



## Variations in GCSE Performance 2007/08

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This note looks at variations in pupil attainment and progress at GCSE and equivalent examinations in 2007/08. It includes variations in attainment and value added scores by gender, school type, Local Education Authority (LEA) and the distribution of results by schools. The [corresponding note](#) from last year contains 2006/07 data.

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 (NPD) 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 2007/08 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 and 2006/07 indicators can be cross-tabulated (for instance results by free school meal status for different ethnic groups) from the NPD 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 has access to the GCSE results from the NPD and, given sufficient time, can produce a limited amount of bespoke work from these 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 notes:

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

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## 1 National results

Some 2007/08 GCSE results were delayed this year due to quality assurance 'issues' which have now been resolved. A new basis for the calculation of the number of eligible pupils at End Key Stage 4 has been used in 2007/08 to better account for pupils in pupil referral units and hospital schools. This increases the number of pupils used to calculate the percentage attainment figures and is thought to reduce the percentage reported at achieving each level by around 0.5 percentage points nationally.

### 1.1 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<sup>(a)</sup>**

	Boys	Girls	Total
Number of pupils	334,218	318,827	653,045
Percentage who achieved at GCSE or equivalent:			
5+A*-C grades	60.9	69.9	65.3
- Including English and Mathematics GCSE	43.2	52.3	47.6
- Including Level 2 functional English and Mathematics <sup>(b)</sup>	46.1	54.4	50.2
5+A*-G grades	89.6	93.6	91.6
- Including English and Mathematics GCSE	84.8	90.1	87.4
- Including Level 1 functional English and Mathematics <sup>(c)</sup>	85.1	90.3	87.6
2+ A*-C grades in Science subjects	48.8	51.9	50.3
Any qualification <sup>(d)</sup>	98.1	99.1	98.6

(a) The calculation of the number of eligible pupils at End Key Stage 4 has been changed to better account for pupils in PRUs and hospital schools

(b) 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.

(c) 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.

(d) 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, 2007/08 (Revised), DCSF

Performance on the 5+ A\*-C measure meant the 60% target for 2008 was clearly surpassed. 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 2011.

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 2007/08 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 level<sup>1</sup> 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 2 or more science GCSEs at A\*-C was introduced this year as part of the national indicator set for local authorities. 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 real variations.

**1.2 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.

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

**1.3 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

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<sup>1</sup> Qualifications below a grade G at GCSE

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](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](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](#).

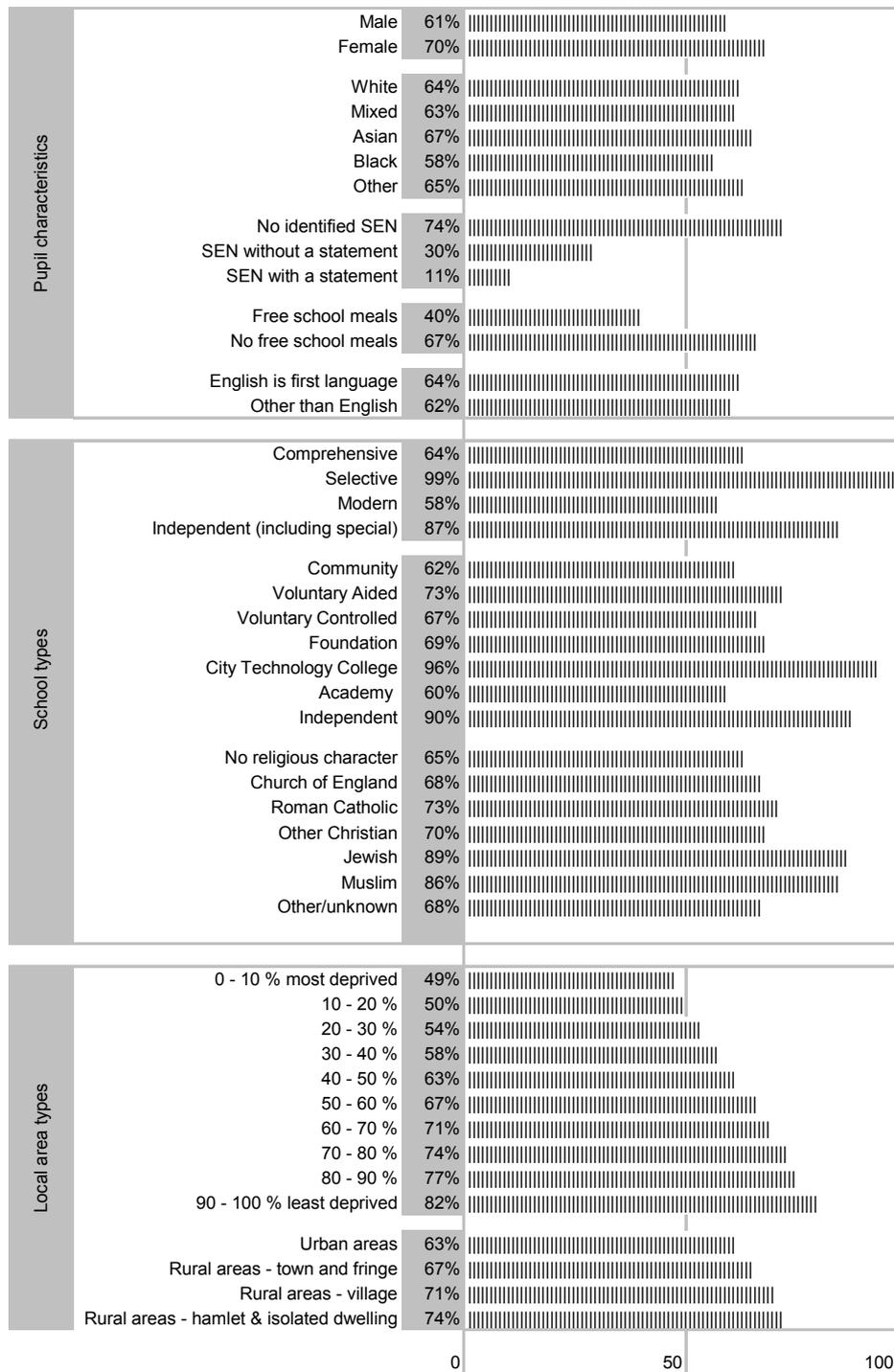
In the past CVA scores have been published for Key Stage 2 to Key Stage 4 (covering the whole of secondary education) and Key Stage 3 to Key Stage 4 (year 9 to year 11). So far only Key Stage 2 to Key Stage 4 results have been published for 2007/08. As the model takes pupil characteristics into account 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.

#### **1.4 School performance table results**

The data in the sections on the distribution of results and religious character are taken from the secondary school performance tables as first published in mid-January 2009. This source excludes results from schools where fewer than 10 pupils were at the end of Key Stage 4 (year 11) in 2007/08. It excludes CVA results at schools where less than 50% of pupils at the end of Key Stage 4 are included. Headline GCSE attainment in these tables is rounded to the nearest percentage point (zero decimal places). Aggregating results up from such data – as the religious character data- may lead to very small differences from results based on more precise data. The 2007/08 performance tables are the first to include schools that had closed since the January Census data. 70 schools included in the tables have subsequently closed, the vast majority of them at the end of academic year 2007/08.

## 2 Summary of attainment results

### Summary of level 2 attainment variations 2007/08



### 3 Variations by type of school

#### School Type -attainment results

- 99% of pupils in selective schools and almost 87% of pupils in independent (including non-maintained special schools) reached level 2.
- The proportion of pupils reaching level 2 in comprehensives was 35 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 40 percentage points, the comprehensive school rate by 17 points and the secondary modern level by 19 points.
- 7.6% 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	536,787	64.4	47.6	99.4	99.9
Selective	22,560	99.0	97.7	100.0	100.0
Modern	27,026	58.4	37.8	99.8	100.0
<b>All Maintained</b>	<b>605,181</b>	<b>63.6</b>	<b>47.6</b>	<b>98.5</b>	<b>99.0</b>
Independent	47,864	86.7	47.5	99.8	99.9
<b>All Schools</b>	<b>653,045</b>	<b>65.3</b>	<b>47.6</b>	<b>98.6</b>	<b>99.1</b>

Notes:

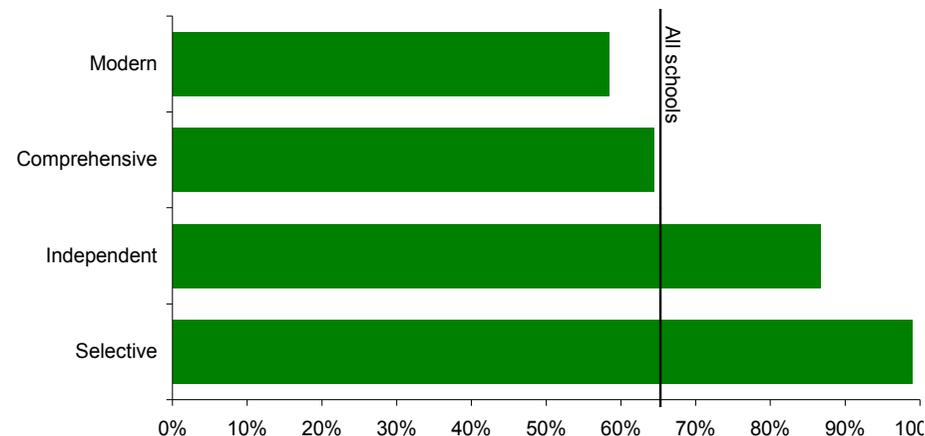
Comprehensive schools include Academies and City Technology Colleges

All maintained includes hospital schools and PRUs

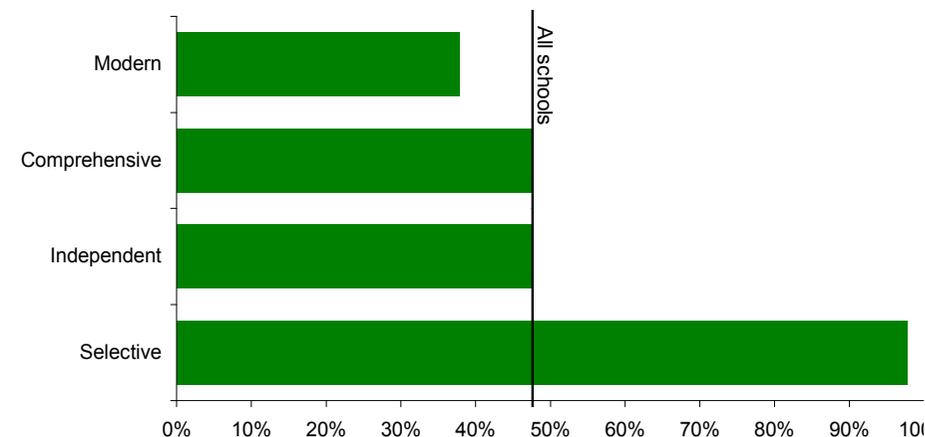
Independent schools included non-maintained special schools

Source: GCSE and Equivalent Results in England, 2007/08 (Revised), DCSF

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 three points covered these schools, equivalent to less than one grade difference in one subject at GCSE.
- Maintained special schools had the highest CVA score. Just over three-quarters of their pupils were included in the KS2-KS4 measure.
- Pupils at maintained secondary modern schools made slightly more progress than similar pupils at comprehensives.
- Pupils at comprehensives made marginally less progress than average between KS2 and KS4.

### Summary of KS2-4 CVA measures by School Type

	CVA measure	Percent of pupils included in this measure	Average no. of qualifications taken
Comprehensive	1,000.7	95.5	10.2
Selective	1,002.9	94.8	11.0
Modern	1,001.9	75.6	10.2
Maintained special	1,005.6	77.5	5.3
<b>All schools</b>	<b>1,000.9</b>	<b>93.9</b>	<b>10.1</b>

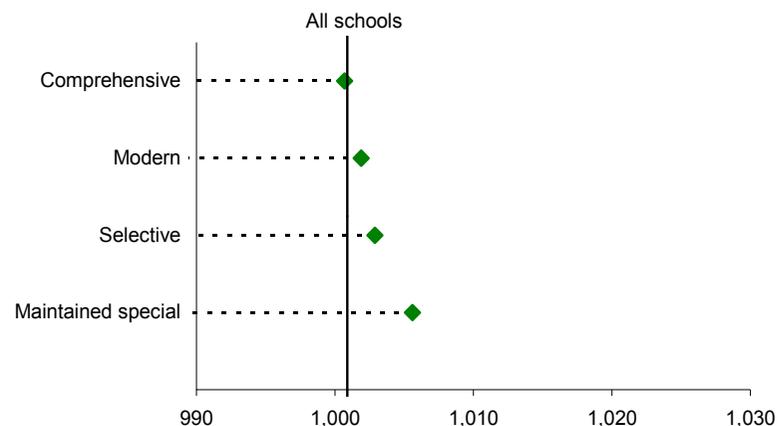
#### Notes:

Comprehensive schools include Academies and City Technology Colleges

All schools includes non-maintained special schools

Source: GCSE and Equivalent Results in England, 2007/08 (Revised), DCSF

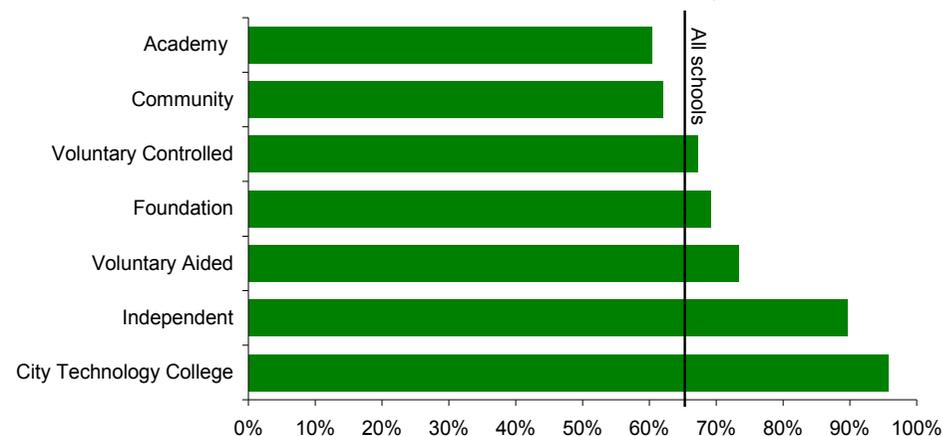
KS2-KS4 CVA score by School Type



## Mainstream Schools by Status -attainment results

- More than 95% of pupils in City Technology Colleges and almost 90% in mainstream independent schools reached level 2.
- Voluntary Aided, Foundation and Voluntary Controlled schools all had an average of around 70% of pupils who achieved level 2.
- Academies were the only type of mainstream school where 60% or fewer 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.
- 15.9 % of pupils at the end of Key Stage 4 were in Voluntary Aided or Voluntary Controlled (mainly faith) schools, 7.1% were in mainstream independent schools and 1.8% were in Academies.

Level 2 achievement by school status

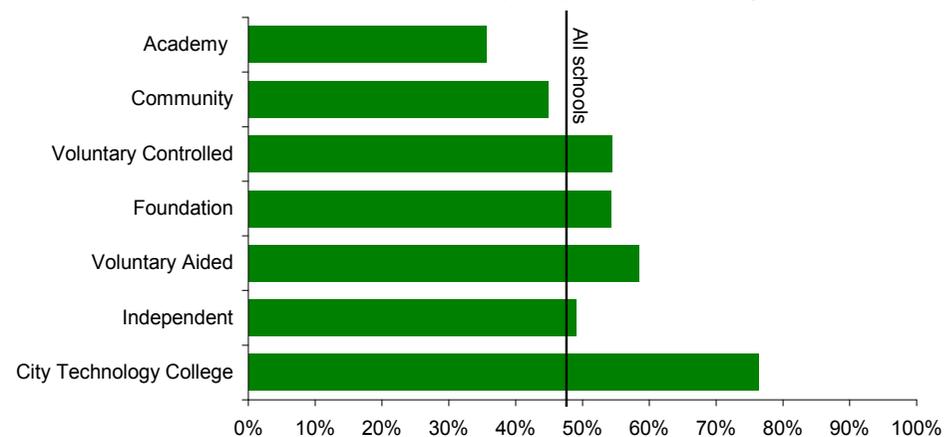


## Summary of GCSE/equivalent achievement in Mainstream Schools by Status

	Number of pupils	Percentage achieving			% entered for GCSEs or equivalent
		Level 2	Level 2 (E&M)	Any passes	
Community	343,800	62.0	44.8	99.3	99.9
Voluntary Aided	84,918	73.4	58.4	99.7	100.0
Voluntary Controlled	18,704	67.3	54.4	99.8	100.0
Foundation	127,946	69.2	54.2	99.8	100.0
City Technology College	912	95.8	76.4	99.9	99.9
Academy	11,939	60.4	35.6	98.7	99.6
Independent	46,103	89.7	49.1	100.0	100.0
<b>All Schools</b>	<b>653,045</b>	<b>65.3</b>	<b>47.6</b>	<b>98.6</b>	<b>99.1</b>

Source: GCSE and Equivalent Results in England, 2007/08 (Revised), DCSF

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 score. Academies also had a clearly above average score.
- Voluntary Controlled, Foundation and Community schools had below average CVA scores. Although in general the gap with the national average was not especially large.

### Summary of CVA measures by School Status

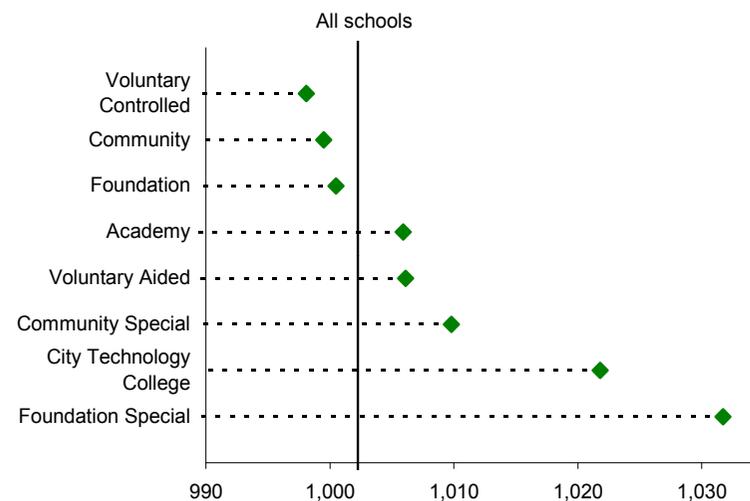
	CVA measure	Percent of pupils included in this measure	Average no. of qualifications taken
Community	999.5	95.5	10.1
Voluntary Aided	1,006.1	95.1	10.3
Voluntary Controlled	998.1	96.3	10.0
Foundation	1,000.5	95.8	10.4
City Technology College	1,021.8	97.0	13.9
Academy	1,005.9	90.7	10.1
Community Special	1,009.8	74.2	4.2
Foundation Special	1,031.7	81.2	5.8
<b>All schools</b>	<b>1,000.9</b>	<b>95.1</b>	<b>10.1</b>

Notes:

All schools includes non-maintained special schools

Source: GCSE and Equivalent Results in England, 2007/08 (Revised), DCSF

### KS2-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 Jewish and Muslim schools performed the best at Level 2. Fewer than 0.3% 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.
- Achievement of pupils at most other types of faith and non faith schools fell by 16-17 percentage points after the inclusion of English and Maths.

### Summary of GCSE/equivalent achievement in Religious Character

	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
No religious character	492,387	64.5	47.9	98.8
Church of England	28,509	68.0	54.2	99.1
Roman Catholic	54,653	72.8	55.9	99.1
Other Christian	7,034	69.6	56.0	98.5
Jewish	943	89.0	81.2	99.9
Muslim	383	86.5	70.4	99.7
Other/unknown	2,109	68.5	50.1	99.4
<b>All schools</b>	<b>586,018</b>	<b>65.6</b>	<b>49.1</b>	<b>98.8</b>
<i>All faith schools</i>	<i>91,696</i>	<i>71.3</i>	<i>55.7</i>	<i>99.1</i>

Notes:

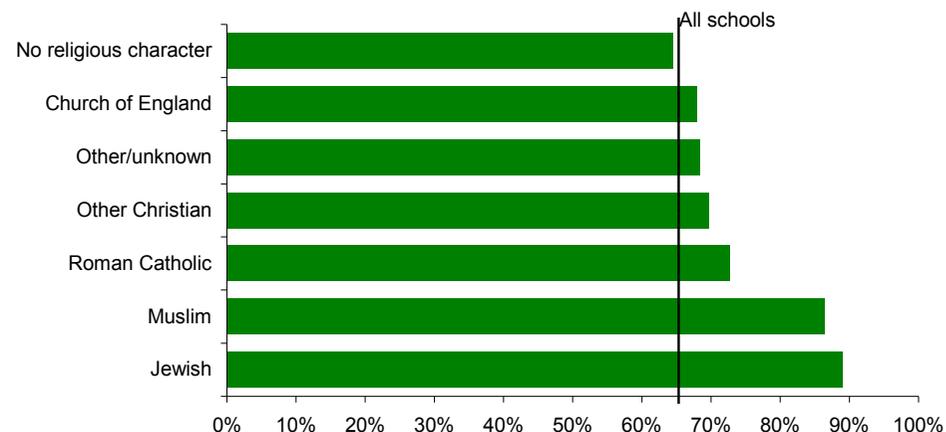
Includes maintained mainstream schools only

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.

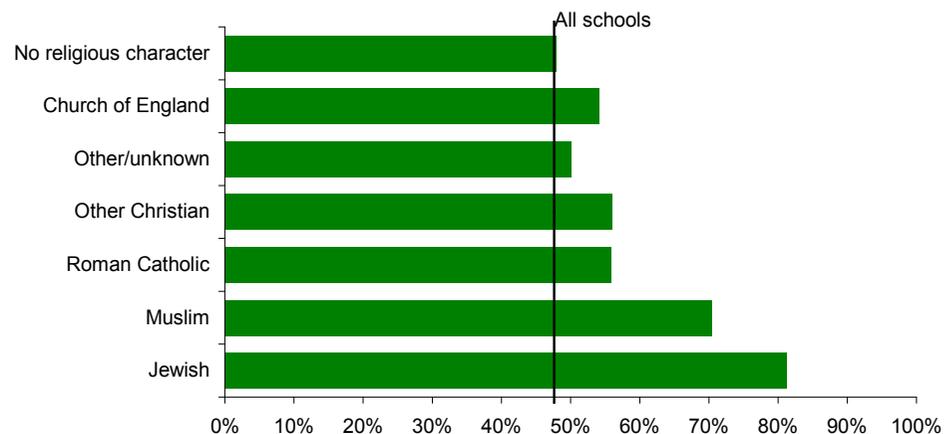
'Other Christian' includes Church of England/other Christian or just 'Christian'

Sources: EduBase, Database of educational establishments, downloaded September 2008; DCSF performance data

### Level 2 achievement by Religious Character



### Level 2 (E&M) achievement by Religious Character



## Religious character -KS2-4 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 the CVA score.
- 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, scores for Muslim and Jewish Schools were significantly above average.
- Schools with no religious character and Church of England schools on average performed marginally below average on CVA scores.
- Pupils at Roman Catholic and 'other Christian' schools progressed faster than average compared to similar pupils across the country.

### Summary of KS2-KS4 CVA measures by Religious character

	CVA measure in this measure	Percent of pupils included in this measure	Average no. of qualifications taken
No religious character	1,000.2	96.0	10.2
Church of England	1,000.2	96.1	10.1
Roman Catholic	1,006.6	95.6	10.3
Other Christian	1,005.3	93.7	10.2
Jewish	1,032.6	92.9	10.0
Muslim	1,021.3	95.6	9.6
Other/unknown	995.7	96.9	10.8
<b>All schools</b>	<b>1,000.9</b>	<b>0.0</b>	<b>10.2</b>
<i>All faith schools</i>	<i>1,004.8</i>	<i>96.0</i>	<i>10.2</i>

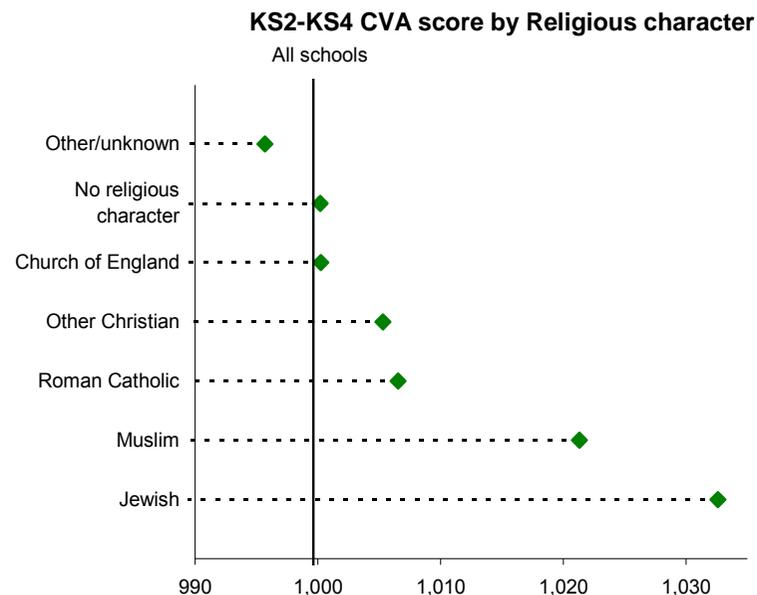
#### Notes:

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 results.

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

Sources: EduBase, Database of educational establishments, downloaded September 2008; DCSF performance data



## 4 Distribution of results at a school level

### School level distribution -attainment results

- In 2007/08 there were 73 schools where less than 30% of pupils reached level 2; 23 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 2011. In 2007/08 440 maintained mainstream targets did not reach this level.
- In just under one quarter of schools (with results in the performance tables) less than half the pupils reached level 2. The median value of 68% 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

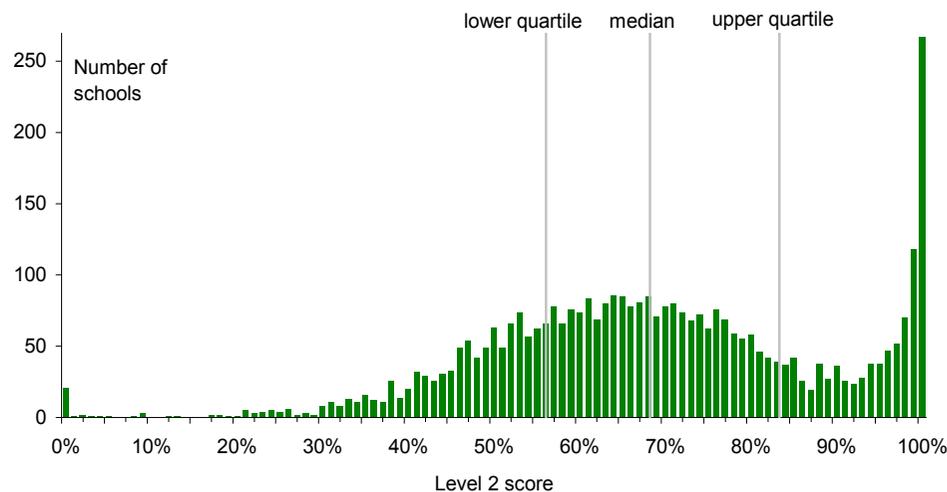
	Level 2	Level 2 (E&M)
<10%	31	213
10-19%	7	129
20-29%	35	362
30-39%	130	620
40-49%	365	661
50-59%	657	604
60-69%	793	463
70-79%	693	241
80-89%	374	144
90-100%	744	392

Notes:

Includes independent mainstream schools. Excludes schools with no published results in the 2008 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%	20%	0%
5th	bottom 5%	39%	4%
10th	bottom 10%	46%	21%
25th	lower quartile	56%	34%
50th	median	68%	48%
75th	upper quartile	83%	65%
90th	top 10%	99%	90%
95th	top 5%	100%	98%
99th	top 1%	100%	100%

Notes:

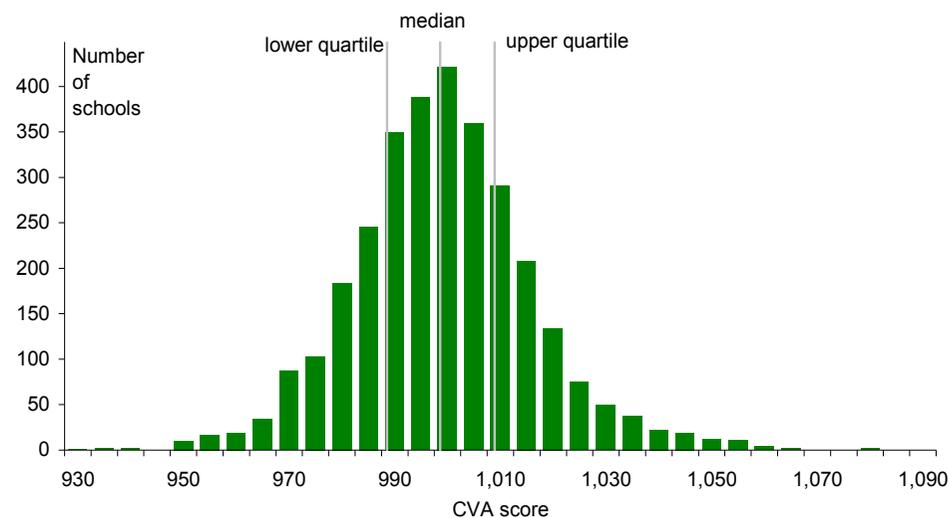
Includes independent mainstream schools. Excludes schools with no published results in the 2007 performance tables.

Source:DCSF performance data

## School level distribution -KS2-4 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 37 schools achieved a score of 1,048 or higher and only 11 scored 952 or less on the KS2-4 measure.
- Based on the confidence intervals for individual schools, 25% of schools scored significantly below average on the KS2-KS4 measure. 29% scored significantly above average and 45% of scored received a score that was not significantly different from the average.

## Distribution KS2-4 CVA scores in state funded mainstream schools



### Number of maintained mainstream schools in each band

CVA score for KS2 to KS4

<970	86
970-980	190
980-990	441
990-1,000	735
1,000-1,010	780
1,010-1,020	493
1,020-1,030	207
1,030-1,040	88
1,040+	71

Notes:

Excludes schools with no published results in the 2008 performance tables.

Source:DCSF performance data

### Percentile distribution of maintained mainstream schools

CVA score for KS2 to KS4

1st	bottom 1%	960
5th	bottom 5%	974
10th	bottom 10%	981
25th	lower quartile	991
50th	median	1,001
75th	upper quartile	1,011
90th	top 10%	1,022
95th	top 5%	1,030
99th	top 1%	1,050

Notes:

Excludes schools with no published results in the 2008 performance tables.

Source:DCSF performance data

## 5 Variations by local area characteristics (state funded schools only)

### English regions and LEAs -attainment results

#### Top 10 performing LEAs

<u>Level 2</u>		<u>Level 2 (E&amp;M)</u>	
Isles of Scilly	87.0%	Isles of Scilly	69.6%
Trafford	79.1%	Sutton	67.2%
Sutton	78.8%	Redbridge	63.9%
Gateshead	75.0%	Trafford	63.9%
Kingston upon Thames	74.1%	Buckinghamshire	63.4%
Solihull	73.9%	Kingston upon Thames	62.5%
Barnet	73.8%	Barnet	61.1%
Redbridge	73.8%	Wokingham	61.0%
Bromley	73.4%	Kensington and Chelsea	59.9%
Hammersmith and Fulham	73.4%	Slough	59.7%

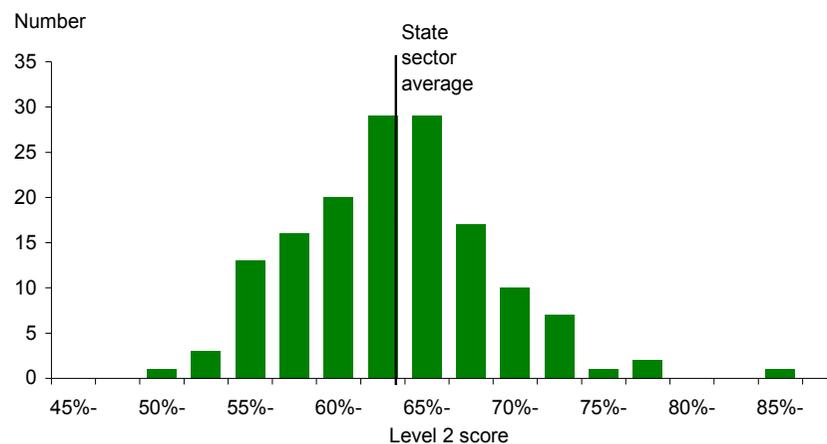
#### Bottom 10 performing LEAs

<u>Level 2</u>		<u>Level 2 (E&amp;M)</u>	
Southwark	56.2%	Manchester	36.9%
Hackney	56.1%	Bradford	36.9%
Southampton	55.8%	Middlesbrough	35.8%
Isle of Wight	55.7%	Bristol, City of	35.5%
Barnsley	55.7%	Nottingham	34.7%
Leicester	55.4%	Blackpool	34.5%
Bristol, City of	54.9%	Barnsley	33.1%
Blackpool	53.5%	Sandwell	31.5%
Swindon	53.1%	Knowsley	29.9%
Kingston upon Hull, City of	51.2%	Kingston upon Hull, City of	29.6%

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

Source: GCSE and Equivalent Results in England, 2007/08 (Revised), DCSF

Distiribution 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	32,112	66.4	44.9	98.0
North West	87,740	65.4	47.4	98.0
Yorkshire And The Humber	63,676	62.1	44.4	97.8
East Midlands	53,434	63.0	47.0	98.4
West Midlands	67,466	64.1	46.1	98.4
East Of England	66,294	64.7	50.3	98.4
London	74,714	65.0	50.6	98.4
<i>Outer London</i>	51,552	66.9	53.0	98.6
<i>Inner London</i>	23,162	60.8	45.4	98.1
South East	92,735	66.0	51.7	98.5
South West	57,597	63.5	49.2	98.5
<b>Total (state funded)</b>	<b>595,768</b>	<b>64.5</b>	<b>48.3</b>	<b>98.3</b>

Source: GCSE and Equivalent Results in England, 2007/08 (Revised), DCSF

## 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 33 percentage points.
- This achievement gap was even larger for level 2 including English and Maths at 41 percentage points. The average percentage of pupils reaching this standard in each of the three least deprived deciles was more than double that seen in the most deprived 10%.

### Summary of GCSE/equivalent achievement by IDACI decile

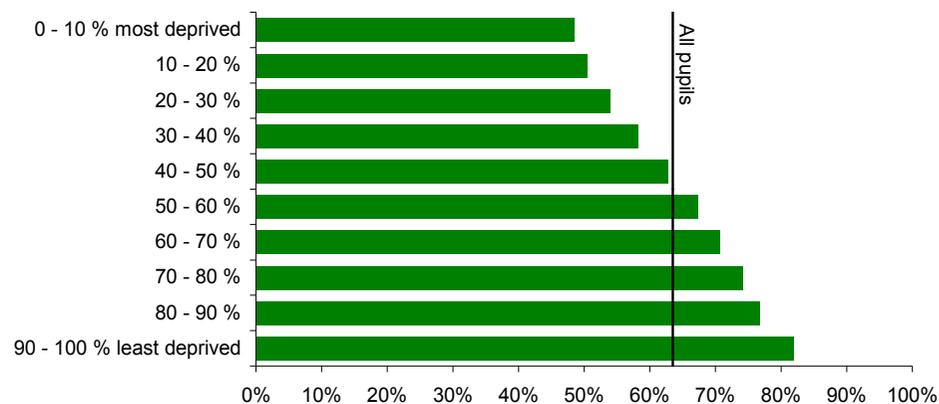
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
0 - 10 % most deprived	68,541	48.5	29.4	96.3
10 - 20 %	65,231	50.4	31.9	97.0
20 - 30 %	61,329	54.0	36.6	97.7
30 - 40 %	58,912	58.2	41.5	98.1
40 - 50 %	58,123	62.8	46.7	98.5
50 - 60 %	56,760	67.3	51.9	98.7
60 - 70 %	56,675	70.7	56.0	99.0
70 - 80 %	56,312	74.2	60.3	99.1
80 - 90 %	56,590	76.8	63.8	99.2
90 - 100 % least deprived	55,001	81.9	70.0	99.4
<b>All Pupils</b>	<b>598,930</b>	<b>63.5</b>	<b>47.8</b>	<b>98.2</b>

Notes:

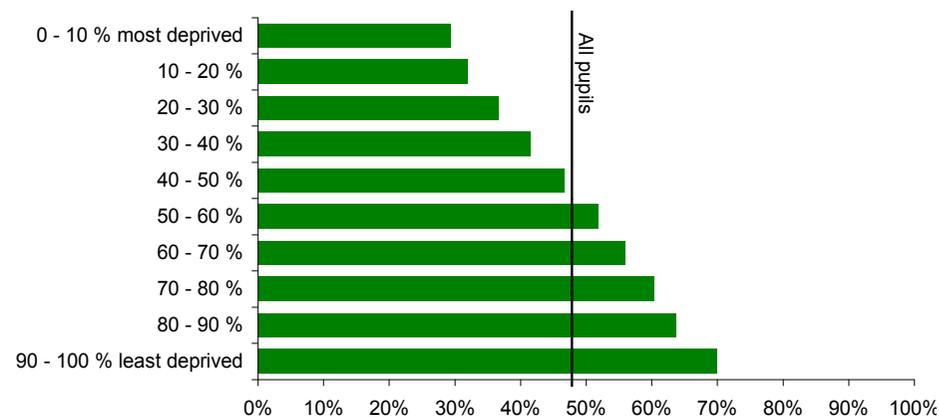
Category data based on where the pupil lives and includes pupils with valid postcodes only.

Source: *Attainment by Pupil Characteristics, in England 2007/08, DCSF. Key stage 4 tables*

### Level 2 achievement by IDACI decile



### Level 2 (E&M) achievement by IDACI decile



## 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.
- 6.6% of pupils included in this analysis were from areas classed as rural villages and 2.8% were from rural hamlets and isolated dwellings.

### Summary of GCSE/equivalent achievement by Rurality

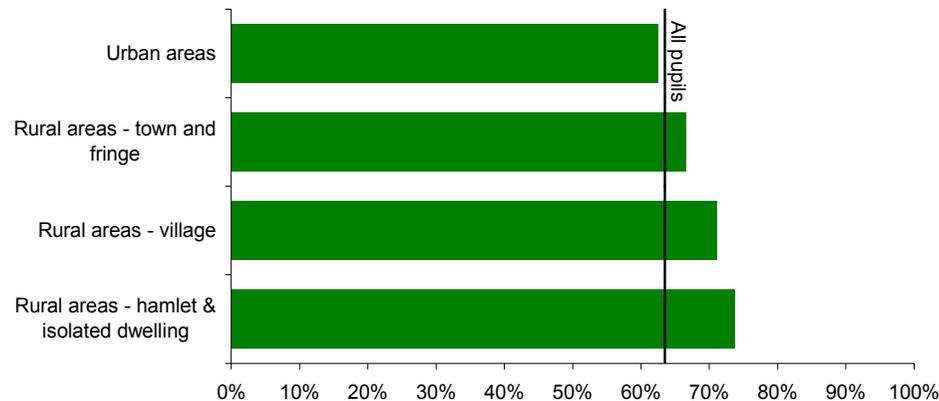
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
Urban areas	482,477	62.5	46.2	98.1
Rural areas - town and fringe	55,244	66.5	52.3	98.8
Rural areas - village	39,412	71.1	57.9	99.0
Rural areas - hamlet & isolated dwelling	16,341	73.7	60.0	99.0
<b>All Pupils</b>	<b>598,930</b>	<b>63.5</b>	<b>47.8</b>	<b>98.2</b>

#### Notes:

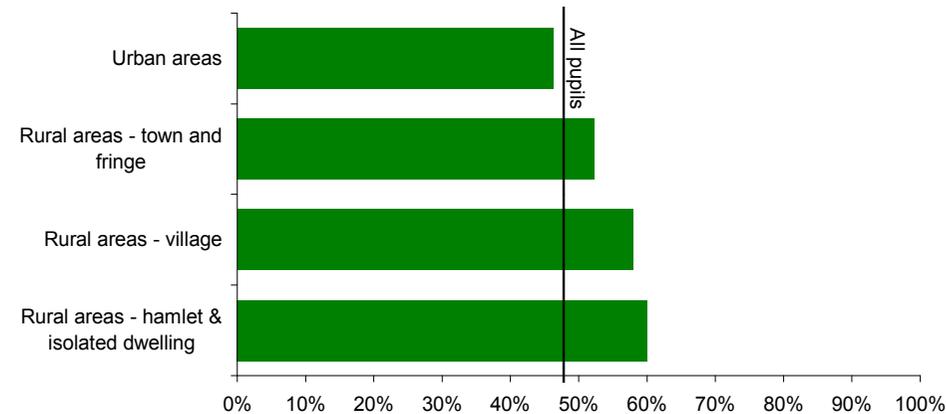
Category data based on where the pupil lives and includes pupils with valid postcodes only.  
Degree of rurality based on the 2004 Rural and Urban classification at Census Output Area level

Source: *Attainment by Pupil Characteristics, in England 2007/08, DCSF. Key stage 4 tables*

### Level 2 achievement by Rurality



### Level 2 (E&M) achievement by Rurality



## 6 Variations by pupil characteristics (State funded 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. 20% of boys eligible for free school meals met the level 2 standard including English and Maths compared to 47% of boys and 56% of girls who were not eligible.

### Summary of GCSE/equivalent achievement by Free School Meals status

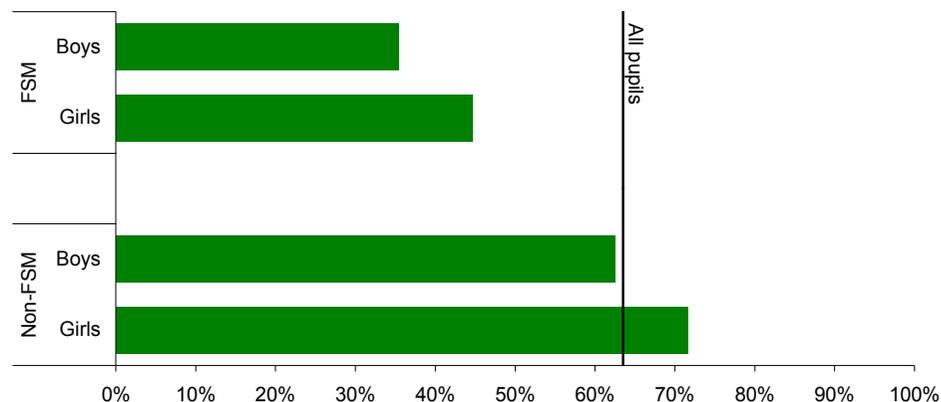
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
FSM	74,845	40.0	23.5	95.8
Boys	38,022	35.4	20.1	95.0
Girls	36,823	44.7	27.0	96.7
Non-FSM	522,747	67.0	51.3	98.5
Boys	266,665	62.5	47.2	98.2
Girls	256,082	71.6	55.5	98.8
<b>All Pupils</b>	<b>598,930</b>	<b>63.5</b>	<b>47.8</b>	<b>98.2</b>

Notes:

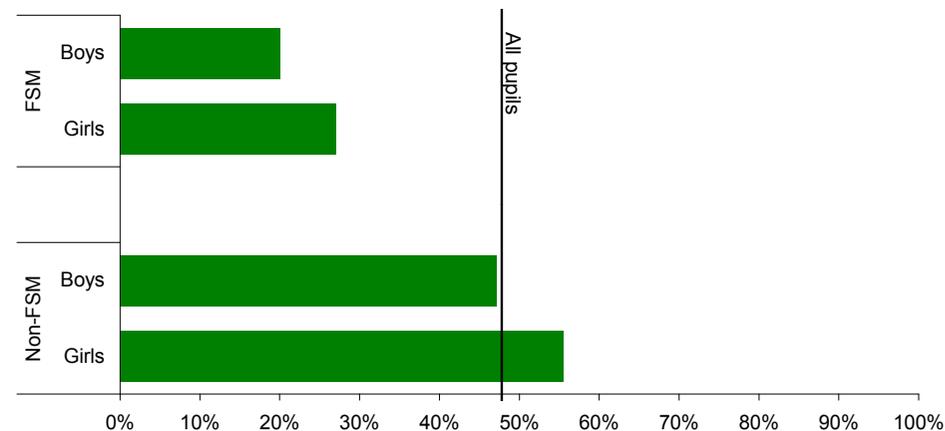
All pupils includes 'unclassified' -where information was refused or not obtained

Source: *Attainment by Pupil Characteristics, in England 2007/08, DCSF. Key stage 4 tables*

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 80% reached level 2 and more than 60% achieved level 2 including English and Maths.
- White British pupils performed just above average on both measures.
- performed above average by around four 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 Pakistani and Black Caribbean groups.

### Summary of GCSE/equivalent achievement by Ethnicity

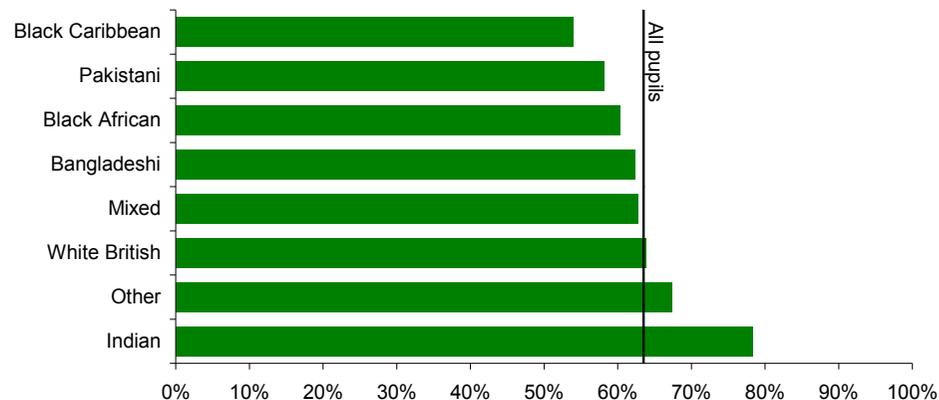
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
White	502,235	63.7	47.9	98.2
<i>White British</i>	484,470	63.8	48.0	98.2
Mixed	16,204	62.8	46.9	97.8
Asian	40,043	66.7	50.6	98.6
<i>Indian</i>	13,443	78.3	64.9	99.2
<i>Pakistani</i>	15,173	58.2	39.7	98.5
<i>Bangladeshi</i>	5,800	62.3	44.5	98.6
Black	22,564	57.6	40.2	98.1
<i>Black Caribbean</i>	7,941	54.0	35.9	98.1
<i>Black African</i>	11,953	60.3	43.3	98.3
Other	7,836	67.3	51.5	97.5
<b>All Pupils</b>	<b>598,930</b>	<b>63.5</b>	<b>47.8</b>	<b>98.2</b>

Notes:

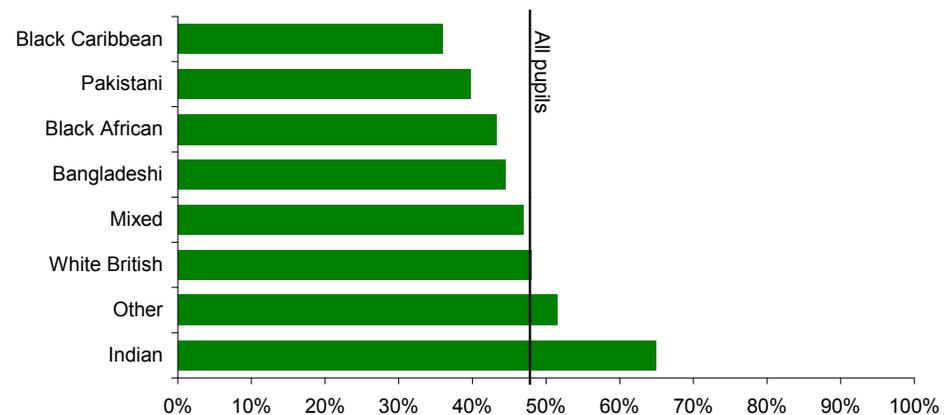
All pupils includes 'unclassified' -where information was refused or not obtained

Source: *Attainment by Pupil Characteristics, in England 2007/08, DCSF. Key stage 4 tables*

### 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 74% of pupils without any identified SEN reached level 2 and 57% achieved this standard including English and Maths.
- Almost 30% of pupils with SEN but without a statement reached level 2 and fewer than one in six 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 nine pupils with statements of SEN reached level 2 and around one in 20 achieved this with English and Maths.
- There are very large differences in attainment among SEN pupils according to their different needs.

### Summary of GCSE/equivalent achievement by Special Educational Needs

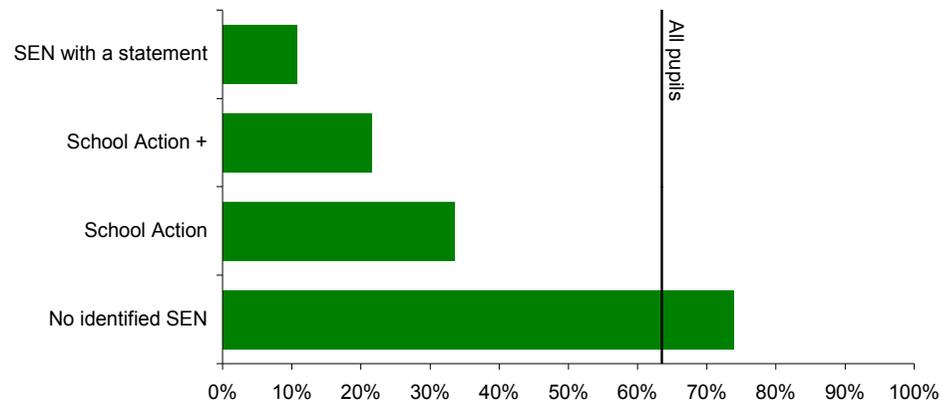
	Number of pupils	Percentage achieving		
		Level 2	Level 2 (E&M)	Any passes
No identified SEN	468,230	73.9	57.4	99.4
SEN without a statement	105,790	29.6	14.8	96.2
<i>School Action</i>	70,705	33.6	16.7	97.8
<i>School Action +</i>	35,085	21.6	10.9	93.0
SEN with a statement	23,570	10.7	5.2	82.8
<b>All Pupils</b>	<b>598,930</b>	<b>63.5</b>	<b>47.8</b>	<b>98.2</b>

Notes:

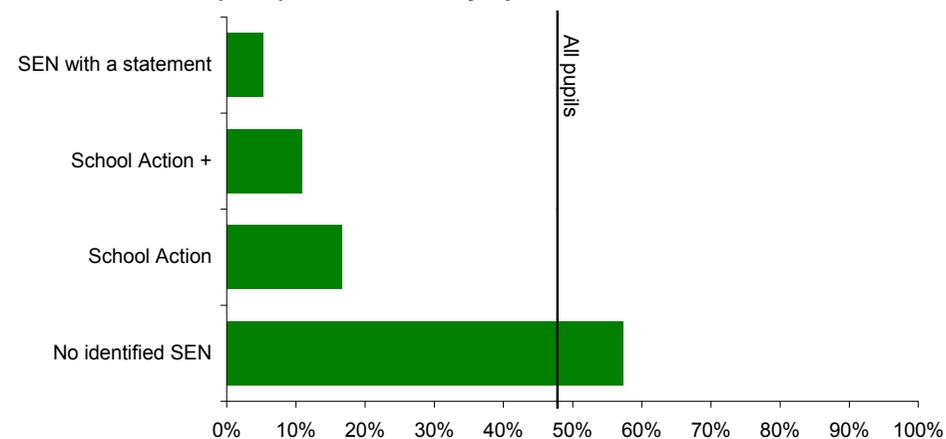
All pupils includes 'unclassified' -where information was refused or not obtained

Source: Attainment by Pupil Characteristics, in England 2007/08, DCSF. Key stage 4 tables

### 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 across other pupil characteristics.
- The gap was 2.2 percentage points for level 2 and somewhat larger (3.3 points) for level 2 including English and Maths.
- These gaps were greater among boys; 3.3 points for level 2 and 4.9 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	538,215	63.8	48.1	98.2
Other than English	58,445	61.6	44.8	98.1
<b>All Pupils</b>	<b>598,930</b>	<b>63.5</b>	<b>47.8</b>	<b>98.2</b>

Notes:

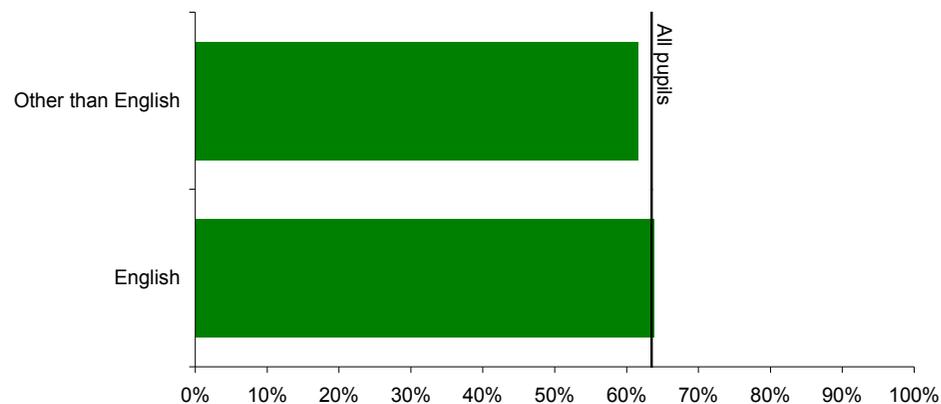
All pupils includes 'unclassified' -where information was refused or not obtained

English includes not known but believed to be English.

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

Source: *Attainment by Pupil Characteristics, in England 2007/08, DCSF. Key stage 4 tables*

### Level 2 achievement by First language



### Level 2 (E&M) achievement by First language

