

How does attainment at age 19 vary according to the level of provision and type of special educational need?

## Chapter 5

# How does attainment at age 19 vary according to the level of provision and type of special educational need?

This chapter looks at the differences in educational attainment at age 19 years in 2008 between those with and without special educational needs for both boys and girls and compares this to their attainment at age 16.

### Key findings at GCSE level

The percentage of pupils who achieved at least five GCSEs at grades A\* to C, by the age of 19 years was lower for pupils with special educational needs. However, the attainment gap between pupils with special educational needs and those without was smaller at age 19 than age 16.

The primary need groups with the highest percentage achieving this level of qualification by the age of 19 years were the hearing impaired and the visually impaired.

### Gender

In general, the percentage of girls achieving this level by the age of 19 years was higher than that of boys for each provision for special educational need.

The widest attainment gap between boys and girls was at School Action, where 46.2 per cent of boys achieved this level by 19 years compared to 52.4 per cent of girls.

Boys with statements of special educational needs made similar progress to girls between the ages of 16 and 19 years, in terms of the percentage that achieved this level of qualification.



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See Data Annex 5 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>. Chapters 2, 3 and 4 contain further information on the attainment of pupils with special educational needs.

### Young people with special educational needs achieving five or more GCSEs at grades A\* to C

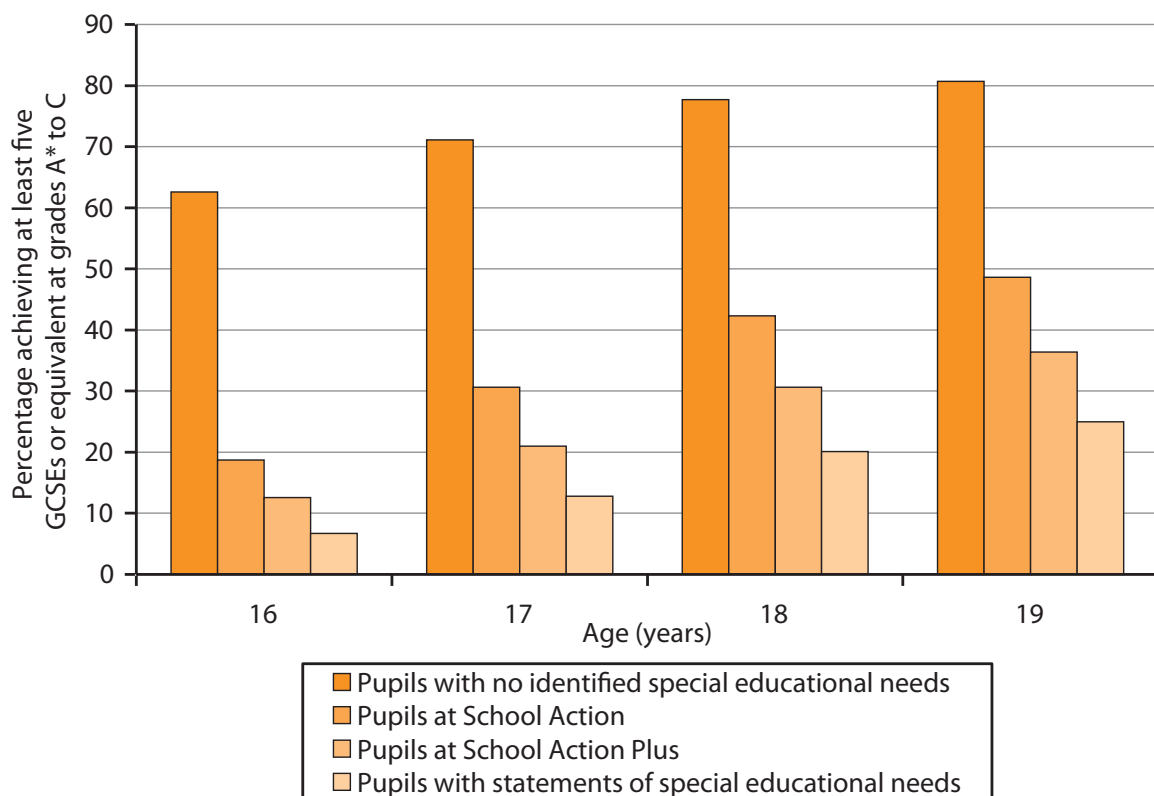
Figure 5.1 shows the percentage of pupils who, by the age of 19 years, had achieved at least five GCSEs or equivalent at grades A\* to C. The Department for Children, Schools and Families aim is that 90 per cent of pupils achieve this level by the age of 19 years. The figures are broken down by age and provision for special educational need (pupils at School Action, School Action Plus and with statements of special educational needs). The percentage of pupils who

had achieved this level by the age of 19 was much lower for pupils with special educational needs, however the attainment gap was smaller at age 19 than age 16 as larger proportions of pupils with special educational needs attained this level after the age of 16.

Figure 5.1 shows that 80.7 per cent of 19 year olds with no special educational needs achieved at least five GCSEs at grades A\* to C. This compared to 25.0 per cent for those with statements of special educational needs.

The biggest increase in attainment between the ages of 16 and 19 years was shown by pupils at School Action, where those who achieved at least five GCSEs at grades A\* to C increased from 18.7 per cent to 48.6 per cent (an increase of 29.9 percentage points).

**Figure 5.1: Percentage of 19 year olds who achieved at least five GCSEs or equivalent at grades A\* to C by age and provision for need in 2008**



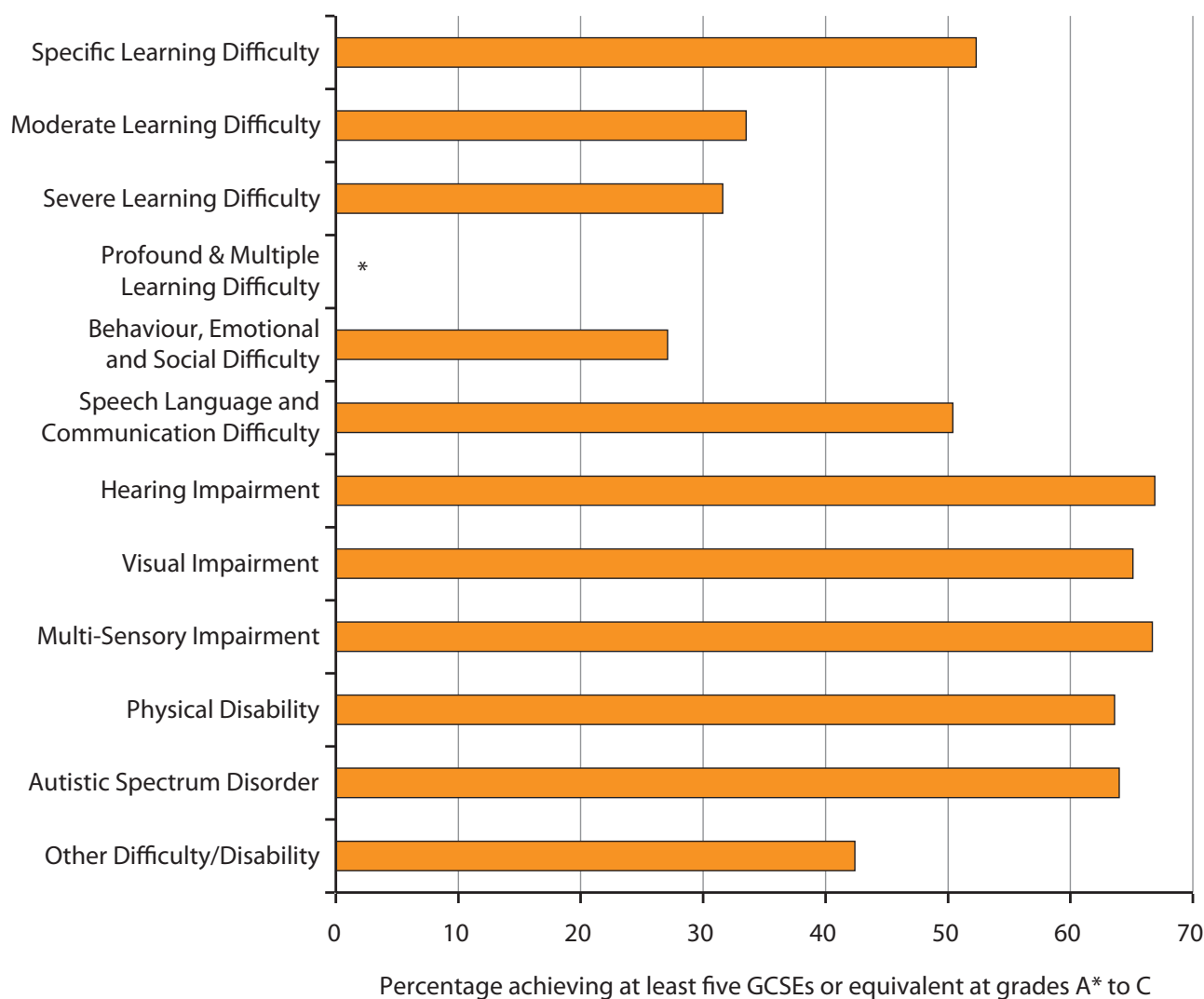
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The smallest increase in attainment between the ages of 16 and 19 years was shown by pupils with no special educational needs (an increase of 18.1 percentage points from 62.6 per cent to 80.7 per cent). However, this can be partly explained by the fact that these pupils were already performing at a higher level in the first place. Pupils with statements made similar progress compared to those with no special educational needs between the ages of 16 and 19 years.

### GCSE achievements of those at School Action Plus by primary type of need

Figure 5.2 shows the percentage of pupils at School Action Plus who, by the age of 19, had achieved at least five GCSEs or equivalent at grades A\* to C by primary type of need (pupils with specific learning difficulties, visual impairments, etc). The groups with the highest percentage achieving this level were the hearing impaired at 66.9 per cent, those with multi-sensory impairments at 66.7 per cent and the visually impaired at 65.1 per cent. Caution should be used when interpreting the percentage in the multi-sensory impairment group due to small numbers of pupils.

**Figure 5.2: Percentage of pupils at School Action Plus aged 19 years in 2008 who had achieved at least five GCSEs or equivalent at grades A\* to C by primary type of need**



\* The percentage for profound and multiple learning difficulties was not displayed as fewer than five pupils achieved the qualification in the group.

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**Improvement in GCSE attainment between the ages of 16 and 19 years for those at School Action Plus by primary type of need**

Web based Table 5.1 shows that young people with speech, language and communication difficulties improved the most, in terms of the percentage achieving this level, between the ages of 16 and 19 years.

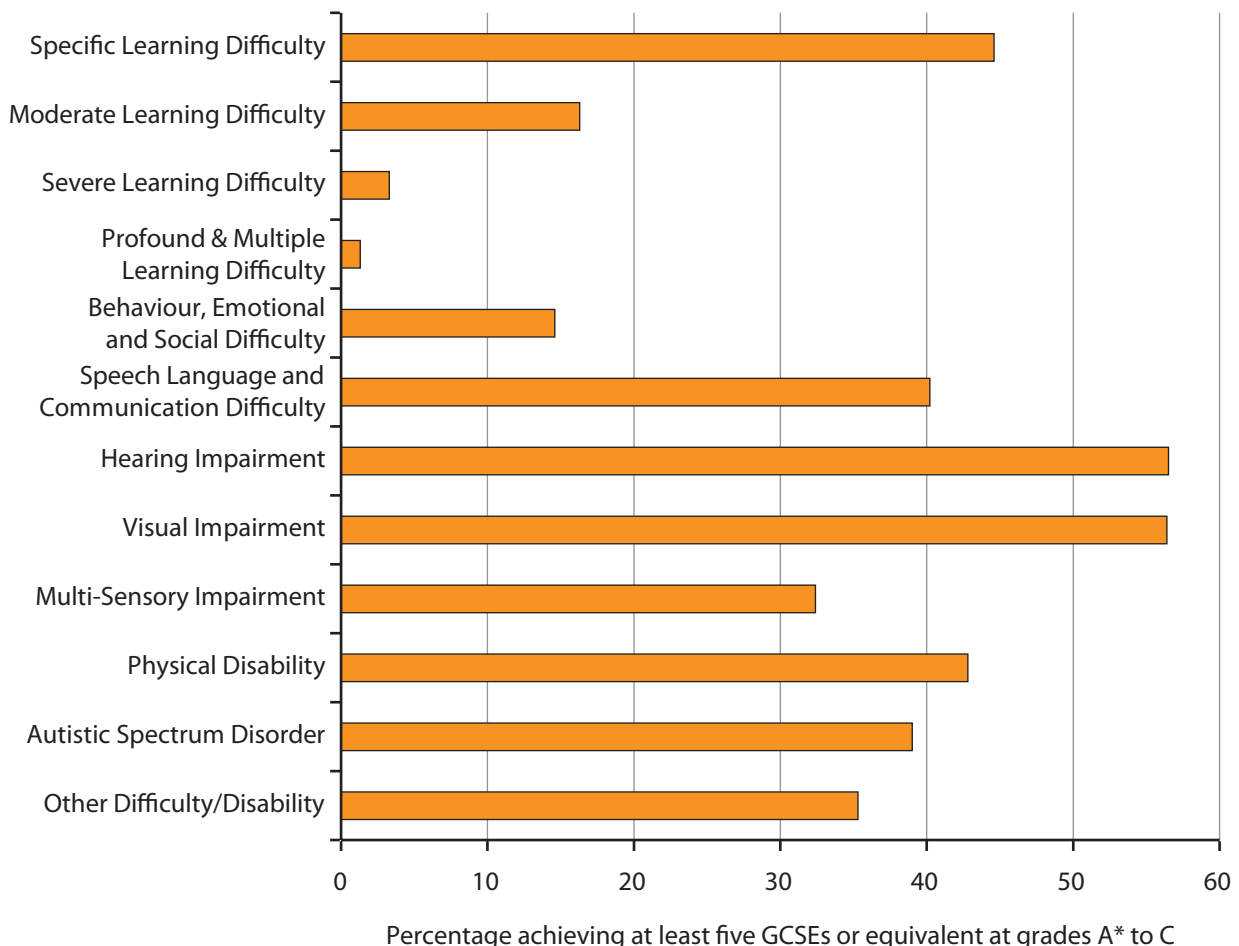
**GCSE achievements of those with statements of special educational needs by primary type of need**

Figure 5.3 shows the percentage of pupils with statements who, by the age of 19 years, had

achieved at least five GCSEs or equivalent at grades A\* to C by primary type of need. Caution should be used when interpreting the percentage in the multi-sensory impairment group due to small numbers of pupils attaining the qualification. There was a bigger variation in the percentage achieving this qualification for those with statements compared to those at School Action Plus.

The groups with the highest percentage achieving this level of qualification were the hearing impaired (56.5 per cent) and the visually impaired (56.4 per cent). The group with the lowest percentage were those with profound and multiple learning difficulties (1.3 per cent).

**Figure 5.3: Percentage of pupils with statements aged 19 years in 2008 who had achieved at least five GCSEs or equivalent at grades A\* to C by primary type of need**



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### Improvement in GCSE attainment between the ages of 16 and 19 years for those with statements by primary type of need

Web based Table 5.1 shows that young people with specific learning difficulties improved the most, between the ages of 16 and 19 years.

### Differences in attainment by level of provision between the genders

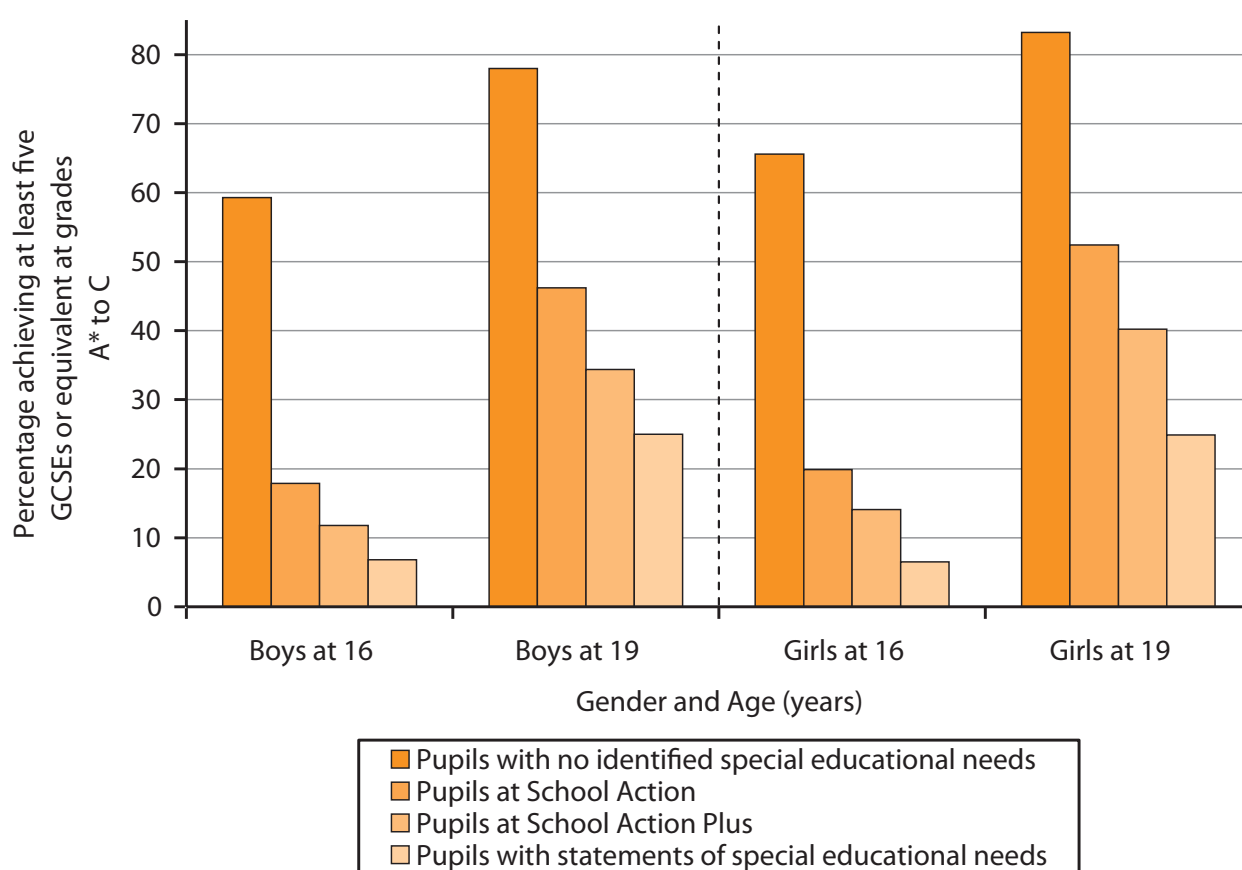
Figure 5.4 shows the percentage of boys and girls who had achieved at least five GCSEs or equivalent at grades A\* to C by age and provision for special educational need.

In general, the percentage of girls achieving this level by the age of 19 years was higher than that of boys for each provision for special educational need. 78.0 per cent of 19 year old boys with no identified special educational needs achieved this level compared to 83.2 per cent of girls.

The widest attainment gap between boys and girls occurred at School Action, where 46.2 per cent of boys achieved this level by 19 compared to 52.4 per cent of girls. Figures for boys and girls with statements were very similar at around 25 per cent.

Boys with statements of special educational needs made similar progress to girls between the ages of 16 and 19 years. The gap was wider at School Action Plus and wider still at School Action, where girls made more progress between the ages of 16 and 19 years.

**Figure 5.4: Percentage of boys and girls aged 19 years who had achieved at least five GCSEs or equivalent at grades A\* to C by age and provision for need in 2008**



## A level attainment

### Key findings at A level

The percentage of 19 year old pupils who achieved two A levels was lower for pupils with special educational needs compared to pupils without.

The group with the highest percentage achieving this level of qualification by the age of 19 were the visually impaired.

#### Gender

The proportion of girls achieving this level of qualification by age 19 was higher than that of boys for each provision for special educational need.

The widest attainment gap between boys and girls occurred for pupils with no special educational needs, where 48.3 per cent of boys achieved this level by 19 compared to 56.7 per cent of girls.

Boys with statements of special educational needs made marginally more progress compared to girls between the ages of 18 and 19, in terms of the percentage that achieved this level of qualification.



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### Young people with special educational needs achieving two A levels

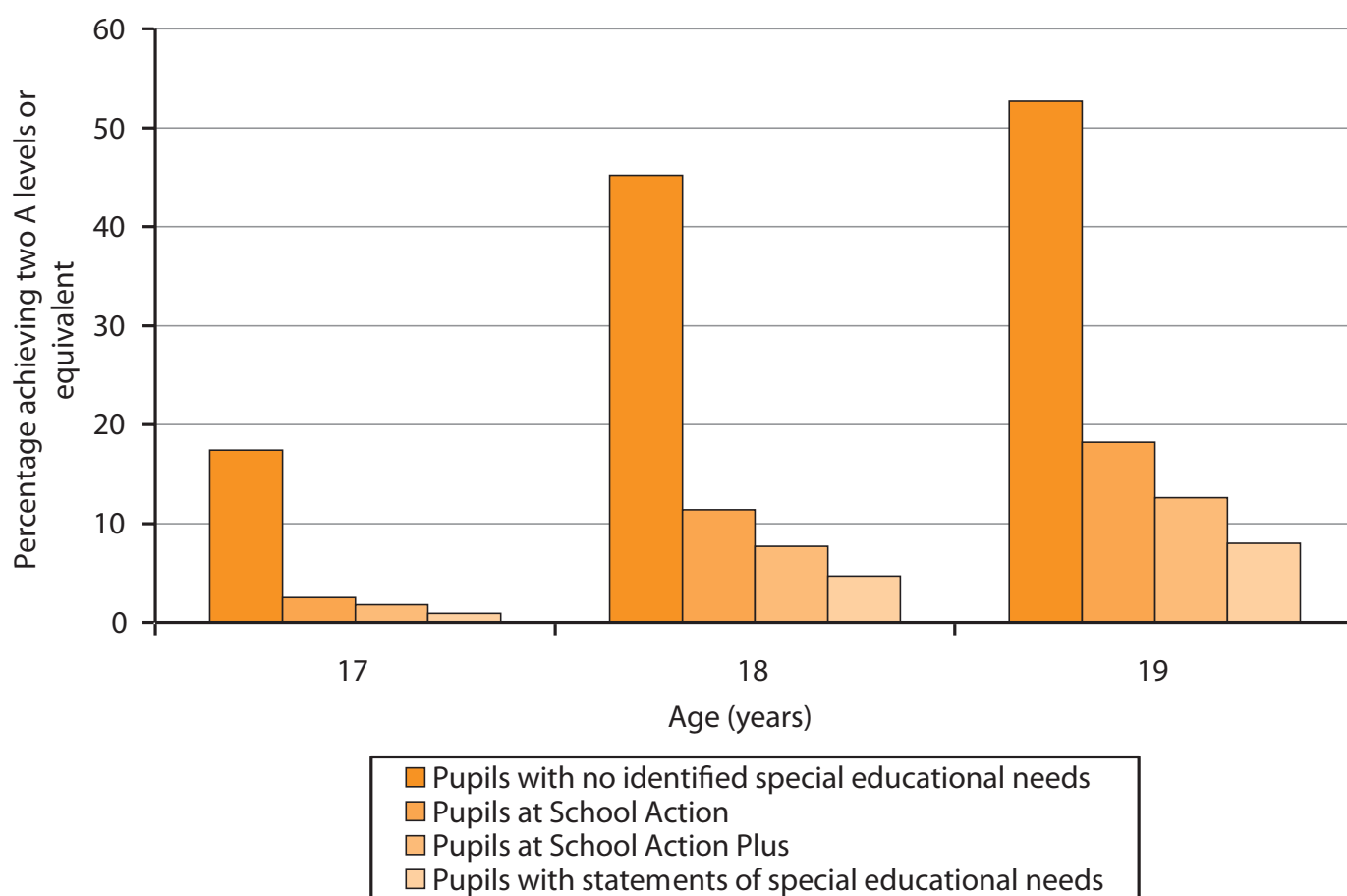
Figure 5.5 shows the percentage of pupils who, by the age of 19 years, had achieved two A levels or equivalent. The figures are broken down by age and provision for special educational need (pupils at School Action, School Action Plus and with statements of special educational needs).

The percentage of pupils aged 19 years who achieved two A levels or equivalent was lower for pupils with special educational needs. Pupils with statements made less improvement in terms of

the percentage achieving two A levels between the ages of 18 and 19 years compared to pupils at School Action Plus. In turn pupils at School Action Plus made less progress than those at School Action, and those at School Action made less progress than those with no special educational needs.

Figure 5.5 shows that 52.7 per cent of pupils aged 19 years without special educational needs achieved two A levels. This compared to 18.2 per cent at School Action, 12.6 per cent at School Action Plus and 8.0 per cent for those with statements of special educational needs.

**Figure 5.5: Percentage of those aged 19 years who achieved two A levels or equivalent by age and provision for need in 2008**



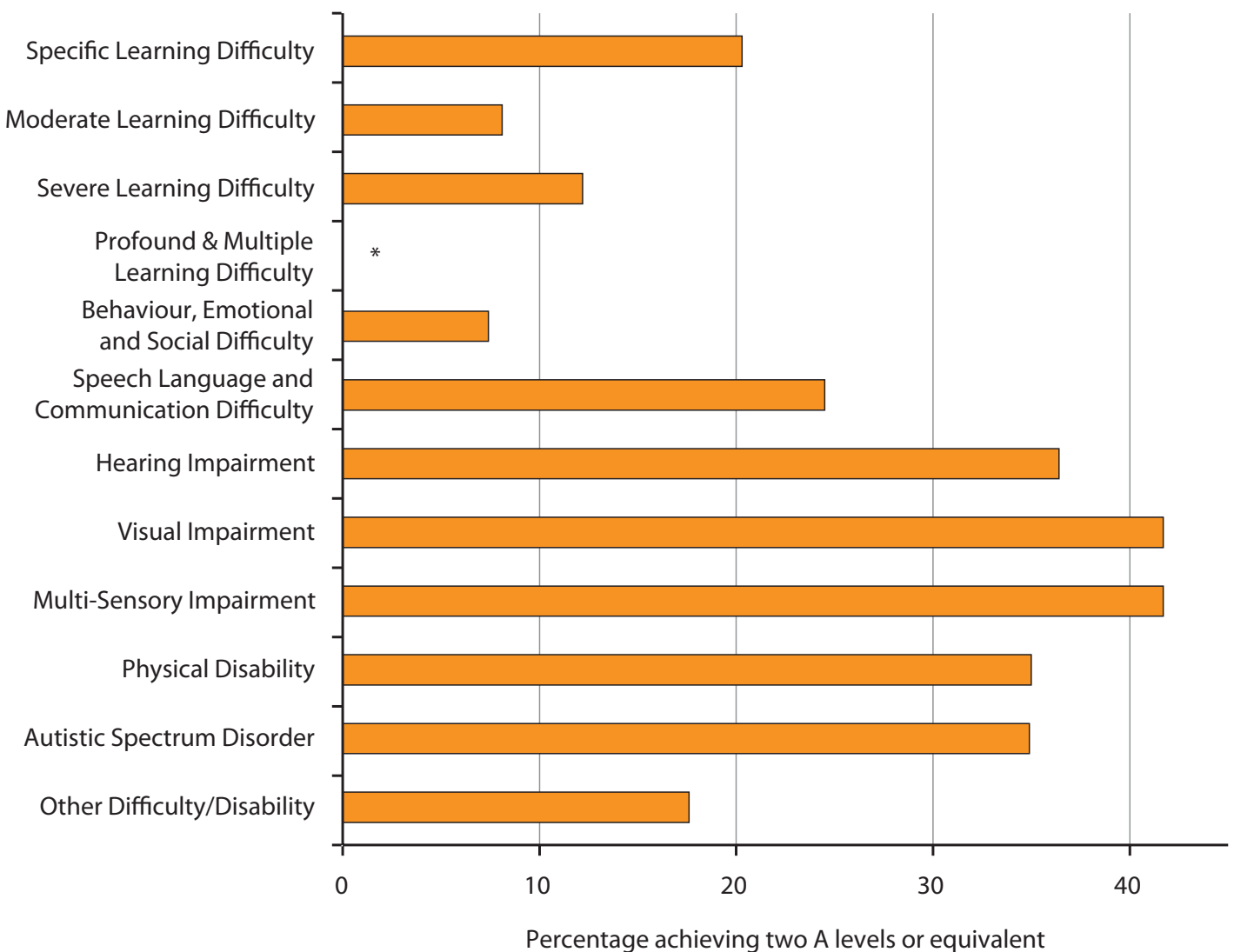
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### A level achievements of those at School Action Plus by primary type of need

Figure 5.6 shows the percentage of pupils at School Action Plus who, by the age of 19 years, had achieved two A levels or equivalent by primary type of need.

Pupils with visual impairments and those with multi-sensory impairments (both at 41.7 per cent) were most likely to achieve two A levels by the age of 19. However, caution should be used when interpreting the percentage in the multi-sensory impairment group due to small numbers of pupils.

**Figure 5.6: Percentage of pupils at School Action Plus aged 19 years who had achieved two A levels or equivalent by primary type of need in 2008**



\* The percentage for profound and multiple learning difficulties was not displayed as fewer than five pupils achieved the qualification in the group.

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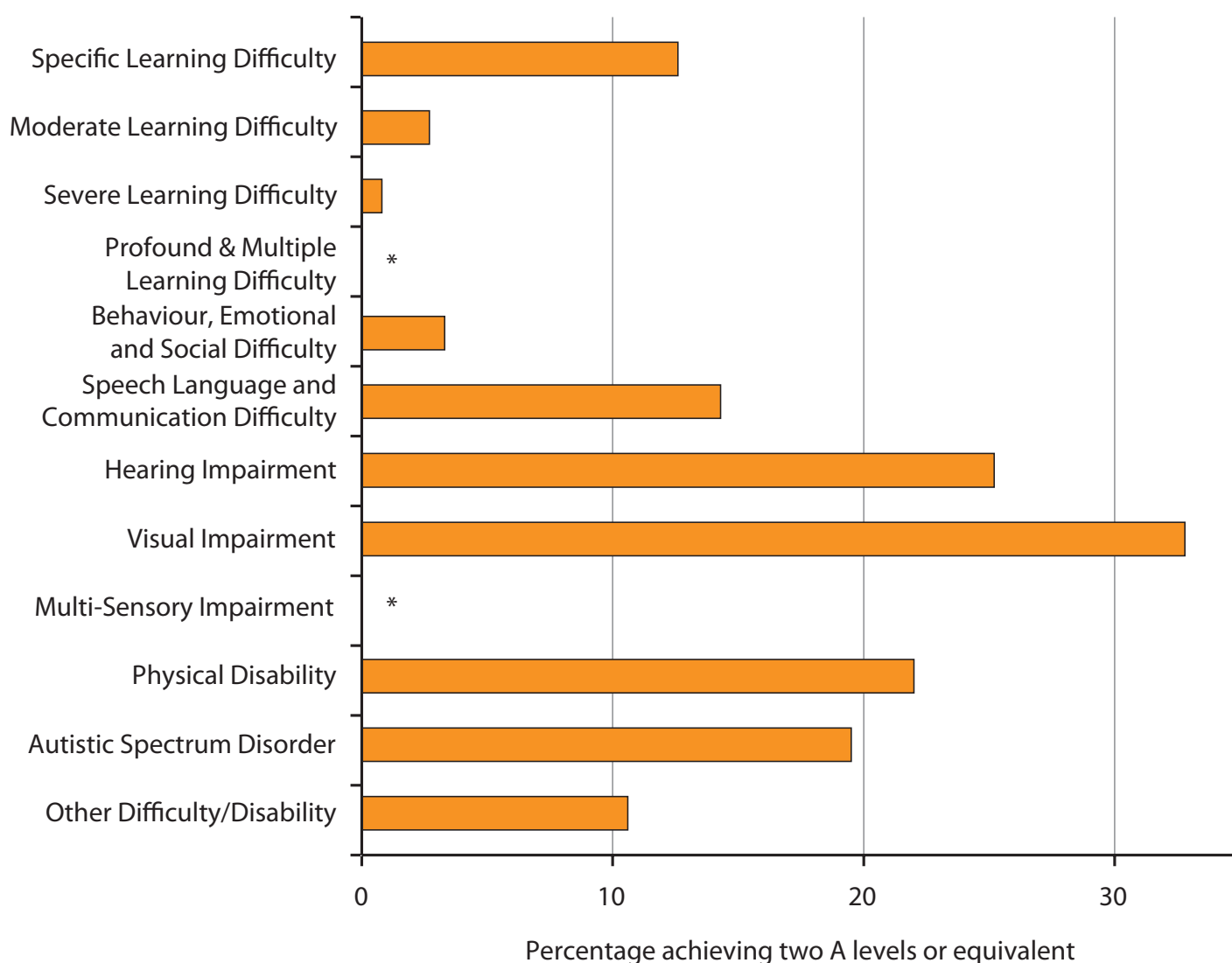
### Improvement in A level attainment between the ages of 18 and 19 years for those at School Action Plus by primary type of need

Web based Table 5.1 shows that young people with speech language and communication difficulties improved the most (achieved two A levels or equivalent between the ages of 18 and 19 years).

### A level achievements of those with statements of special educational needs by primary type of need

Figure 5.7 shows the percentage of 19 year old pupils with statements who achieved two A levels or equivalent by primary type of need. The group with the highest percentage achieving two A levels were the visually impaired (32.8 per cent).

**Figure 5.7: Percentage of pupils with statements aged 19 years who had achieved two A levels or equivalent by primary type of need in 2008**



\* The percentages for profound and multiple learning difficulties and multi-sensory impairments were not displayed as fewer than five pupils achieved the qualification in each of the two groups.

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### Improvement in A level attainment between the ages of 18 and 19 years for those with statements by primary type of need

Web based Table 5.1 shows that young people with visual impairments improved the most (achieved two A levels or equivalent between the ages of 18 and 19 years).

### Differences in attainment by level of provision between the genders

Figure 5.8 shows the percentage of 19 year old boys and girls who had achieved two A levels or equivalent. The statistics are broken down by age and provision for special educational need. Web based Tables 5.2 and 5.3 show breakdowns for males and females by primary type of need.

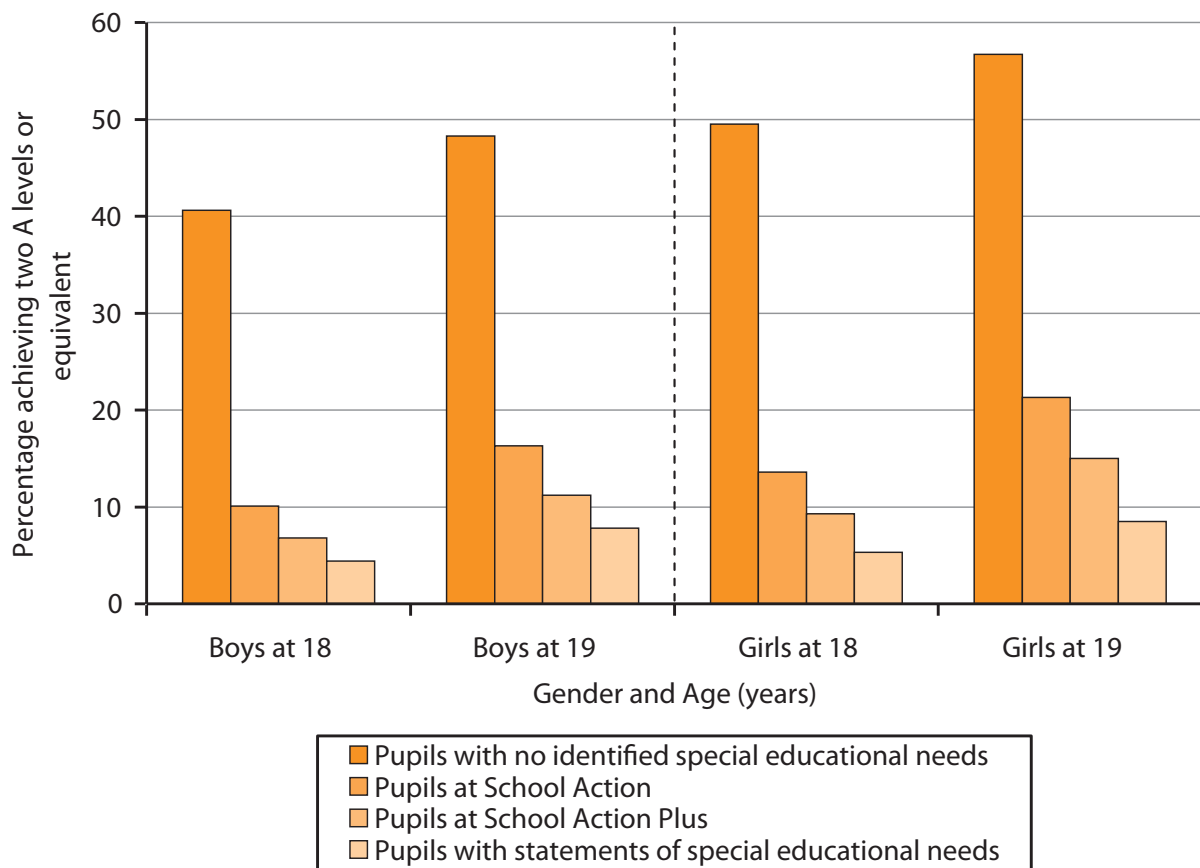
The proportion of 19 year old girls at School Action, School Action Plus and with statements achieving this level of qualification was higher than that of boys.

48.3 per cent of 19 year old boys with no identified special educational needs achieved this level compared to 56.7 per cent of girls.

7.8 per cent of 19 year old boys with statements of special educational needs achieved this level compared to 8.5 per cent of girls.

Boys with statements of special educational needs made slightly more progress compared to girls between the ages of 18 and 19 years. The opposite was true at School Action Plus and at School Action, where girls made more progress.

**Figure 5.8: Percentage of boys and girls aged 19 years who had achieved two A levels or equivalent by age and provision for need in 2008**



## Data Annex V: Attainment at age 19 years for pupils with special educational needs

The data included in Chapter 5 was provided as additional analysis following the publication of Statistical First Release (SFR) entitled '**Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 years in 2008 (Provisional)**' available at <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000835/index.shtml>.

Details on the data source used and the different groups of pupils which were included in this analysis can be found at the weblink above.

All numbers which appear in the data tables were rounded to the nearest 10. Numbers from 1 to 4 inclusive were replaced in the tables by a star (\*). Percentages were rounded to one decimal place unless the numerator and/or denominator was four or less, in which case they were suppressed and replaced by a star. Note that percentages may not sum to 100 due to rounding. Totals for the number of pupils with special educational needs without statement (pupils at School Action Plus, and with statements), included a very small number of missing values where the type of special educational need was unknown.

The three tables referenced within Chapter 5 are listed below. The tables can be found in the accompanying web based spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

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**Table 5.1:** Proportion of young people with five or more GCSEs or equivalent and two A levels, by age, special educational need provision and primary need type for the 19 in 2008 cohort

**Table 5.2:** Proportion of males with five or more GCSEs or equivalent and two A levels, by age, special educational need provision and primary need type for the 19 in 2008 cohort

**Table 5.3:** Proportion of females with five or more GCSEs or equivalent and two A levels, by age, special educational need provision and primary need type for the 19 in 2008 cohort