

Report of Lead Link Officer

Report to the Children and Education Overview and Scrutiny Committee/Cabinet

Overview and Scrutiny Committee **26th January 2011**

Cabinet **January 2011**

Examination and Assessment Results 2010

1. Purpose of report:

- To provide an overview of the City's 2010 public examination and National Curriculum assessment results.
- To compare Birmingham's results this year with those of previous years and with those of other authorities.
- To compare progress against performance targets.

2. Recommendation

That the Committee note the information contained in the report

3. Contact Officer Details

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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. 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. This year 152 schools were involved in industrial action and did not administer the tests. For secondary schools, examination results are reported for Key Stage 4, and where they have sixth forms, A level results are also reported.
- 1.2 Until this year, there have 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 include targets for closing the gap in the achievements of pupils from the various minority ethnic communities and for looked after children. Local authorities have 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 new government has indicated its intention that local authorities will no longer be required to set targets. While the requirement for schools to set targets for the end of Key Stage 2 and the end of Key Stage 4 has continued this year (with the targets being set for 2012), the White Paper indicates that this will not be a requirement in the future.
- 1.4 There have also been national floor targets for reducing the number of schools with:
- less than 55% of pupils achieving level 4+ in both English and mathematics at the end of Key Stage 2;
 - less than 30% of pupils achieving 5A*-C grades including GCSE English and mathematics at the end of Key Stage 4 ("National Challenge" target).¹
- 1.5 This report provides a detailed analysis of progress on the various performance targets; comparisons with national averages and with other authorities; and the GCSE and post-16 results for each Birmingham secondary school, including academies.

¹ 5 A*-C grades including English and mathematics is likely to have less importance in the future as the government's proposal for an English Baccalaureate is introduced which will cover achievement at the end of Key Stage 4 in English, mathematics, sciences, a language and a humanities subject. This indicator will be included in the 2010 School Performance Tables to be published in January 2011. For the first time, these tables will also show the proportion of pupils at school, local authority and national level achieving good GCSE grades (A*-C) in both English and maths.

2. Summary of results

- 2.1 The percentage of pupils achieving 5 A*-C is now 81.8%, compared with 72.4% last year. Birmingham's performance is one of the highest of the core city and statistical neighbour authorities and is above the England average (75.6%).
- 2.2 Of particular note is the improvement in the percentage of pupils achieving 5A*-C including English and mathematics, from 47.5% in 2009 to 54.9% in 2010. This exceeds the ambitious target set by Birmingham's schools (51%), and has eliminated the gap between Birmingham's results and national results. The result for 2010 also equals the target for 5A*-C including English and mathematics set for 2011. Birmingham's 5A*-C including English and mathematics result is above the average for the core city and statistical neighbour authorities. There are no longer any schools below the National Challenge floor target of 30% 5A*-C including English and mathematics, there having been 20 in 2008 to 9 in 2009.
- 2.3 In 2010, only 142 schools administered the tests (out of a total of 275 mainstream schools or a total of 294 including special schools). The remaining 152 schools did not administer the tests due to industrial action. It is therefore very difficult to draw any conclusions from the test results and it is not possible to make any meaningful comparisons with results for previous years. For those schools that did administer the tests, the proportion of pupils attaining level 4 and above in the English tests at Key Stage 2 decreased by 1 percentage point from 2009 to 75%, but increased by 1 percentage point to 76% for mathematics. Nationally, there were one percentage point increases for both English and mathematics to 81% and 80% respectively.
- 2.4 The percentage of pupils attaining level 4 or above in both English and mathematics has remained the same at 68% (target 75%). However, as the 2010 figure is based on 142 schools a more meaningful comparison is with the figure just for these schools in 2009. On this basis, there has been a 2 percentage point increase from 66%. Nationally, the proportion of pupils attaining level 4 and above for both English and mathematics increased from 72% to 74%. The percentages of pupils making two levels of progress across the key stage have increased by 3 percentage point to 88% in English and by 3 percentage points to 84% in maths. The percentages for two levels of progress in Birmingham are the same as national percentages.
- 2.5 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 80% to 82%, an increase for writing from 76% to 77%, an increase for mathematics from 85% to 86% and an increase for science from 81% to 83%. Nationally there has been a 1 percentage point increase for reading but no change in other measures.
- 2.6 All outcomes from the Early Years Foundation Stage Profile (EYFSP) have improved and the city exceeded five of its 2010 targets for the early years. For one of these outcomes the city exceeded its 2011 target. 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.
- 2.7 While more needs to be done, further improvements have been made in closing the 'equality gaps' for groups at risk of underachieving. For example, Black Caribbean boys' 5A*-C including English and mathematics results increased by 6 percentage points to 39% and Pakistani boys' results increased by 10 percentage points to 47%.

The results for white disadvantaged boys have increased by 8 percentage points to 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 2010 that were set at the beginning of 2009 as a requirement of the Childcare Act 2006.

In total eight targets were set in January 2009 for our early years outcomes in 2010, 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 2010 in exceeding five of the eight targets set. These results and their relevant targets can be seen in bold in Table 1a. Key outcomes are as follows:

- 78% of children scored 6+ in each of the scales for PSED, meeting our target of 76.3% and also exceeding the national results (77%) for this area of learning (see section A of Table 1a).
- For CLL, 58% of children scored 6+ on each of the three scales while the target was 54.1% (see section A of Table 1a).
- 55% achieved 6+ in all of the scales for PSED and CLL as well as scoring 78+ across all of the scales for the EYFSP. This outcome exceeded the target of 48.7% for 2010 (see section B of Table 1a) and equalled the target for 2011.

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)² 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 2010, 77% live in SoAs that fall in the lowest 30% nationally. The following should be noted:

- On all measures, the percentages for Birmingham children have improved at the same rates as those nationally.

² SoAs are small geographical units with comparable numbers of households and similar populations; for each SoA an Index of Multiple Deprivation (IMD) is calculated.

- For the 30% most deprived SOAs, Birmingham's percentages are better than national figures for equivalent areas in both 2009 and 2010.
- For children in other SOAs (23% of Birmingham children in the early years), Birmingham's outcomes also exceed equivalent national figures for both 2009 and 2010.³

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 in 2010 Birmingham ranks first in this comparison, moving from fourth in 2009 (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 2010 targets for the following:

- 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 2010 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, 87% live in SoAs that are among the 30% most deprived nationally and 70% 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 2010 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 (CLLD) focusing on the development of children's phonic skills. The current school year is the fourth in which this initiative has run. 32 schools (10 new to the initiative) and 40 private, voluntary and independent (PVI) settings and nursery schools (all new to the initiative) are currently involved. 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.

³ 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.

3.2 Key Stage 1 (Tables 1c and 2; Figure 1a 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 80% to 82%, a one percentage point increase for writing from 76% to 77%, a one percentage point increase for mathematics from 85% to 86% and a two percentage point increase for science from 81% to 83%.

The improvements for all of these assessments compare favourably with changes in national indicators from 2009 to 2010 where there has been a one percentage point increase for reading and no change for the other measures. Over the 2006 to 2010 time period represented in Table 1c, Birmingham shows a four percentage point increase for reading compared with a one percentage point increase nationally, while in writing there has been a three percentage point increase in Birmingham's results compared with no change nationally. For mathematics there has been a one percentage point increase in the proportion achieving level 2 and above in Birmingham compared with a one percentage point drop nationally. In science over this period, there has been a one percentage point increase in the city compared with no change nationally.

Birmingham's performance at Key Stage 1 for reading in 2010 is slightly above the average for the core cities and in line with the average for statistical neighbours. In writing and mathematics, it is in line with the average for core cities and slightly below the average for statistical neighbour. However, it should be noted that Birmingham's standing relative to core cities and statistical neighbours on these indicators has improved substantially with rankings of sixth, eighth and eighth 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 two years in response to the Annual Performance Assessment in 2008 that was critical of the city's Key Stage 1 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 2010, 44% had English as an additional language, 25% were on the SEN code of practice, 64% were from minority ethnic groups, and 3% were 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 improvements in 2010.

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

Please note that the Key Stage 2 test results reported for 2010 are based on 142 schools that were not involved in the industrial action. The remaining 152 schools (52%) did not administer the tests due to industrial action. (Nationally, 26% of schools did not administer the tests.) It is not therefore possible to make meaningful year on year comparison for the test results as those for 2010 are based on a different number of schools. Summary year on year teacher assessments are reported for all schools although it should be noted that these are not moderated by the local authority in the same way as the teacher assessments for Key Stage 1 and the EYFS Profile.

The proportion of pupils attaining level 4 and above in English at Key Stage 2 was 75%, and 76% in mathematics. The percentage of pupils attaining level 4 or above in both English and mathematics was 68%. (In 2010, science tests were only administered in a sample of schools to provide national data, and these results are not reported for individual schools.) 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%.

For teacher assessments, 78% of pupils attained level 4 or above in English (compared to 81% nationally), 79% in mathematics (compared to 81% nationally) and 82% in science (compared to 85% nationally). For English there has been a three percentage point increase from 2009 compared with a two percentage point increase nationally. For mathematics there has been a two percentage point increase compared with a one percentage point increase nationally. Over the past five years, there has been a six percentage point increase in Birmingham in each of these subjects compared with a four percentage point increase in each subject nationally.

In the tests, Birmingham's performance is one percentage point below the averages for core cities and statistical neighbours for English, two points below the core city average for mathematics and one percentage point below the average for statistical neighbours (see Table 2). Birmingham's relative position at Key Stage 2 in 2010 in relation to both the core cities and statistical neighbours is lower than at Key Stage 1. This is a reversal of the situation in previous years. However, given the number of schools that did not administer the tests, it is not possible to draw any meaningful conclusion from the Key Stage 2 comparisons.

There has been a decrease in the number of Birmingham schools below the floor target of at least 55% level 4 and above in both English and mathematics, from 55 in 2009 to 27 in 2010 (see Figure 4a). If a year on year comparison is made just for schools that administered the tests in 2010, the reduction is from 38 schools to 27.

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, 88% achieved two levels of progress (target 88%) and for mathematics 84% (target 86%). However, because of the industrial action these figures are based on only 40% of the year 6 cohort. Provisional national figures for two levels of progress are 84% for English and 83% for mathematics.

3.3 **Key Stage 4** (Table 1d, 2, 4, 6, 11c, 12-17, Figs. 1b, 3, 4b)⁴

This year's examination results have shown substantial improvement in the city. The proportion of pupils achieving 5 or more A*-C grades has increased from 72.4% in 2009 to 81.8% in 2010. Birmingham's performance is once again above the national average (provisionally 75.6%) and remains significantly above the average for the core city and statistical neighbour authorities (75%). Birmingham is one of the highest local authorities in comparison with core cities and statistical neighbours on this indicator.

For the proportion of pupils achieving 5 or more A*-C grades including GCSE English and mathematics, the results have improved from 47.5% in 2009 to 54.9% in 2010. In achieving this outcome, we have eliminated the gap between Birmingham and national

⁴ Please note that the percentages reported here include the results for academies.

results. Birmingham is equal first among the core cities and our statistical neighbour authorities (average = 50%) (see Tables 2c and 4).

Results include GCSEs, vocational GCSEs and other qualifications including vocational qualifications. In 2010, 35% of the A*-G grade passes and 42% of the A*-C grade passes were from qualifications other than GCSE.

The 2010 DfE School Performance Tables for the first time include schools' results for the government's proposed English Baccalaureate. To be awarded the Baccalaureate, a student will need to achieve A*-C grades in English, mathematics, science, 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 mix of passes at the required grades are relatively small, both for the city and nationally. The relatively small percentages of students achieving the required grades in these subjects are small because of the increasing number of alternative subjects and qualifications that have been become available in recent years.

The proportion of pupils obtaining at least one qualification is 98.8% and the average point score per pupil has increased from 433 to 475 (compared to an increase of 420 to 446 nationally).

There are no longer any schools below the 2011 National Challenge floor target of at least 30% 5A*-C including English and mathematics, this having reduced from 20 in 2008 and 9 in 2009 (see Fig. 4b).

Further analysis is provided in section 3 of this report.

3.4 **Post-16** (Tables 1d, 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 remained the same at 95% while the national results have declined from 95% to 93%. The percentage of students achieving three or more A*-A grades remains the same at 14% while nationally it is 10%. The average point score per student has improved slightly from 792 to 798 and remains higher than the national average point score of 733.⁵

In comparisons with core cities and our statistical neighbour authorities (Table 5), we are 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 7-13, Figs. 5-14)

Groups at particular risk of underachieving include pupils with the following backgrounds/heritage: Pakistani, Black Caribbean, mixed White/Black Caribbean and

⁵ 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.

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 for some key stages. This is particularly evident at Key Stage 4 (see Table 7c) where 5A*-C including English and mathematics performance has improved from 2006 by 20 percentage points to 52% in 2010 for pupils of Pakistani heritage (compared with a 14 percentage point improvement to 55% for Birmingham as a whole), for pupils of Black Caribbean heritage the improvement has been 13 percentage points over this period to 44%, for pupils of mixed White/Black Caribbean heritage the improvement has been 16 percentage points to 50%, for Black African pupils the improvement has been 12 percentage points to 53%, and for pupils of Somali heritage the improvement has been 16 percentage points to 47%. The outcomes for pupils of Bangladeshi heritage have shown very substantial improvement over the last five years at Key Stage 4 where results have improved by 19 percentage points to 57%, although concerns remain in the early years and where these pupils are from disadvantaged backgrounds (as defined by eligibility for free school meals). Section 2 of this report explores the performance of pupils from minority ethnic groups in more detail. In all groups, girls perform higher than boys but both boys and girls have lower performance where they are from disadvantaged backgrounds.

Birmingham's 5A*-C and 5A*-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 2010, 40% of Birmingham pupils eligible for free school meals achieved 5A*-C grades including English and mathematics compared with xx% nationally.

There has been further improvement in the percentages of both white girls and white boys attaining 5A*-C and 5A*-C including English and mathematics, with girls improving 11 percentage points from 2006 to 31% in 2010 and boys improving 17 percentage points to 29% in 2010. However, these groups remain the lowest performing for this measure at the end of Key Stage 4.

The percentage of looked after children achieving 5A* - C including English and maths has remained the same as last year at 10% although the percentage attaining 5 A*-C has increased from 21% to 29%. The percentage achieving at least one qualification has remained the same at 81%.

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 17 percentage points to 68% for pupils on School Action, 16 percentage points to 54% for pupils on School Action Plus, and 10 percentage points to 25% 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 5A*-C including English and mathematics now equals the national percentage and the city is equal first on this measure in comparison with the core cities and our statistical neighbours. 5A*-C results have also improved again this year. Birmingham's results are once again above the national average and on this measure the city is also 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 considerable gaps remain for some groups.
- 4.2 Substantial improvements have also been made in the outcomes for the Early Years Foundation Stage where five targets have been exceeded and where Birmingham outcomes are close to national outcomes. When comparisons are made just for children who live in areas of deprivation (in the 2010 reception year this constituted 77% of the city's children), Birmingham's outcomes 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. It is not possible to draw conclusions about the results at Key Stage 2 because of the number of schools that did not administer the tests in 2010.
- 4.4 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 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 77% of Birmingham children live in areas that are amongst the 30% most deprived in the country), 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 is lower than that of girls. 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. 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.

APPENDIX

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

Table 1a	Early Years Foundation Stage Profile (EYFSP) assessments 2008 to 2010
Table 1b	Early Year Foundation Stage Profile Results in England, 2009 and 2010: Birmingham compared with National
Table 1c	Summary of National Curriculum Assessment Results (Primary)
Table 1d	Summary of National Curriculum Assessment Results (Secondary)
Fig. 1a	KS2 trends: Birmingham compared to National 2002-2010
Fig. 1b	GCSE and equivalent trends: Birmingham compared to National 2002-2010
Table 2	Pupil Performance 2010: Comparison with Core Cities and Statistical Neighbours (Provisional Results)
Table 3	Improvements in Key Stage 2 Results, Birmingham Compared to Core Cities and Statistical Neighbour Authorities
Table 4	Improvements in GCSE and equivalent results, Birmingham compared to Core Cities and Statistical Neighbour Authorities
Table 5	Improvements in A Level and equivalent results: Birmingham compared to Core Cities and Statistical Neighbour Authorities
Table 6	Results Trends and Targets (summary)
Fig. 2	End of Key Stage 2 NC Assessments Trends and Targets
Fig. 3	Trends and Targets for Students Achieving 5 or more GCSE & equivalent A*-C grades including GCSE English and Maths
Fig. 4a & 4b	Progress on Floor Targets 2006-2010 (Provisional)

Section 2: Equality of opportunity: results by ethnic group, gender, free school meal eligibility, looked after children, and Ward

Table 7a-d	Local Authority results by ethnic group and gender
Table 8-9	Results by ethnic group and gender, Birmingham compared to national
Fig. 5	2010 KS1 Reading Level 2 and above by Ethnic Group, Gender and Free School Meals
Fig. 6a & 6b	2010 GCSE and Equivalent 5+ A*-C and 5+ A*-C inc. Eng & maths by Ethnic Group, Gender and Free School Meals
Fig. 6c. & 6d	Percentage of pupils eligible for free school meals achieving GCSE and equivalent 5A*-C by ethnic group and gender (2003-2010)
Fig 7 – 13	Performance of pupil from minority ethnic groups in relation to Local Authority averages
Fig. 14	Relationship between Key Stage 1 outcomes and free school meals eligibility in schools
Fig. 15	Early Years Foundation Stage results by ward (based on pupils resident within each ward)
Fig. 16	KS1 Reading result by Ward (based on pupils resident within each ward)
Fig. 17	GCSE and equivalent 5A*-C results by Ward (based on pupils resident within each Ward)
Fig. 18	GCSE and equivalent 5A*-C including English and Maths results by Ward (based on pupils resident within each Ward)
Table 10	Looked after children attainment (Results and Targets)
Table 11a-c	KS1-KS4 Pupils with special educational needs attainment trends (2006-2010)

Section 3: Examination results (Key Stage 4 and post-16)

Table 12	GCSE and equivalent results trends by gender compared to national 2004 – 2009
Table 13	End of Key Stage 4 GCSE Core Curriculum Subject trends by gender 2003– 2009
Table 14	Gender Differences in GCSE Entries & Results for 2009
Table 15	End of Key Stage 4 – GCSE and Equivalent Results 2009 for each school
Table 16	GCSE and equivalent results trends for each school 2006– 2009
Table 17	GCSE and equivalent results for each school by GCSE and Vocational Qualifications.
Table 18	A/AS-Level and Equivalent Results 2004-2009
Table 19	Gender Differences in A-Level Entries and results for 2009
Table 20	A/AS-Level and Equivalent Results 2009 for each school
Table 21	Vocational and other Level 3 qualifications achieved in 2009
Table 22	Vocational and other Non-GCSE Qualifications Achieved by pupils at the end of Key stage 4 in 2009

Table 1a. Early Years Foundation Stage Profile (EYFSP) 2008 - 2010
Percentage of children working securely in each area of learning (achieving 6 or more points in all scales)
and Early Years Outcomes Targets 2010

	2008		2009		2010		Changes		2010
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	
Section A									B'ham Early Years Outcomes targets
<i>Personal, Social and Emotional Development [PSED]</i> (% achieving 6+ in all 3 scales)	68	72	75	74	78	77	10	5	76.3
<i>Communication, Language and Literacy [CLL]</i> (% achieving 6+ in all 4 scales)	47	53	54	55	58	59	11	6	54.1
<i>Problem Solving, Reasoning and Numeracy [PSRN]</i> (% achieving 6+ in all 3 scales)	62	68	65	70	69	72	7	4	-
<i>Knowledge and Understanding of the World</i> (1 scale)	73	79	79	81	80	83	7	4	-
<i>Physical Development</i> (1 scale)	88	89	90	90	90	91	2	2	-
<i>Creative Development</i> (1 scale)	75	79	78	80	80	82	5	3	-

Section B

% with total point score of 78+ (from range of 0-117)	67	73	72	75	74	77	7	4	73.3
<i>PSED & CLL (% achieving 6+ in all 7 scales)</i>	44	49	51	52	55	56	11	7	50.7
% with total point score of 78+ and 6+ in all PSED/CLL scales	44	49	51	52	55	56	11	7	48.7
Median total point score for all children (from range of 0-117)	87	89	88	89	89	90	2	1	90
Average score of lowest 20% (from range of 0-117)	54	57	56.2	58.8	57.6	60.6	3.6	3.6	60.7
<i>% gap - average of lowest 20% and median for all children</i>	38	36	36.1	33.9	35.3	32.7	-2.7	-3.3	32.56

* 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 2010 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, 2009 and 2010
 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				
	2009	2010		2009	2010		2009	2010		2009	2010		2009	2010		2009	2010		2009	2010		2009	2010		2009	2010		2009	2010
England	74	77	+3	66	70	+4	79	81	+2	55	59	+4	46	50	+4	60	64	+4	52	56	+4	42	47	+5	57	61	+4		
Birmingham	75	78	+3	72	76	+4	85	85	0	54	58	+4	49	55	+6	68	68	0	51	55	+4	47	52	+5	66	66	0		

	% 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		
	2009	2010		2009	2010		2009	2010		2009	2010		2009	2010		2009	2010	
England	75	77	+2	65	68	+3	80	82	+2	52	56	+4	42	47	+5	57	61	+4
Birmingham	72	74	+2	68	71	+3	84	84	0	51	55	+4	47	52	+5	66	65	-1

* 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

	2006		2007		2008		2009		2010		Change 2006-2010	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat
Reading	78	84	79	84	78	84	80	84	82	85	4	1
Writing	74	81	74	80	74	80	76	81	77	81	3	0
Mathematics	85	90	85	90	85	90	85	89	86	89	1	-1
Science	82	89	82	89	82	89	81	89	83	89	1	0

Note: Birmingham 2010 results are provisional

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

	2006		2007		2008		2009		2010		Change 2006-2010	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat
English Test	76	79	76	80	77	81	76	80	75	81	-1	2
Mathematics Test	71	76	73	77	75	78	75	79	76	80	5	4
English & Mathematics	65	70	66	71	69	73	68	72	68	74	3	4
Science Test	83	86	84	87	86	88	85	88	-	-	-	-

END OF KS2 Percentage of Pupils Achieving Level 4 and above (percentages for all years based on 142 schools that administered the tests in 2010)

	2006		2007		2008		2009		2010		Change 2006-2010	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat
English Test	77	79	74	80	76	81	74	80	75	81	-2	2
Mathematics Test	70	76	71	77	73	78	73	79	76	80	6	4
English & Mathematics	63	70	64	71	67	73	66	72	68	74	5	4
Science Test	83	86	83	87	85	88	83	88	-	-	-	-

END OF KS2 Percentage of Pupils Achieving Level 4 and above in teacher assessments for all schools in the city with KS2 pupils

	2006		2007		2008		2009		2010		Change 2006-2010	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat
English TA	72	77	73	78	74	79	75	79	78	81	6	4
Mathematics TA	73	77	74	78	76	79	77	80	79	81	6	4
Science TA	79	84	80	85	81	85	82	86	82	85	3	1

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

GCSE and equivalent (% End of KS4 pupils)*

	2006		2007		2008		2009		2010		Change	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	2006 - 2010	
5 or more A* - C	58.9	(57.3)	61.8	(59.9)	66.4	(64.4)	72.4	(69.8)	81.8	(75.6)	22.9	(18.3)
5 or more A*-C inc. Eng & Maths.	41	(44.0)	41.8	(45.8)	45.4	(48.2)	47.5	(50.7)	54.9	(54.8)	13.9	(10.8)
1 or more qualification	98	(97.8)	98	(98.4)	98.2	(99.0)	98.6	(99.5)	98.8	(99.7)	0.8	(1.9)
Average Capped point score	291	(290)	299	(298)	308	(305)	319	(319)	335	(330)	44	(40)
Average Total point score	373	(360)	390	(374)	408	(389)	433	(420)	475	(446)	102	(86)
English Baccalaureate**	14.3	(16.1)	14.0	(14.9)	13.3	(14.4)	13.8	(15.2)	13.6	(15.5)	-0.9	(-0.6)

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

** English Baccalaureate measure 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.

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

	2006		2007		2008		2009		2010		Change	
	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	B'ham	Nat	2006 – 2010	
Percentage Candidates achieving 3 or more A*-A	-	-	-	-	14	(9)	14	(10)	14	(10)	0	1
Percentage Candidates achieving 2 or more A*-E	-	-	-	-	94	(95)	95	(95)	95	(93)	1	-2
Average A/AS-Level point score per candidate	766	(722)	786	(731)	787	(740)	792	(739)	798	(733)	32	11
Average A/AS-Level point score per entry	204	(206)	201	(208)	205	(209)	210	(212)	213	(214)	9	8

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

Fig 1a. KS2 Trends - Birmingham compared to National 2002 – 2010

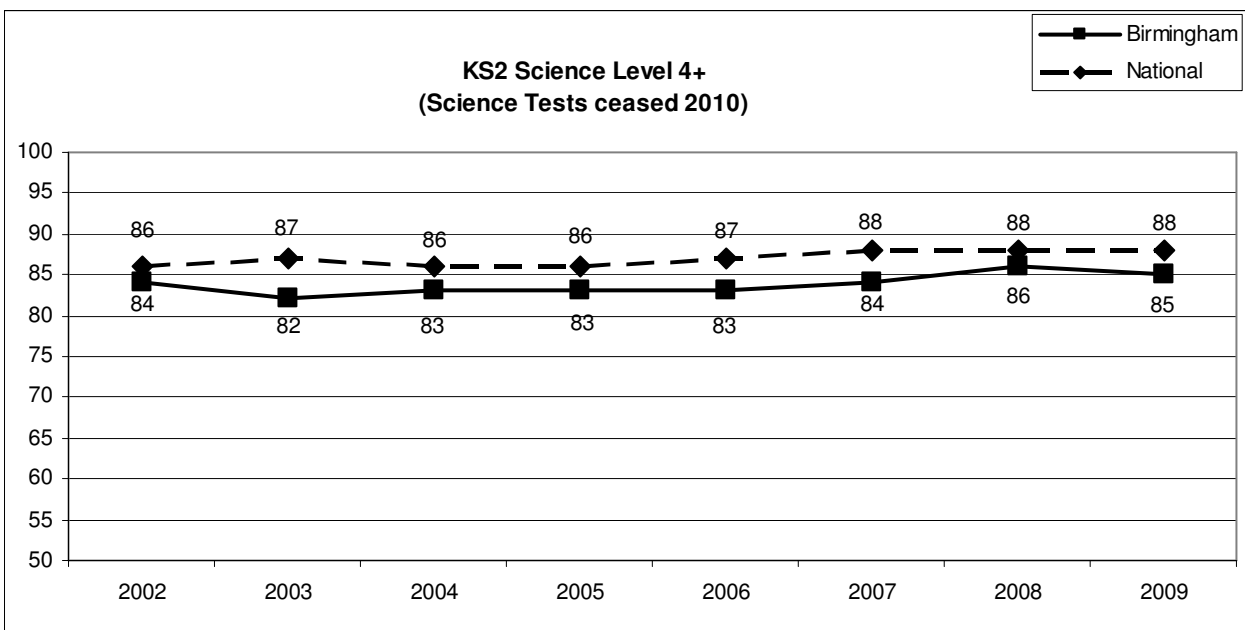
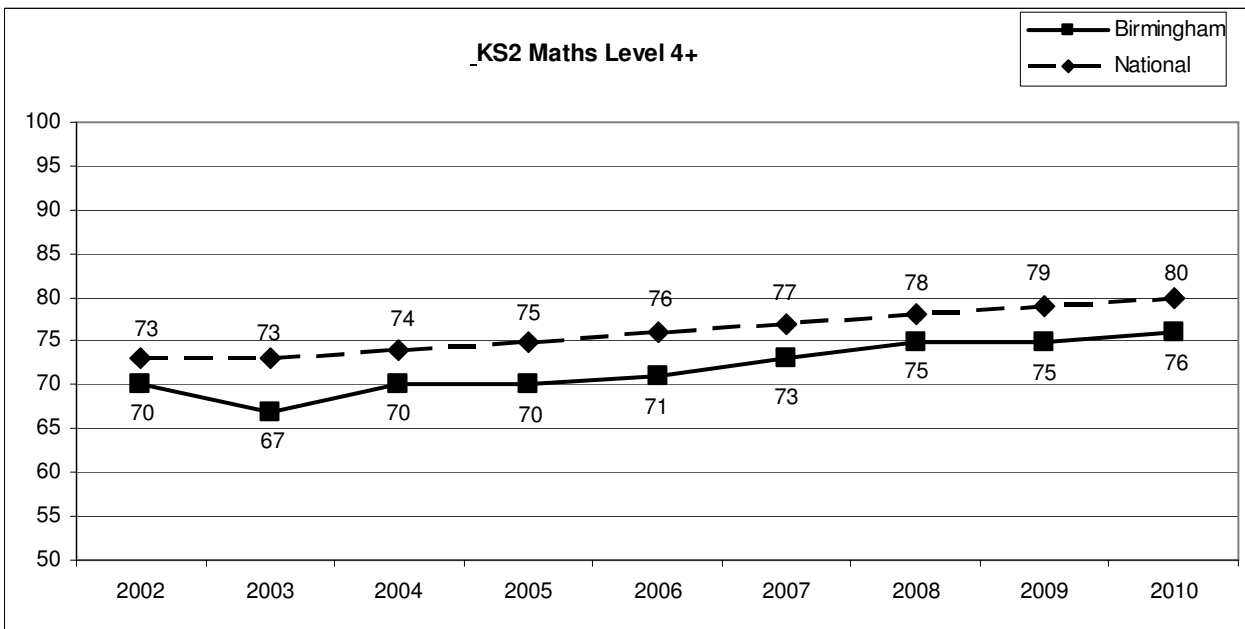
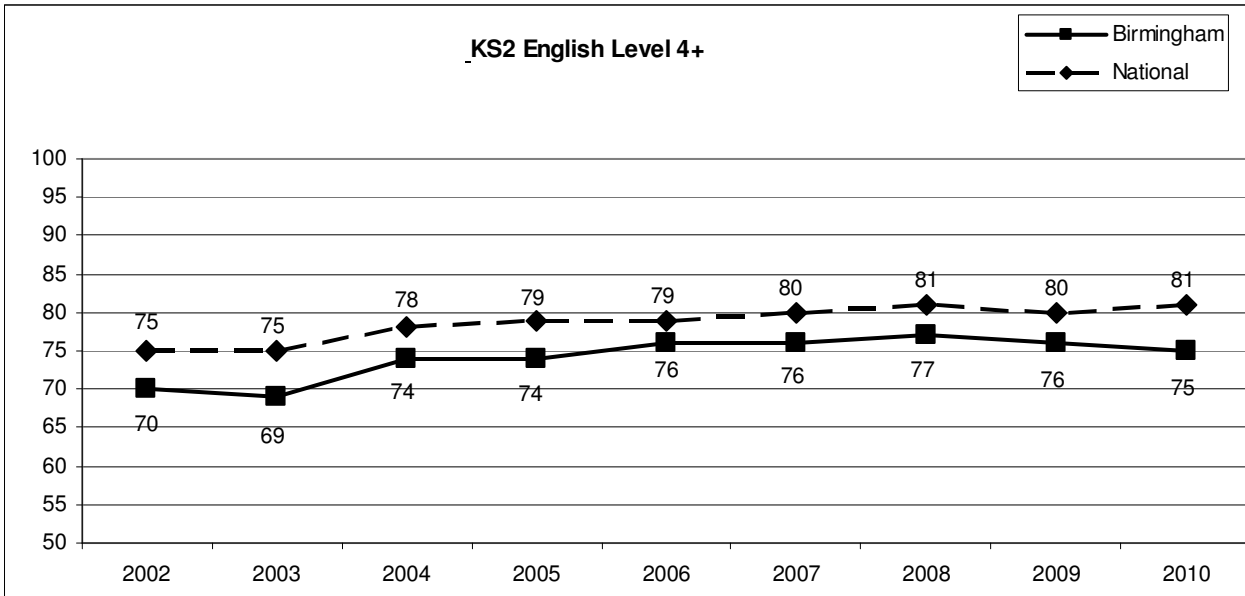
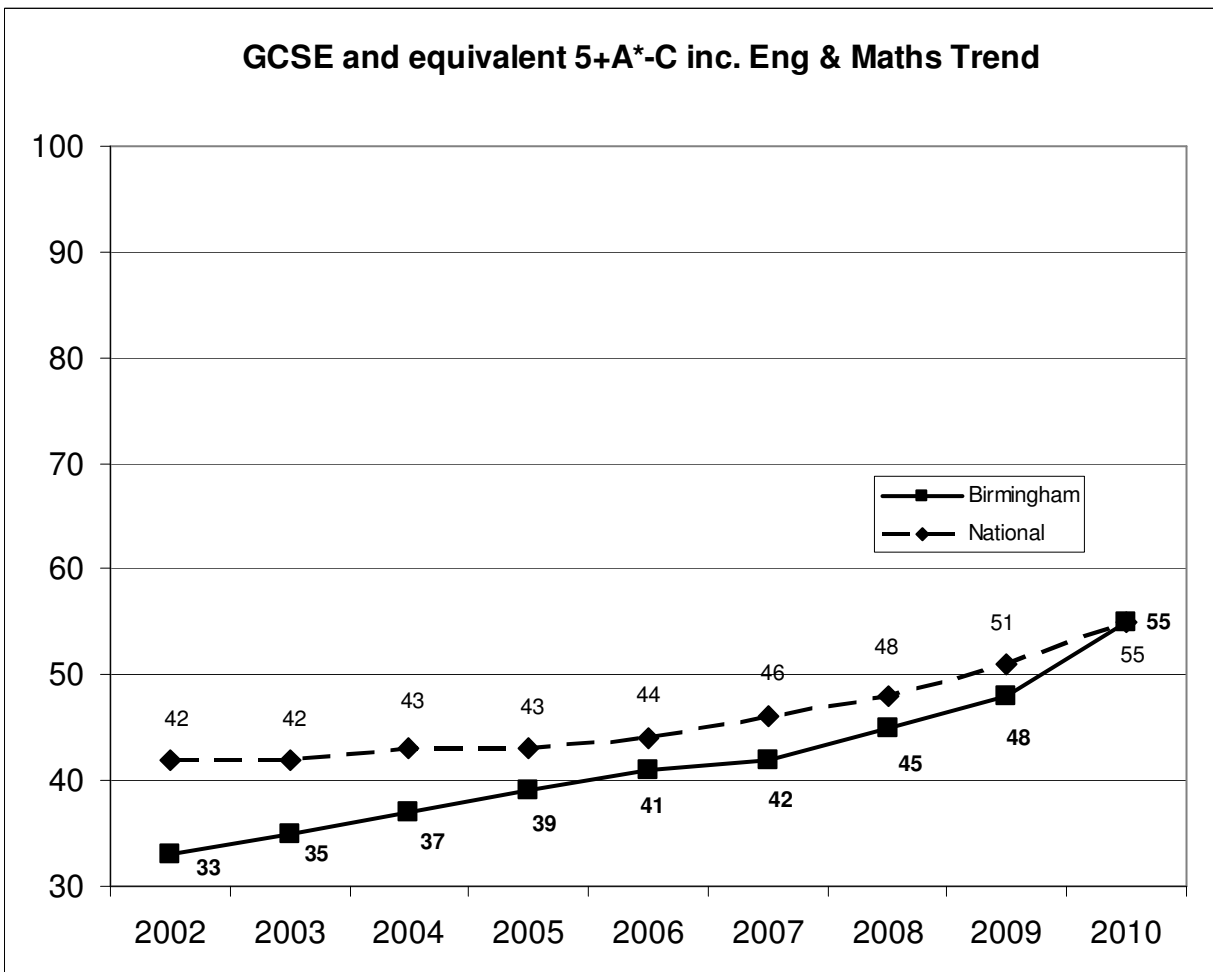
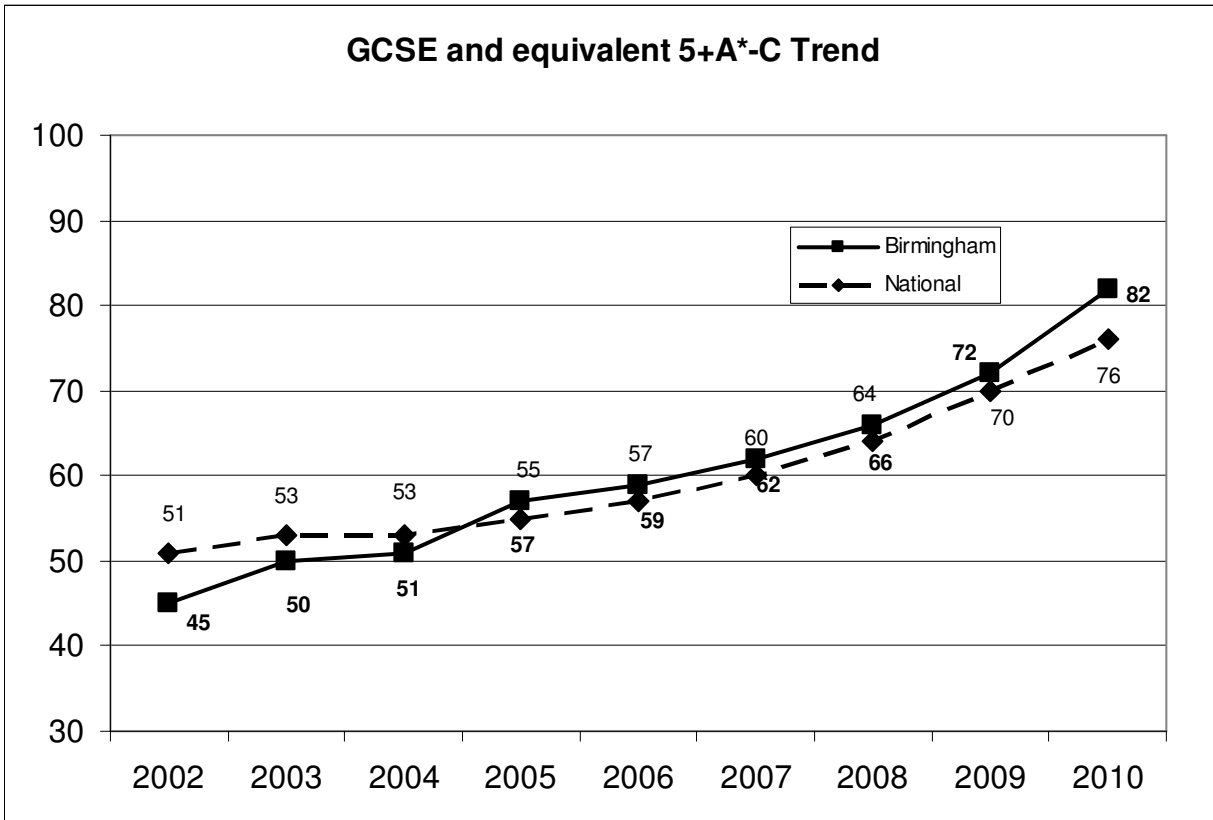
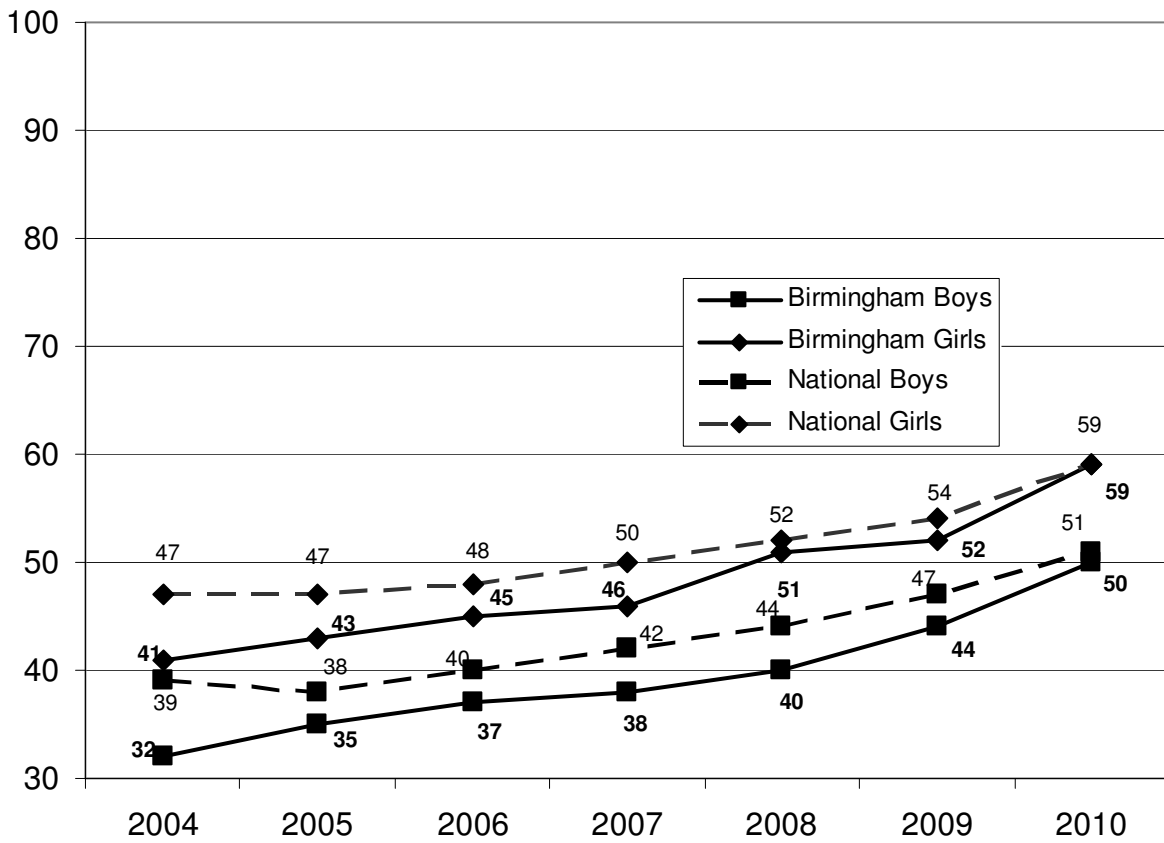


Fig 1b. GCSE and equivalent trends, Birmingham compared to National, 2002 - 2010



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



GCSE and equivalent 5+A*-G Trend

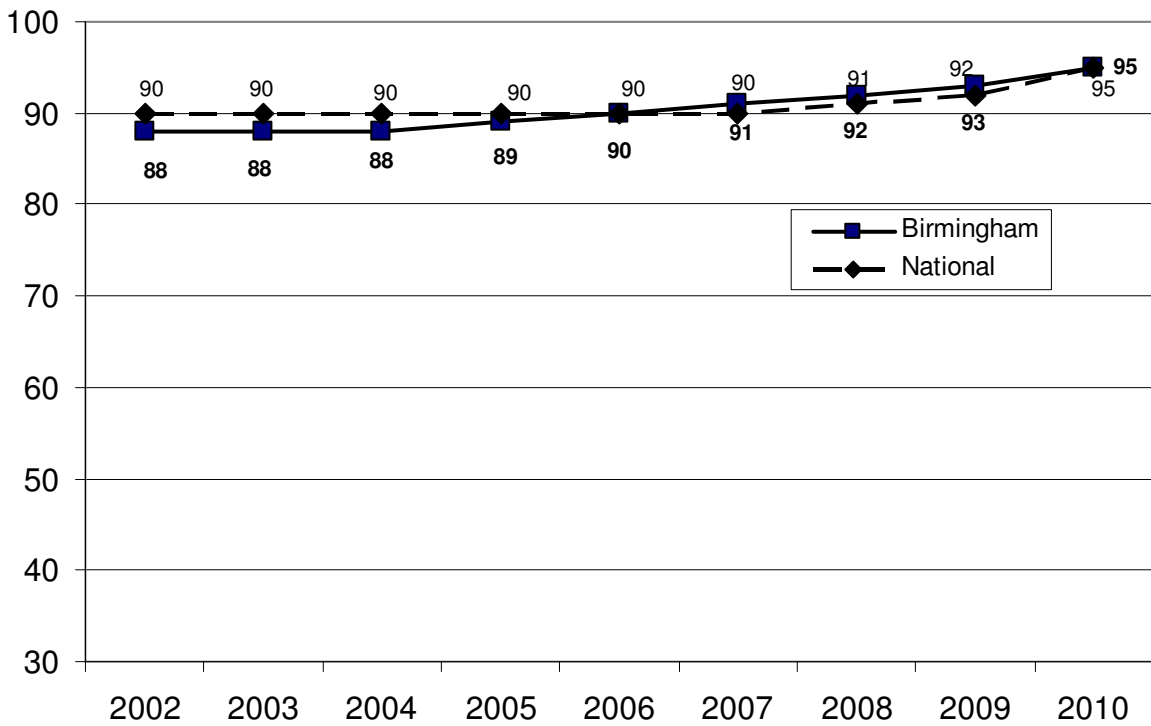


Table 2. Pupil Performance 2010: Comparison with Core Cities and Statistical Neighbours - Provisional Results

Figures in brackets are 2009

Phase	Birmingham	Core City Average	Statistical Neighbour Average	Birmingham Rank Order out of 17
2010 Early Years Foundation Stage Profile 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)	55% (51%)	52% (50%)	51% (49%)	=1st (=4th)
2010 KS1 (Level 2+) Reading Writing Mathematics	82% (80%) 77% (76%) 86% (85%)	81% (81%) 77% (77%) 86% (87%)	82% (81%) 78% (77%) 87% (87%)	=6th (=13th) =8th (=11th) =8th (=14th)
2010 KS2 (Level 4+) English Mathematics	75% (76%) 76% (75%)	76% (76%) 78% (76%)	76% (76%) 77% (76%)	12th* (=7th) =10th* (=9th)
2010 GCSE and equivalent 5 A* - C 5 A*-C including English & Maths Any passes	82% (72%) 55% (47%) 99% (99%)	75% (67%) 49% (43%) 98% (97%)	75% (67%) 50% (44%) 99% (98%)	=1st (=1st) =1st (=2nd) = 5th (=1st)
2010 A Level and equivalent 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%) 94% (94%) 708.6 (724.2) 209.6 (206.9)	9% (8%) 93% (95%) 691.4 (711.1) 208.6 (207.1)	6% (6%) 91% (93%) 658.7 (672.4) 206.6 (202.2)	2nd (2nd) 5th (10th) 3rd (3rd) 6th (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 15 due to figures being unavailable for two local authorities.

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

These are provisional figures from the DfE and are subject to change.

NOTE: Authorities are rank ordered by 2010 results in English
Barking and Dagenham, Enfield, Derby and Coventry became Statistical Neighbours in 2008

Key Stage 2 (Level 4+)

	2008		2009		2010		Change	
	English	Maths	English	Maths	English	Maths	English	Maths
Leeds	80%	77%	78%	77%	80%	80%	0%	3%
Walsall	80%	79%	77%	78%	80%	80%	0%	1%
Newcastle	76%	75%	76%	77%	80%	81%	4%	6%
Coventry	76%	75%	76%	74%	79%	78%	3%	3%
Barking and Dagenham	76%	75%	79%	79%	78%	76%	2%	1%
Bristol	74%	73%	76%	74%	78%	79%	4%	6%
Liverpool	79%	76%	78%	78%	77%	80%	-2%	4%
Wolverhampton	77%	75%	77%	76%	77%	79%	0%	4%
Luton	77%	74%	76%	74%	77%	76%	0%	2%
Sandwell	76%	74%	75%	74%	76%	76%	0%	2%
Sheffield	75%	74%	75%	75%	76%	78%	1%	4%
Birmingham	77%	75%	76%	75%	75%	76%	-2%	1%
Manchester	74%	74%	75%	76%	73%	77%	-1%	3%
Derby	77%	76%	75%	74%	72%	72%	-5%	-4%
Nottingham City	72%	73%	73%	75%	72%	76%	0%	3%
Enfield	79%	78%	78%	78%	#	#	#	#
Bradford	75%	74%	75%	75%	#	#	#	#
Core City/SN Average	76%	75%	76%	76%	77%	78%	1%	3%
Core City	76%	75%	76%	76%	76%	78%	0%	3%
Statistical Neighbour	77%	75%	76%	76%	76%	77%	-1%	2%
National Average	81%	78%	80%	79%	81%	80%	0%	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

These are provisional figures from the DfE and are subject to change.

Note: Authorities are rank ordered by 2010 results

GCSE and equivalent

Local Authority	5A*-C			Improvements
	2008	2009	2010	2008 - 2010
Birmingham	67%	72%	81%	15%
Coventry	61%	68%	81%	20%
Liverpool	66%	72%	81%	15%
Newcastle upon Tyne	67%	72%	79%	12%
Wolverhampton	64%	70%	77%	13%
Derby	64%	66%	77%	13%
Luton	62%	68%	76%	14%
Barking and Dagenham	58%	66%	76%	18%
Leeds	62%	66%	76%	14%
Walsall	59%	64%	75%	16%
Enfield	58%	69%	74%	16%
Sandwell	56%	65%	74%	18%
Bradford	57%	63%	71%	14%
Bristol	55%	61%	71%	16%
Manchester	57%	61%	71%	14%
Nottingham	59%	66%	71%	12%
Sheffield	57%	64%	71%	14%
Core City/SN Average	61%	67%	75%	14%
National Average	64%	70%	76%	12%

Local Authority	5A*-C inc English and Maths			Improvements
	2008	2009	2010	2008 - 2010
Birmingham	46%	47%	55%	9%
Derby	49%	45%	55%	6%
Enfield	48%	52%	55%	7%
Liverpool	41%	44%	53%	12%
Coventry	42%	47%	52%	10%
Luton	45%	46%	52%	7%
Wolverhampton	40%	43%	52%	12%
Barking and Dagenham	39%	45%	51%	12%
Leeds	46%	46%	50%	4%
Newcastle upon Tyne	39%	42%	49%	10%
Sheffield	41%	44%	49%	8%
Walsall	41%	43%	49%	8%
Bristol	36%	40%	46%	10%
Manchester	37%	38%	45%	8%
Bradford	37%	41%	44%	7%
Nottingham	35%	41%	44%	9%
Sandwell	32%	37%	43%	11%
Core City/SN Average	41%	44%	50%	9%
National Average	48%	51%	55%	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

These are provisional figures from the DfE and are subject to change.

Note: Authorities are rank ordered by 2010 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 Level and Double Awards			Improvements 2008 - 2010
	2008	2009	2010	
Enfield	12.1	13.4	11.0	-1.1
Birmingham	10.4	10.5	10.6	0.2
Sheffield	9.7	9.9	10.2	0.5
Bristol	7.7	7.4	8.9	1.2
Manchester	8.5	7.6	8.9	0.4
Liverpool	7.1	8.6	8.3	1.2
Derby	7.5	7.4	7.8	0.3
Leeds	7.8	8.0	7.7	-0.1
Nottingham	6.8	7.3	7.5	0.7
Walsall	7.1	7.0	6.9	-0.2
Bradford	5.3	5.1	6.8	1.5
Newcastle upon Tyne	4.0	5.4	6.5	2.5
Barking and Dagenham	3.8	2.7	4.4	0.6
Wolverhampton	5.6	6.5	4.4	-1.2
Luton	3.3	4.2	4.3	1
Coventry	5.6	4.4	4.2	-1.4
Sandwell	0.9	1.0	3.0	2.1
Core City/SN Average	6.7	6.8	7.1	0.4
National Average	12.1	12.7	12.4	0.3

Local Authority	Percentage of candidates achieving 2 or more passes of A Level equivalent size			Improvements 2008 - 2010
	2008	2009	2010	
Sheffield	94.6	96.0	96.2	1.6
Barking and Dagenham	94.7	94.6	96.0	1.3
Derby	95.7	95.8	96.0	0.3
Luton	94.4	95.2	94.7	0.3
Birmingham	94.9	94.4	94.3	-0.6
Manchester	95.8	94.9	94.0	-1.8
Nottingham	98.0	96.1	93.6	-4.4
Leeds	93.6	93.3	93.5	-0.1
Enfield	92.9	94.7	93.1	0.2
Liverpool	91.8	92.0	93.1	1.3
Newcastle upon Tyne	96.9	96.6	92.6	-4.3
Bristol	97.7	96.7	89.0	-8.7
Coventry	96.0	93.5	88.5	-7.5
Bradford	92.2	93.8	88.4	-3.8
Walsall	86.1	87.7	86.1	0
Sandwell	88.4	88.5	83.4	-5
Wolverhampton	84.1	92.5	83.1	-1
Core City/SN Average	93.4	93.9	91.5	-1.9
National Average	95.3	95.0	93.6	-1.7

Local Authority	Average QCDA point score by students achieving all Level 3 qualifications (per candidate)			Improvements
	2008	2009	2010	2008 - 2010
Nottingham	777.6	781.3	723.9	-53.7
Derby	697.1	694.6	710.4	13.3
Birmingham	722.0	724.2	708.6	-13.4
Sheffield	681.6	682.5	704.3	22.7
Leeds	695.0	694.0	691.1	-3.9
Liverpool	663.8	679.3	690.5	26.7
Enfield	633.9	670.4	684.7	50.8
Manchester	689.9	687.4	682.7	-7.2
Newcastle upon Tyne	685.1	735.8	665.4	-19.7
Bristol	704.0	704.2	664.9	-39.1
Luton	633.7	653.6	658.1	24.4
Bradford	671.4	677.6	655.3	-16.1
Barking and Dagenham	619.2	647.2	650.8	31.6
Walsall	627.0	638.6	644.2	17.2
Coventry	678.2	647.7	627.0	-51.2
Sandwell	589.1	617.8	599.7	10.6
Wolverhampton	566.5	633.3	582.6	16.1
Core City/SN Average	666.8	680.6	667.3	0.5
National Average	739.8	739.1	732.9	-6.9

Local Authority	Average QCDA point score by students achieving all Level 3 qualifications (per entry)			Improvements
	2008	2009	2010	2008 - 2010
Manchester	212.7	214.1	217.4	4.7
Enfield	203.6	210.2	214.4	10.8
Derby	204.8	205.0	212.8	8
Sheffield	206.8	209.4	212.8	6
Barking and Dagenham	199.3	200.2	212.1	12.8
Birmingham	202.0	206.9	209.6	7.6
Luton	200.5	204.9	209.2	8.7
Bristol	208.5	208.1	207.9	-0.6
Newcastle upon Tyne	197.2	209.7	206.0	8.8
Liverpool	196.4	202.6	205.7	9.3
Leeds	201.3	203.2	205.3	4
Coventry	203.9	202.7	204.7	0.8
Nottingham	202.7	203.1	203.9	1.2
Sandwell	190.0	199.6	203.2	13.2
Walsall	194.5	198.2	201.5	7
Bradford	193.0	196.5	201.1	8.1
Wolverhampton	189.0	196.5	199.9	10.9
Core City/SN Average	200.4	204.2	207.5	7.1
National Average	209.4	211.7	213.8	4.4

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)	
	2006	2007	2008	2009	2010	2010	2011
KS2 Test							
English L4+	76%	76%	77%	76%	75%		
English L5+	27%	28%	25%	25%	27%		
Mathematics L4+	71%	73%	75%	75%	76%		
Mathematics L5+	27%	27%	27%	31%	29%		
English and Mathematics L4+	65%	66%	68%	69%	68%	75%	76%
Two Levels Progress English	82%	84%	84%	85%	88%	88%	89%
Two Levels Progress Mathematics	71%	74%	79%	81%	84%	86%	87%
GCSE & Equiv.							
5 A*-C	59%	62%	67%	72%	82%		
5A*-C including GCSE English and maths.	41%	42%	46%	47%	55%	51%	55%
5 A*-G (including English and Maths.)	87%	89%	90%	93%	93%		
Expected Progress KS2-4 English	55%	56%	64%	64%	64%		
Expected Progress KS2-4 Maths	50%	52%	57%	57%	57%		
Average point score	373	390	410	433	473		
Achieving Any passes	98%	98%	98%	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

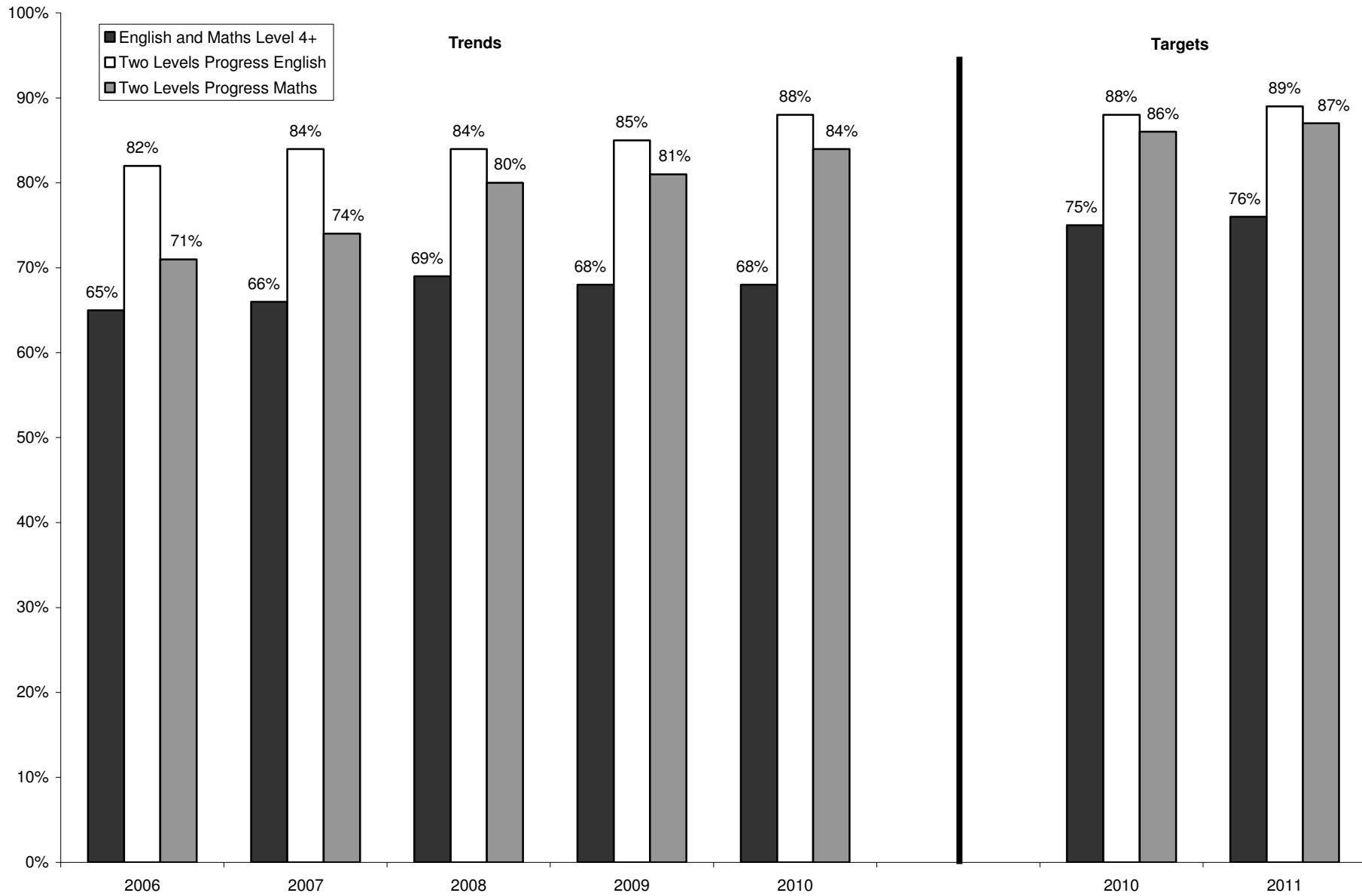


Fig 3. Trends and Targets for Students Achieving 5 or more GCSE and equivalent A*-C Grades including GCSE English and Maths

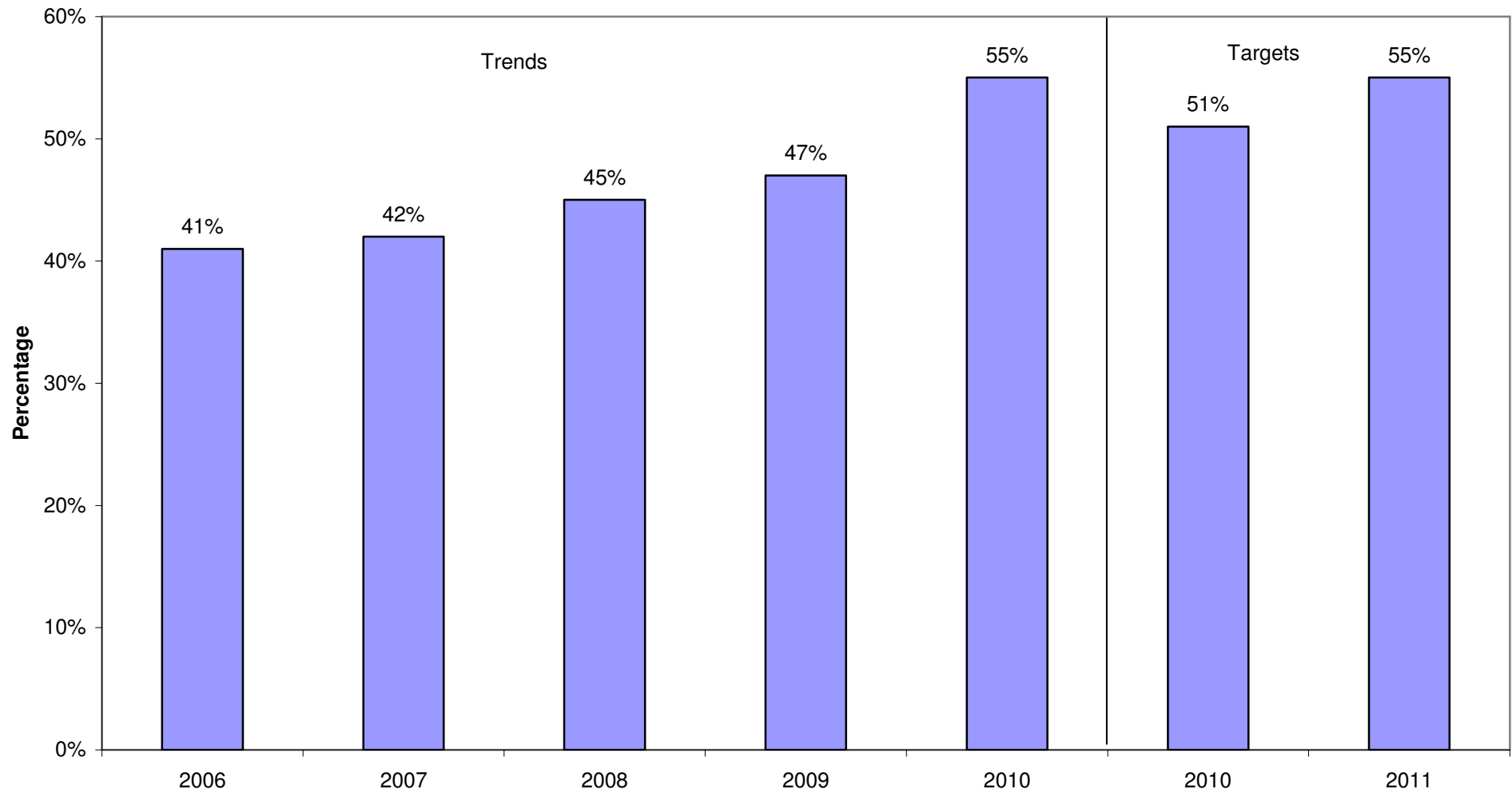


Fig 4a) Progress on Floor Targets 2006-2010 (Provisional) - number of schools with less than 55% of Pupils Achieving L4+ in Both English and Maths

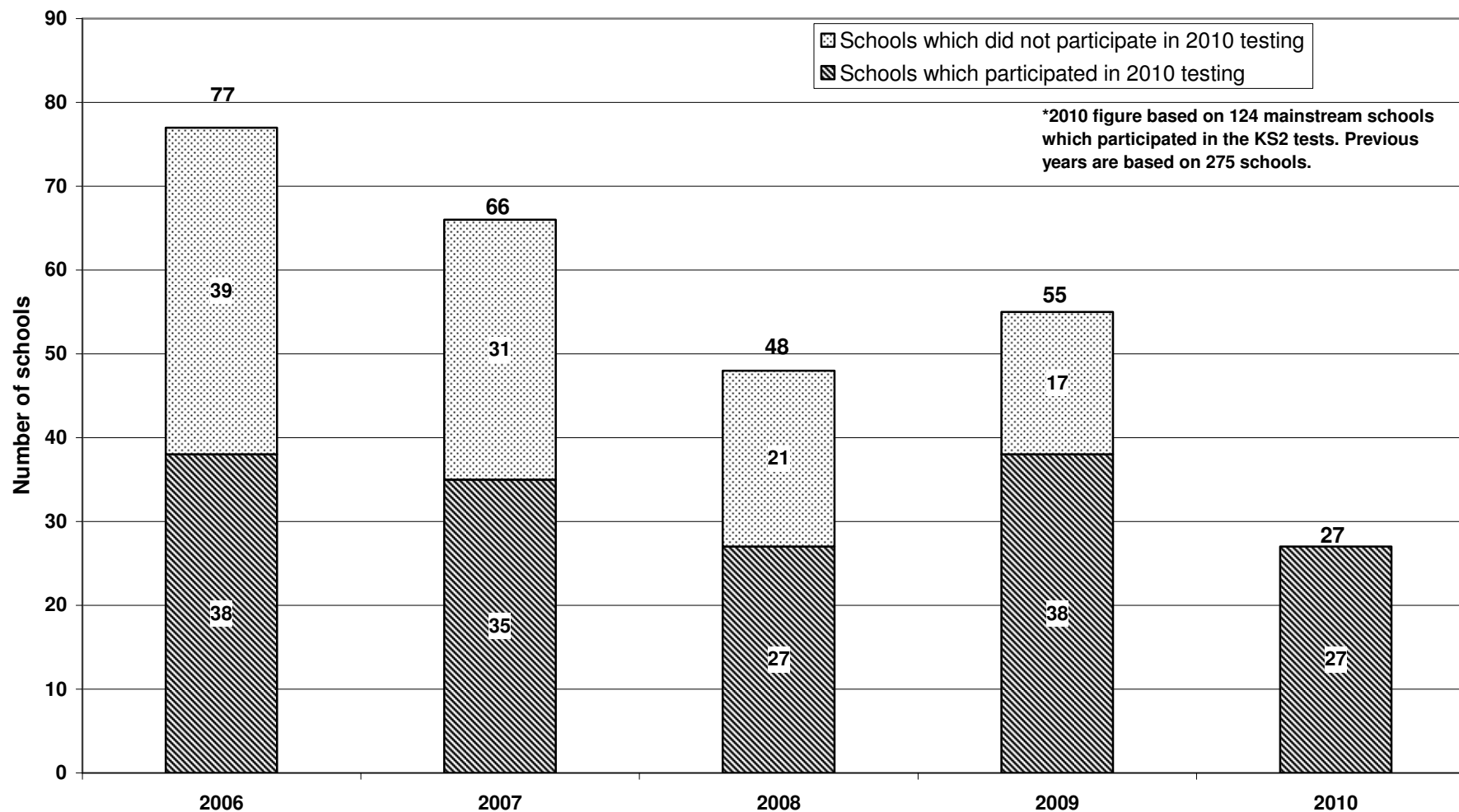
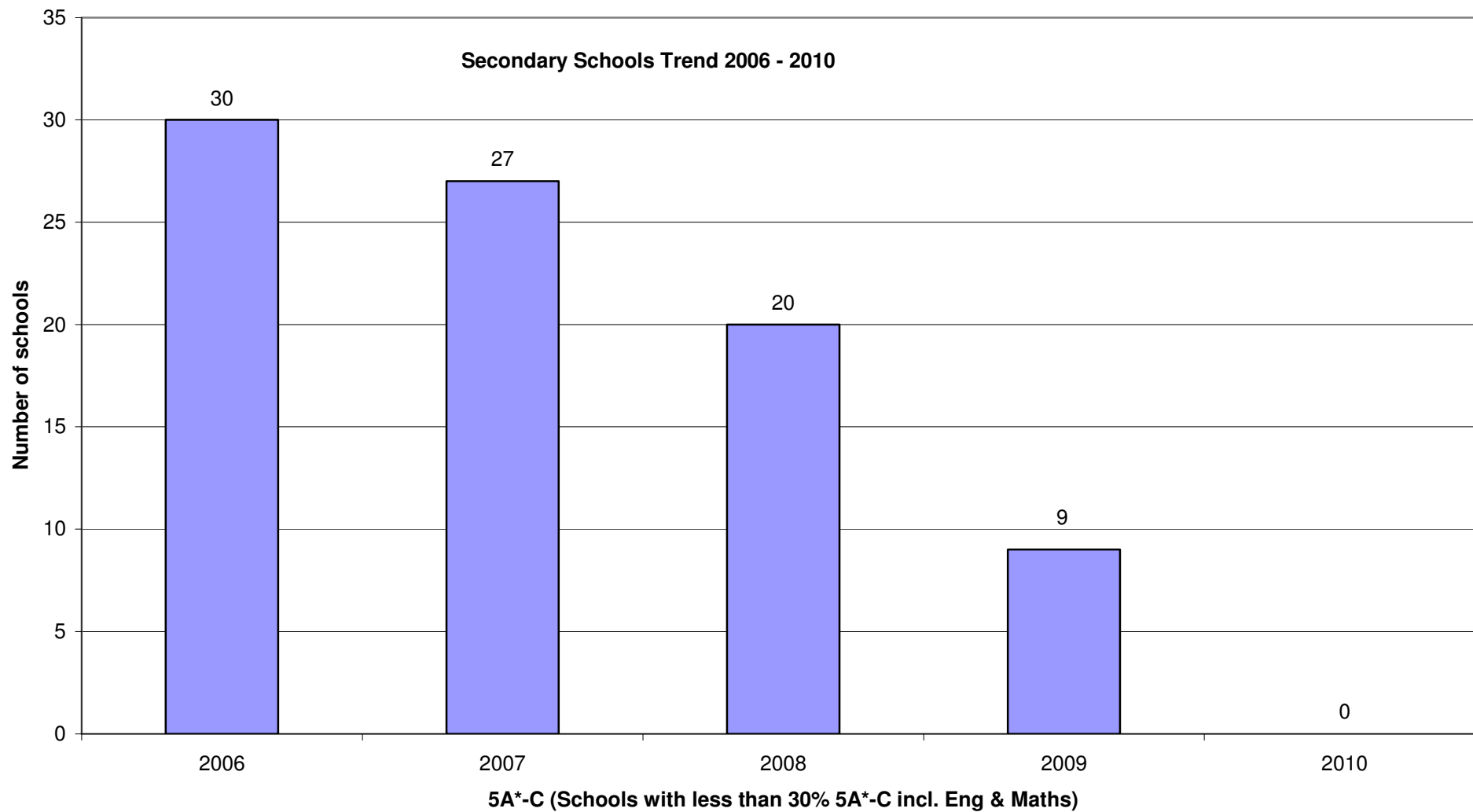


Fig 4b) Progress on Floor Targets 2006-2010 (Provisional)



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 2010 figures relate to the outcomes for the Early Years Foundation Stage Profile, end of Key Stage 1 assessments and end of Key Stage 4 examinations and qualifications. Key Stage 2 test results for 2010 have not been included because only 142 schools administered the tests. Year on year comparisons are therefore difficult. The impact of the industrial action on data for 2010 is particularly problematic when outcomes for smaller groups of pupils are being considered, for example some minority ethnic group. For local authorities affected by the action, including Birmingham, the DfE has not published Key Stage 2 results by ethnic groups.

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. (The consistent exception to this is for mathematics at the end of Key Stage 2, where historically boys have performed better than girls.) Differences are greatest in English and less so in mathematics. For example, at Key Stage 1 in 2010, 8% more girls than boys achieved level 2 and above in reading and 11% more in writing, but 5% more girls than boys achieved level 2 and above in mathematics. In the GCSE and equivalent examinations 9% more girls than boys achieved 5A*-C including English and mathematics.
- 2.1 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 (5 percentage points for boys in reading in comparison with 3 percentage points for girls, and 4 percentage points in writing compared with 2 percentage points for girls). In mathematics, both boys and girls have improved by 2 percentage points (see Table 7b). However, over the past five years at KS4 the picture is mixed (see Table 7c), where the proportion of pupils achieving 5A*-C grades has improved by 23 percentage points to 77% for boys (including an 8 percentage point increase from 2009 to 2010) and by 22 percentage points for girls to 86% (including a 10 percentage point increase from 2009 to 2010). For 5A*-C including English and mathematics over the past five years, boys have improved by 13 percentage points to 50% (including a 6 percentage point increase from 2009 to 2010) and girls by 14 percentage points to 59% (including a 7 percentage point increase from 2009 to 2010).

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% (55,000) 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% (35,000) children are of Pakistani heritage and 11% (16,500) are of African/Caribbean heritage (5.5% 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 in recent years there has been an increase in the percentage of these children in the early years and Key Stage 1. 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 33% to 39%. 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-d 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 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. The Children and Education Overview and Scrutiny Committee received a report in March 2010 on what is being done 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 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 **Pupil of Pakistani heritage** (see Tables 7a-d and Fig. 7): At the end of the Early Years Foundation Stage, the outcomes for pupils of Pakistani origin are below the average for the LA, although if boys and girls results are considered separately, girls are slightly above the average for the LA but boys substantially below (see Table 7a and Figure 7). By the end of Key Stage 1, results for this group of pupils have shown improvement over the last five years (see Table 7b and Figure 7). Girls' results are above the LA average. Although progress has been made in closing the gap for boys, they remain substantially below the LA average. A similar picture is evident for end of Key Stage 2 results from 2006 to 2009 although results are not available for 2010 (see Figure 7). By the end of Key Stage 4 (see Table 7c and Figure 7), boys' results are in line with the LA average for attaining 5 or more A*-C while girls' results are 1 percentage point above. For 5 or more A*-C including English and mathematics, girls results are now 2 percentage points above the LA average. Although the gap has closed for boys, their results are still 8 percentage points below the LA average. There is therefore encouraging progress in addressing underachievement for this group although outcomes for boys remain a concern.
- 3.6 **Pupils of Bangladeshi heritage** (see Tables 7a-d and Fig. 8): Improvement rates over the past five years for these pupils have been greater than for the LA as a whole (16 percentage points) with boys improving by 20 percentage points to 42% in 2010 and girls improving by 24 percentage points to 60%. While boys' outcomes remain below the LA average, girls have been above the average for the past three years. Similarly, at the end of Key Stage 1, boys have improved by 6 percentage points in reading to 77% and girls by 7 percentage points to 85%. The LA improvement overall for reading has been 4 percentage points to 82%. There is a wider discrepancy between girls and boys at the end of Key Stage 2 with girls' results in 2009 being 9 percentage points above the LA average (76%) at 85% while boys were 6 percentage points below at 70%. For 5 or more A*-C including English and mathematics, boys have improved by 16 percentage points over the past five years to 52% while girls have improved by 23 percentage points to 63%.
- 3.7 **Pupils of Black Caribbean heritage** (see Tables 7a-d and Fig. 9): At the end of the Early Years Foundation Stage, the outcomes for these pupils are 4 percentage points below the LA average, with boys 15 percentage points below the LA average and girls 9 percentage points above (see Table 6a and Fig. 9). By the end of Key Stage 1 (see Table 6b and Fig. 9), results are closer to the LA averages but with girls' results being above the LA averages (6 percentage points in reading, 7 percentage points in writing and 3 percentage points in mathematics) and the results for boys' being substantially below the LA averages (7 percentage points in reading, 10 percentage points in writing and 7 percentage points in mathematics). Results for 2006-2009 for the end of Key Stage 2 show the same pattern as for Key Stage 1 (see Fig. 9). At the end of Key Stage 4 (see Table 6c and Fig.9), 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. However, despite an increase from 48% in 2009 to 50% in 2010, girls results for 5 or more A*-C including English and mathematics have dropped below the overall LA average of 55%. The percentage for boys has increased from 33% in 2009 to 39% in 2010. The consequence has been that the gap between pupils of Black Caribbean origin and the LA average for 5 A*-C including English and mathematics has widened from 7 percentage points in 2009 to 11 percentage points in 2010.

3.8 Pupils of mixed White/Black Caribbean background (see Tables 7a-d and Fig.10): At the end of the Early Years Foundation Stage, girls' outcomes have now exceeded LA averages for five consecutive years. In 2010 boys outcomes also exceeded the LA average, with the consequence 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 was 65% compared with 55% for the LA as a whole. By the end of Key Stage 1 (see Table 7b and Fig. 10), the overall results for this group are slightly below the LA averages (2 percentage points for reading, 4 percentage points for writing and 3 percentage points for mathematics). However, girls' results are above the LA averages for reading (85% compared to 82%) and writing (82% compared to 77%) and in line for mathematics at 86%. Boys' results are below LA averages for reading (75%), writing (64%) and mathematics (81%). A similar pattern is apparent at the end of Key Stage 2 (Fig. 10). By the end of Key Stage 4 (see Table 7c and Fig. 10), the percentages of pupils attaining 5 or more A*-C grades have been one percentage point below the LA averages for both 2009 and 2010. For 5 A*-C including English and mathematics, the gap has closed to 5 percentage points in 2010 (50% compared with 55% for the LA). Boys perform less well than girls on both of these measures. While there has been a substantial increase in the percentage of boys attaining 5 A*-C including English and mathematics (from 34% in 2009 to 49% in 2010), the increase in the percentage of girls attaining this measure has been less than the overall LA improvement (48% to 51% compared with 47% to 55% for the LA as a whole).

3.9 Pupils of Black African heritage (excluding pupils of Somali origin) (see Tables 7a-d and Fig. 11): 52% 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 55% for the LA as a whole (see Table 6A and Fig. 11). Girls' results were higher than the LA average at 57% while boys' results were below at 48%. In reading at Key Stage 1, 82% of girls attained level 2 or above (in line with the LA average), 79% in writing (compared with an LA average of 77%) and 81% in mathematics (compared with an LA average of 86%). Boys were below the LA averages for all three indicators at 74% for reading, 71% for writing and 78% for mathematics (see Table 6b and Fig. 11). These results have an erratic profile over the past five years although this can be the case for measures based on relatively small numbers of pupils. At Key Stage 2, the results for girls in English have been in line with the LA averages from 2006-2009, although for boys outcomes have been below the LA averages with some narrowing of the gap in 2009 (Fig. 11). However, the picture is more positive for Key Stage 4 (see Table 7c and Fig. 11) where the results for these pupils have been above the LA averages for the past three

years for 5 A*-C grades, with both boys and girls achieved 85% 5 A*-C grades in 2010 compared with an LA average of 82%. Girls are slightly above the LA averages for 5 A*-C including English and mathematics for 2009 (52% compared with 48% in 2009) and 2010 (58% compared with 55%) while boys results are below (41% compared with 48 % in 2009 and 48% compared with 55% in 2010).

3.10 Pupils of Somali heritage (see Tables 7a-d and Fig. 12): While there has been some closing of the gap in relation to LA averages for these children at the end of the Early Years Foundation Stage, from 23 percentage points in 2006 to 11 percentage points in 2010, outcomes for both girls and boys remain below the LA average in 2010 (47% and 41% compared with the LA average of 55%). For Key Stage 1, outcomes remain below the LA average for reading and writing but in mathematics in 2010, 86% of children have achieved level 2 or above, in line with the LA average. There has been a substantial closing of the gap for both girls and boys, for example in reading (see Table 7b and Fig. 12), from 13 percentage points to 4 percentage points. At Key Stage 2, results have been substantially below LA results in 2009 and previous years (see Figure 12), but there has been welcome improvement in the outcomes for the end of Key Stage 4. For 5 A*-C grades, this group achieved 81% in 2010, a 20 percentage point improvement since 2008 and only 1 percentage point below the LA average. Although the 2010 outcome for 5 A*-C including English and mathematics of 47% is 8 percentage points below the LA average, there has been also been a very substantial improvement on this outcome with a 22% point increase since 2008. Nevertheless girls consistently attain higher outcomes than boys with girls 1 percentage point above the LA average on this measure but boys 19 percentage points below.

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, both girls and boys have improved by 13 percentage points over the past five years to 50% and 33% respectively in 2010, compared with an overall LA improvement rate of 16 percentage points to 55% in 2010. There is a similar pattern in the results for Key Stage 1 with particular concerns in the most recently available results for Key Stage 2 in 2009, where boys' results had dropped to 55% attaining level 4 or above in the English tests compared with an overall LA average of 76%. At the end of Key Stage 4, 31% of white disadvantaged girls attained 5 A*-C including English and mathematics and 29% of boys, compared with the overall LA average of 55%. While improvements have been made since 2006 (girls by 11 percentage points and boys by 17 percentage points compared with 14 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 6b). Figures 5a and 5b 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 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 2010, 77% 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 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 illustrates that pupils eligible for free school meals tend to have lower levels of attainment on average than pupils not eligible for free school meals. For example, in Figure 6b seven out of the nine groups below the LA average for 5 A*-C including English and mathematics are groups in which pupils are eligible for free school meals. 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, have been sustained and built on in 2010. Birmingham's 5A*-C and 5A*-C including English and mathematics results for pupils eligible for free school meals continue to be significantly higher than the England average. In 2010, 40% of Birmingham pupils eligible for free school meals achieved 5A*-C grades including English and mathematics compared with 31% nationally.
- 4.6 The percentage of White boys eligible for free school meals achieving 5A*-C grades improved from 27% to 60% between 2006 and 2010 and for White girls eligible for free school meals it improved from 39% to 70%. Results for Black Caribbean boys eligible for free school meals also improved this year from 40% to 68%. While these groups continue to show year on year progress, they remain of concern as the lowest performing groups (Figs. 6a and 6b).

5. Results at Ward level (Figures 15-18)

- 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), 55% 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 43% in Ladywood ward, to over 70% in the Brandwood and Sutton Coldfield wards.
- 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 40% and only seven below 50%.

The Early Years team in School Effectiveness continues 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), at least 70% of pupils attained level 2 or above with the outcomes varying from 72% in Ladywood and 75% in

Soho to 94% in Sutton New Hall and Sutton Vesey. While there were decreases in the results for some wards such as Billesley and Hall Green, there were improvements in other wards, such as Lozells and East Handsworth, Stechford and Yardley North and Sheldon.

- 5.5 In the GCSE and equivalent examinations (Fig.17), at least 70% of young people in all wards achieved 5A*-C, although the percentage varied from 72% in Ladywood, Northfield and Tyburn wards to 95% in Sutton Vesey ward. Sixteen wards had a 10% or more improvement in results in 2010 compared to 2009 (Acocks Green, Aston, Billesley, Erdington, Hodge Hill, Kingstanding, Longbridge, Nechells, Shard End, Sheldon, South Yardley, Stechford and Yardley North, Stockland Green, Tyburn and Weoley).
- 5.6 For GCSE 5A*-C including English and maths (Fig. 18), 40% or more young people achieved this outcome in all wards apart from Tyburn ward where the figure was 39.9%. In twelve wards (eight in 2009) over 60% of young people achieved this outcome (Bournville, Edgbaston, Hall Green, Harborne, Handsworth Wood, Moseley and Kings Heath, 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 15-18 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:
- Prior attainment
 - Special Educational Needs
 - Parents'/carers' education
 - Late and/or in year school transfer
 - Young people's attitudes and behaviour, especially between the ages 14 to 16.

- 6.3 There is a Public Service Agreement to improve the life chances for looked after children that includes closing the gap in educational achievement between looked after children and their peers.
- 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 in Year 11 looked after for at least 12 months who attain five or more GCSEs grades A*- C or equivalent.
 - Increasing the percentage of young people in Year 11 looked after for at least 12 months who attain five or more GCSEs grades A*- C or equivalent including English and Maths
- 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 (1133) who have been in care for the previous 12 months, 52% have special educational needs (18% Statemented, 18% on School Action Plus and 16% on School Action). Nationally only 2.8% of all children had 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 was 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 improved this year on last year. Reading has improved by 9 percentage points, writing by 14 percentage points and mathematics by 5 percentage points.
- 6.8 Performance at Key Stage 2 (percentages of pupils attaining level 4 or above) has also shown some improvement. English has improved by 5 percentage points, while mathematics has stayed the same. English and mathematics results combined show a 0.6% increase on the last academic year. (Given that the Key Stage 2 tests were not administered in some schools, we have used teacher assessments where test results were not available.)
- 6.9 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 English and mathematics) has remained the same, but with an 8% increase in those achieving 5 A* - C and a 4% increase in those gaining 5A* - G.
- 6.10 Currently performance at Key Stage 4 for those young people gaining one qualification of any kind has remained at 81%.

- 6.11 The Key Stage 4 cohort is 154, with 54% having special educational needs (31% Statemented, 18% on School Action Plus and 18% on School Action).
- 6.12 There has once again been a strong focus on attendance this academic year, where a concerted drive has resulted in an improvement in the attendance of looked after children. The numbers of children in care who have missed 25 or more days schooling has decreased from 12.3 % last year to 12.1% this year. The overall attendance of all Birmingham children in care is 92.76%, a slight improvement on last year.
- 6.13 The Looked After Children Education Service (LACES) business plan contains actions in keeping with the strategic goals and priorities in the Children and Young Person's Plan to address the underachievement of looked after children.
- 6.14 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 ICT skills. The projects include:
- One to one tuition for children in danger of underachieving funded by the Personal Education Allowance (PEA) or Vulnerable Children's Grant.
 - Letterbox Club targeting reading and mathematics for children in care in Year 3 and Year 5. It provides a monthly parcel of books, maths activities and educational materials once a month for six months.
 - 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.
 - Projects that have addressed the academic needs of young people and provided them with enrichment opportunities, e.g. making Rosetta Stone software available for non-English speaking LAC to enable them to learn English so that they can access the curriculum.
 - 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.

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

- 7.1 On average just over one in five children are on schools' special needs registers (3% with statements of special education needs, 7% on School Action Plus, which means the school receives additional resources to support pupils, and 12% 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 12 percentage points to 47%, in writing by 8 percentage points to 38% and in mathematics by 5 percentage points to 59%. Representative results are not available for Key Stage 2 in 2010 because of the industrial action. The percentage achieving Level 4 or above at Key Stage 2 between 2006 and 2009 was unchanged for English at 31% and had improved slightly for mathematics by 4 percentage points to 37%.
- 7.4 For secondary age students with special educational needs, there has been substantial improvement from 2006 to 2010 in the percentage achieving 5A*-C grades by 38 percentage points to 56%. The percentage of students on School Action achieving 5A*-C grades has increased from 22% in 2006 to 68% in 2010, for students on School Action Plus it has increased from 16% to 54% and for students with statements from 9% to 25%.
- 7.5 For 5A*-G grades, there has been a 17 percentage point increase over this period to 84%. The proportion of students achieving at least one or more qualifications by the end of KS4 is 99% for students on School Action, 98% for students on School Action Plus, and 84% for students with statements.

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 2006 - 2010)

		Number of Pupils					% achieving 78+ scale points and 6+ in CLL & PSED				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Black African	All	56	238	318	382	389	32%	30%	34%	53%	52%
	Boy	27	132	173	181	218	30%	24%	27%	43%	48%
	Girl	29	106	145	201	171	34%	37%	41%	63%	57%
Black Caribbean	All	152	624	686	702	606	40%	36%	40%	48%	51%
	Boy	68	327	360	366	326	32%	28%	30%	39%	40%
	Girl	84	297	326	336	280	46%	45%	51%	58%	64%
Somali	All	126	327	348	361	370	21%	23%	32%	40%	44%
	Boy	76	183	169	184	182	14%	18%	30%	32%	41%
	Girl	50	144	179	177	188	32%	30%	34%	49%	47%
Mixed Race White/Caribbean	All	102	330	383	418	443	38%	41%	47%	49%	65%
	Boy	46	169	200	220	226	30%	33%	36%	35%	57%
	Girl	56	161	183	198	217	45%	50%	59%	64%	72%
Mixed Race White/Asian	All	52	171	171	208	223	40%	39%	50%	49%	63%
	Boy	25	80	104	101	102	28%	30%	47%	39%	57%
	Girl	27	91	67	107	121	52%	46%	54%	59%	68%
Mixed Race Other	All	83	322	329	350	372	45%	48%	50%	50%	58%
	Boy	39	146	158	180	181	38%	37%	42%	38%	50%
	Girl	44	176	171	170	191	50%	57%	57%	62%	66%
White	All	1498	4770	4750	5059	4915	46%	47%	51%	57%	59%
	Boy	727	2504	2466	2624	2465	38%	38%	42%	48%	50%
	Girl	771	2266	2284	2435	2450	54%	56%	60%	67%	68%
White Other	All	77	416	468	385	328	45%	44%	46%	51%	50%
	Boy	44	210	228	187	162	39%	41%	38%	47%	46%
	Girl	33	206	240	198	166	55%	48%	53%	55%	54%
Arab/Yemeni	All	79	176	203	239	250	27%	25%	33%	39%	49%
	Boy	41	100	108	132	125	20%	20%	27%	36%	44%
	Girl	38	76	95	107	125	34%	32%	39%	43%	54%
Bangladeshi	All	336	725	724	804	761	29%	32%	39%	46%	51%
	Boy	171	372	373	403	360	22%	27%	31%	37%	42%
	Girl	165	353	351	401	401	36%	38%	47%	54%	60%
Chinese	All	12	47	46	51	49	33%	60%	63%	63%	63%
	Boy	7	22	20	25	26	14%	64%	50%	48%	46%
	Girl	5	25	26	26	23	60%	56%	73%	77%	83%
Indian	All	221	624	641	715	675	47%	49%	49%	61%	67%
	Boy	119	328	353	363	332	43%	43%	44%	51%	59%
	Girl	102	296	288	352	343	51%	55%	56%	71%	74%
Asian Other	All	96	182	225	202	188	31%	35%	39%	48%	54%
	Boy	49	87	117	94	96	24%	33%	34%	43%	47%
	Girl	47	95	108	108	92	38%	37%	44%	53%	62%
Pakistani	All	1723	3490	3463	3487	3632	32%	31%	37%	44%	50%
	Boy	857	1813	1772	1816	1856	26%	26%	30%	37%	42%
	Girl	866	1677	1691	1671	1776	38%	37%	44%	51%	58%
Vietnamese	All	6	24	32	27	22	17%	21%	34%	41%	50%
	Boy	2	12	12	14	11	50%	0%	8%	36%	55%
	Girl	4	12	20	13	11	0%	42%	50%	46%	45%
All Groups	All	4859	13019	13513	13990	14300	37%	39%	44%	51%	55%
	Boy	2431	6793	6992	7217	7219	30%	32%	36%	42%	47%
	Girl	2428	6226	6521	6773	7081	44%	47%	52%	60%	63%

Table 7b. Key Stage 1 Reading, Writing and Mathematics Results by Ethnic Group and Gender 2006 – 2010

		Number of Pupils					Reading L2+					Writing L2+					Maths L2+				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Black African	All	191	248	260	271	352	77%	78%	84%	74%	77%	72%	72%	79%	69%	75%	84%	81%	88%	78%	79%
	Boy	84	125	133	147	193	71%	72%	83%	71%	74%	63%	63%	76%	66%	71%	80%	74%	89%	78%	78%
	Girl	107	123	127	124	159	82%	85%	85%	77%	82%	79%	80%	82%	73%	79%	88%	87%	87%	78%	81%
Black Caribbean	All	684	659	657	651	723	77%	78%	82%	79%	81%	73%	70%	78%	73%	75%	84%	83%	86%	81%	84%
	Boy	352	339	316	340	381	72%	72%	78%	73%	75%	64%	60%	73%	65%	67%	82%	80%	84%	78%	79%
	Girl	332	320	341	311	342	83%	85%	87%	86%	88%	81%	81%	83%	82%	84%	87%	86%	88%	84%	89%
Somali	All	313	377	350	365	408	65%	70%	63%	70%	78%	60%	60%	57%	65%	72%	73%	77%	73%	78%	86%
	Boy	165	209	200	198	201	64%	67%	63%	65%	75%	58%	56%	53%	60%	67%	67%	75%	76%	75%	85%
	Girl	148	168	150	167	207	67%	73%	63%	76%	82%	63%	66%	62%	71%	76%	79%	81%	69%	80%	88%
Mixed Race White/Black Caribbean	All	390	351	342	364	395	80%	77%	76%	81%	80%	76%	72%	71%	79%	73%	86%	86%	86%	86%	83%
	Boy	199	185	163	189	207	75%	73%	69%	72%	75%	67%	67%	65%	69%	64%	82%	86%	83%	82%	81%
	Girl	191	166	179	175	188	86%	81%	82%	90%	85%	84%	77%	77%	89%	82%	90%	85%	88%	90%	86%
Mixed Race White/Asian	All	185	172	160	172	183	75%	77%	82%	77%	81%	72%	72%	81%	73%	75%	87%	85%	89%	81%	89%
	Boy	102	90	78	80	110	69%	73%	74%	69%	79%	66%	63%	73%	64%	75%	85%	81%	90%	75%	92%
	Girl	83	82	82	92	73	83%	82%	89%	84%	85%	81%	80%	88%	80%	77%	89%	90%	88%	86%	85%
Mixed Race Other	All	356	306	293	310	329	79%	82%	76%	84%	81%	75%	78%	70%	78%	77%	84%	89%	84%	86%	89%
	Boy	197	148	165	135	156	73%	77%	72%	79%	74%	69%	76%	63%	71%	71%	80%	89%	84%	82%	88%
	Girl	159	158	128	175	173	87%	86%	80%	88%	87%	83%	80%	78%	83%	83%	88%	89%	84%	90%	90%
White	All	5805	5288	5060	4763	4782	81%	83%	82%	84%	84%	79%	78%	78%	80%	80%	88%	89%	89%	89%	89%
	Boy	3043	2795	2586	2492	2494	77%	77%	78%	79%	81%	73%	71%	73%	74%	74%	87%	87%	87%	87%	87%
	Girl	2762	2493	2474	2271	2288	87%	89%	86%	89%	88%	85%	86%	84%	87%	86%	90%	91%	90%	92%	91%
White Other	All	282	357	411	393	462	74%	72%	73%	75%	76%	74%	69%	70%	71%	72%	87%	84%	80%	85%	85%
	Boy	140	177	193	189	227	68%	68%	67%	72%	70%	67%	66%	63%	67%	66%	84%	84%	77%	87%	81%
	Girl	142	180	218	204	235	81%	76%	78%	76%	83%	80%	72%	76%	75%	78%	90%	84%	83%	83%	89%
Arab/Yemeni	All	147	165	217	201	224	61%	61%	64%	64%	68%	57%	56%	63%	60%	65%	84%	76%	76%	78%	79%
	Boy	81	78	104	111	113	52%	59%	56%	63%	65%	44%	51%	53%	62%	61%	79%	74%	69%	79%	78%
	Girl	66	87	113	90	111	73%	62%	71%	64%	72%	73%	61%	72%	58%	69%	89%	78%	81%	76%	80%
Bangladeshi	All	611	668	703	754	765	72%	76%	76%	79%	81%	69%	75%	72%	77%	78%	79%	85%	81%	83%	84%
	Boy	319	348	345	389	397	68%	73%	73%	77%	77%	63%	71%	69%	74%	74%	79%	84%	78%	83%	80%
	Girl	292	320	358	365	368	75%	80%	79%	80%	85%	75%	79%	74%	80%	82%	79%	85%	84%	83%	89%
Chinese	All	40	37	50	43	44	90%	84%	80%	86%	89%	88%	84%	78%	81%	86%	95%	97%	92%	98%	93%
	Boy	14	19	31	23	19	93%	68%	74%	78%	84%	93%	68%	71%	74%	79%	93%	95%	90%	96%	89%
	Girl	26	18	19	20	25	88%	100%	89%	95%	92%	85%	100%	89%	90%	92%	96%	100%	95%	100%	96%
Indian	All	651	671	678	637	650	86%	86%	86%	86%	90%	81%	82%	83%	82%	86%	88%	90%	89%	90%	93%
	Boy	341	348	360	346	349	84%	82%	85%	83%	87%	76%	79%	82%	77%	83%	87%	89%	88%	89%	91%
	Girl	310	323	318	291	301	89%	90%	87%	90%	93%	87%	86%	84%	88%	91%	90%	91%	90%	90%	94%
Asian Other	All	230	199	224	190	227	80%	81%	76%	79%	78%	79%	78%	71%	76%	76%	86%	85%	83%	83%	81%
	Boy	115	102	118	93	114	71%	80%	72%	74%	78%	67%	77%	65%	71%	72%	80%	85%	80%	80%	80%
	Girl	115	97	106	97	113	88%	82%	81%	85%	79%	91%	79%	78%	81%	80%	91%	86%	86%	86%	82%
Pakistani	All	3001	3181	3315	3628	3548	73%	75%	75%	77%	81%	70%	69%	70%	73%	77%	80%	81%	80%	82%	84%
	Boy	1528	1632	1661	1853	1815	67%	71%	70%	73%	76%	64%	64%	64%	68%	71%	77%	79%	78%	80%	82%
	Girl	1473	1549	1654	1775	1733	79%	78%	81%	82%	85%	76%	75%	76%	79%	83%	83%	82%	82%	83%	87%
Vietnamese	All	19	18	29	25	31	74%	94%	69%	60%	90%	74%	89%	62%	72%	84%	95%	94%	83%	76%	87%
	Boy	12	12	10	10	13	67%	92%	50%	60%	85%	67%	83%	50%	60%	69%	92%	92%	80%	90%	77%
	Girl	7	6	19	15	18	86%	100%	79%	60%	94%	86%	100%	68%	80%	94%	100%	100%	84%	67%	94%
All Groups	All	13360	13101	13087	13150	13637	78%	79%	78%	80%	82%	74%	74%	74%	76%	77%	85%	85%	85%	85%	86%
	Boy	6915	6826	6634	6802	7068	73%	74%	74%	75%	78%	68%	68%	69%	70%	72%	82%	84%	83%	83%	84%
	Girl	6445	6275	6453	6348	6569	83%	84%	83%	84%	86%	81%	81%	80%	82%	83%	87%	87%	86%	87%	89%

Table 7c. Key Stage 4 Results by Ethnic Group and Gender 2006 - 2010

		Number of Pupils					5+ A*-C					5+ A*-C inc GCSE English and Maths.				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Black African	All	142	191	186	215	242	63%	71%	69%	74%	85%	41%	43%	38%	47%	53%
	Boy	70	98	89	109	118	54%	67%	62%	72%	85%	30%	38%	33%	41%	48%
	Girl	72	93	97	106	124	71%	74%	76%	77%	85%	51%	48%	43%	52%	58%
Black Caribbean	All	782	729	699	700	651	52%	55%	65%	71%	79%	31%	31%	37%	41%	44%
	Boy	368	359	373	332	322	43%	51%	53%	62%	73%	24%	26%	27%	33%	39%
	Girl	414	370	326	368	329	60%	60%	78%	79%	84%	37%	35%	49%	48%	50%
Somali	All	107	154	179	190	250	50%	53%	61%	67%	81%	31%	23%	25%	36%	47%
	Boy	52	78	89	107	111	37%	56%	56%	64%	74%	23%	23%	20%	32%	36%
	Girl	55	76	90	83	139	62%	50%	66%	71%	86%	38%	22%	30%	42%	56%
Mixed Race White/ Black Caribbean	All	331	321	364	357	361	54%	55%	59%	71%	81%	34%	31%	37%	40%	50%
	Boy	143	153	164	173	180	43%	50%	49%	62%	77%	31%	26%	27%	34%	49%
	Girl	188	168	200	184	181	63%	58%	68%	79%	86%	36%	36%	45%	47%	51%
Mixed Race White/Asian	All	80	99	115	99	121	55%	65%	61%	78%	79%	48%	45%	43%	61%	55%
	Boy	39	46	66	47	58	44%	63%	62%	77%	78%	38%	41%	47%	55%	50%
	Girl	41	53	49	52	63	66%	66%	59%	79%	79%	56%	49%	37%	65%	59%
Mixed Race Other	All	307	271	262	235	294	54%	56%	65%	74%	80%	33%	37%	43%	50%	55%
	Boy	148	142	122	115	141	47%	49%	55%	70%	80%	26%	34%	36%	52%	50%
	Girl	159	129	140	120	153	60%	64%	73%	78%	80%	40%	40%	49%	48%	59%
White	All	6236	6388	6291	5799	5512	60%	62%	65%	70%	81%	43%	43%	46%	48%	55%
	Boy	3236	3197	3220	2976	2803	56%	57%	60%	67%	77%	40%	39%	41%	46%	51%
	Girl	3000	3191	3071	2823	2709	65%	67%	70%	73%	84%	47%	47%	51%	51%	58%
White Other	All	436	417	340	305	379	56%	60%	68%	74%	79%	43%	44%	53%	50%	58%
	Boy	218	222	185	156	164	49%	59%	61%	71%	70%	37%	43%	45%	47%	53%
	Girl	218	195	155	149	215	62%	62%	75%	77%	86%	49%	45%	63%	52%	62%
Arab/Yemeni	All	81	117	101	122	125	62%	66%	63%	72%	70%	33%	37%	37%	38%	46%
	Boy	43	54	51	65	58	53%	57%	51%	66%	60%	37%	28%	25%	31%	40%
	Girl	38	63	50	57	67	71%	73%	76%	79%	79%	29%	44%	48%	46%	52%
Bangladeshi	All	467	430	449	476	517	58%	61%	67%	76%	85%	38%	37%	45%	46%	57%
	Boy	215	189	234	227	259	56%	57%	61%	74%	81%	36%	34%	38%	44%	52%
	Girl	252	241	215	249	258	59%	64%	73%	77%	90%	40%	40%	53%	49%	63%
Chinese	All	46	48	48	58	49	85%	92%	92%	93%	98%	74%	81%	85%	78%	86%
	Boy	20	23	20	27	21	85%	83%	85%	89%	95%	65%	74%	75%	70%	76%
	Girl	26	25	28	31	28	85%	100%	96%	97%	100%	81%	88%	93%	84%	93%
Indian	All	904	807	855	767	823	77%	79%	86%	86%	91%	61%	64%	70%	71%	75%
	Boy	459	415	420	387	397	75%	75%	82%	82%	87%	57%	60%	69%	68%	68%
	Girl	445	392	435	380	426	79%	84%	89%	91%	96%	65%	67%	71%	73%	81%
Asian Other	All	162	162	183	167	151	70%	71%	77%	80%	84%	44%	48%	66%	54%	63%
	Boy	85	85	111	97	80	68%	64%	74%	75%	79%	39%	40%	61%	49%	55%
	Girl	77	77	72	70	71	71%	79%	81%	86%	90%	49%	56%	72%	61%	72%
Pakistani	All	2025	2115	2253	2500	2488	52%	56%	65%	72%	82%	32%	36%	40%	42%	52%
	Boy	1089	1122	1191	1300	1278	46%	51%	60%	69%	77%	29%	33%	35%	37%	47%
	Girl	936	993	1062	1200	1210	60%	61%	70%	76%	87%	35%	39%	45%	48%	57%
Vietnamese	All	23	25	28	32	39	74%	88%	86%	88%	85%	57%	64%	57%	75%	74%
	Boy	15	13	13	18	18	60%	77%	77%	83%	94%	47%	38%	38%	67%	78%
	Girl	8	12	15	14	21	100%	100%	93%	93%	76%	75%	92%	73%	86%	71%
All Groups	All	12523	12732	12721	12362	12371	59%	62%	66%	72%	82%	41%	42%	45%	48%	55%
	Boy	6385	6460	6533	6309	6206	54%	57%	61%	69%	77%	37%	38%	40%	44%	50%
	Girl	6138	6272	6188	6053	6165	64%	66%	72%	76%	86%	45%	46%	51%	52%	59%

Table 7d. A/AS-Level and Equivalent Results by Ethnic Group and Gender 2010

Ethnic Group	Numbers			Average Total Points per Candidate			Average Points per Exam Entry		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Black African	10	19	29	602.9	666.8	644.7	152.6	189.7	175.9
Black Caribbean	40	51	91	634.3	813.1	734.5	192.4	210.6	203.3
Somali	2	10	12	345.0	611.3	566.9	69.0	185.2	158.2
Mixed Race White/ Black Caribbean	28	28	56	649.9	838.7	744.3	202.0	218.6	211.0
Mixed Race White/Asian	15	14	29	759.5	955.7	854.2	203.4	243.3	223.2
Mixed Race Other	26	41	67	880.7	782.3	820.5	221.0	211.0	215.1
White British	818	911	1729	770.2	860.7	817.9	207.2	219.7	214.0
White Other	71	66	137	762.9	844.3	802.1	215.0	218.9	217.0
Arab/Yemeni	3	12	15	645.0	834.0	796.2	193.5	208.7	206.1
Bangladeshi	19	41	60	707.7	715.1	712.8	199.8	209.8	206.6
Chinese	14	21	35	1122.4	1153.9	1141.3	241.7	246.3	244.5
Indian	184	224	408	846.3	844.9	845.6	215.6	215.5	215.5
Asian Other	38	33	71	957.6	812.7	890.3	225.7	219.8	223.2
Pakistani	149	251	400	705.4	632.8	659.8	202.4	201.2	201.7
Vietnamese	2	8	10	780.0	739.1	747.3	195.0	188.9	190.2
Other Ethnic Groups/Not Known	68	70	138	781.6	812.0	797.0	209.4	220.4	214.9
LA Totals	1487	1800	3287	774.6	816.8	797.7	208.3	216.2	212.7

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 8: End of Key Stage 1 Results - % Level 2 and Above: By Ethnic Group and Gender (Trend 2008 - 2010)
Birmingham Compared with National**

	Reading						Difference		Difference Between	Maths						Difference		Difference Between
	2008		2009		2010		2008-2010			2008		2009		2010		2008-2010		
	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	81	72	83	78	83	6	2	4	79	85	78	86	83	85	6	2	4
Black African Boys	71	77	68	79	75	79	4	2	2	81	83	77	83	83	82	4	2	2
Black African Girls	73	84	77	87	82	87	9	3	6	77	86	80	88	83	88	9	3	6
Black Caribbean All	82	80	79	83	81	81	-1	1	-2	86	85	81	84	84	84	-1	1	-2
Black Caribbean Boys	78	75	73	79	75	76	-3	1	-4	84	82	78	81	79	81	-3	1	-4
Black Caribbean Girls	87	85	86	87	88	87	1	2	-1	88	87	84	87	89	87	1	2	-1
Bangladeshi All	76	81	79	81	81	82	5	1	4	81	86	83	85	84	86	5	1	4
Bangladeshi Boys	73	77	77	78	77	78	4	1	3	78	83	83	83	80	84	4	1	3
Bangladeshi Girls	79	85	80	84	85	87	6	2	4	84	88	83	86	89	88	6	2	4
Indian All	86	89	86	91	90	91	4	2	2	89	92	90	93	93	93	4	2	2
Indian Boys	85	87	83	88	87	89	2	2	0	88	91	89	92	91	92	2	2	0
Indian Girls	87	92	90	93	93	94	6	2	4	90	94	90	94	94	94	6	2	4
Pakistani All	75	77	77	80	81	81	6	4	2	80	82	82	83	84	84	6	4	2
Pakistani Boys	70	73	73	76	76	77	6	4	2	78	80	80	82	82	82	6	4	2
Pakistani Girls	81	82	82	83	85	85	4	3	1	82	85	83	85	87	86	4	3	1
White All	82	84	84	85	84	85	2	1	1	88	90	89	90	89	90	2	1	1
White Boys	77	81	79	81	80	81	3	0	3	87	89	87	89	86	89	3	0	3
White Girls	85	89	89	89	88	89	3	0	3	90	92	91	92	91	92	3	0	3
LEA Total	78	84	80	84	82	85	4	1	3	85	90	85	89	86	89	4	1	3
LEA Boys	74	80	75	81	78	81	4	1	3	83	88	83	88	84	88	4	1	3
LEA Girls	83	88	84	89	86	89	3	1	2	86	91	87	91	89	91	3	1	2

* Includes Somali pupils

**Table 9a: GCSE and Equivalent results: By Ethnic Group and Gender (Trend 2008 - 2010)
Birmingham Compared with National**

	5+ A*-C						Difference 2008-2010		Difference Between	5+ A*-C inc. Eng & Maths						Difference 2008-2010		Difference Between
	2008		2009		2010		B'ham	Nat'l	B'ham & Nat'l	2008		2009		2010		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			
Black African All*	67	62	69	70	83	76	16	14	2	32	44	39	48	50	53	18	9	9
Black African Boys	61	55	65	66	80	72	19	17	2	26	38	34	42	42	46	16	8	8
Black African Girls	73	68	73	74	86	81	13	13	0	37	50	45	54	57	59	20	9	11
Black Caribbean All	66	55	70	63	79	70	13	15	-2	37	36	41	39	44	44	7	8	-1
Black Caribbean Boys	53	49	62	56	73	64	20	15	5	27	30	33	33	39	37	12	7	5
Black Caribbean Girls	78	62	78	70	84	76	6	14	-8	49	43	48	46	50	50	1	7	-6
Bangladeshi All	67	63	76	70	85	76	18	13	5	45	45	46	48	57	54	12	9	3
Bangladeshi Boys	61	57	74	66	81	72	20	15	5	38	39	44	44	52	49	14	10	4
Bangladeshi Girls	74	69	76	74	90	80	16	11	5	53	51	49	53	63	58	10	7	3
Indian All	86	79	86	82	91	87	5	8	-3	70	65	71	67	75	71	5	6	-1
Indian Boys	83	75	82	79	87	85	4	10	-6	69	60	68	63	68	68	-1	8	-9
Indian Girls	89	83	91	86	96	90	7	7	0	71	70	73	72	81	75	10	5	5
Pakistani All	66	59	72	66	82	74	16	15	1	40	40	42	43	52	49	12	9	3
Pakistani Boys	60	54	69	61	77	70	17	16	1	35	35	37	38	47	45	12	10	2
Pakistani Girls	72	65	76	72	87	78	15	13	2	45	45	48	48	57	53	12	8	4
White All	68	64	70	70	81	75	13	11	2	46	48	48	51	55	55	9	7	2
White Boys	63	60	67	66	77	72	14	12	2	41	45	45	48	51	51	10	6	4
White Girls	72	69	73	74	84	79	12	10	2	52	52	51	54	58	58	6	6	0
LA Total	66	64	72	70	82	76	16	12	4	45	48	48	51	55	55	10	7	3
LA Boys	61	60	68	66	77	72	16	12	4	40	44	44	47	50	51	10	7	3
LA Girls	72	69	76	74	86	80	14	11	3	51	52	52	54	59	59	8	7	1

* Includes Somali pupils

Table 9b: GCSE and equivalent results 2010 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			Any passes	
		Birmingham average	England average		Birmingham average	England average		Birmingham average	England average
White UK	Boys	77%	72%		51%	51%		99%	99%
White UK	Girls	84%	79%		58%	59%		99%	99%
Black Caribbean	Boys	73%	64%		39%	37%		99%	99%
Black Caribbean	Girls	84%	76%		50%	49%		99%	99%
Black African	Boys	80%	72%		42%	46%		100%	99%
Black African	Girls	86%	81%		57%	59%		99%	99%
White/Black Caribbean	Boys	77%	66%		49%	42%		99%	98%
White/Black Caribbean	Girls	86%	76%		51%	49%		100%	99%
Indian	Boys	87%	85%		68%	68%		99%	99%
Indian	Girls	96%	90%		81%	75%		100%	100%
Bangladeshi	Boys	81%	72%		52%	49%		99%	99%
Bangladeshi	Girls	90%	80%		63%	58%		99%	99%
Pakistani	Boys	77%	70%		47%	45%		99%	99%
Pakistani	Girls	87%	78%		57%	53%		99%	99%
Eligible for FSM	Boys	69%	54%		37%	28%		98%	N/A
Eligible for FSM	Girls	79%	62%		43%	34%		99%	N/A
All Boys	Boys	77%	72%		50%	51%		99%	99%
All Girls	Girls	86%	80%		59%	59%		99%	99%

Fig 5. 2010 Key Stage 1 English Level 2 and above by Ethnic Group, Gender and Free School Meals

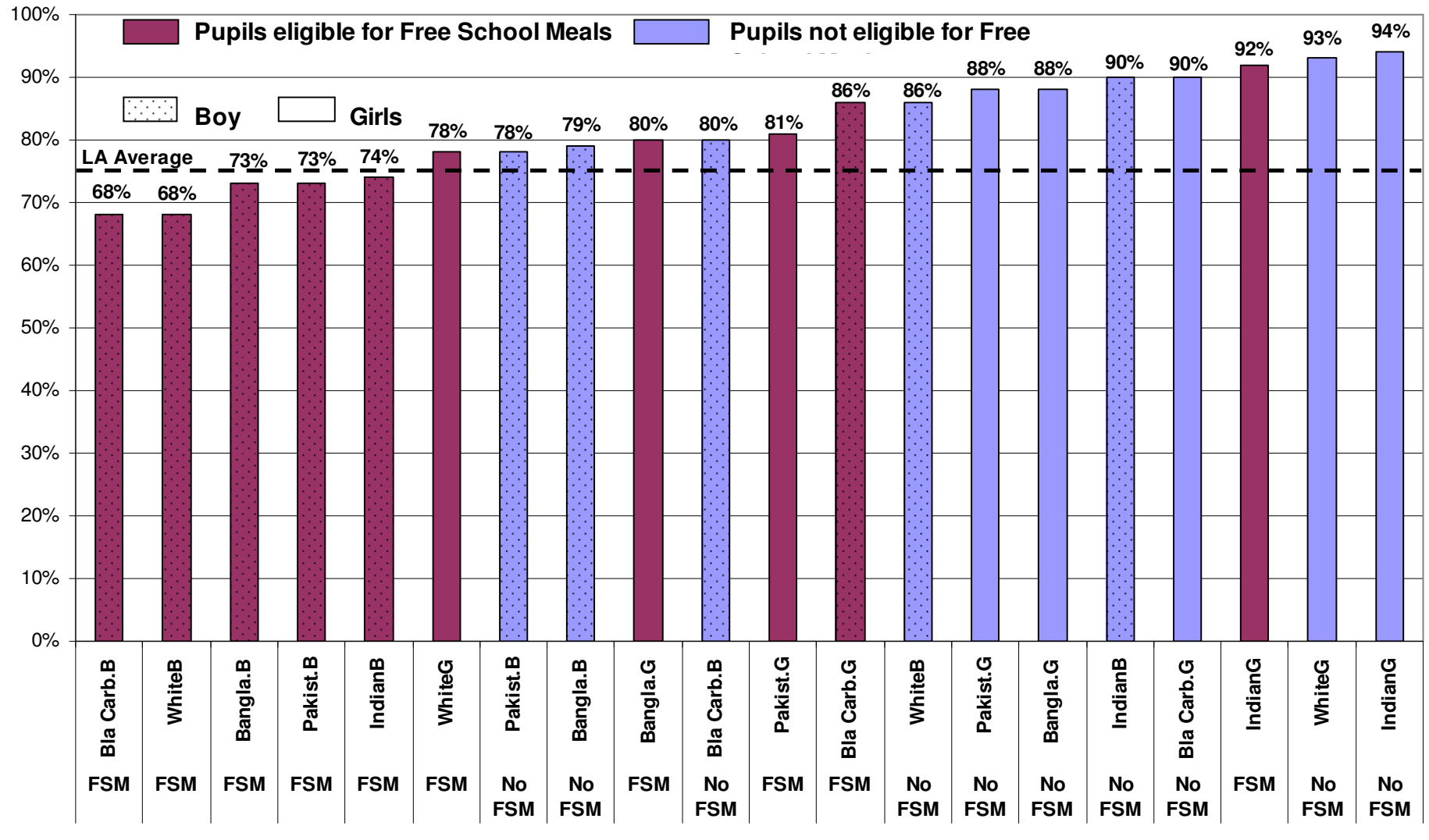


Fig 6a. 2010 GCSE and Equivalent 5+ A*-C by Ethnic Group, Gender and Free School Meals

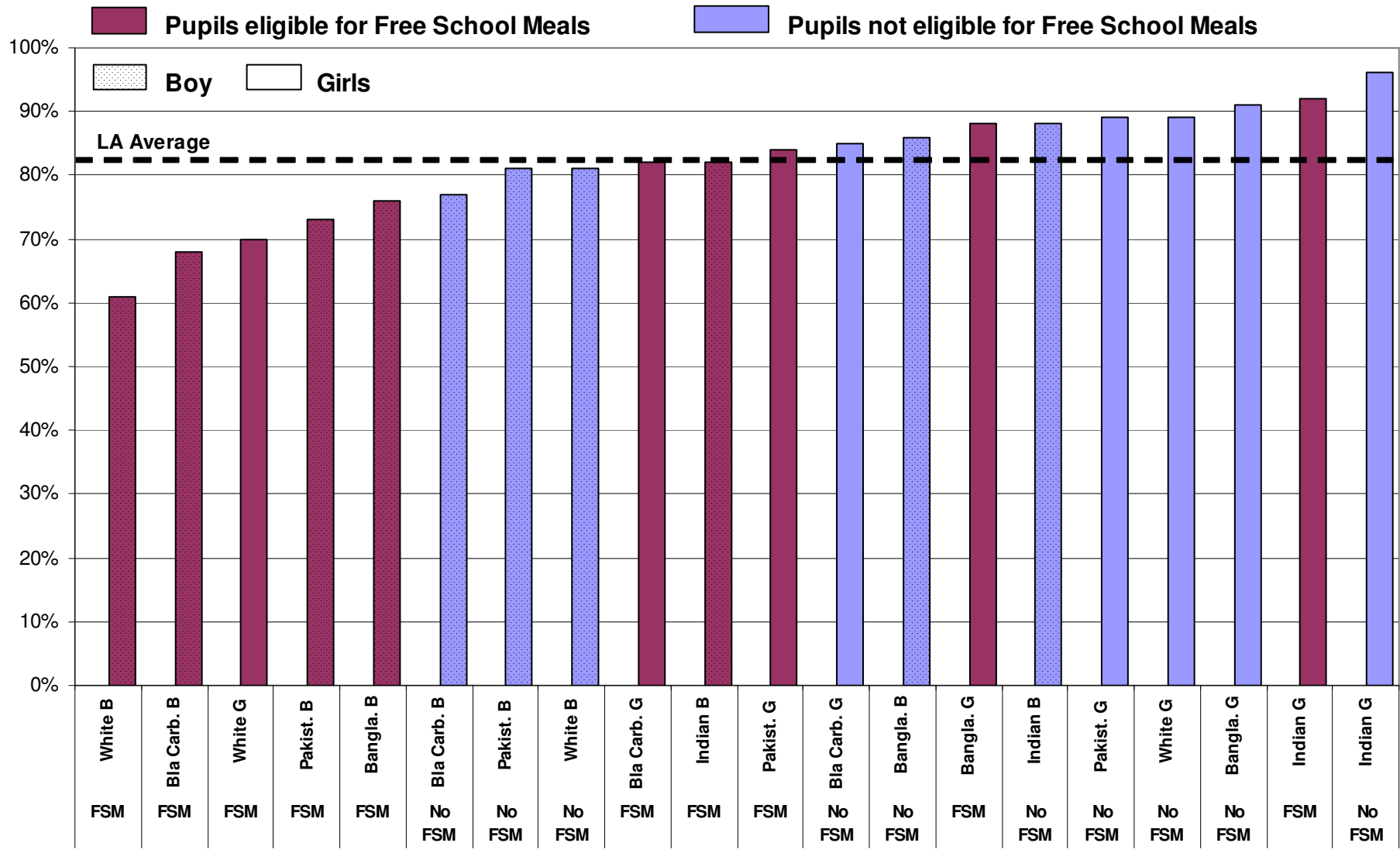


Fig 6b. 2010 GCSE and Equivalent 5+ A*-C including GCSE English and Maths by Ethnic Group, Gender and Free School Meals

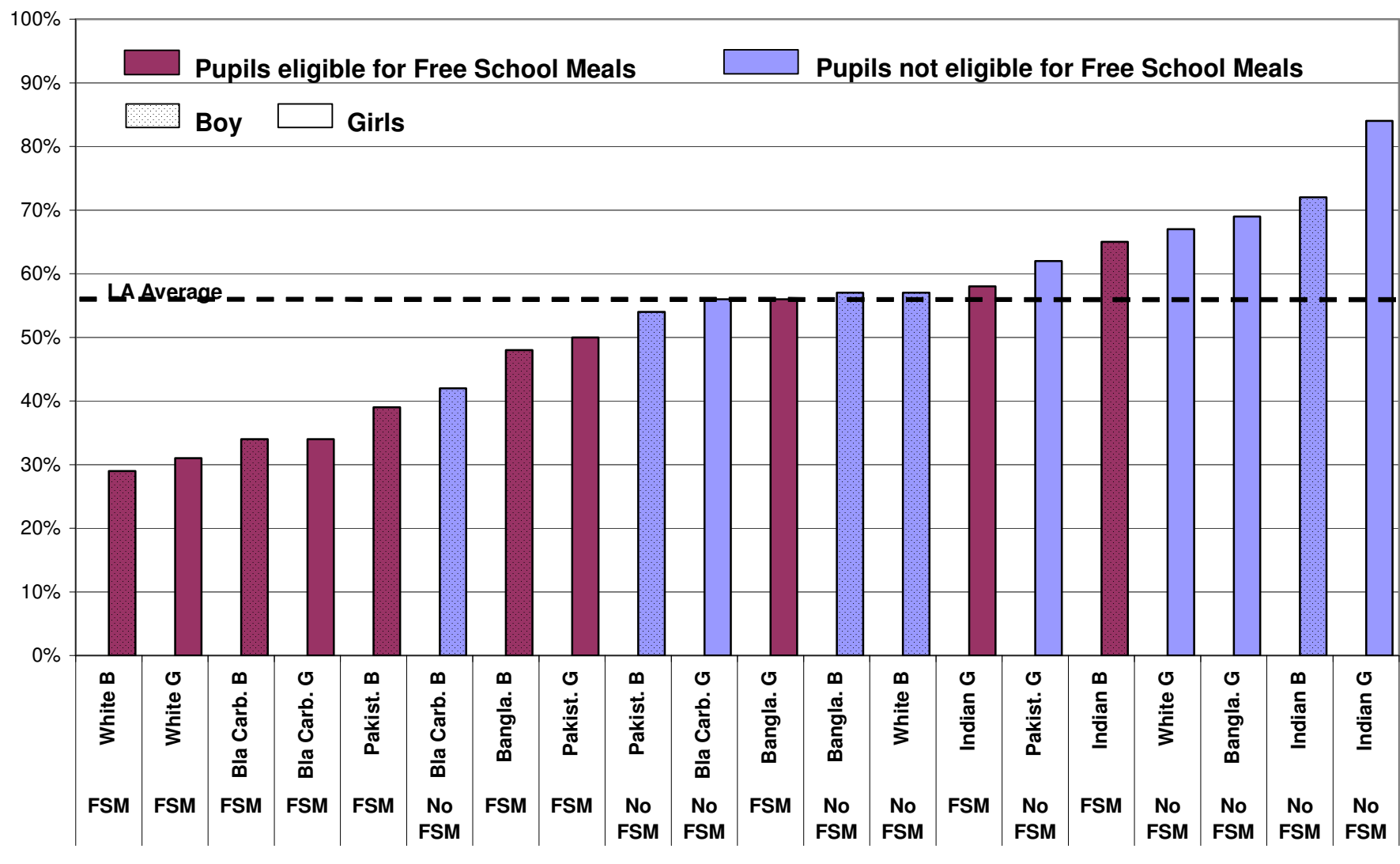


Fig.6c Percentage of boys eligible for free school meals achieving GCSE and equivalent 5A*-C by ethnic group and gender (2003-2010)

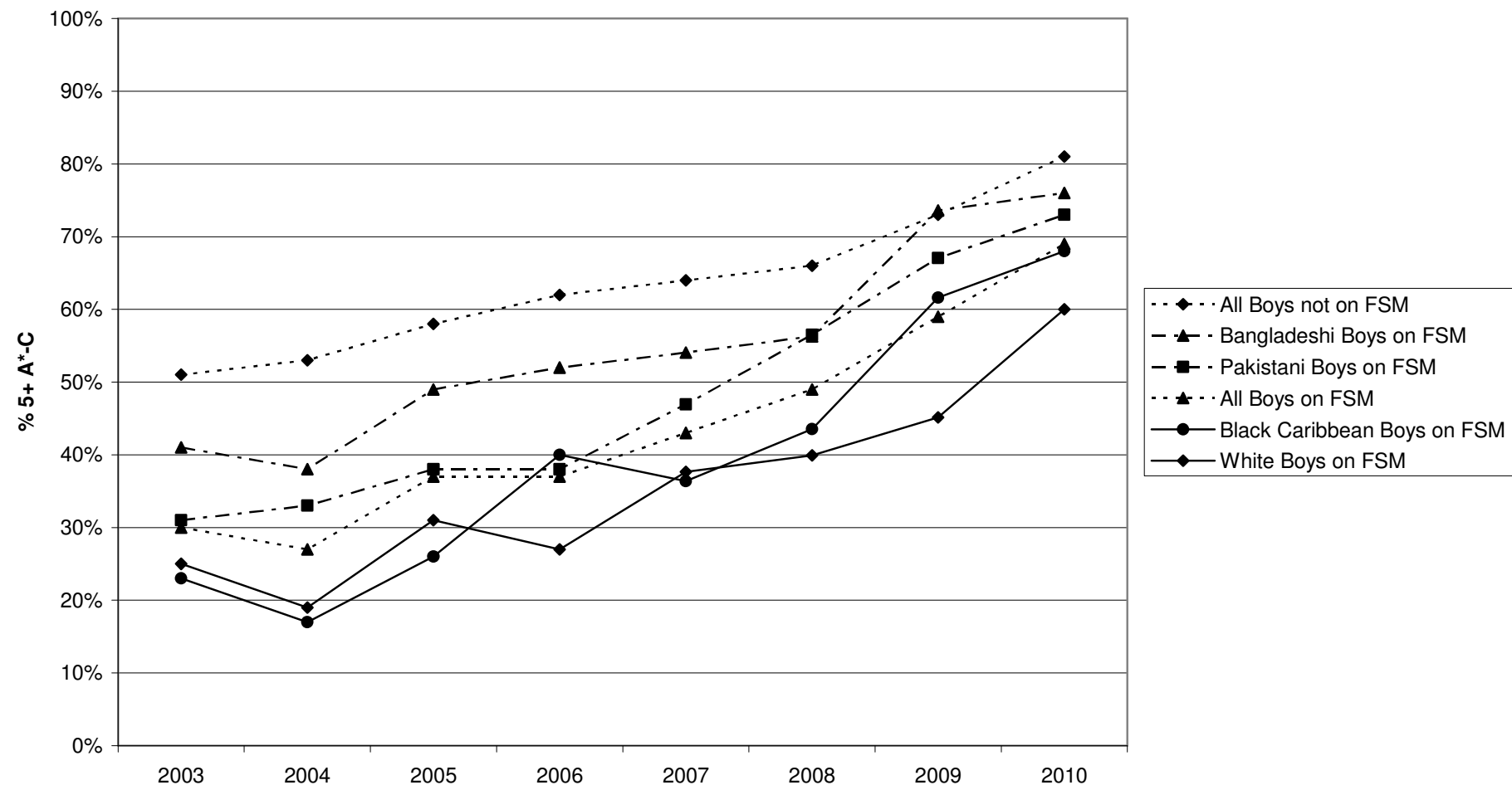


Fig.6d Percentage of girls eligible for free school meals achieving GCSE and equivalent 5A*-C by ethnic group and gender (2003-2010)

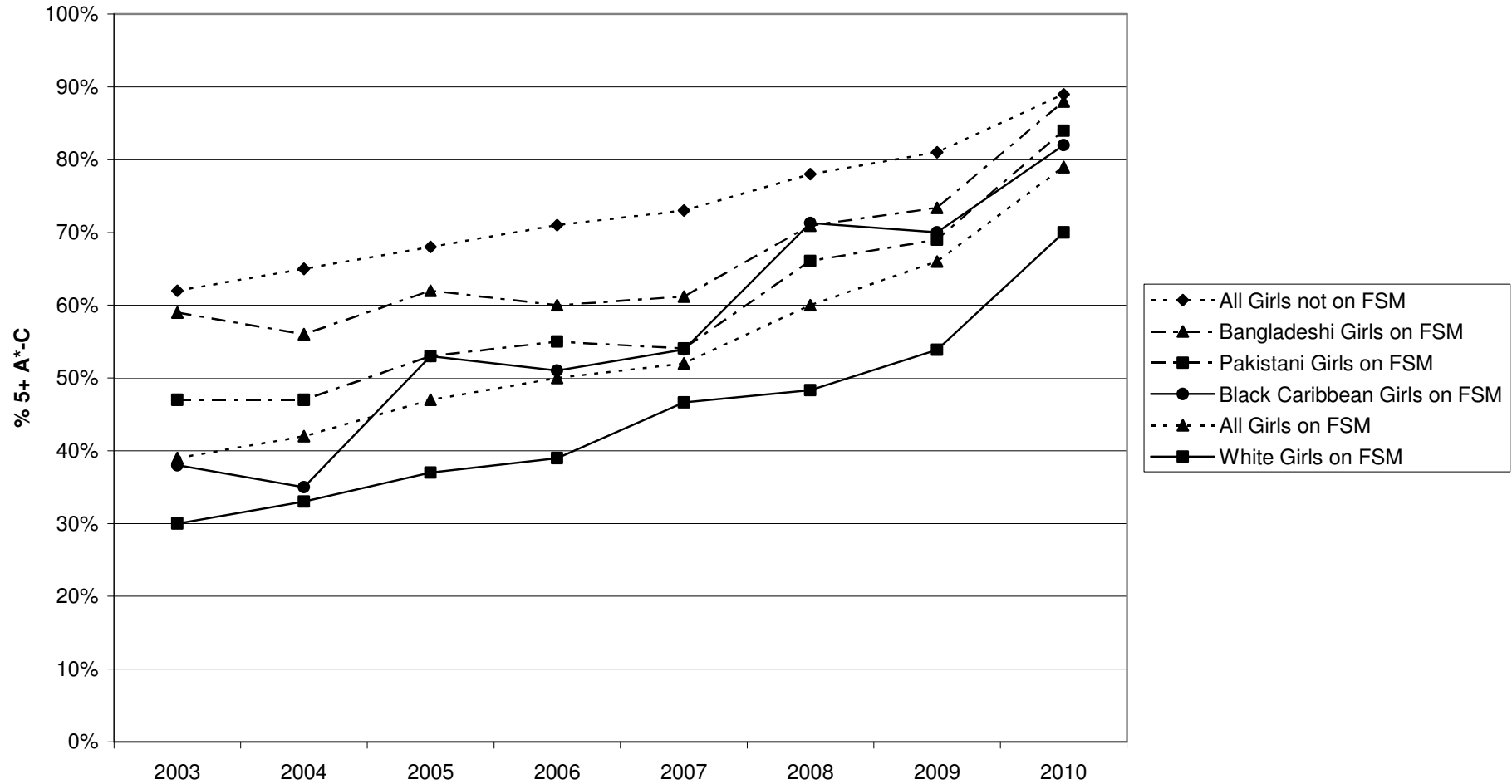


Fig.7 Performance of Pakistani heritage pupils in relation to Local Authority averages

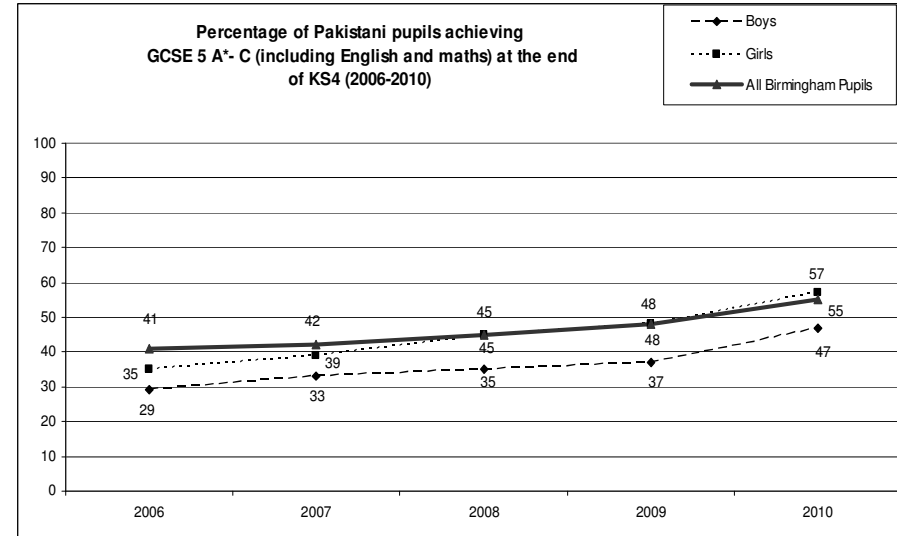
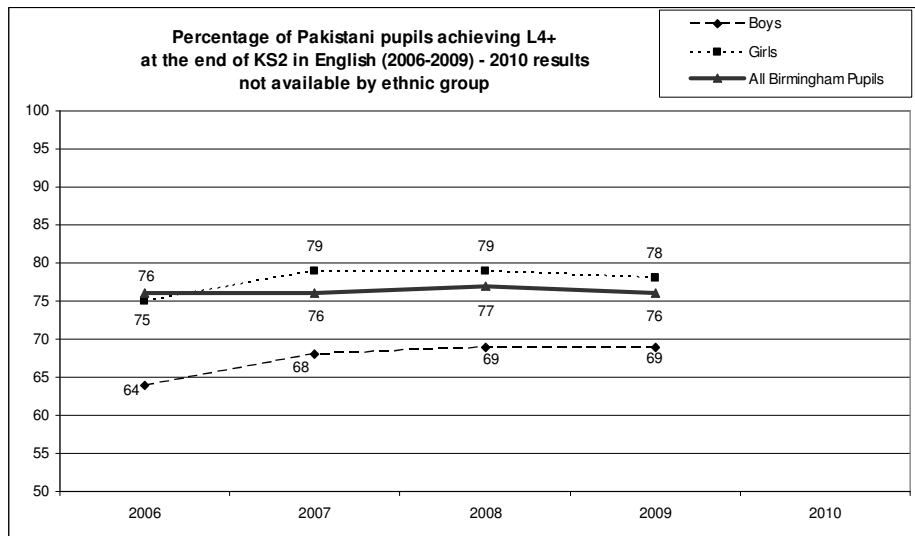
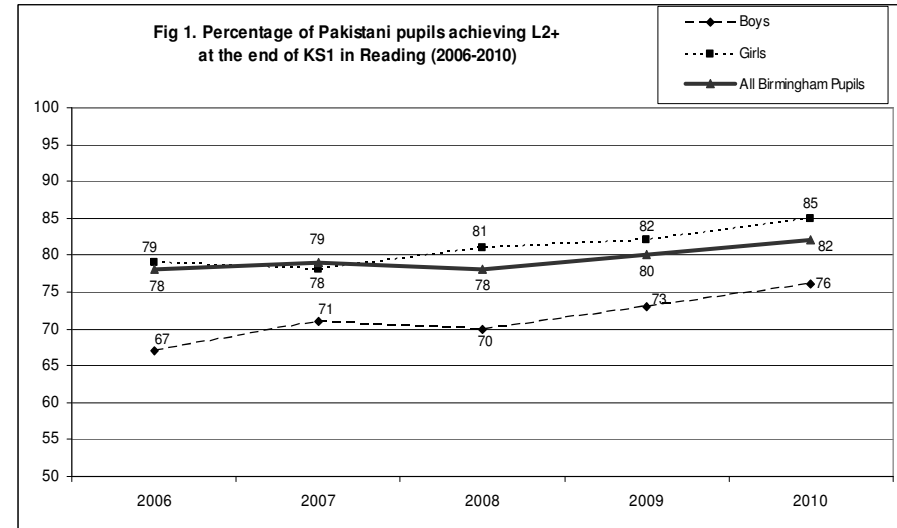
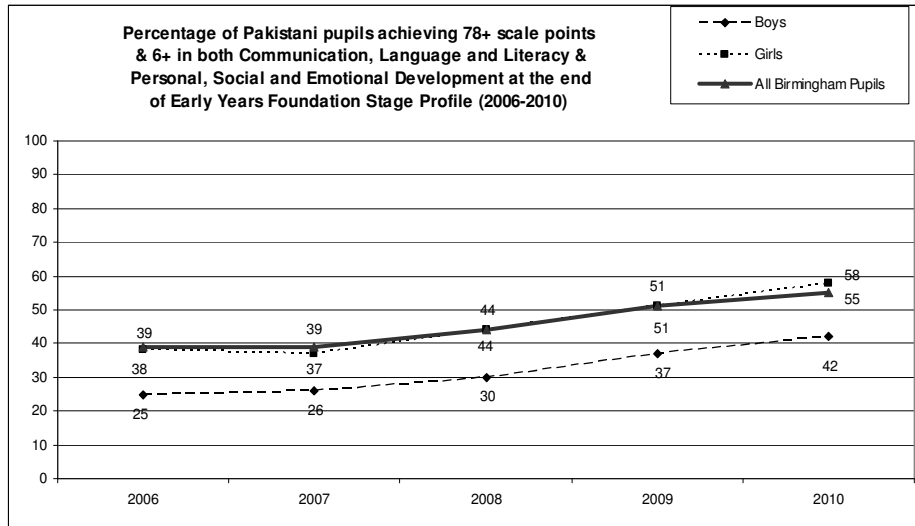


Fig 8. Performance of Bangladeshi heritage pupils in relation to Local Authority averages

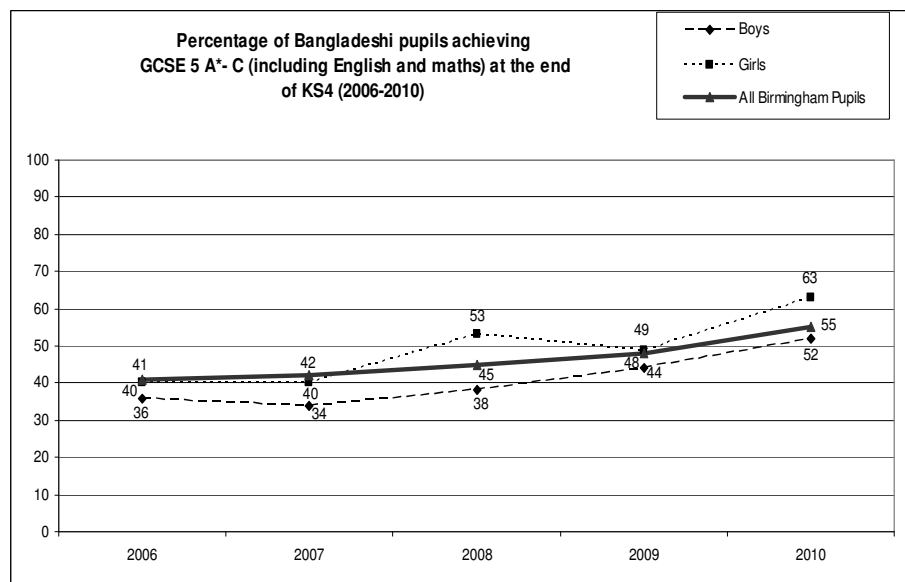
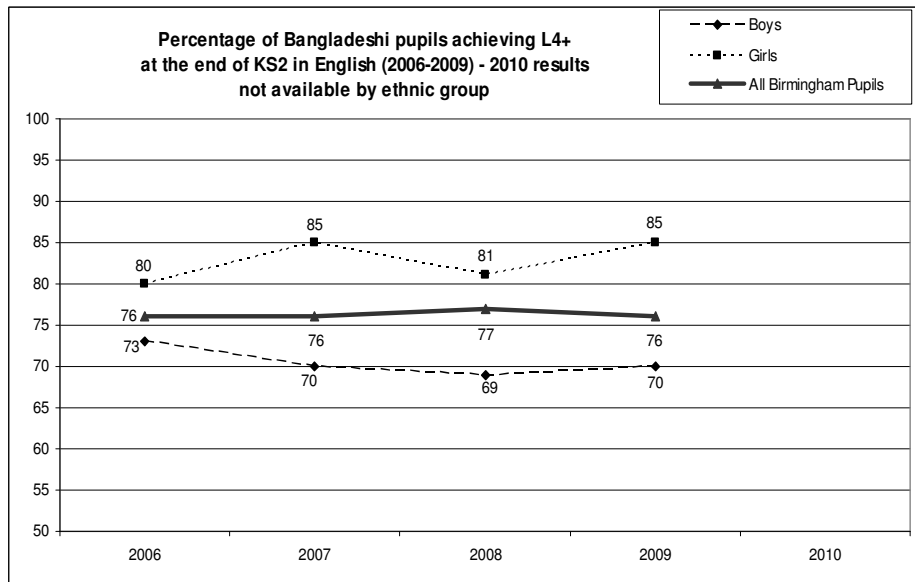
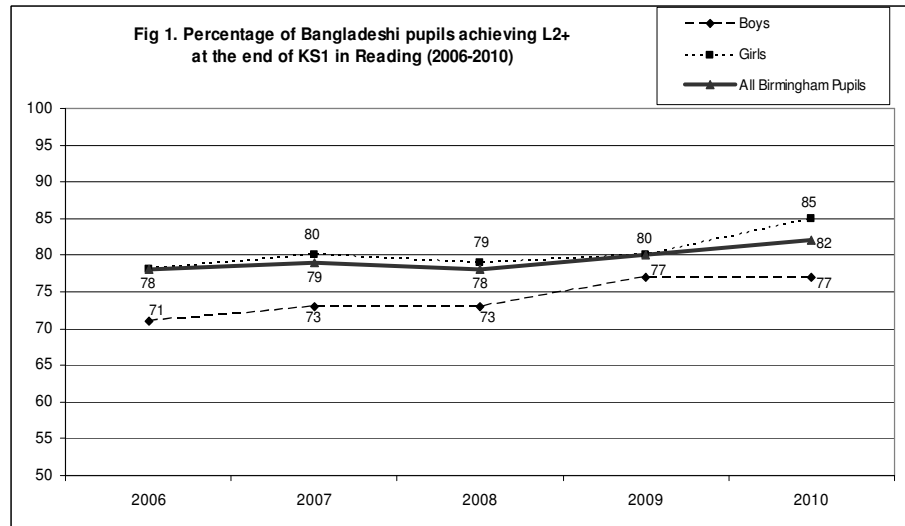
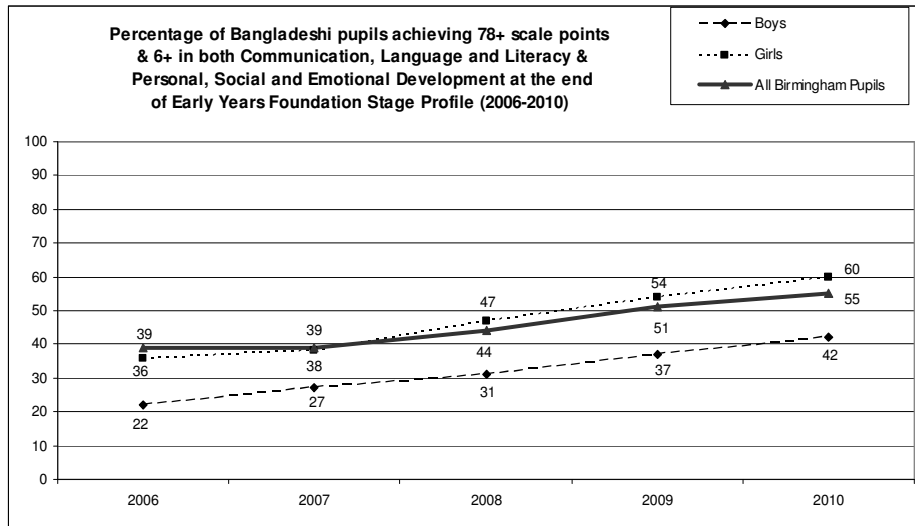


Fig. 9 Performance of Black Caribbean heritage pupils in relation to Local Authority averages

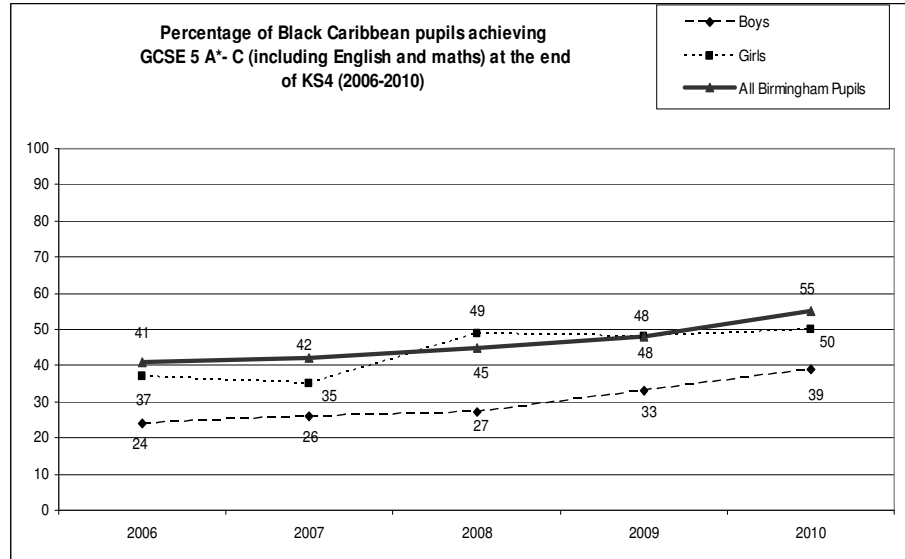
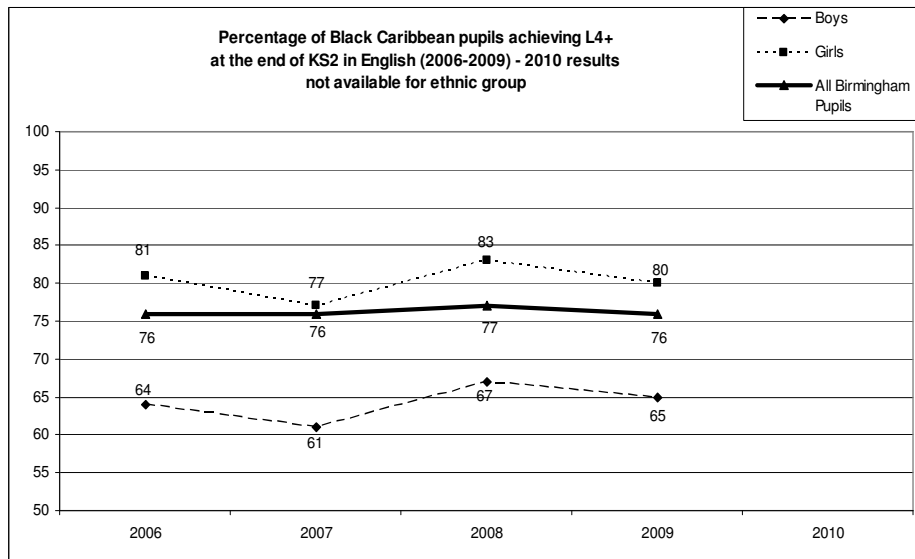
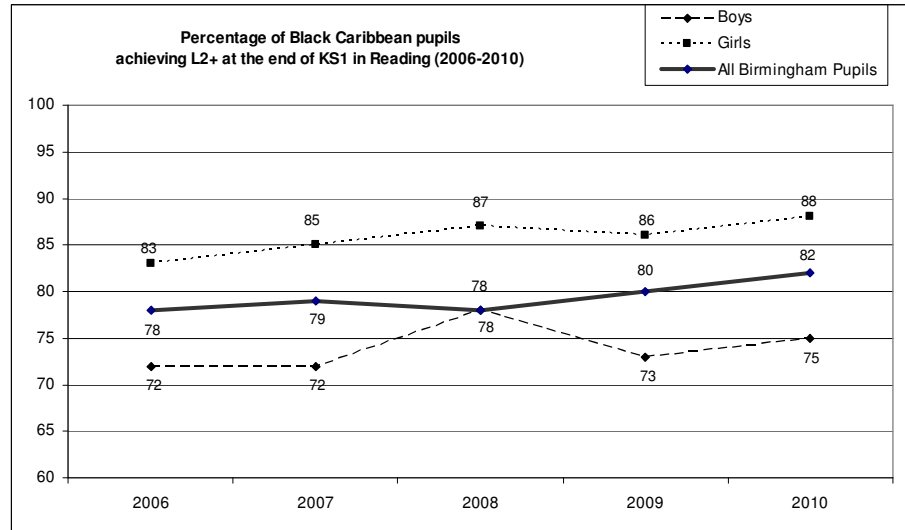
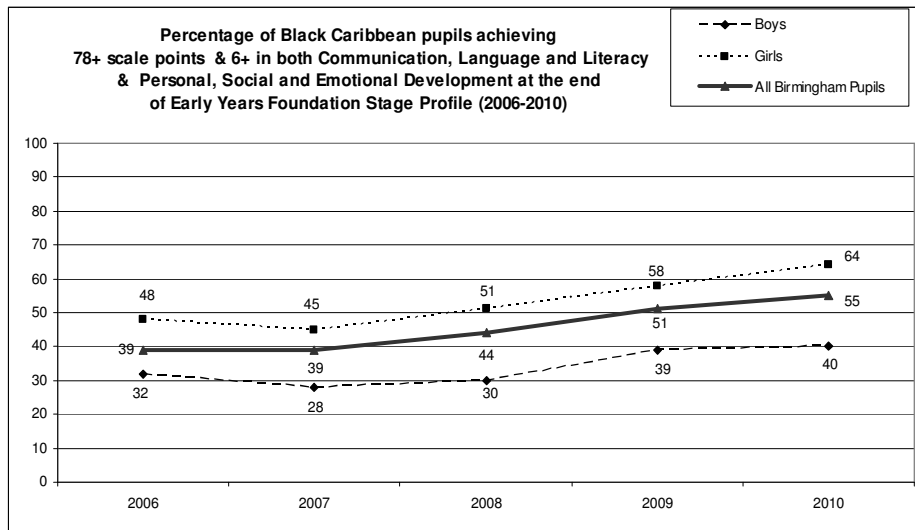


Fig.10 Performance of Mixed White/Black Caribbean background pupils in relation to Local Authority averages

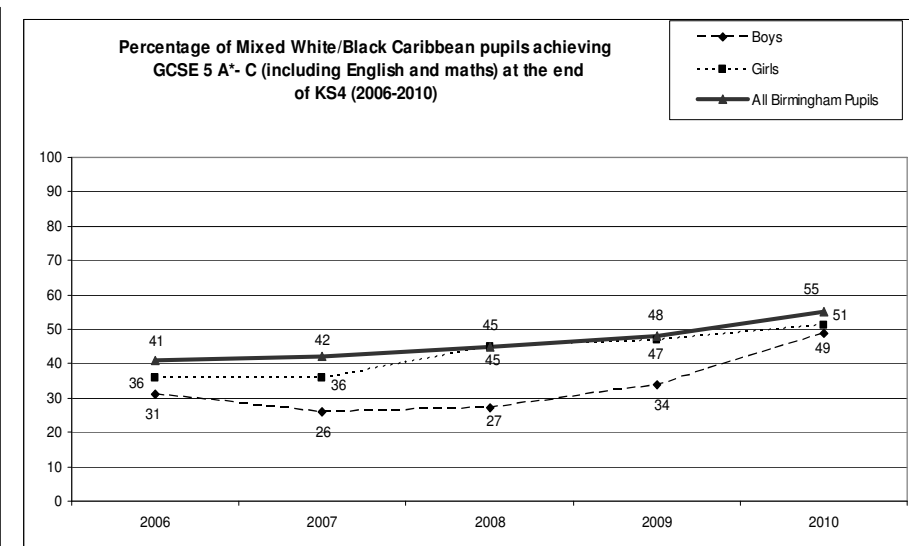
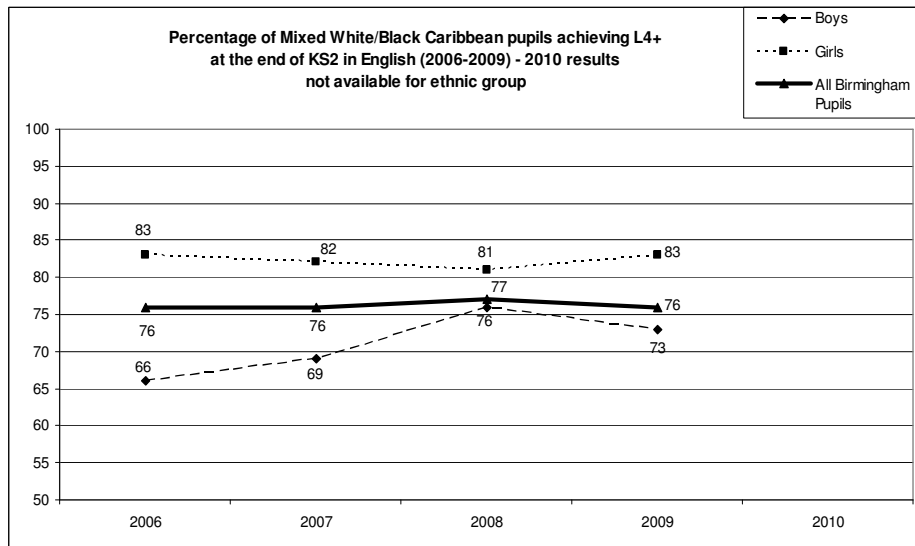
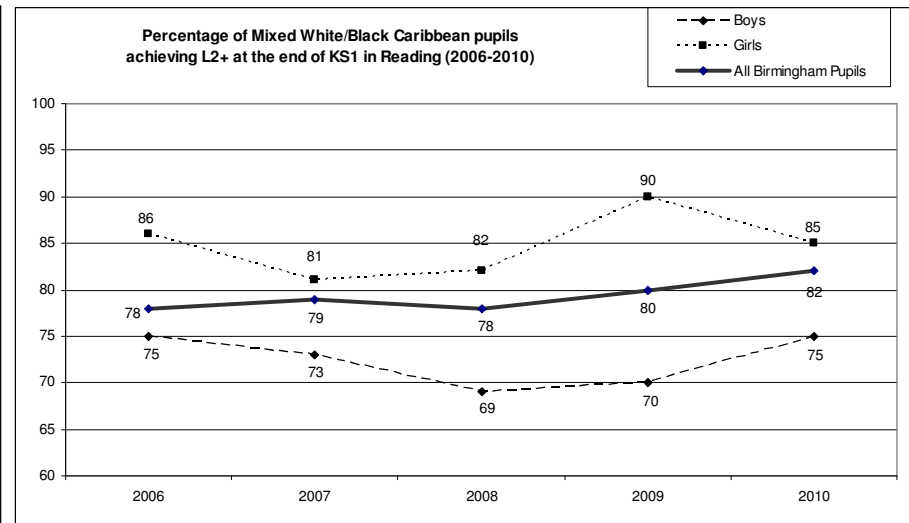
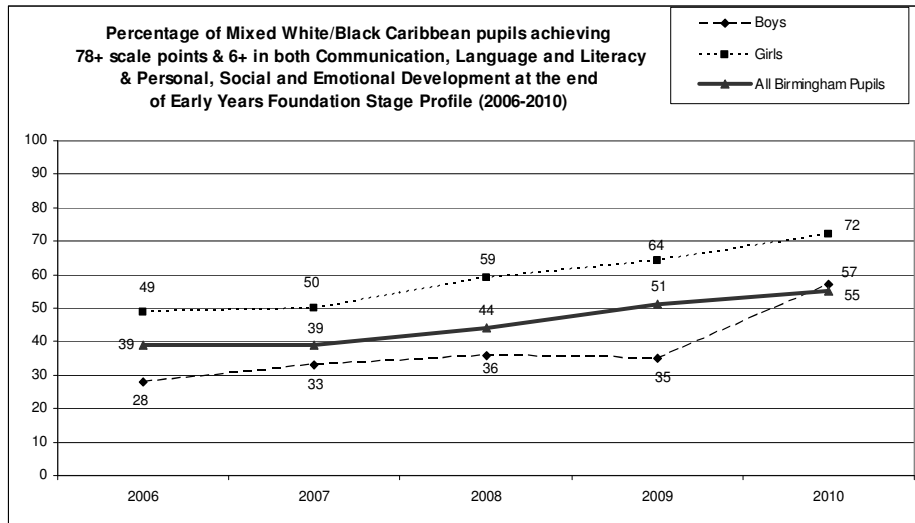


Fig.11 Performance of Black African heritage pupils in relation to Local Authority averages

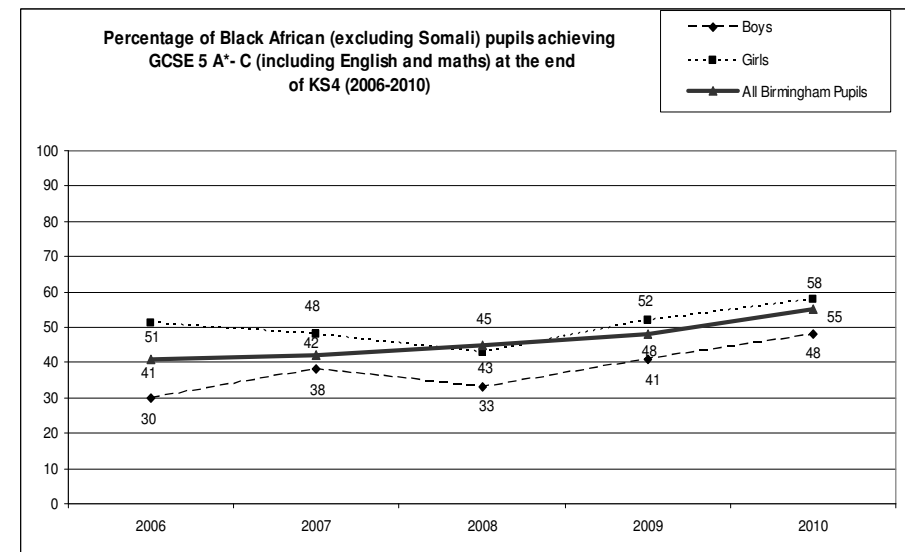
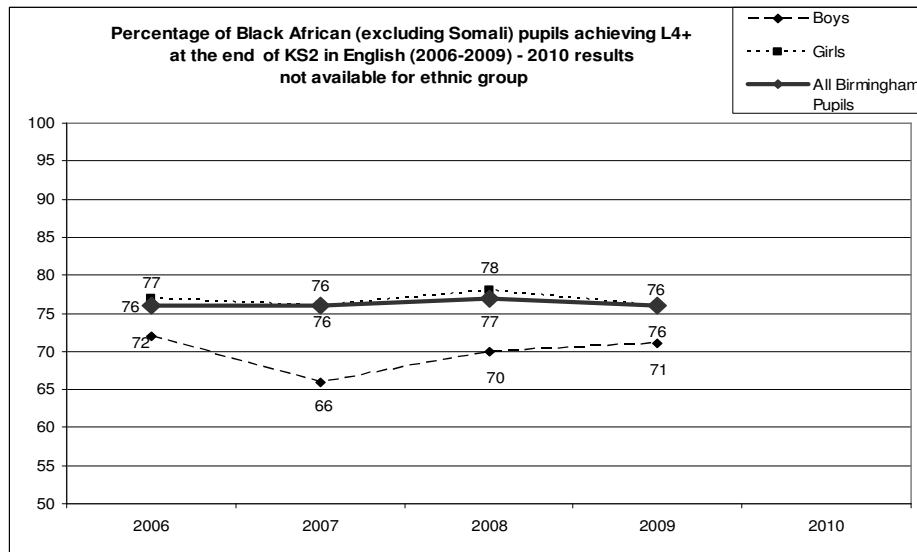
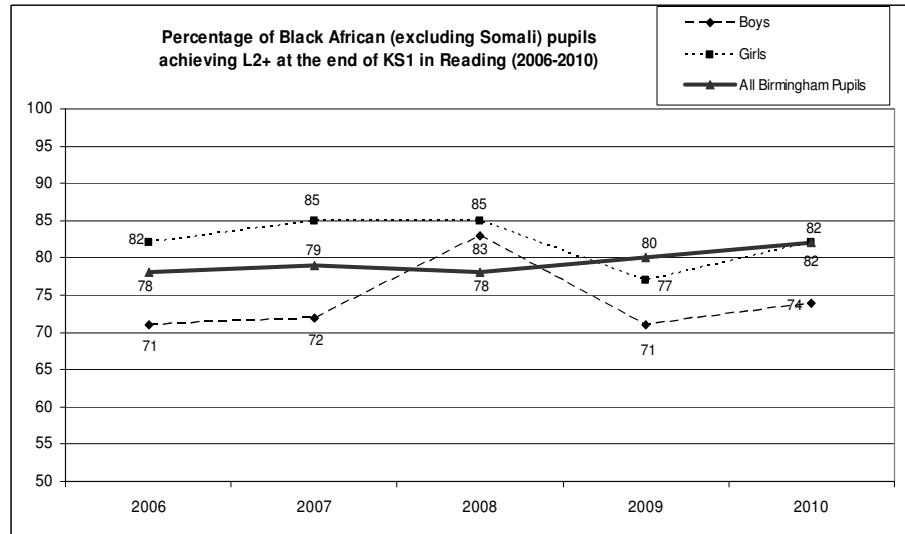
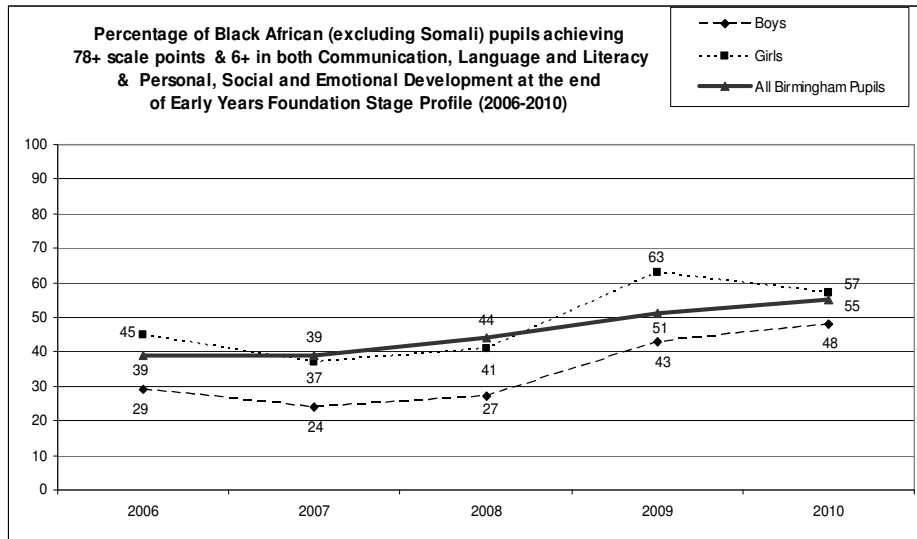


Fig.12 Performance of Somali heritage pupils in relation to Local Authority averages

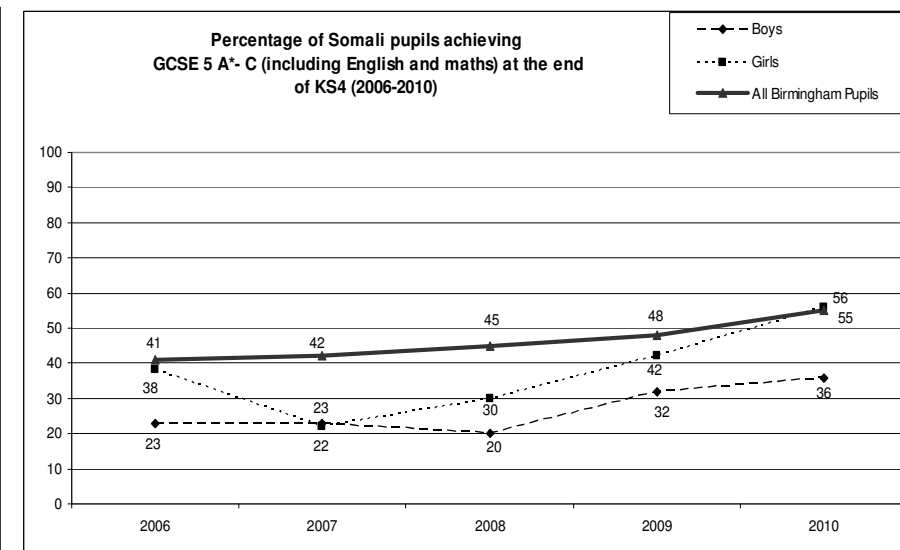
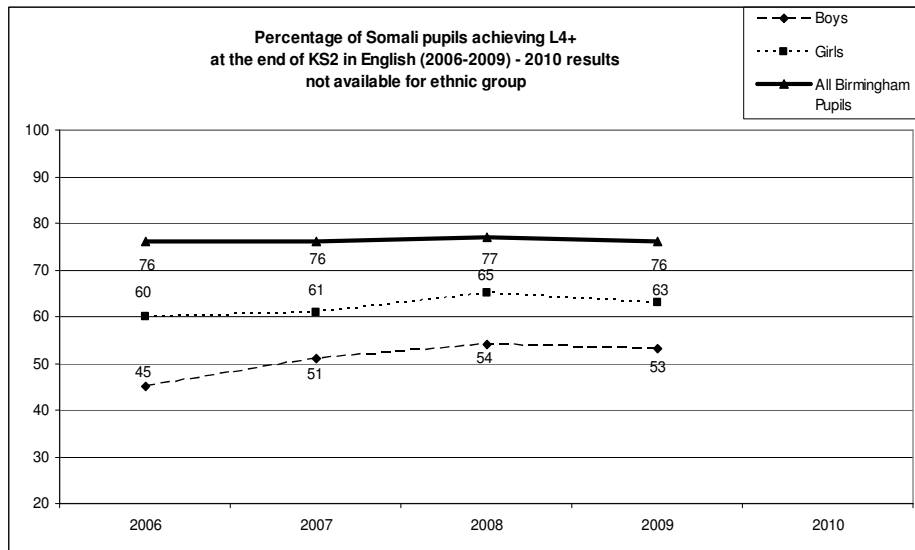
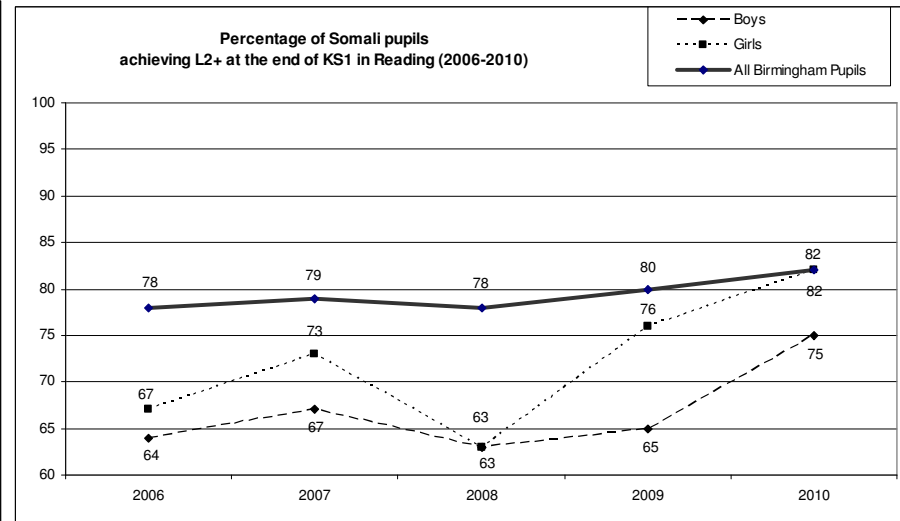
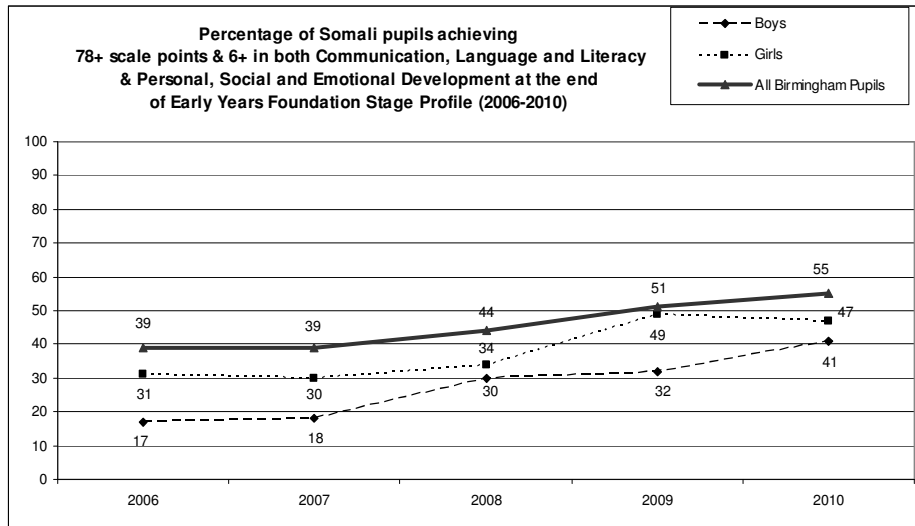


Fig.13 Performance of White disadvantaged pupils (as defined by eligibility for free school meals) in relation to Local Authority averages

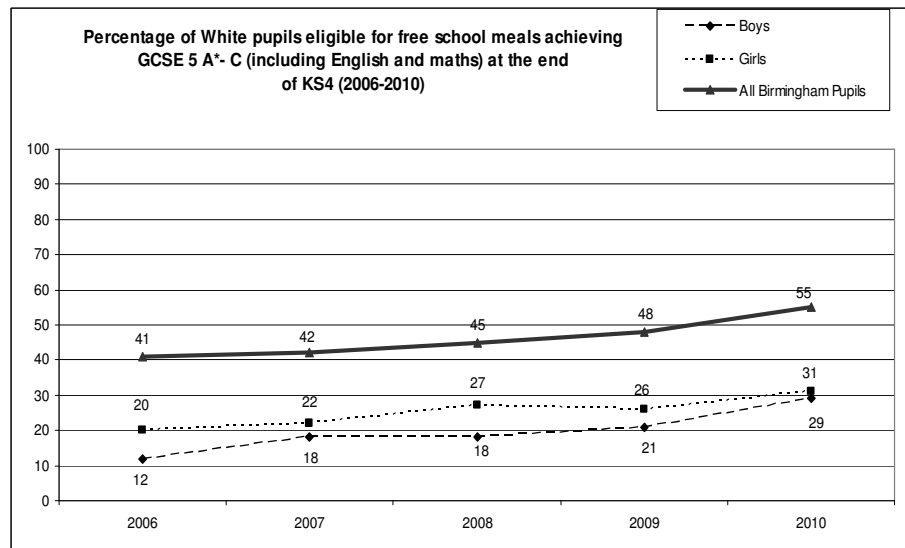
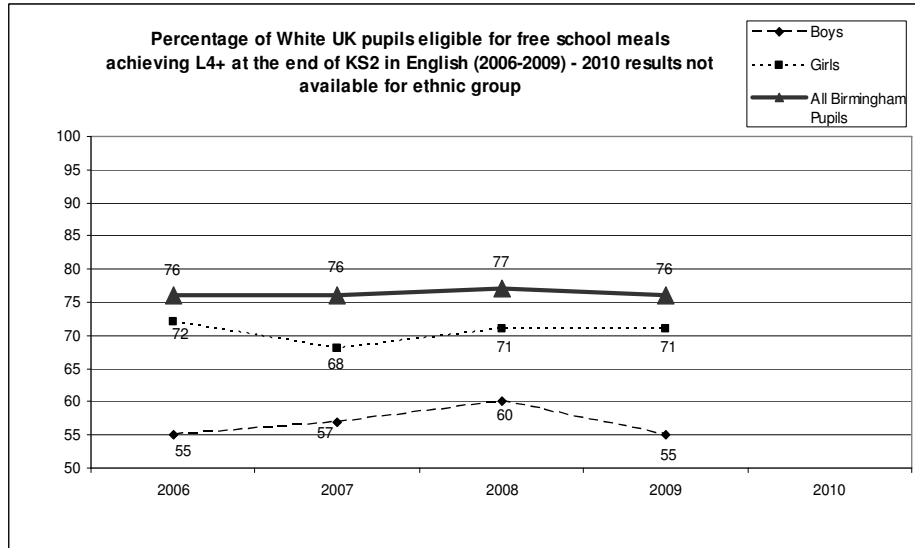
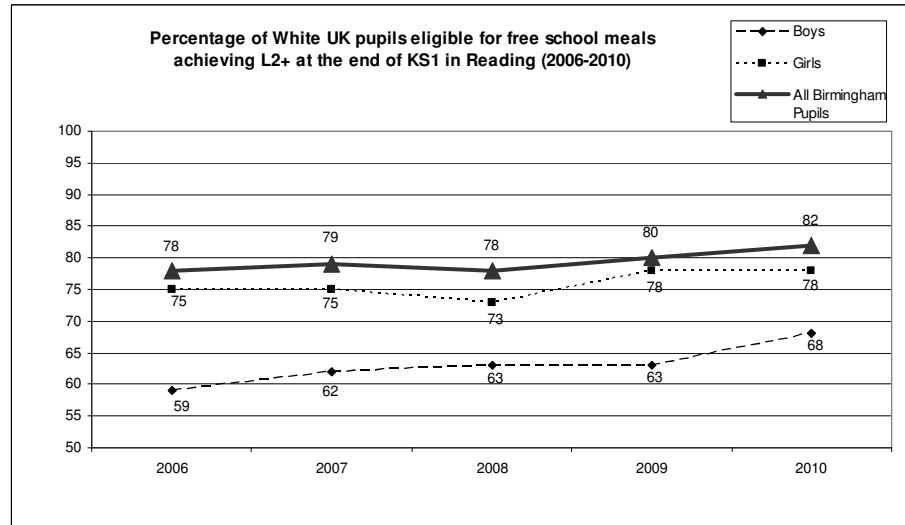
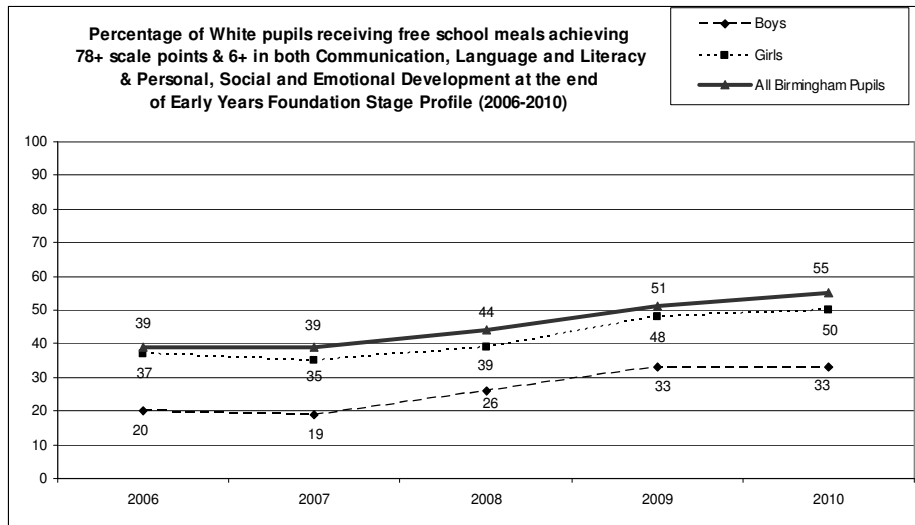


Fig. 14 The relationship between Key Stage 1 outcomes (average point score across reading, writing and mathematics) and the percentages of free school meals eligibility in schools.

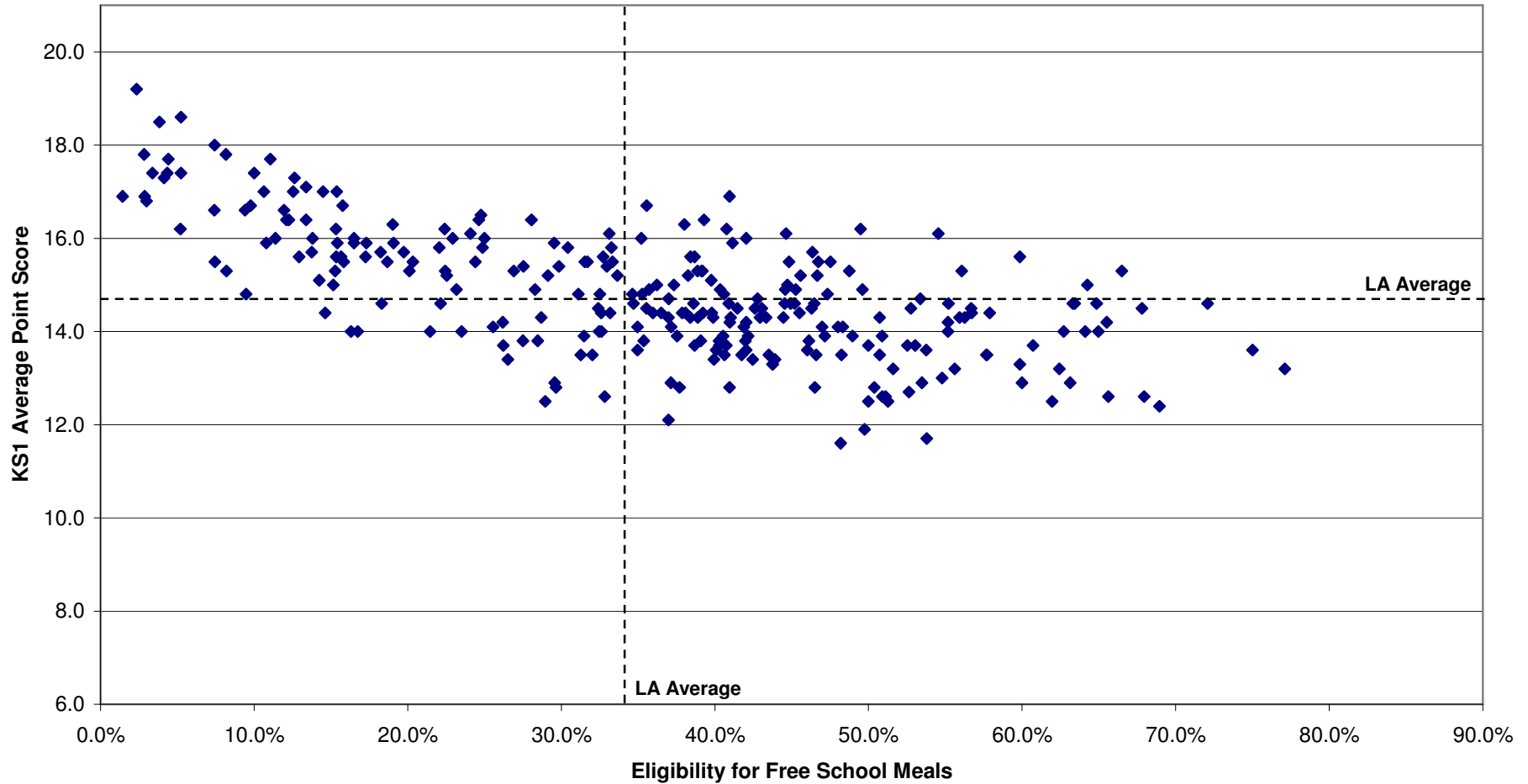


Fig 15. Percentage of Children achieving the majority of the early learning goals across the Early Years Foundation Stage Profile, including at least 6 points in each Personal, Social and Emotional Development scale and Communication, Language and Literacy scale, based on children resident in each ward. 2010 results with 2009 results in brackets.
 (Note this is the target that all Local Authorities will be required to set from 2010 as part of the Children's Act 2006)

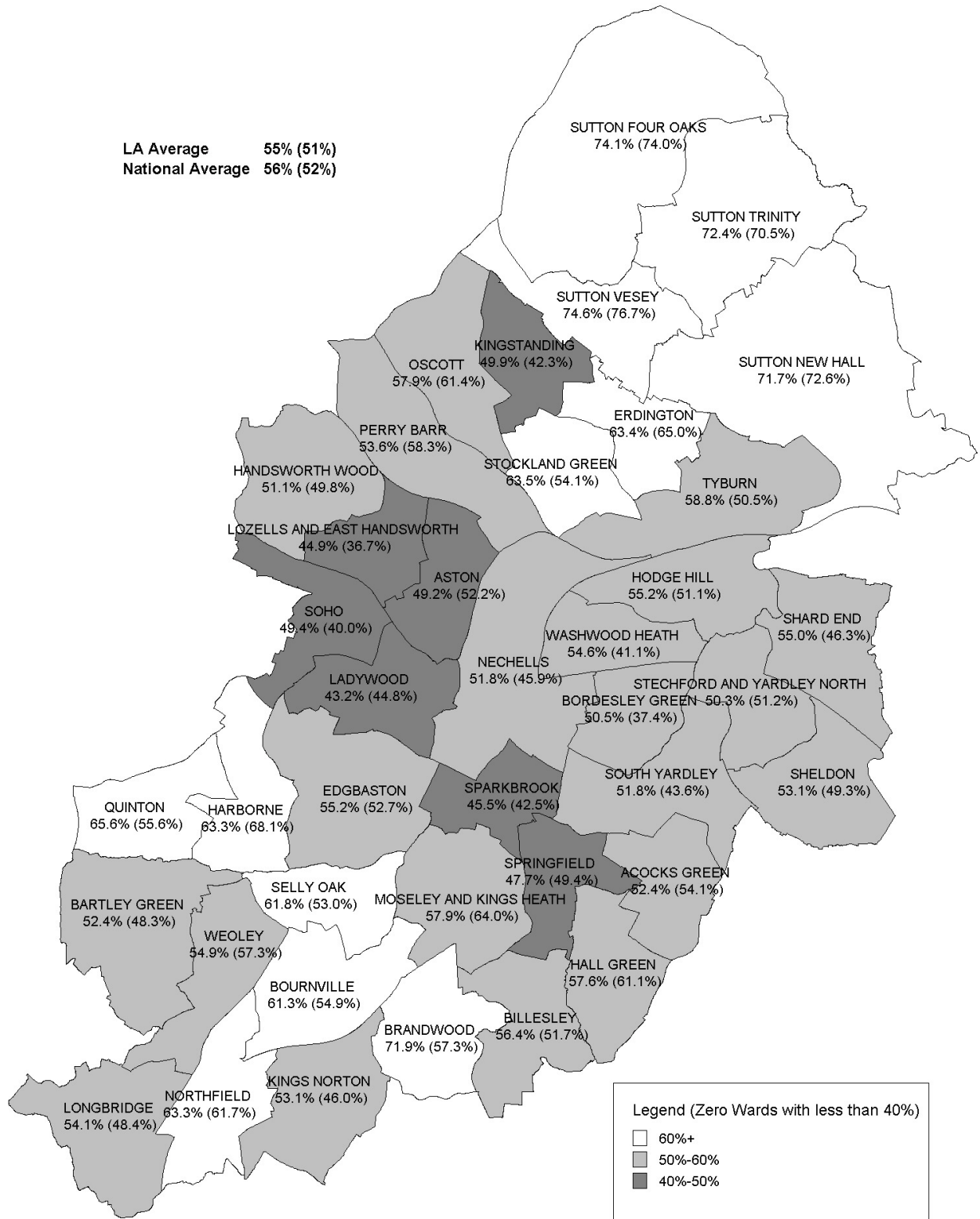


Fig 16. Percentage of pupils achieving Level 2 or above in KS1 Reading (based on pupils attending maintained Birmingham schools and resident within the ward) 2010 results with 2009 results shown in brackets

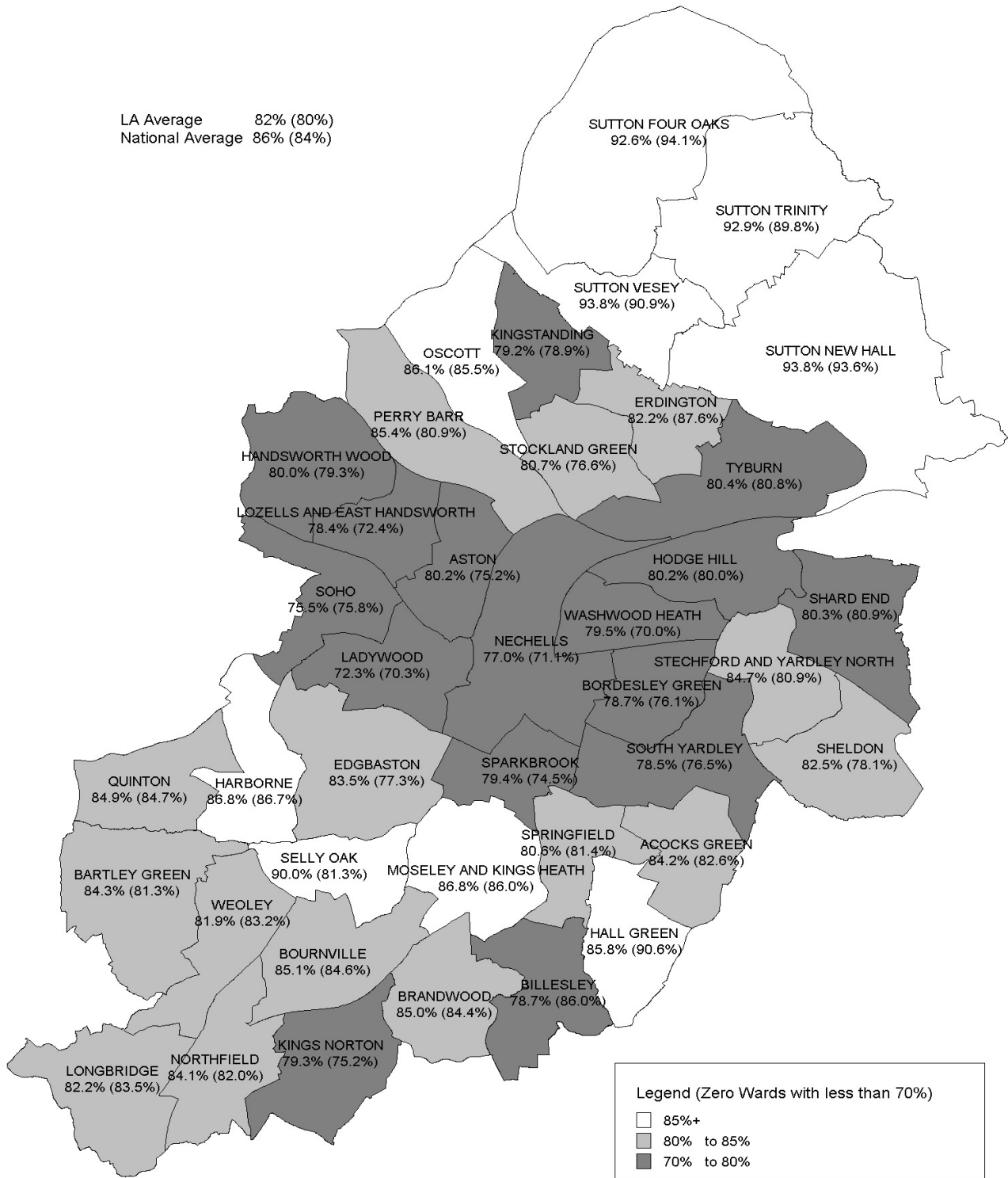


Fig 17. Percentage of pupils achieving 5 or more A*-C (based on pupils attending maintained Birmingham schools and resident within the ward) 2010 results with 2009 results shown in brackets

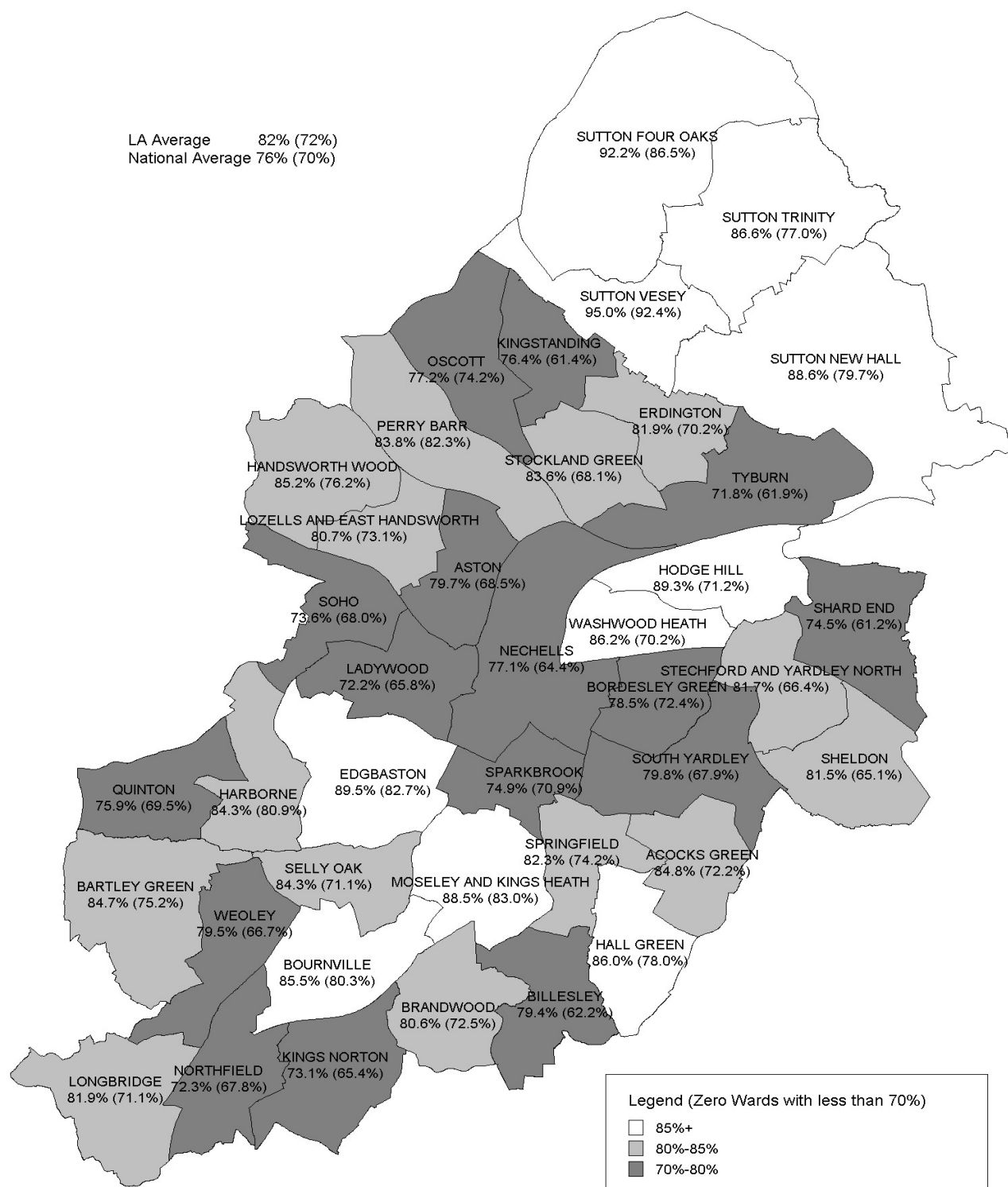


Fig 18. Percentage of pupils achieving 5 or more A*-C inc English and Maths (based on pupils attending maintained Birmingham schools and resident within the ward) 2010 results with 2009 results shown in brackets

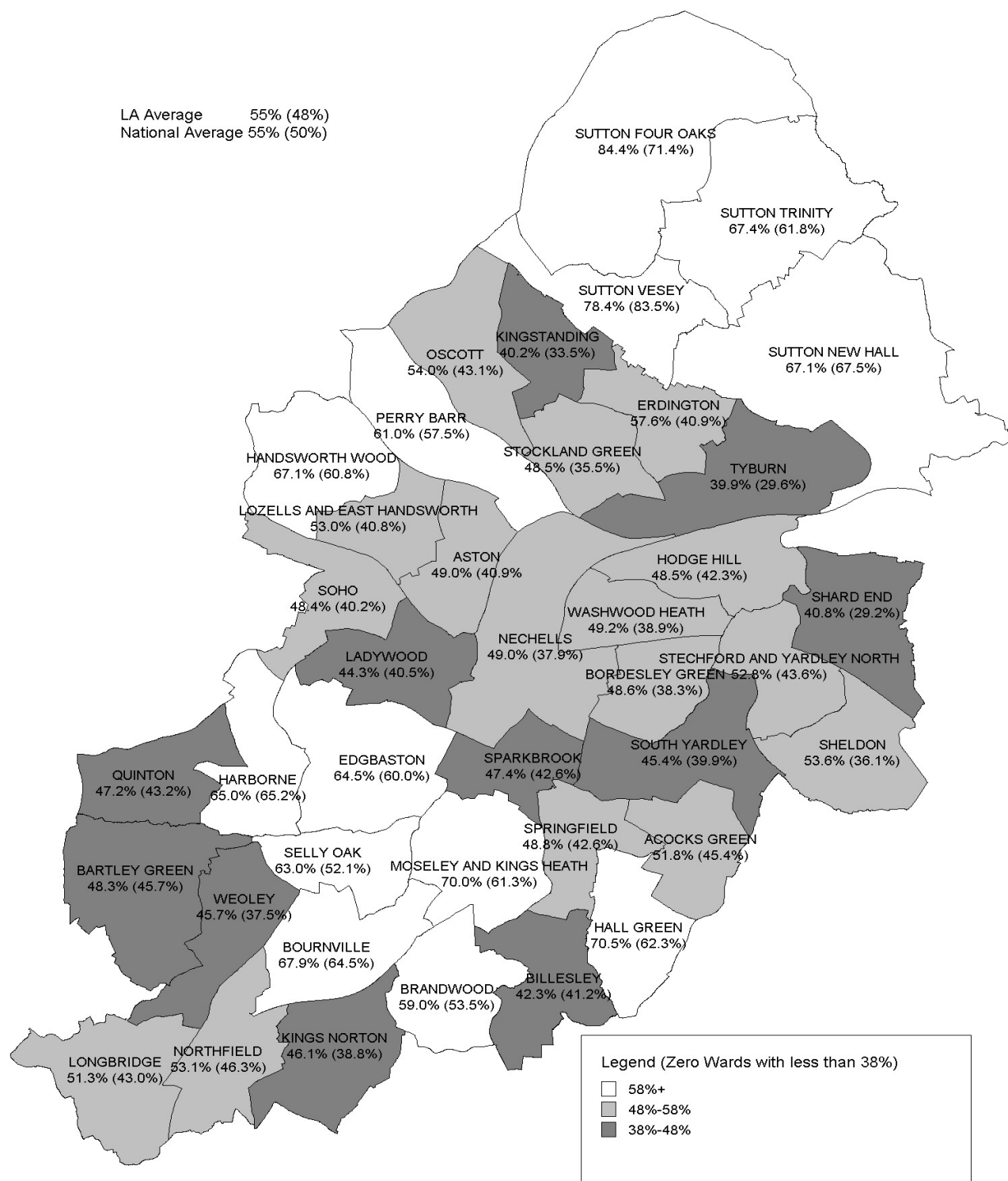


Table 10. Looked After Children Results (Provisional)

PHASE	Results			Targets	
	2008	2009	2010* Provisional	2010	2011
<u>KS1 (L2+)</u>					
Reading	50%	55%	64%		
Writing	49%	47%	61%		
Mathematics	57%	68%	73%		
<u>KS2 (L4+)</u>					
English	52%	48%	53%	55%	53%
Mathematics	49%	53%	53%	66%	62%
Science	70%	69%	65%		
English and Mathematics	40%	43%	43.6%		
<u>KS3 (L5+)</u>					
(Teacher Assessment)					
English	26%	30%	33%		
Mathematics	28%	30%	39%		
Science	29%	31%	44%		
<u>KS4</u>					
1+ qualification	75%	81%	81%		
5 A*-C	14%	21%	29%		
5 A*-C inc English and Maths.	5%	10%	10%	16%	17%

Table 11a. KS1 results for pupils with Special Educational Needs

SEN Category	Reading L2+					Writing L2+					Maths L2+				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
School Action	44%	52%	54%	56%	61%	37%	43%	45%	47%	51%	67%	70%	71%	70%	73%
School Action +	17%	23%	27%	26%	33%	16%	18%	22%	20%	24%	30%	39%	40%	41%	46%
Statemented	35%	18%	20%	19%	18%	27%	13%	15%	14%	12%	42%	23%	22%	21%	19%
All SEN	35%	40%	42%	42%	47%	30%	32%	34%	34%	38%	54%	56%	56%	55%	59%
All Birmingham pupils	76%	79%	78%	80%	82%	72%	74%	74%	76%	77%	84%	85%	85%	85%	86%

Table 11b. KS2 results for pupils with Special Educational Needs

SEN Category	English Below L3					English L4+					Maths Below L3					Maths L4+				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
School Action	11%	10%	8%	8%	N/A	39%	42%	48%	40%	N/A	16%	16%	10%	13%	N/A	39%	43%	50%	45%	N/A
School Action+	40%	36%	34%	31%	N/A	21%	25%	24%	24%	N/A	34%	35%	30%	29%	N/A	28%	30%	30%	35%	N/A
Statemented	65%	65%	61%	63%	N/A	16%	18%	16%	15%	N/A	61%	62%	57%	63%	N/A	19%	19%	19%	17%	N/A
All SEN	27%	27%	24%	25%	N/A	31%	33%	36%	31%	N/A	28%	29%	24%	26%	N/A	33%	35%	39%	37%	N/A
All Birmingham pupils	7%	7%	6%	6%	N/A	76%	76%	77%	76%	N/A	7%	8%	6%	6%	N/A	71%	73%	75%	75%	N/A

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

SEN Category	GCSE 5A*-C					GCSE 5A*-G					One or more passes				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
School Action	22%	30%	41%	51%	68%	82%	87%	92%	92%	96%	96%	98%	99%	99%	99%
School Action +	16%	17%	24%	38%	54%	65%	70%	74%	82%	84%	90%	93%	94%	96%	98%
Statemented	9%	10%	11%	15%	25%	35%	39%	42%	45%	51%	84%	86%	83%	89%	84%
All SEN	18%	22%	30%	40%	56%	67%	71%	76%	80%	84%	92%	94%	95%	96%	96%
All Birmingham pupils	59%	62%	66%	72%	82%	90%	91%	92%	93%	95%	98%	98%	98%	99%	99%

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 12-17 and Table 22)

- 1.1. Results have improved again this year with 81.8% of pupils obtaining 5 or more A*-C grades compared with 72.4% last year. Over the past five years the city's results have improved by 23 percentage points from 59% in 2006. Birmingham's performance now is the highest of the core city and statistical neighbour authorities and is above the England average of 75.6% (see Table 4 in section 1 of this report).
- 1.2. As well as the improvements in overall results, there have been improvements in the core GCSE subjects with 66% of students achieving A*-C in English (compared with 62% last year), 61% in mathematics (compared with 58% last year) and 76% in science (compared with 64% last year).
- 1.3. There has also been an improvement in the percentage of pupils achieving 5A*-C including English and mathematics, from 41% in 2006 to 54.9% in 2010. Birmingham's 5A*-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 are now slightly ahead of the national results (54.8%). In 2010, there were no schools below the national floor target of 30% 5A*-C including English and mathematics.
- 1.4. Table 17 shows the proportion of passes obtained in GCSE, Vocational GCSE and other courses in each school. This shows that of all the GCSE and equivalent A*-C grades achieved in 2010, 57% were from GCSE courses, 2% from vocational GCSE courses and 41% from other courses including vocational courses such as BTEC.
- 1.5. 93% of pupils achieved at least a Level 1 qualification in 'functional' literacy and numeracy (English and mathematics skills - includes a GCSE pass in English and mathematics or equivalent). 99% of students achieved at least one qualification.
- 1.6. As in previous years, a higher proportion of girls compared to boys achieved 5 or more A*-C grades (86% compared with 77%) and 5A*- C including English and maths (59% compared with 50%). In the National Curriculum core subjects, girls achieved a higher proportion of A*- C grades than boys in English (74% compared with 58%), in mathematics (63% compared with 59%) and in science (79% compared with 73%).
- 1.7. Tables 15 and 16 show the 2010 GCSE and equivalent results for each school and trends over the past three years. Some of these measures are included in the performance measures published by the DfE.

2. A/AS-Level and Equivalent Results (Tables 18-20)

- 2.1 Table 18 shows the 2010 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% but are above the national figure for schools and colleges of 93%. The percentage of students in sixth forms attaining three or more A*-A grades has also remained constant at 14% compared with a national outcome of 10% for schools and colleges. The average point score per student for A/AS-Level and equivalent qualifications dropped slightly to 798 points compared to 806 in 2009, (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 2010 based on all post-16 providers (schools and colleges) was 733.
- 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.⁶ For the percentage of students achieving 2 or more A level passes, Birmingham has seen a slight decline over the past three years although the percentage for Birmingham remains above both the average for the core cities and our statistical neighbours, and above the national average.
- 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 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. Analysis of average number of entries for 2008 against 2010 shows a decrease of approximately 0.1 entries per candidate. This loss of 0.1 entries equates to approximately 21 points, so a decrease of -13.4 is to be expected. 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.

Birmingham is above the average for core cities and statistical neighbours for the average point score per entry. In addition, Birmingham's' increase in points per entry between 2008 and 2010 is higher than both the core cities/statistical neighbours average and is over one and a half times the national increase.

⁶ 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.

- 2.5 Table 18 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 3287 candidates were girls and 45% boys). There was a higher percentage of girls achieving 3 or more grades A*-A (16% compared with 12%) although the percentages of boys and girls achieving 2 or more A*-C grades is the same (95%). Girls had a higher overall point score compared to boys (817 compared to 775).
- 2.6 Table 19 shows that there are some differences in subject choice, with proportionally more boys taking Mathematics, Physics, Design and Technology (Product Design) and PE/Sport 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 Table 20 shows A/AS-Level and Equivalent results for pupils in each school with a 6th form/post-16 centre.

Table 12. End of Key Stage 4 GCSE and equivalent results trends by gender compared to national 2006 – 2010

		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				
		06	07	08	09	10	06	07	08	09	10	06	07	08	09	10	06	07	08	09	10	06	07	08	09	10	06	07	08	09	10
Birmingham	Boys	54%	57%	61%	69%	77%	87%	89%	89%	92%	93%	37%	38%	40%	44%	50%	83%	86%	87%	89%	91%	13%	12%	11%	11%	10%	95%	98%	98%	98%	99%
	Girls	64%	67%	72%	76%	86%	92%	94%	95%	95%	96%	45%	46%	51%	52%	59%	89%	91%	93%	93%	95%	19%	17%	16%	17%	17%	97%	98%	99%	99%	99%
	Total	59%	62%	66%	72%	82%	89%	92%	92%	93%	95%	41%	42%	45%	48%	55%	86%	89%	90%	91%	93%	16%	14%	13%	14%	14%	96%	98%	98%	99%	99%
National (Maintained schools)	Boys	53%	56%	61%	66%	72%	89%	90%	91%	92%	93%	40%	42%	43%	46%	51%	87%	88%	89%	90%	92%	14%	13%	12%	13%	13%	97%	97%	98%	98%	100%
	Girls	62%	65%	70%	75%	80%	93%	93%	94%	95%	96%	48%	50%	52%	54%	59%	91%	92%	93%	94%	95%	19%	17%	17%	18%	18%	98%	98%	99%	99%	100%
	Total	57%	60%	65%	70%	76%	91%	92%	92%	94%	95%	44%	46%	48%	50%	55%	89%	90%	91%	92%	93%	16%	15%	14%	15%	16%	97%	98%	98%	99%	100%

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. 2010 National results are provisional
4. *** English Baccalaureate measure 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 GCSE Core Curriculum Subject trends by gender 2006– 2010

		Entries (% of roll)					Grades A*-C					Grades D-G					No GCSE results				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English	Boys	94%	93%	94%	94%	94%	45%	45%	48%	55%	58%	46%	46%	45%	38%	35%	9%	9%	7%	7%	7%
	Girls	96%	96%	97%	97%	97%	60%	60%	65%	69%	74%	35%	35%	31%	27%	23%	5%	4%	4%	4%	3%
	Total	95%	95%	95%	95%	96%	52%	53%	56%	62%	66%	40%	41%	39%	33%	29%	7%	7%	5%	5%	5%
Mathematics	Boys	94%	95%	98%	95%	96%	47%	50%	53%	58%	59%	43%	42%	43%	35%	35%	10%	9%	4%	6%	6%
	Girls	96%	97%	99%	97%	98%	50%	51%	57%	58%	63%	43%	42%	40%	37%	34%	7%	6%	3%	5%	4%
	Total	95%	96%	99%	96%	97%	48%	50%	55%	58%	61%	43%	42%	41%	36%	34%	9%	8%	4%	6%	5%
Science*	Boys	92%	91%	92%	94%	94%	44%	44%	55%	62%	73%	44%	43%	36%	29%	19%	12%	13%	9%	9%	7%
	Girls	94%	93%	96%	96%	97%	47%	47%	62%	67%	79%	45%	44%	33%	28%	17%	9%	9%	5%	5%	4%
	Total	93%	92%	94%	95%	95%	45%	46%	58%	64%	76%	44%	43%	35%	29%	18%	10%	11%	7%	7%	6%

* Science includes all GCSE equivalents which count toward the 'two good science' measure in the DFE Performance Tables

Table 14. Gender Differences in GCSE Entries & Results for 2010

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	Entries	% of Age Group	% A*-C Grades	% A*-G Grades	Entries	% of Age Group	% A*-C Grades	% A*-G Grades
Additional Mathematics	112	2%	62%	96%	100	2%	53%	98%	212	2%	58%	97%
Additional Science	2130	34%	67%	99%	2457	40%	72%	100%	4587	37%	69%	100%
Arabic	74	1%	49%	78%	92	1%	57%	77%	166	1%	53%	78%
Art & Design	545	9%	59%	98%	909	15%	75%	99%	1454	12%	69%	99%
Art & Design (3d Studies)	38	1%	71%	100%	18	0%	61%	100%	56	0%	68%	100%
Art & Design (Fine Art)	382	6%	60%	98%	650	11%	80%	99%	1032	8%	73%	99%
Art & Design (Graphics)	38	1%	71%	97%	28	0%	68%	100%	66	1%	70%	98%
Art & Design (Photography)	27	0%	70%	100%	70	1%	94%	100%	97	1%	88%	100%
Art & Design (Textiles)	15	0%	33%	87%	138	2%	64%	96%	153	1%	61%	95%
Astronomy	14	0%	50%	86%	7	0%	43%	86%	21	0%	48%	86%
Bengali	49	1%	31%	100%	39	1%	51%	100%	88	1%	40%	100%
Biology	1042	17%	94%	100%	1035	17%	95%	100%	2077	17%	95%	100%
Business Studies:Single	819	13%	62%	97%	537	9%	74%	98%	1356	11%	67%	98%
Catering Studies	89	1%	52%	99%	73	1%	58%	100%	162	1%	54%	99%
Chemistry	1028	17%	94%	100%	1017	16%	97%	100%	2045	17%	95%	100%
Chinese	15	0%	100%	100%	15	0%	100%	100%	30	0%	100%	100%
Classical Civilisation	1	0%	100%	100%	10	0%	100%	100%	11	0%	100%	100%
D&T Electronic Products	66	1%	65%	95%	21	0%	67%	100%	87	1%	66%	97%
D&T Food Technology	293	5%	42%	96%	816	13%	64%	99%	1109	9%	58%	98%
D&T Graphic Products	615	10%	49%	93%	257	4%	74%	99%	872	7%	57%	95%
D&T Product Design	343	6%	60%	94%	280	5%	73%	97%	623	5%	66%	95%
D&T Resistant Materials	956	15%	55%	98%	203	3%	56%	98%	1159	9%	55%	98%
D&T Systems & Control	74	1%	66%	84%	3	0%	33%	67%	77	1%	65%	83%
D&T Textiles Technology	31	0%	52%	94%	691	11%	67%	97%	722	6%	66%	97%
Dance	17	0%	6%	100%	182	3%	70%	99%	199	2%	65%	99%
Design & Technology	151	2%	48%	91%	168	3%	61%	99%	319	3%	55%	95%
Drama & Theatre Studies	454	7%	59%	100%	783	13%	78%	99%	1237	10%	71%	100%
Dutch	15	0%	87%	93%	17	0%	76%	94%	32	0%	81%	94%
Economics	6	0%	33%	83%	10	0%	60%	90%	16	0%	50%	88%
English Language & Literature	5412	87%	60%	98%	5541	90%	74%	100%	10953	89%	67%	99%
English Literature	3336	54%	68%	98%	4176	68%	82%	99%	7512	61%	76%	99%
English Studies	223	4%	61%	100%	209	3%	76%	99%	432	3%	68%	100%
Expressive Arts & Performance Studies	28	0%	75%	100%	24	0%	96%	100%	52	0%	85%	100%
Film Studies	7	0%	57%	100%	8	0%	38%	100%	15	0%	47%	100%
French	1138	18%	55%	98%	1524	25%	66%	99%	2662	22%	61%	99%
General Studies	119	2%	39%	94%	113	2%	18%	96%	232	2%	28%	95%
Geography	1626	26%	56%	96%	1439	23%	70%	98%	3065	25%	62%	97%
Geology	29	0%	100%	100%	3	0%	100%	100%	32	0%	100%	100%
German	441	7%	59%	99%	495	8%	76%	100%	936	8%	68%	99%
Gujarati	5	0%	100%	100%	7	0%	100%	100%	12	0%	100%	100%
History	1585	26%	62%	97%	1964	32%	73%	99%	3549	29%	68%	98%
Home Economics: Child Development	7	0%	14%	100%	376	6%	53%	100%	383	3%	53%	100%
Home Economics: Food	69	1%	46%	100%	132	2%	56%	99%	201	2%	53%	100%
Home Economics: Textiles	0	0%			9	0%	44%	100%	9	0%	44%	100%
Humanities: Single	136	2%	44%	99%	50	1%	78%	98%	186	2%	53%	98%
Information & Communications Technology	594	10%	65%	98%	835	14%	83%	99%	1429	12%	76%	99%
Irish	1	0%	100%	100%	0	0%			1	0%	100%	100%
Italian	6	0%	100%	100%	3	0%	67%	100%	9	0%	89%	100%
Latin	43	1%	88%	98%	17	0%	100%	100%	60	0%	92%	98%
Law	36	1%	53%	86%	41	1%	61%	93%	77	1%	57%	90%
Mathematics	5992	97%	61%	98%	6039	98%	64%	99%	12031	97%	63%	98%
Media/Film/TV Studies	577	9%	56%	98%	693	11%	79%	100%	1270	10%	69%	99%
Modern Greek	0	0%			3	0%	67%	100%	3	0%	67%	100%
Music	402	6%	67%	99%	361	6%	73%	99%	763	6%	70%	99%
Office Technology	107	2%	77%	98%	85	1%	81%	99%	192	2%	79%	98%
Persian	8	0%	88%	100%	5	0%	60%	100%	13	0%	77%	100%
Physical Education/Sports Studies	1043	17%	62%	100%	561	9%	68%	100%	1604	13%	64%	100%
Physics	1027	17%	94%	100%	1017	16%	95%	100%	2044	17%	95%	100%
Polish	25	0%	96%	100%	21	0%	90%	95%	46	0%	93%	98%
Portuguese	7	0%	100%	100%	6	0%	100%	100%	13	0%	100%	100%
Psychology	16	0%	56%	88%	37	1%	57%	95%	53	0%	57%	92%
Punjabi	29	0%	90%	100%	26	0%	88%	100%	55	0%	89%	100%
Religious Studies	1737	28%	63%	97%	2560	42%	77%	98%	4297	35%	71%	98%
Russian	2	0%	100%	100%	23	0%	96%	100%	25	0%	96%	100%
Science (Core)	2156	35%	46%	99%	2114	34%	60%	99%	4270	35%	53%	99%
Science SA	1340	22%	63%	99%	1393	23%	60%	100%	2733	22%	62%	100%
Sociology	84	1%	40%	88%	200	3%	64%	95%	284	2%	57%	93%
Spanish	202	3%	57%	100%	433	7%	75%	99%	635	5%	69%	99%
Statistics	887	14%	76%	98%	861	14%	83%	99%	1748	14%	79%	99%
Urdu	218	4%	50%	98%	323	5%	72%	100%	541	4%	63%	99%

Table 15. End of Key Stage 4 – GCSE and Equivalent Results 2010

MFL = Modern Foreign Language

The following factors need to be taken into account when interpreting the percentage figures for individual schools:

1. This summary is based on the number of pupils on roll who were at the end of Key Stage 4 (aged 14 -16) at the start of the academic year.
2. All percentages are based on the number of pupils on roll in January 2010 adjusted to take account of permanent exclusions and recently arrived pupils with little or no knowledge of English language. These pupils can be excluded from the school roll when calculating results, following DfE guidance.
3. Results for 1 or more qualification include Level 1-3 and Entry Level Qualification.
4. The number of pupils on roll includes pupils who may not have been in school for the Summer Term. It also includes children with special educational needs. Some of these children may not have taken any examination.
5. Each school's results are affected by the nature of the school's intake. This includes, for example, the proportion of pupils with special educational needs, the proportion of pupils with additional English language support needs, and the impact of the City's selective schools on the comprehensive nature of their intake.

School Name	End of KS4 Roll	Achieving 5 or more A*-C	Achieving 5 or more A*-G	Achieving 5 or more A*-C inc. GCSE Eng & Maths.	Achieving Eng & Maths. Skills at level 2	Achieving Eng & Maths. Skills at level 1	Achieving 1 or more qualifications (inc. Entry Level)	Achieving 2 or more A*-C and equivalent in Science	Achieving 1 or more GCSE A*-C in MFL	Achieving any qualification in MFL	Total Point score per pupil
Al-Hijrah School	54	83%	98%	72%	72%	98%	100%	74%	74%	98%	413.5
Archbishop Ilsley Catholic Technology College	211	81%	98%	53%	57%	99%	100%	73%	27%	91%	437.1
Aston Manor School	141	90%	99%	52%	54%	99%	100%	91%	29%	34%	514.4
Bartley Green School	170	96%	98%	57%	61%	97%	99%	94%	12%	61%	598.9
Baverstock Foundation School and Specialist Sports College	222	66%	96%	38%	38%	97%	100%	77%	4%	6%	384.8
Bishop Challoner Catholic School	173	94%	97%	72%	73%	98%	100%	87%	15%	61%	477.8
Bishop Vesey's Grammar School	124	98%	100%	98%	98%	100%	100%	99%	84%	95%	505.3
Bishop Walsh Catholic School	146	94%	100%	76%	76%	99%	100%	97%	37%	44%	539.6
Bordesley Green Girls' Specialist Business & Enterprise School	123	88%	99%	56%	61%	97%	100%	82%	53%	91%	514.9
Bournville School and Sixth Form Centre	202	87%	99%	57%	57%	99%	100%	41%	16%	44%	460.3
Broadway School	192	76%	99%	50%	50%	97%	100%	63%	54%	99%	480.3
Cardinal Wiseman Catholic Technology College	106	79%	96%	35%	55%	96%	99%	63%	13%	31%	461.6
Castle Vale School & Specialist Performing Arts College	161	73%	97%	31%	33%	98%	99%	28%	5%	24%	453.8
Cockshut Hill Technology College	250	84%	97%	43%	53%	95%	98%	75%	3%	4%	500.2
Colmers School & Sports College	209	87%	94%	56%	56%	94%	98%	79%	20%	46%	472.1
Dame Elizabeth Cadbury Technology College	106	81%	97%	42%	43%	91%	100%	92%	0%	44%	491.4

School Name	End of KS4 Roll	Achieving 5 or more A*-C	Achieving 5 or more A*-G	Achieving 5 or more A*-C inc. GCSE Eng & Maths.	Achieving Eng & Maths. Skills at level 2	Achieving Eng & Maths. Skills at level 1	Achieving 1 or more qualifications (inc. Entry Level)	Achieving 2 or more A*-C and equivalent in Science	Achieving 1 or more GCSE A*-C in MFL	Achieving any qualification in MFL	Total Point score per pupil
Fairfax School	220	88%	99%	62%	64%	99%	100%	63%	41%	63%	494.8
Frankley Community High School	92	75%	89%	40%	40%	92%	99%	48%	8%	12%	396.8
George Dixon International School & Sixth Form Centre	178	69%	96%	33%	47%	81%	98%	34%	21%	27%	380.8
Golden Hillock School	163	68%	94%	42%	44%	96%	100%	59%	17%	77%	392.7
Great Barr School	397	75%	96%	47%	47%	95%	99%	71%	10%	19%	405.9
Hall Green Secondary School	176	84%	97%	74%	76%	98%	100%	60%	43%	74%	470.4
Hamstead Hall Community Learning Centre	182	84%	99%	66%	68%	98%	100%	43%	31%	42%	454.5
Handsworth Grammar School	137	100%	100%	99%	100%	100%	100%	95%	69%	83%	606.5
Handsworth Wood Girls' School	122	90%	96%	46%	46%	98%	99%	71%	16%	30%	531.5
Harborne Hill School	105	86%	92%	35%	38%	85%	100%	53%	19%	24%	466.4
Heartlands Academy	127	83%	100%	47%	47%	100%	100%	63%	10%	17%	420.5
Hillcrest School A Specialist Mathematics & Computing College	110	80%	96%	53%	54%	96%	99%	69%	42%	86%	520.1
Hodge Hill Girls' School	139	88%	100%	50%	56%	98%	100%	76%	27%	80%	518.1
Hodge Hill Sports and Enterprise College	220	91%	94%	38%	60%	96%	99%	70%	5%	19%	465.6
Holte Visual and Performing Arts College	181	78%	99%	49%	49%	99%	100%	45%	17%	73%	509.4
Holy Trinity Catholic Media Arts College	111	79%	93%	42%	82%	95%	100%	55%	10%	12%	406.3
Holyhead School	195	80%	99%	45%	63%	98%	100%	60%	16%	18%	392
John Willmott School	189	80%	97%	52%	58%	97%	99%	93%	10%	14%	446.3
King Edward VI Aston School	104	100%	100%	99%	99%	100%	100%	99%	75%	99%	599.2
King Edward VI Camp Hill Girls	123	100%	100%	100%	100%	100%	100%	100%	95%	98%	667.7
King Edward VI Camp Hill School for Boys	93	99%	99%	99%	100%	100%	100%	99%	98%	98%	600.8
King Edward VI Five Ways School	157	100%	100%	99%	99%	100%	100%	99%	59%	78%	757.2
King Edward VI Handsworth School	129	100%	100%	100%	100%	100%	100%	99%	98%	100%	617.2
King's Heath Boys' Mathematics and Computing College	120	87%	92%	35%	36%	90%	98%	63%	3%	8%	450.9
King's Norton Boys' School	122	77%	98%	52%	52%	98%	100%	41%	24%	34%	474.4
Kings Norton Girls' School	150	91%	98%	75%	75%	97%	100%	95%	63%	95%	488.4
Kings Norton High School	88	83%	94%	32%	78%	97%	99%	82%	14%	17%	455.1
Kingsbury School & Sports College	165	81%	91%	44%	46%	95%	100%	78%	6%	30%	496.7
Lordswood Boys School	116	71%	98%	41%	41%	99%	100%	52%	26%	75%	417.7
Lordswood Girls' School and Specialist Centre for Media Arts	130	96%	99%	70%	70%	99%	100%	74%	58%	64%	658.3

School Name	End of KS4 Roll	Achieving 5 or more A*-C	Achieving 5 or more A*-G	Achieving 5 or more A*-C inc. GCSE Eng & Maths.	Achieving Eng & Maths. Skills at level 2	Achieving Eng & Maths. Skills at level 1	Achieving 1 or more qualifications (inc. Entry Level)	Achieving 2 or more A*-C and equivalent in Science	Achieving 1 or more GCSE A*-C in MFL	Achieving any qualification in MFL	Total Point score per pupil
Moseley School	240	64%	92%	47%	51%	95%	100%	72%	45%	83%	363.2
Ninestiles School a Technology College	234	95%	98%	45%	64%	97%	100%	87%	14%	68%	544
North Birmingham Academy	172	85%	96%	33%	47%	96%	100%	49%	9%	9%	481.1
Park View Business and Enterprise School	112	95%	100%	71%	71%	100%	100%	85%	23%	46%	515.7
Perry Beeches School	159	100%	100%	74%	78%	100%	100%	100%	8%	12%	542.8
Plantsbrook School	206	90%	96%	62%	70%	98%	100%	58%	41%	82%	464.6
Queensbridge School	120	83%	98%	48%	51%	96%	100%	74%	14%	26%	546.6
Saltley School and Specialist Science College	184	77%	97%	41%	41%	98%	99%	66%	23%	49%	513.5
Selly Park Tech College for Girls	137	91%	100%	60%	60%	98%	100%	50%	32%	51%	524.2
Sheldon Heath Community Arts College	196	80%	99%	48%	48%	97%	100%	36%	8%	8%	477.7
Shenley Academy	160	86%	96%	33%	38%	96%	100%	29%	6%	33%	462.2
Small Heath School	217	59%	99%	51%	51%	97%	100%	44%	34%	67%	383.2
St Alban's Academy	80	86%	94%	50%	50%	96%	99%	71%	29%	30%	511.5
St Edmund Campion Catholic School	160	65%	96%	49%	50%	96%	98%	30%	19%	83%	390.3
St John Wall Catholic School	119	76%	98%	44%	58%	97%	100%	56%	18%	23%	450
St Paul's School for Girls	162	82%	100%	72%	72%	98%	100%	66%	31%	38%	459.4
St Thomas Aquinas Catholic School	193	71%	95%	61%	64%	96%	99%	55%	32%	46%	416.7
Stockland Green Technology College	116	92%	95%	47%	47%	91%	99%	95%	2%	58%	527.9
Sutton Coldfield Grammar School for Girls	153	100%	100%	100%	100%	100%	100%	100%	98%	99%	634.8
Swanshurst School	286	93%	100%	60%	64%	100%	100%	87%	32%	94%	568.1
The Arthur Terry School	247	90%	100%	80%	81%	100%	100%	74%	30%	34%	483.7
The Four Dwellings High School (Specialist Science College)	122	60%	80%	35%	37%	84%	97%	35%	20%	79%	354
The International School & Community College (East B'ham)	131	84%	92%	41%	41%	92%	100%	80%	8%	11%	481.4
Turves Green Boys Technology and Humanities College	127	65%	92%	48%	52%	91%	98%	51%	8%	17%	395.6
Turves Green Girls Sch/Tech Coll.	140	74%	96%	54%	54%	95%	99%	33%	4%	8%	476.9
Washwood Heath Technology College	254	92%	98%	51%	54%	99%	100%	77%	17%	22%	491
Waverley School	142	100%	100%	49%	49%	99%	100%	99%	11%	13%	524.6
Wheeler Lane Technology College	120	88%	98%	47%	52%	98%	99%	75%	13%	80%	584.1
Yardleys Secondary School	172	91%	95%	44%	44%	94%	100%	72%	4%	6%	536

Special Schools

School Name	End of KS4 Roll	Achieving 5 or more A*-C	Achieving 5 or more A*-G	Achieving 5 or more A*-C inc. GCSE Eng & Maths.	Achieving Eng & Maths. Skills at level 2	Achieving Eng & Maths. Skills at level 1	Achieving 1 or more qualifications (inc. Entry Level)	Achieving 2 or more A*-C and equivalent in Science	Achieving 1 or more GCSE A*-C in MFL	Achieving any qualification in MFL	Total Point score per pupil
Baskerville	13	15%	15%	0%	0%	8%	77%	8%	0%	0%	116.7
Braidwood School	14	21%	64%	0%	0%	29%	100%	0%	0%	0%	265
Calthorpe School	32	0%	3%	0%	0%	0%	13%	0%	0%	0%	10.5
Hallmoor School	30	0%	0%	0%	0%	0%	70%	0%	0%	0%	28.7
Hunters Hill Technology College	19	0%	5%	0%	0%	5%	79%	0%	0%	0%	41.2
James Brindley School	76	38%	75%	28%	32%	84%	99%	1%	11%	30%	251.2
Lindsworth School	48	2%	17%	0%	0%	25%	94%	0%	0%	0%	90.8
Priestley Smith School	3	67%	100%	67%	67%	100%	100%	67%	33%	100%	428.3
Queensbury School (S)	45	0%	11%	0%	0%	22%	100%	0%	0%	6%	81.9
Selly Oak Trust School (S)	66	3%	17%	0%	0%	18%	95%	12%	0%	2%	154.8
Wilson Stuart Sch & Sports College	8	0%	0%	0%	0%	0%	100%	0%	0%	50%	84.3

LA AVERAGE		82%	95%	55%	58%	95%	99%	68%	26%	47%	475.2
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Table 16. GCSE and equivalent results trends for each school 2008– 2010

School Name	Achieving 5 or more A*-C			Achieving 5+ A*-C including English & Maths.			Achieving 5 or more A*-G			Achieving one or more qualification (inc. Entry Level)			Average Point Score		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Al-Hijrah School	88%	81%	83%	80%	72%	72%	100%	100%	98%	100%	100%	100%	399.8	405.6	413.5
Archbishop Ilsley Catholic Technology College	65%	75%	81%	48%	55%	53%	97%	99%	98%	100%	100%	100%	384.2	413.2	437.1
Aston Manor School	65%	71%	90%	41%	49%	52%	98%	98%	99%	100%	101%	100%	421.8	421.7	514.4
Bartley Green School	79%	90%	96%	47%	51%	57%	93%	99%	98%	99%	99%	99%	511.8	550.6	598.9
Baverstock Foundation School and Specialist Sports College	47%	45%	66%	29%	27%	38%	96%	94%	96%	100%	100%	100%	346.5	346.2	384.8
Bishop Challoner Catholic School	81%	81%	94%	67%	69%	72%	99%	96%	97%	100%	98%	100%	420.9	390.4	477.8
Bishop Vesey's Grammar School	100%	99%	98%	100%	98%	98%	100%	100%	100%	100%	100%	100%	488.3	487	505.3
Bishop Walsh Catholic School	82%	91%	94%	65%	73%	76%	98%	98%	100%	99%	99%	100%	469.7	511.2	539.6
Bordesley Green Girls' Specialist Business & Enterprise School	69%	71%	88%	50%	43%	56%	99%	98%	99%	99%	100%	100%	460.8	484.9	514.9
Bournville School and Sixth Form Centre	73%	82%	87%	56%	46%	57%	93%	94%	99%	100%	99%	100%	419.5	459.4	460.3
Broadway School	41%	63%	76%	31%	37%	50%	90%	90%	99%	98%	99%	100%	334	400.9	480.3
Cardinal Wiseman Catholic Technology College	64%	65%	79%	43%	43%	35%	86%	92%	96%	96%	100%	99%	355.6	377.3	461.6
Castle Vale School & Specialist Performing Arts College	60%	62%	73%	22%	22%	31%	95%	96%	97%	99%	100%	99%	404.2	409	453.8
Cockshut Hill Technology College	41%	58%	84%	25%	30%	43%	85%	89%	97%	96%	96%	98%	336.2	373.5	500.2
Colmers School & Sports College	68%	78%	87%	56%	54%	56%	94%	95%	94%	99%	99%	98%	389.9	456.5	472.1
Dame Elizabeth Cadbury Technology College	39%	53%	81%	29%	35%	42%	85%	89%	97%	100%	99%	100%	303.3	356.3	491.4
Fairfax School	71%	69%	88%	64%	56%	62%	96%	96%	99%	100%	99%	100%	388.1	439.8	494.8
Frankley Community High School	58%	76%	75%	11%	21%	40%	85%	92%	89%	99%	98%	99%	336.3	394.2	396.8
George Dixon International School & Sixth Form Centre	59%	61%	69%	21%	40%	33%	87%	93%	96%	94%	99%	98%	336.7	348.9	380.8
Golden Hillock School	59%	74%	68%	28%	38%	42%	84%	94%	94%	99%	100%	100%	394.5	417.7	392.7
Great Barr School	61%	67%	75%	35%	40%	47%	93%	94%	96%	99%	99%	99%	371.4	372	405.9
Hall Green Secondary School	73%	72%	84%	61%	57%	74%	99%	97%	97%	100%	100%	100%	393.7	406.2	470.4
Hamstead Hall Community Learning Centre	72%	76%	84%	61%	62%	66%	96%	96%	99%	99%	100%	100%	430.7	429	454.5

School Name	Achieving 5 or more A*-C			Achieving 5+ A*-C including English & Maths.			Achieving 5 or more A*-G			Achieving one or more qualification (inc. Entry Level)			Average Point Score		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Handsworth Grammar School	92%	93%	100%	91%	93%	99%	98%	99%	100%	99%	99%	100%	468.8	501.7	606.5
Handsworth Wood Girls' School	82%	81%	90%	38%	44%	46%	95%	97%	96%	99%	100%	99%	468.4	480	531.5
Harborne Hill School	68%	85%	86%	16%	34%	35%	94%	93%	92%	100%	98%	100%	418.3	466.6	466.4
Heartlands Academy	68%	61%	83%	30%	41%	47%	100%	100%	100%	100%	100%	100%	379.8	404	420.5
Hillcrest School A Specialist Mathematics & Computing College	71%	78%	80%	40%	41%	53%	98%	96%	96%	99%	98%	99%	480.4	527.7	520.1
Hodge Hill Girls' School	64%	75%	88%	42%	54%	50%	98%	100%	100%	100%	100%	100%	444.1	467.7	518.1
Hodge Hill Sports and Enterprise College	81%	83%	91%	23%	30%	38%	91%	91%	94%	99%	96%	99%	413.2	460.8	465.6
Holte Visual and Performing Arts College	79%	74%	78%	37%	40%	49%	99%	99%	99%	100%	100%	100%	461.6	450.5	509.4
Holy Trinity Catholic Media Arts College	52%	66%	79%	40%	49%	42%	95%	92%	93%	100%	97%	100%	332.4	357.8	406.3
Holyhead School	69%	75%	80%	45%	48%	45%	97%	98%	99%	100%	100%	100%	387.1	418.1	392
John Willmott School	65%	70%	80%	48%	48%	52%	97%	96%	97%	99%	99%	99%	388.3	425.6	446.3
King Edward VI Aston School	99%	100%	100%	98%	100%	99%	100%	100%	100%	100%	100%	100%	635.4	637	599.2
King Edward VI Camp Hill Girls	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	658.7	672.7	667.7
King Edward VI Camp Hill School for Boys	100%	100%	99%	100%	100%	99%	100%	100%	99%	100%	100%	100%	621.6	597.6	600.8
King Edward VI Five Ways School	100%	99%	100%	99%	99%	99%	100%	100%	100%	100%	100%	100%	582.9	697.6	757.2
King Edward VI Handsworth School	100%	99%	100%	99%	99%	100%	100%	99%	100%	100%	100%	100%	574.5	570	617.2
King's Heath Boys' Mathematics and Computing College	61%	76%	87%	23%	33%	35%	96%	93%	92%	100%	97%	98%	366.5	383.9	450.9
King's Norton Boys' School	63%	71%	77%	57%	55%	52%	96%	98%	98%	99%	99%	100%	418.7	463.8	474.4
Kings Norton Girls' School	87%	78%	91%	77%	73%	75%	97%	92%	98%	99%	99%	100%	432	418.9	488.4
Kings Norton High School	67%	67%	83%	12%	21%	32%	93%	87%	94%	99%	91%	99%	386.8	411.7	455.1
Kingsbury School & Sports College	49%	55%	81%	28%	22%	44%	85%	90%	91%	100%	99%	100%	346.3	369.3	496.7
Lordswood Boys School	59%	63%	71%	35%	31%	41%	94%	90%	98%	100%	99%	100%	424.9	382.6	417.7
Lordswood Girls' School and Specialist Centre for Media Arts	89%	87%	96%	78%	50%	70%	98%	100%	99%	99%	100%	100%	615.2	628.9	658.3
Moseley School	49%	47%	64%	26%	33%	47%	87%	93%	92%	97%	98%	100%	315.8	318.5	363.2
Ninestiles School a Technology College	82%	72%	95%	53%	51%	45%	94%	87%	98%	99%	97%	100%	489.9	372	544
North Birmingham Academy	46%	69%	85%	19%	27%	33%	87%	95%	96%	98%	100%	100%	298.9	367.5	481.1
Park View Business and Enterprise School	64%	61%	95%	52%	48%	71%	99%	92%	100%	100%	100%	100%	324.6	351	515.7

School Name	Achieving 5 or more A*-C			Achieving 5+ A*-C including English & Maths.			Achieving 5 or more A*-G			Achieving one or more qualification (inc. Entry Level)			Average Point Score		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Perry Beeches School	77%	92%	100%	51%	64%	74%	90%	95%	100%	100%	100%	100%	439.7	548.2	542.8
Plantsbrook School	71%	80%	90%	57%	61%	62%	95%	98%	96%	99%	100%	100%	438.4	438.7	464.6
Queensbridge School	63%	69%	83%	45%	31%	48%	98%	97%	98%	100%	100%	100%	430.9	463.5	546.6
Saltley School and Specialist Science College	76%	75%	77%	40%	37%	41%	98%	97%	97%	100%	100%	99%	539.5	472.5	513.5
Selly Park Tech College for Girls	87%	91%	91%	60%	66%	60%	100%	99%	100%	100%	100%	100%	507.7	544.9	524.2
Sheldon Heath Community Arts College	52%	72%	80%	28%	41%	48%	95%	96%	99%	99%	99%	100%	392.5	426.5	477.7
Shenley Academy	60%	51%	86%	27%	25%	33%	95%	94%	96%	100%	100%	100%	388.2	362.6	462.2
Small Heath School	62%	63%	59%	46%	42%	51%	98%	97%	99%	100%	100%	100%	406.5	410.6	383.2
St Alban's Academy	53%	75%	86%	23%	30%	50%	89%	96%	94%	95%	99%	99%	353.6	427.1	511.5
St Edmund Campion Catholic School	58%	58%	65%	43%	43%	49%	96%	93%	96%	99%	97%	98%	366	366.9	390.3
St John Wall Catholic School	63%	61%	76%	39%	33%	44%	96%	95%	98%	100%	99%	100%	410.4	405.8	450
St Paul's School for Girls	86%	84%	82%	82%	68%	72%	96%	100%	100%	99%	100%	100%	439.1	427.9	459.4
St Thomas Aquinas Catholic School	77%	66%	71%	66%	51%	61%	97%	98%	95%	100%	99%	99%	416.7	404.2	416.7
Stockland Green Technology College	77%	84%	92%	15%	30%	47%	88%	91%	95%	98%	97%	99%	435.4	473.7	527.9
Sutton Coldfield Grammar School for Girls	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	603.7	612.8	634.8
Swanshurst School	72%	86%	93%	54%	49%	60%	100%	99%	100%	100%	100%	100%	431.6	480	568.1
The Arthur Terry School	79%	85%	90%	65%	67%	80%	97%	100%	100%	100%	100%	100%	452.1	471.8	483.7
The Four Dwellings High School (Specialist Science College)	38%	57%	60%	21%	29%	35%	90%	89%	80%	98%	98%	97%	330	374.8	354
The International School & Community College (East B'ham)	59%	59%	84%	20%	24%	41%	85%	88%	92%	99%	100%	100%	368.7	382.4	481.4
Turves Green Boys Technology and Humanities College	50%	55%	65%	35%	46%	48%	96%	93%	92%	99%	98%	98%	324.6	329.3	395.6
Turves Green Girls Sch/Tech Coll.	77%	76%	74%	62%	30%	54%	95%	99%	96%	98%	100%	99%	496.8	500.2	476.9
Washwood Heath Technology College	53%	80%	92%	30%	33%	51%	94%	94%	98%	99%	99%	100%	353.6	424.7	491
Waverley School	73%	91%	100%	36%	42%	49%	99%	99%	100%	100%	100%	100%	444.7	487.9	524.6
Wheeler's Lane Technology College	75%	82%	88%	45%	48%	47%	96%	98%	98%	99%	100%	99%	454.1	576.3	584.1
Yardleys Secondary School	67%	87%	91%	37%	43%	44%	93%	95%	95%	100%	99%	100%	394.4	531	536
LA Averages	67%	72%	82%	46%	48%	55%	92%	93%	95%	98%	99%	99%	408.5	433.2	475.2

Table 17. Results 2010 for each school showing the proportion of A*-C grades and A*-G grades from GCSE, Vocational GCSE, other Vocational Courses and all other courses

Centre Name	GCSE and Equivalent A-C					GCSE and Equivalent A-G				
	Total number of grades	% from GCSE / GCE AS	% from Voc. GCSE / Voc. GCE AS	% from BTEC courses	% from all other Courses	Total number of grades	% from GCSE / GCE AS	% from Voc. GCSE / Voc. GCE AS	% from BTEC courses	% from all other Courses
Al-Hijrah School	390.5	100%	0%	0%	0%	544.5	100%	0%	0%	0%
Archbishop Ilsley Catholic Technology College and Sixth Form Centre	1579	66%	12%	13%	9%	2260.9	73%	10%	9%	8%
Aston Manor School	1196	59%	6%	13%	22%	1589.5	65%	5%	10%	20%
Bartley Green School	1909.8	41%	2%	22%	35%	2373.3	49%	3%	18%	30%
Baverstock Foundation School and Specialist Sports College	1405.7	71%	2%	24%	3%	2202.95	80%	3%	15%	3%
Bishop Challoner Catholic College	1608.1	66%	2%	11%	21%	1980.5	71%	2%	9%	18%
Bishop Vesey's Grammar School	1198.72	99%	0%	0%	1%	1237.33	98%	0%	0%	2%
Bishop Walsh Catholic School	1533.31	84%	0%	11%	6%	1760.42	85%	0%	9%	6%
Bordesley Green Girls' Specialist Business & Enterprise School	1189	58%	0%	31%	11%	1547.5	62%	0%	24%	14%
Bournville School and Sixth Form Centre	1719.8	50%	3%	15%	31%	2179.15	59%	3%	12%	26%
Broadway School	1681	42%	4%	25%	29%	2371.25	52%	5%	18%	25%
Cardinal Wiseman Catholic Technology College	918.75	39%	12%	9%	40%	1233.5	47%	13%	7%	33%
Castle Vale Performing Arts College	1126.5	37%	2%	43%	18%	1958	54%	6%	25%	15%
Cockshut Hill Technology College	2266.67	37%	3%	32%	28%	3109.01	50%	2%	23%	25%
Colmers School	1785.35	56%	0%	38%	6%	2289.1	61%	0%	30%	9%
Dame Elizabeth Cadbury Technology College	902	43%	0%	16%	41%	1260.5	58%	0%	12%	31%
Fairfax School	1975.16	75%	0%	18%	7%	2648.91	78%	2%	13%	7%
Frankley Community High School	705	27%	0%	66%	7%	924.5	44%	0%	50%	6%
George Dixon International School & Sixth Form College	1176.5	45%	0%	55%	0%	1679.25	51%	0%	38%	10%
Golden Hillock School	1043.25	56%	9%	34%	1%	1608.25	64%	8%	22%	6%
Great Barr School	2845.93	55%	3%	15%	27%	4132.03	63%	3%	11%	23%
Hall Green Secondary School	1509.14	89%	3%	0%	8%	1905.56	88%	2%	0%	10%
Hamstead Hall Community Learning Centre	1517.5	73%	7%	6%	14%	1980.5	77%	6%	5%	12%
Handsworth Grammar School	1604.05	78%	0%	3%	19%	1770.95	80%	0%	2%	18%
Handsworth Wood Girls' School	1236	32%	2%	50%	16%	1605.25	45%	3%	39%	13%
Harborne Hill School	1035	20%	0%	77%	3%	1305	35%	0%	61%	4%
Heartlands Academy	1035.75	55%	0%	24%	22%	1317.25	63%	0%	19%	18%

Centre Name	GCSE and Equivalent A-C					GCSE and Equivalent A-G				
	Total number of grades	% from GCSE / GCE AS	% from Voc. GCSE / Voc. GCE AS	% from BTEC courses	% from all other Courses	Total number of grades	% from GCSE / GCE AS	% from Voc. GCSE / Voc. GCE AS	% from BTEC courses	% from all other Courses
Hillcrest School A Specialist Maths & Computing College and Sixth Form Centre	1015	47%	4%	45%	4%	1401.4	55%	3%	32%	10%
Hodge Hill Girls' School	1291.5	63%	5%	3%	29%	1757.65	68%	5%	3%	25%
Hodge Hill Sports and Enterprise College	1933.75	25%	0%	64%	11%	2468.25	39%	0%	50%	11%
Holte Visual and Performing Arts College	1591	48%	0%	29%	22%	2217.25	57%	0%	21%	22%
Holy Trinity Catholic Media Arts College	763	53%	3%	28%	16%	1153.25	62%	8%	19%	11%
Holyhead School	1458.5	42%	7%	8%	43%	1862.75	47%	8%	6%	39%
John Willmott School	1555.4	64%	2%	22%	13%	2091.2	70%	2%	16%	12%
King Edward VI Aston School	1203.3	84%	0%	0%	16%	1253.5	84%	0%	0%	15%
King Edward VI Camp Hill Girls	1526.35	100%	0%	0%	0%	1563.1	98%	0%	0%	2%
King Edward VI Camp Hill School for Boys	1013.62	97%	0%	0%	3%	1028.01	96%	0%	0%	4%
King Edward VI Five Ways	2198.25	100%	0%	0%	0%	2289.85	100%	0%	0%	0%
King Edward VI Handsworth School	1517.95	99%	0%	0%	1%	1542.4	99%	0%	0%	1%
King's Heath Boys' Maths and Computing College	986.17	31%	0%	46%	23%	1402.81	47%	0%	32%	21%
King's Norton Boys' School	995.98	67%	1%	4%	28%	1418.65	73%	4%	3%	21%
Kings Norton Girls' School	1376	84%	2%	2%	12%	1593.05	84%	2%	2%	12%
Kings Norton High School	793	17%	0%	74%	10%	1014.75	28%	0%	58%	15%
Kingsbury School & Sports College	1506.5	37%	1%	22%	40%	1948	45%	2%	17%	36%
Lordswood Boys School	766.5	56%	0%	38%	6%	1226.5	72%	0%	24%	4%
Lordswood Girls' School and Specialist Centre for Media Arts	1569.2	64%	3%	33%	0%	1897.2	67%	3%	27%	3%
Moseley School	1429	48%	3%	31%	18%	2291.25	53%	3%	19%	25%
Ninestiles School a Technology College	2515.75	37%	0%	23%	39%	2876.8	42%	1%	20%	37%
North Birmingham Academy	1542.25	21%	0%	50%	29%	2013	34%	0%	38%	27%
Park View Business and Enterprise School	1111.5	45%	0%	20%	35%	1406	53%	0%	16%	31%
Perry Beeches School	1768.5	45%	0%	28%	27%	1965.6	49%	0%	25%	26%
Plantsbrook School	1843.65	52%	4%	8%	37%	2252	58%	5%	6%	31%

Centre Name	GCSE and Equivalent A-C					GCSE and Equivalent A-G				
	Total number of grades	% from GCSE / GCE AS	% from Voc. GCSE / Voc. GCE AS	% from BTEC courses	% from all other Courses	Total number of grades	% from GCSE / GCE AS	% from Voc. GCSE / Voc. GCE AS	% from BTEC courses	% from all other Courses
Queensbridge School	1162.67	50%	0%	24%	26%	1623.37	59%	0%	17%	24%
Saint John Wall Catholic School	892.5	49%	1%	35%	15%	1317.5	62%	2%	24%	12%
Saltley School and Specialist Science College	1579	45%	1%	54%	0%	2439.5	57%	3%	35%	5%
Selly Park Tech College for Girls	1262.5	69%	0%	6%	24%	1657.85	76%	1%	5%	19%
Sheldon Heath Community Arts College	1619.5	36%	0%	49%	15%	2292.25	47%	0%	35%	19%
Shenley Academy	1336	46%	0%	27%	28%	1907.25	61%	0%	19%	21%
Small Heath School	1216	83%	0%	11%	5%	2184.75	85%	3%	6%	5%
St Alban's Academy	510	34%	8%	47%	12%	723.5	52%	6%	33%	9%
St Edmund Campion Catholic School	1085	62%	0%	10%	28%	1585.3	74%	0%	7%	19%
St Pauls School for Girls	1381.51	87%	2%	0%	10%	1677.2	89%	2%	0%	9%
St Thomas Aquinas Catholic School	1434.85	91%	1%	7%	1%	1976.85	92%	2%	5%	1%
Stockland Green Technology College	1150.75	31%	0%	35%	34%	1391.5	43%	0%	29%	29%
Sutton Coldfield Grammar School for Girls	1831.4	98%	0%	0%	2%	1877.64	97%	0%	0%	3%
Swanshurst School	3021.6	52%	0%	30%	19%	3792.8	54%	0%	24%	23%
The Arthur Terry School	2255.05	84%	2%	1%	13%	2818.1	86%	2%	0%	11%
The Four Dwellings High School Quinton Specialist Science College for Edgbaston	671	53%	0%	22%	25%	1161.5	68%	1%	13%	18%
The International School & Community College (East Birmingham)	1179	30%	1%	63%	5%	1661	44%	3%	45%	8%
Turves Green Boys' School A Specialist Technology College	862.5	63%	1%	13%	22%	1280.5	71%	3%	9%	17%
Turves Green Girls Sch/Tech Coll.	1208.25	55%	2%	17%	26%	1654	65%	4%	12%	19%
Washwood Heath Technology College	2383	33%	0%	51%	15%	3088.25	46%	1%	40%	13%
Waverley School	1509.25	38%	0%	31%	31%	1896.25	48%	0%	25%	27%
Whealers Lane Technology College	1237.85	39%	0%	31%	30%	1670.52	50%	0%	23%	26%
Yardleys Secondary School	1844.5	28%	3%	44%	25%	2301.75	39%	5%	35%	21%
LA Secondary School Totals	105999	57%	2%	24%	18%	138688	63%	2%	18%	17%

Table 18. A/AS-Level and Equivalent Results 2008-2010 (16-18 Year Olds at the end of 2 Year Study)

	Gender	Candidates			% Candidates achieving 2 or more Grades A* – E			% Candidates achieving 3 or more Grades A* - A			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		
		08	09	10	08	09	10	08	09	10	08	09	10	08	09	10
B'ham	Boys	1463	1337	1487	95%	94%	95%	15%	14%	12%	778	788	775	201	206	208
	Girls	1704	1669	1800	94%	96%	95%	13%	15%	16%	790	820	817	209	214	216
	Total	3167	3006	3287	94%	95%	95%	14%	14%	14%	785	806	798	205	210	213
	National*			Boys	94%	94%	92%	12%	13%	13%	719	720	715	205	208	210
				Girls	96%	96%	95%	12%	13%	12%	758	756	749	213	215	217
			Total	95%	95%	94%	12%	13%	12%	740	739	733	209	212	214	

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.

* National results based on all post-16 providers (schools and colleges) and are provisional for 2009/10

Table 19. Gender Differences in A-Level Entries and results for 2009

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	10	80%	100%	4	50%	75%	14	0%	93%
Additional Mathematics	1	100%	100%	0			1	0%	100%
Arabic	0			2	100%	100%	2	0%	100%
Art & Design	18	56%	100%	51	61%	98%	69	0%	99%
Art & Design (3d Studies)	7	86%	100%	3	100%	100%	10	0%	100%
Art & Design (Fine Art)	64	75%	98%	79	75%	100%	143	0%	99%
Art & Design (Graphics)	9	100%	100%	9	67%	100%	18	0%	100%
Art & Design (Photography)	5	40%	100%	20	70%	100%	25	0%	100%
Art & Design (Textiles)	0			12	75%	100%	12	0%	100%
Bengali	2	100%	100%	1	0%	100%	3	0%	100%
Biology	308	78%	99%	417	81%	99%	725	0%	99%
Business Studies:Single	137	69%	99%	117	85%	99%	254	0%	99%
Business Stud. & Economics	17	53%	100%	26	77%	100%	43	0%	100%
Chemistry	299	83%	100%	334	83%	100%	633	0%	100%
Chinese	4	100%	100%	5	100%	100%	9	0%	100%
Classical Civilisation	4	75%	100%	7	100%	100%	11	0%	100%
Classics (General)	2	50%	100%	0			2	0%	100%
Computer Studies	16	63%	94%	0			16	0%	94%
Critical Thinking	12	25%	92%	64	92%	100%	76	0%	99%
D&T Food Technology	1	0%	100%	10	90%	100%	11	0%	100%
D&T Product Design	91	66%	99%	22	91%	100%	113	0%	99%
D&T Textiles Technology	0			11	64%	100%	11	0%	100%
Dance	2	50%	100%	18	72%	100%	20	0%	100%
Drama & Theatre Studies	70	79%	100%	99	76%	99%	169	0%	99%
Dutch	0			1	100%	100%	1	0%	100%
Economics	90	88%	99%	39	87%	97%	129	0%	98%
Electronics	1	0%	100%	0			1	0%	100%
English Language	25	56%	100%	83	81%	100%	108	0%	100%
English Lang. & Lit.	77	71%	99%	148	69%	99%	225	0%	99%
English Literature	128	75%	100%	335	81%	100%	463	0%	100%
Environmental Science	3	67%	67%	3	33%	100%	6	0%	83%
Film Studies	3	100%	100%	15	80%	100%	18	0%	100%
French	33	76%	100%	88	89%	100%	121	0%	100%
General Studies	586	59%	98%	708	69%	98%	1294	0%	98%
Geography	129	67%	100%	130	86%	98%	259	0%	99%
Geology	11	91%	100%	6	100%	100%	17	0%	100%
German	21	95%	100%	23	70%	100%	44	0%	100%
Government & Politics	58	76%	100%	36	92%	100%	94	0%	100%
History	249	79%	99%	236	83%	100%	485	0%	99%
Home Economics: Food	0			2	0%	100%	2	0%	100%
Inform Comm Tech	48	75%	98%	57	74%	100%	105	0%	99%
Japanese	0			1	100%	100%	1	0%	100%
Law	55	64%	98%	65	68%	92%	120	0%	95%
Logic/ Philosophy	13	54%	100%	15	73%	93%	28	0%	96%
Mathematics	432	80%	100%	371	88%	99%	803	0%	99%
Mathematics (Further)	52	88%	100%	39	97%	100%	91	0%	100%
Mathematics (Statistics)	7	43%	100%	2	0%	100%	9	0%	100%
Media/Film/Tv Studies	110	65%	99%	116	65%	100%	226	0%	100%
Modern Greek	0			1	100%	100%	1	0%	100%
Music	37	62%	97%	37	78%	100%	74	0%	99%
Music Technology	41	73%	100%	10	90%	100%	51	0%	100%
Persian	2	100%	100%	1	100%	100%	3	0%	100%
PE/Sports Studies	115	62%	98%	50	68%	98%	165	0%	98%
Physics	236	82%	100%	80	81%	99%	316	0%	99%
Portuguese	0			1	0%	100%	1	0%	100%
Psychology	153	65%	99%	452	79%	99%	605	0%	99%
Punjabi	2	100%	100%	8	50%	88%	10	0%	90%
Religious Studies	84	82%	100%	201	82%	100%	285	0%	100%
Science in Society	13	100%	100%	7	100%	100%	20	0%	100%
Sociology	47	64%	100%	211	69%	100%	258	0%	100%
Spanish	9	89%	100%	46	93%	100%	55	0%	100%
Turkish	1	100%	100%	0			1	0%	100%
Urdu	3	100%	100%	14	86%	100%	17	0%	100%

Table 20. A/AS-Level and Equivalent Results 2010
Pupils aged (16-18 years) at the end of 2 years study

SCHOOL NAME	NUMBER OF CANDIDATES	% 1+ A*-B GRADES	% 1 OR MORE A-E GRADES	AVERAGE SCORE PER PUPIL	AVERAGE SCORE PER EXAM ENTRY
Archbishop Ilsey Catholic Technology College and Sixth Form Centre	61	42%	100%	544.4	194.8
Baverstock Foundation School and Specialist Sports College	54	47%	100%	533.3	191.4
Bishop Challoner Catholic College	106	61%	100%	626.9	215.8
Bishop Vesey's Grammar School	137	91%	100%	1040.1	234
Bishop Walsh Catholic School	98	65%	100%	718.2	211
Bournville School and Sixth Form Centre	95	51%	100%	604.9	183.6
Broadway School	20	32%	100%	608.3	176.3
Cockshut Hill Technology College	45	35%	98%	520	171.1
Fairfax School	115	61%	100%	743.1	202.8
George Dixon International School & Sixth Form College	14	25%	92%	401.7	111.4
Great Barr School	115	52%	100%	609	184.6
Hamstead Hall Community Learning Centre	92	51%	99%	619.9	187.7
Handsworth Grammar School	98	67%	100%	841.4	193
Handsworth Wood Girls' School	13	6%	100%	330	152.9
Hillcrest School A Specialist Maths & Computing College and Sixth Form Centre	26	23%	100%	546.1	175.5
John Willmott School	82	46%	100%	684.1	176.1
King Edward VI Aston School	112	93%	100%	1040.3	233.3
King Edward VI Camp Hill Girls	128	98%	100%	1212.5	253.9
King Edward VI Camp Hill School for Boys	116	96%	100%	1169.4	244.2
King Edward VI Five Ways	159	98%	100%	1172.7	242.9
King Edward VI Handsworth School	123	97%	100%	1057.3	248
King's Norton Boys' School	58	55%	100%	789.2	188.3
Kings Norton Girls' School	85	70%	100%	894.1	206
Lordswood Boys School	26	40%	100%	531.3	210.9
Lordswood Girls' School and Specialist Centre for Media Arts	93	71%	100%	706.2	223.4
Moseley School	40	28%	93%	510.8	166.1
Ninestiles School a Technology College	24	46%	100%	603.8	211.5
Plantsbrook School	75	66%	100%	903	206.8
Sheldon Heath Community Arts College	23	70%	100%	620.9	219.7
Shenley Academy	74	22%	100%	515.1	172.2
Small Heath School	57	43%	100%	568.4	192.9
St Edmund Campion Catholic School	42	36%	100%	579.6	183.7
St Pauls School for Girls	67	67%	100%	844.4	205.6
St Thomas Aquinas Catholic School	82	73%	100%	694.2	200.3
Sutton Coldfield Grammar School for Girls	130	95%	100%	1185.1	244.2
Swanshurst School	97	48%	100%	601.5	196.5
The Arthur Terry School	157	69%	100%	874.7	203.4
The International School & Community College (East Birmingham)	23	17%	100%	499.8	180.4
Washwood Heath Technology College	31	50%	100%	490	225.7

Table 21. Vocational and other Level 3 qualifications achieved by pupils aged 16-18 in 2010

School	Double Applied A Level		Applied A Level		Double Applied AS Level		Applied AS Level Entries		BTEC National Diploma		BTEC National Certificate		Other Level 3 Qualifications		Total	
	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed
Archbishop Ilsey Catholic Technology College and Sixth Form Centre	0	0	19	18	0	0	1	0	0	0	0	0	10	9	30	27
Baverstock Foundation School and Specialist Sports College	5	5	0	0	0	0	5	0	0	0	23	23	4	4	37	32
Bishop Challoner Catholic College	1	1	1	0	0	0	5	4	0	0	7	7	71	70	85	82
Bishop Vesey's Grammar School	0	0	0	0	0	0	0	0	0	0	0	0	3	1	3	1
Bishop Walsh Catholic School	0	0	0	0	0	0	1	1	0	0	0	0	1	0	2	1
Bournville School and Sixth Form Centre	0	0	72	72	0	0	8	6	0	0	0	0	27	24	107	102
Broadway School	0	0	16	16	0	0	3	1	0	0	0	0	8	7	27	24
Cockshut Hill Technology College	0	0	7	7	0	0	0	0	0	0	1	1	9	9	17	17
Fairfax School	0	0	15	15	0	0	7	6	0	0	8	8	9	9	39	38
George Dixon International School & Sixth Form College	3	3	6	4	1	0	0	0	4	4	5	5	45	14	64	30
Great Barr School	12	12	12	12	2	1	10	5	0	0	0	0	11	10	47	40
Hamstead Hall Community Learning Centre	0	0	47	47	0	0	28	17	0	0	8	8	19	19	102	91
Handsworth Grammar School	0	0	0	0	0	0	0	0	0	0	0	0	24	21	24	21
Handsworth Wood Girls' School	0	0	2	2	0	0	6	4	0	0	2	2	21	19	31	27
Hillcrest School A Specialist Maths & Computing College and Sixth Form Centre	0	0	7	6	0	0	0	0	8	8	0	0	9	8	24	22
John Willmott School	7	7	25	25	0	0	11	7	0	0	1	1	0	0	44	40
King Edward VI Aston School	0	0	10	10	0	0	6	6	0	0	0	0	7	4	23	20
King Edward VI Camp Hill Girls	0	0	0	0	0	0	0	0	0	0	0	0	22	22	22	22
King Edward VI Camp Hill School for Boys	0	0	0	0	0	0	0	0	0	0	0	0	9	8	9	8
King Edward VI Five Ways	0	0	0	0	0	0	21	21	0	0	1	1	78	74	100	96
King Edward VI Handsworth School	0	0	0	0	0	0	0	0	0	0	0	0	3	2	3	2
King's Norton Boys' School	0	0	1	1	0	0	0	0	0	0	2	2	12	12	15	15
Kings Norton Girls' School	0	0	0	0	0	0	1	1	0	0	2	2	30	24	33	27
Lordswood Boys School	0	0	2	2	0	0	0	0	0	0	11	11	2	2	15	15
Lordswood Girls' School and Specialist Centre for Media Arts	0	0	0	0	0	0	1	1	25	25	2	2	15	3	43	31
Moseley School	0	0	56	48	0	0	4	4	0	0	0	0	0	0	60	52
Ninestiles School a Technology College	2	2	0	0	0	0	13	7	7	7	14	14	8	8	44	38
Plantsbrook School	0	0	21	21	0	0	5	5	0	0	0	0	1	1	27	27
Sheldon Heath Community Arts College	0	0	0	0	0	0	0	0	0	0	23	23	12	12	35	35
Shenley Academy	0	0	6	6	0	0	5	3	21	21	2	2	44	39	78	71
Small Heath School	5	5	7	7	0	0	4	4	0	0	0	0	2	1	18	17
St Edmund Campion Catholic School	0	0	11	11	0	0	4	4	0	0	0	0	5	5	20	20

School	Double Applied A Level		Applied A Level		Double Applied AS Level		Applied AS Level Entries		BTEC National Diploma		BTEC National Certificate		Other Level 3 Qualifications		Total	
	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed	Entered	Passed
St Pauls School for Girls	0	0	11	11	1	1	2	1	0	0	0	0	52	52	66	65
St Thomas Aquinas Catholic School	0	0	36	36	0	0	3	2	0	0	0	0	37	36	76	74
Sutton Coldfield Grammar School for Girls	0	0	0	0	0	0	0	0	0	0	0	0	32	30	32	30
Swanshurst School	0	0	28	28	0	0	4	4	0	0	29	29	71	71	132	132
The Arthur Terry School	0	0	37	36	0	0	14	9	0	0	0	0	4	4	55	49
The International School & Community College (East Birmingham)	10	10	5	5	0	0	3	1	0	0	8	8	7	7	33	31
Washwood Heath Technology College	0	0	0	0	0	0	3	0	9	9	13	13	14	13	39	35
Total	45	45	460	446	4	2	178	124	74	74	164	164	740	656	1665	1511

Table 22. Vocational and other Non-GCSE Qualifications achieved by pupils at the end of Key stage 4 in 2010

School	GCE AS Level		NVQ/VRQ Level 2		Vocational GCSE		Other Vocational Qualifications		BTEC 1st Certificate		BTEC 1st Diploma		Key/Basic & Functional Skills		Entry Level Qualifications		All other qualifications		
	Entered	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	
Al-Hijrah School	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Archbishop Ilsey Catholic Technology College and Sixth Form Centre	0	0	96	96	118	118	21	21	99	99	0	0	32	32	206	193	196	146	
Aston Manor School	0	0	53	53	43	43	71	71	72	72	2	2	13	13	0	0	16	12	
Bartley Green School	0	0	0	0	42	41	184	184	211	211	0	0	58	58	47	47	2	2	
Baverstock Foundation School and Specialist Sports College	0	0	4	4	29	29	25	25	122	122	22	22	4	4	167	163	0	0	
Bishop Challoner Catholic College	48	24	115	115	20	20	62	62	91	91	0	0	54	45	2	2	32	32	
Bishop Vesey's Grammar School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	24	
Bishop Walsh Catholic School	12	12	6	6	0	0	40	40	63	63	9	9	1	0	0	0	15	6	
Bordesley Green Girls' Specialist Business & Enterprise School	5	5	117	117	0	0	72	72	16	16	84	84	62	49	6	6	0	0	
Bournville School and Sixth Form Centre	0	0	151	151	40	40	125	125	77	77	28	28	32	32	65	65	0	0	
Broadway School	0	0	0	0	55	55	71	71	184	184	13	13	20	19	1	1	906	706	
Cardinal Wiseman Catholic Technology College	0	0	45	45	80	80	52	52	42	42	0	0	86	86	0	0	0	0	
Castle Vale Performing Arts College	0	0	49	46	63	63	64	64	25	25	110	110	72	65	3	3	18	14	
Cockshut Hill Technology College	0	0	133	133	30	30	63	56	187	187	89	89	274	274	36	32	17	3	
Colmers School	0	0	104	104	0	0	209	209	189	189	75	75	60	60	84	81	2	2	
Dame Elizabeth Cadbury Technology College	0	0	94	94	0	0	88	88	74	74	0	0	117	117	11	11	14	14	
Fairfax School	3	3	180	180	58	55	63	60	112	112	31	31	37	37	1	1	4	3	
Frankley Community High School	0	0	18	18	2	2	2	2	93	93	69	69	49	37	0	0	6	6	
George Dixon International School & Sixth Form College	1	1	1	1	0	0	6	6	227	227	48	48	3	3	29	29	38	38	
Golden Hillock School	0	0	12	12	102	101	187	187	178	178	0	0	44	11	162	154	30	11	
Great Barr School	0	0	295	295	76	76	65	65	190	190	15	15	651	650	8	8	39	10	
Hall Green Secondary School	0	0	5	5	21	21	67	67	2	2	0	0	114	89	16	13	230	193	

School	GCE AS Level		NVQ/VRQ Level 2		Vocational GCSE		Other Vocational Qualifications		BTEC 1st Certificate		BTEC 1st Diploma		Key/Basic & Functional Skills		Entry Level Qualifications		All other qualifications	
	Entered	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed
Hamstead Hall Community Learning Centre	2	2	15	15	112	112	6	6	26	26	10	10	33	33	52	52	110	106
Handsworth Grammar School	19	19	21	21	0	0	14	14	21	21	0	0	556	470	0	0	0	0
Handsworth Wood Girls' School	1	1	14	14	29	27	5	5	68	68	122	122	2	2	2	2	67	58
Harborne Hill School	0	0	0	0	0	0	14	14	89	89	154	154	82	81	68	68	12	5
Heartlands Academy	0	0	115	115	0	0	81	81	123	123	0	0	0	0	0	0	30	15
Hillcrest School A Specialist Maths & Computing College and Sixth Form Centre	6	6	10	10	23	23	13	13	164	164	31	31	144	144	4	4	38	23
Hodge Hill Girls' School	0	0	30	30	41	41	248	248	22	22	0	0	6	6	106	101	0	0
Hodge Hill Sports and Enterprise College	0	0	72	72	0	0	12	12	285	285	167	167	311	270	8	7	12	4
Holte Visual and Performing Arts College	0	0	23	23	0	0	100	100	89	89	72	72	177	76	19	18	529	390
Holy Trinity Catholic Media Arts College	25	25	37	37	53	47	13	13	108	108	0	0	180	167	2	2	14	5
Holyhead School	2	2	224	224	93	92	85	85	33	33	12	12	95	94	1	1	60	54
John Willmott School	2	1	62	62	18	17	25	21	144	144	12	12	228	219	4	2	6	6
King Edward VI Aston School	17	17	102	102	0	0	0	0	1	1	0	0	3	3	0	0	0	0
King Edward VI Camp Hill Girls	27	26	1	1	0	0	67	67	0	0	0	0	0	0	0	0	0	0
King Edward VI Camp Hill School for Boys	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	65	53
King Edward VI Five Ways	253	246	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
King Edward VI Handsworth School	3	3	0	0	0	0	1	1	0	0	0	0	2	2	0	0	0	0
King's Heath Boys' Maths and Computing College	0	0	55	55	0	0	67	67	136	136	45	45	40	31	4	4	13	3
King's Norton Boys' School	4	4	38	38	28	25	96	96	0	0	9	9	3	3	8	8	13	6
Kings Norton Girls' School	0	0	146	146	12	12	105	105	17	17	0	0	0	0	2	1	0	0
Kings Norton High School	0	0	12	12	0	0	26	26	170	170	61	61	161	158	1	1	0	0
Kingsbury School & Sports College	0	0	73	73	15	15	167	167	120	120	24	24	205	205	0	0	250	57
Lordswood Boys School	0	0	14	14	0	0	9	9	37	37	55	55	1	1	2	2	0	0
Lordswood Girls' School and Specialist Centre for Media Arts	0	0	3	3	31	31	91	91	167	167	44	44	0	0	0	0	0	0
Moseley School	10	10	145	145	80	80	146	146	208	208	5	5	351	351	12	11	130	69

School	GCE AS Level		NVQ/VRQ Level 2		Vocational GCSE		Other Vocational Qualifications		BTEC 1st Certificate		BTEC 1st Diploma		Key/Basic & Functional Skills		Entry Level Qualifications		All other qualifications	
	Entered	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed
Ninestiles School a Technology College	6	6	119	119	13	13	114	113	223	223	35	35	43	43	333	315	118	117
North Birmingham Academy	0	0	204	204	0	0	68	68	155	155	116	116	399	305	17	17	2	2
Park View Business and Enterprise School	0	0	314	314	0	0	44	44	109	109	0	0	185	177	2	2	5	5
Perry Beeches School	14	14	52	52	0	0	207	207	168	168	40	40	148	148	0	0	0	0
Plantsbrook School	2	2	102	102	106	104	131	131	4	4	33	33	30	30	22	22	0	0
Queensbridge School	1	1	57	57	0	0	59	59	95	95	22	22	92	86	26	24	49	45
Saint John Wall Catholic School	0	0	71	71	16	15	1	1	56	56	50	50	83	83	95	94	0	0
Saltley School and Specialist Science College	0	0	1	1	36	34	24	24	113	113	157	157	41	41	11	11	0	0
Selly Park Tech College for Girls	0	0	1	1	7	7	99	99	39	39	0	0	0	0	11	11	0	0
Sheldon Heath Community Arts College	17	17	141	141	0	0	53	53	44	44	177	177	268	268	33	31	0	0
Shenley Academy	0	0	330	330	0	0	4	4	53	53	63	63	75	75	4	4	131	83
Small Heath School	0	0	4	4	39	33	56	56	0	0	34	34	17	17	54	53	0	0
St Alban's Academy	0	0	80	80	23	23	14	14	78	78	21	21	1	1	2	0	1	0
St Edmund Campion Catholic School	0	0	138	138	0	0	59	59	48	48	4	4	94	94	17	10	0	0
St Pauls School for Girls	0	0	4	4	20	20	75	75	0	0	0	0	0	0	17	17	17	10
St Thomas Aquinas Catholic School	0	0	1	1	20	19	15	15	49	49	0	0	35	35	1	1	1	1
Stockland Green Technology College	0	0	54	54	0	0	71	71	200	200	0	0	240	240	102	102	0	0
Sutton Coldfield Grammar School for Girls	67	52	0	0	0	0	11	11	0	0	0	0	0	0	0	0	53	42
Swanshurst School	0	0	253	253	0	0	90	90	54	54	196	196	561	561	211	199	348	258
The Arthur Terry School	0	0	288	288	31	31	11	11	7	7	0	0	16	16	0	0	0	0
The Four Dwellings High School Quinton Specialist Science College for Edgbaston	0	0	66	66	7	5	121	106	1	1	37	37	34	33	11	7	13	12
The International School & Community College (East Birmingham)	3	3	14	14	29	25	89	89	230	230	71	71	5	5	58	58	0	0
Turves Green Boys' School A Specialist Technology College	0	0	34	34	39	38	23	23	57	57	0	0	242	221	0	0	18	17
Turves Green Girls Sch/Tech Coll.	0	0	108	108	30	30	63	63	26	26	37	37	21	21	3	3	14	14
Washwood Heath Technology College	13	13	0	0	9	9	0	0	244	244	184	184	217	217	40	40	124	124
Waverley School	24	24	145	145	0	0	4	4	61	61	88	88	170	170	0	0	28	27
Wheelers Lane Technology College	0	0	9	9	0	0	145	145	61	61	66	66	137	137	254	229	148	140
Yardleys Secondary School	0	0	32	32	75	74	142	142	211	211	98	98	0	0	1	1	7	7

Special Schools	GCE AS Level		NVQ/VRQ Level 2		Vocational GCSE		Other Vocational Qualifications		BTEC 1st Certificate		BTEC 1st Diploma		Key/Basic & Functional Skills		Entry Level Qualifications		All other qualifications		
	Entered	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	Entries	Passed	
Baskerville	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	57	51	3	3
Braidwood School	0	0	17	17	0	0	14	14	5	5	2	2	0	0	48	47	0	0	
Calthorpe School	0	0	0	0	0	0	7	7	0	0	0	0	0	0	6	6	0	0	
Fox Hollies School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
Hallmoor School	0	0	0	0	0	0	1	1	0	0	0	0	0	0	74	68	0	0	
Hunters Hill Technology College	0	0	0	0	0	0	2	2	0	0	0	0	12	12	52	38	0	0	
James Brindley School Media Arts College	0	0	84	84	2	2	55	46	0	0	1	1	39	38	65	61	19	16	
Lindsworth School	0	0	8	8	0	0	1	1	4	4	0	0	10	10	150	137	0	0	
Priestley Smith School	0	0	2	2	0	0	0	0	0	0	0	0	0	0	5	5	2	2	
Queensbury School (S)	0	0	0	0	1	1	0	0	0	0	0	0	0	0	72	69	1	0	
Selly Oak Trust School (S)	0	0	13	13	0	0	20	20	0	0	0	0	2	0	443	441	0	0	
Victoria School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2	0	0	
Wilson Stuart Sch-Sports & AL College	0	0	3	3	0	0	0	0	0	0	0	0	0	0	31	31	0	0	
Total	588	540	5439	5436	1817	1779	4821	4782	6677	6677	2950	2950	7581	7082	3473	3301	4046	3001	