

Chapter 2

How do the achievements compare between pupils with and without special educational needs?

This chapter looks at the differences in educational attainment between pupils with and without special educational needs at Key Stage 2 (mainly 11 year olds) and Key Stage 4 (mainly 16 year olds) in 2008. It provides a breakdown of attainment by pupil characteristics, such as gender, ethnic origin and free school meals eligibility, for each of the provisions and primary types of special educational need.

Attainment at Key Stage 2

Key findings at Key Stage 2

Pupils at School Action Plus with hearing impairments were most likely to achieve the expected level at Key Stage 2 English. School Action Plus pupils with visual impairments were most likely to achieve the expected level at Key Stage 2 maths and science. Of those with statements, pupils with visual impairments were most likely to achieve the expected level in all three Key Stage 2 subjects.

Gender

Girls were more likely than boys to achieve the expected level at Key Stage 2 English if they had no special educational needs or were at School Action. However, boys were more likely than girls to achieve the expected level if they were at School Action Plus or if they had statements.

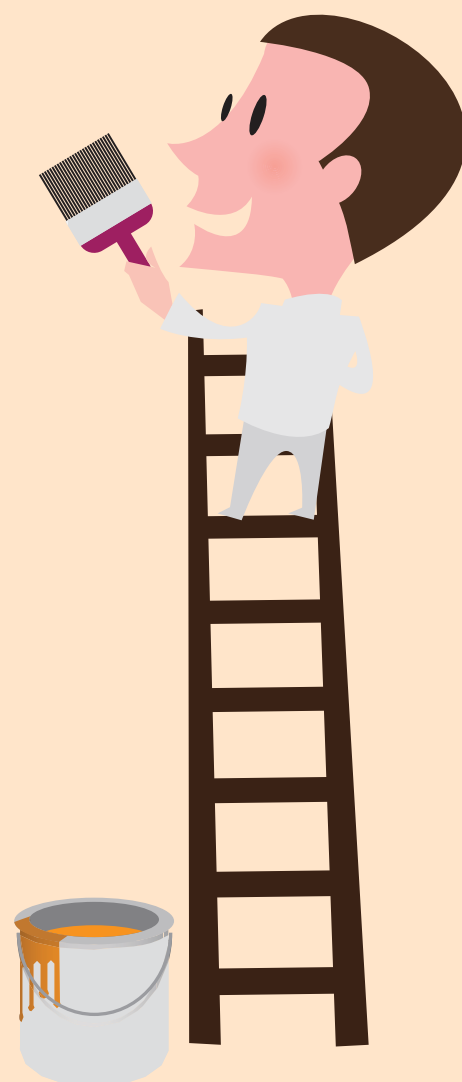
Boys were more likely than girls to achieve the expected level at Key Stage 2 maths and science, regardless of their provision for need.

Ethnic origin

Chinese pupils were most likely to achieve the expected level at Key Stage 2 maths, regardless of their provision for special educational need. There was much more variability across the ethnic groups at Key Stage 2 English and science.

Free school meals eligibility

Pupils who were eligible for free school meals were less likely to achieve the expected level at Key Stage 2, compared to pupils who were not eligible for free school meals, regardless of their provision for special educational need.



See Data Annex 2 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>. All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 2 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year.

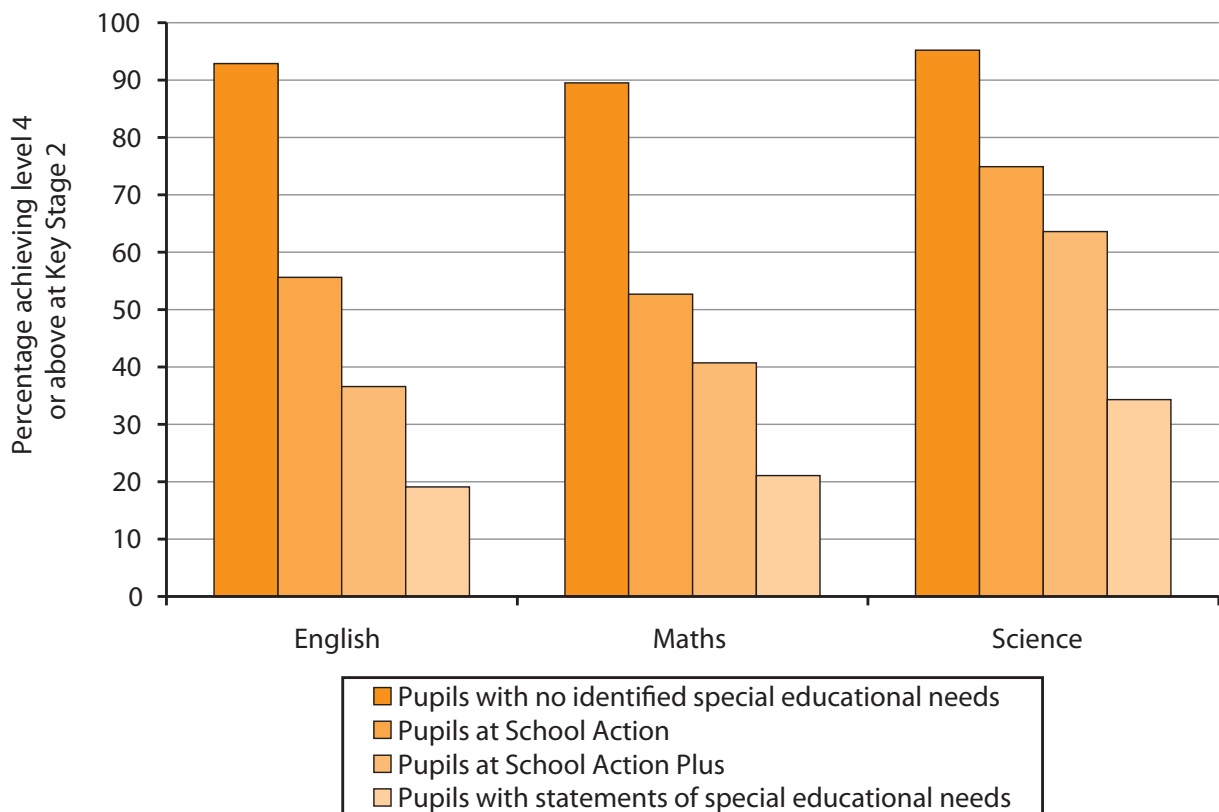
Key Stage 2 (KS2) refers to the stage of the National Curriculum for pupils aged between 8 and 11 years. The findings in this section refer to pupils at School Action, School Action Plus and with statements who were at the end of KS2 (mainly those who were 11 years old) in the academic year 2007/08 by their provision for need in the January of that year. Pupils were assessed in English, maths and science at KS2 in 2008 and were expected to achieve

level 4 or above in each subject. This is generally considered to be the expected threshold that all pupils should achieve at that age.

There were four different numbered levels of attainment for pupils at KS2 in 2008. This included four numbered levels ranging from 2 to 5, with 5 being the highest and 2 being the lowest. Therefore the expected threshold of 4 or above means levels 4 and 5. Four other outcomes are possible at KS2 and include:

- A – pupils who were absent from the test.
- B – pupils working below the level of the test and not entered for it.
- N – pupils who failed to register a level in the test.
- T – pupils whose test level was not assessable.

Figure 2.1: Percentage of pupils that achieved the expected level at Key Stage 2 in 2008 by subject and provision for special educational need



How do the achievements compare between pupils with and without special educational needs?

Attainment at Key Stage 2 by subject and provision for need

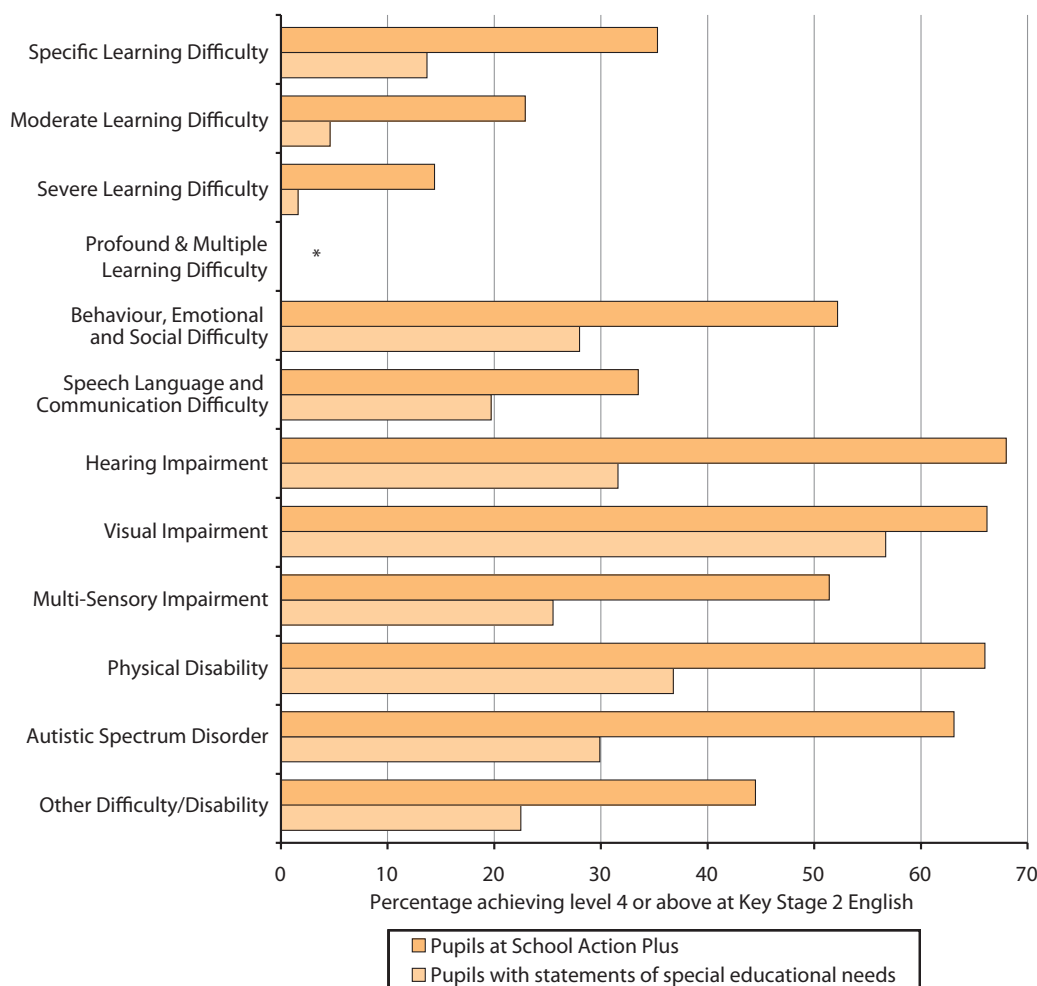
Figure 2.1 shows the percentage of pupils at School Action, School Action Plus and with statements that achieved level 4 or above in English, maths and science in 2008. Web based Tables 2.1, 2.2 and 2.3 contain the percentages used in Figure 2.1. These tables show a breakdown by all the eight possible attainment levels at KS2 in 2007 and 2008, as well as the percentage achieving the expected level.

Figure 2.1 shows that, for each of the three subjects, pupils without special educational needs were more likely to achieve the expected level compared to pupils at School Action. In turn, pupils

at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs.

Pupils were more likely to achieve the expected level in science, compared to English and maths, regardless of their provision for special educational needs. 34.3 per cent of pupils with statements achieved the expected level in science, compared to 21.1 per cent in maths and 19.1 per cent in English. The equivalent percentages for those with no special educational needs were 92.9 per cent for English, 89.5 per cent for maths and 95.2 per cent for science.

Figure 2.2: Percentage of pupils who achieved the expected level at Key Stage 2 English in 2008 by primary type of need



* The percentages for profound and multiple learning difficulties were not displayed as fewer than six pupils achieved the qualification in the group.

Attainment at Key Stage 2 English by primary type of special educational need

Figure 2.2 shows the percentage of pupils that achieved the expected level at KS2 English in 2008 by primary type of need (i.e. pupils with hearing impairments, specific learning difficulties, autistic spectrum disorders etc.). See web based Table 2.1 for data.

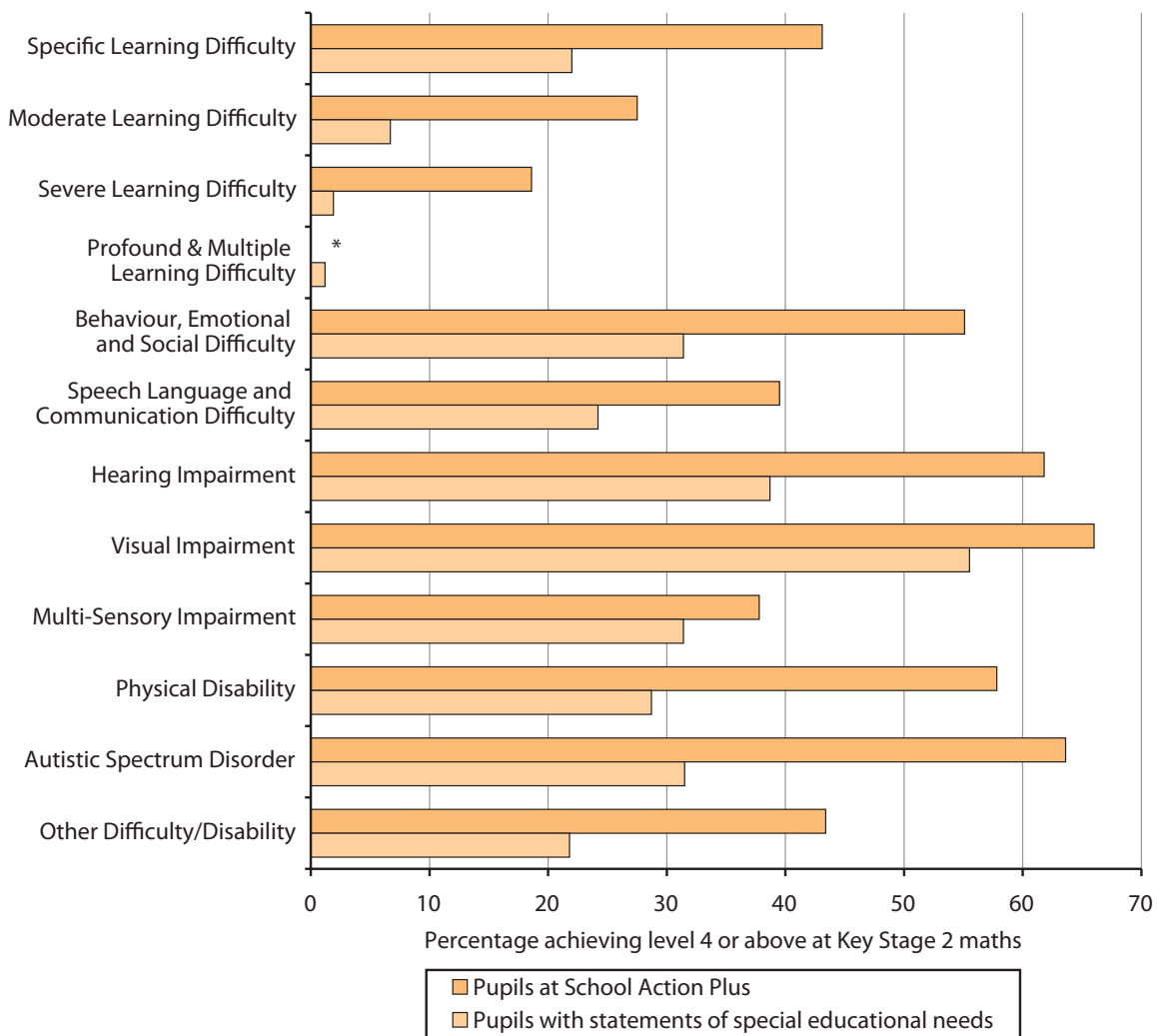
Figure 2.2 shows that pupils at School Action Plus with hearing impairments were most likely to achieve the expected level at KS2 English (68.0 per cent).

Of those with statements, pupils with visual impairments were most likely to achieve the expected level (56.7 per cent). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.1 shows the actual numbers.

Attainment at Key Stage 2 maths by primary type of special educational need

Figure 2.3 shows the percentage of pupils that achieved the expected level at KS2 maths in 2008 by primary type of need. See web based Table 2.2 for data.

Figure 2.3: Percentage of pupils who achieved the expected level at Key Stage 2 maths in 2008 by primary type of need



* The percentage for profound and multiple learning difficulties at School Action Plus was not displayed as fewer than six pupils achieved the qualification in the group.

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Figure 2.3 shows that pupils with visual impairments were most likely to achieve the expected level at KS2 maths (66.0 per cent for those at School Action Plus and 55.5 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.2 shows the actual numbers.

Attainment at Key Stage 2 science by primary type of special educational need

Figure 2.4 shows the percentage of pupils that achieved the expected level at KS2 science in 2008 by primary type of need. See web based Table 2.3 for data.

Figure 2.4: Percentage of pupils who achieved the expected level at Key Stage 2 science in 2008 by primary type of need

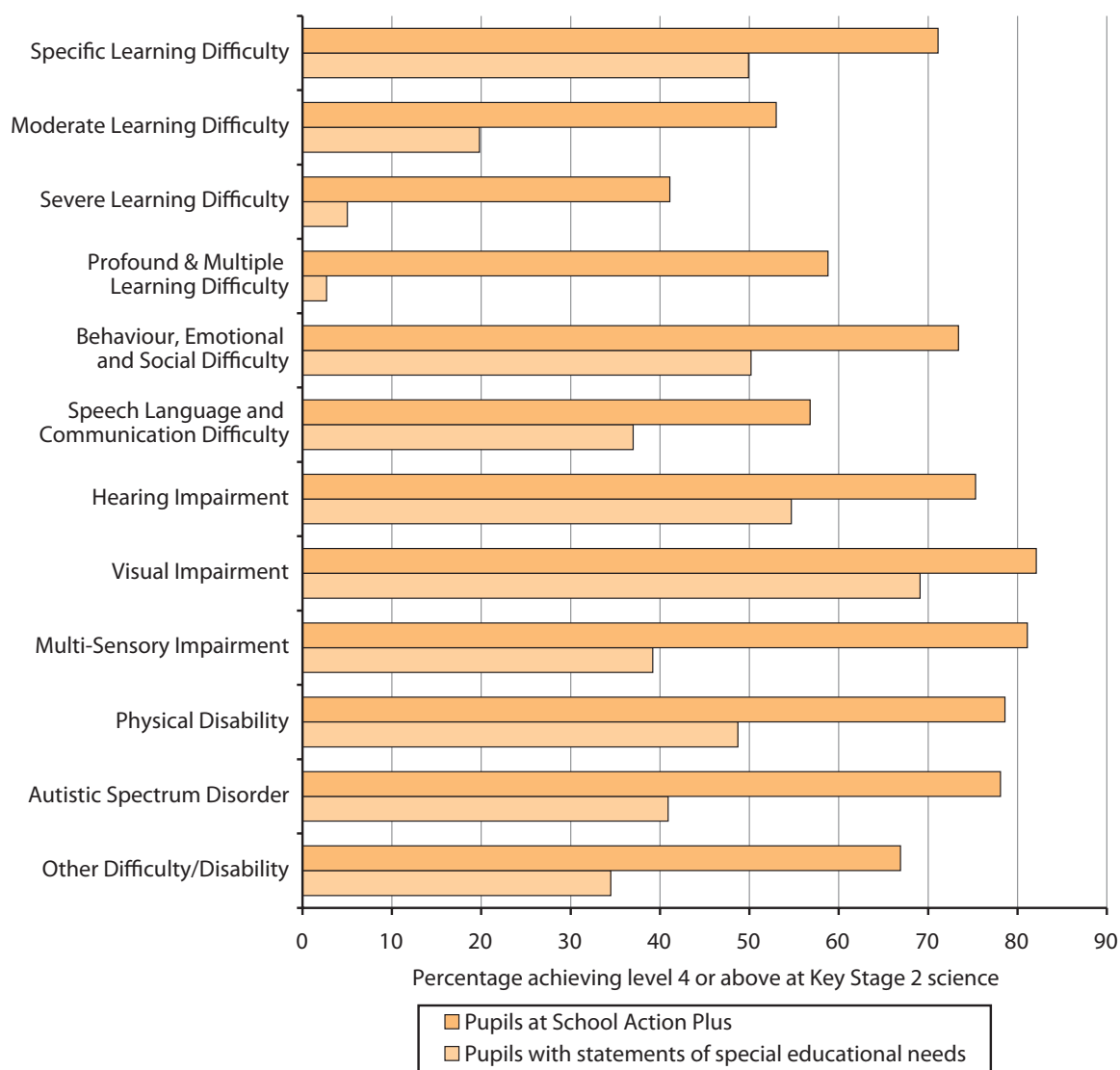


Figure 2.4 shows that pupils with visual impairments were most likely to achieve the expected level at KS2 science (82.1 per cent for those at School Action Plus and 69.1 per cent for those with statements). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the groups. Web based Table 2.3 shows the actual numbers.

Differences in Key Stage 2 attainment by gender and provision for need

Chapter 1 looked at the number of boys and girls with special educational needs and this section of **Chapter 2** looks at their attainment.

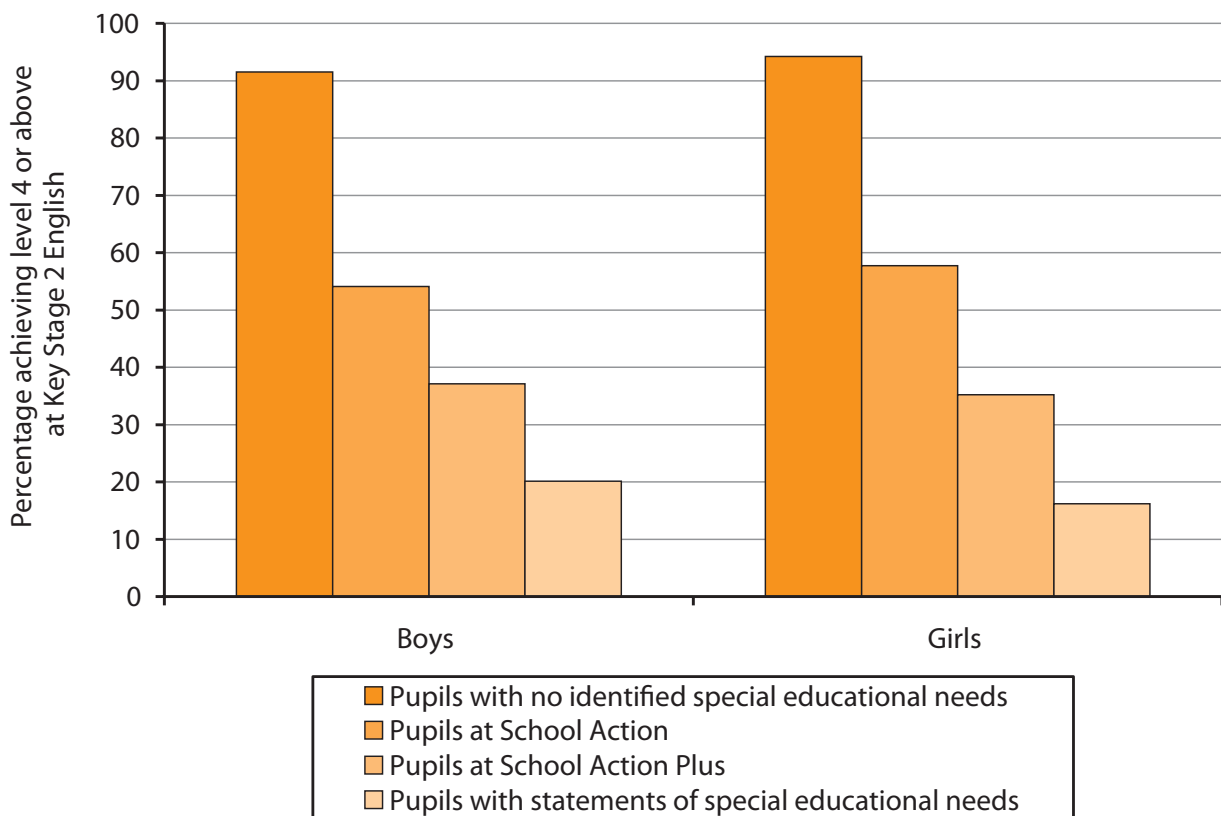
Figure 2.5 shows the percentage of boys and girls at School Action, School Action Plus and with statements that achieved the expected level at KS2 English in 2008. Web based Table 2.4 contains the

percentages used in Figure 2.5. Web based Table 2.4 also shows the numbers of eligible pupils and the number of pupils achieving the expected level.

Figure 2.5 shows that girls were more likely than boys to achieve the expected level at KS2 English if they had no special educational needs or were at School Action. However, there was not much of a difference between the attainment of boys and girls at each of the provisions for need. The gender gap was most obvious for pupils at School Action, where 57.7 per cent of girls achieved the expected level compared to 54.1 per cent of boys.

However, boys were more likely than girls to achieve the expected level if they were at School Action Plus or they had statements. The gender gap was most evident for pupils with statements, where 20.1 per cent of boys achieved the expected level at KS2 English compared to 16.2 per cent of girls.

Figure 2.5: Percentage of pupils who achieved the expected level at Key Stage 2 English in 2008 by provision for need and gender



How do the achievements compare between pupils with and without special educational needs?

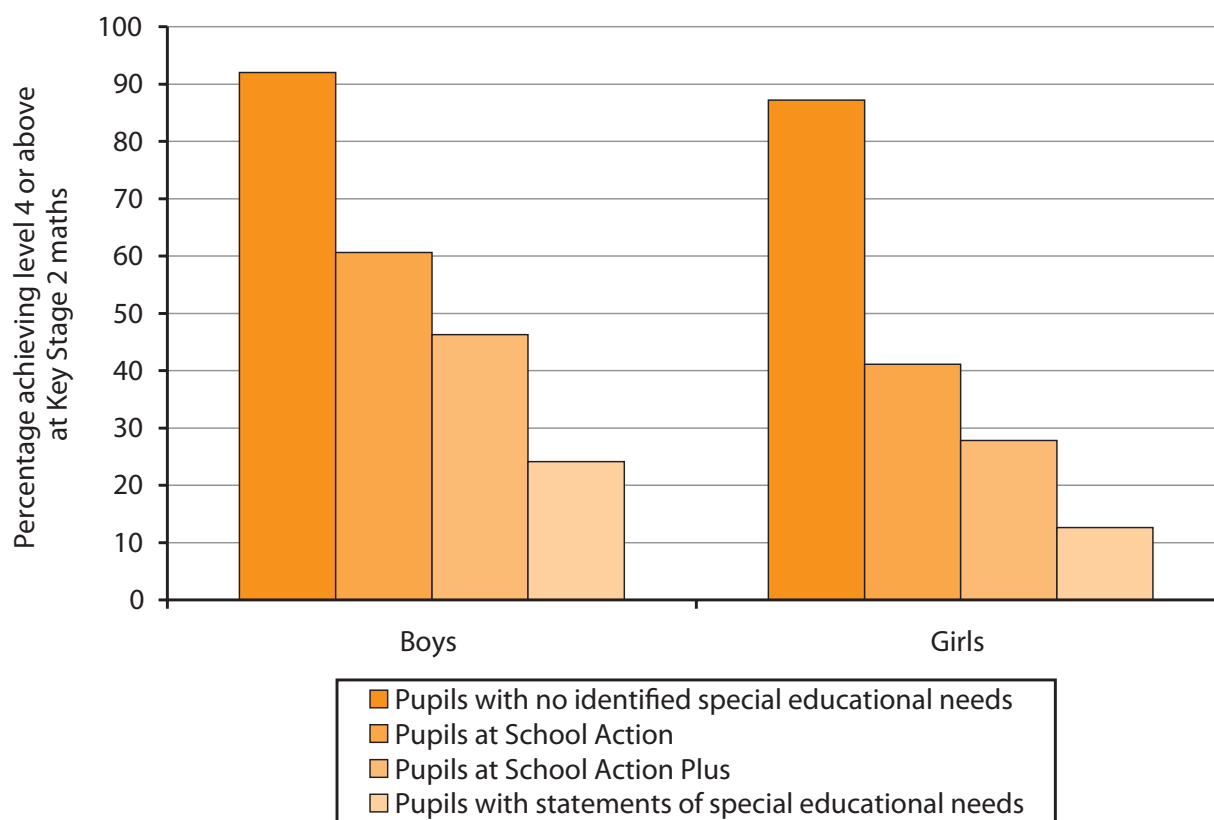
Figure 2.6 shows the percentage of boys and girls at School Action, School Action Plus and with statements that achieved the expected level at KS2 maths in 2008 by provision for need. Web based Table 2.5 contains the percentages used in Figure 2.6. Web based Table 2.5 also shows the numbers of eligible pupils and the number of pupils achieving the expected level.

Figure 2.6 shows that boys were more likely than girls to achieve the expected level at KS2 maths, regardless of the provision for need. The gender gap was most obvious at School Action, where

60.6 per cent of boys achieved the expected level compared to 41.1 per cent of girls. Boys with statements were almost twice as likely to achieve the level, compared to girls with statements. There was a much wider attainment gap between boys and girls at KS2 maths compared to English.

Web based Table 2.6 contains the percentages for KS2 science. This table shows that differences in attainment between the genders at KS2 science are similar to those found at KS2 maths, with boys being more likely to achieve the expected level.

Figure 2.6: Percentage of pupils who achieved the expected level at Key Stage 2 maths in 2008 by provision for need and gender

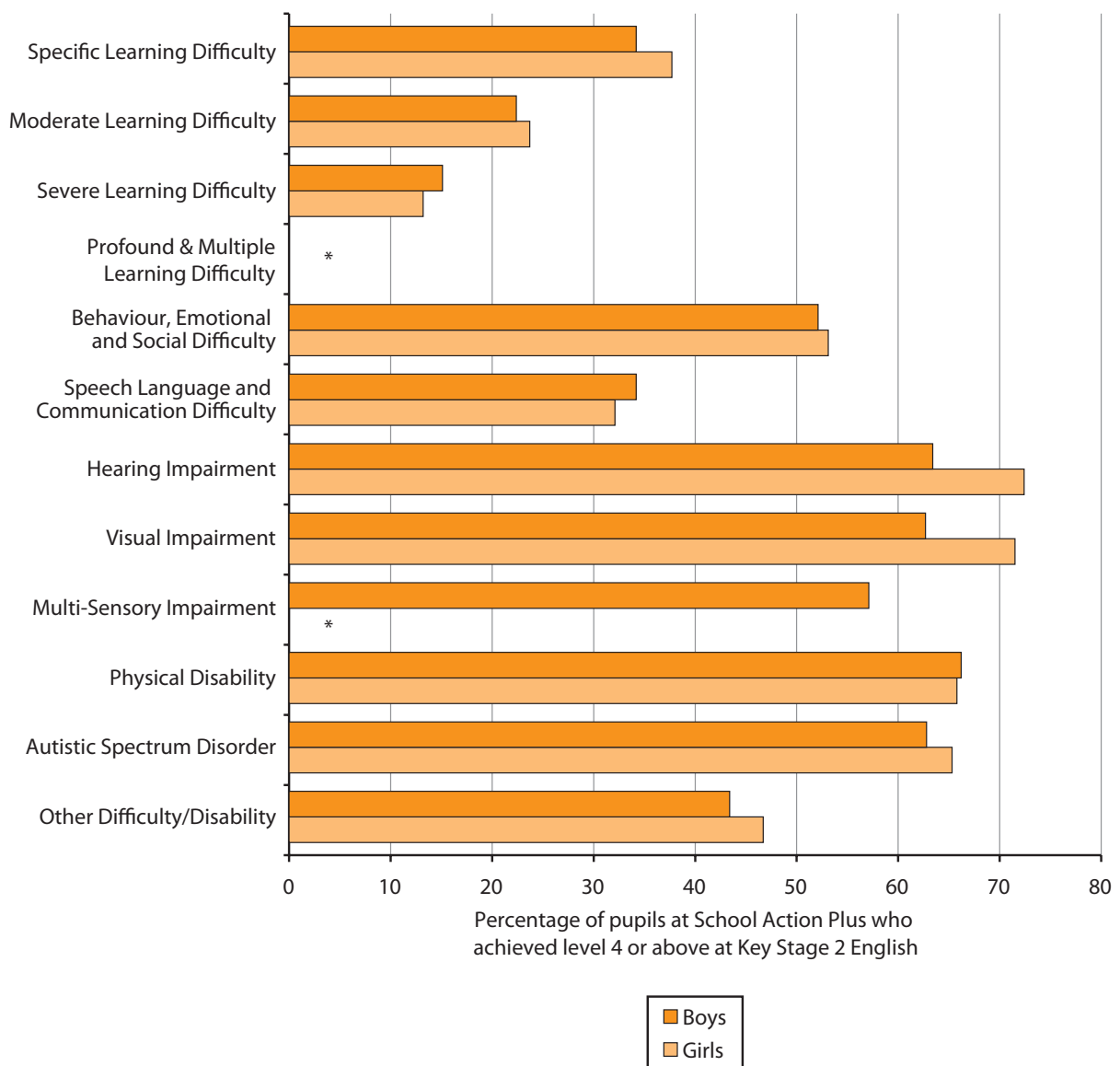


Differences in Key Stage 2 attainment by gender and primary type of need

Figure 2.7 shows the percentage of boys and girls at School Action Plus that achieved the expected level at KS2 English in 2008 by primary type of need. Web based Table 2.4 contains the percentages used in Figure 2.7.

Figure 2.7 shows that for pupils at School Action Plus, boys were most likely to have achieved the expected level at KS2 English if they had physical disabilities (66.2 per cent). Girls were most likely to achieve the level if they had a hearing impairment (72.4 per cent). A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.4 shows the actual numbers.

Figure 2.7: Percentage of pupils at School Action Plus who achieved the expected level at Key Stage 2 English in 2008 by primary type of need and gender



* Both percentages for profound and multiple learning difficulties and the girls percentage for multi-sensory impairments were not displayed as fewer than six pupils achieved the qualification in the groups.

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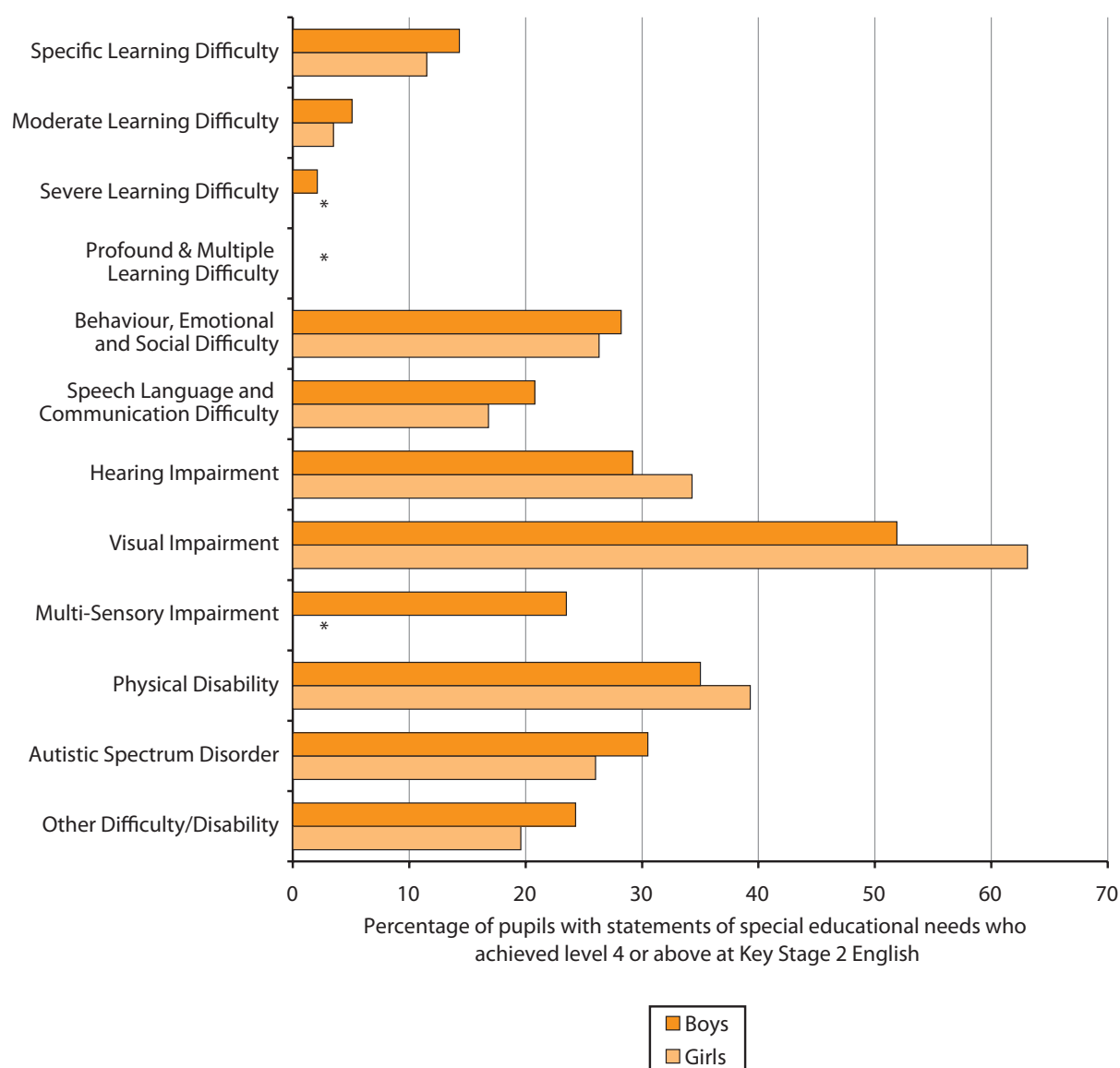
Figure 2.8 shows the percentage of boys and girls with statements that achieved the expected level at KS2 English in 2008, by primary type of need. Web based Table 2.4 contains the percentages used in Figure 2.8.

Figure 2.8 shows that both boys and girls with statements were most likely to have achieved the expected level at KS2 English if they had

visual impairments (51.9 per cent and 63.1 per cent respectively). A number of the primary need groups had low numbers achieving the expected level so caution should be used with these findings. Web based Table 2.4 shows the actual numbers.

Web based Tables 2.5 and 2.6 show the figures for KS2 maths and science.

Figure 2.8: Percentage of pupils with statements who achieved the expected level at Key Stage 2 English in 2008 by primary type of need and gender



* The boys percentage for profound and multiple learning difficulties and the girls percentages for severe learning difficulties and multi-sensory impairments were not displayed as fewer than six pupils achieved the qualification in the groups. The girls percentage for profound and multiple learning difficulties was zero.

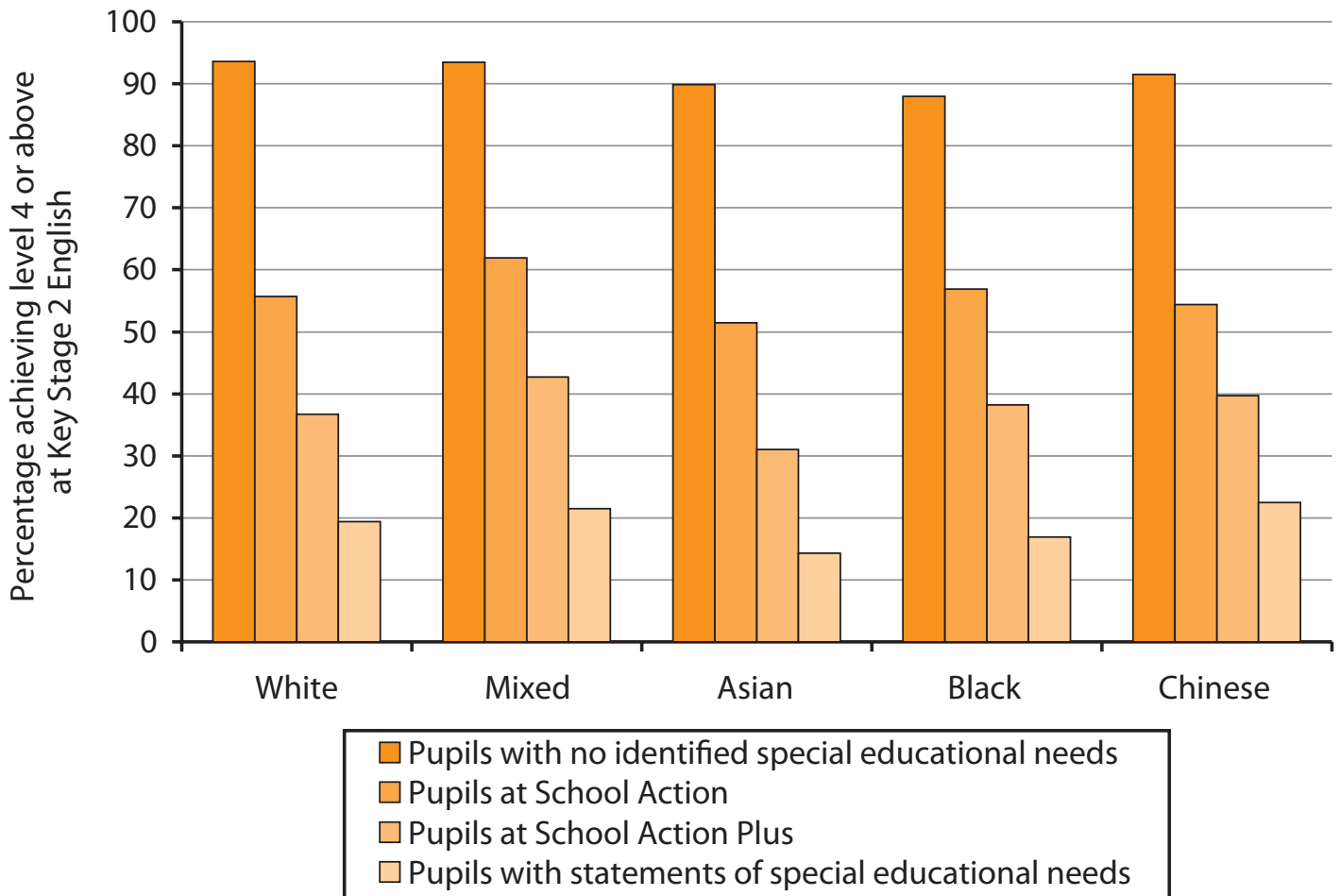
Differences in Key Stage 2 attainment by ethnic group and provision for need

Chapter 1 looked at the number of pupils with special educational needs by their ethnic group and this section of **Chapter 2** looks at their attainment.

Figure 2.9 shows the percentage of pupils that achieved the expected level at KS2 English in 2008 by provision for need and ethnic origin. Web based Table 2.4 contains the percentages used in Figure 2.9.

Figure 2.9 shows that, of the pupils with no special educational needs, white pupils were most likely to achieve the expected level at KS2 English, while black pupils with no special educational needs were least likely to achieve the expected level. At School Action and School Action Plus mixed race pupils were most likely to achieve the expected level at KS2 English. Of the pupils with statements, Chinese pupils were most likely to achieve this level. Asian pupils at School Action, School Action Plus and with statements were least likely to achieve the expected level.

Figure 2.9: Percentage of pupils who achieved the expected level at Key Stage 2 English in 2008 by provision for need and ethnic origin



How do the achievements compare between pupils with and without special educational needs?

Figure 2.10 shows the percentage of pupils that achieved the expected level at KS2 maths in 2008 by provision for need and ethnic origin. Web based Table 2.5 contains the percentages used in Figure 2.10.

Figure 2.10 shows that Chinese pupils were most likely of all the ethnic groups to achieve the expected level at KS2 maths, regardless of their

provision. Of the pupils with no special educational needs, black pupils were least likely to achieve the level at KS2 maths. Asian pupils at School Action, School Action Plus and with statements were least likely to achieve this level.

Figure 2.10: Percentage of pupils who achieved the expected level at Key Stage 2 maths in 2008 by provision for need and ethnic origin

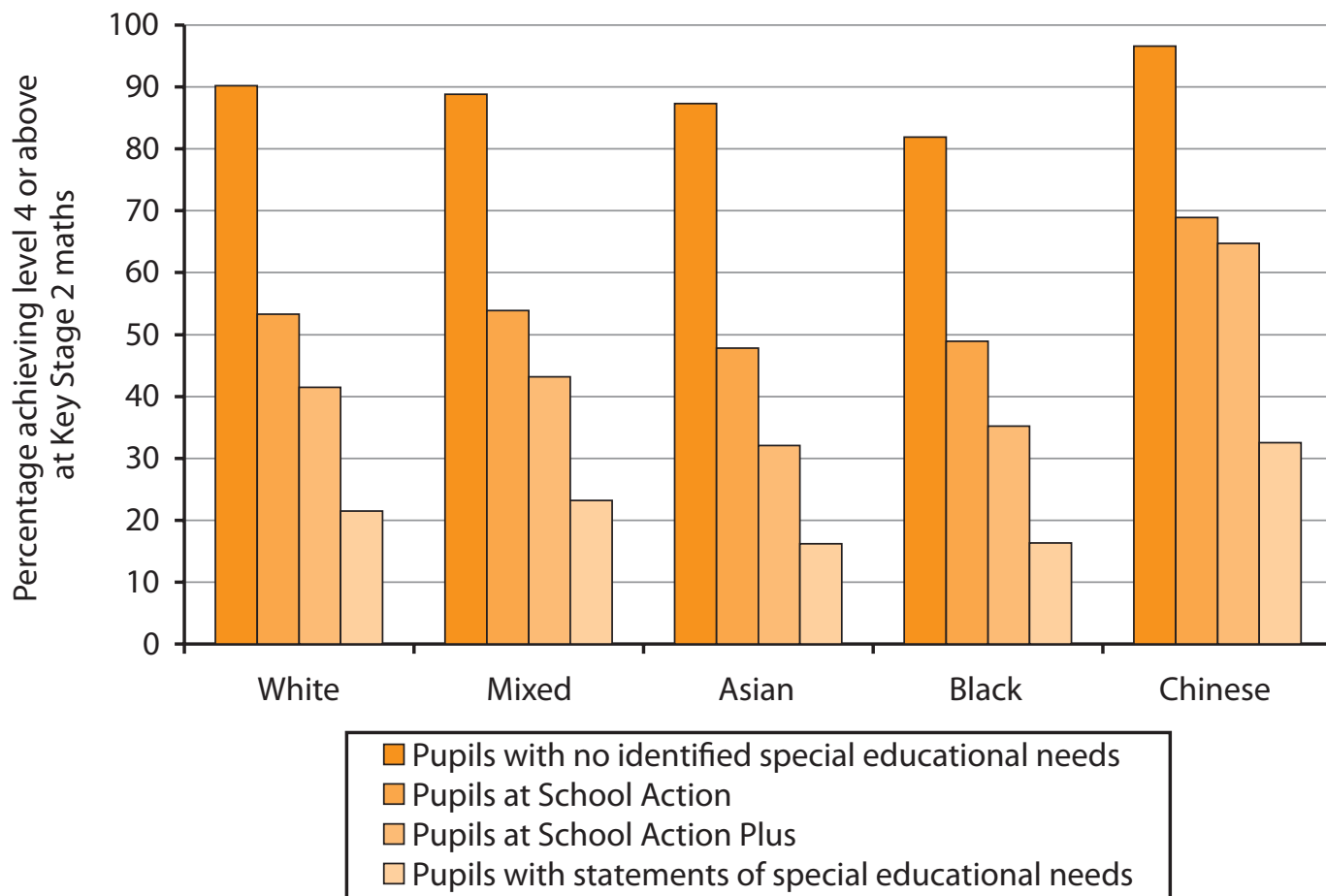
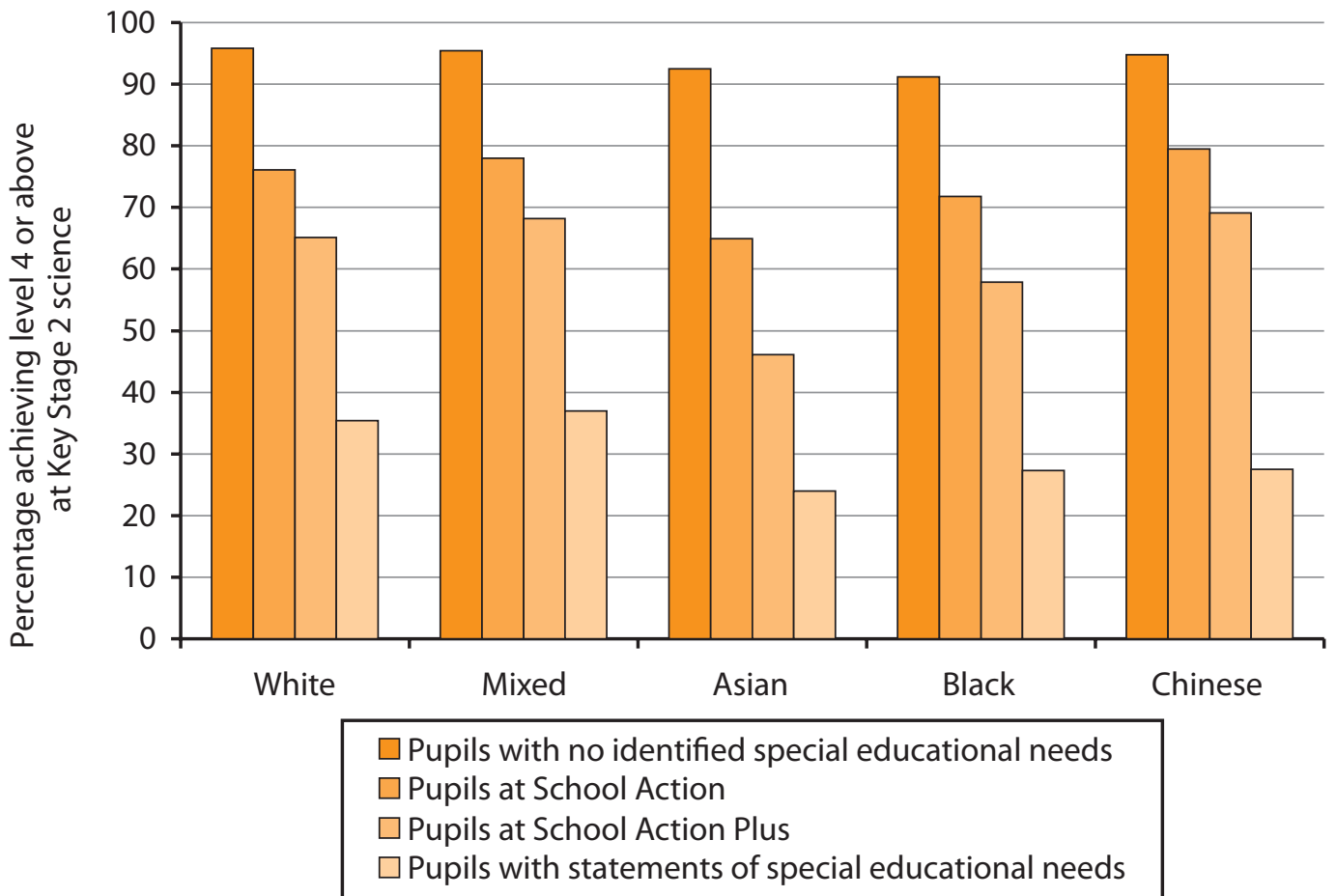


Figure 2.11 shows the percentage of pupils that achieved the expected level at KS2 science in 2008 by provision for need and ethnic origin. Web based Table 2.6 contains the percentages used in Figure 2.11.

Figure 2.11 shows that, of the pupils with no special educational needs, white pupils were most likely to achieve the expected level at KS2 science, while black pupils with no special educational needs were least

likely to achieve the expected level. At School Action and School Action Plus Chinese pupils were most likely to achieve the expected level at KS2 science. Mixed race pupils with statements were most likely to achieve this level. Asian pupils at School Action, School Action Plus and with statements were least likely to achieve the expected level.

Figure 2.11: Percentage of pupils who achieved the expected level at Key Stage 2 science in 2008 by provision for need and ethnic origin



How do the achievements compare between pupils with and without special educational needs?

Differences in Key Stage 2 attainment by ethnic origin and primary type of need

Web based Tables 2.4, 2.5 and 2.6 show the percentages of pupils that achieved the expected level at KS2 by subject, ethnic origin and primary type of special educational need for pupils at School Action Plus or with statements.

Differences in Key Stage 2 attainment by free school meals eligibility and provision for need

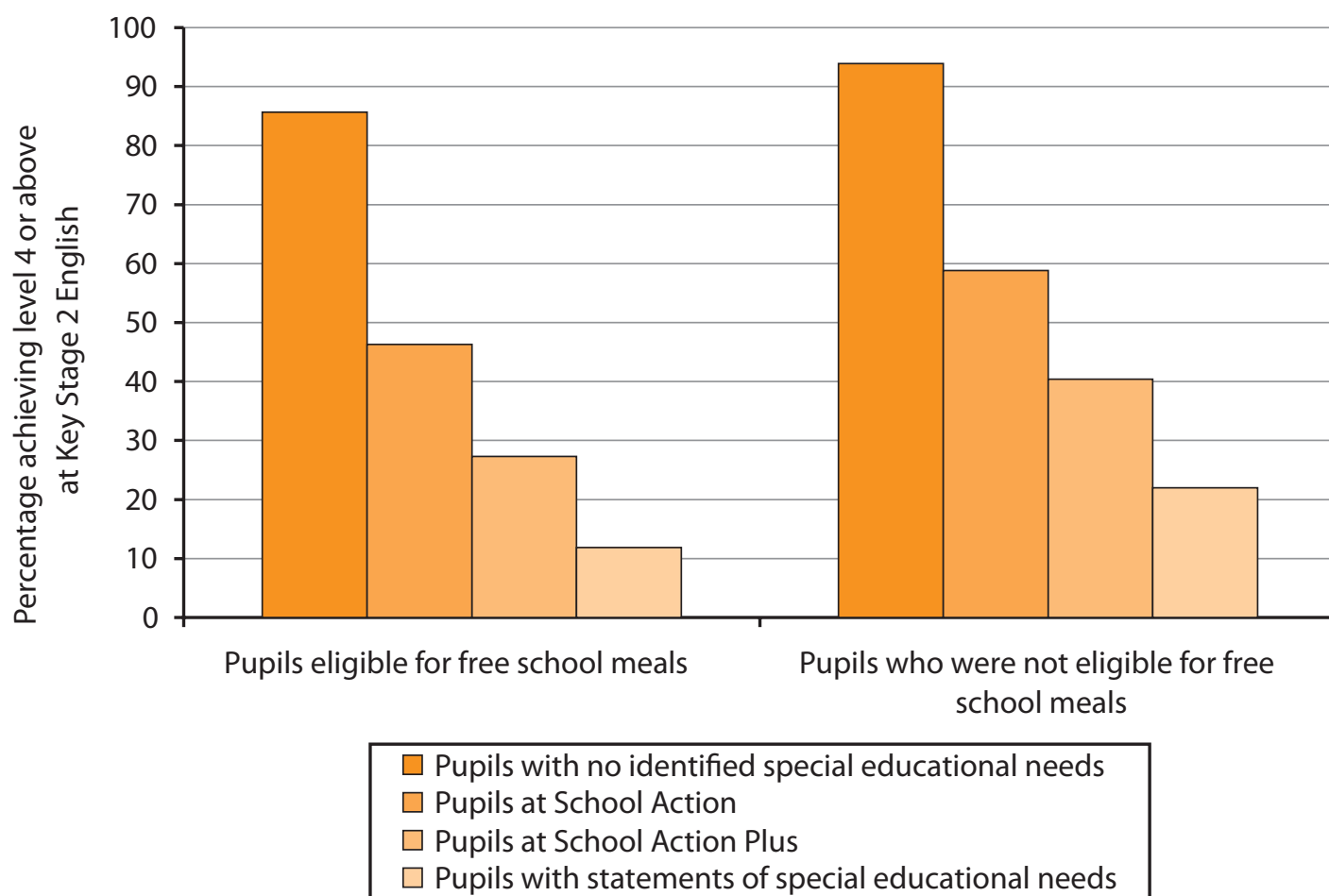
Chapter 1 looked at the number of pupils with special educational needs by whether they were eligible for free school meals and this section of **Chapter 2** looks at their attainment.

Figure 2.12 shows the percentage of pupils that achieved the expected level at KS2 English in 2008 by provision for need and free school meals eligibility. Web based Table 2.4 contains the percentages used in Figure 2.12.

Figure 2.12 shows that pupils who were eligible for free school meals were less likely to achieve the expected level at KS2 English, compared to pupils who were not eligible for free school meals. This was shown for each provision for special educational need with the widest gap being for pupils with statements.

Web based Tables 2.5 and 2.6 show similar results at KS2 maths and science.

Figure 2.12: Percentage of pupils who achieved the expected level at Key Stage 2 English in 2008 by provision for need and free school meal eligibility

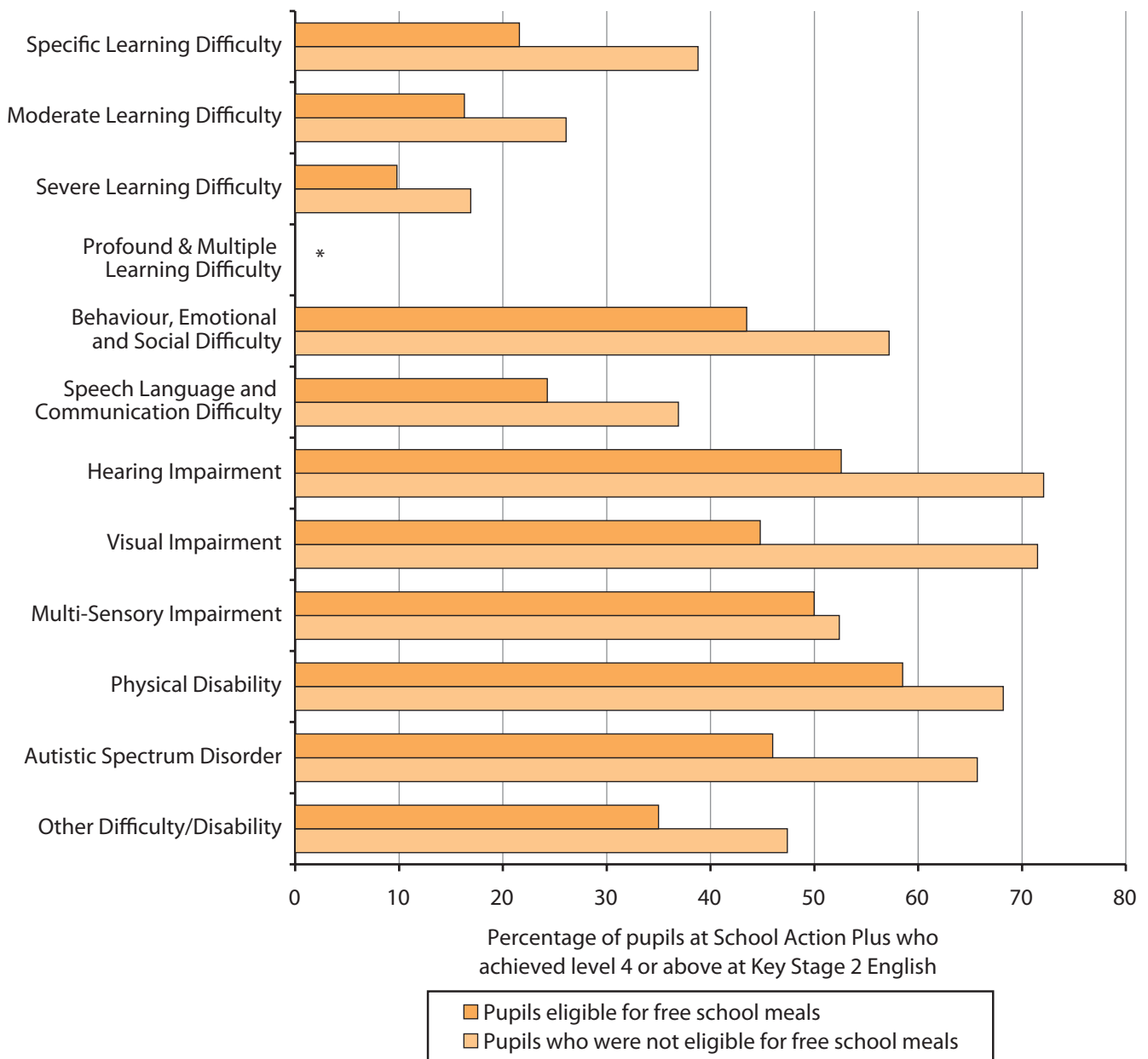


Differences in Key Stage 2 attainment by free school meals eligibility and primary type of special educational need

Figure 2.13 shows the percentage of pupils at School Action Plus that achieved the expected

level at KS2 English in 2008 by primary type of need and whether they were eligible for free school meals. Web based Table 2.4 contains the percentages used in Figure 2.13.

Figure 2.13: Percentage of pupils at School Action Plus who achieved the expected level at Key Stage 2 English in 2008 by primary type of need and free school meals eligibility



* The percentage for profound and multiple learning difficulties who were eligible for free school meals was zero and the percentage for those not eligible for free school meals was not displayed as fewer than six pupils achieved the qualification in the group.

How do the achievements compare between pupils with and without special educational needs?

Figure 2.13 shows that pupils at School Action Plus who had physical disabilities who were eligible for free school meals were most likely to achieve the expected level at KS2 English (58.5 per cent). Pupils at School Action Plus that had hearing impairments who were not eligible for free school meals were most likely to achieve this level (72.1 per cent). A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.4 shows the actual numbers.

The largest difference between School Action Plus pupils, with and without free school meals eligibility who achieved the expected level at KS2 English was shown in the visually impaired group.

Web based Tables 2.5 and 2.6 contain equivalent data for KS2 maths and science.

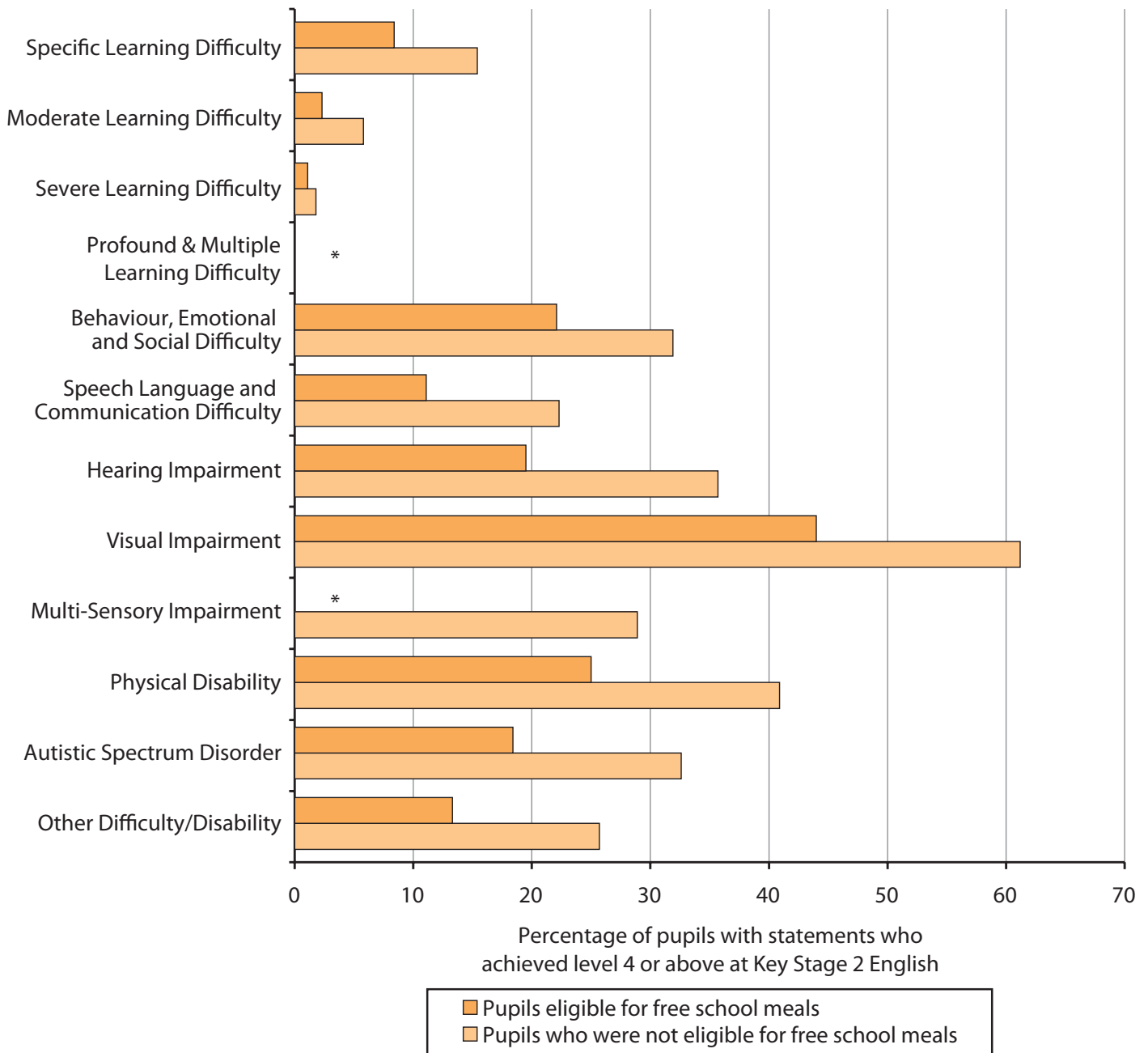
Figure 2.14 shows the percentage of pupils with statements that achieved the expected level at KS2 English in 2008 by primary type of need and whether they were eligible for free school meals. Web based Table 2.4 contains the percentages used in Figure 2.14.

Figure 2.14 shows that pupils with statements who had visual impairments were most likely to achieve the expected level at KS2 English (44.0 per cent for those eligible for free school meals and 61.2 per cent for those not eligible). A number of the primary need groups had low numbers in the groups so caution should be used with these findings. Web based Table 2.4 shows the actual numbers.

The largest difference between pupils with statements, with and without free school meals eligibility who achieved the expected level at KS2 English was shown in the visually impaired group.

Web based Tables 2.5 and 2.6 contain equivalent data for KS2 maths and science.

Figure 2.14: Percentage of pupils with statements who achieved the expected level at Key Stage 2 English in 2008 by primary type of need and free school meals eligibility



Government Office Region and local authority level KS2 attainment analysis

Government Office Region and local authority level

figures for the proportion of pupils with special educational needs achieving the expected level at KS2 can be found in web based Tables 2.7 to 2.12.

* Both percentages for profound and multiple learning difficulties were not displayed along with the percentage for pupils eligible for free school meals in the multi-sensory impairment group as fewer than six pupils achieved the qualification in these groups.

Attainment at Key Stage 4

Key findings at Key Stage 4

At School Action Plus, pupils with multi-sensory impairments were most likely to achieve the expected level at Key Stage 4. Of those with statements, pupils with visual impairments were most likely to achieve the expected level at Key Stage 4.

Gender

Girls were more likely than boys to achieve the expected level at Key Stage 4 if they had no special educational needs. However, boys were more likely than girls to achieve the expected level if they were at School Action, School Action Plus or if they had statements.

Ethnic group

Chinese pupils were most likely to achieve the expected level at Key Stage 4, regardless of their provision for special educational need (apart from those with statements). Of those with statements, white and black pupils were most likely to achieve the expected level.

Free school meals eligibility

Pupils who were eligible for free school meals were less likely to achieve the expected level at Key Stage 4, compared to pupils who were not eligible for free school meals.

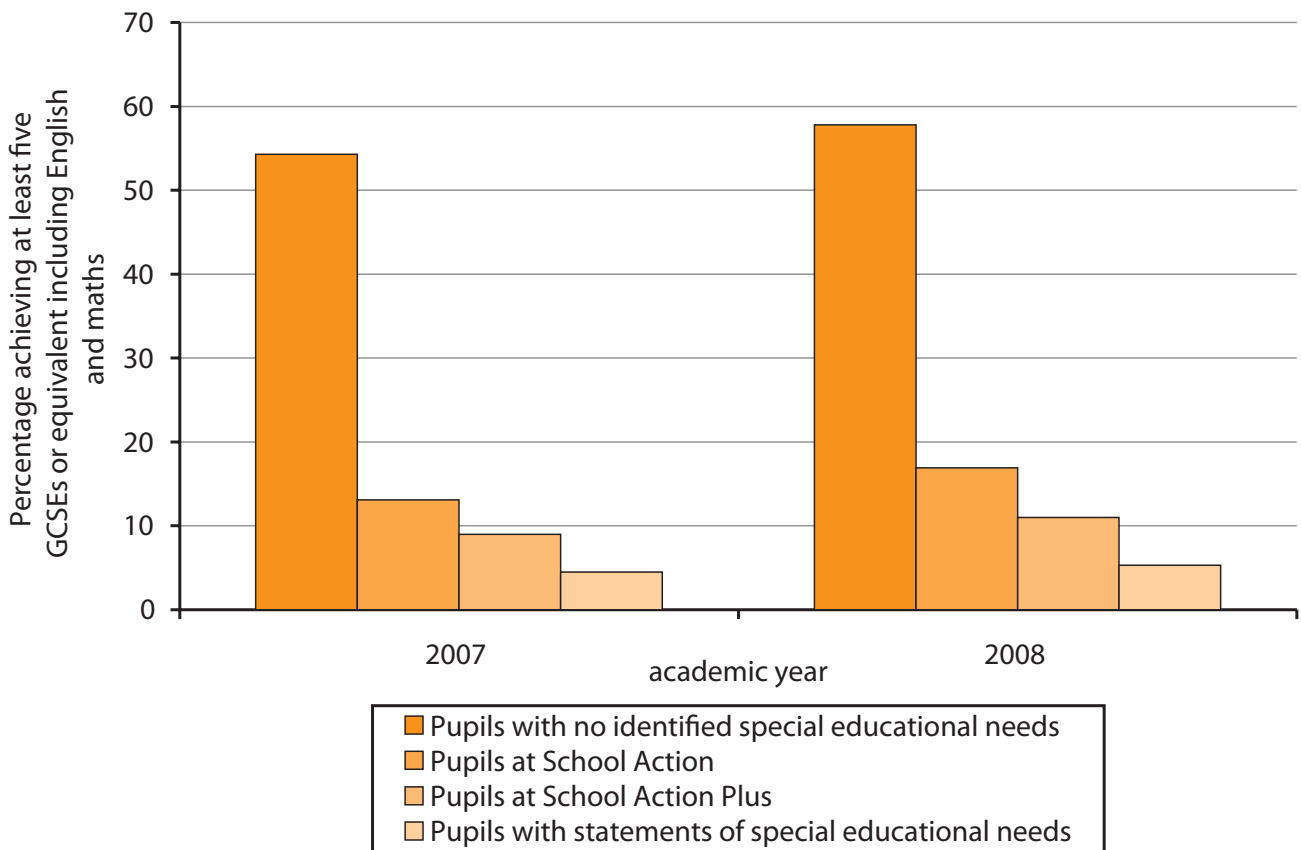


Key Stage 4 (KS4) refers to the stage of the National Curriculum for pupils aged between 14 and 16 years. The findings in this section refer to pupils who were at the end of KS4 (mainly those who were 16 years old) in the academic year 2007/08, who had a provision for special educational needs (School Action, School Action Plus or statements) in the January of that year. There are also occasional references to the corresponding figures for 2007. Pupils were assessed in a range of GCSE subjects or equivalent qualifications and were generally expected to achieve at least five A* to C GCSE grades or equivalent including English and maths.

Attainment at Key Stage 4 by provision for need

Figure 2.15 shows the percentage of pupils that achieved the expected level in academic years 2007 and 2008 by provision for need. Web based Table 2.13 contains the percentages used in Figure

Figure 2.15: Percentage of pupils that achieved the expected level at Key Stage 4 in 2007 and 2008 by provision for special educational need



2.15. This table also shows a breakdown by other KS4 attainment levels in 2007 and 2008, as well as the percentage achieving the expected level.

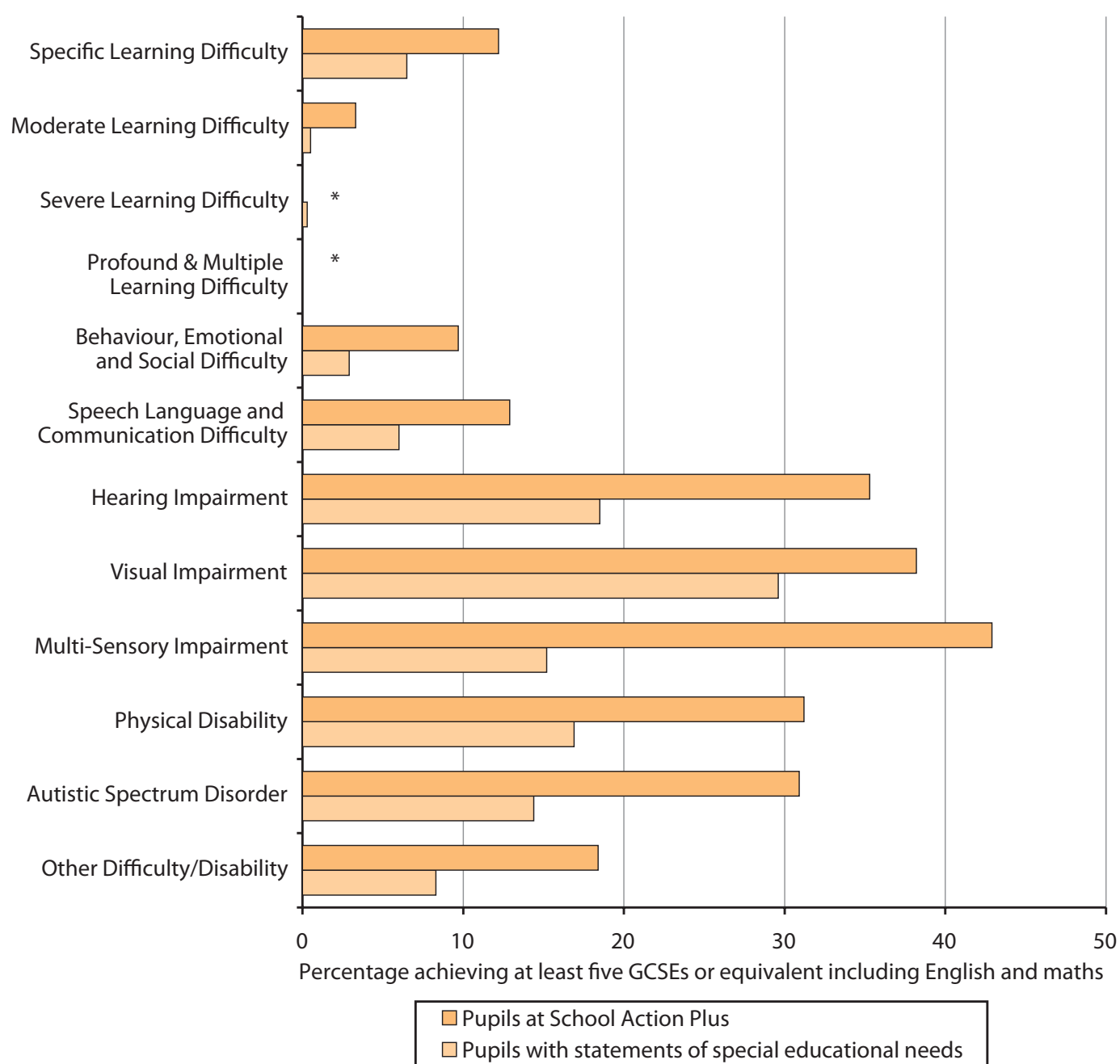
Figure 2.15 shows that pupils without special educational needs were more likely to achieve the expected level at KS4 compared to pupils at School Action. In turn, pupils at School Action performed better than those at School Action Plus and pupils at School Action Plus performed better than those with statements of special educational needs.

Attainment at Key Stage 4 by primary type of special educational need

Figure 2.16 shows the percentage of pupils that achieved the expected level at KS4 in 2008 by primary type of need. See web based Table 2.13 for data.

Figure 2.16 shows that pupils at School Action Plus with multi-sensory impairments were most likely to achieve the expected level at KS4 (42.9 per cent). Of those with statements, pupils with visual impairments were most likely to achieve the

Figure 2.16: Percentage of pupils who achieved the expected level at Key Stage 4 in 2008 by primary type of need



* The percentages for severe learning difficulties and profound and multiple learning difficulties in the School Action Plus group were not displayed as fewer than six pupils achieved the qualification in the group. The percentage for profound and multiple learning difficulties in the statements group was zero.

expected level at KS4 (29.6 per cent). Caution should be used when interpreting figures for some of the primary need groups due to low numbers in the group. Web based Table 2.13 shows the actual numbers.

Differences in Key Stage 4 attainment by gender and provision for need

Chapter 1 looked at the number of boys and girls with special educational needs and this section of Chapter 2 looks at their attainment.

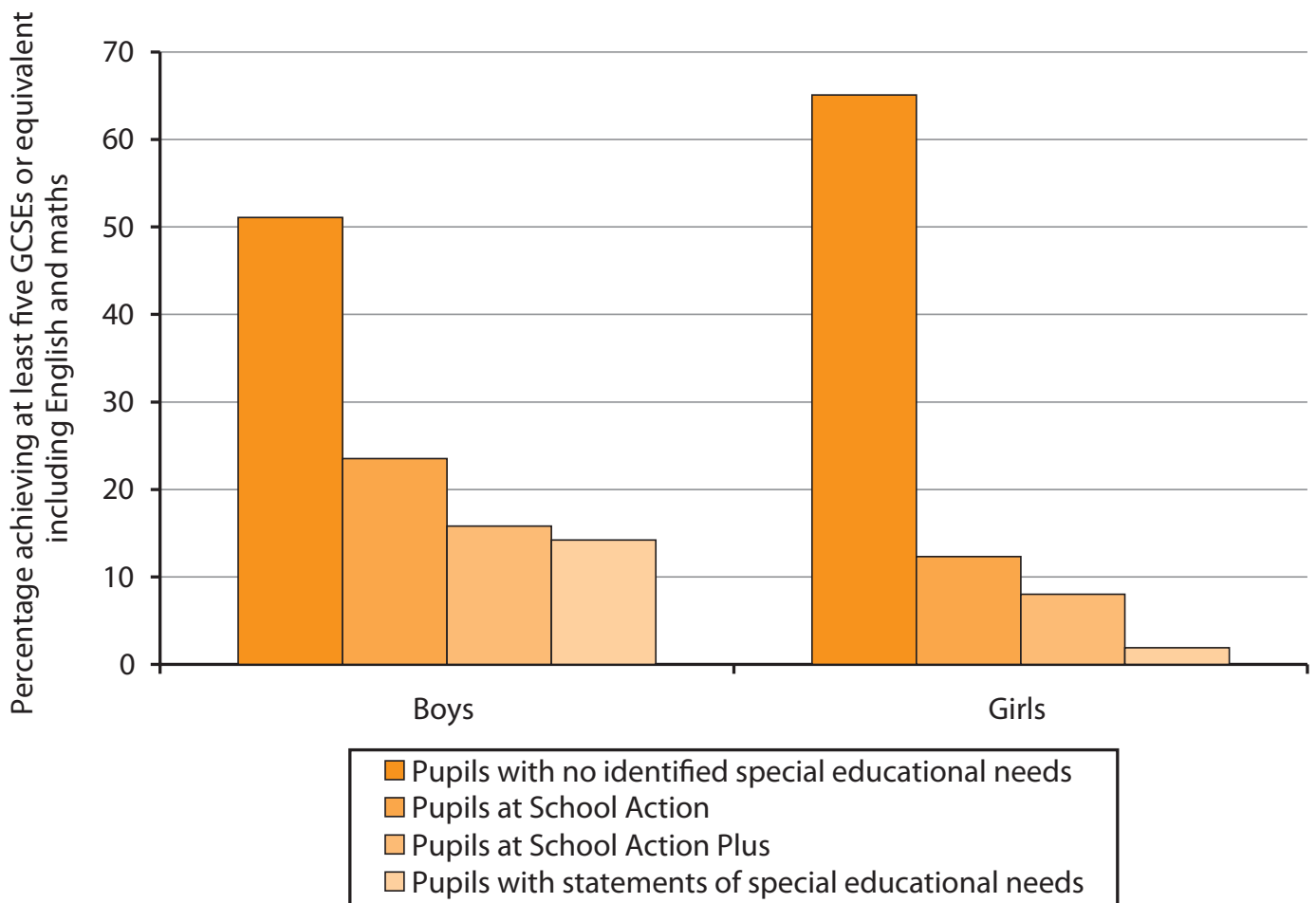
Figure 2.17 shows the percentage of boys and girls that achieved the expected level at KS4 in 2008 by

provision for need. Web based Table 2.14 contains the percentages used in Figure 2.17.

Figure 2.17 shows that girls (65.1 per cent) were more likely than boys (51.1 per cent) to achieve the expected level at KS4 if they had no special educational needs.

However, boys were more likely than girls to achieve the expected level if they were at School Action, School Action Plus or if they had statements. The gender gap was most evident for pupils with statements, where 14.2 per cent of boys achieved the expected level at KS4 compared to 1.9 per cent of girls.

Figure 2.17: Percentage of pupils who achieved the expected level at Key Stage 4 in 2008 by provision for need and gender



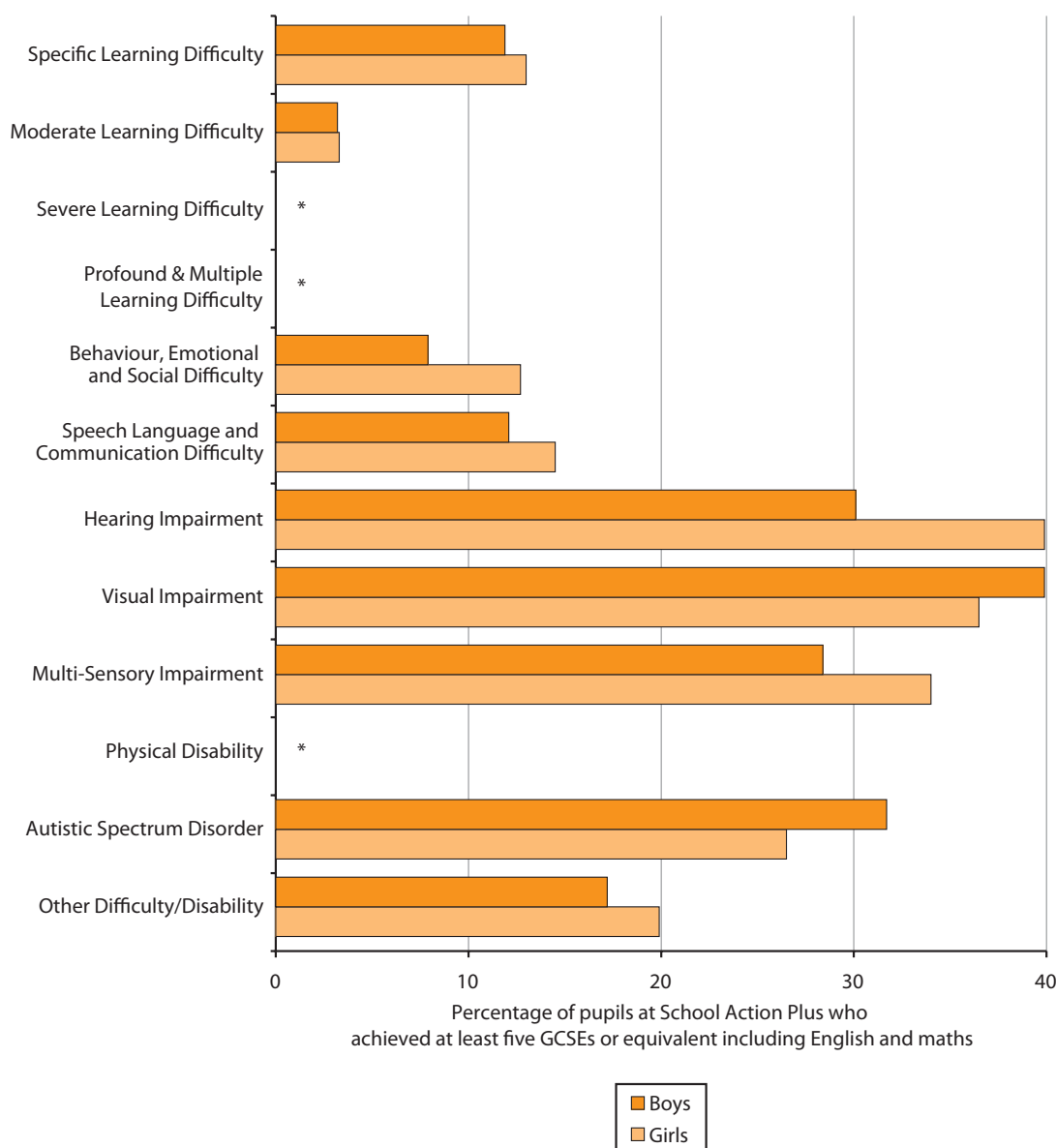
How do the achievements compare between pupils with and without special educational needs?

Differences in Key Stage 4 attainment by gender and primary type of need

Figure 2.18 shows the percentage of boys and girls at School Action Plus that achieved the expected level at KS4 in 2008 by primary type of need. Web based Table 2.14 contains the percentages used in Figure 2.18.

Figure 2.18 shows that boys at School Action Plus were most likely to have achieved the expected level at KS4 if they had visual impairments (39.9 per cent). Girls were most likely to achieve the level if they had hearing impairments (39.9 per cent). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.14 shows the actual numbers.

Figure 2.18: Percentage of pupils at School Action Plus who achieved the expected level at Key Stage 4 in 2008 by primary type of need and gender

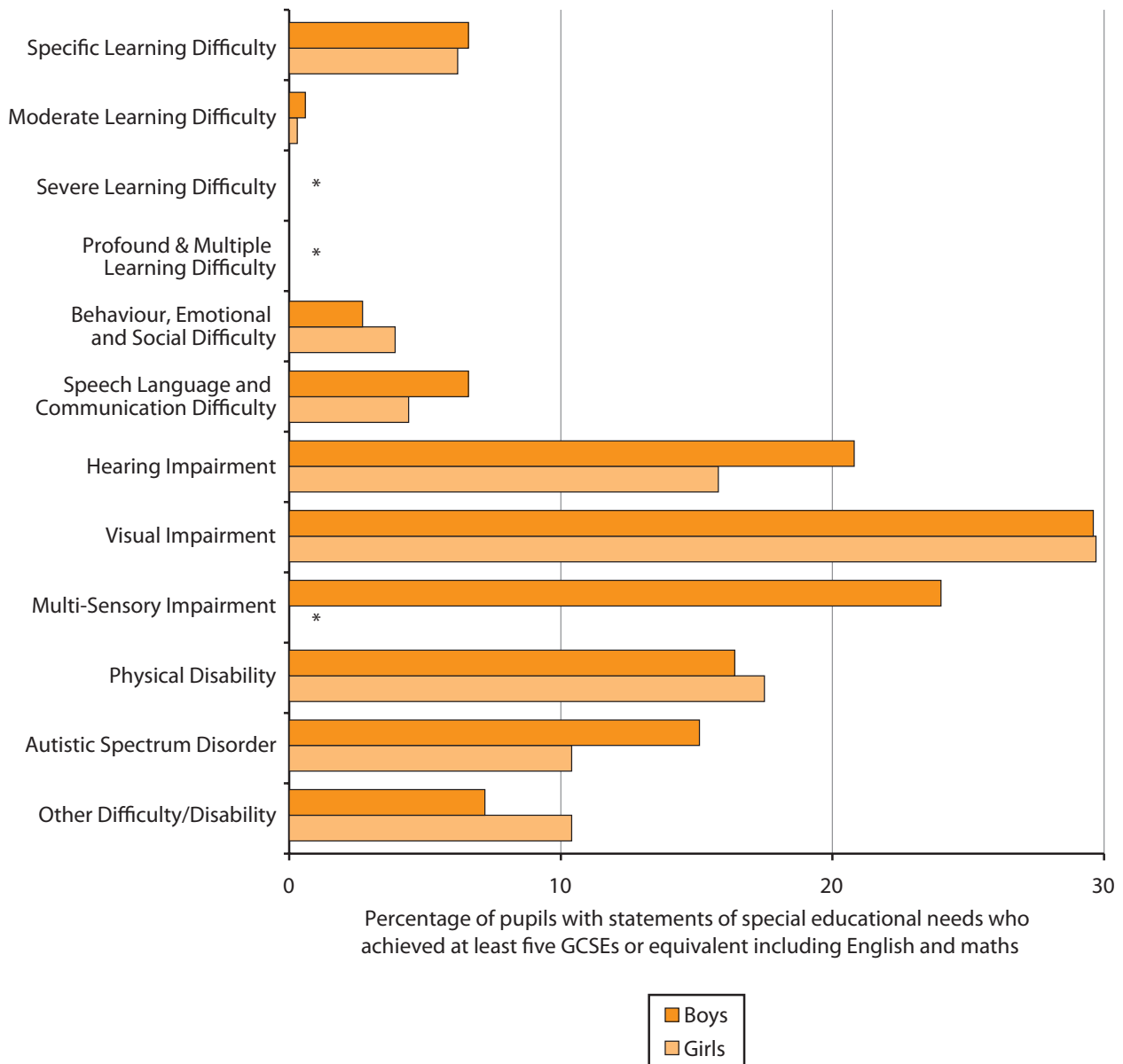


* Percentages for severe learning difficulties, profound and multiple learning difficulties and multi-sensory impairment were not displayed as fewer than six pupils achieved the qualification in the groups.

Figure 2.19 shows the percentage of boys and girls with statements that achieved the expected level at KS4 in 2008, by primary type of need. Web based Table 2.14 contains the percentages used in Figure 2.19.

Figure 2.19 shows that boys and girls with statements were most likely to achieve the expected level at KS4 if they had visual impairments (29.6 per cent and 29.7 per cent respectively). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.14 shows the actual numbers.

Figure 2.19: Percentage of pupils with statements who achieved the expected level at Key Stage 4 in 2008 by primary type of need and gender



* The percentages for severe learning difficulties and the girl's percentage for multi-sensory impairments were not displayed as fewer than six pupils achieved the qualification in the groups. The percentages for profound and multiple learning difficulties were zero.

How do the achievements compare between pupils with and without special educational needs?

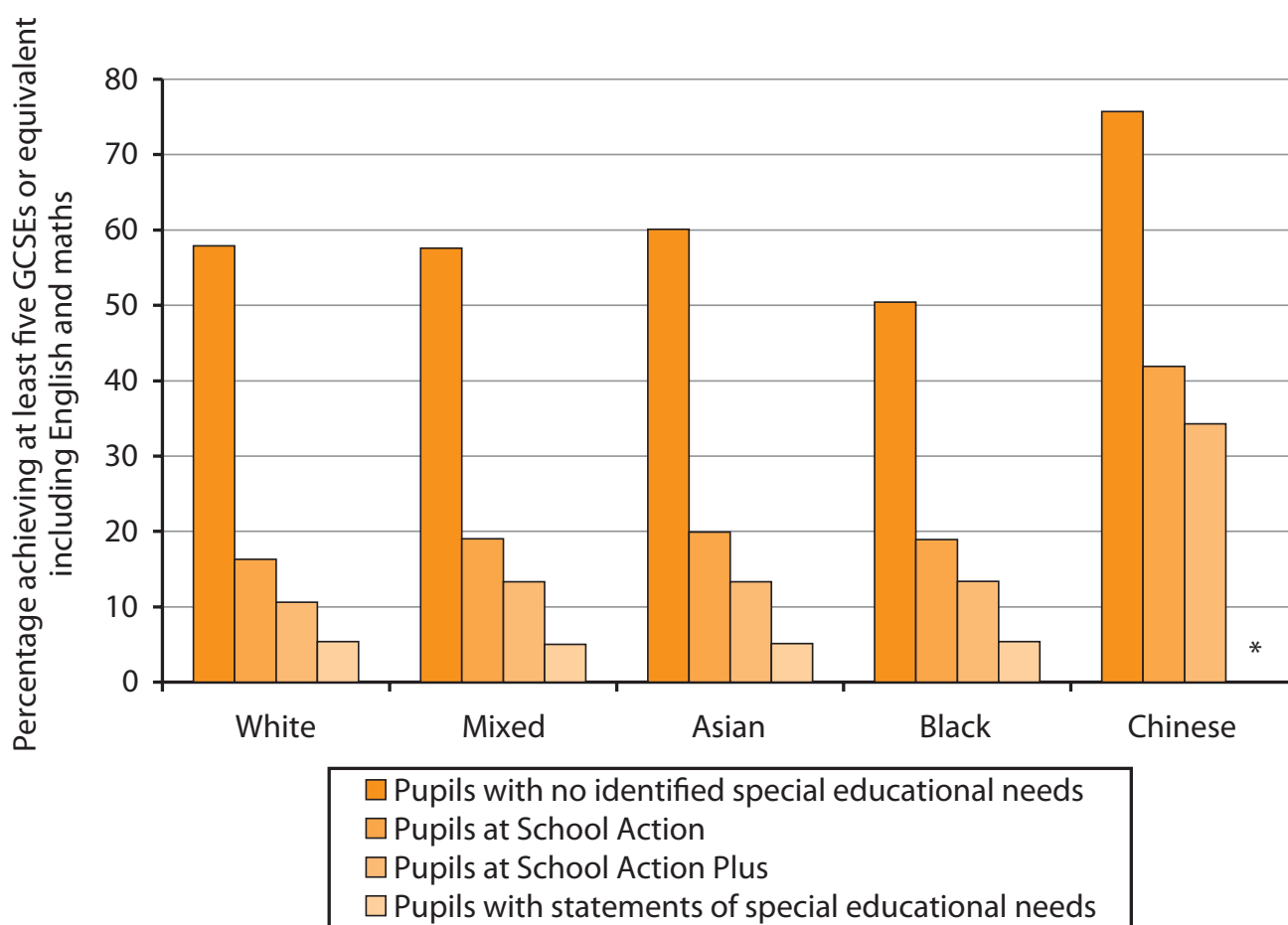
Differences in Key Stage 4 attainment by ethnic origin and provision for need

Chapter 1 looked at the number of pupils with special educational needs by their ethnic group and this section of **Chapter 2** looks at their attainment.

Figure 2.20 shows the percentage of pupils that achieved the expected level at KS4 in 2008 by provision for need and ethnic group. Web based Table 2.14 contains the percentages used in Figure 2.20.

Figure 2.20 shows that Chinese pupils were most likely to achieve the expected level at KS4, regardless of their provision for special educational need (apart from those with statements which has not been shown due to low numbers achieving the expected level). Of those with statements, white and black pupils were most likely to achieve the expected level (both at 5.4 per cent).

Figure 2.20: Percentage of pupils who achieved the expected level at Key Stage 4 in 2008 by provision for need and ethnic group



* The percentage for Chinese pupils with statements was not displayed as fewer than six pupils achieved the qualification in the group.

Of the pupils with no special educational needs, black pupils were least likely to achieve the expected level at KS4 (50.4 per cent). White pupils were least likely to achieve the level at School Action (16.3 per cent) and School Action Plus (10.6 per cent).

Differences in Key Stage 4 attainment by ethnic group and primary type of need

Web based Table 2.14 shows the percentages of pupils that achieved the expected level at KS4 by ethnic group and primary type of special educational need for pupils at School Action Plus or with statements.

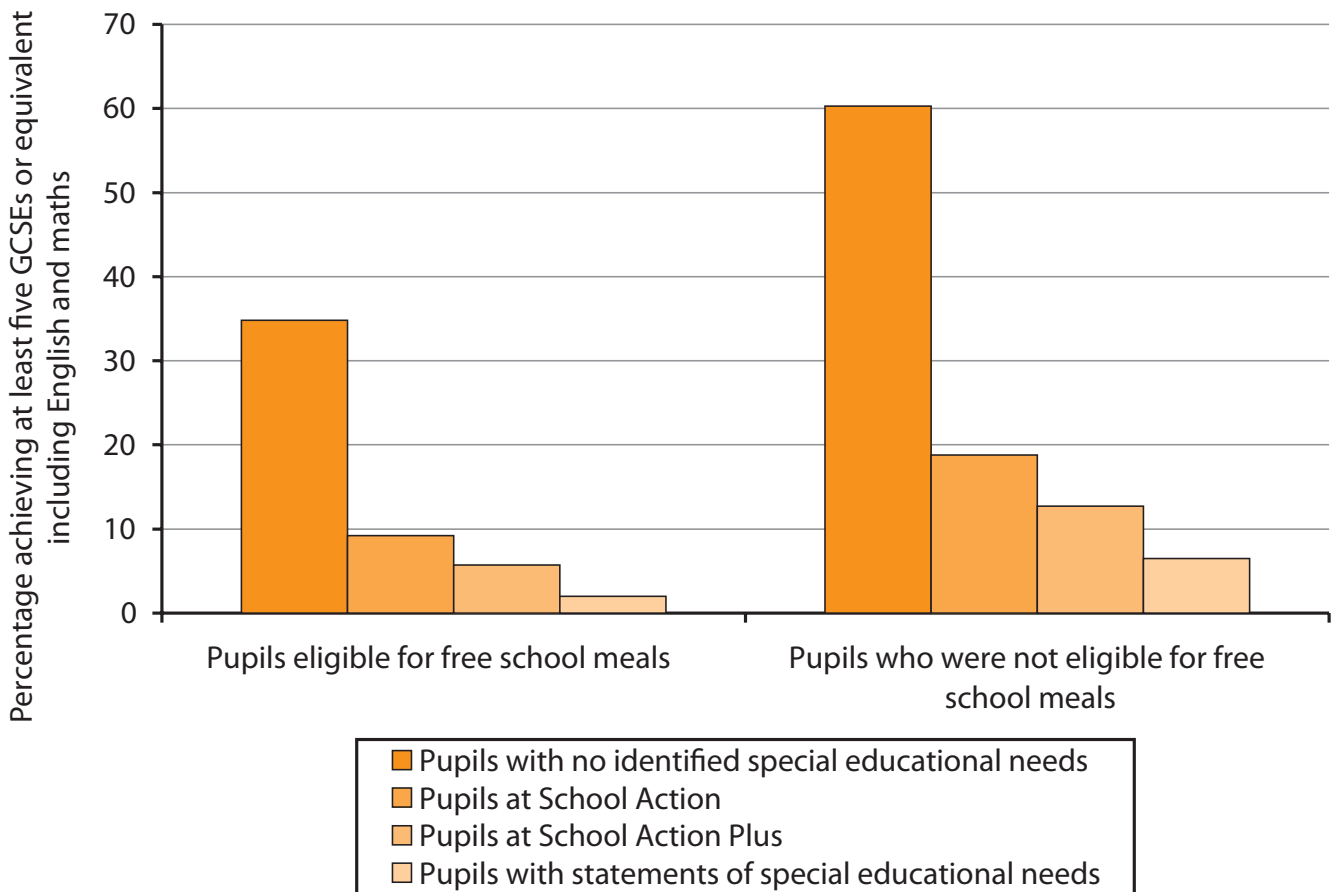
Differences in Key Stage 4 attainment by free school meals eligibility and provision for need

Chapter 1 looked at the number of pupils with special educational needs by whether they were eligible for free school meals and this section of Chapter 2 looks at their attainment.

Figure 2.21 shows the percentage of pupils that achieved the expected level at KS4 in 2008 by provision for need and free school meals eligibility. Web based Table 2.14 contains the percentages used in Figure 2.21.

Figure 2.21 shows that pupils who were eligible for free school meals were less likely to achieve the expected level at KS4, compared to pupils who were not eligible for free school meals.

Figure 2.21: Percentage of pupils who achieved the expected level at Key Stage 4 in 2008 by provision for need and free school meal eligibility



How do the achievements compare between pupils with and without special educational needs?

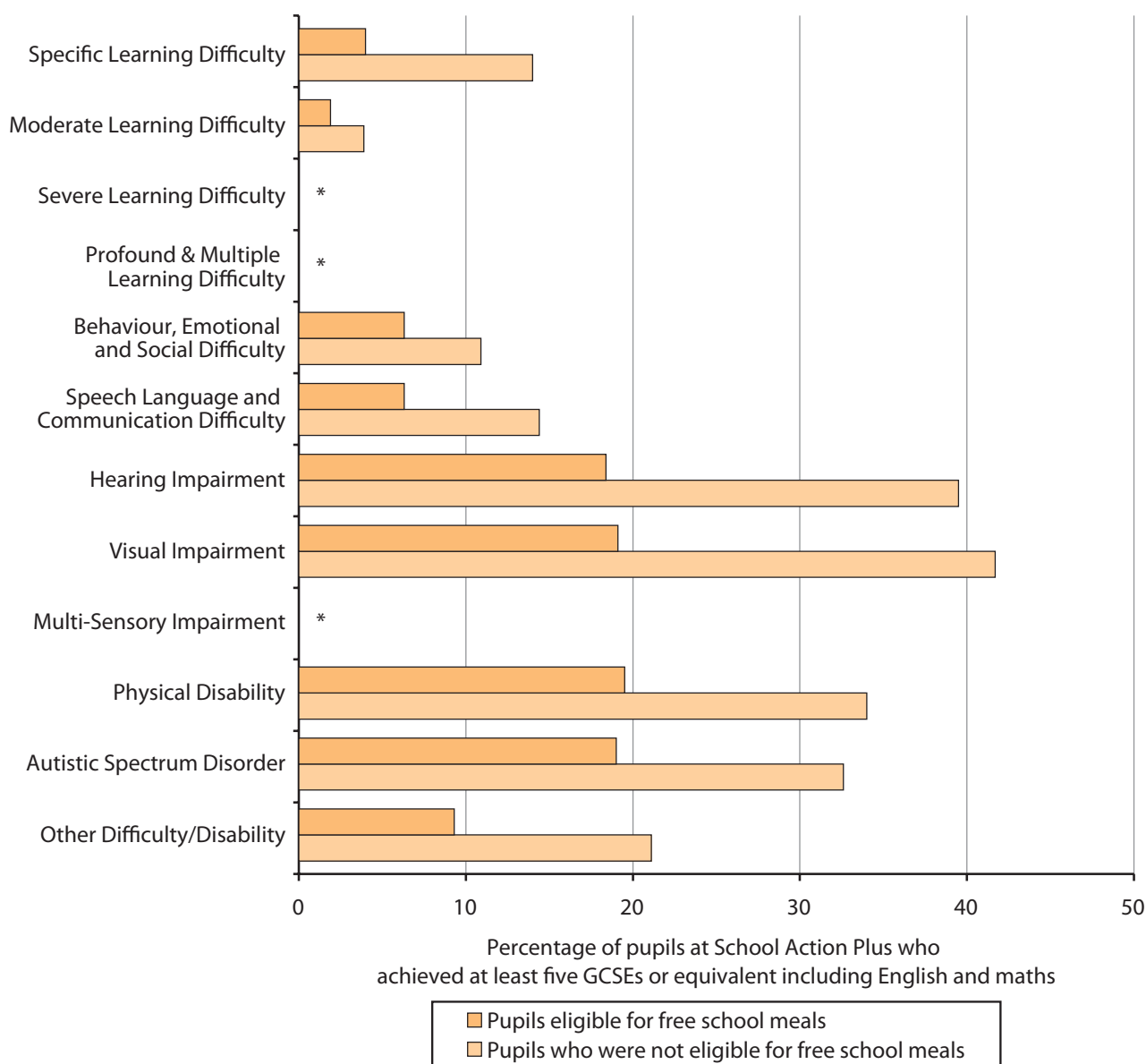
Differences in Key Stage 4 attainment by free school meals eligibility and primary type of special educational need

Figure 2.22 shows the percentage of pupils at School Action Plus that achieved the expected level at KS4 in 2008 by primary type of need and whether they were eligible for free school meals.

Web based Table 2.14 contains the percentages used in Figure 2.22.

Figure 2.22 shows that pupils at School Action Plus who were eligible for free school meals that had physical disabilities were most likely to achieve the expected level at KS4 (19.5 per cent). Of those at School Action Plus who were not eligible for free

Figure 2.22: Percentage of pupils at School Action Plus who achieved the expected level at Key Stage 4 in 2008 by primary type of need and free school meals eligibility



* Both percentages for severe learning difficulties as well as the percentage who were not eligible for free school meals with profound and multiple learning difficulties and multi-sensory impairments were not displayed as fewer than six pupils achieved the qualification in the groups. The percentages for those who were eligible for free school meals in the profound and multiple learning difficulty and multi-sensory impairment groups were zero.

school meals, pupils who had visual impairments were most likely to achieve this level (41.7 per cent). A number of the primary need groups had low numbers in the group so caution should be used with these findings. Web based Table 2.14 shows the actual numbers.

The largest difference between School Action Plus pupils, with and without free school meals eligibility who achieved the expected level at KS4 was shown in the visually impaired group.

The percentages of pupils with statements that achieved the expected level at KS4 in 2008 by primary type of need, and whether they were eligible for free school meals can be found in web based Table 2.14. These have not been displayed graphically as there were a number of primary need types which would not have been displayed due to small numbers.

Government Office Region and local authority level KS4 attainment analysis

Government Office Region and local authority level figures for the proportion of pupils with special educational needs achieving the level at KS4 can be found in web based Tables 2.15 to 2.18.

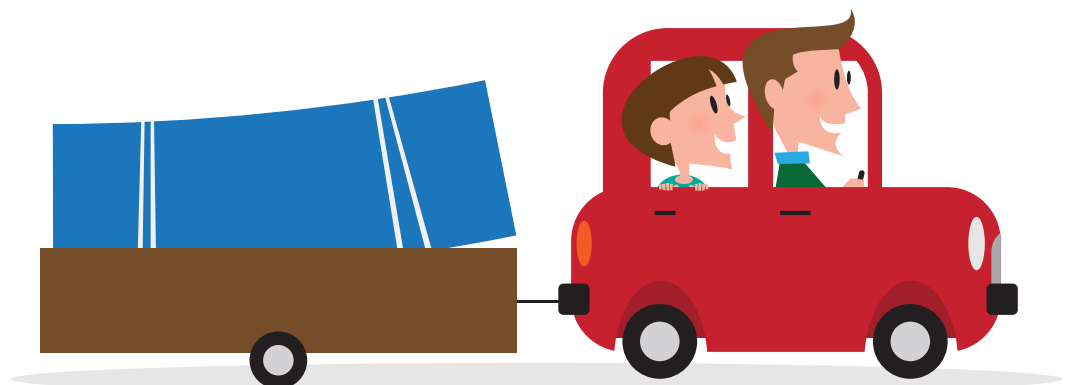
Attainment at other ages for pupils with special educational needs

Chapters 3, 4 and 5 contain further information on the attainment of pupils with special educational needs.

Further attainment data for pupils with special educational needs can be found in Statistical First Releases:

DCSF: Attainment by Pupil Characteristics, in England 2007/08 available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>.

DCSF: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07 available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>.



Data Annex II: Attainment of pupils with special educational needs

The data included in Chapter 2 refers to pupils at the end of the Key Stage who were at maintained schools. Special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database (NPD) – see Data Annex 1 for more details.

All national (England) numbers which appear in the data tables referenced in Chapter 2 were rounded to the nearest 100 if they were more than 1,000 and to the nearest 10 if they were not. Government Office Region numbers were rounded to the nearest 10 and local authority figures were rounded to the nearest 5. Numbers from 1 to 5 inclusive were replaced in the tables by a hyphen (-). Percentages were rounded to 1 decimal place unless the numerator was five or less or the denominator was 10 or less, in which case they had been replaced by a hyphen. Note that percentages may not sum to 100 due to rounding.

Further information on the attainment of pupils with special educational needs can be found in the DCSF Statistical First Release (SFR) called '**Attainment by Pupil Characteristics, in England 2007/08**' available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>.

The 18 tables referenced within Chapter 2 are listed below. The tables can be found in the accompanying downloadable spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

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