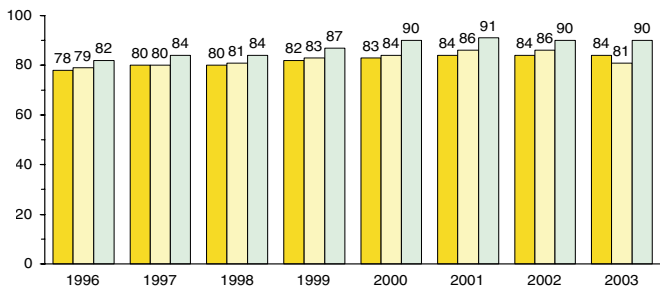
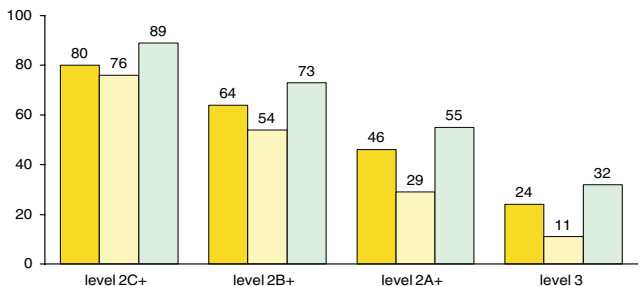


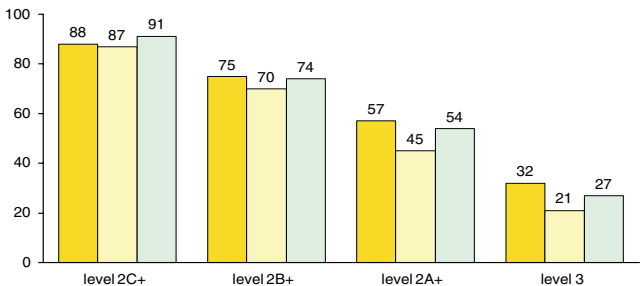
Percentage of 7 year old pupils reaching level 2 or above in reading, writing and mathematics tests at Key Stage 1



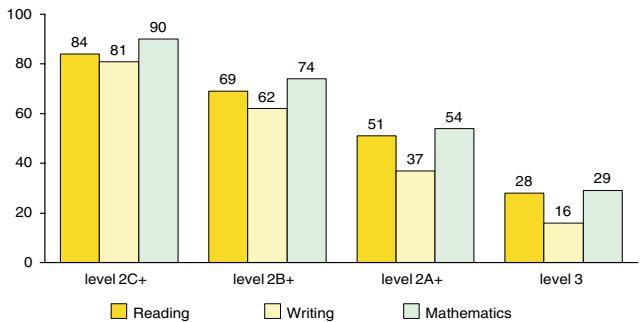
Percentage of 7 year old boys reaching each level in 2003 Key Stage 1 reading, writing and mathematics



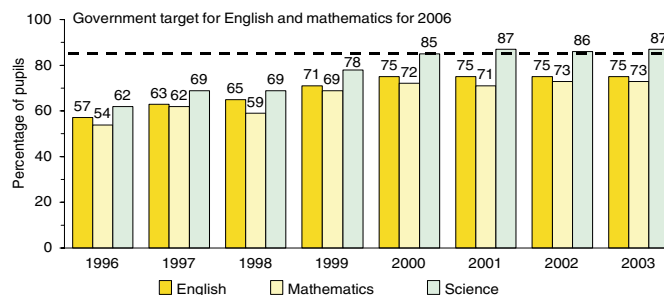
Percentage of 7 year old girls reaching each level in 2003 Key Stage 1 reading, writing and mathematics



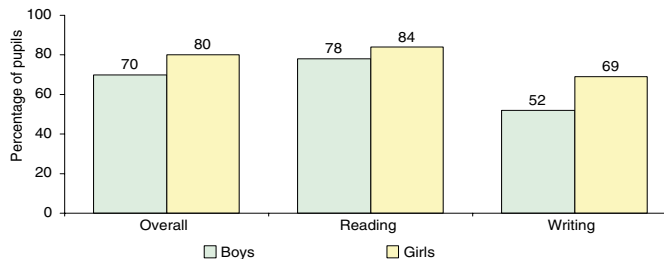
Percentage of 7 year old boys and girls reaching each level in 2003 Key Stage 1 reading, writing and mathematics



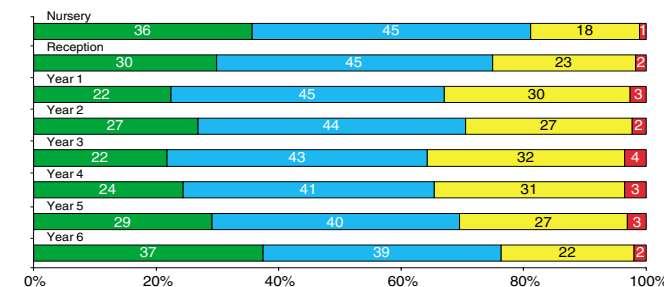
Percentage of 11 year old pupils achieving level 4 or above in English, mathematics and science tests/tasks of Key Stage 2



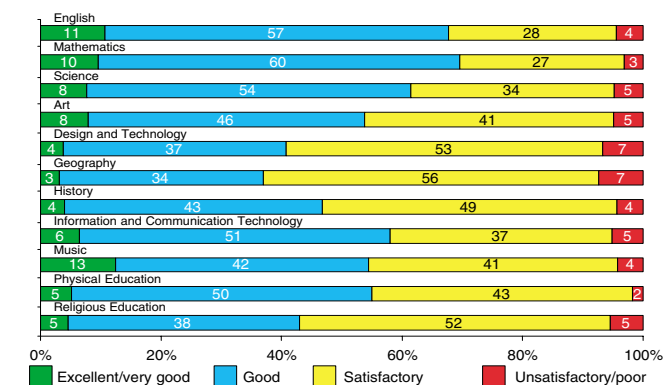
Percentage of 11 year old boys and girls achieving level 4 and above in English tests in 2003



Quality of teaching in lessons (percentage of lessons)

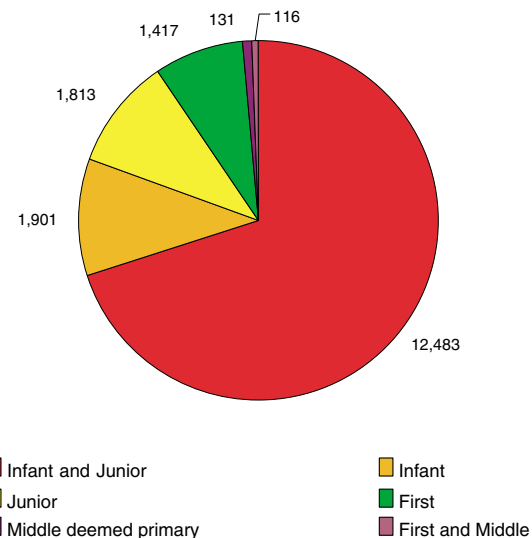


Quality of teaching in subjects (percentage of schools having full inspections)

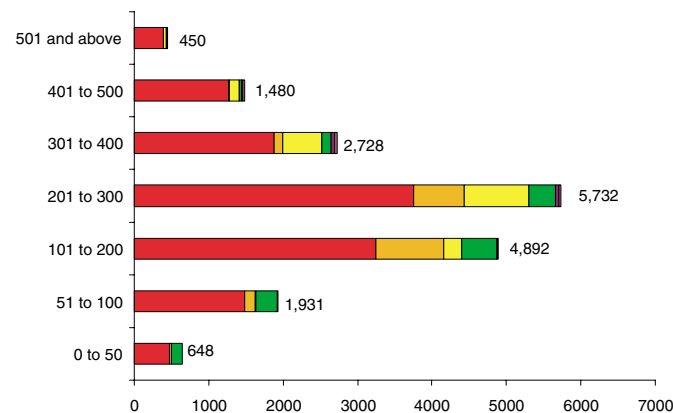


These figures have been rounded and may not add up to 100%

Number of schools by type – 2003



Number of primary schools by number on roll (FTE) and type – 2003



Number and types of Primary school

Primary schools	17,861
Church of England schools	4,493
Roman Catholic schools	1,724
Other schools with religious character	108

Teachers and pupils

Total number of qualified teachers (FTE)	184,009
Average pupil/teacher ratio	22.6
Average free school meal percentage	17.9



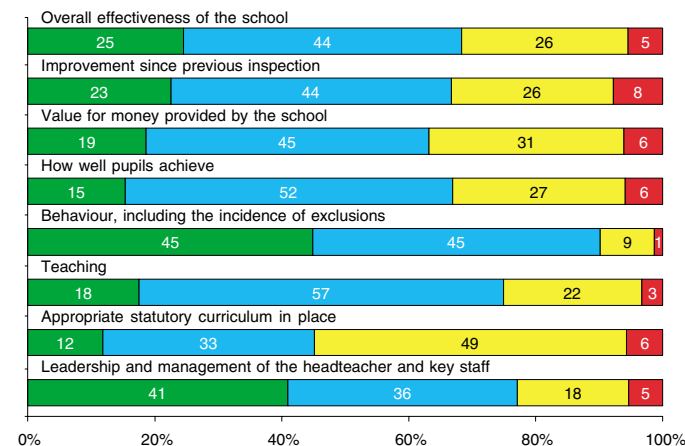
Office for Standards
in Education

Primary schools at a glance 2002/03

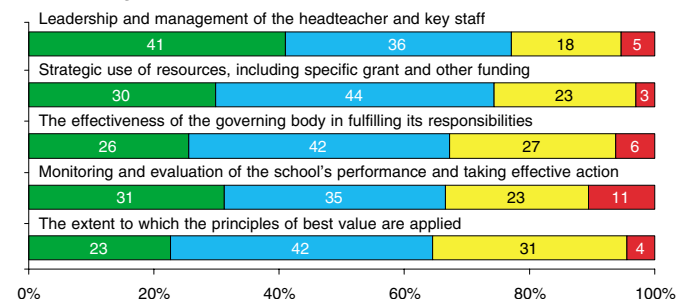
Main findings from HMCI's Annual Report 2002/03

- Just over two thirds of the nursery and primary schools inspected are good or better and a quarter very good in terms of their effectiveness. These proportions are similar to last year.
- The results in national tests have not improved for several years. The gap between the standards attained by boys and girls persists, particularly in writing.
- The difference between achievement in English, mathematics and science and other subjects is too wide, but in information and communication technology (ICT) achievement has improved more than in other subjects.
- Teaching is at least good in three quarters of schools, with English and mathematics offering the most effective teaching and learning. Day-to-day assessment remains the weakest aspect of teaching generally. Teaching in ICT has improved more than in any other subject.
- The effectiveness of leadership and management remains at least good in over three quarters of schools, but unsatisfactory in one school in twenty. The leadership and management provided by staff with responsibility for specific subjects are considerably weaker than that of senior staff.
- The monitoring and evaluation of teaching and learning remain the weakest aspects of leadership and management and are unsatisfactory or poor in almost one school in five, but the monitoring and evaluation by co-ordinators are significantly worse in some, mainly non-core, subjects.
- The Foundation Stage curriculum is generally well established in most schools. Personal, social and emotional development is planned and taught particularly well.
- Early excellence centres provide well for children's education and continue to be successful, particularly in the services they provide for parents and families.

Overview of primary schools (percentage of schools)



Leadership and management (percentage of schools)



Quality of teaching (percentage of schools having full inspections only)

