

Chapter 4

How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

This chapter looks at the attainment of pupils with special educational needs at the end of Key Stage 4 (mainly pupils aged 16 years sitting GCSEs) and links back to previous attainment at Key Stage 2 (their prior attainment aged 11 years). It also looks at the impact of month of birth on attainment at Key Stages 2 and 4. For example, did pupils born later in the academic year perform differently to those born earlier in the year?

Key findings

Progression between Key Stage 2 and Key Stage 4

Pupils with no special educational needs made the most progress in terms of attainment between Key Stages 2 and 4. Pupils with statements of special educational needs generally made more progress than those at School Action Plus. Pupils at School Action Plus made the least progress.

Month of birth analysis

Pupils at Key Stage 2 in English, maths and science who were born later in the academic year were more likely to have special educational needs, compared to those born earlier in the year. Key Stage 2 pupils born in August were 1.5 times more likely to have special educational needs than those born in September.

Pupils at Key Stage 4 who were born later in the academic year were also more likely to have special educational needs, compared to those born earlier in the year. Key Stage 4 pupils born in August were 1.2 times more likely to have special educational needs than those born in September.

Pupils with or without special educational needs who were born earlier in the academic year tended to perform better at Key Stages 2 and 4.



How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

See Data Annex 4 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 4 for further details). Data were based on the academic year and special educational need provision was recorded in the January of the same year.

Chapters 2, 3 and 5 contain further information on the attainment of pupils with special educational needs.

Progress between Key Stage 2 English and Key Stage 4

Figure 4.1 shows pupil progress between Key Stage 2 (mainly those aged 11 years) English and Key Stage 4 (those mainly aged 16 years who achieved at least five GCSEs or equivalent) in 2008. It compares progress by provision for need (pupils at School Action, School Action Plus and those with statements of special educational needs).

Progress was defined by the percentage of pupils achieving at least five GCSEs at grades A* to C from each of the Key Stage 2 (KS2) attainment levels achieved in English, maths and science. Higher levels of progress were shown by higher percentages of pupils achieving five or more GCSEs from the

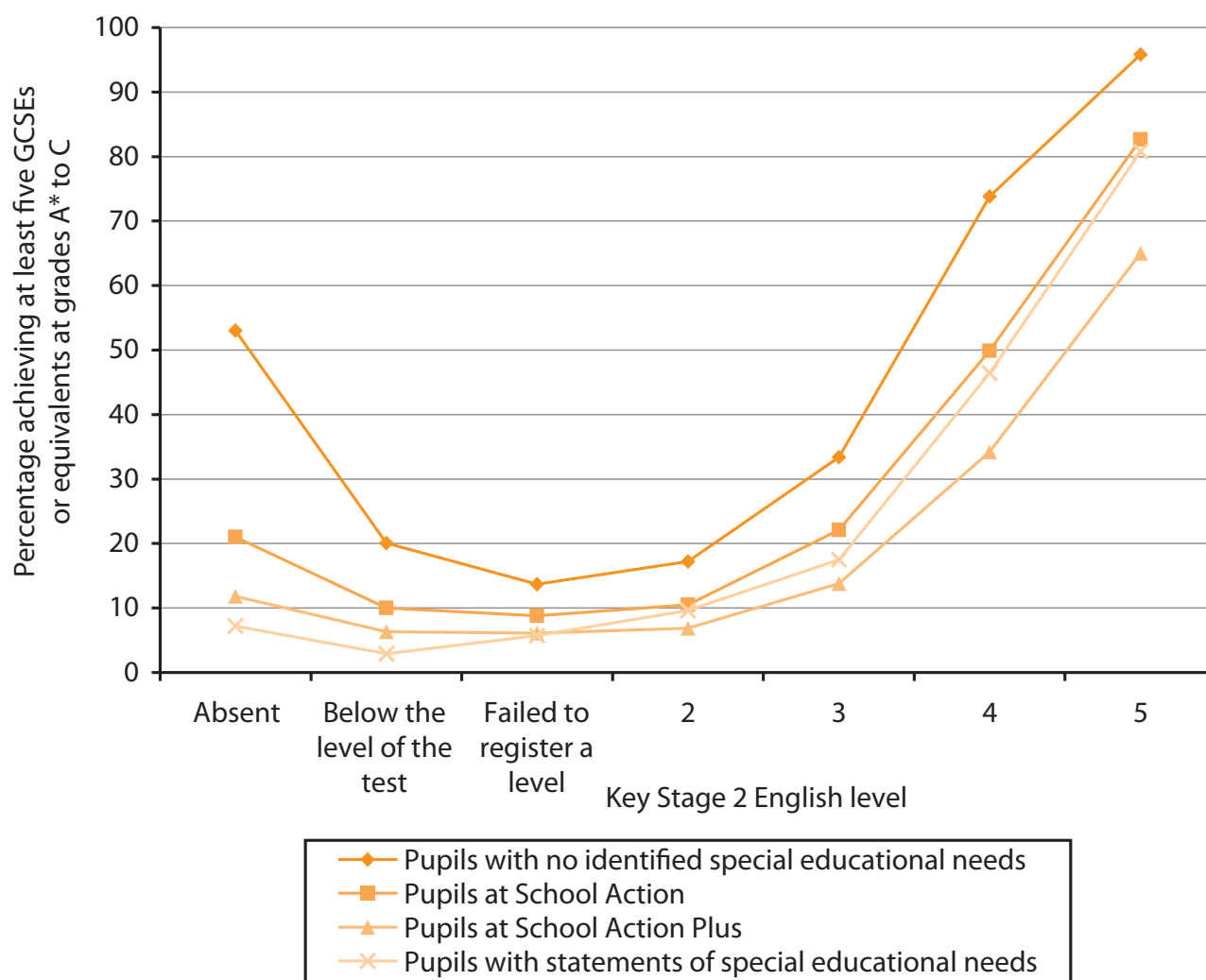
majority of KS2 levels. For example, Figure 4.1 shows that pupils with better attainment at KS2 are more likely to achieve well at GCSE. This pattern is reflected for each provision for special educational need. For example, Figure 4.1 shows that 46.4 per cent of pupils who achieved level 4 at KS2 English and had a statement at the end of KS4, achieved 5 or more GCSEs at grades A* to C while only 17.5 per cent of pupils who achieved level 3 at KS2 English and had a statement at the end of KS4, achieved this level. Web based Table 4.1 shows progression analysis for other KS4 qualifications.

There were four different numbered levels of attainment for pupils at KS2. This included 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.

How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

Figure 4.1: Percentage achieving at least five GCSEs or equivalent at KS4 in 2008 by prior attainment at KS2 English and provision for need in January 2008*



The percentage for pupils whose test level was not assessable was not displayed in the Figures 4.1, 4.2 and 4.3 due to low numbers of pupils in the group.

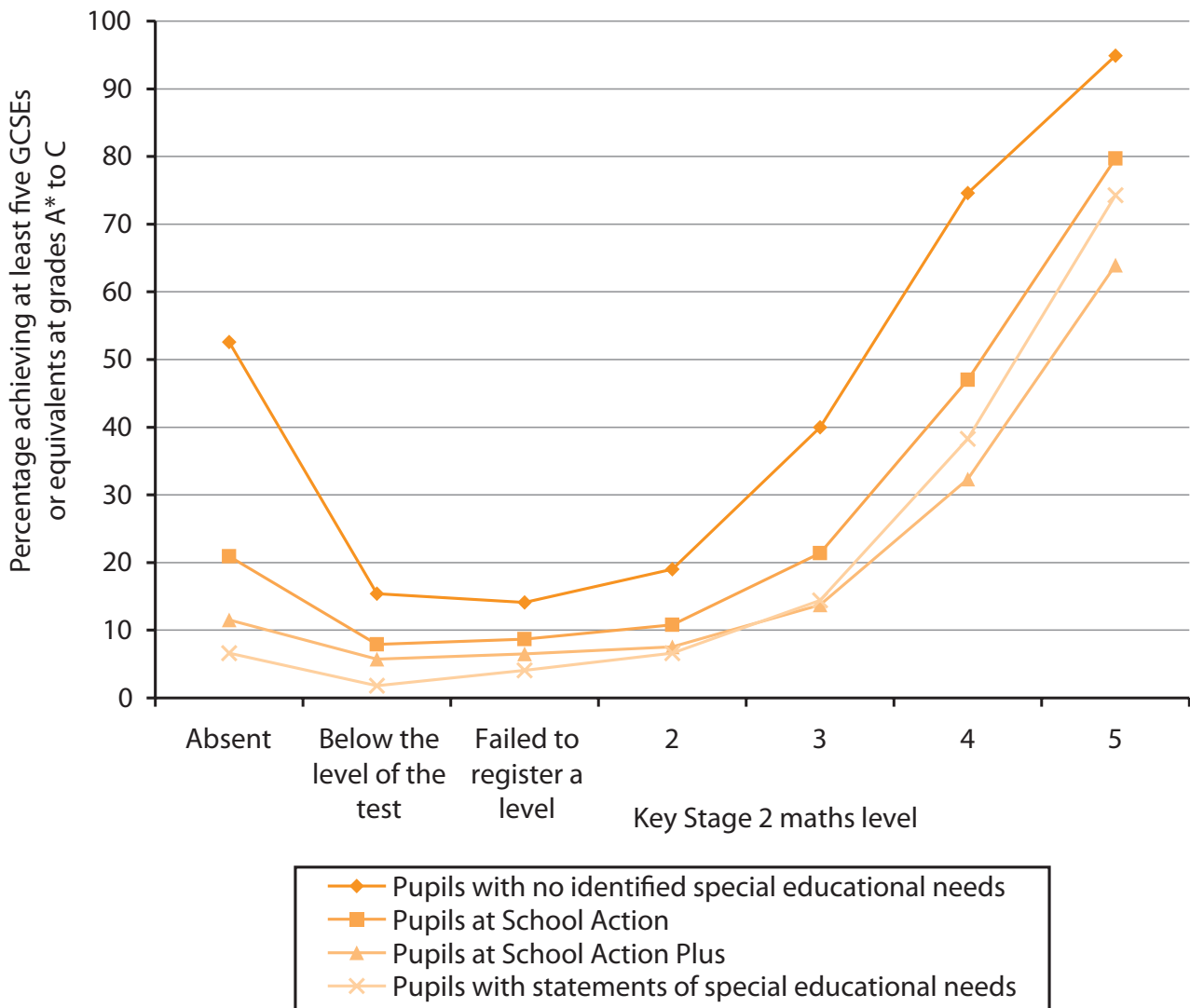
Pupils with no special educational needs made the most progress between KS2 English and KS4, followed by pupils at School Action.

Pupils with statements of special educational needs generally made more progress than pupils at School Action Plus, who made the least progress between KS2 and KS4.

The growing gap between pupils with statements and those at School Action Plus shows that, pupils with statements at the end of Key Stage 4 made increasingly more progress than those at School Action Plus as performance at KS2 English improved. **Chapter 1** showed that pupils with statements hold them for a long time, so most of the pupils with statements at the end of Key Stage 4 will have had them all the way through secondary school.

* The percentage for pupils whose test level was not assessable was not displayed due to low numbers of pupils in the group.

Figure 4.2: Percentage achieving at least five GCSEs or equivalent at KS4 in 2008 by prior attainment at KS2 maths and provision for need in January 2008*



Progress between Key Stage 2 maths and Key Stage 4

Figure 4.2 shows pupil progress between KS2 maths and KS4 in 2008 by provision for special educational need.

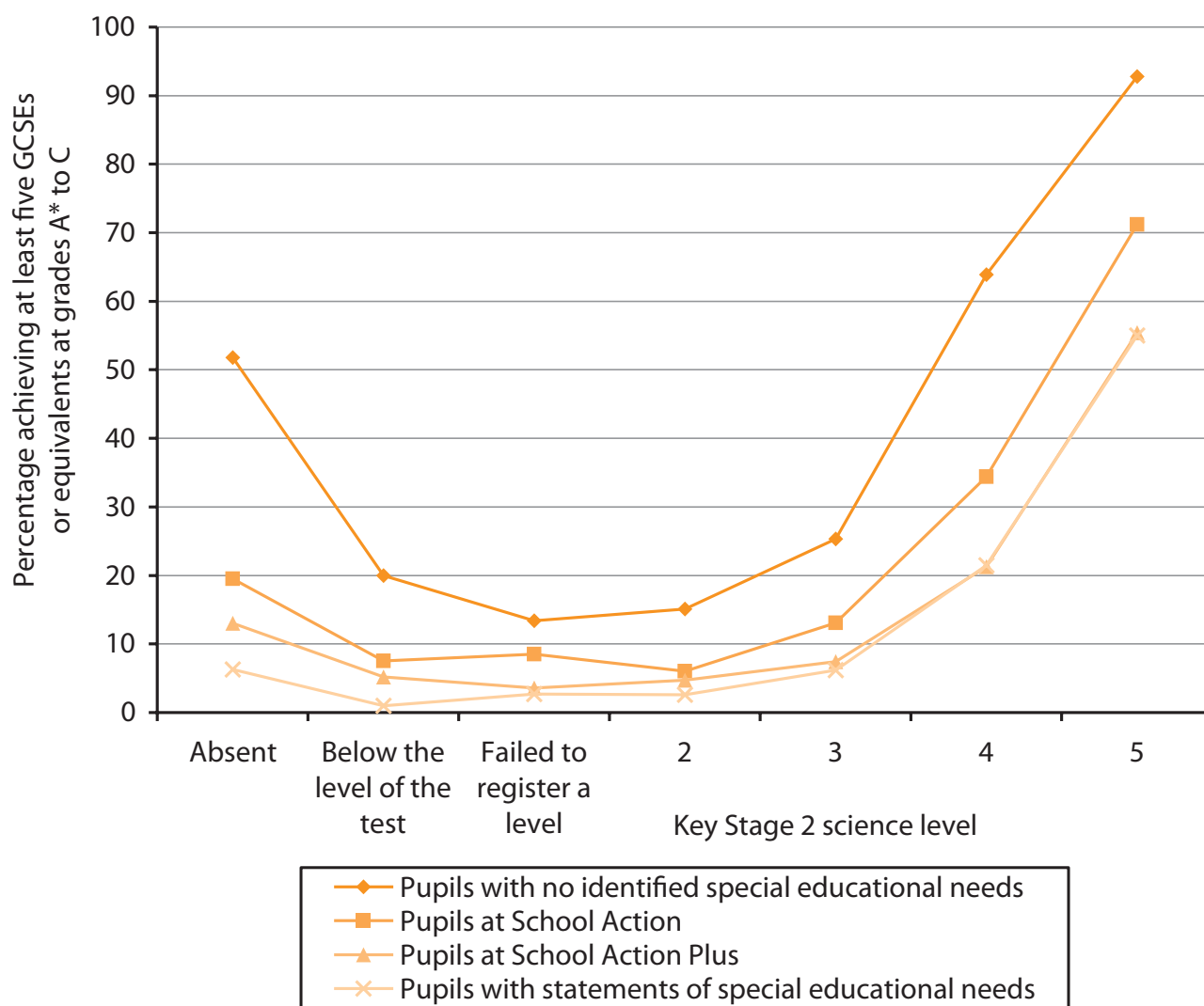
Figure 4.2 displays a similar trend to that shown in Figure 4.1. For each provision for special educational need, the better a pupil did at KS2 maths, the more likely they were to achieve at least five GCSEs or equivalent at KS4.

As with KS2 English, pupils with statements of special educational needs generally made more progress, between KS2 maths and KS4 than pupils at School Action Plus. Pupils at School Action Plus generally made the least progress. Web based Table 4.2 shows progression analysis for other KS4 qualifications.

* The percentage for pupils whose test level was not assessable was not displayed due to low numbers of pupils in the group.

How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

Figure 4.3: Percentage achieving at least five GCSEs or equivalent at KS4 in 2008 by prior attainment at KS2 science and provision for need in January 2008*



Progress between Key Stage 2 science and Key Stage 4

Figure 4.3 shows pupil progress between KS2 science and KS4 in 2008 by provision for special educational need.

Figure 4.3 displays similar trends to those shown in Figures 4.1 and 4.2.

Pupils with statements of special educational needs and pupils at School Action Plus made similar progress between KS2 science and KS4. This goes against the trend shown in Figures 4.1 and 4.2. Web based Table 4.3 shows progression analysis for other KS4 qualifications.

* The percentage for pupils whose test level was not assessable was not displayed due to low numbers of pupils in the group.

Month of birth

Number and attainment of pupils with special educational needs at Key Stage 2 according to month of birth

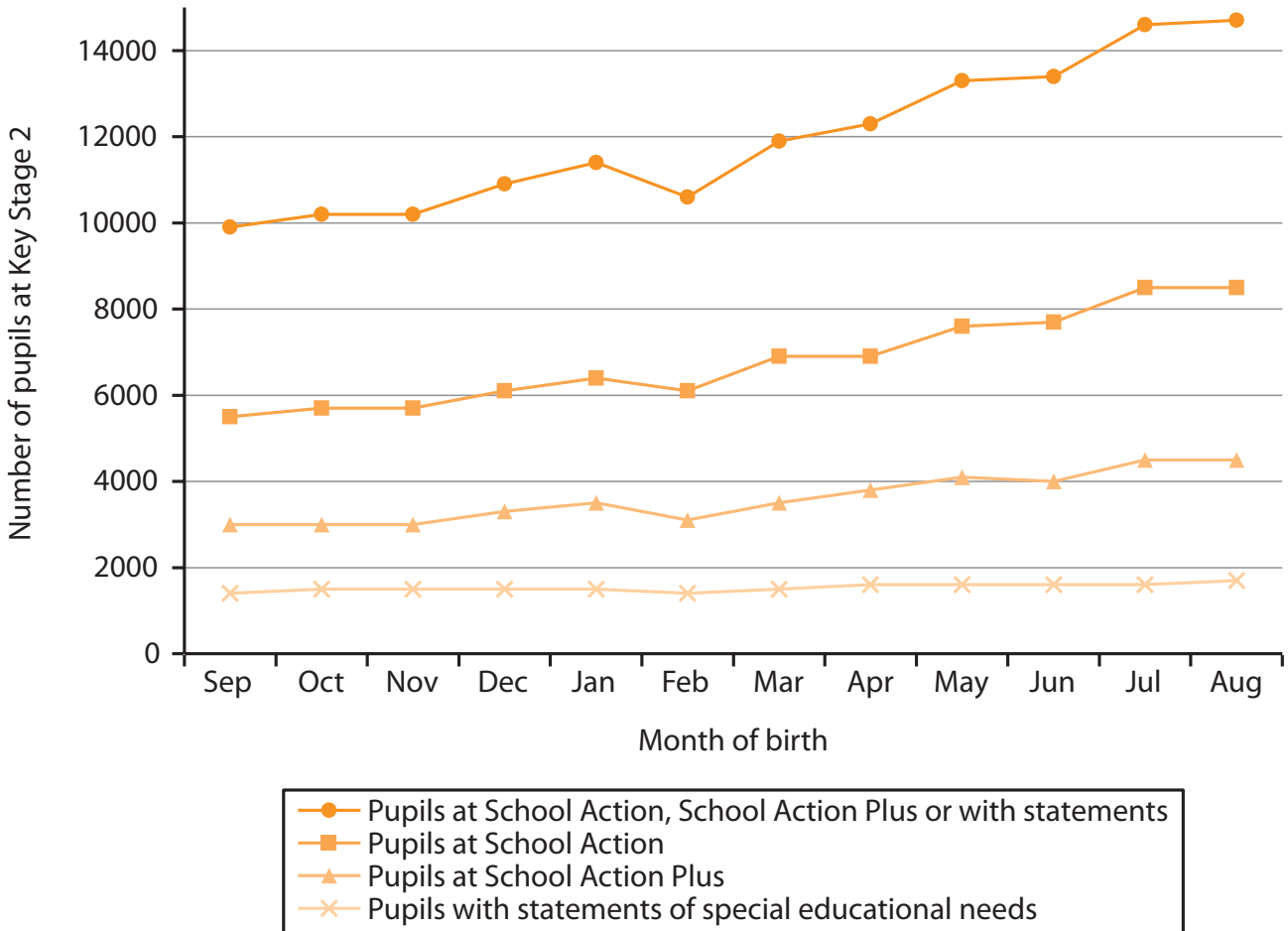
Pupils with special educational needs by month of birth

Figure 4.4 shows the number of pupils that were at the end of KS2 in 2008 by month of birth and provision for special educational need. Provision for

need was recorded in January 2008. Web based Table 4.4 contains the data used to produce Figure 4.4.

Figure 4.4 clearly shows that pupils were more likely to have special educational needs if they were younger (i.e. born later in the academic year). KS2 pupils born in August were 1.5 times more likely to have special educational needs than those born in September. This was especially the case for pupils at School Action Plus and School Action.

Figure 4.4: Number of pupils at KS2* in 2008 by month of birth and provision for special educational need



* Figures relate to the number of eligible pupils at KS2 English.

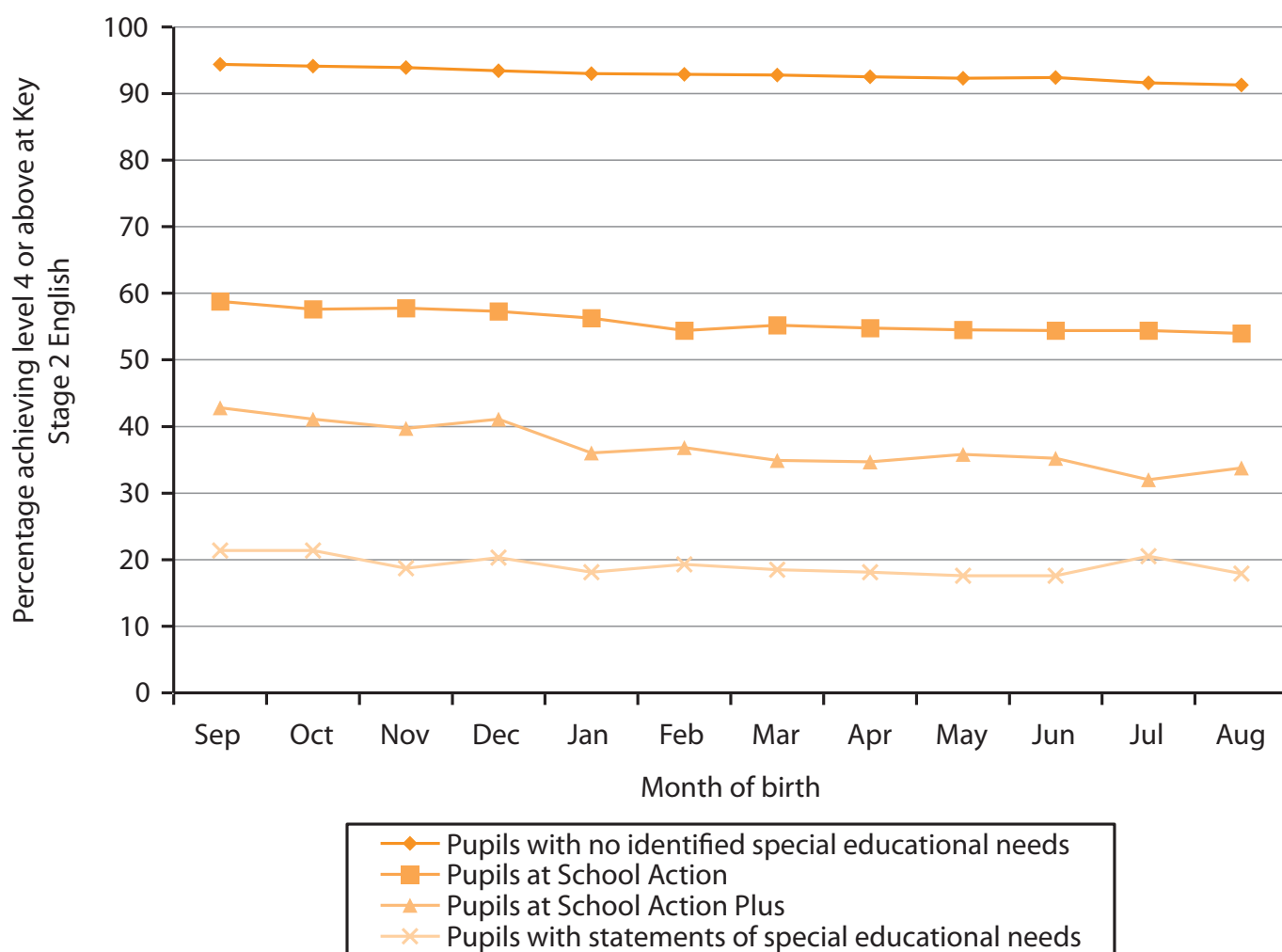
How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

Attainment at Key Stage 2 by month of birth

Figure 4.5 shows the percentage of pupils at School Action, School Action Plus and with statements of special educational needs that achieved level 4 or above at KS2 English in 2008. Provision for need was recorded in January 2008.

At each provision for special educational need, pupils born earlier in the academic year (older pupils) tended to perform better than those born later in the academic year (younger pupils). Similar trends were shown at KS2 maths and science (see web based Tables 4.5 and 4.6).

Figure 4.5: Percentage achieving level 4 or above at KS2 English in 2008 by month of birth



Prevalence and attainment of pupils with special educational needs at GCSE according to month of birth

Pupils with special educational needs by month of birth

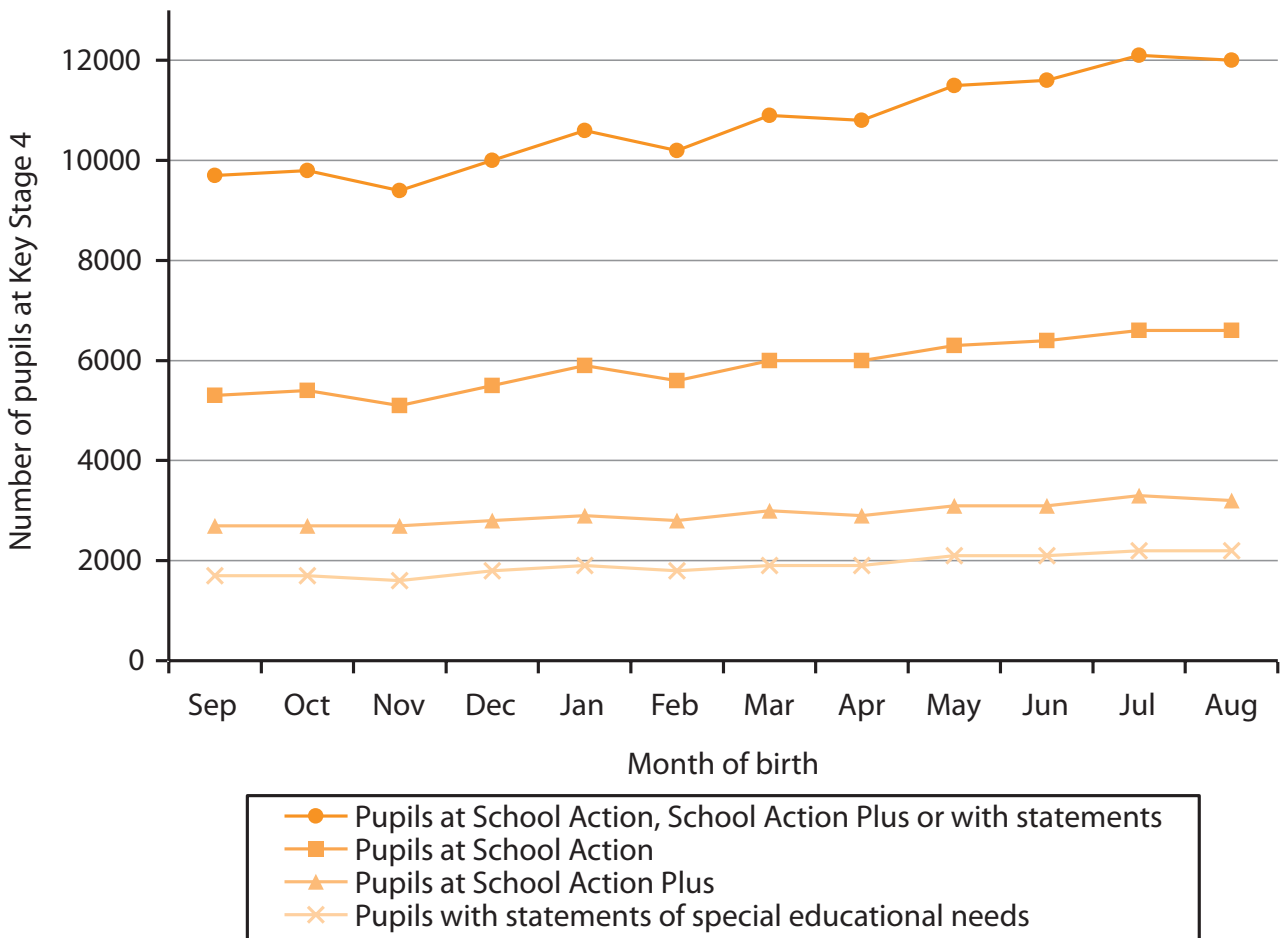
Figure 4.6 shows the number of pupils at School Action, School Action Plus and with statements of special educational needs that were at the end of

KS4 in 2008 by month of birth. Provision for need was recorded in January 2008. It clearly shows that pupils were more likely to have special educational needs if they were younger.

KS4 pupils born in August were 1.2 times more likely to have special educational needs than those born in September (the gap was wider at KS2).

The data used to produce Figure 4.6 can be found in web based Table 4.7.

Figure 4.6: Number of pupils at KS4 in 2008 by month of birth and provision for special educational need



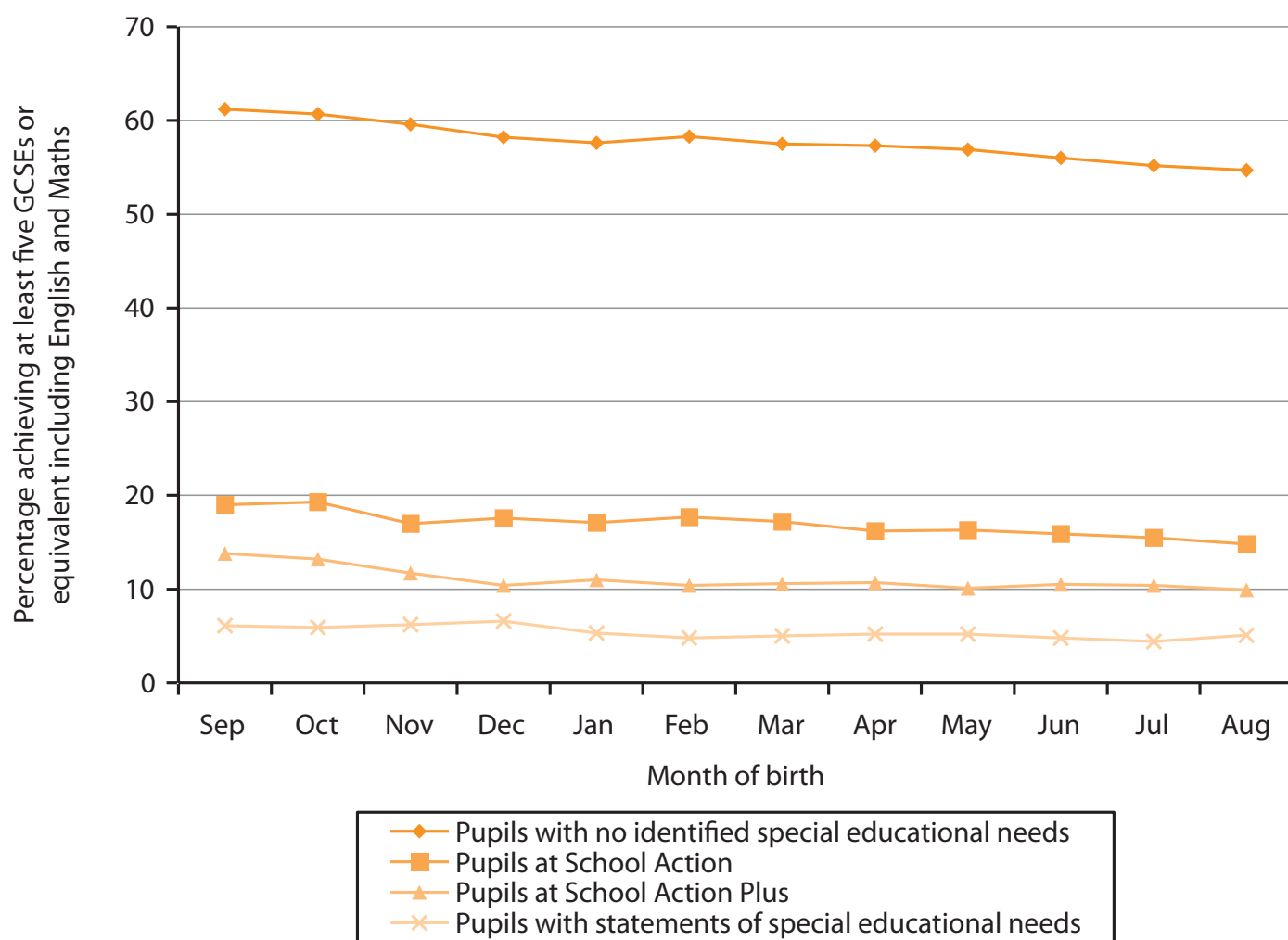
How does progression vary between Key Stages 2 and 4 for pupils with special educational needs?

Attainment at Key Stage 4 by month of birth

Figure 4.7 shows the percentage of pupils that achieved at least five GCSEs or equivalent including English and maths in 2008 by month of birth and provision for special educational need. Provision for need was recorded in January 2008.

At each provision for special educational need, pupils born earlier in the academic year tended to perform better than those born later in the academic year. The trend was also shown for those achieving at least five GCSEs excluding English and maths.

Figure 4.7: Percentage achieving at least five GCSEs or equivalent including English and maths at KS4 in 2008 by month of birth



Data Annex IV: Progression of pupils with special educational needs

The data included in Chapter 4 refers to pupils at the end of the Key Stage who were at maintained schools. Special educational need provision was recorded in January of the final year of the Key Stage. The data source used in this chapter was the National Pupil Database (NPD) – see Data Annex 1 for more details.

All numbers which appear in the data tables referenced in Chapter 4 were rounded to the nearest 100 if they were more than 1,000 and to the nearest 10 if they were not. Numbers from 1 to 5 inclusive were replaced in the tables by a hyphen (-). Percentages were rounded to 1 decimal place unless the numerator was five or less or the denominator was 10 or less, in which case they had been replaced by a hyphen. Note that percentages may not sum to 100 due to rounding.

The seven tables referenced within Chapter 4 are listed below. The tables can be found in the accompanying downloadable spreadsheets at <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000851/index.shtml>.

Index of tables for Chapter 4

Table 4.1: Pupils at Key Stage 4 in 2008 by level of qualification and previous Key Stage 2 English results by special educational needs provision in 2008

Table 4.2: Pupils at Key Stage 4 in 2008 by level of qualification and previous Key Stage 2 maths results by special educational needs provision in 2008

Table 4.3: Pupils at Key Stage 4 in 2008 by level of qualification and previous Key Stage 2 science results by special educational needs provision in 2008

Table 4.4: Pupils at Key Stage 2 English in 2008 by level of qualification, month of birth and special educational need provision in 2008

Table 4.5: Pupils at Key Stage 2 maths in 2008 by level of qualification, month of birth and special educational need provision in 2008

Table 4.6: Pupils at Key Stage 2 science in 2008 by level of qualification, month of birth and special educational need provision in 2008

Table 4.7: Pupils at Key Stage 4 in 2008 by level of qualification, month of birth and special educational need provision in 2008