

National
School Improvement
Summary Report

For

Maintained Mainstream Primary 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.*

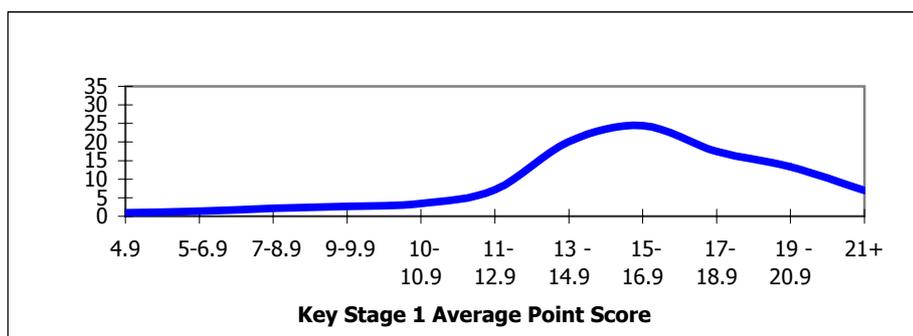
Pupil Characteristics 2005

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

Number of Pupils (of compulsory school age)	3,385,000	Ethnic Groups (%)	
Girl/ Boy ratio:	48.9:51.1	White British	78.8
Free School Meals (%)		Irish	0.4
Percentage of pupils eligible for free school meals	18.0	Traveller of Irish heritage	0.1
Special Educational Needs (%)		Gypsy/ Roma	0.1
None	79.2	Any other white background	2.3
School Action / Action Plus	18.9	White and Black Caribbean	1.2
Statemented	1.9	White and Black African	0.3
First Language (%)		White and Asian	0.7
Percentage of pupils whose first language is other than, or believed to be other than, English	11.6	Any other mixed background	1.2
Pupil Mobility (%)		Indian	2.2
Percentage of pupils classified as mobile	16.4	Pakistani	3.1
Attendance 2004/05 (%)		Bangladeshi	1.3
Authorised absence	5.0	Any other Asian background	0.8
Unauthorised absence	0.4	Caribbean	1.5
		Black African	2.3
		Any other black background	0.4
		Chinese	0.3
		Any other ethnic group	1.0
		Unclassified	1.9

National Prior Attainment

This shows the distribution of prior attainment at Key Stage 1 amongst Key Stage 2 pupils in maintained mainstream schools.



Key Stage 1 3 Year Summary

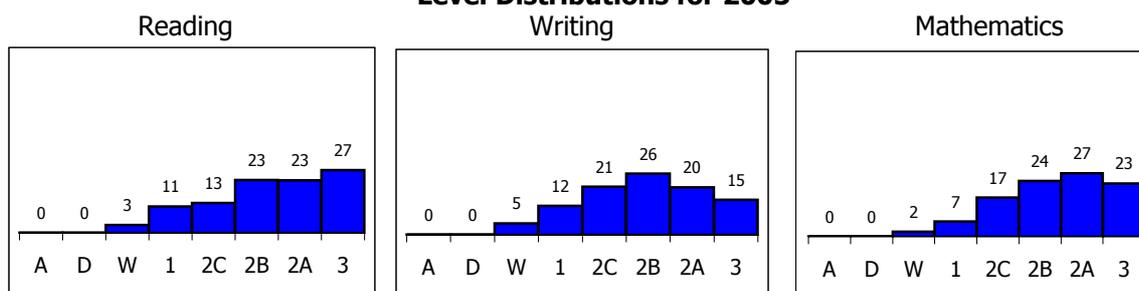
School Improvement Summary Report: National

Maintained Mainstream Primary Schools

The table below provides a summary of performance in terms of seven Key Stage 1 indicators - Average Point Score, percentage level 2+ and percentage level 2B+ in each of Reading, Writing and Mathematics. The charts below show the proportion of pupils reaching each level in 2005 for each of Reading, Writing and Mathematics.

	2003 ¹	2004 ²	2005 ³
Average Point Score	15.5	15.6	15.4
% Level 2+ Reading	84	85	85
% Level 2+ Writing	81	81	82
% Level 2+ Mathematics	90	91	91
% Level 2B+ Reading	69	70	72
% Level 2B+ Writing	62	62	62
% Level 2B+ Mathematics	74	76	74

Level Distributions for 2005



¹ The 2003 analysis is based on tests only.

² The 2004 analysis is based on tests for non-trial schools only

³ The 2005 analysis is based on teacher assessments for all schools.

Key Stage 1 Attainment By Pupil Characteristics

School Improvement Summary Report: National

Maintained Mainstream Primary Schools

The tables below provide a summary of attainment at Key Stage 1 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 to sixth columns provide the same information broken down by gender, providing numbers of boys and girls and their respective average point scores.

	Number of Pupils ¹	APS 2005	No. of Boys ¹	Boys APS	No. of Girls ¹	Girls APS
All Pupils	560,000	15.5				
Girls	274,000	15.9				
Boys	287,000	15.0				
All Pupils						
Non-FSM	460,000	15.9	236,000	15.4	224,000	16.4
FSM	100,000	13.4	51,000	12.9	49,000	13.9
Non-SEN	450,000	16.5	213,000	16.2	237,000	16.7
SEN - School Action	72,000	11.9	46,000	12.0	26,000	11.9
Action Plus / Statement	39,000	10.1	28,000	10.2	11,000	9.9
First Language - English ²	494,000	15.6	253,000	15.1	241,000	16.1
First Language - Other ³	66,000	14.4	34,000	14.0	32,000	14.7
Ethnic Groups⁴						
White	456,000	15.6	234,000	15.1	222,000	16.1
Mixed	19,000	15.5	9,800	15.0	9,600	16.0
Indian	12,000	15.8	6,400	15.5	6,100	16.1
Pakistani	18,000	14.0	9,500	13.7	8,600	14.4
Bangladeshi	7,900	14.1	4,000	13.7	3,900	14.4
Other Asian	4,700	15.4	2,400	15.0	2,300	15.8
Black Caribbean	7,800	14.4	3,800	13.8	4,000	15.0
Black African	13,000	14.1	6,600	13.7	6,300	14.6
Black Other	2,500	14.4	1,300	13.9	1,200	15.0
Chinese	1,700	16.8	900	16.5	900	17.2
Term of Birth						
Autumn (Sep, Oct, Nov, Dec)	186,000	16.3	95,000	15.9	90,000	16.8
Spring (Jan, Feb, Mar, Apr)	184,000	15.4	94,000	15.0	90,000	15.9
Summer (May, Jun, Jul, Aug)	191,000	14.6	98,000	14.2	93,000	15.1

All data are based on Teacher Assessments

Where pupils' characteristics of FSM, SEN and First Language were omitted, values of Non-FSM, Non-SEN and believed to be English, have been assigned respectively.

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 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 does not include 'other' and 'unclassified' categories

**Key Stage 2
3 Year Summary**

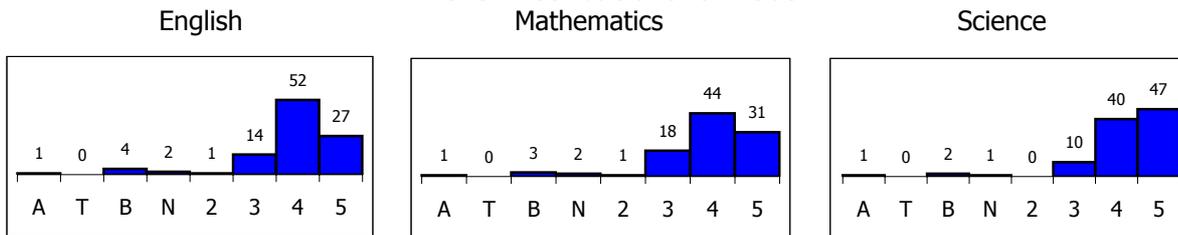
School Improvement Summary Report: National

Maintained Mainstream Primary Schools

The table below provides a summary of performance in terms of four Key Stage 2 indicators - Average Point Score and percentage level 4+ 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	27.4	27.5	27.7
% Level 4+ English	75	78	79
% Level 4+ Mathematics	73	74	75
% Level 4+ Science	87	86	87

Level Distributions for 2005



Value Added Measures

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	100.0	100.2
Contextual value added			
English CVA	CVA values are centred around 100 for all maintained mainstream primary schools		
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 2 Attainment By Pupil Characteristics

School Improvement Summary Report: National

Maintained Mainstream Primary Schools

The tables below provide a summary of attainment and Key Stage 1-2 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	Value Added 2005	Contextual Value Added		
				2003	2004	2005
All Pupils	585,000	27.6	100.2			
Girls	287,000	27.8	100.0			
Boys	298,000	27.4	100.4			
All Pupils <i>Attainment at KS1²</i>						
Below Level 2	99,000	22.3	99.7			
At Level 2	317,000	27.7	100.5			
Above Level 2	145,000	31.4	99.9			
All Pupils						
Non-FSM	485,000	28.1	100.3			
FSM	100,000	25.2	99.7			
Non-SEN	456,000	28.8	100.5			
SEN - School Action	77,000	24.2	99.6			
Action Plus / Statement	52,000	21.8	99.0			
First Language - English ³	524,000	27.8	100.2			
First Language - Other ⁴	61,000	26.4	100.6			
Ethnic Groups⁵						
White	483,000	27.8	100.2			
Mixed	17,000	27.7	100.2			
Indian	13,000	28.0	100.6			
Pakistani	17,000	25.7	99.9			
Bangladeshi						
Other Asian	4,000	27.4	101.3			
Black Caribbean	8,700	26.0	99.7			
Black African	12,000	25.7	100.3			
Black Other	2,300	26.3	100.0			
Chinese	1,900	29.2	101.5			

CVA values are centred around 100 for all maintained mainstream primary 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 reading, writing and mathematics at key stage 1.

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 Key Stage 1-2 Conversions

School Improvement Summary Report: National

Maintained Mainstream Primary Schools

The table below illustrates how well pupils progress within subjects by showing movement of pupils who started Key Stage 2 at level W, 1, 2c-a, or 3+ to level 4 and above by the end of the Key Stage in 2005. For English the average level of Reading and Writing is taken as the input, for Science the average of Reading, Writing and Mathematics is used.

English			Mathematics			Science		
	Number of Pupils ²	Conversion to L4+		Number of Pupils ²	Conversion to L4+		Number of Pupils ²	Conversion to L4+
W	24,000	11%	W	0	0%	W	11,000	25%
1	74,000	37%	1	37,000	14%	1	74,000	57%
2C	125,000	73%	2C	88,000	43%	2C	80,000	80%
2B	143,000	94%	2B	140,000	76%	2B	145,000	93%
2A	73,000	99%	2A	132,000	93%	2A	105,000	98%
3+	121,000	99%	3+	155,000	99%	3+	145,000	99%

The table below shows how well pupils who were above the expected level at the beginning of Key Stage 2 (i.e. level 3+) progress.

Pupils at level 3+ at Key Stage 1

	Number of Pupils ²	Level 3 or below	Level 4+	Level 5
English	121,000	1%	99%	71%
Mathematics	155,000	1%	99%	73%
Science	145,000	1%	99%	85%

¹ KS1 science is assessed on Teacher Assessment. Therefore science conversions may not be directly comparable to English and Mathematics conversions

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