

WILTSHIRE COUNCIL

CHILDREN'S SERVICES SELECT COMMITTEE

27 JANUARY 2011

PUPIL PERFORMANCE IN PUBLIC TESTS AND EXAMINATIONS 2010

Purpose of Report

1. This report provides an overview of pupil performance at the end of each key stage and compares Wiltshire's attainment with national expectations across all phases.

Background

2. In recent years reports have been submitted to this committee highlighting pupil performance outcomes in Wiltshire schools. This performance is based on national performance measures at the end of each Key Stage and has also included comparative performance against relevant National Indicators. Performance against Wiltshire's statutory targets is also considered. The detail in this paper follows this pattern capturing pupil performance in 2010 against national measures at the end of each key stage and outlines progress against the National Indicators, where the data exist.
3. The Department for Education (DfE) have announced they are reviewing the future of school target setting. They have also confirmed that pupil performance targets are no longer required at Local Authority (LA) level. For 2012 schools are required to set performance targets and submit them to the LA for onward transmission to the DfE.

Performance overview at each key stage

Foundation Stage (end of reception aged 5) (see Appendix 1)

4. The Foundation Stage Profile (FSP) is made up of 6 Areas of Learning: Personal, Social and Emotional Development (PSED), Communication, Language and Literacy (CLL), Problem Solving Reasoning and Numeracy (PSRN), Knowledge and Understanding of the World (KUW), Physical Development (PD) and Creative Development (CD) to be achieved by the time children are at the end of the Reception year. The Primary Care Trust, Strategic Health Authority and Jobcentre Plus all have reciprocal duties to work with the Local Authority to achieve the Outcomes Duty.
5. The 6 Areas of Learning have 3 sections for PSED, 4 sections for CLL, 3 sections for PSRN, and one section each for the remaining, making 13 sections in total. Each child can achieve a maximum of 9 points in each of the sections of the Areas of Learning. This gives a maximum score of 117 points. Teachers and early years

practitioners observe and assess children as part of every day learning activity. The final assessments for a proportion of schools are moderated by the LA.

6. There are 2 statutory Early Years targets. One is an improvement and one is an equalities target:
 - National Indicator (NI) 72 ~ Improve young children's development by increasing the % who achieve a total of at least 78 points in the Foundation Stage Profile (FSP) including at least 6 points in each PSED and CLL scales (Improvement Target)
 - National Indicator (NI) 92 ~ Narrow the % gap between the median and mean scores for the 20% lowest performers (Equalities Target)
- 7 In 2010, the percentage of children achieving at least 78 points in the FSP including at least 6 points in each PSED and CLL scales (NI72) was 60%. This is a 3% increase on last year and places Wiltshire 4% above the national average. With the Wiltshire figure being consistently higher than the national, statistical neighbours and the South West averages over the last 3 years, the 2010 Wiltshire results remain in the top 25% of all authorities nationally.
- 8 The gap between the median and mean scores for the 20% lowest performers (NI 92) has remained at 29.2% in 2010. The gap is consistently narrower than national, statistical neighbours and the South West averages over the last 3 years and, although unimproved from 2009 remains in the top quartile. The percentage of children achieving six or more points in PSED has risen by 1% from 2009 and the percentage achieving 6 or more points in CLL has risen by 2%. The work on raising attainment and closing the gender gap in a Mark Making Matters writing project this year has led to a 16.6% increase in boys attaining 6 or more points in writing compared to 3% nationally.
- 9 Children who are resident in the lowest 30% Super Output Areas (SOA) continue to increase in achievement with a rise of over 4% in those achieving 6+ in PSED and CLL. This figure is lower than national increase of 5%. However looking at the figures separately, there was a 7% increase in CLLD compared to 4% nationally and a 9% increase in PSED compared to 4% nationally. This reflects the impact of the Children's Centres in raising achievement for children from the most disadvantaged families.

Progress against targets

- 10 In 2010 ambitious targets were set for both improvement and equalities targets. Both targets were narrowly missed; the equalities target by 0.14% (target 29.06 and actual result 29.2) and the improvement target by 0.8% (target 60.5 and actual result 59.7). This demonstrated the continued ambition and achievement of early years' colleagues at both improving achievement for all and narrowing the attainment gap.

Key Stage 1 (7 year olds) (see Appendix 2)

- 11 Key Stage 1 is assessed by teachers supported by national tests marked within the school. Key stage one assessments are moderated by the LA with each school being visited once every four years and a range of pupils' work moderated.
- 12 In 2010 results were maintained at level 2+ at Key Stage 1 in both reading and writing; while mathematics experienced a 1% drop (90% to 89%). Reading and mathematics are both in line with national figures, while writing is 1% below. Overall attainment figures have been steady over the last few years. Further analysis shows that for pupils assessed at a secure level 2 (2B) percentages have increased slightly for reading (72% in 2009 to 73% in 2010) and writing (58% to 59%) with a slight decline for mathematics (73% in 2009 to 72% in 2010). This pattern is also reflected in the achievement of level 3 at KS1.

Key Stage 2 (11 year olds) (see Appendix 3)

- 13 Performance at the Key Stage 2 is assessed using Statutory Assessment Tests (SATs), held under examination conditions and marked externally. Teacher Assessment of pupils also takes place at the end of Key Stage 2. The results reported within this paper are those derived from the SAT tests. A small proportion of schools boycotted the tests in 2010 with approximately 26% of school nationally not taking part in the process. National comparisons therefore do not include all schools but work carried out nationally has declared the results suitably robust and valid to act as a national comparator benchmark. Eight schools in Wiltshire did not take part and, therefore their results are not included in the paper.
- 14 The results for pupils achieving L4 and above in English and Mathematics improved by 4% from 2009 to 2010 to be just above the national average of 74%. The 2010 performance at 75% represents the highest figures that Wiltshire has ever reached in this indicator. The second table in Appendix 3 shows English at L4+ has increased by 2% from 2009. Further analysis of the results shows reading declining by 1% and writing improving by 4%, reinforcing the impact of strategies to support the development of writing, especially for boys. The third table shows Mathematics improved by 3% to the highest ever level 4+ figure of 80%. There were also improvements in the achievement of level 5 with mathematics rising by 1% and English by 6%.
- 15 Tables four and five in Appendix 3 outline the 'expected progress' indicators. This is average expected progress for each child which is considered to be two levels from the level at the end of KS1 to the end of KS2. For example a pupil who was assessed at Working toward level 1 would be expected to achieve level 2+, from level 1 to level 3+, level 2 to level 4+ and so on. These progress figures also show improvement from 2009. In English (NI 93) and mathematics (NI 94) 2 levels' progress have both improved by 3%, with mathematics gaining the highest ever figure for Wiltshire. English 2 progress levels' figures continue to be consistently above national figures and mathematics in 2010 is also now above national average.

- 16 Overall performance at Key Stage 2 in 2010 has significantly improved on 2009 performance and we are reporting Wiltshire's best every performance against a number of the current indicators. Officers and schools acted quickly on 2009 results identifying strategies to improve the outcomes and there is evidence that these strategies have had an impact. The (Top Quartile) TQ2010 strategy identified underachieving groups from 2009, flagged this information to schools and then supported them to help pupils achieve more, accelerating progress. Activities and strategies were appropriately identified by individual schools and included improved pupil tracking, one-to-one tuition and other specific intervention strategies.

Progress against targets

- 17 The level 4+ in English and Mathematics target was set at a highly aspirational 81% and despite improvements was missed by 6%. The two level progress targets for English and Maths were set at a challenging 92% and 90% also being missed by 6% and 7%.

Key Stage 3 (14 year olds) (see Appendix 4)

- 18 With the cessation of National testing in 2008 teacher assessment is used for Key stage 3 attainment. Appendix 4 contains the summary results. English at both Level 5+ (82%) and Level 6+ (49%) have improved on 2009 outcomes and remain above the national average of 79% Level 5+ and 43% Level 6+. Performance in Mathematics remains in line with 2009 performance at 84% Level 5+ and 64% Level 6+ and continues to be above the national average by 4% and 6% respectively.

Key Stage 4 (16 year olds) (see Appendix 5)

- 19 The principle means of assessing student attainment at the end of Key stage 4 is by the General Certificate Secondary Education (GCSE) examination. However the performance measure does include a range of other qualifications for which an equivalence point score has been assigned. The other qualifications include vocational qualifications including the first cohort in Wiltshire of the new Diploma.
- 20 Within the principal measure of 5 or more GCSE (or equivalent qualifications) at A*-C including GCSE English and maths (NI75) Wiltshire secured its best ever performance rising again by 0.4% in 2010 to 55.8. The Wiltshire figure remains 2.4% above the national average. The Level 2 performance measure of 5 or more GCSE at A*-C (or equivalent qualifications) figure again rose by 2.2% from 68.6% to 70.8% in 2010. However improvement in the national average now places Wiltshire 4.6% below the national averages.
- 21 The English Baccalaureate is a new indicator of school performance. This measure shows the proportion of young people gaining good GCSEs in a range of core subjects including English, maths, humanities, a language and at least 2 science GCSEs. Although schools have not had time to plan for this new measure, those in Wiltshire are already performing above the national average with 18.8% of

students achieving success across the full range of GCSEs making up the English Baccalaureate in Wiltshire compared with 15.6% of school nationally.

Progress against targets

- 22 The 5+A*-C (including En and Ma) (NI75) target was set at an aspirational 59% and although improvement was made the target was missed by 3.2%.

Key Stage 5 (18 year old) (see Appendix 6)

- 23 This focuses predominantly on level 3 qualifications and especially General Certificate of Education (GCE) Advanced Level achievement. (It is important to note that the National Qualifications Framework makes reference to level 1, 2 and 3 qualifications, these are not related to National Curriculum levels referred to earlier at Key Stage 1. For reference, level 1 qualifications are equivalent to GCSE A*-G; level 2 qualifications equate to 5A*-C and level 3 qualifications are equivalent to GCE A Level.) The full suite of qualification results for all Wiltshire learners, which contribute to the National Indicators 79 and 80, capture the performance of those on apprenticeships or studying vocational courses at College and will be available later in the year. The level 3 (GCE A level) performance shows that across Wiltshire the average point score per student performance at 774.2 is well above the national average figure at 744.8. This is an improvement on 2009 and reflects an ongoing improvement trend. Table two in Appendix 6 captures the average point score per examination entry and this has also increased in 2010 to 214.3 and shows performance is in line with national averages.

Performance of vulnerable groups – narrowing the gap

- 24 Pupil characteristics are collected through the school census. Many groups of children and young people may be at risk of underachievement but the characteristics that have national and regional comparative data will be discussed here

Pupil performance by known eligibility for Free School Meals (see Appendix 7)

- 25 Parents of children who receive such benefits as Income Support and Job Seeker Allowance are eligible to apply for free school meals for their children. The following compares pupils who are known to be eligible for free school meals (FSM) against those who are not.
- 26 When comparing the performance of all pupils against those who are known to be eligible for FSM there remain considerable gaps between FSM attainment; although there has been a narrowing of the gap at KS2 from 30% to 27%. This has been partly the result of intervention to highlight the achievement of this group of children, particularly for those with FSM eligibility and no other vulnerability where the most impact has been seen. At KS4 despite schools identifying students and providing targeted interventions the gap has widened on previous performance with a 6.6% increase from 29.4% in 2009 to 36% in 2010. The target of a 26% gap was missed by 10%. The strategies to narrow the gap at KS4 have

not had the same impact of those deployed at KS2. LA officers, Schools' senior and middle leaders and School Improvement Partners have all been involved in raising awareness and highlight the need to support both raising student aspiration alongside the targeted learner support. One school has been proactive in using senior leaders to mentor and monitor achievements of young people with eligibility for free school meals in order to raise both aspirations, others have linked with the AimHigher programme. The performance of young people who were in receipt of free school meals at academic age 15 who attain level 2 qualifications by the age of 19 (NI 82) has risen by 18% over the last 5 years to 56%. 2010 figures are not yet available. There has been a continuing focus on Foundation learning at both level 1 and 2 at both KS4 and 5 which is supporting improved engagement and outcomes for pupils vulnerable to underachievement.

Progress against targets

- 27 Targets for the achievement of children known to be eligible for free school meals were set at KS2 and KS4. At KS2, targets for children with FSM achieving level 4 and above in both English and mathematics were set at 54% and missed by 4% with attainment of this group reaching 50%. This represented an improvement of 7% from 2009 figures. The FSM target for KS1 - 2 2 levels progress in English was missed by 6% (target 83%, actual 77%) but the progress target for mathematics was exceeded by 1% with attainment at 74% and the target set at 73%. Although some successes have been evident at closing the gap, the attainment of FSM pupils at KS2 remains a priority with highly ambitious targets for 2011 reflecting this. At KS4 the proportion of students achieving 5+A*-C grades including English and mathematics dropped by 6% from 27% in 2009 to 21% in 2010 with the target missed by 12%. A range of strategies are in place to address the raising attainment for those who are eligible for FSM, including a significant increase in the funding of one to one tuition, developments with the curriculum and a range of activities under the AimHigher programme to raise aspiration. Highly ambitious targets for attainment and progress are in place for 2011 and the attainment gap for this group of children remains a high priority.

Pupil performance by pupils with Special Educational Needs (SEN). (see Appendix 8)

- 28 The gap is composed of the percentage difference between pupils who do not have Special Educational Need (SEN) and all those pupils who do have identified needs. SEN includes a range of needs including pupils who have support based within school (School Action), involving external support (School Action Plus) and those with a statutory statement of special needs ('statemented'). 'SEN' includes all pupils in any of these 3 categories. At KS2 the gap between pupils achieving L4 + in English and mathematics without SEN and those with, has remained the same at about 54%. A rise can be seen at KS4 where the proportion of students achieving 5+A*-C including English and mathematics gap between SEN and no SEN has risen from 47% in 2009 to 51% in 2010 a rise of 4%.

Pupil performance by Looked After Children (LAC)

- 29 At the time of preparing this report national figures for the performance of Looked After Children are not yet available. Local data confirms that the performance of pupils at the end of Key Stage 4 for 5+ A*-C including English and mathematics has made improvement on the 2009 performance. At Key Stage 2 the performance of pupils at level 4+ in mathematics has declined, whilst in English it has remained in line with 2009 performance. Highly individual targeted work continues with Looked After Children including one to one tuition and additional specialist work through the Headteacher of the Virtual School.

Pupil performance by Ethnicity (see Appendix 9)

- 30 Although the performance of most ethnic groups is in line with White pupils at KS2, there continues to be a gap between these pupils and those of Black ethnicity where there is a smaller proportion of pupils with Black backgrounds who achieve level 4 or above in both English and Maths. At KS4 a similar pattern is evident with the performance of young people of Black heritage where the proportion achieving 5 or more good GCSE grades including English and Maths is significantly below other ethnic groups.
- 31 Continued work by the Ethnic Minority Achievement Service (EMAS) has had success in engaging ethnic minority group members. It can be noted that Black pupils who are in an extreme minority in mainly white demographic environments experience particular issues relating to engagement, achievement and attainment. EMAS continues to focus on those vulnerable to underachievement and particularly those of Black ethnicity. The team has had success in engaging Black minority ethnic pupils and their families through the 'Vibes project' and, more recently, an important part of EMAS work is to train volunteer mentors from the Wiltshire Council workforce, and to match these with pupils from various groups vulnerable to under achievement. Although in its early phases this strategy is already showing promising results. In addition, EMAS works with schools to raise awareness of the achievement of Black people through a focus on Black History.

Progress against targets

- 32 Targets are only required to be set for ethnic groups where there are over 30 pupils in a cohort except for Gypsy/ Roma and Traveller of Irish heritage combined where there is a lower number threshold. At Key Stage 2 pupils of White/Black Caribbean heritage have lower proportion achieving level 4+ in both English and maths 68% against the target of 78%. Statutory targets for this group in 2011 have not been set as there are insufficient numbers in the cohort. This pattern of achievement can also be seen at KS4 with lower attainment in the White/Black Caribbean ethnic group with a considerable difference in attainment of 5+A*-C including English and mathematics between this group (37%) and the Wiltshire average (55.8%). The attainment of this group was 26% below the 63% target. Again statutory targets have not been set for 2011 for this group due to insufficient numbers. At KS2 achievement for pupils of any other minority ethnic group is

evident with 75% of these pupils achieving Level 4 in both English and maths, exceeding the target by 14%.

Pupil performance by School Type (see Appendix 10)

33 Following requests from committee members last year Appendix 10 provides a breakdown of school performance by school type (community, foundation, voluntary controlled, voluntary aided, academy and grammar schools), this is as designated on 31 August 2010. The table shows both the number of schools and the size of the cohort and these figures are important to note when comparisons are being made.

Main consideration for the Council

Priorities for raising achievement

- 34 Continue to:
- Build on the achievements (raised standards and narrowed gaps) in the Foundation Stage to secure improvements in later key stages.
 - Continue to employ strategies to support schools to narrow the gap between lowest performers and the rest especially pupils eligible for Free School Meals, Special Educational Needs, Looked After Children and those from minority ethnic groups with Black backgrounds at both KS2 and KS4.
 - Improve attainment of 5+A*-C including English and mathematics and continue to work with school colleagues to support them to the transition to new indicators such as the English Baccalaureate.

Risk Assessment

- 35 This report identifies that not all targets set for pupil performance have been met in 2010; this is particularly the case at Key Stage 4 where against some measures performance is not raising as rapidly as national performance and against some of the targets for the most vulnerable. Additional focus is being placed on raising the performance of the most vulnerable, with a range of targeted activities, including the further development of the curriculum offer both broadly in schools and for targeted groups.
- 36 Changes to accountability framework including target setting, school performance tables and national data collection is likely to lead to different ways of judging the improvement in pupil performance. The framework of national performance indicators going forward have not yet been confirmed, this could mean that future performance will need to be reported differently to this committee.

Financial Implications

- 37 The reduction in funding from April 2011 will have an impact on the authority's capacity to sustain and develop whole county strategies for improvement and thereby further reduce gaps in performance against both national and statistical neighbours.

Conclusion

38 Children's Services Select Committee is asked to note the contents of the report.

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The following unpublished documents have been relied on in the preparation of this report:

None

Performance overview at each key stage - Raising Achievement for All

Appendix 1 - Foundation Stage

NI72 - 78 points achieved across Foundation Stage with at least 6 points in each PSED and CLL scales				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	57.0	57.0	60.0
990	South West	52.0	54.0	57.0
	Statistical Neighbours	52.2	53.4	57.9
970	England	49.0	52.0	56.0

NI92 - Narrowing the gap between the lowest achieving 20% in Foundation Stage profile and the rest					
	Local Authority, Region and England	2008	2009	2010	
865	Wiltshire	31.4	29.2	29.2	
990	South West	33.4	31.6	30.3	
	Statistical Neighbours	32.6	31.3	30.3	
970	England	35.6	33.9	32.7	

Appendix 2 - Key Stage 1

% of pupils achieving Key Stage 1 Level 2+ Reading				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	85.0	85.0	85.0
990	South West	85.0	85.0	85.0
	Statistical Neighbours	85.7	85.8	86.6
970	England	84.0	84.0	85.0

% of pupils achieving Key Stage 1 Level 2+ Writing				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	80.0	80.0	80.0
990	South West	81.0	82.0	82.0
	Statistical Neighbours	82.6	83.1	83.6
970	England	80.0	81.0	81.0

% of pupils achieving Key Stage 1 Level 2+ Maths				
		2008	2009	2010
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	89.0	90.0	89.0
990	South West	90.0	90.0	90.0
	Statistical Neighbours	91.2	90.8	91.0
970	England	90.0	89.0	89.0

Appendix 3 - Key Stage 2

% of pupils achieving Key Stage 2 Level 4+ English & Maths				
		2008	2009	2010
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	73.0	71.0	75.0
990	South West	73.0	72.0	
	Statistical Neighbours	73.8	72.4	
970	England	73.0	72.0	74.0

% of pupils achieving Key Stage 2 Level 4+ English				
		2008	2009	2010
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	83.0	80.0	82.0
990	South West	82.0	81.0	81.0
	Statistical Neighbours	82.7	81.1	80.9
970	England	81.0	80.0	81.0

% of pupils achieving Key Stage 2 Level 4+ Maths				
		2008	2009	2010
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	78.0	77.0	80.0
990	South West	79.0	79.0	80.0
	Statistical Neighbours	79.2	78.4	79.6
970	England	79.0	79.0	80.0

NI93 - Progression by 2 levels in English between KS1 and KS2				
		2008	2009	2010
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	86.0	83.0	86.0
990	South West	83.0	82.0	84.0
	Statistical Neighbours	82.5	81.3	83.1
970	England	83.0	82.0	84.0

NI94 - Progression by 2 levels in Maths between KS1 and KS2				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	81.0	80.0	83.0
990	South West	79.0	81.0	82.0
	Statistical Neighbours	77.7	79.7	81.4
970	England	78.0	81.0	83.0

Appendix 4 - Key Stage 3

Key Stage 3 results for all pupils 2010

	2009	2010		2009	2010
English L5+	%	%	English L6+	%	%
Wilts	81	82	Wilts	47	49
National	77	79	National	41	43

	2009	2010		2009	2010
Maths L5+	%	%	Maths L6+	%	%
Wilts	84	84	Wilts	64	64
National	79	80	National	58	58

Appendix 5- Key Stage 4

NI75 - 5 or more A*-C grades at GCSE including English and Maths (End of Key Stage 4)				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	53.2	55.4	55.8
990	South West	-	-	-
	Statistical Neighbours	-	-	-
970	England	47.6	49.8	53.4

% of Pupils Achieving GCSE 5+ A* to C				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	64.8	68.6	70.8
990	South West	63.5	67.9	-
	Statistical Neighbours	65.0	68.9	-
970	England	65.3	70.0	75.4

Appendix 6 - Post 16

GCE/A/AS Level - Average Point Score per student				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	748.6	755.1	774.2
990	South West	-	-	-
	Statistical Neighbours	-	-	-
970	England	740.0	739.3	744.8

GCE/A/AS Level - Average Point Score per exam entry				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	208.7	210.9	214.3
990	South West	-	-	-
	Statistical Neighbours	-	-	-
970	England	209.4	211.7	214.4

Performance of vulnerable groups – narrowing the gap

Appendix 7 – FSM gaps

NI102a - Attainment Gap FSM/non FSM Key Stage 2 inc English and Maths				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	31.0	30.0	27
990	South West	25.7	24.0	-
	Statistical Neighbours	27.4	27.1	-
970	England	22.4	22.3	21

NI102b - Attainment Gap FSM/non FSM GCSE inc English and Maths				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	37.7	29.4	36
990	South West	30.9	31.4	-
	Statistical Neighbours	32.5	32.6	-
970	England	27.9	27.8	28

Appendix 8 – SEN gaps

NI104 - Attainment Gap SEN/non SEN Key Stage 2 inc Eng and Maths				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	54.7	54.5	54
990	South West	51.0	50.8	-
	Statistical Neighbours	52.8	52.9	-
970	England	51.0	50.9	53

NI105 - Attainment Gap SEN/non SEN GCSE inc Eng and Maths				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	53.0	46.9	51
990	South West	46.4	46.4	-
	Statistical Neighbours	48.4	48.7	-
970	England	45.6	46.5	45

Appendix 9 – Achievement of Minority Ethnic Groups

Key Stage 2 English & Mathematics	Coverage		White		Mixed		Asian		Black		Chinese		All pupils ²	
	Total number of schools	Number of participating schools	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above
Wiltshire	194	186	4,509	75	94	77	36	75	25	44	8	63	4,731	74
England			328,830	74	15,590	75	30,261	74	18,612	68	1,295	85	403,003	73
KS4			Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs
Wiltshire			5,008	56	95	60	34	59	21	29	12	x	5,251	56
England			476,972	55	18,007	55	42,124	58	23,992	49	2,205	76	576,951	55

Appendix 10 Performance of school by type

Primary schools

2010			KS2 ATTAINMENT			KS1-2 PROGRESS	
school type	number of schools	eligible pupils	%L4+ E&M	%L4+ E	%L4+ M	% making expected progress in English	% making expected progress in maths
Community	44 + 4 boycott	1422	72	80	78	83	82
Foundation	8 + 1 boycott	352	64	72	71	80	78
Voluntary Aided	59 + 1 boycott	1196	82	88	85	89	87
Voluntary Controlled	70 + 2 boycott	1724	76	83	81	87	83

Secondary schools

2010				KS2-4 PROGRESS	
school type	number of schools	eligible pupils	% 5+ A*-C inc A*-C GCSE E&M	% Pupils achieving 3+ Levels of Progress in English	% Pupils achieving 3+ Levels of Progress in Maths
Academy	1	96	43	71	56
Community	7	1453	50	68	61
Foundation	14	2703	55	72	68
Grammar	2	249	100	99	100
Voluntary Aided	3	334	62	82	76
Voluntary Controlled	2	337	64	82	76