

## GCSE and Equivalent Attainment by Pupil Characteristics in England, 2010/11

### INTRODUCTION

This Statistical First Release (SFR) provides 2010/11 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 reports on the number and percentage of pupils achieving various outcomes at the end of Key Stage 4.

The figures contained within this SFR combine the information gathered through the School Census in January 2011 and the 2010/11 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 including breakdowns by pupil characteristics, was published in SFR 02/2012 in January at

<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>.

It provides the 2010/11 update to SFR 37/2010 <http://www.education.gov.uk/rsgateway/DB/SFR/s000977/index.shtml> using revised data (after it has been checked by schools) and includes final figures for 2006/07 to 2009/10. In previous years, SFRs were based on provisional data (unchecked by schools) for the most recent academic year.

### HEADLINES

Overall Key Stage 4 attainment figures for the maintained sector show that 80.5 per cent of pupils achieved 5 or more A\*-C grades at GCSE or equivalent (an increase of 4.3 percentage points since 2009/10). 58.2 per cent achieved 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics GCSEs (an increase of 3.0 percentage points from 2009/10). The national analysis by pupil characteristics shows that:

- Girls continue to outperform boys: 61.9 per cent of girls achieved 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics GCSEs compared with 54.6 per cent of boys.
- Pupils of Chinese and Indian origins had the highest proportions 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 than pupils whose first language is not English when comparing the percentage achieving 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics GCSEs. The gap has narrowed

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slightly compared with 2009/10 but is similar to the 2006/07 gap. However, pupils whose first language is other than English performed better when looking at the proportion achieving 5 or more A\*-C grades at GCSE or equivalent.

- Pupils eligible for Free School Meals (FSM) continue to underperform all other pupils (pupils known not to be eligible for FSM and pupils with unknown eligibility grouped together)<sup>1</sup>. The gap has continually narrowed between 2006/07 and 2010/11, 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 2006/07 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.

## 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 2006/07 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;
- the English Baccalaureate;
- expected level of progress in English;
- expected level of progress in mathematics;
- English and mathematics GCSEs at grades A\*-C;
- 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.

This commentary concentrates on the first five 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 is 7.0 percentage points, with 84.0 per cent of girls achieving this indicator compared to 77.0 per cent of boys. This gap has steadily decreased over the last 5 years from 9.0 percentage points in 2006/07 and 7.5 percentage points in 2009/10.

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 7.3 percentage points, with 61.9 per cent of girls achieving this indicator compared to 54.6 per cent of boys. This gap remains relatively stable from 2009/10 and has narrowed by 0.9 percentage points since 2006/07.

The gap between the proportion of girls and boys achieving the English Baccalaureate is 5.5 percentage points, with 18.2 per cent of girls achieving the English Baccalaureate, compared with 12.7 per cent of boys (23.9 per cent of girls were entered for all the subject areas of the English Baccalaureate, compared with 19.4 per cent of boys).

The gap between the proportion of girls and boys achieving the expected level of progress in

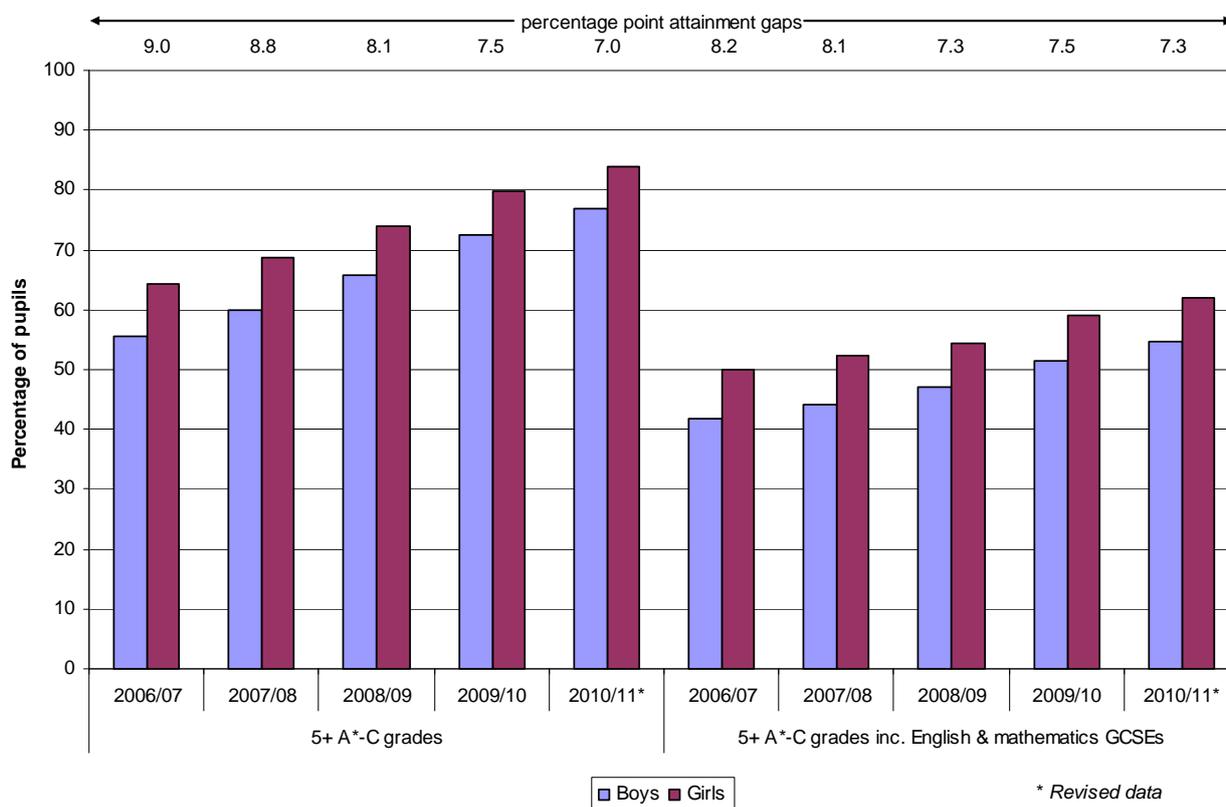
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<sup>1</sup> In previous years, comparisons were made between pupils known to be eligible for free school meals and pupils known not to be eligible for free school meals.

English between Key Stage 2 and Key Stage 4 is 10.5 percentage points<sup>2</sup>, with 77.1 per cent of girls achieving this compared with 66.7 per cent of boys. The gap between the proportion of girls and boys achieving the expected level of progress in mathematics is narrower at 3.6 percentage points.

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 2006/07.

Fig.1. Key Stage 4: Attainment by gender, 2006/07 to 2010/11\*



See table 1 for more information on attainment by gender.

## (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 broadly in line with the national level, with 58.0 per cent achieving 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics GCSEs, compared with the national level of 58.2 per cent. This gap has remained relatively stable since 2009/10.

Pupils of any black background achieved below the national level – a gap of 3.8 percentage points, with 54.3 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 58.2 per cent. This gap has narrowed by 2.0 percentage points from 2009/10 and by 4.8 percentage points compared with 2006/07.

Pupils from an Asian background performed above the national level – a gap of 3.6 percentage

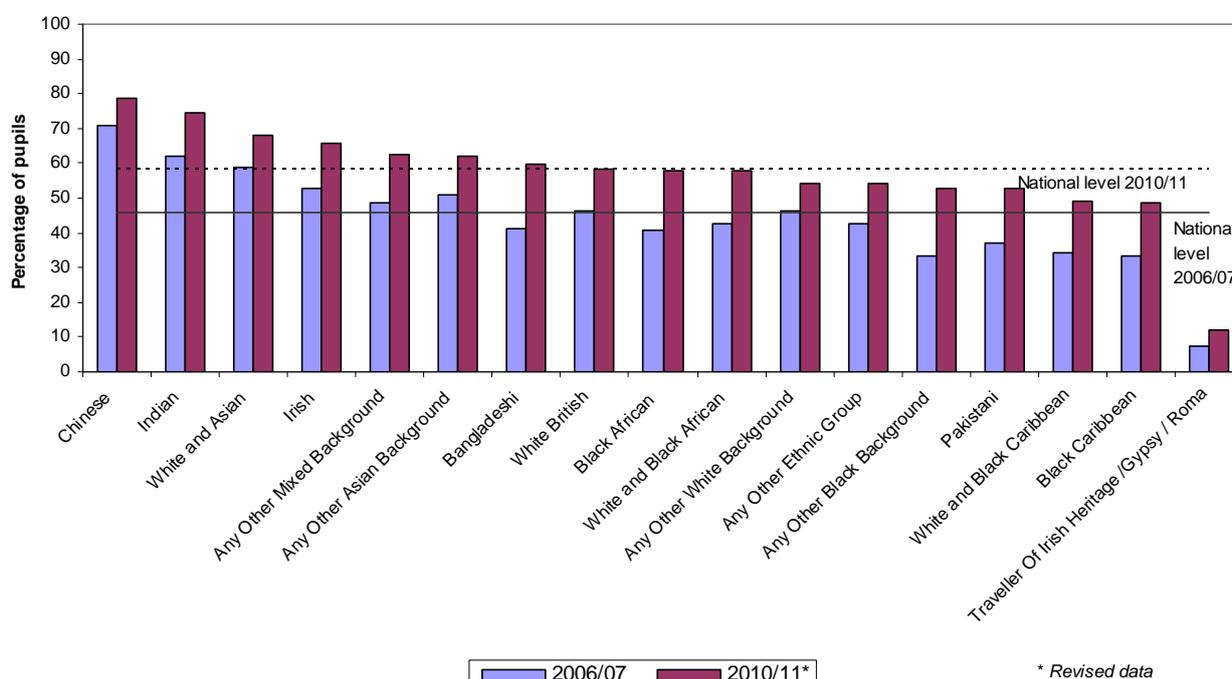
<sup>2</sup> 10.5 percentage points is the accurate difference and is calculated as the difference between 77.1215 per cent and 66.6611 per cent. Equivalent rounding differences are seen elsewhere.

points, with 61.8 per cent of Asian pupils achieving 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics GCSEs compared with 58.2 per cent nationally. The gap has widened by 1.2 percentage points between 2006/07 and 2010/11.

Chinese pupils are the highest attaining ethnic group. The attainment gap between Chinese pupils and the national level is 20.4 percentage points, unchanged from 2009/10. 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 2006/07 and 2010/11, 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:

**Fig. 2. Key Stage 4: Proportion of pupils achieving 5 or more A\*-C grades at GCSE or equivalent including English and mathematics GCSEs by ethnic group, 2006/07 and 2010/11\***



Chinese pupils also have the highest level of attainment for the percentage achieving English and mathematics GCSEs at grades A\*-C, performing above the national level by 20.0 percentage points. A similar gap is seen for the English Baccalaureate, with 34.6 per cent of Chinese pupils achieving the English Baccalaureate, 19.2 percentage points higher than the national level. Only 9.9 per cent of black pupils achieve the English Baccalaureate, 5.4 percentage points below the national level.

Chinese pupils outperform all other ethnic groups in the proportion achieving the expected level of progress in both English (16.6 percentage points above the national average) and mathematics (29.8 percentage points above the national average). A higher proportion of black pupils achieve the expected level of progress compared with the national level, with a gap of 4.5 percentage points for English, and 6.1 percentage points for mathematics. White pupils perform below the national average by 1.0 percentage point for English and 1.6 percentage points for mathematics.

For all ethnic groups with significant pupil numbers, girls outperform boys in the proportion achieving 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics GCSEs. There is however some variability in the extent of the attainment gaps between girls and boys. The gender gap for Black Caribbean pupils is 12.5 percentage points, compared with a

national gender gap of 7.3 percentage points. Irish pupils have the lowest variation in attainment by gender, with a gap of 2.1 percentage points.

See table 1 for more information on attainment by ethnicity.

### (3) English as a first language

When comparing the percentage achieving 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics GCSEs, pupils whose first language is English (58.5 per cent) performed better as a group than pupils whose first language is other than English (55.8 per cent). However, pupils whose first language is other than English performed better when looking at the proportion achieving 5 or more A\*-C grades at GCSE or equivalent.

#### First Language attainment gaps 2006/07 to 2010/11

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

	2006/07	2007/08	2008/09	2009/10	2010/11
5 or more A*-C grades at GCSE and equivalent	1.0	2.0	1.2	0.2	-0.4
5 or more A*-C grades at GCSE and equivalent <b>including English and mathematics GCSEs</b>	2.6	3.4	3.4	3.1	2.7

The attainment gap between the proportion of pupils in each group achieving the English Baccalaureate is 1.1 percentage points, with 15.5 per cent of pupils whose first language is English achieving this indicator compared with 14.4 per cent of pupils whose first language is other than English.

A higher proportion of pupils whose first language is other than English achieved the expected level in progress in English than those whose first language is English. 78.1 per cent of pupils whose first language is other than English achieved the expected level of progress in English, compared with 71.1 per cent of pupils whose first language is English, a gap of 6.9 percentage points. The gap is wider for mathematics; 75.8 per cent of pupils whose first language is other than English achieved the expected level of progress in mathematics, compared with 63.6 per cent of pupils whose first language is English, a gap of 12.2 percentage points.

See table 1 for more information on attainment by first language.

### (4) Free School Meal (FSM) Eligibility

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 (pupils known not to be eligible for FSM and pupils with unknown eligibility grouped together)<sup>3</sup>.

The attainment gap between the proportion achieving 5 or more A\*-C grades at GCSE or equivalent *including* English and mathematics GCSEs is 27.4 percentage points – 34.6 per cent of pupils known to be eligible for FSM achieved this indicator compared with 62.0 per cent of all other pupils. There has been a very gradual narrowing of the attainment gap from 27.9 percentage points in 2006/07. However the attainment gap between the proportion achieving 5 or more A\*-C grades at GCSE or equivalent has narrowed faster by 8.7 percentage points between 2006/07 and 2010/11, with 64.6 per cent of pupils eligible for FSM achieving this indicator in 2010/11, compared with 83.0 per cent of all other pupils.

#### FSM attainment gaps 2006/07 to 2010/11

(All other pupils (pupils known not to be eligible for FSM and pupils with unknown eligibility

<sup>3</sup> In previous years, comparisons were made between pupils known to be eligible for free school meals and pupils known not to be eligible for free school meals.

grouped together) minus pupils eligible for FSM)

	2006/07	2007/08	2008/09	2009/10	2010/11
5 or more A*-C grades at GCSE and equivalent	27.1	26.7	24.0	20.3	18.4
5 or more A*-C grades at GCSE and equivalent <b>including English and mathematics GCSEs</b>	27.9	27.8	27.7	27.6	27.4

For pupils eligible for FSM, 7.9 per cent were entered for all the subject areas of the English Baccalaureate, with 4.3 per cent achieving it. 23.8 per cent of all other pupils entered for the subject areas of the English Baccalaureate, a gap of 15.9 percentage points when compared with pupils eligible for FSM, and 17.2 per cent achieved the English Baccalaureate, a narrower gap of 12.9 per cent.

A lower proportion of pupils eligible for FSM achieved the expected level of progress in English, with 54.9 per cent of pupils eligible for FSM achieving this, compared with 74.5 per cent of all other pupils – a gap of 19.6 percentage points. For mathematics, the gap is wider at 23.3 percentage points – 44.8 per cent of pupils eligible for FSM achieved the expected level of progress in mathematics, compared with 68.0 per cent of all other pupils.

See table 1 for more information on attainment by ethnicity.

Of those pupils known to be eligible for FSM, there are variations in pupil achievement across key groups of interest. These are illustrated by comparisons with the national average:

For White British boys eligible for FSM, 26.0 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 58.2 per cent – an attainment gap of 32.2 percentage points. This gap is similar to that observed in 2009/10 but has widened by 1.2 percentage points since 2006/07. The attainment of White British boys eligible for FSM has improved over the last 5 years, but not as much as the overall national level.

For Black Caribbean boys eligible for FSM, 33.2 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 58.2 per cent – an attainment gap of 25.0 percentage points. This gap has narrowed by 2.3 percentage points since 2009/10 and by 2.9 percentage points since 2006/07.

See table 2a for more information on attainment by FSM eligibility and ethnicity.

### **(5) Special Educational Needs (SEN)**

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 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 47.4 percentage points – 69.5 per cent of pupils with no identified SEN achieved this compared with 22.1 per cent of pupils with SEN. This gap has increased by 1.3 percentage points since 2009/10 and by 3.4 percentage points compared with 2006/07. However, whilst in 2006/07, around 1 in 10 of pupils with SEN achieved this indicator, in 2009/10 it rose to around 1 in 5.

The attainment gap between the proportion of pupils with and without any identified SEN achieving the English Baccalaureate is 16.8 percentage points – 19.4 per cent of pupils with no identified SEN achieved this compared with 2.6 per cent of pupils with SEN.

A lower proportion of pupils with SEN achieved the expected level of progress in English – 47.9 per cent of pupils with SEN achieved the expected level of progress in English, compared to 79.1 per cent of pupils with no identified SEN – a gap of 31.2 percentage points. The gap is wider for mathematics at 37.7 percentage points, where 35.9 per cent of pupils with SEN achieved the expected level of progress in English, compared with 73.6 per cent of pupils with no identified SEN.

Examination of figures for primary need (pupils at School Action Plus and those pupils with a statement of SEN provide information on their 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), 16.6 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, those with a visual or hearing impairment continue to be the highest performers in all the main attainment indicators at KS4. Compared to 2009/10, 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 3.7 percentage points, whilst for pupils with a visual impairment the improvement was by 4.4 percentage points. However, care should be taken in making comparisons due to the low number of pupils in these groups.

See table 1 for more information on attainment by SEN.

## **(6) Impact Indicators**

The attainment gap at the basics (A\*-C in English and mathematics GCSEs) between pupils known to be eligible for FSM and the rest is 27.4 percentage points (Impact Indicator 3.8). The attainment gap at the basics (A\*-C in English and mathematics GCSEs) between the most and least deprived schools is 41.5 percentage points (Impact Indicator 5.18).

## **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 <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.

## **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 23 February 2012.

## **REVISIONS**

Figures in this publication are revised. 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-sp-revisionsv3.pdf>

## **YOUR FEEDBACK**

Please contact Karen Attew at [karen.attew@education.gsi.gov.uk](mailto: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.

## **RELATED PUBLICATIONS**

GCSE and Equivalent Results in England, 2010/11 (Revised)  
<http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>

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, 2011  
<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>

Schools, Pupils and their Characteristics, January 2011  
<http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml>

## TABLES

### National tables

**Summary:** Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics, 2006/07 to 2010/11 (revised)

**Table 1:** Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by pupil characteristics, 2006/07 to 2010/11 (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, 2006/07 to 2010/11 (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 2010/11 (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 2010/11 (revised)

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

**Impact Indicator 5.18:** Attainment gap between the most and least deprived schools, 2010/11 (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, 2006/07 to 2010/11 (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, 2006/07 to 2010/11 (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, 2006/07 to 2010/11 (revised)

**Table 6:** Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by SEN provision and Local Authority, 2006/07 to 2010/11 (revised)

The following tables will be released separately and will be available to view on the Department for Education statistics website on 23 February 2012:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001057/index.shtml>

### 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 2010/11 (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 2010/11 (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 2010/11 (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 2010/11 (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, 2010/11 (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, 2010/11 (revised)

## **TECHNICAL NOTES**

### **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.

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%.

The Key Stage 4 NPD extract used in the production of the tables in this Statistical First Release (SFR) links revised Key Stage 4 attainment information with the pupils' characteristics information from the January 2011 School Census.

The revised Key Stage 4 attainment information within the SFR is taken from data collated for the 2011 Secondary School Performance Tables, which has been checked by schools. In previous years, this SFR has been published using provisional data (prior to it being checked by schools).

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 2011 has already been published at: <http://www.education.gov.uk/rsgateway/DB/SFR/s001012/index.shtml> and detailed information on the coding of ethnicity, SEN, FSM and English as a first language can be found in the technical notes of that SFR.

The school census data go through various levels of checking. Schools input the data into a Management Information System (MIS). The MIS software has built in validation ensuring data is inputted in a consistent format. The validated school census returns submitted to the DfE via the DfE data collection system known as COLLECT. Validation software routines, including checks against previous terms' returns to ensure historic consistency, are used by the DfE before the return is finalised and accepted. Queries flagged by the validation checks are referred back to the LA/school to be resolved.

One area of limitation is the matching rate of pupils' attainment back to their characteristics – in places because the characteristic data may be incomplete. Whilst a 97-98% matching rate is observed overall, Table 1 shows the level of completeness of the data for each of the characteristics in turn. Matching methods are reviewed regularly to try and maximise the completeness of data.

Further information on the NPD, including a 2011 KS4 User Guide, can be found at: <http://www.bristol.ac.uk/cmpo/plugin/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](mailto:npd.requests@education.gsi.gov.uk).

### **Coverage Information**

This SFR covers pupils in maintained schools including academies and City Technology Colleges.

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 2011 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, 2010/11 (Revised)' which can be found here: <http://www.education.gov.uk/rsgateway/DB/SFR/s001056/index.shtml>.

**iGCSEs** – A number of qualifications are now accredited as International Certificates. iGCSEs were included in this SFR for the first time in 2009/10. In addition to counting International Certificates that were accredited at the start of the period of study, "legacy" iGCSEs – i.e. those subjects which gained accreditation as Certificates by the time the 2010/11 exam dataset was processed are included in this publication. As so few iGCSEs are taken in maintained schools (the coverage of this SFR), the impact of their inclusion is minimal. Further details, including a list of accredited iGCSEs, can be found in the technical notes to the SFR 'GCSE and Equivalent Results in England, 2010/11 (Revised)'.

Further information on accreditation, contributions to pupil level and point scores of qualifications can be found in the Register of Accredited Qualifications website: <http://register.ofqual.gov.uk/>.

**English Baccalaureate (EBacc)** – This was introduced into 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 accredited iGCSE) English, mathematics, sciences, a language (including Latin, classical Greek or ancient Hebrew) and a humanities subject (history or geography). Further information on the exact qualifications included in the measure is available on the Performance Tables website: <http://www.education.gov.uk/performancetables/>

### **Impact Indicators**

Through the Department's Business Plan published in May 2011 (<http://www.education.gov.uk/aboutdfe/departmentalinformation/Business%20Plan/a0077279/department-for-education-business-plan-may-2011>), the Department committed to publish information relating to Key Stage 4 attainment gaps between pupils eligible for Free School Meals and the rest (Impact Indicator 3.8) and between the most and least deprived schools (Impact Indicator 5.18) in December as part of the set of Impact Indicators.

Impact Indicator 3.8 is calculated from the percentage of pupils all other pupils (those known not to be eligible for free school meals 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 free school meals 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 least deprived schools minus the percentage of the Key Stage 4 cohort achieving an A\*-C grade in English and mathematics GCSEs in the most deprived schools. The most deprived schools are the 10 per cent of schools with the highest proportion of all pupils at the school who are eligible for Free School Meals or are looked after children. The least deprived schools are the 10 per cent of schools with the lowest proportion of all pupils at the school who are eligible for Free School Meals or are looked after children.

### **Rounding**

All figures in this SFR for the gaps in attainment have been calculated using unrounded figures; however they are quoted to 1 decimal place. 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.

### **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**

There are differences in the number of disadvantaged pupils (pupils eligible for FSM or looked after children) published in the summary table and the number of disadvantaged pupils published in the Performance Tables. As part of an ongoing programme of reviewing matching processes, updates were applied to the pupil matching references of pupils in the National Pupil Database (NPD) in the summer of 2011. These updates have established previously undermatched links between the current and prior attainment records of individual pupils and have been incorporated into the 2010/11 KS4 data. As a consequence of these updates, some of the 2011 KS4 cohort do not have a link to their 2011 Spring Census record in the NPD, and may be linked to a different Spring Census record with different characteristics; as a result there are 440 fewer KS4 pupils in maintained schools eligible for Free School Meals according to the FSM indicator in the 2011 Spring Census, which has been used in these SFR tables, compared to the FSM indicator used in the Performance Tables.

### **Income Deprivation Affecting Children Index (IDACI)**

IDACI is provided by the Department for Communities and Local Government (CLG). 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 on the CLG website at:

<http://www.communities.gov.uk/publications/corporate/statistics/indices2010?view=Standard>.

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>

## 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 2010/11 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" table 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. The underlying figures used to calculate these percentages will be published on 23 February 2012 at:

<http://www.education.gov.uk/rsgateway/DB/SFR/s001057/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 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 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

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

## ENQUIRIES

1. Enquiries about the figures in this SFR should be addressed to:

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2. Press enquires should be made to the Department's Press Office at:

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