

National
School Improvement
Summary Report

for

Maintained Mainstream Secondary Schools

2005 Unvalidated Data

Production date: March 17th 2006

Office for Standards in Education (Ofsted)
Department for Education and Skills (DfES)

AIM OF THE NATIONAL SISR

The aim of the unvalidated National School Improvement Summary (SISR) is to provide a complementary national picture to the SISR section of the unvalidated school Performance and Assessment (PANDA) reports.

THE DATA

This National School Improvement Summary Report is based on unvalidated data for 2005. All figures relating to years 2003 and 2004 are validated.

Where possible national figures based on Maintained Mainstream¹ schools only, are provided. Otherwise, national data based on all schools nationally² are presented.

Pupil numbers are rounded to the nearest 100 if under 10,000, and to the nearest 1000 if over 10,000.

Due to rounding the total number of pupils may not equal the sum of the different pupil groups.

ENQUIRIES

If you have any queries about this document, please email the RAI helpdesk on raihelpdesk@ofsted.gov.uk

¹ *Figures based on Maintained mainstream schools only are **shaded** throughout the document.*

² *Figures based on all schools nationally are not shaded.*

Pupils' Characteristics 2005

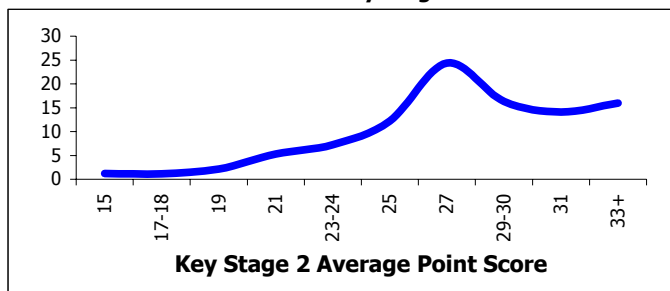
This shows the basic characteristics of all pupils in maintained mainstream schools and is based on information collected through the Pupil Level Annual School Census.

	11-16	Post 16 ¹		11-16	Post 16 ¹
Number of Pupils (of compulsory school age)	2,944,000	353,000	Ethnic Groups (%)		
Girl/Boy ratio:	49.3:50.7	52.9:47.1	White British	81.2	76.3
Free School Meals (%) Percentage of pupils eligible for free school meals	15.2	5.6	Irish	0.4	0.5
Special Educational Needs (%)			Traveller of Irish heritage	0.0	0.0
None	81.9	96.2	Gypsy/ Roma	0.1	0.0
School Action / Action Plus	15.6	3.0	Any other white background	1.9	2.6
Statemented	2.5	0.8	White and Black Caribbean	0.9	0.5
First Language (%) Percentage of pupils whose first language is other than, or believed to be other than, English	8.9	11.3	White and Black African	0.2	0.2
Pupil Mobility (%) Percentage of pupils classified as mobile	10.7		White and Asian	0.5	0.5
Attendance 2004/05 (%)	92.2		Any other mixed background	0.8	0.8
Authorised absence	6.6		Indian	2.2	4.2
Unauthorised absence	1.3		Pakistani	2.4	2.8
			Bangladeshi	1.0	0.9
			Any other Asian background	0.7	1.1
			Caribbean	1.4	1.1
			Black African	1.7	1.9
			Any other black background	0.4	0.4
			Chinese	0.4	0.7
			Any other ethnic group	0.9	1.2
			Unclassified	3.0	4.4

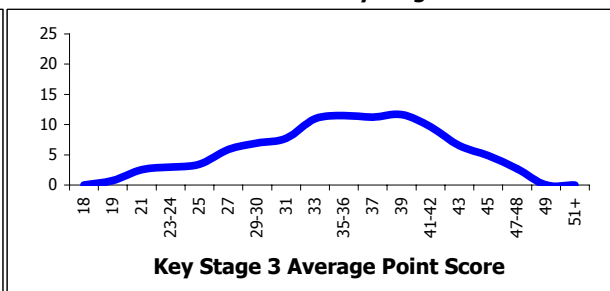
Prior Attainment

This shows the distribution of prior attainment amongst pupils at the end of Key stage 4 in maintained mainstream schools.

KS4 2005 Prior attainment at Key Stage 2



KS4 2005 Prior attainment at Key Stage 3



¹ This refers to Post 16 pupils in schools with sixth forms

Key Stage 3 3 Year Summary

School Improvement Summary Report: National

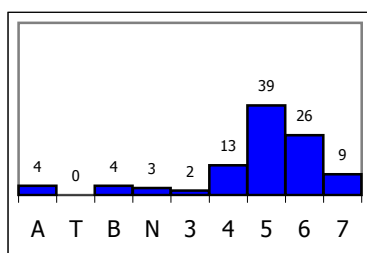
Maintained Mainstream Secondary Schools

The table below provides a summary of performance in terms of four Key Stage 3 indicators - Average Point Score and percentage level 5+ in each of English, Mathematics and Science. The charts below show the proportion of pupils reaching each level in 2005 for each of English, Mathematics and Science.

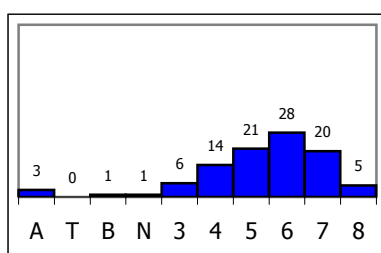
	2003	2004	2005
Average Point Score	34.1	34.1	34.5
% Level 5+ English	68	71	74
% Level 5+ Mathematics	72	73	74
% Level 5+ Science	68	67	70

Level Distributions for 2005

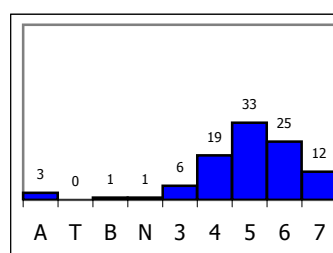
English



Mathematics



Science



Value Added Measures KS2-3

The table below provides a summary of performance based on five value added measures. The first is based on pupil prior attainment only. The second takes into account prior attainment and a range of pupil characteristics (contextual value added*). The final three give a contextual value added score for each of English, Mathematics and Science.

	2003	2004	2005
AAT value added	99.9	99.9	99.6
Contextual value added	CVA values are centred around 100 for all maintained mainstream secondary schools		
English CVA			
Mathematics CVA			
Science CVA			

*The contextual value added model looks at pupil progress after allowing for pupil prior attainment and characteristics as collected through the Pupil Level Annual School Census

Key Stage 3 Attainment By Pupil Characteristics

School Improvement Summary Report: National

Maintained Mainstream Secondary Schools

The tables below provide a summary of attainment and Key Stage 2-3 value added and contextual value added by pupil characteristics. The first column shows the number of pupils, the second is the average point score obtained by pupils within the group. The third uses the methodology of the Achievement and Attainment Tables value added. The final three columns show a contextual value added score. The contextual value added uses a range of pupil and school characteristics.

	Number of Pupils ¹	APS 2005	AAT Value Added 2005	Contextual Value Added		
				2003	2004	2005
All Pupils	602,000	34.7	NYA			
Girls	297,000	35.0	NYA			
<i>Attainment at KS2²</i>						
Below Level 4	NYA	NYA	NYA			
At Level 4	NYA	NYA	NYA			
Above Level 4	NYA	NYA	NYA			
Boys	305,000	34.4	NYA			
<i>Attainment at KS2²</i>						
Below Level 4	NYA	NYA	NYA			
At Level 4	NYA	NYA	NYA			
Above Level 4	NYA	NYA	NYA			
				CVA values are centred around 100 for all maintained mainstream secondary schools		
All Pupils						
Non-FSM	510,000	35.4	NYA			
FSM	92,000	30.6	NYA			
Non-SEN	495,000	36.0	NYA			
SEN - School Action	65,000	28.8	NYA			
Action Plus / Statement	42,000	26.6	NYA			
First Language - English ³	548,000	34.9	NYA			
First Language - Other ⁴	53,000	32.8	NYA			
Ethnic Groups⁵						
White	506,000	34.9	NYA			
Mixed	14,000	34.6	NYA			
Indian	13,000	35.8	NYA			
Pakistani	14,000	31.7	NYA			
Bangladeshi	5,600	32.0	NYA			
Other Asian	4,200	34.7	NYA			
Black Caribbean	8,400	31.8	NYA			
Black African	9,900	31.8	NYA			
Black Other	2,500	32.2	NYA			
Chinese	2,000	38.4	NYA			

¹ Pupil numbers have been rounded to the nearest 100 if under 10,000, and to the nearest 1000 if greater than 10,000

² Refers to average levels derived from the average points scores in English, mathematics and science at key stage 2

³ Those whose first language is English or believed to be English

⁴ Those whose first language is other than, or believed to be other than, English

⁵ Ethnic breakdown excludes 'other' and 'unclassified' categories

Key Stage 3 Key Stage 2-3 Conversions

School Improvement Summary Report: National

Maintained Mainstream Secondary Schools

The table below illustrates how well pupils progress within subjects for pupils who started Key Stage 3 with a Key Stage 2 level of below level 3, level 3 or level 4 to level 5 or above.

English			Mathematics			Science		
	¹ Number of Pupils	Conversion to L5+ (%)		¹ Number of Pupils	Conversion to L5+ (%)		¹ Number of Pupils	Conversion to L5+ (%)
B3*	32,000	6%	B3*	28,000	2%	B3*	8,900	3%
3c	21,000	17%	3c	26,000	7%	3c	9,000	2%
3b	38,000	35%	3b	38,000	24%	3b	17,000	6%
3a	39,000	54%	3a	48,000	52%	3a	27,000	15%
4c	96,000	74%	4c	80,000	77%	4c	74,000	39%
4b	93,000	89%	4b	98,000	91%	4b	86,000	66%
4a	81,000	95%	4a	89,000	97%	4a	125,000	85%

The table below shows how well pupils who were above the expected level at Key Stage 2 (i.e. level 5) progress.

Pupils at level 5 at Key Stage 2

	Number of Pupils	Level 5 or below	Level 6	Level 7	Level 8	Level 6+
English	160,000	21%	50%	29%		79%
Mathematics	155,000	3%	22%	56%	19%	97%
Science	214,000	25%	46%	29%		75%

¹ Pupil numbers have been rounded to the nearest 100 if under 10,000, and to the nearest 1000 if greater than 10,000

*B3 = Pupils below level 3 at Key Stage 2 and includes B, N, and compensatory level 2.

Key Stage 4 3 Year Summary

School Improvement Summary Report: National

Maintained Mainstream Secondary Schools

Results

The tables below provide a summary of performance in terms of six Key Stage 4 indicators - Capped and uncapped point score, %5+A*-C, %5+A*-C including English and Mathematics, %5+A*-C including functional English and Mathematics and %5+A*-G.

	2003	2004	2005
Capped point score	34.7	283.0	293.1
Uncapped point score	40.5	340.3	354.9
% 5+ A*-C	52	53	57
% 5+ A*-C (inc Eng and mat)	-	43	45
% 5+ A*-C (inc. func. Eng and mat)	-	-	45
% 5+ A*-G	89	89	91

Value Added Measures KS2-4

The table below provides a summary of performance based on four value added measures. The first is based on pupil prior attainment only. The second takes into account prior attainment and a range of pupil characteristics (contextual value added*). The final two show contextual value added scores for English and Mathematics. NB: Prior to 2004 value added scores were centred around 100. After the introduction of equivalences in 2004 value added scores were centred around 1000.

	2003	2004	2005
AAT value added	-	988.3	987.4
Contextual value added	For CVA, values are centred around 100 in 2003 and		
English CVA	1000 in 2004 and 2005 for all maintained		
Mathematics CVA	mainstream secondary schools		

*The contextual value added model looks at pupil progress after allowing for pupil prior attainment and characteristics as collected through the Pupil Level Annual School Census

**Key Stage 4
Attainment By Pupil Characteristics**

School Improvement Summary Report: National

Maintained Mainstream Secondary Schools

The tables below provide a summary of attainment and Key Stage 2-4 contextual value added summary by pupil characteristics. The first column shows the number of pupils. The next four columns show %5+A*-C, %5+A*-C including English and Mathematics, %5+A*-C including functional English and Mathematics and %5+A*-G. The sixth is the uncapped point score obtained by pupils within the group. The seventh is the Achievement and Attainment Tables value added. The final column is a contextual value added score and uses a range of pupil and school characteristics.

	Number of Pupils ¹	Proportion of pupils achieving each threshold				Uncapped Points Score	Key Stage 2-4 VA	Key Stage 2-4 CVA
		5+A*-C	5+A*-C (inc Eng and Mat)	5+A*-C (inc. func. Eng and Mat)	5+A*-G			
All Pupils	586,000	54%	42%	42%	90%	346.3	987.4	
Girls	289,000	59.3%	46.4%	46.5%	92.2%	366.8	996.2	
<i>Attainment at KS2²</i>								
Below Level 4	50,000	10.6%	2.4%	2.5%	76.0%	208.6	1002.5	
At Level 4	144,000	58.5%	39.5%	39.7%	95.1%	362.0	994.4	
Above Level 4	80,000	93.6%	88.3%	88.4%	98.9%	484.1	995.7	
Boys	297,000	49.2%	38.1%	38.3%	87.8%	326.3	975.6	
<i>Attainment at KS2²</i>								
Below Level 4	61,000	6.6%	1.4%	1.5%	66.0%	172.1	976.5	
At Level 4	146,000	47.7%	31.8%	32.0%	92.9%	328.7	972.4	
Above Level 4	74,000	90.1%	83.7%	83.8%	98.7%	462.5	981.2	
All Pupils								
Non-FSM	505,000	58.2%	46.1%	46.3%	92.1%	361.5	990.0	
FSM	81,000	29.0%	17.8%	18.0%	76.7%	251.0	957.7	
Non-SEN	484,000	62.6%	49.5%	49.7%	95.3%	379.8	990.3	
SEN - School Action	53,000	18.3%	9.7%	9.8%	78.7%	225.4	959.8	
Action Plus / Statement	48,000	9.6%	5.1%	5.2%	48.8%	143.6	937.3	
First Language - English ³	532,000	54.2%	42.5%	42.6%	89.8%	345.8	984.6	
First Language - Other ⁴	52,000	53.7%	39.9%	39.9%	91.6%	352.6	1019.7	
Ethnic Groups⁵								
White	489,000	54.4%	42.7%	42.8%	89.8%	346.5	983.4	
Mixed	12,000	53.6%	41.4%	41.5%	88.8%	341.0	976.9	
Indian	13,000	69.3%	57.1%	57.1%	96.4%	407.2	1024.6	
Pakistani	13,000	47.4%	32.3%	32.4%	91.3%	333.0	1015.0	
Bangladeshi	5,300	51.4%	34.1%	34.1%	92.3%	342.7	1016.2	
Other Asian	3,700	62.8%	50.1%	50.1%	92.2%	377.0	1024.0	
Black Caribbean	8,700	40.4%	26.7%	26.7%	88.6%	302.1	985.5	
Black African	9,600	47.2%	34.5%	34.7%	90.6%	325.9	1016.6	
Black Other	2,500	40.6%	27.1%	27.2%	86.0%	297.3	975.9	
Chinese	2,400	79.9%	68.0%	68.0%	95.5%	456.2	1033.6	

For CVA, values are centred around 100 in 2003 and 1000 in 2004 and 2005 for all maintained mainstream secondary schools

¹ Pupil numbers have been rounded to the nearest 100 if under 10,000, and to the nearest 1000 if greater than 10,000

² Refers to average levels derived from the average points scores in English, mathematics and science at key stage 2

³ Those whose first language is English or believed to be English

⁴ Those whose first language is other than, or believed to be other than, English

⁵ Ethnic breakdown excludes 'other' and 'unclassified' categories

	Key Stage 2-4			Key Stage 3-4		
	2003	2004	2005	2003	2004	2005

All Pupils

Girls

Attainment at KS2/(KS3)¹
 Below Level 4 (L5)
 At Level 4 (L5)
 Above Level 4 (L5)

Boys

Attainment at KS2/(KS3)¹
 Below Level 4 (L5)
 At Level 4 (L5)
 Above Level 4 (L5)

For CVA, values are centred around 100 in 2003 and 1000 in 2004 and 2005 for all maintained mainstream secondary schools

All Pupils

Non-FSM
 FSM
 Non-SEN
 SEN - School Action
 Action Plus / Statement
 First Language - English²
 First Language - Other³

Ethnic Groups⁴

White
 Mixed
 Indian
 Pakistani
 Bangladeshi
 Other Asian
 Black Caribbean
 Black African
 Black Other
 Chinese

¹ Refers to average levels derived from the average points scores in English, mathematics and science at key stage 2 or 3

² Those whose first language is English or believed to be English

³ Those whose first language is other than, or believed to be other than, English

⁴ Ethnic breakdown excludes 'other' and 'unclassified' categories

Key Stage 4

School Improvement Summary Report: National

Key Stage 3-Key Stage 4 Conversions

Maintained Mainstream Secondary Schools

The table below illustrates how well pupils progress within subjects by showing how pupils moved from a particular KS3 level to a particular grade at GCSE or equivalents. Transitions are shown for English, Mathematics and Science. At Key Stage 4 pupils can take a range of 'science' qualifications, for example single or double award or biology / chemistry / physics. We show the best grade where pupils have taken more than one subject.

	Number of Pupils ¹	GCSE or Equivalent Grade										A*	A*-C	A*-G	
		G	F	E	D	C	B	A	A*						
Key Stage 3 English															
B4*	41,000	15%	32%	31%	11%	2%	0%	0%	0%	0%	0%	0%	2%	91%	
4	88,000	3%	12%	32%	37%	13%	1%	0%	0%	0%	0%	0%	14%	98%	
5	198,000	1%	2%	8%	29%	43%	15%	2%	0%	0%	0%	0%	60%	99%	
6	141,000	0%	0%	1%	6%	29%	42%	19%	3%	0%	0%	0%	93%	100%	
7+	58,000	0%	0%	0%	1%	6%	29%	43%	21%	0%	0%	0%	99%	100%	
Key Stage 3 Mathematics															
B3**	6,100	35%	14%	4%	2%	1%	0%	0%	0%	0%	0%	0%	2%	56%	
3	35,000	27%	43%	11%	1%	0%	0%	0%	0%	0%	0%	0%	1%	83%	
4	87,000	5%	27%	42%	14%	3%	0%	0%	0%	0%	0%	0%	3%	91%	
5	123,000	1%	3%	23%	43%	23%	2%	0%	0%	0%	0%	0%	25%	95%	
6	150,000	0%	0%	3%	16%	52%	26%	1%	0%	0%	0%	0%	79%	98%	
7+	135,000	0%	0%	0%	1%	12%	40%	33%	13%	0%	0%	0%	99%	99%	
Key Stage 3 Science															
B3**	17,000	14%	16%	13%	12%	11%	4%	1%	0%	0%	0%	0%	17%	72%	
3	41,000	21%	31%	15%	3%	1%	0%	0%	0%	0%	0%	0%	2%	71%	
4	41,000	20%	30%	14%	3%	1%	0%	0%	0%	0%	0%	0%	2%	70%	
5	98,000	7%	22%	35%	20%	7%	0%	1%	0%	0%	0%	0%	9%	92%	
6	182,000	1%	4%	14%	33%	31%	3%	11%	2%	0%	0%	0%	47%	99%	
7+	64,000	0%	0%	0%	0%	6%	23%	39%	32%	0%	0%	0%	99%	100%	

¹ Pupil numbers have been rounded to the nearest 100 if under 10,000, and to the nearest 1000 if greater than 10,000

*B4 = Pupils below level 4 at Key Stage 3 and includes B, N, and compulsory level 3.

*B3 = Pupils below level 3 at Key Stage 3 and includes B, N, and compulsory level 2.

Post-16 3 Year Summary

School Improvement Summary Report: National

Maintained Mainstream Secondary Schools

The tables below provide a summary of performance for sixth form pupils in maintained mainstream schools.

Results

	2003	2004	2005
<i>GCE, VCE and Key Skills at Level 3¹</i>			
Number Entered ²	451,000	453,000	471,000
Average point score per student	276.5	278.9	279.1
Average point score per examination entry	78.5	78.7	78.9
<i>Other Qualifications</i>			
AEA	54	53	NYA
Other Advance VQ	91	95	NYA
Intermediate VQ	79	79	NYA
IB diploma	78	78	NYA

¹ The Results Table shows the combined achievements of 16, 17 and 18 year olds at a school studying towards General (GCE) and/or Vocational (VCE) A levels, Advanced Subsidiary (AS) qualifications and Key Skills at Level 3. Following reforms in recent years the majority of GCE A level students study towards AS qualifications in the first year before progressing to a full A level qualification the following year, though some may undertake additional AS study in their second year. For 2005 results, the results achieved in both most recent academic years (2003/04 and 2004/05) are included. However, in cases where a student achieved an AS pass and an A level pass in the same subject, only the A level pass is counted.

² Pupil numbers have been rounded to the nearest 100 if under 10,000, and to the nearest 1000 if greater than 10,000.