

**JOINT REPORT OF THE CABINET MEMBER FOR CHILDREN, YOUNG PEOPLE AND
FAMILIES AND**

**THE CHAIRMAN OF THE CHILDREN AND EDUCATION OVERVIEW AND SCRUTINY
COMMITTEE.**

RAISING STANDARDS IN LITERACY AND NUMERACY

1.

3. PROGRESS

- 3.1 Standards of literacy and numeracy in Birmingham have risen at an above average rate of improvement.
- 3.2 Over the last five years, the percentage of children achieving the expected Level 4 in the Key Stage 2 English test at age 11 has improved by 7 percentage points to 76% (compared with a 5% improvement nationally) and in the Maths test by 6 percentage points to 73% (compared with a 4% improvement nationally).
- 3.3 The percentage of children achieving the expected Level 5 in the Key Stage 3 English test at age 14 has improved by 7 percentage points to 69% (compared with a 5% improvement nationally) and in the Maths test by 8 percentage points to 70% (compared with a 5% improvement

3.11 One concern about the National Challenge target is that it focuses on 30% of pupils achieving the

improved by 9 percentage points to 33%, Bangladeshi boys' results have improved by 9 percentage points to 34% and White disadvantaged boys' results have improved by 6 percentage points to 20%. This compares to a Birmingham average improvement rate for boys of 5 percentage points to 37%.

Social Deprivation

4.7 In examining the reasons for differences in attainment between groups and developing strategies for closing the gaps, it is important to recognise factors both inside and outside the school. For example, there is a correlation between levels of deprivation and low educational achievement which affects all groups to a greater or lesser degree. Pupils eligible for free school meals have lower levels of attainment on average compared to pupils not eligible for free school meals. Reducing social inequalities would undoubtedly contribute to reducing education inequalities. However, this is not the whole picture. Many pupils from disadvantage backgrounds achieve good results. This leads to an examination of the social and institutional factors that may be contributing to success.

4.8 Although a significant gap remains, there have been some improvements. For example, the percentage of pupils eligible for free school meals achieving 5A*-C grades including English and Maths has increased by 6 percentage points between 2003 and 2007 (from 19% to 25%). Birmingham's 5A*-C including English and Maths for pupils eligible for free school meals (25%) is higher than the England average for pupils eligible for free school meals (22%).

4.9 The new PSA Delivery Agreement 11 has as its theme narrowing the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers. It includes new targets for closing the gaps in attainment for those eligible for free school meals at Key Stage 2 and 4.

5. SUPPORT FOR SCHOOLS TO RAISE STANDARDS FURTHER

5.1 Improving pupil skills in reading, writing and mathematics continues to be a major focus in Birmingham within the context of the National Strategies and schools are provided with a range of support and advice, depending on their needs.

5.2 For early years and primary school settings thi.00086 thi.00086 thi.00086 thi.0008S3 T(vice)-dy ois2(n6)-3

Appendix 1

Extract from a presentation to the Children and Education Overview and Scrutiny Committee (4th June 2008) by Liam Nolan, Headteacher Perry Beeches Secondary School, staff and students.

HOW YOU TURN AROUND A FAILING SCHOOL

OFSTED KEY ISSUES (From school inspection September 2007 when school was given a “Notice to Improve”)

Areas for improvement:

- 1) Raise standards KS3 & KS4
- 2) Learning and teaching through assessment
- 3) Lesson planning and delivery match the ability levels of students
- 4) Leadership at all levels
- 5) Strengthen Governance

Three main ideas:

Strategic interventions – ‘back to basics’

Distributed Leadership - ‘shared ownership’

Partnership – Key player BASS School Effectiveness

One year on, where now?

OFSTED interim report (April 2008)

“The school is taking effective action in ensuring that achievement and standards continue to rise. There has been an unrelenting effort to improve standards and the school has already surpassed its 2007 GCSE results.”

“A significant factor in the above has been the improvement in the teaching. Teachers work hard, are well prepared, and routinely share learning objectives with the class. The pace to the questioning is usually brisk, teachers have realistically high expectations and the students respond well to these. The students’ behaviour is excellent.”

GCSE results

Students are entered early for GCSE English and Maths if they are ready. For example, 53% of last year’s Y11 pupils achieved an A*-C grade in English in November 2007, prior to the 2008 summer examinations.

2008 provisional results – 51% achieving 5 or more A*-C grades including GCSE English and Maths (21% in 2007)

Report of the Link Officer

Report to the Children and Education Overview and Scrutiny Committee

4th June 2008

Literacy and numeracy

1. Purpose of the Report

- To provide information on the standards of literacy and numeracy achieved by children attending Birmingham maintained schools.
- To review the research evidence on factors affecting attainment in literacy and the reasons for the significant gender differences.
- To provide information on the differences in course content between GCSE English and the Basic Skills Level 2 literacy qualification at Key Stage 4.
- To provide information on what is being done to support schools in raising literacy standards.

4. Background

- 4.1 Following the presentation of a report on Birmingham's examination and assessment results to the November 2007 Children and Education Overview and Scrutiny Committee, members requested further information on standards of literacy and numeracy at each Key Stage. Members were particularly interested in the reasons for the significant gender differences in literacy standards, the content of GCSE English compared to vocational literacy courses at Key Stage 4 and what was being done to raise standards of literacy.
- 4.2 The first section of this report compares performance in English and Maths for girls and boys in Birmingham with the national average. This section also includes a review of the research evidence on the reasons for gender differences and what can be done to close the gaps.
- 4.3 Section 2 and Appendix 2 show performance trends in English and Maths at each Key Stage over the last five years, comparisons by ethnic group and ward and an examination of the content of GCSE English and the Basic Skills literacy qualification at Key Stage 4.
- 4.4 Appendix 1 provides a description of the support schools receive to help raise standards, with a particular focus on literacy.

Research findings on the reasons for the gender gap include:

- Early experiences. For example, parents are more likely to read and teach songs and nursery rhymes with their daughters than their sons.
- Peer group pressures and self-stereotyping. Boys are more likely to be influenced by their male peer group, which can devalue schoolwork and put them at odds with academic achievement. Overall trends indicate that girls and boys seem to relate differently to schooling and girls find it easier to succeed in school settings.
- Girls are more likely than boys to read for enjoyment. International research has also shown that girls are more likely than boys to read fiction whereas boys are more likely than girls to read newspapers and comic books.
- Learning styles. Girls and boys tend to use different styles of learning. Girls tend to show greater levels of motivation and respond differently to the materials and tasks given. Girls are more likely than boys to review what they have learned and what they still need to learn.
- Other aspects of the curriculum, assessment structure and content have also been implicated. For example, reading assessments which focus on narrative may accentuate the gender gap compared to more factual-based assessment. Boys perform significantly better on reading comprehension tasks involving factual content compared to one based on

- Introducing the concept of linear and non-linear texts, their structure and purposes; teaching appropriate strategies for the reading or text construction of each type;
- Embracing ‘new literacies studies’ framework and conceptualisation that literacy is more than the ability to encode and decode printed texts;
- Being prepared to introduce into and value ‘out-of-school literacies’ within classroom contexts;
- Raising boys’ self-esteem and self-concept as readers and writers, validating different types of reading and text construction;
- Providing active reading opportunities that are engaging to boys and social and interactive in character since “boys’ participation improves significantly when the work requires an active response.” (HMI);
- Reviewing the choice of books available to pupils, ensuring a balance of fiction, non-fiction and electronic texts;
- Encouraging boys to read more widely – “Boys are often less experienced readers, and this can affect their development in writing”;
- Ensuring that a range of experiences are offered for engaging in story-writing – “storytelling demonstrates the pleasures of story writing and develops a sense of audience, ability to imagine and empathise and thus enhances the quality of children’s writing”;
- Using drama and role-play activities as a means of getting boys into writing,

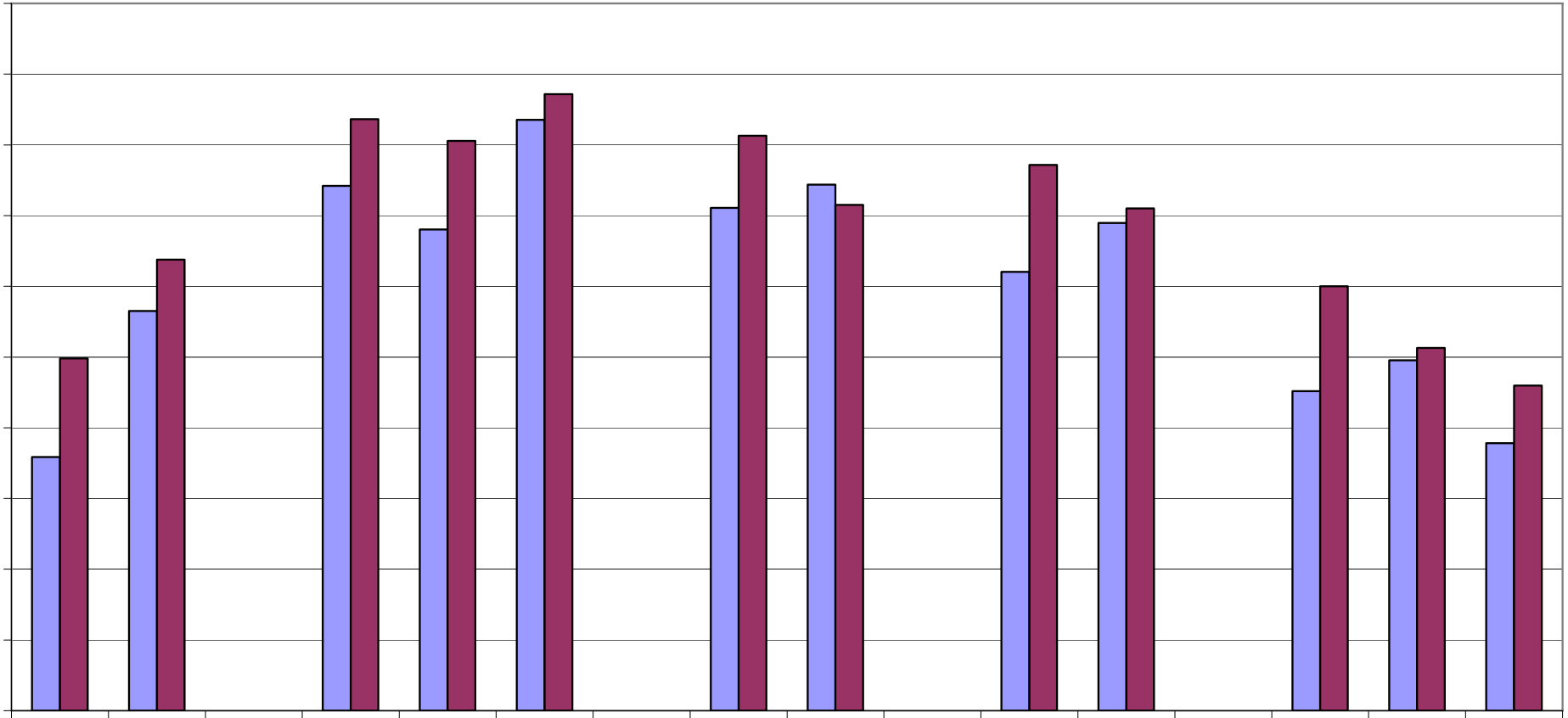


Table 1 Comparison between Girls and Boys performance at the end of each Key Stage 2007

Birmingham		Difference (Girls compared to Boys)	England		Difference (Girls compared to Boys)
Boys	Girls		Boys	Girls	

5.4 **Performance Trends**

Figs. 2-27 in **Appendix 1** show performance trends in English and Maths at each Key Stage by gender and ethnic group.

5.5 **Foundation Stage (Figs. 2-7)**

There have been slight increases in the percentages of Birmingham children achieving the majority of the Early Learning Goals in Communication, language and literacy over the last three years compared with decreases of 2% nationally.

This is encouraging given the varied linguistic backgrounds of Birmingham children and the increasing proportion that are still developing their competence in English in the early years. With government funding, the LA has introduced Communication, Language and Literacy Development (CLLD) for 19 schools and 43 early years settings, a programme that focuses on improving children's literacy skills in areas where outcomes are low. As this programme is rolled out to more schools and settings a further positive impact should be seen in attainments in this area of children's development.

Performance in Maths has remained the same over the last four years compared to a decrease of 1% nationally.

Differences are evident by ethnic group and gender. White, Indian, Mixed Race and Black Caribbean girls are the highest attainers and Somali, Arab/Yemini, Pakistani, Bangladeshi and Black African boys are the lowest attainers in Communication, language and literacy

5.6 **Key Stage 1 (Figs. 8-12)**

5.7 Key Stage 2 (Figs. 13-16)

Over the past five years, the percentage of boys attaining Level 4 and above in English at Key Stage 2 has improved by 8% to 71% (compared to a 6% improvement nationally) and for girls it has improved by 5% to 81% (compared to a 4% improvement nationally).

In Maths, results have improved by 7% for boys to 78% (compared to a 5% improvement nationally) and for girls by 4% to 76% (compared to a 4% improvement nationally).

Over this period the attainment gap has narrowed for Bangladeshi and Pakistani boys in English to 6% and 8% respectively. However, a 10%+ gap remains for African/Caribbean boys, Arab/Yemeni boys and Somali boys and girls.

The number of Birmingham schools below the Government's floor target of at least 65% Level 4+ has decreased from 98 in 2001 to 56 in 2007 for English and from 111 in 2001 to 71 in 2007 for Mathematics.

5.8 Key Stage 3 (Figs. 17-20)

Over the past five years, the percentage of boys attaining Level 5 and above in English at Key Stage 3 has improved by 7% to 62% (compared to a 6% improvement nationally) and for girls it has improved by 8% to 77% (compared to a 5% improvement nationally).

In Maths, results have improved by 8% for boys to 69% (compared to a 5% improvement nationally) and for girls by 8% to 71% (compared to a 4% improvement nationally).

Over this period the attainment gap has narrowed for Bangladeshi and Pakistani boys in English to 8%. However, a 10%+ gap remains for African/Caribbean boys, Arab/Yemeni boys and Somali boys.

The number of Birmingham secondary schools below the Government's floor targets of at least 50% Level 5+ has decreased from 25 in 2001 to 10 in 2007 for English, and from 33 in 2001 to 4 in 2007 for Mathematics,

5.9 Key Stage 4 (Figs. 21-27)

Over the past five years, the percentage of boys attaining an A*-C grade in English at Key Stage 4 has improved by 4% to 45% (compared to a 5% improvement nationally) and for girls it has improved by 2% to 68% (compared to a 4% improvement nationally).

In Maths, A*-C results have improved by 11% for boys to 50% (compared to a 6% improvement nationally) and for girls by 11% to 51% (compared to a 7% improvement nationally).

The percentage of boys achieving 5A*-C including English and Maths has improved by 6% to 38% (compared to a 3% improvement nationally) and for girls it has improved by 8% to 46% (compared to a 4% improvement nationally).

Although gaps remain, there have been some significant improvements for groups at risk of underachieving. For example over the past five years the percentage of Black Caribbean boys achieving 5A*-C including English and Maths has increased by 10% to 26%; Pakistani boys' results have improved by 9% to 33% and Bangladeshi boys' results have improved by 9% to 34%.

5.10 **The relationship between gender, ethnic group, poverty and achievement**

There is a correlation between levels of deprivation and low educational achievement which affects all groups to a greater or lesser degree. As Table 2 shows, pupils' eligible for free school meals have lower levels of attainment on average compared to pupils not eligible for free school meals and this gap is wider than both the gender and ethnic group gaps. Reducing social inequalities would undoubtedly contribute to reducing education inequalities.

The "poverty gap" in attainment in Birmingham is not quite as large as nationally and pupils eligible for free school meals achieve slightly higher standards than the national average for pupils eligible for free school meals.

5.11 Differences between GCSE English and the 'Basic Skills' Literacy Qualification.

In 2007, 1091 pupils (9% of the Y11 roll) were entered for Basic Skills Literacy at Level 2 (equivalent to a half a GCSE grade B). This compares to 93% of the Y11 roll entered for GCSE English. Most of the pupils entered for the Basic Skills Level 2 qualification (99%) were also entered for GCSE English.

Thirty eight schools entered one or more pupils for the Basic Skills qualification. In five of these schools (Cockshut Hill, King's Norton High, Hodge Hill, Moseley, Perry Beeches) around half the Y11 pupils were entered for the qualification. In the other schools it was a third or less.

As Table 3 shows, the addition of the Basic Skills qualification to GCSE English

studied. Thus reading 'skills' are demonstrated through writing and entail the demonstration of understanding of authorial craft and the ability to make a personal response rather than through the ability to decode.

New specifications for GCSE are currently under development. These will reflect the revised National Curriculum at KS3 and KS4, but are not yet available. First accreditation under these specifications is scheduled for 2010.

Secondary schools may use the Basic Skills Level 2 qualification as a way of ensuring that pupils at the D/C borderline achieve a functional literacy qualification. It is also used for pupils whose attendance or effort/motivation have been such that coursework for GCSE English has not been completed appropriately. The qualification contributes the equivalent of half a GCSE at grade B in terms of point score.

From 2010 this examination will no longer be available. At that point it will be necessary to obtain a Functional Skills Level 2 pass in order to be awarded a GCSE English pass at Grade C or above. To achieve this pupils will have to reach this standard in each of the three modes of speaking and listening, reading and writing. The test will include problem-solving tasks related to real life situations. Emphasis, in all three modes, is on accuracy, with pupils needing to use the language and conventions appropriate to audience, form and purpose. Functional Skills Level 2 accreditation (in English, Mathematics and ICT) is a requirement for obtaining a Higher Level Diploma. Thus, from September 2008 students in Birmingham schools embarking on the Engineering, Construction and Creative and Media Diplomas will have to obtain this qualification. With the inclusion of further Diplomas in September 2009, further KS4 students will be involved with this.

School	Y11 roll	Percentage of Y11 pupils entered for GCSE English	Percentage of Y11 pupils entered for Basic Skills Level 2 in Literacy	Percentage of Y11 pupils achieving a GCSE English A*-C grade	Percentage of Y11 pupils achieving Basic Skills Level 2 in literacy	Percentage of Y11 pupils achieving "functional literacy" at Level 2 (includes GCSE and Basic Skills in literacy)	Difference Basic Skills literacy makes to the percentage of Y11 pupils achieving level 2 in functional literacy
KING EDWARD VI ASTON	102	100%	0%	99%	0%	99%	0%
KING EDWARD VI CAMP HILL BO	105	100%	0%	98%	0%	98%	0%
KING EDWARD VI CAMP HILL GI	119	100%	0%	100%	0%	100%	0%
KING EDWARD VI FIVE WAYS	149	100%	0%	99%	0%	99%	0%
KING EDWARD VI HANDSWORT	129	100%	0%	100%	0%	100%	0%
KING'S HEATH BOYS'	112	98%	14%	33%	14%	38%	4%
KING'S NORTON BOYS'	121	98%	0%	66%	0%	66%	0%
KINGS NORTON GIRLS'	148	99%	5%	80%	5%	82%	2%
KINGS NORTON HIGH	121	94%	60%	21%	60%	60%	39%
KINGSBURY	165	97%	8%	48%	8%	50%	2%
LORDSWOOD BOYS'	115	100%	36%	31%	36%	58%	27%
LORDSWOOD GIRLS'	136	100%	0%	79%	0%	79%	0%
MOSELEY	239	97%	46%	36%	46%	49%	13%
NINESTILES	236	99%	0%	64%	0%	64%	0%
PARK VIEW	112	100%	1%	45%	1%	45%	0%
PERRY BEECHES	168	97%	42%	32%	42%	54%	23%
PLANTSBROOK	228	97%	33%	66%	33%	82%	15%
QUEENSBRIDGE	105	98%	0%	41%	0%	41%	0%
SALTLEY	171	99%	20%	32%	20%	40%	8%
SELLY PARK GIRLS'	156	100%	0%	58%	0%	58%	0%
SHELDON HEATH COMMUNITY	206	89%	0%	28%	0%	28%	0%
SHENLEY COURT	257	99%	0%	33%	0%	33%	0%
SMALL HEATH	213	100%	7%	53%	7%	56%	3%
ST. ALBAN'S CE	76	76%	12%	25%	12%	26%	1%
ST. EDMUND CAMPION RC	163	88%	4%	55%	4%	56%	1%
ST. JOHN WALL R.C.	113	93%	5%	45%	5%	50%	5%
ST. PAUL'S GIRLS'	151	99%	0%	92%	0%	92%	0%
ST. THOMAS AQUINAS RC	201	100%	0%	65%	0%	65%	0%
STOCKLAND GREEN	114	89%	0%	32%	0%	32%	0%
SUTTON COLDFIELD GIRLS	149	100%	0%	100%	0%	100%	0%
SWANHURST	311	98%	0%	61%	0%	61%	0%
THE COLLEGE HIGH	190	99%	0%	32%	0%	32%	0%
THE HEARTLANDS HIGH	105	98%	5%	29%	5%	31%	3%
THE INTERNATIONAL SCHOOL	232	98%	0%	38%	0%	38%	0%
TURVES GREEN BOYS'	131	99%	0%	48%	0%	48%	0%
TURVES GREEN GIRLS'	156	99%	0%	60%	0%	60%	0%
WASHWOOD HEATH	253	98%	38%	52%	38%	57%	5%
WAVERLEY	138	99%	33%	23%	33%	37%	14%
WHEELERS LANE	120	100%	0%	48%	0%	48%	0%
YARDLEYS	171	97%	13%	33%	13%	38%	5%
BIRMINGHAM	12618	93%	9%	53%	9%	56%	3%

6. Conclusions

- 6.1 There is a significant gender gap in English from Foundation Stage through to GCSE. The gap is largest at Key Stages 3 and 4. The gender gap in Maths is smaller than in English but girls are performing slightly better than boys at Foundation Stage, and at Key Stages 1, 3 and 4. The size of the gender gap at each Key Stage in Birmingham is similar to the national gender gap.
- 6.2 Over the last five years improvements in performance have been at a similar rate for both boys and girls so the gender gap does not show any significant signs of closing. The exceptions are in KS2 Mathematics where boys have improved by 5% compared to 3% for girls and in GCSE English where boys have improved by 4% compared to 2% for girls.
- 6.3 While support for schools is aimed at raising standards for both boys and girls, it is recognised that boys need particular help with their reading and writing if they are to do as well as girls in English. This requires gender specific strategies that recognise differences in learning styles and reading habits. These are incorporated into the support and guidance provided to schools.
- 6.4 Most students achieve a GCSE qualification in English and Mathematics at the end of Key Stage 4 and over the past five years there has been an increase in the percentage achieving an A*-C grade. For girls the percentage achieving an A*-C grade in English has increased from 58% to 60% and in Maths from 40% to 51%. For boys the percentage achieving an A*-C grade in English has increased from 41% to 45% and in Maths from 39% to 50%.
- 6.5 While there have been some improvements in closing the “equality gaps” for pupils at risk of underachieving, significant gaps remain particularly for disadvantaged children and those from some minority ethnic groups. The gaps in performance for these groups are not quite as wide as the national average, showing that Birmingham is having some success. However, the focus needs to be maintained if the gaps are to continue to narrow.

Appendix 1 Support for schools

Early Years and Primary

A continuum of support is identified for schools and settings according to an in-depth analysis of their needs:

Those schools and settings that require the greatest amount of support, based on quantifiable and qualitative data include:

- Early years settings in which the attainment gap needs to be reduced at the end of the Foundation Stage – specifically communication, language and literacy;
- Schools in Ofsted categories and those deemed to be at risk of being placed in a category;
- Schools receiving Head teacher mentoring and support;
- Schools identified nationally as ‘hard to shift’ schools (i.e. below the KS2 floor targets for 4 years).

Some schools receive a range of personalised interventions to meet the schools’ specific need. Schools also self-select for these programmes. Examples of interventions include:

- Intensifying Support Programme (ISP);
- Primary Leadership Programme (PLP);
- Every Child a Reader (ECaR);
- Communication, Language and Literacy Development (CLLD).

All schools are entitled to participate in a range of networks and programmes.

Examples of these networks include:

- Area subject leader networks;
- English as an Additional Language networks;
- Visual literacy action research programme.

Interventions range from whole school improvement to programmes targeted at specific underachieving groups and individual pupils.

Targeted Provision

Communication, Language and Literacy Development (CLLD)

(19 schools, 43 private, voluntary and independent (PVI) settings and nurseries schools involved)

The programme focuses on developing the interdependent strands of language, speaking and listening, reading and writing by using the Primary National Strategy teaching programme “Letters and Sounds”. This enables children to use and apply their phonic skills to become confident and capable readers and writers.

Despite the programme running for ongra1b mochoolsTe. below the KS2 sETj-13.23 0 Tj1r(teriPLP6

Every Child a Reader (ECaR)

ECaR and Reading Recovery target the lowest 20% of six and seven year old children who struggle to learn to read and write.

In five months of engaging with this programme, the children's rates of progress were accelerated resulting in reading age gains of 21 months within five months.

Intensify Support Programme. (ISP) – 23 schools

This National Strategy funded programme is prescriptive and is aimed at raising attainment in literacy and numeracy. It focuses intensely on tracking pupils' progress. Attainment for 11 year olds in Mathematics has improved by 3% at level 4 and in English their progress was sustained overall. This disguises the success of some individual schools that focused on raising attainment in English rather than Mathematics. In one school for example, the attainment at level 4+ in English rose by 10% and in another school it increased by 18%.

Strategic Achievement Group (SAG) – 50 schools

This is an enquiry based programme designed in Birmingham to address personalised learning for underachieving groups that have been identified by schools using their pupil level data.

Overall there was a 1% increase in level 4+ in English. However, 18 schools increased the number of pupils attaining level 4+ by 10% or more.

Primary Leadership Programme (PLP) – 30 schools

This National Strategy funded whole school leadership programme focused on senior leaders driving improvements in English and Mathematics.

English results rose by 3% to 72% at level 4+ in 2007. Some schools reported outstanding improvements of between 12% and 20% gains at level 4+.

Making a difference (MaD) – 28 schools

This is a short-term intervention devised in Birmingham for those schools whose results fell below the floor targets.

English increased by 11% to 77% at level 4+ for all schools in the programme. Some schools reported outstanding improvements between 16% and 43% at level 4+.

Hard to shift (HtS) – 13 schools

This is a National Strategy funded programme that is targeted at schools that have been below floor targets for the last four years. This is an intensive support programme involving 13 schools in a two year programme.

English results after the first term were up by 1% to 53% level 4+ in 2007. Results for 2008 will be analysed in due course.

Intervention Targeted Support (ITS)

This is a personalised support programme for schools causing concern. Individual support for English is planned and delivered by the literacy consultants. Impact is monitored every term. In schools that have been removed from an OfSTED category, the attainment gap in English has been reduced.

Universal Provision

Early Years Area Networks

These networks have had a strong emphasis on implementing the recommendations of the Sir Jim Rose Review with a clear focus on the importance of Early Reading, Communication, Language and Literacy (CLL) and training for all Foundation Stage practitioners on the teaching of letters and sounds.

Area subject leader networks

Organised into six geographical areas, the networks are facilitated by the literacy and numeracy consultants. The drive over the last year has been training for the implementation of the National Strategy renewed frameworks for literacy and numeracy.

Visual literacy action research project

This programme focused on using film to engage pupils, especially boys, in writing techniques. Accelerated progress was observed in 80% of the pupils.

Secondary

Improving pupil skills in reading and writing has been a major focus in Birmingham since the inception of the KS3 Literacy Project in 1998 (subsequently KS3 Literacy Strategy and the Secondary Strategy) and is an ongoing major focus nationally within the Secondary National Strategy. Four main approaches are to be found in most schools:

- Explicit teaching of reading and/or writing strategies to pupils who enter Y7 below L3 in English. Such provision is usually the responsibility of the Learning Support / SEN department and is delivered through discrete teaching at individual or small group level.
- Reading skills teaching within English lessons, linked to the Assessment Framework.
- Incidental teaching of reading within the context of other subjects. Many of the schools that have embraced *Literacy and Learning as a Whole School Initiative* have focused on reading as a cross-curricular theme, developing pupil skills in 'reading for meaning' or 'reading for information'.
- Development of wider and independent reading – usually resulting from joint working between the School Librarian and the English Department.

The Secondary English Team support work in all four strands, with a different emphasis in each school. This work is enhanced by the strong partnership with Schools Library Service.

Within each of these strands schools offer a variety of activities.

For example, at **Key Stage 3:**

Wave 1 provision – whole class teaching

- Reading lessons within English curriculum time – structured lessons, with instruction in particular skills.
- Identifying individual / group strengths and weaknesses in reading and writing, subsequently producing tailored units of work to address these skills through personalised learning.
- 'Pathways Curriculum' at entry, foundation and intermediate levels.
- RML – a focused programme for those entering secondary with very low Reading Ages; focuses on basic decoding skills.
- SATs revision programme, driven by practice tests and tailored to group needs.
- Pre-SATs breakfast sessions for entire cohort.

Wave 2 provision – small group tuition

- *Literacy Progress Units* – DCSF resources for small group tuition in reading or writing.
- SATs Booster Classes for targeted groups e.g. L4/5 borderliners or L6/7 borderliners.

Wave 3 provision – individual tuition

- Individual coaching, generally in reading.
- *Reading Challenge* – a form of paired reading with tightly focused targets; coaches may be adults or older pupils who have been specially trained.

Also:

- KS3 Book Award – run for the last four years and thematically based (*Laughs, o:*

- Use of Progression maps for target setting and tailoring of teaching.
- 'Awaydays' for borderline C/D candidates – intensive day of coaching with school-based staff / external teacher.
- Easter 'revision school' prior to examination in Y11.
- Coursework 'surgeries' to support pupils in completing / enhancing the quality of coursework.
- Use of 'Review Days' to focus with specific groups on particular skills – intensive interactive learning.
- Completion of coursework by the end of Y10, to enable focus on skills tested in the examination in Y11.
- Development of KS4 curriculum for English that provides regular experiences / skill tuition in reading media and non-fiction texts throughout the course and provides variety by interspersing language and literature elements of the course. (It has been discovered that this aspect of teaching was often neglected or left until late Y11 and was the aspect in which pupils scored most poorly.)
- Theatre visits, theatre-in-education experiences, poetry readings etc related to set texts.
- Selection of exam specification most suited to pupils. (For example, some schools switched to the Edexcel GCSE English Pilot as the variety in content and modular approach offered opportunities to engage different types of learners. This has proved successful across the full ability range and particularly for boys).

APPENDIX 2 PERFORMANCE TRENDS IN LITERACY AND NUMERACY

Fig. 2 Percentage of pupils achieving the majority of the Early Learning Goals in

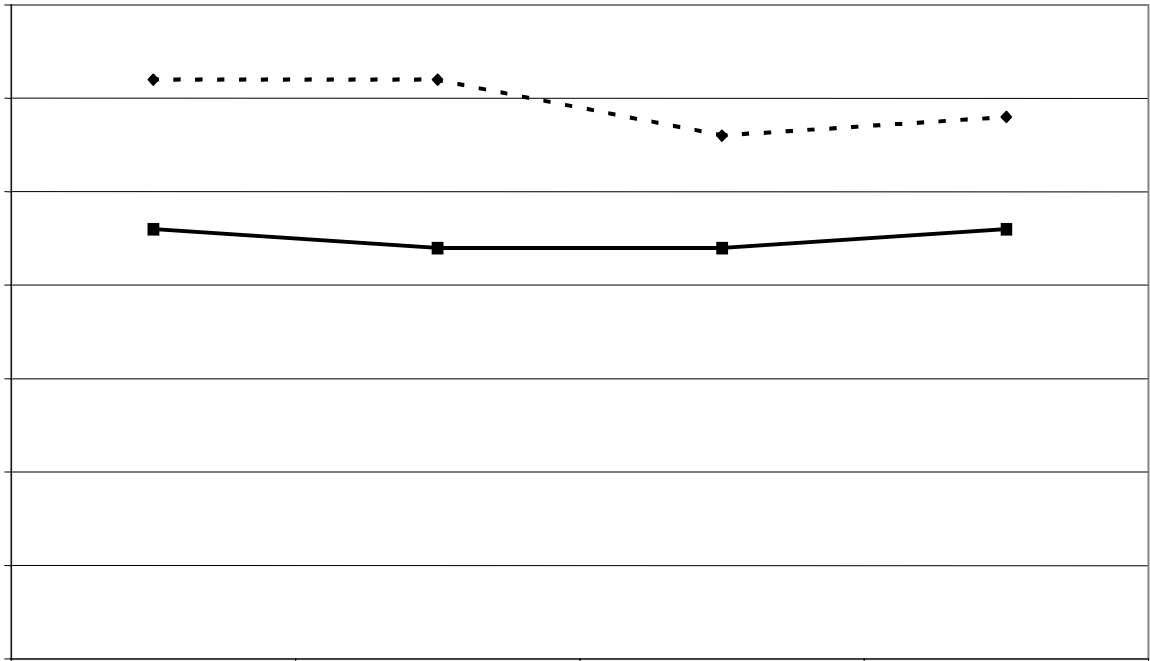


Fig. 4 Percentage of pupils achieving the majority of the Early Learning Goals in Mathematics at the end of the Foundation Stage - Birmingham compared to the England average (2004-2007)

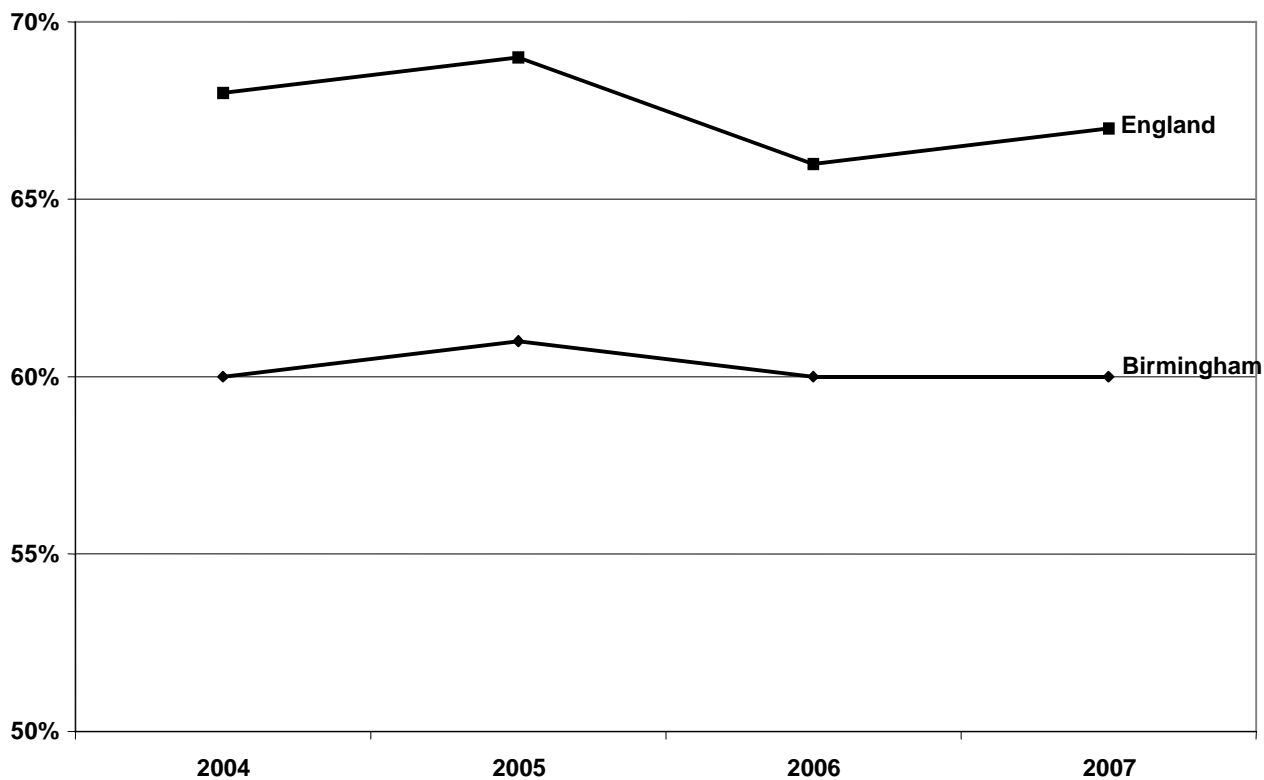
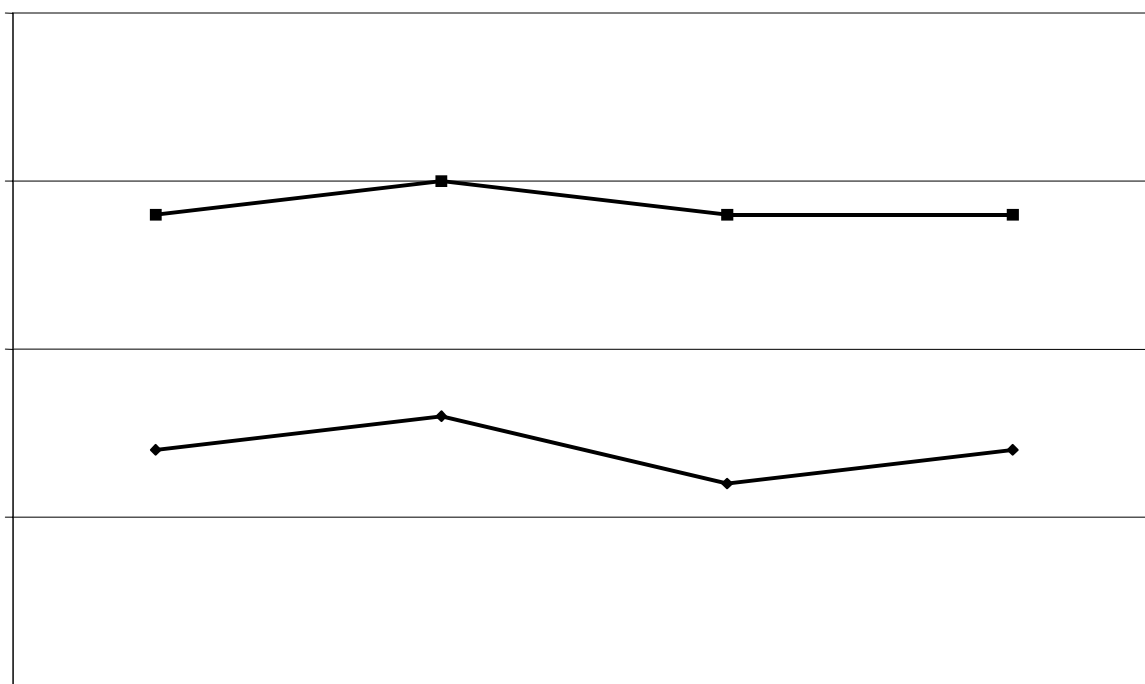


Fig. 5 Percentage of Birmingham boys and girls achieving the majority of the Early Learning Goals in Mathematics at the end of the Foundation Stage (2004-2007)



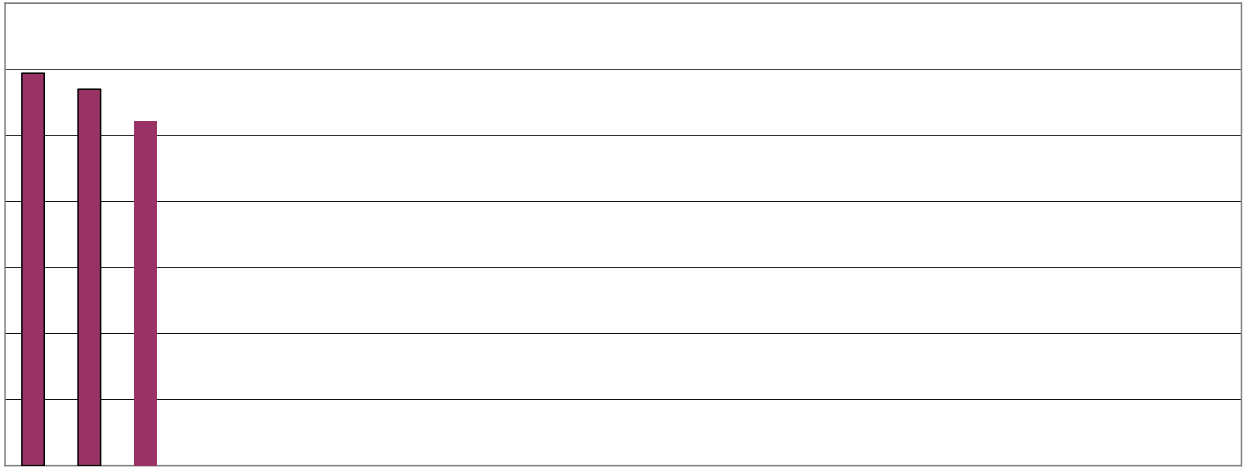


Fig. 10

Fig. 12

Percentage of pupils achieving Level 2+ in Mathematics at the end of KS1 by ethnic group and gender 2007

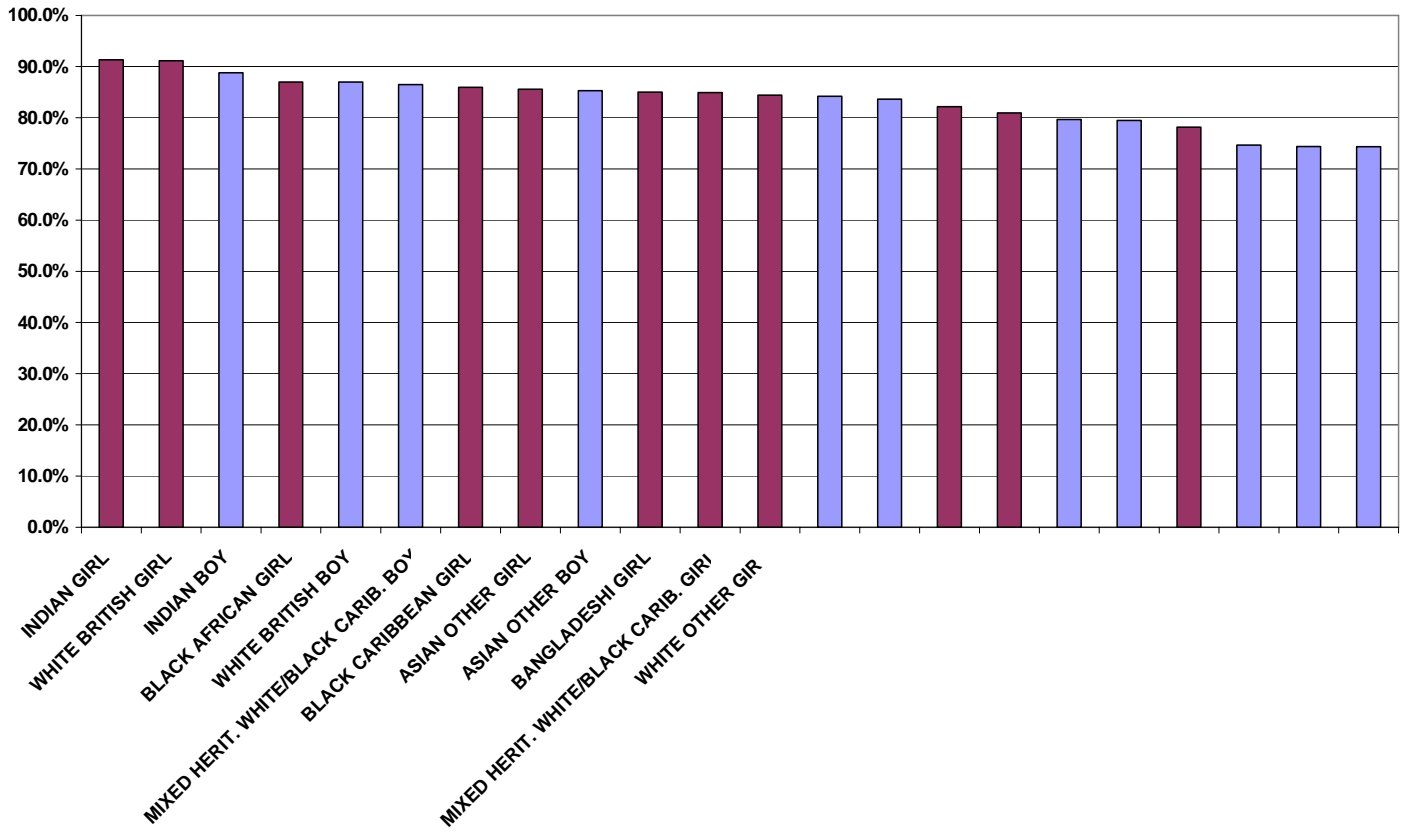


Fig. 13

Fig. 14

Fig. 15 Percentage of pupils achieving Level 4+ in English at the end of KS2 by ethnic group and gender 2007

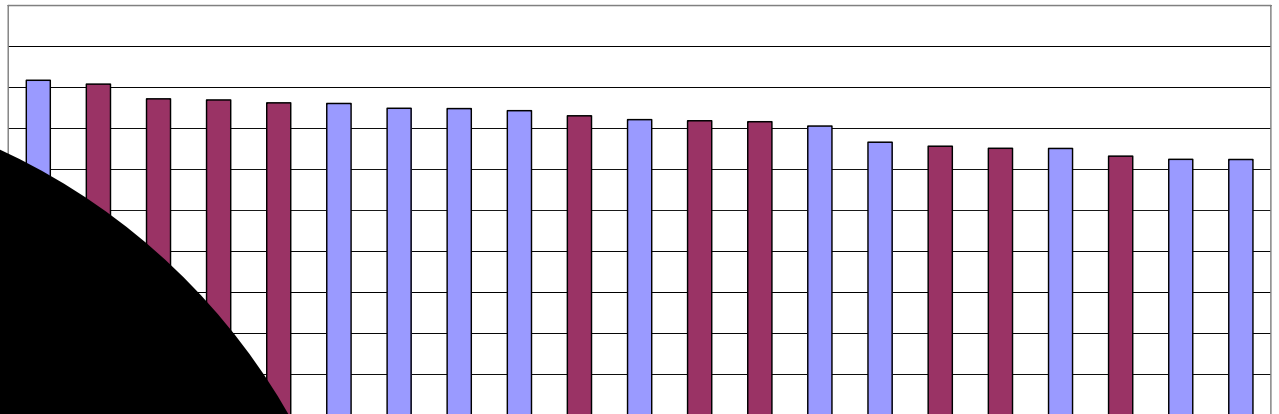
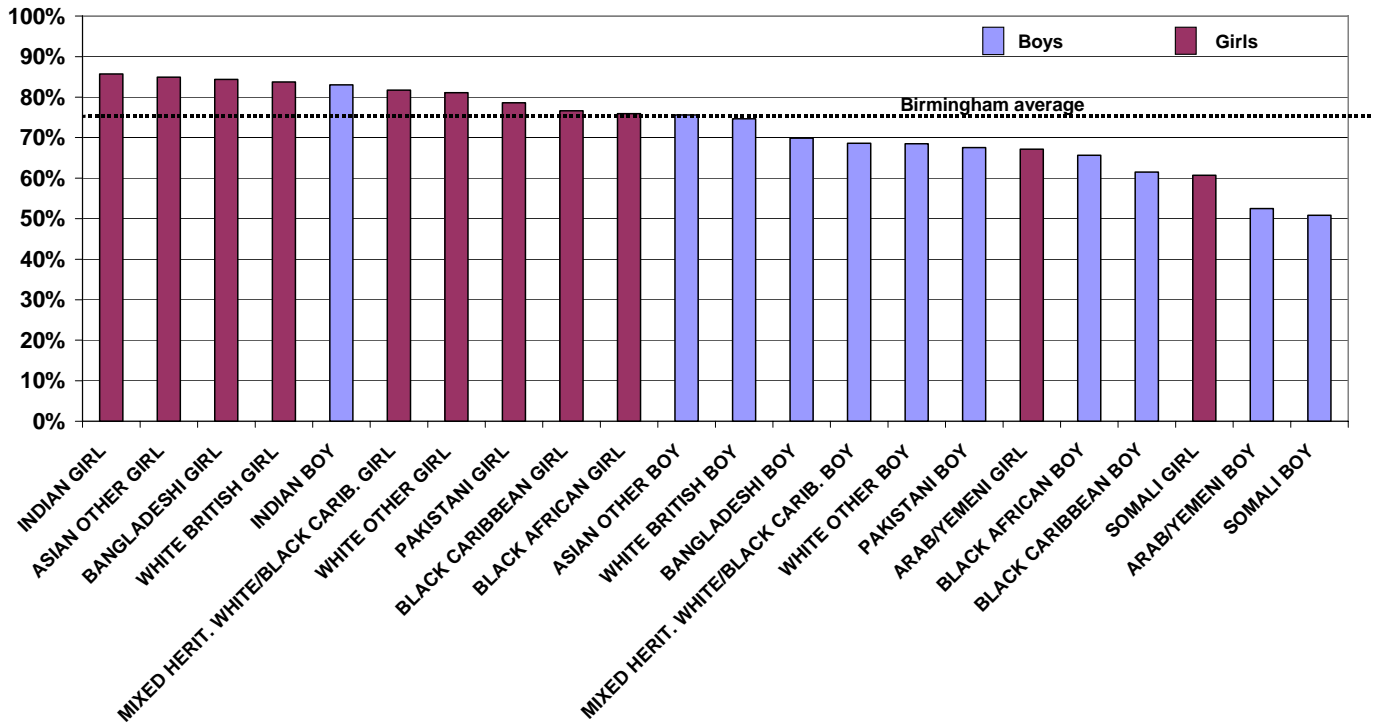


Fig. 17

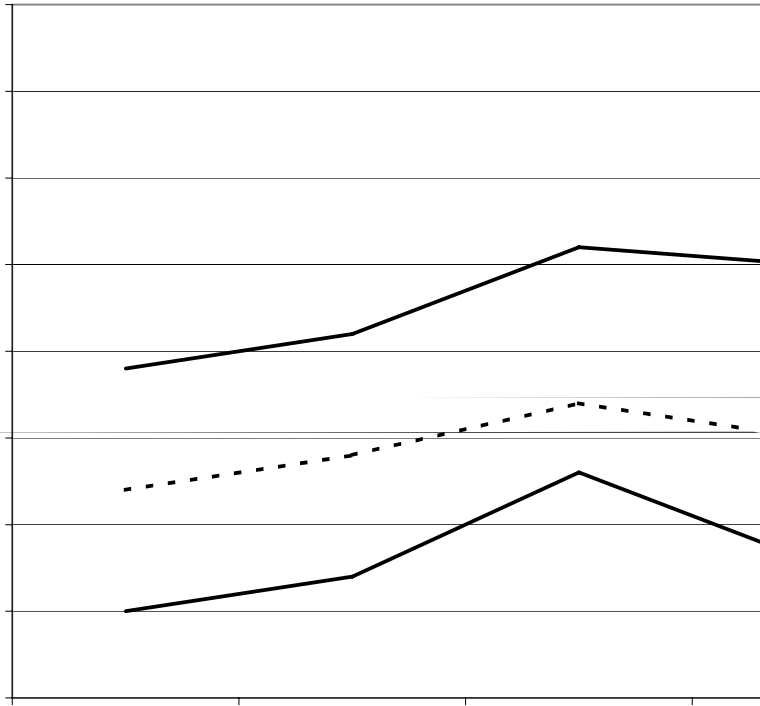


Fig.18

Fig. 19 Percentage of pupils achieving Level 5+ in English at the end of KS3 by ethnic group and gender 2007

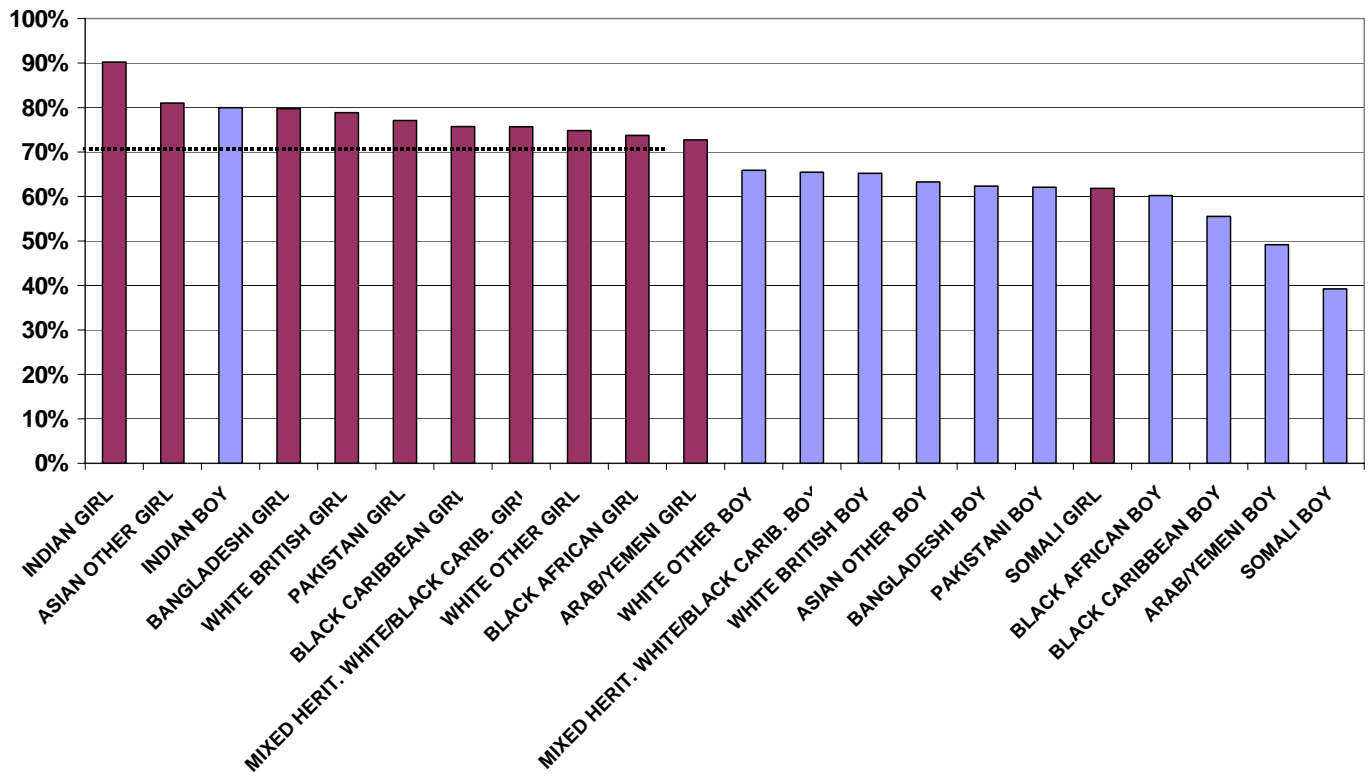


Fig. 21

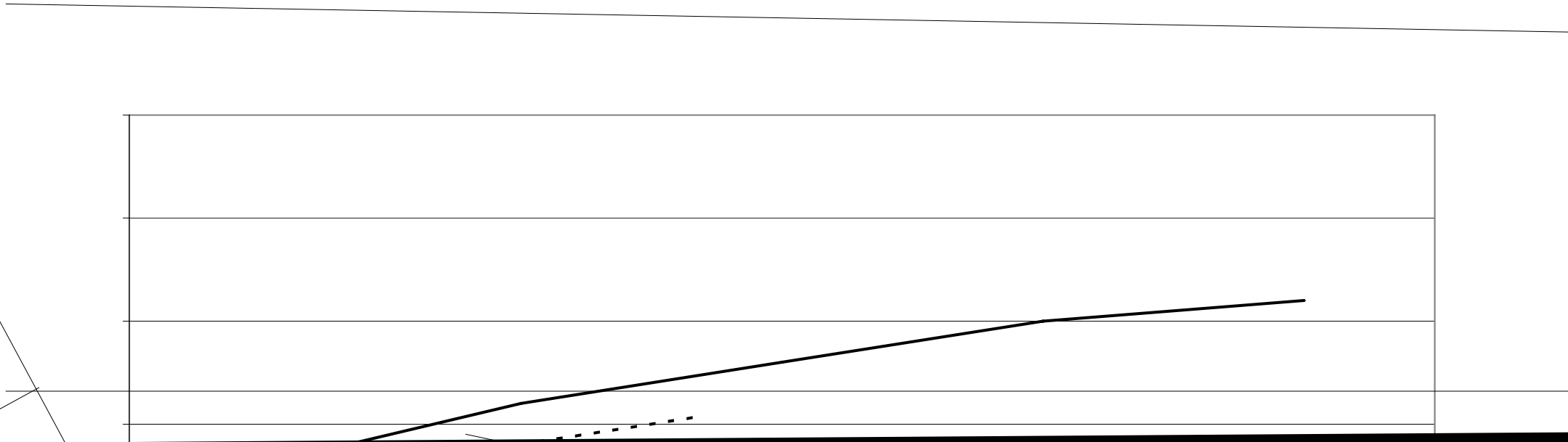


Fig. 22

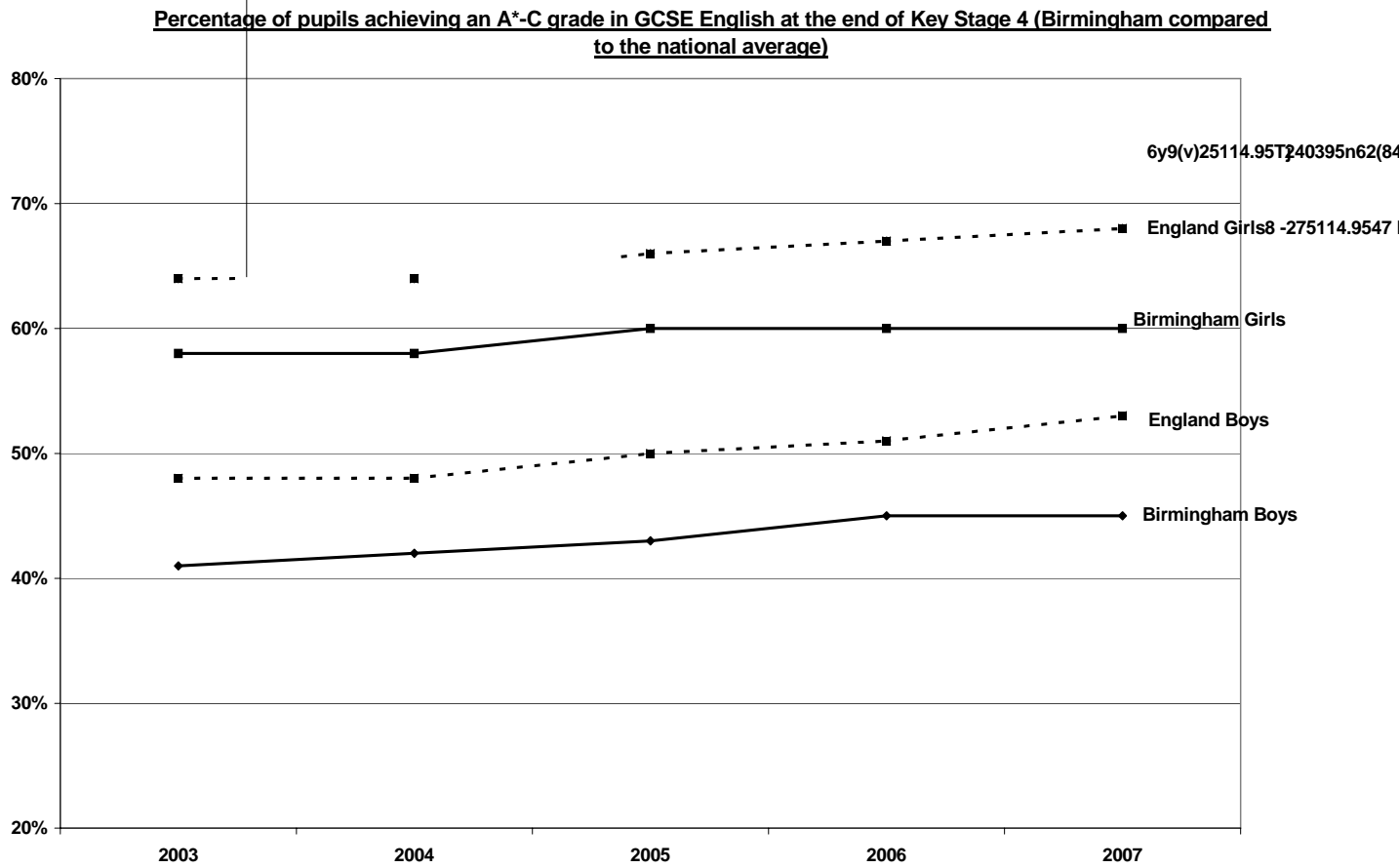


Fig. 23

Fig 24



Fig. 25

Fig. 28 Percentage of pupils living in each ward and attending Birmingham maintained schools achieving 5 or more A*-C grades including GCSE English and Maths (2007)

Percentage of pupils achieving 5 or more A*-C including English and Maths - 2007 results

