

SB 27/2012

28 March 2012

Academic Achievement by Pupil Characteristics, 2011

This statistical bulletin uses pupil-level data that links data on attainment and examination information at Key Stages 1 to 4 to pupil characteristics from the Pupil Level Annual School Census (PLASC) and Pupils' Attendance Record. This enables us to analyse the attainment of pupils by gender, ethnicity, different special educational need (SEN) requirements, absenteeism, month of birth and, for the first time, acquisition of English as an additional language (EAL) and primary SEN type.

For Key Stages 1 to 3, we use the Core Subject Indicator (CSI) to measure progress. The CSI is the percentage of pupils achieving the expected level or above in English or Welsh (First Language), Mathematics and Science in combination. For Key Stage 4, we mainly use the Level 2 Threshold including a GCSE grade A*-C in English or Welsh First Language and Maths (L2EWM) to measure progress. **In this bulletin, unless otherwise stated, Key Stage 4 results refer to L2EWM.**

Key Points

Gender

- With regard to CSI/L2EWM, girls continued to perform better than boys at each Key Stage, with the widest gap in 2011 at Key Stage 3, and the narrowest gap at Key Stage 4.
- The gender gap was smaller in Mathematics and Science than in English and Welsh First Language in Key Stages 1 to 3 in 2011.

Ethnicity

- When comparing the main ethnic groups, a higher percentage of pupils from a Chinese or Chinese British ethnic background achieved the CSI/L2EWM than any other ethnic group at Key Stage 3 and 4, whereas pupils from a Mixed background had the highest percentage at Key Stage 1 and 2.

English as an additional language (EAL)

- With regard to CSI/L2EWM, pupils classified as "competent" or "fluent" did better than those where an EAL stage of development was not applicable at every Key Stage.

Special Educational Needs (SEN)

- The percentage of pupils with SEN achieving the CSI/L2EWM ranged from 50.8 per cent at Key Stage 2 to 15.5 per cent at Key Stage 4 in 2011.

Absenteeism

- As the overall absence rate increased the percentage of pupils achieving the CSI/L2EWM decreased at each Key Stage in 2011.

Month of Birth

- Generally, those born earlier in the academic year had higher percentages achieving the CSI/L2EWM than those born later in the academic year at each Key Stage.

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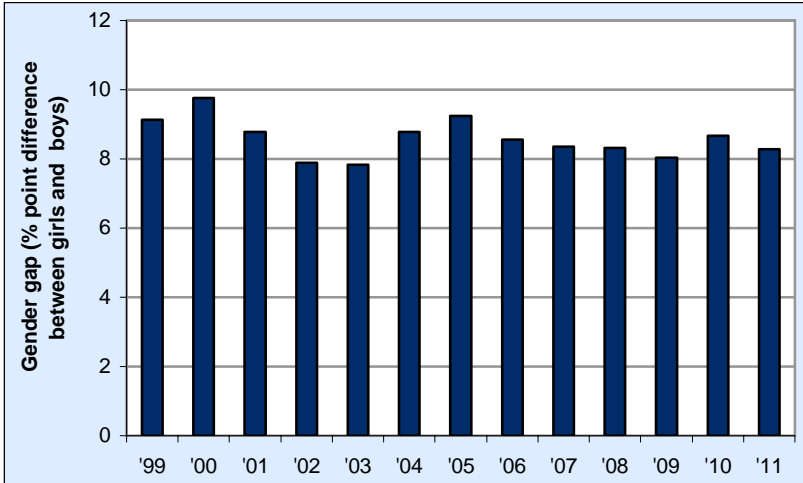
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Section 1: Academic Achievement by Gender

Further data for individual subjects and attainment levels can be found in Tables 1 to 4.

Key Stage 1 (Chart 1 and Table 1)

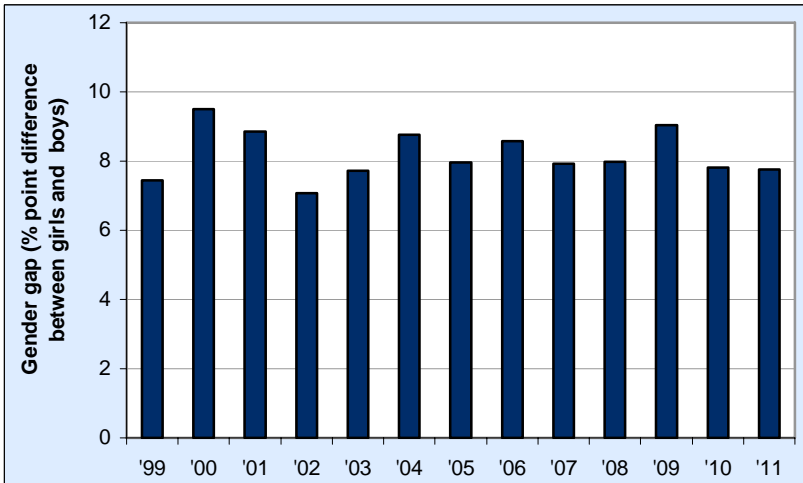
Chart 1: Difference between CSI performance of girls and boys at Key Stage 1, 1999-2011



- The gender gap in CSI achievement has been fluctuating since 1999 with girls performing better than boys, from its highest of 9.8 percentage points (pp) in 2000 to its lowest of 7.8pp in 2003.
- In 2010, the gap increased for the first time since 2005, but 2011 saw a decrease to 8.3pp.
- During the last five years, the largest gender gap has been seen in English. It has also been increasing slightly each year and now stands at 9.9pp.

Key Stage 2 (Chart 2 and Table 2)

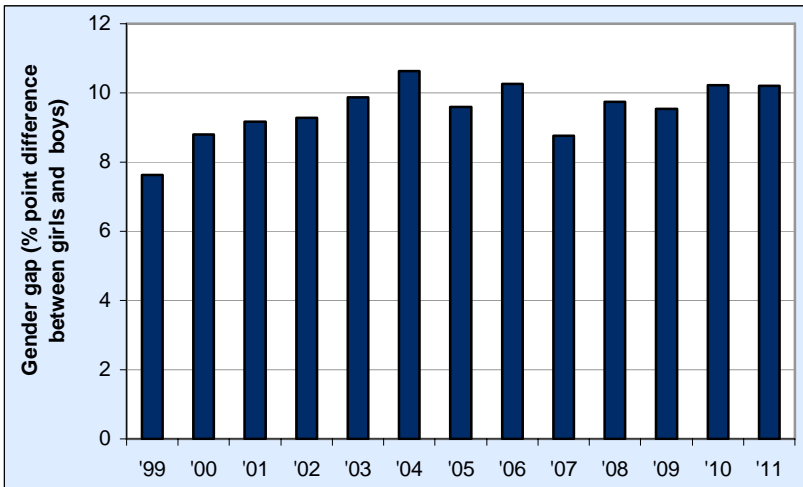
Chart 2: Difference between CSI performance of girls and boys at Key Stage 2, 1999-2011



- The gender gap in CSI achievement has been fluctuating since 1999 with girls performing better than boys, from its highest of 9.5pp in 2000 to its lowest of 7.1 percentage points in 2002.
- In 2011, the gap was at its lowest since 2003.
- During the last five years, the largest gender gap has generally been seen in Welsh. In 2011, the gap stood at 10.2pp, compared with 9.4pp in English.

Key Stage 3 (Chart 3 and Table 3)

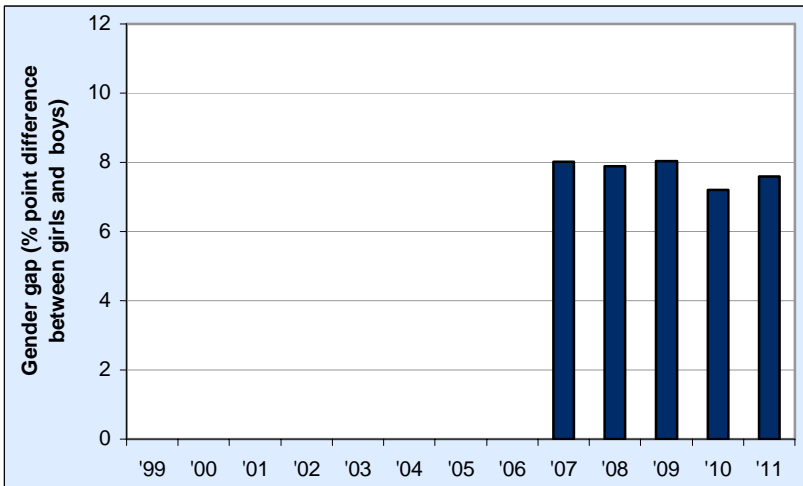
Chart 3: Difference between CSI performance of girls and boys at Key Stage 3, 1999-2011



- After a steady increase from 1999 to 2004, the gender gap in CSI achievement has been fluctuating since, with girls performing better than boys, from its highest of 10.6pp in 2004 to its lowest in recent years of 8.8pp in 2007.
- In 2011, the gap was 10.2pp, similar to 2010.
- During the last five years, the largest gender gap has generally been seen in Welsh. However, in 2011, the gap was highest in English (13.5pp), with Welsh slightly lower (13.2pp).

Key Stage 4 (Chart 4 and Table 4)

Chart 4: Difference between girls and boys achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at Key Stage 4, 1999-2011 (a)



- After a decrease in 2010, the gender gap in L2EWM threshold achievement has since increased again with girls performing better than boys, from 7.2pp in 2010 to 7.6pp in 2011.
- The gender gap in CSI performance also increased in 2011, although there was a decrease with regard to both Level 1 and Level 2 threshold achievement.

(a) Data on pupils achieving the L2EWM is only available from 2007 onwards.

Table 1: Key Stage 1 by gender, 2007-2011

Percentage of pupils achieving at least the expected level (Level 2) in teacher assessments

Year	Gender	English (a)		Welsh First Language (a)		Maths, Science and CSI (a)			
		Cohort	%	Cohort	%	Cohort	Maths %	Science %	CSI %
2007	Boys	12,966	77.5	3,293	85.5	16,259	85.1	87.6	76.1
	Girls	12,217	87.3	3,135	91.6	15,352	88.9	91.3	84.4
	All pupils	25,183	82.2	6,428	88.5	31,611	86.9	89.4	80.1
2008	Boys	12,785	77.8	3,281	84.8	16,066	85.0	87.9	76.6
	Girls	11,807	87.4	3,243	92.4	15,050	88.8	91.6	85.0
	All pupils	24,592	82.4	6,524	88.5	31,116	86.8	89.7	80.7
2009	Boys	12,390	78.2	3,227	86.9	15,617	85.2	88.4	77.2
	Girls	11,574	87.8	3,138	93.1	14,712	88.9	91.6	85.2
	All pupils	23,964	82.8	6,365	90.0	30,329	87.0	90.0	81.1
2010	Boys	12,104	78.1	3,284	87.1	15,388	85.4	88.5	77.4
	Girls	11,397	87.9	3,276	93.3	14,673	89.7	92.2	86.0
	All pupils	23,501	82.9	6,560	90.2	30,061	87.5	90.3	81.6
2011	Boys	12,449	79.4	3,403	88.0	15,852	86.0	88.4	78.7
	Girls	11,478	89.3	3,325	93.9	14,803	90.1	92.5	87.0
	All pupils	23,927	84.1	6,728	90.9	30,655	88.0	90.4	82.7

Source: National Data Collection

(a) The cohorts entering English and Welsh First Language are different to the cohort for Mathematics, Science and CSI. At Key Stage 1, pupils are required to be assessed in either English or Welsh First Language.

Table 2: Key Stage 2 by gender, 2007-2011

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Gender	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2007	Boys	17,913	73.4	79.0	82.9	70.3	3,421	66.1
	Girls	16,987	84.1	81.8	87.0	78.2	3,391	79.7
	All pupils	34,900	78.6	80.4	84.9	74.1	6,812	72.8
2008	Boys	18,643	74.8	79.7	83.7	71.6	3,525	71.8
	Girls	17,482	85.2	83.0	87.6	79.6	3,627	82.0
	All pupils	36,125	79.8	81.3	85.6	75.5	7,152	77.0
2009	Boys	17,791	75.6	80.3	84.1	72.6	3,271	73.2
	Girls	16,909	86.7	84.8	88.9	81.7	3,364	86.4
	All pupils	34,700	81.0	82.5	86.4	77.0	6,635	79.9
2010	Boys	17,264	77.1	81.5	84.4	74.4	3,298	76.0
	Girls	16,410	86.9	85.1	88.5	82.2	3,260	86.1
	All pupils	33,674	81.9	83.3	86.4	78.2	6,558	81.0
2011	Boys	16,696	78.8	83.1	85.0	76.2	3,233	77.0
	Girls	15,820	88.2	86.8	89.4	84.0	3,128	87.2
	All pupils	32,516	83.4	84.9	87.1	80.0	6,361	82.0

Source: National Data Collection

Table 3: Key Stage 3 by gender, 2007-2011

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Gender	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2007	Boys	18,815	60.8	68.8	68.5	52.5	2,703	64.0
	Girls	18,007	76.7	71.0	72.5	61.2	2,924	80.6
	All pupils	36,822	68.6	69.9	70.5	56.7	5,627	72.6
2008	Boys	18,412	61.9	70.9	71.6	54.8	2,809	64.4
	Girls	17,854	77.3	74.1	75.9	64.5	2,991	79.6
	All pupils	36,266	69.5	72.5	73.7	59.6	5,800	72.3
2009	Boys	18,010	63.3	72.1	73.7	56.7	2,749	66.6
	Girls	17,211	78.3	74.9	77.5	66.2	2,845	83.2
	All pupils	35,221	70.6	73.5	75.6	61.3	5,594	75.1
2010	Boys	17,829	65.2	73.7	74.2	58.7	2,720	68.4
	Girls	16,888	80.1	77.4	80.1	69.0	2,830	84.9
	All pupils	34,717	72.5	75.5	77.1	63.7	5,550	76.8
2011	Boys	18,486	69.4	75.7	77.4	63.0	2,837	74.6
	Girls	17,417	82.9	80.1	83.4	73.3	3,025	87.7
	All pupils	35,903	76.0	77.9	80.3	68.0	5,862	81.3

Source: National Data Collection

Table 4: Key Stage 4 by gender, 2007-2011 (a)

Percentage of pupils aged 15 at the start of the academic year

Includes GCSEs, GNVQs and NVQs only for 2007 and 2008, and all qualifications approved for pre-16 use from 2009 onwards.

Year	Gender	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2007	Boys	20,230	83.3	50.0	40.5	37.6	..
	Girls	19,346	88.8	60.3	48.5	42.6	..
	All pupils	39,576	86.0	55.0	44.4	40.0	..
2008	Boys	19,937	84.0	52.7	41.7	41.1	..
	Girls	19,090	89.8	63.5	49.6	47.9	..
	All pupils	39,027	86.8	58.0	45.6	44.4	..
2009	Boys	19,203	85.5	55.4	43.3	42.7	..
	Girls	18,404	91.0	66.2	51.3	49.5	..
	All pupils	37,607	88.2	60.7	47.2	46.0	..
2010 (r)	Boys	18,800	87.3	58.8	45.9	45.1	291.3
	Girls	18,272	92.0	68.9	53.1	51.1	319.3
	All pupils	37,072	89.7	63.8	49.4	48.0	305.1
2011	Boys	18,452	88.5	62.7	46.4	45.5	298.7
	Girls	17,636	92.2	72.1	54.0	52.0	325.0
	All pupils	36,088	90.3	67.3	50.1	48.7	311.6

Source: Welsh Examinations Data

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

(r) Revised. See revision note in Key Quality Information (paragraph 3).

Section 2: Academic Achievement by Ethnic Background

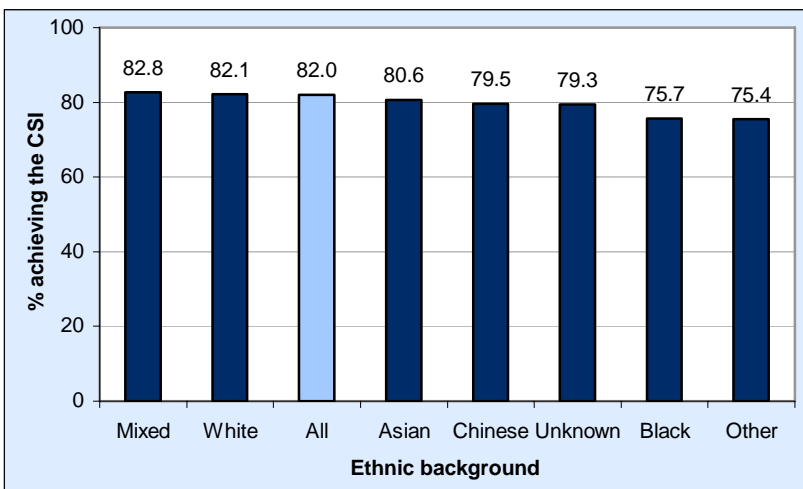
Data used in this section is a combined three-year average for 2009, 2010 and 2011. Data has been aggregated so that the number of pupils in each ethnic background group is larger, and to enable more robust conclusions to be drawn about the attainment of pupils in each group.

It should be noted that pupils from ethnic backgrounds are more likely to be eligible for free school meals (FSM), and there is a strong correlation between lower achievement and FSM eligibility.

Further data for individual subjects and attainment levels can be found in tables 5 to 8.

Key Stage 1 (Chart 5 and Table 5)

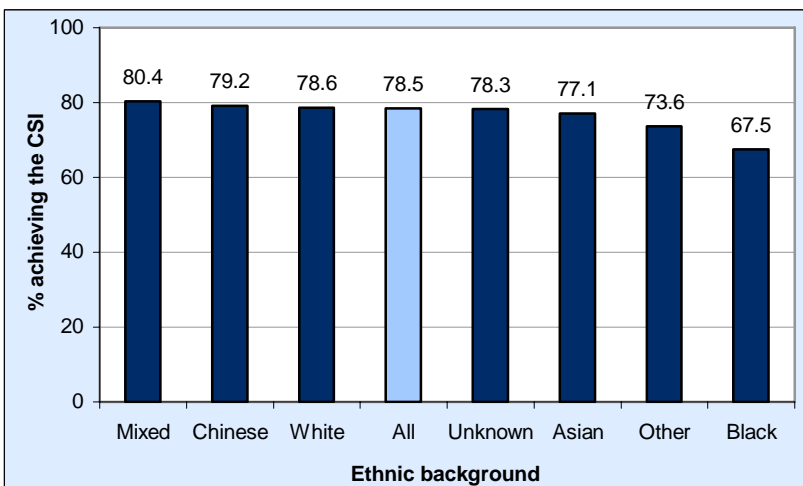
Chart 5: Percentage of pupils achieving the CSI at KS1 by main ethnic group, 2009-2011 (aggregated)



- With regard to CSI achievement, pupils from Mixed and White ethnic backgrounds performed above the national average for 2009-2011.
- Pupils from Black and Other ethnic backgrounds performed considerably below the national average.
- Attainment ranged from 87.9 per cent (pupils from a Mixed White and Asian ethnic background) to 40.0 per cent (pupils from a White Gypsy/Gypsy Roma ethnic background).

Key Stage 2 (Chart 6 and Table 6)

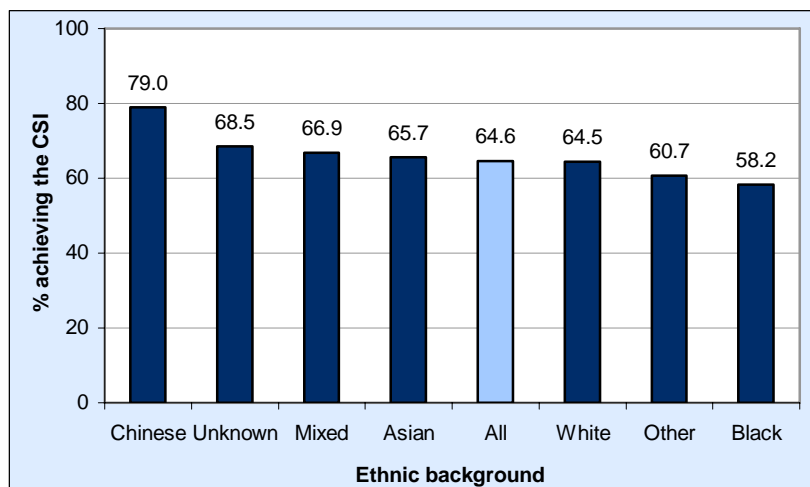
Chart 6: Percentage of pupils achieving the CSI at KS2 by main ethnic group, 2009-2011 (aggregated)



- With regard to CSI achievement, pupils from Chinese, Mixed and White ethnic backgrounds performed above the national average for 2009-2011.
- Pupils from a Black ethnic background performed considerably below the national average.
- Attainment ranged from 87.9 per cent (pupils from a Mixed White and Asian ethnic background) to 22.8 per cent (pupils from a White Traveller ethnic background).

Key Stage 3 (Chart 7 and Table 7)

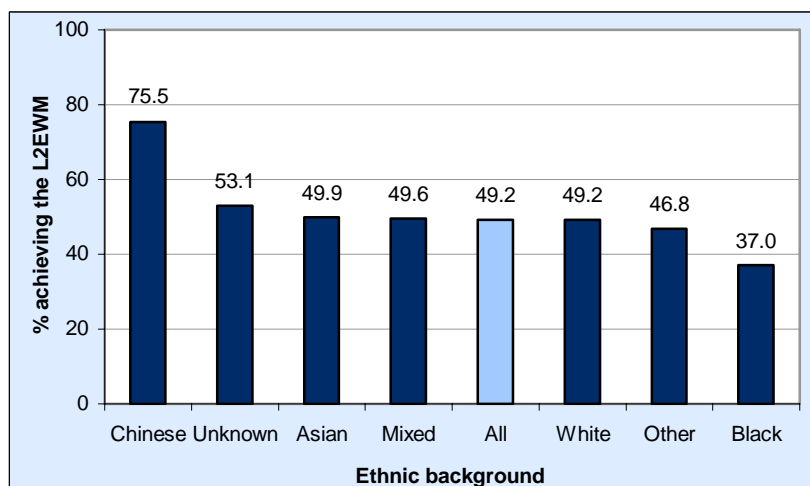
Chart 7: Percentage of pupils achieving the CSI at KS3 by main ethnic group, 2009-2011 (aggregated)



- With regard to CSI achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2009-2011.
- Pupils from a Black ethnic background performed considerably below the national average.
- Attainment ranged from 79.0 per cent (pupils from a Chinese or Chinese British ethnic background) to 58.2 per cent (pupils from a Black African ethnic background).

Key Stage 4 (Chart 8 and Table 8)

Chart 8: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by main ethnic group, 2009-2011 (aggregated)



- With regard to L2EWM threshold achievement, pupils from a Chinese ethnic background performed considerably above the national average in 2009-2011.
- Pupils from a Black ethnic background performed considerably below the national average.
- Attainment ranged from 75.5 per cent (pupils from Chinese or Chinese British ethnic background) to 37.0 per cent (pupils from a Black African ethnic background).

Table 5: Key Stage 1 by ethnic background, 2009-2011 (aggregated)

Percentage of pupils achieving at least the expected level (Level 2) in teacher assessments

Ethnic background	English (a)		Maths, Science and CSI			
	Cohort	%	Cohort	Maths %	Science %	CSI %
White	65,243	83.5	84,046	87.7	90.5	82.1
White - British	63,796	83.9	82,411	87.9	90.8	82.5
Traveller	80	48.8	85	60.0	61.2	48.2
Gypsy/Gypsy Roma	110	40.0	115	62.6	63.5	40.0
Any other White background	1,257	67.1	1,435	77.6	77.1	67.7
Mixed	1,695	85.5	1,966	88.6	91.2	82.8
White and Black Caribbean	394	81.5	470	86.4	91.3	80.0
White and Black African	178	84.3	216	87.5	89.4	80.1
White and Asian	390	91.0	456	91.2	93.6	87.9
Any other Mixed Background	733	85.0	824	88.6	90.3	82.2
Asian or Asian British	1,934	83.7	1,982	86.5	87.7	80.6
Indian	444	88.5	465	92.3	94.2	87.1
Pakistani	631	81.3	642	84.4	86.4	77.9
Bangladeshi	613	81.4	622	82.3	82.6	76.2
Any other Asian Background	246	87.0	253	91.3	91.7	86.6
Black or Black British	615	80.0	629	83.5	84.9	75.7
Caribbean	47	*	52	88.5	86.5	80.8
African	480	80.0	485	83.3	84.3	75.7
Any other Black background	88	77.3	92	81.5	87.0	72.8
Chinese or Chinese British	122	82.0	132	93.2	91.7	79.5
Any other ethnic group	776	79.4	806	84.4	83.7	75.4
Unknown	492	82.1	920	84.9	89.0	79.3
All pupils	70,877	83.4	90,481	87.6	90.3	82.0

Source: National Pupil Database

- (a) The cohort entering English is different to the cohort for Mathematics, Science and CSI.
At Key Stage 1, pupils are required to be assessed in either English or Welsh First Language.

Table 6: Key Stage 2 by ethnic background, 2009-2011 (aggregated)

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	93,902	82.3	83.7	86.9	78.6
White - British	92,359	82.5	83.8	87.1	78.8
Traveller	79	30.4	36.7	41.8	22.8
Gypsy/Gypsy Roma	121	42.1	49.6	52.9	38.8
Any other White background	1,343	70.0	79.7	78.2	67.4
Mixed	1,854	84.3	85.3	88.6	80.4
White and Black Caribbean	477	82.4	82.2	87.4	75.9
White and Black African	211	85.3	86.3	90.0	80.1
White and Asian	446	90.1	90.6	92.2	87.9
Any other Mixed Background	720	81.7	83.8	86.7	78.9
Asian or Asian British	1,882	81.8	82.6	85.3	77.1
Indian	354	87.0	87.0	90.4	83.3
Pakistani	625	79.8	80.3	83.5	74.7
Bangladeshi	675	81.5	80.9	83.9	76.1
Any other Asian Background	228	79.8	87.3	86.4	76.8
Black or Black British	575	74.4	74.3	78.6	67.5
Caribbean	50	80.0	78.0	80.0	70.0
African	428	73.6	73.6	78.0	67.1
Any other Black background	97	75.3	75.3	80.4	68.0
Chinese or Chinese British	192	82.3	90.1	86.5	79.2
Any other ethnic group	746	75.2	81.9	81.0	73.6
Unknown	1,226	81.5	82.8	87.0	78.3
All pupils	100,377	82.2	83.6	86.8	78.5

Source: National Pupil Database

Table 7: Key Stage 3 by ethnic background, 2009-2011 (aggregated)

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Ethnic background	Cohort	English	Maths	Science	CSI
		%	%	%	%
White	98,987	73.2	75.6	77.8	64.5
White - British	97,586	73.4	75.7	77.9	64.7
Traveller	35	*	*	*	*
Gypsy/Gypsy Roma	75	24.0	22.7	25.3	10.7
Any other White background	1,291	61.5	74.9	71.7	55.1
Mixed	1,802	76.9	78.2	80.2	66.9
White and Black Caribbean	506	74.9	73.5	76.7	60.7
White and Black African	204	75.5	77.0	81.9	66.7
White and Asian	412	84.5	83.7	85.0	76.7
Any other Mixed Background	680	74.1	78.7	79.6	65.6
Asian or Asian British	1,514	74.4	78.0	80.0	65.7
Indian	301	74.1	80.4	83.4	69.1
Pakistani	478	74.5	77.2	78.7	65.1
Bangladeshi	547	74.0	75.9	78.8	64.0
Any other Asian Background	188	76.1	82.4	81.4	67.0
Black or Black British	541	67.1	72.1	71.5	58.2
Caribbean	58	75.9	89.7	79.3	67.2
African	393	65.1	71.2	70.2	57.3
Any other Black background	90	70.0	64.4	72.2	56.7
Chinese or Chinese British	167	81.4	92.2	89.8	79.0
Any other ethnic group	669	66.5	78.2	76.4	60.7
Unknown	1,486	75.8	78.1	79.9	68.5
All pupils	105,166	73.2	75.7	77.8	64.6

Source: National Pupil Database

Table 8: Key Stage 4 by ethnic background, 2009-2011 (aggregated) (a)

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Ethnic background	Cohort	Percentage of pupils achieving:			CSI
		Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	
White	99,294	91.5	64.7	49.2	47.9
White - British	97,838	91.6	64.8	49.3	47.9
Traveller	27	*	*	*	*
Gypsy/Gypsy Roma	43	*	*	*	*
Any other White background	1,386	87.8	61.8	47.1	46.4
Mixed	1,642	91.0	67.1	49.6	48.7
White and Black Caribbean	467	89.5	58.2	36.8	35.5
White and Black African	176	88.1	64.8	47.2	45.5
White and Asian	361	95.6	76.5	63.2	62.3
Any other Mixed Background	638	90.4	68.8	52.0	51.4
Asian or Asian British	1,394	93.3	68.6	49.9	48.6
Indian	278	93.9	70.1	53.6	52.5
Pakistani	474	92.0	68.4	49.2	47.7
Bangladeshi	493	93.1	66.9	45.2	43.4
Any other Asian Background	149	97.3	71.8	60.4	61.1
Black or Black British	575	88.0	56.9	37.0	36.3
Caribbean	67	91.0	58.2	41.8	40.3
African	423	87.9	56.3	36.2	35.7
Any other Black background	85	85.9	58.8	37.6	36.5
Chinese or Chinese British	163	95.1	85.3	75.5	74.2
Any other ethnic group	643	88.2	67.7	46.8	45.3
Unknown	1,596	90.5	67.7	53.1	51.7
All pupils	105,307	91.5	64.8	49.2	47.9

Source: National Pupil Database

(a) Average capped wider points scores are only available from 2010 onwards and are therefore not included in this table.

Section 3: Academic Achievement by acquisition of English as an additional language (EAL)

Data for individual subjects and attainment levels can be found in Tables 9 to 12.

Table 9: Key Stage 1 by acquisition of English as an additional language, 2009-2011
Percentage of pupils achieving at least the expected level (Level 2) in teacher assessments

Year	Stage of EAL development	English (a)		Maths, Science and CSI			
		Cohort	%	Cohort	Maths %	Science %	CSI %
2009	New to English	323	42.1	329	54.4	57.1	39.2
	Early acquisition	521	80.6	524	87.2	88.4	77.1
	Developing competence	291	93.1	291	96.2	94.8	91.1
	Competent	160	90.6	162	93.8	96.3	88.9
	Fluent	561	86.6	768	90.0	92.4	85.0
	<i>Not applicable</i>	21,948	83.3	28,079	87.3	90.4	81.5
2010	New to English	347	53.6	355	64.8	63.1	47.6
	Early acquisition	504	80.6	516	83.3	84.9	74.6
	Developing competence	299	92.0	314	95.5	93.9	89.5
	Competent	116	91.4	122	89.3	95.9	86.9
	Fluent	468	87.4	537	89.0	92.0	84.9
	<i>Not applicable</i>	21,534	83.4	27,965	87.9	90.8	82.2
2011	New to English	486	52.1	497	64.0	62.2	47.9
	Early acquisition	519	81.5	530	86.2	87.9	78.1
	Developing competence	319	93.1	331	93.7	93.4	89.4
	Competent	143	95.1	147	95.2	95.9	93.9
	Fluent	470	89.8	540	90.6	92.4	87.4
	<i>Not applicable</i>	21,868	84.7	28,474	88.3	90.9	83.3

Source: National Pupil Database

- (a) The cohort entering English is different to the cohort for Mathematics, Science and CSI.
At Key Stage 1, pupils are required to be assessed in either English or Welsh First Language.

Table 10: Key Stage 2 by acquisition of English as an additional language, 2009-2011

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
2009	New to English	140	29.3	55.0	44.3	25.0
	Early acquisition	223	32.3	53.4	51.1	25.1
	Developing competence	567	81.7	85.0	88.2	76.4
	Competent	295	92.2	90.5	92.5	88.8
	Fluent	818	85.2	84.6	89.2	81.2
	<i>Not applicable</i>	32,497	81.4	82.7	86.8	77.5
2010	New to English	85	29.4	50.6	42.4	29.4
	Early acquisition	280	47.5	58.2	59.3	45.0
	Developing competence	449	84.0	87.5	88.9	79.3
	Competent	293	91.5	92.5	93.5	90.1
	Fluent	609	86.4	86.7	89.0	82.9
	<i>Not applicable</i>	31,733	82.3	83.5	86.8	78.5
2011	New to English	123	16.3	33.3	22.0	15.4
	Early acquisition	308	51.3	61.4	61.0	45.5
	Developing competence	612	83.7	86.8	89.2	80.4
	Competent	332	95.8	95.8	98.5	94.0
	Fluent	572	86.9	86.4	89.5	80.9
	<i>Not applicable</i>	30,441	83.9	85.2	87.5	80.5

Source: National Pupil Database

Table 11: Key Stage 3 by acquisition of English as an additional language, 2009-2011

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Stage of EAL development	Cohort	English	Maths	Science	CSI
			%	%	%	%
2009	New to English	63	9.5	38.1	22.2	7.9
	Early acquisition	117	25.6	48.7	37.6	21.4
	Developing competence	303	43.2	61.1	61.7	32.7
	Competent	327	78.6	80.1	84.4	70.6
	Fluent	1,212	78.3	76.6	80.8	67.9
	<i>Not applicable</i>	33,001	71.0	73.7	75.9	61.7
2010	New to English	41	*	*	*	*
	Early acquisition	137	25.5	58.4	56.2	22.6
	Developing competence	349	57.3	71.3	69.3	47.3
	Competent	450	84.0	86.9	89.3	74.7
	Fluent	583	81.8	82.2	82.5	71.5
	<i>Not applicable</i>	32,859	72.8	75.5	77.2	64.1
2011	New to English	95	9.5	43.2	24.2	7.4
	Early acquisition	169	23.1	53.8	46.2	18.9
	Developing competence	423	71.6	79.2	79.2	61.0
	Competent	378	87.6	93.7	95.0	84.1
	Fluent	562	82.0	83.3	85.2	74.9
	<i>Not applicable</i>	34,097	76.4	77.9	80.5	68.4

Source: National Pupil Database

Table 12: Key Stage 4 by acquisition of English as an additional language, 2009-2011

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	Stage of EAL development	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2009	New to English	44	*	*	*	*	..
	Early acquisition	87	52.9	18.4	8.0	6.9	..
	Developing competence	269	86.2	45.0	27.9	27.1	..
	Competent	498	94.2	68.1	48.2	47.8	..
	Fluent	1,223	93.1	70.4	56.1	55.8	..
	<i>Not applicable</i>	33,587	90.5	61.5	47.6	46.4	..
2010	New to English	32	*	*	*	*	*
	Early acquisition	110	78.2	23.6	9.1	9.1	214.8
	Developing competence	294	90.8	51.4	28.6	27.9	288.9
	Competent	361	95.0	71.7	51.2	48.2	321.4
	Fluent	650	93.4	73.1	59.1	58.5	334.2
	<i>Not applicable</i>	33,807	91.7	64.7	49.8	48.5	309.7
2011	New to English	51	13.7	*	*	*	72.8
	Early acquisition	109	71.6	26.6	7.3	5.5	223.6
	Developing competence	307	91.5	54.1	25.7	23.5	293.1
	Competent	446	97.3	79.6	55.8	55.2	345.6
	Fluent	622	94.5	78.6	59.5	58.4	341.4
	<i>Not applicable</i>	32,810	92.5	68.4	50.7	49.2	316.8

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

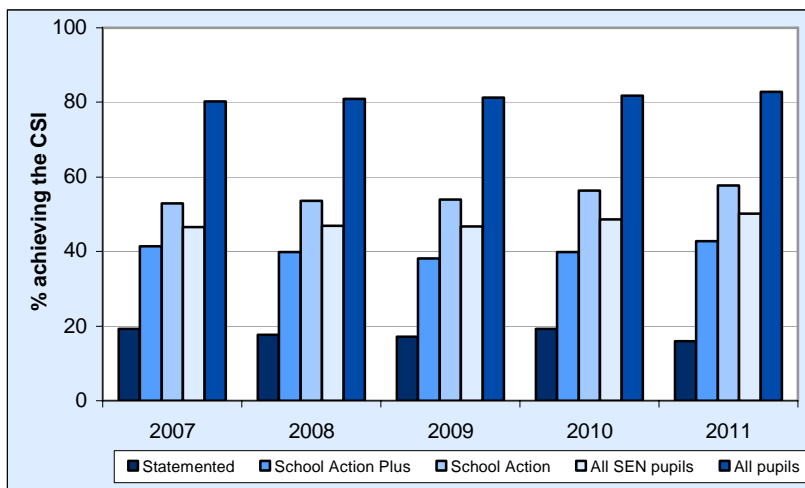
Section 4: Academic Achievement by Special Educational Need (SEN) Requirement

Further data for individual subjects and attainment levels with regard to SEN provision can be found in tables 13 to 16. Tables 17 to 20 provide information on attainment levels of pupils with different types of primary SEN.

Further information about special educational needs can be found in the Notes.

Key Stage 1 (Chart 9 and Table 13)

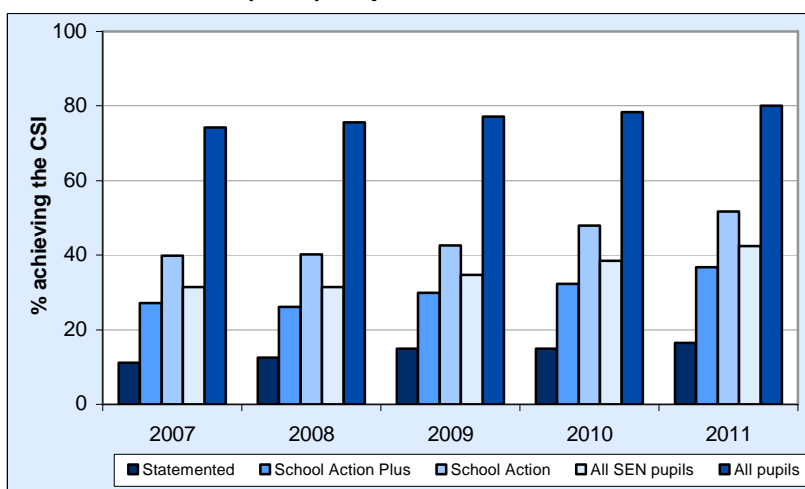
Chart 9: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS1, 2007-2011



- The percentage of pupils with SEN achieving the CSI has generally increased year-on-year, reaching 50.1 per cent in 2011.
- Among those pupils with SEN, stated pupils have the lowest percentage, and it has decreased recently from 19.2 per cent in 2010 to 16.0 per cent in 2011.

Key Stage 2 (Chart 10 and Table 14)

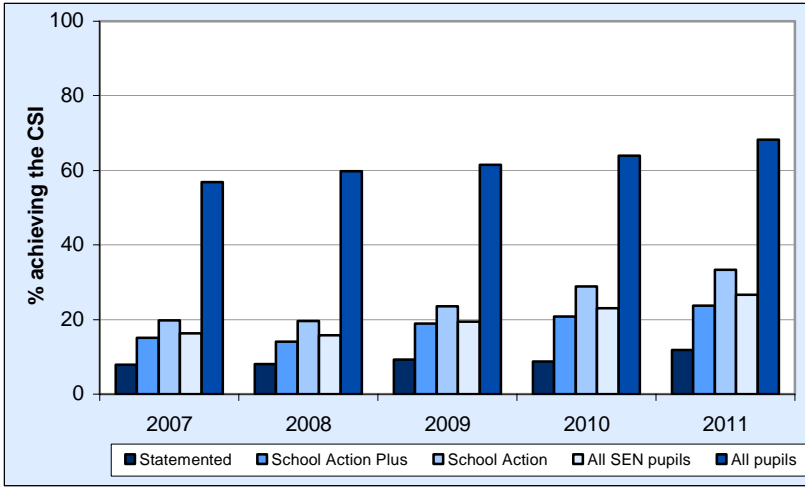
Chart 10: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS2, 2007-2011



- The percentage of pupils with SEN achieving the CSI has generally increased year-on-year, reaching 42.4 per cent in 2011.
- Among those pupils with SEN, stated pupils have the lowest percentage, but it has increased recently from 14.9 per cent in 2010 to 16.4 per cent in 2011.

Key Stage 3 (Chart 11 and Table 15)

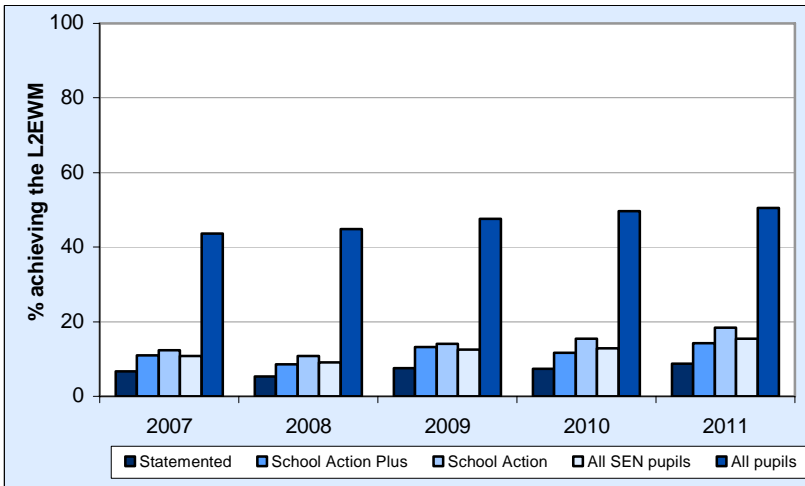
Chart 11: Percentage of pupils achieving the CSI by special educational need (SEN) requirement at KS3, 2007-2011



- The percentage of pupils with SEN achieving the CSI has generally increased year-on-year, reaching 26.6 per cent in 2011.
- Among those pupils with SEN, stated pupils have the lowest percentage, but it has increased recently from 8.8 per cent in 2010 to 11.9 per cent in 2011.

Key Stage 4 (Chart 12 and Table 16)

Chart 12: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) by special educational need (SEN) requirement at KS4, 2007-2011



- The percentage of pupils with SEN achieving the L2EWM threshold has generally increased year-on-year, reaching 15.5 per cent in 2011.
- Among those pupils with SEN, stated pupils have the lowest percentage, but it has increased recently from 7.4 per cent in 2010 to 8.7 per cent in 2011.

Table 13: Key Stage 1 by Special Educational Need provision, 2007-2011

Percentage of pupils achieving at least the expected level (Level 2) in teacher assessments

Year	SEN provision	English (a)		Welsh First Language (a)		Maths, Science and CSI			
		Cohort	%	Cohort	%	Cohort	Maths %	Science %	CSI %
2007	Total pupils on SEN register	6,638	51.4	1,328	65.4	7,966	62.3	69.0	46.6
	Statemented	526	21.5	113	25.7	639	31.3	31.5	19.2
	School Action Plus	2,139	45.8	334	58.7	2,473	57.7	64.1	41.3
	School Action	3,973	58.4	881	73.0	4,854	68.7	76.5	52.8
	All pupils	24,958	82.4	6,399	88.6	31,357	87.1	89.6	80.3
2008	Total pupils on SEN register	6,698	50.5	1,461	65.5	8,159	61.7	69.2	46.8
	Statemented	538	19.0	74	32.4	612	26.1	27.6	17.6
	School Action Plus	1,995	41.8	441	58.5	2,436	54.2	63.8	39.9
	School Action	4,165	58.7	946	71.4	5,111	69.6	76.7	53.6
	All pupils	24,360	82.7	6,504	88.7	30,864	87.0	89.9	80.9
2009	Total pupils on SEN register	6,405	50.9	1,350	68.1	7,755	61.2	69.8	46.7
	Statemented	510	19.2	65	30.8	575	25.2	28.3	17.2
	School Action Plus	1,819	41.5	403	58.6	2,222	53.6	63.1	38.1
	School Action	4,076	59.0	882	75.3	4,958	68.8	77.6	54.0
	All pupils	23,804	83.0	6,349	90.2	30,153	87.1	90.1	81.2
2010	Total pupils on SEN register	6,252	52.1	1,378	67.3	7,630	62.8	70.5	48.7
	Statemented	528	20.3	75	36.0	603	27.2	28.0	19.2
	School Action Plus	1,775	42.8	415	54.9	2,190	55.8	64.8	39.8
	School Action	3,949	60.6	888	75.8	4,837	70.5	78.4	56.4
	All pupils	23,268	83.1	6,541	90.3	29,809	87.6	90.5	81.8
2011	Total pupils on SEN register	6,113	53.3	1,537	69.8	7,650	63.3	70.1	50.1
	Statemented	485	16.9	58	39.7	543	22.7	24.3	16.0
	School Action Plus	1,874	45.3	492	60.4	2,366	57.8	63.6	42.7
	School Action	3,754	62.1	987	76.3	4,741	70.7	78.6	57.7
	All pupils	23,805	84.2	6,714	91.1	30,519	88.0	90.5	82.8

Source: National Pupil Database

- (a) The cohorts entering English and Welsh First Language are different to the cohort for Mathematics, Science and CSI. At Key Stage 1, pupils are required to be assessed in either English or Welsh First Language.

Table 14: Key Stage 2 by Special Educational Need provision, 2007-2011

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	SEN provision	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2007	Total pupils on SEN register	9,062	38.2	46.1	55.4	31.5	1,905	35.4
	Statemented	1,276	14.7	19.5	22.8	11.1	275	6.5
	School Action Plus	3,078	32.3	42.8	52.7	27.1	550	30.9
	School Action	4,708	48.5	55.5	66.1	39.8	1,080	45.1
	All pupils	34,710	78.7	80.4	85.0	74.2	6,794	72.9
2008	Total pupils on SEN register	9,033	38.4	45.7	54.9	31.4	1,798	40.1
	Statemented	1,305	16.2	20.9	23.5	12.6	214	16.4
	School Action Plus	3,141	32.5	41.5	51.3	26.2	614	33.4
	School Action	4,587	48.7	55.7	66.3	40.2	970	49.6
	All pupils	35,930	80.0	81.5	85.8	75.6	7,134	77.1
2009	Total pupils on SEN register	8,933	41.8	48.7	58.2	34.7	1,705	43.4
	Statemented	1,164	18.2	21.6	24.8	14.9	168	20.8
	School Action Plus	3,000	34.7	44.7	54.6	29.9	597	36.7
	School Action	4,769	52.0	57.8	68.6	42.6	940	51.7
	All pupils	34,540	81.1	82.6	86.5	77.1	6,622	80.0
2010	Total pupils on SEN register	9,023	45.6	51.5	58.7	38.5	1,867	48.6
	Statemented	1,161	17.8	22.2	24.5	14.9	177	26.0
	School Action Plus	3,022	38.4	47.2	55.1	32.3	623	36.0
	School Action	4,840	56.8	61.1	69.2	48.0	1,067	59.8
	All pupils	33,449	82.1	83.4	86.6	78.3	6,542	81.2
2011	Total pupils on SEN register	8,845	49.2	55.4	60.6	42.4	1,762	50.8
	Statemented	1,066	20.0	22.3	24.0	16.4	157	18.5
	School Action Plus	3,006	42.6	51.6	57.2	36.8	603	40.1
	School Action	4,773	59.9	65.2	70.9	51.7	1,002	62.3
	All pupils	32,388	83.5	85.0	87.2	80.1	6,349	82.1

Source: National Pupil Database

Table 15: Key Stage 3 by Special Educational Need provision, 2007-2011

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	SEN provision	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2007	Total pupils on SEN register	7,827	26.7	31.3	34.3	16.3	993	33.5
	Statemented	1,495	11.8	15.8	17.9	7.9	124	16.9
	School Action Plus	2,012	24.0	30.9	32.1	15.2	251	31.9
	School Action	4,320	33.1	36.9	41.0	19.8	618	37.5
	All pupils	36,583	68.8	70.1	70.7	56.9	5,612	72.8
2008	Total pupils on SEN register	7,431	25.9	31.6	36.1	15.8	952	26.2
	Statemented	1,491	13.3	15.0	19.2	8.1	142	13.4
	School Action Plus	2,106	22.6	31.0	34.4	14.2	311	21.5
	School Action	3,834	32.7	38.4	43.6	19.6	499	32.7
	All pupils	36,041	69.7	72.6	73.9	59.8	5,795	72.3
2009	Total pupils on SEN register	7,602	28.4	35.6	40.0	19.4	1,058	35.2
	Statemented	1,510	13.0	18.0	22.5	9.3	131	20.6
	School Action Plus	2,138	26.5	34.7	40.0	18.8	303	27.7
	School Action	3,954	35.2	42.8	46.8	23.6	624	41.8
	All pupils	35,023	70.8	73.6	75.8	61.5	5,591	75.1
2010	Total pupils on SEN register	8,104	32.7	40.3	43.7	23.0	1,085	36.8
	Statemented	1,451	14.0	18.6	19.7	8.8	133	14.3
	School Action Plus	2,269	29.6	38.5	41.8	20.8	306	36.9
	School Action	4,384	40.6	48.4	52.5	28.8	646	41.3
	All pupils	34,419	72.7	75.6	77.3	63.9	5,546	76.8
2011	Total pupils on SEN register	8,319	37.2	42.8	48.2	26.6	1,147	44.4
	Statemented	1,482	17.1	20.8	24.1	11.9	124	28.2
	School Action Plus	2,572	33.8	41.2	45.3	23.7	329	32.5
	School Action	4,265	46.1	51.3	58.4	33.4	694	52.9
	All pupils	35,724	76.1	78.0	80.4	68.1	5,858	81.4

Source: National Pupil Database

Table 16: Key Stage 4 by Special Educational Need provision, 2007-2011

Percentage of pupils aged 15 at the start of the academic year

Includes GCSEs, GNVQs and NVQs only for 2007 and 2008, and all qualifications approved for pre-16 use from 2009 onwards.

Year	SEN provision	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2007	Total pupils on SEN register	5,873	61.8	17.2	10.9	10.2	..
	Statemented	1,213	39.5	10.5	6.7	6.3	..
	School Action Plus	1,466	60.3	17.3	11.1	10.2	..
	School Action	3,194	71.0	19.7	12.4	11.6	..
	All pupils	36,798	89.5	55.9	43.7	40.9	..
2008	Total pupils on SEN register	5,855	60.4	15.8	9.1	9.3	..
	Statemented	1,179	39.2	9.6	5.3	5.1	..
	School Action Plus	1,672	57.5	15.7	8.6	9.4	..
	School Action	3,004	70.4	18.3	10.8	10.8	..
	All pupils	36,739	89.0	57.4	44.8	45.2	..
2009	Total pupils on SEN register	6,093	65.6	22.6	12.6	12.2	..
	Statemented	1,183	42.9	13.4	7.5	7.4	..
	School Action Plus	1,752	61.2	21.9	13.2	12.8	..
	School Action	3,158	76.5	26.5	14.2	13.6	..
	All pupils	35,708	90.5	61.6	47.6	46.4	..
2010 (r)	Total pupils on SEN register	6,643	71.2	25.1	12.9	12.5	212.3
	Statemented	1,186	44.8	13.6	7.4	7.7	156.3
	School Action Plus	2,034	67.4	23.7	11.7	11.5	200.2
	School Action	3,423	82.6	29.8	15.5	14.7	238.9
	All pupils	35,254	91.7	64.6	49.7	48.4	309.6
2011	Total pupils on SEN register	6,952	75.4	33.2	15.5	14.9	229.9
	Statemented	1,221	52.9	19.7	8.7	8.5	177.7
	School Action Plus	2,040	68.1	28.4	14.3	13.9	208.7
	School Action	3,691	86.9	40.3	18.4	17.6	259.0
	All pupils	34,345	92.4	68.4	50.5	49.0	316.8

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

(r) Revised. See revision note in Key Quality Information (paragraph 3).

Table 17: Key Stage 1 by type of Special Educational Need, 2009-2011

Percentage of pupils achieving at least the expected level (Level 2) in teacher assessments

Includes those pupils with only one type of SEN.

Year	Primary SEN type	English (a)		Welsh First Language (a)		Maths, Science and CSI			
		Cohort	%	Cohort	%	Cohort	Maths %	Science %	CSI %
2009	Moderate Learning Difficulties	3,081	54.2	636	74.1	3,717	64.2	74.0	49.4
	Severe Learning Difficulties	61	14.8	15	*	76	14.5	25.0	10.5
	Profound & Multiple Learning Difficulties	23	*	*	*	27	*	*	*
	Specific Learning Difficulties	554	56.0	202	69.8	756	66.0	74.5	50.8
	Autistic Spectrum Disorders	90	28.9	12	*	102	29.4	35.3	23.5
	Physical and Medical Difficulties	137	71.5	28	*	165	71.5	77.6	64.2
	Hearing Impairment	60	73.3	10	*	70	80.0	81.4	72.9
	Visual Impairment	24	*	11	*	35	*	*	*
	Multi-Sensory Impairment	*	*	0	-	*	*	*	*
	Speech, Language and Communication Difficulties	846	52.0	187	65.8	1,033	63.1	70.4	48.5
	Behavioural, Emotional & Social Difficulties	480	66.0	92	72.8	572	75.7	82.9	60.7
<i>No SEN</i>	17,398	94.8	4,997	96.1	22,395	96.1	97.1	93.2	
2010	Moderate Learning Difficulties	3,009	57.5	673	73.3	3,682	66.9	76.4	53.0
	Severe Learning Difficulties	55	*	15	*	70	11.4	20.0	8.6
	Profound & Multiple Learning Difficulties	26	*	*	*	29	*	*	*
	Specific Learning Difficulties	487	54.4	183	71.6	670	67.3	76.1	52.4
	Autistic Spectrum Disorders	118	35.6	15	*	133	46.6	48.1	33.8
	Physical and Medical Difficulties	162	67.9	37	*	199	68.8	74.9	61.8
	Hearing Impairment	77	79.2	14	*	91	85.7	91.2	75.8
	Visual Impairment	20	*	16	*	36	*	*	*
	Multi-Sensory Impairment	*	*	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	854	50.6	185	54.1	1,039	64.6	69.9	46.5
	Behavioural, Emotional & Social Difficulties	452	65.0	82	73.2	534	75.8	81.6	62.5
<i>No SEN</i>	17,010	94.5	5,161	96.4	22,171	96.1	97.3	93.2	
2011	Moderate Learning Difficulties	2,749	56.7	745	75.3	3,494	66.0	74.6	52.5
	Severe Learning Difficulties	47	*	11	*	58	17.2	17.2	12.1
	Profound & Multiple Learning Difficulties	17	*	*	*	19	*	*	*
	Specific Learning Difficulties	492	55.7	181	64.6	673	67.3	76.1	51.3
	Autistic Spectrum Disorders	108	29.6	12	*	120	35.0	37.5	29.2
	Physical and Medical Difficulties	153	69.9	32	*	185	68.6	74.6	65.9
	Hearing Impairment	102	78.4	25	*	127	81.9	85.0	79.5
	Visual Impairment	23	*	12	*	35	*	*	*
	Multi-Sensory Impairment	*	*	0	-	*	*	*	*
	Speech, Language and Communication Difficulties	909	54.2	226	67.3	1,135	67.0	71.2	51.9
	Behavioural, Emotional & Social Difficulties	453	69.8	115	78.3	568	79.4	83.3	67.3
<i>No SEN</i>	17,677	94.9	5,176	97.4	22,853	96.3	97.3	93.8	

Source: National Pupil Database

(a) The cohorts entering English and Welsh First Language are different to the cohort for Mathematics, Science and CSI. At Key Stage 1, pupils are required to be assessed in either English or Welsh First Language.

Table 18: Key Stage 2 by type of Special Educational Need, 2009-2011

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Includes those pupils with only one type of SEN.

Year	Primary SEN type	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2009	Moderate Learning Difficulties	3,963	41.7	48.1	59.5	33.2	818	46.9
	Severe Learning Difficulties	148	9.5	10.8	16.2	8.1	30	*
	Profound & Multiple Learning Difficulties	36	*	*	*	*	12	*
	Specific Learning Difficulties	1,522	48.0	59.1	68.5	41.5	403	41.7
	Autistic Spectrum Disorders	175	36.0	37.1	38.3	31.4	24	*
	Physical and Medical Difficulties	170	66.5	65.3	70.6	57.1	29	*
	Hearing Impairment	81	67.9	69.1	74.1	60.5	13	*
	Visual Impairment	41	*	*	*	*	6	*
	Multi-Sensory Impairment	6	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	548	40.5	49.8	54.6	34.7	111	36.9
	Behavioural, Emotional & Social Difficulties	664	63.4	64.0	73.9	55.9	97	59.8
<i>No SEN</i>	25,596	94.8	94.4	96.4	91.9	4,916	92.7	
2010	Moderate Learning Difficulties	3,960	46.8	51.1	60.3	38.2	890	53.5
	Severe Learning Difficulties	132	10.6	11.4	14.4	9.1	32	*
	Profound & Multiple Learning Difficulties	36	*	*	*	*	13	*
	Specific Learning Difficulties	1,557	49.4	58.9	67.6	42.2	431	43.4
	Autistic Spectrum Disorders	192	45.8	45.8	48.4	41.1	30	*
	Physical and Medical Difficulties	201	70.6	69.7	72.6	65.2	44	*
	Hearing Impairment	86	73.3	77.9	80.2	70.9	11	*
	Visual Impairment	44	*	*	*	*	9	*
	Multi-Sensory Impairment	*	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	542	42.3	50.6	53.5	36.5	122	46.7
	Behavioural, Emotional & Social Difficulties	681	70.3	73.6	77.5	63.0	121	64.5
<i>No SEN</i>	24,416	95.6	95.2	96.9	93.1	4,674	94.2	
2011	Moderate Learning Difficulties	3,937	50.2	56.2	61.6	42.6	859	54.8
	Severe Learning Difficulties	121	9.9	10.7	14.0	9.1	23	*
	Profound & Multiple Learning Difficulties	20	*	*	*	*	*	*
	Specific Learning Difficulties	1,426	54.3	63.3	72.2	47.1	359	49.3
	Autistic Spectrum Disorders	175	45.7	47.4	48.6	41.7	25	*
	Physical and Medical Difficulties	154	71.4	66.9	77.3	64.3	21	*
	Hearing Impairment	75	81.3	88.0	86.7	74.7	17	*
	Visual Impairment	42	*	*	*	*	*	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	554	47.3	56.3	58.7	41.0	133	54.9
	Behavioural, Emotional & Social Difficulties	740	70.0	74.2	76.5	64.5	117	60.7
<i>No SEN</i>	23,539	96.3	96.0	97.2	94.3	4,586	94.2	

Source: National Pupil Database

Table 19: Key Stage 3 by type of Special Educational Need, 2009-2011

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Includes those pupils with only one type of SEN.

Year	Primary SEN type	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2009	Moderate Learning Difficulties	2,624	23.7	29.2	33.9	13.5	398	28.9
	Severe Learning Difficulties	115	*	*	*	*	11	*
	Profound & Multiple Learning Difficulties	28	*	*	*	*	*	*
	Specific Learning Difficulties	1,471	38.3	51.3	58.5	31.3	264	45.5
	Autistic Spectrum Disorders	167	33.5	40.1	45.5	28.7	7	*
	Physical and Medical Difficulties	175	57.7	55.4	63.4	45.7	19	*
	Hearing Impairment	98	67.3	69.4	69.4	53.1	11	*
	Visual Impairment	52	69.2	75.0	84.6	61.5	13	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	229	27.9	35.8	42.8	21.0	26	*
	Behavioural, Emotional & Social Difficulties	1,006	34.1	44.9	44.3	22.2	96	46.9
<i>No SEN</i>		27,405	82.6	84.2	85.7	73.2	4,533	84.4
2010	Moderate Learning Difficulties	2,901	28.1	35.1	40.1	18.0	408	32.6
	Severe Learning Difficulties	110	*	5.5	6.4	*	*	*
	Profound & Multiple Learning Difficulties	24	*	*	*	*	*	*
	Specific Learning Difficulties	1,564	42.9	55.4	58.6	33.2	297	46.8
	Autistic Spectrum Disorders	174	35.6	41.4	42.5	27.6	7	*
	Physical and Medical Difficulties	246	68.3	66.7	71.1	53.7	19	*
	Hearing Impairment	94	63.8	69.1	72.3	56.4	8	*
	Visual Impairment	35	*	*	*	*	6	*
	Multi-Sensory Impairment	*	*	*	*	*	0	-
	Speech, Language and Communication Difficulties	284	34.5	47.5	44.0	26.8	50	46.0
	Behavioural, Emotional & Social Difficulties	1,080	41.0	48.2	49.6	28.2	88	33.0
<i>No SEN</i>		26,314	85.0	86.5	87.6	76.6	4,460	86.5
2011	Moderate Learning Difficulties	2,858	31.9	37.6	45.0	20.9	435	41.1
	Severe Learning Difficulties	112	5.4	5.4	8.0	*	6	*
	Profound & Multiple Learning Difficulties	27	*	*	*	*	*	*
	Specific Learning Difficulties	1,539	47.2	56.3	64.8	37.2	285	52.3
	Autistic Spectrum Disorders	204	39.7	41.7	43.1	30.4	13	*
	Physical and Medical Difficulties	228	68.0	68.9	71.9	57.0	38	*
	Hearing Impairment	94	77.7	81.9	79.8	70.2	16	*
	Visual Impairment	52	73.1	71.2	76.9	61.5	5	*
	Multi-Sensory Impairment	*	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	320	39.1	50.3	55.6	28.1	35	*
	Behavioural, Emotional & Social Difficulties	1,062	49.6	51.0	53.1	33.6	85	49.4
<i>No SEN</i>		27,401	87.9	88.7	90.2	80.8	4,710	90.4

Source: National Pupil Database

Table 20: Key Stage 4 by type of Special Educational Need, 2009-2011

Percentage of pupils aged 15 at the start of the academic year

*Includes those pupils with only one type of SEN.**Includes all qualifications approved for pre-16 use.*

Year	Primary SEN type	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2009	Moderate Learning Difficulties	1,959	63.4	14.3	5.5	5.1	..
	Severe Learning Difficulties	62	30.6	9.7	*	*	..
	Profound & Multiple Learning Difficulties	5	*	*	*	*	..
	Specific Learning Difficulties	1,106	84.1	37.1	20.5	20.3	..
	Autistic Spectrum Disorders	104	70.2	39.4	25.0	25.0	..
	Physical and Medical Difficulties	184	83.2	47.8	33.2	32.6	..
	Hearing Impairment	71	88.7	59.2	49.3	46.5	..
	Visual Impairment	44	*	*	*	*	..
	Multi-Sensory Impairment	*	*	*	*	*	..
	Speech, Language and Communication Difficulties	180	78.9	33.3	23.3	21.7	..
	Behavioural, Emotional & Social Difficulties	1,260	61.2	21.8	13.8	13.3	..
<i>No SEN</i>		29,614	95.6	69.7	54.8	53.5	..
2010	Moderate Learning Difficulties	2,049	72.3	18.3	6.8	6.4	206.0
	Severe Learning Difficulties	51	19.6	*	*	*	84.1
	Profound & Multiple Learning Difficulties	*	*	*	*	*	*
	Specific Learning Difficulties	1,258	89.7	40.1	20.4	20.0	265.9
	Autistic Spectrum Disorders	118	72.9	37.3	28.8	29.7	235.6
	Physical and Medical Difficulties	233	85.0	51.9	37.3	37.8	282.3
	Hearing Impairment	105	90.5	52.4	38.1	38.1	289.4
	Visual Impairment	42	*	*	*	*	*
	Multi-Sensory Impairment	5	*	*	*	*	*
	Speech, Language and Communication Difficulties	240	79.2	31.7	20.4	18.8	241.9
	Behavioural, Emotional & Social Difficulties	1,168	64.6	23.3	11.9	11.1	194.4
<i>No SEN</i>		28,617	96.4	73.8	58.2	56.7	332.2
2011	Moderate Learning Difficulties	2,190	79.4	28.2	9.7	9.2	229.2
	Severe Learning Difficulties	67	23.9	*	*	*	101.2
	Profound & Multiple Learning Difficulties	7	*	*	*	*	*
	Specific Learning Difficulties	1,314	90.4	48.3	24.3	23.7	278.0
	Autistic Spectrum Disorders	131	76.3	44.3	29.0	28.2	253.0
	Physical and Medical Difficulties	222	89.2	59.5	43.2	42.8	291.7
	Hearing Impairment	112	94.6	67.9	48.2	46.4	312.9
	Visual Impairment	58	96.6	77.6	46.6	46.6	341.0
	Multi-Sensory Impairment	*	*	*	*	*	*
	Speech, Language and Communication Difficulties	217	77.4	36.9	19.8	19.4	242.6
	Behavioural, Emotional & Social Difficulties	1,154	67.0	30.3	14.2	13.6	204.1
<i>No SEN</i>		27,405	96.7	77.3	59.3	57.6	338.8

Source: National Pupil Database

(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

Section 6: Academic Achievement by Absenteeism

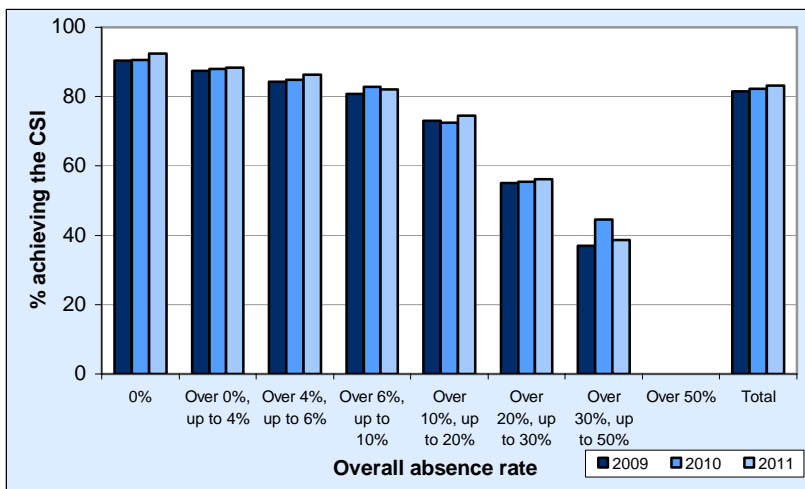
Further data for individual subjects and attainment levels can be found in tables 21 to 24.

Note that the percentages used with regard to absence in the charts and tables below represent the proportions of sessions missed during the year (one day is made up of two sessions).

Also note that due to issues with the attendance records of dual-registered pupils in secondary schools and pupils educated off-site, no separate attainment data are published for those with no absence at Key Stages 3 and 4.

Key Stage 1 (Chart 13 and Table 21)

Chart 13: Percentage of pupils achieving the CSI at KS1 by overall absence rates, 2009-2011 (a)

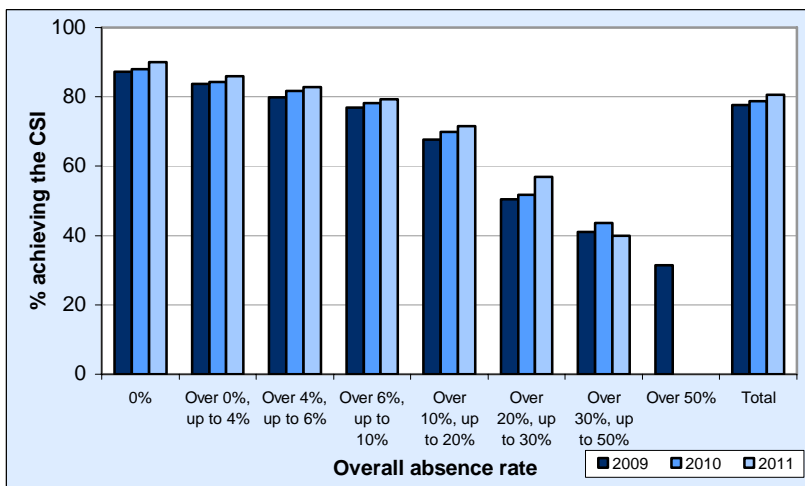


(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown due to there being fewer than 50 pupils in the years' cohorts.

- In 2011, pupils that hadn't missed any sessions had the highest percentage of pupils achieving the CSI (92.5 per cent).
- Levels of attainment decreased as overall absence rates increased, with only 38.7 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the CSI.
- Performance has improved in all absence groups since 2010 apart from pupils missing between 6 and 10 per cent of sessions (0.7pp drop), and those missing between 30 and 50 per cent of sessions (5.9pp drop).

Key Stage 2 (Chart 14 and Table 22)

Chart 14: Percentage of pupils achieving the CSI at KS2 by overall absence rates, 2009-2011 (a)

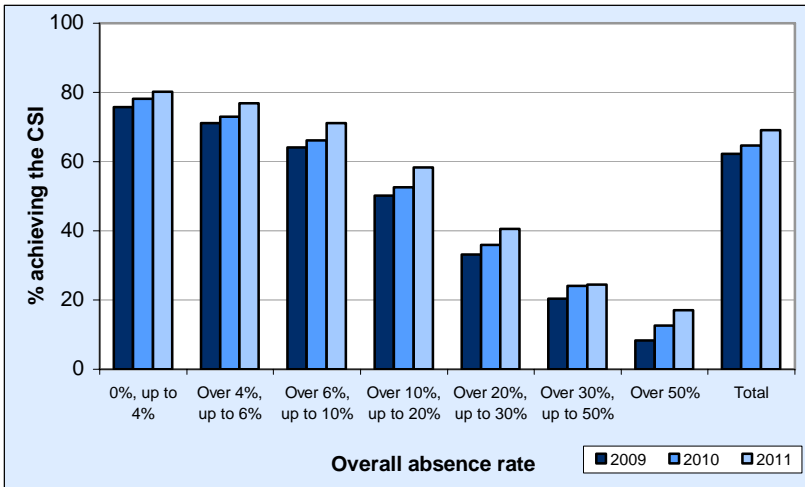


(a) Chart data for pupils' whose absence rates were over 50 per cent are not shown for 2010 and 2011 due to there being fewer than 50 pupils in the years' cohorts.

- In 2011, pupils that hadn't missed any sessions had the highest percentage of pupils achieving the CSI (89.9 per cent).
- Levels of attainment decreased as overall absence rates increased, with only 39.8 per cent of those pupils missing between 30 and 50 per cent of sessions achieving the CSI.
- Performance has improved in all absence groups since 2010 apart from pupils missing between 30 and 50 per cent of sessions (3.9pp drop).

Key Stage 3 (Chart 15 and Table 23)

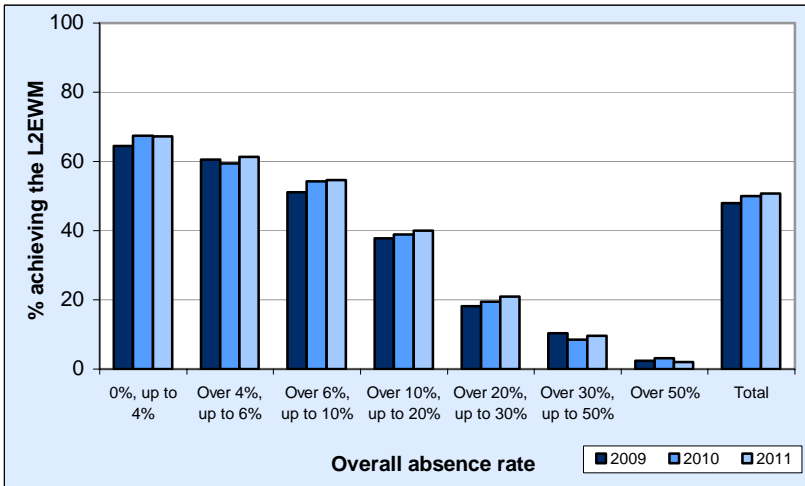
Chart 15: Percentage of pupils achieving the CSI at KS3 by overall absence rates, 2009-2011



- In 2011, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the CSI (80.1 per cent).
- Levels of attainment decreased as overall absence rates increased, with pupils missing over 50 per cent of sessions having the lowest attainment levels (17.1 per cent).
- Performance has improved in all absence groups since 2010.

Key Stage 4 (Chart 16 and Table 24)

Chart 16: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by overall absence rates, 2009-2011



- In 2011, pupils that had missed between 0 per cent and 4 per cent of sessions had the highest percentage of pupils achieving the L2EWM threshold (67.2 per cent).
- Levels of attainment decreased as overall absence rates increased, with pupils missing over 50 per cent of sessions having the lowest attainment levels (2.0 per cent).
- Performance has improved in all absence groups since 2010 apart from pupils missing between 0 and 4 per cent of sessions (0.1pp drop), and those missing over 50 per cent of sessions (1.2pp drop).

Table 21: Key Stage 1 by overall absence rates, 2009-2011

Percentage of pupils achieving at least the expected level (Level 2) in teacher assessments

Year	Overall absence rate	English (a)		Welsh First Language (a)		Maths, Science and CSI			
		Cohort	%	Cohort	%	Cohort	Maths %	Science %	CSI %
2009	0%	487	92.0	186	92.5	673	93.6	95.4	90.3
	Over 0%, but 4% at most	8,180	89.4	2,479	93.6	10,659	91.6	94.0	87.5
	Over 4%, but 6% at most	4,290	86.4	1,189	91.3	5,479	89.5	92.4	84.2
	Over 6%, but 10% at most	5,439	83.2	1,465	88.4	6,904	87.0	90.0	80.8
	Over 10%, but 20% at most	4,313	75.0	904	85.0	5,217	81.8	85.9	73.1
	Over 20%, but 30% at most	701	58.9	90	74.4	791	66.4	72.2	55.1
	Over 30%, but 50% at most	199	37.2	26	*	225	53.3	59.6	36.9
	Over 50%	31	*	*	0.0	35	*	*	*
Total		23,640	83.4	6,343	90.2	29,983	87.5	90.5	81.6
2010	0%	390	90.5	168	95.2	558	93.0	94.3	90.5
	Over 0%, but 4% at most	7,555	89.2	2,581	93.5	10,136	91.9	94.1	87.9
	Over 4%, but 6% at most	4,216	86.5	1,233	91.0	5,449	89.9	92.6	84.8
	Over 6%, but 10% at most	5,661	84.5	1,518	90.2	7,179	88.8	91.3	82.9
	Over 10%, but 20% at most	4,418	75.2	912	82.6	5,330	81.4	85.7	72.5
	Over 20%, but 30% at most	681	57.9	103	73.8	784	68.2	73.9	55.5
	Over 30%, but 50% at most	172	47.1	23	*	195	60.0	66.2	44.6
	Over 50%	28	*	*	*	29	*	*	*
Total		23,121	83.6	6,539	90.3	29,660	88.0	90.9	82.2
2011	0%	468	93.8	172	95.3	640	94.8	95.8	92.5
	Over 0%, but 4% at most	8,055	90.3	2,665	92.9	10,720	92.0	93.9	88.4
	Over 4%, but 6% at most	4,559	87.5	1,318	93.5	5,877	90.7	93.0	86.3
	Over 6%, but 10% at most	5,659	83.7	1,552	90.8	7,211	87.8	90.9	82.2
	Over 10%, but 20% at most	4,092	76.6	877	87.0	4,969	82.7	85.3	74.6
	Over 20%, but 30% at most	642	59.8	99	62.6	741	68.0	72.9	56.1
	Over 30%, but 50% at most	179	44.1	20	*	199	52.8	55.8	38.7
	Over 50%	24	*	6	0.0	30	*	*	*
Total		23,678	84.6	6,709	91.1	30,387	88.4	90.8	83.2

Source: National Pupil Database

Table 22: Key Stage 2 by overall absence rates, 2009-2011

Percentage of pupils achieving at least the expected level (Level 4) in teacher assessments

Year	Overall absence rate	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2009	0%	994	89.6	90.2	92.9	87.3	233	88.4
	Over 0%, but 4% at most	12,588	86.9	87.9	91.3	83.7	2,713	84.9
	Over 4%, but 6% at most	6,135	83.9	85.0	89.1	79.9	1,211	82.7
	Over 6%, but 10% at most	7,537	81.1	82.8	86.7	76.9	1,369	78.6
	Over 10%, but 20% at most	5,825	72.7	75.1	80.2	67.7	931	67.8
	Over 20%, but 30% at most	891	56.9	60.4	67.3	50.4	115	51.3
	Over 30%, but 50% at most	304	47.4	48.4	54.3	41.1	30	*
	Over 50%	67	35.8	44.8	46.3	31.3	10	*
Total	34,341	81.5	83.0	87.0	77.6	6,612	80.1	
2010	0%	821	89.8	91.5	93.5	88.1	203	89.2
	Over 0%, but 4% at most	11,916	87.5	88.3	91.2	84.4	2,630	84.9
	Over 4%, but 6% at most	5,879	85.2	86.4	88.8	81.8	1,172	82.5
	Over 6%, but 10% at most	7,626	82.4	83.5	87.0	78.3	1,480	81.3
	Over 10%, but 20% at most	5,833	74.7	77.1	81.1	69.9	907	71.4
	Over 20%, but 30% at most	866	59.1	60.3	65.6	51.7	121	54.5
	Over 30%, but 50% at most	252	49.2	52.4	56.3	43.7	25	*
	Over 50%	37	*	*	*	*	*	*
Total	33,230	82.6	83.9	87.1	78.8	6,539	81.2	
2011	0%	905	91.9	93.0	94.8	89.9	189	90.5
	Over 0%, but 4% at most	12,130	88.5	89.5	91.6	85.9	2,676	86.9
	Over 4%, but 6% at most	5,937	85.8	87.6	89.9	82.8	1,165	83.5
	Over 6%, but 10% at most	7,031	82.8	84.9	87.0	79.2	1,333	78.9
	Over 10%, but 20% at most	5,086	76.7	78.2	81.1	71.5	849	73.5
	Over 20%, but 30% at most	777	63.1	65.4	67.2	56.9	97	57.7
	Over 30%, but 50% at most	246	45.9	49.6	51.6	39.8	26	*
	Over 50%	49	*	*	*	*	5	*
Total	32,161	83.9	85.5	87.7	80.6	6,340	82.2	

Source: National Pupil Database

Table 23: Key Stage 3 by overall absence rates, 2009-2011

Percentage of pupils achieving at least the expected level (Level 5) in teacher assessments

Year	Overall absence rate	Cohort	English	Maths	Science	CSI	Welsh First Language	
			%	%	%	%	Cohort	%
2009	0% to 4% at most	11,286	82.0	84.1	86.4	75.7	1,958	85.8
	Over 4%, but 6% at most	5,004	78.9	81.8	83.5	71.1	891	78.7
	Over 6%, but 10% at most	7,255	73.9	76.5	79.1	64.1	1,229	76.6
	Over 10%, but 20% at most	7,774	62.5	66.3	68.9	50.2	1,162	63.3
	Over 20%, but 30% at most	2,042	48.5	52.0	53.8	33.1	242	41.7
	Over 30%, but 50% at most	944	33.5	36.7	36.9	20.3	79	44.3
	Over 50%	302	18.5	20.5	17.5	8.3	24	*
	Total	34,607	71.6	74.4	76.6	62.2	5,585	75.2
2010	0% to 4% at most	10,987	83.7	86.2	87.4	78.2	1,889	86.7
	Over 4%, but 6% at most	4,866	80.1	83.0	84.3	73.0	916	81.7
	Over 6%, but 10% at most	7,357	75.5	78.0	80.3	66.2	1,266	76.0
	Over 10%, but 20% at most	7,691	64.7	68.8	70.9	52.7	1,140	65.8
	Over 20%, but 30% at most	1,923	49.9	54.9	55.9	36.0	219	47.9
	Over 30%, but 50% at most	895	39.6	41.1	41.6	24.1	92	55.4
	Over 50%	309	23.0	21.4	23.9	12.6	19	*
	Total	34,028	73.5	76.5	78.1	64.7	5,541	76.9
2011	0% to 4% at most	12,090	85.2	87.5	89.1	80.1	2,224	89.7
	Over 4%, but 6% at most	5,033	82.7	85.2	87.5	76.8	949	84.5
	Over 6%, but 10% at most	7,488	79.6	80.8	83.5	71.1	1,273	81.9
	Over 10%, but 20% at most	7,591	69.0	71.1	74.7	58.3	1,093	69.4
	Over 20%, but 30% at most	1,903	55.7	57.3	61.0	40.5	208	61.1
	Over 30%, but 50% at most	922	41.3	41.1	44.3	24.5	85	42.4
	Over 50%	258	29.1	27.1	27.1	17.1	16	*
	Total	35,285	77.0	78.9	81.4	69.0	5,848	81.5

Source: National Pupil Database

Table 24: Key Stage 4 by overall absence rates, 2009-2011

Percentage of pupils aged 15 at the start of the academic year

Includes all qualifications approved for pre-16 use.

Year	Overall absence rate	Cohort	Percentage of pupils achieving:				Average capped (a) wider points score
			Level 1 threshold	Level 2 threshold	Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics	CSI	
2009	0% to 4% at most	10,658	91.9	76.4	64.4	63.2	..
	Over 4%, but 6% at most	4,464	97.2	75.7	60.6	59.3	..
	Over 6%, but 10% at most	7,002	95.9	67.7	51.1	49.8	..
	Over 10%, but 20% at most	8,405	93.3	54.6	37.7	36.2	..
	Over 20%, but 30% at most	2,684	84.1	31.6	18.2	17.6	..
	Over 30%, but 50% at most	1,647	71.6	17.6	10.3	10.3	..
	Over 50%	588	27.9	3.9	2.4	2.6	..
	Total	35,448	91.1	62.1	47.9	46.8	..
2010 (r)	0% to 4% at most	10,669	93.4	79.4	67.3	66.1	340.5
	Over 4%, but 6% at most	4,432	97.1	74.7	59.4	57.7	336.0
	Over 6%, but 10% at most	7,107	96.6	70.9	54.2	52.6	327.5
	Over 10%, but 20% at most	8,298	94.4	57.8	38.9	37.5	300.4
	Over 20%, but 30% at most	2,460	86.2	35.0	19.4	17.9	248.8
	Over 30%, but 50% at most	1,478	70.4	18.5	8.6	7.9	195.3
	Over 50%	540	32.2	5.2	3.1	3.9	102.5
	Total	34,984	92.3	65.1	50.1	48.7	311.5
2011	0% to 4% at most	10,143	93.2	80.7	67.2	65.7	343.7
	Over 4%, but 6% at most	4,419	97.6	79.6	61.3	59.7	344.3
	Over 6%, but 10% at most	7,207	97.0	74.9	54.7	53.1	334.1
	Over 10%, but 20% at most	8,033	95.2	63.1	40.1	38.5	308.4
	Over 20%, but 30% at most	2,398	87.8	40.7	20.9	19.8	261.9
	Over 30%, but 50% at most	1,413	73.8	22.5	9.7	9.1	205.7
	Over 50%	509	31.8	5.5	2.0	2.2	106.4
	Total	34,122	92.9	68.9	50.8	49.3	318.5

Source: National Pupil Database

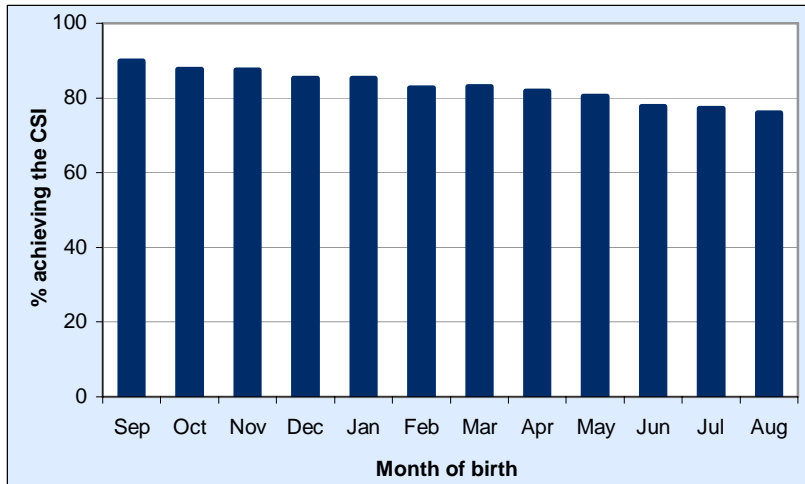
(a) Average capped wider points scores are calculated using the best 8 results, and are only available from 2010 onwards.

Academic Achievement by Month of Birth

Further data for attainment levels can be found in Tables 25 to 28.

Key Stage 1 (Chart 17 and Table 25)

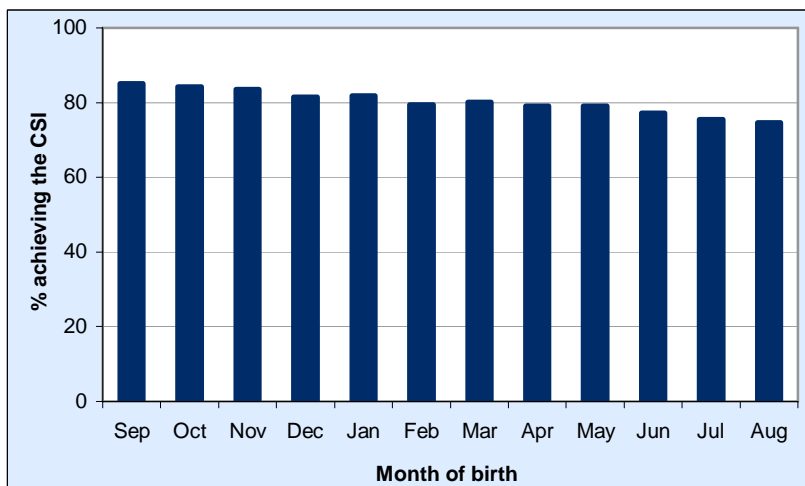
Chart 17: Percentage of pupils achieving the CSI at KS1 by month of birth, 2011



- Those born earlier in the academic year have generally higher percentages achieving the CSI than those born later in the academic year.
- Pupils born in September performed best with 89.8 per cent achieving the CSI, whilst those born in August performed worst with 75.9 per cent.

Key Stage 2 (Chart 18 and Table 26)

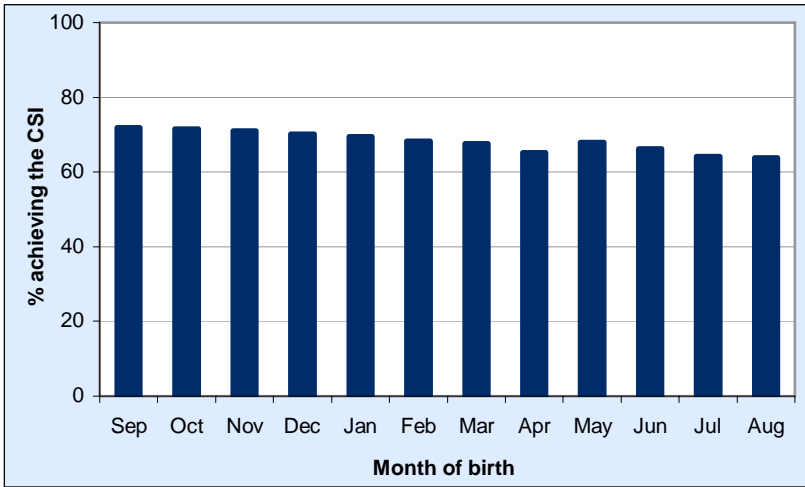
Chart 18: Percentage of pupils achieving the CSI at KS2 by month of birth, 2011



- Those born earlier in the academic year have generally higher percentages achieving the CSI than those born later in the academic year.
- Pupils born in September performed best with 85.1 per cent achieving the CSI, whilst those born in August performed worst with 74.6 per cent.

Key Stage 3 (Chart 19 and Table 27)

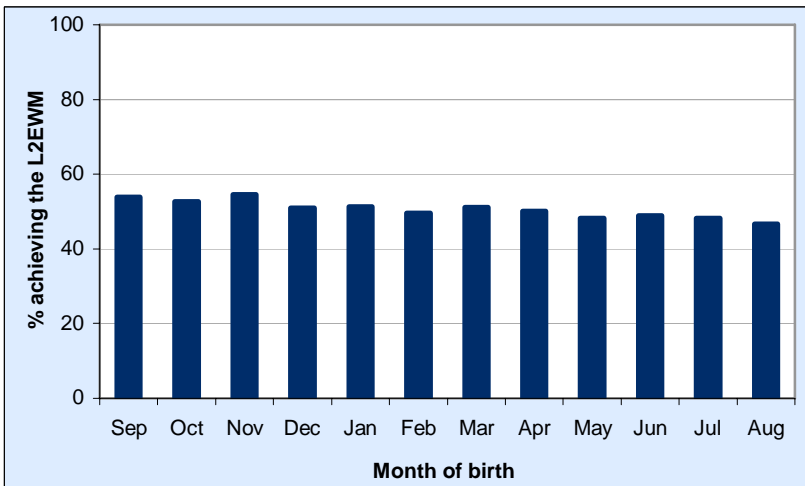
Chart 19: Percentage of pupils achieving the CSI at KS3 by month of birth, 2011



- Those born earlier in the academic year have generally higher percentages achieving the CSI than those born later in the academic year.
- Pupils born in September performed best with 71.8 per cent achieving the CSI, whilst those born in August performed worst with 63.8 per cent.

Key Stage 4 (Chart 20 and Table 28)

Chart 20: Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) at KS4 by month of birth, 2011



- Those born earlier in the academic year have generally higher percentages achieving the L2EWM threshold than those born later in the academic year.
- Pupils born in November performed best with 54.5 per cent achieving the L2EWM threshold, whilst those born in August performed worst with 46.6 per cent.
- The difference between the maximum and minimum attainment by month of birth is smaller at Key Stage 4 than other Key Stages, and has decreased recently from 8.7pp in 2010 to 7.9pp in 2011.

Table 25: Key Stage 1 by month of birth, 2007-2011
Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2007		2008		2009		2010		2011	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,740	85.3	2,697	87.6	2,544	88.2	2,559	86.7	2,741	89.8
October	2,625	85.6	2,629	86.5	2,708	86.7	2,586	86.9	2,654	87.6
November	2,502	83.7	2,526	86.0	2,543	85.7	2,306	85.3	2,454	87.4
December	2,599	83.1	2,564	84.9	2,449	84.6	2,411	84.8	2,425	85.3
January	2,742	82.5	2,710	82.5	2,597	82.6	2,425	83.2	2,531	85.2
February	2,458	81.7	2,377	81.2	2,373	82.0	2,204	82.5	2,357	82.6
March	2,583	80.4	2,669	81.2	2,414	80.9	2,560	82.2	2,511	83.0
April	2,486	78.1	2,373	79.4	2,389	81.7	2,413	81.0	2,531	81.9
May	2,659	78.6	2,637	78.2	2,503	79.2	2,501	78.4	2,414	80.5
June	2,602	77.1	2,495	75.4	2,453	76.2	2,519	78.5	2,504	77.6
July	2,688	74.3	2,649	73.3	2,553	74.8	2,746	76.8	2,727	77.2
August	2,673	73.4	2,538	73.6	2,627	72.1	2,579	76.2	2,670	75.9

Source: National Pupil Database

Table 26: Key Stage 2 by month of birth, 2007-2011
Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2007		2008		2009		2010		2011	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	2,962	79.9	3,121	79.5	2,998	83.3	2,999	84.0	2,826	85.1
October	2,831	79.7	3,105	79.6	2,895	80.3	2,867	81.8	2,709	84.2
November	2,788	75.9	3,023	78.9	2,746	81.2	2,721	81.7	2,606	83.5
December	2,845	76.8	3,027	78.2	2,935	80.2	2,725	80.9	2,710	81.4
January	2,910	75.8	3,072	77.9	2,969	78.3	2,781	78.8	2,851	81.9
February	2,780	73.9	2,715	75.9	2,693	77.3	2,513	78.4	2,551	79.4
March	2,922	74.0	3,059	75.3	2,819	76.2	2,850	78.1	2,639	80.1
April	2,715	73.8	2,928	73.4	2,883	73.8	2,674	76.7	2,545	79.1
May	2,954	72.7	2,925	74.3	2,852	77.4	2,838	76.1	2,770	79.1
June	2,875	70.8	2,945	72.6	2,794	73.8	2,876	75.5	2,656	77.3
July	3,034	69.5	3,066	70.8	3,140	73.4	2,851	73.7	2,778	75.4
August	3,094	68.7	2,944	70.3	2,816	70.3	2,754	74.0	2,747	74.6

Source: National Pupil Database

Table 27: Key Stage 3 by month of birth, 2007-2011
Percentage of pupils achieving the CSI in teacher assessments

Month of birth	2007		2008		2009		2010		2011	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	3,236	61.3	3,248	65.3	3,047	67.3	2,959	67.6	3,101	71.8
October	3,041	61.7	3,088	64.2	2,930	65.0	2,830	68.5	3,109	71.5
November	2,934	58.9	2,859	62.1	2,799	65.6	2,758	66.1	3,003	71.1
December	2,905	58.4	2,923	60.7	2,913	63.2	2,825	65.3	3,000	70.1
January	3,024	56.3	2,901	61.0	2,930	63.2	2,919	65.6	3,081	69.5
February	2,795	57.8	2,780	60.6	2,650	62.2	2,739	63.1	2,702	68.3
March	3,119	57.5	3,134	60.7	2,966	60.7	2,864	63.0	3,020	67.6
April	3,017	55.5	2,990	58.8	2,750	60.4	2,697	64.4	2,901	65.1
May	3,071	55.8	3,174	57.8	3,094	59.0	2,910	63.8	2,890	68.0
June	3,089	55.5	3,037	56.3	2,937	58.2	2,859	61.5	2,930	66.3
July	3,188	53.8	2,944	55.1	2,964	57.2	2,980	60.2	3,041	64.1
August	3,164	50.9	2,963	54.6	3,043	56.7	3,079	58.8	2,946	63.8

Source: National Pupil Database

Table 28: Key Stage 4 by month of birth, 2007-2011

Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM)

Includes GCSEs, GNVQs and NVQs only for 2007 and 2008, and all qualifications approved for pre-16 use from 2009 onwards.

Month of birth	2007		2008		2009		2010 (r)		2011	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
September	3,090	49.3	3,090	49.3	3,162	51.5	3,182	54.4	2,985	53.9
October	3,180	46.5	2,956	47.9	2,964	51.5	3,035	52.9	2,874	52.7
November	3,057	45.9	2,956	48.0	2,859	49.3	2,786	52.1	2,728	54.5
December	3,030	45.2	2,899	46.1	2,841	48.6	2,846	49.9	2,848	50.9
January	3,122	43.2	3,154	45.9	2,944	46.0	2,831	49.5	2,889	51.2
February	2,862	43.7	2,995	44.2	2,735	48.8	2,710	50.3	2,614	49.5
March	2,957	42.8	3,085	44.1	3,023	48.4	3,038	50.9	2,915	51.1
April	2,901	42.6	3,135	44.5	2,954	45.5	2,952	48.3	2,685	50.2
May	3,179	41.0	3,114	42.7	3,024	47.2	3,108	47.1	3,034	48.3
June	3,039	42.0	3,071	43.1	3,029	46.7	2,989	47.3	2,892	48.8
July	3,231	40.5	3,192	42.3	3,107	45.1	2,856	47.7	2,897	48.2
August	3,150	41.6	3,092	39.7	3,066	42.8	2,921	45.7	2,984	46.6

Source: National Pupil Database

(r) Revised. See revision note in Key Quality Information (paragraph 3).

Key Quality Information

Coverage and content

1. The datasets used to produce this bulletin have been produced by matching PLASC data from the January census to the attainment data obtained for assessments/examinations held in the following summer term. Absenteeism data from the Pupils' Attendance Record has also been matched to the matched dataset. Further quality information on the separate collections can be found by following the links seen in paragraphs 19, 20 and 21.
2. The matching process is only possible for local authority (LA) maintained primary, secondary and special schools. When publishing analyses based on these school types, pupils who have arrived from a non-English/Welsh based education system are removed from the school and LA summaries, but included in the overall summary for Wales.
3. Due to the movement of pupils between the PLASC census date in January and the assessment period and the collection of attendance records, and some issues with data matching, full coverage of ethnicity, special educational needs and month of birth with attainment data are not available for all pupils.

The tables below shows the coverage obtained for each data set:

PLASC and attainment data

		Number of pupils in:		
		Matched data set from the NPD	Published cohort (a)	% Coverage
Key Stage 1	2007	31,357	31,608	99.2
	2008	30,864	31,113	99.2
	2009	30,153	30,324	99.4
	2010	29,809	30,056	99.2
	2011	30,519	30,652	99.6
Key Stage 2	2007	34,710	34,881	99.5
	2008	35,930	36,099	99.5
	2009	34,540	34,683	99.6
	2010	33,449	33,648	99.4
	2011	32,388	32,498	99.7
Key Stage 3	2007	36,583	36,765	99.5
	2008	36,041	36,182	99.6
	2009	35,023	35,170	99.6
	2010	34,419	34,645	99.3
	2011	35,724	35,853	99.6
Key Stage 4	2007	36,798	38,302	96.1
	2008	36,739	37,792	97.2
	2009	35,708	36,434	98.0
	2010 (r)	35,254	35,875	98.3
	2011	34,345	34,830	98.6

(a) Excludes pupils in Independent schools and Pupil Referral Units (PRUs).

(r) Revised. See revision note below.

Pupils' Attendance Record and attainment data

		Number of pupils in:		% Coverage
		Matched data set from the NPD	Published cohort (a)	
Key Stage 1	2009	29,983	30,324	98.9
	2010	29,660	30,056	98.7
	2011	30,387	30,652	99.1
Key Stage 2	2009	34,341	34,683	99.0
	2010	33,230	33,648	98.8
	2011	32,161	32,498	99.0
Key Stage 3	2009	34,607	35,170	98.4
	2010	34,028	34,645	98.2
	2011	35,285	35,853	98.4
Key Stage 4	2009	35,448	36,434	97.3
	2010 (r)	34,984	35,875	97.5
	2011	34,122	34,830	98.0

(a) Excludes pupils in Independent schools and Pupil Referral Units (PRUs).

(r) Revised. See revision note below.

Revision note: At Key Stage 4, pupils from a non-English or Welsh background education were incorrectly excluded from the 2010 data. This has now been amended, and has resulted in a slight increase of pupils within the matched data set. This has resulted in slight changes to 2010 cohorts and/or percentages in Tables 4, 16, 24 and 28 when compared with last year's bulletin (published 30 March 2011).

- Please note that the 'All pupils' or national average figures given in Sections 2, 3, 4 and 6 of this bulletin (Ethnic Background, EAL, SEN and Month of Birth) represent the attainment of all pupils in maintained primary, secondary and special schools whose PLASC and attainment data were successfully matched within the database.

These figures may not match the national figures published in the main publications (see paragraph 19) because:

- independent schools and Pupil Referral Units (PRUs) do not produce a PLASC return therefore no ethnic background data at pupil level are available;
- pupils who leave or join the education system in Wales between the PLASC census day and the time of the assessments (May to July) are not included. Such pupils will either be missing pupil characteristics or an attainment level.

Data in Section 5, attainment by absenteeism levels, represent the attainment of all pupils in maintained primary, secondary and special schools whose attendance and attainment data were successfully matched.

Data in Section 1, attainment by gender, will match the national figures published as we have used our original sources for this analysis.

- The Core Subject Indicator (CSI) represents the percentage of pupils achieving the expected level or above in English or Welsh (First Language), Mathematics and Science in combination. The expected level of the majority of pupils is level 2 at the end of Key Stage 1, level 4 at Key Stage 2 and level 5 at Key Stage 3.

6. The percentage achieving the Level 1 threshold, the Level 2 threshold, the Level 2 threshold including a GCSE grade A*-C in English or Welsh (First Language) and Mathematics (L2EWM) are only available from 2007 onwards from its original source. The average capped wider points score is only available from 2010 onwards, since this was the first year in which it was calculated.

Ethnicity data

7. Please note that some of the ethnic background cohorts are very small. Care should be taken when comparing the performance of groups with relatively few pupils because results for such small groups will show more volatility year on year than for groups with larger numbers of pupils.
8. The 'Unknown' ethnic background category includes pupils for whom no data were available and those who explicitly stated that they did not want their schools to record a category for them.
9. Pupils from an ethnic minority background are not evenly dispersed around Wales. They are concentrated in four local authorities, and in particular schools within these LAs. The educational policies in place in such areas may have an impact on the academic achievement of such pupils.
10. Data for achievement in Key Stage 1-3 Welsh First Language teacher assessments has been omitted from the attainment by pupils' ethnicity tables (Tables 5-7) due to the very small numbers of pupils of an ethnic background (other than White-British) studying this subject.
11. Please note that in the PLASC data collection, pupils and their parents are encouraged to choose the most appropriate ethnic background. However, in 2009, 2010 and 2011, the ethnic background for between around 12 and 16 per cent of pupils in the relevant key stages each year was chosen by the school after parents/pupils did not choose a category (and did not explicitly state that they did not want one recorded by the school). The category chosen by the school will have been made available to parents/pupils for amendment but in cases where it was not amended the chosen category may not reflect the ethnic background to which the pupils feel they belong.

English as an additional language

12. Pupils make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a '**best-fit**' basis in a similar manner to the National Curriculum level descriptions. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

The valid categories are:

A = new to English. May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support.**

B = Early Acquisition. May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access the curriculum.**

C = Developing competence. May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow

abstract concepts and more complex written English. **Requires ongoing EAL support to access the curriculum fully.**

D = Competent. Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. **Needs some/occasional EAL support to access complex curriculum material and tasks.**

E = Fluent. Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. **Operates without EAL support across the curriculum.**

0 = Not Applicable.

13. As with ethnicity data, data for achievement in Key Stage 1-3 Welsh First Language teacher assessments has been omitted from the EAL tables (Tables 9-11) due to the very small numbers of pupils coded A-E in their EAL development studying this subject.

Special Educational Needs (SEN) data

14. Children have **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:
- have a significantly greater difficulty in learning than the majority of children of the same age.
 - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
 - are under compulsory school age and fall within the definition at a) or b) above or would so do if special educational provision was not made for them.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority (LA), other than special schools, in the area.
- for children under two, educational provisions of any kind.

Where children do not respond to differentiation and do not make adequate progress, there is a need for the school to do something additional or different. This school based SEN is described in the code as *School Action* and *School Action Plus*. For further information please see the [Special Educational Needs Code of Practice for Wales](#).

15. Local authorities have different policies for issuing statements of special educational needs so they will vary and differ across Wales.
16. Tables 17 to 20 show the attainment of pupils with a primary SEN type only. Some pupils may have more than one type of SEN but, since their secondary (tertiary etc) SEN may also have an effect on their attainment levels, it was felt that including them would skew the figures. For that reason, they have not been included in these tables.

Absenteeism data

17. Absenteeism data is based on 2009, 2010 and 2011; pupil-level absence data was collected from maintained primary and secondary schools for the first time in 2007/08. The results therefore should be treated with caution when looking at historical trends.
18. Due to issues with the attendance records of dual-registered pupils in secondary schools and pupils educated off-site, no separate attainment data are published for those with no absence at Key Stages 3 and 4.

Related published statistics

19. Further information on the numbers of pupils by ethnic background and special educational needs can be found in the [Schools Census, 2011: Final Results](#) statistical release.
20. Further information on attainment in National Curriculum Assessments, and GCSE and equivalents can be found in [Schools in Wales: Examination Performance 2010](#) publication. 2011 attainment data can be found in [National Curriculum Teacher Assessments of the Core Subjects, 2011](#), [National Curriculum Teacher Assessments of the Non-Core Subjects, 2011](#) and [Examination Results, 2010/11](#).
21. Further information on absence in schools can be found in [Absenteeism from Primary Schools, 2010/11](#) and [Absenteeism from Secondary Schools, 2010/11](#).
22. An analysis of attainment data by a pupil's free school meal eligibility has been included in the separate [Academic Achievement and Entitlement to Free School Meals, 2011](#) bulletin. Free school meal entitlement has often been taken as a measure of the socio-economic conditions of a school's population. It should be noted however that whilst there is a link between pupil characteristics and performance, many other factors affect school assessment and examination results. Some schools in disadvantaged areas perform well whilst others in more advantaged areas perform poorly.

Comparability

23. For reference, performance by pupil characteristics at Key Stage 1, Key Stage 2 and Key Stage 4 in England in 2010 (latest available) can be found by the following links below:

Key Stage 1

<http://www.education.gov.uk/rsgateway/DB/SFR/s000968/index.shtml>

Key Stage 2

<http://www.education.gov.uk/rsgateway/DB/SFR/s000975/index.shtml>

Key Stage 4

<http://www.education.gov.uk/rsgateway/DB/SFR/s000977/index.shtml>

Who are the key users of this data?

24. These statistics are used widely both within and outside the Welsh Assembly Government. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- The Department for Education in England;
- Other government departments;
- Local authorities;
- Schools;
- Estyn, Her Majesty's Inspectorate of Education and Training in Wales;
- Wales Audit Office;
- The Department for Education and Skills in the Welsh Government;
- Other areas of the Welsh Government;
- The research community;
- Students, academics and universities;
- Individual citizens and private companies.

What are the data used for?

25. These statistics are used in a variety of ways. Some examples of these are:

- Advice to Ministers;
- The all-Wales education core data packs;
- Local authority and school comparisons and benchmarks;
- To inform the education policy decision-making process in Wales;
- To assist in research in educational attainment.

26. The Programme for Government indicators included within this release are:

- Percentage of pupils achieving the CSI at Key Stage 1 (as seen in Tables 1, 5, 9, 13, 17, 21 and 25);
- Pupils assessed in Welsh First Language at Key Stage 3 (as seen in Tables 3, 15, 19, 23 and 27);
- Percentage of pupils achieving the Level 2 threshold including a GCSE grade A*-C in English or Welsh First Language and Mathematics (L2EWM) at Key Stage 4 (as seen in Tables 4, 8, 12, 16, 20, 24 and 28).

More information on the Programme for Government can be found here:

<http://wales.gov.uk/about/programmeforgovernment/?lang=en>

Symbols:

27. The following symbols have been used throughout the release:

- .. not available
- . not applicable
- the data item is not exactly zero but less than 0.5
- * data which cannot be given for reasons of confidentiality

*Cohort sizes have been replaced by a * where there are fewer than 5 but more than zero pupils in a category.*

*Percentages have been replaced by a * where there are fewer than 50 but more than zero pupils in a cohort, or where the number of pupils achieving is less than 5 but more than zero.*

This is to make users aware of the very small numbers in certain categories and to show that care should be taken when making comparisons between attainment data for such categories.