

Chapter 4 – How does progression vary between Key Stages for pupils with special educational needs?

Introduction

This chapter looks at the proportion of pupils at maintained mainstream schools with special educational needs who made the expected level of progress in attainment levels between Key Stage 1 (mainly pupils aged 7) and Key Stage 2 (mainly pupils aged 11). The chapter also looks at progression between Key Stage 2 and Key Stage 4 (mainly pupils aged 16).

See Data Annex 4 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at: <http://www.education.gov.uk/rsgateway/DB/STA/t000965/index.shtml>. All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 4 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year. All findings in this chapter refer to pupils at maintained mainstream schools only.

Chapters 2, 3 and 5 contain further information on the attainment of pupils with special educational needs. In the corresponding chapter of the previous publication in the series entitled **Children with Special Educational Needs 2009: an analysis** there was information on progression and attainment by month of birth. Analysis on the latter of these topics has not been repeated in this publication as the findings are unlikely to change between 2008 and 2009.

Progression between Key Stages 1 and 2

Key findings

Provision of special educational needs

Pupils with special educational needs are less likely to achieve expected levels of progress compared to their peers. In 2009, 85 per cent of those with no special educational needs made the expected two levels of progress in English between Key Stages 1 and 2, compared to 78 per cent of those at School Action, 70 per cent of those at School Action Plus and 55 per cent for those with statements.

In 2009, 87 per cent of those with no special educational needs made two levels of progress in maths between Key Stages 1 and 2, compared to 65 per cent of those at School Action, 60 per cent of those at School Action Plus and 53 per cent for those with statements.

Primary need

Of those with statements in 2009, pupils with visual impairments (74 per cent in English and 72 per cent in maths) were most likely of all the primary need groups to achieve the expected progress.

Progress between Key Stages 1 and 2 by provision of special educational need

Chapter 2 contains details of the varying levels of attainment which are achievable at Key Stages 1 and 2. This section of Chapter 4 considers pupils at the end of Key Stage 2 at maintained mainstream schools in England in years 2007 to 2009, and shows the percentage that made two levels of progress from their attainment level at Key Stage 1. This is considered the expected level of progress between ages 7 and 11. Progression results are shown between Key Stage 1 and 2 in this section for both English and maths. Please see Data Annex 4 for more thorough information on how progression is defined and for details on exactly which pupils are eligible. Web based Table 4.1 contains the data used throughout this section.

Figure 4.1 shows the percentage of pupils who made the expected progression in English between Key Stages 1 (mainly pupils aged 7) and 2 (mainly pupils aged 11) in years 2007 to 2009. It compares progress by provision for need (pupils at School Action, School Action Plus and those with statements of special educational needs). Special educational need provision information is taken from the January of the Key Stage 2 academic year in question.

Pupils with no special educational needs were most likely, of all the special educational need provisions, to make the expected progress in English between Key Stages 1 and 2. Pupils at School Action were next most likely to achieve this level of progress, ahead of pupils at School Action Plus, while those with statements were least likely to make this level of progress. In 2009, 85 per cent of those with no special educational needs made two levels of progress in English between Key Stages 1 and 2, compared to 78 per cent of those at School Action, 70 per cent of those at School Action Plus and 55 per cent for those with statements. Over the three year period from 2007 to 2009 progression rates in English between Key Stages 1 and 2 remained broadly the same for pupils of each provision of special educational needs.

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Figure 4.1: Percentage of pupils at maintained mainstream schools making two levels of progress between Key Stage 1 and 2 in English by provision for special educational need in years 2007 to 2009

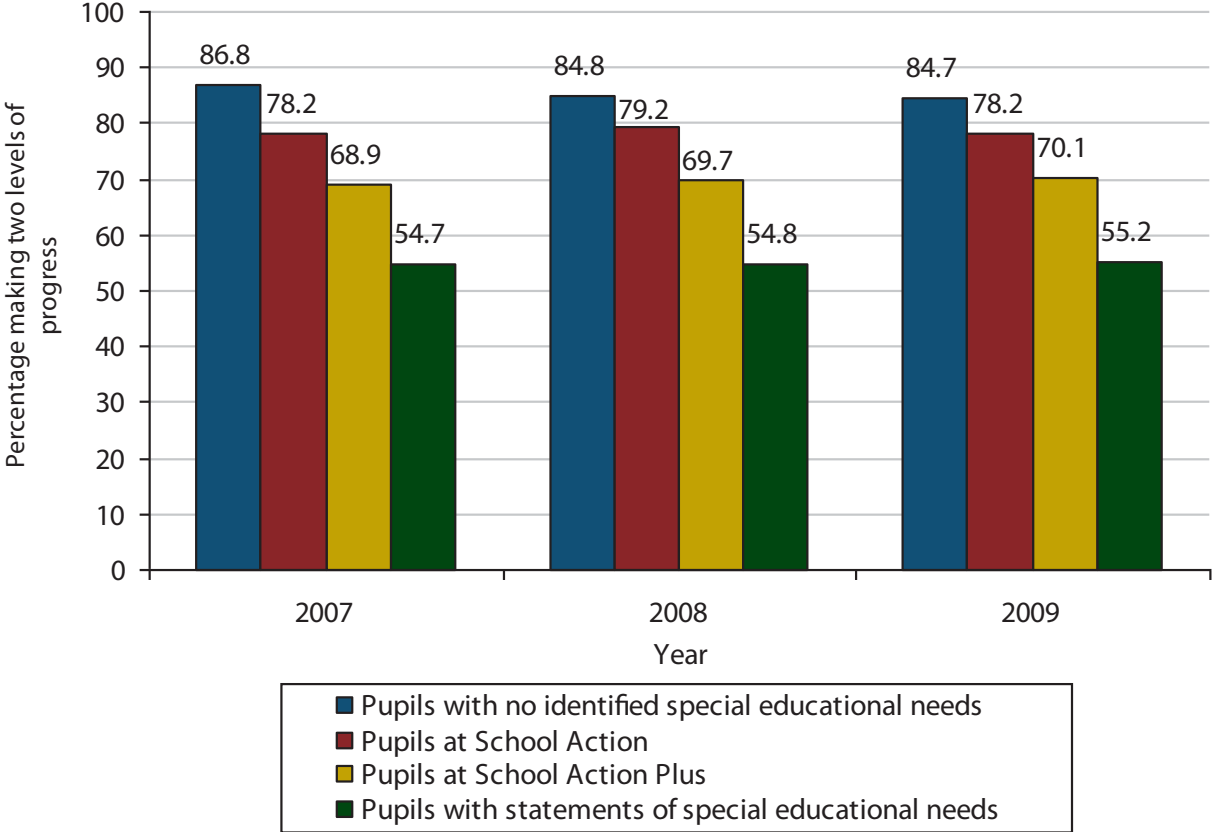
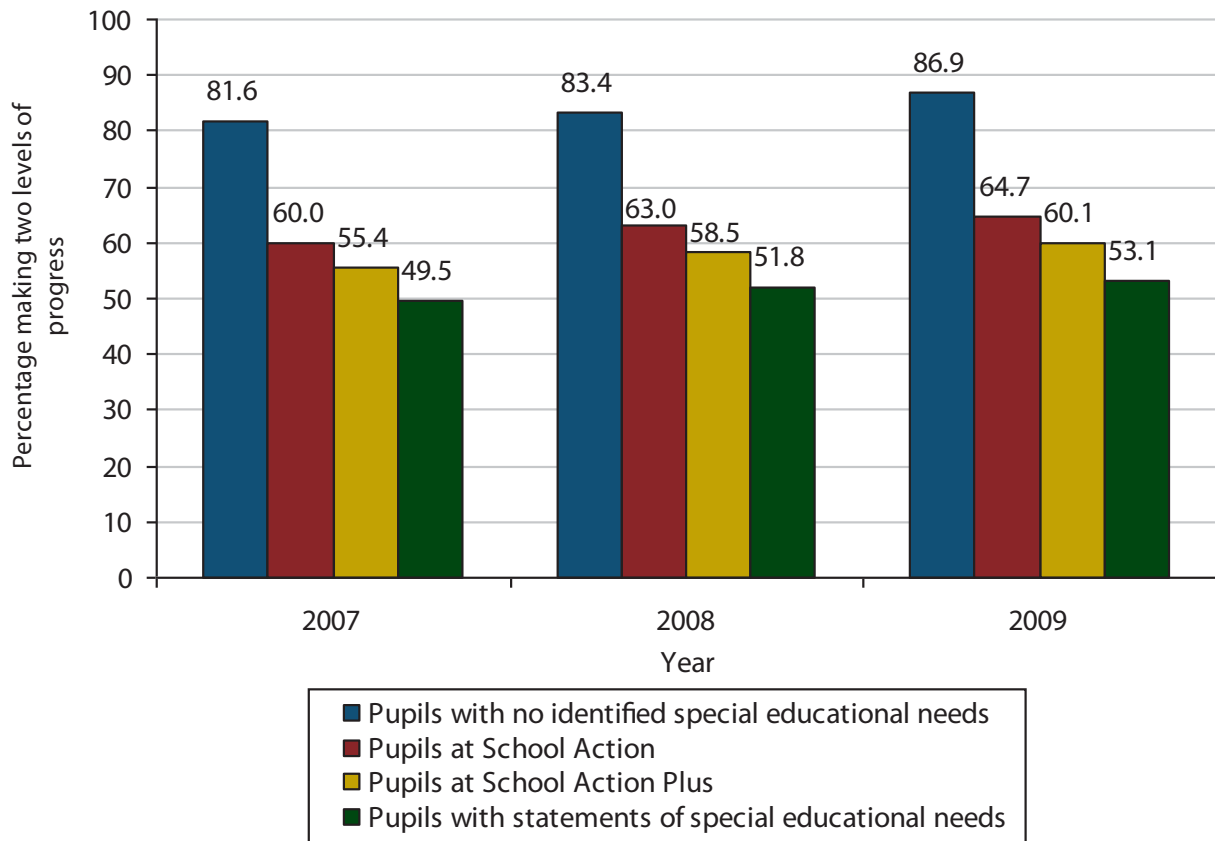


Figure 4.2 shows the percentage of pupils who made the expected level of progression in maths between Key Stages 1 and 2 in 2007 to 2009. Pupils with no special educational needs were again most likely of all the provisions of special educational needs to make the expected progress in maths between Key Stages 1 and 2, while those with statements were least likely. In 2009, 87 per cent of those with no special educational needs made two levels of progress in maths between Key Stages 1 and 2, compared to 65 per cent of those at School Action, 60 per cent of those at School Action Plus and 53 per cent for those with statements. Over the three year period from 2007 to 2009 progression rates in maths between Key Stages 1 and 2 increased for pupils of each provision of special educational needs. However, the increase for pupils with special educational needs was very similar to that of their peers, meaning that the gap between the groups have remained more or less unchanged.

Figure 4.2: Percentage of pupils at maintained mainstream schools making two levels of progress between Key Stage 1 and 2 in maths by provision for special educational need in years 2007 to 2009



Figures 4.1 and 4.2 show that for pupils with no special educational needs and statements of special educational needs progression rates were similar for both English and maths in 2009. However, pupils at School Action and School Action Plus were more likely to achieve the expected progress level in English compared to maths. Chapter 2 shows that pupils at School Action and School Action Plus were much less likely to achieve the expected levels at Key Stage 1 in reading and writing compared to maths, while the proportions achieving the expected level in English and maths at Key Stage 2 were much closer. The greater likelihood of progression in English compared to maths between the Key Stages may therefore be due to starting from a lower level in English and therefore having more scope for improvement.

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Progress between Key Stages 1 and 2 by primary need

As previously noted, pupils at School Action Plus were generally more likely to achieve the expected progress in English compared to maths between Key Stages 1 and 2 and Figure 4.3 confirms this finding. Figure 4.3 shows the percentage of pupils at School Action Plus making two levels of progress between Key Stage 1 and 2 by subject and primary need in 2009. For ten out of the twelve primary need groups, pupils were more likely to make the expected progress in English compared to maths, with the only exceptions being those with profound and multiple learning difficulties and autistic spectrum disorder. However, percentages for those with profound and multiple learning difficulties and multi-sensory impairments should be treated with caution due to low numbers of pupils in these groups.

Figure 4.3: Percentage of pupils at maintained mainstream schools at School Action Plus making two levels of progress between Key Stage 1 and 2 by subject and primary need in 2009

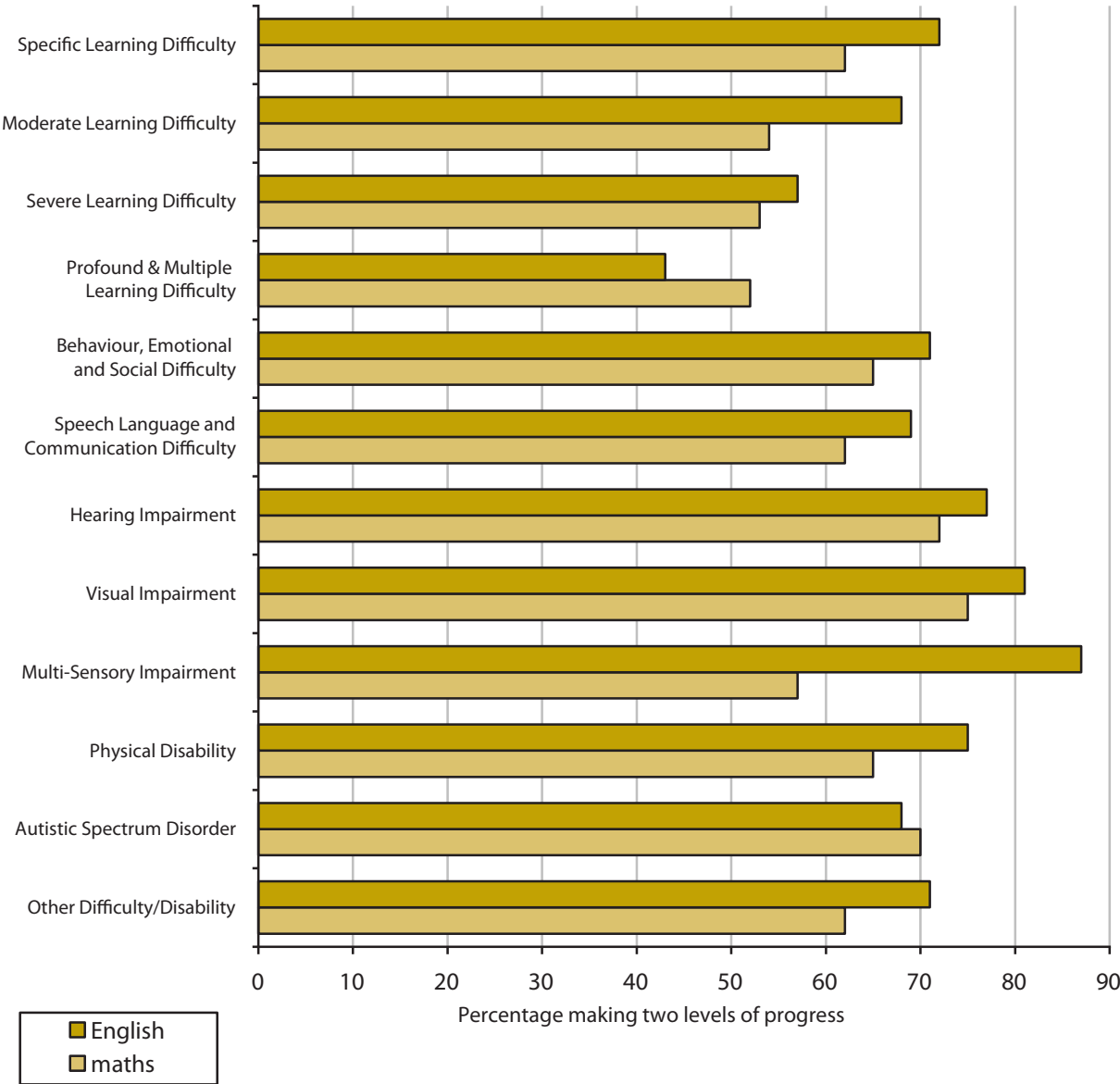


Figure 4.3 shows that School Action Plus pupils with visual impairments (81 per cent in English and 75 per cent in maths) were most likely of all the primary need groups to achieve the expected progress in each of English and maths, while those with severe learning difficulties (57 per cent in English and 53 per cent in maths) were least likely to.

Figure 4.4 shows the percentage of pupils with statements making two levels of progress between Key Stage 1 and 2 by subject and primary need in 2009. Pupils were more likely to make the expected progress in English compared to maths in all but two of the primary need types, with the only exceptions being those with severe learning difficulties and autistic spectrum disorder. A wider variation exists in progression rates by primary need for pupils with statements compared to pupils at School Action Plus. However, across the primary need groups there was much less variation when comparing progression rates in English to maths for those with statements compared to those at School Action Plus. The smallest difference between the progression rates at School Action Plus and those with statements occurred for those with visual impairments and the largest difference occurred for those with severe learning difficulties.

There are fewer than 100 pupils with profound and multiple learning difficulties or multi-sensory impairments and the above comparisons do not therefore include these groups (although the figures are large enough to be published in Figures 4.3 and 4.4).

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Figure 4.4: Percentage of pupils at maintained mainstream schools with statements making two levels of progress between Key Stage 1 and 2 by subject and primary need in 2009

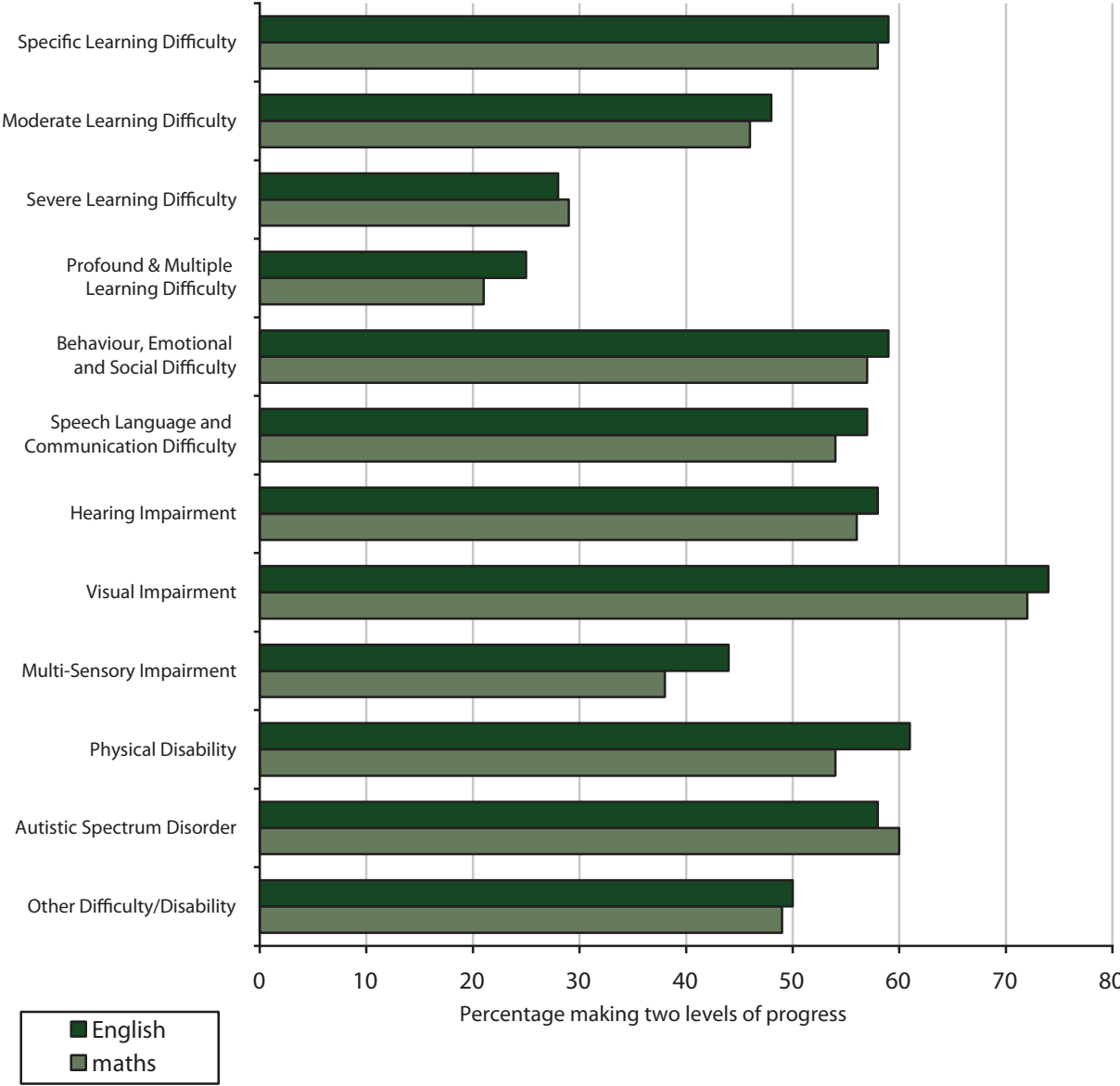


Figure 4.4 shows that pupils with visual impairments (74 per cent in English and 72 per cent in maths) were most likely, of all the primary need groups, to achieve the expected progress, while those with severe learning difficulties (28 per cent in English and 29 per cent in maths) were least likely to achieve this. These findings do not consider percentages for those with profound and multiple learning difficulties and multi-sensory impairments due to low numbers of pupils in these groups. **Chapter 2** showed that pupils with visual impairments and hearing impairments were most likely to achieve the expected levels compared to other primary need groups, so it is not surprising that these two groups make good progress between Key Stages. Chapter 2 also showed that those with severe learning difficulties were less likely to achieve expected levels, so it is again unsurprising that these pupils are less likely to make the expected progress between the Key Stages.

Progression between Key Stages 2 and 4

Key findings

Provision of special educational needs

Pupils with special educational needs are less likely to achieve expected levels of progress compared to their peers. In 2009, 72.9 per cent of those with no special educational needs made the expected progress in English between Key Stages 2 and 4, compared to 46.6 per cent of those at School Action, 34.2 per cent of those at School Action Plus and 40.4 per cent for those with statements. All findings in this chapter refer to pupils at maintained mainstream schools only.

In 2009, 67.0 per cent of those with no special educational needs made the expected progress in maths between Key Stages 2 and 4, compared to 36.1 per cent of those at School Action, 24.3 per cent of those at School Action Plus and 27.8 per cent for those with statements. These findings show that those with statements were more likely to achieve the expected progress in both English and maths than those at School Action Plus.

Primary need

Of those with statements in 2009, pupils with visual impairments (57.4 per cent) were most likely, of all the primary need groups, to achieve the expected progress in English. In maths, pupils with autistic spectrum disorder (48.9 per cent) were most likely, of all the primary need groups, to achieve the expected progress.

Progress between Key Stages 2 and 4 by provision of special educational need

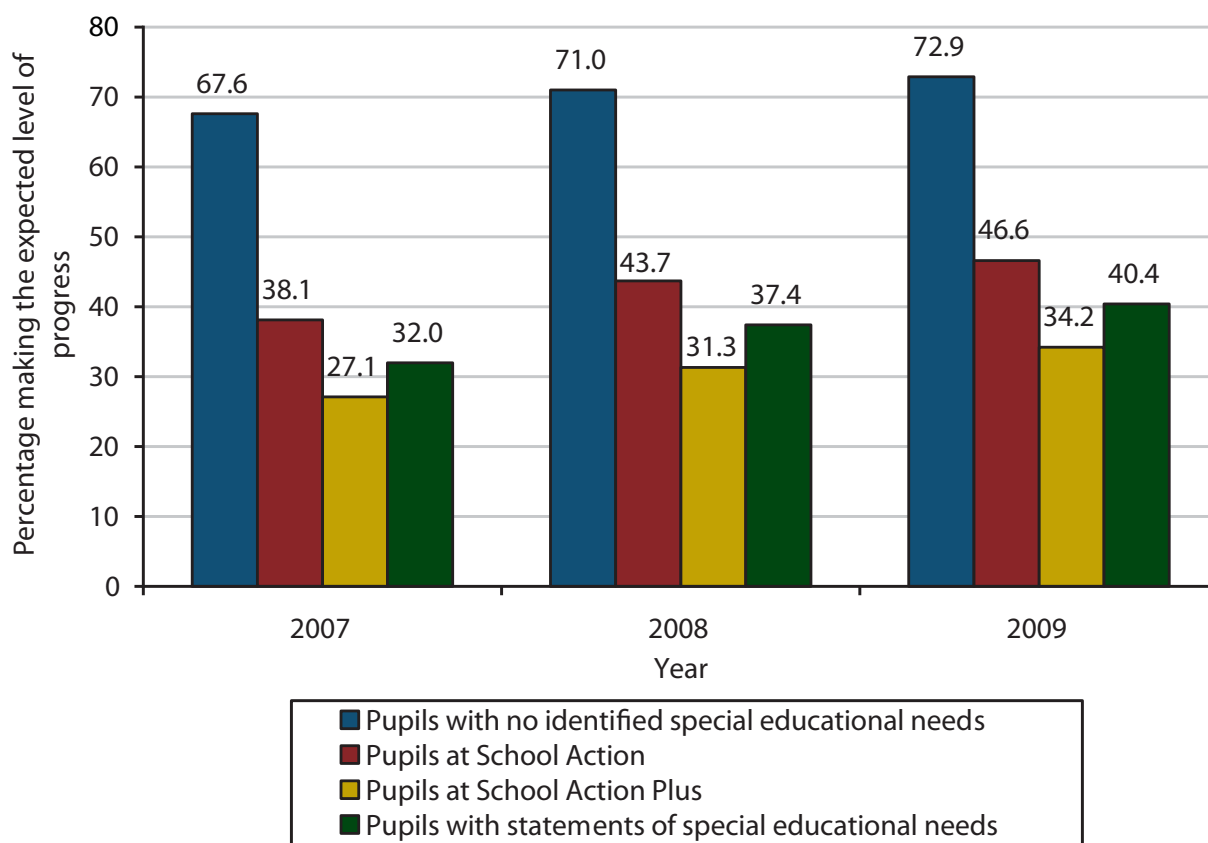
This section of Chapter 4 considers pupils at the end of Key Stage 4 at maintained mainstream schools in England between 2007 and 2009, and shows the percentage that made the expected level of progression from their attainment level at Key Stage 2. Progression results are shown between Key Stage 2 and 4 in this section for both English and maths. Please see Data Annex 4 for more thorough information on how progression is defined and for details on exactly which pupils are eligible. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in mathematics by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject (other examples of achieving the expected progress would include: progressing from a 1 at Key Stage 2 to an F at Key Stage 4, or from a 3 to D or 5 to B). Web based Table 4.2 contains the data used throughout this section.

Figure 4.5 shows the percentage of pupils who made the expected level of progression in English between Key Stages 2 (mainly pupils aged 11) and 4 (mainly pupils aged 16) in 2007, 2008 and 2009. It compares progress by provision for need. Special educational need provision information is taken from the January of the Key Stage 4 academic year in question.

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Pupils with no special educational needs were most likely, of all the special educational need provisions, to make the expected level of progression in English between Key Stages 2 and 4. Pupils at School Action were next most likely to achieve this level of progress. However, unlike the Key Stage 1 to 2 progression results, those with statements were more likely to make the expected level of progress compared to those at School Action Plus between Key Stages 2 and 4. In 2009, 72.9 per cent of those with no special educational needs made the expected progress in English between Key Stages 2 and 4, compared to 46.6 per cent of those at School Action, 34.2 per cent of those at School Action Plus and 40.4 per cent for those with statements.

Figure 4.5: Percentage of pupils at maintained mainstream schools making the expected progress between Key Stage 2 and 4 in English by provision for special educational need in years 2007 to 2009

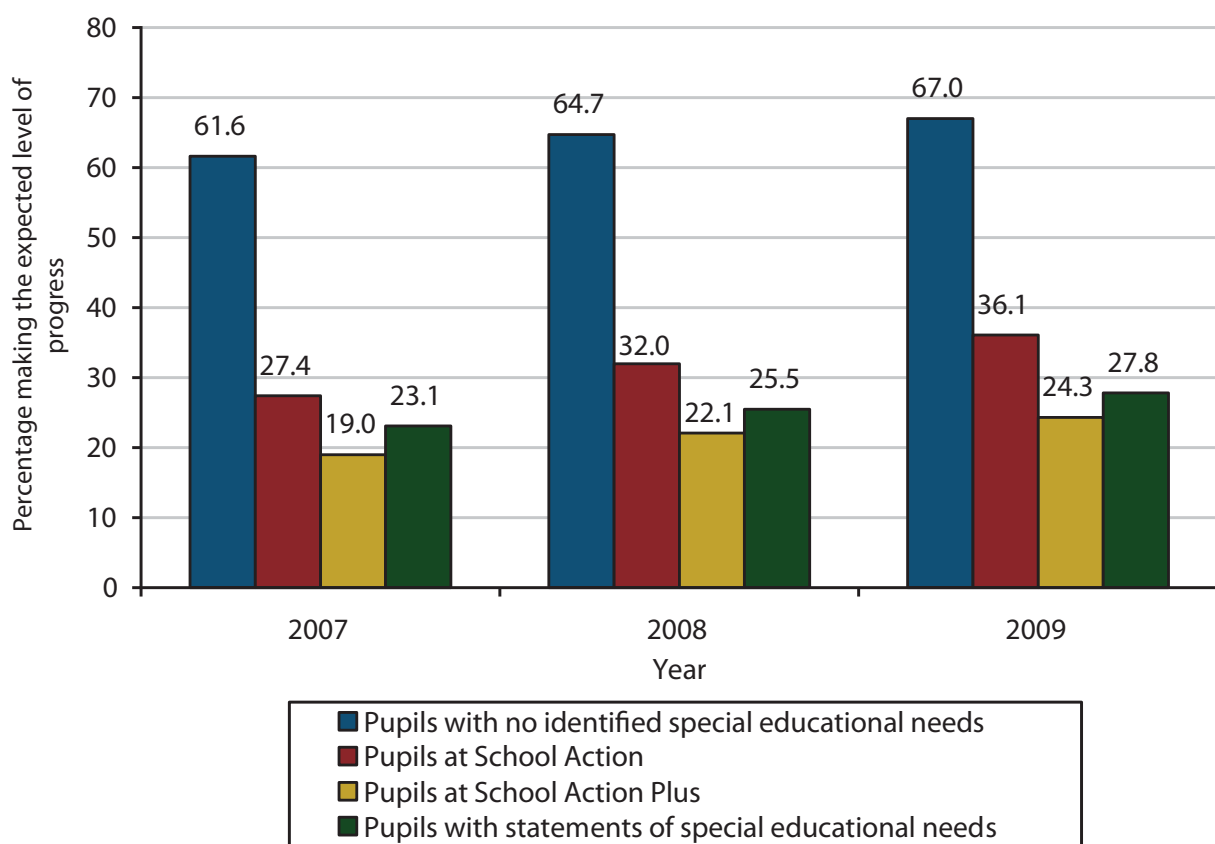


Between 2007 and 2009 progression rates in English between Key Stages 2 and 4 increased for all special educational need provisions, with the largest increases occurring at School Action (from 38.1 per cent in 2007 to 46.6 per cent in 2009) and for those with statements (from 32.0 per cent in 2007 to 40.4 per cent in 2009), with the smallest increase shown in the group with no special educational needs (from 67.6 per cent in 2007 to 72.9 per cent in 2009).

Figure 4.6 shows the percentage of pupils who made the expected progression in maths between Key Stages 2 and 4 in 2007 to 2009. The trends shown in Figure 4.6 are very similar to those shown in Figure 4.5, although pupils were more likely to make the expected level of progress in English compared to maths, regardless of their provision of need. Pupils with no special educational needs were again most likely, of

all the provisions of special educational needs to make the expected progress in maths between Key Stages 2 and 4, while those at School Action Plus were least likely to achieve this. In 2009, 67.0 per cent of those with no special educational needs made the expected progress in maths between Key Stages 2 and 4, compared to 36.1 per cent of those at School Action, 24.3 per cent of those at School Action Plus and 27.8 per cent for those with statements.

Figure 4.6: Percentage of pupils at maintained mainstream schools making the expected progress between Key Stage 2 and 4 in maths by provision for special educational need in years 2007 to 2009



Over the three year period from 2007 to 2009 progression rates in maths between Key Stages 2 and 4 increased for all special educational need provisions, with the largest increase occurring at School Action (from 27.4 per cent in 2007 to 36.1 per cent in 2009) and the smallest increase shown in the group with statements (from 23.1 per cent in 2007 to 27.8 per cent in 2009).

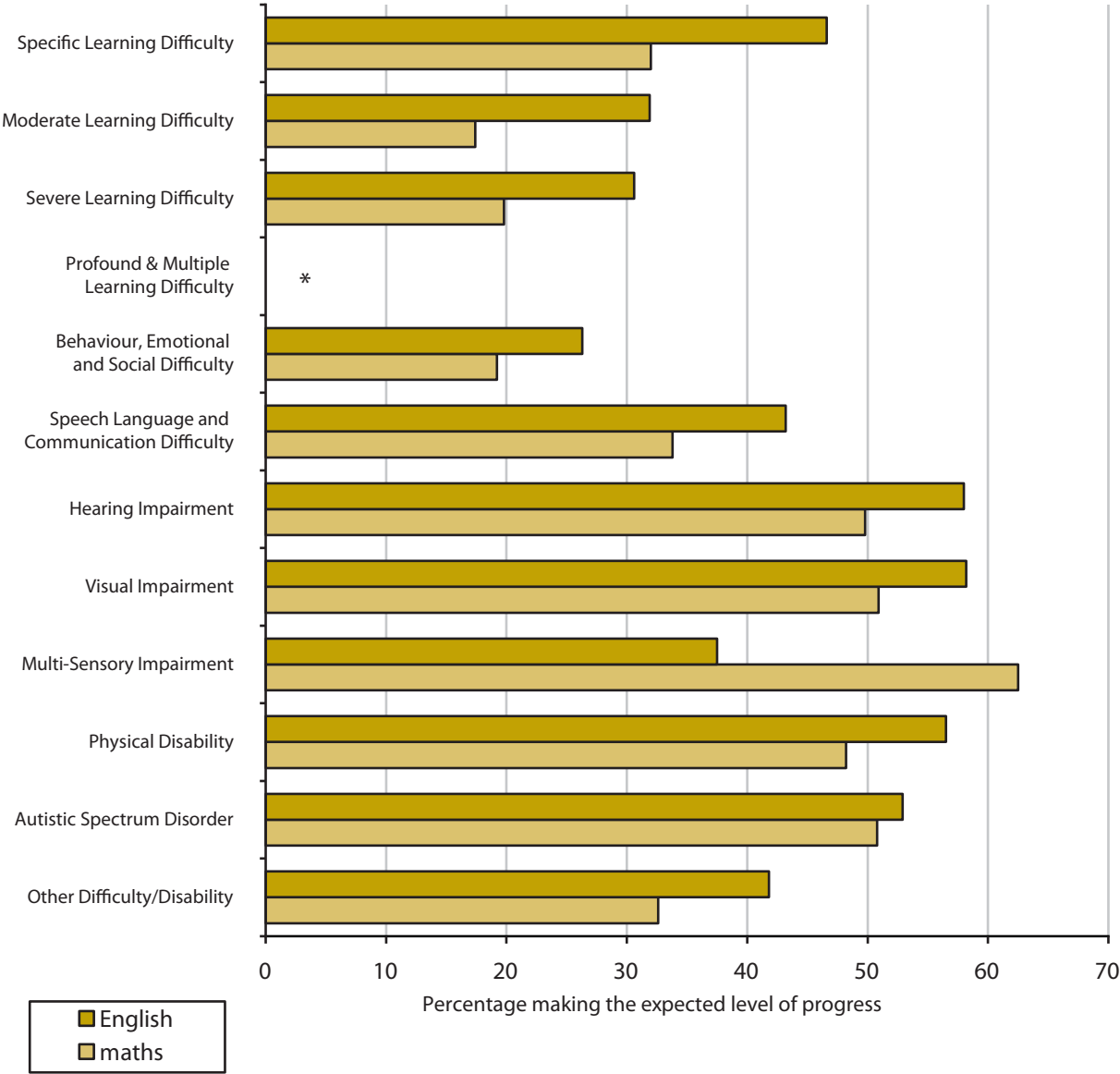
Progress between Key Stages 2 and 4 by primary need

As previously noted, pupils at School Action Plus were generally more likely to make the expected progress in English compared to maths between Key Stages 2 and 4 and Figure 4.7 confirms this finding. Figure 4.7 shows the percentage of pupils at School Action Plus making the expected level of progress between Key Stage 2 and 4 by subject and primary need in 2009. For ten out of the eleven primary need groups displayed in Figure 4.7, pupils were more likely to make the expected progress in English compared to maths, with the only exception being those with multi-sensory impairments.

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The percentages for those with profound and multiple learning difficulties were not displayed due to low numbers achieving the expected progression. Percentages for those with severe learning difficulties and multi-sensory impairments should be treated with caution due to low numbers of pupils in these groups.

Figure 4.7: Percentage of pupils at maintained mainstream schools at School Action Plus making the expected level of progress between Key Stage 2 and 4 by subject and primary need in 2009

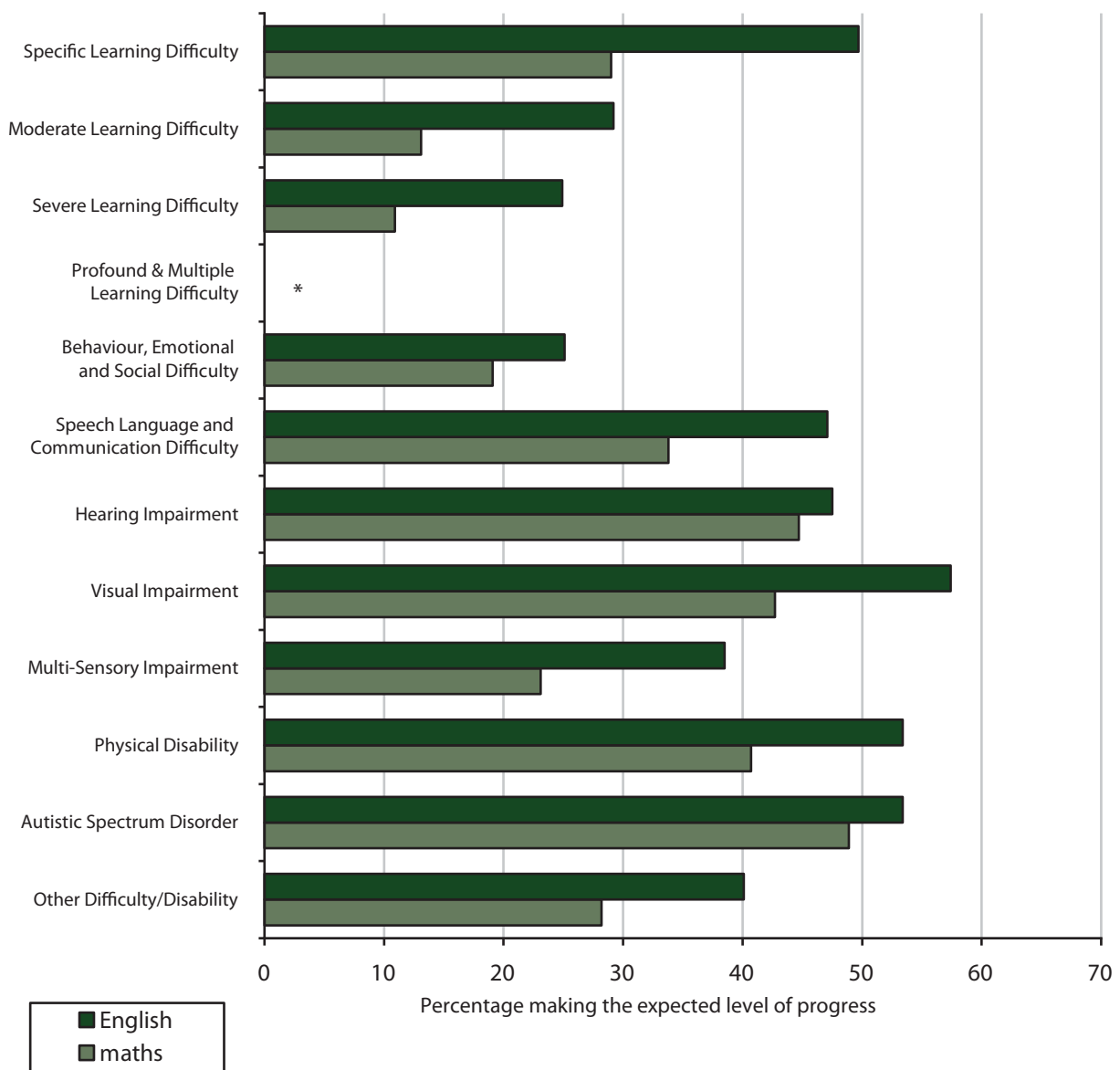


* The percentages for profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the expected progression in the groups.

Figure 4.7 shows that School Action Plus pupils with visual impairments (58.2 per cent) and hearing impairments (58.0 per cent) were most likely, of all the primary need groups, to achieve the expected progress in English. In maths, pupils with visual impairments (50.9 per cent) and autistic spectrum disorder (50.8 per cent) were most likely, of all the primary need groups, to achieve the expected progress.

Figure 4.8 shows the percentage of pupils with statements making the expected level of progress between Key Stage 2 and 4 by subject and primary need in 2009. In all eleven of the primary need groups displayed in Figure 4.8, pupils were more likely to make the expected progress in English compared to maths. Percentages for those with multi-sensory impairments should be treated with caution due to low numbers of pupils in this group.

Figure 4.8: Percentage of pupils at maintained mainstream schools with statements making the expected level of progress between Key Stage 2 and 4 by subject and primary need in 2009



* The percentages for profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the expected progression in the groups.

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Figure 4.8 shows that pupils with statements with visual impairments (57.4 per cent) were most likely, of all the primary need groups, to achieve the expected progress in English. In maths, pupils with autistic spectrum disorder (48.9 per cent) were most likely, of all the primary need groups, to achieve the expected progress. These findings do not consider percentages for those with profound and multiple learning difficulties and multi-sensory impairments due to low numbers of pupils in these groups.

It is worth noting that, whilst pupils at School Action Plus are more likely than pupils with statements to achieve the expected level of progress between Key Stage 2 and 4, these findings are not necessarily replicated by primary need. Much of the difference in progression rates can be attributed to the greater proportion of pupils at School Action Plus in primary need groups with the lowest levels of progression.

Data Annex 4: Progression of pupils with special educational needs

The data included in Chapter 4 refers to pupils at the end of Key Stages 2 and 4 in academic years 2007 to 2009 who were at maintained mainstream schools (including academies and city technology colleges (CTCs) and excluding independent schools and all special schools). Special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database (NPD) – see Data Annex 1 for more details. Data for all years were based on final NPD figures.

Percentages in Table 4.1 were rounded to whole numbers while percentages in Table 4.2 were rounded to the 1 decimal place. However, if the numerator was five or less or the denominator was 10 or less, percentages have been replaced in the tables by a hyphen (-). Eligible child numbers of 10 or less have also been replaced in the table with a hyphen.




For further information on the methodology used to determine the eligible pupils for the purposes of this analysis and for detailed descriptions of how progression is defined please see the following DfE statistical releases (please note that the findings in Chapter 4 differ slightly from those shown in the releases below due to different versions of the NPD being used).

Progression between Key Stages 1 and 2 information can be found at

- Local Authority Indicators on the percentage of Pupils Making Two Levels of Progress in English and in Mathematics between Key Stage 1 and Key Stage 2 in England 2008/09, available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000916/index.shtml>

Progression results in Chapter 4 are shown between Key Stage 1 and 2 for both English and maths. The full set of possible scenarios for pupils achieving two levels of progress between Key Stages 1 and 2 are shown by the green boxes in the table below. While the red boxes show scenarios of pupils not making the expected progress and patterned boxes show pupils who are not included. Therefore any pupil progressing by 2 or more levels between Key Stages 1 and 2 (for example, from 1 to 3 or 2 to 4) are included as having achieved the expected progress.

		KS2 test level (with TA substitution where appropriate)						
		Other	A/T	W/1	2	3	4	5
KS1 level	Other							
	A/D							
	W							
	1							
	2							
	3							
	4							




Key:	
	Expected progress not made
	Expected progress made
	Not included

Progression between Key Stages 2 and 4 information can be found at

- Percentage of Pupils Making Expected Progress in English and in Mathematics Between Key Stage 2 and Key Stage 4 in England: 2005/06 – 2008/09, available at <http://www.education.gov.uk/rsgateway/DB/SFR/s000919/index.shtml>

Progression results in Chapter 4 are also shown between Key Stage 2 and 4 for both English and maths. The full set of possible scenarios for pupils achieving the expected level of progress between Key Stages 2 and 4 are shown by the green boxes in the table below. While the red boxes show scenarios of pupils not making the expected progress and patterned boxes show pupils who are not included. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or in mathematics by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject (other examples of achieving the expected progress would include: progressing from a 1 at Key Stage 2 to an F at Key Stage 4, or from a 3 to D or 5 to B).

		GCSE grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 test level (with TA substitution where appropriate)	Other										
	A/D/T										
	W										
	1										
	2										
	3										
	4										
5											

Key:	
	Expected progress not made
	Expected progress made
	Not included

Both tables referenced within Chapter 4 are listed below. The tables can be found in the accompanying downloadable spreadsheets on the publication webpage.

Index of tables for chapter 4

Table 4.1: Progression by 2 or more levels in each separate subject of English and maths between Key Stage 1 and Key Stage 2 by special educational need (SEN) provision and primary need, 2007 to 2009.

Table 4.2: Proportion of pupils making expected progress in each separate subject of English and Mathematics between Key Stage 2 and Key Stage 4, by special educational need (SEN) provision and primary type of need, 2007 to 2009.