



Overview

This is an Ad Hoc Statistical Bulletin providing information on education statistics for England specifically on UK Armed Forces Personnel's children, service children, in 2014/15. In this bulletin service children are compared to non-service children who are not eligible for free school meals (FSM). This is because the vast majority of service children are not eligible for FSM due to their parent's employment situation.

The Cabinet Sub Committee on the Armed Forces Covenant in July 2012 identified a need for quantitative evidence to establish a strategic view of the Armed Forces Covenant and to identify if there are any disadvantages to the Armed Forces community. This bulletin has been developed in support of the quantitative evidence on education which is one of the four areas which MOD is obliged to report in the Annual Armed Forces Covenant Report to Parliament on: health, housing, education and inquests.

Key Points

In each year between 2012/13 and 2014/15 there's been little difference between the attainment of service children and non-service children at Key Stage 2 (2014/15: 82.3% and 82.9% respectively) and Key Stage 4 (2014/15: 64.9% and 63.0% respectively).

In 2014/15 Service children were more likely to attend more than one school, compared to non-service children, at both primary (65.8% and 37.4% respectively) and secondary (29.8% and 18.5% respectively). This is most likely due to the requirement of Service personnel to be mobile, as an assignment to a new role could require a locational move, resulting in their children having to move schools

For Service children attending one school, the attainment at Key Stage 2 and 4 was the same or higher than for non-service children.

For Service children who attended more than one school, at both primary and secondary (Key Stage 2 and 4), the percentage achieving the acceptable level fell however they performed better than non-service children who attended more than one school.

The same percentage of service children and non-service children attended outstanding and good OFSTED rated schools (80.1% and 80.2% respectively) in 2014/15. However fewer service children attended outstanding schools (17.6% and 21.5% respectively).

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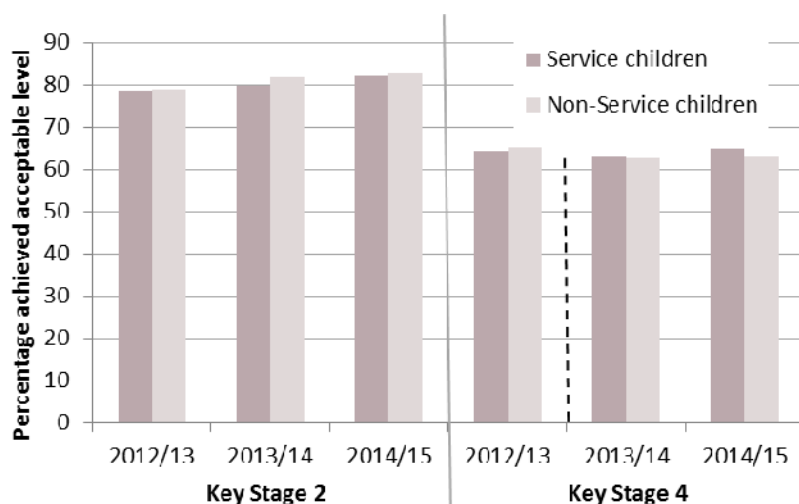
Results: Educational Attainment

Educational attainment is measured by statutory assessments against the standards set out in the National Curriculum at the end of each key stage. This bulletin presents the percentage of pupils achieving the expected standard at Key Stage 2 (KS2) and Key Stage 4 (KS4).

There has been little difference between the attainment of service children and the comparator group consistently from 2012/13 at KS2 and KS4;

- In 2014/15, 82.3% of service children achieved level 4 or above in reading, maths and writing at key stage 2 compared to 82.9% of non-service children (**Figure 1**). Achieving level 4 or above in reading, maths and writing was the expected standard for KS2 pupils nationally in 2014/15.
- At key stage 4, 64.9% of service children achieved five or more A*-C (or equivalent), including english and maths, GCSEs in 2014/15 compared to 63.0% of non-service children (**Figure 1**). Achieving five or more A*-C GCSEs (or equivalent) including English and maths was the headline measure for KS4 pupils nationally in 2014/15.

Figure 1: Service children¹ and non-service children^{1,2} achieved acceptable level³ at Key Stage 2 and 4, percentage 2012/13 to 2014/15



Source: Department for Education

1. Includes pupils at state-funded schools in England with a valid school census and Key Stage 2 result
2. Excludes pupils who receive free school meals
3. Key Stage 2: Level 4+ for reading, maths and writing; Key Stage 4: 5+ A*-C (or equivalent), including english and maths, GCSEs
4. - - - Break in time series from 2012/13 for Key Stage 4 due to a methodology change. More details [here](#) (page 15)

Service children were more likely to attend more schools than non-service children during primary and secondary education in 2014/15. This is most likely due to the requirement of Service personnel to be mobile as an assignment to a new role could require a locational move resulting in their children having to move schools.

One third (34.2%) of service children attended one school during their primary school education (years 1 to 6) compared to just under two thirds (62.5%) of non-service children (**Figure 2**).

Both service children and non-service children were less likely to move school during their secondary school education (years 7 -11) than during their primary education. Seven in ten (70.1%) of service children attended more than one school compared to just under two in ten (18.6%) of non-service children (**Figure 2**).

Results: Educational Attainment continued

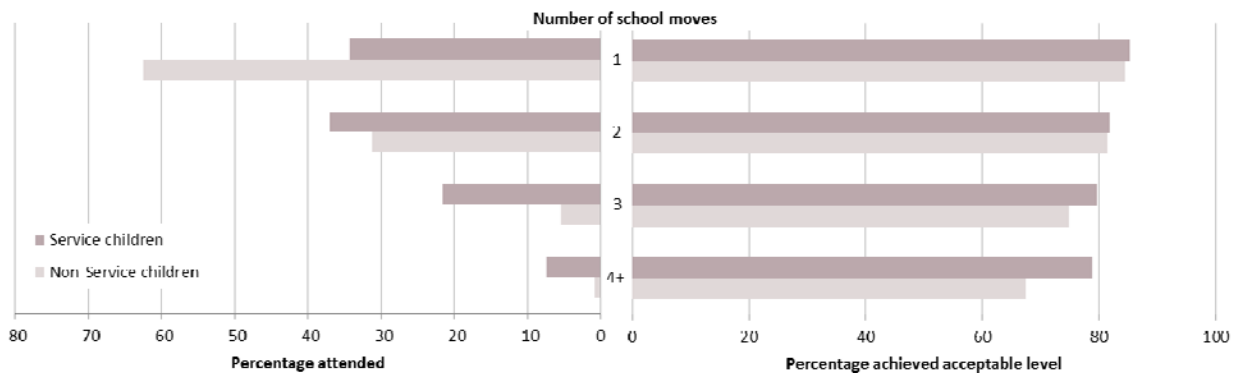
The attainment of service children and non-service children decreases as the number of schools attended increases at both key stage 2 and 4. However, the attainment of service children decreases less than the attainment of non-service children as the number of schools attended increases.

Service children at KS2 achieved the same standard as non-service children with over eight out of ten children (85.3% and 84.5% respectively) achieving the expected standard. This fell for both service and non-service children who attended four or more schools with nearly four fifths (78.9%) of service children achieving the expected standard compared to just over two thirds (67.6%) of non-service children (**Figure 2**).

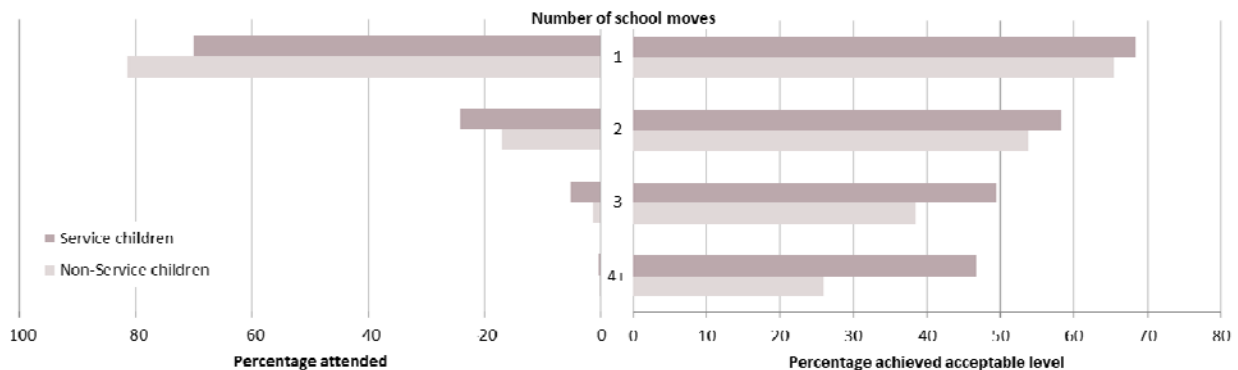
The same trend was true for KS4 pupils in 2014/15. Over two thirds (68.4%) of service children who attended one school during the secondary education achieved the expected standard compared to nearly half (46.7%) of service children who attended four or more secondary schools. Nearly two thirds (65.4%) of non-service children, who attended one school, achieved the headline measure compared to a quarter (25.9%) of the same group of pupils who attended four or more schools (**Figure 2**).

Figure 2: Service children¹ and non-service children^{1,2} Key Stage 2 and 4 educational attainment³ by number of school moves, percentage 2014/15

Key Stage 2



Key Stage 4



Source: Department for Education

1. Includes pupils at state-funded schools in England with a valid school census and Key Stage 2 or 4 result
2. Excludes pupils who receive free school meals
3. Key Stage 2: Attainment achieved Level 4+ for reading, maths and writing; Key Stage 4: Attainment achieved 5+ A*-C (or equivalent), including english and maths, GCSEs
4. Key Stage 2: Schools attended by pupils in years 1 to 6 (2009/10 – 2014/15); Key Stage 4: Schools attended by pupils in years 7 to 11 (2010/11 – 2014/15)

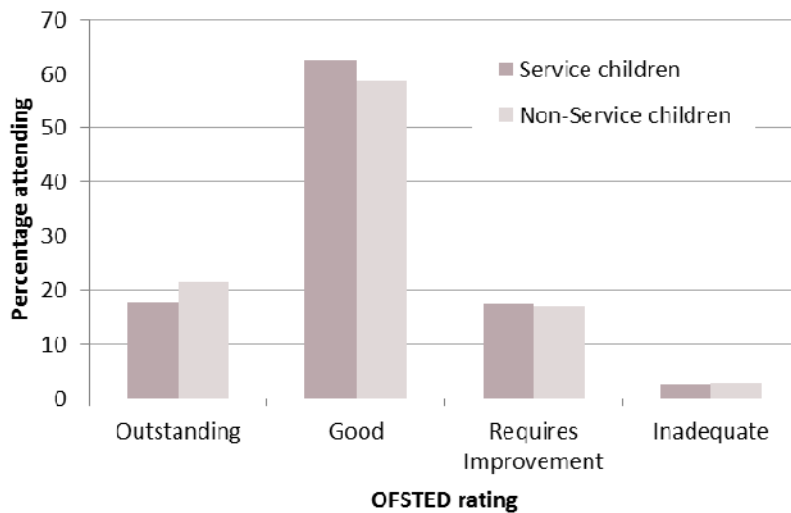
Results: School Standards

The Office for Standards in Education Children's Services and Skills (OFSTED) inspect all state-funded schools in England to assess the quality and standards of education. An overall rating is provided as part of the inspection: Outstanding, Good, Requires improvement and Inadequate.

Service children are slightly under-represented in outstanding schools compared to non-service children in England, with 17.6% of service children attending outstanding schools, compared to 21.5% of non-service children. However, service children are over-represented in good schools with 62.5% of service children attending a good school in 2014/15 compared to 58.7% of non-service children (**Figure 3**).

Figure 3: OFSTED rating of Primary and Secondary schools attended by service children¹ and non-service^{1,2} children, percentage

2014/15



Source: Department for Education

1. Includes pupils (age 5 to 15) at state-funded schools in England with a valid school census record.
2. Excludes pupils who receive free school meals (FSM)

All numbers can be found in the accompanying Excel document (**Annex A**) to this bulletin.

Methodology

The data tables have been provided to MOD by the Department for Education.

The pupil characteristics data in this Bulletin, service child and FSM indicator, are submitted to the Department for Education (DfE) by schools as part of the school census collection. The definitions of all the characteristics are listed in the [school census guidance](#).

Pupils with a valid school census record were included in this Bulletin. The submission of the school census returns, including a set of named pupil records, is a statutory requirement on state-funded schools under [Section 537A of the Education Act 1996](#). A census return is required for all schools in January each year. This is to ensure schools provide pupil level data in a consistent manner that can support comparisons.

A Service child is defined as 'a child having parent(s) who are Service personnel serving in regular military units of all forces and exercising parental care and responsibility'.

Service children are compared to non-service children who are not eligible for FSM as vast majority of service children are not eligible for FSM due to their parent's employment situation. Between 2012/13 and 2014/15 less than 1% of service children were eligible for free school meals each year. It should be noted that the non-service children who are not eligible for FSM group has not been controlled for prior attainment or other factors that may link to attainment so hence is not meant as a direct comparison for attainment.

Attainment: The attainment datasets for service children and non-service children were compiled using information matched together from two data sources at each key stage.

Key stage 2

- i. School Census
- ii. Key stage 2 results data

Key Stage 4

- i. School Census
- ii. Key stage 4 results data

Only pupils at state funded schools with a valid attainment record and census record match were included in the analysis. The match rate was 99.9%.

The variables used to measure attainment were the same variables used as headline measures in 2014/15 [key stage 2](#) and [key stage 4](#) statistical first releases.

The table below summarises key variables used in the publication:

Key Stage 2	Level 4+ for reading, maths and writing	Percentage of pupils achieving level 4 or above in reading, maths and writing (teacher assessment)
Key Stage 4	5+ A*-C grades (including English and maths)	Percentage of pupils achieving 5 or more GCSEs or equivalent at grades A*-C including English and maths GCSEs

Schools attended: The number of schools a pupil attended was calculated by counting the number of distinct LAESTABs (latest main DfE number (LA (local authority) and ESTAB(establishment) fields joined together) a pupil was registered at during their primary or secondary education. This information came from the school census collection. If a school had changed their LAESTAB due to academisation, it was not counted as a school move.

Further Information

Contact Us

Defence Statistics welcome feedback on our statistical products. If you have any comments or questions about this publication or about our statistics in general, you can contact us as follows:

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If you require information which is not available within this or other available publications, you may wish to submit a Request for Information under the Freedom of Information Act 2000 to the Ministry of Defence. For more information, see:

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