100%	100%	9	100%	100%	12	100%	100%