

Chapter 3

National Indicators: How do the achievements compare between pupils with and without special educational needs?

This chapter looks at the differences in educational attainment between pupils with and without special educational needs by looking at two of the Government's National Indicators (104 and 105).

What are National Indicators?

The National Indicator Set consists of 188 indicators the Government uses to monitor the performance of local authorities and local partnerships. The indicators measure the progress local authorities are making in four areas the Government has prioritised:

1. Stronger and safer communities
2. Children and young people
3. Adult health and well being and tackling exclusion and promoting equality
4. The local economy and environmental sustainability.

Two of the National Indicators from the Children and Young People category focus on the difference in educational attainment between pupils with special educational needs (pupils at School Action, School Action Plus or with statements of special educational needs) and those without. These indicators help the Government monitor the gap in attainment between the two groups of pupils.



Key Stage 2: National Indicator 104

Key findings at age 11

The percentage of pupils with special educational needs achieving level 4 or above in English and maths increased from 28.3 per cent in 2006 to 33.7 per cent in 2008. This was an increase of 5.4 percentage points. Over the same period, the figure for pupils with no special educational needs increased by 3.0 percentage points from 81.6 per cent in 2006 to 84.6 per cent in 2008.

Government Office Region analysis

In 2008, London had the narrowest attainment gap of all the Government Office Regions between pupils with and without special educational needs. In London the difference was 45.7 percentage points, whereas the East of England had the widest gap at 53.2 percentage points.

For all Government Office Regions, the attainment gap between pupils with and without special educational needs narrowed between 2006 and 2008. The gap in the North East narrowed the most and the gap in the South East narrowed the least.



National Indicators: How do the achievements compare between pupils with and without special educational needs?

See Data Annex 3 for further detail on the material covered in this chapter. All referenced tables can be found in the accompanying downloadable spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>. All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 3 for further details). Data were based on the academic year and special educational need provision was recorded at the start of the Key Stage.

Chapters 2, 4 and 5 contain further information on the attainment of pupils with special educational needs.

Key Stage 2 (KS2) refers to pupils aged between 8 and 11 years. For the purposes of this indicator, pupils with special educational needs at KS2 includes those who were identified with special educational needs **at the start of KS2** (aged 8 years). Pupils with special educational needs included those at School Action, School Action Plus or with statements.

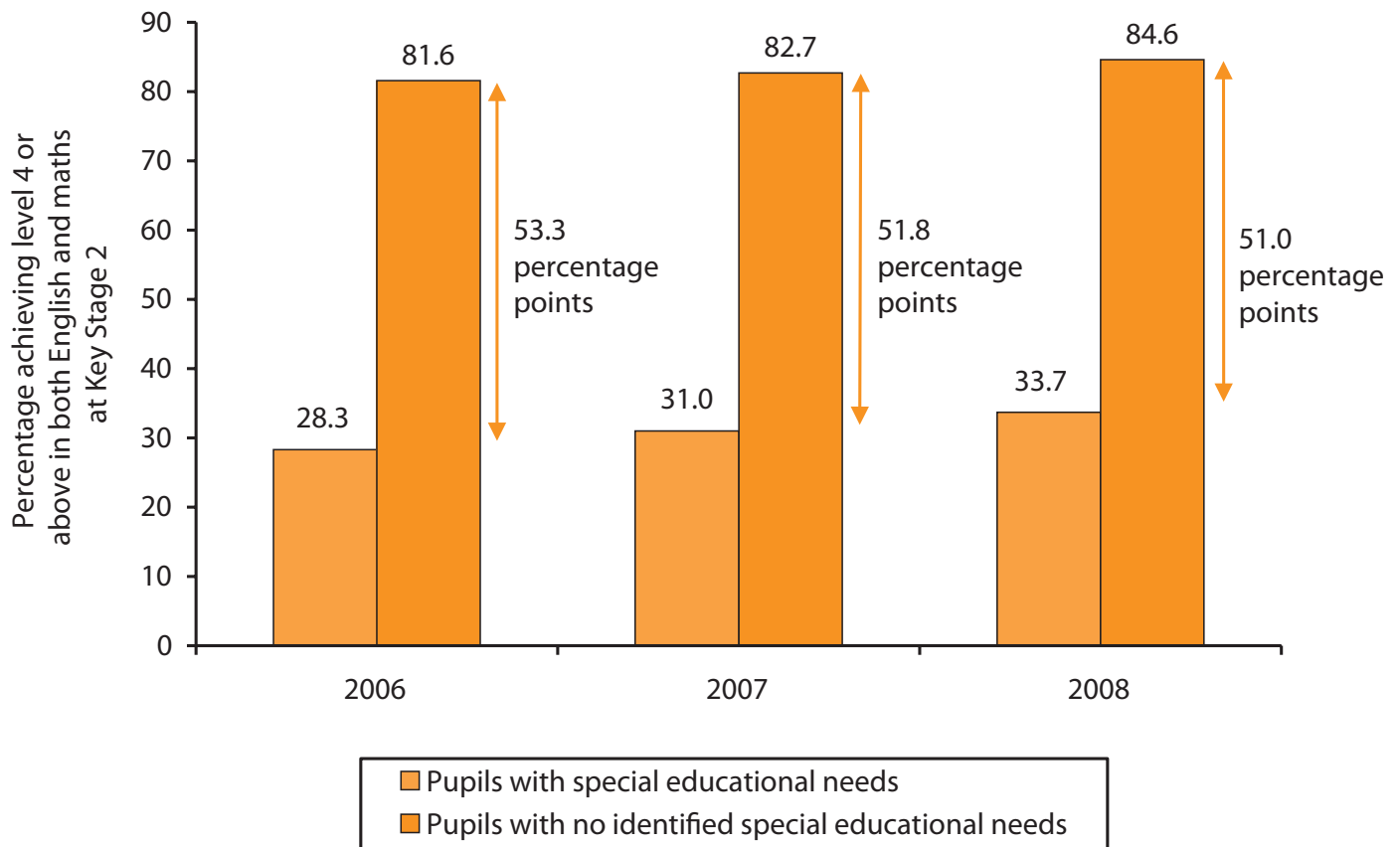
National Indicator 104 focuses on the attainment gap at the end of KS2 between pupils with and without special educational needs and relates to tests taken in maintained schools (primary and secondary schools, including academies) in England.

National Indicator 104 is the percentage point difference in performance at KS2 between pupils with and pupils without special educational needs. We measure this through those who achieved level 4 or above in both English and maths at KS2 aged 11 years. This level of qualification is considered the threshold that the Department for Children, Schools and Families wants 90 per cent of pupils to achieve by the year 2020.

There are four different numbered levels of attainment for pupils at KS2. This includes four numbered levels ranging from 2 to 5, with 5 being the highest and 2 being the lowest. Therefore the expected threshold of 4 or above means levels 4 and 5. Four other outcomes are possible at KS2 and include:

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

Figure 3.1: National Indicator 104 – attainment gap for pupils aged 11 years, 2006 to 2008



National Indicator 104 Results

Figure 3.1 shows the National Indicator 104 figures for pupils who achieved level 4 or above in English and maths between 2006 and 2008. Web based Table 3.1 contains the data which was used to produce Figure 3.1.

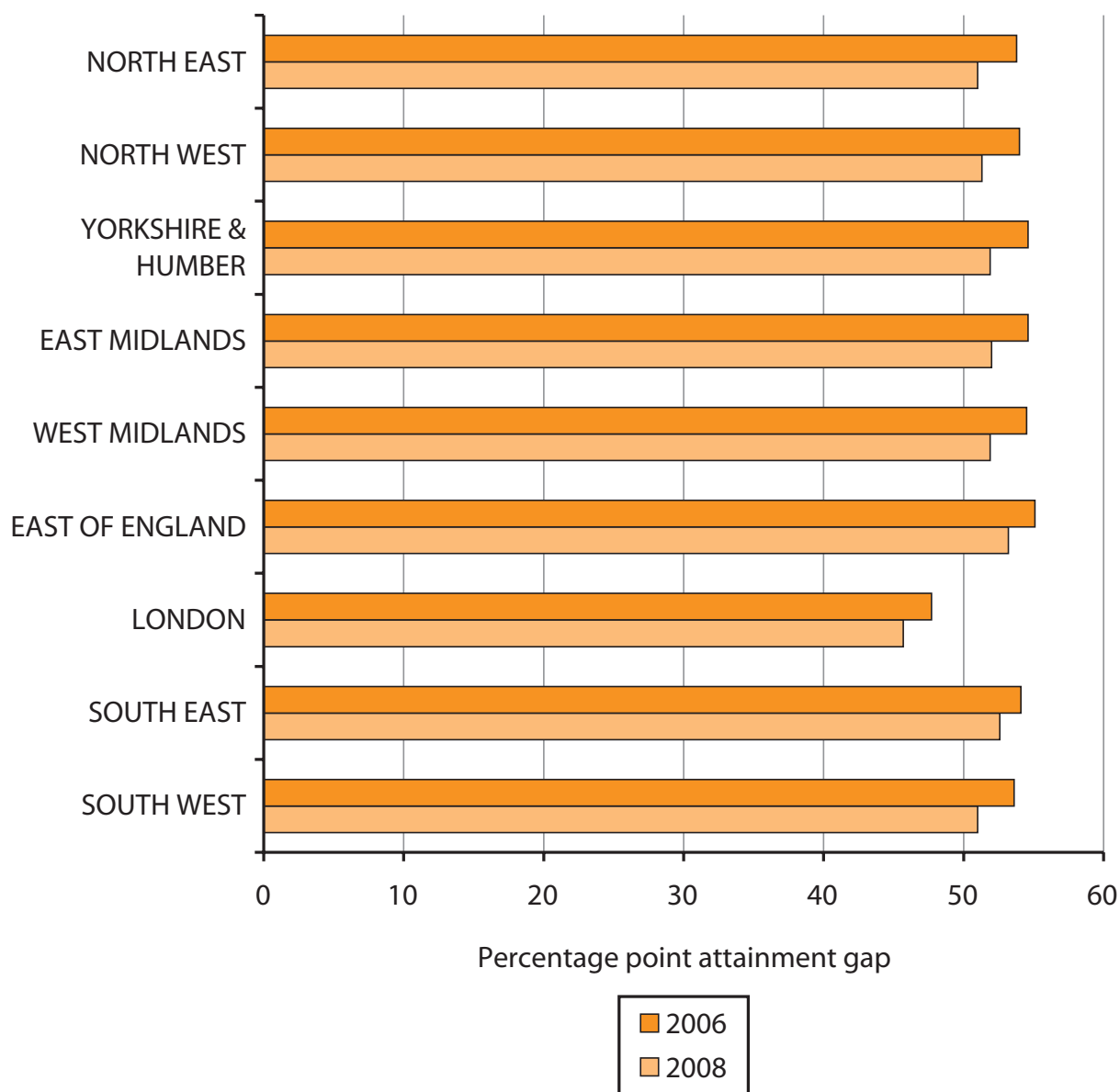
The percentage of pupils with special educational needs achieving this level increased from 28.3 per cent in 2006 to 33.7 per cent in 2008 (an increase of 5.4 percentage points). Over the same period, the figure for pupils with no special educational needs increased by 3.0 percentage points from 81.6 per cent in 2006 to 84.6 per cent in 2008.

Pupils with special educational needs accounted for roughly 20 per cent of all pupils at KS2 between 2006 and 2008. Approximately 39 per cent of the improvement of all pupils achieving level 4 or above in English and maths between 2006 and 2008 was due to pupils with special educational needs.

National Indicator 104 decreased from 53.3 percentage points in 2006 to 51.0 percentage points in 2008. In other words, the attainment gap decreased slightly, meaning those with special educational needs partly closed the gap with their peers in recent years.

The percentage of pupils with special educational needs achieving the expected threshold improved more than those without special educational needs.

Figure 3.2: National Indicator 104 – attainment gap for pupils aged 11 years by Government Office Region, 2006 and 2008



Government Office Region Results

Figure 3.2 shows National Indicator 104 percentages for Government Office Regions within England in 2006 and 2008. This is the percentage point difference between pupils with and without special educational needs who achieved level 4 or above in English and maths at KS2. Also see web based Table 3.2.

In 2008, London had the narrowest attainment gap at 45.7 percentage points. The East of England had the widest gap at 53.2 percentage points.

For all Government Office Regions, the attainment gap between pupils with and without special educational needs narrowed between 2006 and 2008. The gap in the North East narrowed the most and the gap in the South East narrowed the least.

Key Stage 4: National Indicator 105

Key findings at age 16

The gap in attainment between those with and without special educational needs widened between 2005 and 2008, for 16 year old pupils achieving the generally expected threshold of at least five GCSEs or equivalent including English and maths.

The percentage of pupils with special educational needs who achieved this threshold increased from 8.0 per cent in 2005 to 11.8 per cent in 2008. This was an increase of 3.8 percentage points. The figure for pupils without special educational needs increased by 6.1 percentage points from 51.3 per cent in 2005 to 57.4 per cent in 2008.

Government Office Region analysis

In 2008, Yorkshire and the Humber had the smallest attainment gap of all the Government Office Regions between pupils with and without special educational needs, with a figure of 42.8 percentage points. The South East had the widest gap at 49.2 percentage points.

For all Government Office Regions, the attainment gap between pupils with and without special educational needs widened between 2005 and 2008. The North East had the largest increase, while the South West saw the smallest increase over this period.



Key Stage 4 (KS4) refers to pupils aged between 14 and 16 years. For the purposes of this indicator, pupils with special educational needs at KS4 includes those who were identified with special educational needs **at the start of KS4** (aged 14 years). Pupils with special educational needs included those at School Action, School Action Plus or with statements.

National Indicator 105 focuses on the attainment gap at the end of KS4 between pupils with and without special educational needs and relates to GCSE and equivalent qualifications.

National Indicator 105 looks at the percentage point difference in performance between pupils with and without special educational needs. We measure this through those who achieved at least five A* to C GCSE grades or equivalent including English and maths at the age of 16. This level of qualification is generally considered the threshold that all pupils should achieve.

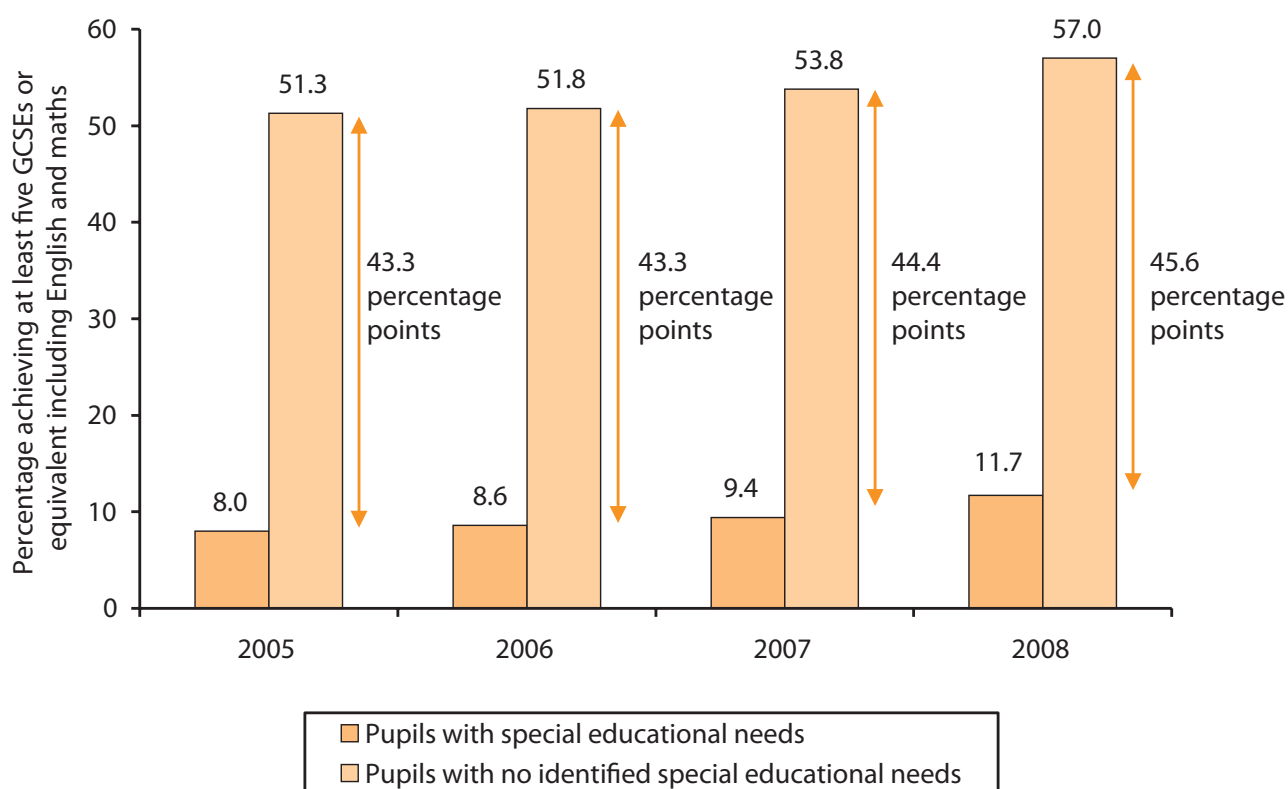
National Indicator 105 Results

Figure 3.3 shows the National Indicator 105 figures for pupils who achieved at least five GCSEs or equivalent including English and maths between 2005 and 2008. Also see web based Table 3.3.

The percentage of pupils with special educational needs who achieved five GCSEs or equivalent including English and maths increased from 8.0 per cent in 2005 to 11.8 per cent in 2008 (an increase of 3.8 percentage points). The figure for pupils with no special educational needs increased by 6.1 percentage points from 51.3 per cent in 2005 to 57.4 per cent in 2008.

The percentage point gap between the two groups increased from 43.3 in 2005 to 45.6 in 2008, showing that those with special educational needs had fallen further behind their peers in recent years.

Figure 3.3: National Indicator 105 – attainment gap for pupils aged 16 years, 2005 to 2008



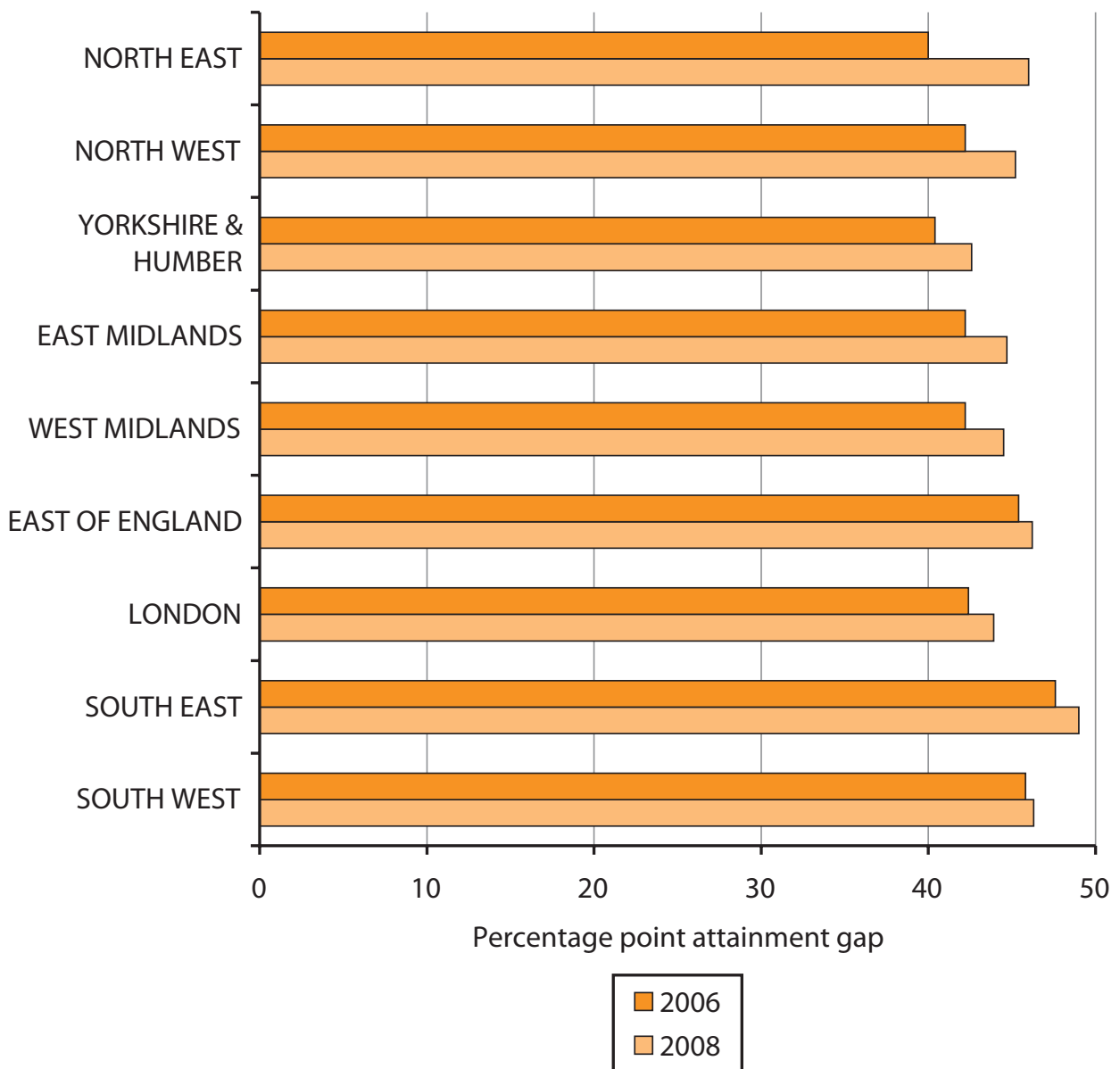
Government Office Region Results

Figure 3.4 shows National Indicator 105 percentages for Government Office Regions within England in 2005 and 2008. This is the percentage point difference between pupils with and without special educational needs who achieved at least five A* to C GCSE grades or equivalent including English and maths at KS4. Also see web based Table 3.4.

In 2008, Yorkshire and the Humber had the narrowest attainment gap, at 42.8 percentage points. The South East had the widest gap at 49.2 percentage points.

For all Government Office Regions, the attainment gap grew between 2005 and 2008. The North East had the largest increase, while the South West saw the smallest increase.

Figure 3.4: National Indicator 105 – attainment gap for pupils aged 16 years by Government Office Region, 2005 and 2008



Data Annex III: National Indicators on special educational needs

National Indicators 104 and 105 are based on the academic year and include pupils within maintained schools (also included are academies along with maintained and non-maintained special schools). Special educational need provision was taken from the start of the Key Stage for the purposes of these indicators. The data source used to produce the figures was the National Pupil Database (see Data Annex 1 for further details). Percentages within the tables were rounded to one decimal place. 'x' represents a suppressed value due to low numbers of pupils.

Further information and full definitions on National Indicators 104 and 105 can be found at <http://www.communities.gov.uk/publications/localgovernment/updatednidefinitions>.

The four tables referenced within Chapter 3 are listed below. The tables can be found in the accompanying web based spreadsheets on the publication webpage. All four tables have been taken from the DCSF Statistical First Release (SFR) called '**Attainment by Pupil Characteristics, in England 2007/08**' available at: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000822/index.shtml>.

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Table 3.3: National Indicator 105: The special educational needs/non-SEN gap – achieving five A* – C GCSE including English and maths at national level, years 2005 to 2008

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