

NATIONAL SUMMARY DATA REPORT For PRIMARY SCHOOLS

(This document serves as the PANDA ANNEX
For reports issued in 2003/04 containing 2003 data)



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INTRODUCTION

The National Summary Data Report provides guidance and information for all schools and inspectors. It is an integral part of the Autumn Package. The report may be used as an aid to self-evaluation and serves as the Annex to Performance and Assessment (PANDA) reports. The Autumn Package document can be found on www.standards.dfes.gov.uk/performance/ap and the PANDA report on www.ofstedpandas.gide.net.

Where possible, data has been provided for 2003 but please check the dates shown in the headings of each table. The latest version of the National Summary Data Report can be viewed via the publications page of the Ofsted website <http://www.ofsted.gov.uk>.

1. THE PANDA REPORT - Attainment and Progress

1.1 Contents

The Primary PANDA report is an inspection tool designed to provide discussion points for inspection. It can also be used as a management tool for school self-evaluation. It provides the following information:

- School Key Stage 1 and Key Stage 2 results
 - § The percentage of pupils achieving a given threshold
 - § The average performance of all pupils in the year group taking the test
- Interpretation grades A*-E* based on inter-school Key Stage 1 and 2 attainment comparisons using three benchmark categories
 - § National
 - § 'Similar' schools: Free school meal eligibility
 - § 'Similar' schools: Prior attainment
- Value added data
- Other relevant information such as school characteristics and pupil mobility

This year there has been an increased emphasis on performance over time. This is in response to schools and inspectors requesting historic data to help them undertake trend analysis.

The DfES provides Ofsted with Key Stage 1, Key Stage 2 and *Pupil Annual School Census* (PLASC) information for inclusion in the Primary PANDA. Two PANDAs are produced each year; one contains unvalidated data and the other one validated data. Only the validated PANDA will contain changes to data as a result of successful revisions and re-marks¹.

1.2 School: Threshold level, average point score

Threshold level:

Figures showing the percentages of pupils achieving thresholds are always calculated on the basis of full cohorts, including pupils who were absent or disapplied when the tests were taken. Where there were many such absences, inspectors and schools may wish to consider whether it is appropriate to take this into account in their interpretations of the school's results. Nevertheless, the NC results reported in the Inspection Report must be ones calculated from the full cohort.

¹ If your school was involved in a late appeal or if the appeal procedure is ongoing these changes may not be shown.



The PANDA contains school specific information on the percentage of pupils achieving the following thresholds²:

Key Stage 1	Key Stage 2
Percentage of pupils reaching level	Percentage of pupils reaching level
<ul style="list-style-type: none"> • 2 or above • 2B or above • 3 or above 	<ul style="list-style-type: none"> • 4 or above • 5 or above

Average points score:

Average point scores are also calculated on the basis of full cohorts, but *excluding* pupils who were absent or disapplied. Full details of the calculation of average points scores may be found in Primary PANDA Glossary or in the Key Stage 1 or 2 section of the Autumn Package.

1.3 Inter-school attainment comparisons with interpretation grades A*-E*: National, 'similar' schools.

Schools are benchmarked for comparison with other schools:

- 1) Nationally
- 2) 'Similar' schools: Free school meal eligibility
Prior attainment³

For primary schools the benchmark groups are as follows:

Free school meals ⁴	Prior attainment ⁵
Up to and including 8%	Up to but not including 12
More than 8% and up to 20%	At least 12 but less than 14
More than 20% and up to 35%	At least 14 but less than 16
More than 35% and up to 50%	At least 16 but less than 18
More than 50%	Greater than or equal to 18

For each benchmark group the data is divided into percentiles and then grades are allocated based on which percentile the school's results fall into. Grades are given to schools based on how well they have done compared to all schools, or 'similar' schools. Schools are compared by the percentage of pupils reaching each threshold level and by the average point score. The Primary PANDA glossary provides detailed information on how the benchmarks are calculated and how the A* to E* grades should be interpreted. The benchmark tables are published by the DfES and are shown in Annex A of this report. Annex B provides some worked examples to help interpretation of PANDA grades.

² If the school only caters for Key Stage 1 then only Key Stage 1 results will be shown; the same applies for Key Stage 2

³ Prior attainment benchmarks are created based on matched pupil level data.

⁴ Free school meal benchmarks apply for both Key Stage 1 and Key Stage 2.

⁵ Prior attainment benchmarks are only calculated for Key Stage 2 i.e. using the matched pupil level Key Stage 1 average point score of all eligible pupils.



Grades are given irrespective of cohort size. For schools with small cohorts it is inadvisable to place too much emphasis on one year's results. In these circumstances it may be more appropriate to use a three year average.

Table 1.3.1 shows for each cohort size the minimum year on year percentage change necessary before a valid judgement can be made. Even changes of up to one and a half times the minimum percentage change should be treated with caution as a firm indicator unless supplemented by other evidence.

Table 1.3.1 Calculation of percentage change for each cohort size

Cohort size for each year	Percentage change
20	18
30	15
40	13
60	10
80	9
100	8
150	7
200	6

1.4 Value added

This year analysis of value added has been included to the PANDA. Value added measures compare the relative progress made by pupils in the school between Key Stage 1 and 2 with the progress made by pupils nationally and pupils in 'similar' schools. Using the unique pupil number (UPN) pupil data can be matched making it possible for schools that do not teach Key Stage 1 pupils to have a grade for value added. The Primary PANDA glossary provides a detailed explanation of how the school value added measure is calculated. The percentage of pupils in the school recorded in the value added measure is also given.

Points to note on value added – based on the 2002 value added pilot conducted by the DfES : www.dfes.gov.uk/performancetables/vap_02

Interpretation of the school value added figure:

One value added point is equivalent to one sixth of a National Curriculum level or one term's progress. For example, for the Key Stage 1 to Key Stage 2 value added measure, a measure of 99 means that on average each of the school's pupils made a sixth of a National Curriculum level less (or one term less) progress between Key Stage 1 and Key Stage 2 than the median for pupils with the same Key Stage 1 achievement.

Small cohort sizes:

Value added measures are sensitive to the size of the cohort. The DfES provides the following guidance:

Number of pupils	Boundaries for which results are not considered to be statistically different from the average	
	Lower boundary	Upper boundary
10	98.4	101.6
30	99.1	100.9
50	99.3	100.7



As can be seen from the table the confidence that can be placed on the value added measure increases as the cohort increases. The cohort size should be taken into consideration when looking at the grading given to the school.

1.5 Other relevant information

When evaluating a school it is important to look at things other than test results and interpretation grades. The PANDA provides basic characteristics information from 1999 to 2003. It provides information on the percentage of pupils known to be eligible for free school meals (used to allocate the school a free school meal (FSM) benchmark), the percentage of pupils whose first language is not/believed not to be English and the percentage of pupils with special educational needs (SEN).

The Primary PANDA displays 2001 census information. Pupil postcodes have been matched to the ward they live in and the 2001 census data for these wards is then shown. Information is shown for up to 10 wards where the majority of pupils live. The percentage of pupils who have their ward level data included in the PANDA is also shown.

A new section in the Primary PANDA for 2003 looks at levels of inward mobility to the school. High levels of mobility could impact on attainment should form a topic of discussion between an inspector and the school.

The attendance, authorised absence and unauthorised absence rates are displayed in the same way as last year.

In all cases the headteacher will be able to provide a good deal more contextual information than can be included in the PANDA, but the PANDA can offer a useful starting point for discussion.

1.6 Parents' Summary to the Inspection Report

The figures in bold in the *Attainment Summary* of the Primary PANDA are included in the Parents' Summary of the Inspection Report. The grades are awarded to the school based on average point score comparisons nationally and with 'similar' schools.⁶

The tables in Appendix A are the benchmarks used to calculate these grades. They show the average point score grade boundaries. Inspectors may wish to refer to these where schools query the grades appearing in the Parents' Summary of the Inspection Report. The PANDA report will contain school specific information on benchmarks and the average point scores needed for each grade. Information on grade interpretation is provided in the Glossary section of the PANDA.

⁶ Free school meal eligibility and prior attainment



2. EXCLUSIONS, ATTITUDES, BEHAVIOUR AND PERSONAL DEVELOPMENT.

During inspection, Inspectors will collect most of the evidence from which to judge behaviour and relationships in the school from observations in and outside lessons. The number of exclusions and the reasons behind them should also be taken into account. Due to incomplete PLASC returns exclusion data cannot be shown in the 2003 NSDR.

3. ATTENDANCE

The PANDA reports show attendance at the school for the last three years in comparison with the national average. Figures for authorised and unauthorised absence in the latest academic year are also provided. The tables in this report give additional information.

During inspection, Inspectors evaluate pupils' attendance and punctuality, analysing reasons for absence where attendance is poor or where patterns of attendance affect particular groups of pupils. In particular, where attendance falls below 95 percent for the school, the inspection team must undertake an analysis of the patterns of absence and their effect on attainment and progress. Schools may find this type of analysis useful as part of their own self-evaluation.

Table 3.1 shows the range of attendance figures in different schools. In 89 percent of schools the attendance rate was higher than 92 percent. Attendance rates below 90 percent were fairly exceptional - only 0.8 percent of schools had such a low attendan

TABLE 3.1
Pupil Attendance in Primary schools¹ 2002/2003

Type of schools	Number of schools	Percentage of schools						
		less than 70%	70-89%	90-91%	92-93%	94-95%	96-97%	98-100%
'First and middle' schools	115	0.0	0.9	7.8	33.9	53.0	4.3	0.0
First schools	1,405	0.0	1.0	6.3	25.8	55.0	11.4	0.5
'Infant and Junior' schools	12,362	0.0	1.8	6.9	28.5	50.9	11.7	0.3
Infant schools or departments	1,888	0.0	2.4	11.4	37.2	43.2	5.8	0.1
Junior schools or departments	1,800	0.0	0.4	5.4	30.1	55.9	7.8	0.3
Middle schools	131	0.0	0.8	10.7	43.5	43.5	1.5	0.0
All Primary schools	17,701	0.0	1.6	7.2	29.5	50.9	10.5	0.3

¹ Including Middle deemed Primary schools

² Excludes schools where data are unavailable

Source of Data: School Performance Information: Absence Return 2002/03 DFES

Table 3.2 shows the distribution of Primary schools in terms of their pupils' rate of unauthorised absence. In 60 percent of Primary schools, the rate of unauthorised absence is below 0.25 percent. At the other end of the scale 11.3 percent of Primary schools had unauthorised absence rates of 1 percent or more and 3.3 percent had an unauthorised absence rates of 2 percent or more. Whatever the unauthorised absence rate for a school, it may be advisable to investigate the reasons for the absence and the actions taken to resolve them. For example, although the unauthorised absence may be low for a school, this percentage could be the result of high rates of unauthorised absence in a section of pupils.



TABLE 3.2
Unauthorised absence in Primary schools¹- 2002/03

Type of school	Number of schools ²	Percentage of schools						
		0-0.24%	0.25-0.49%	0.5-0.99%	1-1.99%	2-2.99%	3-4.99%	5% and above
'First and Middle' schools	115	57.4	13.9	12.2	11.3	3.5	0.9	0.9
First schools ¹	1,405	68.5	13.5	11.9	4.6	0.8	0.6	0.1
'Infant and Junior' schools	12,363	60.7	14.8	12.6	8.2	2.4	1.0	0.1
Infant school or departments	1,888	56.5	17.4	15.0	8.0	2.3	0.8	0.0
Junior school or departments	1,800	52.4	19.4	16.8	8.7	1.9	0.6	0.2
Middle schools	131	54.2	21.4	15.3	8.4	0.8	0.0	0.0
All Primary schools¹	17,702	60.0	15.5	13.3	8.0	2.2	0.9	0.1

¹ Including Middle deemed Primary schools

² Excludes schools where data are unavailable

Source of Data: School Performance Information: Absence Return 2002/03, DiES

Table 3.3 shows that 58.4 percent of primary schools had authorised absence rates between 4 and 5 percent. Authorised absence rates of 10 percent and above were unusual and occurred in less than 1 percent of schools

TABLE 3.3
Authorised absence in Primary schools¹ - 2002/03

Type of school	Number of schools ²	Percentage of schools						
		0 to 3%	4%	5%	6-7%	8-9%	10-15%	16% and above
'First and middle' schools	115	8.7	31.3	27.8	31.3	0.9	0.0	0.0
First schools	1,405	13.8	30.1	31.2	21.4	3.1	0.4	0.1
'Infant and Junior' schools	12,362	15.3	30.5	27.6	22.6	3.3	0.6	0.1
Infant schools or departments	1,888	8.0	22.2	29.4	33.1	6.1	1.1	0.1
Junior schools or departments	1,800	12.5	32.1	33.6	19.6	2.2	0.1	0.0
Middle schools	131	3.1	16.8	38.2	38.2	3.8	0.0	0.0
All Primary schools²	17,701	14.0	29.7	28.8	23.5	3.4	0.6	0.1

¹ Including Middle Deemed Primary schools

² Excludes schools where data are unavailable

Source of Data: School Performance Information: Absence Return 2002/03, DiES

Table 3.4a and 3.4b show the dividing points for each possible judgement in the Primary PANDA for attendance and unauthorised absence.



Table 3.4a
Attendance and unauthorised absence in Primary schools (excluding Middle deemed Primary schools)

	Very low	5%	Well below	25%	Below	40%	Broadly in line	60%	Above	75%	Well above	95%	Very high
Attendance rate		91.3		93.3		94.1		94.9		95.4		96.4	

Source of data: School Performance Information: Absence Return 2002/03, DfES

	Well below	10%	Below	35%	Broadly in line	65%	Above	90%	Well Above
Unauthorised absence rate		0.0		0.1		0.3		1.1	

Source of data: School Performance Information: Absence Return 2002/03, DfES

Table 3.4b
Attendance and unauthorised absence in Middle deemed Primary schools

	Very low	5%	Well below	25%	Below	40%	Broadly in line	60%	Above	75%	Well above	95%	Very high
Attendance rate		90.7		92.7		93.4		94.1		94.5		95.5	

Source of data: School Performance Information: Absence Return 2002/03, DfES

	Well below	10%	Below	35%	Broadly in line	65%	Above	90%	Well Above
Unauthorised absence rate		0.0		0.1		0.3		0.8	

Source of data: School Performance Information: Absence Return 2002/03, DfES

4. THE CURRICULUM

Table's 4.1.1 to 4.1.3 show some basic information about school curriculum organisation, based on information collected on forms S1 and S2 (the Headteacher's forms) for schools inspected between September 2002 and July 2003.

4.1 Length of Taught Week

DfES circular 7/90 "Management of the school day" recommended minimum levels of hours of lessons per week. For Key Stage 1, the recommended minimum weekly lesson time is 21 hours; for Key Stage 2, it is 23.5 hours. The national picture is shown in Table 4.1.1. In Key Stage 1, pupils in 95 percent of schools received at least the minimum teaching time recommended by the DfES. In Key Stage 2, pupils in 77.8 percent of schools received at least the recommended minimum teaching time.

Table 4.1.1
Length of taught week in Primary schools by Key Stage¹ - 2002/03

Percentage of schools

Number of hours per week	Key stage 1	Key Stage 2
20	3.9	2.7
20.5	1.1	0.1
21	10.3	0.4
21.5	21.1	0.7
22	20.5	1.4
22.5	24.1	7.4
23	8.7	9.5
23.5	4.9	33.2
24	3.4	29.4
24.5	0.8	7.8
25	0.7	5.1
25.5	0.2	0.7
26	0.4	1.7

¹Including Middle deemed Primary schools

Source of data: Forms S1 and S2 (the Headteacher's forms) for schools inspected from September 2002 to July 2003



Table 4.1.2 shows, nationally, the *intended* percentage of total teaching time, in each year group, on each of the subjects of the National Curriculum (NC) and religious education.

Table 4.1.2
Length of taught time by National Curriculum subject
and religious education and year group 2002/03

Median value, % of total teaching time per week, All Primary schools						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	30	30	30	30	29	29
Mathematics	22	22	22	22	22	22
Science	7	7	9	9	9	9
Design and Technology	4	4	4	4	4	4
Information Technology	4	4	4	4	4	4
History	4	4	4	4	4	4
Geography	4	4	4	4	4	4
Art	4	4	4	4	4	4
Music	4	4	4	4	4	4
PE	6	6	6	6	6	6
RE	5	5	4	4	4	4

Source of data: Forms S1 and S2 (the Headteacher's forms) for schools inspected from September 2002 to July 2003

Table 4.1.3 gives an indication of the range of teaching time given to different subjects in schools - in particular it gives the lower and upper quartile values for the percentage of time spent on different subjects.

Table 4.1.3
Length of taught time by National Curriculum subject and religious education and year group - 2002/03

% of total teaching time per week, All Primary schools												
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper
English	28	34	28	34	26	32	26	32	26	32	26	32
Mathematics	20	23	20	24	21	23	21	23	21	23	21	24
Science	7	9	7	9	8	10	8	10	8	10	8	10
Design and Technology	3	5	3	5	4	4	4	4	3	4	3	4
Information Technology	4	5	4	5	4	5	4	5	4	5	4	5
History	3	4	3	4	4	4	4	4	4	4	4	4
Geography	3	4	3	4	4	4	4	4	4	4	4	4
Art	4	5	4	5	4	5	4	5	4	4	4	4
Music	3	5	3	5	3	4	3	4	3	4	3	4
PE	5	8	5	8	6	8	6	8	5	8	5	8
RE	4	5	4	5	4	5	4	5	4	5	4	5

Source of data: Forms S1 and S2 (the Headteacher's forms) for schools inspected from September 2002 to July 2003



5. MANAGEMENT AND EFFICIENCY OF THE SCHOOL

5.1 Unit Cost – Consistent Financial Reporting

Consistent Financial Reporting (CFR) has been introduced as a framework of income, expenditure and balance headings. One of the main aims of CFR is to allow schools to benchmark expenditure at a national level. CFR also means that schools have a comprehensive and consistent way of looking at their finances that can be used by many different audiences.

As of 31st October 2003 CFR returns have been sent for 21,421 schools (94 percent). The NSDR provides information on income and expenditure per pupil in First schools, 'First and Middle' schools, Middle deemed Primary schools, Infant schools, Junior schools and 'Infant and Junior' schools. Appendix B shows all the income and expenditure headings for CFR enabling more detailed comparisons between individual school's and other schools' of the same type. Appendix B also provides information on the references (i.e. E01 to E30) used in tables 5.1.1a to 5.1.1f. For more details of CFR and how it can be used please refer to the school finance pack produced by the DfES (http://www.dfes.gov.uk/valueformoney/docs/VFM_Document_93.pdf). The school specific Consistent Financial Return can be accessed through the Enhanced Data Collection – Interactive Forms S1-S4 section of the Ofsted website.

Consistent Financial Reporting was designed to allow end users flexibility in identifying relevant financial information. Table 5.1.1a to 5.1.1f are designed to closely follow the framework for inspectors. The tables show gross income and gross expenditure.

Table 5.1.1a

National Consistent Financial Reporting data in pounds per pupil with the percentage of total expenditure spent on each expenditure heading.

Infant schools

	Amount per pupil	%
Total income (excluding capital income)	£2,909.18	
Total expenditure (excluding capital expenditure)	£2,905.93	
Total balances	£3.26	
Total staffing expenditure (E01-E05, E07-E11, E26)	£2,410.92	82.97%
<i>Teaching staff expenditure (E01)</i>	£1,583.86	54.50%
<i>Supply teacher expenditure (E02, E26)</i>	£104.27	3.59%
<i>Education support staff expenditure (E03)</i>	£392.77	13.52%
<i>Other staff and staffing expenditure (E04, E05, E07-E11)</i>	£330.02	11.36%
Total learning resources expenditure (E19-E21)	£125.55	4.32%
Expenditure on other supplies, services and financing (E22-E25, E27-E30, E06)	£179.12	6.16%
Expenditure on premises and facilities (E12-E18)	£190.33	6.55%

Source of data CFR returns 2002/2003

Table 5.1.1b

National Consistent Financial Reporting data in pounds per pupil with the percentage of total expenditure spent on each expenditure heading.

Junior schools

	Amount per pupil	%
Total income (excluding capital income)	£2,543.82	
Total expenditure (excluding capital expenditure)	£2,540.44	
Total balances	£3.38	
Total staffing expenditure (E01-E05, E07-E11, E26)	£2,032.95	80.02%
<i>Teaching staff expenditure (E01)</i>	£1,444.54	56.86%
<i>Supply teacher expenditure (E02, E26)</i>	£112.01	4.41%
<i>Education support staff expenditure (E03)</i>	£213.28	8.40%
<i>Other staff and staffing expenditure (E04, E05, E07-E11)</i>	£263.12	10.36%
Total learning resources expenditure (E19-E21)	£153.48	6.04%
Expenditure on other supplies, services and financing (E22-E25, E27-E30, E06)	£182.77	7.19%
Expenditure on premises and facilities (E12-E18)	£171.24	6.74%

Source of data CFR returns 2002/2003

Table 5.1.1c

National Consistent Financial Reporting data in pounds per pupil with the percentage of total expenditure spent on each expenditure heading.

First schools

	Amount per pupil	%
Total income (excluding capital income)	£3,179.24	
Total expenditure (excluding capital expenditure)	£3,178.61	
Total balances	£0.63	
Total staffing expenditure (E01-E05, E07-E11, E26)	£2,590.27	81.49%
<i>Teaching staff expenditure (E01)</i>	£1,771.77	55.74%
<i>Supply teacher expenditure (E02, E26)</i>	£113.17	3.56%
<i>Education support staff expenditure (E03)</i>	£355.63	11.19%
<i>Other staff and staffing expenditure (E04, E05, E07-</i>	£349.71	11.00%
Total learning resources expenditure (E19-E21)	£157.95	4.97%
Expenditure on other supplies, services and financing (E22-E25, E27-E30, E06)	£203.86	6.41%
Expenditure on premises and facilities (E12-E18)	£226.52	7.13%

Source of data CFR returns 2002/2003

Table 5.1.1d

National Consistent Financial Reporting data in pounds per pupil with the percentage of total expenditure spent on each expenditure heading.

'First and Middle' schools

	Amount per pupil	%
Total income (excluding capital income)	£3,210.40	
Total expenditure (excluding capital expenditure)	£3,161.37	
Total balances	£49.03	
Total staffing expenditure (E01-E05, E07-E11, E26)	£2,567.52	81.22%
<i>Teaching staff expenditure (E01)</i>	£1,748.13	55.30%
<i>Supply teacher expenditure (E02, E26)</i>	£147.39	4.66%
<i>Education support staff expenditure (E03)</i>	£335.55	10.61%
<i>Other staff and staffing expenditure (E04, E05, E07-</i>	£336.45	10.64%
Total learning resources expenditure (E19-E21)	£168.83	5.34%
Expenditure on other supplies, services and financing (E22-E25, E27-E30, E06)	£212.64	6.73%
Expenditure on premises and facilities (E12-E18)	£212.38	6.72%

Source of data CFR returns 2002/2003

Table 5.1.1e

National Consistent Financial Reporting data in pounds per pupil with the percentage of total expenditure spent on each expenditure heading.

Infant and Junior' schools

	Amount per pupil	%
Total income (excluding capital income)	£2,849.36	
Total expenditure (excluding capital expenditure)	£2,833.48	
Total balances	£15.88	
Total staffing expenditure (E01-E05, E07-E11, E26)	£2,286.40	80.69%
<i>Teaching staff expenditure (E01)</i>	£1,563.20	55.17%
<i>Supply teacher expenditure (E02, E26)</i>	£128.19	4.52%
<i>Education support staff expenditure (E03)</i>	£300.28	10.60%
<i>Other staff and staffing expenditure (E04, E05, E07-E11)</i>	£294.74	10.40%
Total learning resources expenditure (E19-E21)	£159.03	5.61%
Expenditure on other supplies, services and financing (E22-E25, E27-E30, E06)	£199.13	7.03%
Expenditure on premises and facilities (E12-E18)	£188.92	6.67%

Source of data CFR returns 2002/2003

Table 5.1.1f
National Consistent Financial Reporting data in pounds per pupil with the percentage of total expenditure spent on each expenditure heading.

Middle deemed Primary schools

	Amount per pupil	%
Total income (excluding capital income)	£2,742.59	
Total expenditure (excluding capital expenditure)	£2,721.35	
Total balances	£21.24	
Total staffing expenditure (E01-E05, E07-E11, E26)	£2,222.58	81.67%
<i>Teaching staff expenditure (E01)</i>	£1,606.50	59.03%
<i>Supply teacher expenditure (E02, E26)</i>	£111.00	4.08%
<i>Education support staff expenditure (E03)</i>	£237.63	8.73%
<i>Other staff and staffing expenditure (E04, E05, E07-</i>	£267.46	9.83%
Total learning resources expenditure (E19-E21)	£148.15	5.44%
Expenditure on other supplies, services and financing (E22-E25, E27-E30, E06)	£158.71	5.83%
Expenditure on premises and facilities (E12-E18)	£191.91	7.05%

Source of data CFR returns 2002/2003

5.2 LEA Planned Expenditure

LEA planned expenditure data⁸ is based on LEA section 52 budget statements as recorded on 8th September 2003⁹. Appendix C shows all LEA spending on education (not just primary level). Planned expenditure per pupil is calculated by dividing total expenditure by a common count of pupils aged 3 to 19. This means total spending is spread across the whole count of pupils within the LEA e.g. the SEN provision per pupil amount is not per pupil in need of SEN provision but uses every pupil as the divisor. Planned expenditure per pupil is not the same as what each school will receive per pupil. This is due in part to the use of a common count of pupils as the divisor but also because the LEA withholds some money to deliver the centralised services it is responsible for.

Money is allocated on the basis of need and therefore planned expenditure/per pupil varies between LEAs. Planned expenditure can also differ depending on the LEA provision structure e.g. some LEAs have no school sixth forms or early years provision in private, voluntary and independent settings. Similarly, there are differences in the structure of SEN provision and the relative use of maintained special schools, maintained ordinary schools, other authorities' provision (recoupment), non-maintained and independent schools.

⁸ This replaces last years table *LEA's Local Schools Budgets 2002-2003* which provided information on the percentage of LEA local schools budget (LSB) that is delegated to schools.

⁹ The figures used to produce the tables are unamended .

The percentage change in LEA planned expenditure from 02/03 to 03/04¹⁰ is also shown in Appendix C. Where necessary 2002/03 data has been amended to make it possible to produce accurate year on year change comparisons. Some of the percentages displayed are noticeably large¹¹. This could be due to changes in the structure of education provision over time e.g. the opening of a Pupil Referral Unit within the LEA. Some of the large percentage changes need to be offset against the very small amount of money being spent.

5.3 Pupil Teacher Ratios

The Pupil Teacher Ratio (PTR) is calculated as the ratio of the number of pupils divided by the number of full time equivalent qualified teachers employed in the school. Based on information gathered from the *Annual School Census* the median PTR in primary schools was 23.4 in January 2003. There was, however, considerable variation between schools and, to give a feel for this variation, *Chart 5.3* shows a distribution of PTRs for Primary schools. 33.2 per cent of Primary schools had PTR's of 21 or less and 31.2 percent had PTRs of 25 or more in January 2003

Chart 5.3: Pupil Teacher Ratio in Primary schools - January 2003

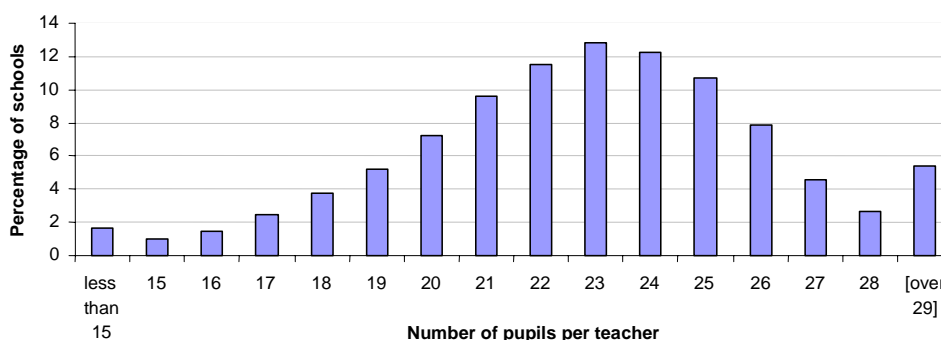


Table 5.3.1 shows more information, by school type, with broad descriptors that inspectors can use to refer to the PTR for an individual school. For example, a Junior school with a PTR of 27 might be described as having an 'above average' PTR in comparison with other junior schools.

¹⁰ This figure represents the change in planned expenditure at the LEA level not at an individual pupil level.

¹¹ As the figures used to produce the tables are unamended some of the large percentage changes could be due to error; hopefully errors will be minimal.



TABLE 5.3.1
Pupil Teacher Ratios in Primary schools- January 2003

	First schools and Infant schools	'Infant and Junior' Schools ¹	Junior schools	Middle deemed Primary schools	All Primary schools including Middle deemed	All primary schools excluding Middle deemed
Well below	Below 18.4	Below 18.8	Below 20.6	Below 19.2	Below 18.9	Below 18.9
Below	18.4 - 21.7	18.8 - 22.2	20.6 - 23.2	19.2 - 21.3	18.9 - 22.2	18.9 - 22.3
Broadly average	21.7 - 24.2	22.2 - 24.6	23.2 - 25.5	21.3 - 23.5	22.2 - 24.6	22.3 - 24.6
Above	24.2 - 27	24.6 - 27.4	25.5 - 28.3	23.5 - 25.8	24.6 - 27.4	24.6 - 27.4
Well above	Above 27	Above 27.4	Above 28.3	Above 25.8	Above 27.4	Above 27.4

¹ Includes 'First and Middle' schools

Source of Data: Annual Schools Census 2002/03, DFES

5.4 Education support staff

Comparative national data for 2003 in *Table 5.4.1* shows the percentages of primary schools using education support staff to different extents, expressed in terms of aggregate hours per 100 pupils on roll. To compare the school against the national distributions shown in *Table 5.4.1*, inspectors need to divide the relevant aggregate hours by the number of pupils on roll (excluding those in designated nursery classes) and multiply by 100.

TABLE 5.4.1
Educational support staff in Primary schools - January 2003

Hours per 100 pupils	Teaching ¹ assistants	SEN support staff	Minority ethnic support staff	Other support staff
0	22.1	31.2	88.7	57.3
0-10	3.0	10.8	7.1	7.5
10-20	7.0	16.3	2.3	6.7
20-30	7.7	12.8	0.9	4.7
30-40	9.4	9.7	0.5	4.3
40-50	10.0	6.3	0.2	4.4
50-60	9.5	3.9	0.1	3.6
60+	31.3	9.0	0.1	11.7
All	100	100	100	100

¹ Includes qualified and unqualified teaching assistants

Source of Data: Annual Schools Census 2002/03, DFES

5.5 Administrative and clerical staff

There are substantial variations in the level of schools' use of administrative and clerical support. This is illustrated in *Table 5.5.1* that shows, for Primary schools in different size bands, the median numbers of hours of administrative and clerical support, together with lower and upper quartile values in January 2003.

TABLE 5.5.1

Number of hours per week worked by administration staff by size of school - January 2003

Number on roll	Lower quartile	Median	Upper quartile
1-50	15	19	25
51-100	21	26	33
101-150	29	34	41
151-200	34	39	50
201-250	36	44	55
251-300	40	52	65
301-350	47	59	70
351-400	54	65	78
Over 400	62	74	94
All	33	44	60

Source of Data: Annual Schools Census 2002/03, DfES

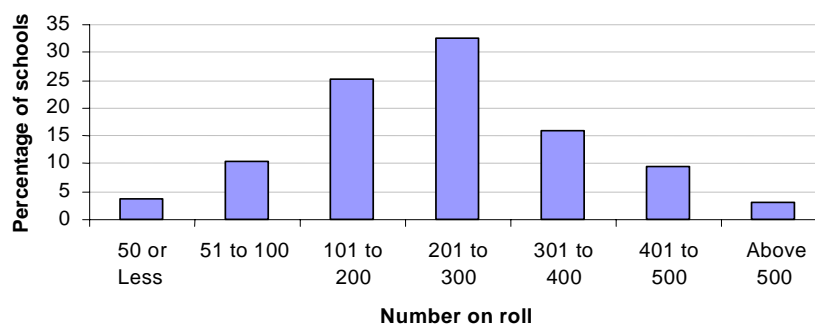
6. CHARACTERISTICS OF THE SCHOOL

PANDA reports show the number of pupils on roll; the percentage of pupils known to be eligible for free school meals; the percentage of pupils whose first language is not English / believed not to be English; the percentage of pupils with special educational needs and the percentage of pupils with statements of special educational needs. Figures shown in the *Basic Characteristics* section of the PANDA are taken from the *Annual Schools Census* for the years 1998 to 2001 and from the *Pupil Level Annual School Census (PLASC)* in 2002 and 2003. It is important to observe year on year data and explore possible reasons for unexpected changes.

6.1 Number on Roll

Variation in school rolls across the country are given in *Chart 6.1*, which provides information for January 2003 for all primary schools except middle deemed primaries.

**Chart 6.1 Number on roll in Primary schools - January 2003
(excluding Middle deemed Primary schools)**





On average there are 241¹² pupils in each primary school however the total varies between different types of primary school. Table 6.1.1 shows how the number on roll for the school compares to other schools of the same type. It shows, for example, that an 'Infant and Junior' school with 300 pupils is 'large' compared with other schools of the same type.

TABLE 6.1.1
The Distribution of Number on Roll in Primary Schools by Type of School - January 2003

	First Schools and Infant Schools	Infant and Junior' Schools ¹	Junior Schools	Middle deemed Primary Schools	All Primary Schools including middle deemed	All primary schools excluding middle deemed
Very Small	Below 69	Below 80	Below 186	Below 190.6	Below 84	Below 83
Small	69 - 161	80 - 189	186 - 239	190.6 - 258.2	84 - 190	83 - 189
Broadly Average	161 - 229	189 - 276	239 - 311	258.2 - 337	190 - 268	189 - 268
Large	229 - 321.1	276 - 435	311 - 390	337 - 475.6	268 - 418	268 - 417
Very Large	Above 321.1	Above 435	Above 390	Above 475.6	Above 418	Above 417

¹ Includes 'First and Middle' Schools

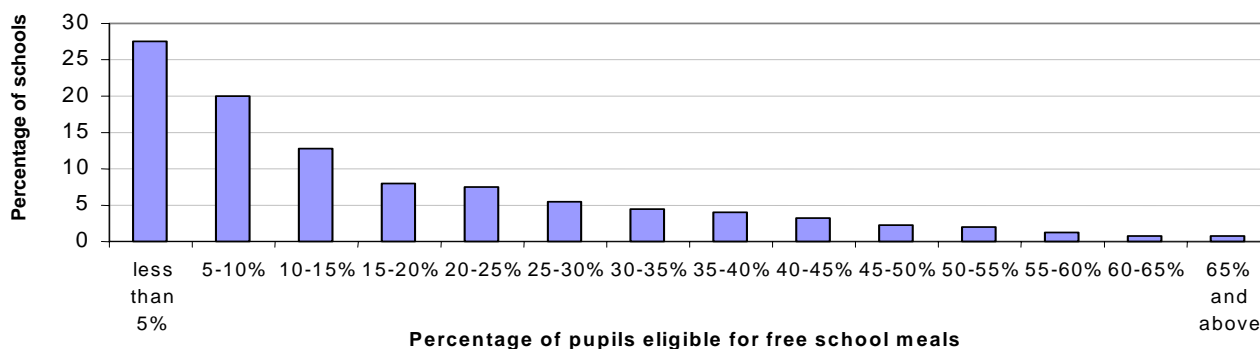
Source of Data: Annual Schools Census 2002/03, DfES

6.2 Pupils' backgrounds

6.2.1 Eligibility for free school meals

Chart 6.2.1 illustrates the variation in the percentage of pupils eligible for free school meals across the country as a whole. For primary schools, as a whole, the median percentage of pupils eligible for free school meals, in January 2003, was 10.8 percent. There was considerable variation around this average, with 27.5 percent of primary schools having eligibility rates of five percent or less, and 14.5 percent having eligibility rates of 35 percent or more.

Chart 6.2 Percentage of pupils eligible for free school meals in all Primary schools - January 2003



¹² This average does not include Middle deemed Primary schools



Table 6.2.1 shows more detailed information allowing schools to compare their level of free school meal eligibility with other schools of the same type. For example a Junior School with 25 percent of pupils eligible for free school meals would be described as having an 'above average' percentage of pupils eligible for free school meals in comparison with other Junior Schools.

TABLE 6.2.1
The distribution of percentage of pupils eligible for free school meals by type of school - January 2003

	First schools and Infant schools	'Infant and Junior' schools ¹	Junior schools	Middle deemed Primary schools	All Primary Schools including Middle deemed	All Primary schools excluding Middle deemed
Much below average	Below 1.6	Below 1.5	Below 3.5	Below 3.9	Below 1.7	Below 1.7
Below average	1.6 - 6.6	1.5 - 6.3	3.5 - 9.5	3.9 - 8.8	1.7 - 6.7	1.7 - 6.6
Broadly average	6.6 - 16.4	6.3 - 18.2	9.5 - 19.3	8.8 - 17.2	6.7 - 18	6.6 - 18
Above average	16.4 - 35.3	18.2 - 42.7	19.3 - 36.9	17.2 - 32.7	18 - 40.7	18 - 40.7
Much above average	Above 35.3	Above 42.7	Above 36.9	Above 32.7	Above 40.7	Above 40.7

¹ Includes 'First and Middle' schools

Source of Data: Annual Schools Census 2002/03, DfEs

6.2.2 Ethnic groups and first language spoken

The PANDA reports give information about the percentage of pupils in the school whose first language is not English/believed not to be English. The national average is 8.1 percent. The national average gives a somewhat distorted picture as 75 percent of schools have less than 5 percent of pupils for whose first language is not English/believed not to be English and 12 percent have over 20 percent¹³.

TABLE 6.2.2
Percentage of pupils in the school for whom English is not/ believed not to be their first language by area type¹
- January 2003

% of Pupils in school whose mother tongue is not/ believed not to be English	Number of schools ²	Percentage of schools					
		Inner London	Outer London	Metropolitan	Unitary	Upper tier	All area types
Below 1%	8,387	0	2	40	41	60	47
Below 1-5%	4,990	0	16	29	33	30	28
Below 5-10%	1,337	2	15	9	10	6	7
Below 10-20%	1,019	10	19	7	8	2	6
Below 20-40%	873	29	22	5	4	1	5
Over 40%	1,247	59	25	9	4	1	7
Total	17,853	100	100	100	100	100	100

¹ Excludes City of London & Isles of Scilly

² Excludes schools where data are unavailable

Source of Data: Annual Schools Census 2002/03, DfES

The percentage of pupils whose first language is not English / believed not to be English should not, on its own, be taken to influence attainment. Inspection evidence suggests that relatively low attainment correlates strongly with levels of fluency in English, rather than the extent to which pupils speak languages other than English at home.

¹³ For this reason no national comparison figures are given in the school basic characteristics section of the PANDA (table 1.1)



Schools with high percentages of pupils whose first language is not English/believed not to be English tend to have a diverse population of minority ethnic groups. Table 6.2.3 shows information from the *Annual School's Census* (January 2003) on the percentages of schools in different categories in terms of the percentage of pupils from minority ethnic groups. It shows that in 11 percent of schools, more than 40 percent of pupils are from minority ethnic groups.

TABLE 6.2.3
Percentage of pupils from minority ethnic groups in the school by area type - January 2003

% of pupils from minority ethnic groups	Number of schools ²	Percentage of schools					All area types
		Inner London	Outer London	Metropolitan	Unitary	Upper Tier	
Below 1%	2,691	0	0	11	13	20	15
Below 1-5%	6,573	0	2	35	36	45	37
Below 5-10%	3,392	0	7	19	20	22	19
Below 10-20%	2,002	0	19	13	14	9	11
Below 20-40%	1,154	6	23	9	9	3	6
Over 40%	2,040	93	49	13	7	1	11
Total	17,852	100	100	100	100	100	100

¹ Excludes City of London & Isles of Scilly

² Excludes Schools where data are unavailable

Intervals include the lower limit but exclude the upper

Source of Data: Annual Schools Census 2002/03, DfES

Pupils' attainment in schools with high minority ethnic populations tends to be lower than in schools where the population is lower. This, however, can largely be explained by the socio-economic characteristics of minority ethnic groups.

6.3 Special educational needs

Figures provided in the PANDA reports for the years 1999 to 2003 show the percentage of pupils with special educational needs and the percentage of pupils for whom statements of special educational needs have been drawn up. Whilst these figures provide some indication of the pupils with special educational needs in the school, their interpretation is problematic because:

- There are variations in statementing practices across the country;
- the proportion of pupils with special educational needs taught in mainstream schools and in special schools differs widely between LEA areas;
- there are many pupils with significant special educational needs who will not proceed through the full process of statementing.

Some background information on the comparative numbers of statemented pupils in mainstream primary schools and the numbers of pupils of similar age taught in special schools, in each LEA area, is shown in Table 6.3.1.

The school will hold more comprehensive and up-to-date information.



TABLE 6.3.1
Percentage pupils with special educational needs (SEN) in Primary and Special schools by LEA - January 2003

LEA Name	Statemented pupils in maintained Primary schools		Pupils in Special schools ¹	Statemented pupils in maintained Primary schools as a proportion of overall SEN provision ^{1,2}
	Number	%		%
England	71302	1.7	40119	64.0
Inner London	4064	1.8	1937	68.5
Camden	231	2.0	207	52.7
Hackney	329	1.8	109	75.1
Hammersmith and Fulham	273	2.8	112	70.9
Haringey	364	1.7	165	68.8
Islington	215	1.4	116	65.0
Kensington and Chelsea	119	1.7	46	72.1
Lambeth	316	1.6	212	59.8
Lewisham	319	1.4	264	54.7
Newham	376	1.2	26	93.5
Southwark	516	2.2	216	70.5
Tower Hamlets	503	2.3	147	77.4
Wandsworth	297	1.7	251	54.2
Westminster	206	1.9	66	75.7
Outer London	6795	1.7	3495	66.3
Barking and Dagenham	365	2.0	98	78.8
Barnet	503	1.9	137	78.6
Bexley	430	2.0	214	66.8
Brent	313	1.4	238	56.8
Bromley	660	2.7	162	80.3
Croydon	309	1.0	257	54.6
Ealing	349	1.3	252	58.1
Enfield	362	1.3	235	60.6
Greenwich	413	2.0	196	67.8
Harrow	389	2.0	92	80.9
Havering	333	1.6	128	72.2
Hillingdon	359	1.5	288	55.5
Hounslow	389	2.0	206	65.4
Kingston upon Thames	157	1.3	126	55.5
Merton	283	2.0	104	73.1
Redbridge	330	1.4	218	60.2
Richmond upon Thames	235	1.9	60	79.7
Sutton	305	2.0	155	66.3
Waltham Forest	311	1.5	329	48.6
Metropolitan	15967	1.5	10662	59.6
Barnsley	433	2.0	59	88.0
Birmingham	1761	1.7	1434	55.1
Bolton	469	1.8	195	70.6
Bradford	863	1.7	350	71.1
Bury	349	2.1	93	79.0
Calderdale	441	2.2	83	84.2
Coventry	294	1.1	389	43.0
Doncaster	506	1.7	314	61.7
Dudley	319	1.1	350	47.7
Gateshead	199	1.2	168	54.2
Kirklees	781	2.1	279	73.7
Knowsley	174	1.0	283	38.1
Leeds	1155	1.8	350	76.7
Liverpool	383	0.9	597	39.1
Manchester	378	0.9	659	36.5
Newcastle upon Tyne	164	0.8	261	38.6
North Tyneside	231	1.3	289	44.4
Oldham	190	0.8	147	56.4
Rochdale	308	1.5	240	56.2
Rotherham	609	2.4	294	67.4
Salford	242	1.1	219	52.5
Sandwell	512	1.6	142	78.3
Sefton	299	1.2	177	62.8
Sheffield	739	1.7	416	64.0



LEA Name	Statemented pupils in maintained Primary schools		Pupils in Special schools ¹	Statemented pupils in maintained Primary schools as a proportion of overall SEN provision ^{1,2}
	Number	%	Number	%
Solihull	244	1.2	162	60.1
South Tyneside	163	1.2	175	48.2
St. Helens	311	1.9	140	69.0
Stockport	383	1.5	251	60.4
Sunderland	396	1.5	275	59.0
Tameside	303	1.4	171	63.9
Trafford	194	1.0	186	51.1
Wakefield	513	1.7	158	76.5
Walsall	336	1.2	217	60.8
Wigan	576	2.1	372	60.8
Wirral	520	1.8	503	50.8
Wolverhampton	229	0.9	264	46.5
Unitary	12013	1.7	7087	63.0
Bath and North East Somerset	235	1.9	115	67.1
Blackburn with Darwen	241	1.6	101	70.5
Blackpool	164	1.3	126	56.6
Bournemouth	98	0.9	78	55.7
Bracknell Forest	178	2.0	69	72.1
Brighton and Hove	280	1.6	300	48.3
Bristol, City of	511	1.7	369	58.1
Darlington	162	1.8	93	63.5
Derby	434	1.9	198	68.7
East Riding of Yorkshire	518	1.9	166	75.7
Halton	305	2.8	110	73.5
Hartlepool	126	1.3	72	63.6
Herefordshire	271	1.9	78	77.7
Isle of Wight	118	1.6	102	53.6
Kingston Upon Hull, City of	317	1.3	168	65.4
Leicester	449	1.5	347	56.4
Luton	243	1.3	133	64.6
Medway	495	2.1	198	71.4
Middlesbrough	206	1.4	199	50.9
Milton Keynes	341	1.5	231	59.6
North East Lincolnshire	376	2.4	106	78.0
North Lincolnshire	391	2.7	98	80.0
North Somerset	263	1.8	104	71.7
Nottingham	90	0.4	148	37.8
Peterborough	310	2.0	108	74.2
Plymouth	447	2.2	327	57.8
Poole	112	1.0	189	37.2
Portsmouth	179	1.2	184	49.3
Reading	203	2.0	83	71.0
Redcar and Cleveland	185	1.3	97	65.6
Rutland	72	2.7	2	97.3
Slough	168	1.5	119	58.5
South Gloucestershire	413	1.8	133	75.6
Southampton	94	0.5	162	36.7
Southend-on-Sea	208	6.0	239	46.5
Stockton-on-Tees	256	1.4	178	59.0
Stoke-on-Trent	357	1.6	267	57.2
Swindon	210	1.2	164	56.1
Telford and Wrekin	293	1.8	209	58.4
Thurrock	195	1.4	98	66.6
Torbay	303	2.9	106	74.1
Warrington	319	1.7	140	69.5
West Berkshire	239	2.0	224	51.6
Windsor and Maidenhead	167	2.0	102	62.1
Wokingham	247	2.0	133	65.0
York	224	1.6	114	66.3
Upper Tier	32463	1.8	16938	65.9
Bedfordshire	438	1.7	471	48.2
Buckinghamshire	672	1.7	447	60.1
Cambridgeshire	873	2.0	421	67.5



LEA Name	Statemented pupils in maintained Primary schools		Pupils in Special schools ¹	Statemented pupils in maintained Primary schools as a proportion of overall SEN provision ^{1,2}	
	Number	%		Number	%
Cheshire	1093	1.9	398	73.3	
Cornwall	1262	3.1	162	88.6	
Cumbria	1129	2.7	200	85.0	
Derbyshire	1416	2.1	360	79.7	
Devon	1091	2.0	343	76.1	
Dorset	471	1.9	257	64.7	
Durham	955	2.2	433	68.8	
East Sussex	576	1.5	434	57.0	
Essex	1244	1.1	856	59.2	
Gloucestershire	782	1.7	412	65.5	
Hampshire	1143	1.1	1079	51.4	
Hertfordshire	916	1.0	996	47.9	
Kent	2105	1.9	1265	62.5	
Lancashire	2146	2.2	997	68.3	
Leicestershire	1047	2.1	217	82.8	
Lincolnshire	1074	2.0	513	67.7	
Norfolk	1364	2.0	402	77.2	
North Yorkshire	800	1.7	319	71.5	
Northamptonshire	1011	1.9	447	69.3	
Northumberland	404	2.0	216	65.2	
Nottinghamshire	209	0.3	336	38.3	
Oxfordshire	618	1.4	520	54.3	
Shropshire	418	1.9	110	79.2	
Somerset	404	1.1	186	68.5	
Staffordshire	1285	1.9	995	56.4	
Suffolk	1062	2.2	381	73.6	
Surrey	1657	2.1	950	63.6	
Warwickshire	680	1.6	417	62.0	
West Sussex	1055	1.7	713	59.7	
Wiltshire	614	1.7	141	81.3	
Worcestershire	449	1.1	544	45.2	

¹ Includes pupils of Primary School age in all Special Schools, regardless of the age range they cater for.

² Statemented Pupils in maintained Primary Schools as a percentage of the total number (Pupils in special Schools + statemented Pupils in maintained Primary Schools)

Source of Data: Annual Schools Census 2002/03, DfES

6.4 Gender Balance

Some attainment figures in the PANDA are given with gender breakdowns to aid the analysis of Key Stage assessment results. Overall, girls tend to outperform boys in English whilst there is little difference between the two in mathematics and science.

6.5 Mobility

Form S2 (one of the pre-inspection forms) collects information on mobile pupils. Schools provide, for the last complete academic year, (i) the number of pupils who joined the school other than at the usual time of admission and (ii) the number of pupils who left the school other than at the usual time of leaving or transfer.

Mobility figures have been calculated in three ways (in accordance with the above definitions):

- 1) The percentage of pupils joining the school (Joining Mobility).
- 2) The percentage of pupils leaving the school (Leaving Mobility).
- 3) The percentage of pupils either joining or leaving the school (Total Mobility).

Each index is calculated using the total number on roll as the denominator.



Tables below show the lower quartile, median and upper quartile values of mobility percentages for primary schools whose data we have collected. For comparison purposes tables are included based on data from all primary schools as well as infant /first schools, junior schools and all-through primary schools.

Schools with mobility percentages in excess of the upper quartile values can be considered to have a high level of pupil mobility relative to other schools. High levels of pupil mobility can occur for a variety of reasons and may be worthy of further investigation; in particular, they may affect interpretations made about the school. Although moving between schools can cause problems for individual pupils and high levels of mobility can pose a real challenge for individual schools, the picture is complex and it does not automatically follow that there is a clear link between mobility and test results in schools. Schools and inspectors should therefore consider any available related evidence before drawing any conclusions on the effect of mobility on the attainment figures and grades in the PANDA.

Table 6.5.1
Pupil Mobility by Type of School (Sept 2000 to July 2003)

	Percentage of pupils		
	Joining Mobility %	Leaving Mobility %	Total Mobility %
All Primary			
Lower Quartile	3.5	3.0	7.1
Median	5.9	5.2	11.4
Upper Quartile	9.4	8.7	17.8
Infant/First			
Lower Quartile	3.4	3.0	7.1
Median	5.7	5.3	11.3
Upper Quartile	8.7	8.8	17.1
Junior			
Lower Quartile	3.2	2.9	6.8
Median	5.0	4.8	10.1
Upper Quartile	7.8	7.7	15.3
All Through			
Lower Quartile	3.5	2.9	7.1
Median	6.1	5.3	11.6
Upper Quartile	9.9	9.0	18.5

Source of data: Form S2

This year the Primary PANDA includes Inward Mobility information derived from the 2003 Annual School Census (PLASC).

The PANDA shows the school specific levels of inward mobility. Table 6.5.1 shows the percentage of pupils joining each type of school in the first year¹⁴. Information is displayed for First schools, 'First and middle' schools, Infant schools, Junior schools and 'Infant and Junior' schools.

For example, on average 97.2 percent of pupils joined First schools in the 1st year and stayed to 2002/03. By the time pupils had got to year 4 only 55.6 percent had started in the 1st year. This shows a high level of inward mobility to the school. In Junior schools 96.9 percent joined in the 1st year (due to the nature of Junior schools this is equivalent to year 3). On average 80.4 percent of all pupils in year 6 of Junior school had begun the school in the 1st year (year 3).

¹⁴ The first year varies depending on the type of school e.g. infant schools begin at year 1 and middle schools begin in year 4.



Table 6.5.2
Inward mobility for different school types

Type ¹	Number of schools	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
First schools	1416	97.2	89.4	73.0	55.6	n/a	n/a
'First and middle' schools	116	95.2	84.6	72.6	65.0	58.8	53.7
Infant schools	1901	97.8	89.9	n/a	n/a	n/a	n/a
Junior schools	1813	n/a	n/a	96.9	89.7	84.5	80.4
'Infant and Junior' schools	12478	97.2	88.2	80.6	75.0	69.6	65.9

¹ No data was available for Middle deemed primary schools

7. INSPECTION GRADES

During an inspection under the current framework (from January 2000) and previous Frameworks (pre-2000), inspectors were required to grade aspects of the school's provision on a 7-point scale, where 1 is excellent and 7 is very poor. Ofsted has combined some of those judgments in the PANDA to create four key composite grades.

A new framework will be introduced in the 2003/2004 academic year but this will not impact on the recording of judgments in this report.

For the **current framework**, from January 2000, they include the areas shown below:

Composite Grade	Composites in combination of these grades
Standards achieved by pupils	A combination of standards of work seen and how well pupils achieve
Quality of education	Teaching, learning, the quality and range of learning opportunities and the appropriate statutory curriculum in place - with greater weight given to teaching
School's climate	Behaviour, personal development and relationships, attendance, provision for personal development, procedures for child protection and pupils' welfare, pupils' attitudes and values
Management and efficiency	Leadership/management, effectiveness of the governing body, monitoring and evaluation of the school's performance, use of resources, application of best value principles and value for money provided by the school

For the **previous framework**, prior to January 2000, they include the areas shown below:



Composite Grade	Composites in combination of these grades
Standards achieved by pupils	Various attainment and progress grades at each key stage with more weight given to the progress grades
Quality of education	Teaching assessment and curriculum grades at each Key Stage with more weight given to teaching
School's climate	Behaviour, personal development, attendance, pupils' spiritual, moral, social and cultural development and support, guidance and pupils' welfare
Management and efficiency	Leadership, management, staffing, accommodation and learning resources, efficiency and value for money grades with more weight given to value for money

Each composite can lie in one of four bands:

Category	Explanation of category
Very good	Some good grades but a substantial number of areas which were very good or excellent.
Good	Mainly good grades with some areas which were satisfactory or very good. Also schools with solely good grades across the board.
Some improvement required	Mainly satisfactory or better grades with some areas which were unsatisfactory. Also schools with solely satisfactory grades across the board.
Substantial improvement required	Some satisfactory or better grades but a substantial number of areas which were unsatisfactory or poor.

The composite judgements can be mapped to an inspection report post-January 2000 as follows:

Composite	Inspection report paragraphs
Standards achieved by pupils	Standards
Quality of education	Teaching and learning; other aspects of the school
School's climate	Pupils' attitudes and values; other aspects of learning
Management and efficiency	How well is the school led and managed

The composite judgements can be mapped to the previous inspection (pre-January 2000) report as follows:

Composite	Inspection report paragraphs
Standards achieved by pupils	Attainment and progress
Quality of education	Teaching; the curriculum and assessment
School's climate	Attitudes, behaviour and personal development; attendance; pupils' spiritual, moral, social and cultural development; support, guidance and pupils welfare
Management and efficiency	Management and efficiency of the school

The composites provide a summary of the inspection report. They give a broad overview of the inspection report for comparison purposes, but they cannot replace or supersede the report itself.



In order to gain a full picture of a school's strengths and weaknesses, it is important to look at the relevant paragraphs in the inspection report.

7.1 Benchmark comparisons for composite grades

The composite grades are reported at the national level and then for the different free school meals benchmarks. Composite grades are also grouped by type of establishment benchmarks and denomination benchmarks.

Table 7.1 gives composite grades for schools nationally and then grouped by proportions of pupils eligible for free school meals. It shows that overall, 54 percent of schools had good or better standards; 77 percent provided a good or better quality of education; 93 percent had a good or better climate; and 82 percent were judged as good or better in terms of management and efficiency. When Free School Meal eligibility is taken into account this picture starts to change. The effect is most noticeable in the category of 'standards achieved by pupils' where schools with an FSM level of 'more than 50%' have only 15 percent of schools achieving a good or better inspection grade.

Table 7.1
Inspection grades by free school meal benchmarks for Primary schools

Schools inspected between April 1996 and July 2003

Percentage of schools

Type of school	Inspection grades	Very Good	Good	Some Improvement Required	Substantial Improvement Required
All schools	Standards achieved by pupils	11	44	40	5
	Quality of education	18	60	21	1
	The school's climate	52	41	6	0
	Management and efficiency	38	43	16	2
Up to and including 8%	Standards achieved by pupils	19	56	23	1
	Quality of education	23	60	16	0
	The school's climate	70	27	2	0
	Management and efficiency	44	41	13	1
More than 8% and up to 20%	Standards achieved by pupils	8	47	42	3
	Quality of education	16	61	21	1
	The school's climate	52	43	5	0
	Management and efficiency	37	44	16	1
More than 20% and up to 35%	Standards achieved by pupils	3	30	59	8
	Quality of education	13	58	27	1
	The school's climate	33	56	9	1
	Management and efficiency	32	46	20	2
More than 35% and up to 50%	Standards achieved by pupils	1	20	63	15
	Quality of education	11	56	30	2
	The school's climate	23	61	14	2
	Management and efficiency	30	45	20	4
More than 50%	Standards achieved by pupils	1	14	66	19
	Quality of education	11	59	27	2
	The school's climate	22	63	13	2
	Management and efficiency	32	48	16	3

¹Figures may not sum to 100 due to rounding

²For more detail on free school meal bands please refer to the Autumn Package

Source of data: Ofsted



Table 7.2
Inspection grades by type of establishment for Primary schools

Schools inspected between April 1996 and July 2003

Percentage of schools

Type of school	Inspection grades ¹	Very Good	Good	Some Improvement Required	Substantial Improvement Required
First schools	Standards achieved by pupils	13	48	35	3
	Quality of education	21	63	14	1
	The school's climate	57	39	3	0
	Management and efficiency	41	44	12	1
First and Middle schools	Standards achieved by pupils	4	44	39	12
	Quality of education	12	57	31	0
	The school's climate	42	49	8	1
	Management and efficiency	32	47	20	0
Infant schools	Standards achieved by pupils	17	47	33	2
	Quality of education	30	56	13	1
	The school's climate	55	41	4	0
	Management and efficiency	49	40	10	0
Junior schools	Standards achieved by pupils	19	37	37	6
	Quality of education	20	52	25	2
	The school's climate	52	41	6	0
	Management and efficiency	40	42	16	1
'Infant and Junior' schools	Standards achieved by pupils	8	44	42	5
	Quality of education	15	61	23	1
	The school's climate	51	42	6	0
	Management and efficiency	36	44	17	2

¹ Figures may not sum to 100 due to rounding

Source of data : Ofsted

Table 7.3
Inspection grades by denomination of Primary schools

Schools inspected between April 1996 and July 2003

Percentage of schools

School denomination	Inspection grades ¹	Very Good	Good	Some improvement required	Substantial improvement required
Church of England schools	Standards achieved by pupils	12	50	34	2
	Quality of education	17	59	20	1
	The school's climate	58	35	4	0
	Management and efficiency	37	43	16	1
Roman Catholic schools	Standards achieved by pupils	14	50	33	2
	Quality of education	18	59	21	1
	The school's climate	62	33	3	0
	Management and efficiency	39	42	16	2
Other denominational schools	Standards achieved by pupils	7	62	26	3
	Quality of education	11	57	28	1
	The school's climate	53	34	9	0
	Management and efficiency	32	47	15	1
Non-denominational schools	Standards achieved by pupils	9	39	42	6
	Quality of education	17	57	21	1
	The school's climate	46	44	6	0
	Management and efficiency	37	42	15	2

¹ Figures by not sum to 100 due to rounding

Source of data: Ofsted



7.2 Subject and individual school grades

Lying behind the composites are a wide range of individual school level grades. These more detailed grades are fully described in the prose of the inspection report.

These individual grades provide a useful national picture of strengths and weaknesses across all schools. *Tables 7.4 and 7.5* provide these aggregated grades. These judgements have been based on grades given by inspectors since January 2000 (the current framework) covering both full and short inspections. Full inspections provide a full range of grades, similar to those produced in previous years. Short inspections, however, provide only summary grades and no subject grades. The new framework introduced in 2003 will only include full inspections and more detail will be given as it becomes available.

Tables 7.4 and 7.5 show for all primary schools the percentage of schools receiving very good, good, satisfactory and unsatisfactory judgements against each of the criteria.



Table 7.4
Summary of inspection grades¹: Primary schools

Full and Short Inspections²

Schools inspected under Framework since January 2000.

Percentage of schools

		Very Good ³	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught?					
3A Teaching	Under Five	22	55	20	2
	Key Stage 1	13	56	27	4
	Key Stage 2	16	56	23	4
	School	14	60	22	4
How well are pupils and students taught?					
3B Learning	Under Five	20	57	21	2
	Key Stage 1	12	55	28	4
	Key Stage 2	15	55	25	4
	School	13	59	24	4
How high are the standards?					
2A Standards of work seen	Under Five	4	31	39	26
	Key Stage 1	9	28	39	23
	Key Stage 2	15	28	33	24
	School	14	29	34	23
2B How well pupils achieve	Under Five	11	57	29	3
	Key Stage 1	9	48	36	7
	Key Stage 2	13	47	31	8
	School	13	49	30	8
2C Attitudes to the school		51	41	7	1
2D Behaviour, including the incidence of exclusions		41	46	11	2
2E Personal development and relationships		49	39	11	1
2F Attendance		20	24	31	25
How good are curricular and other opportunities?					
4A The quality and range of learning opportunities	Under Five	20	44	30	5
	Key Stage 1	13	41	40	6
	Key Stage 2	15	39	38	8
	School	15	40	39	7
4B Appropriate statutory curriculum in place	Under Five	11	26	61	3
	Key Stage 1	9	23	62	6
	Key Stage 2	9	21	60	10
	School	9	22	60	9



Schools inspected under Framework since January 2000.

Percentage of schools

	Very Good ¹	Good	Some Improvement Required	Substantial Improvement Required
How good are curricular and other opportunities?				
4C Provision personal, including SMSC development	37	48	14	1
How well does the school care for its pupils and students?				
5A Procedures for child protection and ensuring pupils' welfare	33	44	20	3
How well does the school work in partnership with parents?				
6A Parents' views of the school	45	40	13	3
How well is the school led and managed?				
7A The leadership and management of the head teacher and key staff	38	36	19	7
7B The effectiveness of the governing body in fulfilling its responsibilities	23	39	30	9
7C Monitoring and evaluation of the schools' performance and taking effective action	27	34	25	13
7D Strategic use of resources, including specific grant and other funding	25	44	27	4
7E The extent to which the principles of best value are applied	19	40	36	5
What sort of school is it?				
1A The school's socio-economic circumstances	4	24	32	40
1B Pupils' attainment on entry	1	18	37	44
1D Improvement since last inspection	20	43	28	9
1C Overall effectiveness of the school	22	43	28	7
1E Value for money provided by the school	16	43	34	8

¹ The grades are common to both full and short inspections

² The new framework introduced in 2003 will only include full inspections

³ Figures may not sum to 100 due to rounding

Source of data Ofsted



Table 7.5
Summary of inspection grades: Primary schools

Full inspections only

Schools inspected under Framework since January 2000

Percentage of Schools

			Very Good ¹	Good	Some Improvement Required	Substantial Improvement Required
How well are pupils and students taught?						
3A	Teaching	Under Five	19	56	23	2
		Key Stage 1	7	56	32	5
		Key Stage 2	8	57	29	6
		School	7	60	28	5
3.1	Teachers, knowledge and understanding	Under Five	26	48	23	4
		Key Stage 1	9	53	35	3
		Key Stage 2	10	54	33	4
		School	8	57	32	3
3.2	Teaching of basic skills	Under Five	27	50	20	2
		Key Stage 1	14	52	29	5
		Key Stage 2	14	51	30	5
		School	13	54	28	5
3.3	Effectiveness of teachers' planning	Under Five	25	43	25	7
		Key Stage 1	12	45	35	8
		Key Stage 2	12	45	35	9
		School	11	46	35	8
3.4	Teachers' expectations	Under Five	26	45	24	5
		Key Stage 1	12	41	36	11
		Key Stage 2	13	41	34	12
		School	11	44	34	10
How well are pupils and students taught?						
3.5	Effectiveness of teaching methods	Under Five	22	48	25	4
		Key Stage 1	10	51	34	5
		Key Stage 2	11	52	32	5
		School	9	55	31	5
3.6	Management of pupils	Under Five	49	40	10	1
		Key Stage 1	33	46	17	3
		Key Stage 2	35	45	16	4
		School	34	49	15	3
3.7	Use of time, support staff and resources	Under Five	31	46	20	3
		Key Stage 1	16	48	32	4
		Key Stage 2	14	49	32	5
		School	14	51	31	4
3.8	Quality and use of ongoing assessment	Under Five	22	42	28	8
		Key Stage 1	8	33	42	17
		Key Stage 2	8	31	41	20
		School	8	33	41	18



			Very Good ¹	Good	Some Improvement Required	Substantial Improvement Required
3.9	Use of homework	Under Five Key Stage 1 Key Stage 2 School	6 3 3 3	34 28 30 30	59 65 59 60	1 4 8 6
How well are pupils and students taught?						
3B	Learning	Under Five Key Stage 1 Key Stage 2 School	16 7 7 6	58 55 55 59	24 34 31 30	2 5 6 5
3.10	Acquisition of skills, knowledge and understanding	Under Five Key Stage 1 Key Stage 2 School	19 8 9 8	55 51 51 54	23 35 33 32	3 6 7 6
3.11	Pupils' intellectual, physical or creative effort	Under Five Key Stage 1 Key Stage 2 School	23 13 14 13	54 54 52 55	21 29 29 28	2 3 4 4
3.12	Productivity and pace of working	Under Five Key Stage 1 Key Stage 2 School	18 9 10 9	51 46 46 49	28 38 36 36	3 7 8 7
How well are pupils and students taught?						
3.13	Pupils' interest, concentration and independence	Under Five Key Stage 1 Key Stage 2 School	28 14 16 15	49 50 48 52	20 31 31 29	3 4 5 4
3.14	Pupils' own knowledge of their learning	Under Five Key Stage 1 Key Stage 2 School	7 6 8 6	35 33 37 37	52 51 44 47	6 10 11 10
3.15.	How well pupils with SEN learn	Under Five Key Stage 1 Key Stage 2 School	14 9 10 10	62 62 60 62	22 25 26 25	2 3 4 4
3.16	How well pupils with EAL learn	Under Five Key Stage 1 Key Stage 2 School	15 8 8 8	57 56 55 56	26 32 33 31	2 4 4 4
How high are the standards?						
2A	Standards of work seen	Under Five Key Stage 1	2 3	24 23	42 45	32 29



			Very Good ¹	Good	Some Improvement Required	Substantial Improvement Required	
2B	How well pupils achieve	Key Stage 2 School	5	23	40	32	
			5	24	41	31	
		Under Five	Key Stage 1	8	57	32	4
			Key Stage 2 School	4	45	42	9
				5	44	40	11
				5	47	38	10
	2.1	Attainment in English	Under Five	2	24	38	35
			Key Stage 1	6	23	37	34
			Key Stage 2 School	7	23	33	37
				7	23	34	35
2.2	Attainment in mathematics	Under Five	2	25	43	30	
		Key Stage 1	6	25	42	27	
		Key Stage 2 School	8	24	36	32	
			7	25	38	30	
How high are the standards?							
2.3	Attainment in science	Key Stage 1	3	22	50	25	
		Key Stage 2 School	6	24	41	28	
			6	25	42	27	
2.4	Progress made by pupils with SEN	Under Five	9	63	25	2	
		Key Stage 1	8	61	27	4	
		Key Stage 2 School	8	60	28	5	
			8	61	26	4	
2.5	Progress made by pupils with EAL	Under Five	10	59	29	2	
		Key Stage 1	7	54	34	4	
		Key Stage 2 School	7	53	36	5	
			8	55	33	4	
2.6	Progress made by gifted and talented pupils	Under Five	6	44	44	7	
		Key Stage 1	4	38	44	14	
		Key Stage 2 School	6	40	41	14	
			6	41	40	13	
How high are the standards?							
2C	Attitudes to the school		41	49	9	1	
2D	Behaviour, including the incidence of exclusions		32	52	14	2	
2E	Personal development and relationships		39	45	14	2	
2F	Attendance		15	22	33	30	
2.7	Enthusiasm for school		44	47	8	1	
2.8	Interest and involvement in activities		38	50	11	1	
2.9	Behaviour		31	53	14	2	
2.10	Absence of oppressive behaviour		44	38	16	2	



		Very Good ¹	Good	Some Improvement Required	Substantial Improvement Required	
2.11	Pupils' understanding of the impact of their actions on others	35	46	17	3	
2.12	Respect for feelings, values and beliefs	38	45	16	1	
2.13	Initiative and personal responsibility	23	42	31	4	
2.14	Relationships	57	35	8	1	
How good are curricular and other opportunities?						
4A	The quality and range of learning opportunities	Under Five	17	45	32	6
		Key Stage 1	7	38	47	8
		Key Stage 2	8	36	46	10
		School	8	38	45	9
4B	Appropriate statutory curriculum in place	Under Five	9	25	63	3
		Key Stage 1	5	20	67	8
		Key Stage 2	5	18	65	12
		School	5	20	65	11
4.1	Breadth, balance and relevance of the whole curriculum	Under Five	16	43	35	7
		Key Stage 1	6	32	50	11
		Key Stage 2	6	30	50	14
		School	6	31	49	13
4.2	Provision for pupils with special educational needs	Under Five	22	55	21	2
		Key Stage 1	21	53	23	4
		Key Stage 2	20	52	24	4
		School	21	52	23	4
How good are curricular and other opportunities?						
4.3	Effectiveness of strategies for teaching literacy skills	11	45	36	7	
4.4	Effectiveness of strategies for teaching numeracy skills	10	48	37	5	
4.5	Provision for extra-curricular activities	26	36	31	6	
4.6	Equality of access and opportunity	17	36	38	8	
4.7	Provision for personal, social and health education	18	45	34	3	
4.8	Careers and vocational education (SEC only)	50	50	0	0	
4.9	Contribution of the community to pupils' learning	23	46	30	1	
4.10	Constructiveness of relationships with partner institutions	19	47	33	1	



	Very Good ¹	Good	Some Improvement Required	Substantial Improvement Required
How good are curricular and other opportunities?				
4C	Provision personal, including SMSC development			
4.11	30	51	17	1
4.11	20	38	38	4
4.12	47	44	9	1
4.13	48	42	9	1
4.14	17	40	39	4
How well does the school care for its pupils?				
5A	Procedures for child protection and ensuring pupils' welfare			
5A	29	44	23	4
5B	13	37	37	13
5B	Monitoring of pupils' academic performance and personal development			
5C	19	46	30	5
5C	Educational and personal support and guidance for pupils			
5.1	24	42	26	7
5.1	Procedures for monitoring and improving attendance			
5.2	43	43	12	3
5.2	Procedures for monitoring and promoting good behaviour			
5.3	42	42	14	2
5.3	Procedures for monitoring and eliminating oppressive behaviour			
5.4	15	36	37	12
5.4	Procedures for assessing pupils' attainment and progress			
5.5	10	26	35	29
5.5	Use of assessment information to guide curricular planning			
5.6	13	32	38	17
5.6	Procedures for monitoring and supporting pupils' academic progress			
5.7	23	46	28	3
5.7	Procedures for monitoring and supporting pupils' personal development			
5.8	27	48	24	1
5.8	Day/residential provision (where relevant or as outlined in statements of SEN)			
How well does the school work in partnership with parents?				
6A	Parents' views of the school			
6A	39	42	15	3
6B	28	41	25	5
6B	The effectiveness of the school's links with parents			
6C	23	37	33	7
6C	The impact of parent involvement on the work of the school			



		Very Good ¹	Good	Some Improvement Required	Substantial Improvement Required
6.1	The quality of information provided for parents, particularly about pupils' progress	21	42	32	5
6.2	Contribution of parents to children's learning at school and at home	18	36	38	8
How well is the school led and managed?					
7A	The leadership and management of the head teacher and key staff	30	38	23	9
7B	The effectiveness of the governing body in fulfilling its responsibilities	17	38	35	10
7C	Monitoring and evaluation of the schools' performance and taking effective action	19	36	28	17
7D	Strategic use of resources, including specific grant and other funding	18	46	32	4
7E	The extent to which the principles of best value are applied	13	39	41	7
7F	Adequacy of staffing, accommodation and learning resources	5	37	53	5
7.1	Leadership ensures clear educational direction	41	33	17	9
7.2	Reflection of the school's aims and values in its work	38	37	20	5
7.3	Delegation and the contribution of staff with management responsibilities	16	34	32	18
7.4	Effectiveness of governing body in fulfilling statutory duties	15	34	40	10
How well is the school led and managed?					
7.5	Governors' role in shaping the direction of the school	17	36	34	13
7.6	Governors' understanding of the strengths and weaknesses of the school	20	40	30	10
7.7	The monitoring, evaluation and development of teaching	15	34	31	20
7.8	The school's strategy for appraisal and performance management	15	35	43	7



		Very Good ¹	Good	Some Improvement Required	Substantial Improvement Required
7.9	The appropriateness of the school's priorities for development	29	40	25	6
7.10	The action taken to meet the school's targets	25	39	27	9
7.11	Shared commitment to improvement and capacity to succeed	35	39	21	6
7.12	Induction of staff new to the school and effectiveness of provision, or potential, for training of new teachers	22	41	32	6
7.13	Educational priorities are supported through the school's financial planning	24	44	26	6
How well is the school led and managed?					
7.14	Effectiveness of the school's use of new technology	11	35	45	9
7.15	Specific grant is used effectively for its designated purpose(s)	20	46	32	2
7.16	Match of teachers and support staff to the demands of the curriculum	13	43	40	4
7.17	Adequacy of accommodation	11	32	45	11
7.18	Adequacy of learning resources	3	30	61	6
What sort of school is it?					
1A	The school's socio-economic circumstances	2	18	32	48
1B	Pupils' attainment on entry	0	13	36	51
1D	Improvement since last inspection	15	41	32	12
1C	Overall effectiveness of the school	13	44	34	9
1E	Value for money provided by the school	8	41	41	10

¹ Figures may not sum to 100 due to rounding

Source of data Ofsted

APPENDIX A: GRADING OF NATIONAL CURRICULUM TESTS AND ASSESSMENT RESULTS

Inspectors may need to use this information in the event that the school wishes to correct National Curriculum data shown in the PANDA report. Comparisons with all schools are graded as shown below based on pupils' average point scores in the NC tests/tasks.

Key Stage 1

Table 1.3.1: All maintained mainstream schools in England, with Key Stage 1 pupils

Percentage of pupils achieving Level 2 and above

		95%	UQ	60%	Median	40%	LQ	5%							
Reading test/task	A*	100	A	94	B	90	C	87	C	84	D	78	E	61	E*
Writing task		100		92		87		84		81		74		56	
Mathematics test/task		100		98		95		93		91		87		73	
Science teacher assessment		100		100		96		93		91		86		68	

Percentage of pupils achieving Level 2B and above

		95%	UQ	60%	Median	40%	LQ	5%							
Reading test/task	A*	93	A	81	B	75	C	71	C	67	D	60	E	42	E*
Writing task		88		75		68		63		59		50		32	
Mathematics test/task		97		86		80		76		72		65		47	

Percentage of pupils achieving Level 3 and above

		95%	UQ	60%	Median	40%	LQ	5%							
Reading test/task	A*	56	A	38	B	31	C	27	C	23	E	17	E	4	E*
Writing task		38		23		17		14		11		7		0	
Mathematics test/task		57		39		32		28		24		18		5	
Science teacher assessment		57		37		29		24		19		11		0	

Average KS1 points score achieved¹

		95%	UQ	60%	Median	40%	LQ	5%							
Reading test/task	A*	18.3	A	17.0	B	16.3	C	15.9	C	15.5	D	14.7	E	12.7	E*
Writing task		17.3		15.9		15.2		14.8		14.4		13.6		11.5	
Mathematics test/task		18.6		17.4		16.8		16.4		16.1		15.4		13.6	
Overall		17.9		16.7		16.1		15.7		15.3		14.6		12.8	

KEY STAGE 1

Table 1.3.2: All maintained mainstream schools in England with pupils known to be eligible for FSM of: up to and including 8%

Percentage of pupils achieving Level 2 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	100	A	97	B	94	C	92	C	90	D	86	E	75	E*
Writing task		100		96		92		90		87		83		69	
Mathematics test/task		100		100		98		97		95		92		82	
Science teacher assessment		100		100		100		97		96		93		80	

Percentage of pupils achieving Level 2B and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	98	A	86	B	82	C	79	C	75	D	70	E	56	E*
Writing task		92		80		75		71		68		61		44	
Mathematics test/task		100		90		86		83		80		75		60	

Percentage of pupils achieving Level 3 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	62	A	46	B	39	C	35	C	32	D	26	E	11	E*
Writing task		43		28		22		19		16		11		0	
Mathematics test/task		63		46		40		36		32		26		11	
Science teacher assessment		63		43		36		31		27		19		0	

Average KS1 points score achieved

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	18.7	A	17.6	B	17.1	C	16.8	C	16.5	D	15.9	E	14.4	E*
Writing task		17.7		16.5		15.9		15.6		15.3		14.7		13.0	
Mathematics test/task		19.0		18.0		17.5		17.2		16.9		16.4		15.0	
Overall		18.3		17.3		16.8		16.5		16.3		15.7		14.4	

KEY STAGE 1

Table 1.3.3: All maintained mainstream schools in England with pupils known to be eligible for FSM of: more than 8% and up to 20%

Percentage of pupils achieving Level 2 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	100	A	93	B	90	C	87	C	85	D	80	E	67	E*
Writing task		100		91		87		84		82		76		61	
Mathematics test/task		100		97		95		93		91		88		78	
Science teacher assessment		100		98		95		93		91		87		75	

Percentage of pupils achieving Level 2B and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	90	A	79	B	75	C	71	C	68	D	63	E	50	E*
Writing task		86		73		67		64		60		54		37	
Mathematics test/task		95		84		79		76		73		68		54	

Percentage of pupils achieving Level 3 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	50	A	37	B	31	C	28	C	25	D	19	E	8	E*
Writing task		36		22		17		14		12		8		0	
Mathematics test/task		53		38		32		29		25		20		8	
Science teacher assessment		53		36		29		25		21		14		0	

Average KS1 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	17.9	A	16.8	B	16.3	C	16.0	C	15.6	D	15.1	E	13.6	E*
Writing task		17.0		15.7		15.2		14.8		14.5		13.9		12.3	
Mathematics test/task		18.3		17.2		16.8		16.5		16.2		15.7		14.4	
Overall		17.5		16.5		16.0		15.8		15.5		14.9		13.6	

KEY STAGE 1

Table 1.3.4: All maintained mainstream schools in England with pupils known to be eligible for FSM of:

more than 20% and up to 35%

Percentage of pupils achieving Level 2 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	96	A	88	B	83	C	81	C	78	D	73	E	60	E*
Writing task		95		85		80		78		74		68		52	
Mathematics test/task		100		94		91		89		87		82		70	
Science teacher assessment		100		94		90		88		85		80		67	

Percentage of pupils achieving Level 2B and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	83	A	71	B	67	C	63	C	60	D	54	E	41	E*
Writing task		79		65		59		55		51		44		29	
Mathematics test/task		88		76		71		68		64		59		45	

Percentage of pupils achieving Level 3 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	41	A	28	B	22	C	19	C	17	D	12	E	3	E*
Writing task		30		17		13		10		8		4		0	
Mathematics test/task		44		29		24		21		18		14		4	
Science teacher assessment		44		28		21		17		13		7		0	

Average KS1 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	17.0	A	15.8	B	15.3	C	15.0	C	14.6	D	14.0	E	12.5	E*
Writing task		16.3		14.9		14.3		13.9		13.5		12.9		11.2	
Mathematics test/task		17.6		16.4		15.9		15.6		15.3		14.7		13.3	
Overall		16.8		15.6		15.1		14.8		14.5		13.9		12.6	

KEY STAGE 1

Table 1.3.5: All maintained mainstream schools in England with pupils known to be eligible for FSM of: more than 35% and up to 50%

Percentage of pupils achieving Level 2 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	93	A	83	B	79	C	75	C	72	D	66	E	51	E*
Writing task		92		81		75		72		69		62		45	
Mathematics test/task		100		92		88		85		82		77		63	
Science teacher assessment		100		91		86		83		80		74		56	

Percentage of pupils achieving Level 2B and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	79	A	65	B	59	C	56	C	52	D	46	E	32	E*
Writing task		75		59		52		48		45		38		23	
Mathematics test/task		85		71		65		62		58		52		35	

Percentage of pupils achieving Level 3 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	35	A	21	B	16	C	14	C	11	D	7	E	0	E*
Writing task		24		13		10		7		5		2		0	
Mathematics test/task		38		24		19		16		13		9		0	
Science teacher assessment		39		23		17		12		7		0		0	

Average KS1 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	16.5	A	15.0	B	14.5	C	14.1	C	13.7	D	13.1	E	11.4	E*
Writing task		15.7		14.2		13.6		13.2		12.8		12.1		10.2	
Mathematics test/task		17.2		15.9		15.3		14.9		14.6		14.0		12.3	
Overall		16.3		15.0		14.4		14.1		13.7		13.2		11.5	

KEY STAGE 1

Table 1.3.6: All maintained mainstream schools in England with pupils known to be eligible for FSM of:

more than 50%

Percentage of pupils achieving Level 2 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	92	A	80	B	75	C	71	C	67	D	61	E	45	E*
Writing task		89		76		70		67		63		57		39	
Mathematics test/task		97		88		84		82		79		73		58	
Science teacher assessment		97		88		83		80		75		69		50	

Percentage of pupils achieving Level 2B and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	74	A	61	B	54	C	50	C	47	D	41	E	26	E*
Writing task		69		54		47		43		39		33		17	
Mathematics test/task		82		68		62		57		54		46		31	

Percentage of pupils achieving Level 3 and above

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	30	A	18	B	13	C	10	C	8	D	4	E	0	E*
Writing task		21		11		7		5		3		0		0	
Mathematics test/task		35		21		17		14		12		7		0	
Science teacher assessment		35		18		11		7		3		0		0	

Average KS1 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
Reading test/task	A*	16.1	A	14.5	B	13.9	C	13.5	C	13.1	D	12.4	E	10.7	E*
Writing task		15.2		13.7		13.1		12.6		12.2		11.5		9.5	
Mathematics test/task		16.8		15.4		14.8		14.5		14.1		13.5		11.8	
Overall		15.9		14.5		13.9		13.5		13.1		12.6		10.9	

KEY STAGE 2

Table 2.3.1: All maintained, mainstream schools with Key Stage 2 pupils

Percentage of pupils achieving Level 4 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	98	A	88	B	82	C	78	C	74	D	67	E	47	E*
Mathematics		97		85		79		75		71		63		45	
Science		100		96		93		90		88		82		64	

Percentage of pupils achieving Level 5 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	57	A	37	B	29	C	25	C	20	D	14	E	4	E*
Mathematics		57		39		32		28		24		17		6	
Science		74		54		45		40		34		26		10	

Average KS2 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	30.0	A	28.3	B	27.5	C	27.0	C	26.5	D	25.5	E	23.3	E*
Mathematics		30.0		28.3		27.5		27.0		26.5		25.6		23.4	
Science		31.4		30.0		29.3		28.8		28.4		27.5		25.4	
Overall		30.2		28.8		28.1		27.6		27.1		26.3		24.2	

KS1 to KS2 value added score

		95%		UQ		60%		Median		40%		LQ		5%	
	A*	101.9	A	100.7	B	100.3	C	100.0	C	99.7	D	99.2	E	98.0	E*

Table 2.3.2: Schools with 1999 Key Stage 1 average points score of:

up to but not including 12

Percentage of pupils achieving Level 4 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	75	A	59	B	52	C	50	C	46	D	40	E	22	E*
Mathematics		78		57		51		48		45		37		21	
Science		92		79		72		69		64		57		38	

Percentage of pupils achieving Level 5 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	24	A	13	B	10	C	8	C	6	D	2	E	0	E*
Mathematics		27		16		11		9		7		4		0	
Science		45		23		17		14		11		7		0	

Average KS2 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	26.5	A	24.6	B	23.9	C	23.4	C	22.9	D	22.2	E	20.4	E*
Mathematics		27.0		24.7		24.0		23.6		23.1		22.3		20.8	
Science		28.8		27.0		26.1		25.7		25.2		24.5		22.6	
Overall		27.0		25.3		24.6		24.2		23.8		23.2		21.5	

KS1 to KS2 value added score

		95%		UQ		60%		Median		40%		LQ		5%	
	A*	103.1	A	101.3	B	100.7	C	100.3	C	99.9	D	99.3	E	97.9	E*

KEY STAGE 2

Table 2.3.3: Schools with 1999 Key Stage 1 average points score of: at least 12 but less than 14

Percentage of pupils achieving Level 4 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	85	A	72	B	67	C	63	C	60	D	54	E	39	E*
Mathematics		86		71		65		61		57		51		36	
Science		100		88		83		80		76		70		55	

Percentage of pupils achieving Level 5 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	35	A	21	B	17	C	14	C	12	D	8	E	0	E*
Mathematics		37		24		19		16		14		10		2	
Science		54		35		28		24		21		15		5	

Average KS2 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	27.8	A	26.2	B	25.5	C	25.1	C	24.7	D	24.0	E	22.5	E*
Mathematics		27.9		26.4		25.6		25.2		24.8		24.1		22.5	
Science		30.0		28.3		27.6		27.2		26.8		26.1		24.5	
Overall		28.3		26.8		26.2		25.9		25.5		24.8		23.4	

KS1 to KS2 value added score

		95%		UQ		60%		Median		40%		LQ		5%	
	A*	102.3	A	101.0	B	100.4	C	100.1	C	99.8	D	99.2	E	97.9	E*

Table 2.3.4: Schools with 1999 Key Stage 1 average points score of: at least 14 but less than 16

Percentage of pupils achieving Level 4 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	94	A	85	B	81	C	78	C	75	D	69	E	55	E*
Mathematics		94		83		78		75		72		66		52	
Science		100		95		92		90		88		84		71	

Percentage of pupils achieving Level 5 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	50	A	34	B	28	C	25	C	21	D	16	E	6	E*
Mathematics		50		36		31		28		24		19		9	
Science		68		51		44		40		35		29		14	

Average KS2 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	29.4	A	28.0	B	27.4	C	27.0	C	26.6	D	25.9	E	24.3	E*
Mathematics		29.4		28.0		27.4		27.0		26.6		25.9		24.3	
Science		31.0		29.7		29.2		28.8		28.5		27.8		26.3	
Overall		29.6		28.5		28.0		27.6		27.3		26.7		25.2	

KS1 to KS2 value added score

		95%		UQ		60%		Median		40%		LQ		5%	
	A*	101.9	A	100.8	B	100.3	C	100.0	C	99.7	D	99.2	E	98.0	E*

KEY STAGE 2

Table 2.3.5: Schools with 1999 Key Stage 1 average points score of: at least 16 but less than 18

Percentage of pupils achieving Level 4 and above															
		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	100	A	94	B	91	C	89	C	87	D	83	E	72	E*
Mathematics		100		92		89		86		84		79		68	
Science		100		100		97		96		95		92		84	

Percentage of pupils achieving Level 5 and above															
		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	67	A	50	B	42	C	38	C	34	D	28	E	15	E*
Mathematics		67		50		44		41		37		32		19	
Science		82		67		60		56		51		45		28	

Average KS2 points score achieved¹															
		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	30.8	A	29.5	B	28.9	C	28.6	C	28.3	D	27.7	E	26.3	E*
Mathematics		30.8		29.4		28.9		28.6		28.3		27.7		26.3	
Science		31.9		30.9		30.4		30.1		29.8		29.3		28.0	
Overall		30.9		29.8		29.4		29.1		28.8		28.3		27.2	

KS1 to KS2 value added score															
		95%		UQ		60%		Median		40%		LQ		5%	
	A*	101.5	A	100.5	B	100.1	C	99.9	C	99.6	D	99.2	E	98.1	E*

Table 2.3.6: Schools with 1999 Key Stage 1 average points score of: greater than or equal to 18

Percentage of pupils achieving Level 4 and above															
		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	100	A	100	B	100	C	98	C	94	D	91	E	78	E*
Mathematics		100		100		98		94		92		88		73	
Science		100		100		100		100		100		97		87	

Percentage of pupils achieving Level 5 and above															
		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	91	A	67	B	58	C	52	C	47	D	40	E	21	E*
Mathematics		100		67		60		55		50		43		17	
Science		100		79		73		69		64		55		25	

Average KS2 points score achieved¹															
		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	33.0	A	31.0	B	30.3	C	29.8	C	29.4	D	28.9	E	27.0	E*
Mathematics		33.0		30.9		30.2		29.9		29.5		29.0		27.0	
Science		33.0		31.8		31.4		31.0		30.7		30.1		27.0	
Overall		32.1		31.0		30.6		30.3		30.0		29.4		28.2	

KS1 to KS2 value added score															
		95%		UQ		60%		Median		40%		LQ		5%	
	A*	101.0	A	100.1	B	99.7	C	99.3	C	99.1	D	98.8	E	97.8	E*

KEY STAGE 2

Table 2.3.7: Schools with percentage of pupils "known to be eligible for FSM" of: up to and including 8%

Percentage of pupils achieving Level 4 and above

		95%	A	UQ	B	60%	C	Median	C	40%	D	LQ	E	5%	E*
English	A*	100	A	93	B	89	C	86	C	83	D	79	E	64	E*
Mathematics		100		90		86		83		80		75		59	
Science		100		100		97		95		93		90		80	

Percentage of pupils achieving Level 5 and above

		95%	A	UQ	B	60%	C	Median	C	40%	D	LQ	E	5%	E*
English	A*	64	A	45	B	38	C	33	C	30	D	23	E	10	E*
Mathematics		64		47		40		36		33		27		13	
Science		81		63		56		51		47		39		20	

Average KS2 points score achieved¹

		95%	A	UQ	B	60%	C	Median	C	40%	D	LQ	E	5%	E*
English	A*	30.6	A	29.1	B	28.5	C	28.1	C	27.8	D	27.0	E	25.3	E*
Mathematics		30.6		29.1		28.5		28.1		27.7		27.0		25.2	
Science		31.8		30.6		30.1		29.8		29.4		28.9		27.2	
Overall		30.7		29.5		29.0		28.7		28.3		27.8		26.2	

KS1 to KS2 value added score

		95%	A	UQ	B	60%	C	Median	C	40%	D	LQ	E	5%	E*
	A*	101.9	A	100.9	B	100.4	C	100.2	C	99.9	D	99.5	E	98.5	E*

Table 2.3.8: Schools with percentage of pupils "known to be eligible for FSM" of: more than 8% and up to 20%

Percentage of pupils achieving Level 4 and above

		95%	A	UQ	B	60%	C	Median	C	40%	D	LQ	E	5%	E*
English	A*	94	A	85	B	81	C	78	C	75	D	69	E	55	E*
Mathematics		94		83		78		75		71		65		51	
Science		100		95		92		90		88		84		71	

Percentage of pupils achieving Level 5 and above

		95%	A	UQ	B	60%	C	Median	C	40%	D	LQ	E	5%	E*
English	A*	51	A	34	B	28	C	25	C	21	D	17	E	6	E*
Mathematics		52		36		31		28		24		19		9	
Science		68		51		44		40		36		29		14	

Average KS2 points score achieved¹

		95%	A	UQ	B	60%	C	Median	C	40%	D	LQ	E	5%	E*
English	A*	29.6	A	28.0	B	27.4	C	27.0	C	26.6	D	25.9	E	24.3	E*
Mathematics		29.5		28.1		27.4		27.0		26.6		25.9		24.2	
Science		31.0		29.7		29.2		28.8		28.5		27.9		26.3	
Overall		29.7		28.5		28.0		27.6		27.3		26.7		25.2	

KS1 to KS2 value added score

		95%	A	UQ	B	60%	C	Median	C	40%	D	LQ	E	5%	E*
	A*	101.8	A	100.7	B	100.2	C	99.9	C	99.6	D	99.2	E	98.1	E*

KEY STAGE 2

Table 2.3.9: Schools with percentage of pupils "known to be eligible for FSM" of: more than 20% and up to 35%

Percentage of pupils achieving Level 4 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	89	A	77	B	71	C	68	C	65	D	59	E	45	E*
Mathematics		88		75		70		67		62		56		42	
Science		98		90		87		83		81		75		61	

Percentage of pupils achieving Level 5 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	40	A	25	B	20	C	17	C	15	D	11	E	3	E*
Mathematics		43		29		23		20		17		13		5	
Science		59		40		33		29		25		19		8	

Average KS2 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	28.6	A	26.8	B	26.2	C	25.7	C	25.3	D	24.7	E	23.0	E*
Mathematics		28.6		27.0		26.3		25.8		25.4		24.7		23.1	
Science		30.3		28.8		28.1		27.8		27.4		26.6		25.1	
Overall		28.9		27.4		26.8		26.4		26.1		25.4		24.0	

KS1 to KS2 value added score

		95%		UQ		60%		Median		40%		LQ		5%	
	A*	101.8	A	100.6	B	100.1	C	99.8	C	99.5	D	99.0	E	97.8	E*

Table 2.3.10: Schools with percentage of pupils "known to be eligible for FSM" of: more than 35% and up to 50%

Percentage of pupils achieving Level 4 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	86	A	71	B	65	C	62	C	58	D	52	E	38	E*
Mathematics		86		71		64		60		56		50		35	
Science		97		87		81		78		74		68		53	

Percentage of pupils achieving Level 5 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	36	A	21	B	16	C	13	C	11	D	7	E	0	E*
Mathematics		38		23		18		15		13		10		3	
Science		53		33		26		22		19		14		5	

Average KS2 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	28.1	A	26.2	B	25.3	C	24.9	C	24.5	D	23.8	E	22.3	E*
Mathematics		28.1		26.3		25.5		25.1		24.7		23.9		22.2	
Science		29.8		28.1		27.4		27.0		26.5		25.8		24.2	
Overall		28.4		26.7		26.1		25.7		25.3		24.6		23.2	

KS1 to KS2 value added score

		95%		UQ		60%		Median		40%		LQ		5%	
	A*	102.1	A	100.6	B	100.0	C	99.6	C	99.3	D	98.7	E	97.5	E*

KEY STAGE 2

Table 2.3.11: Schools with percentage of pupils "known to be eligible for FSM" of: **more than 50%**

Percentage of pupils achieving Level 4 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	83	A	69	B	62	C	58	C	54	D	46	E	29	E*
Mathematics		86		70		62		58		53		47		31	
Science		95		84		79		76		72		64		45	

Percentage of pupils achieving Level 5 and above

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	32	A	18	B	14	C	11	C	9	D	5	E	0	E*
Mathematics		38		22		17		14		12		8		0	
Science		52		30		24		20		17		11		2	

Average KS2 points score achieved¹

		95%		UQ		60%		Median		40%		LQ		5%	
English	A*	27.5	A	25.8	B	24.9	C	24.4	C	24.0	D	23.1	E	21.4	E*
Mathematics		28.1		26.1		25.2		24.8		24.3		23.5		21.8	
Science		29.8		27.8		27.0		26.6		26.1		25.3		23.4	
Overall		28.2		26.5		25.7		25.3		24.8		24.1		22.5	

KS1 to KS2 value added score

		95%		UQ		60%		Median		40%		LQ		5%	
	A*	102.4	A	100.7	B	100.0	C	99.7	C	99.2	D	98.6	E*	97.2	E*

APPENDIX B

Consistent Financial Reporting Income and Expenditure per pupil by type of school'

Description	Reference	Infant schools Average £/pupil	Junior schools Average £/pupil	First schools Average £/pupil	'First & Middle' schools Average £/pupil	Infant & Junior' schools Average £/pupil	Middle deemed Primary schools Average £/pupil
Income							
Funds delegated by the LEA	I01	£2,352.28	£2,007.02	£2,517.25	£2,492.16	£2,245.13	£2,123.06
Funding for sixth form students	I02	£0.00	£0.00	£0.11	£0.00	£0.39	£0.00
SEN funding (excluding special schools)	I03	£187.60	£190.75	£210.58	£251.52	£175.78	£263.58
Funding for minority ethnic pupils	I04	£20.49	£15.41	£11.34	£25.62	£16.56	£11.54
Standards fund	I05	£218.02	£188.42	£284.81	£268.36	£250.51	£212.76
Other government grants	I06	£11.40	£7.86	£4.19	£5.37	£12.31	£3.08
Other grants and payments received	I07	£14.16	£13.19	£19.94	£14.89	£17.52	£11.62
Income from facilities and services	I08	£44.76	£43.06	£44.13	£48.64	£44.67	£40.58
Income from catering	I09	£12.25	£16.17	£18.84	£9.47	£19.04	£8.71
Receipts from supply teacher insurance claims	I10	£17.36	£15.22	£19.71	£28.99	£19.12	£21.31
Receipts from other insurance claims	I11	£4.70	£3.41	£3.16	£10.13	£3.92	£4.36
Income from contributions to visits	I12	£3.86	£19.36	£7.56	£14.48	£12.19	£18.83
Donations and/or private funds	I13	£22.31	£23.95	£37.63	£40.78	£32.21	£23.17

Source of data: DfES

APPENDIX B

Consistent Financial Reporting Income and Expenditure per pupil by type of school¹

Description	Reference	Infant schools Average £/pupil	Junior schools Average £/pupil	First schools Average £/pupil	'First & Middle' schools Average £/pupil	Infant & Junior' schools Average £/pupil	Middle deemed Primary schools Average £/pupil
Expenditure							
Teaching staff	E01	£1,583.86	£1,444.54	£1,771.77	£1,748.13	£1,563.20	£1,606.50
Supply staff	E02	£80.74	£73.14	£99.29	£87.56	£89.20	£75.71
Education support staff	E03	£392.77	£213.28	£355.63	£335.55	£300.28	£237.63
Premises staff	E04	£72.94	£68.09	£70.69	£80.80	£70.26	£68.43
Administration and clerical staff	E05	£130.87	£102.08	£138.00	£133.90	£111.76	£105.61
Catering staff	E06	£2.50	£4.04	£1.43	£2.67	£3.13	£0.64
Cost of other employees	E07	£66.98	£43.94	£66.33	£56.91	£56.53	£37.40
Indirect employee expenses	E08	£8.03	£7.51	£9.83	£9.51	£8.21	£10.14
Staff development and training	E09	£22.74	£17.38	£25.98	£20.58	£20.14	£18.68
Supply teacher insurance	E10	£23.94	£20.60	£34.25	£29.63	£23.57	£24.31
Staff related insurance	E11	£4.53	£3.51	£4.63	£5.11	£4.27	£2.90
Building maintained and improvement	E12	£66.04	£56.58	£74.22	£74.73	£63.06	£67.30
Grounds maintenance and improvement	E13	£9.68	£11.14	£16.09	£18.58	£11.89	£12.75
Cleaning and caretaking	E14	£30.91	£26.54	£42.08	£31.76	£32.81	£28.28
Water and sewage	E15	£7.79	£7.41	£8.49	£7.24	£8.22	£6.63
Energy	E16	£27.17	£25.75	£35.38	£32.10	£29.06	£26.76
Rates	E17	£39.58	£36.07	£39.90	£38.53	£32.73	£41.96
Other occupation costs	E18	£9.18	£7.75	£10.35	£9.44	£11.16	£8.22
Learning resources (not for ICT)	E19	£93.74	£120.52	£122.64	£137.68	£124.62	£119.73
ICT learning resources	E20	£31.76	£32.83	£35.23	£31.11	£34.29	£28.34
Exam fees	E21	£0.05	£0.12	£0.09	£0.04	£0.12	£0.08
Administration supplies	E22	£34.32	£33.09	£37.56	£35.27	£35.54	£32.09
Other insurance premiums	E23	£10.90	£10.83	£12.76	£16.01	£11.59	£12.66
Special facilities	E24	£4.19	£4.64	£3.45	£3.65	£4.25	£7.05
Catering supplies	E25	£50.73	£55.16	£61.43	£57.51	£60.85	£47.06
Agency supply staff	E26	£23.53	£38.87	£13.88	£59.83	£38.98	£35.29
Bought in professional services - curriculum	E27	£18.55	£25.06	£28.73	£29.87	£26.42	£22.99
Bought in professional services	E28	£54.25	£45.19	£51.20	£64.07	£52.57	£31.06
Loan interest	E29	£0.12	£0.14	£0.10	£0.07	£0.19	£0.13
Direct revenue financing (revenue contributions to capital outlay)	E30	£3.57	£4.63	£7.21	£3.52	£4.59	£5.04

Source of data: DfES

¹There is no balance or capital income and expenditure data shown. Due to the nature of these categories the DfES has suggested a three year average should be given rather than a single year figure. As this is the first year of CFR a three year average is not currently available.

APPENDIX C

Planned expenditure £/Pupil 03/04 and percentage change per LEA in planned expenditure from 02/03 to 03/04

	School Budget										LEA Budget									
	Overall schools budget £/Pupil	% Change in planned expenditure	ISB including devolved standards funds	% Change in planned expenditure	SEN provision	% Change in planned expenditure	Pupil Referral Units	% Change in planned expenditure	Education out of school	% Change in planned expenditure	Overall LEA budget	% Change in planned expenditure	Statutory/regulatory duties	% Change in planned expenditure	Other Strategic Mgt	% Change in planned expenditure	School Improvement including EDP	% Change in planned expenditure	Home to school transport	% Change in planned expenditure
ENGLAND - Average (median)	3,029	10%	2,690	8%	112	16%	23	25%	8	11%	372	6%	55	9%	33	5%	33	24%	77	9%
ENGLAND - Minimum	2,742	4%	2,386	-1%	-87	-160%	0	-69%	0	-60%	243	-19%	30	-30%	-1	-100%	10	-68%	2	-95%
ENGLAND - Maximum	4,584	15%	4,189	14%	264	690%	99	5046%	77	1552%	831	45%	108	87%	283	413%	83	214%	221	136%

LONDON - Average (median)	3,588	10%	3,186	9%	167	12%	31	21%	8	11%	407	5%	62	7%	24	5%	38	9%	80	12%
LONDON - Minimum	2,996	4%	2,621	1%	-87	-160%	1	-89%	0	-90%	243	-19%	34	-16%	0	-27%	18	-68%	34	-16%
LONDON - Maximum	4,584	15%	4,189	14%	264	690%	99	4127%	77	543%	831	13%	108	75%	260	203%	83	71%	118	126%
Barking and Dagenham	3,476	11%	3,104	7%	114	12%	34	4127%	77	145%	392	8%	86	41%	25	203%	66	18%	60	13%
Barnet	3,495	9%	3,121	7%	187	10%	39	59%	1	-44%	309	6%	42	2%	23	5%	26	26%	103	31%
Bexley	3,107	10%	2,662	7%	264	34%	33	2%	2	-51%	329	6%	61	11%	7	2%	52	71%	65	86%
Brent	3,467	14%	3,189	14%	118	5%	25	9%	17	9%	453	11%	61	28%	84	0%	23	-14%	71	-6%
Bromley	2,996	9%	2,634	10%	198	7%	13	-10%	8	124%	243	-2%	46	-15%	2	87%	18	-11%	61	-4%
Camden	4,584	5%	3,815	1%	170	77%	45	-3%	1	-79%	518	-9%	59	-16%	25	49%	28	-4%	94	3%
Croydon	3,234	5%	2,771	4%	231	40%	61	24%	17	25%	369	-1%	58	-2%	19	-27%	38	-2%	88	42%
Ealing	3,604	12%	3,154	10%	160	4%	22	11%	10	9%	452	5%	67	10%	31	1%	41	5%	105	126%
Enfield	3,507	10%	3,163	10%	171	7%	20	9%	7	543%	361	2%	60	0%	31	-5%	33	3%	85	8%
Greenwich	3,915	10%	3,510	9%	107	31%	37	-2%	5*	526	526	5%	54	4%	64	3%	54	42%	80	4%
Hackney	4,357	12%	3,505	8%	198	10%	42	21%	76*	460	5%	67	8%	32	9%	68	61%	113	57%	
Hammersmith and Fulham	4,122	9%	3,422	5%	180	59%	76	63%	0	0%	541	-3%	62	3%	10	-1%	34	40%	118	36%
Haringey	3,778	4%	3,342	2%	182	14%	56	50%	11	3%	509	4%	66	10%	46	24%	54	4%	89	5%
Harrow	3,370	11%	3,014	9%	201	38%	15	33%	15	5%	366	8%	64	5%	36	0%	38	37%	64	17%
Havering	3,134	8%	2,882	8%	60	0%	22	41%	1	-90%	279	13%	60	15%	14	0%	30	24%	34	12%
Hillingdon	3,262	11%	2,986	11%	162	-5%	1	-89%	1	-86%	346	11%	34	-1%	23	19%	43	31%	92	25%
Hounslow	3,611	11%	3,278	11%	133	11%	26	19%	8	50%	372	5%	71	3%	20	5%	55	11%	65	5%
Islington	4,166	11%	3,612	12%	168	16%	63	20%	6	25%	601	-19%	89	60%	44	0%	22	-68%	76	2%
Kensington and Chelsea	4,549	10%	3,848	6%	121	690%	99	6%	2	13%	831	-7%	63	-2%	16	4%	83	-2%	101	19%
Kingston upon Thames	3,174	9%	2,937	10%	136	9%	10	-19%	8	18%	385	9%	58	12%	34	5%	32	24%	80	10%
Lambeth	4,280	11%	3,593	11%	183	-4%	72	68%	53	61%	749	2%	66	0%	54	16%	61	25%	37	-16%
Lewisham	4,117	9%	3,524	9%	218	17%	79	37%	82	24%	551	6%	72	75%	82	-4%	57	9%	83	17%
Merton	3,293	10%	2,973	8%	158	17%	26*	17%	3	-90%	408	9%	84	69%	83	3%	34	0%	55	-5%
Newham	3,744	11%	3,296	12%	165	18%	16	46%	20	28%	407	-3%	56	2%	40	9%	44	-4%	56	-1%
Redbridge	3,184	10%	2,923	9%	61	9%	12	41%	11	-16%	391	3%	63	7%	42	6%	29	1%	69	7%
Richmond upon Thames	3,219	10%	2,850	11%	174	12%	29	22%	3	33%	390	6%	58	-2%	40	7%	31	9%	81	15%
Southwark	4,248	15%	3,612	9%	171	76%	93	47%	2	62%	542	-5%	57	8%	110	0%	56	13%	80	13%
Sutton	3,207	11%	2,834	11%	160	-4%	13	3%	21	23%	328	9%	64	28%	24	26%	39	15%	62	18%
Tower Hamlets	4,511	10%	4,141	9%	149	22%	52	8%	12	17%	618	6%	49	8%	49	24%	69	18%	97	18%
Waltham Forest	3,572	7%	3,282	7%	6	-160%	15	141%	18	4%	381	-18%	74	27%	31	-1%	33	-50%	73	11%
Wandsworth	3,664	11%	3,496	11%	-87	18%	42	8%	10	4%	482	2%	49	-16%	62	162%	37	7%	82	-3%
Westminster	4,045	6%	3,488	6%	218	8%	14*	8%	59	7%	603	6%	108	67%	10	0%	77	-19%	118	39%

	School Budget										LEA Budget									
	Overall schools budget £/Pupil	% Change in planned expenditure	ISB including devolved standards funds	% Change in planned expenditure	SEN provision	% Change in planned expenditure	Pupil Referral Units	% Change in planned expenditure	Education out of school	% Change in planned expenditure	Overall LEA budget	% Change in planned expenditure	Statutory / regulatory duties	% Change in planned expenditure	Other Strategic Mgt	% Change in planned expenditure	School improvement including EDP	% Change in planned expenditure	Home to school transport	% Change in planned expenditure
UPPER TIER - Average (median)	2,900	9%	2,583	8%	105	15%	15	19%	10	11%	376	8%	44	14%	31	2%	31	33%	120	9%
UPPER TIER - Minimum	2,763	7%	2,428	5%	50	-24%	0	-42%	1	-64%	306	-3%	34	-16%	5	-30%	20	-4%	66	-35%
UPPER TIER - Maximum	3,072	13%	2,796	11%	196	53%	55	208%	43	1552%	461	17%	69	58%	109	29%	61	214%	202	25%
Bedfordshire	2,923	8%	2,643	7%	75	47%	20	-4%	34	3%	331	17%	41	20%	41	29%	49	79%	140	22%
Buckinghamshire	2,984	13%	2,592	11%	160	39%	24	9%	3	11%	441	5%	41	-7%	41	-4%	39	8%	202	22%
Cambridgeshire	2,899	12%	2,516	9%	196	53%	1	-37%	9	-27%	374	6%	56	20%	33	-3%	29	36%	86	-35%
Cheshire	2,918	10%	2,554	7%	130	42%	0	0%	9	38%	368	9%	41	23%	44	1%	29	54%	106	8%
Cornwall	2,825	9%	2,532	8%	106	14%	7	7	36	13%	357	3%	46	25%	30	7%	39	5%	117	6%
Cumbria	2,947	9%	2,623	7%	94	7%	24	6%	2	12%	394	9%	42	22%	56	7%	22	16%	134	10%
Derbyshire	2,842	10%	2,542	10%	88	14%	17	29%	19	-30%	348	5%	57	14%	36	-25%	29	29%	84	9%
Devon	2,809	10%	2,541	9%	64	-4%	8	104%	24	47%	461	12%	53	-3%	42	6%	31	38%	182	12%
Dorset	2,957	9%	2,574	8%	196	13%	23	35%	15	15%	378	10%	40	7%	32	10%	25	39%	142	3%
Durham	2,990	10%	2,709	8%	118	15%	7	141%	12	42%	411	13%	36	4%	34	5%	53	214%	134	8%
East Sussex	3,072	10%	2,700	9%	140	3%	18	186%	10	16%	341	8%	35	-13%	26	13%	34	55%	96	11%
Essex	2,989	9%	2,696	8%	114	16%	12	48%	43	98%	331	2%	34	16%	19	-30%	31	46%	125	9%
Gloucestershire	2,855	9%	2,529	11%	103	-19%	7	19%	32	21%	326	6%	54	18%	51	13%	24	11%	95	13%
Hampshire	2,913	9%	2,623	9%	83	8%	19	46%	11	-7%	337	4%	46	13%	24	3%	24	24%	107	1%
Hertfordshire	3,039	9%	2,764	9%	94	-1%	11	3%	17	16%	357	16%	41	5%	23	1%	31	21%	103	17%
Kent	3,035	10%	2,743	8%	106	43%	16	-35%	5	-19%	306	-3%	41	-5%	23	0%	27	-4%	130	6%
Lancashire	2,948	7%	2,605	5%	90	46%	55	2%	2	383%	385	5%	45	5%	61	-5%	33	33%	106	11%
Leicestershire	2,765	8%	2,472	10%	122	-24%	0	0%	7	-27%	398	13%	57	15%	22	1%	42	37%	116	10%
Lincolnshire	2,842	10%	2,567	10%	60	0%	38	139%	5	-64%	438	8%	50	58%	35	1%	24	41%	183	9%
Norfolk	2,881	8%	2,616	7%	66	9%	8	-42%	14	52%	426	13%	69	54%	33	16%	41	-4%	170	20%
North Yorkshire	2,944	9%	2,616	6%	119	18%	7	11%	22	1552%	374	4%	35	-16%	18	5%	30	33%	150	15%
Northamptonshire	2,880	12%	2,637	10%	83	11%	17	37%	4	13%	335	4%	43	7%	26	18%	29	10%	93	-2%
Northumberland	2,850	8%	2,614	7%	142	30%	5	-9%	14	11%	416	3%	49	-12%	66	7%	28	42%	165	11%
Nottinghamshire	2,897	11%	2,609	10%	161	14%	5	3%	10	6%	374	14%	42	-1%	62	25%	34	55%	66	12%
Oxfordshire	2,972	9%	2,594	8%	95	27%	17	26%	1	-61%	411	14%	40	16%	34	-2%	46	61%	136	5%
Shropshire	2,814	10%	2,451	9%	128	45%	4	208%	5	18%	397	8%	34	-12%	46	13%	20	1%	187	25%
Somerset	2,859	9%	2,571	9%	88	-9%	15	43%	16	-16%	448	15%	44	-13%	28	-1%	61	126%	112	0%
Staffordshire	2,819	11%	2,566	10%	56	20%	6	12%	9	-26%	348	14%	53	27%	44	0%	24	25%	93	18%
Suffolk	2,864	9%	2,626	8%	87	28%	30	16%	20	42%	332	12%	65	31%	20	1%	27	25%	113	7%
Surrey	2,982	10%	2,664	10%	124	22%	24	33%	6	5%	401	9%	62	22%	26	3%	37	24%	144	9%
Warwickshire	2,902	11%	2,555	8%	102	46%	39	55%	6	4%	401	15%	43	16%	45	12%	47	34%	121	15%
West Sussex	2,993	10%	2,654	8%	138	50%	9	-12%	25	48%	326	7%	55	15%	17	1%	28	21%	93	7%
Wiltshire	2,821	11%	2,472	11%	173	17%	23	42%	8	-25%	418	14%	55	16%	31	-4%	34	18%	160	20%
Worcestershire	2,763	9%	2,509	8%	50	10%	33	62%	1	3%	336	6%	45	1%	10	-11%	44	54%	104	-2%

	School Budget										LEA Budget									
	Overall schools budget £/Pupil	% Change in planned expenditure	ISB including devolved standards funds	% Change in planned expenditure	SEN provision	% Change in planned expenditure	Pupil Referral Units	% Change in planned expenditure	Education out of school	% Change in planned expenditure	Overall LEA budget	% Change in planned expenditure	Statutory / regulatory duties	% Change in planned expenditure	Other Strategic Mgt	% Change in planned expenditure	School improvement including EDP	% Change in planned expenditure	Home to school transport	% Change in planned expenditure
METROPOLITAN - Average (median)	3,040	9%	2,731	8%	103	10%	24	30%	7	7%	362	5%	56	15%	49	5%	33	25%	55	7%
METROPOLITAN - Minimum	2,775	6%	2,460	3%	44	-23%	0	-52%	0	-72%	260	-10%	32	-17%	13	-14%	10	-32%	31	-26%
METROPOLITAN - Maximum	3,433	12%	3,123	11%	224	77%	70	420%	28	239%	472	14%	81	61%	165	46%	56	140%	83	136%
Barnsley	2,920	8%	2,633	6%	119	36%	21	111%	7	6%	372	14%	70	30%	45	-14%	38	37%	47	43%
Birmingham	3,362	10%	3,051	9%	103	20%	33	12%	7	239%	372	-10%	59	4%	38	2%	37	-2%	71	1%
Bolton	2,903	9%	2,603	8%	96	-7%	9	3%	8	20%	311	12%	56	16%	40	24%	27	39%	61	63%
Bradford	3,097	10%	2,870	9%	61	24%	29	49%	15	55%	386	13%	54	24%	72	46%	33	82%	74	22%
Bury	2,893	11%	2,576	11%	115	3%	42	17%	5	7%	322	14%	61	7%	49	5%	27	12%	31	-7%
Calderdale	2,918	9%	2,661	8%	105	12%	0	0%	17	-16%	355	12%	56	12%	38	12%	45	5%	55	62%
Coventry	3,114	9%	2,817	7%	135	14%	8	420%	13	46%	430	6%	67	28%	58	19%	54	140%	56	18%
Doncaster	3,037	9%	2,776	7%	57	14%	46	41%	1	-42%	392	11%	70	23%	70	8%	38	22%	64	9%
Dudley	2,851	10%	2,583	9%	130	10%	31	95%	20	-11%	342	5%	52	43%	37	6%	10	3%	38	3%
Gateshead	3,078	10%	2,723	8%	179	20%	29	103%	11	-22%	420	4%	57	17%	71	5%	56	19%	41	8%
Kirklees	2,967	11%	2,742	9%	63	4%	10	23%	11	60%	352	10%	59	14%	36	8%	32	55%	44	4%
Knowsley	3,178	6%	2,938	3%	101	66%	41	365%	4	10%	449	7%	62	9%	72	6%	44	43%	53	-10%
Leeds	3,047	10%	2,849	8%	44	5%	38	170%	12	56%	394	-3%	59	4%	54	-2%	30	4%	58	8%
Liverpool	3,332	7%	3,035	7%	113	-9%	12	49%	6	2%	431	-9%	59	16%	60	2%	54	30%	56	136%
Manchester	3,433	11%	3,037	7%	224	77%	8	30%	18	-37%	457	8%	75	1%	75	1%	38	49%	83	-26%
Newcastle upon Tyne	3,052	9%	2,722	7%	88	21%	27	13%	2	-72%	408	6%	46	-17%	121	-9%	44	32%	43	-2%
North Tyneside	2,945	9%	2,677	7%	81	6%	18	42%	2	5%	306	-6%	53	11%	61	11%	27	-16%	46	34%
Oldham	3,077	9%	2,744	6%	86	16%	0	0%	23	110%	305	7%	52	23%	33	-7%	30	36%	36	5%
Rochdale	3,110	11%	2,761	11%	98	-12%	35	77%	3	-11%	365	7%	56	9%	63	36%	27	27%	53	4%
Rotherham	3,092	12%	2,711	9%	142	7%	23	19%	7	129%	287	5%	59	12%	29	2%	24	10%	46	18%
Salford	3,187	10%	2,779	9%	146	-1%	70	250%	8	85%	351	1%	55	16%	74	2%	26	29%	56	62%
Sandwell	3,119	11%	2,934	11%	104	-2%	39	26%	0	0%	367	8%	49	-11%	62	6%	37	49%	57	10%
Sefton	3,054	6%	2,776	4%	98	-16%	7	-52%	9	71%	283	-1%	32	2%	38	9%	37	9%	57	-1%
Sheffield	3,006	10%	2,611	8%	93	6%	24	91%	8	19%	392	12%	53	6%	65	-2%	36	38%	63	11%
Solihull	2,775	9%	2,497	8%	129	10%	12	22%	5	7%	291	7%	62	4%	33	13%	35	28%	56	7%
South Tyneside	3,049	9%	2,796	9%	101	-7%	36	9%	2	-24%	443	2%	67	21%	87	12%	37	-32%	39	5%
St. Helens	3,050	9%	2,725	8%	105	23%	43	87%	4	171%	359	11%	58	26%	64	2%	45	48%	55	-11%
Stockport	2,901	10%	2,486	7%	186	1%	25	15%	28	24%	260	3%	53	47%	25	13%	18	-31%	49	9%
Sunderland	2,977	10%	2,774	10%	49	33%	23	-5%	5	21%	382	14%	75	40%	75	30%	37	11%	46	11%
Tameside	2,954	9%	2,629	6%	90	47%	16	181%	18	11%	314	-1%	72	31%	58	10%	31	2%	33	4%
Trafford	2,853	8%	2,566	7%	196	14%	0	0%	4	-50%	280	-7%	36	38%	43	18%	16	9%	81	5%
Wakefield	2,845	11%	2,606	9%	108	56%	26	8%	5	-33%	335	4%	46	25%	48	5%	36	40%	52	-1%
Walsall	2,955	9%	2,636	6%	153	40%	4	31%	15	31%	311	4%	81	61%	41	4%	30	4%	36	23%
Wigan	2,929	10%	2,736	10%	52	-2%	11	1%	14	1%	373	5%	56	14%	80	4%	32	24%	57	2%
Wirral	3,019	8%	2,736	9%	125	-15%	13	10%	1	5%	360	3%	58	-1%	64	5%	32	-7%	76	4%
Wolverhampton	3,044	10%	2,821	10%	47	-23%	61	31%	0	-11%	472	3%	65	12%	93	-5%	30	38%	57	6%

	School Budget										LEA Budget									
	Overall schools budget £/Pupil	% Change in planned expenditure	ISB including devolved standards funds	% Change in planned expenditure	SEN provision	% Change in planned expenditure	Pupil Referral Units	% Change in planned expenditure	Education out of school	% Change in planned expenditure	Overall LEA budget	% Change in planned expenditure	Statutory / regulatory duties	% Change in planned expenditure	Other Strategic Mgt	% Change in planned expenditure	School improvement including EDP	% Change in planned expenditure	Home to school transport	% Change in planned expenditure
UNITARY - Average (median)	3,016	9%	2,671	8%	100	24%	23	26%	9	15%	350	6%	53	6%	27	5%	30	23%	76	10%
UNITARY - Minimum	2,742	4%	2,396	-1%	29	-21%	0	-35%	0	-78%	258	-15%	30	-30%	0	-100%	10	-36%	2	-95%
UNITARY - Maximum	3,383	13%	3,223	12%	211	140%	61	5046%	54	271%	606	87%	104	87%	122	413%	68	189%	221	90%
Bath & North East Somerset	3,006	10%	2,769	9%	62	29%	3		9	33%	419	14%	45	7%	53	6%	28	7%	115	19%
Blackburn with Darwen	3,209	10%	2,787	8%	128	45%	21	53%	0	0%	418	19%	53	4%	6	6%	42	37%	70	48%
Blackpool	3,023	10%	2,596	8%	211	46%	34	4%	0		277	4%	53	16%	8	24%	33	20%	15	-71%
Bournemouth	2,894	7%	2,496	4%	181	34%	25	12%	6	56%	360	2%	55	9%	24	-3%	30	8%	61	11%
Bracknell Forest	2,999	10%	2,587	9%	203	13%	38	45%	14	3%	481	26%	61	-2%	24	18%	56	102%	127	22%
Brighton and Hove	3,119	7%	2,681	5%	182	17%	3	4%	17	183%	316	-3%	43	-19%	23	5%	30	-8%	72	-8%
City of Bristol	3,286	9%	2,844	7%	78	43%	21	19%	25	42%	405	8%	52	7%	78	5%	14	28%	84	22%
City of Kingston Upon Hull	3,144	8%	2,903	9%	103	17%	47	12%	3	-16%	385	3%	43	-2%	53	6%	29	15%	64	7%
Darlington	2,916	13%	2,550	10%	96	21%	22	10%	13	44%	314	-5%	44	0%	33	10%	35	-2%	76	10%
Derby	3,010	10%	2,704	10%	75	-2%	59	78%	1	-73%	320	12%	39	3%	46	3%	36	59%	62	11%
East Riding of Yorkshire	2,789	9%	2,591	8%	29	140%	15	26%	3	6%	351	4%	33	-30%	31	1%	31	104%	156	6%
Halton	3,250	10%	2,835	7%	161	15%	20	5046%	15	132%	382	11%	59	0%	65	76%	35	31%	57	8%
Hartlepool	3,018	11%	2,725	8%	129	35%	41	25%	6	15%	380	1%	46	-22%	47	2%	37	8%	58	19%
Herefordshire	2,742	10%	2,448	8%	111	53%	33	26%	11	11%	549	15%	79	61%	21	23%	31	-7%	221	12%
Isle of Wight	3,149	7%	2,730	6%	197	8%	18		5	-67%	391	13%	39	1%	18	3%	68	160%	76	9%
Leicester	3,133	11%	2,811	9%	93	54%	42	72%	0	-63%	606	45%	78	38%	39	5%	57	16%	82	90%
Luton	3,248	11%	2,899	10%	100	-3%	22	121%	31	271%	387	11%	64	35%	36	2%	39	69%	67	22%
Medway	3,130	10%	2,804	9%	96	23%	46	70%	12	-8%	258	-3%	50	-1%	17	-10%	38	18%	72	1%
Middlesbrough	3,173	4%	2,807	-1%	80	42%	19		54	10%	473	12%	75	27%	76	10%	41	44%	68	20%
Milton Keynes	3,052	12%	2,725	10%	93	2%	13	60%	25	88%	341	-6%	60	6%	13	-30%	33	35%	64	63%
North East Lincolnshire	3,056	10%	2,633	4%	188	112%	23	6%	5	-44%	347	11%	59	25%	62	13%	41	30%	2	-95%
North Lincolnshire	2,832	8%	2,520	5%	129	34%	38	26%	16	15%	407	3%	47	-7%	44	-1%	29	15%	127	27%
North Somerset	2,789	11%	2,468	12%	90	-21%	25	45%	28	-25%	359	17%	62	30%	53	4%	24	38%	105	17%
Nottingham	3,383	11%	3,142	9%	32	17%	14	-11%	22	30%	497	10%	62	7%	50	10%	60	42%	45	37%
Peterborough	3,123	11%	2,811	9%	105	28%	37	270%	22	-4%	432	3%	53	8%	27	18%	40	57%	71	-1%
Plymouth	2,955	7%	2,667	5%	86	39%	27	84%	3	79%	283	-5%	41	3%	47	2%	15	3%	76	-6%
Poole	2,838	7%	2,516	3%	87	21%	22	89%	4	-27%	283	9%	39	14%	19	25%	26	52%	67	3%
Portsmouth	3,135	5%	2,834	4%	82	13%	54	70%	3	-78%	369	10%	104	87%	34	4%	25	-36%	50	2%
Reading	3,207	11%	2,746	12%	152	-2%	29	0%	33	21%	457	6%	52	4%	34	-14%	19	28%	86	4%
Redcar and Cleveland	3,013	8%	2,756	7%	101	24%	27	42%	30	15%	363	8%	42	-18%	40	34%	45	13%	42	11%
Rutland	2,838	9%	2,640	8%	48	69%	0	0%	8	-7%	483	13%	62	23%	28	10%	18	17%	184	8%
Slough	3,373	10%	2,959	9%	145	43%	21	22%	16	-10%	409	22%	56	9%	11	8%	28	8%	80	15%
South Gloucestershire	2,755	8%	2,486	7%	67	47%	28	-4%	6	24%	326	2%	47	2%	50	413%	30	61%	82	8%
Southampton	3,037	6%	2,736	7%	48	5%	41	-4%	9	4%	342	8%	58	11%	0	-100%	41	189%	46	3%
Southend-on-Sea	3,070	8%	2,808	7%	127	75%	16	14%	7	33%	326	11%	45	3%	26	1%	29	33%	81	29%
Stoke-on-Tees	2,995	8%	2,716	6%	129	59%	33	25%	9	89%	334	-2%	56	0%	33	0%	30	17%	70	18%
Stoke-on-Trent	2,996	9%	2,700	10%	116	14%	12	40%	4	-50%	315	-15%	55	7%	51	5%	26	34%	47	2%
Swindon	2,818	10%	2,489	9%	108	15%	23	-35%	32	249%	328	-6%	51	34%	7	-78%	32	86%	76	-7%
Telford & Wrekin	2,867	9%	2,549	7%	45	124%	21	437%	8	-66%	324	6%	55	21%	35	9%	10	16%	83	3%
Thurrock	3,141	9%	2,790	7%	143	16%	23	-8%	14	-21%	350	5%	37	-17%	17	-5%	28	-2%	84	15%
Torbay	2,924	9%	2,617	8%	76	-1%	33	-9%	21	17%	329	0%	60	5%	33	-1%	38	5%	87	13%
Warrington	2,842	10%	2,585	10%	82	8%	7	182%	3	-58%	307	7%	43	19%	28	3%	29	25%	60	0%
West Berkshire	2,988	9%	2,727	9%	75	21%	31	49%	4	97%	306	-19%	30	-2%	18	-2%	21	25%	116	9%

	School Budget										LEA Budget									
	Overall schools budget £/Pupil ¹	% Change in planned expenditure ¹	ISB including devolved standards funds ²	% Change in planned expenditure	SEN provision ³	% Change in planned expenditure	Pupil Referral Units	% Change in planned expenditure	Education out of school	% Change in planned expenditure	Overall LEA budget ⁴	% Change in planned expenditure	Statutory / regulatory duties	% Change in planned expenditure	Other Strategic Mgt	% Change in planned expenditure	School improvement including EDP	% Change in planned expenditure	Home to school transport	% Change in planned expenditure
Windsor and Maidenhead	3,078	10%	2,719	10%	132	32%	13	-2%	7	71%	399	9%	62	20%	21	8%	26	-12%	101	5%
Wokingham	2,879	10%	2,574	9%	70	60%	0	0%	18	23%	333	-4%	37	-29%	28	23%	38	3%	119	33%
York	2,869	7%	2,501	4%	154	15%	23	39%	9	19%	333	10%	58	3%	29	89%	20	11%	85	17%

1 As defined in section 52 regulations 2003-2004. It is the net of DfES grant income such as School School Standards Grants and the Standards Fund, but includes income from the Learning and Skills Council (LSC) and specific formula grant (EIC).

2 The percentage change in net devolved funding to schools reflecting the ISB (Individual Schools Budget), the LEA's contribution to devolved Standards Funds and EIC specific formula grant.

3 The percentage change in planned expenditure on centrally-retained provision for SEN. This includes provision for pupils with statements; specialist support for pupils with and without statements; fees for pupils at non-maintained and independent special schools.

4 As defined in Section 52 regulations 2003-04. It is the net of DfES grant income from Standards Fund. The 2002-03 LEA budget has been adjusted for delegation to make data consistent year on year.