

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

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INTRODUCTION

This Statistical First Release (SFR) provides provisional 2009/10 information on Key Stage 4 attainment by pupil gender, ethnicity, English as a first language, eligibility for Free School Meals (FSM) and Special Educational Needs (SEN). It provides the 2009/10 update to SFR 34/2009 <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000900/index.shtml> and includes final figures for 2005/06 to 2008/09. It reports on the number and percentage of pupils achieving various outcomes at the end of Key Stage 4.

The figures contained within this publication 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 4 attainment, not looking at the full range of pupil characteristics, has already been published in October at

<http://www.education.gov.uk/rsgateway/DB/SFR/s000963/index.shtml>.

HEADLINES

With overall Key Stage 4 attainment figures for the maintained sector showing that 75.6 per cent of pupils achieved 5 or more A*-C grades at GCSE or equivalent (an increase of 5.8 percentage points since 2008/09), and 54.8 per cent achieved 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs (an increase of 4.1 percentage points from 2008/09), the national analysis by pupil characteristics shows that:

Girls continue to outperform boys - 58.6 per cent of girls in the maintained sector achieved 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs compared to 51.1 per cent of boys.

Pupils of Chinese, Indian and Mixed White and Asian origin had the highest proportions achieving 5 or more A*-C grades at GCSE or equivalent and achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs. Pupils of Traveller of Irish Heritage and Gypsy/Roma origin continue to have the lowest attainment, but care should be taken in making comparisons due to the low number of pupils from these ethnic groups.

Pupils whose first language is English performed better as a group at the percentage achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs than pupils for whom English is not a first language. The gap is relatively stable compared to 2008/09 but has widened compared to 2005/06.

Pupils not eligible for Free School Meals (FSM) continue to outperform pupils known to be eligible for FSM. The gap has continually narrowed between 2005/06 and 2009/10, particularly in the proportion achieving 5 or more A*-C grades at GCSE or equivalent.

Pupils with no identified Special Educational Needs (SEN) continue to outperform pupils with SEN. Whilst the gap has narrowed compared to 2005/06 for the percentage achieving 5 or more A*-C grades at GCSE or equivalent, it has widened for the percentage achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs.

Pupils resident in the least deprived areas, as defined by the Income Deprivation Affecting Children Index (IDACI), continue to outperform pupils in the most deprived areas. Since 2007/08, the gap has narrowed for the percentage achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs.

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 2005/06 have also been included.

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

- 5 or more A*-C grades at GCSE or equivalent;
- 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs;
- 5 or more A*-G grades at GCSE or equivalent;
- 5 or more A*-G grades at GCSE or equivalent including English and mathematics GCSEs;
- any passes.

This commentary concentrates on the first two of these indicators.

(1) Gender

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

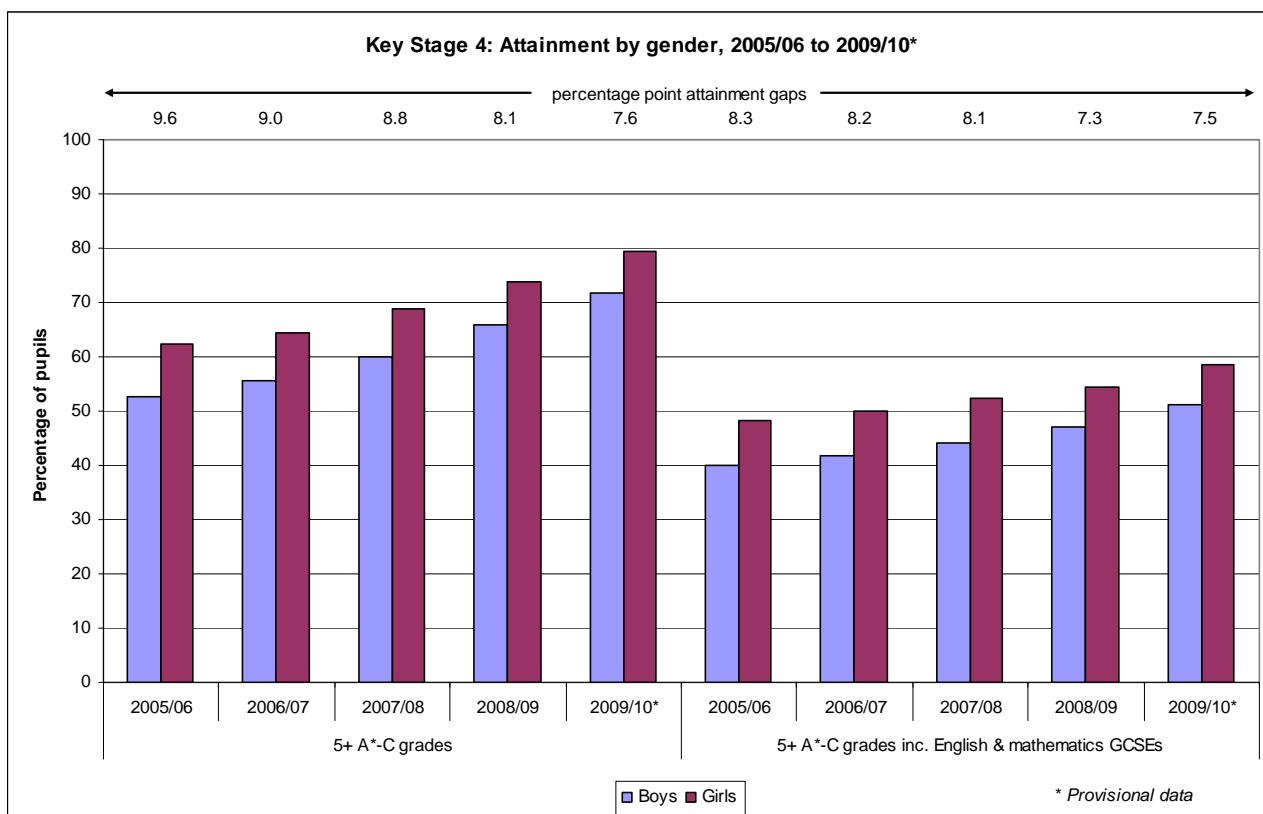
The gap between the proportion of girls and boys achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs is 7.5 percentage points, with 58.6 per cent of girls achieving this indicator compared to 51.1 per cent of boys. This gap is relatively stable from 2008/09.

The gap between the proportion of girls and boys achieving 5 or more A*-C grades at GCSE or equivalent is 7.6 percentage points, with 79.5 per cent of girls achieving this indicator compared to 71.9 per cent of boys. This gap has narrowed from 8.1 percentage points in 2008/09.

Compared to 2005/06, the attainment gap between the proportion of boys and girls achieving 5 or more A*-C grades at GCSE or equivalent has narrowed by 2.0 percentage points, and by 0.7 percentage points¹ between the proportion achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs.

The chart below shows the percentage of girls and boys achieving 5 or more A*-C grades at GCSE or equivalent, and 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs in each year since 2005/06.

¹ 0.7 percentage points is the accurate difference and is calculated as the difference between 8.2554 per cent and 7.5124 per cent. Equivalent rounding differences are seen elsewhere.



(2) Ethnicity

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

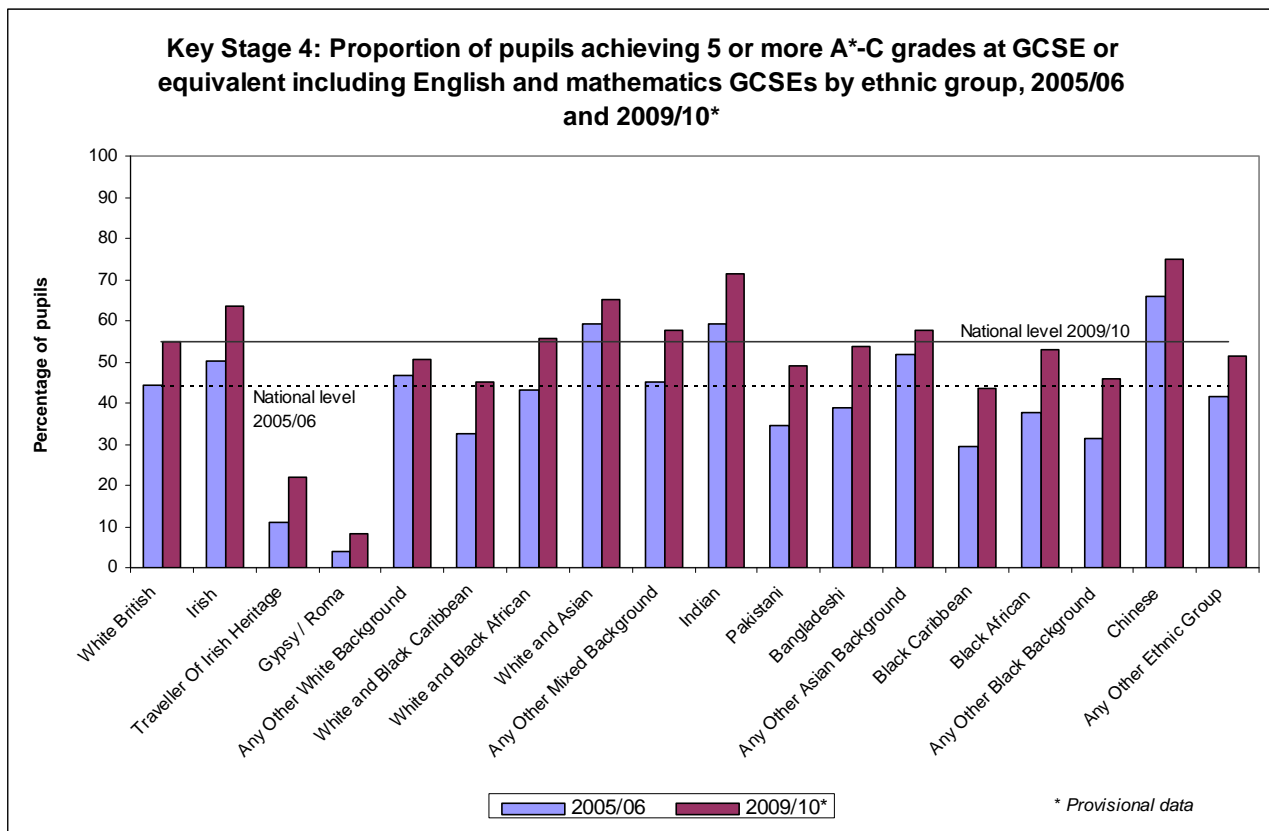
Pupils of any White background achieved in line with the national level, with 54.8 per cent achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs. This is a consistent pattern with 2008/09. However, in 2005/06, White pupils performed above the national level by 0.4 percentage points.

Pupils of any Black background achieved below the national level – a gap of 5.9 percentage points – with 48.9 per cent of Black pupils achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs compared with the national level of 54.8 per cent. This gap has remained relatively stable from 2008/09 but has narrowed by 4.5 percentage points compared to 2005/06.

Pupils of any Asian background performed above the national level – a gap of 3.2 percentage points - with 58.0 per cent of Asian pupils achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs compared with the national level of 54.8 per cent. The gap has widened by 0.8 percentage points between 2008/09 and 2009/10 as a result of Asian pupils improving at a higher rate than the national level for all pupils.

Chinese pupils are the highest attaining ethnic group. The attainment gap between Chinese pupils and the national level is 20.3 percentage points in 2009/10 compared with 20.9 percentage points in 2008/09. Whilst the proportion of Chinese pupils achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs has increased between 2008/09 and 2009/10, the rate of improvement is slower than that seen nationally.

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



For all ethnic groups, girls outperform boys in the proportion achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs – the only exception being Travellers of Irish Heritage, where boys slightly outperform girls (although it should be noted that there are a relatively small number of pupils in this group). There is however some variability in the extent of the attainment gaps between girls and boys. The gender gap for pupils of Any Other Asian background is 16.4 percentage points, compared with a national gender gap of 7.5 percentage points. Irish pupils have the lowest variation in attainment by gender, with a gap of 4.5 percentage points. Both Irish girls and boys perform above the national level for their gender.

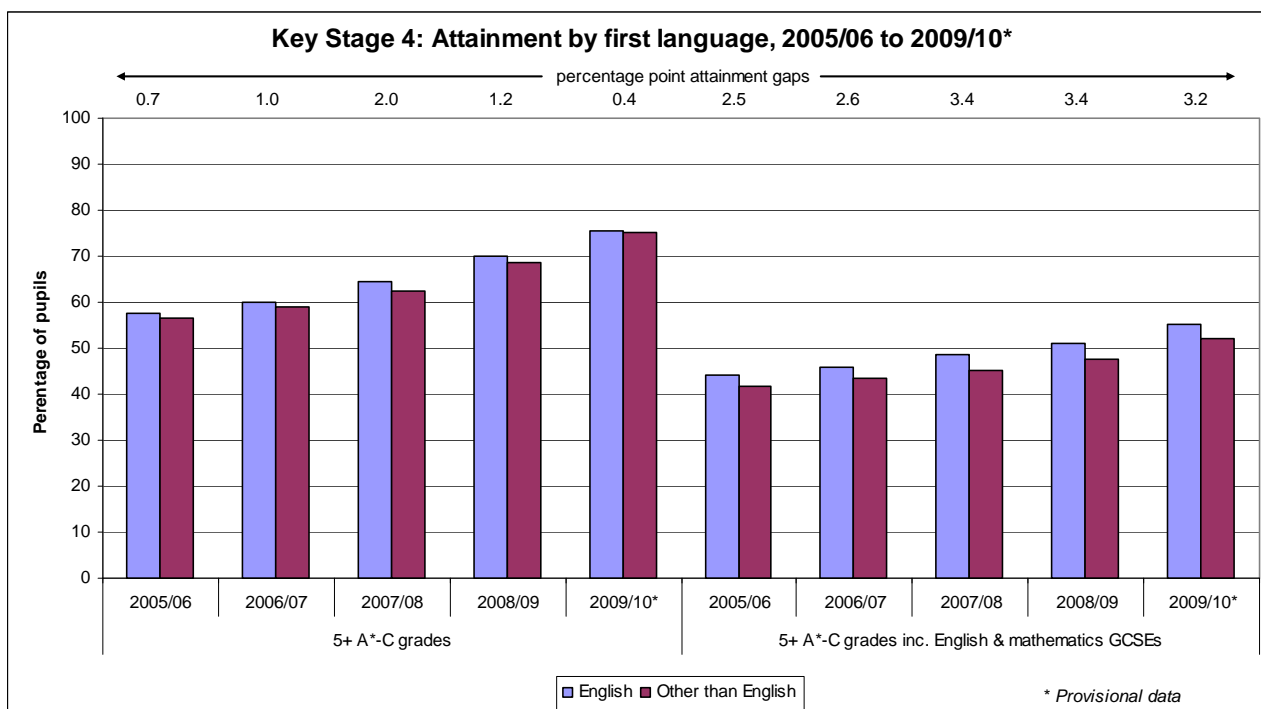
(3) English as a first language

Pupils whose first language is English outperformed those whose first language is not English in both the proportion achieving 5 or more A*-C grades at GCSE or equivalent and the proportion achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs.

The attainment gap between the proportion achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs is 3.2 percentage points, with 55.2 per cent of pupils whose first language is English achieving the standard, compared to 52.0 per cent for pupils whose first language is not English. The gap has remained broadly stable since 2008/09 but has increased by 0.7 percentage points since 2005/06.

The attainment gap between the proportion achieving 5 or more A*-C grades at GCSE or equivalent is narrower than the above indicator at 0.4 percentage points, falling by 0.9 percentage points between 2008/09 and 2009/10.

The chart below shows attainment by English as a first language for the proportion achieving 5 or more A*-C grades at GCSE or equivalent and the proportion achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs.



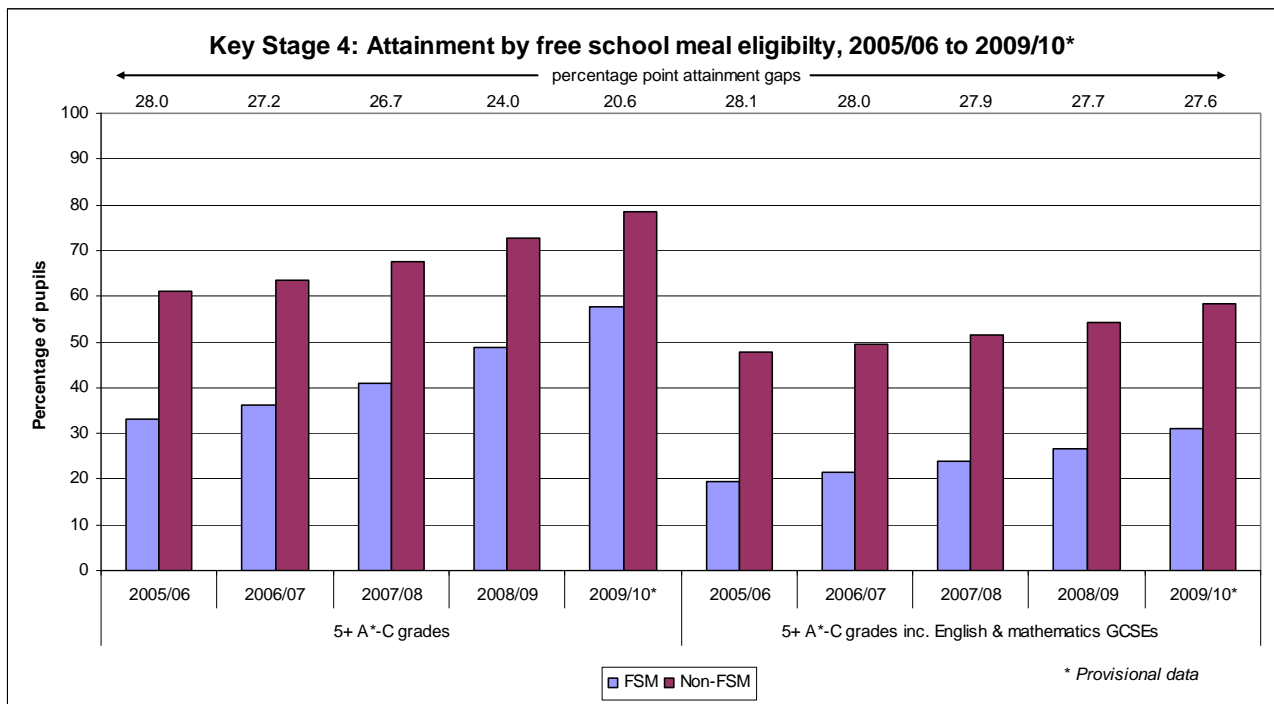
(4) Free School Meal (FSM) Eligibility

A lower percentage of pupils known to be eligible for FSM achieved all the main indicators at Key Stage 4 compared to pupils not eligible for FSM.

The attainment gap between the proportion achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs is 27.6 percentage points – 58.5 per cent of pupils not eligible for FSM achieved this indicator compared to 30.9 per cent of pupils known to be eligible for FSM. There has been a very gradual narrowing of the attainment gap from 28.1 percentage points in 2005/06.

The attainment gap for the proportion achieving 5 or more A*-C grades at GCSE or equivalent is 20.6 percentage points, with 78.4 per cent of pupils not eligible for FSM achieving that standard, compared to 57.8 per cent for pupils known to be eligible for FSM. The gap has narrowed by 3.4 percentage points compared to 2008/09 and by 7.4 percentage points compared to 2005/06. Whilst both groups have seen an increase in the proportion of pupils achieving this indicator, the improvement has been greater for those eligible for FSM.

The chart below shows the gap in attainment for FSM eligibility for the proportion of pupils achieving 5 or more A*-C grades at GCSE or equivalent and the proportion achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs.



Of those pupils known to be eligible for FSM, there are variations in achievement by gender and ethnic group, for example:

For White British boys eligible for FSM, 22.8 per cent achieved 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs, compared with the overall national level of 54.8 per cent – an attainment gap of 32.0 percentage points. This gap is similar to that observed in 2007/08 and 2008/09, but wider than the two years prior to that. The attainment of White British boys eligible for FSM has improved over the last 5 years.

For Black Caribbean boys eligible for FSM, 27.6 per cent achieved 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs, compared with the overall national level of 54.8 per cent – an attainment gap of 27.2 percentage points. This gap is narrower than in 2008/09 (28.3 percentage points), but wider than in 2007/08 (24.9 percentage points).

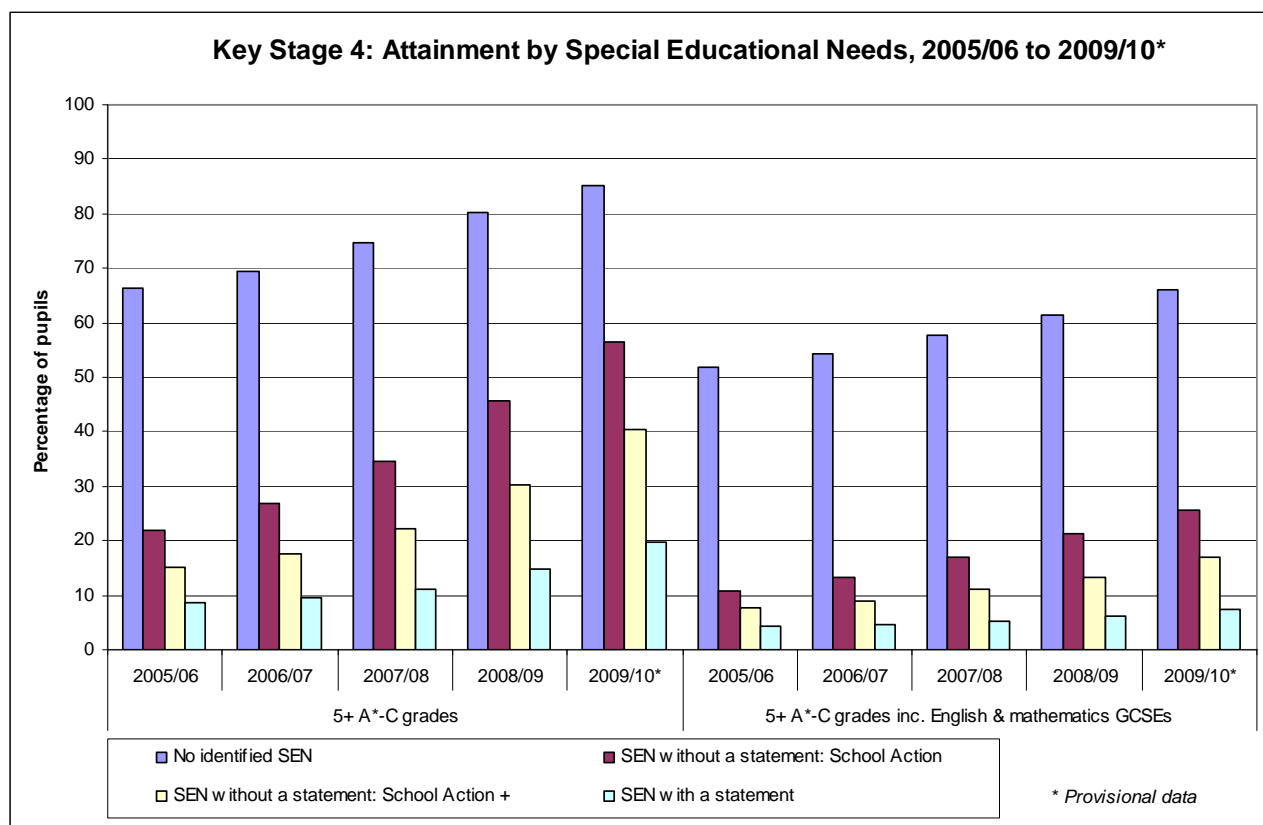
(5) Special Educational Needs (SEN)

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

The attainment gap between the proportion of pupils with and without any identified SEN achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs is 45.9 percentage points – 66.2 per cent of pupils with no identified SEN achieved this compared to 20.2 per cent of pupils with SEN. This gap has increased by 1.1 percentage points since 2008/09 and by 2.7 percentage points compared to 2005/06. However, whilst in 2005/06, less than 1 in 10 of pupils with SEN achieved this indicator, in 2009/10 it rose to just over 1 in 5.

The attainment gap between the proportion of pupils with and without any identified SEN achieving 5 or more A*-C grades at GCSE or equivalent is 39.1 percentage points – 85.3 per cent of pupils with no identified SEN achieved this compared to 46.2 per cent of pupils with SEN. This gap has narrowed by 4.8 percentage points since 2008/09 and by 9.7 percentage points compared to 2005/06. Whilst in 2005/06, less than 1 in 5 of pupils with SEN achieved this indicator, in 2009/10 it rose to almost 1 in 2.

The chart below shows the gap in attainment for SEN status for the proportion of pupils achieving 5 or more A*-C grades at GCSE or equivalent and the proportion achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs.



Where a pupil has a statement of SEN or is School Action Plus, their primary need is recorded. Examination of figures for primary need show that, for example:

- For pupils whose primary need is behaviour, emotional and social difficulties (the largest group of SEN primary need at Key Stage 4), 14.1 per cent achieved 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs. This is below the level achieved by all SEN pupils.
- Of pupils with a primary need, pupils with a visual or hearing impairment continue to be the highest performers in all the main attainment indicators at KS4. Compared to 2008/09, the proportion of pupils with a hearing impairment achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs increased by 6.1 percentage points, whilst for pupils with a visual impairment the improvement was by 5.9 percentage points. However, care should be taken in making comparisons due to the low number of pupils in these groups.
- For pupils with severe learning difficulties, 0.5 per cent of pupils achieved 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs, and 2.9 per cent achieved 5 or more A*-C grades at GCSE or equivalent. Both of these are similar levels to 2008/09.

(6) 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).

The attainment gap between pupils resident in the most deprived and least deprived areas achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs is 35.8 percentage points with 74.6 per cent of pupils resident in the least deprived areas

achieving this standard compared to 38.8 per cent of pupils living in the most deprived areas. The gap has narrowed by 3.1 percentage points since 2008/09 and by 4.6 percentage points compared to 2007/08.

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 has been published in an open standardised format on the Research and Statistics gateway.

REVISIONS

Figures in this publication are provisional. There is no plan to re-issue the publication with final figures.

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 Karen Attew at karen.attew@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

National tables

Summary: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics, 2005/06 to 2009/10 (provisional)

Table 1: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics, 2005/06 to 2009/10 (provisional)

Table 2a: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by ethnicity, free school meal eligibility and gender, 2005/06 to 2009/10 (provisional)

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 2009/10 (provisional)

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 2009/10 (provisional)

Local Authority tables

Table 3: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by ethnicity and Local Authority, 2005/06 to 2009/10 (provisional)

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, 2005/06 to 2009/10 (provisional)

Table 5: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by free school meal eligibility and Local Authority, 2005/06 to 2009/10 (provisional)

Table 6: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by SEN provision and Local Authority, 2005/06 to 2009/10 (provisional)

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 2009/10 (provisional)

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 2009/10 (provisional)

Table A3: Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by Local Authority District and Government Office Region of pupil residence, 2007/08 to 2009/10 (provisional)

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 2009/10 (provisional)

TECHNICAL NOTES

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. Individual pupil level attainment data for pupils is also included for non-maintained and independent schools who partake in the tests/exams.
2. Key Stage 4 NPD data are created when pupils' Key Stage 4 attainment records are 'matched' to their corresponding School 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%.
3. The Key Stage 4 NPD extract used in the production of the tables in this Statistical First Release (SFR) links provisional Key Stage 4 attainment information with the pupils' characteristics from the January 2010 School Census.
4. Further information on the NPD, including a 2010 KS4 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@dcsf.gsi.gov.uk.
5. Figures report achievements at GCSE or equivalent of different groups of pupils at the end of Key Stage 4. All Ofqual-accredited qualifications are counted that have been entered by pupils included in the January 2010 School Census. The only level 3 qualifications that are included as GCSE equivalents are: GCE AS levels, Applied GCE AS levels, Asset Languages and Free Standing Mathematics Qualifications. The general range of qualifications, together with the qualification families into which they fall, is given in the technical notes to the SFR GCSE and Equivalent Results in England, 2009/10 (Provisional) which can be found [here](#).
6. For the first time, accredited International GCSEs (iGCSEs) have been included in the Performance Tables and in the data that underpin this statistical release. "Legacy" iGCSEs that were not accredited at the beginning of the period of study but were accredited by the time the provisional Key Stage 4 attainment dataset was produced have also been included. Ofqual's subject matter expert advice has been followed on which iGCSEs are suitable for all subject-specific indicators, including:
 - Achievement of 5 or more A*- C grades at GCSE or equivalent including English and mathematics GCSEs or iGCSEs.
 - Achievement of 2 or more A*- C grades in science GCSEs or equivalent.
 - Achievement of 1 or more A*- C grades in a modern foreign language GCSE or equivalent.

In particular, iGCSEs in English, First Language English and English Language are counted in the English components, but iGCSE English Literature (like the GCSE in this subject) is not counted.

A small number of legacy iGCSEs were taken by pupils attending maintained schools (the coverage of this SFR) in 2009/10. Therefore the impact of the inclusion of iGCSEs in the 2009/10 data is minimal. Figures for previous years cannot be revised to take account of iGCSEs.

Further information on accreditation, contributions to pupil level and point scores of qualifications can be found through QCDA's National Database of Accredited Qualifications website: www.accreditedqualifications.org.uk.

7. 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, and detailed information on the coding of ethnicity, free school meal eligibility, English as a first language and special educational needs can be found in the technical notes of that SFR, published at:
<http://www.education.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>
8. This SFR covers pupils in maintained schools including academies and City Technology Colleges.
9. The residency of 3,050 children in 2007/08, 1,901 in 2008/09 and 1,720 in 2009/10 is unknown due to missing or invalid postcode information. These children are excluded from the figures in tables A1 to A4.
10. 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 2005/06, 2006/07 and 2007/08 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 2008/09 are also listed in the earlier years.
11. 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, i.e. 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/indiciesdeprivation07>

IDACI bands for 2007/08, 2008/09 and 2009/10 are based on 2007 IDACI scores. Care should be taken when comparing to IDACI tables for 2006/07 and earlier, which are based on 2004 IDACI scores.

12. Due to the fact that this SFR is published using provisional Key Stage 4 NPD data, care should be taken when comparing Local Authority figures. It is known that these figures can in some instances change significantly from the provisional to the revised and final versions. For example, looking at the differences between the 2007/08 provisional and final data, in Wandsworth, the proportion of pupils whose first language was English achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs increased by 8.2 percentage points. In St. Helens, the proportion of pupils eligible for FSM achieving 5 or more A*-C grades at GCSE or equivalent including English and mathematics GCSEs increased by 4.8 percentage points between the provisional and final data. These were the greatest changes for pupils whose first language was English and for pupils eligible for FSM. This is mainly because pupils recently arrived from overseas whose first language is not English and who entered school for the first time after the start of the 2007/08 academic year are excluded from local and regional figures in the revised and final versions.
13. National figures in this SFR for the gaps in attainment have been calculated using unrounded figures; however they are quoted to 1 decimal place. All Local Authority figures are quoted to whole numbers. 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.
14. 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.

REPRODUCING FIGURES IN THIS PUBLICATION

Removing pupils that are not eligible

Before any figures can be calculated, there are some pupils who need to be removed from the data.

Pupils are only eligible for figures in this SFR if they were at the end of Key Stage 4 in the 2009/10 academic year.

This SFR covers pupils who attended maintained schools, including all age schools deemed as secondary 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” tables 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 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 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, excluding the Local Authority District figures in Table A3 which are given to whole percentages. The underlying figures used to calculate these percentages have been published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s000977/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 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 Tables 1-2c and contribute to the “All pupils” figures for Tables 4-6 respectively.

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	Number achieving
Number of pupils on roll	140	N/A	N/A
Of those pupils included in the national results, the number of pupils achieving 5 or more A*-C grades at GCSE or equivalent	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 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

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

RELATED PUBLICATIONS

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

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>

Key Stage 2 Attainment by Pupil Characteristics in England 2009/10
<http://www.education.gov.uk/rsgateway/DB/SFR/s000972/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>

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