

## DATA ANNEX 2

### Attainment of pupils with special educational needs

The attainment data for all pupils included in chapter 2 refers to pupils at the end of the Key Stage who were at maintained schools. Level of special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database and figures are final for all years. The National Pupil Database holds the tests and exam results at each Key Stage for all pupils at maintained schools in England. It also holds individual pupil level attainment data for pupils in non-maintained and independent schools who take the tests/exams. Pupil characteristic information for maintained schools only are also included in the National Pupil Database (such as age, gender, ethnicity etc), which is obtained by matching records to the School Census.

#### Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile focuses on the following six areas of learning covering children's physical, intellectual, emotional and social development measured by 13 assessment scales, each of which has nine points.

<b>Personal, Social and Emotional Development (PSE):</b> 1. Dispositions and Attitudes 2. Social Development 3. Emotional Development
<b>Communication, Language and Literacy (CLL):</b> 4. Language for Communication and Thinking 5. Linking Sounds and Letters 6. Reading 7. Writing
<b>Problem Solving, Reasoning and Numeracy (PSRN):</b> 8. Numbers as Labels and for Counting 9. Calculating 10. Shape, Space and Measures
<b>11. Knowledge and Understanding of the World (KUW)</b>
<b>12. Physical Development (PD)</b>
<b>13. Creative Development (CD)</b>

Children who achieve a score of 78 points or more across the 13 assessment scales scores an average of 6 points per scale. When a child achieves this overall score, and also achieves a score of 6 or more in each of the 7 scales in the Personal, Social and Emotional Development (PSE) and Communication, Language and Literacy areas of learning (CLL), they are deemed to be reaching a **good level of development**.

### **Key Stage 1**

There are six different levels of attainment for pupils at Key Stage 1 in reading, writing and maths and four levels in Key Stage 1 science. The six numbered levels in reading, writing and maths are 1, 2C, 2B, 2A, 3 and 4, with 4 being the highest and 1 being the lowest. Key Stage 1 science levels are not disaggregated into 2C, 2B and 2A and are given as just 2, meaning that there are 4 possible numbered levels (1, 2, 3 and 4). Therefore the expected threshold of 2 or above means levels 2C, 2B, 2A (or 2 for science), 3 or 4. Three other outcomes are possible at Key Stage 1 in reading, writing and maths and include:

- A – pupils who were absent from the assessment.
- B – pupils working towards Level 1.
- D – disapplied (e.g. the pupil has recently arrived from overseas and does not speak English).

For Key Stage 1 science, levels A (absent) and D (disapplied) are not available separately, but instead are reported under level U (unable to access).

### **Key Stage 2**

There were four different levels of attainment for pupils at Key Stage 2 in 2011. This included four numbered levels ranging from 2 to 5, with 5 being the highest and 2 being the lowest. Therefore the expected threshold of 4 or above means levels 4 and 5. Four other outcomes are possible at Key Stage 2 and include:

- A – pupils who were absent from the test.
- B – pupils working below the level of the test and not entered for it.
- N – pupils who failed to register a level in the test.
- T – pupils whose test level was not assessable.

### **Key Stage 4**

Pupils predominantly aged 16 are tested via GCSE and equivalent examinations at the end of Key Stage 4. The expected level at KS4 is five or more GCSEs or equivalents at grades A\* to C including English and maths.

### **Attainment of looked after children with special educational needs**

The attainment data for children who had been looked after for at least 12 months at 31 March 2010 was obtained by matching looked after children data from the SSDA903 return to the 2010 National Pupil Database.

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The following Local Authority tables contain Local Authority level analysis for the areas covered in Chapter 2. The tables can be found on the accompanying downloadable spreadsheets on the publication webpage.

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