



Variations in GCSE performance 2006/07

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Author: Paul Bolton
Social & General Statistics

This note looks at variations in pupil attainment and progress at GCSE and equivalent examinations. It includes variations in attainment and value added scores by gender, type of school, pupil characteristics, Local Education Authority (LEA) and other local area types and the distribution of results for individual schools.

The introduction of the Pupil Level Annual Schools Census in England in 2002 meant that data on pupil characteristics could be matched to attainment data in the National Pupil Database and thus comparisons could be made between groups of pupils. Prior to 2002 survey data had to be used which limited the number of characteristics that could be compared and the robustness of any findings.

All the data in this note are for England only. Attainment in 2006/07 is the latest data and variations are given for this year only. Readers should contact the author for earlier figures. The relatively recent publication of detailed data by pupil characteristics means that earlier information is limited. In addition a new measure of progress -Contextualised Value Added (CVA)- was introduced in 2005/06. This aimed to provide school progress scores, and hence measure school effectiveness, on a more comparable basis.

This note looks at variations in attainment/progress one indicator at a time. At present 2005/06 Indicators can be cross-tabulated (for instance results by free school meal status for different ethnic groups) from the National Pupil Database and there are a limited number of cross tabulations, mainly by gender, ethnic group or LEA and one other indicator, on the [DCSF statistics website](#). The statistics section of the Library has access to the GCSE and equivalent results from the National Pupil Database and, given sufficient time, can produce a limited amount of bespoke work from the 2005/06 results.

Most of the figures presented here for GCSE and equivalents are available on the [DCSF statistics website](#) for Key Stage 1 teacher assessments, Key Stage 2 tests and A/AS-level results and equivalents.

National trends in GCSE results are given in the following standard notes:

[Examination results: Social Indicators page](#)
[Education: Historical statistics](#)

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A. National results

1. Attainment

Summary national results broken down by gender are given in the following table. Girls outperform boys on each measure and have done so for many years.

GCSE and equivalent achievements for pupils at the end of Key Stage 4

	Boys	Girls	Total
Number of pupils	330,180	318,979	649,159
Percentage who achieved at GCSE or equivalent:			
5+A*-C grades	57.7	66.4	62.0
- Including English and Mathematics GCSE	42.4	51.2	46.7
- Including Level 2 functional English and Mathematics ^(a)	44.2	52.5	48.3
5+A*-G grades	89.9	93.6	91.7
- Including English and Mathematics GCSE	85.6	90.4	87.9
- Including Level 1 functional English and Mathematics ^(b)	85.8	90.5	88.1
Any qualification ^(c)	98.6	99.2	98.9

^(a) Includes pupils who achieved grades A*-C in English and Maths GCSEs or level 2 in Key Skills or Basic Skills in literacy and numeracy.

^(b) Includes pupils who achieved grades A*-g in English and Maths GCSEs or level 1 in Key Skills or Basic Skills in literacy and numeracy.

^(c) This includes attempts in entry level qualifications which do not contribute towards A*-C or A*-G thresholds.

Source: GCSE and equivalent results in England 2006/07 (revised)

Performance on the 5+ A*-C measure meant the 60% target for 2008 was met a year earlier. The Government has a number of different targets for GCSE performance. These include all maintained schools achieving at least 30% on this measure by 2008, the 5+ A*-C measure including English and Maths measure should reach 53% nationally by 2011 and all

maintained schools achieving at least 30% on the 5+ A*-C measure including English and Maths measure by 2012.

The main achievement 'date' is now the end of Key Stage 4 (year 11). The vast majority of pupils included were aged 15 at the start of the academic year, but a small number will be younger (promoted up a year or more) or older (held back a year or more). The results are based on attempts and achievement by these pupils in 2006/07 and earlier years. The denominator (total number of pupils shown in the first line of the table) includes pupils who were not entered for any GCSE/equivalent or entry level¹ examination. The coverage of the national figures is all maintained and independent schools, including special schools and Pupil Referral Units.

The main achievement levels are **level 2** (5+ grades A*-C or equivalent) and **level 1** (5+ grades A*-G or equivalent). Since 2005 the proportion of pupils reaching these levels and passing equivalent level English and Maths has also been reported. The final line of the table looks at the proportion of pupils who achieved any qualification approved by the Qualifications and Curriculum Authority as appropriate for pre-16 pupils, including those below GCSE standard.

The attainment measures this note concentrates on are the proportion of pupils who reach level 2 and level 2 including English and Maths (level 2 E&M). These are the indicators included in Government targets and as others tend to be in the 90-100% range it can be difficult to accurately judge any variations.

2. GCSE equivalencies

GCSE results have included equivalent examinations for more than 10 years. To include other approved qualifications in GCSE equivalent terms they need to be judged on their level and length. This means they can be added to any GCSE results and the level that a pupil has reached can be assessed. The table below outlines the 'broad equivalencies' of the major non-GCSE qualifications.

GNVQ Full	Number of GCSEs	Grades
Intermediate	4	A*-C
Foundation	4	D-G
GNVQ Language Unit		
Intermediate	½	A
Foundation	½	D
GCSE (Short Course)	½	Same grade
CSE in Vocational Subject	2	Same grade

¹ Qualifications below a grade G at GCSE

3. Contextualised Value Added (CVA)

CVA measures were first published for all English maintained secondary schools in the 2006 performance tables. They follow on from earlier 'simple' value added measures. CVA is based on a pupil's score in their best eight results at GCSE/equivalent compared to results at Key Stages 2 or 3. This is adjusted for such factors as gender, special educational needs, movement between schools and various socio-economic factors -all of which are known to affect pupil performance. The result at a pupil level is a comparison of progress with similar pupils nationally. At a school level the average CVA score is intended to make comparisons between schools more meaningful, even those with very different pupil intakes or local factors. CVA relies on pupil level data so is only calculated for maintained schools and non-maintained special schools.

CVA scores are given at school level and presented as a number based around 1,000. Thus trends at a national level have little meaning. A score of 1,000 is the expected level of progress nationally. If a school's CVA score is above 1,000 its pupils make more progress than similar pupils nationally and *vice versa*. Although the scores have no direct meaning, an increase of six implies an average improvement of one GCSE grade higher in a single subject per pupil across the school. An improvement of 48 implies average results are one GCSE grade higher in each of the eight subjects that count to the CVA. For further background see:

http://www.dcsf.gov.uk/performance/tables/schools_07/s3.shtml

The model used in 2007 for mainstream schools is available at:

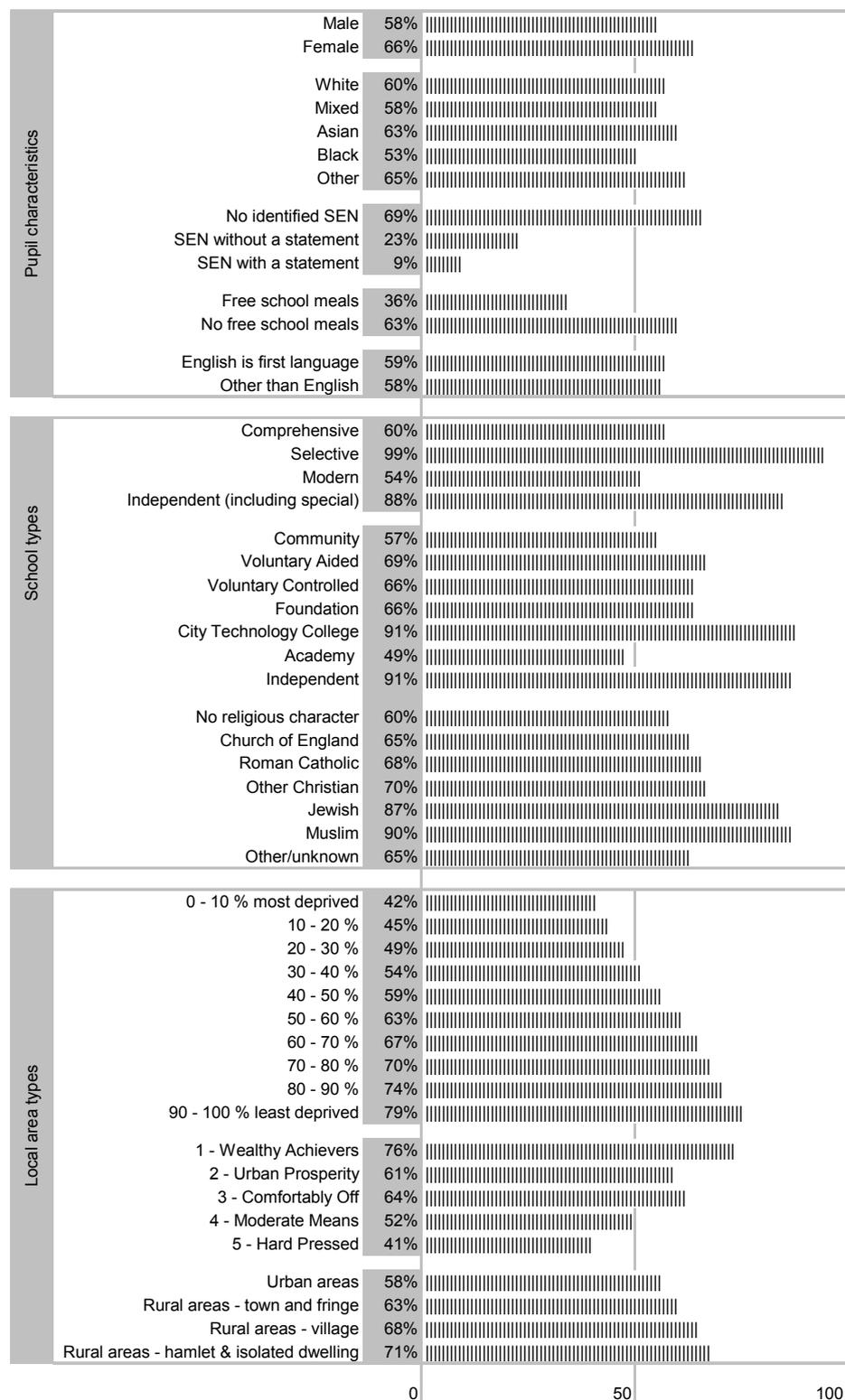
http://www.dcsf.gov.uk/performance/tables/schools_07/KS24_2007_Mainstream.xls. This includes the coefficients used to adjust simple value added scores.

CVA scores for individual schools also include confidence intervals. At an individual school level the relatively small number of pupils means that test results (and hence CVA scores) can vary appreciably due to chance, rather than the school's effectiveness. Scores depend on the results of a given set of pupils on a particular test on a particular day, and these can have a random element. This will be larger for schools or types of schools with smaller numbers of pupils. The range of the confidence interval indicates where the school's 'true' CVA score lies. This random element is not a factor for most types of schools included in this note as they include many thousands of pupils. However, they can be relevant for types that only cover a small number of pupils, such as Muslim and Jewish schools and City Technology Colleges. More background on confidence intervals can be found in the statistical literacy guide [Confidence intervals and statistical significance](#).

CVA scores are published for Key Stage 2 to Key Stage 4 (covering the whole of secondary education) and Key Stage 3 to Key Stage 4 (year 9 to year 11). As the model takes pupil characteristics into account the CVA is primarily a way of comparing (different types of) schools rather than (different types of) pupils. CVA scores for local area types are based on the pupils at schools in those areas, while pupil attainment data are based on the pupils who live there.

B. Summary of attainment results

Summary of level 2 attainment variations 2006/07



C. Variations by type of school

School Type -attainment results

- Almost 99% of pupils in selective schools and almost 90% of pupils in independent (including non-maintained special schools) reached level 2.
- The proportion of pupils reaching level 2 in comprehensives was almost 40 percentage points below that in selective schools.
- The results for maintained selective schools was little changed when the level 2 measure includes English and Maths.
- Including English and maths reduces the independent school figure by almost 30 percentage points, the comprehensive school rate by 15 points and the secondary modern level by 18 points.
- 7.7% of pupils at the end of Key Stage 4 were in selective or modern schools and 7.4% were in independent schools.

Summary of GCSE/equivalent achievement by School Type

	Number of pupils	Percentage achieving			% entered for GCSEs or equivalent
		Level 2	Level 2 (E&M)	Any passes	
Comprehensive	540,962	59.7	44.9	98.8	99.5
Selective	22,466	98.6	97.5	100.0	100.0
Modern	27,360	53.9	35.7	99.0	99.8
All Maintained	601,128	59.9	45.7	98.9	99.6
Independent	48,031	88.3	59.5	99.3	99.0
All Schools	649,159	62.0	46.7	98.9	99.5

Notes:

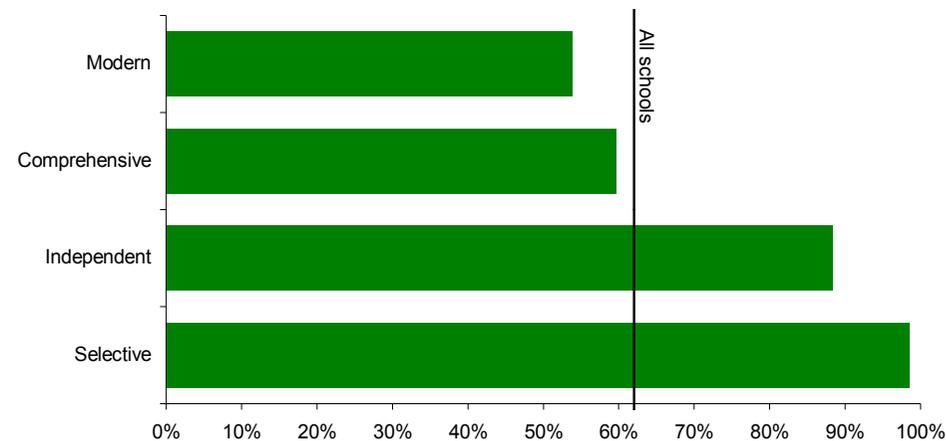
Comprehensive schools include Academies and City Technology Colleges

All maintained includes hospital schools and PRUs

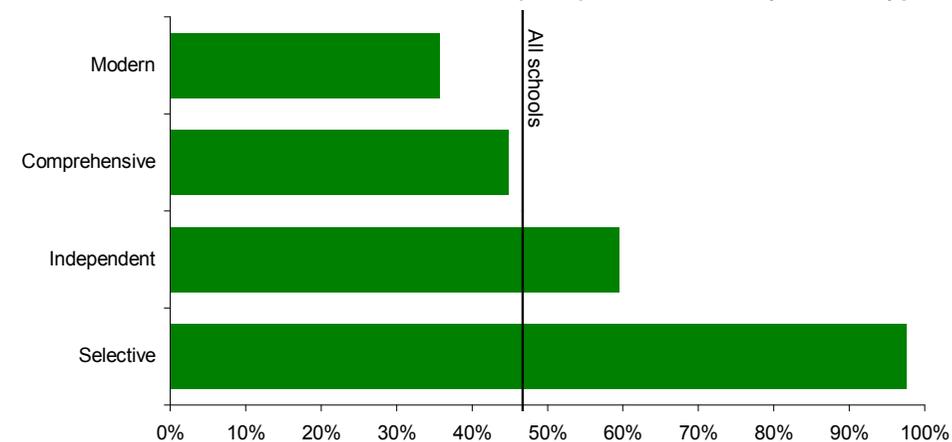
Independent schools included non-maintained special schools

Source: GCSE and equivalent results in England 2006/07 (revised)

Level 2 achievement by school type



Level 2 (E&M) achievement by school type



School Type -CVA scores

- CVA scores for the three types of maintained mainstream schools were relatively close to each other -similar pupils made broadly similar progress across these school types. A gap of less than four points covered these schools, equivalent to less than one grade difference in one subject at GCSE
- Maintained special schools had the highest CVA score on both measures. Only three-quarters of their pupils were included in the KS2-KS4 measure.
- Pupils at maintained secondary modern schools made marginally more progress than similar pupils at maintained grammars between KS2 and KS4.
- Pupils at comprehensives made marginally less progress than average between KS2 and KS4.
- The situation for mainstream schools different for progress between KS3 and KS4 where pupils at comprehensives had the highest average score.

Summary of CVA measures by School Type

	KS2-KS4		KS3-KS4	
	CVA measure	Average no. of qualifications taken	CVA measure	Average no. of qualifications taken
Comprehensive	1,000.4	9.9	1,001.5	10.0
Selective	1,002.4	10.7	998.6	10.7
Modern	1,004.2	10.0	999.3	10.1
Maintained Special	1,011.7	4.1	1,006.9	3.8
All schools	1,000.9	9.9	1,001.4	9.9

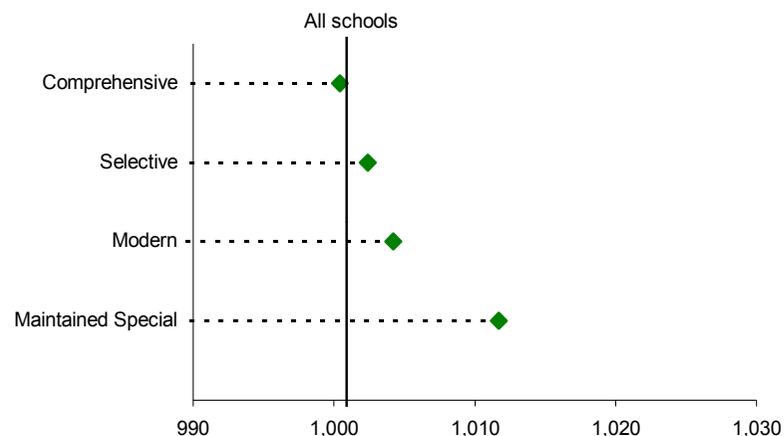
Notes:

Comprehensive schools include Academies and City Technology Colleges

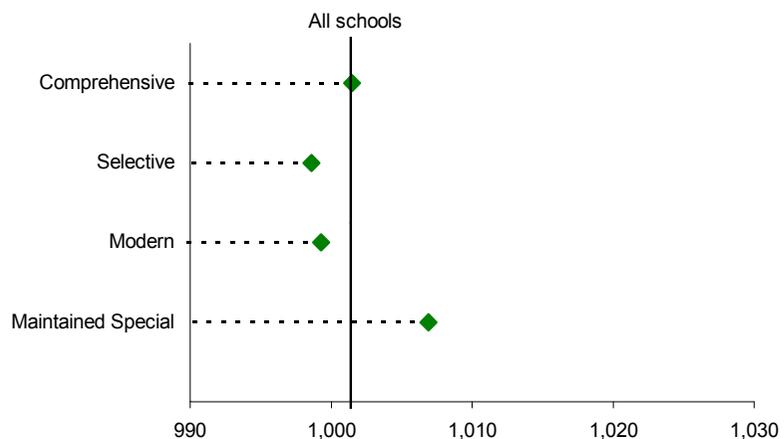
All schools includes non-maintained special schools

Source: GCSE and equivalent results in England 2006/07 (revised)

KS2-KS4 CVA score by School Type



KS3-KS4 CVA score by School Type



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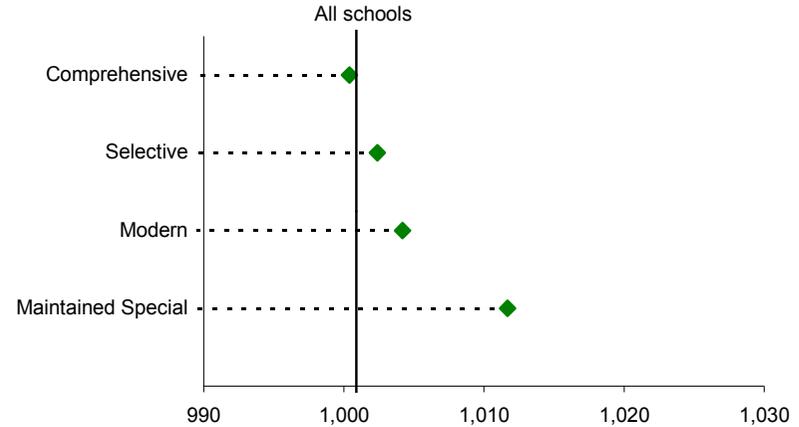
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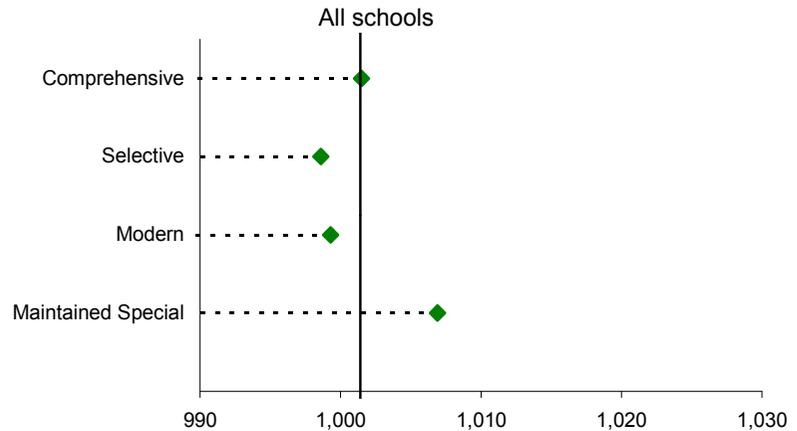
All schools includes non-maintained special schools

Source: GCSE and equivalent results in England 2006/07 (revised)

KS2-KS4 CVA score by School Type



KS3-KS4 CVA score by School Type



Mainstream Schools by Status -attainment results

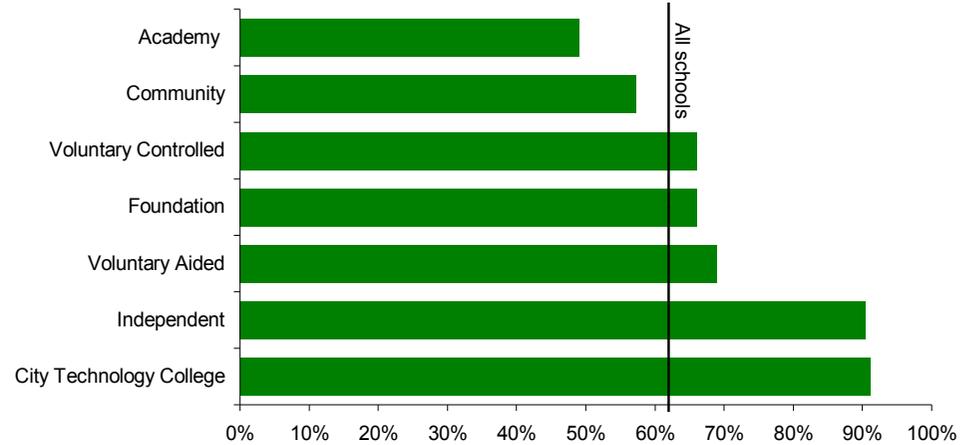
- More than 90% of pupils in mainstream independent schools and City Technology Colleges reached level 2.
- Voluntary Aided, Foundation and Voluntary Controlled schools all had an average of around two-thirds of pupils who achieved level 2.
- Academies were the only type of mainstream school where fewer than half the pupils reached level 2
- Again independent school performance was most reduced by introducing English and Maths in level 2. The small number of City Technology Colleges performed best on this measure.
- An above average proportion of pupils in specialist schools achieved level 2 (63.0%) and level 2 including English and Maths (48.8%)
- 16.1 % of pupils at the end of Key Stage 4 were in Voluntary Aided or Voluntary Controlled (mainly faith) schools, 7.2% were in mainstream independent schools and 1.0% were in Academies.

Summary of GCSE/equivalent achievement in Mainstream Schools by Status

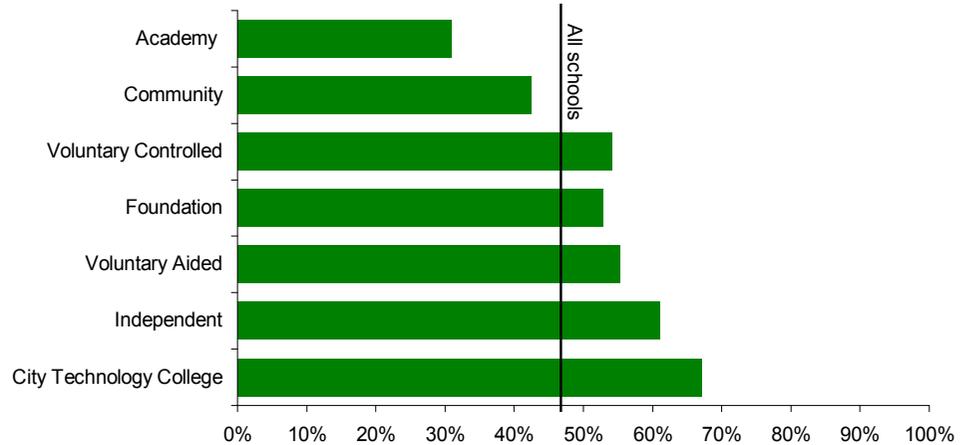
	Number of pupils	Percentage achieving			% entered for GCSEs or equivalent
		Level 2	Level 2 (E&M)	Any passes	
Community	369,928	57.3	42.4	98.6	99.4
Voluntary Aided	84,980	69.0	55.4	99.2	99.6
Voluntary Controlled	19,461	66.0	54.2	99.4	99.7
Foundation	108,280	66.1	52.9	99.2	99.8
City Technology College	1,739	91.1	67.2	100.0	100.0
Academy	6,400	49.0	30.9	97.3	98.7
Independent	46,663	90.5	61.1	99.8	99.5
All Schools	649,159	62.0	46.7	98.9	99.5

Source: GCSE and equivalent results in England 2006/07 (revised)

Level 2 achievement by school status



Level 2 (E&M) achievement by school status



School Status -CVA scores

- Average CVA scores at City Technology Colleges and special schools were clearly above those of other schools
- Voluntary Aided schools had the next highest CVA scores on both measures. Academies also had above average scores despite pupils being entered for fewer qualifications than at other mainstream schools.
- Voluntary Controlled, Foundation and Community schools had below average CVA scores for KS2-KS4 and KS3-KS4. Although in general the gap with the national average was not especially large.
- CVA scores at specialist schools (which are comprised of schools of different statuses) were above average at 1,001.8 for KS2-KS4 and 1,002.1 for KS3-4.

Summary of CVA measures by School Status

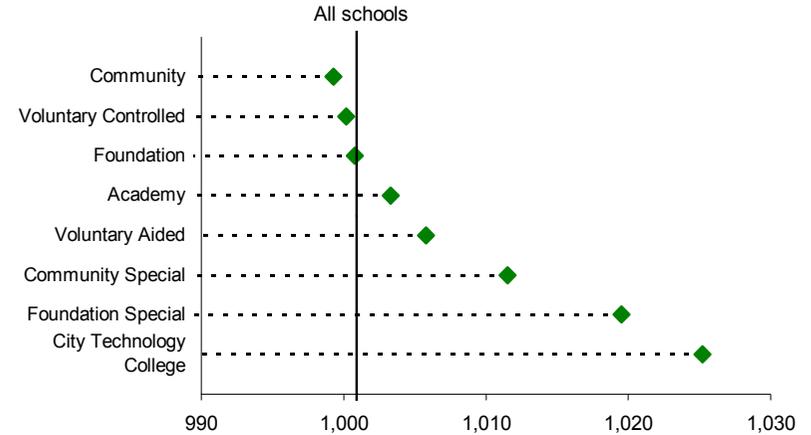
	KS2-KS4		KS3-KS4	
	Average no. of CVA measure	Average no. of qualifications taken	Average no. of CVA measure	Average no. of qualifications taken
Community	999.3	9.8	1,000.6	9.9
Voluntary Aided	1,005.8	10.2	1,005.4	10.2
Voluntary Controlled	1,000.2	9.9	997.5	9.9
Foundation	1,000.8	10.1	1,000.3	10.2
City Technology College	1,025.2	12.7	1,029.5	12.7
Academy	1,003.3	9.5	1,002.0	9.6
Community Special	1,011.5	4.1	1,006.6	3.8
Foundation Special	1,019.5	4.8	1,015.6	4.6
All Schools	1,000.9	9.9	1,001.4	9.9

Notes:

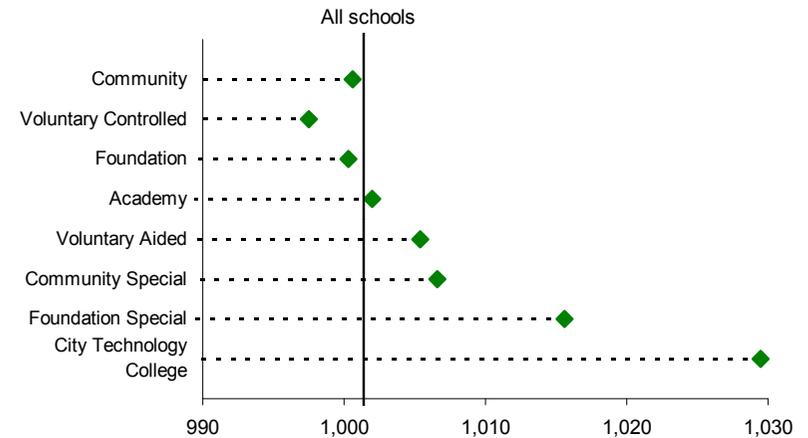
All schools includes non-maintained special schools

Source: GCSE and equivalent results in England 2006/07 (revised)

KS2-KS4 CVA score by School Status



KS3-KS4 CVA score by School Status



Religious Character -attainment results

- Attainment was higher in faith schools than in those with no religious character.
- Pupils at Muslim and Jewish schools performed the best at Level 2. Fewer than 0.2% of pupils at the end of Key Stage 4 attended such schools.
- Variations were much smaller among the other types of faith schools, although attainment at all types was above average.
- The results of pupils at Jewish schools were least affected by the inclusion of English and Maths in the Level 2 measure. Their results were clearly the highest on this measure.
- Pupils at Muslim schools were most affected by including English and Maths, but their performance was still above those of pupils at other types of faith schools.

Summary of GCSE/equivalent achievement in Religious Character

	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
No religious character	489,637	60.1	45.7	98.3
Church of England	27,572	65.2	52.7	98.5
Roman Catholic	54,736	68.3	53.2	98.8
Other Christian	6,001	69.6	58.7	98.6
Jewish	830	87.0	76.8	99.3
Muslim	205	90.1	63.0	100.0
Other/unknown	1,628	65.4	48.6	98.8
All schools	580,609	61.3	46.9	98.3
<i>All faith schools</i>	<i>89,460</i>	<i>67.7</i>	<i>53.6</i>	<i>98.7</i>

Notes:

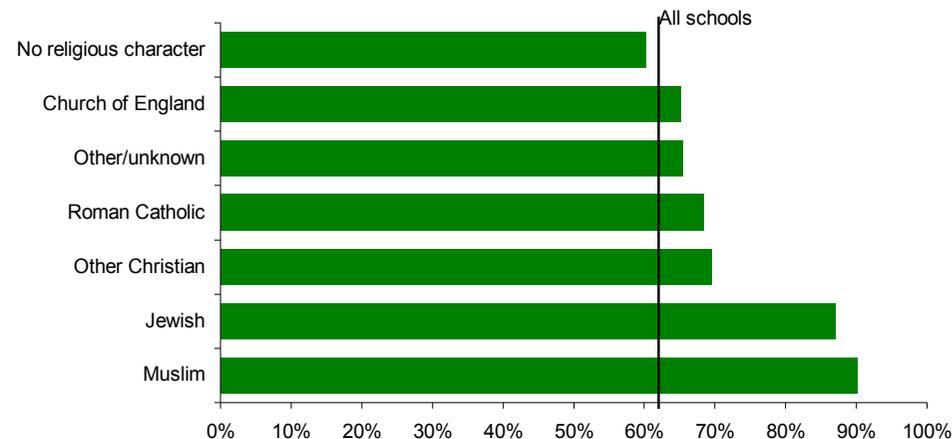
Includes maintained mainstream schools only

Figures are based on unrounded data weighted by the number of pupils in Key Stage 4 at the start of the year. The averages are therefore approximate. Results are excluded for schools that with less than 10 pupils for either the GCSE attainment and those not included in the CVA results.

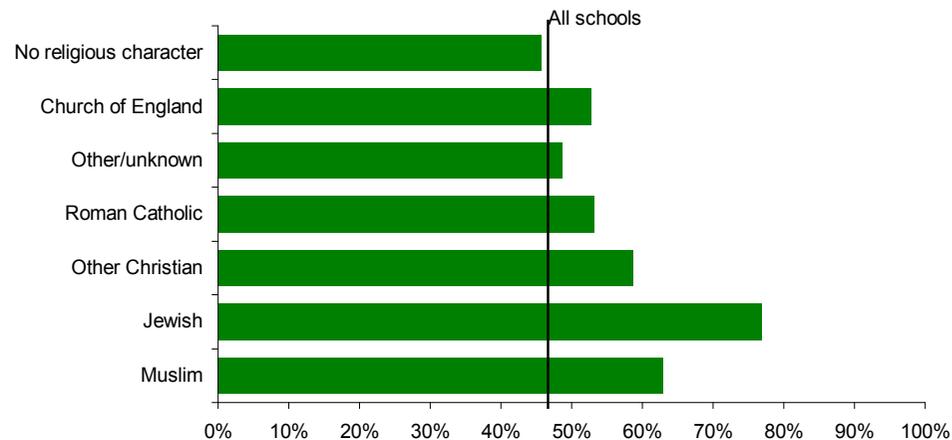
'Other Christian' includes Church of England/other Christian or just 'Christian'

Sources: EduBase, Database of educational establishments, downloaded November 2007; DCSF performance data

Level 2 achievement by Religious Character



Level 2 (E&M) achievement by Religious Character



Religious character -CVA scores

- As with the attainment, results the relatively small number of pupils in Muslim and Jewish schools clearly outperformed those in other faith and non-denominational schools on both CVA measures.
- There is a range of uncertainty in the CVA scores that is smaller for school types with large number of pupils. The precise scores given for faith schools with relatively small numbers of pupils should be viewed with caution. However, both scores for Muslim and Jewish Schools were significantly above average.
- Schools with no religious character performed marginally below average on both measures.
- Pupils at Roman Catholic schools progressed faster than average for similar pupils across the country between KS2 and KS4 and KS3 and KS4.

Summary of KS2-KS4 CVA measures by Religious character

	KS2-KS4		KS3-KS4	
	CVA measure	Average no. of qualifications taken	CVA measure	Average no. of qualifications taken
No religious character	999.9	10.0	1,000.7	10.0
Church of England	1,001.2	10.1	1,000.4	10.1
Roman Catholic	1,005.9	10.2	1,006.1	10.2
Other Christian	1,005.8	10.3	1,002.5	10.3
Jewish	1,033.3	10.0	1,031.4	10.0
Muslim	1,038.8	10.8	1,017.4	10.8
Other/unknown	1,000.3	11.2	1,004.6	11.2
All schools	1,000.7	10.0	1,001.3	10.0
<i>All faith schools</i>	<i>1,004.7</i>	<i>10.2</i>	<i>1,004.4</i>	<i>10.2</i>

Notes:

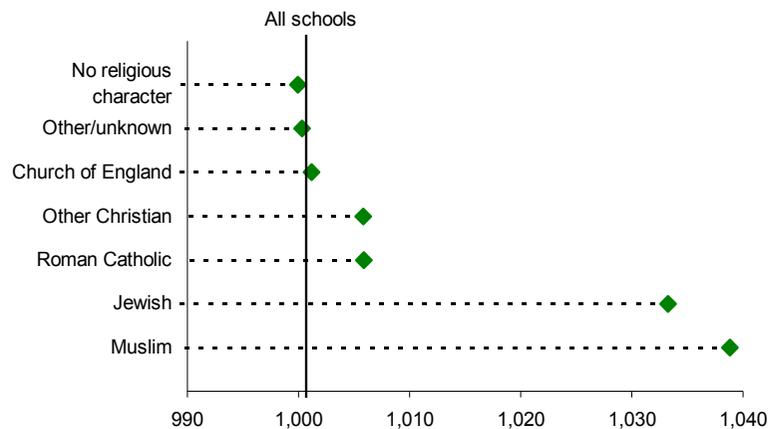
Includes maintained mainstream schools only

Figures are based on unrounded data weighted by the number of pupils in Key Stage 4 at the start of the year who were entered in the CVA. The averages are therefore approximate. Results are excluded for schools that with less than 10 pupils for either the GCSE attainment and those not included in the CVA

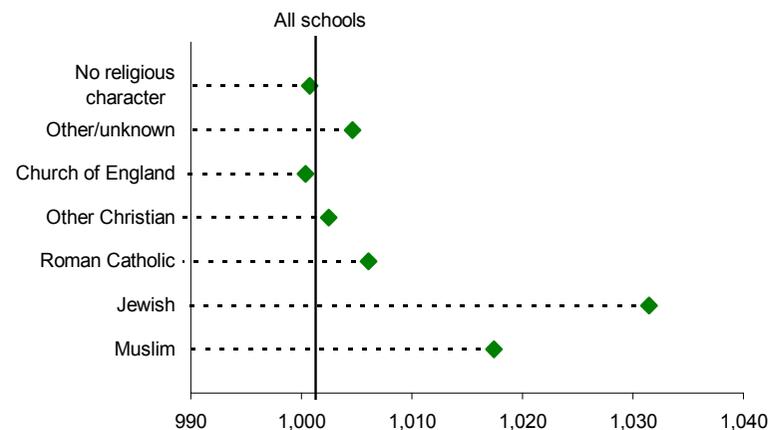
'Other Christian' includes Church of England/other Christian or just 'Christian'

Sources: EduBase, Database of educational establishments, downloaded November 2007; DCSF performance data

KS2-KS4 CVA score by Religious character



KS3-KS4 CVA score by School Status



D. Distribution of results at a school level

School level distribution -attainment results

- At 165 schools fewer than 30% of pupils reached level 2 in 2006/07; 60 of these were maintained. The DCSF has a target that all maintained mainstream schools should reach at least 30% by 2008.
- The Government also has a target that in all such school at least 30% will reach level 2 including English and Maths by 2012. In 2006/07 631 maintained mainstream targets did not reach this level.
- In one quarter of schools less than half the pupils reached level 2. The median value of 64% means that half of schools did better than this and half did worse.
- In the 279 schools (7%) all pupils reached level 2, in the top 3% of schools all pupils reached level 2 including English and Maths

Number of mainstream schools in each performance band

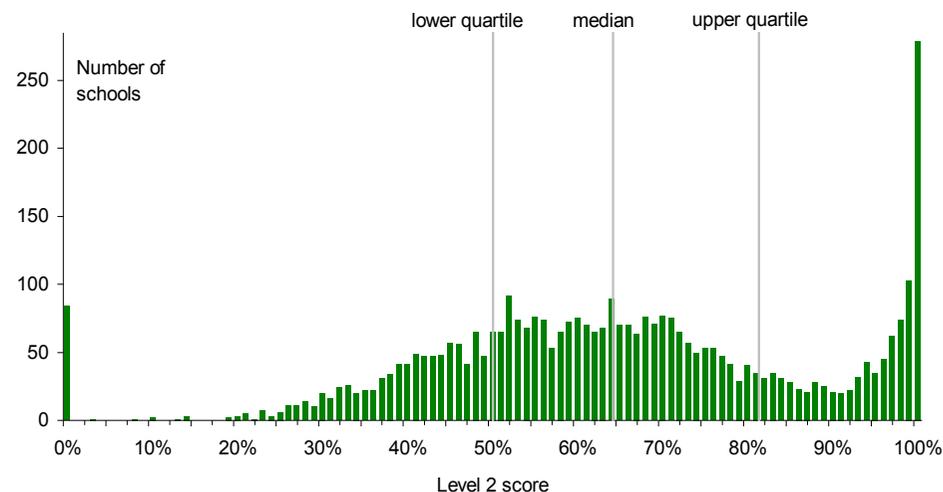
	Level 2	Level 2 (E&M)
<10%	88	220
10-20%	9	193
20-30%	88	527
30-40%	277	599
40-50%	522	651
50-60%	714	568
60-70%	720	384
70-80%	510	193
80-90%	278	164
90-100%	715	422

Notes:

Includes independent mainstream schools. Excludes schools with no published results in the 2007 performance tables.

Source:DCSF performance data

Distribution of level 2 achievement in mainstream schools



Percentile distribution of mainstream schools

		Level 2	Level 2 (E&M)
1st	bottom 1%	0%	0%
5th	bottom 5%	31%	6%
10th	bottom 10%	39%	20%
25th	lower quartile	50%	31%
50th	median	64%	47%
75th	upper quartile	81%	64%
90th	top 10%	98%	92%
95th	top 5%	100%	99%
99th	top 1%	100%	100%

Notes:

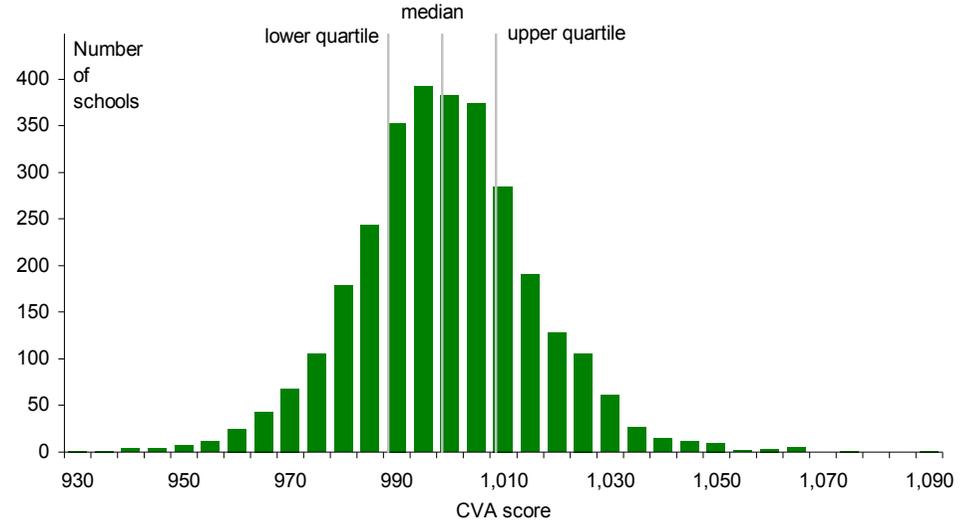
Includes independent mainstream schools. Excludes schools with no published results in the 2007 performance tables.

Source:DCSF performance data

School level distribution -CVA results

- The calculation of CVA results means that the distribution of results is much more concentrated around the expected value of 1,000 with a relatively small number of extreme outliers
- The middle 50% of schools scored between 991 and 1,011; this is the known as the inter-quartile range.
- A score of 48 points above or below 1,000 means pupils attained one GCSE grade higher/lower on each of their best eight subjects compared to similar pupils nationally. Only 25 schools achieved a score of 1,048 or higher and only 10 scores 952 or less on the KS2-4 measure.
- Based on the confidence intervals for individual schools, 25% of schools scored significantly below average on both the KS2-KS4 and KS3-KS4 measures. 29% scored significantly above average on the KS2-KS4 and 29% on the KS3-KS4 measures.

Distribution of level 2 achievement in mainstream schools



Number of maintained mainstream schools in each band

	KS2-4	KS3-4
<970	100	44
970-980	170	143
980-990	430	418
990-1,000	740	853
1,000-1,010	761	830
1,010-1,020	473	463
1,020-1,030	231	174
1,030-1,040	87	72
1,040+	49	44

Notes:

Excludes schools with no published results in the 2007 performance tables.

Source:DCSF performance data

Percentile distribution of maintained mainstream schools

	KS2-4	KS3-4	
1st	bottom 1%	960	967
5th	bottom 5%	974	979
10th	bottom 10%	981	984
25th	lower quartile	991	992
50th	median	1,001	1,001
75th	upper quartile	1,011	1,010
90th	top 10%	1,022	1,019
95th	top 5%	1,029	1,027
99th	top 1%	1,047	1,045

Notes:

Excludes schools with no published results in the 2007 performance tables.

Source:DCSF performance data

E. Variations by local area and local area characteristics (maintained schools only)

English Regions and LEAs -attainment results

Top 10 performing LEAs

<u>Level 2</u>		<u>Level 2 (E&M)</u>	
Isles of Scilly	88.2%	Sutton	65.0%
Trafford	74.6%	Isles of Scilly	64.7%
Sutton	73.8%	Kingston upon Thames	61.7%
Redbridge	73.6%	Redbridge	61.5%
Bromley	71.3%	Trafford	60.8%
Bromley	71.3%	Buckinghamshire	60.5%
Kingston upon Thames	70.7%	Barnet	59.7%
Barnet	70.1%	Rutland	58.0%
Warrington	69.9%	Hammersmith and Fulham	57.9%
Buckinghamshire	69.6%	Wokingham	57.6%

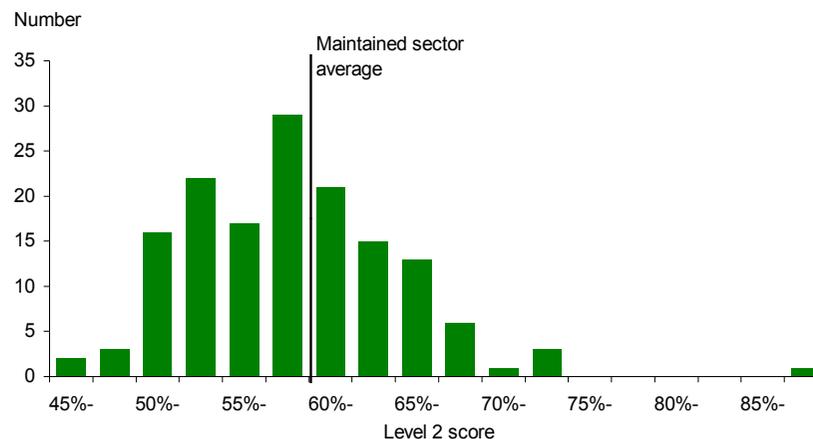
Bottom 10 performing LEAs

<u>Level 2</u>		<u>Level 2 (E&M)</u>	
Blackpool	51.9%	Greenwich	34.0%
Manchester	51.8%	Nottingham City	33.1%
Leicester City	51.5%	Nottingham City	33.1%
Knowsley	50.8%	Manchester	32.3%
Southampton	50.7%	Middlesbrough	31.9%
Walsall	50.5%	Barnsley	31.5%
Islington	49.3%	Barnsley	31.5%
Merton	48.7%	Sandwell	30.2%
Greenwich	47.2%	Kingston-upon-Hull	30.0%
Bristol	46.9%	Knowsley	26.5%

Note: These data cover maintained schools only and exclude pupils recently arrived from overseas

Source: GCSE and equivalent results in England 2006/07 (revised), DCSF

Distribution of level 2 achievement by LEA



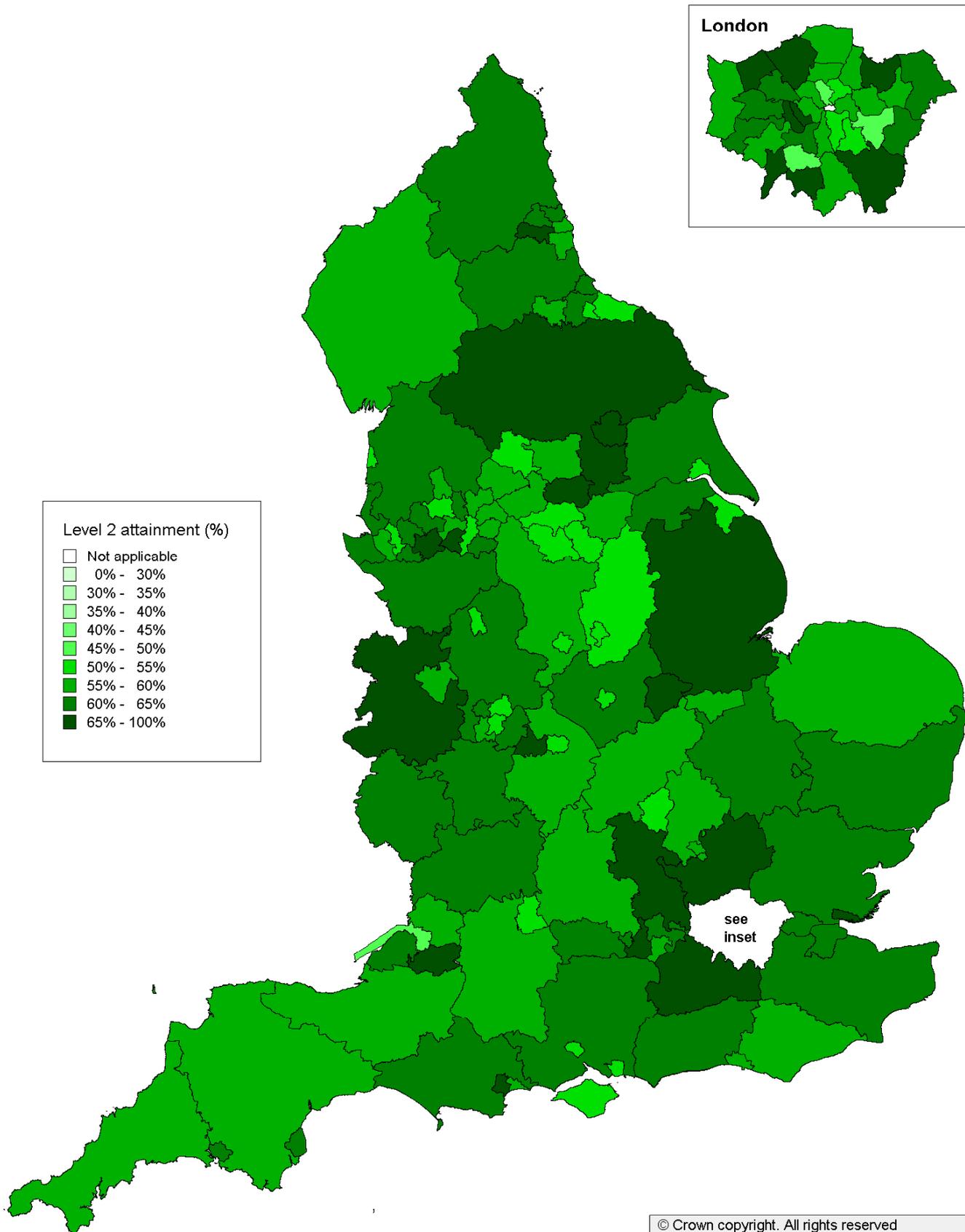
Summary of GCSE/equivalent achievement by Region

	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
North East	32,570	60.5	41.8	97.4
North West	89,249	60.3	44.7	97.4
Yorkshire & Humber	63,911	57.8	42.5	97.2
East Midlands	54,012	57.9	44.4	97.7
West Midlands	68,667	59.3	43.3	97.8
East Of England	66,074	61.2	48.4	97.9
London	74,308	60.9	47.9	98.0
<i>Inner London</i>	22,933	56.5	42.4	97.3
<i>Outer London</i>	51,375	62.8	50.4	98.3
South East	92,024	62.0	49.4	98.2
South West	57,968	59.5	47.2	98.1
Total (Maintained Sector)	598,783	60.1	45.9	97.8

Source: GCSE and equivalent results in England 2006/07 (provisional)

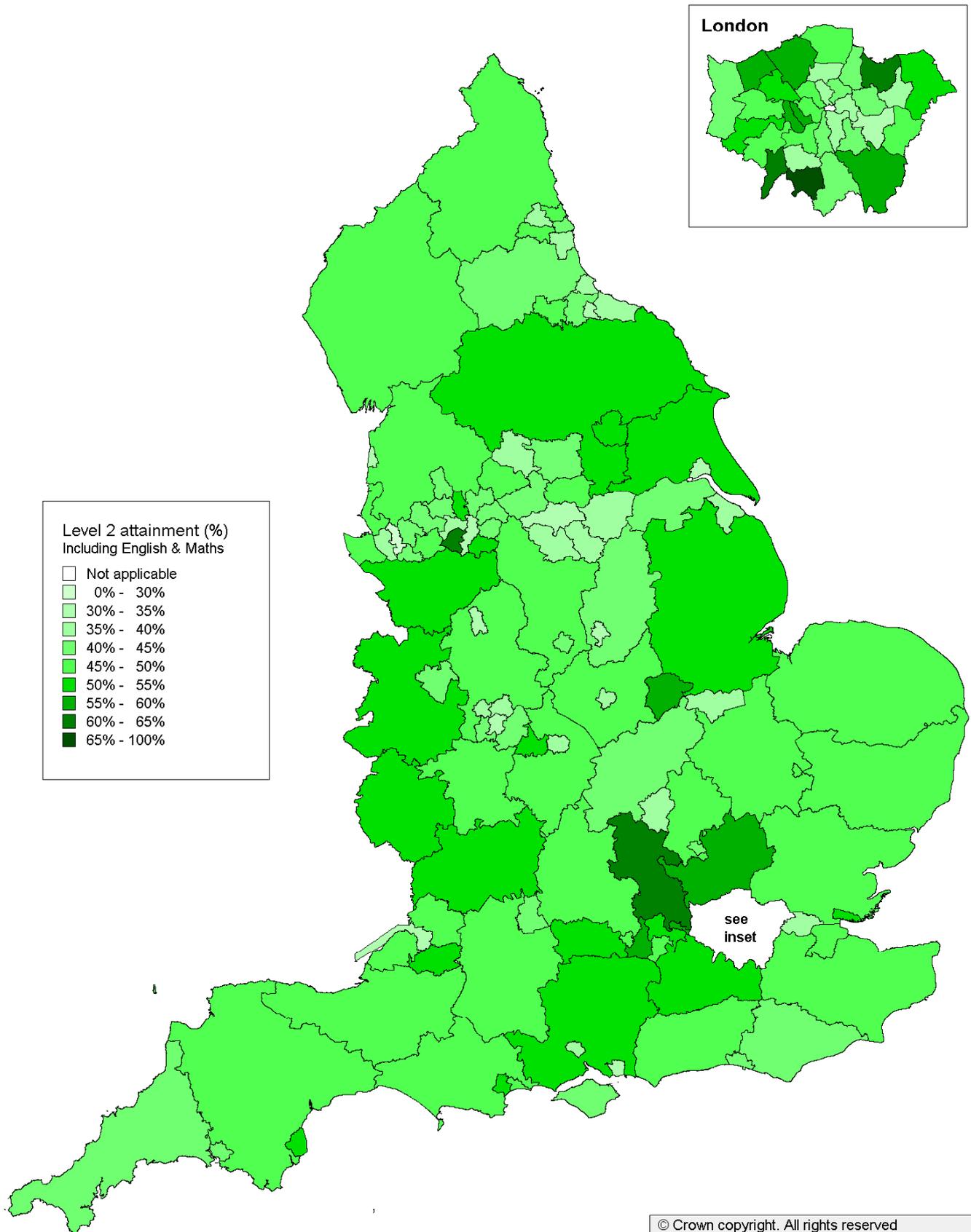
GCSE attainment by LEA

Level 2 attainment (%)



GCSE attainment by LEA

Level 2 attainment including English and Maths (%)



English LEAs -CVA scores

Top 10 performing LEAs

<u>KS2-4</u>		<u>KS3-4</u>	
Isles of Scilly	1,023.0	Halton	1,020.9
Waltham Forest	1,017.9	Tower Hamlets	1,016.7
Southwark	1,016.5	South Tyneside	1,016.4
Tower Hamlets	1,015.8	Hammersmith and Fulham	1,016.0
Hammersmith and Fulham	1,015.0	St Helens	1,016.0
Hackney	1,014.6	Wakefield	1,015.8
Redbridge	1,014.1	Gateshead	1,015.0
Lambeth	1,013.4	Blackpool	1,013.5
Ealing	1,013.3	Durham	1,012.5
Halton	1,013.0	Nottingham City	1,012.2

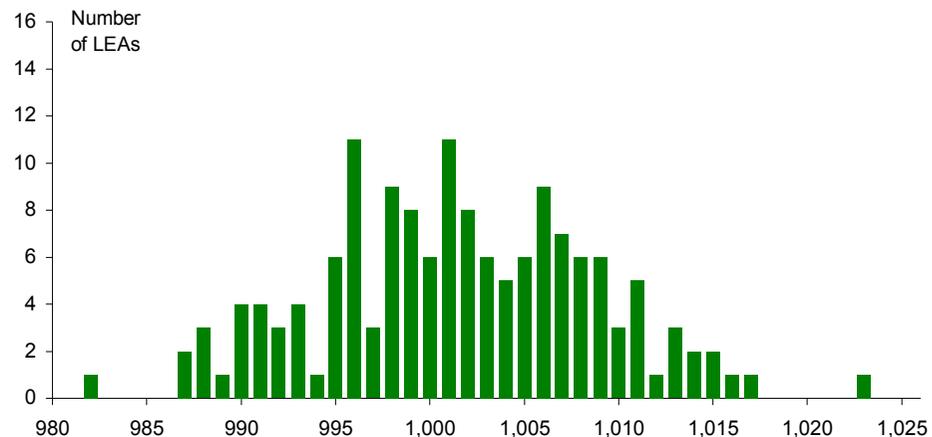
Bottom 10 performing LEAs

<u>KS2-4</u>		<u>KS3-4</u>	
Hillingdon	990.8	Bracknell Forest	991.8
Bracknell Forest	990.7	Calderdale	991.6
Nottinghamshire	990.2	Windsor and Maidenhead	991.5
Calderdale	989.6	Coventry	991.4
Leeds	988.7	Walsall	991.3
Leicester City	988.6	Richmond upon Thames	991.0
Merton	988.0	Leicester City	990.9
Walsall	987.6	Milton Keynes	990.9
Kingston-upon-Hull	987.1	Merton	985.6
Richmond upon Thames	982.5	Leicestershire	985.1

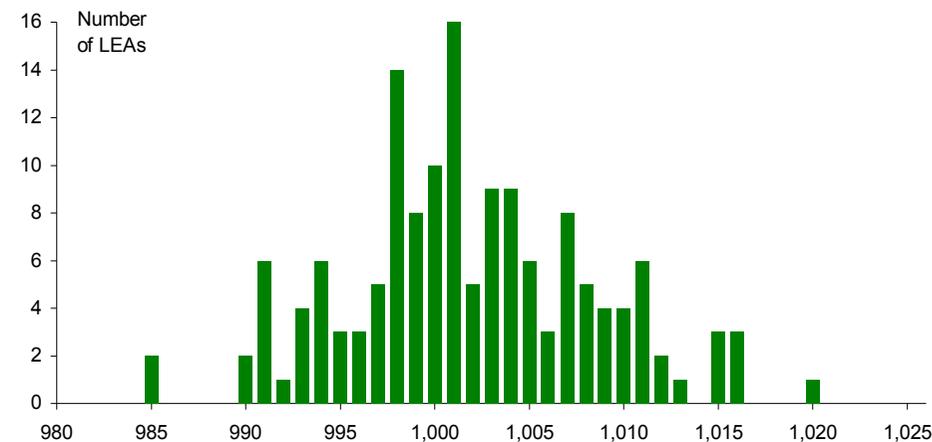
Note: These data cover maintained schools only and exclude pupils recently arrived from overseas

Source: GCSE and equivalent results in England 2006/07 (revised)

Distribution of KS2-4 scores by LEA

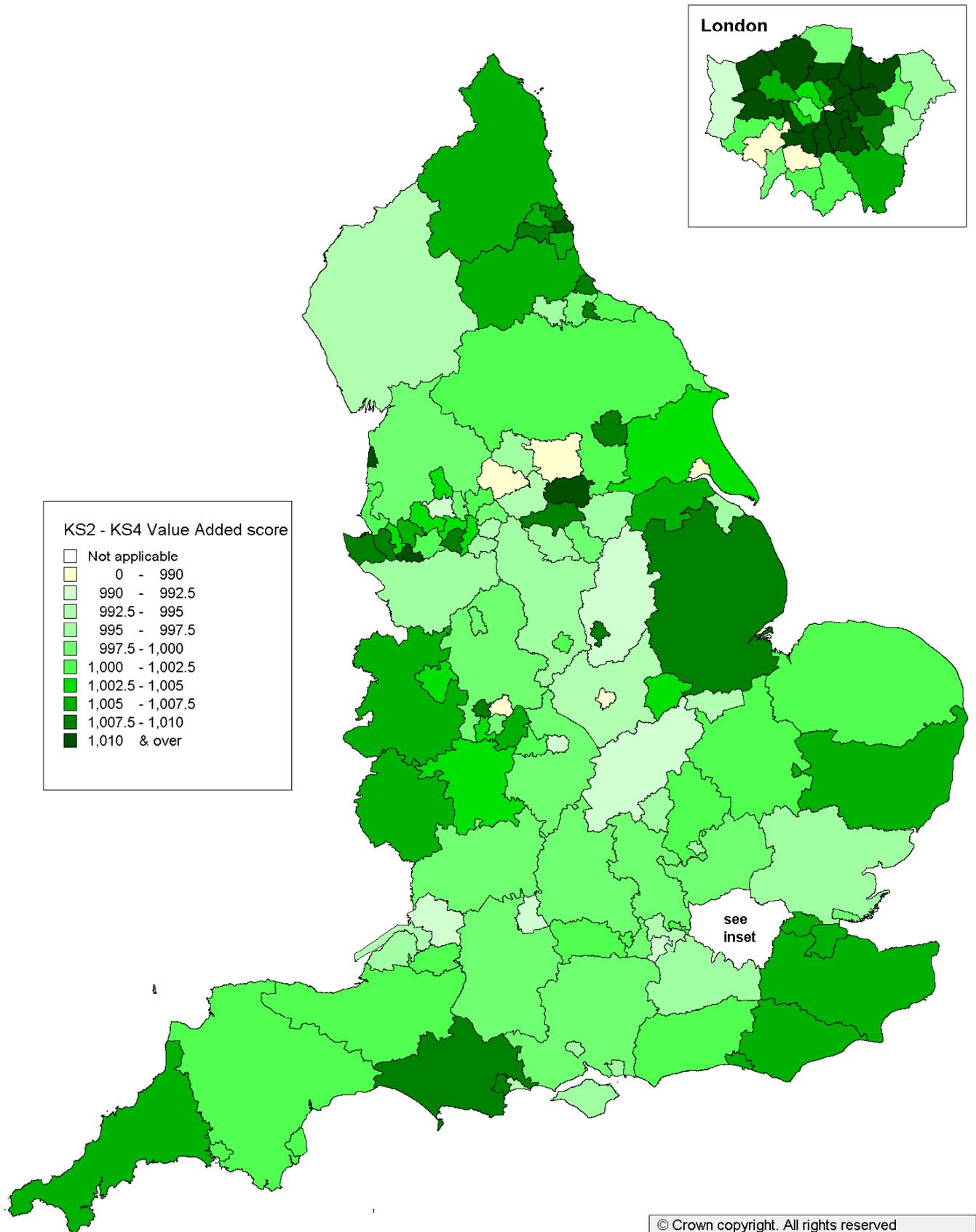


Distribution of KS3-4 scores by LEA



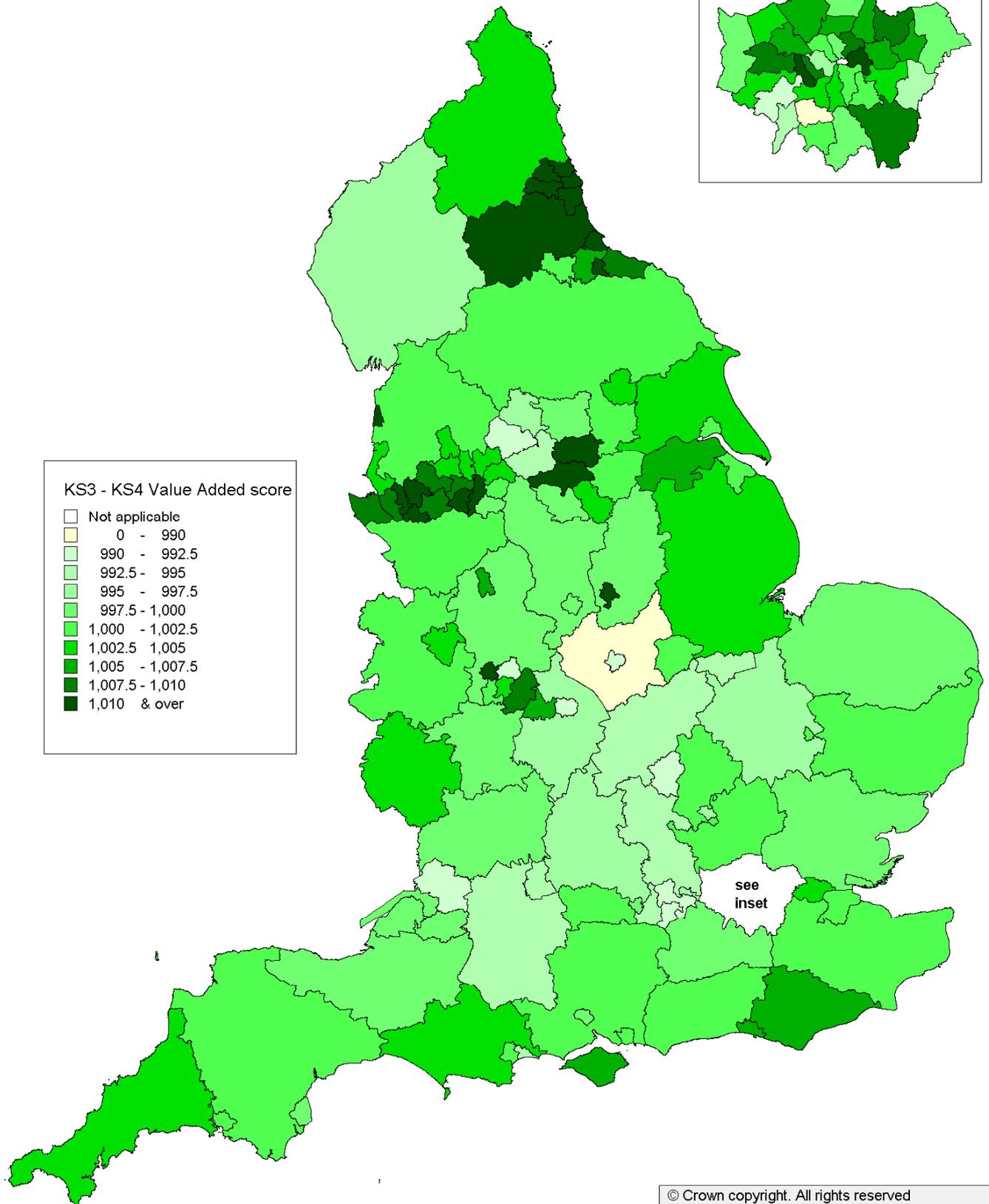
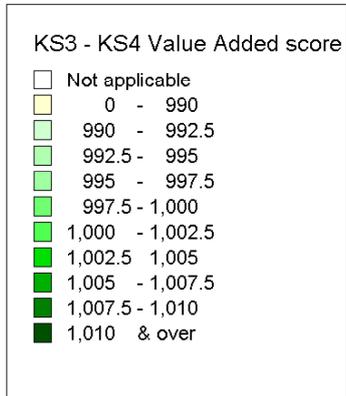
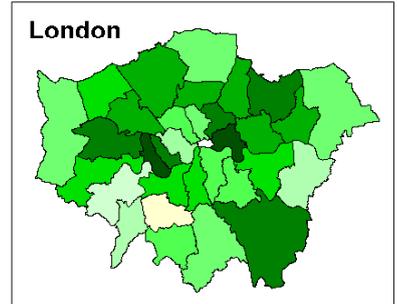
Contextualised Value Added scores by LEA

KS2 - KS4



Contextualised Value Added scores by LEA

KS3 - KS4



IDACI decile -attainment results

- The IDACI is the Income Deprivation Affecting Children Index. It measures the proportion of children in an area living in low income households.
- Each of 32,500 Super Output Areas are ranked on their IDACI score. The results here are based on the decile band of the area that pupils live in.
- The pattern of results by ICADI decile are very clear with better results seen with each and every reduction in deprivation.
- The achievement gap for level 2 between pupils in the most and least deprived areas of the country was 36 percentage points.
- This achievement gap was even larger for level 2 including English and Maths at 43 percentage points. The average percentage of pupils reaching this standard in areas in each of the four least deprived deciles was more than double that seen in the most deprived 10%.

Summary of GCSE/equivalent achievement by IDACI decile

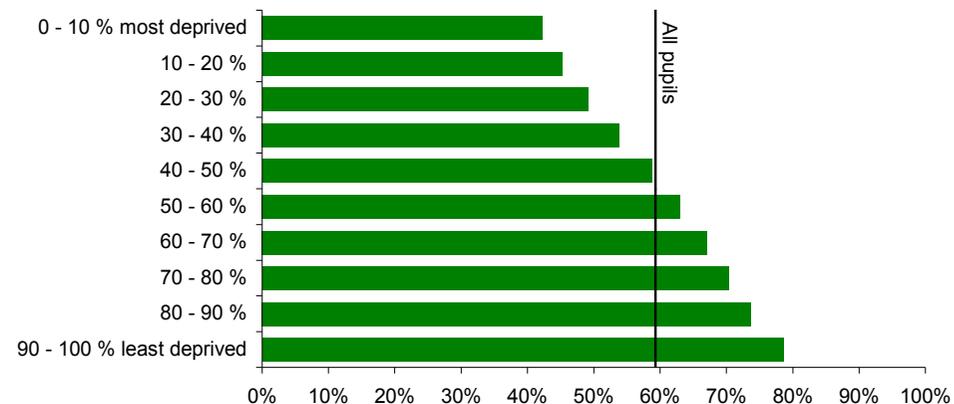
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
0 - 10 % most deprived	69,649	42.3	25.3	95.0
10 - 20 %	65,079	45.2	29.9	96.1
20 - 30 %	61,617	49.1	34.2	96.8
30 - 40 %	59,705	53.9	39.2	97.5
40 - 50 %	57,149	58.8	44.7	98.1
50 - 60 %	57,148	63.0	49.5	98.4
60 - 70 %	56,789	67.1	53.8	98.7
70 - 80 %	56,895	70.3	57.8	99.0
80 - 90 %	56,270	73.7	61.9	99.1
90 - 100 % least deprived	55,061	78.6	68.4	99.3
All Pupils	600,968	59.3	45.4	97.7

Notes:

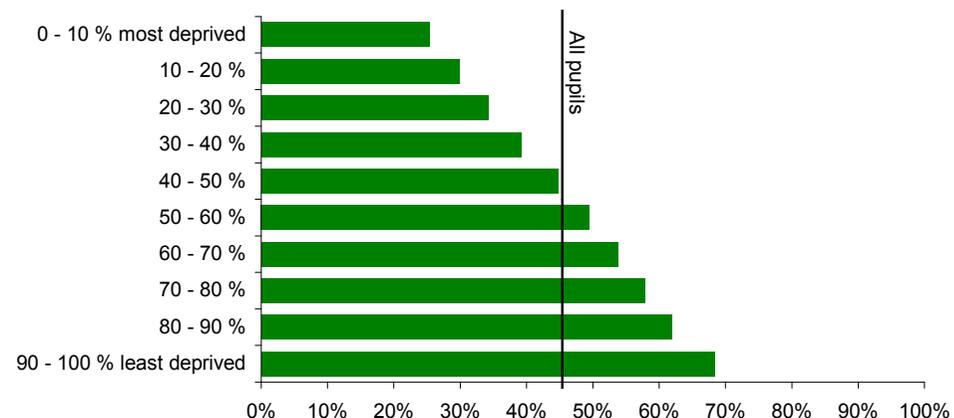
Category data based on where the pupil lives and includes pupils with valid postcodes only.

Source: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07, DCSF

Level 2 achievement by IDACI decile



Level 2 (E&M) achievement by IDACI decile



ACORN category -attainment results

- ACORN categories every postcode in the country using a large number of demographic and lifestyle indicators.
- Here GCSE results are broken down by the five top level ACORN categories.
- Pupils who lived in areas covered by the 'Wealthy Achievers' category performed best on both measures with three quarters achieving level 2 and two-thirds level 2 including English and Maths
- Those from 'Comfortably Off' and 'Urban Prosperity' areas performed a few percentage points better than average on both measures.
- Attainment of pupils from 'Moderate Means' areas was 7-9 percentage points below average. Those from 'Hard Pressed' areas scored around 18-20 points below average. Both gaps were greater for the measure including English and Maths.

Summary of GCSE/equivalent achievement by ACORN category

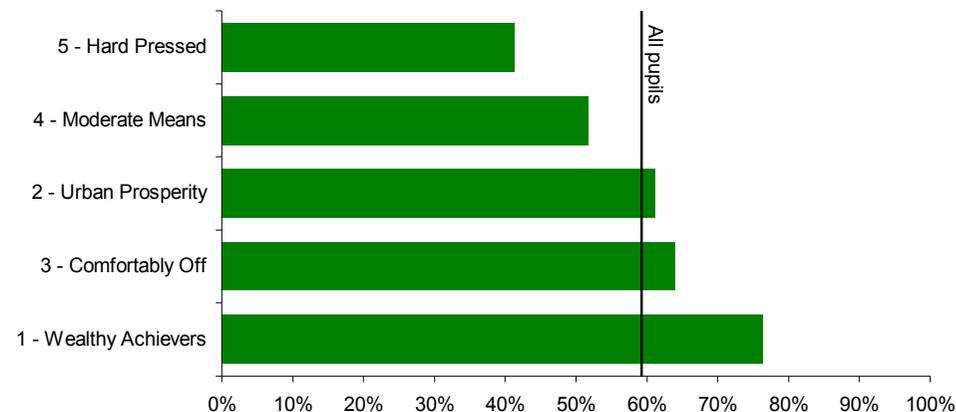
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
1 - Wealthy Achievers	148,228	76.4	65.1	99.2
2 - Urban Prosperity	37,564	61.2	49.2	97.4
3 - Comfortably Off	166,948	64.0	50.0	98.6
4 - Moderate Means	96,416	51.8	36.3	97.3
5 - Hard Pressed	144,849	41.3	25.7	95.6
All Pupils	600,968	59.3	45.4	97.7

Notes:

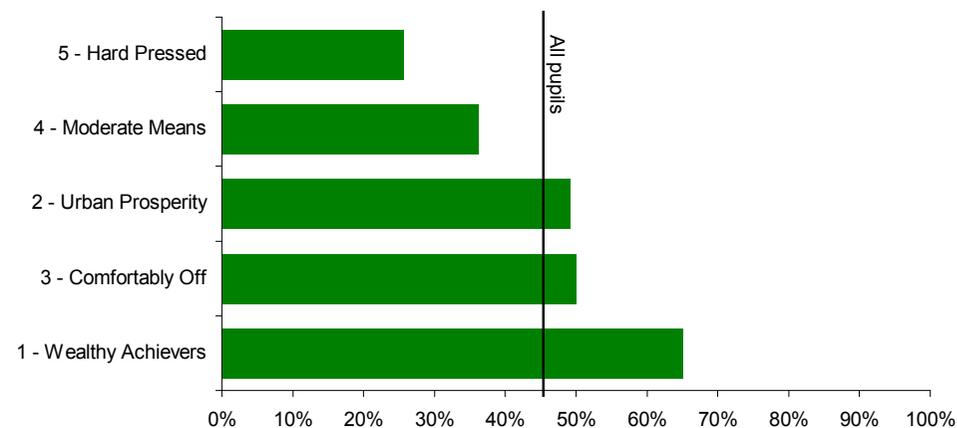
Category data based on where the pupil lives and includes pupils with valid postcodes only.

Source: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07, DCSF

Level 2 achievement by ACORN category



Level 2 (E&M) achievement by ACORN category



Rurality -attainment results

- Results are based on the official classification of urban and rural levels. As with other local area classifications it uses the postcodes of pupils, not schools, to analyse results.
- The variation in attainment by rurality is much smaller than that seen for other area types.
- As more than 80% of the pupils were from urban areas their results are very close to average.
- There is a general pattern of higher attainment with a greater degree of rurality. This was stronger for the level 2 measure including English and Maths.
- 6.5% of pupils included in this analysis were from areas classed as rural villages and 2.7% were from rural hamlets and isolated dwellings.

Summary of GCSE/equivalent achievement by Rurality

	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
Urban areas	484,894	58.0	43.7	97.5
Rural areas - town and fringe	55,531	62.8	50.6	98.4
Rural areas - village	38,718	67.6	55.7	98.7
Rural areas - hamlet & isolated dwelling	16,219	70.6	58.6	98.7
All Pupils	600,968	59.3	45.4	97.7

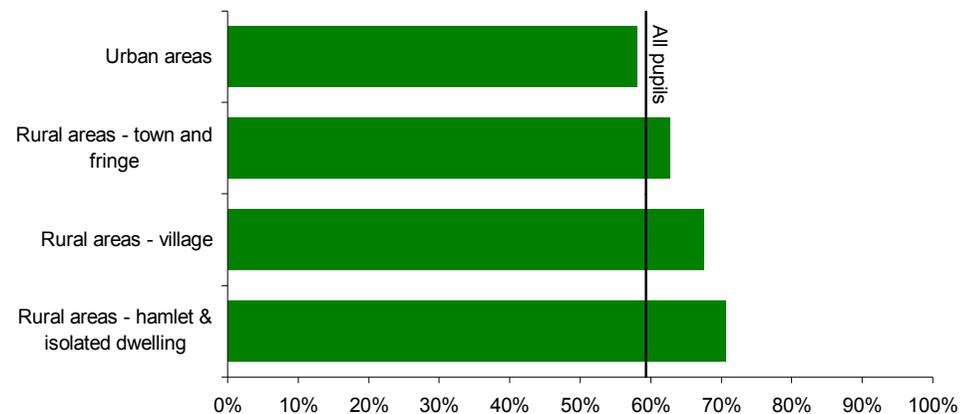
Notes:

Category data based on where the pupil lives and includes pupils with valid postcodes only.

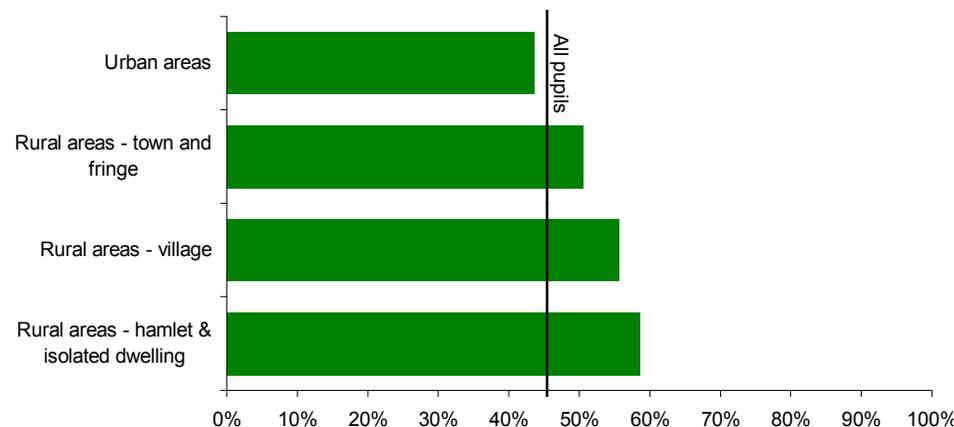
Degree of rurality based on the 2004 Rural and Urban classification at Census Output Area level

Source: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07, DCSF

Level 2 achievement by Rurality



Level 2 (E&M) achievement by Rurality



F. Variations by pupil characteristics (maintained schools only)

Free School Meals status -attainment results

- The gap between pupils eligible and not eligible for free school meals stood at 27 percentage points for level 2 and 28 percentage points for level 2 including English and Maths.
- Achievement rates of Level 2 including English and Maths were more than double for pupils not eligible for free school meals.
- The proportionate gap was even greater for boys. 18% of boys eligible for free school meals met the level 2 standard including English and Maths compared to 45% of boys and 53% of girls who were not eligible.

Summary of GCSE/equivalent achievement by Free School Meals status

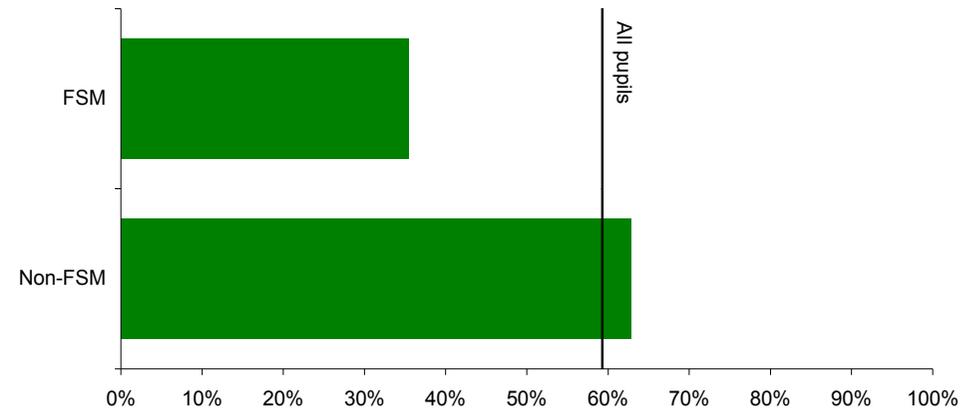
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
FSM	76,641	35.5	21.1	94.6
Non-FSM	522,088	62.8	49.0	98.1
All Pupils	600,968	59.3	45.4	97.7

Notes:

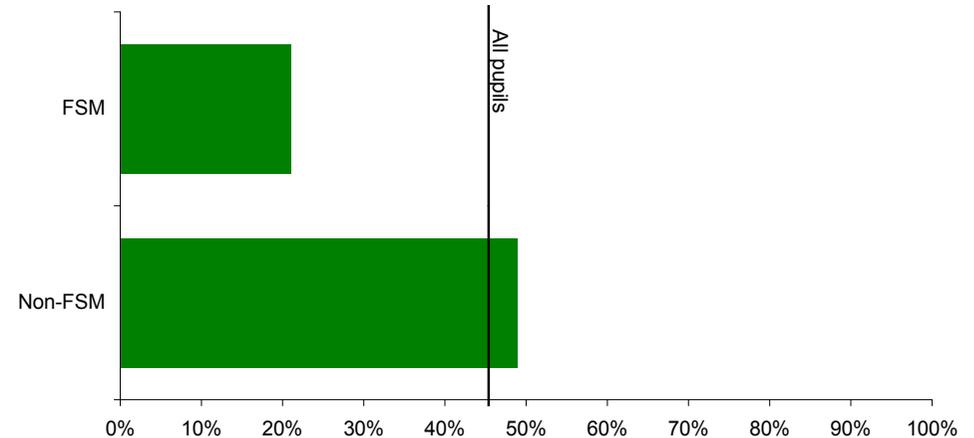
All pupils includes 'unclassified' -where information was refused or not obtained

Source: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07, DCSF

Level 2 achievement by Free School Meals status



Level 2 (E&M) achievement by Free School Meals status



Ethnicity -attainment results

- Pupils from Indian ethnic backgrounds performed better than any other ethnic group; nearly 75% reached level 2 and more than 60% achieved level 2 including English and Maths.
- White British pupils performed just above average on both measures.
- Pupils in the 'other' ethnic classification (not white, Asian, Black or mixed) performed above average by around five percentage points on both measures.
- Pupils from Black Caribbean and Pakistani ethnic backgrounds had the lowest level 2 achievement rates (with or without English and Maths).
- Including English and Maths in the level 2 measure reduced the rates for pupils with an Indian background by the smallest amount and had the greatest impact on the Bangladeshi and Black Caribbean groups.

Summary of GCSE/equivalent achievement by Ethnicity

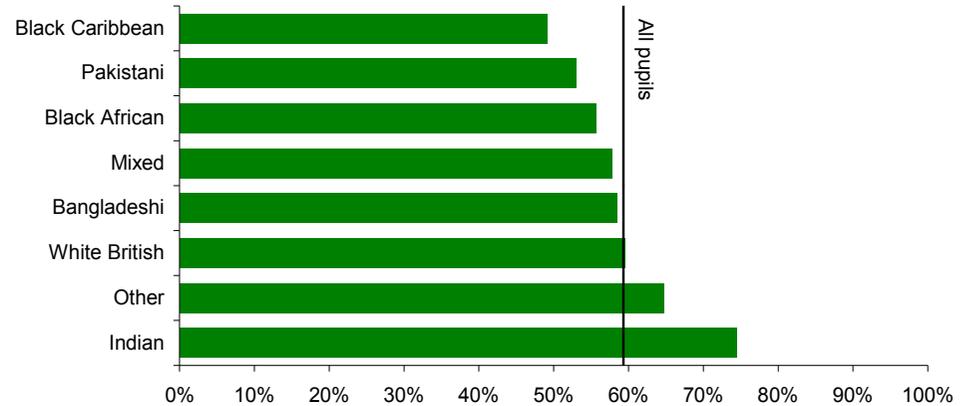
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
White	504,739	59.5	45.7	97.6
<i>White British</i>	489,233	59.5	45.8	97.7
Mixed	14,785	57.8	44.1	97.0
Asian	38,156	62.7	47.8	98.5
<i>Indian</i>	13,285	74.4	61.6	99.2
<i>Pakistani</i>	14,448	53.0	36.8	98.2
<i>Bangladeshi</i>	5,633	58.4	41.0	98.3
Black	22,148	52.5	36.5	98.0
<i>Black Caribbean</i>	8,282	49.1	32.7	98.0
<i>Black African</i>	11,240	55.6	40.2	98.1
Other	7,341	64.8	50.3	97.6
All Pupils	600,968	59.3	45.4	97.7

Notes:

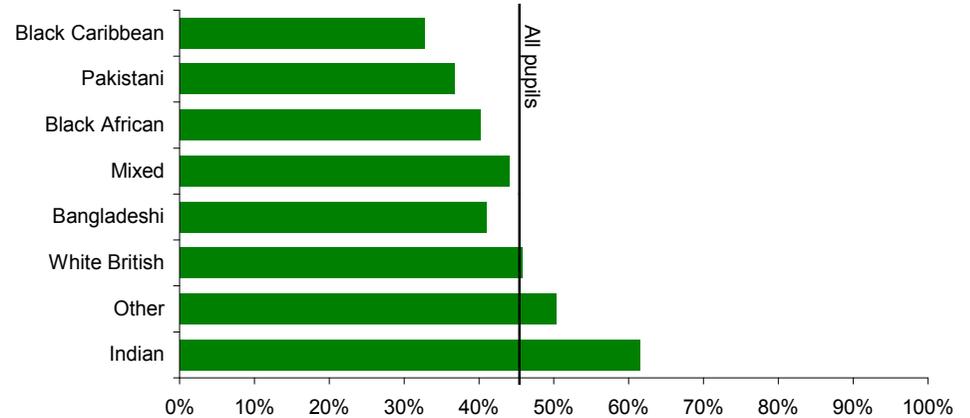
All pupils includes 'unclassified' -where information was refused or not obtained

Source: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07, DCSF

Level 2 achievement by Ethnicity



Level 2 (E&M) achievement by Ethnicity



Special Educational Needs -attainment results

- There was a very clear pattern of attainment by Special Educational Needs (SEN) status.
- Almost 69% of pupils without any identified SEN reached level 2 and 54% achieved this standard including English and Maths.
- Just under a quarter of pupils with SEN but without a statement reached level 2 and fewer than one in eight met this standard with English and Maths included.
- There was also a clear pattern within the unstatemented group between with higher attainment among the less severe 'School Action' group
- Fewer than one in ten pupils with statements of SEN reached level 2 and fewer than one in 25 achieved this with English and Maths.

Summary of GCSE/equivalent achievement by Special Educational Needs

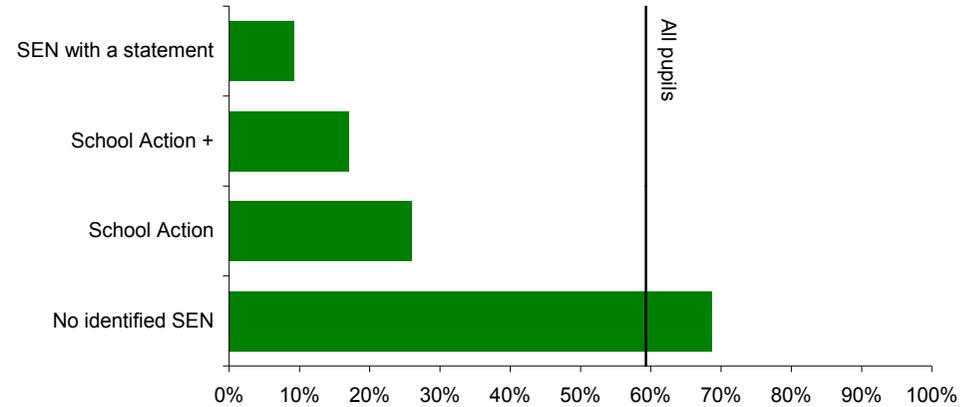
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
No identified SEN	482,483	68.7	53.9	99.1
SEN without a statement	92,971	23.1	11.6	94.4
<i>School Action</i>	62,747	26.0	13.0	96.6
<i>School Action +</i>	30,224	17.0	8.8	89.7
SEN with a statement	23,275	9.2	4.4	82.1
All Pupils	600,968	59.3	45.4	97.7

Notes:

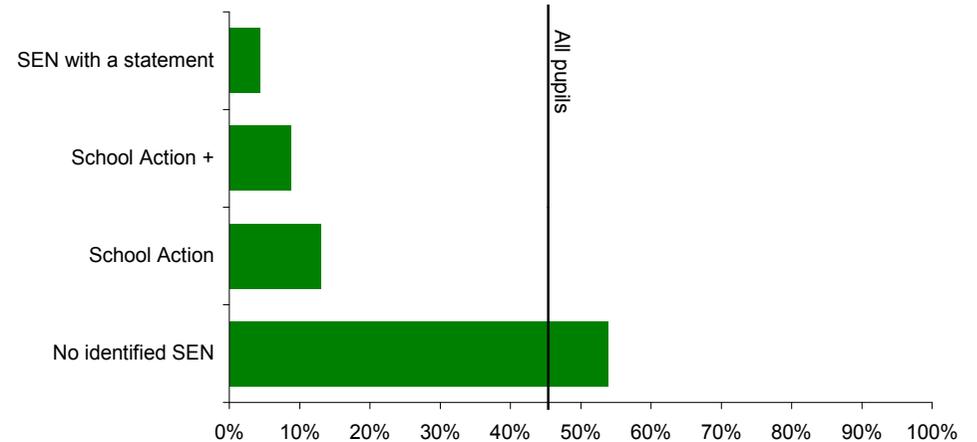
All pupils includes 'unclassified' -where information was refused or not obtained

Source: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07, DCSF

Level 2 achievement by Special Educational Needs



Level 2 (E&M) achievement by Special Educational Needs



First language -attainment results

- The gap between pupil attainment when analysis by first language is much smaller than those seen for different pupil characteristics.
- The gap was 1.2 percentage points for level 2 and somewhat larger (2.7 points) for level 2 including English and Maths.
- These gaps were greater among boys; 2.3 points for level 2 and 3.8 points for level 2 including English and Maths

Summary of GCSE/equivalent achievement by First language

	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
English	541,548	59.4	45.7	97.7
Other than English	55,813	58.2	43.0	98.0
All Pupils	600,968	59.3	45.4	97.7

Notes:

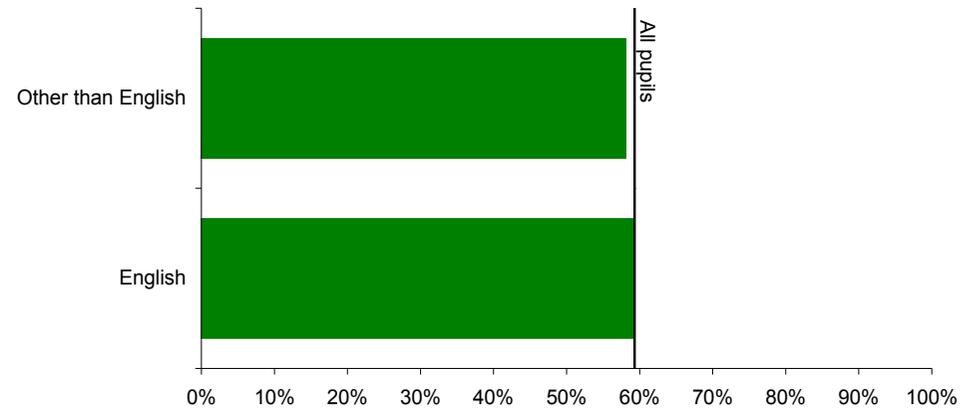
All pupils includes 'unclassified' -where information was refused or not obtained

English includes not known but believed to be English.

Other than English includes not known but believed to be other than English.

Source: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07, DCSF

Level 2 achievement by First language



Level 2 (E&M) achievement by First language

