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Key Stage 2 Attainment by Pupil Characteristics, in England 2009/10

INTRODUCTION

This Statistical First Release (SFR) provides provisional 2009/10 information on Key Stage 2 attainment by pupil gender, ethnicity, eligibility for free school meals (FSM), special educational needs (SEN) and English as an additional language (EAL). It provides the 2009/10 update to SFR 31/2009 published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000889/index.shtml> and includes final figures for 2005/06, 2006/07, 2007/08 and 2008/09. It reports on the proportion of pupils achieving the expected level at Key Stage 2 in English and maths, i.e. level 4 or above. Science tests were discontinued in 2010 and therefore no longer form part of this publication.

The figures contained within this publication are based on provisional data, they combine the information gathered through the School Census in January 2010 and the 2009/10 attainment data. It covers pupils in maintained schools including academies and City Technology Colleges and provides information at national and Local Authority (LA) level. Information on Key Stage 2 attainment, not looking at the full range of pupil characteristics, has already been published in August at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000949/index.shtml>. The revised version of that publication is due to be released on 14 December 2010.

In 2010, around 26% of the 15,518 maintained schools that were expected to administer the Key Stage 2 tests did not do so. The schools that did administer the test in 2010 are broadly representative of all schools at national level. Further details can be found in 'Data Quality and Coverage'.

HEADLINES

- In 2010, 73.5 percent of pupils attained the expected level in English and maths combined compared with 72.0 percent in 2009. This increase (previously reported in the provisional KS2 SFR at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000949/index.shtml>) has been replicated, to a greater and lesser extent, across many of the characteristics.
- A higher percentage of pupils of Chinese, Mixed White and Asian, Indian and Irish heritage reached the expected level than their peers in English and mathematics. A lower percentage of pupils of Black Caribbean, Any other black, Pakistani, Gypsy/Roma, Irish Traveller and Any other White heritage reached the expected level than their peers in English and mathematics.
- 69.1% of pupils for whom English is not their first language achieved the expected level in both English and mathematics. For pupils whose first language is English, the proportion rises to

74.3%. The gap in attainment between these two groups was 5.2 percentage points in 2010, compared with 7.6 percentage points in the previous year and 8.7 percentage points in 2006.

- 55.8% of pupils known to be eligible for free school meals achieved the expected level in both English and mathematics compared with 77.1% of those who were not known to be eligible. The gap in attainment between these two groups was 21.3 percentage points in 2010, compared with 22.1 percentage points in the previous year and 25.1 percentage points in 2006.
- The proportion of pupils with SEN without a statement who reached the expected level in both English and mathematics has risen from 33.9 percent in 2009 to 36.6 percent in 2010. The proportion of pupils with a statement who achieved the expected level in English and mathematics has decreased slightly from 13.3 in 2009 to 13.2 per cent in 2010.
- 76.1% of girls reached the expected level in both English and mathematics compared with 71.0% of boys; a gap in attainment of 5.1 percentage points. Since 2009, the attainment gap between boys and girls has increased by 0.1 percentage points.

KEY FIGURES

The following sections examine where the largest and smallest attainment gaps exist for each of the characteristics in turn, and look at how this has changed compared with the previous year. Readers are encouraged to consider the longer term trends as well as individual year-on-year changes. For this reason, figures for 2006 have also been included.

Gender

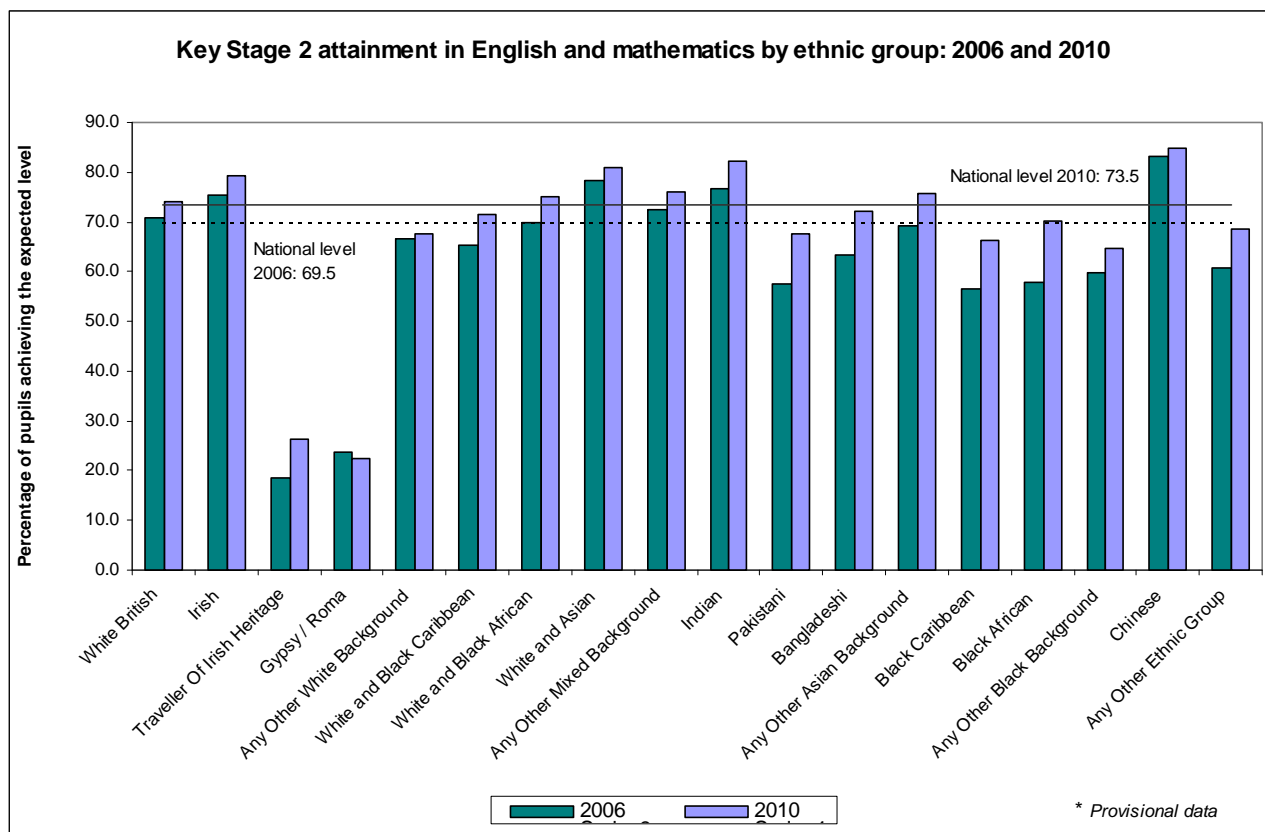
- Girls continue to outperform boys at Key Stage 2 in English, 85.0% of girls achieve the expected level compared to 75.8% of boys, a gap of 9.3 percentage points, down from 9.8 percentage points in 2008 and 10.2 percentage points in 2006.
- In mathematics, boys outperform girls but the gap is narrowing. 80.3% of boys achieve the expected level compared to 79.8% of girls, a gap of 0.5 percentage points, down from a gap of 1.1 percentage points last year.
- 71.0% of boys achieve the expected level in both English and mathematics compared to 76.1% of girls. This gap is fairly stable.

Ethnicity

The proportion of pupils achieving the expected level in both English and mathematics (level 4 or above) continues to vary between different ethnic groups.

- Pupils in the 'Chinese' category remain the highest achieving group. The proportion of pupils in the 'Chinese' category achieving at least the expected level in both English and mathematics is now 11.3 percentage points above the national average, in comparison to 9.8 percentage points in 2009.
- The attainment of all 'Black' pupils has narrowed to 5.1 percentage points below the national average, down from 7.8 percentage points in 2009 and 12.0 percentage points in 2006.
- The attainment of all 'White', 'Asian' and 'Mixed' pupils were closer to the national average.
- The proportion of pupils in the 'Gypsy/Roma' category reaching the expected level in

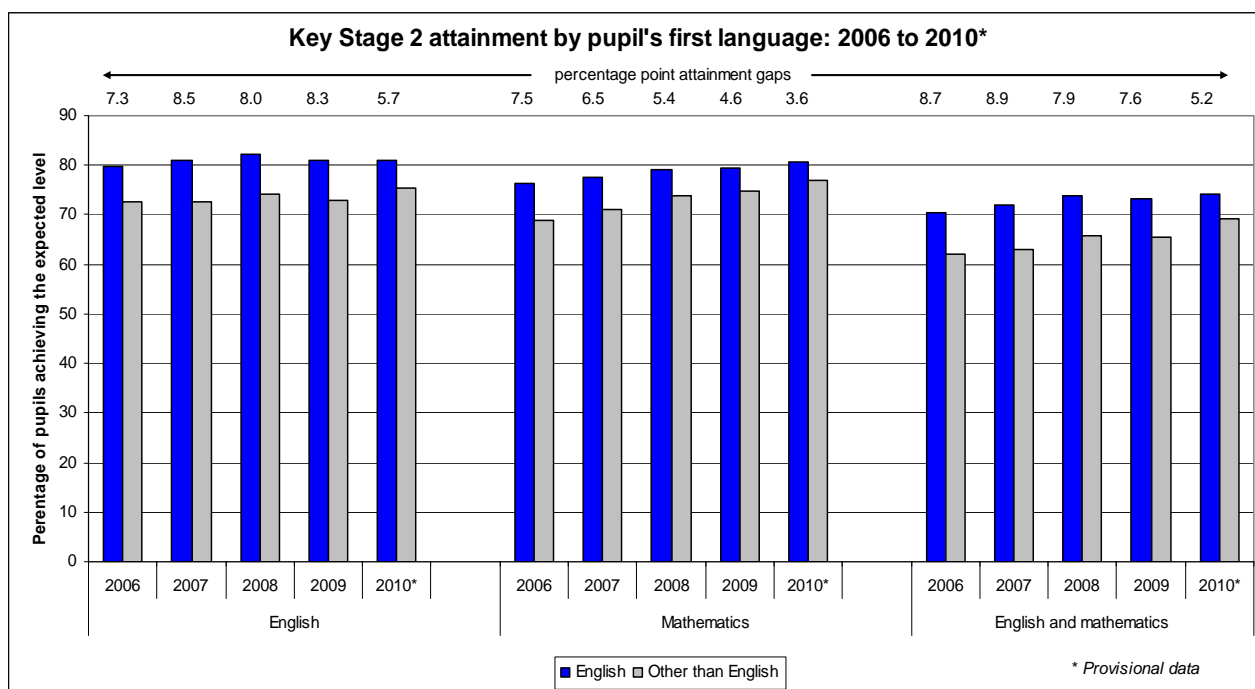
both English and mathematics has fallen from 25.0% in 2009 to 22.5% in 2010; a drop of 2.5 percentage points. However, owing to the relatively small number of pupils within this category, year on year changes are less robust than for other ethnic categories.



English as a first language

A higher proportion of pupils whose first language is English achieved the expected level or above in comparison to those with English as an additional language in each of the Key Stage 2 subject areas.

- In English, 81.1 percent of pupils whose first language is English achieved the expected level compared with 75.4 percent of pupils whose first language was not English (a gap of 5.7 percentage points).
- The attainment gap is smaller for mathematics tests where 77.0 percent of pupils whose first language is English achieved the expected level, compared with 80.6 percent of pupils whose first language was not English (a gap of 3.6 percentage points).
- The attainment gap is greater in English than it is in mathematics tests. However, the attainment gap has narrowed since 2009 in both subjects.



Free school meals

The gap in attainment between those pupils known to be eligible for free school meals and those not eligible for free school meals in 2010 has stayed at a similar level to 2009. 55.8 percent of pupils eligible for free school meals reached the expected level in English and mathematics compared with 77.1 percent of pupils who were not eligible. This results in an attainment gap of 21.3 percentage points.



Amongst those pupils eligible for free school meals, a higher proportion of some ethnic groups achieve the expected level in English and mathematics than others, for example:

- 50.1 percent of 'White British' boys eligible for free school meals achieved the expected level in both English and mathematics compared to the national average of 73.5 percent (all pupils). This is a 23.4 percentage point attainment gap, compared with a 23.8 percentage

point gap in the previous year.

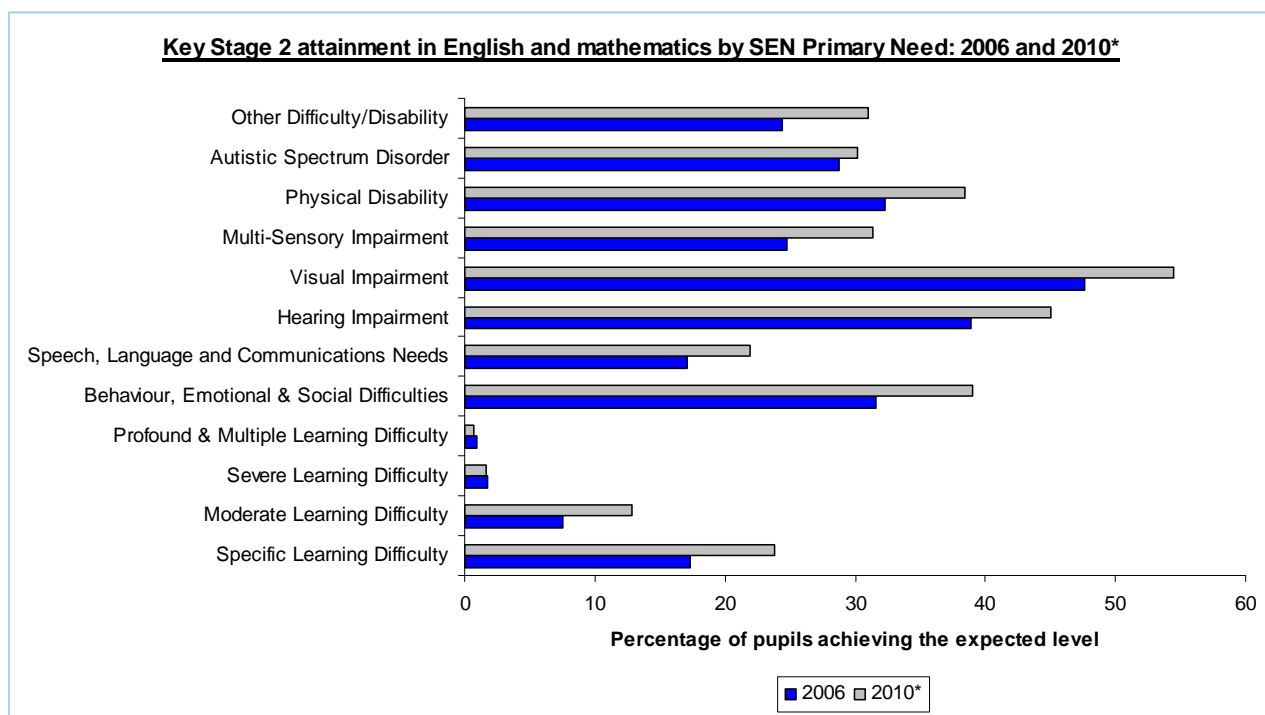
- 56.4 percent of 'Black' boys eligible for free school meals achieved the expected level in English and mathematics compared with the national average of 73.5 percent (all pupils). This is a 17.1 percentage point attainment gap, compared with a gap of 20.0 percentage points in 2009.

Special education needs

Combining the SEN categories into one group, 33.4 percent of all pupils with SEN achieved level 4 or above in both English and mathematics in 2010, this compares to 87.2 percent of pupils with no identified SEN. The attainment gap between pupils with SEN and those without is now 53.8 percentage points.

Where a pupil is supported by School Action Plus or has a statement of SEN, their primary need is also recorded showing, for example:

- 54.5 percent of pupils whose primary need was visual impairment reached level 4 or above in Key Stage 2 English and mathematics, 19.0 percentage points below the national average.
- 45.0 percent of pupils whose primary need was hearing impairment reached level 4 or above in Key Stage 2 English and mathematics, 28.6 percentage points below the national average.



Income Deprivation Affecting Children Indices (IDACI)

Deprived areas are defined by the Income Deprivation Affecting Children Indices (IDACI) 2007 (see the technical notes for more details). 63.8 percent of pupils in the most deprived 10% of areas achieved the expected level in English and mathematics compared with 85.6 percent in the least deprived 10% of areas. The attainment gap between the most and least deprived areas for English and mathematics was 21.8 percentage points in 2010 compared with 23.7 percentage

points in 2009, but both the most deprived 10% and the least deprived 10% of areas had a smaller proportion of pupils achieving the expected level.

Local Authorities (LAs)

Looking at the proportion of pupils achieving the expected level across all LAs in 2010 reveals wide variability in each of the attainment gaps.

On some occasions, the picture in a particular LA may appear contrary to the national picture. When interpreting LA level figures for one particular characteristic, it is important to also consider the characteristics profile of that LA and the effect that might have. Readers are also reminded that these are provisional data and that figures at LA level may be based on small numbers - conclusions drawn from groups with small numbers should be treated with caution.

Several LAs have been suppressed where it was deemed that the pupils taking the tests were not representative of the LA as a whole, due to the fact that many schools did not administer the tests this year. The decision to suppress these figures was based on extensive analysis of the breakdown of the groups in each LA (see Technical Note 5).

CONFIDENTIALITY AND SUPPRESSION

The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality. An 'x' indicates that a figure has been suppressed due to small numbers. Values of less than 3, or a rate based on less than 3 pupils who achieved (or did not achieve) a particular level are suppressed. Some additional figures have also been suppressed to prevent the possibility of a suppressed figure being revealed. This suppression is consistent with the Departmental statistical policy which can be found at:

http://www.education.gov.uk/rsgateway/ns_confidentiality.pdf.

TRANSPARENCY

As part of a Government drive for data transparency in official publications, supporting data for this publication will be published in an open standardised format. The exact date for the publication of this material will be advertised on the Research and Statistics gateway in due course.

DATA QUALITY AND COVERAGE

The figures reported in this release for National Curriculum tests are based upon those papers that were returned by schools for marking to the QCDA's contracted external marking agency. These results cover 73% of the papers expected to be externally marked for pupils in maintained schools, reflecting 4,005 maintained schools that were expected to participate in the Key Stage 2 tests but did not. This represents approximately 26% of the 15,518 maintained schools who were expected to administer the tests. The Department's Head of Profession for Statistics has determined that a sufficient volume of results is available to give a representative estimate of achievement nationally, but has advised that caution needs to be exercised in over-interpreting small changes between years and between groups. Local figures are accompanied by a coverage indicator and where results are not representative figures have been suppressed.

This year 203 schools in ten LAs took part in a pilot of Single Level Tests in mathematics (taken in mid-June). These schools did not take part in the standard National Curriculum Tests in mathematics. The results of Single Level Tests are available later than National Curriculum Tests and so were not available in time to be included in this release.

From 2010, KS2 science tests for the whole cohort have been discontinued. Schools are still required to provide teacher assessments, the results of which are published at <http://www.education.gov.uk/rsgateway/DB/SFR/s000949/index.shtml>. Externally-marked science sampling at the end of KS2 has been introduced from 2010, and the results are published at <http://www.education.gov.uk/rsgateway/DB/SFR/s000948/index.shtml>. However, the science sampling tests are not suitable for use in this SFR due to their limited coverage.

REVISIONS

Figures for 2010 in this publication are provisional. Additional LA tables based on revised data are due to be released in Spring 2011 as part of this SFR. These tables will provide a more up to date version of attainment by ethnicity, FSM eligibility and SEN status for each LA. Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at http://www.education.gov.uk/rsgateway/ns_revisions.pdf.

NATIONAL STATISTICS PUBLICATION

National Statistics are produced to high professional standards set out in the *National Statistics Code of Practice*. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

YOUR FEEDBACK

In response to previous feedback, we have included additional cross-tabulations and more detailed technical notes. Please contact William Spry at william.spry@education.gsi.gov.uk if you have comments on the content or presentation of this release so that we can take account of your needs in future editions.

TABLES

All figures for this publication are provided in an Excel workbook on the DfE website:
<http://www.education.gov.uk/rsgateway/DB/SFR/s000972/index.shtml>.

The summary table and tables 1 to 6 show figures for each subject, gender and year (2006 to 2010).

Summary:	Percentage of pupils achieving level 4 or above at Key Stage 2
Table 1:	Percentage of pupils achieving each separate level at Key Stage 2
Table 2a:	Percentage of pupils achieving level 4 or above by ethnicity and free school meal eligibility
Table 2b:	Percentage of pupils achieving level 4 or above by SEN provision and free school meal eligibility
Table 2c:	Percentage of pupils achieving level 4 or above by SEN provision and ethnicity
Table 3:	Percentage of pupils achieving level 4 or above by ethnicity and Local Authority area
Table 4:	Percentage of pupils achieving level 4 or above by language and Local Authority area
Table 5:	Percentage of pupils achieving level 4 or above by school meal eligibility and Local Authority area
Table 6:	Percentage of pupils achieving level 4 or above by SEN provision and Local Authority area

Pupil residency-based tables

Table A1:	Achievements at the expected level in Key Stage 2 by IDACI decile of pupil residence, 2007/08 to 2009/10 (provisional)
Table A2:	Achievements at the expected level Key Stage 2 by by degree of rurality of pupil residence, 2007/08 to 2009/10 (provisional)
Table A3:	Achievements at the expected level in Key Stage 2 by Local Authority District and Government Office Region of pupil residence, 2007/08 to 2009/10 (provisional)
Table A4:	Achievements at the expected level in Key Stage 2 by IDACI decile and degree of rurality of pupil residence, 2007/08 to 2009/10 (provisional)

TECHNICAL NOTES

Data source and coverage

1. The figures in this publication are taken from the National Pupil Database (NPD) which is a longitudinal database linking pupil/student characteristics to school and college learning aims and attainment information for all children in maintained schools in England. KS2 NPD data are created when pupils' KS2 attainment records are 'matched' to their corresponding Census records and prior attainment records by a matching contractor, using fields such as Surname, Forename, Date of Birth, UPN and Gender. This successfully matches around 60-75% of pupils. Additional, more complex, routines are then applied to match as many of the remaining pupils as possible, up to around 97-98%.
2. The KS2 NPD extract used in the production of the tables in this SFR links KS2 test information with the pupils' Census characteristics at the end (2010) of the Key Stage.
3. Further information on the NPD, including a 2010 KS2 User Guide, can be found at: <http://www.bristol.ac.uk/cmpo/plugin/> . Requests for NPD extracts can be made to the Department by sending an email to npd.requests@education.gsi.gov.uk .
4. This SFR covers maintained schools only, including academies and CTCs and excluding independent schools, independent special schools, and non-maintained special schools.
5. Figures for several local authorities have been suppressed in tables 3 – 6 where it was deemed the data was not representative of the LA as a whole due to some schools not administering the tests. In addition to LAs already identified in the main SFR, the pupil characteristics profile of the remaining LAs has been checked to make sure that it is representative. The procedure was based on a series of chi square tests for each LA where the breakdown of characteristics was compared against how the breakdown would have been if all the schools had administered the tests.
6. In April 2009, Cheshire was replaced by the new Local Authorities of 'Cheshire East', and 'Cheshire West and Chester'. Bedfordshire was replaced by the new Local Authorities of 'Bedford' and 'Central Bedfordshire'. This SFR reports on the post April 2009 Local Authority structure. Figures for 2006, 2007 and 2008 have been recast on the basis of the post April 2009 Local Authority structure to allow comparison over time. Therefore all 152 LAs in existence in 2009 are also listed in the earlier years.
7. The residency of 4,264 children in 2008, 3,901 in 2009 and 2,302 in 2010 is unknown due to missing or invalid postcode information. These children are excluded from the figures in tables A1 to A4.

Pupil Level Characteristics information

8. The pupil level characteristic information within this SFR is derived from census returns made by schools during a single selected period of the school day and provided to the Department in January each year. School census information for January 2010 has already been published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml> and detailed information on the coding of ethnicity, SEN, FSM and EAL can be found in the technical notes of that SFR.

National Curriculum Attainment information

9. Key Stage National Curriculum assessments are reported at the end of Key Stage 2 by tests in English, mathematics and science. The tests at Key Stage 2 measure pupils' attainment against the levels set by the National Curriculum. Level 4 is the level expected of most pupils at the end of Key Stage 2. Key Stage 2 assessment statistics have already been published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000949/index.shtml> and detailed information about these tests can be found in the technical notes of that SFR.

10. At Key Stage 2, the calculations showing the percentage of pupils achieving the expected level are based on pupils who are eligible for the tests. The denominator for these calculations includes pupils who were working below the level of the tests, unable to access the tests, took the test but failed to register a level, or were absent. Pupils with missing results are not included in the calculations at either national or LA level.

Indicators of Deprivation

Income Deprivation Affecting Children Index (IDACI)

IDACI is provided by the Department for Communities and Local Government (DCLG). The index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA.

IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation 2007. Each SOA is given a score showing the percentage of children aged under 16 that live in families that are income deprived, ie they are in receipt of certain benefits and their equivalised income is below 60% of median before housing costs. Further information about IDACI can be found on the DCLG website at: <http://www.communities.gov.uk/publications/communities/indicesdeprivation07>.

IDACI bands for 2008, 2009 and 2010 are based on 2007 IDACI scores. Care should be taken when comparing to IDACI tables for 2007 and earlier, which are based on 2004 IDACI scores.

The figures contained within this publication are based on provisional data, they combine the information gathered through the School Census in January 2010 and the 2009/10 attainment data.

National figures in this SFR for the gaps in attainment are quoted to 1 decimal place. For transparency of calculation, the overall attainment figures from which the gaps are derived are also shown to 1 decimal place. All LA figures are quoted to whole percentages. Readers are reminded that small changes may not be significant and, particularly where some groups have small numbers of eligible pupils, year-on-year comparisons should be treated with caution.

PRODUCING FIGURES IN THIS PUBLICATION

Removing pupils that are not eligible

Before any figures can be calculated, certain pupils need to be removed from the data.

All pupils appear on the National Pupil Database, regardless of whether their school did not administer the tests. So the first step in producing the figures for this SFR was to remove all pupils from the data that attend a school that did not sit the tests. A list of all schools that did not administer the tests can be found at:

<http://www.education.gov.uk/inthenews/inthenews/a0061484/key-stage-2-test-results-released>.

Pupils are only eligible for figures relating to English or mathematics if they have a valid level in that subject. Pupils that do not have a valid level for a certain subject are excluded, so they do not appear in the number of eligible pupils or in the percentage achieving figures for that subject.

The valid levels are 2, 3, 4, 5, absent, maladministration, 'working below the level of the test', 'unable to access the test' or 'failed to register a level'.

This SFR covers pupils who attended maintained schools, including all age schools deemed as secondary schools, maintained special schools, academies and City Technology Colleges. It excludes pupils who attended independent schools, independent special schools, pupil referral units and non-maintained special schools.

Tables 3-6 are based on the Local Authority that maintains the school where the pupils attend. Therefore where a pupil resides is not relevant to these tables. Tables A1-A4 however are based on the postcode that each pupil resides in. These tables do not include pupils with missing or invalid postcode information or pupils that live outside of England. Therefore, for example, if a pupil lives in Wales but attends a school in England, they contribute to the figures in the "Summary" table and Tables 1-6 but not in Tables A1-A4.

Duplicates

Occasionally, a pupil will appear more than once on the School Census, resulting, for example, from a change of school, or dual registration. Rules for deriving the main School Census record have been agreed to eliminate these duplicates. It is also possible when matching to prior attainment data that a pupil appears more than once, for example, having undergone assessments at more than one school, retaking assessments, or where a pupil has been claimed by two schools or Local Authorities. In these cases, 1 record is derived for each pupil, combining elements of different records.

Published figures

There are two types of figures in this publication:

1. The total number of eligible pupils in a given group.
2. The percentage of this group that attained a certain level in the given subject.

Percentages are rounded to 1 decimal place in the "Summary" table and Tables 1-2c, whereas whole percentages are given in Tables 3-6. In Tables A1-A4, percentages are given to 1 decimal place, with the exception of Local Authority Districts in Table A3 where whole percentages are given. The underlying figures used to calculate these percentages will be published in due course at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000972/index.shtml>.

There are some pupils for whom ethnicity was not obtained, refused or could not be determined. These pupils appear as "unclassified" in the "Summary" table, Table 1, Table 2a and Table 2c. These pupils are not shown explicitly in Table 3 but they are still eligible for the results and

contribute to the “All pupils” figures. Therefore, adding together the number of pupils in each ethnic category of Table 3 will not equal the total number of pupils.

Likewise, there are pupils for whom first language, FSM eligibility or SEN status was not recorded. They appear as “unclassified” in the “Summary” table and Tables 1-2c and contribute to the “All pupils” figures for Tables 4-6 respectively.

Table 1 gives percentages by each level, the remaining tables give the percentage of eligible pupils that achieved the expected level. At Key Stage 2, the expected level is Level 4 or higher. Therefore, for English or mathematics, the percentage achieving the expected level is calculated by summing all of the pupils that achieved Level 4 or 5 and dividing this by the total number of eligible pupils (including those that were absent, disapplied or ‘working towards Level 2’). To reach the expected level in “English & mathematics” a pupil has to have reached level 4 or 5 in both subjects.

Worked example

Level for Reading	2	3	4	5	Absent	Disapplied	Working Below the level	Missing
Number of pupils	6	15	46	32	2	1	2	3

In the example above there are 107 pupils but 3 of them are recorded as “Missing” which is not a valid level, so there are 104 eligible pupils. The percentage achieving the expected level would be calculated as:

$$\frac{(46 + 32)}{(6 + 15 + 46 + 32 + 2 + 1 + 2)} \times 100 = \frac{78}{104} \times 100 = 75\%$$

RELATED PUBLICATIONS

Foundation Stage Profile Attainment by Pupil Characteristics in England, 2009/10:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000979/index.shtml>.

Key Stage 1 Attainment by Pupil Characteristics in England 2009/10:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000968/index.shtml>.

GCSE and Equivalent Attainment by Pupil Characteristics in England 2009/10:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000977/index.shtml>.

Schools, Pupils and their Characteristics, January 2010:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>.

Early Years Foundation Stage Profile Results in England, 2009/10:

<http://www.education.gov.uk/rsgateway/DB/SFR/s000961/index.shtml>.

National Curriculum Assessments at Key Stage 1 in England, 2009/10 (Provisional):

<http://www.education.gov.uk/rsgateway/DB/SFR/s000947/index.shtml>.

National Curriculum Assessments at Key Stage 2 & 3 in England 2009/10 (Provisional):

<http://www.education.gov.uk/rsgateway/DB/SFR/s000949/index.shtml>.

National Curriculum Assessments at Key Stage 2 in England 2009/10 (Revised):

<http://www.education.gov.uk/rsgateway/DB/SFR/s000975/index.shtml>.

GCSE and Equivalent Results in England, 2009/10 (Provisional):
<http://www.education.gov.uk/rsgateway/DB/SFR/s000963/index.shtml>.

ENQUIRIES

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