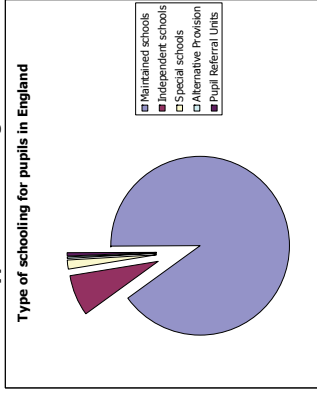


# Pupils at risk of underachieving—the position in England

## Mainstream and other types of schooling:



- Pupils with more complex needs may be educated in special schools
- There are about 15,000 places in 'pupil referral units', most of which are taken up by excluded pupils
- 'Alternative provision' – outside school possibly in the private or voluntary sector – is increasingly used for pupils with particular needs

## Exclusions from schools:

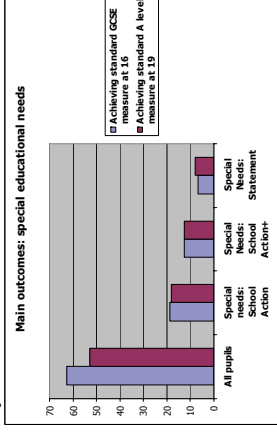
- Permanent exclusions - Boys: 78% Girls: 22%. In 2009-10 5740 pupils were permanently excluded in England
- Pupils with special educational needs are EIGHT times more likely to be permanently excluded than others, partly because some behavioural difficulties are classified as special educational needs.
- Exclusion rates for Black Caribbean pupils are four times higher than for the population as a whole
- Pupils entitled to 'free school meals' are four times more likely to be permanently excluded than others

## The 'NEET' issue – young people 'not in education, employment or training'

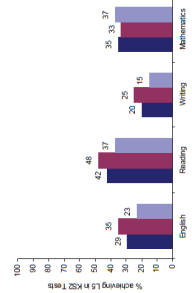
	16	17	18	16-18
Full-time education	85.9%	88.3%	73.9%	76.1%
Education and WBL	93.7%	96.1%	85.2%	81.2%
Education and training	95.2%	97.1%	88.1%	89.9%
NEET	3.8%	2.3%	7.7%	6.8%

This is a key national indicator. Levels have reduced since 1984 (19% of 16-18 year olds) but not fallen significantly over the last decade. Whilst the proportion of 16-18 year olds in education continues to rise, the proportion of young people in employment has fallen. A persistent core remains.

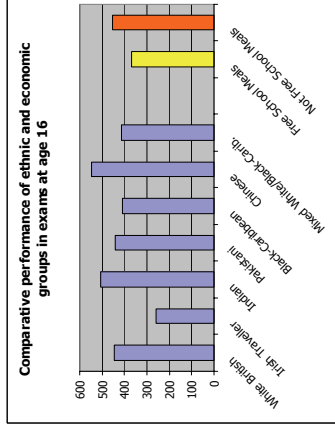
## Other groups identified as 'at risk':



Attainment is much lower for all categories of 'special educational needs' but especially for pupils with behavioural, emotional and social difficulties.



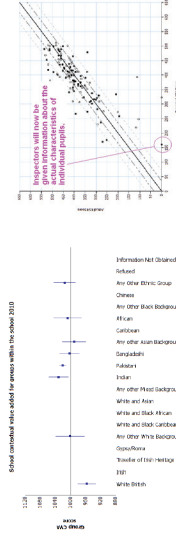
Boys continue to lag behind girls in almost all academic tests up to the age of 18 – the above is at age 11.



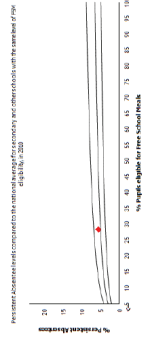
Achievement amongst some ethnic groups is much lower than others and those in deprived circumstances also have less success. However, some minority ethnic groups do better than average.

## The increasing focus of inspection on specific types of learner

Inspection guidance directs inspectors to consider achievement by specific groups of learners by GENDER, ABILITY, ETHNICITY, SPECIAL NEEDS and if they are 'LOOKED AFTER'. Schools can be downgraded if there is significant variation between groups. Inspection data helps inspectors analyse groups and also look at individuals but contextual value-added charts are to be replaced with just value-added as CVA is perceived to influence expectations of different groups:



Pupils who are 'persistently absent', now defined as absent more than 15% of the time, have become a national priority and a focus for inspection. Data charts allow inspectors to compare school performance against other similar schools:



Proposals for Ofsted's new inspection framework (from January 2012) include a focus on groups **at risk of underachieving**, including disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs; boys and girls; groups of pupils whose prior attainment may be different from that of other groups; those who are academically more able; pupils for whom English is an additional language; minority ethnic pupils.

## Ofsted has also recently published survey reports eg:

- Post-16 progression for learners with learning difficulties
- Supporting children with challenging behaviour through use of nurture groups
- Alternative provision (ie non-school)
- An inclusive approach to attendance and punctuality
- Tackling poor numeracy in young people and adults