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## CHILDREN WITH SPECIAL EDUCATIONAL NEEDS 2013: AN ANALYSIS

### Chapter 3: How does progression vary between Key Stages for pupils with special educational needs?

#### INTRODUCTION

This chapter looks at the proportion of pupils at state-funded schools (including academies and city technology colleges) with special educational needs who made the expected level of progress in attainment levels between Key Stage 1 (KS1) and Key Stage 2 (KS2) and between KS2 and Key Stage 4 (KS4).

See Data Annex 3 for further detail on the material covered in this chapter. This chapter does not reference other tables and publications. All numbers which appear in this chapter were taken from the National Pupil Database (see Data Annex 3 for further details). Data were based on the academic year and level of provision for special educational need was recorded in the January of the same year. All findings in this chapter refer to pupils at state-funded schools only.

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

#### KEY FINDINGS ON PROGRESSION BETWEEN KEY STAGES 1 AND 2

##### Level of provision for special educational needs

Pupils with were more likely to achieve the expected progression in English than mathematics regardless of their provision for special educational needs.

##### Primary type of special educational need

No primary type of need was more likely to achieve the expected progression in mathematics than English. Pupils with visual impairment and hearing impairment were the most likely to achieve this progression of all the primary types of need.

#### PROGRESS BETWEEN KEY STAGES 1 AND 2 BY LEVEL OF PROVISION FOR SPECIAL EDUCATIONAL NEED

This section of Chapter 3 considers pupils at the end of KS2 at state-funded schools in England in 2011/12 and shows the percentage that made the expected level of progression from their attainment level at KS2. Progression results are shown between KS1 and KS2 in this section for both English and mathematics. Please see Data Annex 3 for more thorough information on how progression is defined and which pupils are eligible. Progression information is only published for the academic years 2010/11 and 2011/12.

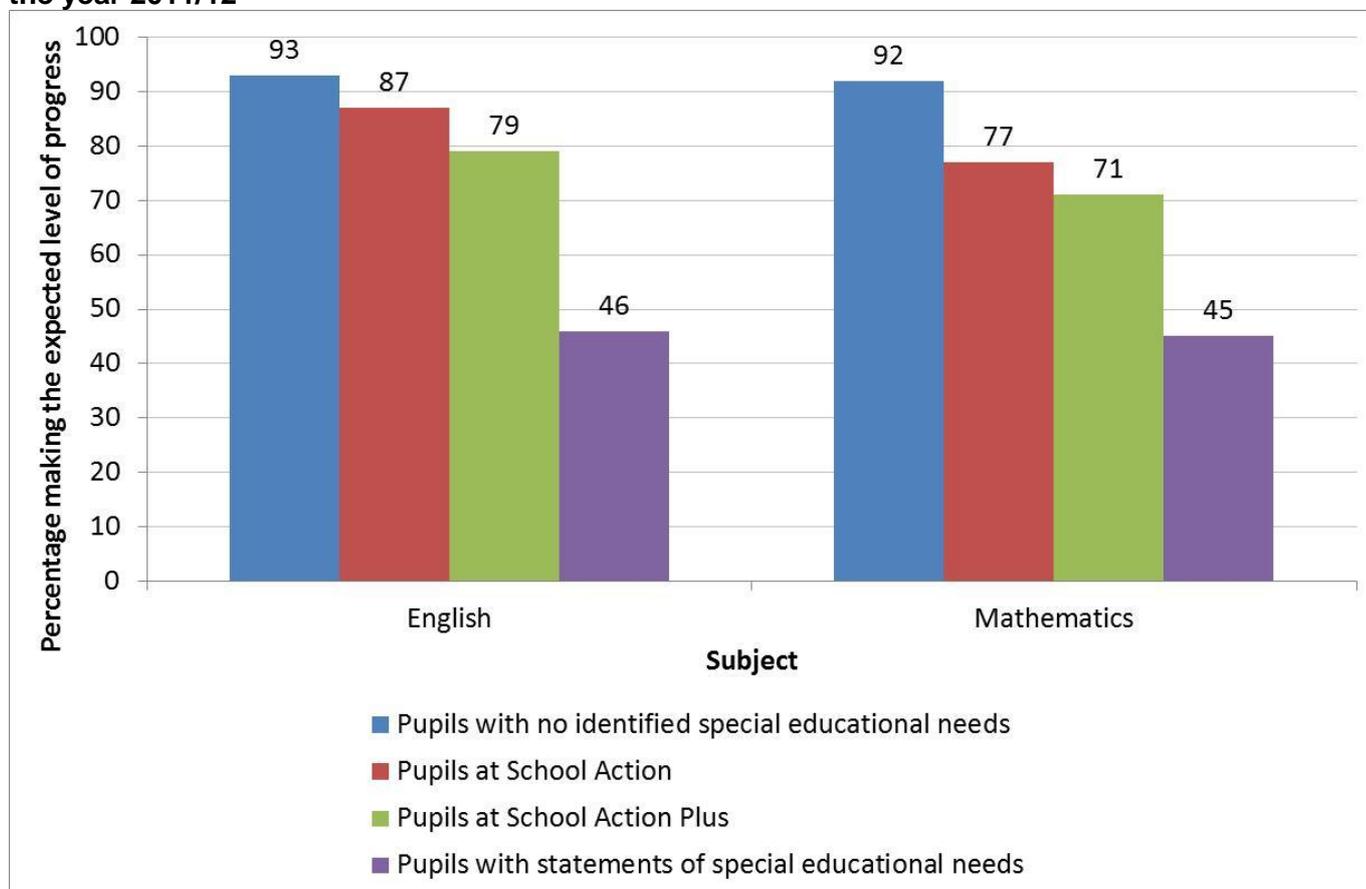
All commentary in this chapter on progression between KS1 and KS2 is taken from analysis as part of the Statistical First Release National Curriculum Assessments at Key Stage 2 in England: Academic Year 2011 to 2012 at <https://www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-academic-year-2011-to-2012>.

The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. Therefore, pupils are expected to make 2 levels of progress between KS1 and KS2 in both English and mathematics.

Table 9 in the above Statistical First Release and Figure 3.1 below show the percentage of pupils who made the expected level of progression in English and mathematics between KS1 (mainly pupils aged 7) and KS2 (mainly pupils aged 11) in 2011/12. It compares progress by level of provision for special educational need. Level of special educational need provision information is taken from the January of the KS2 academic year in question.

Pupils with no special educational needs were the most likely to make the expected progress in both English and mathematics. Pupils at School Action were more likely to achieve the expected progress than those at School Action Plus who were in turn more likely to achieve this than those with statements of special educational needs. Pupils were more likely to make the expected progress in English than mathematics regardless of their provision for special educational need.

**Figure 3.1: Percentage of pupils at state-funded schools making the expected progress between Key Stages 1 and 2 in English and mathematics by level of provision for special educational need in the year 2011/12**

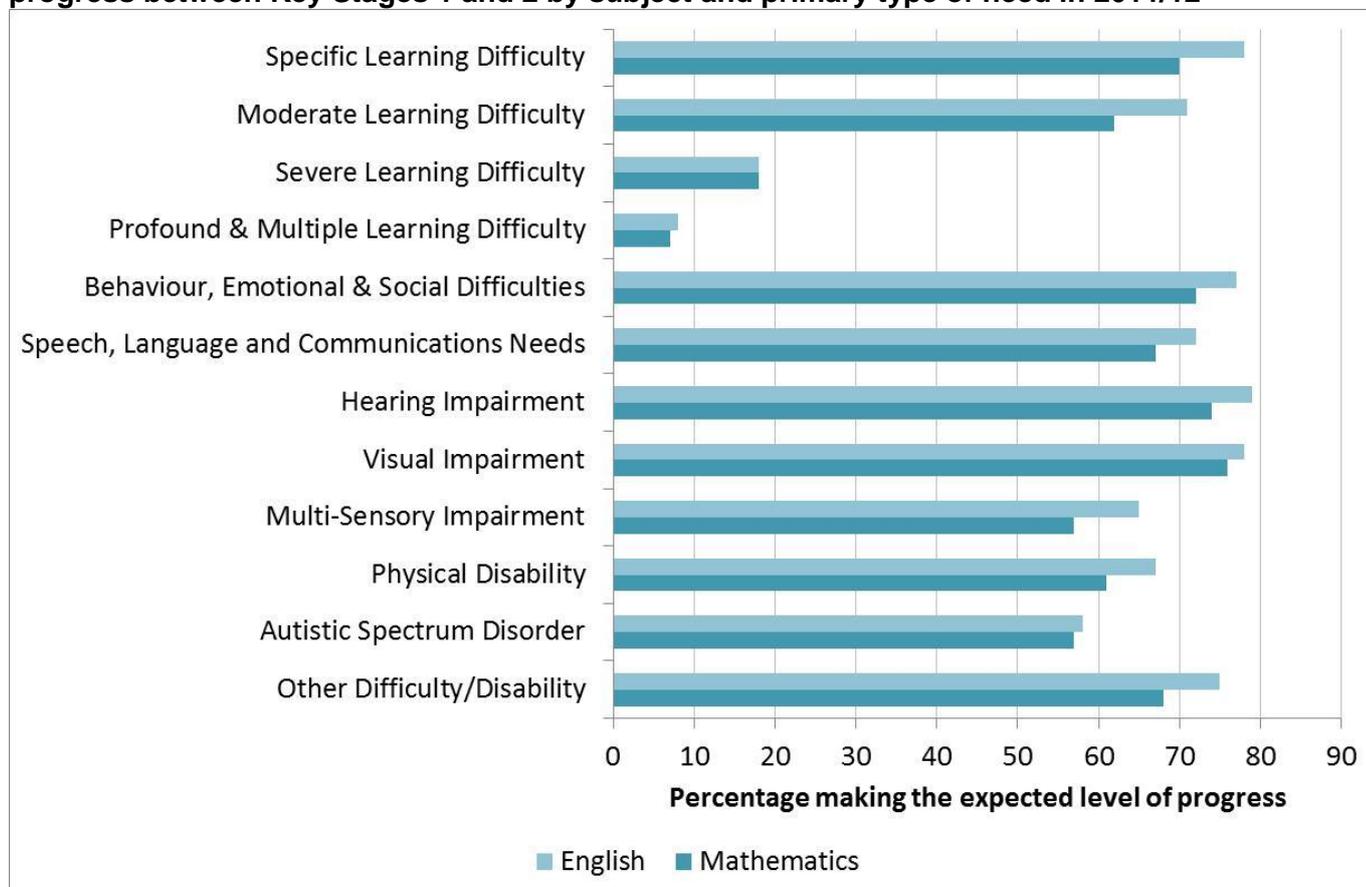


#### **PROGRESS BETWEEN KEY STAGES 1 AND 2 BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED**

As previously noted, pupils at School Action Plus and with statements of special educational needs were more likely to make the expected progress in English compared to mathematics between KS1 and KS2 and

Table 9 in the above Statistical First Release and Figure 3.2 below show the percentage of pupils at School Action Plus and with statements making the expected level of progress between KS1 and KS2 by subject and primary type of need in 2011/12.

**Figure 3.2: Percentage of pupils at maintained mainstream schools making the expected level of progress between Key Stages 1 and 2 by subject and primary type of need in 2011/12**



In no type of primary need were pupils at School Action Plus or with statements of special educational need more likely to make the expected progression in mathematics rather than English. Pupils with visual impairment (78 per cent in English and 76 per cent in mathematics) and those with hearing impairment (79 per cent in English and 74 per cent in mathematics) were the most likely to achieve the expected progression. Pupils with profound and multiple learning difficulty were the least likely to achieve the expected progression (8 per cent in English and 7 per cent in mathematics).

## KEY FINDINGS ON KEY STAGE 2 TO 4 PROGRESSION

### Level of provision for special educational need

Pupils with special educational needs were more likely to achieve the expected level in English than mathematics. This trend was reversed for pupils with no special educational needs.

### Primary type of special educational need

Pupils with visual impairment and hearing impairment were the most likely to achieve this progression of all the primary types of need. Pupils with profound and multiple learning difficulty and severe learning difficulty were the least likely.

## **PROGRESS BETWEEN KEY STAGES 2 AND 4 BY LEVEL OF PROVISION FOR SPECIAL EDUCATIONAL NEED**

This section of Chapter 3 considers pupils at the end of KS4 at maintained mainstream schools in England in 2011/12, and shows the percentage that made the expected level of progression from their attainment level at KS2. Progression results are shown between KS2 and KS4 in this section for both English and mathematics. Please see Data Annex 3 for more thorough information on how progression is defined and which pupils are eligible. Progression information is only published for the academic years 2010/11 and 2011/12.

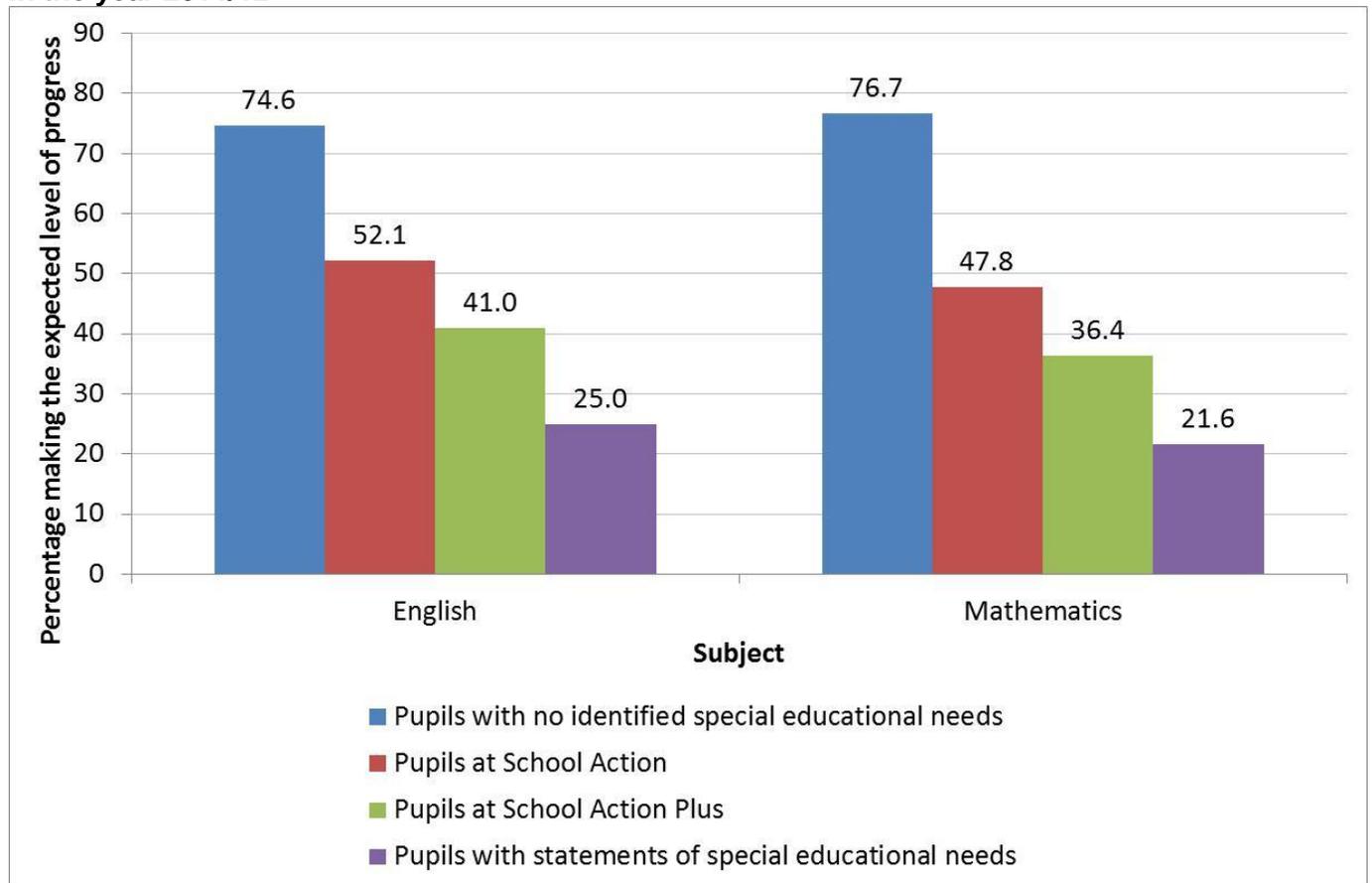
All commentary in this chapter on progression between KS2 and KS4 is taken from analysis as part of the Statistical First Release GCSE and Equivalent Attainment by Pupil Characteristics in England: 2011 to 2012 at <https://www.gov.uk/government/publications/gcse-and-equivalent-attainment-by-pupil-characteristics-in-england>.

The measure of expected progress is built on the principle that pupils achieving a level 4 in English or mathematics by the end of KS2 should be expected to achieve at least a C grade at GCSE in that subject (other examples of achieving the expected progress would include: progressing from a 1 at KS2 to an F at KS4, or from a 3 to D, or 5 to B).

Table 1 in the above Statistical First Release and Figure 3.3 below show the percentage of pupils who made the expected level of progression in English and mathematics between KS2 (mainly pupils aged 11) and KS4 (mainly those aged 16) in 2011/12. It compares progress by level of provision for special educational need. Information on level of special educational need provision is taken from January 2012.

Pupils with special educational needs were more likely to make the expected progress in English than mathematics but those with no special educational needs were more likely to make the expected progress in mathematics. Pupils with no special educational needs were most likely, of all the levels of special educational need provision, to make the expected level of progression in English between KS2 and KS4. Pupils at School Action were more likely to achieve the expected progress than those at School Action Plus who were in turn more likely to achieve this than those with statements of special educational needs.

**Figure 3.3: Percentage of pupils at maintained mainstream schools making the expected progress between KS2 and KS4 in English and mathematics by level of provision for special educational need in the year 2011/12**

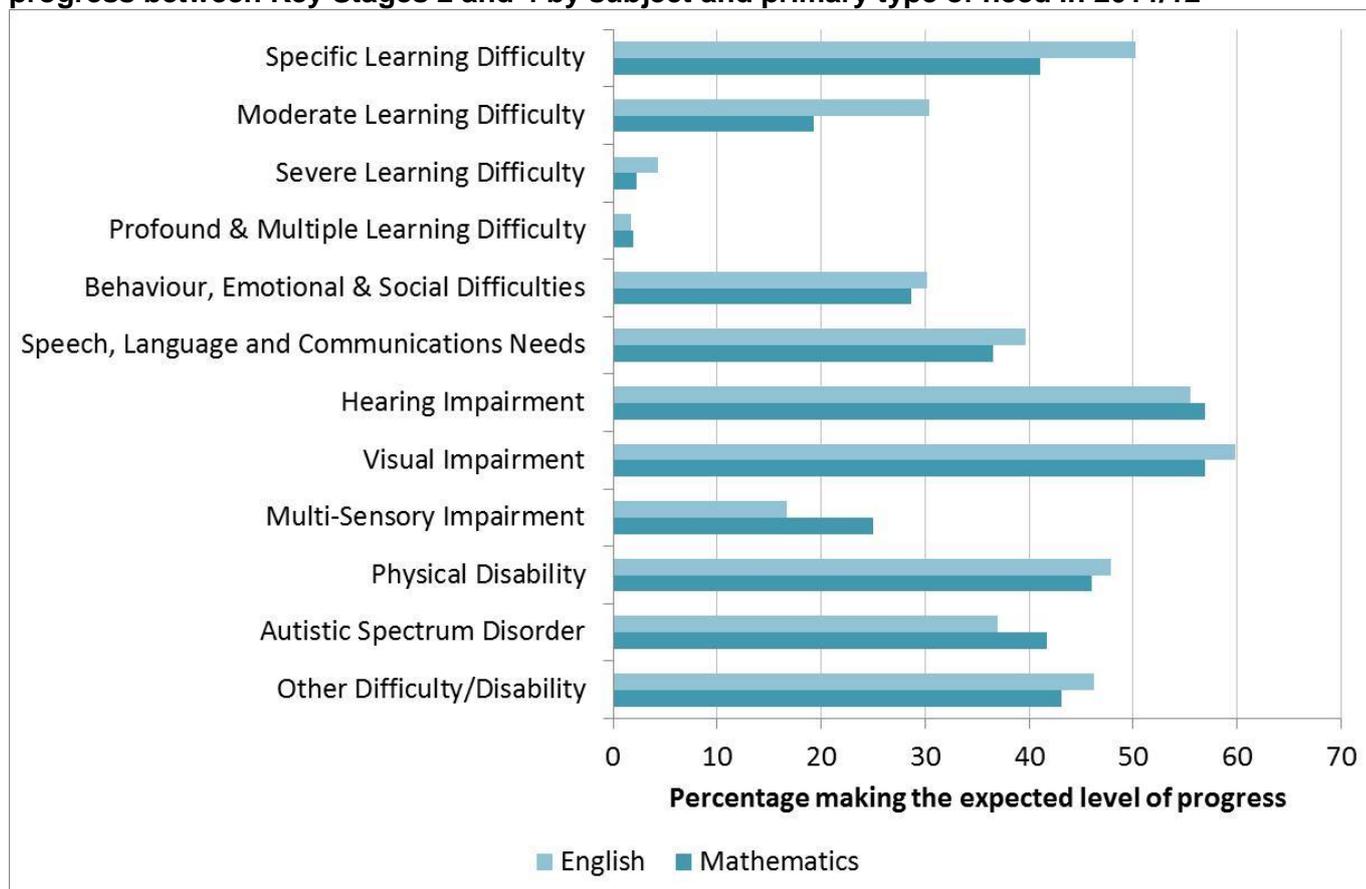


### **PROGRESS BETWEEN KEY STAGES 2 AND 4 BY PRIMARY TYPE OF SPECIAL EDUCATIONAL NEED**

As previously noted, pupils at School Action Plus and with statements were more likely to make the expected progress in English compared to mathematics between KS2 and KS4 and Table 1 in the above Statistical First Release and Figure 3.4 below show the percentage of pupils at School Action Plus and with statements making the expected level of progress between KS2 and KS4 by subject and primary type of need in 2011/12. For most primary need groups, pupils were more likely to make the expected progress in English compared to mathematics but this was not the case for those with hearing impairment or autistic spectrum disorder.

Percentages for those with profound and multiple learning difficulties and multi-sensory impairments should be treated with caution due to low numbers of pupils in these groups.

**Figure 3.4: Percentage of pupils at maintained mainstream schools making the expected level of progress between Key Stages 2 and 4 by subject and primary type of need in 2011/12**



Pupils with visual impairment (59.8 per cent in English and 56.9 per cent in mathematics) and with hearing impairment (55.5 per cent in English and 56.9 per cent in mathematics) were the most likely to achieve the expected progression. Pupils with profound and multiple learning difficulty (1.7 per cent in English and 1.9 per cent in mathematics) and with severe learning difficulty (4.3 per cent in English and 2.2 per cent in mathematics) were the least likely to achieve the expected progression.