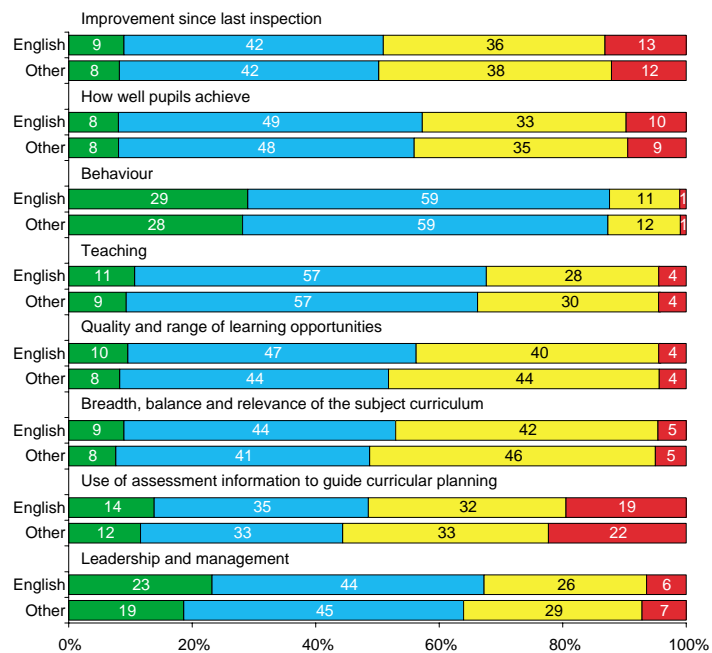




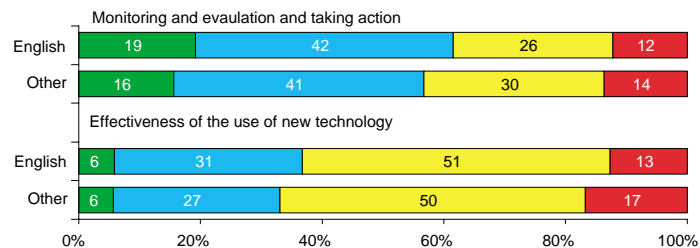
Office for Standards  
in Education

### Overview of English (percentage of primary schools)

Other = English, mathematics and science

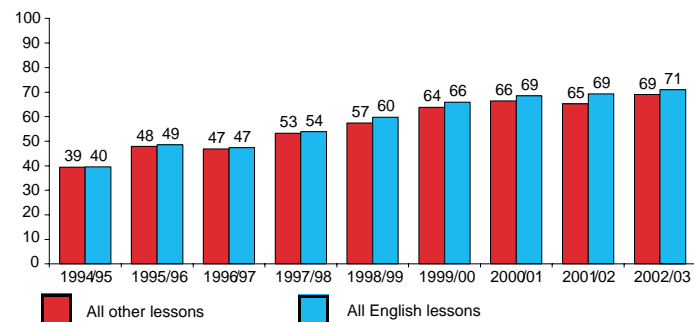


### Aspects of leadership and management (percentage of primary schools)

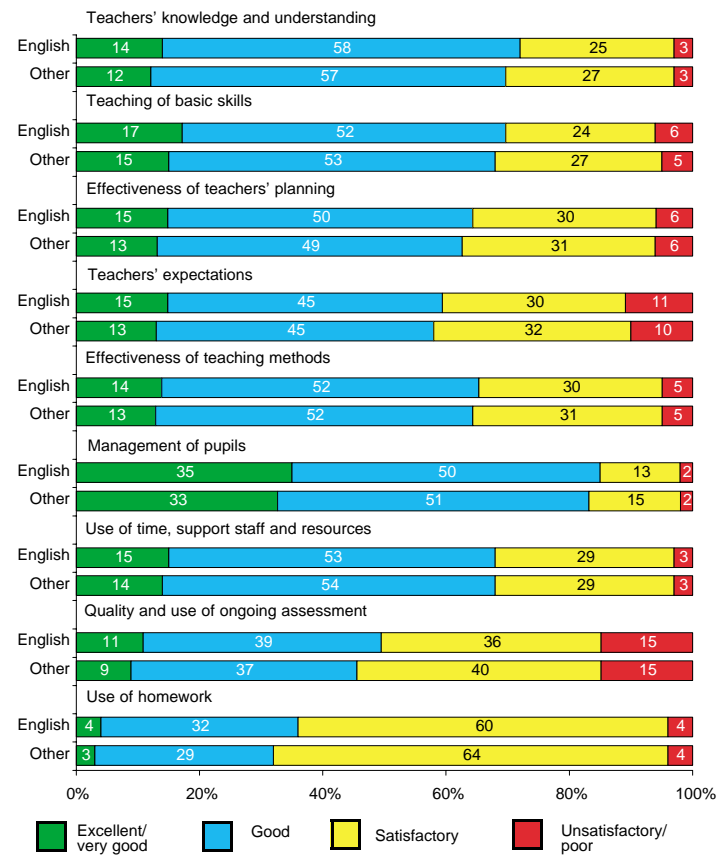


2002/03 inspection data based on full inspections only: not nationally representative  
These figures have been rounded and may not add up to 100%

### Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)



### Quality of aspects of teaching (percentage of primary schools)



### Percentage of pupils achieving level 2 or above in 2001/03 Key Stage 1 tests

	Boys			Girls			All		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	80	78	80	88	86	88	84	82	84
Writing	82	83	76	90	90	87	86	86	81
Mathematics	90	89	89	92	91	91	91	90	90

### Percentage of pupils achieving level 4 or above in 2001/03 Key Stage 2 tests

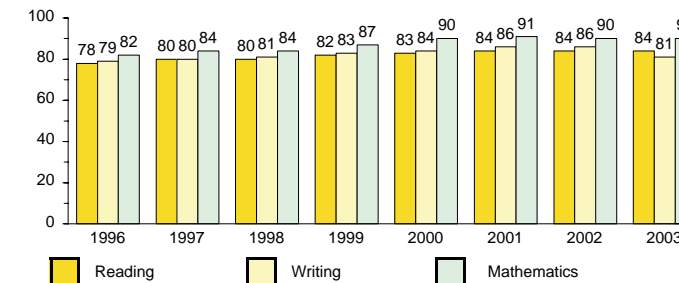
	Boys			Girls			All		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English	70	70	70	80	79	81	75	75	75
Mathematics	71	73	73	70	73	72	71	73	73
Science	87	86	86	88	87	87	87	86	87

### Main findings for primary schools – 2002/03

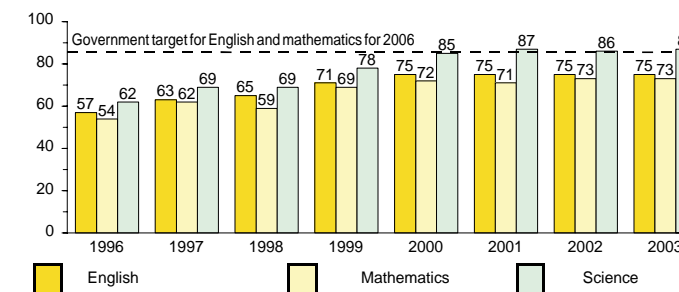
- English has improved significantly in half the schools inspected this year; around one school in eight shows no improvement on its previous inspection.
- Although pupils' attainment has been maintained, there has been no significant overall increase in the proportion of pupils reaching the expected or higher levels at Key Stages 1 and 2.
- The attainment of boys continues to lag well behind that of girls, with little sign of a significant reduction. The gap remains widest in writing.
- Most pupils, including those with special educational needs (SEN) and those for whom English is an additional language, make at least sound or good progress in English. However, the progress of the most able pupils is good in only half of schools and is unsatisfactory in one school in ten.
- English and mathematics remain the best taught subjects in primary schools, with good or very good teaching in two schools in three. However, teachers' expectations remain too low in one school in nine.
- The quality and use of assessment are good in half of schools and show continuing steady improvement, especially at Key Stage 2. Despite this, assessment in English remains weak in one school in seven, and in many schools where assessment has good features there is inconsistency in the quality and helpfulness of feedback to pupils.
- Use of information and communication technology (ICT) in English teaching continues to improve slowly, but is good in only one school in three and the gap between the best practice and that usually found remains very wide.
- Teaching and learning in the communications, language and literacy area of the Foundation Stage curriculum are good in three schools in four and are almost always at least satisfactory.
- Schools need to do more to encourage pupils' wider reading, with an emphasis on reading for pleasure.
- The English curriculum is good in terms of its breadth, balance and relevance in half of all schools.
- There is too much variation between schools as to how far literacy and talk are developed in other subjects of the curriculum or used effectively to promote progress in these subjects.
- Leadership and management in English continue to improve and are good or very good in two schools in three.

A full version of the 2002/03 report can be found on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

### Percentage of 7 year old pupils achieving level 2 or above in reading, writing and mathematics



### Percentage of 11 year old pupils achieving level 4 and above in English, mathematics and science



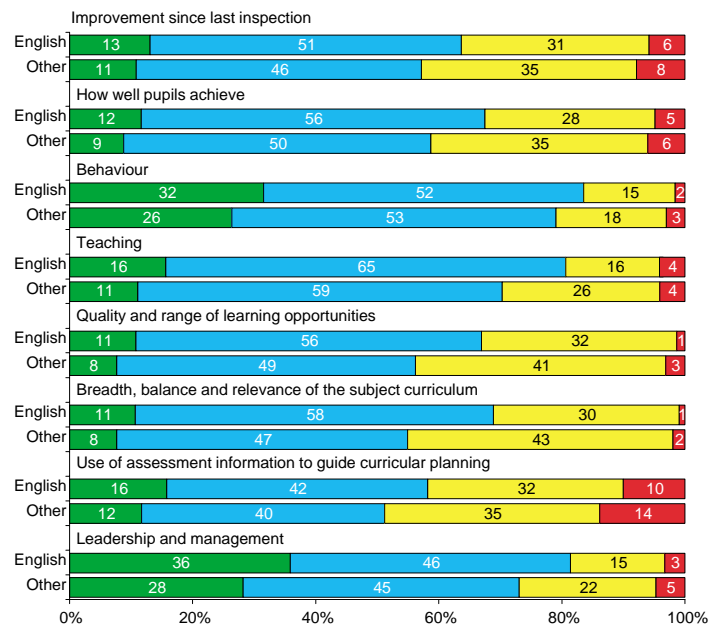
# English at a glance 2002/03

July 2004

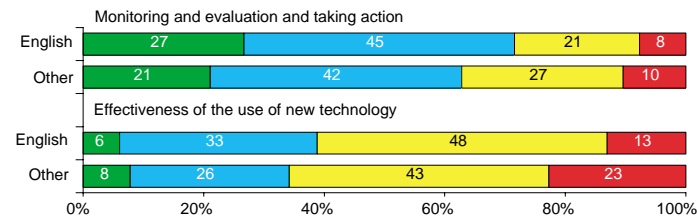
Maintained primary and secondary schools in England

## Overview of English (percentage of secondary schools)

Other = English, mathematics and science

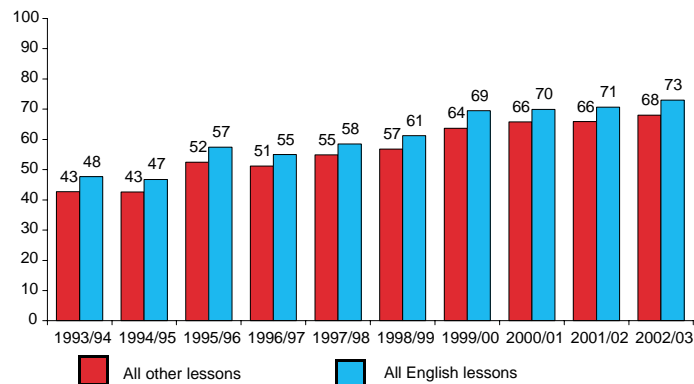


## Aspects of leadership and management (percentage of secondary schools)

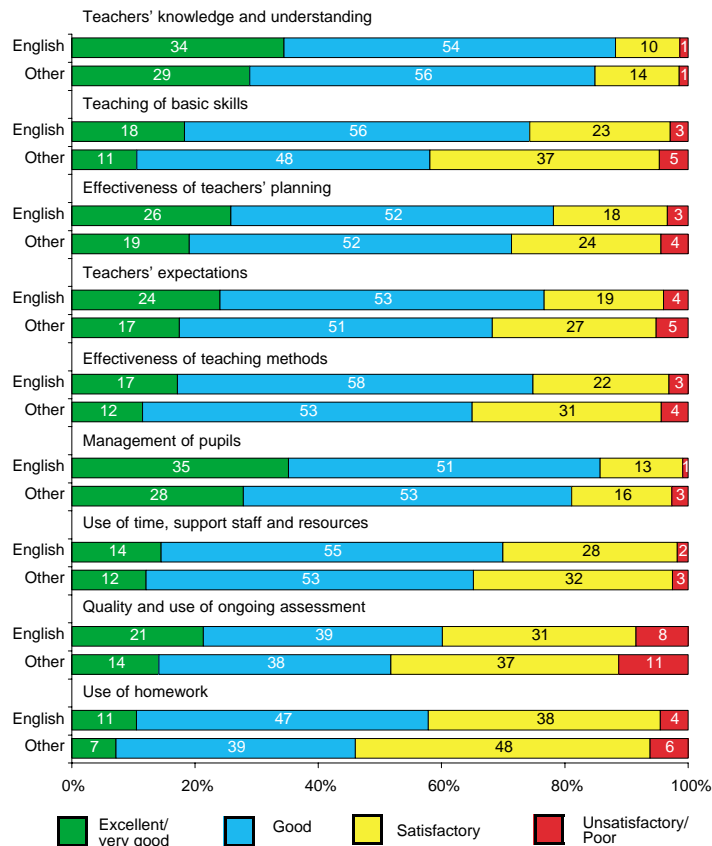


2002/03 inspection data based on full inspections only: not nationally representative  
These figures have been rounded and may not add up to 100%

## Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)



## Quality of aspects of teaching (percentage of secondary schools)



## GCSE results for English language: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	2.5	10.3	20.1	25.0	20.1	11.8	6.1	2.6	1.2
Boys	1.7	7.6	16.8	23.7	21.8	14.6	8.4	3.7	1.5
Girls	3.3	13.1	23.5	26.3	18.4	9.0	3.7	1.6	0.8

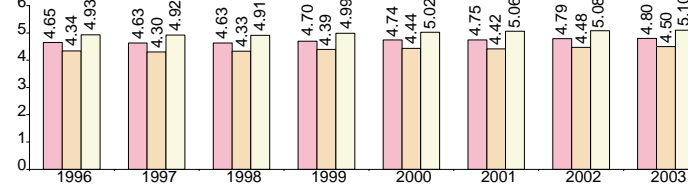
## GCSE results for English literature: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	2.9	11.5	23.1	25.5	17.4	10.4	4.8	2.2	1.8
Boys	2.1	8.6	19.7	24.9	19.2	12.9	6.6	3.2	2.3
Girls	3.8	14.5	26.4	25.9	15.4	7.9	3.1	1.3	1.3

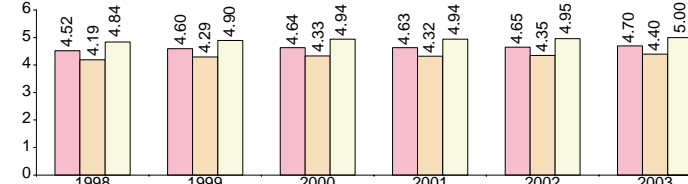
## GCSE results for all subjects: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	3.7	10.4	17.2	23.8	18.3	12.5	7.4	3.7	2.4
Boys	2.9	8.5	15.4	23.2	19.3	14.0	8.7	4.4	2.9
Girls	4.4	12.3	18.9	24.4	17.3	11.0	6.2	2.9	1.9

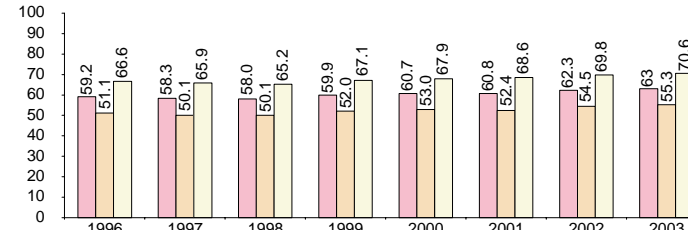
## GCSE average points score in English literature: all maintained secondary schools



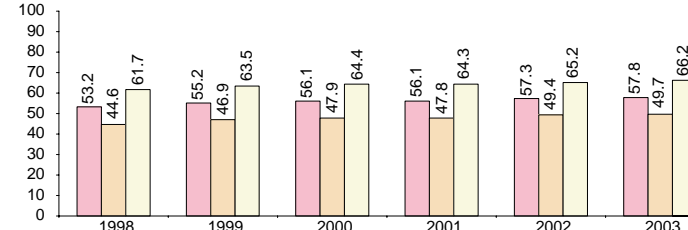
## GCSE average points score in English language: all maintained secondary schools



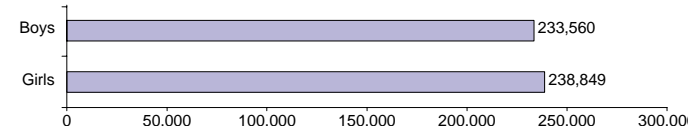
## Percentage of pupils obtaining A\*–C GCSE grades in English literature: all maintained secondary schools



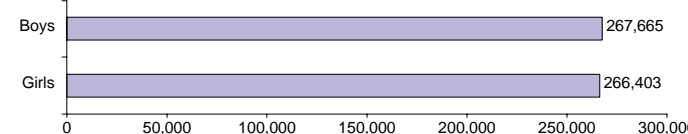
## Percentage of pupils obtaining A\*–C GCSE grades in English language: all maintained secondary schools



## Number of 15 year old pupils entered for GCSE English literature: all maintained secondary schools – 2003



## Number of 15 year old pupils entered for GCSE English language: all maintained secondary schools – 2003

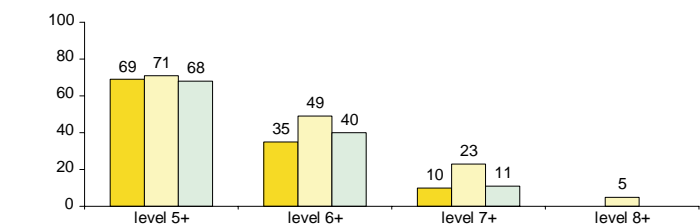


## Main findings for secondary schools – 2002/03

- Most schools have improved their work in English since the previous inspection; in nearly two thirds of schools this improvement has been significant.
- Over the last two years, pupils' achievement, in relation to their capabilities, and the quality of teaching have risen more sharply at Key Stage 3, although teaching remains stronger overall at Key Stage 4.
- Standards at Key Stage 3 have risen slightly with the proportion of pupils attaining level 5 in the national test rising to 69% and the proportion reaching level 6 increasing to 34%.
- Attainment at Key Stage 4 in General Certificate of Secondary Education (GCSE) English and English Literature continues to rise gradually with the proportions reaching grade C and above reaching 58% and 63% respectively.
- Pupils make at least good progress in English in around two thirds of schools. However, the performance of boys continues to lag behind that of girls, particularly in writing, throughout Key Stages 3 and 4, with a gap of around 15% in overall attainment.
- English remains the highest recruiting Advanced Level (A level) subject, and attainment at Advanced Subsidiary (AS) Level and A2 in English and related subjects is good, with very few candidates failing to obtain a pass grade, and over one in three achieving a grade A or B.
- In college inspections, media and performing arts, and languages (an area which includes English) achieve the highest grades of all the areas of learning.
- Leadership and management in English are generally strong, particularly in evaluating subject performance and developing a strategy for improvement.
- The English curriculum is well planned to meet the needs of pupils in the vast majority of schools, although the more able are sometimes insufficiently challenged.
- Teaching is increasingly focused on clear objectives at all key stages, but in some cases this is at the expense of breadth of study and particularly of wider reading by pupils beyond class-studied texts. Assessment remains a weaker aspect of teachers' subject knowledge.
- Provision for drama and its assessment remains very varied.
- There is a need for greater variety and progression in the teaching of media literacy.
- The use of information and communication technology (ICT) in teaching English continues to improve, although the gap between the best practice and that found in most schools remains too wide.

A full version of the 2002/03 report can be found on the Ofsted website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## Percentage of pupils attaining each level in 2003 Key Stage 3 English, mathematics and science tests



## Percentage of pupils attaining level 5 or above in Key Stage 3 English, mathematics and science tests

