



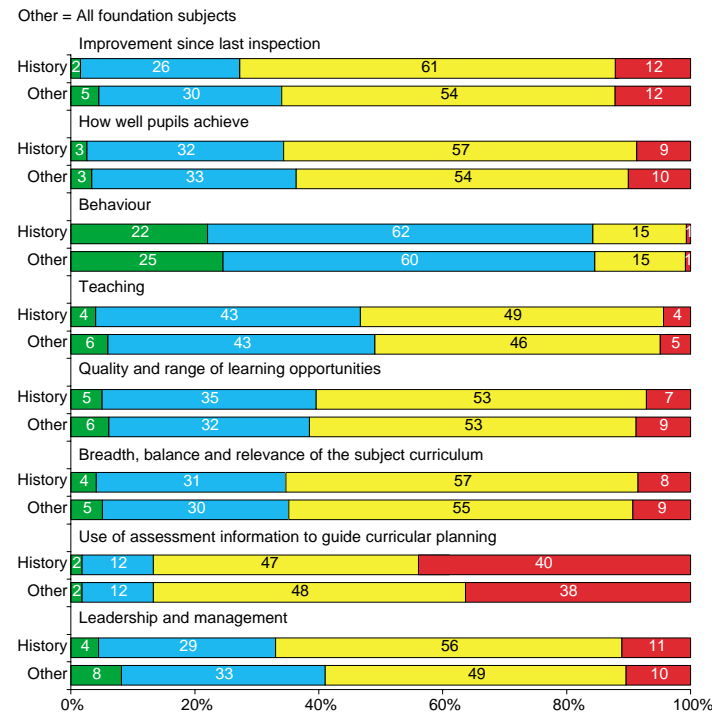
Office for Standards
in Education

History at a glance 2002/03

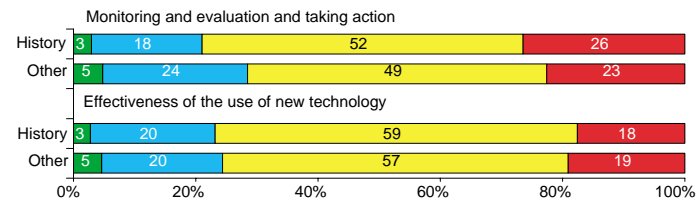
July 2004

Maintained primary and secondary
schools in England

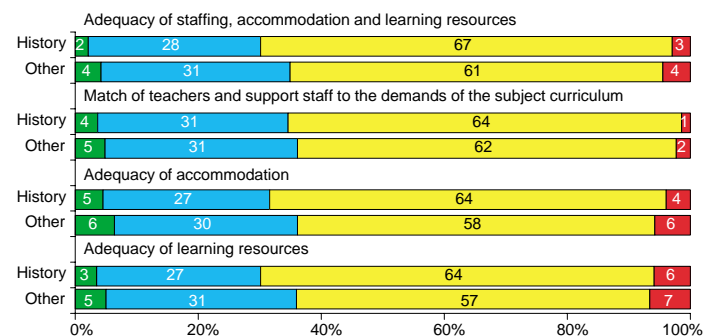
Overview of history (percentage of primary schools)



Aspects of leadership and management (percentage of primary schools)

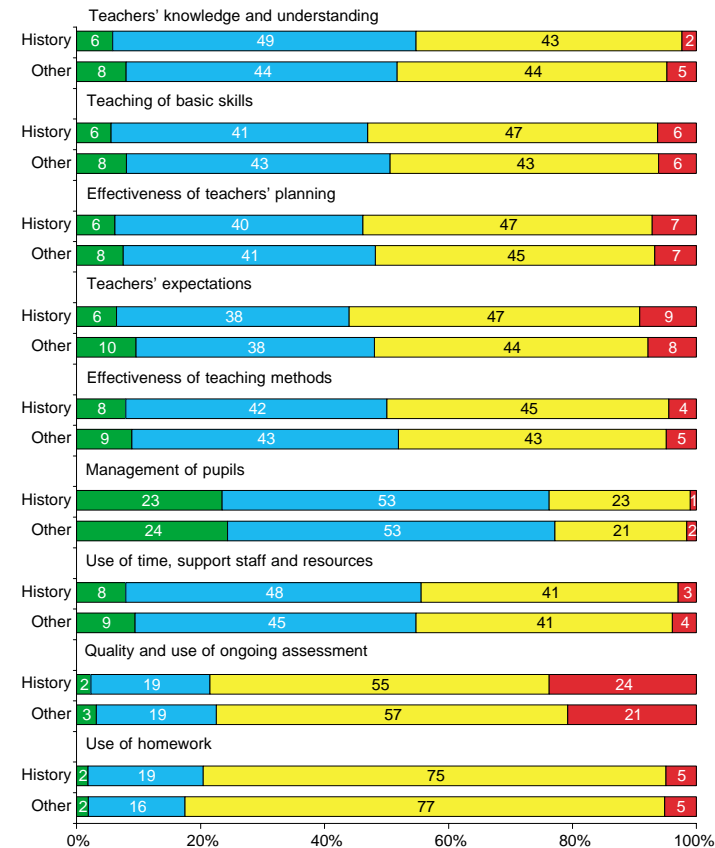


Staffing, accommodation and resources (percentage of primary schools)

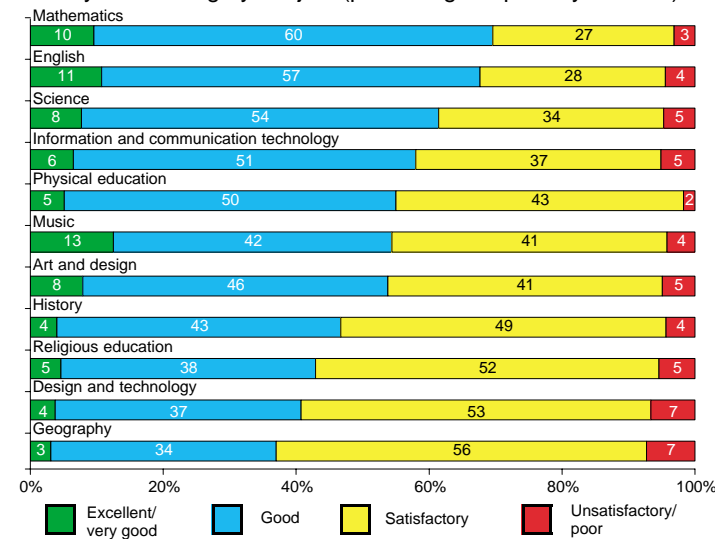


2002/03 inspection data based on full inspections only: not nationally representative
These figures have been rounded and may not add up to 100 %

Quality of aspects of teaching (percentage of primary schools)



Quality of teaching by subject (percentage of primary schools)

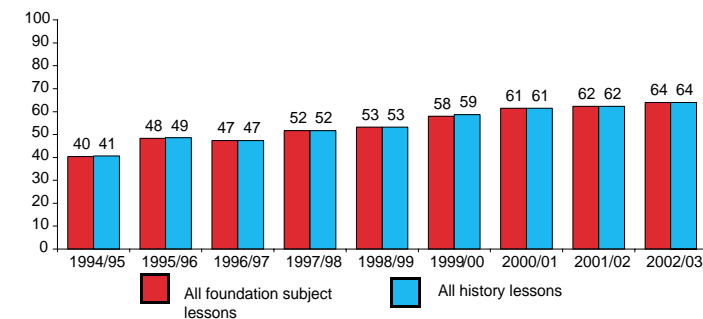


Main findings for primary schools – 2002/03

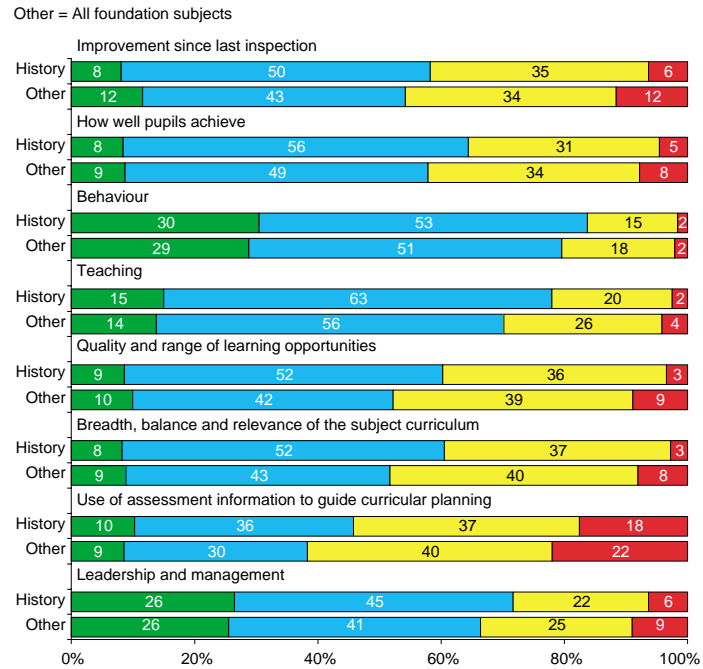
- Over one quarter of schools made a significant improvement in history since their previous inspection. Although improvement was at least satisfactory in the majority of schools, over one school in ten did not improve.
- Pupils' achievement in relation to their capabilities is good in one third of schools, but is unsatisfactory in one in ten.
- Gifted and talented pupils, pupils with special educational needs and those with English as an additional language make good progress in four schools in ten; their progress is unsatisfactory in one school in ten.
- Although history teaching is good in over four schools in ten, this is lower than the average for other foundation subjects.
- Although many schools have developed complementary links between history and literacy, this potential is not always exploited.
- There has been some improvement in the quality and range of the history curriculum. These are good or very good in four schools in ten. However, opportunities are limited in one school in twelve and in others the breadth of the curriculum has become increasingly restricted as the time available for history has decreased.
- In many schools there remains an imbalance in the teaching of knowledge, understanding and skills, with less attention usually given to the skills of enquiry using historical evidence.
- Assessing pupils' standards and progress remains a weakness in one third of schools.
- There has been a small improvement in the resources for history, including the extent to which information and communication technology is available and used.

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

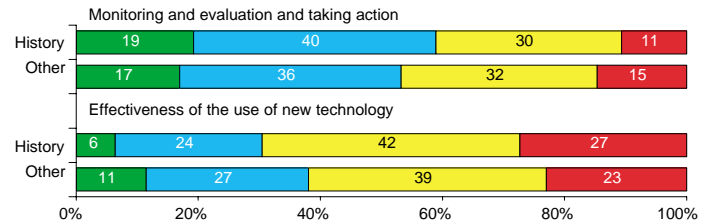
Quality of teaching in lessons over time (percentage of good or better lessons in primary schools)



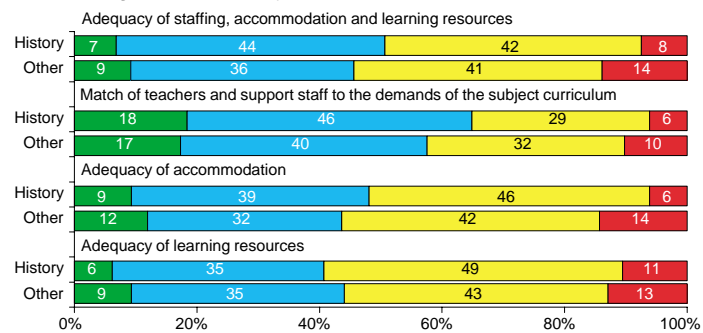
Overview of history (percentage of secondary schools)



Aspects of leadership and management (percentage of secondary schools)

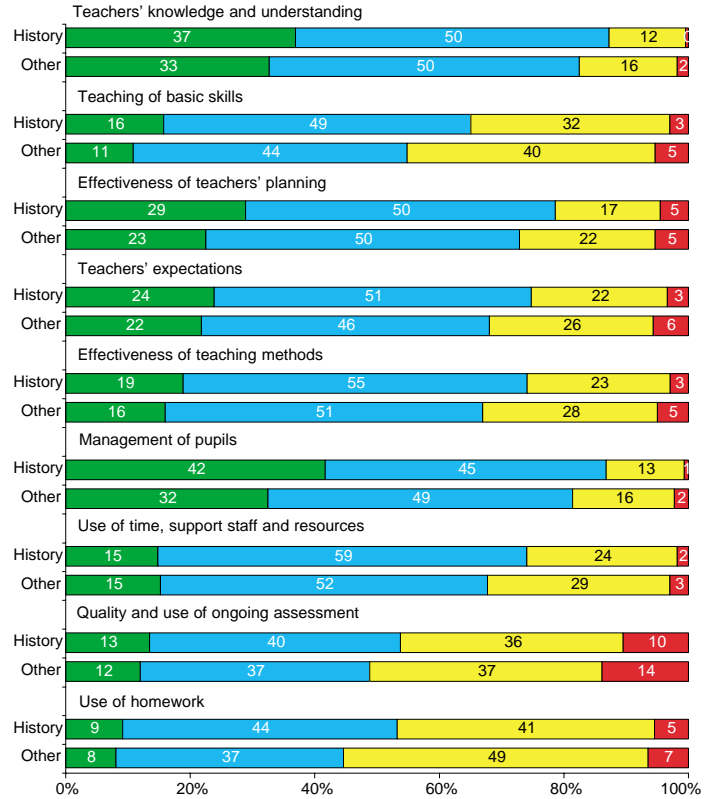


Staffing, accommodation and resources (percentage of secondary schools)

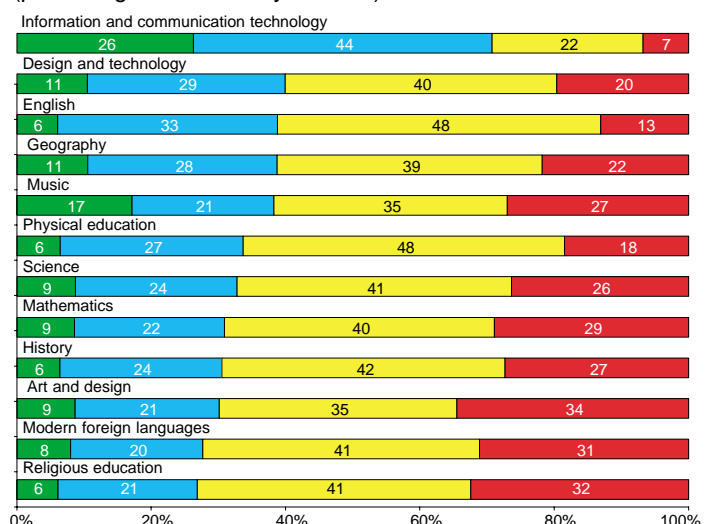


2002/03 inspection data based on full inspections only: not nationally representative
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Quality of aspects of teaching (percentage of secondary schools)

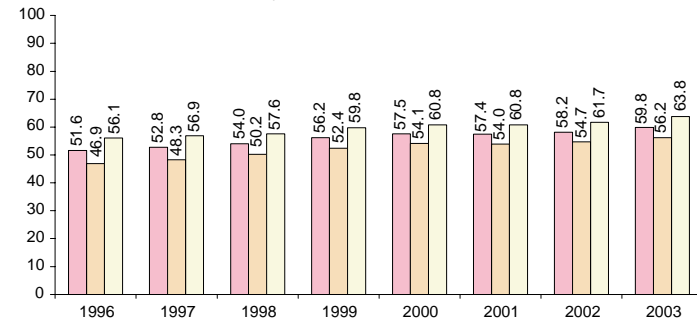


Effectiveness of the use of new technology (percentage of secondary schools)

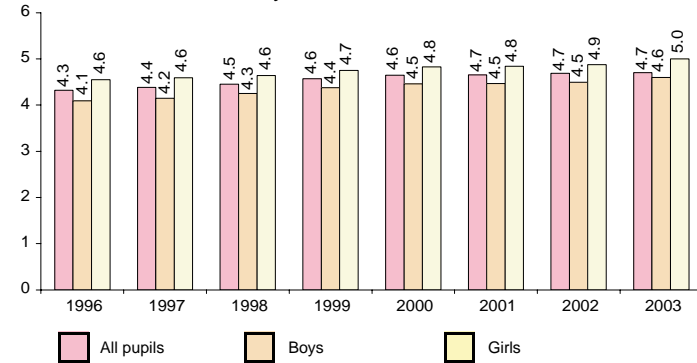


Excellent/very good Good Satisfactory Unsatisfactory/poor

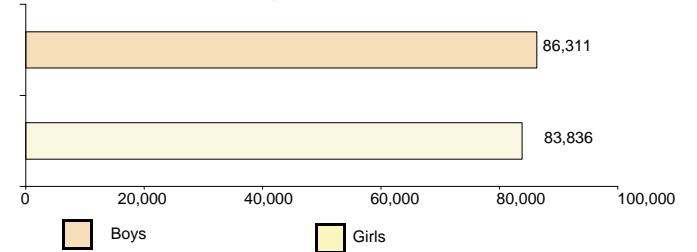
Percentage of pupils obtaining A*-C GCSE grades in history: all maintained secondary schools



GCSE average points score in history: all maintained secondary schools



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



GCSE results for history: all maintained secondary schools – 2003

	A*	A	B	C	D	E	F	G	U
All pupils	6.2	15.0	19.5	19.1	13.8	10.8	7.6	4.5	3.0
Boys	4.9	13.4	18.8	19.1	14.4	11.6	8.4	5.2	3.7
Girls	7.6	16.8	20.3	19.1	13.1	9.9	6.8	3.8	2.3

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

Main findings for secondary schools – 2002/03

- The majority of schools have improved their provision for history since the previous inspection; in over six schools in ten this improvement has been significant.
- Pupils' achievement in history is good in Key Stages 3 and 4 in two thirds of schools, and in three quarters of schools post-16.
- The General Certificate of Secondary Education (GCSE) results show a further improvement, with 59.8% of those taking the examination gaining grade C or above.
- In Advanced Subsidiary (AS) Level history, 37.8% of students achieved higher grades. At A Level, 44% achieved higher grades, a strong improvement since 2001 (35.6%).
- History teaching is good overall in more than three quarters of schools and history has often been selected as a lead subject in the foundation subject strand of the Key Stage 3 Strategy.
- Marking of pupils' work and assessment of attainment continue to be weaknesses in a minority of schools.
- Many lessons, including some that are good in other respects, fail to demand enough of pupils, particularly high attainers.
- There have been some improvements in the use of information and communication technology, but in one third of schools this is unsatisfactory.
- Although the teaching of basic skills is good in two thirds of schools, some history departments give insufficient attention to the development of pupils' language, including writing, reading and speech.

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

