

## **DATA ANNEX 3**

### **Progression of pupils with special educational needs**

The data included in chapter 3 refers to pupils at the end of Key Stages 2 and 4 in the academic year 2010/11 who were at maintained schools (including academies and City Technology Colleges (CTCs) and excluding independent schools and all special 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 – see Data Annex 1 for more details.

Percentages in Key Stage 2 tables were rounded to the nearest integer and those in Key Stage 4 were rounded to 1 decimal place. However, if the numerator was five or less or the denominator was 10 or less, percentages have been replaced in the tables by a hyphen (-). Eligible child numbers of 10 or less have also been replaced in the table with a hyphen.

For further information on the methodology used to determine the eligible pupils for the purposes of this analysis and for detailed descriptions of how progression is defined please see the DfE statistical first releases that are referenced in the chapter. Figures in chapter 3 may differ slightly from those shown in the releases due to different versions of the National Pupil Database being used.

#### **Key Stage 1 to 2 progression**

Progression results in chapter 3 are shown between Key Stages 1 and 2 for English and mathematics. The full set of possible scenarios for pupils achieving the expected progress between Key Stages 1 and 2 are shown by the green boxes in the table below. The red boxes show scenarios of pupils not making the expected progress and the yellow boxes show pupils who are not included. The measure of expected progress is built on the principle that pupils achieving a level 2 in English or mathematics by the end of Key Stage 1 should be expected to achieve at least a level 4 in that subject at Key Stage 2 (other examples of achieving the expected progress would include progress from a level 1 at Key Stage 1 to a level 3 at Key Stage 2 or from a level 3 at Key Stage 1 to level 5 at Key Stage 2).

		KS2 level (combined test and TA)						
		Any non-numeric level	0	1	2	3	4	5
KS1 level	A, D or no KS1 level							
	0							
	1							
	2							
	3							
	4							

#### Key Stage 2 to 4 progression

Progression results in chapter 3 are shown between Key Stages 2 and 4 for English and mathematics. The full set of possible scenarios for pupils achieving the expected progress between Key Stages 2 and 4 are shown by the green boxes in the table below. The red boxes show scenarios of pupils not making the expected progress and the yellow boxes show pupils who are not included. The measure of expected progress is built on the principle that pupils achieving a level 4 in English or mathematics by the end of Key Stage 2 should be expected to achieve at least a C grade at GCSE in that subject at Key Stage 4 (other examples of achieving the expected progress would include progress from a level 2 at Key Stage 2 to an E grade at Key Stage 4 or from a level 5 at Key Stage 2 to B grade at Key Stage 4).

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		GCSE grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 test level (with TA substitution where appropriate)	Other	Red	Red	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Green	Green
	A/D/T	Red	Red	Red	Red	Red	Red	Red	Green	Green	Green
	W	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green
	1	Red	Red	Red	Green	Green	Green	Green	Green	Green	Green
	2	Red	Red	Red	Red	Green	Green	Green	Green	Green	Green
	3	Red	Red	Red	Red	Red	Green	Green	Green	Green	Green
	4	Red	Red	Red	Red	Red	Red	Green	Green	Green	Green
	5	Red	Red	Red	Red	Red	Red	Red	Green	Green	Green

### Index of Tables for Chapter 3

The tables are listed below. The tables can be found on the accompanying downloadable spreadsheets on the publication webpage.

<b>Table</b>	<b>Title</b>
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3.2	Progress at Key Stage 2 mathematics by special educational needs
3.3	Number and percentage of pupils making expected progress in Key Stage 2 English by level of special educational needs provision, free school meal eligibility and gender
3.4	Number and percentage of pupils making expected progress in Key Stage 2 mathematics by level of special educational needs provision, free school meal eligibility and gender
3.5	Number and percentage of pupils making expected progress in Key Stage 2 English by level of special educational needs provision and ethnicity
3.6	Number and percentage of pupils making expected progress in Key Stage 2 mathematics by level of special educational needs provision and ethnicity
3.7	Progress at GCSE and equivalent for pupils at the end of Key Stage 4 by special educational needs
3.8	Number and percentage of pupils making expected progress in English at Key Stage 4 by level of special educational needs provision, free school meal eligibility and gender
3.9	Number and percentage of pupils making expected progress in mathematics at Key Stage 4 by level of special educational needs provision, free school meal eligibility and gender
3.10	Number and percentage of pupils making expected progress in English at Key Stage 4 by level of special educational needs provision and ethnicity
3.11	Number and percentage of pupils making expected progress in mathematics at Key Stage 4 by level of special educational needs provision and ethnicity