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Data Management and Analysis Group

Ethnicity and attainment in schools

An analysis of the 2002 and 2003 London Pupil Datasets

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1. Acknowledgements

The report is based largely, but not entirely, on an extract from the National Pupil Dataset (NPD). The NPD first came into being in 2002, and includes information on pupil ethnicity and on attainment at each key stage. The NPD is updated annually, and individual pupil records for one year can be linked to records for other years. The NPD is a major step in the development of evidence-based policy and practice in England.

The Analytical Services Branch of the Department for Education and Skills (DfES) has now provided the GLA with a series of extracts from the NPD. These are held under terms of strict confidentiality, and are for pupils of all ages who live in London and attend a maintained school, regardless of where the schools are, or who attend a maintained school in London, regardless of where they live. (See David Ewens, *The National and London Pupil Datasets. An introductory Briefing for researchers and research users*, DMAG Briefing 2005/8). The London Pupil Dataset (LPD) contains more individual pupil records than would be found in datasets in a number of European states, including Denmark, Finland, Norway and Ireland. It is the single largest dataset held by the GLA. The commitment required to establish both the NPD and LPD is considerable.

The LPD also includes information from the DfES EduBase institution dataset, and data from national school performance tables have also been provided by the DfES. The provision of data by DfES Analytical Services will have involved the latter in considerable work. This is much appreciated: the present report would not have been possible without that co-operation.

With foresight, the GLA has invested in the resources needed to begin analysis of data from the NPD. Records in the 2002 and 2003 LPDs have been linked to ward-level, district and county-level identifiers on the basis of postcode data held by the GLA, which means that data can be grouped in terms of the jurisdictions of agencies such as local authorities and Learning and Skills Councils. Postcodes have also been used to link information with data from the 2001 national census at Output Area level. This follows work by Ian McCallum at the then London Research Centre, who linked 1991 census enumeration district data to postcodes. Output from Dr. McCallum's work has been included in the merged 2002 and 2003 LPDs.

The incorporation of 2001 census data follows discussion with members of the Census Team within DMAG, and would not have been possible without their support. Special thanks are also due to Alex Bax and Declan Gaffney in the GLA's Mayor's Office, whose prompting on the socio-economic aspect of ethnicity and educational attainment meant that work on incorporating census-based data within the LPD could be prioritised. I would also like to thank Robin Barer, Doreen Kenny, Rob Lewis, Michael Minors, Declan Gaffney and Alex Bax at the GLA for their comments during an early presentation of preliminary findings. Additionally, I would like to thank Anne West and Robert Cassen at the London School of Economics, and Feyisa Demie of Lambeth Education Department, for agreeing to read a draft of the report. The report makes extensive use of work by colleagues in DMAG. A list of the publications referred to is attached as appendix D.

2. Summary

Statements of evidence and statements of policy

DMAG aims to provide an impartial analysis of empirical data. Nothing in this report should be interpreted as a statement of GLA policy.

What past research, carried out before the creation of the pan-London pupil dataset in 2002, told us

- Raw score education results, which are the main focus of this report, matter. Young Londoners without educational qualifications are more likely than others to face unemployment. Education is a high stakes game.

- Before the creation of the National Pupil Database (NPD) in 2002, research tended to rely on data from sample surveys or was found in reports from a limited number of local authorities. The numbers of individuals for whom records of attainment were available in sample surveys and local authority reports were generally small. Research based on pre-2002 data, sample survey data, and reports from small local authorities can be useful, but caution is needed in assuming that findings from studies based on that data will apply equally to all schools in all London boroughs.

- A frequently quoted conclusion from past research is that there is a hierarchy of educational attainment. At the end of compulsory schooling, Chinese and Indian have been seen as having higher levels of attainment than White pupils while Black, Bangladeshi and Pakistani children have been seen as having lower levels of attainment than White pupils.

- Poverty, measured as pupils' entitlement to free schools meals, has also been linked to inequality in educational outcomes. More recent evidence from the NPD suggests that socio-economic differences do not 'explain away' differences in the attainment of pupils from different ethnic groups. Differences in attainment between pupils from different ethnic groups exist amongst pupils who are entitled to free school meals and amongst pupils who are not entitled to free school meals.

- Additionally, differences in average attainment exist between boys and girls which can override differences associated with entitlement to free school meals. Black Caribbean girls who are entitled to free school meals have higher levels of attainment at GCSE on standard performance tables measures than Black Caribbean boys who are not entitled to free school meals. The same point applies to Bangladeshi girls entitled to free school meals and to Bangladeshi boys not entitled to free school meals.

- Nonetheless, inequality in the educational attainment of pupils from different ethnic groups is accompanied by a wider economic inequality amongst adults. The proportion of Black and ethnic minority pupils in London's schools has increased. There may be implications for social cohesion, and for the global competitiveness of London's economy, if inequalities are seen as persisting and adversely affecting an increasing proportion of London's residents.

- More optimistically, past research also provides evidence of change over time. Current inequalities are not fixed in stone. That said, evidence in the report indicates that

Black Caribbean pupils may not have benefited to date from wider changes in attainment in London to the extent that might be expected.

- Pre-NPD research also indicates that socio-economic factors have a bearing on attainment. When socio-economic differences are taken into account, inequalities of attainment within ethnic groups may be as great as or greater than inequality between ethnic groups.

- Data from individual local authority research and statistics units in the 1990s confirmed that in some authorities Black pupils had higher levels of attainment than White pupils, and that in others Bangladeshi and White pupils had similar levels of attainment. Additionally, in at least one local authority outside London, Black Caribbean pupils were found to have high levels of attainment in the early years of primary schooling.

- On balance, past research points to inequality in the educational attainment of children from different ethnic groups, which nonetheless can change over time and which is likely to be influenced in part, though not totally, by the child's level of socio-economic advantage (and quite possibly by the quality of education).

What the pan-London and National Pupil Datasets tell us now

- DfES Analytical Services provide an annually updated subset of London data from the NPD. This London Pupil Dataset (LPD) is not a sample survey. It contains individual pupil records of *all* young people in the maintained sector who attend London schools (regardless of where they live) or who live in London (regardless of where they attend school). Individual pupil records include information on ethnicity and educational attainment.

- Analysis of this data confirms that positive change can take place during the individual child's educational career. In London, Bangladeshi pupils have particularly low levels of attainment at key stage 1 in the early years of primary schooling, have one of the highest levels of entitlement to free school meals of any group of pupils, but nonetheless show improved performance in later key stages. In public examinations at the end of compulsory schooling the attainment of Bangladeshi pupils in London is close to that of White pupils. Similarly, data from the LPD indicate that the average attainment of Pakistani pupils in public examinations at the end of compulsory schooling is close to that of White pupils.

- In London, pupils in each of the Asian groups tend not only to 'catch up' with, or overtake, White pupils by the end of compulsory schooling, but also tend to have higher levels of attainment than their counterparts in England as a whole.

- Analyses of NPD data published by the DfES show that, in more than two out of three London boroughs and on standard performance measures, the average level of attainment in all Asian groups at GCSE exceeds that of White British pupils in the same local authority, exceeds the London average, and exceeds the average for England.

- The same published tables show that Black African pupils outperform their White British counterparts in a little under half of London boroughs, that their attainment exceeds the average for London in four boroughs, and that it exceeds the national average in six London boroughs.

- Progress in attainment throughout the course of schooling is not spread equally amongst all groups. The gap between Black Caribbean pupils and White pupils as a whole in London tends to increase as pupils move through the school system. Black Caribbean attainment at GCSE exceeds that of White British pupils in five London boroughs, and exceeds the national average in four London authorities. As a group, Black Caribbean pupils are least likely to exceed the regional and national average.

- Nonetheless, there is evidence of high levels of attainment by Black Caribbean pupils in individual secondary schools. Some schools and some pupils may be succeeding against the odds, and data from those schools may warrant further analysis. However, as in any other research, what the evidence will tell us should not be assumed in advance of investigation. High levels of success in some schools may be a consequence of schools selecting pupils who already have high levels of attainment before being admitted, rather than being the consequence of an educational breakthrough.

- The report uses GCSE point scores, which are also reported in national (as a single average point score figure for each school) performance tables. Analysing *each pupil's* total point scores identifies the full range of pupil attainment in a way that threshold measures, such as the percentage of pupils who do or who do not achieve five or more higher grade passes at GCSE, cannot. The full range of point scores are used to measure how far the range of BME pupils' attainment overlaps with, i.e. is similar to, the range of attainment of White pupils. On this measure, the attainment of Chinese pupils, followed by that of Black Caribbean pupils, shows the least overlap, i.e. the least similarity, with that of White pupils.

- GCSE point scores are also used in the report to review similarities and dissimilarities of attainment taking socio-economic factors into account. The socio-economic context is provided by information from the 2001 national census at census output area level. Differences in attainment *within* ethnic groups, when social advantage and disadvantage are taken into account, tend to be larger than the general differences *between* White pupils and BME pupils.

- Nonetheless, differences in attainment between White and ethnic minority pupils continue to exist when the socio-economic context is taken into account, albeit at a reduced level. The attainment of Black Caribbean pupils tends to vary least when the socio-economic context is taken into account. There is considerable similarity in the attainment of White pupils and Black Caribbean pupils in neighbourhoods with a high level of social disadvantage.
- The report provides evidence that differences of attainment within the White group are a major feature of educational inequality in London. This particularly applies to differences in the attainment of White pupils living in socially advantaged areas on the one hand and of White pupils living in socially disadvantaged areas on the other. Continuing progress on school improvement in the capital will not realise its full potential if that gap is not closed or at least reduced.

- The report also provides a range of evidence that the attainment of Black Caribbean pupils is a particular issue in London. On the available evidence, pupils in this group are most likely to fall behind others as they move through the education system, leading to what appears to be a near collapse in attainment at the end of compulsory schooling for far too many (though not all) Black Caribbean pupils. This collapse cannot wholly be explained by economic disadvantage, but it is a near certainty that it will lead to economic disadvantage for too many pupils in this group when they leave the school system.

3. Introduction

Education and learning in the broadest sense are, arguably, central to the well being of the individual and of society. In ethnic terms, London is perhaps the most diverse city in the United Kingdom, and an interest in ethnicity and in educational experiences and outcomes can be expected. However, education is not separate from "society". Education will reflect wider social values and the structure of society, and will in turn have an impact on wider social structure and values. What we see, as far as the evidence on education is concerned, adds to and is informed by our understanding of wider society. Evidence from the 2001 national census, and from past research, is included in this report partly with the latter point in mind. Differences in education outcomes for pupils in different ethnic groups reflect differences in that 'other', adult, world.

The present report uses pan-London information from the 2002 and 2003 London Pupil Dataset. The 2002 LPD was the first pupil-by-pupil pan-London dataset. As such it can provide answers to questions about schooling in London, which could only have been guessed at from previous research, and then without any certainty that the answers provided applied across London. The report focuses on test results at key stages 1 to 3, and on results in public examinations in maintained (state) schools. For those new to the field, Appendix B gives a summary of the structure of educational assessment in England.

Some will see in this a 'commitment' to what is sometimes called "quantitative analysis", reflecting an assumption that if it cannot be measured then it does not count, which is to be distinguished from an alternative (and better) "qualitative" approach. In practice, policy makers and the public in London have access to a range of work reflecting different ways of working with evidence. This includes work which draws on individuals' own accounts of their daily experiences. These date back to the reports of the Institute of Community Studies, to the daily diary accounts and other comments from the wider population reported by Mass Observation (including an account of the development of the song 'the Lambeth Walk') and to the writing of commentators from earlier periods. Today, attitude surveys, carried out by agencies such as MORI, and in ubiquitous focus groups, are a part of the "knowledge" landscape. All of this has a value (and at times, comes with a very high price tag).

The view taken here, and based on the available evidence, is that education is a high stakes game. A report which sets out evidence on education results for pupils in different ethnic groups, which provides unequivocal answers to questions about who gets what, where and when, needs no apology. However, the report does not claim to provide insight into all aspects of education. Appendix B in the report refers to some of the other approaches used to evaluate educational outcomes; it also points to some of the limitations of those approaches. Where the story goes next, and which research methods are used in the GLA's Data Management and Analysis Group, will in part reflect decisions about which remaining or new questions need to be answered and what the most appropriate methods are for doing that.

4. Data on the context of ethnicity and attainment in schools

In essence this section makes the points that London is an ethnically diverse city, that it is set to become more diverse, that this diversity is accompanied by inequality, and that expanding inequality may be unsustainable.

London is, arguably, one of the most ethnically diverse cities in the world. The 2001 national census, which is analysed in detail by the DMAG Census Team, gathered information on ethnicity, occupation and educational qualifications. That information, and information based on data in the London Pupil Dataset, provide context to pupil attainment. Section 4 of this report makes extensive use of Briefings written by DMAG's Census Team. These, and other relevant, Briefings and reports are listed in Appendix D.

4.1 London as an ethnically diverse city

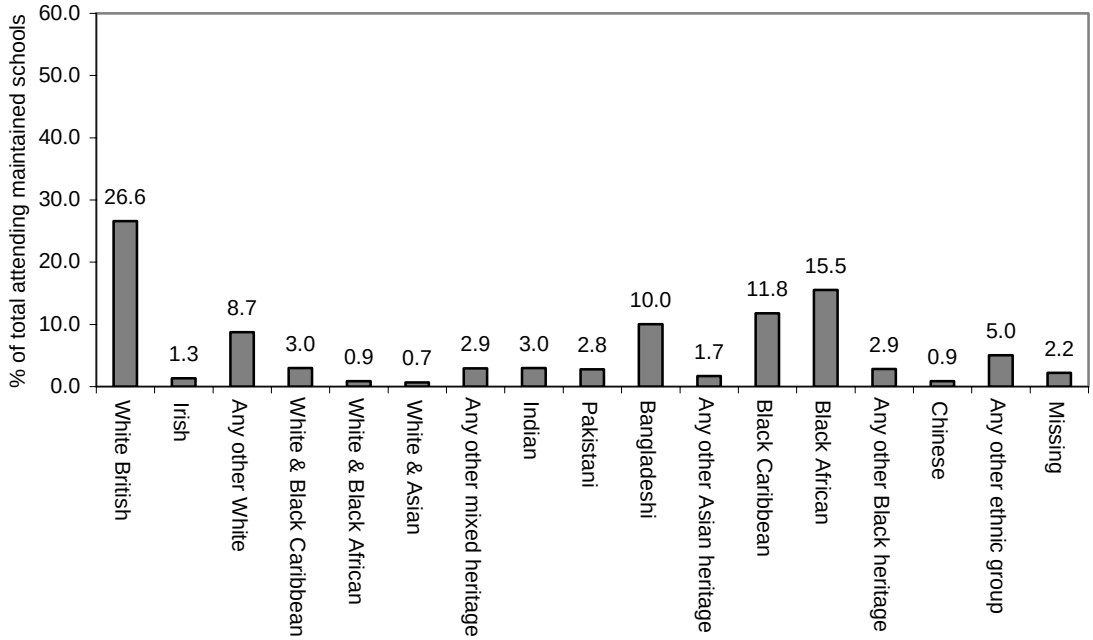
Table 1 is based on Eileen Howes' DMAG Briefing *2001 Census Key Statistics: Ethnicity, religion and country of birth*[1] and provides summary information on diversity in London and in England as a whole. It confirms the observation that London is both ethnically diverse in itself, and more so than the rest of the country.

Table 1. Ethnic group of residents. Numbers and percentages, 2001

	All	White	Mixed	Asian or Asian British	Black or Black British
Number					
Inner London	2,766,114	1,816,605	107,706	294,361	454,450
Outer London	4,405,977	3,286,598	118,405	572,332	328,399
Greater London	7,172,091	5,103,203	226,111	866,693	782,849
England and Wales	52,041,916	47,520,866	661,034	2,273,737	1,139,577
Percentage					
Inner London	100.0	65.7	3.9	10.6	16.4
Outer London	100.0	74.6	2.7	13.0	7.5
Greater London	100.0	71.2	3.2	12.1	10.9
England and Wales	100.0	91.3	1.3	4.4	2.2

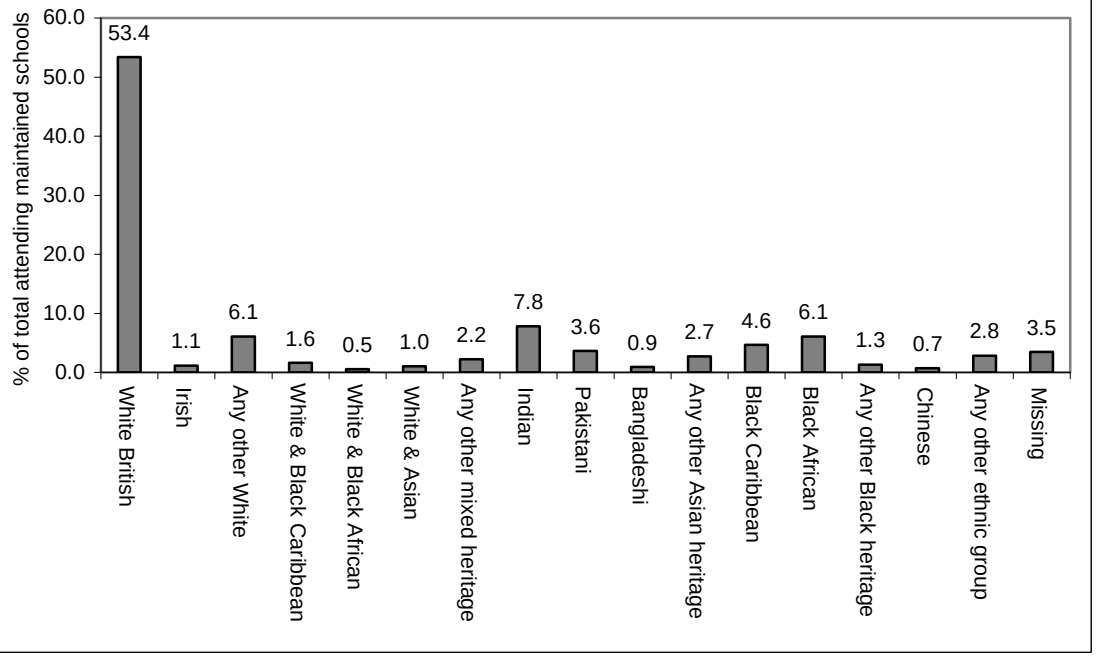
While London's adult population is ethnically diverse, the roll in its maintained schools is more so, as Figures 1 and 2 show. Twenty seven per cent of pupils who live in inner London and attend maintained schools are White British, compared with 53 per cent in outer London. By contrast, the 2001 census recorded 91.3 per cent of the population of England and Wales as a whole, and 60 per cent of the population of London were listed as being White British (see tables A1 to A6).

Figure 1. Ethnic background of pupils aged 5-15 living in inner London who attend maintained schools, January 2003



Source: 2003 LPD

Figure 2. Ethnic background of pupils aged 5-15 living in outer London who attend maintained schools, January 2003



Source: 2003 LPD

Individuals with an ethnic heritage form a higher percentage of the population in London than is the case nationally. On present trends, that percentage is likely to increase.

Differences in the age structure of the ethnic minority and White populations, the emergence of new ethnic identities, including those associated with dual or multiple ethnic heritage, and the movement of population to and from London, are all associated with this. Sections 4.2, 4.3 and 4.4 briefly review each of these in turn.

4.2. Change - population age structures

In 2003, the average age of the mother at first birth was 29.4[2]. Table 2 gives a summary, based on the 2001 national census, of the national population by age and ethnicity. Those with an ethnic heritage were more likely than White individuals to be of childbearing age in 2001, and children aged 0 to 15 formed a higher proportion of the BME than the White population. The White population had the highest proportion of individuals aged 40 years and above.

The average age of childbirth, and the age range within which childbirth takes place, can change. However, all other things being equal, the comparatively greater ethnic diversity of London's school children today, compared with the adult population in the capital, will result in an even more diverse adult population in London in the future as these young people age.

Table 2. Age structure by ethnicity, the national population, 2001

Age range	All	White	Mixed	Asian or Asian British	Black or Black British	Chinese or other
Number						
0-4	3,094,141	2,650,843	116,197	208,557	94,713	23,831
5-15	7,394,595	6,475,318	214,406	443,489	201,275	60,107
16-19	2,555,590	2,224,345	55,087	173,202	68,842	34,114
20-39	14,634,325	13,029,414	181,662	800,359	433,208	189,682
40+	24,363,265	23,140,946	93,682	648,130	341,539	138,968
Totals	52,041,916	47,520,866	661,034	2,273,737	1,139,577	446,702
Percentage						
0-4	5.9	5.6	17.6	9.2	8.3	5.3
5-15	14.2	13.6	32.4	19.5	17.7	13.5
16-19	4.9	4.7	8.3	7.6	6.0	7.6
20-39	28.1	27.4	27.5	35.2	38.0	42.5
40+	46.8	48.7	14.2	28.5	30.0	31.1
Totals	100.0	100.0	100.0	100.0	100.0	100.0

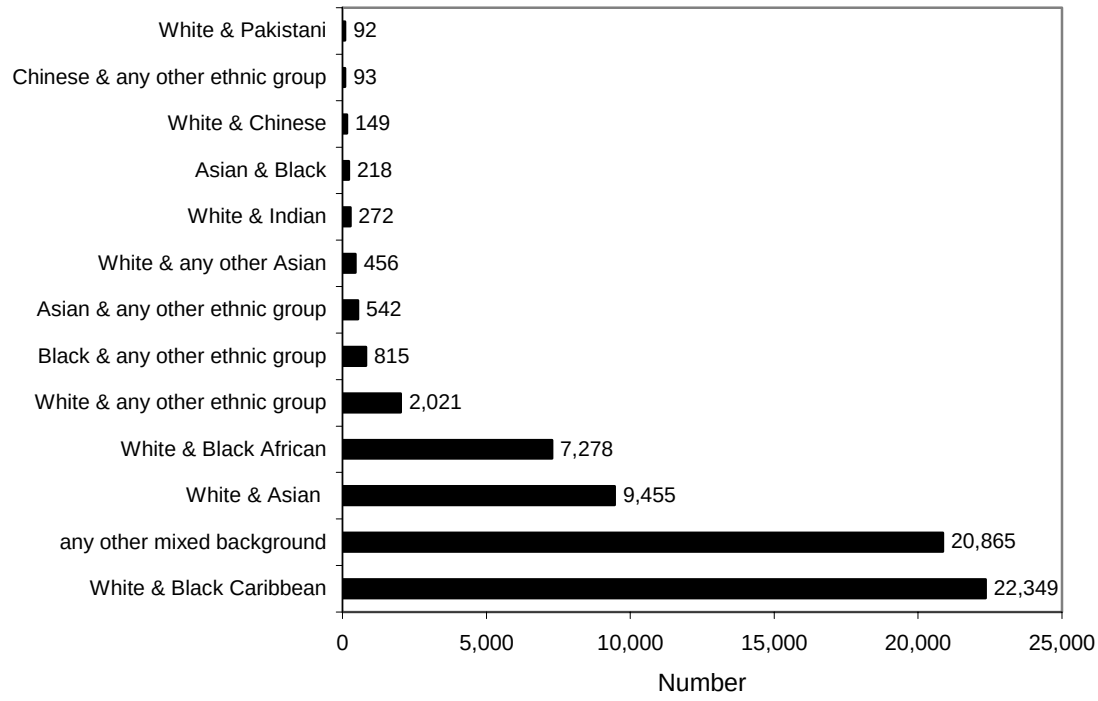
Source: ONS census 2001 table S101. Figures are Crown copyright. See tables A1 to A6 for further details for London

4.3 Change - the development of dual ethnic heritage

Some BME communities have been present in London for several generations. This provides scope for new identities to be forged, for example where children are born to couples with different ethnic backgrounds. Table 1, based on 2001 national census data shows that 226,111 of London's 7,172,091 resident population had more than one ethnic heritage. The largest group with dual heritage has a mixed White and Black Caribbean heritage (70,928). The second largest has a mixed White and Asian heritage (59,944).[3]

Figure 3 provides provisional information on the number of children attending maintained schools who have more than one heritage, and is consistent with information from the 2001 national census. 'White and Black Caribbean' is the most common dual heritage, with 'White and Asian' and 'White and African' falling some way behind. There are virtually no cases of pupils with a dual Black and Asian heritage. Because of the very limited numbers involved, figures for those with a Black and Chinese heritage, have been excluded from Figure 3.

Figure 3. Provisional numbers pupils with a mixed ethnic heritage groups, 2003 London Pupil Dataset*



Source: 2003 LPD
Records in the LPD are for pupils who attend maintained schools, (City) Academies or City Technology Colleges in London, regardless of where they live, or who live in London and attend those types of schools, regardless of where the school is situated.

Despite being consistent with information from the 2001 national census, Figure 3 still needs to be read with caution. It includes categories which schools could, but did not necessarily have to use to record pupil ethnicity. The 2003 DfES pupil survey allowed individual local authorities to negotiate agreements with the Department on the local use of detailed 'extended' ethnic categories. These could be used instead of more general ethnic 'subcategories'. Local authorities differed in their choice of extended categories, and schools within authorities also differed in the categories they used. Differences in recording practice mean that some pupils with, for example, a White and Indian heritage were recorded under this extended category heading in some schools, but elsewhere were recorded under the broader White and Asian heading. The existence of optional extended ethnic categories means that Figure 3 can only *indicate* the types of dual ethnic heritage which exist amongst people attending maintained schools.[4]

4.4 Change – pupil mobility to and from London

In addition to change resulting from children born to parents from different ethnic groups, there is also change caused by the movement of people to London from elsewhere, and from London to elsewhere. The 2001 national census records 1,940,390 people living in London as having been born outside the United Kingdom (see Eileen Howes, DMAG Briefing 2003/9). These include 142,499 born in the Caribbean and 454,536 born in Africa. In the 10 years up to 2001, the capital's population grew, as did the numbers in the population with an ethnic heritage. Table 3 provides a summary of that change. Numerically, the two major changes have been a fall in the White population in London and an increase in the Black African population.

Table 3. Change in the ethnic composition of London's population, 1991 and 2001

	1991 census	2001 census	Change (N)	Change (%)
Total residents	6,679,699	7,172,091	492,392	4
White	5,333,580	5,103,203	-230,377	-7
Black Caribbean	290,968	343,567	52,599	14
Black African	163,635	378,933	215,298	120
Black Other	80,613	165,459	84,846	96
Indian	347,091	436,993	89,902	22
Pakistani	87,816	142,749	54,933	57
Bangladeshi	85,738	153,893	68,155	72
Chinese	56,579	80,201	23,622	36
Other Asian	112,807	193,002	80,195	65
Other groups	120,872	174,091	53,219	38

Source: Eileen Howes, *2001 Census Key Statistics: Ethnicity, religion and country of birth*, DMAG Briefing 2003/9.[5]

The 2002 LPD has been merged with the 2003 LPD. The merged dataset includes records for pupils who were on roll in both years, as well as for pupils who were only on roll for one of the two years. This allows for an analysis of stability and change amongst children attending maintained schools. The number of pupils who were of an age to be in the school system in both years, but who only had a LPD record in 2002, is taken as an indicator of outward mobility from London to elsewhere. Similarly, the number of pupils who were of an age to be in the school system in both years, but who only had a LPD record in 2003, is taken as an indicator of inwards mobility to London from elsewhere. 'Mobility' here involves *both* to movement within the UK and movement across international borders. To avoid including pupils who were too young to attend schools in 2002, or who had reached school leaving age in 2003, the analysis focuses on pupils aged 4-14 in 2002 and on the same cohort aged one year older, one year later; that is pupils aged 5-15 in 2003. These pupils could, potentially, have been on roll in a maintained school in 2002 and again in 2003.

In practice, some of the movement to and from London's maintained schools will have involved children who left or joined independent schools. There are no records for pupils attending independent schools in the LPD, other than for those attending (City) Academies and City Technology Colleges. Pupils joining or leaving independent schools are not necessarily "mobile" in the sense of having moved to or from London. Similarly, some children attending London schools in 2002 lived outside London. If they continued to live outside London in 2003, but changed to a school outside the capital in that year, they would have a 2002 record in the LPD but no 2003 record. They too would not be mobile in the sense used here. Some pupils who had a record in only one year *may* have been in London in both years, but were missed because of school record keeping

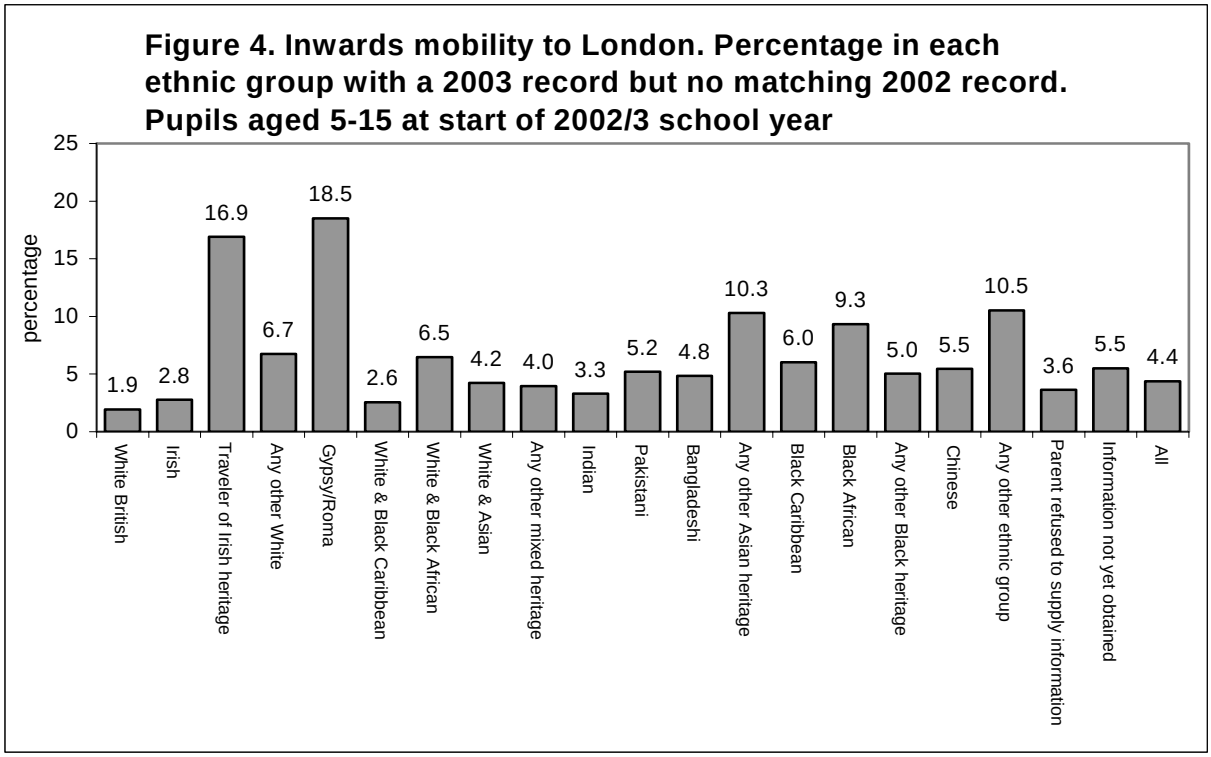
practices.[6] Bearing these points in mind, the figures shown in this section should be seen as indicators, rather than precise measures, of pupil mobility to and from London.

Figure 4 shows the ethnic heritage of pupils in this restricted age range who had a 2003 LPD record, but had no record for 2002. Black Africans pupils form the single largest mobile group on this measure, and White British pupils the second largest group.

Table 4. Inwards mobility to London. Pupils aged 5-15 on roll in 2003 with and without a matching 2002 record

	Number with a record in both 2002 and 2003	Inwards mobility - number with a 2003 Record, but no	Total	Propensity towards inwards mobility - % 2003 records with no 2002	Inwards mobility from each group as % of total inwards
White British	386,569	7,612	394,181	1.9	19.6
Irish	10,423	298	10,721	2.8	0.8
Traveller of Irish heritage	933	190	1,123	16.9	0.5
Any other White	56,342	4,068	60,410	6.7	10.4
Gypsy/Roma	586	133	719	18.5	0.3
White & Black Caribbean	18,004	473	18,477	2.6	1.2
White & Black African	5,358	371	5,729	6.5	1.0
White & Asian	7,737	342	8,079	4.2	0.9
Any other mixed heritage	20,995	866	21,861	4.0	2.2
Indian	52,153	1,781	53,934	3.3	4.6
Pakistani	27,665	1,515	29,180	5.2	3.9
Bangladeshi	34,484	1,757	36,241	4.8	4.5
Any other Asian heritage	18,647	2,141	20,788	10.3	5.5
Black Caribbean	59,412	3,819	63,231	6.0	9.8
Black African	75,449	7,772	83,221	9.3	20.0
Any other Black heritage	15,474	820	16,294	5.0	2.1
Chinese	6,383	369	6,752	5.5	0.9
Any other ethnic group	28,513	3,355	31,868	10.5	8.6
Parent refused to supply information	12,707	478	13,185	3.6	1.2
Information not yet obtained	13,294	774	14,068	5.5	2.0
Totals	851,128	38,934	890,062	4.4	100.0

Source: merged 2002 and 2003 LPDs



Source: merged 2002 and 2003 LPDs

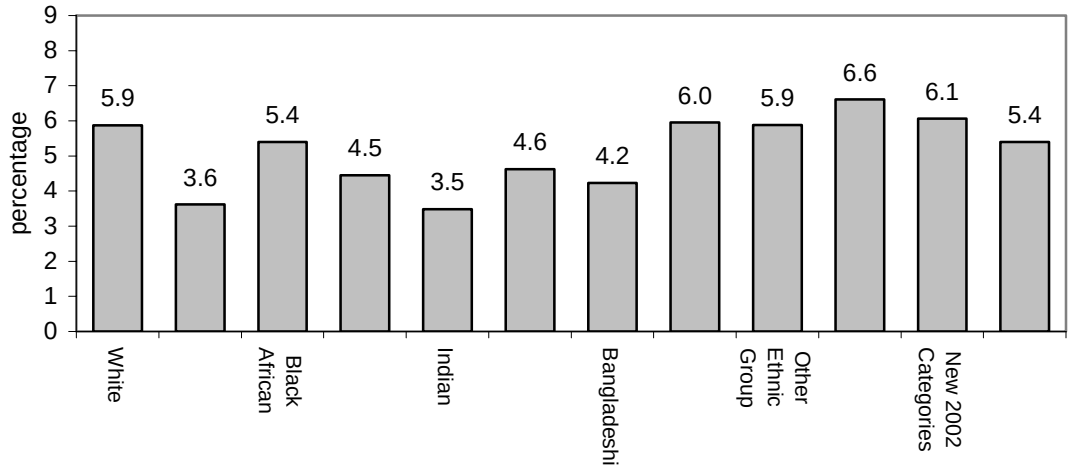
Table 5 and Figure 5 provide the reverse picture, and show 'outflow' from London. The ethnic categories are different, reflecting a change in reporting arrangements in 2003. White pupils formed the single largest outflow group, and constituted 59 per cent of all outflows.

Table 5. Outwards mobility from London. Pupils aged 4-14 on roll in 2002 with and without a matching 2003 record

	Number of 2002 records with a matching 2003 record	Outward Mobility - number of 2002 records without a matching 2003 record	total 2002 records	Propensity towards outward mobility % 2002 records in each group with no 2003 match	Outward mobility from each group as % of total outwards mobility
White	460,279	28,733	489,012	5.9	59.1
Black Caribbean	56,274	2,115	58,389	3.6	4.4
Black African	75,792	4,328	80,120	5.4	8.9
Black Other	30,454	1,419	31,873	4.5	2.9
Indian	55,038	1,988	57,026	3.5	4.1
Pakistani	27,780	1,346	29,126	4.6	2.8
Bangladeshi	34,053	1,506	35,559	4.2	3.1
Chinese	6,159	390	6,549	6.0	0.8
Other Ethnic Group	67,360	4,212	71,572	5.9	8.7
Unclassified	17,074	1,209	18,283	6.6	2.5
New (2003) categories	20,844	1,345	22,189	6.1	2.8
Total	851,107	48,591	899,698	5.4	100.0

Source: merged 2002 and 2003 LPDs

Figure 5. Outwards mobility from London. Percentage of pupils in each ethnic group with a 2002 but no 2003 record in the LPD. Pupils aged 4 -14 at start of 2001/2 school year



Source: merged 2002 and 2003 LPD

A key point is whether the pattern of change points to a need for additional educational support in the capital which, if not met, could lead to increased levels of under-achievement.

London Challenge is a major central government initiative aimed at improving London's schools. It reviews have taken account of pupil mobility, but not necessarily pupil mobility to and from London. As a case in point, DfES London Challenge has pointed to parental dissatisfaction with local schools as a factor in the choice of an "out-borough" school.[7] This form of mobility, where a pupil lives in one local authority area and travels to attend a school in another local authority area, is referred to as cross-border mobility, and the level of cross-border mobility in some London local authorities is high.[8] Nonetheless, London Challenge's focus on short range cross-border pupil mobility within London should not lead us to ignore longer-range pupil mobility to and from London as a whole, or the implications this has for the level and type of educational support needed in the capital.

Tables A8 to A21 in appendix 2 provide evidence of whether pupils joining or leaving the London school system are statistically significantly different from London pupils of the same age generally. Table 6 illustrates how that point has been approached. The table shows the number and percentage of pupils aged 5 to 15 with records in the 2003 LPD, in terms of their first language.

Of the pupils in this age range, 288,500, 32.97 per cent of the total, had a language other than English as their first language. In 2003, 37,254 pupils in the age range in 2003 had no record in the 2002 LPD. All other things being equal, the percentage of pupils for whom English is not the first language will be the same for both the inwardly mobile group and for all pupils with a 2003 LPD record, i.e. 32.97 per cent.

Table 6. Pupils aged 5-15 at the start of the 2002/3 school year and attending schools maintained by London authorities, by first language

	Pupils' first language is English	Pupils' first language is other than English	Language situation not recorded	Total*
Number	585,045	288,500	1,551	875,096
Percentage	66.85	32.97	0.18	100.00

Percentages do not add up to 100 because of rounding. Source: 2002 and 2003 merged LPDs

If that were so, then the expected number of inwardly mobile pupils for whom English was not the first language would be 12,283. The actual number is 21,233, which is 8,950 above the expected number. In statistical terms, that difference is referred to as the residual. The likelihood, based on the chi-square test, of that difference existing by chance alone is less than one in 1,000. The inwardly mobile group is statistically significantly different from the total pupil group in terms of language spoken.

The same approach is used to assess whether pupils who move to or from London are statistically significantly different from the generality of pupils with records in the LPD in terms of ethnicity and in terms of entitlement to free school meals. Pupil who were inwardly mobile to London between January 2002 and January 2003 were statistically significantly different from the generality of pupils aged 5 to 15 in *all* boroughs in terms of ethnicity, first language and free school meal entitlement.

In all local authorities, there are more inwardly mobile pupils classified as 'Other White' and Black African than would be expected from their proportion in the pupil body generally, and in all London boroughs the number of inwardly mobile White pupils is less than would be expected from their proportion in the pupil body generally.

In all London boroughs, the inflow of pupils for whom English is not the first language is greater than would be expected given the proportion of such pupils in the pupil body generally. As far as free school meal entitlement is concerned, the picture varies in different boroughs. In inner London authorities, there are fewer inwardly mobile pupils entitled to free schools than would be expected statistically. By contrast, in outer London the number of inwardly mobile pupils entitled to free school meals is generally above what might be expected.

Pupils aged 4 to 14 in 2002 who had no record in 2003 have been taken as indicating outward mobility from London. These pupils were statistically significantly different from the generality of pupils in the age group in terms of ethnicity in all London boroughs but two, and were statistically significantly different in terms of first language spoken in all London boroughs but one. They were also statistically different in terms of entitlement to free school meals in all but 12 London boroughs.

White pupils were over-represented in the outwardly mobile group in all inner London authorities and in 12 of the 19 outer London boroughs. Black Caribbean pupils were under represented in the outwardly mobile group in all London boroughs. For other groups the picture is mixed, though in each of inner London and outer London as a whole Black Other, Indian, Pakistani and Bangladeshi pupils were under represented in the outwardly mobile group.

Pupils for whom English is the first language were over represented in the outwardly mobile group in 20 London boroughs, and pupils not entitled to free school meals were over represented in the outwardly mobile group in 26 London boroughs.
The clear implication is that the level of educational support needed in London increased over the period in question, and increased in both inner and outer London. The DfES London Challenge concentration on short-range cross-border pupil mobility between London boroughs does not capture that situation, and should be reviewed.

4.5 Ethnic diversity and inequality

London's ethnic diversity exists in a context of educational and economic inequality, which affects adults and their children. On present trends that inequality will affect an increasing proportion of London's population. That could only be problematic as far as equity, social cohesion, and the global competitiveness of London's the economy are concerned.

Analysis of 2001 national census data[9] shows that, amongst Londoners who are beyond the age of compulsory schooling, those with a Black Caribbean, dual White and Black Caribbean, or Bangladeshi heritage are least likely to have a 'higher level qualification'. A higher-level qualification includes a Higher National Diploma, first degree and above. Lower level qualifications range from one or more GCSEs, or their equivalent, to two or more GCE 'A' levels.

Black Caribbean and White British individuals are more likely to have no qualifications, or to have lower level qualifications, than is the case for Londoners in this age range as a whole. Those with an Indian or Chinese ethnic heritage are proportionally more likely than Londoners in the 'post-compulsory' age group to have higher level qualifications, and are proportionally less likely to have either lower level qualifications or no qualifications at all.

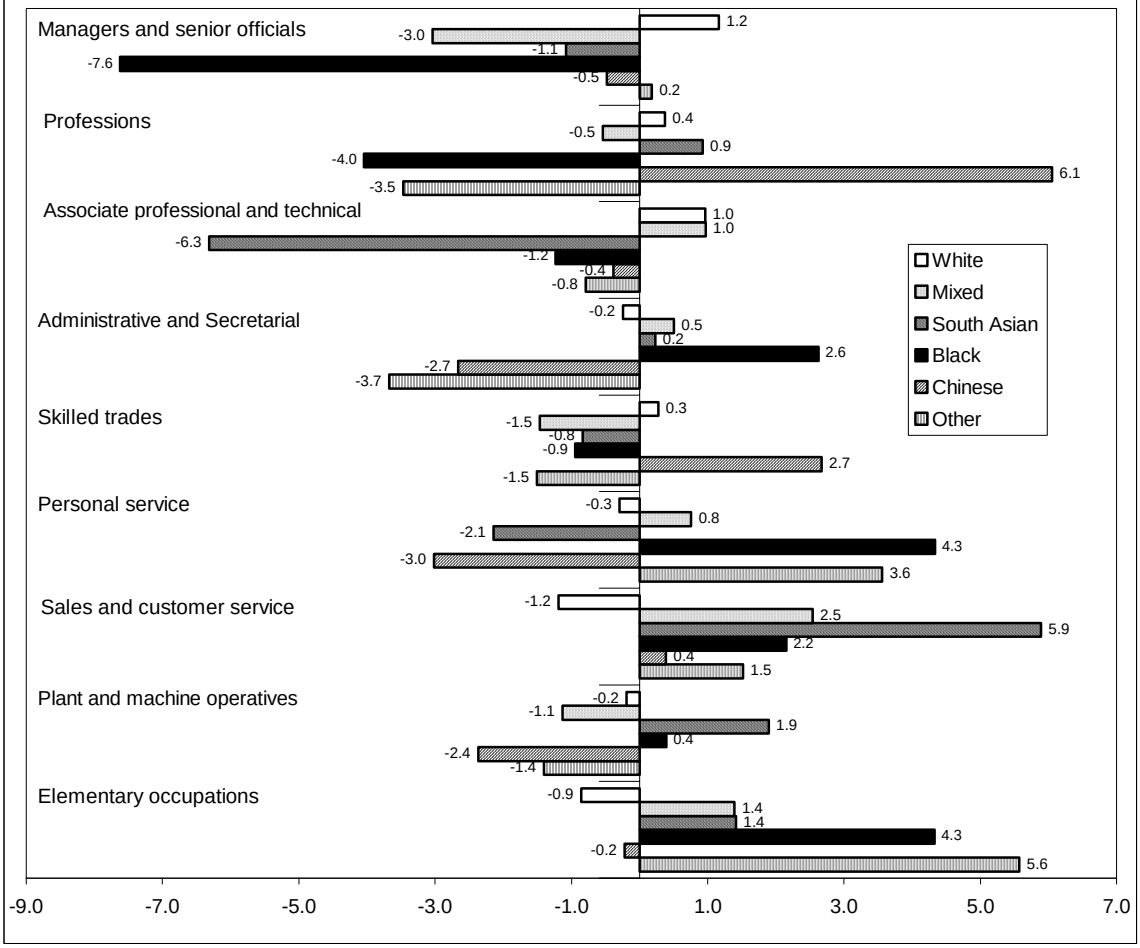
To summarise, attainment amongst those in the post-compulsory school age group who have an Indian or Chinese heritage is skewed toward higher-level qualifications, while Bangladeshi adults are most likely to have no qualifications at all. Black Caribbean attainment in this age range is skewed towards lower level qualifications. A section of the White adult population has no, or only low level qualifications.

The position of those with an Irish heritage points to the possibility of diversity in attainment within an ethnic group. An above average proportion of those with a White Irish heritage in the post-compulsory group have no qualifications, *and* an above average proportion have higher-level qualifications. This may reflect a generational difference within the White Irish group. Diversity of educational attainment within as well as between groups is explored further in later sections of this report.

Educational differences between adults in different ethnic groups are accompanied by occupational differences. Figure 6 shows the difference between the percentages of people in each ethnic group in particular occupations, compared with the percentages of Londoners as a whole in the same occupation. On this measure, those with a Black heritage of any type are under-represented in the higher status professional and managerial occupations, and are over-represented in lower status occupations. Those with a White heritage of any type are marginally over-represented in professional, managerial

and skilled trades occupations. Those with a Chinese or South Asian heritage are over-represented in the professions, but not in managerial occupations.

Figure 6. Difference, percentage distribution between occupations within ethnic groups, and within London's population as a whole, 2001



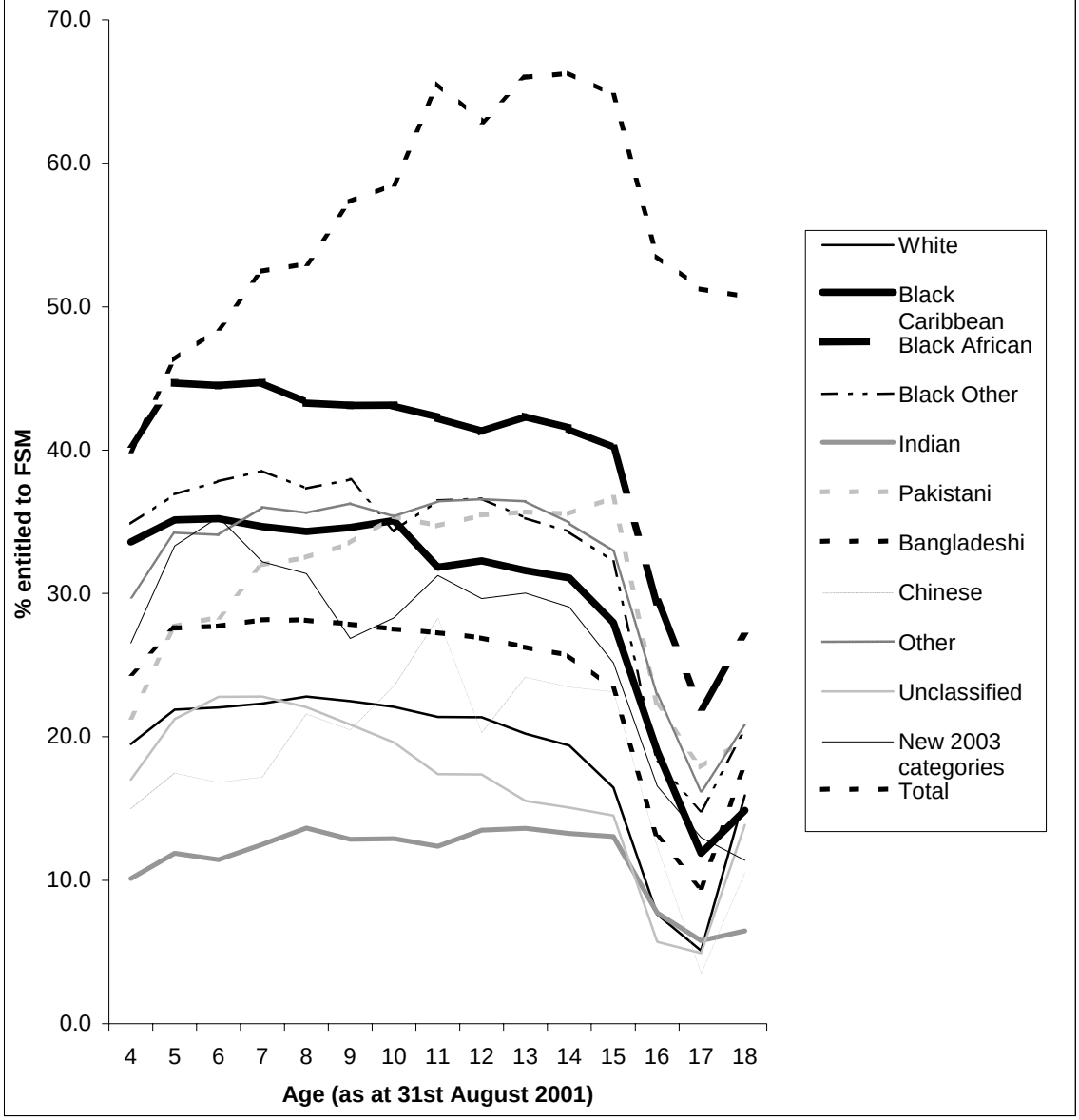
Source 2001 national census table S109

Occupational differences are associated with differences of income, and those at the low end of the income range experience poverty. In England, pupils of compulsory school age and above, including pupils aged 16 and 17, are entitled to free school meals (FSM) if the parent receives Income Support or Income Based Jobseekers' Allowance; FSM is one standard measure of poverty. Figure 7 shows the percentage of pupils in each ethnic group who were entitled to free school meals in 2003. Three groups of pupils, Travellers of Irish heritage, Gypsy or Roma and Bangladeshi pupils were most likely to be entitled to free school meals. Pupils with a Black African, Black Caribbean, mixed White and Black, and Pakistani heritage all had above average levels of entitlement to free school meals. Pupils with an Indian, dual White British and Indian, White British, Chinese or Irish heritage, tended to have below average levels of entitlement to free school meals.

Appendix table A24 and Figure 7 indicates that poverty is a barrier to pupils staying on in schooling beyond the final year of compulsory schooling. Table A24 shows this using the

more complex classifications used in 2003, while Figure 7 simplifies the picture using 2002 data and the more restricted 2002 categories.

Figure 7. Pupils on roll January 2002. FSM by age and ethnicity



Source: v2 2002 LPD

There will be more than one reason for the fall in the number of pupils entitled to free school meals at the ends of compulsory schooling, including levels of attainment in GCSE and the costs to households with low incomes of young people staying on in education. Education maintenance allowance may help to reverse that pattern, and analysis of future versions of the LPD would be able to indicate whether that is happening.

5. Key conclusions about ethnicity and attainment based on pre-2002 data

Key points in this and the next section are that, prior to the creation of the National Pupil Dataset in 2002, the evidence available made it difficult to be certain about educational attainment amongst different ethnic groups across London, in all boroughs and in all schools. The data either simply did not allow an analysis of attainment by ethnicity, was based on small samples which may or may not have been representative of London, or came from often small London boroughs which may or may not have been typical of other parts of the capital. Unsurprisingly, the picture had its ambiguities, with indications of possible change over time, and evidence from individual boroughs which did not align with the picture drawn from small national sample surveys.

Before 2002, school and local authority statistical returns on pupil ethnicity, made to central government, were confined to the total number of pupils in different groups in individual schools. The categories used were those in the 1991 national census. These included broad categories such as "Black African", which encompassed groups that were themselves ethnically diverse.[10]

Analysts can only work with the data available to them, however exact or inexact the categories used. In the 1990's the then Department for Education and Employment (DfEE) cross-tabulated the percentage of BME pupils in schools with other school level variables such as entitlement to free schools, levels of pupil truancy and attainment in public examinations.[11] Schools with higher levels of unauthorised pupil absence tended to have a lower percentage of pupils gaining five or more higher grade passes at GCSE. Those schools also tended to have higher proportions of BME pupils, and higher proportions of pupils entitled to free school meals. DfEE bulletins reflected a key conclusion from the 1990's, that social disadvantage, measured as entitlement to free school meals, was associated with lower levels of educational attainment. Nonetheless, because the Department was working with school level data, it could not answer questions such as whether BME pupils were more or less likely to be entitled to free school meals, more or less likely to truant, or more or less likely to achieve five or more higher grade passes at GCSE.

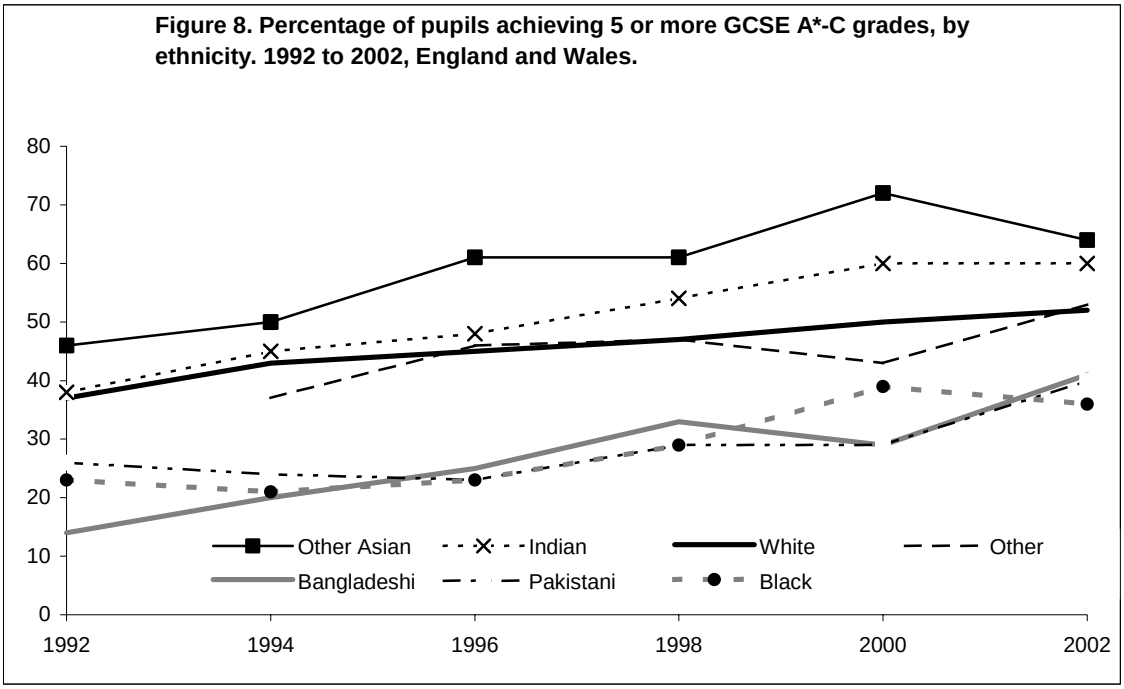
On the other hand some local authorities in the 1980s and 1990s collected ethnicity records on a pupil by pupil basis, and that information *could* be matched with attainment, for example in public examinations. At the same time, a number of national sample surveys also collected information on individuals, including ethnicity and other characteristics such as educational attainment. The small size of datasets from sample surveys and from at times small LEAs, made it difficult, if not impossible, to reach conclusions which were known to apply across London. Given problems with sample size, some studies simply dropped groups from the analysis. In other cases, different ethnic groups were conflated under a single broader heading. Nonetheless, by 2002 a number of key reports[12] establish a view of the situation in England which may or may not, have applied to the capital as a whole, and to all schools in each of its 33 boroughs.

While not providing evidence for all ethnic groups, Figure 8 illustrates what in the 1990s was possibly the most widely known observation about ethnicity and attainment in England. Indian pupils have higher average levels of attainment on the '5+ A*-C' measure than White pupils, and White pupils tend to have higher average levels of attainment on this measure than Pakistani, Bangladeshi and Black pupils. Given the increase in London's Black population between the 1991 and 2001 census, the likely further increase in that population after 2001, and the costs to the individual and society of low levels of

attainment at school, a continuation of low levels of attainment amongst Black and Bangladeshi pupils could be seen as potentially both socially and economically unsustainable.

However, the data used in Figure 8 are from a national sample survey, where the small size of the sample imposes limitations on what analyses can be sustained. Data for the 'Other' ethnic group are not shown for 1992 because of the smallness of the sample size. Again because of small sample size, figures for Chinese pupils are not shown separately, and Black Caribbean, Black African and Black Other pupils have been conflated in a single 'Black' category. Problems with small samples made if difficult to provide a detailed view of ethnicity and attainment in individual London boroughs and even in London as a whole during the 1990's.

Figure 8. Percentage of pupils achieving 5 or more GCSE A*-C grades, by ethnicity. 1992 to 2002, England and Wales.



Source: Youth Cohort Study.[13]

Figure 8 prompts a further note of caution. The graph shows the percentage of pupils in each ethnic group who achieved five or more higher grade passes. This is a threshold measure of attainment. Either pupils have, or have not, crossed that threshold. It provides no other information on the attainment of pupils who did not reach that threshold. Nor does it provide any other information on the range of attainment of those who passed the "5+ A-C" threshold, but it is precisely that information which is needed in an analysis of educational inequality.

A reference to income inequality in London illustrates the point. The proportion of the population in London in the high-income group is above the national average, as is the proportion of the population in the low-income group. Those working with income data will know that a single measure of income, such as average income, will not provide an adequate picture of the situation in London. Where income is distributed unequally, information on the number and percentage of individuals in different income groups is more useful than a single figure of average income. Section 9 of the report uses measures of attainment which take account of the range of pupil achievement. For the present, this

section notes that there is nonetheless evidence of variation in attainment, even in pre-NPD research using limited threshold measures.

Figures 9 and 10 show the range of qualifications of two different generations, one born between 1940 and 1959 and the other born between 1960 and 1979. Those in the older generation with an ethnic heritage were less likely than their White counterparts to have a degree, and were more likely to have no qualifications, Amongst the generation born between 1960 and 1979, some though not all ethnic groups were more likely than their White counterparts to have a degree, and were less likely to have no qualifications. While the circumstances surrounding that change are of interest, they are not explored here. The point being made here is that levels of attainment can, and have, varied over time.

Figure 9. Men - highest level of qualification. Percentage within each group. Great Britain.

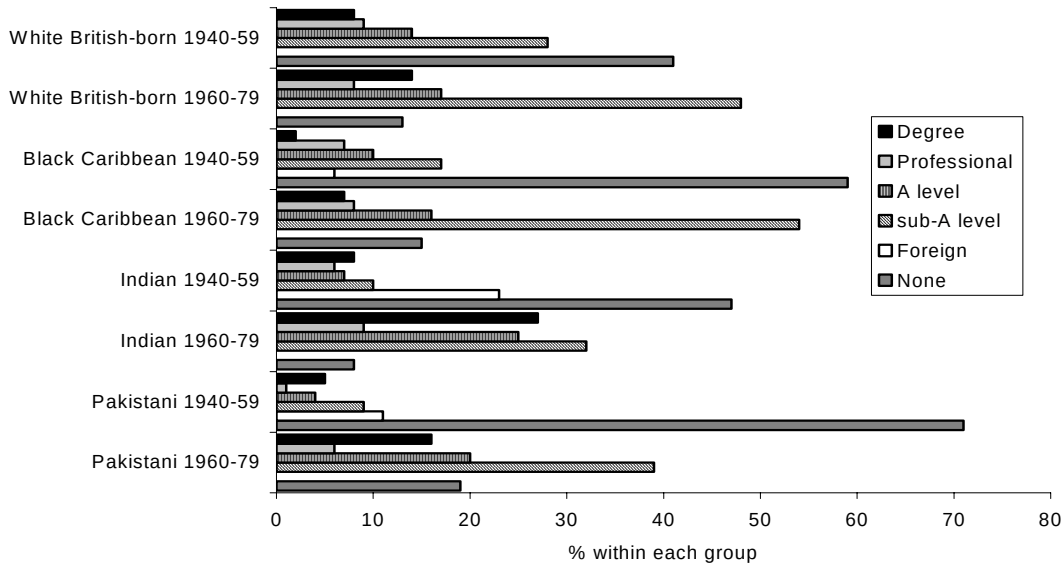
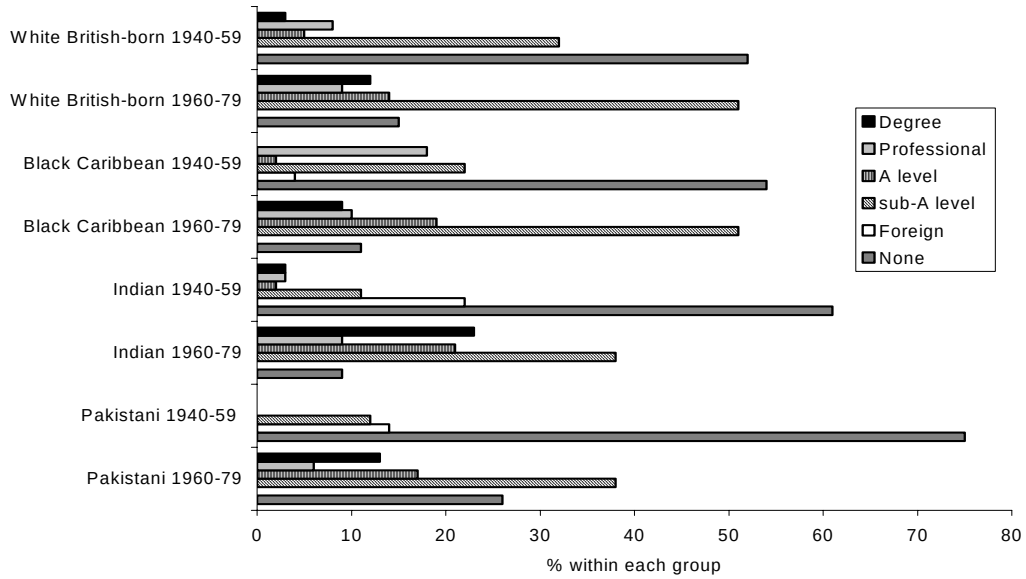


Figure 10. Women - highest level of qualification. Percentage within each group. Great Britain.



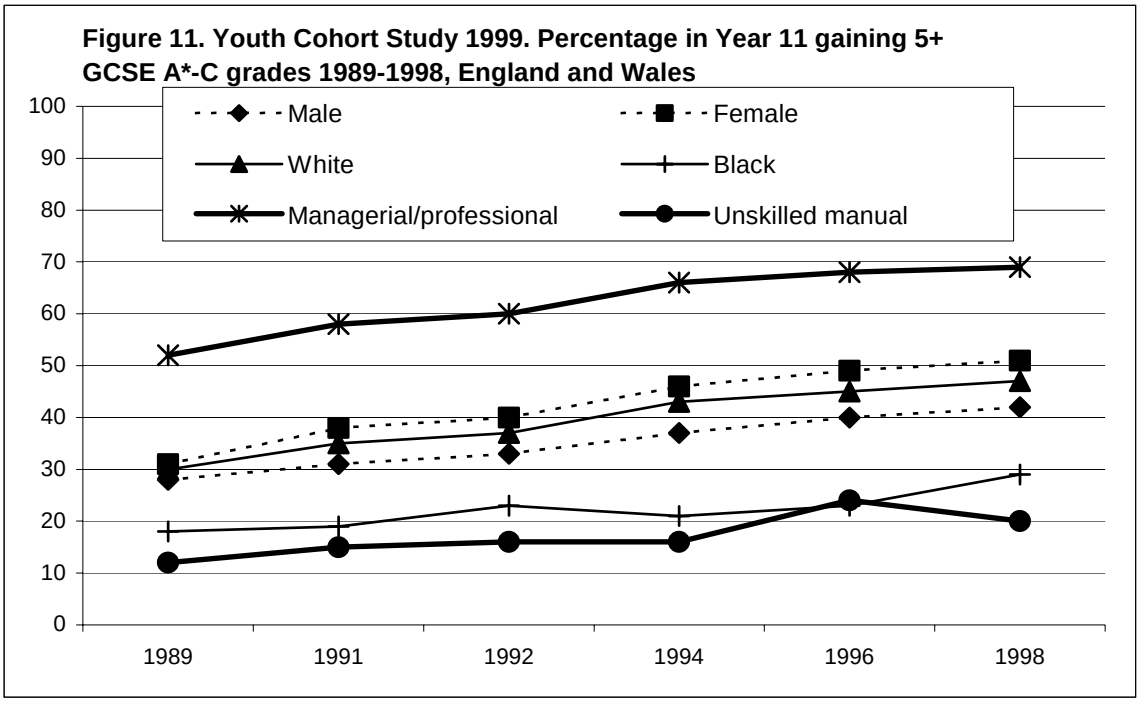
Source for Figures 8 and 9: Tables 3a and 3b Anthony Heath and Soojin Yu *Explaining ethnic minority disadvantage.*[15]

One of the issues prompting this report concerns the relationship *between* ethnicity and socio-economic status on the one hand, *and* educational attainment on the other. There is a long history of research and statistical analysis in England linking educational inequality with pupils' socio-economic status,[16] However, that work rarely gave equal billing to ethnicity and, at least during the 1990's, work on educational attainment and socio-economic status became a neglected area. However, there are indications of renewed interest including, for example, an interest in education, attainment and social mobility.[17] The Programme for International Student Assessment (PISA),[18] which is managed by the Organisation for Economic Co-operation and Development, provides a further example and is briefly referred to in appendix C. However, despite the limited range of evidence on ethnicity, socio-economic status and educational attainment in analyses based on pre-NPD data, such publications as there were raised two key questions relevant to this report.

In 1999 the then Department for Education and Employment (DfEE) published work based on successive Youth Cohort Surveys. These are national sample surveys carried out in England and Wales. The DfEE reported evidence on the gap in the attainment of White and Black pupils compared with the attainment of pupils from unskilled manual households and pupils from managerial or professional households. Key figures are shown in Figure 11.

While the Figure shows a difference in the attainment of White and Black pupils, this is less than the difference between the attainment of pupils from managerial or professional households on the one hand, and pupils from unskilled manual households on the other. That said the data in Figure 11 do not provide comparative information on the attainment of, for example, Black and White pupils from unskilled manual households, or Black and White pupils from managerial/professional households. We do not know from Figure 11 whether ethnic differences in attainment remain or disappear when socio-economic status is taken into account.

Figure 11. Youth Cohort Study 1999. Percentage in Year 11 gaining 5+ GCSE A*-C grades 1989-1998, England and Wales



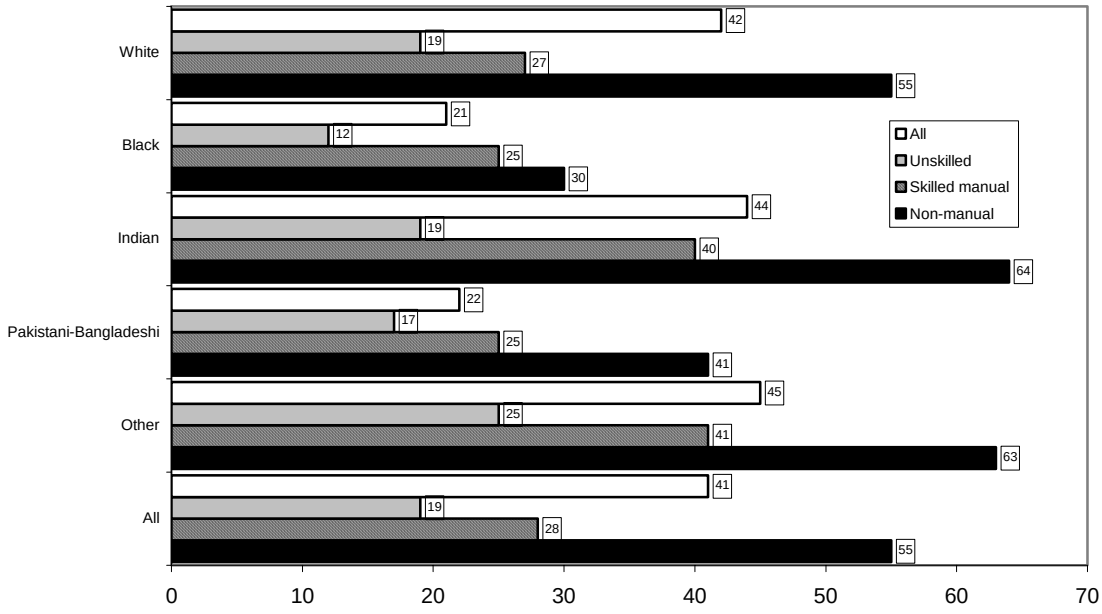
Source: DFEE (19)

Figure 12 is based on an analysis of Youth Cohort Survey data, published one year later in 2000. This Figure shows differences in educational attainment within as well as between ethnic groups, taking account of socio-economic status. Figure 12 is based on one year's data from the same national sample survey referred to in Figure 11.

The data in Figure 12 show that, on the measure of educational attainment used, inequalities exist *between and within* ethnic groups. In some cases the differences within ethnic groups are greater than differences between ethnic groups. In other cases they are not. For example, the graph shows a 45 percentage point difference in the attainment of Indian pupils from non-manual households compared with Indian pupils from unskilled households. This is considerably greater than the two percentage point difference between Indian and White pupils overall.

On the other hand, there is an 18 percentage point difference between the attainment of Black pupils from non-manual households compared with Black pupils from non-manual households. However, this is less than the 21 percentage point difference between Black and White pupils overall. Despite this, Black pupils from non-manual households nonetheless typically have higher levels of attainment than White pupils from unskilled households.

Figure 12. Percentage of pupils in maintained schools achieving 5 or more higher grade GCSE passes in 1995, England and Wales



Source: Sean Demack, David Drew and Mike Grimsley *Minding the Gap: ethnic, gender and social class differences in attainment at 16, 1988-95.(*20)

In Figure 12 differential attainment amongst pupils from different socio-economic groups is least pronounced amongst Black pupils, It is not clear why this is so, though it may be that higher status Black households differ from other higher status households. Table 7 shows that a comparatively high proportion of Black Caribbean adults are in lower, rather than higher status white-collar jobs. While not necessarily disadvantaged to the extent that households experiencing poverty are disadvantaged, Figure 12 shows that groups with an intermediate socio-economic status nonetheless tend of have lower levels of attainment than higher status groups. That said, the apparently atypical relationship between educational attainment and socio-economic status for Black pupils clearly warrants particular investigation.

However, while Figures 11 and 12 point to questions which can be tested against the evidence for London, it would be unwise to prejudge what the outcome of that analysis might be. The Youth Cohort Surveys are sample surveys, and the number or respondents from some ethnic groups is small. At less than 100, though more than 30, the number of young Black people in each occupational group is particularly small. Conclusions based on small numbers such as this need to be made cautiously.

Two points are nonetheless clear from the data shown in Figure 12. There is a hierarchy of attainment. Pupils from non-manual households are most likely to have the highest levels of educational attainment on the measure used, and pupils from unskilled manual households are least likely to have high levels of attainment. Pupils from skilled manual households fall in between the two. Secondly, in all ethnic groups, pupils from lower status households, are least likely to have high levels of attainment. Pupils in this group are perhaps most likely to experience poverty. The effects of child poverty in London cut across ethnic classifications.

Table 7. Numbers of White and Black Caribbean Londoners, aged 16 to 74, in managerial, professional, associate professional and technical occupations, 2001

	White	Black Caribbean
ALL PEOPLE	2,528,468	150,215
Group 1. Managers and Senior Officials	473,867	15,257
Group 2. Professional Occupations	385,188	13,960
Group 3. Associate Professional and Technical Occupations	477,227	25,369
Group 4. Administrative and Secretarial Occupations	190,130	31,246
Groups 1, 2, 3 and 4 total	1,721,147	85,832
Group 1 as percentage of Group 1-4 total	27.5	17.8
Group 2 as percentage of Group 1-4 total	22.4	16.3
Group 3 as percentage of Group 1-4 total	27.7	36.4
Group 4 as percentage of Group 1-4 total	22.4	36.4

Source: 2001 Census, table S109

The pupil attainment data discussed so far has mainly, though not exclusively, been for achievement in public examinations taken at the end of compulsory schooling. Appendix B, which outlines the system of pupil assessment in England, indicates that pupils are also assessed nationally at ages seven, 11 and 14. These assessments are intended to measure pupil progress through the national curriculum, from the early years of primary schooling and on towards the end of compulsory schooling. A picture of change in pupils' level of attainment as they move through the school system can be developed if each pupil's assessments at each key stage can be linked.

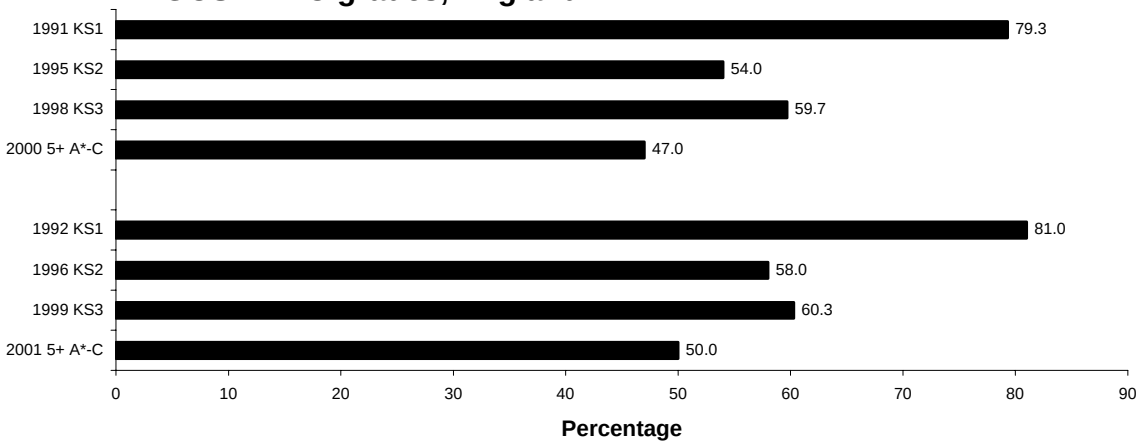
National key stage assessments have been in place for a sufficient length of time for those pupils who were aged 7 in either 1991 or 1992 to have been assessed at each of key stages 1, 2, 3 and 4. During the 1990's, analysis of this emerging national assessment dataset led to the conclusion that, statistically, the single best predictor of pupil attainment is a child's attainment at an earlier key stage[21], i.e. his or her prior attainment. Does this 'explain' the unequal outcomes we see at the end of compulsory schooling?

In any one year throughout the 1990's, a far higher proportion of pupils reached nationally expected levels of attainment at key stage 1 in the early years of primary schooling than in key stage assessments for older groups of pupils. This raises the possibility that some pupils who had reached nationally expected levels of attainment at key stage 1 went on to reach nationally expected levels of attainment at later key stages, but that other similarly successful pupils at key stage 1 did not.

Figure 13 confirms that some, but not all, pupils who reached nationally expected levels at key stage 1 failed to reach nationally expected levels in subsequent key stages. The Figure provides information on the attainment of two national cohorts of pupils as these moved through the school system, beginning in 1991 and 1992 respectively. A high proportion of children reach nationally expected levels of attainment in the early years of primary schooling. However, we can infer from Figure 13 that some pupils who reached nationally expected levels of attainment at key stage 1 did not go on to reach nationally expected levels at key stages 2, 3 or 4.

The London Education Research Network (LERN) London Benchmarking Project of the late 1990's gathered school level data on pupil attainment and characteristics at each key stage. *Z*-scores[23] were used to create an index of social disadvantage for individual

Figure 13. National cohort achievement at KS1 in 1991 and 1992, with subsequent attainment at KS2-4. Percentage of pupils achieving nationally expected levels and gaining 5+ GCSE A*-C grades, England



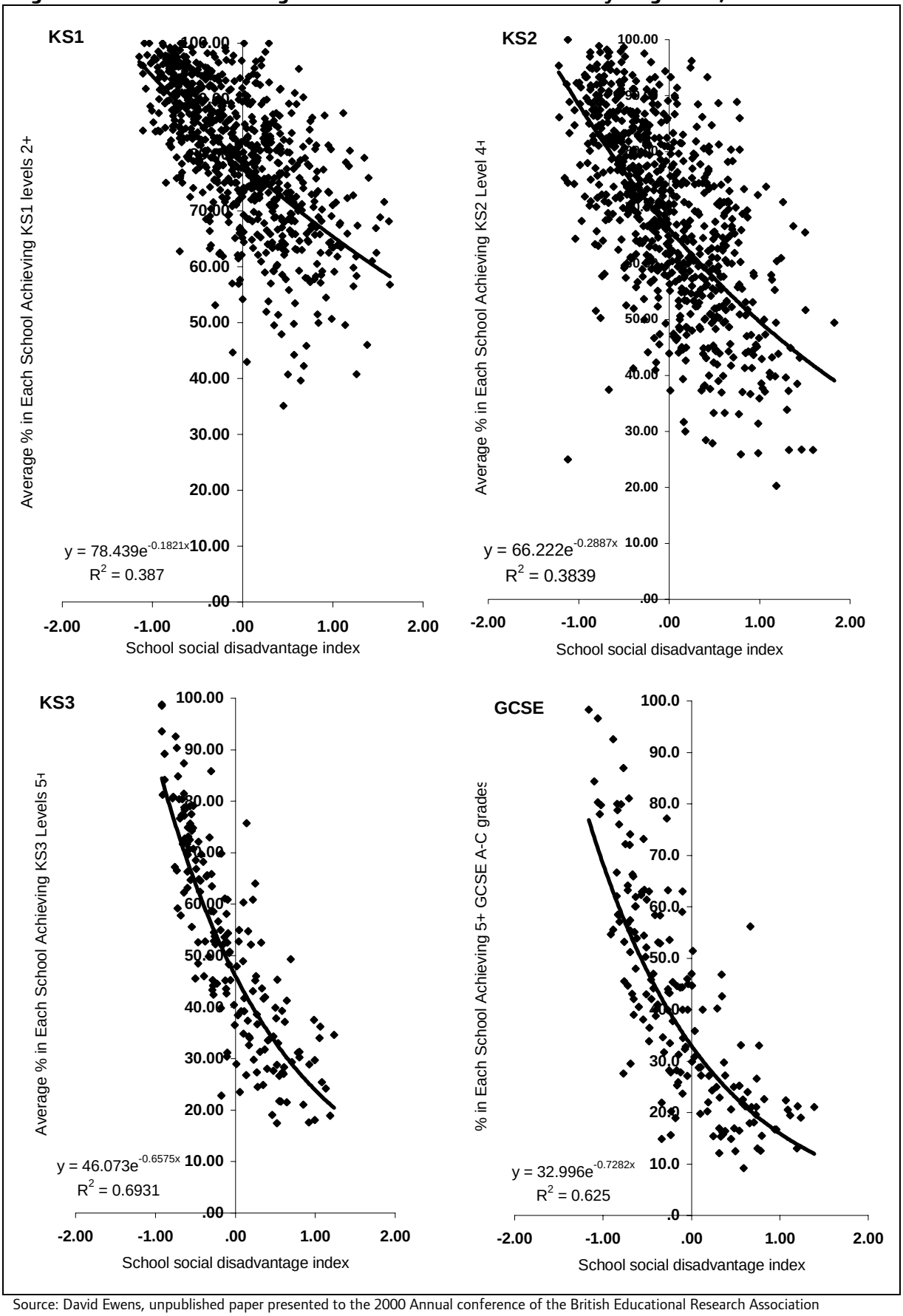
DfEE (22)

maintained schools, and level of attainment in those schools was then compared with their level of disadvantage. Figure 14 gives summary graphs from the 1999 round of the London Benchmarking Project. In that year data were available from 17 local authorities for 748 London schools at key stage 1, and 762 schools at key stage 2. Data were available from 15 authorities for 175 schools at key stage 3 and 172 schools at stage 4.

Although the data only provided a cross-sectional, rather than a longitudinal view, it appears from the London benchmarking project that the impact of social disadvantage may increase as young people move through the school system. Despite the conclusion that a pupil's prior attainment was the single best predictor of his or her subsequent attainment, it was clear during the 1990's that pupils with the same level of prior attainment did not have the same rates of subsequent progress, and there was a distinct suspicion that those failing to make expected progress came from disadvantaged groups.

However, the LERN project used school level data[24], and was not able to show whether pupils in different ethnic groups had different rates of progress. More recent evidence of the progress made by pupils from different ethnic groups in the school system is reviewed briefly in section 11. Pupil progress from key stage 1 onwards is, like the raw score GCSE results at the end of compulsory schooling, 'socially distributed'. Differences in prior attainment do not 'explain away' differences in the attainment of pupils from different ethnic groups.

Figure 14. Social disadvantage in London and attainment at key stages 1-4, 1999



Source: David Ewens, unpublished paper presented to the 2000 Annual conference of the British Educational Research Association

A key point in the present section, and stressed elsewhere in the report, is that an analysis of inequality in education requires measures which take account of the full range of attainment. Analyses of that type are given in sections 9 and 10 of the report, and the reader with a particular interest in that area may wish to skip the intervening sections. For the present, past research which relies on single measures of attainment, such as the percentage of pupils gaining five of more higher grade passes at GCSE, *also* points to variations in attainment over time, and to variations in attainment within ethnic groups which reflect differences in socio-economic status. We have good reason to suspect that social disadvantage may have less effect on attainment in the early years of schooling than in the later years of schooling. Maintaining that position as children move through the education system suggests that continuing attention needs to be given to attainment at key stages 1, 2 and 3.

6. A further note of caution. The relevance to London of conclusions based on pre-2002 data

While much of the evidence available before the creation of the NPD was national in scope there was, as Figure 14 shows, at least some work which was oriented towards London. During the 1990's, LERN's Examination Results in Context (ERIC) project pooled pupil level public examination results from London local authorities for subsequent analysis by the National Foundation for Educational Research. That analysis took account, at the same time, of school-level factors, such as whether a school was a church school, and also took account of pupil-level factors, such as ethnicity. Analysis of 1996 results, based on data from 12 London authorities, led to the conclusion that

> *"Pupils of Chinese, Indian, Pakistani and Bangladeshi origin performed better than those classified as White. Pupils of Black Caribbean origin did slightly less well than White pupils for total GCSE score, Mathematics and Science. Black African pupils outperformed White pupils in all performance indicators except Mathematics."*[25]

David Gillborn and Caroline Gipps' 1996 report for the Office for Standards in Education (OfSTED)[26] also contained evidence on ethnicity and attainment from local authorities in London. In Tower Hamlets in the early 1990's, Caribbean pupils tended to have higher average public examination scores at the end of compulsory schooling than White pupils.[27] Similarly in Lambeth in 1993, African male pupils had higher average GCSE scores than their White male counterparts.[28] In their later OfSTED report on educational inequality, David Gillborn and Heidi Safia Mirrza, reported data from an unnamed LEA, possibly outside London, showing higher than average levels of attainment by Black Caribbean pupils at key stage 1.[29] Similar evidence was available from Haringey. This evidence pointed to variations in attainment, rather than to uniform over- or under-achievement by particular groups, and to the possibility that attainment in London, or in parts of London was not typical of the situation nationally.

Whether these variations in London in the 1990's could be 'explained' in terms of socio-economic differences between pupils remained unclear at the time. Local authorities tended to rely on free school meal entitlement as an indicator of socio-economic disadvantage, and but had no further measures of the socio-economic position of those not entitled to free schools. The misunderstanding which followed points to a need for more comprehensive measures of socio-economic status.

The 1997 White paper *Excellence in Schools* pointed to variations in attainment at key stage 2 in schools with similar proportions of pupils entitled to free school meals. Some schools with high levels of entitlement had levels of success at key stage 2 similar to those in schools with lower levels of entitlement.[30] The same line of reasoning was used in the later 2001 White Paper *Schools achieving success*.[31] The implication was that schools could not rely on free school meal entitlement to excuse the huge gap between the *average* level of attainment of pupils who were entitled to free school meal entitlement and the *average* level of attainment of those who were not.

The authors of the two White Papers should have been aware that schools with similar levels of free school meal entitlement did not necessarily have similar socio-economic profiles. Pupils who are not entitled to free school meals can differ in their level of social advantage. The Organisation for Economic Co-operation and Development's Programme

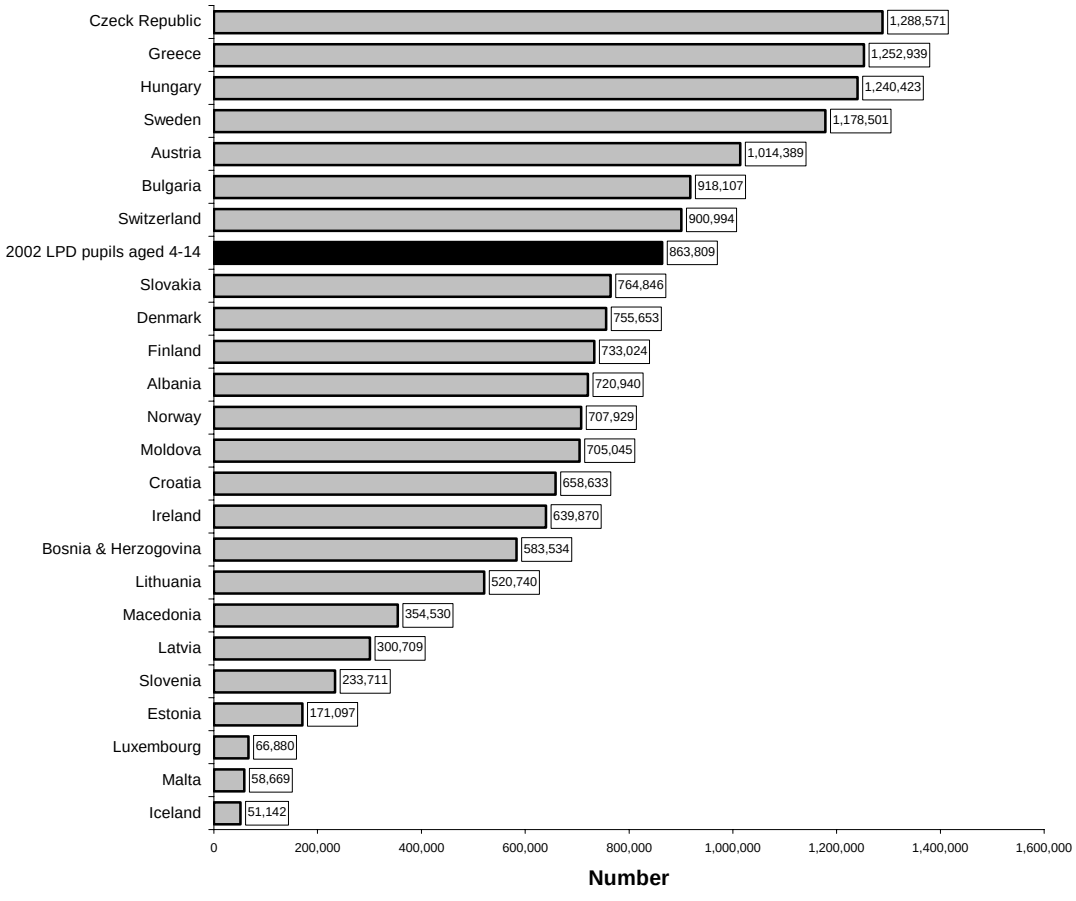
for International Student Assessment (PISA), to which the UK subscribes, confirms that school children's reading skills and their mathematical and scientific literacy, varied depending on the level of social advantage of the child's household.[32] In short, pupils who were the most socially advantaged tended to have the highest levels of attainment, and the pupils who were least socially advantaged had the lowest levels of educational attainment. Those with an intermediate socio-economic status tended to have an intermediate level of attainment. That is not picked up by analyses which rely on free school meal entitlement to indicate a pupil's socio-economic circumstances. Nonetheless, the White Papers point to the possibility of variations in the educational attainment of supposedly disadvantaged groups, and this needs to be tested against the evidence from the LPD. Given the role of the White Papers in shaping policy, they also, again, confirm the need for more comprehensive measures of socio-economic status.

7. Post-2002. Ethnicity and attainment, threshold measures

Earlier sections of this report sounded a note of caution in assuming that conclusions about ethnicity and attainment, based on often small national sample surveys or reports from London's small local authorities from the 1990s, necessarily applied or apply to attainment in all boroughs and all schools in London. This section uses pupil level data, mainly from the 2002 London Pupil Dataset, to identify what the situation in London actually is on the standard measures used in national performance tables.

The LPD has the advantage of containing data on the whole population of children attending maintained schools, including children in primary schools. It is not based on a sample of pupils. Additionally, the dataset is large and, as Figure 15 indicates, contains the number of records which be found in similar pupil datasets in middle-sized European countries such as Norway and Denmark (were those countries to have national pupil datasets). The 2002 LPD contains records for 68,770 pupils in the public examination cohort. This compares favourably with the 14,498 individuals in the national sample used by Demack, Drew and Grimsley, and on which Figure 12 was based. The size of the ethnic population in London adds significance to an analysis of London data.

Figure 15. Esitmated numbers in the population aged 4 to 14, and actual number of pupils aged 4-14 in the 2002 LPD



Derived from information on 2002 population estimates available at ww.earthtrends.wri.org

The DfES now regularly publishes summary information on ethnicity and attainment, and this is referred to partly to provide the wider England context, but also when it has a direct bearing on points raised in pre-2002 research. One such point is included in Gilborn and Gipps' OfSTED report referred to on page 29 above. That report quoted evidence from some London boroughs in the 1990's, showing that Black pupils had higher average levels of attainment at the end of compulsory schooling than their White counterparts.

Table 8 is based on published DfES summary information showing 2004 attainment amongst pupils in different ethnic groups attending schools in the 32 London boroughs which maintain secondary schools. The table shows the number of boroughs where BME attainment at GCSE on the standard performance measure in 2004 exceeded that of White British pupils attending schools in the same local authority. It also shows the number of boroughs where BME attainment exceeded the London and England average for all pupils. The table confirms that in a *minority* of London authorities Black pupils have higher levels of attainment than their local White British counterparts, and that there are also local authorities where Black pupils exceed both the London and English average on the measure of attainment used.

The same points apply, in a much larger number of London local authorities, to the attainment of Irish, Pakistani and Bangladeshi pupils. Additionally, in the majority of London authorities, the attainment of White British pupils falls below the London average and below the average for England. Table A25 shows attainment in 2004 GCSE examinations in London boroughs, and tables A26 and A27 use LPD information to show attainment at key stages 1 to 3 in 2000, 2001 and 2002 for pupils on roll in 2002. Tables A26 and A27 need to be read with a degree of caution since some of the pupils assessed in 2000 and 2001 would have left London by 2002, which means they do not show the attainment of all pupils. Tables A28 to A55 show attainment in London and in England by ethnicity for all key stages. This last group of tables tends to show higher average levels of attainment in London than in England as a whole for each BME group at each key stage. Table 9 draws on that information to show the 'London advantage' amongst Asian pupils in 2004. Taken together tables 8 and 9 point to London's distinctive position; a position which would not necessarily be understood from research based on pre-2002 data.

Figures 16 and 17, on the other hand, suggest that a number of other points from earlier research *do* apply in London. The Figures summarize attainment in London at each key stage in 2002 and 2003, and show that the gap between the attainment of Black and White pupils may widen as children pass through the education system. Additionally, the Figures show that, amongst all ethnic groups, a lower proportion of pupils reach national benchmarks in the later than in the earlier stages of education.

Table 8. Comparative position, pupils gaining 5 or more higher grade examination passes at the end of compulsory schooling in London boroughs, 2004

	Number of London boroughs where								
	Pupils in a particular group have a higher pass rate than equivalent (M/F/T) White British pupils in the same borough			Pupils in a particular group have a higher pass rate than all equivalent (M/F/T) pupils in London as a whole			Pupils in a particular group have a higher pass rate than all equivalent (M/F/T) pupils in England as a whole		
	Male	Female	All	Male	Female	All	Male	Female	All
White	16	20	19	12	14	13	15	14	14
White British	-	-	-	13	13	15	14	13	15
Irish	19	22	24	20	24	25	20	24	26
Any other White	15	19	19	15	14	14	15	14	15
Mixed	15	19	18	13	12	12	13	13	12
White and Black Caribbean	11	10	11	8	9	8	9	9	9
White and Black African	13	10	19	12	10	16	12	10	16
White and Asian	22	22	27	21	20	28	21	20	28
Any other multiple heritage	13	18	18	12	14	15	13	14	15
Asian	26	30	29	24	25	27	25	26	27
Indian	29	29	32	25	29	32	25	29	32
Pakistani	19	20	25	18	18	21	18	19	22
Bangladeshi	20	18	21	16	15	17	16	16	17
Any other Asian	22	29	25	25	24	26	25	24	27
Black	5	11	9	5	5	4	7	7	6
Black Caribbean	5	8	5	3	4	4	3	5	4
Black African	9	14	13	8	9	9	8	10	9
Any Other Black	10	11	8	7	6	8	7	7	8
Chinese	28	27	31	27	26	29	27	26	30
Any other ethnic group	18	24	20	17	19	17	17	20	20
Unclassified	18	20	19	18	18	20	18	18	20
All pupils	16	24	28	11	13	13	13	14	14

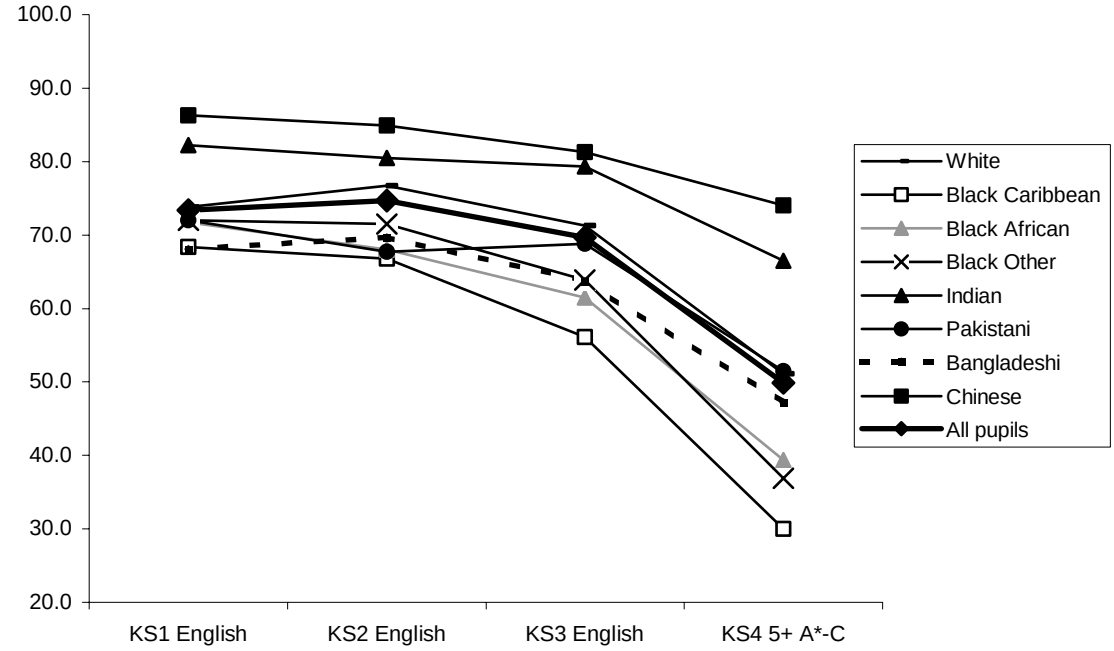
In London, 32 local authorities maintain secondary schools.
See table A25 for further details

Table 9. The 2004 London 'Asian advantage' at key stages 1, 2, and 4

	% of Asian pupils reaching national benchmarks	
	London maintained schools	English maintained schools
Key stage 1 English reading	84	81
Key stage 1 English writing	81	78
Key stage 1 mathematics	89	86
Key stage 2 English	79	75
Key stage 2 mathematics	77	70
Key stage 2 science	85	79
GCSE (5+ A*-C grades)	62	56

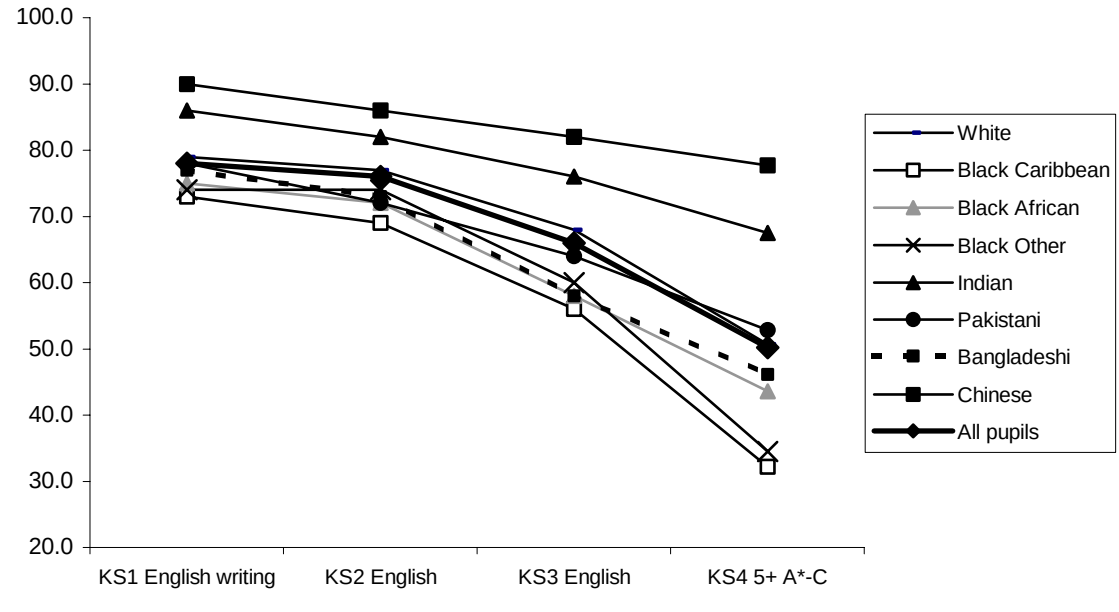
See tables A32 to A43 and A52 to A54 for further details, including a breakdown by gender. Equivalent Figures for 2004 key stage 3 results are not available at the time of writing. 2004 key stage 3 results are not available at the time of writing.

Figure 16. Percentage of pupils with records in the London Pupil Dataset reaching nationally expected levels in key stage English tests and achieving 5 or more GCSE A*-C grades in 2002. GCSE results are provisional



Source 2002 LPD. 2002 GCSE results are provisional.

Figure 17. Percentage of pupils attending London maintained schools reaching nationally expected levels in key stage English tests, and achieving 5 of more GCSE A*-C grades, 2003

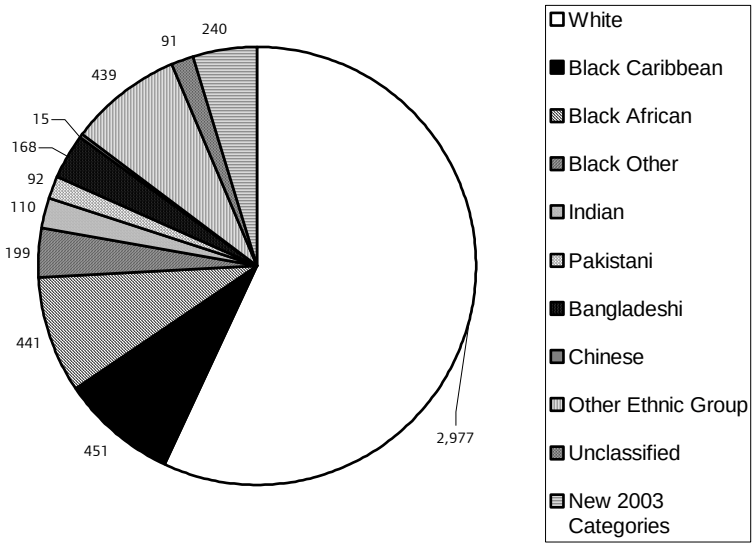


Source: DfES. See tables A34, A38, A44, and A52 for further details, including a breakdown by gender

7.1 Ethnicity, entitlement to free school meals and attainment

Figure 18 shows the number of pupils who did not achieve five or more GCSE passes in 2002 at *any* grade. On this measure, White pupils formed the single largest underachieving group in London in 2002. The low level of attainment of some White or White British pupils is not much discussed in research from the 1990's, but is indicated in the 2001 census which shows that White British and Black Caribbean individuals in London form the two groups most likely to have no qualifications (see section 4.5, page 16).

Figure 18. Number of London pupils not achieving 5 or more A*-G grades, by ethnic heritage, summer 2002. All pupils. Provisional.



Source: v2 2002 LPD

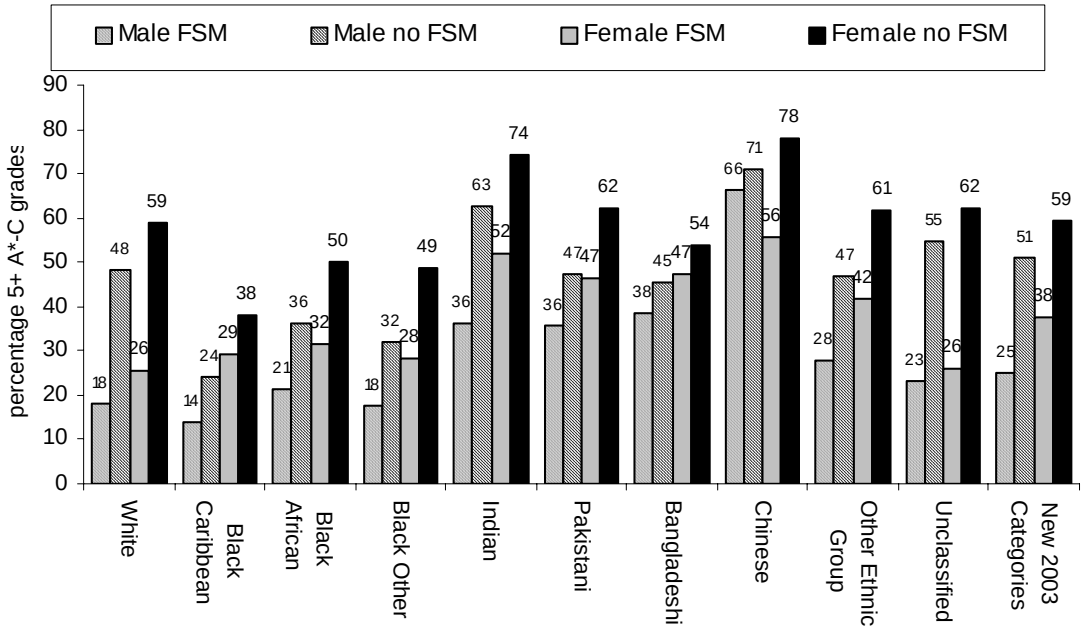
One explanation of low levels of attainment focuses on the impact of poverty, measured as entitlement to free school meals (FSM). Do differences in the level of entitlement to free school meals 'explain away' differences in the attainment of pupils in difference ethnic groups in London?

Figure 19 confirms that in all ethnic groups, boys who are entitled to free school meals are less likely than boys who are not entitled to free school meals to achieve five or more higher grade passes at GCSE. The same point applies to girls. However, Black Caribbean girls who are entitled to free school meals are more likely than Black Caribbean boys who are not entitled to free school meals to achieve five or more higher grade passes. The same point applies to Bangladeshi girls who are entitled to free school meals and Bangladeshi boys who are not, though the difference in this case is small. Additionally, White and Black male pupils entitled to free school meals tend to have lower levels of attainment on the standard performance tables measure than boys in all Asian groups who are entitled to free school meals.

Figure 20 shows the percentage point difference between those achieving five or more higher grade passes who are, and those who are not entitled to free school meals. A differential exists for all groups. Poverty has an impact on the attainment of pupils in all

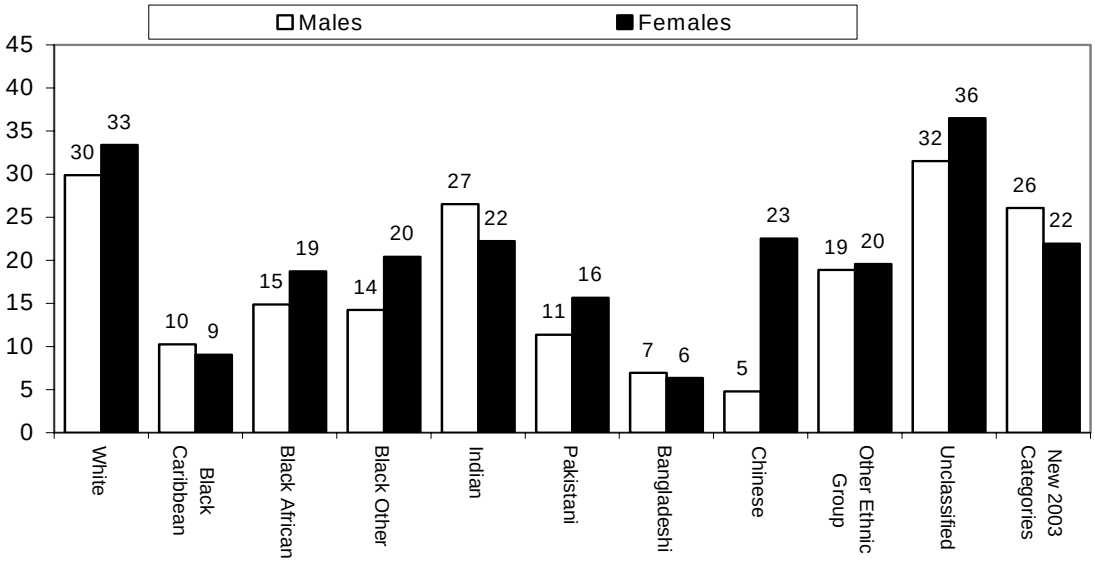
ethnic groups. However, the differentials shown in Figure 20 are greater for some groups than others. They are particularly pronounced for White and Indian pupils and are least pronounced for Black Caribbean and Bangladeshi pupils. There is also some variation by gender. The differential for Chinese girls and Indian boys are amongst the greatest shown in Figure 20.

Figure 19. Percentage of London pupils achieving 5+ GCSE A*-C grades in 2002, by ethnicity and FSM. Provisional.



Source: v2 2002 LPD

Figure 20. Percentage point difference between pupils not entitled to FSM and pupils entitled to FSM



Source: version 2 2002 LPD

At its simplest, pupils from different ethnic groups who are entitled to FSM do not have similar levels of attainment on the standard GCSE performance table measure shown in Figures 19 and 20. More dramatically, Bangladeshi pupils, who were shown in Figure 7 as being more likely than pupils in any other group to be entitled to free school meals, 'out perform' Black Caribbean pupils regardless of whether FSM is taken into account or not. While, as stated, 'poverty has an impact on the attainment of pupils in all ethnic groups', it is equally clear that entitlement to FSM does not on its own 'explain away' differences in the attainment of pupils in different ethnic groups.

In 2004, the DfES published for the first time a breakdown of results for 6th form pupils by ethnicity and for London (see table A55 for details). That information suggests one possible further line of inquiry. Indian pupils' advantage over White pupils in GCSE examinations is not sustained in results on post-GCSE courses in London's maintained schools, or in England more generally. It is possible and, given the information in Figure 7 on page 12 above, even likely that White pupils in 6th forms are socially more advantaged than White pupils generally. The apparent loss of Indian pupils' educational advantage may reflect changes in the White group of pupils with whom they are being compared, rather than any faltering in the progress made by Indian pupils themselves. The issue may, once more, be one of how social advantage and disadvantage impinge on educational attainment.

The point was made earlier on pages 16 and 22, that simply dividing pupils into the two categories 'entitled to FSM/not entitled to FSM' may miss grades of advantage and disadvantage within the two groups which have an impact on attainment. Additionally, this and the previous section of the report have pointed to a *range* of attainment in the capital and elsewhere. Threshold measures, such as the percentage of pupils gaining five or more higher grade passes at GCSE, have the advantage of simplicity, but they do not provide a view of the full range of attainment, either amongst those who achieve five or more higher grade passes at GCSE, or amongst those who do not.

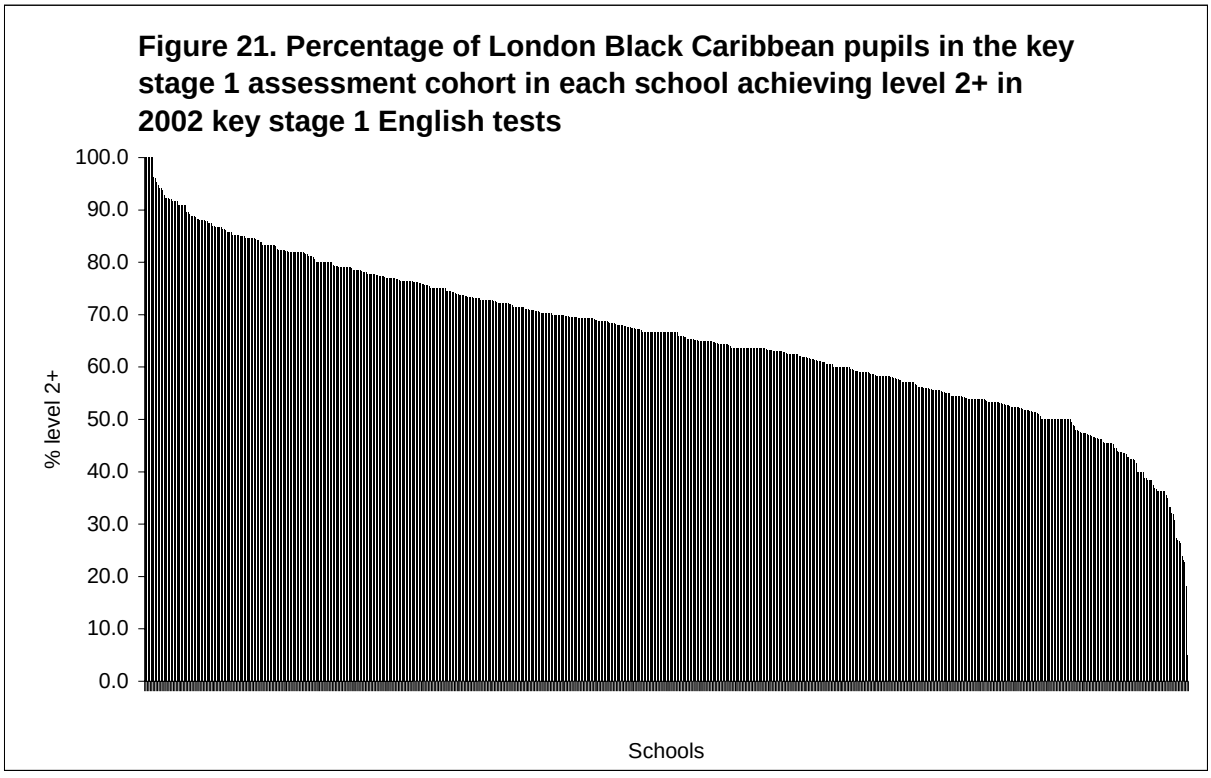
Section 10 of the report goes beyond the simple dichotomy of 'entitled to FSM *vs.* not entitled to FSM' in a preliminary step to tap the impact on educational attainment of a *range* of social advantage and disadvantage in London. Before that, sections 8 and 9 develop the second point, and compare the attainment of pupils in different ethnic groups using measures which take account of the full *range* of attainment.

8. Beyond threshold measures of attainment and ethnicity

Much of the work on ethnicity and inequality of attainment starts from the assumption that low levels of attainment should be reduced. The movement towards evidence-based policy and practice in education requires that analyses go beyond merely describing inequality, and at the very least identify areas or points where change has a realistic chance of succeeding. A single percentage figure for all pupils in each ethnic group who reach national benchmarks in key stage tests and public examinations does not provide that information. To the extent that there is a wish to see change, the development of evidence-based policy and practice provides a further good reason for 'moving on'. Two examples are given here to show the potential value of taking that step. Those who are familiar with that type of work may wish to skip this section, and move to section 9, which gives an overview of ethnicity and equality and inequality of attainment in London.

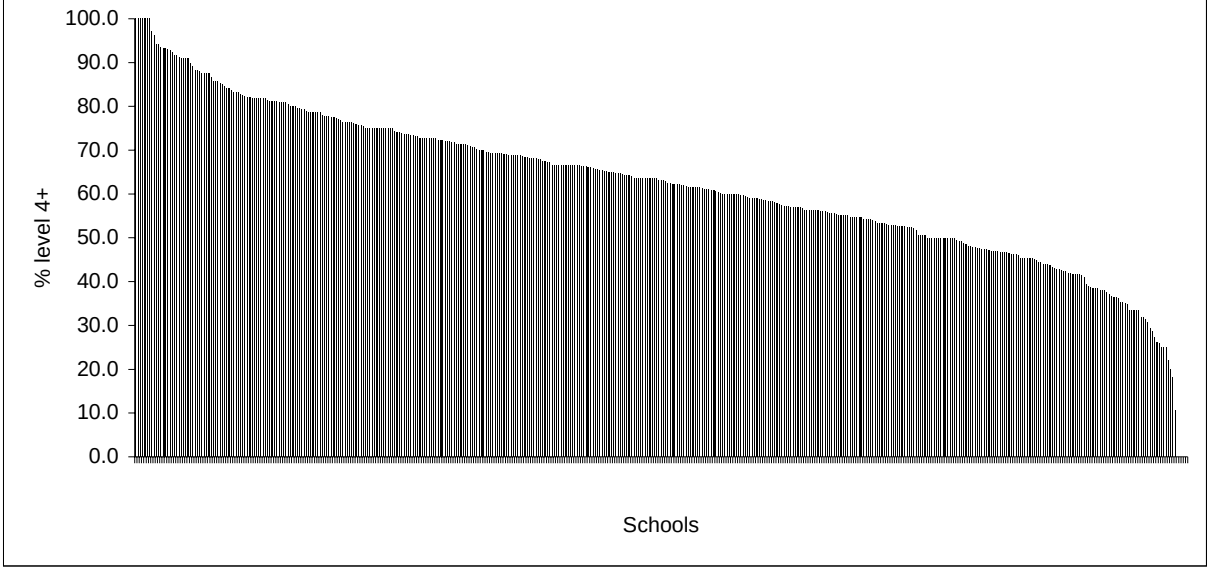
Figures 21 to 24 show the percentage of Black Caribbean pupils with records in the London Pupil Dataset reaching national benchmarks at key stages 1 to 4 *in individual schools* in 2002. Schools with fewer than 11 Black Caribbean pupils in the assessment cohort have been excluded from the graphs.

Figure 21. Percentage of London Black Caribbean pupils in the key stage 1 assessment cohort in each school achieving level 2+ in 2002 key stage 1 English tests



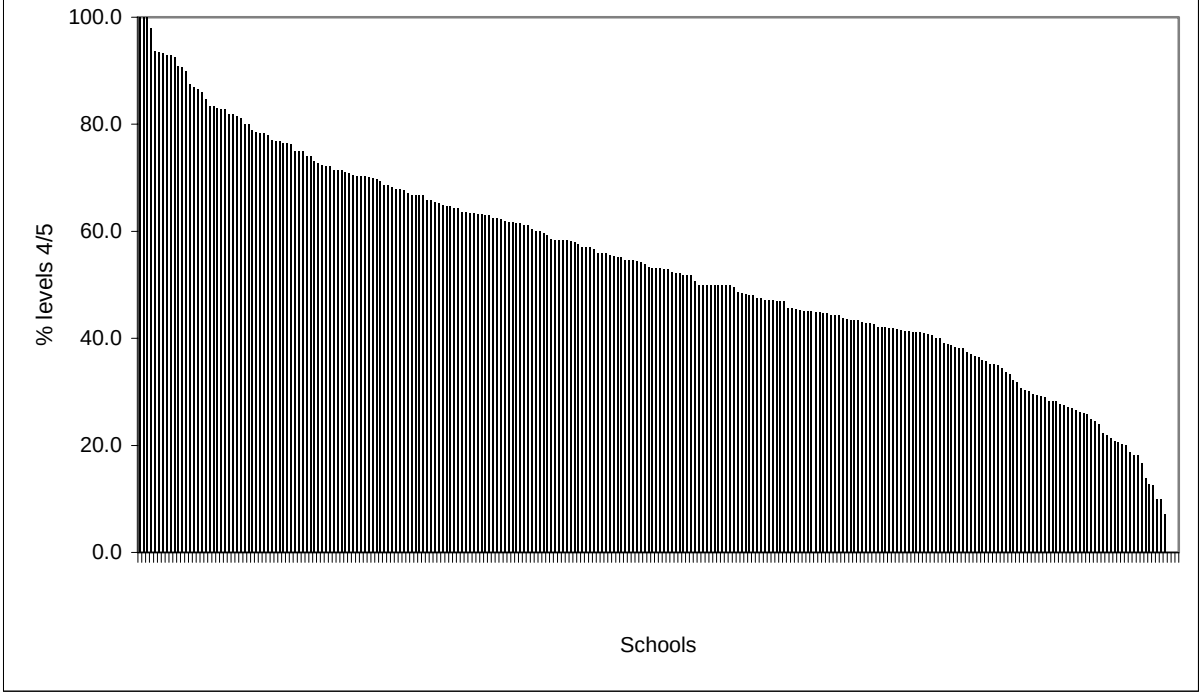
Source: 2002 LPD
Note: Figure 21 shows results in 728 primary and special schools. Schools with fewer than 11 Black Caribbean pupils in the 2002 key stage 1 assessment cohort are not included. Schools are those attended by pupils with records in the 2002 LPD.

Figure 22. Percentage of London Black Caribbean pupils in the key stage 2 assessment cohort in individual schools achieving level 4 or above in 2002 key stage 2 English tests



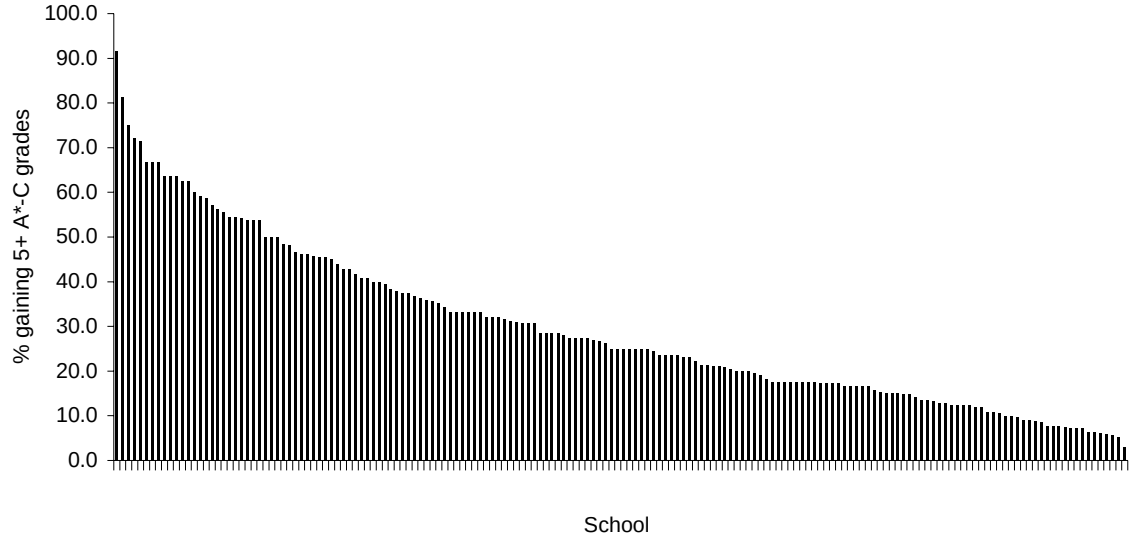
Source: 2002 LPD
Note: Figure 22 shows results in 463 primary and special schools. Schools with fewer than 11 Black Caribbean pupils in the 2002 key stage 2 assessment cohort are not included. Schools are those attended by pupils with records in the 2002 LPD.

Figure 23. Percentage of London Black Caribbean Pupils in individual schools who reached levels 4/5 in 2002 key stage 3 English tests



Source: 2002 LPD
Note: Figure 23 shows results in 268 secondary and special schools. Schools with fewer than 11 Black Caribbean pupils in the 2002 key stage 3 assessment cohort are not included. Schools are those attended by pupils with records in the 2002 LPD.

Figure 24. Percentage of London Black Caribbean pupils aged 15 in 2001/2 achieving 5+ GCSE A*-C grades in individual schools in 2002. Provisional



Source: 2002 LPD
Note: Figure 13 shows results in 170 secondary and special schools. Schools with fewer than 11 Black Caribbean pupils aged 15 at the start of the 2001/2 school year are not included. Schools are those attended by pupils with records in the 2002 LPD

Figures 21 to 24 illustrate three points. The Figures are consistent with Figures 16 and 17. Both show that high-level attainment exists at all key stages. Both show that levels of attainment are typically higher in earlier key stages tests than in public examinations. However, Figures 21 to 24 also show that the percentage of Black Caribbean pupils reaching national benchmarks varies from one school to another. There are schools at all key stages, including key stage 4, where the majority rather than a minority, of Black Caribbean pupils reached nationally expected levels of attainment. This is not apparent in Figures 16 and 17, which rely on a single summary measure of attainment for all pupils in each ethnic group. The circumstances surrounding high-level attainment in individual schools are clearly worth investigating though, as the evidence in section 12 shows, there may be more at stake than simply then going on to share good practice more widely.

The percentage of pupils gaining five or more higher grade GCSE passes, and the percentage of pupils gaining five or more passes at any grade, are two of the longest standing measures reported in national school performance tables. They provide the second example of how moving beyond a concern with single average attainment figures for each ethnic group may reveal areas where there is potential, or leverage, for change. As described above, these two GCSE measures are 'threshold measures', which pupils have either crossed or not crossed. Threshold measures have a particular value if they identify a 'real', as opposed to an arbitrary, threshold. A real threshold is one which, if crossed, gives the individual significantly different life chances from those who have not crossed the threshold. Entry to many professional occupations is now largely restricted to those with a degree. To gain a degree is to cross a threshold.

Table 10 is based on information published by the Office for National Statistics. It implies that crossing the '5+ A*-C' threshold at GCSE does mean that young people are far more likely to stay on in education than to leave. This implies that it is a real threshold point.

However, the table does *not* actually show the number of A*-C grades gained below which the majority of pupils leave, and above which the majority stay on.

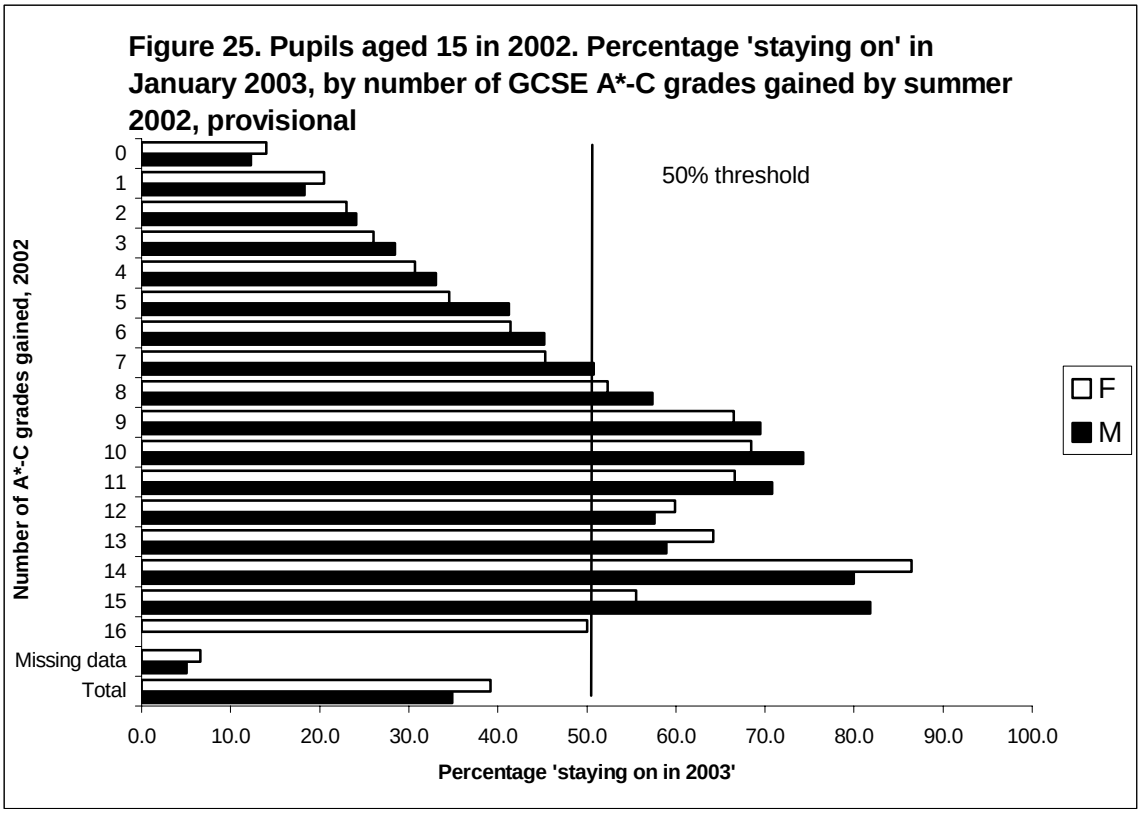
Table 10. Percentage continuing full-time education at age 16: by GCSE and GCSE equivalent qualifications, 2002, England and Wales

Year 11 Qualifications	Percentage staying on 2002
None	35
1-4 GCSEs D to G grade	32
5+ GCSEs D to G grade	48
1-4 GCSEs A* to C grade	59
5+ GCSEs A* to C grade	89
8+ GCSEs A* to C grade	94

Source: Youth Cohort Study, Department for Education and Skills, and provided in supplementary tables to ONS, *Focus on Social Inequalites 2004 edition*

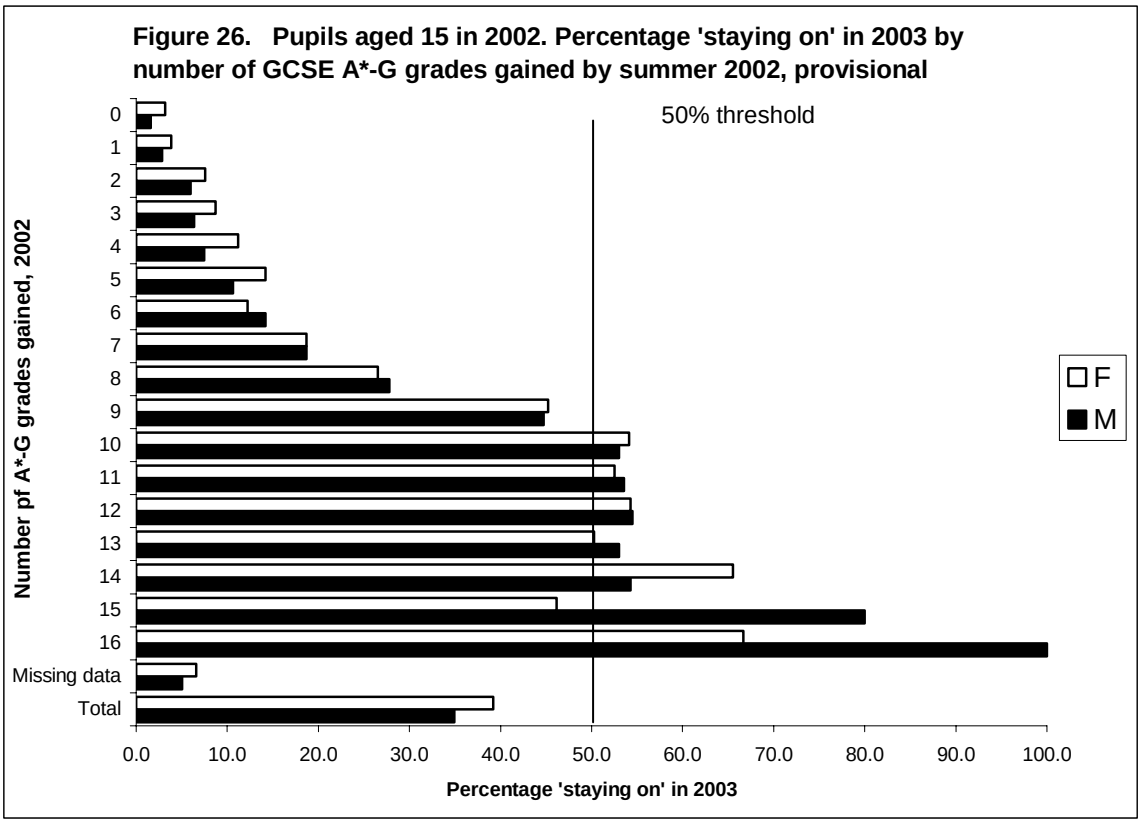
Figures 25 and 26 show, for each number of GCSE A* to C and A* to G grades gained, the percentage of pupils aged 15 in 2002 who were recorded as still attending a maintained school in 2003. It is not a complete measure of 'staying on' since some young people will have transferred to further education. With that caveat in mind, five higher grade passes at GCSE is not the threshold point at which pupils become more, rather than less, likely to stay on school. For boys, that threshold point is seven higher grade GCSE passes, and for girls it is eight higher grade passes at GCSE.

Figure 25. Pupils aged 15 in 2002. Percentage 'staying on' in January 2003, by number of GCSE A*-C grades gained by summer 2002, provisional



Source: Merged 2002 and 2003 LPDs

Figure 26. Pupils aged 15 in 2002. Percentage 'staying on' in 2003 by number of GCSE A*-G grades gained by summer 2002, provisional



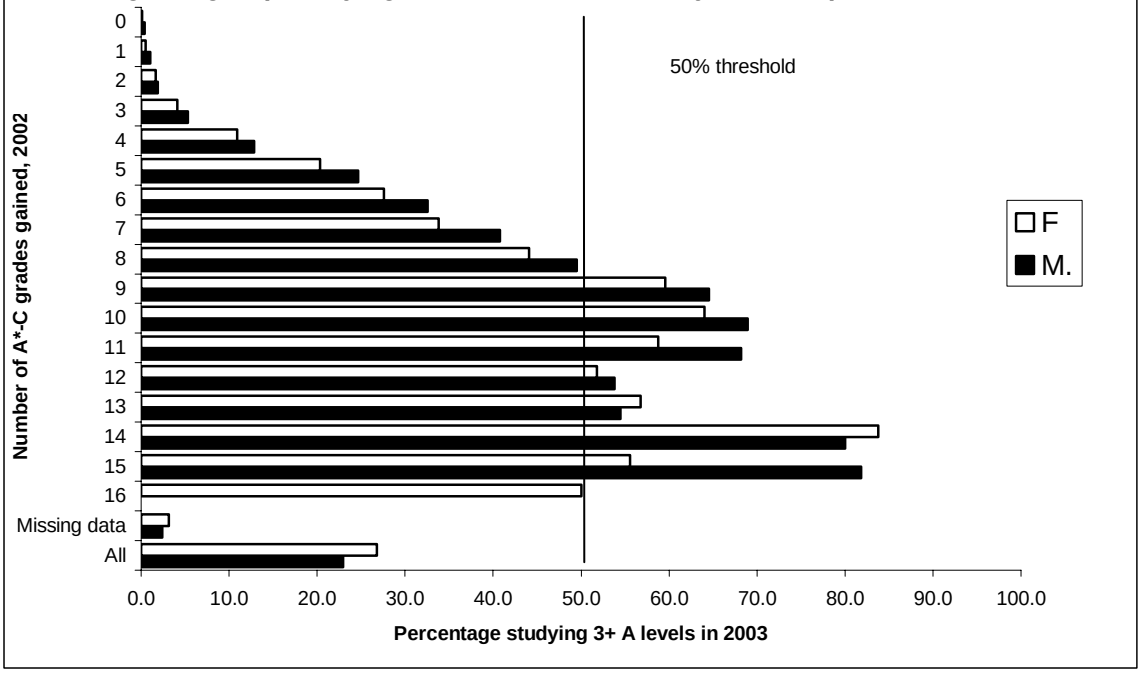
Source: Merged 2002 and 2003 LPDs

The second major threshold measure used in national performance tables is the percentage of pupils gaining five or more GCSEs at any grade. It is a lower threshold measure. Table 26 indicates that pupils who gain five GCSE passes at any grade are highly unlikely to stay on at school. The balance is tipped in favour of staying on when pupils gain ten GCSEs at any grade.

Staying on at school may appear to be a very general measure. It does not, for example, indicate whether the pupil stays on to retake subjects failed at GCSE or whether he or she is taking GCE A levels with a view to going to university. Nonetheless, not being in education, employment or training carries considerable cost for the individual, for the families concerned, and for society, [33] which continuing with education may avoid.

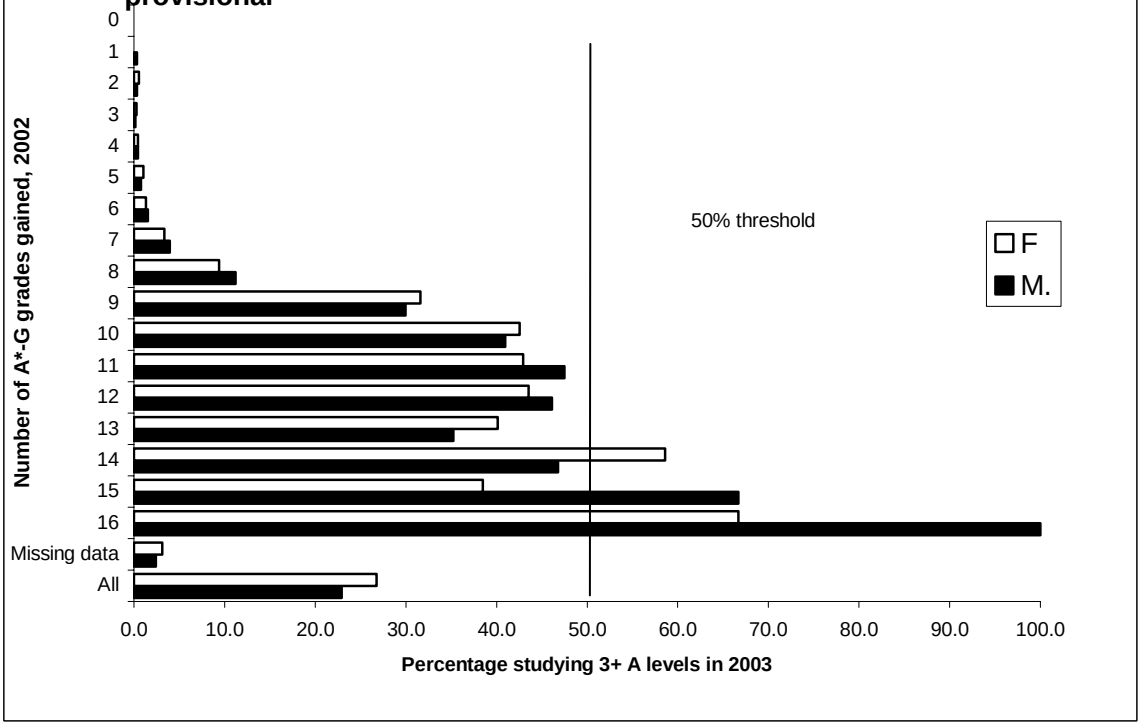
Figures 27 and 28 provide information on the number of GCSE grades gained in 2002 and the percentage of pupils staying on to take three or more GCE Advanced level courses in the 6th form in 2003. Entry to colleges of London University would ordinarily require good passes in three A level subjects. Pupils gaining nine or more higher-grade passes at GCSE are the first group which is more, rather than less, likely to stay on to study three or more A level subjects. There is no clear and obvious threshold point in the number of number of A* to G grades gained and studying three or more A level subjects.

Figure 27. Pupils aged 15 in 2003. Percentage of pupils in each A*-C grade group studying 3 or more A levels one year later, provisional



Source: Merged 2002 and 2003 LPD

Figure 28. Pupils aged 15 in 2002. Percentage of pupils in each A*-G grade group studying 3 or more A levels one year later, provisional



Source: Merged 2002 and 2003 LPDs

Gaining five higher grade passes at GCSE, or five passes at any grade, are not 'real' threshold points in the sense that pupils become more likely to stay on in the school system than to leave, or more rather than less likely to stay on in the school system to study three or more GCSE A levels. The limited relevance of these measures to pupils' life chances, suggest that they also have a limited relevance for evidence-based policy and practice. Alternative, or at least additional measures of attainment are needed.

Figures 25 to 28 present evidence which may have a more direct bearing on educational improvement. Girls are more likely than boys to achieve higher level results at GCSE and, overall, are more likely to stay on in the school system. However, where the focus is on pupils with a similar number of GCSE grades, boys are *more* likely than girls to say on. Similarly, Figure 27 suggests that, compared with girls who have a similar number of higher grade GCSE passes, boys are more likely than girls to stay on to study three or more GCE A levels. If boys can stay on and take three or more A levels in this way, there may be scope for increasing participation by girls in post-compulsory education in the school system.

Tables A61 and A62 show the threshold points for staying on and for studying 3 or more GCE A levels, by ethnicity and gender. Both show the number of pupils involved; where these are small, the tables should be interpreted with caution. Allowing for that note of caution, there are clear differences between pupils from different ethnic groups in terms of staying on and in terms of staying on to study for three or more A levels.

For Bangladeshi boys, the actual threshold point for staying on *in the school system* is 11 higher-grade GCSE passes. There is no equivalent threshold point for Bangladeshi girls. By contrast, the threshold point for Indian boys is four, and for Indian girls five higher grade GCSE passes. The equivalent threshold points for Black Caribbean boys and girls are nine and 11 higher-grade pass respectively, and for White boys and girls seven and eight higher grade passes respectively.

Threshold differences also exist for pupils staying on to study 3 or more GCE A levels, though the differences are considerably smaller. Nonetheless, the point remains that, amongst pupils aged 15 with records in the 2002 LPD, White and Indian pupils who stayed on after the end of compulsory schooling to study three or more GCE A levels did so with fewer high level passes than was the case with Bangladeshi or Black pupils. There may be scope for change *within the school system* as it is now.

Earlier sections have stressed that the analysis of inequality in education requires measures which take account of the range of pupil attainment in a way that standard threshold measures do not. It is worth noting that in his introduction to the first national school performance tables published in 1992, John Patten, the then Secretary of State for Education, made it plain that the two standard GCSE performance measures would inform parental choice. Popular, successful schools would expand. With a school's funding tied to pupil numbers, unpopular, unsuccessful schools would lose pupils and either improve or close. Market forces would ratchet up standards in schools.

In that context, it did not particularly matter if the threshold measures referred to 'real' thresholds or not. What mattered was that relatively simple information was available to parents enabling them to assess and act on each school's position in an education market. More recently, the emphasis has been on developing the evidence base which policy makers and teachers need to effect change. This puts a premium on the identification of 'what works' (and why it works) and requires a move away from merely arbitrary measures.

The next two sections provide evidence on the range of pupil attainment, and also retain this section's concern with identifying points where there is potential for improvement.

9. Similarity and dissimilarity in the attainment of pupils in different ethnic groups

A key aim of this section is to measure the similarity and dissimilarity in the attainment of pupils from different groups. When compared with White pupils, young people with a Chinese of Indian ethnic heritage have results which are skewed towards the higher attainment ranges. Compared with White pupils, the attainment of Black pupils is skewed towards the lower attainment ranges. Despite this, the overlap, or similarity, in the attainment of pupils from different ethnic groups is greater than the degree of dissimilarity. That similarity does not imply equality: what the data show are that pupils from different ethnic groups tend to have *similarly unequal* results.

Earlier sections have stressed that, if educational inequality is to be understood, then the range of pupil attainment needs to be taken into account. Standard threshold measures, such as the percentage of pupils gaining five or more higher grade passes at GCSE, do not measure the range of attainment. Additionally, there is good reason to suppose that these 'threshold' measures do not reflect thresholds in the 'real' world.

GCSE point scores are also used in performance tables, where they are given as the average for a school. In 2002, points were allocated to GCSE grades using a system initiated by the ILEA's Research and Statistics Branch. Table 11 shows the grade-to-point score figures used in the calculation of 2002 school performance tables. A half GCSE scores half the points shown in table 11.

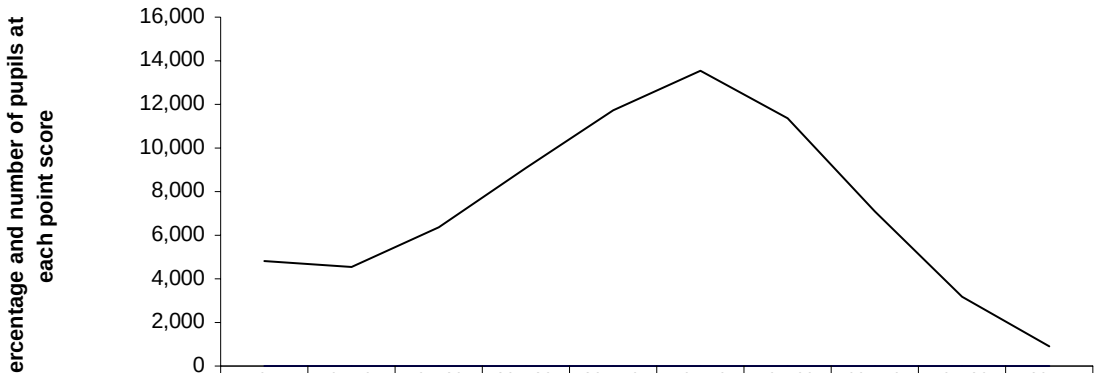
Table 11. 2002 GCSE grades and equivalent point scores

GCSE grade	A*	A	B	C	D	E	F	G
GCSE point score	8	7	6	5	4	3	2	1

Note: half GCSE receive half these points. In some cases, point scores are recorded as, for example, having achieved 0.5 points.

Totalling point scores for individual pupils in each ethnic group provides a measure of the full range of educational attainment. Figure 29 shows the distribution of individual pupil's total point scores in 2002 GCSE, based on data from the 2002 London Pupil Dataset. A minority of pupils had high total point scores. A, somewhat larger, minority of pupils achieved no point scores, and the majority of pupils achieved point scores in the middle of the range. Measuring the distribution of attainment in this way is the first step in measuring the extent of similarity or dissimilarity in the attainment of pupils from different ethnic groups.

Figure 29. 2002 GCSE point scores. Percentage of pupils aged 15 at each point score. Provisional. London Pupil Dataset.



	0	0.5-10	10.5-20	20.5-30	30.5-40	40.5-50	50.5-60	60.5-70	70.5-80	80.5+
Percentage	6.6	6.3	8.8	12.5	16.2	18.6	15.6	9.8	4.4	1.2
Number	4,797	4,581	6,360	9,108	11,764	13,509	11,326	7,097	3,168	879

GCSE point scores

Source: 2002 LPD.

The distribution of point scores for pupils in all ethnic groups follows the same basic shown in Figure 29. A minority of pupils in each group have high point scores and a minority have low point scores. The majority of pupils in each ethnic group fall between these two extremes.

Figure 30 provides information on pupil GCSE point scores separately for Black Caribbean and White pupils. As with pupils generally, Black Caribbean and White pupils show a range of attainment, with minorities at the high and low ends of the range, and with majorities in the middle point score ranges. It should be clear that comparing the attainment of pupils in the two different groups in terms of 'equality' and 'inequality' would be a misnomer. Results in both groups are unequal. Results for the two groups might, at some point in the future, show a similar distribution, in the sense that they become equally unequal. However, given the purpose of the examination system, it is highly unlikely that all pupils will ever reach a point where they all have exactly the same result.

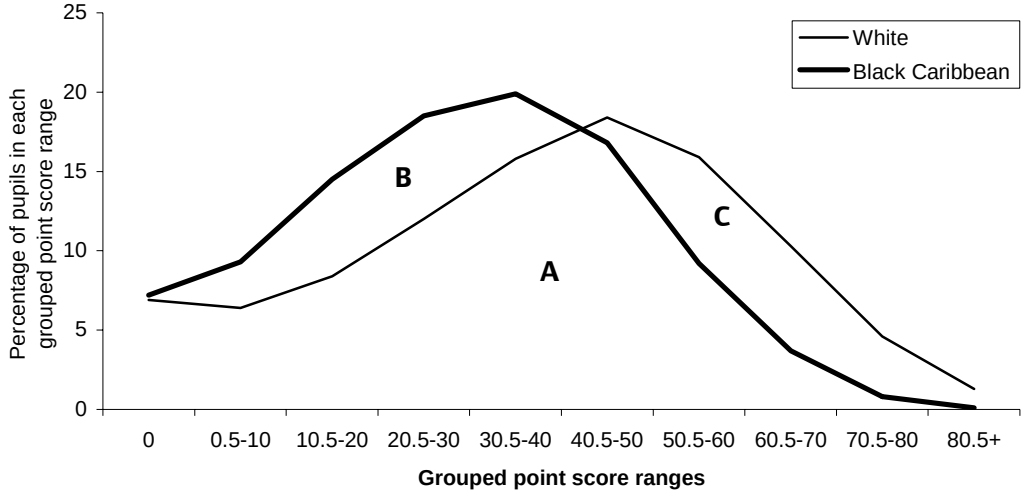
That said, a higher percentage of White than Black Caribbean pupils had high GCSE point scores, and a higher proportion of Black Caribbean than White pupils had lower GCSE point scores. Despite this, a small percentage of Black Caribbean pupils had point scores in the, high, 70.5 – 80 range. Those pupils had similar point scores with an equivalent percentage of White pupils in that point range. However, the graph shows that more White pupils than Black Caribbean pupils had scores in that range. Over and above the percentage of White and Black Caribbean with similar scores in that range, there is an element of dissimilarity.

A larger percentage, approximately 5 per cent, of Black Caribbean pupils had point scores in the 60.5-70 range. Again, that percentage of Black Caribbean pupils had similar levels of attainment to other White pupils in the same point score range, but there is also a higher proportion of White pupils in that point score range. Allowing for the percentage of pupils who have similar points scores, there is an element of dissimilarity in the attainment of the two groups. This type of comparison can be extended across the full range of attainment, to the lowest level where approximately 7 per cent of White and

Black Caribbean pupils had the same outcome in that none gained any point scores at GCSE. What can be measured is not so much equality and inequality of outcomes as similarity and dissimilarity of outcomes

Area A in Figure 30 is the area where pupils from the two groups have similar point scores. Areas B and C are the areas where there is a measure of difference, or dissimilarity, between pupils from the two groups. Quantifying those areas provides a measure of the similarity and dissimilarity of Black Caribbean and White pupils GCSE results.

Figure 30. 2002 GCSE grouped point score distributions of White and Black Caribbean pupils - areas of difference. London Pupil Dataset



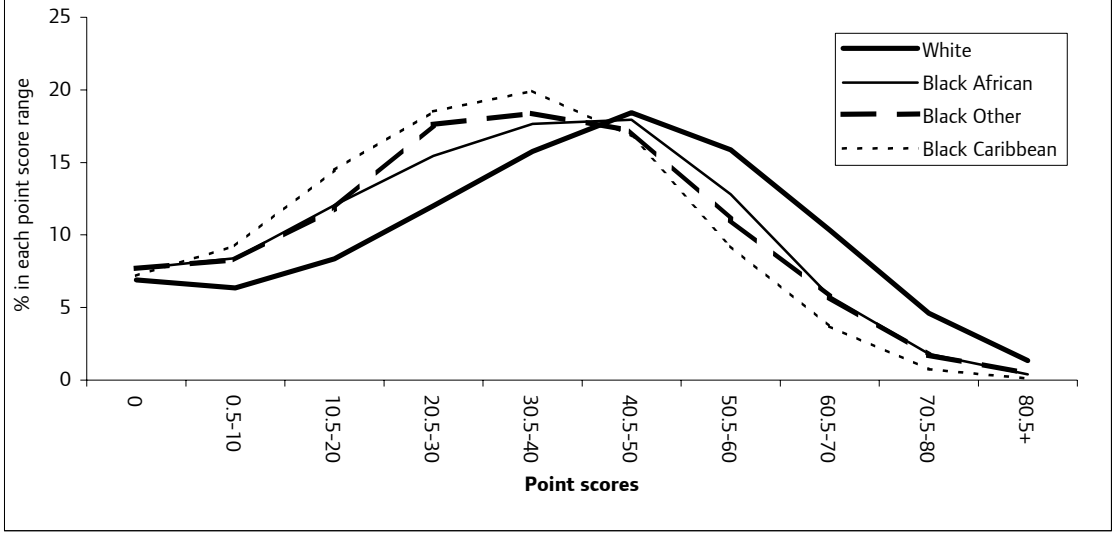
Source: 2002 LPD

Figures 31 and 32 provide the same total point score information, given separately for different ethnic groups. As with White and Black Caribbean pupils, a minority of pupils in other groups have high levels of attainment and a minority have low levels of attainment. The majority have outcomes in the mid-point score range. Additionally, as with White and Black Caribbean pupils, a percentage of pupils in all groups achieved similar GCSE point scores to their White counterparts, and there is also a degree of dissimilarity in the attainment of pupils in different groups. The extent of similarity and dissimilarity between White and BME pupils is, again, simply the overlap and difference in the percentage of pupils in each GCSE point score group.

Table 13 shows the data on which Figures 30 to 32 are based. The Table is in four sections. The first gives the numbers of pupils in each ethnic group with particular GCSE point scores. For example, 2,694 White pupils gained no GCSE points, and 525 gained 80.5 or more points in 2002 public examinations. The section below shows the percentage of pupils in each point score range. For example, 7.2 per cent of Black Caribbean pupils gained no GCSE point scores, and 0.1 per cent gained 80.5 points or more.

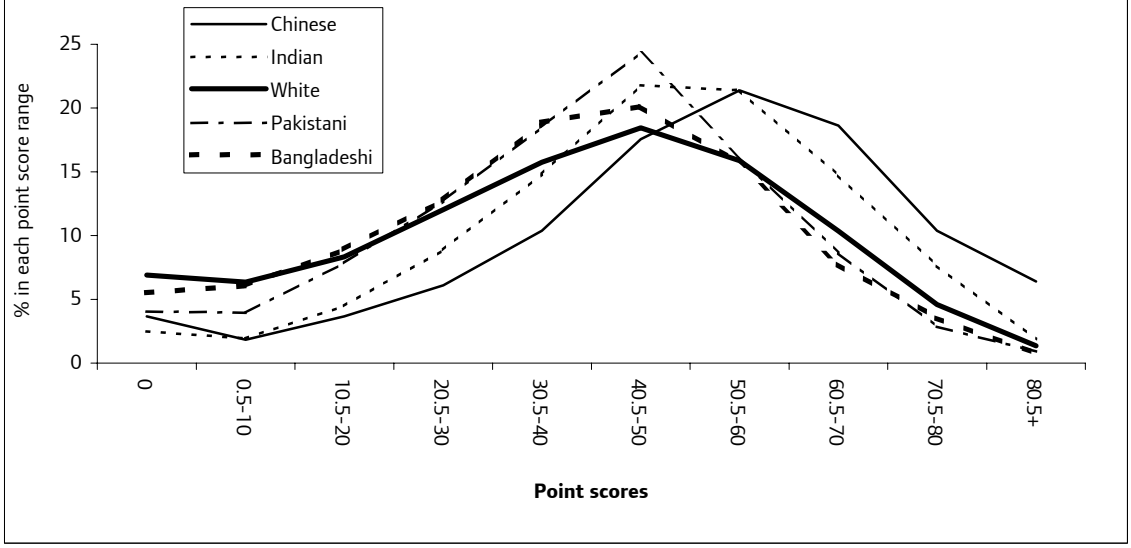
The third section in Table 13 shows the percentage of pupils in each ethnic group with similar GCSE point scores to those of White pupils. By way of illustration, we can now say more precisely that 10.3 per cent of White pupils and 3.7 per cent of Black Caribbean

Figure 31. 2002 GCSEs. Percentage of White, Black African, Black Other and Black Caribbean in each point score group. Provisional. London Pupil Dataset



Source: 2002 LPD

Figure 32. 2002 GCSEs. Percentage of White, Chinese, Indian, Pakistani and Bangladeshi pupils in each point score group - provisional. London Pupil Dataset



Source: 2002 LPD

pupils achieved GCSE point scores in the 60.5-70 point range. This means that 3.7 per cent of Black Caribbean pupils had similar results to 3.7 per cent of White pupils. The same calculation is made for each point score group, and then totalled. In 2002, 80.1 per cent of Black Caribbean pupils had GCSE point scores similar to those achieved by White pupils.

This does not mean that 80.1 per cent of Black Caribbean and White pupils all had exactly the same, *single*, result at GCSE. As Figures 30 to 32 show, there is a range of attainment within all groups of pupils. What is being measured is the percentage of pupils with similar

total GCSE point scores *within* that overall range of attainment. Put another way, what is being measured is the extent to which pupils have similarly unequal education outcomes. With that in mind, Table 13 shows that Pakistani and Bangladeshi pupils are most likely to have GCSE point scores similar to those of White pupils. Chinese pupils were least likely to have point scores similar to those of White pupils.

The fourth section of table 13 shows the extent of difference between the point scores of White pupils and pupils in other groups. Taking the example of the 3.7 per cent of Black Caribbean pupils and the 10.3 percent of White pupils whose GCSE results were in the 60.5-70.0 point score range, the difference between the two groups is the additional 6.6 per cent of White pupils in this high achieving range, that is 10.3 minus 3.7.

The same calculation is made for each point score range and then, ignoring minus signs, totalled. The absolute difference between White and Black Caribbean total GCSE point scores is 39.8. However, since 80.1 per cent of White and Black Caribbean pupils had similar GCSE point scores, we might have expected that the measure of difference between the two groups would be 19.9. This apparent discrepancy is explained by table 12.

Table 12. Two hypothetical groups with wholly unequal GCSE point scores

GCSE point score group	Percentage of pupils in Group 1 in each point score group	Percentage of pupils in Group 2 in each point score group	Measure of difference
0.0	0.0	10.0	10.0
0.5 – 10.0	0.0	25.0	25.0
10.5 – 20.0	0.0	30.0	30.0
20.5 – 30.0	0.0	25.0	25.0
30.5 – 40.0	0.0	10.0	10.0
40.5 – 50.0	10.0	0.0	10.0
50.5 – 60.0	25.0	0.0	25.0
60.5 – 70	30.0	0.0	30.0
70.5 – 80	25.0	0.0	25.0
80.5+	10.0	0.0	10.0
Totals	100.0	100.0	200.0

Allowing for the existence of a range of attainment, if the same percentage of pupils from two different groups each had similar point scores, then the overall percentage of pupils with similar results would be 100. Table 12 shows a hypothetical situation where there is no overlap in the point scores of pupils from two different groups. The overall difference totals to 200, rather than 100 as might be expected from a percentage difference calculation. Putting the measures of difference shown in table 12 back on a scale of 100 means dividing the absolute difference by 2. For example, the percentage difference in education outcomes between Black Caribbean and White pupils is 39.8 divided by 2, which gives the expected Figure of 19.9.

In terms of the percentage difference in the scores of pupils from each ethnic group, compared with the scores of White pupils, the greatest is between Chinese and White pupils. The fourth section of table 13 also shows *where* differences in levels of attainment occur; it shows the *direction* of difference where this exists. In that respect it quantifies the same information that Figures 31 and 32 provide visually. For example, this part of the table shows that, compared to the attainment of White pupils, outcomes for Black

Caribbean pupils are skewed toward the lower end of the attainment range and away from the upper end. This part of the table measures the extent of that skewing.

Table 13. Number and percentage of pupils in each uncapped GCSE point score range by ethnicity, 2002 - provisional

	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
Number of pupils in each point score group								
0.0	2,694	333	425	169	139	99	154	24
0.5 – 10.0	2,478	430	465	182	108	96	170	12
10.5 – 20.0	3,256	672	668	260	252	192	249	24
20.5 – 30.0	4,688	859	855	387	499	310	357	40
30.5 – 40.0	6,145	925	978	404	832	452	527	68
40.5 – 50.0	7,187	779	994	377	1,223	594	562	115
50.5 – 60.0	6,188	429	709	243	1,200	394	437	140
60.5 – 70.0	4,033	172	320	126	826	211	217	122
70.5 – 80.0	1,795	35	100	38	429	70	99	68
80.5+	525	5	22	10	106	22	20	42
Totals	38,989	4,639	5,536	2,196	5,614	2,440	2,792	655
Percentage of pupils in each point score group								
0.0	6.9	7.2	7.7	7.7	2.5	4.1	5.5	3.7
0.5 – 10.0	6.4	9.3	8.4	8.3	1.9	3.9	6.1	1.8
10.5 – 20.0	8.4	14.5	12.1	11.8	4.5	7.9	8.9	3.7
20.5 – 30.0	12	18.5	15.4	17.6	8.9	12.7	12.8	6.1
30.5 – 40.0	15.8	19.9	17.7	18.4	14.8	18.5	18.9	10.4
40.5 – 50.0	18.4	16.8	18	17.2	21.8	24.3	20.1	17.6
50.5 – 60.0	15.9	9.2	12.8	11.1	21.4	16.1	15.7	21.4
60.5 – 70.0	10.3	3.7	5.8	5.7	14.7	8.6	7.8	18.6
70.5 – 80.0	4.6	0.8	1.8	1.7	7.6	2.9	3.5	10.4
80.5+	1.3	0.1	0.4	0.5	1.9	0.9	0.7	6.4
Totals	100	100	100	100	100	100	100	100
Percentage of pupils with point scores similar to those of White pupils.								
0.0		6.9	6.9	6.9	2.5	4.1	5.5	3.7
0.5 – 10.0		6.4	6.4	6.4	1.9	3.9	6.1	1.8
10.5 – 20.0		8.4	8.4	8.4	4.5	7.9	8.4	3.7
20.5 – 30.0		12	12	12	8.9	12	12	6.1
30.5 – 40.0		15.8	15.8	15.8	14.8	15.8	15.8	10.4
40.5 – 50.0		16.8	18	17.2	18.4	18.4	18.4	17.6
50.5 – 60.0		9.2	12.8	11.1	15.9	15.9	15.7	15.9
60.5 – 70.0		3.7	5.8	5.7	10.3	8.6	7.8	10.3
70.5 – 80.0		0.8	1.8	1.7	4.6	2.9	3.5	4.6
80.5+		0.1	0.4	0.5	1.3	0.9	0.7	1.3
Totals		80.1	88.3	85.7	83.1	90.4	93.9	75.4
Difference								
0.0		0.3	0.8	0.8	-4.4	-2.8	-1.4	-3.2
0.5 – 10		2.9	2	1.9	-4.5	-2.5	-0.3	-4.6
10.5 – 20		6.1	3.7	3.4	-3.9	-0.5	0.5	-4.7
20.5 – 30		6.5	3.4	5.6	-3.1	0.7	0.8	-5.9
30.5 – 40		4.1	1.9	2.6	-1	2.7	3.1	-5.4
40.5 – 50		-1.6	-0.4	-1.2	3.4	5.9	1.7	-0.8
50.5 – 60		-6.7	-3.1	-4.8	5.5	0.2	-0.2	5.5
60.5 – 70		-6.6	-4.5	-4.6	4.4	-1.7	-2.5	8.3
70.5 – 80		-3.8	-2.8	-2.9	3	-1.7	-1.1	5.8
80.5+		-1.2	-0.9	-0.8	0.6	-0.4	-0.6	5.1
Absolute difference		39.8	23.5	28.6	33.8	19.1	12.2	49.3
Percentage difference		19.9	11.8	14.3	16.9	9.6	6.1	24.7

Source: 2002 LPD

The percentage of pupils with similar scores shown in table 13 is exactly that. It is not an abstract statistical index or coefficient. The extent of similarity in the GCSE point scores shown in table 13 is greater for all groups than the extent of dissimilarity.

While the attainment of Black African pupils, shown in table 13, is closer than that of Black Caribbean pupils to the attainment of White pupils, the attainment of Black pupils generally is skewed towards the lower levels of attainment and away from the higher levels of attainment. It might reasonably be described as tending towards inequality. Similarly, the attainment of Chinese and Indian pupils, while largely overlapping with that of White pupils, is skewed towards the higher levels of attainment and away from the lower levels of attainment. The GCSE results of Indian and Chinese pupils might also be reasonably described as tending towards inequality compared with outcomes amongst White pupils.

It is not clear that a similar tendency applies to Pakistani or to Bangladeshi pupils. In 2002 Bangladeshi and Pakistani pupil with records in the LPD were proportionately less likely than their White counterparts to have either very high or very low GCSE point scores. Pakistani and Bangladeshi pupils were, however, more likely than White pupils to have levels of attainment in the mid-point scores ranges. In some instances, a group's point scores are best described as simply being different from those of White pupils, rather than as demonstrating equality or inequality.

The conclusions about equality and inequality in the educational attainment reviewed in earlier sections of this report tended to rely on single average measures of attainment for each ethnic group. These 'miss' variations in attainment within groups of pupils. One aim of this section is to provide a more precise measure of equality and inequality of educational attainment, taking account of the full range of attainment. A related aim is to set out a more precise measure of how extensive those inequalities are, and where they fall. Each of these points may have implications for where efforts to improve education need to be concentrated for the different groups of pupils in London's schools.

Figure 31 shows a large 'shoulder' of Black Caribbean and Black Other pupils with comparatively low GCSE point scores, while information in section 8 points to high levels of attainment amongst some Black Caribbean pupils at earlier key stages. At a minimum, the circumstances of Black Caribbean pupil progress in secondary schools warrants further attention. Similarly, the long tail of under-achievement by White pupils at GCSE points to the need for the development of innovative work with that group.

10. Similarity and dissimilarity. Ethnicity, socio-economic status and pupil attainment

The key aim of this section is to assess the extent of similarity and dissimilarity in the achievement of pupils once socio-economic (SES) characteristics are taken into account. On balance, differences in attainment are greater within ethnic groups once SES is taken into account than between ethnic groups when they are not taken into account.

The approach used in section 9 can also be used to measure similarity and dissimilarity in the total GCSE point scores of pupils from different socio-economic groups. A key question is whether differences in the attainment remain, or disappears, when the comparison is between BME pupils and White pupils in the same socio-economic group. A second key question is whether differences *within* each ethnic group are larger or smaller, when socio-economic status is taken into account, than the differences *between* White pupils and BME pupils.

Neither the National Pupil Dataset nor the London Pupil Dataset include direct measures of the socio-economic position of each child's household (though arguably they should). However, the 2002 London Pupil Dataset does include pupil home postcode, and records can be linked to datasets which contain socio-economic information at postcode, or postcode-related, levels. The national census in 1991 and in 2001 both collected socio-economic information, respectively for enumeration districts and census output areas. Census output areas and enumeration districts can be matched to postcodes, and enumeration district and output area information has been attached to records in the 2002 LPD on that basis. 1991 census enumeration districts in London typically each contained 150 households, while each 2001 census output area tended to contain 125 households.

Various forms or regression analysis can be used to analyse attainment and level of social advantage taking account of, for example the social composition of the school attended and the general level of attainment in the school. However, the aim here is to provide answers in a form which allows differences in attainment associated with socio-economic status to be compared *directly* with the differences in attainment associated with ethnicity which were shown in table 13.

One problem in using census, or any other, socio-economic information grouped at a neighbourhood level is that London is a diverse city. Even comparatively small areas, such as wards within boroughs, can be socially diverse.[34] Knowing which borough or ward a child attending a maintained school lives in does not necessarily provide a sure guide to the socio-economic position of that child's household.

If the much smaller enumeration districts and census output areas are also socially diverse, then there can be no assurance that information at that level will provide an accurate guide to the socio-economic position of the household in which an individual child lives either. To reduce, if not eliminate, the chances of a child being allocated to an incorrect socio-economic group, 66.6, 60 and 50 per cent thresholds were used to identify enumeration districts where the majority of household reference persons* were in the same socio-economic group. For example, at the 60 per cent threshold, an output area would be identified as being largely socially advantaged, if 60 per cent or more of 2001 census household reference persons were in professional or managerial occupations.

*A household reference person is the individual whose details were given first on the household's census form.

A second problem with this approach is the sheer number of statistical tables involved. What is gained in terms of the accessibility of the method used may be lost in the sheer volume of Tables involved. There is a benefit to be gained from applying a form of multivariate regression analysis, where a limited number of coefficients are used to simplify complex relationships. For the present, the full details of the analysis are given in appendix C, and this section highlights key figures from that appendix. Table 14 shows the number of pupils in living in areas which are largely socially homogenous, and on which percentage calculations of similarity and difference in pupil attainment are made.

Table 14. Numbers of 15 year olds living in 2001 census output areas where the population aged 25 to 60 is largely socially homogeneous

	Total number of pupils aged 15	% HRPs in professional and managerial occupations ay output area level			% HRPs in intermediate occupations at output area level			% HRPs in intermediate semi-routine or routine occupations at output area level		
		66.66% or more	More than 60%	More than 50%	66.66% or more	More than 60%	More than 50%	66.66% or more	More than 60%	More than 50%
Number										
White	37,730	3,774	6,886	13,162	1	8	398	24	123	1,396
Black Caribbean	4,422	167	374	959			7	4	28	372
Black African	5,250	181	387	958		1	13	11	55	634
Black Other	2,058	97	218	526			7	3	10	140
Indian	5,501	202	445	1,154		4	24	3	25	252
Pakistani	2,379	99	207	515			8	1	17	175
Bangladeshi	2,545	72	141	353				60	185	660
Chinese	628	42	81	208			1		1	48
Other	4,710	341	598	1,284		1	11	7	40	386
Unclassified	1,459	199	352	615		1	17	2	4	46
2003 categories	3,141	342	592	1,151			24	5	14	191
Total	69,823	5,516	10,281	20,885	1	15	510	120	502	4,300
Pupils aged 15 in each type of output area as a percentage of all pupils										
White		10.0	18.3	34.9	0.0	0.0	1.1	0.1	0.3	3.7
Black Caribbean		3.8	8.5	21.7	0.0	0.0	0.2	0.1	0.6	8.4
Black African		3.4	7.4	18.2	0.0	0.0	0.2	0.2	1.0	12.1
Black Other		4.7	10.6	25.6	0.0	0.0	0.3	0.1	0.5	6.8
Indian		3.7	8.1	21.0	0.0	0.1	0.4	0.1	0.5	4.6
Pakistani		4.2	8.7	21.6	0.0	0.0	0.3	0.0	0.7	7.4
Bangladeshi		2.8	5.5	13.9	0.0	0.0	0.0	2.4	7.3	25.9
Chinese		6.7	12.9	33.1	0.0	0.0	0.2	0.0	0.2	7.6
Other		7.2	12.7	27.3	0.0	0.0	0.2	0.1	0.8	8.2
Unclassified		13.6	24.1	42.2	0.0	0.1	1.2	0.1	0.3	3.2
2003 categories		10.9	18.8	36.6	0.0	0.0	0.8	0.2	0.4	6.1
Total		7.9	14.7	29.9	0.0	0.0	0.7	0.2	0.7	6.2

Source: 2002 LPD

The number of pupils living in areas where the majority of household reference persons are in intermediate occupations is small. The attainment of that group as a whole falls between the attainment of pupils in (more) socially advantaged areas, and pupils in (more) socially disadvantaged areas (see appendix C). There are no school improvement policies targeted specifically at this group, though perhaps there should be. However, the numbers in the intermediate group are insufficient to sustain an analysis of attainment by ethnicity, and their education outcomes are not discussed further in this section. Nonetheless, there are pupils in London who are neither markedly social advantaged not markedly socially disadvantaged. If we are to begin to understand educational attainment of this intermediate group then different data and/or methods will be needed.

Table 15 gives a summary of information already set out in table 13, and provides a point of reference for the analysis of ethnicity, socio-economic status and educational attainment.

Table 15. Summary - similarities and differences in 2002 GCSE total point scores of White pupils and BME pupils

	Percentage of BME pupils		
	with similar total GCSE point scores to those of White pupils	with dissimilar total GCSE point scores to those of White pupils	Total
Black Caribbean	80.1	19.9	100.0
Black African	88.3	11.8	100.1
Black Other	85.7	14.3	100.0
Indian	83.1	16.9	100.0
Pakistani	90.4	9.6	100.0
Bangladeshi	93.9	6.1	100.0
Chinese	75.4	24.7	100.1

Source: 2002 LPD
See table 13.
Figures may not sum to 100 because of rounding

Table 16 takes the approach used in section 9 to measure the similarity and dissimilarity of the attainment of pupils in different types of neighbourhood.

The extent of similarity in the attainment of Indian and Chinese with that of White pupils tends to increase when the comparison is restricted to pupils living in socially advantaged neighbourhoods. It may be that the Indian and Chinese advantage over White pupils in attainment at GCSE reflects a generally (but not universally) higher level of social advantage amongst Chinese and Indian households. While that may be so, the Indian and Chinese advantage, described in section 9, does not entirely disappear amongst children living in socially advantaged neighbourhoods (see tables C14 and C16). Additionally, differences in the attainment of Black and White pupils in largely socially advantaged neighbourhoods are greater than between Black and White pupils generally.

In areas identified as having more than 50 per cent of heads of household in routine or elementary occupations, the percentage difference in the attainment of Black Caribbean and Black Other pupils compared with White pupils decreases. There is a near equality in the attainment of Black and White pupils in socially disadvantaged areas. However, as

tables C15 and C17 show, compared with White pupils, Black African and Black Other pupils are proportionately less likely to be at the lowest levels of attainment. The position of Black Caribbean pupils in this respect is more mixed.

Table 16. Similarity and dissimilarity in 2002 total GCSE point scores. BME pupils compared with White pupils different types of census output area.

	50% plus professional/ managerial	50%+ semi-routine/ routine	60% plus professional/ managerial	60%+ semi-routine/ routine
Percentage of BME pupils with similar results to those of White pupils				
Black Caribbean	66.0	93.9	63.1	75.3
Black African	74.1	86.0	67.6	69.1
Black Other	75.4	90.6	71.2	65.5
Indian	89.6	69.7	88.0	74.5
Pakistani	89.4	75.8	82.9	71.5
Bangladeshi	79.4	75.0	70.1	74.7
Chinese	82.1	51.6	85.8	N/A
Percentage of BME pupils with dissimilar results to those of White pupils				
Black Caribbean	34.1	6.1	36.9	24.7
Black African	25.9	14.0	32.4	30.9
Black Other	24.6	9.4	28.8	34.5
Indian	10.4	30.3	12.0	25.5
Pakistani	10.6	24.2	17.1	28.5
Bangladeshi	20.6	25.0	29.9	25.3
Chinese	17.9	48.4	14.2	N/A

Source: 2002 LPD

See tables C14 to C17 for further details

Conversely, in socially disadvantaged areas, the percentage difference between south Asian and Chinese pupils, compared with White pupils, is at its greatest. The different relationship between ethnicity and attainment in socially advantaged areas on the one hand, and in socially disadvantaged areas on the other, may in part reflect the impact of socio-economic differences on the attainment of White pupils. This is explained further below.

Table 17 gives a comparison of the attainment of pupils from the same ethnic group, who live in different types of neighbourhood. The greatest difference exists amongst White pupils, though it also exists for pupils in other groups. Where pupils are grouped in terms of the level of social advantage of the area in which they live, as well as by ethnicity, the extent of the differences between the attainment of socially advantaged and socially disadvantaged pupils in each group are greater than the differences between White pupils and pupils with a Black or other ethnic heritage overall. Table 18 provides summary information on this point.

Table 17. Percentage of pupils in same ethnic group, but living in different types of output area, with similar and dissimilar GCSE point scores

	OAs with 50 per cent HRP in professional/managerial occupations compared with OAs with 50 per cent and over HRPs in semi-routine and routine occupations		OA's with 60 per cent HRP in professional/managerial occupations compared with OAs with 60 per cent and over HRPs in semi-routine and routine occupations	
	% of pupils with similar total GCSE point scores	% of pupils with dissimilar total GCSE scores	% of pupils with similar total GCSE point scores	% of pupils with dissimilar total GCSE scores
White	57.3	42.7	53.3	46.7
Black Caribbean	88.8	11.2	77.9	22.1
Black African	93.1	6.9	79.5	20.5
Black Other	84.6	15.4	67.9	32.1
Indian	72.6	27.4	57.7	42.3
Pakistani	79.2	20.8	59.2	40.8
Bangladeshi	93.4	6.6	90.7	9.3
Chinese	71.5	28.5	N/A	N/A

Source: 2002 LPD
Note: OA=2002 census output area.

See tables C18 and C19 for further details
Note: a household reference person is the first person listed on a 2001census return. See www.statistics.gov.uk/census2001/outputclassification.asp for census data definitions.

Table 18. The level of difference of attainment between pupils of the same ethnic group living in social advantaged and socially disadvantaged areas, and between White and BME* pupils, 2002 total GCSE point scores

	Percentage difference, within the same ethnic groups, pupils living in different types of area (1991 census enumeration districts)	Percentage difference *within* the same ethnic groups, pupils living in socially different 2001output areas, 50 per cent threshold	Percentage difference *within* the same ethnic groups, pupils living in socially different 2001output areas, 60 per cent threshold	Percentage difference *between* White pupils and BME pupils
White	39.7	42.7	46.7	-
Black Caribbean	24.4	11.2	22.1	19.9
Black African	12.9	6.9	20.5	11.7
Black Other	40.6	15.4	32.1	14.3
Indian	34.2	27.4	42.3	16.9
Pakistani	29.8	20.8	40.8	9.6
Bangladeshi	12.6	6.6	9.3	6.1
Chinese	69.6	28.5	N/A	24.6

Source: 2002 LPD
*BME: Black and minority ethnic pupils. The term 'minority ethnic pupils' is not entirely appropriate to London

Appendix C lists 11 key conclusions concerning the analysis of ethnicity, socio-economic status and educational attainment. They are reproduced here.

- Given London's social diversity, the numbers of pupils who can be identified as living in largely single class enumeration districts or output areas using national census data, can be small.
- Additional socio-economic measures are needed, especially if outcomes for pupils in intermediate groups are to be analysed.
- There is more similarity than dissimilarity in education outcomes at GCSE for White pupils and for pupils with a Black or other ethnic heritage. This is so for pupils generally, and for pupils living in socially advantaged areas compared with pupils living in socially disadvantaged areas.
- The different methods used in this report to identify whether a pupil's home area is socially advantaged or not, tend to lead to the same conclusion. Differences within ethnic groups, when social advantage and disadvantage are taken into account, are larger than the differences between White pupils and pupils with a Black or other ethnic heritage.
- Nonetheless, differences in attainment between White pupils and other pupils remain for many pupils when socio-economic status is taken into account.
- In socially advantaged areas, the 'attainment advantage' of Chinese Indian pupils, though at a much reduced level.
- In the same type of area, the attainment of Black Caribbean pupils compared with the attainment of White pupils tends to be particularly skewed towards the lower point score ranges.
- In socially disadvantaged areas, the attainment of White pupils tends to be skewed towards the lower total GCSE point scores compared with the attainment of Black African, Black Other, Indian, Pakistani, Bangladeshi and Chinese pupils. In socially disadvantaged areas, the attainment of Black Caribbean pupils compared to that of White pupils is skewed away from the higher total GCSE point scores. The evidence on the position of Black Caribbean pupils at the lowest levels of attainment in disadvantaged areas is mixed.
- Where 2001 census information is used to provide context, the difference in the attainment of White pupils in socially advantaged areas and White pupils in socially disadvantaged areas emerges as the single greatest difference identified in this report. (The difference between White and Chinese pupils in disadvantaged areas is greater, but the small numbers involved suggest caution in interpreting that data).
- Socio-economic factors, as well as ethnicity, need to be taken into account if school improvement, social inclusion and equalities policies are to be effective.
- The existence of underachievement amongst socially less advantaged pupils needs to be considered within those policies.
- There is a need for further research on how socio-economic status interacts with educational attainment.
- In the short run there is a need for information on parental employment status to be included within the data collection exercises which 'feed' data into the NPD.

11. Pupil progress over time

Figure 13 in the main text shows assessment results for two national pupil cohorts as they move through the school system. The Figure shows the percentage reaching nationally expected levels at key stage 1, 2, 3 and at GCSE (key stage 4). The first cohort was assessed at key stage 1 in 1991, and then at key stage 2, key stage 3 and key stage 4 in 1995, 1998 and 2000 respectively. Since the Figures are for a single age cohort, the GCSE results shown for 2000 will, for the main part, be for the same pupils who were assessed at key stage 1 in 1991. The Figures shows that the percentage of pupils reaching nationally expected levels tends to fall as children pass through the school system.

Figure 14 is based on a sample of London schools, and shows the percentage of pupils in schools reaching nationally expected levels of attainment at key stage 1, 2, 3 and 4 in 1999. It reflects the tendency shown in Figure 13 for levels of attainment to be lower at the later stages than at the earlier stages of schooling. It also indicates that the relationship between social disadvantage and educational outcomes was stronger amongst older pupils than amongst younger pupils. It is likely, as children move through the school system, that the fall in the number of pupils reaching national benchmarks is concentrated amongst the socially disadvantaged.

Taken together, Figures 13 and 14 indicate that some pupils who had reached nationally expected levels of attainment at key stage 1 did not go on to reach nationally expected levels at later key stages. That is, they made less progress than other pupils who had reached nationally expected levels at key stage 1.

However, Figure 14 is based on cross-sectional data, and shows the attainment of different age groups in the same year. Measuring pupil progress requires information on the attainment of the same individuals at different points in time, rather than information on the different individuals at the same point in time. Individual pupil records in the NPD from one year can be linked to records for the same pupils in subsequent years. That is, the data are longitudinal rather than cross-sectional, and the progress of particular groups of pupils can now be analysed as long as the records are present.

The DfES has published measures of pupil progress, including progress by ethnicity. The information, available at the time of writing, is on pupil progress from earlier stages of assessment to assessment at key stage 2 and at GCSE in 2004. The full details are given in tables A63 to A65, and that information, with measures of progress for pupils grouped in other ways, is currently available at www.dfes.gov.uk/rsgateway/DB/SFR/s000564/index.shtml. Because the tables refer to progress up to summer 2004, information is presented in terms of the more extensive ethnic categories introduced in 2003.

Measures of progress, or what is some times referred to as 'value added', are for all pupils, and not simply those who reached nationally expected levels at an earlier key stage. Table A63 gives the technical definitions of the measures of value added shown in tables A64 to A66. These tables do not provide information on pupils' raw score results; this is provided elsewhere in appendix A. In terms of value added pupil 'A' may make more progress than pupil 'B' between one key stage and another, but still have lower level results at the end. This can happen where pupil 'B' has a much higher level of attainment at the outset than pupil 'A'. That initial gap can be diminished if pupil 'A' makes more progress than pupil 'B', but a gap can still remain in place.

Pupil progress from key stage 1 to key stage 2 is centred on a score of 100. A score above 100 indicates that a group has above average levels of progress. A progress score below 100 is below the average. The same principle applies to the measures of progress shown from key stage 2 to GCSE, and from key stage 3 to GCSE, except that they are based on an average score of 1000.

Table A64 shows that south Asian, Chinese and Irish pupils in London make greater progress from key stage 1 to key stage 2 than their counterparts nationally, and that they also make more progress than White British and Black pupils in London. White British and Black pupils' rates of progress from key stage 1 to key stage 2 are at the average for London and for England when prior attainment is taken into account.

Table A65 shows pupil progress from key stage 2 at the end of primary school to public examinations at the end of compulsory schooling. Table A66 also takes public examinations as the end point, but measures progress from key stage 3 assessments, part way through secondary schooling. On both measures, White British pupils have below average levels of progress in London and nationally. South Asian pupils have above average rates of progress, in London and nationally, though progress is greater in London. Chinese and Black African pupils also make above average progress, and in both cases there is a slight London advantage.

Black Caribbean pupils make below average progress, though Black Caribbean pupils in London make more progress than Black Caribbean pupils nationally. Pupils with a dual White and Black Caribbean heritage show the lowest rates of progress, though there is, again, a small London advantage for this group.

The analysis of longitudinal data confirms what might have been guessed from earlier cross-sectional information. In the early years of primary schooling, Bangladeshi, and to some extent Pakistani, pupils have lower (average) levels of attainment in London than their White counterparts. The two south Asian groups subsequently make sufficient progress to virtually eliminate that difference by the end of compulsory schooling. Compared to White pupils, Black Caribbean children also have low levels of attainment in the early years of primary schooling. However, low average levels of progress amongst Black Caribbean children ensure that the gap remains, and increases by the end of compulsory schooling.

As noted, children with a dual White and Black Caribbean heritage show the lowest average rate of progress in secondary schools. This is the largest dual heritage group in London. Outcomes for this group will be the subject of further review as additional data become available.

12. Further work needed. Language and fluency in English, parental socio-economic status, taking account of pupil *and* school level factors

Previous sections have pointed to variations in attainment within ethnic groups, between boys and girls and between individuals from households of different socio-economic status. Differences of attainment by gender within ethnic groups are smaller than differences between ethnic groups. Differences of attainment by socio-economic status within ethnic groups are greater than differences between ethnic groups. The single major difference identified in this respect is between White pupils who live in socially advantaged areas and White pupils who live in socially disadvantaged areas. That factor needs to be taken into account in policies which aim to promote school improvement, social inclusion and regeneration in London.

The measure of socio-economic status used in this is based of occupation. At a minimum, parental occupation should be included in the National Pupil Dataset. However, socio-economic status is complex and can change over time. Wider social science research indicates that differences in behaviour are also associated with a variety of other factors in addition to occupation, such as level of income, level of parental education, and housing tenure. Additional data sources need to be identified which can provide information on London's social structure at a small area level, for example at the level of individual postcodes.

Evidence from London's local authorities also confirms that attainment varies within ethnic groups depending on whether children who have mother tongues other than English are fluent in English or not. Variations in attainment between pupils speaking different languages exist even when fluency in English is taken into account. However, pupils whose mother tongue is not English, but who are fully fluent in English tend to have above average levels of attainment, and those with low levels of fluency in English tend to have low, and often very low, levels of attainment.[35]

Pupils' mother tongue will be collected nationally in 2007, but there are no plans to include a measure of fluency in English specifically for pupils whose mother tongue is not English. Existing national curriculum tests or teacher assessments are no substitute for that measure since they are designed for English-speaking pupils rather than whose first language is not English. In the past, London local authorities collected information on fluency English using measures appropriate to that group. Given the association between fluency in English and educational attainment, similar information needs to be collected again, and to a common national standard.

In principle, (some) further work could also be carried out using existing information. Figures 21 to 23 show a wide range in the attainment of Black Caribbean pupils in different schools. School level factors associated with differences in attainment might, in principle, usefully be explored further and some preliminary analyses are presented below.

Table A67 provides information on the attainment of pupils in different *types* of school in London. Regardless of whether they were entitled to free school meals, pupils attending a voluntary aided or foundation school, or a City Technology College were more likely than pupils who attended other maintained schools to have high levels of attainment at GCSE. Voluntary aided schools, and other schools in the first group, are their own admissions authorities. Local authorities are the admissions authorities for community and voluntary controlled schools. Summary GCSE information is shown in tables 19 and 20.

Tables A68 to A74 group pupils in terms of where they live rather than where they attend schools, and puts those points in a wider context. Pupils aged 5 to 10 and pupils aged 11 to 15, attending schools which are their own admissions authority are less likely than other local pupils to be entitled to free school meals. This applies to pupils living in all London boroughs but one. Similarly pupils, living in the majority of London boroughs, who attend schools which are their own admissions authorities are less likely than other pupils to have special educational needs.

In 2003 pupils living in all London authority areas, and attending secondary schools which were their own admissions authorities, were more likely than other pupils to have reached nationally expected levels of attainment at the end of primary schooling before secondary transfer. That information is summarised in Figures 33, 34 and 35. Since a pupil's prior attainment is the best single predictor of his or her subsequent attainment, the key stage 2 advantage enjoyed by schools which are their own admissions authority are likely to lead to favourably positions in public examination league tables. In the past, it is likely that this would have attracted parents who were aware of the competitive value of education, and who were in a position to exercise choice by meeting the higher costs of transport costs to more distant schools.

Pupils living in Tower Hamlets who, transferred in the 2002/3 school year to schools which were their own admissions authorities, were only marginally more likely than other pupils living in Tower Hamlets to have higher levels of attainment at key stage 2. Comparatively few pupils living in Tower Hamlets transfer to out-borough schools at 11+. It is also an authority with a high proportion of pupils with a Bangladeshi heritage who, as a group, have high levels of success in secondary education. Educational success in London does not have to be accompanied by the higher levels of social selection which exist elsewhere in the capital.

At first glance, Figures 21 to 24 also provide grounds for optimism. These show that there are schools in London where high proportions of Black Caribbean pupils reached national expected levels in key stage tests and in public examinations. However, while differences in the experience of teaching and learning in those schools may explain at least some of that success, and might usefully be extended to other schools, Figures 33 to 35 add a note of caution. Those Figures suggest that schools with high levels of Black Caribbean success may have recruited pupils who differ in terms of their prior attainment, entitlement to free school meals and SEN. There is a need for further work on ethnicity, social selection and admission to London schools.

The Centre for Educational Research at the London School of Economics is currently reviewing the way in which the new secondary school admission code of practice is being applied in London. Reviewing the conclusions of that work, in the light of levels of pupil attainment, and the composition of schools, could be a useful next step.

Table 19. Number and percentage, 2002 GCSE grouped point scores in mainstream schools where the local authority is the admissions authority, by ethnicity and free school meal entitlement

	Pupils entitled to free school meals				Pupils not entitled to free school meals			
	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total
Number								
White	1,679	1,745	318	3,742	3,328	7,460	4,125	14,913
Black Caribbean	257	367	40	664	554	830	174	1,558
Black African	540	689	130	1,359	482	759	250	1,491
Black Other	175	206	36	417	213	447	159	819
Indian	88	276	131	495	192	1,220	1,227	2,639
Pakistani	122	396	156	674	131	576	293	1,000
Bangladeshi	292	787	349	1,428	171	380	203	754
Chinese	385	570	223	1,178	438	907	684	2,029
Other ethnic group	436	656	277	1,369	529	1,157	1,045	2,731
Unclassified	46	49	13	108	115	224	151	490
New 2003 categories	315	405	159	879	401	1,001	683	2,085
All pupils	3,845	5,400	1,499	10,744	5,939	13,591	7,743	27,273
Percentage								
White	44.9	46.6	8.5	100.0	22.3	50.0	27.7	100.0
Black Caribbean	38.7	55.3	6.0	100.0	35.6	53.3	11.2	100.0
Black African	39.7	50.7	9.6	100.0	32.3	50.9	16.8	100.0
Black Other	42.0	49.4	8.6	100.0	26.0	54.6	19.4	100.0
Indian	17.8	55.8	26.5	100.0	7.3	46.2	46.5	100.0
Pakistani	18.1	58.8	23.1	100.0	13.1	57.6	29.3	100.0
Bangladeshi	20.4	55.1	24.4	100.0	22.7	50.4	26.9	100.0
Chinese	32.7	48.4	18.9	100.0	21.6	44.7	33.7	100.0
Other ethnic group	31.8	47.9	20.2	100.0	19.4	42.4	38.3	100.0
Unclassified	42.6	45.4	12.0	100.0	23.5	45.7	30.8	100.0
New 2003 categories	35.8	46.1	18.1	100.0	19.2	48.0	32.8	100.0
All pupils	35.8	50.3	14.0	100.0	21.8	49.8	28.4	100.0

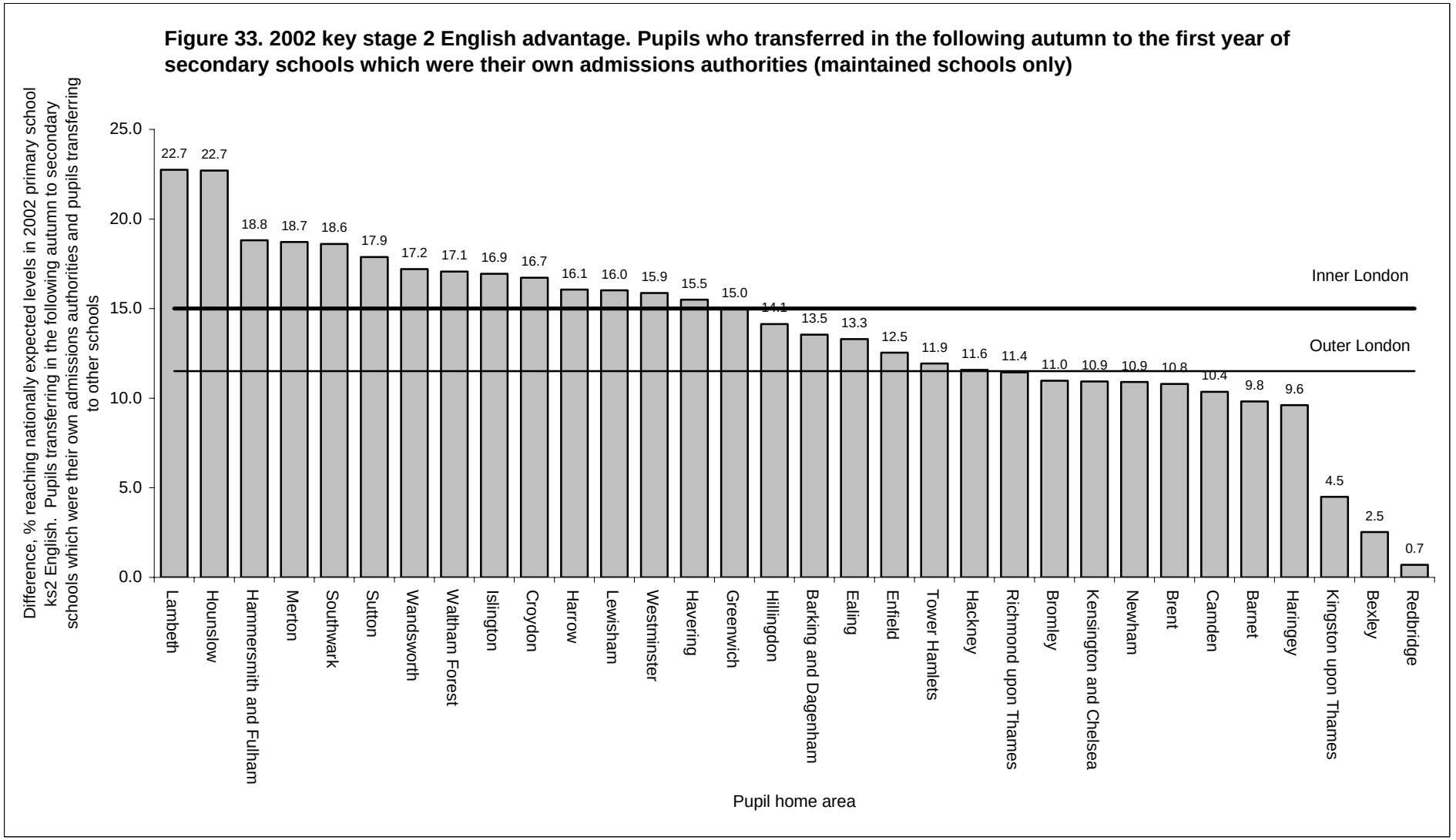
Source: 2002 LPD

Table 20. Number and percentage, 2002 GCSE grouped point scores in mainstream schools where the school is the admissions authority, by ethnicity and free school meal entitlement

	Pupils entitled to free school meals				Pupils not entitled to free school meals			
	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total
White	671	1,191	374	2,236	1,876	7,409	7,653	16,938
Black Caribbean	156	342	68	566	370	1,000	358	1,728
Black African	178	469	165	812	297	890	602	1,789
Black Other	52	153	31	236	107	350	188	645
Indian	25	133	60	218	134	896	1,112	2,142
Pakistani	22	133	39	194	64	238	202	504
Bangladeshi	44	148	112	304	26	94	92	212
Chinese	4	15	17	36	15	50	181	246
Other ethnic group	109	229	154	492	188	546	690	1,424
Unclassified	25	43	19	87	86	339	436	861
New 2003 categories	22	44	43	109	53	284	471	808
All pupils	1,308	2,900	1,082	5,290	3,216	12,096	11,985	27,297
Percentage								
White	30.0	53.3	16.7	100.0	11.1	43.7	45.2	100.0
Black Caribbean	27.6	60.4	12.0	100.0	21.4	57.9	20.7	100.0
Black African	21.9	57.8	20.3	100.0	16.6	49.7	33.7	100.0
Black Other	22.0	64.8	13.1	100.0	16.6	54.3	29.1	100.0
Indian	11.5	61.0	27.5	100.0	6.3	41.8	51.9	100.0
Pakistani	11.3	68.6	20.1	100.0	12.7	47.2	40.1	100.0
Bangladeshi	14.5	48.7	36.8	100.0	12.3	44.3	43.4	100.0
Chinese	11.1	41.7	47.2	100.0	6.1	20.3	73.6	100.0
Other ethnic group	22.2	46.5	31.3	100.0	13.2	38.3	48.5	100.0
Unclassified	28.7	49.4	21.8	100.0	10.0	39.4	50.6	100.0
New 2003 categories	20.2	40.4	39.4	100.0	6.6	35.1	58.3	100.0
All pupils	24.7	54.8	20.5	100.0	11.8	44.3	43.9	100.0

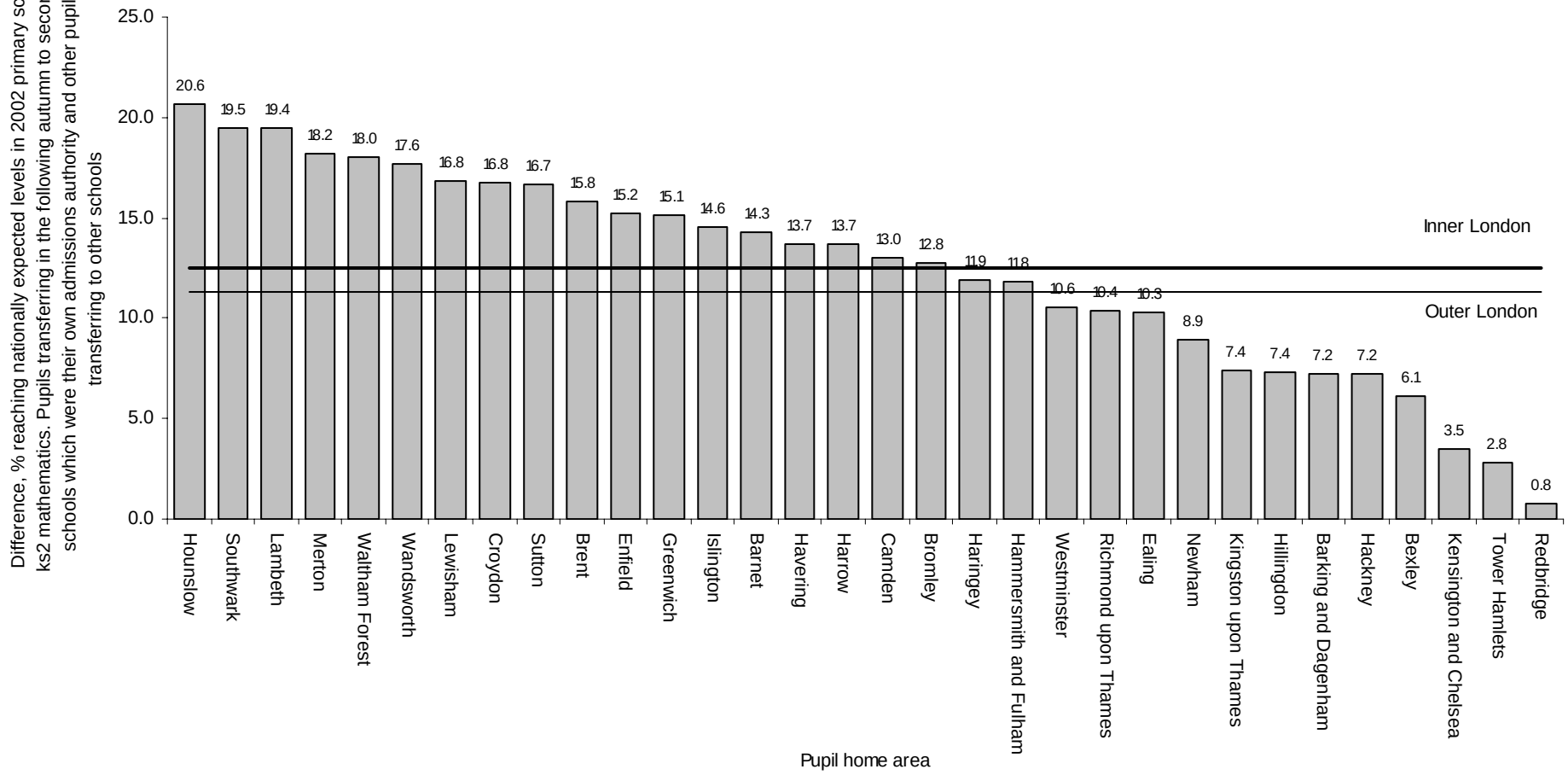
Source: 2002 LPD

Figure 33. 2002 key stage 2 English advantage. Pupils who transferred in the following autumn to the first year of secondary schools which were their own admissions authorities (maintained schools only)



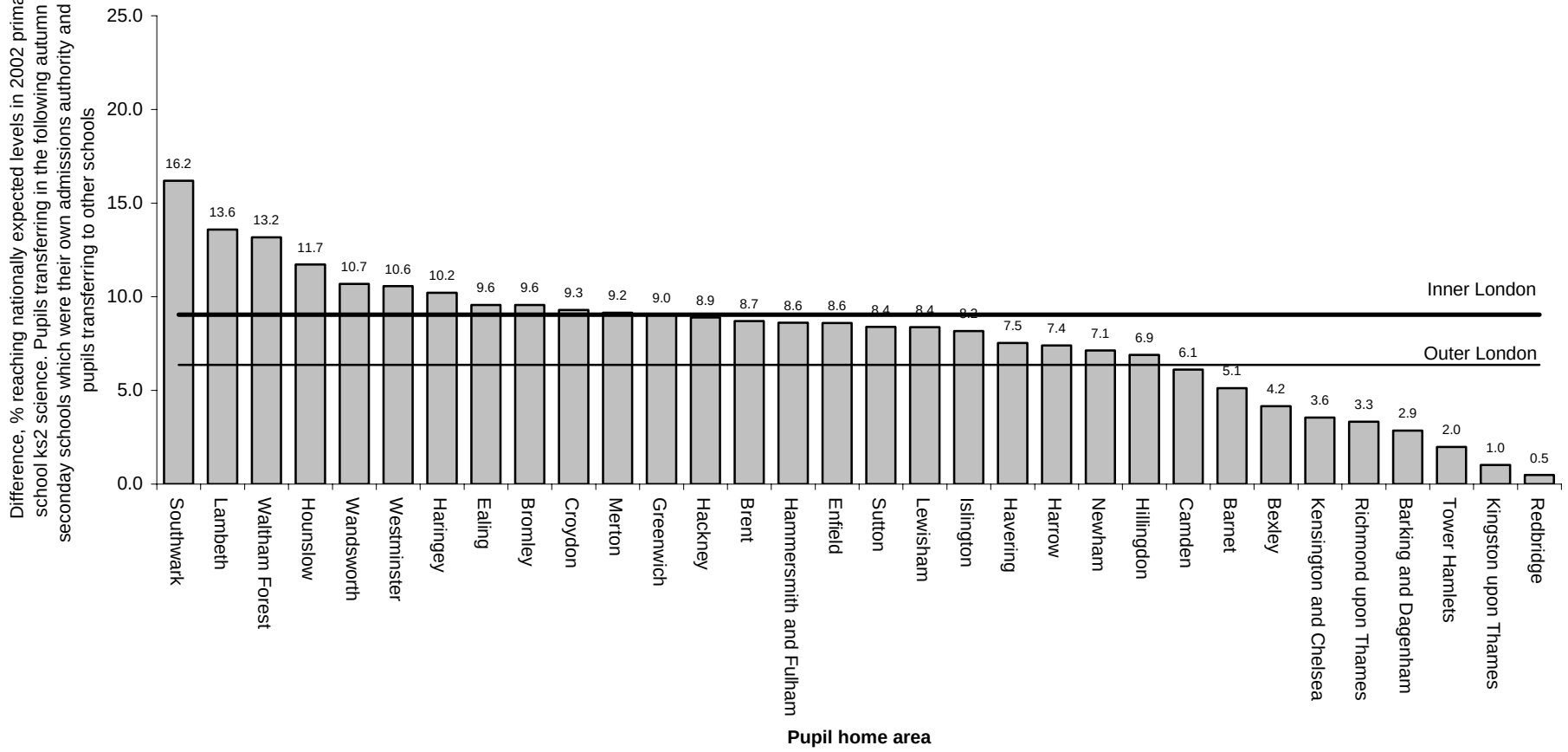
Source: merged 2002 and 2003 LPDs. Data for pupils living in the City of London are not included in this chart.

Figure 34. 2002 key stage 2 mathematics advantage. Pupils who transferred in the following autumn to the first year of secondary schools which were their own admissions authorities (maintained schools only)



Source: merged 2002 and 2003 LPDs. Data for pupils living in the City of London are not included in this chart

Figure 35. 2002 key stage 2 science advantage. Pupils who transferred in the following autumn to the first year of secondary schools which were their own admissions authority (maintained schools only)



Source: merged 2002 and 2003 LPDs. Data for pupils living in the City of London are not included in this chart.

13 Conclusions

Data from the London Dataset point to a range of pupil attainment, within ethnic groups and between schools. Taking account of that range of attainment adds to our understanding of ethnicity and inequality of educational outcomes.

On balance, 2002 GCSE point scores gained by pupils with a Black or other ethnic heritage have more in common with those of White pupils than is otherwise the case, though it should be stressed that what the two groups have in common are similarly unequal outcomes. Additionally, the extent of underachievement amongst White and Indian pupils, who as a whole have high average levels of attainment, is made clear when the full range of attainment is taken into account. Recognizing the extent of underachievement is a necessary first step in remedying that underachievement. Additionally, taking account of the full range of attainment *may* help avoid labelling a whole ethnic group as 'underachieving' or 'high achieving'. This *may* avoid setting up a vicious circle in which all children in some groups are expected to fail, while those with pressing needs in groups with high average scores are overlooked. In London, there is clear evidence that low levels of attainment amongst socially disadvantaged White pupils warrants further investigation.

The longitudinal nature of the National Pupil Dataset has allowed pupil progress in all maintained schools to be tracked over time. Some of the conclusions from analyses of longitudinal data are encouraging. Bangladeshi pupils in London attending maintained schools have one of the highest average rates of entitlement to free school meals, and have one of the lowest levels of attainment in the early years of primary education. Those pupils subsequently make faster progress than their White counterparts and, at the end of compulsory schooling, have levels of attainment close to those of White pupils. The same longitudinal data shows a London advantage for ethnic minority pupils in terms of the rates of progress made at school compared with the rates of progress made their counterparts in England as a whole. This may go some way to explaining the 'London advantage' in raw score GCSE results amongst ethnic minority children in the capital.

Evidence from the national census, and from other surveys, also adds to our understanding of the wider context of ethnicity and attainment. Levels of attainment in ethnic minority groups differ for different generations. Inequalities that exist now do not have to exist in the future. Current educational inequalities also exist in a wider socio-economic context, and it is unlikely that educational inequalities will be overcome unless those factors are taken into account.

There is a clear need to improve the evidence base on pupils' socio-economic status, in a way which can then inform education policy and practice. This report has used occupational status as a shorthand measure of socio-economic status. Socio-economic status is complex, and will be affected by other factors such as level of income, type of housing, and level of parental education. These and, potentially, other factors need to be taken into account, but at the minimum, parental occupational status needs to be included in the collection of pupil level data for the NPD. More widely, there is scope for improving our understanding of social stratification and education. Put crudely, the volume (though not necessarily the quality) of contemporary work on social stratification *per se* and education is dwarfed by the volume of high quality work in this field in the past. Is there is a contemporary, evidence-based and widely understood concept of SES (or social class) which can be applied in research on London education? What does it mean to be working class in an age when factories, docks, unionisation and support for one particular party cease to define a social landscape?

For the present, information from the national census has been linked to information in the London Pupil Dataset to allow for an analysis of the attainment of pupils living in socially advantaged or socially disadvantaged areas of the capital. When pupils are grouped this way, differences in educational attainment within ethnic groups are shown to be greater than differences between the attainment of White pupils and pupils with an ethnic heritage. A comprehensive approach to underachievement amongst Black pupils (or Chinese or Indian pupils) will need to take socio-economic factors into account. In addition to any blue sky theorising, An updated understanding social stratification as it applies to education may have practical applications in educational improvement, as well as for what is sometimes (overly) dismissively referred to as blue sky theorising.

Nonetheless, the development of the National Pupil Database has transformed the information available to monitor equality and inequality of educational outcomes in England's maintained schools. Further, since raw score results matter, there are good reasons for continuing to review education outcomes both in terms of pupil characteristics such as ethnicity, and in terms of the part played by individual schools. The latter could include the impact of the school admissions arrangements in facilitating or moderating inequality. A review of the workings of the new code of practice on secondary school admissions is underway. A parallel review of outcomes, in terms of school intake and pupil attainment, could prove valuable. The data to do this exist.

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The Institute for Fiscal Studies and the Centre for the Economics of Education at the London School of Economics have produced a considerable body of work on the (economic) returns to education, available at ifs.org.uk and at cee.lse.ac.uk. For example, on the CEE website see Richard Blundell, Lorraine Dearden and Barbara Sianesi *Estimating the Returns to Education: Models, Methods and results* October 2001.
13. Published at the time of writing on the ONS website www.statistics.gov.uk as supplementary tables to the report *Focus on Social Inequalities 2004 edition*. Sample size too small to report 1992 Figures for the 'Other ethnic' group.
14. Source for Figures 8 and 9: Tables 3a and 3b Anthony Heath and Soojin Yu *Explaining ethnic minority disadvantage* – see reference 12 above.
15. Source for Figures 8 and 9: Tables 3a and 3b Anthony Heath and Soojin Yu *Explaining ethnic minority disadvantage* – see reference 12 above.
16. Work in this area is extensive, and what follows is a limited selection. See R.H Tawney, *Equality* Unwin, 1964, first published in 1931, C.A.R. Crosland *The Future of Socialism* Jonathan Cape, 1957, Brian Jackson and Dennis Marsden *Education and the Working Class* Pelican, 1966, and A.H. Halsey, A.F. Heath and J.M. Ridge *Origins and Destinations. Family, Class, and Education in Modern Britain* Clarendon Press, 1980.

17. For example, see Jo Blanden, Paul Gregg and Stephen Machin *Intergenerational Mobility in Europe and North America. A Report Submitted to the Sutton Trust* Centre for Economic Performance, London School o9f Economics, 2005.
18. Programme for International Student Assessment *Knowledge and Skills for Life* Organization for Economic Development and Co-operation, 2001.
19. DfEE Statistical Bulletin 4/1999
20. Derived from Sean Demack, David Drew and Mike Grimsley *Minding the Gap: ethnic, gender and social class differences in attainment at 16, 1988-95.* Race Ethnicity and Education, vol. 3, no. 2, 2000.
21. See Carol Taylor Fitz-Gibbon *The Value Added National Project. Final Report. Feasibility studies for a national system of Value Added indicators* School Curriculum and Assessment Authority, 1997)
22. For example see, for example, *Testing 7 year olds in 1992: results of the National Curriculum assessments in England* DfEE 1992.
23. For an example of the use of *z*-scores to summarise social disadvantage in London see William Armstrong *Ward level social indicators: Z-Scores* London Research Centre, 1996. For a more recent, but different, approach see Declan Gaffney and William Armstrong *Workless households with dependent children in London: output area maps from the 2001 census* DMAG Briefing 2003/21.
24. The LERN project compared levels of attainment, given as summary Figures for individual schools, with a measure of social disadvantage, also given as summary Figures for individual schools. There are far fewer schools than there are pupils, and there is less variation in attainment measured as summary Figures for individual schools, than there is in the attainment of individual pupils. Because of this, statistical tests which use school-level measures tend to show a stronger association than statistical tests which use pupil-level data between attainment and social disadvantage. See Carol Taylor Fitz-Gibbon *Monitoring Education. Indicators, Quality and Effectiveness* Cassell 1996 pages 141-150 for a further discussion. We should allow for the possibility that the increased association between social disadvantage and under-achievement as children move through the educational system, which is shown in Figure 14, is actually a consequence of their being fewer primary than secondary schools. This may result in secondary schools being more tightly clustered than primary schools around the trend line, which itself results in a stronger regression coefficient when the interaction of attainment and disadvantage in secondary schools is compared with that in primary schools. We should also allow for the possibility that social disadvantage has an increased impact on underachievement as children move through the school system. Both possibilities need to be tested using pupil-level data.
25. Lesley Kendall and Lara Ainsworth, *Examination Results in context. Analysis of 1996 Examination results* Local Government Association and the National Foundation for Educational Research, 1997, page 14.
26. David Gillborn and Caroline *Recent Research on the Achievements of Ethnic Minority Pupils* Gipps Office for Standards in Education (OfSTED) 1996.
27. Gillborn and Gipps, 1996, page 25.
28. Gillborn and Gipps, 1996, page 28.
29. David Gillborn and Heidi Safia Mirza *Educational Inequality. Mapping Race, Class and Gender,* OfSTED, 2000, page 16. Also see Haringey Research and Evaluation Unit, *1999 key stage 1 results in context. School profiles*, Haringey Education Department, 1999.
30. DfES *Excellence in Schools,* 1997, page 81.
31. DfES *Schools achieving success,* 2001, page 11.
32. Organisation for Economic Co-operation and Development *Knowledge and Skills for Life* OECD, 2001, pages 137-156.
33. See, for example, Christine Godfrey, Sandra Hutton, Jonathan Bradshaw, Bob Coles, Gary Craig and Julia Johnson *Estimating the Cost of Being "Not in Education, Employment or Training" at Age 16-18* DfES Research Report 346 2002).
34. See Richard Webber *The Social Structure of Haringey* PRAG Technical Papers TP18, Planning Research Applications Group, Centre for Environmental Studies Group, 1977).
35. *1996 KS1 and GCSE Results in Context* Education Statistics, Haringey Council, 1997, *Language Diversity in Lambeth Schools* Research and Statistics Unit, Lambeth Education,

Appendix A. Key reference tables

Appendix A Key reference tables, continued

Appendix A Key reference tables, continued

A1. All pupils with records in the 2002 London Pupil Dataset, by gender and ethnicity

	Number			Percentage		
	Male	Female	Total	Male	Female	Total
White	298,561	286,026	584,587	54.0	53.5	53.8
Black Caribbean	34,322	33,526	67,848	6.2	6.3	6.2
Black African	48,349	47,776	96,125	8.7	8.9	8.8
Black Other	18,889	18,366	37,255	3.4	3.4	3.4
Indian	37,202	35,920	73,122	6.7	6.7	6.7
Pakistani	18,399	17,549	35,948	3.3	3.3	3.3
Bangladeshi	21,716	21,829	43,545	3.9	4.1	4.0
Chinese	4,270	4,096	8,366	0.8	0.8	0.8
Other Ethnic Group	44,372	41,626	85,998	8.0	7.8	7.9
Unclassified	13,289	11,727	25,016	2.4	2.2	2.3
New Categories (for use in 2003)*	13,200	15,970	29,170	2.4	3.0	2.7
Total	552,569	534,411	1,086,980	100.0	100.0	100.0

Source: 2002 LPD

New, more detailed, ethnic categories were introduced in 2003, largely in line with the new categories used in the 2001 national census. Some 2003 categories appear in 2002 LPD records of ethnicity. Because 2002 and 2003 categories do not match exactly, all such cases have been grouped together as 'New Categories'.

A2. Pupils aged 15 on roll in January 2002, by gender and ethnicity. London Pupil Dataset

	Number			Percentage		
	Male	Female	Total	Male	Female	Total
White	19,767	19,222	38,989	53.8	53.7	53.7
Black Caribbean	2,388	2,251	4,639	6.5	6.3	6.4
Black African	2,751	2,785	5,536	7.5	7.8	7.6
Black Other	1,109	1,087	2,196	3.0	3.0	3.0
Indian	2,885	2,729	5,614	7.9	7.6	7.7
Pakistani	1,245	1,195	2,440	3.4	3.3	3.4
Bangladeshi	1,442	1,350	2,792	3.9	3.8	3.8
Chinese	332	323	655	0.9	0.9	0.9
Other Ethnic Group	2,537	2,364	4,901	6.9	6.6	6.8
Unclassified	874	667	1,541	2.4	1.9	2.1
New Categories (for use in 2003)*	1,409	1,847	3,256	3.8	5.2	4.5
Total	36,739	35,820	72,559	100.0	100.0	100.0

Source: 2002 LPD

New, more detailed, ethnic categories were introduced in 2003, largely in line with the new categories used in the 2001 national census. Some 2003 categories appear in 2002 LPD records of ethnicity. Because 2002 and 2003 categories do not match exactly, all such cases have been grouped together as 'New Categories'.

A3. Pupils on roll in January 2002, by age and ethnicity. London Pupil Dataset

	Pupil age at the start of the school year								
	3 and under	4	5	6	7	8	9	10	Totals, pupils aged 10 and under
White	29,088	43,684	44,900	44,928	45,822	45,544	47,052	46,576	347,594
Black Caribbean	3,018	5,030	5,214	5,539	5,613	5,566	5,683	5,896	41,559
Black African	6,858	8,560	8,742	8,440	8,055	7,889	7,391	7,027	62,962
Black Other	2,095	3,170	3,288	3,054	3,010	2,952	2,893	2,639	23,101
Indian	3,827	4,662	4,815	4,887	4,960	5,153	5,275	5,327	38,906
Pakistani	2,446	2,742	2,783	2,794	2,804	2,828	2,777	2,686	21,860
Bangladeshi	3,622	3,790	3,644	3,594	3,446	3,181	3,140	3,082	27,499
Chinese	415	543	568	603	562	601	597	560	4,449
Other Ethnic Group	5,721	7,529	7,387	7,277	7,014	6,719	6,546	6,634	54,827
Unclassified	3,094	2,971	1,404	1,162	1,109	1,110	1,113	1,266	13,229
New Categories*	1,058	1,246	1,092	1,075	1,036	963	947	930	8,347
Total	61,242	83,927	83,837	83,353	83,431	82,506	83,414	82,623	644,333

	Pupil age at the start of the school year										
	11	12	13	14	15	16	17	18+	No 2002 record of age	Total, pupils aged 11+	Total, all pupils
White	42,543	42,885	43,774	41,304	38,989	15,344	11,227	927		236,993	584,587
Black Caribbean	4,941	4,957	5,052	4,898	4,639	1,000	640	162		26,289	67,848
Black African	6,267	5,967	5,852	5,930	5,536	1,883	1,293	434	1	33,162	96,125
Black Other	2,683	2,886	2,733	2,565	2,196	615	384	92		14,154	37,255
Indian	5,170	5,282	5,727	5,768	5,614	3,366	2,796	493		34,216	73,122
Pakistani	2,398	2,423	2,455	2,436	2,440	998	767	171		14,088	35,948
Bangladeshi	3,048	2,789	2,892	2,953	2,792	813	605	154		16,046	43,545
Chinese	606	660	637	612	655	343	341	63		3,917	8,366
Other Ethnic Group	6,064	5,701	5,435	5,266	4,901	2,041	1,447	316		31,171	85,998
Unclassified	2,598	2,017	1,684	1,849	1,541	1,168	851	79		11,787	25,016
New Categories*	3,871	3,775	3,665	3,589	3,256	1,458	1,087	122		20,823	29,170
Total	80,189	79,342	79,906	77,170	72,559	29,029	21,438	3,013	1	442,646	1,086,980

Source: 2002 LPD: * Note: ethnic categories changed after January 2002. However, the new 2003 ethnic categories were used for some pupils in 2002. These have been grouped as New Categories.

A4. Pupils of primary school age on roll in January 2003, by age and ethnicity, DfES ethnic subcategories. London Pupil Dataset

	Pupil age at the start of the school year								
	3 and under	4	5	6	7	8	9	10	Totals, pupils aged 10 and under
White	**28,336**	**41,617**	**42,754**	**42,108**	**42,101**	**42,851**	**42,861**	**44,181**	**326,809**
White British	22,840	34,210	35,255	34,753	35,043	36,210	36,089	37,707	272,107
Irish	603	978	960	992	1,000	976	1,007	1,007	7,523
Traveller of Irish heritage	63	113	114	160	136	123	140	139	988
Any other White	4,800	6,234	6,347	6,105	5,856	5,453	5,536	5,249	45,580
Gypsy/Roma	30	82	78	98	66	89	89	79	611
Dual heritage	**4,529**	**6,332**	**6,480**	**6,050**	**5,809**	**5,676**	**5,433**	**5,349**	45,658
White & Black Caribbean	1,415	2,023	2,082	2,001	1,889	1,894	1,853	1,829	14,986
White & Black African	586	778	785	689	638	632	583	533	5,224
White & Asian	703	1,028	948	921	854	836	801	784	6,875
Any other mixed heritage	1,825	2,503	2,665	2,439	2,428	2,314	2,196	2,203	18,573
Asian or Asian British	**11,405**	**12,994**	**13,354**	**12,898**	**12,871**	**12,686**	**12,578**	**12,744**	101,530
Indian	3,186	4,185	4,275	4,363	4,460	4,495	4,734	4,845	34,543
Pakistani	2,585	2,812	2,865	2,750	2,736	2,797	2,797	2,793	22,135
Bangladeshi	3,686	3,914	3,983	3,702	3,688	3,464	3,190	3,171	28,798
Any other Asian heritage	1,948	2,083	2,231	2,083	1,987	1,930	1,857	1,935	16,054
Black or Black British	**11,526**	**15,499**	**16,406**	**16,064**	**15,904**	**15,371**	**15,183**	**14,774**	120,727
Black Caribbean	3,253	5,184	5,745	5,630	5,849	5,892	5,849	5,903	43,305
Black African	7,091	8,786	9,014	8,910	8,510	8,081	7,950	7,477	65,819
Any other Black heritage	1,182	1,529	1,647	1,524	1,545	1,398	1,384	1,394	11,603
Chinese	**437**	**533**	**569**	**570**	**597**	**572**	**612**	**591**	4,481
Any other ethnic group	**2,706**	**3,013**	**3,119**	**3,124**	**2,944**	**3,032**	**2,834**	**2,834**	23,606
Missing information	**2,201**	**2,104**	**1,987**	**1,932**	**1,984**	**2,063**	**2,235**	**2,112**	16,618
Parent refused consent	594	909	1,166	1,077	1,090	1,132	1,281	1,113	8,362
Information not yet obtained	867	734	821	855	894	931	954	999	7,055
Record blank	740	461	0	0	0	0	0	0	1,201
Total	**61,140**	**82,092**	**84,669**	**82,746**	**82,210**	**82,251**	**81,736**	**82,585**	639,429

Source: 2003 LPD. Ethnic monitoring is required for pupils of compulsory school age and above. Note: new ethnic categories were introduced in 2003.

A5. Pupils of secondary school age on roll in January 2003, by age and ethnicity, DfES ethnic subcategories. London Pupil Dataset

	Pupil age at the start of the school year										
	11	12	13	14	15	16	17	18+	No 2003 record of age	Totals, pupils aged 11+	Total, all pupils
White	**43,158**	**42,628**	**42,444**	**42,837**	**39,231**	**16,030**	**11,934**	**1,109**	**1**	**239,372**	**566,181**
White British	36,931	36,396	36,178	36,363	33,256	13,528	9,969	813	1	203,435	475,542
Irish	938	956	947	1,006	932	382	331	41		5,533	13,056
Traveller of Irish heritage	76	84	72	51	28	6	8	3		328	1,316
Any other White	5,162	5,136	5,201	5,379	4,986	2,109	1,621	250		29,844	75,424
Gypsy/Roma	51	56	46	38	29	5	5	2		232	843
Dual heritage	**4,578**	**4,137**	**3,886**	**3,620**	**3,128**	**1,076**	**708**	**112**	**0**	**21,245**	**66,903**
White & Black Caribbean	1,715	1,487	1,376	1,286	1,065	267	142	25		7,363	22,349
White & Black African	463	429	386	326	265	97	75	13		2,054	7,278
White & Asian	692	641	592	530	480	260	183	22		3,400	10,275
Any other mixed heritage	1,708	1,580	1,532	1,478	1,318	452	308	52		8,428	27,001
Asian or Asian British	**12,351**	**12,561**	**12,357**	**12,928**	**12,815**	**6,305**	**5,123**	**1,094**	**0**	**75,534**	**177,064**
Indian	4,884	5,164	5,245	5,680	5,789	3,399	2,917	542		33,620	68,163
Pakistani	2,558	2,471	2,482	2,516	2,415	1,052	823	212		14,529	36,664
Bangladeshi	2,959	3,162	2,921	3,018	2,983	943	688	194		16,868	45,666
Any other Asian heritage	1,950	1,764	1,709	1,714	1,628	911	695	146		10,517	26,571
Black or Black British	**13,877**	**14,154**	**13,991**	**13,970**	**13,052**	**3,841**	**2,459**	**852**	**0**	**76,196**	**196,923**
Black Caribbean	5,489	5,707	5,785	5,974	5,408	1,427	753	213		30,756	74,061
Black African	6,880	6,879	6,631	6,543	6,346	2,075	1,448	560		37,362	103,181
Any other Black heritage	1,508	1,568	1,575	1,453	1,298	339	258	79		8,078	19,681
Chinese	**558**	**644**	**691**	**692**	**656**	**401**	**319**	**65**		**4,026**	**8,507**
Any other ethnic group	**2,750**	**2,860**	**2,848**	**2,807**	**2,716**	**1,049**	**805**	**202**		**16,037**	**39,643**
Missing information	**2,930**	**3,033**	**2,963**	**2,969**	**3,045**	**1,493**	**1,402**	**151**	**0**	**17,986**	**34,604**
Parent refused consent	1,300	1,293	1,216	1,210	1,307	491	565	**76**		7,458	15,820
Information not yet obtained	1,630	1,740	1,747	1,759	1,738	1,002	837	**75**		10,528	17,583
Record blank	0	0	0	0	0	0	0	**0**		0	1,201
Total	**80,202**	**80,017**	**79,180**	**79,823**	**74,643**	**30,195**	**22,750**	**3,585**	**1**	**450,396**	**1,089,825**

Source: 2003 LPD. Ethnic monitoring is required for pupils of compulsory school age and above. Note: new ethnic categories were introduced in 2003.

A6. Ethnic profile of the 2001 population and the 2003 maintained school roll in London and England

		White			Mixed				Asian or Asian British				Black or Black British			Chinese or Other	
Home area	Totals	British	Irish	Other	White and Black Caribbean	White and Black African	White and Asian	Other Mixed	Indian	Pakistani	Bangladeshi	Other Asian	Black Caribbean	Black African	Other Black	Chinese	Other Ethnic Group
All people, all ages, 2001																	
ENGLAND	49,138,831	42,747,136	624,115	1,308,110	231,424	76,498	184,014	151,437	1,028,546	706,539	275,394	237,810	561,246	475,938	95,324	220,681	214,619
Inner London	2,766,114	1,396,753	93,164	326,688	35,855	18,335	23,651	29,865	85,471	43,559	128,314	37,017	189,991	228,691	35,768	38,918	54,074
Outer London	4,405,975	2,891,108	127,324	268,166	35,073	15,845	36,293	31,192	351,522	99,190	25,579	96,041	153,576	150,242	24,581	41,283	58,960
Greater London	7,172,091	4,287,861	220,488	594,854	70,928	34,182	59,944	61,057	436,993	142,749	153,893	133,058	343,567	378,933	60,349	80,201	113,034
Children aged 5-15, 2001																	
ENGLAND	6,975,343	5,925,057	25,603	118,751	89,577	20,926	55,660	42,676	167,798	163,415	69,656	37,665	82,372	93,250	24,611	29,913	28,413
Inner London	348,704	134,079	3,417	25,571	12,557	4,532	4,909	6,725	11,415	8,737	33,316	5,435	29,558	47,630	10,096	4,224	6,503
Outer London	621,345	379,885	6,619	25,587	13,251	4,248	10,188	8,687	55,680	20,107	5,519	15,167	24,389	30,732	6,745	5,387	9,154
Greater London	970,049	513,964	10,036	51,158	25,808	8,780	15,097	15,412	67,095	28,844	38,835	20,602	53,947	78,362	16,841	9,611	15,657
Children aged 5-15 as at 31st August 2002 attending maintained schools, by pupil home London area (Totals include pupils without a record of ethnicity)																	
Inner london	295,293	78,618	3,928	25,786	8,834	2,573	1,997	8,641	8,855	8,206	29,672	5,013	34,867	45,917	8,425	2,594	14,865
Outer London	565,422	301,897	6,445	34,327	9,107	2,960	5,852	12,500	44,145	20,381	5,195	15,304	26,218	34,339	7,279	3,936	15,942
Greater London	860,715	380,515	10,373	60,113	17,941	5,533	7,849	21,141	53,000	28,587	34,867	20,317	61,085	80,256	15,704	6,530	30,807

Source: 2003 London Pupil Dataset and ONS 201 national census. National Statistics are Crown copyright. To match ONS reporting practice, pupils in the 2003 LPD with an unclassified ethnicity are included in totals, but are not shown Separately. See A5 for a full list of pupils by ethnicity from the 2003 LPD.

A7. Number of pupils aged 5 to 15 on roll in 2003 with no 2002 record, by maintaining* LEA of school attended and age group, London Pupil Dataset

Maintaining LEA of school	Pupil age at the start of the 2002/2003 school year											
Attended in 2003	5	6	7	8	9	10	11	12	13	14	15	Total
Camden	110	60	58	52	58	38	37	63	64	40	31	611
Hackney	166	134	119	108	119	98	88	75	77	87	82	1,153
Hammersmith and Fulham	141	51	45	54	59	44	70	61	87	51	38	701
Haringey	214	137	161	160	173	132	137	136	121	133	105	1,609
Islington	118	85	66	67	70	59	71	102	93	70	57	858
Kensington and Chelsea	68	46	49	38	37	28	17	35	29	22	20	389
Lambeth	226	125	158	142	139	130	91	92	87	86	46	1,322
Lewisham	217	111	122	101	137	103	124	90	86	100	47	1,238
Newham	341	242	224	227	224	213	200	217	239	165	87	2,379
Southwark	218	161	152	158	133	117	179	216	151	158	102	1,745
Tower Hamlets	183	112	107	125	127	78	189	150	149	138	97	1,455
Wandsworth	144	119	110	99	99	108	70	80	87	86	50	1,052
Westminster	158	79	67	80	75	57	113	127	112	68	61	997
Barking and Dagenham	114	78	76	54	56	54	85	55	62	55	45	734
Barnet	251	167	151	148	137	116	209	149	122	121	83	1,654
Bexley	49	59	56	61	45	33	166	62	60	57	47	695
Brent	249	186	169	197	173	136	208	155	181	119	113	1,886
Bromley	106	66	87	62	74	43	198	73	68	59	58	894
Croydon	184	133	135	158	145	126	211	166	145	185	254	1,842
Ealing	204	144	127	167	154	126	115	136	132	159	59	1,523
Enfield	158	168	130	149	133	108	158	124	136	97	104	1,465
Greenwich	260	112	104	100	113	64	87	102	112	80	82	1,216
Harrow	137	101	105	91	92	74	100	98	109	65	82	1,054
Havering	73	40	50	48	25	44	221	46	47	43	36	673
Hillingdon	132	110	113	95	97	102	156	80	105	101	95	1,186
Hounslow	146	115	116	102	96	73	104	100	110	99	101	1,162
Kingston upon Thames	90	70	54	61	57	53	165	63	62	61	38	774
Merton	75	49	62	50	48	59	119	102	112	71	44	791
Redbridge	165	99	107	101	115	90	281	89	106	75	91	1,319
Richmond upon Thames	84	63	64	58	49	32	45	61	49	39	25	569
Sutton	299	41	47	49	47	46	305	52	54	52	44	1,036
Waltham Forest	315	80	84	109	97	76	92	121	103	113	82	1,272
Inner London LEA	2,309	1,468	1,445	1,419	1,459	1,215	1,397	1,456	1,395	1,218	838	15,509
Outer London LEA	3,091	1,881	1,837	1,860	1,753	1,455	3,025	1,834	1,875	1,651	1,483	21,745
Greater London LEA	5,400	3,349	3,282	3,279	3,212	2,670	4,422	3,290	3,270	2,869	2,321	37,254

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002 and 2003 LPD.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

*For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A8. Pupils aged 5-15 on roll in 2003, by free school meal (FSM) entitlement and maintaining LEA of school attended in 2003, London Pupil Dataset

	All pupils				Pupils with 2003 but no 2002 record			
	FSM entitlement				FSM entitlement			
Maintaining* LEA of school attended in 2003	Entitled	Not entitled	Missing data	Total	Entitled	Not entitled	Missing data	Total
Camden	6,479	9,765	20	16,264	226	382	3	611
Hackney	9,576	11,899	30	21,505	360	789	4	1,153
Hammersmith and Fulham	5,569	8,063	28	13,660	326	369	6	701
Haringey	10,490	17,193	21	27,704	569	1,035	5	1,609
Islington	8,295	11,121	10	19,426	364	493	1	858
Kensington and Chelsea	2,977	5,516	7	8,500	86	302	1	389
Lambeth	9,102	13,632	29	22,763	494	821	7	1,322
Lewisham	8,871	20,599	40	29,510	314	913	11	1,238
Newham	17,397	23,847	30	41,274	866	1,509	4	2,379
Southwark	12,542	17,563	33	30,138	610	1,125	10	1,745
Tower Hamlets	17,946	11,770	22	29,738	613	837	5	1,455
Wandsworth	6,681	16,448	39	23,168	347	693	12	1,052
Westminster	6,008	9,333	18	15,359	309	682	6	997
Barking and Dagenham	6,365	18,349	17	24,731	262	468	4	734
Barnet	6,953	31,096	26	38,075	416	1,232	6	1,654
Bexley	4,500	29,216	52	33,768	110	573	12	695
Brent	8,425	22,820	27	31,272	522	1,354	10	1,886
Bromley	5,218	33,893	62	39,173	119	760	15	894
Croydon	9,366	34,194	89	43,649	492	1,332	18	1,842
Ealing	9,917	23,967	46	33,930	524	996	3	1,523
Enfield	9,403	30,556	49	40,008	551	899	15	1,465
Greenwich	10,260	18,924	32	29,216	355	852	9	1,216
Harrow	4,140	21,259	30	25,429	342	707	5	1,054
Havering	3,717	28,748	24	32,489	131	538	4	673
Hillingdon	5,913	27,657	24	33,594	343	840	3	1,186
Hounslow	6,585	21,784	27	28,396	321	835	6	1,162
Kingston upon Thames	1,539	15,101	1	16,641	96	678	0	774
Merton	3,184	15,414	15	18,613	128	661	2	791
Redbridge	6,003	28,402	12	34,417	361	955	3	1,319
Richmond upon Thames	2,314	15,021	17	17,352	58	508	3	569
Sutton	2,949	21,967	25	24,941	98	933	5	1,036
Waltham Forest	8,932	21,443	18	30,393	540	728	4	1,272
Inner London LEA	121,933	176,749	327	299,009	5,484	9,950	75	15,509
Outer London LEA	115,683	459,811	593	576,087	5,769	15,849	127	21,745
Greater London LEA	237,616	636,560	920	875,096	11,253	25,799	202	37,254

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

*For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A9. Pupils aged 5-15 on roll in 2003, who had no 2002 LPD record and were entitled to free school meals. Actual and expected numbers , by maintaining LEA of school attended in 2003

Maintaining* LEA of school attended in 2003	Actual number, pupils entitled to FSM, with no 2002 record	Expected number, pupils entitled to FSM, with no 2002 record**	Residual. Is the actual number higher or lower than the expected number?#	Is the likelihood less than 1 in a 1,000, that the difference between 'inflow' pupils and all pupils is there by chance?##
Camden	226	243.4	-17.4	yes
Hackney	360	513.4	-153.4	yes
Hammersmith and Fulham	326	285.8	40.2	yes
Haringey	569	609.2	-40.2	yes
Islington	364	366.4	-2.4	yes
Kensington and Chelsea	86	136.2	-50.2	yes
Lambeth	494	528.6	-34.6	yes
Lewisham	314	372.2	-58.2	yes
Newham	866	1,002.7	-136.7	yes
Southwark	610	726.2	-116.2	yes
Tower Hamlets	613	878.0	-265.0	yes
Wandsworth	347	303.4	43.6	yes
Westminster	309	390.0	-81.0	yes
Barking and Dagenham	262	188.9	73.1	yes
Barnet	416	302.0	114.0	yes
Bexley	110	92.6	17.4	yes
Brent	522	508.1	13.9	yes
Bromley	119	119.1	-0.1	yes
Croydon	492	395.2	96.8	yes
Ealing	524	445.1	78.9	yes
Enfield	551	344.3	206.7	yes
Greenwich	355	427.0	-72.0	yes
Harrow	342	171.6	170.4	yes
Havering	131	77.0	54.0	yes
Hillingdon	343	208.8	134.2	yes
Hounslow	321	269.5	51.5	yes
Kingston upon Thames	96	71.6	24.4	yes
Merton	128	135.3	-7.3	yes
Redbridge	361	230.1	130.9	yes
Richmond upon Thames	58	75.9	-17.9	yes
Sutton	98	122.5	-24.5	yes
Waltham Forest	540	373.8	166.2	yes
Inner London LEA	5,484	6,324.4	-840.4	yes
Outer London LEA	5,769	4,366.6	1,402.4	yes
Greater London LEA	11,253	10,115.6	1,137.4	yes

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

*For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

** The calculation of the expected number assumes that the percentage of 'inflow' pupils entitled to free school meals is the same as the percentage of this group amongst all pupils aged 5-15 on roll in 2003. For example, if 25 percent of all pupils were entitled to free school meals, then 25 per cent of 'inflow' pupils would be expected to be similarly entitled.

The residual is the difference between the actual number and the expected number.

Based on Pearson Chi Square.

A10. Pupils aged 5-15 on roll in 2003, by first language (English or other than English), and by maintaining LEA of school attended in 2003, London Pupil Dataset

	All pupils				Pupil with 2003 but no 2002 record			
	Pupils' first language in 2003				Pupils' first language in 2003			
Maintaining* LEA of school attended in 2003	English	Other than English	Missing data	Total	English	Other than English	Missing data	Total
Camden	8,855	7,388	21	16,264	237	371	3	611
Hackney	10,369	11,105	31	21,505	447	702	4	1,153
Hammersmith and Fulham	8,580	5,052	28	13,660	291	404	6	701
Haringey	13,994	13,689	21	27,704	553	1,051	5	1,609
Islington	11,650	7,766	10	19,426	352	505	1	858
Kensington and Chelsea	4,608	3,885	7	8,500	141	247	1	389
Lambeth	12,626	10,101	36	22,763	538	777	7	1,322
Lewisham	21,613	7,832	65	29,510	658	565	15	1,238
Newham	15,212	26,022	40	41,274	517	1,856	6	2,379
Southwark	17,979	12,126	33	30,138	776	959	10	1,745
Tower Hamlets	9,266	20,399	73	29,738	295	1,145	15	1,455
Wandsworth	15,792	7,336	40	23,168	449	591	12	1,052
Westminster	6,326	9,015	18	15,359	249	742	6	997
Barking and Dagenham	20,975	3,739	17	24,731	295	435	4	734
Barnet	25,663	12,383	29	38,075	684	963	7	1,654
Bexley	31,117	2,500	151	33,768	529	149	17	695
Brent	15,672	15,520	80	31,272	665	1,207	14	1,886
Bromley	36,682	2,250	241	39,173	675	198	21	894
Croydon	35,977	7,544	128	43,649	1,069	754	19	1,842
Ealing	17,631	16,249	50	33,930	394	1,126	3	1,523
Enfield	27,162	12,796	50	40,008	540	910	15	1,465
Greenwich	21,469	7,713	34	29,216	536	671	9	1,216
Harrow	14,890	10,509	30	25,429	374	675	5	1,054
Havering	31,255	1,064	170	32,489	576	89	8	673
Hillingdon	26,728	6,841	25	33,594	625	558	3	1,186
Hounslow	16,567	11,802	27	28,396	409	747	6	1,162
Kingston upon Thames	13,630	3,009	2	16,641	345	429	0	774
Merton	14309	4289	15	18613	404	385	2	791
Redbridge	19,946	14,459	12	34,417	422	894	3	1,319
Richmond upon Thames	15,339	1,992	21	17,352	344	222	3	569
Sutton	22,942	1,971	28	24,941	817	212	7	1,036
Waltham Forest	20,221	10,154	18	30,393	574	694	4	1,272
Inner London LEA	156,870	141,716	423	299,009	5,503	9,915	91	15,509
Outer London LEA	428,175	146,784	1,128	576,087	10,277	11,318	150	21,745
Greater London LEA	585,045	288,500	1,551	875,096	15,780	21,233	241	37,254

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

*For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A11. Pupils aged 5-15 in 2003, who had no 2002 LPD record and whose first language was other than English. Actual and expected numbers, by maintaining LEA of school attended in 2003, London Pupil Dataset

Maintaining* LEA of school attended in 2003	Actual number, pupils whose 1st language was other than English and who had no 2002 LPD record	Expected number**, pupils whose 1st language was other than English and who had no 2002 LPD record	Residual. Is the actual number higher or lower than the expected number?#	Is the likelihood less than 1 in 1,000 that the difference between 'inflow' pupils and all pupils is there by chance?##
Camden	371.0	277.5	93.5	yes
Hackney	702.0	595.4	106.6	yes
Hammersmith and Fulham	404.0	259.3	144.7	yes
Haringey	1,051.0	795.0	256.0	yes
Islington	505.0	343.0	162.0	yes
Kensington and Chelsea	247.0	177.8	69.2	yes
Lambeth	777.0	586.6	190.4	yes
Lewisham	565.0	328.6	236.4	yes
Newham	1,856.0	1,499.9	356.1	yes
Southwark	959.0	702.1	256.9	yes
Tower Hamlets	1,145.0	998.1	146.9	yes
Wandsworth	591.0	333.1	257.9	yes
Westminster	742.0	585.2	156.8	yes
Barking and Dagenham	435.0	111.0	324.0	yes
Barnet	963.0	537.9	425.1	yes
Bexley	149.0	51.5	97.5	yes
Brent	1,207.0	936.0	271.0	yes
Bromley	198.0	51.3	146.7	yes
Croydon	754.0	318.4	435.6	yes
Ealing	1,126.0	729.4	396.6	yes
Enfield	910.0	468.6	441.4	yes
Greenwich	671.0	321.0	350.0	yes
Harrow	675.0	435.6	239.4	yes
Havering	89.0	22.0	67.0	yes
Hillingdon	558.0	241.5	316.5	yes
Hounslow	747.0	483.0	264.0	yes
Kingston upon Thames	429.0	140.0	289.0	yes
Merton	385.0	182.3	202.7	yes
Redbridge	894.0	554.1	339.9	yes
Richmond upon Thames	222.0	65.3	156.7	yes
Sutton	212.0	81.9	130.1	yes
Waltham Forest	694.0	425.0	269.0	yes
Inner London LEA	9,915.0	7,350.5	2,564.5	yes
Outer London LEA	11,318.0	5,540.5	5,777.5	yes
Greater London LEA	21,233.0	12,281.8	8,951.2	yes

Pupils living in London, but attending schools elsewhere, are not included here

Source: merged 2002/2003 London Pupil Datasets..

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

* For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

** The calculation of the expected number assumes that the percentage of 'inflow' pupils for whom English is not the first language is the same as the percentage of this group amongst all pupils aged 5-15 on roll in 2003. For example, if 25 percent of all pupils did not have English as their first language, then 25 per cent of 'inflow' pupils would be expected not to have English as their first language.

The residual is the difference between the actual number and the expected number.

Based on Pearson Chi Square.

A12. Pupils aged 5-15 on roll in 2003, by DfES ethnic subcategories and maintaining* LEA of school attended in 2003, London Pupil Dataset

Maintaining* LEA of school attended in 2003	White British	Irish	Traveller of Irish heritage	Any other White	Gypsy/ Roma	White & Black Caribbean	White & Black African	White & Asian	Any other mixed heritage
Camden	5,492	589	26	1,971	13	344	180	175	407
Hackney	3,590	353	84	2,832	10	792	208	123	496
Hammersmith and Fulham	4,668	372	28	1,293	50	494	105	109	536
Haringey	5,729	477	91	4,439	51	918	231	258	807
Islington	6,476	456	2	2,406	15	660	186	111	1,008
Kensington and Chelsea	2,480	206	12	1,380	4	267	105	101	388
Lambeth	4,567	230	2	2,376	31	977	258	122	682
Lewisham	10,440	274	28	1,836	14	1,262	343	228	1,158
Newham	7,796	207	26	1,378	56	690	291	260	949
Southwark	8,448	453	54	1,540	19	904	223	113	680
Tower Hamlets	6,451	152	10	877	8	368	95	64	274
Wandsworth	8,575	206	10	1,352	5	918	206	244	760
Westminster	3,252	142	6	2,114	3	312	182	157	488
Barking and Dagenham	17,983	83	2	776	8	258	120	66	282
Barnet	16,322	473	34	5,269	2	528	352	554	1,207
Bexley	27,222	171	21	668	58	205	98	157	382
Brent	4,043	1,000	93	2,112	19	585	207	306	713
Bromley	30,414	184	21	1,378	113	496	139	312	610
Croydon	22,621	390	64	1,517	25	1,223	259	508	1,223
Ealing	9,826	553	97	1,791	12	741	170	481	611
Enfield	16,606	725	17	7,633	18	475	132	227	1,907
Greenwich	16,405	377	20	1,556	53	549	318	182	1,001
Harrow	8,501	612	94	952	8	451	122	442	682
Havering	24,876	118	16	454	2	269	54	166	205
Hillingdon	21,923	370	104	650	26	489	167	407	599
Hounslow	11,636	313	45	1,164	17	391	144	411	575
Kingston upon Thames	11,083	102	18	852	11	179	76	273	362
Merton	10,125	147	9	1,085	12	363	122	143	361
Redbridge	13,714	230	16	1,959	9	681	174	456	669
Richmond upon Thames	12,430	119	9	1,059	5	234	82	261	345
Sutton	18,927	211	45	735	8	306	80	265	425
Waltham Forest	10,957	296	10	2,513	23	990	252	249	823
Inner London LEA	77,965	4,118	379	25,803	279	8,906	2,614	2,065	8,634
Outer London LEA	305,614	6,474	735	34,123	429	9,413	3,068	5,866	12,982
Greater London LEA	383,579	10,592	1,114	59,926	708	18,319	5,682	7,931	21,616

Source: merged 2002 and 2003 LPD. Pupils living in London, but attending maintained schools elsewhere, are not included here.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

* For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A12. Pupils aged 5-15 on roll in 2003, by DfES ethnic subcategories and maintaining LEA of school attended in 2003, continued

Maintaining* LEA of school attended in 2003	Indian	Pakistani	Bangladeshi	Any other Asian heritage	Black Caribbean	Black African	Any other Black heritage
Camden	178	160	2,162	470	696	2,087	398
Hackney	1,101	367	1,209	167	3,856	4,431	446
Hammersmith and Fulham	127	259	217	263	1,572	1,671	398
Haringey	588	288	677	567	4,048	4,657	563
Islington	236	110	1,192	129	1,580	2,857	374
Kensington and Chelsea	51	91	118	88	664	825	186
Lambeth	239	253	406	172	5,097	5,108	1,138
Lewisham	200	186	173	530	5,167	3,306	1,728
Newham	4,899	4,963	5,438	1,332	2,814	7,193	525
Southwark	191	172	736	195	4,380	8,706	866
Tower Hamlets	247	246	16,896	122	1,116	1,424	559
Wandsworth	774	1,239	262	684	3,168	2,731	753
Westminster	190	166	1,476	457	1,385	1,750	344
Barking and Dagenham	500	628	178	126	595	2,068	237
Barnet	2,866	649	267	879	986	3,215	505
Bexley	900	66	74	220	268	1,055	151
Brent	5,779	2,111	198	1,914	4,239	4,029	854
Bromley	423	88	180	209	910	741	356
Croydon	1,947	1,120	327	932	4,986	3,293	1,295
Ealing	6,455	2,350	204	1,246	2,338	3,132	439
Enfield	962	316	758	819	2,750	3,598	636
Greenwich	912	315	217	373	1,214	3,516	506
Harrow	5,563	892	175	2,395	1,205	1,452	406
Havering	284	96	35	98	220	429	42
Hillingdon	3,722	813	339	549	554	946	113
Hounslow	5,480	2,086	256	582	698	1,501	310
Kingston upon Thames	432	277	60	1,043	97	306	105
Merton	503	544	211	819	1,135	1,585	437
Redbridge	5,314	3,593	991	1,549	1,621	2,026	363
Richmond upon Thames	376	116	122	268	260	193	124
Sutton	547	214	108	580	298	524	179
Waltham Forest	1,200	4,313	489	780	3,099	2,591	881
Inner London LEA	9,024	8,501	31,030	5,176	35,580	46,747	8,284
Outer London LEA	44,165	20,587	5,189	15,381	27,473	36,200	7,939
Greater London LEA	53,189	29,088	36,219	20,557	63,053	82,947	16,223

Source: 2003 LPD. Pupils living in London, but attending schools elsewhere, are not included here.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A12. Pupils aged 5-15 on roll in 2003, by DfES ethnic subcategories and maintaining LEA of school attended in 2003, continued

Maintaining* LEA of school attended in 2003	Chinese	Any other ethnic group	Parent refused to supply information	Information not yet obtained	Total
Camden	165	589	125	37	16,264
Hackney	171	1,164	101	4	21,505
Hammersmith and Fulham	67	1,237	194	0	13,660
Haringey	129	2,073	191	922	27,704
Islington	186	1,087	342	13	19,426
Kensington and Chelsea	45	1,272	202	15	8,500
Lambeth	236	690	172	7	22,763
Lewisham	350	727	507	1,053	29,510
Newham	199	1,445	513	300	41,274
Southwark	389	1,362	163	544	30,138
Tower Hamlets	290	433	91	15	29,738
Wandsworth	186	628	419	48	23,168
Westminster	212	2,575	148	0	15,359
Barking and Dagenham	84	215	228	294	24,731
Barnet	772	2,008	754	433	38,075
Bexley	329	276	465	982	33,768
Brent	142	1,553	169	1,206	31,272
Bromley	228	322	995	1,054	39,173
Croydon	197	883	691	148	43,649
Ealing	165	2,806	301	212	33,930
Enfield	200	1,679	531	19	40,008
Greenwich	307	666	377	352	29,216
Harrow	180	669	587	41	25,429
Havering	112	69	1,865	3,079	32,489
Hillingdon	167	753	841	62	33,594
Hounslow	134	1,838	475	340	28,396
Kingston upon Thames	169	769	148	279	16,641
Merton	161	516	217	118	18,613
Redbridge	230	231	400	191	34,417
Richmond upon Thames	97	391	197	664	17,352
Sutton	185	296	303	705	24,941
Waltham Forest	151	488	165	123	30,393
Inner London LEA	2,627	15,300	3,168	2,958	299,183
Outer London LEA	4,010	16,428	9,709	10,302	576,087
Greater London LEA	6,637	31,728	12,877	13,260	875,270

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002 and 2003 LPD.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A13. Pupils aged 5-15 on roll in 2003 who had no 2002 LPD record, by ethnic subcategories, and maintaining LEA of school attended in 2003

Maintaining* LEA of school attended in 2003	White British	Irish	Traveller of Irish heritage	Any other White	Gypsy/ Roma	White & Black Caribbean	White & Black African	White & Asian	Any other mixed heritage
Camden	105	13	3	122	1	12	5	8	16
Hackney	57	21	9	148	5	23	9	5	13
Hammersmith and Fulham	129	11	3	105	5	17	4	4	18
Haringey	128	25	12	261	20	26	15	5	21
Islington	116	9	0	117	6	21	9	5	24
Kensington and Chelsea	58	3	0	117	0	5	4	12	17
Lambeth	94	5	0	167	9	20	15	7	28
Lewisham	187	6	4	109	3	28	13	12	32
Newham	153	6	3	206	21	11	17	7	41
Southwark	172	15	8	102	0	18	9	5	21
Tower Hamlets	141	4	2	85	1	8	3	4	19
Wandsworth	192	10	0	107	0	7	13	12	17
Westminster	90	1	1	199	0	10	17	6	35
Barking and Dagenham	200	1	0	50	6	2	9	3	9
Barnet	304	13	11	274	1	11	42	23	52
Bexley	385	1	3	32	4	1	7	8	18
Brent	63	28	6	212	7	14	5	10	33
Bromley	450	5	3	66	2	8	12	15	24
Croydon	424	13	22	125	5	44	17	16	63
Ealing	117	9	19	174	2	18	6	13	17
Enfield	215	22	6	261	7	16	9	4	56
Greenwich	284	10	4	103	5	18	31	3	21
Harrow	116	13	26	58	1	11	6	16	32
Havering	405	2	3	28	2	8	6	5	7
Hillingdon	357	12	18	59	0	18	15	18	38
Hounslow	209	4	4	105	2	7	11	16	19
Kingston upon Thames	211	4	4	54	4	2	8	15	20
Merton	201	3	1	71	1	8	7	9	19
Redbridge	204	4	2	138	3	11	8	19	21
Richmond upon Thames	224	4	0	113	0	3	3	14	19
Sutton	540	4	2	69	0	14	7	20	31
Waltham Forest	175	7	5	175	5	30	18	8	38
Inner London LEA	1,622	130	45	1,853	71	206	133	92	303
Outer London LEA	5,084	159	139	2,167	57	244	227	235	537
Greater London LEA	6,706	289	184	4,020	128	450	360	327	840

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002 and 2003 LPD.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A13, pupil aged 5-15 on roll in 2003 who had no 2002 LPD record, by ethnic subcategories, and maintaining LEA of school attended in 2003, continued

Maintaining* LEA of school attended in 2003	Indian	Pakistani	Bangladeshi	Any other Asian heritage	Black Caribbean	Black African	Any other Black heritage
Camden	11	6	44	35	20	127	15
Hackney	26	30	49	16	274	337	22
Hammersmith and Fulham	11	7	6	22	69	164	12
Haringey	18	9	33	34	296	425	33
Islington	4	7	45	7	84	257	28
Kensington and Chelsea	5	3	2	7	18	52	3
Lambeth	29	15	16	20	378	398	46
Lewisham	10	8	5	63	298	276	87
Newham	132	278	318	151	175	588	36
Southwark	12	9	30	15	385	711	45
Tower Hamlets	14	16	840	11	60	132	39
Wandsworth	30	83	12	75	143	224	20
Westminster	14	13	44	55	60	140	19
Barking and Dagenham	12	38	11	29	38	239	15
Barnet	80	30	9	78	37	343	28
Bexley	21	6	5	16	11	111	12
Brent	232	79	10	224	311	359	25
Bromley	35	12	12	20	49	75	13
Croydon	80	58	17	120	299	388	34
Ealing	161	94	10	140	93	327	19
Enfield	35	21	38	49	131	345	41
Greenwich	32	9	5	58	82	387	50
Harrow	160	52	5	224	53	171	19
Havering	18	8	4	11	10	55	4
Hillingdon	80	69	7	67	29	166	13
Hounslow	154	96	8	60	49	153	15
Kingston upon Thames	29	23	2	91	10	46	8
Merton	25	37	12	101	47	121	18
Redbridge	166	181	60	127	72	238	18
Richmond upon Thames	7	13	2	26	10	30	10
Sutton	37	21	1	70	15	76	9
Waltham Forest	32	166	24	73	149	262	48
Inner London LEA	319	485	1,512	511	2,297	3,832	411
Outer London LEA	1,396	1,013	242	1,584	1,495	3,892	399
Greater London LEA	1,715	1,498	1,754	2,095	3,792	7,724	810

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002 and 2003 LPD.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A13, pupil aged 5-15 on roll in 2003 who had no 2002 LPD record, by ethnic subcategories, and maintaining LEA of school attended in 2003, continued

Maintaining* LEA of school attended in 2003	Chinese	Any other ethnic group	Parent refused to supply information	Information not yet obtained	Total
Camden	12	52	3	1	611
Hackney	6	99	3	1	1,153
Hammersmith and Fulham	4	105	5	0	701
Haringey	8	181	2	57	1,609
Islington	4	110	5	0	858
Kensington and Chelsea	7	69	7	0	389
Lambeth	2	68	5	0	1,322
Lewisham	7	63	16	11	1,238
Newham	4	177	21	34	2,379
Southwark	15	138	3	32	1,745
Tower Hamlets	20	49	5	2	1,455
Wandsworth	12	60	19	16	1,052
Westminster	22	261	10	0	997
Barking and Dagenham	2	28	18	24	734
Barnet	44	238	19	17	1,654
Bexley	8	12	7	27	695
Brent	13	198	7	50	1,886
Bromley	16	25	32	20	894
Croydon	14	60	28	15	1,842
Ealing	13	280	4	7	1,523
Enfield	9	158	34	8	1,465
Greenwich	19	53	26	16	1,216
Harrow	7	63	19	2	1,054
Havering	4	10	24	59	673
Hillingdon	8	136	30	46	1,186
Hounslow	9	204	17	20	1,162
Kingston upon Thames	14	217	8	4	774
Merton	8	63	26	13	791
Redbridge	13	23	6	5	1,319
Richmond upon Thames	7	38	10	36	569
Sutton	18	32	20	50	1,036
Waltham Forest	6	42	7	2	1,272
Inner London LEA	125	1,450	104	154	15,680
Outer London LEA	232	1,880	342	421	21,745
Greater London LEA	357	3,330	446	575	37,425

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002 and 2003 LPD.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A14. Residuals, pupils aged 5-15 in 2003 who had no 2002 LPD record, by ethnic subcategories and maintaining LEA of school attended in 2003

Maintaining** LEA of school attended in 2003	White British	Irish	Traveller of Irish heritage	Any other White	Gypsy/ Roma	White & Black Caribbean	White & Black African	White & Asian	Any other mixed heritage
Camden	-101	-9	2	48	1	-1	-2	1	1
Hackney	-135	2	4	-4	4	-19	-2	-2	-14
Hammersmith and Fulham	-111	-8	2	39	2	-8	-1	-2	-10
Haringey	-205	-3	7	3	17	-27	2	-10	-26
Islington	-170	-11	0	11	5	-8	1	0	-21
Kensington and Chelsea	-55	-6	-1	54	0	-7	-1	7	-1
Lambeth	-171	-8	0	29	7	-37	0	0	-12
Lewisham	-251	-5	3	32	2	-25	-1	2	-17
Newham	-296	-6	2	127	18	-29	0	-8	-14
Southwark	-317	-11	5	13	-1	-34	-4	-2	-18
Tower Hamlets	-175	-3	2	42	1	-10	-2	1	6
Wandsworth	-197	1	0	46	0	-35	4	1	-18
Westminster	-121	-8	1	62	0	-10	5	-4	3
Barking and Dagenham	-334	-1	0	27	6	-6	5	1	1
Barnet	-405	-8	10	45	1	-12	27	-1	0
Bexley	-175	-3	3	18	3	-3	5	5	10
Brent	-181	-32	0	85	6	-21	-7	-8	-10
Bromley	-244	1	3	35	-1	-3	9	8	10
Croydon	-531	-3	19	61	4	-8	6	-5	11
Ealing	-324	-16	15	94	1	-15	-2	-9	-10
Enfield	-393	-5	5	-19	6	-1	4	-4	-14
Greenwich	-399	-6	3	38	3	-5	18	-5	-21
Harrow	-236	-12	22	19	1	-8	1	-2	4
Havering	-110	0	3	19	2	2	5	2	3
Hillingdon	-417	-1	14	36	-1	1	9	4	17
Hounslow	-267	-9	2	57	1	-9	5	-1	-5
Kingston upon Thames	-304	-1	3	14	3	-6	4	2	3
Merton	-229	-3	1	25	0	-7	2	3	4
Redbridge	-322	-5	1	63	3	-15	1	2	-5
Richmond upon Thames	-184	0	0	78	0	-5	0	5	8
Sutton	-246	-5	0	38	0	1	4	9	13
Waltham Forest	-284	-5	5	70	4	-11	7	-2	4
Inner London LEA	-2,464	-86	25	501	56	-261	-4	-16	-150
Outer London LEA	-6,452	-85	111	879	41	-111	111	14	47
Greater London LEA	-9,695	-164	136	1,458	98	-333	117	-12	-84

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002 and 2003 LPD.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

* The residual is the difference between the actual number and the expected number

** For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A14. Residuals, pupils aged 5-15 in 2003 who had no 2002 LPD record, by ethnic subcategories and maintaining LEA of school attended in 2003, continued

Maintaining* LEA of school attended in 2003	Indian	Pakistani	Bangladeshi	Any other Asian heritage	Black Caribbean	Black African	Any other Black heritage
Camden	4	0	-37	17	-6	49	0
Hackney	-33	10	-16	7	67	99	-2
Hammersmith and Fulham	4	-6	-5	9	-12	78	-8
Haringey	-16	-8	-6	1	61	155	0
Islington	-6	2	-8	1	14	131	11
Kensington and Chelsea	3	-1	-3	3	-12	14	-6
Lambeth	15	0	-8	10	82	101	-20
Lewisham	2	0	-2	41	81	137	15
Newham	-150	-8	5	74	13	173	6
Southwark	1	-1	-13	4	131	207	-5
Tower Hamlets	2	4	13	5	5	62	12
Wandsworth	-5	27	0	44	-1	100	-14
Westminster	2	2	-52	25	-30	26	-3
Barking and Dagenham	-3	19	6	25	20	178	8
Barnet	-45	2	-3	40	-6	203	6
Bexley	2	5	3	11	5	89	9
Brent	-117	-48	-2	109	55	116	-27
Bromley	25	10	8	15	28	58	5
Croydon	-2	11	3	81	89	249	-21
Ealing	-129	-11	1	84	-12	186	-1
Enfield	0	9	10	19	30	213	18
Greenwich	-6	-4	-4	42	31	241	29
Harrow	-71	15	-2	125	3	111	2
Havering	12	6	3	9	5	46	3
Hillingdon	-51	40	-5	48	9	133	9
Hounslow	-70	11	-2	36	20	92	2
Kingston upon Thames	9	10	-1	42	5	32	3
Merton	4	14	3	66	-1	54	-1
Redbridge	-38	43	22	68	10	160	4
Richmond upon Thames	-5	9	-2	17	1	24	6
Sutton	14	12	-3	46	3	54	2
Waltham Forest	-18	-15	4	40	19	154	11
Inner London LEA	-154	39	-114	240	432	1,382	-23
Outer London LEA	-271	236	46	1,003	458	2,526	99
Greater London LEA	-559	254	205	1,216	1,096	4,177	116

Pupils living in London, but attending school elsewhere, are not included here.

Source: merged 2002 and 2003 LPD.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

* The residual is the difference between the actual number and the expected number

** For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools

A14. Residuals, pupils aged 5-15 in 2003 who had no 2002 LPD record, by ethnic subcategories and maintaining LEA of school attended in 2003, continued

Maintaining** LEA of school attended in 2003	Chinese	Any other ethnic group	Parent refused to supply information	Information not yet obtained	Total	Is the likelihood less than 1 in 1,000, that the difference between 'inflow' pupils and all pupils is there by chance?***
Camden	6	30	-2	0	23	yes
Hackney	-3	37	-2	1	62	yes
Hammersmith and Fulham	1	42	-5	0	36	yes
Haringey	1	61	-9	3	93	yes
Islington	-4	62	-10	-1	38	yes
Kensington and Chelsea	5	11	-2	-1	18	yes
Lambeth	-12	28	-5	0	77	yes
Lewisham	-8	33	-5	-33	52	yes
Newham	-7	94	-9	17	137	yes
Southwark	-8	59	-6	1	101	yes
Tower Hamlets	6	28	1	1	71	yes
Wandsworth	4	31	0	14	48	yes
Westminster	8	94	0	0	65	yes
Barking and Dagenham	0	22	11	15	22	yes
Barnet	10	151	-14	-2	72	yes
Bexley	1	6	-3	7	14	yes
Brent	4	104	-3	-23	114	yes
Bromley	11	18	9	-4	20	yes
Croydon	6	23	-1	9	78	yes
Ealing	6	154	-10	-3	68	yes
Enfield	2	97	15	7	54	yes
Greenwich	6	25	10	1	51	yes
Harrow	0	35	-5	0	44	yes
Havering	2	9	-15	-5	14	yes
Hillingdon	2	109	0	44	42	yes
Hounslow	4	129	-2	6	48	yes
Kingston upon Thames	6	181	1	-9	36	yes
Merton	1	41	17	8	34	yes
Redbridge	4	14	-9	-2	51	yes
Richmond upon Thames	4	25	4	14	19	yes
Sutton	10	20	7	21	43	yes
Waltham Forest	0	22	0	-3	53	yes
Inner London LEA	-13	648	-62	-1	822	yes
Outer London LEA	81	1,260	-24	32	821	yes
Greater London LEA	73	1,973	-105	8	1,600	yes

Pupils living in London, but attending a school elsewhere, are not included here.

Source: merged 2002 and 2003 LPD.

NB: To avoid disclosure, pupils attending the single school maintained by the Corporation of London are included in calculations, but are not shown in this table.

* The residual is the difference between the actual number and the expected number.

** For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

*** Based on Pearson Chi Square.

A15. Pupils aged 4-14 on roll in 2002, by free school meal entitlement (FSM) and maintaining LEA of school attended in 2002, London Pupil Dataset

Maintaining* LEA of school attended in 2002	All pupils on roll in 2002			Pupils with 2002 but no 2003 record		
	FSM entitlement			FSM entitlement		
	FSM	Not entitled	Total	FSM	Not entitled	Total
Camden	6,885	10,532	17,417	300	647	947
Hackney	10,185	12,349	22,534	461	799	1,260
Hammersmith and Fulham	5,648	8,068	13,716	257	506	763
Haringey	11,031	17,457	28,488	537	1,020	1,557
Islington	8,561	11,701	20,262	404	798	1,202
Kensington and Chelsea	3,160	5,653	8,813	111	425	536
Lambeth	9,737	14,247	23,984	500	899	1,399
Lewisham	9,770	20,523	30,293	404	1,113	1,517
Newham	17,385	24,508	41,893	959	1,396	2,355
Southwark	12,671	18,338	31,009	686	1,110	1,796
Tower Hamlets	17,374	12,518	29,892	774	728	1,502
Wandsworth	7,025	16,617	23,642	300	1,043	1,343
Westminster	5,761	9,355	15,116	227	682	909
Barking & Dagenham	6,525	18,554	25,079	333	812	1,145
Barnet	6,723	31,431	38,154	310	1,893	2,203
Bexley	4,747	28,793	33,540	250	859	1,109
Brent	8,357	22,040	30,397	380	1,150	1,530
Bromley	5,318	33,924	39,242	202	1,334	1,536
Croydon	9,885	34,114	43,999	513	1,805	2,318
Ealing	9,989	24,911	34,900	438	1,275	1,713
Enfield	9,345	30,560	39,905	489	1,460	1,949
Greenwich	10,875	18,548	29,423	429	902	1,331
Harrow	3,815	21,822	25,637	166	1,102	1,268
Havering	3,780	28,487	32,267	148	805	953
Hillingdon	5,321	28,383	33,704	217	1,442	1,659
Hounslow	6,738	21,501	28,239	296	1,077	1,373
Kingston upon Thames	1,474	15,221	16,695	60	830	890
Merton	3,315	15,443	18,758	116	840	956
Redbridge	6,022	28,103	34,125	276	1,192	1,468
Richmond upon Thames	2,201	15,402	17,603	89	1,007	1,096
Sutton	2,748	21,484	24,232	106	803	909
Waltham Forest	8,724	21,887	30,611	277	1,022	1,299
Inner London LEA	125,193	181,866	307,059	5,920	11,166	17,086
Outer London LEA	115,902	460,608	576,510	5,095	21,610	26,705
Greater London LEA	241,095	642,474	883,569	11,015	32,776	43,791

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets.

*For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

Data for the one school in the City of London are not included in the table.

A16. Pupils aged 4-14 on roll in 2002, who had no 2003 LPD record and were entitled to free school meals in 2002. Actual and expected numbers, by maintaining LEA of school attended in 2002

Maintaining* LEA of school attended in 2002	Actual number, pupils entitled to FSM	Expected number, pupils entitled to FSM**	Residual#. Is the actual number more or less than the expected number?	Is the likelihood less than 1 in a 1,000, that the difference between 'outflow' pupils and all pupils is there by chance?##
Camden	300	374	-74	yes
Hackney	461	569	-108	yes
Hammersmith and Fulham	257	314	-57	yes
Haringey	537	603	-66	yes
Islington	404	508	-104	yes
Kensington and Chelsea	111	192	-81	yes
Lambeth	500	568	-68	yes
Lewisham	404	489	-85	yes
Newham	959	977	-18	no
Southwark	686	734	-48	yes
Tower Hamlets	774	873	-99	yes
Wandsworth	300	399	-99	yes
Westminster	227	346	-119	yes
Barking & Dagenham	333	298	35	yes
Barnet	310	388	-78	yes
Bexley	250	157	93	yes
Brent	380	421	-41	no
Bromley	202	208	-6	no
Croydon	513	521	-8	no
Ealing	438	490	-52	no
Enfield	489	456	33	no
Greenwich	429	492	-63	yes
Harrow	166	189	-23	no
Havering	148	112	36	yes
Hillingdon	217	262	-45	no
Hounslow	296	328	-32	no
Kingston upon Thames	60	79	-19	no
Merton	116	169	-53	yes
Redbridge	276	259	17	no
Richmond upon Thames	89	137	-48	yes
Sutton	106	103	3	no
Waltham Forest	277	370	-93	yes
Inner London LEA	5,920	6,966	-1,046	yes
Outer London LEA	5,095	5,369	-274	yes
Greater London LEA	11,015	11,949	-934	yes

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets.

*For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

** The calculation of the expected number assumes that the percentage of 'inflow' pupils entitled to free school meals is the same as the percentage of this group amongst all pupils aged 5-15 on roll in 2003. For example, if 25 percent of all pupils were entitled to free school meals, then 25 per cent of 'inflow' pupils would be expected to be similarly entitled.

The residual is the difference between the actual number and the expected number.

Based on Pearson Chi Square.

Data for the one school in the City of London are not included in the table.

A17. Pupils aged 4-14 on roll in 2002, by first language (English or other than English), and by maintaining LEA of school attended in 2002, London Pupil Dataset

	All pupils on roll in 2002				Pupil with 2002 but no 2003 record			
	Pupils' first language in 2002				Pupils' first language in 2002			
Maintaining* LEA of school attended in 2002	English	Other than English	Missing Data	Total	English	Other than English	Missing Data	Total
Camden	9,934	7,469	14	17,417	518	420	9	947
Greenwich	22,866	6,533	24	29,423	994	319	18	1,331
Hackney	10,946	11,571	17	22,534	653	594	13	1,260
Hammersmith and Fulham	8,691	5,004	21	13,716	442	306	15	763
Islington	12,383	7,872	0	20,262	719	476	7	1,202
Kensington and Chelsea	4,878	3,927	8	8,813	276	253	7	536
Lambeth	12,917	11,046	21	23,984	736	646	17	1,399
Lewisham	22,196	8,049	48	30,293	1,066	405	46	1,517
Southwark	18,432	11,835	742	31,009	1,042	696	58	1,796
Tower Hamlets	9,380	20,499	13	29,892	522	969	11	1,502
Wandsworth	16,605	7,002	35	23,642	929	382	32	1,343
Westminster	6,469	8,638	9	15,116	375	528	6	909
Barking and Dagenham	22,120	2,903	56	25,079	1,001	134	10	1,145
Barnet	25,757	12,376	21	38,154	1,429	755	19	2,203
Bexley	31,415	2,088	37	33,540	995	81	33	1,109
Brent	15,215	15,167	15	30,397	783	734	13	1,530
Bromley	37,653	1,562	27	39,242	1,409	107	20	1,536
Croydon	36,778	7,165	56	43,999	1,805	469	44	2,318
Ealing	19,055	15,837	8	34,900	1,020	686	7	1,713
Enfield	27,560	12,319	26	39,905	1,373	554	22	1,949
Haringey	14,680	13,796	12	28,488	811	736	10	1,557
Harrow	15,400	10,231	6	25,637	871	392	5	1,268
Havering	31,464	790	13	32,267	900	42	11	953
Hillingdon	27,517	6,164	23	33,704	1,360	278	21	1,659
Hounslow	16,448	11,770	21	28,239	842	516	15	1,373
Kingston upon Thames	13,980	2,715	0	16,695	658	232		890
Merton	14,765	3,982	11	18,758	729	220	7	956
Newham	16,390	25,472	31	41,893	1,084	1,249	22	2,355
Redbridge	20,558	13,560	7	34,125	911	551	6	1,468
Richmond upon Thames	15,821	1,772	10	17,603	936	151	9	1,096
Sutton	22,419	1,780	33	24,232	771	122	16	909
Waltham Forest	21,020	9,572	19	30,611	895	386	18	1,299
Inner London LEA	163,901	142,180	978	307,059	9,173	7,660	253	17,086
Outer London LEA	437,811	138,286	413	576,510	19,682	6,729	294	26,705
Greater London LEA	601,712	280,466	1,391	883,569	28,855	14,389	547	43,791

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets. Data for the city of London are not included in the table.
*For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

A18. Pupils aged 4-14 in 2002, who had no 2003 LPD record and whose first language is other than English. Actual and expected numbers, by maintaining LEA of school attended in 2002

Maintaining* LEA of school attended in 2002	Actual number, pupils whose first language was other than English	Expected number, pupils whose first language was other than English **	Residual, is the actual number more or less than the expected number #	Is the likelihood less than 1 in a 1,000, that the difference between 'outflow' pupils and all pupils is there by chance? ##
Camden	518	540	-22	yes
Greenwich	994	1,034	-40	yes
Hackney	653	612	41	yes
Hammersmith and Fulham	442	483	-41	yes
Islington	719	735	-16	yes
Kensington and Chelsea	276	297	-21	yes
Lambeth	736	753	-17	yes
Lewisham	1,066	1,112	-46	yes
Southwark	1,042	1,068	-26	no
Tower Hamlets	522	471	51	yes
Wandsworth	929	943	-14	yes
Westminster	375	389	-14	yes
Barking and Dagenham	1,001	1,010	-9	yes
Barnet	1,429	1,487	-58	yes
Bexley	995	1,039	-44	yes
Brent	783	766	17	yes
Bromley	1,409	1,474	-65	yes
Croydon	1,805	1,938	-133	yes
Ealing	1,020	935	85	yes
Enfield	1,373	1,346	27	yes
Haringey	811	802	9	yes
Harrow	871	762	109	yes
Havering	900	929	-29	yes
Hillingdon	1,360	1,354	6	yes
Hounslow	842	800	42	yes
Kingston upon Thames	658	745	-87	yes
Merton	729	752	-23	yes
Newham	1,084	921	163	yes
Redbridge	911	884	27	yes
Richmond upon Thames	936	985	-49	yes
Sutton	771	841	-70	yes
Waltham Forest	895	892	3	yes
Inner London LEA	9,173	9,120	53	yes
Outer London LEA	19,682	20,280	-598	yes
Greater London LEA	28,855	29,822	-967	yes

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets. Data for the City of London are not included in the table.

* For the purpose of this table, City Academies and City Technology Colleges have been included with maintained schools.

** The calculation of the expected number assumes that the percentage of 'inflow' pupils for whom English is not the first language is the same as the percentage of this group amongst all pupils aged 5-15 on roll in 2003. For example, if 25 percent of all pupils did not have English as their first language, then 25 per cent of 'inflow' pupils would be expected not to have English as their first language.

The residual is the difference between the actual number and the expected number.

Based on Pearson Chi Square.

A19. Pupils aged 4-14 on roll in 2002, by ethnicity and maintaining LEA of school attended in 2002, London Pupil Dataset

2002 maintaining LEA	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
Camden	7,059	399	1,812	797	104	99	2,043	125
Hackney	6,940	4,442	4,933	161	1,274	386	1,254	161
Hammersmith and Fulham	7,201	1,513	1,686	1,044	142	280	237	73
Haringey	11,731	3,240	4,685	1,469	505	262	568	153
Islington	9,748	1,448	2,970	705	242	105	1,086	228
Kensington and Chelsea	4,186	631	832	468	55	104	116	40
Lambeth	8,527	5,568	5,360	2,549	340	302	420	232
Lewisham	14,383	3,387	3,732	3,517	252	202	182	368
Newham	10,488	2,441	7,173	1,193	4,720	4,867	5,355	216
Southwark	10,187	3,906	8,047	859	244	174	678	279
Tower Hamlets	8,063	1,099	1,297	766	256	248	16,868	291
Wandsworth	10,793	2,905	2,703	2,061	1,033	1,212	258	168
Westminster	5,720	1,461	1,764	422	214	181	1,512	225
Barking and Dagenham	17,645	526	1,555	566	453	508	119	79
Barnet	22,046	805	2,509	954	2,687	691	240	700
Bexley	28,044	253	657	156	911	59	66	277
Brent	8,272	4,290	3,981	1,417	5,802	2,060	190	164
Bromley	32,421	895	674	436	491	78	170	228
Croydon	25,490	4,788	3,075	2,240	2,278	1,140	308	182
Ealing	14,022	2,427	3,110	834	7,554	2,397	177	173
Enfield	26,022	2,555	3,273	1,642	939	386	740	196
Greenwich	18,802	1,155	3,421	657	957	324	214	273
Harrow	11,191	853	1,320	1,005	5,455	850	178	187
Havering	27,575	166	269	178	297	85	45	104
Hillingdon	24,955	521	880	243	4,151	865	355	171
Hounslow	14,239	678	1,591	519	5,680	2,057	307	137
Kingston upon Thames	13,010	61	230	158	778	236	64	170
Merton	12,036	1,091	1,503	757	653	524	209	167
Redbridge	16,718	1,534	1,884	821	5,442	3,582	903	249
Richmond upon Thames	13,495	214	173	215	363	99	112	84
Sutton	20,205	305	464	365	809	189	105	168
Waltham Forest	14,681	2,656	2,345	2,540	1,234	4,463	453	140
Inner London	115,026	32,440	46,994	16,011	9,381	8,422	30,577	2,559
Outer London	360,869	25,773	32,914	15,703	46,934	20,593	4,955	3,849
London maintaining LEA	475,895	58,213	79,908	31,714	56,315	29,015	35,532	6,408

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets. Data for the City of London not included in the table.

The ethnic categories are those used by the Department for Education and Skills in 2002. Categories changed in 2003.
For the purpose of this table, City Academies and CTCs have been included with maintained schools.

A19. Pupils aged 4-14 on roll in 2002, by ethnicity and maintaining LEA of school attended in 2002, continued

2002 maintaining LEA	Other Ethnic Group	Unclassified	New (2003) categories	Total
Camden	1,072	1,034	2,873	17,417
Hackney	2,946	35	2	22,534
Hammersmith and Fulham	1,491	49	0	13,716
Haringey	3,392	970	1,513	28,488
Islington	3,359	80	291	20,262
Kensington and Chelsea	2,327	54	0	8,813
Lambeth	627	59	0	23,984
Lewisham	3,971	287	12	30,293
Newham	5,106	334	0	41,893
Southwark	1,774	931	3,930	31,009
Tower Hamlets	530	182	292	29,892
Wandsworth	2,277	231	1	23,642
Westminster	3,567	50	0	15,116
Barking and Dagenham	262	487	2,879	25,079
Barnet	3,960	1,939	1,623	38,154
Bexley	438	1,236	1,443	33,540
Brent	2,605	224	1,392	30,397
Bromley	847	2,153	849	39,242
Croydon	2,319	954	1,225	43,999
Ealing	4,002	201	3	34,900
Enfield	2,416	872	864	39,905
Greenwich	3,250	177	193	29,423
Harrow	4,235	363	0	25,637
Havering	230	2,742	576	32,267
Hillingdon	1,476	71	16	33,704
Hounslow	2,792	236	3	28,239
Kingston upon Thames	1,956	32	0	16,695
Merton	1,503	315	0	18,758
Redbridge	2,673	258	61	34,125
Richmond upon Thames	1,020	52	1,776	17,603
Sutton	770	852	0	24,232
Waltham Forest	1,940	159	0	30,611
Inner London	32,439	4,296	8,914	307,059
Outer London	38,694	13,323	12,903	576,510
London maintaining LEA	71,133	17,619	21,817	883,569

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets. Data for City of London are not included in the table.

The ethnic categories are those used by the Department for Education and Skills in 2002. Categories changed in 2003.

* For the purpose of this table, City Academies and CTCs have been included with maintained schools.

A20. Pupils aged 4-14 on roll in 2002 who had no 2003 LPD record, by ethnicity and maintaining LEA of school attended in 2002

Maintaining* LEA of school attended in 2002	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
Camden	465	13	112	35	6	11	62	5
Hackney	493	167	258	5	74	23	48	3
Hammersmith and Fulham	462	45	80	42	10	16	8	7
Haringey	754	110	277	52	19	12	36	17
Islington	625	63	177	40	14	8	36	12
Kensington and Chelsea	313	17	43	12	5	8	5	10
Lambeth	648	222	251	136	34	30	25	13
Lewisham	792	121	198	128	27	10	6	14
Newham	860	79	427	67	141	206	246	12
Southwark	670	149	407	33	20	15	21	16
Tower Hamlets	503	54	56	45	11	22	743	15
Wandsworth	769	91	124	89	45	58	11	5
Westminster	392	40	127	13	12	17	54	20
Barking and Dagenham	766	21	91	21	6	24	2	1
Barnet	1,265	35	189	80	65	39	13	53
Bexley	870	8	31	11	14	5	2	9
Brent	536	158	207	61	173	98	6	13
Bromley	1,243	42	43	25	31	7	2	12
Croydon	1,417	184	171	94	94	62	10	12
Ealing	896	74	144	29	240	91	7	14
Enfield	1,338	83	164	63	31	11	23	7
Greenwich	855	50	178	26	24	11	11	13
Harrow	702	37	52	24	161	41	6	10
Havering	766	8	14	12	10	5	1	3
Hillingdon	1,283	18	54	15	132	46	11	9
Hounslow	799	27	76	26	187	101	11	9
Kingston upon Thames	634	1	13	11	25	7	6	11
Merton	653	42	53	39	20	17	13	6
Redbridge	797	34	108	39	136	158	43	13
Richmond upon Thames	886	8	12	9	19	3	7	5
Sutton	716	3	34	18	31	11	2	10
Waltham Forest	701	82	119	76	45	138	18	6
Inner London LEA	7,746	1,171	2,537	697	418	436	1,301	149
Outer London LEA	17,123	915	1,753	679	1,444	875	194	216
Greater London LEA	24,869	2,086	4,290	1,376	1,862	1,311	1,495	365

Pupils living in London, but attending schools elsewhere, are not included here

Source: merged 2002/2003 London Pupil Datasets. Data for the City of London not included in the table.

The ethnic categories are those used by the Department for Education and Skills in 2002. Categories changed in 2003.

* For the purpose of this table, City Academies and CTCs have been included with maintained schools.

A20. Pupils aged 4-14 on roll in 2002 who had no 2003 LPD record, by ethnicity and maintaining LEA of school attended in 2002, continued

Maintaining* LEA of school attended in 2002	Other Ethnic Group	Unclassified	New (2003) categories	Total
Camden	69	23	146	947
Hackney	186	3		1,260
Hammersmith and Fulham	90	3		763
Haringey	153	72	55	1,557
Islington	209	4	14	1,202
Kensington and Chelsea	116	7		536
Lambeth	34	6		1,399
Lewisham	200	20	1	1,517
Newham	281	36		2,355
Southwark	112	51	302	1,796
Tower Hamlets	24	10	19	1,502
Wandsworth	129	22		1,343
Westminster	232	2		909
Barking and Dagenham	14	20	179	1,145
Barnet	266	132	66	2,203
Bexley	19	73	67	1,109
Brent	161	24	93	1,530
Bromley	37	86	8	1,536
Croydon	148	59	67	2,318
Ealing	210	8		1,713
Enfield	136	57	36	1,949
Greenwich	149	9	5	1,331
Harrow	220	15		1,268
Havering	18	99	17	953
Hillingdon	86	4	1	1,659
Hounslow	129	7	1	1,373
Kingston upon Thames	180	2		890
Merton	103	10		956
Redbridge	123	11	6	1,468
Richmond upon Thames	69	7	71	1,096
Sutton	58	26		909
Waltham Forest	109	5		1,299
Inner London LEA	1,835	259	537	17,086
Outer London LEA	2,235	654	617	26,705
Greater London LEA	4,070	913	1,154	43,791

Pupils living in London, but attending schools elsewhere, are not included here.

Source: merged 2002/2003 London Pupil Datasets. Data for City of London are not included in the table.

The ethnic categories are those used by the Department for Education and Skills in 2002. Categories changed in 2003.

* For the purpose of this table, City Academies and CTCs have been included with maintained schools.

A21. Residuals, pupils aged 4-14 in 2002 who had no 2003 LPD record, by ethnicity and maintaining LEA of school attended in 2002. Are actual numbers above or below what might have been expected?

Maintaining* LEA of school attended in 2002	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
Camden	81	-9	13	-8	0	6	-49	-2
Hackney	105	-81	-18	-4	3	1	-22	-6
Hammersmith and Fulham	61	-39	-14	-16	2	0	-5	3
Haringey	113	-67	21	-28	-9	-2	5	9
Islington	47	-23	1	-2	0	2	-28	-2
Kensington and Chelsea	58	-21	-8	-16	2	2	-2	8
Lambeth	151	-103	-62	-13	14	12	1	-1
Lewisham	72	-49	11	-48	14	0	-3	-4
Newham	270	-58	24	0	-124	-68	-55	0
Southwark	80	-77	-59	-17	6	5	-18	0
Tower Hamlets	98	-1	-9	7	-2	10	-105	0
Wandsworth	156	-74	-30	-28	-14	-11	-4	-5
Westminster	48	-48	21	-12	-1	6	-37	6
Barking and Dagenham	-40	-3	20	-5	-15	1	-3	-3
Barnet	-8	-11	44	25	-90	-1	-1	13
Bexley	-57	0	9	6	-16	3	0	0
Brent	120	-58	7	-10	-119	-6	-4	5
Bromley	-26	7	17	8	12	4	-5	3
Croydon	74	-68	9	-24	-26	2	-6	2
Ealing	208	-45	-9	-12	-131	-27	-2	6
Enfield	67	-42	4	-17	-15	-8	-13	-3
Greenwich	4	-2	23	-4	-19	-4	1	1
Harrow	148	-5	-13	-26	-109	-1	-3	1
Havering	-48	3	6	7	1	2	0	0
Hillingdon	55	-8	11	3	-72	3	-6	1
Hounslow	107	-6	-1	1	-89	1	-4	2
Kingston upon Thames	-60	-2	1	3	-16	-6	3	2
Merton	40	-14	-24	0	-13	-10	2	-3
Redbridge	78	-32	27	4	-98	4	4	2
Richmond upon Thames	46	-5	1	-4	-4	-3	0	0
Sutton	-42	-8	17	4	1	4	-2	4
Waltham Forest	78	-31	19	-32	-7	-51	-1	0
Inner London LEA	1,345	-634	-78	-194	-104	-33	-400	7
Outer London LEA	407	-279	228	-48	-730	-79	-36	38
Greater London LEA	1,283	-799	330	-196	-929	-127	-266	47

Source: merged 2002/2003 London Pupil Datasets

The ethnic categories are those used by the Department for Education and Skills in 2002. Categories changed in 2003.

Data for the one school maintained by the Corporation of London are not included.

* The residual is the difference between the actual number and the expected number.

* For the purpose of this table, City Academies and CTCs have been included with maintained schools.

A21. Residuals, pupils aged 4-14 in 2002, who had no 2003 LPD record, by ethnicity and maintaining LEA of school attended in 2002. Are actual numbers above or below what might have been expected, continued?

Maintaining* LEA of school attended in 2002	Other Ethnic Group	Unclassified	New (2003) categories	Is the likelihood less than 1 in 1,000, that the difference between 'outflow' pupils and all pupils there by chance?#
Camden	11	-33	-10	yes
Hackney	21	1	0	yes
Hammersmith and Fulham	7	0	not applicable	yes
Haringey	-32	19	-28	yes
Islington	10	-1	-3	no
Kensington and Chelsea	-26	4	not applicable	yes
Lambeth	-3	3	not applicable	yes
Lewisham	1	6	0	yes
Newham	-6	17	not applicable	yes
Southwark	9	-3	74	yes
Tower Hamlets	-3	1	4	yes
Wandsworth	0	9	0	yes
Westminster	17	-1	not applicable	yes
Barking and Dagenham	2	-2	48	yes
Barnet	37	20	-28	yes
Bexley	5	32	19	yes
Brent	30	13	23	yes
Bromley	4	2	-25	yes
Croydon	26	9	2	yes
Ealing	14	-2	0	yes
Enfield	18	14	-6	yes
Greenwich	2	1	-4	no
Harrow	11	-3	not applicable	yes
Havering	11	18	0	yes
Hillingdon	13	1	0	yes
Hounslow	-7	-4	1	yes
Kingston upon Thames	76	0	not applicable	yes
Merton	26	-6	not applicable	yes
Redbridge	8	0	3	yes
Richmond upon Thames	5	4	-40	yes
Sutton	29	-6	not applicable	yes
Waltham Forest	27	-2	not applicable	yes
Inner London LEA	30	20	41	yes
Outer London LEA	443	37	19	yes
Greater London LEA	545	40	73	yes

Source: merged 2002/2003 London Pupil Datasets. Pupils living in London, but attending schools elsewhere, are not included here.
The ethnic categories are those used by the Department for Education and Skills in 2002. Categories changed in 2003.
Data for the one school maintained by the Corporation of London are not included.

* The residual is the difference between the actual number and the expected number.

A22. All pupils entitled to free school meals, by ethnicity, January 2003. London Pupil Dataset

	Entitled to FSM	Not entitled to FSM	Missing data	Total
White British	82,344	392,744	454	475,542
Irish	3,081	9,968	7	13,056
Traveller of Irish heritage	979	337		1,316
Any other White	21,803	53,572	49	75,424
Gypsy/Roma	538	304	1	843
White & Black Caribbean	7,933	14,387	29	22,349
White & Black African	2,323	4,952	3	7,278
White & Asian	1,756	8,519		10,275
Any other mixed heritage	7,217	19,750	34	27,001
Indian	7,627	60,523	13	68,163
Pakistani	10,523	26,134	7	36,664
Bangladeshi	24,021	21,618	27	45,666
Any other Asian heritage	5,706	20,860	5	26,571
Black Caribbean	22,046	51,814	201	74,061
Black African	42,470	60,616	95	103,181
Any other Black heritage	6,705	12,930	46	19,681
Chinese	1,642	6,863	2	8,507
Any other ethnic group	16,424	23,182	37	39,643
Unclassified	7,011	27,527	66	34,604
Total	272,149	816,600	1,076	1,089,825

Source: 2003 LPD
Note: since this table includes records for all pupils in the LPD, totals will differ from for those for selected age groups in earlier tables.

A23. Percentage of pupils within each ethnic group entitled to free school meals, January 2003, London Pupil Dataset

	Entitled to FSM	Not entitled to FSM	Missing data	Total
White British	17.3	82.6	0.1	100.0
Irish	23.6	76.3	0.1	100.0
Traveller of Irish heritage	74.4	25.6	0.0	100.0
Any other White	28.9	71.0	0.1	100.0
Gypsy/Roma	63.8	36.1	0.1	100.0
White & Black Caribbean	35.5	64.4	0.1	100.0
White & Black African	31.9	68.0	0.0	100.0
White & Asian	17.1	82.9	0.0	100.0
Any other mixed heritage	26.7	73.1	0.1	100.0
Indian	11.2	88.8	0.0	100.0
Pakistani	28.7	71.3	0.0	100.0
Bangladeshi	52.6	47.3	0.1	100.0
Any other Asian heritage	21.5	78.5	0.0	100.0
Black Caribbean	29.8	70.0	0.3	100.0
Black African	41.2	58.7	0.1	100.0
Any other Black heritage	34.1	65.7	0.2	100.0
Chinese	19.3	80.7	0.0	100.0
Any other ethnic group	41.4	58.5	0.1	100.0
Unclassified	20.3	79.5	0.2	100.0
Total	25.0	74.9	0.1	100.0

Source: 2003 LPD.
Note: since this table includes records for all pupils in the LPD, totals will differ from for those for selected age groups in earlier tables.

A24. Entitlement to free school meals amongst children of compulsory and post-compulsory school age, by home area and ethnicity, January 2003, London Pupil Dataset

	Inner London			Outer London		
	% 5-15 entitled to FSM	% 16-17 entitled to FSM	N. 16-17 year olds as % of 5-15 year olds	% 5-15 entitled to FSM	% 16-17 entitled to FSM	N. 16-17 year olds as % of 5-15 Year olds
White						
White British	32.4	9.8	5.0	15.1	5.0	6.0
Irish	36.4	11.8	6.0	18.1	7.5	7.1
Traveller of Irish heritage	78.4	50.0	0.5	77.6	0.0	1.5
Gypsy/Roma	71.9	0.0	1.6	66.7	0.0	1.4
Any other white	41.7	18.3	4.1	23.7	9.5	7.6
Mixed						
White & Black Caribbean	44.8	22.0	1.9	29.4	16.6	2.4
White & Black African	40.5	24.3	2.7	29.2	20.2	3.2
White & Asian	27.7	13.3	4.5	16.0	6.9	5.7
Any other mixed heritage	38.1	13.0	1.4	21.9	12.4	2.4
Asian						
Indian	26.6	10.3	6.9	9.5	6.5	12.6
Pakistani	39.1	20.5	4.1	29.3	21.2	7.4
Bangladeshi	61.2	56.6	4.1	33.6	29.7	6.8
Any other Asian	33.3	20.1	6.8	20.9	11.0	7.8
Black						
Black Caribbean	36.6	18.4	3.0	23.0	10.8	4.0
Black African	44.5	26.1	3.5	42.9	28.7	5.1
Any Other Black	40.3	20.1	3.5	29.8	13.8	3.9
Chinese	39.4	20.1	7.7	9.9	6.2	12.3
Any other ethnic group	52.7	31.8	4.6	37.5	21.9	6.9
Missing/refused/not yet obtained	34.0	15.6	11.8	18.5	5.7	9.9
All	40.6	20.5	4.3	19.6	8.7	6.6

Source: V1 2003 LPD
Records for 2.3 per cent of pupils in the 2003 LPD could not be matched with a home area, and Figures for those records are not included in this table. Additionally, Figures for pupils who live in local authority areas outside London, and who attend London schools, are excluded from the table.

A25. Percentage achieving 5 or more GCSE or equivalent A* to C grades in 2004, by ethnicity and maintaining London authority of school attended

	White British			Irish			Any other White background			Total White			White and Black Caribbean			White and Black African		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Camden	48.0	58.1	54.4	22.2	59.6	54.1	54.4	67.8	62.0	48.8	60.0	55.9	0.0	43.8	36.8	100.0	66.7	77.8
Hackney	44.6	47.0	45.9	57.1	61.1	60.0	35.7	43.2	39.7	41.6	46.8	44.4	30.8	41.2	38.3	..	16.7	16.7
Hammersmith and Fulham	46.2	63.7	54.5	71.4	75.9	74.0	60.0	64.3	62.0	51.0	65.1	57.8	35.7	25.0	30.8	..	..	60.0
Haringey	50.2	62.4	56.5	23.1	44.4	35.5	36.7	43.0	39.9	43.5	53.2	48.5	34.6	47.6	40.4	75.0	50.0	66.7
Islington	40.2	42.9	41.5	41.2	18.2	32.1	37.6	45.2	40.5	39.4	42.4	40.8	64.3	40.7	52.7	25.0	40.0	30.8
Kensington and Chelsea	66.3	46.8	58.0	87.5	44.4	75.8	74.5	63.6	70.0	71.4	51.3	63.3	33.3	23.1	27.3	40.0	50.0	44.4
Lambeth	37.1	44.9	40.7	25.0	44.4	35.3	44.9	50.8	47.7	39.0	46.6	42.6	30.4	30.4	30.4	33.3	66.7	44.4
Lewisham	47.3	47.1	47.2	53.8	70.0	60.9	28.8	56.2	42.5	44.8	48.6	46.8	47.8	48.5	48.2	30.0	75.0	50.0
Newham	26.6	48.0	37.7	66.7	66.7	66.7	33.3	43.4	38.9	28.2	47.7	38.4	30.0	52.0	40.0	35.7	33.3	34.8
Southwark	40.0	39.1	39.5	48.4	66.7	52.5	33.3	55.7	44.1	39.5	42.9	41.2	11.8	30.8	20.0	71.4	66.7	70.0
Tower Hamlets	31.9	46.8	38.7	40.0	33.3	36.4	35.4	52.9	42.7	32.5	47.2	39.2	40.0	40.0	40.0	50.0	60.0	55.6
Wandsworth	44.5	53.7	48.8	44.4	100.0	58.3	41.1	66.7	50.0	43.9	55.5	49.1	37.8	70.0	47.7	60.0	25.0	50.0
City of Westminster	38.5	56.8	49.8	66.7	70.0	69.2	43.2	51.3	47.3	40.7	55.8	49.6	66.7	57.1	60.9	..	..	50.0
Barking and Dagenham	39.7	46.8	43.2	..	..	100.0	39.5	46.2	42.2	39.7	47.0	43.2	..	..	62.5	..	..	0.0
Barnet	54.4	58.4	56.2	44.4	63.2	54.1	68.2	81.2	74.5	58.4	65.8	61.8	33.3	47.8	40.4	33.3	50.0	42.1
Bexley	50.6	59.7	55.0	75.0	75.0	75.0	64.9	65.5	65.2	51.1	59.9	55.3	60.0	66.7	64.3	..	..	60.0
Brent	48.6	51.5	49.8	48.7	63.2	57.3	40.0	62.7	51.9	46.1	58.2	51.9	38.9	60.0	48.5	42.9	50.0	45.5
Bromley	63.2	64.1	63.7	50.0	80.0	66.7	42.5	49.3	45.1	61.6	63.5	62.6	75.0	66.7	69.0	75.0	50.0	60.0
Croydon	44.0	61.6	53.2	30.0	73.9	60.6	34.4	53.8	44.2	43.2	61.4	52.7	54.8	72.5	64.8	83.3	66.7	75.0
Ealing	46.8	57.1	51.7	65.2	79.2	72.3	49.0	67.5	57.1	48.0	59.4	53.3	35.5	59.1	45.3	..	..	40.0
Enfield	49.4	57.0	53.1	56.5	60.0	57.7	41.8	56.4	48.4	47.2	56.9	51.8	44.4	51.6	49.0	..	..	62.5
Greenwich	33.0	41.0	36.9	38.9	64.5	55.1	30.1	50.7	39.3	32.8	42.8	37.7	35.7	28.6	32.7	20.0	70.0	53.3
Harrow	55.8	58.3	57.1	48.0	86.4	66.0	63.9	61.0	62.7	56.5	60.0	58.2	19.0	61.5	35.3	100.0	40.0	62.5
Havering	59.6	68.0	63.6	80.0	83.3	81.8	52.4	57.1	54.3	59.6	67.9	63.5	66.7	66.7	66.7	..	..	66.7
Hillingdon	40.3	50.6	45.3	50.0	59.1	56.3	57.1	47.4	52.5	40.7	50.7	45.6	15.8	42.1	28.9	42.9	33.3	38.5
Hounslow	39.9	49.6	44.8	83.3	63.6	67.9	56.3	56.8	56.5	42.3	50.7	46.5	15.4	35.3	26.7	..	..	50.0
Kingston upon Thames	52.8	66.8	60.4	70.0	66.7	69.2	50.9	90.9	65.6	52.9	68.2	61.0	75.0	57.1	61.1	..	40.0	40.0
Merton	46.5	49.0	47.6	..	..	66.7	54.9	65.8	59.6	47.4	50.5	48.8	5.6	13.3	9.1	33.3	0.0	14.3
Redbridge	63.6	72.2	67.9	60.0	58.3	59.1	56.4	68.4	61.7	62.6	71.6	67.0	51.6	68.2	58.5	54.5	70.0	61.9
Richmond upon Thames	46.6	64.0	55.1	..	..	..	63.6	69.6	66.1	47.5	64.1	55.6	42.9	50.0	46.2	..	66.7	66.7
Sutton	62.6	66.5	64.5	54.5	83.3	69.6	59.4	63.1	61.0	62.1	66.3	64.2	40.0	36.4	38.1	..	..	100.0
Waltham Forest	41.8	54.1	47.4	40.0	60.0	50.0	36.0	51.4	43.5	40.8	53.7	46.8	29.7	27.3	28.6	77.8	66.7	72.2

Source: DfES Statistical First Release 08 2005. Note ..=number on which percentage is based are insufficient for publication

A25. Percentage achieving 5 or more GCSE or equivalent A* to C grades in 2004, by ethnicity and maintaining London authority of school attended, continued

	White and Asian			Any other Mixed background			Total Mixed			Indian			Pakistani			Bangladeshi		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Camden	..	..	78.6	40.0	81.8	68.8	41.7	67.4	62.1	80.0	56.3	65.4	80.0	54.5	66.7	39.7	41.2	40.4
Hackney	..	..	100.0	16.7	63.6	53.6	33.3	53.5	48.9	51.9	61.0	57.4	36.4	37.5	37.0	46.7	61.2	55.7
Hammersmith and Fulham	..	..	100.0	71.4	75.0	73.0	60.0	56.3	58.3	..	..	62.5	45.5	60.0	53.8	41.2	53.8	46.7
Haringey	60.0	100.0	81.8	54.5	72.2	62.5	49.2	63.3	55.5	45.9	71.1	58.7	53.8	68.4	62.5	63.9	51.4	57.7
Islington	66.7	57.1	61.5	47.5	46.7	47.1	52.4	44.9	49.0	42.9	66.7	56.3	25.0	60.0	44.4	51.1	52.3	51.8
Kensington and Chelsea	66.7	50.0	57.1	38.5	50.0	44.4	40.0	40.0	40.0	..	..	100.0	..	..	37.5	0.0	40.0	25.0
Lambeth	66.7	80.0	75.0	35.7	54.5	44.0	34.8	45.2	39.8	76.9	60.0	72.2	66.7	44.4	50.0	54.5	56.3	55.6
Lewisham	100.0	33.3	71.4	42.1	40.0	40.9	45.3	45.5	45.4	60.0	60.0	60.0	70.0	33.3	61.5	33.3	77.8	66.7
Newham	57.1	77.8	65.2	30.4	43.5	37.0	35.8	50.0	42.2	53.3	77.6	65.3	42.9	62.6	52.7	36.2	60.9	49.6
Southwark	..	..	33.3	40.0	52.9	46.9	34.1	44.1	38.7	42.9	80.0	64.7	40.0	25.0	30.8	28.6	40.7	34.5
Tower Hamlets	..	..	..	22.2	40.0	28.6	31.6	42.9	37.5	40.0	66.7	56.0	54.5	37.5	47.4	41.2	57.4	49.8
Wandsworth	50.0	40.0	44.4	60.7	43.8	54.5	48.3	53.3	50.0	80.5	74.3	77.6	52.3	68.6	59.5	57.1	41.7	50.0
City of Westminster	25.0	83.3	68.8	36.4	61.5	50.0	44.0	64.6	57.5	50.0	70.0	58.3	60.0	85.7	70.6	27.1	47.4	37.7
Barking and Dagenham	..	..	75.0	25.0	50.0	40.0	45.5	50.0	48.0	72.7	69.6	71.1	64.0	53.8	58.8	71.4	100.0	80.0
Barnet	61.9	75.0	66.7	45.0	54.3	50.9	44.6	55.0	50.0	75.7	81.4	78.6	70.3	60.0	66.7	61.5	71.4	65.0
Bexley	100.0	100.0	100.0	58.3	63.6	60.9	74.1	71.9	72.9	68.1	74.4	71.1	75.0	75.0	75.0	..	..	50.0
Brent	60.0	88.9	73.7	42.9	11.1	25.0	44.9	45.7	45.3	64.2	70.3	67.0	42.4	57.7	48.8	87.5	60.0	72.2
Bromley	84.6	88.9	87.1	76.5	50.0	61.5	78.6	65.7	70.6	72.7	69.7	70.9	..	..	100.0	71.4	62.5	66.7
Croydon	66.7	76.5	73.1	44.7	62.8	53.3	52.7	68.9	61.3	77.2	71.1	74.3	50.0	68.3	59.3	44.4	40.0	42.1
Ealing	87.5	44.4	72.0	39.1	60.9	50.0	47.9	56.9	51.9	56.3	68.5	62.4	53.3	54.7	54.0	71.4	71.4	71.4
Enfield	64.3	73.3	69.0	40.0	56.8	48.6	45.4	57.4	51.7	71.4	83.0	77.1	52.6	69.2	59.4	58.6	51.9	55.4
Greenwich	70.0	87.5	77.8	27.0	51.4	38.9	35.0	51.4	42.9	59.5	62.3	61.1	28.6	76.5	54.8	28.6	54.5	44.4
Harrow	53.3	64.3	58.6	59.4	52.6	56.9	47.9	56.9	51.6	68.2	80.1	74.4	50.0	85.7	65.4	28.6	50.0	38.5
Havering	80.0	100.0	90.0	88.9	84.6	86.4	76.7	78.1	77.4	69.2	90.9	79.2	..	..	75.0	..	..	0.0
Hillingdon	40.0	84.6	65.2	50.0	35.0	43.5	37.1	48.3	42.5	55.8	74.3	65.3	45.5	45.7	45.6	66.7	60.0	63.6
Hounslow	33.3	69.2	57.9	38.5	65.5	57.1	27.3	58.1	47.4	63.7	72.3	68.0	53.8	69.6	62.6	40.0	91.7	68.2
Kingston upon Thames	83.3	92.3	88.0	60.0	66.7	64.7	73.1	67.9	69.5	78.8	78.8	78.8	83.3	76.9	80.0	75.0	.	75.0
Merton	..	..	..	0.0	66.7	30.8	7.1	23.1	14.8	65.0	73.1	69.6	28.0	65.4	47.1	55.6	85.7	68.8
Redbridge	66.7	77.8	71.4	58.3	70.8	63.3	56.7	70.8	62.6	75.6	84.9	80.1	55.2	76.5	64.9	55.6	67.9	60.9
Richmond upon Thames	57.1	80.0	66.7	..	..	58.3	43.8	66.7	57.5	52.2	87.5	70.2	25.0	80.0	64.3	25.0	42.9	36.4
Sutton	100.0	100.0	100.0	60.0	70.4	66.0	64.1	71.7	68.5	97.3	97.7	97.5	88.2	70.6	79.4	83.3	75.0	78.6
Waltham Forest	46.2	66.7	56.0	50.0	50.0	50.0	43.4	45.6	44.5	46.8	71.8	60.2	44.4	56.3	49.9	57.1	76.0	67.4

Source: DfES Statistical First Release 08 2005. Note ..=number on which percentage is based is insufficient for publication

A25. Percentage achieving 5 or more GCSE or equivalent A* to C grades in 2004, by ethnicity and maintaining London authority of school attended, continued

	Any other Asian background			Total Asian			Black Caribbean			Black African			Any other Black background			Total Black		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Camden	44.4	73.0	60.9	47.2	53.0	50.2	39.1	44.2	42.4	46.8	52.4	50.3	35.3	42.9	38.7	43.1	49.4	46.9
Hackney	75.0	40.0	50.0	48.6	56.0	53.2	25.5	39.3	33.9	28.6	61.9	49.2	50.0	50.0	50.0	27.7	50.5	41.7
Hammersmith and Fulham	80.0	90.0	85.0	54.5	65.0	59.5	11.1	25.4	17.8	35.7	49.2	42.0	21.4	33.3	25.0	22.4	36.2	28.7
Haringey	37.5	80.0	56.8	50.9	66.1	58.6	24.6	36.8	30.6	29.5	40.8	35.4	16.1	25.0	20.6	26.0	37.6	31.9
Islington	57.1	83.3	69.2	49.2	56.5	53.4	20.9	51.3	37.1	44.1	65.5	54.9	44.4	25.0	38.5	36.2	58.4	47.3
Kensington and Chelsea	50.0	66.7	57.1	33.3	63.6	46.2	27.8	28.6	28.2	60.9	57.1	58.8	33.3	75.0	57.1	45.5	47.2	46.4
Lambeth	100.0	40.0	66.7	71.0	51.4	60.6	39.1	43.0	41.8	55.8	56.6	56.3	43.2	57.7	51.0	47.1	50.5	49.4
Lewisham	58.3	50.0	54.2	60.0	58.8	59.4	25.3	43.8	34.8	45.6	56.1	50.9	38.9	54.3	43.2	33.7	48.5	40.7
Newham	53.1	71.4	60.7	45.5	67.7	56.7	33.3	64.6	48.3	36.6	54.3	45.8	44.4	58.8	51.4	35.9	57.5	46.8
Southwark	31.3	50.0	38.5	32.1	47.3	39.6	23.2	32.3	27.9	42.6	57.3	50.3	28.6	41.7	35.6	35.0	47.8	41.7
Tower Hamlets	0.0	50.0	28.6	41.2	57.4	49.7	36.2	52.6	43.7	63.3	62.3	62.8	42.9	56.3	47.7	47.8	58.0	52.8
Wandsworth	60.0	62.5	60.8	61.9	66.7	63.9	28.7	48.2	36.6	44.2	56.5	49.3	27.6	35.5	31.7	34.8	49.8	41.1
City of Westminster	37.9	43.8	41.0	35.0	50.4	42.7	20.0	40.6	28.9	30.6	47.8	38.4	25.0	46.7	37.0	25.9	45.0	34.5
Barking and Dagenham	66.7	50.0	55.6	68.4	62.1	65.2	60.0	55.6	57.9	48.4	63.0	56.2	57.1	53.3	55.2	52.0	60.4	56.4
Barnet	53.3	70.5	63.5	71.5	77.4	74.4	26.7	42.5	34.5	46.5	54.2	50.2	50.0	61.3	56.4	41.0	51.6	46.2
Bexley	92.9	77.8	87.0	72.6	74.1	73.3	46.7	61.5	53.6	52.9	59.6	56.8	57.1	55.6	56.3	51.8	59.4	56.0
Brent	51.7	72.0	61.1	58.7	68.4	63.1	24.8	34.4	29.7	30.6	47.1	39.1	21.4	47.4	36.4	27.1	41.4	34.5
Bromley	71.4	75.0	73.7	73.7	70.4	71.7	29.8	27.8	28.7	41.7	48.1	45.1	13.3	58.3	41.0	30.2	40.0	35.6
Croydon	37.8	68.8	52.2	61.2	68.1	64.5	34.4	46.3	40.6	36.0	53.9	45.8	21.5	51.0	34.5	32.9	49.4	41.4
Ealing	60.5	76.2	68.8	56.2	66.4	61.2	24.5	47.3	36.2	27.6	40.7	34.2	46.2	46.2	46.2	27.2	44.0	35.8
Enfield	74.1	82.4	77.3	67.5	74.4	70.6	32.3	51.7	41.5	45.4	43.9	44.7	26.9	47.6	36.2	37.8	47.6	42.5
Greenwich	57.1	61.1	59.0	51.2	63.6	57.9	20.0	44.6	31.9	37.9	52.7	45.2	10.3	21.4	14.0	29.4	48.3	38.4
Harrow	58.1	73.0	65.4	63.4	78.7	71.0	33.3	55.7	44.9	24.0	46.9	35.4	31.3	56.3	43.8	29.5	52.6	41.2
Havering	50.0	100.0	61.5	59.3	82.4	68.2	66.7	84.6	74.2	57.1	61.5	59.6	33.3	75.0	57.1	59.5	69.8	64.7
Hillingdon	52.6	61.1	56.8	55.4	68.3	62.1	16.7	55.6	35.1	15.2	19.5	17.6	60.0	40.0	50.0	19.1	34.2	27.0
Hounslow	66.7	65.2	66.0	61.2	71.7	66.6	31.6	43.9	38.0	27.4	43.4	35.6	50.0	38.5	44.4	31.2	43.1	37.3
Kingston upon Thames	75.0	85.7	79.6	77.1	81.8	79.3	25.0	66.7	53.8	33.3	46.2	38.7	..	..	60.0	36.0	54.2	44.9
Merton	39.1	50.0	45.5	44.2	63.7	54.8	13.6	33.3	22.5	30.4	52.1	42.6	30.0	39.1	34.0	23.0	43.3	33.1
Redbridge	74.5	87.7	82.0	68.4	82.2	75.1	37.5	58.0	50.0	50.7	58.1	54.0	75.0	42.1	57.1	48.3	56.2	52.5
Richmond upon Thames	60.0	66.7	61.5	48.8	77.3	63.5	40.0	45.0	42.5	8.3	71.4	42.3	23.1	25.0	23.8	26.7	50.0	37.9
Sutton	90.0	91.4	90.9	92.5	89.4	90.8	53.6	38.9	47.8	73.3	72.7	73.0	22.2	76.5	57.7	53.8	63.2	58.7
Waltham Forest	48.5	62.2	55.7	46.2	62.5	54.2	30.1	50.0	40.5	36.0	50.0	43.0	26.1	41.4	32.0	31.5	49.1	40.3

Source: DfES Statistical First Release 08 2005. Note ..=number on which percentage is based is insufficient for publication

A25. Percentage achieving 5 or more GCSE or equivalent A* to C grades in 2004, by ethnicity and maintaining London authority of school attended, continued

	Chinese			Any other ethnic group			Unclassified			All pupils		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Camden	90.0	87.5	88.9	64.3	62.9	63.3	40.0	72.7	62.5	48.3	58.0	54.2
Hackney	62.5	54.5	57.9	43.2	38.9	41.1	25.0	71.4	54.5	37.3	50.3	45.1
Hammersmith and Fulham	66.7	..	66.7	42.9	44.6	43.9	94.7	68.8	82.9	45.0	55.3	49.9
Haringey	40.0	75.0	61.5	27.5	45.1	36.4	33.3	31.3	32.5	37.2	48.9	43.1
Islington	87.5	100.0	93.3	40.4	55.3	46.7	50.0	66.7	61.1	41.6	50.8	46.0
Kensington and Chelsea	..	..	66.7	55.8	57.1	56.5	80.0	0.0	44.4	60.8	49.8	55.8
Lambeth	63.6	41.7	52.2	83.3	62.1	68.3	40.0	66.7	54.5	45.1	49.7	47.7
Lewisham	78.6	94.4	84.8	41.7	55.0	46.4	52.6	78.6	68.1	42.0	50.1	46.2
Newham	90.0	88.9	89.5	44.2	66.7	55.3	46.7	33.3	40.7	39.2	59.4	49.4
Southwark	40.9	62.5	50.0	28.6	60.0	44.3	20.0	80.0	50.0	36.1	47.0	41.6
Tower Hamlets	80.0	90.0	85.0	28.6	72.7	62.1	65.2	57.1	61.4	40.1	55.4	47.8
Wandsworth	85.7	88.9	87.5	50.0	63.6	54.8	55.0	18.2	35.7	44.8	54.9	49.1
City of Westminster	55.6	80.0	64.3	37.5	46.7	41.2	55.6	54.5	55.0	35.2	52.1	43.9
Barking and Dagenham	40.0	0.0	25.0	81.8	55.6	70.0	53.8	60.0	56.5	43.3	49.5	46.3
Barnet	78.4	88.9	84.1	66.1	71.2	67.8	38.1	42.5	40.2	57.6	65.1	61.2
Bexley	76.5	93.8	84.8	73.7	66.7	70.6	55.0	36.8	44.3	53.1	60.2	56.6
Brent	75.0	83.3	80.0	55.7	70.7	61.8	74.6	82.3	78.1	49.9	59.5	54.5
Bromley	85.7	89.5	88.5	50.0	42.9	45.7	61.6	66.7	63.3	60.8	62.6	61.7
Croydon	100.0	100.0	100.0	48.6	68.2	59.5	25.0	90.0	48.2	43.0	60.0	51.8
Ealing	100.0	66.7	81.8	42.9	60.2	52.3	41.2	72.0	59.5	47.0	59.2	53.0
Enfield	90.0	71.4	82.4	40.8	60.6	50.4	55.0	59.4	57.7	47.4	57.0	52.0
Greenwich	77.8	72.2	75.0	34.8	58.6	48.1	37.5	31.7	33.3	34.3	46.1	40.2
Harrow	66.7	83.3	73.3	42.9	60.6	53.7	44.0	52.9	47.6	54.9	66.2	60.5
Havering	100.0	100.0	100.0	25.0	80.0	55.6	49.7	56.5	53.9	58.8	66.4	62.5
Hillingdon	75.0	100.0	90.9	55.6	60.6	58.3	64.7	50.0	56.1	42.5	53.1	47.8
Hounslow	..	..	75.0	48.3	48.9	48.6	25.0	50.0	37.5	47.5	57.1	52.4
Kingston upon Thames	84.6	88.9	86.4	83.3	68.2	76.1	33.3	51.7	48.6	58.2	68.9	63.9
Merton	81.8	83.3	82.4	53.8	50.0	52.7	59.4	75.0	61.1	42.7	50.1	46.1
Redbridge	63.6	92.9	80.0	80.0	71.4	76.5	58.8	73.7	66.7	62.9	73.5	68.1
Richmond upon Thames	57.1	71.4	64.3	48.6	57.7	52.5	50.0	71.4	63.6	46.4	64.1	55.1
Sutton	75.0	93.8	84.4	66.7	80.0	72.7	11.1	90.9	67.7	63.6	69.1	66.4
Waltham Forest	77.8	100.0	84.6	34.6	56.3	42.9	50.0	63.6	57.1	40.4	54.4	47.1

Source: DfES Statistical First Release 08 2005. Note ..=number on which percentage is based is insufficient for publication

A26. Pupils on roll in 2002 who had achieved nationally expected levels in key stage 1-3 English, mathematics and science test/tasks in 2000, London Pupil Dataset.

	All pupils % KS1 level 2+ 2000	All Pupils % KS2 level 4+ 2000	All pupils % KS3 level 5+ 2000	Male pupils % KS1 level 2+ 2000	Male Pupils % KS2 level 4+ 2000	Male Pupils % KS3 level 5+ 2000	Female pupils % KS1 level 2+ 2000	Female Pupils % KS2 level 4+ 2000	Female pupils % KS3 level 5+ 2000
English									
White	71.0	75.8	68.3	65.8	71.9	59.9	76.3	79.9	76.9
Black Caribbean	66.9	66.4	52.9	59.8	59.0	41.6	74.1	73.9	64.9
Black African	70.3	65.0	53.8	64.7	59.7	43.4	76.0	70.2	64.1
Black Other	70.3	69.1	58.0	65.7	62.6	46.1	75.1	75.7	70.3
Indian	77.5	78.1	74.8	73.9	73.6	68.4	81.1	83.1	81.6
Pakistani	66.3	67.3	63.3	60.8	62.6	54.9	72.2	72.3	72.0
Bangladeshi	60.6	66.1	55.5	54.6	61.2	47.5	66.4	70.7	63.8
Chinese	79.0	84.6	82.2	74.4	79.7	76.9	84.1	89.7	87.6
Other Ethnic Group	70.1	72.6	62.2	64.9	69.0	53.5	75.5	76.4	71.0
Unclassified	76.4	79.6	74.1	70.4	77.6	68.0	83.1	82.0	82.3
New (2003) categories	72.2	74.0	70.3	66.4	68.9	61.1	78.0	77.8	77.2
Total	70.6	73.7	65.8	65.3	69.3	57.1	76.0	78.1	74.6
Mathematics									
White	89.8	72.9	60.8	88.8	73.7	61.4	90.7	72.1	60.3
Black Caribbean	86.4	58.7	37.4	84.4	57.2	36.1	88.5	60.3	38.8
Black African	86.6	60.0	37.7	84.8	58.6	36.0	88.3	61.5	39.5
Black Other	88.2	62.8	41.2	87.5	62.0	38.4	89.0	63.5	44.0
Indian	92.6	78.2	60.8	92.0	78.8	61.1	93.3	77.5	60.5
Pakistani	85.8	63.3	44.0	83.5	65.3	45.0	88.3	61.2	43.0
Bangladeshi	84.1	65.3	37.0	82.9	67.7	40.0	85.4	62.9	33.8
Chinese	95.9	87.6	70.2	95.3	87.9	71.9	96.5	87.3	68.5
Other Ethnic Group	88.5	71.5	53.3	87.6	72.2	51.1	89.5	70.8	55.5
Unclassified	92.1	72.7	64.0	91.6	74.0	66.1	92.6	71.1	61.2
New (2003) categories	90.9	71.7	59.2	89.8	73.1	60.5	92.2	70.5	58.2
Totals	89.0	70.6	55.3	87.9	71.2	55.4	90.1	70.0	55.1
Science									
White		86.7	60.8		86.1	61.4		87.2	60.3
Black Caribbean		78.8	37.4		75.8	36.1		81.9	38.8
Black African		75.5	37.7		73.9	36.0		77.1	39.5
Black Other		80.7	41.2		79.6	38.4		81.9	44.0
Indian		87.7	60.8		86.5	61.1		89.1	60.5
Pakistani		75.7	44.0		74.4	45.0		77.0	43.0
Bangladeshi		76.5	37.0		76.5	40.0		76.6	33.8
Chinese		89.6	70.2		86.6	71.9		92.8	68.5
Other Ethnic Group		82.3	53.3		81.2	51.1		83.6	55.5
Unclassified		87.7	64.0		88.5	66.1		86.7	61.2
New (2003) categories		84.9	59.2		83.9	60.5		85.7	58.2
Total		84.3	55.3		83.4	55.4		85.1	55.1

Source: 2002 London Pupil Dataset. Matched assessment data are provisional. There are no science tests at key stage 1.

Assessment data have been matched for the Department for Education and Skills to pupil records in the Department' January 2002 Pupil Level Annual Schools Census. There will be some movement of pupils between schools between the time when assessments are taken and the time when 2002 PLASC was carried out. The movement will be greater the greater the difference in time between the year in which assessments were taken and the year of the Pupil Level annual School census. The data therefore do not necessarily provide an exact match with annual school performance tables.

The tables applies to pupils on roll in 2002, who attended a maintained school in London, or had a London home postcode and attended a maintained school elsewhere.

A27. Pupils on roll in 2002 who had achieved nationally expected levels in key stage 1-3 English, mathematics and science test/tasks in 2001, London Pupil Dataset

	All pupils % KS1 level 2+ 2001	All pupils % KS2 level 4+ 2001	All pupils % KS3 level 5+ 2001	Male Pupils % KS1 level 2+ 2001	Male pupils % KS2 level 4+ 2001	Male pupils % KS3 level 5+ 2001	Female pupils % KS1 level 2+ 2001	Female Pupils % KS2 level 4+ 2001	Female Pupils % KS3 level 5+ 2001
English									
White	74.0	76.4	67.7	68.9	71.9	59.9	79.3	81.2	75.6
Black Caribbean	69.6	67.9	52.8	62.6	61.2	41.1	76.8	74.5	64.0
Black African	71.6	68.4	55.5	66.5	64.6	46.2	76.7	72.4	64.3
Black Other	73.2	71.1	58.7	66.7	63.5	48.4	80.4	79.0	68.6
Indian	81.6	80.2	77.2	77.6	76.6	71.6	85.7	84.1	83.1
Pakistani	70.2	69.6	64.5	66.1	64.4	57.4	74.4	75.0	72.3
Bangladeshi	66.5	71.0	57.2	61.8	67.3	48.5	71.4	74.4	66.0
Chinese	81.2	83.2	79.7	76.0	81.4	74.4	86.1	85.1	85.8
Other Ethnic Group	73.2	72.9	63.8	69.7	69.0	56.6	77.0	77.3	71.3
Unclassified	74.2	80.8	76.8	67.6	77.4	73.9	81.0	84.9	81.1
New (2003) categories	70.6	75.8	65.1	65.1	71.0	57.4	76.2	79.2	71.1
Average	73.4	74.9	65.7	68.4	70.3	58.0	78.6	79.5	73.5
Mathematics									
White	91.0	72.2	68.1	90.3	72.9	67.1	91.8	71.4	69.2
Black Caribbean	86.0	59.7	47.3	83.6	59.2	45.4	88.5	60.3	49.1
Black African	86.2	62.2	48.2	84.7	62.5	46.8	87.7	61.8	49.5
Black Other	89.0	62.1	53.0	86.8	59.9	50.0	91.4	64.4	55.9
Indian	93.4	79.5	77.1	93.0	79.8	77.5	93.8	79.1	76.7
Pakistani	86.5	65.6	60.1	84.8	67.3	61.1	88.3	63.9	59.0
Bangladeshi	86.2	67.3	50.5	84.7	71.2	52.2	87.8	63.5	48.8
Chinese	95.2	86.9	87.4	94.1	85.9	87.2	96.3	88.1	87.6
Other Ethnic Group	90.2	71.3	65.5	90.3	71.9	64.9	90.2	70.7	66.1
Unclassified	90.8	76.2	73.7	89.3	78.3	76.1	92.2	73.8	70.0
New (2003) categories	90.1	70.6	64.7	89.3	73.0	66.3	90.8	69.0	63.5
Average	89.9	70.6	64.5	89.0	71.3	64.1	90.9	69.8	65.0
Science									
White		89.5	66.5		89.2	66.2		89.8	66.8
Black Caribbean		82.2	47.0		80.3	43.3		84.0	50.5
Black African		80.2	46.0		80.2	43.4		80.2	48.4
Black Other		83.9	52.6		81.8	49.6		86.0	55.6
Indian		88.9	69.9		88.4	70.6		89.3	69.1
Pakistani		80.3	54.2		79.0	53.8		81.6	54.6
Bangladeshi		81.7	45.0		82.6	46.0		80.9	43.9
Chinese		92.4	79.7		91.3	80.3		93.7	79.1
Other Ethnic Group		85.2	60.5		84.6	59.7		85.8	61.3
Unclassified		90.8	70.9		89.8	74.2		92.0	66.1
New (2003) categories		87.3	61.4		86.9	62.4		87.6	60.5
Average		87.2	61.9		86.8	61.5		87.7	62.3

Source: 2002 London Pupil Dataset. Matched assessment data are provisional. There are no science tests at key stage 1.

Assessment data have been matched for the Department for Education and Skills to pupil records in the Department' January 2002 Pupil Level Annual Schools Census. There will be some movement of pupils between schools between the time when assessments are taken and the time when 2002 PLASC was carried out. The movement will be greater the greater the difference in time between the year in which assessments were taken and the year of the Pupil Level annual School census. The data therefore do not necessarily provide an exact match with annual school performance tables.

The tables applies to pupils on roll in 2002, who attended a maintained school in London, or had a London home postcode and attended a maintained school elsewhere.

A28. Pupils on roll in 2002 who had achieved nationally expected levels in key stage 1-3 English, mathematics and science test/tasks in 2002, London Pupil Dataset

	All pupils % KS1 level 2+ 2002.	All pupils % KS2 level 4+ 2002.	All pupils % KS3 level 5+ 2002.	Male pupils % KS1 level 2+ 2002.	Male pupils % KS2 level 4+ 2002.	Male pupils % KS3 level 5+ 2002.	Female pupils % KS1 level 2+ 2002.	Female pupils % KS2 level 4+ 2002.	Female pupils % KS3 level 5+ 2002.
English									
White	73.8	76.7	71.3	69.1	72.7	63.7	78.7	80.8	78.9
Black Caribbean	68.4	66.8	56.1	62.1	59.7	44.9	75.0	73.7	67.0
Black African	71.7	68.0	61.5	67.5	63.5	52.6	75.9	72.8	69.9
Black Other	72.0	71.5	63.9	66.3	65.5	54.3	77.8	77.7	73.4
Indian	82.2	80.5	79.3	78.9	76.7	73.3	85.8	84.3	85.3
Pakistani	72.0	67.7	68.8	68.0	64.0	61.3	76.4	71.6	77.0
Bangladeshi	68.1	69.7	63.7	65.1	65.9	53.4	71.1	73.6	72.4
Chinese	86.3	84.9	81.3	84.2	81.1	75.2	88.6	88.2	87.6
Other Ethnic Group	73.7	73.7	68.1	70.0	69.1	60.5	77.7	78.5	75.9
Unclassified	74.8	79.7	76.0	70.9	78.3	71.4	79.4	81.1	81.6
New (2003) categories	71.9	78.6	71.6	65.2	76.5	63.8	79.3	81.0	77.3
Totals	73.4	74.7	69.7	68.9	70.4	61.8	78.2	79.1	77.4
Mathematics									
White	90.7	75.0	70.5	90.0	75.4	69.9	99.9	74.7	71.0
Black Caribbean	86.0	62.2	50.8	83.6	60.3	48.1	99.1	64.1	53.6
Black African	85.8	66.2	53.9	84.2	65.6	51.4	99.4	66.8	56.4
Black Other	87.4	67.4	56.1	86.2	67.3	54.7	98.3	67.5	57.5
Indian	93.6	82.8	77.7	93.3	82.3	77.4	99.0	83.3	78.0
Pakistani	86.3	68.5	62.7	85.1	69.5	63.0	98.1	67.4	62.4
Bangladeshi	85.6	68.0	56.9	85.1	69.0	57.5	98.5	67.0	56.4
Chinese	97.3	92.3	87.3	96.4	92.5	86.1	92.6	92.1	88.6
Other Ethnic Group	89.9	76.2	66.8	89.0	75.3	65.4	99.3	77.1	68.4
Unclassified	90.3	78.6	76.7	89.5	81.2	77.9	95.6	75.8	75.1
New (2003) categories	89.7	78.7	67.0	87.6	78.7	66.9	95.2	78.6	67.0
Totals	89.6	73.5	67.3	88.6	73.5	66.5	99.9	73.4	68.0
Science									
White		88.4	70.0		88.2	69.9		88.7	70.1
Black Caribbean		81.2	49.2		79.5	44.9		82.9	53.6
Black African		78.8	52.7		77.8	49.2		79.8	56.1
Black Other		85.0	55.1		84.9	51.0		85.2	59.3
Indian		90.3	74.4		89.3	73.9		91.3	75.0
Pakistani		80.3	57.7		80.3	56.3		80.3	59.1
Bangladeshi		82.0	49.6		82.0	49.9		81.9	49.3
Chinese		94.0	81.8		94.9	79.9		93.1	83.7
Other Ethnic Group		86.1	63.4		85.4	60.7		86.7	66.3
Unclassified		88.2	73.6		88.0	74.6		88.5	72.3
New (2003) categories		88.0	66.3		88.4	65.3		87.6	67.1
Totals		86.5	65.7		86.0	64.8		86.9	66.7

Source: 2002 London Pupil Dataset. Matched assessment data are provisional. There are no science tests at key stage 1.

Assessment data have been matched for the Department for Education and Skills to pupil records in the Department' January 2002 Pupil Level Annual Schools Census. There will be some movement of pupils between schools between the time when assessments are taken and the time when 2002 PLASC was carried out. The movement will be greater the greater the difference in time between the year in which assessments were taken and the year of the Pupil Level annual School census. The data therefore do not necessarily provide an exact match with annual school performance tables.

The tables applies to pupils on roll in 2002, who attended a maintained school in London, or had a London home postcode and attended a maintained school elsewhere.

A29. Under-achievement at key stage 1, by ethnic group and gender. Pupils on roll in January 2002, London Pupil Dataset

	Are boys more likely than girls to reach nationally expected levels? (Blank=no)			Percentage point difference where the proportion of pupils in an ethnic group reaching nationally expected levels falls below the LPD average								
	Ks1 English test			All pupils – ks1 English test			Boys – ks1 English test			Girls – ks1 English test		
Ethnic heritage	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
White												
Black Caribbean				-3.7	-3.8	-5.0	-5.5	-5.8	-6.8	-1.8	-1.9	-3.2
Black African				-0.2	-1.8	-1.7	-0.6	-1.9	-1.4		-2.0	-2.3
Black Other				-0.2	-0.2	-1.4		-1.7	-2.6	-0.9		-0.3
Indian												
Pakistani				-4.2	-3.2	-1.4	-4.5	-2.3	-0.9	-3.7	-4.3	-1.7
Bangladeshi				-9.9	-6.9	-5.3	-10.7	-6.5	-3.8	-9.6	-7.3	-7.0
Chinese												
Other Ethnic Group				-0.5	-0.2		-0.4			-0.5	-1.7	-0.5
Unclassified								-0.8				
New (2003) categories					-2.8	-1.5		-3.3	-3.7		-2.5	
Total												

	Ks1 mathematics test			All pupils – ks1 mathematics test			Boys – ks1 mathematics test			Girls – ks1 mathematics test		
Ethnic heritage	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
White												-0.1
Black Caribbean				-2.7	-3.9	-3.5	-3.6	-5.4	-5.0	-1.7	-2.4	-0.9
Black African				-2.5	-3.7	-3.7	-3.1	-4.3	-4.4	-1.9	-3.2	-0.6
Black Other				-0.8	-0.9	-2.2	-0.4	-2.1	-2.4	-1.2		-1.6
Indian												-0.9
Pakistani				-3.2	-3.4	-3.3	-4.4	-4.2	-3.5	-1.9	-2.6	-1.8
Bangladeshi				-4.9	-3.7	-4.0	-5.1	-4.3	-3.5	-4.8	-3.1	-1.4
Chinese			Yes									-7.3
Other Ethnic Group		Yes		-0.5			-0.4			-0.6	-0.7	-0.6
Unclassified												-4.4
New (2003) categories									-1.0		-0.1	-4.7
Totals												

Source: 2002 London Pupil Dataset. Records are for pupils attending maintained primary or special schools who live in London, regardless of where they attend school, or who attend school in London, regardless of where they live. Note: Some pupils who were assessed in 2000 and 2001 will not be included in the 2002 LPD.

There was no key stage 1 science test in 2000, 2001 or 2002.

A30. Under-achievement at key stage 2, by ethnic group and gender. Pupils on roll January 2002, London Pupil Dataset

	Are boys more likely than girls to reach nationally expected levels? (Blank=no)			Percentage point difference between the proportion of pupils reaching nationally expected levels and the LPD average, where group performance is below the LPD average								
	Ks2 English test			All pupils – ks2 English test			Boys – ks2 English test			Girls – ks2 English test		
Ethnic heritage	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
White												
Black Caribbean				-7.2	-7.0	-7.9	-10.4	-9.1	-10.7	-4.2	-5.0	-5.3
Black African				-8.7	-6.5	-6.6	-9.6	-5.8	-6.9	-7.9	-7.1	-6.3
Black Other				-4.6	-3.8	-3.2	-6.7	-6.9	-4.8	-2.4	-0.5	-1.3
Indian												
Pakistani				-6.4	-5.3	-7.0	-6.8	-6.0	-6.4	-5.8	-4.5	-7.4
Bangladeshi				-7.6	-3.9	-4.9	-8.1	-3.1	-4.4	-7.4	-5.1	-5.5
Chinese												
Other Ethnic Group				-1.0	-1.9	-0.9	-0.3	-1.4	-1.3	-1.7	-2.3	-0.5
Unclassified												
New (2003) categories							-0.4			-0.4	-0.3	
Total												

	Ks2 mathematics test			All pupils – ks2 mathematics test			Boys – ks2 mathematics test			Girls – ks2 mathematics test		
Ethnic heritage	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
White	Yes	Yes	Yes									
Black Caribbean				-11.8	-10.8	-11.3	-14.0	-12.1	-13.2	-9.7	-9.5	-9.3
Black African		Yes		-10.5	-8.4	-7.3	-12.6	-8.8	-7.9	-8.5	-7.9	-6.7
Black Other				-7.8	-8.4	-6.1	-9.1	-11.4	-6.2	-6.5	-5.3	-6.0
Indian	Yes	Yes										
Pakistani	Yes	Yes	Yes	-7.2	-4.9	-5.0	-5.9	-4.0	-4.0	-8.7	-5.9	-6.0
Bangladeshi	Yes	Yes	Yes	-5.3	-3.3	-5.4	-3.5	-0.1	-4.5	-7.1	-6.3	-6.4
Chinese	Yes		Yes									
Other Ethnic Group	Yes	Yes										
Unclassified	Yes	Yes	Yes									
New (2003) categories	Yes	Yes	Yes								-0.8	
Totals	Yes	Yes	Yes									

	Ks2 science test			All pupils – ks2 science test			Boys – ks2 science test			Girls – ks2 science test		
Ethnic heritage	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
White												
Black Caribbean				-5.4	-5.0	-5.3	-7.7	-6.4	-6.5	-3.2	-3.7	-4.0
Black African				-8.7	-7.0	-7.7	-9.5	-6.6	-8.2	-8.0	-7.5	-7.1
Black Other				-3.5	-3.4	-1.4	-3.8	-5.0	-1.1	-3.2	-1.7	-1.7
Indian												
Pakistani			Yes	-8.6	-6.9	-6.2	-9.0	-7.7	-5.7	-8.1	-6.1	-6.7
Bangladeshi		Yes	Yes	-7.8	-5.5	-4.5	-7.0	-4.2	-4.0	-8.6	-6.7	-5.0
Chinese			Yes									
Other Ethnic Group				-1.9	-2.1	-0.4	-2.3	-2.2	-0.6	-1.6	-1.9	-0.2
Unclassified	Yes											
New (2003) categories			Yes								0.0	
Total												

Source: 2002 London Pupil Dataset. Records are for pupils attending maintained primary or special schools who live in London, regardless of where they attend school, or who attend school in London, regardless of where they live. Note: Some pupils who were assessed in 2000 and 2001 will not be included in the 2002 LPD.

A31. Under-achievement at key stage 3, by ethnic group and gender. Pupils on roll January 2002, London Pupil Dataset

	Do a higher percentage of boys than girls reach nationally expected levels? (Blank=no)			Percentage point difference between the proportion of pupils reaching nationally expected levels and the LPD average, where group performance is below the LPD average								
	Ks3 English test			All pupils – ks3 English test			Boys – ks3 English test			Girls – ks3 English test		
Ethnic heritage	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
White												
Black Caribbean				-12.9	-12.9	-13.6	-15.6	-16.9	-16.9	-9.7	-9.5	-10.4
Black African				-12.1	-10.2	-8.2	-13.7	-11.8	-9.2	-10.6	-9.3	-7.5
Black Other				-7.8	-7.0	-5.7	-11.1	-9.6	-7.5	-4.4	-4.9	-4.0
Indian												
Pakistani				-2.5	-1.2	-0.9	-2.3	-0.6	-0.6	-2.6	-1.2	-0.4
Bangladeshi				-10.3	-8.5	-6.0	-9.6	-9.5	-8.4	-10.8	-7.5	-4.9
Chinese												
Other Ethnic Group				-3.7	-1.9	-1.6	-3.6	-1.4	-1.3	-3.6	-2.2	-1.5
Unclassified												
New (2003) categories					-0.6			-0.6			-2.4	-0.1
Total												

	Ks3 mathematics test			All pupils – ks3 mathematics test			Boys – ks3 mathematics test			Girls – ks3 mathematics test		
Maths - All pupils	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
White												
Black Caribbean				-19.2	-17.3	-16.5	-20.6	-18.6	-18.5	-17.6	-16.0	-14.4
Black African				-17.9	-16.4	-13.4	-19.2	-17.3	-15.2	-16.7	-15.5	-11.6
Black Other				-14.6	-11.5	-11.2	-16.6	-14.0	-11.8	-12.4	-9.1	-10.5
Indian	Yes	Yes										
Pakistani	Yes	Yes	Yes	-5.6	-4.4	-4.6	-4.9	-2.9	-3.6	-6.2	-6.1	-5.6
Bangladeshi	Yes	Yes	Yes	-14.0	-14.0	-10.4	-11.6	-11.9	-9.1	-16.5	-16.2	-11.6
Chinese												
Other Ethnic Group						-0.4	-0.3		-1.1			
Unclassified	Yes	Yes	Yes									
New (2003) categories	Yes	Yes				-0.3					-1.6	-1.0
Totals												

	Ks3 science test			All pupils – ks3 science test			Boys – ks3 science test			Girls – ks3 science test		
Science - All pupils	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
White	Yes											
Black Caribbean				-17.8	-14.9	-16.5	-19.2	-18.2	-19.9	-16.4	-11.8	-13.1
Black African				-17.5	-15.9	-13.1	-19.4	-18.1	-15.6	-15.6	-13.9	-10.6
Black Other				-14.1	-9.2	-10.6	-16.9	-11.9	-13.8	-11.2	-6.7	-7.4
Indian	Yes	Yes										
Pakistani	Yes			-11.2	-7.7	-8.1	-10.4	-7.7	-8.4	-12.1	-7.7	-7.6
Bangladeshi	Yes	Yes	Yes	-18.3	-16.9	-16.1	-15.4	-15.5	-14.9	-21.4	-18.3	-17.4
Chinese	Yes	Yes										
Other Ethnic Group				-2.0	-1.4	-2.4	-4.2	-1.8	-4.1		-1.0	-0.4
Unclassified	Yes	Yes	Yes									
New (2003) categories	Yes	Yes			-0.5						-1.7	
Total	Yes											

Source: 2002 London Pupil Dataset. Records are for pupils attending maintained primary or special schools who live in London, regardless of where they attend school, or who attend school in London, regardless of where they live. Note: Some pupils who were assessed in 2000 and 2001 will not be included in the 2002 LPD.

A32. Key stage 1, 2003 and 2004. Percentage of pupils achieving nationally expected levels in reading tests in London maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	78.0	86.0	82.0	79.0	87.0	83.0	1.0	1.0	1.0
White British	80.0	88.0	84.0	80.0	88.0	84.0	0.0	0.0	0.0
Irish	79.0	86.0	83.0	80.0	89.0	84.0	1.0	3.0	1.0
Any other White	69.0	78.0	74.0	70.0	80.0	75.0	1.0	2.0	1.0
Multiple heritage	81.0	88.0	85.0	80.0	88.0	84.0	-1.0	0.0	-1.0
White and Black Caribbean	77.0	87.0	82.0	76.0	87.0	82.0	-1.0	0.0	0.0
White and Black African	85.0	87.0	86.0	80.0	88.0	84.0	-5.0	1.0	-2.0
White and Asian	89.0	93.0	91.0	86.0	93.0	89.0	-3.0	0.0	-2.0
Any other multiple heritage	81.0	88.0	84.0	80.0	88.0	84.0	-1.0	0.0	0.0
Asian	81.0	86.0	83.0	81.0	87.0	84.0	0.0	1.0	1.0
Indian	86.0	90.0	88.0	87.0	92.0	90.0	1.0	2.0	2.0
Pakistani	80.0	85.0	82.0	79.0	85.0	82.0	-1.0	0.0	0.0
Bangladeshi	75.0	81.0	78.0	74.0	83.0	78.0	-1.0	2.0	0.0
Any other Asian	81.0	85.0	83.0	82.0	88.0	85.0	1.0	3.0	2.0
Black	76.0	83.0	79.0	76.0	85.0	81.0	0.0	2.0	2.0
Black Caribbean	74.0	84.0	79.0	75.0	86.0	81.0	1.0	2.0	2.0
Black African	77.0	83.0	80.0	77.0	85.0	81.0	0.0	2.0	1.0
Any other Black	76.0	86.0	81.0	78.0	85.0	81.0	2.0	-1.0	0.0
Chinese	88.0	92.0	90.0	86.0	93.0	90.0	-2.0	1.0	0.0
Any other ethnic group	72.0	77.0	74.0	72.0	78.0	75.0	0.0	1.0	1.0
Unclassified	66.0	76.0	71.0	66.0	75.0	71.0	0.0	-1.0	0.0
Total	78.0	85.0	81.0	78.0	86.0	82.0	0.0	1.0	1.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.

A33. Key stage 1, 2003 and 2004. Percentage of pupils achieving nationally expected levels in reading tests in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	81.0	89.0	85.0	81.0	90.0	85.0	0.0	1.0	0.0
White British	90.0	92.0	91.0	82.0	90.0	86.0	-8.0	-2.0	-5.0
Irish	80.0	88.0	84.0	82.0	90.0	85.0	2.0	2.0	1.0
Any other White	73.0	80.0	77.0	74.0	82.0	77.0	1.0	2.0	0.0
Multiple heritage	82.0	89.0	85.0	81.0	89.0	85.0	-1.0	0.0	0.0
White and Black Caribbean	78.0	88.0	83.0	77.0	89.0	83.0	-1.0	1.0	0.0
White and Black African	83.0	88.0	86.0	81.0	88.0	84.0	-2.0	0.0	-2.0
White and Asian	86.0	91.0	88.0	85.0	93.0	89.0	-1.0	2.0	1.0
Any other multiple heritage	82.0	90.0	85.0	82.0	89.0	86.0	0.0	-1.0	1.0
Asian	77.0	84.0	80.0	78.0	85.0	81.0	1.0	1.0	1.0
Indian	85.0	91.0	88.0	86.0	92.0	89.0	1.0	1.0	1.0
Pakistani	72.0	81.0	76.0	73.0	81.0	77.0	1.0	0.0	1.0
Bangladeshi	71.0	78.0	75.0	72.0	81.0	76.0	1.0	3.0	1.0
Any other Asian	80.0	85.0	82.0	80.0	86.0	83.0	0.0	1.0	1.0
Black	74.0	83.0	78.0	75.0	84.0	79.0	1.0	1.0	1.0
Black Caribbean	74.0	84.0	79.0	76.0	86.0	81.0	2.0	2.0	2.0
Black African	74.0	81.0	77.0	74.0	82.0	78.0	0.0	1.0	1.0
Any other Black	75.0	84.0	79.0	76.0	86.0	81.0	1.0	2.0	2.0
Chinese	86.0	93.0	90.0	87.0	92.0	90.0	1.0	-1.0	0.0
Any other ethnic group	71.0	77.0	74.0	72.0	78.0	75.0	1.0	1.0	1.0
Unclassified	72.0	81.0	76.0	72.0	82.0	77.0	0.0	1.0	1.0
Total	80.0	88.0	84.0	81.0	89.0	85.0	1.0	1.0	1.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.

A34. Key stage 1, 2003 and 2004. Percentage of pupils achieving nationally expected levels in writing tests in London maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	74.0	85.0	79.0	74.0	85.0	80.0	0.0	0.0	1.0
White British	76.0	86.0	81.0	76.0	86.0	81.0	0.0	0.0	0.0
Irish	74.0	84.0	79.0	77.0	86.0	81.0	3.0	2.0	2.0
Any other White	66.0	77.0	71.0	66.0	78.0	72.0	0.0	1.0	1.0
Multiple heritage	76.0	86.0	81.0	74.0	86.0	80.0	-2.0	0.0	-1.0
White and Black Caribbean	71.0	85.0	78.0	70.0	84.0	77.0	-1.0	-1.0	-1.0
White and Black African	79.0	84.0	82.0	74.0	84.0	79.0	-5.0	0.0	-3.0
White and Asian	82.0	91.0	86.0	80.0	90.0	85.0	-2.0	-1.0	-1.0
Any other multiple heritage	77.0	86.0	81.0	75.0	86.0	81.0	-2.0	0.0	0.0
Asian	77.0	85.0	81.0	76.0	85.0	81.0	-1.0	0.0	0.0
Indian	83.0	89.0	86.0	82.0	90.0	86.0	-1.0	1.0	0.0
Pakistani	74.0	83.0	78.0	73.0	83.0	78.0	-1.0	0.0	0.0
Bangladeshi	73.0	81.0	77.0	71.0	82.0	76.0	-2.0	1.0	-1.0
Any other Asian	79.0	85.0	81.0	78.0	86.0	82.0	-1.0	1.0	1.0
Black	68.0	80.0	74.0	69.0	82.0	75.0	1.0	2.0	1.0
Black Caribbean	66.0	80.0	73.0	67.0	82.0	74.0	1.0	2.0	1.0
Black African	70.0	80.0	75.0	70.0	82.0	76.0	0.0	2.0	1.0
Any other Black	68.0	81.0	74.0	70.0	83.0	76.0	2.0	2.0	2.0
Chinese	87.0	93.0	90.0	85.0	92.0	88.0	-2.0	-1.0	-2.0
Any other ethnic group	68.0	75.0	71.0	67.0	77.0	72.0	-1.0	2.0	1.0
Unclassified	60.0	72.0	66.0	61.0	73.0	67.0	1.0	1.0	1.0
Total	73.0	83.0	78.0	73.0	84.0	78.0	0.0	1.0	0.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.

A35. Key stage 1, 2003 and 2004. Percentage of pupils achieving nationally expected levels in writing tests in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	77.0	87.0	82.0	77.0	88.0	83.0	0.0	1.0	1.0
White British	90.0	92.0	91.0	77.0	88.0	83.0	-13.0	-4.0	-8.0
Irish	77.0	85.0	81.0	78.0	88.0	83.0	1.0	3.0	2.0
Any other White	69.0	79.0	74.0	69.0	80.0	75.0	0.0	1.0	1.0
Multiple heritage	77.0	87.0	82.0	76.0	88.0	82.0	-1.0	1.0	0.0
White and Black Caribbean	73.0	86.0	79.0	71.0	86.0	79.0	-2.0	0.0	0.0
White and Black African	80.0	86.0	83.0	75.0	86.0	81.0	-5.0	0.0	-2.0
White and Asian	82.0	89.0	85.0	80.0	91.0	85.0	-2.0	2.0	0.0
Any other multiple heritage	78.0	87.0	82.0	78.0	88.0	82.0	0.0	1.0	0.0
Asian	73.0	82.0	78.0	73.0	83.0	78.0	0.0	1.0	0.0
Indian	82.0	89.0	86.0	81.0	91.0	86.0	-1.0	2.0	0.0
Pakistani	67.0	79.0	73.0	68.0	79.0	73.0	1.0	0.0	0.0
Bangladeshi	69.0	78.0	73.0	68.0	80.0	74.0	-1.0	2.0	1.0
Any other Asian	77.0	83.0	80.0	76.0	85.0	80.0	-1.0	2.0	0.0
Black	68.0	80.0	74.0	68.0	81.0	74.0	0.0	1.0	0.0
Black Caribbean	67.0	81.0	74.0	69.0	82.0	75.0	2.0	1.0	1.0
Black African	68.0	78.0	73.0	68.0	79.0	74.0	0.0	1.0	1.0
Any other Black	69.0	81.0	75.0	69.0	83.0	76.0	0.0	2.0	1.0
Chinese	84.0	93.0	88.0	85.0	92.0	88.0	1.0	-1.0	0.0
Any other ethnic group	66.0	76.0	71.0	66.0	77.0	71.0	0.0	1.0	0.0
Unclassified	67.0	80.0	73.0	67.0	80.0	73.0	0.0	0.0	0.0
Total	76.0	86.0	81.0	76.0	87.0	82.0	0.0	1.0	1.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.

A36. Key stage 1, 2003 and 2004. Percentage of pupils achieving nationally expected levels in mathematics tests in London maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	89.0	91.0	90.0	89.0	91.0	90.0	0.0	0.0	0.0
White British	90.0	92.0	91.0	90.0	92.0	91.0	0.0	0.0	0.0
Irish	88.0	91.0	89.0	90.0	93.0	92.0	2.0	2.0	3.0
Any other White	85.0	85.0	85.0	84.0	88.0	86.0	-1.0	3.0	1.0
Multiple heritage	90.0	91.0	90.0	88.0	91.0	89.0	-2.0	0.0	-1.0
White and Black Caribbean	87.0	91.0	89.0	87.0	89.0	88.0	0.0	-2.0	-1.0
White and Black African	90.0	87.0	89.0	86.0	89.0	88.0	-4.0	2.0	-1.0
White and Asian	94.0	93.0	93.0	91.0	94.0	93.0	-3.0	1.0	0.0
Any other multiple heritage	89.0	90.0	90.0	89.0	91.0	90.0	0.0	1.0	0.0
Asian	89.0	89.0	89.0	87.0	90.0	89.0	-2.0	1.0	0.0
Indian	91.0	93.0	92.0	91.0	94.0	93.0	0.0	1.0	1.0
Pakistani	87.0	87.0	87.0	86.0	89.0	87.0	-1.0	2.0	0.0
Bangladeshi	85.0	86.0	85.0	83.0	87.0	85.0	-2.0	1.0	0.0
Any other Asian	90.0	91.0	91.0	89.0	92.0	91.0	-1.0	1.0	0.0
Black	83.0	86.0	84.0	82.0	87.0	85.0	-1.0	1.0	1.0
Black Caribbean	82.0	86.0	84.0	82.0	88.0	85.0	0.0	2.0	1.0
Black African	83.0	85.0	84.0	83.0	87.0	85.0	0.0	2.0	1.0
Any other Black	86.0	86.0	86.0	84.0	86.0	85.0	-2.0	0.0	-1.0
Chinese	97.0	95.0	96.0	97.0	96.0	96.0	0.0	1.0	0.0
Any other ethnic group	86.0	85.0	86.0	85.0	86.0	86.0	-1.0	1.0	0.0
Unclassified	76.0	82.0	79.0	77.0	81.0	79.0	1.0	-1.0	0.0
Total	87.0	89.0	88.0	87.0	90.0	88.0	0.0	1.0	0.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.

A37. Key stage 1, 2003 and 2004. Percentage of pupils achieving nationally expected levels in mathematics tests in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	90.0	92.0	91.0	90.0	92.0	91.0	0.0	0.0	0.0
White British	90.0	92.0	91.0	90.0	92.0	91.0	0.0	0.0	0.0
Irish	89.0	93.0	91.0	90.0	93.0	91.0	1.0	0.0	0.0
Any other White	86.0	86.0	86.0	85.0	88.0	87.0	-1.0	2.0	1.0
Multiple heritage	90.0	92.0	91.0	89.0	92.0	90.0	-1.0	0.0	-1.0
White and Black Caribbean	88.0	92.0	90.0	87.0	90.0	88.0	-1.0	-2.0	-2.0
White and Black African	91.0	90.0	90.0	87.0	91.0	89.0	-4.0	1.0	-1.0
White and Asian	92.0	94.0	93.0	90.0	94.0	92.0	-2.0	0.0	-1.0
Any other multiple heritage	90.0	91.0	91.0	90.0	92.0	91.0	0.0	1.0	0.0
Asian	85.0	87.0	86.0	85.0	88.0	86.0	0.0	1.0	0.0
Indian	91.0	93.0	92.0	91.0	93.0	92.0	0.0	0.0	0.0
Pakistani	81.0	84.0	83.0	82.0	84.0	83.0	1.0	0.0	0.0
Bangladeshi	83.0	83.0	83.0	82.0	85.0	83.0	-1.0	2.0	0.0
Any other Asian	88.0	91.0	89.0	89.0	90.0	90.0	1.0	-1.0	1.0
Black	82.0	85.0	84.0	82.0	86.0	84.0	0.0	1.0	0.0
Black Caribbean	82.0	87.0	84.0	83.0	88.0	85.0	1.0	1.0	1.0
Black African	81.0	84.0	83.0	81.0	86.0	83.0	0.0	2.0	0.0
Any other Black	85.0	86.0	86.0	84.0	87.0	85.0	-1.0	1.0	-1.0
Chinese	95.0	96.0	96.0	95.0	96.0	95.0	0.0	0.0	-1.0
Any other ethnic group	85.0	86.0	85.0	85.0	85.0	85.0	0.0	-1.0	0.0
Unclassified	84.0	87.0	85.0	83.0	85.0	84.0	-1.0	-2.0	-1.0
Total	89.0	91.0	90.0	89.0	91.0	90.0	0.0	0.0	0.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.

A38. Key stage 2, 2003 and 2004. Percentage of pupils achieving nationally expected levels in English tests in London maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	73.0	82.0	77.0	73.0	83.0	78.0	0.0	1.0	1.0
White British	74.0	83.0	78.0	74.0	84.0	79.0	0.0	1.0	1.0
Irish	78.0	84.0	81.0	77.0	88.0	82.0	-1.0	4.0	1.0
Any other White	65.0	74.0	70.0	67.0	77.0	71.0	2.0	3.0	1.0
Multiple heritage	75.0	84.0	79.0	74.0	86.0	80.0	-1.0	2.0	1.0
White and Black Caribbean	69.0	78.0	74.0	70.0	82.0	76.0	1.0	4.0	2.0
White and Black African	75.0	83.0	79.0	71.0	86.0	79.0	-4.0	3.0	0.0
White and Asian	84.0	89.0	87.0	80.0	90.0	85.0	-4.0	1.0	-2.0
Any other multiple heritage	77.0	87.0	82.0	76.0	88.0	82.0	-1.0	1.0	0.0
Asian	73.0	82.0	77.0	75.0	84.0	79.0	2.0	2.0	2.0
Indian	79.0	86.0	82.0	81.0	89.0	85.0	2.0	3.0	3.0
Pakistani	67.0	76.0	72.0	68.0	81.0	75.0	1.0	5.0	3.0
Bangladeshi	67.0	79.0	73.0	70.0	81.0	75.0	3.0	2.0	2.0
Any other Asian	77.0	83.0	80.0	75.0	85.0	80.0	-2.0	2.0	0.0
Black	65.0	77.0	71.0	65.0	80.0	72.0	0.0	3.0	1.0
Black Caribbean	62.0	76.0	69.0	61.0	79.0	70.0	-1.0	3.0	1.0
Black African	67.0	77.0	72.0	67.0	80.0	74.0	0.0	3.0	2.0
Any other Black	68.0	80.0	74.0	65.0	80.0	73.0	-3.0	0.0	-1.0
Chinese	83.0	89.0	86.0	84.0	91.0	88.0	1.0	2.0	2.0
Any other ethnic group	65.0	75.0	69.0	67.0	77.0	72.0	2.0	2.0	3.0
Unclassified	65.0	78.0	71.0	69.0	81.0	75.0	4.0	3.0	4.0
Total	71.0	81.0	76.0	71.0	83.0	77.0	0.0	2.0	1.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.

A39. Key stage 2, 2003 and 2004. Percentage of pupils achieving nationally expected levels in English tests in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	70.0	81.0	76.0	72.0	84.0	78.0	2.0	3.0	2.0
White British	70.0	81.0	76.0	73.0	84.0	78.0	3.0	3.0	2.0
Irish	77.0	87.0	82.0	77.0	87.0	82.0	0.0	0.0	0.0
Any other White	68.0	77.0	72.0	67.0	78.0	73.0	-1.0	1.0	1.0
Multiple heritage	72.0	82.0	77.0	74.0	85.0	79.0	2.0	3.0	2.0
White and Black Caribbean	67.0	79.0	73.0	68.0	82.0	75.0	1.0	3.0	2.0
White and Black African	74.0	82.0	78.0	70.0	86.0	79.0	-4.0	4.0	1.0
White and Asian	78.0	86.0	82.0	81.0	88.0	84.0	3.0	2.0	2.0
Any other multiple heritage	74.0	84.0	79.0	76.0	86.0	81.0	2.0	2.0	2.0
Asian	65.0	75.0	70.0	69.0	80.0	75.0	4.0	5.0	5.0
Indian	76.0	84.0	80.0	79.0	87.0	83.0	3.0	3.0	3.0
Pakistani	55.0	67.0	61.0	62.0	75.0	68.0	7.0	8.0	7.0
Bangladeshi	63.0	75.0	69.0	67.0	78.0	72.0	4.0	3.0	3.0
Any other Asian	73.0	80.0	76.0	73.0	84.0	78.0	0.0	4.0	2.0
Black	63.0	76.0	69.0	64.0	79.0	71.0	1.0	3.0	2.0
Black Caribbean	61.0	75.0	68.0	61.0	79.0	70.0	0.0	4.0	2.0
Black African	64.0	76.0	70.0	65.0	78.0	72.0	1.0	2.0	2.0
Any other Black	66.0	77.0	71.0	65.0	79.0	72.0	-1.0	2.0	1.0
Chinese	79.0	88.0	83.0	78.0	88.0	83.0	-1.0	0.0	0.0
Any other ethnic group	63.0	73.0	68.0	65.0	75.0	70.0	2.0	2.0	2.0
Unclassified	64.0	77.0	70.0	67.0	79.0	72.0	3.0	2.0	2.0
Total	70.0	80.0	75.0	72.0	83.0	77.0	2.0	3.0	2.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.

A40. Key stage 2, 2003 and 2004. Percentage of pupils achieving nationally expected levels in mathematics tests in London maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	74.0	73.0	73.0	75.0	74.0	75.0	1.0	1.0	2.0
White British	75.0	73.0	74.0	76.0	75.0	75.0	1.0	2.0	1.0
Irish	78.0	78.0	78.0	78.0	80.0	79.0	0.0	2.0	1.0
Any other White	68.0	67.0	68.0	71.0	69.0	70.0	3.0	2.0	2.0
Multiple heritage	74.0	72.0	73.0	74.0	75.0	75.0	0.0	3.0	2.0
White and Black Caribbean	68.0	65.0	66.0	70.0	69.0	69.0	2.0	4.0	3.0
White and Black African	77.0	73.0	75.0	73.0	73.0	73.0	-4.0	0.0	-2.0
White and Asian	83.0	81.0	82.0	81.0	86.0	83.0	-2.0	5.0	1.0
Any other multiple heritage	75.0	76.0	75.0	76.0	77.0	77.0	1.0	1.0	2.0
Asian	76.0	73.0	75.0	78.0	77.0	77.0	2.0	4.0	2.0
Indian	82.0	79.0	80.0	84.0	83.0	83.0	2.0	4.0	3.0
Pakistani	68.0	65.0	67.0	70.0	70.0	70.0	2.0	5.0	3.0
Bangladeshi	70.0	68.0	69.0	72.0	71.0	72.0	2.0	3.0	3.0
Any other Asian	82.0	79.0	81.0	84.0	83.0	83.0	2.0	4.0	2.0
Black	62.0	63.0	63.0	63.0	67.0	65.0	1.0	4.0	2.0
Black Caribbean	58.0	60.0	59.0	59.0	64.0	61.0	1.0	4.0	2.0
Black African	65.0	65.0	65.0	66.0	69.0	68.0	1.0	4.0	3.0
Any other Black	62.0	64.0	63.0	66.0	68.0	67.0	4.0	4.0	4.0
Chinese	91.0	90.0	91.0	94.0	92.0	93.0	3.0	2.0	2.0
Any other ethnic group	72.0	71.0	72.0	75.0	75.0	75.0	3.0	4.0	3.0
Unclassified	68.0	68.0	68.0	69.0	71.0	70.0	1.0	3.0	2.0
Total	72.0	71.0	71.0	73.0	73.0	73.0	1.0	2.0	2.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.

A41. Key stage 2, 2003 and 2004. Percentage of pupils achieving nationally expected levels in mathematics tests in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	74.0	72.0	73.0	75.0	74.0	74.0	1.0	2.0	1.0
White British	74.0	73.0	73.0	75.0	74.0	75.0	1.0	1.0	2.0
Irish	78.0	79.0	78.0	79.0	78.0	78.0	1.0	-1.0	0.0
Any other White	71.0	69.0	70.0	71.0	70.0	70.0	0.0	1.0	0.0
Multiple heritage	73.0	72.0	72.0	73.0	74.0	74.0	0.0	2.0	2.0
White and Black Caribbean	68.0	66.0	67.0	68.0	69.0	69.0	0.0	3.0	2.0
White and Black African	73.0	73.0	73.0	71.0	74.0	73.0	-2.0	1.0	0.0
White and Asian	79.0	77.0	78.0	80.0	81.0	80.0	1.0	4.0	2.0
Any other multiple heritage	75.0	75.0	75.0	76.0	75.0	76.0	1.0	0.0	1.0
Asian	69.0	66.0	67.0	71.0	69.0	70.0	2.0	3.0	3.0
Indian	79.0	75.0	77.0	81.0	79.0	80.0	2.0	4.0	3.0
Pakistani	60.0	57.0	58.0	62.0	60.0	61.0	2.0	3.0	3.0
Bangladeshi	65.0	63.0	64.0	69.0	66.0	67.0	4.0	3.0	3.0
Any other Asian	78.0	75.0	76.0	79.0	79.0	79.0	1.0	4.0	3.0
Black	61.0	62.0	62.0	62.0	66.0	64.0	1.0	4.0	2.0
Black Caribbean	57.0	60.0	59.0	58.0	64.0	61.0	1.0	4.0	2.0
Black African	64.0	65.0	64.0	64.0	68.0	66.0	0.0	3.0	2.0
Any other Black	62.0	63.0	62.0	64.0	66.0	65.0	2.0	3.0	3.0
Chinese	88.0	89.0	89.0	90.0	90.0	90.0	2.0	1.0	1.0
Any other ethnic group	72.0	71.0	71.0	74.0	72.0	73.0	2.0	1.0	2.0
Unclassified	67.0	66.0	67.0	69.0	68.0	69.0	2.0	2.0	2.0
Total	73.0	72.0	72.0	74.0	73.0	74.0	1.0	1.0	2.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.

A42. Key stage 2, 2003 and 2004. Percentage of pupils achieving nationally expected levels in science tests in London maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	86.0	87.0	87.0	85.0	86.0	86.0	-1.0	-1.0	-1.0
White British	87.0	88.0	88.0	86.0	87.0	87.0	-1.0	-1.0	-1.0
Irish	87.0	90.0	88.0	87.0	87.0	87.0	0.0	-3.0	-1.0
Any other White	79.0	80.0	80.0	80.0	79.0	79.0	1.0	-1.0	-1.0
Multiple heritage	87.0	88.0	87.0	86.0	88.0	87.0	-1.0	0.0	0.0
White and Black Caribbean	84.0	84.0	84.0	84.0	84.0	84.0	0.0	0.0	0.0
White and Black African	85.0	89.0	87.0	84.0	87.0	85.0	-1.0	-2.0	-2.0
White and Asian	90.0	92.0	91.0	88.0	92.0	90.0	-2.0	0.0	-1.0
Any other multiple heritage	88.0	90.0	89.0	88.0	90.0	89.0	0.0	0.0	0.0
Asian	85.0	85.0	85.0	85.0	85.0	85.0	0.0	0.0	0.0
Indian	90.0	89.0	90.0	89.0	89.0	89.0	-1.0	0.0	-1.0
Pakistani	81.0	80.0	80.0	79.0	83.0	81.0	-2.0	3.0	1.0
Bangladeshi	80.0	81.0	81.0	82.0	82.0	82.0	2.0	1.0	1.0
Any other Asian	86.0	88.0	87.0	86.0	87.0	86.0	0.0	-1.0	-1.0
Black	78.0	80.0	79.0	76.0	81.0	79.0	-2.0	1.0	0.0
Black Caribbean	76.0	80.0	78.0	75.0	81.0	78.0	-1.0	1.0	0.0
Black African	79.0	80.0	80.0	77.0	80.0	79.0	-2.0	0.0	-1.0
Any other Black	78.0	83.0	81.0	78.0	84.0	81.0	0.0	1.0	0.0
Chinese	89.0	95.0	92.0	93.0	93.0	93.0	4.0	-2.0	1.0
Any other ethnic group	79.0	82.0	80.0	80.0	82.0	81.0	1.0	0.0	1.0
Unclassified	82.0	84.0	83.0	80.0	84.0	82.0	-2.0	0.0	-1.0
Total	84.0	86.0	85.0	83.0	85.0	84.0	-1.0	-1.0	-1.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.

A43. Key stage 2, 2003 and 2004. Percentage of pupils achieving nationally expected levels in science tests in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	87.0	88.0	87.0	87.0	87.0	87.0	0.0	-1.0	0.0
White British	87.0	88.0	88.0	87.0	87.0	87.0	0.0	-1.0	-1.0
Irish	88.0	91.0	90.0	88.0	88.0	88.0	0.0	-3.0	-2.0
Any other White	82.0	83.0	82.0	81.0	81.0	81.0	-1.0	-2.0	-1.0
Multiple heritage	87.0	88.0	87.0	86.0	87.0	86.0	-1.0	-1.0	-1.0
White and Black Caribbean	85.0	86.0	85.0	83.0	85.0	84.0	-2.0	-1.0	-1.0
White and Black African	85.0	87.0	86.0	83.0	87.0	85.0	-2.0	0.0	-1.0
White and Asian	89.0	90.0	90.0	89.0	89.0	89.0	0.0	-1.0	-1.0
Any other multiple heritage	88.0	89.0	88.0	88.0	88.0	88.0	0.0	-1.0	0.0
Asian	80.0	80.0	80.0	79.0	80.0	79.0	-1.0	0.0	-1.0
Indian	88.0	88.0	88.0	87.0	87.0	87.0	-1.0	-1.0	-1.0
Pakistani	72.0	72.0	72.0	72.0	73.0	73.0	0.0	1.0	1.0
Bangladeshi	77.0	78.0	77.0	79.0	78.0	78.0	2.0	0.0	1.0
Any other Asian	85.0	84.0	84.0	85.0	85.0	85.0	0.0	1.0	1.0
Black	77.0	80.0	79.0	76.0	80.0	78.0	-1.0	0.0	-1.0
Black Caribbean	76.0	80.0	78.0	75.0	81.0	78.0	-1.0	1.0	0.0
Black African	78.0	79.0	79.0	76.0	79.0	78.0	-2.0	0.0	-1.0
Any other Black	78.0	82.0	80.0	79.0	83.0	81.0	1.0	1.0	1.0
Chinese	89.0	93.0	91.0	90.0	92.0	91.0	1.0	-1.0	0.0
Any other ethnic group	78.0	81.0	80.0	79.0	80.0	80.0	1.0	-1.0	0.0
Unclassified	83.0	84.0	83.0	82.0	83.0	82.0	-1.0	-1.0	-1.0
Total	86.0	87.0	86.0	85.0	86.0	86.0	-1.0	-1.0	0.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.

A44. Key stage 3, 2003. Percentage of pupils achieving nationally expected levels in English tests in London maintained schools, by ethnicity.

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	61.0	74.0	68.0	N/A	N/A	N/A	N/A	N/A	N/A
White British	62.0	75.0	68.0	N/A	N/A	N/A	N/A	N/A	N/A
Irish	68.0	78.0	73.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other White	54.0	70.0	62.0	N/A	N/A	N/A	N/A	N/A	N/A
Multiple heritage	61.0	75.0	68.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black Caribbean	51.0	69.0	61.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black African	66.0	74.0	71.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Asian	75.0	86.0	80.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other multiple heritage	62.0	77.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
Asian	62.0	77.0	69.0	N/A	N/A	N/A	N/A	N/A	N/A
Indian	70.0	84.0	76.0	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	55.0	73.0	64.0	N/A	N/A	N/A	N/A	N/A	N/A
Bangladeshi	50.0	67.0	58.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Asian	65.0	79.0	72.0	N/A	N/A	N/A	N/A	N/A	N/A
Black	48.0	66.0	57.0	N/A	N/A	N/A	N/A	N/A	N/A
Black Caribbean	46.0	66.0	56.0	N/A	N/A	N/A	N/A	N/A	N/A
Black African	50.0	65.0	58.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Black	49.0	71.0	60.0	N/A	N/A	N/A	N/A	N/A	N/A
Chinese	76.0	88.0	82.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other ethnic group	56.0	67.0	61.0	N/A	N/A	N/A	N/A	N/A	N/A
Unclassified	56.0	71.0	63.0	N/A	N/A	N/A	N/A	N/A	N/A
Total	59.0	73.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.
Equivalent Figures for 2004 are not available at the time of writing.

A45. Key stage 3, 2003. Percentage of pupils achieving nationally expected levels in English tests in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	63.0	77.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
White British	63.0	77.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
Irish	70.0	80.0	75.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other White	59.0	73.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A
Multiple heritage	62.0	76.0	69.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black Caribbean	53.0	70.0	62.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black African	63.0	75.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Asian	73.0	83.0	78.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other multiple heritage	64.0	78.0	71.0	N/A	N/A	N/A	N/A	N/A	N/A
Asian	60.0	73.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A
Indian	71.0	84.0	77.0	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	50.0	65.0	57.0	N/A	N/A	N/A	N/A	N/A	N/A
Bangladeshi	51.0	66.0	58.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Asian	65.0	77.0	71.0	N/A	N/A	N/A	N/A	N/A	N/A
Black	48.0	66.0	57.0	N/A	N/A	N/A	N/A	N/A	N/A
Black Caribbean	46.0	66.0	56.0	N/A	N/A	N/A	N/A	N/A	N/A
Black African	51.0	65.0	58.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Black	48.0	70.0	59.0	N/A	N/A	N/A	N/A	N/A	N/A
Chinese	75.0	86.0	80.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other ethnic group	55.0	67.0	60.0	N/A	N/A	N/A	N/A	N/A	N/A
Unclassified	56.0	71.0	63.0	N/A	N/A	N/A	N/A	N/A	N/A
Total	62.0	76.0	69.0	N/A	N/A	N/A	N/A	N/A	N/A

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.
Equivalent Figures for 2004 are not available at the time of writing.

A46. Key stage 3, 2003. Percentage of pupils achieving nationally expected levels in mathematics tests in London maintained schools, by ethnicity.

	2003			2004			Change 203 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	69.0	70.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
White British	70.0	71.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
Irish	75.0	70.0	72.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other White	63.0	66.0	64.0	N/A	N/A	N/A	N/A	N/A	N/A
Multiple heritage	65.0	69.0	67.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black Caribbean	58.0	63.0	61.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black African	63.0	70.0	67.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Asian	82.0	80.0	81.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other multiple heritage	65.0	70.0	68.0	N/A	N/A	N/A	N/A	N/A	N/A
Asian	71.0	73.0	72.0	N/A	N/A	N/A	N/A	N/A	N/A
Indian	79.0	82.0	81.0	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	64.0	64.0	64.0	N/A	N/A	N/A	N/A	N/A	N/A
Bangladeshi	58.0	60.0	59.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Asian	77.0	79.0	78.0	N/A	N/A	N/A	N/A	N/A	N/A
Black	52.0	57.0	55.0	N/A	N/A	N/A	N/A	N/A	N/A
Black Caribbean	50.0	56.0	53.0	N/A	N/A	N/A	N/A	N/A	N/A
Black African	53.0	58.0	56.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Black	53.0	59.0	56.0	N/A	N/A	N/A	N/A	N/A	N/A
Chinese	89.0	91.0	90.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other ethnic group	66.0	65.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A
Unclassified	66.0	66.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A
Total	66.0	68.0	67.0	N/A	N/A	N/A	N/A	N/A	N/A

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.
Equivalent Figures for 2004 are not available at the time of writing.

A47. Key stage 3, 2003. Percentage of pupils achieving nationally expected levels in mathematics tests in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	71.0	73.0	72.0	N/A	N/A	N/A	N/A	N/A	N/A
White British	71.0	73.0	72.0	N/A	N/A	N/A	N/A	N/A	N/A
Irish	76.0	74.0	75.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other White	68.0	70.0	69.0	N/A	N/A	N/A	N/A	N/A	N/A
Multiple heritage	67.0	71.0	69.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black Caribbean	60.0	65.0	62.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black African	64.0	73.0	69.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Asian	77.0	79.0	78.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other multiple heritage	69.0	73.0	71.0	N/A	N/A	N/A	N/A	N/A	N/A
Asian	66.0	66.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A
Indian	78.0	80.0	79.0	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	56.0	54.0	55.0	N/A	N/A	N/A	N/A	N/A	N/A
Bangladeshi	57.0	57.0	57.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Asian	75.0	76.0	76.0	N/A	N/A	N/A	N/A	N/A	N/A
Black	52.0	57.0	55.0	N/A	N/A	N/A	N/A	N/A	N/A
Black Caribbean	49.0	56.0	53.0	N/A	N/A	N/A	N/A	N/A	N/A
Black African	55.0	58.0	56.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Black	52.0	59.0	55.0	N/A	N/A	N/A	N/A	N/A	N/A
Chinese	89.0	90.0	90.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other ethnic group	64.0	66.0	65.0	N/A	N/A	N/A	N/A	N/A	N/A
Unclassified	66.0	68.0	67.0	N/A	N/A	N/A	N/A	N/A	N/A
Total	70.0	72.0	71.0	N/A	N/A	N/A	N/A	N/A	N/A

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.
Equivalent Figures for 2004 are not available at the time of writing.

A48. Key stage 3, 2003. Percentage of pupils achieving nationally expected levels in science in London maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	66.0	67.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A
White British	67.0	68.0	68.0	N/A	N/A	N/A	N/A	N/A	N/A
Irish	70.0	70.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other White	57.0	59.0	58.0	N/A	N/A	N/A	N/A	N/A	N/A
Multiple heritage	63.0	67.0	65.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black Caribbean	56.0	60.0	59.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black African	64.0	67.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Asian	78.0	80.0	79.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other multiple heritage	63.0	69.0	66.0	N/A	N/A	N/A	N/A	N/A	N/A
Asian	63.0	67.0	65.0	N/A	N/A	N/A	N/A	N/A	N/A
Indian	72.0	77.0	75.0	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	56.0	60.0	58.0	N/A	N/A	N/A	N/A	N/A	N/A
Bangladeshi	48.0	52.0	50.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Asian	70.0	75.0	72.0	N/A	N/A	N/A	N/A	N/A	N/A
Black	48.0	54.0	51.0	N/A	N/A	N/A	N/A	N/A	N/A
Black Caribbean	47.0	54.0	51.0	N/A	N/A	N/A	N/A	N/A	N/A
Black African	49.0	53.0	51.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Black	52.0	57.0	54.0	N/A	N/A	N/A	N/A	N/A	N/A
Chinese	81.0	84.0	83.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other ethnic group	59.0	59.0	59.0	N/A	N/A	N/A	N/A	N/A	N/A
Unclassified	60.0	63.0	61.0	N/A	N/A	N/A	N/A	N/A	N/A
Total	62.0	64.0	63.0	N/A	N/A	N/A	N/A	N/A	N/A

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.
Equivalent Figures for 2004 are not available at the time of writing.

A49. Key Stage 3, 2003. Percentage of pupils achieving nationally expected levels of science in English maintained schools.

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	70.0	70.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
White British	70.0	70.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
Irish	74.0	73.0	73.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other White	65.0	65.0	65.0	N/A	N/A	N/A	N/A	N/A	N/A
Multiple heritage	65.0	68.0	67.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black Caribbean	58.0	62.0	60.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Black African	67.0	69.0	68.0	N/A	N/A	N/A	N/A	N/A	N/A
White and Asian	75.0	76.0	76.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other multiple heritage	67.0	70.0	68.0	N/A	N/A	N/A	N/A	N/A	N/A
Asian	58.0	60.0	59.0	N/A	N/A	N/A	N/A	N/A	N/A
Indian	71.0	74.0	73.0	N/A	N/A	N/A	N/A	N/A	N/A
Pakistani	47.0	47.0	47.0	N/A	N/A	N/A	N/A	N/A	N/A
Bangladeshi	48.0	50.0	49.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Asian	69.0	71.0	70.0	N/A	N/A	N/A	N/A	N/A	N/A
Black	49.0	54.0	51.0	N/A	N/A	N/A	N/A	N/A	N/A
Black Caribbean	47.0	54.0	51.0	N/A	N/A	N/A	N/A	N/A	N/A
Black African	50.0	53.0	51.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other Black	50.0	58.0	54.0	N/A	N/A	N/A	N/A	N/A	N/A
Chinese	81.0	84.0	82.0	N/A	N/A	N/A	N/A	N/A	N/A
Any other ethnic group	59.0	59.0	59.0	N/A	N/A	N/A	N/A	N/A	N/A
Unclassified	65.0	65.0	65.0	N/A	N/A	N/A	N/A	N/A	N/A
Total	68.0	69.0	68.0	N/A	N/A	N/A	N/A	N/A	N/A

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number.
Equivalent Figures for 2004 are not available at the time of writing

A50. Attainment in 2002 GCSE, by ethnicity and gender, pupils with records in 2002 LPD, provisional

	% achieving 5+ GCSE A*-C grades or equivalent	% achieving 5+ GCSE A*-G grades or equivalent	% achieving 1+ GCSE A*-G grades or equivalent	Average uncapped point score	Average capped point score
All Pupils					
White	51.1	91.9	93.0	38.8	33.6
Black Caribbean	30.0	89.7	92.8	30.2	27.1
Black African	39.4	91.5	92.2	33.1	29.4
Black Other	36.9	90.4	92.2	32.5	28.8
Indian	66.5	98.0	97.5	47.0	40.0
Pakistani	51.5	96.1	95.9	39.9	34.7
Bangladeshi	47.2	93.7	94.4	37.8	32.8
Chinese	74.0	97.6	96.2	51.3	42.5
Other Ethnic Group	50.7	90.5	92.1	38.2	33.1
Unclassified	57.3	93.7	92.5	42.0	36.0
New (2003) categories	52.8	92.2	92.7	39.1	33.7
Total	49.9	92.4	93.4	38.4	33.3
Boys					
White	46.1	90.1	91.5	35.9	31.2
Black Caribbean	23.2	85.9	91.0	26.5	24.1
Black African	32.9	90.0	91.3	30.1	26.9
Black Other	29.5	87.3	90.4	28.8	25.8
Indian	60.7	97.2	97.2	44.7	38.2
Pakistani	45.1	96.0	95.3	37.4	32.7
Bangladeshi	43.1	91.4	93.2	35.1	30.7
Chinese	72.7	96.2	95.5	48.8	40.9
Other Ethnic Group	43.6	87.9	90.7	34.5	30.1
Unclassified	54.4	93.0	91.9	41.1	35.0
New (2003) categories	48.3	90.7	90.2	35.8	31.0
Total	44.5	90.6	92.0	35.5	30.9
Girls					
White	56.0	93.8	94.5	41.7	36.0
Black Caribbean	37.1	93.6	94.7	34.1	30.4
Black African	45.7	92.8	93.2	36.1	31.8
Black Other	44.1	93.4	94.1	36.3	31.9
Indian	72.5	98.8	97.8	49.5	42.0
Pakistani	58.1	96.2	96.7	42.5	36.8
Bangladeshi	51.5	96.2	95.7	40.8	35.2
Chinese	75.2	99.1	96.9	53.9	44.2
Other Ethnic Group	58.2	93.1	93.7	42.2	36.2
Unclassified	61.1	94.6	93.4	43.3	37.2
New (2003) categories	56.1	93.3	94.6	41.6	35.7
Total	55.3	94.2	94.7	41.4	35.7

Source: 2002 London Pupil Dataset

A51. Free school meals and the number and percentage of pupils achieving/not achieving five or more higher grade GCSE passes in 2002, by ethnicity, provisional, London Pupil Dataset

	Entitled to FSM		Not entitled to FSM		Achieved 5+ A*-C	Did not achieve 5+ A*-C
	Achieved 5+ A*-C grades	Did not achieve 5+ A*-C grades	Achieved 5+ A*-C grades	Did not achieve 5+ A*-C grades	Achieved 5+ A*-C	All
Number						
Sex						
Male	2,049	5,795	13,317	13,335	15,366	19,130
Female	2,787	4,971	16,212	10,386	18,999	15,357
Total	4,836	10,766	29,529	23,721	34,365	34,487
Ethnicity						
White	1,389	4,405	17,483	13,689	18,872	18,094
Black Caribbean	276	933	1,041	2,134	1,317	3,067
Black African	587	1,479	1,446	1,648	2,033	3,127
Black Other	160	488	601	816	761	1,304
Indian	322	389	3,330	1,452	3,652	1,841
Pakistani	368	493	844	648	1,212	1,141
Bangladeshi	776	962	485	449	1,261	1,411
Chinese	93	54	376	111	469	165
Other Ethnic Group	556	951	1,779	1,317	2,335	2,268
Unclassified	48	131	780	486	828	617
New (2003) categories	261	481	1,364	971	1,625	1,452
Total	4,836	10,766	29,529	23,721	34,365	34,487
Percentage						
Sex						
Male	26.1	73.9	50.0	50.0	44.5	55.5
Female	35.9	64.1	61.0	39.0	55.3	44.7
Total	31.0	69.0	55.5	44.5	49.9	50.1
Ethnic group						
White	24.0	76.0	56.1	43.9	51.1	48.9
Black Caribbean	22.8	77.2	32.8	67.2	30.0	70.0
Black African	28.4	71.6	46.7	53.3	39.4	60.6
Black Other	24.7	75.3	42.4	57.6	36.9	63.1
Indian	45.3	54.7	69.6	30.4	66.5	33.5
Pakistani	42.7	57.3	56.6	43.4	51.5	48.5
Bangladeshi	44.6	55.4	51.9	48.1	47.2	52.8
Chinese	63.3	36.7	77.2	22.8	74.0	26.0
Other Ethnic Group	36.9	63.1	57.5	42.5	50.7	49.3
Unclassified	26.8	73.2	61.6	38.4	57.3	42.7
New (2003) categories	35.2	64.8	58.4	41.6	52.8	47.2
Total	31.0	69.0	55.5	44.5	49.9	50.1

Source: 2002 London Pupil Dataset. Results are for pupils aged 15 at the start of the 2001/2002 school year. Candidates who could not be matched to a school, or were without a record of gender or of FSM status, are not included in this table.

A52. Key stage 4, 2003 and 2004. Percentage of pupils achieving 5 or more higher grade GCSE passes, or their equivalent, in London maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	46.0	55.5	50.7	48.9	57.7	53.3	2.9	2.2	2.6
White British	46.2	55.5	50.8	49.0	57.3	53.1	2.8	1.8	2.3
Irish	54.5	58.0	56.4	53.2	64.4	59.3	-1.3	6.4	2.9
Any other White	43.5	55.2	49.0	47.6	59.2	52.9	4.1	4.0	3.9
Multiple heritage	42.3	55.6	49.3	46.9	56.1	51.7	4.6	0.5	2.4
White and Black Caribbean	31.8	45.1	39.0	37.9	47.8	43.0	6.1	2.7	4.0
White and Black African	37.9	57.6	48.6	51.3	52.7	52.0	13.4	-4.9	3.4
White and Asian	67.3	70.7	69.1	66.4	78.2	72.6	-0.9	7.5	3.5
Any other multiple heritage	42.5	58.6	50.7	46.6	55.6	51.3	4.1	-3.0	0.6
Asian	53.6	64.9	59.2	56.1	68.0	62.1	2.5	3.1	2.9
Indian	62.7	72.4	67.5	64.6	75.1	69.8	1.9	2.7	2.3
Pakistani	47.4	58.7	52.8	50.2	63.3	56.5	2.8	4.6	3.7
Bangladeshi	40.1	52.2	46.1	43.1	56.9	50.4	3.0	4.7	4.3
Any other Asian	56.1	70.7	63.4	58.2	71.5	64.7	2.1	0.8	1.3
Black	30.3	44.8	37.8	34.1	48.8	41.6	3.8	4.0	3.8
Black Caribbean	24.2	39.6	32.2	28.4	44.3	36.6	4.2	4.7	4.4
Black African	36.5	50.0	43.6	39.5	53.0	46.5	3.0	3.0	2.9
Any other Black	27.4	42.2	34.5	33.2	47.9	40.1	5.8	5.7	5.6
Chinese	75.2	80.6	77.7	74.3	82.7	78.3	-0.9	2.1	0.6
Any other ethnic group	43.8	52.8	48.0	47.9	57.6	52.6	4.1	4.8	4.6
Unclassified	52.5	58.9	55.8	54.3	58.6	56.5	1.8	-0.3	0.7
Total	45.0	55.5	50.2	47.8	58.0	52.9	2.8	2.5	2.7

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. Figures in the source DfES tables are rounded to the nearest whole number and are not given separately for inner and outer London.

A53. Key stage 4, 2003 and 2004. Percentage of pupils achieving 5 or more higher grade GCSE passes, or their equivalent, in English maintained schools, by ethnicity

	2003			2004			Change 2003 to 2004		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
White	46.2	56.7	51.4	47.4	57.4	52.4	1.2	0.7	1.0
White British	46.1	56.6	51.3	47.3	57.3	52.3	1.2	0.7	1.0
Irish	58.4	61.8	60.1	54.0	62.5	58.3	-4.4	0.7	-1.8
Any other White	47.6	57.9	52.6	49.9	60.9	55.2	2.3	3.0	2.6
Multiple heritage	42.9	55.5	49.5	44.9	54.6	49.9	2.0	-0.9	0.4
White and Black Caribbean	32.4	46.8	39.9	34.1	44.9	39.7	1.7	-1.9	-0.2
White and Black African	40.1	55.8	48.2	43.9	51.6	47.7	3.8	-4.2	-0.5
White and Asian	61.1	68.9	65.1	61.6	70.1	65.9	0.5	1.2	0.8
Any other multiple heritage	45.2	57.9	51.9	47.2	57.5	52.6	2.0	-0.4	0.7
Asian	47.6	59.4	53.3	50.0	61.9	55.8	2.4	2.5	2.5
Indian	60.5	70.6	65.5	62.0	72.2	67.0	1.5	1.6	1.5
Pakistani	36.1	48.4	41.9	39.1	52.4	45.5	3.0	4.0	3.6
Bangladeshi	39.0	52.8	45.8	41.6	55.5	48.9	2.6	2.7	3.1
Any other Asian	55.8	66.5	61.0	57.1	67.4	62.0	1.3	0.9	1.0
Black	30.0	44.4	37.4	32.7	47.3	40.1	2.7	2.9	2.7
Black Caribbean	25.2	40.4	33.0	27.3	43.9	35.7	2.1	3.5	2.7
Black African	36.4	50.0	43.5	39.4	52.2	46.0	3.0	2.2	2.5
Any other Black	27.7	40.6	34.0	30.3	43.5	36.7	2.6	2.9	2.7
Chinese	72.0	81.0	76.2	71.8	81.6	76.5	-0.2	0.6	0.3
Any other ethnic group	44.1	53.8	48.6	46.1	57.5	51.5	2.0	3.7	2.9
Unclassified	43.2	52.3	47.4	42.8	52.1	47.2	-0.4	-0.2	-0.2
Total	45.7	56.2	50.9	47.0	57.2	52.0	1.3	1.0	1.1

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 and DfES Statistical First release 04/2004. Figures for 2003 in SFR 04/2004 are provisional. .

A54. Key stage 4, 2004. Percentage of pupils with no GCSE or equivalent pass, Greater London and England, by ethnicity

	Greater London			England		
	Boys	Girls	Total	Boys	Girls	Total
White	5.0	3.0	4.0	5.0	3.0	4.0
White British	5.0	3.0	4.0	4.0	3.0	4.0
Irish	6.0	4.0	5.0	4.0	3.0	4.0
Any other White	5.0	3.0	4.0	6.0	4.0	5.0
Multiple heritage	5.0	3.0	4.0	6.0	4.0	5.0
White and Black Caribbean	7.0	4.0	5.0	7.0	5.0	6.0
White and Black African	6.0	2.0	4.0	6.0	6.0	6.0
White and Asian	1.0	1.0	1.0	4.0	3.0	3.0
Any other multiple heritage	5.0	3.0	4.0	6.0	4.0	5.0
Asian	2.0	1.0	2.0	3.0	2.0	2.0
Indian	2.0	1.0	1.0	2.0	1.0	2.0
Pakistani	2.0	2.0	2.0	4.0	2.0	3.0
Bangladeshi	3.0	2.0	2.0	3.0	2.0	3.0
Any other Asian	3.0	2.0	3.0	4.0	3.0	4.0
Black	5.0	3.0	4.0	5.0	3.0	4.0
Black Caribbean	6.0	3.0	4.0	6.0	3.0	4.0
Black African	4.0	2.0	3.0	5.0	3.0	4.0
Any other Black	5.0	3.0	4.0	6.0	4.0	5.0
Chinese	3.0	0.0	2.0	4.0	2.0	3.0
Any other ethnic group	5.0	3.0	4.0	7.0	4.0	6.0
Unclassified	5.0	3.0	4.0	6.0	5.0	5.0
Total	5.0	3.0	4.0	5.0	3.0	4.0

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 *National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2004,* available at the time of writing at the DfES Research and Statistics Gateway (www.dfes.gov.uk/rsgateway/)
DfES Figures under this heading are rounded to the nearest whole number.

A55. Key stage 5, 2004. Candidate average point score, GCE/VCE A/AS, Greater London and England, by ethnicity

	Greater London			England		
	Boys	Girls	Total	Boys	Girls	Total
White	262	284	274	264	288	277
White British	265	285	275	264	288	277
Irish	240	271	258	264	284	276
Any other White	253	280	266	268	298	283
Multiple heritage	243	284	267	266	292	280
White and Black Caribbean	222	230	227	248	247	247
White and Black African	184	282	236	241	295	268
White and Asian	271	322	298	285	316	301
Any other multiple heritage	244	289	273	265	296	283
Asian	247	247	247	242	245	244
Indian	252	255	254	254	259	257
Pakistani	230	229	230	213	221	218
Bangladeshi	217	208	211	215	216	216
Any other Asian	267	278	273	278	275	276
Black	193	220	209	202	227	217
Black Caribbean	181	208	198	183	217	203
Black African	201	225	216	213	230	223
Any other Black	185	228	209	208	240	226
Chinese	310	303	306	311	318	315
Any other ethnic group	225	242	235	251	258	255
Unclassified	248	250	249	250	270	260
Total	250	265	259	260	282	272

Source : Derived from Web tables associated with DfES Statistical First Release 08/2005 *National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2004,* available at the time of writing at the DfES Research and Statistics Gateway (www.dfes.gov.uk/rsgateway/)

Point scores for each grade General Certificate of Education Advanced level, Vocational Certificate of Education Advanced level, GCE and VCE Advanced supplementary, and VCE Double Award examinations are shown below. The GCE AS course is the first half of a GCE A level course.

Grade	GCE and VCE A level points	GCE and VCE AS	Grade	VCE Double Award	Grade	VCE Double Award
A	120	60	AA	240	CD	140
B	100	50	AB	220	DD	120
C	80	40	BB	200	DE	100
D	60	30	BC	180	EE	80
E	40	20	CC	160	U, X	0
U, X	0	0				

A56. Staying on in the London maintained school system, by ethnicity, London Pupil Dataset

	Number aged 15 in 2002	Number aged 15 in 2002 with a 2003 LPD record	% Staying on
Males			
White	19,767	7,156	36.2
Black Caribbean	2,388	457	19.1
Black African	2,751	751	27.3
Black Other	1,109	282	25.4
Indian	2,885	1,541	53.4
Pakistani	1,245	423	34.0
Bangladeshi	1,442	299	20.7
Chinese	332	155	46.7
Other ethnic group	2,537	901	35.5
Unclassified	874	381	43.6
New categories	1,409	479	34.0
total - males	36,739	12,825	34.9
Females			
White	19,222	7,622	39.7
Black Caribbean	2,251	484	21.5
Black African	2,785	899	32.3
Black Other	1,087	296	27.2
Indian	2,729	1,623	59.5
Pakistani	1,195	507	42.4
Bangladeshi	1,350	413	30.6
Chinese	323	179	55.4
Other ethnic group	2,364	977	41.3
Unclassified	667	290	43.5
New categories	1,847	748	40.5
Total - females	35,820	14,038	39.2
All pupils			
White	38,989	14,778	37.9
Black Caribbean	4,639	941	20.3
Black African	5,536	1,650	29.8
Black Other	2,196	578	26.3
Indian	5,614	3,164	56.4
Pakistani	2,440	930	38.1
Bangladeshi	2,792	712	25.5
Chinese	655	334	51.0
Other ethnic group	4,901	1,878	38.3
Unclassified	1,541	671	43.5
New categories	3,256	1,227	37.7
Total - all pupils	72,559	26,863	37.0

Source: merged 2002 and 2003 LPDs.
The table shows the number and percentage of pupils aged 15 with a record in the 2002 LPD who also had a record in the 2003 LPD. The data do not cover pupils attending further education colleges

A57. Number and percentage of pupils aged 15 in 2002 staying on in maintained schools in 2003, by number of GCSE A*-C grades gained in 2002, provisional, London Pupil Dataset

	Number		Percentage	
A*-C GCSE grades gained	M	F	M	F
0	1,138	825	12.3	14.0
1	702	647	18.3	20.5
2	577	547	24.1	23.0
3	518	544	28.5	26.1
4	608	583	33.1	30.7
5	728	628	41.2	34.5
6	780	759	45.2	41.4
7	***1,014***	912	***50.8***	45.4
8	1,389	***1,404***	57.3	***52.3***
9	2,484	3,597	69.5	66.5
10	1,876	2,544	74.3	68.4
11	677	713	70.8	66.6
12	121	148	57.6	59.9
13	66	52	58.9	64.2
14	24	32	80.0	86.5
15	9	5	81.8	55.6
16	0	1	0.0	50.0
Missing data	114	97	5.1	6.6
All pupils	12,825	14,038	34.9	39.2

Source: Merged 2002 and 2003 LPDs

A58. Number and percentage of pupils aged 15 in 2002 staying on in maintained schools, by number of GCSE A*-G grades gained in 2002, provisional, London Pupil Dataset

	Number		Percentage	
GCSE grades gained	M	F	M	F
0	11	13	1.6	3.2
1	18	15	2.9	3.8
2	36	28	6.0	7.5
3	37	30	6.3	8.7
4	54	51	7.4	11.2
5	108	93	10.6	14.2
6	224	130	14.2	12.2
7	490	331	18.7	18.7
8	1,345	1,136	27.8	26.5
9	4,731	5,933	44.7	45.2
10	**4,027**	**4,765**	**53.0**	**54.1**
11	1,175	1,039	53.6	52.5
12	260	247	54.5	54.3
13	131	84	53.0	50.3
14	51	38	54.3	65.5
15	12	6	80.0	46.2
16	1	2	100.0	66.7
Missing data	114	97	5.1	6.6
All pupils	12,825	14,038	34.9	39.2

Source: Merged 2002 and 2003 LPDs

A59. Number and percentage of pupils aged 15 in 2002 staying on in 2003 to study 3 or more GCE A Levels in maintained schools, by number of GCSE A*-C grades gained in 2002, provisional, London Pupil Dataset

	Number		Percentage	
A*-G GCSE grades gained	M	F	M	F
0	38	7	0.4	0.1
1	40	16	1.0	0.5
2	45	39	1.9	1.6
3	97	86	5.3	4.1
4	236	207	12.8	10.9
5	435	370	24.6	20.3
6	562	506	32.6	27.6
7	814	680	40.8	33.8
8	1199	1184	49.5	44.1
9	**2306**	**3223**	**64.5**	**59.6**
10	1741	2381	69.0	64.0
11	652	629	68.2	58.8
12	113	128	53.8	51.8
13	61	46	54.5	56.8
14	24	31	80.0	83.8
15	9	5	81.8	55.6
16	0	1	0.0	50.0
Missing data	54	46	2.4	3.1
All pupils	8426	9585	22.9	26.8

Source: Merged 2002 and 2003 LPDs

A60. Number and percentage of pupils aged 15 in 2002 staying on in 2003 to study 3 or more GCE A Levels in maintained schools, by number of GCSE A*-G grades gained in 2002, provisional, London Pupil Dataset

	Number		Percentage	
GCSE grades gained	M	F	M	F
0	0	0	0.0	0.0
1	2	0	0.3	0.0
2	2	2	0.3	0.5
3	1	1	0.2	0.3
4	3	2	0.4	0.4
5	8	7	0.8	1.1
6	24	14	1.5	1.3
7	104	59	4.0	3.3
8	543	403	11.2	9.4
9	3,168	4,148	30.0	31.6
10	3,113	3,747	41.0	42.6
11	1,042	850	47.5	43.0
12	220	198	46.1	43.5
13	87	67	35.2	40.1
14	44	**34**	46.8	58.6
15	10	5	66.7	38.5
16	1	2	100.0	66.7
Missing data	54	46	2.4	3.1
All pupils	8426	9585	22.9	26.8

Source: Merged 2002 and 2003 LPDs

A61. Threshold points, pupils aged 15 in 2002, by ethnicity. The lowest number of A*-C and A*-G grades gained in 2002 at which the majority of pupils continued education in a maintained school in 2003, provisional, London Pupil Dataset

	number of pupils in A*-C threshold group			number of pupils in A*-G threshold group		
	Male	female	M&F combined	Male	female	M&F combined
White	626	795	1,119	2,388	2,614	5,002
Black Caribbean	51	9	19	6	-	-
Black African	93	152	245	2	13	2
Black Other	25	53	87	7	10	15
Indian	65	81	154	596	699	1,295
Pakistani	64	108	172	125	153	278
Bangladeshi	16	-	28	-	-	-
Chinese	5	9	11	5	52	99
Other Ethnic group	64	95	178	269	325	594
Unclassified	27	21	48	148	136	284
New categories	47	49	121	202	303	154
All pupils	1,014	1,404	2,793	4,027	4,765	8,792
	Percentage of pupils in A*-C threshold group staying on			Percentage of pupils in A*-G threshold group staying on		
White	57.1	56.3	52.3	57.5	55.4	56.3
Black Caribbean	56.7	64.3	63.3	60.0	-	-
Black African	56.7	54.9	55.6	100.0	54.2	100.0
Black Other	51.0	55.8	57.6	70.0	71.4	53.6
Indian	50.8	54.0	53.1	57.9	63.5	60.8
Pakistani	57.7	61.4	59.9	56.3	58.6	57.6
Bangladeshi	64.0	-	50.9	-	-	-
Chinese	71.4	60.0	57.9	83.3	54.7	52.9
Other Ethnic group	52.0	53.7	50.7	52.4	52.7	52.6
Unclassified	58.7	56.8	57.8	50.9	54.8	52.7
New categories	60.3	50.5	56.0	54.0	52.9	57.0
All pupils	50.8	52.3	54.7	53.0	54.1	53.6
	Number of GCSE A*-C grades at threshold point			Number of GCSE A*-G grades at threshold point		
White	7	8	7	10	10	10
Black Caribbean	9	11	11	13	-	-
Black African	9	9	9	15	12	15
Black Other	8	9	9	13	12	12
Indian	4	5	5	9	9	9
Pakistani	9	9	9	10	10	10
Bangladeshi	11	-	11	-	-	-
Chinese	3	5	5	6	9	9
Other Ethnic group	6	8	8	10	10	10
Unclassified	7	7	7	9	9	9
New categories	8	7	8	9	10	11
All pupils	7	8	8	10	10	10

Source: Merged 2002 and 2003 LPDs
Note: '-' indicates that there was no threshold point.

A62. Threshold points, pupils aged 15 in 2002, by ethnicity. The lowest number of A*-C and A*-G grades gained in 2002 after which the majority of pupils went on to study 3 or more A levels in a maintained school in 2003, provisional, London Pupil Dataset

	number of pupils in A*-C threshold group			number of pupils in A*-G threshold group		
	Male	female	total	Male	female	total
White	750	1,938	1,413	585	1,938	1,050
Black Caribbean	10	8	18	1	-	1
Black African	54	118	172	2	6	2
Black Other	29	48	77	-	3	-
Indian	146	149	295	32	424	60
Pakistani	61	99	160	6	7	15
Bangladeshi	14	-	-	-	-	-
Chinese	43	8	72	8	50	100
Other Ethnic group	149	239	388	87	16	-
Unclassified	29	83	165	129	-	201
New categories	43	70	113	89	-	143
All pupils	2,306	3,223	5,529	10	34	78
	Percentage of pupils in A*-C threshold group studying 3+ A levels			Percentage of pupils in A*-G threshold group studying 3+ A levels		
White	55.3	61.6	51.0	52.6	61.6	50.4
Black Caribbean	62.5	57.1	60.0	100.0	-	100.0
Black African	55.1	56.5	56.0	100.0	60.0	100.0
Black Other	51.8	50.5	51.0	-	60.0	-
Indian	56.4	51.9	54.0	61.5	51.5	58.8
Pakistani	55.0	56.3	55.7	66.7	63.6	51.7
Bangladeshi	56.0	-	-	-	-	-
Chinese	69.4	53.3	65.5	66.7	51.0	50.3
Other Ethnic group	66.2	60.2	62.4	51.5	51.6	-
Unclassified	51.8	68.0	71.1	59.2	-	52.8
New categories	55.1	50.7	52.3	61.0	-	53.0
All pupils	64.5	59.6	61.5	66.7	58.6	51.3
	Number of GCSE A*-C grades at threshold point			Number of GCSE A*-G grades at threshold point		
White	8	9	8	11	9	11
Black Caribbean	11	11	11	15	-	15
Black African	10	10	10	15	13	15
Black Other	9	9	9	-	13	-
Indian	8	8	8	12	10	12
Pakistani	9.0	9.0	9.0	14.0	12.0	12.0
Bangladeshi	11	-	-	-	-	-
Chinese	9	5	9	12	10	10
Other Ethnic group	9	9	9	11	12	-
Unclassified	8	9	9	10	-	10
New categories	8	8	8	11	-	11
All pupils	9	9	9	15	14	14

Source: Merged 2002 and 2003 LPDs
Note: '-' indicates that there was no threshold point

A63. Technical definition of value added measures in tables A63 to A65

'In order to calculate the value added measures a pupil's current attainment (the output measure) is compared with the median* current attainment of pupils with the same, or similar prior attainment** (the input measure). Where the pupil has achieved above the average for pupils with the same starting point they have a positive score, and where they achieve below (the average), the score is negative. For groups of pupils the value added measure is the average value added score, presented around 100 for Key Stage 1 to Key Stage 2 and 1000 for Key Stage 2 to age 15 and Key Stage 3 to Age 15.

Key Stage 1- Key Stage 2 Value Added Measure:
In order to calculate the Key Stage 1 to Key Stage 2 value added measure a pupil's average point score at Key Stage 2 is used as the output measure, and the average point score at Key Stage 1 is the input measure. Pupils included are those eligible for Key Stage 2 assessment in 2004 for whom prior attainment at Key Stage 1 has been identified.

Key Stage 2- Age 15 Value Added Measure:
In order to calculate the Key Stage 2 to age 15 value added measure a pupil's average point score at Key Stage 2 is used as the input measure, and capped point score (total point achieved in their best 8 GCSEs or equivalent) as the output measure. Pupil included are those (who) were age 15 at the start of the 2003/04 school year for whom prior attainment at Key Stage 2 has been identified.

Key Stage 3- Age 15 Value Added Measure:
In order to calculate the Key Stage 3 to age 15 value added measure, a pupil's average point score at Key Stage 2 is used as the input measure, and capped point score (total point(s) achieved in the in their best 8 GCSEs or equivalent) as the output measure. Pupils included are those (who) were age 15 at the start of the 2003/04 school year for whom prior attainment at the start of the 2003/04 school year for whom prior attainment at Key Stage 3 has been identified.'

(Source: the above is taken from DfES Statistical First Release 08/2005 *National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2004* DfES 2005).

See the second part of appendix B in this for an outline of the stages of the national curriculum.

* The median is the mid-point in a range of scores, that is the score where 50 per cent of all scores are above that point and 50 per cent of all scores are below that point.
** Current attainment is a pupil's present, or most recent attainment. Prior attainment is the attainment of the same pupil at an earlier point in time. For example, for pupils with key stage 2 test results, key stage 1 provides a measure of prior attainment.

A64. 2004 key stage 1 to key stage 2 value added measures, Greater London and England, by ethnicity

	Greater London			England		
	Boys	Girls	Total	Boys	Girls	Total
White	100	100	100	100	100	100
White British	100	100	100	100	100	100
Irish	101	101	101	100	100	100
Any other White	99	99	99	99	99	99
Multiple heritage	100	100	100	100	100	100
White and Black Caribbean	100	100	100	100	100	100
White and Black African	101	100	100	100	100	100
White and Asian	101	101	101	101	100	100
Any other multiple heritage	101	100	101	100	100	100
Asian	101	101	101	100	100	100
Indian	101	101	101	101	100	101
Pakistani	101	101	101	100	100	100
Bangladeshi	101	101	101	101	101	101
Any other Asian	101	101	101	101	101	101
Black	100	100	100	100	100	100
Black Caribbean	100	100	100	100	100	100
Black African	100	100	100	100	100	100
Any other Black	100	100	100	100	100	100
Chinese	102	101	102	102	101	101
Any other ethnic group	101	101	101	101	101	101
Unclassified	100	100	100	100	100	100
Total	101	100	100	100	100	100

Source : Derived from Web table 40a associated with DfES Statistical First Release 08/2005 *National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2004,* available at the time of writing at the DfES Research and Statistics Gateway (www.dfes.gov.uk/rsgateway/)

The Figures in this table show pupil progress from key stage 1 to key stage 2 as calculated by the DfES. Each pupil's attainment at key stage 2 is compared with that of pupils who had the same or similar levels of attainment at key stage 1. Where a pupil has achieved above average progress between key stage 1 and key stage 2, compared with pupils who had similar la similar level of attainment at key stage 1, this is shown as so many points above 100. Where a pupil has achieved below average progress, given his or her level of attainment at key stage 1, this is shown as so many points below 100.

A65. 2004 key stage 2 to age 15 value added measures, Greater London and England, by ethnicity

	Greater London			England		
	Boys	Girls	Total	Boys	Girls	Total
White	974	994	984	974	994	984
White British	971	991	981	974	994	984
Irish	974	993	984	975	993	984
Any other White	999	1,021	1,009	992	1,012	1,002
Multiple heritage	972	995	984	970	991	981
White and Black Caribbean	959	981	970	956	978	968
White and Black African	994	1,002	999	972	993	982
White and Asian	1,000	1,020	1,011	993	1,008	1,001
Any other multiple heritage	970	997	984	973	996	985
Asian	1,015	1,039	1,027	1,011	1,036	1,023
Indian	1,022	1,042	1,032	1,018	1,040	1,029
Pakistani	1,015	1,041	1,028	1,004	1,035	1,019
Bangladeshi	1,003	1,030	1,017	1,007	1,031	1,019
Any other Asian	1,012	1,039	1,025	1,012	1,036	1,024
Black	982	1,013	997	977	1,008	993
Black Caribbean	965	1,000	983	965	998	981
Black African	1,004	1,031	1,018	1,004	1,031	1,017
Any other Black	968	996	981	960	989	974
Chinese	1,032	1,043	1,037	1,029	1,043	1,036
Any other ethnic group	1,002	1,029	1,015	1,001	1,025	1,013
Unclassified	985	994	990	964	984	974
Total	984	1,006	995	976	997	986

Source : Derived from Web table 40a associated with DfES Statistical First Release 08/2005 *National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2004,* available at the time of writing at the DfES Research and Statistics Gateway (www.dfes.gov.uk/rsgateway/)

A66. 2004 key stage 3 to age 15 value added measures, Greater London and England, by ethnicity

	Greater London			England		
	Boys	Girls	Total	Boys	Girls	Total
White	984	1,000	992	980	997	989
White British	981	997	989	980	997	988
Irish	982	1,000	992	980	999	989
Any other White	1,005	1,023	1,013	996	1,012	1,004
Multiple heritage	985	1001	994	980	996	989
White and Black Caribbean	978	993	986	971	990	981
White and Black African	997	1,014	1,006	981	1,003	991
White and Asian	1,000	1,012	1,007	994	1,004	999
Any other multiple heritage	984	1,001	993	982	998	991
Asian	1,016	1,033	1,024	1,012	1,032	1,022
Indian	1,015	1,030	1,022	1,012	1,027	1,019
Pakistani	1,015	1,035	1,025	1,011	1,036	1,023
Bangladeshi	1,022	1,040	1,032	1,020	1,039	1,030
Any other Asian	1,009	1,025	1,017	1,008	1,024	1,016
Black	1,002	1,023	1,013	998	1,019	1,008
Black Caribbean	991	1,011	1,001	987	1,010	999
Black African	1,016	1,036	1,027	1,015	1,036	1,025
Any other Black	990	1,007	998	983	1,001	992
Chinese	1,015	1,028	1,021	1,008	1,021	1,014
Any other ethnic group	1,003	1,025	1,014	1,003	1,022	1,012
Unclassified	994	1,002	998	974	991	982
Total	994	1,011	1,002	983	1,000	991

Source : Derived from Web table 40a associated with DfES Statistical First Release 08/2005 *National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics in England 2004,* available at the time of writing at the DfES Research and Statistics Gateway (www.dfes.gov.uk/rsgateway/)

A67. Banded 2002 GCSE point scores by FSM and school type. All pupils aged 15 at the start of the school year, London Pupil Dataset

	Entitled to FSM				No record of FSM			
	Banded point score range				Banded point score range			
Number	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total
Community school	3,845	5,396	1,495	10,736	5,939	13,590	7,736	27,265
Voluntary Aided School	735	1,696	665	3,096	1,699	6,108	6,596	14,403
Voluntary Controlled School	62	111	30	203	126	262	139	527
Foundation	567	1,161	354	2,082	1,496	5,757	5,058	12,311
City Technology College	6	43	63	112	21	231	331	583
Community Special	469	7	1	477	634	17	1	652
Foundation Special School	47			47	62	2	1	65
Total	5,731	8,414	2,608	16,753	9,977	25,967	19,862	55,806

% distribution within FSM group

	Entitled to FSM				No record of FSM			
	Banded point score range				Banded point score range			
	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total
Community school	35.8	50.3	13.9	100.0	21.8	49.8	28.4	100.0
Voluntary Aided School	23.7	54.8	21.5	100.0	11.8	42.4	45.8	100.0
Voluntary Controlled School	30.5	54.7	14.8	100.0	23.9	49.7	26.4	100.0
Foundation	27.2	55.8	17.0	100.0	12.2	46.8	41.1	100.0
City Technology College	5.4	38.4	56.3	100.0	3.6	39.6	56.8	100.0
Community Special	98.3	1.5	0.2	100.0	97.2	2.6	0.2	100.0
Foundation Special School	100.0	0.0	0.0	100.0	95.4	3.1	1.5	100.0
Total	34.2	50.2	15.6	100.0	17.9	46.5	35.6	100.0

% distribution within school type group

	Entitled to FSM				No record of FSM				All pupils
	Banded point score range				Banded point score range				
	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total	low point scores (0-20)	Mid-range point scores (20.5-50)	High point scores (50.5-80.5+)	Total	Grand total
Community school	10.1	14.2	3.9	28.3	15.6	35.8	20.4	71.7	100.0
Voluntary Aided School	4.2	9.7	3.8	17.7	9.7	34.9	37.7	82.3	100.0
Voluntary Controlled School	8.5	15.2	4.1	27.8	17.3	35.9	19.0	72.2	100.0
Foundation	3.9	8.1	2.5	14.5	10.4	40.0	35.1	85.5	100.0
City Technology College	0.9	6.2	9.1	16.1	3.0	33.2	47.6	83.9	100.0
Community Special	41.5	0.6	0.1	42.2	56.2	1.5	0.1	57.8	100.0
Foundation Special School	42.0	0.0	0.0	42.0	55.4	1.8	0.9	58.0	100.0
Total	7.9	11.6	3.6	23.1	13.8	35.8	27.4	76.9	100.0

Source: 2002 LPD

A68. Percentage of pupils aged 5-10 entitled to free school meals, by type of school attended and pupil home LEA, 2003, London Pupil Dataset

	Community and voluntary controlled schools				Voluntary Aided or Foundation school, CTC or City Academy				Maintained and other special school			
Pupil grouped home LEA - postcode-based	Entitled	Not entitled	Missing data	Total	Entitled	Not entitled	Missing data	Total	Entitled	Not entitled	Missing data	Total
City of London	19.4	80.6	0.0	100.0	43.0	57.0	0.0	100.0	0.0	100.0	0.0	100.0
Camden	48.9	51.1	0.0	100.0	37.8	62.2	0.0	100.0	51.4	48.6	0.0	100.0
Hackney	46.2	53.8	0.0	100.0	36.0	64.0	0.0	100.0	50.0	50.0	0.0	100.0
Hammersmith and Fulham	54.8	45.2	0.0	100.0	28.4	71.6	0.0	100.0	51.9	48.1	0.0	100.0
Haringey	41.3	58.7	0.0	100.0	25.3	74.7	0.0	100.0	41.4	58.6	0.0	100.0
Islington	46.8	53.2	0.0	100.0	31.7	68.3	0.0	100.0	62.5	37.5	0.0	100.0
Kensington and Chelsea	48.6	51.4	0.0	100.0	32.3	67.7	0.0	100.0	48.5	51.5	0.0	100.0
Lambeth	44.6	55.4	0.0	100.0	30.7	69.3	0.0	100.0	68.7	31.3	0.0	100.0
Lewisham	33.4	66.6	0.0	100.0	21.5	78.5	0.0	100.0	47.5	52.5	0.0	100.0
Newham	41.7	58.3	0.0	100.0	24.4	75.6	0.0	100.0	48.6	51.4	0.0	100.0
Southwark	43.0	57.0	0.0	100.0	31.3	68.7	0.0	100.0	57.4	42.6	0.0	100.0
Tower Hamlets	61.8	38.2	0.0	100.0	44.0	56.0	0.0	100.0	69.7	30.3	0.0	100.0
Wandsworth	34.0	66.0	0.0	100.0	21.4	78.6	0.0	100.0	51.5	48.5	0.0	100.0
Westminster	55.6	44.4	0.0	100.0	36.6	63.4	0.0	100.0	59.5	40.5	0.0	100.0
Barking and Dagenham	28.2	71.8	0.0	100.0	13.5	86.5	0.0	100.0	35.5	64.5	0.0	100.0
Barnet	25.4	74.6	0.0	100.0	7.7	92.3	0.0	100.0	27.9	72.1	0.0	100.0
Bexley	15.7	84.3	0.0	100.0	6.9	93.1	0.0	100.0	25.3	74.7	0.0	100.0
Brent	30.4	69.6	0.0	100.0	22.6	77.4	0.0	100.0	41.1	58.9	0.0	100.0
Bromley	15.7	84.3	0.0	100.0	7.4	92.6	0.0	100.0	22.8	77.2	0.0	100.0
Croydon	25.0	75.0	0.0	100.0	10.2	89.8	0.0	100.0	37.3	62.7	0.0	100.0
Ealing	30.2	69.8	0.0	100.0	17.8	82.2	0.0	100.0	42.6	57.4	0.0	100.0
Enfield	29.1	70.9	0.0	100.0	10.0	90.0	0.0	100.0	36.0	64.0	0.0	100.0
Greenwich	40.0	60.0	0.0	100.0	23.5	76.5	0.0	100.0	53.4	46.6	0.0	100.0
Harrow	17.2	82.8	0.0	100.0	5.9	94.1	0.0	100.0	35.5	64.5	0.0	100.0
Havering	13.8	86.2	0.0	100.0	4.2	95.8	0.0	100.0	21.9	78.1	0.0	100.0
Hillingdon	20.7	79.3	0.0	100.0	11.3	88.7	0.0	100.0	27.2	72.8	0.0	100.0
Hounslow	25.1	74.9	0.0	100.0	13.5	86.5	0.0	100.0	42.0	58.0	0.0	100.0
Kingston	9.9	90.1	0.0	100.0	6.2	93.8	0.0	100.0	23.6	76.4	0.0	100.0
Merton	18.5	81.5	0.0	100.0	8.6	91.4	0.0	100.0	38.8	61.2	0.0	100.0
Redbridge	20.0	80.0	0.0	100.0	7.3	92.7	0.0	100.0	30.5	69.5	0.0	100.0
Richmond	12.8	87.2	0.0	100.0	7.3	92.7	0.0	100.0	37.3	62.7	0.0	100.0
Sutton	14.7	85.3	0.0	100.0	7.0	93.0	0.0	100.0	34.0	66.0	0.0	100.0
Waltham Forest	30.1	69.9	0.0	100.0	13.9	86.1	0.0	100.0	45.6	54.4	0.0	100.0
Other LEA	8.2	91.8	0.0	100.0	1.8	98.2	0.0	100.0	7.3	92.7	0.0	100.0
No postcode match	42.9	56.4	0.7	100.0	27.5	72.2	0.3	100.0	54.7	44.1	1.2	100.0
Inner London	44.6	55.4	0.0	100.0	30.5	69.5	0.0	100.0	54.6	45.4	0.0	100.0
Outer London	23.2	76.8	0.0	100.0	11.2	88.8	0.0	100.0	35.6	64.4	0.0	100.0
Greater London	30.5	69.5	0.0	100.0	18.9	81.1	0.0	100.0	41.6	58.4	0.0	100.0
Total	30.7	69.3	0.0	100.0	19.0	81.0	0.0	100.0	41.7	58.3	0.0	100.0

Source: 2003 LPD. Pupils are grouped in terms of where they lived, rather than where they attended school.

A69. Percentage of pupils aged 11-15 entitled to free school meals, by type of school attended and pupil home LEA, 2003, London Pupil Dataset

	Community and voluntary controlled schools				Voluntary Aided or Foundation school, CTC or City Academy				Maintained and other special school			
Pupil grouped home LEA - postcode-based	Entitled	Not entitled	Missing data	Total	Entitled	Not entitled	Missing data	Total	Entitled	Not entitled	Missing data	Total
City of London	71.9	28.1	0.0	100.0	51.2	48.8	0.0	100.0	0.0	100.0	0.0	100.0
Camden	46.9	53.1	0.0	100.0	32.0	68.0	0.0	100.0	59.4	40.6	0.0	100.0
Hackney	47.2	52.8	0.0	100.0	34.9	65.1	0.0	100.0	60.9	39.1	0.0	100.0
Hammersmith and Fulham	51.7	48.3	0.0	100.0	28.5	71.5	0.0	100.0	59.8	40.2	0.0	100.0
Haringey	41.6	58.4	0.0	100.0	27.5	72.5	0.0	100.0	40.6	59.4	0.0	100.0
Islington	44.3	55.7	0.0	100.0	27.7	72.3	0.0	100.0	53.6	46.4	0.0	100.0
Kensington and Chelsea	48.7	51.3	0.0	100.0	29.1	70.9	0.0	100.0	53.8	46.2	0.0	100.0
Lambeth	47.7	52.3	0.0	100.0	28.5	71.5	0.0	100.0	55.5	44.5	0.0	100.0
Lewisham	33.4	66.6	0.0	100.0	18.9	81.1	0.0	100.0	50.7	49.3	0.0	100.0
Newham	46.9	53.1	0.0	100.0	24.3	75.7	0.0	100.0	54.1	45.9	0.0	100.0
Southwark	46.1	53.9	0.0	100.0	31.2	68.8	0.0	100.0	49.4	50.6	0.0	100.0
Tower Hamlets	69.5	30.5	0.0	100.0	50.3	49.7	0.0	100.0	76.9	23.1	0.0	100.0
Wandsworth	35.3	64.7	0.0	100.0	24.5	75.5	0.0	100.0	42.9	57.1	0.0	100.0
Westminster	43.6	56.4	0.0	100.0	36.2	63.8	0.0	100.0	52.7	47.3	0.0	100.0
Barking and Dagenham	26.1	73.9	0.0	100.0	12.3	87.7	0.0	100.0	37.2	62.8	0.0	100.0
Barnet	21.8	78.2	0.0	100.0	10.1	89.9	0.0	100.0	28.8	71.2	0.0	100.0
Bexley	10.9	89.1	0.0	100.0	9.6	90.4	0.0	100.0	33.2	66.8	0.0	100.0
Brent	32.5	67.5	0.0	100.0	22.3	77.7	0.0	100.0	46.6	53.4	0.0	100.0
Bromley	25.3	74.7	0.0	100.0	10.9	89.1	0.0	100.0	32.3	67.7	0.0	100.0
Croydon	26.9	73.1	0.0	100.0	13.0	87.0	0.0	100.0	33.0	67.0	0.0	100.0
Ealing	38.9	61.1	0.0	100.0	21.2	78.8	0.0	100.0	42.8	57.2	0.0	100.0
Enfield	24.0	76.0	0.0	100.0	13.4	86.6	0.0	100.0	33.7	66.3	0.0	100.0
Greenwich	31.9	68.1	0.0	100.0	18.5	81.5	0.0	100.0	53.2	46.8	0.0	100.0
Harrow	18.1	81.9	0.0	100.0	8.2	91.8	0.0	100.0	27.2	72.8	0.0	100.0
Havering	14.0	86.0	0.0	100.0	5.6	94.4	0.0	100.0	23.1	76.9	0.0	100.0
Hillingdon	27.4	72.6	0.0	100.0	14.3	85.7	0.0	100.0	36.4	63.6	0.0	100.0
Hounslow	22.3	77.7	0.0	100.0	10.5	89.5	0.0	100.0	35.6	64.4	0.0	100.0
Kingston	9.6	90.4	0.0	100.0	8.7	91.3	0.0	100.0	19.5	80.5	0.0	100.0
Merton	18.8	81.2	0.0	100.0	8.1	91.9	0.0	100.0	31.8	68.2	0.0	100.0
Redbridge	18.7	81.3	0.0	100.0	12.8	87.2	0.0	100.0	38.3	61.7	0.0	100.0
Richmond	14.3	85.7	0.0	100.0	7.3	92.7	0.0	100.0	30.6	69.4	0.0	100.0
Sutton	15.7	84.3	0.0	100.0	4.2	95.8	0.0	100.0	33.6	66.4	0.0	100.0
Waltham Forest	33.4	66.6	0.0	100.0	10.8	89.2	0.0	100.0	39.9	60.1	0.0	100.0
Other LEA	8.4	91.6	0.0	100.0	3.7	96.3	0.0	100.0	18.1	81.9	0.0	100.0
No postcode match	40.5	48.8	10.7	100.0	25.1	66.9	7.9	100.0	45.0	42.8	12.2	100.0
Inner London	46.9	53.1	0.0	100.0	29.5	70.5	0.0	100.0	54.6	45.4	0.0	100.0
Outer London	22.5	77.5	0.0	100.0	13.0	87.0	0.0	100.0	35.6	64.4	0.0	100.0
Greater London	31.1	68.9	0.0	100.0	17.9	82.1	0.0	100.0	42.7	57.3	0.0	100.0
Total	31.2	68.6	0.3	100.0	17.8	82.1	0.2	100.0	42.5	57.1	0.5	100.0

Source: 2003 LPD. Pupils are grouped in terms of where they lived, rather than where they attended school.

A70. Percentage of pupils aged 5-10 with and without SEN, by school type and pupil home LEA, January 2003, London Pupil Dataset

	Community and VC schools					Voluntary Aided or Foundation School, CTC or City Academy				
Pupil grouped home LEA - postcode-based	No SEN record	SEN with School action	SEN with statement	Old codes	Total	No SEN record	SEN with School action	SEN with statement	Old codes	Total
City of London	83.3	16.7	0.0	0.0	100.0	75.3	21.5	3.2	0.0	100.0
Camden	73.9	23.3	2.8	0.0	100.0	73.7	24.4	1.9	0.0	100.0
Hackney	68.5	29.4	2.2	0.0	100.0	72.8	25.5	1.7	0.0	100.0
Hammersmith and Fulham	66.7	29.3	4.0	0.0	100.0	77.1	20.9	2.0	0.0	100.0
Haringey	74.0	24.2	1.9	0.0	100.0	77.9	20.4	1.7	0.0	100.0
Islington	71.6	26.6	1.9	0.0	100.0	74.7	24.1	1.2	0.0	100.0
Kensington and Chelsea	76.5	20.9	2.6	0.0	100.0	80.3	17.6	2.1	0.0	100.0
Lambeth	71.4	26.4	2.2	0.0	100.0	74.7	24.0	1.3	0.0	100.0
Lewisham	72.3	25.8	2.0	0.0	100.0	75.2	23.0	1.8	0.0	100.0
Newham	81.2	17.2	1.6	0.0	100.0	81.3	17.8	0.9	0.0	100.0
Southwark	72.4	24.8	2.8	0.0	100.0	77.8	20.2	2.0	0.0	100.0
Tower Hamlets	77.7	19.7	2.6	0.0	100.0	77.0	19.6	3.4	0.0	100.0
Wandsworth	70.7	26.9	2.4	0.0	100.0	75.6	22.8	1.6	0.0	100.0
Westminster	72.6	24.4	3.0	0.0	100.0	75.0	22.8	2.3	0.0	100.0
Barking and Dagenham	81.0	16.5	2.4	0.0	100.0	85.2	12.9	1.9	0.0	100.0
Barnet	71.6	25.9	2.5	0.0	100.0	78.6	19.8	1.6	0.0	100.0
Bexley	77.8	19.8	2.4	0.0	100.0	80.8	17.4	1.8	0.0	100.0
Brent	75.7	22.8	1.5	0.0	100.0	72.3	25.7	2.0	0.0	100.0
Bromley	78.9	17.9	3.2	0.0	100.0	85.9	12.3	1.8	0.0	100.0
Croydon	79.2	19.5	1.2	0.0	100.0	84.7	14.6	0.7	0.0	100.0
Ealing	77.8	20.5	1.7	0.0	100.0	80.5	18.3	1.2	0.0	100.0
Enfield	78.2	20.1	1.7	0.0	100.0	84.3	14.5	1.2	0.0	100.0
Greenwich	70.4	27.2	2.4	0.0	100.0	78.0	20.2	1.8	0.0	100.0
Harrow	77.5	20.4	2.2	0.0	100.0	78.1	20.1	1.8	0.0	100.0
Havering	85.6	12.5	1.9	0.0	100.0	89.1	10.1	0.8	0.0	100.0
Hillingdon	79.4	18.5	2.0	0.0	100.0	83.3	15.1	1.6	0.0	100.0
Hounslow	73.5	24.1	2.4	0.0	100.0	80.7	17.8	1.5	0.0	100.0
Kingston	79.6	18.4	2.1	0.0	100.0	84.1	14.8	1.1	0.0	100.0
Merton	76.0	21.5	2.6	0.0	100.0	81.4	17.1	1.5	0.0	100.0
Redbridge	82.5	15.7	1.8	0.0	100.0	84.9	14.2	1.0	0.0	100.0
Richmond	83.0	14.6	2.5	0.0	100.0	86.2	11.9	1.9	0.0	100.0
Sutton	79.5	18.1	2.4	0.0	100.0	82.3	16.3	1.4	0.0	100.0
Waltham Forest	70.4	27.8	1.8	0.0	100.0	80.7	18.5	0.8	0.0	100.0
Other	82.1	15.7	2.2	0.0	100.0	80.6	18.0	1.4	0.0	100.0
No postcode match	71.9	25.0	2.7	0.3	100.0	75.8	22.3	1.7	0.2	100.0
Inner London	73.9	23.8	2.2	0.0	100.0	76.0	22.1	1.8	0.0	100.0
Outer London	77.7	20.3	2.1	0.0	100.0	81.6	16.9	1.5	0.0	100.0
Greater London	76.4	21.5	2.1	0.0	100.0	79.4	19.0	1.6	0.0	100.0
All LPD	76.3	21.5	2.1	0.0	100.0	79.3	19.1	1.6	0.0	100.0

Source: 2003 LPD. Pupils are grouped in terms of where they lived, rather than where they attended school.

A71. Percentage of pupils aged 11-15 with and without SEN, by school type and home LEA, 2003, London Pupil Dataset

	Community and VC schools					Voluntary Aided or Foundation School, CTC or City Academy				
Pupil grouped home LEA - postcode-based	No SEN record	SEN with School action	SEN with statement	Old codes	Total	No SEN record	SEN with School action	SEN with statement	Old codes	Total
City of London	90.6	9.4	0.0	0.0	100.0	73.2	22.0	4.9	0.0	100.0
Camden	69.4	25.6	4.9	0.0	100.0	76.5	19.5	4.0	0.0	100.0
Hackney	69.3	28.0	2.6	0.0	100.0	81.3	16.5	2.1	0.0	100.0
Hammersmith and Fulham	69.9	27.2	2.9	0.0	100.0	79.9	16.9	3.2	0.0	100.0
Haringey	71.3	26.2	2.6	0.0	100.0	81.8	16.9	1.3	0.0	100.0
Islington	74.1	22.3	3.6	0.0	100.0	79.2	17.7	3.1	0.0	100.0
Kensington and Chelsea	69.1	28.0	2.9	0.0	100.0	81.2	16.0	2.9	0.0	100.0
Lambeth	64.4	32.2	3.4	0.0	100.0	81.3	16.3	2.4	0.0	100.0
Lewisham	77.2	19.9	3.0	0.0	100.0	82.0	15.4	2.6	0.0	100.0
Newham	75.0	20.9	4.0	0.0	100.0	86.0	11.9	2.1	0.0	100.0
Southwark	71.2	25.1	3.7	0.0	100.0	80.1	17.1	2.8	0.0	100.0
Tower Hamlets	76.0	19.2	4.8	0.0	100.0	86.6	10.6	2.8	0.0	100.0
Wandsworth	69.5	28.0	2.5	0.0	100.0	77.8	19.9	2.3	0.0	100.0
Westminster	78.8	17.7	3.5	0.0	100.0	80.9	15.3	3.8	0.0	100.0
Barking and Dagenham	80.3	16.5	3.2	0.0	100.0	85.3	13.0	1.7	0.0	100.0
Barnet	72.4	24.1	3.5	0.0	100.0	84.5	12.7	2.8	0.0	100.0
Bexley	81.8	15.9	2.4	0.0	100.0	86.3	11.5	2.2	0.0	100.0
Brent	77.2	20.3	2.6	0.0	100.0	82.1	15.0	2.9	0.0	100.0
Bromley	74.1	22.7	3.2	0.0	100.0	85.3	11.7	2.9	0.0	100.0
Croydon	76.0	22.4	1.6	0.0	100.0	88.1	10.7	1.2	0.0	100.0
Ealing	68.7	28.7	2.5	0.0	100.0	81.1	17.0	1.8	0.0	100.0
Enfield	74.4	23.0	2.6	0.0	100.0	85.1	13.3	1.6	0.0	100.0
Greenwich	72.8	24.0	3.3	0.0	100.0	80.5	17.1	2.5	0.0	100.0
Harrow	77.5	19.3	3.2	0.0	100.0	91.2	7.1	1.6	0.0	100.0
Havering	86.7	9.5	3.8	0.0	100.0	93.0	5.9	1.1	0.0	100.0
Hillingdon	77.3	18.5	4.2	0.0	100.0	86.8	10.4	2.8	0.0	100.0
Hounslow	74.9	21.4	3.7	0.0	100.0	84.8	12.9	2.3	0.0	100.0
Kingston	85.2	13.0	1.8	0.0	100.0	82.7	15.8	1.4	0.0	100.0
Merton	76.9	19.8	3.3	0.0	100.0	90.2	8.1	1.7	0.0	100.0
Redbridge	83.5	14.4	2.1	0.0	100.0	86.2	12.4	1.4	0.0	100.0
Richmond	86.4	10.0	3.6	0.0	100.0	85.4	12.3	2.3	0.0	100.0
Sutton	81.6	14.5	3.9	0.0	100.0	90.5	8.1	1.4	0.0	100.0
Waltham Forest	74.4	22.8	2.8	0.0	100.0	85.3	13.2	1.6	0.0	100.0
Other	86.3	11.8	1.9	0.0	100.0	90.5	8.4	1.1	0.0	100.0
No postcode match	66.1	25.8	4.2	3.9	100.0	77.8	17.0	2.5	2.7	100.0
Inner London	72.7	23.7	3.5	0.0	100.0	81.1	16.4	2.6	0.0	100.0
Outer London	77.9	19.1	3.0	0.0	100.0	85.8	12.1	2.1	0.0	100.0
Greater London	76.1	20.7	3.2	0.0	100.0	84.4	13.4	2.2	0.0	100.0
All LPD	75.9	20.8	3.2	0.1	100.0	84.4	13.3	2.2	0.1	100.0

Source: 2003 LPD. Pupils are grouped in terms of where they lived, rather than where they attended school.

A72. Number of pupils in the first year of secondary schooling in January 2003, and the number with summer 2002 key stage 2 test records in English, mathematics and science, London Pupil Dataset

Pupil grouped home LEA, postcode-based	Number of pupils aged 11 attending a maintained school in 2003 (with or without matched 2002 record) resident in each Borough	Number of pupils aged 11 in 2003 with matching 2002 pupil record			
		Total	with KS2 English record	with KS2 mathematics record	with KS2 science record
Camden	1,338	1,237	1,215	1,214	1,213
Hackney	2,207	2,029	1,988	1,998	1,997
Hammersmith and Fulham	1,076	1,000	991	992	986
Haringey	2,383	2,213	2,166	2,166	2,162
Islington	1,724	1,630	1,580	1,590	1,590
Kensington and Chelsea	611	576	571	570	570
Lambeth	2,521	2,323	2,292	2,292	2,292
Lewisham	2,883	2,662	2,601	2,615	2,617
Newham	3,576	3,335	3,275	3,274	3,257
Southwark	2,583	2,372	2,333	2,341	2,340
Tower Hamlets	2,414	2,098	2,061	2,066	2,064
Wandsworth	1,764	1,640	1,609	1,617	1,615
Westminster	923	843	828	832	830
Barking and Dagenham	2,348	2,223	2,184	2,187	2,178
Barnet	3,049	2,816	2,791	2,738	2,796
Bexley	3,166	3,002	2,936	2,936	2,933
Brent	2,840	2,531	2,501	2,502	2,501
Bromley	3,322	3,076	3,035	3,028	2,996
Croydon	4,345	4,011	3,941	3,955	3,943
Ealing	3,225	3,011	2,958	2,961	2,963
Enfield	3,550	3,340	3,299	3,302	3,306
Greenwich	2,732	2,594	2,516	2,538	2,530
Harrow	2,500	2,354	2,324	2,329	2,327
Havering	3,026	2,907	2,881	2,874	2,876
Hillingdon	3,095	2,921	2,882	2,886	2,890
Hounslow	2,546	2,400	2,361	2,364	2,358
Kingston upon Thames	1,459	1,336	1,321	1,320	1,320
Merton	1,662	1,535	1,507	1,491	1,508
Redbridge	3,249	2,983	2,929	2,934	2,939
Richmond upon Thames	1,162	1,113	1,103	1,103	1,103
Sutton	2,229	2,075	2,049	2,049	2,048
Waltham Forest	2,931	2,781	2,728	2,709	2,729
Other LEA	2,552	327	321	323	323
Inner London*	26,003	23,958	23,510	23,567	23,533
Outer London	52,436	49,009	48,246	48,206	48,244
Greater London*	78,439	72,967	71,756	71,773	71,777
Total	81,003	73,299	72,081	72,100	72,104

Source: merged 2002 and 2003 London Pupil Datasets. Pupils are grouped in terms of where they lived, rather than where they attended school.

* This table excludes pupils who lived in the City of London

A73. Pupils attending secondary schools in 2003 who achieved nationally expected levels in 2002 key stage 2 tests, by pupil home borough and by whether the secondary school attended was or was not its own admission authority, London Pupil Dataset

	% with key stage 2 final test levels at the nationally expected level (level 4+) at the end of primary schooling in 2002					
	KS2 English		KS2 maths		KS2 science	
Pupil grouped home LEA - postcode-based	Community and VC schools	VA or Foundation schools, CTC or City Academy	Community and VC school	VA or Foundation schools, CTC or City Academy	Community and VC school	VA or Foundation schools, CTC or City Academy
Camden	69.2	79.6	64.5	77.5	83.3	89.4
Hackney	60.6	72.2	62.3	69.5	74.1	83.0
Hammersmith and Fulham	67.1	85.9	71.4	83.2	84.4	93.1
Haringey	60.9	70.5	62.3	74.2	73.4	83.6
Islington	61.3	78.2	60.3	74.8	79.0	87.2
Kensington and Chelsea	72.7	83.7	75.0	78.5	89.4	92.9
Lambeth	54.4	77.1	55.9	75.3	73.8	87.4
Lewisham	63.6	79.6	59.7	76.5	79.6	88.0
Newham	61.9	72.8	65.9	74.9	79.2	86.3
Southwark	57.1	75.7	52.5	72.0	69.6	85.8
Tower Hamlets	66.2	78.2	66.6	69.3	82.4	84.4
Wandsworth	60.8	78.0	59.4	77.0	75.5	86.2
Westminster	68.2	84.1	70.1	80.6	82.0	92.6
Barking and Dagenham	67.7	81.2	71.3	78.6	86.6	89.5
Barnet	75.9	85.7	70.8	85.1	87.8	92.9
Bexley	75.5	78.0	71.6	77.7	84.1	88.2
Brent	65.1	75.9	62.4	78.2	78.2	86.9
Bromley	71.9	82.9	66.9	79.7	80.2	89.8
Croydon	65.0	81.7	62.2	79.0	80.2	89.5
Ealing	65.9	79.2	67.5	77.8	81.0	90.5
Enfield	68.8	81.3	68.4	83.7	82.8	91.4
Greenwich	63.9	78.8	61.9	77.0	79.2	88.2
Harrow	75.0	91.1	74.6	88.3	87.4	94.8
Havering	74.5	90.0	74.0	87.7	88.4	96.0
Hillingdon	66.5	80.7	71.1	78.4	84.7	91.6
Hounslow	67.5	90.2	67.9	88.5	83.9	95.6
Kingston upon Thames	78.5	83.0	74.4	81.8	89.4	90.4
Merton	68.9	87.6	63.4	81.6	82.9	92.1
Redbridge	77.8	78.5	75.9	76.7	88.0	88.5
Richmond upon Thames	81.9	93.4	80.6	91.0	93.3	96.7
Sutton	74.1	92.0	71.5	88.2	88.6	97.0
Waltham Forest	62.7	79.8	61.4	79.4	77.9	91.1
Other LEA	80.3	88.4	75.2	85.8	89.8	94.7
Inner London*	62.3	77.3	62.6	75.0	77.9	87.0
Outer London	70.8	82.3	69.4	80.7	84.5	90.9
Greater London*	67.8	80.8	67.0	79.0	82.2	89.7
Total	67.8	80.8	67.0	79.1	82.2	89.7

Source: merged 2002 and 2003 London Pupil Datasets. The tables refers to where pupils live and not to the LEAs in which they attend school.
* This table excludes pupils who lived in the City of London.
Local authorities are the admissions authority for community and voluntary controlled schools. Voluntary aided and foundation schools, (City) Academies and City Technology Colleges are their own admissions authorities.

A74. 2002 'key stage 2 advantage' of pupils attending schools in 2003 which were their own admissions authority, London Pupil Dataset

Pupil grouped home LEA - postcode-based	VA or Foundation schools, CTC or City Academy ks2 English advantage	VA or Foundation schools, CTC or City Academy ks2 mathematics advantage	VA or Foundation schools, CTC or City Academy ks2 science advantage
Camden	10.4	13.0	6.1
Hackney	11.6	7.2	8.9
Hammersmith and Fulham	18.8	11.8	8.6
Haringey	9.6	11.9	10.2
Islington	16.9	14.6	8.2
Kensington and Chelsea	10.9	3.5	3.6
Lambeth	22.7	19.4	13.6
Lewisham	16.0	16.8	8.4
Newham	10.9	8.9	7.1
Southwark	18.6	19.5	16.2
Tower Hamlets	11.9	2.8	2.0
Wandsworth	17.2	17.6	10.7
Westminster	15.9	10.6	10.6
Barking and Dagenham	13.5	7.2	2.9
Barnet	9.8	14.3	5.1
Bexley	2.5	6.1	4.2
Brent	10.8	15.8	8.7
Bromley	11.0	12.8	9.6
Croydon	16.7	16.8	9.3
Ealing	13.3	10.3	9.6
Enfield	12.5	15.2	8.6
Greenwich	15.0	15.1	9.0
Harrow	16.1	13.7	7.4
Havering	15.5	13.7	7.5
Hillingdon	14.1	7.4	6.9
Hounslow	22.7	20.6	11.7
Kingston upon Thames	4.5	7.4	1.0
Merton	18.7	18.2	9.2
Redbridge	0.7	0.8	0.5
Richmond upon Thames	11.4	10.4	3.3
Sutton	17.9	16.7	8.4
Waltham Forest	17.1	18.0	13.2
Other LEA	8.1	10.6	5.0
Inner London*	15.0	12.5	9.0
Outer London	11.5	11.3	6.4
Greater London*	13.0	12.0	7.5
Total	13.0	12.0	7.5

Source: merged 2002 and 2003 London Pupil Datasets. The tables refers to where pupils live and not to the LEAs in which they attend school.
* This table excludes pupils who lived in the City of London.
Local authorities are the admissions authority for community and voluntary controlled schools. Voluntary aided and foundation schools, (City) Academies and City Technology Colleges are their own admissions authorities.

Appendix B Measures of educational attainment

This section outlines key features of pupil assessments in England for those new to the field. It also points to some of the strengths and limitations of work focussing on test scores and public examination results, and indicates other approaches to understanding education outcomes.

The national curriculum has to be taught in all maintained schools, and is organized in three main key stages. It consists of eight levels, and a child is expected to move up by one level over approximately two years. Additionally, the majority of pupils in England are expected to reach particular levels of attainment, measured through national curriculum tests and teacher assessments by the end of each key stage. These are shown in Table B1.

Schools have an element of discretion in placing a pupil in a class where the majority of children are of a different age. The link between age and national curriculum year group does not always follow the sequence in table 6; some pupils will be 'out of (their) year' group.

What is sometimes referred to as key stage 4 covers the final two years of compulsory schooling, and assessments differ from those at earlier key stages. At the end of key stage 4 assessments are in the form of public examinations, with results given in grades, rather than in national curriculum levels. However, it has been central government's intention that at least 50 per cent of pupils will achieve five of more higher-grade passes at GCSE, or their equivalent, by 2002. This is taken here as the 'nationally expected level' for key stage 4.

The way in which public examination results are reported for schools differs from the way in which key stage tests are reported. The national public examination performance tables, introduced in 1992, calculate the number of pupils gaining five or more higher grade passes in the General Certificate of Secondary Education (GCSE) as a percentage of all pupils aged 15 at the start of the school year, including those not entered for public examinations. The percentage of pupils gaining expected levels in nationally curriculum tests at key stages 1 to 3 are calculated nationally from the number in the national curriculum year group, rather than in the whole age group.

Problems with some of the computing software supplied to schools in 2002 mean that the records of pupils' national curriculum year group are unreliable for that year, and it is not yet possible to determine whether some groups of pupils are more likely than others to have been placed 'out of year', and not assessed with other pupils of the same age. This might usefully be reviewed in the future, as and when data become available.

What is sometimes referred to as key stage 5 is post-compulsory education in schools, with pupils taking courses such as the General Certificate of Education Advanced level (GCE A level).

School performance tables use *threshold measures* and *point scores* to report pupil attainment. A threshold measures simply reports the percentage of pupils who have reached or surpassed a particular level of attainment. A well-known example is the percentage of pupils who have achieved five or more higher grade passes in the General Certificate of Secondary Education. Others are the percentage of pupils reaching nationally expected levels in key stage 1, 2 and 3 tests or teacher assessments. While the nationally expected levels have their origins in educationalists' decisions about what children should be expected to know at different points in their school career, it is not clear why five or more higher grade passes at GCSE is the national benchmark for key stage 4.

GCSE passes at grades A* to C correspond to passes at GCE Ordinary (O) level. The O level examination predates the GCSE, and was largely the preserve of selective grammar schools. David Gillborn and Caroline Gipps in their 1996 review of ethnicity and education (*Recent Research on the Achievements of Ethnic Minority Pupils*, OfSTED, 1996, page 6) explain the benchmark as reflecting "the historical importance of five separate (GCE) 'O' level passes as an entry requirement for many 'old' universities." If so, it reflects practice of two decades ago, which related to a small minority of pupils.

B1. Pupil age, national curriculum year groups, and the level of attainment expected for the majority of pupils at each key stage

Key Stage	Foundation Stage		Stage 1		Stage 2				Stage 3			Stage 4		'Stage 5' (6th form)	
Pupil age at start of school year	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
National curriculum year group	(Nursery class)	(Reception class)	1	2	3	4	5	6	7	8	9	10	11	12	13
Expected national curriculum level of study			1 to 5		2 to 5				3 to 7			To GCSE level or equivalent in 5+ subjects		-	
Nationally expected level of attainment for the majority of pupils			2		4				5 or 6**			5 higher grade (A* to C) GCSE passes or equivalent		-	

** It is DfES practice to treat level 5 as the benchmark for key stage 3.

It is not clear whether '5 A*-C grades' actually is a real threshold point, in the sense that the majority reaching that level of attainment are then more likely to take one route rather than another through education system. Section 8 provides provisional information suggesting that achieving five higher-grade passes at GCSE is not a threshold point, either in terms of pupils staying on in the school system, or in terms of the likelihood of young people staying on to take three or more GCE 'A' levels. Despite this, the 'percentage achieving 5+ A*-C grades' measure has a value as a marker in reviews of equality and inequality of attainment, and this is acknowledged in section 9. More importantly, the measure does not reflect the full range of attainment of all children in schools.

Secondary school performance tables also report average point scores, where points have been allocated to a particular grade. An A* grade, for example receives eight points, while an A grade receives 7, a B grade 6, a C grade 5 and so on. Totalling GCSE point scores takes account of the full range of pupils' attainment in a way that threshold measures do not, and they are used in that way in section 9**.** Point scores can also be attributed to key stage assessment results, but are not reported in national performance tables, which rely instead on threshold measures.

As the references shown on page s 70 and 71 the main report indicate, evidence on attainment has been of interest to policy makers in central government. Reports for the Treasury, the Cabinet Office and the National Audit Office have aimed to explain, rather than simply describe, disadvantage, and have used multivariate versions of regression analysis, such as multi-level modelling. At LEA level, the focus has been on using research and statistics to secure school improvement. That work put a premium on the immediacy of information in terms of accessibility and timing. Local authority analyses of pupil assessments are delivered within days or weeks of results becoming available, rather than the months or years that can elapse between data collection and reporting in academic research (for an example of a wider LEA review, see Jan McKenley, Chris Power, Louise Ishani and Feyisa Demie *Raising Achievement of Black Caribbean Pupils: Good Practice in Lambeth Schools* Lambeth Council 2003).

For some, the concentration on key stage test results and public examination results, of the type shown in this report, should either be balanced by, or replaced with, other approaches. Learning takes place in a wide variety of contexts. It takes place in the family, peer groups, interest groups, and political parties, as well as via the mass media and through agencies such as museums and libraries. No one is born with a White (or a Black) identity already fully in place. Assessments of what has been learned can also be carried out in a wide variety of ways. Further, there are many educational outcomes other than results in key stages assessments, and a number of these, such as attendance at school and behaviour, have been standard fare in school effectiveness research for many years (Also see Tom Sculler, John Preston, Cathie Hammond, Angela Brassett-Grundy and John Bynner (eds) *The Benefits of Learning. The impact of education on health, family life and social capital* RoutledgeFarmer 2004). Additionally, work by John MacBeath and others in the mid-1990's confirmed that parents and pupils attach a high priority to the quality of home-school links and to teacher understanding of pupil needs (see John MacBeath, Brian Boyd, Jim Rand and Steve Bell *Schools Speak for Themselves. Towards a Framework for Self-Evaluation* National Union of Teachers, pages 59-63, John MacBeath *Schools Must Speak for Themselves* Routledge, 1999. Also see June Wiseman, Philip Roe and Rhian Dent *London Challenge: Second Survey of Parents and Carers 2004,* Department for Education and Skills, 2005 pages 43-51).

However, while acknowledging that there are education outcomes other than public examination results, and that parents identify at least some of these as being important, this is not to say that parents and pupils regard assessment results as unimportant. It is doubtful whether either parents or employers would be willing to return to the situation of a generation ago, when between 40 and 60 per cent of pupils left schools with no qualifications. The General Certificate of Secondary Education (GCSE) examination, introduced in 1987, has extended assessment to all but approximately 5 per cent of pupils. A year after the introduction of the General Certificate of Secondary Education, the Education Reform Act of 1988 paved the way for the national curriculum with its, not universally popular, key stage tests for pupils at ages 7, 11 and 14. There were no equivalent national assessments before this, and no guarantee that non-examined children would have access to a wide curriculum. Parents and children from that period will remember that information on a child's progress was confined to short, frequently vague, sentences in annual school reports (could do better, tries hard but, is progressing well). Those reports bear little comparison with the information currently available to parents (and to teachers).

Nonetheless, with the introduction of devolution, both Scotland and Wales now have far less comprehensive reporting arrangements than England has. In England itself it is sometimes suggested that 'high stakes' education tests should be replaced by teacher assessments, based on observation of pupil progress over the course of a year. That change has now taken place at key stage 1.

There is, however, long-standing research evidence that removing tests can reduce the access of lower status (working class) children to higher status education (see Jean Floud and A.H. Halsey, *Social Class, Intelligence Tests, and Selection for Secondary Schools* in A.H. Halsey, Jean Floud and C. Arnold Anderson (eds) *Education, Economy and Society* Free Press 1961, pages 209-215). More recently Bill Rammell, the Higher Education Minister has noted that over half grades predicted by teachers for A level candidates, and used by universities in deciding whether to offer an applicant a place, were wrong. This was especially the case for pupils from poorer families. There is also the point made by (some) ethnographers, and referred to below, that teachers see Black Caribbean children as an educational problem. It has been suggested that such children are at times held back from courses, which test scores suggest they would benefit from. Teacher assessments are not necessarily without their limitations.

In reality, national curriculum key stage tests are pointers towards areas where a child's understanding needs to be developed. If that evidence is ignored then a valuable tool is lost, with potentially damaging effects on subsequent attainment, and that leads to different life chances when young people enter the job market. Young people in London with no or few qualifications are particularly likely to face unemployment, while those with higher level qualifications are least likely to be in that situation (see Lorna Spence *Unemployment in London. An analysis of 2001*

Census data DMAG Briefing 2003/26, Gareth Piggott *Londoners' qualifications: Analysis of 2001 Census data* DMAG Briefing 2004/6 and Stephen Machin and Anna Vignoles (eds) *What's the Good of Education? The Economics of Education in the UK*, Princeton University Press, 2005). In short, however played, education is by its nature a high stakes game and raw score results, of the type covered in the report, matter.

In addition to methods of assessing pupils other than the tests referred to in this report, qualitative methods exist for gathering and analysing information. For some, quantitative and qualitative approaches are philosophically incompatible. For others, the choice between the two is a decision about which is the more appropriate tool to use in a particular situation. Either way, qualitative analyses are not without their own pitfalls.

In their 1996 report, David Gillborn and Caroline Gipps note interesting conclusions from qualitative work based on the direct observation of pupils. This is sometimes referred to as ethnography. That work points unequivocally to tension within schools between Black Caribbean pupils and teachers. It is not entirely clear from that research how tension arises in the first place. However, a contributing factor may be teachers' view of Black Caribbean children as an educational problem.

A recent source of information on Black Children's attitudes is provided by Helen Addams and Mike Johnson's report *London Challenge: Surveys of Pupils and Teachers 2004,* DfES, 2005). Negative attitudes about education exist amongst all groups of children, but appear to be more common amongst Black pupils. Black boys in the first year of secondary schooling were less likely than others to plan to stay on in school in the 6th form. Black boys were more likely to report that they deliberately missed lessons and were more likely to wish to be at another school. They were least likely to believe that their school was a good school or that teachers were respected. We might suppose that this reflects a discontent within the Black community with maintained secondary schools in London, which either fuels under-achievement or is a realistic response to a poor quality service which itself generates under-achievement.

However, parents' and carers' attitudes are not entirely consistent with that view. The survey of their attitudes, also carried out for London Challenge (June Wiseman, Philip Roe, Rhian Dent *London Challenge: Second Survey of Parents and Carers, 2004* DfES 2005) concludes that parents 'from a Black or mixed heritage background …. were more likely to be satisfied with their local secondary or middle school than White parents'. Additionally 'In terms of satisfaction with state secondary schooling throughout London …. Black parents and carers were most satisfied ….' (*London Challenge: Second Survey of Parents and Carers* page 21). There are clear problems in assuming that the attitudes identified in qualitative research, based on a limited number of individuals, are representative of the wider group. We also need to recognise that the relationship between attitudes, as revealed by qualitative research, and actual behaviour may well be anything but straightforward. This is not simply a problem for those who are new to an area, and who might be expected to jump the gun when drawing conclusions from qualitative, observation-based, studies.

The Office for Standards in Education (OfSTED) provides another case of the potential problems of qualitative judgements about education. OfSTED is responsible for school inspections, at an annual cost of £150 million in 1997-98 cash terms (see page 14, DfES *Statistics of Education* 04/03). School inspectors have access to a range of contextual statistics before visiting schools, but ultimately inspection relies on observation and the professional judgements of experienced educationalists.

Recent research by the National Foundation for Educational Research compared OfSTED's ratings of secondary schools with pupil achievement at key stage 3 and 4 in light of what might have been expected taking background factors into account. Of the judgements made by OfSTED, covering themes such as the quality of leadership and management in a school, and the quality of teaching, only one area of judgement, that concerned with the quality of pupil behaviour, matched actual levels of pupil success, and which some might see as a major measure of how

successful a school is. (see Tom Benton, Dougal Hutchinson, Ian Schagen and Emma Scott, *Study of the Performance of Maintained Secondary Schools in England. Report for the National Audit Office* NfER November 2003, pages 44-50). How good a school was, objectively speaking and taking background factors into account, was not reflected in the observation-based judgements of experienced OfSTED inspectors.

Attitudinal surveys, however carried out, need to be viewed with caution, both in terms of making assumptions about links between attitudes and behaviour and in terms of generalising from conclusions based on evidence from one group to assumptions about the views of a wider groups. Focus group-type surveys of young people's attitudes can provide a useful insight into 'hard to quantify' educational outcomes, but their results are more convincing when triangulated with quantitative analysis of more objective measures, such as the type of assessment results presented in this report.

Nonetheless, there may be a point to be learned from the ethnographers' contention that teachers tend to pre-judge Black Caribbean pupils as an 'educational problem'. Evidence presented in this report points to high levels of attainment by Black pupils in (some) London schools. Taking the percentage of pupils reaching nationally expected levels in key stage tests or at GCSE as a starting point, can lead to the conclusion that Black Caribbean pupils are less likely than other pupils to have high levels of attainment. That observation is statistically correct. However, that observation may lead to the conclusion that Black Caribbean children all have low levels of attainment. That statement is statistically incorrect, and the report has pointed to the incidence of high levels of attainment amongst all ethnic groups.

The ethnographers' conclusion that negative preconceptions about a whole group can inhibit progress might be relevant at this point. Shorthand average performance measures, such as the percentage of pupils gaining five of more higher grade passes at GCSE, need to be used in a way that does not lead to inaccurate conclusions or the stereotyping of all pupils in individual ethnic groups.

School effectiveness research provides a further body of evidence on attainment in schools. In some cases that research links analyses of attainment in tests and public examinations with analyses of other educational outcomes such as pupil behaviour. A key finding in early school effectiveness research was that schools differed in their effectiveness with broadly similar groups of pupils (see Michael Rutter, Barbara Maughan, Peter Mortimore and Janet Ouston *Fifteen Thousand Hours. Secondary Schools and their effects on Children,* Open Books*)*. Educational effectiveness can also vary between departments in the same school.

School effectiveness* research takes pupil *and* school characteristics into account, using multivariate statistical techniques. This report focuses mainly, but not exclusively on pupil characteristics and pupil outcomes. Tables A67 to A73 provide a reminder that school effectiveness research has a point, and that what schools do needs to be taken into account in evaluating education outcomes for pupils.

The published material on school effectiveness is extensive, usually contains references to pupil progress by ethnicity, but generally does not take ethnicity as its central concern. See, for example,
John MacBeath and Peter Mortimore (eds) *Improving School Effectiveness,* Open University Press 2001
Peter Mortimore, Pamela Sammons, Louise Stoll, David Lewis and Russell Ecob *School Matters. The Junior Years* reprinted by Paul Chapman Publishing 1995
Peter Mortimore *The Road to Improvement. Reflections on School Effectiveness* Swets and Zeitlinger 1998
Pam Sammons, Josh Hillman, Peter Mortimore *Key characteristics of Effective Schools. A review of school effectiveness research* A report by the Institute of Education for the Office for Standards in Education, OfSTED 1995
Pam Sammons *School Effectiveness. Coming of Age in the Twenty-First Century* Swets and Zeitlinger 1999
Also see Kathy Sylva, Edward Melhuish, Pam Sammons, Iram Siraj-Blatchford and Brenda Taggart *The Final Report: Effective Pre-School Education* Technical Paper 12, The Effective Provision of Pre-School Education (EPPE) Project, London University Institute of Education, 2004)

Appendix C. Attainment in socio-economic status. Information from the 1991 and 2001 national census

Work on the statistical association between educational attainment and parental socio-economic status is extensive, though much of it dates back some years. Children from the most socially advantaged households tend to have the highest levels of attainment, and children from the least advantaged households tend to have the lowest levels of attainment. Those with an intermediate socio-economic status tend to have intermediate levels of educational attainment. The Organisation for Economic Co-operation and Development's Programme for International Student Assessment (OECD PISA) provides a recent example of work which includes these considerations, and gives data for 32 countries, including the United Kingdom

Table C1 reproduces data from PISA on average scores in mathematical competency tests for young people aged 15, ranked in terms of family wealth, and taken from a wider study of competencies in reading, mathematics and science in 2000. There is a consistent association, across the 32 countries between level of advantage and average level of attainment. The OECD raises a major point relevant to our understanding of inequality in educational attainment. A simple dichotomous view, in which disadvantaged pupils tend to under-achieve while other pupils do not, would be misleading. There are intermediate groups, which would not necessarily be considered to be socially disadvantaged to the point of being at risk of social exclusion, but which nonetheless do not have high levels of attainment. Policies aimed at improving education would need to take their position into account.

The National Pupil Dataset does not include information on parents' socio-economic status, though this was collected in the past by the Inner London Education Authority's Research and Statistics Branch, and arguably should be collected in the future. One, albeit imperfect, way of filling the existing gap, and in a way which identifies intermediate status pupils, is to use information about the neighbourhoods in which young people live as a proxy measure of level of pupil social advantage. The national census in 1991 and in 2001 contains that type of information.

There are, however, at least four actual or potential problems with this approach.

The neighbourhood effect

The composition of a school can have an effect on individual pupil's level of educational attainment. In the same way the social composition of a neighbourhood may also have an independent effect, in which socially different individuals conform to the majority norm through a process of conversion by conversation.* Using information about neighbourhoods to provide estimates of individual pupil's socio-economic position in an analysis of educational attainment might miss the point. It is possible that what is being measured is the impact of neighbourhood rather than the impact of the individual pupil's SES. One solution would be to use pupil level data on, for example, parental occupation, in conjunction with neighbourhood level data in order to disentangle the effects of the two.

* See, for example, Ron Johnston, Kelvin Jones, Rebecca Sarker, Simon Burgess, Carol Propper, and Anne Bolster, *Party support and neighbourhood effect: spatial polarisation of the British electorate*, 1991-2001, ESRC Research Methods Programme. Working Paper number 4)

C1. Performance on the mathematical literacy scale. 15 year olds group in quartiles based on family wealth in 12 countries (1st quartile is most wealthy)

	Fourth quartile		Third quartile		Second quartile		First quartile	
	Mean score	S.E.*	Mean score	S.E.*	Mean score	S.E.*	Mean score	S.E.*
Australia	514	(4.9)	532	(5.1)	539	(5.2)	551	(5.8)
Austria	499	(4.9)	512	(4.0)	524	(3.6)	526	(4.0)
Belgium	499	(7.1)	520	(4.9)	535	(4.2)	530	(4.5)
Canada	514	(2.4)	535	(2.1)	542	(2.2)	544	(2.2)
Czech Republic	473	(4.0)	495	(4.6)	508	(4.3)	515	(4.5)
Denmark	498	(4.3)	507	(3.7)	526	(4.2)	530	(4.3)
Finland	524	(4.3)	532	(4.0)	539	(3.5)	552	(3.8)
France	491	(5.3)	515	(3.6)	527	(4.0)	538	(3.7)
Germany	456	(5.5)	491	(4.3)	500	(4.2)	513	(4.0)
Greece	427	(6.9)	437	(7.4)	451	(6.9)	475	(8.6)
Hungary	458	(6.2)	473	(5.3)	504	(5.3)	518	(5.9)
Iceland	523	(4.2)	517	(4.1)	515	(4.7)	508	(4.2)
Ireland	482	(3.9)	496	(4.4)	509	(4.1)	528	(4.0)
Italy	441	(4.5)	456	(4.4)	459	(5.1)	473	(4.4)
Japan	551	(6.4)	555	(7.2)	564	(5.7)	566	(7.0)
Korea	523	(4.6)	547	(3.6)	552	(4.9)	566	(5.0)
Luxembourg	410	(4.9)	446	(4.6)	459	(4.3)	473	(4.2)
Mexico	363	(4.6)	370	(4.4)	388	(4.3)	429	(6.6)
New Zealand	511	(5.8)	537	(5.0)	544	(5.1)	560	(4.6)
Norway	488	(4.4)	505	(4.4)	501	(5.1)	506	(5.1)
Poland	447	(6.8)	467	(6.5)	490	(7.1)	487	(8.1)
Portugal	412	(5.0)	445	(5.5)	470	(4.3)	490	(5.3)
Spain	456	(4.1)	471	(4.7)	485	(4.4)	496	(4.2)
Sweden	493	(4.3)	510	(4.2)	516	(4.8)	522	(3.7)
Switzerland	510	(6.2)	537	(5.6)	536	(5.1)	536	(7.3)
United Kingdom	509	(4.1)	529	(4.5)	537	(3.2)	548	(4.3)
United States	439	(8.1)	489	(8.2)	511	(7.9)	538	(7.0)
OECD total	468	(3.0)	494	(2.3)	508	(2.2)	524	(2.2)
Country average	478	(1.1)	497	(1.0)	509	(1.0)	519	(1.0)
Brazil	297	(5.4)	316	(4.5)	335	(5.2)	391	(8.3)
Latvia	444	(8.1)	458	(5.6)	469	(5.9)	483	(7.1)
Liechtenstein	505	(16.2)	515	(15.3)	523	(16.5)	513	(14.5)
Russian Federation	462	(8.2)	474	(5.8)	484	(6.3)	495	(4.6)
Netherlands	561	(7.5)	574	(5.4)	556	(5.9)	564	(7.0)

Source: Web tables associated with PISA 2000 *Knowledge and Skills for Life* . PISA is the Programme for International Student Assessment organised by the Organisation for Economic Development and Co-operation.
* SE is standard error, which is a measure of the margin of error which should be allowed for in the average (mean) score.

The ecological fallacy

Some individuals may be atypical of the area in which they live. The majority of those employed in a particular neighbourhood may well be employed in professional occupations, but this does not mean that everyone is. To assume that they are (and this is the ecological fallacy) may well produce misleading analyses. The more diverse an area actually is, the greater the risk of the ecological fallacy and, in London at least, the larger the area the greater the risk of the diversity.

This appendix sets out what has been done in recognition of the risks of the ecological fallacy, and by way of attempts to reduce its effects.

Diversity in London and the limited number of single class areas

There are relatively simple statistical tests which can be used to test the strength of association between, for example, the percentage of heads of household in professional occupations living in an area, and individual pupils' total GCSE point scores. Equally, there are statistical tests which can be used to compare the extent of variation in attainment within a group with the extent of variations in attainment between groups.

However, the aim in this report has been to provide an analysis of socio-economic status and attainment which is directly comparable with the analysis of differences of attainment within and between ethnic groups given in section 9 (and which, like section 9, aims to be accessible to a non-statistician). This entails identifying areas in London which are sufficiently socially homogenous to allow us, with a reasonable degree of confidence, to attribute a socio-economic label to a locally resident child.

In London, children of the wealthiest families are likely to attend independent schools. Areas where the majority of households are wealthy will, by definition, be socially homogenous, but will contain few pupils with records in the London pupil dataset. Those areas aside, it is open to question whether there are a sufficient number of socially homogenous areas in London for a socio-economic label to be attached with any degree of confidence to a 'significant' number of locally resident pupils. Larger geographical areas, such as boroughs, will have a social mix in their population, and even smaller areas such as wards may well be socially diverse to the extent that knowing their overall characteristics provides an inadequate guide to the characteristics of individual households.

Enumeration districts were the smallest geographical area for which data from the 1991 census were organised. These were of unequal size, but in London typically consisted of 150 households. Output areas (OAs) were the smallest geographical unit for which data are generally available from the 2001 census, and in London typically contained 125 households. The approach taken here has been, firstly, to use 1991 census enumeration district data to identify areas where 2/3rd or more of heads of household were in professional or managerial occupations, and where 2/3rd or more of heads of households were in semi-skilled or unskilled occupations. This uses Ian McCallum's classification of data, carried out at the then London Research Centre during the 1990's. Information on the numbers of pupils, grouped by ethnicity in the different types of 1991 census enumeration districts, is shown in table C2.

In table C2, White pupils form the largest group overall, but there are only 190 White pupils living in neighbourhoods where heads of households were mainly engaged in routine or elementary occupations. Because numbers can be small, the subsequent analysis of attainment at GCSE, shown in C3, should be read with caution. That said, White pupils living in higher status areas are more likely than White pupils living in low status areas to have higher-level 2002 GCSE point scores, and White pupils living in low status areas are more likely than White pupils living in high status areas to have low-level 2002 GCSE point scores. There is a 39.8 percentage point difference in the attainment of White pupils from the two types of area, calculated in the same way that differences between the attainment of White pupils and BME pupils are calculated in table 13 in the main text. This difference is substantially greater than the percentage difference shown in table 13 between the attainment of White pupils and the attainment and pupils in any single ethnic group.

An almost similar pattern holds for Black Caribbean pupils. Black Caribbean pupils in low status areas are less likely than Black Caribbean pupils in high status areas to have high-level GCSE point scores. Black Caribbean pupils in low status areas are generally more likely than Black Caribbean pupils in high status areas to have low-level GCSE point scores. The percentage difference

between the attainment of the two Black Caribbean groups is 24.4, which is greater than the difference between Black Caribbean pupils and White pupils generally. The numbers of pupils in other groups are generally small, and the figures (again) need to be read with caution. However, in all cases, differences *within* ethnic groups between pupils living in high status areas, and pupils living in low status areas are greater than the overall differences *between* White pupils and pupils with an ethnic heritage.

Measuring socio-economic status

As with understanding of social class, understanding of socio-economic status (SES) changes over time. From the 1960's to the 1980's social and political science came to the view that characteristics such as level of income, type of home tenure, car ownership, and social affiliations could be associated with the individual's attitudes and behaviour over and above what might be explained simply by focussing on an adult's occupation (for example, see Hilde T. Himmelweit, Patrick Humphries and Marianne Jaeger *How Voters Decide* Open University Press 1985). Ian McCallum's work on 1991 census data, part of which has been used in this report, includes measures such as the percentage of heads of household in each census enumeration district owning a car, type of housing tenure, and heads' of households levels of education. All of these would have been familiar to political scientists in the 1970's as potential predictors of behaviour.

If we exclude free school meal entitlement, then occupation is the single measure of socio-economic status used in this report. The evidence presented in this appendix and in the main part of the report confirms that occupation is associated with differential attainment within ethnic groups. This is particularly within the White group. However, the report does not claim to have done more than point to occupation as having a bearing on attainment in London. The report is not informed by a comprehensive, systematic, view of what SES is or how it 'ties in' with education. As with our understanding of social class, further work is needed.

C2 Number of 2002 15 year-olds by ethnicity, and home and school area type. 1991 census enumeration districts

	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Other Ethnic Group	Unclassified	New (2003) categories	Total
Pupil home enumeration district (ED)												
Low SC 1 or 2 (0.00 to 33.32%)	15,168	2,259	2,924	983	2,611	1,149	1,461	270	2,219	542	1,302	30,888
Mid-range SC 1 or 2 (33.33 to 66.66%)	17,292	1,889	2,022	920	2,452	1,056	962	300	2,033	599	1,365	30,890
High SC 1 or 2 (more than 66.66pc)	4,291	242	258	125	393	153	130	56	429	231	429	6,737
Missing value	2,238	249	332	168	158	82	239	29	220	169	160	4,044
Total	38,989	4,639	5,536	2,196	5,614	2,440	2,792	655	4,901	1,541	3,256	72,559
Low SC 4 or 5 (0.00 to 33.32%)	31,548	3,339	3,736	1,600	4,534	1,930	1,595	498	3,686	1,203	2,510	56,179
Mid-range SC 4 or 5 (33.33 to 66.66%)	5,013	1,013	1,404	412	887	415	896	121	953	163	558	11,835
High SC 4 or 5 (more than 66.66pc)	190	38	64	16	35	13	62	7	42	6	28	501
Missing value	2,238	249	332	168	158	82	239	29	220	169	160	4,044
Total	38,989	4,639	5,536	2,196	5,614	2,440	2,792	655	4,901	1,541	3,256	72,559
Enumeration district (ED) of school attended												
Low SC 1 or 2 (0.00 to 33.32%)	13,594	1,917	2,418	751	2,177	1,061	1,531	249	1,859	376	417	26,350
Mid-range SC 1 or 2 (33.33 to 66.66%)	15,575	2,129	2,375	1,057	2,580	1,107	1,032	269	2,003	435	1,922	30,484
High SC 1 or 2 (more than 66.66pc)	7,474	556	657	349	541	214	191	106	891	442	843	12,264
Missing value	2,346	37	86	39	316	58	38	31	148	288	74	3,461
Total	38,989	4,639	5,536	2,196	5,614	2,440	2,792	655	4,901	1,541	3,256	72,559
Low SC 4 or 5 (0.00 to 33.32%)	31,876	3,846	4,457	1,892	4,817	2,152	1,781	528	4,149	1,079	2,636	59,213
Mid-range SC 4 or 5 (33.33 to 66.66%)	4,533	737	945	253	470	227	966	91	583	163	546	9,514
High SC 4 or 5 (more than 66.66pc)	234	19	48	12	11	3	7	5	21	11		371
Missing value	2,346	37	86	39	316	58	38	31	148	288	74	3,461
Total	38,989	4,639	5,536	2,196	5,614	2,440	2,792	655	4,901	1,541	3,256	72,559

Source: 2002 LPD and 1991 census
In 1991, an enumeration district was the smallest geographical unit within which data were collected, and for which data were reported.
SC1 and SC2 are abbreviations for 'social class 1' and 'social class 2'. Social class 1 refers to those in professional occupations. Social class 2 refers to those in managerial occupations.
SC4 and SC5 are abbreviations for 'social class 4' and 'social class 5'. Social class 4 refers to those in semiskilled occupations. Social class 5 refers to those in unskilled occupations. The tables uses the percentage of heads of household in each social class in each enumeration district to identify areas which are largely high status and areas which are largely low status.

C3. Social class differences in attainment, by ethnicity. 2002 GCSE point scores, and 1991 enumeration districts (EDs).

		Number of pupils		Percentage of pupils			
	GCSE point score ranges	In high SC 1 & 2 (more than 66.66pc) EDs	In high SC 4 & 5 (more than 66.66pc) EDs	in each point score group, high SC1 & SC2	in each point score group, high SC4 & SC5	Difference	Absolute difference.
White							
	0.0	217	12	5.1	6.3	1.3	1.3
	0.5 - 10.0	123	27	2.9	14.2	11.3	11.3
	10.5 - 20.0	177	28	4.1	14.7	10.6	10.6
	20.5 - 30.0	293	33	6.8	17.4	10.5	10.5
	30.5 - 40.0	488	33	11.4	17.4	6.0	6.0
	40.5 - 50.0	757	31	17.6	16.3	-1.3	1.3
	50.5 - 60.0	911	10	21.2	5.3	-16.0	16.0
	60.5 - 70.0	760	10	17.7	5.3	-12.4	12.4
	70.5 - 80.0	418	5	9.7	2.6	-7.1	7.1
	80.5+	147	1	3.4	0.5	-2.9	2.9
	Total	4,291	190	100.0	100.0	0.0	**79.5**
Black Caribbean							
	0.0	18	3	7.4	7.9	0.5	0.5
	0.5 - 10.0	31	1	12.8	2.6	-10.2	10.2
	10.5 - 20.0	32	7	13.2	18.4	5.2	5.2
	20.5 - 30.0	41	10	16.9	26.3	9.4	9.4
	30.5 - 40.0	41	10	16.9	26.3	9.4	9.4
	40.5 - 50.0	42	6	17.4	15.8	-1.6	1.6
	50.5 - 60.0	20	1	8.3	2.6	-5.6	5.6
	60.5 - 70.0	15		6.2	0.0	-6.2	6.2
	70.5 - 80.0	2		0.8	0.0	-0.8	0.8
	80.5+			0.0	0.0	0.0	0.0
	Total	242	38	100.0	100.0		**48.8**
Black African							
	0.0	25	4	9.7	6.3	-3.4	3.4
	0.5 - 10.0	18	3	7.0	4.7	-2.3	2.3
	10.5 - 20.0	34	10	13.2	15.6	2.4	2.4
	20.5 - 30.0	35	10	13.6	15.6	2.1	2.1
	30.5 - 40.0	27	6	10.5	9.4	-1.1	1.1
	40.5 - 50.0	55	18	21.3	28.1	6.8	6.8
	50.5 - 60.0	32	9	12.4	14.1	1.7	1.7
	60.5 - 70.0	23	4	8.9	6.3	-2.7	2.7
	70.5 - 80.0	6		2.3	0.0	-2.3	2.3
	80.5+	3		1.2	0.0	-1.2	1.2
	Total	258	64	100.0	100.0		***25.9***

Source: 2002 LPD

continued

Note: total in italics indicates that numbers are too small to be reliable.
See table 62 for an explanation of the terms ED and SC 1, 2, 4 and 5.
This table shows, for each ethnic group, the total GCSE point scores of pupils in areas with high proportions of heads of household in professional or managerial occupations and the total GCSE point scores of pupils in areas with high proportions of heads of household in semiskilled or unskilled occupations. GCSE point scores are compared to show the impact of social class on attainment *within* ethnic groups.

C3 Social Class differences in attainment, by ethnicity, 2002 GCSE point scores, and 1991 enumeration districts (EDs) , continued

		Number of pupils		Percentage of pupils			
	GCSE point score ranges	In high SC 1 & 2 (more than 66.66pc) EDs	In High SC 4 & 5 (more than 66.66pc) EDs	in each point score group, high SC1 & SC2	in each point score group, high SC4 & SC5	Difference	Absolute difference
Black Other							
	0.0	11		8.8	0.0	-8.8	8.8
	0.5 - 10.0	5	2	4.0	12.5	8.5	8.5
	10.5 - 20.0	17	1	13.6	6.3	-7.4	7.4
	20.5 - 30.0	13	3	10.4	18.8	8.4	8.4
	30.5 - 40.0	24	1	19.2	6.3	-13.0	13.0
	40.5 - 50.0	21	5	16.8	31.3	14.5	14.5
	50.5 - 60.0	16	1	12.8	6.3	-6.6	6.6
	60.5 - 70.0	13	1	10.4	6.3	-4.2	4.2
	70.5 - 80.0	4	2	3.2	12.5	9.3	9.3
	80.5+	1		0.8	0.0	-0.8	0.8
	Total	125	16	100.0	100.0		***81.2***
Indian							
	0.0	15		3.8	0.0	-3.8	3.8
	0.5 - 10.0	4		1.0	0.0	-1.0	1.0
	10.5 - 20.0	7	4	1.8	11.4	9.6	9.6
	20.5 - 30.0	23	5	5.9	14.3	8.4	8.4
	30.5 - 40.0	47	3	12.0	8.6	-3.4	3.4
	40.5 - 50.0	60	11	15.3	31.4	16.2	16.2
	50.5 - 60.0	81	3	20.6	8.6	-12.0	12.0
	60.5 - 70.0	81	6	20.6	17.1	-3.5	3.5
	70.5 - 80.0	51	2	13.0	5.7	-7.3	7.3
	80.5+	24	1	6.1	2.9	-3.2	3.2
	Total	393	35	100.0	100.0		**68.5**
Pakistani							
	0.0	10		6.5	0.0	-6.5	6.5
	0.5 - 10.0	2	1	1.3	7.7	6.4	6.4
	10.5 - 20.0	4		2.6	0.0	-2.6	2.6
	20.5 - 30.0	16	1	10.5	7.7	-2.8	2.8
	30.5 - 40.0	22	1	14.4	7.7	-6.7	6.7
	40.5 - 50.0	40	4	26.1	30.8	4.6	4.6
	50.5 - 60.0	30	5	19.6	38.5	18.9	18.9
	60.5 - 70.0	19	1	12.4	7.7	-4.7	4.7
	70.5 - 80.0	5		3.3	0.0	-3.3	3.3
	80.5+	5		3.3	0.0	-3.3	3.3
	Total	153	13	100.0	100.0		***59.7***

Source: 2002 LPD

continued

Note: total in italics indicates that numbers are too small to be reliable.
See table 62 for an explanation of the terms ED and SC 1, 2, 4 and 5.
This table shows, for each ethnic group, the total GCSE point scores of pupils in areas with high proportions of heads of household in professional or managerial occupations and the total GCSE point scores of pupils in areas with high proportions of heads of household in semiskilled or unskilled occupations. GCSE point scores are compared to show the impact of social class on attainment *within* ethnic groups.

C3 Social class differences in attainment, by ethnicity, 2002 GCSE point scores, and 1991 enumeration districts (EDs), continued

	GCSE point score ranges	Number of pupils: In high SC 1 & 2 (more than 66.66%) EDs	Number of pupils: In High SC 4 & 5 (more than 66.66%) EDs	Percentage of pupils: in each point score group, high SC1 & SC2	Percentage of pupils: in each point score group, high SC4 & SC5	Difference	Absolute difference
Bangladeshi							
	0.0	11	3	8.5	4.8	-3.6	3.6
	0.5 - 10.0	8	4	6.2	6.5	0.3	0.3
	10.5 - 20.0	4	5	3.1	8.1	5.0	5.0
	20.5 - 30.0	19	6	14.6	9.7	-4.9	4.9
	30.5 - 40.0	26	11	20.0	17.7	-2.3	2.3
	40.5 - 50.0	31	16	23.8	25.8	2.0	2.0
	50.5 - 60.0	17	7	13.1	11.3	-1.8	1.8
	60.5 - 70.0	8	5	6.2	8.1	1.9	1.9
	70.5 - 80.0	4	3	3.1	4.8	1.8	1.8
	80.5+	2	2	1.5	3.2	1.7	1.7
	Total	130	62	100.0	100.0		**25.2**
Chinese							
	0.0	2		3.6	0.0	-3.6	3.6
	0.5 - 10.0	2		3.6	0.0	-3.6	3.6
	10.5 - 20.0	1	1	1.8	14.3	12.5	12.5
	20.5 - 30.0	4		7.1	0.0	-7.1	7.1
	30.5 - 40.0	3	1	5.4	14.3	8.9	8.9
	40.5 - 50.0	3	2	5.4	28.6	23.2	23.2
	50.5 - 60.0	10	3	17.9	42.9	25.0	25.0
	60.5 - 70.0	14		25.0	0.0	-25.0	25.0
	70.5 - 80.0	6		10.7	0.0	-10.7	10.7
	80.5+	11		19.6	0.0	-19.6	19.6
	Total	56	7	100.0	100.0		***139.3***

Source: 2002 LPD

Note: total in italics indicates that numbers are too small to be reliable.
See table 62 for an explanation of the terms ED and SC 1, 2, 4 and 5.
This table shows, for each ethnic group, the total GCSE point scores of pupils in areas with high proportions of heads of household in professional or managerial occupations and the total GCSE point scores of pupils in areas with high proportions of heads of household in semiskilled or unskilled occupations. GCSE point scores are compared to show the impact of social class on attainment *within* ethnic groups.

Table C4 shows gives a summary of information in table C3 on differences in 2002 GCSE total point score *within* ethnic groups, and sets this alongside information from table 13 in the main part of the report on percentage difference *between* the 2002 GCSE point scores of White pupils and pupils with a Black or other ethnic heritage.

Table C4. GCSE total point scores. Within group differences by socio-economic status, and differences between White pupils and pupils in each ethnic group

	Percentage difference, pupils in the same ethnic group living in advantaged and disadvantaged areas, 1991, census enumeration districts	Percentage difference *between* White pupils and BME pupils (see tables 13 in the main text)
White	39.7	-
Black Caribbean	24.4	19.9
Black African	12.9	11.8
Black Other	40.6	14.3
Indian	34.2	16.9
Pakistani	29.8	9.6
Bangladeshi	12.6	6.1
Chinese	69.6	24.7

Source: 2002 LPD See table C3 and table 15 for the information on which this table is based.

Differences in the attainment pupils in the same ethnic group, but living in areas of different socio-economic status, are consistently greater than differences between White pupils and pupils with a Black or other ethnic heritage. The low levels of achievement of some ethnic minority and White pupils will not be improved if the socio-economic dimension of underachievement is not taken into account.

Table C5 provides a comparison of the attainment of White pupils and pupils with a Black or other ethnic heritage living in what are, in terms of the 1991 census measure, largely higher status areas. Table C6 provides the same comparison for pupils living in largely low status areas. In the higher status areas, ethnic differences between White and Black Caribbean pupils follow a familiar pattern. A higher proportion of White pupils than Black Caribbean pupils have high GCSE point scores, and a higher proportion of Black Caribbean than White pupils have low point scores. Broadly the same pattern applies when the attainment of Black African and Black Other pupils is compared with White pupils. Again following a familiar pattern, in the higher status areas on the 1991 census measure, the attainment of Indian and Chinese pupils compared with that of White pupils, is skewed towards higher GCSE point scores, and away from the lower point scores.

The pattern of attainment amongst pupils to lower status areas also follows the familiar pattern in part, but not entirely. Pupils with an Indian, Pakistani, Bangladeshi or Black Other heritage are, on balance, proportionally less likely than their White counterparts to be represented in the low GCSE point scores ranges. Black Caribbean and Black African children are proportionally less likely than their White counterparts to be represented in some of the low attainment areas. Table C6 points to comparatively low levels of attainment amongst the White pupils in lower status neighbourhoods.

C5. Pupils living in high status areas in the 1991 census measure. Similarities and differences in 2002 GCSE total point scores, by ethnicity

	Pupils living in areas where more than 2/3rds of heads of household were in professional or managerial occupations on the 1991 census measure							
2002 GCSE point scores	Percentage of pupils at each point score, by ethnic group							
	White	Black	Black	Black Other	Indian	Pakistani	Bangladeshi	Chinese
0.0	5.1	7.4	9.7	8.8	3.8	6.5	8.5	3.6
0.5 - 10.0	2.9	12.8	7	4	1	1.3	6.2	3.6
10.5 - 20.0	4.1	13.2	13.2	13.6	1.8	2.6	3.1	1.8
20.5 - 30.0	6.8	16.9	13.6	10.4	5.9	10.5	14.6	7.1
30.5 - 40.0	11.4	16.9	10.5	19.2	12	14.4	20	5.4
40.5 - 50.0	17.6	17.4	21.3	16.8	15.3	26.1	23.8	5.4
50.5 - 60.0	21.2	8.3	12.4	12.8	20.6	19.6	13.1	17.9
60.5 - 70.0	17.7	6.2	8.9	10.4	20.6	12.4	6.2	25
70.5 - 80.0	9.7	0.8	2.3	3.2	13	3.3	3.1	10.7
80.5+	3.4	0	1.2	0.8	6.1	3.3	1.5	19.6
Total	100	100	100	100	100	100	100	100
Percentage of pupils with point scores similar to those of White pupils								
0.0		5.1	5.1	5.1	3.8	5.1	5.1	3.6
0.5 - 10.0		2.9	2.9	2.9	1	1.3	2.9	2.9
10.5 - 20.0		4.1	4.1	4.1	1.8	2.6	3.1	1.8
20.5 - 30.0		6.8	6.8	6.8	5.9	6.8	6.8	6.8
30.5 - 40.0		11.4	10.5	11.4	11.4	11.4	11.4	5.4
40.5 - 50.0		17.4	17.6	16.8	15.3	17.6	17.6	5.4
50.5 - 60.0		8.3	12.4	12.8	20.6	19.6	13.1	17.9
60.5 - 70.0		6.2	8.9	10.4	17.7	12.4	6.2	17.7
70.5 - 80.0		0.8	2.3	3.2	9.7	3.3	3.1	9.7
80.5+		0	1.2	0.8	3.4	3.3	1.5	3.4
Total		63.0	71.8	74.3	90.6	83.4	70.8	74.6
Difference								
0.0		2.3	4.6	3.7	-1.3	1.4	3.4	-1.5
0.5 - 10.0		9.9	4.1	1.1	-1.9	-1.6	3.3	0.7
10.5 - 20.0		9.1	9.1	9.5	-2.3	-1.5	-1	-2.3
20.5 - 30.0		10.1	6.8	3.6	-0.9	3.7	7.8	0.3
30.5 - 40.0		5.5	-0.9	7.8	0.6	3	8.6	-6
40.5 - 50.0		-0.2	3.7	-0.8	-2.3	8.5	6.2	-12.2
50.5 - 60.0		-12.9	-8.8	-8.4	-0.6	-1.6	-8.1	-3.3
60.5 - 70.0		-11.5	-8.8	-7.3	2.9	-5.3	-11.5	7.3
70.5 - 80.0		-8.9	-7.4	-6.5	3.3	-6.4	-6.6	1
80.5+		-3.4	-2.2	-2.6	2.7	-0.1	-1.9	16.2
Absolute difference		73.8	56.4	51.3	18.8	33.1	58.4	50.8
Percentage difference		36.9	28.2	25.7	9.4	16.6	29.2	25.4

Source: 2002 LPD

C6. Pupils living in low status areas in the 1991 census measure. Similarities and differences in 2002 GCSE total point scores, by ethnicity

2002 GCSE point scores	Pupils living in areas where more than 2/3rds of heads of household were in semi-skilled or unskilled occupations on the 1991 census measure Percentage of pupils at each point score, by ethnic group							
	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
0.0	6.3	7.9	6.3	0	0	0	4.8	0
0.5 - 10.0	14.2	2.6	4.7	12.5	0	7.7	6.5	0
10.5 - 20.0	14.7	18.4	15.6	6.3	11.4	0	8.1	14.3
20.5 - 30.0	17.4	26.3	15.6	18.8	14.3	7.7	9.7	0
30.5 - 40.0	17.4	26.3	9.4	6.3	8.6	7.7	17.7	14.3
40.5 - 50.0	16.3	15.8	28.1	31.3	31.4	30.8	25.8	28.6
50.5 - 60.0	5.3	2.6	14.1	6.3	8.6	38.5	11.3	42.9
60.5 - 70.0	5.3	0	6.3	6.3	17.1	7.7	8.1	0
70.5 - 80.0	2.6	0	0	12.5	5.7	0	4.8	0
80.5+	0.5	0	0	0	2.9	0	3.2	0
Total	100	100	100	100	100	100	100	100
Percentage of pupils with point scores similar to those of White pupils								
0.0		6.3	6.3	0	0	0	4.8	0
0.5 - 10.0		2.6	4.7	12.5	0	7.7	6.5	0
10.5 - 20.0		14.7	14.7	6.3	11.4	0	8.1	14.3
20.5 - 30.0		17.4	15.6	17.4	14.3	7.7	9.7	0
30.5 - 40.0		17.4	9.4	6.3	8.6	7.7	17.4	14.3
40.5 - 50.0		15.8	16.3	16.3	16.3	16.3	16.3	16.3
50.5 - 60.0		2.6	5.3	5.3	5.3	5.3	5.3	5.3
60.5 - 70.0		0	5.3	5.3	5.3	5.3	5.3	0
70.5 - 80.0		0	0	2.6	2.6	0	2.6	0
80.5+		0	0	0	0.5	0	0.5	0
Total		76.8	77.6	72.0	64.3	50.0	76.5	50.2
Difference								
0.0		1.6	-1.6	-6.3	0.0	0.0	4.8	-4.8
0.5 - 10.0		-11.6	2.1	7.8	-12.5	7.7	-1.2	-6.5
10.5 - 20.0		3.7	-2.8	-9.3	5.1	-11.4	8.1	6.2
20.5 - 30.0		8.9	-10.7	3.2	-4.5	-6.6	2.0	-9.7
30.5 - 40.0		8.9	-16.9	-3.1	2.3	-0.9	10.0	-3.4
40.5 - 50.0		-0.5	12.3	3.2	0.1	-0.6	-5.0	2.8
50.5 - 60.0		-2.7	11.5	-7.8	2.3	29.9	-27.2	31.6
60.5 - 70.0		-5.3	6.3	0.0	10.8	-9.4	0.4	-8.1
70.5 - 80.0		-2.6	0.0	12.5	-6.8	-5.7	4.8	-4.8
80.5+		-0.5	0.0	0.0	2.9	-2.9	3.2	-3.2
Absolute difference		46.3	64.2	53.2	47.3	75.1	66.7	81.1
Percentage difference		23.2	32.1	26.6	23.7	37.6	33.4	40.6

Source: 2002 LPD

Differences in attainment exist within ethnic groups, which are likely to reflect differences in parental socio-economic status. Differences of attainment within ethnic groups are generally greater than differences in attainment between White pupils and pupils with a Black or other ethnic heritage. Nonetheless, however viewed, similarities in the 2002 GCSE point scores of pupils from different groups, tend to outweigh dissimilarities.

Unfortunately, it became clear in the early stages of work for this report that data received from Ian McCallum's work on 1991 census enumeration districts (Eds) did not include a measure of the proportion of heads of household with an intermediate socio-economic status, and it remained open to question whether this could be derived from 2001 census data. Standard 2001 census

tables are available for the population aged 16 to 74 and over, and table C7 shows the numbers in different occupational groups in London.

C7. 2001 national census. Household reference persons in London, by age and socio-economic group

	Age			
	16 to 24	25-59	60+	Total
Number				
ALL Household reference persons	116,740	2,100,795	514,361	2,731,896
1. Higher managerial & professional occupations	11,338	383,228	20,455	415,021
1.1 Large employers & higher managerial occupations	2,665	150,634	5,581	158,880
1.2 Higher professional occupations	8,673	232,594	14,874	256,141
2. Lower managerial and professional occupations	23,090	605,961	41,896	670,947
3. Intermediate occupations	14,901	208,559	19,299	242,759
4. Small employers and own account workers	2,477	195,168	27,175	224,820
5. Lower supervisory and technical occupations	6,228	134,260	14,105	154,593
6. Semi-routine occupations	14,025	180,475	27,033	221,533
7. Routine occupations	7,611	130,431	22,958	161,000
8. Never worked or long term unemployed	9,304	108,403	11,364	129,071
L14.1 Never worked	7,778	68,980	7,850	84,608
L14.2 Long-term unemployed	1,526	39,423	3,514	44,463
Not classified	27,766	154,310	330,076	512,152
L15 Full-time students	26,654	34,476	865	61,995
L17 Not classifiable for other reasons	1,112	119,834	329,211	450,157
Percentage				
ALL HRPs	4.3	76.9	18.8	100.0
1. Higher managerial & professional occupations	2.7	92.3	4.9	100.0
1.1 Large employers & higher managerial occupations	1.7	94.8	3.5	100.0
1.2 Higher professional occupations	3.4	90.8	5.8	100.0
2. Lower managerial and professional occupations	3.4	90.3	6.2	100.0
3. Intermediate occupations	6.1	85.9	7.9	100.0
4. Small employers and own account workers	1.1	86.8	12.1	100.0
5. Lower supervisory and technical occupations	4.0	86.8	9.1	100.0
6. Semi-routine occupations	6.3	81.5	12.2	100.0
7. Routine occupations	4.7	81.0	14.3	100.0
8. Never worked or long term unemployed	7.2	84.0	8.8	100.0
L14.1 Never worked	9.2	81.5	9.3	100.0
L14.2 Long-term unemployed	3.4	88.7	7.9	100.0
Not classified	5.4	30.1	64.4	100.0
L15 Full-time students	43.0	55.6	1.4	100.0
L17 Not classifiable for other reasons	0.2	26.6	73.1	100.0

Source: census table S045
Census tables are Crown © copyright
Note: a household reference person is the first person listed on a 2001census return. See www.statistics.gov.uk/census2001/outputclassification.asp for census data definitions.

Table C8 gives an analysis of the overall similarities and differences in attainment of pupils living in output areas which had high proportions of household reference persons in, respectively, professional and managerial occupations, intermediate occupations and routine or elementary

occupations in 2001 census output areas (see www.statistics.gov.uk/census2001/op12.asp for a discussion of the geographical units used to group 2001 census data).

Tables C2 to C6 required that more than two thirds of heads of household should be in a particular socio-economic group for an enumeration district to be classified as largely single class. However, there were comparatively few pupils living in areas which could be identified as largely semi-skilled or unskilled based on 2001 census data. Numbers fell further when pupils were further grouped by ethnicity. To increase the numbers of pupils who could be included in the calculations, the threshold in table C8 for identifying an area as largely single class was lowered to 60 per cent of household reference persons belonging to the same occupational group.

C8. 2002 total GCSE point scores by social composition of pupil home 2001 census output area type, census respondents aged 16-74

	2002 GCSE point scores										
	0	0.5-10.0	10.5-20.0	20.5-30.0	30.5-40.0	40.5-50.	50.5-60.0	60.5-70.0	70.5-80.0	80.5+	Total
Number of pupils at each point score											
60% and over professional/managerial	11	10	7	14	17	37	36	33	28	7	200
60% and over intermediate	5	9	1	13	19	23	13	19			102
60% and over routine or elementary	27	28	32	47	38	45	15	6	2		240
Percentage of pupil at each point score											
60% and over professional/managerial	5.5	5.0	3.5	7.0	8.5	18.5	18.0	16.5	14.0	3.5	100.0
60% and over intermediate	4.9	8.8	1.0	12.7	18.6	22.5	12.7	18.6	0.0	0.0	100.0
60% and over routine or elementary	11.3	11.7	13.3	19.6	15.8	18.8	6.3	2.5	0.8	0.0	100.0
Percentage of pupils in intermediate areas and professional/managerial areas with similar point scores	4.9	5.0	1.0	7.0	8.5	18.5	12.7	16.5	0.0	0.0	74.1
Percentage of pupils in intermediate areas and routine/elementary areas with similar point scores	4.9	8.8	1.0	12.7	15.8	18.8	6.3	2.5	0.0	0.0	70.8
Percentage of pupils in routine or elementary areas and high professional/managerial areas with similar point scores	5.5	5.0	3.5	7.0	8.5	18.5	6.3	2.5	0.8	0.0	57.6
Difference, intermediate group and professional managerial group	-0.6	3.8	-2.5	5.7	10.1	4.0	-5.3	2.1	-14.0	-3.5	51.7
Difference, routine elementary group and intermediate group	6.3	2.8	12.4	6.8	-2.8	-3.8	-6.5	-16.1	0.8	0.0	58.4
Difference, routine elementary group and professional managerial group	5.8	6.7	9.8	12.6	7.3	0.3	-11.8	-14.0	-13.2	-3.5	84.8

Source: 2002 LPD

GCSE A* grade=8, A=7, B=6, C=5, D=4, E=3, F=2, G=1. Other =0

Table C8 confirms, that there is a greater degree of similarity than dissimilarity in the GCSE point scores of pupils living in different types of area. The single major difference is between pupils living in areas where there is a high proportion of household reference persons in professional or managerial occupations and pupils living in areas where there is a high proportion of household reference persons in elementary or routine occupations. That last difference is almost at the point where the majority of pupils in the socially most advantaged areas have dissimilar 2002 GCSE point scores to pupils in the socially least advantaged areas. This is consistent with the information

shown in Figure 11, which indicated that differences in attainment by socio-economic status can be greater than differences in attainment by ethnicity.

Additionally, table C8 shows that pupils living in areas with a high proportion of household reference persons in the intermediate group tend to have levels of attainment which are intermediate between that of pupils living in the other two types of area. This is consistent with the findings from PISA 2000. Unfortunately, the total numbers in each type of area are too small to sustain an analysis by ethnicity. Future analyses of this group will require different data, different statistical methods, or both.

Table C7 provides an occupational breakdown for the population aged 16 to 60+. It indicates that, in some age groups, a high proportion of the population was classified either as students, or were unclassified. A re-run of census tables based on a narrower age range (25-60+) increased the numbers of output areas which could be identified as having majority of household reference persons in one of the three major groups shown in table C8. Additionally, the threshold for identifying an output area as largely single class was set at both the lower level of over 60 per cent, and then at 50 per cent plus. Lowering the threshold increases the numbers of output areas brought within the analysis, which in turn increases the number of pupils whose attainment at GCSE can be reviewed.

This also increases the chance that output areas would be identified as largely single class when they actually contained households from other groups. That is, reducing the threshold increases the risk that the ecological fallacy will apply. If this is so, then the associations between ethnicity and attainment based on 1991 socio-economic context data, where the threshold for identifying a largely single class area was set at over 66.66 percent, would be weakened. This was the case.

Table C9 shows the number and percentage of pupils living in what are identified as largely single class areas on the basis of the lower threshold measures applied to 2001 census data. There are still an insufficient number of pupils in output areas with a predominantly intermediate socio-economic status to support an analysis by ethnicity. Again, alternative data sources and/or statistical techniques are needed if the attainment of pupils from households with an intermediate socio-economic status is to be explored further.

For the present, the report focuses on the similarities and dissimilarities in the attainment of pupils living in output areas where there is a high proportion of household reference persons in professional and managerial occupations on the one hand, and on the other, pupils living in output areas where there is a high proportion of household reference persons in routine or elementary occupations.

The underlying question at this point is whether socio-economic differences 'explain' differences in the attainment of pupils from different groups. This is approached through three more specific questions.

1. What is the extent of similarity and dissimilarity in the attainment of White pupils and pupils with a Black or other ethnic heritage in the same type of output area?
2. What is the extent of similarity and dissimilarity in the attainment of pupils in the same ethnic group, who live in different types of output area?
3. Are differences by socio-economic group greater than differences by ethnicity?

C9. Table Numbers of 15 year olds living in 2001 census output areas which are largely socially homogeneous

	Total number of pupils aged 15	% HRPs in professional and managerial occupations ay output area level			% HRPs in intermediate occupations at output area level			% HRPs in intermediate semi-routine or routine occupations at output area level		
		66.66% or more	More than 60%	More than 50%	66.66% or more	More than 60%	More than 50%	66.66% or more	More than 60%	More than 50%
Number										
White	37,730	3,774	6,886	13,162	1	8	398	24	123	1,396
Black Caribbean	4,422	167	374	959			7	4	28	372
Black African	5,250	181	387	958		1	13	11	55	634
Black Other	2,058	97	218	526			7	3	10	140
Indian	5,501	202	445	1,154		4	24	3	25	252
Pakistani	2,379	99	207	515			8	1	17	175
Bangladeshi	2,545	72	141	353				60	185	660
Chinese	628	42	81	208			1		1	48
Other	4,710	341	598	1,284		1	11	7	40	386
Unclassified	1,459	199	352	615		1	17	2	4	46
2003 categories	3,141	342	592	1,151			24	5	14	191
Total	69,823	5,516	10,281	20,885	1	15	510	120	502	4,300
Pupils aged 15 in each type of output area as a percentage of all pupils										
White		10.0	18.3	34.9	0.0	0.0	1.1	0.1	0.3	3.7
Black Caribbean		3.8	8.5	21.7	0.0	0.0	0.2	0.1	0.6	8.4
Black African		3.4	7.4	18.2	0.0	0.0	0.2	0.2	1.0	12.1
Black Other		4.7	10.6	25.6	0.0	0.0	0.3	0.1	0.5	6.8
Indian		3.7	8.1	21.0	0.0	0.1	0.4	0.1	0.5	4.6
Pakistani		4.2	8.7	21.6	0.0	0.0	0.3	0.0	0.7	7.4
Bangladeshi		2.8	5.5	13.9	0.0	0.0	0.0	2.4	7.3	25.9
Chinese		6.7	12.9	33.1	0.0	0.0	0.2	0.0	0.2	7.6
Other		7.2	12.7	27.3	0.0	0.0	0.2	0.1	0.8	8.2
Unclassified		13.6	24.1	42.2	0.0	0.1	1.2	0.1	0.3	3.2
2003 categories		10.9	18.8	36.6	0.0	0.0	0.8	0.2	0.4	6.1
Total		7.9	14.7	29.9	0.0	0.0	0.7	0.2	0.7	6.2

Source: 2002 LPD

Tables C13 to C16 compare in detail the attainment of pupils from different ethnic groups with that of White pupils within socially 'similar' output areas, firstly using a 50 per cent plus threshold for identifying a largely single class area, and then using a 60 per cent per cent plus threshold for identifying a largely single class area. Tables C17 and C18 compare the attainment of pupils in the same ethnic group, but living in different types of output area.

The tables give the numbers of pupils at each total 2002 GCSE point score. As with earlier tables of this type, the existence of small numbers of pupils in a particular point score range indicates that the tables should be read with caution. Also, as with earlier tables, in tables C13 to C18 differences in the proportions of pupils at each point score indicate whether differences follow a

pattern, with relative attainment of a group being concentrated in the high or low attainment ranges or whether comparative attainment is simply different, but not necessarily unequal with that of other groups.

Tables C10 to C12 summarise information from the subsequent, more detailed, tables. Table C10 gives a summary of information in Table 13 in the main text, showing the percentage of pupils with an ethnic heritage who have similar, and dissimilar total GCSE point scores to those of White pupils.

C10. Summary - similarities and dissimilarities in 2002 GCSE total point scores of White pupils and pupils with a Black or other ethnic heritage

	Percentage of White pupils and pupils with an ethnic heritage		
	with similar total GCSE point scores	with dissimilar total GCSE point scores	Total
Black Caribbean	80.1	19.9	100.0
Black African	88.3	11.8	100.1
Black Other	85.7	14.3	100.0
Indian	83.1	16.9	100.0
Pakistani	90.4	9.6	100.0
Bangladeshi	93.9	6.1	100.0
Chinese	75.4	24.7	100.1

Source: 2002 LPD
See table 15 in the main text
Figures may not sum to 100 because of rounding

Table 13 in the main text makes clear that, compared with the attainment of White pupils, the attainment of Black Caribbean pupils is skewed towards the lower attainment ranges, and that of Indian and Chinese pupils is skewed towards the higher attainment ranges. That said, a higher proportion of White pupils and pupils with a Black or other ethnic heritage have similar levels of attainment than is otherwise the case.

Table C11 gives a summary of key information in tables C14 to C17 comparing the educational attainment of White pupils with that of pupils with a Black or other ethnic heritage, firstly for pupils living in areas of comparatively high social advantage, and then for pupils living in areas of comparatively low social advantage. The gap in attainment between Black Caribbean and Black African pupils on the one hand, and White pupils on the other, is more pronounced in areas of social advantage than in areas of social disadvantage. On the other hand, the difference between Chinese, Indian and Pakistani one the one hand, and White pupils on the other is less in areas of social advantage than amongst those pupils generally. Household socio-economic status does not, on the present data entirely explain away the skewed attainment particularly of Black Caribbean pupils compared with White pupils. However, level of household social advantage may explain at least some of the Asian educational advantage over White pupils in London.

C11. Similarity and dissimilarity in 2002 total GCSE point scores between White and BME pupils in different types of census output area.

	50% plus professional/ managerial	50%+ semi-routine/ routine	60% plus professional/ managerial	60%+ semi-routine/ routine
Percentage of BME pupils with similar results to those of White pupils				
Black Caribbean	66.0	93.9	63.1	75.3
Black African	74.1	86.0	67.6	69.1
Black Other	75.4	90.6	71.2	65.5
Indian	89.6	69.7	88.0	74.5
Pakistani	89.4	75.8	82.9	71.5
Bangladeshi	79.4	75.0	70.1	74.7
Chinese	82.1	51.6	85.8	N/A
Percentage of BME pupils with dissimilar results to those of White pupils				
Black Caribbean	34.1	6.1	36.9	24.7
Black African	25.9	14.0	32.4	30.9
Black Other	24.6	9.4	28.8	34.5
Indian	10.4	30.3	12.0	25.5
Pakistani	10.6	24.2	17.1	28.5
Bangladeshi	20.6	25.0	29.9	25.3
Chinese	17.9	48.4	14.2	N/A

Source: 2002 LPD

See tables C14 to C17 for further details

Table C12 gives a summary of key points in table C18 and C19, which compare levels of attainment amongst pupils in the *same* ethnic group, but who live in different types of 2001 census output area. The widest difference is in the attainment of White pupils, followed by differences in the attainment of Indian and Pakistani pupils. The difference between the attainment of White pupils in social advantaged areas and White pupils in socially disadvantaged areas is greater than any of the differences between White pupils and BME pupils shown in table C11.

Tables C15 and C17 add to this picture of White under-achievement. White pupils in socially disadvantaged neighbourhoods are proportionally more likely than most BME groups in the same type of area to have total 2002 GCSE point scores in the low attainment range. The very low levels of attainment of White pupils in socially less advantaged areas, combined with the point that White pupils form the single largest group of pupils attending maintained schools in London, has implications for school improvement, social inclusion and equalities policies.

C12. Percentage of pupils in same ethnic group, but living in different types of output area, with similar and dissimilar GCSE point scores

	OAs with 50 per cent HRP in professional/managerial occupations compared with OAs with 50 per cent and over HRPs in semi-routine and routine occupations		OA's with 60 per cent HRP in professional/managerial occupations compared with OAs with 60 per cent and over HRPs in semi-routine and routine occupations	
	% of pupils with similar total GCSE point scores	% of pupils with dissimilar total GCSE scores	% of pupils with similar total GCSE point scores	% of pupils with dissimilar total GCSE scores
White	57.3	42.7	53.3	46.7
Black Caribbean	88.8	11.2	77.9	22.1
Black African	93.1	6.9	79.5	20.5
Black Other	84.6	15.4	67.9	32.1
Indian	72.6	27.4	57.7	42.3
Pakistani	79.2	20.8	59.2	40.8
Bangladeshi	93.4	6.6	90.7	9.3
Chinese	71.5	28.5	N/A	N/A

Source: 2002 LPD

See tables C18 and C19 for further details
Note: HRP= household reference person. The household reference person is the first person in the household to complete the 2001 national census.

Table C13 adds to table C4, and summarises differences in pupil attainment within ethnic groups, taking the socio-economic context into account. For comparative purposes, those differences are shown alongside differences in the attainment of BME pupils compared with White pupils generally.

C13. The level of difference of attainment between pupils of the same ethnic group living in social advantaged and socially disadvantaged areas, and between White and BME pupils, 2002 total GCSE point scores

	Percentage difference, within the same ethnic groups, pupils living in different types of area (1991 census enumeration districts)	Percentage difference *within* the same ethnic groups, pupils living in socially different 2001 output areas, 50 per cent threshold	Percentage difference *within* the same ethnic groups, pupils living in socially different 2001 output areas, 60 per cent threshold	Percentage difference *between* White pupils and BME pupils
White	39.7	42.7	46.7	-
Black Caribbean	24.4	11.2	22.1	19.9
Black African	12.9	6.9	20.5	11.7
Black Other	40.6	15.4	32.1	14.3
Indian	34.2	27.4	42.3	16.9
Pakistani	29.8	20.8	40.8	9.6
Bangladeshi	12.6	6.6	9.3	6.1
Chinese	69.6	28.5	N/A	24.6

Source: 2002 LPD

Differences in the attainment of pupils *within* the same ethnic group are, with one exception, greater than the differences between White and BME pupils. The exception is that differences between Black African pupils living in output areas with high percentages of household reference persons in professional and managerial occupations, and Black African pupils living in output areas with high proportions of household reference persons in routine or elementary occupations is, on the 50 per cent threshold measure, less than the differences between White and Black African pupils generally. This is not the case when higher thresholds measures are used to identify socially advantaged and socially disadvantaged areas.

There are 11 key conclusions when information from the national census is used to provide socio-economic context to data on ethnicity and attainment.

- Given London's social diversity, the numbers of pupils who can be identified as living in largely single class enumeration districts or output areas using national census data, can be small.
- Additional data sources and/or statistical techniques are needed, especially if outcomes for pupils in intermediate groups are to be analysed.
- There is more similarity than dissimilarity in education outcomes at GCSE for White pupils and for pupils with a Black or other ethnic heritage. This is so for pupils generally, and for pupils living in socially advantaged areas compared with pupils living in socially disadvantaged areas.
- The different methods used in this report to identify whether a pupil's home area is socially advantaged or not, tend to lead to the same conclusion. Differences within ethnic groups, when social advantage and disadvantage are taken into account, are larger than the differences between White pupils and pupils with a Black or other ethnic heritage.
- Nonetheless, differences in attainment between White pupils and other pupils remain for many pupils when socio-economic status is taken into account.
- In socially advantaged areas, the 'attainment advantage' of Chinese Indian pupils continues to exist, though at a much reduced level.
- In the same type of area, the attainment of Black Caribbean pupils compared with the attainment of White pupils tends to be skewed towards the lower point score ranges.
- In socially disadvantaged areas, the attainment of White pupils tends to be skewed towards the lower total GCSE point scores compared with the attainment of Black African, Black Other, Indian, Pakistani, Bangladeshi and Chinese pupils. In socially disadvantaged areas, the attainment of Black Caribbean pupils compared to that of White pupils is skewed away from the higher total GCSE point scores. The evidence on the position of Black Caribbean pupils at the lowest levels of attainment in disadvantaged areas is mixed.
- Where 2001 census information is used to provide context, the difference in the attainment of White pupils in socially advantaged areas and White pupils in socially disadvantaged areas emerges as the single greatest difference identified in this report. (The difference between White and Chinese pupils in disadvantaged areas is greater, but the small numbers involved suggest caution in interpreting that data).
- Socio-economic factors, as well as ethnicity, need to be taken into account if school improvement, social inclusion and equalities policies are to be effective.
- The existence of underachievement amongst socially less advantaged pupils needs to be considered within those policies.
- There is a need for further research on how socio-economic status interacts with educational attainment.
- In the short run there is a need for information on parental employment status to be included within the data collection exercises which 'feed' data into the NPD.

C14. 2002 GCSE total point scores. BME pupils compared with White pupils in output areas which are more than 50 per cent professional or managerial

2002 GCSE point scores	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
Number of pupils in each point score group								
0.0	597	54	77	45	34	24	22	7
0.5 - 10.0	432	95	74	48	17	15	18	5
10.5 - 20.0	649	117	100	37	30	34	33	5
20.5 - 30.0	1,025	179	135	77	60	51	44	11
30.5 - 40.0	1,614	196	176	95	124	73	62	19
40.5 - 50.0	2,442	158	159	91	208	120	75	30
50.5 - 60.0	2,741	102	135	73	263	105	51	36
60.5 - 70.0	2,163	48	63	39	223	62	25	48
70.5 - 80.0	1,157	9	30	14	145	20	18	25
80.5+	342	1	9	7	50	11	5	22
Total	13,162	959	958	526	1,154	515	353	208
Percentage of pupils in each point score group								
0.0	4.5	5.6	8.0	8.6	2.9	4.7	6.2	3.4
0.5 - 10.0	3.3	9.9	7.7	9.1	1.5	2.9	5.1	2.4
10.5 - 20.0	4.9	12.2	10.4	7.0	2.6	6.6	9.3	2.4
20.5 - 30.0	7.8	18.7	14.1	14.6	5.2	9.9	12.5	5.3
30.5 - 40.0	12.3	20.4	18.4	18.1	10.7	14.2	17.6	9.1
40.5 - 50.0	18.6	16.5	16.6	17.3	18.0	23.3	21.2	14.4
50.5 - 60.0	20.8	10.6	14.1	13.9	22.8	20.4	14.4	17.3
60.5 - 70.0	16.4	5.0	6.6	7.4	19.3	12.0	7.1	23.1
70.5 - 80.0	8.8	0.9	3.1	2.7	12.6	3.9	5.1	12.0
80.5+	2.6	0.1	0.9	1.3	4.3	2.1	1.4	10.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils with point scores similar to those of White pupils								
0.0		4.5	4.5	4.5	2.9	4.5	4.5	3.4
0.5 - 10.0		3.3	3.3	3.3	1.5	2.9	3.3	2.4
10.5 - 20.0		4.9	4.9	4.9	2.6	4.9	4.9	2.4
20.5 - 30.0		7.8	7.8	7.8	5.2	7.8	7.8	5.3
30.5 - 40.0		12.3	12.3	12.3	10.7	12.3	12.3	9.1
40.5 - 50.0		16.5	16.6	17.3	18.0	18.6	18.6	14.4
50.5 - 60.0		10.6	14.1	13.9	20.8	20.4	14.4	17.3
60.5 - 70.0		5.0	6.6	7.4	16.4	12.0	7.1	16.4
70.5 - 80.0		0.9	3.1	2.7	8.8	3.9	5.1	8.8
80.5+		0.1	0.9	1.3	2.6	2.1	1.4	2.6
Total		66.0	74.1	75.4	89.6	89.4	79.4	82.1
Difference								
0.0		1.1	3.5	4.0	-1.6	0.1	1.7	-1.2
0.5 - 10.0		6.6	4.4	5.8	-1.8	-0.4	1.8	-0.9
10.5 - 20.0		7.3	5.5	2.1	-2.3	1.7	4.4	-2.5
20.5 - 30.0		10.9	6.3	6.9	-2.6	2.1	4.7	-2.5
30.5 - 40.0		8.2	6.1	5.8	-1.5	1.9	5.3	-3.1
40.5 - 50.0		-2.1	-2.0	-1.3	-0.5	4.7	2.7	-4.1
50.5 - 60.0		-10.2	-6.7	-6.9	2.0	-0.4	-6.4	-3.5
60.5 - 70.0		-11.4	-9.9	-9.0	2.9	-4.4	-9.4	6.6
70.5 - 80.0		-7.9	-5.7	-6.1	3.8	-4.9	-3.7	3.2
80.5+		-2.5	-1.7	-1.3	1.7	-0.5	-1.2	8.0
Absolute difference		68.1	51.7	49.2	20.7	21.1	41.2	35.7
Percentage difference		34.1	25.9	24.6	10.4	10.6	20.6	17.9

Source: 2002 LPD

Note: the percentage in the occupational group in the title refers to the proportion of household reference persons in that group

C15. 2002 GCSE total point scores. BME pupils compared to White pupils in output areas which are more than 50 per cent routine or elementary

2002 GCSE point scores	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
Number								
0.0	155	42	49	12	6	7	29	1
0.5 - 10.0	182	35	46	15	4	9	40	0
10.5 - 20.0	206	66	78	17	16	17	58	3
20.5 - 30.0	257	67	103	30	42	25	86	4
30.5 - 40.0	254	73	118	28	49	41	136	5
40.5 - 50.0	176	52	122	19	54	44	138	12
50.5 - 60.0	99	27	78	15	39	18	109	13
60.5 - 70.0	46	8	32	4	27	9	44	5
70.5 - 80.0	19	2	8	0	14	4	17	3
80.5+	2	0	0	0	1	1	3	2
Total	1,396	372	634	140	252	175	660	48
Percentage in each point score group								
0.0	11.1	11.3	7.7	8.6	2.4	4.0	4.4	2.1
0.5 - 10.0	13.0	9.4	7.3	10.7	1.6	5.1	6.1	0.0
10.5 - 20.0	14.8	17.7	12.3	12.1	6.3	9.7	8.8	6.3
20.5 - 30.0	18.4	18.0	16.2	21.4	16.7	14.3	13.0	8.3
30.5 - 40.0	18.2	19.6	18.6	20.0	19.4	23.4	20.6	10.4
40.5 - 50.0	12.6	14.0	19.2	13.6	21.4	25.1	20.9	25.0
50.5 - 60.0	7.1	7.3	12.3	10.7	15.5	10.3	16.5	27.1
60.5 - 70.0	3.3	2.2	5.0	2.9	10.7	5.1	6.7	10.4
70.5 - 80.0	1.4	0.5	1.3	0.0	5.6	2.3	2.6	6.3
80.5+	0.1	0.0	0.0	0.0	0.4	0.6	0.5	4.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils with point scores similar to those of White pupils								
0.0		11.1	7.7	8.6	2.4	4.0	4.4	2.1
0.5 - 10.0		9.4	7.3	10.7	1.6	5.1	6.1	0.0
10.5 - 20.0		14.8	12.3	12.1	6.3	9.7	8.8	6.3
20.5 - 30.0		18.0	16.2	18.4	16.7	14.3	13.0	8.3
30.5 - 40.0		18.2	18.2	18.2	18.2	18.2	18.2	10.4
40.5 - 50.0		12.6	12.6	12.6	12.6	12.6	12.6	12.6
50.5 - 60.0		7.1	7.1	7.1	7.1	7.1	7.1	7.1
60.5 - 70.0		2.2	3.3	2.9	3.3	3.3	3.3	3.3
70.5 - 80.0		0.5	1.3	0.0	1.4	1.4	1.4	1.4
80.5+		0.0	0.0	0.0	0.1	0.1	0.1	0.1
Total		93.9	86.0	90.6	69.7	75.8	75.0	51.6
Difference								
0.0		0.2	-3.4	-2.5	-8.7	-7.1	-6.7	-9.0
0.5 - 10.0		-3.6	-5.8	-2.3	-11.4	-7.9	-7.0	-13.0
10.5 - 20.0		3.0	-2.5	-2.6	-8.4	-5.0	-6.0	-8.5
20.5 - 30.0		-0.4	-2.2	3.0	-1.7	-4.1	-5.4	-10.1
30.5 - 40.0		1.4	0.4	1.8	1.2	5.2	2.4	-7.8
40.5 - 50.0		1.4	6.6	1.0	8.8	12.5	8.3	12.4
50.5 - 60.0		0.2	5.2	3.6	8.4	3.2	9.4	20.0
60.5 - 70.0		-1.1	1.8	-0.4	7.4	1.8	3.4	7.1
70.5 - 80.0		-0.8	-0.1	-1.4	4.2	0.9	1.2	4.9
80.5+		-0.1	-0.1	-0.1	0.3	0.4	0.3	4.0
Absolute difference		12.3	28.0	18.8	60.6	48.3	50.1	96.8
Percentage difference		6.1	14.0	9.4	30.3	24.2	25.0	48.4

Source: 2002 LPD.
Note: the percentage in the occupational group in the title refers to the proportion of household reference persons in that group

C16. 2002 GCSE total point scores. BME pupils compared with White pupils in output areas which are more than 60 per cent professional or managerial

2002 GCSE grouped point scores	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese
Number of pupils in each point score group								
0.0	310	20	39	15	12	11	10	2
0.5 - 10.0	185	43	21	21	5	5	10	2
10.5 - 20.0	282	42	46	18	12	9	10	2
20.5 - 30.0	438	69	53	33	18	23	17	3
30.5 - 40.0	720	69	75	37	37	28	26	7
40.5 - 50.0	1,230	60	56	39	71	54	34	11
50.5 - 60.0	1,468	42	58	24	91	33	19	16
60.5 - 70.0	1,270	23	25	20	100	30	9	15
70.5 - 80.0	751	5	13	9	80	9	5	12
80.5+	232	1	1	2	19	5	1	11
Total	6,886	374	387	218	445	207	141	81
Percentage of pupils in each point score group								
0.0	4.5	5.3	10.1	6.9	2.7	5.3	7.1	2.5
0.5 - 10.0	2.7	11.5	5.4	9.6	1.1	2.4	7.1	2.5
10.5 - 20.0	4.1	11.2	11.9	8.3	2.7	4.3	7.1	2.5
20.5 - 30.0	6.4	18.4	13.7	15.1	4.0	11.1	12.1	3.7
30.5 - 40.0	10.5	18.4	19.4	17.0	8.3	13.5	18.4	8.6
40.5 - 50.0	17.9	16.0	14.5	17.9	16.0	26.1	24.1	13.6
50.5 - 60.0	21.3	11.2	15.0	11.0	20.4	15.9	13.5	19.8
60.5 - 70.0	18.4	6.1	6.5	9.2	22.5	14.5	6.4	18.5
70.5 - 80.0	10.9	1.3	3.4	4.1	18.0	4.3	3.5	14.8
80.5+	3.4	0.3	0.3	0.9	4.3	2.4	0.7	13.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils with point scores similar to those of White pupils								
0.0		4.5	4.5	4.5	2.7	4.5	4.5	2.5
0.5 - 10.0		2.7	2.7	2.7	1.1	2.4	2.7	2.5
10.5 - 20.0		4.1	4.1	4.1	2.7	4.1	4.1	2.5
20.5 - 30.0		6.4	6.4	6.4	4.0	6.4	6.4	3.7
30.5 - 40.0		10.5	10.5	10.5	8.3	10.5	10.5	8.6
40.5 - 50.0		16.0	14.5	17.9	16.0	17.9	17.9	13.6
50.5 - 60.0		11.2	15.0	11.0	20.4	15.9	13.5	19.8
60.5 - 70.0		6.1	6.5	9.2	18.4	14.5	6.4	18.4
70.5 - 80.0		1.3	3.4	4.1	10.9	4.3	3.5	10.9
80.5+		0.3	0.3	0.9	3.4	2.4	0.7	3.4
Total		63.1	67.6	71.2	88.0	82.9	70.1	85.8
Difference								
0.0		0.8	5.6	2.4	-1.8	0.8	2.6	-2.0
0.5 - 10.0		8.8	2.7	6.9	-1.6	-0.3	4.4	-0.2
10.5 - 20.0		7.1	7.8	4.2	-1.4	0.3	3.0	-1.6
20.5 - 30.0		12.1	7.3	8.8	-2.3	4.8	5.7	-2.7
30.5 - 40.0		8.0	8.9	6.5	-2.1	3.1	8.0	-1.8
40.5 - 50.0		-1.8	-3.4	0.0	-1.9	8.2	6.3	-4.3
50.5 - 60.0		-10.1	-6.3	-10.3	-0.9	-5.4	-7.8	-1.6
60.5 - 70.0		-12.3	-12.0	-9.3	4.0	-4.0	-12.1	0.1
70.5 - 80.0		-9.6	-7.5	-6.8	7.1	-6.6	-7.4	3.9
80.5+		-3.1	-3.1	-2.5	0.9	-1.0	-2.7	10.2
Absolute Difference		73.7	64.7	57.6	24.0	34.2	59.8	28.4
Percentage difference		36.9	32.4	28.8	12.0	17.1	29.9	14.2

Source: 2002 LPD

Note: the percentage in the occupational group in the title refers to the proportion of household reference persons in that group

C17. 2002 GCSE total point scores. BME pupils compared with pupils in output area which are more than 60 per cent semi-routine or routine

2002 GCSE grouped point	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi
Number of pupils in each point score group							
0.0	22	2	2	0	1	1	12
0.5 - 10.0	14	0	6	1	0	2	13
10.5 - 20.0	17	5	3	1	4	4	10
20.5 - 30.0	20	9	5	2	4	1	28
30.5 - 40.0	19	5	10	3	6	4	35
40.5 - 50.0	17	4	12	3	4	2	33
50.5 - 60.0	9	2	11	0	4	3	34
60.5 - 70.0	2	1	5	0	1	0	13
70.5 - 80.0	3	0	1	0	1	0	7
80.5+	0	0	0	0	0	0	0
Total	123	28	55	10	25	17	185
Percentage of pupils in each point score group							
0.0	17.9	7.1	3.6	0.0	4.0	5.9	6.5
0.5 - 10.0	11.4	0.0	10.9	10.0	0.0	11.8	7.0
10.5 - 20.0	13.8	17.9	5.5	10.0	16.0	23.5	5.4
20.5 - 30.0	16.3	32.1	9.1	20.0	16.0	5.9	15.1
30.5 - 40.0	15.4	17.9	18.2	30.0	24.0	23.5	18.9
40.5 - 50.0	13.8	14.3	21.8	30.0	16.0	11.8	17.8
50.5 - 60.0	7.3	7.1	20.0	0.0	16.0	17.6	18.4
60.5 - 70.0	1.6	3.6	9.1	0.0	4.0	0.0	7.0
70.5 - 80.0	2.4	0.0	1.8	0.0	4.0	0.0	3.8
80.5+	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils with point scores similar to those of White pupils							
0.0		7.1	3.6	0.0	4.0	5.9	6.5
0.5 - 10.0		0.0	10.9	10.0	0.0	11.4	7.0
10.5 - 20.0		13.8	5.5	10.0	13.8	13.8	5.4
20.5 - 30.0		16.3	9.1	16.3	16.0	5.9	15.1
30.5 - 40.0		15.4	15.4	15.4	15.4	15.4	15.4
40.5 - 50.0		13.8	13.8	13.8	13.8	11.8	13.8
50.5 - 60.0		7.1	7.3	0.0	7.3	7.3	7.3
60.5 - 70.0		1.6	1.6	0.0	1.6	0.0	1.6
70.5 - 80.0		0.0	1.8	0.0	2.4	0.0	2.4
80.5+		0.0	0.0	0.0	0.0	0.0	0.0
Total		75.3	69.1	65.5	74.5	71.5	74.7
Difference							
0.0		-10.7	-14.2	-17.9	-13.9	-12.0	-11.4
0.5 - 10.0		-11.4	-0.5	-1.4	-11.4	0.4	-4.4
10.5 - 20.0		4.0	-8.4	-3.8	2.2	9.7	-8.4
20.5 - 30.0		15.9	-7.2	3.7	-0.3	-10.4	-1.1
30.5 - 40.0		2.4	2.7	14.6	8.6	8.1	3.5
40.5 - 50.0		0.5	8.0	16.2	2.2	-2.1	4.0
50.5 - 60.0		-0.2	12.7	-7.3	8.7	10.3	11.1
60.5 - 70.0		1.9	7.5	-1.6	2.4	-1.6	5.4
70.5 - 80.0		-2.4	-0.6	-2.4	1.6	-2.4	1.3
80.5+		0.0	0.0	0.0	0.0	0.0	0.0
Absolute difference		49.5	61.8	68.9	51.1	57.0	50.6
Percentage difference		24.7	30.9	34.5	25.5	28.5	25.3

Source: 2002 LPD

Note: the percentage in the occupational group in the title refers to the proportion of household reference persons in that group

C18. 2002 GCSE point scores. Pupils in same ethnic group, but living in different types of output area. 50 per cent threshold

2002	All pupils aged 15 in 2002		White		Black Caribbean	
	More than 50% in OA		More than 50% in OA		More than 50% in OA	
GCSE point scores	professionals / managers	semi-routine/ routine	Professionals / managers	semi-routine/ routine	professionals/ managers	semi-routine/ routine
Number of pupils in each point score group						
0.0	1,068	370	597	155	54	42
0.5 - 10.0	843	385	432	182	95	35
10.5 - 20.0	1,164	533	649	206	117	66
20.5 - 30.0	1,850	702	1,025	257	179	67
30.5 - 40.0	2,727	791	1,614	254	196	73
40.5 - 50.0	3,843	725	2,442	176	158	52
50.5 - 60.0	4,082	485	2,741	99	102	27
60.5 - 70.0	3,102	210	2,163	46	48	8
70.5 - 80.0	1,684	90	1,157	19	9	2
80.5+	522	9	342	2	1	0
Total	20,885	4,300	13,162	1,396	959	372
Percentage of pupils in each point score group						
0.0	5.1	8.6	4.5	11.1	5.6	11.3
0.5 - 10.0	4.0	9.0	3.3	13.0	9.9	9.4
10.5 - 20.0	5.6	12.4	4.9	14.8	12.2	17.7
20.5 - 30.0	8.9	16.3	7.8	18.4	18.7	18.0
30.5 - 40.0	13.1	18.4	12.3	18.2	20.4	19.6
40.5 - 50.0	18.4	16.9	18.6	12.6	16.5	14.0
50.5 - 60.0	19.5	11.3	20.8	7.1	10.6	7.3
60.5 - 70.0	14.9	4.9	16.4	3.3	5.0	2.2
70.5 - 80.0	8.1	2.1	8.8	1.4	0.9	0.5
80.5+	2.5	0.2	2.6	0.1	0.1	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils in the same ethnic group, but in different types of output area, with similar point scores						
0.0		5.1		4.5		5.6
0.5 - 10.0		4.0		3.3		9.4
10.5 - 20.0		5.6		4.9		12.2
20.5 - 30.0		8.9		7.8		18.0
30.5 - 40.0		13.1		12.3		19.6
40.5 - 50.0		16.9		12.6		14.0
50.5 - 60.0		11.3		7.1		7.3
60.5 - 70.0		4.9		3.3		2.2
70.5 - 80.0		2.1		1.4		0.5
80.5+		0.2		0.1		0.0
Total		72.0		57.3		88.8
Difference						
0.0		3.5		6.6		5.7
0.5 - 10.0		4.9		9.8		-0.5
10.5 - 20.0		6.8		9.8		5.5
20.5 - 30.0		7.5		10.6		-0.7
30.5 - 40.0		5.3		5.9		-0.8
40.5 - 50.0		-1.5		-5.9		-2.5
50.5 - 60.0		-8.3		-13.7		-3.4
60.5 - 70.0		-10.0		-13.1		-2.9
70.5 - 80.0		-6.0		-7.4		-0.4
80.5+		-2.3		-2.5		-0.1
Absolute difference		56.1		85.4		22.4
Percentage difference		28.0		42.7		11.2

Source: 2002 LPD

Note: The percentage threshold Figure given in the title refers to the percentage of household reference persons in an occupational group needed for the area to be classified as largely single class

C18. 2002 GCSE point scores. Pupils in same ethnic group, but living in different types of output area. 50 per cent threshold, continued

2002	Black African		Black Other		Indian	
	More than 50% in OA		More than 50% in OA		More than 50% in OA	
GCSE point scores	professionals/ managers	semi-routine/ routine	professionals/ managers	semi-routine/ routine	professionals/ managers	semi-routine/ routine
Number of pupils in each point score group						
0.0	77	49	45	12	34	6
0.5 - 10.0	74	46	48	15	17	4
10.5 - 20.0	100	78	37	17	30	16
20.5 - 30.0	135	103	77	30	60	42
30.5 - 40.0	176	118	95	28	124	49
40.5 - 50.0	159	122	91	19	208	54
50.5 - 60.0	135	78	73	15	263	39
60.5 - 70.0	63	32	39	4	223	27
70.5 - 80.0	30	8	14	0	145	14
80.5+	9	0	7	0	50	1
Total	958	634	526	140	1,154	252
Percentage of pupils in each point score group						
0.0	8.0	7.7	8.6	8.6	2.9	2.4
0.5 - 10.0	7.7	7.3	9.1	10.7	1.5	1.6
10.5 - 20.0	10.4	12.3	7.0	12.1	2.6	6.3
20.5 - 30.0	14.1	16.2	14.6	21.4	5.2	16.7
30.5 - 40.0	18.4	18.6	18.1	20.0	10.7	19.4
40.5 - 50.0	16.6	19.2	17.3	13.6	18.0	21.4
50.5 - 60.0	14.1	12.3	13.9	10.7	22.8	15.5
60.5 - 70.0	6.6	5.0	7.4	2.9	19.3	10.7
70.5 - 80.0	3.1	1.3	2.7	0.0	12.6	5.6
80.5+	0.9	0.0	1.3	0.0	4.3	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils in the same ethnic group, but in different types of output area, with similar point scores						
0.0		7.7		8.6		2.4
0.5 - 10.0		7.3		9.1		1.5
10.5 - 20.0		10.4		7.0		2.6
20.5 - 30.0		14.1		14.6		5.2
30.5 - 40.0		18.4		18.1		10.7
40.5 - 50.0		16.6		13.6		18.0
50.5 - 60.0		12.3		10.7		15.5
60.5 - 70.0		5.0		2.9		10.7
70.5 - 80.0		1.3		0.0		5.6
80.5+		0.0		0.0		0.4
Total		93.1		84.6		72.6
0.0		-0.3		0.0		-0.6
0.5 - 10.0		-0.5		1.6		0.1
10.5 - 20.0		1.9		5.1		3.7
20.5 - 30.0		2.2		6.8		11.5
30.5 - 40.0		0.2		1.9		8.7
40.5 - 50.0		2.6		-3.7		3.4
50.5 - 60.0		-1.8		-3.2		-7.3
60.5 - 70.0		-1.5		-4.6		-8.6
70.5 - 80.0		-1.9		-2.7		-7.0
80.5+		-0.9		-1.3		-3.9
Absolute difference		13.8		30.9		54.9
Percentage difference		6.9		15.4		27.4

Source: 2002 LPD

Note: The percentage threshold Figure given in the title refers to the percentage of household reference persons in an occupational group needed for the area to be classified as largely single class

C18. 2002 total GCSE point scores. Pupils in same ethnic group, but living in different types of output area. 50 per cent threshold, continued

2002	Pakistani		Bangladeshi		Chinese	
	More than 50% in OA		More than 50% in OA		More than 50% in OA	
GCSE point scores	Professionals/ managers	semi-routine/ routine	Professionals/ managers	semi-routine/ routine	Professionals/ managers	semi-routine/ routine
Number of pupils in each point score group						
0.0	24	7	22	29	7	1
0.5 - 10.0	15	9	18	40	5	0
10.5 - 20.0	34	17	33	58	5	3
20.5 - 30.0	51	25	44	86	11	4
30.5 - 40.0	73	41	62	136	19	5
40.5 - 50.0	120	44	75	138	30	12
50.5 - 60.0	105	18	51	109	36	13
60.5 - 70.0	62	9	25	44	48	5
70.5 - 80.0	20	4	18	17	25	3
80.5+	11	1	5	3	22	2
Total	515	175	353	660	208	48
Percentage of pupils in each point score group						
0.0	4.7	4.0	6.2	4.4	3.4	2.1
0.5 - 10.0	2.9	5.1	5.1	6.1	2.4	0.0
10.5 - 20.0	6.6	9.7	9.3	8.8	2.4	6.3
20.5 - 30.0	9.9	14.3	12.5	13.0	5.3	8.3
30.5 - 40.0	14.2	23.4	17.6	20.6	9.1	10.4
40.5 - 50.0	23.3	25.1	21.2	20.9	14.4	25.0
50.5 - 60.0	20.4	10.3	14.4	16.5	17.3	27.1
60.5 - 70.0	12.0	5.1	7.1	6.7	23.1	10.4
70.5 - 80.0	3.9	2.3	5.1	2.6	12.0	6.3
80.5+	2.1	0.6	1.4	0.5	10.6	4.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils in the same ethnic group, but in different types of output area, with similar point scores						
0.0		4.0		4.4		2.1
0.5 - 10.0		2.9		5.1		0.0
10.5 - 20.0		6.6		8.8		2.4
20.5 - 30.0		9.9		12.5		5.3
30.5 - 40.0		14.2		17.6		9.1
40.5 - 50.0		23.3		20.9		14.4
50.5 - 60.0		10.3		14.4		17.3
60.5 - 70.0		5.1		6.7		10.4
70.5 - 80.0		2.3		2.6		6.3
80.5+		0.6		0.5		4.2
Total		79.2		93.4		71.5
Difference						
0.0		-0.7		-1.8		-1.3
0.5 - 10.0		2.2		1.0		-2.4
10.5 - 20.0		3.1		-0.6		3.8
20.5 - 30.0		4.4		0.6		3.0
30.5 - 40.0		9.3		3.0		1.3
40.5 - 50.0		1.8		-0.3		10.6
50.5 - 60.0		-10.1		2.1		9.8
60.5 - 70.0		-6.9		-0.4		-12.7
70.5 - 80.0		-1.6		-2.5		-5.8
80.5+		-1.6		-1.0		-6.4
Absolute difference		41.6		13.3		57.1
Percentage difference		20.8		6.6		28.5

Source: 2002 LPD

Note: The percentage threshold Figure given in the title refers to the percentage of household reference persons in an occupational group needed for the area to be classified as largely single class

C19. 2002 total GCSE point scores. Pupils in the same ethnic group. 60 per cent threshold

2002 GCSE grouped point scores	White		Black Caribbean		Black African		Black Other	
	More than 60% in OA		More than 60% in OA		More than 60% in OA		More than 60% in OA	
	professionals/ managers	semi-routine/ routine	professionals/ managers	semi-routine/ routine	professionals/ managers	semi-routine/ routine	professionals/ managers	semi-routine/ routine
Number of pupils in each point score group								
0.0	310	22	20	2	39	2	15	0
0.5 - 10.0	185	14	43	0	21	6	21	1
10.5 - 20.0	282	17	42	5	46	3	18	1
20.5 - 30.0	438	20	69	9	53	5	33	2
30.5 - 40.0	720	19	69	5	75	10	37	3
40.5 - 50.0	1,230	17	60	4	56	12	39	3
50.5 - 60.0	1,468	9	42	2	58	11	24	0
60.5 - 70.0	1,270	2	23	1	25	5	20	0
70.5 - 80.0	751	3	5	0	13	1	9	0
80.5+	232	0	1	0	1	0	2	0
Total	6,886	123	374	28	387	55	218	10
Percentage of pupils in the same ethnic group, but in different types of output area, with similar point scores								
0.0	4.5	17.9	5.3	7.1	10.1	3.6	6.9	0.0
0.5 - 10.0	2.7	11.4	11.5	0.0	5.4	10.9	9.6	10.0
10.5 - 20.0	4.1	13.8	11.2	17.9	11.9	5.5	8.3	10.0
20.5 - 30.0	6.4	16.3	18.4	32.1	13.7	9.1	15.1	20.0
30.5 - 40.0	10.5	15.4	18.4	17.9	19.4	18.2	17.0	30.0
40.5 - 50.0	17.9	13.8	16.0	14.3	14.5	21.8	17.9	30.0
50.5 - 60.0	21.3	7.3	11.2	7.1	15.0	20.0	11.0	0.0
60.5 - 70.0	18.4	1.6	6.1	3.6	6.5	9.1	9.2	0.0
70.5 - 80.0	10.9	2.4	1.3	0.0	3.4	1.8	4.1	0.0
80.5+	3.4	0.0	0.3	0.0	0.3	0.0	0.9	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils in the same ethnic group, in different types of output area, with similar point scores								
0.0		4.5		5.3		3.6		0.0
0.5 - 10.0		2.7		0.0		5.4		9.6
10.5 - 20.0		4.1		11.2		5.5		8.3
20.5 - 30.0		6.4		18.4		9.1		15.1
30.5 - 40.0		10.5		17.9		18.2		17.0
40.5 - 50.0		13.8		14.3		14.5		17.9
50.5 - 60.0		7.3		7.1		15.0		0.0
60.5 - 70.0		1.6		3.6		6.5		0.0
70.5 - 80.0		2.4		0.0		1.8		0.0
80.5+		0.0		0.0		0.0		0.0
Total		53.3		77.9		79.5		67.9
Difference								
0.0		13.4		1.8		-6.4		-6.9
0.5 - 10.0		8.7		-11.5		5.5		0.4
10.5 - 20.0		9.7		6.6		-6.4		1.7
20.5 - 30.0		9.9		13.7		-4.6		4.9
30.5 - 40.0		5.0		-0.6		-1.2		13.0
40.5 - 50.0		-4.0		-1.8		7.3		12.1
50.5 - 60.0		-14.0		-4.1		5.0		-11.0
60.5 - 70.0		-16.8		-2.6		2.6		-9.2
70.5 - 80.0		-8.5		-1.3		-1.5		-4.1
80.5+		-3.4		-0.3		-0.3		-0.9
Absolute difference		93.4		44.2		40.9		64.2
Percentage difference		46.7		22.1		20.5		32.1

Source: 2002 LPD

Note: The percentage threshold Figure given in the title refers to the percentage of household reference persons in an occupational group needed for the area to be classified as largely single class

C19. 2002 total GCSE point scores. Pupils in the same ethnic group. 60 per cent threshold, continued

2002 GCSE Total Point Scores	Indian		Pakistani		Bangladeshi	
	More than 60% in OA		More than 60% in OA		More than 60% in OA	
	professional/ managers	semi-routine/ routine	professional/ managers	semi-routine/ routine	professional/ managers	semi-routine/ routine
Number of pupils in each point score group						
0.0	12	1	11	1	10	12
0.5 - 10.0	5	0	5	2	10	13
10.5 - 20.0	12	4	9	4	10	10
20.5 - 30.0	18	4	23	1	17	28
30.5 - 40.0	37	6	28	4	26	35
40.5 - 50.0	71	4	54	2	34	33
50.5 - 60.0	91	4	33	3	19	34
60.5 - 70.0	100	1	30	0	9	13
70.5 - 80.0	80	1	9	0	5	7
80.5+	19	0	5	0	1	0
Total	445	25	207	17	141	185
Percentage of pupils in the same ethnic group, but in different types of output area, with similar point scores						
0.0	2.7	4.0	5.3	5.9	7.1	6.5
0.5 - 10.0	1.1	0.0	2.4	11.8	7.1	7.0
10.5 - 20.0	2.7	16.0	4.3	23.5	7.1	5.4
20.5 - 30.0	4.0	16.0	11.1	5.9	12.1	15.1
30.5 - 40.0	8.3	24.0	13.5	23.5	18.4	18.9
40.5 - 50.0	16.0	16.0	26.1	11.8	24.1	17.8
50.5 - 60.0	20.4	16.0	15.9	17.6	13.5	18.4
60.5 - 70.0	22.5	4.0	14.5	0.0	6.4	7.0
70.5 - 80.0	18.0	4.0	4.3	0.0	3.5	3.8
80.5+	4.3	0.0	2.4	0.0	0.7	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Percentage of pupils in the same ethnic group, in different types of output area, with similar point scores scores						
0.0		2.7		5.3		6.5
0.5 - 10.0		0.0		2.4		7.0
10.5 - 20.0		2.7		4.3		5.4
20.5 - 30.0		4.0		5.9		12.1
30.5 - 40.0		8.3		13.5		18.4
40.5 - 50.0		16.0		11.8		17.8
50.5 - 60.0		16.0		15.9		13.5
60.5 - 70.0		4.0		0.0		6.4
70.5 - 80.0		4.0		0.0		3.5
80.5+		0.0		0.0		0.0
Total		57.7		59.2		90.7
Difference						
0.0		1.3		0.6		-0.6
0.5 - 10.0		-1.1		9.3		-0.1
10.5 - 20.0		13.3		19.2		-1.7
20.5 - 30.0		12.0		-5.2		3.1
30.5 - 40.0		15.7		10.0		0.5
40.5 - 50.0		0.0		-14.3		-6.3
50.5 - 60.0		-4.4		1.7		4.9
60.5 - 70.0		-18.5		-14.5		0.6
70.5 - 80.0		-14.0		-4.3		0.2
80.5+		-4.3		-2.4		-0.7
Absolute difference		84.6		81.6		18.7
Percentage difference		42.3		40.8		9.3

Source: 2002 LPD

Note: The percentage threshold Figure given in the title refers to the percentage of household reference persons in an occupational group needed for the area to be classified as largely single class

Appendix D. Related DMAG Briefings

Author	Title	Reference: DMAG Briefing
Eileen Howes	2001 Census Key Statistics: Ethnicity, religion and country of birth	2003/9
David Ewens	Cross-border pupil mobility. An analysis of the 2002 London Pupil Dataset	2003/24
Lorna Spence	Unemployment in London. An analysis of 2001 Census data	2003/26
Gareth Piggott	Londoners' qualifications: Analysis of 2001 Census data	2004/6
Rachel Leeser	Indices of Deprivation 2004. A London perspective	2004/18
Lorna Spence	Country of Birth and Labour Market Outcomes in London	2005/1
Giorgio Finella	London Country of Birth Profiles	2005/2
Marian Mackintosh	London – the world in a city. An analysis of 2001 Census results	2005/6
David Ewens	The National and London Pupil Datasets	2005/8
Also see		
Georgia Hay	Borough Demographic Profiles	2004/3
Gareth Piggott	2001 Census Profiles: Bangladeshis in London	2004/16
Eileen Howes	Census Profiles: Muslims in London – Demography and housing	2004/19
Gareth Piggott	2001 Census Profiles: Pakistanis in London	2005/4
Baljit Bains	Ethnic Diversity Indices	2005/12
Additionally see		
Author/Office	**Title**	**Published**
Suzanne Hood	The State of London's children report	Office of the Children's Rights Commissioner for London, 2001
Mayor of London	Towards a Vision of Excellence. London Schools and the Black Child. 2002 Conference report	Greater London Authority, 2003
Mayor of London	Making London Better for All Children and Young People	Greater London Authority, 2004
Mayor of London/ Robin Barer	Higher and Further Education in London. A review.	Greater London Authority, 2004
Mayor of London	Offering more than they borrow: Refugee children in London	Greater London Authority, 2004
Mayor of London/London Development Agency	The educational experiences and achievements of Black Boys in London Schools 2000-2003	2004, and available at the time of writing at www.lda.gov.uk
Mayor of London	The State of London's Children Report	Greater London Authority, 2004

Regular Briefings from the GLA Data Management and Analysis Group

Recent *DMAG Briefings*:

DMAG 2005/1	Country of Birth and Labour Market Outcomes	Lorna Spence
DMAG 2005/2	2001 Census: London Country of Birth Profiles	Giorgio Finella
DMAG 2005/3	2001 Census: Economic Activity in London	Giorgio Finella
DMAG 2005/4	2001 Census Profiles: Pakistanis in London	Gareth Piggott
DMAG 2005/5	Indices of Deprivation 2004: Ward analysis	Lovedeep Vaid
DMAG 2005/6	London – The World in a City	Marian Mackintosh
DMAG 2005/7	Claimant Count Model: Technical Note	Lorna Spence/ Georgia Hay
DMAG 2005/8	The National and London Pupil Datasets. An introductory Briefing for researchers and research users	David Ewens
DMAG 2005/9	Borough Fertility Rates 2000-02	John Hollis/ Georgia Hay
DMAG 2005/10	Borough Life Tables 2000-02	John Hollis/ Georgia Hay
DMAG 2005/11	Demography Team Workplan 2005-06	John Hollis
DMAG 2005/12	Ethnic Diversity Indices	Baljit Bains
DMAG 2005/13	London Borough and Sub-Regional Demographic Profiles (2003)	Georgia Hay
DMAG 2005/14	Guide to accessing the LHS at the ESRC Data Archive	Lovedeep Vaid
DMAG 2005/15	GLA Ward Population Projection Manual	Georgia Hay
DMAG 2005/16	Income Poverty in London: 2003/04	Lovedeep Vaid
DMAG 2005/17	Focus on London's Demography	John Hollis
DMAG 2005/18	Census Information Note 2005-1	Eileen Howes
DMAG 2005/19	2001 Census: London Country of Birth Profiles – The Arab League	Giorgio Finella
DMAG 2005/20	Benefits Data for London: No 1 Income Support	Lovedeep Vaid
DMAG 2005/21	Transgenerational Ethnicity	Baljit Bains/John Hollis/Vicky Clarke
DMAG 2005/22	Workless Households in London	Lorna Spence
DMAG 2005/23	2001 Census Economic Activity Rates	Georgia Hay
DMAG 2005/24	Ward Risks of Population Change	John Hollis
DMAG 2005/25	Child Yield	John Hollis
DMAG 2005/26	Religious Diversity Indices	Baljit Bains
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DMAG 2005/29	Paycheck 2005: An analysis of Household Income Data for London	Lovedeep Vaid
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DMAG 2005/36	Options. Improving the evidence base for school places planning in London	David Ewens
DMAG 2005/37	Benefits Data for London: No 3 Children in Benefit Claiming Families	Lovedeep Vaid

A full list of the 2004 DMAG Briefings is available to internal customers through the GLA Intranet; otherwise please contact Jackie Maguire who can also provide a CD containing PDF versions of the Briefings or hard copies, jackie.maguire@london.gov.uk.

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