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INVESTOR IN PEOPLE

National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2005

INTRODUCTION

This Statistical First Release (SFR) provides the 2005 information on Key Stage National Curriculum assessments, GCSE and equivalent attainment and Post-16 achievements of young people in England by different pupil characteristics, specifically gender, ethnicity, eligibility for free school meals (FSM), special educational needs (SEN) and English as a First Language.

The figures contained within this publication combine the information gathered through the Pupil Level Annual School Census (PLASC) in January 2005 and the 2005 attainment data, allowing analyses of the attainment of different groups of pupils.

This SFR provides the 2005 update to SFR 08/2005 which contained Key Stage 1, 2, 3, GCSE/GNVQ and Post-16 attainment by pupil characteristics for 2004.

KEY POINTS

Ethnicity

Minority ethnic groups with higher achievement than the national average

- Chinese, pupils of Mixed White and Asian heritage, Irish and Indian pupils consistently achieve above the national average across Key Stage 1, Key Stage 2, Key Stage 3 and at 5 or more A* to C grades at GCSE and equivalent.
 - For example, at Key Stage 2 mathematics, 90 per cent of Chinese pupils and 81 per cent of Mixed White and Asian heritage pupils achieved the expected level, compared to 75 per cent nationally (Table 6)
- Chinese and Indian pupils made the most progress between Key Stage 2 to Key Stage 4 with the highest value added measures.
 - For example, Chinese pupils made the most progress between Key Stage 2 to Key Stage 4, with a value added measure of 1026.0, compared to 987.9 across all maintained pupils. (Table 11).

Minority ethnic groups with lower achievement than the national average

- Gypsy/Roma and Traveller of Irish Heritage pupils perform considerably below the national average at all Key Stages and at GCSE and equivalent. However, it should be noted that very small numbers of pupils were recorded in these two categories.
 - For example, at Key Stage 2, just over a quarter of Traveller of Irish Heritage pupils and around a third of Gypsy/Roma pupils achieved the expected level in KS2 English and Maths compared to at least three quarters of all pupils on average (Table 5).
- The attainment of these groups has improved since 2004 in some subjects and Key Stages but declined in others. For example:
 - Higher percentages of Gypsy/Roma pupils achieved the expected level at every subject in KS2 in 2005 compared to 2004. The increases for this group were the highest of any ethnic group.
 - The percentage of Traveller of Irish Heritage pupils achieving the expected level in each subject at Key Stage three has declined since 2004.
- All the minority ethnic groups within the Black category and pupils of Mixed White and Black Caribbean heritage are consistently below the national average across all Key Stages, at GCSE and equivalent and Post-16.
 - For example, at GCSE and equivalent, 41.7 per cent of Black Caribbean pupils, 44.1 per cent of pupils of Mixed White and Black Caribbean heritage, 48.3 per cent of Black African pupils and 41.7 per cent of other Black pupils achieved 5+A*-C compared to 54.9 per cent nationally (Table 11).
- The results for these groups have generally improved since 2004 across each Key Stage, resulting in some cases in a narrowing of the attainment gap in many subjects:
 - For example, the gap between each of these groups and the average for all pupils has narrowed at GCSE since 2004.
 - At KS3 the gap between Black Caribbean pupils and the average for all pupils has narrowed in each subject. This was also the case in KS2 English and Maths.
 - Despite general improvements for the Mixed Heritage White and Black Caribbean group there is evidence that the attainment gap for this group is widening, with the exception of GCSE, KS2 Science and KS1 Maths.
- Bangladeshi and Pakistani pupils perform consistently below the national average at all Key Stages and at 5 or more grades A*-C at GCSE and equivalent.
 - For example, at Key Stage 1 Reading, 77 per cent of Pakistani pupils and 78 per cent of Bangladeshi pupils achieved the expected level compared to 85 per cent nationally. However, Bangladeshi pupils' relative attainment is closer to the national average at GCSE and equivalent, with 52.7 per cent at 5 or more A*-C compared to 54.9 per cent nationally (Tables 1 & 11).
 - For example, between Key Stage 2 – Key Stage 4 Bangladeshi pupils had a Value Added score of 1016.9 compared to an average for all pupils of 987.9 (Table 11).

Attainment by gender

- Girls consistently outperform boys in all of the minority ethnic groups, as they do nationally.
 - For example, 33.3 per cent of Black Caribbean boys achieve 5 or more grades A*-C at GCSE and equivalent compared to 49.4 per cent of girls - a difference of 16.1 percentage points, compared to a difference nationally of 10.1 percentage points (Table 11).

English as a First Language

- Pupils with English as a First Language perform better than pupils with a language other than English as their First Language in each stage of education.
 - For example, at Key Stage 3, the percentage of pupils achieving Level 5 or above with English known or believed to be their First Language was 74%, compared to 68% of students with a language other than English as their First Language (Table 8).
- Pupils with a language other than English as their First Language have better value added scores (and thus make more progress) than those whose First Language is English.
 - For example, between Key Stage 2 – Key Stage 4 pupils with a language other than English as their First Language have an average value added score of 1016.9 compared to 985.2 for pupils whose First Language is English (Table 11).

Free School Meals

- Pupils not eligible for free school meals perform better than those who are eligible for free school meals in each Key Stage, at GCSE and equivalent and at Post-16.
 - For example, at GCSE and equivalent, 58.9 per cent and 29.9 per cent achieve 5 or more grades A*-C respectively (Table 11).
- The progress made between key stages of pupils not eligible for free school meals is greater than those who are eligible for free school meals
 - For example, between Key Stage 2 and Key Stage 4 the value added measures were 991.7 and 964.6 respectively (Table 11).

Special Educational Needs

- Pupils with SEN perform less well than pupils with no identified SEN in each stage of education.
- SEN pupils without a statement perform better than those with a statement at Key Stage 1, Key Stage 2, Key Stage 3 and at GCSE and equivalent. Within the group of SEN pupils without statements, pupils with School Action perform better than those with School Action Plus.
 - For example, at GCSE and equivalents, 94.5 per cent of pupils with School Action achieved any passes compared to 84.9 per cent with School Action Plus (Table 11).
- At Key Stage 1, Key Stage 2, Key Stage 3, GCSE and equivalent and at Post-16 there are more boys than girls in each category of SEN. Boys with statements outperform girls with statements at every Key Stage and at GCSE and equivalent. However, at Post-16 girls with statements outperform boys.

- For example, at Key Stage 1 mathematics, 35 per cent of boys with a statement of SEN achieved the expected level compared to 26 per cent of girls (Table 3).

NEW ITEMS IN THIS PUBLICATION

Tables 1 to 10 of this Statistical First Release present the percentage of pupils achieving each level in Key Stage 1, Key Stage 2 and Key Stage 3. In previous years only the proportion achieving the expected level was reported

Also for the first time in this series of publications, this SFR includes the percentage of pupils at the end of Key Stage 4 instead of pupils aged-15 achieving 5+A*-C at GCSE or equivalent as well as an additional indicator for pupils achieving 5+ A*-C including English and mathematics GCSE.

Key Stage 4 refers to pupils who have reached the end of Key Stage 4 (i.e. when they have completed Year 11). From 2005, The School Achievement and Attainment Tables have reported examination results for pupils at the end of Key Stage 4, rather than those aged-15. This shift to stage based reporting removes any barriers to more flexible rates of learning. As a result of this change in methodology, care should be taken when comparing figures from previous years. At a national level for maintained schools, the move from aged-15 to end of Key Stage 4 represents a 0.5 percentage point difference in the main 5+ A*-C indicator.

TABLES

NATIONAL TABLES

Key Stage 1

Table 1: Percentage of pupils achieving each level in 2005 Key Stage 1 reading teacher assessments by ethnicity, English as a first Language, free school meals, special educational needs and gender.

Table 2: Percentage of pupils achieving each level in 2005 Key Stage 1 writing teacher assessments by ethnicity, English as a first Language, free school meals, special educational needs and gender.

Table 3: Percentage of pupils achieving each level in 2005 Key Stage 1 mathematics teacher assessments by ethnicity, English as a first Language, free school meals, special educational needs and gender.

Table 4: Percentage of pupils achieving each level in 2005 Key Stage 1 science teacher assessments by ethnicity, English as a first Language, free school meals, special educational needs and gender

Key Stage 2

Table 5: Percentage of pupils achieving each level in 2005 Key Stage 2 English tests and Key Stage 1 to Key Stage 2 value added by ethnicity, English as a first Language, free school meals, special educational needs and gender.

Table 6: Percentage of pupils achieving each level in 2005 Key Stage 2 mathematics tests and Key Stage 1 to Key Stage 2 value added by ethnicity, English as a first Language, free school meals, special educational needs and gender.

Table 7: Percentage of pupils achieving each level in 2005 Key Stage 2 science tests and Key Stage 1 to Key Stage 2 value added by ethnicity, English as a first Language, free school meals, special educational needs and gender.

Key Stage 3

Table 8: Percentage of pupils achieving each level in 2005 Key Stage 3 English tests by ethnicity, English as a first Language, free school meals, special educational needs and gender.

Table 9: Percentage of pupils achieving each level in 2005 Key Stage 3 mathematics tests by ethnicity, English as a first Language, free school meals, special educational needs and gender

Table 10: Percentage of pupils achieving each level in 2005 Key Stage 3 science tests by ethnicity, English as a first Language, free school meals, special educational needs and gender

GCSE and equivalents

Table 11: Achievements at GCSE and equivalent and GCSE and equivalent including GCSE English and mathematics in 2005, by ethnicity, English as a first Language, free school meals, special educational needs and gender.

Post-16

Table 12: Achievements at GCE/VCE A/AS in 2005, by ethnicity, English as a first Language, free school meals, special educational needs and gender

ADDITIONAL TABLES

Additional tables showing combinations of different pupil characteristics, Local Authority and ACORN tables will be made available via the website at the end of March.

NOTES TO EDITORS

This release contains the national level analyses of Key Stage National Curriculum assessments, GCSE and equivalent attainment, Post-16 achievements and Value Added measures by pupil characteristics for 2005.

Prior to 2002 national level analyses by pupil characteristics were not possible. However, since January 2002 the Annual Schools' Census (ASC) introduced a major change in that maintained primary, secondary and special schools reported data at an individual pupil level for the first time. This has enabled pupil characteristic information to be matched to pupil attainment data, allowing comparisons of the performance of different groups of pupils. This matched dataset is called the National Pupil Database (NPD).

This SFR covers **maintained schools only**, including academies and CTCs and excluding independent schools, independent special schools, and non-maintained special schools and, for Post-16, any pupils in sixth forms centres and further education sector colleges.

Pupil Level Characteristics information

The pupil level characteristic information within this SFR are derived from PLASC returns made by schools during a single selected period of the school day and provided to the Department in January each year.

Ethnicity

In 2003 the categories for recording ethnicity data changed to reflect the categories used in the 2001 National population census. There is no direct mapping between the old and new codes and, as a result, attainment data by pupils' ethnicity for 2005, 2004 and 2003 are not directly comparable with any figures for 2002. From 2004, the new codes were compulsory, thus any pupils incorrectly classified in 2004 and 2005 using the old codes have been added to the unclassified category. For further information on the changes in codes, see: Statistical Topic Note: Changes in Ethnicity Codes in the Pupil Level Annual School Census 2002-2003 (<http://www.dfes.gov.uk/rsgateway/>)

The main differences between the old and new sets of codes are the introduction of the following ethnic categories: four Mixed heritage categories (White and Black Caribbean; White and Black African; White and Asian; Any other mixed background); Traveller of Irish Heritage; Gypsy/Roma. Pupils in the Traveller of Irish Heritage and Gypsy/Roma ethnic groups are known to be underrepresented in the Annual School Census and also have a high proportion of absence during the tests/exams. Additionally, numbers appear to decline with each Key Stage (only a third of the number of Gypsy/Roma pupils are recorded at GCSE and equivalent compared to Key Stage 1; and less than a half of Travellers of Irish Heritage are recorded at GCSE and equivalent compared to Key Stage 1). Thus, attainment by these groups is distorted. Pupils in these groups are also disproportionately identified as presenting with Special Educational Needs (SEN).

Free School Meals (FSM)

Prior to 2001, the numbers of pupils eligible for a free school meal were those who had, or whose parents had, satisfied the relevant authority that they were receiving Income Support, income based Jobseeker's Allowance, or support provided under Part 6 of the Immigration and Asylum Act 1999. From 2001 onwards this definition was modified to include only pupils where parents had indicated that they wished their child to have a free meal and had confirmed benefit receipt with the LA or school.

Under changes to the tax credit system introduced in April 2003, children in families receiving the Child Tax Credit (CTC) rather than IS or IBJSA would not have been entitled to receive a free

school meal. As a result, for 2004 and 2005 ASC, the entitlement for free school meals was extended to 'non-working' families who have an amount of income that extinguishes their IS or IBJSA benefit, who are receiving support via CTC, but are working fewer than 16 hours per week and thus not in receipt of Working Tax Credit (WTC). The majority of these families would have received IS or IBJSA prior to 6 April (and accordingly their children a free school meal). As a result of this change to entitlement, these children continue to be eligible for free school meals.

Special Educational Needs (SEN)

In January 2002 the new SEN Code of Practice replaced the five stage model of the 1994 SEN Code with pupils at School Action, School Action Plus or with a statement of SEN.

Only 15 year olds for whom we have PLASC information are included at GCSE and equivalent. At Key Stages 1, 2 and 3, pupils with attainment but no PLASC information have been included as 'unclassified'. The data in the tables showing achievements by SEN in 2005 use new codes only. Any old codes provided in 2005 have been added to the unclassified category.

English as a First Language

English as a First Language is defined as pupils whose First Language is known or believed to be English. "First Language" is the language to which a child was initially exposed during early development.

ACORN (A Classification of Residential Neighbourhoods)

ACORN is a geo-demographic classification used to identify and understand the UK population. It combines geography with demographics and lifestyle information to categorise UK postcodes into 5 categories, 17 groups and 56 types. The ACORN classification describes people according to the neighbourhood in which they live and works on the premise that people living in the same neighbourhood will have similar purchasing habits and attitudinal characteristics.

The 56 types provide a high level of discrimination for analysis and are amalgamated into 17 Groups. Likewise the Groups are amalgamated into 5 Categories, which provide a readily accessible entry point into the classification.

The 5 categories are:

Wealthy Achievers
Urban Prosperity
Comfortably Off
Moderate Means

Hard Pressed

Additional information showing the relationship between the 56 types, 17 groups and 5 categories can be found at <http://www.caci.co.uk/acorn/acornmap.asp>

Achievements in Key Stage National Curriculum assessments

Key Stage National Curriculum assessments are reported at the end of Key Stage 1, Key Stage 2 and Key Stage 3. Key Stage 1 teacher assessments are published in reading, writing, mathematics and science and Key Stage 2 and Key Stage 3 tests in English, mathematics and science.

For the first time, in 2005, schools were only required to report teacher assessment results which had been informed by the task/test activities undertaken by the child during the academic year.

The teacher assessments at Key Stage 1 and the tests at Key Stage 2 and Key Stage 3 measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of the Key Stage.

The National Curriculum standards have been designed so that most pupils will progress approximately one level every two years. Level 2 is the level expected of most pupils at the end of Key Stage 1; by the end of Key Stage 2 pupils are expected to reach Level 4; and Levels 5 and 6 are the levels expected of most pupils at the end of Key Stage 3. When presenting analyses that refer to 'expected level' at Key Stage 3, the Department's practice is to measure against those pupils achieving Level 5 or above.

The Key Stage 1 statistics for 2005 are presented in a different format to the final results for 2004 and 2003 to reflect the change in assessment procedures. All Key Stage 1 tables are based on teacher assessments and for the first time in this series of publications, include the results for science.

The calculations showing the percentage of pupils achieving the expected level are based on pupils who are eligible for Key Stage tests, including those who are absent or disapplied. At LA level this calculation also includes pupils with missing results, these pupils are excluded at national level.

Achievements at GCSE and equivalent

Figures reporting achievements at GCSE and equivalent show the achievements of different groups of pupils at the end of Key Stage 4 for whom we have received PLASC information and include results in all level 1 and level 2 qualifications which are approved by QCA as appropriate for pupils pre-16. GCE and VCE AS levels are the only level 3 qualifications which have been included. The general range of qualifications, together with the qualification families into which they fall, are set out in the table below:

Qualification Families in the 2005 School Achievement and Attainment Tables							
General	General Vocational	Occupational	Vocationally related	Key Skills	Basic Skills	Vocational Languages	Graded Exams
GCE AS	VCE AS	NVQ Level 2	VRQ Level 2 or BTEC First	Key Skills Level 2	Basic Skills Level 2	Intermediate GNVQ Language Unit	Graded Exam (Grade 8)
GCSE (Full course)	Full GNVQ, Intermediate	NVQ Level 1	VRQ Level 1	Key Skills Level 1	Basic Skills Level 1	NVQ Language Unit at Level 2	Graded Exam (Grade 7)
GCSE Short Course	Vocational GCSEs					Foundation GNVQ language Unit	Graded Exam (Grade 6)
Entry Level 3	GNVQ Part 1 Intermediate					NVQ Language Unit at Level 1	Graded Exam (Grade 5)
Entry Level 2	Full GNVQ, Foundation						Graded Exam (Grade 4)
Entry Level 1	GNVQ Part 1 Foundation						Graded Exam (Grade 3)
							Graded Exam (Grade 2)
							Graded Exam (Grade 1)

All GCSE and equivalent tables show the percentage of pupils at the end of Key Stage 4 achieving the level 2 threshold (5 or more grades A*-C at GCSE or equivalent), the percentage of pupils at the end of Key Stage 4 achieving 5 or more grades A*-C at GCSE or equivalent, including English and mathematics at GCSE and the percentage of 15 year olds achieving any passes in level 1, 2 or entry level 2 qualifications. These calculations are based on all 15 year old pupils for whom we have PLASC information i.e. on roll at the start of the academic year. In addition to the GCSE and equivalent indicators mentioned above, the analyses by SEN also show the percentage of 15 year old pupils achieving the level 1 threshold (5 or more grades A*-G at GCSE and equivalent). This additional information is essential to SEN analyses as many pupils with SEN do not achieve the expected level (5+ A*-C).

Achievements Post-16

The coverage of this Statistical First Release is 16 to 18 year old students at the end of their second (and final) year of post-16 study. However, as the year group is not collected, a set of proxy criteria has been established. The criteria are that students must be 16, 17 or 18 (age at the start of the academic year) and they must have been entered for a GCE/VCE A level, or a VCE Double Award in Summer 2004.

Key skills qualifications at Level 3 are included in the average point score calculations. These are generally taken at the same time as other Post-16 qualifications. A pass in each of these qualifications at Level 3 receives 20 points and therefore, for the purposes of calculating average point scores, an entry is considered comparable to one-sixth of an A level entry.

Points are assigned to general (GCE) and vocational (VCE) advanced level grades on the following basis:

Grade	GCE and VCE A level	GCE and VCE AS
A	120	60
B	100	50
C	80	40
D	60	30
E	40	20
U, X	0	0

Grade	VCE Double Award
AA	240
AB	220
BB	200
BC	180
CC	160
CD	140
DD	120
DE	100
EE	80
U, X	0

The Advanced level results relate to general (GCE) and vocational (VCE) A/AS levels. The GCE Advanced Subsidiary is the first 50 per cent of a GCE A level course, and is assessed at the standard expected of a candidate after one year of A level study. Vocational A levels come in three forms, the VCE AS which is equivalent in size and points awarded to the GCE AS but is assessed at the full A level standard, the VCE A level which is directly equivalent to the GCE A level in size,

points awarded and the standards of assessment and the VCE Double Award which is equivalent to 2 GCE/VCE A levels.

Value Added Measures

Value added is a way of measuring the progress a pupil makes between one stage of education and the next. This allows comparison between groups of pupils regardless of their different starting points.

In order to calculate the value added measures a pupil's current attainment (the output measure) is compared with the median current attainment of pupils with the same, or similar, prior attainment (the input measure). Where the pupil has achieved above the average for pupils with the same starting point they have a positive score, and where they achieve below, the score is negative. For groups of pupils the value added measure is the average value added score, presented around 100 for Key Stage 1 to Key Stage 2 and 1000 for Key Stage 2 to Age 15 and Key Stage 3 to Age 15.

Key Stage 1- Key Stage 2 Value Added Measure: In order to calculate the Key Stage 1 to Key Stage 2 value added measure a pupil's average point score at Key Stage 2 is used as the output measure, and average point score at Key Stage 1 the input measure. Pupils included are those eligible for Key Stage 2 assessment in 2005 for whom prior attainment at Key Stage 1 has been identified.

Key Stage 2- Key Stage 4 Value Added Measure: In order to calculate the Key Stage 2 to age 15 value added measure a pupil's average point score at Key Stage 2 is used as the input measure, and capped point score (total point achieved in their best 8 GCSEs or equivalent) as the output measure. Pupils included are those were age 15 at the start of the 2004/05 school year for whom prior attainment at Key Stage 2 has been identified.

Related publications

SFR 08/2005 – National Curriculum Assessment and GCSE/GNVQ Attainment by Pupil Characteristics, in England, 2004

SFR 30/2005 – National Curriculum assessments of 7 year olds in England, 2005 (Provisional)

SFR 31/2005 – National Curriculum assessments of 11 year olds in England, 2005 (Provisional)

SFR 32/2005 – National Curriculum assessments of 14 year olds in England, 2005 (Provisional)

SFR 55/2005 – National Curriculum Assessments and Key Stage 1 to Key Stage 2 Value Added Measures for 11 year olds in England 2004/2005 (Revised)

SFR 02/2006 – GCSE and equivalent Examination Results and associated value added measures for Young People in England, 2004/2005 (Revised)

SFR 01/2006 – GCE/VCE A/AS Examination Results for Young People in England 2004/2005 (Revised)

Volume – Statistics of Education: Schools and Pupils in England – January 2005

<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000606/index.shtml>

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