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Internet[http://www.dfes.gov.uk/
rsgateway/DB/SFR/](http://www.dfes.gov.uk/rsgateway/DB/SFR/)**National Curriculum Assessment, GCSE and
Equivalent Attainment and Post-16 Attainment by
Pupil Characteristics in England 2004****INTRODUCTION**

This Statistical First Release (SFR) provides the 2004 information on Key Stage National Curriculum assessments, GCSE and equivalent attainment and Post-16 achievements of young people in England by different pupil characteristics, specifically gender, ethnicity, eligibility for free school meals (FSM), special education needs (SEN) and English as a First Language.

The figures contained within this publication combine the information gathered through the Pupil Level Annual School Census (PLASC) in January 2004 and the 2004 attainment data, allowing analyses of the attainment of different groups of pupils.

This SFR provides the 2004 update to SFR 04/2004 which contained Key Stage 1, 2, 3 and GCSE/GNVQ attainment by pupil characteristics for 2002 and 2003. This year, for the first time, analysis of achievements at Post-16 and value added measures by pupil characteristics are also included.

(Please note that following the extended review of Key Stage 3 English all Key Stage 3 attainment results have been delayed. Key Stage 3 attainment by pupil characteristics will therefore be published at a later date.)

KEY POINTS**Ethnicity****Minority ethnic groups with higher achievement than the national average**

- Chinese pupils are the best performing minority ethnic group in all subjects at Key Stage 1, at Key Stage 2 (with the exception of English), at 5 or more A* to C grades at GCSE and equivalent and at Post-16:
 - For example, at Key Stage 2 mathematics 89 per cent of Chinese pupils achieved the expected level, compared to 73 per cent nationally (Table 2)
- Indian pupils and pupils of Mixed White and Asian heritage consistently achieve above the national average across Key Stage 1, Key Stage 2 and at GCSE and Equivalent. However, Indian pupils perform at a slightly lower level

compared to the national average at Post-16.

- Irish pupils perform better than the national average at Key Stage 2, at GCSE and equivalent and at Post-16.
- Chinese, Indian and pupils of Mixed White and Asian pupils made the most progress between Key Stage 2 to Age 15 and Key Stage 3 to Age 15 with the highest value added measures.
 - For example, Chinese pupils made the most progress between Key Stage 2 to Age 15, with a value added measure of 1036.1, compared to 986.3 across all maintained pupils. (Table 5).

Minority ethnic groups with lower achievement than the national average

- Travellers of Irish heritage and Gypsy/Roma pupils perform considerably below the national average at all Key Stages and at GCSE and equivalent. However, it should be noted that very small numbers of pupils were recorded in these two categories.
 - For example, at Key Stage 1 reading, 31 per cent and 45 per cent respectively achieved the expected level, compared to 85 per cent nationally.
- All the minority ethnic groups within the Black category and pupils of Mixed White and Black Caribbean heritage are consistently below the national average across all Key Stages, at GCSE and equivalent and Post-16.
 - For example, at Key Stage 2 mathematics, 61 per cent of Black Caribbean pupils, 64 per cent of Black African, 64 per cent of other Black pupils and 69 per cent of Mixed White and Black Caribbean pupils achieved the expected level compared to 73 per cent nationally.
- Bangladeshi and Pakistani pupils perform consistently below the national average at all Key Stages and at 5 or more grades A*-C at GCSE and equivalent.
 - For example, at Key Stage 2 science, 77 per cent of Bangladeshi pupils and 72 per cent of Pakistani pupils achieved the expected level compared to 86 per cent nationally. However, Bangladeshi pupils' relative attainment is closer to the national average at GCSE and equivalent, with 48.4 per cent at 5 or more A*-C compared to 51.9 per cent nationally.
- Bangladeshi and Black African pupils consistently had higher Value Added scores (and thus made more progress) than the average for all pupils.
 - For example, between Key Stage 2 – age 15 Bangladeshi pupils had a Value Added score of 1019.3 and Black African pupils had a score of 1017.3 compared to an average for all pupils of 986.3.

Attainment by gender

- Girls consistently outperform boys in all of the minority ethnic groups, as they do nationally.
 - For example, 27.3 per cent of Black Caribbean boys achieve 5 or more grades A*-C at GCSE and equivalent compared to 43.8 per cent of girls - a difference of 15.5 percentage points, compared to a difference nationally of 10.2 percentage points.

English as a First Language

- Pupils with English as a First Language perform better than pupils with a language other than English as their First Language in each stage of education.
 - For example, at Post-16, the average point score per candidate of students with English known or believed to be their First Language was 276.1, compared to 242.5 of students with a language other than English as their First Language.
- Pupils with a language other than English as their First Language have better value added scores (and thus make more progress) than those whose First Language is English.
 - For example, between Key Stage 2 – Age 15 pupils with a language other than English as their First Language have an average value added score of 1022.0 compared to 983.5 for pupils whose First Language is English.

Free School Meals

- Pupils not eligible for free school meals perform better than those who are eligible for free school meals in each Key Stage, at GCSE and equivalent and at Post-16.
 - For example, at GCSE and equivalent, 56.1 per cent and 26.1 per cent achieve 5 or more grades A*-C respectively.
- The progress made between key stages of pupils not eligible for free school meals is greater than those who are eligible for free school meals
 - For example, between Key Stage 2 and Age 15 the value added measures were 990.5 and 959.3 respectively.

Special Educational Needs

- Pupils with SEN perform less well than pupils with no identified SEN in each stage of education.
- SEN pupils without a statement perform better than those with a statement at Key Stage 1, Key Stage 2 and at GCSE and equivalent. Within the group of SEN pupils without statements, pupils with School Action perform better than those with School Action Plus (with the exception of Post-16 attainment).
 - For example, at GCSE and equivalents, 76.9% per cent of pupils with School Action achieved 5 or more grades A*-G compared to 56.9% per cent with School Action Plus.
- At Key Stage 1, Key Stage 2 and at GCSE and equivalent, there are more boys than girls in each category of SEN. However, there are more boys than girls for each category at Post-16. Boys with statements outperform girls with statements at every Key Stage and at GCSE and equivalent, apart from Key Stage 1 Writing and at Post-16.
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NOTES TO EDITORS

This release contains the national level analyses of Key Stage National Curriculum assessments, GCSE and equivalent attainment, Post-16 achievements and Value Added measures by pupil characteristics for 2004.

Prior to 2002 national level analyses by pupil characteristics were not possible. However, since January 2002 the Annual Schools' Census (ASC) introduced a major change in that maintained primary, secondary and special schools reported data at an individual pupil level for the first time. This has enabled pupil characteristic information to be matched to pupil attainment data, allowing comparisons of the performance of different groups of pupils. This matched dataset is called the National Pupil Database (NPD).

This SFR covers **maintained schools only**, excluding independent schools, independent special schools, and non-maintained special schools and, for Post-16, any pupils in sixth forms centres and further education sector colleges.

Pupil Level Characteristics information

The pupil level characteristic information within this SFR are derived from PLASC returns made by schools during a single selected period of the school day and provided to the Department in January each year.

Ethnicity

In 2003 the categories for recording ethnicity data changed to reflect the categories used in the 2001 National population census. There is no direct mapping between the old and new codes and, as a result, attainment data by pupils' ethnicity for 2004 and 2003 are not directly comparable with any figures for 2002. In 2004, the new codes were compulsory, thus any pupils incorrectly classified using the old codes have been added to the unclassified category. For further information on the changes in codes, see: Statistical Topic Note: Changes in Ethnicity Codes in the Pupil Level Annual School Census 2002-2003 (<http://www.dfes.gov.uk/rsgateway/>)

The main differences between the old and new sets of codes are the introduction of the following ethnic categories: four Mixed heritage categories (White and Black Caribbean; White and Black African; White and Asian; Any other mixed background); Traveller of Irish Heritage; Gypsy/Roma.

Pupils in the Traveller of Irish Heritage and Gypsy/Roma ethnic groups are known to be underrepresented in the Annual School Census and also have a high proportion of absence during

the tests/exams. Additionally, numbers appear to decline with each Key Stage (only a third of the number of Gypsy/Roma pupils are recorded at GCSE and equivalent compared to Key Stage 1; and less than a half of Travellers of Irish Heritage are recorded at GCSE and equivalent compared to Key Stage 1). Thus, attainment by these groups is distorted. Pupils in these groups are also disproportionately identified as presenting with Special Educational Needs (SEN).

Free School Meals (FSM)

Prior to 2001, the numbers of pupils eligible for a free school meal were those who had, or whose parents had, satisfied the relevant authority that they were receiving Income Support, income based Jobseeker's Allowance, or support provided under Part 6 of the Immigration and Asylum Act 1999. From 2001 onwards this definition was modified to include only pupils where parents had indicated that they wished their child to have a free meal and had confirmed benefit receipt with the LEA or school.

Under changes to the tax credit system introduced in April 2003, children in families receiving the Child Tax Credit (CTC) rather than IS or IBJSA would not have been entitled to receive a free school meal. As a result, for 2004 ASC, the entitlement for free school meals was extended to 'non-working' families who have an amount of income that extinguishes their IS or IBJSA benefit, who are receiving support via CTC, but are working fewer than 16 hours per week and thus not in receipt of Working Tax Credit (WTC). The majority of these families would have received IS or IBJSA prior to 6 April (and accordingly their children a free school meal). As a result of this change to entitlement, these children continue to be eligible for free school meals.

Special Educational Needs (SEN)

In January 2002 the new SEN Code of Practice replaced the five stage model of the 1994 SEN Code with pupils at School Action, School Action Plus or with a statement of SEN.

Only 15 year olds for whom we have PLASC information are included at GCSE and equivalent. At Key Stages 1, 2 and 3, pupils with attainment but no PLASC information have been included as 'unclassified'. The data in the tables showing achievements by SEN in 2004 use new codes only. Any old codes provided in 2004 have been added to the unclassified category.

English as a First Language

English as a First Language is defined as pupils whose First Language is known or believed to be English. "First Language" is the language to which a child was initially exposed during early development.

ACORN (A Classification of Residential Neighbourhoods)

ACORN is a geo-demographic classification used to identify and understand the UK population. It combines geography with demographics and lifestyle information to categorise UK postcodes into 5 categories, 17 groups and 56 types. The ACORN classification describes people according to the neighbourhood in which they live and works on the premise that people living in the same neighbourhood will have similar purchasing habits and attitudinal characteristics.

The 56 types provide a high level of discrimination for analysis and are amalgamated into 17 Groups. Likewise the Groups are amalgamated into 5 Categories, which provide a readily accessible entry point into the classification.

The 5 categories are:

Wealthy Achievers
Urban Prosperity
Comfortably Off
Moderate Means
Hard Pressed

Additional information showing the relationship between the 56 types, 17 groups and 5 categories can be found at <http://www.caci.co.uk/acorn/acornmap.asp>

Achievements in Key Stage National Curriculum assessments

Key Stage National Curriculum assessments are tests taken at the end of Key Stage 1, Key Stage 2 and Key Stage 3. Key Stage 1 tests are published in reading, writing, spelling and mathematics, and Key Stage 2 and Key Stage 3 tests in English, mathematics and science.

N.B. Please note that in 2004 spelling was not reported separately, with marks for spelling contributing to the pupils' writing level instead.

The National Curriculum standards have been designed so that most pupils will progress approximately one level every two years. Level 2 is the level expected of most pupils at the end of Key Stage 1; by the end of Key Stage 2 pupils are expected to reach level 4; and levels 5 and 6 are the levels expected of most pupils at the end of Key Stage 3. When presenting analyses that refer to 'expected level' at Key Stage 3, the Department's practice is to measure against those pupils achieving level 5 or above.

The Key Stage 1 statistics for 2004 are presented in a different format to the final results for 2003 to

reflect the fact that a trial has taken place in some LEAs, where just teacher assessments were submitted to the Department. For the non-trial LEAs, they have continued to submit both test/task and teacher assessments. The Key Stage 1 tables are therefore based on combined results.

All Key Stage tables, except the SEN analyses, show achievements of pupils at the expected level for each Key Stage. The analyses by SEN show Key Stage achievements of pupils with Special Education Needs at each test level. This additional information is essential to SEN analyses as many pupils with SEN do not achieve the expected level.

The calculations showing the percentage of pupils achieving the expected level are based on pupils who are eligible for Key Stage tests, including those who are absent or disapplied. At LEA level this calculation also includes pupils with missing results, these pupils are excluded at national level.

Achievements at GCSE and equivalent

Figures reporting achievements at GCSE and equivalent show the achievements of different groups of 15 year old pupils for whom we have received PLASC information and include results in all level 1 and level 2 qualifications which are approved by QCA as appropriate for pupils pre-16. This is with the exception of graded exams which have not been incorporated this year due to data collection issues. GCE and VCE AS levels are the only level 3 qualifications which have been included. The general range of qualifications, together with the qualification families into which they fall, are set out in the table below:

Qualification Families in the 2004 School Achievement and Attainment Tables						
General	General Vocational	Occupational	Vocationally related	Key Skills	Vocational Languages	Basic Skills
GCE AS	VCE AS	NVQ Level 2	VRQ Level 2 or BTEC First	Key Skills L2	Intermediate GNVQ Language Unit	Basic Skills L2
GCSE (Full course)	Full GNVQ, Intermediate	NVQ Level 1	VRQ Level 1	Key Skills L1	NVQ Language Unit at Level 2	Basic Skills L1
GCSE Short Course	GCSEs in vocational subjects				Foundation GNVQ language Unit	
Entry Level 3	GNVQ Part 1, Intermediate				NVQ Language Unit at Level 1	
Entry Level 2	Full GNVQ, Foundation					
Entry Level 1	GNVQ Part 1, Foundation					

All GCSE and equivalent tables show the percentage of 15 year old pupils achieving the level 2 threshold (5 or more grades A*-C at GCSE or equivalent) and the percentage of 15 year olds achieving any passes in level 1, 2 or entry level qualifications. These calculations are based on all 15 year old pupils for whom we have PLASC information i.e. on roll at the start of the academic year. In addition to the GCSE and equivalent indicators mentioned above, the analyses by SEN also show the percentage of 15 year old pupils achieving the level 1 threshold (5 or more grades A*-G at GCSE and equivalent). This additional information is essential to SEN analyses as many pupils with SEN do not achieve the expected level (5+ A*-C).

Achievements Post-16

The coverage of this Statistical First Release is 16 to 18 year old students at the end of their second (and final) year of post-16 study. However, as the year group is not collected, a set of proxy criteria has been established. The criteria are that students must be 16, 17 or 18 (age at the start of the academic year) and they must have been entered for a GCE/VCE A level, or a VCE Double Award in Summer 2004.

Key skills qualifications at Level 3 are included in the average point score calculations. These are generally taken at the same time as other Post-16 qualifications. A pass in each of these qualifications at Level 3 receives 20 points and therefore, for the purposes of calculating average point scores, an entry is considered comparable to one-sixth of an A level entry.

Points are assigned to general (GCE) and vocational (VCE) advanced level grades on the following basis:

Grade	GCE and VCE A level	GCE and VCE AS
A	120	60
B	100	50
C	80	40
D	60	30
E	40	20
U, X	0	0

Grade	VCE Double Award
AA	240
AB	220
BB	200
BC	180
CC	160

CD	140
DD	120
DE	100
EE	80
U, X	0

The Advanced level results relate to general (GCE) and vocational (VCE) A/AS levels. The GCE Advanced Subsidiary is the first 50 per cent of a GCE A level course, and is assessed at the standard expected of a candidate after one year of A level study. Vocational A levels come in three forms, the VCE AS which is equivalent in size and points awarded to the GCE AS but is assessed at the full A level standard, the VCE A level which is directly equivalent to the GCE A level in size, points awarded and the standards of assessment and the VCE Double Award which is equivalent to 2 GCE/VCE A levels.

Value Added Measures

Value added is a way of measuring the progress a pupil makes between one stage of education and the next. This allows comparison between groups of pupils regardless of their different starting points.

In order to calculate the value added measures a pupil's current attainment (the output measure) is compared with the median current attainment of pupils with the same, or similar, prior attainment (the input measure). Where the pupil has achieved above the average for pupils with the same starting point they have a positive score, and where they achieve below, the score is negative. For groups of pupils the value added measure is the average value added score, presented around 100 for Key Stage 1 to Key Stage 2 and 1000 for Key Stage 2 to Age 15 and Key Stage 3 to Age 15.

Key Stage 1- Key Stage 2 Value Added Measure: In order to calculate the Key Stage 1 to Key Stage 2 value added measure a pupil's average point score at Key Stage 2 is used as the output measure, and average point score at Key Stage 1 the input measure. Pupils included are those eligible for Key Stage 2 assessment in 2004 for whom prior attainment at Key Stage 1 has been identified.

Key Stage 2- Age 15 Value Added Measure: In order to calculate the Key Stage 2 to age 15 value added measure a pupil's average point score at Key Stage 2 is used as the input measure, and capped point score (total point achieved in their best 8 GCSEs or equivalent) as the output measure. Pupils included are those were age 15 at the start of the 2003/04 school year for whom prior attainment at Key Stage 2 has been identified.

Key Stage 3- Age 15 Value Added Measure: In order to calculate the Key Stage 3 to age 15 value added measure a pupil's average point score at Key Stage 2 is used as the input measure, and capped point score (total point achieved in their best 8 GCSEs or equivalent) as the output measure. Pupils included are those were age 15 at the start of the 2003/04 school year for whom prior attainment at Key Stage 3 has been identified.

Related publications

SFR 04/2004 – National Curriculum Assessment and GCSE/GNVQ Attainment by Pupil Characteristics, in England, 2002 (final) and 2003 (provisional)

SFR 29/2004 – National Curriculum assessments of 7year olds in England, 2004 (Provisional)

SFR 30/2004 – National Curriculum assessments of 11year olds in England, 2004 (Provisional)

SFR 46/2004 – National Curriculum Assessments and Key Stage 1 to Key Stage 2 Value Added Measures for 11 year olds in England 2004 (Revised)

SFR 01/2005 – GCSE and equivalent Examination Results and associated value added measures for Young People in England, 2003/2004 (Revised)

SFR 02/2005 – GCE/VCE A/AS Examination Results for Young People in England 2003/2004 (Revised)

Bulletin – Variation in Pupil Progress 2003

<http://www.dfes.gov.uk/rsgateway/DB/SBU/b000481/index.shtml>

Volume – Statistics of Education: Schools in England 2004

<http://www.dfes.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>

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Table 1: Achievements at Key Stage 1 Level 2 and above in 2004, by ethnicity and gender

Key Stage 1	Reading					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
White	242,693	230,972	473,665	81	90	85
White British	234,307	223,179	457,486	82	90	86
Irish	1,112	1,015	2,127	82	90	85
Traveller of Irish Heritage	190	178	368	25	38	31
Gypsy/Roma	351	354	705	36	53	45
Any other White background	6,733	6,246	12,979	77	84	80
Mixed	9,977	9,760	19,737	81	89	85
White and Black Caribbean	3,408	3,413	6,821	77	89	83
White and Black African	1,019	1,001	2,020	81	88	84
White and Asian	2,045	1,955	4,000	85	93	89
Any other mixed background	3,505	3,391	6,896	82	89	86
Asian	21,468	20,576	42,044	78	85	81
Indian	6,490	6,151	12,641	86	92	89
Pakistani	8,953	8,586	17,539	73	81	77
Bangladeshi	3,845	3,800	7,645	72	81	76
Any other Asian background	2,180	2,039	4,219	80	86	83
Black	11,836	11,416	23,252	75	84	79
Black Caribbean	4,328	4,156	8,484	76	86	81
Black African	6,203	6,009	12,212	74	82	78
Any other Black background	1,305	1,251	2,556	76	86	81
Chinese	903	916	1,819	87	92	90
Any other ethnic group	2,683	2,581	5,264	72	78	75
Unclassified¹	7,971	7,392	15,363	72	82	77
All pupils	297,531	283,613	581,144	81	89	85

¹ Includes information refused or not obtained.

Key Stage 1	Writing					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
White	242,694	230,972	473,666	77	88	83
White British	234,307	223,179	457,486	77	88	83
Irish	1,112	1,015	2,127	78	88	83
Traveller of Irish Heritage	190	178	368	22	38	29
Gypsy/Roma	352	354	706	32	54	43
Any other White background	6,733	6,246	12,979	72	83	78
Mixed	9,977	9,760	19,737	76	88	82
White and Black Caribbean	3,408	3,413	6,821	71	86	79
White and Black African	1,019	1,001	2,020	75	86	81
White and Asian	2,045	1,955	4,000	80	91	85
Any other mixed background	3,505	3,391	6,896	78	88	82
Asian	21,469	20,576	42,045	73	83	78
Indian	6,490	6,151	12,641	81	91	86
Pakistani	8,954	8,586	17,540	68	79	73
Bangladeshi	3,845	3,800	7,645	68	80	74
Any other Asian background	2,180	2,039	4,219	76	85	80
Black	11,836	11,417	23,253	68	81	74
Black Caribbean	4,328	4,156	8,484	69	82	75
Black African	6,203	6,009	12,212	68	79	74
Any other Black background	1,305	1,252	2,557	69	83	76
Chinese	903	916	1,819	85	92	88
Any other ethnic group	2,683	2,581	5,264	66	77	71
Unclassified¹	7,971	7,392	15,363	67	80	73
All pupils	297,533	283,614	581,147	76	87	82

¹ Includes information refused or not obtained.

Table 1: Achievements at Key Stage 1 Level 2 and above in 2004, by ethnicity and gender

Key Stage 1	Mathematics					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
White	242,694	230,972	473,666	90	92	91
White British	234,307	223,179	457,486	90	92	91
Irish	1,112	1,015	2,127	90	93	91
Traveller of Irish Heritage	190	178	368	51	49	50
Gypsy/Roma	352	354	706	60	67	64
Any other White background	6,733	6,246	12,979	88	90	89
Mixed	9,977	9,760	19,737	89	92	90
White and Black Caribbean	3,408	3,413	6,821	87	90	88
White and Black African	1,019	1,001	2,020	87	91	89
White and Asian	2,045	1,955	4,000	90	94	92
Any other mixed background	3,505	3,391	6,896	90	92	91
Asian	21,469	20,576	42,045	85	88	86
Indian	6,490	6,151	12,641	91	93	92
Pakistani	8,954	8,586	17,540	82	84	83
Bangladeshi	3,845	3,800	7,645	82	85	83
Any other Asian background	2,180	2,039	4,219	89	90	90
Black	11,836	11,417	23,253	82	86	84
Black Caribbean	4,328	4,156	8,484	83	88	85
Black African	6,203	6,009	12,212	81	86	83
Any other Black background	1,305	1,252	2,557	84	87	85
Chinese	903	916	1,819	95	96	95
Any other ethnic group	2,683	2,581	5,264	85	85	85
Unclassified¹	7,971	7,392	15,363	83	85	84
All pupils	297,533	283,614	581,147	89	91	90

¹ Includes information refused or not obtained.

Table 2: Achievements at Key Stage 2 Level 4 and above in 2004, by ethnicity and gender

Key Stage 2	English					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
White	250,394	239,493	489,887	72	84	78
White British	242,944	232,398	475,342	73	84	78
Irish	1,139	1,032	2,171	77	87	82
Traveller of Irish Heritage	191	183	374	17	30	23
Gypsy/Roma	349	323	672	22	38	30
Any other White background	5,771	5,557	11,328	70	80	75
Mixed	8,424	8,284	16,708	74	85	79
White and Black Caribbean	3,029	3,097	6,126	68	82	76
White and Black African	715	790	1,505	70	85	78
White and Asian	1,668	1,569	3,237	81	88	84
Any other mixed background	3,012	2,828	5,840	76	85	80
Asian	19,673	19,048	38,721	68	79	74
Indian	6,454	6,271	12,725	79	87	83
Pakistani	8,340	7,967	16,307	61	74	68
Bangladeshi	2,980	2,999	5,979	66	77	71
Any other Asian background	1,899	1,811	3,710	70	81	75
Black	10,851	10,724	21,575	62	77	70
Black Caribbean	4,404	4,335	8,739	61	79	70
Black African	5,348	5,269	10,617	63	76	69
Any other Black background	1,099	1,120	2,219	64	78	71
Chinese	966	972	1,938	76	87	81
Any other ethnic group	2,467	2,337	4,804	61	71	66
Unclassified¹	9,907	8,623	18,530	65	78	71
All pupils	302,682	289,481	592,163	72	83	77

¹ Includes information refused or not obtained.

Key Stage 2	Mathematics					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
White	250,547	239,611	490,158	75	74	74
White British	243,075	232,485	475,560	75	74	75
Irish	1,140	1,032	2,172	79	78	78
Traveller of Irish Heritage	191	187	378	23	23	23
Gypsy/Roma	350	321	671	24	27	25
Any other White background	5,791	5,586	11,377	74	72	73
Mixed	8,428	8,286	16,714	73	74	74
White and Black Caribbean	3,034	3,098	6,132	68	69	69
White and Black African	715	791	1,506	71	74	72
White and Asian	1,667	1,569	3,236	80	80	80
Any other mixed background	3,012	2,828	5,840	75	75	75
Asian	19,681	19,054	38,735	70	69	69
Indian	6,454	6,271	12,725	80	79	80
Pakistani	8,344	7,967	16,311	62	60	61
Bangladeshi	2,985	3,002	5,987	68	65	66
Any other Asian background	1,898	1,814	3,712	77	77	77
Black	10,858	10,745	21,603	61	65	63
Black Caribbean	4,407	4,342	8,749	58	64	61
Black African	5,355	5,282	10,637	62	65	64
Any other Black background	1,096	1,121	2,217	63	65	64
Chinese	968	972	1,940	89	90	89
Any other ethnic group	2,476	2,344	4,820	70	69	70
Unclassified¹	9,913	8,640	18,553	68	67	68
All pupils	302,871	289,652	592,523	74	73	73

¹ Includes information refused or not obtained.

Table 2: Achievements at Key Stage 2 Level 4 and above in 2004, by ethnicity and gender

Key Stage 2	Science					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
White	250,612	239,658	490,270	87	87	87
White British	243,141	232,532	475,673	87	87	87
Irish	1,140	1,033	2,173	88	88	88
Traveller of Irish Heritage	191	186	377	36	40	38
Gypsy/Roma	350	323	673	42	48	45
Any other White background	5,790	5,584	11,374	83	83	83
Mixed	8,428	8,285	16,713	86	87	86
White and Black Caribbean	3,033	3,097	6,130	83	85	84
White and Black African	715	791	1,506	83	86	85
White and Asian	1,668	1,569	3,237	89	89	89
Any other mixed background	3,012	2,828	5,840	87	88	87
Asian	19,677	19,051	38,728	79	79	79
Indian	6,456	6,269	12,725	87	87	87
Pakistani	8,337	7,967	16,304	72	73	72
Bangladeshi	2,984	3,001	5,985	77	77	77
Any other Asian background	1,900	1,814	3,714	82	82	82
Black	10,865	10,746	21,611	75	79	77
Black Caribbean	4,408	4,343	8,751	75	81	78
Black African	5,358	5,282	10,640	74	76	75
Any other Black background	1,099	1,121	2,220	77	82	80
Chinese	966	972	1,938	88	90	89
Any other ethnic group	2,474	2,343	4,817	75	76	76
Unclassified¹	9,921	8,638	18,559	81	82	81
All pupils	302,943	289,693	592,636	85	86	86

¹ Includes information refused or not obtained.

Table 3: Achievements at GCSE and equivalent in 2004, by ethnicity and gender

GCSE and equivalent	Level 2: 5 or more grades A*-C at GCSE and equivalent					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
White	249,797	243,672	493,469	47.4	57.4	52.3
White British	242,622	236,915	479,537	47.3	57.3	52.3
Irish	1,146	1,163	2,309	54.0	62.5	58.3
Traveller of Irish Heritage	86	63	149	23.3	39.7	30.2
Gypsy/Roma	100	166	266	15.0	12.7	13.5
Any other White background	5,843	5,365	11,208	49.3	61.3	55.0
Mixed	5,566	5,862	11,428	44.8	54.4	49.7
White and Black Caribbean	2,026	2,169	4,195	34.1	44.9	39.7
White and Black African	492	471	963	43.5	51.0	47.1
White and Asian	1,065	1,071	2,136	61.4	69.9	65.7
Any other mixed background	1,983	2,151	4,134	47.1	57.1	52.3
Asian	18,568	17,770	36,338	49.4	61.4	55.3
Indian	7,147	6,871	14,018	61.6	71.9	66.6
Pakistani	7,084	6,556	13,640	38.8	52.1	45.2
Bangladeshi	2,536	2,754	5,290	41.0	55.2	48.4
Any other Asian background	1,801	1,589	3,390	54.8	65.9	60.0
Black	9,712	10,039	19,751	31.9	45.9	39.0
Black Caribbean	4,317	4,459	8,776	27.3	43.8	35.7
Black African	4,104	4,382	8,486	37.3	48.9	43.3
Any other Black background	1,291	1,198	2,489	29.8	43.0	36.2
Chinese	1,095	1,029	2,124	69.5	79.1	74.2
Any other ethnic group	2,358	2,118	4,476	43.0	54.4	48.4
Unclassified¹	12,665	11,523	24,188	42.7	52.0	47.1
All pupils	299,761	292,013	591,774	46.8	57.0	51.9

GCSE and equivalent	Any passes					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
White	249,797	243,672	493,469	95.5	96.9	96.2
White British	242,622	236,915	479,537	95.6	96.9	96.2
Irish	1,146	1,163	2,309	95.6	96.8	96.2
Traveller of Irish Heritage	86	63	149	76.7	82.5	79.2
Gypsy/Roma	100	166	266	74.0	81.3	78.6
Any other White background	5,843	5,365	11,208	93.5	95.9	94.6
Mixed	5,566	5,862	11,428	94.1	95.9	95.0
White and Black Caribbean	2,026	2,169	4,195	92.9	95.3	94.2
White and Black African	492	471	963	93.1	93.8	93.5
White and Asian	1,065	1,071	2,136	96.2	97.2	96.7
Any other mixed background	1,983	2,151	4,134	94.4	96.2	95.3
Asian	18,568	17,770	36,338	96.8	98.0	97.4
Indian	7,147	6,871	14,018	98.0	98.8	98.4
Pakistani	7,084	6,556	13,640	96.4	97.7	97.0
Bangladeshi	2,536	2,754	5,290	96.5	97.8	97.2
Any other Asian background	1,801	1,589	3,390	94.6	96.1	95.3
Black	9,712	10,039	19,751	94.1	96.0	95.1
Black Caribbean	4,317	4,459	8,776	94.2	96.9	95.6
Black African	4,104	4,382	8,486	94.3	95.2	94.8
Any other Black background	1,291	1,198	2,489	93.1	95.5	94.3
Chinese	1,095	1,029	2,124	95.4	96.9	96.1
Any other ethnic group	2,358	2,118	4,476	91.5	93.9	92.6
Unclassified¹	12,665	11,523	24,188	93.9	95.4	94.6
All pupils	299,761	292,013	591,774	95.4	96.8	96.1

¹ Includes information refused or not obtained.

Table 4: Achievements at GCE/VCE A/AS in 2004, by ethnicity and gender

GCE/VCE A/AS	Number of 16-18 year old candidates			Average point score per candidate			Average point score per entry		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
White	50,881	58,027	108,908	263.7	288.4	276.9	74.8	80.7	78.0
White British	49,065	56,076	105,141	263.6	288.2	276.7	74.7	80.6	77.8
Irish	289	371	660	264.0	284.4	275.5	76.3	82.1	79.6
Traveller of Irish Heritage	19	7	26	267.9	350.0	290.0	72.7	87.0	76.8
Gypsy/Roma	14	14	28	270.7	212.1	241.4	79.0	69.1	74.3
Any other White background	1,494	1,559	3,053	267.5	298.0	283.1	78.4	84.7	81.7
Mixed	1,028	1,266	2,294	265.9	291.9	280.3	77.0	83.2	80.4
White and Black Caribbean	194	255	449	247.9	246.8	247.3	72.4	76.0	74.4
White and Black African	99	102	201	240.6	294.6	268.0	72.0	81.2	76.9
White and Asian	333	366	699	284.7	316.3	301.2	80.6	87.4	84.2
Any other mixed background	402	543	945	265.3	296.2	283.1	77.2	83.7	81.0
Asian	4,887	6,193	11,080	242.2	245.4	244.0	73.9	75.3	74.7
Indian	2,613	3,146	5,759	254.0	259.3	256.9	75.7	77.3	76.6
Pakistani	1,402	1,819	3,221	213.4	221.0	217.7	68.6	70.8	69.9
Bangladeshi	348	600	948	215.4	215.6	215.5	70.0	71.7	71.1
Any other Asian background	524	628	1,152	278.4	274.5	276.3	80.5	80.3	80.4
Black	1,212	1,816	3,028	202.2	226.5	216.7	65.8	71.1	69.0
Black Caribbean	412	628	1,040	182.5	216.9	203.3	60.8	68.9	65.8
Black African	659	992	1,651	213.3	229.9	223.2	68.6	71.9	70.6
Any other Black background	141	196	337	207.7	239.9	226.4	66.9	73.6	70.9
Chinese	504	519	1,023	311.4	317.6	314.5	84.4	86.6	85.5
Any other ethnic group	518	649	1,167	251.2	257.8	254.9	74.5	78.7	76.8
Unclassified¹	4,290	4,259	8,549	249.7	270.3	260.0	73.7	79.2	76.4
All pupils	63,320	72,729	136,049	260.2	282.2	272.0	74.6	80.0	77.5

¹ Includes information refused or not obtained.

Table 5: Value Added Measures in 2004, by ethnicity and gender

Value Added Measures	Key Stage 1 to Key Stage 2 Value Added Measure								
	Number of eligible pupils			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	250,672	239,705	490,377	100.1	99.8	99.9	97.1	97.3	97.2
White British	243,198	232,574	475,772	100.1	99.8	99.9	97.6	97.8	97.7
Irish	1,140	1,033	2,173	100.4	100.2	100.3	92.8	92.1	92.5
Traveller of Irish Heritage	191	187	378	99.3	98.8	99.0	61.3	69.0	65.1
Gypsy/Roma	350	323	673	99.2	98.9	99.1	73.4	74.3	73.8
Any other White background	5,793	5,588	11,381	101.0	100.6	100.8	78.3	78.8	78.6
Mixed	8,433	8,289	16,722	100.2	99.9	100.1	93.4	93.9	93.7
White and Black Caribbean	3,036	3,099	6,135	99.9	99.7	99.8	96.7	97.1	96.9
White and Black African	716	791	1,507	100.3	100.2	100.2	86.0	86.7	86.4
White and Asian	1,668	1,570	3,238	100.5	100.2	100.3	93.4	94.1	93.8
Any other mixed background	3,013	2,829	5,842	100.4	100.0	100.2	91.9	92.3	92.1
Asian	19,687	19,058	38,745	100.4	100.1	100.3	89.1	89.9	89.5
Indian	6,456	6,271	12,727	100.6	100.3	100.5	92.8	93.2	93.0
Pakistani	8,345	7,970	16,315	100.0	99.8	99.9	91.2	91.8	91.5
Bangladeshi	2,986	3,002	5,988	100.8	100.5	100.6	88.6	90.7	89.6
Any other Asian background	1,900	1,815	3,715	100.9	100.8	100.9	68.3	69.0	68.6
Black	10,871	10,751	21,622	99.9	99.9	99.9	78.5	78.5	78.5
Black Caribbean	4,408	4,345	8,753	99.5	99.6	99.5	87.7	88.4	88.0
Black African	5,364	5,285	10,649	100.2	100.3	100.3	69.2	68.5	68.8
Any other Black background	1,099	1,121	2,220	99.7	99.6	99.7	87.4	87.8	87.6
Chinese	968	972	1,940	101.5	101.1	101.3	81.9	82.5	82.2
Any other ethnic group	2,476	2,345	4,821	101.1	100.9	101.0	68.3	67.5	67.9
Unclassified¹	9,944	8,647	18,591	100.1	99.8	99.9	88.1	89.6	88.8
All pupils	303,051	289,767	592,818	100.1	99.8	100.0	95.2	95.5	95.4

¹ Includes information refused or not obtained.

Value Added Measures	Key Stage 2 to Age 15 Value Added Measure								
	Number of 15 year olds			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	249,797	243,672	493,469	973.9	994.3	984.0	96.0	96.4	96.2
White British	242,622	236,915	479,537	973.6	993.9	983.6	96.5	96.8	96.6
Irish	1,146	1,163	2,309	975.2	993.3	984.3	94.8	95.1	94.9
Traveller of Irish Heritage	86	63	149	938.3	959.3	947.4	83.7	87.3	85.2
Gypsy/Roma	100	166	266	923.3	934.4	930.5	76.0	84.3	81.2
Any other White background	5,843	5,365	11,208	994.3	1014.7	1004.3	77.0	79.7	78.3
Mixed	5,566	5,862	11,428	970.4	991.2	981.1	91.0	92.4	91.7
White and Black Caribbean	2,026	2,169	4,195	956.3	978.4	967.8	94.3	95.2	94.8
White and Black African	492	471	963	972.2	993.0	982.4	81.3	82.2	81.7
White and Asian	1,065	1,071	2,136	992.9	1007.9	1000.5	89.7	92.0	90.8
Any other mixed background	1,983	2,151	4,134	973.0	995.8	984.9	90.6	92.0	91.3
Asian	18,568	17,770	36,338	1010.5	1036.3	1023.3	87.9	89.5	88.7
Indian	7,147	6,871	14,018	1018.2	1039.6	1028.7	92.1	92.6	92.3
Pakistani	7,084	6,556	13,640	1003.6	1035.3	1018.9	88.9	90.3	89.6
Bangladeshi	2,536	2,754	5,290	1006.6	1030.6	1019.3	86.1	88.8	87.5
Any other Asian background	1,801	1,589	3,390	1012.4	1035.5	1023.6	69.9	74.1	71.9
Black	9,712	10,039	19,751	977.2	1007.9	992.6	76.6	74.7	75.6
Black Caribbean	4,317	4,459	8,776	964.5	997.9	981.4	88.1	86.7	87.4
Black African	4,104	4,382	8,486	1003.8	1030.6	1017.3	61.4	58.8	60.1
Any other Black background	1,291	1,198	2,489	960.4	989.2	974.3	86.8	87.9	87.3
Chinese	1,095	1,029	2,124	1029.3	1043.2	1036.1	77.5	78.9	78.2
Any other ethnic group	2,358	2,118	4,476	1001.1	1024.9	1012.6	66.5	69.8	68.0
Unclassified¹	12,665	11,523	24,188	964.0	983.8	973.5	93.0	94.1	93.5
All pupils	299,761	292,013	591,774	976.0	996.9	986.3	94.4	94.8	94.6

¹ Includes information refused or not obtained.

Table 5: Value Added Measures in 2004, by ethnicity and gender

Value Added Measures	Key Stage 3 to Age 15 Value Added Measure								
	Number of 15 year olds			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	249,797	243,672	493,469	980.4	997.0	988.6	97.0	97.2	97.1
White British	242,622	236,915	479,537	980.1	996.6	988.2	97.2	97.4	97.3
Irish	1,146	1,163	2,309	979.8	998.5	989.3	96.9	96.8	96.8
Traveller of Irish Heritage	86	63	149	956.0	973.2	963.3	86.0	85.7	85.9
Gypsy/Roma	100	166	266	955.9	970.0	964.7	82.0	81.9	82.0
Any other White background	5,843	5,365	11,208	997.1	1013.7	1005.1	89.2	90.4	89.8
Mixed	5,566	5,862	11,428	980.2	996.3	988.5	94.6	95.0	94.8
White and Black Caribbean	2,026	2,169	4,195	971.4	989.7	980.9	95.3	95.7	95.5
White and Black African	492	471	963	980.9	1002.8	991.4	91.3	86.8	89.1
White and Asian	1,065	1,071	2,136	993.4	1003.7	998.6	95.1	95.9	95.5
Any other mixed background	1,983	2,151	4,134	982.0	998.1	990.4	94.5	95.5	95.0
Asian	18,568	17,770	36,338	1012.2	1032.0	1021.9	94.5	95.3	94.9
Indian	7,147	6,871	14,018	1011.6	1027.4	1019.4	96.8	96.8	96.8
Pakistani	7,084	6,556	13,640	1011.0	1036.0	1023.0	94.9	95.0	95.0
Bangladeshi	2,536	2,754	5,290	1020.0	1038.9	1029.9	93.6	95.7	94.7
Any other Asian background	1,801	1,589	3,390	1007.6	1023.8	1015.3	85.7	88.7	87.1
Black	9,712	10,039	19,751	997.3	1018.7	1008.1	89.1	87.5	88.3
Black Caribbean	4,317	4,459	8,776	987.4	1009.6	998.6	94.2	93.7	94.0
Black African	4,104	4,382	8,486	1014.3	1035.4	1025.0	82.5	79.6	81.0
Any other Black background	1,291	1,198	2,489	982.7	1000.8	991.5	92.6	93.2	92.9
Chinese	1,095	1,029	2,124	1006.3	1020.1	1013.0	89.8	90.8	90.3
Any other ethnic group	2,358	2,118	4,476	1003.0	1021.8	1012.2	81.6	85.8	83.6
Unclassified¹	12,665	11,523	24,188	974.4	990.7	982.2	95.2	95.7	95.4
All pupils	299,761	292,013	591,774	982.8	999.7	991.2	96.4	96.6	96.5

¹ Includes information refused or not obtained.

Table 6: Achievements at Key Stage 1 Level 2 and above in 2004, by English as a First Language and gender

Key Stage 1	Reading					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
English ¹	263,046	250,812	513,858	82	90	86
Other than English ²	33,058	31,543	64,601	75	82	78
Unclassified	1,427	1,258	2,685	50	57	53
All pupils	297,531	283,613	581,144	81	89	85

Key Stage 1	Writing					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
English ¹	263,047	250,813	513,860	77	88	82
Other than English ²	33,059	31,543	64,602	70	81	75
Unclassified	1,427	1,258	2,685	44	54	49
All pupils	297,533	283,614	581,147	76	87	82

Key Stage 1	Mathematics					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
English ¹	263,047	250,813	513,860	90	92	91
Other than English ²	33,059	31,543	64,602	84	87	85
Unclassified	1,427	1,258	2,685	62	65	64
All pupils	297,533	283,614	581,147	89	91	90

¹ This includes Not known but believed to be English

² This includes Not known but believed to be other than English

Table 7: Achievements at Key Stage 2 Level 4 and above in 2004, by English as a First Language and gender

Key Stage 2	English					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
English ¹	271,026	259,200	530,226	72	84	78
Other than English ²	29,813	28,762	58,575	65	76	71
Unclassified	1,843	1,519	3,362	54	65	59
All pupils	302,682	289,481	592,163	72	83	77

Key Stage 2	Mathematics					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
English ¹	271,181	259,315	530,496	74	74	74
Other than English ²	29,849	28,812	58,661	68	67	68
Unclassified	1,841	1,525	3,366	56	54	55
All pupils	302,871	289,652	592,523	74	73	73

Key Stage 2	Science					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
English ¹	271,248	259,361	530,609	86	87	87
Other than English ²	29,845	28,810	58,655	77	77	77
Unclassified	1,850	1,522	3,372	66	69	68
All pupils	302,943	289,693	592,636	85	86	86

¹ This includes Not known but believed to be English

² This includes Not known but believed to be other than English

Table 8: Achievements at GCSE and equivalent in 2004, by English as a First Language and gender

GCSE and equivalent	Level 2: 5 or more grades A*-C at GCSE and equivalent					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
English ¹	272,506	265,971	538,477	47.0	57.1	52.0
Other than English ²	26,154	25,307	51,461	45.0	56.7	50.7
Unclassified	1,101	735	1,836	39.0	46.0	41.8
All pupils	299,761	292,013	591,774	46.8	57.0	51.9

GCSE and equivalent	Any passes					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
English ¹	272,506	265,971	538,477	95.5	96.8	96.1
Other than English ²	26,154	25,307	51,461	95.3	96.8	96.0
Unclassified	1,101	735	1,836	89.6	96.7	92.5
All pupils	299,761	292,013	591,774	95.4	96.8	96.1

¹ This includes Not known but believed to be English

² This includes Not known but believed to be other than English

Table 9: Achievements at GCE/VCE A/AS in 2004, by English as a First Language and gender

GCE/VCE A/AS	Number of 16-18 year old candidates			Average point score per candidate			Average point score per entry		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
English¹	56,154	63,930	120,084	263.2	287.4	276.1	74.8	80.6	77.9
Other than English²	6,051	7,712	13,763	239.2	245.1	242.5	73.4	75.6	74.7
Unclassified	1,115	1,087	2,202	224.5	238.5	231.4	72.5	76.3	74.4
All pupils	63,320	72,729	136,049	260.2	282.2	272.0	74.6	80.0	77.5

¹ This includes Not known but believed to be English

² This includes Not known but believed to be other than English

Table 10: Value Added Measures in 2004, by English as a First Language and gender

Value Added Measures	Key Stage 1 to Key Stage 2 Value Added Measure								
	Number of eligible pupils			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
English ¹	271,315	259,414	530,729	100.1	99.8	99.9	96.9	97.2	97.1
Other than English ²	29,866	28,822	58,688	100.6	100.3	100.4	81.9	82.4	82.1
Unclassified	1,870	1,531	3,401	99.8	99.3	99.6	54.2	59.0	56.4
All pupils	303,051	289,767	592,818	100.1	99.8	100.0	95.2	95.5	95.4

Value Added Measures	Key Stage 2 to Age 15 Value Added Measure								
	Number of 15 year olds			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
English ¹	272,506	265,971	538,477	973.3	993.9	983.5	95.9	96.2	96.0
Other than English ²	26,154	25,307	51,461	1009.4	1034.7	1022.0	79.1	80.7	79.9
Unclassified	1,101	735	1,836	966.9	983.4	973.4	79.7	77.6	78.9
All pupils	299,761	292,013	591,774	976.0	996.9	986.3	94.4	94.8	94.6

Value Added Measures	Key Stage 3 to Age 15 Value Added Measure								
	Number of 15 year olds			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
English ¹	272,506	265,971	538,477	980.2	996.8	988.4	97.0	97.1	97.0
Other than English ²	26,154	25,307	51,461	1011.8	1032.0	1021.8	90.4	91.2	90.8
Unclassified	1,101	735	1,836	983.4	999.2	989.7	88.1	87.3	87.8
All pupils	299,761	292,013	591,774	982.8	999.7	991.2	96.4	96.6	96.5

¹ This includes Not known but believed to be English

² This includes Not known but believed to be other than English

Table 11: Achievements at Key Stage 1 Level 2 and above in 2004, by FSM and gender

Key Stage 1	Reading					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
Non FSM	240,697	229,181	469,878	85	92	88
FSM	55,486	53,240	108,726	64	76	70
Unclassified	1,348	1,192	2,540	49	55	52
All pupils	297,531	283,613	581,144	81	89	85

Key Stage 1	Writing					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
Non FSM	240,697	229,182	469,879	80	91	85
FSM	55,488	53,240	108,728	58	74	66
Unclassified	1,348	1,192	2,540	43	53	48
All pupils	297,533	283,614	581,147	76	87	82

Key Stage 1	Mathematics					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
Non FSM	240,697	229,182	469,879	91	94	93
FSM	55,488	53,240	108,728	78	82	80
Unclassified	1,348	1,192	2,540	61	64	63
All pupils	297,533	283,614	581,147	89	91	90

Table 12: Achievements at Key Stage 2 Level 4 and above in 2004, by FSM and gender

Key Stage 2	English					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
Non FSM	247,093	236,466	483,559	76	86	81
FSM	53,849	51,607	105,456	51	66	58
Unclassified	1,740	1,408	3,148	53	64	58
All pupils	302,682	289,481	592,163	72	83	77

Key Stage 2	Mathematics					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
Non FSM	247,248	236,582	483,830	78	77	78
FSM	53,885	51,656	105,541	55	55	55
Unclassified	1,738	1,414	3,152	55	54	54
All pupils	302,871	289,652	592,523	74	73	73

Key Stage 2	Science					
	Eligible pupils			% Achieving		
	Boys	Girls	Total	Boys	Girls	Total
Non FSM	247,285	236,606	483,891	89	89	89
FSM	53,911	51,676	105,587	71	71	71
Unclassified	1,747	1,411	3,158	65	69	67
All pupils	302,943	289,693	592,636	85	86	86

Table 13: Achievements at GCSE and equivalent in 2004, by FSM and gender

GCSE and equivalent	Level 2: 5 or more grades A*-C at GCSE and equivalent					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
Non FSM	257,452	250,608	508,060	50.8	61.4	56.1
FSM	41,756	40,982	82,738	22.1	30.2	26.1
Unclassified	553	423	976	35.4	48.5	41.1
All pupils	299,761	292,013	591,774	46.8	57.0	51.9

GCSE and equivalent	Any passes					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
Non FSM	257,452	250,608	508,060	96.4	97.5	96.9
FSM	41,756	40,982	82,738	89.8	92.7	91.2
Unclassified	553	423	976	85.5	97.6	90.8
All pupils	299,761	292,013	591,774	95.4	96.8	96.1

Table 14: Achievements at GCE/VCE A/AS in 2004, by FSM and gender

GCE/VCE A/AS	Number of 16-18 year old candidates			Average point score per candidate			Average point score per entry		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Non FSM	60,252	68,715	128,967	262.9	285.9	275.2	74.9	80.5	77.9
FSM	2,062	3,009	5,071	198.1	210.1	205.3	65.5	68.9	67.5
Unclassified	1,006	1,005	2,011	226.9	238.8	232.9	73.2	76.3	74.7
All pupils	63,320	72,729	136,049	260.2	282.2	272.0	74.6	80.0	77.5

Table 15: Value Added Measures in 2004, by FSM and gender

Value Added Measures	Key Stage 1 to Key Stage 2 Value Added Measure								
	Number of eligible pupils			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Non FSM	247,344	236,649	483,993	100.2	99.9	100.1	96.0	96.3	96.1
FSM	53,940	51,698	105,638	99.7	99.4	99.6	92.7	93.2	93.0
Unclassified	1,767	1,420	3,187	99.8	99.3	99.6	52.0	56.5	54.0
All pupils	303,051	289,767	592,818	100.1	99.8	100.0	95.2	95.5	95.4

Value Added Measures	Key Stage 2 to Age 15 Value Added Measure								
	Number of 15 year olds			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Non FSM	257,452	250,608	508,060	980.3	1001.0	990.5	95.1	95.4	95.3
FSM	41,756	40,982	82,738	948.1	970.6	959.3	90.1	91.2	90.6
Unclassified	553	423	976	957.3	981.9	968.0	67.8	68.8	68.2
All pupils	299,761	292,013	591,774	976.0	996.9	986.3	94.4	94.8	94.6

Value Added Measures	Key Stage 3 to Age 15 Value Added Measure								
	Number of 15 year olds			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Non FSM	257,452	250,608	508,060	984.7	1001.4	993.0	96.9	97.0	97.0
FSM	41,756	40,982	82,738	970.5	988.9	979.6	93.0	93.7	93.4
Unclassified	553	423	976	984.1	1003.9	992.8	82.1	83.2	82.6
All pupils	299,761	292,013	591,774	982.8	999.7	991.2	96.4	96.6	96.5

Table 16a: Achievements at Key Stage 1 Reading¹ by each level² in 2004, by SEN and gender

Key Stage 1	Reading - boys								
	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3 or more
No identified SEN	218,868	0.1	0.1	0.8	6.5	14.0	23.9	24.1	30.6
SEN without a statement	68,846	0.3	0.4	11.2	38.6	22.7	15.6	7.4	3.9
School Action	47,044	0.2	0.1	7.0	37.9	25.7	17.3	7.7	3.9
School Action +	21,802	0.3	1.0	20.2	40.0	16.1	11.7	6.5	4.1
SEN with a statement	8,474	0.4	11.3	36.5	24.2	9.9	9.0	5.7	3.0
Unclassified	1,343	1.7	12.3	20.0	16.6	13.5	15.3	10.1	10.4
All pupils	297,531	0.1	0.5	4.3	14.4	15.9	21.5	19.7	23.6

Key Stage 1	Reading - girls								
	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3 or more
No identified SEN	243,457	0.1	0.1	0.4	4.2	10.8	20.8	25.8	37.8
SEN without a statement	35,563	0.2	0.3	9.1	38.7	24.9	16.4	7.2	3.2
School Action	26,785	0.2	0.1	5.6	37.4	27.7	18.3	7.6	3.1
School Action +	8,778	0.3	0.8	19.6	42.5	16.5	10.8	6.1	3.4
SEN with a statement	3,401	0.4	13.1	40.8	20.1	9.5	7.9	4.8	3.4
Unclassified	1,192	2.6	10.9	14.1	16.9	12.1	15.2	14.8	13.4
All pupils	283,613	0.1	0.3	2.0	8.8	12.6	20.1	23.2	32.9

Key Stage 1	Reading - total								
	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3 or more
No identified SEN	462,325	0.1	0.1	0.6	5.3	12.3	22.3	25.0	34.4
SEN without a statement	104,409	0.2	0.4	10.5	38.6	23.4	15.9	7.3	3.7
School Action	73,829	0.2	0.1	6.5	37.7	26.4	17.7	7.7	3.6
School Action +	30,580	0.3	0.9	20.1	40.8	16.2	11.4	6.4	3.9
SEN with a statement	11,875	0.4	11.8	37.8	23.0	9.8	8.7	5.4	3.1
Unclassified	2,535	2.1	11.6	17.2	16.8	12.8	15.3	12.3	11.8
All pupils	581,144	0.1	0.4	3.2	11.7	14.3	20.8	21.4	28.1

¹ Figures were calculated using a combination of both the reading task and reading/comprehension test (rct) to give overall level. If level 3 was achieved for the rct, this score is recorded as the overall level, otherwise, the level achieved in the reading task is used.

² W - Working towards level 1

Table 16b: Achievements at Key Stage 1 Writing by each level¹ in 2004, by SEN and gender

Writing - boys									
Key Stage 1	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3
No identified SEN	218,869	0.1	0.1	1.3	9.4	22.5	29.7	22.7	14.2
SEN without a statement	68,847	0.4	0.4	18.5	38.4	26.2	11.4	3.6	1.1
School Action	47,045	0.4	0.1	12.9	39.3	29.8	12.6	3.7	1.1
School Action +	21,802	0.5	1.0	30.6	36.5	18.3	8.6	3.2	1.2
SEN with a statement	8,474	0.5	11.7	46.5	20.3	10.3	6.8	2.8	1.0
Unclassified	1,343	2.4	12.0	25.0	17.3	17.5	14.1	6.8	5.0
All pupils	297,533	0.2	0.5	6.7	16.4	23.0	24.7	17.6	10.7

Writing - girls									
Key Stage 1	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3
No identified SEN	243,458	0.1	0.1	0.6	5.3	15.6	26.8	27.6	23.9
SEN without a statement	35,563	0.4	0.3	14.3	36.1	29.3	13.9	4.2	1.5
School Action	26,785	0.4	0.1	9.6	36.0	32.6	15.5	4.4	1.4
School Action +	8,778	0.4	0.8	28.9	36.5	19.1	8.7	3.7	1.9
SEN with a statement	3,401	0.5	13.4	48.2	16.6	9.6	6.8	3.2	1.6
Unclassified	1,192	2.5	11.0	16.3	17.2	19.6	15.1	11.5	6.8
All pupils	283,614	0.2	0.3	3.0	9.3	17.2	24.9	24.3	20.8

Writing - total									
Key Stage 1	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3
No identified SEN	462,327	0.1	0.1	1.0	7.2	18.9	28.2	25.3	19.3
SEN without a statement	104,410	0.4	0.4	17.1	37.6	27.2	12.2	3.8	1.3
School Action	73,830	0.4	0.1	11.7	38.1	30.8	13.7	4.0	1.2
School Action +	30,580	0.5	1.0	30.1	36.5	18.5	8.7	3.4	1.4
SEN with a statement	11,875	0.5	12.2	47.0	19.2	10.1	6.8	2.9	1.2
Unclassified	2,535	2.4	11.5	20.9	17.2	18.5	14.6	9.0	5.8
All pupils	581,147	0.2	0.4	4.9	13.0	20.2	24.8	20.9	15.6

¹ W - Working towards level 1

Table 16c: Achievements at Key Stage 1 Mathematics by each level¹ in 2004, by SEN and gender

Mathematics - boys									
Key Stage 1	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3
No identified SEN	218,869	0.1	0.1	0.4	2.6	10.6	21.6	25.3	39.3
SEN without a statement	68,847	0.3	0.4	6.3	22.1	28.3	23.5	12.4	6.9
School Action	47,045	0.3	0.1	3.6	19.1	29.8	26.2	13.8	7.2
School Action +	21,802	0.3	1.0	12.1	28.5	24.9	17.5	9.4	6.2
SEN with a statement	8,474	0.5	11.5	33.0	21.2	13.3	10.1	5.9	4.5
Unclassified	1,343	1.5	13.1	9.5	14.3	17.0	17.7	13.0	13.9
All pupils	297,533	0.2	0.5	2.7	7.7	14.8	21.7	21.7	30.7

Mathematics - girls									
Key Stage 1	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3
No identified SEN	243,458	0.1	0.1	0.4	2.9	12.8	24.1	31.3	28.3
SEN without a statement	35,563	0.3	0.3	7.4	27.9	32.8	20.1	8.7	2.6
School Action	26,785	0.3	0.1	4.7	25.3	35.4	22.3	9.4	2.5
School Action +	8,778	0.3	0.7	15.7	36.0	24.8	13.3	6.4	2.8
SEN with a statement	3,401	0.2	13.3	40.3	20.2	11.7	7.4	4.7	2.1
Unclassified	1,192	2.1	12.8	7.1	14.0	19.7	20.1	15.9	8.2
All pupils	283,614	0.1	0.3	1.8	6.3	15.3	23.4	28.1	24.7

Mathematics - total									
Key Stage 1	Eligible pupils	% Achieving							
		Absent	Disapplied	W	1	2C	2B	2A	3
No identified SEN	462,327	0.1	0.1	0.4	2.8	11.8	22.9	28.5	33.5
SEN without a statement	104,410	0.3	0.4	6.7	24.1	29.8	22.3	11.1	5.4
School Action	73,830	0.3	0.1	4.0	21.3	31.8	24.8	12.2	5.5
School Action +	30,580	0.3	0.9	13.1	30.7	24.9	16.3	8.5	5.2
SEN with a statement	11,875	0.4	12.0	35.1	20.9	12.8	9.4	5.6	3.8
Unclassified	2,535	1.8	12.9	8.4	14.2	18.3	18.9	14.4	11.2
All pupils	581,147	0.1	0.4	2.2	7.0	15.1	22.5	24.8	27.7

¹ W - Working towards level 1

Table 17: Achievements at Key Stage 2 English by each level¹ in 2004, by SEN and gender

Key Stage 2	English - boys								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	215,216	1	0	1	0	0	11	60	27
SEN without a statement	70,801	2	0	10	8	4	40	34	3
School Action	45,281	2	0	6	6	3	42	39	3
School Action +	25,520	3	1	18	12	5	35	24	2
SEN with a statement	14,938	2	2	54	8	3	16	14	2
Unclassified	1,727	2	5	15	4	2	19	40	13
All pupils	302,682	1	0	5	3	1	18	51	20

Key Stage 2	English - girls								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	242,095	1	0	0	0	0	7	53	38
SEN without a statement	40,355	2	0	9	7	3	39	38	3
School Action	29,457	2	0	5	5	3	40	43	3
School Action +	10,898	2	0	19	12	5	36	23	2
SEN with a statement	5,623	2	2	62	7	2	13	11	2
Unclassified	1,408	1	3	10	3	1	18	46	19
All pupils	289,481	1	0	3	1	1	12	50	32

Key Stage 2	English - total								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	457,311	1	0	0	0	0	9	56	33
SEN without a statement	111,156	2	0	10	8	4	39	35	3
School Action	74,738	2	0	5	5	3	41	41	3
School Action +	36,418	3	1	18	12	5	36	24	2
SEN with a statement	20,561	2	2	56	8	2	15	13	2
Unclassified	3,135	2	4	13	3	1	19	43	15
All pupils	592,163	1	0	4	2	1	15	51	26

¹ Below - not entered for test, N - failed to register a level.

Table 17: Achievements at Key Stage 2 Mathematics by each level¹ in 2004, by SEN and gender

Key Stage 2	Mathematics - boys								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	215,339	1	0	0	0	0	11	45	42
SEN without a statement	70,848	2	0	6	5	3	39	37	7
School Action	45,306	2	0	3	4	2	39	41	8
School Action +	25,542	3	0	11	8	3	40	29	6
SEN with a statement	14,959	2	1	45	7	2	22	16	4
Unclassified	1,725	2	6	9	3	1	24	36	19
All pupils	302,871	1	0	4	2	1	18	41	32

Key Stage 2	Mathematics - girls								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	242,231	1	0	0	1	0	16	49	33
SEN without a statement	40,377	2	0	9	10	4	46	26	3
School Action	29,475	2	0	5	8	4	49	29	3
School Action +	10,902	3	0	17	15	5	40	17	3
SEN with a statement	5,630	2	1	60	9	2	15	8	2
Unclassified	1,414	2	4	8	4	1	28	38	16
All pupils	289,652	1	0	3	2	1	20	45	28

Key Stage 2	Mathematics - total								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	457,570	1	0	0	0	0	13	47	38
SEN without a statement	111,225	2	0	7	7	3	42	33	6
School Action	74,781	2	0	4	6	3	43	36	6
School Action +	36,444	3	0	13	10	4	40	26	5
SEN with a statement	20,589	2	1	49	8	2	20	14	3
Unclassified	3,139	2	5	9	3	1	26	37	18
All pupils	592,523	1	0	3	2	1	19	43	30

¹ Below - not entered for test, N - failed to register a level.

Table 17: Achievements at Key Stage 2 Science by each level¹ in 2004, by SEN and gender

Key Stage 2	Science - boys								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	215,373	1	0	0	0	0	5	41	53
SEN without a statement	70,872	2	0	3	1	1	24	53	16
School Action	45,316	1	0	1	1	1	22	56	18
School Action +	25,556	3	0	5	2	2	27	47	14
SEN with a statement	14,964	2	1	34	3	2	21	28	8
Unclassified	1,734	2	7	8	2	1	16	39	26
All pupils	302,943	1	0	2	1	0	10	43	42

Key Stage 2	Science - girls								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	242,266	1	0	0	0	0	7	44	48
SEN without a statement	40,392	2	0	4	2	2	34	47	9
School Action	29,481	1	0	2	2	2	33	51	9
School Action +	10,911	2	0	8	4	3	37	37	8
SEN with a statement	5,624	2	1	47	5	3	20	17	4
Unclassified	1,411	1	4	6	3	1	16	46	23
All pupils	289,693	1	0	2	1	0	11	44	42

Key Stage 2	Science - total								
	Eligible pupils	% Achieving							
		Absent	Unable to access test	Below	N	2	3	4	5
No identified SEN	457,639	1	0	0	0	0	6	43	50
SEN without a statement	111,264	2	0	3	2	2	27	51	14
School Action	74,797	1	0	2	1	1	26	54	14
School Action +	36,467	2	0	6	3	2	30	44	12
SEN with a statement	20,588	2	1	38	4	2	21	25	7
Unclassified	3,145	2	6	7	2	1	16	42	25
All pupils	592,636	1	0	2	1	0	10	44	42

¹ Below - not entered for test, N - failed to register a level.

Table 18: Achievements at GCSE and equivalent in 2004, by SEN and gender

GCSE and equivalent	Level 2: 5 or more grades A*-C at GCSE and equivalent					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
No identified SEN	236,657	256,780	493,437	56.2	63.0	59.7
SEN without a statement	45,406	27,630	73,036	13.4	15.3	14.1
School Action	31,400	19,608	51,008	14.9	16.2	15.4
School Action +	14,006	8,022	22,028	10.0	13.2	11.2
SEN with a statement	17,144	7,181	24,325	6.3	5.8	6.2
Unclassified	554	422	976	35.6	48.6	41.2
All pupils	299,761	292,013	591,774	46.8	57.0	51.9

GCSE and equivalent	Level 1: 5 or more grades A*-G at GCSE and equivalent					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
No identified SEN	236,657	256,780	493,437	94.3	95.2	94.8
SEN without a statement	45,406	27,630	73,036	69.3	73.4	70.9
School Action	31,400	19,608	51,008	75.8	78.6	76.9
School Action +	14,006	8,022	22,028	54.8	60.6	56.9
SEN with a statement	17,144	7,181	24,325	39.1	36.9	38.4
Unclassified	554	422	976	69.7	86.5	76.9
All pupils	299,761	292,013	591,774	87.3	91.7	89.5

GCSE and equivalent	Any passes					
	Number of 15 year olds			% achieving		
	Boys	Girls	Total	Boys	Girls	Total
No identified SEN	236,657	256,780	493,437	97.8	98.0	97.9
SEN without a statement	45,406	27,630	73,036	89.4	90.4	89.8
School Action	31,400	19,608	51,008	92.9	93.1	93.0
School Action +	14,006	8,022	22,028	81.6	83.8	82.4
SEN with a statement	17,144	7,181	24,325	78.5	77.4	78.2
Unclassified	554	422	976	85.7	97.6	90.9
All pupils	299,761	292,013	591,774	95.4	96.8	96.1

Table 19: Achievements at GCE/VCE A/AS in 2004, by SEN and gender

GCE/VCE A/AS	Number of 16-18 year old candidates			Average point score per candidate			Average point score per entry		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No identified SEN	60,855	70,760	131,615	261.9	283.4	273.5	74.8	80.1	77.7
SEN without a statement	1,119	811	1,930	219.4	235.9	226.4	69.3	75.2	71.8
School Action	872	629	1,501	217.0	238.8	226.1	68.8	75.5	71.6
School Action +	247	182	429	228.2	226.1	227.3	71.0	74.4	72.4
SEN with a statement	340	152	492	198.8	226.9	207.5	67.0	74.1	69.2
Unclassified	1,006	1,006	2,012	226.9	238.7	232.8	73.2	76.3	74.8
All pupils	63,320	72,729	136,049	260.2	282.2	272.0	74.6	80.0	77.5

Table 20: Value Added Measures in 2004, by SEN and gender

Value Added Measures	Key Stage 1 to Key Stage 2 Value Added Measure								
	Number of eligible pupils			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No identified SEN	215,402	242,296	457,698	100.4	100.0	100.2	95.9	96.0	96.0
SEN without a statement	70,905	40,410	111,315	99.6	98.9	99.3	94.9	94.5	94.8
School Action	45,328	29,493	74,821	99.7	99.1	99.5	95.2	94.8	95.0
School Action +	25,577	10,917	36,494	99.2	98.4	99.0	94.4	93.8	94.2
SEN with a statement	14,990	5,641	20,631	99.5	98.7	99.3	91.6	90.6	91.3
Unclassified	1,754	1,420	3,174	99.8	99.3	99.6	51.8	56.5	53.9
All pupils	303,051	289,767	592,818	100.1	99.8	100.0	95.2	95.5	95.4

Value Added Measures	Key Stage 2 to Age 15 Value Added Measure								
	Number of 15 year olds			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No identified SEN	236,657	256,780	493,437	983.8	1001.1	992.8	95.1	95.3	95.2
SEN without a statement	45,406	27,630	73,036	934.3	957.3	943.0	94.0	93.6	93.8
School Action	31,400	19,608	51,008	947.6	970.2	956.2	94.4	93.7	94.1
School Action +	14,006	8,022	22,028	904.0	925.7	911.9	93.1	93.2	93.1
SEN with a statement	17,144	7,181	24,325	977.6	995.2	982.6	86.9	83.8	86.0
Unclassified	554	422	976	957.4	982.2	968.2	67.9	68.7	68.2
All pupils	299,761	292,013	591,774	976.0	996.9	986.3	94.4	94.8	94.6

Value Added Measures	Key Stage 3 to Age 15 Value Added Measure								
	Number of 15 year olds			Value Added Measure			% included in measure		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No identified SEN	236,657	256,780	493,437	986.6	1001.4	994.3	97.3	97.2	97.2
SEN without a statement	45,406	27,630	73,036	960.5	981.2	968.3	95.0	93.7	94.5
School Action	31,400	19,608	51,008	970.1	990.4	977.9	96.3	95.4	95.9
School Action +	14,006	8,022	22,028	938.2	957.2	945.0	92.2	89.6	91.3
SEN with a statement	17,144	7,181	24,325	988.7	1009.4	994.7	88.1	86.4	87.6
Unclassified	554	422	976	984.1	1004.0	992.8	82.1	83.2	82.6
All pupils	299,761	292,013	591,774	982.8	999.7	991.2	96.4	96.6	96.5