

# **Education and learning**

Measurement Framework Series

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## Abbreviations

ASN	Additional Support Needs
CS	Citizenship Survey
EHRC	Equality and Human Rights Commission
FSM	Free School Meals
IDACI	Income Deprivation Affecting Children Index
KS	Key Stage
MCS	Millennium Cohort Study
NEET	Not in education, employment or training
MF	Measurement Framework
PISA	Programme for International Student Assessment
SCQF	Scottish Credit and Qualifications Framework
SEN	Special Educational needs
SIMD	Scottish Index of Multiple Deprivation
TIMMS	Trends in International Mathematics and Science Study



## Summary

### Education and learning

This briefing paper looks at the equality indicators for the 'Education and learning' domain for adults and children. It presents data, where they are available, against the measures that have been developed for each. There are 5 indicators in this domain for adults:

1. Basic skills
2. Educational qualifications
3. Participation in lifelong learning
4. Use of the internet
5. Being treated with respect in education.

There are a further five indicators for children:

1. Education outcomes at key stages for children and young people
2. Education outcomes and experiences of vulnerable and detained children and young people
3. Safety, security and emotional health at school for children and young people
4. Use of internet by children and young people
5. Common measures of education achievement for England, Scotland and Wales

Measures have been agreed for all indicators and data are available, although of varying quality. Some data are limited to England and Wales, or cover only England, Wales or Scotland. For more information about the indicators and measures see Alkire et al. (2009) and Holder et al. (2011).

### Key findings

- A higher proportion of people aged 45 to 64 than those aged 25 to 44 had no qualifications. Similarly, a lower proportion were educated to degree level or equivalent. Overall, around 20 per cent of the older age group were educated to degree level compared with 33 per cent of the younger group in 2011. Younger Indian and Chinese/Other people and those who were Hindu, Jewish, Buddhist or Sikh were particularly likely to have a degree.
- A lower proportion of younger men aged 25 to 44 were educated to degree level or equivalent in Scotland and Wales, than in England. The difference between men and women was also greater in Scotland and Wales.

- Internet use differs with age. The percentage of older people who had never used the internet in 2012 ranged from 16 per cent of those aged 55 to 64, to 36 per cent of those aged 65 to 74, to 70 per cent of those aged 75 and above.
- Disabled children were significantly more likely than children who were not disabled to report ever being bullied both in school and outside of school in England. The percentage of disabled children and young people who said they had ever experienced bullying was similar across the three year groups 6, 8 and 10. In contrast, the proportion of non-disabled children who reported bullying was lower in older than younger year groups.
- Lower levels of educational attainment apparent from the earliest ages were evident at all stages for: boys compared with girls, children with special educational needs (SEN) compared with those without, children eligible for free school meals (FSM) compared with those who were not, for Gypsy/Roma and Traveller children of Irish Heritage compared with those from other ethnic groups, and for looked after children.
- This was particularly apparent among children gaining 5 or more A\*-C GCSEs including English and Mathematics. In England in 2012, 22 per cent of pupils with SEN attained this level, 36 per cent of those eligible for FSM, 9 per cent of Gypsy-Roma and 17 per cent of Traveller children, and 15 per cent of looked after children. This compared with 59 per cent of pupils overall in England.
- These patterns of disadvantage were also evident in Scotland and Wales. In Scotland, looked after children had the lowest number of tariff points, on average, of children taking SCQFs in Standard 4 at the age of 15.
- The same groups of pupils with lower outcomes were generally the most likely to be excluded from school. Pupils with SEN or Additional Support Needs (ASN), who were eligible for FSM, and Gypsy/Roma and Traveller children, were all considerably more likely than other pupils to be excluded both permanently or for a fixed term. Boys were also more likely to be excluded than girls, and Black or Black British and Mixed pupils than White.
- In contrast, a high proportion of Indian children and young people reached the required levels of assessment at all ages. Chinese children also attained highly in later stages of school; in England, 76 per cent achieved 5 or more A\*-C GCSEs including Mathematics and English, compared with 74 per cent of Indian, 59 per cent of White and 55 per cent of Black or Black British children. Chinese and Asian pupils were the least likely ethnic groups to be excluded from school.

- Comparative assessments across England, Scotland and Wales showed a complex picture of differing achievement at ages three, five and eight, with differences between socio-economic groups and those who were or were not in income poverty greater in England than in Scotland and Wales. The same patterns of disadvantage were visible in all three countries, where children with a disability, or who were eligible for free school meals, or came from lower income families or were in income poverty attained less well than those without these characteristics. By GCSE, fewer pupils in Wales attained 5 or more A\*-C qualifications than equivalent pupils in England.

## **Data implications**

Comprehensive data are available for some of the measures in this domain, most notably in relation to children's attainment and qualifications. The type of data available differ in ease of access and are not always comparable between countries. Other data are less comprehensive and could be improved through the following, where relevant:

- The harmonisation of data collection between countries
- Improved ease of access to official datasets
- Larger sample sizes for surveys in Scotland and Wales allowing for meaningful breakdowns by equality group.

Two of the surveys this briefing paper draws on - TellUs and the Citizenship Survey - have been discontinued and as a result, no updates will be available in future briefings unless an alternative source can be found. Consideration should be given to reinstating these surveys, or replicating some of their key questions on other, still current, surveys. It is currently unclear whether the new Community Life Survey commissioned by the Cabinet Office, will cover any of the themes in this briefing previously covered by the Citizenship Survey.<sup>1</sup>

These briefing papers are 'living documents'. Over the coming months we aim to address some of these problems and to complete intersectional analyses of outcomes for children and young people. We will update the papers periodically as suitable data become available.

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<sup>1</sup> <http://communitylife.cabinetoffice.gov.uk/>

## 1. Introduction

The Equality and Human Rights Commission (EHRC) is currently seeking to develop a Measurement Framework (MF) in order to fulfil its statutory requirements. The MF, which covers England, Scotland and Wales, consists of a number of domains, indicators and measures that are based on four major research reports that were commissioned by the EHRC between 2007 and 2010. These studies focused on equality (Alkire et al., 2009), good relations (Wigfield and Turner, 2010), children (Holder et al., 2011) and human rights (Candler et al., 2011).

Each of the domains focuses on a central and valuable capability (things in life that we can do or be, and that we value, or have reason to value) that formed the basis of the equality and children's frameworks (see Vizard and Burchardt, 2007 for a discussion of the capability approach to measuring inequalities; Alkire et al., 2009). This paper presents data relating to indicators for adults and children in the 'Education and learning' domain, using the adult equality indicators as the organising principle. While we are presenting the data in this format for the purposes of the briefing papers, it is important to note that the individual frameworks were developed separately and are underpinned by different methodologies.

The EHRC is gradually seeking to populate the MF with data for some of the groups protected under the 2010 Equality Act. It is doing so through secondary analysis of survey and administrative datasets. Where possible, data are being provided separately for Great Britain, England, Scotland and Wales. In most, but by no means all, cases, some data are available for the following five characteristics: age, disability, ethnicity, gender and religion or belief. Data are less frequently available for sexual orientation and no data are available for gender reassignment.

We did not seek to cover the other characteristics noted in the Act, of pregnancy and maternity and marital and civil partnership status, but we have routinely collected data on socio-economic group or occupation where possible. It should be also noted that the constraints of the project in terms of time and money mean that we have carried out only limited intersectional analyses, although we fully recognise the importance of such an analysis being done by ourselves or others in the future. Also, data have only been analysed for the most recent year available. Since not all surveys are carried out each year and the same questions are not always repeated in every survey, plus administrative data become available at different times depending on topic and country, the dates of information shown in the briefing paper vary.

Briefing papers covering particular domains are being prepared and published by the EHRC during 2012-13; this, the sixth in the series, focuses on 'Education and

learning'. Each briefing paper provides an analysis of the most recent data that are currently available. The emphasis is placed throughout on highlighting differences between related equality groups - for example, between women and men or between disabled and non-disabled people - rather than between people with protected characteristics, such as gender and disability.

Differences between England, Scotland and Wales are also highlighted where possible. Where differences within groups are identified, often through such phrases as 'more likely' or 'less likely', it can be assumed that these are statistically significant. Selected tables and graphs within the main body of the text illustrate these findings; more detailed statistical information is available on the EHRC's website. A technical appendix explains the approach we have sought to adopt with regard to standard errors, sample sizes etc.

In addition, the detailed statistical data that have been collected and analysed are being presented in the form of Excel spreadsheets on the EHRC's website. Sufficient syntax and other relevant information is provided in the Measurement Framework Syntax Handbook and Technical Appendix to enable more complex analyses to be conducted both by the EHRC and by other researchers in the future, as more recent data become available.

Secondary analysis was carried out on a number of surveys for this briefing, details of which can be found in the Technical Appendix. Sample size, geographical coverage and response rates can be found for all surveys used on the individual Excel datasheets accompanying this briefing. These, and the Technical Appendix, are available at:

<http://www.equalityhumanrights.com/key-projects/our-measurement-framework/-briefing-papers-and-data/>

### **1.1 Note on categories**

Data are collected and analysed in different ways in the surveys covered in this briefing paper. Where possible, the following sub-groups (all of which were self-defined by respondents to the surveys) have been used in the analysis. The category in bold was used as the reference group for the purpose of calculating significance and standard errors:

Age: 16-17; **18-24**; 25-34; 35-44; 45-54; 55-64; 65-74; 75+. The ages/age groups used with data on children are flexible and depend on the data available.

Disability: **No disability/illness**; non-limiting disability/illness; limiting disability /illness; or **Non-disabled**; disabled.

Special Educational Needs (SEN) and Additional Support Needs (ASN) are sometimes used as a proxy for disability for children.

Ethnicity: **White**; Mixed; Asian or Asian British; Black or Black British; Chinese/Other. Sometimes Asian/Asian British is subdivided into Indian and Pakistani/Bangladeshi.

Gender: **Male**; female.

Religion: **No religion**; Christian; Buddhist; Hindu; Jewish; Muslim; Sikh; Other; Refused; Don't know.

Sexual orientation: **Heterosexual or straight**; gay or lesbian; bisexual; other; don't know; don't wish to answer.

Socio-economic group: **Large employer and higher managerial and professional occupations**; Lower professional and higher technical occupations; intermediate occupations; small employers and own account workers; lower supervisory and technical occupations; semi-routine occupations; routine occupations; never worked.

The occupational grouping AB, C1, C2, DE is also used where AB is higher managerial, administrative or professional; intermediate managerial, administrative or professional; C1 is supervisory or clerical and junior managerial, administrative or professional; C2 is skilled manual workers; and DE is semi and unskilled manual workers; casual or lowest grade workers, pensioners and others who depend on the welfare state for their income.

Proxy for socio-economic group for children and young people: **Is not eligible for/does not receive free school meals**; is eligible for/receives free school meals.

## 2. Domain analysis

Education and learning is crucial to the life chances of every person, contributing to their participation in many different aspects of society. Different educational outcomes and experiences, and differential access to high quality education are all important. These may arise for a number of reasons, including socio-economic disadvantage, discrimination, and lack of support for special needs. The Education and Learning domain includes:

### **Being knowledgeable, to understand and reason, and to have the skills to participate in society**

This includes being able to:

Attain the highest possible standard of knowledge, understanding and reasoning

Be fulfilled and stimulated intellectually, including being creative if you so wish

Develop the skills for participation in productive and valued activities, including parenting

Learn about a range of cultures and beliefs and acquire the skills to participate in a diverse society, including learning English

Access education, training and lifelong learning that meets individual needs

Access information and technology necessary to participate in society

There are five indicators for adults in this domain:

1. Basic skills
2. Educational qualifications
3. Participation in lifelong learning
4. Use of the internet
5. Being treated with respect in education

Measures and sources have been agreed for all five indicators, although some of the data are now quite old and new sources have not been identified. For more information about the indicators and measures, please see Alkire et al. (2009).

Where measures have been agreed and data are available, the data are presented here and analysed for key differences between equality groups (where breakdowns and sample sizes allow).

## **Children**

The list of indicators for children differs to the list for adults. Education and learning is a crucial aspect of a child's life and of central importance to their development. As a result, the indicators and measures focus on different aspects of the domain which are more relevant for children and young people. Furthermore, there is an additional focus on groups of children who are particularly vulnerable or at risk. For children, being able to access and participate in education and learning includes being able to:

Attain the highest possible standard of knowledge, understanding and reasoning

Enjoy high-quality early-years care and education

Engage in compulsory and free primary and secondary education that meets your individual needs, and education or training at least up to age 18, including support for transitions between schooling levels

Access further and higher education on the basis of your capacity

Access educational and vocational information and guidance

Develop the skills for full participation in productive and valued activities, including parenting and learning about healthy (non-violent and non-abusive) relationships

Use information and technology necessary to participate in society

Be protected from information and material which is harmful to your wellbeing

Acquire the skills for equal participation in a diverse society, including learning English or Welsh

Learn about a range of present and past cultures and beliefs

Understand the natural environment

Be fulfilled and stimulated intellectually, including being creative if you so wish

Pursue independent interests



Be able to appreciate the arts and public culture

The indicators are:

1. Education outcomes at key stages for children and young people
2. Education outcomes and experiences of vulnerable and detained children and young people
3. Safety, security and emotional health at school for children and young people
4. Use of internet by children and young people
5. Common measures of education achievement for England, Scotland and Wales

Sources have not been identified for all the measures, especially in Scotland and Wales, while matching of databases is required to calculate some measures, which is beyond the resources of this paper. This briefing is seen as the first step towards fully populating this domain, and further work is currently underway which focuses specifically on Indicators 1 and 2, to provide an intersectional analysis of attainment and an in-depth exploration of data on vulnerable children. However, some analysis has been possible by three groups of vulnerable children for this briefing: Gypsy-Roma or Traveller of Irish Heritage, children eligible for FSM and children who have SEN or ASN.

## **2.1 Basic skills**

The first indicator under this domain explores the basic skills of adults. For the first measure, these are understood to be the literacy and numeracy skills that a working-age adult needs to have to enable them to function adequately in a complex, advanced society. Data are available for England, Scotland and Wales, but are not comparable across countries.

England data are from the 2011 Skills for Life Survey, published in 2012. The skills levels necessary are deemed to be Level 1 for literacy and Entry Level 3 for numeracy, where Level 1 is equivalent to GCSE passes at D-G. These are the threshold levels considered to be the minimum functional levels for adults (Leitch, 2006). Overall, 85 per cent of adults had the required Level 1 or above for literacy and 76 per cent Entry Level 3 or above in numeracy. The percentage achieving a Level 1 or above in numeracy was far lower, 51 per cent.

A lower proportion of people with a long-term illness or disability acquired the necessary levels in either literacy (80 per cent) or numeracy (70 per cent), while the proportions of those who had a learning difficulty attaining these levels were

considerably lower still, at 67 per cent and 49 per cent respectively (Table 1). Differences were also apparent by ethnicity which in this survey, was disaggregated by White, Asian Indian, Asian Pakistani, Black Caribbean and Black African. Black African, Pakistani and Indian people were less likely than White or Black Caribbean people to acquire a Level 1 or above in literacy; however, in numeracy the ethnic groups least likely to be at Entry Level 3 or above were Black Caribbean and Black African (49 per cent) and Pakistani (51 per cent).

**Table 1 Adults of working age with functional literacy and numeracy skills by disability, England, 2011**

	Literacy		Un-weighted base	Numeracy		Un-weighted base
	Entry Level 3 and below %	Level 1 and above %		Entry Level 2 and below %	Entry Level 3 and above %	
Non-disabled	14	86	4,475	22	78	4,474
Long term illness/disability	20	80	1,333	30	70	1,331
Learning difficulty	33	67	292	51	49	301
All	15	85	5,824	24	76	5,823

Source: Department of Business, Innovation and Skills (2012) 'The 2011 Skills for Life Survey: A Survey of Literacy, Numeracy and ICT Levels in England'. See data table EE1.1 (E).

Clear differences were apparent in relation to socio-economic group, with 95 per cent of those in higher and lower managerial and professional occupations acquiring a Level 1 in literacy compared with 84, 83 and 76 per cent respectively of those in semi-routine, lower supervisory and technical, and routine occupations. More pronounced differences were evident in numeracy in which 94 per cent of those in higher managerial and professional occupations acquired Entry Level 3 or above, compared with between 70 per cent and 88 per cent of all other socio-economic groups.

Data for Wales are taken from the 2011 National Survey of Adult Basic Skills which was carried out in 2010. Two surveys were conducted: an English medium one which covered both literacy and numeracy, and a Welsh medium survey which covered literacy only and was completed by Welsh speaking adults who spoke the language 'fairly well' or 'fluently'. The surveys cannot be compared as they used different methodologies and sampling methods, with different literacy assessments. An aim of the 2001 Basic Skills Strategy in Wales, which was carried over into the second Strategy in 2005, was that by 2010, 80 per cent of working adults should have at least Level 1 literacy and 55 per cent at least Level 1 numeracy.

First, literacy and the English medium survey, where 88 per cent of the sample were deemed to have achieved Level 1 or above in 2010. Achievement by women and men was similar; it was also similar for those who had a long-term illness or disability and those who did not. However, people with learning difficulties were considerably less likely (60 per cent) than those without to have reached this level. Differences were also apparent by socio-economic group, with those in managerial and professional occupations (100 per cent of the higher and 96 per cent of the lower group) more likely than those in routine occupations (69 per cent) to achieve this level.

Differences in relation to numeracy were even more noticeable. Overall, 49 per cent of the sample had reached Level 1 or above in numeracy, 59 per cent of men and 40 per cent of women. As above, a lower proportion of adults with learning difficulties had achieved this level, 26 per cent. The difference in numeracy achievement by socio-economic group was particularly apparent, with those at Level 1 or above ranging from 15 per cent of the never worked/long term unemployed, to 81 per cent of those in higher managerial and professional occupations (see Figure 1).

As noted above, comparisons cannot be made between the English and Welsh medium surveys. Overall, 64 per cent of the latter were at a Level 1 or above in literacy. A higher proportion of people aged 35 to 65 than younger people, and more women (69 per cent) than men (57 per cent) were at this level, compared with nearly three in ten (29 per cent) people with learning difficulties. Familiar differences were apparent in relation to occupational group, with similar proportions of those in higher and lower managerial and professional occupations achieving a Level 1 or above (around 80 per cent), compared with 37 per cent of those in lower supervisory and technical occupations.

Finally, for this measure, we turn to Scotland. Data are from the 2010 Scottish Survey of Adult Literacies, the survey was conducted the previous year in 2009. The measure of attainment used here is 'Level 3', which is considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry.

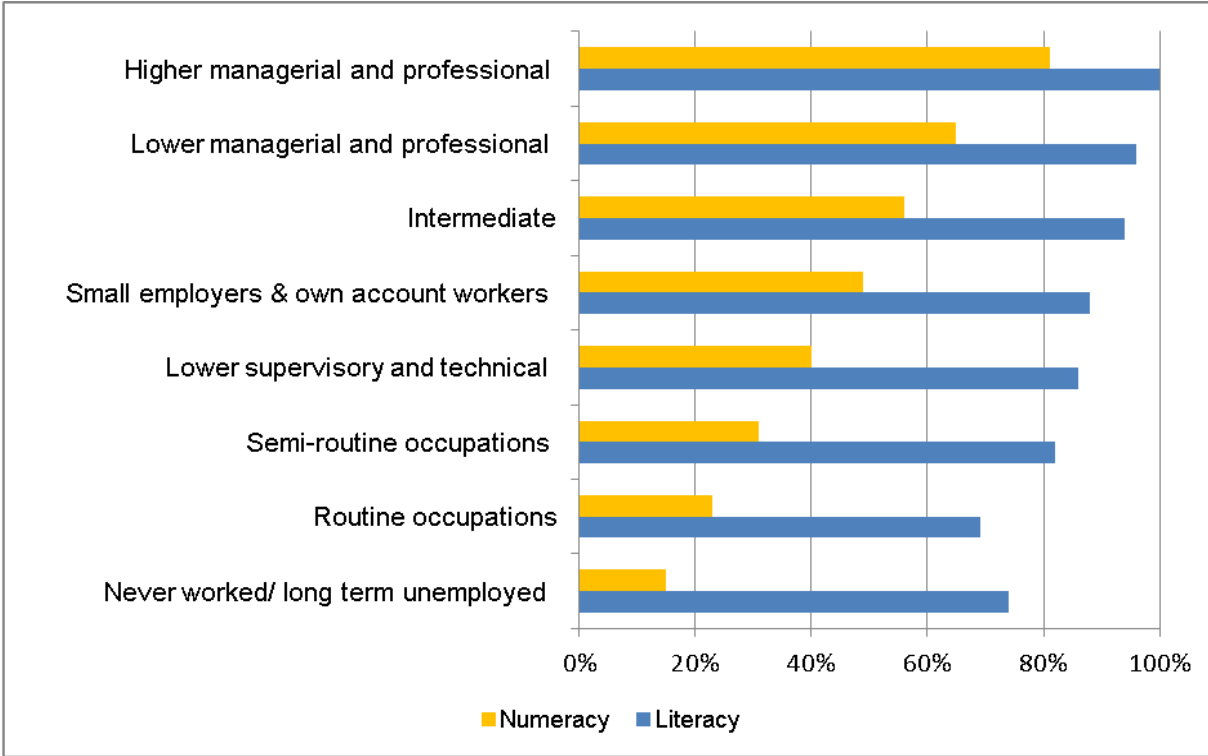
The survey assesses prose, document and quantitative literacy and overall, 56 per cent were deemed to have reached Level 3 or above for prose, 61 per cent for document, and 66 per cent for quantitative literacy.<sup>2</sup> Differences in the acquisition of basic skills were clearly visible by socio-economic group whereby a greater

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<sup>2</sup> Level 3 and above was calculated by adding the percentage of respondents attaining Level 3 and Levels 4/5.

proportion of those in managerial and professional and in intermediate occupations attained a Level 3 or above than those in other occupational groups.

**Figure 1 Working age adults with Level 1 or above literacy and numeracy skills, Wales, 2010**



Source: National Survey of Adult Basic Skills in Wales 2010 (2011). See data table EE1.1. Bases: Literacy English medium=2116, Numeracy=2117

The second measure under this indicator looks at the percentage of people who can read, write and speak English or Welsh very or fairly well. Taken from the 2010 Citizenship Survey in England and Wales, the question asked which language people spoke at home and, where their first language was neither English nor Welsh, supplementary questions about their ability in English or Welsh. Overall, 96 per cent of respondents could speak, write and read English or Welsh very or fairly well, or spoke one as a first language. There were no differences by age, but people with a disability were less likely than those without to have these skills (93 per cent compared with 97 per cent), and women more likely than men by two percentage points. The most obvious differences were in relation to ethnicity and religion as shown below in Table 2.

**Table 2 Adults who can read, write and speak English or Welsh very or fairly well, by ethnicity and religion, England and Wales, 2010**

	Very/fairly good, or speaks English or Welsh as main language %	Below average/poor or cannot read or write English %	Unweighted base
<b>White</b>	97.0	3.0	8,611
Black and Black British	95.3**	4.7	2,068
Indian	87.7**	12.3	1,323
Pakistani/Bangladeshi	81.4**	18.6	2,403
Mixed	96.3	3.7	463
Chinese/Other	77.7**	22.3	1,263
<b>No religion</b>	95.9	4.1	2,197
Christian	97.2**	2.8	8,614
Buddhist	87.3**	12.7	125
Hindu	87.9**	12.1	688
Jewish	99.8**	<0.5	38
Muslim	80.8**	19.2	3,801
Sikh	82.8**	17.2	359
<b>All</b>	96.0	4.0	9,302

Source: Citizenship Survey 2010. See data table EE1.2.

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

Whereas 97 per cent of White people spoke English as their main language or had a very or fairly good grasp of it, this compared with 88 per cent of Indian, 81 per cent of Pakistani/Bangladeshi people and 78 per cent of Chinese or other people. In terms of religion, Jewish people, Christians and those of no religion were most likely to have a good or fairly good understanding of English, whereas Muslims and Sikhs were the least likely to have this.

Differences were also apparent by socio-economic group, whereby a greater proportion of those in higher managerial and professional occupations were fluent in English or Welsh than those in all other groups, excepting lower professional and managerial occupations. The patterns identified above were also found in England; unfortunately the sample in Wales was too small for such detailed analysis.

## 2.2 Educational qualifications

The next indicator in the Education and learning domain for adults looks at educational qualifications. It identifies the percentage of people with no educational qualifications and the percentage with degree-level qualifications. The measures focus specifically on two age groups: 25 to 44, and 45 to 64. Data are from the Labour Force Survey and cover England, Scotland and Wales.

In Britain in 2011, 11 per cent of the population aged 25 to 64 had no qualifications; 7 per cent of the younger age group compared with 15 per cent of the older one. Differences were apparent within all the equality groups and between the two age groups, as shown in Table 3.

**Table 3 Adults without qualifications by age group, and by disability, ethnicity and gender, Great Britain, 2011**

	25-44 %	45-64 %	All aged 25-64 %	Unweighted base
<b>Non-disabled</b>	<b>5.9</b>	<b>10.9</b>	<b>8.0</b>	48,960
Disabled	17.4**	24.7**	22.3**	12,598
<b>White</b>	<b>6.7</b>	<b>14.2</b>	<b>10.4</b>	54,797
Black and Black British	9.0**	13.1	10.4	1,471
Indian	5.2	20.8**	10.2	1,627
Pakistani/ Bangladeshi	17.7**	44.2**	23.6**	1,408
Mixed	5.5	7.7*	6.2**	424
Chinese/ Other	11.1**	18.9**	13.3**	1,803
<b>Male</b>	<b>7.6</b>	<b>12.5</b>	<b>9.8</b>	28,954
Female	7.0	16.7**	11.7**	32,604
All	7.3	14.7	10.8	61,558

Source: Labour Force Survey, 2011. See data table EE2.1 (GB).

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

Disabled people were more likely to have no qualifications than non-disabled people and whereas 25 per cent of disabled people aged 45 to 64 had no qualifications, this fell to 17 per cent of those in the younger age group. An overall fall in the proportion of people without qualifications was also evident within ethnic groups. Among the younger age group, a greater proportion of Black or Black British (9 per cent), Pakistani or Bangladeshi (18 per cent) and Chinese or other people (11 per cent) had

no qualifications compared with White people (7 per cent). In the older age group, a higher proportion of Indians than White people also had no qualifications, compared with a lower proportion of Mixed people.

The data suggest that whereas fewer younger people than older people had no qualifications in all the ethnic groups, some ethnicities showed a greater disparity between the two age groups than others. In particular, see the difference between younger and older Pakistani/Bangladeshi people compared with Black and Black British people. For the latter group, younger people were more likely than White people to have no qualifications whereas for the older group, there was no statistical difference between the two ethnic groups.

Turning now to religion, Christian (15 per cent), Hindu (18 per cent), Muslim (36 per cent) and Sikh people (28 per cent) aged between 45 to 64 were all more likely than those with no religion (12 per cent) to have no qualifications. In contrast, for the younger age group, only Muslims were significantly more likely than those of no religion to have no qualifications; 19 per cent compared with 7 per cent. Indeed, the opposite was the case for Hindus (5 per cent) and Christians (6 per cent). The increase in the percentage of those having qualifications was also evident by gender. A higher proportion of older women (17 per cent) than older men (13 per cent) had no qualifications, but there was no difference among the younger age group.

People cohabiting in a same-sex relationship were less likely than those who were not to have no qualifications: less than 0.5 per cent of 25 to 44 year olds and 7 per cent of those aged 45 to 64, compared with 7 per cent and 15 per cent respectively of those who were not in such a relationship. Similarly, fewer people in higher managerial and professional occupations had no qualifications compared with those in other socio-economic groups, as shown in Table 4. This was so for both age groups except for those aged 25 to 44 in lower managerial and professional occupations, where the difference was not significant. The differences between socio-economic groups for those aged 45 to 64 are particularly stark.

**Table 4 Adults without qualifications by age group, and by socio-economic group, Great Britain, 2011**

	25-44 %	45-64 %	All aged 25-64 %	Unweighted base
<b>Higher managerial and professional</b>	<b>0.7</b>	<b>1.0</b>	<b>0.8</b>	4,908
Lower managerial and professional	1.1	2.9**	1.9**	9,901
Intermediate	1.4*	6.5**	3.6**	5,883
Small employers and own account workers	8.8**	14.7**	11.8**	4,394
Lower supervisory and technical	5.8**	10.5**	8.0**	2,535
Semi-routine	11.5**	23.2**	16.6**	5,893
Routine	17.0**	29.0**	22.9**	4,882
All	7.3	14.7	10.8	61,558

Source: Labour Force Survey, 2011. See data table EE2.1 (GB).

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

Data for Scotland and Wales show a similar picture for disability and socio-economic group, although because of the smaller sample in those countries, data cannot be disaggregated by ethnicity or many of the religious groups, or by same sex cohabitation. Overall, 12 per cent of people aged 25 to 64 in Scotland had no qualifications in 2011, 7 per cent of those aged 25 to 44 and 16 per cent aged 45 to 64. A quarter of disabled people were without qualifications, 28 per cent of those in the older age group, as shown in Table 5.

The situation with regard to gender in Wales differed to that in Scotland and England. Whereas in the other countries, a greater proportion of women than men aged 45 to 64 had no qualifications, this was not the case in Wales where the difference between the two groups was not statistically significant (18 per cent and 16 per cent respectively).



**Table 5 Adults without qualifications by age group, and by disability and gender, Scotland and Wales, 2011**

	25-44 %	45-64 %	All aged 25-64 %	Unweighted base
<b>Scotland</b>				
<b>Non-disabled</b>	<b>5.3</b>	<b>11.3</b>	<b>7.9</b>	4,273
Disabled	17.8**	28.4**	25.1**	1,173
<b>Male</b>	<b>7.0</b>	<b>13.9</b>	<b>10.4</b>	2,518
Female	6.9	18.3**	12.6*	2,928
All	6.9	16.3	11.6	5,446
<b>Wales</b>				
<b>Non-disabled</b>	<b>5.9</b>	<b>11.8</b>	<b>8.5</b>	2,270
Disabled	15.4**	27.5**	24.2**	744
<b>Male</b>	<b>8.0</b>	<b>16.3</b>	<b>12.2</b>	1,440
Female	6.1	17.6	12.2	1,574
All	7.1	17.0	12.2	3,014

Source: Labour Force Survey, 2011. See data table EE2.1 (GB).

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

The opposite of looking at those with no qualifications is to focus instead on those who have degree level qualifications or equivalent. As with the previous measure, two age groups were explored: 25 to 44 and 45 to 64. In Britain in 2011, 27 per cent of adults aged 25 to 64 had a degree level qualification or equivalent; 33 per cent of adults aged 25 to 44, and 20 per cent of those in the older age group. Whereas older men were more likely than their female counterparts to be educated to this level; 22 per cent compared with 19 per cent, the opposite was true for the younger age group 34 per cent of women compared with 31 per cent of men.

Disabled people were considerably less likely to be educated to this level compared with those who were not disabled. For those aged 25 to 44, 18 per cent of disabled people had a degree or equivalent, compared with of 35 per cent who were not disabled (Table 6).

For the older age group, the only ethnic group with a lower proportion of its population educated to degree level or above than White people (20 per cent) was Pakistani/Bangladeshi people (13 per cent). For the younger age group, differences between the White and ethnic minority population were apparent. A higher

percentage of all the ethnic minority groups classified in this analysis had been educated to degree level or equivalent, compared with White people (31 per cent); including 56 per cent of Indians, 48 per cent of Chinese and Others, 40 per cent of Mixed people and 34 per cent of Black or Black British and Pakistani/ Bangladeshi adults aged 25 to 44.

**Table 6 Adults with degree level qualifications or equivalent, by age group, and by disability, ethnicity and religion, Great Britain, 2011**

	25-44 %	45-64 %	All aged 25-64 %	Unweighted base
<b>Non-disabled</b>	<b>34.8</b>	<b>23.3</b>	<b>29.9</b>	48,960
Disabled	18.3**	12.9**	14.7**	12,598
<b>White</b>	<b>30.7</b>	<b>20.0</b>	<b>25.4</b>	54,797
Black and Black British	34.4*	27.5**	32.0**	1,471
Indian	56.5**	24.5**	46.2**	1,627
Pakistani/ Bangladeshi	34.5*	13.1**	29.7**	1,408
Mixed	39.5**	31.3**	37.1**	424
Chinese/ Other	47.6**	30.1**	42.8**	1,803
<b>No religion</b>	<b>32.4</b>	<b>27.7</b>	<b>30.7</b>	17,317
Christian	31.3	17.7**	23.9**	39,095
Buddhist	47.7**	30.1	40.4**	334
Hindu	59.9**	27.0	49.2**	969
Jewish	56.0**	53.5**	54.6**	229
Muslim	32.5	19.1**	29.5	2,296
Sikh	41.7**	11.9**	31.2	441
All	32.8	20.4	27.0	61,558

Source: Labour Force Survey, 2011. See data table EE2.2 (GB).

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

Religion paints an interesting picture, with 28 per cent of people aged 45 to 64 with no religion educated to degree level or equivalent. Jewish people were the only religious group significantly more likely to be educated to this level (54 per cent), while Sikhs, Christians and Muslims were all less likely to be so (between 12 and 19 per cent). However, for the younger age group, a different picture emerges. There was no difference in the proportion of those educated to this level who had no religion, Christians and Muslims; whereas those who were Sikh, Buddhist, Jewish or Hindu were significantly more likely to have a degree or equivalent.

A greater proportion of people in both age groups who were cohabiting in same-sex relationships were educated to degree level or equivalent than those who were not; 47 and 33 per cent respectively of those aged 25 to 44 (see Table 7). Similarly, those from higher managerial and professional occupations were significantly more likely to be educated to degree level or equivalent than those in all other occupational groups. In keeping with patterns noted above for other groups defined by the protected characteristics, the younger age group was more likely than the older one to have a degree or equivalent in each occupational group, but the difference between the age groups varied. For example, the proportions holding a degree in intermediate and semi-routine occupations was considerably greater for the younger than older group.

**Table 7 Adults with degree level qualifications or equivalent by age group, and by same-sex cohabitation and socio-economic group, Great Britain, 2011**

	25-44 %	45-64 %	All aged 25-64 %	Unweighted base
<b>Same-sex cohabitation</b>				
<b>No</b>	32.6	20.3	26.8	61,152
Yes	46.5**	38.4**	43.8**	406
<b>Higher managerial and professional</b>				
Lower managerial and professional	55.9**	39.9**	49.0**	9,901
Intermediate	27.7**	14.6**	22.1**	5,883
Small employers and own account workers	15.1**	11.6**	13.3**	4,394
Lower supervisory and technical	7.1**	3.5**	5.4**	2,535
Semi-routine	12.7**	3.7**	8.8**	5,893
Routine	5.6**	2.1**	3.9**	4,882
<b>All</b>	<b>32.8</b>	<b>20.4</b>	<b>27.0</b>	61,558

Source: Labour Force Survey, 2011. See data table EE2.2 (GB).

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

In Scotland and Wales, similar patterns of degree level or equivalent qualifications were apparent (Table 8). Thus, disabled people were far less likely than those who were not disabled to be educated to this level, regardless of their age group. In contrast, there was no statistical difference between achievement at this level for women and men aged 45 to 64, whereas in England, a higher proportion of men than

women had a degree or equivalent. Yet younger men were significantly less likely than younger women to be qualified to this level in all three countries; a difference of six percentage points in Scotland and 11 in Wales, greater than that of three percentage points in England.

**Table 8 Adults with degree level qualifications or equivalent by age group, and by disability and gender, Scotland and Wales, 2011**

	25-44 %	45-64 %	All aged 25-64 %	Unweighted base
<b>Scotland</b>				
<b>Non- disabled</b>	<b>33.6</b>	<b>23.5</b>	29.1	4,273
Disabled	20.5**	13.8**	15.9**	1,173
<b>Male</b>	<b>28.6</b>	<b>21.4</b>	25.1	2,518
Female	34.9**	20.1	27.5	2,928
All	31.9	20.7	26.3	5,446
<b>Wales</b>				
<b>Non- disabled</b>	<b>31.2</b>	<b>21.1</b>	<b>26.7</b>	2,270
Disabled	16.2**	12.5	13.5**	744
<b>Male</b>	<b>24.1</b>	<b>17.2</b>	<b>20.7</b>	1,440
Female	34.7**	19.2	26.5**	1,574
All	29.2	18.3	23.6	3,014

Source: Labour Force Survey, 2011. See data table EE2.2 (GB).

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

There was quite a disparity in the proportions of people educated to degree level or equivalent in Scotland and Wales by socio-economic group. Whereas 80 per cent of people in higher managerial and professional occupations in Scotland aged between 25 to 44 were educated to this level, this compared with 68 per cent in Wales. At the other end of the spectrum, 11 per cent of those in routine occupations in Scotland from this age group had a degree level qualification, compared with 2 per cent in Wales.

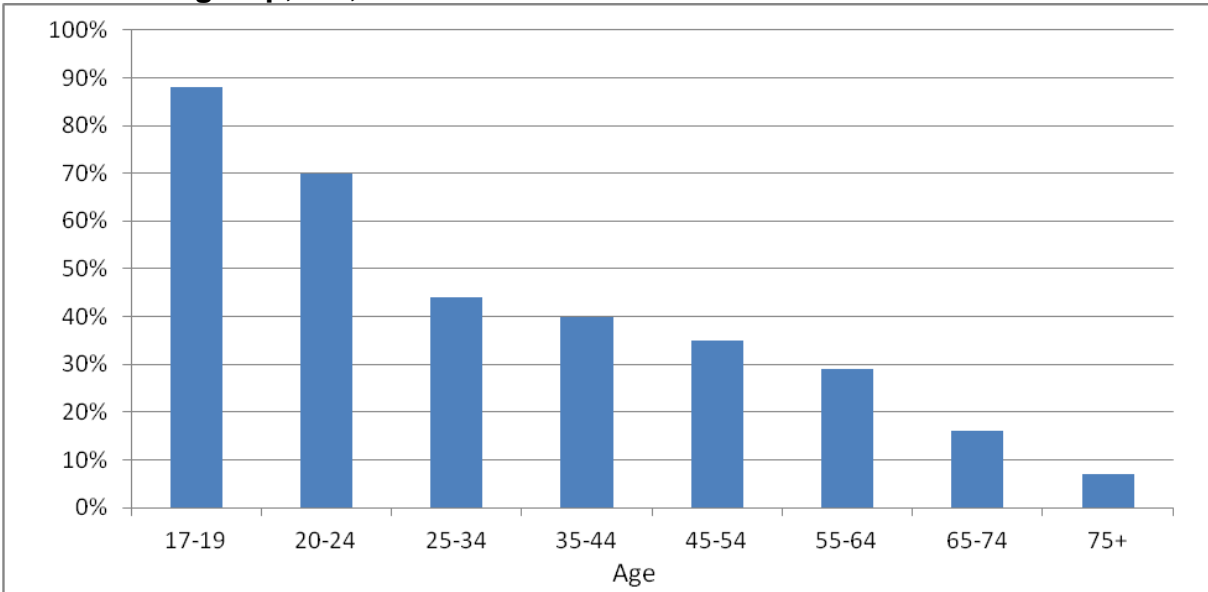
### 2.3 Participation in lifelong learning

There is one measure under this indicator, the percentage of adults who have participated in formal or informal learning in the last 12 months. Here we use the National Adult Learning Survey which is an annual survey of 5,000 people aged 17 and above across the UK and is conducted by the National Institute of Adult Continuing Education (NIACE). Respondents are presented with a broad definition of learning:

Learning can mean practising, studying or reading about something. It can also mean being taught, instructed or coached. This is so you can develop skills, knowledge, abilities or understanding of something. Learning can also be called education or training. You can do it regularly (each day or month) or you can do it for a short period of time. It can be full time, or part time, done at home, at work, or in another place like a college. Learning does not have to lead to a qualification. We are interested in any learning you have done, whether or not it was finished.

In 2012, 38 per cent of the UK population had participated in some type of formal or informal learning in the last three years. While there was no difference in participation rates of women and men, there was a clear difference by age group (Figure 2).

**Figure 2 Adult participation in learning during the last three years, by age group, UK, 2012**



Source: Adult participation in learning survey 2012, National Institute of Adult Continuing Education (NIACE). See data sheet EE3.1.

Base: 5,000 people aged 17 and over

Younger people were far more likely than older ones to be involved in some form of learning: 88 per cent of 17 to 19 year olds and 70 per cent of 20 to 24 year olds, compared with 40 per cent of 35 to 44 year olds and 7 per cent of those aged 75

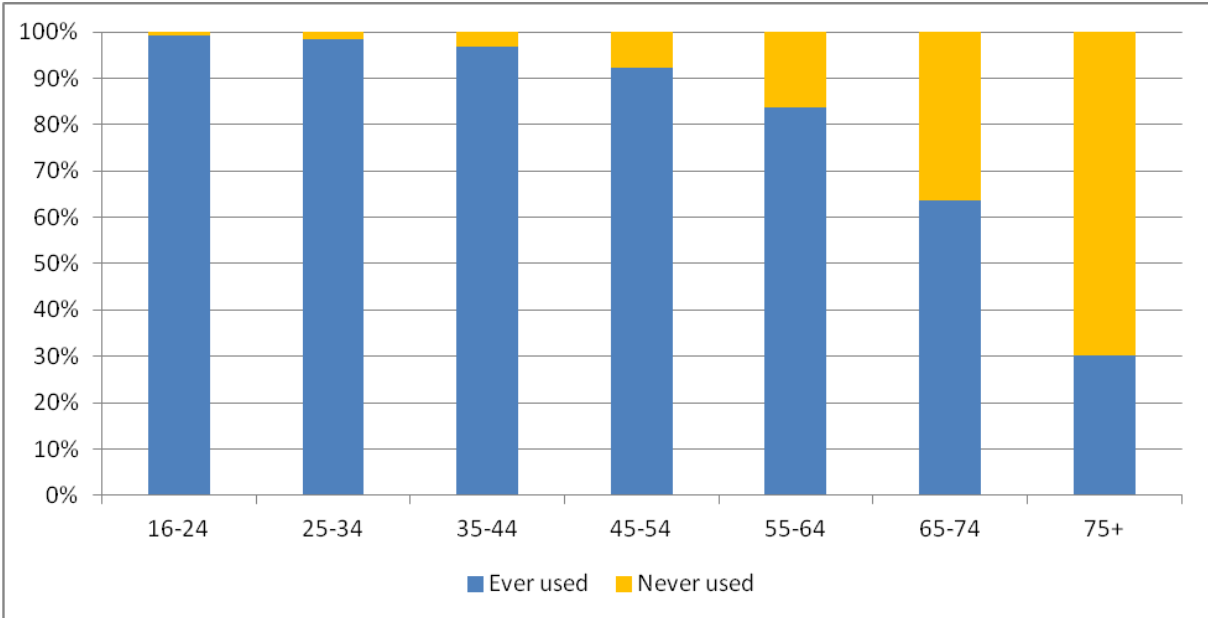
plus. Furthermore, a difference was apparent between socio-economic group, with a greater percentage of those in AB (49 per cent) and C1 (46 per cent) participating than those in C2 (34 per cent) and DE (24 per cent) (see the Introduction for definitions of socio-economic group).

### 2.4 Use of the internet

Internet usage is an increasingly important element of modern life, with much central and local government information now available through this medium as well as many other goods and services. One indicator in the education and learning domain examines who is, and is not using the internet. Limited data are readily available online from ONS every quarter, the 'Internet Access Quarterly Update'. Data are taken from Quarter 3 2012 and disaggregated by age group, gender, disability and marital status.

The most noticeable feature of these data is the difference by age group. By the third quarter of 2012, 85 per cent of the population overall in the UK had ever used the internet, with 15 per cent who had never done so. The percentage of older people who had never yet accessed the internet increased from 16 per cent of those aged 55 to 64, to 36 per cent aged 65 to 74, to 70 per cent of those aged 75 and over, illustrated in Figure 3.

**Figure 3 Adult internet use by age group, UK, Q3 2012**



Source: Internet Access Quarterly Update, Quarter 3 2012, Office for National Statistics. See data sheet EE4.1.

Base: 50,422 aged 16 and over.

A greater proportion of women than men had never used the internet, 17 per cent compared with 13 per cent; similarly people who were disabled (33 per cent) compared with those who were not (10 per cent). Furthermore, people in Wales were less likely to have ever used the internet compared with those in the UK more generally (82 per cent). However, there was considerable divergence between the English regions, from a low of 79 per cent in the North East to a high of 88 per cent in London.

## **2.5 Treatment , safety and security in education**

The final indicator under this domain for adults examined the percentage of those attending school or college who say they are treated with respect. Data are taken from the Citizenship Survey and cover England and Wales only but because of the low numbers of people answering this question, separate data are not available for Wales. Overall, a high proportion of people responding to this survey, 94 per cent, said they were treated with respect all or most of the time while at school or college. Young people aged 16 to 17 were less likely than those aged 18 to 24 to feel this, 92 per cent compared with 97 per cent; whereas a greater proportion of Christians (96 per cent) felt this than those with no religion (91 per cent). No statistical differences were apparent by gender or ethnicity, whereas the sample size for disabled people was too low to permit analysis (see data table EE5.1 (E,W)).

One indicator from the children's framework covers the safety, security and emotional health of children and young people at school. Three of the measures under this children's indicator draw on data from the Tellus survey and, therefore, cover England only. The first measure looks at the percentage of children and young people who experienced bullying in school and the frequency which they did so.

Overall, 52 per cent of children in Year 6, that is at age 10/11 reported that they had ever been bullied at school (see Table 9). This percentage declined for subsequent year groups to 45 per cent of children in Year 8 and 40 per cent of those in Year 10 (at ages 12/13 and 14/15 respectively). There were significant differences in the prevalence of bullying by equality characteristics for all three year groups.

In years 6, 8, and 10, disabled children were significantly more likely to report having ever been bullied than those who were not disabled; 63 per cent compared with 39 per cent of those in year 10. The percentage of disabled children and young people saying they had experienced bullying was similar across the year groups, in contrast to the decline in bullying reported by older children with other equality characteristics.

**Table 9 Children and young people who report they have ever been bullied in school, England, 2009**

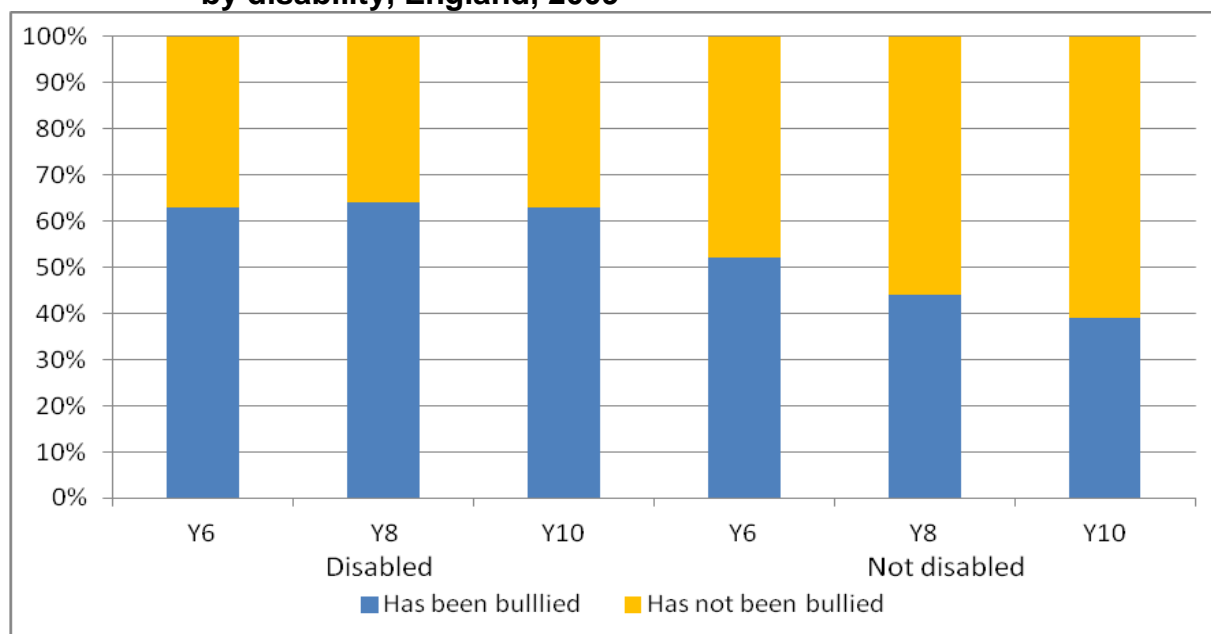
	Year 6	Year 8 %	Year 10
<b>Not disabled</b>	51.7	43.5	38.9
Disabled	62.9**	63.8**	62.7**
<b>White</b>	53.3	46.7	42.1
Black/Black British	46.1**	31.5**	27.5**
Asian/ Asian British	48.5**	34.9**	34.3**
Mixed	50.1**	40.9**	33.8**
Chinese & Other	45.9**	42.3*	41.1
<b>Male</b>	50.7	41.8	37.2
Female	54.0**	47.6**	43.4**
<b>Does not receive free school meals</b>	51.4	43.7	39.8
Received free school meals	55.8**	48.7**	42.4**
All	52.3	44.6	40.3
Unweighted bases	93,966	85,611	69,400

Source: Tellus 2009. See data table CE3.1 (E)

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

**Figure 4 Children and young people who have ever been bullied at school, by disability, England, 2009**



Source: Tellus, 2009. See data table CE3.1 (E).

Bases: Year 6=93,966; Year 8=85,611; Year 10=69,400



White children were significantly more likely to report being bullied than those of other ethnicities. In Year 6, 53 per cent of White children reported this compared with 49 per cent of Asian/Asian British and 46 per cent of Black/Black British and Chinese and Other children. These results were also found in Years 8 and 10; in the latter for example, 42 per cent of White children reported being bullied at school compared with 27 per cent of Black/Black British pupils.

A higher proportion of girls than boys said they had been bullied. In Years 6, 8 and 10, 54 per cent, 48 per cent and 43 per cent of girls said they had ever been bullied. This compared with 51 per cent, 42 per cent and 37 per cent of boys in the same year groups. Children in receipt of free school meals were also more likely to have been bullied than those who were not, although the difference between them fell to two percentage points in Year 10.

The Tellus survey also asked school pupils, 'Have you ever been bullied when you are not in school (including on your journey to school)?'. The numbers who had been bullied were considerably lower than those experiencing bullying in school. Overall, 27 per cent of those in Year 6, 20 per cent in Year 8 and 17 per cent in year 10 said they had been bullied outside of school (see Table 10).

Similar patterns can be identified as those described earlier although there were some differences. Most notably, disabled children were significantly more likely than children who were not disabled to be bullied outside of school in all three age groups; from 38 per cent of those in Year 6 to 35 per cent in Years 8 and 10.

A higher proportion of White children reported being bullied outside of school than children from all other ethnicities, with the exception of Chinese and Other children in Year 10, shown in Figure 5. In Year 6 for example, 28 per cent of White children had been bullied compared with 20 per cent of Black/Black British and 18 per cent of Asian/Asian British; in Year 10, 18 per cent of White children reported bullying compared with 10 per cent of Black/Black British.

Children in receipt of free school meals were also more likely to report bullying outside of school across all three year groups: 33 per cent in Year 6 falling to 24 per cent in Year 8 and 21 per cent in year 10. However, bullying by gender was reversed. Whereas girls were reportedly more likely to be bullied in school, a higher proportion of boys than girls in Years 6 reported bullying outside of school, although there was no difference in Year 10.

**Table 10 Children and young people who report they have ever been bullied when not in school, England, 2009**

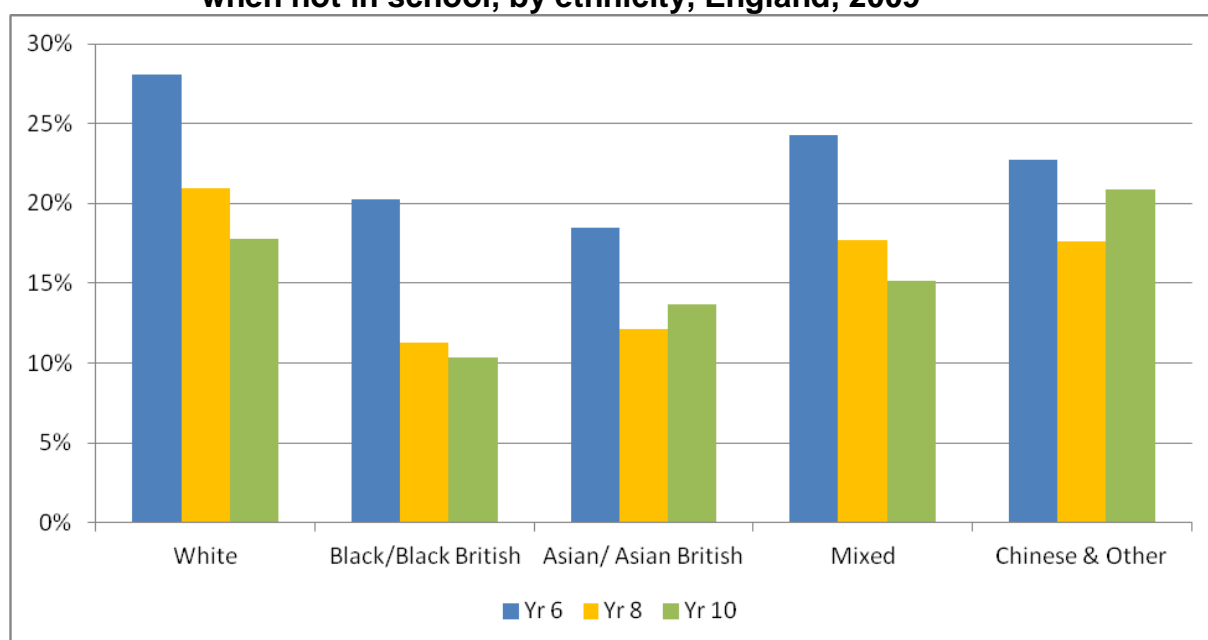
	Year 6	Year 8	Year 10
	%		
<b>Not disabled</b>	<b>26</b>	<b>19</b>	<b>16</b>
Disabled	38**	35**	35**
<b>White</b>	<b>28</b>	<b>21</b>	<b>18</b>
Black/Black British	20**	11**	10**
Asian/ Asian British	18**	12**	14**
Mixed	24**	18**	15*
Chinese & Other	23**	18*	21
<b>Male</b>	<b>28</b>	<b>20</b>	<b>17</b>
Female	25**	19*	17
<b>Does not receive free school meals</b>	<b>25</b>	<b>18</b>	<b>16</b>
Received free school meals	33**	24**	21**
All	27	20	17
Unweighted bases	93283	84922	68985

Source: Tellus 2009. See data table CE3.2 (E)

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

**Figure 5 Children and young people who report they have ever been bullied when not in school, by ethnicity, England, 2009**



Source: Tellus 2009. See data table CE3.2 (E).

Bases: Year 6=93,283; Year 8=84,922; Year 10=68,985

In addition, TellUs asked all survey participants how well they felt their school dealt with bullying, whether or not they had been bullied themselves. The percentage of children who felt their school dealt very or quite well with bullying in 2009 ranged overall from 72 per cent of children in Year 6 to 44 per cent of those in Year 10. Variations were apparent by year group and by equality characteristic, as shown in Table 11.

**Table 11 Children and young people who feel their school deals very or quite well with bullying, England, 2009**

	Year 6	Year 8	Year 10
	%		
<b>Not disabled</b>	72.2	59.8	44.6
Disabled	67.0**	57.2*	43.1
<b>White</b>	73.0	60.8	45.3
Black/Black British	67.6**	53.4**	39.2**
Asian/ Asian British	71.6*	60.2	45.8
Mixed	67.2**	54.1**	40.2**
Chinese & Other	66.3**	53.1**	37.1**
<b>Male</b>	71.6	60.7	45.4
Female	72.2	58.5**	43.5**
<b>Does not receive free school meals</b>	72.0	60.2	44.8
Received free school meals	72.4	57.8**	44.0
All	71.9	59.6	44.4
Unweighted bases	94,962	86,188	69,787

Source: Tellus 2009. See data table CE3.3 (E)

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

In Year 6, White children (73 per cent) were significantly more likely to think their school dealt well with bullying than those from other ethnic groups, particularly Black/Black British, Mixed and Chinese and Other children (66 to 68 per cent). A similar pattern was apparent in Years 8 and 10 also, although there was no significant difference between the views of White and Asian or Asian British children and young people.

As noted above, disabled children were considerably more likely than those who were not disabled to report being bullied both in and outside of school. They were also less likely to feel that their school dealt well with bullying: 67 per cent of disabled

Year 6 pupils felt this compared with 72 per cent of those who were not disabled. However, for Year 10 pupils, the difference between them was no longer significant.

### 2.6 Outcomes for children and young people

The first indicator under this domain for children is education outcomes at key stages. It looks at attainment at various ages and identifies seven different measures, covering early childhood to young people aged 19. Similarly, the second indicator looks mainly at education outcomes, but in relation to vulnerable and detained children and young people. It also includes data that deal with their experiences. Some of the outcomes data for vulnerable children are included in this section to enable comparisons between them and other groups of children, while other measures are covered later in the briefing.

The first measure is the number of children achieving a 'good level of development'<sup>3</sup> by the end of the Foundation Stage, that is, the year in which they reach the age of five. For most children this will be in their Reception Year. In 2012 in England, 64 per cent of children were deemed to have reached the required level but this differed widely when analysed by the protected characteristics (Table 12).

**Table 12 Children achieving a 'good level of development' in Foundation Year, England, 2012**

	%	Number of eligible pupils
No identified SEN	68	543,925
All SEN	23	61,624
Male	55	317,025
Female	73	301,972
Not eligible for FSM	67	504,665
Eligible for FSM	48	114,332
All	64	618,997

Source: Department for Education 'Early Years Foundation Stage Profile Attainment by Pupil Characteristics in England, 2011/12, SFR30/2012. See data table CE1.1 (E).

Notes: See footnote 3 for definition of a 'Good level of development'

Looking first at disability, 68 per cent of children who had no identified special educational needs (SEN) had achieved this level compared with 23 per cent of

<sup>3</sup> Currently defined as those achieving 78 points across all 13 EYFSP (Early years foundation Stage Profile) with at least 6 points in each of the personal, social and emotional development, and communication, language and literacy scales, expressed as a percentage of the total number of children assessed.

children who had SEN. A higher percentage of children with a visual (37 per cent) or hearing impairment (30 per cent) or a physical disability (28 per cent) had a 'good level of development', compared with children with learning or other types of difficulty.

There were considerable differences by gender, with 55 per cent of boys achieving a 'good level of development' compared with 73 per cent of girls; also by free school meals (FSM) eligibility: 48 per cent of children who were eligible for FSM achieved this level compared with 67 per cent of those who were not eligible for FSM.

Turning to ethnic groups, 65 per cent of White and Mixed children achieved this level, as did a slightly lower percentage of Chinese, Black and Black British, and Asian and Asian British children (between 62 and 60 per cent). There were noticeable differences, however, within these groups. For example, among Asian and Asian British children, Indian pupils were the most likely to achieve this level, at 70 per cent, compared with 56 per cent of Bangladeshi and 53 per cent of Pakistani pupils. Gypsy-Roma children and those who were Travellers of Irish Heritage were least likely to achieve this level, at 26 and 28 per cent respectively. We have been unable to find similar data for Scotland and Wales.

### **Key Stage 1 - England**

The next measure looks at the percentage of pupils achieving Level 2 or above in Key Stage 1 (KS1) teacher assessments, that is at age 7. Data are available for England for 2012 and Wales for 2011, but we have been unable to find data for this age group in Scotland. We report first on reading, writing and Mathematics assessments in England. Overall, 87 per cent of children achieved a Level 2 or above in reading, 83 per cent in writing and 91 per cent in Mathematics. As above, there were obvious differences in attainment when analysed by the protected characteristics, shown in Table 13.

As might be expected, there were large differences in relation to SEN; 66 per cent of children with SEN achieved a Level 2 in Mathematics compared with 97 per cent of those without. The differences in attainment for reading and writing between children who did and did not have SEN were even greater.

Gender differences were also apparent although the gap between girls and boys was far narrower in relation to Mathematics, at 3 percentage points, than writing, at 10 percentage points.

Differences between those children who were and were not eligible for FSM were also visible. As with gender, the difference between levels of achievement was greatest for writing and least for Mathematics, with 70 per cent of children eligible for

FSM achieving a Level 2 in writing, 76 per cent for reading and 82 per cent for Mathematics. This compared with 86, 90 and 93 per cent respectively for children who were not eligible for FSM.

**Table 13 Pupils attaining Level 2 or above at KS1, England, 2012**

	Reading %	Writing %	Mathematics %
No identified SEN	95	93	97
All SEN	55	46	66
Male	84	78	89
Female	90	88	92
Eligible for FSM	76	70	82
Not eligible for FSM	90	86	93
All	87	83	91
Number of eligible pupils	581,837	581,833	581,835

Source: Department for Education 'Phonics Screening Check and National Curriculum Assessments at KS1 in England, 2011/2012' SFR21/2012. See data table CE1.2 (E).

There was little difference between the broad ethnic groups for reading ability with between 87 and 90 per cent of children achieving this level, as shown in Table 14. Looking in more detail, a high proportion of Indian children attained this level (93 per cent), but there was little difference between Pakistani, Bangladeshi and White children at between 85 and 87 per cent. Gypsy-Roma (38 per cent) and Traveller children of Irish heritage (39 per cent), were the least likely to reach this level.

Similar patterns were visible for writing and Mathematics assessments, although compared with reading, fewer children attained this level for writing but more for Mathematics. Compared with assessments for writing and reading, Gypsy-Roma and Traveller children also fared better in Mathematics, with 50 and 55 per cent respectively reaching a Level 2. Chinese and Indian children were the most likely to achieve this level in Mathematics; 96 and 94 per cent respectively.

Nearly 1,700 children had been looked after continuously for at least 12 months prior to their Level 1 assessment at KS2 in 2012. Already, there was an appreciable gap in attainment between them and children who were not looked after, of between 20 and 26 percentage points depending on the subject being assessed. In keeping with the findings above, the gap was greatest for writing. There was also a gender difference between girls and boys who were looked after, with a higher percentage of girls than boys reaching the required attainment level for reading and writing (see Table 15).

**Table 14 Pupils attaining Level 2 or above at KS1 by selected ethnic groups, England, 2012**

	Reading %	Writing %	Mathematics %
White	87	83	91
Traveller of Irish heritage	39	32	55
Gypsy-Roma	38	34	50
Mixed	88	84	91
Asian or Asian British	88	84	90
Indian	93	91	94
Pakistani	85	80	87
Bangladeshi	87	83	89
Black or Black British	87	82	88
Chinese or Chinese British	90	87	96
All	87	83	91
Number of eligible pupils	581,837	581,833	581,835

Source: Department for Education 'Phonics Screening Check and National Curriculum Assessments at KS1 in England, 2011/2012' SFR21/2012. See data table CE1.2 (E).

**Table 15 Looked after children attaining Level 2 or above at KS1, England, 2012**

	% achieving Level 2 or above at KS1 in:			Number of eligible pupils
	Reading	Writing	Mathematics	
Boys	62	50	70	880
Girls	72	65	71	790
All looked after children	67	57	71	1,670
All children who are not looked after	87	83	91	580,940

Source: Department for Education 'Outcomes for Children Looked After by Local Authorities in England, as at 31 March 2012', SFR32/2012. See data table CE2.1 (E).

### Key Stage 1 - Wales

Different subjects are reported for Wales. Here we concentrate on English, Welsh first language and Mathematics (at KS1, pupils are required to be assessed in either English or Welsh first language). As with England, data are available by SEN, FSM, gender (Table 16) and, using three years worth of data, ethnicity (Table 17).

Overall, 84 per cent of pupils achieved a Level 2 in English, 91 per cent in Welsh first language and 88 per cent in Mathematics. Looking first at SEN, 53 per cent of pupils identified as SEN achieved this level in English, 63 per cent in Mathematics and 70 per cent in Welsh first language. Differences between pupils who were and were not eligible for FSM were again apparent with a considerably higher proportion of children achieving the level who were not eligible for FSM, than those who were.

Girls were also more likely than boys to achieve Level 2. Interestingly, the difference in performance between girls and boys was greater for children in English (10 percentage points) than Welsh first language (6 percentage points).

**Table 16 Pupils attaining Level 2 or above at KS1, Wales, 2011**

	English %	Welsh first language %	Mathematics %
All SEN	53.3	69.8	63.3
Male	79.4	88.0	86.0
Female	89.3	93.9	90.1
Eligible for FSM	71.4	79.8	77.3
Not eligible for FSM	88.0	92.9	90.9
All	84.1	90.9	88.0
Number of eligible pupils	23,927	6,728	30,655

Source: Welsh Assembly 'Academic achievement by pupil characteristics 2011' and 'Academic achievement and entitlement to free school meals 2011'. See data Table CE1.2 (W).

**Table 17 Pupils attaining Level 2 or above at KS1 by selected ethnic groups, Wales, 2009-11**

	English %	Mathematics %
White	83.5	87.7
Traveller of Irish heritage	48.8	60.0
Gypsy-Roma	40.0	62.6
Mixed	85.5	88.6
Asian or Asian British	83.7	86.5
Indian	88.5	92.3
Pakistani	81.3	84.4
Bangladeshi	81.4	82.3
Black or Black British	80.0	83.5
Chinese or Chinese British	82.0	93.2
Number of eligible pupils	70,877	90,481

Source: Welsh Assembly 'Academic achievement by pupil characteristics 2011'. See data Table CE1.2 (W).

Over the three years 2009-2011 in Wales, the percentage of children achieving Level 2 in English by broad ethnic group ranged from 80 per cent of Black or Black British children to 85 per cent of Mixed children, and in Mathematics, from 83 per cent of Black or Black British children to 93 per cent of Chinese or Chinese British. As in



England, a higher proportion of Indian children reached this level at KS1 than other children in the Asian or Asian British group. Gypsy-Roma and Traveller children were the least likely to attain this level and, while in common with other ethnic groups, they were more likely to attain this level in Mathematics than in English, the difference was more marked: 40 per cent of Gypsy-Roma children achieved a Level 2 in English compared with 63 per cent in Mathematics.

**Key Stage 2 - England**

The next indicator addresses the proportion of children achieving at least Level 4 in Mathematics and English at KS2, that is at age 11. Data are available for both England and Wales. In England in 2012, 85 per cent achieved this level in English, a similar proportion, 84 per cent, in Mathematics, while 79 per cent achieved this level in both English and Mathematics (Table 18).

The patterns identified above in levels of attainment between groups with the protected characteristics were apparent at KS2 also. Thus, lower proportions of children who had SEN achieved Level 4 at this stage in English and Mathematics; 43 per cent compared with 91 per cent of children who did not have SEN.

**Table 18 Pupils attaining Level 4 or above at KS2, England, 2012**

	English %	Mathematics %	English and Mathematics %
No identified SEN	95	94	91
All SEN	54	55	43
Male	82	84	77
Female	89	84	82
Eligible for FSM	74	73	66
Not eligible for FSM	88	87	82
All	85	84	79
Number of eligible pupils	536,523	536,856	536,464

Source: Department for Education 'National Curriculum Assessments at KS2 in England 2011/2012 (Revised)' SFR33/2012. See data table CE1.3 (E).

A higher percentage of girls than boys attained this level in both English and Mathematics though there was no difference in achievement for Mathematics alone. The gap between children who were and were not eligible for FSM remained wide, at 16 percentage points for achievement in both English and Mathematics.

A greater proportion of Chinese or Chinese British pupils (94 per cent) achieved Level 4 in Mathematics than any other ethnic group, for example Indian children (90 per cent), Black or Black British and Pakistani children (both 80 per cent) (Table 19). They were also the ethnic group most likely to achieve both English and Mathematics at this level (87 per cent), followed by Indian pupils (86 per cent). This compares with 75 per cent of Pakistani and 76 per cent of Black or Black British.

Gypsy-Roma children and those who were Travellers of Irish heritage were the least likely to attain this level; 29 per cent and 36 per cent respectively achieved both English and Mathematics. The percentage attaining Level 4 or above at KS2 for English and Mathematics was very similar whereas at KS1 (shown in Table 14), a greater proportion of children from these two groups reached the required level in Mathematics than in English.

**Table 19 Pupils attaining Level 4 or above at KS2 by selected ethnic groups, England, 2012**

	English %	Mathematics %	English and Mathematics %
White	86	84	80
Traveller of Irish heritage	44	46	36
Gypsy-Roma	36	39	29
Mixed	87	84	80
Asian or Asian British	85	84	80
Indian	90	90	86
Pakistani	82	80	75
Bangladeshi	87	85	81
Black or Black British	84	80	76
Chinese or Chinese British	88	94	87
All	85	84	79
Number of eligible pupils	536,523	536,856	536,464

Source: Department for Education 'National Curriculum Assessments at KS2 in England 2011/2012 (Revised)' SFR33/2012. See data table CE1.3 (E).

The difference between children who had been looked after for 12 months or more prior to their Level 4 assessment at KS2, and children who were not looked after, was wider for this level of assessment than previous levels (see Table 20). The largest gap was between those who achieved the required level in both Mathematics and English; 50 per cent of looked after children achieved this compared with 79 per cent of those who were not looked after. A familiar pattern was visible by gender for English, whereby 67 per cent of girls were assessed at this level or above, compared with 54 percent of boys. The gender gap for attaining both English and Mathematics among looked after children was 10 percentage points.

**Table 20 Looked after children attaining Level 4 or above at KS2, by gender and SEN, England, 2012**

	% achieving Level 4 or above at KS2 in:			Number of eligible pupils
	English	Mathematics	English and Mathematics	
Boys	54	54	45	1,090
Girls	67	59	55	930
No SEN	91	88	84	620
SEN	46	43	34	1,390
All looked after children	60	56	50	2,020
All children who are not looked after	85	84	79	493,950

Source: Department for Education 'Outcomes for Children Looked After by Local Authorities in England, as at 31 March 2012', SFR32/2012. See data table CE2.1 (E).

Looked after children with SEN were far less likely to achieve this level than children who did not have SEN; 34 per cent compared with 84 per cent. However, over two-thirds of looked after children at KS2 had special educational needs and this has a strong effect on the overall attainment of looked after children, depressing the figures. Even so, a lower proportion of looked after children who did not have SEN had attained a Level 4 or above in English and Mathematics than equivalent children in general; 84 per cent compared with 91 per cent (see Tables 18 and 20).

### **Key Stage 2 - Wales**

Turning to Wales and using 2011 data, 83 per cent of children attained this Level 4 or above at KS2 in English, 82 per cent in Welsh First Language and 85 per cent in Mathematics (see Table 21). A slightly higher proportion of SEN pupils achieved this level in Welsh First language than in English (51 per cent compared with 49 per cent) while 55 per cent of SEN pupils achieved a Level 4 in Mathematics.

Fewer boys than girls achieved this level in English and Welsh First language; the difference between the two groups in English being very similar to that in England. Boys continued to do less well in Mathematics also, although the gap had narrowed considerably to four percentage points. By this stage in England, the same proportion of boys and girls achieved a Level 4 or above in Mathematics.

**Table 21 Pupils attaining Level 4 or above at KS2, Wales, 2011**

	English %	Maths %	Number of eligible pupils	Welsh first language %	Number of eligible pupils
All SEN	49.2	55.4	8,845	50.8	1,762
Male	78.8	83.1	16,696	77.0	3,233
Female	88.2	86.8	15,820	87.2	3,128
Eligible for FSM	68.5	71.0	6,485	66.5	845
Not eligible for FSM	87.2	88.5	25,903	84.5	5,504
All	83.4	84.9	32,516	82.0	6,361

Source: Welsh Assembly 'Academic achievement by pupil characteristics 2011' and 'Academic achievement and entitlement to free school meals 2011'. See data Table CE1.3 (W).

As in England, the ethnic group most likely to achieve a Level 4 in Mathematics was Chinese or Chinese British children (90 per cent) followed by Indian children (87 per cent). In contrast, Black or Black British pupils were the least likely of the main ethnic groups to attain this level (74 per cent). A familiar pattern in relation to Traveller children of Irish Heritage and Gypsy-Roma children was apparent with relatively low percentages gaining a Level 4 or above in Mathematics or in English (Table 22).

**Table 22 Pupils attaining Level 4 or above at KS2 by selected ethnic groups, Wales, 2009-11**

	English %	Mathematics %	Number of eligible pupils
White	82.3	83.7	93,902
Traveller of Irish heritage	30.4	36.7	79
Gypsy-Roma	42.1	49.6	121
Mixed	84.3	85.3	1,854
Asian or Asian British	81.8	82.6	1,882
Indian	87.0	87.0	354
Pakistani	79.8	80.3	625
Bangladeshi	81.5	80.9	675
Black or Black British	74.4	74.3	575
Chinese or Chinese British	82.3	90.1	192
All	82.2	83.6	100,377

Source: Welsh Assembly 'Academic achievement by pupil characteristics 2011'. See data Table CE1.3 (W).

One of the noticeable aspects of achievement at this level was that the gap between English and Mathematics had narrowed so that in many cases, the difference was only one or two percentage points. However, there were exceptions whereby achievement in Mathematics remained higher than in English for children from a Chinese or Chinese British, Traveller and Gypsy-Roma background.

**GCSE or equivalent attainment - England**

Data are available for GCSE attainment in England and Wales; the relevant measure within the framework is the percentage of children achieving at least 5 A\*-C GCSEs or equivalent including English and Mathematics. To look first at England, 59 per cent of children achieved this level in 2012. There were some very stark differences in relation to different equality characteristics. While 69 per cent of those who had no SEN achieved this level, this compared with 22 per cent of those who did have SEN. And while 63 per cent of children who were not eligible for FSM attained these qualifications, 36 per cent of those eligible for FSM did so. There was also a difference of 10 percentage points between girls' and boys' achievement, at 64 per cent and 54 per cent respectively (Table 23).

**Table 23 Pupils attaining at least 5 A\*-C GCSEs including English and Mathematics, England, 2012**

	%	Number of eligible pupils
No identified SEN	69.2	436,238
All SEN	22.4	125,027
Male	54.2	286,658
Female	63.6	274,657
Eligible for FSM	36.3	80,190
Not eligible for FSM	62.6	481,125
All	58.8	561,315

Source: Department for Education 'GCSE and Equivalent Attainment by Pupil Characteristics in England, 2011/12'. SFR 04/2013. See data table CE1.5 (E).

There was a wide disparity between children from certain ethnicities with a familiar pattern evident by broad ethnic group (shown in Table 24). Chinese or Chinese British children were the most likely to achieve this level (76 per cent) and Black or Black British (55 per cent) the least likely. Achievement of the other three groups ranged from 59 per cent for White children to 63 per cent for Asian or Asian British ones. Within the Asian group, a greater proportion of Indian (74 per cent) than Bangladeshi and Pakistani children (62 per cent and 54 per cent) gained these qualifications. The proportion of children from a Gypsy-Roma background achieving

5 A\*-C GCSEs including English and Mathematics was particularly low (9 per cent), while that of Traveller children was somewhat higher (17 per cent).

**Table 24 Pupils attaining at least 5 A\*-C GCSEs including English and Mathematics by selected ethnic groups, England, 2012**

	%	Number of eligible pupils
White	58.6	455,432
Traveller of Irish heritage	16.7	132
Gypsy-Roma	9.3	720
Mixed	59.8	20,153
Asian or Asian British	62.7	44,762
Indian	74.4	13,148
Pakistani	54.4	17,013
Bangladeshi	62.2	7,245
Black or Black British	54.6	26,204
Chinese or Chinese British	76.4	2,342
All	58.8	561,315

Source: Department for Education 'GCSE and Equivalent Attainment by Pupil Characteristics in England 2011/12'. SFR 04/2013. See data table CE1.5 (E).

The disadvantage faced by looked after children was highly visible in the proportion of these children achieving 5 or more A\*-C GCSEs including English and Mathematics. Overall, 15 per cent of looked after children achieved this level of qualifications by the end of Year 11; 19 per cent of girls and 11 per cent of boys, contrasting with 59 per cent of children who were not looked after (see data table CE2.3 (E)). As noted earlier, a high proportion of looked after children have SEN; of these 12 per cent attained this level compared with 37 per cent of those without SEN.

### **GCSE or equivalent attainment - Wales**

The proportion of children in Wales achieving 5 or more A\*-C GCSEs including English or Welsh First Language and Mathematics in 2011 was lower than in England, 50 per cent overall (Table 25) compared with 58 per cent in England in the same year. Around 15 per cent of children with SEN achieved this level, as did 54 per cent of girls and 46 per cent of boys. Children who were eligible for free school meals were considerably less likely to achieve this number and level of GCSEs compared with those who were not eligible (22 per cent and 56 per cent respectively), and less likely proportionately than their counterparts in England to do so.

Ethnic minority data for Wales cover three years, therefore they are not directly comparable with those in England. However, they suggest different patterns in

attainment. Although Indian pupils were still more likely than Pakistani and Bangladeshi children to achieve this level of qualification in Wales, the difference between these groups was less than in England. Black or Black British children fared comparatively poorly, with 37 per cent achieving this level in Wales, a disproportionately low figure compared with the same group in England. In contrast, Chinese or Chinese children attained highly with 75 per cent reaching this level, shown in Table 26.

**Table 25 Pupils attaining at least 5 A\*-C GCSEs including English or Welsh First Language and Mathematics, Wales, 2011**

	%	Number of eligible pupils
All SEN	15.5	6,952
Male	46.4	18,452
Female	54.0	17,636
Eligible for FSM	22.0	5,366
Not eligible for FSM	55.7	28,979
All	50.1	36,088

Source: Welsh Assembly 'Academic achievement by pupil characteristics 2011' and 'Academic achievement and entitlement to free school meals 2011'. See data Table CE1.5 (W).

**Table 26 Pupils attaining at least 5 A\*-C GCSEs including English and Mathematics by selected ethnic groups, Wales, 2009-11**

	%	Number of eligible pupils
White	49.2	99,294
Traveller of Irish heritage	*	27
Gypsy-Roma	*	43
Mixed	49.6	1,642
Asian or Asian British	49.9	1,394
Indian	53.6	278
Pakistani	49.2	474
Bangladeshi	45.2	493
Black or Black British	37.0	575
Chinese or Chinese British	75.5	163
All	49.2	105,307

Source: Welsh Assembly 'Academic achievement by pupil characteristics 2011'. See data Table CE1.5 (W).

**Level 3 qualifications at age 19 - England**

The next measure under this indicator explores the percentage of young people who have achieved a Level 3 qualification at the age of 19. A Level 3 qualification includes, for example, 2 or more GCE A Levels, an NVQ Level 3, a BTEC or the International Baccalaureate. 2011 data were available at the time of writing for England by SEN, ethnicity, gender and eligibility for FSM at age 15.

Overall, 53 per cent of young people attained a Level 3 qualification by the age of 19 in England. The available data separate out SEN status into different types. Whereas 62 per cent of those who did not have SEN at age 15 achieved this level, this compared with 29 per cent who received 'School Action', 18 per cent in receipt of 'School Action +' and 11 per cent who had a 'Statement of SEN'.<sup>4</sup>

Table 27 shows that a higher proportion of young women than young men achieved this level by the age of 19. It also shows the large gap in achievement at age 19 between young people who were eligible for FSM at 15, and those who were not; 32 per cent of the former gained a Level 3 qualification compared with 57 per cent of the latter, a difference of 25 percentage points.

**Table 27 Level 3 attainment at age 19, England, 2011**

	%	Number eligible
Male	48.6	306,271
Female	58.4	294,317
Eligible for FSM	31.8	75,323
Not eligible for FSM	56.5	525,265
All	53.4	600,588

Source: Department for Education 'Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2011'. SFR05/2012. See data table CE1.6 (E).

Note: Eligibility for FSM at age 15.

Chinese or Chinese British and Indian young people were the most likely to have achieved a Level 3 qualification at 19: 83 per cent and 77 per cent respectively (see Table 28). This compared with between 55 and 59 per cent of Mixed, Black or Black British, Pakistani or Bangladeshi young people, and 52 per cent of White. Around 11

<sup>4</sup> School Action is where extra or different help is given, from that provided as part of the school’s usual curriculum; School Action Plus is where the class teacher and the special educational needs coordinator receive advice or support from outside specialists; a Statement is where a pupil has a statement of special educational needs when a formal assessment has been made and a document setting out the child’s needs and the extra help they should receive is in place.



per cent of Gypsy-Roma and Traveller of Irish Heritage young people attained this level.

**Table 28 Level 3 attainment at age 19 by selected ethnic groups, England, 2011**

	%	Number eligible
White	52.2	504,201
Traveller of Irish heritage	11.2	116
Gypsy-Roma	10.9	449
Mixed	54.6	16,308
Asian or Asian British	65.7	42,708
Indian	77.3	13,517
Pakistani	56.1	15,325
Bangladeshi	58.5	5,865
Chinese or Chinese British	83.1	2,264
Black or Black British	58.5	22,804
All known	53.5	591,779

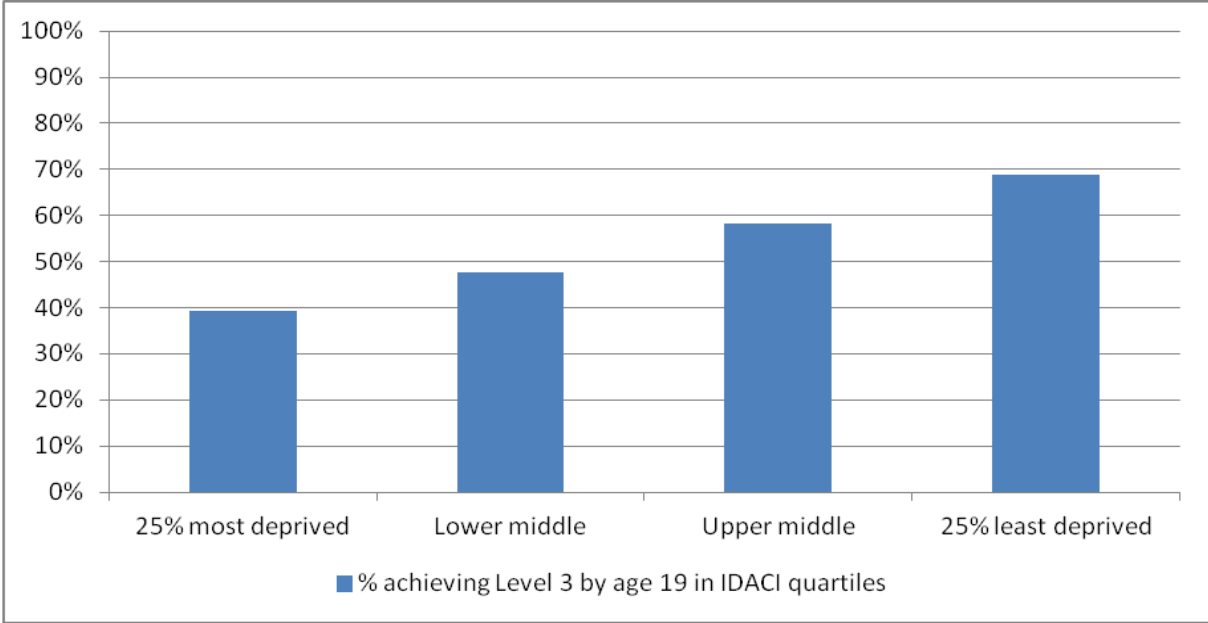
Source: Department for Education 'Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2011'. SFR05/2012. See data table CE1.6 (E).

In addition, data are available for this measure by IDACI, that is, the Income Deprivation Affecting Children Index. The index 'gives a score in the range 0 to 1 to each area representing the proportion of children under 16 in that area that are income-deprived'. Each pupil was assigned an IDACI score based on their home postcode using school census information at the age of 16 (that is, an academic age of 15). Figure 6 illustrates achievement at Level 3 by the age of 19 using the IDACI data grouped into quartiles. It shows a clear picture of differing attainment depending on how deprived an area young people lived in.

### **Level 3 qualifications at age 19 - Wales**

The latest data readily available for Wales are taken from 'Educational attainment of young people by age 19, 2008/09', published by the Welsh Government. Overall, 46 per cent of young people had achieved a Level 3 qualification by the age of 19; 50 per cent of young women and 42 per cent of young men. The qualifications achieved by young women and men at this level differed with a higher proportion of the former than the latter achieving A or AS Levels and AVCEs (Advanced Vocational Certificate of Education): 35 per cent and 26 per cent respectively. In contrast, four per cent of young men had qualified at this level through an apprenticeship, compared with one per cent of young women (see data table CE1.6 (E,W)).

**Figure 6 Level 3 attainment by age 19 by area deprivation using the IDACI, England, 2011**



Source: Department for Education 'Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2011'. SFR05/2012. See data table CE1.6 (E).

Base: 597,826

**Scotland**

The education system in Scotland differs from that in England and Wales, with different assessment and examination regimes. As a result, it is not possible to compare educational attainment in Scotland with that in the other countries. Furthermore, there are limited Scottish data available, particularly of younger children. Hence, this briefing reports only on the measures that cover attainment at ages 15/16 and 17/18.

Data are available by gender for the achievement of 5+ Standard Grade qualifications at credit level 1 or 2, that is SCQF Level 5. This is the level generally required to enable progression to study Highers which are the route into higher education. Overall, 36 per cent of 15 year old pupils who were in S4 in 2010/11 attained this by the end of the school year. As in England and Wales, girls were more likely than boys to achieve this level of qualifications: 41 per cent of girls and 32 per cent of boys in S4.

A more interesting picture can be gleaned from the average tariff scores awarded to pupils who sit these examinations, calculated by adding together the points awarded for each examination at the achieved level. In addition, the available data are more detailed and disaggregated by many of the protected characteristics named in the Act, including some groups of vulnerable children.

Table 29 shows the average tariff scores by gender, additional support needs (ASN) and ethnicity in S4. The average score for children in these examinations was 183. Children with ASN achieved a considerably lower tariff on average than those without: 114 points compared with 191; whilst boys (175) achieved a lower level than girls (191).

The picture by ethnicity was quite mixed. Some of the populations were small, however, they show that Chinese children achieved the highest tariff with 229 points. It is interesting to note that unlike in England and Wales, Bangladeshi and Indian children attained a similar level, at 203 and 200 points respectively. Black children achieved fewer points, on average, than those from other ethnic groups.

**Table 29 Average tariff scores for Standard Grade qualifications in S4 by gender, ethnicity and ASN, Scotland, 2010/11**

	Average tariff score	Number of pupils
Male	175	28,675
Female	191	27,733
White - UK	183	52,199
Mixed	199	456
Asian - Indian	200	189
Asian - Pakistani	188	706
Asian - Bangladeshi	203	39
Asian - Chinese	229	184
Black - African	177	227
Black - Other	165	41
No ASN	191	50,715
ASN	114	5,693
All pupils	183	56,408

Source: Scottish Government 'Summary statistics for attainment, leaver destinations and healthy living, No.2: 2012 Edition - Attainment'. See data table CE1.5,6 (S).

The data also provide details of average tariff scores for various groups of vulnerable children. The situation for those with ASN was looked at above; it is also possible to look at the situation of asylum seeking and refugee children, children who live in deprived areas and looked after children, as shown in Table 30. Looked after children were awarded the lowest number of points, on average, of children taking SCQFs at this level. Of those looked after away from home, the average score was 86, while for those looked after at home it was lower, at 42. Children who were looked after and also had ASN had an average score of 62.

Asylum seeking and refugee children also scored fewer points on average than the general population; 124 and 168 respectively. Analysis using the Scottish Index of Multiple Deprivation (SIMD) based on rankings of pupil's home address indicated a clear association between level of attainment and deprivation, illustrated in Figure 7, whereby children in each successive decile scored more points on average than children from the decile below. The difference in achievement between the least and most deprived areas was almost 100 points.

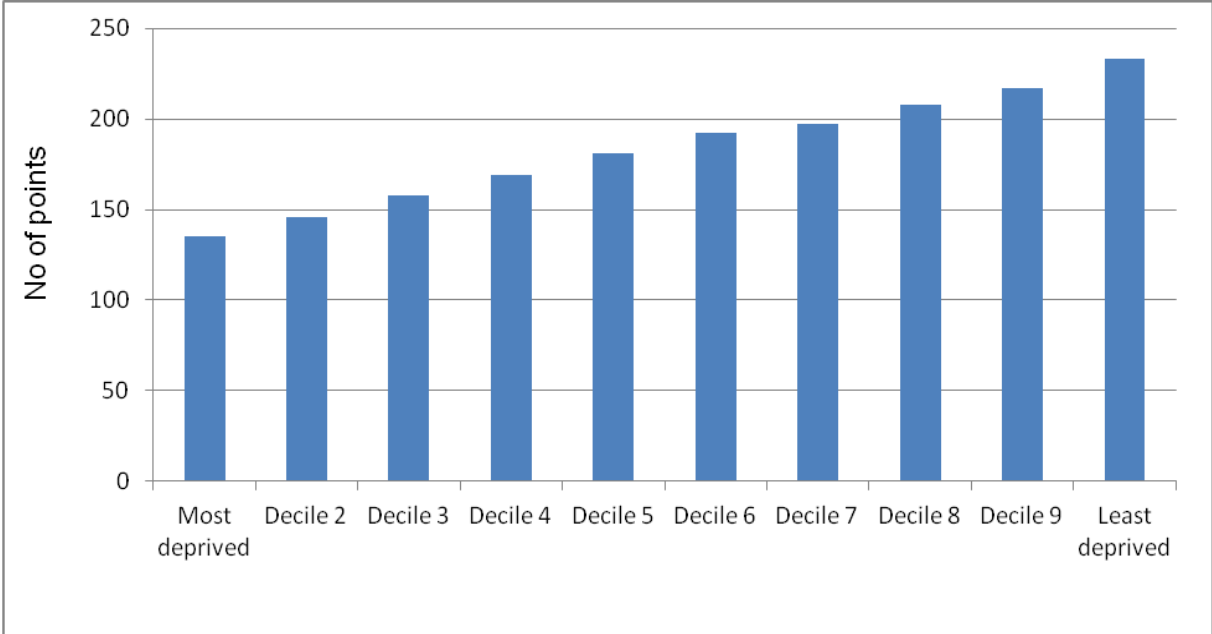
**Table 30 Average tariff scores for Standard Grade qualifications in S4 for selected groups of vulnerable children, Scotland, 2010/11**

	Average tariff score	Number of pupils
Asylum seeker	124	43
Refugee	168	114
None	183	56,251
Most deprived 10%	135	5,916
Least deprived 10%	233	4,952
Not known to be looked after	184	55,686
Looked after at home	42	227
Looked after away from home	86	495
Not known to be looked after without ASN	191	50,292
Not known to be looked after with ASN	117	5,394
Looked after without ASN	79	423
Looked after with ASN	62	299
All pupils	183	56,408

Source: Scottish Government 'Summary statistics for attainment, leaver destinations and healthy living, No.2: 2012 Edition - Attainment'. See data table CE1.5,6 (S).

Achievement at SCQF Levels 6 and 7, that is at age 17 in the academic year, is described in terms of percentage attainment of those who were in S4 two years previously. Fewer boys (51 per cent) than girls (57 per cent) stayed on to S6 and, consequently, fewer boys than girls attained at each level: 31 per cent of boys and 40 per cent of girls achieved 3 or more awards at Level 6, 20 per cent of boys and 28 per cent of girls achieved 5 or more awards, and 14 per cent compared with 18 per cent achieved one or more awards at Level 7.

**Figure 7 Average tariff scores for Standard Grade qualifications in S4 for children by the SIMD, Scotland, 2010/11**



Source: Scottish Government 'Summary statistics for attainment, leaver destinations and healthy living, No.2: 2012 Edition - Attainment'. See data table CE1.5,6 (S).

Notes: Base=56,127

## 2.7 Participation in education and learning

### Young people not in education, employment or training

A further measure from this indicator is the percentage of 16-18 year olds who are not in education, employment or training (NEET) in England, Scotland and Wales. The most recent data available from the 'NEET statistics - quarterly brief Q3 2012' indicate that 6 per cent of 16 year olds, 13 per cent of 17 year olds and 15 per cent of 18 year olds in England were NEET.<sup>5</sup> In Wales, an estimated 14 per cent of young men and 10 per cent of young women aged 16-18 were NEET in 2011 (see data sheet CE1.7 (GB)).

For a more detailed breakdown, an analysis of the Labour Force Survey was carried out which showed that in 2011, 10 per cent of young people aged 16 to 18 in Britain were NEET (Table 31). The proportion in Scotland (15 per cent) was higher than that in England (also 10 per cent). Differences were apparent by certain equality characteristics. In both England and Wales for example, those aged 17 were significantly less likely than their 18 year old counterparts to be NEET. In Scotland, in contrast, the main difference lay between 16 and 18 year olds (10 per cent NEET compared with 20 per cent respectively), perhaps a result of the differing education system.

<sup>5</sup> The way in which NEET estimates are calculated can vary and a harmonised standard has been used by ONS since May 2012.

In terms of gender, 12 per cent of young men in this age group were NEET compared with 9 per cent of young women. The percentage difference in Scotland was substantially higher, with 20 per cent of young men reported to be NEET compared with 10 per cent of young women. Young people in Britain with a religious affiliation (9 per cent) were less likely than those who had no religion (13 per cent) to be NEET, whereas a higher proportion of young White people (11 per cent) were NEET compared with, for example, Black and Black British (6 per cent).

There was a noticeable difference by disability. Overall, 14 per cent of young disabled people were not in education, employment or training compared with 10 per cent of those who were not disabled. However, in England and Wales the difference between these two groups was not significant. The main difference lay in Scotland where 41 per cent of young disabled people were reported to be NEET, compared with 13 per cent of those who were not disabled. The sample in Scotland was small so this should perhaps be treated with some caution.

**Table 31 Young people who were NEET, Great Britain, 2011**

	Not in education, employment or training	Unweighted base
16	11*	2,387
17	7**	2,345
<b>18</b>	<b>13</b>	2,196
<b>Not disabled</b>	<b>10</b>	6,459
Disabled	14**	469
<b>Male</b>	<b>12</b>	3,503
Female	9**	3,425
<b>No religion</b>	<b>13</b>	2,443
Religion	9**	4,463
All	10	6,928

Source: Labour Force Survey, 2011. See data table CE1.7 (GB).

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

Around 16 per cent of young people who had been looked after continuously for 12 months by 31st March 2012 were unemployed and not in education or training as of 30th September 2011 following Year 11 in school; 17 per cent of boys and 16 per cent of girls (see data table CE2.6 (E)).

## Vulnerable and detained children and young people

Indicator 2 for children addresses the outcomes and experiences of some groups of vulnerable and detained children and young people. Much of the data readily available for these groups have been discussed above under outcomes, but other measures continue the theme of participation, and are discussed below. One of the measures addresses school exclusions. Data are available for England, Scotland and Wales, although from different sources.

In 2010/11, 5,080 children were permanently excluded from schools in England, while there were over 324,000 fixed term exclusions (some pupils receiving more than one fixed term exclusion). This was a rate of 0.7 per thousand pupils for permanent exclusions, and 43.4 per thousand pupils for fixed term exclusions. Different rates were discernible for groups of children defined by the protected characteristics (see Table 32). Thus, one in a thousand boys were permanently excluded compared with 0.3 girls, and there were 64 per thousand temporary exclusions of boys compared with 22 per thousand of girls.

**Table 32 Permanent and fixed term exclusions from school by selected age groups, disability, gender and FSM, England, 2010/11**

	Permanent per '000	Permanent no.	Fixed term per '000	Fixed term no.
11	0.7	400	59.8	33,290
12	1.4	770	93.0	52,350
13	2.2	1,270	122.1	70,380
14	2.5	1,400	133.6	75,390
15	1.0	570	89.8	50,560
Pupils with no SEN	0.2	1,300	19.0	113,050
Pupils with SEN with statements	2.0	430	176	36,740
Pupils with SEN without statements	2.5	3,360	128	174,320
Boys	1.0	3,910	63.6	242,030
Girls	0.3	1,170	22.4	82,070
Eligible for free school meals	1.7	2,170	101.3	126,720
Not eligible for free school meals	0.5	2,870	31.7	196,810
All	0.7	5,080	43.4	324,110

Source: Department for Education, 'Permanent and fixed-period exclusions from schools in England 2010/11, SFR17/2012'. See data table CE2.10 (E).

Note: Some pupils received more than one fixed term exclusion.

The peak ages for both types of exclusions were 13 and 14, although they were still relatively high for pupils aged 12 and 15. They were also high for children with SEN, both with and without statements; the fixed term exclusion rate was 176 per thousand for pupils with SEN and statements and 128 per thousand for pupils with SEN but without statements. Furthermore, children who were eligible for free school meals had a higher rate of school exclusions than those who were not.

Table 33 shows that Traveller and Gypsy-Roma children were the most likely to be excluded both for a fixed term and permanently. Black and Mixed children also had higher rates than White pupils but in contrast, Asian and Chinese pupils had far lower rates of exclusion than White pupils. No Chinese pupils were permanently excluded and there were just six per thousand fixed term exclusions during the school year.

**Table 33 Permanent and fixed term exclusions from school by ethnicity, England, 2010/11**

	Permanent per '000	Permanent no.	Fixed term per '000	Fixed term no.
White	0.7	3,850	49.6	258,310
Traveller	4.8	20	168.1	700
Gypsy-Roma	3.0	40	148.9	1,900
Mixed	1.3	360	65.8	17,890
Asian	0.4	210	22.2	13,250
Black	1.4	440	70.1	22,780
Chinese	0.0	0	6.2	160
All	0.8	5,070	49.1	322,880

Source: Permanent and fixed-period exclusions from schools in England 2010/11, SFR17/2012. See data table CE2.10 (E).

Note: Some pupils received more than one fixed term exclusion.

'Exclusions from school in Wales, 2010/11' published by the Welsh Government indicates that 158 pupils were permanently excluded from schools that year, a rate of 0.4 per thousand. There were nearly 17,000 fixed term exclusions of five days or fewer, 42 per thousand, and a further 1,480 exclusions lasting six days or more. Over half the pupils excluded permanently (85) had SEN, and this group was also disproportionately involved in fixed term exclusions. As in England, Black and Mixed children had a higher rate of exclusions than White children, whereas the rate for Asian pupils was far lower. Again, as in England, boys had a considerably higher rate of exclusions than girls (see data table CE2.10 (W)).

The Scottish Government publication 'Summary Statistics for Schools in Scotland No.2, 2011 Edition' shows that 60 pupils were permanently excluded from school and



removed from the register, while there were nearly 27,000 temporary exclusions. The rates per thousand children were 0.1 and 39.9 respectively. As in England and Wales, boys had a higher rate of exclusions than girls (60.8 and 18.3 per thousand respectively) as did pupils with ASN. Here the rate was particularly high, 121 per thousand. Data are also available by level of deprivation, and these show a far higher proportion of exclusions of pupils in the 20 per cent most deprived areas (79 per thousand) compared with those in the 20 per cent least deprived (12 per thousand) (see data table CE2.10 (S)).

Two other measures which address vulnerable children focus on those participating in education and vocational training while in custody. An annual survey is carried out and published each year as 'Children and Young People in Custody' which explores the treatment and conditions of 15 to 18 year olds in England. In 2011/12, 926 young men and 25 young women took part in the survey. Of these, 80 per cent of young men and 92 per cent of young women were participating in education while a similar proportion of young women and men participated in vocational training, 19 and 20 per cent respectively (see data table CE2.7,8 (E)). Similar proportions of White and ethnic minority men participated in both activities, likewise young men who had and had not been looked after in local authority care. However, young Muslim men were significantly less likely to take part in either education (75 per cent compared with 81 per cent of non Muslims) or vocational training (15 per cent compared with 22 per cent). In contrast, young men with a disability were more likely to participate in vocational or skills training, 31 per cent compared with 19 per cent of those who were not disabled. It is not possible to disaggregate further the data for young women.

## **2.8 Common measures of achievement in England, Scotland and Wales**

### **The Millennium Cohort Study**

The final indicator for children explores common measures of achievement across the three countries of England, Scotland and Wales. The first measure uses the Millennium Cohort Study (MCS) to assess the mean cognitive assessment scores of children across a range of tests at ages three, five and eight. The mean score across Britain is standardised to 50 for each test where the higher the score, the higher the attainment. Data are available by disability, gender, socio-economic group and whether or not the family was in income poverty. Although data on ethnicity and religion are also available, the sample size in Scotland and Wales is not large enough to allow comparisons to be made. Given the large number of different ethnic

groups included in the MCS, a white/non-white analysis was felt to be inappropriate. This was also the case with a religion/no religion analysis.<sup>6</sup>

At age three in 2004/05, children were tested on naming vocabulary. Overall, children in England had a lower mean score than children in Scotland and Wales (Table 34). The mean scores of boys and girls in Scotland were significantly higher than those in England and Wales and were also higher in Wales than in England. Similarly, the mean score for children with a disability or long-term illness was higher in Scotland than in England, although there was no difference with Wales. The same pattern was visible in relation to family income poverty, with children from income poor families in Scotland having a higher score than in the other two countries.

Differences between socio-economic groups appeared greater in England than in Scotland and Wales. The performance gap between children from a managerial/professional household and children from a semi-routine or routine household in England was greater at 5.7 points than in either Scotland or Wales, where it was 3.6 and 3.5 points respectively.

**Table 34 Mean assessment scores for naming vocabulary of children aged 3 with certain characteristics, comparing England, Scotland and Wales, 2004/05**

	England	Scotland	Wales	Scotland	Wales
Child has disability/illness	49.53	51.21*	50.28	51.21	50.28
Boys	49.33	51.43**	50.40**	51.43	50.40*
Girls	51.27	53.76**	52.50**	53.76	52.50**
Managerial/professional family	52.67	53.98**	52.84	53.98	52.84*
Semi-routine/routine family	47.02	50.36**	49.39**	50.36	49.39*
Family in income poverty	46.50	50.34**	48.99**	50.34	48.99**
All	50.29	52.57**	51.41**	52.57	51.41**
Bases	10,129	1,804	2,233	1,804	2,233

Source: MCS Wave 2, 2004/05. See data table CE5.1 (NV2)

Notes: Read across this table. Scotland and Wales were tested for significance against England, shown in columns 2, 3 and 4; Wales was then tested for significance against Scotland, shown in columns 5 and 6. Significant findings are indicated as: \* significant at 95% level; \*\* significant at 99% level.

In all three countries, children who were disabled had significantly lower mean scores than non-disabled children. Similarly, children living in income poverty had lower

<sup>6</sup> See the Surveys and Documentation pages of the MCS website for further information about the Study including sample details and cognitive assessment tests conducted in different waves of the MCS, discussed in this section:  
<http://www.cls.ioe.ac.uk/page.aspx?&sitesectionid=851&sitesectiontitle=Welcome+to+the+Millennium+Cohort+Study>

scores than those who were not in income poverty, children from lower supervisory/technical and semi-routine/routine occupational groups compared with those from managerial/professional occupational families, and boys compared with girls (see Table 35).

**Table 35 Mean assessment scores for naming vocabulary of children aged 3 by disability, gender, socio-economic group and family income poverty, within England, Scotland and Wales, 2004/05**

	England	Scotland	Wales
<b>Non-disabled/illness</b>	50.51	52.86	51.73
Disabled/illness	49.53**	51.21*	50.28**
<b>Boy</b>	49.33	51.43	50.40
Girl	51.27**	53.76**	52.50**
<b>Managerial/professional</b>	52.67	53.98	52.84
Intermediate	51.32**	52.28*	52.68
Small employer/self employed	49.11**	52.80	51.88
Lower supervisory/technical	48.98**	51.88**	49.74**
Semi-routine/routine	47.02**	50.36**	49.39**
<b>Family not in income poverty</b>	51.99	53.45	52.81
Family in income poverty	46.50**	50.34**	48.99**
All	50.29	52.57	51.41
Bases	10,129	1,804	2,233

Source: MCS Wave 2, 2004/05. See data tables CE5.1 NV2

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group within that country is indicated as follows:

\* significant at 95% level; \*\* significant at 99% level.

At the age of five, in the third sweep of the Millennium Cohort Study held in 2006, children were tested in naming vocabulary and pattern construction. Children in Scotland again had a significantly higher mean assessment score than those in either England or Wales for naming vocabulary, shown in Table 36. This was the case for boys and for girls, and for children who lived in income poor families where the gap between those who were and were not income poor was greater in England than in the other two countries. Disabled children or those with a long-term illness also had a higher mean score in Scotland than in England, though not in Wales.

**Table 36 Mean assessment scores for naming vocabulary of children aged 5 with certain characteristics, comparing England, Scotland and Wales, 2006/07**

	England	Scotland	Wales	Scotland	Wales
Child has disability/illness	49.65	51.00*	50.35	51.00	50.35
Boys	50.10	52.23**	50.53	52.23	50.53**
Girls	50.78	52.36**	50.50	52.36	50.50**
Managerial/professional family	53.32	54.87**	52.49*	54.87	52.49**
Semi-routine/routine family	46.52	48.82**	48.26**	48.82	48.26
Family in income poverty	46.35	49.23**	47.78**	49.23	47.78*
All	50.43	52.29**	50.52	52.29	50.52**
Bases	9,590	1,762	2,082	1,762	2,082

Source: MCS Wave 3, 2006. See data table CE5.1 (NV3)

Notes: Read across this table. Scotland and Wales were tested for significance against England, shown in columns 2, 3 and 4; Wales was then tested for significance against Scotland, shown in columns 5 and 6. Significant findings are indicated as: \* significant at 95% level; \*\* significant at 99% level.

The gap between socio-economic groups had widened compared with the earlier assessment and was still widest in England, at 6.8 points. In Wales, where the gap was narrowest at 4.2 points, children from managerial/professional households had a lower mean score than those in England whereas the mean score for those in Wales from semi-routine or routine households was higher than their English counterparts. This is also shown in Table 37 where the differences within countries are clearly apparent. Indeed, there are no significant differences between girls and boys in Scotland and Wales unlike in England, nor between children who are and are not disabled in Wales.

Wave 3 data shown in Table 38 suggest a different relationship between the countries for pattern construction, with children in Wales achieving a higher mean score than those in Scotland and England overall. This was the case for boys, disabled children and those living in income poor families. Again, there was an interesting picture by socio-economic group. There was no difference in scores across the three countries for children from managerial/professional backgrounds. However, a higher mean was attained by children in Wales from other socio-economic groups, such as lower supervisory/technical and semi-routine/routine occupations, than those in equivalent groups in either Scotland or England.

**Table 37 Mean assessment scores for naming vocabulary of children aged 5 by disability, gender, socio-economic group and family income poverty within England, Scotland and Wales, 2006/07**

	England	Scotland	Wales
<b>Non-disabled/illness</b>	50.66	52.57	50.57
Disabled/illness	49.65**	51.00**	50.35
<b>Boy</b>	50.10	52.23	50.53
Girl	50.78**	52.36	50.50
<b>Managerial/professional</b>	53.32	54.87	52.49
Intermediate	51.14**	51.44**	51.77
Small employer/self employed	48.48**	50.71**	49.16**
Lower supervisory/technical	48.27**	50.59**	49.15**
Semi-routine/routine	46.52**	48.82**	48.26**
<b>Family not in income poverty</b>	52.26	53.49	51.83
Family in income poverty	46.35**	49.23**	47.78**
All	50.43	52.29**	50.52
Bases	9,590	1,762	2,082

Source: MCS Wave 3, 2006. See data tables CE5.1 NV3

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group within that country is indicated as follows:  
\* significant at 95% level; \*\* significant at 99% level.

**Table 38 Mean assessment scores for pattern construction of children aged 5 with certain characteristics, comparing England, Scotland and Wales, 2006/07**

	England	Scotland	Wales	Scotland	Wales
Child has disability/illness	48.45	47.75	50.41**	47.75	50.41*
Boys	49.24	48.9	50.85**	48.9	50.85**
Girls	51.06	50.79	51.95*	50.79	51.95
Managerial/professional family	52.16	51.59	52.43	51.59	52.43
Semi-routine/routine family	47.35	47.50	50.21**	47.50	50.21**
Family in income poverty	47.58	47.69	49.39**	47.69	49.39**
All	50.13	49.83	51.37**	49.83	51.37**
Bases	9,561	1,752	2,077	1,752	2,077

Source: MCS Wave 3, 2006. See data table CE5.1 (PC3)

Notes: Read across this table. Scotland and Wales were tested for significance against England, shown in columns 2, 3 and 4; Wales was then tested for significance against Scotland, shown in columns 5 and 6. Significant findings are indicated as:  
\* significant at 95% level; \*\* significant at 99% level.

Looking within countries, there was no significant difference between non-disabled and disabled children in Wales, unlike in Scotland and England, and the difference between socio-economic groups was also far less pronounced in Wales (Table 39).

**Table 39 Mean assessment score for pattern construction of children aged 5 by disability, gender, socio-economic group and family income poverty within England, Scotland and Wales, 2006/07**

	England	Scotland	Wales
<b>Non-disabled/illness</b>	50.56	50.28	51.63
Disabled/illness	48.45**	47.75**	50.41
<b>Boy</b>	49.24	48.90	50.85
Girl	51.06**	50.79**	51.95**
<b>Managerial/professional</b>	52.16	51.59	52.43
Intermediate	50.15**	49.42*	51.32
Small employer/self employed	49.05**	49.05*	51.50
Lower supervisory/technical	48.88**	47.75**	51.40
Semi-routine/routine	47.35**	47.50**	50.21**
<b>Family not in income poverty</b>	51.28	50.68	52.33
Family in income poverty	47.58**	47.69**	49.39**
All	50.13	49.83	51.37
Bases	9,561	1,752	2,077

Source: MCS Wave 3, 2006. See data table CE5.1 PC3

Notes: Reference groups shown in bold. Significance testing which compares each group with the related reference group within that country is indicated as follows:  
\* significant at 95% level; \*\* significant at 99% level.

The next set of assessments in word reading, pattern construction and progress in maths were undertaken by children aged 8 in the fourth sweep of the MCS held in 2009/10 (see Table 40). Firstly, word reading, in which children in Wales fared significantly worse than their counterparts in England or Scotland, recording a lower mean score for children overall. This was also the case for girls and for boys, children with a disability or illness, children from families in income poverty, and for children from different socio-economic groups including those at either end of the spectrum, that is, managerial/professional and semi-routine/routine.

The parent and child were given the option for the word reading assessment to be carried out in the Welsh language rather than in English. Because it was a different assessment, the Welsh language word reading scores are not included in the scores shown below.

**Table 40 Mean assessment scores for word reading, pattern construction and progress in maths of children aged 8 with selected characteristics, comparing England, Scotland and Wales, 2009/10**

	England	Scotland	Wales	Scotland	Wales
<b>Word reading</b>					
Child has disability/illness	49.13	47.38*	44.72**	47.38	44.72*
Boys	49.70	49.31	46.44**	49.31	46.44**
Girls	51.40	50.28**	48.47**	50.28	48.47*
Managerial/professional family	53.37	52.53	50.46**	52.53	50.46**
Semi-routine/routine family	46.83	46.54	43.20**	46.54	43.20**
Family in income poverty	47.26	46.54	43.43**	46.54	43.43**
All	50.53	49.79*	47.40**	49.79	47.40**
Bases	8,855	1,572	1,730	1,572	1,730
<b>Pattern construction</b>					
Child has disability/illness	48.34	49.01	49.92**	49.01	49.92
Boys	49.38	49.40	50.81**	49.40	50.81*
Girls	49.91	51.52**	51.44**	51.52	51.44
Managerial/professional family	51.97	52.72	52.58	52.72	52.58
Semi-routine/routine family	46.26	46.74	49.20**	46.74	49.20**
Family in income poverty	46.54	47.45	49.08**	47.45	49.08*
All	49.64	50.46*	51.11**	50.46	51.11
Bases	8,685	1,560	1,893	1,560	1,893
<b>Progress in maths</b>					
Child has disability/illness	48.39	46.81*	48.20	46.81	48.20
Boys	49.98	49.43	49.92	49.43	49.92
Girls	49.93	49.43	50.37	49.43	50.37
Managerial/professional family	52.61	51.76	52.04	51.76	52.04
Semi-routine/routine family	46.39	47.27	47.64*	47.27	47.64
Family in income poverty	46.63	46.83	47.37	46.83	47.37
All	49.95	49.43	50.13	49.43	50.13
Bases	8,725	1,569	1,892	1,569	1,892

Source: MCS Wave 4, 2008. See data tables CE5.1 WR4/PC4/ PiM4

Notes: Read across this table. Scotland and Wales were tested for significance against England, shown in columns 2, 3 and 4; Wales was then tested for significance against Scotland, shown in columns 5 and 6. Significant findings are indicated as: \* significant at 95% level; \*\* significant at 99% level

It is possible that those children opting for a Welsh language assessment had different characteristics than those who completed it in English. However, comparing sample sizes and mean scores for those who completed this assessment with those completing the other two at this age in Wales, does not show any obvious differences by disability, socio-economic group or by whether the family was in income poverty, which might explain the lower scores.

Overall, children in Wales had a higher mean score for pattern construction than children in England, including girls and children with a disability or illness. This was also the case for boys, children living in income poverty and those from semi-routine/routine occupational households compared with equivalent children in both England and Scotland. In contrast, the mean scores of children in all three countries assessed for progress in maths were very similar with few exceptions.

Within countries, the usual patterns of attainment were evident with children who were not in income poverty, not disabled or who were from managerial/professional households having a higher mean score than those who were from families in income poverty, disabled children or those from other socio-economic groups. The exception was gender, where there was no difference between girls and boys tested for progress in maths in any of the three countries.

### **Other comparative measures**

Other measures use international standardised assessments to compare countries. The Programme for International Student Assessment (PISA) is administered to 15 year olds in school and was last carried out in 2009. Nearly 10,000 children in Great Britain participated in the assessments in 395 schools and in the resulting report, data show assessment scores by gender, see Table 41.

On average, pupils aged 15 in Wales were awarded lower PISA scores than their counterparts in Scotland and England for all three subjects recorded: reading, Mathematics and science. Performance in Wales was particularly low among boys for reading and for girls in Mathematics where 462 points were awarded respectively. The comparative figures for children in Scotland, who scored highest on average across the three countries in these two subjects were 488 for boys in reading, and 492 for girls in Mathematics. Within countries, the gender differences apparent for reading and Mathematics were statistically significant and, in Wales only, for science. The next PISA test was scheduled for 2012, with results available in late 2013.

Another international comparison is TIMSS (Trends in International Mathematics and Science Study). This takes place every four years world wide, and provides data about trends in Mathematics and science achievement over time. The knowledge



and skills of pupils aged 9-10 (Year 4) and 13-14 (Year 8) is assessed. The study was conducted in 2007 when 143 primary schools and 137 secondary schools participated in England, and 139 primaries and 129 secondary schools in Scotland. Wales did not take part. A new study was held in 2011 with data available late in 2012, but as only England participated on this occasion from Britain and this framework measure is designed to compare the three countries, the latest data are not shown as there is no comparator. As with PISA, data are only available disaggregated by gender (Table 42).

**Table 41 Mean PISA scores by gender, England, Scotland and Wales, 2009**

	Reading			Maths			Science			Base
	Male	Female	All	Male	Female	All	Male	Female	All	
England	482	507	495	504	483	493	520	510	515	4,081
Scotland	488	512	500	506	492	499	519	510	514	2,631
Wales	462	490	476	482	462	472	500	491	496	3,270

Source: Bradshaw, J., Ager, R., Burge, B. and Wheater, R. (2010) 'PISA 2009, achievements of 15 year olds in England'. Slough: NFER. See data table CE5.2-5

A mean TIMMS score of 500 was calculated across all participating countries in both subjects. From this it can be seen that whereas mean scores for pupils in England were higher than the world wide mean for both subjects and in both year groups, the mean score for children in Scotland was somewhat lower and either around the mean or a little below it. The average age of children participating in the assessment also differed, with pupils in Scotland being younger by several months, on average, than their counterparts in England, and amongst the youngest of all pupils tested at both grades. This factor may have impacted upon the results.

**Table 42 Mean TIMMS scores by gender, England and Scotland, 2007**

		Maths			Science			Average Bases	age
		Male	Female	All	Male	Female	All		
Year 4	England	542	541	541	540	543	542	4,316	10.2
	Scotland	499	490	494	501	500	500		
Year 8	England	516	511	513	546	537	542	4,025	14.2
	Scotland	489	486	487	498	493	496		

Source: National Foundation for Education Research, 'England's achievement in TIMSS 2007; national report for England' and Scottish Government, 'TIMSS 2007 - Highlights from Scotland's results'. See data table CE5.6,7.

### 3. Conclusions

This briefing paper has set out the findings from the most recent data available against the indicators in the 'Education and learning' domain. The domain analysis showed how education and learning is crucial to the life chances of every person, and how it is a critical aspect of a child's life, of central importance to their development.

The analysis has shown that disadvantage in attainment on the grounds of socio-economic background, disability, gender, ethnicity and income poverty begins at the earliest ages for young children and persists throughout their education. It is also evident amongst adults, not only in terms of their educational qualifications, but also their literacy and numeracy skills. The following paragraphs take a brief overview of the protected characteristics and their relationship with this domain.

Many of the framework measures are age dependent, particularly those covering children which look at key stage development. Lower average levels of attainment are evident for the youngest age groups by certain characteristics, for example: being disabled; a boy; from a lower socio-economic background, in receipt of FSM, or in income poverty; from certain ethnic groups; and looked after children. Younger adults are more qualified than older ones whereas a high proportion of older people aged 65 and over, especially those aged 75 or more, have never used the internet.

A person's disability is a key characteristic impacting upon attainment levels from childhood onwards. In adulthood, non-disabled people are far more likely than those with a long-term illness or disability to have functional literacy and numeracy skills, the proportions with learning difficulties attaining these levels are lower still. Disabled children have reported a higher incidence of bullying both in and outside of school than children who are non-disabled.

Indian and Chinese pupils have particularly high attainment levels at school while children from other ethnic groups do far less well, most notably Gypsy/Roma or Traveller children. Black or Black British and Pakistani children also attain less highly compared with the White majority. It is a complex picture across England, Scotland and Wales, where a more nuanced analysis of the data will be particularly helpful. Ethnic groups with lower achievement levels are also the most likely to be excluded from school, except those from an Asian background. However, a higher proportion of ethnic minorities aged 25 to 44 had a degree level qualification or equivalent than the White population of the same age. Similarly, people in the same age group who were Buddhist, Hindu, Jewish or Sikh were more likely to have a degree than those

with no religion or who were Christian. There was also a relationship between ethnicity or religion and literacy in English or Welsh.

A gender difference in attainment is apparent across the different ages and levels, although the difference in attainment is greater for reading and writing/ English than it is for Mathematics. Boys are also considerably more likely to be excluded from school than girls. Younger women aged 25 to 44 are now more likely than men of the same age to have a degree level qualification or equivalent. Very few measures can be disaggregated by sexual orientation in this domain, but a higher proportion of people who are same-sex cohabiting are educated to degree level than those who are not.

There are deep and very obvious disadvantages faced from the youngest age group upwards depending on the child's socio-economic background, with stark differences in attainment at all levels. Differences are often more pronounced between those who are eligible or not for FSM than those within groups with other protected characteristics, although FSM is not a fixed situation but one that may change over time.

Many children may be classified as vulnerable and some groups are mentioned above, but others also fall into this group, such as looked after children. Looked after children, a high proportion of whom have SEN or ASN, have lower attainment rates than those who are not looked after. Where data are available, they show that even looked after children who do not have SEN or ASN have a lower level of attainment than equivalent children who are not looked after.

It is not possible to directly compare attainment across Great Britain, because of different education systems. Yet the MCS which uses common tests of attainment in the three countries, suggests that young children in Scotland and Wales achieve higher mean scores than their counterparts in England, but that this early advantage seems to dissipate with time. Indeed, a lower proportion of pupils in Wales attain 5 or more A\*-C GCSEs including English and Mathematics than those in England; similarly, fewer people aged 25 to 44 have a degree level qualification or above in Wales than those in Scotland or England.

### **3.1 Data implications**

Two of the sources for the indicator covering treatment, safety and security in education, including bullying, are no longer available. The Citizenship Survey and TellUs have both been discontinued and other sources will need to be found for the relevant measures. It may be possible to work with and influence government to reintroduce cancelled surveys or for the appropriate questions from these surveys to

be incorporated into other forms of data collection. It is too early to say if the new Community Life Survey will cover any of the themes in this briefing that were previously covered by the Citizenship Survey.

This paper presents a starting point for a statistical analysis of the 'Education and learning' domain. It is hoped that in future, other researchers will take forward this work, perhaps by assessing trends over time, and by continuing the work on intersectional analysis that is currently underway. This will enable us to develop a much greater understanding of this domain in Britain than is currently possible.

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