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Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone:

Press Office

020 7925 6789

Public Enquiries

0370 000 2288

Statistician

Andy Brook
01325 735408

Email

info@education.gsi.gov.uk

Internet

<http://www.education.gov.uk/>

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 2013: AN ANALYSIS

Data Annex 3: Progression of pupils with special educational needs

The data included in Chapter 3 refers to pupils at the end of Key Stages 2 and 4 in the academic year 2011/12 who were at maintained schools (including academies and City Technology Colleges (CTCs) and excluding independent schools and all special schools). Level of special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database – see Data Annex 1 for more details.

Percentages in Key Stage 2 tables were rounded to the nearest integer and those in Key Stage 4 were rounded to 1 decimal place. However, if the numerator was five or less or the denominator was 10 or less, percentages have been replaced in the tables by a hyphen (-). Eligible child numbers of 10 or less have also been replaced in the table with a hyphen.

For further information on the methodology used to determine the eligible pupils for the purposes of this analysis and for detailed descriptions of how progression is defined please see the DfE statistical first releases that are referenced in the chapter. Figures in Chapter 3 may differ slightly from those shown in the releases due to different versions of the National Pupil Database being used.

KEY STAGE 1 TO 2 PROGRESSION

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

INDEX OF TABLES FOR CHAPTER 3

The tables are listed below. The tables can be found on the accompanying downloadable spreadsheets on the publication webpage.

Table	Title
3.1	Progress at Key Stage 2 English by special educational needs
3.2	Progress at Key Stage 2 mathematics by special educational needs
3.3	Number and percentage of pupils making expected progress in Key Stage 2 English by level of special educational needs provision, free school meal eligibility and gender
3.4	Number and percentage of pupils making expected progress in Key Stage 2 mathematics by level of special educational needs provision, free school meal eligibility and gender
3.5	Number and percentage of pupils making expected progress in Key Stage 2 English by level of special educational needs provision and ethnicity
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3.9	Number and percentage of pupils making expected progress in Key Stage 4 mathematics by level of special educational needs provision, free school meal eligibility and gender
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