



Office for Standards
in Education

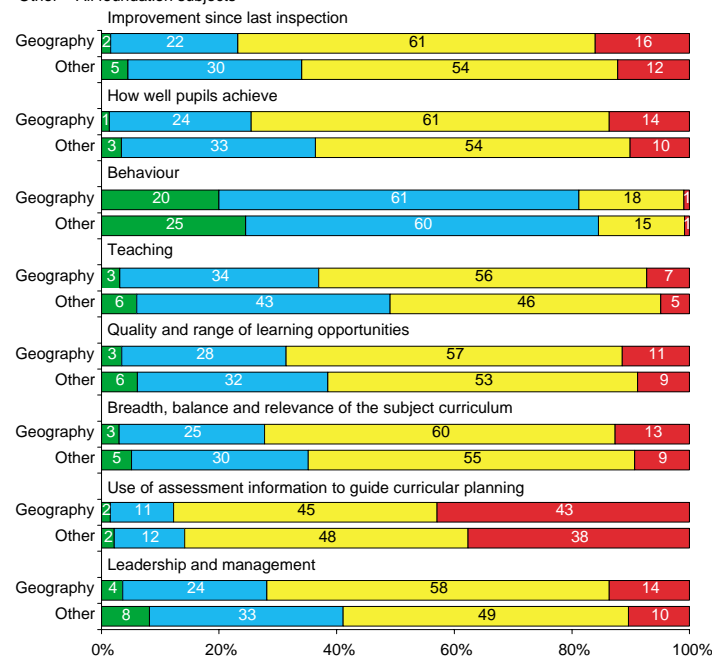
Geography at a glance 2002/03

July 2004

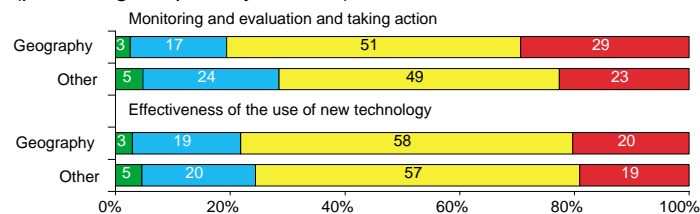
Maintained primary and secondary
schools in England

Overview of geography (percentage of primary schools)

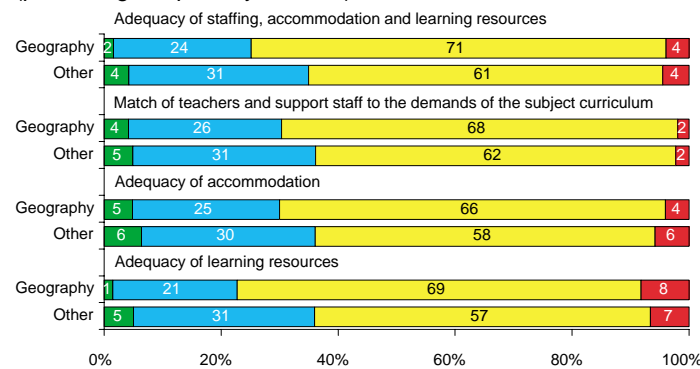
Other = All foundation subjects



Aspects of leadership and management (percentage of primary schools)

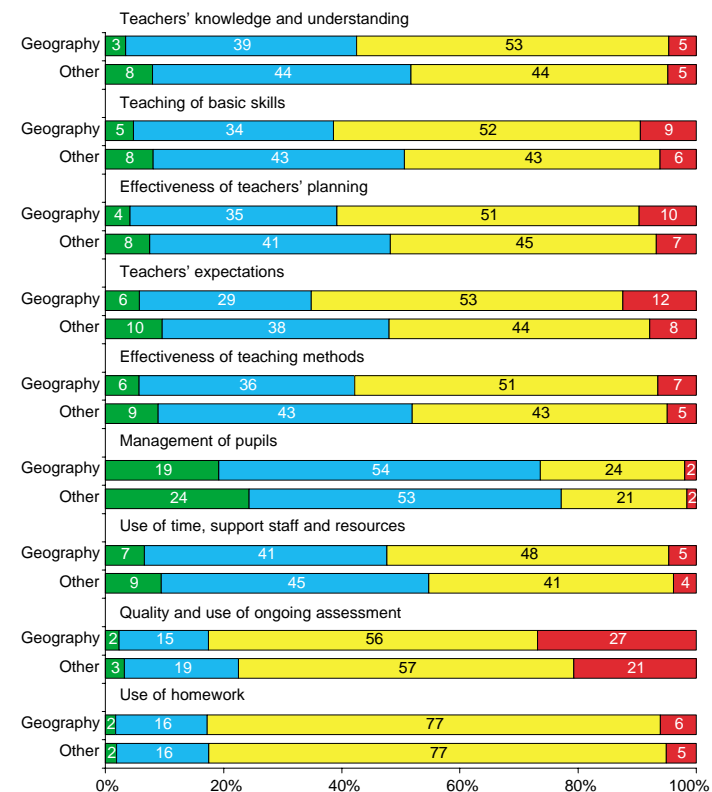


Staffing, accommodation and resources (percentage of primary schools)

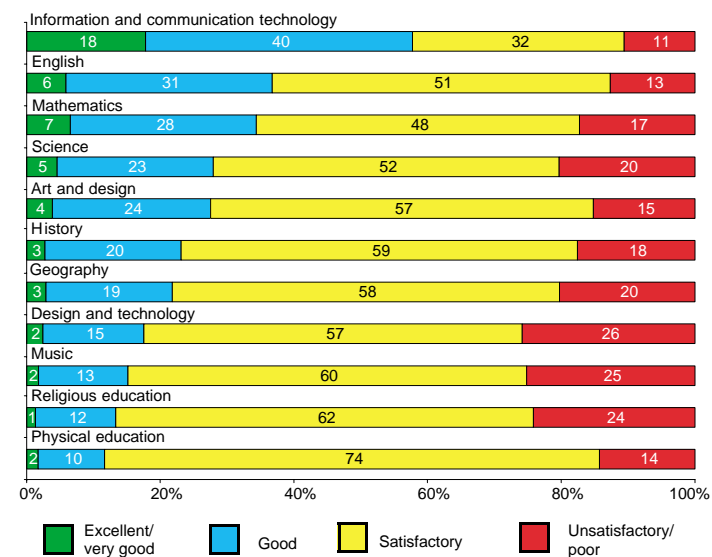


2002/03 inspection data based on full inspections only: not nationally representative
These figures have been rounded and may not add up to 100%

Quality of aspects of teaching (percentage of primary schools)



Effectiveness of the use of new technology (percentage of primary schools)

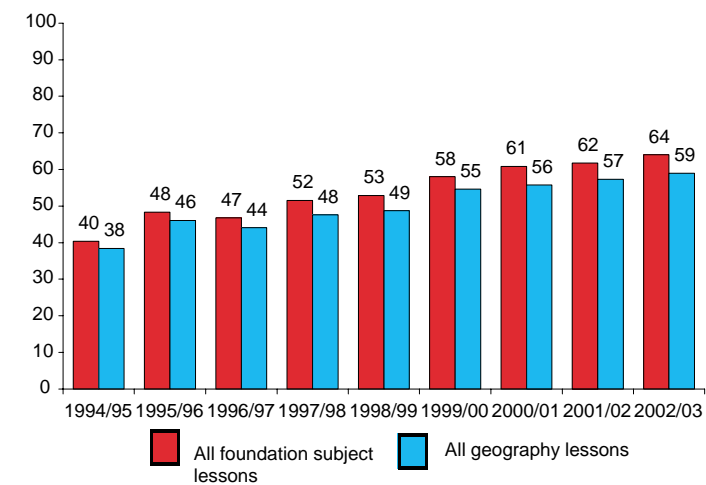


Main findings for primary schools – 2002/03

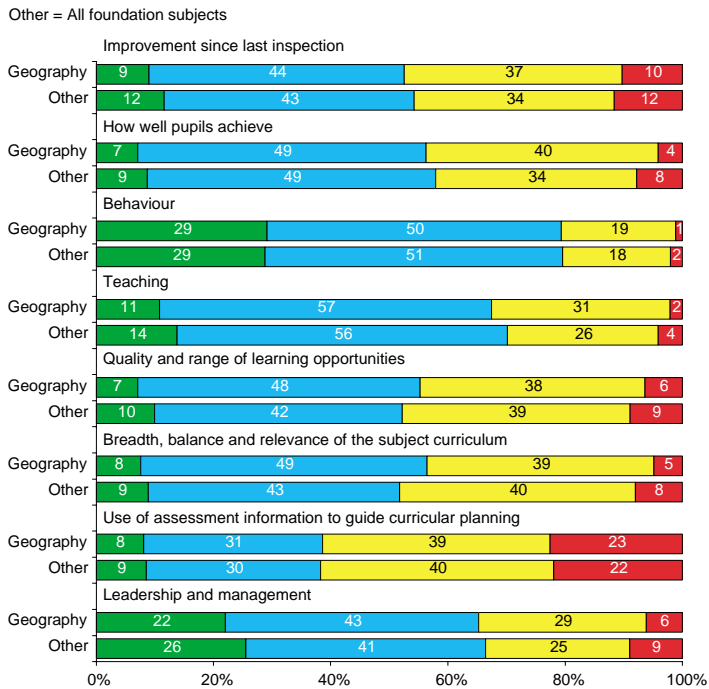
- A quarter of schools made significant improvements in geography since their last inspection. One school in six did not improve. These figures compare unfavourably with other subjects and indicate a further weakening of geography in primary schools.
- Pupils' achievement in relation to their capabilities is good or better in only a quarter of schools, significantly lower than in other subjects.
- Teaching is good overall in only just over one third of schools. There is more unsatisfactory teaching in geography than in other subjects.
- Subject leadership is good in less than one third of schools.
- The use of geography to teach basic skills, in particular literacy, is slightly better in Key Stage 1 than Key Stage 2. Overall, however, it is poorly developed, especially in relation to numeracy and information and communication technology (ICT).
- Pupils' learning is not as good in geography as in other subjects.

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

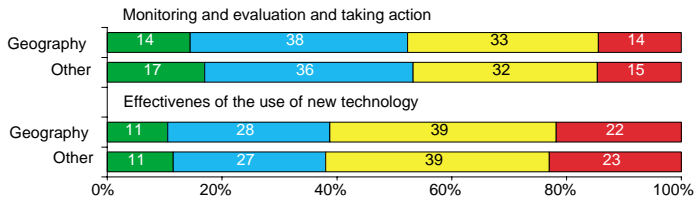
Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)



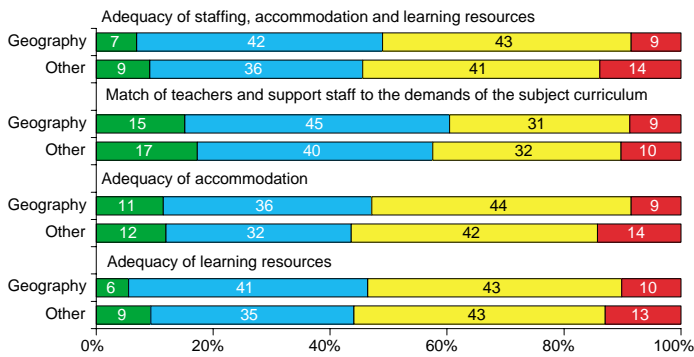
Overview of geography (percentage of secondary schools)



Aspects of leadership and management (percentage of secondary schools)

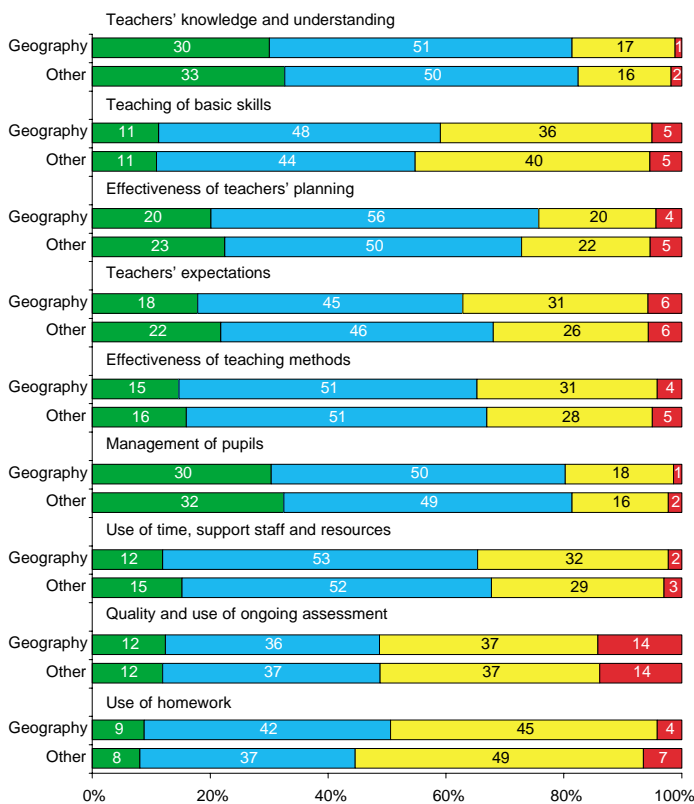


Staffing, accommodation and resources (percentage of secondary schools)

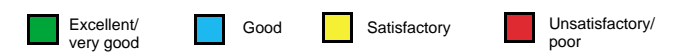
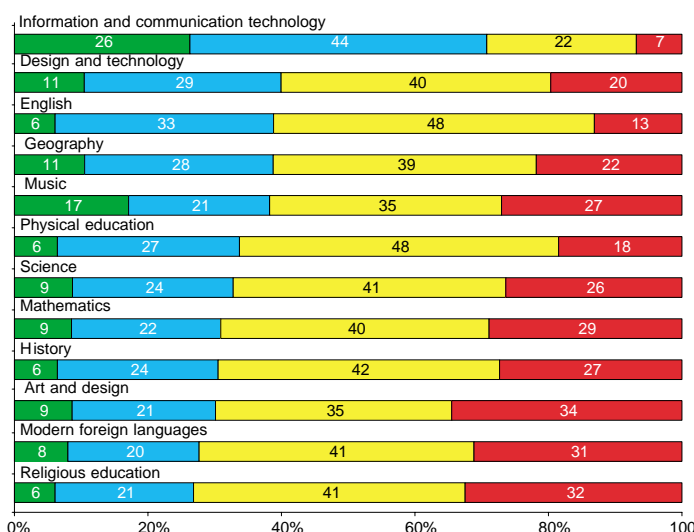


2002/03 inspection data based on full inspections only: not nationally representative. These figures have been rounded and may not add up to 100%

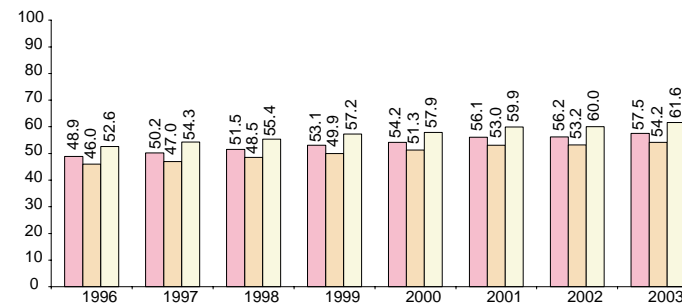
Quality of aspects of teaching (percentage of secondary schools)



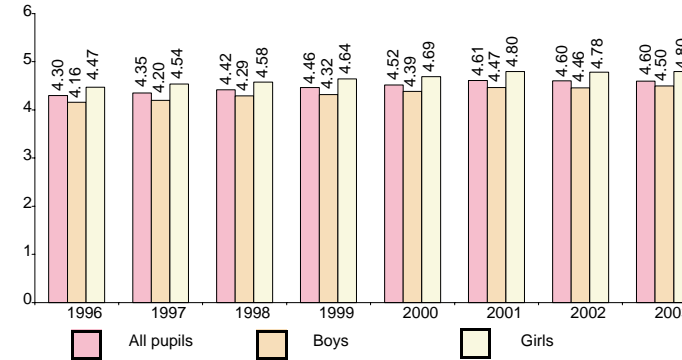
Effectiveness of the use of new technology (percentage of secondary schools)



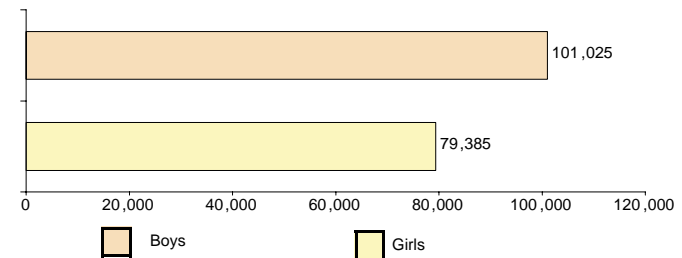
Percentage of pupils obtaining A*-C GCSE grades in geography: all maintained secondary schools



GCSE average points score in geography: all maintained secondary schools



Number of 15 year old pupils entered for GCSE geography: all maintained secondary schools



GCSE results for geography: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	5.5	11.5	16.2	24.3	17.2	11.1	6.9	3.8	3.2
Boys	4.2	10.2	15.4	24.4	18.1	12.0	7.5	4.2	3.5
Girls	7.2	13.2	17.3	24.0	15.8	10.0	6.2	3.4	2.7

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

Main findings for secondary schools – 2002/03

- Nine schools in ten have made satisfactory improvement in geography since their last inspection, and in over half of schools the improvement has been good. In one school in ten, there has been no improvement.
- Pupils' achievement continues to improve slowly, with little difference between achievement at Key Stage 3 and Key Stage 4.
- Standards in General Certificate of Secondary Education (GCSE) geography have improved slightly with 57.5% of pupils attaining grades A*-C.
- Despite a continuing decline in numbers taking Advanced Level (A level) geography, 43.9% attained the higher grades A or B, a significant improvement on the previous year. Girls continue to outperform boys.
- Teaching is good overall in two thirds of schools, but remains better at Key Stage 4 than Key Stage 3. Teachers' expectations are lower than in most other subjects, and weaknesses in subject knowledge are linked to the use of non-specialist teachers in Key Stage 3.
- The use of ongoing assessment remains a weakness at Key Stage 3 in one school in six. Assessment is generally more effective in examination classes.
- The quality of subject leadership is good or better in two thirds of schools and continues to improve slowly.
- Pupils' use of ICT is more effective in geography than most other subjects. It remains unsatisfactory in one school in five.
- In a significant number of schools, the focus on coverage of content limits opportunities to develop more in-depth enquiry and independent learning skills.
- In many schools, opportunities for fieldwork are limited to meeting examination requirements, and the development of fieldwork skills remains particularly weak at Key Stage 3.

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

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

