

NDCS note on Department for Education figures on attainment for deaf children in 2011 (England)

[Updated: 15 December 2011]



Introduction

This note is intended for anyone with an interest in what government figures show on the attainment of deaf children in England in 2011. It set out how deaf children achieve in their early years and at the end of primary school (Key Stage 2). It will later include data on GCSEs (Key Stage 4), once this is published¹.

The government figures show that too many deaf children are failing to achieve their potential. Deafness is not a learning disability and there is no reason why most deaf children should not be doing as well as other children. NDCS believes this attainment gap is likely to worsen in the face of cuts to vital specialist educational services for deaf children.

Figures for deaf children refer to those where hearing impairment is the primary type of special educational need (SEN) and who have been placed at School Action Plus or who have a statement of SEN². It does not include deaf children who have been placed at School Action or who have not been formally recorded as having a SEN. It also excludes children where deafness is a secondary need (for example, children with complex learning difficulties). These government figures should therefore be used with caution. They are, however, the best figures available.

Key Stage 2³

What the figures show

- Over half of deaf children (55%) did not achieve the expected level for Key Stage 2 English and Maths, no change since 2010. Nearly two thirds (64%) of deaf children did not achieve the expected level for the 3 Rs at Key Stage 2.
- Deaf children are more likely to fall behind as they move through primary school: 25% of deaf children did not make the expected level of progress from Key Stage 1 to 2 in English, compared to 13% of children with no identified SEN. For Maths, the corresponding figures are 30% and 11%. If these trends continue, the attainment gap between deaf children and children with no identified SEN will likely widen.
- Deaf girls outperform deaf boys at Key Stage 2 English: 59% of deaf girls achieved the expected level compared to 51% of deaf boys. This is reversed for Key Stage 2 Maths: 56% of deaf boys achieved the expected level compared to 53% of deaf girls.

Table 1: Proportion of children achieving expected level at Key Stage 2 English and Maths

Year	Deaf children	Children with no identified SEN	All children
2011	45%	87%	74%
2010	45%	87%	74%
2009	43%	86%	72%
2008	42%	86%	73%
2007	40%	84%	71%

¹ Expected in early 2012.

² NDCS estimates that this captures around 60% of deaf children.

³ Source: <http://www.education.gov.uk/rsgateway/DB/SFR/s001047/index.shtml>

Table 2: Proportion of children achieving expected level at reading, writing and mathematics at Key Stage 2

Year	Deaf children	Children with no identified SEN	All children
2011	36%	81%	67%

Table 3: Proportion of children achieving expected level at Key Stage 2 English

Year	Deaf children	Children with no identified SEN	All children
2011	55%	93%	81%
2010	52%	93%	80%
2009	50%	92%	80%
2008	52%	93%	81%
2007	49%	92%	80%

Table 4: Proportion of children making expected level of progress between Key Stage 1 and Key Stage 2 in English

Year	Deaf children	Children with no identified SEN	All children
2011	75%	87%	84%

Table 5: Proportion of children achieving expected level at Key Stage 2 Maths

Year	Deaf children	Children with no identified SEN	All children
2011	55%	91%	80%
2010	55%	91%	80%
2009	53%	90%	79%
2008	52%	90%	78%
2007	49%	88%	77%

Table 6: Proportion of children making expected level of progress between Key Stage 1 and Key Stage 2 in Maths

Year	Deaf children	Children with no identified SEN	All children
2011	70%	89%	83%

Background

Children are expected to achieve Level 4 or above in each Key Stage 2 subject; this is known as the “expected level”.

Regardless of their starting point, all children are expected to make at least 2 levels of progress from Key Stage 1 to Key Stage 2, as they move through primary school. A failure to do so would suggest that a child is failing behind their peers.

The 2011 Key Stage 2 figures for deaf children are based on a population of 1,150 eligible deaf children assessed in 2011.

Early Years Foundation Stage⁴

What the figures show

- Over three quarters of deaf children (77%) are starting school having failed to achieve a good level of development in the early years foundation stage assessment.
- The gap between deaf children and children who have no identified SEN is widening. In 2010, the gap was 38 percentage points. In 2011, it was 40 percentage points.
- Deaf children are more likely to be over-represented in the bottom 20% of all children. 56% of deaf children are within the bottom quintile.
- Deaf boys are less likely than deaf girls to achieve a good level of development. 19% of deaf boys achieve this benchmark compared to 27% of deaf girls.

Table 7: Proportion of children achieving a good level of development

Year	Deaf children	Children with no identified SEN	All children
2011	23%	63%	59%
2010	22%	60%	56%
2009	20%	56%	52%
2008	19%	53%	49%

Table 8: Proportion of children classified as being in the lowest 20% of achievement

Year	Deaf children	Children with no identified SEN
2011	56%	15%
2010	56%	16%
2009	54%	16%
2008	52%	16%

Table 9: Proportion of children achieving below expected range for age group (scoring between 1 and 3 points) on individual early years assessment scales in 2011

	Scale	Deaf children	Children with no identified SEN	All children
Communication, Language and Literacy	Language for communication and thinking	24%	1%	3%
	Linking sounds and letters	31%	4%	7%
	Reading	19%	3%	5%
	Writing	28%	7%	10%
Problem solving, reasoning and numeracy	Numbers as labels for counting	12%	1%	2%
	Calculating	24%	4%	7%
	Shape, space and measures	21%	2%	4%
Personal, social and emotional development	Emotional development	18%	2%	4%

⁴ Source: <http://www.education.gov.uk/rsgateway/DB/SFR/s001044/index.shtml>

	Social development	7%	1%	2%
	Dispositions and attitudes	5%	0%	1%
Other	Knowledge of the world	19%	2%	3%
	Physical development	8%	1%	2%
	Creative development	11%	1%	2%

Table 10: Proportion of children achieving within expected range for age group (scoring between 4 and 8 points) on individual early years assessment scales in 2011

	Scale	Deaf children	Children with no identified SEN	All children
Communication, Language and Literacy	Language for communication and thinking	73%	89%	88%
	Linking sounds and letters	64%	84%	82%
	Reading	78%	89%	87%
	Writing	68%	88%	85%
Problem solving, reasoning and numeracy	Numbers as labels for counting	80%	83%	82%
	Calculating	69%	89%	87%
	Shape, space and measures	76%	91%	89%
Personal, social and emotional development	Emotional development	79%	89%	87%
	Social development	90%	89%	88%
	Dispositions and attitudes	91%	87%	87%
Other	Knowledge of the world	79%	95%	93%
	Physical development	89%	93%	92%
	Creative development	87%	96%	94%

Background

The Early Years Foundation Stage is made up of 13 assessment scales. A score between 1 and 3 on a scale indicates that the child is working below the expected range for their age group on that scale. A score of 4 and 8 on a scale indicates that the child is working within the expected range for their age group for that scale.

Children who achieve 6 or more points across the 7 scales of the Personal, Social and Emotional (PSE) development and Communication, Language and Literacy (CLL) areas of learning **and** who also achieve 78 or more points across all 13 scales is recorded as having a “good level of development”.

The 2011 early years figures for deaf children are based on a population of 729 eligible deaf children assessed in 2011.

Attainment gaps

NDCS calculates the attainment gap between deaf children and children with no identified SEN by calculating the difference between the attainment of the two groups and then expressing this as a percentage of the attainment of children with no identified SEN. It is a crude measure but allows for comparisons between different groups and data sets. It indicates the relative likelihood that deaf children will do as well as children with no identified SEN at different stages.

Table 11: Relative attainment gap between deaf children and children with no identified SEN at different stages

Year	Key Stage 4	Key Stage 2 English and Maths	Early Years Foundation Stage
2011	-	48%	63%
2010	46%	48%	63%
2009	52%	50%	64%
2008	51%	51%	64%
2007	50%	52%	69%