



Measuring Progress at Pupil, School and National levels

Schools Analysis and Research Division

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1. Introduction

1.1 Background

The purpose of this topic note is to explore the data available on pupil progress, examining groups of pupils and schools, and the national picture.

It is not intended to answer one specific question or provide figures that will be updated on a regular basis. The majority of the analysis is based on the National Pupil Database and the data is accessible to researchers.

1.2 What is progress?

In this paper we will use 3 measures of progress; (i) transition between key stages; (ii) levels of progress and; (iii) value added approaches

(i) Transition between Key stages

The main way that progress will be measured is by simple transition tables from one key stage to the next. The table below is an example of this. For each prior attainment level on the left hand side the percentage of pupils achieving the threshold – in this case Level 4+ and Level 5+ in Key Stage 2 Maths – is given in the corresponding box.

Table 1.1 - Percentage of pupils progressing from Key Stage 1 to Key Stage 2 in Maths

Key Stage 1 attainment	Level 4+	Level 5+
No Prior	65%	22%
Below	7%	0%
1	21%	1%
2C	52%	2%
2B	81%	11%
2A	95%	32%
3+	99%	75%

So, for example, of those pupils at Key Stage 2 Level 2B in Maths in this table, 81% achieved a Level 4 or above and 11% achieved a Level 5 or above in Maths at Key Stage 2.

(ii) Levels of progress

Levels of progress are a new measure of progress that are going to be published at school level in the Attainment and Achievement Tables for the first time in 2009. There are two measures covering Key Stages 1 to 2 and Key Stages 2 to 4 and there are separate measures for each of English and Maths.

Between Key Stage 1 and 2 pupils are expected to make at least 2 National Curriculum levels of progress. The transition table below highlights in green which combinations of Key Stage 1 and Key Stage 2 attainment constitute 2 levels of progress. Pupils at Level 4 at key Stage 1 and Level 5 at key Stage 2 are awarded 2 levels of progress because they cannot achieve any higher. The grey areas on the chart are combinations for

which we do not know if 2 levels of progress have been made. Pupils falling into these categories are not included in the measure. However we know that pupils with no prior attainment getting a Level 5 definitely have done so they are included.

Table 1.2 – Transition table of pupils making 2 levels of progress from Key Stage 1 to 2

		Key Stage 2 level						
		other	Q	B,N	2	3	4	5
Key Stage 1 level	Other or no prior available	n/a	n/a	n/a	n/a	n/a	n/a	✓
	W	n/a	n/a	n/a	✓	✓	✓	✓
	1	n/a	n/a	X	X	✓	✓	✓
	2	n/a	n/a	X	X	X	✓	✓
	3	n/a	n/a	X	X	X	X	✓
	4	n/a	n/a	X	X	X	X	✓

From Key Stage 2 to 4 pupils are expected to make 3 levels of progress. GCSE grades are given notional levels as shown in the table below.

Table 1.3 - Notional Levels for GCSE grades in Maths and English

GCSE Grade	A*	A	B	C	D	E	F	G
Notional level	10	9	8	7	6	5	4	3

Using these notional levels, the transition table below highlights all combinations of Key Stage 2 and Key Stage 4 attainment that constitute 3 levels of progress.

For those pupils with a B (working below the level assessed by the test) or an N (no test level awarded) we know that they have at most a Level 2, so an E must therefore constitute 3 levels of progress. However, we do not know whether or not a G or an F counts as 3 levels of progress because we do not know their exact level at Key Stage 2. Those pupils with a B or an N at Key Stage 2, who go on to get an F or a G at GCSE are excluded from the calculations.

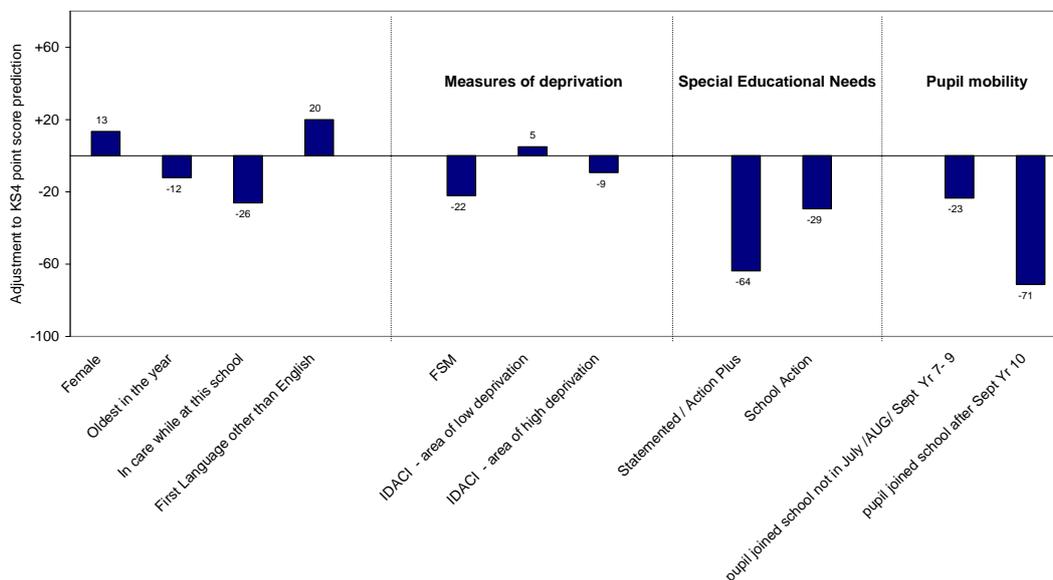
Table 1.4 – Transition table of pupils making 3 levels of progress from Key Stage 2 to 4

		GCSE grade (Key Stage 4 level)									
		no result	U	G	F	E	D	C	B	A	A*
Key Stage 2 level	Other or no prior available	x	x	n/a	n/a	n/a	n/a	n/a	✓	✓	✓
	B,N	x	x	n/a	n/a	✓	✓	✓	✓	✓	✓
	2	x	x	x	x	✓	✓	✓	✓	✓	✓
	3	x	x	x	x	x	✓	✓	✓	✓	✓
	4	x	x	x	x	x	x	✓	✓	✓	✓
	5	x	x	x	x	x	x	x	✓	✓	✓

(iii) Value Added and Contextualised Value Added

Value added approaches compare pupils’ actual results with predictions derived from all pupils with that level of prior attainment and, in the case of contextualised value added (CVA), characteristics. The Annex gives a list of factors included in the 2008 CVA models and their coefficients. Figure 1.1 below shows the impact of some of the basic pupil characteristics on progress between Key Stage 2 and 4, when prior attainment and the impact of each other factor is accounted for.

Figure 1.1 – Adjustments made due to basic pupil characteristics in Key Stage 2 to 4 CVA, 2008



For example, the coefficient for female is +13 points. This suggests that females make, on average, 13 points more progress than males with otherwise the same characteristics and prior attainment. To interpret these figures consider that 1 grade in 1 GCSE subject is worth 6 points. Therefore, 13 points roughly equates to the equivalent of getting 2 A grades as opposed to 2 B grades.

Girls and pupils with English as an additional language make more progress than their peers once prior attainment and characteristics are accounted for. Pupils who are oldest in the year, in care, deprived, have a special educational need or are mobile have a

negative adjustment made to their Key Stage 4 point score 'prediction' under the model. Further analysis of the impact of each characteristic and a list of coefficients is provided in the Annex. For further details on the CVA methodology and ready reckoners which show how scores are calculated see the guidance on the Achievement and Attainment Tables website: <http://www.dcsf.gov.uk/performance/tables/>

1.3 Technical details

This Topic Notes uses four measures of overall Key Stage 4 attainment:

1) 5 A*-C

5 or more GCSE and equivalents¹ at grades A*-C.

2) 5A*-C including English and Maths

5 or more GCSE and equivalents at grades A*-C including GCSE English and Maths.

3) 3 A/A*

3 or more GCSE and equivalents at grades A or A*.

4) Capped best 8 point score

The points for a pupil's best 8 GCSE or equivalent grades. Table 1.5 gives the points awarded for each grade at GCSE. Further information on how the capped point score is calculated and points scores for common equivalencies can be found on the Achievement and Attainment Tables website: <http://www.dcsf.gov.uk/performance/tables/>

Table 1.5 – GCSE point scores

GCSE Grade	Point score
A*	58
A	52
B	46
C	40
D	34
E	28
F	22
G	16

This Topic Note describes Key Stage 1 and 2 pupil attainment in terms of National Curriculum levels and marks.

Average levels are calculated by taking the average of a pupil's results in each subject. At Key Stage 2 this calculation uses fine graded point scores from Key Stage 2 tests in English, Maths and Science. At Key Stage 1 reading, writing and Maths assessments are used to calculate the average. Fine grades are not available at Key Stage 1, so average levels are calculated using the point score equivalencies shown in Table 1.6 below.

¹ Information on all accredited qualifications approved by the Secretary of State which count as equivalencies can be found at the QCA website at: www.ndaq.org.uk

Table 1.6 - Key Stage 1 Point Score Equivalencies

Level	Point score
W (working towards Level 1)	3
1	9
2C	13
2B	15
2A	17
3	21
4	27

The majority of the analysis in this topic note uses 2008 data. Those at the end of Key Stage 2 in 2008 were at the end of Key Stage 1 in 2004.

In 2004 a trial took place in 34 Local Authorities where only teacher assessments were submitted to the Department for Key Stage 1. For trial schools, sublevels at Level 2 were reported, as they had been in the task/tests previously. For non-trial schools Level 2 sublevels were reported in the task/test results but no breakdown of Level 2 was reported in the teacher assessments. This meant that there was no consistent basis on which Key Stage 1 could be reported. For the analysis in this bulletin, teacher assessments have been used for pupils in schools that were in the trial at Key Stage 1 and task/test results have been used for pupils in schools that were not.

1.4 Definition of terms

EAL

English as an additional language.

FSM

Free School Meals. Free School Meals are offered to children of families who are in receipt of Employment and Support Allowance (Income Related), Income Support, Income Based Job Seekers Allowance or Guaranteed Element of State Pension Credit. Pupils are recorded as eligible only if a claim for free school meals has been made by them or on their behalf by parents and either (a) the relevant authority has confirmed their eligibility and a free school meal is currently being provided for them, or (b) the school or the LEA have seen the necessary documentation (for example, an Income Support order book) that supports their eligibility, and the administration of the free meal is to follow as a matter of process.

FSP

Foundation Stage Profile. Children's outcomes in the academic year that they turn 5, based on 13 FSP assessment scales.

IDACI

IDACI (Income Deprivation Affecting Children Index) is part of the Indices of Multiple Deprivation (IMD). The index is the proportion of a super output area's children under 16 living in 'income deprived' families. This is defined as families in receipt of Income Support and Job Seekers Allowance (Income Based) or families in receipt of Working Family Tax Credit/Disabled Persons Tax credit whose equivalised income is below 60% of the median before housing costs. The IDACI scores are attached to pupils at aged 16 using school census information on home postcode and then grouped into quartiles for analytical purposes.

LSYPE

Longitudinal Study of Young People in England

NPD

National Pupil database

NS-SEC

National Statistics Socio-Economic Classification

SEN

Special Educational Needs. There are three types of SEN:

- 1.) School Action - a teacher identifies a child with SEN and provides interventions.
- 2.) School Action Plus - as with school action, but with help from external services.
- 3.) Statemented - The Local Authority provides written statement of SEN needs of the child.

2. How does progress vary for different groups of pupils?

Summary

- Progress rates in English and Maths are higher for those with higher Key Stage 2 prior attainment. For those attaining Level 4 at Key Stage 2, 60% of pupils progress to a C or above in GCSE Maths, and 65% in English.
- The 3 levels of progress measure is also positively related to prior attainment. In Maths, 35% of pupils attaining Level 3 at Key Stage 2 make 3 levels of progress compared to 74% of pupils at Level 5 making 3 levels of progress.
- Males, deprived pupils, those with special educational needs and mobile pupils all progress at lower rates than their peers from Key Stage 2 to 4.
- Females and those with English as an additional language progress at a higher rate than their peers from Key Stage 2 to 4.
- For Key Stage 1 to 2 the findings on pupils with these characteristics are similar, except for females who progress at a lower rate than males.
- White FSM boys make the least progress of any combination of ethnicity, gender and deprivation. Unlike the White group, Black pupils do not have a large difference between the attainment of FSM and non-FSM pupils.
- Ethnic groups with a lower proportion of FSM pupils generally make more progress between Key Stages 2 and 4 than those with a high proportion of FSM pupils.
- Pupils in the bottom 20% of attainment at FSP are nearly 6 times more likely to be in the bottom 20% of attainment at Key Stage 1 than their peers.

This chapter outlines progress rates for pupils with a variety of characteristics between: (i) Key Stages 2 and 4; (ii) Key Stages 1 and 2 and; (iii) Foundation Stage Profile and Key Stage 1. The characteristics include gender, level of deprivation, ethnicity, first language, special educational needs, mobility and combinations of these.

2.1 Key Stage 2 to 4

The data used for this analysis comprises approximately 605,000 pupils who were in maintained schools and at the end of Key Stage 4 in 2008. Where possible their 2003 Key Stage 2 results have been matched to their 2008 Key Stage 4 results. The analysis also considers pupils where no Key Stage 2 attainment is available, e.g. for immigrants who have moved to the UK since 2003.

2.1.1 Prior Attainment

To give some context to the analysis that follows, Table 2.1 and Figure 2.1 show the prior attainment (2003 Key Stage 2 results) of pupils in this analysis. The expected level at Key Stage 2 is Level 4. 72% of these pupils achieved Level 4 or above in English, 69% in Maths and 83% in Science.

Table 2.1 – Prior attainment of Key Stage 4 pupils at Key Stage 2 National Curriculum tests

Key Stage 2 attainment	English		Maths		Science	
	Pupils	%	Pupils	%	Pupils	%
No Prior	25,700	4%	25,700	4%	25,700	4%
Below	32,500	5%	29,300	5%	11,300	2%
2	5,900	1%	6,500	1%	2,000	0%
3	95,300	16%	114,200	19%	55,400	9%
4	284,600	47%	255,700	42%	270,900	45%
5+	151,300	25%	163,700	27%	231,400	38%
Other	9,800	2%	10,000	2%	8,400	1%
Total	605,100	100%	605,100	100%	605,100	100%

Tables 2.2, 2.3 and 2.4 show the progress of pupils from Key Stage 2 to 4 by prior attainment level in Maths, English and Science.

The expected level at Key Stage 2 is Level 4 and the expected level at Key Stage 4 is grade C at GCSE or equivalent. At Key Stage 4 in 2008, of the pupils who had achieved Level 4 in Maths at Key Stage 2, 60% attained grade C or above in GCSE Maths. Similarly of those who achieved Level 4 in Key Stage 2 English, 65% went on to achieve grade C or above in GCSE English.

Table 2.2 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE

Key Stage 2 Maths	GCSE grade C+	GCSE grade A/A*	3 Levels of Progress	4 Levels of Progress
Below	1	0	26	8
2	1	0	26	7
3	13	0	35	13
4	60	5	60	21
5+	94	43	74	43

Table 2.3 – Percentage of pupils progressing from Key Stage 2 English to GCSE

Key Stage 2 English	GCSE grade C+	GCSE grade A/A*	3 Levels of Progress	4 Levels of Progress
Below	2	0	45	21
2	3	0	53	20
3	16	0	49	16
4	65	5	65	26
5+	95	42	78	42

Pupils who achieve Level 5 at Key Stage 2 are much more likely to go on to achieve an A/A* at GCSE in Maths (43%) and English (42%), as Tables 2.2 and 2.3 show. Of those at Level 4 at Key Stage 2, 5% go on to get an A/A* at GCSE in each of Maths and English and of those below the expected level at Key Stage 2, 0% reach these grades in GCSE Maths and English.

Table 2.4 - Percentage of pupils progressing from Key Stage 2 Science to GCSE

Key Stage 2 Science	2 Good Science GCSEs
Below	1
2	1
3	4
4	32
5+	78

Similarly, as Table 2.4 shows, there is a relationship between Science attainment at Key Stage 4 and Key Stage 2 prior attainment in Science. Table 2.4 shows that, of those at the expected Level 4 at Key Stage 2 in Science, 32% go on to get two good Science GCSEs or equivalent.

Two good Science GCSEs

A pupil is included in the two good Science indicator if they have achieved a BTEC/OCR/GNVQ qualification in Science or if they have achieved an A*-C grade in one of the following:

(i) at least two separate Sciences (if the pupil entered all three separate Sciences), (ii) both core and additional science, (iii) both core and additional applied science, (iv) double Science, (v) double applied Science (vocational GCSE).

Of those at level 5 or above at Key Stage 2, 78% go on to achieve 2 good Science GCSEs or equivalent and only a small proportion of those below the expected level at Key Stage 2 progress to 2 good Science GCSEs.

Figure 2.1 shows that there is a very clear positive relationship between Key Stage 2 prior attainment and getting a C+ in GCSE English or Maths. Of those with a Level 3 in Key Stage 2 Maths only 13% go on to get a C or above at GCSE (16% for English), whereas of those at level 4 at Key Stage 2 the figure is close to two thirds (60% for Maths and 65% for English) and almost all pupils with a Level 5 or above at Key Stage 2 go on to get a C or above at GCSE (94% for Maths and 95% for English).

At each level of prior attainment the proportion of pupils getting a C or above at GCSE is slightly higher in English than in Maths, reflecting the fact that nationally more pupils get a grade C or above in English than Maths.

Figure 2.1 – Percentage of pupils progressing from Key Stage 2 English and Maths to GCSE Grade C or above

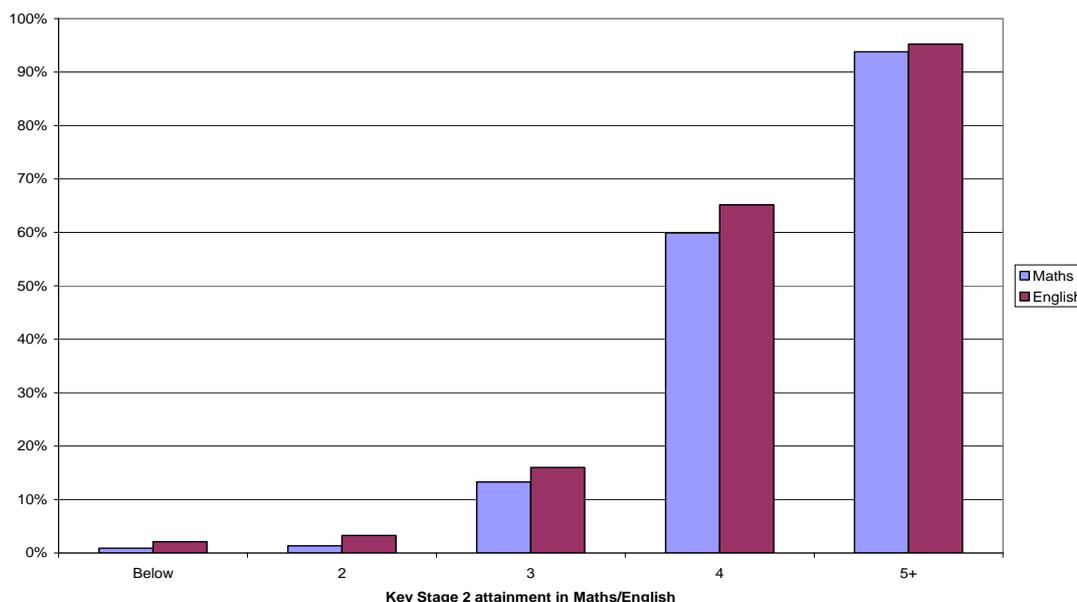
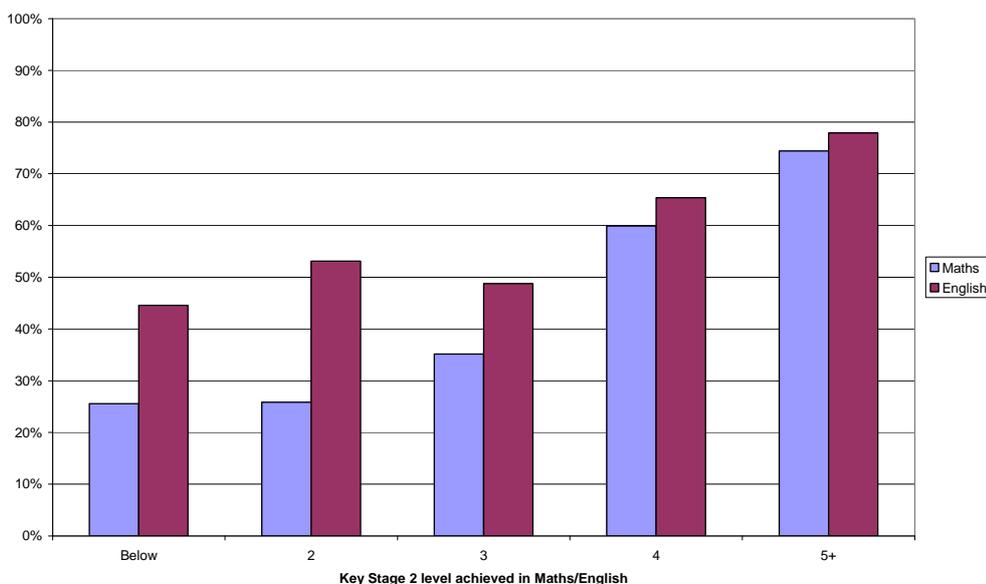


Figure 2.2 – Percentage of pupils making 3 Levels of progress in English & Maths from Key Stage 2 to Key Stage 4



There is also a relationship between prior attainment and making 3 levels of progress as Figure 2.2 shows. As prior attainment increases so the proportion of pupils making 3 levels of progress increases too. 35% of pupils at Level 3 at Key Stage 2 make 3 levels of progress in Maths compared to 60% of pupils at level 4 and 74% of pupils at level 5. At all levels of prior attainment the proportion of pupils making 3 levels of progress is greater in English than in Maths.

Table 2.5 and Figure 2.3 show the progress of pupils from their average Key Stage 2 levels to various measures of overall Key Stage 4 attainment. Again there is a clear positive relationship between Key Stage 4 attainment and Key Stage 2 attainment. Pupils are more likely to meet the Key Stage 4 thresholds if they have higher Key Stage 2 prior attainment. From those achieving the expected Level 4 at Key Stage 2, 68% of pupils met the 5A*-C threshold and 46% met the 5A*-C including English and Maths threshold. These figures compare to 18% and 3% reaching each threshold respectively from those achieving an average Key Stage 2 level 3.

Capped points score

The capped points score is the total of the pupil's best 8 results in GCSE or equivalent qualifications.

Point score per GCSE: A* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22, G = 16, U,X = 0

Table 2.5 – Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 2

Key Stage 2 Attainment	5 A*-C	5 A*-C including English and Maths	3+ A/A*	Average capped best 8 point score
No Prior	46%	31%	15%	266
Below	5%	1%	0%	142
3	18%	3%	0%	219
4	68%	46%	10%	314
5+	97%	93%	62%	394

Again pupils are much more likely to attain at the higher level, in this case 3 or more A*/As, if they have a level 5 at Key Stage 2. 62% of pupils at level 5 progress to meet this high attaining threshold whereas just 10% progress from Level 4 and 0% progress from Level 2.

Figure 2.3 – Percentage of pupils progressing from average level at Key Stage 2 to GCSE thresholds

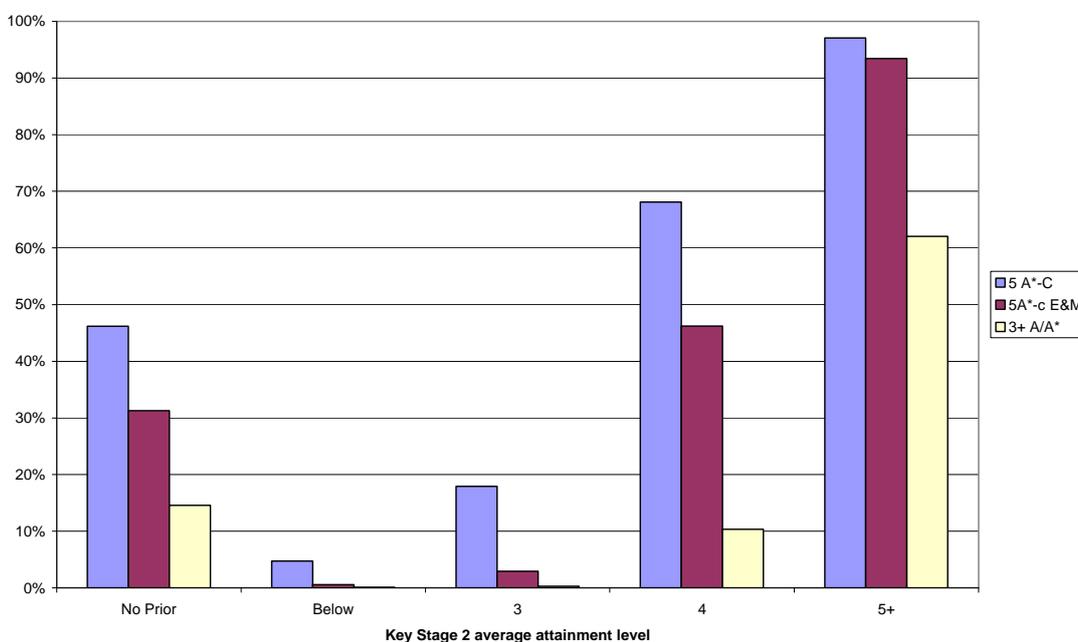


Table 2.5 also gives the average capped best 8 GCSE and equivalent point scores for each level of prior attainment at Key Stage 2:

- For pupils at level 3 at Key Stage 4, the average capped best 8 score is 219 points, the equivalent of about 3 D and 5 E grades at GCSE.
- For pupils at the expected level of 4 at Key Stage 2, the average capped best 8 score is 314 points, the equivalent of about 8 C grades at GCSE.
- For pupils at level 5 at Key Stage 2 the average capped best 8 score is 394, the equivalent of about 7B grades and one A grade at GCSE.

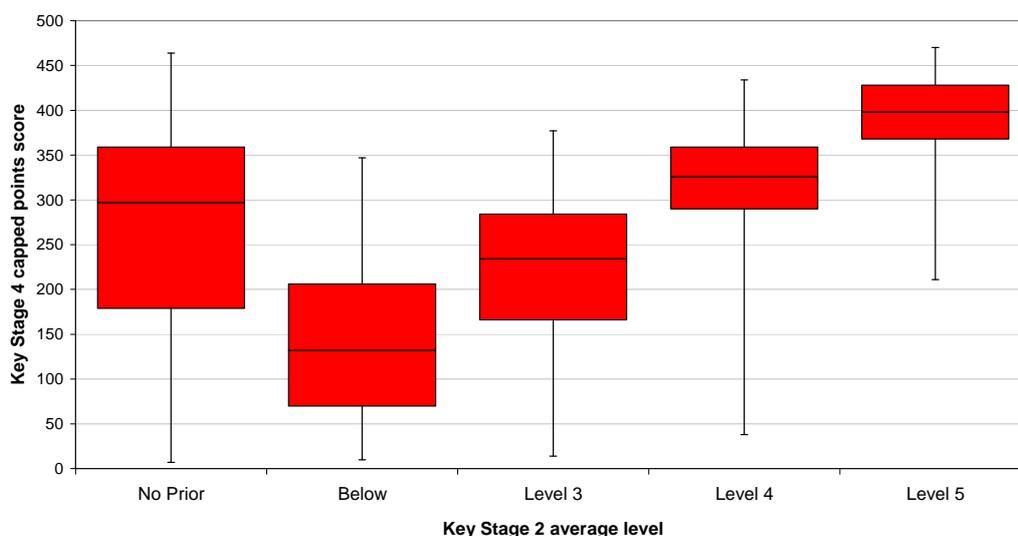
Tables 2.1 to 2.5 also show attainment for the group for whom we do not have prior attainment information. This could be for a number of reasons, e.g. they could have moved to the UK from abroad, or they could have moved from the independent to the state school system.

Those pupils with no prior information at Key Stage 2 on average attain slightly lower than those with a level 4 at Key Stage 2, but substantially higher than those with a level 3. For example 46% of the pupils with no prior attainment reached the 5A*-C threshold, compared to 68% of pupils from level 4 and 18% of pupils from level 3.

However, at the higher thresholds the no prior attainment group outperform the level 4 group. 15% of those with no prior attainment attain 3 or more A/A*s at GCSE, compared to 10% of those at level 4 at Key Stage 2. The same is seen when we look at the higher grades in English and Maths. This suggests, as we might expect, that the group with no prior attainment is not particularly homogenous; they have a high range of attainment.

The box plots² of Key Stage 4 capped points by prior attainment level in Figure 2.4 confirm that those pupils with no prior information have the greatest range of scores at Key Stage 4. The upper quartile of the no prior group is similar to that of the level 4 group, whilst the lower quartile is similar to that of the level 3 group. This follows because they are likely to have a wide range of ability levels.

Figure 2.4 – Box plots of progression from average level at Key Stage 2 to GCSE capped points score



*vertical bar ranges from 1st to 99th percentile

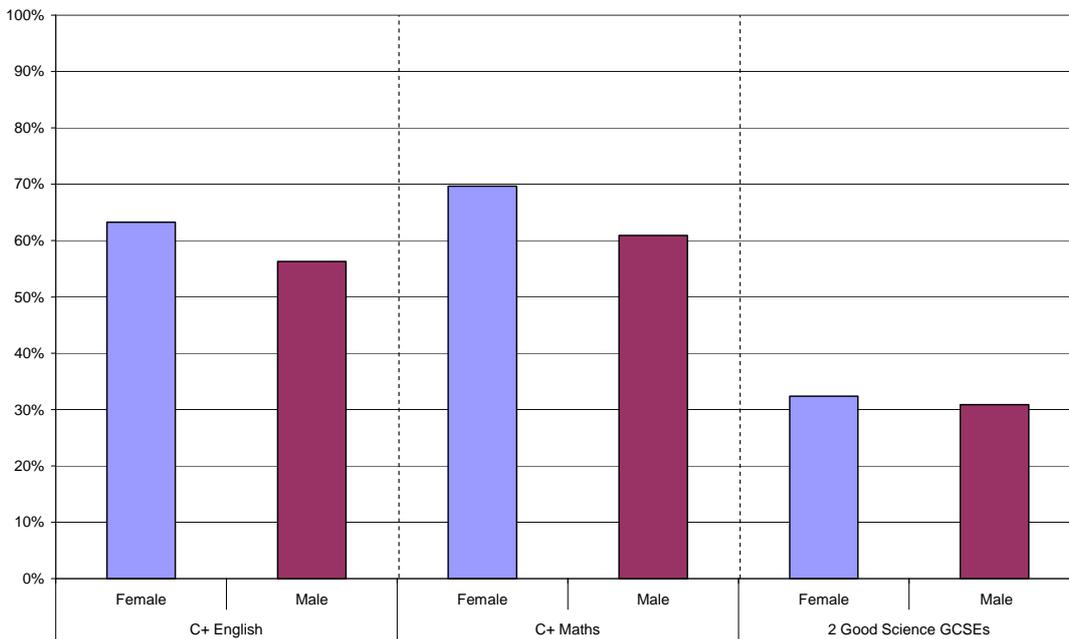
² Box plots are a way of displaying the median, quartiles and extremes – in this case the 1st and 99th percentiles – of a distribution.

2.1.2 Gender

Tables 2.6 to 2.9 show that on average girls progression from Key Stage 2 in 2003 to Key Stage 4 in 2008 was greater than boys. This finding holds for each level of prior attainment and in each subject and measure of attainment and progress.

From those achieving the expected Level 4 in Key Stage 2 Maths, 63% of girls progressed to a C or higher at GCSE compared to 56% of boys. The gap was slightly wider in English where 70% of girls at Level 4 progressed to a C or higher at GCSE, compared to 61% of boys. In Science the gap was just 1% point as 32% of girls and 31% of boys at Level 4 progressed to achieve 2 good science GCSEs. Figure 2.5 shows the proportion of boys and girls in each of these subjects that progressed from a Key Stage 2 Level 4.

Figure 2.5 – Percentage of pupils progressing from Key Stage 2 English, Maths and Science to GCSE, by gender



Overall girls were more likely to meet the 5A*-C including English and Maths threshold than boys. 51% of girls at level 4 at Key Stage 2 passed this threshold, compared to 42% of boys with the same prior attainment.

Girls at Level 4 at Key Stage 2 had an average capped GCSE and equivalents point score 18 points higher than boys, roughly the equivalent of 8Cs rather than 6Cs and 2 Ds at GCSE.

Table 2.6 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by gender

Key Stage 2 Maths	GCSE grade C+		GCSE grade A/A*		3 Levels of Progress		4 Levels of Progress	
	Female	Male	Female	Male	Female	Male	Female	Male
Below	1	1	0	0	28	23	8	7
2	1	1	0	0	27	25	7	7
3	15	12	0	0	37	33	15	12
4	63	56	5	3	63	56	25	18
5+	95	93	47	40	78	71	47	40

Table 2.7 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by gender

Key Stage 2 English	GCSE grade C+		GCSE grade A/A*		3 Levels of Progress		4 Levels of Progress	
	Female	Male	Female	Male	Female	Male	Female	Male
Below	3	2	0	0	51	40	27	18
2	4	3	0	0	61	49	25	17
3	20	14	0	0	56	44	20	14
4	70	61	6	4	70	61	30	23
5+	96	94	45	37	80	74	45	38

Table 2.8 – Percentage of pupils progressing from Key Stage 2 Science to GCSE, by gender

Key Stage 2 Science	2 Good Science GCSEs	
	Female	Male
Below	1	1
2	1	1
3	4	3
4	32	31
5	79	78

Table 2.9 – Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 2 and gender

Key Stage 2 attainment	5 A*-C		5A*-C E&M		3+ A/A*		Average capped best 8 points score	
	Female	Male	Female	Male	Female	Male	Female	Male
No prior	51%	41%	36%	27%	18%	11%	281	252
Below	5%	4%	1%	0%	0%	0%	152	134
3	21%	15%	4%	2%	0%	0%	232	208
4	73%	64%	51%	42%	13%	7%	323	305
5	98%	96%	95%	92%	67%	57%	400	387

2.1.3 Deprivation

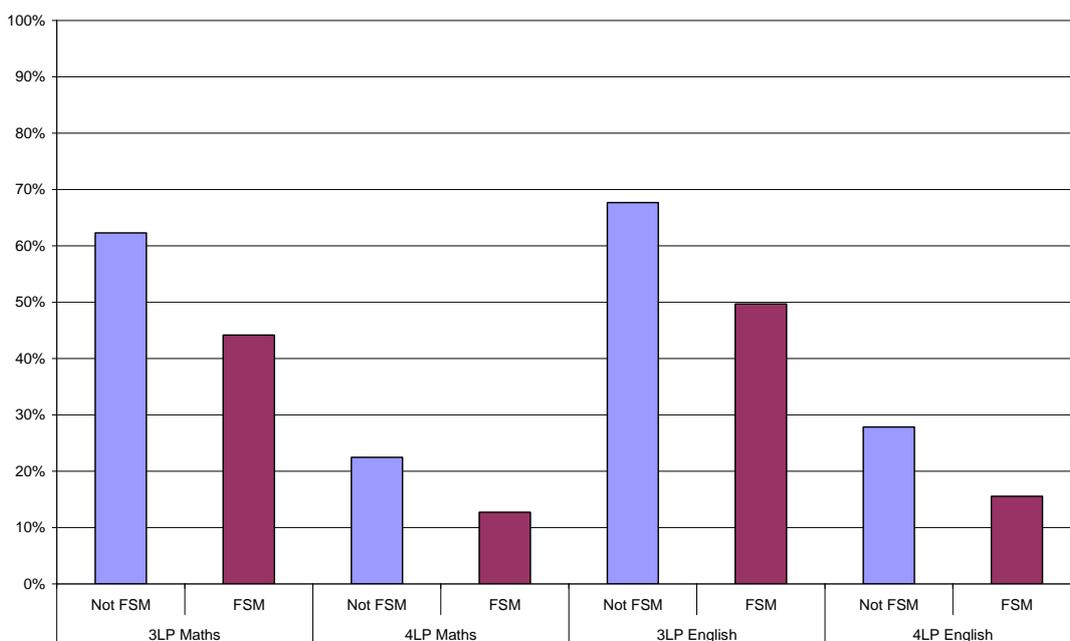
The School census collects information on whether a pupil is eligible for and claiming free school meals (FSM) and this information is used as a proxy for deprivation in this paper.

Tables 2.10 to 2.13 show that FSM pupils had lower rates of progress from Key Stage 2 in 2003 to Key Stage 4 in 2008 than their peers. This finding holds for almost every combination of prior attainment level, subject and measure of attainment and progress.

From those achieving the expected Level 4 at Key Stage 2, the gap in the proportion of pupils getting a C or above at GCSE between FSM pupils and their peers was 18% points in both Maths and English. For every level of prior attainment deprived pupils make less progression than their peers between Key Stages 2 and 4 in English, Maths and Science.

The figure below shows the proportion of pupils making 3 and 4 levels of progress in English and Maths from Key Stage 2 level 4 in English and Maths. Fewer FSM pupils make the expected 3 levels of progress in both subjects than non FSM pupils.

Figure 2.6 – Percentage of pupils with a Level 4 at Key Stage 2 making 3 and 4 levels of progress in English and Maths from Key Stage 2 to Key Stage 4, by FSM



Overall Non FSM pupils were more likely to meet the 5 A*-C including English and Maths threshold than FSM pupils. 31% of FSM pupils at level 4 at Key Stage 2 met this threshold, compared to 48% of their peers with the same prior attainment. There is a particularly large attainment gap for progress of pupils at the highest levels of attainment. For those FSM pupils at level 5 overall at Key Stage 2 only 39% progress to the 3 A/A* threshold, compared to 63% of their peers.

Table 2.10 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by FSM

Key Stage 2 Maths	GCSE grade C+		GCSE grade A/A*		3 Levels of Progress		4 Levels of Progress	
	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM
Below	1	1	0	0	28	21	9	7
2	1	1	0	0	28	19	8	5
3	14	9	0	0	38	26	14	9
4	62	44	5	3	62	44	22	13
5+	95	84	44	24	76	54	44	24

Table 2.11 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by FSM

Key Stage 2 English	GCSE grade C+		GCSE grade A/A*		3 Levels of Progress		4 Levels of Progress	
	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM
Below	2	2	0	0	48	39	23	18
2	4	3	0	0	56	47	21	17
3	17	12	0	0	52	39	17	12
4	67	49	6	3	68	50	28	16
5+	96	87	43	24	79	59	43	25

Table 2.12 – Percentage of pupils progressing from Key Stage 2 Science to GCSE, by FSM

Key Stage 2 Science	2 Good Science GCSEs	
	Not FSM	FSM
Below	1	1
2	1	1
3	4	3
4	34	20
5	80	58

FSM pupils at Level 4 at Key Stage 2 had an average capped GCSE and equivalents point score 34 points lower than their peers, roughly the equivalent of 4C grades and 4D grades rather than 8C grades at GCSE.

Table 2.13 – Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 2, by FSM

Key Stage 2 attainment	5 A*-C		5A*-C E&M		3+ A/A*		Average capped best 8 points score	
	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM
No prior	59%	37%	43%	19%	21%	6%	305	247
Below	4%	5%	0%	1%	0%	0%	145	140
3	19%	16%	3%	3%	0%	0%	225	205
4	70%	53%	48%	31%	11%	5%	319	285
5	98%	91%	94%	83%	63%	39%	396	365

IDACI (income deprivation affecting children, see text box below) is another measure of deprivation. Table 2.14 shows progress from pupils' Key Stage 2 average level to the Key Stage 4 thresholds, for pupils, split into 4 equal groups based upon their IDACI scores. There is a similar trend to that for FSM pupils. Pupils in the 25% most deprived IDACI quartile are less likely to progress from Key Stage 2 to Key Stage 4 than those in the 25% least deprived IDACI quartile

IDACI
 IDACI (Income Deprivation Affecting Children Index) is part of the Indices of Multiple Deprivation (IMD). The index is the proportion of a super output area's children under 16 living in 'income deprived' families. This is defined as families in receipt of Income Support and Job Seekers Allowance (Income Based) or families in receipt of Working Family Tax Credit/Disabled Persons Tax credit whose equivalised income is below 60% of the median before housing costs. The IDACI scores are attached to pupils at aged 16 using school census information on home postcode and then grouped into quartiles for analytical purposes.

Table 2.14 - Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 2 and IDACI

Key Stage 2 attainment	5 A*-C				5 A*-C including English and Maths			
	25 Most Deprived	Lower Middle	Upper Middle	25 Least Deprived	25 Most Deprived	Lower Middle	Upper Middle	25% Least Deprived
No Prior	41	49	60	66	23	33	46	37
Below	6	4	3	4	1	1	0	1
Level 3	19	16	18	18	3	3	3	4
Level 4	61	66	73	76	36	43	53	58
Level 5+	94	96	98	98	87	92	95	96

Further information on the attainment and progression of deprived pupils can be found in the DCSF Research Report: *'Deprivation and Education, the evidence on pupils in England: Foundation Stage to Key Stage 4'* published here:

<http://www.dcsf.gov.uk/rsgateway/DB/RRP/u015672/index.shtml>

2.1.4 Ethnicity

The following analyses compare the progress made by pupils from the different ethnic groups collected in the Spring 2008 School Census. The ethnic groups that are presented here are White, Black Caribbean, Black African, Black Other, Indian, Pakistani, Bangladeshi and Chinese. The proportion of pupils in each group in maintained schools at the end of Key Stage 4 can be seen in Table 2.15 below.

Table 2.15 – Percentage of pupils in each ethnic group

Ethnic Group	Proportion
White	86%
Black Caribbean	1%
Black African	2%
Black Other	0.5%
Indian	2%
Pakistani	3%
Bangladeshi	1%
Chinese	0.4%
Any other ethnic group	1%
Ethnicity not known	3%

Table 2.16 shows progression to overall attainment thresholds from Key Stage 2 average levels by ethnic group. Chinese pupils show the highest level of progress to the 5A*-C and 5A*-C with English and Maths thresholds from each level of prior attainment, with 76% of those at level 4 and 98% of those at level 5 progressing to achieve 5A*-C including English and Maths. The Black Caribbean, White and Black Other groups had the smallest proportions of pupils progressing from Level 4 to this threshold with 42%, 45% and 46% respectively.

Figure 2.7 shows the proportions of pupils meeting the 5A*-C including English and Maths threshold from each ethnic group by prior attainment level. At each level of prior attainment the White, Black Caribbean and Black Other groups make the least progress on this measure and the Chinese and Indian groups make the most progress.

Chinese pupils were also most likely to progress to 3 or more A/A*s, with 35% achieving this threshold from Level 4 and 87% from Level 5. Indian pupils were the next likely with 23% and 79% respectively achieving the threshold. There was a much higher proportion of White pupils reaching the threshold from Level 5 (61%) than from Level 4 (10%).

Figure 2.7 – Percentage of pupils attaining 5 A*-C GCSEs including English and Maths threshold by average level at Key Stage 2 and ethnicity

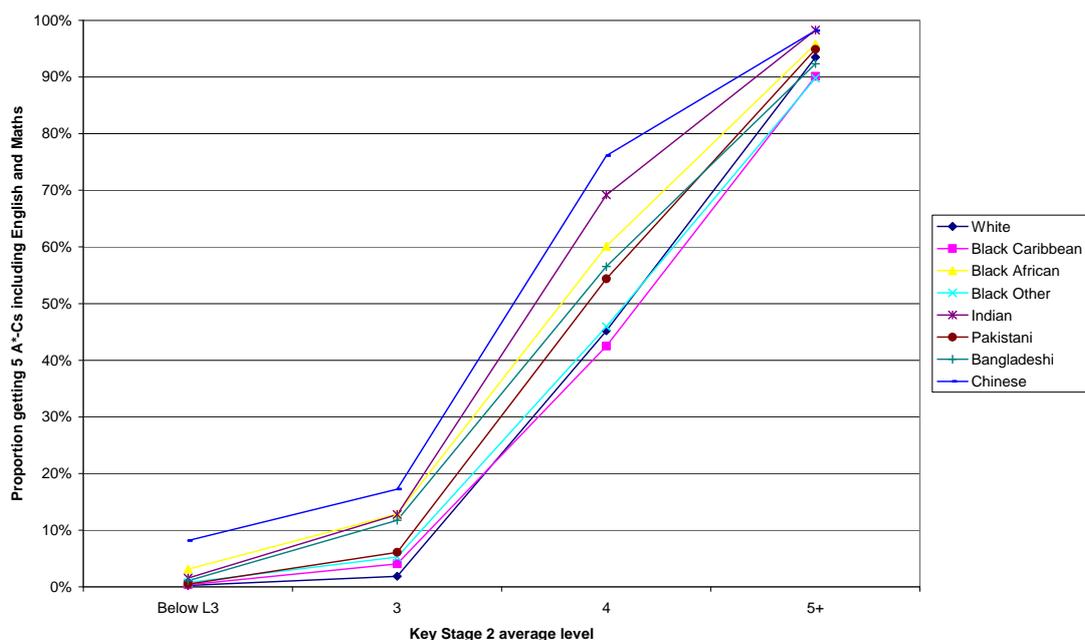


Table 2.16 – Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 2 and ethnicity

Key Stage 2 Attainment	Percentage achieving 5 or more GCSEs at grades A*-C									
	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Any other ethnic group	Ethnicity not known
No Prior	47	52	50	48	66	45	35	70	43	18
Below L3	3	6	16	9	8	8	11	18	20	2
3	16	24	35	25	38	29	36	53	38	11
4	68	65	79	67	86	77	77	91	78	48
5+	97	95	99	95	99	98	98	100	98	85
Key Stage 2 Attainment	Percentage achieving 5 or more GCSEs at grades A*-C including English and Maths									
	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Any other ethnic group	Ethnicity not known
No Prior	34	32	31	30	50	26	21	44	23	12
Below L3	0	0	3	1	2	0	1	8	6	0
3	2	4	13	5	13	6	12	17	15	2
4	45	42	60	46	69	54	57	76	60	33
5+	93	90	96	90	98	95	92	98	95	81
Key Stage 2 Attainment	Percentage achieving 3 or more GCSEs at grades A/A*									
	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Any other ethnic group	Ethnicity not known
No Prior	16	9	9	10	29	13	9	36	12	6
Below L3	0	0	0	0	1	0	0	4	1	0
3	0	0	1	0	1	1	2	7	3	0
4	10	6	15	9	23	15	15	35	21	9
5+	61	45	67	51	79	67	61	87	73	54

Additional Tables showing progress of the major ethnic groups in English and Maths can be found in the **Chapter 2 Annex**.

2.1.5 Ethnicity and Disadvantage

This section looks at the effects of FSM and ethnicity interactions upon progress rates. Analysis is provided on disadvantaged ethnic groups. These disadvantaged groups were identified due to their historically low attainment at all Key Stages. The disadvantaged groups include Gypsy/Roma, Travellers or Irish Heritage, Other White, African, Caribbean, Mixed White and African, Mixed White and Caribbean, Other Black, and Pakistani ethnicities.

Tables 2.17 shows progress from Key Stage 2 to 4 in Maths for the disadvantaged ethnic groups. Similar tables for English and Science can be found in the **Chapter 2 Annex**. For pupils with attainment below Level 5 at Key Stage 2, those from disadvantaged ethnic groups are more likely to achieve a C or more in GCSE Maths. However, for pupils with Level 5 in Key Stage 2, the two groups achieve a similar proportion of C+ in GCSE Maths, English and Science.

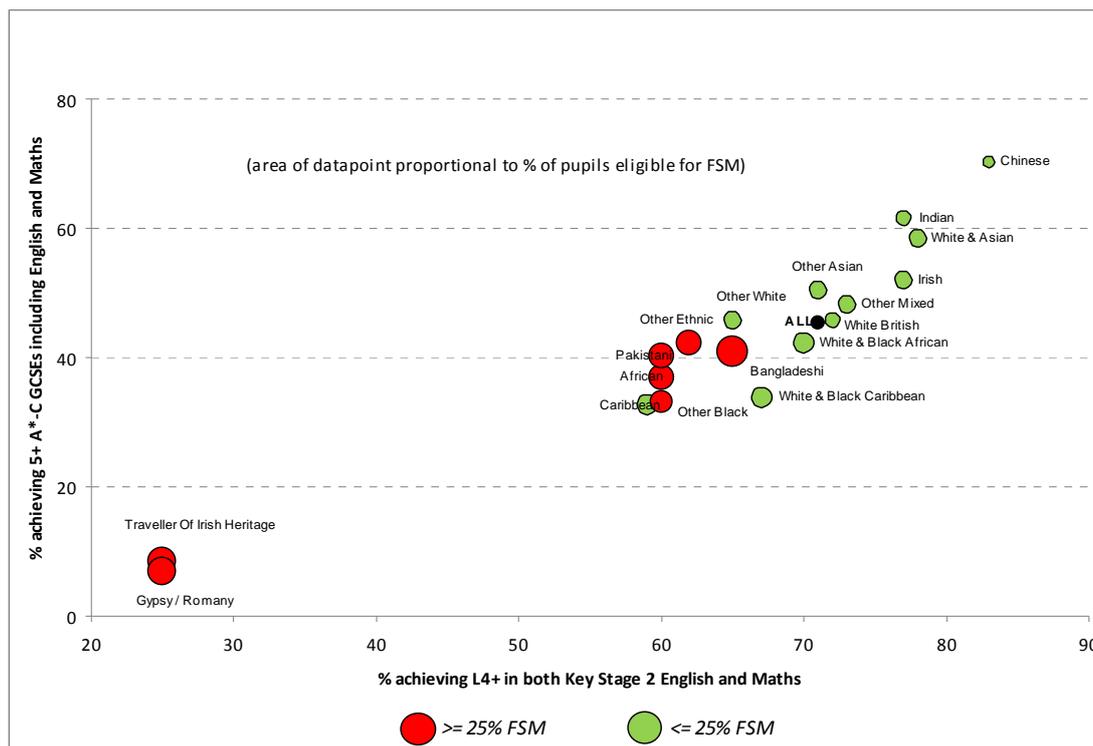
Table 2.17 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by disadvantaged ethnic groups

Key Stage 2 Maths	GCSE Grade C+		GCSE Grade A/A*	
	Disadvantaged groups	Non-Disadvantaged groups	Disadvantaged groups	Non-Disadvantaged groups
Below L2	2	1	0	0
2	4	1	0	0
3	20	13	0	0
4	63	60	6	4
5	93	94	43	43
Other	15	22	3	3

Figure 2.8 is a bubble plot of the proportion of pupils achieving Key Stage 2 and 4 thresholds for each ethnic group. The size of each bubble is relative to the proportion of pupils that are FSM in that ethnic group. The red bubbles depict ethnic groups where more than 25% are eligible for and claiming free school meals.

As we already know attainment at Key Stage 2 is positively related to attainment at Key Stage 4 for each ethnicity. The chart also shows that ethnic groups with a lower proportion of FSM pupils are more likely to do well in both Key Stage 2 and 4 than their peers, with the exception of Black Caribbean pupils who perform poorly at Key Stage 2 and Key Stage 4 despite a low proportion of FSM pupils.

Figure 2.8 – Percentage of pupils progressing from Key Stage 2 thresholds to Key Stage 4 thresholds, by ethnicity and FSM



Turkish, Somali, Gypsy Roma pupils Travellers of Irish Heritage have been further identified as very low attaining groups. Table 2.18 shows progression to 5A*-C including English and Maths from Key Stage 2 average levels by each of these ethnic groups.

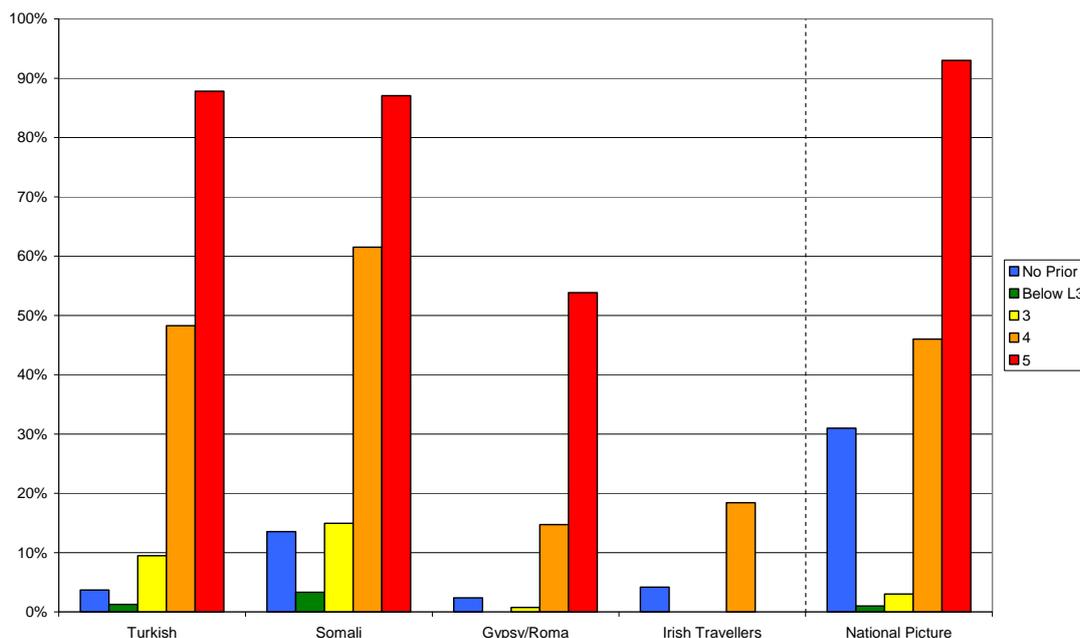
Table 2.18 – Percentage of pupils attaining Key Stage 4 threshold by average level at Key Stage 2 and ethnicity

Key Stage 2 attainment	5 A*-C including English and Maths			
	Turkish	Somali	Gypsy/Roma	Traveller of Irish heritage
Below L3	1	3	0	0
3	9	15	1	0
4	48	62	15	18
5	88	87	54	-

Figure 2.9 compares the progress made by pupils in these ethnic groups with the national average. A higher percentage of pupils in the Turkish and Somali groups reached the threshold than the national average from Key Stage 2 levels 3 and 4. From Key Stage 2 Level 5 a slightly lower proportion than the national average reached the threshold. However those with no prior attainment were much less likely to reach the threshold than the no prior group nationally perhaps suggesting that these pupils have lower prior attainment than the no prior group nationally.

A much smaller proportion of pupils in the Gypsy/Roma and Traveller of Irish Heritage groups met the threshold from every level of prior attainment than the national average.

Figure 2.9 - Percentage of pupils progressing from Key Stage 2 English and Maths to GCSE 5A*-C including English and Maths by ethnicity



2.1.6 Gender – Ethnicity – Deprivation

Tables A2.5 to A2.7 in the **Chapter 2 Annex** detail progress from Key Stage 2 to 4 by combinations of gender, ethnicity and free school meals.

Of all gender – ethnic group – FSM combinations, White FSM boys had the lowest rate of progression from Key Stage 2 to 4. They were less likely to achieve 5 or more GCSEs at grade A*-C than their peers, regardless of prior attainment at Key Stage 2. Only 35% of white FSM boys at Level 4 at Key Stage 2 achieved a C or above in GCSE Maths, and only 37% achieved this in English.

White FSM girls also had a lower rate of progress from each prior attainment level than any other group of girls.

Figure 2.10 shows that white FSM boys below level 4 at Key Stage 2 make the least progress and this group also has the highest proportion of pupils with no passes at Key Stage 4. There is not a sizeable gap in progress rates between FSM and non-FSM black pupils.

Figure 2.11 shows progress rates for white pupils by FSM status and gender for English and clearly shows the gap in progress for white pupils between FSM and non-FSM and between the genders.

Figure 2.10 – Percentage of pupils progressing from Key Stage 2 to GCSE, by ethnicity, FSM and gender

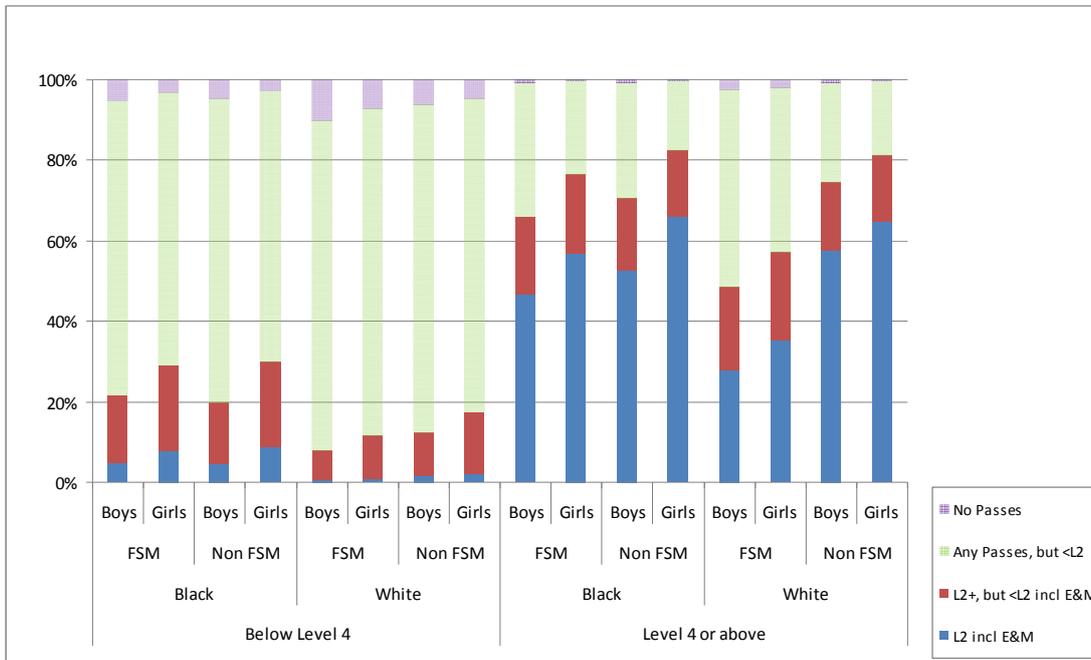
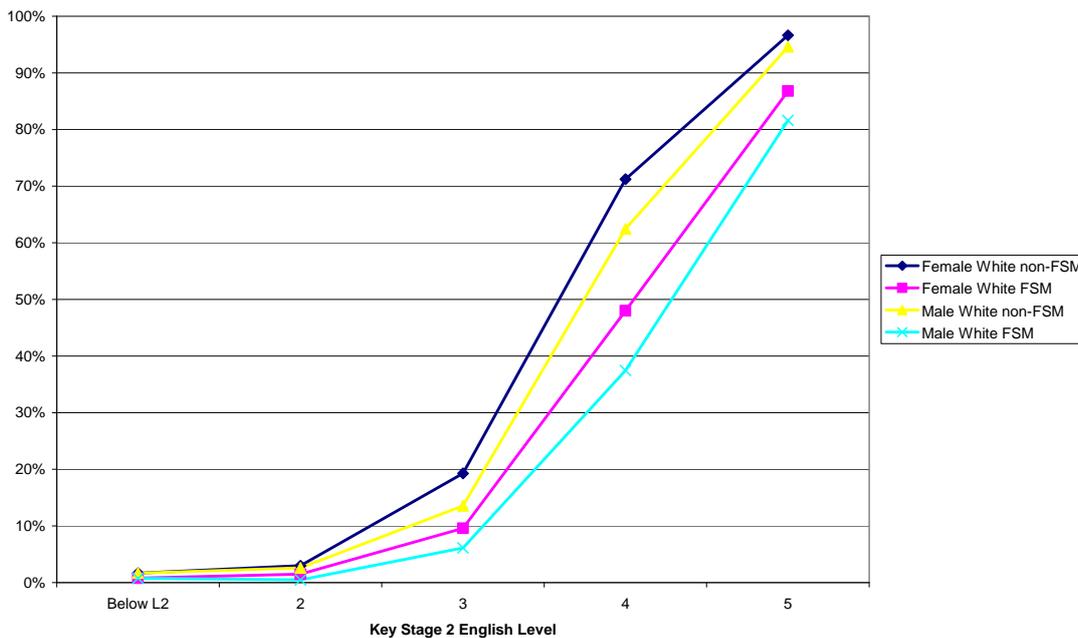


Figure 2.11 – Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE English by gender, ethnicity and FSM



2.1.7 English as an additional language

This section analyses the progress made by pupils whose first language is not English. The proportion of pupils classified as having English as an additional language (EAL) on the school census in maintained schools at the end of Key Stage 4 is 10%.

Pupils whose first language is not English, who have a prior Key Stage 2 test result are more likely to achieve C or above, and A or A* in GCSE Maths, English and Science than their peers whose first language is English. However, pupils with English as a First Language who have no prior Key Stage 2 attainment are more likely to achieve C or above, and A or A* in Maths and English than their peers. Tables for each subject can be found in the **Chapter 2 Annex**. Table 2.19 shows progress from average Key Stage 2 levels to the Key Stage 4 thresholds.

Figure 2.12 below shows the percentages progressing to C or above at GCSE Maths from each level of prior attainment. EAL pupils do not perform as well as their peers in absolute attainment terms, but their progression is greater between Key Stages 2 and 4.

Figure 2.12 – Percentage of pupils progressing from Key Stage 2 Maths level to C+ at GCSE Maths, by first language

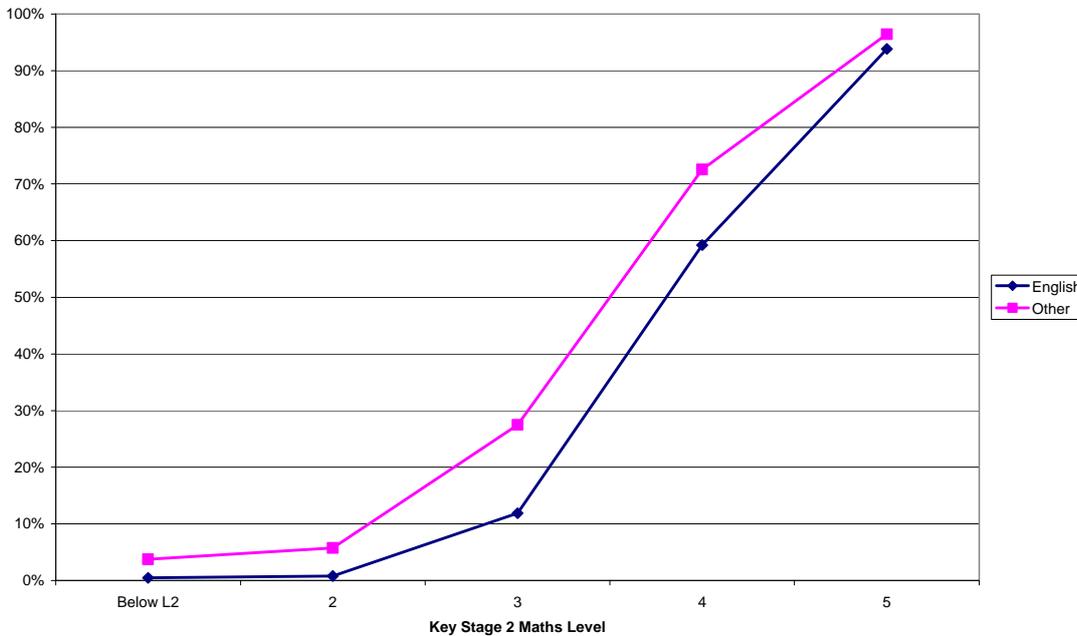


Table 2.19 – Percentage of pupils progressing from overall Key Stage 2 attainment to Key Stage 4 thresholds by first language

Key Stage 2 attainment	5 A*-C including English and Maths		3+ A/A*	
	English	Other	English	Other
No Prior	39	27	18	12
Below L3	0	2	0	0
3	2	11	0	1
4	45	60	10	19
5	93	96	62	73

2.1.8 Special Educational Needs

The following analysis follows the progress of pupils with special educational needs (SEN) at Key Stage 4. Pupils with SEN are classified as school action, school action plus or have been issued with a statement of SEN depending on the extent of their SEN.

SEN types

- School action: differentiation in school above and beyond normal classroom differentiation for vulnerable students i.e. Literacy classes, in school behaviour management, in school counselling.
- School action plus: external agency involvement, i.e. social services, family therapy, CAMHS.
- School action plus statutory assessment: as above but with an application into the council for a statement.
- Statement: Legal document from council that allocates a certain amount of hours support for the child. This follows the child from school to school.

Of the pupils in maintained schools at Key Stage 4 in 2008 12% were classified as School Action, 6% as School Action Plus, and 4% as having a statement of SEN.

Detailed tables of progress in each subject and overall progress can be found in the **Chapter 2 Annex**.

Figure 2.13 shows that SEN pupils make substantially less progress between Key Stages 2 and 4 in Maths than non-SEN pupils. From those achieving a Level 4 at Key Stage 2, the gap between non-SEN and SEN statemented pupils achieving a C or above in GCSE Maths was 26% points. School Action Plus pupils were less likely to achieve a C or above in Maths from every level of prior attainment than school action and statemented pupils, where a similar pattern is seen.

These patterns hold for English, Science and overall attainment and for the 3 and 4 levels of progress indicators. From level 4 only 24% of statemented pupils progress to achieve 5 A*-Cs including English and Maths, which is less than half of the proportion of non-SEN pupils that progress to this threshold (51%). These figures can be found in the **Chapter 2 Annex**. Again statemented pupils behave very similarly to School Action pupils and School Action Plus pupils progress at the lowest rate.

Figure 2.13 – Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by SEN

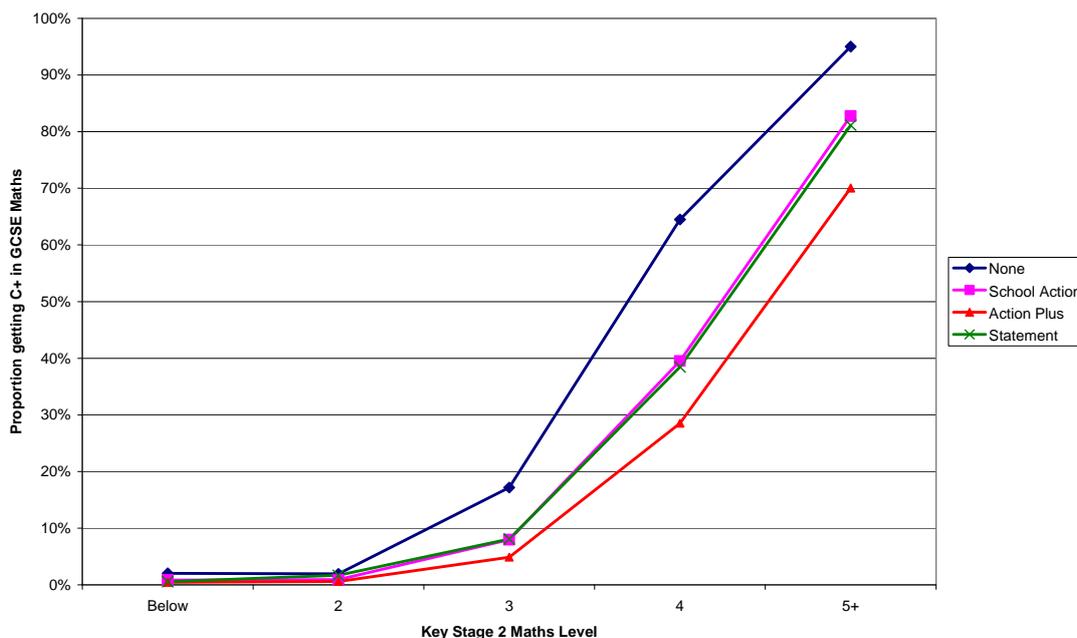
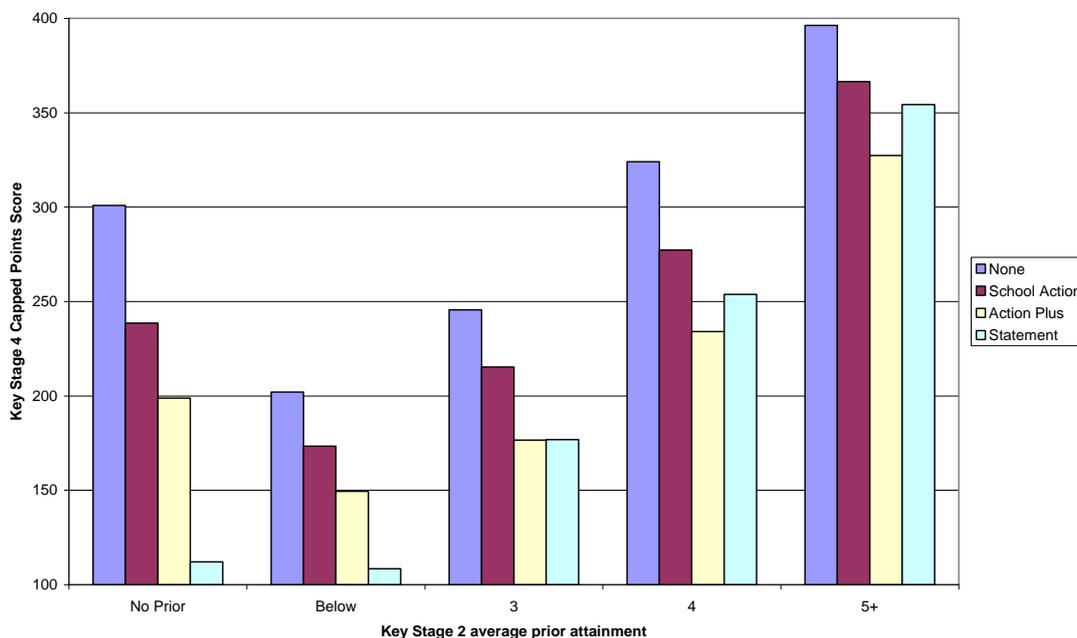


Figure 2.14 shows the average GCSE capped point score for each level of SEN and prior attainment. Out of those with prior attainment Level 4, the gap in points achieved between non-SEN and statemented pupils is 70 points, or approximately the equivalent of 8 Ds instead of 8 Cs at GCSE.

Figure 2.14 – Percentage of pupils progressing from Key Stage 2 average level to Key Stage 4 capped point score, by SEN



2.1.9 Mobility

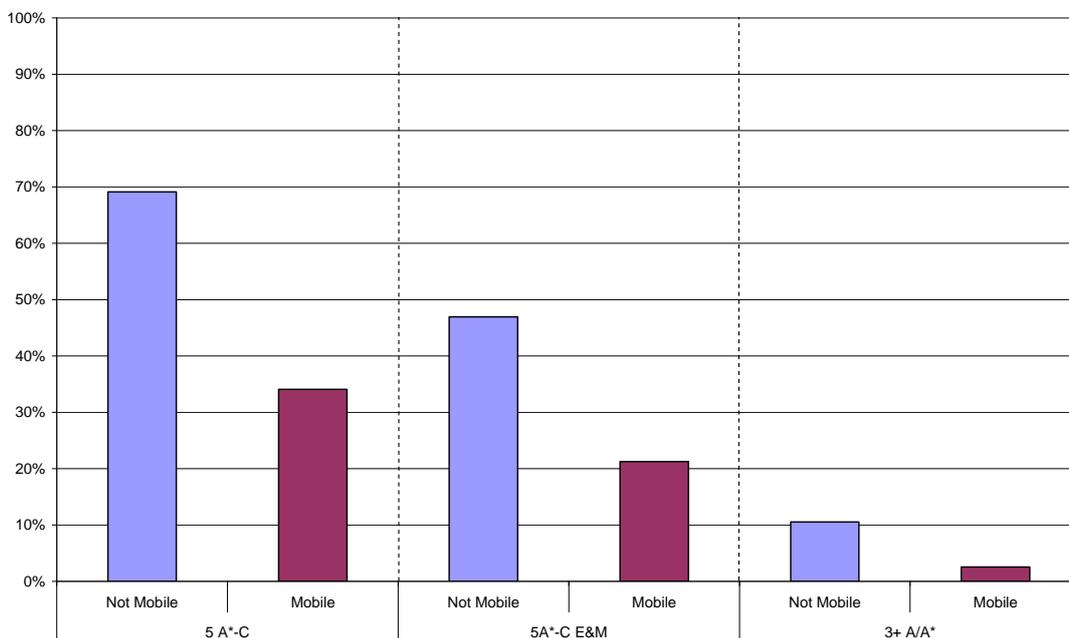
Pupil mobility can be captured on the National Pupil Database by looking at the entry dates of pupils into schools. In the CVA model there are two mobility factors that are accounted for and known to impact on progress:

- (i) Pupils who enter a school at non-standard times in years 7 to 9.
- (ii) Pupils who enter a school at any time in years 10 or 11.

The annex details the impact of each of these factors on pupil progress when prior attainment and other characteristics have been controlled for. The year 10/11 mobility factor has the biggest impact on pupil predictions of any pupil characteristic in the model (See **Chapter 1** and the **Chapter 1 Annex**). When every other factor has been controlled for, mobile pupils achieve, on average, 70 Key Stage 4 points less than their non-mobile peers. This is the equivalent to 1 and a half grades in each subject of an 8 subject GCSE package, e.g. 4 Ds and 4 Es instead of 8Cs.

Mobile pupils have substantially lower rates of progress in each subject, level of prior attainment and measure of progress. From those achieving Level 4 at Key Stage 2 there is a 26% point gap in the attainment of 5A*-C including English and Maths from Key Stage 2 level 4. 21% of mobile pupils progressed to this threshold compared to 47% of non-mobile pupils. Figure 2.15 highlights these gaps.

Figure 2.15 – Percentage of Pupils Progressing from Key Stage 2 Level 4 to Key Stage 4 thresholds by mobility



2.2 Key Stage 1-2

This section focuses on progress between Key Stages 1 and 2 by pupil characteristics. The Annex contains comprehensive tables of Key Stage 1 to Key Stage 2 progression by subject, levels of progress and overall attainment measures for each pupil characteristic. Findings have only been discussed here where they differ from the Key Stage 2 to 4 analysis in the first part of the chapter.

2.2.1 Prior Attainment

As at Key Stage 4, prior attainment is highly correlated with attainment at the end of Key Stage 2.

Tables 2.20 to 2.22 show the progress of pupils from Key Stage 2 to 4 by prior attainment level in Maths, reading and writing.

The expected level at Key Stage 1 is a 2B and the expected level at Key Stage 2 is a level 4. At Key Stage 2 in 2008, of those who achieved a level 2B in Maths at Key

Stage 1, 81% progressed to a Level 4 or above by Key Stage 2. The figures for such pupils in reading and writing were 89% and 94% progressed to level 4+ in English at Key Stage 2.

Whilst prior attainment follows a similar pattern for progression to level 4+ at Key Stage 1-2 as at Key Stages 2-4, the progress measures are not so linearly related to prior attainment at this Key Stage as Figure 2.16 shows. All pupils working below the level of the test at Key Stage 1 make 2 levels of progress. This is inherent in the calculation as Table 1.2 in Chapter 1 shows, pupils working below the level of the test either make 2 levels of progress or are discounted from the calculations because we cannot tell whether or not they have made the progress.

Table 2.20 – Percentage of pupils progressing from Key Stage 1 to Key Stage 2 in Maths

Key Stage 1 Maths	Level 4+	Level 5+	2 levels of progress
Below	7	0	100
1	21	1	70
2C	52	2	52
2B	81	11	82
2A	95	32	96
3+	99	75	75

In Maths a higher proportion of pupils at Level 1 at Key Stage 1 make 2 levels of progress (70%) than those at 2C (52%). More progress is made from levels 2A (96%) and 2B (82%) than 2C. We would expect this since levels 2A and 2B are achieving at a higher level than 2C at Key Stage 1 but the levels of progress measure requires them to all to get to a Key Stage 2 level 4 to have achieved 2 levels of progress. Those at level 3 or above at Key Stage 1 had a lower likelihood of making 2 levels of progress (75%) than those at 2A or 2B.

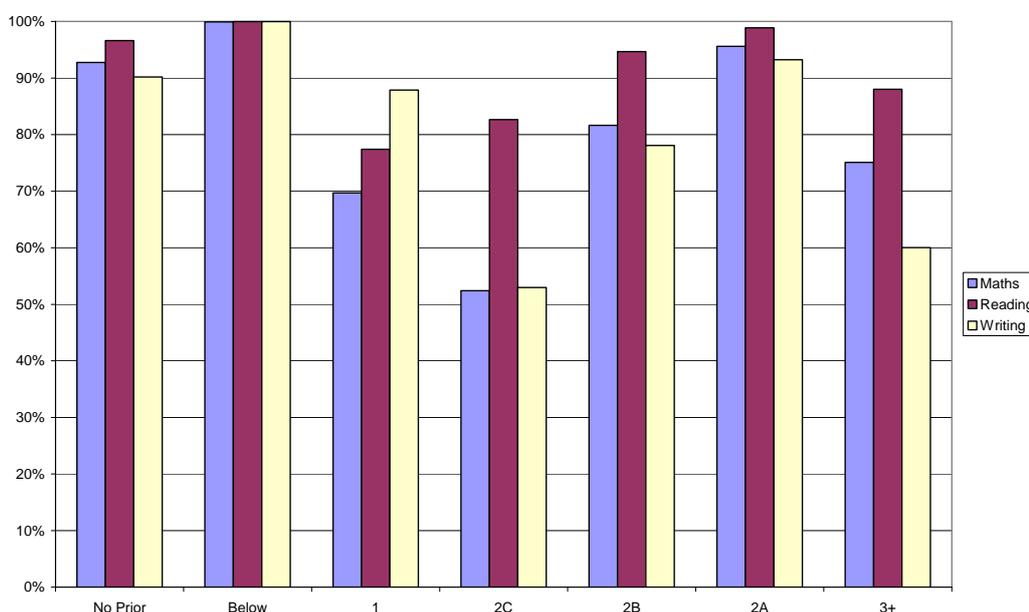
Table 2.21 - Percentage of pupils progressing from Key Stage 1 reading to English at Key Stage 2

Key Stage 1 reading	Level 4+ (English)	Level 5+ (English)	2 levels of progress (reading)
Below	10	0	100
1	37	1	77
2C	69	4	83
2B	89	13	95
2A	97	31	99
3+	99	70	88

Table 2.22 - Percentage of pupils progressing from Key Stage 1 writing to English at Key Stage 2

Key Stage 1 writing	Level 4+ (English)	Level 5+ (English)	2 levels of progress (writing)
Below	13	0	100
1	46	2	88
2C	77	7	53
2B	94	23	78
2A	99	49	93
3+	99	78	60

Figure 2.16 – Percentage of pupils making 2 levels of progress from Key Stage 1 to 2 from each level of prior attainment



The relationship between writing Key Stage 1 scores and making 2 levels of progress in writing is similar to that of Maths. However, the relationship between reading and making 2 levels of progress in reading follows a different pattern. Those at level 1 (77%) make the least progress, followed by 2C (83%), 2B (95%) and those at level 2A (99) make the most progress. Those at level 3 or above again have a smaller percentage making 2 levels of progress than from 2A or 2B, at 88%.

Table 2.23 shows the proportion of pupils reaching Level 4 and Level 5 or above at Key Stage 2 by their prior attainment at Key Stage 1. As expected there is a positive relationship between Key Stage 1 attainment and progressing to a Level 4 and above or a Level 5 and above at Key Stage 2.

Table 2.23 – Percentage of pupils progressing from average level at Key Stage 1 to Key Stage 2 average Level 4+ and 5+

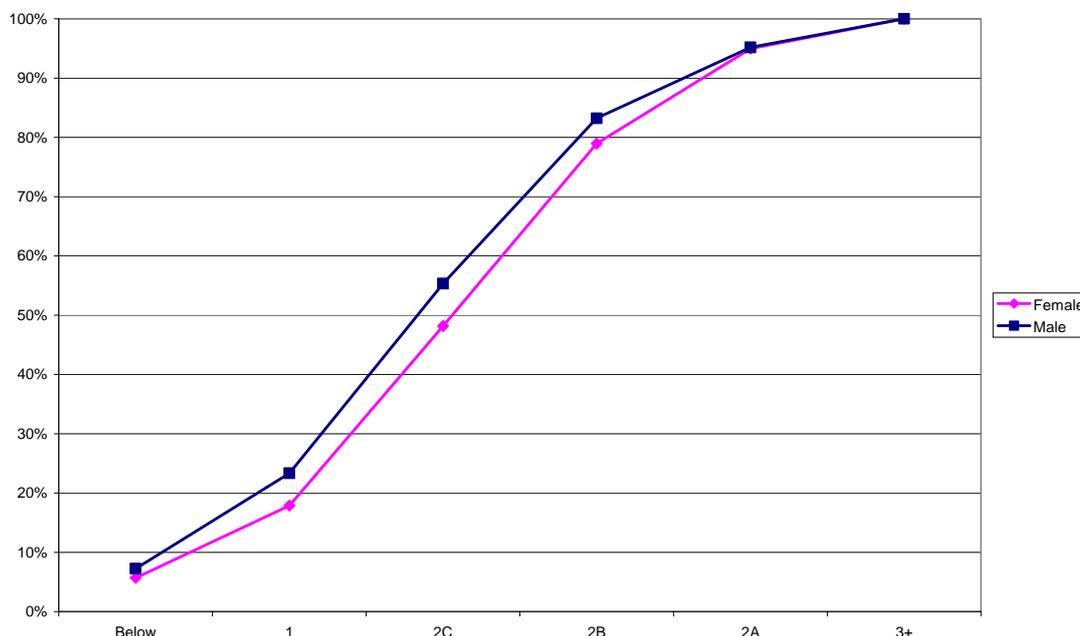
Key Stage 1 attainment	Level 4+	Level 5+
No Prior	63	15
Below 1	11	0
1	44	1
2C	72	2
2B	90	6
2A	98	20
3+	100	64

2.2.2 Gender

The differences in progress by gender that are seen between Key Stages 2 and 4 are not mirrored between Key Stages 1 and 2. Tables 2.24 to 2.27 show progress by gender in Maths, English and overall.

From a Key Stage 1 Maths Level of 2B, 84% of boys and 79% of girls progressed to Level 4 or above and 13% of males and 8% of females progressed to Level 5 or above. Figure 2.18 shows that boys progress at the same rate or higher in Maths at every level of prior attainment.

Figure 2.17 – Percentage of pupils progressing from Key Stage 1 Maths to Key Stage 2 Maths, by gender



In reading a greater percentage of girls than boys progress to Level 4+ (in English) from each level of prior attainment. In writing the percentage of pupils progressing to Level 4+ (in English) is very similar for girls and boys, whilst more girls make the progress to Level 5+ for each prior attainment level.

From Key Stage 1 to 2 average levels boys make a little more progress than girls as Figure 2.18 shows. This reflects that boys make more progress in Maths, and Maths is

more closely aligned with Science than English is. At Key Stage 2 the mix of subjects - English, Maths and Science, rather than reading writing and Maths are stacked more in the favour of those who are good at Maths than English.

Figure 2.18 – Percentage of pupils progressing from average level at Key Stage 1 to average level 4+ at Key Stage 2

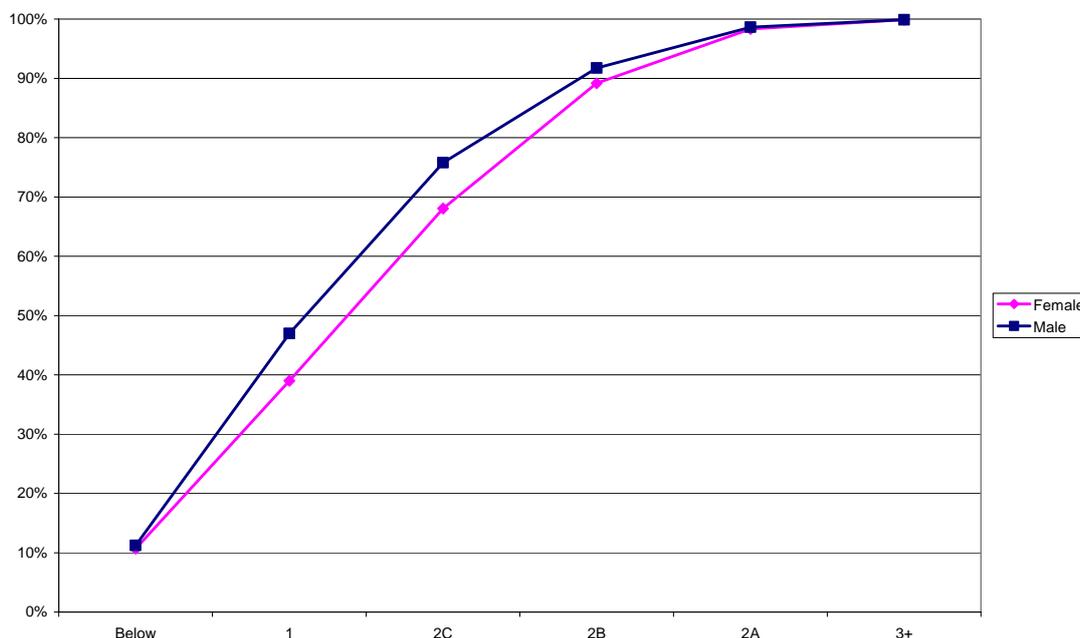


Table 2.24 – Percentage of pupils progressing from Key Stage 1 to Key Stage 2 in Maths, by gender

Key Stage 1 Maths	Level 4+		Level 5+		2 levels of progress	
	Female	Male	Female	Male	Female	Male
Below	6	7	0	0	100	100
1	18	23	0	1	67	72
2C	48	55	2	3	49	56
2B	79	83	8	13	79	84
2A	95	95	29	35	95	96
3+	100	100	100	97	71	78

Table 2.25 - Percentage of pupils progressing from Key Stage 1 reading to Key Stage 2 English, by gender

Key Stage 1 reading	Level 4+ (English)		Level 5+ (English)		2 levels of progress (reading)	
	Female	Male	Female	Male	Female	Male
Below	12	10	1	0	100	100
1	40	35	1	1	80	76
2C	73	67	5	4	84	82
2B	90	87	15	11	95	94
2A	98	96	35	27	99	99
3+	99	99	74	64	90	86

Table 2.26 - Percentage of pupils progressing from average level at Key Stage 1 Writing to Key Stage 2, by gender

Key Stage 1 writing	Level 4+ (English)		Level 5+ (English)		2 levels of progress (writing)	
	Female	Male	Female	Male	Female	Male
Below	13	13	1	0	100	100
1	47	45	2	2	90	87
2C	79	77	8	7	56	51
2B	94	93	24	21	80	76
2A	99	98	51	47	94	92
3+	99	99	80	74	62	56

Table 2.27 – Percentage of pupils progressing from average level at Key Stage 1 to average level at Key Stage 2, by gender

Key Stage 1 attainment	Level 4+		Level 5+	
	Female	Male	Female	Male
No Prior	65	60	16	15
Below	11	11	0	0
1	39	47	0	1
2C	68	76	1	2
2B	89	92	4	7
2A	98	99	18	23
3+	100	100	62	67

All other factors which have been analysed follow broadly the same patterns at Key Stages 1 to 2 as at Key Stages 2 to 4 and have not been further analysed here. Tables for each of the factors that was considered in Section 2.1 can be found for Key Stage 1 to 2 progress in the **Chapter 2 Annex**.

2.3 Foundation Stage Profile – Key Stage 1

This section explores progress from children's outcomes in the academic year in which they turn 5, as recorded by the Foundation Stage Profile (FSP), and the Key Stage 1 assessment in Year 2 of primary education. The analysis comprises children who completed the Foundation Stage in 2006 and Key Stage 1 in 2008. The Chapter 2 Annex contains an analysis of the correlation between FSP and Key Stage 1.

The Early Years Foundation Stage Profile (EYFSP)

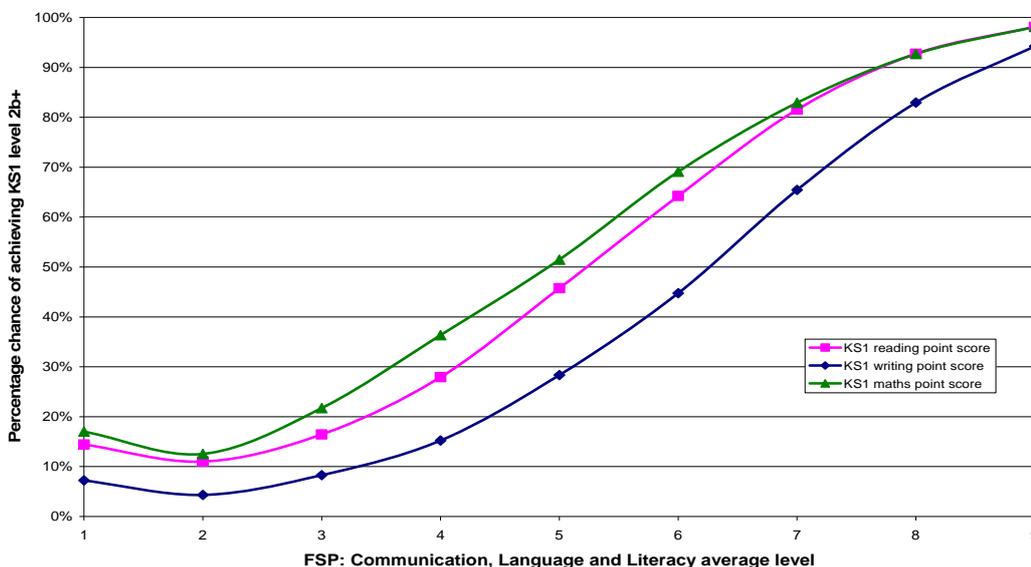
- The Early Years Foundation Stage Profile (EYFSP) was introduced in 2003 to record children's progress at the end of the foundation stage, when they turn five.
- It is an observational based assessment covering six areas of learning including Personal, social and emotional development (PSED), Communication, language and literacy (CLL), Mathematical development (MAT), Knowledge and understanding of the world (KUW), Physical development (PD) and Creative development (CD).
- This analysis was carried out on a 10% sample (approximately 49,000 pupils) of Foundation Stage Profile (FSP) assessments in 2006 matched to attainment in Key Stage 1 teacher assessments from 2008 and is therefore subject to sampling error.
- The analysis was based on the final version of FSP and the amended Key Stage 1 data.
- The coverage is for maintained mainstream schools only.

2.3.1 Overall Progression

In general, the chance of achieving the expected level of 2B at Key Stage 1 is found to increase with every additional point score achieved in each and every one of the thirteen assessment scales. This increase was found to be particularly pronounced for any additional points achieved in the Communication, Language and Literacy (CLL) scales, as shown in Figure 2.19 below. The **Chapter 2 Annex** provides charts for the other FSP assessment areas.

Pupils have a noticeably higher chance of achieving Level 2B in Key Stage 1 Maths and reading compared to writing. This pattern also holds for the PSE and MAT assessments.

Figure 2.19 - Percentage of pupils progressing from average level FSP: Communication, Language & Literacy to Level 2b+ in Key Stage 1 reading, writing and Maths



2.3.2 Progression by minimum FSP score

Grouping pupils by their minimum score across all thirteen assessment scales shows that pupils who achieve at least 6 points in each scale have an extremely high chance of achieving the expected level or more at Key Stage 1. For example, of the pupils with a minimum score of 6 points in all scales at FSP in 2006, 99% went on to achieve at least level 2 in Key Stage 1 Maths, 97% in reading and 96% in writing.

For pupils with a minimum score of just one point less, at 5, the proportions achieving the expected level and above at Key Stage 1 is still relatively high for Maths (97%), followed by reading (93%) and then Writing (90%).

For those pupils who did not achieve 6 points in **any** of the 13 FSP assessments, the distribution of attainment at Key Stage 1 remains skewed towards the lower Key Stage 1 levels. However, these pupils represent only about 3% (1% point up from 2007) of the overall FSP sample.

41% of this group of pupils received level W in Key Stage 1 Writing in 2008, while only 20% (a 2% points fall on 2007 figure) achieved the expected level.

In comparison, of those pupils who did achieve at least 6 points in at least one of the FSP assessment scales, the majority of achieved the upper Key Stage 1 levels. In Writing, 83% achieved the expected level and this includes 13% who achieved a level 3.

Figure 2.20 - Percentage of pupils progressing from FSP minimum score to Level 2+ in Key Stage 1 reading, writing and Maths

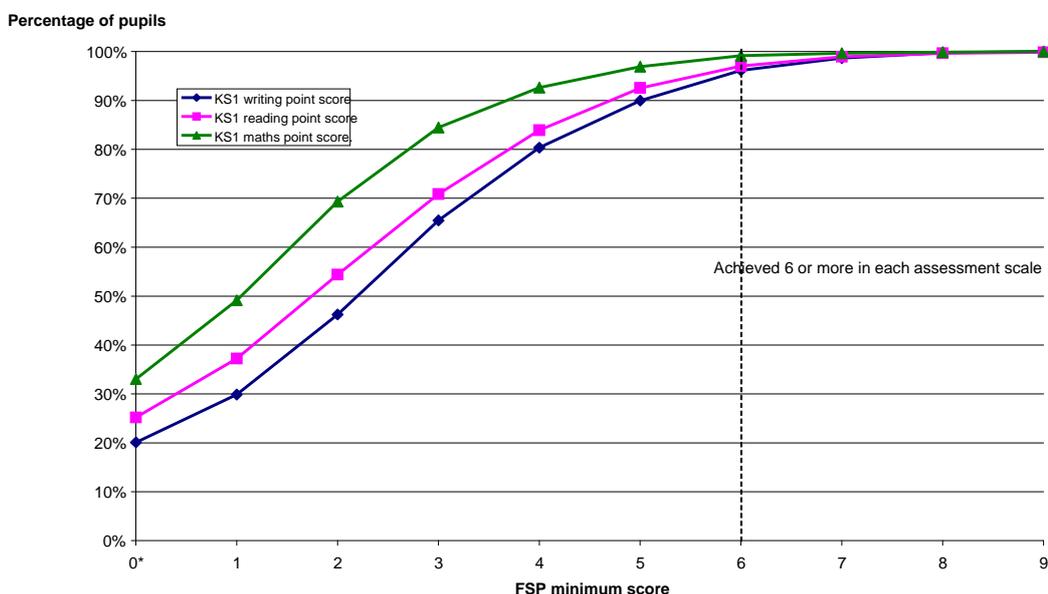
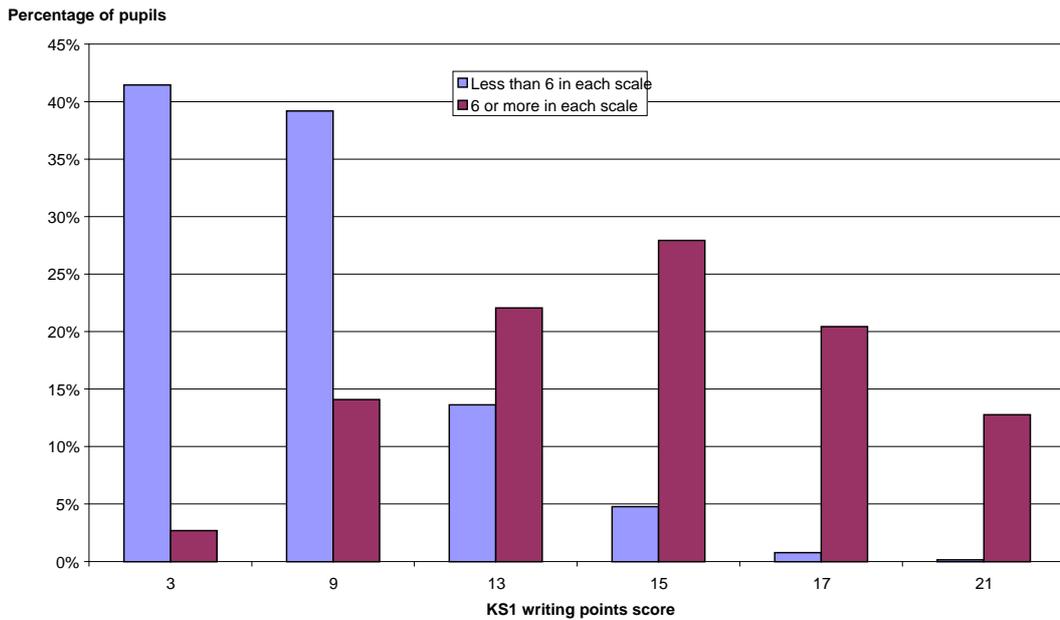


Figure 2.21 - Percentage of pupils progressing from FSP scores in 13 assessment scales to Key Stage 1 writing



A similar distribution of attainment is also found for Key Stage 1 reading and Maths although the most commonly achieved score for those with less than 6 in each FSP scale was 3 points in writing instead of 9 as observed in Maths and reading. Corresponding charts are available in the Annex.

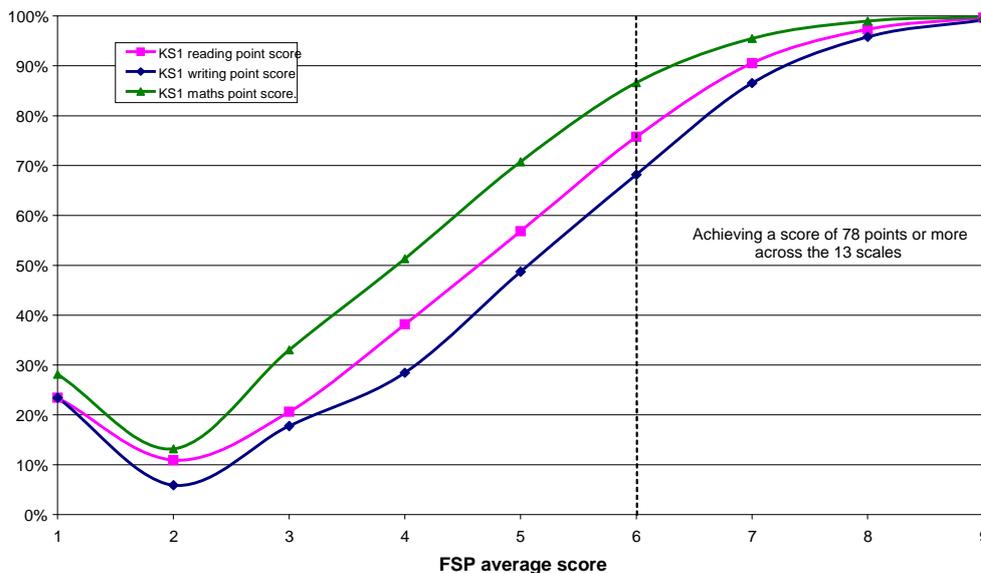
2.3.3 Progression from the early learning goals to Key Stage 1

Pupils who achieve at least 78 points across all 13 assessment scales, an average of 6 points in each, have a high chance of achieving the expected levels at Key Stage 1, with the proportion of pupils achieving in Maths (87%) higher than for reading (76%) and then writing (68%). As we have seen above, these percentages are noticeably lower than for those pupils achieving 6 points in *all* scales: 91%, 91% and 79% for maths, reading and writing respectively.

Those pupils with an average of 1 across the FSP assessments were found to have a higher chance of achieving the expected level in maths and reading than those with an average of 2. However, caution should be taken when interpreting these results as pupils with an average of 1 make up less than half a percent of the maths, reading and writing cohorts.

Figure 2.22 - Percentage of pupils progressing from average FSP score to Level 2+ in Key Stage 1 reading, writing and Maths

Percentage of pupils achieving KS1 level 2+

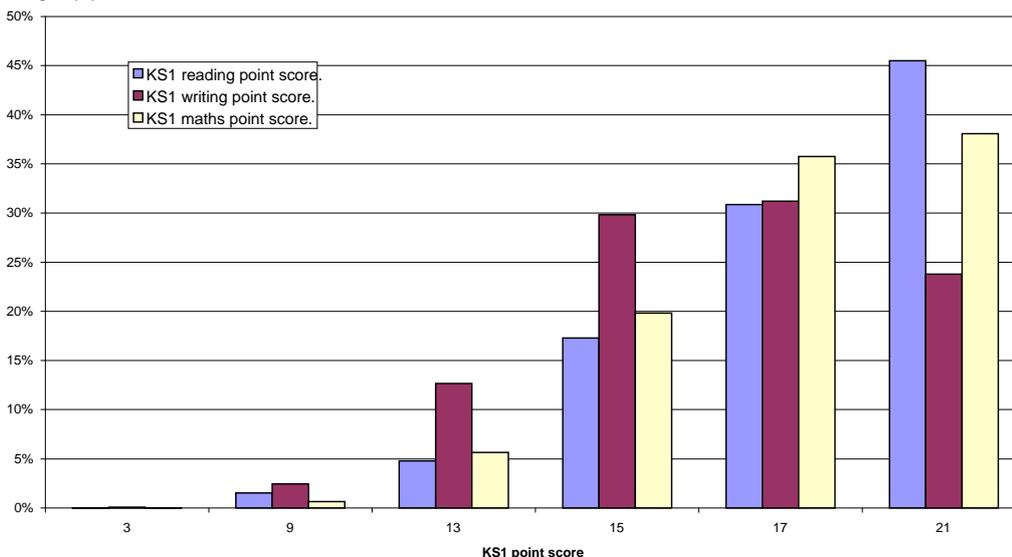


Almost every pupil with at least 6 points in all the PSE and CLL scales, achieve the expected level and above in Key Stage 1 maths (99%), reading (98%) and writing (94%).

These pupils have a greater chance of achieving at least level 2B in Maths and reading (94%) than in writing (85%) whilst they have the greatest chance of achieving a level 3 in reading (46%) then in maths (38%) and then in writing (24%).

Figure 2.23 – Percentage of pupils progressing from 6 points or above in FSP Personal, Social & Emotional development and Communication, Language & Literacy scales to Key Stage 1 point scores

Percentage of pupils



2.3.4 How likely are pupils in the bottom 20% of attainment at Foundation Stage Profile to be in the bottom 20% at Key Stage 1?

For Key Stage 1 results in 2008, the pupils in the bottom 20% of average FSP score were 5.8 times more likely to be in the bottom 20% of attainment in terms of their Key Stage 1 average point score than their peers in the top 80%.

Of those in the top 80% at FSP only 10% were found to have dropped down into the bottom 20% by Key Stage 1, whilst up to 58% of those in the bottom 20% remained in the bottom at Key Stage 1. Table 2.28 shows these figures:

Table 2.28 – Percentage of pupils progressing from FSP average point score to Key Stage 1 average point score

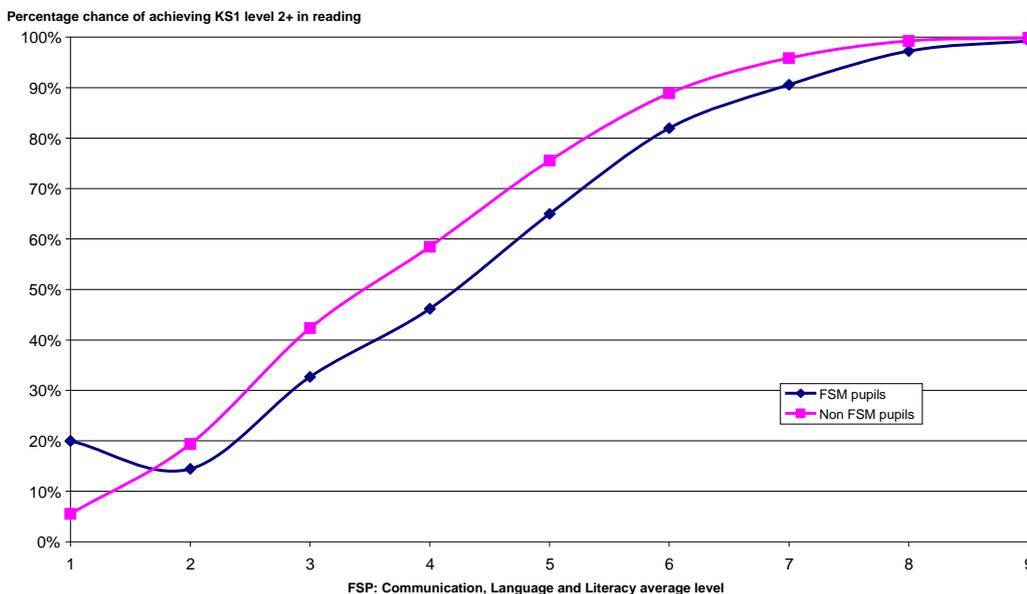
FSP APS	Key Stage 1 average point score	
	Top 80%	Bottom 20%
Top 80%	90%	10%
Bottom 20%	42%	58%

2.3.5 Progression by deprivation

Of the 10% sample of pupils in 2006, 84% (41,800) were known to be of non FSM status, whereas 15% (7,600) were eligible for free school meals. By 2008 some pupils had changed status from FSM to non FSM and vice versa, however, the proportions remained fairly constant: non FSM pupils constituted 83% of the cohort and the proportion of FSM pupils stood at 17%.

A lower proportion of pupils who were eligible for free school meals achieved Level 2 at Key Stage 1 compared to those not identified as eligible. This gap is widest for pupils achieving between 3 and 7 points in the assessment scales. For example, 89% of non FSM pupils with a CLL average score of 6 achieved at least Level 2 in Key Stage 1 reading; compared to 82% for FSM pupils. Figure 2.24 plots CLL against Key Stage 1 reading outcome and other charts may be found in the Annex. The pattern is consistent across the CLL, PSE and MAT assessment scales.

Figure 2.24 - Percentage of pupils progressing from average level FSP Communication, Language & Literacy to Level 2+ in Key Stage 1 reading by FSM



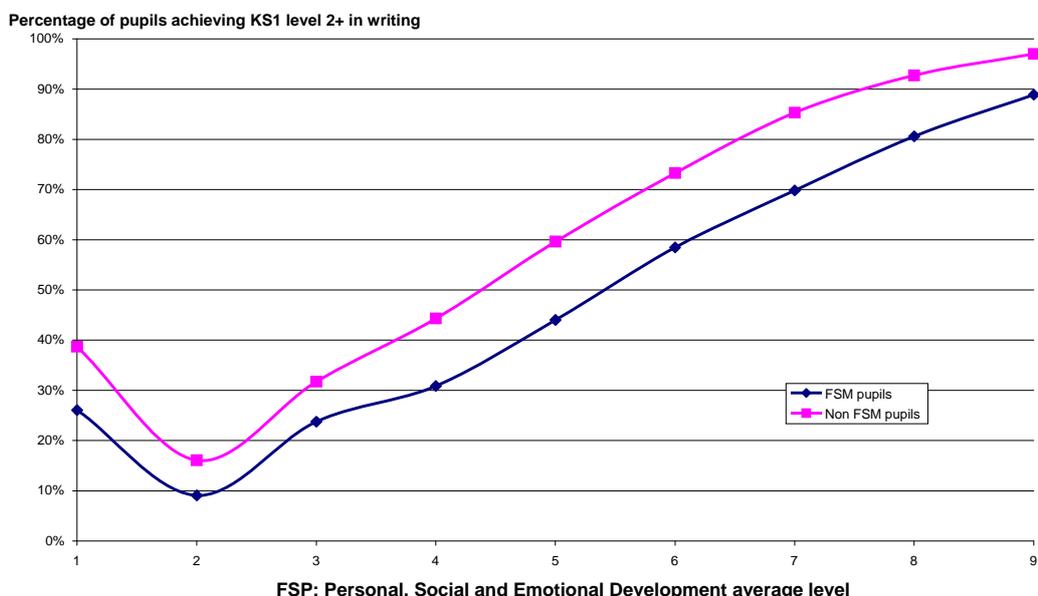
The attainment gap is generally smaller for Key Stage 1 maths for the CLL and mathematical development FSP scales.

The gap is widest for the FSP PSED scale to Key Stage 1 subjects and the FSP PSED to Key Stage 1 writing breakdown is provided in Figure 2.25.

For example, the proportion of non FSM pupils with a PSED average score of 6 achieving at least level 2 in Key Stage 1 writing was found to be 73%, while FSM pupils' proportion was 59% - a difference of 14 percentage points. Further comparisons can be made using the charts in the **Chapter 2 Annex**.

The gaps observed in the FSP CLL and MAT scales to Key Stage 1 attainment between FSM and non-FSM pupils generally narrow for pupils with an average FSP score of 8 or 9 points. On the contrary, the gap remains noticeably wide in the FSP PSED scale to Key Stage 1 reading and writing attainment.

Figure 2.25 - Percentage of pupils progressing from average level at FSP Personal, Social and Emotional Development to Level 2+ in Key Stage 1 writing by FSM



3. How does progress vary by background, aspirations and behaviours?

Summary

- A higher proportion of pupils whose parents had a socio economic classification of professional made good progress from each level of prior attainment than their peers whose parents had routine jobs.
- A higher proportion of pupils whose parents had higher qualifications and those whose parents were married made good progress than their peers from each level of prior attainment.
- From every Key Stage 2 level in both English and Maths, a higher proportion of pupils who had aspirations to stay in full time education after reaching the age of 16 made 3 levels of progress.
- There is a clear decrease in the proportion of young people making good progress from each level of prior attainment if they have engaged in risky behaviours such as smoking, drinking, playing truant, vandalising etc.
- Pupils who report being the victim of bullying make less progress than their peers that do not. Rates of progress are even lower when both pupil and parent report bullying.
- Pupils who were absent for more than 20% of sessions between Key Stages 2 and 4 made substantially less progress than their peers that were not when all of the factors in the CVA model were accounted for.

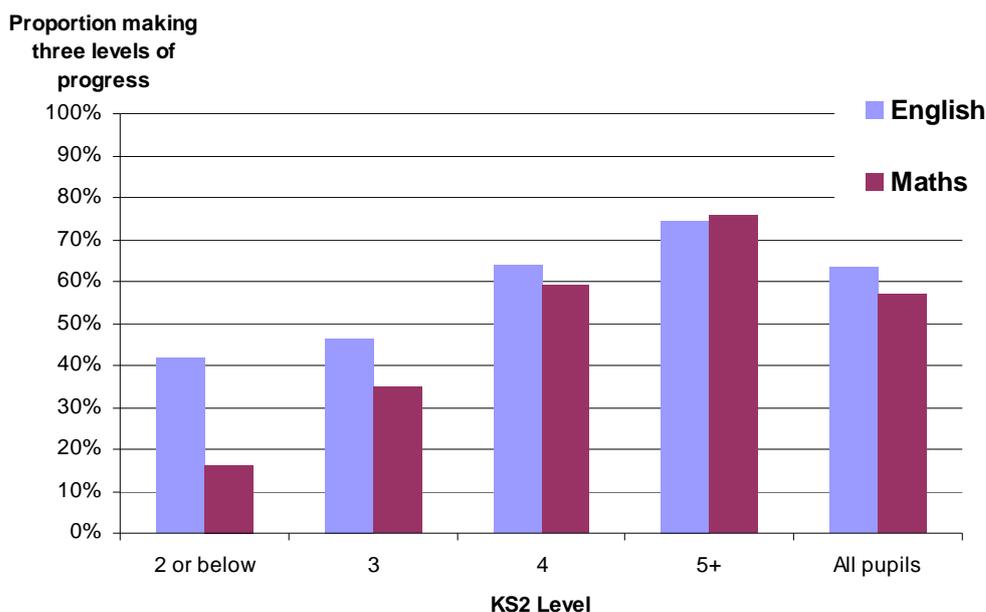
This chapter analyses data collected in the Longitudinal Study of Young People in England (LSYPE, see inset box). This dataset allows a much broader range of factors to be analysed as we explore what impacts upon progression.

As a guide of general trends in progression amongst the LSYPE sample, Figure 3.1 shows the proportion of pupils that go on to make 3 levels of progress in English and Maths from each level of prior attainment at Key Stage 2.

The LSYPE is a study, managed by DCSF, which involves around 15,000 young people. The young people and their families have been interviewed annually since 2004, at which point they were aged 14. The analysis here (except where otherwise stated) is based on questions asked in that first wave of the study when they were half way through secondary school. This provides a good assessment of what the young people were doing between Key Stage Two and Key Stage Four. For more information on LSYPE, see www.esds.ac.uk/longitudinal/access/lstype/L5545.asp

It should be noted that the cohort of young people involved in the study is not the same one that has been examined in the rest of this report; the LSYPE cohort finished Key Stage 4 in 2006. However, we are not aware of anything particular that might cause a systematic difference between the two cohorts.

Figure 3.1 - Percentage of pupils making 3 levels of progress in English and Maths by prior attainment



This mirrors the findings in Chapter 2, Figure 2.2 that, in general, those with higher levels of prior attainment are more likely to make 3 levels of progress. Those coming from lower levels of prior attainment are more likely to make 3 levels of progress in English than in Maths. However, the highest achievers at Key Stage 2 tend to be more likely to make 3 levels of progress in Maths.

Whilst the figures do not exactly match those from the National Pupil Database because they are from a sample of pupils and relate to a different cohort, they are very close and the richness of the data source allows us to look at progress by a range of other factors not available on the NPD.

The rest of this Chapter will explore progress by family background, aspirations, behaviours, bullying and absence. Figures have been suppressed where the population sample size is less than 100 or the cell size is less than 5 pupils.

3.1 Family background

3.1.1 Parental Occupation

Table 3.1 and Figure 3.2 show progression to C or above in GCSE English by National Statistics Socio-economic Classification (NS-SEC³) of a pupil's family⁴. Pupils whose family has an NS-SEC of professional, on average, are more likely to achieve a grade C at GCSE. Correspondingly, pupils from a family with an NS-SEC of routine were less likely to get a grade C or above. These findings hold for each level of prior attainment.

³ For more on NS-SEC, please see <http://www.ons.gov.uk/about-statistics/classifications/current/ns-sec/index.html>

⁴ The NS-SEC of a pupil's family is the NS-SEC of the Household Reference Person. The Household Reference Person is selected using the following criteria in order until a single person is chosen: (i) the person who owns/rents the home, then; (ii) the person with the highest income in the household, then; (iii) the oldest person in the household.

Table 3.1 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by parental NS-SEC

Key Stage 2 English	Higher professional	Lower professional	Intermediate	Lower supervisory	Routine
2 or below	***	***	***	***	***
3	29	19	14	10	12
4	82	72	66	59	52
5+	98	95	95	89	89
All pupils	86	75	64	54	47

*** Figures suppressed due to low sample size.

Of those pupils at Key Stage 2 Level 4, 82% whose family worked in higher professional roles achieved a grade C or above in English, compared to about half of pupils (52%) whose family had routine jobs. In Maths, the gap is even bigger, with the comparable figures being 79% and 45%. Comparable Tables and charts of progress to C+ in Maths and by the 3 levels of progress measure in each of English and Maths can be found in the **Chapter 3 Annex**.

Between the two ends of the spectrum the trend is relatively smooth. Pupils from families with higher levels of NS-SEC tend to progress at a higher rate than those with lower levels of NS-SEC, from each level of prior attainment.

Since NS-SEC is not a factor which is controlled for in the CVA model, looking at CVA Scores of pupils by NS-SEC will therefore tell us what impact NS-SEC has upon pupil progress when prior attainment and the pupil characteristics in the model are accounted for. These include gender, FSM, IDACI, ethnicity EAL, mobility etc. See **Chapter 1** for an explanation of CVA and the **Chapter 1 Annex** for a full list of the variables that are controlled for.

Figure 3.3 shows box plots⁵ of CVA scores for pupils by their families' NS-SEC. There is a clear trend across the groups, with higher levels of NS-SEC having higher CVA scores on average. The median CVA score for pupils from higher professional families was +16 compared to +2 for pupils from routine NS-SEC families. That equates to a difference of about 1 grade in 2 GCSEs of a capped best 8, e.g. 6Cs and 2Ds instead of 8Cs, when all other factors are accounted for. The spread of CVA scores is also greater the lower the NS-SEC.

⁵ Box plots are a way of displaying the median, quartiles and extremes – in this case the 1st and 99th percentiles – of a distribution.

Figure 3.2 - Percentage of pupils getting a C+ in GCSE English by prior attainment and parental NS-SEC

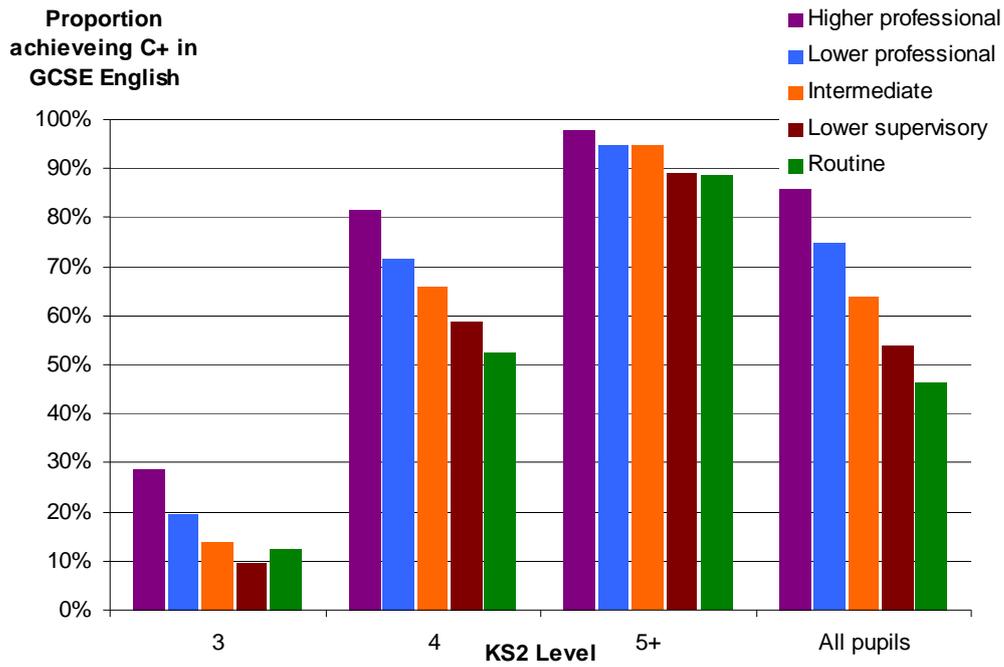
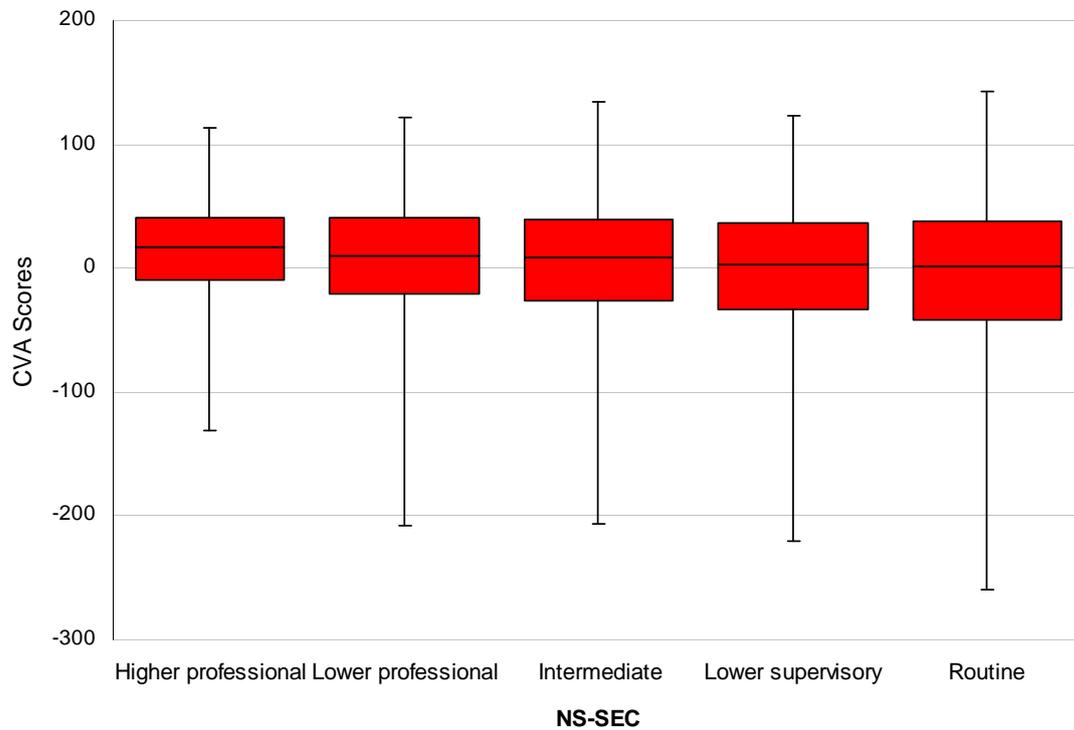


Figure 3.3 - Box plot of Key Stage 2 to 4 CVA scores of those in each level of NS-SEC



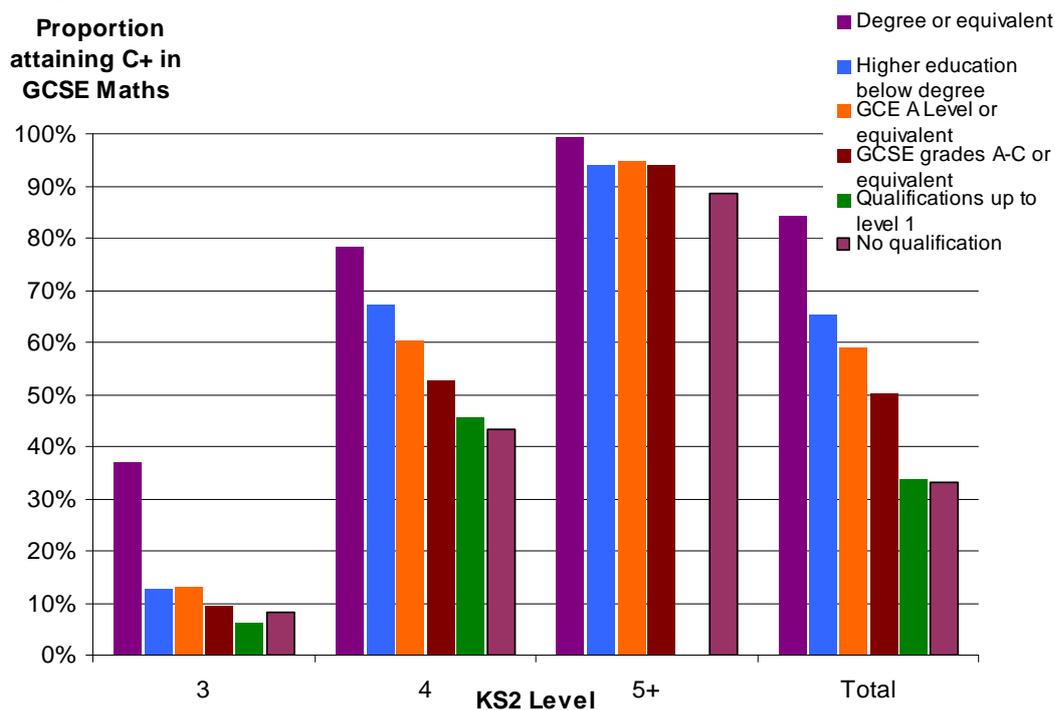
*vertical bar ranges from 1st to 99th percentile

3.1.2 Parental Education

The LSYPE collects information on the highest level of qualification held by the parents⁶ of pupils interviewed.

Figure 3.4 shows the proportion of pupils achieving a C+ in Maths by prior attainment and the highest qualification held by either of their parents. There is a clear relationship between parental education and progress, particularly from Level 4. 78% of pupils with a Level 4 in Key Stage 2 Maths and whose parents had a degree achieved a C or above in GCSE Maths. This proportion fell to 43% for those with a Level 4 whose parents had no qualifications.

Figure 3.4 - Percentage of pupils getting a C+ in GCSE Maths by prior attainment and highest qualification of their parents



* Figures were suppressed for those at KS2 Level 5 whose parents had a highest qualification of up to level 1 due to low sample size.

Similarly to the findings on socio-economic classification, LSYPE shows that pupils whose parents achieved higher qualifications, on average, made more progress than their peers.

The relationship between progress and parental education does not appear to be as strong for those who start from a high level of prior attainment. However, at the lower end of prior attainment 37% of those at Level 3 at Key Stage 2 whose parents had a degree achieved a C+ at GCSE, compared to 8% of those who started from a Level 3 and whose parents had no qualifications. Below degree level though there is little difference in the progress made from prior attainment Level 3 as the highest qualification of the parent decreases.

Having a parent with higher qualifications is, on average, associated with a higher likelihood of making good progress between Key Stages 2 and 4, from each level of

⁶ The analysis on parental qualifications considers the highest qualification received by either parent. That is, regardless of the qualifications of the other parent, the highest level of qualification received by either parent is the level that has been used for each young person.

prior attainment. Similar trends appear in the corresponding figures for English attainment which can be found in the **Chapter 3 Annex**.

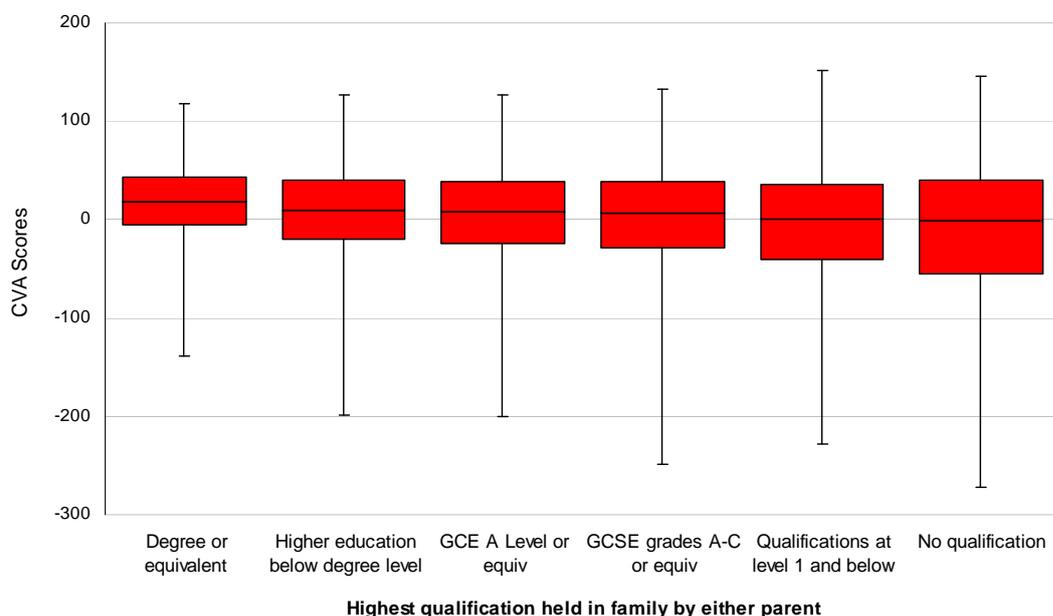
Table 3.2 below shows the proportion of pupils making 3 levels of progress in Maths, by prior attainment and the highest qualification held by either of their parents. There is a strong relationship across the range of parental qualifications. Those whose parents had a degree were more likely to make 3 levels of progress than their peers from each level of prior attainment.

Table 3.2 - Percentage of pupils making 3 levels of progress in Maths by prior attainment and highest qualification of their parents

Key Stage 2 Maths	Degree or equivalent	Higher education below degree	GCE A Level or equivalent	GCSE grades A-C or equivalent	Qualifications up to level 1	No qualification
2 or Below	***	***	***	***	***	***
3	66	49	37	32	21	27
4	78	67	60	53	46	43
5+	91	77	72	67	***	59
All	83	66	58	50	35	37

*** Figures suppressed due to low sample size

Figure 3.5 - Box plot of Key Stage 2 to 4 CVA scores of those at each level of parental education



*vertical bar ranges from 1st to 99th percentile

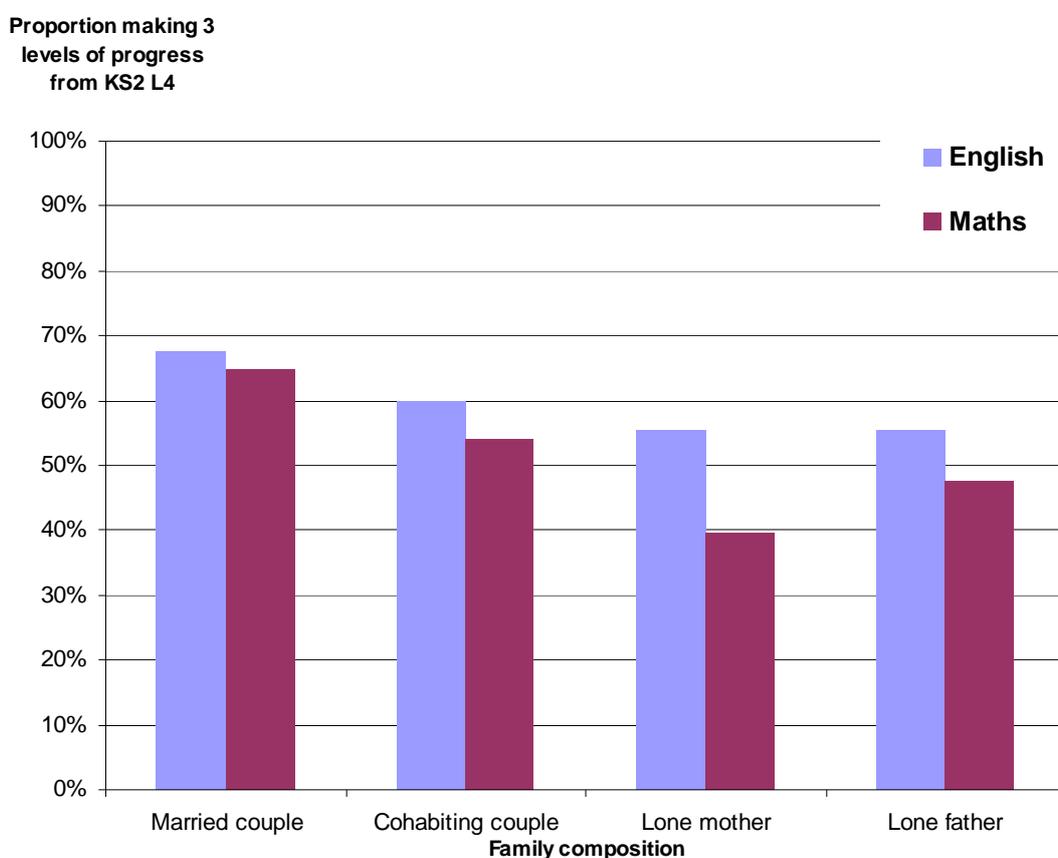
Similarly to the NS-SEC findings, pupils whose parents are educated to higher levels have higher average Key Stage 2 to 4 CVA scores. That is, on average they make more progress even when all of the CVA factors are controlled for. Figure 3.5 displays this. The median CVA score for pupils whose parents had a degree was +18 compared to 0 for pupils whose parents had no qualifications. That equates to a difference of about 1 grade in 3 GCSEs of a capped best 8. E.g. 5Cs and 3Ds instead of 8Cs. Pupils whose parents have low or no qualifications also had a greater spread of CVA scores.

3.1.3 Family Composition

The LSYPE collects information on whether a pupil is living with married parents, a cohabiting couple or a lone parent. Family composition also appears to be related to the progress of pupils. Figure 3.6 shows the proportion of pupils making 3 levels of progress in English and Maths who started at Key Stage 2 Level 4 by their family composition. Pupils whose parents are married make, on average, the most progress, with 68% of those at Level 4 achieving 3 levels of progress in English. This compares to 60% of pupils living with a cohabiting couple, 55% of pupils living with their mother and 56% of pupils living with their father.

The sample size in some of the groups means that we can not expand this analysis to see if it holds for other prior attainment bands. Further Figures, where the sample size permits, are given in the **Chapter 3 Annex**.

Figure 3.6 - Percentage of pupils making 3 levels of progress from Key Stage 2 Level 4 in English and Maths, by family composition



3.1.4 Siblings

The LSYPE records information about whether or not a pupil has any siblings. Table 3.3 shows the proportion of pupils making 3 levels of progress in English by prior attainment and whether or not they have any older or younger siblings.

Pupils who were the eldest child in their family (including only children) were more likely to make 3 levels of progress in English than those children with an older sibling, from each level of prior attainment. Whereas 66% of those who were the eldest child made 3 levels of progress, only 62% of those with older siblings did. In Maths (See **Chapter 3 Annex**), the respective figures were 62% and 57%.

The evidence is not so conclusive for pupils who were the youngest child in their family. From prior attainment in English of Level 2 or below a higher proportion of those with a younger sibling made 3 levels of progress in English. But from each other level of prior attainment those with no younger siblings made greater or similar progress to their peers.

Table 3.3 - Percentage of pupils making 3 levels of Progress in English from Key Stage 2 to Key Stage 4, by siblings

Key Stage 2 English	Older Siblings		Younger Siblings	
	No	Yes	No	Yes
2 or below	46	39	38	43
3	48	45	50	44
4	66	62	66	62
5+	77	74	75	75
Total	67	61	65	62

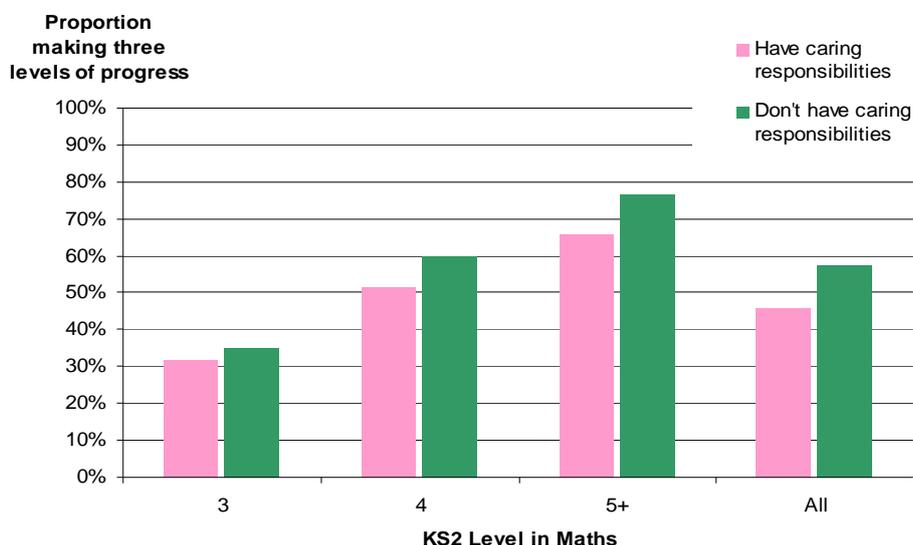
3.1.5 Caring Responsibilities

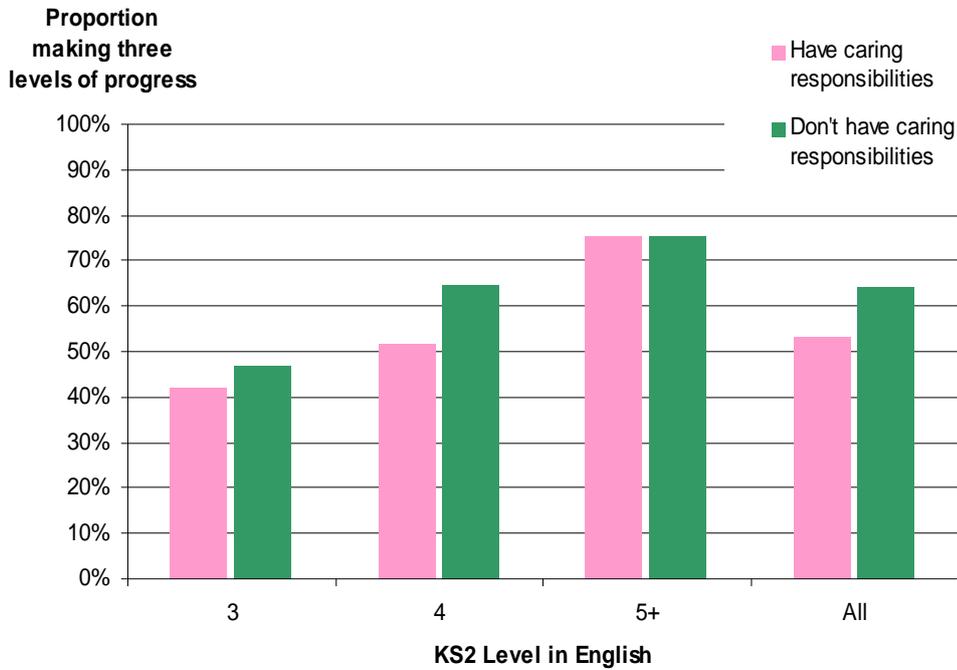
The LSYPE also contains information that tells us whether the young person has any caring responsibilities in their home.

Figure 3.7 shows the proportion of pupils making 3 levels of progress in Maths and English by prior attainment and whether or not they have any caring responsibilities. Those who had caring responsibilities at home were less likely to make 3 levels of progress than those who did not from each level of prior attainment.

The gaps between carers and their peers in Maths do not follow the same pattern as the gaps in English. In Maths, the higher the level of prior attainment, the greater the gap in the proportion of pupils making 3 levels of progress. However, in English, the biggest gap (13% points) is amongst pupils who reach Level 4 at Key Stage 2. There is then no gap between those with and without caring responsibilities when looking at those who achieved Level 5. Across all pupils, however, the gap is similar for the two subjects: 11% points in English, and 12% points in Maths.

Figures 3.7 - Percentages of pupils making 3 levels of progress in English and Maths by caring responsibilities and prior attainment

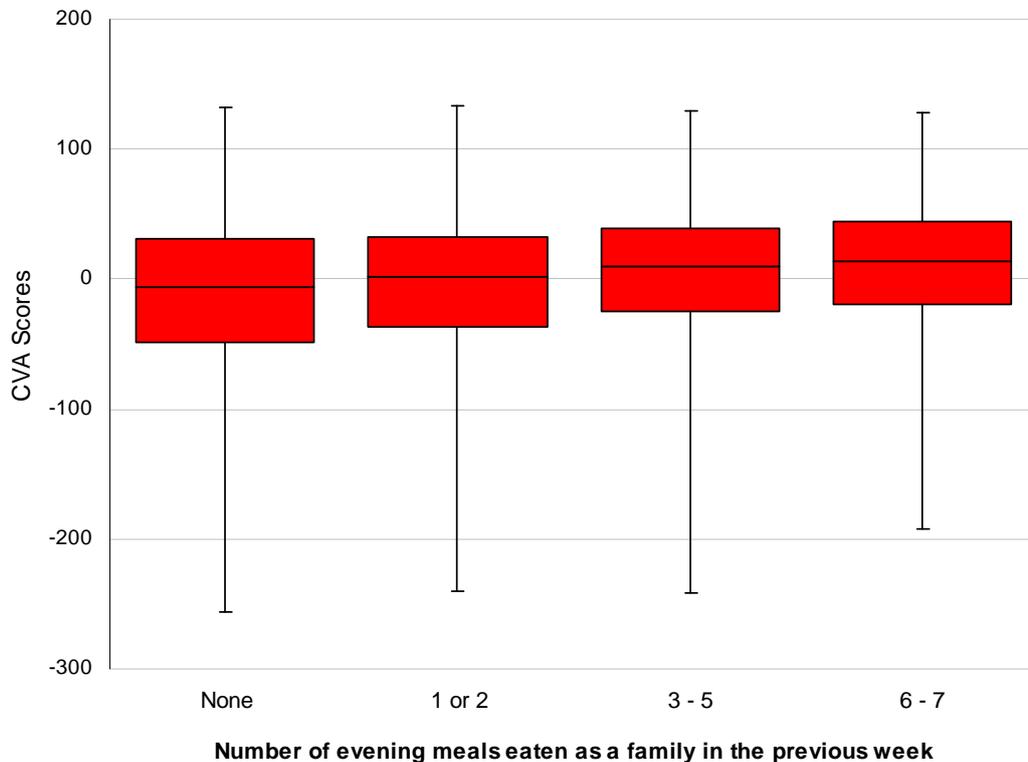




3.1.6 Family Cohesion

Another factor which is based on the young person's home life is the number of times in a week that they sit down and eat a meal with their family. LSYPE asked each respondent how many times they had done this in the week prior to the survey being carried out.

Figure 3.8 - Box plot of Key Stage 2 to 4 CVA scores of pupil by the number of evening meals eaten as a family in the previous week



*vertical bar ranges from 1st to 99th percentile

Figure 3.8 shows box plots of CVA scores for pupils by the number of evening meals eaten together as a family. There is a clear trend across the groups. Pupils eating more meals with their families had higher CVA scores on average. The median CVA score for pupils eating 6-7 meals together with their families was +14 compared to -6 for pupils not eating any meals as a family. That equates to a difference of just over 1 grade in 3 GCSEs of a capped best 8, e.g. 5Cs and 3Ds instead of 8Cs. The spread of scores was also slightly narrower for those who had eaten more meals as a family.

The number of meals eaten as a family is, perhaps, functioning as a proxy here for some kind of family cohesion, rather than directly demonstrating the importance of family meals. The trend is strong across the range of possible answers; the higher the number of meals eaten as a family, the greater the likelihood of making progress. That same trend appears for both Maths and English progress (See **Chapter 3 Annex**).

3.2 Educational Aspirations

This section looks at the aspirations of the pupil, their parents and their peers and the relationship between these aspirations and progression. High educational aspirations are defined as the desire for the young person to stay on in full time education post 16.

Figure 3.9 - Percentage of pupils making 3 levels of progress in Maths by prior attainment and aspirations of the pupil

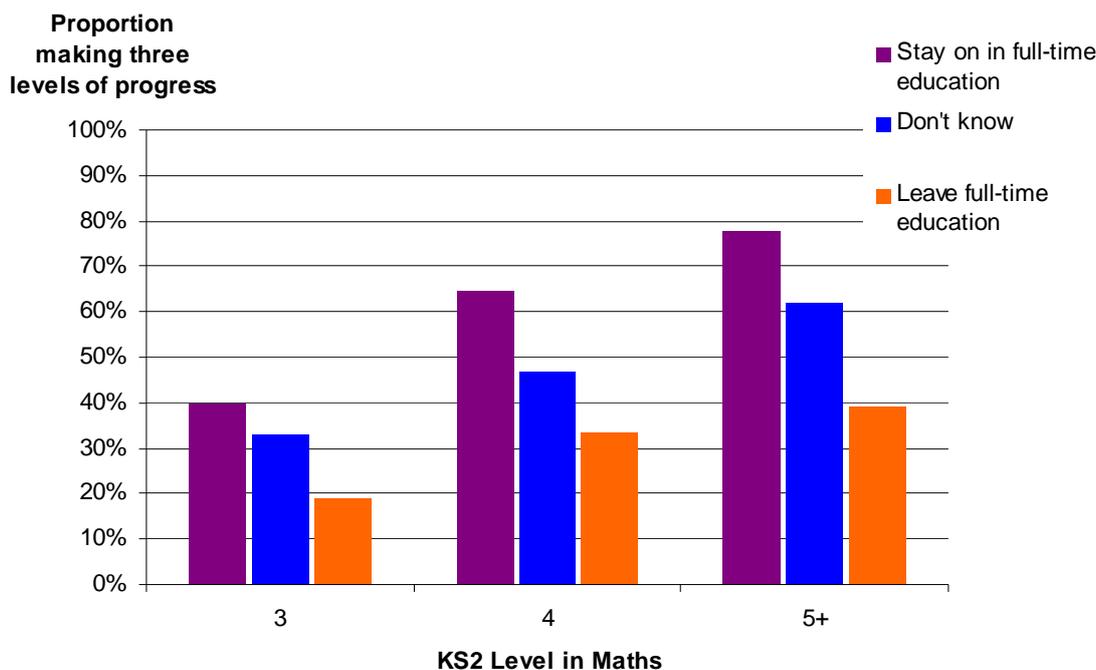


Figure 3.9 shows the proportion of pupils making 3 levels of progress in Maths by the young person's aspirations and prior attainment. Those pupils with aspirations to stay on in full time education are more likely to make 3 levels of progress from each level of prior attainment at Key Stage 2. From a Level 4 at Key Stage 2, 64% of those that want to stay on in full time education made 3 levels of progress compared to 33% of those that want to leave full time education.

Table 3.4 shows the proportion of pupils making 3 levels of progress in Maths by prior attainment and the young person's and their parent's aspirations. In both cases and from every level of prior attainment the desire to stay in full time education is associated with a higher proportion of pupils making 3 levels of progress. This finding holds for English too and Tables can be found in the **Chapter 3 Annex**.

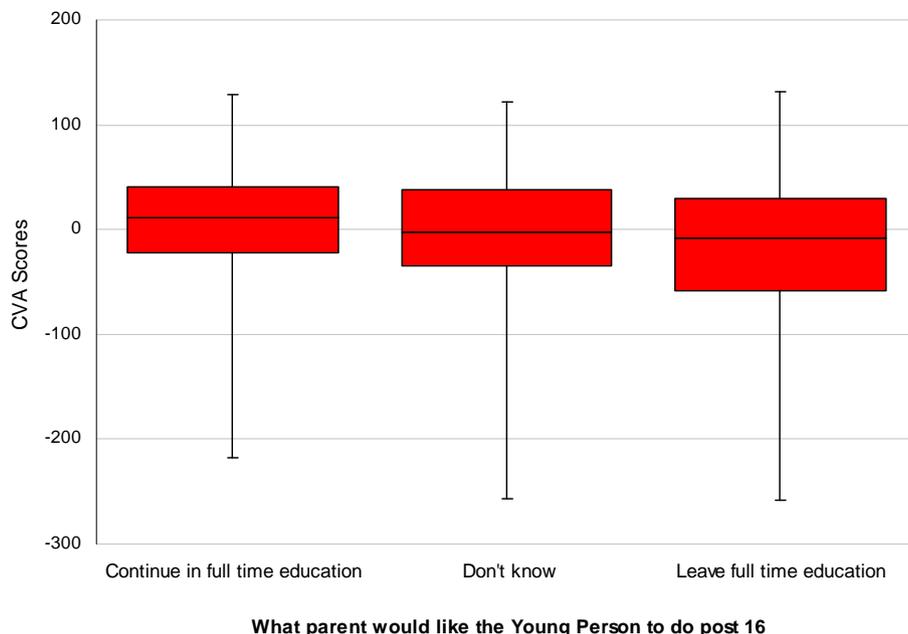
Examining CVA scores for pupils split by their aspirations shows that high aspirations are, on average, associated with higher CVA scores. This means that pupils with high aspirations tend to make better progress even when we account for characteristics such as prior attainment and FSM. The median Key Stage 2 to 4 CVA score for pupils whose main parent wanted them to stay in education post 16 was 11, compared to a median score of -8 for those whose parents wanted them to leave full time education. That equates to a difference of just over 1 grade in 3 GCSEs of a capped best 8, e.g. 5Cs and 3Ds instead of 8Cs. The results are almost identical when looking at the aspirations of the pupils themselves. A chart is included in the **Chapter 3 Annex**.

Table 3.4 - Percentage of pupils making 3 levels of progress in Maths, by pupil's and main parent's aspirations

Key Stage 2 Maths	Pupil's Aspirations			Parent's Aspirations		
	Continue in full time education	Leave full time education	Don't know	Continue in full time education	Leave full time education	Don't know
2 or below	2	***	***	2	***	***
3	14	3	10	13	7	***
4	64	33	47	64	38	55
5+	96	82	87	96	84	***
Total	63	23	39	63	29	47

*** Figures suppressed due to low sample size.

Figure 3.10 - Box plot of Key Stage 2 to 4 CVA scores of pupils by educational aspirations of their parents



*vertical bar ranges from 1st to 99th percentile

In the LSYPE there is not always agreement between the pupil's and their parent's aspirations. In Table 3.5 we can see rates of progression in English by both the pupil's and their parent's aspirations. The highest rates of progress from each level of prior attainment are seen when both the young person and their parent have high educational aspirations. The group with the lowest proportion attaining a C or above in GCSE English is the one where both parent and young person have low educational

aspirations. Where aspirations differ, progress is slightly higher where the young person wants to stay than where their parent wants them to stay on in full time education. This seems to suggest that the young person's aspirations are more strongly related to the likelihood of them achieving good progress than their parent's. This finding follows for Maths too, as shown in the **Chapter 3 Annex**.

Table 3.5 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by young person (YP) and main parent (MP) aspirations

Key Stage 2 English	YP stay, MP stay	YP stay, MP leave	YP leave, MP stay	YP leave, MP leave
2 or below	2	***	***	***
3	19	10	7	9
4	72	49	41	29
5+	96	82	***	***
Total	73	39	32	22

*** Figures suppressed due to low sample size.

Not only is this the case with simple progress in English and maths, but the same holds for Key Stage 2 to 4 CVA scores when prior attainment and various pupil characteristics are controlled for. Table 3.6 below shows median CVA scores for each of the four groups presented above, and shows a similar pattern.

Table 3.6 - Median CVA scores of young people, by whether the young person (YP) and their main parent (MP) want the young person to stay in education post-16

	Median CVA score
YP stay, MP stay	13
YP stay, MP leave	0
YP leave, MP stay	-16
YP leave, MP leave	-22

Figure 3.11 - Percentage of pupils making 3 levels of progress in Maths by prior attainment and aspirations of the pupil's peers

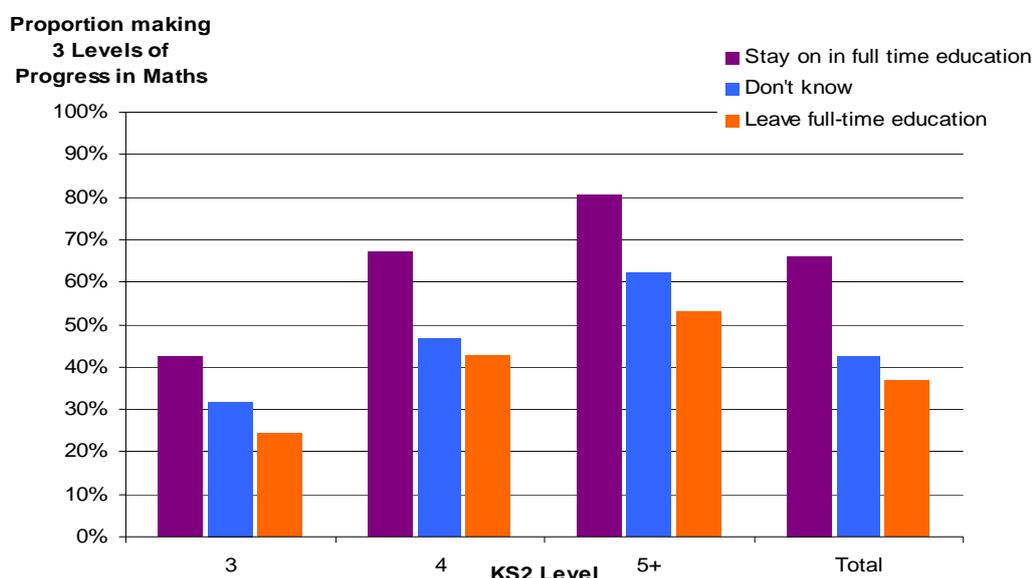


Figure 3.11 shows the percentage of pupils making 3 levels of progress in Maths by prior attainment and whether the pupil thinks their friends want to stay on in education. This shows similar patterns to Figure 3.9 and it is highly likely that the aspirations of the pupil and their peers are correlated.

3.3 Behaviours

The behaviours of pupils can also be mapped against their progression. The LSYPE collects information on whether pupils take part in a number of activities and behaviours.

3.3.1 Sport

Taking part in sport, generally considered a positive behaviour, seems to be linked to pupils making more progress, as Table 3.7 shows. For each level of prior attainment those pupils who had participated in sport in the past 4 weeks were more likely to achieve a grade C in Maths than their peers who did not. Similar results follow for English and the 3 levels of progress measures and can be found in the **Chapter 3 Annex**.

Table 3.7 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by participation in sport in the past 4 weeks

Key Stage 2 Maths	Participated in sport in the past 4 weeks?	
	No	Yes
2 or below	***	***
3	9	15
4	56	62
5+	93	96
Total	47	64

*** Figures suppressed due to low sample size.

3.3.2 Smoking

Table 3.8 shows that when we take a behaviour that is perceived more negatively, smoking, we get the opposite result; pupils engaging in this behaviour tend to progress less well than their peers. From all levels of prior attainment pupils who had smoked made less progress in English than those that had not. The same is true for Maths and the other measures of progress and these figures can be found in the **Chapter 3 Annex**.

Table 3.8 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by ever having smoked

Key Stage 2 English	Yes	No
2 or below	***	***
3	3	16
4	43	67
5+	83	95
Total	43	66

*** Figures suppressed due to low sample size.

3.3.3 Risky Behaviours

The LSYPE asks about eight different “risky behaviours.” These are: (i) being a frequent smoker; (ii) drinking alcohol 3 or more times a month; (iii) playing truant within the previous 12 months; (iv) trying cannabis; (v) graffitiing on walls; (vi) vandalising public property, (vii) shoplifting and; (viii) taking part in fighting or public disturbances. Table 3.9 looks at the percentage of pupils making 3 levels of progress in Maths by the number of risky behaviours engaged in. There is a clear relationship between engaging in risky behaviour and making less progress. Indeed, for each additional risky behaviour that the young person has engaged in, they are less likely to have made 3 levels of progress from any level of prior attainment. The same is true for English and the other measures of progress and these figures can be found in the **Chapter 3 Annex**.

Table 3.9 – Percentage of pupils making 3 levels of Progress in Maths from Key Stage 2 to Key Stage 4, by risk factors

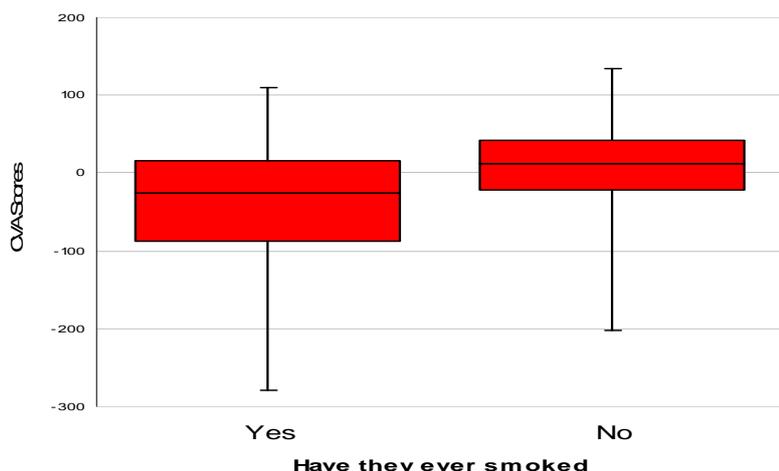
Key Stage 2 Maths	0	1	2	3	4	5	6 to 8
2 or below	21	***	***	***	***	***	***
3	43	30	28	28	20	***	***
4	68	54	53	39	37	32	24
5+	82	75	65	53	48	***	***
Total	66	53	47	38	35	32	23

*** Figures suppressed due to low sample size.

Combining the findings on negative behaviours with what was seen for those taking part in sport, it seems that what pupils do is positively correlated with their progression; “good” behaviours fit with better progression and negative behaviours fit with worse progression.

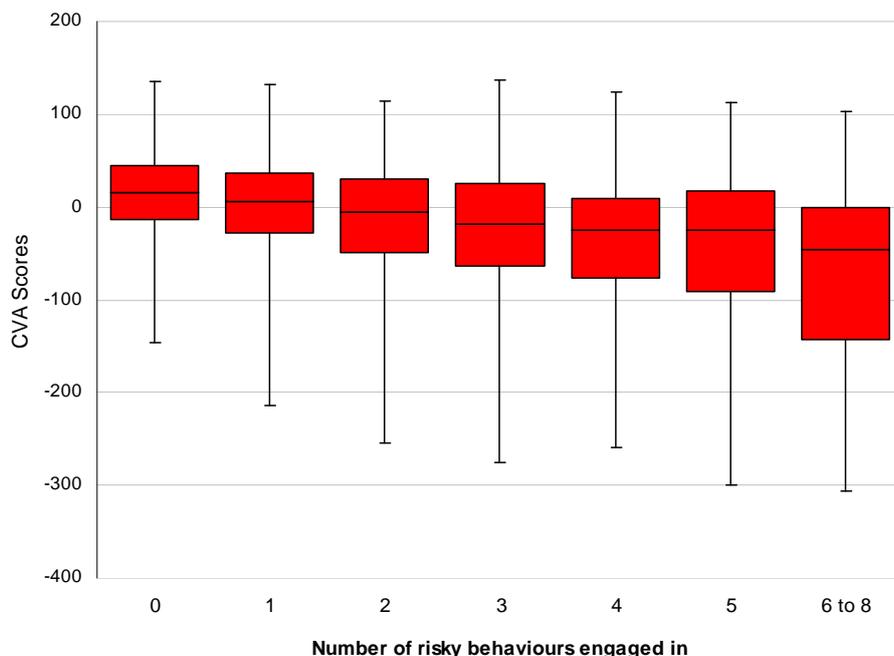
This is supported by the following two box plots of CVA scores, first split according to whether or not the young person smokes, and then according to the number of those risky behaviours they had engaged in. The results are very striking; behaviours with negative connotations are correlated with lower CVA scores. Smokers had a median CVA score of -26, compared to +12 for non-smokers. That difference of 38 points equates to over a grade in 6 subjects of a capped best 8 score, e.g. 6Ds and 2Cs instead of 8Cs. Those pupils engaging in 6 or more risky behaviours had a median CVA score of -45 compared to +16 for those engaging in no risky behaviours, or e.g. 6Ds and 2 Es instead of 8 Cs, when pupil characteristics are controlled for.

Figure 3.12 - Box plot of Key Stage 2 to 4 CVA scores of pupils by whether they smoke



*vertical bar ranges from 1st to 99th percentile

Figure 3.13 - Box plot of Key Stage 2 to 4 CVA scores of pupils by the number of risky behaviours engaged in



*vertical bar ranges from 1st to 99th percentile

As we have seen with other factors, those groups of pupils who on average had lower CVA scores (in this case smokers and those taking part in more risky behaviours) also had a wider spread of scores. Those in groups with higher scores tend to be more concentrated into a smaller range of scores.

3.4 Bullying

The LSYPE records reports of bullying in two ways; (i) reported by the young person and; (ii) reported by a parent. For about 30% of pupils, the two responses did not agree; therefore the following analysis looks at the separate cases where one, the other, both or neither reported bullying.

Figure 3.14 and Table 3.10 show the proportion of pupils making 3 levels of progress in Maths by prior attainment and whether bullying was reported. From each level of prior attainment reported bullying is associated with a lower proportion of pupils making 3 levels of progress in Maths. From the expected Level 4 at Key Stage 2, 64% of pupils who reported no bullying made 3 levels of progress, compared to 58% where the young person reported bullying, 56% where the parent reported bullying and 53% where both reported bullying. Similar trends can be seen in the **Chapter 3 Annex** for English progression.

There are differences between the rates of achieving 3 levels of progress amongst those where bullying was reported depending on who reported it. Where only the young person themselves reported bullying, the progress is, on average, better than where the parent reported it. Amongst those where the parent reported bullying, there was less likelihood of progress if both parent and young person reported bullying.

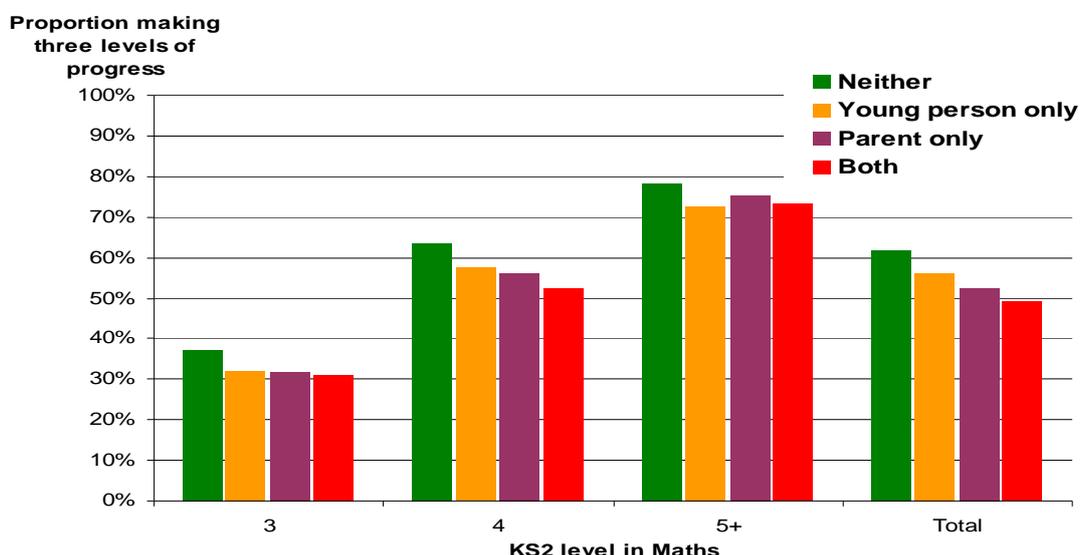
It seems possible that where a parent is aware of the bullying, the bullying was more likely to have been severe. For example a parent may not be aware of some name calling but would be more likely to know if their child was the victim of violence. If both report the bullying then, on a similar basis, it would seem possible that these are the worst cases of bullying. If we accept this hypothesis then it would seem that pupils who have been bullied more seriously are less likely to make 3 levels of progress.

Table 3.10 – Percentage of pupils making 3 levels of progress in Maths from Key Stage 2 to Key Stage 4, by pupil and parent reports of bullying

Key Stage 2 Maths	Neither	Young person only	Parent only	Both
2 or below	18	***	***	11
3	37	32	32	31
4	64	58	56	53
5+	78	73	75	73
Total	62	56	52	49

*** Figures suppressed due to low sample size.

Figure 3.14 - Percentage of pupils making 3 levels of progress in Maths, by prior attainment and reports of bullying

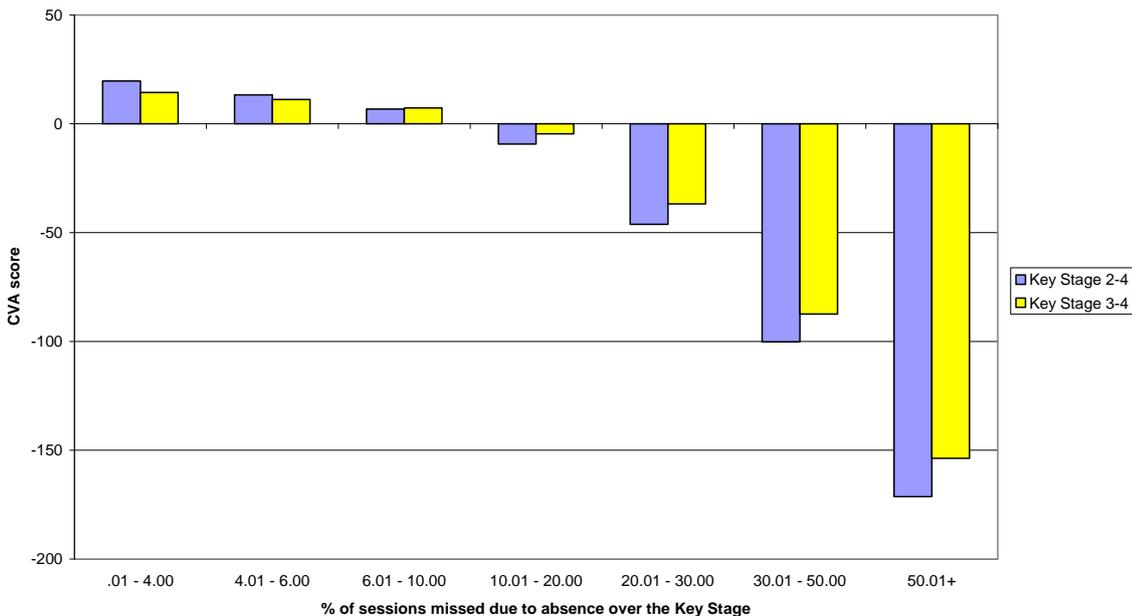


3.5 Absence

The final section of this chapter returns to an analysis of the National Pupil Database to examine the impact of absence on progression. Absence is measured here as the number of sessions missed over the Key Stage.

Figure 3.15 shows the average CVA scores for pupils by the percentage of sessions missed due to absence. There is a clear relationship between absence and progress between Key Stages, with average CVA scores falling as absence increases. However, only for those pupils missing more than 10% of sessions is progress substantially harmed. The average CVA score for pupils that are absent for 30-50% of sessions between Key Stages 2 and 4 is -100. That is, pupils who miss this much school get, on average, 100 points fewer than pupils with the same prior attainment and characteristics nationally. That is the equivalent of getting over 2 grades lower in each of 8 GCSEs, e.g. getting 8 Es instead of 8Cs. Pupils missing over 50% of sessions get an average of over 170 points fewer than their peers with the same prior attainment and characteristics nationally. That is the equivalent of over 3.5 grades lower in each subject, e.g. 4 Fs and 4 Gs instead of 8 Cs.

Figure 3.15 – Contextual Value added scores by level of absence over the Key Stage 2007/07



4. How does progression vary for different types of schools?

Summary

- Both Male and Female FSM pupils in single sex schools progress at a higher rate than the national average for all FSM pupils nationally (37% of FSM boys and 47% of FSM girls progress from the expected level at Key Stage 2 to the expected level at Key Stage 4 compared with a national progress rate of 31%).
- Key Stage 4 cohort size does not seem to affect the rate of pupil progress, although FSM pupils tend to perform slightly better (in terms of progress to the expected level at Key Stage 4) in schools with less than 250 pupils in the cohort.
- 44% of FSM pupils in London make the expected progress from Key Stage 2 Level 4 to the expected Key Stage 4 attainment level, compared to 29% of FSM pupils in the rest of the country, a gap of 13 percentage points.
- School governance does not appear to influence overall rates of pupil progress at either Key Stage 2 or Key Stage 4. However, there is some evidence to suggest that deprived pupils make slightly more progress in voluntary aided schools and academies.

This chapter compares rates of pupil progress in different school settings. In particular it aims to identify particular types of school that are associated with relatively strong rates of progress for pupils from deprived backgrounds. **Chapter 2** showed that pupils eligible for Free School Meals (FSM) made less progress at each Key Stage, in each subject and from every level of prior attainment than their peers

The chapter is split into two sections. The first half covers progress from Key Stages 2 to 4, i.e. at secondary schools. This focuses on progress from average level 4 at Key Stage 2 to 5+ GCSEs A*-C including English and Maths at Key Stage 4. Further analysis of pupil progress on different measures is available on request. The second section focuses on progress in different types of primary school.

4.1 Secondary Schools

4.1.1 Single and Mixed sex schools

Table 4.1 and Figure 4.1 show the progress of pupils in single sex and mixed schools by gender for both FSM and non-FSM pupils. The proportion of pupils in single sex schools who progress to achieve 5+ GCSE A*-C including English and Maths is higher for all groups and at every level of prior attainment than in the mixed schools.

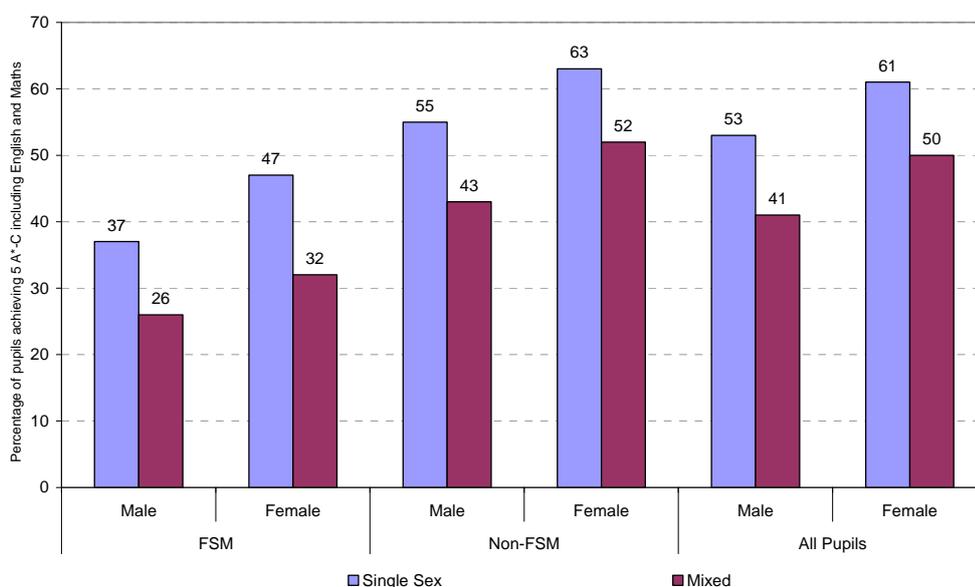
Table 4.1 - Percentage of Pupils who achieved 5+A*-C including English and Maths by prior attainment in mixed and single sex schools

Type of School	Key Stage 2 Average Level	Percentage achieving 5A*-C including English and Maths					
		FSM		Non-FSM		All Pupils	
		M	F	M	F	M	F
Single Sex	Below	2	2	3	1	2	1
	3	5	6	5	7	5	7
	4	37	47	55	63	53	61
	5	90	92	97	98	97	98
Mixed	Below	1	1	1	1	1	1
	3	2	3	2	3	2	3
	4	26	32	43	52	41	50
	5	78	84	92	95	91	94

Of all female pupils who achieved Key Stage 2 Level 4 in single sex schools 61% progress to achieve at least 5+ A*-C GCSEs including English and Maths, compared to 50% in mixed schools. For male pupils the corresponding figures are 53% and 41%. Pupils were more likely to progress to the 5A*-C with English and Maths threshold in single sex schools from every level of prior attainment.

For FSM pupils, 37% of males who achieve Level 4 at Key Stage 2 progress to 5A*-C including English and Maths in single sex schools compared to 26% in mixed schools. 47% of disadvantaged females in single sex schools with a prior attainment of Level 4 achieve 5+A*-C GCSEs including English and Maths compared to 32% for their counterparts in mixed schools.

Figure 4.1 - Progress from Key Stage 2 Level 4 to 5A*-C including English and Maths, Single and Mixed schools



4.1.2 School Cohort size

Table 4.2 compares progress made by pupils in schools with different sized Key Stage 4 group cohorts. The number of pupils at Key Stage 4 is defined as those who were present at the end of the Key Stage. Cohorts have been grouped into 5 bands: 1-100 pupils, 101-150 pupils, 151-200 pupils, 201-250 pupils, and 251+ pupils.

The table shows that 30% of FSM pupils in schools with a cohort of less than 100 pupils, with an attainment of Level 4 at Key Stage 2, progress to achieve 5+A*-C GCSEs including English and Maths. This compares to 46% of Non-FSM pupils.

For schools with a cohort of 101-150 pupils, 33% of Key Stage 2 Level 4 FSM pupils achieved 5+A*-C GCSEs including English and Maths. For schools with a cohort of 151-200 and 201-250 pupils this figure was 31% and for schools with a cohort of over 251 pupils, 28% of Key Stage 2 Level 4 FSM pupils achieved 5+A*-C GCSEs including English and Maths.

The attainment gap between FSM and non-FSM pupils is widest for schools with a cohort size of 251+ at 22% points compared to an average of 17% points for schools with a cohort of less than 251 pupils. Although there does not appear to be a strong correlation between cohort sizes and FSM progress rates, non-FSM pupils record the highest rates of progress in the schools with the relatively large cohort sizes, whereas FSM pupils highest rates of progress are in the medium size schools.

Table 4.2 - Percentage of Pupils who achieved 5+A*-C including English and Maths by prior attainment

Percentage achieving 5A*-C including English and Maths				
School cohort size	Key Stage 2 Average Level			
		Non-FSM	FSM	All Pupils
1-100	Below	1	1	1
	3	3	2	3
	4	46	30	44
	5	95	81	94
101-150	Below	1	1	1
	3	3	3	3
	4	49	33	47
	5	95	87	95
151-200	Below	1	1	1
	3	3	3	3
	4	47	31	45
	5	94	83	93
201-250	Below	1	1	1
	3	3	3	3
	4	49	31	47
	5	94	83	93
251+	Below	0	1	0
	3	3	2	3
	4	50	28	48
	5	94	80	93

4.1.3 School Deprivation

The level of deprivation in schools can be measured by putting the schools in bands by the proportion of pupils claiming Free School Meals. The higher the proportion of FSM pupils, the more deprived the school is deemed to be.

Table 4.3 - Percentage of pupils who achieved 5+A*-C including English and Maths by prior attainment and FSM band

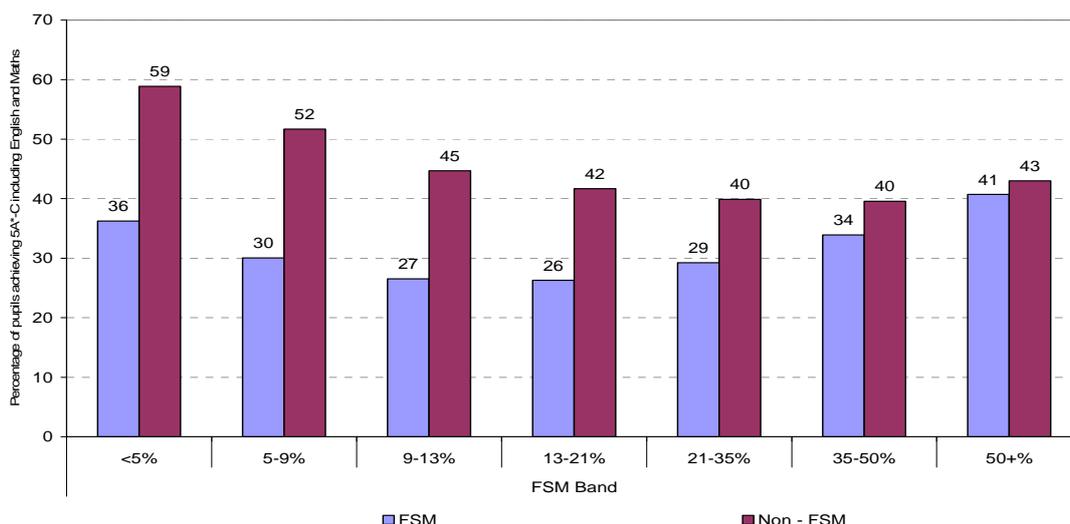
FSM Band	Non-FSM				FSM			
	Key Stage 2 Average Level				Key Stage 2 Average Level			
	Below	3	4	5	Below	3	4	5
<5%	1	4	59	96	1	1	36	86
5-9%	1	3	52	94	0	1	30	84
9-13%	0	2	45	93	0	2	27	84
13-21%	1	3	42	91	0	2	26	78
21-35%	1	3	40	88	1	2	29	81
35-50%	1	5	40	88	2	4	34	82
50+%	2	6	43	89	2	8	41	86

Table 4.3 shows the proportion of pupils attaining 5A*-C including English and Maths from each prior attainment level by school FSM band. The rate of progression from Key Stage 2 average Level 4 attainment to 5+A*-C including English and Maths for FSM pupils is highest in the most deprived schools (50+% FSM band). 41% of FSM pupils in the most deprived band achieved 5+A*-C GCSEs including English and Maths compared to 36% of FSM pupils in the least deprived schools (<5% FSM band). However, FSM pupils in the least deprived schools had the 2nd highest rate of achievement from Key Stage 2 Level 4. I.e. FSM pupils made their best progress in the most and the least deprived schools, and made worse progress in the schools in-between. Figure 4.2 helps to illustrate this.

Similar patterns emerge for progression from Level 5 at key Stage 2. Deprived pupils make the most progress (86%) in the most and the least deprived schools and make less progress in the schools in-between.

The same is not true for non-FSM pupils who make more progress in less deprived schools than in more deprived ones. For non-FSM pupils, 59% progress from Key Stage 2 Level 4 to achieve 5+A*-C GCSEs including English and Maths compared to 43% of pupils in the most deprived schools. Again there is some curvature in the chart though, with non-FSM pupils more likely to progress to the threshold in the most deprived schools than the 13-21%, 21-35% and 35-50% FSM bands.

Figure 4.2 - Progress from Key Stage 2, Level 4 to 5A*-C including English and Maths by School FSM bands



Another measure used for measuring the deprivation level of a school is the IDACI index, as described in **Chapter 2**. The index measures the deprivation of a school based on the post code of pupils in the school.

In Table 4.4 the IDACI bands show the relative level of deprivation of the school based on the average IDACI scores of the pupils. Pupil IDACI scores are the percentage of children living in families in receipt of means tested benefits in the areas the pupils live. See **Chapter 2** for a full explanation.

Table 4.4 - Percentage of pupils who achieved 5+A*-C including English and Maths and 5A*-C from Key Stage 2 Level 4 by school IDACI band

IDACI Band	Key Stage 2 expected attainment	GCSE 5+A*-C incl. Eng & Maths	GCSE 5 A*-C
<=10%	Level 4	57	74
10-15%		53	71
15-20%		46	68
20-30%		40	65
30-40%		38	65
40+%		41	67
Grammar		93	97

The table shows that 41% of pupils in schools with the highest IDACI scores progress from Level 4 at Key Stage 2 to achieve at least 5+ GCSEs A*-C including English and Maths compared to an average of 39% for schools with relatively lower deprivation pupils (IDACI band 20-40%). In the least deprived schools (IDACI band <= 10%) 57% achieve at least 5+ GCSEs A*-C including English and Maths from Key Stage 2 Level 4. Again there is evidence of higher levels of progress being made to the threshold in the most deprived schools than in the bands immediately below.

4.1.3 Institution type

This section looks at the progression of pupils in 5 types of institutions, namely: academies, community schools, voluntary aided, voluntary controlled and foundation schools. The section also looks at the progress of disadvantaged pupils compared to their counterparts and how the rate of progression varies for the different types of institutions.

From Chapter 2 we know that nationally about 31% of FSM pupils, with a prior attainment at Level 4 progress to achieve the expected 5+ GCSEs A*-C including English and Maths. This compares with a national average of 48% for non-FSM pupils showing an attainment gap between FSM and non-FSM pupils of about 17%.

Table 4.5 shows the proportion of pupils achieving 5A*-C with English and Maths by prior attainment and school type. In voluntary aided schools 35% of FSM pupils achieved this threshold from Key Stage 2 Level 4, as did 34% and 32% respectively for academies and foundation schools. In community and voluntary controlled schools 29% of FSM pupils made this progress.

Table 4.5 - Percentage of pupils achieving 5+A*-C including English and Maths by prior attainment and school type

School Type	Key Stage 2 attainment	Non-FSM	FSM	All Pupils
Academies	Below	2	1	2
	3	4	4	4
	4	42	34	40
	5	88	87	88
Community school	Below	1	1	1
	3	3	3	3
	4	46	29	44
	5	93	81	93
Voluntary Aided	Below	2	1	1
	3	5	4	4
	4	55	35	53
	5	96	87	95
Voluntary Controlled	Below	1	0	1
	3	3	1	2
	4	51	29	49
	5	95	80	95
Foundation school	Below	1	1	1
	3	4	3	3
	4	51	32	49
	5	95	85	95

4.1.5 Policy types

This section looks at how pupils in schools within the following four policies have progressed from the Key Stage 2 to 5 A*-C including English and Maths:

- (i) City Challenge
- (ii) Keys to Success
- (iii) Academies

(iv) National Challenge

Details of each of these policies can be found in the **Chapter 4 Annex**.

The analysis of Table 4.6 shows the proportion of FSM pupils progressing from Key Stage 2 to Key Stage 4 for all the policy areas exceeded the national average of 31% with the exception of National Challenge (19%).

Previous analysis⁷ has shown that FSM pupils in London tend to have higher attainment levels than their counterparts elsewhere. Analysis of pupils' progress shows that 44% of London Challenge FSM pupils achieved at least 5+ GCSEs A*-C including English and Maths compared to 34% for Keys to Success and 33% for Academies (for pupils that started at the expected level at Key Stage 2).

Table 4.6 – Percentage of pupils achieving 5+A*-C including English and Maths by prior attainment and policy type

Policy	Key Stage 2 attainment	5+A*-C incl. E & M		
		Non-FSM	FSM	All
City Challenge	Below	2	3	2
	3	7	8	7
	4	54	44	52
	5	95	88	94
Keys to Success	Below	2	2	2
	3	4	4	4
	4	37	34	36
	5	83	81	83
Academies	Below	1	1	1
	3	4	4	4
	4	37	33	36
	5	82	84	82
National Challenge	Below	0	1	0
	3	1	1	1
	4	27	19	25
	5	80	71	79

⁷ DCSF Statistical First Release: National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07, Table 49, published here: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>

Figure 4.3 - Progress from Level 4 at Key Stage 2 to 5A*-C with English and Maths by policy type

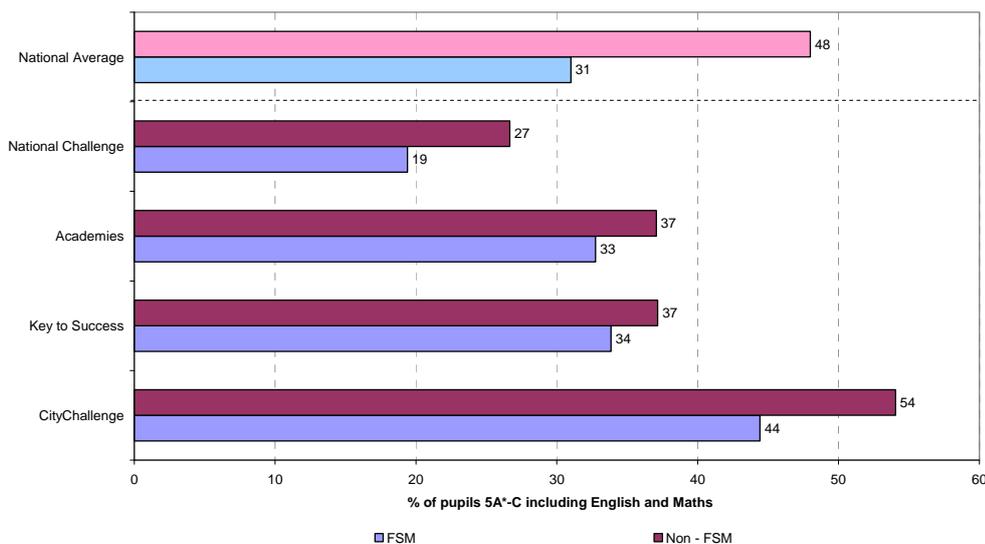


Figure 4.3 illustrates the proportion of pupils who start from Level 4 at Key Stage 2 and go on to achieve 5A*-C including English and Maths (the highlighted data in table 4.6).

4.1.6 London Challenge and Academies compared to their Comparison group of schools

This sub-section compares the Key Stage 2 to 4 progression of pupils in London Challenge and Academies to their respective comparison group of schools. The idea is to compare like for like, so these groups of schools are similar in terms of the deprivation levels of pupils, prior attainment and previous Key Stage 4 attainment rates.

London Challenge and Academies were chosen because the policies appear to be having a small but positive impact on results compared to schools with similar pupil characteristics. There are no comparator schools for National Challenge. By definition National Challenge schools are the lowest performing in terms of the 5A*-C including English and Maths measure. All schools with similar attainment will therefore also be in the National Challenge group.

Table 4.7 shows the proportion of pupils achieving the Key Stage 4 thresholds by prior attainment and FSM in the London Challenge and comparison schools. 52% of all pupils in London Challenge achieved at least 5+ GCSEs A*-C including English and Maths from Level 4 at Key Stage 2 compared to 49% for the comparison group of schools.

However 44% of FSM pupils in London Challenge achieved at least 5+ GCSEs A*-C including English and Maths, from Level 4, compared to 29% for the comparison group, an attainment gap of about 15% points which reflects the overall attainment gap between FSM pupils in London and FSM pupils in the rest of the country.

Table 4.7 - Percentage of Pupils achieving 5+A*-C including English and Maths in London Challenge schools by prior attainment

Policy	Key Stage 2 Attainment	5+ A*-C incl Eng and Maths			5+ A*-C		
		Non-FSM	FSM	All	Non-FSM	FSM	All
London Challenge	Below	2	3	2	10	11	10
	3	7	8	7	24	25	25
	4	54	44	52	72	63	70
	5	95	88	94	97	94	97
London Comparison Schools	Below	0	1	1	7	9	8
	3	3	2	3	20	17	19
	4	52	29	49	73	54	70
	5	95	84	95	98	92	98

Table 4.8 repeats this analysis for Academies and their comparison schools. 36% of all pupils in academies achieved at least 5+ GCSEs A*-C including English and Maths from Level 4 at Key Stage 2 compared to 33% for the comparison group of schools.

Of those FSM pupils in academies 33% achieved at least 5+ GCSEs A*-C including English and Maths compared to 30% for the comparison group, an attainment gap of about 3% points.

Table 4.8 - Percentage of Pupils who achieved 5+A*-C including English and Maths by prior attainment and policy

Policy	Key Stage attainment	5+ A*-C incl Eng and Maths			5+ A*-C		
		Non-FSM	FSM	All	Non-FSM	FSM	All
Academies	Below	1	1	1	13	13	13
	3	4	4	4	30	26	28
	4	37	33	36	68	61	67
	5	82	84	82	96	93	95
Academies Comparison Schools	Below	0	1	1	10	10	10
	3	3	4	3	23	21	22
	4	34	30	33	63	55	61
	5	85	81	84	95	90	94

Figure 4.4 below graphically illustrates the expected levels of progress at Key Stage 2 to 4 attainment (the highlighted data in table 4.7 and 4.8).

Figure 4.4 - Progress from Level 4 at Key Stage 2 to 5A*-C with English and Maths by policy type

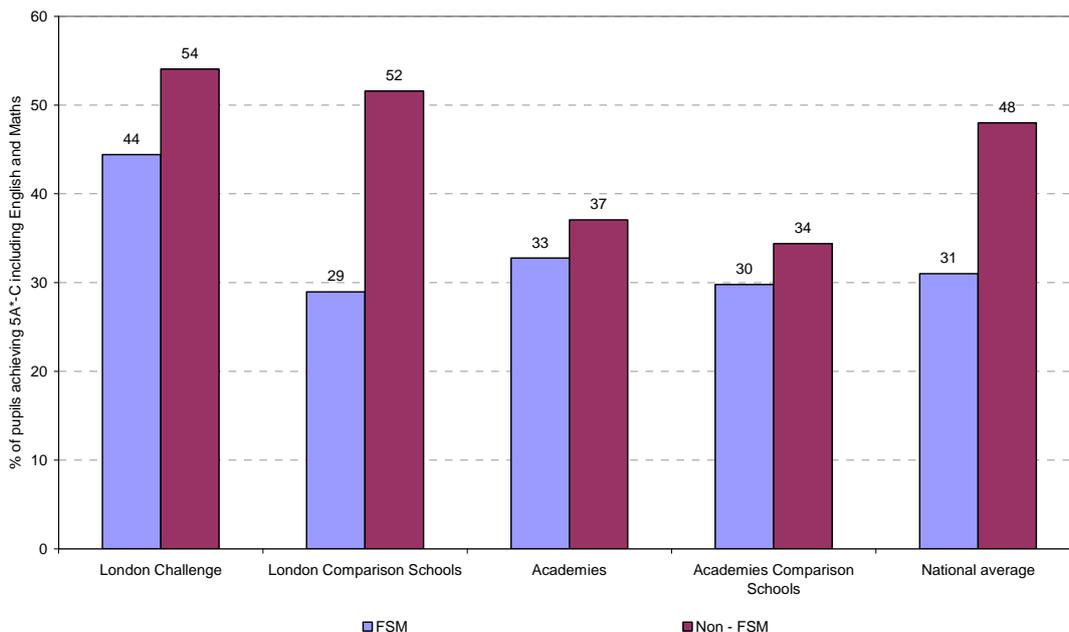
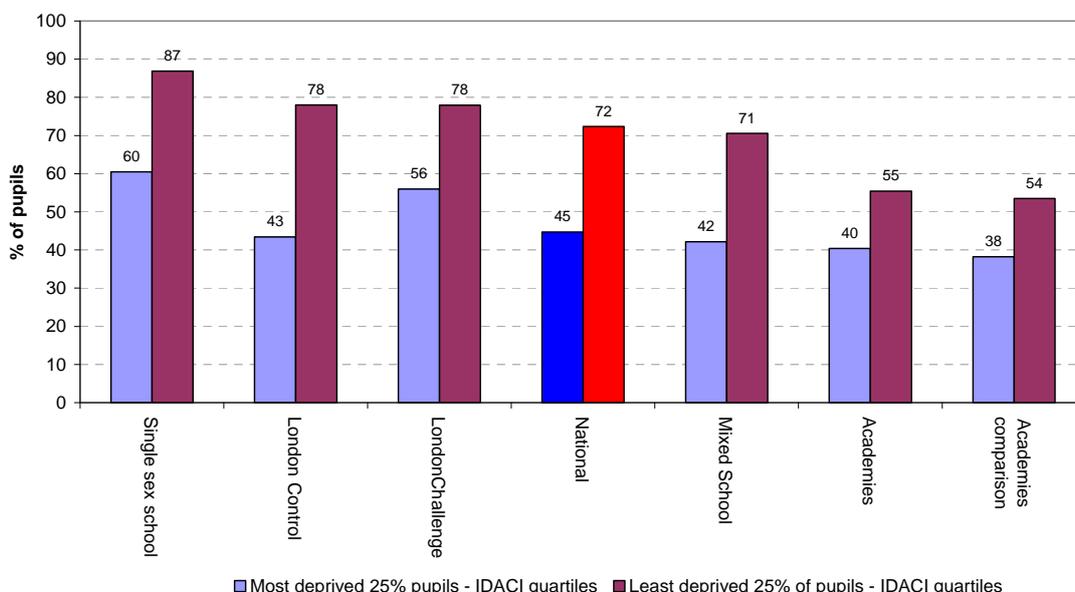


Figure 4.5 combines the information from Table 4.4 and 4.6 and analyses the upper and lower IDACI quartiles by policy type. It shows that for both groups, the highest proportion achieving 5+ GCSEs including English and Maths was in single sex schools. The lowest proportion was for the academies comparison group.

Figure 4.5 - Progress from Level 4 at Key Stage 2 to 5A*-C with English and Maths by school type



4.2 Primary Schools

This section focuses on identifying differences in pupil progress by type of primary school. The majority of primary school policies are cross-cutting so this analysis is

limited to measuring progress rates by school governance, (see **Chapter 4 Annex** for more information) school size and average levels of deprivation in schools.

The Key Stage 2 commentary focuses on progress from Level 2B at Key Stage 1 to Level 4 at Key Stage 2. Further analysis of pupil progress on different measures is available on request.

4.2.1 School type

Table 4.9 compares attainment at Key Stage 1 with the proportion making 2 levels of progress at Key Stage 2 by school type. Level 2B is highlighted because it is the expected level of attainment at Key Stage 1. The majority of pupils at Level 2B made the expected 2 or more levels of progress at Key Stage 2.

Table 4.9 – Percentage making 2 levels of progress from Key Stage 1 to 2 in Maths, by school type

	School Type	Level	2 Levels of progress
Attainment at KS 1	Community Schools	1	70
		2C	52
		2B	81
		2A	95
		3	74
		All	77
	Voluntary aided school	1	75
		2C	56
		2B	85
		2A	97
		3	78
		All	81
	Voluntary controlled schools	1	70
		2C	51
		2B	82
		2A	96
		3	76
		All	79
	Foundation schools	1	71
		2C	52
2B		81	
2A		95	
3		74	
All		78	

Overall, there is little difference in maths results by school type. (For English results please see the **Chapter 4 Annex**). For example, 65% of all pupils in community schools made 2 levels of progress compared to 67% of pupils in voluntary aided schools.

Table 4.10 examines levels of progress made in Maths by IDACI deprivation bands for pupils. (For English results see the **Chapter 4 Annex**). The higher the IDACI band the greater the deprivation levels of pupils.

For pupils in the lowest deprivation band there is only a slight difference between the types of schools in terms of pupils' progress. 69% of pupils made 2 levels of progress in voluntary aided schools compared with 67% in all other schools. For pupils in the highest deprivation band there is a bigger difference between the types of schools and attainment. 64% of pupils made 2 levels of progress in voluntary aided schools compared with 57% in foundation schools.

Table 4.10 - Percentage making 2 levels of progress from Key Stage 1 to 2 in Maths, by school type and IDACI band

School type	IDACI Band	2 Levels of progress
Community Schools	0%-20%	80
	21%-40%	74
	41%-60%	74
	61%+	75
Voluntary aided school	0%-20%	83
	21%-40%	79
	41%-60%	78
	61%+	77
Voluntary controlled schools	0%-20%	81
	21%-40%	75
	41%-60%	73
	61%+	74
Foundation schools	0%-20%	80
	21%-40%	73
	41%-60%	76
	61%+	67

Table 4.11 examines pupils who made 2 or more levels of progress in Maths and English by gender.

For girls in the lowest deprivation band there is only a slight difference between the types of schools in terms of pupils' progress. 82% of girls made 2+ levels of progress in Maths at voluntary aided schools compared with around 78%-79% in all other schools. For girls in the highest deprivation band there is a bigger difference between the types of schools in terms of pupil progress. 75% of girls made 2+ levels of progress in Maths at voluntary aided schools compared with 66% in foundation schools.

For boys in the lowest deprivation band there is a small difference between the types of schools in terms of pupil progress. 85% of boys made 2+ levels of progress in Maths at voluntary aided schools compared with around 81%-82% in all other schools. For boys in the highest deprivation band there is a bigger difference between the types of schools in terms of pupil progress. 80% of boys made 2+ levels of progress in maths at voluntary aided schools compared with 69% in foundation schools.

Table 4.12 examines pupils who made 2 or more levels of progress in Maths by school size and by gender. For girls and boys in the smallest school size of less than 100 pupils there is little difference between the types of schools in terms of pupil progress. With the smaller schools in general getting better results than larger schools.

Table 4.11 Percentage of pupils who made 2+ levels progress by gender and IDACI bands

School type	IDACI Bands	Female		Male	
		Maths	English	Maths	English
Community Schools	0%-20%	78	84	82	81
	21%-40%	72	82	76	79
	41%-60%	72	83	76	80
	61%+	73	84	77	81
Voluntary aided school	0%-20%	82	88	85	85
	21%-40%	78	86	80	83
	41%-60%	75	85	80	83
	61%+	75	85	80	82
Voluntary controlled schools	0%-20%	79	86	82	82
	21%-40%	72	82	77	79
	41%-60%	72	83	74	79
	61%+	72	86	75	84
Foundation schools	0%-20%	78	85	81	82
	21%-40%	70	81	76	77
	41%-60%	74	81	77	81
	61%+	66	80	69	75

For girls in the highest deprivation band there is a small difference between the types of schools in terms of pupil progress. 80% of girls made 2+ levels of progress in Maths at voluntary aided schools compared with 76% in community schools.

Table 4.12 - Percentage of pupils making over 2 levels of progress in Maths

School type	School Size	Female	Male
Community Schools	0-100	78	79
	101-150	77	78
	151-200	76	79
	201-250	77	80
	251-300	75	78
	301+	76	79
Voluntary aided school	0-100	80	81
	101-150	80	84
	151-200	80	83
	201-250	81	84
	251-300	80	83
	301+	80	83
Voluntary controlled schools	0-100	80	81
	101-150	80	84
	151-200	78	82
	201-250	79	81
	251-300	78	81
	301+	77	80
Foundation schools	0-100	79	82
	101-150	81	85
	151-200	74	76
	201-250	78	79
	251-300	76	79
	301+	76	80

5. How have progression patterns changed over time?

Summary

- The qualification mix which makes up the 5A*-C (including equivalencies) threshold has changed over the past 4 years. The proportion of pupils achieving the threshold by GNVQs has fallen, whilst the proportion achieving via GCSEs, BTECs and other qualifications has increased.
- Over the time period 2002 to 2008 progression from Key Stage 2 average level to the 5A*-C threshold was at its highest rate in 2008 from each level of prior attainment.
- Between 2006 and 2008 progression from Key Stage 1 average level to Key Stage 2 Level 4 or above increased for those with prior attainment Level 2B and below. However progress to Level 5 or above at Key Stage 2 has slightly fallen or remained constant for those with each level of prior attainment over the same period.
- The gender gap in Key Stage 1 to 2 and Key Stage 2 to 4 progression has stayed fairly constant over the period 2002 to 2008. At Key Stage 1 to 2 boys progress at a higher rate than girls from each level of prior attainment whereas at Key Stage 2 to 4 girls progress at a higher rate than boys from each level of prior attainment.
- The gap in progress between FSM pupils and their peers from Level 5 at Key Stage 2 has closed over the past two years. Having been approximately 20% points from 2002 to 2006, this gap narrowed to 11% points by 2008.

This chapter looks at how pupil progress rates have changed over time. The time period covered is end of Key Stage results from 2002 to 2008. So for Key Stage 2 to 4 progression we are looking at the cohort who sat Key Stage 2 in 1997 and Key Stage 4 in 2002, up to the cohort who sat Key Stage 2 in 2003 and Key Stage 4 in 2008.

The first section examines progress from Key Stage 2 to Key Stage 4 over time and the next section goes on to look at progress from Key Stage 1 to Key Stage 2. In each section time series by prior attainment, gender and FSM are analysed.

5.1 Key Stage 2-4

The qualifications taken at Key Stage 4 have changed over time. Table 5.1 shows the contribution made by different qualifications to the headline proportion achieving 5A*-C GCSE and equivalent figure over the past 4 years⁸.

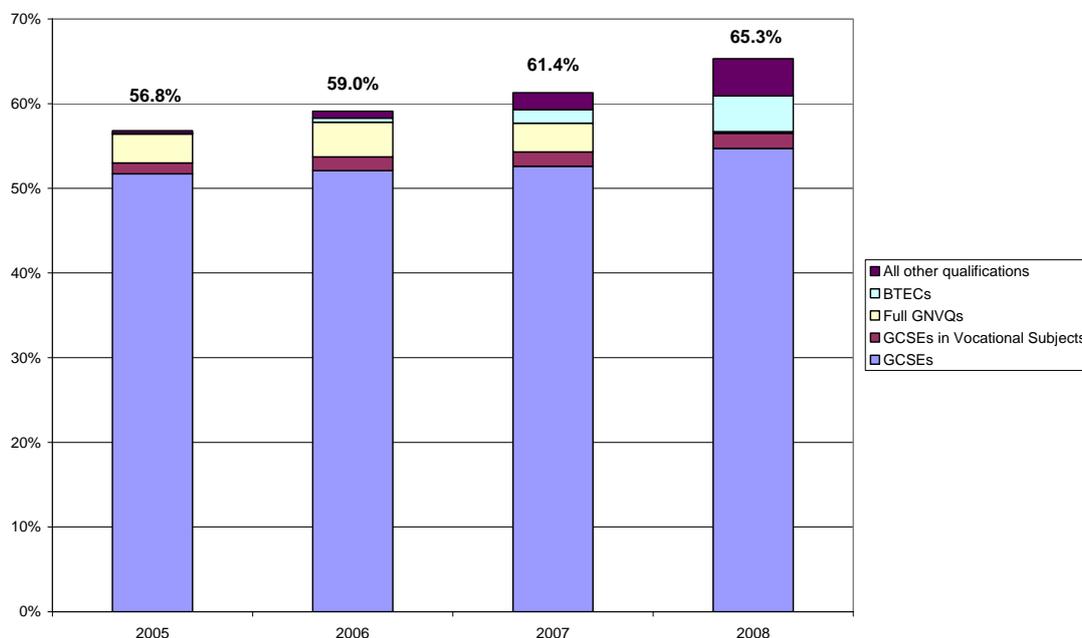
⁸ The headline figures are for the end of Key Stage 4 and can be found in the DCSF Statistical First Release 'GCSE and Equivalent Results in England, 2007/08 (Revised)' published on the 14th January 2009 at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000826/index.shtml>.

Table 5.1 – Qualification breakdown of the percentage of pupils achieving 5A*-C GCSE and equivalents

	2005	2006	2007	2008
Contribution made by:				
GCSEs	51.7	52.1	52.6	54.7
GCSEs in Vocational Subjects	1.3	1.6	1.7	1.8
Full GNVQs	3.4	4.1	3.4	0.2
BTECs	0.1	0.5	1.6	4.2
All other qualifications	0.3	0.8	2.0	4.4
Percentage of pupils achieving 5+A*-C GCSE and equivalent	56.8	59.0	61.4	65.3

Note - The proportion achieving 5A*-C is calculated by just including GCSEs. The proportion is then recalculated by allowing the next qualification category to count (i.e. GCSEs plus vocational GCSEs), then recalculated to add in the next and so on. Due to the hierarchical nature of the calculation the figures could be slightly different if a different order was used.

Figure 5.1 – Qualification breakdown of the percentage of pupils achieving 5+A*-C GCSE and equivalent



Over this period the proportion of pupils achieving the 5A*-C threshold has increased by 8.5 percentage points from 56.8% in 2005 to 65.3% in 2008. The proportion that GCSEs have contributed to this total has risen between 2005 and 2008, as has the small contribution made by BTECs and all other qualifications. The contribution made by Full GNVQs has diminished in 2008, coinciding with their withdrawal in 2007.

5.1.1 Prior attainment

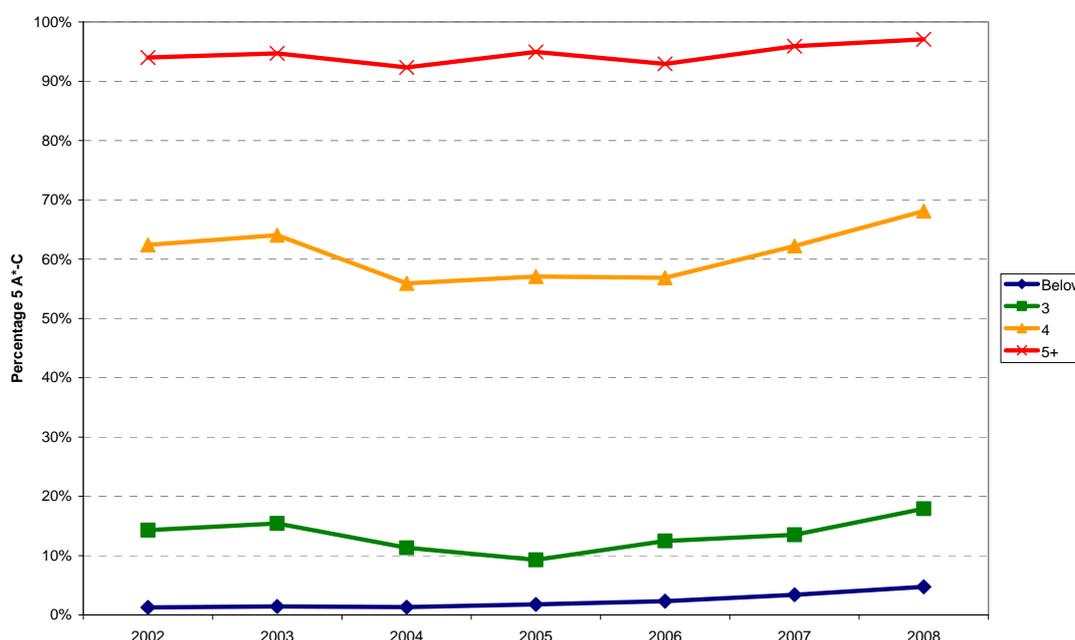
Table 5.2 shows the percentage of pupils that progressed from each level at Key Stage 2 to achieve the 5A*-C threshold at Key Stage 4 from 2002 to 2008. From the expected Level 4 at Key Stage 2 68% of pupils progressed to achieve 5A*-C at Key Stage 4 in 2008. This follows an 11 percentage point increase between 2006 and 2008, from 57% to 68% of pupils progressing from Key Stage 2 Level 4 to 5A*-C at Key Stage 4.

Table 5.2 – Percentage of pupils progressing between Key Stage 2 average level to 5 A*-C threshold, 2002 – 2008

Key Stage 2 Attainment	2002	2003	2004	2005	2006	2007	2008
Below	1	1	1	2	2	3	5
3	14	15	11	9	12	14	18
4	62	64	56	57	57	62	68
5+	94	95	92	95	93	96	97

Figure 5.2 displays this information graphically. It shows that progress to 5A*-C in 2008 was at its highest level over the time period from each level of prior attainment.

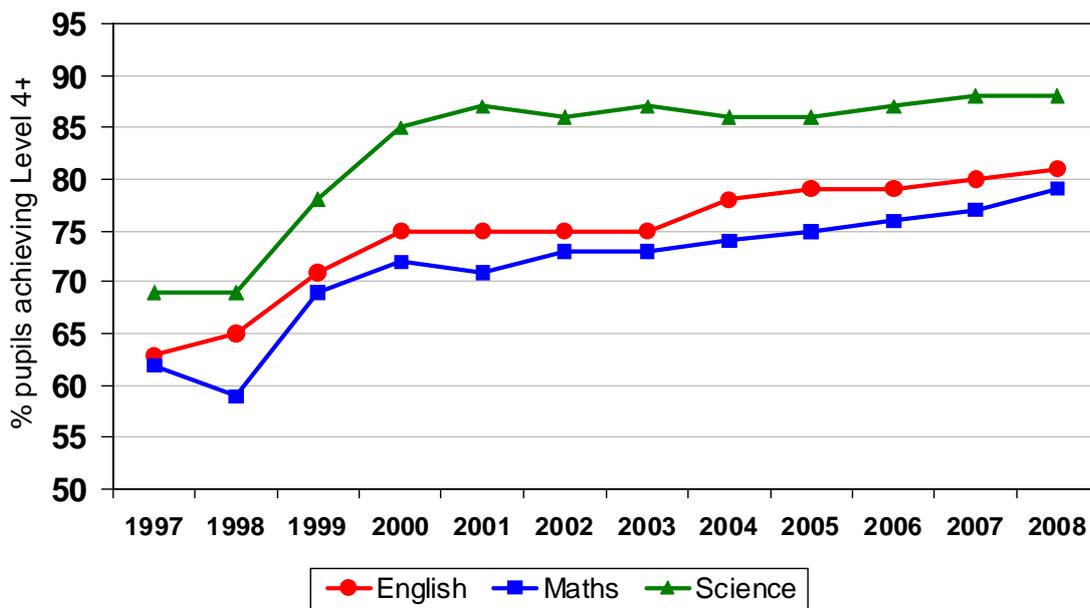
Figure 5.2 - Percentage of pupils progressing between Key Stage 2 average level and the 5 A*-C threshold, 2002 – 2008



The chart also shows a fall in progression from each level of prior attainment between 2003 and 2004. Despite this fall we know that the National proportion of pupils attaining 5A*-C increased between 2003 and 2004⁹. This is possible because Key Stage 2 results increased dramatically between 1998 and 1999, the years that pupils completing Key Stage 4 in 2003 and 2004 will have completed Key Stage 2. Figure 5.3, using figures from the DCSF Statistical First Release 'National Curriculum Assessments at Key Stage 2 in England 2007/08 (Revised)', illustrates this.

⁹ The proportion of **15 year olds** attaining 5A*-C was 52.9% in 2003 and 53.7% in 2004. Source -DCSF Statistical First Release 'GCSE and Equivalent Results in England, 2007/08 (Revised)' published on the 14th January 2009 at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000826/index.shtml>.

Figure 5.3 – Percentage of pupils reaching Level 4+ at Key Stage 2 in English, Maths and Science, 1997 – 2008



The **Chapter 5 Annex** contains tables and charts for progression to 5A*-C including English and Maths and the 3+A/A* threshold measures. The figures follow a similar pattern with increases in progression to each threshold over the past couple of years, following a sharp decrease between 2003 and 2004 from each level of prior attainment.

Figures 5.4 and 5.5 (and Tables A5.3 and A5.4 in the Annex) show time series of progress in English and Maths. In English progress has increased from each level of prior attainment each year since 2005. Despite this the proportion of pupils progressing to get a C or above is still lower from each level of prior attainment than it was before the fall in 2004. In Maths, increases in the proportion progressing in the past 3 years have restored progression levels, from each level of prior attainment, to roughly their 2003 levels.

Figure 5.4 – Percentage of pupils progressing from Key Stage 2 English to grade C+ at GCSE, 2002 – 2008

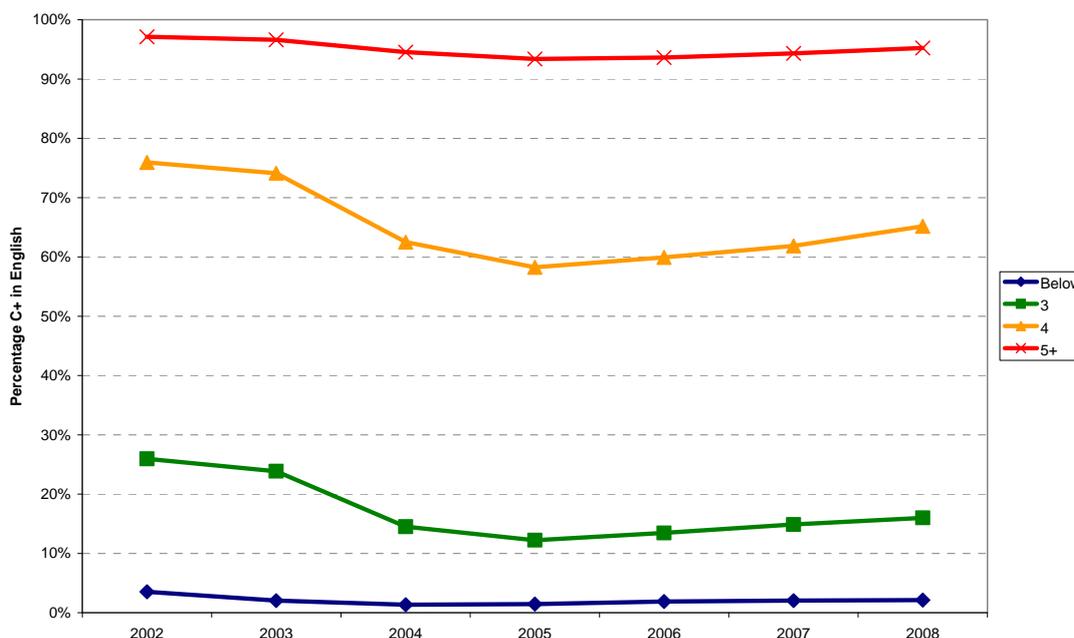
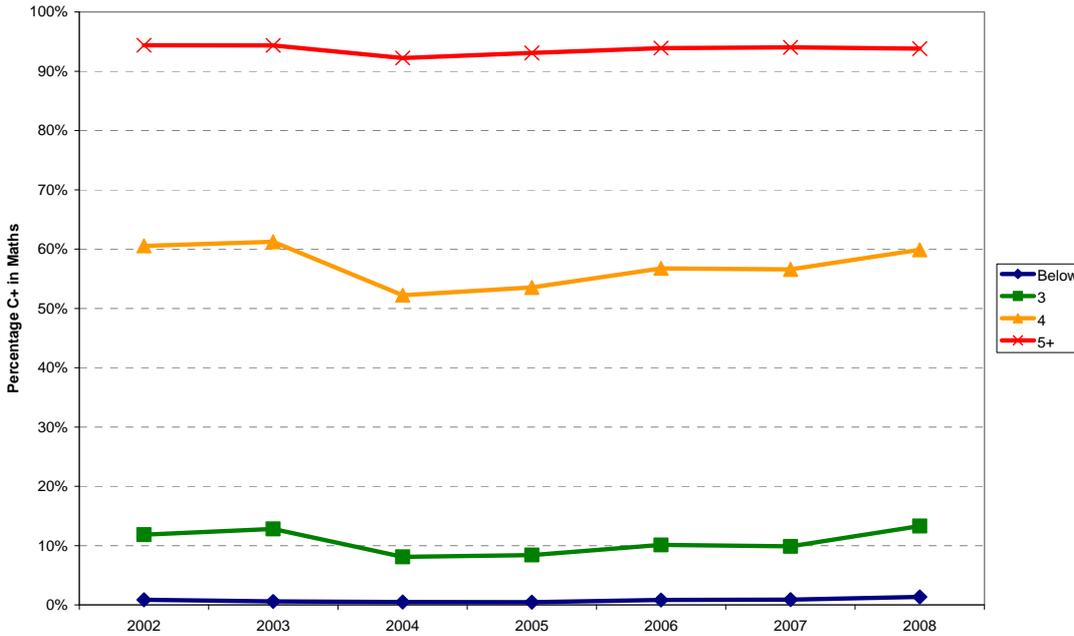


Figure 5.5 – Percentage of pupils progressing from Key Stage 2 Maths to grade C+ at GCSE, 2002 – 2008

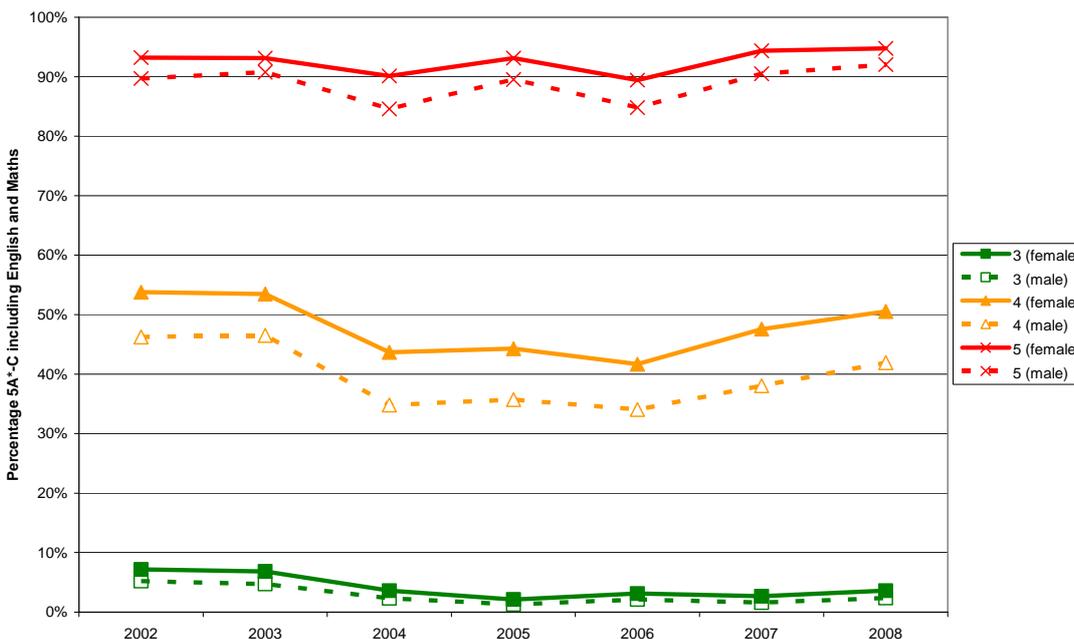


5.1.2 Gender

Figure 5.6 below shows a time series of progress to the 5A*-C with English and Maths threshold by gender. Table A5.7 in the **Chapter 5 Annex** gives the figures behind this chart. At each level of prior attainment a slightly lower percentage of boys progress to this threshold than girls.

The gap in progress between boys and girls has stayed fairly constant at each level of prior attainment over the period 2002 to 2008. For those pupils at the expected level of 4 at Key Stage 2 the progression gap has stayed at around 7-9%.

Figure 5.6 – Percentage of pupils progressing from Key Stage 2 Average Level to 5A*-C including English and Maths by gender, 2002 – 2008



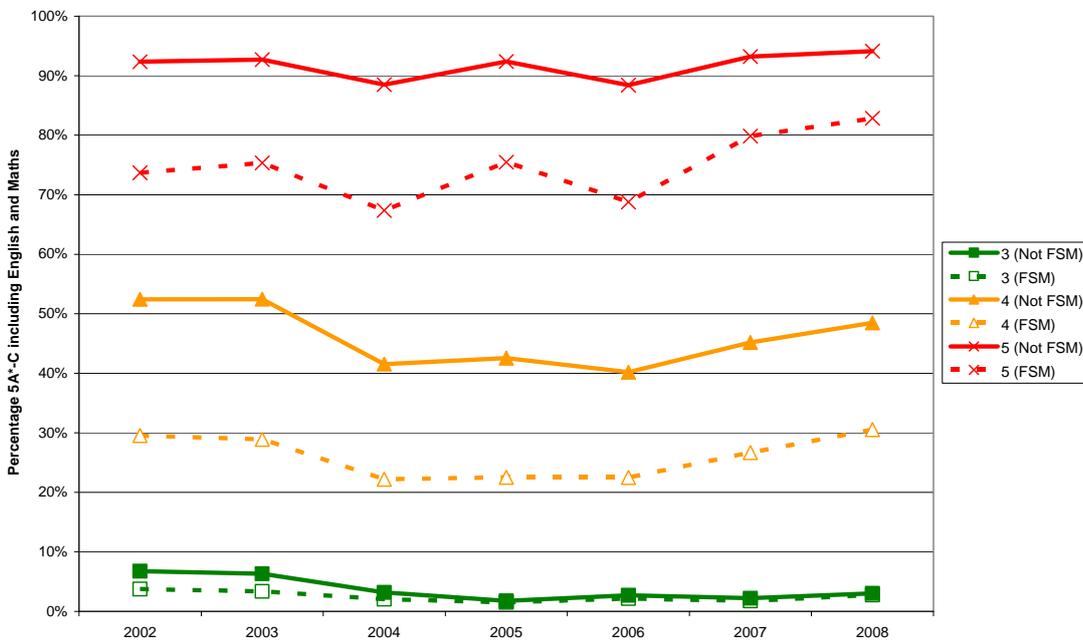
5.1.3 FSM

Figure 5.7 shows a time series of progress to the 5A*-C with English and Maths threshold by FSM. Table A5.8 in the **Chapter 5 Annex** gives the figures behind this chart. At each level of prior attainment a lower percentage of FSM pupils progress to this threshold than Non-FSM pupils.

The gap in progress between FSM pupils and their peers from Level 5 at Key Stage 2 has closed over the past two years. For pupils at Level 5 at Key Stage 2 the gap in the proportion progressing had been approximately 20% points from 2002 to 2006. In 2007 this gap narrowed to 13% points and in 2008 fell a further 2% points to 11% points.

For pupils at Level 4 at Key Stage 2 the gap in the proportion progressing to the threshold has fallen slightly between 2002 and 2008. At the start of this time period the gap was 23% points and by 2008 it had fallen to 18% points.

Figure 5.7 – Percentage of pupils progressing from Key Stage 2 Average Level to 5A*-C including English and Maths by FSM, 2002 – 2008



5.2 Key Stage 1-2

This section looks at progress rates over time between Key Stage 1 and Key Stage 2. Again the time period is 2002 to 2008, which relates to 1998 to 2004 Key Stage 1 prior attainment. Breakdowns are provided by prior attainment, gender and FSM.

In all of the Key Stage 1 to 2 time series there is a break in the series between 2005 and 2006 due to the change from using whole levels to fine grades in calculating the Key Stage 2 average level.

5.2.1 Prior Attainment

Figure 5.8 is a time series of the proportion of pupils attaining Key Stage 2 average level 4 or above, by Key Stage 1 prior attainment. The figures behind this and all of the other charts in this section can be found in the **Chapter 5 Annex**.

The trend in progress between Key Stages 1 and 2 has been very steady over the past 6 years. From 2002 to 2004 there was a slight downward trend in progression to Level 4 and above from most levels of prior attainment. This can also be seen in the proportion of pupils getting a level 5 or above as Figure 5.9 shows.

From 2006 to 2008 the proportion of pupils getting to Level 4 or above increased from each level of prior attainment (except from Key Stage 1 Level 3 or above, where it was 100%). In 2006, from the expected level of 2B at Key Stage 1, 86% of pupils progressed to a Level 4 or above at Key Stage 2. By 2008 this proportion had increased to 90%. From Level 2C this proportion increased from 61% to 72% and from Level 1 it had increased from 33% to 44% from 2006 to 2008.

Figure 5.8 - Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 4+, 2002 – 2008

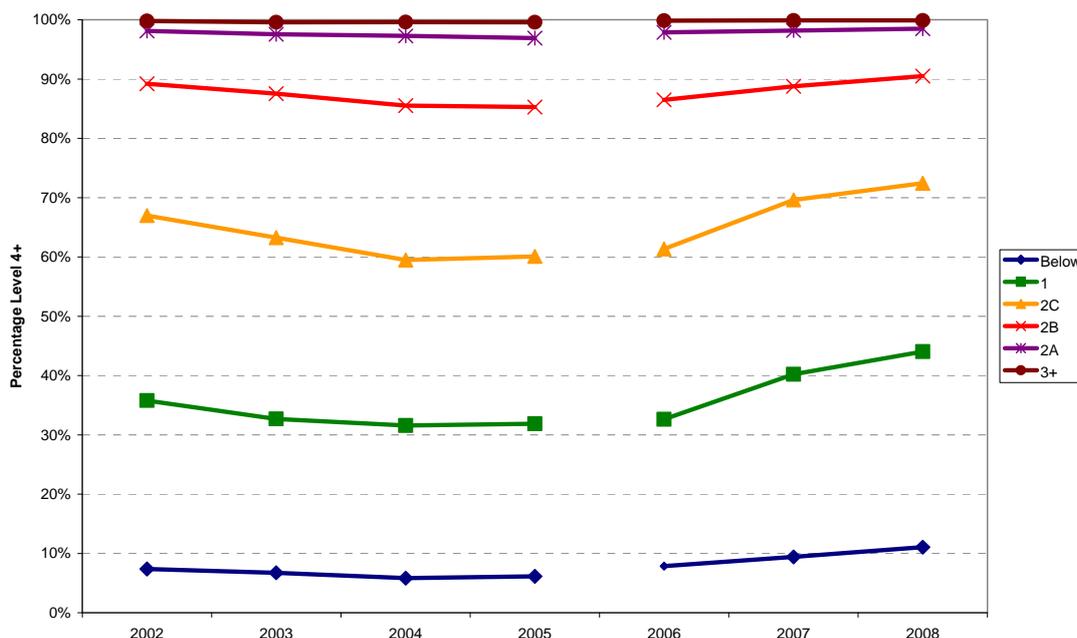
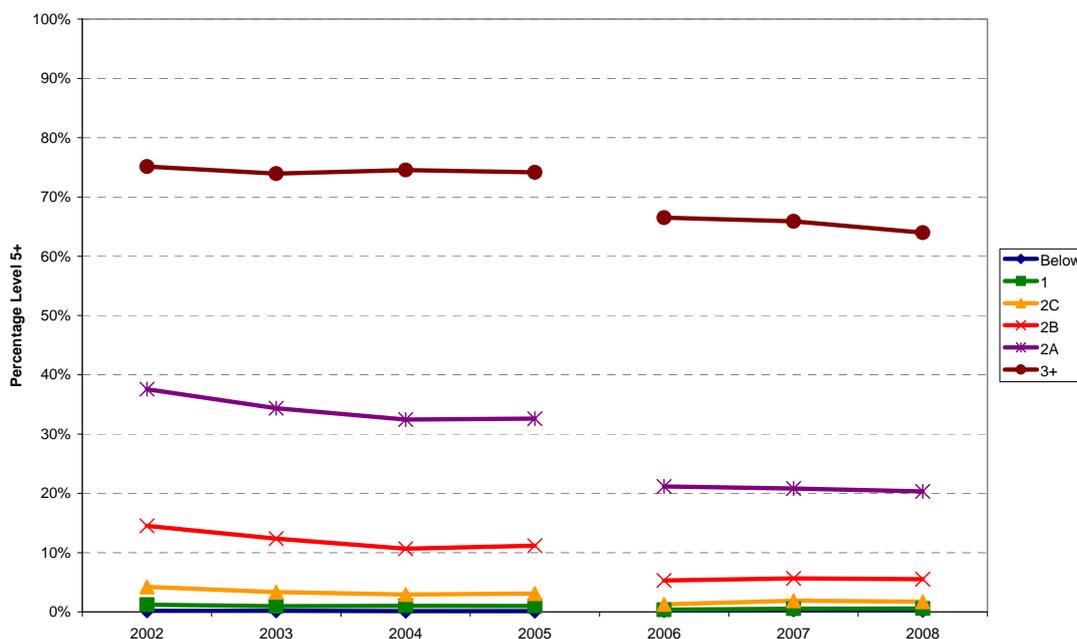


Figure 5.9 - Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 5+, 2002 – 2008

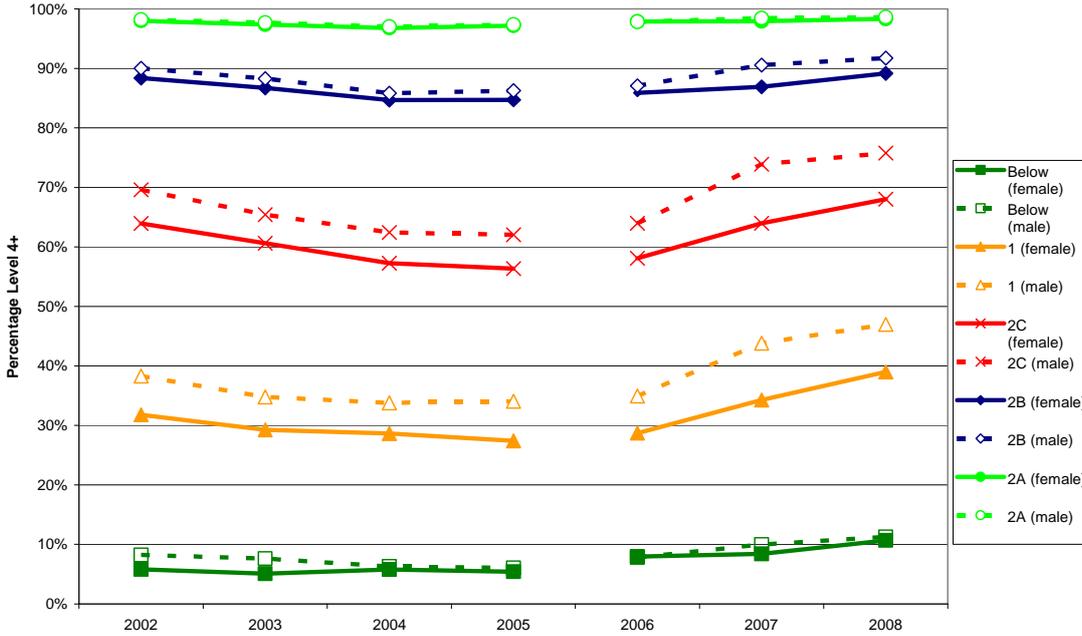


5.2.2 Gender

Figure 5.10 shows the progress of pupils between key Stage 1 and 2 over the past 6 years, by gender.

As we have seen in Chapter 2, a higher proportion of boys than girls progress to Level 4 or above at Key Stage 2, from each level of prior attainment. This has been the case over the whole time period considered. Since 2006 there is some evidence that the gap has increased slightly for those pupils at Levels 1 and 2C at Key Stage 1.

Figure 5.10 - Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 4+, by gender, 2002 – 2008



Figures for this chart and a similar analysis for Level 5+ can be found in the **Chapter 5 Annex**.

5.2.3 FSM

Figure 5.11 shows a time series of progress from Key Stage 1 to Key Stage 2 by FSM. The figures behind this chart are given in the **Chapter 5 Annex**. At each level of prior attainment a lower percentage of FSM pupils progress to this threshold than Non-FSM pupils.

The gap between FSM pupils and their peers has stayed quite constant over the time period. There is perhaps some evidence of a slight narrowing of the gap over the time period from some levels of prior attainment. For those at Key Stage 1 Level 2C the gap has fallen from 11% points down to 6% points between 2002 and 2008. From the expected Level 2B it has fallen from 7% points down to 4% points and from Level 1 it has fallen from 9% points down to 6% points.

Figure 5.11 - Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 4+, by FSM, 2002 – 2008

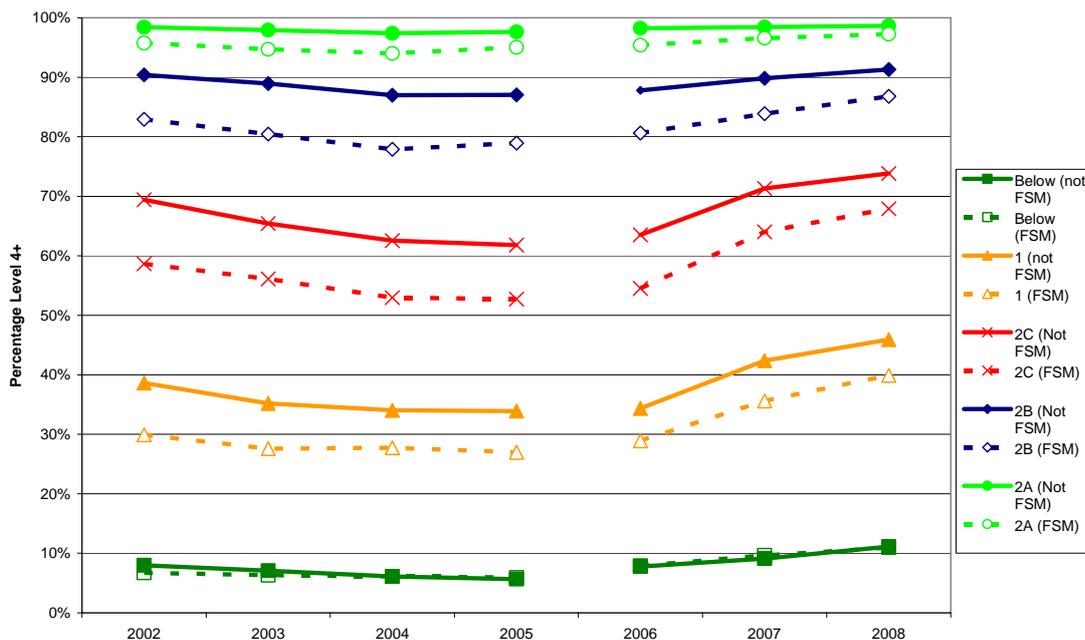
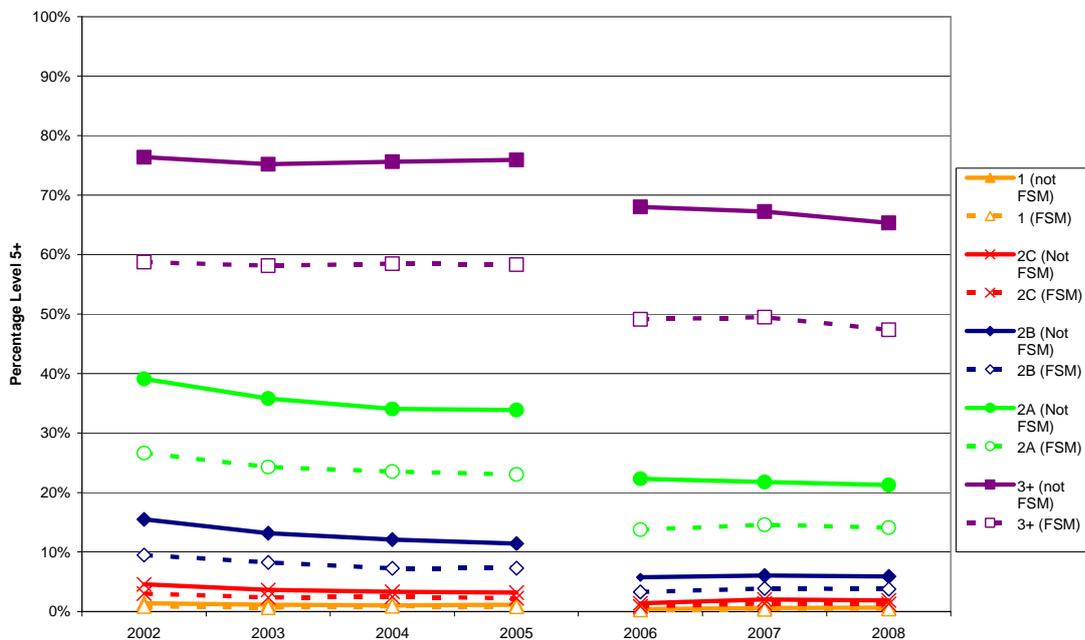


Figure 5.13 shows the time series by FSM for the proportion of pupils getting to Level 5. The gaps in the proportion progressing to this higher Level tend to be greater than the gaps at Level 4 or above. Again there is some evidence of a slight narrowing of the gap over the time period from Levels 2A and 2B at Key Stage 1.

Figure 5.12 - Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 5+, by FSM, 2002 – 2008



6. How does early attainment impact on long term progress?

Summary

- Key Stage 1 attainment is a strong predictor of Key Stage 4 attainment.
- 85% of pupils at Level 3 or above at Key Stage 1 went on to meet the 5A*-C including English and Maths threshold, compared to 7% of those at Level 1.
- Poor performance at Key Stage 1 almost certainly excludes the possibility of very high performance at GCSE. 0% of those below Level 1 and 1% of those at Level 1 at Key Stage 1 achieved 3 A/A* grades at GCSE.
- There is evidence to suggest that pupils who progress particularly well from one key stage to the next are less likely to progress particularly well between the next two Key Stages. Pupils with high Key Stage 1 to 2 VA scores, on average, had slightly lower Key Stage 2 to 4 CVA scores than their peers.
- Between Key Stages 1 and 4 those with low prior attainment and least deprived (by the Income Deprivation Affecting Children Index) narrow the gap on those with high prior attainment and the most deprived, but never close it.
- Key Stage 5 attainment is highly dependent on Key Stage 4 outcomes. From each level of Key Stage 2 prior attainment pupils were much more likely to achieve 2 or more A-Levels if they had met the Key Stage 4 threshold of 5A*-C including English and Maths.

This chapter examines long-term progression trajectories. The first two sections cover progress from Key Stage 1 to Key Stage 4, with a particular focus on FSM pupils. The third section looks into whether pupils who progress well between Key Stages 1 and 2 continue to make good progress between Key Stages 2 and 4 or whether they tend to regress to the mean. Finally there is a section on progression to Key Stage 5.

6.1 Key Stage 1 to Key Stage 4 Progression

Data is available from the National Pupil database that contains attainment information for pupils who completed Key stage 4 in 2008, matched back to their Key Stage 1 attainment in 1999.

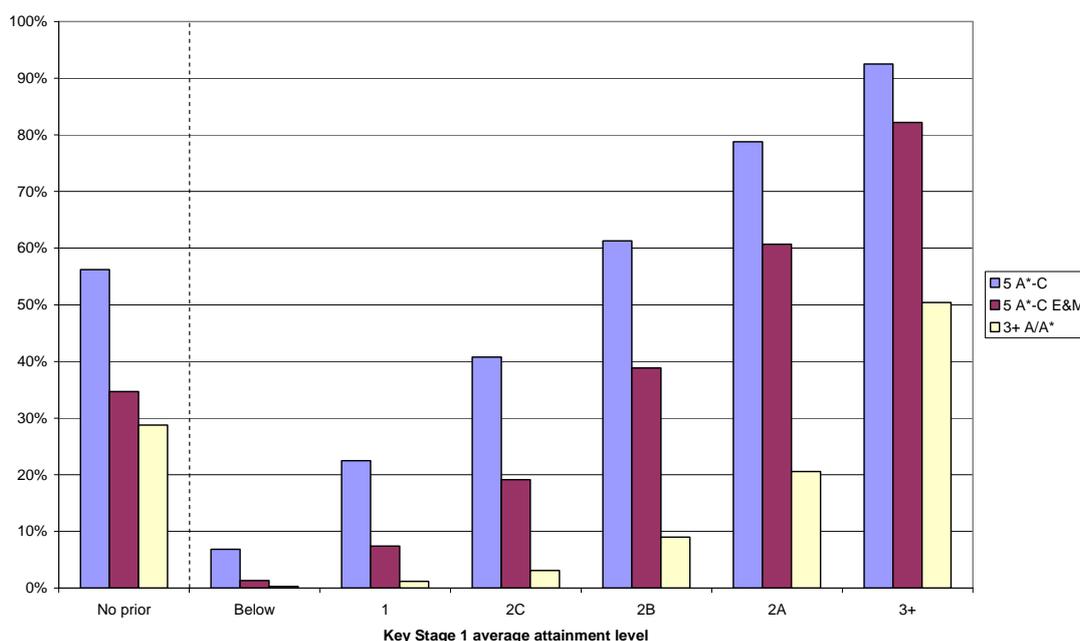
Table 6.1 and Chart 6.1 show the proportion of pupils attaining each of the main Key Stage 4 indicators from their Key Stage 1 average level. There is a clear relationship between Key Stage 1 attainment and Key Stage 4 attainment. Key Stage 1 results are very strong predictors of Key Stage 4 outcomes. Of those pupils working below Level 1 at Key Stage 1 in 1999, 7% reached the 5A*-C threshold, 1% reached the 5A*-C with English and Maths threshold and 0% reached the 3 A/A* threshold.

Table 6.1 – Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 1

Key Stage 1 attainment	5 A*-C	5 A*-C E&M	3+ A/A*	Average capped best 8 points score
No prior	52%	37%	18%	285
Below	7%	1%	0%	152
1	23%	7%	1%	223
2C	41%	19%	3%	267
2B	61%	39%	8%	303
2A	79%	61%	19%	335
3+	93%	85%	48%	377

Poor performance at Key Stage 1 almost certainly excludes the possibility of very high performance at GCSE. 0% of those below Level 1 and 1% of those at Level 1 at Key Stage 1 in 1999 made the challenging threshold of achieving at least 3 A/A* grades at GCSE. The figures for those at levels 2A and 3 are 19% and 48% respectively.

Figure 6.1 - Percentage of pupils attaining Key Stage 4 threshold measures by Key Stage 1 prior attainment

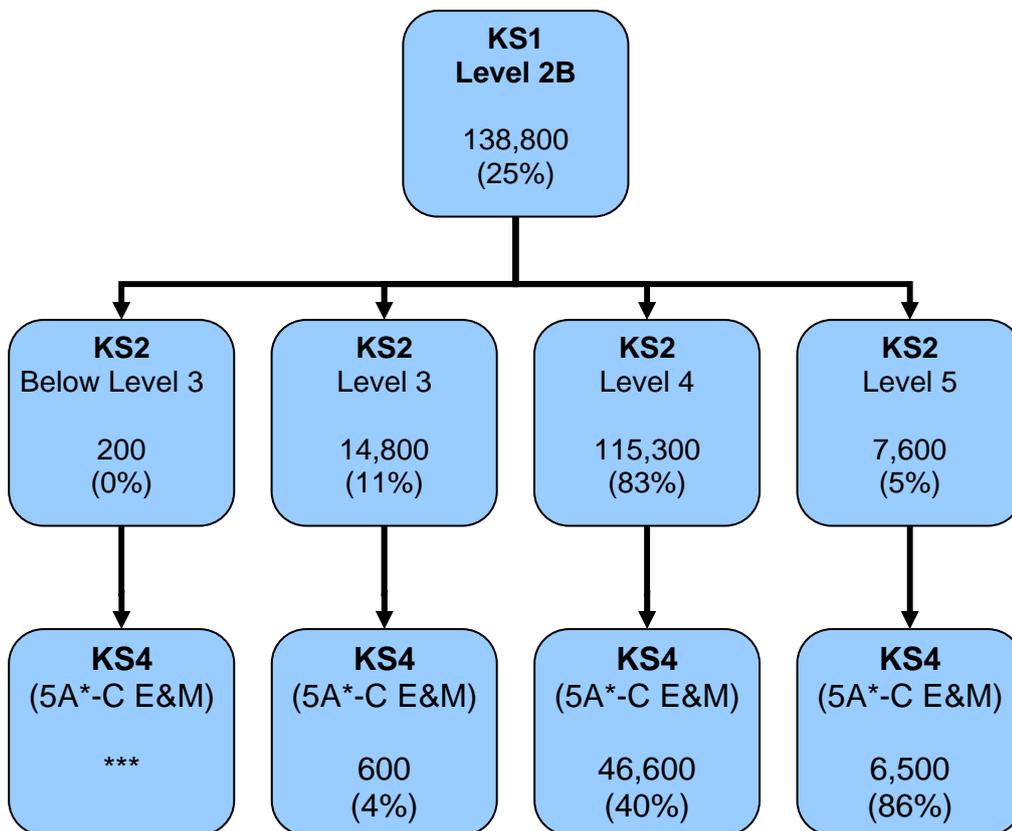


Of those pupils at Level 2B at Key Stage 1 in 2000, 61% met the 5 A*-C threshold, 39% met the 5 A*-C with English and Maths threshold and 8% met the 3 A/A* threshold. The average capped best 8 points score for these pupils was 303 points, the equivalent of about 4 Bs and 4 Cs at GCSE.

A regression of Key Stage 4 capped points score on Key Stage 1 average points score shows that Key Stage 1 attainment accounts for 37% of the variation in Key Stage 4 attainment. Running a separate regression of Key Stage 4 average point scores on Key Stage 2 attainment shows that Key Stage 2 attainment explains 50% of the variation in Key Stage 4 attainment.

Figure 6.2 is a flowchart showing progress from Key Stage 1 Level 2B to Key Stage 4 attainment. It includes just those pupils for whom we have attainment information at each of Key Stages 1, 2, and 4. The total number of pupils is 548,000. Similar charts for each of the other Key Stage 1 levels can be found in the **Chapter 6 Annex**. Of the 140,000 pupils at the expected Level 2B at Key Stage 1, 155,000 (83%) reached the expected Level 4 at Key Stage 2. Of these, 47,000 or 40% passed the 5 A*-C with English and Maths threshold.

Figure 6.2 - Key Stage 1 to Key Stage 4 Flow Chart from expected level 2B



*** Figures suppressed where there are less than 10 pupils in a cell.

Table 6.2 shows the percentage of pupils getting to the 5A*-C with English and Maths threshold from each combination of Key Stage 1 and 2 prior attainment. For each level of prior attainment at Key Stage 2 in 2003, the proportion of pupils progressing to the Key Stage 4 threshold varies hugely by their Key Stage 1 prior attainment.

Of those pupils at Level 4 at Key Stage 2, the rate of progression to the threshold was 19% for those who had been at Level 1 at Key Stage 1, but rose to 69% for those who had been at Level 3 or above.

Of those pupils at Level of 5 at Key Stage 2, the rate of progression to the threshold was 68% for those who had been at Level 1 at Key Stage 1, but rose to 95% for those who had been at Level 3 or above.

This suggests that those pupils who progress particularly well from one Key Stage to the next don't necessarily continue to progress well. Section 6.4 looks in more detail at whether pupils progressing well at Key Stages 1 to 2 tend to regress to the mean or continue to make good progress at Key Stages 2 to 4.

It should also be noted, however, that pupils at Level 2C at Key Stage 1 who gained a Level 5 at Key Stage 2 were more likely (81%) to meet the threshold than those at higher levels at Key Stage 1 who gained a Level 4 at Key Stage 2. This agrees with the earlier finding from the regression that whilst Key Stage 1 results are a strong predictor of Key Stage 4 outcomes, Key Stage 2 attainment has an even greater bearing on Key Stage 4 achievement.

Table 6.2 – Percentage of pupils getting to the 5A*-C English and Maths threshold from each combination of Key Stage 1 & 2 prior attainment

Key Stage 1 attainment	Key Stage 2 attainment			
	Below	Level 3	Level 4	Level 5
Below	***	1	13	***
Level 1	0	2	19	68
Level 2C	0	3	27	81
Level 2B	***	4	40	86
Level 2A	***	5	55	90
Level 3+	***	10	69	95

*** Figures suppressed where there are less than 10 pupils in a cell.

6.2 Key Stage 1 to Key Stage 4 progression by deprivation

Table 6.3 is a repeat of Table 6.2, showing the percentage of pupils attaining the 5A*-C threshold by each combination of Key Stage 1 and 2 attainment, split by whether the pupil was eligible for Free School Meals.

From each combination of Key Stage 1 and 2 prior attainment FSM pupils progressed at the same or a lower rate than their peers. 28% of FSM pupils at Level 2B at Key Stage 1 and Level 4 at Key Stage 2 met the threshold compared to 42% of their peers with the same prior attainment. FSM pupils who had, up until Key Stage 2, followed the same attainment path as their non-FSM peers were less likely to progress to the threshold between Key Stages 2 and 4.

Table 6.3 – Percentage of pupils getting to the 5A*-C English and Maths threshold from each combination of Key Stage 1 & 2 prior attainment, by FSM

Key Stage 1 attainment	Key Stage 2 attainment							
	Below		Level 3		Level 4		Level 5	
	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM
Below	***	***	1	1	13	13	***	***
Level 1	***	***	2	2	20	14	69	63
Level 2C	***	***	3	2	29	19	81	81
Level 2B	***	***	4	3	42	28	87	75
Level 2A	***	***	5	4	57	38	91	79
Level 3+	***	***	10	***	71	52	95	85

*** Figures suppressed where there are less than 10 pupils in a cell.

Feinstein¹⁰ (2003) explored the progress made by British Children in the 1970 cohort. He looked at the progress made by children between 22 and 120 months. One of his findings was that pupils in the highest quartile of test scores at 22 months, but lowest quartile of Socio Economic Status (SES) outperformed (at 120 months) those in the lowest quartile of test scores and in the highest quartile of SES.

He concludes that children of well educated or wealthy parents who scored poorly in early tests had a tendency to catch up, whereas children of worse off parents who scored poorly were extremely unlikely to do so.

He also repeated the analysis to look at progress between 42 and 120 months. This time, pupils in the lowest quartile of test scores at 42 months, and highest quartile of SES did not fully close the gap (on those in the upper quartile of test scores at 42 months and lower quartile of SES) by 120 months. This shows the scope for recovery from poor performance is higher at 22 months than 42 months.

A similar analysis can be seen in Figure 6.3. This analysis uses just those pupils in the National Pupil Database with a valid IDACI score at the end of Key Stage 4, with available Key Stage 1, 2 and 4 point score attainment information. 540,000 pupils are included. It is important to note that the time frame here is different to that used by Feinstein, running from Key Stage 1 (taken at age 7) to Key Stage 4 (taken at age 16).

In the chart pupils have been split into four groups according to their Key Stage 1 prior attainment and IDACI status as follows¹¹:

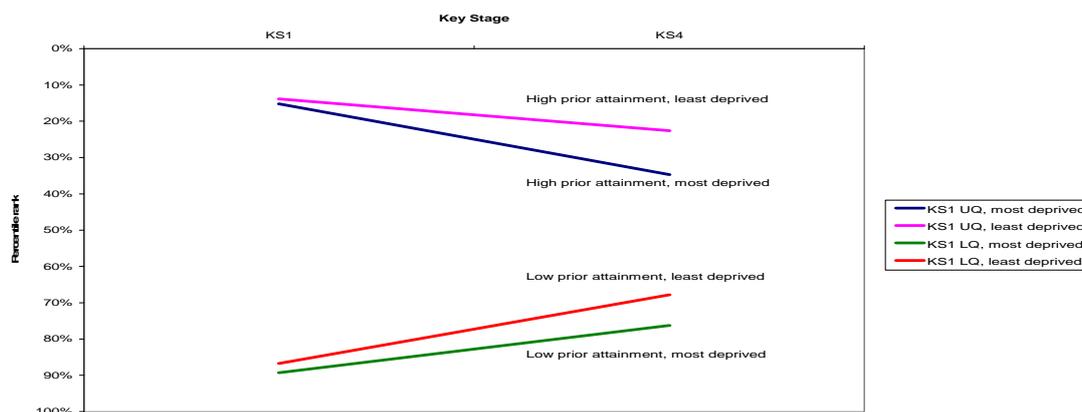
- Those in the upper quartile of prior attainment and lower quartile of IDACI (least deprived)
- Those in the upper quartile of prior attainment and upper quartile of IDACI (most deprived)
- Those in the lower quartile of prior attainment and lower quartile of IDACI
- Those in the lower quartile of prior attainment and upper quartile of IDACI

Any pupils outside the highest and lowest quartiles on either measure (prior attainment and IDACI) are excluded.

¹⁰ Feinstein. L. (2003) Inequality in the early cognitive development of British children in the 1970 cohort, *Economica* vol. 70 pp.73-97.

¹¹ Note – due to the lack of differentiation between Key Stage 1 average point scores, the lower quartile of prior attainment contains 27% of the cohort and the upper quartile of prior attainment contains 23% of the cohort.

Figure 6.3 - Mean Pupil Rank at Key Stage 1 and Key Stage 4 by prior attainment and IDACI quartiles



It is worth noting that there is regression to the mean present in this plot and hence the results need to be treated with care. For example, even if every single one of the pupils with high prior attainment were again in the top quartile at Key Stage 4 then the mean percentile rank would remain the same. I.e. It is inevitable that there will be a recorded decline in the performance in upper quartile IDACI pupils. The same applies in reverse for pupils in the bottom quartile of IDACI.

By Key Stage 4, those with low prior attainment and least deprived by the IDACI measure close the gap on those in the upper quartile of prior attainment and upper quartile of IDACI (most deprived), but never close it. At Key Stage 1, for high attaining pupils the difference in average rank between the deprived and non-deprived groups is 1% rank points. By Key Stage 4, the difference between the same two groups of pupils has increased to 12% rank points. Similarly the difference between the deprived and non-deprived groups with low prior attainment increases from 3% rank points at Key Stage 1 to 8% rank points at key Stage 4.

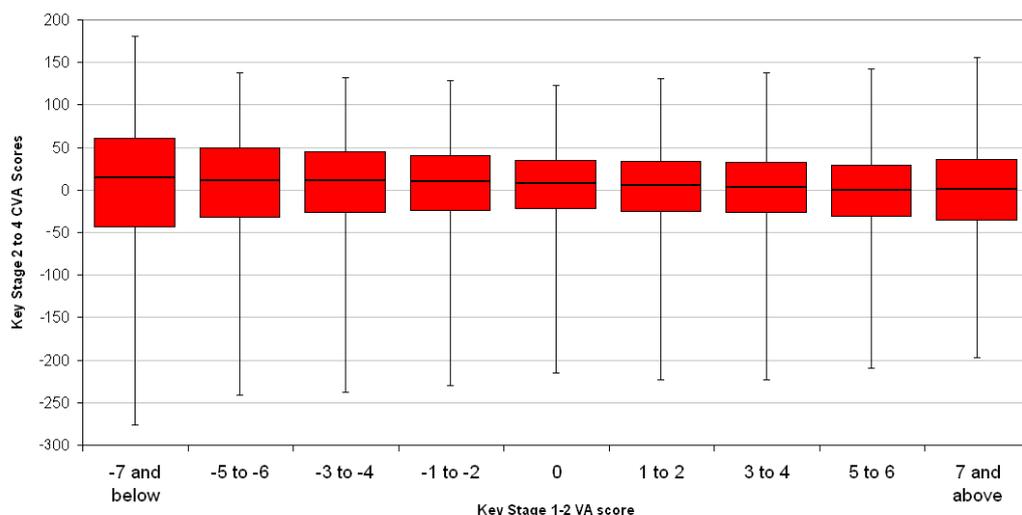
This is consistent with the findings from Feinstein (2003), but for a starting age of 7 as opposed to 22 months. The analysis suggests that the trajectory of pupils can be improved from age 7 given a high SES background but that the scope for improvement is higher at an early age.

6.3 Do pupils who progress well at primary school maintain that good progress or regress to the mean at secondary school?

Figure 6.4 shows the distribution of Key Stage 2 to 4 CVA scores for each level of Key Stage 1 to 2 Value added. There is a clear trend in the chart. Those who made the least progress by the Key Stage 1 to 2 value added measure have higher levels of median progress between Key Stages 2 and 4 when all of the factors in the CVA model are accounted for. Those with a Value added of -7 or below had an average CVA score about 15 points higher than those with a Value added score above 5. This equates to about 2 extra grades at GCSE compared to their predictions, e.g. 6 Cs and 2 Bs instead of 8 Cs in a best 8.

The group with the lowest VA score also had the biggest spread of CVA scores, suggesting that this group are not homogenous. The smallest spread of CVA scores in the plot is for those pupils with close to zero VA scores. Again this suggests some regression to the mean for pupils who progress particularly well/poorly at primary school. There are clearly however many pupils who progress well in primary education and continue to progress well in secondary school and vice versa.

Figure 6.4 – Box plots of Key Stage 2 to 4 CVA scores of pupils at each level of Key Stage 1 to 2 VA



6.4 Progression to Key Stage 5

This analysis uses a dataset of Key Stage 5 entry and attainment information, linked back to Key Stage 2 and 4 prior attainment. Key Stage 5 is not part of compulsory education and not all pupils will stay on to study post 16. Equally, there are many options for post 16 study (Further education, Work Based Learning, Independent institutions, etc) and many young people who do choose to stay in full time education will choose not to stay on in maintained schools. This following analysis is limited to just those who have completed year 13 in 2008 and were entered for at least one GCE/VCE A Level or VCE Double Award Level in 2008. It includes pupils in all types of institution who meet these criteria. 343,000 pupils are included.

Table 6.4 – Percentage of pupils attaining 2+ GCE/VCE A/AS Level passes by Key Stage 2 attainment and whether they have met the 5A*-C including English and Maths threshold

Key Stage 2 attainment	5A*-C including English and Maths?	2+ Passes at GCE/VCE A/AS Level and GCE AS/VCE Double Award Level passes (in terms of A Level equivalencies)
None	no	60%
	yes	90%
Below	no	17%
	yes	77%
3	no	20%
	yes	61%
4	no	34%
	yes	76%
5	no	73%
	yes	92%

Table 6.4 shows the proportion of these pupils progressing to 2 or more passes at A/AS Level by their Key Stage 2 prior attainment and whether they met the 5A*-C including English and Maths threshold. From each level of Key Stage 2 prior attainment pupils

were far more likely to have 2 passes by the end of year 13 if they had met the Key Stage 4 threshold.

Of the pupils at Level 4 at Key Stage 2 and met the Key Stage 4 threshold, 72% attained 2 or more A-Level passes. This compares to just 29% of those at Level 4 at Key Stage 2 that did not meet the Key Stage 4 threshold.

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ANNEX – Chapter 1

CVA Coefficients and charts

Coefficients for Key Stage 2-4 CVA, maintained schools, 2008

(Constant)	215.127
KS2 fine grade average points score	-4.724
KS2english -KS2 average point score fine grades	-0.069
KS2maths -KS2 average point score fine grades	-0.890
Quadratic of KS2 Average Point Score	0.3470
In care at current school - no	0.000
In care at current school - yes	-26.035
Non-SEN	0.000
School Action	-29.352
Action+ / Statement	-63.700
pupil joined school after Sept Yr 10	-71.227
pupil joined school not in July /AUG/ Sept Yr 7- 9	-23.404
Male	0.000
Female	13.371
Age (within year)	-12.176
First language: English or believed to be English	0.000
First language: Other or believed to be other	-17.556
First language: Other or believed to be other*KS2APS	5.4402
First language: Other or believed to be other*Quadratic of KS2 APS	-0.1518
Income Deprivation Affecting Children Index score	-54.367
free school meal - no	0.000
free school - yes	-22.109
White British	0.000
Irish	0.102
Traveller of Irish heritage	-49.191
Gypsy Roma	-54.995
Any other white background	11.551
White and Black Caribbean	-3.154
White and Black African	7.829
White and Asian	8.323
Any other mixed background	6.091
Indian	24.295
Pakistani	19.380
Bangladeshi	23.930
Any other Asian background	28.984
Caribbean	13.842
Black African	27.671
Any other black background	14.112
Chinese	35.428
Any other ethnic group	22.727
Unclassified ethnic group	-4.647
free school meals (yes)*White British	0.000
free school meals (yes)*Irish	-1.4625
free school meals (yes)*Traveller of Irish heritage	20.3504
free school meals (yes)*Gypsy/ Roma	20.9504
free school meals (yes)*Any other white background	19.2650
free school meals (yes)*White and Black Caribbean	12.8288
free school meals (yes)*White and Black African	23.9894

free school meals (yes)*White and Asian	13.8835
free school meals (yes)*Any other mixed background	13.6493
free school meals (yes)*Indian	18.2474
free school meals (yes)*Pakistani	18.1870
free school meals (yes)*Bangladeshi	20.8713
free school meals (yes)*Any other Asian background	25.8713
free school meals (yes)*Caribbean	18.6455
free school meals (yes)*Black African	23.0164
free school meals (yes)*Any other black background	13.4175
free school meals (yes)*Chinese	25.6848
free school meals (yes)*Any other ethnic group	26.2491
free school meals (yes)*Unclassified ethnic group	3.6434
KS2 average point score of cohort	0.317
KS2 standard deviation in cohort	-6.820

Coefficients for Key Stage 1-2 CVA, maintained schools, 2008

(Constant)	18.362
KS1 (read,write,maths) APS	0.580
KS1 Read divergence	0.053
KS1 Maths divergence	0.259
Quadratic of KS1 APS	0.0056
In care at current school (no)	0.000
In care at current school (yes)	0.205
Non-SEN	0.000
School Action	-1.217
Action+ / Statement	-2.010
Pupil joined current school at the start of or during year 6	-0.485
Pupil joined current school at the start of or during year 5	-0.260
Pupil joined current school at the start of or during years 3 or 4	-0.165
Male	0.000
Female	-0.344
Age	-0.591
First language: English or believed to be English	0.000
First language: Other or believed to be other	1.827
First language: Other or believed to be other*KS1APS	-0.1759
First language: Other or believed to be other*Quadratic of KS1 APS	0.0045
Income Deprivation Affecting Children Index score	-0.764
free school meal (no)	0.000
free school meal (yes)	-0.374
White British	0.000
Irish	0.322
Traveller of Irish heritage	-0.615
Gypsy/ Roma	-0.400
Any other white background	0.398
White and Black Caribbean	-0.067
White and Black African	0.313
White and Asian	0.262
Any other mixed background	0.234
Indian	0.100
Pakistani	-0.251
Bangladeshi	0.172
Any other Asian background	0.567
Caribbean	-0.269
Black African	0.243
Any other black background	-0.145

Chinese	0.733
Any other ethnic group	0.420
Unclassified ethnic group	0.035
free school meals (yes)*White British	0.000
free school meals (yes)*Irish	-0.2326
free school meals (yes)*Traveller of Irish heritage	0.8238
free school meals (yes)*Gypsy/ Roma	-0.1587
free school meals (yes)*Any other white background	-0.1201
free school meals (yes)*White and Black Caribbean	0.3436
free school meals (yes)*White and Black African	-0.0342
free school meals (yes)*White and Asian	-0.1098
free school meals (yes)*Any other mixed background	0.0527
free school meals (yes)*Indian	0.0926
free school meals (yes)*Pakistani	0.2133
free school meals (yes)*Bangladeshi	0.2004
free school meals (yes)*Any other Asian background	0.0553
free school meals (yes)*Caribbean	0.2373
free school meals (yes)*Black African	0.1026
free school meals (yes)*Any other black background	0.2903
free school meals (yes)*Chinese	-0.1318
free school meals (yes)*Any other ethnic group	0.1768
free school meals (yes)*Unclassified ethnic group	-0.0263

Figure A1.1 – Adjustments made due to prior attainment levels in Key Stage 2 to 4 CVA, 2008

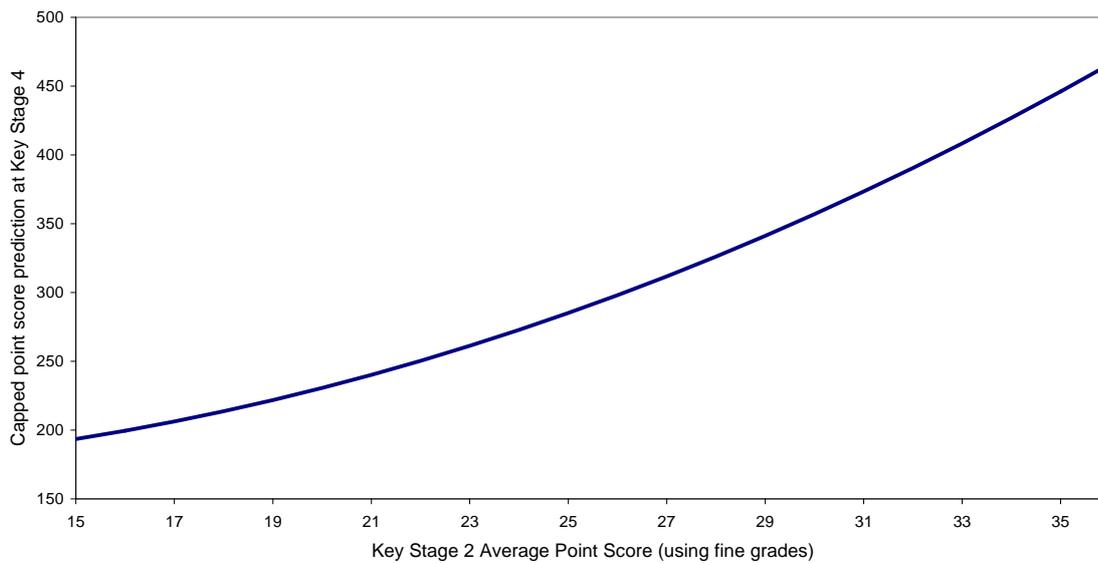


Figure A1.2 – Adjustments made due to prior attainment levels and EAL interaction in Key Stage 2 to 4 CVA, 2008

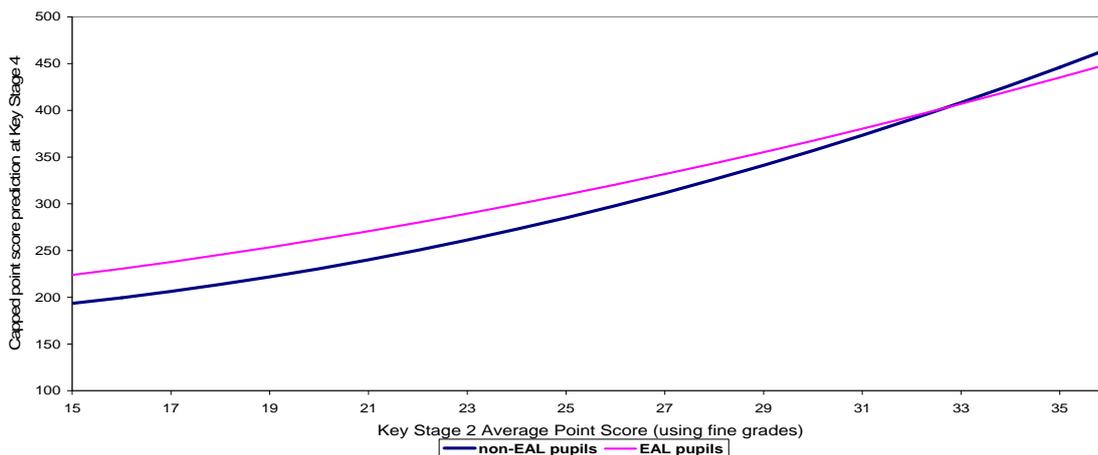


Figure A1.3 – Adjustments made due to English/maths deviation from prior attainment Average Point Score (APS) in Key Stage 2 to 4 CVA, 2008

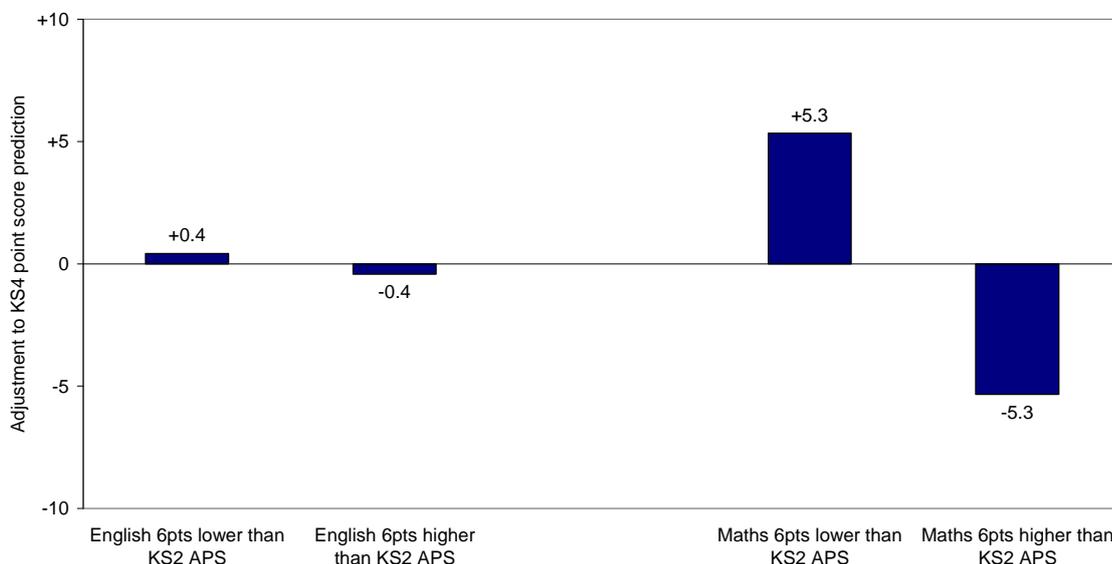


Figure A1.4 – Adjustments made due to basic pupil characteristics in Key Stage 2 to 4 CVA, 2008

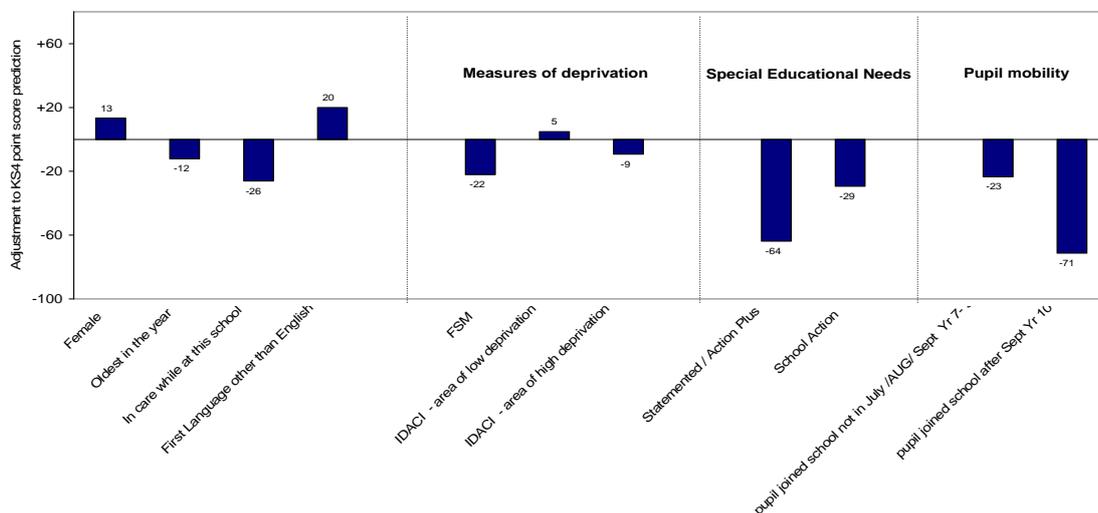


Figure A1.5 – Adjustments made due to ethnicity and FSM in Key Stage 2 to 4 CVA, 2008

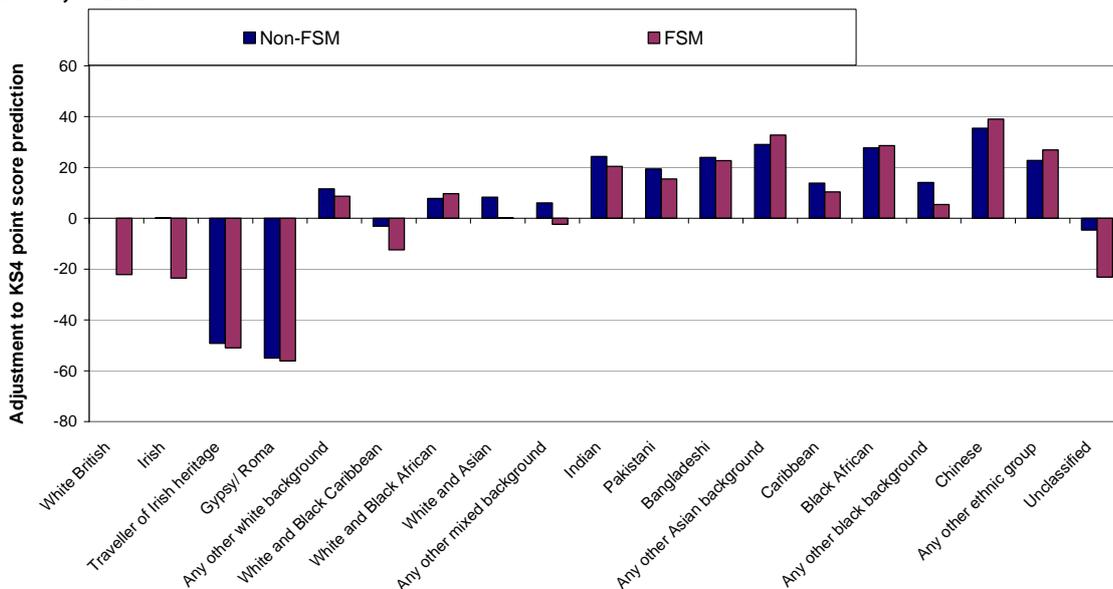


Figure A1.6 – Adjustments made due to school average prior attainment in Key Stage 2 to 4 CVA, 2008

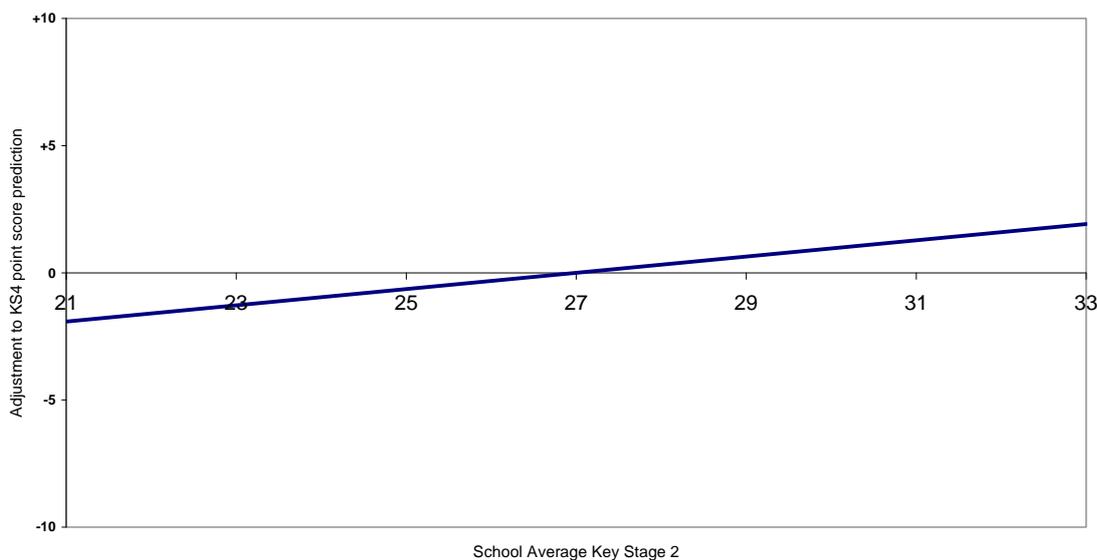
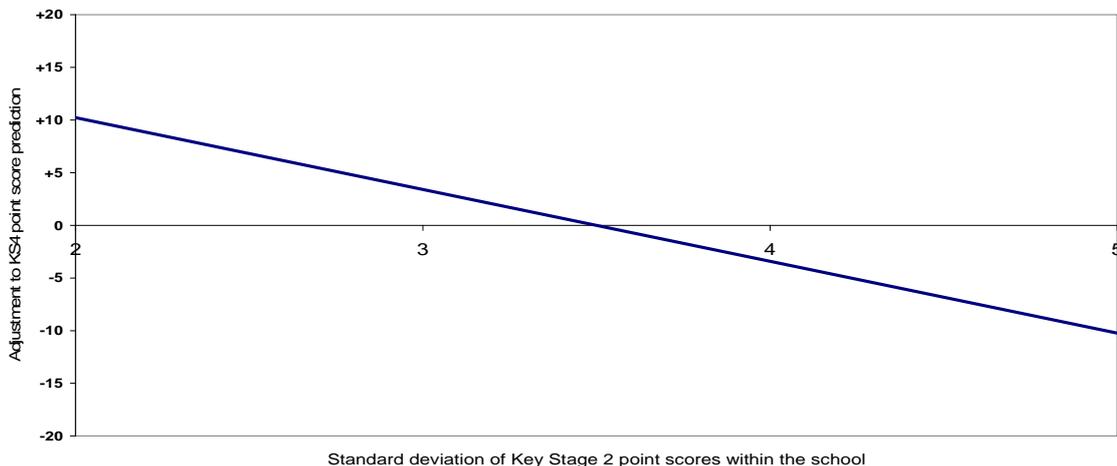


Figure A1.7 – Adjustments made due to standard deviation of school prior attainment in Key Stage 2 to 4 CVA, 2008



ANNEX – Chapter 2

2.1 Key Stage 2 to 4

2.1.3 Ethnicity

Table A2.1 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by ethnicity

KS2 Maths	GCSE grade C+						GCSE Grade A/A*					
	White	Mixed	Asian	Black	Chinese	Other	White	Mixed	Asian	Black	Chinese	Other
Below L2	0	1	3	3	3	7	0	0	5	1	7	1
2	1	1	5	5	0	8	0	0	17	0	0	0
3	12	14	27	22	43	30	0	0	10	1	0	6
4	59	57	74	65	90	72	8	5	37	11	10	49
5	94	92	97	94	99	95	81	27	69	44	37	95

Table A2.2 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by ethnicity

KS2 English	GCSE Grade C+						GCSE Grade A/A*					
	White	Mixed	Asian	Black	Chinese	Other	White	Mixed	Asian	Black	Chinese	Other
Below L2	1	4	5	7	12	12	0	0	0	0	1	0
2	2	3	8	12	25	9	0	0	0	0	0	0
3	14	18	28	26	38	36	0	0	0	0	3	1
4	65	65	76	68	86	75	5	6	9	6	16	9
5	95	95	98	94	99	97	41	43	48	36	65	49

2.1.4 Ethnicity and disadvantage

Table A2.3 – Percentage of pupils progressing from Key Stage 2 English to GCSE by disadvantaged ethnic groups

Key Stage 2 English	GCSE Grade C+		GCSE Grade A/A*	
	Disadvantaged groups	Non-Disadvantaged groups	Disadvantaged groups	Non-Disadvantaged groups
Below L2	5	2	0	0
2	7	3	0	0
3	23	15	0	0
4	68	65	7	5
5	95	96	44	42

Table A2.4 – Percentage of pupils progressing from Key Stage 2 Science to GCSE, by disadvantaged ethnic groups

Key Stage 2 Science	2 Good Science GCSEs	
	Disadvantaged groups	Non-Disadvantaged groups
Below L2	2	1
2	1	1
3	7	3
4	34	32
5	76	79

2.1.4 Ethnicity & Disadvantage

Table A2.5 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by gender, ethnicity and FSM

Key Stage 2 Maths	C+								A/A*							
	Female				Male				Female				Male			
	White		Black		White		Black		White		Black		White		Black	
	non-FSM	FSM														
Below L2	0	0	2	3	1	0	2	4	0	0	0	0	0	0	0	0
2	1	0	5	3	1	1	4	6	0	0	0	0	0	0	0	0
3	14	5	27	24	11	5	19	17	0	0	1	1	0	0	0	0
4	65	40	71	66	58	35	61	57	5	1	7	8	3	1	4	4
5	96	83	95	93	94	80	93	93	47	19	47	36	39	16	37	26
Other	28	10	22	13	24	8	9	11	3	1	1	0	3	1	1	0

Table A2.6 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by gender, ethnicity and FSM

Key Stage 2 English	C+								A/A*							
	Female				Male				Female				Male			
	White		Black		White		Black		White		Black		White		Black	
	non-FSM	FSM														
Below L2	2	1	10	10	2	1	4	4	0	0	0	1	0	0	0	0
2	3	1	19	15	3	0	8	9	0	0	0	0	0	0	0	0
3	19	10	35	32	14	6	21	20	0	0	0	1	0	0	0	0
4	71	48	77	70	62	37	62	56	6	2	8	5	5	1	4	4
5	97	87	96	92	95	82	93	87	45	22	42	35	38	17	30	19
Other	38	17	26	14	21	7	9	13	7	1	4	0	3	0	0	0

Table A2.7 – Percentage of pupils progressing from Key Stage 2 Science to GCSE, by gender, ethnicity and FSM

Key Stage 2 Science	2 Good GCSEs							
	Female				Male			
	White		Black		White		Black	
	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM
Below L2	0	0	3	6	1	0	1	1
2	0	0	3	0	0	0	2	0
3	3	1	9	9	3	1	7	10
4	33	15	39	34	32	15	32	28
5	80	56	80	71	79	53	70	60
Other	20	7	11	6	18	6	10	6

Table A2.8 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by gender, ethnicity and EAL

Key Stage 2 Maths	C+								A/A*							
	Female				Male				Female				Male			
	White		Black		White		Black		White		Black		White		Black	
	non-EAL	EAL														
Below L2	0	5	1	5	0	5	1	6	0	1	0	0	0	1	0	0
2	1	6	3	8	0	5	0	12	0	0	0	0	0	0	0	0
3	13	27	22	33	10	22	15	25	0	1	0	2	0	0	0	0
4	62	74	67	77	55	63	58	65	5	11	5	13	3	6	3	6
5	95	96	95	97	93	94	92	95	45	58	43	53	38	48	33	42
Other	24	15	17	19	20	14	8	12	3	4	2	0	3	3	1	0

Table A2.9 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by gender, ethnicity and EAL

Key Stage 2 English	C+								A/A*							
	Female				Male				Female				Male			
	White		Black		White		Black		White		Black		White		Black	
	non-EAL	EAL														
Below L2	1	17	6	15	1	8	2	8	0	0	0	1	0	0	0	0
2	3	6	14	20	2	7	5	15	0	0	0	0	0	0	0	0
3	17	36	30	40	12	24	18	26	0	0	0	1	0	0	0	0
4	69	76	73	79	60	67	59	65	6	11	6	10	4	6	4	4
5	96	96	95	96	94	94	92	92	44	57	40	43	37	43	28	30
Other	33	26	19	22	18	19	9	12	5	3	3	1	2	0	0	0

Table A2.10 – Percentage of pupils progressing from Key Stage 2 Science to GCSE, by gender, ethnicity and EAL

Key Stage 2 Science	2 Good GCSEs							
	Female				Male			
	White		Black		White		Black	
	non-EAL	EAL	non-EAL	EAL	non-EAL	EAL	non-EAL	EAL
Below L2	0	3	1	8	0	7	1	1
2	0	7	3	0	0	0	2	0
3	2	10	7	12	2	8	5	13
4	31	40	34	45	30	34	29	37
5	79	79	77	82	78	80	67	70
Other	17	21	5	11	15	11	8	8

2.1.7 English as an additional language

Table A2.11 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by EAL

Key Stage 2 Maths	GCSE Grade C+		GCSE Grade A/A*	
	English	Other	English	Other
Below L2	0	4	0	0
2	1	6	0	0
3	12	27	0	1
4	59	73	4	12
5	94	96	42	58

Table A2.12 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by EAL

Key Stage 2 English	GCSE Grade C+		GCSE Grade A/A*	
	English	Other	English	Other
Below L2	1	7	0	0
2	3	10	0	0
3	15	29	0	1
4	65	75	5	9
5	95	97	41	47

Table A2.13 – Percentage of pupils progressing from Key Stage 2 Science to GCSE, by EAL

Key Stage 2 Science	2 Good Science GCSEs	
	English	Other
Below L2	0	3
2	0	3
3	3	10
4	31	44
5	78	83

2.1.8 SEN

Table A2.14 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by SEN

Key Stage 2 Maths	GCSE Grade C+				GCSE Grade A/A*			
	None	School Action	Action Plus	Statement	None	School Action	Action Plus	Statement
Below	2	1	0	1	0	0	0	0
2	2	1	1	2	0	0	0	0
3	17	8	5	8	0	0	0	0
4	64	40	29	38	5	2	1	2
5+	95	83	70	81	44	25	18	32

Table A2.15 – Percentage of pupils making 3 and 4 levels of progress from Key Stage 2 Maths to GCSE, by SEN

Key Stage 2 Maths	3 levels of progress				4 levels of progress			
	None	School Action	Action Plus	Statement	None	School Action	Action Plus	Statement
Below	62	44	25	10	30	15	7	3
2	33	24	17	22	9	6	4	6
3	44	25	16	22	17	8	5	8
4	65	40	29	39	24	10	7	11
5+	76	52	42	58	44	25	18	32

Table A2.16 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by SEN

Key Stage 2 English	GCSE Grade C+				GCSE Grade A/A*			
	None	School Action	Action Plus	Statement	None	School Action	Action Plus	Statement
Below	7	2	1	1	0	0	0	0
2	5	3	1	4	0	0	0	0
3	21	11	7	12	0	0	0	0
4	69	44	32	44	6	2	1	4
5+	96	85	72	82	43	26	20	29

Table A2.17 – Percentage of pupils making 3 and 4 levels of progress from Key Stage 2 English to GCSE, by SEN

Key Stage 2 English	3 levels of progress				4 levels of progress			
	None	School Action	Action Plus	Statement	None	School Action	Action Plus	Statement
Below	80	70	49	20	63	41	21	8
2	64	57	39	45	27	20	12	18
3	59	41	27	35	21	11	7	12
4	70	44	33	44	29	12	9	16
5+	79	58	47	63	43	26	21	30

Table A2.18 – Percentage of pupils progressing from Key Stage 2 Science to GCSE, by SEN

Key Stage 2 Science	2 Good Science GCSEs			
	None	School Action	Action Plus	Statement
Below	6	1	1	0
2	3	0	0	0
3	6	2	1	2
4	37	15	10	13
5	81	56	44	48

Table A2.19 – Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 2 and SEN

Key Stage 2 attainment	5 A*-C				5A*-C including English and Maths			
	None	School Action	Action Plus	Statement	None	School Action	Action Plus	Statement
No Prior	58	32	23	4	41	16	11	2
Below	15	7	5	1	4	1	0	0
3	24	15	9	9	5	2	1	2
4	73	47	32	41	51	24	16	24
5	98	90	74	82	94	82	65	76

2.1.9 – Mobility

Table A2.20 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by mobility in years 10/11

Key Stage 2 Maths	GCSE grade C+		GCSE grade A/A*		3 Levels of Progress		4 Levels of Progress	
	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile
Below	0	0	1	0	26	4	8	1
2	0	0	1	0	26	15	7	2
3	0	0	13	4	36	10	13	4
4	5	0	60	19	60	19	21	4
5	43	15	94	72	75	40	43	16

Table A2.21 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by mobility in years 10/11

Key Stage 2 Maths	GCSE grade C+		GCSE grade A/A*		3 Levels of Progress		4 Levels of Progress	
	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile
Below	0	0	2	0	46	9	22	2
2	0	0	3	2	54	15	20	4
3	0	0	16	3	49	18	16	3
4	5	1	66	28	66	28	27	8
5	42	17	96	69	78	44	42	18

Table A2.22 – Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 2 and Mobility in years 10/11

Key Stage 2 attainment	5 A*-C		5A*-C E&M		3+ A/A*		Average capped best 8 point score	
	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile
No prior	55%	37%	39%	24%	18%	8%	296	241
Below	5%	2%	1%	0%	0%	0%	145	102
3	18%	9%	3%	1%	0%	0%	223	165
4	69%	34%	47%	21%	11%	3%	316	241
5	97%	77%	94%	69%	62%	29%	395	330

Table A2.23 – Percentage of pupils progressing from Key Stage 2 Maths to GCSE, by mobility in years 7-9

Key Stage 2 Maths	GCSE grade C+		GCSE grade A/A*		3 Levels of Progress		4 Levels of Progress	
	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile
Below	0	0	1	0	27	10	8	3
2	0	0	1	0	27	11	7	2
3	0	0	14	6	36	19	14	6
4	5	1	61	34	61	34	22	8
5	43	17	94	75	75	43	43	17

Table A2.24 – Percentage of pupils progressing from Key Stage 2 English to GCSE, by mobility in years 7-9

Key Stage 2 Maths	GCSE grade C+		GCSE grade A/A*		3 Levels of Progress		4 Levels of Progress	
	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile
Below	0	0	2	1	46	23	22	9
2	0	0	3	1	55	29	20	8
3	0	0	16	8	50	31	16	8
4	6	2	66	39	66	39	27	11
5	42	19	96	77	78	48	43	20

Table A2.25 – Percentage of pupils attaining Key Stage 4 thresholds by average level at Key Stage 2 and Mobility in years 7-9

Key Stage 2 attainment	5 A*-C		5A*-C E&M		3+ A/A*		Average capped best 8 points score	
	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile	Not Mobile	Mobile
No prior	55%	11%	38%	11%	18%	0%	294	73
Below	5%	1%	1%	0%	0%	0%	144	74
3	18%	5%	3%	1%	0%	0%	221	138
4	69%	26%	47%	13%	10%	2%	315	210
5	97%	69%	94%	62%	62%	25%	394	312

2.2 Key Stage 1-2

Deprivation

Table A2.26 – Percentage of pupils progressing from Key Stage 1 Maths to Key Stage 2 in Maths, by FSM

Key Stage 2 Maths	Level 4+		Level 5+		2 levels of progress	
	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM
Below	7	7	0	0	100	100
1	22	20	1	1	71	67
2C	53	48	3	2	54	48
2B	82	76	11	8	83	76
2A	96	93	33	24	96	93
3+	100	100	97	100	76	62

Table A2.27 – Percentage of pupils progressing from Key Stage 1 reading to Key Stage 2, by FSM

Key Stage 2 reading	Level 4+		Level 5+		2 levels of progress	
	Not FSM	FSM	Not FSM	FSM	Not FSM	FSM
Below	11	10	0	0	100	100
1	39	32	1	1	79	74
2C	71	63	5	3	84	78
2B	90	84	14	9	95	92
2A	98	95	33	23	99	98
3+	100	99	71	55	89	79

Table A2.28 – Percentage of pupils progressing from Key Stage 1 writing to Key Stage 2, by FSM

Key Stage 2 writing	Level 4+		Level 5+		2 levels of progress	
	Not FSM	FSM	Not FSM		Not FSM	FSM
Below	15	12	1	0	100	100
1	48	40	2	1	89	86
2C	79	71	8	5	54	47
2B	95	90	24	16	79	72
2A	99	98	50	37	94	89
3+	100	99	79	63	61	46

Table A2.29 - Percentage of pupils progressing from Key Stage 1 to Key Stage 2, by FSM

Key Stage 2 attainment	Level 4+		Level 5+	
	Not FSM	FSM	Not FSM	FSM
Below	11	11	0	0
1	46	40	1	0
2C	74	68	2	1
2B	91	87	6	4
2A	99	97	21	14
3+	100	100	65	47

Ethnicity

Table A2.30 - Percentage of pupils progressing from Key Stage 1 average level to Key Stage 2 Level 4 or above, by Ethnic Group

Key Stage 1 attainment	Level 4 or above					
	White	Mixed	Asian	Black	Chinese	Other
No Prior	62%	70%	67%	63%	73%	59%
Below L1	8%	14%	16%	23%	56%	30%
1	43%	47%	50%	50%	63%	58%
2C	72%	75%	76%	74%	89%	82%
2B	90%	92%	93%	90%	95%	95%
2A	98%	98%	99%	98%	100%	99%
3	100%	100%	100%	100%	100%	100%

Table A2.31 - Percentage of pupils progressing from Key Stage 1 average level to Key Stage 2 Level 5 or above, by Ethnic Group

Key Stage 1 attainment	Level 5 or above					
	White	Mixed	Asian	Black	Chinese	Other
No Prior	18%	19%	15%	9%	30%	11%
Below L1	0%	1%	1%	0%	9%	2%
1	0%	0%	1%	1%	5%	2%
2C	2%	2%	2%	1%	10%	4%
2B	5%	6%	7%	5%	16%	11%
2A	20%	22%	25%	17%	41%	32%
3	64%	65%	65%	54%	82%	70%

Gender, ethnicity and FSM

Table A2.32 - Percentage of pupils progressing from Key Stage 1 average level to Key Stage 2 Level 4 or above, by gender, ethnic group and FSM

Key Stage 1 attainment	Female				Male			
	White		Black		White		Black	
	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM	non-FSM	FSM
No Prior	68%	46%	73%	53%	64%	37%	66%	49%
Below L1	7%	6%	25%	27%	10%	8%	20%	23%
1	38%	34%	53%	47%	48%	40%	51%	48%
2C	68%	60%	75%	74%	77%	70%	75%	71%
2B	90%	84%	91%	88%	92%	87%	91%	89%
2A	99%	97%	98%	98%	99%	97%	98%	98%
3	100%	100%	100%	100%	100%	100%	100%	99%

EAL

Table A2.33 - Percentage of pupils progressing from Key Stage 1 average level to Key Stage 2 Level 4 or above and Level 5 and above by EAL

Key Stage 1 attainment	Level 4 or above		Level 5 or above	
	English	Other	English	Other
No Prior	68%	60%	22%	11%
Below L1	8%	23%	0%	1%
1	43%	53%	0%	1%
2C	72%	78%	2%	3%
2B	90%	93%	5%	8%
2A	98%	99%	20%	26%
3	100%	100%	64%	65%

Table A2.34 - Percentage of pupils progressing from Key Stage 1 average level to Key Stage 2 Level 4 or above and Level 5 and above by EAL and FSM

Key Stage 1 attainment	Level 4 or above				Level 5 or above			
	English		Other		English		Other	
	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
No Prior	72%	44%	63%	51%	25%	6%	13%	5%
Below L1	9%	7%	23%	23%	0%	0%	1%	1%
1	45%	37%	54%	51%	0%	0%	2%	1%
2C	73%	66%	79%	76%	2%	1%	3%	2%
2B	91%	86%	93%	91%	6%	3%	9%	6%
2A	99%	97%	99%	99%	21%	12%	27%	22%
3	100%	100%	100%	100%	65%	46%	67%	54%

Special Educational Needs

Table A2.35 – Percentage of pupils progressing from Key Stage 1 average level to Key Stage 2 level 4+ and Level 5+, by SEN

Key Stage 1 attainment	Level 4+				Level 5+			
	None	School Action	Action Plus	Statemented	None	School Action	Action Plus	Statemented
No Prior	74	47	29	8	21	3	2	1
Below 1	53	23	10	3	4	0	0	0
2C	69	45	32	22	2	0	0	0
2B	82	66	58	50	3	1	1	2
2A	94	82	78	71	6	3	3	3
3+	99	94	94	92	21	10	13	15
3+	100	99	99	97	65	42	45	49

2.3 FSP – Key Stage 1: Table A2.36 - Correlation of FSP Assessment Scales with Key Stage 1 teacher assessments

Foundation Stage Profile assessments	KS1 reading point score				KS1 writing point score				KS1 maths points score				KS1 Average Point Score (rwm)			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
PSE: Dispositions and attitudes	0.47	0.48	0.47	0.48	0.48	0.49	0.48	0.49	0.47	0.48	0.47	0.49	0.51	0.52	0.51	0.52
PSE: Social development	0.41	0.42	0.42	0.43	0.41	0.43	0.42	0.46	0.39	0.41	0.41	0.44	0.43	0.45	0.45	0.46
PSE: Emotional development	0.42	0.43	0.42	0.44	0.43	0.44	0.43	0.47	0.40	0.42	0.41	0.45	0.45	0.46	0.45	0.47
CLL: Language or communication and thinking	0.49	0.51	0.50	0.51	0.49	0.51	0.50	0.53	0.47	0.49	0.49	0.51	0.52	0.54	0.53	0.55
CLL: Linking sounds and letters	0.65	0.66	0.66	0.66	0.63	0.64	0.64	0.65	0.58	0.60	0.60	0.64	0.67	0.68	0.68	0.68
CLL: Reading	0.61	0.62	0.62	0.63	0.60	0.61	0.61	0.63	0.56	0.59	0.59	0.62	0.64	0.65	0.65	0.66
CLL: Writing	0.63	0.63	0.63	0.64	0.63	0.64	0.63	0.63	0.58	0.59	0.59	0.64	0.66	0.67	0.67	0.67
MAT: Numbers as labels for counting	0.61	0.61	0.61	0.62	0.59	0.60	0.59	0.62	0.59	0.61	0.61	0.60	0.64	0.65	0.65	0.66
MAT: Calculating	0.59	0.60	0.60	0.61	0.58	0.59	0.59	0.61	0.59	0.61	0.61	0.60	0.63	0.64	0.64	0.65
MAT: Shape, space and measures	0.54	0.54	0.54	0.55	0.53	0.53	0.52	0.56	0.53	0.55	0.54	0.54	0.57	0.58	0.57	0.59
Knowledge and Understanding of the World.	0.45	0.46	0.46	0.47	0.44	0.45	0.45	0.49	0.45	0.47	0.46	0.47	0.48	0.49	0.49	0.51
Physical Development.	0.39	0.42	0.41	0.43	0.40	0.44	0.42	0.48	0.39	0.43	0.42	0.45	0.42	0.46	0.45	0.48
Creative Development.	0.42	0.43	0.42	0.44	0.42	0.44	0.43	0.48	0.40	0.42	0.41	0.45	0.44	0.47	0.45	0.47
FSP PSE average	0.47	0.48	0.48	0.48	0.48	0.49	0.48	0.49	0.46	0.47	0.47	0.49	0.51	0.52	0.51	0.52
FSP CLL average	0.66	0.67	0.67	0.67	0.65	0.67	0.66	0.66	0.61	0.63	0.63	0.66	0.69	0.71	0.71	0.70
FSP MAT average	0.63	0.64	0.64	0.63	0.62	0.62	0.62	0.62	0.62	0.64	0.64	0.62	0.67	0.68	0.68	0.68
FSP overall average	0.62	0.64	0.64	0.63	0.62	0.64	0.63	0.63	0.60	0.62	0.62	0.63	0.66	0.68	0.67	0.68
Minimum score across all 13 assessment scales	0.60	0.61	0.62	0.62	0.60	0.61	0.61	0.62	0.56	0.58	0.58	0.62	0.63	0.65	0.65	0.65

Figure A2.1 – Percentage of pupils progressing from FSP Personal, Social & Emotional Development average level to Level 2+ at Key Stage 1

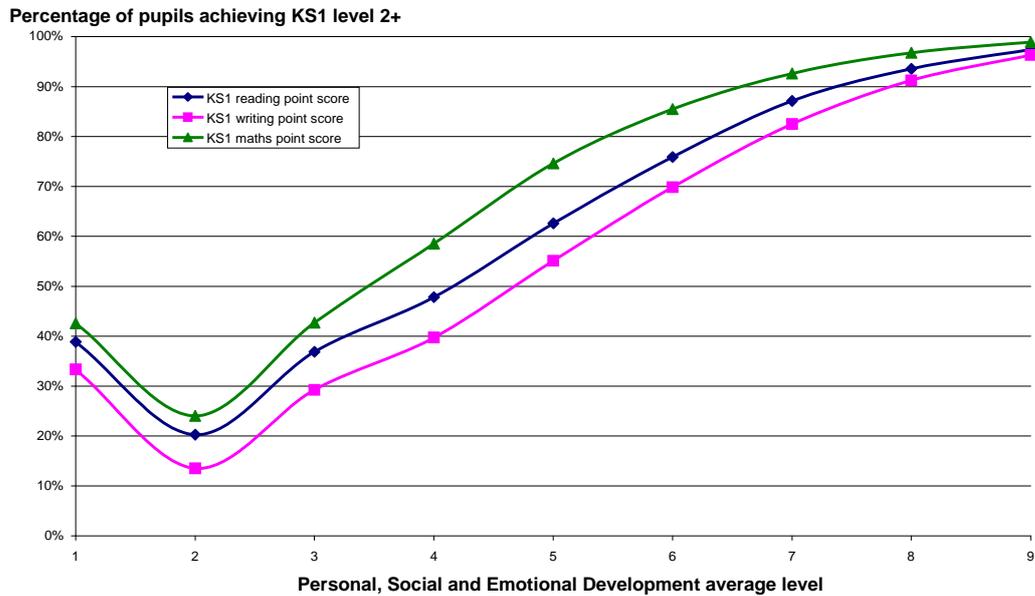


Figure A2.2 - Percentage of pupils progressing from FSP Mathematical development average level to Level 2+ in Key Stage 1 Reading, Writing and Maths

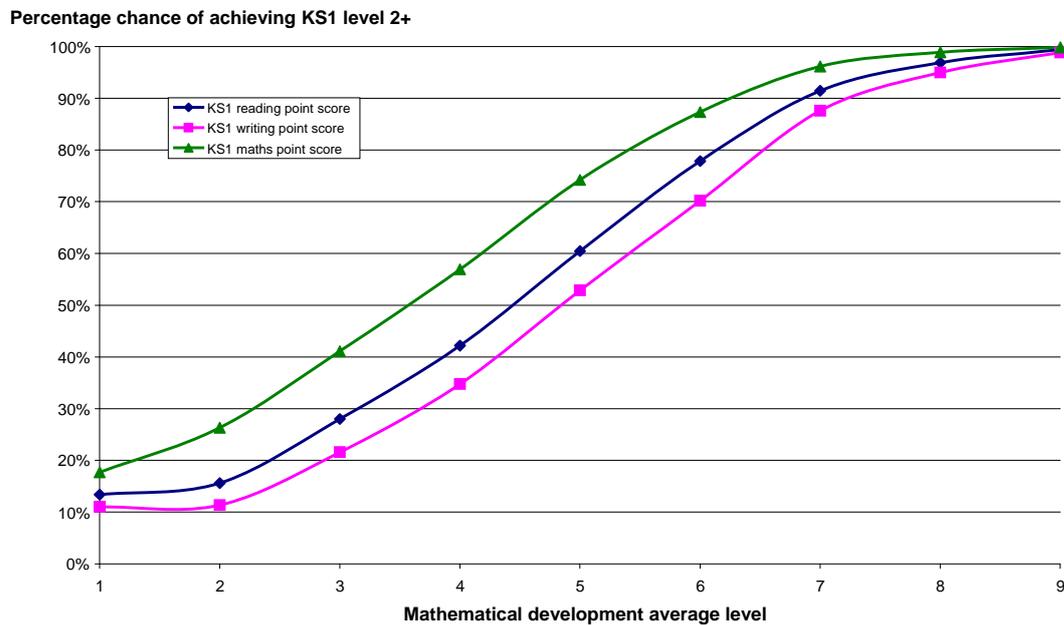


Figure A2.3 - Percentage of pupils progressing from FSP above/below 6 points to Key Stage 1 reading

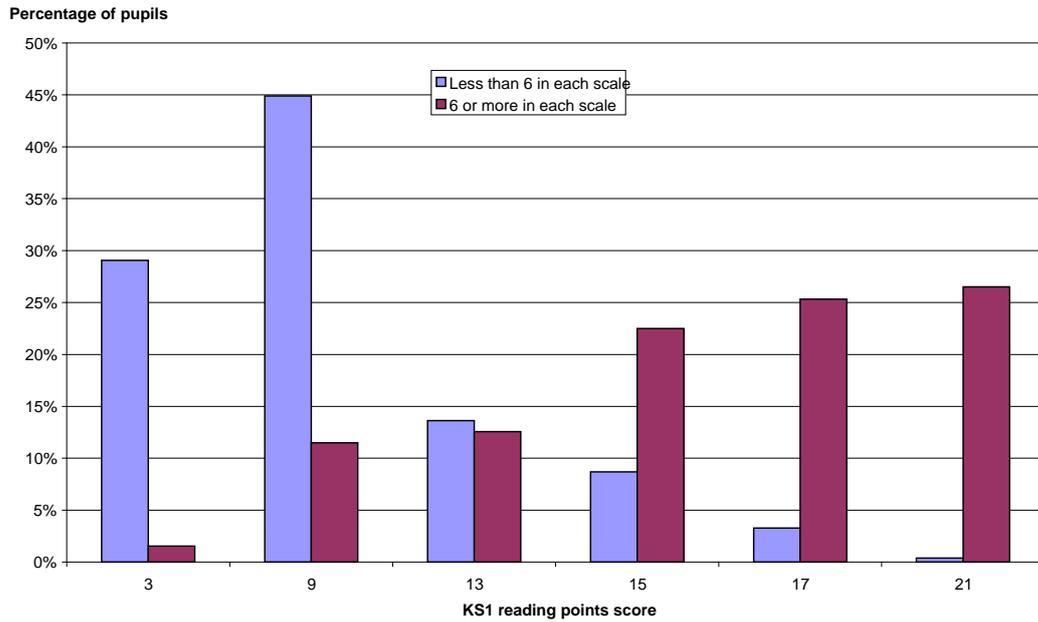


Figure A2.4 - Percentage of pupils progressing from FSP above/below 6 points to Key Stage 1 maths

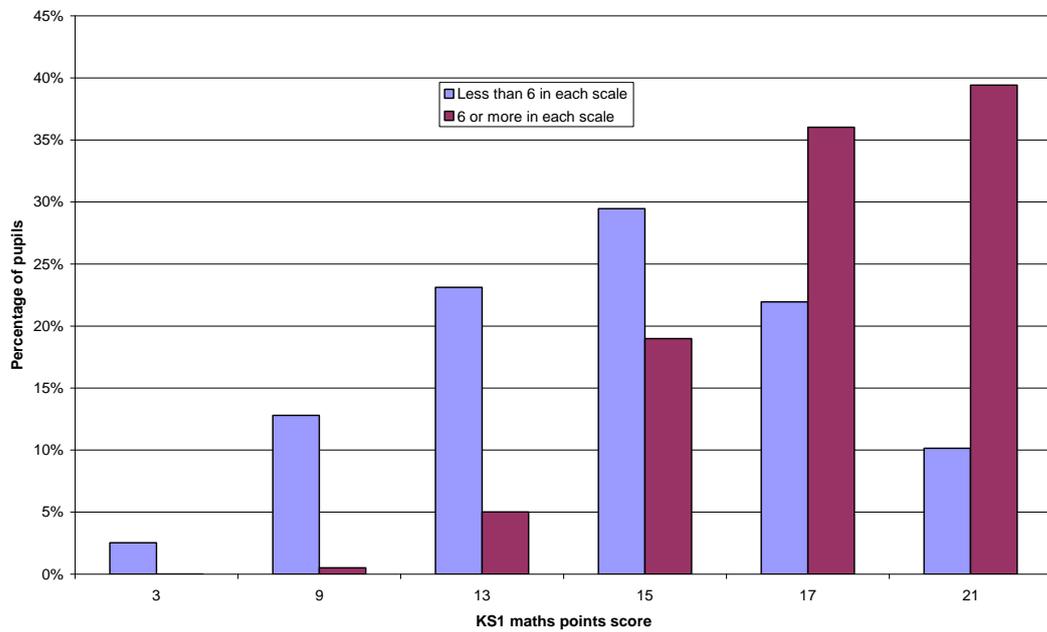


Figure A2.5 - Percentage of pupils progressing from average level in FSP Mathematical Development to Level 2+ in Key Stage 1 reading, by FSM

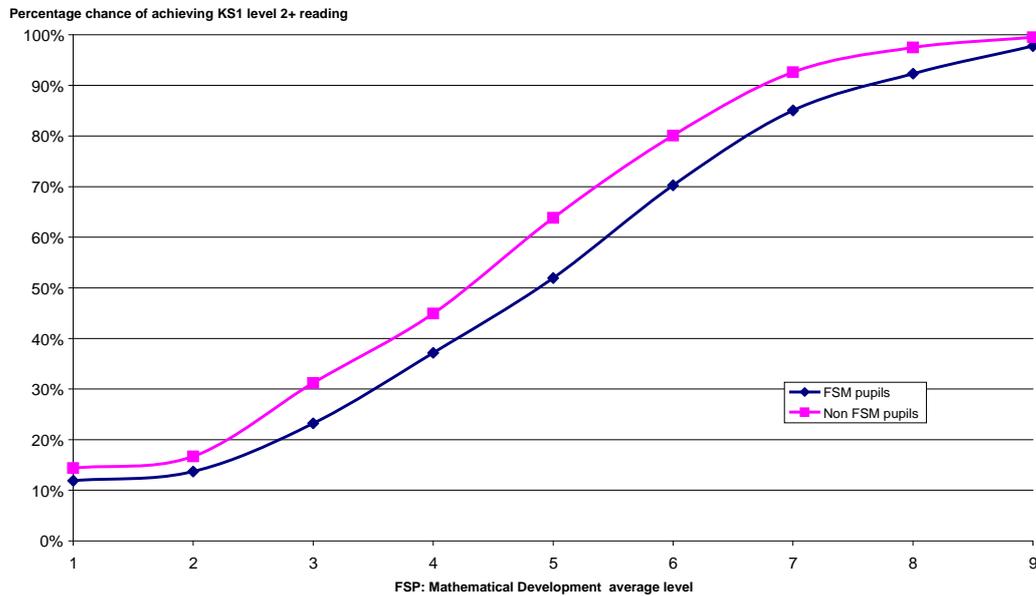


Figure A2.6 - Percentage of pupils progressing from average level in FSP Personal, Social and Emotional Development to Level 2+ in Key Stage 1 reading, by FSM

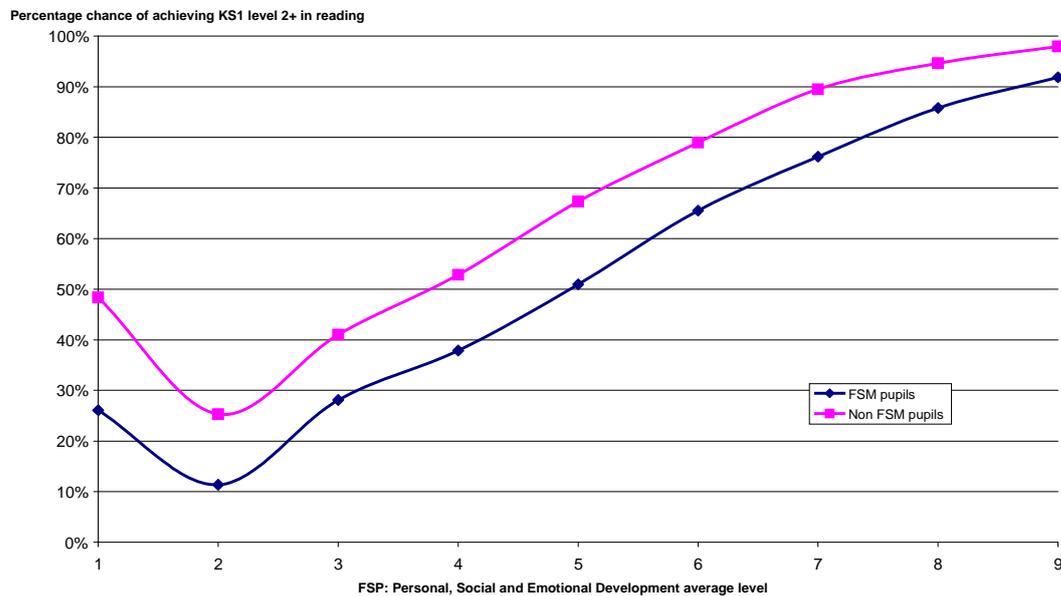


Figure A2.7 - Percentage of pupils progressing from average level in FSP Communication, Language and Literacy to Level 2+ in Key Stage 1 Maths, by FSM

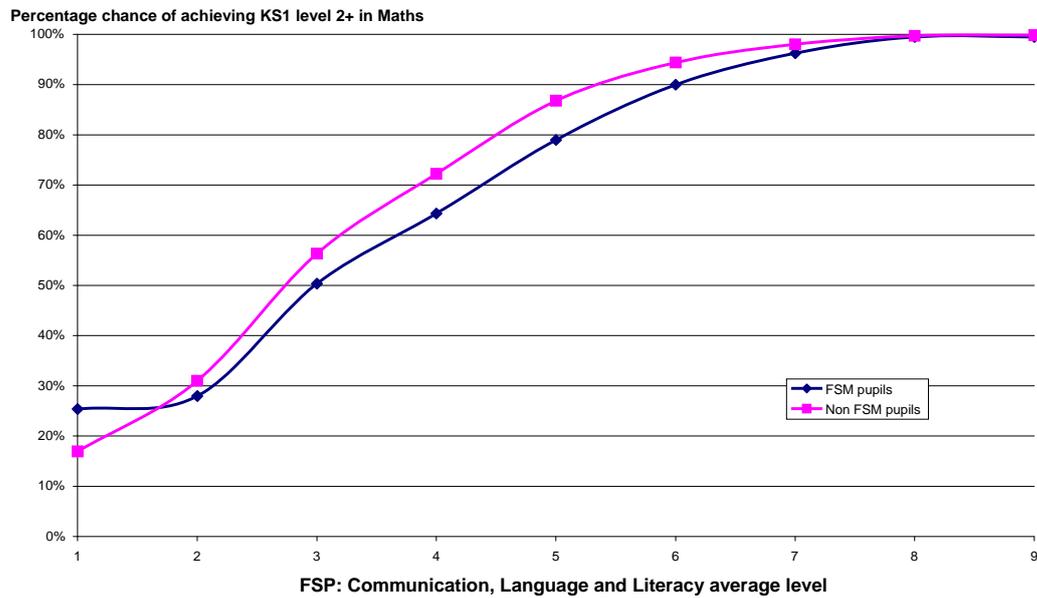


Figure A2.8 - Percentage of pupils progressing from average level in FSP Mathematical Development to Level 2+ in Key Stage 1 Maths, by FSM

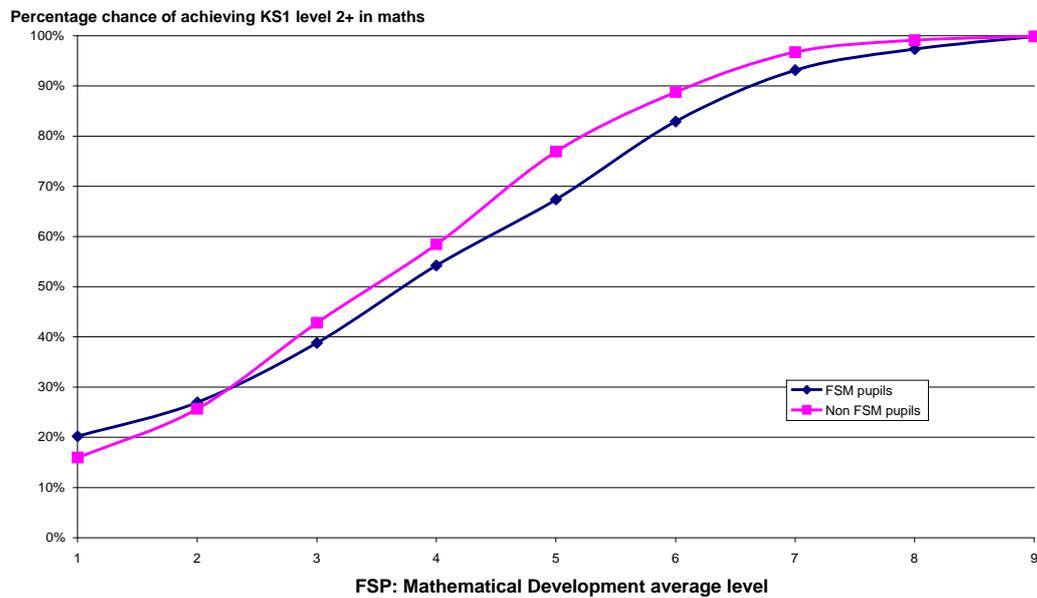


Figure A2.9 - Percentage of pupils progressing from average level in FSP Personal, Social and Emotional Development to Level 2+ in Key Stage 1 Maths, by FSM

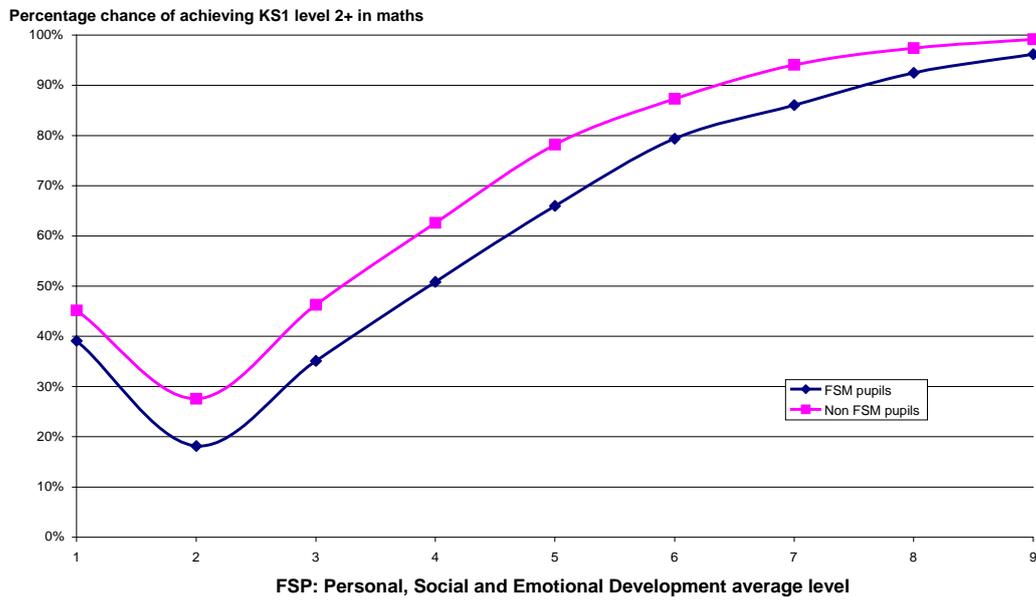
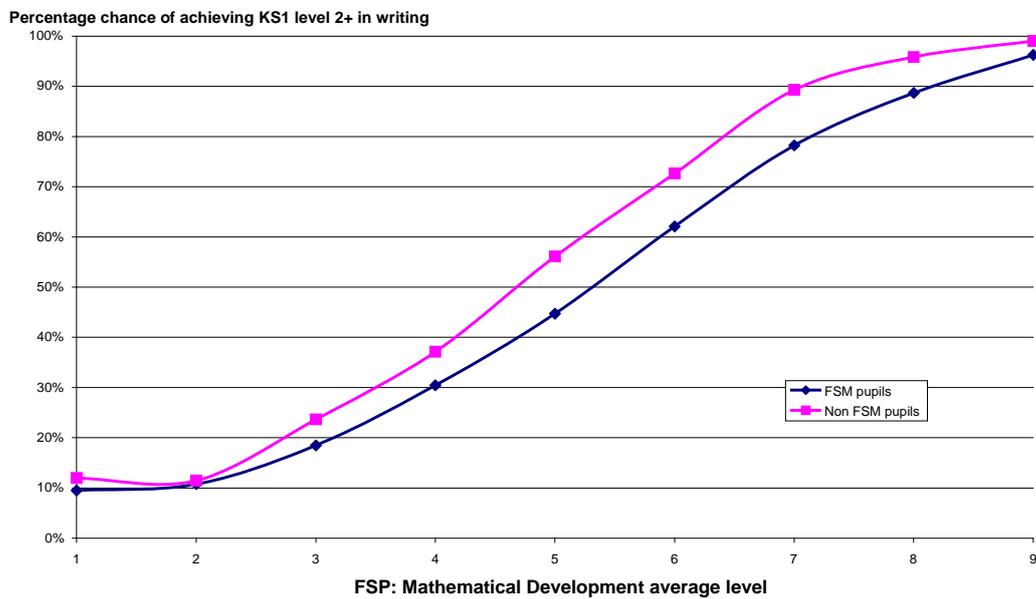


Figure A2.10 - Percentage of pupils progressing from average level in FSP Mathematical Development to Level 2+ in Key Stage 1 writing, by FSM



ANNEX – Chapter 3

3.1 Parental background

3.1.1 Parental Occupation

Table A3.1- Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by NS-SEC

Key Stage 2 English	Higher professional	Lower professional	Intermediate	Lower supervisory	Routine
2 or below	***	***	***	***	***
3	29	19	14	10	12
4	82	72	66	59	52
5+	98	95	95	89	89
All pupils	86	75	64	54	47

*** Figures suppressed due to low sample size

Table A3.2 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by NS-SEC

Key Stage 2 English	Higher professional	Lower professional	Intermediate	Lower supervisory	Routine
2 or below	***	***	***	***	33
3	70	57	52	42	41
4	82	72	66	59	52
5+	86	80	72	61	60
All pupils	83	73	65	55	50

*** Figures suppressed due to low sample size

Figure A3.1 – Percentage of pupils making 3 Levels of Progress in English by prior attainment and NS-SEC

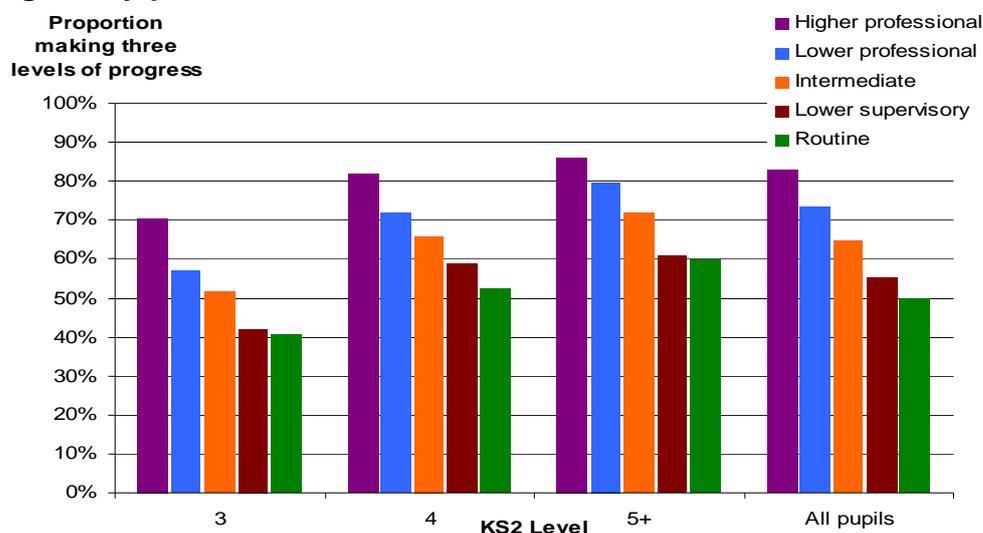


Table A3.3 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by NS-SEC

Key Stage 2 Maths	Higher professional	Lower professional	Intermediate	Lower supervisory	Routine
2 or below	***	***	***	***	***
3	26	17	12	11	6
4	79	68	63	51	45
5+	99	96	96	95	89
Total	83	70	58	47	39

*** Figures suppressed due to low sample size

Table A3.4 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by NS-SEC

Key Stage 2 Maths	Higher professional	Lower professional	Intermediate	Lower supervisory	Routine
2 or below	***	***	***	***	17
3	54	49	41	29	24
4	79	68	63	51	45
5+	87	80	74	66	61
Total	80	69	60	46	40

*** Figures suppressed due to low sample size

3.1.2 Parental education

Table A3.5 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by parental qualifications

Key Stage 2 English	Degree or equivalent	Higher education below degree	GCE A Level or equivalent	GCSE grades A-C or equivalent	Qualifications up to level 1	No qualification
2 or below	***	***	***	***	***	***
3	***	18	19	13	6	10
4	82	71	65	59	48	52
5+	98	96	93	92	85	84
Total	87	73	65	57	39	39

*** Figures suppressed due to low sample size

Table A3.6 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by parental Qualifications

Key Stage 2 English	Degree or equivalent	Higher education below degree	GCE A Level or equivalent	GCSE grades A-C or equivalent	Qualifications up to level 1	No qualification
2 or below	***	***	***	***	***	34
3	***	53	53	48	40	38
4	82	71	65	59	48	52
5+	88	79	73	65	57	54
Total	84	71	65	58	45	46

*** Figures suppressed due to low sample size

Table A3.7 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by parental qualifications

Key Stage 2 Maths	Degree or equivalent	Higher education below degree	GCE A Level or equivalent	GCSE grades A-C or equivalent	Qualifications up to level 1	No qualification
2 or below	***	***	***	***	***	***
3	37	13	13	9	6	8
4	78	67	60	53	46	43
5+	99	94	95	94	***	89
Total	84	65	59	50	34	33

*** Figures suppressed due to low sample size

Table A3.8 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by parental qualifications

Key Stage 2 Maths	Degree or equivalent	Higher education below degree	GCE A Level or equivalent	GCSE grades A-C or equivalent	Qualifications up to level 1	No qualification
2 or below	***	***	***	23	***	19
3	66	49	37	32	21	27
4	78	67	60	53	46	43
5+	91	77	72	67	***	59
Total	83	66	58	50	35	37

*** Figures suppressed due to low sample size

3.1.3 Family Composition

Table A3.9 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by family composition

Key Stage 2 English	Married couple	Cohabiting couple	Lone father	Lone mother	No parents in household
2 or below	***	***	***	***	***
3	17	5	***	11	***
4	68	60	55	56	***
5+	96	90	***	88	***
Total	68	52	48	52	30

*** Figures suppressed due to low sample size

Table A3.10 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by family composition

Key Stage 2 English	Married couple	Cohabiting couple	Lone father	Lone mother	No parents in household
2 or below	48	***	***	33	***
3	52	37	***	41	***
4	68	60	55	56	***
5+	78	62	***	64	***
Total	68	54	51	54	36

*** Figures suppressed due to low sample size

Table A3.11 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by family composition

Key Stage 2 Maths	Married couple	Cohabiting couple	Lone father	Lone mother	No parents in household
2 or below	2	***	***	***	***
3	14	6	***	8	***
4	65	54	39	47	***
5+	97	90	***	87	***
Total	63	45	39	43	30

*** Figures suppressed due to low sample size

Table A3.12 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by family composition

Key Stage 2 Maths	Married couple	Cohabiting couple	Lone father	Lone mother	No parents in household (n=105)
2 or below	16	***	***	17	***
3	41	27	***	27	***
4	65	54	39	47	***
5+	80	65	***	64	***
Total	63	46	36	44	33

*** Figures suppressed due to low sample size

3.1.4 Siblings

Table A3.13 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by siblings

Key Stage 2 English	Older Siblings		Younger Siblings	
	No	Yes	No	Yes
2 or below	***	***	***	***
3	14	14	16	13
4	66	62	66	62
5+	95	93	94	94
Total	67	59	64	61

*** Figures suppressed due to low sample size

Table A3.14 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by siblings

Key Stage 2 English	Older Siblings		Younger Siblings	
	No	Yes	No	Yes
2 or below	46	39	38	43
3	48	45	50	44
4	66	62	66	62
5+	77	74	75	75
Total	67	61	65	62

Table A3.15 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by siblings

Key Stage 2 Maths	Older Siblings		Younger Siblings	
	No	Yes	No	Yes
2 or below	***	***	***	***
3	13	10	11	12
4	62	57	59	59
5+	96	94	95	95
Total	61	54	57	56

*** Figures suppressed due to low sample size

Table A3.16 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by siblings

Key Stage 2 Maths	Older Siblings		Younger Siblings	
	No	Yes	No	Yes
2 or below	20	14	14	17
3	38	33	35	34
4	62	57	59	59
5+	80	74	77	76
Total	61	54	57	56

3.1.5 Caring Responsibilities

Table A3.17 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by caring responsibilities

Key Stage 2 English	Yes	No
2 or below	***	1
3	12	14
4	51	64
5+	97	94
Total	50	63

*** Figures suppressed due to low sample size

Table A3.18 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by caring responsibilities

Key Stage 2 English	Yes	No
2 or below	***	42
3	42	47
4	51	64
5+	76	76
All	53	64

*** Figures suppressed due to low sample size

Table A3.19 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by caring responsibilities

Key Stage 2 Maths	Yes	No
2 or below	***	1
3	11	12
4	52	60
5+	95	95
Total	44	57

*** Figures suppressed due to low sample size

Table A3.20 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by caring responsibilities

Key Stage 2 Maths	Yes	No
2 or below	***	16
3	32	35
4	52	60
5+	66	77
All	46	58

*** Figures suppressed due to low sample size

3.1.6 Family Cohesion

Table A3.21 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by number of family meals eaten per week

Key Stage 2 English	None	1 or 2	3 - 5	6 - 7
2 or below	***	***	***	***
3	7	17	14	16
4	52	59	65	69
5+	91	92	94	96
Total	51	59	65	68

*** Figures suppressed due to low sample size

Table A3.22 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by number of family meals eaten per week

Key Stage 2 English	None	1 or 2	3 - 5	6 - 7
2 or below	***	***	***	44
3	46	44	49	49
4	52	59	65	69
5+	65	69	75	79
Total	53	58	65	69

*** Figures suppressed due to low sample size

Table A3.23 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by number of family meals eaten per week

Key Stage 2 Maths	None	1 or 2	3 - 5	6 - 7
2 or below	***	***	***	***
3	9	8	13	14
4	47	55	63	64
5+	90	93	96	97
Total	46	52	61	62

*** Figures suppressed due to low sample size

Table A3.24 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by number of family meals eaten per week

Key Stage 2 Maths	None	1 or 2	3 - 5	6 - 7
2 or below	***	12	***	20
3	28	30	39	39
4	47	55	63	64
5+	63	67	76	82
Total	44	51	61	63

*** Figures suppressed due to low sample size

3.2 Aspirations

Pupil

Table A3.25- Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by pupil aspirations

Key Stage 2 English	Stay on in full-time education	Don't know	Leave full-time education
2 or below	***	***	***
3	17	13	8
4	69	52	35
5+	95	82	79
Total	70	45	27

*** Figures suppressed due to low sample size

Table A3.26 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by pupil aspirations

Key Stage 2 English	Stay on in full-time education	Don't know	Leave full-time education
2 or below	47	***	27
3	53	47	32
4	69	52	35
5+	77	47	39
All	69	50	33

*** Figures suppressed due to low sample size

Table A3.27- Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by pupil aspirations

Key Stage 2 Maths	Stay on in full-time education	Don't know	Leave full-time education
2 or below	2	***	***
3	14	10	3
4	64	47	33
5+	96	87	82
Total	63	39	23

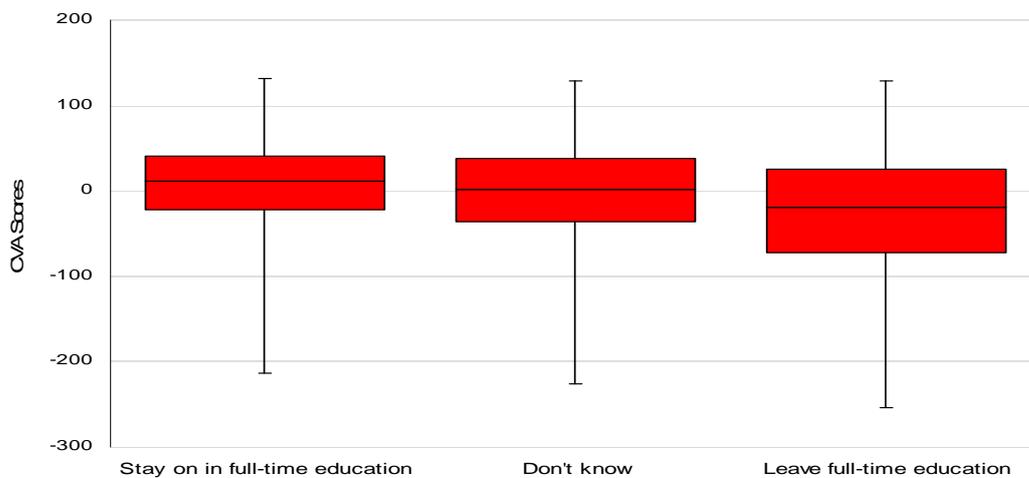
*** Figures suppressed due to low sample size

Table A3.28 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by pupil aspirations

Key Stage 2 Maths	Stay on in full-time education	Don't know	Leave full-time education
2 or below	20	***	7
3	40	33	19
4	64	47	33
5+	78	62	39
Total	63	43	26

*** Figures suppressed due to low sample size

Figure A3.2: Box plot of Key Stage 2 to 4 CVA scores of pupils compared with their educational aspirations



*vertical bar ranges from 1st to 99th percentile

Main Parent

Table A3.29- Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by main parent aspirations

Key Stage 2 English	Continue in full time education	Leave full time education	Don't know
2 or below	***	***	***
3	17	9	***
4	69	42	56
5+	95	79	***
Total	70	32	50

*** Figures suppressed due to low sample size

Table A3.30 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by main parent aspirations

Key Stage 2 English	Continue in full time education	Leave full time education	Don't know
2 or below	47	33	***
3	53	36	***
4	69	42	56
5+	76	48	***
Total	69	40	55

*** Figures suppressed due to low sample size

Table A3.31- Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by main parent aspirations

Key Stage 2 Maths	Continue in full time education	Leave full time education	Don't know
2 or below	2	***	***
3	13	7	***
4	64	38	55
5+	96	84	***
Total	63	29	47

*** Figures suppressed due to low sample size

Table A3.32 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by main parent aspirations

Key Stage 2 Maths	Continue in full time education	Leave full time education	Don't know
2 or below	20	9	***
3	39	26	***
4	64	38	55
5+	78	51	***
Total	63	33	48

*** Figures suppressed due to low sample size

Table A3.33- Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by young person (YP) and main parent (MP) aspirations

Key Stage 2 English	YP stay, MP stay	YP stay, MP leave	YP leave, MP stay	YP leave, MP leave
2 or below	2	***	***	***
3	19	10	7	9
4	72	49	41	29
5+	96	82	***	***
Total	73	39	32	22

*** Figures suppressed due to low sample size

Table A3.34 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by young person (YP) and main parent (MP) aspirations

Key Stage 2 English	YP stay, MP stay	YP stay, MP leave	YP leave, MP stay	YP leave, MP leave
2 or below	52	***	***	***
3	56	43	33	29
4	72	49	41	29
5+	79	55	***	***
Total	72	47	36	30

*** Figures suppressed due to low sample size

Table A3.35- Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by young person (YP) and main parent (MP) aspirations

Key Stage 2 Maths	YP stay, MP stay	YP stay, MP leave	YP leave, MP stay	YP leave, MP leave
2 or below	3	***	***	***
3	16	9	2	4
4	67	42	35	31
5+	96	88	***	***
Total	67	34	25	***

*** Figures suppressed due to low sample size

Table A3.36 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by young person (YP) and main parent (MP) aspirations

Key Stage 2 Maths	YP stay, MP stay	YP stay, MP leave	YP leave, MP stay	YP leave, MP leave
2 or below	23	***	***	***
3	42	32	22	17
4	67	42	35	31
5+	80	53	***	***
Total	66	38	29	24

*** Figures suppressed due to low sample size

Peers

Table A3.37- Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by peers' aspirations

Key Stage 2 English	Stay on in full time education	Leave full-time education	Don't know
2 or below	***	***	***
3	20	8	12
4	71	48	50
5+	96	85	86
Total	73	41	42

*** Figures suppressed due to low sample size

Table A3.38 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by peers’ aspirations

Key Stage 2 English	Stay on in full time education	Leave full-time education	Don't know
2 or below	45	41	***
3	55	37	42
4	71	48	50
5+	79	54	56
Total	72	46	48

*** Figures suppressed due to low sample size

Table A3.39- Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by peers’ aspirations

Key Stage 2 Maths	Stay on in full time education	Leave full-time education	Don't know
2 or below	3	***	***
3	16	6	8
4	67	43	47
5+	97	88	88
Total	67	36	39

*** Figures suppressed due to low sample size

Table A3.40 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by peers’ aspirations

Key Stage 2 Maths	Stay on in full time education	Leave full-time education	Don't know
2 or below	21	10	***
3	43	24	32
4	67	43	47
5+	81	53	62
Total	66	37	42

*** Figures suppressed due to low sample size

3.3 Behaviours

3.3.1 Sport

Table A3.41- Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by participation in sport in the past 4 weeks

Key Stage 2 English	No	Yes
2 or below	***	***
3	14	14
4	60	67
5+	92	95
Total	56	68

*** Figures suppressed due to low sample size

Table A3.42 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by participation in sport in the past 4 weeks

Key Stage 2 English	No	Yes
2 or below	38	45
3	44	49
4	60	67
5+	69	77
Total	58	68

*** Figures suppressed due to low sample size

Table A3.43 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by participation in sport in the past 4 weeks

Key Stage 2 Maths	No	Yes
2 or below	***	***
3	9	15
4	56	62
5+	93	96
Total	47	64

*** Figures suppressed due to low sample size

Table A3.44 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by participation in sport in the past 4 weeks

Key Stage 2 Maths	No	Yes
2 or below	13	20
3	31	40
4	56	62
5+	71	78
Total	50	63

3.3.2 Smoking

Table A3.45 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by ever having smoked

Key Stage 2 English	Yes	No
2 or below	***	***
3	3	16
4	43	67
5+	83	95
Total	43	66

*** Figures suppressed due to low sample size

Table A3.46 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by ever having smoked

Key Stage 2 English	Yes	No
2 or below	***	45
3	30	49
4	43	67
5+	61	76
Total	44	66

*** Figures suppressed due to low sample size

Table A3.47- Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by ever having smoked

Key Stage 2 Maths	Yes	No
2 or below	***	2
3	3	13
4	37	63
5+	82	96
Total	35	60

*** Figures suppressed due to low sample size

Table A3.48 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by ever having smoked

Key Stage 2 Maths	Yes	No
2 or below	***	17
3	18	38
4	37	63
5+	50	79
Total	33	61

*** Figures suppressed due to low sample size

3.3.3 Risky Behaviours

Table A3.49 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by risk factors

Key Stage 2 English	0	1	2	3	4	5	6 to 8
2 or below	***	***	***	***	***	***	***
3	17	15	11	9	***	***	***
4	71	62	55	54	40	39	33
5+	96	95	90	88	84	***	***
Total	70	61	52	50	43	45	35

*** Figures suppressed due to low sample size

Table A3.50 – Percentage of pupils making 3 Levels of Progress in English from Key Stage 2 to Key Stage 4, by risk factors

Key Stage 2 English	0	1	2	3	4	5	6 to 8
2 or below	47	***	***	***	***	***	***
3	52	47	42	31	***	***	***
4	71	62	55	54	40	39	33
5+	80	71	60	68	62	***	***
Total	71	62	52	51	44	41	33

*** Figures suppressed due to low sample size

Table A3.51 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by risk factors

Key Stage 2 Maths	0	1	2	3	4	5	6 to 8
2 or below	2	***	***	***	***	***	***
3	15	9	8	9	5	***	***
4	68	54	53	39	37	32	24
5+	97	96	93	89	84	***	***
Total	65	54	48	41	39	35	28

*** Figures suppressed due to low sample size

Table A3.52 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by risk factors

Key Stage 2 Maths	0	1	2	3	4	5	6 to 8
2 or below	21	***	***	***	***	***	***
3	43	30	28	28	20	***	***
4	68	54	53	39	37	32	24
5+	82	75	65	53	48	***	***
Total	66	53	47	38	35	32	23

*** Figures suppressed due to low sample size

3.4 Bullying

Table A3.53 - Percentage of pupils progressing from Key Stage 2 English to C+ at GCSE, by pupil and parent reports of bullying

Key Stage 2 English	Neither	Young person only	Parent only	Both
2 or below	***	***	***	***
3	17	12	14	10
4	67	64	60	59
5+	95	94	94	92
Total	68	64	58	56

*** Figures suppressed due to low sample size

Table A3.54 – Percentage of pupils making 3 levels of progress in English from Key Stage 2 to Key Stage 4, by pupil and parent reports of bullying

Key Stage 2 English	Neither	Young person only	Parent only	Both
2 or below	***	***	***	37
3	51	49	43	40
4	67	64	60	59
5+	76	77	73	72
All pupils	67	65	59	58

*** Figures suppressed due to low sample size

Table A3.55 - Percentage of pupils progressing from Key Stage 2 Maths to C+ at GCSE, by pupil and parent reports of bullying

Key Stage 2 Maths	Neither	Young person only	Parent only	Both
2 or below	5	***	***	***
3	12	8	13	10
4	64	58	56	53
5+	96	95	91	92
Total	63	58	50	48

*** Figures suppressed due to low sample size

Table A3.56 – Percentage of pupils making 3 Levels of Progress in Maths from Key Stage 2 to Key Stage 4, by pupil and parent reports of bullying

Key Stage 2 Maths	Neither	Young person only	Parent only	Both
2 or below	18	***	***	11
3	37	32	32	31
4	64	58	56	53
5+	78	73	75	73
Total	62	56	52	49

*** Figures suppressed due to low sample size

ANNEX - Chapter 4

Types of schools:

Community school:-

- The local education authority owns the land and buildings, but the governing body is responsible for running the school.
- The local education authority funds the school.
- The local education authority employs the staff.
- The local education authority provides support services, for example, psychological services and special educational needs services.
- The pupils have to follow the National Curriculum.
- The admissions policy is usually determined and administered by the local education authority.

Voluntary Controlled schools:-

- The land and buildings are owned by a charity, often a religious organisation such as a church.
- The charity appoints some of the members of the governing body, but the local education authority is responsible for running the school.
- The school is funded by the local education authority.
- The local education authority employs the staff.
- The local education authority provides support services.
- The pupils have to follow the National Curriculum.
- The admissions policy is usually determined and administered by the local education authority.

Voluntary Aided schools:-

- The land and buildings are normally owned by a charity, often a religious organisation such as a church, but the governing body is responsible for running the school.
- The school is funded partly by the local education authority, partly by the governing body and partly by the charity
- The governing body employs the staff.
- The local education authority provides support services
- The pupils have to follow the National Curriculum.
- The admissions policy is determined and administered by the governors in consultation with the local education authority and other relevant schools in the area.

Foundation schools:-

- The land and buildings are owned by a governing body, who are also responsible for running the school.
- The local education authority funds the school.
- The governing body employs the staff.
- The governing body buys in and administers most of the support services.
- The pupils have to follow the national curriculum.
- The admissions policy is determined and administered by the governing body, in consultation with the local education authority and other relevant schools in the area.

Schools not maintained by the local education authority:-

There are various sorts of schools that are not maintained by the local education authority, which include:-

- Independent schools
- City technology colleges
- City academies
- Special schools not maintained by the local education authority
- Early learning organisations.

Policy Types

City Challenge/ London Challenge

City Challenge is a highly targeted drive to crack the cycle of under-achievement among disadvantaged children in primary and secondary schools in three urban regions: London, The Black Country and Greater Manchester. It is an expansion of the London Challenge and will provide support over three years from 2008 to improve outcomes for young people in the Black Country and Greater Manchester and continued support for the London Challenge. The Challenge will be tailored to local needs, using some of the proven approaches adopted in the capital over the last five years.

City Challenge will be delivered in partnership with all those working in education in the three city regions, and backed by significant additional investment. The Challenge will build on improvements already underway to develop strategies tailored to local needs in each area. The aims of City Challenge are, by 2011, to see:

- A sharp drop in underperforming schools, particularly focusing on English and Maths.
- More outstanding schools.
- Significant improvements in educational outcomes for disadvantaged children.

Keys to Success

The Keys to Success programme is part of City Challenge and is highly respected for its track record in providing fast and responsive support to schools in the most challenging circumstances, including all schools below the floor target (that at least 30 per cent of pupils achieve at five or more GCSE passes at grades A*-C, including English and Maths). All Keys to Success schools benefit from dedicated time from an experienced, highly skilled practitioner, who provides expert challenge, support and advice. Their role is to work with the school, the local authority and the National Strategies to identify areas of weakness within the school and agree a set of solutions, which might be provided by the local authority or the National Strategies. In addition, Keys to Success schools can benefit from a range of school improvement services, which fall under four main headings:

- A menu of education services provided under contract to the Keys to Success programme.
- A menu of support from the London Leadership Strategy, led by the National College for School Leadership
- Bespoke solutions funded by London Challenge.
- Expert advice from EAL and behaviour specialists.

The programme has operated since 2003 and there are currently 67 London secondary schools involved in the London Challenge 2008-09 Keys to Success Programme.

National Challenge

The National Challenge was launched by the Secretary of State in June 2008. It is a programme of support to secure higher standards in all secondary schools so that, by 2011, at least 30% of pupils in every school will gain five or more GCSEs at A* to C, including both English and mathematics. The National Challenge is about tackling the link between deprivation and low educational attainment – this is the most important task facing our education system. The schools facing the biggest challenges are the keys to success, because they are at the front line of breaking the link. There is universal support for schools below the 30 per cent threshold, including a National Challenge adviser for each one. These advisers will work closely with the headteacher, supporting the school directly and brokering additional support tailored to the school's needs.

Academies

Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities. They work in highly innovative partnerships with central Government and local education partners. Sponsors and the Department for Children, Schools and Families (DCSF) provide the capital costs for the academy. Running costs are met in full by the DCSF. Each academy will be set up as a company limited by guarantee with charitable status and will have a board of governors responsible for the governance and strategic leadership of the school.

The overall aim of the programme is to provide more quality places where educational opportunity and attainment is inadequate - raising aspirations and transforming the life chances of children in communities that have been neglected for far too long. Most academies replace existing underperforming schools, others provide high quality places in areas that need the extra places (either as entirely new schools or as successful independent schools wishing to better serve their local community and broaden their intake), and a small number are high-performing schools federating with weak schools as a school improvement strategy.

4.1 Secondary Schools

Figure A4.1 - Proportion of pupils achieving 3 levels of progress in English for the most and least deprived pupils - National (based on IDACI scores)

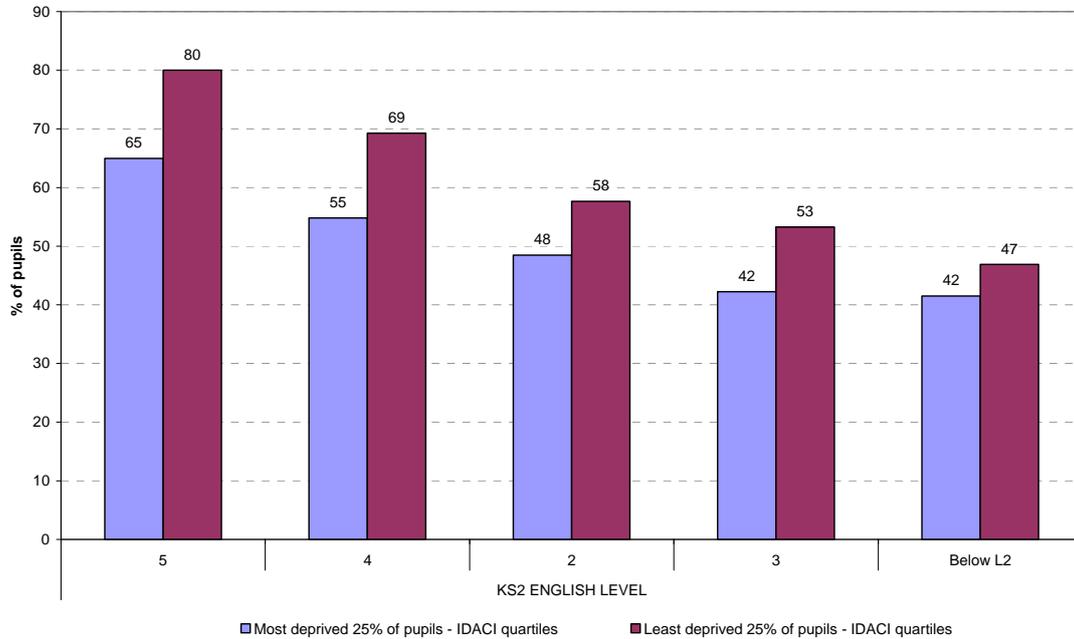


Figure A4.2 - Proportion of pupils achieving 3 levels of progress in Maths for the most and least deprived pupils - National (based on IDACI scores)

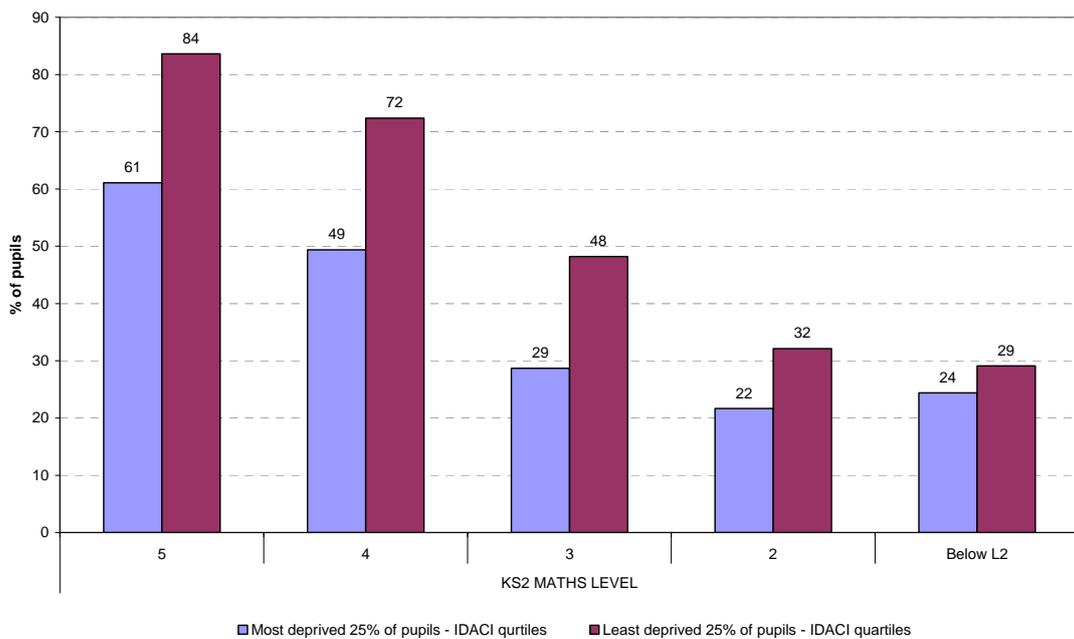


Table A4.1 - Proportion of Pupils who achieved 5A*-C including English and Maths and 5A*-C by prior attainment and policy

Policy	Key Stage 2 Attainment	5A*-C including English and Maths			5A*-C		
		Non-FSM	FSM	All	Non-FSM	FSM	All
City Challenge	Below	2	3	2	10	11	10
	3	7	8	7	24	25	25
	4	54	44	52	72	63	70
	5	95	88	94	97	94	97
Keys to Success	Below	2	2	2	8	9	9
	3	4	4	4	18	20	18
	4	37	34	36	57	53	56
	5	83	81	83	91	88	91
Academies	Below	1	1	1	13	13	13
	3	4	4	4	30	26	28
	4	37	33	36	68	61	67
	5	82	84	82	96	93	95
National Challenge	Below	0	1	0	6	7	6
	3	1	1	1	17	14	16
	4	27	19	25	58	47	55
	5	80	71	79	93	85	92

4.2 Primary School

Table A4.2 - Proportion of Key Stage 2 pupils at each type of school

Community School	67
Voluntary Aided School	19
Voluntary Controlled School	10
Foundation School	3

Table A4.3 Proportion of pupils in primary school type by FSM band

School Type	<5%	5-9%	9-13%	13-21%	21-35%	35-50%	50+%
Community School	19	15	12	15	21	13	5
Voluntary Aided School	34	19	12	12	14	6	2
Voluntary Controlled School	42	22	11	12	8	4	1
Foundation School	35	24	12	9	16	4	0

Table A4.4 - Levels of progress made from Key Stage 1 to 2 in English

	School Type	IDACI Bands	2 Levels of progress
IDACI Band	Community Schools	0%-20%	83
		21%-40%	81
		41%-60%	81
		61%+	82
	Voluntary aided school	0%-20%	87
		21%-40%	85
		41%-60%	84
		61%+	84
	Voluntary controlled schools	0%-20%	84
		21%-40%	80
		41%-60%	81
		61%+	85
	Foundation schools	0%-20%	83
		21%-40%	80
		41%-60%	81
		61%+	77

Table A4.5 - Proportion of pupils making over 2 levels of progress in English

	School Type	Level	2 Levels of progress
Attainment at Key Stage 1	Community Schools	1	81
		2C	79
		2B	88
		2A	93
		3	69
		All	82
	Voluntary aided school	1	85
		2C	83
		2B	92
		2A	95
		3	76
		All	86
	Voluntary controlled schools	1	82
		2C	81
		2B	89
		2A	95
		3	72
		All	83
	Foundation schools	1	81
		2C	78
		2B	89
		2A	93
		3	71
		All	82

ANNEX – Chapter 5

5.1 Key Stage 2 to 4

Table A5.1 – Percentage of pupils progressing between Key Stage 2 average level and 5 A*-C including English and Maths threshold, 2002 - 2008

Key Stage 2 Attainment	2002	2003	2004	2005	2006	2007	2008
Below	1	0	0	0	0	1	1
3	6	6	3	2	3	2	3
4	50	50	39	40	38	43	46
5+	91	92	87	91	87	92	93

Figure A5.1 – Progression of pupils between Key Stage 2 average level and 5 A*-C including English and Maths threshold, 2002 - 2008

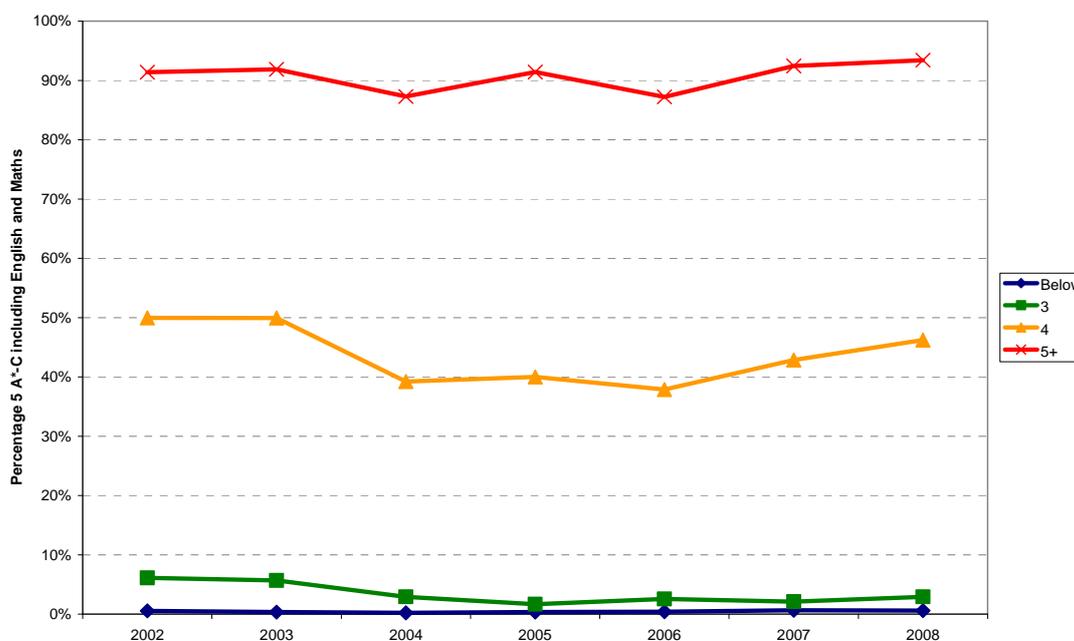


Table A5.2 – Percentage of pupils progressing between Key Stage 2 average level and the 3 A/A* threshold, 2002 – 2008

Key Stage 2 Attainment	2002	2003	2004	2005	2006	2007	2008
Below	0	0	0	0	0	0	0
3	1	1	0	0	0	0	0
4	13	14	10	10	8	10	10
5+	58	61	53	59	51	59	62

Table A5.3 – Percentage of pupils progressing from Key Stage 2 English to a C+ at GCSE, 2002 – 2008

Key Stage 2 Attainment	2002	2003	2004	2005	2006	2007	2008
No Prior	50	44	37	42	42	42	41
Below	4	2	1	1	2	2	2
3	26	24	15	12	13	15	16
4	76	74	62	58	60	62	65
5+	97	97	95	93	94	94	95

Table A5.4 – Percentage of pupils progressing from Key Stage 2 Maths to a C+ at GCSE, 2002 – 2008

Key Stage 2 Attainment	2002	2003	2004	2005	2006	2007	2008
No Prior	43	37	37	44	45	46	47
Below	1	1	0	0	1	1	1
3	12	13	8	8	10	10	13
4	61	61	52	54	57	57	60
5+	94	94	92	93	94	94	94

Figure A5.2 - Progression of pupils between Key Stage 2 average level and 3 A/A* threshold, 2002 – 2008

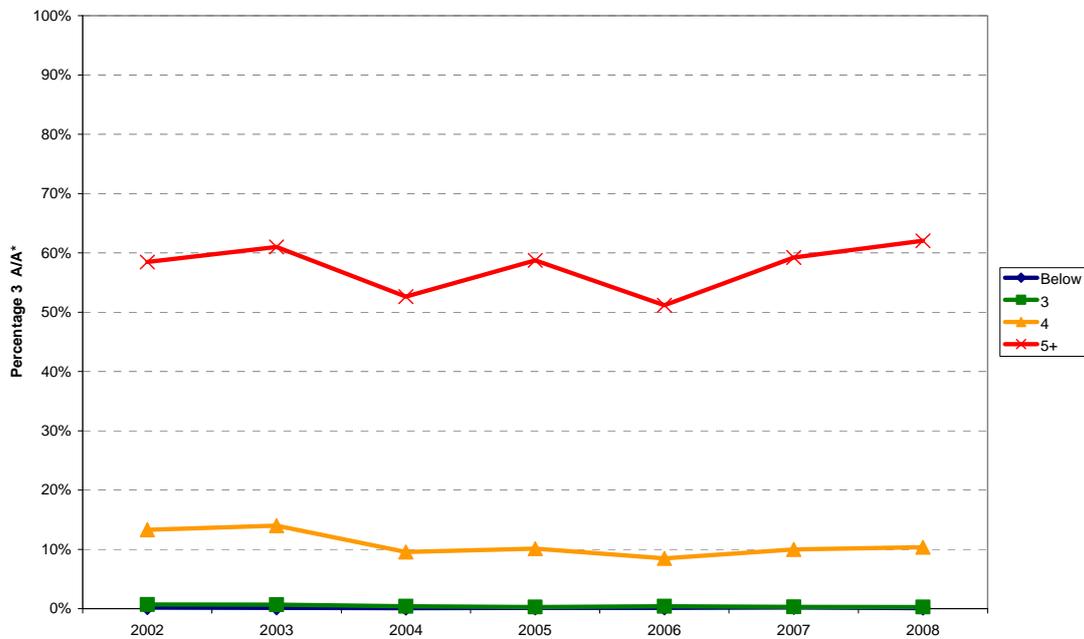


Table A5.5 – Percentage of pupils progressing from Key Stage 2 English to an A/A* at GCSE, 2002 – 2008

Key Stage 2 Attainment	2002	2003	2004	2005	2006	2007	2008
No Prior	14	13	9	10	10	10	9
Below	0	0	0	0	0	0	0
3	1	1	0	0	0	0	0
4	13	13	6	4	5	5	5
5+	57	56	43	38	39	39	42

Figure A5.3 – progression of pupils from Key Stage 2 English to A/A* at GCSE, 2002 – 2008

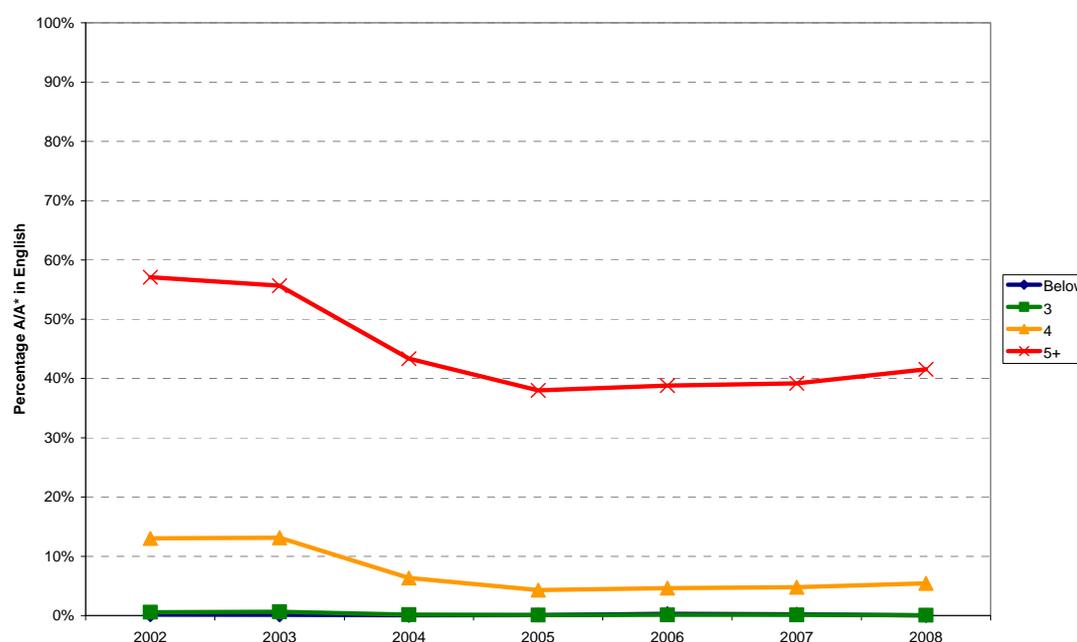


Table A5.6 – Percentage of pupils progressing from Key Stage 2 Maths to an A/A* at GCSE, 2002 – 2008

Key Stage 2 Attainment	2002	2003	2004	2005	2006	2007	2008
No Prior	12	10	10	13	13	13	14
Below	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
4	5	6	3	4	4	4	5
5+	42	44	36	39	41	42	43

Figure A5.4 – Progression of pupils from Key Stage 2 Maths to A/A* at GCSE, 2002 – 2008

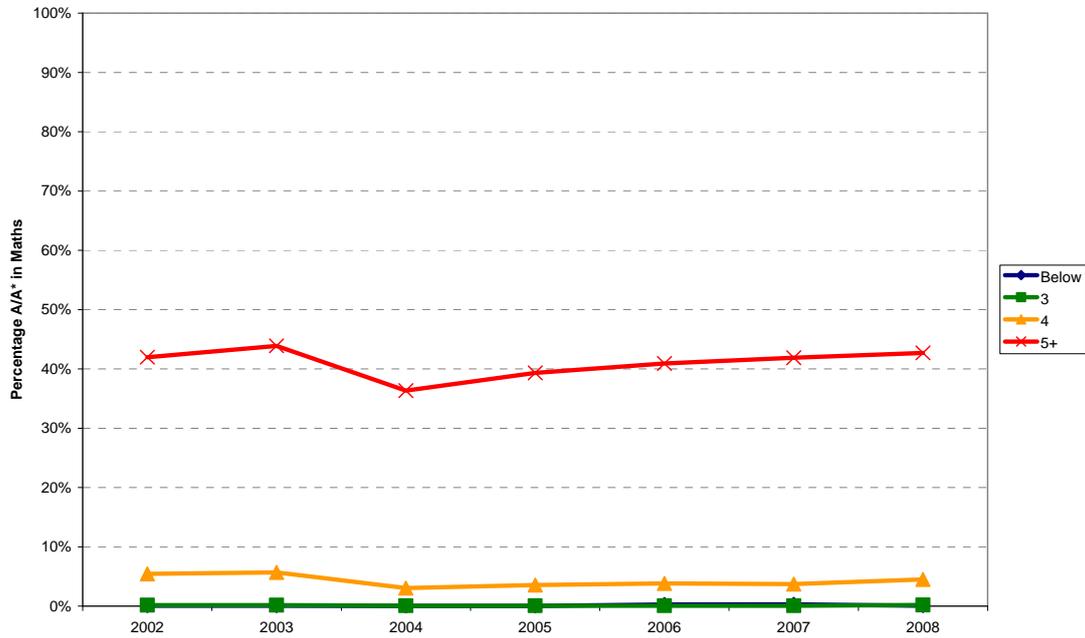


Table A5.7 – Percentage of pupils progressing between Key Stage 2 average level to 5 A*-C including English and Maths threshold, by gender, 2002 – 2008

Key Stage 2 Attainment	2002		2003		2004		2005		2006		2007		2008	
	Female	Male												
Below	1	1	0	0	0	0	0	0	1	0	1	1	1	0
3	7	5	7	5	4	2	2	1	3	2	3	2	4	2
4	54	46	53	47	44	35	44	36	42	34	48	38	51	42
5	93	90	93	91	90	85	93	90	89	85	94	91	95	92

Table A5.8 – Progression of pupils between Key Stage 2 average level to 5 A*-C including English and Maths threshold, by FSM, 2002 – 2008

Key Stage 2 Attainment	2002		2003		2004		2005		2006		2007		2008	
	Not FSM	FSM												
Below	1	0	0	0	0	0	0	0	0	0	1	1	1	0
3	7	4	6	3	3	2	2	2	3	2	2	2	4	2
4	52	30	52	29	42	22	43	23	40	22	45	27	51	42
5	92	74	93	75	88	67	92	75	88	69	93	80	95	92

5.2 Key Stage 1 to 2

Table A5.9 – Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 4 or above, 2002 - 2008

Key Stage 1 attainment	2002	2003	2004	2005	2006	2007	2008
Below	7	7	6	6	8	9	11
1	36	33	32	32	33	40	44
2C	67	63	59	60	61	70	72
2B	89	88	86	85	86	89	90
2A	98	98	97	97	98	98	98
3+	100	100	100	100	100	100	100

Table A5.10 – Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 5 or above, 2002 - 2008

Key Stage 1 attainment	2002	2003	2004	2005	2006	2007	2008
Below	0	0	0	0	0	0	0
1	1	1	1	1	0	1	1
2C	4	3	3	3	1	2	2
2B	15	12	11	11	5	6	6
2A	38	34	32	33	21	21	20
3+	75	74	75	74	67	66	64

Table A5.11 – Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 4 or above, by gender, 2002 - 2008

Key Stage 1 attainment	2002		2003		2004		2005		2006		2007		2008	
	Female	Male												
Below	6	8	5	8	6	6	5	6	8	8	8	10	11	11
1	32	38	29	35	29	34	27	34	29	35	34	44	39	47
2C	64	70	61	65	57	62	56	62	58	64	64	74	68	76
2B	88	90	87	88	85	86	85	86	86	87	87	91	89	92
2A	98	98	97	98	97	97	97	97	98	98	98	98	98	99
3+	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Table A5.12 – Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 5 or above, by gender, 2002 - 2008

Key Stage 1 attainment	2002		2003		2004		2005		2006		2007		2008	
	Female	Male												
Below	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	0	0	0	1	0	1
2C	3	5	2	4	2	4	2	4	1	2	1	2	1	2
2B	12	17	10	14	9	13	9	12	5	6	4	7	4	7
2A	34	41	31	38	30	36	29	36	19	23	17	25	18	23
3+	73	78	72	76	73	76	73	76	65	68	64	69	62	67

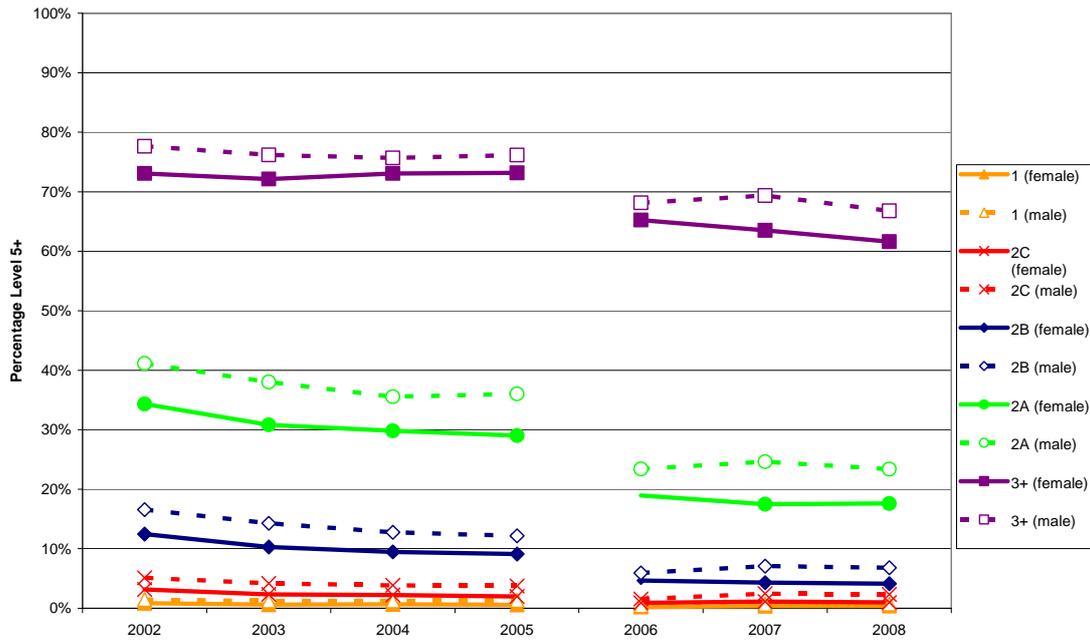
Table A5.13 – Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 4 or above, by FSM, 2002 - 2008

Key Stage 1 attainment	2002		2003		2004		2005		2006		2007		2008	
	Not FSM	FSM												
Below	8	7	7	6	6	6	6	6	8	8	9	10	11	11
1	39	30	35	28	34	28	34	27	34	29	42	36	46	40
2C	69	59	65	56	63	53	62	53	64	55	71	64	74	68
2B	90	83	89	80	87	78	87	79	88	81	90	84	91	87
2A	98	96	98	95	97	94	98	95	98	95	98	97	99	97
3+	100	99	100	99	100	99	100	99	100	99	100	100	100	100

Table A5.14 – Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 4 or above, by FSM, 2002 - 2008

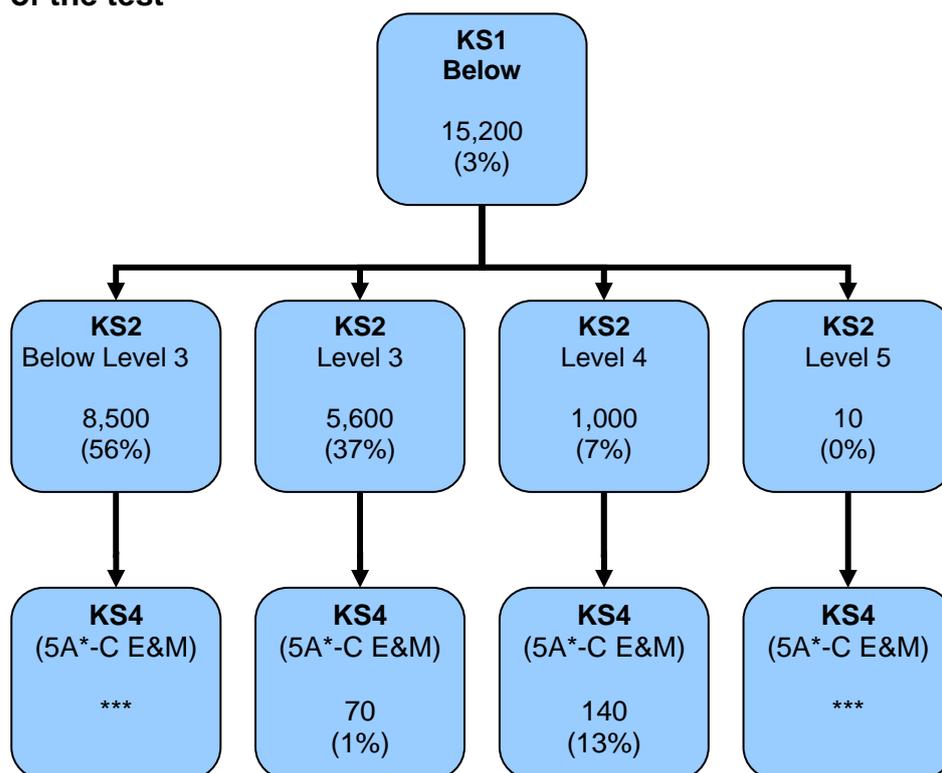
Key Stage 1 attainment	2002		2003		2004		2005		2006		2007		2008	
	Not FSM	FSM												
Below	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	0	0	1	0	1	0
2C	5	3	4	2	3	2	3	2	1	1	2	1	2	1
2B	15	10	13	8	12	7	11	7	6	3	6	4	6	4
2A	39	27	36	24	34	24	34	23	22	14	22	15	21	14
3+	76	59	75	58	76	58	76	58	68	49	67	49	65	47

Figure A5.5 - Percentage of pupils progressing between Key Stage 1 average level and Key Stage 2 Level 5+, by gender, 2002 – 2008



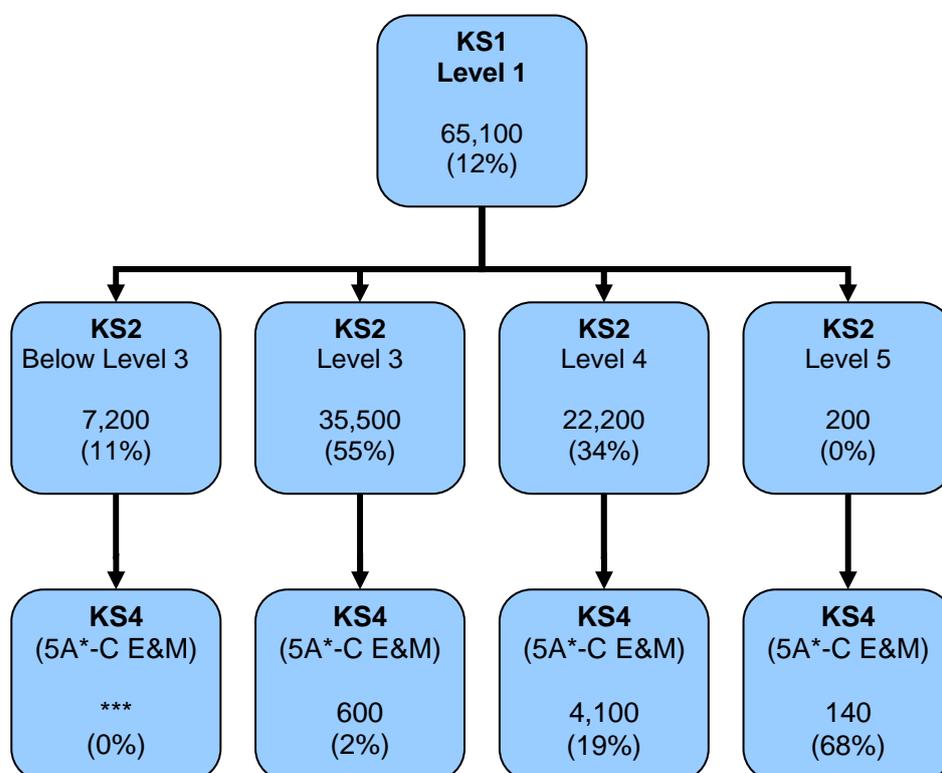
ANNEX – Chapter 6

Figure A6.1 - Key Stage 1 to Key Stage 4 Flow Chart from below the level of the test



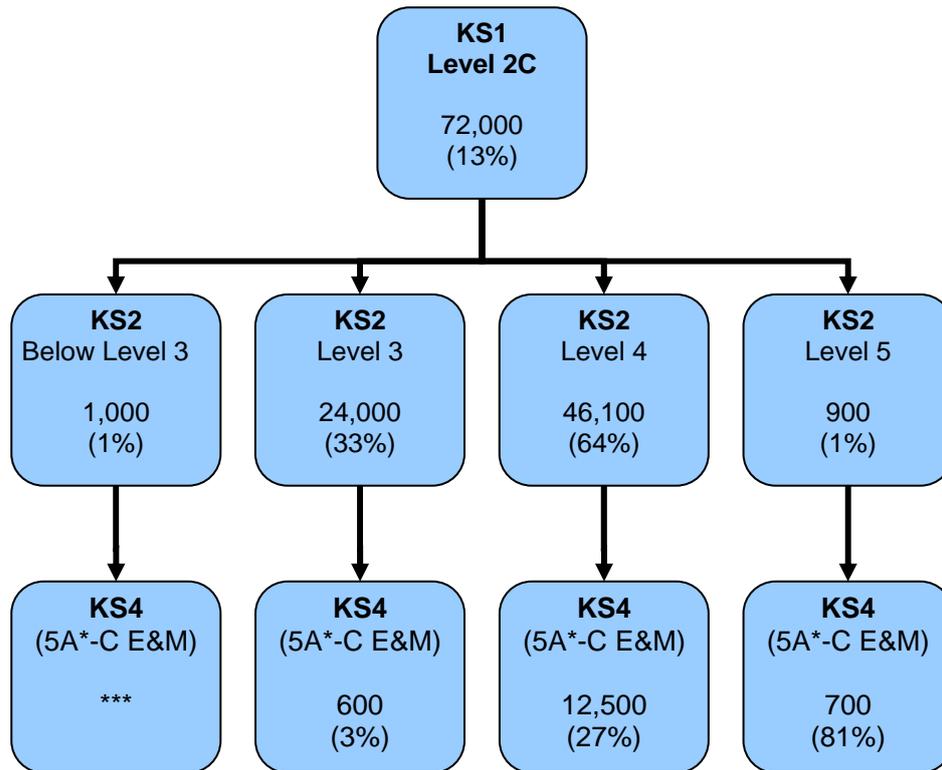
*** Figures suppressed where there are less than 10 pupils in a cell.

Figure A6.2 - Key Stage 1 to Key Stage 4 Flow Chart from level 1



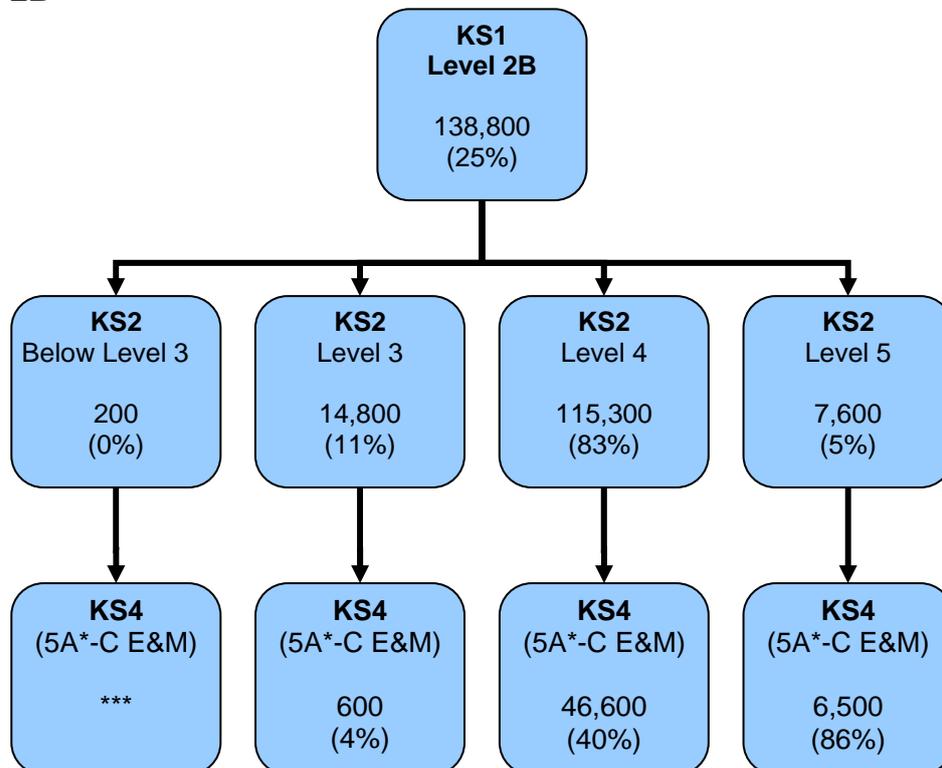
*** Figures suppressed where there are less than 10 pupils in a cell.

Figure A6.3 - Key Stage 1 to Key Stage 4 Flow Chart from level 2C



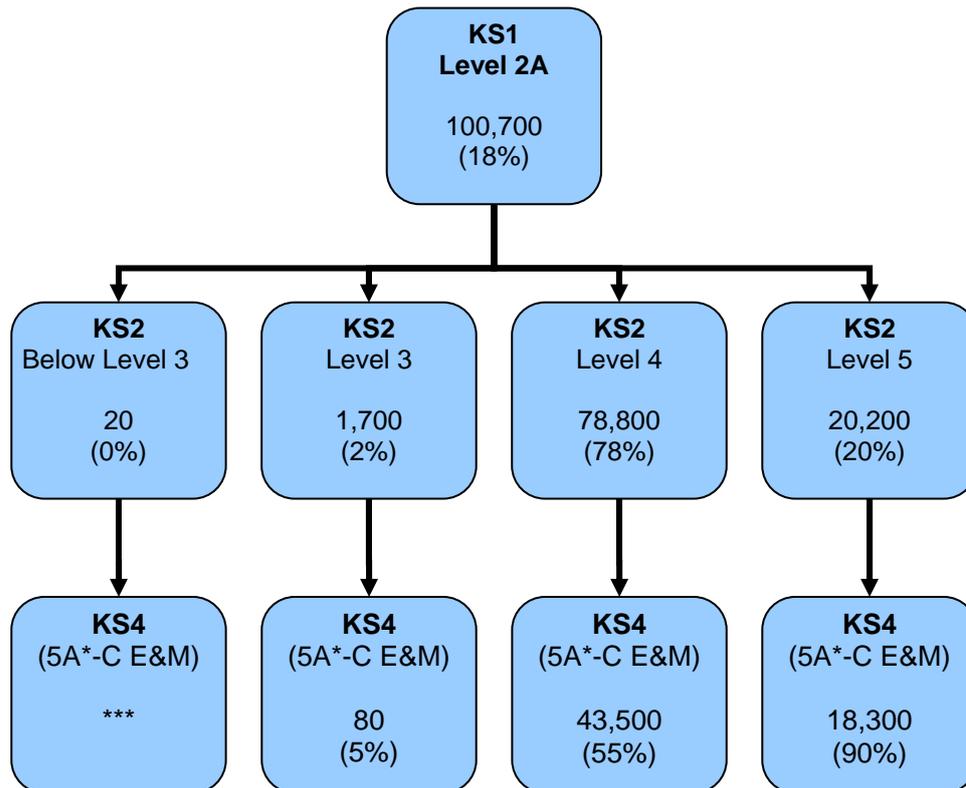
*** Figures suppressed where there are less than 10 pupils in a cell.

Figure A6.4 - Key Stage 1 to Key Stage 4 Flow Chart from expected level 2B



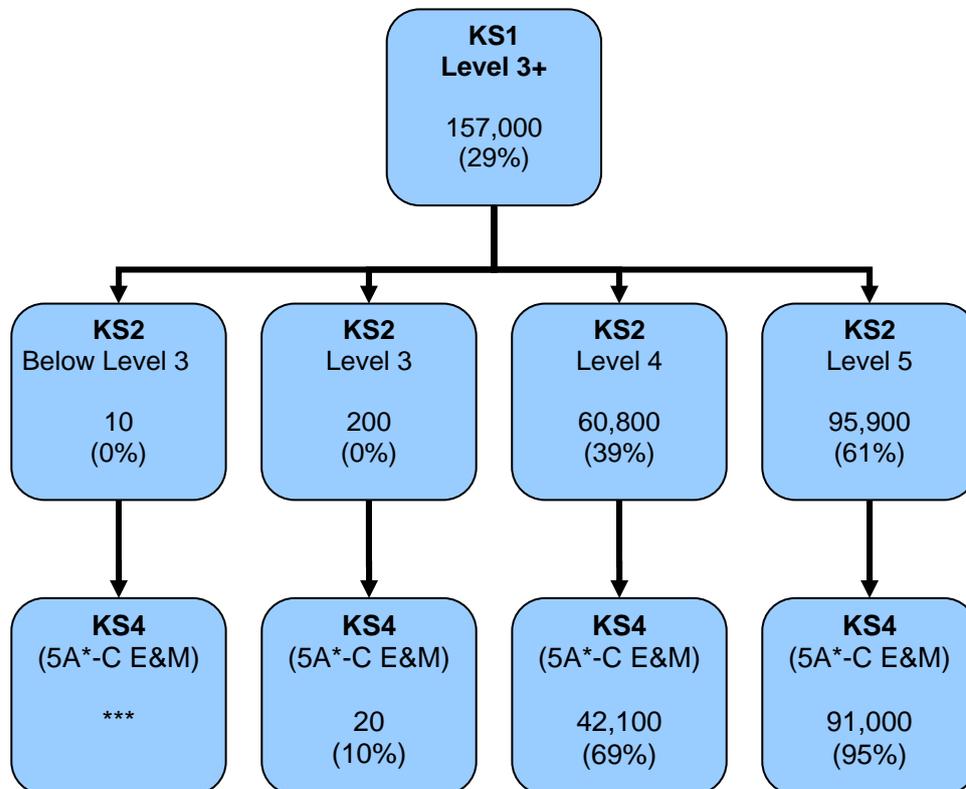
*** Figures suppressed where there are less than 10 pupils in a cell.

Figure A6.5 - Key Stage 1 to Key Stage 4 Flow Chart from level 2A



*** Figures suppressed where there are less than 10 pupils in a cell.

Figure A6.6 - Key Stage 1 to Key Stage 4 Flow Chart from level 3+



*** Figures suppressed where there are less than 10 pupils in a cell.

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