

ANNEX 1: KEY STAGE 4 AND KEY STAGE 5

INTRODUCTION

This Annex to Statistical First Release (SFR) 32/2008 *Attainment by Pupil Characteristics in England, 2007/08* provides information on attainment at Key Stages 4 and 5 by gender, ethnicity, eligibility for free school meals (FSM), special educational needs (SEN) and English as a first language. It updates the Key stage 4 and 5 tables in SFR 38/2007 which can be found at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>.

Figures presented in this Annex combine the information gathered through the School Census in January 2008 and the 2007/08 attainment data, and therefore cover pupils in LA maintained schools (including special schools), CTCs and Academies. They do not include pupils in sixth form colleges.

KEY POINTS

- Girls outperformed boys for both Key Stage 4 and Key Stage 5;
- Chinese and Indian pupils and pupils of Mixed White and Asian heritage were the highest achievers for Key Stage 4, the same as for Key Stage 5 excluding Indian pupils;
- pupils of Mixed White and Black Caribbean heritage, pupils within the Black category, Bangladeshi and Pakistani pupils were the lowest achievers for Key Stage 4, the same as for Key Stage 5;
- girls outperformed boys in all ethnic groups for both Key Stage 4 and Key stage 5;
- pupils without special educational needs outperformed pupils with special educational needs; and
- pupils not eligible for free school meals performed better than those eligible for free school meals for both Key Stage 4 and Key stage 5.

MAIN FINDINGS FOR KEY STAGE 4

Gender

Girls outperformed boys for Key Stage 4. The proportion achieving 5+ A*-C grades including English and mathematics at GCSE (Table 12) was:

- 52 per cent for girls (up from 50 per cent in 2007); and
- 44 per cent for boys (up from 41 per cent in 2007).
- This gap of 8 percentage points is similar to 2007.

Table A below sets out the attainment gap for gender for the last 3 years. It shows that girls consistently perform better than boys and the gap between girls and boys has been relatively stable since 2005 for attainment of 5+ A*-C grades at GCSE including English and mathematics.

Table A: Attainment gap by gender for Key Stage 4, 2005-2008

	Percentage point gap: Boys attainment minus girls attainment			
	2005	2006	2007	2008
% achieving 5+ A*-C grades at GCSE	-10.1	-9.6	-9.1	-9.1
% achieving 5+ A*-C grades at GCSE including English and mathematics	-8.3	-8.3	-8.2	-8.1
% achieving any passes	-1.2	-1.1	-0.9	-0.7

Ethnicity

Attainment of minority ethnic groups

Chinese and Indian pupils and pupils of Mixed White and Asian heritage were the highest achievers for Key Stage 4. The proportion achieving 5+ A*-C grades including English and mathematics at GCSE (Table 12) was:

- 69 per cent for Chinese pupils (similar to 2007), 22 percentage points above the national average, compared to 25 percentage points in 2007;
- 65 per cent for Indian pupils (up from 62 per cent in 2007), 17 percentage points above the national average, compared to 16 percentage points in 2007; and
- 58 per cent for pupils of Mixed White and Asian heritage (similar to 2007), 10 percentage points above the national average, compared to 13 percentage points in 2007.

Pupils of Mixed White and Black Caribbean heritage, the minority ethnic groups within the Black category, Bangladeshi and Pakistani pupils are consistently the lowest achievers for Key Stage 4¹. The proportion achieving 5+ A*-C grades including English and mathematics at GCSE (Table 12) was:

- 38 per cent for pupils of White and Black Caribbean heritage (up from 34 per cent in 2007), 10 percentage points below the national average, compared to 12 percentage points in 2007;
- 40 per cent for pupils in the Black category (up from 37 per cent in 2007), 8 percentage points below the national average, compared to 9 percentage points in 2007;
- 40 per cent for Pakistani pupils (up from 37 per cent in 2007), 8 percentage points below the national average, compared to 9 percentage points in 2007; and
- 45 per cent for Bangladeshi pupils (up from 41 per cent in 2007), 3 percentage points below the national average, compared to 4 percentage points in 2007.

¹ Excluding ethnic groups with less than 1,000 pupils.

Attainment by gender by ethnicity

Girls outperformed boys in all of the minority ethnic groups for Key Stage 4. There is variability in the gender differences across the ethnic groups. For example, the gap in the proportion achieving 5+ A*-C grades including English and mathematics at GCSE (Table 12) was:

- 13 percentage points between boys and girls of Black Caribbean heritage compared to 12 percentage points in 2007; and
- 4 percentage points between boys and girls of White and Black African heritage compared to 3 percentage points in 2007.

English as a First Language

Pupils with English as a First Language performed better than pupils with a language other than English as their First Language for Key Stage 4. The proportion of pupils achieving 5+ A*-C grades including English and mathematics at GCSE (Table 12) was:

- 48 per cent for pupils with English known or believed to be their First Language (up from 46 per cent in 2007); and
- 45 per cent with a language other than English as their First Language (up from 43 per cent in 2007).
- This gap of 3 percentage points is similar to 2007.

Free School Meals

Pupils not eligible for free school meals performed better than those who are eligible for free school meals for Key Stage 4. The proportion of pupils achieving 5+ A*-C grades including English and mathematics at GCSE (Table 12) was:

- 51 per cent for pupils not eligible for free school meals (up from 49 per cent in 2007); and
- 24 per cent for pupils eligible for free school meals (up from 21 per cent in 2007).
- This gap of 28 percentage points is similar to 2007.

Table B below sets out the attainment gap between those eligible for free school meals and those who are not for the last 3 years. The gap between those not eligible for free school meals and those eligible has remained relatively stable since 2005 for attainment of 5+ A*-C grades at GCSE including English and mathematics.

Table B: Attainment gap by free school meal (FSM) eligibility for Key Stage 4, 2005-2008

	Percentage point gap: FSM eligibility attainment minus non-FSM eligibility			
	2005	2006	2007	2008
% achieving 5+ A*-C grades at GCSE	-29.0	-28.0	-27.3	-27.0
% achieving 5+ A*-C grades at GCSE including English and mathematics	-28.4	-28.1	-27.9	-27.8
% achieving any passes	-5.1	-4.1	-3.5	-2.7

Free School Meals by Ethnicity and Gender

For pupils eligible for free school meals, there is variability across ethnic groups and gender in achievement for Key Stage 4. The proportion of pupils eligible for free school meals achieving 5+ A*-C grades including English and mathematics at GCSE (Key Stage 4 Table A1) was:

- 16 per cent for boys within the White British category (up from 15 per cent in 2007), 32 percentage points below the national average, compared to 31 percentage points in 2007;
- 19 per cent for boys of White and Black Caribbean heritage, (up from 13 per cent in 2007), 29 percentage points below the national average, compared to 32 percentage points in 2007;
- 51 per cent for Indian girls, (up from 48 per cent in 2007), 3 percentage points above the national average, compared to 2 percentage points in 2007;
- 71 per cent for Chinese girls (up from 67 per cent in 2007), 23 percentage points above the national average, compared to 21 percentage points in 2007.

Special Educational Needs (SEN)

Pupils with SEN performed less well than pupils with no identified SEN for Key Stage 4. The proportion of pupils achieving 5+ A*-C grades including English and mathematics at GCSE (Table 12) was:

- 13 per cent for pupils with SEN (up from 10 per cent in 2007); and
- 57 per cent for pupils with no identified SEN (up from 54 per cent in 2007).
- This gap of 44 percentage points is similar to 2007.

SEN pupils without a statement performed better than those with a statement for Key Stage 4. Within the group of SEN pupils without statements, pupils with School Action perform better than those with School Action Plus. The proportion of pupils achieving 5+ A*-C grades including English and mathematics at GCSE (Table 12) was:

- 17 per cent for pupils with School Action (up from 13 per cent in 2007); and
- 11 per cent for pupils with School Action Plus (up from 9 per cent in 2007).

- This gap of 6 percentage points is greater than the 4 percentage point gap in 2007.

Income deprivation indicator (IDACI)

The performance gap between pupils at the end of KS4 resident in the most and least deprived 10% of areas as defined by Income Deprivation Affecting Children Indices (IDACI)², in terms of the percentage achieving 5 or more A*-C grades including English and Mathematics at GCSE or equivalent, narrowed by 2.5 percentage points to 40.6 points in 2008. The gap between pupils resident in urban and rural areas also narrowed, by 0.7 percentage points to 9.2 points in 2008.

² *Income Deprivation Affecting Children Indices. Each SOA in England is given a score which is ranks them between 1 and 32,482, 1 being the most deprived.*

MAIN FINDINGS FOR KEY STAGE 5

This SFR covers **maintained schools only**. Less than half (44 per cent) of the total population of all 16-18 year old pupils entered for level 3 qualifications at least equivalent in size to one GCE/VCE A Level were in maintained schools in 2007/08³. These analyses cannot therefore be treated as representative of the entire population of 16-18 year old pupils. See Technical Notes for more information.

Gender

Girls outperformed boys for Key Stage 5. The average points score per candidate (Table 13) was:

- 770 points for girls (up from 761 points in 2007); and
- 732 points for boys (up from 725 points in 2007).
- This gap of 38 points is greater than the 36 point gap in 2007.

Table C below sets out the attainment gap for gender for the last 3 years. It shows girls consistently perform better than boys and the gap between girls and boys has remained relatively stable since 2006.

Table C: Attainment gap by gender for Key Stage 5, 2006-2008

	Points gap: boys attainment minus girls attainment		
	2006	2007	2008
Average point score per candidate	-40.3 (-6%)	-36.2(-5%)	-37.7 (-5%)

Ethnicity

Attainment of minority ethnic groups

Chinese pupils and pupils of Mixed White and Asian heritage were the highest achievers for Key Stage 5. The average points score per candidate (Table 13) was:

- 902 points for Chinese pupils (up from 892 points in 2007), 149 points above the national average, compared to 147 points in 2007; and
- 814 points for pupils of Mixed White and Asian heritage (up from 807 points in 2007), 61 points above the national average, compared to 63 points in 2007.

Bangladeshi pupils, pupils within the Black category, Pakistani pupils and Pupils of Mixed White and Black Caribbean heritage are consistently the lowest achievers for Key Stage 5. The average points score per candidate (Table 13) was:

- 642 points for Bangladeshi pupils (up from 621 points in 2007), 110 points below the national average, compared to 124 points in 2007;

³ This percentage has been computed from Table 1 of the 'GCE/VCE A/AS and Equivalent Examination Results in England, 2007/08' (Provisional) Statistical First Release.

- 650 points for pupils in the Black category (up from 634 points in 2007), 103 points below the national average, compared to 112 points in 2007;
- 662 points for Pakistani pupils (up from 643 points in 2007), 91 points below the national average, compared to 102 points in 2007; and
- 692 points for pupils of Mixed White and Black Caribbean heritage (up from 681 points in 2007), 61 points below the national average, compared to 64 points in 2007.

Attainment by gender

Girls consistently outperform boys in all of the minority ethnic groups at Key Stage 5. There is variability in the gender differences across the ethnic groups. For example, the gap in the average points score per candidate for Key Stage 5 (Table 13) was:

- 72 points between Black Caribbean boys and girls, compared to 64 points in 2007; and
- 20 points between Pakistani boys and girls, compared to 29 points in 2007.

English as a First Language

Pupils with English as a First Language performed better than pupils with a language other than English as their First Language for Key Stage 5. The average points score per candidate for Key Stage 5 (Table 13) was:

- 758 points for pupils with English known or believed to be their First Language (up from 750 points in 2007); and
- 707 points for pupils with a language other than English as their First Language (up from 699 points in 2007).
- This gap of 51 is less than the 52 point gap in 2007.

Free School Meals

Pupils not eligible for free school meals performed better than those who are eligible for free school meals for Key Stage 5. The average points score per candidate for Key Stage 5 (Table 13) was:

- 757 points for pupils not eligible for free school meals (up from 750 points in 2007); and
- 625 points for pupils eligible for free school meals (up from 609 points in 2007).
- This gap of 132 points is less than the 141 point gap in 2007.

Table D below sets out the attainment gap for the last 3 years between those eligible for free school meals and those who are not. It shows pupils not eligible for free school meals consistently perform better than those eligible for free school meals, and that the gap between those not eligible for free school meals and those eligible decreased between 2007 and 2008.

Table D: Attainment gap by free school meal (FSM) eligibility for Key Stage 5, 2006-2008

Average point score per candidate	Points gap: FSM eligibility attainment minus non-FSM eligibility		
	2006	2007	2008
	141.0 (-23%)	141.3 (-23%)	132.0 (-21%)

Free School Meals by Ethnicity

For pupils eligible for free school meals, there is variability across ethnic groups in achievement for Key Stage 5. The average points score per candidate (Key Stage 5 Table A1) was:

- 593 points for pupils within the Black Category (up from 560 points in 2007), 160 points below the national average, compared to 185 points in 2007;
- 619 points for White British pupils (up from 613 points in 2007), 133 points below the national average, compared to 132 points in 2007;
- 762 points for pupils of Mixed White and Asian heritage (up from 655 points in 2007), 9 points above the national average, compared to 90 on 2007; and
- 785 for Chinese pupils (up from 741 points in 2007), 32 points above the national average, compared to 4 below in 2007.

Special Educational Needs (SEN)

Pupils with SEN performed less well than pupils with no identified SEN at Key Stage 5. The average points score per candidate for Key Stage 5 (Table 13) was:

- 645 points for pupils with SEN (up from 625 points in 2007); and
- 757 points for pupils with no identified SEN (up from 749 points in 2007).
- This gap of 112 points is less than the 124 point gap in 2007.

SEN pupils without a statement performed better than those with a statement at Key Stage 5. Within the group of SEN pupils without statements, pupils with School Action Plus perform better than those with School Action. The average points score per candidate for Key Stage 5 (Table 13) was

- 649 points for pupils with School Action (up from 631 points in 2007); and
- 663 points for pupils with School Action Plus (up from 629 points in 2007).
- This gap of 13 points is greater than the 3 point gap in 2007.

Income deprivation indicator (IDACI)

The performance gap between 16-18 year old students resident in the most and least deprived 10% of areas as defined by IDACI, in terms of the average point score per candidate, narrowed by 12.6 percentage points to 189.6 points in 2008. The gap between students resident in urban and rural areas also narrowed, by 2.4 percentage points to 37.0 points in 2008.

TABLES

Additional tables showing combinations of different pupil characteristics at National level, for Local Authority, LAD and IDACI tables for Key Stage 4 and Key Stage 5 will be available via the website on 11th December 2008.

TECHNICAL NOTES

1. These technical notes relate specifically to Keys Stages 4 and 5. Technical notes pertaining to pupil characteristics and indicators of deprivation which have been used across all Key Stages can be found in the main PDF document for SFR 32/2008.

Changes compared with earlier years

2. Key Stage 4 refers to pupils who have reached the end of Key Stage 4 (i.e. when they have completed Year 11). From 2005, The School Achievement and Attainment Tables have reported examination results for pupils at the end of Key Stage 4, rather than those aged 15. As a result of this change in methodology in 2005, care should be taken when comparing figures to those from 2004 or earlier. At a national level for maintained schools, the move from aged-15 to end of Key Stage 4 caused a 0.9 percentage point increase in the main 5+ A*-C at GCSE or equivalent indicator.

3. Figures for those achieving 2 A Levels and 3 grade As are not provided in table 13. These measures are only valid for GCE/VCE/Applied A/AS and VCE Double Award qualifications while the number of candidates in this table is based on all Level 3 qualifications.

Data coverage

4. This SFR covers **maintained schools only**, including academies and CTCs and 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. Less than half (44 per cent) of the total population of all 16-18 year old pupils entered for level 3 qualifications at least equivalent in size to one GCE/VCE A Level were in maintained schools in 2007/08⁴. Therefore the analyses in this SFR for Post 16 achievements by pupil characteristics are not representative of the whole population of 16-18 year old pupils.

5. For the IDACI tables, the residency of 3,357 pupils at the end of KS4 is unknown due to missing or invalid postcode information and the residency of 1,256 16-18 year old students is unknown due to missing or invalid postcode information. These pupils are excluded from the figures in the Key Stage 4 and Key Stage 5 IDACI tables.

Achievements at GCSE and equivalent

6. Figures reporting achievements at GCSE and equivalent show the achievements of different groups of pupils at the end of Key Stage 4 for whom we have received census information and include results in all qualifications which are accredited by QCA as suitable for pupils pre-16. 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:

⁴ This percentage has been computed from Table 1 of the 'GCE/VCE A/AS and Equivalent Examination Results in England, 2007/08' (Provisional) Statistical First Release.

General	General Vocational	Occupational	Vocationally related	Key Skills	Basic Skills	Vocational Languages	Graded Exams	Free Standing Maths	Other General
GCE AS	Applied GCE AS Double award	NVQ Level 2	VRQ Level 2 or BTEC First	Key Skills Level 2	Basic Skills Level 2	Intermediate GNVQ Language Unit	Graded Exam (Grade 8)	Level 3	Other General qualifications L2
GCSE (Full course)	Applied GCE AS/ VCE AS	NVQ Level 1	VRQ Level 1	Key Skills Level 1	Basic Skills Level 1	NVQ Language Unit at Level 2	Graded Exam (Grade 7)	Level 2	Other General qualifications L1
GCSE Short Course	Full GNVQ, Intermediate					Foundation GNVQ language Unit	Graded Exam (Grade 6)	Level 1	
Entry Level 3	Vocational GCSEs					NVQ Language Unit at Level 1	Graded Exam (Grade 5)		
Entry Level 2	GNVQ Part 1 Intermediate						Graded Exam (Grade 4)		
Entry Level 1	Full GNVQ, Foundation						Graded Exam (Grade 3)		
	GNVQ Part 1 Foundation						Graded Exam (Grade 2)		
							Graded Exam (Grade 1)		

7. All GCSE and equivalent tables show the percentage of pupils at the end of Key Stage 4 achieving the level 2 threshold (5 or more grades A*-C at GCSE or equivalent), the percentage of pupils at the end of Key Stage 4 achieving 5 or more grades A*-C at GCSE or equivalent, including English and mathematics at GCSE and the percentage of pupils at the end of Key Stage 4 achieving any passes in level 1, 2 or entry level qualifications.

Achievements Post-16

8. 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, a VCE Double Award or other qualification equivalent in size to one A-level in Summer 2007.

9. The range of qualifications reported in this SFR has been covers all Level 3 qualifications approved under Section 96 of the Learning and Skills Act (2000). In order to do so the new QCA tariff for level 3 qualifications has been adopted in table 1. The QCA points allocated to Level 3 qualifications can be viewed at <http://www.ndaq.org.uk>.

Related publications

Time series analysis in this Annex draws on figures from the 2006 and 2007 SFR for Pupil Attainment by Pupil Characteristics:

SFR 04/2007 - National Curriculum Assessments, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2005/06
<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000708/index.shtml>

SFR 38/2007 - National Curriculum Assessments, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2006/07
<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>

Additional related publications:

SFR 24/2007 – GCSE and Equivalent Results in England, 2007/08 (Provisional)
<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000815/index.shtml>

SFR 25/2007 – GCE/VCE A/AS and Equivalent Examination Results in England, 2007/08 (Provisional)

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000816/index.shtml>

Queries

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