

SFR 42/2013

23 October 2013

Coverage: England

Theme: **Children,
Education and Skills**

Issued by

Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Telephone:

Press Office

020 7925 6789

Public Enquiries

0370 000 2288

Statistician

Andy Brook
01325 735408

Email

info@education.gsi.gov.uk

Internet

<http://www.education.gov.uk/>

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 2013: AN ANALYSIS

Data Annex 2: Attainment of pupils with special educational needs

The attainment data for all pupils included in chapter 2 refers to pupils at the end of the Key Stage who were at maintained schools. Level of 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 and figures are final for all years. The National Pupil Database holds the tests and exam results at each Key Stage for all pupils at maintained schools in England. It also holds individual pupil level attainment data for pupils in non-maintained and independent schools who take the tests/exams. Pupil characteristic information for maintained schools only are also included in the National Pupil Database (such as age, gender, ethnicity etc.), which is obtained by matching records to the School Census.

EARLY YEARS FOUNDATION STAGE PROFILE

The Early Years Foundation Stage Profile focuses on the following six areas of learning covering children's physical, intellectual, emotional and social development measured by 13 assessment scales, each of which has nine points.

Personal, Social and Emotional Development (PSE)
1. Dispositions and Attitudes
2. Social Development
3. Emotional Development
Communication, Language and Literacy (CLL)
4. Language for Communication and Thinking
5. Linking Sounds and Letters
6. Reading
7. Writing
Problem Solving, Reasoning and Numeracy (PSRN)
8. Numbers as Labels for Counting
9. Calculating
10. Shape, Space and Measures
11. Knowledge and Understanding of the World (KUW)
12. Physical Development (PD)
13. Creative Development (CD)

Children who achieve a score of 78 points or more across the 13 assessment scales scores an average of 6 points per scale. When a child achieves this overall score, and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional Development (PSE) and Communication, Language and Literacy areas of learning (CLL), they are deemed to be reaching a good level of development.

PHONICS DECODING

In September 2011, the Government announced that a new statutory phonics screening check for all children in Year 1 would be introduced during the current academic year. The purpose of the check is to confirm whether each child has learnt phonic decoding to an age-appropriate standard. Children who have not reached this level should receive extra support from their school to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check.

The check comprises a list of 40 words that children read one-to-one with a teacher who is known to the child. The teacher is then required to use their professional judgement about which responses are correct. The phonics screening check was administered during week commencing 18 June 2012.

KEY STAGE 1

There are six different levels of attainment for pupils at Key Stage 1 in reading, writing and maths and four levels in Key Stage 1 science. The six numbered levels in reading, writing and maths are 1, 2C, 2B, 2A, 3 and 4, with 4 being the highest and 1 being the lowest. Key Stage 1 science levels are not disaggregated into 2C, 2B and 2A and are given as just 2, meaning that there are 4 possible numbered levels (1, 2, 3 and 4). Therefore the expected threshold of 2 or above means levels 2C, 2B, 2A (or 2 for science), 3 or 4. Three other outcomes are possible at Key Stage 1 in reading, writing and maths and include:

- A – pupils who were absent from the assessment.
- B – pupils working towards Level 1.
- D – disapplied (e.g. the pupil has recently arrived from overseas and does not speak English).

For Key Stage 1 science, levels A (absent) and D (disapplied) are not available separately, but instead are reported under level U (unable to access).

KEY STAGE 2

There were four different levels of attainment for pupils at Key Stage 2 in 2011. 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 Key Stage 2 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.

KEY STAGE 4

Pupils predominantly aged 16 are tested via GCSE and equivalent examinations at the end of Key Stage 4. The expected level at KS4 is five or more GCSEs or equivalents at grades A* to C including English and maths.

ATTAINMENT OF LOOKED AFTER CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The attainment data for children who had been looked after for at least 12 months at 31 March 2010 was obtained by matching looked after children data from the SSDA903 return to the 2010 National Pupil Database.

INDEX OF TABLES FOR CHAPTER 2

The tables are listed below. The tables can be found on the accompanying downloadable spreadsheets on the publication webpage.

Table	Title
2.1	Achievement in Early Years Foundation Stage Profile Teacher assessments by special educational needs
2.2	Achievement in Early Years Foundation Stage Profile Teacher assessments by level of special educational needs provision, free school meal eligibility and gender
2.3	Achievement in Early Years Foundation Stage Profile Teacher assessments by level of special educational needs provision, ethnicity and gender
2.4	Percentage of pupils meeting the required standard of phonic decoding by special educational needs
2.5	Percentage of pupils achieving each level in Key Stage 1 reading by special educational needs
2.6	Percentage of pupils achieving each level in Key Stage 1 writing by special educational needs
2.7	Percentage of pupils achieving each level in Key Stage 1 mathematics by special educational needs
2.8	Percentage of pupils achieving each level in Key Stage 1 science by special educational needs
2.9	Number and percentage of pupils achieving level 2 or above in Key Stage 1 reading by level of special educational needs provision, free school meal eligibility and gender
2.10	Number and percentage of pupils achieving level 2 or above in Key Stage 1 writing by level of special educational needs provision, free school meal eligibility and gender
2.11	Number and percentage of pupils achieving level 2 or above in Key Stage 1 mathematics by level of special educational needs provision, free school meal eligibility and gender
2.12	Number and percentage of pupils achieving level 2 or above in Key Stage 1 science by level of special educational needs provision, free school meal eligibility and gender
2.13	Number and percentage of pupils achieving level 2 or above in Key Stage 1 reading by level of special educational needs provision and ethnicity
2.14	Number and percentage of pupils achieving level 2 or above in Key Stage 1 writing by level of special educational needs provision and ethnicity
2.15	Number and percentage of pupils achieving level 2 or above in Key Stage 1 mathematics by level of special educational needs provision and ethnicity
2.16	Number and percentage of pupils achieving level 2 or above in Key Stage 1 science by level of special educational needs provision and ethnicity
2.17	Achievements at each level in Key Stage 2 English by special educational needs
2.18	Achievements at each level in Key Stage 2 mathematics by special educational needs
2.19	Achievements at each level in Key Stage 2 English and mathematics by special educational needs
2.20	Achievements at each level in Key Stage 2 reading, writing and mathematics by special educational needs
2.21	Number and percentage of pupils achieving level 4 or above in Key Stage 2 English by level of special educational needs provision, free school meal eligibility and gender
2.22	Number and percentage of pupils achieving level 4 or above in Key Stage 2 mathematics by level of special educational needs provision, free school meal eligibility and gender
2.23	Number and percentage of pupils achieving level 4 or above in Key Stage 2 English and mathematics by level of special educational needs provision, free school meal eligibility and gender
2.24	Number and percentage of pupils achieving level 4 or above in Key Stage 2 reading, writing and mathematics by level of special educational needs provision, free school meal eligibility and gender
2.25	Number and percentage of pupils achieving level 4 or above in Key Stage 2 English by level of special educational needs provision and ethnicity
2.26	Number and percentage of pupils achieving level 4 or above in Key Stage 2 mathematics by level

	of special educational needs provision and ethnicity
2.27	Number and percentage of pupils achieving level 4 or above in Key Stage 2 English and mathematics by level of special educational needs provision and ethnicity
2.28	Number and percentage of pupils achieving level 4 or above in Key Stage 2 reading, writing and mathematics by level of special educational needs provision and ethnicity
2.29	Achievements at GCSE and equivalent for pupils at the end of Key Stage 4 by special educational needs
2.30	Number and percentage of pupils achieving 5+ A*-C grades including English and mathematics at GCSE at GCSE or equivalent by level of special educational needs provision, free school meal eligibility and gender
2.31	Number and percentage of pupils achieving 5+ A*-C grades at GCSE or equivalent by level of special educational needs provision, free school meal eligibility and gender
2.32	Number and percentage of pupils achieving 5+ A*-C grades including English and mathematics at GCSE or equivalent by level of special educational needs provision and ethnicity
2.33	Number and percentage of pupils achieving 5+ A*-C grades at GCSE or equivalent by level of special educational needs provision and ethnicity
2.34	Key Stage 2 eligibility and performance of children looked after continuously for at least 12 months by level of provision for special educational needs
2.35	Key Stage 4 eligibility and performance of children looked after continuously for at least 12 months by level of provision for special educational needs

The following Local Authority tables contain Local Authority level analysis for the areas covered in Chapter 2. The tables can be found on the accompanying downloadable spreadsheets on the publication webpage.

Table	Title
LA2.1	Achievement in Early Years Foundation Stage Profile teacher assessments by level of special educational needs provision
LA2.2	Number and percentage of pupils achieving the required standard of phonics decoding by level of special educational needs provision
LA2.3	Number and percentage of pupils achieving level 2 or above at Key Stage 1 reading by level of special educational needs provision
LA2.4	Number and percentage of pupils achieving level 2 or above at Key Stage 1 writing by level of special educational needs provision
LA2.5	Number and percentage of pupils achieving level 2 or above at Key Stage 1 mathematics by level of special educational needs provision
LA2.6	Number and percentage of pupils achieving level 2 or above at Key Stage 1 science by level of special educational needs provision
LA2.7	Achievements at level 4 or above in Key Stage 2 English by level of special educational needs provision
LA2.8	Achievements at level 4 or above in Key Stage 2 mathematics by level of special educational needs provision
LA2.9	Achievements at level 4 or above in Key Stage 2 English and mathematics by level of special educational needs provision
LA2.10	Number and percentage achieving 5+ A*-C grades at GCSE and equivalent for pupils at the end of Key Stage 4 by level of special educational needs provision
LA2.11	Number and percentage achieving 5+ A*-C grades including English and mathematics at GCSE and equivalent for pupils at the end of Key Stage 4 by level of special educational needs provision