

INFORMATION MANAGEMENT TEAM (IMT)
PERFORMANCE & SCHOOL
IMPROVEMENT

EXAMINATION AND
ASSESSMENT RESULTS

2014

SUMMARY

➤ **Early Years Foundation Stage**

- 56.4% of children achieved a Good Level of Development

➤ **Key Stage 1**

The percentage of pupils achieving Level 2 or above:

- 87.9% in Reading
- 84.0% in Writing
- 90.2% in Mathematics

➤ **Key Stage 2**

The percentage of pupils achieving Level 4 or above:

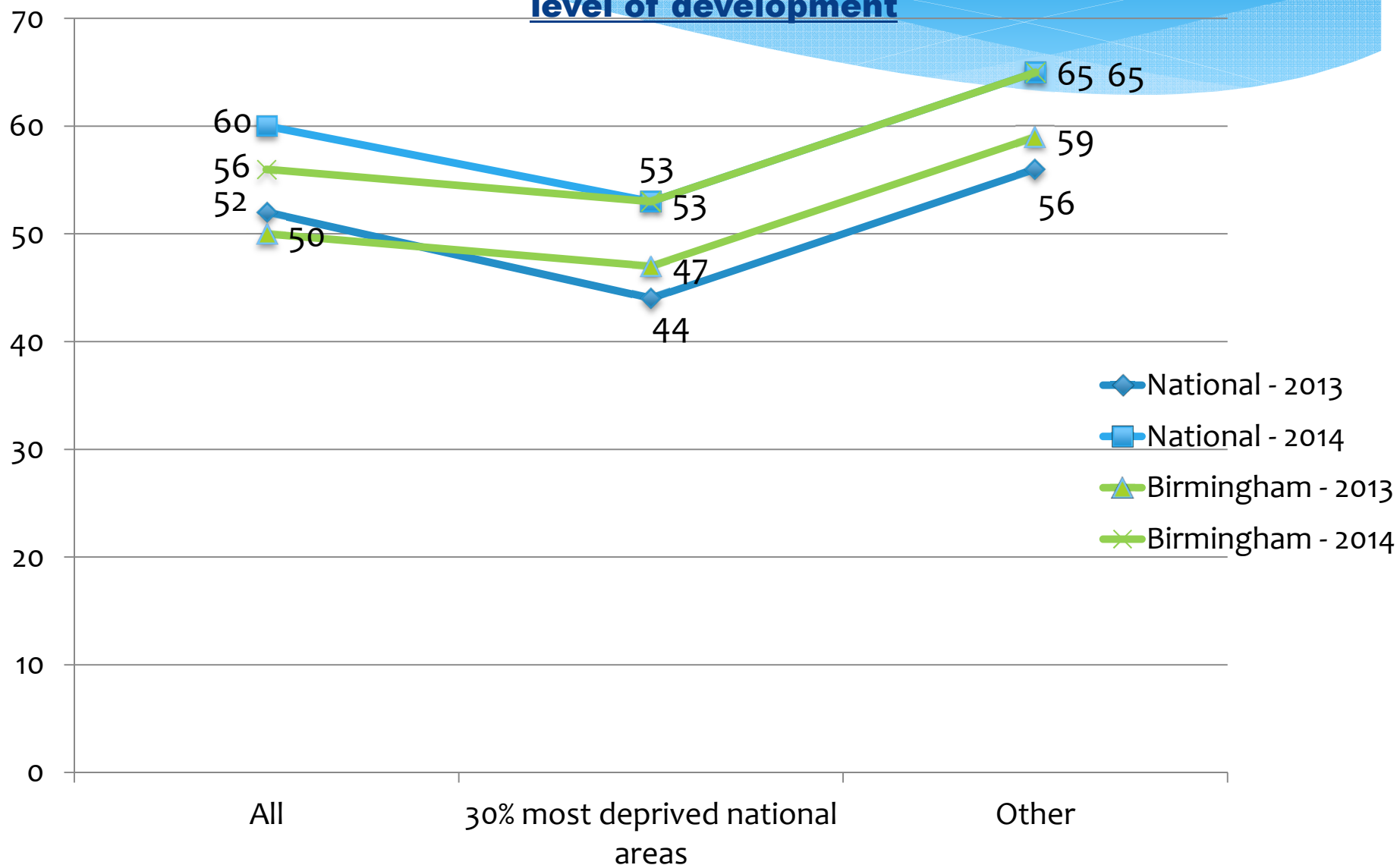
- 85.7% in Reading Test
- 83.2% in Writing TA
- 82.6% in Mathematics Test
- 75% in Reading, Writing and Mathematics

➤ **Key Stage 4**

The percentage of pupils achieving GCSEs or equivalent, first entry:

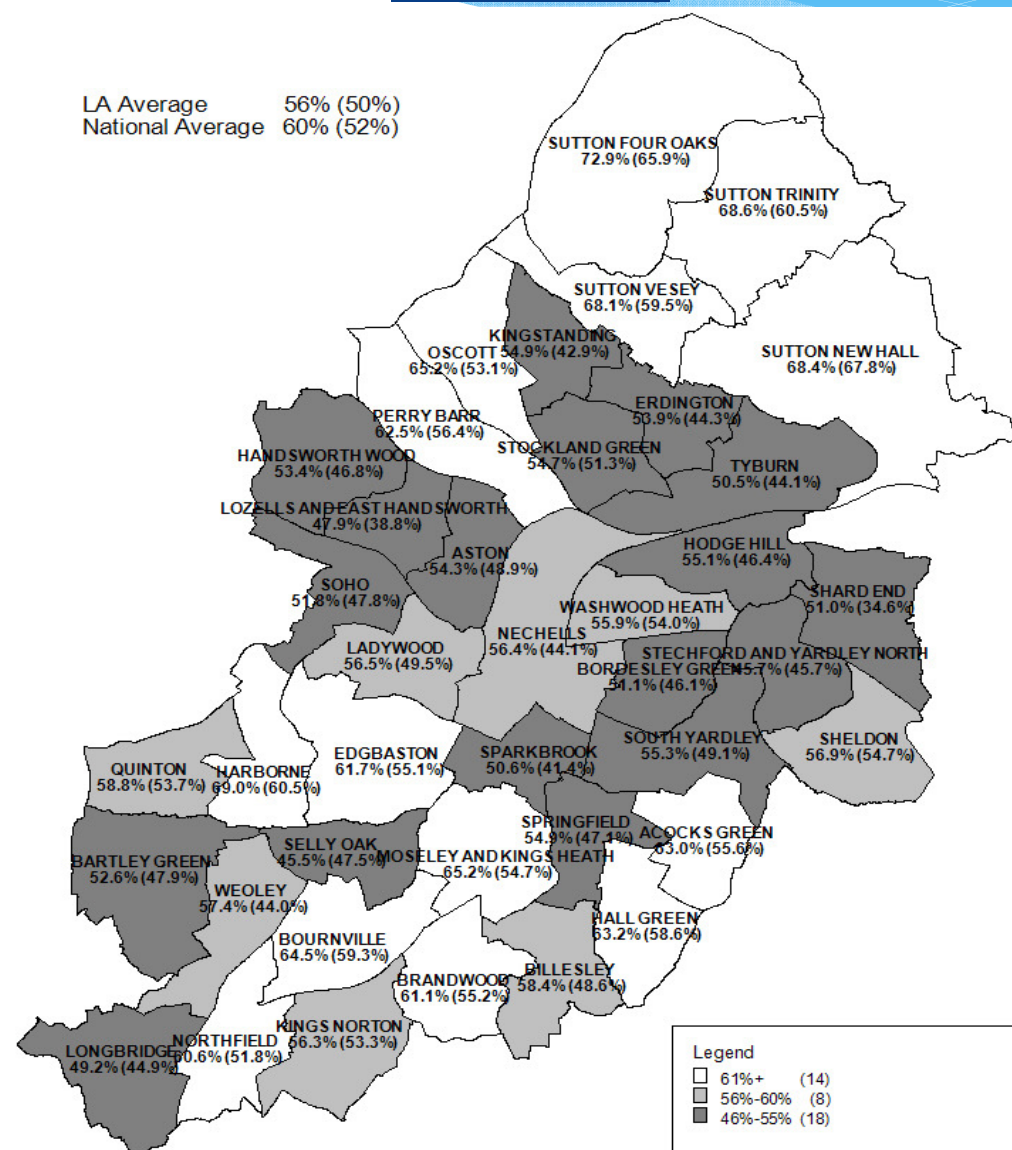
- 55.2% in 5 or more A*- C including English & Mathematics
- 63.9% in 5 or more A* - C

Early Years Foundation Stage Profile 2014 : Outcomes by national deprivation status of child residency, achieving a good level of development

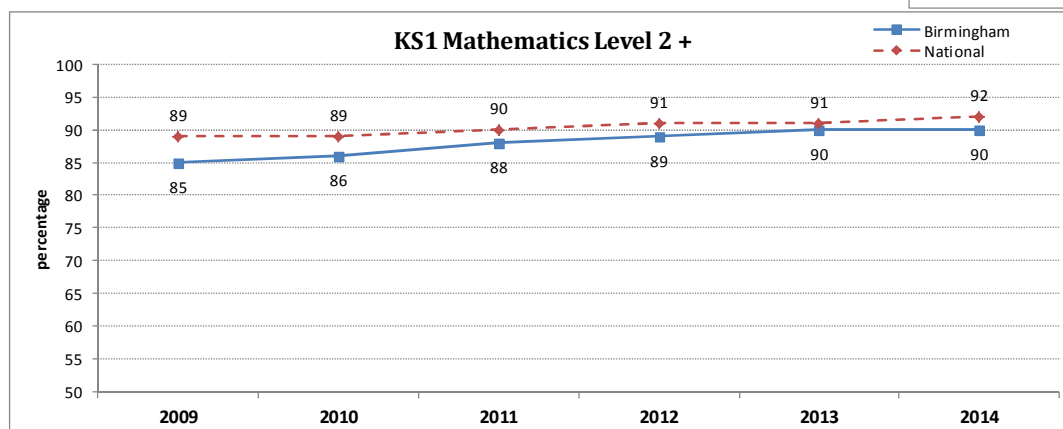
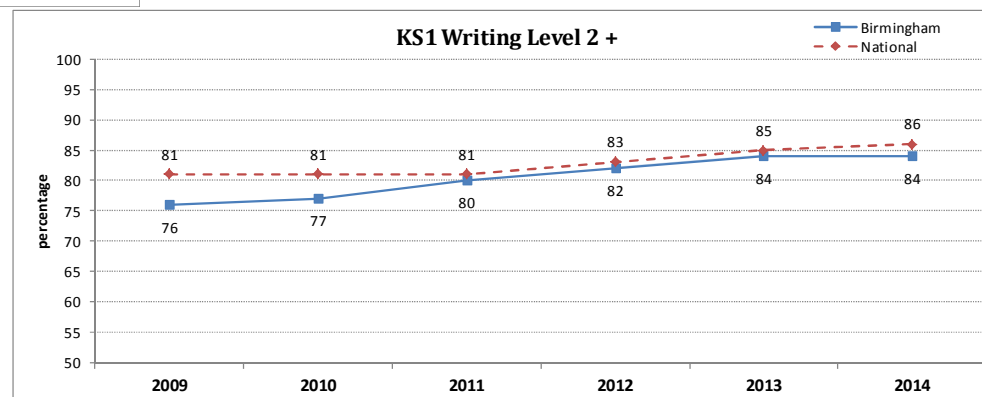
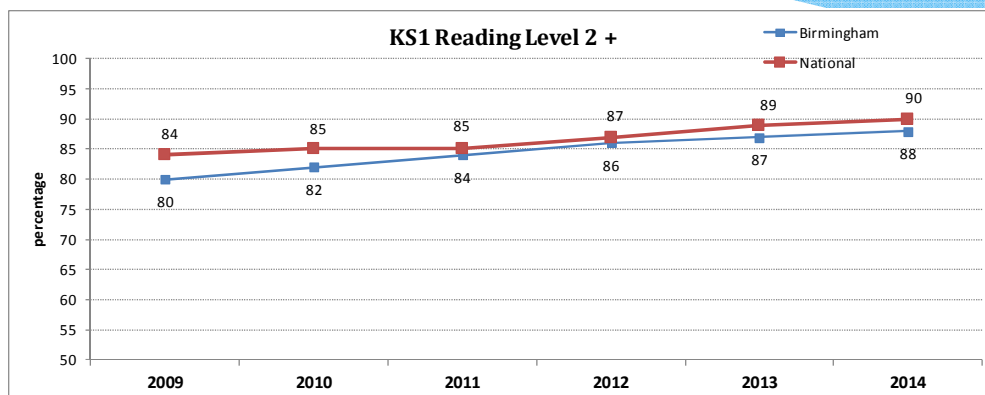


The percentage of children in each Local Authority who reside in the 30% most disadvantaged Super Output areas in England based on the 2010 Index of Multiple Deprivation.

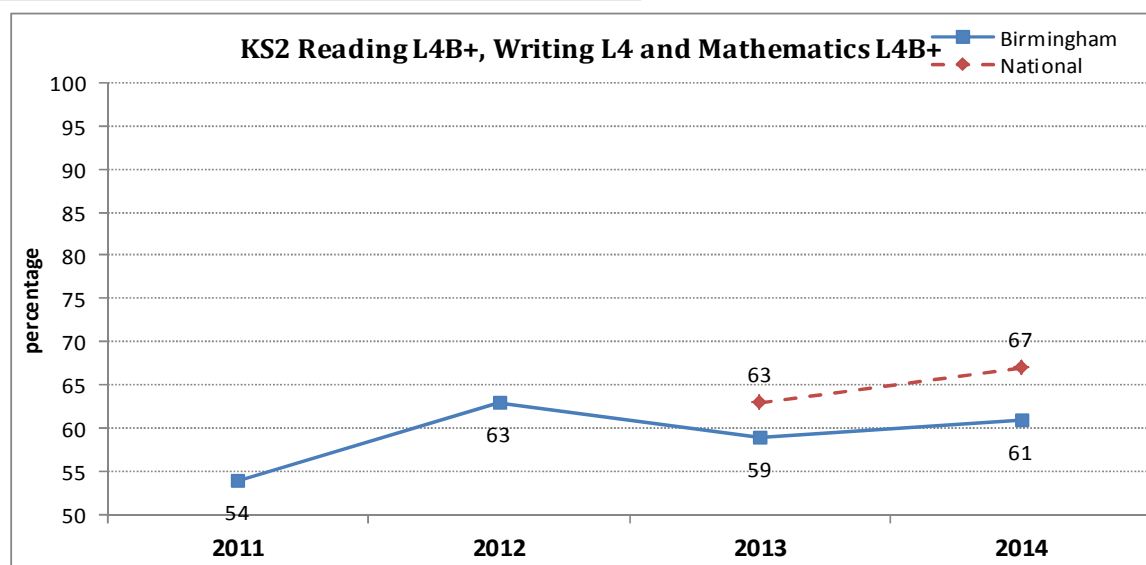
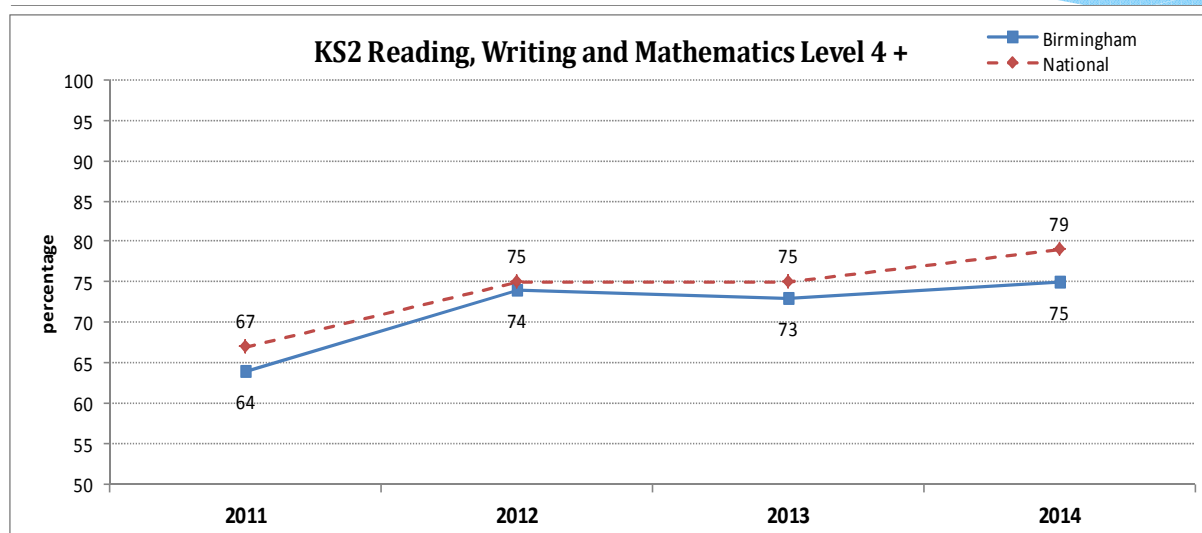
Percentage of pupils achieving Good Level of Development for EYFS 2014 (based on pupils resident within the ward, 2013 results in brackets)



Key stage 1 trends Level 2 or above – Birmingham compared to National 2009 – 2014.



Key stage 2 trends – Birmingham compared to National 2009 – 2014.



Percentage of pupils achieving Level 4+ in Reading, Writing and Maths 2014 (based on pupils resident within the ward, 2013 results in brackets)

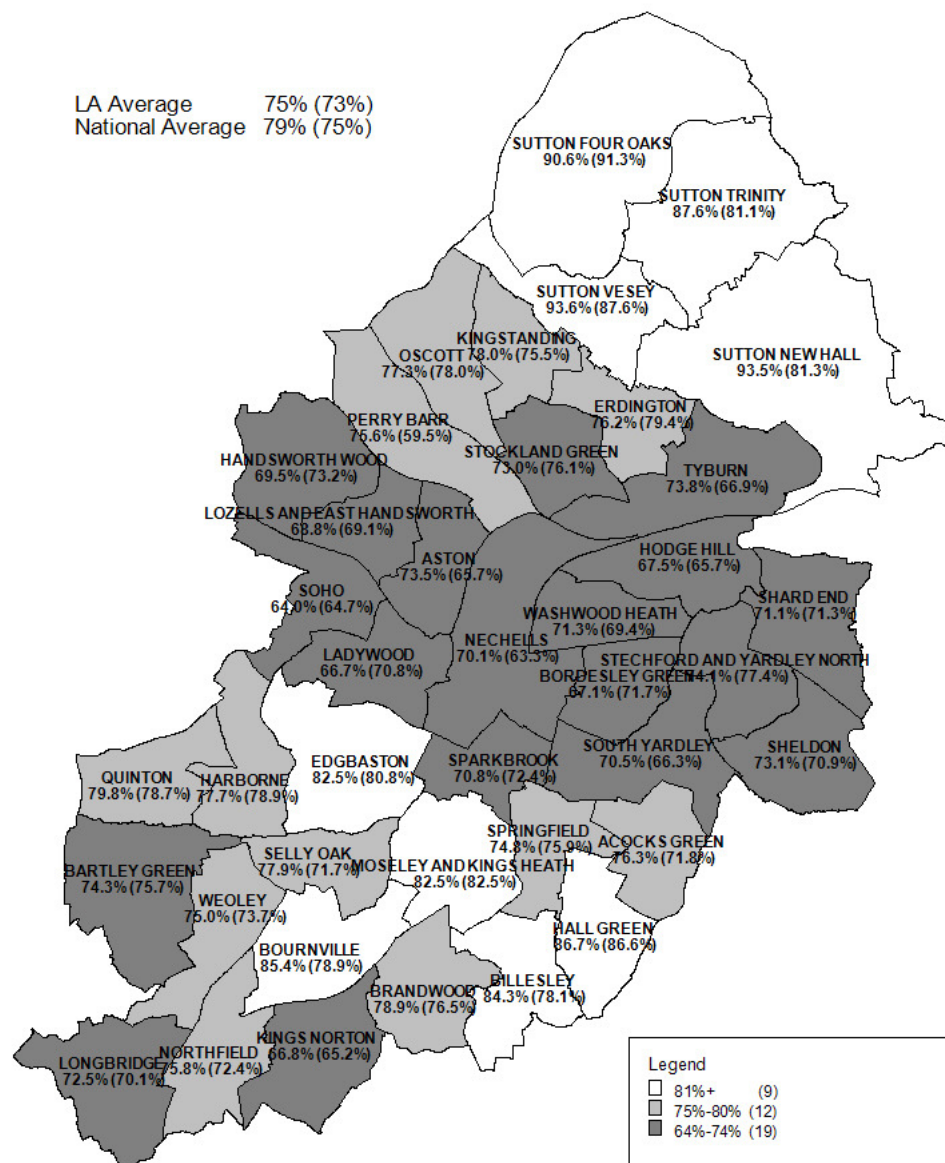


Fig 5e. 2014 Key Stage 2 Combined Reading L4, Writing L4 and Maths L4 and above by Ethnic Group, Gender and Free School Meals

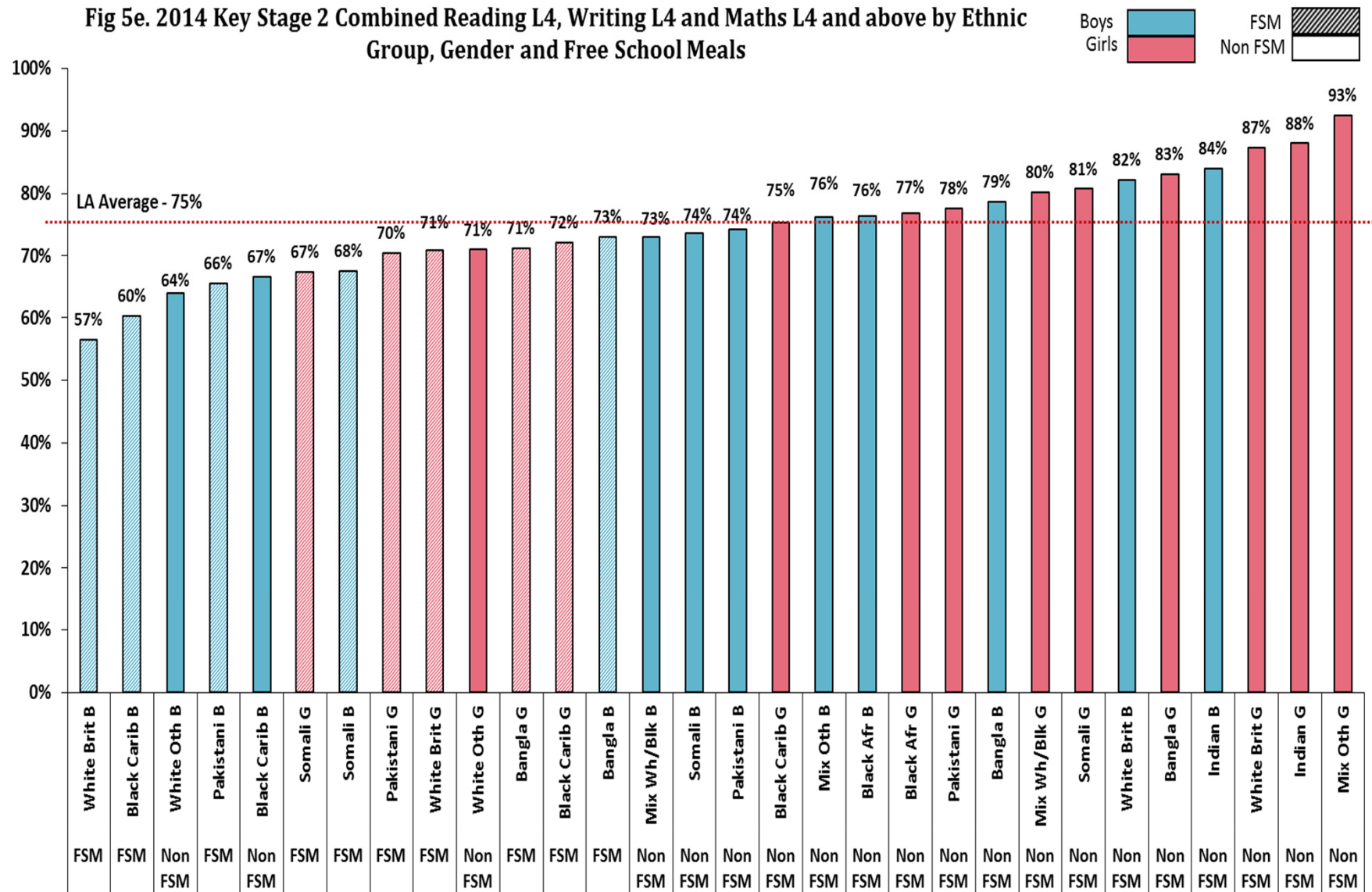
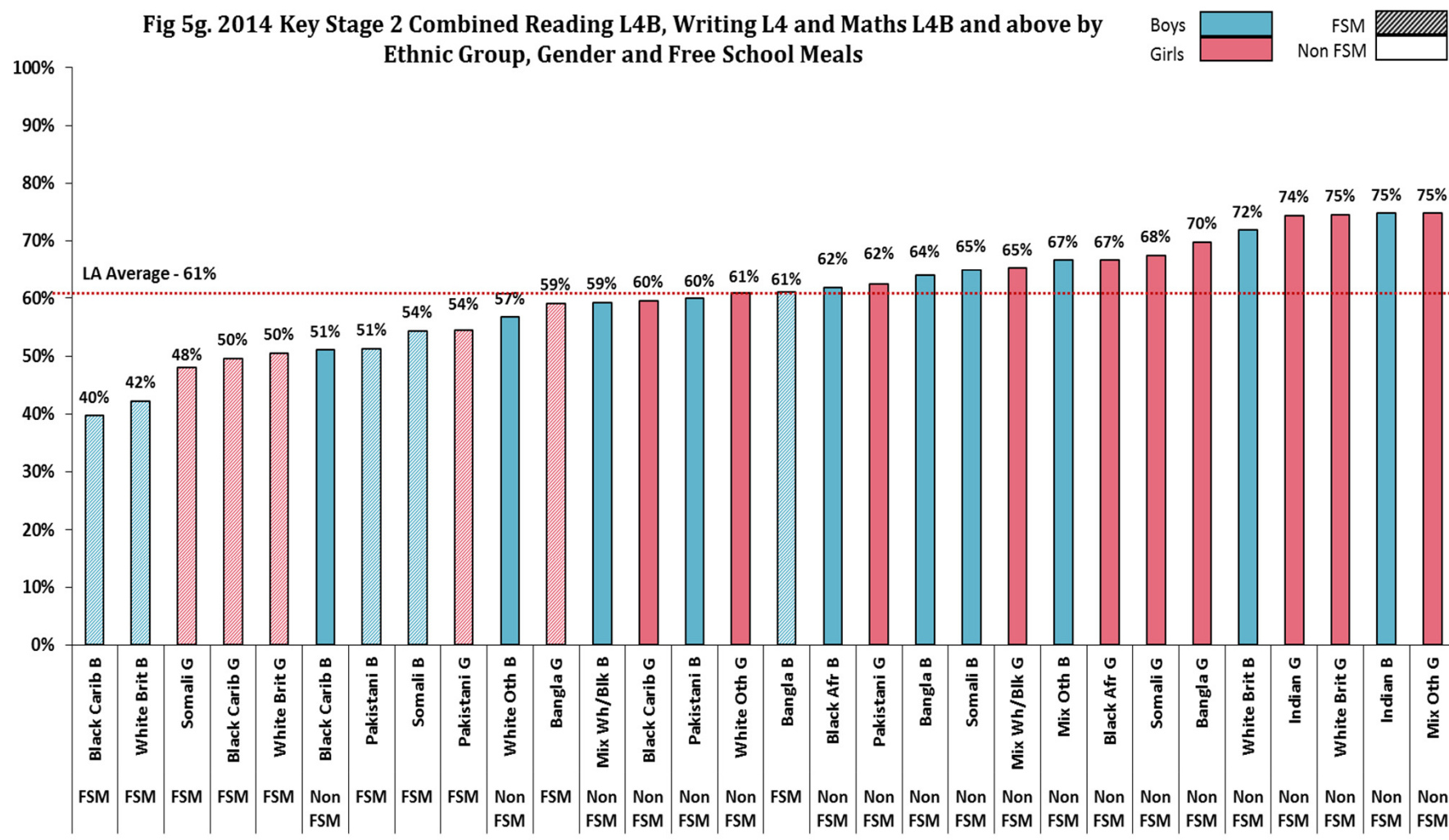
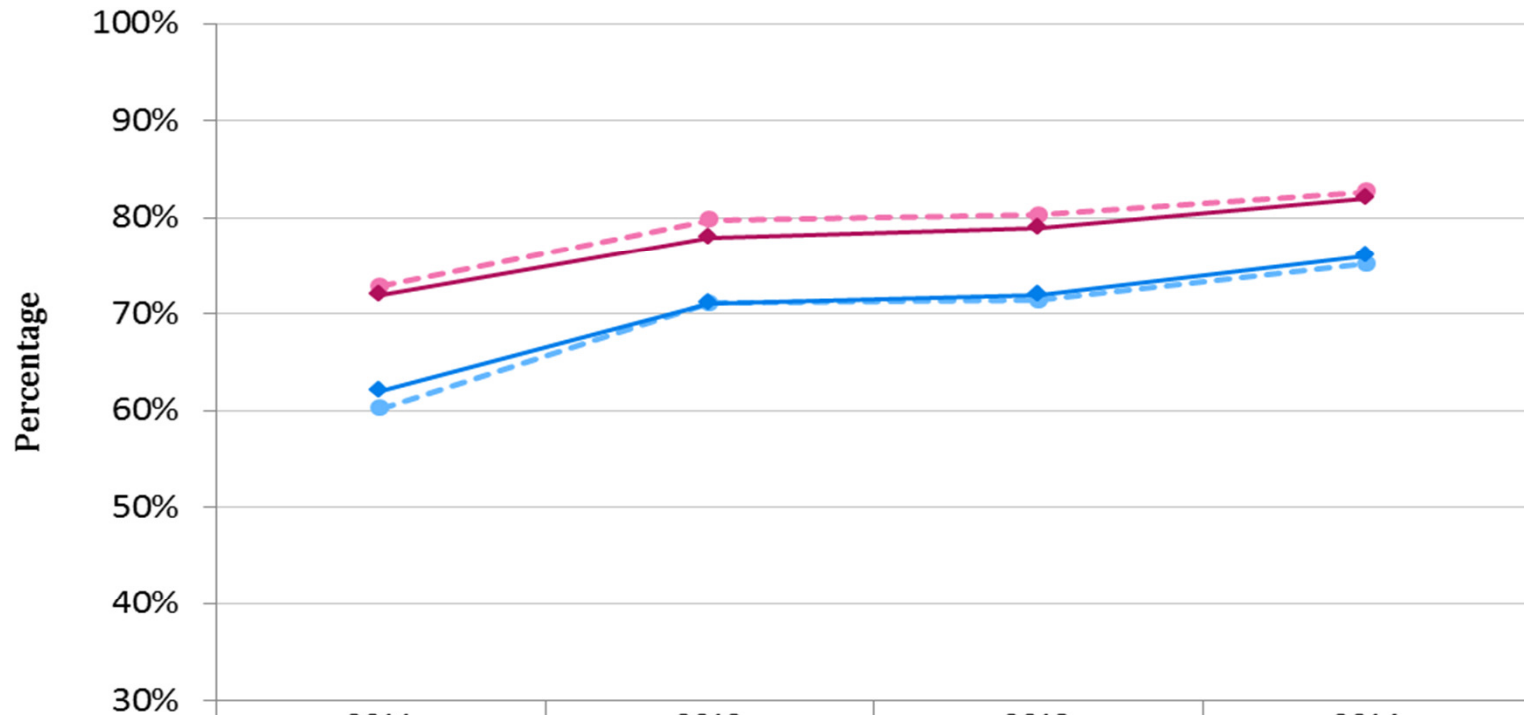


Fig 5g. 2014 Key Stage 2 Combined Reading L4B, Writing L4 and Maths L4B and above by Ethnic Group, Gender and Free School Meals

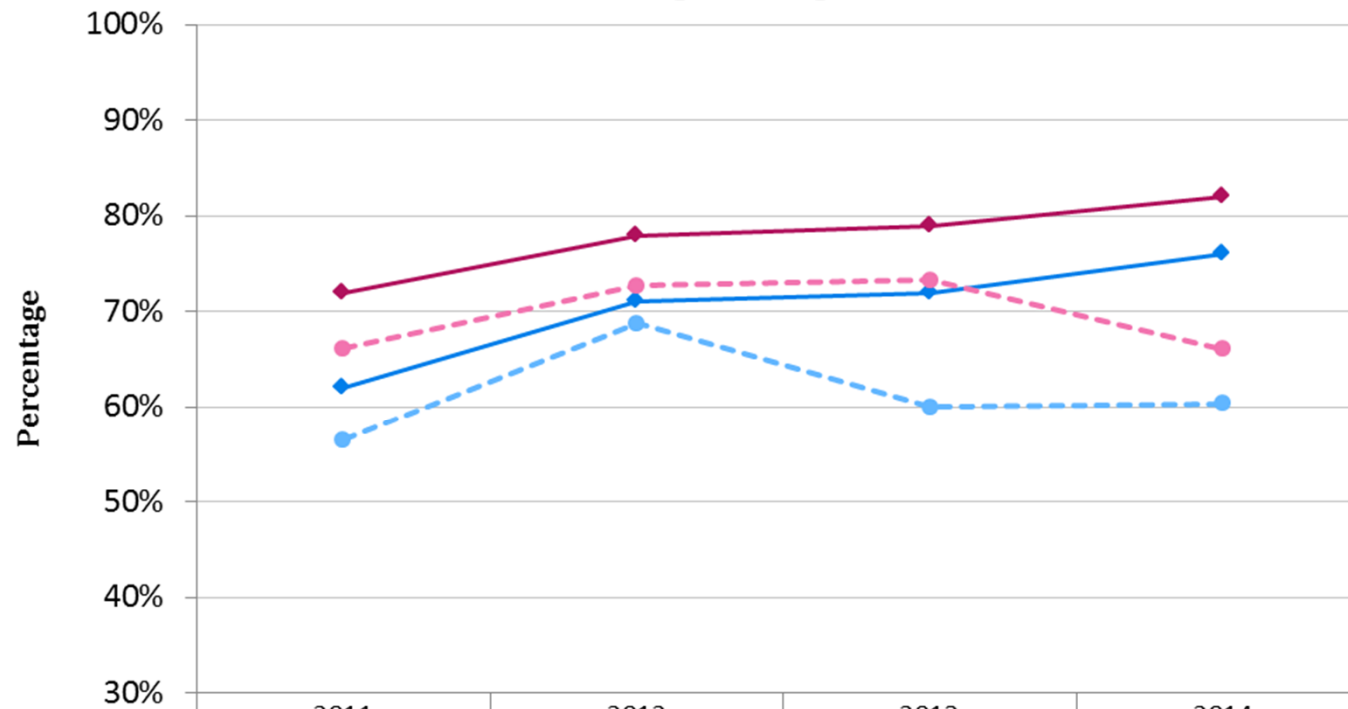


Key Stage 2 White British pupils achieving combined L4+ in Reading, Writing & Mathematics



	2011	2012	2013	2014
LA Boys	60%	71%	71%	75%
National Boys	62%	71%	72%	76%
LA Girls	73%	80%	80%	83%
National Girls	72%	78%	79%	82%

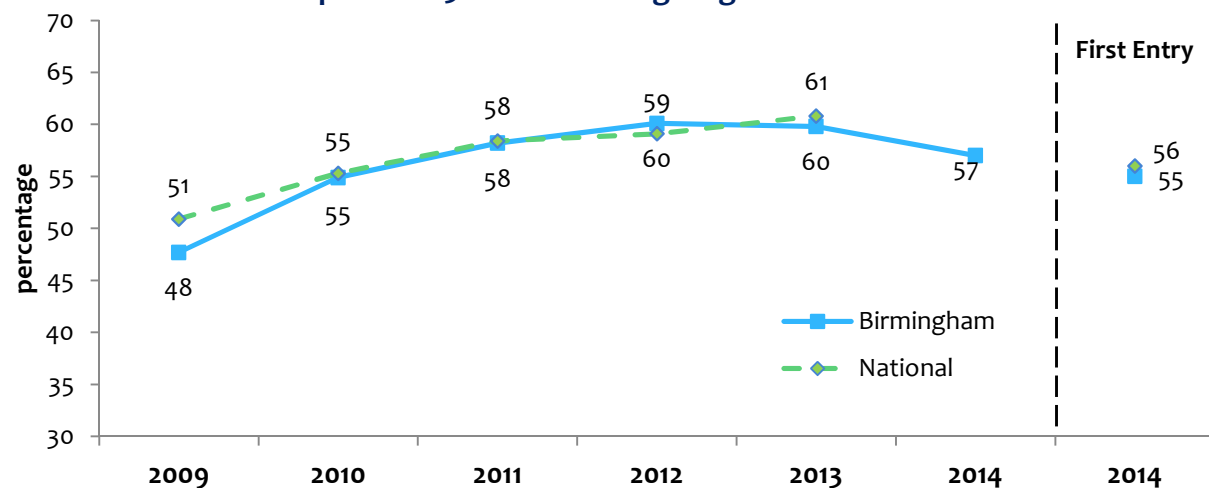
Key Stage 2 White Other pupils achieving combined L4+ in Reading, Writing & Mathematics



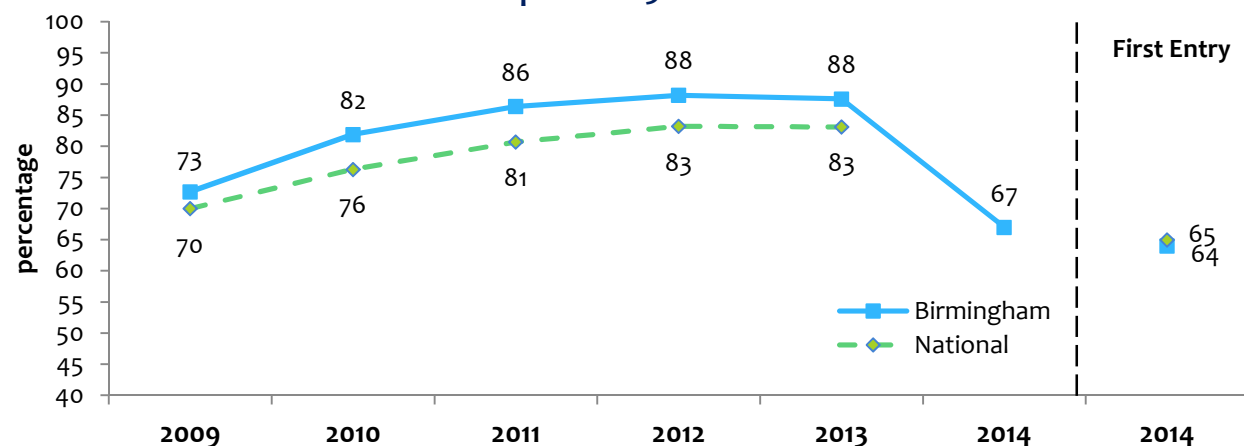
	2011	2012	2013	2014
LA Boys	56%	69%	60%	60%
National Boys	62%	71%	72%	76%
LA Girls	66%	73%	73%	66%
National Girls	72%	78%	79%	82%

Key stage 4 trends Birmingham compared to National 2009 – 2014.

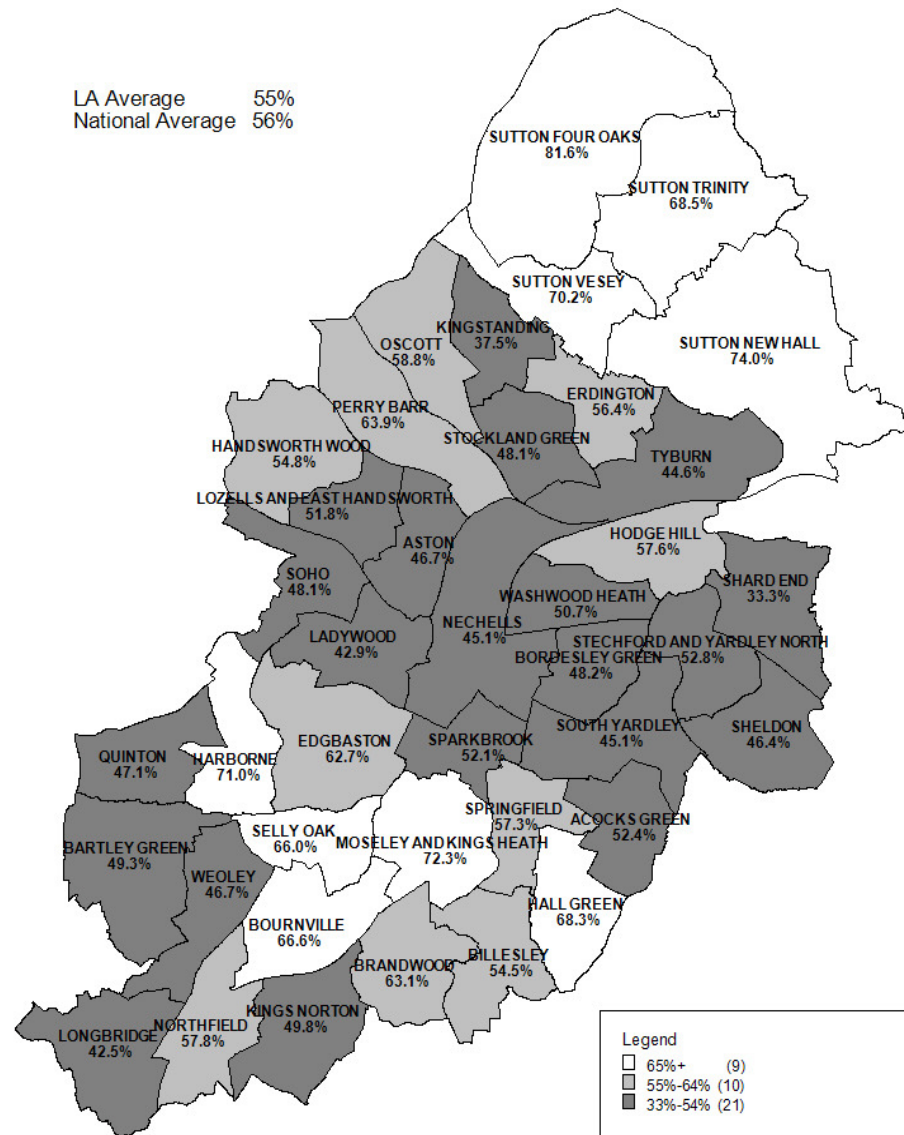
GCSE and equivalent 5+A*-C including English & Maths Trend



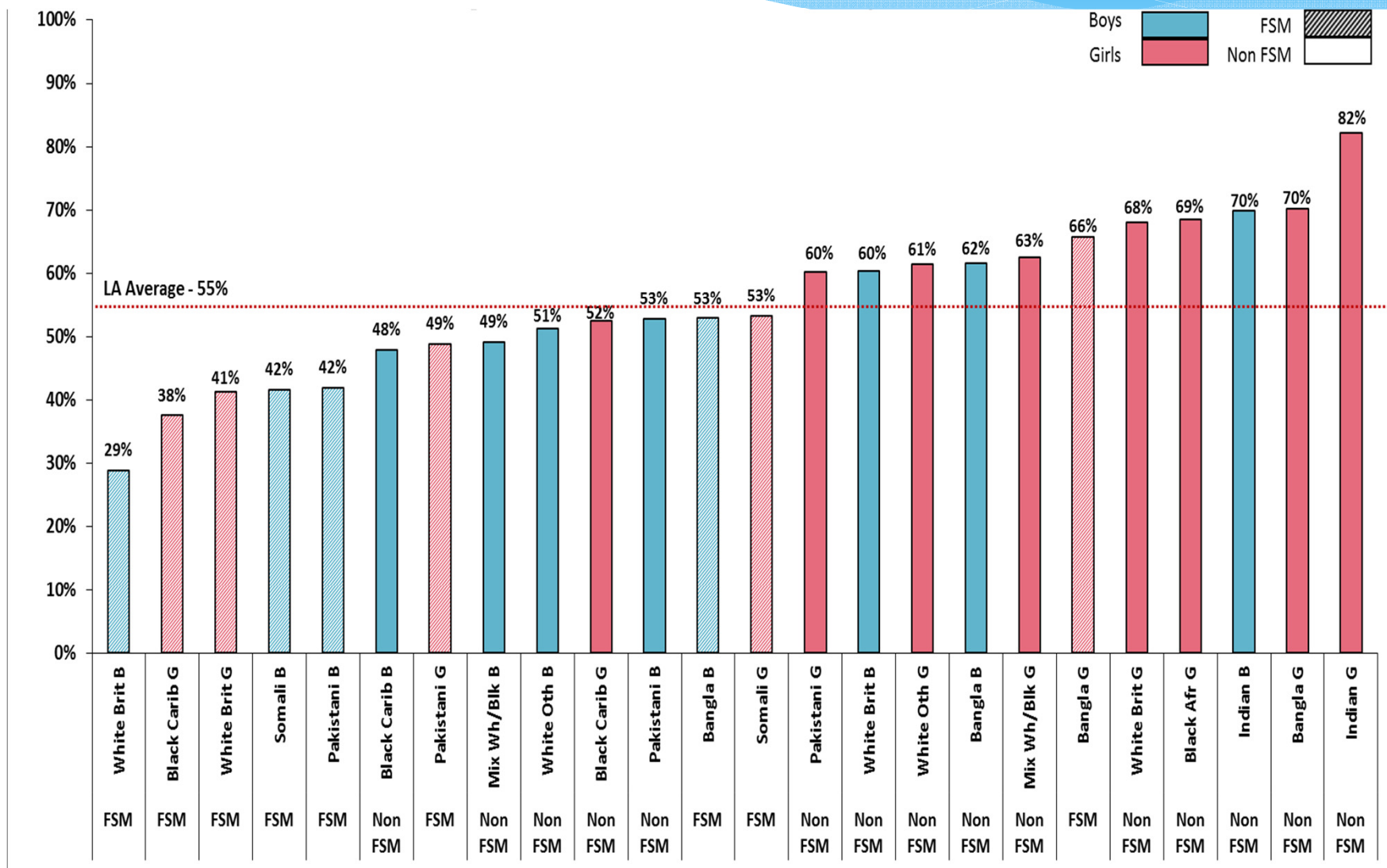
GCSE and equivalent 5+A*-C Trend



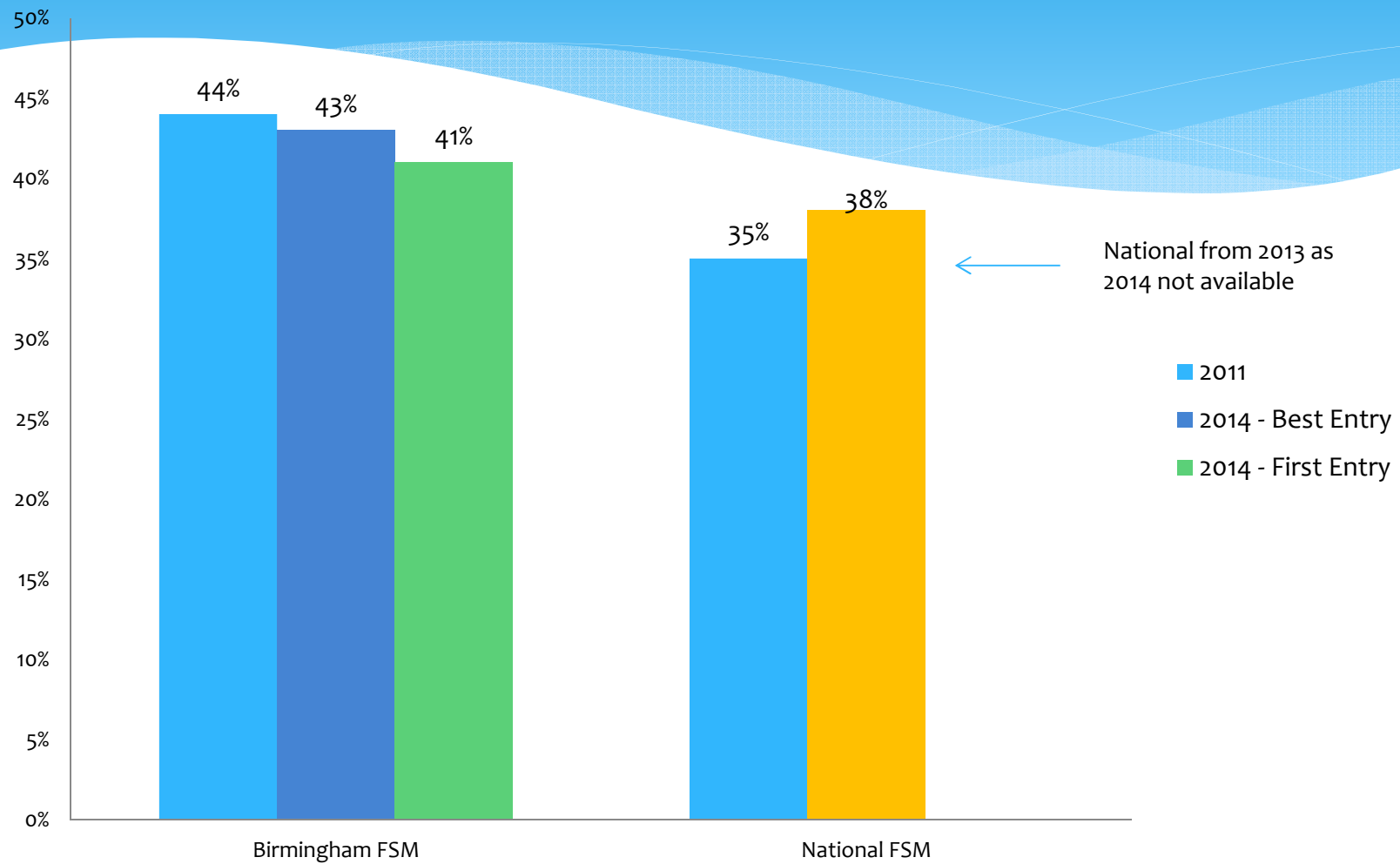
Percentage of pupils achieving 5 or more A*-C including English and Maths 2014 (based on pupils resident within the ward, first entry)



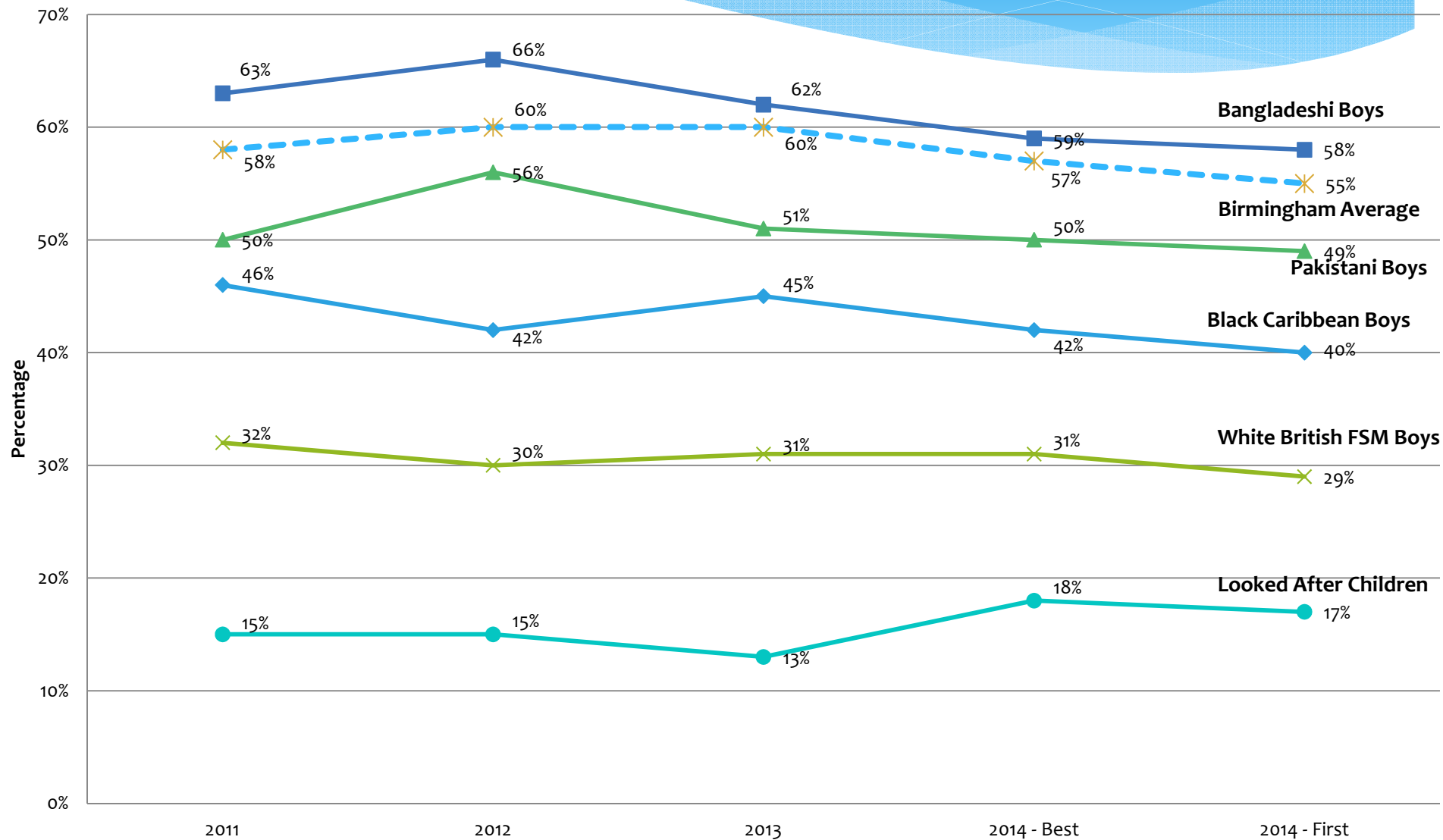
Key stage 4, 5 or above A* - C GCSE grades including English and Maths by Ethnic Group, Gender and FSM. Based on First Entry.



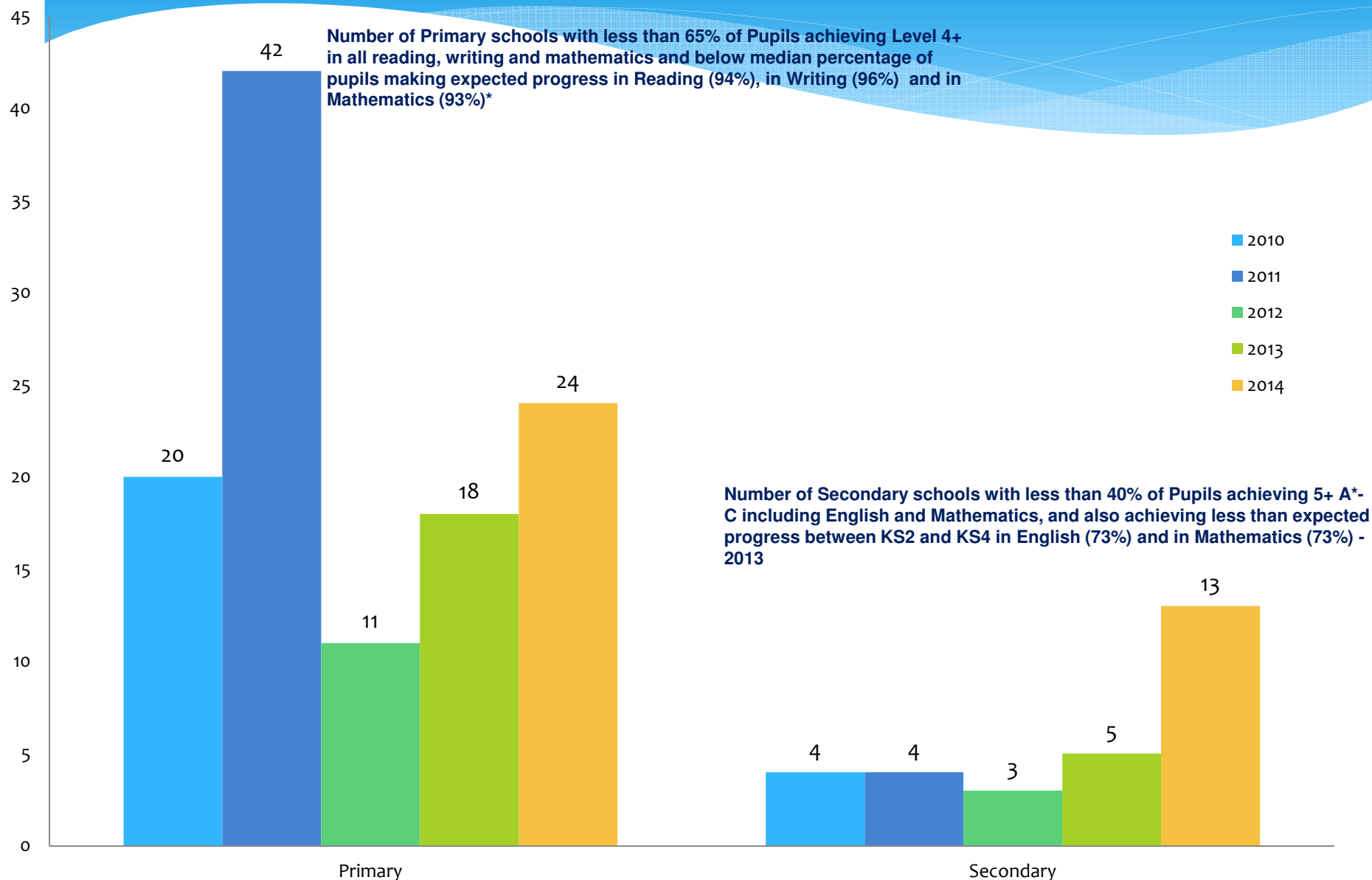
Trends in 5 or more A*- C including English and Maths by Free School Meal (FSM)



GCSE & Equivalent 5A*-C including English and maths trends for groups at risk of underachieving



Progress on National Floor Standards - Key stage 2 and Key stage 4.



* 2010 figures based on 124 mainstream schools that participated in the KS2 tests. Previous years are based on 275 schools.

Key priorities for Improvement

☐ Early Years Foundation Stage (EYFS)

- ✓ Narrow gap between girls and boys, girls achieved 65 percent and boys 48 percent in 2014.
- ✓ Improve outcomes for ethnicity groups who are below Birmingham average for Good Level of Development i.e. White Other, Other Ethnic Group, Chinese, Arab / Yemeni and Black other.
- ✓ 62 schools identified needed support for improvement in EYFS.

☐ Key stage 1 (KS1)

- ✓ Close gap between girls and boys, writing for Level 2 and above shows 10 percent gap and for Level 2b and above 15 percent.
- ✓ White British (Free School Meal) group showing decline in writing
- ✓ Pakistani group showing a decline in writing
- ✓ Improve outcomes overall for Level 2 and above and Level 2b and above, currently below national by 2 percent for reading, writing and maths.

☐ Key stage 2 (KS2)

- ✓ Reduce the number of schools identified below the floor standard.
- ✓ Continue to close the gap between girls and boys performance, gap was 10 percent in 2011 now 6 percent in 2014.
- ✓ Mixed Race White / Caribbean group showing a decline in writing and maths
- ✓ Black Caribbean group in maths.

Key priorities for Improvement

❑ Key stage 2 (KS2)

- ✓ Reading, writing and maths, Level 4 and above, Non-Free School Meal group showing 3 percent below national, in 2012 group was 1 percent above national, showing a decline.
- ✓ Ethnic groups which are either Free School Meal or disadvantaged include Mixed Race White / Caribbean, Somali showing a decline
- ✓ Overall to improve outcome in Key stage 2, 4 percent below national for combined measure Level 4 and above.

❑ Key stage 4 (KS4)

- ✓ Reduce the number of schools identified below the floor standard
- ✓ Close gap between girls and boys, 10 percent gap between girls and boys.
- ✓ Black African, Black Caribbean, Somali, Black Other, Mixed Race White / Caribbean, Mixed Race Other, White Other, Pakistani and Other Ethnic groups showing below Birmingham average for 2014.

Intervention to Tackle Underperformance

- ☐ In May 2014, the DfE published new guidance for local authorities in relation to LA responsibilities to secure a good standard of education for all children.
- ☐ 'Schools Causing Concern - Statutory Guidance for Local Authorities' includes specific criteria by which underperformance should be identified
- ☐ DfE expects local authorities to issue formal warning notices to all schools below the floor standard in all or any of the key indicators for attainment or progress.
- ☐ Birmingham schools were alerted to this via head teacher briefings in the summer term and e briefing in September.
- ☐ Vulnerable schools have been identified and school to school support has been offered
- ☐ Formal warning notices have been issued where appropriate.

Strategies to improve outcomes for all children

- ❑ The range of support and intervention for all key stage includes:
 - ✓ Developing appropriate programmes of intervention with Teaching School Alliances - schools are targeted for intervention via Area School Improvement Groups.
 - ✓ Good practice workshops offered from high performing schools with good practice to share
 - ✓ School to school support focused on specific areas of need or more generally for leadership and management.
- ❑ Following recommendations in the Kershaw and Clarke Trojan Horse review reports, a link officer for every school has been established and capacity in the School Improvement team has been increased to facilitate this.
- ❑ Focuses for intervention include:
 - ✓ Challenge for the more able
 - ✓ Schools in wards with significant drops in performance
 - ✓ Underachieving groups and identified vulnerable groups.
- ❑ A new partnership arrangement with the Birmingham Education Partnership is being developed which will build on the existing school to school support arrangements and provide additional capacity for school improvement across the city.