

Progression 2010–11

Advice on improving data to raise attainment
and maximise the progress of learners with
special educational needs



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1.0 Introduction

This updated advice continues the focus on the use of attainment and progress data where learners are working below expected levels.

This advice includes:

- updated data tables and charts for 2009
- an improvement in the way data is presented on the National Strategies website
- a heightened focus on the role of the school improvement partner (SIP)
- prompts to support schools, SIPs and local authorities (LAs)
- a target-setting model and interactive resource
- progression of Early Years children identified with special educational needs (SEN)
- progression of learners at Key Stage 4 and beyond.

This advice builds upon three key principles and three sets of national data to support schools, SIPs and LAs in evaluating the progress of learners. This is the second year we have been able to use national comparative data for English, mathematics and science to inform our expectations and to help us to set realistic but stretching targets for this group of learners in the way that we have been able to, for some time, for other learners.

The focus of this document is all learners who are performing below age-related expectations, including those who have a special educational need or disability (SEND). Learners with SEND who are performing at or above age-related expectations are not included.

A child or young person should not be assumed to have special educational (SEN) needs just because they have fallen behind in their learning. Equally, it should not be assumed that a learner working at age-related expectations does not have a SEN or learning difficulty. For any learner who does fall behind, appropriate provision and interventions should be put in place to reduce gaps in their learning.

1.1 What's in this advice?

The advice draws together:

- a set of principles which underpins the use of data on the attainment and progress of learners working below age-related expectations
- a wide range of historic National Curriculum attainment and progression data
- an explanation of the different types of data presented and how to interpret them.

The principles identified underpin our analysis of data. The principles also have wider application for schools and LAs for target setting, tracking and evaluating progress, and for school improvement.

The data informs expectations and supports target setting for those learners who are working below age-related expectations. The data sets should not be used for those who achieve national expectations in national tests or teacher assessments. The DfE, schools, LAs and the providers of commercial schemes have been gathering pupil-level data for a number of years. With their support, these data sets have been brought together. They provide a much larger evidence base for comparisons of pupil progress for those working at the lower National Curriculum levels and within the P levels, and they support the development of high expectations in target setting.

This document focuses on the attainment and progress of learners in English, mathematics and science.

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However, the interdependence between attainment and the wider 'well-being' outcomes is also recognised. All schools now have a duty to promote the well-being of their learners.

1.2 Who is the intended audience?

The advice is intended for:

- teachers
- school leadership teams
- SIPs
- school governors
- LA officers
- Ofsted inspection teams
- other interested parties, including parents and learners and/or their supporters.

1.3 How can this advice be used?

The advice brings together a range of data to provide national comparisons that support schools and LAs in the judgements they make regarding pupil progress in the core subjects. It is designed to be used in a variety of ways and can be used alongside a range of other data available to LAs and schools.

Tracking and evaluation of progress

These national data sets support tracking and the evaluation of progress by introducing benchmarks against which the achievement of individuals and groups can be compared. The data can be set alongside evaluations of the quality of teaching and of the effectiveness and timeliness of interventions.

Target setting

This advice provides a framework for schools to judge the degree of ambition in the proposed targets. It also enables those who are external to the school, particularly the SIP, to challenge the school with regard to the statutory and additional targets that are agreed. **This advice encourages schools to set targets in line with the highest-performing learners wherever possible.**

School improvement

The school improvement cycle of analysis, action, evaluation and review is the key to building sustainable improvement. In effective, inclusive schools learners with SEND are fully included in this cycle. This advice adds to the information that LAs and schools use when planning and evaluating additional resources.

Professional development

This advice can also be used to support professional development for LAs, SIPs, schools and other interested groups. It provides the basis for developing a wider understanding of the use of data for learners working below age-related expectations.

1.4 Other relevant developments

This advice is part of a suite of developments and materials to support effective use of data to evaluate the progress of learners with SEN.

Reporting and Analysis for Improvement through School Self-Evaluation (RAISEonline)

RAISEonline provides an interactive analysis of school and pupil-performance data. RAISEonline is developing improved capacity to support the analysis of performance data on learners with SEN who are working below age-related expectations at each key stage. In 2008, special schools were included for the first time into RAISEonline. As it develops further and includes a wider range of data, more special schools will benefit from its analytical capacity and all schools will have access to improved data on the progress of these learners. As more cohorts of learners move through the key stages, it will provide a wider database for comparison.

Electronic professional development module

A professional development module has been created in parallel with this advice. This supports LAs and schools in:

- developing a wider understanding of learners identified as having SEN
- building SEN into systems of management and support in schools and LAs
- using data to evaluate the progress of learners with SEN
- setting meaningful but stretching targets
- planning teaching and learning for those with SEN.

The module is located on the National Strategies website (www.standards.dcsf.gov.uk/nationalstrategies) and can be found by searching for: Progression Guidance Professional Development.

P scale point score

During consultations in 2008, it became apparent that there was a desire for a nationally agreed P scale point score system, particularly as a number of LAs, schools and others have developed their own P scale point score equivalence tables. This advice therefore includes a point score system which will enable all schools to differentiate attainment within the P levels using a nationally agreed numerical value (**see Appendix A**). In due course, the point score system will also enable the inclusion of SEN data into aspects of RAISEonline which are dependent on a point score/average point score (APS) system.

2.0 Key principles

When developing this advice we consulted widely on the principles that underpin action to promote the progress of learners with SEN. Emerging from that consultation, and amended in the light of it, are three principles that are discussed in more detail below:

1. **High expectations are key to securing good progress.**
2. **Accurate assessment is essential to securing and measuring pupil progress.**
3. **Age and prior attainment are the starting points for developing expectations of pupil progress.**

2.1 High expectations are key to securing good progress

A range of prompts to support SIPs and their schools in considering the key principles can be found in **Appendix G**.

High expectations and good progress are entitlements for all learners. For learners with SEN these entitlements are supported by the actions that all schools are required to take to:

- promote equality of opportunity and to anticipate and remove or minimise barriers for learners with disabilities
- use their best endeavours to ensure that the necessary provision is made for any learner who has SEN.

Although age and prior attainment are starting points to inform target setting, care must be taken to ensure that **we do not import low expectations**, particularly where this could be linked to poor teaching and learning, disrupted schooling, low expectations or inadequate assessment. Targets and provision should match learning needs to enable learners to catch up and maximise their achievement. It is therefore important that the three principles are taken together rather than in isolation and that a strong focus is maintained on higher attainment as well as progress measures.

Although there is a strong focus on the P scales within this advice the vast majority of learners with SEN, including those in special schools, are working at National Curriculum levels.

Ofsted is clear about the importance of expectations in improving progress and outcomes:

Expectations of the success that pupils with SEN can have, remain at the heart of the matter. Many of those in mainstream schools could do better, provided that the curriculum, teaching and other support were better adapted to their needs and greater rigour was applied to setting and pursuing targets for achievement. Until more is expected from the lowest-attaining pupils, improvement in provision for pupils with SEN and in the standards they reach will continue to be slow.¹

It can be challenging to develop appropriately high expectations of learners who are starting a key stage well below their peers and who may not make two National Curriculum levels of progress over that key stage. At a school level, there may be few learners with whom comparisons can be made. Even at LA level, there may not be a significant group of learners starting a particular key stage at a particular P level. There are fewer learners with whom schools can make comparisons and fewer benchmarks against which to assess pupil progress. Yet teachers, learners and their parents and carers need to know whether they are making good progress. They need to be able to celebrate success. Equally, schools need to be challenged where learners are not making good progress. Data on progress is all the more important for learners who are working below age-related expectations.

¹ Ofsted (2004) *SEN and disability: towards inclusive schools*

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To set high expectations we need to know what good progress looks like for learners on a range of different trajectories. We need to be able to recognise the progress of learners who are working just below age-related expectations at each key stage and those working at the lower P levels throughout their school career. For younger children and at earlier levels, in particular, progress may be slower and, for a planned period of time, involve consolidation and generalisation of newly acquired skills within a single level. This is sometimes described as horizontal or lateral progress. However, the data indicates that at every key stage and every P level, the majority of learners progress to the next level. For some learners, and at some stages, for example those with a life-limiting condition during a period of deterioration, preventing or slowing a decline in performance may be an appropriate outcome. In every case, the school needs the evidence to support this judgement. We need to ensure that we do not compromise our expectations of the progress of any learner.

The purpose of data collection is to support the improvement of pupil progress. In their 2004 report, Ofsted examined the factors that promote good outcomes across a range of different provision for those with learning difficulties and disabilities. They identified the use of data as an important factor in improvement:

The best schools were acutely aware of their responsibility to ensure that all pupils made good or better progress academically as well as in their personal and social development. They challenged themselves and recognised the importance of scrutinising data in order to drive improvement.²

The 2010 Ofsted review of SEND also highlighted the importance of data in relation to progression:

Leaders asked challenging questions about the progress and attainment of every young person, using whatever information was available to compare their progress against that of others, and a range of guidance and systems for supporting pupil progression.³

They found that the best schools provided rigorous challenge and discussion of pupil progress and staff who were very clear in their expectations of learners:

These schools not only looked at individuals, but, by analysing groups and using comparators in rates of progress over time, they had established agreed criteria for satisfactory or good achievement against which they evaluated their work.⁴

The use of data in this way enables school leaders to make comparisons between the progress of similar learners, to ask searching questions about progress of different groups of learners and to evaluate the impact of specific programmes and teaching and learning arrangements. This more analytical approach to removing barriers raises expectations, supports the setting of stretching targets and promotes pupil progress. Setting targets is informed by the data. Achieving them is dependent on high-quality teaching and learning.

² Ofsted (2004) *SEN and disability: towards inclusive schools*

³ Ofsted (2010) *The special educational needs and disability review: A statement is not enough*

⁴ Ofsted (2010) *The special educational needs and disability review: A statement is not enough*

2.2 Accurate assessment is essential to securing and measuring pupil progress

Prompts to support SIPs and their schools to consider this key principle can be found in **Appendix G**.

Assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations.⁵

- LAs and schools have been working collaboratively to develop P scales and lower level National Curriculum assessment and moderation materials and practice through the 10 regional SEN Hubs. These materials can be accessed through the SEN Hub websites which are shown in **Appendix I**.
- One benefit of regular assessment and moderation, as part of teaching and learning, is that current information can be used to help parents and carers to understand how their child is progressing.

One of the most important purposes of assessment is to inform teaching and learning. Assessment enables schools to track pupil progress accurately, to design future learning, to adjust, commission new or decommission existing provision and to review expectations and learning trajectories.

Central to effective assessment practice are well-founded judgements about learners' attainment and the use of those judgements to plan ahead. This is particularly important for those learners with SEND who may not be fulfilling their potential. Another key element is the meaningful involvement of learners. Every learner needs to know how they are doing, what they need to do to improve and how to get there.

Assessment to support learning is a structured approach to teacher assessment. Schools using effective pupil tracking will know where their learners are in their learning, where they need to be, how to support them to get there and what steps to take to personalise learning for all their learners. The principles that underpin this whole-school approach to assessment are equally effective for all learners including those working within P levels.

Accurate assessment is critical to measuring pupil progress. Particularly at the lower P levels, it is more challenging to make accurate and reliable judgements, so that the judgement made of the attainment of one learner by a particular teacher in a particular setting at a particular time would also be made by another teacher in another setting at another time.

Reliable judgements are based on a shared understanding of the basis for making a 'best-fit' judgement and of the range of evidence on which a judgement should be based. Where a learner is at the early stages of English language acquisition, it will be beneficial to use their first language, perhaps in conjunction with parents, to gather and support the evidence base. Effective moderation is an essential element in the development of that shared understanding.

Securing reliable judgements

Schools do much to promote consistency in assessing attainment through moderation and standardisation meetings. The purpose of moderation is to consider the consistency of teachers' judgements after they have made their assessments, to identify and resolve any differences and to agree school standards. The purpose of standardisation is to consider the consistency of teachers' judgements before they assess pupils in their class.

However, the small number of learners at a particular P level in any one school makes it important to compare assessments with those made by other teachers in other settings. The framework provided by the LA to support this process is critical to its success. The most effective LAs incorporate the moderation of P levels judgements with the moderation of National Curriculum teacher assessments at the end of Key Stage 1. They also promote the moderation of teacher assessments at the later key stages.

⁵ *Assessing pupils' progress: learners at the heart of assessment*, QCDA/10/4768 ISBN 978-1-84962-379-7, February 2010. © Qualifications and Curriculum Authority. Used with kind permission.

The professional discussion that supports moderation and standardisation of teacher assessments contributes significantly to the improvement of teaching and learning. In face-to-face discussions during these activities, teachers naturally exchange information about practice and approaches that have promoted learning. Moderation and standardisation are therefore critical to achieving accurate teacher assessments and to promoting pupil progress.

2.3 Age and prior attainment are the starting points for developing expectations of pupil progress

The prior attainment of learners at the beginning of each key stage is the starting point for developing expectations and for setting challenging targets. Prior attainment reflects both the learning difficulties that learners have and how well they have been taught to date. The more we know about the progress of all learners starting a particular key stage at a particular level of prior attainment, the better informed our expectations and our target setting can be.

There is wide variation in the ways that children's SEN are described or categorised across schools and LAs, which is also highlighted in the Ofsted review of SEND. There is variation in:

- the way that categories of need are used
- the nature of the need that is identified as the primary concern where learners have more than one SEN
- the way that schools place learners at the different stages of the SEN Code of Practice and in the guidance that LAs use for considering whether to make a statutory assessment or to issue a statement
- the numbers of learners placed in special schools in different LA areas.

Identification of SEN is also highlighted in the Ofsted review of SEND.⁶

This variability means that the starting point for comparisons of progress and for setting targets should not be based on the type of need, stage of the Code of Practice or the type of school in which a learner is placed. In this context, age and prior attainment form the most objective basis for the comparison of the progress of groups of learners and should also be used as the starting point for setting targets.

However, with age and prior attainment as the starting point, there are then important ways in which the nature of learners' needs should be taken into account. It is important to understand how a learner's needs have shaped their progress to date. To set stretching targets, it is important to have an understanding of both how well a learner has been progressing and how effectively barriers to progress have been identified and minimised or removed.

An understanding of learners' needs is critical to high-quality teaching and learning: it informs the range of strategies that their teachers consider using; it informs the nature of the provision to be considered; it informs the nature of the adjustments to be made. In addition, an overall analysis of progress, at a local or national level, is important to our understanding of how different groups of learners are progressing.

Professional discussion at school, local or national level, drawing upon research evidence, can inform an understanding of the impact of different types of difficulty on progress, how best to promote pupil progress and how to deploy human and other resources to best effect. However, high expectations, rather than labels, should drive the achievement agenda in all schools.

Although age and prior attainment are the starting points for developing expectations, schools should take into account the nature of a learner's SEN and how effective provision has been in the past when setting targets and determining or commissioning provision.

6 Ofsted (2010) *The special educational needs and disability review: A statement is not enough*, page 20, sections 18–39

3.0 Progression data, 2009

Introduction to the 2009 data

- The presentation of the data has been improved to support users in locating and printing particular data sets. These can be found by accessing the National Strategies website and searching for: Progression materials 2010.
- There is a range of data prompts to support the SIP and their schools. These can be found in **Appendix H**.
- This advice does not provide judgements about whether progress to a particular level is considered to be 'good'. It offers a range of English, mathematics and science trend data, where available, to enable schools and LAs to compare the progress of learners with others of a similar age and prior attainment.
- The individual circumstances and needs of each learner must be considered as well as specific interventions aimed at helping children overcome barriers to learning. In this way, schools will use a range of indicators and their informed professional judgement to evaluate how well learners have progressed in the past, and whether the current cohort of learners is making sufficient progress.
- This data also enables LAs and schools to consider whether patterns of performance are emerging over time, across groups/cohorts/subjects, which might suggest that progress is less than for the national comparators. If this is the case, then further enquiries should be made to explore possible reasons and to identify appropriate actions.
- It is important to remember that the most significant changes in relation to the performance of low-attaining learners are achieved through a strategic, whole-school approach to the use of data, tracking and target setting, which informs provision as part of regular ongoing school improvement.

3.1 Using data effectively

As with all data, care needs to be taken when interpreting the data in this advice.

- The P scale data and lower-level National Curriculum data are based on teacher assessment. Effective procedures for moderation and standardisation are needed in all LAs to ensure assessments are sound and consistent across class teams and teaching groups within a school, across a school and between clusters of schools. Although the P scales are a 'best-fit' model, we want them to be the right fit in every school.
- The sample size is small across the P scales, particularly at levels P1i–P3ii.
- Even when broken down into sublevels, the steps from one level to the next can be too large for some learners. Therefore, **making judgements about progress based on the data alone will not be the most effective means of evaluation**.
- The 2009 P scales data set only provides information about one cohort of learners moving through each key stage. In due course we will have data for subsequent cohorts of learners. These will gradually provide a better basis for making generalised judgements.
- The 2009 P scales data set shows the progress of learners finishing the key stage in 2009. So, for example, the data showing progress from the end of Key Stage 1 to the end of Key Stage 2 is based on learners ending Key Stage 1 in 2005.

Where more recent school or local data shows better progress, this should be set alongside the data sets in this advice and should raise expectations and targets.

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We have devised a point score system so that data can be aggregated for analysis and reporting purposes. **This should not be taken to mean that P levels represent equal and even steps.**

Some of these caveats also apply to teacher assessments below the level of the test at each key stage. However, none of these caveats undermines the significance of the data in this advice, which provides an opportunity to make national comparisons for learners with SEN.

3.2 The data sets

To download the Progression charts and tables visit the National Strategies website and search for: Progression materials 2010.

This advice makes use of three updated data sets:

3.2a Data set 1: National Curriculum teacher assessment/test data, 2009

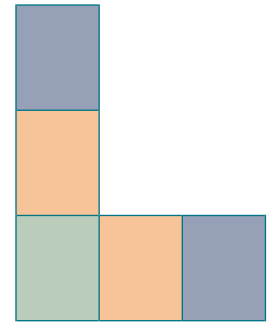
This is a national data collection which ranges from those learners classified as **'W' (below level 1) up to National Curriculum level 8 and on to GCSE**. This is national data which covers 100 per cent of learners in the 2009 cohort at each key stage, that is Years 2, 6, 9 and 11. This data covers all maintained schools (including CTCs, Academies and special schools). Teacher assessments have been used for children achieving below the test at Key Stage 2 (codes B/N). See Appendix B for all tables.

Example 1: Key Stage 1 to Key Stage 2 progression matrices – English

The matrix shows that **12.8%** of learners, who were working below level 1(W) at the end of Key Stage 1, were still working below level 1(W) at the end of Key Stage 2 in English. This will include some children with English as an additional language.

However, 66% of this group made two or more levels of progress by the end of the key stage.

Prior Key Stage 1 Lev Eng (read/write combined)		Percentage of learners										Grade	Description	
		Key Stage 2 2009 English												
		L,P,Y, other	A,B,M,N, S,Q,T,X	W	1	2	3	4	5	% total	% 1 lev only			% 2 lev+
W	n/a	6.3	12.8	15.0	32.8	24.1	8.6	0.5	100	15.0	66.0	A	Absent	
1	n/a	0.8	0.1	1.1	13.2	46.1	37.2	1.5	100	13.2	84.8	B	Working below level of test	
2C	n/a	0.1	0.0	0.0	1.8	30.4	63.3	4.3	100	30.4	67.6	D	disapplied	
2B	n/a	0.0	0.0	0.0	0.3	12.3	74.9	12.4	100	12.3	87.3	L	Left school	
2A	n/a	0.0	0.0	0.0	0.0	2.4	64.9	32.6	100	2.4	97.5	M	Missing	
3	n/a	0.0	0.0	0.0	0.0	0.3	30.9	68.8	100	30.9	68.8	N	Below compensatory level	
4	n/a	1.5	0.8	0.0	0.0	1.5	8.3	87.9	100	8.3	87.9	P	Already completed KS2 in a past year	
AD/U	n/a	19.7	38.8	26.7	n/a	n/a	n/a	14.9	100	n/a	14.9	Q	Maladministration	
Miss/other	n/a	7.9	7.1	10.1	n/a	n/a	n/a	74.9	100	n/a	74.9	S	Pending maladministration	
Total elig	n/a	0.4	0.5	0.8	3.2	13.9	51.2	30.0	100.0	17.1	81.3	T	At level of test but cannot access it	
										percentage 1 level progress only		17.1	W	Working towards level 1
										percentage 2+ levels progress		81.3	X	Lost
													Y,Z	Ineligible



Pupils eligible for inclusion in progress measures only are all pupils shaded pale green, peach or violet

Pupils achieving one level progress only are those shaded peach

Pupils achieving 2 or more levels progress are those shaded violet

Summary of data set 1

Key Stage 1 to Key Stage 2

- 66% of all Key Stage 1 children, working below level 1 (W) made two or more levels of progress by the end of Key Stage 2 in English.
- 59.8% of all Key Stage 1 children, working below level 1(W) made two or more levels of progress by the end of Key Stage 2 in mathematics.

Key Stage 2 to Key Stage 4

- 18.1% of all Key Stage 2 learners, working below level 1(W) made three or more levels of progress by the end of Key Stage 4 in English.
- 13.7% of all Key Stage 2 learners, working below level 1(W) made three or more levels of progress by the end of Key Stage 4 in mathematics.

3.2b Data set 2: The national P scales data collection, 2009

Since September 2007 the collection of P scales data has been mandatory. This 2009 data provides the second overview of a national attainment profile of learners working within the P levels and gives us information about the numbers of learners being assessed within the P levels. Comparative progress data for the whole national cohort will become available over the next few years.

Below is a comparison of the percentage of learners working on at least one P level in 2008 and 2009. It is important to remember that this is a different cohort, rather than the tracking of a single cohort, and one would expect some fluctuations year-on-year.

Data set 2	2008			2009		
	All learners	Number on P scales	% on P scales	All learners	Number on P scales	% on P scales
Key Stage 1 (Y2)	535,884	26,584	5.0%	532,197	23,063	4.3%
Key Stage 2 (Y6)	583,312	2,339	0.4%	568,410	3,302	0.6%
Key Stage 3 (Y9)	601,506	2,469	0.4%	602,195	2,528	0.4%

3.2c Data set 3: The Progression Project P scale data collection, 2009

Because it will be some time before we have a full national collection of data showing progress from one key stage to the next, we have collected P scale progression data from a number of different sources.

This is matched pupil-level data for those working **below National Curriculum level 1**. We have only included assessment data made at the end of each key stage for those learners for whom we have corresponding assessment information from the end of the previous key stage. Therefore the number of learners in data set 3 is smaller than the actual numbers in each national year cohort. However, the data can be used to compare progress within the P scales and lower National Curriculum levels on the basis of age and prior attainment.




The Progression P scale data collection, 2009 shows the distribution of attainment and progress of learners working within the P scales from the previous key stage. The data set is analysed using age and prior attainment as the starting point for comparisons. 94.4% of the learners represented in this data set are working in special schools.

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Example 1: Key Stage 1 to Key Stage 2 progression matrices for English

This matrix shows, for example, that **81.5%** of learners, with a starting point of P7 at the end of Key Stage 1 (Year 2), made two or more levels of progress by the end of Key Stage 2 (Year 6) in English.

English KS1 2005		KS1 – KS2 English												Percentage of learners Key Stage 2 2009 English										
		P1(i)	P1(ii)	P2(i)	P2(ii)	P3(i)	P3(ii)	P4	P5	P6	P7	P8	L1C	L1B	L1A	L2C	L2B	L2A	L3	L4	Total	% 1 scale + grade/level	% 2 scale + grade/level	% 3 scale + grade/level
P1(i)	33.3	0.0	0.0	66.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	66.7	66.7	66.7
P1(ii)	10.5	10.5	36.8	26.3	10.5	0.0	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	78.9	42.1	15.8
P2(i)	0.0	3.8	34.6	15.4	19.2	19.2	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	61.5	46.2	26.9
P2(ii)	0.0	8.6	2.9	17.1	20.0	20.0	20.0	8.6	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	71.4	51.4	31.4
P3(i)	2.6	0.0	0.0	5.3	18.4	28.9	15.8	26.3	0.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	73.7	44.7	28.9
P3(ii)	0.0	0.0	4.7	0.0	7.0	11.6	39.5	20.9	11.6	2.3	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	76.7	37.2	16.3
P4	0.0	0.0	0.0	0.0	0.0	2.5	14.4	39.8	16.1	14.4	6.8	5.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	83.1	43.2	27.1
P5	0.0	0.0	0.0	0.0	0.0	0.0	1.4	10.4	20.8	30.6	18.8	12.5	3.5	0.0	0.7	0.7	0.7	0.7	0.0	0.0	100.0	88.2	67.4	36.8
P6	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.5	9.8	17.3	11.3	18.8	15.0	15.0	3.0	6.0	0.8	0.8	0.0	0.0	100.0	88.0	70.7	59.4
P7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	6.5	11.1	15.7	21.3	13.9	14.8	10.2	4.6	0.9	0.0	0.0	100.0	92.6	81.5	30.6
P8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	1.6	0.0	6.6	21.3	21.3	21.3	18.0	6.6	1.6	100.0	96.7	68.9	8.2	

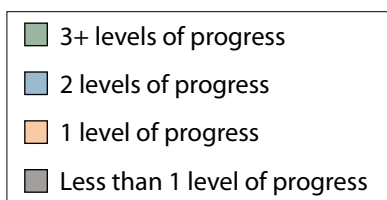
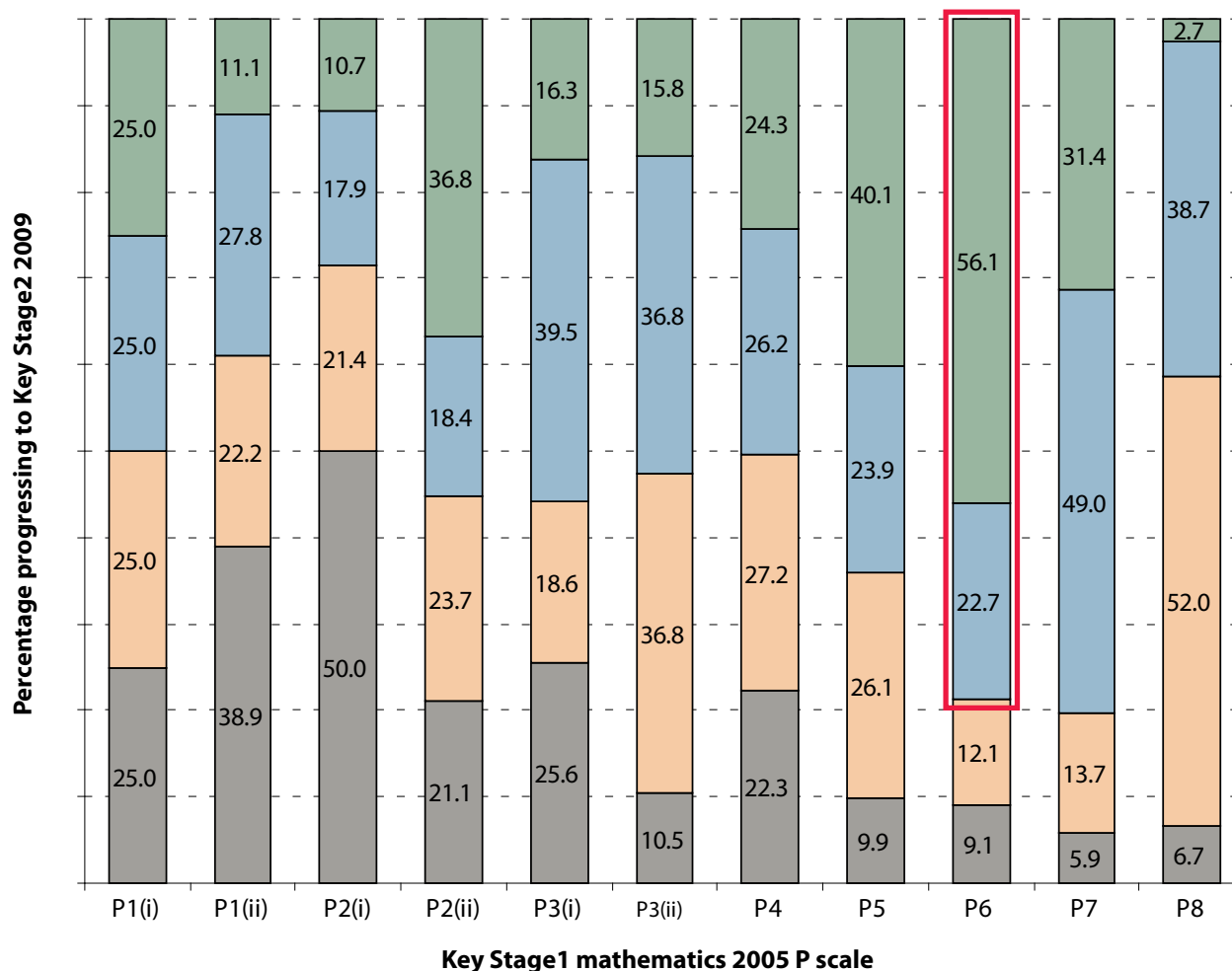
-  One level of progress
-  Two levels of progress
-  Three or more levels of progress

You will note that one P level of progress is a whole P level between P4 and P8. However each sub-division between P1i and P3ii denotes one level of progress. For example one level of progress is a move from P2ii to P3i.

Example 2: Key Stage 1 to Key Stage 2 levels of progress for mathematics

The progression data presents similar information as a series of bar charts indicating the different levels of progress made from a particular starting point. For example, in 2009 **78.8%** of Key Stage 1 children, with a prior attainment of P6, made two or more levels of progress in mathematics, by the end of Key Stage 2.

Key Stage 1 2005 to Key Stage 2 2009 Levels of progress in mathematics



3.3 Levels of progress

The levels of progress data tables for data set 3 can be found in **Appendix C**.

- Over 54% of Key Stage 2 learners, working within the P scales, made two or more P levels of progress from Key Stage 1 in English and mathematics.
- 55% of Key Stage 3 learners, working within the P scales, made one or more P levels of progress from Key Stage 2 in English and 58% in mathematics.
- 39% of Key Stage 4 learners, working within the P scales, made one or more P levels of progress from Key Stage 3 in English and 37% in mathematics.

One of the key principles is for there to be high expectations for all learners identified as having SEND. The progression measures set out a clear national expectation of the minimum rate of progress that all pupils of all abilities should make: **two National Curriculum levels of progress between Key Stage 1 and Key Stage 2 and three National Curriculum levels of progress between Key Stage 2 and Key Stage 4**.

For learners working below level 1, it is crucial to their progress that we have suitably high expectations of their achievement even if their prior attainment is very low. Although we accept that progress between the P levels is not the same as those within National Curriculum levels, it is still helpful to consider the percentage of learners making one, two, or three or more P levels of progress in line with National Curriculum expectations, from a particular starting point.

It is also useful to consider the following points:

- Progress data, within data set 3, is based on a partial data set and should be used alongside other data for informing the evaluation of progress and the target-setting agenda.
- Although the numbers are small, it is recognised that learners will make one, two or three P levels of progress across a key stage. This is often as a result of high expectations, good teaching, parental support and following considerable effort and involvement of the learner.
- Caution is needed when considering the levels of progress during transition from P levels into National Curriculum levels.
- The data suggests that it is generally more difficult for older learners to make as much progress as younger learners over a key stage. For example, 79.8% of Key Stage 1 children make, on average, one or more P levels of progress across a key stage in English compared with 54.8% of Key Stage 2 children or 38.8% of Key Stage 3 pupils.
- It is also important to consider more holistic approaches to assessment for the small group of children working at very low levels of attainment where progress is not linear.

3.4 Data set 3 – quartiles

The 2009 quartile tables for English, mathematics and science can be found in **Appendix D**.

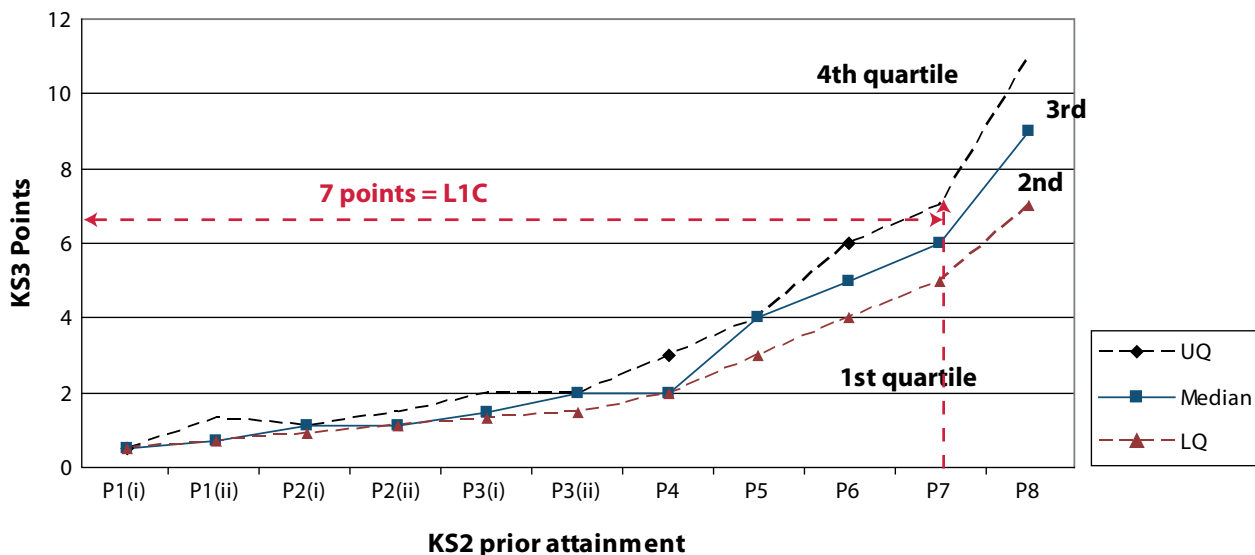
Information gathered during 2009–10 suggests that most LAs and schools have found the quartile data useful in informing the target-setting process for learners working at the P levels. The P level data continues, therefore, to be divided into quartiles to facilitate comparison and promote ambition.

- The lower quartile line (LQ) shows the performance of the lowest 25% of the cohort.
- Learners working within the median (Median) represent 50% or more of the cohort.
- The upper quartile line (UQ) shows the performance of the highest 25% of the cohort.

Example 1: Key Stage 2 to Key Stage 3 English – quartile data

The chart and tables in this example show the progress made by Key Stage 2 children, in English. For example, the top 25%, with a starting point of P7, reach a level 1C by the end of Key Stage 3. This is the equivalent of 7 points. The point score equivalence tables can be found in **Appendix A**.

KS2 2006 to KS3 2009 English: Average (median) outcomes from P levels in NC Points



English	Key Stage 3 P/National Curriculum levels		
	KS2	KS3 LQ	KS3 Median
P1(i)	P1(i)	P1(i)	P1(i)
P1(ii)	P1(ii)	P1(ii)	P3(i)
P2(i)	P2(i)	P2(ii)	P2(ii)
P2(ii)	P2(ii)	P2(ii)	P3(ii)
P3(i)	P3(i)	P3(ii)	P4
P3(ii)	P3(ii)	P4	P4
P4	P4	P4	P5
P5	P5	P6	P6
P6	P6	P7	P8
P7	P7	P8	L1C
P8	L1C	L1B	L1A

English	Key Stage 3 point scores		
	KS2	KS3 LQ	KS3 Median
P1(i)	0.5	0.5	0.5
P1(ii)	10.7	0.7	1.3
P2(i)	0.9	1.1	1.1
P2(ii)	1.1	1.1	1.5
P3(i)	1.3	1.5	2
P3(ii)	1.5	2	2
P4	2	2	3
P5	3	4	4
P6	4	5	6
P7	5	6	7
P8	7	9	11

Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

Clearly, learners in the fourth quartile have made better progress than those in the first quartile, but it is important to remember that, depending on individual circumstances, a learner could be performing in the upper quartile and not have made good-enough progress, or could be in the lower quartile but still have made good progress. Intelligent use of data, other sources of information and professional judgement allow schools to ask the right questions and find the right answers about whether progress is good enough.

It is noted that some children do not learn in a linear way. They have uneven attainment profiles and will be making good progress even if they remain within the lower quartile. A few learners may not make any measurable progress or may regress across a key stage. High rates of absence can make it difficult for learners to progress. It is important to provide a more bespoke curriculum for these learners to meet their unique learning needs and to set small-stepped targets to enable them to generalise their skills in new contexts.

Person-centred planning provides an excellent vehicle for a structured conversation with parents and their child about the nature and pace of progress. *Planning, teaching and assessing the curriculum for pupils with learning difficulties*⁷ provides some useful prompts when considering lateral progress.

⁷ *Planning, teaching and assessing the curriculum for pupils with learning difficulties* www.qcda.gov.uk. © Qualifications and Curriculum Authority. Used with kind permission.

4.0 Raising ambition through target setting

The setting of targets for learners working within the P scales is good practice in supporting low-attaining learners to maximise their progress. It is also considered to be good practice for the LA to support this.

*'Where pupils are assessed as unlikely to reach Level 1, schools should use the P scales to measure progress and set appropriately challenging targets. Schools setting zero rated targets within the statutory framework should set measurable targets using National Curriculum levels, including P scales, and other performance criteria where appropriate.'*⁸

- Age and prior attainment are used as a starting point for developing high expectations of learners' performance.
- Schools should **use the progression data as one of a basket of indicators** when evaluating past performance or setting meaningful, ambitious targets.
- A range of information, including baseline assessments, should be used to determine the most appropriate target, based on a 'best-fit' professional judgement for learners who start a particular school well into the key stage.
- The **nature of a learner's individual needs** should be taken into account when considering the type of provision/interventions needed to support them to reach their target.
- It is important to remember that a small percentage of learners, whose progress is within the lowest quartile, may nevertheless be making good progress. Similarly some, whose progress is within the upper quartile, may nevertheless be underachieving.
- Good schools, focusing on clear self-evaluation, have a strong evidence base to demonstrate to their SIP and to parents that targets for individual learners are both aspirational and appropriate and that the learner has made good progress in relation to their particular needs and learning context.

Target setting is a central activity in the school-improvement cycle. As a result of thorough school self-evaluation, school leaders identify priorities and set targets. These cover a range of activities, but most important are those relating to the progress and attainment of learners.

The best predictor of future attainment is past performance. Effective schools use data based on age and prior attainment to estimate about the likely outcomes of learners across a key stage. They consider past performance but then add a degree of challenge.

Estimate + Challenge = Target

When setting targets, we need to encourage schools to consider the progress of learners above the median. **For greater ambition and challenge, comparison should be made with learners in the upper quartile.**

8 Guidance for Local Authorities and schools on setting education performance targets for 2012.

4.1 A model for raising ambition

To assist schools further a 10-step model to raise ambition can be found in **Appendix F**. The model is a general guide to help assist schools, SIPs, school governors and LAs to set ambitious targets for their learners.

Raising ambition resource

An accompanying electronic interactive resource is available for the development and recording of targets. When the school enters the prior attainment of the learner, the upper quartile value for learners of the same age and prior attainment, automatically appears, if the data is available. This is designed to act as a trigger for discussion when determining whether the indicative target generated by the spreadsheet is sufficiently challenging, or in some cases too challenging for a particular learner. In addition there is a section to record any notes relating to the rationale for a particular adjustment to an indicative target. The look up tables within the resource provide details of the available upper quartile targets from a particular starting point.

The model and interactive resource can also be used to define planned/desirable outcomes when setting objectives within statements of SEN and/or commissioning provision and services from schools and others.

The target-setting interactive resource can be found by going to the National Strategies website and searching for: Progression materials 2010.

5.0 Progression: Early Years

Children within the Early Years Foundation Stage Profile (EYFSP) with SEN are entitled to high-quality Early Years provision based on the EYFS framework, its principles and commitments. They should be supported in pursuing unique paths in their learning and development toward the early learning goals. Assessment of their progress should take account of the developmental bands described in the EYFS framework, recognising that progress is not linear. We need to note, however, that **P scales do not relate to the EYFS framework and therefore, the P scales and EYFS are not compatible. P scales are not an appropriate assessment or monitoring tool for young children.**

For those children with exceptional SEN whose attainment will not yet be demonstrated by the EYFS Profile, the identified next steps in learning moving into Key Stage 1 may be to continue with an Early Years' curriculum to support the learning and development of the child. If this is the case, the EYFSP is the appropriate assessment, not the P scales. **The EYFS framework may be the most appropriate learning context well into Year 1 for a small number of children.**

For a few children with the most exceptional SEN, the EYFSP scale points may be too broad and may not reflect the small but significant steps which such children may make. For these children, practitioners and teachers will find the Early Support Developmental Journals⁹ helpful when monitoring the child's development and determining next steps in learning. The CD-ROM for the EYFS includes all the steps from the Early Support Developmental Journals within the relevant Development Matters sections.

Teachers should use their professional judgement to determine when the EYFSP is no longer appropriate for children with SEN in Year 1 and when to begin to use P scales to track their progress and set targets. They should use that same professional judgement, based on their knowledge of the children and any other relevant data they have, to determine the most appropriate P level targets to set for the end of Key Stage 1.

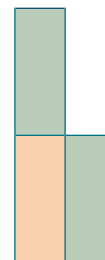
⁹ www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/earlysupport/resources/developmentaljournals/developmentaljournals/

Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

6.0 Progression: Key Stage 4 and beyond

In data set 1 we have included charts showing the progress of learners from the end of Key Stage 2 to the end of Key Stage 4. This data includes learners in special schools. For example, the table below shows that 80.2% of learners, with a prior attainment below level 1 (W) in English, had no Key Stage 4 result. However, it is important to remember that learners who started the key stage with low levels of attainment are likely to have been pursuing alternative, accredited courses and may therefore have made good progress despite no Key Stage 4 result or an ungraded result at GCSE.

Prior Key Stage 2 Lev Eng (read/write combined)		Percentage of pupils													
		Key Stage 4 2009 English											% total	% A*-C	% A*-B
no KS4 result	U	G	F	E	D	C	B	A	A*						
W	80.2	1.7	3.6	5.0	5.4	2.9	1.1	0.0	0.0	0.0	100	1.2	0.1		
1	57.3	3.7	8.6	15.7	9.5	4.0	1.0	0.0	0.1	0.0	100	1.1	0.1		
2	21.0	4.1	9.8	23.6	25.9	12.0	3.3	0.4	0.1	0.0	100	3.7	0.4		
3	6.0	1.9	3.6	11.2	27.4	32.1	15.9	1.8	0.1	0.0	100	17.9	2.0		
4	1.8	0.7	0.7	1.8	6.8	22.2	39.4	20.7	5.4	0.6	100	66.1	26.7		
5	0.6	0.2	0.1	0.2	0.5	3.1	17.9	34.9	30.6	12.1	100	95.5	77.5		
A/D/T	28.7	2.8	4.2	12.9	17.0	15.0	11.3	5.6	1.9	0.6	100	19.3	8.1		
Miss/other	18.8	2.0	3.4	7.7	11.8	16.2	19.0	11.7	6.8	2.5	100	40.0	21.0		
Total	4.8	1.0	1.6	4.2	9.3	17.7	27.3	19.8	10.7	3.5	100	61.4	34.0		
											percentage 3 or more levels progress			65.1	



Pupils eligible for inclusion in progress measures only are all pupils shaded peach or pale green

Pupils achieving 3 or more levels progress are those shaded pale green only

In order to get beneath this we have provided some additional matrices to show the progress of learners, from a particular starting point in English, using average, total and capped GCSE and equivalent point scores for **mainstream schools, mainstream and special schools and special schools**. These tables can be found in **Appendix E**.

The data consists of GCSE and equivalent for all approved qualifications in Entry level, Level 1 and Level 2 and AS Levels, Level 3 Free-Standing Mathematics qualifications and Asset Language Ladder Level 3 taken early. The grades/results attained in these are then converted into point scores.

The Apprenticeships, Skills, Children and Learning Act 2009 (ASCL) moved responsibility for post-16 provision to LAs. This challenges authorities, their schools and other providers to improve the outcomes for disabled learners (aged 14 years and above) with a specific focus on supporting them to:

- develop the skills and aptitudes to go into sustainable employment
- participate fully in their local communities.

At the same time, the new Foundation Learning (FL) programmes, Qualifications and Credit Framework (QCF) and a systematic move towards personalised budgets are opening up further possibilities for identifying long-term personal and group goals in these areas and then creating or commissioning the joined-up, person-centred packages needed to realise these ambitions.

Schools, colleges, LAs and their delivery partners will want to benchmark outcomes and progress of this group of learners in order to:

- set challenging targets for achievement
- evaluate progress by individuals and groups towards those targets
- assess the effectiveness of provision and services
- raise expectations for what is possible
- secure the best possible value for money.

Of course, as for some children and young people in the 5–14 age group, it may not be possible to measure and compare progress using 'vertical' scales. Lateral progress will be the most meaningful kind to consider.

Nevertheless, within newly developing FL programmes and the new QCF system, it should be possible to accredit all forms of individual achievement and therefore show progress.

7.0 Progression appendices

All data sets can be found by going to the National Strategies website and searching for: Progression materials 2010.

Appendix A: P scales point scores and conversion tables

The point score tables enable schools to differentiate attainment within National Curriculum levels and P levels using a nationally agreed numerical value.

1.0a P level/NC point scores

Point scores	Levels & sublevels
0.5	P1i
0.7	P1ii
0.9	P2i
1.1	P2ii
1.3	P3i
1.5	P3ii
2	P4
3	P5
4	P6
5	P7
6	P8
7	L1c
9	L1b
11	L1a
13	L2c
15	L2b
17	L2a
21	L3
27	L4
33	L5
39	L6
45	L7
51	L8 (Maths only)

1.0b Conversion table

Point scores	Whole & sublevels	Ranges for converting APS back to P scales/levels
0.5	P1i	≥ 0 and < 0.6
0.7	P1ii	≥ 0.6 and < 0.8
0.9	P2i	≥ 0.8 and < 1
1.1	P2ii	≥ 1 and < 1.2
1.3	P3i	≥ 1.2 and < 1.4
1.5	P3ii	≥ 1.4 and < 1.6
2	P4	≥ 1.6 and < 2.4
3	P5	≥ 2.4 and < 3.4
4	P6	≥ 3.4 and < 4.4
5	P7	≥ 4.4 and < 5.4
6	P8	≥ 5.4 and < 6.4
7	L1c	≥ 6.4 and < 8
9	L1b	≥ 8 and < 10
11	L1a	≥ 10 and < 12
13	L2c	≥ 12 and < 14
15	L2b	≥ 14 and < 16
17	L2a	≥ 16 and < 18
21	L3	≥ 18 and < 24
27	L4	≥ 24 and < 30
33	L5	≥ 30 and < 36
39	L6	≥ 36 and < 42
45	L7	≥ 42 and < 48
51	L8	≥ 48 and ≤ 51

GCSE grade	A*	A	B	C	D	E	F	G	U
New points	58	52	46	40	34	28	22	16	0

Appendix B: Data set 1 – Progression matrices, 2009

Coverage: all maintained schools (includes CTCs, Academies and special schools): teacher assessments have been used for learners achieving below the test at Key Stage 2 (codes B/N).

Key Stage 1 to Key Stage 2 – English and mathematics

English KS1 to KS2

Prior Key Stage 1 Lev Eng (read/write combined)	Percentage of learners											
	Key Stage 2 2009 English									% total	% 1 lev only	% 2 lev+
	L,P,Y, other	A,B,M,N, S,Q,T,X	W	1	2	3	4	5				
W	n/a	6.3	12.8	15.0	32.8	24.1	8.6	0.5	100	15.0	66.0	
1	n/a	0.8	0.1	1.1	13.2	46.1	37.2	1.5	100	13.2	84.8	
2C	n/a	0.1	0.0	0.0	1.8	30.4	63.3	4.3	100	30.4	67.6	
2B	n/a	0.0	0.0	0.0	0.3	12.3	74.9	12.4	100	12.3	87.3	
2A	n/a	0.0	0.0	0.0	0.0	2.4	64.9	32.6	100	2.4	97.5	
3	n/a	0.0	0.0	0.0	0.0	0.3	30.9	68.8	100	30.9	68.8	
4	n/a	1.5	0.8	0.0	0.0	1.5	8.3	87.9	100	8.3	87.9	
AD/U	n/a	19.7	38.8	26.7	n/a	n/a	n/a	14.9	100	n/a	14.9	
Miss/other	n/a	7.9	7.1	10.1	n/a	n/a	n/a	74.9	100	n/a	74.9	
Total elig	n/a	0.4	0.5	0.8	3.2	13.9	51.2	30.0	100.0	17.1	81.3	
percentage 1 level progress only											17.1	
percentage 2+ levels progress											81.3	

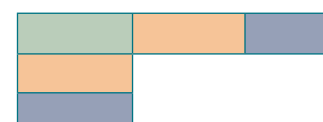
Mathematics KS1 to KS2

Prior Key Stage 1 Lev Maths	Percentage of learners											
	Key Stage 2 2009 Maths									% total	% 1 lev only	% 2 lev+
	L,P,Y, other	A,B,M,N, S,Q,T,X	W	1	2	3	4	5				
W	n/a	7.9	15.4	16.9	34.3	19.1	5.9	0.4	100	16.9	59.8	
1	n/a	1.4	0.2	2.5	25.1	47.6	22.2	1.0	100	25.1	70.8	
2C	n/a	0.3	0.0	0.2	5.3	41.0	49.4	3.9	100	41.0	53.2	
2B	n/a	0.1	0.0	0.0	0.6	16.1	67.8	15.4	100	16.1	83.2	
2A	n/a	0.0	0.0	0.0	0.1	3.3	53.5	43.0	100	3.3	96.6	
3	n/a	0.0	0.0	0.0	0.0	0.3	17.3	82.4	100	17.3	82.4	
4	n/a	1.8	0.9	0.9	0.0	0.9	2.6	93.0	100	2.6	93.0	
AD/U	n/a	18.3	34.0	22.8	n/a	n/a	n/a	24.9	100	n/a	24.9	
Miss/other	n/a	5.4	4.7	5.2	n/a	n/a	n/a	84.7	100	n/a	84.7	
Total elig	n/a	0.4	0.5	0.7	3.5	15.2	44.2	35.6	100.0	17.5	80.2	
percentage 1 level progress only											17.5	
percentage 2+ levels progress											80.2	

Pupils eligible for inclusion in progress measures only are all pupils shaded pale green, peach or violet

Pupils achieving one level progress only are those shaded peach

Pupils achieving 2 or more levels progress are those shaded violet



Key Stage 2 to Key Stage 3 English and mathematics

English KS2 to KS3

Percentage of learners															
Prior Key Stage 2 Lev English	Key Stage 3 2009 English TAs												% total	% 1 lev only	% 2 lev+
		L,P,Y, other	A,B,M,N, S,Q,T,X	W	1	2	3	4	5	6	7	8			
	W	n/a	1.5	43.7	22.9	13.7	10.7	6.0	1.3	0.1	0.0	0.1	100	16.9	59.8
	1	n/a	2.2	3.0	17.5	31.6	29.2	14.3	2.1	0.1	0.0	0.0	100	25.1	70.8
	2	n/a	2.2	0.2	1.4	8.8	38.9	41.2	6.9	0.4	0.1	0.0	100	41.0	53.2
	3	n/a	1.3	0.0	0.1	0.6	9.5	51.0	35.2	2.2	0.1	0.0	100	16.1	83.2
	4	n/a	0.5	0.0	0.0	0.0	0.8	11.8	55.2	29.0	2.7	0.0	100	3.3	96.6
	5	n/a	0.2	0.0	0.0	0.0	0.0	0.7	14.9	53.2	29.4	1.5	100	17.3	82.4
	AD/T	n/a	47.2	5.6	10.1	n/a	n/a	n/a	n/a	n/a	36.0	1.1	100	n/a	24.9
	Miss/other	n/a	12.5	14.9	15.2	n/a	n/a	n/a	n/a	n/a	53.8	3.5	100	n/a	84.7
Total	n/a	0.8	0.4	0.4	0.7	3.4	15.0	36.7	30.9	11.2	0.5	100.0	17.5	80.2	
													percentage 1 level progress only		52.4
													percentage 2+ levels progress		33.3

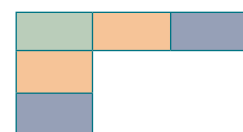
Mathematics KS2 to KS3

Percentage of learners															
Prior Key Stage 2 Lev Maths	Key Stage 3 2009 Maths TAs												% total	% 1 lev only	% 2 lev+
		L,P,Y, other	A,B,M,N, S,Q,T,X	W	1	2	3	4	5	6	7	8			
	W	n/a	1.1	41.4	21.1	14.3	14.3	6.2	1.0	0.2	0.2	0.1	100	21.1	36.4
	1	n/a	1.6	3.1	18.5	37.8	29.4	8.3	0.9	0.2	0.1	0.0	100	37.8	38.9
	2	n/a	1.7	0.2	1.3	11.5	50.4	30.8	3.7	0.4	0.1	0.0	100	50.4	35.0
	3	n/a	1.1	0.0	0.1	0.7	11.9	43.6	36.9	5.6	0.2	0.0	100	43.6	42.7
	4	n/a	0.5	0.0	0.0	0.1	0.8	6.9	32.5	46.2	12.7	0.4	100	32.5	59.4
	5	n/a	0.2	0.0	0.0	0.0	0.0	0.2	2.1	18.7	52.7	26.1	100	18.7	78.8
	AD/T	n/a	28.1	3.3	6.5	n/a	n/a	n/a	n/a	n/a	49.0	13.1	100	n/a	62.1
	Miss/other	n/a	5.1	6.3	5.6	n/a	n/a	n/a	n/a	n/a	61.6	21.3	100	n/a	82.9
Total	n/a	0.7	0.3	0.4	0.8	4.6	12.0	21.4	26.9	23.9	9.0	100	29.9	62.1	
													percentage 1 level progress only		29.9
													percentage 2+ levels progress		62.1

Pupils eligible for inclusion in progress measures only are all pupils shaded pale green, peach or violet

Pupils achieving one level progress only are those shaded peach

Pupils achieving 2 or more levels progress are those shaded violet



Key Stage 3 to Key Stage 4 English and mathematics

English KS3 to KS4

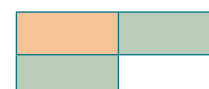
Prior Key Stage 3 Lev English	Percentage of learners													
	Key Stage 4 2009 English										% total	% A*-C	% A*-B	
	no KS4 result	U	G	F	E	D	C	B	A	A*				
W	86.0	1.3	2.5	5.2	3.2	1.1	0.6	0.1	0.1	0.0	100	0.7	0.1	
1	85.9	3.0	3.1	3.8	3.0	1.1	0.1	0.0	0.0	0.0	100	0.1	0.0	
2	55.9	5.2	11.3	16.3	7.7	2.9	0.6	0.1	0.0	0.0	100	0.7	0.1	
3	15.2	4.4	10.5	27.1	30.1	11.0	1.7	0.1	0.0	0.0	100	1.8	0.1	
4	4.8	1.7	2.9	10.0	31.6	36.2	12.1	0.6	0.0	0.0	100	12.8	0.7	
5	1.2	0.5	0.5	1.1	5.9	26.6	45.8	16.2	2.1	0.1	100	64.2	18.4	
6	0.4	0.1	0.0	0.1	0.2	2.6	23.8	44.7	24.1	3.9	100	96.5	72.7	
7	0.3	0.0	0.0	0.0	0.0	0.1	2.5	20.7	46.3	30.1	100	99.5	97.1	
8	3.1	0.0	0.0	0.0	0.0	3.1	0.0	3.1	43.8	46.9	100	93.8	93.8	
A/D/T	32.7	5.7	5.3	9.3	13.0	14.1	12.1	5.1	2.3	0.5	100	19.9	7.9	
Miss/other	34.6	3.2	5.6	11.1	12.9	11.5	11.1	6.1	2.9	1.0	100	21.1	10.0	
Total	4.8	1.0	1.6	4.2	9.3	17.7	27.3	19.8	10.7	3.5	100	61.4	34.0	
												Percentage achieved expected progress (2+ levels)		61.8

Mathematics KS3 to KS4

Prior Key Stage 3 Lev mathematics	Percentage of learners													
	Key Stage 4 2009 mathematics										% total	% A*-C	% A*-B	
	no KS4 result	U	G	F	E	D	C	B	A	A*				
W	94.4	3.1	1.2	0.3	0.7	0.0	0.3	0.0	0.1	0.0	100	0.4	0.1	
1	91.5	4.6	2.4	0.5	0.5	0.4	0.0	0.0	0.0	0.0	100	0.0	0.0	
2	37.0	25.6	21.2	8.5	3.8	2.4	1.2	0.2	0.1	0.0	100	1.5	0.3	
3	11.9	10.9	34.3	32.3	8.9	1.4	0.3	0.0	0.0	0.0	100	0.3	0.0	
4	5.1	1.8	7.4	29.0	37.7	15.9	2.9	0.2	0.0	0.0	100	3.1	0.2	
5	2.1	0.4	0.8	3.4	19.3	43.6	28.5	1.8	0.1	0.0	100	30.5	1.9	
6	0.8	0.1	0.1	0.2	1.2	15.3	59.2	20.8	2.2	0.1	100	82.3	23.1	
7	0.4	0.0	0.0	0.0	0.0	0.7	17.0	46.4	31.6	3.8	100	98.8	81.8	
8	0.3	0.0	0.0	0.0	0.0	0.0	0.2	6.3	46.1	47.2	100	99.7	99.5	
A/D/T	37.1	6.4	7.9	10.8	11.1	10.5	10.3	3.8	1.9	0.4	100	16.3	6.0	
Miss/other	30.2	4.8	6.4	7.7	8.8	10.6	14.2	9.0	5.9	2.5	100	31.5	17.3	
Total	4.1	1.5	3.7	6.9	10.1	15.5	26.1	16.5	11.0	4.6	100	58.2	32.1	
												Percentage achieved expected progress (2+ levels)		27.3

Pupils eligible for inclusion in progress measures only are all pupils shaded peach or pale green

Pupils achieving 2 or more levels progress are those shaded green only



Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

Key Stage 2 to Key Stage 4 English and mathematics

English KS2 to KS4

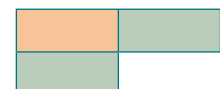
Prior Key Stage 2 Lev English	Percentage of learners													
	Key Stage 4 2009 English										% total	% A*-C	% A*-B	
	no KS4 result	U	G	F	E	D	C	B	A	A*				
W	80.2	1.7	3.6	5.0	5.4	2.9	1.1	0.0	0.0	0.0	100	1.2	0.1	
1	57.3	3.7	8.6	15.7	9.5	4.0	1.0	0.0	0.1	0.0	100	1.1	0.1	
2	21.0	4.1	9.8	23.6	25.9	12.0	3.3	0.4	0.1	0.0	100	3.7	0.4	
3	6.0	1.9	3.6	11.2	27.4	32.1	15.9	1.8	0.1	0.0	100	17.9	2.0	
4	1.8	0.7	0.7	1.8	6.8	22.2	39.4	20.7	5.4	0.6	100	66.1	26.7	
5	0.6	0.2	0.1	0.2	0.5	3.1	17.9	34.9	30.6	12.1	100	95.5	77.5	
A/D/T	28.7	2.8	4.2	12.9	17.0	15.0	11.3	5.6	1.9	0.6	100	19.3	8.1	
Miss/other	18.8	2.0	3.4	7.7	11.8	16.2	19.0	11.7	6.8	2.5	100	40.0	21.0	
Total	4.8	1.0	1.6	4.2	9.3	17.7	27.3	19.8	10.7	3.5	100	61.4	34.0	
												percentage 3 or more levels progress		65.1

Mathematics KS2 to KS4

Prior Key Stage 2 Lev mathematics	Percentage of learners													
	Key Stage 4 2009 mathematics										% total	% A*-C	% A*-B	
	no KS4 result	U	G	F	E	D	C	B	A	A*				
W	80.6	5.8	6.2	4.3	2.0	0.8	0.2	0.1	0.0	0.0	100	0.4	0.1	
1	52.7	15.1	17.2	9.7	3.5	1.2	0.4	0.1	0.0	0.0	100	0.5	0.2	
2	15.4	12.9	28.3	27.3	11.5	3.5	0.9	0.2	0.1	0.0	100	1.1	0.2	
3	5.1	2.3	8.5	21.4	27.9	22.2	11.2	1.3	0.1	0.0	100	12.6	1.4	
4	1.8	0.4	0.9	3.0	9.2	23.3	40.9	16.0	4.1	0.3	100	61.3	20.4	
5	0.6	0.1	0.1	0.1	0.4	3.2	20.3	30.6	30.2	14.5	100	95.5	75.2	
A/D/T	27.2	5.7	13.6	12.6	13.0	11.2	9.2	3.9	2.2	1.4	100	16.7	7.5	
Miss/other	14.4	3.5	6.3	8.1	9.6	12.0	18.5	13.1	9.8	4.7	100	46.1	27.6	
Total	4.1	1.5	3.7	6.9	10.1	15.5	26.1	16.5	11.0	4.6	100	58.2	32.1	
												percentage 3 or more levels progress		58.1

Pupils eligible for inclusion in progress measures only are all pupils shaded peach or pale green

Pupils achieving 3 or more levels progress are those shaded green only



Appendix C: Data set 3: Levels of progress, 2009

These tables summarise the percentage of learners, in mainstream and special schools, making one, two or three or more levels of progress from a particular starting point.

KS1 English 2005	Key Stage 2 (2009)			KS1 mathematics 2005	Key Stage 2 (2009)			KS1 science 2005	Key Stage 2 (2009)		
	% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +		% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +		% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +
P1(i)	66.7	66.7	66.7	P1(i)	75.0	50.0	25.0	P1(i)	85.7	71.4	57.1
P1(ii)	78.9	42.1	15.8	P1(ii)	61.1	38.9	11.1	P1(ii)	73.3	53.3	40.0
P2(i)	61.5	46.2	26.9	P2(i)	50.0	28.6	10.7	P2(i)	67.7	25.8	19.4
P2(ii)	71.4	51.4	31.4	P2(ii)	78.9	55.3	36.8	P2(ii)	72.7	56.8	43.2
P3(i)	73.7	44.7	28.9	P3(i)	74.4	55.8	16.3	P3(i)	79.5	53.8	15.4
P3(ii)	76.7	37.2	16.3	P3(ii)	89.5	52.6	15.8	P3(ii)	82.8	51.7	22.4
P4	83.1	43.2	27.1	P4	77.7	50.5	24.3	P4	75.9	52.7	23.2
P5	88.2	67.4	36.8	P5	90.1	64.1	40.1	P5	90.7	70.3	60.2
P6	88	70.7	59.4	P6	90.9	78.8	56.1	P6	92.5	77.6	53.3
P7	92.6	81.5	30.6	P7	94.1	80.4	31.4	P7	89.5	77.9	43.0
P8	96.7	68.9	8.2	P8	93.3	41.3	2.7	P8	92.9	71.4	17.9
Average	79.8	56.4	31.6	Average	79.6	54.2	24.6	Average	82.1	60.3	35.9

Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

KS2 English 2006	Key Stage 3 (2009)			KS2 mathematics 2006	Key Stage 3 (2009)			KS2 science 2006	Key Stage 3 (2009)		
	% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +		% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +		% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +
P1(i)	20.0	20.0	0.0	P1(i)	25.0	0.0	0.0	P1(i)	50.0	33.3	16.7
P1(ii)	50.0	50.0	33.3	P1(ii)	72.7	36.4	9.1	P1(ii)	50.0	50.0	0.0
P2(i)	66.7	18.2	18.2	P2(i)	75.0	21.4	10.7	P2(i)	48.4	29.0	16.1
P2(ii)	40.9	31.8	0.0	P2(ii)	50.0	30.8	0.0	P2(ii)	46.7	30.0	13.3
P3(i)	67.7	25.8	16.1	P3(i)	63.6	31.8	4.5	P3(i)	45.0	10.0	0.0
P3(ii)	60.0	22.9	8.6	P3(ii)	28.6	10.7	7.1	P3(ii)	46.5	16.3	4.7
P4	42.1	8.8	5.3	P4	48.8	20.7	3.7	P4	54.5	27.3	13.6
P5	53.3	20.7	3.3	P5	55.6	32.1	13.6	P5	57.1	31.2	15.6
P6	58.4	32.5	13.0	P6	63.8	36.2	15.9	P6	64.0	46.1	27.0
P7	67.0	35.2	1.1	P7	73.9	40.9	0.0	P7	65.8	48.7	22.4
P8	76.1	13.6	0.0	P8	77.8	18.9	3.3	P8	82.5	42.9	9.5
Average	54.8	25.4	9.0	Average	57.7	25.5	6.2	Average	55.5	33.2	12.6

KS3 English 2007	Key Stage 4 (2009)			KS3 mathematics 2007	Key Stage 4 (2009)			KS3 science 2007	Key Stage 4 (2009)		
	% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +		% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +		% 1 scale grade/level +	% 2 scale grade/level +	% 3 scale grade/level +
P1(i)	0.0	0.0	0.0	P1(i)	0.0	0.0	0.0	P1(i)	0.0	0.0	0.0
P1(ii)	37.5	12.5	0.0	P1(ii)	25.0	0.0	0.0	P1(ii)	50.0	0.0	0.0
P2(i)	30.8	7.7	7.7	P2(i)	41.7	8.3	0.0	P2(i)	46.7	20.0	13.3
P2(ii)	23.5	11.8	0.0	P2(ii)	21.4	0.0	0.0	P2(ii)	40.0	28.0	16.0
P3(i)	64.0	28.0	0.0	P3(i)	50.0	28.6	0.0	P3(i)	52.2	17.4	0.0
P3(ii)	33.3	5.1	0.0	P3(ii)	36.0	0.0	0.0	P3(ii)	51.6	16.1	6.5
P4	40.9	9.1	4.5	P4	38.8	6.1	0.0	P4	44.4	14.8	3.7
P5	42.7	9.3	4.0	P5	47.2	9.7	2.8	P5	46.7	16.7	3.3
P6	39.5	11.8	5.3	P6	50.0	13.2	7.4	P6	60.6	22.5	9.9
P7	46.8	19.4	1.6	P7	42.4	13.6	0.0	P7	56.9	35.4	3.1
P8	67.9	0.0	0.0	P8	57.5	0.0	0.0	P8	55.6	14.8	0.0
Average	38.8	10.4	2.1	Average	37.3	7.2	0.9	Average	45.9	16.9	5.1

Appendix D Part 1: Data set 3 (below level 1) – quartiles, 2009

These tables summarise the progress made, in English, mathematics and science, of the lowest 25% of learners (LQ), the median and the top 25% of learners (UQ) in the 2009 cohort.

Key Stage 1 to Key Stage 2 quartile tables

English			
KS1	KS2 LQ	KS2 Median	KS2 UQ
P1(i)	P1(i)	P2(ii)	P2(ii)
P1(ii)	P2(i)	P2(i)	P2(ii)
P2(i)	P2(i)	P2(ii)	P3(ii)
P2(ii)	P2(ii)	P3(ii)	P4
P3(i)	P3(i)	P3(ii)	P5
P3(ii)	P4	P4	P5
P4	P5	P5	P7
P5	P6	P7	P8
P6	P7	L1C	L1A
P7	L1C	L1B	L2C
P8	L1A	L2C	L2B

Mathematics			
KS1	KS2 LQ	KS2 Median	KS2 UQ
P1(i)	P1(i)	P1(ii)	P2(i)
P1(ii)	P1(ii)	P2(i)	P2(ii)
P2(i)	P2(i)	P2(i)	P3(i)
P2(ii)	P3(i)	P3(ii)	P4
P3(i)	P3(i)	P4	P4
P3(ii)	P4	P5	P5
P4	P5	P6	P6
P5	P6	P7	P8
P6	P8	L1C	L1B
P7	L1C	L1B	L2C
P8	L1B	L1A	L2B

Science			
KS1	KS2 LQ	KS2 Median	KS2 UQ
P1(i)	P1(ii)	P2(ii)	P2(ii)
P1(ii)	P1(ii)	P2(ii)	P3(ii)
P2(i)	P2(i)	P2(ii)	P3(i)
P2(ii)	P2(ii)	P3(ii)	P4
P3(i)	P3(ii)	P4	P4
P3(ii)	P4	P5	P5
P4	P5	P6	P
P5	P6	P8	L1B
P6	P8	L1B	L2C
P7	L1C	L1A	L2B
P8	L1B	L2C	L2B

Key Stage 2 to Key Stage 3 quartile tables

English			
KS2	KS3 LQ	KS3 Median	KS3 UQ
P1(i)	P1(i)	P1(i)	P1(i)
P1(ii)	P1(ii)	P1(ii)	P3(i)
P2(i)	P2(i)	P2(ii)	P2(ii)
P2(ii)	P2(ii)	P2(ii)	P3(ii)
P3(i)	P3(i)	P3(ii)	P4
P3(ii)	P3(ii)	P4	P4
P4	P4	P4	P5
P5	P5	P6	P6
P6	P6	P7	P8
P7	P7	P8	L1C
P8	L1C	L1B	L1A

Mathematics			
KS2	KS3 LQ	KS3 Median	KS3 UQ
P1(i)	P1(i)	P1(i)	P1(i)
P1(ii)	P1(ii)	P2(i)	P2(ii)
P2(i)	P2(i)	P2(ii)	P2(ii)
P2(ii)	P2(ii)	P2(ii)	P3(ii)
P3(i)	P3(i)	P3(ii)	P4
P3(ii)	P3(i)	P3(ii)	P4
P4	P4	P4	P5
P5	P5	P6	P7
P6	P6	P7	P8
P7	P7	P8	L1C
P8	L1C	L1B	L1A

Science			
KS2	KS3 LQ	KS3 Median	KS3 UQ
P1(i)	P1(i)	P1(i)	P2(i)
P1(ii)	P1(i)	P1(ii)	P2(ii)
P2(i)	P2(i)	P2(i)	P3(i)
P2(ii)	P2(ii)	P2(ii)	P3(ii)
P3(i)	P2(ii)	P3(i)	P3(ii)
P3(ii)	P3(i)	P3(ii)	P4
P4	P4	P5	P6
P5	P5	P6	P7
P6	P6	P7	L1B
P7	P7	P8	L1B
P8	L1B	L1A	L2B

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Key Stage 3 to Key Stage 4 quartile tables

English			
KS3	KS4 LQ	KS4 Median	KS4 UQ
P1(i)	P1(i)	P1(i)	P1(i)
P1(ii)	P1(i)	P1(ii)	P2(i)
P2(i)	P2(i)	P2(i)	P2(ii)
P2(ii)	P2(ii)	P2(ii)	P2(ii)
P3(i)	P3(i)	P3(ii)	P4
P3(ii)	P3(ii)	P3(ii)	P4
P4	P4	P4	P5
P5	P5	P5	P6
P6	P6	P6	P7
P7	P7	P7	P8
P8	P8	L1C	L1B

Mathematics			
KS3	KS4 LQ	KS4 Median	KS4 UQ
P1(i)	P1(i)	P1(i)	P1(i)
P1(ii)	P1(i)	P1(ii)	P1(ii)
P2(i)	P2(i)	P2(i)	P2(ii)
P2(ii)	P2(i)	P2(ii)	P2(ii)
P3(i)	P2(ii)	P3(i)	P4
P3(ii)	P3(ii)	P3(ii)	P4
P4	P4	P4	P5
P5	P5	P5	P6
P6	P6	P6	P7
P7	P7	P7	P8
P8	P8	L1C	L1B

Science			
KS3	KS4 LQ	KS4 Median	KS4 UQ
P1(i)	P1(i)	P1(i)	P1(i)
P1(ii)	P1(ii)	P1(ii)	P2(i)
P2(i)	P2(i)	P2(i)	P2(ii)
P2(ii)	P2(ii)	P2(ii)	P3(ii)
P3(i)	P3(i)	P3(ii)	P3(ii)
P3(ii)	P3(ii)	P4	P4
P4	P4	P4	P5
P5	P5	P5	P6
P6	P6	P7	P7
P7	P7	P8	L1C
P8	P8	L1B	L1B

Appendix D Part 2: Data set 1 (W to GCSE) – quartiles, 2009

Includes learners in mainstream and special schools.

There is less differential between the lower, median and upper quartiles within this data set.

NA = Data not available

Data set 1 Progression Quartile tables 2009

Key Stage 1 to Key Stage 2 2009

English	KS2 P levels/NC levels		
KS1	KS2 LQ	KS2 Median	KS2 UQ
W	1	2	3
1	3	3	4
2C	3	4	4
2B	4	4	4
2A	4	4	5
3	4	5	5
4	5	5	5

Mathematics	KS2 P levels/NC levels		
KS1	KS2 LQ	KS2 Median	KS2 UQ
W	1	2	3
1	2	3	3
2C	3	4	4
2B	4	4	4
2A	4	4	5
3	5	5	5
4	5	5	5

Science	KS2 P levels/NC levels		
KS1	KS2 LQ	KS2 Median	KS2 UQ
W	NA	NA	NA
1	NA	NA	NA
2C	NA	NA	NA
2B	NA	NA	NA
2A	NA	NA	NA
3	NA	NA	NA
4	NA	NA	NA

Key Stage 2 to Key Stage 3 2009

English	KS3 P levels/NC levels		
KS2	KS3 LQ	KS3 Median	KS3 UQ
W	0	1	2
1	2	2	3
2	3	4	4
3	4	4	5
4	5	5	6
5	6	6	7

Mathematics	KS3 P levels/NC levels		
KS2	KS3 LQ	KS3 Median	KS3 UQ
W	0	1	2
1	2	2	3
2	3	3	4
3	4	4	5
4	5	6	6
5	7	7	8

Science	KS3 P levels/NC levels		
KS2	KS3 LQ	KS3 Median	KS3 UQ
W	NA	NA	NA
1	NA	NA	NA
2	NA	NA	NA
3	NA	NA	NA
4	NA	NA	NA
5	NA	NA	NA

Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

Key Stage 3 to Key Stage 4 2009

English	KS4 GCSEs		
	KS4 LQ	KS4 Median	KS4 UQ
KS3			
W	G	F	E
1	G	F	E
2	G	F	E
3	F	E	E
4	E	D	D
5	D	C	C
6	C	B	A
7	A	A	A*
8	A	A	A*

Mathematics	KS4 GCSEs		
	KS4 LQ	KS4 Median	KS4 UQ
KS3			
W	U	U	G
1	U	U	G
2	U	G	F
3	G	G	F
4	F	E	E
5	D	D	C
6	C	C	C
7	B	B	A
8	A	A	A*

Science	KS4 GCSEs		
	KS4 LQ	KS4 Median	KS4 UQ
KS3			
W	NA	NA	NA
1	NA	NA	NA
2	NA	NA	NA
3	NA	NA	NA
4	NA	NA	NA
5	NA	NA	NA
6	NA	NA	NA
7	NA	NA	NA
8	NA	NA	NA

Key Stage 2 to Key Stage 4 2009

English	KS4 GCSEs		
	KS4 LQ	KS4 Median	KS4 UQ
KS2			
W	G	F	E
1	G	F	E
2	F	E	E
3	E	D	D
4	D	C	B
5	B	B	A

Mathematics	KS4 GCSEs		
	KS4 LQ	KS4 Median	KS4 UQ
KS2			
W	U	G	F
1	U	G	F
2	G	F	F
3	F	E	D
4	D	C	C
5	B	B	A

Science	KS4 GCSEs		
	KS4 LQ	KS4 Median	KS4 UQ
KS2			
W	NA	NA	NA
1	NA	NA	NA
2	NA	NA	NA
3	NA	NA	NA
4	NA	NA	NA
5	NA	NA	NA

Appendix E: Key Stage 4 2009 progression by prior attainment at Key Stage 2 English

GCSE and equivalent includes all approved qualifications in Entry level, Level 1 and Level 2 and AS Levels, Level 3 Free Standing Mathematics qualifications and Asset Language Ladder Level 3 taken early. The grades/results attained in these are then converted into point scores.

- **Average GCSE or equivalent point scores:** The APS is calculated by dividing the total number of points attained by each learner by the number of examinations taken by each learner. The total number of examinations has been determined using the equivalence between a GCSE and other qualifications. The resulting APS is then averaged for all learners.
- **Total GCSE or equivalent:** This is the total point score achieved by each learner from all examinations and equivalents taken.
- **Capped GCSE or equivalent:** A capped point score is calculated, at the best eight GCSEs or equivalent.

Average GCSE and equivalent point score per entry

LA maintained – no special schools

	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
KS2 input measure	W	858	23.6	15.2	21.8	26.0	31.6	0.0	53.3
	1	2512	22.5	15.1	20.6	25.0	29.7	0.0	52.9
	2	25140	25.3	18.8	23.9	27.8	32.4	0.0	58.0
	3	80830	30.9	25.0	29.8	33.6	37.4	0.0	58.0
	4	285862	38.5	33.5	37.7	40.8	44.3	0.0	60.2
	5	147016	46.1	41.3	45.0	48.0	51.4	0.0	67.5
	A/D/T	665	30.4	21.5	27.8	33.2	40.0	0.0	58.0
	Other/miss	28151	36.2	27.0	34.8	40.0	46.0	0.0	67.5
	Total	571034	38.6	31.5	37.5	41.7	46.4	0.0	67.5

LA maintained with specials

	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
KS2 input measure	W	1736	18.2	11.0	13.0	18.1	26.2	0.0	53.3
	1	4151	19.1	12.0	14.8	20.3	26.6	0.0	52.9
	2	27389	24.6	17.1	23.0	27.2	32.0	0.0	58.0
	3	81546	30.8	25.0	29.8	33.5	37.3	0.0	58.0
	4	286334	38.5	33.4	37.7	40.8	44.3	0.0	60.2
	5	147048	46.1	41.3	45.0	48.0	51.4	0.0	67.5
	A/D/T	754	28.9	18.7	25.8	31.8	39.1	0.0	58.0
	Other/miss	29157	35.5	25.5	34.1	39.9	45.6	0.0	67.5
	Total	578115	38.3	31.1	37.3	41.6	46.3	0.0	67.5

Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

LA maintained specials only

KS2 input measure	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
	W	878	12.8	10.0	11.3	12.4	14.4	0.0	46.0
	1	1639	14.1	11.3	12.5	13.6	16.3	0.0	50.8
	2	2249	16.3	12.4	14.0	16.0	20.0	0.0	46.4
	3	716	20.0	13.6	17.0	21.2	26.1	0.0	45.4
	4	472	24.4	16.5	21.3	26.2	31.9	0.0	53.3
	5	32	31.6	21.8	28.5	36.6	43.6	9.7	52.0
	A/D/T	89	17.4	11.5	14.0	17.5	22.9	4.4	40.0
	Other/miss	1006	15.5	11.2	12.7	14.3	19.8	0.0	46.0
Total	7081	16.2	11.7	13.1	15.3	20.7	0.0	53.3	

Total CGSE and equivalent new style point score

LA maintained – no special schools

KS2 input measure	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
	W	869	201.7	66.0	140.0	218.8	323.0	0.0	745.0
	1	2537	184.0	66.5	135.0	202.0	280.5	0.0	796.0
	2	25314	230.1	108.0	188.0	258.5	342.5	0.0	993.0
	3	81092	313.9	197.8	285.5	352.5	429.0	0.0	977.0
	4	286180	425.3	332.0	404.0	460.0	527.0	0.0	1250.0
	5	147055	531.9	444.0	504.0	556.5	624.0	0.0	1285.3
	A/D/T	671	289.7	128.0	228.0	327.0	444.5	0.0	799.0
	Other/miss	28244	360.8	178.0	324.0	426.3	525.0	0.0	1114.0
Total	571962	423.5	302.0	401.0	471.0	550.0	0.0	1285.3	

LA maintained with specials

KS2 input measure	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
	W	1756	130.2	26.0	62.5	114.0	222.0	0.0	745.0
	1	4198	144.2	46.0	90.0	142.0	231.8	0.0	796.0
	2	27598	219.6	93.5	173.5	247.0	334.0	0.0	993.0
	3	81820	312.2	194.5	284.0	352.0	428.0	0.0	977.0
	4	286660	424.8	331.0	404.0	459.3	527.0	0.0	1250.0
	5	147088	531.8	443.5	504.0	556.5	624.0	0.0	1285.3
	A/D/T	761	268.0	96.0	195.5	302.5	425.3	0.0	799.0
	Other/miss	29267	351.1	156.0	311.0	420.0	520.3	0.0	1114.0
Total	579148	419.4	294.8	398.8	469.0	549.0	0.0	1285.3	

Special schools only

KS2 input measure	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
	W	887	60.1	14.0	36.0	62.0	94.0	0.0	306.0
	1	1661	83.4	34.0	60.0	89.5	122.3	0.0	584.0
	2	2284	103.8	40.0	72.0	106.0	156.0	0.0	554.0
	3	728	121.6	36.0	80.0	129.3	201.0	0.0	607.5
	4	480	153.0	47.0	99.8	162.0	240.0	0.0	623.0
	5	33	191.2	56.0	164.0	207.5	294.0	0.0	509.0
	A/D/T	90	106.3	47.5	77.5	110.0	146.0	0.0	343.0
	Other/miss	1023	82.9	23.0	52.0	82.5	131.0	0.0	442.5
Total	7186	96.2	30.0	62.0	96.3	147.7	0.0	623.0	

Capped GCSE and equivalent new style point scores

LA maintained – no special schools

KS2 input measure	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
	W	841	180.3	78.0	150.0	208.5	274.0	3.5	446.0
	1	2459	169.3	76.0	140.0	198.0	254.0	2.5	464.0
	2	24694	202.4	116.3	188.0	236.0	284.0	2.5	467.5
	3	80266	256.9	197.0	254.0	293.0	326.0	2.5	483.0
	4	285321	325.0	290.0	323.0	347.0	377.0	2.5	521.0
	5	146950	387.8	350.0	380.0	404.0	434.0	2.5	540.0
	A/D/T	659	239.4	136.0	219.5	281.0	341.0	2.5	464.0
	Other/miss	27911	286.1	185.0	290.0	338.0	386.0	2.5	524.0
Total	569101	323.4	272.0	323.0	356.0	392.0	2.5	540.0	

LA maintained with specials

KS2 input measure	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
	W	1708	118.5	32.0	66.0	112.0	209.0	3.5	446.0
	1	4089	133.3	50.0	92.3	139.3	217.0	2.5	464.0
	2	26930	193.7	102.0	175.0	228.0	281.0	2.5	467.5
	3	80976	255.7	194.8	254.0	293.0	326.0	2.5	483.0
	4	285788	324.7	290.0	323.0	347.0	377.0	2.5	521.0
	5	146982	387.7	350.0	380.0	404.0	434.0	2.5	540.0
	A/D/T	748	223.0	100.0	195.0	272.0	332.0	2.5	464.0
	Other/miss	28907	279.0	163.0	284.0	335.0	381.5	2.5	524.0
Total	576128	320.5	266.0	320.0	353.0	392.0	2.5	540.0	

Advice on improving data to raise attainment and maximise the progress of learners with special educational needs

Special schools only

	KS2 English	Number of pupils	Mean	Percentile 20 (mean)	Percentile 40 (mean)	Percentile 60 (mean)	Percentile 80 (mean)	Minimum APS	Maximum APS
KS2 input measure	W	867	58.6	20.0	38.0	62.0	92.0	3.5	239.0
	1	1630	79.1	36.0	62.0	90.0	112.0	2.5	428.0
	2	2236	97.9	44.0	74.0	105.5	142.3	2.5	395.0
	3	710	117.1	38.0	82.8	130.3	190.8	2.5	377.0
	4	467	146.4	54.0	103.5	160.8	227.5	6.0	437.0
	5	32	183.2	58.0	164.0	216.0	292.5	22.5	437.0
	A/D/T	89	101.8	49.0	79.0	110.0	148.0	3.5	257.0
	Other/miss	996	79.9	26.0	54.0	84.0	120.0	2.5	362.0
	Total	7027	91.7	34.0	64.0	97.0	136.5	2.5	437.0

Appendix F Part 1: Raising ambition – 10-step model

1. Record in column 1 pupil attainment at the end of the previous key stage for English, mathematics and science – the resource will automatically generate, in column 3, the corresponding upper quartile target based on 2009 progression data for learners with a similar age and prior attainment in English, mathematics or science where available. NA indicates that the data is unavailable.
2. Record in column 2 current attainment in the autumn term for English, mathematics and science.
3. Before deciding on a target, consider the details set out in columns 1, 2 and 3 alongside other wider information and data, including the views of parents and learners. The target should be suitably ambitious but achievable by the end of the key stage for English, mathematics and science. Record the learner's target in column 4.
4. Record in column 5 any contextual/learner information which is useful for the school/SIP to be aware of.
5. The school then circulates the completed targets to the SIP in advance of target-setting discussions.
6. The SIP prepares for the meeting and makes use of both the progression data and local data provided by the LA and school to judge whether the target set is suitably ambitious. In this way the SIP supports the school to set ambitious but achievable targets by:
 - guiding them in reviewing and interpreting their data
 - challenging expectations where targets indicate low aspirations
 - supporting the school to match targets with strategies and interventions that will make a difference for individual learners.
7. The SIP and headteacher/Senior Leadership Team (SLT) consider the evidence in the target-setting meeting. The following prompts may be useful to both the SIP and headteacher/SLT in this regard:
 - What does the data and documentation on pupil targets, attainment, well-being and progress say about the extent of target-setting ambition within the school?
 - How secure is the tracking of progress for all learners across the school?
 - How well are different groups of learners doing when compared to their peers from the same starting point: SEND, children in care, boys, girls, those of minority ethnic or socio-economic groups, gifted and talented learners?
 - What evidence is there that the school is tailoring its curriculum offer and its teaching and learning to the particular needs of individual learners?
 - How do you know which interventions have the most impact on narrowing the attainment gaps for all learners including those working at the P scales and lower National Curriculum levels?
 - How accurate is the assessment of learners working at the lower National Curriculum levels and P scales? How does the LA support schools to ensure that effective moderation takes place?
 - Do expectations result in realistic yet challenging targets? If a school feels that a learner will not make the required rate of progress, what evidence should be available to demonstrate that the target as set is suitably ambitious?
 - What does the school still need to do/access to achieve these targets?
 - Does the school evaluate its effectiveness in setting ambitious targets?
8. The SIP records his/her judgement in the SIP report. This may show, for example, changes agreed in the level of ambition such as 'increase of X% of targets from the median quartile to X% upper quartile range'. The detail is then reviewed by the governing body.

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9. The governing body retains the legal responsibility to ensure that the statutory targets are set and reported to the LA. In considering the outcomes derived through this 10-step model, the same degree of governance scrutiny is in place for non-statutory target setting as is applied to statutory returns.
10. On receipt of the SIP details, the LA is in a position to moderate where targets are deemed to be too low and further support/intervention is required. The following prompts may aid LA developments to inform future arrangements:
 - How does the LA ensure that SIPs are able to judge the degree of ambition in targets set for all learners?
 - Is the advice issued to all SIPs inclusive of non-statutory target-setting arrangements?
 - What is the LA drawing from its interpretation of attainment data for all learners and how does this link into School Improvement Plans, assessment to support learning and the evaluation of pupils' progress across all schools?

Appendix F Part 2: Raising ambition resource

This interactive resource can be found by going to the National Strategies website and searching for: Progression materials 2010.

Raising ambition for English, Maths and Science - Progression 2010-11														
School:		Key Stage: KS2-KS3				Date:								
Pupil name	Level	English				Maths				Science				Pupil factors to note
		Prior attainment end of previous Key Stage	Current attainment autumn	English Progression UQ target	Target for end of KS	Prior attainment end of previous Key Stage	Current attainment autumn	Maths Progression UQ target	Target for end of KS	Prior attainment end of previous Key Stage	Current attainment autumn	Science Progression UQ target	Target for end of KS	
Pupil 1	Level 6	6	6	11	17	6		11		6		15		You can explain any factors which have helped you reach your decision.
	PS													
Pupil 2	Level													
	PS													
Pupil 3	Level													
	PS													
Pupil 4	Level													
	PS													
Pupil 5	Level													
	PS													
Pupil 6	Level													
	PS													
Pupil 7	Level													
	PS													
Pupil 8	Level													
	PS													
Pupil 9	Level													
	PS													
Pupil 10	Level													
	PS													
Pupil 11	Level													
	PS													
Pupil 12	Level													
	PS													
Pupil 13	Level													
	PS													
Pupil 14	Level													
	PS													
Pupil 15	Level													
	PS													
Pupil 16	Level													
	PS													
Pupil 17	Level													
	PS													
Pupil 18	Level													
	PS													

Appendix G: Key principle prompts for SIPs and their schools

Key principle 1: High expectations are key to securing good progress

- How do you know that learners are doing as well as they can?
- What evidence do you have to show you have sufficient ambition for your learners?
- How well are you preparing young people for next steps to full active participation in adult society and how do you know?

Key principle 2: Accurate assessment is essential for securing and measuring pupil progress

How do you know whether:

- the school's systems and approaches enable a focus on developing a community of independent, confident learners
- all learners, whatever their prior attainment, have opportunities to know how they are doing, understand what they need to do to improve and how they can do that; get the support they need to be motivated, independent learners continually improving in their learning
- teachers are equipped to make well-founded judgements about learners' attainment, based on their age and prior attainment. They understand the concepts and principles of progression and they use a range of information and evidence and know how to use their assessment judgements to forward-plan, particularly for the very lowest-attaining learners
- all staff work collaboratively within and across key stages and curriculum areas, enthusiastically sharing their practice and insights. There are high expectations about learning across the school
- governors act as critical friends and can contribute to the next steps in the development of secure assessment to support learning
- learners play a key role in the assessment process and individual planning
- assessment and target setting underpin the evidence base for the review process, particularly for learners with a statement of SEN.

Involving parents

- How does the school ensure that parents and carers are provided with key information about how their child is progressing in a parent-friendly format; that they know how their child is doing and what they need to do to improve, and are involved in supporting their child's learning in and outside school?
- How has the school adjusted parent meetings to support more effective listening to parents about their child's learning?
- How does the assessment information and feedback from parents and learners better enable the school to review and negotiate new numerical and curriculum targets?
- What evidence does the school have that conversations with parents, coupled with your assessment knowledge, have improved curriculum delivery and better matched it to the needs of learners?
- What adjustments have there been to continuing professional development as a result of assessment and moderation processes and conversations with parents?

Key Principle 3: Age and prior attainment data are the starting points for developing expectations of pupil progress

- How does the LA/school use the age and prior attainment data from the Progression data sets? What other evidence is used to secure judgements on achievement?
- How does the data improve the challenge and support from SIPs?
- What data does the school share with parents and carers and with the SIP?
- How does this inform strategic decisions about planning and commissioning provision and services?
- How is the data used to enhance the setting of targets for the lowest attaining learners?
- What advice does the LA/region offer to schools, in relation to identification of SEND?
- What evidence is there to show that, as a result, reasonable adjustments have been made and are having a positive impact on learning?
- How closely is the 'Waves' model of intervention aligned with the SEN Code of Practice's 'graduated response'?
- How do you know if the provision being made is making a difference to learners' progress?
- How does the data inform review processes, including statutory reviews?
- How is data used in reviews where learners are in out-of-LA provision, for example independent and non-maintained special schools?

Appendix H: Prompts for SIPS and their schools

1. Data set 1 (National Curriculum teacher assessment and test data)

- What is the number and percentage of learners working below national expectations, at each key stage, in your LA/school? How does this compare with the local and national picture?
- How are they progressing compared with the local and national average?
- What percentages/numbers of learners working below level 1 have English as an additional language or are working within the P levels?
- What is their actual performance?
- How does the school measure the progress of low-attaining Key Stage 4 pupils who are following accredited courses other than GCSE?
- How confident are you that teacher assessment data, particularly lower National Curriculum and P level assessments, are robust and reliable?
- What actions are you taking to ensure the reliability of teacher assessments?

2. Data set 2 (P scales analysis for 2009)

- What percentage of learners are working at the P scales in your LA/school?
- How does this compare with the national picture?
- What support has been provided by the LA to ensure that schools can work together, across boundaries if necessary, to improve the moderation process?

3. Data set 3 (matched pupil level, P scales teacher assessment data for 2009)

How does:

- the progress of learners in the school, working within the P levels, compare with similar learners nationally and within the LA
- the school make use of the Progression quartile data, and other information, to raise ambition
- the school track the progress of learners during the key stage to ensure that learners are on the correct trajectory to meet their targets
- the school evaluate the impact of provision/interventions on pupil progress?

Appendix I: SEN Regional Hubs

National funding ceases from the end of March 2011. As a result the SEN regional Hubs will not continue in their current form.

Region	Lead LA	Email	SEN Regional Hub website
South East	Hampshire	Felicity.dickinson@hants.gov.uk	www.hants.gov.uk/sen-hub
South London	Tower Hamlets	David.Carroll@towerhamlets.gov.uk	www.southlondonlahub.co.uk
North London	Newham	lan.morton@newham.gov.uk	www.northlondonsenhub.co.uk
East	Cambridgeshire	Angela.Scott@cambridgeshire.gov.uk	www.eastrnssenhub.org.uk
East Midlands	Leicestershire	patricia.bullen@leics.gov.uk	www.emlahub.co.uk
Yorkshire and Humberside	Leeds Federation	Joan.haines@educationleeds.co.uk	
North East	North Tyneside	John.Waldron@northtyneside.gov.uk	www.northeastregionsenhub.co.uk
North West	Liverpool and Tameside	Karen.gleave@liverpool.gov.uk	www.nwlahub.co.uk
West Midlands	Solihull	Aenglish1@btinternet.com (Annette English)	www.westmidlandsrp.org.uk
South West	Somerset	MLRose@somerset.gov.uk (Michele Rose)	www.swlahub.org.uk

Acknowledgements

Thanks are expressed to all individuals and groups who have contributed to this updated advice and in particular to: members of the Progression Reference Group who have shaped this document and offered feedback throughout the research process; the SEN Regional Hubs who have provided invaluable feedback during 2009–10; the commercial providers who contributed to the developments and, in particular, Durham CEM and Equals who contributed the majority of the data; all those who allowed us to use their materials to develop the case studies and the schools who allowed us to film their practice as part of the related electronic professional development resource – Earlsfield Primary School, Wandsworth; Holbrook Centre for Autism, Derbyshire; Hurworth Maths and Computing College, Darlington; Loyne School, Lancaster; Mulberry Bush School, Oxfordshire.

Audience: Headteachers, practitioners, SIPCos

Date of issue: 12-2010

Ref: **00557-2010PDF-EN-01**

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