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Attainment by Pupil Characteristics, in England 2007/08

INTRODUCTION

This Statistical First Release (SFR) provides 2007/08 information on attainment by different pupil characteristics, specifically gender, ethnicity, eligibility for free school meals (FSM), special educational needs (SEN) and English as a first language. It provides the 2007/08 update to SFR 38/2007, which included Key Stages 1 to 5. For this year, Foundation Stage Profile has been included for the first time. This publication can found at the following link:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>

The figures contained within this publication combine the information gathered through the School Census in January 2008 and the 2007/08 attainment data, allowing analyses of the attainment of different groups of pupils.

This SFR contains information for Foundation Stage Profile and Key Stage 1. Key Stage 4 and Key Stage 5 will be added in December. Key Stage 2 and Key Stage 3 information is not yet available. This will follow in early 2009.

KEY POINTS

- Girls outperformed boys for both Foundation Stage Profile and Key Stage 1;
- pupils of Mixed White and Asian heritage and Irish pupils achieved above the national average for Foundation Stage Profile and Chinese pupils, pupils of Mixed White and Asian heritage and Indian pupils achieved above the national average for Key Stage 1;
- Pakistani and Bangladeshi pupils achieved below the national average for Foundation Stage Profile. All the minority ethnic groups within the Black category, Pakistani and Bangladeshi pupils achieved below the national average at Key Stage 1;
- girls outperformed boys in virtually all ethnic groups for both Foundation Stage Profile and Key Stage 1; and
- pupils not eligible for free school meals performed better than those eligible for free school meals for both Foundation Stage Profile and Key Stage 1.

FOUNDATION STAGE PROFILE

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

Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who 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), that child is deemed to be reaching a **good level of development**. See the Technical Notes for further information.

Gender

Girls outperformed boys on the Foundation Stage Profile. The proportion achieving a good level of development (Table 1) was:

- 58 per cent for girls compared to 41 per cent of boys, **a gap of 17 percentage points**.

Ethnicity

Attainment of minority ethnic groups

Pupils of Mixed White and Asian heritage and Irish pupils achieved above the national average on the Foundation Stage Profile. The proportion achieving a good level of development (Table 1) was:

- 56 per cent for pupils of Mixed White and Asian heritage, 7 percentage points above the national average; and
- 53 per cent for Irish pupils, 4 percentage points above the national average.

Pakistani and Bangladeshi pupils achieved below the national average on the Foundation Stage Profile. The proportion achieving a good level of development was:

- 36 per cent for Pakistani pupils, 13 percentage points below the national average; and
- 33 per cent for Bangladeshi pupils, 16 percentage points below the national average.

Attainment by gender

Girls outperformed boys in all of the minority ethnic groups on the Foundation Stage Profile. There is variability in the gender differences across the ethnic groups. For example, the gap in the proportion achieving a good level of development (Table 1) was:

- 13 percentage points between Bangladeshi boys and girls; and
- 20 percentage points between pupils of Mixed White and Black Caribbean heritage.

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 on the Foundation Stage Profile. The proportion of pupils achieving a good level of development (Table 1) was:

- 51 per cent for pupils with English known or believed to be their First Language; and
- 38 per cent with a language other than English as their First Language, **a gap of 14 percentage points** between these two groups.

Free School Meals

Pupils not eligible for free school meals performed better than those who are eligible for free school meals on the Foundation Stage Profile. The proportion of pupils achieving a good level of development (Table 1) was:

- 52 per cent for pupils not eligible for free school meals; and
- 31 per cent for pupils eligible for free school meals, **a gap of 21 percentage points** between the two groups.

Special Educational Needs (SEN)

Pupils with SEN performed less well than pupils with no identified SEN on the Foundation Stage Profile. The proportion of pupils achieving a good level of development (Table 1) was:

- 14 per cent for pupils with SEN ; and
- 53 per cent for pupils with no identified SEN, **a gap of 39 percentage points** between these two groups.

SEN pupils without a statement performed better than those with a statement on the Foundation Stage Profile. Within the group of SEN pupils without statements, pupils with School Action perform better than those with School Action Plus, with the proportion achieving a good level of development (Table 1) at:

- 16 per cent for pupils with School Action; and
- 14 per cent for pupils with School Action Plus, **a gap of 2 percentage points** between these two groups.

There are more boys than girls in each category of SEN. Girls with statements performed better on the Foundation Stage Profile, with the proportion of pupils achieving a good level of development (Table 1) at:

- 3 per cent for boys with statements; and
- 6 per cent for girls with statements, **a gap of 3 percentage points** between these two groups.

KEY STAGE 1

Gender

Girls outperformed boys for all elements of Key Stage 1. For example, the proportion achieving the expected level or above in Key Stage 1 reading (Table 2) was:

- 88 per cent for girls compared to 80 per cent of boys, **a gap of 8 percentage points**.

Table A below sets out the attainment gap for gender for the last 3 years. It shows across all the elements of Key Stage 1:

- girls consistently perform better than boys; and
- the gap between girls and boys has been relatively stable since 2006.

Table A: Attainment gap by gender for Key Stage 1, 2006-2008

	Percentage point gap: boys attainment minus girls attainment		
	2006	2007	2008
KS1 reading (% achieving level 2 or above)	-9	-8	-8
KS1 writing (% achieving level 2 or above)	-11	-11	-11
KS1 mathematics (% achieving level 2 or above)	-3	-3	-3
KS1 science (% achieving level 2 or above)	-3	-3	-3

Ethnicity

Attainment of minority ethnic groups

Chinese pupils, pupils of Mixed White and Asian heritage and Indian pupils consistently achieved above the national average for Key Stage 1. For example, the proportion achieving the expected level or above for Key Stage 1 mathematics (Table 4) was:

- 95 per cent for Chinese pupils, **5 percentage points above the national average**;
- 92 per cent of pupils of Mixed White and Asian heritage **2 percentage points above the national average**; and
- 92 per cent of Indian pupils, **2 percentage points above the national average**

Broadly similar differences to the national figure are observed in reading and writing, with a less marked difference in science.

All the minority ethnic groups within the Black category and Bangladeshi and Pakistani pupils are consistently below the national average for Key Stage 1. For example, the proportion achieving the expected level or above for Key Stage 1 writing (Table 3) was:

- 77 per cent for Bangladeshi pupils, **3 percentage points below the national average;**
- 75 per cent for pupils in the Black category, **5 percentage points below the national average**
- 72 per cent for Pakistani pupils, **8 percentage points below the national average.**

Results for pupils within the Black category have improved across the elements of Key Stage 1 between 2007 and 2008 resulting in a narrowing of the attainment gap. For example, between 2007 and 2008 the gap between the Black category and the national average has gone down from a gap of (Table 4):

- 6 percentage points in 2007 to 5 percentage points in 2008 in Key Stage 1 mathematics; and
- 5 percentage points in 2007 to 4 percentage points in 2008 in Key Stage 1 reading.

Between 2007 and 2008 there is no consistent trend across the elements of Key Stage 1 in terms of narrowing the attainment gap for Bangladeshi and Pakistani pupils.

Attainment by gender

Girls consistently outperform boys in virtually all of the minority ethnic groups at Key Stage 1. There is variability in the gender differences across the ethnic groups. For example, the gap in the proportion of pupils achieving the expected level or above for Key Stage 1 reading (Table 2) was:

- 10 percentage points between Black Caribbean boys and girls;
- 6 percentage points between pupils of Chinese heritage boys and girls;
- 5 percentage points between Indian boys and girls; and
- 8 percentage points nationally.

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 at Key Stage 1. For example, the proportion of pupils achieving the expected level for Key Stage 1 science (Table 5) was:

- 90 per cent for pupils with English known or believed to be their First Language; and
- 80 per cent with a language other than English as their First Language, **a gap of 10 percentage points** between the two groups.

Free School Meals

Pupils not eligible for free school meals performed better than those who are eligible for free school meals at Key Stage 1. For example, the proportion of pupils achieving the expected level or above at Key Stage 1 mathematics (Table 4) was:

- 92 per cent for pupils not eligible for free school meals; and
- 79 per cent for pupils eligible for free school meals, **a gap of 13 percentage points** between the two groups.

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. It shows across all the elements of Key Stage 1:

- pupils not eligible for free school meals consistently perform better than those eligible for free school meals; and
- the gap between those not eligible for free school meals and those eligible has remained relatively stable since 2006.

Table B: Attainment gap by free school meal (FSM) eligibility for Key Stage 1, 2006-2008

	Percentage point gap: FSM eligibility attainment minus non-FSM eligibility		
	2006	2007	2008
KS1 reading (% achieving the expected level)	-19	-18	-18
KS1 writing (% achieving the expected level)	-20	-21	-20
KS1 mathematics (% achieving the expected level)	-12	-12	-13
KS1 science (% achieving the expected level)	-14	-14	-14

Special Educational Needs (SEN)

Pupils with SEN performed less well than pupils with no identified SEN at Key Stage 1. For example, the proportion of pupils achieving the expected level or above at Key Stage 1 mathematics (Table 4) was:

- 65 per cent for pupils with SEN ; and
- 97 per cent for pupils with no identified SEN, **a gap of 32 percentage points** between these two groups.

SEN pupils without a statement performed better than those with a statement at Key Stage 1. Within the group of SEN pupils without statements, pupils with School Action perform better than those with School Action Plus. For example, the proportion achieving the expected level or above at Key Stage 1 writing (Table 3) was:

- 48 per cent for pupils with School Action; and
- 34 per cent for pupils with School Action Plus, **a gap of 14 percentage points** between these two groups.

There are more boys than girls in each category of SEN. Boys with statements outperformed girls with statements in all elements of Key Stage 1 apart from writing. For example, the proportion achieving the expected level or above at Key Stage 1 science (Table 5) was:

- 27 per cent for boy with statements; and
- 22 per cent for girls with statements, **a gap of 5 percentage points** between the two groups.

TABLES

NATIONAL TABLES

Foundation Stage Profile

Table 1: Percentage of pupils achieving on the Foundation Stage Profile by ethnicity, English as a first language, free school meals, special educational needs and gender

Key Stage 1

Table 2: Percentage of pupils achieving each level in Key Stage 1 reading teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender, 2008, England.

Table 3: Percentage of pupils achieving each level in Key Stage 1 writing teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender, 2008, England.

Table 4: Percentage of pupils achieving each level in Key Stage 1 mathematics teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender, 2008, England.

Table 5: Percentage of pupils achieving each level in Key Stage 1 science teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender, 2008, England.

IDACI¹ tables for Foundation Stage Profile and Key Stage 1 will be available via the website as this SFR is published.

¹ Income Deprivation Affecting Children Index – more details on page 9.

ADDITIONAL INFORMATION (These tables are available on the DCSF Research and Statistics Gateway website:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>)

Additional tables showing combinations of different pupil characteristics for Foundation Stage Profile and Key Stage 1 and **Local Authority and LAD tables** for Key Stage 1 will be available via the website on 20th November 2008. Local Authority and LAD tables for Foundation Stage Profile will be available on the website week commencing 24th November.

Key Stage 4 and Key Stage 5 data will be available via the website in December 2008.

Key Stage 2 and Key Stage 3 data will be available via the website in early 2009.

TECHNICAL NOTES

Changes to the SFR

1. Foundation Stage Profile has been included for the first time in this SFR. 2007/08 is the second year that schools and early years' settings have been under a statutory obligation to send full data for every individual child for attainment on the Foundation Stage Profile to their Local Authorities. In previous years, Local Authorities have submitted a random 10 per cent sample of their individual child level records from the Foundation Stage Profile or an aggregate level dataset covering all children. This change has enabled pupil characteristics information to be matched to pupil attainment data on the Foundation Stage Profile in the NPD.

2. Tables 2 to 5 of this SFR present the percentage of pupils achieving each level in Key Stage 1. Prior to 2005 only the proportion achieving the expected level was reported. This also applies to Tables 6 to 11 due to published in early 2009, which refer to Key Stage 2 and Key Stage 3.

Data source and coverage

3. This release contains the national level analyses of Foundation Stage Profile and Key Stage 1 National Curriculum assessments by pupil characteristics for 2007/08. Analyses for GCSE and equivalent attainment and Post-16 achievements by pupil characteristics for 2007/08 will be released in an update to this SFR in December. Key Stage 2 and Key Stage 3 analyses are not yet available and will be added in early 2009.

4. Prior to 2002 national level analyses by pupil characteristics were not possible. However, since January 2002 the Schools' Census 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).

5. This SFR covers **maintained schools only**, including academies and CTCs and excluding independent schools, independent special schools, and non-maintained special schools.

Pupil Level Characteristics information

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

Ethnicity

7. 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 from 2003 onwards are not directly comparable with any figures for 2002. From 2004, the new codes were compulsory, thus any pupils incorrectly classified since then 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.dcsf.gov.uk/rsgateway/>).

8. 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/Romany.

9. Pupils in the Traveller of Irish Heritage and Gypsy/Romany 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/Romany 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 having Special Educational Needs (SEN).

Free School Meals (FSM)

10. 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 (IS), 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 LA or school.

11. 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, from 2004 onwards 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)

12. 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.

13. Only year 11 pupils for whom we have census information are included at GCSE and equivalent. At Key Stages 1, 2 and 3, pupils with attainment but no census information have been included as 'unclassified'. The data in the tables showing achievements by SEN in 2007 use new codes only. Any old codes provided in 2007 have been added to the unclassified category.

English as a First Language

14. 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.

Indicators of Deprivation

Income Deprivation Affecting Children Index (IDACI)

15. IDACI is provided by the Department for Communities and Local Government (DCLG). The index is based on Super Output Areas (SOAs) in England. Each SOA is given a rank between 1 and 32,482 where 1 is the most deprived SOA.

16. IDACI is a subset of the Income Deprivation Domain of the Index of Multiple Deprivation 2004 and shows the percentage of children aged under 16 in each SOA that live in families that are income deprived, ie they are in receipt of certain benefits and their equivalised income is below 60% of median before housing costs. Further information about IDACI can be found on the DCLG website at: <http://www.communities.gov.uk>.

17. For the IDACI tables relating to FSP, the residency of 12,352 children is unknown due to missing or invalid postcode information. These children are excluded from the figures in the FSP tables. The residency of 5,025 pupils eligible for KS1 assessment is unknown due to missing or invalid postcode information. These pupils are excluded from the figures in the tables.

National Curriculum Attainment information

The Foundation Stage profile

18. The Foundation Stage curriculum is a statutory stage of the National Curriculum for England, along with Key Stages 1 to 4. The assessments are made on the basis of practitioners' accumulating observations and knowledge of the whole child. By the end of the Foundation Stage, the profile provides a way of summing up that knowledge. Whether or not the profile is used throughout the year, assessments against the scales should be finalised in the summer term, summarising each child's development at that point

19. The Foundation Stage Profile covers six areas of learning covering children's physical, intellectual, emotional and social development. Each area has 1 or more assessment scales:

- Personal, Social and Emotional development (3 assessment scales),
- Communication, Language and Literacy (4 assessment scales),
- Mathematical development (3 assessment scales),
- Knowledge and Understanding of the World (1 assessment scale),
- Physical development (1 assessment scale), and
- Creative development (1 assessment scale)

The Assessment scales

20. FSP captures the Early Learning Goals as a set of 13 assessment scales, each of which has nine points:

Outcomes for individual scales

a. The **first three points (1-3)**, the 'stepping stones', describe a child who is still progressing towards the achievements described in the Early Learning Goals, and are based mainly on the 'stepping stones' in the curriculum guidance. Most children will achieve all of these three points before they achieve any of the Early Learning Goals, but there may be some exceptions to this pattern. A child who fails to score on any of these stepping stones is suffering from significant developmental delay.

b. The **next five points (4-8)** are drawn from the Early Learning Goals themselves. These are presented in approximate order of difficulty, according to evidence from trials. However, the points are not necessarily hierarchical and a child may achieve a later point without having achieved some or all of the earlier points.

c. The **final point (9)** in each scale describes a child who has achieved all the points from 1-8 on that scale, has developed further both in breadth and depth, and is *working consistently beyond* the level of the Early Learning Goals.

d. Children who achieve a scale score of **six points or more** are classified as *working securely* within the Early Learning Goals. They are deemed to have achieved a good level of development by the end of the foundation stage.

e. The **point (0)** in each scale describes a child for whom it has not been possible to record an assessment. Whilst the Foundation Stage Profile has been developed to be as inclusive as possible so that as many children can be assessed against the scales it contains, there may be some items in the scales that some children are unable to achieve because of the nature of their individual needs. For example, there may be items within the Personal, Social and Emotional development scales (such as those involving interactions with others) that cannot be achieved, at this stage of their development. Similarly, there may be items within the scale for Physical Development that cannot be achieved by some children. Teachers will be using the assessments recommended by the health professionals with whom they liaise closely, and will be using these specialist assessments to discuss progress with the families of these children.

Measuring achievement across scales

21. Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves this overall score also achieves a score of 6 or more in each of the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) scales, that child is deemed to be reaching a **good level of development**. This measure is used to assess the progress made by Local Authorities in improving outcomes, a duty placed on Local Authorities by the Childcare Act of 2006. It will also be used to assess progress made nationally in improving outcomes from 2008 onwards.

22. Previously, **a good level of development** was defined as a child scoring 6 or more in each of the PSE and CLL scales only. This measure was used to assess the progress made nationally in improving outcomes up until 2008.

23. In the 'Foundation Stage Profile Results in England, 2007/08,' Statistical First Release, published in September 2008, a score of 78 points or more across the 13 assessment scales as well as a score of 6 or more in each of the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) scales was defined as 'a good level of overall achievement'. This was in order to distinguish the measure from a score of 6 or more in each of the PSE and CLL scales only. We are no longer using the term 'a good level of overall achievement', but instead using **a good level of development** to apply to a score of 78 points or more across the 13 assessment scales and a score of 6 or more in each of the PSE and CLL scales.

Achievements in Key Stage National Curriculum assessments

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

25. The teacher assessments at Key Stage 1 and the tests at Key Stage 2 and Key Stage 3 measure pupils' attainment against the levels set by the National Curriculum. They measure the extent to which pupils have the specific knowledge, skills and understanding which the National Curriculum expects pupils to have mastered by the end of the Key Stage.

26. 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.

27. The Key Stage 1 statistics for 2007, as for those in 2005 and 2006, are presented in a different format to the final results for 2004 and 2003 to reflect the change in assessment procedures. As from 2005 schools have only been required to report teacher assessments results (informed by task/test activities undertaken by pupils during the academic year). At Key Stage 1, the calculations showing the percentage of pupils achieving the expected level are based on pupils who are eligible for the teacher assessment. The denominator for these calculations includes all valid levels which include pupils who were absent, disapplied or working towards level 1.

28. At Key Stage 2 and 3, the calculations showing the percentage of pupils achieving the expected level are based on pupils who are eligible for the tests. The denominator for these calculations includes pupils who were working below the level of the tests, unable to access the tests, took the test but failed to register a level, or were absent. Pupils with missing results are not included in the calculations at either national or LA level.

Key to symbols

'x' indicates that a figure has been suppressed due to small numbers of entries in that subject.

The National Statistics Code of Practice requires that reasonable steps should be taken to ensure that all published or disseminated statistics produced by the DCSF protect confidentiality.

Every effort has been made to ensure the tables do not allow the identification of individuals. To protect confidentiality, low numbers of entries by either males or females in a particular subject will result in both sets of figures being suppressed. Where the total number of entries is very low, the numbers achieving each grade are suppressed.

Related publications

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>

SFR 21/2008 – National Curriculum Assessments at Key Stage 1 in England 2008

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000806/index.shtml>

SFR 25/2008 - Foundation Stage Profile Results in England, 2007/08

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000812/index.shtml>

SFR 09/2008 – Pupil Characteristics and Class Sizes in Maintained Schools in England: January 2008 (Provisional) <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000786/index.shtml>

Queries

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Table 1: Percentage of pupils achieving on the Foundation Stage Profile by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

		Eligible pupils	% achieving		
			A: 6 or more points in at least 7 Key Scales	B: 78 or more points across all scales	A good level of development (A and B)
Ethnicity					
Boys	White	199,542	43	70	43
	White British	187,132	43	71	43
	Irish	846	46	74	46
	Traveller of Irish Heritage	179	15	29	15
	Gypsy/Romany	350	11	33	11
	Any other White background	11,035	35	61	35
	Mixed	11,161	41	68	41
	White and Black Caribbean	3,148	36	64	36
	White and Black African	1,293	41	69	41
	White and Asian	2,571	47	73	47
	Any other mixed background	4,149	41	68	41
	Asian	23,111	34	57	34
	Indian	6,627	44	67	44
	Pakistani	9,573	29	52	29
	Bangladeshi	3,428	26	49	26
	Any other Asian background	3,483	38	62	38
	Black	12,705	30	56	30
	Black Caribbean	3,506	31	58	31
	Black African	7,586	30	55	30
	Any other Black background	1,613	29	56	29
	Chinese	840	41	67	41
	Any other ethnic group	3,517	30	55	30
	Unclassified ¹	33,827	39	64	39
	All pupils	284,703	41	68	41
Girls	White	189,661	60	81	60
	White British	177,870	61	82	61
	Irish	696	61	83	61
	Traveller of Irish Heritage	190	22	46	22
	Gypsy/Romany	395	20	43	20
	Any other White background	10,510	50	71	50
	Mixed	10,727	59	80	59
	White and Black Caribbean	3,051	56	78	56
	White and Black African	1,291	59	79	59
	White and Asian	2,442	65	84	65
	Any other mixed background	3,943	57	79	57
	Asian	21,550	49	69	49
	Indian	6,053	60	79	60
	Pakistani	8,962	43	63	43
	Bangladeshi	3,265	40	59	40
	Any other Asian background	3,270	52	73	52
	Black	12,260	47	70	47
	Black Caribbean	3,287	49	72	49
	Black African	7,408	47	69	47
	Any other Black background	1,565	45	69	45
	Chinese	842	61	81	61
	Any other ethnic group	3,348	45	65	44
	Unclassified ¹	32,085	55	75	55
	All pupils	270,473	58	79	58
Total	White	389,203	51	75	51
	White British	365,002	52	76	52
	Irish	1,542	53	78	53
	Traveller of Irish Heritage	369	19	38	19
	Gypsy/Romany	745	16	39	16
	Any other White background	21,545	42	66	42
	Mixed	21,888	50	74	50
	White and Black Caribbean	6,199	46	71	46
	White and Black African	2,584	50	74	50
	White and Asian	5,013	56	78	56
	Any other mixed background	8,092	49	74	49
	Asian	44,661	41	63	41
	Indian	12,680	52	72	52
	Pakistani	18,535	36	58	36
	Bangladeshi	6,693	33	54	33
	Any other Asian background	6,753	45	68	45
	Black	24,965	39	63	39
	Black Caribbean	6,793	40	65	40
	Black African	14,994	38	62	38
	Any other Black background	3,178	37	62	37
	Chinese	1,682	51	74	51
	Any other ethnic group	6,865	37	60	37
	Unclassified ¹	65,912	47	69	47
	All pupils	555,176	49	73	49

Table 1: Percentage of pupils achieving on the Foundation Stage Profile by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

		Eligible pupils	% achieving			
			A: 6 or more points in at least 7 Key Scales	B: 78 or more points across all scales	A good level of development (A and B)	
First Language						
Boys	English ²	211,903	43	70	43	
	Other than English ³	39,515	31	54	31	
	Unclassified ¹	33,285	40	65	40	
	All pupils	284,703	41	68	41	
Girls	English ²	201,335	61	81	61	
	Other than English ³	37,532	45	66	45	
	Unclassified ¹	31,606	56	76	56	
	All pupils	270,473	58	79	58	
Total	English ²	413,238	51	76	51	
	Other than English ³	77,047	38	60	38	
	Unclassified ¹	64,891	48	71	48	
	All pupils	555,176	49	73	49	
Free School Meals						
Boys	FSM	41,299	24	49	24	
	Non-FSM	234,800	44	71	44	
	Unclassified ¹	8,604	39	61	39	
	All pupils	284,703	41	68	41	
Girls	FSM	39,882	40	63	40	
	Non-FSM	222,084	61	82	61	
	Unclassified ¹	8,507	51	69	51	
	All pupils	270,473	58	79	58	
Total	FSM	81,181	32	56	31	
	Non-FSM	456,884	52	76	52	
	Unclassified ¹	17,111	45	65	45	
	All pupils	555,176	49	73	49	
Special Educational Needs						
Boys	No identified SEN	241,693	45	73	45	
	SEN without a statement	30,437	13	34	13	
	School Action	16,990	14	36	14	
	School Action Plus	13,447	12	31	12	
	SEN with a statement	3,968	3	11	3	
	Unclassified ¹	8,605	39	61	39	
	All pupils	284,703	41	68	41	
	Girls	No identified SEN	245,761	61	82	61
		SEN without a statement	14,393	20	39	20
		School Action	8,749	20	40	20
School Action Plus		5,644	19	37	19	
SEN with a statement		1,811	6	12	6	
Unclassified ¹		8,508	51	69	51	
All pupils		270,473	58	79	58	
Total		No identified SEN	487,454	53	77	53
		SEN without a statement	44,830	15	35	15
		School Action	25,739	16	37	16
	School Action Plus	19,091	14	33	14	
	SEN with a statement	5,779	4	11	4	
	Unclassified ¹	17,113	45	65	45	
	All pupils	555,176	49	73	49	

Source: National Pupil Database

1. Includes information refused or not obtained.

2. This includes Not known but believed to be English.

3. This includes Not known but believed to be other than English.

Table 2: Percentage of pupils achieving each level¹ in Key Stage 1 Reading teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

	Eligible pupils	% achieving										Expected Level ²
		A	D	W	1	2C	2B	2A	3	4		
Ethnicity												
Boys	White	216,585	0	0	4	15	14	22	22	23	0	81
	White British	204,820	0	0	4	15	14	22	22	23	0	81
	Irish	824	x	0	5	12	10	18	25	30	0	83
	Traveller of Irish Heritage	231	x	x	30	36	10	11	6	2	0	28
	Gypsy/Romany	465	3	x	25	42	10	10	8	2	0	31
	Any other White background	10,245	0	0	8	21	15	20	19	17	0	71
	Mixed	10,978	0	0	4	15	13	22	23	22	0	81
	White and Black Caribbean	3,387	0	x	4	18	15	24	23	16	0	78
	White and Black African	1,224	x	0	4	17	13	22	23	20	0	79
	White and Asian	2,350	0	x	3	13	12	20	22	30	x	84
	Any other mixed background	4,017	0	x	4	13	13	22	23	23	0	82
	Asian	25,263	0	0	5	17	15	25	23	15	0	78
	Indian	6,931	x	0	3	11	13	25	26	22	0	87
	Pakistani	10,780	0	0	6	21	17	26	20	10	0	73
	Bangladeshi	4,314	0	x	5	18	17	27	22	11	x	77
	Any other Asian background	3,238	0	0	5	13	14	24	24	19	x	81
	Black	12,971	0	0	6	17	16	26	22	13	x	76
	Black Caribbean	3,736	0	0	6	19	17	25	21	12	0	75
	Black African	7,739	0	0	6	17	16	26	22	13	x	77
	Any other Black background	1,496	x	0	6	18	15	27	22	12	0	75
	Chinese	934	0	0	4	10	10	23	21	32	x	86
	Any other ethnic group	3,731	0	0	8	20	17	24	18	13	0	72
	Unclassified ³	3,353	2	2	15	17	12	19	16	16	x	64
	All pupils	273,815	0	0	4	16	14	22	22	21	0	80
Girls	White	206,624	0	0	2	9	11	21	26	31	0	89
	White British	195,438	0	0	2	9	11	21	27	31	0	89
	Irish	820	x	0	2	8	12	17	23	37	0	90
	Traveller of Irish Heritage	208	x	x	15	43	15	12	6	3	0	36
	Gypsy/Romany	438	3	x	18	36	15	13	11	4	0	43
	Any other White background	9,720	0	0	5	16	13	20	22	23	0	78
	Mixed	10,451	0	0	2	10	10	21	26	31	0	88
	White and Black Caribbean	3,285	0	0	2	11	12	23	26	26	x	87
	White and Black African	1,167	0	x	2	12	10	20	26	30	0	87
	White and Asian	2,219	0	0	2	7	7	19	25	40	0	91
	Any other mixed background	3,780	x	x	2	9	10	20	27	32	x	89
	Asian	23,935	0	0	3	11	13	25	27	21	0	86
	Indian	6,211	0	0	1	7	9	21	29	32	0	92
	Pakistani	10,338	0	0	3	14	15	27	25	15	x	82
	Bangladeshi	4,287	0	0	3	12	14	27	28	16	0	85
	Any other Asian background	3,099	0	x	3	9	11	23	26	27	0	87
	Black	12,571	0	0	3	12	13	25	27	20	0	85
	Black Caribbean	3,654	0	x	2	12	13	25	27	20	0	85
	Black African	7,457	0	0	4	12	13	25	26	20	x	84
	Any other Black background	1,460	0	0	3	13	12	24	27	20	x	84
	Chinese	874	0	0	2	6	8	18	26	40	x	92
	Any other ethnic group	3,442	0	0	5	16	14	25	22	18	x	79
	Unclassified ³	3,147	2	1	11	13	10	19	20	23	x	73
	All pupils	261,044	0	0	2	10	11	21	26	29	0	88
Total	White	423,209	0	0	3	12	12	21	24	27	0	84
	White British	400,258	0	0	3	12	12	21	24	27	0	85
	Irish	1,644	0	0	3	10	11	18	24	34	0	86
	Traveller of Irish Heritage	439	5	1	23	40	12	11	6	2	0	32
	Gypsy/Romany	903	3	0	21	39	13	12	9	3	0	37
	Any other White background	19,965	0	0	7	18	14	20	20	20	0	75
	Mixed	21,429	0	0	3	12	12	22	24	27	0	84
	White and Black Caribbean	6,672	0	0	3	15	14	23	24	21	x	82
	White and Black African	2,391	x	x	3	14	12	21	24	25	0	83
	White and Asian	4,569	0	x	3	10	9	20	24	35	x	88
	Any other mixed background	7,797	0	x	3	11	12	21	25	27	0	85
	Asian	49,198	0	0	4	14	14	25	25	18	0	82
	Indian	13,142	0	0	2	9	11	23	28	27	0	89
	Pakistani	21,118	0	0	5	18	16	26	23	13	x	77
	Bangladeshi	8,601	0	0	4	15	16	27	25	14	x	81
	Any other Asian background	6,337	0	0	4	11	12	24	25	23	x	84
	Black	25,542	0	0	5	15	14	25	24	17	0	80
	Black Caribbean	7,390	0	0	4	16	15	25	24	16	0	80
	Black African	15,196	0	0	5	14	14	26	24	17	0	81
	Any other Black background	2,956	x	0	5	16	13	26	24	16	x	80
	Chinese	1,808	0	0	3	8	9	21	24	36	x	89
	Any other ethnic group	7,173	0	0	6	18	16	24	20	15	x	76
	Unclassified ³	6,500	2	1	13	15	11	19	18	20	x	68
	All pupils	534,859	0	0	3	13	13	22	24	25	0	84

Table 2: Percentage of pupils achieving each level¹ in Key Stage 1 Reading teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

		Eligible pupils	% achieving								Expected Level ²	
			A	D	W	1	2C	2B	2A	3		4
First Language												
Boys	English ⁴	231,018	0	0	4	15	14	22	22	23	0	81
	Other than English ⁵	41,166	0	0	7	19	16	25	20	13	0	74
	Unclassified ³	1,631	4	3	25	19	11	15	11	11	0	48
	All pupils	273,815	0	0	4	16	14	22	22	21	0	80
Girls	English ⁴	220,552	0	0	2	9	11	21	26	31	0	89
	Other than English ⁵	39,010	0	0	4	14	14	24	25	19	0	82
	Unclassified ³	1,482	4	2	21	17	10	17	15	15	0	56
	All pupils	261,044	0	0	2	10	11	21	26	29	0	88
Total	English ⁴	451,570	0	0	3	12	12	21	24	27	0	85
	Other than English ⁵	80,176	0	0	5	16	15	25	23	16	0	78
	Unclassified ³	3,113	4	3	23	18	10	16	13	13	0	52
	All pupils	534,859	0	0	3	13	13	22	24	25	0	84
Free School Meals												
Boys	FSM	46,157	0	0	9	27	18	22	15	8	0	63
	Non-FSM	226,326	0	0	3	13	13	23	24	24	0	83
	Unclassified ³	1,332	5	4	30	20	11	13	9	9	0	42
	All pupils	273,815	0	0	4	16	14	22	22	21	0	80
Girls	FSM	44,481	0	0	5	20	17	25	21	13	x	75
	Non-FSM	215,385	0	0	1	8	10	21	27	33	0	91
	Unclassified ³	1,178	5	3	25	19	10	15	12	11	0	48
	All pupils	261,044	0	0	2	10	11	21	26	29	0	88
Total	FSM	90,638	0	0	7	24	17	23	18	10	0	69
	Non-FSM	441,711	0	0	2	11	12	22	25	28	0	87
	Unclassified ³	2,510	5	3	28	19	10	14	10	10	0	45
	All pupils	534,859	0	0	3	13	13	22	24	25	0	84
Special Educational Needs												
Boys	No identified SEN	194,871	0	0	1	7	12	25	28	28	0	93
	SEN without a statement	70,605	0	0	9	40	21	18	8	4	0	51
	School Action	46,007	0	0	5	39	24	20	9	4	0	56
	School Action Plus	24,598	0	0	17	41	16	13	8	4	0	42
	SEN with a statement	7,007	0	1	51	24	8	8	5	3	0	24
	Unclassified ³	1,332	5	4	30	20	11	13	9	9	0	42
	All pupils	273,815	0	0	4	16	14	22	22	21	0	80
Girls	No identified SEN	219,336	0	0	0	5	9	22	30	34	0	95
	SEN without a statement	37,705	0	0	7	39	24	19	8	3	0	54
	School Action	27,539	0	0	4	38	26	20	8	3	0	58
	School Action Plus	10,166	0	0	15	42	17	13	7	4	0	42
	SEN with a statement	2,825	0	2	55	21	8	7	5	2	0	22
	Unclassified ³	1,178	5	3	25	19	10	15	12	11	0	48
	All pupils	261,044	0	0	2	10	11	21	26	29	0	88
Total	No identified SEN	414,207	0	0	1	6	10	23	29	31	0	94
	SEN without a statement	108,310	0	0	9	39	22	18	8	4	0	52
	School Action	73,546	0	0	5	38	25	20	9	3	0	57
	School Action Plus	34,764	0	0	16	42	17	13	8	4	0	42
	SEN with a statement	9,832	0	1	52	23	8	8	5	3	0	23
	Unclassified ³	2,510	5	3	28	19	10	14	10	10	0	45
	All pupils	534,859	0	0	3	13	13	22	24	25	0	84

Source: National Pupil Database

1. A - Absent, D - Disappointed, W - Working towards level 1.
 2. Percentage of pupils achieving Level 2 or above.
 3. Includes information refused or not obtained.
 4. This includes Not known but believed to be English.
 5. This includes Not known but believed to be other than English.
- x figures have not been shown due to very small numbers.

Table 3: Percentage of pupils achieving each level¹ in Key Stage 1 Writing teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

	Eligible pupils	% achieving									Expected Level ²	
		A	D	W	1	2C	2B	2A	3	4		
Ethnicity												
Boys	White	216,585	0	0	6	19	24	26	16	9	0	75
	White British	204,820	0	0	6	18	24	27	17	9	0	76
	Irish	824	x	0	7	16	18	23	23	12	0	77
	Traveller of Irish Heritage	231	x	x	38	35	12	9	1	0	0	22
	Gypsy/Romany	465	2	x	33	38	13	11	2	1	0	27
	Any other White background	10,245	0	0	11	23	22	23	13	7	0	66
	Mixed	10,978	0	0	6	18	24	26	17	9	x	75
	White and Black Caribbean	3,387	0	x	7	21	26	26	14	6	x	72
	White and Black African	1,224	x	0	7	20	24	26	14	9	0	73
	White and Asian	2,350	0	x	5	15	21	26	18	14	0	80
	Any other mixed background	4,017	0	x	6	17	23	27	18	9	x	77
	Asian	25,263	0	0	7	20	25	26	15	7	x	73
	Indian	6,931	x	0	4	14	23	28	20	12	x	82
	Pakistani	10,780	0	0	9	25	26	24	12	4	0	66
	Bangladeshi	4,314	0	x	7	21	27	27	13	5	0	71
	Any other Asian background	3,238	0	0	7	17	22	28	18	9	0	76
	Black	12,971	0	0	8	23	26	25	13	5	0	69
	Black Caribbean	3,736	0	0	8	24	28	23	11	5	0	67
	Black African	7,739	0	0	8	22	25	26	14	5	0	70
	Any other Black background	1,496	x	0	9	24	25	26	12	5	0	68
	Chinese	934	0	0	5	12	18	26	22	17	x	83
	Any other ethnic group	3,731	0	0	10	23	25	23	12	6	0	66
	Unclassified ³	3,353	2	2	17	20	21	20	12	6	x	59
	All pupils	273,815	0	0	6	19	24	26	16	8	0	75
Girls	White	206,624	0	0	3	11	19	28	23	17	0	86
	White British	195,438	0	0	2	10	19	28	24	17	0	87
	Irish	820	x	0	3	11	17	26	22	21	0	86
	Traveller of Irish Heritage	208	5	x	24	36	21	10	3	x	0	34
	Gypsy/Romany	438	3	x	21	35	21	13	5	2	0	41
	Any other White background	9,720	0	0	6	17	19	25	19	13	0	76
	Mixed	10,451	0	0	3	11	18	28	23	17	x	86
	White and Black Caribbean	3,285	0	0	3	14	21	30	20	12	x	83
	White and Black African	1,167	0	x	3	12	18	27	24	15	0	85
	White and Asian	2,219	0	0	3	8	15	26	26	23	0	90
	Any other mixed background	3,780	x	x	3	11	18	27	24	17	0	87
	Asian	23,935	0	0	4	13	21	27	22	12	0	83
	Indian	6,211	0	0	2	8	16	28	27	20	x	90
	Pakistani	10,337	0	0	4	17	25	27	19	8	x	79
	Bangladeshi	4,287	0	0	4	15	24	28	21	9	x	82
	Any other Asian background	3,100	0	x	4	11	18	27	24	15	0	85
	Black	12,571	0	0	4	15	22	28	20	10	0	81
	Black Caribbean	3,654	0	x	3	16	23	29	19	10	0	80
	Black African	7,457	0	0	4	15	22	28	21	10	0	81
	Any other Black background	1,460	0	0	4	16	21	29	19	10	0	80
	Chinese	874	0	0	3	6	15	24	25	27	0	92
	Any other ethnic group	3,442	0	0	6	17	22	27	18	10	0	77
	Unclassified ³	3,147	2	1	12	15	18	22	18	12	0	70
	All pupils	261,044	0	0	3	11	19	28	23	16	0	86
Total	White	423,209	0	0	4	15	21	27	20	13	0	81
	White British	400,258	0	0	4	14	21	27	20	13	0	81
	Irish	1,644	0	0	5	14	18	24	23	17	0	81
	Traveller of Irish Heritage	439	5	1	31	36	16	9	2	x	0	28
	Gypsy/Romany	903	2	0	27	36	17	12	4	1	0	34
	Any other White background	19,965	0	0	8	20	21	24	16	10	0	71
	Mixed	21,429	0	0	5	15	21	27	20	13	0	81
	White and Black Caribbean	6,672	0	0	5	18	23	28	17	9	x	77
	White and Black African	2,391	x	x	5	16	21	27	19	12	0	79
	White and Asian	4,569	0	x	4	11	18	26	22	19	0	85
	Any other mixed background	7,797	0	x	4	14	21	27	21	13	x	81
	Asian	49,198	0	0	5	17	23	27	18	10	0	78
	Indian	13,142	0	0	3	11	19	28	23	16	x	86
	Pakistani	21,117	0	0	7	21	25	26	15	6	x	72
	Bangladeshi	8,601	0	0	5	18	25	27	17	7	x	77
	Any other Asian background	6,338	0	0	5	14	20	27	21	12	0	80
	Black	25,542	0	0	6	19	24	27	16	8	0	75
	Black Caribbean	7,390	0	0	6	20	25	26	15	7	0	74
	Black African	15,196	0	0	6	18	24	27	17	8	0	75
	Any other Black background	2,956	x	0	6	20	23	28	15	8	0	74
	Chinese	1,808	0	0	4	9	16	25	24	22	x	87
	Any other ethnic group	7,173	0	0	8	20	24	25	15	8	0	72
	Unclassified ³	6,500	2	1	15	18	19	21	15	9	x	64
	All pupils	534,859	0	0	5	15	22	27	19	12	0	80

Table 3: Percentage of pupils achieving each level¹ in Key Stage 1 Writing teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

		Eligible pupils	% achieving								Expected Level ²	
			A	D	W	1	2C	2B	2A	3		4
First Language												
Boys	English ⁴	231,018	0	0	6	18	24	26	17	9	0	76
	Other than English ⁵	41,166	0	0	9	22	25	25	14	6	x	69
	Unclassified ³	1,631	4	3	28	23	16	14	8	4	0	42
	All pupils	273,815	0	0	6	19	24	26	16	8	0	75
Girls	English ⁴	220,552	0	0	2	11	19	28	24	17	0	87
	Other than English ⁵	39,010	0	0	5	16	22	27	20	10	0	79
	Unclassified ³	1,482	4	2	23	19	16	17	12	7	0	52
	All pupils	261,044	0	0	3	11	19	28	23	16	0	86
Total	English ⁴	451,570	0	0	4	15	21	27	20	13	0	81
	Other than English ⁵	80,176	0	0	7	19	23	26	17	8	0	74
	Unclassified ³	3,113	4	3	26	21	16	15	10	5	0	47
	All pupils	534,859	0	0	5	15	22	27	19	12	0	80
Free School Meals												
Boys	FSM	46,156	0	0	13	30	26	19	8	2	0	56
	Non-FSM	226,327	0	0	5	17	24	28	18	10	0	79
	Unclassified ³	1,332	5	4	33	23	15	12	6	2	0	35
	All pupils	273,815	0	0	6	19	24	26	16	8	0	75
Girls	FSM	44,481	0	0	7	22	26	26	14	5	x	71
	Non-FSM	215,385	0	0	2	9	18	28	25	18	0	89
	Unclassified ³	1,178	5	3	27	21	15	15	9	5	0	43
	All pupils	261,044	0	0	3	11	19	28	23	16	0	86
Total	FSM	90,637	0	0	10	26	26	22	11	4	x	64
	Non-FSM	441,712	0	0	3	13	21	28	21	14	0	84
	Unclassified ³	2,510	5	3	30	22	15	13	7	4	0	39
	All pupils	534,859	0	0	5	15	22	27	19	12	0	80
Special Educational Needs												
Boys	No identified SEN	194,872	0	0	1	10	24	32	21	11	0	89
	SEN without a statement	70,604	0	0	15	43	26	11	3	1	x	42
	School Action	46,007	0	0	10	44	30	12	3	1	0	46
	School Action Plus	24,597	0	0	25	42	20	9	3	1	x	33
	SEN with a statement	7,007	0	1	59	23	9	5	2	1	0	17
	Unclassified ³	1,332	5	4	33	23	15	12	6	2	0	35
	All pupils	273,815	0	0	6	19	24	26	16	8	0	75
Girls	No identified SEN	219,337	0	0	1	6	17	30	27	19	0	93
	SEN without a statement	37,704	0	0	11	41	29	13	4	1	x	47
	School Action	27,538	0	0	7	41	33	14	4	1	x	52
	School Action Plus	10,166	0	0	22	42	20	10	4	2	0	36
	SEN with a statement	2,825	0	2	63	18	8	6	3	1	0	18
	Unclassified ³	1,178	5	3	27	21	15	15	9	5	0	43
	All pupils	261,044	0	0	3	11	19	28	23	16	0	86
Total	No identified SEN	414,209	0	0	1	8	20	31	24	15	0	91
	SEN without a statement	108,308	0	0	14	42	27	12	3	1	0	44
	School Action	73,545	0	0	9	43	31	13	3	1	x	48
	School Action Plus	34,763	0	0	24	42	20	10	3	1	x	34
	SEN with a statement	9,832	0	1	60	21	9	5	2	1	0	17
	Unclassified ³	2,510	5	3	30	22	15	13	7	4	0	39
	All pupils	534,859	0	0	5	15	22	27	19	12	0	80

Source: National Pupil Database

1. A - Absent, D - Disapplied, W - Working towards level 1.
 2. Percentage of pupils achieving Level 2 or above.
 3. Includes information refused or not obtained.
 4. This includes Not known but believed to be English.
 5. This includes Not known but believed to be other than English.
- x figures have not been shown due to very small numbers.

Table 4: Percentage of pupils achieving each level¹ in Key Stage 1 Mathematics teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

	Eligible pupils	% achieving									Expected Level ²
		A	D	W	1	2C	2B	2A	3	4	
Ethnicity											
Boys											
White	216,587	0	0	2	8	15	23	26	25	0	89
White British	204,821	0	0	2	8	15	23	26	25	0	89
Irish	824	x	0	3	7	11	22	26	31	0	89
Traveller of Irish Heritage	231	x	x	12	32	24	16	9	3	0	52
Gypsy/Romany	465	2	1	13	29	22	19	10	3	0	55
Any other White background	10,246	0	0	4	11	17	23	24	21	0	85
Mixed	10,978	0	0	3	9	15	24	26	23	0	88
White and Black Caribbean	3,387	0	x	3	11	17	25	26	17	0	86
White and Black African	1,224	x	0	3	10	17	25	25	21	0	87
White and Asian	2,350	0	0	2	7	14	20	26	31	x	91
Any other mixed background	4,017	0	x	3	8	14	24	26	24	0	88
Asian	25,263	0	0	4	11	18	24	24	18	0	85
Indian	6,931	x	0	2	7	14	23	28	26	x	91
Pakistani	10,780	0	0	5	15	21	25	22	13	0	80
Bangladeshi	4,314	0	x	4	13	20	27	23	14	0	83
Any other Asian background	3,238	0	0	3	8	15	24	25	25	x	88
Black	12,971	0	0	4	13	21	27	23	13	0	83
Black Caribbean	3,736	0	0	4	13	22	27	22	12	0	82
Black African	7,739	0	0	4	12	20	27	23	13	0	83
Any other Black background	1,496	x	0	5	13	21	27	22	12	0	83
Chinese	934	0	0	3	3	9	16	24	45	x	94
Any other ethnic group	3,731	0	0	4	12	18	25	23	17	0	83
Unclassified ³	3,353	2	1	9	13	16	20	20	18	x	74
All pupils	273,817	0	0	3	9	16	23	26	23	0	88
Girls											
White	206,624	0	0	1	7	16	26	30	20	0	92
White British	195,438	0	0	1	6	16	26	30	20	0	92
Irish	820	0	0	1	5	15	26	29	23	0	93
Traveller of Irish Heritage	208	x	x	12	31	27	17	6	2	0	51
Gypsy/Romany	438	3	x	11	27	28	19	9	3	0	59
Any other White background	9,720	0	0	3	10	18	26	27	16	0	87
Mixed	10,451	0	0	1	7	17	26	29	19	x	91
White and Black Caribbean	3,285	0	0	2	9	20	28	28	14	0	89
White and Black African	1,167	0	x	1	8	18	26	30	17	x	91
White and Asian	2,219	0	0	1	6	13	22	31	26	x	93
Any other mixed background	3,780	x	x	2	7	16	27	29	20	0	91
Asian	23,936	0	0	2	9	19	27	26	15	x	88
Indian	6,211	0	0	1	5	14	24	32	24	x	94
Pakistani	10,338	0	0	3	13	23	28	24	10	x	85
Bangladeshi	4,287	0	0	3	9	22	30	25	10	0	88
Any other Asian background	3,100	0	x	2	7	14	26	28	23	0	91
Black	12,571	0	0	2	11	21	29	25	11	0	87
Black Caribbean	3,654	0	x	2	11	23	30	24	10	0	87
Black African	7,457	0	0	3	11	21	28	26	11	0	86
Any other Black background	1,460	x	0	2	11	23	29	25	10	0	87
Chinese	874	0	0	1	3	9	21	27	39	x	96
Any other ethnic group	3,442	0	0	3	11	20	28	25	13	0	86
Unclassified ³	3,147	2	1	7	11	17	24	23	13	0	78
All pupils	261,045	0	0	2	7	16	26	29	19	0	91
Total											
White	423,211	0	0	2	7	15	25	28	22	0	90
White British	400,259	0	0	2	7	15	25	28	23	0	91
Irish	1,644	0	0	2	6	13	24	27	27	0	91
Traveller of Irish Heritage	439	4	1	12	31	25	16	8	3	0	52
Gypsy/Romany	903	2	1	12	28	25	19	10	3	0	57
Any other White background	19,966	0	0	3	10	18	25	25	19	0	86
Mixed	21,429	0	0	2	8	16	25	28	21	0	90
White and Black Caribbean	6,672	0	0	2	10	18	27	27	16	0	88
White and Black African	2,391	x	x	2	9	18	25	27	19	x	89
White and Asian	4,569	0	0	2	6	13	21	28	29	0	92
Any other mixed background	7,797	0	x	2	8	15	25	28	22	0	90
Asian	49,199	0	0	3	10	19	26	25	17	0	86
Indian	13,142	0	0	2	6	14	23	30	25	0	92
Pakistani	21,118	0	0	4	14	22	27	23	11	x	82
Bangladeshi	8,601	0	0	3	11	21	29	24	12	0	86
Any other Asian background	6,338	0	0	3	7	15	25	26	24	x	90
Black	25,542	0	0	3	12	21	28	24	12	0	85
Black Caribbean	7,390	0	0	3	12	22	28	23	11	0	85
Black African	15,196	0	0	4	11	20	28	25	12	0	85
Any other Black background	2,956	0	0	3	12	22	28	24	11	0	85
Chinese	1,808	0	0	2	3	9	18	26	42	0	95
Any other ethnic group	7,173	0	0	4	12	19	26	24	15	0	84
Unclassified ³	6,500	2	1	8	12	17	22	22	15	x	76
All pupils	534,862	0	0	2	8	16	25	27	21	0	90

Table 4: Percentage of pupils achieving each level¹ in Key Stage 1 Mathematics teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

	Eligible pupils	% achieving									Expected Level ²		
		A	D	W	1	2C	2B	2A	3	4			
First Language													
Boys	English ⁴	231,019	0	0	2	8	15	23	26	25	0	89	
	Other than English ⁵	41,167	0	0	4	12	19	25	23	17	0	83	
	Unclassified ³	1,631	5	3	15	17	17	17	15	11	0	60	
	All pupils	273,817	0	0	3	9	16	23	26	23	0	88	
Girls	English ⁴	220,552	0	0	1	7	16	26	30	20	0	92	
	Other than English ⁵	39,011	0	0	3	11	20	28	25	13	0	86	
	Unclassified ³	1,482	5	2	13	16	18	21	17	8	0	64	
	All pupils	261,045	0	0	2	7	16	26	29	19	0	91	
Total	English ⁴	451,571	0	0	2	7	15	25	28	22	0	91	
	Other than English ⁵	80,178	0	0	3	11	20	26	24	15	0	85	
	Unclassified ³	3,113	5	3	14	17	17	19	16	10	0	62	
	All pupils	534,862	0	0	2	8	16	25	27	21	0	90	
Free School Meals													
Boys	FSM	46,157	0	0	6	17	22	25	20	10	x	77	
	Non-FSM	226,328	0	0	2	7	14	23	27	26	0	91	
	Unclassified ³	1,332	6	4	18	19	17	16	13	8	0	54	
	All pupils	273,817	0	0	3	9	16	23	26	23	0	88	
Girls	FSM	44,481	0	0	4	15	25	28	21	8	x	82	
	Non-FSM	215,386	0	0	1	6	15	26	31	21	0	93	
	Unclassified ³	1,178	6	3	15	18	19	19	15	5	0	57	
	All pupils	261,045	0	0	2	7	16	26	29	19	0	91	
Total	FSM	90,638	0	0	5	16	23	26	21	9	x	79	
	Non-FSM	441,714	0	0	2	6	15	25	29	24	0	92	
	Unclassified ³	2,510	6	3	17	18	18	17	14	7	0	56	
	All pupils	534,862	0	0	2	8	16	25	27	21	0	90	
Special Educational Needs													
Boys	No identified SEN	194,872	0	0	0	3	11	24	31	31	0	97	
	SEN without a statement	70,605	0	0	5	25	30	24	12	5	0	70	
	School Action	46,007	0	0	2	21	32	26	13	5	0	76	
	School Action Plus	24,598	0	0	10	31	25	18	10	5	0	59	
	SEN with a statement	7,008	0	1	47	23	12	8	5	3	x	29	
	Unclassified ³	1,332	6	4	18	19	17	16	13	8	0	54	
	All pupils	273,817	0	0	3	9	16	23	26	23	0	88	
	Girls	No identified SEN	219,337	0	0	0	3	13	28	34	22	0	97
		SEN without a statement	37,705	0	0	5	30	35	21	7	2	x	64
		School Action	27,539	0	0	3	28	38	23	7	2	x	69
School Action Plus		10,166	0	0	13	37	26	15	7	2	0	50	
SEN with a statement		2,825	0	1	55	22	9	7	4	1	0	22	
Unclassified ³		1,178	6	3	15	18	19	19	15	5	0	57	
All pupils		261,045	0	0	2	7	16	26	29	19	0	91	
Total		No identified SEN	414,209	0	0	0	3	12	26	32	26	0	97
		SEN without a statement	108,310	0	0	5	27	31	22	11	4	0	68
		School Action	73,546	0	0	3	24	34	25	11	4	0	74
	School Action Plus	34,764	0	0	11	33	25	17	9	4	0	56	
	SEN with a statement	9,833	0	1	49	23	11	8	5	3	x	27	
	Unclassified ³	2,510	6	3	17	18	18	17	14	7	0	56	
	All pupils	534,862	0	0	2	8	16	25	27	21	0	90	

Source: National Pupil Database

1. A - Absent, D - Disappointed, W - Working towards level 1.
 2. Percentage of pupils achieving Level 2 or above.
 3. Includes information refused or not obtained.
 4. This includes Not known but believed to be English.
 5. This includes Not known but believed to be other than English.
- x figures have not been shown due to very small numbers.

**Table 5: Percentage of pupils achieving each level¹ in Key Stage 1 Science teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England**

		Eligible pupils	% achieving						Expected Level ²
			U	W	1	2	3	4	
Ethnicity									
Boys	White	216,584	0	2	9	64	25	0	89
	White British	204,818	0	2	9	64	25	0	89
	Irish	824	x	3	8	57	32	0	89
	Traveller of Irish Heritage	231	4	8	39	47	2	0	49
	Gypsy/Romany	465	3	9	30	53	5	0	57
	Any other White background	10,246	0	4	15	61	20	0	81
	Mixed	10,978	0	2	10	65	23	x	87
	White and Black Caribbean	3,387	0	2	11	68	18	0	87
	White and Black African	1,224	0	2	12	67	19	0	85
	White and Asian	2,350	0	2	8	60	30	0	90
	Any other mixed background	4,017	0	2	10	64	23	x	87
	Asian	25,263	0	3	16	66	15	x	81
	Indian	6,931	0	2	10	65	23	x	88
	Pakistani	10,780	0	4	20	65	10	0	76
	Bangladeshi	4,314	0	3	17	68	11	0	80
	Any other Asian background	3,238	0	3	14	64	18	0	83
	Black	12,971	0	3	16	68	12	0	80
	Black Caribbean	3,736	0	3	16	68	13	0	81
	Black African	7,739	0	4	16	68	12	0	80
	Any other Black background	1,496	0	4	16	68	12	0	80
	Chinese	934	x	3	9	57	31	0	87
	Any other ethnic group	3,731	1	5	18	63	13	0	77
	Unclassified ³	3,353	5	9	16	54	16	0	70
	All pupils	273,814	0	2	10	64	23	0	87
Girls	White	206,625	0	1	7	69	22	0	91
	White British	195,439	0	1	7	69	23	0	92
	Irish	820	x	1	6	66	26	0	92
	Traveller of Irish Heritage	208	6	7	39	44	3	0	48
	Gypsy/Romany	438	3	8	32	54	4	0	57
	Any other White background	9,720	0	3	14	66	17	0	83
	Mixed	10,451	0	1	8	69	21	0	91
	White and Black Caribbean	3,285	0	1	9	72	18	0	89
	White and Black African	1,167	0	1	9	69	20	0	90
	White and Asian	2,219	x	1	6	65	28	0	93
	Any other mixed background	3,780	0	1	7	70	21	0	91
	Asian	23,935	0	2	13	70	14	0	85
	Indian	6,211	0	1	8	69	22	0	91
	Pakistani	10,337	0	2	17	71	10	0	81
	Bangladeshi	4,287	0	2	15	72	11	0	83
	Any other Asian background	3,100	0	2	10	69	18	0	87
	Black	12,571	0	2	12	73	12	x	85
	Black Caribbean	3,654	0	1	11	75	13	0	87
	Black African	7,457	0	2	13	72	12	x	84
	Any other Black background	1,460	x	2	12	73	13	0	86
	Chinese	874	0	2	6	64	28	0	92
	Any other ethnic group	3,442	0	3	14	70	13	0	83
	Unclassified ³	3,147	4	7	13	60	15	0	75
	All pupils	261,045	0	1	8	69	21	0	90
Total	White	423,209	0	1	8	66	24	0	90
	White British	400,257	0	1	8	67	24	0	91
	Irish	1,644	0	2	7	62	29	0	90
	Traveller of Irish Heritage	439	5	8	39	46	3	0	49
	Gypsy/Romany	903	3	9	31	53	4	0	57
	Any other White background	19,966	0	3	14	63	18	0	82
	Mixed	21,429	0	2	9	67	22	x	89
	White and Black Caribbean	6,672	0	2	10	70	18	0	88
	White and Black African	2,391	0	2	11	68	20	0	88
	White and Asian	4,569	0	1	7	63	29	0	91
	Any other mixed background	7,797	0	2	9	67	22	x	89
	Asian	49,198	0	3	15	68	15	x	83
	Indian	13,142	0	2	9	67	23	x	89
	Pakistani	21,117	0	3	18	68	10	0	78
	Bangladeshi	8,601	0	3	16	70	11	0	81
	Any other Asian background	6,338	0	3	12	66	18	0	85
	Black	25,542	0	3	14	71	12	x	83
	Black Caribbean	7,390	0	2	13	72	13	0	84
	Black African	15,196	0	3	15	70	12	x	82
	Any other Black background	2,956	0	3	14	71	12	0	83
	Chinese	1,808	x	2	8	60	29	0	90
	Any other ethnic group	7,173	1	4	16	66	13	0	80
	Unclassified ³	6,500	5	8	14	57	16	0	73
	All pupils	534,859	0	2	9	67	22	0	89

Table 5: Percentage of pupils achieving each level¹ in Key Stage 1 Science teacher assessments by ethnicity, English as a first language, free school meals, special educational needs and gender
Year: 2008 (Provisional)
Coverage: England

		Eligible pupils	% achieving						Expected Level ²
			U	W	1	2	3	4	
First Language									
Boys	English ⁴	231,016	0	2	9	64	25	0	89
	Other than English ⁵	41,167	0	4	17	65	14	x	78
	Unclassified ³	1,631	10	16	21	43	9	0	52
	All pupils	273,814	0	2	10	64	23	0	87
Girls	English ⁴	220,553	0	1	7	69	23	0	92
	Other than English ⁵	39,010	0	3	15	70	13	0	82
	Unclassified ³	1,482	9	14	19	49	8	0	58
	All pupils	261,045	0	1	8	69	21	0	90
Total	English ⁴	451,569	0	1	8	67	24	0	90
	Other than English ⁵	80,177	0	3	16	67	13	x	80
	Unclassified ³	3,113	10	15	20	46	9	0	55
	All pupils	534,859	0	2	9	67	22	0	89
Free School Meals									
Boys	FSM	46,157	0	4	20	66	9	x	75
	Non-FSM	226,325	0	2	8	64	26	0	90
	Unclassified ³	1,332	12	20	23	39	7	0	45
	All pupils	273,814	0	2	10	64	23	0	87
Girls	FSM	44,481	0	3	17	71	9	0	80
	Non-FSM	215,386	0	1	6	69	24	0	93
	Unclassified ³	1,178	12	17	21	44	6	0	50
	All pupils	261,045	0	1	8	69	21	0	90
Total	FSM	90,638	0	3	19	68	9	0	77
	Non-FSM	441,711	0	1	7	66	25	0	91
	Unclassified ³	2,510	12	18	22	41	6	0	47
	All pupils	534,859	0	2	9	67	22	0	89
Special Educational Needs									
Boys	No identified SEN	194,871	0	0	4	66	30	0	96
	SEN without a statement	70,605	0	3	27	64	6	x	70
	School Action	46,007	0	1	23	69	6	x	75
	School Action Plus	24,598	0	6	34	54	5	x	60
	SEN with a statement	7,006	1	46	26	24	3	0	27
	Unclassified ³	1,332	12	20	23	39	7	0	45
	All pupils	273,814	0	2	10	64	23	0	87
	Girls	No identified SEN	219,337	0	0	4	71	25	0
SEN without a statement		37,705	0	3	33	62	2	0	64
School Action		27,539	0	1	30	66	2	0	69
School Action Plus		10,166	0	8	40	48	3	0	51
SEN with a statement		2,825	2	53	24	20	2	0	22
Unclassified ³		1,178	12	17	21	44	6	0	50
All pupils		261,045	0	1	8	69	21	0	90
Total		No identified SEN	414,208	0	0	4	69	27	0
	SEN without a statement	108,310	0	3	29	63	5	x	68
	School Action	73,546	0	1	26	68	4	x	73
	School Action Plus	34,764	0	7	36	53	5	x	57
	SEN with a statement	9,831	1	48	25	23	2	0	25
	Unclassified ³	2,510	12	18	22	41	6	0	47
	All pupils	534,859	0	2	9	67	22	0	89

Source: National Pupil Database

1. A - Absent, D - Disapplied, W - Working towards level 1.
 2. Percentage of pupils achieving Level 2 or above.
 3. Includes information refused or not obtained.
 4. This includes Not known but believed to be English.
 5. This includes Not known but believed to be other than English.
- x figures have not been shown due to very small numbers.