

Statistics of Education:

Pupil Progress by Pupil Characteristics: 2002



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INTRODUCTION

1 This bulletin provides the results of analysis carried out on Key Stage assessments of pupils in England under the National Curriculum. It contains analysis of the progress made by pupils in each Key Stage, leading up to the end-of-stage assessment in 2002 for the three core subjects English, mathematics and science as well as analysis of progress between Key Stage 3 and overall GCSE/GNVQ attainment. The bulletin focuses on the progression of pupils by different pupil characteristics, namely gender, eligibility for Free School Meals (FSM), ethnicity, special educational needs (SEN) and English as an additional language (EAL). This is the first time analyses of this kind have been possible nationally because previously no such in-depth pupil characteristic information had been collected on each pupil in a format linkable to attainment information. The introduction of the Pupil Level Annual Schools' Census (PLASC) in January 2002, which collects such information on all pupils in maintained schools, now means comparisons of the performance or progress of different pupil groups is possible.

2 The bulletin also includes some of the value-added information published in the 2002 Autumn Package of Pupil Performance for schools which is a joint publication by the Department, Ofsted and QCA, as well as comparisons with previous cohorts of pupils, and it also builds on analyses published in the statistical bulletins 'Pupil Progress in Schools in England: 2000' and 'Pupil Progress in Secondary Schools by school type in England: 2001'. Whereas this bulletin centres on pupil progress, the statistical bulletins 'National Curriculum Assessments of 7 and 11 year olds in England 2002' and 'National Curriculum Assessments at Key Stage 3, GCSE/GNVQ Examination Results and Associated Value Added Measures in England 2001/02' which will be published in July focus on pupil *performance*.

3 The bulletin is split into 19 sections. The first summarises the key facts that emerge from this bulletin. This is followed by some background information covering (a) the national curriculum framework, (b) how to interpret the findings, (c) an explanation of the pupil progress methodology and (d) the various ways in which pupil progress information is presented. The next section covers progress made nationally between Key Stage 1-2, Key stage 2-3 and Key Stage 3-4 including comparisons over time. The main body of this bulletin then looks only at pupils with a PLASC record, namely pupils in maintained schools, and compares the progress of pupils by gender, FSM (at both school and pupil level), Ethnicity, EAL and SEN and then by various combinations of these factors.

Key points

4 The **key points** to emerge from this bulletin are:

- Girls make more progress than boys in English at all key stages, whereas boys progress slightly more in mathematics and science. [Section 5, p13]
- At GCSE, girls progress more than boys for each Key Stage 3 prior attainment level. The gender gap in the percentage achieving 5 or more A*-C is 15 percentage points for pupils who had a level 5 at Key Stage 3 in 2002. [Section 5, p15]
- Non-FSM pupils progress more than FSM pupils from each prior attainment level in each subject at every Key stage. [Section 6, p19]
- Non-FSM pupils show better progress in lower FSM schools than in high FSM schools, and the same applies to FSM pupils. [Section 6, p21]
- At Key Stage 3, FSM pupils in low FSM schools progress more than non-FSM pupils in high FSM schools. This occurs in every subject at Key Stage 3 and in English, science and reading at Key Stage 2, but not at GCSE. However non-FSM pupils in high-FSM schools probably include a higher proportion of pupils from deprived backgrounds than non-FSM pupils in low-FSM schools. [Section 6, p21]
- Generally, EAL pupils progress more than non-EAL pupils. This may partly reflect the fact that the higher achieving minority ethnic groups are more likely to have EAL. [Section 8, p26]
- Where EAL pupils start a key stage below the expected level, they tend to make good progress (this may reflect the time taken to become proficient in English). Once EAL pupils are performing above the expected level they make progress in line with non-EAL pupils. However science is the only subject where non-EAL pupils progress more than EAL pupils at both Key Stage 2 and Key Stage 3. [Section 8, p26]
- White pupils, when looked at by gender and pupil level FSM are one of the worst progressing ethnic groups at GCSE for every Key Stage 3 prior attainment level. [Section 7, p23, Section 11, p37 & Section 16, p51]
- Among girls, Pakistani pupils start off as one of the poorer progressing groups at Key Stage 2; however at GCSE they are one of the best progressing groups. [Section 11, p37]
- Black Caribbean pupils, whether FSM or non FSM, boys or girls make below average progress at all Key Stages. [Section 7, p23]

- Among boys, Chinese pupils progress most at all key stages. [Section 11, p34]
- The greatest gender difference occurs from the expected level at Key Stage 2 to the expected level at Key Stage 3 English. When looking separately at the percentage achieving level 5 or above for the different ethnic groups, the gender differences range from 11 percentage points for Chinese pupils to 25 percentage points for black Caribbean pupils [Section 11, p37]
- For Key Stage 3 English and science, it is white pupils who among all the ethnic groups have the greatest difference between FSM and non-FSM pupils in progress from the expected level at Key Stage 2 at 16 percentage points. [Section 14, p46]

There have been some small changes in the overall patterns of progress in 2002:

- From Key Stage 1 to Key Stage 2, progress has remained constant in English and science, and has increased significantly in mathematics since 2001 for those pupils achieving level 4 or above and level 5 or above. [Section 3, p8]
- Key Stage 3 results improved between 2001 and 2002, but improvements in Key Stage 2 have not yet fed through completely into Key Stage 3. Until 2001, the percentage of pupils attaining the expected level at Key Stage 3 was higher than the percentage of pupils who had attained the expected level at Key Stage 2 three years earlier. In 2002, as a result of the big improvements in Key Stage 2 performance, that position was reversed. So although attainment at Key Stage 3 improved, the progress of pupils between Key Stage 2 in 1999 and Key Stage 3 in 2002 slowed. [Section 3, p9]
- At GCSE progress has also fallen because, although GCSE results improved in 2002, the improvement in KS3 results two years earlier was relatively greater. [Section 3, p11]

How to interpret the results

5 The progress made by each pupil arises as the result of a number of factors. Some of these may relate to the pupil's personal characteristics and to their home circumstances and other factors will include the effectiveness of the school and also the effects of peer groups within the school.

6 There are a number of considerations which must be taken into account when analysing the outcomes of the different pupil characteristics. Free school meal (FSM) eligibility is a proxy indicator used to measure deprivation and statistics on pupil level FSM and/or school level FSM bands require cautious interpretation. The limitation of pupil level FSM is that it does not take into account the varying degrees of poverty. The categorisation of pupils as either FSM or non-FSM does not distinguish between the levels of deprivation found within and between these groups. For example, non-FSM pupils in high FSM percentage schools may tend to be less affluent than those in low percentage FSM schools.

7 The 2002 PLASC return allowed pupils to record their ethnicity by one of two different code systems. The 'old' and 'new' code systems contain majority of the same ethnic groupings, however the newest system incorporates many more categories (for example the inclusion of mixed heritage groupings). The use of two different coding systems meant that there was no straightforward way to map some of the new codes onto the old codes. As the majority of schools used the old code system, this is what is used to classify the different ethnic groupings that are used in this bulletin. The various ethnic pupil groupings are white, Indian, Pakistani, Bangladeshi, Black Caribbean, Black African, Black other and Chinese. There are also categories for pupils of any other ethnic group, for pupils whose parents or guardian preferred not to say and for those for which information was not sought. These three groups including the pupils recorded on the new code (around 2-3 percent of each cohort) have been excluded from any ethnicity analysis.

8 This bulletin describes the progress made by different pupil groups using a combination of charts and tables rather than imposing a particular model on the data. It shows progress for a particular cohort of pupils, namely those that took Key Stage 2, Key stage 3 or GCSE/GNVQ tests in 2002. It is not able to compare progress made by earlier cohorts of pupils when looking at the Pupil Level Annual Schools' Census (PLASC) data as such comprehensive pupil characteristic information was not previously available.

9 While outcome at Key Stage assessments is strongly linked to pupils' prior attainment, there remains a wide variation in achievement between pupils with similar prior attainment. This is illustrated in some cases by showing not just the average (median) outcome for pupils of similar prior attainment, but the spread of the outcomes in the form of upper and lower quartiles.

10 This bulletin reports on pupil progress between the key stages and not pupils' results at the end of the key stage. Therefore, it is important to be aware that despite some pupil groups achieving relatively high rates of progress, their final level of attainment may still be relatively low.

11 Table 1 below gives some background information on each pupil characteristic, showing the average percentage eligible for Free School Meals and the number of pupils in the Key Stage 1-2, Key Stage 2-3 and Key Stage 3 -GCSE matched pupil datasets.

TABLE 1:
Pupil numbers and percentages in the different pupil characteristic groups

Characteristic Type	Number of Pupils (000s)			Percentage of Pupils		
	Key Stage 1 - 2	Key Stage 2 - 3	Key Stage 3 - GCSE / GNVQ	Key Stage 1 - 2	Key Stage 2 - 3	Key Stage 3 - GCSE / GNVQ
All maintained	583.4	572.7	540.8			
Gender						
Girls	286.1	282.1	265.0	49	49	49
Boys	297.3	290.5	275.8	51	51	51
FSM Bands*						
<=8%	197.2	-	-	33.8	-	-
>8% and <=20%	182.9	-	-	31.3	-	-
>20% and <=35%	110.6	-	-	19	-	-
>35%	87.3	-	-	15	-	-
<=5%	-	76.4	74.2	-	13	14
>5% and <=9%	-	119.7	113.1	-	21	21
>9% and <=13%	-	95.6	87.9	-	17	17
>13% and <=21%	-	107.4	100.2	-	19	19
>21% and <=35%	-	83.5	77.1	-	15	15
>35%	-	58.6	55.5	-	10	10
Grammar	-	20.8	21.1	-	4	4
Pupil FSM						
FSM -yes	100.7	91.2	75.3	17	16	14
FSM -no	482.5	480.3	463.0	83	84	86
Ethnicity						
White	494.4	484.5	452.6	84.7	84.6	83.7
Indian	12.0	13.1	13.4	2.1	2.3	2.5
Pakistani	13.3	12.6	13.3	2.3	2.2	2.5
Bangladeshi	4.8	4.6	4.8	0.8	0.8	0.9
Black Caribbean	7.8	7.3	7.3	1.3	1.3	1.3
Black African	5.7	5.0	5.4	1.0	0.9	1.0
Black Other	4.4	4.6	4.1	0.8	0.8	0.8
Chinese	1.5	1.7	1.8	0.3	0.3	0.3
Other,unknown & New code	39.3	39.2	38.0	6.7	6.9	7.0
English as an Additional Language						
EAL -yes	44.1	42.4	493.4	7.6	7.4	8.5
EAL -no	539.3	529.7	45.6	92.4	92.5	91.5
SEN status						
Not SEN	429.7	451.4	438.7	73.6	78.8	81.1
SEN -statmented	18.5	21.0	20.9	3.2	3.7	3.9
SEN -not statmented	135.3	100.3	81.2	23.2	17.5	15.0

Figures may not sum to 100 due to rounding

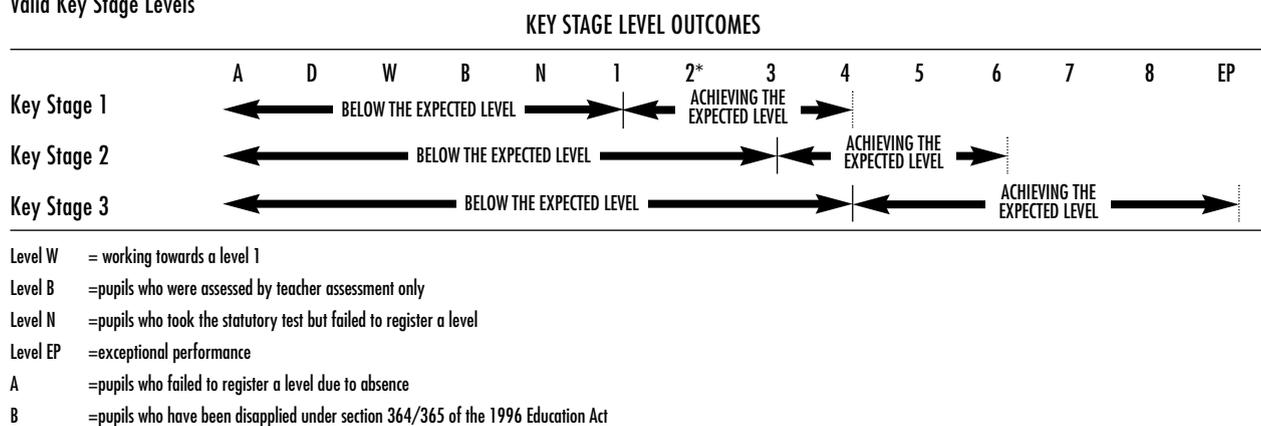
*FSM bands relate to maintained, mainstream schools only

Background to the National Curriculum Framework

12 Pupils are assessed by statutory National Curriculum tests at ages 7, 11 and 14. These tests assess the level a pupil has reached at the end of a Key stage. Key Stage 1 assessments are taken at age 7, Key stage 2 assessments at age 11 and Key stage 3 assessments at age 14. Assessment at the end of Key Stage 4 (typically by those who will be 16 at the end of the school year) is measured by achievements at GCSE and GNVQ.

13 The National Curriculum defines expected levels for the Key stages. It is possible to obtain a range of levels in each key stage

TABLE 2:
Valid Key Stage Levels



* At Key Stage 1 a level 2 is divided into a level 2C, level 2B and level 2A

14 The National levels have been designed so that most pupils will progress approximately one level every two years. The expected level at each key stage describes the level achieved by the typical pupil. The expected levels are a level 2C at Key Stage 1, a level 4 at Key stage 2 and levels 5 or 6 at Key Stage 3. Although there is no equivalent expected measurement at GCSE, we refer to 5 good GCSEs (i.e. 5 or more GCSEs at grade C or above) as the “expected level”.

Method of Analysis and Explanation of Presentations used in this Bulletin

15 The value added analysis in this bulletin is carried out by examining the progress made by pupils between Key Stage 1 and 2, Key Stage 2 and 3, and Key Stage 3 and GCSE. This is done by matching individual pupils’ test results at one Key Stage to their test results at the next Key Stage. This bulletin focuses on the cohorts of pupils taking Key Stage tests or GCSE in 2002, compared to their results in previous Key Stages. So the results for pupils that took the Key Stage 2 assessments in 2002 are matched back to their 1998 Key Stage 1 results, 2002 Key Stage 3 assessments are matched to their 1999 Key Stage 2 results and 2002 GCSE / GNVQ results are matched to pupils’ 2000 Key Stage 3 results. (see table 3)

TABLE 3:
Matching of Key Stage results

KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	GCSE
		2000	2002
	1999	2002	
1998	2002		

16 The analyses in this bulletin are shown through a combination of value-added charts and transition matrices. The transition matrices (also referred to as a progress table) gives the percentage of pupils achieving the expected level or above at each key stage, from each level at the previous key stage (i.e. each prior attainment level). The prior attainment used is generally the average of a pupil’s test results at the end of the previous Key Stage. This is true for the value added lines because it gives a more finely disaggregated prior attainment measure than “subject to subject” comparisons. Correlation and regression analysis has also revealed that an average input is a good predictor of outcomes in individual subjects. However, transitions of subject to subject progression have also been included in some instances for further interest. The Technical Information section gives further information on how these average levels have been calculated.

17 The value added charts in this bulletin show, for pupils in each Key Stage prior attainment group, the median, upper and lower quartiles of their Key Stage results at the next key stage. In these charts, the prior attainment used is a pupil's average test level, calculated from the reading, writing and mathematics test levels at Key Stage 1, and English, mathematics and science at Key Stage 2 and Key Stage 3. The outturn information is disaggregated where possible and is achieved by using English, mathematics and science test marks at Key Stage 2 and 3, and capped total point scores at GCSE. Using marks data means that the possible number of outcomes increases, which gives rise to smoother lines which are more meaningful than stepped lines based on levels alone. For each level of prior attainment, about 25% of pupils have Key Stage results which lie above the upper quartile, and about 25% of pupils have results that lie below the lower quartile. These points have then been joined up to produce the value added lines shown.

18 The transition matrices or progress charts in this bulletin look at what percentage of pupils go to achieve the expected level or above at each key stage from each of the prior attainment levels in the previous key stage. When combinations of pupil characteristics have been used, the progress tables can become very large and multi-dimensional so we just look at those pupils that were at the expected level at the previous key stage and assess their progression to the expected level at the next key stage. In the Annexes the full tables looking at the outcomes from every prior attainment point can be found.

THE NATIONAL PICTURE and COMPARISONS OVER TIME

Key Stage 1 – Key Stage 2

19 The data used for this analysis are approximately 644,100 pupils whose 1998 Key Stage 1 results have been matched to their 2002 Key Stage 2 results.

20 The Key Stage 1 prior attainment used is a pupil's average test level, calculated from their reading, writing and mathematics test levels. Pupils who were absent or disapplied for all subjects at Key Stage 1 or for the relevant Key Stage 2 test have been disregarded from this analysis.

21 In the Key Stage 1-Key Stage 2 progress tables in this bulletin, Level 1 represents those pupils who achieved a level 1 at Key Stage 1 or who were working towards level 1 at the time of assessment.

22 Tables 4-6 show the percentage of pupils achieving level 4 or above and level 5 or above in Key Stage 2 English, mathematics and science over the past four years. Explanation of these tables begins by looking only at the progress made in 2002, and then compares how this year's progression rates compare to previous years.

TABLE 4:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 English

		Percentage achieving KS2 English level							
		1999		2000		2001		2002	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 average level	1	28	1	33	2	31	1	29	1
	2C	65	5	72	6	69	6	68	6
	2B	83	12	90	19	89	20	90	20
	2A	95	31	98	46	97	44	98	46
	3	99	63	100	76	100	75	100	77

TABLE 5:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Mathematics

		Percentage achieving KS2 Mathematics level							
		1999		2000		2001		2002	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 average level	1	32	2	32	2	28	1	32	2
	2C	62	8	62	6	59	5	65	7
	2B	79	16	83	17	80	16	85	20
	2A	92	32	94	35	94	35	96	41
	3	98	63	99	67	99	68	99	72

TABLE 6:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Science

		Percentage achieving KS2 Science level							
		1999		2000		2001		2002	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 average level	1	52	7	61	7	65	7	62	7
	2C	79	15	87	17	88	15	88	18
	2B	89	25	96	32	96	29	96	34
	2A	95	38	99	52	99	49	99	57
	3	98	62	100	76	100	75	100	81

23 The **key outcomes for 2002** are as follows:

- The expected level at Key Stage 1 is a level 2C. At Key Stage 2 in 2002, of the pupils who had achieved an average level 2C in their 1998 Key Stage 1 test, around two-thirds reached a Level 4 or above in Key Stage 2 English, and a similar proportion achieved a Level 4 or above in mathematics. Of the same group nearly 90% achieved a Level 4 or above in science.
- Most pupils who obtain a level 1 or below at Key Stage 1 do not progress to the expected level at Key Stage 2, although at least three quarters of them reach level 3.
- Most pupils who gain a high level 2 (a level 2B or 2A) or above progress to the expected level at Key Stage 2, a level 4, with at least 20 percent achieving a level 5 or above.

24 Additional analysis, through value added charts, progress tables and supplementary text, of the progress between Key Stage 1 and Key Stage 2 can be found in Appendix A. It also includes analyses of English split by reading and writing and subject to subject transitions. The latter is only available for mathematics, reading and writing as there are no suitable overall English or science tests at Key Stage 1 to compare to the Key Stage 2 tests.

25 The **key points when comparing progression rates over time** are:

- Progress has remained fairly constant over the past year for English and Science and has increased significantly in mathematics for those pupils achieving level 4 or above and level 5 or above.
- Progress to level 5 or above has remained constant for English and improved in both mathematics and science.
- Progress from Key Stage 1 – Key Stage 2 has improved since 1999.

Key Stage 2 – Key Stage 3

26 Analysis of the progress made between Key Stage 2 and Key Stage 3 is shown on the next page. The data used for this analysis are approximately 619,300 pupils whose 1999 Key Stage 2 results have been matched to their 2002 Key Stage 3 results.

27 The Key Stage 2 prior attainment used is a pupil's average test level, calculated from their English, mathematics and science test levels. Once again this analysis excludes pupils who were absent or disappplied from all Key Stage 2 tests or for the relevant Key Stage 3 tests. Where B3 is shown as one of the prior attainment levels for Key Stage 2, this covers pupils who obtained below a level 3 including a compensatory level 2.

28 Tables 7-9 show the percentage of pupils achieving level 5 or above and level 6 or above in Key Stage 3 English, mathematics and science over the past four years. Again, explanation of these tables begins by looking only at the progress made in 2002, and then compares how this year's progression rates compare to previous years.

TABLE 7:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 English

		Percentage achieving KS3 English level							
		1999		2000		2001		2002	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	6	1	4	0	4	0	3	0
	3	40	5	35	4	36	5	30	3
	4	84	36	81	32	82	38	78	31
	5	98	78	97	75	98	81	97	76

TABLE 8:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Mathematics

		Percentage achieving KS3 Mathematics level							
		1999		2000		2001		2002	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	4	1	2	0	1	0	1	0
	3	32	5	28	4	31	4	20	2
	4	89	55	87	52	89	56	83	48
	5	99	96	99	96	100	97	100	96

TABLE 9:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Science

		Percentage achieving KS3 Science level							
		1999		2000		2001		2002	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	4	1	2	0	3	0	3	0
	3	23	2	23	2	33	3	24	2
	4	79	30	80	33	88	41	82	29
	5	98	83	99	86	99	91	99	84

29 The Key outcomes for 2002 are:

- The expected level at Key Stage 2 is a level 4. Most pupils who achieve this progress to the expected level at Key Stage 3, a level 5 or level 6.
- Most pupils who achieve below a level 3 at Key Stage 2 do not progress to the expected level at Key Stage 3.
- At Key Stage 3 in 2002, 31% of pupils who achieved an average Level 4 in their 1999 Key Stage 2 test reached a Level 6 or above in Key Stage 3 English, while 48% achieved a Level 6 or above in mathematics, and 29% achieved a Level 6 or above in science.
- At Key Stage 3 in 2002, 30% of pupils who achieved an average Level 3 in their 1999 Key Stage 2 test reached a Level 5 or above in Key Stage 3 English, while 20% achieved a Level 5 or above in mathematics, and 24% achieved a Level 5 or above in science.

30 Additional analysis, through value added charts, progress tables and supplementary text, of the progress between Key Stage 2 and Key Stage 3 can be found in Appendix A. It also includes subject to subject transitions.

31 The key points when comparing progression rates over time are:

- Over the past year progress has decreased in each Key Stage 3 subject from every Key Stage 2 prior attainment point for both the level 5 or above and level 6 or above measures. The reason for this is because the improvements made at Key Stage 2 between 1998 and 1999 have not fed through into similar improvements at Key Stage 3 from 2001 to 2002.
- Progress has decreased since 1999.

Key Stage 3 – GCSE/GNVQ

32 Analysis of the progress made between Key Stage 3 and GCSE / GNVQ is shown below. The data used for this analysis are approximately 612, 600 pupils whose 2000 Key Stage 3 results have been matched to their 2002 GCSE / GNVQ results. This is the vast majority of the cohort, but excludes pupils such as those who were absent or disappplied from all the Key Stage 3 tests and the 4.1 percent of the GCSE cohort¹ who were not entered for any GCSE / GNVQs.

33 The Key Stage 3 prior attainment used is a pupil's average test level, calculated from their English, mathematics and science test levels. At GCSE grades range from a top grade of an A* down to a grade G. GCSE/GNVQ attainment is measured in several ways: by total capped GCSE/GNVQ point scores, achievement of 5 or more A*-C grades or the achievement of 5 or more A*-G grades.

34 Table 10 shows the percentage of pupils achieving 5 or more GCSEs at grades A* – C at GCSE over the past four years. Again, explanation of these tables begins by looking only at the progress made in 2002, and then compares how this year's progression rates compare to previous years.

TABLE 10:
Progression of pupils between Key Stage 3 2000 and 2002 GCSE/GNVQ

	Percentage of pupils gaining 5+ GCSEs at A*-C			
	1999	2000	2001	2002
B3	1	0	1	1
3	0	1	0	1
4	6	8	8	8
5	49	51	54	51
6	93	93	95	93
7	100	99	99	99
8	100	100	100	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

35 The Key outcomes for 2002 are:

- The expected level at Key Stage 3 is a level 5 or a level 6. Most pupils below this level do not gain five or more GCSEs at grades A* – C, or GNVQ equivalent.
- The difference in progression between those at level 5 and those at level 6 at Key stage 3 is fairly large. Whereas only half the pupils at level 5 achieve 5 good GCSEs, nearly all those at level 6 (i.e. 93%) reach this target measure.

36 Additional analysis, through value added charts, progress tables and supplementary text, of the progress between Key Stage 3 and GCSE can be found in Appendix A.

37 The key point when comparing progression rates over time is:

- Progress has decreased by 3 percentage points over the past year from the expected level at Key Stage 3; however progress has improved since 1999.

¹ Taken from SFR 01/2003

PUPILS IN MAINTAINED SCHOOLS

38 For the remainder of this bulletin, the analysis focuses on pupils in maintained schools, as it was these schools that were required to provide a Pupil Level Annual schools census (PLASC) return stating their pupils' characteristics. Therefore pupils in independent schools, City Technology Colleges and Pupil Referral Units are excluded for the remainder of the bulletin. Pupils in these establishments only account for 1.5% of the total matched cohort. From now on reference to all pupils will cover only pupils with a PLASC record, namely pupils in maintained schools.

39 The data used are a nationally matched dataset of approximately 583,400 pupils in maintained schools for Key Stage 1-2, 572,700 for Key Stage 2-3 and 540,800 for Key Stage 3 – GCSE / GNVQ (this excludes pupils with no entries at GCSE / GNVQ). As the number of pupils excluded from the analysis is small, progress made by pupils in maintained schools is virtually identical to the progress made by pupils in all schools for all the key stages as shown in the tables in Annex C. The number and proportion of maintained pupils in each characteristic group can be found in table 1 on page 9.

ANALYSIS BY GENDER

40 The following tables and charts compare the difference in progress made by girls and boys. For each of the matched Key stages, boys compose 51 per cent of the dataset and the girls make up the remaining 49 per cent.

41 The **key trends** to emerge here are:

- Girls progress more than boys on average in English throughout school
- At Key Stage 2, the difference between girls and boys (from the expected level at Key Stage 1) is only 5 percentage points but, at Key Stage 3, this difference increases to 18 percentage points.
- Boys progress more than girls in mathematics and science throughout school, although the differences are smaller than those in English.
- At GCSE girls progress more than boys for each Key Stage 3 prior attainment point.

Key Stage 1 – Key Stage 2

42 Tables 11-13 show the percentage of each gender achieving level 4 or above or level 5 or above at Key Stage 2. In these tables Level 1 represents those pupils that achieved a level 1 at Key Stage 1 in 1998 as well as those pupils who were working towards the level. Spelling is excluded from the Key Stage 1 average input. Annex D includes the following charts as well as additional subject-to subject tables by gender.

43 The **Key findings** here are:

- Girls outperform boys in Key Stage 2 English for each Key Stage 1 prior attainment point for both level 4 or above and level 5 or above.
- When looking at Key Stage 2 reading and writing, it is writing where boys are falling behind as both sexes seem to be progressing at a similar rate in reading. From an average level 2C at Key Stage 1, equal proportions of boys and girls are achieving a level 4 or above in Key Stage 2 Reading (i.e. 78%) but, in writing 12 per cent more girls achieve a level 4 or above. (i.e. girls = 49%, boys = 37%)
- In mathematics and science, boys progress more than girls.

TABLE 11:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 English by Gender

		Percentage achieving KS2 English Level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 average level	1	31	1	27	1
	2C	71	7	66	6
	2B	91	22	88	17
	2A	99	50	97	40
	3	100	80	100	73

TABLE 12:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2
Mathematics by Gender

		Percentage achieving KS2 Mathematics Level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 average level	1	26	1	36	3
	2C	59	4	70	10
	2B	82	15	89	26
	2A	95	33	97	50
	3	99	66	99	79

TABLE 13:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2
Science by Gender

		Percentage achieving KS2 Science Level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 average level	1	56	5	66	9
	2C	85	14	90	21
	2B	95	30	97	39
	2A	99	53	99	61
	3	100	79	100	83

Key Stage 2 – Key Stage 3

44 Tables 14-16 show the percentage of each gender achieving level 5 or above and level 6 or above at Key Stage 3 from each prior attainment level at Key Stage 2 in 1999. Subject-to-subject transition tables can be found in Annex D.

45 The **key points** to emerge here are:

- Girls are outperforming boys in English for each prior attainment bin for both level 5 or above and level 6 or above.
- Boys progress more than girls in mathematics and science.
- When looking at subject to subject transitions, girls are progressing more than boys in mathematics. The reason for this may be because when using an average input it includes English, the subject in which girls perform best. This gives girls a higher starting point, which means they have to perform better than boys if they are to realise the same rate of progression. When using a mathematics input alone, their starting point is lower and therefore their progress is greater.

TABLE 14:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3
English by Gender

		Percentage achieving KS3 English Level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 average level	B3	5	0	2	0
	3	42	5	20	1
	4	87	39	69	21
	5	99	84	95	67

TABLE 15:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Mathematics by Gender

		Percentage achieving KS3 Mathematics Level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 average level	B3	1	0	1	0
	3	18	2	21	3
	4	82	46	84	50
	5	100	95	100	96

TABLE 16:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Science by Gender

		Percentage achieving KS3 Science Level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 average level	B3	2	0	4	0
	3	21	1	27	2
	4	80	27	83	32
	5	99	83	99	86

Key Stage 3 – GCSE/GNVQ

46 Table 17 shows the percentage of pupils achieving 5 or more GCSE/GNVQs at grade C or above and the mean total capped point score for each gender.

47 The **key facts** to emerge here are:

- Girls progress more than boys from each Key Stage 3 prior attainment point.
- The difference between the genders is greatest for pupils just reaching the expected level (level 5) at Key Stage 3: 58% of girls in this group achieve 5+ A*-C compared to 43% of boys and girls are on average achieve 3 more GCSE points.

TABLE 17:
Progression of pupils between Key Stage 3 2000 and 2002 GCSE/GNVQ by Gender

		Achievement at GCSE 2002			
		Girls		Boys	
		% 5+ A*-C	mean capped APS	% 5+ A*-C	mean capped APS
KS3 Average Level	B3	1	8	2	7
	3	1	15	1	12
	4	11	26	5	23
	5	58	37	43	34
	6	95	48	91	45
	7	100	56	99	55
	8	100	62	100	61

ANALYSIS BY FREE SCHOOLS MEALS

48 The Pupil Level Annual Schools' Census (PLASC) collects information on whether a pupil is known to be eligible for Free School meals (FSM) or not. Previously, there was no pupil level information on FSM and the only FSM figure available was a school level figure which showed for each school the percentage of pupils that were eligible to take up free school meals. For the first time we are able to separate out those pupils who are on FSM and compare their progress to those that are not. However since the pupil FSM is a very limited yes/no indicator and does not take account of the full range of advantage or disadvantage affecting pupils, the school level of FSM remains relevant to the analysis. The sections below summarise the separate school FSM band and pupil FSM effects, and then explores how these interact.

SCHOOL LEVEL FREE SCHOOL MEALS

49 The following tables and charts compare the difference in progress made by pupils in the different school FSM bands. Table 1 on page 6 gives the school FSM breakdowns used for primary and secondary and includes the percentage of pupils in each group. FSM bands are used for maintained, mainstream schools; therefore the following analysis focuses just on pupils in those schools.

50 The **key trends** to emerge here are:

- At both Key Stage 2 and Key Stage 3, pupils in lower percentage FSM schools make more progress than those in higher FSM schools. This is true for all three core subjects, English, Maths and science.
- At GCSE a slightly different picture emerges. The usual picture, showing that the percentage of pupils achieving the expected level decreases as the school FSM percentage increases holds true for the 5+ A*-C measure at GCSE for the lower FSM bands. But for the higher FSM bands the effects tend to level off and for the highest FSM band the KS3-GCSE progress is better than for lower FSM bands.
- When looking at the percentages achieving 5+ A*-C, the schools in the highest FSM band also get more of their low attaining pupils (i.e. those below the expected level at Key Stage 3) to this level than low FSM schools.

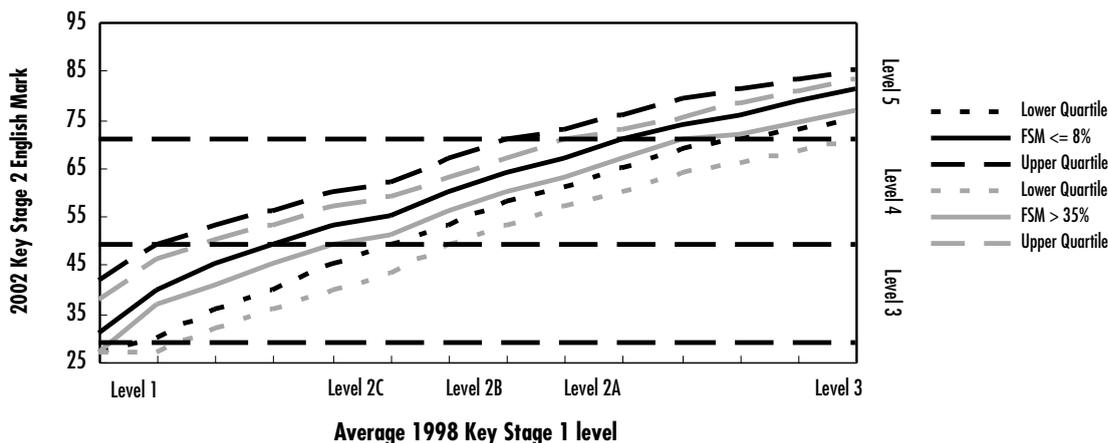
Key Stage 1 – Key Stage 2

51 Charts 1-3 compare progress made by pupils in schools with low levels of FSM to progress made by pupils in schools with high levels of FSM. The FSM bands used in the analysis are calculated from the percentage of pupils eligible for FSM as stated on the 2002 Annual Schools Census. The value added charts show, for pupils in each Key Stage 1 prior attainment group, the median, upper and lower quartiles of their Key Stage 2 results three years later.

52 Pupils in schools where a low percentage of pupils (less than 8%) are eligible for free school meals progressed more between 1998 Key Stage 1 and 2002 Key Stage 2 than pupils in schools where a high percentage (over 35%) of pupils are eligible for FSM. Results for other FSM bands lay between these extremes. This was true across the prior attainment spectrum, in all subjects at Key Stage 2, although the size of the gap varied between subjects.

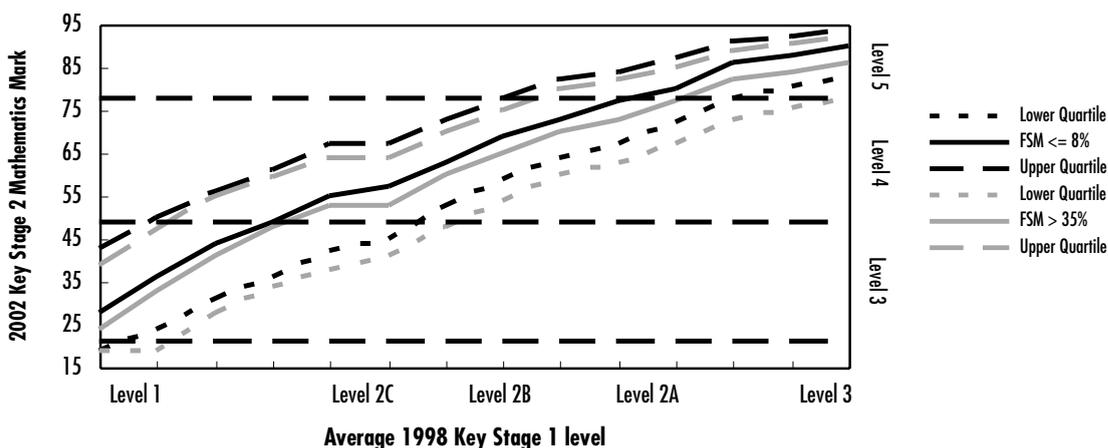
53 In Key Stage 2 English (see chart 1), pupils in schools in the lowest FSM band progressed more than pupils in schools in the highest FSM band. The gap is, on average, 4 marks which is about a fifth of a level. However, the gap increases between the lower quartiles and decreases between the upper quartiles. The reading and writing value added lines can be found in Appendix E. The average difference in reading was around 3 marks while the difference in writing was only 1 mark.

CHART 1:
2002 Key Stage 2 English Value Added line by FSM band



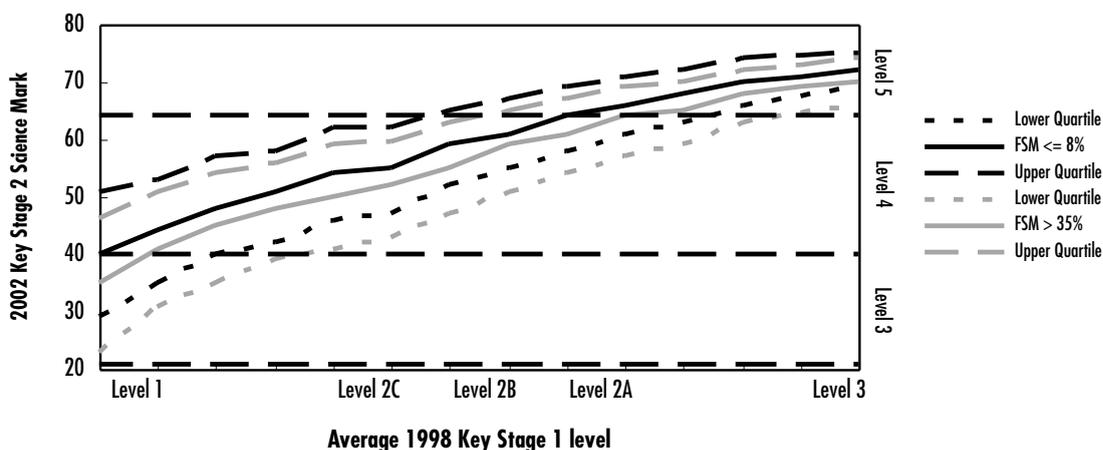
54 Chart 2 is the Key Stage 2 Mathematics value added line for the pupils in the lowest and highest FSM bands. Once again pupils in lower FSM schools progressed more than those in the higher FSM schools. The gap difference between these two FSM bands was the same as English, on average around 4 marks.

CHART 2:
2002 Key Stage 2 Mathematics Value Added line by FSM band



55 In Key Stage 2 science (chart 3), the gap was on average 4 marks. However, the gap between FSM bands was smaller at the higher end of the prior attainment range.

CHART 3:
2002 Key Stage 2 Science Value Added line by FSM band



Key Stage 2 – Key Stage 3

56 Charts 4-6 compare progress made by pupils in schools with low levels of FSM to progress made by pupils in schools with high levels of FSM from Key Stage 2 to Key Stage 3. The FSM bands used here are different to those used at Key Stage 2, because the primary and secondary FSM percentage ranges differ.

57 The Key Stage 2 – Key Stage 3 value added charts show, for pupils in each Key Stage 2 prior attainment group, the median, upper and lower quartiles of their Key Stage 3 results three years later. In these charts, the Key Stage 2 prior attainment used is a pupil's average test level, calculated from their 1999 English, mathematics and science test levels. In Key Stage 3 the English attainment is test marks. For Key Stage 3 mathematics and science there are tiered papers using different marks specific to the tier. These charts are based on a translation of the different tiered papers to a common framework. As before, for each level of prior attainment at Key Stage 2, 25% of pupils have Key Stage 3 results which lie above the upper quartile, and 25% of pupils have results that lie below the lower quartile. These points have then been joined up to produce the lines shown.

58 Pupils in schools where a low percentage of pupils (less than 5%) are eligible for free school meals progressed more between 1999 Key Stage 2 and 2002 Key Stage 3 than pupils in schools where a high percentage (over 35%) of pupils are eligible. Again, results for other FSM bands lay between these extremes. This was true across the prior attainment spectrum, in all subjects at Key Stage 3, although the size of the gap varied between subjects.

59 In English the gap difference is around 6 marks, which is equivalent to a third of a level (or two terms). However this gap increases at the higher end of the attainment range. In mathematics, the gap is also on average around a third of a level, although the gap is narrower for pupils starting below the expected Key Stage 2 level. In science the gap is nearly half a level (equivalent to nearly 1 years progress) across the whole prior attainment range.

CHART 4:
2002 Key Stage 3 English Value Added line by FSM band

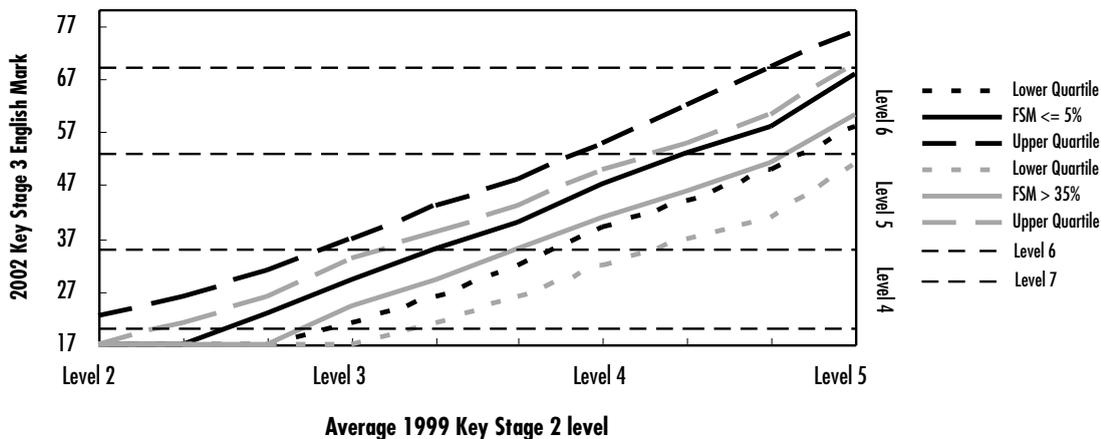


CHART 5:
2002 Key Stage 3 Mathematics Value Added line by FSM band

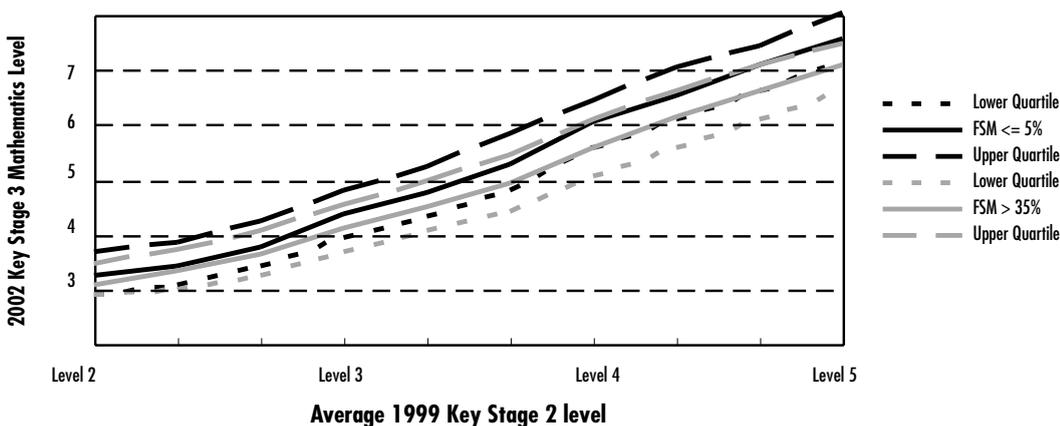
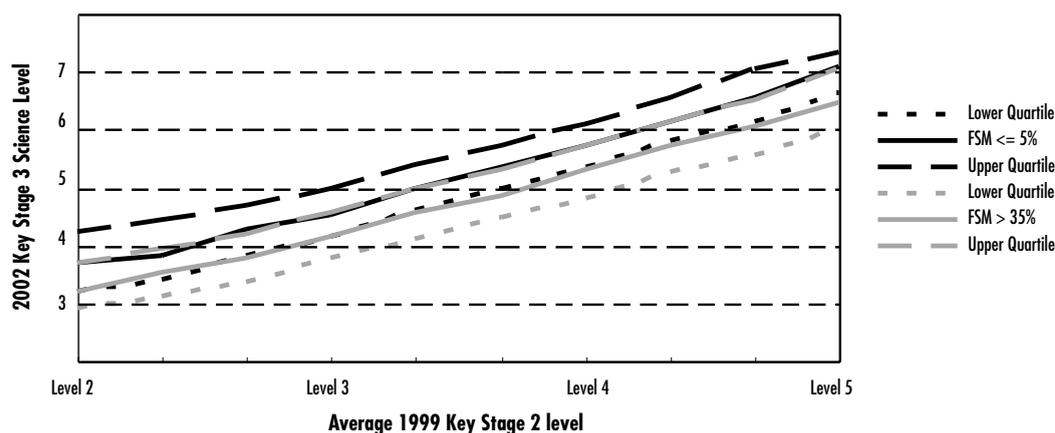


CHART 6:
2002 Key Stage 3 Science Value Added line by FSM band



Key Stage 3 – GCSE/GNVQ

60 At GCSE, pupils in low FSM schools progress at a very similar rate to pupils in high FSM schools in terms of total points score. The average difference seems to be around 1 GCSE point, which is equivalent to an grade in one subject.

61 Table 18 shows the percentage of pupils achieving 5 or more GCSEs at grades A*-C for each FSM band and for each Key Stage 3 prior attainment point. The GCSE highest FSM band anomaly is apparent here. The usual pattern of progress decreasing as the FSM band increases occurs until the final FSM band, where the progress increases again.

62 It is interesting to see that higher FSM schools have more of their low attaining pupils (i.e. those below the expected level at KS3) achieving 5A*-C than low FSM schools.

TABLE 18:

Progression from Key stage 3 2000 to GCSE/GNVQ 2002 by FSM band

TABLE 18:
Progression from Key stage 3 2000 to GCSE/GNVQ 2002 by FSM band

		Percentage of pupils achieving 5+ A*-C at GCSE 2002					
		School FSM Percentage					
		< 5%	>5 & <=9%	>9 & <= 13%	>13 & <=21%	>21 & <=35%	>35%
Key Stage 3 average level	B3	1	1	1	0	0	1
	3	0	0	0	0	0	1
	4	9	7	7	6	7	11
	5	57	53	50	47	45	51
	6	95	94	93	91	90	91
	7	100	100	100	99	99	98
	8	100	100	100	100	100	100

PUPIL LEVEL FREE SCHOOL MEALS

63 The following tables and charts compare the difference in progress made by pupils recorded in PLASC as eligible for FSM, to other pupils. The **key trend** to emerge here is:

- FSM pupils progress more slowly than non-FSM pupils for each prior attainment bin in each subject for each Key stage.

Key Stage 1 – Key Stage 2

64 Table 19 shows the difference in progress to the expected level at Key Stage 2 between FSM and non-FSM pupils. Non-FSM pupils progress more than FSM pupils in every Key Stage 2 subject and from every prior attainment point. The difference in progress from the expected level at Key Stage 1, a level 2C, is greatest at 11percentage points for English, 8 for mathematics, 7 for science, 10 for reading and 7 for writing.

TABLE 19:
Progression between Key Stage 1 1998 and Key Stage 2 2002 by FSM status

		Percentage at or above the expected level at Key Stage 2									
		KS2 English		KS2 Mathematics		KS2 Science		KS2 Reading		KS2 Writing	
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
Key Stage 1 average level	1	32	22	34	26	66	54	45	33	17	12
	2C	70	59	66	58	89	82	80	70	44	37
	2B	91	83	86	80	97	93	94	88	69	61
	2A	98	95	96	93	99	98	99	96	87	79
	3	100	99	99	98	100	99	100	99	96	93

Key Stage 2 – Key Stage 3

65 Table 20 compares the progress from Key Stage 2 to Key Stage 3. Once again non-FSM pupils progress more than FSM pupils for every Key Stage 2 prior attainment level and for every subject. The percentage point difference from the expected level at Key Stage 2 is 14 for English, 12 for mathematics and 18 for science.

TABLE 20:
Progression between Key Stage 2 1999 and Key Stage 3 2002 by FSM status

		Percentage at or above the expected level at Key Stage 3					
		KS3 English		KS3 Mathematics		KS3 Science	
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
Key Stage 2 average level	B3	4	3	1	1	3	2
	3	33	23	21	14	27	16
	4	80	66	85	73	84	68
	5	98	92	100	98	99	96

Key Stage 3 – GCSE/GNVQ

66 The proportion of pupils achieving the 5+ A*-C and 5+ A*-G measures at GCSE is given in table 28. For pupils just at the expected KS3 level (Level 5) the difference in 5+ A-C is 11 percentage points, while for pupils below the expected level at KS3 there is a difference of about 6 percentage points in the 5+ A-G measure.

TABLE 21:
Progression between Key Stage 3 2000 and GCSE/GNVQ 2002 by FSM status

		Achievement at GCSE 2002			
		% 5+ A*-C		% 5+ A*-G	
		Non FSM	FSM	Non FSM	FSM
Key Stage 3 average level	B3	2	1	34	35
	3	1	1	70	63
	4	8	7	92	86
	5	52	41	98	95
	6	94	86	100	98
	7	100	98	100	100
	8	100	100	100	100

SCHOOL AND PUPIL LEVEL FREE SCHOOL MEALS

67 The next section focuses on how the progress of FSM and non-FSM pupils varies within low FSM or high FSM schools. The following three tables (tables 22-24) are based only on those pupils who were at the expected level at the previous Key Stage. Tables showing the progress of these pupils from all prior attainment points can be found in Appendix G.

68 The **key facts** to emerge here are:

- For Key Stage 2 and Key Stage 3 there are both school and pupil level FSM effects. In each school FSM band, non-FSM pupils progress more than FSM pupils; but also progress of both FSM and non-FSM pupils is better within lower FSM schools.
- At Key Stage 2 and Key Stage 3, FSM pupils in low FSM schools progress better than non-FSM pupils in high FSM schools
- At Key Stage 3 – GCSE the pattern is different. The highest FSM school anomaly appears again. Here it shows that at GCSE FSM pupils progress best in a high FSM schools.

Key Stage 1 – Key Stage 2

69 Table 22 shows the combination effects of school and pupil level FSM at Key Stage 2. Within each school FSM band, the non-FSM pupils progress better than the FSM pupils; but also progress of both FSM and non-FSM pupils is better within lower FSM schools. In English, science and reading, it shows that FSM pupils in low FSM schools make better progress than non-FSM pupils in high FSM schools.

TABLE 22:

Progression from a level 2C at Key Stage 1 1998 to the expected level at Key Stage 2 2002 by school and pupil level FSM.

	Percentage at or above the expected level at Key Stage 2									
	English		Maths		Science		Reading		Writing	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
SCHOOL FSM BAND										
<=8%	75	65	69	61	91	86	84	78	46	38
>13% and <=20%	70	61	66	58	89	84	80	73	43	36
>21% and <=35%	67	59	65	59	88	83	76	70	43	37
>35%	64	58	63	58	85	81	72	67	42	37

Key Stage 2 – Key Stage 3

70 At Key Stage 3, the same school level and pupil level FSM effects that occurred at Key Stage 2 arise here. In all core subjects at Key Stage 3 it shows that FSM pupils in low FSM schools make better progress than non-FSM pupils in high FSM schools. This is shown in table 23 below.

TABLE 23:

Progression from a level 4 at Key Stage 2 1999 to the expected level at Key Stage 3 2002 by school and pupil level FSM.

	Percentage at or above the expected level at Key Stage 3					
	English		Mathematics		Science	
	NON-FSM	FSM	NON-FSM	FSM	NON-FSM	FSM
SCHOOL FSM BAND						
<5%	86	75	90	83	91	83
>5% and <=9%	82	69	88	79	88	78
>9% and <=13%	80	69	85	77	84	74
>13% and <=21%	77	66	82	74	80	69
>21% and <=35%	75	64	80	70	77	66
>35%	71	63	74	67	70	60

Key Stage 3 – GCSE/GNVQ

71 At GCSE, non-FSM pupils progress more than FSM pupils within each FSM band; also non-FSM pupils generally progress better in schools with lower levels of FSM. For FSM pupils the school level of FSM makes little difference, except for the anomalous 35%+ FSM band in which FSM pupils perform substantially better than in the lower bands.

TABLE 24:

Progression from a level 5 at Key Stage 3 2000 to the expected level at GCSE 2002 by school and pupil level FSM.

School FSM %	Percentage achieving 5+ A*-C at GCSE 2002					
	Below L5 at KS3		Level 5 at KS3		Above Level 5 at KS3	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
<5%	8	5	57	37	81	58
>5% and <=9%	6	3	53	38	76	54
>9% and <=13%	6	3	51	36	72	52
>13% and <=21%	5	3	48	36	68	51
>21% and <=35%	5	3	47	38	65	51
>35%	7	7	52	50	65	60

ANALYSIS BY ETHNICITY

72 The following tables and charts compare the difference in progress made by pupils from the different ethnic groups collected by the 2002 Pupil Level Annual Schools' Census. The various ethnic groups are White, Indian, Pakistani, Bangladeshi, Black Caribbean, Black African, Black other and Chinese. There are also categories for pupils of any other ethnic group, for pupils whose parents or guardian preferred not to say and for those for which information was not sought. The last three groups including those that have been classified on the new coding system (see point 6) have been excluded from this analysis. The proportion of pupils in each group can be found in table 1 on page 6. Tables 25-27 only compare progress made by those at the expected levels at the previous Key Stage. Annex H contains full tables containing the progression rates for all the prior attainment levels.

73 The **key facts** to emerge from this analysis are:

- Indian, Chinese and Bangladeshi pupils tend to make above average progress throughout school.
- Black Caribbean and black other pupils make the lowest progress at all Key Stages.
- White pupils make lower progress at GCSE.

Key Stage 1 – Key Stage 2

74 Table 25 shows the difference in progress from the expected level at Key Stage 1 (level 2C) to the expected level or above (level 4 or above) at Key Stage 2 between the different ethnic groups.

75 The **key outcomes** here are:

- Chinese pupils show particularly good progress in every subject at Key Stage 2 for level 4 or above and level 5 or above.
- Bangladeshi and Indian pupils also make above average progress.
- White pupils make the lowest progress in writing.
- Black Caribbean and Black other pupils seem to be the lowest progressing groups overall.

TABLE 25:

Progression from a level 2C at Key Stage 1 1998 to the expected level at Key Stage 2 2002 by Ethnicity.

	KS2 English		KS2 Mathematics		KS2 Science		KS2 Reading		KS2 Writing	
	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
National	68	6	65	7	88	18	78	15	43	3
White	68	6	65	7	88	18	78	15	41	3
Indian	73	7	74	13	88	18	77	12	57	6
Pakistani	67	5	65	8	81	12	70	9	53	4
Bangladeshi	79	9	72	12	87	20	80	14	66	10
Black Caribbean	60	6	55	4	82	14	70	12	44	4
Black African	69	7	64	7	81	15	74	13	51	5
Black Other	66	5	58	5	87	15	76	11	43	3
Chinese	84	15	92	28	94	31	88	22	68	6

1998 KS1 average level 2C

Key Stage 2 – Key Stage 3

76 At Key Stage 3, there are set groups which are making substantially more progress and those that are making substantially worse progress than the Key Stage 3 national average. Table 26 exemplifies this picture.

77 The **key findings** here are:

- Chinese and Indian pupils make the most progress in English, Mathematics and Science
- Pakistani, Bangladeshi and Black African make average progress in English but below average progress in mathematics and science
- Black Caribbean and Black other pupils make the lowest progress out of all the ethnic groups
- The percentage difference between the ethnic groups for the different subjects range between 18 and 41 percentage points for level 5 or above and level 6 or above.

TABLE 26:

Progression from a level 4 at Key Stage 2 1999 to the expected level at Key Stage 3 2002 by Ethnicity.

	KS3 English		KS3 Mathematics		KS3 Science	
	L5+	L6+	L5+	L6+	L5+	L6+
National	78	31	83	48	82	29
White	78	30	84	48	82	30
Indian	87	41	89	61	84	32
Pakistani	80	31	81	43	70	21
Bangladeshi	78	29	77	41	65	18
Black Caribbean	70	23	71	31	68	17
Black African	79	31	77	41	75	25
Black Other	74	25	73	34	70	20
Chinese	88	43	96	72	89	42

Key Stage 3 – GCSE/GNVQ

78 Table 27 and chart 7 show the percentage of pupils achieving the 5 good GCSEs from the different Key Stage 3 average starting points. Tables looking at the progression to the 5+ A*-G measure and the mean total GCSE point score for each ethnic group can be found in Annex H.

79 The **key outcomes** at GCSE are:

- Indian, Bangladeshi and Chinese make the most progress at GCSE and achieve on average around 4 GCSE points more than the national average.
- Black African and Pakistani pupils also progress very well at GCSE, falling just behind the top 3 groups.
- Black Caribbean, Black other and white are the lowest progressing ethnic groups

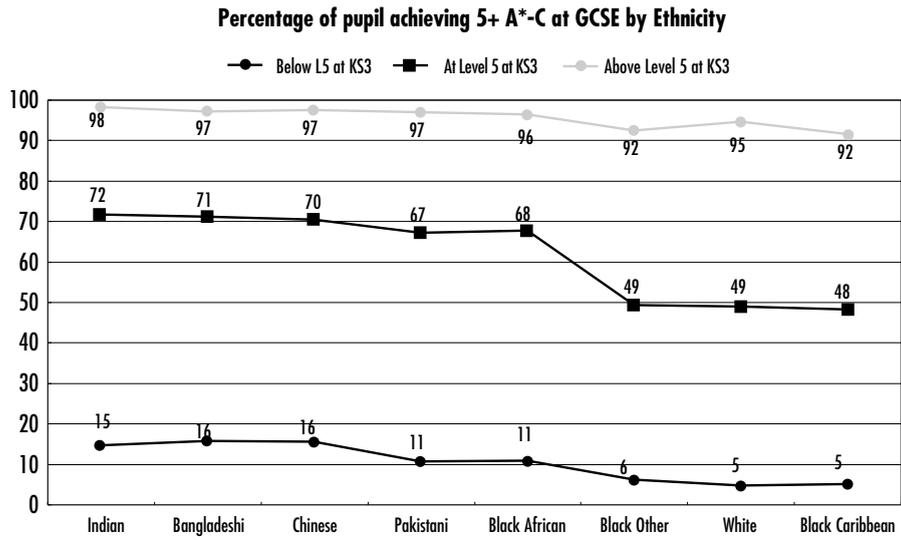
TABLE 27:

Percentage of pupils achieving 5+ A*-C at GCSE from Key Stage 3 2000 by Ethnicity

	Percentage of pupils achieving 5+ A* to C at GCSE 2002							
	White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Black Other	Chinese
B3	2	2	0	1	1	1	1	0
3	0	1	2	3	1	1	1	3
4	6	20	17	24	7	19	9	20
5	49	72	67	71	48	68	49	70
6	93	98	96	97	90	95	91	97
7	100	100	100	100	100	100	98	99
8	100	100	100	100	100	100	100	100

CHART 7:

The achievements at GCSE from the different starting points at Key stage 3 in 2000 by Ethnicity



ANALYSIS BY ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

80 The following section focuses on the progress made by pupils whose first language is not English. The English as an Additional Language (EAL) statistic is taken from the ‘mother tongue’ indicator on the PLASC return, which is the language to which the child was initially exposed during early development. If a child was exposed to more than one language of which English was one, then English is recorded as their mother tongue. If English was not the pupil’s mother tongue, then they are classified as an EAL pupil. The percentage of pupils classified as EAL are 7.6% for Key Stage 1 to Key Stage 2, 7.4% for Key Stage 2 to Key stage 3 and 8.5% for Key Stage 3 to GCSE/GNVQ.

81 The **key points** to emerge here are:

- In general EAL pupils make more progress than non-EAL pupils.
- EAL pupils with lower prior attainment than non-EAL pupils tend to catch up by the next key stage.
- Some ethnic groups have higher rates of EAL than others. Chinese and Indian pupils for example have high rates of EAL and are also the ethnic groups that progress well at each Key Stage whereas white and black Caribbean pupils, who have low rates of EAL, are also the two of the poorer progressing groups. As there is a strong link between the EAL and ethnicity characteristics, there is also a considerable overlap in the distribution of achievement between these two groups.
- The only subject at Key Stage 2 and Key Stage 3 where EAL pupils progress less than non-EAL pupils is science.

Key Stage 1 – Key Stage 2

82 Tables 28 illustrates the progression of EAL pupils compared to non-EAL pupils. The **outcomes** are as follows:

- At Key Stage 2, EAL pupils starting from 2C or below make better progress in English than non-EAL pupils. For pupils from 2B or above the results are similar for EAL and non-EAL pupils.
- In Key Stage 2 reading, non-EAL pupils make more progress than EAL pupils for every prior attainment point, whereas in Key Stage 2 writing EAL pupils progress more than non-EAL pupils.
- EAL pupils progress more than non-EAL pupils for each prior attainment point in mathematics, whereas in science EAL pupils make slower progress.

TABLE 28:

Progression from Key Stage 1 1998 to 2002 Key Stage 2 English, mathematics and science by EAL.

		KS2 English				KS2 Mathematics				KS2 Science			
		EAL		NON EAL		EAL		NON EAL		EAL		NON EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 average level	1	33	2	28	1	36	3	31	2	57	7	62	7
	2C	72	7	68	6	70	11	64	7	85	17	88	18
	2B	89	20	90	19	87	26	85	20	94	33	96	34
	2A	97	44	98	46	96	49	96	41	98	55	99	57
	3	100	73	100	77	99	75	99	72	100	78	100	81

Key Stage 2 -Key Stage 3

83 Table 29 gives the progression from Key Stage 2 to Key Stage 3 for EAL and non-EAL pupils. The **key facts** illustrated here are:

- EAL pupils make more progress in English and mathematics than non EAL pupils, the effects being most marked for pupils below the expected level at Key Stage 2
- In science, the opposite pattern occurs and EAL pupils make less progress than non-EAL pupils.

TABLE 29:
Progression from Key Stage 2 1999 to Key Stage 3 2002 by EAL

KS2 average level		KS3 English				KS3 Mathematics				KS3 Science			
		EAL		NON EAL		EAL		NON EAL		EAL		NON EAL	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
B3		6	0	3	0	2	0	1	0	2	0	3	0
3		38	5	29	3	25	4	19	2	21	2	24	2
4		82	34	78	30	84	51	83	47	77	27	82	29
5		97	75	97	76	99	94	100	96	98	80	99	84

Key Stage 3 -GCSE/GNVQ

84 Table 30 gives the progression from Key Stage 3 to GCSE. The **key fact** to emerge here is that EAL pupils progress more than non-EAL pupils in all three measures for every Key Stage 3 prior attainment point.

TABLE 30:
Progression from Key Stage 3 2000 to GCSE/GNVQ 2002 by EAL

KS3 Average Level		Achievement at GCSE 2002					
		EAL Pupils			Non EAL Pupils		
		5+ A*-C	5+ A*-G	mean total point score	5+ A*-C	5+ A*-G	mean total point score
B3		1	50	10	2	28	6
3		2	84	18	0	65	12
4		19	96	29	6	90	24
5		68	99	39	49	97	36
6		96	99	49	93	99	46
7		99	100	57	100	100	56
8		100	100	62	100	100	61

ANALYSIS OF SPECIAL EDUCATIONAL NEEDS

85 The following tables and charts follow the progress of pupils with special educational needs (SEN) at Key Stage 2, Key Stage 3 and GCSE. Pupils with SEN are either classified as stated or non-stated depending on their level of disability². In the 2002 PLASC, approximately 3% of pupils were recorded as having a statement of SEN at each Key Stage. A further 23% of pupils at Key Stage 2 were recorded as having SEN but not stated, with comparable figures of 17% and 15% at Key Stage 3 and GCSE.

86 Local Education Authorities (LEAs) have different policies on stating pupils. Pupils with similar special education needs can be treated differently in different parts of the country and this may have an impact on the overall results for stated and non-stated pupils.

87 The **key points** here are:

- SEN pupils achieve substantially lower results on average than non-SEN pupils with similar prior attainment, at all key stages and in each subject. This applies even for SEN pupils working at or above the expected level at the start of each key stage.
- In most subjects and at Key Stage 2 and Key Stage 3, SEN (non-stated) pupils progress more than SEN (stated) pupils.

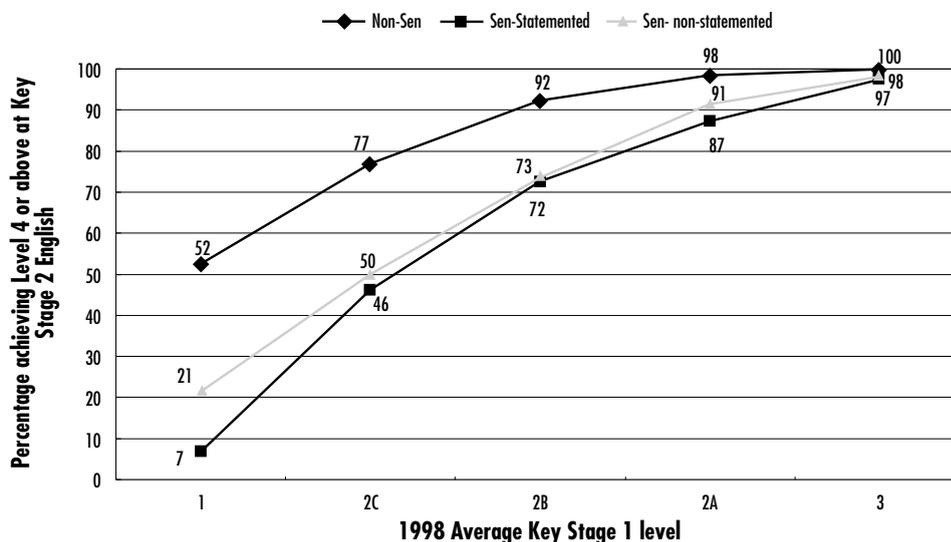
Key Stage 1 – Key Stage 2

88 The charts 8-10 illustrate the progression of SEN pupils. The **outcomes** are as follows:

- SEN pupils make much lower progress than non-SEN pupils. From a level 2C at Key Stage 1 the percentage difference of those achieving the expected level is 31 percentage points in English, 23 percentage points in mathematics and 18 percentage points in science.
- SEN (non-stated) progress more than SEN (stated pupils) in all subjects except writing. The reading and writing charts can be found in Annex J.

CHART 8:

Progression from Key Stage 1 1998 to Key Stage 2 2002 by SEN
English



² In the 2002 PLASC return, there are two different coding systems used to group pupils into one of the three SEN groups. Pupils classified as 5 on the 'old code' or S on the 'new code' have been grouped as Stated pupils. Pupils where any school action was required are grouped as SEN (non-stated) and all other pupils are grouped as non-SEN.

CHART 9:
Progression from Key Stage 1 1998 to Key Stage 2 2002 by SEN
Mathematics

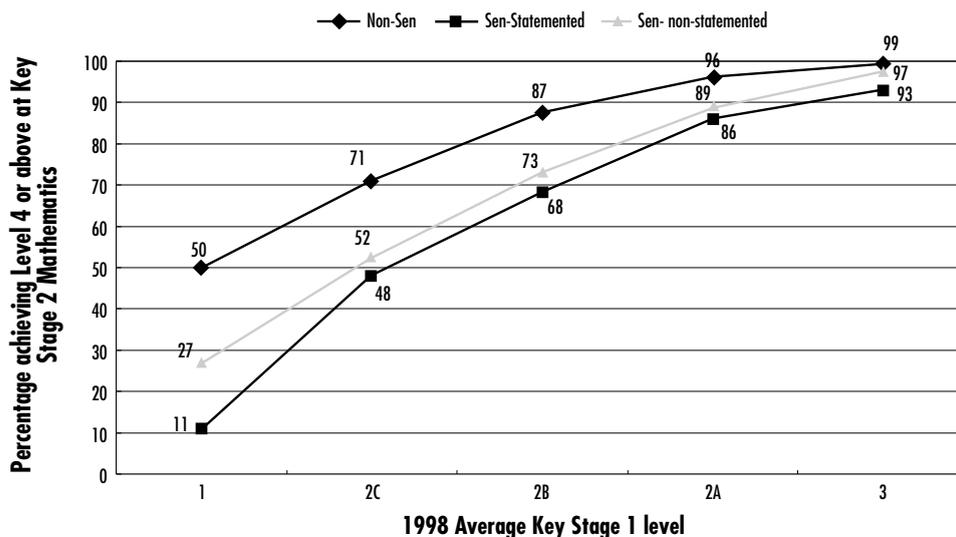
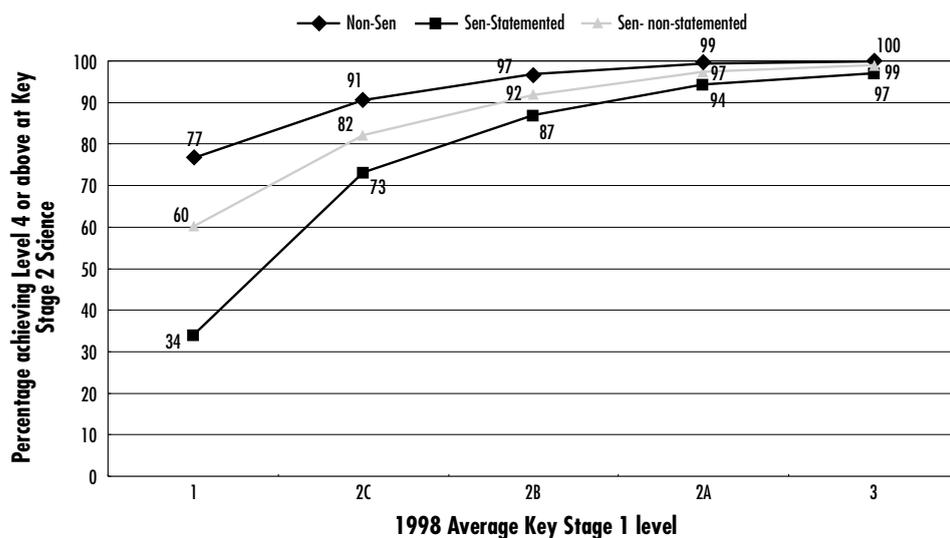


CHART 10:
Progression from Key Stage 1 1998 to Key Stage 2 2002 by SEN
Science



Key Stage 2 – Key Stage 3

89 Tables 31-33 compare the percentage of pupils achieving the expected level or above at Key Stage 3. The **key points** here are:

- SEN pupils make much lower progress than non-SEN. From a level 4 at Key Stage 2, the percentage difference of those achieving the expected level at Key Stage 3 is 38 percentage points in English, 22 percentage points in mathematics and 17 percentage points in science.
- SEN (non-statemented) pupils progress more than SEN (statemented pupils) in all subjects except science.

TABLE 31:
Progression from Key Stage 2 1999 to Key Stage 3 2002 English by SEN

		Percentage achieving KS3 English level					
		SEN - Statemented		SEN (non-Statemented)		Non-Sen	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	1	0	3	0	8	1
	3	10	1	18	1	41	5
	4	44	13	51	11	82	33
	5	79	47	87	51	98	76

TABLE 32:
Progression from Key Stage 2 1999 to Key Stage 3 2002 Mathematics by SEN

		Percentage achieving KS3 Mathematics level					
		SEN - Statemented		SEN (non-Statemented)		Non-Sen	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	1	0	1	0	3	1
	3	12	2	14	1	25	3
	4	63	29	68	29	85	50
	5	93	83	98	89	100	96

TABLE 33:
Progression from Key Stage 2 1999 to Key Stage 3 2002 Science by SEN

		Percentage achieving KS3 Science level					
		SEN - Statemented		SEN (non-Statemented)		Non-Sen	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	3	0	2	0	4	1
	3	21	3	18	1	28	2
	4	67	24	66	18	84	31
	5	94	76	96	74	99	84

Key Stage 3 – GCSE/GNVQ

90 Table 34 shows the outcomes of the SEN pupils for the 5+A*-C, 5+ A*-G and average total point scores from Key stage 3. The key points here are:

- SEN pupils make much lower progress than non-SEN pupils. From a level 5 at Key Stage 3 the percentage difference of those achieving 5+ A*-C is 16 percentage points.
- There is a reverse in the usual pattern at GCSE, SEN (statemented) progress more than SEN (non-statemented) pupils in the 5+A*-C and total points score measures but not in the 5+A*-G measure

TABLE 34:
Progression from Key Stage 3 2000 to 2002 GCSE/GNVQ by SEN status

		Achievement at GCSE 2002								
		SEN (statemented)			SEN (non-statemented)			Non SEN		
		5+ A*-C	5+ A*-G	mean total	5+ A*-C	5+ A*-G	mean total	5+ A*-C	5+ A*-G	mean total
KS3 Average Level	B3	2	22	6	0	39	7	1	48	9
	3	0	48	10	0	66	12	1	77	16
	4	4	76	20	4	85	21	9	93	26
	5	37	90	31	31	92	31	53	98	36
	6	84	97	43	80	97	42	94	100	47
	7	96	99	53	96	98	53	100	100	56
	8	100	100	63	98	98	59	100	100	61

ANALYSIS OF COMBINATIONS OF CHARACTERISTICS

ANALYSIS BY GENDER AND FREE SCHOOL MEALS

GENDER & SCHOOL LEVEL FREE SCHOOL MEALS

91 The following tables and chart focus on how boys and girls progress through school in different school Free School meal bands. Once again this analysis focuses only on pupils in maintained, mainstream schools as it is only these schools that have a defined FSM band. The same trends occur here as those in the gender and school FSM sections, however this time combined. The full gender and school FSM tables can be found in Appendix K.

92 The **key facts** to emerge are:

- In general the same patterns of progress by school FSM band are observed for boys and girls.
- Conversely the gender gaps observed in section 5 broadly apply in each Key Stage subject and FSM band
- The only exception is at KS3 English, where boys' progress seems to be more affected than girls' by being in a high FSM school.

Key Stage 1 – Key Stage 2

93 Table 35 compares the percentage of boys and girls who got to the expected level or above at Key Stage 2 from an average level 2C in 1998 Key Stage 1 calculated from reading, writing and mathematics.

94 The **interesting outcomes** here are:

- The effects of being in higher FSM band schools are similar for boys and girls. Conversely the gender gaps are similar in all FSM bands.

TABLE 35:

Progression from a level 2C in Key Stage 1 1998 to a level 4 or above at Key Stage 2 2002 by gender and school FSM band

SCHOOL FSM BAND	Percentage at or above the expected level at Key Stage 2									
	KS2 English		KS2 Maths		KS2 Science		KS2 Reading		KS2 Writing	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
<=8%	77	72	63	73	89	93	84	84	53	40
>13% and <=21%	71	66	58	71	86	91	78	79	48	37
>20% and <=35%	68	62	58	68	84	89	74	75	48	36
>35%	63	58	56	65	80	86	70	70	46	34

Key Stage 2 – Key Stage 3

95 Table 36 compares the percentage of boys and girls who got to the expected level or above at Key Stage 3 from an average level 4 in 1999 Key Stage 2.

96 The **key results** here are:

- The gender gap in English is much wider in the higher FSM bands. This shows that the progress of boys is much more affected by school FSM than the progress of girls.
- In mathematics and science the gender gaps are broadly similar for all FSM bands.

TABLE 36:
Progression from level 4 in Key Stage 2 1999 to a level 5 or above at Key Stage 3 2002 by gender and school FSM band

SCHOOL FSM BAND	Percentage at or above the expected level at Key Stage 3					
	KS3 English		KS3 Mathematics		KS3 Science	
	Girls	Boys	Girls	Boys	Girls	Boys
<5%	93	78	90	91	90	91
>5% and <=9%	91	73	86	88	86	88
>9% and <=13%	89	70	84	86	82	85
>13% and <=21%	86	65	80	82	77	80
>21% and <=35%	83	63	76	79	72	76
>35%	79	57	70	73	64	68

Key Stage 3 – GCSE/GNVQ

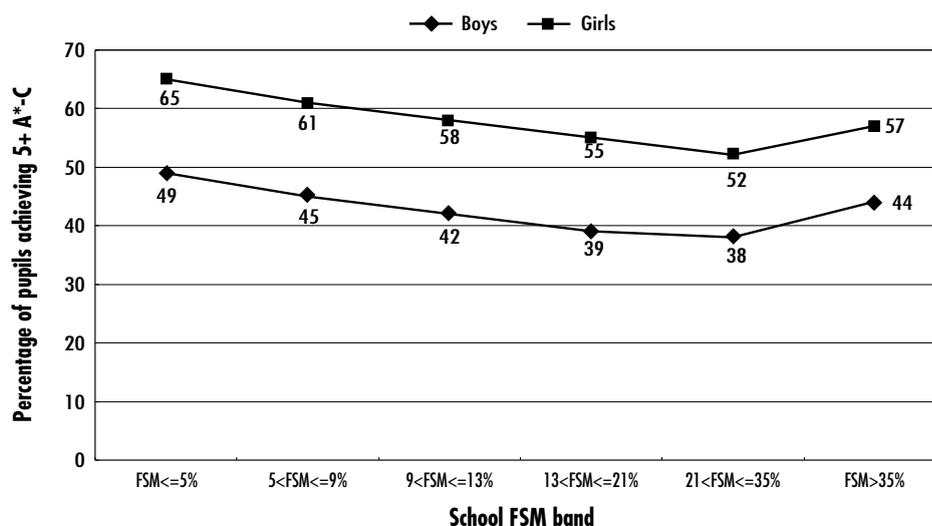
97 Chart 11 compares the percentages of boys and girls to achieve 5+ A*-C GCSEs in each school FSM band from the expected level at Key Stage 3 in 2000. In annex K table K3 reveals the GCSE outputs for each of the expected levels.

98 The results here are:

- The gender gap in progress on the 5+ A*-C measure is similar in all FSM bands.

CHART 11:

2002 5+ A*-C GCSE results for pupils whose average Key Stage 3 prior attainment was a level 5 by gender and School FSM band



GENDER AND PUPIL LEVEL FREE SCHOOL MEAL STATUS

99 The following section looks at the different progression rates of boys and girls based on whether they are on Free School meals or not. The same trends occur here as in the gender and pupil FSM sections, but this time combined.

100 The main findings here are:

- Non FSM pupils progress more than FSM pupils for each prior attainment point for all Key stages for both boys and girls.
- In Key Stage 3 English, the gender effect is bigger than the FSM effect, so that non-FSM and FSM girls both make better progress than either FSM or non-FSM boys.
- FSM effects on progress are broadly similar for boys and girls, on both 5+ A*-C and 5+ A*-G measures
- At GCSE, FSM boys are progressing far below all other gender/FSM groups and for each prior attainment point up to Level 6 at KS3, Girls (whether FSM or not) progress more than non-FSM boys at GCSE

Key Stage 1 – Key Stage 2

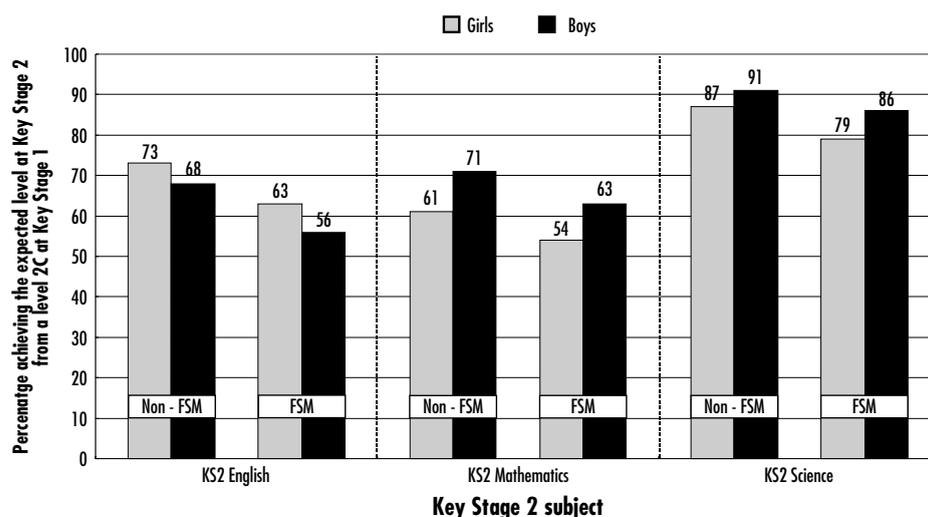
101 Chart 12 contrasts the progress made by girls and boys from an average level 2C in 1998 by Free School Meal status. The full table of outcomes from every Key Stage 1 level can be found in appendix L.

102 The **key findings** here are:

- In all three subjects the difference between FSM and non-FSM pupils' progress is slightly smaller for girls than boys.
- In English, the FSM effect is bigger than the gender effect, so that non-FSM girls and boys both make better progress than either FSM girls or boys.
- In mathematics and science the gender and FSM effects are similar, so that non-FSM boys make the best progress, non-FSM girls and FSM boys show similar results and FSM girls show the poorest progress.

CHART 12:

Progression of pupils from an average level 2C to the expected level at Key stage 2 2002 by gender and pupil FSM



Key Stage 2 – Key Stage 3

103 Table 37 compares the progress made by girls and boys at Key Stage 3 from each of the average levels at Key Stage 2 in 1999 by Free School Meal status.

104 The **key findings** here are:

- For pupils at level 4 at Key Stage 2 the gender gap in English Key Stage 3 is wider for FSM pupils than for non-FSM, with FSM boys making particularly poor progress – only 54% of such FSM boys achieve level 5 or above.
- In Key Stage 3 English, the gender effect is bigger than the FSM effect, so that non-FSM and FSM girls both make better progress than either FSM or non-FSM boys.
- In mathematics and science the gender gaps are similar for FSM and non-FSM pupils
- In mathematics and science the FSM effect is bigger than the gender effect, so that non-FSM boys and girls both make better progress than either FSM boys or girls.

TABLE 37:

Progression of pupils from Key Stage 2 1999 to the expected level at Key stage 3 2002 by gender and pupil FSM

		Percentage at or above the expected level at Key Stage 3											
		KS3 English				KS3 Mathematics				KS3 Science			
		Girls		Boys		Girls		Boys		Girls		Boys	
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
Key Stage 2 average level	B3	6	4	2	2	1	1	1	1	2	1	4	3
	3	45	32	22	14	19	13	23	16	23	14	29	18
	4	89	78	71	54	84	71	86	75	82	66	85	70
	5	99	97	96	87	100	98	100	98	99	96	99	96

Key Stage 3 – GCSE/GNVQ

105 Tables 38 and 39 compare the progress made by girls and boys for the 5+ A*-C and 5+ A*-G measures at GCSE from each of the average levels at Key Stage 3 in 2000 by Free School Meal status.

106 The **key findings** here are:

- FSM effects on progress are broadly similar for boys and girls, on both 5+ A*-C and 5+ A*-G measures
- Since the gender effect is larger than the FSM effect, for each prior attainment point up to Level 6 at Key Stage 3, Girls (whether eligible for FSM or not) progress more than non-FSM boys.
- FSM boys are progressing far below the other gender/FSM groups, with only 34% of FSM boys from level 5 achieving 5+A*-C grades.

TABLE 38:

Progression of pupils from Key Stage 3 2000 to the 5+ A*-C GCSE measure in 2002 by gender and pupil FSM

KS3 average level	Percentage achieving 5+ A*-C GCSEs			
	Girls		Boys	
	Non FSM	FSM	Non FSM	FSM
83	2	0	2	1
3	1	1	1	1
4	11	10	5	5
5	60	47	44	34
6	96	90	91	81
7	100	99	100	98
8	100	100	100	100

TABLE 39:

Progression of pupils from Key Stage 3 2000 to the 5+ A*-G GCSE measure in 2002 by gender and pupil FSM

KS3 average level	Percentage achieving 5+ A*-G at GCSE			
	Girls		Boys	
	Non FSM	FSM	Non FSM	FSM
83	39	39	29	30
3	76	68	66	58
4	94	88	90	84
5	98	95	98	94
6	100	98	99	98
7	100	99	100	100
8	100	100	100	100

GENDER AND PUPIL & SCHOOL LEVEL FREE SCHOOL MEALS

107 The following tables reveal how boys and girls on Free school meals or not progress in different FSM percentage schools. Here, the same trends occur as in the gender and pupil and school FSM sections, again this time combined. The following three tables (tables 40-42) are based only on those pupils who were at the expected level at the previous Key Stage, tables showing the outcomes from every prior attainment level can be found in Annex M.

108 The **key facts** here are:

- For both genders there are school and pupil level FSM effects.
- For both genders at Key Stage 2 and Key Stage 3, it is often better to be a FSM pupil in a low FSM school than a non-FSM pupil in a high FSM school.
- This is true for Key Stage 2 English and reading and science (girls only) and for all Key Stage 3 subjects.
- At GCSE, FSM pupils in the highest FSM schools make more progress than FSM pupils in low FSM schools. For example, from the expected level at Key Stage 3, 43 percent of girls and 31 percent of boys achieve 5 good

GCSEs in the lowest FSM band; however in the highest FSM band, 55 percent of girls and 44 percent of boys achieve 5+ A*-C.

- At GCSE the difference between FSM and non-FSM pupils decreases as the school FSM band increases.

Key Stage 1 – Key Stage 2

109 Table 40 reveals the progress made girls and boys, either eligible or not for Free School meals in schools with different levels of FSM. The reading and writing tables can be found in Annex M.

110 The **outcomes** here are:

- Boys and girls both show similar effects of school FSM band
- In English although girls do better than boys within each FSM band, non-FSM boys do better than FSM girls.
- However in Maths and science both FSM and non-FSM boys progress better than non-FSM (or FSM) girls.

TABLE 40:

Progression from level 2C in Key Stage 1 1998 to Key Stage 2 2002 by gender and pupil and school levels FSM

SCHOOL FSM BAND	Percentage at or above the expected level at Key Stage 2											
	KS2 English				KS2 Mathematics				KS2 Science			
	Girls		Boys		Girls		Boys		Girls		Boys	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
<=8%	78	68	73	62	64	56	74	67	89	85	93	87
>13% and <=21%	73	64	67	57	59	53	72	63	87	80	91	87
>20% and <=35%	69	63	65	56	59	55	70	63	86	80	89	86
>35%	66	60	61	55	59	53	67	64	82	77	87	84

Key Stage 2 – Key Stage 3

111 Table 41 reveals the progress made girls and boys, either eligible or not for Free School meals in schools with different levels of FSM pupils to Key Stage 3 from the expected level at Key Stage 2 in 1999.

112 The interesting facts here are:

- The table shows for all subjects that there are both school and pupil FSM effects for each gender.
- In all subjects and for each gender, FSM pupils in low-FSM schools progress better than non-FSM pupils in low FSM schools.

TABLE 41:

Progression of pupils from the expected level at Key Stage 2 1999 to the expected level at Key stage 3 2002 by gender and pupil and school level FSM

SCHOOL FSM BAND	Percentage at or above the expected level at Key Stage 3											
	KS2 English				KS2 Mathematics				KS2 Science			
	Girls		Boys		Girls		Boys		Girls		Boys	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
<5%	93	87	78	62	90	83	91	83	90	81	91	86
>5% and <=9%	91	81	74	57	87	77	88	81	87	76	88	81
>9% and <=13%	90	81	71	57	84	76	86	78	83	72	85	76
>13% and <=21%	87	78	67	54	81	72	83	76	79	67	81	71
>21% and <=35%	85	75	66	53	78	68	81	73	75	64	79	67
>35%	82	75	61	52	73	65	75	70	68	58	72	62

Key Stage 3 – GCSE/GNVQ

113 Table 42 looks at how boys and girls who are eligible for Free School meals or not progress within the different FSM percentage schools at GCSE from the different Key Stage 3 levels.

114 It is **interesting to note** here that:

- Table 42 shows that similar school and pupil FSM effects apply for each gender.
- FSM boys do better in higher FSM schools if they are at or below the expected level at Key Stage 3
- The difference in progress between FSM and non-FSM girls decreases as the school FSM percentage increases. In the lowest FSM band the gap from those at level 5 at Key Stage 3 is as great as 22 percentage points, yet this drops to only 3 percent in the highest FSM schools
- The FSM gap also decreases for boys as the school FSM percentage increases. It is only when boys are below the expected level at Key Stage 3, that the progress in each FSM band is fairly constant between FSM and non-FSM pupils.

TABLE 42:

Progression of pupils from Key Stage 3 2000 to the 5+ A*-G GCSE measure in 2002 by gender and pupil and school levels FSM

SCHOOL FSM BAND	Percentage achieving 5+ A*-C at GCSE											
	Below L5 at KS3				Level 5 at KS3				Above L5 at KS3			
	Girls		Boys		Girls		Boys		Girls		Boys	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
<5%	12	5	5	5	65	43	50	31	98	93	95	84
>5% and <=9%	9	4	4	2	62	44	46	32	97	90	93	81
>9% and <=13%	9	4	4	1	59	42	43	30	97	90	92	82
>13% and <=21%	7	4	3	2	57	43	40	29	96	91	90	78
>21% and <=35%	8	5	3	2	54	44	40	31	95	90	89	79
>35%	9	9	5	5	59	55	45	44	95	93	90	87

ANALYSIS BY GENDER AND ETHNICITY

115 The following section compares the progress of boys and girls within different ethnic groups. Tables 43-45 look only at those pupils who were at the expected level at the previous key stage and compare their progress to the expected level or above at the following key stage. In Annex N a full table giving the progression from all of the previous key stage levels can be found. The patterns that were occurring in the gender and ethnicity sections separately are in general occurring here, however this time combined.

116 The **interesting facts** to emerge here are:

- Chinese, Indian and Bangladeshi boys and girls make the most progress throughout school.
- Black Caribbean, Black other and white pupils make the least progress. At GCSE both girls and boys from these ethnic groups progress far below the other ethnic gender groups.
- At Key Stage 3, the national gender gap is 18 percentage points; however for White, Bangladeshi, Black Caribbean and Black other pupils the gender gap is larger. (The Black Caribbean gender gap is greatest at 25 percentage points.)
- At GCSE it is only white, Black Caribbean and black other boy pupils that progress below the national average from the expected level at Key Stage 3; all other ethnic, gender groups are above.

117 When looking at the **progression of the different ethnic groups separately** the following is found:

- White girls and boys make average progress in their respective gender groups at both Key Stage 2 and Key Stage 3; however at GCSE their rate of progress is far below the respective gender national averages.
- Indian boys' and girls' progress is above average throughout school. At GCSE Indian girls make the most progress compared to the other ethnic/girl groups.
- Pakistani boys make average progress throughout school. Pakistani girls are one of the poorer progressing girl groups at Key Stage 2; at Key Stage 3 their progress is average and at GCSE their progress is far above average.
- Bangladeshi girls and boys follow the same pattern. They progress well at Key Stage 2, their progress is below average at Key Stage 3 and then progress at one of the best rates at GCSE
- Black Caribbean and black other boys and girls make below average progress at all Key Stages
- Black African girls and boys make average progress at every Key Stage.
- Chinese boys and girls make above average progress throughout school.

Key Stage 1 – Key Stage 2

118 Table 43 shows the progression of pupils from the expected level at Key Stage 1 in 1998 to the expected level at Key Stage 2 in 2002. The **key outcomes** here are:

- Girls do better than boys for English, reading and writing for all ethnic groups and boys progress more in mathematics and science.
- In writing, the poorest progress is shown by black other, black Caribbean and white boys. White girls' progress is also poor and overtaken by Indian, Pakistani and Bangladeshi boys.
- Black Caribbean and black other boys progress particularly badly in all Key Stage 2 subjects, while black Caribbean girls' progress is only marginally below the girls' average and black other girls' progress is about average.
- Looking at the progression of boys in Key Stage 2 mathematics, only Black Caribbean boys progress is below the national average (national average= 65%, boy average = 70% and Black Caribbean average = 57%) and from the girls, only Indian and Chinese girls are progressing above the national average.

TABLE 43:

Progression of pupils from a level 2C at Key Stage 1 1998 to the expected level at Key Stage 2 2002 by gender and ethnicity

Ethnicity	Percentage at or above the expected level at Key Stage 2									
	English		Mathematics		Science		Reading		Writing	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
White	70	66	59	70	85	90	78	78	47	36
Indian	75	71	69	79	86	90	76	78	64	51
Pakistani	67	66	58	71	77	84	68	72	60	48
Bangladeshi	84	74	67	78	85	88	82	78	75	57
Black Caribbean	67	54	52	57	81	84	73	66	53	36
Black African	73	65	61	66	81	82	77	71	58	45
Black Other	73	60	56	61	85	88	80	73	54	33
Chinese	90	79	89	94	97	92	92	85	76	60

Key stage 2 – Key Stage 3

119 Table 44 shows the progress made by boys and girls between the different ethnic groups. Once again it looks only at the progress of those pupils who were at the expected level at Key stage 2 in 1999.

120 The **key facts** to emerge here are:

- The good progress by Chinese and Indian pupils in all three subjects is shown by both boys and girls.
- The poor progress of Black Caribbean and Black other pupils affects both boys and girls, although the effects are more extreme among boys.
- The National gender difference is 18 percentage points; however for White, Bangladeshi, Black Caribbean and Black other pupils the gender gaps are bigger. The differences in results between genders range from 11% for Chinese to 25% for Black Caribbean.
- In mathematics and science, boys progress more than girls for every ethnic group, except for Black African and Black Caribbean pupils.
- The poor progress of Pakistani and Bangladeshi pupils in mathematics and science equally affects boys and girls.
- Looking at the progression of the respective gender groups, Chinese and Indian girls progress above the national average for mathematics and science along with white, Chinese and Indian boys.
- The gender gap within each ethnic group is vastly lower in mathematics and science than it is in English; however the ethnic gap within each gender is much greater in mathematics and science.

TABLE 44:

Progression of pupils from a level 4 at Key Stage 2 1999 to the expected level at Key Stage 3 2002 by gender and ethnicity

Ethnicity	Percentage at or above the expected level at Key Stage 3					
	KS3 English		KS3 Mathematics		KS3 Science	
	Girls	Boys	Girls	Boys	Girls	Boys
White	87	69	82	85	81	84
Indian	94	80	89	90	84	84
Pakistani	88	72	78	83	69	71
Bangladeshi	87	67	75	80	65	67
Black Caribbean	82	57	71	70	70	67
Black African	88	69	78	76	77	72
Black Other	84	64	73	74	72	67
Chinese	93	82	95	96	91	88

Key Stage 3 – GCSE/GNVQ

121 Table 45 highlights the progress made by girls and boys for each ethnic group at GCSE.

122 The **key facts** to emerge here are:

- Chinese, Indian and Bangladeshi pupils (both boys and girls) make the most progress.
- The above average progress of Black African and Pakistani pupils also occurs for both boys and girls.
- From either below, at or above the expected level at Key Stage 3 Black Caribbean, Black other and white pupils (both boys and girls) progress at a rate which is far below all the other ethnic groups. For example, looking at only at boys who were at the expected level, at Key Stage 3, black Caribbean and black other pupils show the lowest progress with only 39% achieving 5+A*-C grades.
- All ethnic/gender groups' progress is above the national average from a level 5 at Key Stage 3 except for white, Black Caribbean and black other boys.
- The national gender difference from the expected level is 15 percentage points. For Indian, Pakistani, Black Caribbean and Black other pupils this gap is slightly larger.

TABLE 45:
Percentage of pupils achieving 5+ A*-C GCSE grades from a level 5 at Key Stage 3 2000 by gender and ethnicity

Ethnicity	Percentage achieving 5+ A*-C at GCSE 2002					
	Below L5 at KS3		Level 5 at KS3		Above L5 at KS3	
	Girls	Boys	Girls	Boys	Girls	Boys
White	7	3	56	41	96	92
Indian	21	10	80	64	99	97
Pakistani	15	7	76	59	99	95
Bangladeshi	21	11	76	65	98	96
Black Caribbean	8	3	57	39	94	88
Black African	15	7	74	60	97	95
Black Other	8	4	57	39	95	88
Chinese	23	10	74	67	98	97

ANALYSIS BY GENDER AND ENGLISH AS AN ADDITIONAL LANGUAGE

123 The following section looks at how the progress between genders varies between pupils with English as an additional language (EAL) and those with English as their first language. The outcomes here follow the results of the gender and EAL sections discussed earlier in this bulletin; however this time their effects are combined. Around 8 percent of both boys and girls are classified as EAL pupils. Full tables can be found in Annex O.

124 The **key facts** to emerge here are:

- The observed EAL effects largely apply to boys and girls equally.
- However in KS2 and KS3 science the poorer performance of EAL pupils is largely attributable to effects among boys.
- For both girls and boys, EAL pupils progress more than non-EAL pupils for both the 5+A*-C and A*-G measures at GCSE.

Key Stage 1 – Key Stage 2

125 Tables 46-48 show the progress made by boys and girls who are classified as EAL pupils and those who are not. The reading and writing transitions can be found in Annex O.

126 The **key outcomes** at Key Stage 1-Key Stage 2 are:

- The good progress shown in English by EAL pupils starting from 2C or below applies to both boys and girls, as does the above average progress across the range shown by EAL pupils in mathematics.
- The poorer progress shown in science by EAL pupils mainly affects boys.

TABLE 46:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 English by Gender and English as an Additional Language

		Percentage achieving KS2 English level							
		Girls				Boys			
		EAL		NON EAL		EAL		NON EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 Average level	1	37	3	31	1	31	1	27	1
	2C	75	9	70	7	69	6	66	6
	2B	91	22	91	21	87	18	88	17
	2A	98	48	99	51	96	40	97	41
	3	100	76	100	80	99	69	100	73

TABLE 47:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 Mathematics by Gender and English as an Additional Language

		Percentage achieving KS2 Mathematics level							
		Girls				Boys			
		EAL		NON EAL		EAL		NON EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 Average level	1	31	2	25	1	39	4	35	3
	2C	66	8	58	4	75	15	70	10
	2B	85	21	82	14	89	32	89	25
	2A	96	40	95	33	97	59	97	50
	3	99	70	99	66	99	81	99	79

TABLE 48:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 Science by Gender and English as an Additional Language

		Percentage achieving KS2 Science level							
		Girls				Boys			
		EAL		NON EAL		EAL		NON EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 Average level	1	54	6	56	5	60	8	67	9
	2C	84	15	85	14	87	19	90	21
	2B	94	31	96	30	95	36	97	39
	2A	98	51	99	53	98	59	99	61
	3	100	76	100	79	100	80	100	84

Key Stage 2 – Key Stage 3

127 The progression of EAL and non-EAL boys and girls from Key Stage 2 1999 to Key Stage 3 2002 is shown in tables 49-51.

128 The **interesting points** here are:

- In English and mathematics, the better progress observed for EAL pupils applies equally to boys and girls.
- However, in English there is a large gender effect, as EAL and NON EAL girls progress more than either boy group.
- In science the poorer progress of EAL pupils mainly reflects the effects of EAL boys, whose progress is similar to EAL girls.

TABLE 49:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 English by Gender and English as an Additional Language

		Percentage achieving KS3 English level							
		Girls				Boys			
		EAL		NON EAL		EAL		NON EAL	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average level	B3	10	0	4	0	3	0	2	0
	3	50	8	40	4	28	2	19	1
	4	90	43	87	39	73	23	69	21
	5	99	84	99	84	95	65	95	67

TABLE 50:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Mathematics by Gender and English as an Additional Language

		Percentage achieving KS3 Mathematics level							
		Girls				Boys			
		EAL		NON EAL		EAL		NON EAL	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average level	B3	2	0	1	0	3	0	1	0
	3	23	4	17	1	27	5	20	2
	4	83	48	82	45	85	53	84	50
	5	99	93	100	96	99	94	100	97

TABLE 51:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Science by Gender and English as an Additional Language

		Percentage achieving KS3 Science level							
		Girls				Boys			
		EAL		NON EAL		EAL		NON EAL	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average level	B3	2	0	2	0	2	0	4	0
	3	21	1	21	1	22	2	27	2
	4	77	26	80	27	77	27	83	32
	5	98	79	99	83	98	80	99	86

Key Stage 3 – GCSE

129 Table 52 reveals the progress made at GCSE for the 5+ A*-C and 5+ A*-G measures.

130 The key points here are:

- The good progress of EAL pupils applies equally to both girls and boys.
- This pattern is observed for both the 5+ A*-C and 5+ A*-G measures
- From the expected level at Key Stage 3, the difference between EAL and non-EAL pupils achieving 5 good GCSEs is 18 percentage points for both girls and boys separately. This is larger than the difference between boys and girls, resulting in EAL boys progressing better than non-EAL girls.

TABLE 52:
Percentage of pupils achieving 5+ A*-C and 5+ A*-G GCSE by gender and English as an additional language

		Percentage of pupils achieving 5+ A* to C at GCSE				Percentage of pupils achieving 5+ A* to G at GCSE			
		Girls		Boys		Girls		Boys	
		EAL	Non EAL	EAL	Non EAL	EAL	Non EAL	EAL	Non EAL
KS3 Average Level	B3	1	1	1	2	56	33	44	24
	3	3	0	1	0	89	71	79	60
	4	25	9	13	4	97	92	95	88
	5	75	57	60	42	99	98	99	97
	6	98	95	94	90	99	99	99	99
	7	99	100	99	100	100	100	100	100
	8	100	100	100	100	100	100	100	100

ANALYSIS BY GENDER AND SPECIAL EDUCATIONAL NEEDS

131 The following section focuses on the progress made by the boys and girls with special educational needs (SEN). The patterns that were occurring in the gender and SEN sections separately are in general occurring here, however this time combined. Table 53 shows the percentage of pupils from each gender on special educational needs. Between Key Stage 1 and Key Stage 2 the percentage of boys classified as non-statemented SEN is far higher than girls. However this gap narrows through the key stages.

TABLE 53:
The percentage of boys and girls classified as Special Educational needs

SEN (statemented)	KS1-2			KS2-3			KS3-4		
	girls	boys		girls	boys		girls	boys	
	2	4		2	5		2	5	
SEN (non statemented)	KS1-2			KS2-3			KS3-4		
	girls	boys		girls	boys		girls	boys	
	18	28		13	21		11	19	
Non-SEN	KS1-2			KS2-3			KS3-4		
	girls	boys		girls	boys		girls	boys	
	80	67		84	73		86	76	

132 The **key points** to emerge here are:

- SEN pupils achieve substantially lower results on average than non-SEN pupils with similar prior attainment, at all key stages and in each subject.
- At Key Stage 2 and Key Stage 3 the gender gap is greatest for non-statemented SEN pupils.
- In Key Stage 3 English, the gender effect is greater than the 'type' of SEN effect, as SEN girls, whether statemented or not, progress more than either boy group.
- At GCSE, SEN (statemented pupils) make more progress than SEN (non-statemented for the 5+ A*-C measure from each level at Key Stage 3.

Key Stage 1 – Key Stage 2

133 Tables 54-56 show the progress made at Key Stage 1-2 for English, mathematics and science. The reading and writing transitions can be found in Annex P.

134 The **key points** to emerge here are:

- The poor progress by SEN pupils in English and mathematics applies equally to boys and girls.
- The poor progress by SEN pupils in science affects girls slightly more than boys.
- SEN (non-statemented) pupils progress more than SEN (statemented) pupils for each subject except writing
- In English, the same proportion of SEN pupils (whether statemented or not) at a level 2B at Key Stage 1 progress the expected level at Key Stage 2.

TABLE 54:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 English by Gender and Special Educational Needs status

		Percentage achieving level 4 or above at KS2 English					
		SEN - statemented		SEN - non statemented		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS1 Average level	1	5	7	22	21	53	52
	2C	49	45	51	49	78	76
	2B	75	72	75	72	93	91
	2A	89	86	94	90	99	98
	3	100	96	99	98	100	100

TABLE 55:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 Mathematics by Gender and Special Educational Needs status

		Percentage achieving level 4 or above at KS2 Mathematics					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS1 Average level	1	6	13	19	32	42	57
	2C	36	52	43	58	65	77
	2B	65	69	64	78	84	91
	2A	82	87	84	91	95	97
	3	92	93	97	98	99	100

TABLE 56:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 Science by Gender and Special Educational Needs status

		Percentage achieving level 4 or above at KS2 Science					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS1 Average level	1	22	38	51	66	72	81
	2C	66	75	76	86	88	93
	2B	85	87	89	93	96	98
	2A	96	94	97	98	99	99
	3	98	96	99	99	100	100

Key Stage 2 – Key Stage 3

135 The progress made by boys and girls on SEN is shown in tables 57-59. The **key points** here are:

- In Key Stage 3 English, SEN boys with prior attainment of level 4+ make particularly poor progress, such that non-stated boys make poorer progress than stated girls.
- In mathematics the effects of SEN are broadly similar for boys and girls.
- In science this also occurs, with SEN (Stated) boys and girls each making similar progress to corresponding SEN non-stated pupils.

TABLE 57:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 English by Gender and Special Educational Needs status

		Percentage achieving L5 or above at KS3 English					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS2 Average level	B3	2	1	5	2	10	5
	3	16	8	27	13	51	30
	4	62	39	67	43	89	74
	5	94	75	94	84	99	96

TABLE 58:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Mathematics by Gender and Special Educational Needs status

		Percentage achieving LS or above at KS3 Mathematics					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS2 Average level	B3	1	1	1	1	2	4
	3	8	13	11	16	22	28
	4	57	64	62	71	84	87
	5	97	92	97	98	100	100

TABLE 59:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Science by Gender and Special Educational Needs status

		Percentage achieving LS or above at KS3 Science					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS2 Average level	B3	2	4	1	3	3	5
	3	15	23	14	21	25	33
	4	63	68	61	69	82	86
	5	96	93	94	96	99	99

Key Stage 3 – GCSE/GNVQ

136 Table 60 looks at the progress to the 5+ A*-C measure. The **key points** here are:

- The effects on progress of non-stated SEN pupils are similar for boys and girls.
- The effects of stated SEN are much greater for boys than girls.
- Stated girls achieve about as well as non-SEN girls with similar prior attainment, while SEN non-stated girls make poorer progress.
- For boys both SEN stated and non-stated pupils make similar progress, which is poorer than non-SEN boys.

TABLE 60:
Percentage of pupils achieving 5 good GCSEs in 2002 from Key Stage 3 2000 by Gender and Special Educational Needs status

		Percentage of pupils achieving 5+ A* to C at GCSE 2002					
		Girls			Boys		
		SEN	SEN	Non-SEN	SEN	SEN	Non-SEN
		stated	non stated		stated	non stated	
KS3 Average Level	B3	1	0	1	3	0	1
	3	0	0	1	0	0	1
	4	7	6	12	3	3	6
	5	57	39	59	32	28	45
	6	92	85	96	81	78	91
	7	100	95	100	94	96	100
	8	-	-	100	-	-	100

ANALYSIS BY ETHNICITY AND PUPIL FREE SCHOOL MEAL STATUS

137 The following tables look at the progress made by pupils eligible for free school meals in the different ethnic groups. The percentage of each ethnic group that are on free school meals is given in table 60. Bangladeshi pupils have the highest percentage of FSM pupils with over half of the pupils eligible from Key Stage 1-2 (52%) and 62% of their pupils eligible from Key Stage 2-3 and Key Stage 3 – GCSE. Pakistani pupils and the three black groups also have FSM levels more than double the national average, while white, Indian and Chinese pupils have close to average FSM levels.

TABLE 61:
The percentage of pupils eligible for Free School Meals in the different ethnic groups

	KS1-2	KS2-3	KS3-GCSE
White	16	14	12
Indian	13	14	13
Pakistani	37	41	41
Bangladeshi	53	62	62
Black Caribbean	36	32	29
Black African	40	40	40
Black Other	35	35	32
Chinese	13	14	13

138 The **interesting facts** to emerge here:

- For each ethnic group and for each subject non-FSM pupils progress more than FSM pupils for all Key stages.
- The FSM gap increases from Key stage 2 to Key Stage 3 for each ethnic pupil group, except Black African and Chinese pupils.
- The greatest FSM gap between ethnicities is in Key Stage 3 English and science for white pupils. The difference is 16 percentage points.
- Bangladeshi, Indian and Chinese pupils progress the best in GCSE in both FSM and Non-FSM groups whether they are below, at or above the expected level at Key Stage 3 in 2000.
- Black Caribbean, Black other and white pupils progress the worst at GCSE in both FSM and non-FSM groups. This is true for both the 5+ A*-C and 5+ A*-G measures.

139 The following key points emerge when looking at the progress of each ethnic group separately:

- White non-FSM pupils' make average progress at Key Stage 2, but at Key Stage 3 and GCSE they are one of the poorer progressing non-FSM groups. White FSM pupils make below average progress throughout school and make the lowest progress at GCSE.
- Non-FSM and FSM Indian pupils make above average progress throughout school.
- Non-FSM Pakistani pupils make average progress throughout school and FSM Pakistani pupils make above average progress.
- Bangladeshi FSM and non-FSM pupils make above average progress throughout school.
- Black Caribbean and black other FSM and non-FSM pupils' progress is below average at all Key Stages.
- Black African FSM and non-FSM pupils' make average progress at all key stages, with the non-FSM pupils progressing higher in the rankings than the FSM pupils.
- Chinese FSM and non-FSM pupils make above average progress in every Key Stage.

Key Stage 1 – Key Stage 2

140 Table 62 compares the progress made by pupils who achieved an average level 2C at Key Stage 1 in 1998 by ethnicity and FSM eligibility. The tables for reading and writing can be found in Annex Q.

141 The **key points** to emerge here are:

- For each ethnic group and for each subject non-FSM pupils progress more than FSM pupils (except in Science for Bangladeshi pupils).
- The greatest FSM difference is 12 percentage points and this is in English for both white and Black African pupils.
- For Pakistani, Bangladeshi and Black other pupils, FSM has a relatively small effect on progress.
- For non-FSM pupils, Chinese progress the best in all 5 subjects and black Caribbean progress the worst
- For FSM pupils, Chinese, Bangladeshi and Indian pupils progress the best in that order and Black Caribbean progress the worst.

TABLE 62:

Progression of pupils from a level 2C at Key Stage 1 1998 to a level 4 or above at Key Stage 2 by Ethnicity and pupil Free School Meal status

Ethnicity	Percentage at level 4 or above at Key Stage 2					
	KS2 English		KS2 Mathematics		KS2 Science	
	NON-FSM	FSM	NON-FSM	FSM	NON-FSM	FSM
White	70	58	66	58	89	82
Indian	73	71	76	65	89	85
Pakistani	67	66	67	62	81	79
Bangladeshi	79	78	73	71	86	88
Black Caribbean	63	56	57	51	84	79
Black African	74	62	66	61	82	80
Black Other	67	65	58	58	88	83
Chinese	85	77	92	90	95	90

Key Stage 2 – Key Stage 3

142 Table 63 compares the progress made by pupils who achieved an average level 4 at Key Stage 2 in 1999 by ethnicity and FSM eligibility. The **key outputs** here are:

- In each Key Stage 3 subject, non-FSM pupils progress more than FSM pupils for each ethnic group.
- The greatest difference between FSM and non-FSM pupils is 16 percentage points and this is for whites in both English and science.
- The Chinese and Indians are the best progressing ethnic groups for both FSM and non-FSM pupils in all subjects
- Black Caribbean and black other are the worst the best progressing ethnic groups for both FSM and non-FSM pupils.
- White FSM pupils show particularly poor progress in English.

TABLE 63:
Progression of pupils from a level 4 at Key Stage 2 1999 to a level 5 or above at Key Stage 3 2002
by Ethnicity and pupil Free School Meal status

Ethnicity	Percentage at level 5 or above at Key Stage 3					
	KS3 English		KS3 Mathematics		KS3 Science	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
White	80	64	85	73	84	68
Indian	88	81	90	83	85	76
Pakistani	83	75	83	76	73	65
Bangladeshi	81	76	83	73	69	63
Black Caribbean	74	61	75	61	72	60
Black African	81	74	80	71	78	69
Black Other	78	67	76	68	73	63
Chinese	88	85	96	92	90	85

Key Stage 3 – GCSE/GNVQ

143 Table 64 reveals the progress made at GCSE from pupils below, at or above the expected level at Key Stage 3 in 2000 for FSM and non-FSM pupils in each of the ethnic groups.

144 The **key points** here are:

- Non-FSM pupils progress more than FSM pupils for every ethnic group and from every Key Stage 3 prior attainment level.
- Bangladeshi, Indian and Chinese FSM and non-FSM pupils make the most progress from the various Key Stage 3 starting points.
- For both the 5+ A*-C and 5+ A*-G measures, Black Caribbean, Black other and white pupils, both FSM and non-FSM pupils, make the least progress.
- White FSM pupils progress the worst from each of the 3 different Key Stage 3 starting points for the 5+ A*-C measure.

TABLE 64:
Percentage of pupils achieving 5 + A*-C GCSEs in 2002 by Ethnicity and pupil Free School Meal status

Ethnicity	Percentage achieving 5+ A*-C at GCSE 2002					
	Below L5 at KS3		Level 5 at KS3		Above L5 at KS3	
	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
White	5	3	51	34	95	85
Indian	15	12	72	66	98	96
Pakistani	11	10	68	66	97	96
Bangladeshi	16	15	72	71	98	96
Black Caribbean	5	5	49	45	93	87
Black African	13	9	69	65	97	95
Black Other	7	6	51	44	94	85
Chinese	16	14	70	73	98	95

ANALYSIS BY SCHOOL LEVEL FREE SCHOOL MEALS AND ENGLISH AS AN ADDITIONAL LANGUAGE

145 The following section looks at the progress made by pupils classified as EAL in schools with different percentages of Free School Meals. The tables only look at the achievements of those pupils that were at the expected level at the previous key stage. Annex R contains tables looking at the outcomes from every prior attainment level.

146 The **key outcomes** here are:

- For each FSM band and for every subject at every Key Stage, EAL pupils make more progress than non-EAL pupils
- In general as the school FSM percentage increases, the difference between EAL and non-EAL pupils increases.
- At Key Stage 3, the difference between EAL pupils and non-EAL pupils gets smaller through English, mathematics and science.
- When looking at EAL or non-EAL pupils separately, those in the lowest FSM schools progress more than those in the highest FSM schools.
- There is a greater school FSM effect for non-EAL pupils than EAL pupils, as the difference in pupil percentages achieving the expected level is larger for non-EAL pupils than EAL pupils.
- At Key Stage 3, the difference between EAL and non-EAL pupils increases as the school FSM band increases. This is also true for those pupils that were at or above the expected level at GCSE.

Key Stage 1 – Key Stage 2

147 Table 65 shows the progress made by EAL and non-EAL pupils in each school FSM band at Key Stage 2 from a level 2C at Key Stage 1.

148 The **key facts** here are:

- EAL pupils make more progress than non-EAL pupils in each FSM band and in each subject except science for FSM bands 8-20 and 21-35.
- Progress decreases for both EAL and non-EAL pupils as the school FSM band increases.

TABLE 65:

2002 Key Stage 2 results for pupils whose average Key Stage 1 prior attainment was a level 2C by School FSM band and EAL

SCHOOL FSM BAND	Percentage at level 4 or above at Key Stage 2									
	English		Mathematics		Science		Reading		Writing	
	EAL	NON EAL	EAL	NON EAL	EAL	NON EAL	EAL	NON EAL	EAL	NON EAL
<=8%	82	74	78	69	92	91	87	84	60	46
> 8% and <=20%	73	68	72	64	87	88	78	79	57	41
>20% and <=35%	72	64	71	62	85	86	76	74	58	39
>35%	69	59	68	59	83	83	72	69	54	36

Key Stage 2 – Key Stage 3

149 Table 66 shows the progress made by EAL and non-EAL pupils in each school FSM band at Key Stage 3 from a level 4 at Key Stage 2.

150 The **key facts** here are:

- For each FSM band, EAL pupils progress more than non-EAL pupils for English, mathematics and science.
- The percentage difference between EAL and non EAL pupils gets smaller through English, mathematics and science.
- Whether looking at EAL or non-EAL pupils separately, those in the lowest FSM schools progress better than those in the highest FSM schools.

TABLE 66:
2002 Key Stage 3 results for pupils whose average Key Stage 2 prior attainment was a level 4 by School FSM band and EAL

SCHOOL FSM BAND	Percentage at level 5 or above at Key Stage 3					
	English		Mathematics		Science	
	EAL	NON EAL	EAL	NON EAL	EAL	NON EAL
<5%	89	85	91	90	90	90
>5% and <=9%	83	81	91	87	88	87
>9% and <=13%	88	79	90	84	83	83
>13% and <=21%	84	75	87	81	82	78
>21% and <=35%	83	72	84	77	77	74
>35%	75	65	77	69	67	65

Key Stage 3 – GCSE/GNVQ

151 Table 67 compares the percentage of EAL and non-EAL pupils in different school FSM bands achieving 5 good GCSEs in 2002 from Key Stage 3 in 2000.

152 The **key facts** to emerge here are:

- For each FSM band and from each KS3 prior attainment EAL pupils progress more than non-EAL pupils
- The difference between EAL and non-EAL pupils increases as the school FSM band increases for those at or above Level 5 at Key Stage 3. For example, the difference between EAL and non-EAL pupils from the expected level at Key Stage 3 is 13 percentage points in the lowest FSM band and increases to 26 percentage points in the highest FSM band.

TABLE 67:
2002 GCSE/GNVQ results for pupils from the different outcomes at Key Stage 3 in 2000 by School FSM band and EAL

SCHOOL FSM BAND	Percentage achieving 5+ A*-C at GCSE 2002					
	Below Level 5 at KS3		Level 5 at KS3		Above Level 5 at KS3	
	EAL	Non-EAL	EAL	Non-EAL	EAL	Non-EAL
<5%	17	7	69	56	97	96
>5% and <=9%	12	6	67	52	97	95
>9% and <=13%	12	5	68	49	97	94
>13% and <=21%	11	4	66	45	96	92
>21% and <=35%	12	4	67	42	96	91
>35%	12	4	69	43	97	89

ANALYSIS OF GENDER, ETHNICITY AND PUPIL LEVEL FREE SCHOOL MEALS

153 The following section compares the progress made by pupils to the expected level or above at each Key Stage from the expected level at the previous key stage combining the effects of gender, ethnicity and eligibility for Free School meals. Full tables can be found in Annex S.

154 The **key facts** here are:

- In general, Non-FSM pupils progress more than FSM pupils for both genders and for each subject at every Key Stage.
- White FSM boys and girls progress at a rate far below average in the respective FSM-gender groups at GCSE. For example from the expected level at Key Stage 3, nationally 51 percent of pupils achieve 5 good GCSEs; however only 40 percent of white, FSM girls and 27 percent of white, FSM boys achieve this level.
- Black Caribbean pupils are one of the poorest progressing groups at every key stage for all FSM/gender combinations.
- Black other FSM girls make good progress at Key Stage 2 but then are one of the poorer progressing girl/FSM groups at Key Stage 3 and GCSE.
- The greatest FSM difference for both boys and girls is for white and Black Caribbean pupils at all Key Stages.

155 When looking at the **progression of the different ethnic/ FSM/ gender groups separately the following outcomes are found.** (Note: The comparisons of the progress of all the groups are given as a ranking system i.e. first relates to the group that progress the best etc. The comparisons also only relate to the gender/FSM group mentioned)

- White FSM girls are one of the poorer progressing groups at Key Stage 2, make average progress at Key Stage 3 and then make the least progress at GCSE.
- White non-FSM girls make average progress at Key Stage 2 and Key Stage 3 and then make below average progress at GCSE.
- White FSM boys progress poorly in English at Key Stage 2 and Key Stage 3 and make the least progress for all prior attainment points at GCSE.
- White non-FSM boys progress well in science at Key Stage 2 and 3 and make average progress in English and mathematics, but then are one of the poorest progressing non-FSM/boy groups at GCSE for all prior attainment points.

- Indian FSM girls rate of progress from increases through the Key stages.
- Indian non-FSM girls make above average progress in all key stages.
- Indian boys, whether FSM or not, make above average progress throughout school.

- Pakistani FSM girls' progress improves at each Key Stage.
- Pakistani non-FSM girls' rate of progress is poor at Key Stage 2, improves at Key Stage 3 and is above average at GCSE.
- Pakistani FSM boys make average progress throughout school.
- Pakistani non-FSM boys make average progress throughout school.

- Bangladeshi FSM girls progress well at Key Stage 2. At Key Stage 3, their progress is average and GCSE they make above average progress compared to other FSM/girl groups.
- For Bangladeshi non-FSM girls the progress pattern is similar to the FSM girls.
- Bangladeshi FSM boys follow the same pattern as the FSM girls.
- Bangladeshi non FSM boys have the same pattern above and at GCSE they actually make the best progress.

- Black Caribbean pupils, whether looking at any of the FSM/gender combinations are one of the poorest progressing groups at every key stage

- Black African FSM and non-FSM girls make average progress throughout school in the respective FSM/ non-FSM groups.
- Black African FSM boys are one of the poorer progressing groups at Key Stage 2 and Key Stage 3 but, make average at GCSE.
- Black African non-FSM boys make average progress throughout school.
- Black other FSM girls progress well at Key Stage 2 but are one of the poorest progressing FSM/girl groups at Key Stage 3 and GCSE.
- Black other non-FSM girls are one of the poorer progressing groups throughout school.
- Black other FSM and non-FSM boys are one of the poorer progressing FSM/non-FSM boy groups throughout school.
- Chinese FSM girls make above average progress throughout school.
- Chinese non-FSM girls progress the best throughout school.
- Chinese FSM boys progress the best throughout school.
- Chinese non-FSM boys progress the best throughout school.

Key Stage 1 – Key Stage 2

156 Table 68 compares the 2002 Key stage 2 results for those pupils that got a level 2C at Key Stage 1 in 1998 split by gender, ethnicity and FSM eligibility.

157 The **key points** here are:

- The greatest difference between FSM and non-FSM pupils for each gender is within the white and Black African ethnic groups for English, within Indian pupils for mathematics and white pupils for science.
- The greatest gender difference within each FSM/non-FSM group is for Black Caribbean and Black other pupils in English and for Pakistani pupils in mathematics and science.

TABLE 68:

2002 Key Stage 2 results for pupils who achieved a level 2C at Key Stage 1 in 1998 by Gender, Ethnicity and FSM

Ethnicity	Percentage at level 4 or above at Key Stage 2											
	KS2 English				KS2 Mathematics				KS2 Science			
	Girls		Boys		Girls		Boys		Girls		Boys	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
White	73	61	68	55	60	53	71	63	87	79	91	86
Indian	76	73	71	69	71	59	80	72	87	82	90	88
Pakistani	68	67	66	65	60	55	73	68	78	76	84	83
Bangladeshi	83	84	75	73	67	66	79	76	85	86	86	90
Black Caribbean	70	61	56	52	56	46	58	56	84	75	84	83
Black African	79	66	70	58	63	59	69	62	80	82	84	78
Black Other	73	73	62	57	56	56	61	60	87	82	89	85
Chinese	89	100	81	63	90	83	93	95	98	92	93	89

Key Stage 2 – Key Stage 3

158 Table 69 compares the 2002 Key stage 3 results for those pupils that got a level 4 at Key Stage 2 in 1999 split by gender, ethnicity and FSM eligibility.

159 The **key points** here are:

- The greatest difference between FSM and non-FSM pupils for each gender is within the white and Black Caribbean ethnic groups for English, mathematics and science.
- The greatest gender difference within each FSM/non-FSM group is for Black Caribbean, Bangladeshi and white pupils in English and for Black other pupils in mathematics and science.

TABLE 69:

2002 Key Stage 3 results for pupils who achieved a level 4 at Key Stage 2 in 1999 by Gender, Ethnicity and FSM

Ethnicity	Percentage at level 5 or above at Key Stage 3											
	KS3 English				KS3 Mathematics				KS3 Science			
	Girls		Boys		Girls		Boys		Girls		Boys	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
White	89	76	71	52	84	70	86	75	83	66	85	70
Indian	94	92	82	71	89	84	91	82	85	77	85	76
Pakistani	90	84	76	65	82	73	85	80	72	65	75	66
Bangladeshi	90	85	70	65	83	70	84	78	70	61	68	65
Black Caribbean	85	73	61	47	75	62	75	60	74	60	70	59
Black African	90	85	72	63	81	71	79	71	79	73	76	65
Black Other	88	75	66	59	77	63	74	73	76	61	68	65
Chinese	93	95	84	76	96	91	96	94	92	87	89	83

Key Stage 3 – GCSE/GNVQ

160 Table 70 compares the percentage of pupils achieving 5 good GCSEs in 2000 from Key Stage 3 in 2000 split by gender, ethnicity and FSM eligibility.

161 The **key points** here are:

- Indian, Bangladeshi and Chinese pupils in every gender/FSM group progress the best at GCSE from either below, at or above the expected level at Key stage 3.
- Black Caribbean, Black other and white pupils progress the worst at GCSE for every gender/FSM combination from Key Stage 3.
- From the expected level at Key Stage 3, the greatest FSM gap for each gender is for white pupils, with the gap equal to 19 percentage points for girls and 16 percentage points for boys. The next greatest gap is less than 10 percentage points.

TABLE 70:

2002 GCSE results for pupils who achieved below, at, or above a level 5 at Key Stage 3 in 2000 by Gender, Ethnicity and FSM

Ethnicity	Percentage achieving 5+ A*-C at GCSE 2002											
	Below Level 5 at KS3				At Level 5 at KS3				Above Level 5 at KS3			
	Girls		Boys		Girls		Boys		Girls		Boys	
	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM	FSM
White	8	4	3	2	58	40	43	27	97	90	93	79
Indian	21	20	11	6	81	73	64	60	99	98	98	94
Pakistani	16	13	7	7	77	73	58	59	98	99	96	92
Bangladeshi	22	20	11	11	77	76	66	65	98	98	98	95
Black Caribbean	8	6	3	3	58	55	40	33	96	90	88	84
Black African	19	12	9	6	75	71	62	57	98	96	95	94
Black Other	8	7	5	4	59	52	41	36	97	89	90	80
Chinese	24	19	10	9	75	70	65	77	99	94	98	95

TECHNICAL INFORMATION

162 This bulletin describes pupil attainment in terms of National curriculum levels and marks.

163 Average levels are calculated by taking the average of a pupil's results in each subject once they have been converted from National Curriculum levels into point scores using the equivalencies shown in tables 71-73 below. For the purpose of this bulletin, average point scores are then converted back into levels.

164 The average Key Stage 1 level is calculated from a pupil's reading, writing and mathematics level only, their spelling level is omitted. At key stage 2 and Key Stage 3 the average level is calculated from the levels awarded in English, mathematics and science.

165 A pupil's overall Reading level at Key Stage 1 is taken as the level awarded for the Reading task, unless they achieved a level 3 or above in the Reading Comprehension test.

TABLE 71:
Key Stage 1 Point Score Equivalencies

Test Outcome	Reading Test	Reading Task	Writing	Mathematics
A - Absent	Disregard	Disregard	Disregard	Disregard
D - Disapplied	Disregard	Disregard	Disregard	Disregard
W - Working towards level 1	-	3	3	3
Level 1	-	9	9	9
Level 2C	-	13	13	13
Level 2B	-	15	15	15
Level 2A	-	17	17	17
Level 3	21	-	21	21
Level 4	27	-	27	27

TABLE 72:
Key Stage 2 Point Score Equivalencies

Test Outcome	English	Mathematics	Science
A - Absent	Disregard	Disregard	Disregard
D - Disapplied	Disregard	Disregard	Disregard
B - Working towards the level of the test	15	15	15
N - Below the level 2 threshold	15	15	15
Compensatory level 2	15	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39

TABLE 73:
Key Stage 3 Point Score Equivalencies

Test Outcome	English	Mathematics	Science
A - Absent	Disregard	Disregard	Disregard
D - Disapplied	Disregard	Disregard	Disregard
B - Working towards the level of the test	15	15	15
N - Below the level 2 threshold	15	15	15
Compensatory level 2	15	15	15
Level 3	21	21	21
Level 4	27	27	27
Level 5	33	33	33
Level 6	39	39	39
Level 7	45	45	45
Level 8	51	51	51
EP - Exceptional Performance	57	57	57

FURTHER INFORMATION

166 Enquiries about the contents of this bulletin should be addressed to Storm Ballard, Analytical Services, Department for Education and Skills, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT (Tel: 020 7925 5810). All Press Enquiries should be made to the Department's Press Office at Sanctuary Buildings (Tel: 020 7925 6487).

167 This Statistical Bulletin, including all tables and charts in the annexes, is available on the DfES statistics website at www.dfes.gov.uk/statistics

168 The data in this bulletin are taken from the national pupil database. It also builds on value added analyses in the 2002 Autumn Package, which is available on the Department's Standards Site at www.standards.dfes.gov.uk/performance

169 Information on progress made by pupils between GCSE / GNVQ and GCE A / AS level can be found in a further Statistical Bulletin entitled 'GCSE / GNVQ and GCE A / AS Level Performance of Candidates Attempting Two or More GCE A Levels or AS Equivalents in 2001 / 2002', which was published on 29th May 2003 is also available on the DfES statistics website.

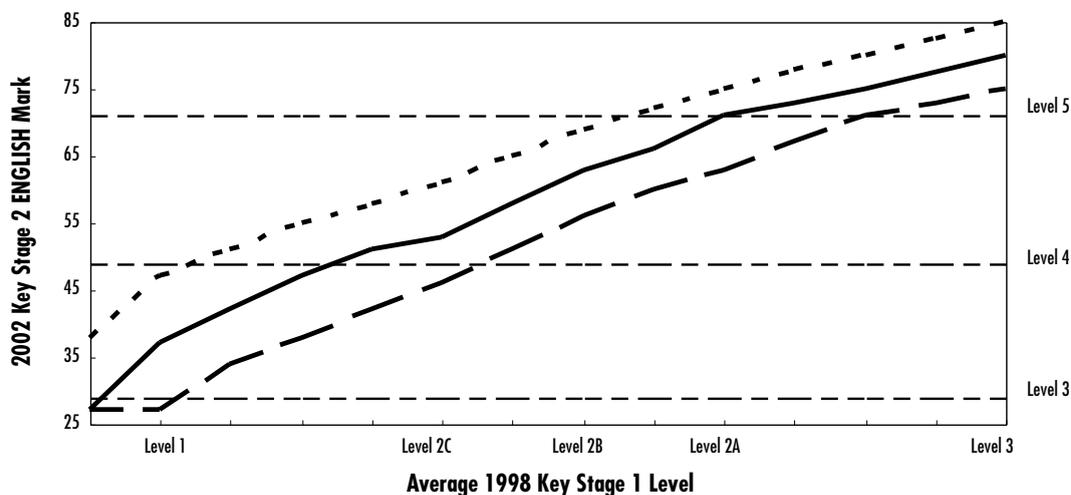
CHARTS AND TABLES

ANNEX A: The National Picture

Value Added Charts

Key stage 1 –Key Stage 2

CHART A1:
2002 Key Stage 2 English Value Added line



The value added chart above shows the outcomes for Key Stage 2 English for each prior attainment point. It shows that for pupils with a Key stage 1 average prior attainment of a level 2C (the expected level at Key Stage 1), the median outcome at Key Stage 2 was a level 4 (the expected level at Key stage 2). The median for those pupils below the expected level at Key Stage 1 was a level 3 and those pupils who were at a level 2A or above at Key Stage 1 went on to achieve level 5.

CHART A2:
2002 Key Stage 2 Mathematics Value Added line

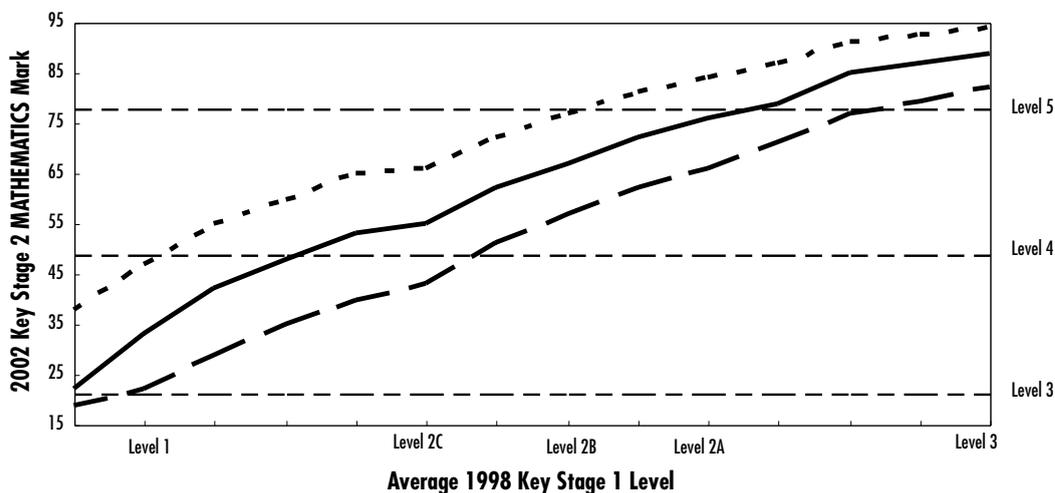


Chart A2 above shows the outcomes in Key Stage 2 mathematics for each prior attainment point. It shows that for pupils achieving an average level 1 in 1998, the median outcome at Key Stage 2 in 2002 was a level 3, while for pupils with prior attainment level 2C to level 2A the median outcome was a level 4. For pupils with prior attainment above level 2A, the median outcome was a level 5.

**CHART A3:
2002 Key Stage 2 Science Value Added line**

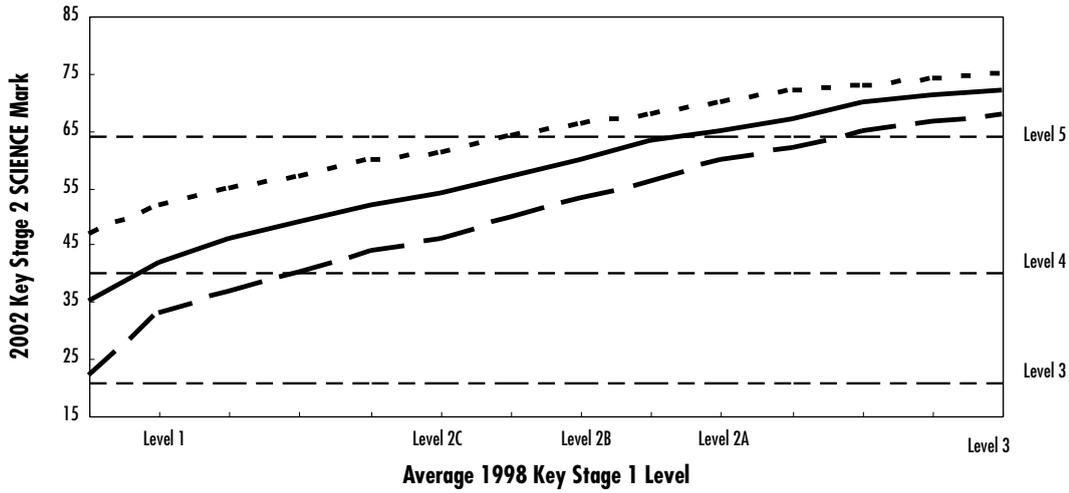
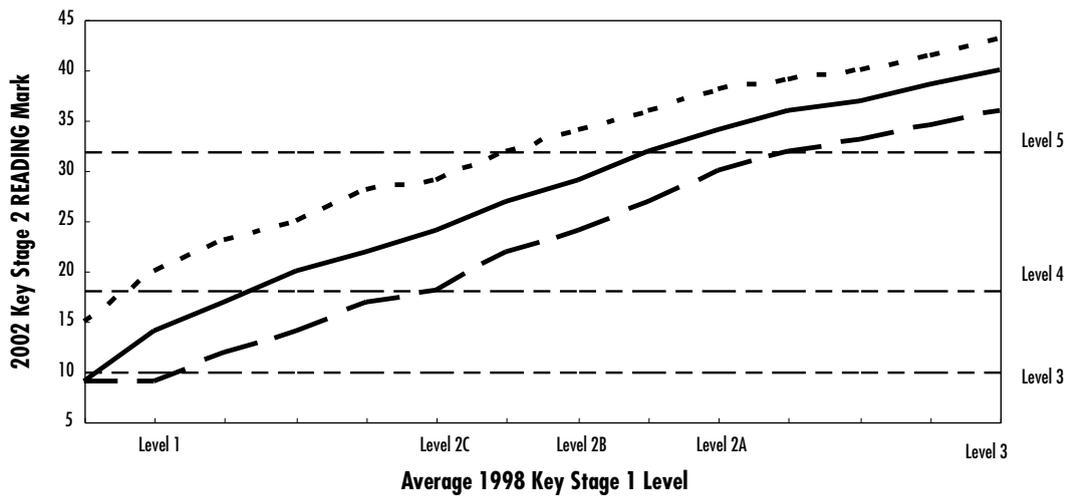
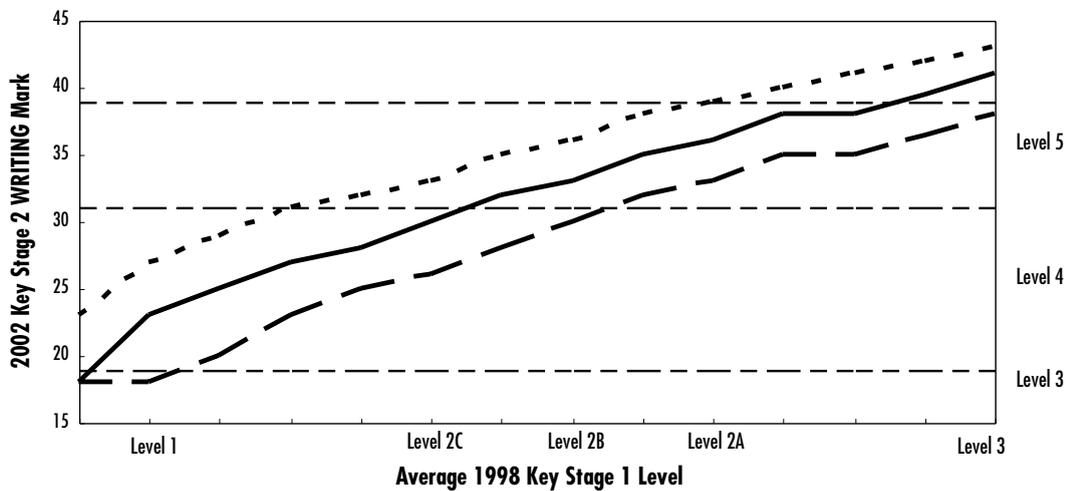


Chart A3 above shows the outcomes in Key Stage 2 science for each prior attainment point. It shows that, for pupils with Key Stage 1 attainment in the range level 1 to level 2A in 1998, the median outcome at Key Stage 2 in 2002 was a level 4, while for pupils with prior attainment above level 2A the median outcome was a level 5.

**CHART A4:
2002 Key Stage 2 Reading Value Added line**



**CHART A5:
2002 Key Stage 2 Writing Value Added line**



Progress tables

For the Key Stage 1–Key Stage 2 progress tables, where B3 is shown as one of the attainment levels for Key Stage 2, this covers pupils who obtained below a level 3 including a compensatory level 2.

General points:

- A higher percentage of pupils with low prior attainment (average levels 1 and 2C at Key Stage 1) achieved levels 4 and 5 in science than in either English or mathematics. For example, 55% of pupils with an average prior attainment of level 1 achieved level 4 in science, compared to only 28% of the same group in English and 30% in mathematics.
- Almost all pupils with a higher prior attainment (average levels 2A and 3 at Key Stage 1) progressed to a level 4 or above in Key Stage 2 English, mathematics and science. The percentage of pupils achieving a level 5 from a level 2A at Key Stage 1 was slightly lower in mathematics than English or science with 41% progressing to level 5 in mathematics, compared to 46% and 57% respectively in English and science.
- Across the range of prior attainment, pupils consistently progressed more in reading than in writing. For example, 93% of pupils who achieved on average a level 2B at Key Stage 1 went on to obtain a level 4 or above in Key Stage 2 reading, compared to only 68% of the same group in writing.

TABLE A1:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 English

		Percentage of Pupils achieving each level					Total
		KS2 English Level					
		B3	3	4	5	6	
KS1 average level without spelling	1	25	46	28	1	0	100
	2C	2	30	62	6	0	100
	2B	0	10	70	20	0	100
	2A	0	2	52	46	0	100
	3	0	0	23	77	0	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE A2:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Mathematics

		Percentage of Pupils achieving each level					Total
		KS2 Mathematics Level					
		B3	3	4	5	6	
KS1 average level without spelling	1	22	46	30	2	0	100
	2C	2	33	57	7	0	100
	2B	0	14	65	20	0	100
	2A	0	4	55	41	0	100
	3	0	1	27	70	2	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE A3:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Science

		Percentage of Pupils achieving each level					Total
		KS2 Science Level					
		B3	3	4	5	6	
KS1 average level without spelling	1	8	30	55	7	0	100
	2C	0	12	70	18	0	100
	2B	0	4	62	34	0	100
	2A	0	1	43	57	0	100
	3	0	0	19	81	1	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE A4:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Reading

		Percentage of Pupils achieving each level				
		KS2 Reading Level				
		B3	3	4	5	Total
KS1 average level without spelling	1	27	32	37	4	100
	2C	3	19	63	15	100
	2B	0	7	60	33	100
	2A	0	1	38	60	100
	3	0	0	16	84	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE A5:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Writing

		Percentage of Pupils achieving each level				
		KS2 Writing Level				
		B3	3	4	5	Total
KS1 average level without spelling	1	27	58	15	1	100
	2C	4	54	40	3	100
	2B	1	31	58	10	100
	2A	0	14	62	24	100
	3	0	4	46	50	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

Subject to subject Progress tables

TABLE A6:
Progression of pupils between Key Stage 1 1998 Mathematics and 2002 Key Stage 2 mathematics

		Percentage of Pupils achieving each level					
		KS2 Mathematics Level					
		B3	3	4	5	6	Total
KS1 mathematics level	1	30	48	22	1	0	100
	2C	4	36	55	6	0	100
	2B	1	15	66	19	0	100
	2A	0	5	54	41	0	100
	3	0	1	25	72	2	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE A7:
Progression of pupils between Key Stage 1 1998 Reading and 2002 Key Stage 2 Reading

		Percentage of Pupils achieving each level KS2 Reading Level				
		B3	3	4	5	Total
KS1 Reading level	1	29	32	35	4	100
	2C	4	21	60	15	100
	2B	1	9	60	31	100
	2A	0	3	52	45	100
	3	0	0	19	81	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE A8:
Progression of pupils between Key Stage 1 1998 Writing and 2002 Key Stage 2 Writing

		Percentage of Pupils achieving each level KS2 Writing Level				
		B3	3	4	5	Total
KS1 Writing level	1	30	56	13	1	100
	2C	3	49	43	5	100
	2B	0	20	62	18	100
	2A	0	6	54	40	100
	3	0	1	34	64	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

Key Stage 2 - Key Stage 3

Value-Added charts

The following value added charts show, for pupils in each Key Stage 2 prior attainment group, the median, upper and lower quartiles of their Key Stage 3 results three years later. In these charts, the Key Stage 2 prior attainment used is a pupil's average test level, calculated from their 1999 English, mathematics and science test levels. In Key Stage 3 the English attainment is test marks. For Key Stage 3 mathematics and science there are tiered papers using different marks specific to the tier. These charts are based on a translation of the different tiered papers to a common framework. As before, for each level of prior attainment at Key Stage 2, 25% of pupils have Key Stage 3 results which lie above the upper quartile, and 25% of pupils have results that lie below the lower quartile. These points have then been joined up to produce the lines shown.

CHART A6:
2002 Key Stage 3 English Value Added line

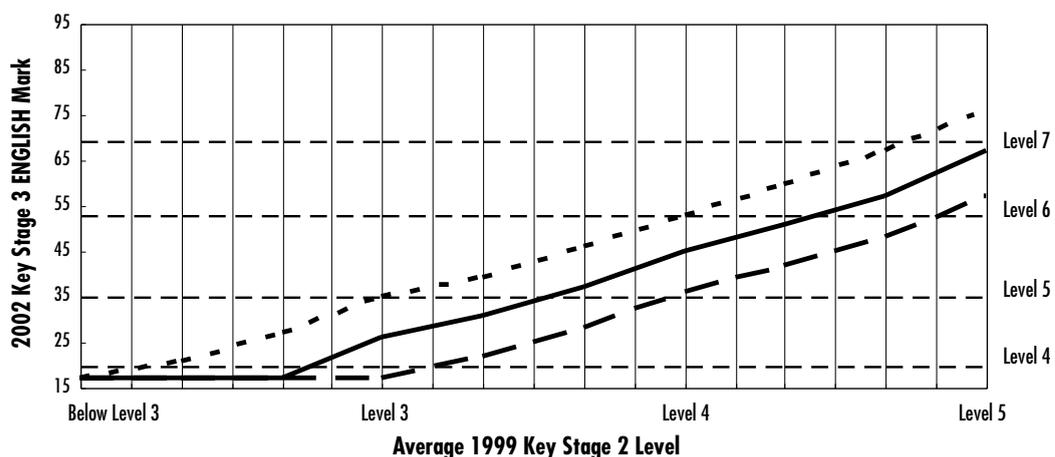
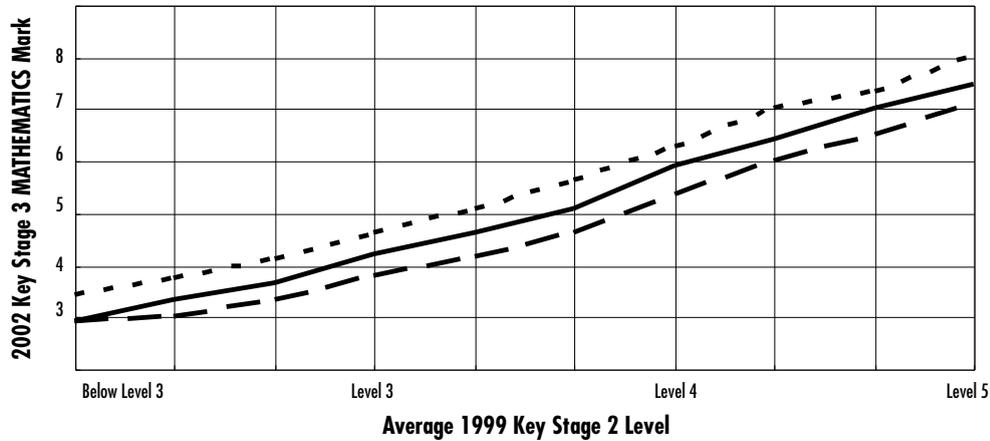


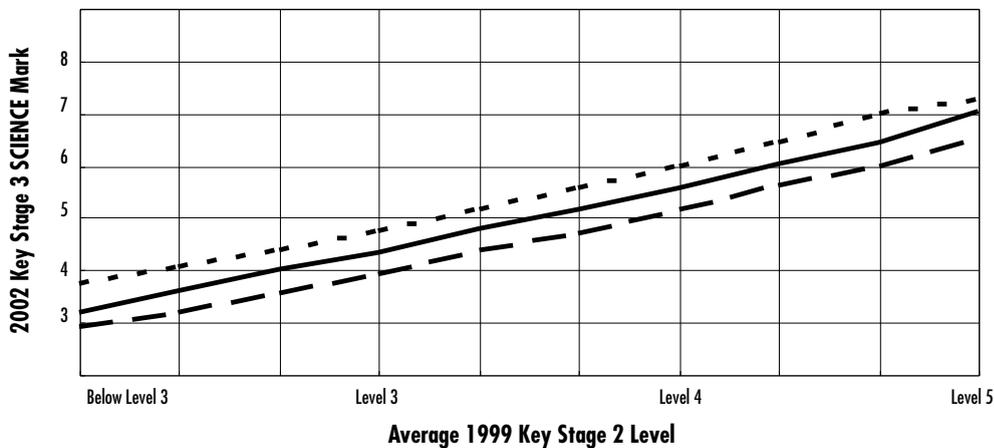
Chart A6 on the previous page shows the outcomes in Key Stage 3 English for each prior attainment point. It shows that, for pupils with a prior attainment of a level 3 at Key Stage 2, the median outcome at Key Stage 3 in 2002 was a level 4, while for pupils with a prior attainment of a level 4, the median outcome was a level 5. The median outcome for pupils with a prior attainment of a level 5 was a level 6 in Key Stage 3 English.

**CHART A7:
2002 Key Stage 3 Mathematics Value Added line**



The value added chart A7 shows the outcomes for Key Stage 3 mathematics. It shows that, for pupils with a prior attainment of a level 3 at Key Stage 2, the median outcome at Key Stage 3 in 2002 was a level 4, while for pupils with a prior attainment between a high level 3 and a low level 4, the median outcome was a level 5. The median outcome for pupils with a prior attainment of between a level 4 and a level 5 was a level 6, whilst the median outcome for pupils with a prior attainment of a level 5 was a level 7 in Key Stage 3 mathematics.

**CHART A8:
2002 Key Stage 3 Science Value Added line**



The value added chart A8 shows the outcomes for Key Stage 3 science. It shows that, for pupils with a prior attainment of a level 3 at Key Stage 2, the median outcome at Key Stage 3 in 2002 was a level 4, while for pupils with a prior attainment of a level 4, the median outcome was a level 5. The median outcome for pupils with a prior attainment of a level 5 was a level 6 in Key Stage 3 science.

Progress Tables

For the Key Stage 2–Key Stage 3 progress tables, where B3 is shown as one of the attainment levels for Key Stage 2 and 3, this covers pupils who obtained below a level 3 including a compensatory level 2 and attainment level B4 in Key Stage 3 English covers all pupils who obtained below a level 4, including a compensatory level 3. Level 2 is not a valid level in Key Stage 3 English.

General points:

- A higher percentage of pupils with low prior attainment (average level 3 and below at Key Stage 2) achieved level 5 in English than in mathematics or science. For example, 27% of pupils with an average prior attainment of level 3 achieved level 5 in English, compared to 17% of the same group in mathematics, and 22% in science.
- Pupils with high prior attainment (average level 5 at Key Stage 2) progressed more in mathematics between Key Stage 2 and Key Stage 3 than they did in either English or science. Of the pupils who obtained an average level 5 at Key Stage 2, 53% achieved a level 7 in Key Stage 3 mathematics, 32% a level 7 in Key Stage 3 English, and 37% a level 7 in Key Stage 3 science.

TABLE A9:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 English

		Percentage of Pupils achieving each level						Total
		KS3 English Level						
		B4	4	5	6	7	8	
KS2 average level	B3	77	19	3	0	0	0	100
	3	27	43	27	3	0	0	100
	4	3	18	48	25	6	0	100
	5	0	2	22	40	32	4	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

B4 represents pupils who obtained below a level 4, including a compensatory level 3

TABLE A10:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Mathematics

		Percentage of Pupils achieving each level						Total	
		KS3 Mathematics Level							
		B3	3	4	5	6	7	8	
KS2 average level	B3	39	49	11	1	0	0	0	100
	3	3	28	49	17	2	0	0	100
	4	0	2	15	35	38	10	0	100
	5	0	0	0	4	27	53	17	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE A11:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Science

		Percentage of Pupils achieving each level						Total	
		KS3 Science Level							
		B3	3	4	5	6	7	8	
KS2 average level	B3	28	49	20	3	0	0	0	100
	3	2	21	53	22	2	0	0	100
	4	1	1	17	52	26	4	0	100
	5	0	0	1	15	43	37	4	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

Subject to subject Progress tables

TABLE A12:
Progression of pupils between Key Stage 2 1999 English and 2002 Key Stage 3 English

		Percentage of Pupils achieving each level						Total
		KS3 English Level						
		B4	4	5	6	7	8	
KS2 English level	B3	73	23	4	0	0	0	100
	3	21	47	29	3	0	0	100
	4	2	16	51	26	5	0	100
	5	0	1	18	42	35	4	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

B4 represents pupils who obtained below a level 4, including a compensatory level 3

TABLE A13:
Progression of pupils between Key Stage 2 1999 Mathematics and 2002 Key Stage 3 Mathematics

		Percentage of Pupils achieving each level						Total	
		KS3 Mathematics Level							
		B3	3	4	5	6	7	8	
KS2 Mathematics level	B3	32	55	12	1	0	0	0	100
	3	2	21	52	23	3	0	0	100
	4	0	1	11	36	42	9	0	100
	5	0	0	0	3	26	55	16	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE A14:
Progression of pupils between Key Stage 2 1999 Science and 2002 Key Stage 3 Science

		Percentage of Pupils achieving each level						Total	
		KS3 Science Level							
		B3	3	4	5	6	7	8	
KS2 Science level	B3	34	47	16	2	0	0	0	100
	3	3	25	53	18	1	0	0	100
	4	1	2	20	51	23	3	0	100
	5	0	0	2	20	43	31	3	100

0% represents some pupils but less than 0.5%

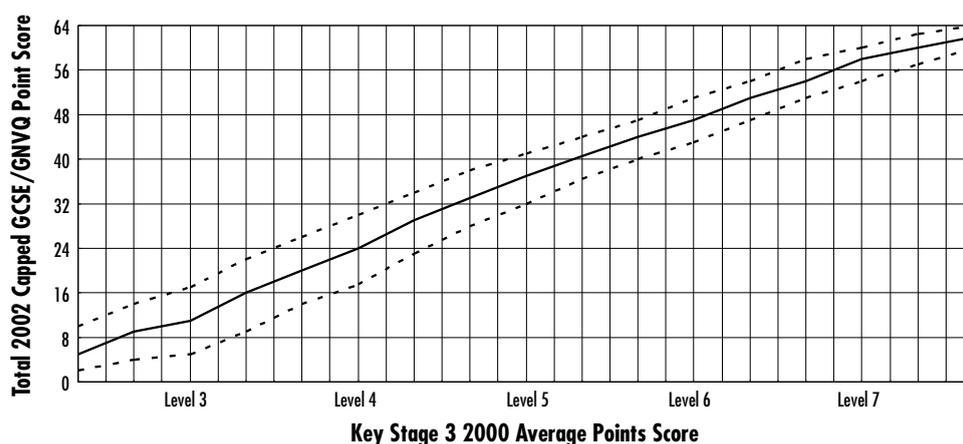
B3 represents pupils who obtained below a level 3, including a compensatory level 2

Key Stage 3 - GCSE/GNVQ

Value Added Charts

The following value added chart show, for pupils in each Key Stage 3 prior attainment group, the median, upper and lower quartiles of their GCSE results (in total point scores) two years later. A total GCSE point score is calculated by converting the different GCSE/GNVQ grades into points, where an A* is equivalent to 8 points, an A is worth 7 points, down to grade G which is worth 1 point. An intermediate GNVQ is broadly equivalent to four GCSEs at grades A*-C, while a foundation GNVQ is broadly equivalent to four GCSEs at grades D-G.

CHART A9:
2002 GCSE/GNVQ Capped total point score Value Added line



The total GCSE point score is capped at a pupil's best 8 GCSE/GNVQ grades. Thus the highest possible GCSE capped total point score is 64 points. Chart 7 reveals the median, upper and lower quartiles of the GCSE/GNVQ capped total points achieved nationally by the different prior attainment groups at Key Stage 3. Pupils with a prior attainment of a level 5 (the expected level at Key Stage 3) went on to achieve 36 points at GCSE/GNVQ, while pupils with a prior attainment of a level 6 went onto achieve 46 points. That one level difference at Key Stage 3 accounted for a 10 point difference which is equivalent, for example, to an extra 2 GCSEs at grade C.

Progress Tables

The following table shows for pupils with similar prior attainment in 2000 Key Stage 3, the distribution of their attainment in terms of 5+ A*-C, 5+ A*-G at GCSE as well as the mean total capped point score achieved by each Key Stage 3 prior attainment group. 51 percent of pupils at level 5 at Key Stage 3 go on to attain 5+ A*-C at GCSE and this figure rises substantially to 93 percent for those who achieved a level 6 at Key Stage 3 in 2000.

TABLE A15:
Progression of pupils between Key Stage 3 2000 and 2002 GCSE/GNVQ

KS3 Average Level	Percentage of pupils achieving		2002 Average capped GCSE point score
	5+ GCSEs at A*-C	5+ GCSEs at A*-G	
B3	1	33	7
3	1	66	13
4	8	90	24
5	51	97	36
6	93	99	46
7	99	100	56
8	100	100	61

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

ANNEX B: Comparisons over Time

Key stage 1 - Key Stage 2

TABLE B1:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 English

		Percentage achieving KS2 English level							
		1999		2000		2001		2002	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 average level	1	28	1	33	2	31	1	29	1
	2C	65	5	72	6	69	6	68	6
	2B	83	12	90	19	89	20	90	20
	2A	95	31	98	46	97	44	98	46
	3	99	63	100	76	100	75	100	77

TABLE B2:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Mathematics

		Percentage achieving KS2 Mathematics level							
		1999		2000		2001		2002	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 average level	1	32	2	32	2	28	1	32	2
	2C	62	8	62	6	59	5	65	7
	2B	79	16	83	17	80	16	85	20
	2A	92	32	94	35	94	35	96	41
	3	98	63	99	67	99	68	99	72

TABLE B3:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Science

		Percentage achieving KS2 Science level							
		1999		2000		2001		2002	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 average level	1	52	7	61	7	65	7	62	7
	2C	79	15	87	17	88	15	88	18
	2B	89	25	96	32	96	29	96	34
	2A	95	38	99	52	99	49	99	57
	3	98	62	100	76	100	75	100	81

Key Stage 2 - Key Stage 3

TABLE B4:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 English

		Percentage achieving KS3 English level							
		1999		2000		2001		2002	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	6	1	4	0	4	0	3	0
	3	40	5	35	4	36	5	30	3
	4	84	36	81	32	82	38	78	31
	5	98	78	97	75	98	81	97	76

TABLE B5:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Mathematics

		Percentage achieving KS3 Mathematics level							
		1999		2000		2001		2002	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	4	1	2	0	1	0	1	0
	3	32	5	28	4	31	4	20	2
	4	89	55	87	52	89	56	83	48
	5	99	96	99	96	100	97	100	96

TABLE B6:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Science

		Percentage achieving KS3 Science level							
		1999		2000		2001		2002	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	4	1	2	0	3	0	3	0
	3	23	2	23	2	33	3	24	2
	4	79	30	80	33	88	41	82	29
	5	98	83	99	86	99	91	99	84

Key Stage 3 - GCSE/GNVQ

TABLE B7:
Progression of pupils between Key Stage 3 2000 and 2002 GCSE/GNVQ

		Percentage of pupils gaining 5+ GCSEs at A*-C			
		1999	2000	2001	2002
KS3 Average Level	B3	1	0	1	1
	3	0	1	0	1
	4	6	8	8	8
	5	49	51	54	51
	6	93	93	95	93
	7	100	99	99	99
	8	100	100	100	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

ANNEX C: Pupils in Maintained Schools

Key Stage 1 - Key stage 2

TABLE C1:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 English

		Percentage achieving KS2 English level			
		National		Maintained	
		L4+	L5+	L4+	L5+
KS1 average level without spelling	1	29	1	29	1
	2C	68	6	68	6
	2B	90	20	90	19
	2A	98	46	98	46
	3	100	77	100	77

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE C2:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Mathematics

		Percentage achieving KS2 Mathematics level			
		National		Maintained	
		L4+	L5+	L4+	L5+
KS1 average level without spelling	1	32	2	32	2
	2C	65	7	65	7
	2B	85	20	85	20
	2A	96	41	96	41
	3	99	72	99	72

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE C3:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Science

		Percentage achieving KS2 Science level			
		National		Maintained	
		L4+	L5+	L4+	L5+
KS1 average level without spelling	1	62	7	63	7
	2C	88	18	88	18
	2B	96	34	96	34
	2A	99	57	99	57
	3	100	81	100	81

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

Key Stage 2 - Key Stage 3

TABLE C4:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 2 English

		Percentage achieving KS3 English level			
		National		Maintained	
		L5+	L6+	L5+	L6+
KS2 average level	B3	3	0	4	0
	3	30	3	32	3
	4	78	31	82	31
	5	97	76	99	81

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE C5:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 2 Mathematics

		Percentage achieving KS3 Mathematics level			
		National		Maintained	
		L5+	L6+	L5+	L6+
KS2 average level	B3	1	0	1	1
	3	20	2	23	23
	4	83	48	87	87
	5	100	96	100	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE C6:
Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 2 Science

		Percentage achieving KS3 Science level			
		National		Maintained	
		L5+	L6+	L5+	L6+
KS2 average level	B3	3	0	2	0
	3	24	2	19	1
	4	82	29	76	26
	5	99	84	97	77

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

Key Stage 3 - GCSE/GNVQ

TABLE C7:
Progression of pupils between Key Stage 3 2000 and 2002 GCSE/GNVQ

		Percentage of pupils gaining 5+ GCSEs at A*-C 2002	
		National	Maintained
KS3 Average Level	B3	1	1
	3	1	1
	4	8	8
	5	51	50
	6	93	93
	7	99	100
	8	100	100

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

TABLE C8:
Progression of pupils between Key Stage 3 2000 and 2002 GCSE/GNVQ

		Percentage of pupils gaining 5+ GCSEs at A*-C 2002	
		National	Maintained
KS3 Average Level	B3	7	7
	3	13	13
	4	24	24
	5	36	36
	6	46	46
	7	56	56
	8	61	61

0% represents some pupils but less than 0.5%

B3 represents pupils who obtained below a level 3, including a compensatory level 2

ANNEX D: ANALYSIS BY GENDER

Key Stage 1 - Key Stage 2

TABLE D1:

Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 English by Gender

		Percentage achieving KS2 English Level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 average level	1	31	1	27	1
	2C	71	7	66	6
	2B	91	22	88	17
	2A	99	50	97	40
	3	100	80	100	73

TABLE D2:

Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Mathematics by Gender

		Percentage achieving KS2 Mathematics Level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 average level	1	26	1	36	3
	2C	59	4	70	10
	2B	82	15	89	26
	2A	95	33	97	50
	3	99	66	99	79

TABLE D3:

Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Science by Gender

		Percentage achieving KS2 Science Level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 average level	1	56	5	66	9
	2C	85	14	90	21
	2B	95	30	97	39
	2A	99	53	99	61
	3	100	79	100	83

TABLE D4:

Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Reading by Gender

		Percentage achieving KS2 Reading Level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 average level	1	41	4	41	4
	2C	78	14	78	16
	2B	93	33	93	33
	2A	99	61	98	59
	3	100	84	100	84

TABLE D5:
Progression of pupils between Key Stage 1 1998 and 2002 Key Stage 2 Writing by Gender

		Percentage achieving KS2 Writing level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 average level	1	19	1	13	0
	2C	49	4	37	2
	2B	75	13	61	7
	2A	91	30	81	18
	3	98	57	94	41

TABLE D6:
Progression of pupils between Key Stage 1 1998 Mathematics and 2002 Key Stage 2 Mathematics

		Percentage achieving KS2 Mathematics level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 Mathematics level	1	21	1	24	1
	2C	59	5	62	7
	2B	84	17	85	21
	2A	95	38	95	43
	3	99	71	99	77

TABLE D7:
Progression of pupils between Key Stage 1 1998 Reading and 2002 Key Stage 2 Reading

		Percentage achieving KS2 Reading level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 reading level	1	38	4	39	4
	2C	74	13	77	16
	2B	90	29	91	32
	2A	96	43	97	46
	3	100	81	100	81

TABLE D8:
Progression of pupils between Key Stage 1 1998 Writing and 2002 Key Stage 2 Writing

		Percentage achieving KS2 Writing level			
		Girls		Boys	
		L4+	L5+	L4+	L5+
KS1 writing level	1	16	1	12	0
	2C	52	6	43	4
	2B	83	21	76	15
	2A	96	44	92	34
	3	99	68	98	57

Key Stage 2 - Key Stage 3

TABLE D9:

Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 English by Gender

		Percentage achieving KS3 English level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 average level	B3	5	0	2	0
	3	42	5	20	1
	4	87	39	69	21
	5	99	84	95	67

TABLE D10:

Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Mathematics by Gender

		Percentage achieving KS3 Mathematics level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 average level	B3	1	0	1	0
	3	18	2	21	3
	4	82	46	84	50
	5	100	95	100	96

TABLE D11:

Progression of pupils between Key Stage 2 1999 and 2002 Key Stage 3 Science by Gender

		Percentage achieving KS3 Science level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 average level	B3	2	0	4	0
	3	21	1	27	2
	4	80	27	83	32
	5	99	83	99	86

TABLE D12:

Progression of pupils between Key Stage 2 1999 English and 2002 Key Stage 3 English by Gender

		Percentage achieving KS3 English level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 English level	B3	6	0	3	0
	3	41	4	26	2
	4	87	37	76	25
	5	99	84	98	75

TABLE D13:

Progression of pupils between Key Stage 2 1999 Mathematics and 2002 Key Stage 3 Mathematics by Gender

		Percentage achieving KS3 Mathematics level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 Mathematics level	B3	1	0	1	0
	3	27	3	24	2
	4	88	52	86	50
	5	100	97	100	96

TABLE D14:

Progression of pupils between Key Stage 2 1999 Science and 2002 Key Stage 3 Science by Gender

		Percentage achieving KS3 Mathematics level			
		Girls		Boys	
		L5+	L6+	L5+	L6+
KS2 Science level	B3	2	0	3	0
	3	19	1	19	1
	4	77	26	76	26
	5	98	76	97	77

Key Stage 3 - GCSE/GNVQ

TABLE D15:

Progression of pupils between Key Stage 3 2000 and 2002 GCSE/GNVQ by Gender

		Achievement at GCSE 2002			
		Girls		Boys	
		% 5+ A*-C	mean capped APS	% 5+ A*-C	mean capped APS
KS3 Average Level	B3	1	8	2	7
	3	1	15	1	12
	4	11	26	5	23
	5	58	37	43	34
	6	95	48	91	45
	7	100	56	99	55
	8	100	62	100	61

ANNEX E: ANALYSIS BY SCHOOL LEVEL FREE SCHOOL MEALS

Key Stage 1 - Key Stage 2

CHART E1:
2002 Key Stage 2 English Value Added line by FSM band

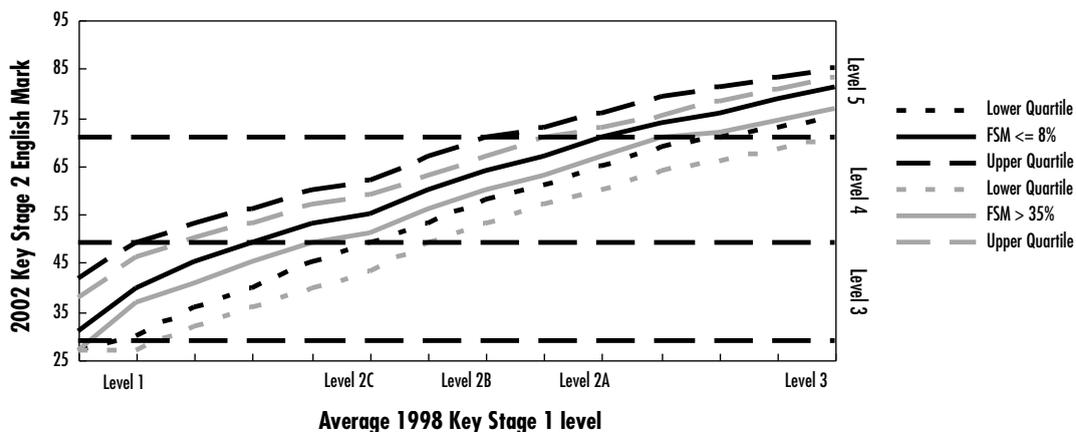


CHART E2:
2002 Key Stage 2 Mathematics Value Added line by FSM band

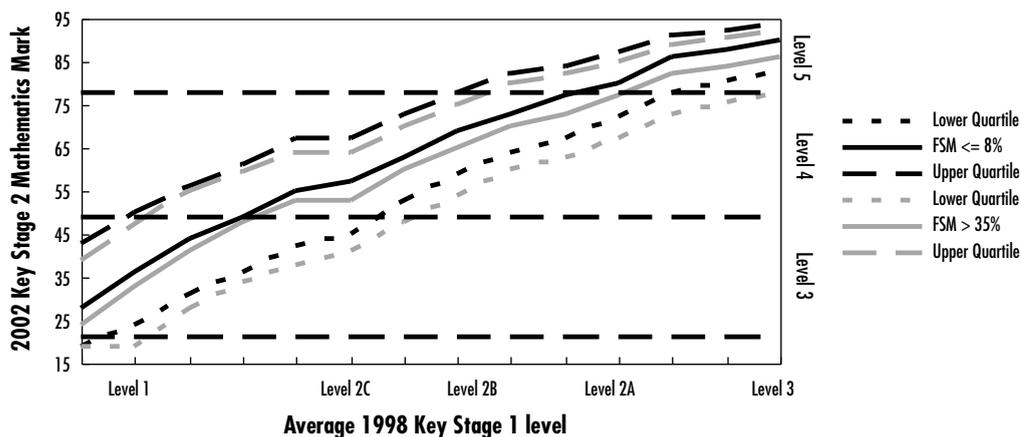


CHART E3:
2002 Key Stage 2 Science Value Added line by FSM band

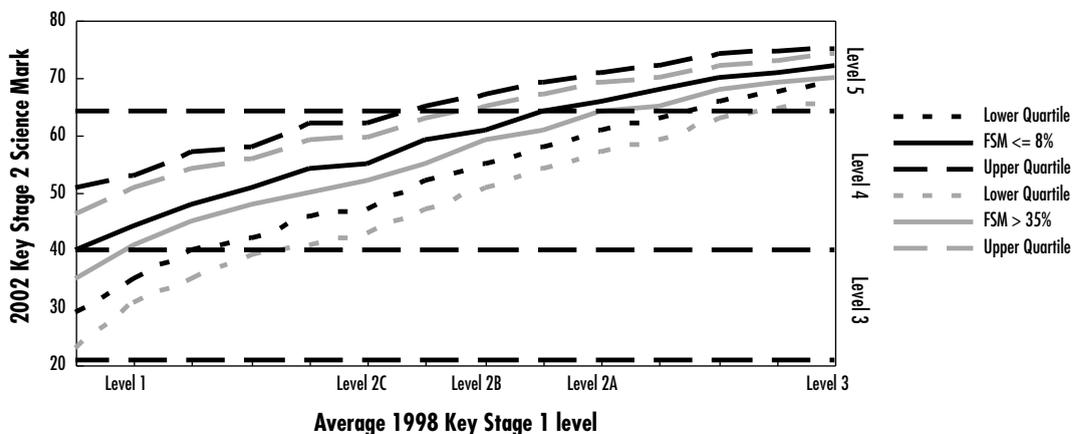


CHART E4:
2002 Key Stage 2 Reading Value Added line by FSM band

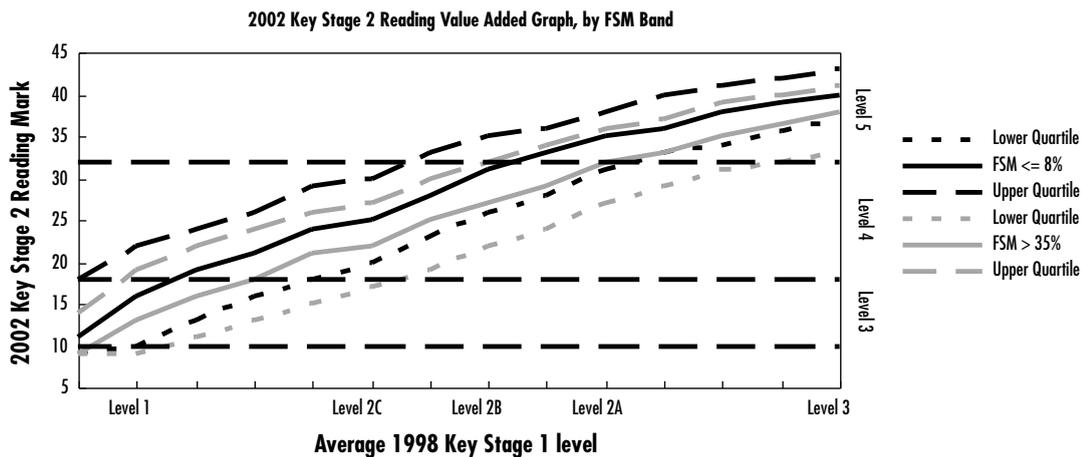
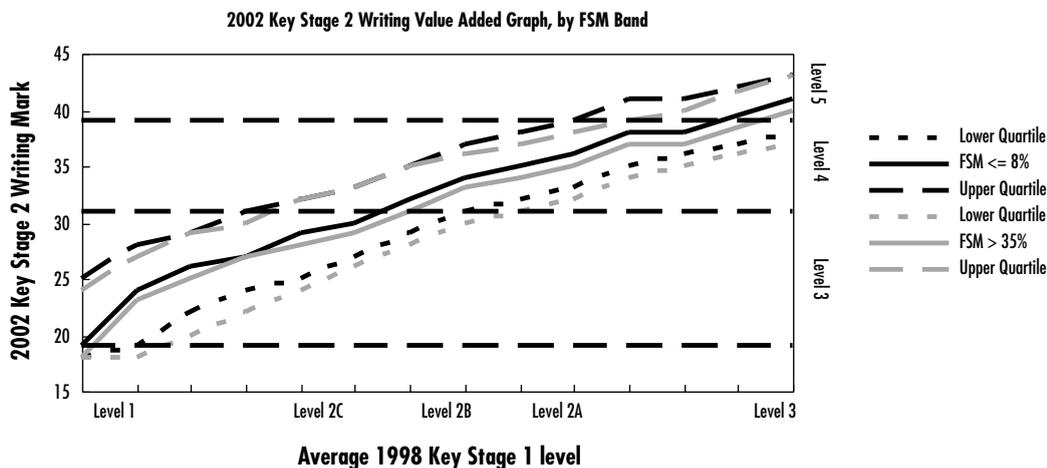


CHART E5:
2002 Key Stage 2 Writing Value Added line by FSM band



Key Stage 2 - Key Stage 3

CHART E6:
2002 Key Stage 3 English Value Added line by FSM band

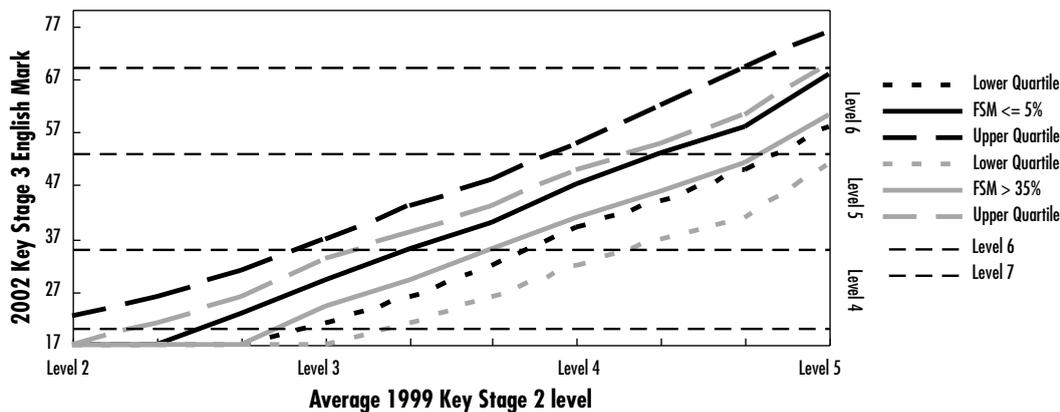


CHART E7:
2002 Key Stage 3 Mathematics Value Added line by FSM band

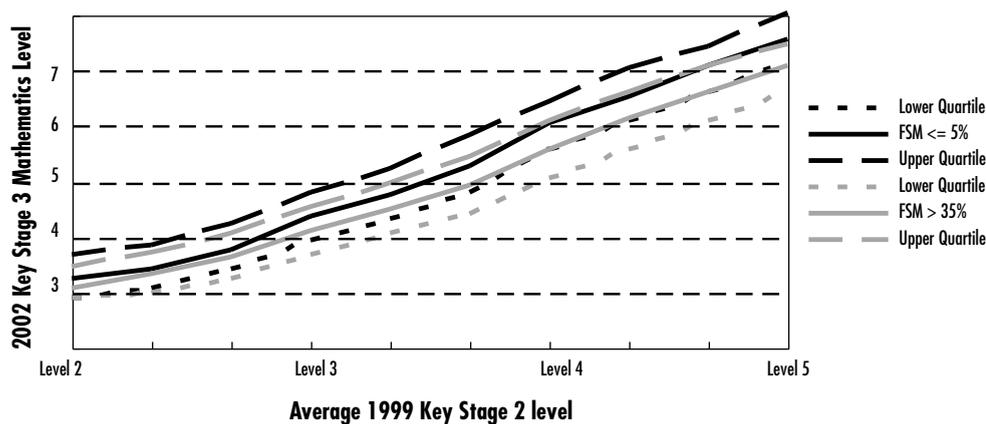
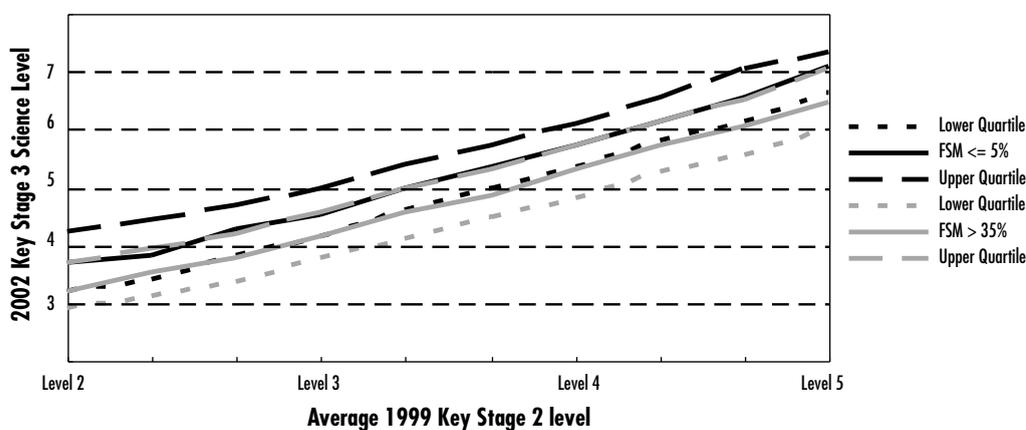


CHART E8:
2002 Key Stage 3 Science Value Added line by FSM band



Key Stage 3 - GCSE/GNVQ

TABLE E1:
Progression from Key stage 3 2000 to GCSE/GNVQ 2002 by FSM band

		Percentage of pupils achieving 5+ A*-C at GCSE 2002					
		School FSM Percentage					
		< 5%	>5 & <=9%	>9 & <= 13%	>13 & <=21%	>21 & <=35%	>35%
Key Stage 3 average level	B3	1	1	1	0	0	1
	3	0	0	0	0	0	1
	4	9	7	7	6	7	11
	5	57	53	50	47	45	51
	6	95	94	93	91	90	91
	7	100	100	100	99	99	98
	8	100	100	100	100	100	100

ANNEX F: ANALYSIS BY PUPIL LEVEL FREE SCHOOL MEALS

Key Stage 1 - Key Stage 2

TABLE F1:
Progression between Key Stage 1 1998 and Key Stage 2 2002 by FSM status

		Percentage at or above the expected level at Key Stage 2									
		KS2 English		KS2 Mathematics		KS2 Science		KS2 Reading		KS2 Writing	
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
Key Stage 1 average level	1	32	22	34	26	66	54	45	33	17	12
	2C	70	59	66	58	89	82	80	70	44	37
	2B	91	83	86	80	97	93	94	88	69	61
	2A	98	95	96	93	99	98	99	96	87	79
	3	100	99	99	98	100	99	100	99	96	93

Key Stage 2 - Key Stage 3

TABLE F2:
Progression between Key Stage 2 1999 and Key Stage 3 2002 by FSM status

		Percentage at or above the expected level at Key Stage 3					
		KS3 English		KS3 Mathematics		KS3 Science	
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
Key Stage 2 average level	B3	4	3	1	1	3	2
	3	33	23	21	14	27	16
	4	80	66	85	73	84	68
	5	98	92	100	98	99	96

Key Stage 3 - GCSE/GNVQ

TABLE F3:
Progression between Key Stage 3 2000 and GCSE/GNVQ 2002 by FSM status

		Achievement at GCSE 2002			
		% 5+ A*-C		% 5+ A*-G	
		Non FSM	FSM	Non FSM	FSM
Key Stage 3 average level	B3	2	1	34	35
	3	1	1	70	63
	4	8	7	92	86
	5	52	41	98	95
	6	94	86	100	98
	7	100	98	100	100
	8	100	100	100	100

ANNEX G: ANALYSIS BY PUPIL & SCHOOL LEVEL FREE SCHOOL MEALS

Key Stage 1 - Key Stage 2

TABLE G1:

Progression from Key Stage 1 1998 to Key Stage 2 2002 by school and pupil level FSM

		Percentage of pupils achieving each level for Key Stage 2 2002																				
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science				Key Stage 2 Reading				Key Stage 2 Writing				
		Non-FSM		FSM		Non-FSM		FSM		Non-FSM		FSM		Non-FSM		FSM		Non-FSM		FSM		
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	
1998 Key Stage 1 average level (excluding spelling)	<=8% FSM	1	39	2	26	1	39	3	29	2	72	10	62	5	53	7	39	4	19	1	13	0
		2C	75	8	65	6	69	9	61	5	91	21	86	14	84	20	78	15	46	4	38	2
		2B	93	24	89	16	89	23	83	18	98	38	95	31	96	40	93	31	71	11	65	8
		2A	99	51	97	39	97	45	94	35	100	61	99	49	99	67	99	55	89	26	82	20
		3	100	81	99	69	99	76	98	63	100	84	100	74	100	88	99	80	97	53	94	43
	>13% and <=20% FSM	1	33	1	23	1	34	2	27	1	68	8	57	5	46	5	36	3	16	1	12	0
		2C	70	6	61	4	66	8	58	5	89	18	84	13	80	15	73	11	43	3	36	2
		2B	90	19	86	14	86	20	81	15	97	35	94	27	94	33	90	26	68	10	62	8
		2A	98	46	96	35	96	41	93	33	99	58	98	46	99	61	98	50	87	25	79	18
		3	100	77	99	64	99	72	98	61	100	81	100	72	100	84	99	75	96	50	93	39
	>21% and <=35% FSM	1	29	1	22	1	33	2	26	1	64	8	55	5	41	4	32	3	16	1	12	0
		2C	67	6	59	4	65	7	59	5	88	17	83	13	76	14	70	10	43	3	37	3
		2B	88	18	83	13	85	20	81	14	96	33	93	25	92	30	88	23	68	10	60	8
		2A	98	43	95	33	95	39	92	32	99	55	98	43	98	56	97	45	85	25	79	19
		3	100	72	99	62	99	68	98	59	100	78	99	66	100	80	99	71	95	48	92	41
	>35% FSM	1	28	1	23	1	33	2	28	2	61	7	54	6	39	4	32	3	16	1	13	1
		2C	64	5	58	4	63	8	58	6	85	17	81	13	72	13	67	9	42	3	37	3
		2B	86	15	80	12	83	18	79	15	95	31	92	25	89	26	85	20	65	10	60	8
		2A	96	38	93	30	94	38	93	32	98	50	97	43	97	49	95	41	83	22	79	18
		3	99	66	99	57	98	64	98	57	100	74	99	65	99	74	99	65	94	43	92	37

Key Stage 2 - Key Stage 3

TABLE G2:
Progression from Key Stage 2 1999 to Key Stage 3 2002 by school and pupil level FSM

		Percentage of pupils achieving each level for Key Stage 3 2002												
		Key Stage 3 English				Key Stage 3 Mathematics				Key Stage 3 Science				
		Non-FSM		FSM		Non-FSM		FSM		Non-FSM		FSM		
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	
1999 Key Stage 2 average level	<5% FSM	B3	7	1	7	0	2	0	1	0	9	1	5	1
		3	42	5	31	4	29	4	19	3	38	3	27	1
		4	86	39	75	26	90	59	83	43	91	41	83	28
		5	98	79	97	64	100	98	99	96	100	90	99	83
	>5% and <=9% FSM	B3	5	1	4	1	2	0	2	0	6	1	3	0
		3	36	4	27	2	25	3	19	2	33	3	24	2
		4	82	33	69	20	88	54	79	41	88	35	78	23
		5	98	76	94	61	100	97	99	94	100	87	98	74
	>9% and <=13% FSM	B3	5	0	3	0	1	0	2	0	4	0	4	0
		3	34	4	26	2	22	2	16	1	27	2	20	1
		4	80	32	69	20	85	50	77	35	84	30	74	19
		5	97	74	94	59	100	96	99	90	99	83	98	70
	>13% and <=21% FSM	B3	3	0	3	0	1	0	1	0	3	0	2	0
		3	30	3	23	2	19	2	14	1	24	1	16	1
		4	77	28	66	19	82	45	74	33	80	25	69	17
		5	97	71	92	57	99	94	99	90	99	78	98	67
	>21% and <=35% FSM	B3	3	0	2	0	1	0	1	0	3	0	2	0
		3	29	3	22	2	17	2	14	1	21	1	15	1
		4	75	27	64	18	80	41	70	30	77	22	66	14
		5	96	68	92	56	99	93	98	85	98	75	96	62
>35% FSM	B3	4	0	3	0	1	0	2	0	2	0	2	0	
	3	28	3	22	2	16	2	13	2	18	1	13	1	
	4	71	22	63	17	74	35	67	27	70	18	60	13	
	5	94	60	88	51	98	88	96	80	97	67	92	54	

Key Stage 3 - GCSE

TABLE G3:
Progression from Key Stage 3 2000 to GCSE/GNVQ 2002 by school and pupil level FSM

		Percentage of pupils achieving				
		5+ A*-C GCSEs		5+ A*-G GCSEs		
		Non-FSM	FSM	Non-FSM	FSM	
2000 Key Stage 2 average level	<5% FSM	B3	2	0	55	33
		3	0	1	78	67
		4	9	6	94	88
		5	57	37	99	97
		6	95	88	100	99
		7	100	98	100	100
		8	100	-	100	-
		>5% and ≤9% FSM	B3	1	0	38
	3		0	0	74	63
	4		8	4	93	87
	5		53	38	98	96
	6		94	84	100	99
	7		100	96	100	99
	8		100	-	100	-
	>9% and ≤13% FSM		B3	1	0	37
		3	0	0	74	62
		4	8	4	93	86
		5	51	36	98	94
		6	93	85	100	98
		7	100	98	100	100
		8	100	-	100	-
		>13% and ≤21% FSM	B3	0	0	36
	3		0	0	71	62
	4		7	5	92	86
	5		48	36	98	94
	6		92	84	99	98
	7		99	98	100	99
	8		100	-	100	-
>21% and ≤35% FSM	B3		0	0	36	34
	3	0	0	72	62	
	4	7	6	91	85	
	5	47	38	98	94	
	6	91	84	99	98	
	7	99	100	100	100	
	8	100	-	100	-	
	>35% FSM	B3	1	0	41	43
3		1	1	71	69	
4		10	12	91	88	
5		52	50	97	95	
6		91	89	99	98	
7		98	99	99	100	
8		100	-	100	-	

ANNEX H: ANALYSIS BY ETHNICITY

Key Stage 1 - Key Stage 2

TABLE H1:
Progression from Key Stage 1 1998 to Key Stage 2 2002 by ethnicity

		Percentage of pupils achieving each level for Key Stage 2 2002									
		Key Stage 2 English		Key Stage 2 Mathematics		Key Stage 2 Science		Key Stage 2 Reading		Key Stage 2 Writing	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
White	1	28	1	31	2	63	7	41	4	14	1
	2C	68	6	65	7	88	18	78	15	41	3
	2B	90	19	85	20	96	34	93	34	67	10
	2A	98	46	96	41	99	57	99	61	86	24
	3	100	77	99	72	100	81	100	85	96	50
Indian	1	36	2	40	4	63	7	44	3	26	2
	2C	73	7	74	13	88	18	77	12	57	6
	2B	92	20	91	30	97	36	92	27	80	16
	2A	98	44	98	54	99	59	98	53	93	32
	3	100	75	99	80	100	80	100	78	98	58
Pakistani	1	28	1	29	2	49	5	35	3	20	1
	2C	67	5	65	8	81	12	70	9	53	4
	2B	86	16	84	22	91	26	87	23	74	13
	2A	95	40	95	41	97	46	95	46	89	28
	3	99	66	98	69	99	70	99	70	96	50
Bangladeshi	1	38	2	39	4	61	8	43	4	32	3
	2C	79	9	72	12	87	20	80	14	66	10
	2B	89	21	86	26	95	33	90	26	78	19
	2A	97	39	95	46	98	51	94	45	91	33
	3	100	73	98	73	99	74	100	73	97	57
Black Caribbean	1	27	1	27	1	57	7	39	3	16	1
	2C	60	6	55	4	82	14	70	12	44	4
	2B	85	13	76	13	92	24	89	23	65	10
	2A	96	36	91	27	98	44	96	47	82	21
	3	99	64	98	53	100	70	99	70	94	46
Black African	1	34	2	34	3	58	7	44	5	22	1
	2C	69	7	64	7	81	15	74	13	51	5
	2B	90	18	84	18	94	29	90	26	75	14
	2A	97	41	93	38	97	48	97	51	88	28
	3	99	67	99	66	100	69	99	71	96	50
Black Other	1	29	1	30	1	62	6	43	5	18	1
	2C	66	5	58	5	87	15	76	11	43	3
	2B	88	16	82	17	95	31	91	29	69	10
	2A	96	44	93	36	98	53	98	55	85	27
	3	100	71	98	62	100	76	99	77	95	50
Chinese	1	45	5	59	10	77	13	55	7	34	7
	2C	84	15	92	28	94	31	88	22	68	6
	2B	92	33	97	49	97	48	93	42	82	28
	2A	99	62	99	79	99	74	100	65	96	45
	3	100	87	100	92	100	93	100	89	99	74

Key Stage 2 - Key Stage 3

TABLE H2:
Progression from Key Stage 2 1999 to Key Stage 3 2002 by ethnicity

		Percentage of pupils achieving each level for Key Stage 3 2002						
		Key Stage 3 English		Key Stage 3 Mathematics		Key Stage 3 Science		
		L5+	L6+	L5+	L6+	L5+	L6+	
1999 Key Stage 2 average level	White	B3	3	0	1	0	3	0
		3	29	3	19	2	24	2
		4	78	30	84	48	82	30
		5	97	76	100	96	99	84
	Indian	B3	6	0	2	0	2	0
		3	47	7	32	6	27	2
		4	87	41	89	61	84	32
		5	98	80	100	97	99	85
	Pakistani	B3	4	0	1	0	1	0
		3	36	5	21	3	17	1
		4	80	31	81	43	70	21
		5	96	73	98	90	95	71
	Bangladeshi	B3	6	1	1	0	0	0
		3	36	5	22	3	16	2
		4	78	29	77	41	65	18
		5	94	66	97	87	96	64
	Black Caribbean	B3	4	1	2	1	3	1
		3	29	3	14	1	16	1
		4	70	23	71	31	68	17
		5	95	62	97	87	96	68
Black African	B3	8	1	3	1	4	1	
	3	38	6	21	3	24	2	
	4	79	31	77	41	75	25	
	5	96	72	98	89	97	74	
Black Other	B3	7	1	1	0	3	1	
	3	30	3	15	1	18	0	
	4	74	25	73	34	70	20	
	5	95	64	98	88	97	72	
Chinese	B3	3	0	3	0	7	0	
	3	43	8	50	22	38	6	
	4	88	43	96	72	89	42	
	5	99	85	100	99	100	92	

Key Stage 3 - GCSE/GNVQ

TABLE H3:
Progression from Key Stage 3 2000 to 5+ A*-C at GCSE/GNVQ 2002 by ethnicity

		Percentage of pupils achieving 5+ A* to C at GCSE							
		White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Black Other	Chinese
KS3 Average Level	B3	2	2	0	1	1	1	1	0
	3	0	1	2	3	1	1	1	3
	4	6	20	17	24	7	19	9	20
	5	49	72	67	71	48	68	49	70
	6	93	98	96	97	90	95	91	97
	7	100	100	100	100	100	100	98	99
	8	100	100	100	100	100	100	100	100

TABLE H4:
Progression from Key Stage 3 2000 to 5+ A*-G at GCSE/GNVQ 2002 by ethnicity

		Percentage of pupils achieving 5+ A* to G at GCSE							
		White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Black Other	Chinese
KS3 Average Level	B3	29	50	46	51	35	64	47	25
	3	64	87	84	84	74	87	71	91
	4	90	97	96	97	93	96	90	94
	5	97	99	99	99	97	98	97	98
	6	99	100	99	99	99	99	98	98
	7	100	100	100	100	100	100	100	99
	8	100	100	100	100	100	100	100	100

TABLE H5:
The mean total capped point score achieved from each Key Stage 3 2000 prior attainment level by ethnicity

		2002 Average GCSE Capped Total Point Score							
		White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African	Black Other	Chinese
KS3 Average Level	B3	6	9	8	10	7	11	8	9
	3	12	19	18	19	15	19	14	21
	4	24	30	29	31	25	30	25	30
	5	36	40	39	40	35	39	35	40
	6	46	49	48	49	45	48	45	49
	7	56	57	57	56	55	56	54	57
	8	61	62	63	62	58	62	59	62

ANNEX I: ANALYSIS BY ENGLISH AS AN ADDITIONAL LANGUAGE

Key Stage 1 - Key Stage 2

TABLE 11:

Progression from Key Stage 1 1998 to 2002 Key Stage 2 English, mathematics and science by EAL.

KS1 average level		KS2 English				KS2 Mathematics				KS2 Science			
		EAL		NON EAL		EAL		NON EAL		EAL		NON EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
	1	33	2	28	1	36	3	31	2	57	7	62	7
	2C	72	7	68	6	70	11	64	7	85	17	88	18
	2B	89	20	90	19	87	26	85	20	94	33	96	34
	2A	97	44	98	46	96	49	96	41	98	55	99	57
	3	100	73	100	77	99	75	99	72	100	78	100	81

TABLE 12:

Progression from Key Stage 1 1998 to 2002 Key Stage 2 Reading and writing by EAL

KS1 average level		KS2 Reading				KS2 Writing			
		EAL		NON EAL		EAL		NON EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
	1	41	4	41	4	24	2	14	1
	2C	76	13	78	15	56	6	41	3
	2B	90	28	93	33	76	15	67	10
	2A	97	52	99	60	90	31	86	24
	3	99	77	100	84	97	56	96	50

Key Stage 2 - Key Stage 3

TABLE 13:

Progression from Key Stage 2 1999 to Key Stage 3 2002 by EAL

KS2 average level		KS3 English				KS3 Mathematics				KS3 Science			
		EAL		NON EAL		EAL		NON EAL		EAL		NON EAL	
		L4+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
	B3	6	0	3	0	2	0	1	0	2	0	3	0
	3	38	5	29	3	25	4	19	2	21	2	24	2
	4	82	34	78	30	84	51	83	47	77	27	82	29
	5	97	75	97	76	99	94	100	96	98	80	99	84

Key Stage 3 - GCSE/GNVQ

TABLE 14:
Progression from Key Stage 3 2000 to GCSE/GNVQ 2002 by EAL

		Achievement at GCSE 2002					
		EAL Pupils			Non EAL Pupils		
		5+ A*-C	5+ A*-G	mean total point score	5+ A*-C	5+ A*-G	mean total point score
KSS average level	B3	1	50	10	2	28	6
	3	2	84	18	0	65	12
	4	19	96	29	6	90	24
	5	68	99	39	49	97	36
	6	96	99	49	93	99	46
	7	99	100	57	100	100	56
	8	100	100	62	100	100	61

ANNEX J: ANALYSIS BY SPECIAL EDUCATIONAL NEEDS

Key Stage 1 - Key Stage 2

TABLE J1:
Progression from Key Stage 1 1998 to Key Stage 2 English
2002 by SEN

		Percentage achieving KS2 English level		
		SEN	SEN non-	Non-Sen
		Statemented L4+	Statemented L4+	
KS1 average level	1	7	21	52
	2C	46	50	77
	2B	72	73	92
	2A	87	91	98
	3	97	98	100

TABLE J2:
Progression from Key Stage 1 1998 to Key Stage 2
Mathematics 2002 by SEN

		Percentage achieving KS2 Mathematics level		
		SEN	SEN non-	Non-Sen
		Statemented L4+	Statemented L4+	
KS1 average level	1	11	27	50
	2C	48	52	71
	2B	68	73	87
	2A	86	89	96
	3	93	97	99

TABLE J3:
Progression from Key Stage 1 1998 to Key Stage 2 Science
2002 by SEN

		Percentage achieving KS2 Science level		
		SEN	SEN non-	Non-Sen
		Statemented L4+	Statemented L4+	
KS1 average level	1	34	60	77
	2C	73	82	91
	2B	87	92	97
	2A	94	97	99
	3	97	99	100

TABLE J4:
Progression from Key Stage 1 1998 to Key Stage 2 Reading
2002 by SEN

		Percentage achieving KS2 Reading level		
		SEN	SEN non-	Non-Sen
		Statemented L4+	Statemented L4+	Non-Sen L4+
KS1 average level	1	12	35	64
	2C	57	65	84
	2B	80	83	94
	2A	91	95	99
	3	97	99	100

TABLE J5:
Progression from Key Stage 1 1998 to Key Stage 2 Writing
2002 by SEN

		Percentage achieving KS2 Writing level		
		SEN	SEN non-	Non-Sen
		Statemented L4+	Statemented L4+	Non-Sen L4+
KS1 average level	1	3	9	31
	2C	26	24	51
	2B	51	43	72
	2A	66	66	88
	3	89	88	96

Key Stage 2 - Key Stage 3

TABLE J6:
Progression from Key Stage 2 1999 to Key Stage 3 2002 English by SEN

		Percentage achieving KS3 English level					
		SEN - Statemented		SEN (non-Statemented)		Non-Sen	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	1	0	3	0	8	1
	3	10	1	18	1	41	5
	4	44	13	51	11	82	33
	5	79	47	87	51	98	76

TABLE J7:
Progression from Key Stage 2 1999 to Key Stage 3 2002 Mathematics by SEN

		Percentage achieving KS3 Mathematics level					
		SEN - Statemented		SEN (non-Statemented)		Non-Sen	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	1	0	1	0	3	1
	3	12	2	14	1	25	3
	4	63	29	68	29	85	50
	5	93	83	98	89	100	96

TABLE J8:
Progression from Key Stage 2 1999 to Key Stage 3 2002 Science by SEN

		Percentage achieving KS3 Science level					
		SEN - Statemented		SEN (non-Statemented)		Non-Sen	
		L5+	L6+	L5+	L6+	L5+	L6+
KS2 average level	B3	3	0	2	0	4	1
	3	21	3	18	1	28	2
	4	67	24	66	18	84	31
	5	94	76	96	74	99	84

Key Stage 3 - GCSE/GNVQ

TABLE J9:
Progression from Key Stage 3 2000 to 2002 GCSE/GNVQ by SEN status

		Achievement at GCSE 2002								
		SEN (statemented)			SEN (non-statemented)			Non SEN		
		5+ A*-C	5+ A*-G	mean total point score	5+ A*-C	5+ A*-G	mean total point score	5+ A*-C	5+ A*-G	mean total point score
KS3 Average Level	B3	2	22	6	0	39	7	1	48	9
	3	0	48	10	0	66	12	1	77	16
	4	4	76	20	4	85	21	9	93	26
	5	37	90	31	31	92	31	53	98	36
	6	84	97	43	80	97	42	94	100	47
	7	96	99	53	96	98	53	100	100	56
	8	100	100	63	98	98	59	100	100	61

ANNEX K: ANALYSIS BY GENDER AND SCHOOL LEVEL FREE SCHOOL MEALS

Key Stage 1- Key Stage 2

TABLE K1:
Progression from Key Stage 1 1998 to Key Stage 2 2002 by gender and school level FSM

		Percentage of pupils achieving each level for Key Stage 2 2002																				
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science				Key Stage 2 Reading				Key Stage 2 Writing				
		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	
1998 Key Stage 1 coverage level (excluding spelling)	<=8% FSM	1	40	2	36	2	30	1	43	3	64	6	76	12	51	6	52	7	23	1	16	1
		2C	77	9	72	7	63	5	73	11	89	16	93	24	84	19	84	20	53	5	40	3
		2B	95	26	92	21	86	17	91	29	97	33	98	43	96	40	95	40	78	14	64	8
		2A	99	56	98	46	96	36	98	54	99	56	100	66	99	68	99	65	93	32	84	19
		3	100	84	100	77	99	71	100	83	100	82	100	86	100	88	100	87	98	60	95	44
>13% and <=20% FSM	1	33	2	29	1	27	1	37	3	58	5	70	9	44	4	43	5	19	1	13	0	
	2C	71	7	66	5	58	4	71	10	86	13	91	21	78	14	79	15	48	4	37	2	
	2B	92	21	88	17	82	14	89	25	96	29	97	38	94	32	93	33	75	12	61	7	
	2A	99	50	97	40	95	33	97	50	99	53	99	61	99	61	98	58	91	30	81	17	
	3	100	80	100	72	99	65	99	79	100	79	100	83	100	84	100	83	98	56	94	40	
>21% and <=35% FSM	1	29	1	25	1	25	1	35	3	54	5	65	8	38	3	38	3	18	1	12	0	
	2C	68	6	62	5	58	4	68	9	84	13	89	20	74	12	75	14	48	4	36	2	
	2B	89	19	85	15	81	14	87	24	95	28	96	35	91	28	91	28	73	12	59	7	
	2A	98	46	96	36	93	31	96	47	99	49	99	57	98	55	98	53	89	29	79	17	
	3	100	75	99	66	99	61	99	74	100	74	100	79	100	79	100	78	97	54	93	38	
>35% FSM	1	28	1	23	1	25	1	33	2	52	5	60	8	36	3	34	3	18	1	12	0	
	2C	63	5	58	4	56	4	65	9	80	12	86	17	70	11	70	11	46	4	34	2	
	2B	86	15	81	12	78	13	84	22	93	26	95	32	88	24	87	24	70	11	56	6	
	2A	96	39	94	31	92	28	95	45	98	44	98	51	97	47	96	45	87	25	76	16	
	3	99	65	99	60	98	56	99	70	99	68	100	75	99	71	99	72	95	48	91	33	

Key Stage 2 - Key Stage 3

TABLE K2:
Progression from Key Stage 2 1999 to Key Stage 3 2002 by gender and school level FSM

		Percentage of pupils achieving each level for Key Stage 3 2002											
		Key Stage 3 English				Key Stage 3 Mathematics				Key Stage 3 Science			
		Girls		Boys		Girls		Boys		Girls		Boys	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
<5% FSM	B3	10	1	5	1	1	0	3	0	6	1	10	1
	3	56	8	29	3	27	3	29	5	35	2	40	4
	4	93	50	78	27	90	57	91	60	90	38	91	43
	5	100	87	97	71	100	97	100	98	100	89	100	91
>5% and <=9% FSM	B3	7	1	4	0	1	0	2	0	3	0	8	1
	3	47	6	24	2	22	2	25	3	27	1	36	3
	4	91	42	73	23	86	51	88	55	86	31	88	38
	5	99	84	96	66	100	97	100	98	99	85	100	88
>9% and <=13% FSM	B3	6	0	3	0	1	0	1	0	2	0	5	0
	3	46	5	22	2	19	2	23	3	22	1	29	2
	4	89	40	70	20	84	46	86	50	82	26	85	31
	5	99	82	95	63	100	96	100	96	99	80	99	85
>13% and <=21% FSM	B3	5	0	2	0	1	0	1	0	2	0	3	0
	3	39	4	19	1	17	1	19	2	19	1	24	2
	4	86	35	65	18	80	41	82	45	77	22	80	26
	5	99	79	93	60	99	93	100	95	99	75	99	80
>21% and <=35% FSM	B3	4	0	2	0	1	0	1	0	1	0	3	0
	3	36	4	18	1	14	1	18	2	16	1	21	1
	4	83	33	63	17	76	36	79	41	72	18	76	23
	5	98	76	92	57	99	91	99	93	98	71	98	75
>35% FSM	B3	5	0	2	0	1	0	2	0	1	0	3	0
	3	35	3	16	1	14	2	16	2	14	1	17	1
	4	79	27	57	13	70	30	73	34	64	14	68	18
	5	96	68	88	46	98	84	98	87	95	62	95	64

Key Stage 3 - GCSE/GNVQ

TABLE K3:
Progression from Key Stage 3 2000 to GCSE/GNVQ 2002 by gender and school level FSM

		Percentage of pupils achieving				
		5+ A*-C GCSEs		5+ A*-G GCSEs		
		Girls	Boys	Girls	Boys	
2000 Key Stage 2 average level	<5% FSM	B3	2	0	52	52
		3	0	0	83	71
		4	13	6	96	92
		5	65	49	99	98
		6	97	93	100	100
		7	100	100	100	100
		8	100	100	100	100
	>5% and ≤9% FSM	B3	0	1	43	28
		3	0	0	79	67
		4	10	5	95	91
		5	61	45	98	98
		6	96	91	100	100
		7	100	99	100	100
		8	100	100	100	100
	>9% and ≤13% FSM	B3	1	0	42	35
		3	0	0	76	67
		4	10	4	94	90
		5	58	42	98	97
		6	95	90	100	99
		7	100	100	100	100
		8	100	100	100	100
	>13% and ≤21% FSM	B3	0	0	37	32
		3	0	0	73	65
		4	9	4	93	89
		5	55	39	98	97
		6	94	88	99	99
		7	100	99	100	100
		8	100	100	100	100
>21% and ≤35% FSM	B3	0	0	40	30	
	3	1	0	73	64	
	4	10	4	91	88	
	5	52	38	97	97	
	6	93	87	99	99	
	7	99	99	100	100	
	8	100	100	100	100	
>35% FSM	B3	1	0	49	35	
	3	2	1	75	66	
	4	14	8	91	88	
	5	57	44	97	96	
	6	94	88	99	99	
	7	98	99	99	100	
	8	100	100	100	100	

ANNEX L: ANALYSIS BY GENDER AND PUPIL LEVEL FREE SCHOOL MEALS

Key Stage 1 - Key Stage 2

TABLE L1:

Progression of pupils from 1998 Key Stage 1 to 2002 Key stage 2 English, mathematics and science by gender and pupil FSM

		Percentage at level 4 or above at Key Stage 2											
		KS2 English				KS2 Mathematics				KS2 Science			
		Girls		Boys		Girls		Boys		Girls		Boys	
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
KS1 Average level	1	35	25	31	20	28	22	38	29	59	49	70	57
	2C	73	63	68	56	61	54	71	63	87	79	91	86
	2B	92	86	89	80	83	77	89	84	96	92	97	94
	2A	99	96	98	93	95	91	97	94	99	98	99	98
	3	100	99	100	99	99	98	99	99	100	99	100	100

TABLE L2:

Progression of pupils from 1998 Key Stage 1 to 2002 Key stage 2 reading and writing by gender and pupil FSM

		Percentage at level 4 or above at Key Stage 2							
		KS2 Reading				KS2 Writing			
		Girls		Boys		Girls		Boys	
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
KS1 Average level	1	45	34	45	32	21	16	14	10
	2C	80	70	80	70	51	43	38	31
	2B	94	88	94	87	76	68	62	53
	2A	99	97	99	96	91	85	82	72
	3	100	99	100	99	98	95	95	89

TABLE L3:

Progression of pupils from Key Stage 2 1999 to the expected level at Key stage 3 2002 by gender and pupil FSM

		Percentage at or above the expected level at Key Stage 3											
		KS3 English				KS3 Mathematics				KS3 Science			
		Girls		Boys		Girls		Boys		Girls		Boys	
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM
Key Stage 2 average level	B3	6	4	2	2	1	1	1	1	2	1	4	3
	3	45	32	22	14	19	13	23	16	23	14	29	18
	4	89	78	71	54	84	71	86	75	82	66	85	70
	5	99	97	96	87	100	98	100	98	99	96	99	96

TABLE L4:

Progression of pupils from Key Stage 3 2000 to the 5+ A*-C GCSE measure in 2002 by gender and pupil FSM

		Percentage achieving 5+ A*-C GCSEs			
		Girls		Boys	
		Non FSM	FSM	Non FSM	FSM
KS3 average level	B3	2	0	2	1
	3	1	1	1	1
	4	11	10	5	5
	5	60	47	44	34
	6	96	90	91	81
	7	100	99	100	98
	8	100	100	100	100

TABLE L5:

Progression of pupils from Key Stage 3 2000 to the 5+ A*-G GCSE measure in 2002 by gender and pupil FSM

		Percentage achieving 5+ A*-G at GCSE			
		Girls		Boys	
		Non FSM	FSM	Non FSM	FSM
KS3 average level	B3	39	39	29	30
	3	76	68	66	58
	4	94	88	90	84
	5	98	95	98	94
	6	100	98	99	98
	7	100	99	100	100
	8	100	100	100	100

ANNEX M: ANALYSIS BY GENDER AND PUPIL & SCHOOL LEVEL FREE SCHOOL MEALS

Key Stage 1 - Key Stage 2

TABLE M1:

Progression of pupils from 1998 Key Stage 1 to Key stage 2 2002 English, mathematics and science by gender and pupil and school level FSM

		Percentage of pupils achieving each level for Key Stage 2 2002																								
		Key Stage 2 English								Key Stage 2 Mathematics								Key Stage 2 Science								
		Girls				Boys				Girls				Boys				Girls				Boys				
		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+			
1998 (Key Stage 1 average level (excluding spelling))	<=8% FSM	1	41	2	30	2	38	2	24	1	31	1	24	1	44	4	32	2	65	6	55	3	77	12	66	7
		2C	78	9	68	6	73	8	62	5	64	5	56	3	74	11	67	8	89	16	85	11	93	24	87	17
		2B	95	27	91	18	92	21	87	13	86	17	80	14	91	29	86	23	97	33	94	29	98	44	96	33
		2A	99	56	98	45	99	46	97	32	96	36	92	26	98	54	96	45	99	57	99	45	100	66	99	54
		3	100	84	99	74	100	77	99	63	99	71	98	57	100	83	99	69	100	83	100	74	100	86	100	74
	>13% and <=20% FSM	1	35	2	26	1	31	1	21	1	28	1	22	1	38	3	31	2	61	5	51	3	72	10	63	7
		2C	73	7	64	5	67	5	57	4	59	4	53	3	72	10	63	7	87	14	80	10	91	22	87	16
		2B	92	22	89	17	89	17	82	12	83	15	78	10	89	26	85	20	96	30	94	23	97	39	95	30
		2A	99	51	97	40	98	41	94	29	95	33	92	27	97	51	93	42	99	54	99	41	99	62	98	53
		3	100	80	99	70	100	73	99	56	99	66	98	54	99	79	98	69	100	79	100	70	100	84	99	75
	>21% and <=35% FSM	1	32	1	24	1	28	1	20	0	27	1	22	1	37	3	30	2	57	5	49	4	69	9	60	6
		2C	69	6	63	5	65	6	56	3	59	5	55	3	70	10	63	7	86	14	80	11	89	21	86	16
		2B	90	20	86	15	86	16	80	11	82	15	77	10	88	25	85	20	95	30	92	22	96	37	94	28
		2A	98	48	96	37	97	37	94	28	94	32	90	24	97	48	94	41	99	51	98	40	99	59	98	46
		3	100	76	99	66	99	68	98	57	99	62	97	53	99	75	98	66	100	75	99	63	100	81	100	70
	>35% FSM	1	30	2	25	1	26	1	20	1	28	2	23	1	35	3	31	2	55	6	50	4	65	8	57	7
		2C	66	6	60	5	61	5	55	3	59	5	53	4	67	10	64	8	82	14	77	10	87	19	84	16
		2B	88	17	82	13	84	13	78	10	80	14	76	11	86	24	82	20	94	28	91	23	95	34	94	28
		2A	97	41	95	34	95	34	91	26	93	30	91	26	96	48	94	38	98	47	98	41	99	54	97	47
		3	100	69	99	58	99	62	99	56	98	58	98	51	99	72	99	66	100	71	99	62	100	77	100	70

TABLE M2:

Progression of pupils from 1998 Key Stage 1 to Key stage 2 2002 reading and writing by gender and pupil and school level FSM

		Percentage of pupils achieving each level for Key Stage 2 2002																
		Key Stage 2 Reading								Key Stage 2 Writing								
		Girls				Boys				Girls				Boys				
		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	
1998 Key Stage 1 average level (excluding spelling)	<=8% FSM	1	53	6	40	4	54	7	39	4	24	1	17	1	16	1	11	0
		2C	84	19	78	15	84	20	79	14	54	5	44	4	41	3	32	1
		2B	96	40	94	33	96	40	91	28	78	14	71	9	65	8	57	6
		2A	99	68	99	58	99	65	98	51	93	32	87	26	84	19	75	12
		3	100	88	99	80	100	87	99	79	98	60	96	47	95	44	91	36
	>13% and <=20% FSM	1	46	4	37	2	46	5	35	3	21	1	15	1	13	0	9	0
		2C	79	15	73	10	80	16	72	11	50	4	43	3	38	2	30	1
		2B	94	33	90	26	93	34	89	25	75	13	70	11	62	7	53	4
		2A	99	62	98	53	99	59	97	47	91	31	86	23	81	18	71	12
		3	100	85	99	76	100	84	99	74	98	57	97	46	94	41	89	31
	>21% and <=35% FSM	1	41	4	33	3	41	4	32	3	20	1	15	1	13	0	9	0
		2C	76	13	70	10	76	15	70	11	49	4	43	4	37	2	31	1
		2B	92	29	89	23	91	30	88	23	74	13	67	10	60	7	52	7
		2A	98	56	97	47	98	55	97	42	90	30	84	24	80	18	73	13
		3	100	80	99	72	100	79	99	70	97	55	95	49	93	39	89	31
	>35% FSM	1	39	4	34	3	39	4	31	3	19	1	17	1	13	0	10	0
		2C	73	12	67	9	72	13	66	9	48	5	43	4	36	2	32	2
		2B	89	26	85	20	89	26	85	20	72	12	67	10	58	7	53	6
		2A	97	50	96	42	97	48	94	40	88	27	85	22	78	17	72	14
		3	99	74	99	64	99	74	99	67	96	50	94	43	92	35	90	29

Key Stage 2 - Key Stage 3

TABLE M3:

Progression of pupils from 1999 Key Stage 2 to Key stage 3 2002 by gender and pupil and school level FSM

		Percentage of pupils achieving each level for Key Stage 2 2002																								
		Key Stage 2 English								Key Stage 2 Mathematics								Key Stage 2 Science								
		Girls				Boys				Girls				Boys				Girls				Boys				
		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	
1999 Key Stage 2 average level	<=5% FSM	B3	11	1	7	0	5	1	6	0	1	0	0	0	3	1	2	0	5	0	9	2	11	1	2	0
		3	57	9	44	6	29	3	20	3	27	3	16	3	30	5	21	3	35	2	25	1	41	4	28	1
		4	93	50	87	35	78	27	62	15	90	57	83	40	91	61	83	47	90	38	81	25	91	44	86	31
		5	100	87	100	75	97	71	95	55	100	97	99	97	100	98	99	96	100	89	99	84	100	91	99	82
	>5% and <=9% FSM	B3	7	1	4	0	4	0	4	1	1	0	1	1	2	1	2	0	4	0	1	1	8	1	5	0
		3	49	6	37	3	25	2	17	1	23	2	17	1	26	3	20	2	29	1	20	1	37	3	28	2
		4	91	43	81	27	74	23	57	12	87	52	77	38	88	56	81	44	87	32	76	20	88	38	81	26
		5	99	84	98	71	96	67	90	51	100	97	99	92	100	98	99	96	99	85	97	71	100	88	99	77
	>9% and <=13% FSM	B3	7	0	3	0	3	0	3	0	1	0	1	0	1	0	3	0	2	0	2	0	5	0	5	0
		3	47	6	38	4	23	2	15	1	20	2	14	1	24	3	18	2	24	1	15	0	30	2	24	2
		4	90	42	81	27	71	21	57	12	84	48	76	34	86	52	78	37	83	27	72	17	85	32	76	21
		5	99	83	98	72	95	63	89	44	100	96	99	90	100	97	99	90	99	81	98	67	100	85	98	72
	>13% and <=21% FSM	B3	6	0	4	0	1	0	3	0	1	0	1	0	1	0	1	0	2	0	1	0	3	0	3	0
		3	41	5	31	3	20	1	14	1	18	2	12	1	20	3	16	2	21	1	13	1	26	2	19	1
		4	87	36	78	26	67	19	54	12	81	43	72	31	83	47	76	36	79	23	67	14	81	28	71	20
		5	99	80	97	70	94	61	87	46	99	93	99	89	100	95	99	91	99	76	98	64	99	81	98	70
	>21% and <=35% FSM	B3	5	0	4	0	3	0	1	0	1	0	1	0	2	0	1	0	1	0	2	0	4	1	2	0
		3	40	4	31	3	20	1	14	1	15	1	12	1	20	2	15	1	17	1	13	1	24	2	16	1
		4	85	35	75	25	66	18	53	12	78	38	68	28	81	43	73	32	75	19	64	13	79	25	67	16
		5	98	78	97	66	93	59	86	45	99	92	98	82	99	94	98	88	98	73	95	58	98	77	96	67
>35% FSM	B3	6	1	5	0	2	0	2	0	1	1	1	0	2	0	2	0	2	1	1	0	2	0	3	0	
	3	39	4	31	3	19	1	14	1	15	2	13	1	18	2	14	2	16	1	11	1	19	1	15	1	
	4	82	30	75	23	61	14	52	10	73	33	65	25	75	37	70	30	68	16	58	11	72	20	62	15	
	5	97	71	95	62	90	49	82	39	98	86	96	79	98	89	96	82	96	66	93	52	97	68	92	57	

Key Stage 3 - GCSE/QNVQ

TABLE M4:

Progression of pupils from Key Stage 3 2000 to the 5+ A*-C and A*-G GCSE measure in 2002 by gender and pupil and school levels FSM

		Percentage of pupils achieving each								
		5+ A*-C GCSEs in 2002				5+ A*-G GCSEs in 2002				
		Girls		Boys		Girls		Boys		
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	
2000 Key Stage 3 average level	<=5% FSM	B3	3	0	0	0	53	50	58	20
		3	0	0	0	2	85	68	72	67
		4	14	7	6	6	96	91	92	85
		5	65	43	50	31	99	97	98	96
		6	97	92	93	82	100	99	100	98
		7	100	100	100	97	100	100	100	100
		8	100	-	100	-	100	-	100	-
		>5% and <=9% FSM	B3	0	0	2	0	45	32	30
	3	0	0	0	0	81	67	69	59	
	4	11	6	5	3	95	90	91	84	
	5	62	44	46	32	99	96	98	95	
	6	96	88	92	79	100	98	100	99	
	7	100	98	100	94	100	99	100	98	
	8	100	-	100	-	100	-	100	-	
	>9% and <=13% FSM	B3	1	0	0	0	43	40	32	47
	3	0	0	0	0	79	68	70	57	
	4	11	6	5	2	95	88	91	85	
	5	59	42	43	30	98	95	98	93	
	6	96	89	90	81	100	98	100	99	
	7	100	99	100	98	100	100	100	100	
	8	100	-	100	-	100	-	100	-	
	>13% and <=21% FSM	B3	0	0	0	0	37	36	34	29
	3	0	1	0	0	76	66	68	57	
	4	10	6	4	3	93	89	90	84	
	5	57	43	40	29	98	95	97	93	
	6	95	90	89	76	99	98	99	98	
	7	100	97	99	99	100	99	100	99	
	8	100	-	100	-	100	-	100	-	
	>21% and <=35% FSM	B3	0	0	0	0	40	40	32	26
	3	1	0	0	0	77	67	67	58	
	4	11	8	4	3	93	87	90	83	
	5	54	44	40	31	98	95	97	93	
	6	94	89	88	77	99	98	99	98	
	7	99	100	99	100	100	100	100	100	
	8	100	-	100	-	100	-	100	-	
	>35% FSM	B3	1	0	0	0	51	47	31	38
	3	2	2	1	1	76	73	67	64	
	4	13	15	8	9	92	89	89	87	
	5	59	55	45	44	97	96	97	95	
	6	94	92	89	86	100	99	99	98	
	7	98	99	99	99	99	100	100	100	
	8	100	-	100	-	100	-	100	-	

ANNEX N: ANALYSIS BY GENDER AND ETHNICITY

Key Stage 1 - Key Stage 2

TABLE N1:
Progression of pupils from 1998 Key Stage 1 to Key stage 2 2002 by gender and Ethnicity

		Percentage of pupils achieving each level for Key Stage 2 2002												
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science				
		Girls		Boys		Girls		Boys		Girls		Boys		
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	
1998 Key Stage 1 average level (excluding spelling)	White	1	31	1	27	1	25	1	35	3	56	5	67	9
		2C	70	7	66	6	59	4	70	10	85	14	90	21
		2B	91	22	88	17	82	14	89	26	96	30	97	39
		2A	99	51	97	41	95	33	97	50	99	53	99	62
		3	100	80	100	73	99	66	99	79	100	79	100	84
	Indian	1	40	2	33	1	35	2	44	5	59	5	66	9
		2C	75	8	71	6	69	10	79	16	86	16	90	20
		2B	94	21	90	18	89	24	93	36	96	33	97	40
		2A	99	48	98	39	98	46	98	63	99	55	99	63
		3	100	76	100	72	99	75	100	86	100	78	100	83
	Pakistani	1	31	2	26	1	24	1	33	3	46	4	51	5
		2C	67	6	66	4	58	4	71	11	77	10	84	14
		2B	88	18	84	14	81	16	88	29	91	23	92	30
2A		96	45	94	34	94	31	97	53	97	42	97	50	
3		99	68	99	63	98	60	99	79	99	66	100	75	
Bangladeshi	1	42	3	35	2	37	4	41	4	58	7	63	9	
	2C	84	11	74	6	67	8	78	16	85	16	88	24	
	2B	91	23	88	19	85	22	87	31	95	35	96	32	
	2A	97	45	96	34	94	39	96	54	98	49	97	53	
	3	100	74	100	72	98	66	98	83	100	69	99	83	
Black Caribbean	1	33	2	24	1	26	1	27	1	57	7	58	7	
	2C	67	7	54	4	52	3	57	5	81	13	84	14	
	2B	88	15	82	11	74	10	79	16	92	23	93	24	
	2A	98	41	94	29	90	22	93	34	98	43	98	46	
	3	99	70	99	56	98	50	98	58	100	70	100	69	
Black African	1	38	3	31	2	32	2	36	3	56	7	59	7	
	2C	73	9	65	6	61	6	66	9	81	15	82	16	
	2B	92	21	87	15	83	15	86	21	94	28	93	31	
	2A	98	45	97	36	91	30	95	47	98	48	97	49	
	3	100	73	99	60	98	65	99	68	100	69	99	68	
Black Other	1	33	2	27	1	26	1	32	1	58	4	64	7	
	2C	73	6	60	5	56	3	61	7	85	12	88	18	
	2B	90	17	86	15	78	13	86	21	94	30	97	33	
	2A	98	51	95	34	92	29	93	45	99	49	98	59	
	3	99	76	100	65	97	56	99	70	100	74	100	78	
Chinese	1	52	12	40	1	51	10	65	11	75	15	77	13	
	2C	90	14	79	17	89	20	94	34	97	30	92	31	
	2B	93	39	91	26	95	44	98	55	97	47	97	48	
	2A	100	65	98	58	99	72	100	86	99	71	100	78	
	3	100	90	100	84	100	90	100	94	100	91	100	95	

TABLE N2:
Progression of pupils from 1998 Key Stage 1 to Key stage 2 2002 by gender and Ethnicity

		Percentage of pupils achieving each level for Key Stage 2 2002							
		Key Stage 2 Reading				Key Stage 2 Writing			
		Girls		Boys		Girls		Boys	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
White	1	41	4	41	4	18	1	12	0
	2C	78	15	78	16	47	4	36	2
	2B	93	33	93	34	74	12	60	7
	2A	99	62	99	59	90	30	80	17
	3	100	85	100	84	98	57	94	41
Indian	1	44	3	44	4	32	2	21	1
	2C	76	12	78	12	64	9	51	4
	2B	93	25	91	29	86	21	73	12
	2A	98	53	98	53	96	39	89	24
	3	100	78	99	79	99	65	97	49
Pakistani	1	34	3	36	3	25	2	17	0
	2C	68	8	72	10	60	6	48	3
	2B	87	23	86	23	79	16	69	10
	2A	95	48	95	43	92	35	85	20
	3	98	68	99	72	96	58	95	41
Bangladeshi	1	43	4	42	5	39	5	25	1
	2C	82	15	78	13	75	15	57	4
	2B	89	26	90	27	84	23	71	13
	2A	95	46	94	45	95	43	88	22
	3	100	72	100	74	97	61	98	50
Black Caribbean	1	43	4	36	3	23	1	11	0
	2C	73	14	66	10	53	6	36	2
	2B	90	24	87	22	73	13	56	7
	2A	97	50	95	44	88	25	75	17
	3	99	73	99	67	96	52	92	36
Black African	1	47	5	42	4	24	2	19	1
	2C	77	15	71	12	58	7	45	3
	2B	92	28	88	23	82	17	68	10
	2A	97	52	97	49	91	33	84	23
	3	99	74	99	69	98	60	93	38
Black Other	1	47	5	41	4	22	2	15	1
	2C	80	10	73	13	54	4	33	3
	2B	91	29	92	28	75	11	61	8
	2A	98	54	97	55	91	35	77	17
	3	99	78	100	77	97	58	94	38
Chinese	1	58	13	53	3	46	15	26	1
	2C	92	20	85	24	76	10	60	3
	2B	93	48	92	34	87	31	75	24
	2A	100	68	99	63	97	53	94	38
	3	100	89	100	88	100	81	99	65

1998 Key Stage 1 average level (excluding spelling)

Key Stage 2 - Key Stage 3

TABLE N3:
Progression of pupils from 1999 Key Stage 2 to Key stage 3 2002 by gender and Ethnicity

		Percentage of pupils achieving each level for Key Stage 2 2002												
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science				
		Girls		Boys		Girls		Boys		Girls		Boys		
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	
1999 Key Stage 2 average level	White	B3	4	0	2	0	1	0	1	0	2	0	4	0
		3	40	4	19	1	17	2	20	2	21	1	28	2
		4	87	39	69	21	82	46	85	50	81	27	84	32
		5	99	84	96	67	100	96	100	97	99	83	99	86
	Indian	B3	9	1	3	0	1	0	4	0	1	0	2	0
		3	58	11	37	3	29	5	35	7	26	2	27	2
		4	94	52	80	29	89	59	90	62	84	31	84	33
		5	99	90	97	72	100	97	100	98	99	85	99	85
	Pakistani	B3	7	0	2	0	1	0	1	0	1	0	1	0
		3	48	7	25	2	19	2	23	4	17	1	17	1
		4	88	41	72	21	78	40	83	46	69	20	71	22
		5	99	84	93	62	99	91	98	89	96	72	94	70
Bangladeshi	B3	10	1	3	1	1	0	1	1	1	0	0	0	
	3	51	9	22	2	21	3	23	3	16	2	16	2	
	4	87	39	67	17	75	38	80	43	65	18	67	18	
	5	98	79	90	55	96	82	99	92	93	60	98	68	
Black Caribbean	B3	5	1	4	1	1	1	3	1	2	1	3	1	
	3	41	6	19	1	13	1	15	1	17	1	15	1	
	4	82	33	57	13	71	32	70	30	70	18	67	15	
	5	98	71	92	51	96	88	97	85	98	71	95	66	
Black African	B3	12	1	4	0	4	1	1	0	5	1	3	0	
	3	49	9	29	3	21	3	21	4	26	2	23	2	
	4	88	41	69	21	78	42	76	39	77	26	72	23	
	5	98	82	94	60	99	88	97	90	98	74	96	75	
Black Other	B3	10	1	4	0	0	0	3	0	3	0	3	2	
	3	43	5	20	2	12	1	16	2	20	0	16	1	
	4	84	33	64	16	73	34	74	34	72	20	67	19	
	5	98	75	92	52	98	89	98	87	97	72	96	72	
Chinese	B3	7	0	0	0	7	0	0	0	7	0	6	0	
	3	60	13	31	5	44	19	53	24	31	6	42	6	
	4	93	58	82	30	95	70	96	74	91	40	88	45	
	5	99	89	99	80	100	99	100	99	100	90	100	95	

TABLE N4:

Progression of pupils from Key Stage 3 2000 to the 5+ A*-C measure in 2002 by gender and pupil and school levels FSM

		Percentage of pupils achieving 5+ A*-C GCSEs in 2002								
		White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black african	Black other	Chinese	
2000 Key Stage 3 average level	Girls	B3	1	2	0	1	2	2	3	0
		3	1	1	2	4	1	1	2	4
		4	9	28	23	31	11	26	11	27
		5	56	80	76	76	57	74	57	74
	6	95	99	98	98	94	97	95	97	
	7	100	100	99	100	100	100	98	99	
	8	100	100	100	100	100	100	100	100	
	Boys	B3	3	2	0	1	0	0	0	0
3		0	1	1	2	1	1	0	2	
4		4	13	12	18	4	13	7	13	
5		41	64	59	65	39	60	39	67	
6		90	97	94	95	86	94	87	97	
7		100	99	100	100	100	100	98	98	
8		100	100	100	100	100	100	100	100	

TABLE N5:

Progression of pupils from Key Stage 3 2000 to the 5+ A*-G measure in 2002 by gender and pupil and school levels FSM

		Percentage of pupils achieving 5+ A*-G GCSEs in 2002								
		White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black african	Black other	Chinese	
2000 Key Stage 3 average level	Girls	B3	33	58	50	55	45	74	50	0
		3	70	92	91	89	80	90	75	96
		4	92	98	98	98	95	97	92	99
		5	98	100	99	99	97	99	98	97
	6	99	100	99	100	99	100	99	98	
	7	100	100	99	100	100	100	100	99	
	8	100	100	100	100	100	100	100	100	
	Boys	B3	24	42	41	47	29	53	44	40
3		60	84	80	79	69	85	68	89	
4		88	97	95	95	91	95	89	89	
5		97	99	99	99	97	98	95	99	
6		99	100	99	99	99	99	97	99	
7		100	100	100	100	100	100	100	98	
8		100	100	100	100	100	100	100	100	

ANNEX O: ANALYSIS BY GENDER AND ENGLISH AS AN ADDITIONAL LANGUAGE

Key Stage 1 - Key Stage 2

TABLE O1:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 English by Gender and English as an Additional Language

		Percentage achieving KS2 English level							
		Girls				Boys			
		EAL		Non EAL		EAL		Non EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 Average level	1	37	3	31	1	31	1	27	1
	2C	75	9	70	7	69	6	66	6
	2B	91	22	91	21	87	18	88	17
	2A	98	48	99	51	96	40	97	41
	3	100	76	100	80	99	69	100	73

TABLE O2:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 Mathematics by Gender and English as an Additional Language

		Percentage achieving KS2 Mathematics level							
		Girls				Boys			
		EAL		Non EAL		EAL		Non EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 Average level	1	31	2	25	1	39	4	35	3
	2C	66	8	58	4	75	15	70	10
	2B	85	21	82	14	89	32	89	25
	2A	96	40	95	33	97	59	97	50
	3	99	70	99	66	99	81	99	79

TABLE O3:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 Science by Gender and English as an Additional Language

		Percentage achieving KS2 Science level							
		Girls				Boys			
		EAL		Non EAL		EAL		Non EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 Average level	1	54	6	56	5	60	8	67	9
	2C	84	15	85	14	87	19	90	21
	2B	94	31	96	30	95	36	97	39
	2A	98	51	99	53	98	59	99	61
	3	100	76	100	79	100	80	100	84

TABLE O4:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 Reading by Gender and English as an Additional Language

		Percentage achieving KS2 Reading level							
		Girls				Boys			
		EAL		Non EAL		EAL		Non EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 Average level	1	41	4	41	4	41	4	41	4
	2C	76	13	78	14	76	12	78	16
	2B	91	27	93	33	89	28	93	34
	2A	97	53	99	62	97	51	98	59
	3	99	77	100	85	99	77	100	84

TABLE O5:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 Writing by Gender and English as an Additional Language

		Percentage achieving KS2 Writing level							
		Girls				Boys			
		EAL		Non EAL		EAL		Non EAL	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
KS1 Average level	1	29	3	18	1	20	1	12	0
	2C	63	8	48	4	49	3	36	2
	2B	82	19	74	12	70	12	60	7
	2A	93	38	91	30	85	24	81	17
	3	98	63	98	57	96	46	94	41

Key Stage 2 - Key Stage 3

TABLE O6:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 English by Gender and English as an Additional Language

		Percentage achieving KS3 English level							
		Girls				Boys			
		EAL		Non EAL		EAL		Non EAL	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average level	B3	10	0	4	0	3	0	2	0
	3	50	8	40	4	28	2	19	1
	4	90	43	87	39	73	23	69	21
	5	99	84	99	84	95	65	95	67

TABLE O7:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Mathematics by Gender and English as an Additional Language

		Percentage achieving KS3 Mathematics level							
		Girls				Boys			
		EAL		Non EAL		EAL		Non EAL	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average level	B3	2	0	1	0	3	0	1	0
	3	23	4	17	1	27	5	20	2
	4	83	48	82	45	85	53	84	50
	5	99	93	100	96	99	94	100	97

TABLE O8:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Science by Gender and English as an Additional Language

		Percentage achieving KS3 Science level							
		Girls				Boys			
		EAL		Non EAL		EAL		Non EAL	
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
KS2 Average level	B3	2	0	2	0	2	0	4	0
	3	21	1	21	1	22	2	27	2
	4	77	26	80	27	77	27	83	32
	5	98	79	99	83	98	80	99	86

Key Stage 3 - GCSE/GNVQ

TABLE O9:
Percentage of pupils achieving 5+ A*-C and 5+ A*-G GCSE by gender and English as an additional language

		Percentage of pupils achieving 5+ A* to C at GCSE				Percentage of pupils achieving 5+ A* to G at GCSE			
		Girls		Boys		Girls		Boys	
		EAL	Non EAL	EAL	Non EAL	EAL	Non EAL	EAL	Non EAL
		EAL		Non EAL		EAL		Non EAL	
KS3 Average level	B3	1	1	1	2	56	33	44	24
	3	3	0	1	0	89	71	79	60
	4	25	9	13	4	97	92	95	88
	5	75	57	60	42	99	98	99	97
	6	98	95	94	90	99	99	99	99
	7	99	100	99	100	100	100	100	100
	8	100	100	100	100	100	100	100	100

ANNEX P: ANALYSIS BY GENDER AND SPECIAL EDUCATIONAL NEEDS

Key Stage 1 - Key Stage 2

TABLE P1:

Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 English by Gender and Special Educational Needs status

		Percentage achieving level 4 or above at KS2 English					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS1 Average level	1	5	7	22	21	53	52
	2C	49	45	51	49	78	76
	2B	75	72	75	72	93	91
	2A	89	86	94	90	99	98
	3	100	96	99	98	100	100

TABLE P2:

Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Mathematics by Gender and Special Educational Needs status

		Percentage achieving level 4 or above at KS2 Mathematics					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS1 Average level	1	6	13	19	32	42	57
	2C	36	52	43	58	65	77
	2B	65	69	64	78	84	91
	2A	82	87	84	91	95	97
	3	92	93	97	98	99	100

TABLE P3:

Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Science by Gender and Special Educational Needs status

		Percentage achieving level 4 or above at KS2 Science					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS1 Average level	1	22	38	51	66	72	81
	2C	66	75	76	86	88	93
	2B	85	87	89	93	96	98
	2A	96	94	97	98	99	99
	3	98	96	99	99	100	100

TABLE P4:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Reading by Gender and Special Educational Needs status

		Percentage achieving level 4 or above at KS2 Reading					
		SEN - statemented		SEN - non statemented		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS1 Average level	1	9	14	33	36	62	66
	2C	55	58	63	66	83	85
	2B	81	79	81	84	94	95
	2A	93	91	95	95	99	99
	3	100	96	99	98	100	100

TABLE P5:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Writing by Gender and Special Educational Needs status

		Percentage achieving level 4 or above at KS2 Writing					
		SEN - statemented		SEN - non statemented		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS1 Average level	1	3	3	11	8	36	27
	2C	34	24	29	22	56	46
	2B	61	47	50	39	77	66
	2A	73	63	78	61	91	83
	3	95	87	93	85	98	95

Key Stage 2 - Key Stage 3

TABLE P6:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 English by Gender and Special Educational Needs status

		Percentage achieving LS or above at KS3 English					
		SEN - statemented		SEN - non statemented		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS2 Average level	B3	2	1	5	2	10	5
	3	16	8	27	13	51	30
	4	62	39	67	43	89	74
	5	94	75	94	84	99	96

TABLE P7:

Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Mathematics by Gender and Special Educational Needs status

		Percentage achieving L5 or above at KS3 Mathematics					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS2 Average level	B3	1	1	1	1	2	4
	3	8	13	11	16	22	28
	4	57	64	62	71	84	87
	5	97	92	97	98	100	100

TABLE P8:

Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 Science by Gender and Special Educational Needs status

		Percentage achieving level L5 or above at KS3 Science					
		SEN - stated		SEN - non stated		Non SEN	
		Girl	Boy	Girl	Boy	Girl	Boy
KS2 Average level	B3	2	4	1	3	3	5
	3	15	23	14	21	25	33
	4	63	68	61	69	82	86
	5	96	93	94	96	99	99

Key Stage 3 - GCSE/GNVQ

TABLE P9:

Percentage of pupils achieving 5 good GCSEs n 2002 from Key Stage 3 2000 by Gender and Special Educational Needs status

		Percentage of pupils achieving 5+ A* to C at GCSE					
		Boys			Girls		
		Non-SEN	SEN stated	SEN non stated	Non-SEN	SEN stated	SEN non stated
KS3 Average level	B3	1	0	1	3	0	1
	3	0	0	1	0	0	1
	4	7	6	12	3	3	6
	5	57	39	59	32	28	45
	6	92	85	96	81	78	91
	7	100	95	100	94	96	100
	8	-	-	100	-	-	100

ANNEX Q: ANALYSIS BY ETHNICITY AND PUPIL LEVEL FREE SCHOOL MEALS

Key Stage 1 - Key Stage 2

TABLE Q1:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 by Ethnicity and Pupil Level Free School Meals

		Percentage of pupils achieving each level for Key Stage 2 2002											
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science			
		Non-FSM		FSM		Non-FSM		FSM		Non-FSM		FSM	
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+
White	1	32	1	20	1	34	2	25	1	66	8	54	5
	2C	70	7	58	4	66	8	58	5	89	19	82	12
	2B	91	21	83	13	86	21	80	15	97	36	94	26
	2A	98	47	95	33	96	42	92	32	99	58	98	44
	3	100	78	99	62	99	73	98	58	100	82	99	69
Indian	1	38	2	30	1	42	4	34	3	65	8	58	5
	2C	73	7	71	8	76	13	65	10	89	19	85	15
	2B	93	20	88	17	91	31	86	20	97	37	95	28
	2A	99	44	97	38	98	55	97	39	99	60	98	49
	3	100	75	100	61	99	81	99	67	100	80	100	72
Pakistani	1	31	2	25	1	32	2	26	2	51	4	46	5
	2C	67	6	66	3	67	9	62	7	81	12	79	12
	2B	88	18	83	12	85	23	82	19	92	28	89	22
	2A	97	43	92	33	96	44	94	35	98	48	97	40
	3	99	68	99	58	99	70	98	64	99	72	99	65
Bangladeshi	1	41	3	36	2	40	5	39	3	61	9	60	8
	2C	79	8	78	9	73	13	71	11	86	20	88	21
	2B	91	23	88	19	88	30	83	22	95	35	96	32
	2A	99	44	94	35	96	51	94	42	98	54	98	49
	3	100	75	100	70	98	74	99	71	100	78	99	68
Black Caribbean	1	30	1	24	1	27	1	26	1	60	6	54	7
	2C	63	6	56	5	57	4	51	4	84	14	79	14
	2B	87	14	81	12	78	13	72	12	94	24	90	22
	2A	97	39	93	26	92	29	91	22	98	46	98	41
	3	99	67	98	56	98	53	98	53	100	72	100	63
Black African	1	38	2	31	2	38	4	31	2	63	7	54	7
	2C	74	7	62	7	66	9	61	6	82	15	80	16
	2B	91	20	87	14	86	20	81	15	95	32	92	24
	2A	98	42	96	38	93	40	92	34	98	49	95	45
	3	100	71	98	55	99	70	97	57	100	73	99	56
Black Other	1	31	2	27	1	32	2	27	1	63	6	61	6
	2C	67	6	65	4	58	6	58	4	88	15	83	15
	2B	91	18	82	13	84	19	77	12	96	34	93	27
	2A	96	47	96	34	93	40	93	25	99	57	96	43
	3	100	74	99	61	98	64	97	56	100	78	100	66
Chinese	1	46	5	39	8	59	12	61	4	78	14	71	10
	2C	85	15	77	16	92	27	90	32	95	31	90	26
	2B	92	33	89	30	97	50	94	40	98	48	94	43
	2A	99	63	97	56	100	82	97	61	100	77	94	58
	3	100	87	100	88	100	91	100	100	100	93	100	89

1998 Key Stage 1 average level (excluding spelling)

TABLE Q2:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 by Ethnicity and Pupil Level Free School Meals

		Percentage of pupils achieving each level for Key Stage 2 2002								
		Key Stage 2 Reading				Key Stage 2 Writing				
		Non-FSM		FSM		Non-FSM		FSM		
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	
1998 Key Stage 1 average level (excluding spelling)	White	1	45	5	32	3	16	1	10	0
		2C	80	17	69	10	43	3	34	2
		2B	94	35	88	24	68	10	59	7
		2A	99	62	97	46	87	25	78	17
		3	100	85	99	72	96	50	92	38
	Indian	1	46	4	37	3	27	2	22	2
		2C	77	12	76	11	58	6	54	7
		2B	92	27	87	23	80	16	74	15
		2A	98	53	96	47	93	32	90	25
		3	100	79	98	65	98	58	99	53
Pakistani	1	37	3	32	2	21	1	19	1	
	2C	71	10	69	6	54	5	52	3	
	2B	87	25	85	18	76	15	72	11	
	2A	96	48	92	40	90	31	85	22	
	3	99	73	98	62	96	53	95	45	
Bangladeshi	1	47	5	40	4	33	4	31	3	
	2C	81	13	79	15	67	9	65	10	
	2B	90	28	89	24	82	20	75	17	
	2A	95	50	94	41	94	37	89	29	
	3	100	75	100	70	98	62	97	50	
Black Caribbean	1	41	3	36	4	18	1	14	1	
	2C	72	12	65	11	46	4	41	4	
	2B	90	23	85	22	66	11	62	9	
	2A	97	50	94	38	84	24	78	14	
	3	100	73	99	62	95	47	92	42	
Black African	1	48	6	41	4	24	2	20	1	
	2C	77	14	69	11	53	5	49	5	
	2B	91	28	87	21	77	15	72	11	
	2A	98	53	95	46	88	28	87	28	
	3	100	75	98	60	97	53	93	41	
Black Other	1	45	6	41	3	19	1	16	1	
	2C	78	13	74	9	45	4	40	2	
	2B	93	32	87	21	72	11	62	8	
	2A	97	59	98	43	87	29	77	22	
	3	100	80	98	68	96	51	92	43	
Chinese	1	56	7	50	8	34	6	33	10	
	2C	89	23	84	16	69	6	58	10	
	2B	93	41	89	43	83	27	72	30	
	2A	100	66	97	61	96	47	94	36	
	3	100	89	100	88	99	73	100	88	

Key Stage 2 - Key Stage 3

TABLE Q3:
Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 by Ethnicity and Pupil Level Free School Meals

		Percentage of pupils achieving each level for Key Stage 2 2002												
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science				
		Non FSM		FSM		Non FSM		FSM		Non FSM		FSM		
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	
1999 Key Stage 2 average level	White	B3	3	0	2	0	1	0	1	0	4	0	2	0
		3	32	3	20	2	21	2	13	1	27	2	16	1
		4	80	32	64	18	85	50	73	32	84	31	68	17
		5	98	77	92	57	100	97	99	89	99	85	97	67
	Indian	B3	7	0	4	1	2	0	3	1	1	0	2	0
		3	49	7	40	5	34	6	26	3	28	2	22	1
		4	88	42	81	32	90	63	83	46	85	34	76	20
		5	98	81	98	72	100	98	99	93	99	86	97	68
	Pakistani	B3	5	0	4	0	1	0	1	0	1	0	1	0
		3	38	5	33	4	24	4	18	2	19	1	15	1
		4	83	35	75	24	83	47	76	37	73	23	65	16
		5	98	78	90	59	99	93	96	82	97	76	90	58
Bangladeshi	B3	5	0	7	1	0	0	1	0	0	0	0	0	
	3	40	6	34	5	23	3	22	3	20	1	14	2	
	4	81	34	76	26	83	47	73	36	69	23	63	14	
	5	95	75	93	59	97	90	98	85	97	72	94	57	
Black Caribbean	B3	6	1	3	0	4	1	0	0	4	1	2	1	
	3	31	3	26	3	14	1	13	1	17	1	13	2	
	4	74	26	61	16	75	34	61	22	72	18	60	12	
	5	96	64	91	53	98	90	94	77	98	71	92	58	
Black African	B3	8	2	7	0	4	2	2	0	6	1	3	0	
	3	43	8	33	4	22	5	20	2	26	2	23	1	
	4	81	36	74	23	80	45	71	33	78	28	69	18	
	5	96	75	94	58	99	91	95	79	98	79	95	56	
Black Other	B3	10	1	4	0	1	0	2	0	4	2	2	0	
	3	32	3	28	3	15	2	14	1	20	1	15	0	
	4	78	29	67	17	76	37	68	28	73	22	63	14	
	5	96	66	89	54	99	91	95	78	97	74	93	61	
Chinese	B3	4	0	0	0	4	0	0	0	9	0	0	0	
	3	46	8	30	9	53	24	35	11	42	7	18	4	
	4	88	45	85	36	96	74	92	64	90	45	85	29	
	5	99	87	98	68	100	99	98	95	100	93	100	80	

Key Stage 3 - GCSE/GNVQ

TABLE Q4

Percentage of pupils achieving 5 good GCSEs in 2002 from Key Stage 3 2000 by Ethnicity and pupil level Free School Meals

		Percentage of pupils achieving 5+ A*-C GCSEs in 2002								
		White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black african	Black other	Chinese	
2000 Key Stage 3 average level	Non FSM	B3	2	0	0	2	1	1	0	0
		3	0	1	2	3	1	1	1	4
		4	7	20	17	24	8	21	9	20
		5	51	72	68	72	49	69	51	70
		6	93	98	97	98	91	96	93	98
		7	100	100	100	100	100	100	98	99
		8	100	100	-	-	-	-	-	100
		FSM	B3	1	7	0	1	0	1	3
	3		1	1	1	3	1	1	1	0
	4		4	18	17	25	7	17	8	20
	5		34	66	66	71	45	65	44	73
	6		83	96	95	96	87	94	85	93
	7		98	98	100	100	100	100	89	100
	8		100	-	-	-	-	-	-	-

TABLE Q5:

Percentage of pupils achieving 5 good GCSEs in 2002 from Key Stage 3 2000 by Ethnicity and pupil level Free School Meals

		Percentage of pupils achieving 5+ A*-G GCSEs in 2002								
		White	Indian	Pakistani	Bangladeshi	Black Caribbean	Black african	Black other	Chinese	
2000 Key Stage 3 average level	Non FSM	B3	31	46	46	48	33	68	52	25
		3	69	88	84	84	76	89	74	91
		4	91	98	96	97	93	97	92	93
		5	98	100	99	99	98	99	98	98
		6	100	100	99	100	99	100	99	99
		7	100	100	100	100	100	100	100	99
		8	100	100	-	-	-	-	-	100
		FSM	B3	26	60	45	53	39	62	46
	3		55	87	85	84	72	86	69	90
	4		83	96	97	97	93	96	89	98
	5		94	99	99	98	96	98	94	99
	6		98	100	99	99	99	98	98	100
	7		99	100	100	100	100	100	100	100
	8		100	-	-	-	-	-	-	-

ANNEX R: ANALYSIS BY SCHOOL LEVEL FREE SCHOOL MEALS AND ENGLISH AS AN ADDITIONAL LANGUAGE

Key Stage 1 - Key Stage 2

TABLE R1:
Progression of pupils from Key Stage 1 1998 to 2002 Key Stage 2 by School Level Free School meals and English as an Additional Language

		Percentage of pupils achieving each level for Key Stage 2 2002																				
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science				Key Stage 2 Reading				Key Stage 2 Writing				
		EAL		Non EAL		EAL		Non EAL		EAL		Non EAL		EAL		Non EAL		EAL		Non EAL		
		L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	L4+	L5+	
1998 Key Stage 1 average level (excluding spelling)	<=8% FSM	1	46	3	37	2	44	5	38	3	69	8	71	10	57	7	52	6	29	3	18	1
		2C	82	11	74	8	78	13	69	8	92	21	91	20	87	20	84	19	60	7	46	3
		2B	95	30	93	24	92	36	88	23	97	41	97	38	95	40	96	40	81	19	71	11
		2A	99	54	99	51	98	57	97	44	99	63	100	61	99	66	99	67	94	35	88	26
		3	100	83	100	81	100	82	99	76	100	85	100	84	100	86	100	88	99	61	97	53
	>13% and <=20% FSM	1	38	2	30	1	42	4	32	2	63	9	66	7	47	4	43	4	25	2	15	0
		2C	73	7	68	6	72	12	64	7	87	18	88	17	78	13	79	15	57	5	41	3
		2B	93	21	90	19	90	30	85	19	96	35	96	34	93	30	93	33	78	16	67	9
		2A	98	48	98	45	98	55	95	40	99	61	99	56	98	55	99	60	91	34	86	24
		3	100	78	100	76	99	80	99	71	100	83	100	81	100	82	100	84	98	58	96	49
	>21% and <=35% FSM	1	33	2	26	1	36	3	30	2	58	6	61	7	40	3	38	3	24	1	13	0
		2C	72	8	64	5	71	12	62	6	85	17	86	16	76	12	74	13	58	6	39	3
		2B	90	20	87	16	87	25	83	18	94	33	95	31	91	26	91	28	78	16	64	9
		2A	98	44	97	41	96	49	94	37	99	55	99	53	98	52	98	54	90	33	84	23
		3	99	72	99	71	99	74	99	66	100	78	100	76	99	76	100	79	97	57	95	46
	>35% FSM	1	32	2	23	1	35	3	28	2	56	7	57	6	39	4	34	3	23	2	12	0
		2C	69	7	59	4	68	10	59	6	83	17	83	14	72	11	69	11	54	6	36	2
		2B	85	17	83	13	84	23	80	16	93	30	94	28	86	24	88	24	73	14	61	8
		2A	95	38	95	34	95	43	93	34	97	48	98	48	95	44	97	47	87	28	80	19
		3	99	64	99	63	98	67	98	61	99	69	100	72	99	68	99	72	95	49	93	40

Key Stage 2 - Key Stage 3

TABLE R2:

Progression of pupils from Key Stage 2 1999 to 2002 Key Stage 3 by School Level Free School meals and English as an Additional Language

		Percentage of pupils achieving each level for Key Stage 3 2002												
		Key Stage 3 English				Key Stage 3 Mathematics				Key Stage 3 Science				
		EAL		Non EAL		EAL		Non EAL		EAL		Non EAL		
		L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	
1999 Key Stage 2 average level	<5% FSM	B3	4	0	7	1	0	0	2	0	4	0	8	1
		3	49	4	41	5	39	8	28	4	35	3	38	3
		4	89	45	85	38	91	67	90	58	90	42	90	41
		5	98	85	98	79	100	99	100	98	100	93	100	90
	>5% and <=9% FSM	B3	15	0	5	1	1	0	2	0	6	0	6	1
		3	44	8	34	3	34	8	24	3	32	4	32	2
		4	83	35	81	32	91	62	87	53	88	37	87	34
		5	99	69	98	75	100	97	100	97	100	87	100	86
	>9% and <=13% FSM	B3	8	0	4	0	3	1	1	0	2	0	4	0
		3	51	8	32	3	31	6	21	2	28	2	26	2
		4	88	42	79	30	90	57	84	48	83	29	83	29
		5	98	76	97	73	100	97	100	96	99	82	99	82
	>13% and <=21% FSM	B3	8	0	3	0	2	1	1	0	1	0	3	0
		3	41	6	27	2	28	5	17	2	24	2	22	1
		4	84	35	75	26	87	55	81	42	82	30	78	24
		5	98	78	96	69	99	96	99	94	99	84	99	77
	>21% and <=35% FSM	B3	8	0	2	0	2	0	1	0	3	0	2	0
		3	42	6	25	2	26	4	15	1	22	1	18	1
		4	83	34	72	24	84	49	77	37	77	25	74	20
		5	97	74	95	66	99	93	99	92	97	75	98	73
>35% FSM	B3	6	0	2	0	2	1	1	0	2	0	2	0	
	3	33	4	22	2	22	3	12	1	17	1	14	1	
	4	75	25	65	18	77	40	69	29	67	18	65	15	
	5	93	60	92	56	97	86	98	85	94	63	96	63	

Key Stage 3 - GCSE/GNVQ

TABLE R3:
Progression of pupils from Key Stage 3 2000 to 2002 GCSE/GNVQ by School Level Free School meals and English as an Additional Language

		Percentage of pupils achieving				
		5+ A*-C GCSEs		5+ A*-G GCSEs		
		EAL	Non EAL	EAL	Non EAL	
2000 (Key Stage 3 average level)	<5% FSM	B3	17	0	83	49
		3	3	0	92	76
		4	20	9	97	94
		5	69	56	98	99
		6	96	95	99	100
		7	100	100	100	100
		8	100	100	100	100
		>5% and <=9% FSM	B3	6	0	56
	3		1	0	81	72
	4		15	7	94	92
	5		67	52	99	98
	6		96	94	99	100
	7		100	100	100	100
	8		100	100	100	100
	>9% and <=13% FSM		B3	3	0	48
		3	1	0	81	71
		4	16	7	96	92
		5	68	49	99	98
		6	96	93	100	100
		7	99	100	100	100
		8	100	100	100	100
		>13% and <=21% FSM	B3	0	0	61
	3		2	0	82	67
	4		15	6	97	90
	5		66	45	99	97
	6		96	91	99	99
	7		99	99	100	100
	8		100	100	100	100
>21% and <=35% FSM	B3		0	0	53	31
	3	1	0	85	66	
	4	19	5	97	89	
	5	67	42	99	97	
	6	96	89	99	99	
	7	99	99	100	100	
	8	100	100	100	100	
	>35% FSM	B3	1	0	52	31
3		2	1	85	61	
4		21	6	96	86	
5		69	43	99	95	
6		96	88	99	99	
7		99	98	99	100	
8		100	100	100	100	

ANNEX 5: ANALYSIS BY GENDER, ETHNICITY AND PUPIL LEVEL FREE SCHOOL MEALS

Key Stage 1 - Key Stage 2

TABLE S1:

Progression of pupils from Key Stage 1 1998 to a level 4 or above at Key Stage 2 English, mathematics and science 2002 by Gender, Ethnicity and Pupil Level Free School meals

		Percentage of pupils achieving level 4 or above for Key Stage 2 2002											
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science			
		Girls		Boys		Girls		Boys		Girls		Boys	
		Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM
White	1	34	23	30	19	27	21	38	29	60	48	71	58
	2C	73	61	68	55	60	53	71	63	87	79	91	86
	2B	92	85	89	80	83	77	89	84	96	93	97	95
	2A	99	96	98	93	95	91	97	94	99	98	99	98
	3	100	99	100	99	99	98	100	99	100	99	100	99
Indian	1	41	38	35	24	37	27	46	38	60	57	69	58
	2C	76	73	71	69	71	59	80	72	87	82	90	88
	2B	95	91	91	84	89	85	93	88	96	95	97	95
	2A	99	99	98	94	98	99	99	95	99	100	100	96
	3	100	100	100	100	99	99	100	100	100	100	100	100
Pakistani	1	33	29	29	23	26	22	36	30	48	43	54	48
	2C	68	67	66	65	60	55	73	68	78	76	84	83
	2B	89	85	86	80	81	80	89	86	92	88	93	90
	2A	98	93	95	92	95	91	97	97	98	96	98	97
	3	99	99	99	99	98	98	100	98	99	99	100	100
Bangladeshi	1	42	42	40	31	35	38	44	39	56	59	66	62
	2C	83	84	75	73	67	66	79	76	85	86	86	90
	2B	92	89	90	86	88	82	88	85	95	95	96	97
	2A	100	94	98	95	97	92	96	95	99	97	97	98
	3	100	100	100	100	98	99	98	100	100	99	99	100
Black Caribbean	1	36	30	26	21	26	26	28	26	59	55	61	54
	2C	70	61	56	52	56	46	58	56	84	75	84	83
	2B	90	84	83	77	76	69	80	76	95	87	93	92
	2A	98	95	95	90	90	90	93	91	98	98	98	97
	3	100	98	99	99	98	97	98	99	100	99	99	100
Black African	1	44	34	33	28	36	29	39	32	59	55	66	54
	2C	79	66	70	58	63	59	69	62	80	82	84	78
	2B	93	91	89	82	85	80	87	83	95	94	95	91
	2A	98	96	97	96	92	89	94	96	99	97	98	93
	3	100	99	100	96	99	97	99	98	100	99	100	99
Black Other	1	35	29	29	26	28	24	34	29	57	59	66	62
	2C	73	73	62	57	56	56	61	60	87	82	89	85
	2B	93	83	88	80	81	71	86	85	95	91	97	96
	2A	97	99	96	92	92	95	94	91	99	98	100	94
	3	100	99	100	100	97	97	100	96	100	100	100	100
Chinese	1	51	55	43	28	49	60	65	62	77	70	78	72
	2C	89	100	81	63	90	83	93	95	98	92	93	89
	2B	93	88	91	90	96	88	98	100	98	92	98	95
	2A	100	100	98	93	99	95	100	100	100	91	100	100
	3	100	100	100	100	100	100	100	100	100	100	100	100

1998 Key Stage 1 average level (excluding spelling)

TABLE S2:
Progression of pupils from Key Stage 1 1998 to a level 4 or above at Key Stage 2 reading and writing 2002 by Gender,
Ethnicity and Pupil Level Free School meals

		Percentage of pupils achieving level 4 or above for Key Stage 2 2002								
		Key Stage 2 Reading				Key Stage 2 Writing				
		Girls		Boys		Girls		Boys		
		Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	
1998 Key Stage 1 average level (excluding spelling)	White	1	45	32	45	31	20	13	13	8
		2C	80	70	80	69	49	39	37	28
		2B	94	89	94	87	75	66	62	51
		2A	99	97	99	96	91	84	81	71
		3	100	99	100	99	98	95	95	88
	Indian	1	45	43	47	31	33	29	22	16
		2C	76	76	78	75	65	59	51	49
		2B	93	88	91	86	86	80	74	67
		2A	99	98	98	94	95	98	90	82
		3	100	97	99	100	99	100	97	98
Pakistani	1	36	32	39	32	25	25	18	14	
	2C	68	68	73	71	61	57	48	46	
	2B	88	84	87	85	80	78	71	63	
	2A	97	93	96	91	93	90	87	80	
	3	99	97	99	99	97	95	95	95	
Bangladeshi	1	42	45	51	36	40	39	28	23	
	2C	83	81	78	77	74	75	60	54	
	2B	89	89	91	89	88	81	75	68	
	2A	96	93	93	94	99	91	89	86	
	3	99	100	100	100	98	96	97	98	
Black Caribbean	1	45	40	39	34	26	21	14	9	
	2C	75	69	69	62	56	49	38	32	
	2B	91	86	89	84	74	70	57	53	
	2A	98	95	96	93	89	85	77	69	
	3	100	98	99	100	97	92	92	92	
Black African	1	52	43	46	39	31	20	20	19	
	2C	81	72	74	66	60	56	48	41	
	2B	93	90	90	84	82	83	73	59	
	2A	99	93	97	96	92	90	84	85	
	3	99	98	100	97	99	97	95	89	
Black Other	1	51	43	42	39	27	17	14	15	
	2C	81	79	75	68	54	54	36	27	
	2B	94	84	93	89	78	69	65	53	
	2A	98	100	97	96	92	88	81	64	
	3	100	99	100	98	97	94	95	88	
Chinese	1	58	60	55	43	46	45	26	25	
	2C	91	100	87	74	76	75	63	47	
	2B	94	88	93	90	89	73	75	71	
	2A	100	100	100	93	97	95	94	93	
	3	100	100	100	100	100	100	99	100	

TABLE S3:

Progression of pupils from Key Stage 1 1998 to a level 5 or above at Key Stage 2 English, mathematics and science 2002 by Gender, Ethnicity and Pupil Level Free School meals

		Percentage of pupils achieving level 5 or above for Key Stage 2 2002											
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science			
		Girls		Boys		Girls		Boys		Girls		Boys	
		Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM
White	1	2	1	1	1	1	1	3	2	6	3	10	6
	2C	7	4	6	3	5	3	10	7	15	10	23	15
	2B	23	14	18	11	15	10	27	20	31	23	40	29
	2A	52	37	42	28	34	25	51	40	54	41	63	49
	3	81	65	74	57	67	52	80	66	80	66	85	72
Indian	1	2	1	2	1	2	1	5	4	5	5	10	5
	2C	8	8	6	7	10	7	16	14	17	12	20	18
	2B	22	18	19	15	25	16	38	25	34	24	40	33
	2A	48	45	40	31	47	35	65	43	56	46	64	53
	3	78	56	73	69	77	58	86	82	79	67	83	82
Pakistani	1	2	1	1	0	1	1	3	2	4	4	5	5
	2C	7	4	5	3	5	3	12	10	11	9	13	16
	2B	21	11	16	12	18	12	30	28	26	18	31	27
	2A	48	38	37	27	33	26	57	45	43	38	54	42
	3	72	58	65	58	61	57	81	73	68	60	76	71
Bangladeshi	1	3	2	2	2	5	4	4	3	7	8	9	8
	2C	9	13	6	6	10	6	17	15	15	18	25	24
	2B	26	20	21	17	26	17	35	27	37	32	33	31
	2A	50	40	39	29	42	38	60	48	51	48	57	49
	3	77	69	72	71	67	66	85	79	73	63	86	77
Black Caribbean	1	2	2	1	1	1	1	2	1	6	8	6	7
	2C	8	5	4	4	3	2	5	5	13	14	14	15
	2B	16	13	11	10	10	11	17	14	24	22	25	23
	2A	46	26	31	26	24	17	36	29	47	34	44	49
	3	73	59	58	51	51	47	57	62	73	59	69	68
Black African	1	4	2	2	2	4	1	4	3	7	7	7	7
	2C	8	9	6	5	6	5	10	6	16	14	15	18
	2B	23	18	18	10	16	13	23	17	30	24	34	25
	2A	46	44	37	32	31	28	49	41	49	44	49	47
	3	77	60	64	50	68	55	72	59	73	57	73	56
Black Other	1	4	1	1	1	1	0	2	1	5	4	7	8
	2C	6	6	7	3	4	2	8	6	13	10	18	19
	2B	20	12	15	15	15	9	23	16	33	23	34	31
	2A	53	46	40	19	32	21	51	29	52	39	63	47
	3	79	63	67	58	59	47	71	68	76	65	80	68
Chinese	1	11	15	1	3	11	5	12	3	16	10	13	10
	2C	15	8	16	21	18	33	35	32	31	25	32	26
	2B	40	31	25	29	44	42	57	38	48	42	48	43
	2A	67	55	59	57	75	59	89	64	75	50	79	71
	3	90	89	84	86	89	100	93	100	91	90	96	86

1998 Key Stage 1 average level (excluding spelling)

TABLE S4:
Progression of pupils from Key Stage 1 1998 to a level 5 or above at Key Stage 2 reading and writing 2002 by Gender, Ethnicity and Pupil Level Free School meals

		Percentage of pupils achieving level 5 or above for Key Stage 2 2002							
		Key Stage 2 Reading				Key Stage 2 Writing			
		Girls		Boys		Girls		Boys	
		Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM
White	1	5	2	5	3	1	0	0	0
	2C	16	10	17	10	4	3	2	1
	2B	35	24	36	23	13	9	7	5
	2A	63	48	61	44	30	22	18	12
	3	86	72	85	71	57	44	42	29
Indian	1	3	3	4	3	2	3	1	1
	2C	12	11	12	12	8	11	4	2
	2B	25	22	30	25	21	19	12	10
	2A	53	51	54	42	39	31	24	18
	3	79	58	79	78	65	53	49	53
Pakistani	1	3	2	3	2	2	1	0	0
	2C	10	5	11	7	6	5	4	2
	2B	26	16	24	21	18	12	11	9
	2A	50	43	46	36	37	30	24	13
	3	72	57	74	68	60	53	43	35
Bangladeshi	1	4	3	5	5	6	5	1	1
	2C	14	16	12	14	14	15	4	5
	2B	29	22	28	27	26	20	12	14
	2A	50	42	50	39	46	40	28	16
	3	75	67	73	75	66	54	56	42
Black Caribbean	1	4	5	3	3	1	1	0	0
	2C	15	11	9	11	6	5	1	2
	2B	24	22	22	20	14	13	7	6
	2A	55	35	44	42	30	14	18	14
	3	75	65	70	56	55	44	35	38
Black African	1	8	4	5	4	3	1	1	1
	2C	16	13	13	10	6	7	4	2
	2B	30	25	27	16	19	13	11	9
	2A	52	52	53	39	33	31	22	25
	3	77	65	74	56	63	48	40	33
Black Other	1	6	4	6	3	2	1	1	0
	2C	11	8	14	10	4	3	5	1
	2B	33	21	31	22	13	8	9	7
	2A	58	46	60	40	37	28	19	14
	3	80	69	79	66	61	47	38	38
Chinese	1	13	15	3	4	14	20	1	4
	2C	23	0	23	26	10	8	2	11
	2B	48	50	34	33	32	27	22	33
	2A	69	64	63	57	56	36	38	36
	3	89	89	88	86	80	95	65	71

1998 Key Stage 1 average level (excluding spelling)

Key Stage 2 - Key Stage 3

TABLE S5:

Progression of pupils from Key Stage 2 1999 to a level 5 or above at Key Stage 3 2002 by Gender, Ethnicity and Pupil Level Free School meals

		Percentage of pupils achieving level 5 or above for Key Stage 3 2002												
		Key Stage 2 English				Key Stage 2 Mathematics				Key Stage 2 Science				
		Girls		Boys		Girls		Boys		Girls		Boys		
		Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	
1999 Key Stage 2 coverage level	White	B3	5	2	2	1	1	1	1	1	2	1	5	3
		3	44	29	21	12	19	11	22	15	23	12	30	19
		4	89	76	71	52	84	70	86	75	83	66	85	70
		5	99	97	96	87	100	99	100	99	99	97	99	97
	Indian	B3	11	5	4	2	0	3	4	4	1	2	2	2
		3	60	51	39	29	30	26	37	27	27	23	29	20
		4	94	92	82	71	89	84	91	82	85	77	85	76
		5	99	100	97	96	100	100	100	99	99	98	100	97
	Pakistani	B3	6	7	4	2	0	1	1	1	0	1	2	1
		3	51	45	27	23	22	17	26	20	20	14	18	15
		4	90	84	76	65	82	73	85	80	72	65	75	66
		5	99	98	96	83	99	98	99	95	97	94	97	86
Bangladeshi	B3	8	11	2	4	0	2	0	1	0	1	0	0	
	3	55	49	27	20	19	21	27	22	20	14	19	13	
	4	90	85	70	65	83	70	84	78	70	61	68	65	
	5	98	98	93	87	95	96	98	99	95	92	99	97	
Black Caribbean	B3	9	1	4	3	3	0	5	1	5	0	4	3	
	3	44	35	21	17	12	14	16	12	18	16	17	11	
	4	85	73	61	47	75	62	75	60	74	60	70	59	
	5	98	96	94	85	97	94	98	94	98	94	97	91	
Black African	B3	9	13	7	2	6	3	3	1	7	3	4	2	
	3	52	45	35	23	23	19	22	20	27	25	26	20	
	4	90	85	72	63	81	71	79	71	79	73	76	65	
	5	98	96	94	92	99	97	98	93	99	97	97	92	
Black Other	B3	13	7	7	2	0	0	2	3	2	4	6	0	
	3	45	40	22	18	11	14	18	14	22	17	18	13	
	4	88	75	66	59	77	63	74	73	76	61	68	65	
	5	100	92	93	83	99	95	99	94	98	92	96	93	
Chinese	B3	10	0	0	0	10	0	0	0	10	0	8	0	
	3	64	38	33	26	48	21	56	41	36	0	46	26	
	4	93	95	84	76	96	91	96	94	92	87	89	83	
	5	99	100	99	97	100	96	100	100	100	100	100	100	

TABLE S6:

Progression of pupils from Key Stage 2 1999 to a level 6 or above at Key Stage 3 2002 by Gender, Ethnicity and Pupil Level Free School meals

		Percentage of pupils achieving level 6 or above for Key Stage 3 2002												
		Key Stage 3 English				Key Stage 3 Mathematics				Key Stage 3 Science				
		Girls		Boys		Girls		Boys		Girls		Boys		
		Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	Non-FSM	FSM	
1999 Key Stage 2 average level	White	B3	0	0	0	0	0	0	0	0	0	0	0	0
		3	5	2	2	1	2	1	3	1	1	0	3	1
		4	41	24	22	11	48	30	52	34	28	14	34	19
		5	85	68	68	47	96	87	97	91	84	64	87	70
	Indian	B3	1	2	0	0	0	2	0	0	0	0	0	0
		3	12	9	3	1	5	3	7	5	2	1	2	1
		4	52	46	31	19	60	47	65	46	33	19	35	21
		5	90	82	72	63	97	92	98	93	86	67	86	70
	Pakistani	B3	0	0	0	0	0	0	0	0	0	1	0	0
		3	9	6	2	2	2	2	5	2	1	0	1	1
		4	45	33	24	16	43	35	50	40	23	14	24	18
		5	88	72	67	49	93	83	93	80	76	59	76	57
	Bangladeshi	B3	0	1	0	1	0	0	0	1	0	0	0	0
		3	12	8	1	2	1	4	5	3	0	2	2	1
		4	44	35	21	15	47	33	47	41	24	13	22	15
		5	84	75	68	42	86	80	93	91	69	54	75	60
	Black Caribbean	B3	1	0	1	0	1	0	1	1	2	0	1	1
		3	6	6	1	1	1	2	1	1	0	2	1	2
		4	37	23	15	8	35	22	33	22	20	13	16	12
		5	73	65	54	42	90	81	89	73	73	62	69	55
Black African	B3	4	0	1	0	4	0	1	0	0	1	1	0	
	3	11	7	5	1	4	3	5	2	3	1	2	1	
	4	47	30	23	16	46	35	44	31	30	19	25	17	
	5	85	72	64	43	90	77	92	80	78	56	80	56	
Black Other	B3	3	0	0	0	0	0	0	0	0	0	4	0	
	3	4	5	2	2	1	1	2	1	0	0	1	0	
	4	39	21	18	13	38	25	36	31	23	13	21	14	
	5	77	65	54	40	91	82	90	73	76	56	72	67	
Chinese	B3	0	0	0	0	0	0	0	0	0	0	0	0	
	3	11	23	6	3	21	7	26	13	7	0	6	6	
	4	59	50	32	23	71	65	76	63	41	33	49	27	
	5	91	73	82	65	100	88	99	100	92	69	95	90	

Key Stage 3 - GCSE/GNVQ

TABLE S7:

Progression of pupils from Key Stage 3 2000 to GCSE/GNVQ 2002 by Gender, Ethnicity and Pupil Level Free School meals

		Percentage of pupils achieving each								
		5+ A*-C GCSEs				5+ A*-G GCSEs				
		Girls		Boys		Girls		Boys		
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	
2000 Key Stage 3 average level	White	B3	2	0	3	1	36	29	26	22
		3	1	1	0	1	75	61	64	50
		4	10	5	4	2	93	86	90	81
		5	58	40	43	27	98	94	98	93
		6	96	88	91	77	100	98	99	98
		7	100	98	100	97	100	99	100	99
		8	100	100	100	100	100	100	100	100
		Indian	B3	0	6	0	7	54	69	39
	3		1	1	1	1	92	91	84	84
	4		28	29	14	8	98	98	98	95
	5		81	73	64	60	100	99	99	98
	6		99	98	97	94	100	99	100	100
	7		100	100	99	95	100	100	100	100
	8		100	100	100	-	100	100	100	-
	Pakistani		B3	0	0	0	0	48	51	44
		3	3	2	1	1	90	91	79	80
		4	25	22	11	13	97	98	95	96
		5	77	73	58	59	99	99	99	100
		6	98	99	96	91	99	99	99	99
		7	99	100	100	100	99	100	100	100
		8	100	-	100	-	100	-	100	-
		Bangladeshi	B3		0	0	2	56	55	42
	3			6	3	1	87	91	82	78
	4			30	16	19	99	98	94	96
	5			76	66	65	99	98	99	98
	6			98	98	94	99	100	100	99
	7			100	100	100	100	100	100	100
	8			-	100	-	100	-	100	-

TABLE S8:
Progression of pupils from Key Stage 3 2000 to GCSE/GNVQ 2002 by Gender, Ethnicity and Pupil Level Free School meals

		Percentage of pupils achieving each								
		5+ A*-C GCSEs				5+ A*-G GCSEs				
		Girls		Boys		Girls		Boys		
		Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	Non FSM	FSM	
2000 Key Stage 3 average level	Black Caribbean	B3	3	0	0	0	50	38	21	39
		3	1	1	0	1	83	78	72	67
		4	11	10	4	5	95	95	92	92
		5	58	55	40	33	98	97	98	95
		6	95	89	87	82	99	99	99	99
		7	100	100	100	100	100	100	100	100
		8	100	-	100	-	100	-	100	-
		Black African	B3	3	1	0	0	81	71	58
	3		1	2	1	1	91	90	88	83
	4		29	23	14	11	98	96	96	96
	5		75	71	62	57	99	98	98	99
	6		97	96	94	93	100	99	99	97
	7		100	100	100	100	100	100	100	100
	8		100	-	100	-	100	-	100	-
	Black Other		B3	0	5	0	0	53	47	50
		3	1	3	1	0	75	76	73	64
		4	11	9	7	7	93	90	90	87
		5	59	52	41	36	98	96	97	93
		6	97	89	88	79	99	99	98	96
		7	97	100	100	83	100	100	100	100
		8	100	-	100	-	100	-	100	-
		Chinese	B3	0	-	0	-	0	-	40
	3		6	0	3	0	94	100	90	85
	4		28	25	13	14	99	100	88	95
5	75		70	65	77	97	100	99	98	
6	98		92	97	93	99	100	99	100	
7	99		100	98	100	99	100	98	100	
8	100		-	100	-	100	-	100	-	