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GCSE AND EQUIVALENT ATTAINMENT BY PUPIL CHARACTERISTICS IN ENGLAND, 2011/12

HEADLINES

Girls continue to outperform boys at all the main attainment indicators at Key Stage 4.

Chinese pupils remain the highest attaining ethnic group. Pupils of any black background remain the lowest attaining ethnic group although the percentage making expected progress is above the national average.

Pupils eligible for free school meals (FSM), pupils whose first language is other than English and pupils with Special Educational Needs continue to perform less well than their peers. For FSM, the attainment gap for the main indicators has narrowed year on year over the last five years, whilst for the English Baccalaureate it has remained relatively stable over the two years it has been available as a measure.

BACKGROUND

This Statistical First Release (SFR) provides revised 2011/12 information on Key Stage 4 attainment by pupil gender, ethnicity, English as a first language, eligibility for FSM, disadvantage, Special Educational Needs (SEN) and Income Deprivation Affecting Children Index (IDACI). It reports on the number and percentage of pupils achieving various outcomes at the end of Key Stage 4.

This SFR provides an update to the 2010/11 data published in the SFR 03/2012

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00202462/gcse-equivalent-attainment-pupil-characteristics> and includes final figures for 2007/08 to 2010/11.

For the first time, the 2011/12 figures contained within this SFR use data collated for the 2012 Secondary School Performance Tables, which have been checked by schools. Figures for 2007/08 to 2010/11 use the National Pupil Database (produced using information gathered through the School Census in January and the Key Stage 4 attainment data for the relevant academic year).

The SFR covers pupils in state-funded schools including academies and city technology colleges and provides information at national and Local Authority (LA) level. Information on Key Stage 4 attainment, not including breakdowns by pupil characteristics, is also being published today in SFR 02/2013 at

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219173/gcse-and-equivalent-results>.

KEY STATISTICS

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 back to 2007/08 have also been included.

The main indicators included in the tables are the percentages of pupils achieving:

- 5 or more GCSEs at grade A* to C or equivalent;
- 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs;
- the English Baccalaureate;
- expected progress between Key Stage 2 and Key Stage 4 in English;
- expected progress between Key Stage 2 and Key Stage 4 in mathematics;
- English and mathematics GCSEs or iGCSEs at grade A* to C;
- 5 or more GCSEs at grade A* to G or equivalent;
- 5 or more GCSEs at grade A* to G or equivalent including English and mathematics GCSEs or iGCSEs.

This commentary concentrates on the first five of these indicators.

All gaps and differences have been calculated on unrounded data therefore some figures may not add up in this text.

Gender (Table 1)

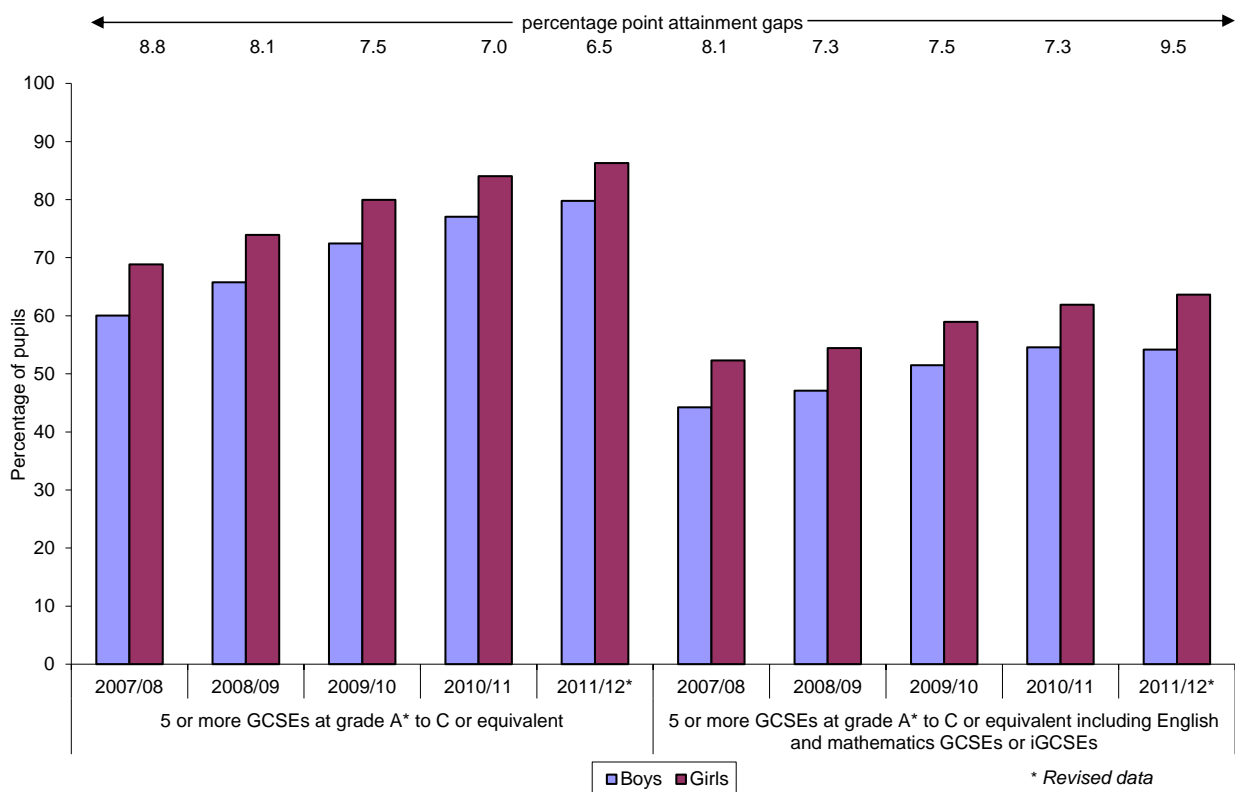
Girls continue to outperform boys at all the main attainment indicators at Key Stage 4.

The gap between the percentage of girls and boys achieving 5 or more GCSEs at grade A* to C or equivalent is 6.5 percentage points, with 86.3 per cent of girls achieving this indicator compared to 79.8 per cent of boys. This gap has steadily decreased over recent years from 8.8 percentage points in 2007/08.

The gap between the percentage of girls and boys achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs is 9.5 percentage points, with 63.6 per cent of girls achieving this indicator compared to 54.2 per cent of boys. The gap has widened by 1.4 percentage points since 2007/08. However, when looking in more detail at the year on year trends, the gap initially narrowed and then remained relatively stable before widening by 2.2 percentage points between 2010/11 and 2011/12, due to an increase of 1.8 percentage points for girls but a decrease of 0.4 percentage points for boys.

The chart below shows the percentage of girls and boys achieving 5 or more GCSEs at grade A* to C or equivalent, and 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs in each year since 2007/08.

Chart 1: Percentage of pupils achieving 5 or more GCSEs at grade A* to C or equivalent, and 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs by gender, 2007/08-2011/12*



The gap between the percentage of girls and boys achieving the English Baccalaureate is 5.8 percentage points, with 19.1 per cent of girls achieving the English Baccalaureate, compared with 13.3 per cent of boys. This is broadly in line with the 2010/11 attainment gap of 5.5 percentage points. In 2011/12, 25.6 per cent of girls were entered for all the subject areas of the English Baccalaureate, compared with 20.7 per cent of boys.

The gap between the percentage of girls and boys making expected progress in English is 13.0 percentage points. This gap has widened by 2.5 percentage points since 2010/11. The gap between the percentage of girls and boys making expected progress in mathematics is narrower at 4.4 percentage points, but again the gap has widened (by 0.7 percentage points since 2010/11).

Ethnicity (Table 1)

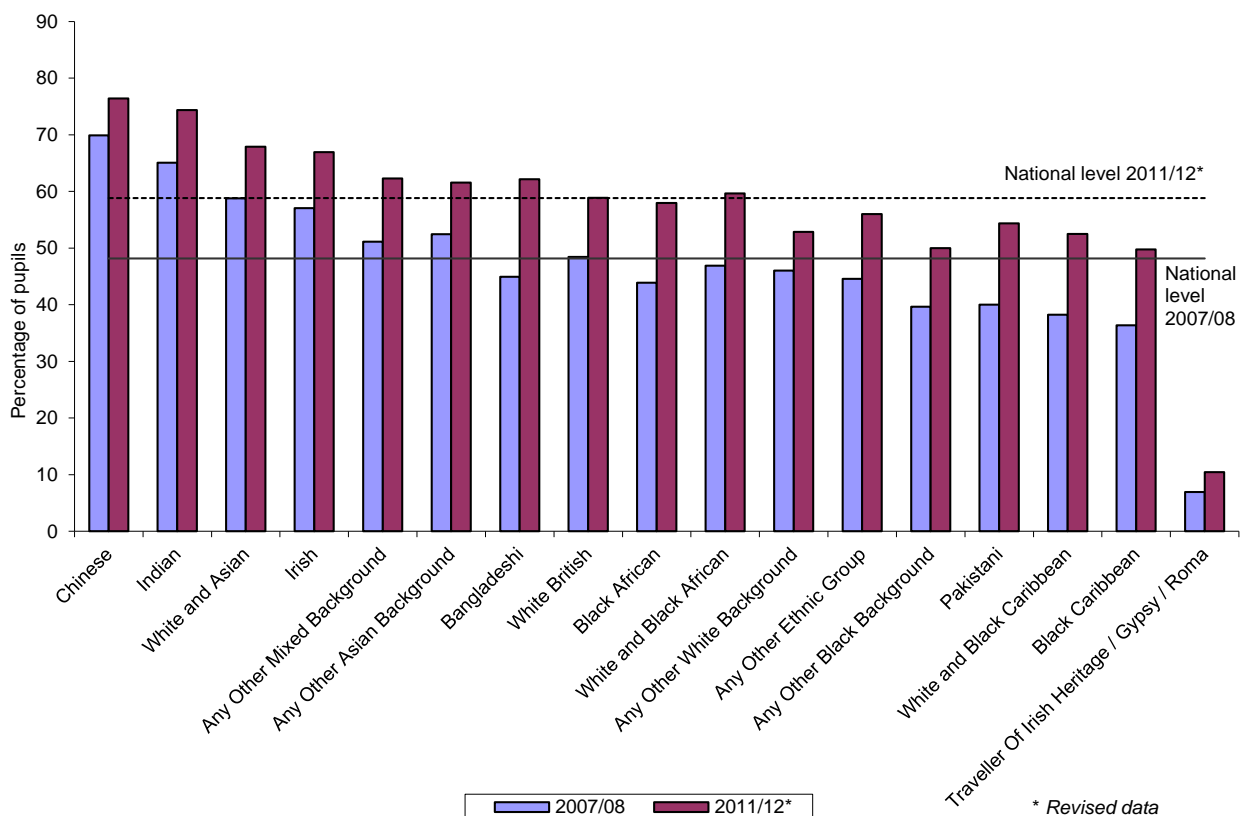
The percentage of pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs continues to vary between different ethnic groups. Within the broader ethnic groupings:

- Chinese pupils remain the highest attaining ethnic group. The percentage of Chinese pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs is 17.6 percentage points above the national average. Whilst the percentage of Chinese pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs increased year on year between 2007/08 and 2010/11, it decreased by 2.2 percentage points between 2010/11 and 2011/12, resulting in an overall narrowing of the gap of 4.1 percentage points between Chinese pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs and the national average between 2007/08 and 2011/12.

- Pupils from a black background remain the lowest performing group. The percentage of black pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs is 4.2 percentage points below the national average. This gap has widened by 0.4 percentage points since 2010/11 but over the longer term has narrowed by 3.3 percentage points since 2007/08.
- Pupils from any Asian or mixed background continue to perform above the national average – pupils of any Asian background by 3.9 percentage points and pupils from any mixed background by 1.0 percentage points. Pupils from any white background performed broadly in line with the national average.

Within each of these broad ethnic groups, the individual ethnic groups show further variability which can be seen in the following chart:

Chart 2: Percentage of pupils achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs by ethnic group, 2007/08 and 2011/12*



Chinese pupils remain the highest attaining ethnic group at the English Baccalaureate, with 35.1 per cent of Chinese pupils achieving the English Baccalaureate, 19.0 percentage points higher than the national level, broadly the same attainment gap as in 2010/11. Only 11.4 per cent of pupils of any black background achieve the English Baccalaureate, 4.7 percentage points below the national level.

The percentage of pupils making expected progress follows similar patterns to 2010/11. Within the broader ethnic groupings:

- Chinese pupils made expected progress well above the national average in both English (17.2 percentage points above the national average) and mathematics (25.3 percentage points above the national average).
- Whilst the attainment of pupils of any black background is below the national average, the

percentage making expected progress is above the national average (by 5.8 percentage points for English and 3.8 percentage points for mathematics).

- Pupils of any white background were the only ethnic group whose progress was below the national average in both English and mathematics, by 1.4 percentage points for both subjects. Pupils of any mixed background also made progress below the national average in mathematics, by 0.7 percentage points.

English as a first language (Table 1)

When comparing the percentage achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, pupils whose first language is English (59.2 per cent) performed better as a group than pupils whose first language is other than English (56.2 per cent). This is also true for the percentage achieving 5 or more GCSEs at grade A* to C or equivalent, which is a reverse of the situation in 2010/11 when pupils whose first language is other than English performed better.

First Language attainment gaps 2007/08 to 2011/12

(English as a first language minus first language other than English)

	2007/08	2008/09	2009/10	2010/11	2011/12
5 or more GCSEs at grade A* to C or equivalent	2.0	1.2	0.2	-0.4	0.5
5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs	3.4	3.4	3.1	2.7	3.0

The percentage of pupils in each group achieving the English Baccalaureate is broadly the same, with 16.2 per cent of pupils whose first language is English achieving this indicator compared with 16.0 per cent of pupils whose first language is other than English. The attainment gap now stands at 0.2 percentage points, having narrowed from 1.1 percentage points in 2010/11.

A higher percentage of pupils whose first language is other than English made expected progress in English than those whose first language is English. The gap widened by 1.8 percentage points from 6.9 percentage points in 2010/11 to 8.7 percentage points in 2011/12. The gap is wider for mathematics, although has narrowed between 2010/11 and 2011/12, from 12.2 percentage points to 10.1 percentage points.

Free School Meal (FSM) Eligibility (Table 1, 2a)

Pupils known to be eligible for FSM performed less well as a group at all the main indicators at Key Stage 4, than all other pupils.

The attainment gap between the percentage achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs is 26.3 percentage points – 36.3 per cent of pupils known to be eligible for FSM achieved this indicator compared with 62.6 per cent of all other pupils. Between 2007/08 and 2010/11 there has been a very gradual narrowing of the attainment gap, before dropping more markedly by 1.1 percentage points between 2010/11 and 2011/12. The attainment gap for the percentage achieving 5 or more GCSEs at grade A* to C or equivalent has narrowed faster, by 10.2 percentage points between 2007/08 and 2011/12, with 68.9 per cent of pupils eligible for FSM achieving this indicator in 2011/12, compared with 85.3 per cent of all other pupils.

FSM attainment gaps 2007/08 to 2011/12

(All other pupils (pupils known not to be eligible for FSM and pupils with unknown eligibility grouped together) minus pupils eligible for FSM)

	2007/08	2008/09	2009/10	2010/11	2011/12
5 or more GCSEs at grade A* to C or equivalent	26.7	24.0	20.3	18.4	16.5
5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs	27.8	27.7	27.6	27.4	26.3

Of those pupils eligible for FSM, 5.0 per cent achieved the English Baccalaureate, compared to 18.0 per cent of all other pupils, an attainment gap of 13.0 percentage points, similar to 2010/11 with both groups seeing an increase in attainment of 0.8 percentage points.

A lower percentage of pupils eligible for FSM made expected progress in English, with 52.3 per cent of pupils eligible for FSM making this, compared with 70.6 per cent of all other pupils – a gap of 18.3 percentage points. The gap has narrowed by 1.3 percentage points since 2010/11. For mathematics, the gap is wider at 22.2 percentage points, although again this has narrowed (by 1.1 percentage points since 2010/11).

There are variations in pupil achievement across key groups of interest. These are illustrated by comparisons with the national average:

- 26.4 per cent of white British boys eligible for FSM achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, compared with the national average of 58.8 per cent – a gap of 32.4 percentage points, broadly in line with the 2010/11 gap but 0.5 percentage points wider than the 2007/08 gap.
- 40.3 per cent of black boys eligible for FSM achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs, compared with the overall national level of 58.8 per cent – an attainment gap of 18.5 percentage points, broadly in line with the 2010/11 gap. The gap has narrowed by 3.9 percentage points since 2007/08.

Special Educational Needs (SEN) (Table 1)

A higher percentage of pupils without any identified SEN achieved all the main indicators at Key Stage 4 compared with pupils with SEN (including pupils with a statement of SEN and pupils without a statement of SEN).

The attainment gap between the percentage of pupils with and without any identified SEN achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs is 46.8 percentage points – 69.2 per cent of pupils with no identified SEN achieved this compared with 22.4 per cent of pupils with SEN. This gap has narrowed by 0.6 percentage points since 2010/11 although it has widened by 2.2 percentage points compared with 2007/08.

The attainment gap between the percentage of pupils with and without any identified SEN achieving the English Baccalaureate is 17.0 percentage points – 19.9 per cent of pupils with no identified SEN achieved this compared with 3.0 per cent of pupils with SEN. The gap has remained the same compared to 2010/11.

A lower percentage of pupils with SEN made expected progress in both English and mathematics. The gap is wider for mathematics at 36.5 percentage points, compared to a gap of 30.3 percentage points for English. Both gaps have narrowed between 2010/11 and 2011/12 (by 1.2 percentage points for mathematics and 0.9 percentage points for English).

Of pupils with a specified primary need:

- Those whose primary need is behaviour, emotional and social difficulties (the largest group of SEN primary need at Key Stage 4), 17.5 per cent achieved 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs. This is below the level achieved by all SEN pupils of 22.4 per cent.
- Those with a visual or hearing impairment continue to be the highest performers in all the main attainment indicators at KS4. Compared to 2010/11, the percentage of pupils with a hearing impairment achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs decreased by 2.4 percentage points to 37.3 per cent, whilst for pupils with a visual impairment there was an increase of 2.7 percentage points to 46.6 per cent. However, care should be taken in making comparisons due to the low number of pupils in these groups.

Impact Indicators (Tables 'Impact Indicator 3.8' and 'Impact Indicator 5.18')

The attainment gap for pupils achieving the basics (English and mathematics GCSEs or iGCSEs at grade A* to C) between pupils known to be eligible for FSM and the rest is 26.2 percentage points (Impact Indicator 3.8). This gap has narrowed from 27.4 percentage points in 2010/11.

The attainment gap for the basics (A*-C in English and mathematics GCSEs or iGCSEs) between schools with the greatest and the least proportions of disadvantaged pupils is 37.2 percentage points (Impact Indicator 5.18). This gap has narrowed from 40.3 percentage points in 2010/11.

Income Deprivation Affecting Children Index (IDACI) (Tables A1 – A4)

Deprived areas are defined by the Income Deprivation Affecting Children Index (see the 'Technical Notes' section for more details).

The attainment gap between pupils resident in the most deprived and least deprived areas when looking at the percentage achieving 5 or more GCSEs at grade A* to C or equivalent including English and mathematics GCSEs or iGCSEs is 30.7 percentage points, compared to a gap of 33.7 percentage points in 2010/11 and 40.4 percentage points in 2007/08.

TABLES

National tables

Summary: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics, 2007/08 to 2011/12 (revised)

Table 1: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics, 2007/08 to 2011/12 (revised)

Table 2a: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by ethnicity, free school meal eligibility and gender, 2007/08 to 2011/12 (revised)

Table 2b: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by SEN provision, free school meal eligibility and gender, 2008/09 to 2011/12 (revised)

Table 2c: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by SEN provision, ethnicity and gender, 2008/09 to 2011/12 (revised)

Impact Indicator 3.8: Attainment gap at age 16 between Free School Meal pupils and the rest, 2010/11 to 2011/12 (revised)

Impact Indicator 5.18: Attainment gap between schools with the greatest and the least proportions of disadvantaged pupils, 2010/11 to 2011/12 (revised)

Local Authority tables

Table 3: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by ethnicity and Local Authority, 2007/08 to 2011/12 (revised)

Table 4: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by English as a first language and Local Authority, 2007/08 to 2011/12 (revised)

Table 5: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by free school meal eligibility and Local Authority, 2007/08 to 2011/12 (revised)

Table 6: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by SEN provision and Local Authority, 2007/08 to 2011/12 (revised)

Pupil residency-based tables

Table A1: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by IDACI decile of pupil residence, 2007/08 to 2011/12 (revised)

Table A2: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by degree of rurality of pupil residence, 2007/08 to 2011/12 (revised)

Table A3: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by Local Authority District and Region of pupil residence, 2007/08 to 2011/12 (revised)

Table A4: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by IDACI decile and degree of rurality of pupil residence, 2007/08 to 2011/12 (revised)

School location-based tables

Table B1: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by degree of rurality of school location, 2011/12 (revised)

Table B2: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by Local Authority District and Region of school location, 2011/12 (revised)

TRANSPARENCY

As part of a Government drive for data transparency in official publications, supporting data for this publication is published in an open standardised format. This is available at

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219200/gcse-and-equivalent-attainment->

RELATED PUBLICATIONS

SFR 02/2013: GCSE and Equivalent Results in England, 2011/12 (Revised)

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219173/gcse-and-equivalent-results>

SFR05/2013: A Level and Equivalent Results in England, 2011/12 (Revised)

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219213/a-level-results-england-2011-12>

SFR 03/2012: GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00202462/gcse-equivalent-attainment-pupil-characteristics>

SFR33/2012: National Curriculum Assessments at Key Stage 2 in England, 2011/12 (Revised)

www.education.gov.uk/researchandstatistics/statistics/a00217264/nca-ks2-2011

SFR21/2012: Phonics Screening Check and National Curriculum Assessments at Key Stage 1 in England, 2012

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00213773/phonics-screening-ks1-england-2012

SFR 30/2012: EYFSP attainment by pupil characteristics in England 2011/12

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00215739/eyfsp-attainment-by-pupil-characteristics-england-

SFR10/2012: Schools, Pupils and their Characteristics, January 2012:

www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00209478/dfe-schools-pupils-and-their-characteristics-january-2012

Examination Results in Wales, 2011/12: This publication is produced by the Welsh Government and provides updated results of external examinations taken by pupils aged 15 or 17 in schools in Wales in 2011/12. It was published on 06 December 2012 and is available at:

<http://wales.gov.uk/topics/statistics/headlines/schools2012/121206/?lang=en>

The Department for Education Northern Ireland (DENI) have published GCSE headline statistics 2012 on their website, which are available at: <http://www.deni.gov.uk/index/facts-and-figures-new/education-statistics/115-curriculum-and-assessment-qualifications-pg/gcse-headline-statistics-2012.htm>

Summary Statistics for Schools in Scotland, No.3: 2013 Edition 11th December, 2012.

Annual summary statistics can be found in this bulletin covering pupils, teachers, pre-school children, school attendance, exclusions, examination results, destinations on leaving school and school buildings: <http://www.scotland.gov.uk/Publications/2012/12/2355/0>

NATIONAL STATISTICS PUBLICATION

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the *Code of Practice for Official Statistics*.

Designation can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest.

Once statistics have been designated as National Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of statistical policies in line with the *Code of Practice for Official Statistics*, these are published here: <http://www.education.gov.uk/rsgateway/nat-stats.shtml>.

CONFIDENTIALITY

The *Code of Practice for Official Statistics* requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the Department for Education protect confidentiality.

A cross (x) is used in the tables published in this release to signify a suppressed value where publication of that figure would be disclosive. Values of 1 or 2, or a percentage based on 1 or 2 pupils who achieved or 0, 1 or 2 pupils who did not achieve a particular level are suppressed. Some additional figures have 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 www.education.gov.uk/rsgateway/ns-sp-confidentialityv3.pdf.

OTHER SYMBOLS USED IN TABLES

A single dot (.) is used in the tables published in this release to signify data not applicable.

ROUNDINGS

Percentages in this SFR are given to 1 decimal place. The rounding convention is as follows: any fractions of 0.05 and above will be rounded up, anything less than 0.05 will be rounded down, e.g. 85.586 will be rounded to 85.6; 85.4283 will be rounded to 85.4.

REVISIONS

2011/12 figures in this publication are based on revised data. There is no plan to re-issue this publication with final 2011/12 figures but final figures for 2011/12 will be made available in next year's release. Any unplanned revisions will be made in accordance with the Departmental statistical policy on revisions which can be found at www.education.gov.uk/rsgateway/nat-stats.shtml.

PUBLISHED FIGURES

There are two types of figures in this publication:

1. The total number of pupils in a given group.
2. The percentage of this group that attained a certain indicator, for example the percentage achieving 5 or more GCSEs at grade A* to C or equivalent.

Percentages are rounded to 1 decimal place. The underlying figures used to calculate these percentages can be found at:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219200/gcse-and-equivalent-attainment->

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 necessarily 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 Table 1 (excluding unclassified SEN) and contribute to the “All pupils” figures elsewhere.

For any given category, the percentage achieving each indicator is calculated by summing all of the pupils that achieved that indicator (the numerator) and dividing this by the total number of pupils (the denominator). The rules for whether a pupil is included in the denominator and numerator are slightly different. A pupil is included in the denominator if they are flagged as being included in the national number on roll. A pupil is included in the numerator if they are flagged as being included in the national results. In the vast majority of cases, a pupil flagged as being in the national results will also be flagged as being on roll. In the Local Authority results, the number on roll and the number included in the Local Authority results are the same.

Worked example

	Total	Number not achieving 5+ A*-C grades	Number achieving 5+ A*-C grades
Number of pupils on roll	140	N/A	N/A
Number of pupils included in the national results	141	21	120

In the example above there are 140 pupils on roll. The number of pupils included in the national results achieving 5 or more GCSEs at grade A* to C or equivalent is 120. Therefore the percentage achieving 5 or more GCSEs at grade A* to C or equivalent would be calculated as

$$\frac{120}{140} \times 100 = 85.7\%$$

YOUR FEEDBACK

Please contact Karen Attew at attainment.statistics@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.

TECHNICAL NOTES

Source of data

The 2011/12 figures in this SFR cover the data collated for the 2012 Secondary School Performance Tables. From 2005 the Performance Tables reported results based on pupils at the end of Key Stage 4. This publication includes tables only for pupils at the end of Key Stage 4.

The final 2007/08 to 2010/11 figures in this SFR are taken from the National Pupil Database (NPD). Please see the 'Source of data' section in SFR03/2012 <http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00202462/gcse-equivalent-attainment-pupil-characteristics> for further information about the NPD.

Coverage Information

This SFR covers pupils in state-funded schools including academies, free schools and city technology colleges.

Figures report achievements at GCSE or equivalent of different groups of pupils at the end of Key Stage 4. The general range of qualifications, together with the qualification families into which they fall, is available in the 'Technical notes' section of

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219173/gcse-and-equivalent-results>.

iGCSEs – international General Certificate of Secondary Education. A number of these qualifications are now regulated as **Level 1/2 Certificates** and the 'legacy' iGCSEs in those subjects that have been regulated are included and counted in the same way as a GCSE in this publication. Further details, including a list of accredited iGCSEs, can be found in the 'Technical notes' section of

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219173/gcse-and-equivalent-results>.

English Baccalaureate (EBacc) – This was introduced into the Performance Tables in 2010 with the aim of recognising pupils' achievements across a core of selected academic subjects. The EBacc covers achievement in GCSE (or regulated iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (history or geography). Further information and the exact qualifications included in the measures are available here: http://www.education.gov.uk/schools/performance/secondary_12/documents.html.

The 2010 Performance Tables also, for the first time, included the percentage of pupils achieving good GCSE grades (A* to C) in English and mathematics which covers the same qualifications that qualify for the English and mathematics components of the 5 or more GCSEs at A* to C or equivalent including English and mathematics GCSEs measure. Unlike the English subject area for the EBacc, this measure includes achievements in GCSE English studies.

English qualifications – Information about the introduction of new GCSEs in English and the methodology for including them in indicators was included in the provisional SFR 'GCSE and Equivalent Results (Provisional) and National Curriculum Teacher Assessments at Key Stage 3 in England, 2011/12' published in October 2012. In summary, the following qualifications are counted as English:

- Legacy GCSE or iGCSE English (qualifications taken before summer 2012)
- One qualification in GCSE English which includes modules in English Language and English Literature
- Two qualifications taken together:

- qualifications in English language: the Cambridge International Certificate, the Certificate offered by Edexcel or the new specification GCSE **and**
- English Literature

Information was also included about the variation in achievement rates across the different GCSE specifications to help explain the overall fall in English A*-C pass rate when averaged across all specifications. The A*-C pass rate for those who entered GCSE English remains at 69 per cent and has not changed from the figure published in the provisional SFR (Table 8). Outcomes using revised data are very similar. The provisional SFR can be found here:

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>

Progress measures – Details of the methodology used to calculate expected progress in English and mathematics can be found in the ‘Technical notes’ section of

<http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00219173/gcse-and-equivalent-results>.

Impact Indicators

Through the Department’s Business Plan, the Department committed to publish information relating to Key Stage 4 attainment gaps between pupils eligible for Free School Meals (FSM) and the rest (Impact Indicator 3.8) and between schools with the greatest and the least proportions of disadvantaged pupils (Impact Indicator 5.18) as part of the set of Impact Indicators. The Business Plan, updated in May 2012, is available here:

www.education.gov.uk/aboutdfe/departentalinformation/business%20plan/a00209692/business-plan2012

The Department’s indicators are now available here:

<http://www.education.gov.uk/researchandstatistics/statistics/keystatistics>

Impact Indicator 3.8 is calculated from the percentage of all other pupils (those known not to be eligible for FSM or with an unclassified status) achieving an A*-C grade in English and mathematics GCSEs minus the percentage of pupils known to be eligible for FSM achieving an A*-C grade in English and mathematics GCSEs.

Impact Indicator 5.18 is calculated from the percentage of the Key Stage 4 cohort achieving an A*-C grade in English and mathematics GCSEs in the 10 per cent of schools with the lowest proportion of disadvantaged pupils minus the percentage of the Key Stage 4 cohort achieving an A*-C grade in English and mathematics GCSEs in the 10 per cent of schools with the highest proportion of disadvantaged pupils. For a definition of disadvantaged pupils please see the section further below.

Special Educational Needs (SEN)

Pupils with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most pupils of the same age.

Pupils with special educational needs comprise those at School Action, School Action Plus or with statements of SEN:

- School Action – where extra or different help is given, from that provided as part of the school’s usual curriculum.
- School Action Plus – where the class teacher and the SENCO receive advice or support from outside specialists (the specialist teacher, an educational psychologist, a speech and language therapist or other health professionals).

- Statement – a pupil has a statement of SEN when a formal assessment has been made. A document setting out the child's needs and the extra help they should receive is in place.

Disadvantaged pupils

Prior to 2012, disadvantaged pupils were defined as those pupils known to be eligible for free school meals (FSM) at the time of the Spring School Census or who were looked after children (CLA) (children looked after by the local authority at any point during the year ending 31 March, who had been looked after continuously for 6 months).

From 2012, the definition has been widened to include any pupil eligible for free school meals at any point in the last 6 years. This measure is based on FSM eligibility for pupils in any termly, Alternative Provision (AP) or Pupil Referral Unit (PRU) Census going back to Year 1 (i.e. not including nursery or Reception). For Key Stage 4 pupils in 2012, this would mean those eligible for FSM in any of Years 6 to 11.

Attainment measures for disadvantaged pupils have also been revised to include pupils eligible for free school meals at any point in the last 6 years. However only data from the Spring Census is included in the 2011 measure (i.e. it does not include data from other termly, AP or PRU collections). It is not considered that this will have a significant impact on the attainment percentages reported and attainment gaps derived are considered robust.

It should also be noted that the number of Looked After Children in 2011 reported in this publication is based on returns made between April-June 2011 and will not include revisions made by Local Authorities to the 2010-11 data as a result of updated information collected in the 2011-12 CLA collection. This may result in slight differences between the number of disadvantaged pupils for 2011 in this publication and those reported in the official CLA statistics published in December 2012: [DfE: Outcomes for children looked after as at 31 March 2012](#).

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. Each SOA is given a score showing the percentage of pupils aged under 16 that live in families that are income deprived, i.e. they are in receipt of certain benefits and their equivalised income is below 60 per cent of median before housing costs. Further information about IDACI can be found at: <https://www.gov.uk/government/publications/english-indices-of-deprivation-2010>.

The IDACI bands used in this publication are based on 2010 IDACI scores. Care should be taken when comparing to IDACI band breakdowns for 2008, 2009 and 2010, which are based on 2007 IDACI scores. Care should also be taken when comparing to IDACI tables for 2007 and earlier, which are based on 2004 IDACI scores.

Rural and Urban Area Classification

The Rural and Urban Area Classification is a product of a joint project to produce a single and consistent classification of urban and rural areas. The project was sponsored by a number of Government Departments. The rural and urban definitions classify Output Areas, Wards and Super Output Areas by aggregating the underlying hectare grid squares classifications for the measures of settlement size and sparsity. Up to 8 classes of Output Areas could be distinguished; four settlement types (urban, town and fringe, village, hamlet and isolated dwelling) in either a sparse or less sparse regional setting. Further information about the Rural and Urban Area Classification 2004 can be found on the National Statistics website at:

<http://www.ons.gov.uk/ons/guide-method/geography/products/area-classifications/rural-urban-definition-and-la/index.html>

ENQUIRIES

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