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Training****Issued by**
Department for Education
and Skills
Sanctuary Buildings
Great Smith Street
London SW1P 3BT**Telephone:**
Press Office
020 7925 6789
Public Enquiries
0870 000 2288**Statistician**
Jo Finney**Email**
Mailbox.dataoutputsunit@
dfes.gsi.gov.uk**Internet**
[http://www.dfes.gov.uk/
rsgateway/DB/SFR/](http://www.dfes.gov.uk/rsgateway/DB/SFR/)

INVESTOR IN PEOPLE

**National Curriculum Assessments, GCSE and Equivalent Attainment
and Post-16 Attainment by Pupil Characteristics in England
2005/06(Revised)****INTRODUCTION**

This Statistical First Release (SFR) provides information on Key Stage National Curriculum assessments, GCSE and equivalent attainment and Post-16 achievements of young people in England by different pupil characteristics, specifically gender, ethnicity, eligibility for free school meals (FSM), special educational needs (SEN) and English as a First Language. Specifically, this publication contains provisional figures for Key Stage 3, updates the figures included in SFR 46/2006 and gives revised figures for Key Stages 2, 4 and Post-16. Revised figures for Key Stage 1 are not included due to data availability but these figures will follow in March.

The figures contained within this publication combine the information gathered through the School Census in January 2006 and the 2006 attainment data, allowing analyses of the attainment of different groups of pupils.

KEY POINTS**Ethnicity**

Observations previously made in the November publication for Key Stages 1, 2, 4 and Post-16 also hold true for Key Stage 3. Revised figures show little change from the provisional data previously published. A summary of these figures is given below.

Minority ethnic groups with higher achievement than the national average

- Chinese, pupils of Mixed White and Asian heritage, Irish and Indian pupils consistently achieve above the national average across Key Stage 2, Key Stage 3 and Key Stage 4.
 - For example, at Key Stage 2 mathematics, 92 per cent of Chinese pupils and 83 per cent of Mixed White and Asian heritage pupils achieved the expected level or above, compared to 75 per cent nationally (Table 2). Similar differences to the national figure are observed in English and science, with a less marked difference in science.

Minority ethnic groups with lower achievement than the national average

- Gypsy/Roma and Traveller of Irish Heritage pupils perform considerably below the national average at all Key Stages. However, it should be noted that very small numbers of pupils were recorded in these two categories.
 - For example, at Key Stage 3 English, around a fifth of Traveller of Irish Heritage pupils and a quarter of Gypsy/Roma pupils achieved the expected level or above in Key Stage 3 English compared to almost three quarters of all pupils on average (Table 4).
- All the minority ethnic groups within the Black category and pupils of Mixed White and Black Caribbean heritage are consistently below the national average across all Key Stages, at GCSE and equivalent and Post-16.
 - For example, at GCSE and equivalent, 44.9 per cent of Black Caribbean pupils, 47.3 per cent of pupils of Mixed White and Black Caribbean heritage, 51.0 per cent of Black African pupils and 47.1 per cent of other Black pupils achieved 5 or more A*-C grades compared to 57.3 per cent nationally (Table 7).
 - The results for these groups have generally improved since 2005 across each Key Stage, resulting in some cases in a narrowing of the attainment gap in many subjects. For example, the gap between each of these groups and the average for all pupils has narrowed at GCSE since 2005.
- Bangladeshi and Pakistani pupils perform below the national average at Key Stage 2 and 3, and at GCSE attainment including English and mathematics.
 - For example, at Key Stage 2 in Science, 73 per cent of Pakistani pupils and 79 per cent of Bangladeshi pupils achieved the expected level compared to 86 per cent nationally (Table 3). In Key Stage 3 in Science the performance levels are more marked with Bangladeshi pupils achieving 57 per cent and Pakistani pupils achieving 54 per cent against a national average of 72 per cent (Table 6).
 - Bangladeshi pupils' relative attainment is closer to the national average at GCSE and equivalent, with 56.6 per cent at 5 or more A*-C grades compared to 57.3 per cent nationally (Table 7). When looking at 5 or more A*-C grades including English and mathematics, there is a gap of 5 percentage points between Bangladeshi pupils and all pupils.
 - Pakistani pupils' relative attainment at GCSE and equivalent is approximately 6 percentage points below the national figure, 51.4% compared with 57.3%, rising to 9.4% when English and mathematics are included.

Attainment by gender

- Girls consistently outperform boys in virtually all of the minority ethnic groups in each of the Key Stages, as they do nationally.
 - Overall, the difference in attainment of 5 or more A*-C GCSEs or equivalent by gender has dropped slightly from last year when it was 10.1 percentage points (9.7 percentage point difference in 2006 provisional) to 9.6 percentage points in 2006 revised.
 - There is variability in the gender differences across the ethnic groups. For example, the difference between Black Caribbean boys and girls was 16.4 percentage points compared with 6.5 percentage points for pupils of Mixed White and Asian heritage (Table 7).
 - When looking at 5 or more A*-C grades including English and mathematics, the national difference between boys and girls is 8.3 percentage points. Again there is variability across the ethnic groups with all Black groups having a larger gender gap but Bangladeshi and Mixed White and Asian groups having a smaller gender gap (Table 7).

English as a First Language

- Pupils with English as a First Language perform better than pupils with a language other than English as their First Language in each stage of education.
 - For example, at Key Stage 3, the percentage of pupils achieving Level 5 or above with English known or believed to be their First Language was 73%, compared to 66% of students with a language other than English as their First Language (Table 4).

Free School Meals

- Pupils not eligible for free school meals perform better than those who are eligible for free school meals in each Key Stage, at GCSE and equivalent and at Post-16.
 - For example, at GCSE and equivalent, 61.0 per cent and 33.0 per cent achieve 5 or more grades A*-C respectively (Table 7).

Special Educational Needs

- Pupils with SEN perform less well than pupils with no identified SEN in each stage of education.
- SEN pupils without a statement perform better than those with a statement at Key Stage 2, Key Stage 3 and GCSE and equivalent. Within the group of SEN pupils without statements, pupils with School Action perform better than those with School Action Plus.
 - For example, at GCSE and equivalent, 95.5 per cent of pupils with School Action achieved any passes compared to 88.0 per cent with School Action Plus (Table 7).
- At Key Stage 2, Key Stage 3, GCSE and equivalent and at Post-16 there are more boys than girls in each category of SEN. Boys with statements outperform girls with statements at every Key Stage and at GCSE and equivalent. However, at Post-16 girls with statements outperform boys.
 - For example, at Key Stage 3 mathematics, 20 per cent of boys with a statement of SEN achieved the expected level compared to 11 per cent of girls (Table 3).

ITEMS TO NOTE

This is revised data for Key Stage 2, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England. However it does include provisional data for Key Stage 3.

Tables 1 to 6 of this Statistical First Release present the percentage of pupils achieving each level in Key Stage 2 and Key Stage 3. Prior to 2005 only the proportion achieving the expected level was reported.

As with SFR 46/2006, this SFR includes the percentage of pupils at the end of Key Stage 4 instead of pupils aged-15 achieving 5+A*-C at GCSE or equivalent as well as an additional indicator for pupils achieving 5+ A*-C including English and mathematics GCSE.

Key Stage 4 refers to pupils who have reached the end of Key Stage 4 (i.e. when they have completed Year 11). From 2005, The School Achievement and Attainment Tables have reported examination results for pupils at the end of Key Stage 4, rather than those aged-15. As a result of this change in methodology in 2005, care should be taken when comparing figures to those from 2004 or earlier. At a national level for maintained schools, the move from aged-15 to end of Key Stage 4 represents a 0.5 percentage point difference in the main 5+ A*-C indicator in 2006.

Figures for those achieving 2 A Levels and 3 grade As are not provided in table 8. These measures are only valid for GCE/VCE A/AS and VCE Double Award qualifications while the number of candidates in this table are based on all Level 3 qualifications.

TABLES

NATIONAL TABLES

Key Stage 2

Table 1: Percentage of pupils achieving each level in 2006 Key Stage 2 English tests by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Revised)

Table 2: Percentage of pupils achieving each level in 2006 Key Stage 2 Mathematics tests by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Revised)

Table 3: Percentage of pupils achieving each level in 2006 Key Stage 2 Science tests by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Revised)

Key Stage 3

Table 4: Percentage of pupils achieving each level in 2006 Key Stage 3 English tests by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Provisional)

Table 5: Percentage of pupils achieving each level in 2006 Key Stage 3 Mathematics tests by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Provisional)

Table 6: Percentage of pupils achieving each level in 2006 Key Stage 3 Science tests and by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Provisional)

GCSE and equivalents

Table 7: Achievements at GCSE and equivalent in 2006, by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Revised)

Post-16

Table 8: Achievements of level 3 qualifications in 2006, by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Revised)

ADDITIONAL TABLES (Only available on the website)

Additional tables showing combinations of different pupil characteristics, Local Authority, ACORN¹ KS3 crosstabs will be added later as will KS1 national level tables.

Key Stage 3 Combination tables – to be published by late February

Table 9: Achievements at Key Stage 3 English Level 5 and above in 2006, by ethnicity, English as a First Language and gender (Provisional)

Table 10: Achievements at Key Stage 3 Mathematics Level 5 and above in 2006, by ethnicity, English as a First Language and gender (Provisional)

Table 11: Achievements at Key Stage 3 Science Level 5 and above in 2006, by ethnicity, English as a First Language and gender (Provisional)

Table 12: Achievements at Key Stage 3 English Level 5 and above in 2006, by ethnicity, Free School Meal provision and gender (Provisional)

Table 13: Achievements at Key Stage 3 Mathematics Level 5 and above in 2006, by ethnicity, Free School Meal provision and gender (Provisional)

Table 14: Achievements at Key Stage 3 Science Level 5 and above in 2006, by ethnicity, Free School Meal provision and gender (Provisional)

Table 15: Achievements at Key Stage 3 English Level 5 and above in 2006, by ethnicity, Special Educational Needs status and gender (Provisional)

Table 16: Achievements at Key Stage 3 Mathematics Level 5 and above in 2006, by ethnicity, Special Educational Needs status and gender (Provisional)

Table 17: Achievements at Key Stage 3 Science Level 5 and above in 2006, by ethnicity, Special Educational Needs status and gender (Provisional)

¹ A Classification of Residential Neighbourhoods – more details on page 11.

Key Stage 3 Local Authority tables – to be published by mid March

Table 18: Achievements at Key Stage 3 English Level 5 and above in 2006, for Local Authorities, by Ethnicity and gender (Provisional)

Table 19: Achievements at Key Stage 3 Mathematics Level 5 and above in 2006, for Local Authorities, by Ethnicity and gender (Provisional)

Table 20: Achievements at Key Stage 3 Science Level 5 and above in 2006, for Local Authorities, by Ethnicity and gender (Provisional)

Table 21: Achievements at Key Stage 3 English Level 5 and above in 2006, for Local Authorities, by English as a First Language and gender (Provisional)

Table 22: Achievements at Key Stage 3 Mathematics Level 5 and above in 2006, for Local Authorities, by English as a First Language and gender (Provisional)

Table 23: Achievements at Key Stage 3 Science Level 5 and above in 2006, for Local Authorities, by English as a First Language and gender (Provisional)

Table 24: Achievements at Key Stage 3 English Level 5 and above in 2006, for Local Authorities, by Free School Meal provision and gender (Provisional)

Table 25: Achievements at Key Stage 3 Mathematics Level 5 and above in 2006, for Local Authorities, by Free School Meal provision and gender (Provisional)

Table 26: Achievements at Key Stage 3 Science Level 5 and above in 2006, for Local Authorities, by Free School Meal provision and gender (Provisional)

Table 27: Achievements at Key Stage 3 English Level 5 and above in 2006, for Local Authorities, by Special Educational Needs status and gender (Provisional)

Table 28: Achievements at Key Stage 3 Mathematics Level 5 and above in 2006, for Local Authorities, by Special Educational Needs status and gender (Provisional)

Table 29: Achievements at Key Stage 3 Science Level 5 and above in 2006, for Local Authorities, by Special Educational Needs status and gender (Provisional)

Key Stage 3 Local Authority District, ACORN and IDACI tables – to be published in March

Table 30: Achievements at Key Stage 2 in 2006 by Local Authority District of pupil residency. (Provisional)

Table 31: Achievements at Key Stage 2 in 2006 by Local Authority District and ACORN category of pupil residency. (Provisional)

Table 32: Achievements at Key Stage 2 in 2006 by Local Authority District and IDACI score of SOA of pupil residency. (Provisional)

Key Stage 1 National tables – to be published by late March

Table 33: Percentage of pupils achieving each level in 2006 Key Stage 1 reading teacher assessments by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Final)

Table 34: Percentage of pupils achieving each level in 2006 Key Stage 1 writing teacher assessments by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Final)

Table 35: Percentage of pupils achieving each level in 2006 Key Stage 1 mathematics teacher assessments by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Final)

Table 36: Percentage of pupils achieving each level in 2006 Key Stage 1 science teacher assessments by ethnicity, English as a first Language, free school meals, special educational needs and gender. (Final)

NOTES TO EDITORS

This release contains the national level analyses of Key Stage 2 and 3 National Curriculum assessments, GCSE and equivalent attainment, Post-16 achievements by pupil characteristics for 2005/06.

Prior to 2002 national level analyses by pupil characteristics were not possible. However, since January 2002 the Schools' Census introduced a major change in that maintained primary, secondary and special schools reported data at an individual pupil level for the first time. This has enabled pupil characteristic information to be matched to pupil attainment data, allowing comparisons of the performance of different groups of pupils. This matched dataset is called the National Pupil Database (NPD).

This SFR covers **maintained schools only**, including academies and CTCs and excluding independent schools, independent special schools, and non-maintained special schools and, for Post-16, any pupils in sixth forms centres and further education sector colleges.

Pupil Level Characteristics information

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.

Ethnicity

In 2003 the categories for recording ethnicity data changed to reflect the categories used in the 2001 National population census. There is no direct mapping between the old and new codes and, as a result, attainment data by pupils' ethnicity for 2006, 2005, 2004 and 2003 are not directly comparable with any figures for 2002. From 2004, the new codes were compulsory, thus any pupils incorrectly classified in 2004, 2005 and 2006 using the old codes have been added to the unclassified category.

The main differences between the old and new sets of codes are the introduction of the following ethnic categories: four Mixed heritage categories (White and Black Caribbean; White and Black African; White and Asian; Any other mixed background); Traveller of Irish Heritage; Gypsy/Roma.

Pupils in the Traveller of Irish Heritage and Gypsy/Roma ethnic groups are known to be underrepresented in the Annual School Census and also have a high proportion of absence during the tests/exams.

Additionally, numbers appear to decline with each Key Stage (only a third of the number of Gypsy/Roma pupils are recorded at GCSE and equivalent compared to Key Stage 1; and less than a half of Travellers of Irish Heritage are recorded at GCSE and equivalent compared to Key Stage 1). Thus, attainment by these groups is distorted. Pupils in these groups are also disproportionately identified as having Special Educational Needs (SEN).

Free School Meals (FSM)

Prior to 2001, the numbers of pupils eligible for a free school meal were those who had, or whose parents had, satisfied the relevant authority that they were receiving Income Support (IS), income based Jobseeker's Allowance, or support provided under Part 6 of the Immigration and Asylum Act 1999. From 2001 onwards this definition was modified to include only pupils where parents had indicated that they wished their child to have a free meal and had confirmed benefit receipt with the LA or school.

Under changes to the tax credit system introduced in April 2003, children in families receiving the Child Tax Credit (CTC) rather than IS or IBJSA would not have been entitled to receive a free school meal. As a result, for 2004, 2005 and 2006 ASC, the entitlement for free school meals was extended to 'non-working' families who have an amount of income that extinguishes their IS or IBJSA benefit, who are receiving support via CTC, but are working fewer than 16 hours per week and thus not in receipt of Working Tax Credit (WTC). The majority of these families would have received IS or IBJSA prior to 6 April (and accordingly their children a free school meal). As a result of this change to entitlement, these children continue to be eligible for free school meals.

Special Educational Needs (SEN)

In January 2002 the new SEN Code of Practice replaced the five stage model of the 1994 SEN Code with pupils at School Action, School Action Plus or with a statement of SEN.

Only year 11 pupils for whom we have census information are included at GCSE and equivalent. At Key Stages 1, 2 and 3, pupils with attainment but no census information have been included as 'unclassified'. The data in the tables showing achievements by SEN in 2006 use new codes only. Any old codes provided in 2006 have been added to the unclassified category.

English as a First Language

English as a First Language is defined as pupils whose First Language is known or believed to be English. "First Language" is the language to which a child was initially exposed during early development.

ACORN (A Classification of Residential Neighbourhoods)

ACORN is a geo-demographic classification used to identify and understand the UK population. It combines geography with demographics and lifestyle information to categorise UK postcodes into 5 categories, 17 groups and 56 types. The ACORN classification describes people according to the neighbourhood in which they live and works on the premise that people living in the same neighbourhood will have similar purchasing habits and attitudinal characteristics.

The 56 types provide a high level of discrimination for analysis and are amalgamated into 17 Groups. Likewise the Groups are amalgamated into 5 Categories, which provide a readily accessible entry point into the classification.

The 5 categories are:

Wealthy Achievers
Urban Prosperity
Comfortably Off
Moderate Means
Hard Pressed

Additional information showing the relationship between the 56 types, 17 groups and 5 categories can be found at <http://www.caci.co.uk/acorn/acornmap.asp>.

Achievements in Key Stage National Curriculum assessments

Key Stage National Curriculum assessments are reported at the end of Key Stage 1, Key Stage 2 and Key Stage 3. Key Stage 1 teacher assessments are published in reading, writing, mathematics and science and Key Stage 2 and Key Stage 3 tests in English, mathematics and science.

The teacher assessments at Key Stage 1 and the tests at Key Stage 2 and Key Stage 3 measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of the Key Stage.

The National Curriculum standards have been designed so that most pupils will progress approximately one level every two years. Level 2 is the level expected of most pupils at the end of Key Stage 1; by the end of Key Stage 2 pupils are expected to reach Level 4; and Levels 5 and 6 are the levels expected of most pupils at the end of Key Stage 3. When presenting analyses that refer to 'expected level' at Key Stage 3, the Department's practice is to measure against those pupils achieving Level 5 or above.

The Key Stage 1 statistics for 2006, as for those in 2005, are presented in a different format to the final results for 2004 and 2003 to reflect the change in assessment procedures. As from 2005 schools have only been required to report teacher assessments results (informed by task/test activities undertaken by pupils during the academic year). At Key Stage 1, the calculations showing the percentage of pupils achieving the expected level are based on pupils who are eligible for the teacher assessment. The denominator for these calculations includes all valid levels which include pupils who were absent, disapplied or working towards level 1.

At Key Stage 2 and 3, the calculations showing the percentage of pupils achieving the expected level are based on pupils who are eligible for the tests. The denominator for these calculations includes pupils who were working below the level of the tests, unable to access the tests, took the test but failed to register a level, or were absent. Pupils with missing results are not included in the calculations at either national or LA level.

Achievements at GCSE and equivalent

Figures reporting achievements at GCSE and equivalent show the achievements of different groups of pupils at the end of Key Stage 4 for whom we have received census information and include results in all level 1 and level 2 qualifications which are approved by QCA as appropriate for pupils pre-16. GCE and VCE AS levels are the only level 3 qualifications which have been included. The general range of qualifications, together with the qualification families into which they fall, are set out in the table below:

General	General Vocational	Occupational	Vocationally related	Key Skills	Basic Skills	Vocational Languages	Graded Exams	Free Standing Maths	Other General
GCE AS	Applied GCE AS Double award	NVQ Level 2	VRQ Level 2 or BTEC First	Key Skills Level 2	Basic Skills Level 2	Intermediate GNVQ Language Unit	Graded Exam (Grade 8)	Level 3	Other General qualifications L2
GCSE (Full course)	Applied GCE AS/ VCE AS	NVQ Level 1	VRQ Level 1	Key Skills Level 1	Basic Skills Level 1	NVQ Language Unit at Level 2	Graded Exam (Grade 7)	Level 2	Other General qualifications L1
GCSE Short Course	Full GNVQ, Intermediate					Foundation GNVQ language Unit	Graded Exam (Grade 6)	Level 1	
Entry Level 3	Vocational GCSEs					NVQ Language Unit at Level 1	Graded Exam (Grade 5)		
Entry Level 2	GNVQ Part 1 Intermediate						Graded Exam (Grade 4)		
Entry Level 1	Full GNVQ, Foundation						Graded Exam (Grade 3)		
	GNVQ Part 1 Foundation						Graded Exam (Grade 2)		
							Graded Exam (Grade 1)		

All GCSE and equivalent tables show the percentage of pupils at the end of Key Stage 4 achieving the level 2 threshold (5 or more grades A*-C at GCSE or equivalent), the percentage of pupils at the end of Key Stage 4 achieving 5 or more grades A*-C at GCSE or equivalent, including English and mathematics at GCSE and the percentage of pupils at the end of Key Stage 4 achieving any passes in level 1, 2 or entry level qualifications.

Achievements Post-16

The coverage of this Statistical First Release is 16 to 18 year old students at the end of their second (and final) year of post-16 study. However, as the year group is not collected, a set of proxy criteria has been established. The criteria are that students must be 16, 17 or 18 (age at the start of the academic year) and they must have been entered for a GCE/VCE A level, a VCE Double Award or other qualification equivalent in size to one A-level in Summer 2006.

QCA TARIFF

The range of qualifications reported in this SFR has been extended to cover all Level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). In order to do so the new QCA tariff for level 3 qualifications has been adopted in table 1. The QCA points allocated to Level 3 qualifications can be viewed at <http://www.openquals.org.uk> .

VALUE ADDED MEASURES

Value added is a way of measuring the progress a pupil makes between one stage of education and the next. This allows comparison between groups of pupils regardless of their different starting points.

In order to calculate the value added measures a pupil's current attainment (the output measure) is compared with the median current attainment of pupils with the same, or similar, prior attainment (the input measure). Where the pupil has achieved above the average for pupils with the same starting point they have a positive score, and where they achieve below, the score is negative. For groups of pupils the value added measure is the average value added score, presented around 100 for Key Stage 1 to Key Stage 2.

Key Stage 1- Key Stage 2 Value Added Measure: In order to calculate the Key Stage 1 to Key Stage 2 value added measure a pupil's average point score at Key Stage 2 is used as the output measure, and average point score at Key Stage 1 the input measure. Pupils included are those eligible for Key Stage 2 assessment in 2005 for whom prior attainment at Key Stage 1 has been identified.

CONTEXTUALISED VALUE ADDED MEASURES

Value Added (VA) measures, which have been published for a number of years, take account of prior attainment and allow meaningful comparisons to be made between schools with different intakes, by taking into account this biggest single predictor. However, other factors outside a school's control, such as gender, mobility and levels of deprivation have been observed to have a further impact on pupil results even after allowing for prior attainment.

To take these into account requires a more complex model of value added, which has now been developed. This Contextualised Value Added (CVA) model goes a step further than the previous VA measures by taking into account a number of factors outside a school's control and allows us to reflect more realistically and therefore more fairly, the impact each school makes considering the particular circumstances of its intake.

This Contextualised Value Added measure has been published at Key Stage 4 for the first time in 2006 and is also being piloted this year for Key Stages 2 and 3, with the hope of publishing for all Key Stages in 2007. More information about Contextualised Value Added can be found on the Department's Standards Website, which can be found via the following link:

<http://www.standards.dfes.gov.uk/performance/1316367/CVAinPAT2005/?version=1>

Related publications

SFR 09/2006 - National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2005

SFR 30/2006 – National Curriculum assessments at Key Stage 1 in England, 2006 (Provisional)

SFR 31/2006 – National Curriculum assessments at Key Stage 2 in England, 2006 (Provisional)

SFR 38/2006 – Schools and Pupils in England – January 2006 (Final)

SFR 40/2006 – GCE/VCE A/AS and equivalent Examination Results in England 2005/06 (Provisional)

SFR 41/2006 – GCSE and equivalent Results and in England, 2005/06 (Provisional)

SFR 46/2006 - National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2006

SFR 48/2006 - National Curriculum assessments at Key Stage 2 in England, 2006 (Revised)

SFR 01/2007 – GCSE and equivalent Results and in England, 2005/06 (Revised)

SFR 02/2007 – GCE/VCE A/AS and equivalent Examination Results in England 2005/06 (Revised)

Enquiries about the figures contained in this first release should be addressed to:

Data Outputs Unit (1F Area C),
Department for Education and Skills,
Mowden Hall,
Darlington, DL3 9BG (telephone number 01325 392313)
Mailbox.DATAOUTPUTSUNIT@dfes.qsi.gov.uk

Press enquiries should be made to the Department's Press Office at:

Department for Education and Skills,
Sanctuary Buildings,
Great Smith Street,
London, SW1P 3BT (telephone number 020 7925 6789).

Table 1: Percentage of pupils achieving each level¹ in 2006 Key Stage 2 English tests by ethnicity, English as a First Language, free school meals, special educational needs and gender

		REVISED												
		Eligible pupils	% achieving								Expected Level ²	KS 1-2 VA Measure	% included in measure	
			A	T	B	N	2	3	4	5				
Ethnicity														
Boys	White	242,754	1	0	5	2	1	16	49	26	75	99.8	97.3	
	White British	234,286	1	0	5	2	1	16	49	26	75	99.8	98.0	
	Irish	1,033	1	x	6	2	0	13	44	34	78	100.4	92.5	
	Traveller Of Irish Heritage	181	8	.	33	3	6	27	18	5	23	99.3	68.0	
	Gypsy / Roma	398	7	2	28	8	4	23	24	5	29	99.5	75.9	
	Any Other White Background	6,856	1	1	8	2	1	17	44	26	71	100.6	77.0	
	Mixed	9,149	1	0	5	2	1	15	49	27	76	100.0	93.8	
	White and Black Caribbean	3,257	1	x	6	2	1	19	50	21	71	99.7	97.0	
	White and Black African	852	1	.	5	2	1	15	51	26	77	99.9	86.3	
	White and Asian	1,830	1	x	4	1	1	11	46	35	82	100.2	93.5	
	Any Other Mixed Background	3,210	1	0	5	1	1	14	49	29	78	100.1	92.7	
	Asian	21,395	0	0	6	2	1	19	51	20	72	100.2	88.3	
	Indian	6,576	0	0	3	1	0	14	53	28	81	100.3	90.4	
	Pakistani	8,845	0	0	7	3	1	24	51	14	64	99.8	91.2	
	Bangladeshi	3,608	0	0	6	2	1	21	53	18	70	100.7	91.1	
	Any Other Asian Background	2,366	0	1	7	2	1	16	47	27	74	100.8	67.2	
	Black	12,325	0	0	7	3	1	22	49	17	66	99.8	78.9	
	Black Caribbean	4,427	0	0	7	3	2	23	50	15	65	99.4	91.3	
	Black African	6,568	0	0	8	3	1	22	48	18	66	100.3	69.6	
	Any Other Black Background	1,330	1	x	6	3	1	22	50	17	67	99.8	83.6	
	Chinese	1,012	0	.	5	1	1	11	44	38	82	101.0	83.5	
	Any Other Ethnic Group	2,929	1	1	10	2	1	21	44	20	64	100.8	69.3	
	Unclassified ³	6,264	1	1	8	2	1	19	47	21	69	99.9	88.1	
	All pupils	295,828	1	0	5	2	1	17	49	25	74	99.9	95.3	
Girls	White	231,820	1	0	2	1	1	11	45	40	85	99.6	97.5	
	White British	223,852	1	0	2	1	1	11	45	40	85	99.6	98.2	
	Irish	993	1	.	3	1	1	9	37	50	87	100.1	93.6	
	Traveller Of Irish Heritage	166	11	.	23	5	2	27	27	3	30	99.3	71.1	
	Gypsy / Roma	366	8	x	15	4	2	29	34	7	41	99.5	78.7	
	Any Other White Background	6,443	1	1	6	1	1	12	40	38	78	100.4	75.4	
	Mixed	8,922	1	0	2	1	0	10	45	42	86	99.7	94.1	
	White and Black Caribbean	3,221	1	.	2	1	1	12	48	36	84	99.5	97.8	
	White and Black African	895	1	x	2	0	0	11	44	41	84	99.9	87.2	
	White and Asian	1,759	0	x	2	1	0	8	39	51	89	99.9	94.4	
	Any Other Mixed Background	3,047	1	0	2	1	0	8	45	43	88	99.9	92.2	
	Asian	20,204	0	0	4	1	1	13	50	32	81	100.0	89.2	
	Indian	6,247	0	x	2	1	0	8	47	43	89	100.1	91.0	
	Pakistani	8,117	0	0	5	1	1	17	52	24	76	99.5	92.1	
	Bangladeshi	3,575	0	0	4	1	1	15	52	28	80	100.5	92.8	
	Any Other Asian Background	2,265	0	0	5	1	1	12	45	35	81	100.7	67.7	
	Black	12,146	0	0	4	1	1	14	50	29	79	99.9	79.0	
	Black Caribbean	4,302	0	x	2	1	0	14	52	29	81	99.5	91.7	
	Black African	6,669	0	0	5	1	1	15	49	29	77	100.3	69.6	
	Any Other Black Background	1,175	0	0	4	1	1	13	49	32	81	99.6	86.0	
	Chinese	1,007	0	1	3	1	0	5	38	52	90	100.8	83.9	
	Any Other Ethnic Group	2,661	1	0	8	2	1	15	45	29	74	100.8	68.8	
	Unclassified ³	5,740	1	1	4	1	1	12	45	35	80	99.8	90.1	
	All pupils	282,500	1	0	3	1	1	11	46	39	84	99.6	95.5	
Total	White	474,574	1	0	4	1	1	14	47	33	80	99.7	97.4	
	White British	458,138	1	0	4	1	1	14	47	33	80	99.7	98.1	
	Irish	2,026	1	x	4	1	0	11	40	42	82	100.2	93.0	
	Traveller Of Irish Heritage	347	10	.	29	4	4	27	22	4	27	99.3	69.5	
	Gypsy / Roma	764	7	1	22	6	3	26	29	6	35	99.5	77.3	
	Any Other White Background	13,299	1	1	7	2	1	15	42	32	75	100.5	76.2	
	Mixed	18,071	1	0	3	1	1	13	47	34	81	99.9	93.9	
	White and Black Caribbean	6,478	1	x	4	2	1	15	49	28	77	99.6	97.4	
	White and Black African	1,747	1	x	4	1	1	13	47	33	81	99.9	86.7	
	White and Asian	3,589	1	x	3	1	0	10	43	43	85	100.1	94.0	
	Any Other Mixed Background	6,257	1	0	3	1	1	11	47	36	83	100.0	92.4	
	Asian	41,599	0	0	5	1	1	16	50	26	76	100.1	88.7	
	Indian	12,823	0	0	3	1	0	11	50	35	85	100.2	90.7	
	Pakistani	16,962	0	0	6	2	1	21	51	19	70	99.6	91.7	
	Bangladeshi	7,183	0	0	5	1	1	18	52	23	75	100.6	91.9	
	Any Other Asian Background	4,631	0	1	6	1	1	14	46	31	77	100.7	67.4	
	Black	24,471	0	0	6	2	1	18	49	23	72	99.9	78.9	
	Black Caribbean	8,729	0	0	5	2	1	19	51	22	73	99.4	91.5	
	Black African	13,237	0	0	6	2	1	18	48	23	72	100.3	69.6	
	Any Other Black Background	2,505	1	0	5	2	1	18	50	24	73	99.7	84.8	
	Chinese	2,019	0	0	4	1	0	8	41	45	86	100.9	83.7	
	Any Other Ethnic Group	5,590	1	1	9	2	1	18	44	25	69	100.8	69.1	
	Unclassified ³	12,004	1	1	6	2	1	16	46	28	74	99.8	89.1	
	All pupils	578,328	1	0	4	1	1	14	47	32	79	99.8	95.4	

Table 1: Percentage of pupils achieving each level¹ in 2006 Key Stage 2 English tests by ethnicity, English as a First Language, free school meals, special educational needs and gender

		Eligible pupils	% achieving								REVISED			
			A	T	B	N	2	3	4	5	Expected Level ²	KS 1-2 VA Measure	% included in measure	
First Language														
Boys	English ⁴	260,855	1	0	5	2	1	16	49	26	75	99.8	97.4	
	Other than English ⁵	33,601	0	0	7	2	1	21	49	19	68	100.3	80.3	
	Unclassified ³	1,372	2	2	18	3	2	19	40	14	54	99.6	57.7	
	All pupils	295,828	1	0	5	2	1	17	49	25	74	99.9	95.3	
Girls	English ⁴	249,469	1	0	2	1	1	11	45	40	85	99.6	97.6	
	Other than English ⁵	31,912	0	0	5	1	1	15	48	29	78	100.2	80.8	
	Unclassified ³	1,119	1	3	12	1	1	14	44	25	68	99.7	61.4	
	All pupils	282,500	1	0	3	1	1	11	46	39	84	99.6	95.5	
Total	English ⁴	510,324	1	0	4	1	1	14	47	33	80	99.7	97.5	
	Other than English ⁵	65,513	0	0	6	2	1	18	49	24	73	100.3	80.5	
	Unclassified ³	2,491	1	3	15	2	2	16	42	19	60	99.7	59.4	
	All pupils	578,328	1	0	4	1	1	14	47	32	79	99.8	95.4	
Free School Meals														
Boys	FSM	48,804	2	0	11	5	2	27	44	10	54	99.6	93.1	
	Non-FSM	245,822	1	0	4	1	1	15	50	28	78	99.9	95.9	
	Unclassified ³	1,202	2	2	19	3	2	19	39	14	53	99.5	55.5	
	All pupils	295,828	1	0	5	2	1	17	49	25	74	99.9	95.3	
Girls	FSM	46,835	1	0	6	2	1	22	49	18	68	99.3	93.7	
	Non-FSM	234,717	1	0	2	1	0	9	45	43	88	99.7	96.1	
	Unclassified ³	948	1	4	12	2	1	14	42	24	66	99.7	58.0	
	All pupils	282,500	1	0	3	1	1	11	46	39	84	99.6	95.5	
Total	FSM	95,639	1	0	8	3	2	24	47	14	61	99.5	93.4	
	Non-FSM	480,539	1	0	3	1	1	12	47	35	83	99.8	96.0	
	Unclassified ³	2,150	1	3	16	3	1	17	40	18	59	99.6	56.6	
	All pupils	578,328	1	0	4	1	1	14	47	32	79	99.8	95.4	
Special Educational Needs														
Boys	No identified SEN	205,879	0	0	1	0	0	9	55	34	90	100.0	95.6	
	SEN without a statement	75,159	1	0	9	6	3	39	37	4	41	99.6	95.5	
	School Action	47,722	1	0	4	4	3	41	43	4	47	99.7	95.6	
	School Action +	27,437	2	0	17	9	4	38	27	3	31	99.3	95.3	
	SEN with a statement	13,596	2	0	54	7	2	17	15	3	18	99.5	93.5	
	Unclassified ³	1,194	2	2	19	3	2	19	40	14	53	99.6	55.2	
	All pupils	295,828	1	0	5	2	1	17	49	25	74	99.9	95.3	
	Girls	No identified SEN	233,511	0	0	0	0	0	6	47	46	93	99.8	95.8
		SEN without a statement	42,976	1	0	7	4	3	40	40	4	44	99.0	95.0
		School Action	31,188	1	0	4	3	2	40	46	4	50	99.1	95.1
School Action +		11,788	2	0	17	8	4	40	25	4	29	98.5	94.5	
SEN with a statement		5,065	1	0	61	6	2	14	12	3	15	98.7	93.2	
Unclassified ³		948	1	4	12	2	1	14	42	24	66	99.7	58.0	
All pupils		282,500	1	0	3	1	1	11	46	39	84	99.6	95.5	
Total		No identified SEN	439,390	0	0	0	0	0	7	51	40	91	99.9	95.7
		SEN without a statement	118,135	1	0	8	5	3	40	38	4	42	99.4	95.3
		School Action	78,910	1	0	4	3	2	40	44	4	48	99.5	95.4
	School Action +	39,225	2	0	17	9	4	38	27	4	30	99.1	95.0	
	SEN with a statement	18,661	2	0	56	7	2	16	14	3	17	99.3	93.4	
	Unclassified ³	2,142	1	3	16	3	1	17	41	18	59	99.6	56.4	
	All pupils	578,328	1	0	4	1	1	14	47	32	79	99.8	95.4	

¹ B - not entered for test, N - failed to register a level, A - absent,

² Percentage of pupils achieving Level 4 or more.

³ Includes information refused or not obtained.

⁴ This includes Not known but believed to be English.

⁵ This includes Not known but believed to be other than English.

x Figures have not been shown due to very small numbers.

. Not applicable.

Table 2: Percentage of pupils achieving each level in 2006 Key Stage 2 Mathematics tests by ethnicity, English as a First Language, free school meals, special educational needs and gender

													REVISED
		Eligible pupils	% achieving								Expected Level ²	KS 1-2 VA Measure	% included in measure
			A	T	B	N	2	3	4	5			
Ethnicity													
Boys	White	242,779	1	0	4	2	1	16	41	36	77	99.8	97.3
	White British	234,309	1	0	3	2	1	16	41	36	77	99.8	98.0
	Irish	1,033	1	x	3	1	1	12	36	45	81	100.4	92.5
	Traveller Of Irish Heritage	180	12	.	23	4	2	25	28	6	33	99.3	68.0
	Gypsy / Roma	397	10	1	20	5	3	30	24	6	30	99.5	75.9
	Any Other White Background	6,860	1	1	5	2	1	16	38	37	75	100.6	77.0
	Mixed	9,148	1	0	4	2	1	17	42	33	76	100.0	93.8
	White and Black Caribbean	3,256	1	x	4	3	1	21	44	25	69	99.7	97.0
	White and Black African	852	1	x	3	2	1	16	45	33	78	99.9	86.3
	White and Asian	1,830	0	x	3	1	0	12	39	44	83	100.2	93.5
	Any Other Mixed Background	3,210	0	0	3	2	1	16	42	36	78	100.1	92.7
	Asian	21,399	0	0	4	3	1	19	41	32	73	100.2	88.3
	Indian	6,577	0	x	3	1	1	14	38	43	81	100.3	90.4
	Pakistani	8,845	0	0	6	4	1	23	43	23	65	99.8	91.2
	Bangladeshi	3,611	0	x	4	3	1	19	43	29	72	100.7	91.1
	Any Other Asian Background	2,366	0	1	4	1	1	16	37	40	78	100.8	67.2
	Black	12,327	0	0	6	4	2	25	43	19	62	99.8	78.9
	Black Caribbean	4,427	1	x	6	4	2	27	44	17	61	99.4	91.3
	Black African	6,571	0	0	6	4	2	25	43	20	63	100.3	69.6
	Any Other Black Background	1,329	1	x	5	4	1	24	45	21	65	99.8	83.6
	Chinese	1,012	0	x	3	0	0	4	28	64	92	101.0	83.5
	Any Other Ethnic Group	2,930	1	1	6	2	1	18	40	31	71	100.8	69.3
	Unclassified ³	6,266	1	1	5	2	1	19	41	30	71	99.9	88.1
	All pupils	295,861	1	0	4	2	1	16	41	35	76	99.9	95.3
Girls	White	231,822	1	0	2	2	1	18	45	31	76	99.6	97.5
	White British	223,852	1	0	2	2	1	18	45	31	76	99.6	98.2
	Irish	993	1	.	3	2	1	14	42	38	80	100.1	93.6
	Traveller Of Irish Heritage	166	14	.	20	8	2	32	21	2	23	99.3	71.1
	Gypsy / Roma	367	16	x	12	5	4	29	28	5	34	99.5	78.7
	Any Other White Background	6,444	1	1	4	2	1	18	42	31	73	100.4	75.4
	Mixed	8,920	1	0	2	2	1	19	45	30	75	99.7	94.1
	White and Black Caribbean	3,219	1	x	2	2	1	21	48	24	72	99.5	97.8
	White and Black African	895	0	x	2	2	1	21	45	28	72	99.9	87.2
	White and Asian	1,759	0	x	2	2	1	13	42	40	82	99.9	94.4
	Any Other Mixed Background	3,047	1	x	2	2	1	19	43	32	76	99.9	92.2
	Asian	20,204	0	0	4	3	1	21	44	26	70	100.0	89.2
	Indian	6,246	0	x	2	1	1	15	44	37	81	100.1	91.0
	Pakistani	8,117	0	0	5	4	2	27	44	18	62	99.5	92.1
	Bangladeshi	3,575	0	0	4	3	1	23	47	21	67	100.5	92.8
	Any Other Asian Background	2,266	0	0	4	2	1	18	40	36	75	100.7	67.7
	Black	12,144	0	0	4	3	2	27	46	18	64	99.9	79.0
	Black Caribbean	4,301	0	x	3	3	2	29	46	17	63	99.5	91.7
	Black African	6,668	0	0	5	3	2	25	45	19	64	100.3	69.6
	Any Other Black Background	1,175	x	0	4	3	1	25	48	19	67	99.6	86.0
	Chinese	1,007	0	x	1	0	0	6	34	57	91	100.8	83.9
	Any Other Ethnic Group	2,662	1	0	5	3	1	21	42	26	69	100.8	68.8
	Unclassified ³	5,739	1	1	4	2	1	21	43	26	70	99.8	90.1
	All pupils	282,498	1	0	3	2	1	19	45	30	75	99.6	95.5
Total	White	474,601	1	0	3	2	1	17	43	33	77	99.7	97.4
	White British	458,161	1	0	3	2	1	17	43	33	77	99.7	98.1
	Irish	2,026	1	x	3	2	1	13	39	42	80	100.2	93.0
	Traveller Of Irish Heritage	346	13	.	22	6	2	28	25	4	29	99.3	69.5
	Gypsy / Roma	764	13	1	16	5	3	30	26	6	32	99.5	77.3
	Any Other White Background	13,304	1	1	4	2	1	17	40	34	74	100.5	76.2
	Mixed	18,068	1	0	3	2	1	18	44	32	76	99.9	93.9
	White and Black Caribbean	6,475	1	x	3	3	1	21	46	25	71	99.6	97.4
	White and Black African	1,747	1	0	3	2	1	19	45	30	75	99.9	86.7
	White and Asian	3,589	0	x	2	1	1	13	40	42	83	100.1	94.0
	Any Other Mixed Background	6,257	0	0	3	2	1	17	42	34	77	100.0	92.4
	Asian	41,603	0	0	4	3	1	20	42	29	72	100.1	88.7
	Indian	12,823	0	0	2	1	1	14	41	40	81	100.2	90.7
	Pakistani	16,962	0	0	5	4	1	25	43	20	64	99.6	91.7
	Bangladeshi	7,186	0	0	4	3	1	21	45	25	70	100.6	91.9
	Any Other Asian Background	4,632	0	1	4	2	1	17	38	38	76	100.7	67.4
	Black	24,471	0	0	5	4	2	26	45	19	63	99.9	78.9
	Black Caribbean	8,728	0	0	4	4	2	28	45	17	62	99.4	91.5
	Black African	13,239	0	0	6	4	2	25	44	19	63	100.3	69.6
	Any Other Black Background	2,504	1	0	4	3	1	24	46	20	66	99.7	84.8
	Chinese	2,019	0	0	2	0	0	5	31	60	92	100.9	83.7
	Any Other Ethnic Group	5,592	1	1	6	3	1	19	41	29	70	100.8	69.1
	Unclassified ³	12,005	1	1	5	2	1	20	42	28	70	99.8	89.1
	All pupils	578,359	1	0	3	2	1	18	43	32	75	99.8	95.4

Table 2: Percentage of pupils achieving each level¹ in 2006 Key Stage 2 Mathematics tests by ethnicity, English as a First Language, free school meals, special educational needs and gender

REVISED														
		Eligible pupils	% achieving								Expected Level ²	KS 1-2 VA Measure	% included in measure	
			A	T	B	N	2	3	4	5				
First Language														
Boys	English ⁴	260,874	1	0	4	2	1	16	41	36	77	99.8	97.4	
	Other than English ⁵	33,614	0	0	5	3	1	20	41	29	70	100.3	80.3	
	Unclassified ³	1,373	2	3	12	3	1	23	36	20	56	99.6	57.7	
	All pupils	295,861	1	0	4	2	1	16	41	35	76	99.9	95.3	
Girls	English ⁴	249,465	1	0	2	2	1	18	45	31	76	99.6	97.6	
	Other than English ⁵	31,914	0	0	4	3	1	23	44	24	68	100.2	80.8	
	Unclassified ³	1,119	1	5	8	3	1	23	41	18	59	99.7	61.4	
	All pupils	282,498	1	0	3	2	1	19	45	30	75	99.6	95.5	
Total	English ⁴	510,339	1	0	3	2	1	17	43	33	76	99.7	97.5	
	Other than English ⁵	65,528	0	0	5	3	1	21	42	27	69	100.3	80.5	
	Unclassified ³	2,492	1	4	11	3	1	23	38	19	57	99.7	59.4	
	All pupils	578,359	1	0	3	2	1	18	43	32	75	99.8	95.4	
Free School Meals														
Boys	FSM	48,805	2	0	8	4	2	26	42	17	59	99.6	93.1	
	Non-FSM	245,853	1	0	3	1	1	15	41	38	80	99.9	95.9	
	Unclassified ³	1,203	2	3	13	3	2	23	36	18	54	99.5	55.5	
	All pupils	295,861	1	0	4	2	1	16	41	35	76	99.9	95.3	
Girls	FSM	46,833	1	0	6	4	2	29	43	13	57	99.3	93.7	
	Non-FSM	234,717	1	0	2	2	1	17	45	33	78	99.7	96.1	
	Unclassified ³	948	1	5	9	4	1	23	40	17	57	99.7	58.0	
	All pupils	282,498	1	0	3	2	1	19	45	30	75	99.6	95.5	
Total	FSM	95,638	1	0	7	4	2	28	43	15	58	99.5	93.4	
	Non-FSM	480,570	1	0	2	2	1	16	43	36	79	99.8	96.0	
	Unclassified ³	2,151	1	4	11	3	1	23	38	18	55	99.6	56.6	
	All pupils	578,359	1	0	3	2	1	18	43	32	75	99.8	95.4	
Special Educational Needs														
Boys	No identified SEN	205,882	0	0	0	0	0	9	43	46	89	100.0	95.6	
	SEN without a statement	75,165	1	0	5	5	3	36	41	9	50	99.6	95.5	
	School Action	47,724	1	0	3	4	2	35	45	10	55	99.7	95.6	
	School Action +	27,441	2	0	10	8	3	36	33	8	41	99.3	95.3	
	SEN with a statement	13,619	2	0	46	7	2	21	17	5	22	99.5	93.5	
	Unclassified ³	1,195	2	3	13	3	2	23	36	18	54	99.6	55.2	
	All pupils	295,861	1	0	4	2	1	16	41	35	76	99.9	95.3	
	Girls	No identified SEN	233,506	1	0	0	1	0	14	49	35	84	99.8	95.8
		SEN without a statement	42,974	2	0	8	9	4	45	28	3	32	99.0	95.0
		School Action	31,187	1	0	5	8	4	47	32	3	35	99.1	95.1
School Action +		11,787	2	0	16	14	5	40	20	3	23	98.5	94.5	
SEN with a statement		5,070	1	0	60	10	2	15	8	2	11	98.7	93.2	
Unclassified ³		948	1	5	9	4	1	23	40	17	57	99.7	58.0	
All pupils		282,498	1	0	3	2	1	19	45	30	75	99.6	95.5	
Total		No identified SEN	439,388	1	0	0	0	0	12	46	40	87	99.9	95.7
		SEN without a statement	118,139	1	0	6	7	3	39	36	7	43	99.4	95.3
		School Action	78,911	1	0	4	5	3	40	40	7	47	99.5	95.4
	School Action +	39,228	2	0	12	9	4	37	29	6	35	99.1	95.0	
	SEN with a statement	18,689	2	0	50	8	2	20	14	4	19	99.3	93.4	
	Unclassified ³	2,143	1	4	11	3	1	23	38	18	55	99.6	56.4	
	All pupils	578,359	1	0	3	2	1	18	43	32	75	99.8	95.4	

¹ B - not entered for test, N - failed to register a level, A - absent

² Percentage of pupils achieving Level 4 or more.

³ Includes information refused or not obtained.

⁴ This includes Not known but believed to be English.

⁵ This includes Not known but believed to be other than English.

x Figures have not been shown due to very small numbers.

. Not applicable.

Table 3: Percentage of pupils achieving each level¹ in 2006 Key Stage 2 Science tests by ethnicity, English as a First Language, free school meals, special educational needs and gender

													REVISED
		Eligible pupils	% achieving								Expected Level ²	KS 1-2 VA Measure	% included in measure
			A	T	B	N	2	3	4	5			
Ethnicity													
Boys	White	242,800	1	0	2	0	0	9	41	46	87	99.8	97.3
	White British	234,327	1	0	2	0	0	9	41	47	87	99.8	98.0
	Irish	1,033	1	x	2	1	x	8	37	51	88	100.4	92.5
	Traveller Of Irish Heritage	181	12	.	19	2	2	24	31	10	41	99.3	68.0
	Gypsy / Roma	397	7	1	14	2	2	25	35	13	48	99.5	75.9
	Any Other White Background	6,862	1	1	4	1	1	12	37	44	81	100.6	77.0
	Mixed	9,150	1	0	2	1	0	10	40	46	86	100.0	93.8
	White and Black Caribbean	3,258	1	x	3	1	0	12	44	39	83	99.7	97.0
	White and Black African	852	1	x	2	0	x	9	40	47	87	99.9	86.3
	White and Asian	1,830	1	x	2	0	0	8	35	54	89	100.2	93.5
	Any Other Mixed Background	3,210	1	0	2	0	0	9	40	48	88	100.1	92.7
	Asian	21,405	0	0	4	1	1	15	44	35	79	100.2	88.3
	Indian	6,581	0	x	2	1	0	10	42	45	87	100.3	90.4
	Pakistani	8,846	0	0	5	2	1	20	46	26	73	99.8	91.2
	Bangladeshi	3,612	0	x	4	1	1	15	47	32	79	100.7	91.1
	Any Other Asian Background	2,366	0	1	4	1	1	12	40	42	82	100.8	67.2
	Black	12,329	0	0	5	1	1	17	47	28	75	99.8	78.9
	Black Caribbean	4,429	1	x	4	1	1	17	48	28	76	99.4	91.3
	Black African	6,570	0	0	5	1	1	18	46	28	74	100.3	69.6
	Any Other Black Background	1,330	1	x	3	1	1	16	48	30	78	99.8	83.6
	Chinese	1,012	0	x	2	x	0	7	32	58	90	101.0	83.5
	Any Other Ethnic Group	2,931	0	1	5	2	1	16	40	35	75	100.8	69.3
	Unclassified ³	6,263	1	1	4	1	1	11	42	40	82	99.9	88.1
	All pupils	295,890	1	0	3	1	0	10	41	45	86	99.9	95.3
Girls	White	231,831	1	0	1	0	0	9	41	47	88	99.6	97.5
	White British	223,857	1	0	1	0	0	9	41	47	88	99.6	98.2
	Irish	993	1	.	2	0	x	7	34	56	90	100.1	93.6
	Traveller Of Irish Heritage	166	11	.	14	8	2	24	35	7	42	99.3	71.1
	Gypsy / Roma	367	9	1	8	2	2	25	43	10	53	99.5	78.7
	Any Other White Background	6,448	1	1	3	1	1	11	37	45	82	100.4	75.4
	Mixed	8,921	1	0	1	0	0	9	41	47	89	99.7	94.1
	White and Black Caribbean	3,220	1	.	2	1	0	9	46	41	87	99.5	97.8
	White and Black African	895	1	x	1	0	0	11	41	45	86	99.9	87.2
	White and Asian	1,759	0	x	1	1	x	7	34	57	91	99.9	94.4
	Any Other Mixed Background	3,047	0	x	1	0	0	8	40	49	90	99.9	92.2
	Asian	20,207	0	0	3	1	1	14	45	35	81	100.0	89.2
	Indian	6,248	0	x	1	0	0	8	42	47	89	100.1	91.0
	Pakistani	8,117	0	0	4	1	1	20	47	27	74	99.5	92.1
	Bangladeshi	3,576	0	0	3	1	1	15	50	30	80	100.5	92.8
	Any Other Asian Background	2,266	0	0	4	1	0	11	42	41	83	100.7	67.7
	Black	12,147	0	0	3	1	1	15	48	32	80	99.9	79.0
	Black Caribbean	4,303	0	x	2	1	1	14	50	33	83	99.5	91.7
	Black African	6,669	0	0	4	1	1	16	46	32	78	100.3	69.6
	Any Other Black Background	1,175	x	x	3	1	1	14	49	33	82	99.6	86.0
	Chinese	1,007	0	0	2	x	0	5	31	60	91	100.8	83.9
	Any Other Ethnic Group	2,661	1	0	5	2	1	14	41	37	78	100.8	68.8
	Unclassified ³	5,739	1	1	3	1	0	11	41	43	83	99.8	90.1
	All pupils	282,513	1	0	2	1	0	10	42	46	87	99.6	95.5
Total	White	474,631	1	0	2	0	0	9	41	47	88	99.7	97.4
	White British	458,184	1	0	2	0	0	9	41	47	88	99.7	98.1
	Irish	2,026	1	x	2	0	0	7	35	53	89	100.2	93.0
	Traveller Of Irish Heritage	347	12	.	16	5	2	24	33	8	41	99.3	69.5
	Gypsy / Roma	764	8	1	11	2	2	25	39	12	51	99.5	77.3
	Any Other White Background	13,310	1	1	4	1	1	12	37	44	82	100.5	76.2
	Mixed	18,071	1	0	2	0	0	9	41	47	87	99.9	93.9
	White and Black Caribbean	6,478	1	x	2	1	0	11	45	40	85	99.6	97.4
	White and Black African	1,747	1	0	2	0	0	10	41	46	86	99.9	86.7
	White and Asian	3,589	1	x	1	0	0	8	35	55	90	100.1	94.0
	Any Other Mixed Background	6,257	1	0	2	0	0	8	40	49	89	100.0	92.4
	Asian	41,612	0	0	3	1	1	15	45	35	80	100.1	88.7
	Indian	12,829	0	0	2	1	0	9	42	46	88	100.2	90.7
	Pakistani	16,963	0	0	4	1	1	20	47	27	73	99.6	91.7
	Bangladeshi	7,188	0	0	3	1	1	15	48	31	79	100.6	91.9
	Any Other Asian Background	4,632	0	1	4	1	1	12	41	42	82	100.7	67.4
	Black	24,476	0	0	4	1	1	16	47	30	77	99.9	78.9
	Black Caribbean	8,732	0	0	3	1	1	16	49	30	80	99.4	91.5
	Black African	13,239	0	0	4	1	1	17	46	30	76	100.3	69.6
	Any Other Black Background	2,505	1	x	3	1	1	15	48	31	79	99.7	84.8
	Chinese	2,019	0	0	2	0	0	6	32	59	91	100.9	83.7
	Any Other Ethnic Group	5,592	0	1	5	2	1	15	40	36	76	100.8	69.1
	Unclassified ³	12,002	1	1	4	1	1	11	41	41	82	99.8	89.1
	All pupils	578,403	1	0	2	1	0	10	41	45	86	99.8	95.4

Table 3: Percentage of pupils achieving each level¹ in 2006 Key Stage 2 Science tests by ethnicity, English as a First Language, free school meals, special educational needs and gender

													REVISED
		Eligible pupils	% achieving								Expected Level ²	KS 1-2 VA Measure	% included in measure
			A	T	B	N	2	3	4	5			
First Language													
Boys	English ⁴	260,900	1	0	2	0	0	9	41	46	87	99.8	97.4
	Other than English ⁵	33,619	0	0	5	1	1	16	44	33	76	100.3	80.3
	Unclassified ³	1,371	2	3	12	2	1	16	39	25	64	99.6	57.7
	All pupils	295,890	1	0	3	1	0	10	41	45	86	99.9	95.3
Girls	English ⁴	249,478	1	0	1	0	0	9	41	47	88	99.6	97.6
	Other than English ⁵	31,916	0	0	3	1	1	15	45	34	78	100.2	80.8
	Unclassified ³	1,119	1	5	7	1	1	16	40	29	69	99.7	61.4
	All pupils	282,513	1	0	2	1	0	10	42	46	87	99.6	95.5
Total	English ⁴	510,378	1	0	2	0	0	9	41	47	88	99.7	97.5
	Other than English ⁵	65,535	0	0	4	1	1	16	44	33	77	100.3	80.5
	Unclassified ³	2,490	1	4	10	1	1	16	40	26	66	99.7	59.4
	All pupils	578,403	1	0	2	1	0	10	41	45	86	99.8	95.4
Free School Meals													
Boys	FSM	48,821	1	0	5	1	1	19	47	25	72	99.6	93.1
	Non-FSM	245,868	1	0	2	0	0	8	40	49	89	99.9	95.9
	Unclassified ³	1,201	2	3	13	2	1	16	39	24	62	99.5	55.5
	All pupils	295,890	1	0	3	1	0	10	41	45	86	99.9	95.3
Girls	FSM	46,842	1	0	4	1	1	19	49	24	74	99.3	93.7
	Non-FSM	234,723	0	0	1	0	0	8	40	50	90	99.7	96.1
	Unclassified ³	948	1	6	8	1	1	16	40	27	67	99.7	58.0
	All pupils	282,513	1	0	2	1	0	10	42	46	87	99.6	95.5
Total	FSM	95,663	1	0	5	1	1	19	48	24	73	99.5	93.4
	Non-FSM	480,591	1	0	2	0	0	8	40	49	89	99.8	96.0
	Unclassified ³	2,149	1	4	11	2	1	16	39	25	64	99.6	56.6
	All pupils	578,403	1	0	2	1	0	10	41	45	86	99.8	95.4
Special Educational Needs													
Boys	No identified SEN	205,882	0	0	0	0	0	5	38	56	94	100.0	95.6
	SEN without a statement	75,177	1	0	3	1	1	23	51	19	71	99.6	95.5
	School Action	47,726	1	0	1	1	1	21	54	21	75	99.7	95.6
	School Action +	27,451	2	0	5	2	1	26	47	17	64	99.3	95.3
	SEN with a statement	13,638	2	0	35	3	2	20	27	10	37	99.5	93.5
	Unclassified ³	1,193	2	4	13	2	1	16	39	24	63	99.6	55.2
	All pupils	295,890	1	0	3	1	0	10	41	45	86	99.9	95.3
Girls	No identified SEN	233,501	0	0	0	0	0	5	41	53	94	99.8	95.8
	SEN without a statement	42,979	1	0	3	2	2	32	48	11	60	99.0	95.0
	School Action	31,187	1	0	2	2	1	30	52	12	64	99.1	95.1
	School Action +	11,792	2	0	8	4	3	35	39	9	49	98.5	94.5
	SEN with a statement	5,085	2	0	49	4	2	19	18	5	23	98.7	93.2
	Unclassified ³	948	1	6	8	1	1	16	40	27	67	99.7	58.0
	All pupils	282,513	1	0	2	1	0	10	42	46	87	99.6	95.5
Total	No identified SEN	439,383	0	0	0	0	0	5	40	54	94	99.9	95.7
	SEN without a statement	118,156	1	0	3	2	1	26	50	17	67	99.4	95.3
	School Action	78,913	1	0	1	1	1	25	53	17	70	99.5	95.4
	School Action +	39,243	2	0	6	3	2	29	44	15	59	99.1	95.0
	SEN with a statement	18,723	2	0	39	3	2	20	25	9	33	99.3	93.4
	Unclassified ³	2,141	1	4	11	2	1	16	39	25	64	99.6	56.4
	All pupils	578,403	1	0	2	1	0	10	41	45	86	99.8	95.4

¹ B - not entered for test, N - failed to register a level, A - absent

² Percentage of pupils achieving Level 4 or more.

³ Includes information refused or not obtained.

⁴ This includes Not known but believed to be English.

⁵ This includes Not known but believed to be other than English

x Figures have not been shown due to very small numbers.

. Not applicable.

Table 4: Percentage of pupils achieving each level¹ in 2006 Key Stage 3 English tests by ethnicity, English as a First Language, free school meals, special educational needs and gender.

		PROVISIONAL										
Ethnicity	Eligible pupils	% achieving										Expected Level ²
		A	T	B	N	3	4	5	6	7		
Boys	White	259,881	4	0	5	4	4	17	38	21	7	66
	White British	252,122	4	0	5	4	4	17	38	21	7	66
	Irish	1,055	4	0	5	3	2	13	36	26	10	73
	Traveller of Irish Heritage	85	41	0	22	6	1	14	11	4	1	15
	Gypsy/Roma	226	20	0	27	14	7	17	12	3	0	15
	Any other White background	6,393	4	1	8	5	4	16	35	20	8	63
	Mixed	8,049	4	0	5	4	4	18	38	20	8	66
	White and Black Caribbean	2,988	5	0	5	5	4	21	40	17	5	61
	White and Black African	800	5	0	5	4	3	19	39	21	5	64
	White and Asian	1,590	3	0	4	3	3	13	37	26	12	74
	Any other mixed background	2,671	4	0	5	4	3	16	38	21	9	68
	Asian	20,064	2	0	6	5	4	20	39	18	6	63
	Indian	6,877	1	0	3	2	2	14	42	26	9	77
	Pakistani	7,836	3	0	7	7	5	24	38	13	3	54
	Bangladeshi	2,887	3	1	7	6	5	22	40	13	4	56
	Any other Asian background	2,464	2	0	7	5	4	16	36	21	8	65
	Black	10,697	3	0	7	6	5	22	40	14	3	58
	Black Caribbean	3,996	3	0	6	6	5	22	40	13	3	56
	Black African	5,327	2	0	7	6	4	22	40	15	4	59
	Any other Black background	1,374	3	0	6	5	5	23	40	15	3	58
	Chinese	1,045	2	0	5	2	2	13	37	25	13	75
	Any other ethnic group	2,670	4	1	10	6	5	19	34	17	5	56
	Unclassified³	7,970	5	0	7	6	4	19	36	17	5	58
	All pupils	310,376	4	0	5	4	4	17	38	20	7	65
Girls	White	248,753	3	0	2	1	2	11	38	30	13	81
	White British	241,344	3	0	2	1	2	11	38	30	13	81
	Irish	1,074	3	0	1	1	1	9	31	34	20	85
	Traveller of Irish Heritage	90	27	0	20	3	9	17	19	4	1	24
	Gypsy/Roma	230	17	0	17	7	6	16	24	10	2	37
	Any other White background	6,015	3	0	4	2	2	11	35	28	15	77
	Mixed	8,001	4	0	2	1	2	10	37	30	15	81
	White and Black Caribbean	3,106	4	0	3	2	2	12	41	27	10	77
	White and Black African	773	3	0	2	3	1	12	34	31	15	80
	White and Asian	1,487	3	0	1	1	1	7	33	32	20	86
	Any other mixed background	2,635	3	0	2	1	2	9	34	31	17	83
	Asian	18,437	1	0	4	2	2	13	39	28	11	78
	Indian	6,289	1	0	2	1	1	8	35	37	17	88
	Pakistani	7,171	2	0	5	3	3	16	43	22	7	71
	Bangladeshi	2,800	1	0	4	2	2	15	42	25	9	76
	Any other Asian background	2,177	1	0	5	2	2	12	35	27	15	77
	Black	10,925	2	0	4	2	2	14	42	25	8	75
	Black Caribbean	4,115	2	0	3	2	2	14	46	24	7	77
	Black African	5,534	2	0	6	3	2	14	39	26	9	73
	Any other Black background	1,276	3	0	3	2	2	14	42	26	7	75
	Chinese	1,008	1	0	3	1	1	8	28	34	24	86
	Any other ethnic group	2,376	3	0	6	3	3	13	35	24	12	71
	Unclassified³	7,196	5	0	4	2	2	12	38	25	11	75
	All pupils	296,696	3	0	2	2	2	11	38	29	13	80
Total	White	508,634	4	0	4	3	3	14	38	25	10	73
	White British	493,466	4	0	4	3	3	14	38	25	10	73
	Irish	2,129	4	0	3	2	2	11	33	30	15	79
	Traveller of Irish Heritage	175	34	0	21	5	5	15	15	4	1	20
	Gypsy/Roma	456	18	0	22	11	6	16	18	7	1	26
	Any other White background	12,408	4	0	6	4	3	14	35	23	11	70
	Mixed	16,050	4	0	3	3	3	14	38	25	11	73
	White and Black Caribbean	6,094	5	0	4	3	3	16	40	22	7	69
	White and Black African	1,573	4	0	4	3	2	15	36	26	10	72
	White and Asian	3,077	3	0	3	2	2	11	35	29	16	80
	Any other mixed background	5,306	4	0	3	2	2	13	36	26	13	75
	Asian	38,501	2	0	5	3	3	16	39	23	8	71
	Indian	13,166	1	0	3	2	2	11	39	31	13	82
	Pakistani	15,007	2	0	6	5	4	20	40	17	5	62
	Bangladeshi	5,687	2	0	5	4	4	19	41	19	6	66
	Any other Asian background	4,641	2	0	6	4	3	14	35	24	11	71
	Black	21,622	3	0	5	4	3	18	41	20	6	66
	Black Caribbean	8,111	3	0	5	4	3	18	43	19	5	67
	Black African	10,861	2	0	6	4	3	18	39	20	6	66
	Any other Black background	2,650	3	0	5	4	3	19	41	20	5	66
	Chinese	2,053	1	0	4	2	2	10	33	29	18	80
	Any other ethnic group	5,046	3	1	8	5	4	16	35	20	8	63
	Unclassified³	15,166	5	0	6	4	3	16	37	21	8	66
	All pupils	607,072	3	0	4	3	3	14	38	25	10	73

Table 4: Percentage of pupils achieving each level¹ in 2006 Key Stage 3 English tests by ethnicity, English as a First Language, free school meals, special educational needs and gender.

	First Language	Eligible pupils	% achieving					Expected Level ²				
			A	T	B	N	3		4	5	6	7
Boys	English ⁴	279,109	4	0	5	4	4	17	38	21	7	66
	Other than English ⁵	28,297	3	0	7	6	5	20	38	16	5	59
	Unclassified ³	2,970	6	1	11	7	4	19	33	14	5	52
	All pupils	310,376	4	0	5	4	4	17	38	20	7	65
Girls	English ⁴	267,461	3	0	2	1	2	10	38	30	13	81
	Other than English ⁵	26,746	2	0	5	3	2	14	39	25	10	74
	Unclassified ³	2,489	6	1	7	3	3	13	35	22	11	68
	All pupils	296,696	3	0	2	2	2	11	38	29	13	80
Total	English ⁴	546,570	4	0	4	3	3	14	38	25	10	73
	Other than English ⁵	55,043	2	0	6	4	3	17	38	20	7	66
	Unclassified ³	5,459	6	1	9	5	4	16	34	18	7	59
	All pupils	607,072	3	0	4	3	3	14	38	25	10	73

	Free School Meals	Eligible pupils	% achieving					Expected Level ²				
			A	T	B	N	3		4	5	6	7
Boys	FSM	46,460	8	0	12	9	7	24	31	8	2	40
	Non-FSM	261,800	3	0	4	4	3	16	40	22	8	70
	Unclassified ³	2,116	6	1	13	8	5	20	30	13	4	47
	All pupils	310,376	4	0	5	4	4	17	38	20	7	65
Girls	FSM	44,214	7	0	6	4	4	20	40	16	4	59
	Non-FSM	250,703	3	0	2	1	1	9	38	32	14	84
	Unclassified ³	1,779	7	1	8	3	3	13	35	21	10	65
	All pupils	296,696	3	0	2	2	2	11	38	29	13	80
Total	FSM	90,674	7	0	9	7	5	22	35	12	3	50
	Non-FSM	512,503	3	0	3	2	2	13	39	27	11	77
	Unclassified ³	3,895	7	1	11	6	4	17	32	17	7	55
	All pupils	607,072	3	0	4	3	3	14	38	25	10	73

	Special Educational Needs	Eligible pupils	% achieving					Expected Level ²					
			A	T	B	N	3		4	5	6	7	
Boys	No identified SEN	229,506	2	0	1	2	2	14	44	26	9	79	
	SEN without a statement	61,824	7	0	9	13	10	30	25	4	1	30	
	School Action	41,647	6	0	7	11	10	33	29	5	1	34	
	School Action Plus	20,177	11	0	14	16	10	26	19	3	1	23	
	SEN with a statement	16,931	8	1	49	13	5	13	9	2	0	12	
	Unclassified ³	2,115	6	1	13	8	5	20	30	13	4	47	
	All pupils	310,376	4	0	5	4	4	17	38	20	7	65	
	Girls	No identified SEN	252,061	2	0	0	1	1	8	40	33	15	88
		SEN without a statement	36,487	8	0	7	7	7	30	33	7	1	41
		School Action	26,915	7	0	5	6	7	31	36	7	1	44
School Action Plus		9,572	12	0	11	10	8	27	25	5	1	31	
SEN with a statement		6,369	6	0	54	9	5	13	9	3	1	13	
Unclassified ³		1,779	7	1	8	3	3	13	35	21	10	65	
All pupils		296,696	3	0	2	2	2	11	38	29	13	80	
Total		No identified SEN	481,567	2	0	1	1	1	11	42	30	12	83
		SEN without a statement	98,311	8	0	8	11	9	30	28	5	1	34
		School Action	68,562	6	0	6	9	9	32	32	6	1	38
	School Action Plus	29,749	12	0	13	14	9	26	21	4	1	26	
	SEN with a statement	23,300	7	0	50	12	5	13	9	2	1	12	
	Unclassified ³	3,894	7	1	11	6	4	17	32	17	7	55	
	All pupils	607,072	3	0	4	3	3	14	38	25	10	73	

¹ B - not entered for test, N - failed to register a level, A - absent, T - unable to access test.

² Percentage of pupils achieving level 5 or above.

³ Includes information refused or not obtained.

⁴ This includes Not known but believed to be English.

⁵ This includes Not known but believed to be other than English.

Table 5: Percentage of pupils achieving each level¹ in 2006 Key Stage 3 Mathematics tests by ethnicity, English as a First Language, free school meals, special educational needs and gender.

		PROVISIONAL												
Ethnicity	Eligible pupils	% achieving											Expected Level ²	
		A	T	B	N	2	3	4	5	6	7	8		
Boys	White	260,100	3	0	1	0	0	5	13	19	27	23	9	77
	White British	252,341	3	0	1	0	0	5	13	19	27	23	9	77
	Irish	1,055	3	0	2	1	0	4	10	19	25	26	10	80
	Traveller of Irish Heritage	85	36	0	4	1	1	18	18	12	7	4	0	22
	Gypsy/Roma	227	22	0	5	2	2	19	21	16	7	5	0	28
	Any other White background	6,392	2	0	2	1	0	6	14	18	25	22	10	75
	Mixed	8,053	3	0	1	1	0	5	15	19	26	21	9	74
	White and Black Caribbean	2,989	4	0	1	1	0	6	19	21	28	16	4	70
	White and Black African	802	3	0	1	1	1	8	15	19	24	21	7	71
	White and Asian	1,591	2	0	2	0	0	4	11	15	25	26	15	81
	Any other mixed background	2,671	3	0	1	1	0	5	13	19	24	22	11	76
	Asian	20,004	1	0	2	1	0	6	15	19	25	21	10	74
	Indian	6,879	1	0	1	1	0	3	9	16	27	27	15	85
	Pakistani	7,776	2	0	2	1	1	9	20	22	23	16	5	66
	Bangladeshi	2,877	1	0	1	2	1	8	18	22	25	18	5	69
	Any other Asian background	2,472	2	0	2	1	0	5	13	16	23	22	16	77
	Black	10,688	2	0	2	2	1	11	20	22	24	14	3	63
	Black Caribbean	4,000	3	0	2	2	1	11	21	23	24	12	2	61
	Black African	5,312	1	0	2	2	1	11	19	22	24	15	4	64
	Any other Black background	1,376	3	0	2	1	1	9	19	23	26	13	3	66
	Chinese	1,050	2	0	1	0	0	1	5	7	20	32	32	91
	Any other ethnic group	2,684	3	1	2	1	1	7	16	18	23	19	9	70
	Unclassified³	7,998	4	0	2	1	1	7	16	19	25	19	7	70
	All pupils	310,577	3	0	1	1	0	5	14	19	26	22	9	76
Girls	White	248,821	3	0	1	0	0	4	13	20	28	23	7	78
	White British	241,415	3	0	1	0	0	4	13	20	28	23	7	78
	Irish	1,064	2	0	0	1	0	4	11	19	28	27	8	82
	Traveller of Irish Heritage	90	27	0	8	2	1	17	21	9	14	1	0	24
	Gypsy/Roma	228	15	0	1	4	2	21	22	20	8	5	0	34
	Any other White background	6,024	3	0	1	1	0	5	13	20	27	22	8	76
	Mixed	8,001	3	0	1	1	0	5	14	22	26	21	6	76
	White and Black Caribbean	3,109	3	0	1	1	0	6	18	25	26	16	4	71
	White and Black African	775	2	0	1	1	1	6	14	21	29	20	6	75
	White and Asian	1,488	2	0	1	1	0	4	11	17	25	29	10	82
	Any other mixed background	2,629	3	0	1	1	0	5	12	20	27	24	8	78
	Asian	18,375	1	0	1	1	0	7	15	20	26	20	8	75
	Indian	6,288	1	0	1	0	0	3	10	16	28	28	13	85
	Pakistani	7,120	2	0	2	1	1	10	19	24	24	15	3	66
	Bangladeshi	2,794	1	0	1	1	1	8	18	23	28	16	3	70
	Any other Asian background	2,173	1	0	1	1	0	6	12	18	23	24	14	79
	Black	10,919	2	0	1	2	1	9	18	24	26	15	3	67
	Black Caribbean	4,110	2	0	1	1	0	9	20	25	25	13	2	67
	Black African	5,536	1	0	1	2	1	10	17	22	25	16	4	67
	Any other Black background	1,273	2	0	1	1	1	8	18	24	26	15	3	68
	Chinese	1,012	0	0	1	0	0	1	3	8	23	35	28	93
	Any other ethnic group	2,390	2	0	2	1	1	7	16	19	25	20	7	72
	Unclassified³	7,192	4	0	1	1	0	6	17	21	25	19	6	71
	All pupils	296,710	3	0	1	1	0	5	14	20	28	22	7	77
Total	White	508,921	3	0	1	0	0	5	13	19	28	23	8	78
	White British	493,756	3	0	1	0	0	5	13	19	28	23	8	78
	Irish	2,119	3	0	1	1	0	4	10	19	26	27	9	81
	Traveller of Irish Heritage	175	31	0	6	2	1	17	19	10	11	2	0	23
	Gypsy/Roma	455	19	0	3	3	2	20	22	18	7	5	0	31
	Any other White background	12,416	3	0	1	1	0	6	14	19	26	22	9	76
	Mixed	16,054	3	0	1	1	0	5	15	20	26	21	8	75
	White and Black Caribbean	6,098	3	0	1	1	0	6	18	23	27	16	4	70
	White and Black African	1,577	2	0	1	1	1	7	15	20	26	20	6	73
	White and Asian	3,079	2	0	1	0	0	4	11	16	25	27	13	82
	Any other mixed background	5,300	3	0	1	1	0	5	13	20	25	23	9	77
	Asian	38,379	1	0	1	1	0	7	15	20	25	20	9	74
	Indian	13,167	1	0	1	1	0	3	10	16	27	27	14	85
	Pakistani	14,896	2	0	2	1	1	9	19	23	24	15	4	66
	Bangladeshi	5,671	1	0	1	1	1	8	18	22	26	17	4	69
	Any other Asian background	4,645	1	0	2	1	0	6	13	17	23	23	15	78
	Black	21,607	2	0	2	2	1	10	19	23	25	14	3	65
	Black Caribbean	8,110	2	0	2	1	1	10	21	24	25	13	2	64
	Black African	10,848	1	0	2	2	1	10	18	22	25	15	4	66
	Any other Black background	2,649	3	0	2	1	1	9	18	23	26	14	3	67
	Chinese	2,062	1	0	1	0	0	1	4	8	21	33	30	92
	Any other ethnic group	5,074	2	0	2	1	1	7	16	19	24	20	8	71
	Unclassified³	15,190	4	0	1	1	0	6	16	20	25	19	6	70
	All pupils	607,287	3	0	1	1	0	5	14	20	27	22	8	77

Table 5: Percentage of pupils achieving each level¹ in 2006 Key Stage 3 Mathematics tests by ethnicity, English as a First Language, free school meals, special educational needs and gender.

First Language		Eligible pupils	% achieving											Expected Level ²
			A	T	B	N	2	3	4	5	6	7	8	
Boys	English ⁴	279,329	3	0	1	0	0	5	13	19	27	23	9	77
	Other than English ⁵	28,248	2	0	2	1	1	8	16	20	24	19	8	70
	Unclassified ³	3,000	5	0	2	2	1	8	17	20	22	16	6	65
	All pupils	310,577	3	0	1	1	0	5	14	19	26	22	9	76
Girls	English ⁴	267,500	3	0	1	1	0	4	13	20	28	23	7	78
	Other than English ⁵	26,719	1	0	2	1	1	8	16	21	25	19	6	71
	Unclassified ³	2,491	5	0	2	2	0	7	18	21	23	17	5	66
	All pupils	296,710	3	0	1	1	0	5	14	20	28	22	7	77
Total	English ⁴	546,829	3	0	1	1	0	5	13	20	27	23	8	77
	Other than English ⁵	54,967	2	0	2	1	1	8	16	20	24	19	7	71
	Unclassified ³	5,491	5	0	2	2	1	8	17	21	23	17	6	66
	All pupils	607,287	3	0	1	1	0	5	14	20	27	22	8	77

Free School Meals		Eligible pupils	% achieving											Expected Level ²
			A	T	B	N	2	3	4	5	6	7	8	
Boys	FSM	46,436	6	0	3	1	1	11	22	22	21	11	2	56
	Non-FSM	261,997	2	0	1	0	0	4	12	18	27	25	10	80
	Unclassified ³	2,144	5	0	3	2	1	9	18	20	21	15	6	61
	All pupils	310,577	3	0	1	1	0	5	14	19	26	22	9	76
Girls	FSM	44,199	5	0	2	1	1	11	23	24	21	10	1	56
	Non-FSM	250,726	2	0	1	0	0	4	12	20	29	24	8	81
	Unclassified ³	1,785	5	0	2	2	1	7	18	20	22	16	5	64
	All pupils	296,710	3	0	1	1	0	5	14	20	28	22	7	77
Total	FSM	90,635	6	0	3	1	1	11	22	23	21	10	2	56
	Non-FSM	512,723	2	0	1	0	0	4	12	19	28	24	9	81
	Unclassified ³	3,929	5	0	3	2	1	8	18	20	22	16	5	62
	All pupils	607,287	3	0	1	1	0	5	14	20	27	22	8	77

Special Educational Needs		Eligible pupils	% achieving											Expected Level ²
			A	T	B	N	2	3	4	5	6	7	8	
Boys	No identified SEN	229,657	2	0	0	0	0	2	8	18	31	28	11	88
	SEN without a statement	61,784	6	0	0	1	1	13	31	24	17	6	1	48
	School Action	41,613	4	0	0	1	1	11	31	26	18	7	1	52
	School Action Plus	20,171	9	0	1	2	1	18	30	20	13	5	1	39
	SEN with a statement	16,993	8	0	22	4	3	21	21	11	6	3	1	20
	Unclassified³	2,143	5	0	3	2	1	9	18	20	21	15	6	61
	All pupils	310,577	3	0	1	1	0	5	14	19	26	22	9	76
	Girls	No identified SEN	252,090	2	0	0	0	0	2	11	21	31	25	8
SEN without a statement		36,448	6	0	1	2	1	20	34	21	11	4	1	36
School Action		26,896	5	0	0	1	1	19	35	22	12	4	1	38
School Action Plus		9,552	10	0	1	3	2	24	30	16	9	4	1	29
SEN with a statement		6,387	6	0	33	8	4	24	14	6	4	1	0	11
Unclassified³		1,785	5	0	2	2	1	7	18	20	22	16	5	64
All pupils		296,710	3	0	1	1	0	5	14	20	28	22	7	77
Total		No identified SEN	481,747	2	0	0	0	0	2	10	19	31	27	9
	SEN without a statement	98,232	6	0	1	1	1	16	32	23	14	5	1	43
	School Action	68,509	4	0	0	1	1	14	33	25	16	6	1	47
	School Action Plus	29,723	10	0	1	2	2	20	30	19	12	4	1	36
	SEN with a statement	23,380	7	0	25	5	3	22	19	10	5	2	1	18
	Unclassified³	3,928	5	0	3	2	1	8	18	20	22	16	5	62
	All pupils	607,287	3	0	1	1	0	5	14	20	27	22	8	77

¹ B - not entered for test, N - failed to register a level, A - absent, T - unable to access test.

² Percentage of pupils achieving level 5 or above.

³ Includes information refused or not obtained.

⁴ This includes Not known but believed to be English.

⁵ This includes Not known but believed to be other than English.

Table 6: Percentage of pupils achieving each level in 2006 Key Stage 3 Science tests by ethnicity, English as a First Language, free school meals, special educational needs and gender.

		PROVISIONAL											
Ethnicity	Eligible pupils	% achieving										Expected Level ²	
		A	T	B	N	2	3	4	5	6	7		
Boys	White	259,853	3	0	1	1	0	5	16	31	27	16	73
	White British	252,087	3	0	1	1	0	5	16	31	27	16	74
	Irish	1,057	4	0	2	1	0	5	12	30	27	20	77
	Traveller of Irish Heritage	85	35	0	5	5	1	22	15	9	6	1	16
	Gypsy/Roma	228	21	0	7	6	3	18	22	17	6	0	23
	Any other White background	6,396	3	0	2	2	1	8	18	26	23	16	66
	Mixed	8,037	3	0	1	1	1	6	18	30	25	14	70
	White and Black Caribbean	2,986	4	0	1	1	1	6	23	33	22	9	64
	White and Black African	802	3	0	1	2	1	7	20	29	26	12	66
	White and Asian	1,588	2	0	2	0	1	4	14	26	28	23	78
	Any other mixed background	2,661	3	0	1	1	1	5	16	29	27	16	72
	Asian	20,085	2	0	2	2	1	9	21	30	21	12	63
	Indian	6,878	1	0	1	1	0	5	15	31	28	19	77
	Pakistani	7,842	2	0	2	2	1	13	27	30	16	6	52
	Bangladeshi	2,892	2	0	2	3	1	12	25	30	18	7	55
	Any other Asian background	2,473	2	0	2	2	1	8	18	25	22	18	66
	Black	10,678	2	0	2	3	1	11	26	32	17	5	54
	Black Caribbean	3,987	3	0	2	2	1	11	27	33	17	4	55
	Black African	5,318	2	0	2	4	2	11	26	30	17	6	54
	Any other Black background	1,373	3	0	2	2	1	9	26	34	18	5	57
	Chinese	1,052	1	0	1	2	1	5	11	23	26	30	79
Any other ethnic group	2,669	3	0	3	3	2	11	21	27	19	12	58	
Unclassified³	8,001	4	0	2	2	1	7	19	29	22	12	64	
All pupils	310,375	3	0	2	1	1	5	17	30	26	15	72	
Girls	White	248,876	3	0	1	1	0	5	17	32	27	15	74
	White British	241,462	3	0	1	1	0	5	17	32	27	15	74
	Irish	1,078	2	0	0	1	0	4	13	30	30	20	79
	Traveller of Irish Heritage	88	30	0	9	1	5	17	20	14	5	0	18
	Gypsy/Roma	230	17	0	3	6	3	16	24	25	6	1	32
	Any other White background	6,018	3	0	1	2	1	7	17	28	24	16	69
	Mixed	8,000	3	0	1	1	1	6	18	32	26	13	71
	White and Black Caribbean	3,105	3	0	1	1	1	6	21	35	24	9	67
	White and Black African	773	2	0	1	1	1	7	17	34	26	11	72
	White and Asian	1,487	2	0	1	0	1	5	15	29	27	21	77
	Any other mixed background	2,635	3	0	1	1	0	5	16	30	28	16	74
	Asian	18,441	1	0	1	1	1	8	22	31	22	12	65
	Indian	6,287	1	0	1	1	1	4	15	30	29	19	78
	Pakistani	7,179	1	0	2	2	1	12	27	31	17	7	55
	Bangladeshi	2,798	1	0	2	2	1	9	26	33	19	7	59
	Any other Asian background	2,177	1	0	2	2	1	7	18	27	24	19	69
	Black	10,908	2	0	1	2	1	9	24	34	20	7	60
	Black Caribbean	4,104	2	0	1	1	1	9	25	36	19	6	62
	Black African	5,530	1	0	2	3	1	10	23	31	21	7	59
	Any other Black background	1,274	2	0	1	1	1	9	22	35	22	7	63
	Chinese	1,007	0	0	1	1	0	3	11	23	28	32	83
Any other ethnic group	2,379	2	0	2	3	1	9	21	27	22	12	61	
Unclassified³	7,195	4	0	1	2	1	7	19	31	23	12	66	
All pupils	296,806	3	0	1	1	0	5	17	32	27	14	73	
Total	White	508,729	3	0	1	1	0	5	17	31	27	15	74
	White British	493,549	3	0	1	1	0	5	16	31	27	15	74
	Irish	2,135	3	0	1	1	0	4	13	30	28	20	78
	Traveller of Irish Heritage	173	32	0	7	3	3	20	18	12	5	1	17
	Gypsy/Roma	458	19	0	5	6	3	17	23	21	6	0	28
	Any other White background	12,414	3	0	2	2	1	8	18	27	23	16	67
	Mixed	16,037	3	0	1	1	1	6	18	31	26	14	71
	White and Black Caribbean	6,091	4	0	1	1	1	6	22	34	23	9	66
	White and Black African	1,575	2	0	1	1	1	7	18	31	26	11	69
	White and Asian	3,075	2	0	1	0	1	4	14	28	28	22	77
	Any other mixed background	5,296	3	0	1	1	1	5	16	30	27	16	73
	Asian	38,526	1	0	2	2	1	9	22	30	22	12	64
	Indian	13,165	1	0	1	1	1	4	15	31	28	19	78
	Pakistani	15,021	2	0	2	2	1	12	27	30	17	6	54
	Bangladeshi	5,690	2	0	1	2	1	11	26	31	19	7	57
	Any other Asian background	4,650	1	0	2	2	1	8	18	26	23	19	67
	Black	21,586	2	0	2	2	1	10	25	33	19	6	58
	Black Caribbean	8,091	2	0	1	1	1	10	26	35	18	5	58
	Black African	10,848	2	0	2	3	1	10	24	31	19	7	56
	Any other Black background	2,647	3	0	2	2	1	9	24	34	20	6	60
	Chinese	2,059	1	0	1	1	0	4	11	23	27	31	81
Any other ethnic group	5,048	2	0	3	3	2	10	21	27	21	12	60	
Unclassified³	15,196	4	0	2	2	1	7	19	30	23	12	65	
All pupils	607,181	3	0	1	1	1	5	17	31	26	15	72	

Table 6: Percentage of pupils achieving each level in 2006 Key Stage 3 Science tests by ethnicity, English as a First Language, free school meals, special educational needs and gender.

First Language		Eligible pupils	% achieving										Expected Level ²
			A	T	B	N	2	3	4	5	6	7	
Boys	English ⁴	279,018	3	0	1	1	0	5	17	31	27	16	73
	Other than English ⁵	28,348	2	0	2	3	1	11	23	29	19	10	58
	Unclassified ³	3,009	4	0	4	4	1	9	21	28	18	10	56
	All pupils	310,375	3	0	1	1	1	5	17	30	26	15	72
Girls	English ⁴	267,560	3	0	1	1	0	5	17	32	27	14	74
	Other than English ⁵	26,754	1	0	2	2	1	10	23	30	21	10	61
	Unclassified ³	2,492	5	0	2	2	1	9	22	28	20	11	59
	All pupils	296,806	3	0	1	1	0	5	17	32	27	14	73
Total	English ⁴	546,578	3	0	1	1	0	5	17	31	27	15	74
	Other than English ⁵	55,102	2	0	2	3	1	10	23	29	20	10	59
	Unclassified ³	5,501	4	0	3	3	1	9	21	28	19	11	57
	All pupils	607,181	3	0	1	1	1	5	17	31	26	15	72

Free School Meals		Eligible pupils	% achieving										Expected Level ²
			A	T	B	N	2	3	4	5	6	7	
Boys	FSM	46,489	7	0	3	2	1	12	27	29	14		47
	Non-FSM	261,732	2	0	1	1	0	4	15	31	28	17	76
	Unclassified ³	2,154	4	0	5	5	1	11	21	25	17	9	52
	All pupils	310,375	3	0	1	1	1	5	17	30	26	15	72
Girls	FSM	44,240	5	0	2	2	1	13	28	31	14	4	48
	Non-FSM	250,782	2	0	1	1	0	4	15	32	29	16	77
	Unclassified ³	1,784	5	0	3	3	1	10	21	27	19	11	57
	All pupils	296,806	3	0	1	1	0	5	17	32	27	14	73
Total	FSM	90,729	6	0	2	2	1	12	28	30	14	4	48
	Non-FSM	512,514	2	0	1	1	0	4	15	31	29	17	77
	Unclassified ³	3,938	5	0	4	4	1	10	21	26	18	10	54
	All pupils	607,181	3	0	1	1	1	5	17	31	26	15	72

Special Educational Needs		Eligible pupils	% achieving										Expected Level ²
			A	T	B	N	2	3	4	5	6	7	
Boys	No identified SEN	229,368	2	0	0	0	0	2	12	32	32	19	84
	SEN without a statement	61,824	6	0	0	2	1	15	35	28	10	3	41
	School Action	41,637	4	0	0	1	1	13	35	31	11	3	44
	School Action Plus	20,187	10	0	1	3	2	18	33	23	8	3	34
	SEN with a statement	17,030	8	0	20	5	3	19	24	14	5	2	21
	Unclassified ³	2,153	4	0	5	5	1	11	21	25	17	9	52
	All pupils	310,375	3	0	1	1	1	5	17	30	26	15	72
	Girls	No identified SEN	252,100	2	0	0	0	0	2	14	34	30	16
SEN without a statement		36,515	6	0	1	2	2	21	37	22	6	2	30
School Action		26,933	5	0	0	2	2	20	39	23	7	2	32
School Action Plus		9,582	10	0	1	4	3	25	32	17	6	2	25
SEN with a statement		6,407	6	0	29	7	5	23	19	8	3	1	12
Unclassified ³		1,784	5	0	3	3	1	10	21	27	19	11	57
All pupils		296,806	3	0	1	1	0	5	17	32	27	14	73
Total		No identified SEN	481,468	2	0	0	0	0	2	13	33	31	18
	SEN without a statement	98,339	6	0	0	2	2	17	36	26	9	2	37
	School Action	68,570	5	0	0	2	1	16	37	28	9	3	39
	School Action Plus	29,769	10	0	1	3	2	20	32	21	8	2	31
	SEN with a statement	23,437	7	0	23	5	4	20	23	13	4	1	18
	Unclassified ³	3,937	5	0	4	4	1	10	21	26	18	10	54
	All pupils	607,181	3	0	1	1	1	5	17	31	26	15	72

¹ B - not entered for test, N - failed to register a level, A - absent, T - unable to access test.

² Percentage of pupils achieving level 5 or above.

³ Includes information refused or not obtained.

⁴ This includes Not known but believed to be English.

⁵ This includes Not known but believed to be other than English.

Table 7: Achievements at GCSE and Equivalents in 2006 by ethnicity, English as a First language, free school meals, special educational needs and gender.

		REVISED			
		Eligible pupils	% achieving		Any Passes
			5 A* to C	5 A* to C including E&M	
Ethnicity					
Boys	White	253,257	53.0	40.5	96.8
	White British	245,975	52.9	40.4	96.8
	Irish	1,030	57.2	46.3	95.7
	Traveller of Irish Heritage	57	14.0	7.0	71.9
	Gypsy / Roma	172	9.3	2.3	77.9
	Any other White background	6,023	55.0	42.4	96.9
	Mixed	6,489	50.7	38.7	96.5
	White and Black Caribbean	2,414	39.9	27.5	95.5
	White and Black African	600	51.8	38.7	97.0
	White and Asian	1,211	65.6	56.1	97.8
	Any other mixed background	2,264	54.0	41.3	96.6
	Asian	19,317	55.5	41.4	97.9
	Indian	7,015	67.1	54.3	98.9
	Pakistani	7,233	45.4	30.6	97.6
	Bangladeshi	2,847	50.9	35.4	97.6
	Any other Asian background	2,222	57.8	43.7	96.4
	Black	10,781	41.0	27.4	96.8
	Black Caribbean	4,191	36.5	22.7	96.3
	Black African	5,197	45.2	31.7	97.4
	Any other Black background	1,393	39.4	25.0	95.8
	Chinese	1,137	75.5	59.7	99.2
	Any other other ethnic group	2,626	51.0	37.3	96.2
	Unclassified	8,676	47.5	35.8	95.3
	All Pupils	302,283	52.6	39.9	96.8
Girls	White	244,831	62.3	48.5	97.8
	White British	237,631	62.2	48.4	97.8
	Irish	1,129	65.0	53.6	97.4
	Traveller of Irish Heritage	69	23.2	14.5	81.2
	Gypsy / Roma	136	11.8	5.9	79.4
	Any other White background	5,866	65.3	51.3	98.0
	Mixed	6,818	61.2	46.8	97.4
	White and Black Caribbean	2,625	54.2	37.4	97.0
	White and Black African	639	61.5	47.3	96.9
	White and Asian	1,230	72.1	62.6	97.8
	Any other mixed background	2,324	63.3	49.1	97.7
	Asian	17,968	66.9	51.1	98.9
	Indian	6,478	76.6	64.3	99.4
	Pakistani	6,594	57.9	39.0	98.3
	Bangladeshi	2,947	62.2	42.4	99.4
	Any other Asian background	1,949	72.4	60.7	98.6
	Black	10,933	55.1	39.8	98.2
	Black Caribbean	4,383	52.9	36.0	98.5
	Black African	5,297	56.7	43.3	98.2
	Any other Black background	1,253	55.7	38.1	97.1
	Chinese	1,082	84.8	72.2	98.9
	Any other other ethnic group	2,310	62.3	46.7	97.3
	Unclassified	7,909	57.1	43.1	97.1
	All Pupils	291,851	62.2	48.2	97.9

Table 7: Achievements at GCSE and Equivalents in 2006 by ethnicity, English as a First language, free school meals, special educational needs and gender.

		REVISED			
		Eligible pupils	% achieving		
			5 A* to C	5 A* to C including E&M	Any Passes
Total	White	498,088	57.5	44.4	97.3
	White British	483,606	57.5	44.3	97.3
	Irish	2,159	61.3	50.1	96.6
	Traveller of Irish Heritage	126	19.0	11.1	77.0
	Gypsy / Roma	308	10.4	3.9	78.6
	Any other White background	11,889	60.1	46.8	97.5
	Mixed	13,307	56.1	42.8	96.9
	White and Black Caribbean	5,039	47.3	32.6	96.3
	White and Black African	1,239	56.8	43.1	96.9
	White and Asian	2,441	68.9	59.4	97.8
	Any other mixed background	4,588	58.7	45.2	97.2
	Asian	37,285	61.0	46.1	98.4
	Indian	13,493	71.7	59.1	99.1
	Pakistani	13,827	51.4	34.6	97.9
	Bangladeshi	5,794	56.6	39.0	98.6
	Any other Asian background	4,171	64.6	51.6	97.4
	Black	21,714	48.1	33.6	97.5
	Black Caribbean	8,574	44.9	29.5	97.4
	Black African	10,494	51.0	37.5	97.8
	Any other Black background	2,646	47.1	31.2	96.4
	Chinese	2,219	80.0	65.8	99.1
	Any other other ethnic group	4,936	56.3	41.7	96.7
	Unclassified	16,585	52.1	39.3	96.2
	All Pupils	594,134	57.3	44.0	97.3
First Language					
Boys	English	273,073	52.7	40.3	96.8
	Other than English	27,865	51.3	37.0	97.5
	Unclassified	1,345	44.8	33.0	93.7
	All pupils	302,283	52.6	39.9	96.8
Girls	English	264,201	62.3	48.4	97.8
	Other than English	26,547	62.3	46.7	98.4
	Unclassified	1,103	45.1	33.7	94.1
	All pupils	291,851	62.2	48.2	97.9
Total	English	537,274	57.4	44.3	97.3
	Other than English	54,412	56.7	41.7	97.9
	Unclassified	2,448	44.9	33.3	93.9
	All pupils	594,134	57.3	44.0	97.3

Table 7: Achievements at GCSE and Equivalents in 2006 by ethnicity, English as a First language, free school meals, special educational needs and gender.

		REVISED			
		Eligible pupils	% achieving		
			5 A* to C	5 A* to C including E&M	Any Passes
Free School Meals					
Boys	FSM	39,498	28.7	16.8	92.7
	Non-FSM	261,971	56.2	43.4	97.5
	Unclassified	814	42.3	31.3	93.2
	All pupils	302,283	52.6	39.9	96.8
Girls	FSM	38,589	37.4	22.5	95.0
	Non-FSM	252,545	66.0	52.1	98.3
	Unclassified	717	47.7	35.3	94.1
	All pupils	291,851	62.2	48.2	97.9
Total	FSM	78,087	33.0	19.6	93.8
	Non-FSM	514,516	61.0	47.7	97.9
	Unclassified	1,531	44.8	33.2	93.7
	All pupils	594,134	57.3	44.0	97.3
Special Educational Needs					
Boys	No identified SEN	232,530	63.3	49.4	98.8
	SEN without a statement	52,093	19.0	9.5	92.9
	School Action	35,313	21.2	10.6	95.4
	School Action +	16,780	14.2	7.2	87.5
	SEN with a statement	16,846	8.9	4.4	82.0
	Unclassified	814	42.3	31.3	93.2
	All pupils	302,283	52.6	39.9	96.8
Girls	No identified SEN	251,976	69.0	54.2	98.9
	SEN without a statement	32,297	21.2	10.6	93.7
	School Action	22,666	22.9	11.2	95.7
	School Action +	9,631	17.1	9.1	88.9
	SEN with a statement	6,861	8.4	4.3	80.6
	Unclassified	717	47.7	35.3	94.1
	All pupils	291,851	62.2	48.2	97.9
Total	No identified SEN	484,506	66.2	51.9	98.8
	SEN without a statement	84,390	19.8	9.9	93.2
	School Action	57,979	21.9	10.9	95.5
	School Action +	26,411	15.3	7.8	88.0
	SEN with a statement	23,707	8.7	4.4	81.6
	Unclassified	1,531	44.8	33.2	93.7
	All pupils	594,134	57.3	44.0	97.3

Table 8: Achievements of Level 3 qualifications in 2006, by ethnicity, English as a First Language, free school meals, special educational needs and gender.

				REVISED
		Number of 16-18 year old candidates	Average point score per candidate	Average point score per entry
Ethnicity				
Boys				
	White	54,114	723.9	197.5
	White British	52,147	723.5	197.3
	Irish	287	723.0	204.4
	Traveller of Irish Heritage	7	700.7	192.4
	Gypsy / Roma	4	686.3	196.1
	Any other White background	1,669	737.3	202.8
	Mixed	1,301	723.2	201.9
	White and Black Caribbean	249	645.9	190.6
	White and Black African	118	653.3	193.4
	White and Asian	399	778.1	209.0
	Any other mixed background	535	733.7	203.2
	Asian	5,368	681.7	196.4
	Indian	2,864	710.0	200.2
	Pakistani	1,371	612.5	185.7
	Bangladeshi	433	616.6	190.4
	Any other Asian background	700	741.9	203.6
	Black	1,469	578.3	180.6
	Black Caribbean	449	559.7	178.9
	Black African	855	589.1	183.5
	Any other Black background	165	572.7	170.4
	Chinese	571	835.7	209.5
	Any other other ethnic group	618	699.6	197.8
	Unclassified ¹	2,611	713.9	198.0
	All Pupils	66,052	717.6	197.3
Girls				
	White	62,351	767.3	207.9
	White British	60,039	766.6	207.6
	Irish	411	763.1	210.9
	Traveller of Irish Heritage	8	746.3	205.9
	Gypsy / Roma	8	618.8	194.1
	Any other White background	1,885	792.4	214.7
	Mixed	1,631	768.1	210.3
	White and Black Caribbean	391	711.3	205.4
	White and Black African	131	731.2	203.6
	White and Asian	443	816.1	215.5
	Any other mixed background	666	776.8	210.9
	Asian	6,651	699.8	201.5
	Indian	3,287	728.1	205.5
	Pakistani	1,913	652.5	193.9
	Bangladeshi	680	628.9	193.9
	Any other Asian background	771	759.4	208.3
	Black	2,190	643.7	194.7
	Black Caribbean	712	620.5	190.8
	Black African	1,229	654.4	196.8
	Any other Black background	249	657.2	195.6
	Chinese	595	873.0	219.9
	Any other other ethnic group	726	733.4	205.8
	Unclassified ¹	2,844	751.6	207.5
	All Pupils	76,988	757.9	207.1

Table 8: Achievements of Level 3 qualifications in 2006, by ethnicity, English as a First Language, free school meals, special educational needs and gender.

		REVISED		
		Number of 16-18 year old candidates	Average point score per candidate	Average point score per entry
Total	White	116,465	747.2	203.1
	White British	112,186	746.6	202.8
	Irish	698	746.6	208.2
	Traveller of Irish Heritage	15	725.0	199.5
	Gypsy / Roma	12	641.3	194.8
	Any other White background	3,554	766.6	209.2
	Mixed	2,932	748.2	206.7
	White and Black Caribbean	640	685.8	199.7
	White and Black African	249	694.3	198.9
	White and Asian	842	798.1	212.4
	Any other mixed background	1,201	757.6	207.5
	Asian	12,019	691.7	199.2
	Indian	6,151	719.6	203.0
	Pakistani	3,284	635.8	190.5
	Bangladeshi	1,113	624.1	192.5
	Any other Asian background	1,471	751.1	206.1
	Black	3,659	617.4	189.2
	Black Caribbean	1,161	597.0	186.3
	Black African	2,084	627.6	191.4
	Any other Black background	414	623.6	185.6
	Chinese	1,166	854.8	214.8
	Any other other ethnic group	1,344	717.8	202.2
	Unclassified ¹	5,455	733.5	203.0
	All Pupils	143,040	739.3	202.6
First Language				
Boys	English ²	59,300	721.6	197.4
	Other than English ³	6,313	680.1	196.2
	Unclassified ¹	439	715.0	196.9
	All pupils	66,052	717.6	197.3
Girls	English ²	68,856	765.1	207.8
	Other than English ³	7,763	695.0	201.3
	Unclassified ¹	369	742.5	204.8
	All pupils	76,988	757.9	207.1
Total	English ²	128,156	745.0	203.0
	Other than English ³	14,076	688.3	199.0
	Unclassified ¹	808	727.6	200.5
	All pupils	143,040	739.3	202.6

Table 8: Achievements of Level 3 qualifications in 2006, by ethnicity, English as a First Language, free school meals, special educational needs and gender.

				REVISED
		Number of 16-18 year old candidates	Average point score per candidate	Average point score per entry
Free School Meals				
Boys	FSM	2,132	580.7	179.8
	Non-FSM	63,610	721.9	197.8
	Unclassified ¹	310	772.1	202.5
	All pupils	66,052	717.6	197.3
Girls	FSM	3,090	618.9	190.6
	Non-FSM	73,624	763.7	207.7
	Unclassified ¹	274	758.6	207.5
	All pupils	76,988	757.9	207.1
Total	FSM	5,222	603.3	186.2
	Non-FSM	137,234	744.3	203.1
	Unclassified ¹	584	765.8	204.8
	All pupils	143,040	739.3	202.6
Special Educational Needs				
Boys	No identified SEN	63,521	721.2	197.6
	SEN without a statement	1,807	612.7	185.3
	School Action	1,423	614.6	185.2
	School Action +	384	605.5	185.4
	SEN with a statement	414	574.0	183.9
	Unclassified ¹	310	772.1	202.5
	All pupils	66,052	717.6	197.3
	Girls	No identified SEN	75,184	760.2
SEN without a statement		1,334	647.7	197.6
School Action		1,016	645.5	197.2
School Action +		318	654.9	199.0
SEN with a statement		196	627.5	201.7
Unclassified ¹		274	758.6	207.5
All pupils		76,988	757.9	207.1
Total		No identified SEN	138,705	742.4
	SEN without a statement	3,141	627.6	190.5
	School Action	2,439	627.5	190.2
	School Action +	702	627.9	191.6
	SEN with a statement	610	591.2	189.6
	Unclassified ¹	584	765.8	204.8
	All pupils	143,040	739.3	202.6

¹ Includes information refused or not obtained.

² This includes Not known but believed to be English.

³ This includes Not known but believed to be other than English.