Statistical First Release

Neighbourhood Statistics - Small Area Pupil Attainment by Pupil Characteristics in England, 2011

INTRODUCTION

This Statistical First Release (SFR) provides information on 2011 small area data on attainment by pupil characteristics (gender, Free School Meal (FSM) eligibility and ethnicity) for Early Years Foundation Stage Profile (EYFSP) and Key Stages 1 (KS1), 2 (KS2), 4 (KS4) and 5 (KS5) on the Office for National Statistics' (ONS') Neighbourhood Statistics Service (NeSS) website.

This annual release includes data based on pupil residency presented at national, regional, Local Authority District (LAD), Middle Layer Super Output Area (MSOA) level and Lower Layer Super Output Area (LSOA) level. Please see the technical notes for definitions of these areas.

The coverage of the data being reported varies across the stages of education.

- EYFSP figures include results for pupils resident in England and attending all schools and early years' settings in England.

- KS1, KS2 and KS4 figures include pupils resident in England and attending maintained schools (including City Technology Colleges (CTCs) and academies) in England.

- KS5 includes pupils resident in England and attending maintained schools (including CTCs and academies) and general Further Education Sector Colleges.

The data can be viewed or downloaded from the Neighbourhood Statistics website by accessing 'Education, Skills and Training' via the link to the 'Topics' section on the homepage:

http://www.neighbourhood.statistics.gov.uk

The Department works closely with the ONS to develop the Department's contribution to NeSS. Information about education has been identified as being critical to the understanding of deprivation and a high priority has been placed on making education data available via NeSS. The tables contribute to the closer monitoring of attainment in local areas and are of interest to other government departments, delivery partners, local practitioners and MPs who have previously asked for data on attainment at both national and local levels and analysis of information in deprived areas.

HEADLINES

- At EYFSP, girls consistently perform better than boys in almost all LADs. At KS1 and KS2, girls also perform better than boys,

particularly in English subjects[1]. At KS4 and KS5, girls also outperform boys in all but a small number of LADs.

- Overall, all other pupils (pupils known not to be eligible for FSM and pupils with unknown eligibility grouped together) perform significantly better than FSM pupils in all areas of the country. This performance gap can be seen at KS1 and continues through KS2 and KS4.

- Chinese pupils continue to have the highest levels of attainment in all regions for KS2 and KS4. Black pupils have some of the lowest levels of attainment across the country at these two Key Stages.

KEY FIGURES

The figures below apply to the new structure of 326 LADs following the local government reorganisation in April 2009, although exclude a small number of these where values have been suppressed due to very small numbers.

(1) Gender

- **EYFSP:** The percentage of girls achieving a good level of development ranged from 51 per cent in Ipswich (Suffolk)[2] to 84 per cent in the Rutland[3]. The percentage of boys achieving a good level of development ranged from 32 per cent in West Somerset to 66 per cent in East Dorset.

- **KS1:** Both boys and girls performed best in Surrey Heath (Surrey) where they achieved an Average Point Score[4] (APS) of 17.0 and 17.3 respectively. The largest gap in APS between genders occurred in Burnley (Lancashire) where there was a gap of 1.4 points in favour of girls[3].

- **KS2:** The percentage of boys achieving the expected level in reading, writing and mathematics combined ranged from 47 per cent in Isle of Wight to 80 per cent in Rushcliffe (Nottinghamshire). For girls, this ranged from 53 per cent in Waveney (Suffolk) to 89 per cent in Rushcliffe.

- **KS4:** The percentage of boys achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs ranged from 39.3 per cent in King's Lynn and West Norfolk to 75.5 per cent in St. Albans (Hertfordshire). For girls the range was from 47.8 per cent in the City of Kingston Upon Hull to 81.1 per cent in Rushcliffe (Nottinghamshire). The largest gap in achievement occurred in North Kesteven (Lincolnshire), where there was a gap of 16.5 percentage points in favour of girls.

- **KS5:** For boys, the Average Point Score (APS) per student ranged from 601.7 points in Nuneaton and Bedworth (Warwickshire)[2,3] to 885.2 points in Winchester (Hampshire). For girls, it ranged from 634.7 points in Adur (West Sussex)[2] to 938.2 points in Preston (Lancashire).

(2) Free School Meal (FSM) eligibility

- **KS1:** In all but four LADs a higher percentage of all other pupils achieved the expected level (2 or above) in reading, writing, mathematics and science than FSM pupils. The exceptions were in Forest Heath (Suffolk) where a higher percentage of FSM pupils achieved the expected level

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[1] Reading and writing for KS1 and English for KS2.
[2] Attainment results for the City of London were at the extreme of the range however, due to relatively small numbers of resident pupils (26 EYFSP, 9 KS5), results can be variable year on year.
[3] Attainment results for the Isles of Scilly were at the extreme of the range or had the largest gap, however due to relatively small numbers of resident pupils (EYFSP 14, KS1 23, KS5<2), results can be variable year on year.
[4] Average Point Score per pupil eligible for KS1 assessment. This is made up from the reading, writing, mathematics and science point scores.

in both mathematics and science and in Ryedale (North Yorkshire), Rochford (Essex) and Newham (London) where a higher percentage of FSM pupils achieved the expected level in science.

- **KS2:** The percentage of FSM pupils achieving the expected level in reading, writing and mathematics combined ranged from 24 per cent in Mole Valley (Surrey) to 70 per cent in Rushcliffe (Nottinghamshire). This compares to a range of 55 per cent in Waveney (Suffolk) to 86 per cent in Richmond upon Thames (London) for all other pupils. The largest attainment gap was 50 percentage points in Mole Valley.

- **KS4:** The percentage of FSM pupils achieving 5 or more A*-C grades at GSCE or equivalent including English and mathematics GCSEs ranged from 16.0 per cent in Forest Heath (Suffolk) to 59.6 per cent in Waverley (Surrey). For all other pupils the range was from 48.3 per cent in King's Lynn and West Norfolk to 80.5 per cent in St. Albans (Hertfordshire).

(3) Ethnicity

- **KS2:** In all regions, Chinese pupils had the highest percentage achieving the expected level in both English and mathematics, and reading, writing and mathematics combined. Black pupils had the lowest percentage of pupils achieving the expected level in both English and mathematics in 5 out of 9 regions. Pupils of in the other ethnic origin group had the lowest percentage in the remaining 4 regions.

- **KS4:** Across all regions, Chinese pupils had the highest attainment at the percentage of pupils achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs and the English Baccalaureate. Across all regions, black pupils had the lowest percentage of pupils achieving the English baccalaureate. In five out of nine regions, black pupils had lower attainment than other ethnic groups at the percentage achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs. This figure was lowest in the South West at 42.3 per cent.

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 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 http://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. A double dot (..) is used in the Key Stage 4 tables to signify data not available.

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 on the Research and Statistics gateway on 21 June 2012.

REVISIONS

EYFSP, KS1 and KS2 figures in this publication are final. KS4 and KS5 figures are revised. There is no plan to re-issue the publication with final figures for KS4 and KS5.

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-sp-revisionsv3.pdf

YOUR FEEDBACK

Please contact Martin Hill at martin.hill@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.

RELATED PUBLICATIONS

Early Years Foundation Stage Profile Attainment by Pupil Characteristics in England, 2010/11
http://www.education.gov.uk/rsgateway/DB/SFR/s001044/index.shtml

National Curriculum Assessments at Key Stage 1 in England, 2010/11
http://www.education.gov.uk/rsgateway/DB/SFR/s001022/index.shtml

National Curriculum Assessments at Key Stage 2 in England, 2010/11 (Revised)
http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml

GCSE and equivalent attainment by Pupil Characteristics in England, 2010/11
http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml

GCE/Applied GCE A/AS and Equivalent Examination Results in England, 2010/11 (Revised)
http://www.education.gov.uk/rsgateway/DB/SFR/s001055/index.shtml

TABLES

The following tables are available to view on the ONS' NeSS website:
http://www.neighbourhood.statistics.gov.uk

Table title	Geographical levels
Early Years Foundation Stage Profile by Gender in England (Referenced by Location of Pupil Residence), 2010/11	Region Local Authority District (LAD) Middle Layer Super Output Area (MSOA) Lower Layer Super Output Area (LSOA)
National Curriculum Assessments at Key Stage 1 by Gender (Referenced by Location of Pupil Residence), 2010/11	Region LAD MSOA LSOA
National Curriculum Assessments at Key Stage 1 by Free School Meal Eligibility (Referenced by Location of Pupil Residence), 2010/11	Region LAD MSOA
National Curriculum Assessments at Key Stage 2 by Gender (Referenced by Location of Pupil Residence), 2010/11	Region LAD MSOA LSOA
National Curriculum Assessments at Key Stage 2 by Free School Meal Eligibility (Referenced by Location of Pupil Residence), 2010/11	Region LAD MSOA
National Curriculum Assessments at Key Stage 2 by Ethnic Group (Referenced by Location of Pupil Residence), 2010/11	Region LAD
GCSE and Equivalent Results for Young People by Gender (Referenced by Location of Pupil Residence), 2010/11	Region LAD MSOA LSOA
GCSE and Equivalent Results for Young People by Free School Meal Eligibility (Referenced by Location of Pupil Residence), 2010/11	Region LAD MSOA
GCSE and Equivalent Results for Young People by Ethnic Group (Referenced by Location of Pupil Residence), 2010/11	Region LAD
GCE/Applied GCE A/AS and Equivalent Examination Results (Level 3) for Young People by Gender in England (Referenced by Location of Student Residence), 2010/11	Region LAD MSOA LSOA

MAPS

The following maps are available to view on the Department for Education statistics website:
http://www.education.gov.uk/rsgateway/DB/SFR/s001070/index.shtml

Early Years Foundation Stage Profile

- Percentage of pupils in all schools and early years' settings achieving a good level of development by Local Authority District (of pupil residence), 2011
- Percentage of pupils in all schools and early years' settings achieving a good level of development by Middle Layer Super Output Area (of pupil residence), 2011

Key Stage 1

- Average Point Score of pupils by Local Authority District (of pupil residence), 2011
- Average Point Score of pupils by Middle Layer Super Output Area (of pupil residence), 2011

Key Stage 2

- Percentage of pupils achieving level 4 or above in reading, writing and maths combined by Local Authority District (of pupil residence), 2011
- Percentage of pupils achieving level 4 or above in reading, writing and maths combined by Middle Layer Super Output Area (of pupil residence), 2011

Key Stage 4

- Percentage of pupils achieving the English Baccalaureate by Local Authority District (of pupil residence), 2010/11
- Percentage of pupils achieving 5 or more A*-C grades at GCSE and equivalent by Local Authority District (of pupil residence), 2010/11
- Percentage of pupils achieving 5 or more A*-C grades at GCSE and equivalent by Middle Layer Super Output Area (of pupil residence), 2010/11

Key Stage 5

- Percentage of students achieving 2 or more passes of A-Level or equivalent size by Local Authority District (of student residence), 2010/11
- Average Performance Table point score per student in maintained schools and Further Education Sector Colleges by Local Authority District (of student residence), 2010/11
- Average Performance Table point score per student in maintained schools and Further Education Sector Colleges by Middle Layer Super Output Area (of student residence), 2010/11

TECHNICAL NOTES

Neighbourhood Statistics

Neighbourhood Statistics (NeSS) is a free web service run by the Office for National Statistics. It develops, collates and publishes official statistics on topics such as education, health, population, economy, crime and more. Data from many government departments are available in one place, to download and compare, and to create maps, charts and tables using NeSS's built-in functionality.

Source of data

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. Individual pupil level attainment data for pupils is also included for non-maintained and independent schools who partake in the tests/exams.

Further information on the NPD, including 2011 User Guides, can be found at: http://www.bristol.ac.uk/cmpo/plug/support-docs/index.html. Requests for NPD extracts can be made to the Department by sending an email to npd.requests@education.gsi.gov.uk.

Metadata documents

Documents providing a range of information about each dataset, including the quality of the data and any points that should be noted when using the data, are published on the Neighbourhood Statistics website alongside each dataset by clicking on the blue 'i' symbol.

http://www.neighbourhood.statistics.gov.uk/dissemination/datasetList.do?$ph=60&updateRequired=true&step=1&CurrentTreeIndex=-1&Expand7=1#7

Neighbourhood Statistics geography levels

All of the education datasets on the Neighbourhood Statistics website are published at national, regional and Local Authority District level. Some datasets are published at Middle Layer Super Output Area (MSOA) and Lower Layer Super Output Area (LSOA) level (see 'Tables' section for a description of which datasets are published at which geography levels).

Local Authority Districts

The term 'Local Authority District' refers to the lower tier of local government. This includes non-metropolitan districts, metropolitan districts, unitary authorities and London boroughs.

Lower Layer and Middle Layer Super Output Areas

Super Output Areas are geographies for the collection and publication of small area statistics. They are used on the Neighbourhood Statistics site, and have a wider application across National Statistics. There are currently two layers of SOA, Lower Layer Super Output Area (LSOA) and Middle Layer Super Output Area (MSOA). The SOA layers form a hierarchy based on aggregations of Output Areas (OAs). These are subdivisions of Statistical Wards. The minimum OA size is 40 resident households and 100 resident persons but the recommended size is rather larger at 125 households.

The two layers of SOA have areas, intermediate in size, between 2001 Census Output Areas (OAs) and local authority districts, with each layer nesting inside the layer above. SOAs give an improved basis for comparison across the country because the units are more similar in size of population than, for example, electoral wards. They are also intended to be stable, enabling the improved comparison and monitoring of policy over time. In addition, figures for user defined geographies will be aggregated and best fitted from data held for OAs and SOAs.

Lower Layer Super Output Areas - The 34,378 Lower Layer SOAs (LSOAs) in England and Wales were generated automatically and released to the public in February 2004. The LSOAs were built using 2001 Census data from groups of Output Areas (typically four to six) and were constrained by the Standard Table wards used for 2001 Census outputs. They had a minimum size of 1,000 residents and 400 households, but average 1,500 residents. Measures of proximity (to give a reasonably compact shape) and social homogeneity (to encourage areas of similar social background) were also included.

Middle Layer Super Output Areas - The 7,193 Middle Layer SOAs (MSOAs) were defined in a two-stage process: an initial set was generated automatically but the boundaries were then modified in consultation with local authorities and other local bodies. The final boundaries were released to the public in August 2004. As with the LSOAs, initial Middle Layer SOAs were generated automatically by zone-design software. They were built using 2001 Census data from groups of Lower Layer SOAs and had a minimum size of 5,000 residents and 2,000 households. They also fitted within the boundaries of local authorities as at the end of 2002 (corresponding with the geography of the Census). A nationwide consultation exercise gave local authorities the opportunity to amend the initial Middle Layer SOAs to define areas more suited to local requirements. The consultation resulted in 7,193 MSOAs with an average population size of 7,200.

REPRODUCING FIGURES IN THIS PUBLICATION

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 A*-C grades at GCSEs or equivalent.

Percentages are rounded to either 0 or 1 decimal place depending on the Key Stage. The underlying figures used to calculate these percentages will be published on 21 June 2012 at:
http://www.education.gov.uk/rsgateway/DB/SFR/s001070/index.shtml

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).

Worked example

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

In the example above there are 141 pupils included in the national results. The number of pupils included in the national results achieving 5 or more A*-C grades at GCSE or equivalent is 120. Therefore the percentage achieving 5 or more A*-C grades at GCSE or equivalent would be calculated as

$$\frac{120}{141} \times 100 = 85.1\%$$

ENQUIRIES

1. Enquiries about the <u>figures</u> in this SFR should be addressed to:

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2. <u>Press enquires</u> should be made to the Department's Press Office at:

    Press Office News Desk
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