

**SFR 01/2008****9 January 2008****Coverage: England****Theme: Education and  
Training****Issued by**

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**GCSE AND EQUIVALENT EXAMINATION RESULTS IN ENGLAND 2006/07  
(REVISED)****INTRODUCTION**

This Statistical First Release (SFR) provides updated information on the overall achievements of young people in GCSE examinations and other qualifications approved pre-16 in 2006/07. The information is based on that collated for the 2007 Secondary School Achievement and Attainment tables, which has been checked by schools. The results shown in this SFR are presented on two bases; the number of pupils aged 15 and the number of pupils at the end of Key Stage 4.

The revised statistics contain figures for each Local Authority and Government Office Region. The SFR also shows the progress being made towards achieving the Departmental targets for 16 year olds.

This publication provides an update to the Statistical First Release published on 18 October 2007 (SFR34/2007), which contained provisional figures for 2006/07.

Items included in this Statistical First Release but not the provisional publication in October are the Contextualised Value Added (CVA) figures, as well as a chart and figures showing progress towards the Department's school-level floor targets.

**KEY POINTS****PUPILS AT THE END OF KEY STAGE 4****National results for pupils at the end of Key Stage 4 in schools (Table 2 in 2006/07, Table 1 in 2005/06)**

- 62.0 per cent achieved 5 or more grades A\*-C at GCSE or equivalent. This compares to the provisional figure of 61.5 per cent and the 2005/06 figure of 59.2 per cent.
- 46.7 per cent achieved 5 or more grades A\*-C including English and mathematics at GCSE or equivalent. This compares to the provisional figure of 46.5 per cent and is an increase of 0.9 percentage points from 2005/06.
- 91.7 per cent achieved 5 or more grades A\*-G at GCSE or equivalent, up 1.2 percentage points from 2005/06 (Table 1).
- 87.9 per cent achieved 5 or more grades A\*-G including English and mathematics at GCSE or equivalent, this compares to the 2005/06 figure of 87.8 per cent.
- 98.9 per cent achieved any passes at GCSE or equivalent, up 1.1 percentage points from 2005/06.
- Girls continue to outperform boys, particularly at the higher grades (A\*-C); 66.4 per cent of girls achieved 5 or more grades A\*-C compared to 57.7 per cent of boys.

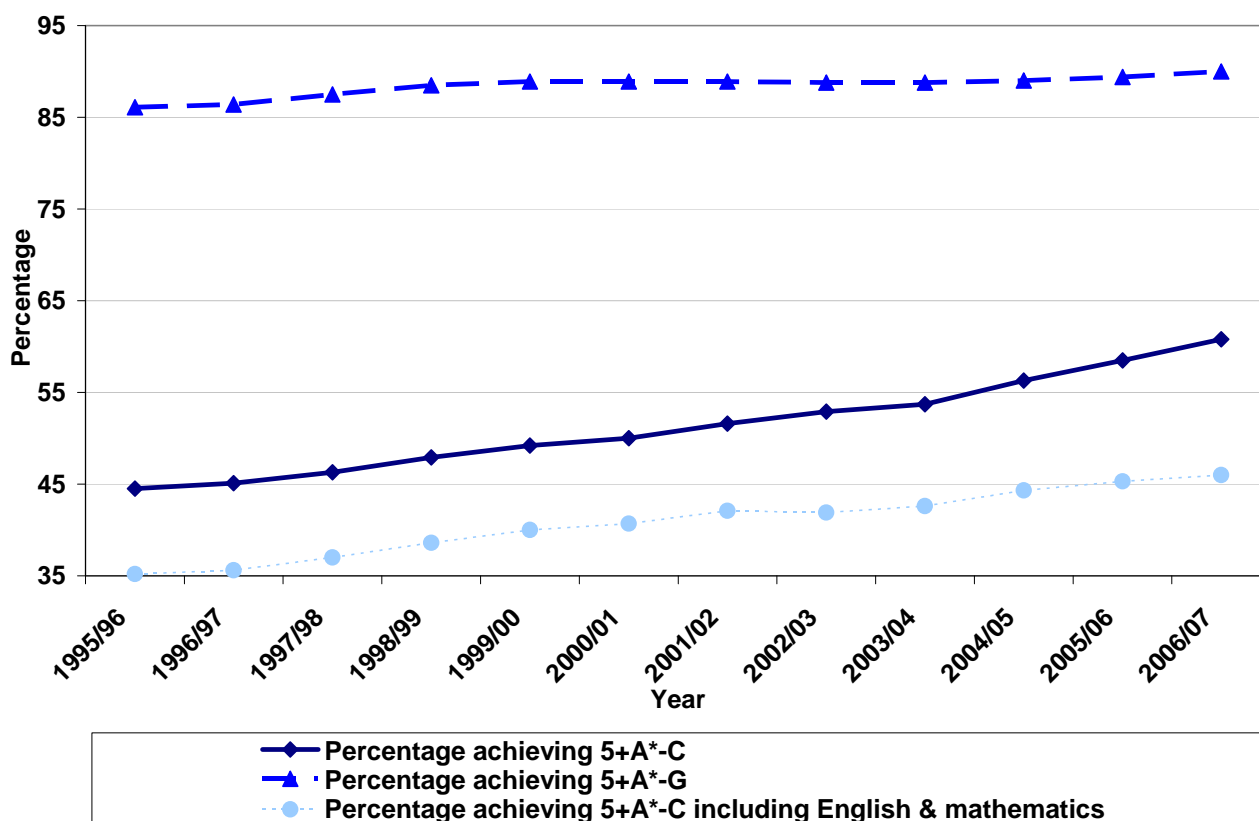


## 15 YEAR OLD PUPILS

### National results for pupils aged 15 in schools (Table 2a in 2006/07, Table 1a in 2005/06)

- 60.8 per cent achieved 5 or more grades A\*-C at GCSE or equivalent. This is an increase of 2.3 percentage points from 2005/06 and an increase of 0.5 percentage points from the provisional figures published in October 2007.
- 46.0 per cent achieved 5 or more grades A\*-C including English and mathematics at GCSE or equivalent, this compares to the 2005/06 figure of 45.3 per cent.
- 90.0 per cent achieved 5 or more grades A\*-G at GCSE or equivalent, up 0.6 percentage points from 2005/06.
- 86.4 per cent achieved 5 or more grades A\*-G including English and mathematics at GCSE or equivalent, down 0.4 percentage point from 2005/06.
- 97.3 per cent achieved any passes at GCSE or equivalent, up 0.6 percentage points from 2005/06.
- Girls continue to outperform boys, particularly at the higher grades (A\*-C); 65.5 per cent of girls achieved 5 or more grades A\*-C compared to 56.4 per cent of boys.

**Chart 1: Time Series of main GCSE and equivalent<sup>1</sup> indicators for 15 year old pupils<sup>2</sup> in all schools**



1. Figures for 1996/97 to 2002/03 include GCSE/GNVQ, figures for 2003/04 onwards include GCSEs and a range of other qualifications approved pre-16.
2. Age at start of academic year i.e. 31<sup>st</sup> August.
3. Figures for 2006/07 are revised, all other figures are final.

## PROGRESS TOWARDS DEPARTMENTAL MEASURES OF PERFORMANCE FOR 16 YEAR OLD PUPILS

DCSF has the following targets or measures of performance for this age group within the time frame covered by this SFR:

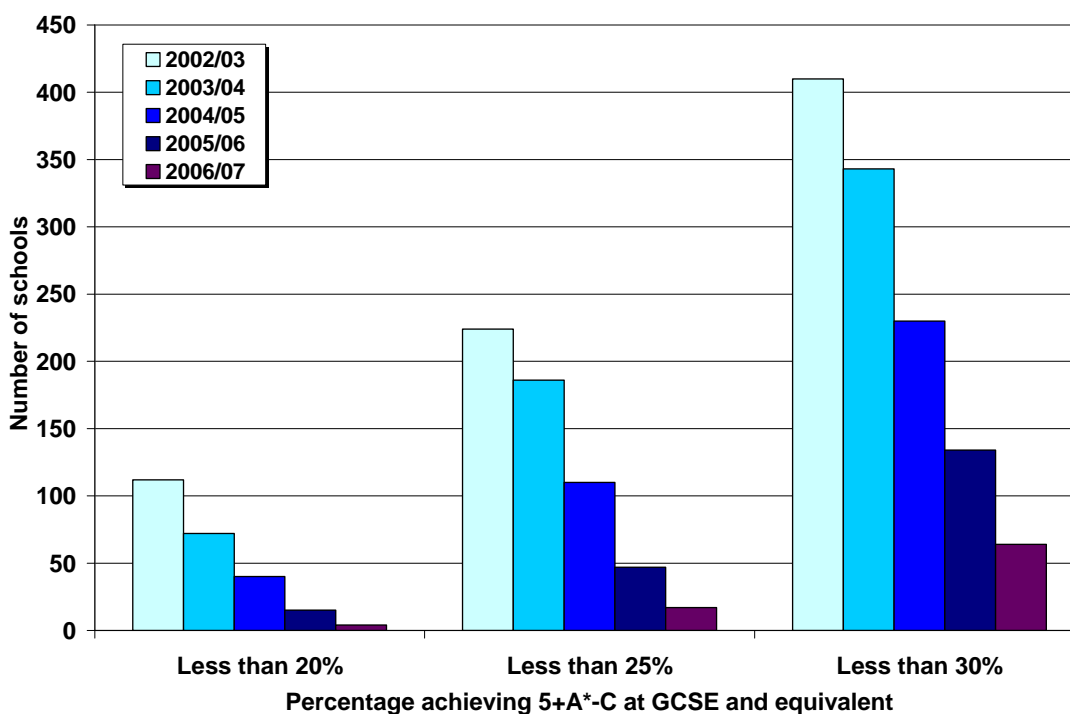
- Public Service Agreement (PSA) Target: By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A\*-C.
- Spending Review 2002 PSA Target: An average increase of 2 per cent per year in the percentage of 16-year-old pupils achieving 5 or more GCSE or equivalents at grades A\*-C, between 2002 and 2007.

In 2006/07, 60.8 per cent have achieved 5 or more GCSEs or equivalents at grades A\*-C compared with 58.5 per cent in 2005/06. This is an increase of 2.3 percentage points. In 2001/02, 51.6 per cent achieved this standard and the average annual increase since 2002 has been 1.8 percentage points.

- PSA Target: In all maintained mainstream schools at least 25 per cent of pupils will achieve five or more A\*-C GCSEs or equivalent by 2007 rising to 30% by 2008.

In 2006/07, the number of schools where less than 25% of pupils achieved 5 or more A\* -C at GCSEs or equivalent was 17 and the number of schools where less than 30% of pupils achieved 5 or more A\*-C at GCSE or equivalent was 64.

**Chart 2: Number of maintained mainstream schools<sup>1</sup> by percentage of 15 year old<sup>2</sup> pupils achieving 5 or more A\*-C at GCSE and equivalents<sup>3</sup> for 2002/03 – 2006/07<sup>4</sup>**



1. Maintained mainstream schools include Academies and CTCs.
2. Age at start of academic year i.e. 31<sup>st</sup> August.
3. Figures for 1995/96-2002/03 include GCSE/GNVQ, figures for 2003/04 onwards include GCSE and a range of other qualifications approved pre-16
4. Figures for 2006/07 are revised, all other figures are final.

## CONTEXTUALISED VALUE ADDED MEASURES

Value added is a way of measuring the progress a pupil makes between one stage of education and the next. The progress a school helps pupils to make compared to their different starting points allows comparison between groups of schools with different pupil intakes. 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 the biggest single predictor of Key Stage 4 pupil results (results at the end of Key Stage 2 and 3). 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 was developed and piloted in 2004/05. 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.

The Contextualised Value Added measures are centred around 1000 and can be interpreted in a similar way to the old-style value added; a value of 1006.0 means that, on average, each of the group's pupils have achieved one grade higher in one GCSE than the average pupil with similar Key Stage 3 or Key Stage 2 prior attainment and characteristics. Similarly, a value added measure of 994.0 would suggest that, on average, the group's pupils have achieved one grade lower in one GCSE than the average pupil with the same Key Stage 3 or Key Stage 2 prior attainment and characteristics.

Both Key Stage 2-Key Stage 4 and Key Stage 3-Key Stage 4 Contextualised Value Added measures are included in this publication. Due to the method of data collection, CVA covers all maintained and non-maintained special schools only. Independent schools are not included as they do not submit the pupil-level school census data upon which the model is based.

Contextualised Value Added measures are published at school level within the 2007 Achievement and Attainment tables. School level CVA measures are intended to capture relative school effectiveness whereas CVA measures for groups of schools, which are published within this SFR only reflect average rates of progress for all pupils in those schools, not necessarily the effectiveness of that LA or policy.

CVA measures are also presented for Local Authorities and groups of schools, which are calculated by aggregating all the pupil results in that group of schools (as opposed to the results for the schools themselves, as above).

Further information about CVA methodology can be found on the Department's Achievement and Attainment table's website, via the following link: <http://www.dcsf.gov.uk/performance/tables/>

## RESULTS IN DEPARTMENTAL INITIATIVES

There are 36 Academies with GCSE results in 2007 (excluding CTC conversions). 20 of these Academies have been open long enough to have results in both 2006 and 2007.

These 20 Academies have seen an 8.1 percentage point improvement in the proportion of pupils at the end of KS4 gaining 5 or more A\* - C grades at GCSE and equivalent and a 5.1 percentage point increase if we include English and mathematics. Nationally (maintained, mainstream, CTCs and Academies) the increases have been 2.6 and 1.8 percentage points respectively.

The percentage of pupils achieving 5+ A\*-C in the 36 Academies has doubled since 2001 (the last year of checked data for predecessor schools) from 22.0% in 2001 to 43.7% in 2007. If we include English and mathematics the increase is 11.2 percentage points, from 14.0% to 25.2%. Nationally the increase was 12.2 percentage points for 5+ A\*-C and 7.8 percentage points for 5+ A\*-C including English and mathematics.

## RESULTS IN AREA BASED INITIATIVES AND DEPRIVED AREAS

The SFR includes tables looking at the end of Key Stage 4 attainment in maintained schools located in different types of areas (Neighbourhood Renewal Areas, Deprived Areas, Urban / Rural Areas and Coalfield Areas).

In **Neighbourhood Renewal Areas**, 56.8 per cent of pupils achieved 5 or more A\*-C grades at GCSE and equivalent in 2006/07, compared to 62.3 per cent of pupils in non Neighbourhood Renewal Areas. This gap has narrowed by 1.5 percentage points since 2005/06.

In the **most deprived areas**, 52.3 per cent of pupils achieved 5 or more A\*-C grades at GCSE and equivalent in 2006/07, compared to 68.8 per cent of pupils attending schools in the least deprived areas.

In **Urban areas**, 59.5 per cent of pupils achieved 5 or more A\*-C grades at GCSE and equivalent in 2006/07, compared to 64.2 per cent of pupils attending schools in Rural (town and fringe) areas. This gap has narrowed by 1.5 percentage points since 2005/06.

In **Coalfield areas**, 55.6 per cent of pupils achieved 5 or more A\*-C grades at GCSE and equivalent in 2006/07, compared to 60.5 per cent of pupils attending schools not in Coalfield Wards. This gap has narrowed by 1.9 percentage points since 2005/06.

In the **most deprived urban areas**, 52.3 per cent of pupils achieved 5 or more A\*-C grades at GCSE and equivalent in 2006/07, compared to 69.1 per cent of pupils attending schools in the least deprived urban areas.

## **TABLES**

### **Main Indicators by Gender and Type of School**

- Table 1** Time series of GCSE and equivalent attempts and achievements 1995/96 to 2006/07.
- Table 2** GCSE and equivalent achievements, including English and mathematics indicators for pupils at the end of Key Stage 4, 2004/05, 2005/06 and 2006/07.
- Table 2a** GCSE and equivalent achievements, including English and mathematics indicators for 15 year old pupils, 2004/05, 2005/06 and 2006/07.
- Table 3** GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by admissions basis, 2006/07.
- Table 4** Average point scores of pupils at the end of Key Stage 4, 2006/07.
- Table 5** Contextualised Value Added measures of pupils at the end of Key Stage 4 by admissions basis, 2006/07.
- Table 6** GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4 by school type, 2006/07.
- Table 7** Contextualised Value Added measures of pupils at the end of Key Stage 4 by school type, 2006/07.
- Table 8** Number of Maintained Mainstream Schools by percentage of 15 year old pupils achieving 5+ A\*-C at GCSE and equivalents by school type, 2002/03 to 2006/07.

### **Departmental Initiatives**

- Table 9:** GCSE and equivalent achievements for pupils at the end of Key Stage 4 by Departmental Initiative

### **The following tables will only be available on the website:**

#### **GCSE achievement by subject**

- Table 10** GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (numbers) 2006/07.
- Table 11** GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentages) 2006/07.
- Table 12** GCSE attempts and achievements in selected subjects of pupils at the end of Key Stage 4 in schools (percentages of pupils attempting the subject) 2006/07.
- Table 13** GCSE results of pupils at the end of Key Stage 4 in schools by subject and grade

### **Achievement in GCSE equivalent qualifications**

- Table 14** Results of GCSEs in Vocational subjects of end of Key Stage 4 pupils in educational establishments by subject and grade 2006/07.
- Table 15** GCSE (Short Course) results of pupils at the end of Key Stage 4 in all schools by subject and grade 2006/07.
- Table 16** GNVQ results of pupils at the end of Key Stage 4 in all schools by subject 2006/07.
- Table 17** Other Qualifications results of pupils at the end of Key Stage 4 in all schools by type of qualification 2006/07.

### **Local Authorities and Government Office Regions**

- Tables 18** GCSE and equivalent achievements including English and mathematics indicators for pupils at the end of Key Stage 4 by gender and by Local Authority and Government Office Region 2006/07.
- Table 18a** GCSE and equivalent achievements including English and mathematics indicators for 15 year old pupils by gender and by Local Authority and Government Office Region 2006/07.
- Tables 19** Contextualised Value Added measures for pupils at the end of Key Stage 4 by Local Authority 2006/07.

### **Other Geographical breakdowns**

- Table 20** *(additional spreadsheet available via the website only)*: GCSE and equivalent results and Contextualised Value Added measures of pupils at the end of Key Stage 4 for Neighbourhood Renewal areas by Local Authority District of school location 2006/07.
- Table 21** *(additional spreadsheet available via the website only)*: GCSE and equivalent results and Contextualised Value Added measures of pupils at the end of Key Stage 4 by IDACI decile of school location 2006/07.
- Table 22** *(additional spreadsheet available via the website only)*: GCSE and equivalent results and Contextualised Value Added measures of pupils at the end of Key Stage 4 by degree of rurality of school location 2006/07.
- Table 23** *(additional spreadsheet available via the website only)*: GCSE and equivalent results and Contextualised Value Added measures of pupils at the end of Key Stage 4 by coalfield area of school location 2006/07.
- Table 24** *(additional spreadsheet available via the website only)*: GCSE and equivalent results and Contextualised Value Added measures of pupils at the end of Key Stage 4 by IDACI decile and degree of rurality of school location 2006/07.

## NOTES TO EDITORS

The statistics in this first release cover the data prepared for the publication of the 2007 Secondary School Achievement and Attainment tables. From 2005 the Secondary School Achievement and Attainment tables have reported results on pupils at the end of Key Stage 4. This publication includes tables for pupils at the end of Key Stage 4 and 15 year old pupils.

Information collected in the pupil-level School Census is used to define pupils as being at the end of Key Stage 4. For pupils in schools that don't take part in the pupil-level School Census\*, an algorithm is used to determine which pupils are at the end Key Stage 4. This can lead to under-reporting of the number of pupils at the end of Key Stage 4, which has resulted in over-reporting of around 0.5 percentage points in the proportion of pupils nationally achieving any qualification. Changes to the algorithm are being considered to improve the accuracy of the figures in future years.

\*Independent schools, pupil referral units, and hospital schools

## DEFINITIONS

**Academic Age** – Academic age used for reporting examinations and awards is the age at the start of the academic year. Please note Departmental targets are based on “age at the end of the academic year”. For the majority of pupils at the end of Key Stage 4, this will be age 16. The end of Key Stage 4 signals the end of compulsory education. From 2005, the Secondary School Achievement and Attainment Tables reported examination results for pupils at the end of Key Stage 4, rather than those aged 15. This shift to stage-based reporting removes some of the barriers to more flexible rates of learning.

The large majority of pupils at the end of Key Stage 4 however are aged 15. Looking at all pupils at the end of Key Stage 4 who achieved any qualification in 2006/07, 98.9% were aged 15, 0.2% were aged 14 and 0.9% were aged 16 at the start of the 2006/07 academic year.

**Awarding Body** – An organisation or consortium recognised by a regulatory authority for the purpose of awarding specified qualifications.

**Level** – In order to incorporate other approved qualifications into measures such as the proportion of pupils achieving the equivalent of 5 grades A\*-C the contribution that a qualification makes towards the end of each level is used. The levels can be defined as follows:

**Level 1** – The pupil has achieved the equivalent of 5 GCSEs at grades A\*-G.

**Level 2** – The pupil has achieved the equivalent of 5 GCSEs at grades A\*-C.

The results reported incorporate only entry level, level 1 and 2 qualifications with one exception; GCE/VCE AS levels (which are level 3 qualifications) are included within the figures.

**Qualification Abbreviation/Descriptions** – The following qualifications are reported within this SFR and the abbreviations used throughout stand for the following:

**Entry Level** – Qualifications which are equivalent to below a G grade at GCSE.

**GCE/VCE** – General Certificate of Education/Vocational Certificate of Education (Advanced Supplementary level qualifications only).

**GCSE** – General Certificate of Secondary Education.

**GNVQ** – General National Vocational Qualification; GNVQs are available at foundation or intermediate level contributing towards levels 1 and 2 respectively. Previously GNVQs were available as full GNVQs (equivalent to 4 GCSEs) or Part 1 (equivalent to 2 GCSEs). Part 1 GNVQs are no longer available.

**NVQ** – National Vocational Qualification.

**VGCE** – A GCSE in a vocational subject (first reported in 2004).

**VRQ** – Vocationally Related Qualifications. (These also incorporate BTEC first diplomas, awards and certificates).

**Level 2 Functional English and mathematics** – Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-C together with grades A\*-C in English and mathematics GCSE or level 2 in Key Skills or Basic Skills in literacy or numeracy.

**Level 1 Functional English and mathematics** – Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-G together with grades A\*-G in English and mathematics GCSE or level 1 in Key Skills or Basic Skills in literacy or numeracy.

Further notes on coverage and definitions can be found at the bottom of each table.

#### Qualifications included in GCSE and Equivalent results

QCA are responsible for the accreditation of qualifications. As part of this process they now define the age group the qualification is approved for, and the contributions these qualifications make towards the attainment of levels 1, 2 and 3. In order to incorporate a wider range of qualifications within average point scores, QCA have placed a value on all qualifications approved for use pre-16 – on a scale equivalent to GCSEs. These are based on the relative challenge of a qualification together with the guided learning hours that a qualification requires. It is important to note that the point scoring system developed by QCA is designed as a means of institutional performance measurement. It is not intended that the figures replace national systems used for other purposes, for example UCAS tariffs.

**Further information on approval, contributions to level thresholds and point scores of qualifications can be found through QCA's qualifications website <http://www.ndaq.org.uk>.**

Figures reporting achievements in GCSE and equivalent qualifications include results in all entry level, level 1 and level 2 qualifications which are approved by the Qualifications and Curriculum Authority (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 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)		

Those pupils at the end of Key Stage 4 or 15 year old pupils that achieved no passes at GCSE or equivalent are those who did not achieve a pass in any qualification. This includes entry level qualifications. The capped point score is based on a pupil's best 8 GCSEs or equivalent.

GCSE (Short Courses) are of the same academic standard as a full GCSE but have half the content. GCSEs in vocational subjects are of the academic standard as a full GCSE but as a double award have double the content. GCSE (Short Courses), GCSEs in vocational subjects and GNVQ awards have been reported on the basis of the following broad equivalences:

Qualification	Equivalent to:	
	No. of GCSEs	GCSE Grades
<b>GNVQ Full</b>		
Intermediate	4	A*-C
Foundation	4	D-G
<b>GNVQ Language Unit</b>		
Intermediate	½	A
Foundation	½	D
<b>GCSE (Short Course)</b>	½	Same grade
<b>GCSE in Vocational Subjects</b>	2	Same grade

Those pupils that achieved at least one pass in a GCSE, GNVQ or other approved qualification are included in the "Any passes" indicator.

The following table sets out how points have been allocated to each GCSE and GNVQ grade. These are used alongside the points scores from other approved qualifications to calculate the average point score:

Qualification	Size	Grade	Points
GCSE	1	A*	58
		A	52
		B	46
		C	40
		D	34
		E	28
		F	22
		G	16
		U/X/Q	0

GCSE in Vocational Subject (Double Award)	2	A*A*	116
		AA	104
		BB	92
		CC	80
		DD	68
		EE	56
		FF	44
		GG	32
		U/X/Q	0
GCSE (Short Course)	½	A*	29
		A	26
		B	23
		C	20
		D	17
		E	14
		F	11
		G	8
		U/X/Q	0
GNVQ Full Intermediate	4	D	220
		M	196
		P	160
		U/X	0
GNVQ Full Foundation	4	D	136
		M	112
		P	76
		U/X	0
Intermediate GNVQ Language Unit	½	P	26
		U/X	0
Foundation GNVQ Language Unit	½	P	17
		U/X	0

## **AREA BASED INITIATIVES AND DEPRIVED AREAS**

### **Neighbourhood Renewal Areas**

The Neighbourhood Renewal Fund (NRF) aims to enable England's most deprived local authorities, in collaboration with their Local Strategic Partnership (LSP), to improve services, narrowing the gap between deprived areas and the rest of the country.

The allocation for 2007-08 is based upon the more detailed and precise Indices of Deprivation 2004, rather than the Indices of Deprivation of 2000 which have been used with previous allocations. This inevitably means that some authorities have received increased resources in relation to previous years, whilst others have seen reductions.

86 local authority areas are now eligible to receive Neighbourhood Renewal Funding (NRF). 6 of these 86 authorities receive transitional NRF payments rather than a full allocation (Allerdale, Ashfield, Hyndburn, Kerrier, Lincoln and Pendle). 3 authorities received NRF payments for the first time (Barnet, Norwich, and North East Lincolnshire). 5 authorities which formerly received NRF payments no longer do so (Kensington and Chelsea, Wandsworth, Luton, Portsmouth, Southampton).

Further information about NRF can be found at: [www.neighbourhood.gov.uk](http://www.neighbourhood.gov.uk)

### **IDACI**

IDACI is the Income Deprivation Affecting Children Index, provided by the Department for Communities and Local Government (DCLG).

The index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA.

IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation (IMD) 2004 and shows the percentage of children aged under 16 in each SOA that live in families that are income deprived, i.e. they are in receipt of certain benefits and their equivalised income is below 60% of the median before housing costs.

These tables are based on the 2004 IDACI. An updated IDACI was released as part of IMD 2007 on 6 Dec 2007.

Further information about IDACI can be found on the DCLG website at: [www.communities.gov.uk](http://www.communities.gov.uk)

### **Coalfield Areas**

Coalfield Areas are wards in English Coalfields defined by Department for Communities and Local Government (DCLG), but excluding English Partnership reclamation sites.

Further information about Coalfield areas can be found on the DCLG website at: [www.communities.gov.uk/citiesandregions/regeneration/coalfieldareas](http://www.communities.gov.uk/citiesandregions/regeneration/coalfieldareas)

## **Urban / Rural Areas**

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 the Countryside Agency (CA), the Department for Environment, Food and Rural Affairs (Defra), Office for National Statistics (ONS), the Office of the Deputy Prime Minister (ODPM) and the Welsh Assembly Government. A consortium consisting of South East Regional Research Laboratory (SERRL) at Birkbeck College and the Department of Town and Regional Planning at University of Sheffield carried out the work.

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: [www.statistics.gov.uk/geography/nrudp.asp](http://www.statistics.gov.uk/geography/nrudp.asp).

## **Coverage of the data**

The coverage of the Local Authority (LA) statistics is maintained mainstream and maintained special schools only. This includes City Technology Colleges and Academies but excludes hospital schools and pupil referral units.

The revised figures reported in this SFR are based on data provided by Awarding Bodies and the information which schools have provided when they participated in a checking exercise. Schools had the opportunity to check and amend their data as part of the School and College Achievement and Attainment tables' exercise, where they were given the chance to provide information on reviews and add missing results.

The revised figures within this SFR supersede those shown within the provisional SFR 34/2007.

## **ENQUIRIES**

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

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**Table 1: Time series of GCSE and equivalent attempts and achievements****Years: 1995/96 - 2006/07<sup>1</sup> (Revised)<sup>2</sup>****Coverage: England**

	Number of pupils <sup>3</sup>	Percentage who achieved				Any passes <sup>4</sup>
		5+ A*-C grades	5+ A*-C grades inc. English & mathematics GCSEs	5+ A*-G grades	5+ A*-G grades inc. English & mathematics GCSEs	
<b>15 year olds</b>						
1995/96	594,035	44.5	35.2	86.1	83.4	92.2
1996/97 <sup>5</sup>	586,766	45.1	35.6	86.4	83.9	92.3
1997/98	575,210	46.3	37.0	87.5	83.8	93.4
1998/99	580,972	47.9	38.6	88.5	85.8	94.0
1999/00	580,393	49.2	40.0	88.9	86.8	94.4
2000/01	603,318	50.0	40.7	88.9	86.9	94.5
2001/02	606,554	51.6	42.1	88.9	87.1	94.6
2002/03	622,122	52.9	41.9	88.8	86.6	94.8
2003/04 <sup>6</sup>	643,560	53.7	42.6	88.8	86.7	95.9
2004/05	636,771	56.3	44.3	89.0	86.9	96.4
2005/06	648,942	58.5	45.3	89.4	86.8	96.7
2006/07	656,432	60.8	46.0	90.0	86.4	97.3
<b>Pupils at End Key Stage 4</b>						
2004/05	633,414	57.1	44.9	90.2	88.0	97.4
2005/06	645,931	59.2	45.8	90.5	87.8	97.8
2006/07	649,159	62.0	46.7	91.7	87.9	98.9

1. Including attempts and achievement in previous academic years.

2. Figures for 2006/07 are revised, all other figures are final.

3. Number of pupils on roll aged 15 at the start of the academic year or from 2004/05 end of Key Stage 4 figures are the number of pupils at the end of Key Stage 4 in that academic year.

4. From 2003/04 this includes attempts in entry level qualifications which do not contribute towards A\*-C or A\*-G thresholds.

5. Percentages from 1996/97 include GCSEs and GNVQs.

6. Percentages from 2003/04 include GCSEs and other equivalent qualifications approved for use pre-16.

**Table 2: GCSE and equivalent achievements, including English and mathematics indicators for pupils at the end of Key Stage 4 <sup>1</sup>**  
**Years: 2004/05<sup>2</sup>, 2005/06<sup>2</sup> and 2006/07<sup>2</sup> (Revised)<sup>3</sup>**  
**Coverage: England**

	2004/05			2005/06			2006/07		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of pupils	321,540	311,874	633,414	329,266	316,665	645,931	330,180	318,979	649,159
Percentage who achieved at GCSE or equivalent:									
5+A*-C grades	52.2	62.1	57.1	54.6	64.1	59.2	57.7	66.4	62.0
- Including English and mathematics GCSE <sup>4</sup>	40.7	49.1	44.9	41.6	50.2	45.8	42.4	51.2	46.7
- Including Level 2 functional English and mathematics <sup>5</sup>	40.9	49.3	45.0	42.5	50.9	46.6	44.2	52.5	48.3
Level 2 functional English and mathematics	42.4	50.5	46.4	44.3	52.2	48.2	46.5	54.2	50.3
5+A*-G grades	88.1	92.5	90.2	88.3	92.8	90.5	89.9	93.6	91.7
- Including English and mathematics GCSE <sup>6</sup>	85.5	90.6	88.0	85.2	90.5	87.8	85.6	90.4	87.9
- Including Level 1 functional English and mathematics <sup>7</sup>	85.6	90.6	88.1	85.3	90.6	87.9	85.8	90.5	88.1
Level 1 functional English and mathematics	88.7	92.6	90.6	88.6	92.6	90.6	89.0	92.7	90.8
Any qualification <sup>8</sup>	96.9	98.0	97.4	97.3	98.3	97.8	98.6	99.2	98.9

1. Number of pupils at the end of Key Stage 4 in academic year.
2. Including attempts and achievements by these pupils in previous academic years.
3. Figures for 2006/07 are revised, all other figures are final.
4. Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-C together with grades A\*-C in English and mathematics GCSEs.
5. Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-C together with grades A\*-C in English and mathematics GCSEs or level 2 in Key Skills or Basic Skills in literacy and numeracy.
6. Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-G together with grades A\*-G in English and mathematics GCSEs.
7. Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-G together with grades A\*-G in English and mathematics GCSEs or level 2 in Key Skills or Basic Skills in literacy and numeracy.
8. This includes attempts in entry level qualifications which do not contribute towards A\*-C or A\*-G thresholds.

**Table 2a: GCSE and equivalent achievements, including English and mathematics indicators for 15 year old pupils <sup>1</sup>**  
**Years: 2004/05<sup>2</sup>, 2005/06<sup>2</sup> and 2006/07<sup>2</sup> (Revised)<sup>3</sup>**  
**Coverage: England**

	2004/05			2005/06			2006/07		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of pupils	324,008	312,763	636,771	331,436	317,506	648,942	334,861	321,571	656,432
Percentage who achieved at GCSE or equivalent:									
5+A*-C grades	51.4	61.4	56.3	53.8	63.5	58.5	56.4	65.5	60.8
- Including English and mathematics GCSE <sup>4</sup>	40.2	48.6	44.3	41.0	49.8	45.3	41.5	50.6	46.0
- Including Level 2 functional English and mathematics <sup>5</sup>	40.3	48.8	44.5	41.9	50.4	46.1	43.3	51.8	47.5
Level 2 functional English and mathematics	41.8	49.9	45.8	43.6	51.8	47.6	45.5	53.5	49.4
5+A*-G grades	86.6	91.5	89.0	87.0	91.9	89.4	87.9	92.2	90.0
- Including English and mathematics GCSE <sup>6</sup>	84.2	89.7	86.9	84.0	89.7	86.8	83.7	89.2	86.4
- Including Level 1 functional English and mathematics <sup>7</sup>	84.3	89.7	87.0	84.1	89.8	86.9	83.9	89.3	86.6
Level 1 functional English and mathematics	87.4	91.7	89.5	87.4	91.8	89.5	87.1	91.4	89.2
Any qualification <sup>8</sup>	95.6	97.2	96.4	95.9	97.5	96.7	96.6	98.0	97.3

1. Number of pupils aged 15 at the start of the academic year, i.e. 31 August.

2. Including attempts and achievements by these pupils in previous academic years.

3. Figures for 2006/07 are revised, all other figures are final.

4. Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-C together with grades A\*-C in English and mathematics GCSEs.

5. Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-C together with grades A\*-C in English and mathematics GCSEs or level 2 in Key Skills or Basic Skills in literacy and numeracy.

6. Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-G together with grades A\*-G in English and mathematics GCSEs.

7. Includes pupils achieving 5 or more GCSEs or equivalent at grades A\*-G together with grades A\*-G in English and mathematics GCSEs or level 2 in Key Skills or Basic Skills in literacy and numeracy.

8. This includes attempts in entry level qualifications which do not contribute towards A\*-C or A\*-G thresholds.

**Table 3: GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4<sup>1</sup> by admissions basis**  
**Years: 2006/07<sup>2</sup> (Revised)**  
**Coverage: England**

School Type (Admissions basis)	Number of end of Key Stage 4 pupils	Percentage entered for 5+ GCSEs or equivalent <sup>3</sup>	Percentage who achieved at GCSE and equivalent				Percentage entered for GCSEs or equivalents <sup>3</sup>	Percentage who achieved at GCSE and equivalent	
			5+ A*-C grades	5+ A*-C inc. English & mathematics	5+ A*-G grades	5+ A*-G inc. English & mathematics		1+ A*-C grades	Any passes
<b>Comprehensive Schools<sup>4</sup></b>									
Boys	273,430	94.0	55.4	41.0	91.3	89.1	99.3	78.7	98.5
Girls	267,532	96.1	64.1	49.0	94.1	92.2	99.7	85.3	99.1
Total	540,962	95.0	59.7	44.9	92.7	90.6	99.5	82.0	98.8
<b>Selective Schools</b>									
Boys	11,207	99.9	98.4	97.0	99.8	99.6	100.0	99.9	100.0
Girls	11,259	99.8	98.9	98.0	99.8	99.5	100.0	100.0	100.0
Total	22,466	99.9	98.6	97.5	99.8	99.6	100.0	100.0	100.0
<b>Modern Schools</b>									
Boys	13,640	94.1	50.0	31.3	91.4	89.4	99.7	76.7	98.9
Girls	13,720	95.9	57.8	40.1	93.7	92.1	99.8	83.0	99.0
Total	27,360	95.0	53.9	35.7	92.6	90.7	99.8	79.8	99.0
<b>All Maintained Schools<sup>5</sup></b>									
Boys	305,474	93.1	55.4	41.7	89.7	87.6	99.4	77.9	98.6
Girls	295,654	95.7	64.4	49.9	93.4	91.6	99.7	85.0	99.1
Total	601,128	94.4	59.9	45.7	91.5	89.6	99.6	81.4	98.9
<b>Independent Schools<sup>6</sup></b>									
Boys	24,706	93.2	85.4	51.5	92.2	60.4	98.1	93.9	98.4
Girls	23,325	95.8	91.3	68.0	95.8	75.0	99.9	97.7	100.0
Total	48,031	94.4	88.3	59.5	94.0	67.5	99.0	95.7	99.3
<b>All Schools</b>									
Boys	330,180	93.1	57.7	42.4	89.9	85.6	99.3	79.0	98.6
Girls	318,979	95.7	66.4	51.2	93.6	90.4	99.7	86.0	99.2
Total	649,159	94.4	62.0	46.7	91.7	87.9	99.5	82.5	98.9

1. Number of pupils on roll at the end of Key Stage 4 in the 2006/07 academic year.

2. Including attempts and achievements by these pupils in previous academic years.

3. This includes attempts in entry level qualifications which do not contribute towards A\*-C or A\*-G thresholds.

4. Including City Technology Colleges and Academies.

5. These figures include other maintained schools which have not been provided separately due to issues with the number on roll figures for PRUs and hospital schools.

6. Including non-maintained special schools.

**Table 4: Average point scores of pupils at the end of Key Stage 4<sup>1</sup>**  
**Years: 2006/07<sup>2</sup> (Revised)**  
**Coverage: England**

School Type (Admissions basis)	Average capped <sup>3</sup> GCSE and equivalents point score per end of KS4 pupil	Average GCSE and equivalents point score per end of KS4 pupil
Comprehensive Schools <sup>4</sup>		
Boys	286.6	357.2
Girls	309.6	391.6
Total	298.0	374.2
Selective Schools		
Boys	401.3	522.4
Girls	410.3	533.1
Total	405.8	527.8
Modern Schools		
Boys	273.3	343.0
Girls	294.5	374.0
Total	283.9	358.5
All Maintained Schools <sup>5</sup>		
Boys	285.4	356.3
Girls	310.4	392.9
Total	297.7	374.3
Independent Schools <sup>6</sup>		
Boys	356.9	405.6
Girls	383.9	446.4
Total	370.0	425.5
All Schools		
Boys	290.8	360.0
Girls	315.8	396.9
Total	303.1	378.1

1. Number of pupils on roll at the end of Key Stage 4 in the 2006/07 academic year.
2. Including attempts and achievements by these pupils in previous academic years.
3. Average capped point scores are calculated using the best 8 GCSEs or equivalent results.
4. Including City Technology Colleges and Academies.
5. These figures include other maintained schools which have not been provided separately due to issues with the number on roll figures for PRUs and hospital schools.
6. Including non-maintained special schools.

See notes to editors and <http://www.ndaq.org.uk> for further details of point scores.

**Table 5: Contextualised Value Added measures of pupils at the end of Key Stage 4<sup>1</sup> by admissions basis**  
**Years: 2006/07<sup>2</sup> (Revised)**  
**Coverage: England**

School Type (Admissions basis)	Key Stage 2-Key Stage 4			Key Stage 3-Key Stage 4		
	KS2-KS4 CVA measure	Percentage of pupils included in the KS2-KS4 CVA measure	Average number of qualifications taken by pupils included in the KS2-KS4 CVA measure	KS3-KS4 CVA measure	Percentage of pupils included in the KS3-KS4 CVA measure	Average number of qualifications taken by pupils included in the KS3-KS4 CVA measure
Comprehensive Schools <sup>3</sup>	1,000.4	95.5	9.9	1,001.5	97.0	10.0
Selective Schools	1,002.4	94.3	10.7	998.6	99.0	10.7
Modern Schools	1,004.2	95.3	10.0	999.3	96.8	10.1
Maintained Special Schools <sup>4</sup>	1,011.7	74.2	4.1	1,006.9	84.5	3.8
Non-maintained Special Schools	1,058.4	66.9	5.5	1,052.8	65.5	5.8
All Schools <sup>5</sup>	1,000.9	88.1	9.9	1,001.4	89.7	9.9

1. Number of pupils on roll at the end of Key Stage 4 in the 2006/07 academic year.
2. Including attempts and achievements by these pupils in previous academic years.
3. Including City Technology Colleges and Academies.
4. Including community and foundation special schools.
5. CVA is only published for maintained and non-maintained special schools.

Gender split is no longer included in this tables as the CVA model used takes gender into account.

**Table 6: GCSE and equivalent attempts and achievements of pupils at the end of Key Stage 4<sup>1</sup> by school type**  
**Years: 2006/07<sup>2</sup> (Revised)**  
**Coverage: England**

School Type <sup>3</sup>	Number of end of Key Stage 4 pupils	Percentage entered for 5+ GCSEs or equivalent <sup>4</sup>	Percentage who achieved at GCSE and equivalent				Percentage entered for GCSEs or equivalents <sup>4</sup>	Percentage who achieved at GCSE and equivalent	
			5+ A*-C grades	5+ A*-C inc. English & mathematics	5+ A*-G grades	5+ A*-G inc. English & mathematics		1+ A*-C grades	Any passes
<b>Community School</b>									
Boys	186,049	93.4	52.6	38.1	90.4	88.0	99.2	76.7	98.3
Girls	183,879	95.7	62.0	46.7	93.6	91.6	99.6	83.9	99.0
Total	369,928	94.6	57.3	42.4	92.0	89.8	99.4	80.3	98.6
<b>Voluntary Aided School</b>									
Boys	42,850	96.1	65.8	52.7	94.4	92.9	99.5	85.4	99.1
Girls	42,130	97.3	72.2	58.2	96.0	94.7	99.7	89.9	99.4
Total	84,980	96.7	69.0	55.4	95.2	93.8	99.6	87.6	99.2
<b>Voluntary Controlled School</b>									
Boys	10,273	95.2	61.5	50.1	93.6	92.0	99.7	82.4	99.2
Girls	9,188	97.0	71.1	58.8	95.6	94.1	99.8	88.7	99.5
Total	19,461	96.0	66.0	54.2	94.5	93.0	99.7	85.4	99.4
<b>Foundation School</b>									
Boys	55,049	95.4	62.8	49.3	93.5	91.7	99.7	83.6	99.1
Girls	53,231	97.0	69.5	56.5	95.6	94.1	99.8	88.6	99.4
Total	108,280	96.2	66.1	52.9	94.5	92.9	99.8	86.1	99.2
<b>City Technology College</b>									
Boys	877	100.0	90.3	64.8	100.0	98.2	100.0	99.3	100.0
Girls	862	99.5	92.0	69.6	99.2	97.4	100.0	99.4	100.0
Total	1,739	100.0	91.1	67.2	99.7	97.8	100.0	99.4	100.0
<b>Academy</b>									
Boys	3,179	89.6	46.1	28.9	83.2	80.3	98.3	70.9	96.8
Girls	3,221	91.9	51.8	32.9	88.0	84.8	99.1	77.2	97.8
Total	6,400	90.8	49.0	30.9	85.6	82.5	98.7	74.1	97.3
<b>Community Special School</b>									
Boys	6,752	39.1	0.5	0.2	8.0	6.0	71.3	7.8	70.6
Girls	2,894	38.2	0.4	0.2	4.1	2.6	65.4	5.1	65.2
Total	9,646	38.8	0.5	0.2	6.8	5.0	69.5	7.0	69.0
<b>Foundation Special School</b>									
Boys	162	55.6	0.0	0.0	3.1	2.5	75.3	8.6	75.3
Girls	68	54.4	0.0	0.0	1.5	1.5	67.6	10.3	67.6
Total	230	55.2	0.0	0.0	2.6	2.2	73.0	9.1	73.0
<b>Non Maintained Special Schools</b>									
Boys	448	53.8	8.0	3.6	25.9	19.4	80.6	27.0	80.8
Girls	187	42.2	9.6	6.4	21.4	18.2	75.9	27.3	75.9
Total	635	50.4	8.5	4.4	24.6	19.1	79.2	27.1	79.4
<b>Independent Special School<sup>5</sup></b>									
Boys	628	57.5	14.6	6.4	36.6	29.3	84.9	36.6	83.6
Girls	105	57.1	10.5	3.8	30.5	28.6	79.0	34.3	79.0
Total	733	57.4	14.1	6.0	35.7	29.2	84.0	36.3	82.9
<b>Independent Schools</b>									
Boys	23,630	94.9	88.8	53.6	95.0	62.0	98.7	96.7	99.1
Girls	23,033	96.4	92.3	68.8	96.7	75.6	100.0	98.6	100.0
Total	46,663	95.6	90.5	61.1	95.8	68.7	99.5	97.6	99.8
<b>All Schools<sup>6</sup></b>									
Boys	330,180	93.1	57.7	42.4	89.9	85.6	99.3	79.0	98.6
Girls	318,979	95.7	66.4	51.2	93.6	90.4	99.7	86.0	99.2
Total	649,159	94.4	62.0	46.7	91.7	87.9	99.5	82.5	98.9

1. Number of pupils on roll at the end of Key Stage 4 in the 2006/07 academic year.

2. Including attempts and achievements by these pupils in previous academic years.

3. These figures include other maintained schools which have not been provided separately due to issues with the number on roll figures for PRUs and hospital schools.

4. This includes attempts in entry level qualifications which do not contribute towards A\*-C or A\*-G thresholds.

5. Independent Special School approved to take pupils with special educational needs.

6. These figures include PRUs and hospital schools which have not been provided separately due to issues with the number on roll figures for these institution types.

**Table 7: Contextual Value Added measures of pupils at the end of Key Stage 4<sup>1</sup> by school type**  
**Years: 2006/07<sup>2</sup> (Revised)**  
**Coverage: England**

School Type <sup>3</sup>	Key Stage 2-Key Stage 4			Key Stage 3-Key Stage 4		
	KS2-KS4 CVA measure	Percentage of pupils included in the KS2-KS4 CVA measure	Average number of qualifications taken by pupils included in the KS2-KS4 CVA measure	KS3-KS4 CVA measure	Percentage of pupils included in the KS3-KS4 CVA measure	Average number of qualifications taken by pupils included in the KS3-KS4 CVA measure
Community School	999.3	95.5	9.8	1,000.6	96.8	9.9
Voluntary Aided School	1,005.8	95.2	10.2	1,005.4	97.4	10.2
Voluntary Controlled School	1,000.2	96.2	9.9	997.5	97.7	9.9
Foundation School	1,000.8	95.6	10.1	1,000.3	97.6	10.2
City Technology College	1,025.2	97.2	12.7	1,029.5	98.3	12.7
Academy	1,003.3	88.1	9.5	1,002.0	94.9	9.6
Community Special School	1,011.5	77.7	4.1	1,006.6	88.5	3.8
Foundation Special School	1,019.5	80.0	4.8	1,015.6	87.8	4.6
Non Maintained Special Schools	1,058.4	66.9	5.5	1,052.8	65.5	5.8
All Schools <sup>4</sup>	1,000.9	88.1	9.9	1,001.4	89.7	9.9

1. Number of pupils on roll at the end of Key Stage 4 in the 2005/06 academic year.
2. Including attempts and achievements by these pupils in previous academic years.
3. Institution type as recorded through Secondary School Achievement and Attainment tables.
4. CVA is only published for maintained and non-maintained special schools.

Gender split is no longer included in this tables as the CVA model used takes gender into account.

**Table 8: Number of Maintained Mainstream Schools<sup>1</sup> by percentage of 15 year old pupils<sup>2</sup> achieving 5+ A\*-C at GCSE and equivalents by school type**  
**Years: 2002/03 - 2006/07<sup>3</sup> (Revised)<sup>4</sup>**  
**Coverage: England**

School Type	Total number of schools <sup>1</sup>	Percentage of pupils achieving 5+ A*-C grades at GCSE and equivalents											Less than 30
		Less than 15	15 to less than 20	20 to less than 25	25 to less than 30	30 to less than 40	40 to less than 50	50 to less than 60	60 to less than 70	70 to less than 80	80 to less than 90	90 plus	
<b>Comprehensive Schools<sup>5</sup></b>													
2006/07	2,711	1	3	12	41	220	454	632	643	460	177	68	57
2005/06	2,728	6	6	29	76	321	528	563	609	398	138	54	117
2004/05	2,752	8	27	62	106	401	530	589	525	349	109	46	203
2003/04	2,751	20	39	95	142	473	535	544	497	275	98	33	296
2002/03	2,750	35	61	99	170	466	522	548	490	245	87	27	365
<b>Selective Schools</b>													
2006/07	164	0	0	0	0	0	0	0	0	0	0	164	0
2005/06	164	0	0	0	0	0	0	0	0	0	0	164	0
2004/05	164	0	0	0	0	0	0	0	0	0	1	163	0
2003/04	164	0	0	0	0	0	0	0	0	0	2	162	0
2002/03	164	0	0	0	0	0	0	0	0	0	0	164	0
<b>Modern Schools<sup>6</sup></b>													
2006/07	170	0	0	1	6	23	37	50	31	18	4	0	1
2005/06	180	1	2	3	11	32	60	32	25	12	2	0	17
2004/05	179	3	2	8	14	43	42	38	16	11	2	0	27
2003/04	180	7	6	19	15	43	31	33	19	6	1	0	47
2002/03	181	7	9	13	16	47	40	31	10	8	0	0	45
<b>All Maintained Mainstream schools<sup>1</sup></b>													
2006/07	3,045	1	3	13	47	243	491	682	674	478	181	232	64
2005/06	3,072	7	8	32	87	353	588	595	634	410	140	218	134
2004/05	3,095	11	29	70	120	444	572	627	541	360	112	209	230
2003/04	3,095	27	45	114	157	516	566	577	516	281	101	195	343
2002/03	3,095	42	70	112	186	513	562	579	500	253	87	191	410

1. Including only those maintained mainstream schools with results published in the relevant year's Achievement and Attainment tables i.e.2003, 2004, 2005 or 2006.
2. Age at start of academic year i.e. 31st August.
3. Including attempts and achievement in previous academic years.
4. Figures for 2006/07 are revised, all other figures are final.
5. Including City Technology Colleges and Academies.
6. Modern schools as defined for the Age 15 Achievement and Attainment Tables.

**Table 9: GCSE Achievements in Schools by Departmental Initiative at the end of Key Stage 4<sup>1</sup>**  
**Years: 2006/07<sup>2</sup> (Revised)**  
**Coverage: England**

InitiativeType <sup>3</sup>	Number of schools <sup>4</sup>	Number of end of Key Stage 4 pupils <sup>1</sup>	Percentage who achieved at GCSE and equivalent					Key Stage 2-Key Stage 4		Key Stage 3-Key Stage 4			
			5+ A*-C grades	5+ A*-C inc. English & mathematics	5+ A*-G grades	5+ A*-G inc. English & mathematics	Any passes	Average capped GCSE and equivalents point score	Average uncapped GCSE and equivalents point score	KS2-KS4 CVA measure	Percentage of pupils included in the KS2-KS4 CVA measure	KS3-KS4 CVA measure	Percentage of pupils included in the KS3-KS4 CVA measure
<b>Specialist schools<sup>5</sup></b>	2,534	496,517	63.0	48.8	93.8	92.0	98.5	306.7	387.2	1001.8	96.0	1002.1	97.6
<b>Specialist Schools By Cohort</b>													
Designated Sept 1994	42	8,640	74.9	58.0	95.3	93.3	98.6	328.7	434.8	1007.9	96.0	1006.7	98.1
Designated Sept 1995	40	8,474	72.0	56.7	95.3	93.8	98.9	324.3	419.3	1009.9	96.6	1008.2	98.0
Designated Sept 1996	67	14,720	70.8	57.1	95.1	93.5	98.7	325.1	420.1	1007.2	96.3	1007.3	98.1
Designated Sept 1997	73	17,539	66.9	53.0	94.0	92.3	98.7	314.0	401.3	1003.7	96.3	1003.0	97.5
Designated Sept 1998	82	18,776	62.2	47.1	93.4	91.7	98.4	303.1	384.5	1003.8	96.1	1002.9	97.6
Designated Sept 1999	70	15,006	63.4	48.6	94.0	92.0	98.7	306.6	386.2	1003.6	95.9	1001.4	97.6
Designated Sept 2000	131	26,935	64.8	49.8	94.0	92.4	98.8	310.7	397.9	1004.3	96.4	1005.3	97.7
Designated Sept 2001	150	32,134	60.9	45.7	92.9	90.8	98.3	300.4	382.3	1001.6	95.7	1002.2	97.2
Designated Sept 2002	305	63,030	64.9	50.0	94.2	92.3	98.6	310.7	395.5	1004.3	96.0	1004.5	97.7
Designated Sept 2003	459	89,491	64.3	50.6	94.4	92.7	98.7	311.0	392.9	1001.0	96.3	1001.7	97.8
Designated Sept 2004	502	93,032	62.3	49.1	93.8	92.2	98.6	306.1	382.5	999.6	96.2	1000.0	97.6
Designated Sept 2005	400	71,404	59.0	45.2	93.1	91.0	98.3	298.7	371.9	999.8	95.4	1000.5	97.3
Designated Sept 2006	213	37,336	57.0	41.6	92.1	90.1	98.1	290.9	360.6	999.4	95.8	1000.2	97.2
<b>Academies by Cohort<sup>6</sup></b>													
2002 openers	3	494	42.9	16.2	86.0	82.6	95.3	251.0	332.4	1006.4	92.5	1015.1	95.7
2003 openers	7	1,118	49.4	27.6	87.0	80.4	97.0	265.3	345.0	1022.4	81.1	1018.9	94.5
2004 openers	3	489	42.9	28.8	86.5	84.3	96.9	252.1	298.4	991.2	88.8	989.0	96.5
2005 openers	7	885	54.2	31.3	85.5	84.2	95.8	267.3	355.6	1011.9	90.1	1010.8	95.6
2006 openers	16	2,622	38.1	23.2	81.5	78.5	95.3	237.6	282.7	988.8	87.9	987.7	94.8
2002 - 2005 openers <sup>7</sup>	20	2,986	48.7	27.0	86.3	82.5	96.3	261.4	338.4	1011.2	86.9	1011.0	95.3
CTC conversions <sup>8</sup>	4	744	90.7	75.7	98.8	98.8	99.9	365.9	512.3	1021.2	98.5	1016.3	98.9
<b>Maintained, Mainstream schools, CTCs &amp; Academies</b>	3,112	589,080	61.0	46.6	93.0	91.0	98.3	301.5	379.6	1000.7	95.7	1001.3	97.3

1. Number of pupils on roll at the end of Key Stage 4 in the 2006/07 academic year.

2. Including attempts and achievements by these pupils in previous academic years.

3. 'Initiative type' covers schools which were part of an initiative at the start of the 2006-07 academic year. This table presents data for specialist schools and academies.

4. Schools are only included if they have at least one pupil eligible to take KS4 tests

5. Schools operational as specialist at September 2006.

6. These figures refer to the new Academies:- those schools set up to replace one or more existing schools or to meet a need for additional school places.

7. This figure groups together new Academies that have been open for more than 1 year.

8. CTC conversions figures refer to CTCs that have converted into Academies. These schools are analysed separately because they are not new schools.