

## 5 **STATEMENT OF AUDIT**

The following LEA Audit provides an evaluation of Devon schools' performance and of aspects of the performance of the Devon LEA itself. Where possible, comparisons are drawn with national levels of performance and with the group of "neighbour LEAs" identified by OFSTED.

## 5.1 **Devon Schools and Pupils:**

### 5.1.1 **Schools: Nursery and Primary**

According to the January 2001 Form 7 there are 54493 primary pupils at the 323 Devon primary schools. A further 1998 pupils hold full or part-time places at a nursery school and 40 nursery units attached to primary schools.

Average pupils per primary school are therefore 169: 214 schools (66.2%) had fewer than 200 pupils on roll in January 2001. Among these, 119 schools, (36.8% of the total) had fewer than 100 pupils on roll. There are a number of issues which bear upon the large proportion of Devon primary schools which are small schools:

- ◆ demands upon their Headteachers, who are expected to combine leadership of the school with a substantial teaching commitment;
- ◆ the question of subject leadership, shared among a very small number of teachers;
- ◆ the extent to which a class will include pupils from more than one year-group, and sometimes more than one Key Stage. In January 2001, 48.1% of Devon pupils were in mixed year-group classes, compared with 24.6% of pupils in England (excluding middle schools), while 5.0% of Devon pupils were in mixed-Key Stage classes.

### 5.1.2 **Schools: Secondary**

According to the January 2001 Form 7 return there are 39832 secondary pupils at the 37 Devon Secondary Schools. Average pupils per secondary school are therefore 1076: a higher figure than the national average of 896 pupils. Of the 37 secondary schools, 20 have sixth forms. The average sixth form size in January 2001 was 180 pupils.

Among the issues which bear upon secondary schools in Devon are:

- ◆ the curtailment for many pupils of extra-curricular activities, because of their need to use school transport services;
- ◆ the age-structure of Devon teachers and the extent to which teachers have served at their present schools for a long period;
- ◆ the extent to which the intake of higher-ability pupils to certain comprehensive schools is "creamed".

### 5.1.3 **Schools: Special**

Details of the number and types of special school and the numbers of pupils with SEN are provided in the SEN Plan.

### 5.1.4 **Schools: Independent**

The extent to which children attend independent schools varies from area to area within Devon. In January 2001, 8507 primary and secondary-aged pupils attended Devon independent schools - about 8.0% of pupils.

### 5.1.5 **Schools: "creaming"**

There are five independent secondary schools offering residual places under the Assisted Places scheme. In addition, high-ability pupils from Devon take up secondary places at grammar schools within the Torbay and Plymouth LEA areas. Against this, a number of high-ability pupils from outside Devon (18 pupils in September 2001) transfer to Colyton Grammar School.

In September 2001, the following pupils from Devon primary schools transferred to grammar schools maintained by neighbouring LEAs:

Devonport High School for Boys	12
Devonport High School for Girls	12
Plymouth Girls' High School	7
Churston Grammar School	6
Torquay Boys' Grammar School	66
Torquay Girls' Grammar School	40
<b>Total transfers to OLEA Grammar Schools</b>	<b>143</b>

In September 2001 there were 7924 pupils in Year 7 at Devon schools; the net transfer of pupils to grammar schools outside Devon (ie. 143 pupils less 18 pupils admitted to Colyton) constitutes 1.6% of the transferring year-group. This element is significant when comparing Devon results - especially at the higher attainment levels - with those of other County LEAs which may have a net gain of selective pupils - or a net loss at a higher rate than Devon's.

## 5.2 General Contextual Information

### 5.2.1 Educational Advantage

The percentage of Devon residents who had Higher Education qualifications and who were classified as falling within social classes 1 and 2 (1991 census data) were, at 14.1% and 36.1%, respectively, above the neighbour LEA, (13.3% and 34.0%, respectively), and national (13.5% and 31.0%, respectively) figures. However, these figures relate to the percentage of Devon residents, and not to the percentage of parents of school-aged children; they are likely to reflect the substantial number of more affluent people who move to Devon upon retirement and have no children of school age. The average earnings data indicates that a relatively small percentage of the working population in Devon falls within social classes 1 and 2.

### 5.2.2 Educational Disadvantage

A pointer to the extent of educational disadvantage in Devon relative to neighbour LEAs lies in the percentage of pupils who are eligible for free school meals. In 2001 the Devon percentage of primary pupils (including nursery pupils) taking free meals was 9.8% and the neighbour LEA average was 8.3%. Among secondary pupils the Devon free meals percentage - 7.2% - was also above the neighbour LEA average of 6.5%. These figures represent a significant change relative to neighbour LEAs since the 1997 data reported in EDP1: at that point the Devon FSM take-up in secondary schools - 10.4% - was **below** the neighbour LEA average of 11.3%, and the primary FSM take-up was then only marginally above their average figure. Viewed in conjunction with recent earnings data, the picture is of divergence between Devon (and Cornwall) on the one hand, and the neighbour LEAs, on the other.

### 5.2.3 Pupils from ethnic minorities and pupils for whom English is an additional language

Devon pupils include relatively few pupils from ethnic minorities. In 2000, 1.0% of pupils were from ethnic minorities, compared with 1.9% in neighbour LEAs. The national figure was significantly higher, at 12.1%.

The analysis of the number of pupils of compulsory school age in January 2001 was:

	<b>Primary (age 4-11)</b>	<b>Secondary (age 11-18)</b>	<b>Special</b>
White (UK heritage, European and other)	42,906	36,245	854
Black-Caribbean heritage	13	12	1
Black-African heritage	22	25	1
Black - other	47	54	3
Indian	46	17	6
Pakistani	13	11	2

Bangladeshi	36	20	0
Chinese	51	44	0
Any other minority ethnic group	305	117	4

The number of Devon pupils for whom English is a second language is not high in terms of absolute numbers: in January 2001 there were 481 such pupils. However, there is evidence of a rapid change: in the Autumn term 1998, 120 pupils required support from the EAL service; in the Autumn term 2001, 266 pupils required support. The Devon context makes it important to give prompt and full support to such pupils, bearing in mind that the EAL pupil will often be the only pupil from the particular language community on roll at the school.

Out of 6813 Devon secondary schools pupils in the Y11 group in the Summer term 2001, 36 (0.5%) were from ethnic minorities. The percentage of ethnic minority pupils gaining one or more GCSE grades A-G (100.0%); five or more GCSE grades A-G (92.2%) and the average points score (41.4) were, in each case, higher than the overall percentage figure for Devon pupils.

The performance of Gypsy and Traveller children in 2001 SATs/public examinations was:

**KS1:** number of children in Y2 at school at the appropriate time with sufficient stability to do the assessments: 18

Number reaching level 2 or above:      English    11  
Number reaching level 2 or above:      Maths      14  
Number reaching level 2 or above:      Science    14

**KS2:** number of children in Y6 at school at the appropriate time with sufficient stability to do the assessments: 17

Number reaching level 4 or above:      English    5  
Number reaching level 4 or above:      Maths      4  
Number reaching level 4 or above:      Science    7

**KS3:** number of children in Y9 at school at the appropriate time with sufficient stability to do the assessments: 8

Number reaching level 5 or above:      English    3  
Number reaching level 5 or above:      Maths      2  
Number reaching level 5 or above:      Science    3

**KS4:** number of children completing Y11 - 7 (of whom 5 took GCSEs)

Number achieving 5 or more A\*-C      - 2  
Number achieving 5 or more A\*-G      - 4  
Number achieving 1 or more A\*-C      - 3  
Number achieving 1 or more A\*-G      - 5

## 5.2.4 Funding

The effect of spending levels available to individual Devon schools in recent years is shown in the data for class size (with the 1999 and subsequent primary class figures benefiting from KS1 grant):

	1996	1997	1998	1999	2000	2001
Average primary class size	26.4	26.2	27.0	26.1	26.2	25.9
Average secondary class size (Year Groups 7-11)	22.5	22.8	23.4	23.7	23.6	22.2
No. of primary classes of over 30 pupils	498	572	599	467	392	358
No. of secondary classes of over 30 pupils	74	91	114	140	209	193

(NB The data shows the position in January each year.)

- 5.2.5 The PANDA does not provide class size data for Devon and its neighbour LEAs. However, it provides data to show pupil:teacher ratios in both primary and secondary schools. The picture is of staffing provision in Devon which in January 2000 was a little less generous than the neighbour LEA average and the national level in both primary and secondary schools:

	PTR in January 2000		
	Devon	Neighbour LEAs	National
Primary	23.1	22.8	22.4
Secondary	17.8	17.5	17.1

- 5.2.6 According to the Section 52 analysis of 2000/2001 budgets, relative expenditure per pupil on aspects of provision was:

	Expenditure Per Pupil		
	Devon	Neighbour LEAs (nine only)	All Counties
Education Welfare	£6.10	£7.87	£8.31
Education Psychology/ Assessments & Statements	£17.27	£16.44	£17.05
Home-to-School Transport	£153.67	£94.87	£99.59
Pupil Referral Units	£2.34	£8.23	£9.54
Education Out of School	£13.56	£10.01	£7.43

### 5.3 Teaching Staff

5.3.1 During the Spring term 2001 the age profile of teachers in regular service at Devon schools was

Age	Number of teachers	% of teachers
under 30	785	13.8
30-39	1291	22.8
40-49	1998	35.2
50-59	1532	27.0
60 and over	68	1.2
	5674	100.0

5.3.2 An analysis of teachers in regular service at Devon schools on 22/5/2000 indicated that 1620 teachers - approximately 30% of Devon teachers - had been in post at their present schools for at least ten years.

#### 5.3.3 Difficulties in teacher recruitment

In broad terms, Devon schools have not hitherto faced the extent of difficulty in teacher recruitment faced by schools elsewhere in England. Nevertheless, difficulties are growing more acute, and will be significantly compounded over the next decade by the age profile of Devon teachers currently in post, which will lead directly to a disproportionate number of vacancies. In respect of teacher recruitment during the 2000/2001 academic year, the record was:

##### Primary schools

- ◆ 55% of Headteacher posts advertised during 2000-2001 were successfully filled, the remainder being re-advertised or filled by an Acting Head. Eleven Acting Headteacher posts were advertised during the year. Headships attracted on average 23 requests for information and 10 applications;
- ◆ 92% of Deputy Headship posts were successfully filled, and one Acting Deputy Headship was advertised during 2000-2001. Deputy Headships attracted on average 17 requests for information and 11 applications;
- ◆ 91% of primary CPS posts (KS1 and KS2) were successfully filled, the remainder being re-advertised or filled by supply. CPS posts attracted on average 25 requests for information and 20 applications;
- ◆ 93% of primary CPS+ posts (KS1 and KS2) were successfully filled, the remainder being re-advertised. CPS+ posts attracted on average 11 requests for information and 8 applications.

##### Secondary schools

- ◆ two of the three Headteacher posts advertised during 2000-2001 were successfully filled. The unfilled post was re-advertised. Headships attracted on average 73 requests for information and 27 applications;
- ◆ the three Deputy Headteacher posts advertised were successfully filled. Deputy Headships attracted on average 81 requests for information and 32 applications;
- ◆ 77% of all secondary CPS posts were successfully filled, the remainder being re-advertised, filled by internal re-organisation, or filled by supply teachers. CPS posts attracted on average 13 requests for information and 9 applications. The pattern was not consistent across subjects, and shortage subjects (maths, science, MFL, technology (including ICT) and English) were generally more difficult to fill than non-shortage

subjects (PE, RE, music, art, drama, geography and history). On average 89% of non-shortage subjects were successfully filled, attracting 16 enquiries and 11 applications. Success in filling shortage subjects varied from 56% (MFL) to 90% (maths), and posts attracted 5-15 enquiries and 5-10 applications. Shortage subjects accounted for 66% of all CPS vacancies;

- ◆ 79% of all secondary CPS+ posts were successfully filled, the remainder being re-advertised or filled temporarily. CPS+ posts attracted on average 14 requests for information and 9 applications. 50% of CPS+ posts were for shortage subjects and these were generally successfully filled, with the exception of English where one third of posts were not filled. Posts in shortage subjects attracted 6-13 enquiries and 5-10 applications while posts in non-shortage subjects attracted an average of 25 enquiries and 13 applications.

Comparable data for earlier years is not available, but anecdotal evidence suggests that difficulties in making satisfactory appointments have increased, particularly in secondary schools.

### 5.3.4 Quality of teaching

Inspectors' judgements about the quality of teaching in Devon schools are summarised below:

New Framework: first cycle

	% of lessons classified as:						
	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
% of lessons – primary	1	12	41	37	8	1	0
% of lessons – secondary	1	11	43	34	10	1	0

The average grade for primary lessons was 0.05 ahead of neighbour LEAs, and further ahead (by 0.08 of a grade) of the national level. For secondary lessons the average grade was 0.08 below neighbour LEAs, but 0.01 ahead of the national level.

New Framework: second cycle

	% of lessons classified as:						
	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
% of lessons - primary	2	18	40	34	5	0	0
% of lessons - secondary	2	19	40	34	6	1	0

The average grade for primary lessons was 0.01 ahead of neighbour LEAs and 0.07 ahead of the national level. For secondary lessons the average grade was 0.03 below neighbour LEAs but 0.05 ahead of the national level. Between the first cycle and second cycle inspections of primary schools, the average grade for quality of teaching improved from 3.40 to 3.25 (ie by 0.15 of a grade) - a more modest improvement than in statistical neighbours (0.19 of a grade) or in England (0.16 of a grade)). In secondary schools the average grade improved from 3.46 to 3.25 (ie by 0.21 of a grade) - an improvement ahead of statistical neighbours (improvement by 0.16 of a grade) and in England (0.17 of a grade).

The PANDA provides the following analysis of the quality of teaching observed in inspections during 2000:

	% of lessons classified as			
	Excellent	Very Good	Satisfactory	Poor
% of lessons - primary	5	40	54	1
% of lessons - secondary	9	34	56	1

The average grade for primary lessons was 0.12 ahead of neighbour LEAs and 0.14 ahead of the national level. For secondary lessons the average grade was 0.09 below neighbour LEAs but 0.02 ahead of the national level.

#### 5.4 Pupil Contextual Data

##### 5.4.1 Exclusions

The number of pupils permanently excluded from Devon schools was broadly constant during the period up to 1996/97, but showed a significant increase in 1997/98 as the result of a high number of exclusions from primary schools. The position returned towards the longer-term trend in 1998/99; but a further increase has occurred in 2000/2001:

	PERMANENT EXCLUSIONS DURING ACADEMIC YEAR					
	1995/96	1996/97	1997/98	1998/99	1999/2000	2000/2001
Primary	11	10	32	12	17	40
Secondary	66	54	78	73	58	82
Special	6	11	8	7	7	14
TOTAL (of which boys)	83 (67)	75 (64)	118 (99)	92 (80)	82 (69)	136 (117)

The PANDA data on permanent exclusions provides a comparison with neighbour LEAs and national exclusion levels:

	RATE OF EXCLUSIONS PER 1000 PUPILS		
	Devon	Neighbour LEAs	National
Primary Schools	0.2	0.3	0.3
Secondary Schools	1.9	2.1	2.8

(The PANDA describes these as the rate in "2000", but it is more likely that the figures relate to the exclusions during the 1998/99 academic year.)

DfES data for permanent exclusions in 2000/2001 is not yet available.

Of the 82 pupils permanently excluded in 1999/2000, one was a pupil who was the responsibility of another LEA. Of the 136 pupils permanently excluded in 2000/2001, nine pupils were the responsibility of another LEA. Of the Devon pupils - 81 and 127 pupils, respectively, in 1999/2000 and 2000/2001 - 27 pupils and 31 pupils, respectively were re-integrated into another mainstream school by the end of the academic year in which they were permanently excluded.

##### 5.4.2 Attendance

DfES data indicates that the level of attendance during the 2000/2001 academic year at Devon primary schools was in line with both the neighbour LEA level and the national level. This represents an improvement relative to the neighbour LEA level since the previous year. The rate of unauthorised absence in Devon is in line with statistical neighbours and below the national average.

At secondary schools the level of attendance in Devon in 2000/2001 (90.7%) was below the national level (90.9%) and the average level in neighbour LEAs (91.4%). The rate of unauthorised absence at Devon secondary schools in 2000/2001 (1.0%) is in line with the national level (1.1%) but below the average of statistical neighbours (0.7%). The level of unauthorised absence in Devon secondary schools has risen towards the national average over the last six years: in 1994/95 the Devon level was 0.6% and the England level was 1.0%.

The LEA's analysis of absence during the 2000/2001 academic year shows an overall absence rate of 5.9% at primary schools (5.6% authorised absence and 0.3% unauthorised absence); 9.3% at secondary schools (8.3% authorised absence and 1.0% unauthorised absence), and 8.6% at special schools (7.8% authorised absence and 0.8% unauthorised absence). Twenty-five primary schools had an absence rate above 8.0% (compared with 8 schools in 1999/2000) and four secondary schools had an absence rate above 12% (compared with 3 schools in 1999/2000). The increase in the headline primary absence figure is in part a reflection of the Foot and Mouth outbreak.

There was a wide variation in the range of absence from secondary schools which was viewed as "authorised absence". The extent of this variation makes it unlikely that the differences can be attributable to illness:

	Rate of "authorised" absence in 2000/2001								
	3.0%- 3.9%	4.0%- 4.9%	5.0%- 5.9%	6.0%- 6.9%	7.0%- 7.9%	8.0%- 8.9%	9.0%- 9.9%	10.0%- 10.9%	11.0% & over
No of secondary schools	1	1	0	4	7	16	4	1	3

The number of secondary schools with rates of "authorised absence" of 8.0% or more has increased from 13 in 1998/99 to 24 in 2000/2001.

## 5.5 Assessment of Devon Schools – Primary Schools

5.5.1 In the **first cycle** of OFSTED inspection evaluations of primary schools there were 157 schools rated as very good or good schools in relation to the **standards achieved** (ie 53%); 130 schools (44%) required some improvement and 10 schools (3%) required much improvement.

The percentage of good and very good schools was 1% below neighbour LEAs, but 3% ahead of the national position.

In terms of the **quality of education** provided, 202 Devon schools were rated as very good or good schools (ie 68%); 82 schools (27%) required some improvement and 15 schools (5%) required much improvement. The percentage of good and very good schools was 4% ahead of neighbour LEAs and 8% ahead of the national position.

In terms of **schools' climate**, 277 schools were considered to be good or very good (ie 93%); 19 schools (6%) needed to make some improvement and 3 schools (1%) required much improvement. The percentage of good and very good schools was in line with neighbour LEAs and 4% ahead of the national position.

With regard to **management and efficiency**, 223 Devon schools were judged good or very good (ie 74%) while 56 schools (19%) needed to make some improvement and 22 schools (7%) needed to make much improvement. The percentage of good and very good schools was 7% ahead of neighbour LEAs and 9% ahead of the national position.

In the Inspectors' **overall judgement** about schools' success there were 220 good or very good schools, (ie 76%); 66 schools (22%) needed to make some improvement and 5 schools (2%) needed to make much improvement. The percentage of good and very good schools was 2% below neighbour LEAs but 4% ahead of the national position.

5.5.2 In the **last inspection** undertaken by OFSTED, 52% of Devon schools were rated as very good or good schools in relation to the **standards achieved**; 44% required some improvement and 4% required much improvement. The percentage of good and very good schools was 3% below neighbour LEAs and in line with the national position.

In terms of the **quality of education** provided, 74% of Devon schools were rated as very good or good schools; 23% required some improvement and 2% required much improvement. The percentage of good and very good schools was 2% ahead of neighbour LEAs and 6% ahead of the national position.

In terms of **schools' climate**, 93% of Devon schools were considered to be good or very good; 6% needed to make some improvement and 1% much improvement. The percentage of good and very good schools was in line with neighbour LEAs and 3% ahead of the national position.

With regard to **management and efficiency**, 78% of Devon schools were judged good or very good, while 17% needed to make some improvement and 5% needed to make substantial improvement. The percentage of good and very good schools was 6% ahead of neighbour LEAs and 8% ahead of the national position.

In the Inspectors' **overall judgement** about schools' success 78% of Devon schools were judged good or very good schools; 20% needed to make some improvement and 2% needed to make much improvement. The percentage of good and very good schools was 2% ahead of neighbour LEAs and 8% ahead of the national position.

5.5.3 Taking those primary schools which have been inspected twice, the following pattern emerges from comparison of those schools' respective reports:

In relation to **quality of education**, the percentage of Devon schools described as very good or good schools increased from 58% to 74%; in neighbour LEAs that percentage increased from 58% to 72%; in England the increase was from 53% to 68%. The percentage of Devon schools requiring much improvement decreased from 9% to 2%; the reduction in neighbour LEAs was from 9% to 4%, and in England as a whole, it was from 10% to 5%.

In relation to **schools' climate**, the percentage of Devon schools classified as very good or good schools decreased from 95% to 93%; in neighbour LEAs that percentage decreased from 95% to 93%; in England there was an increase from 89% to 90%. The percentage of Devon schools requiring much improvement increased to 1%; in neighbour LEAs it increased to 1% and in England as a whole it increased from 1% to 2%.

In relation to **management and efficiency**, the percentage of Devon schools classified as very good or good schools increased from 70% to 78%; in neighbour LEAs that percentage increased from 63% to 72%; in England the increase was from 62% to 70%. The percentage of Devon schools requiring much improvement fell from 11% to 5%; in neighbour LEAs that reduction was from 9% to 5%; in England as a whole the corresponding reduction was from 10% to 6%.

- 5.5.4 The following table provides an analysis drawn from inspections undertaken between 1996 and 1999 under the new inspection framework showing the percentage of Devon schools making good, satisfactory or poor progress in aspects of the curriculum:

	<b>% of schools making good progress</b>	<b>% of schools making satisfactory progress</b>	<b>% of schools making poor progress</b>
KS1 English	36	57	7
KS1 Maths	41	54	5
KS1 Science	43	49	8
KS1 IT	22	57	21

KS2 English	37	54	9
KS2 Maths	43	52	5
KS2 Science	47	43	11
KS2 IT	27	43	30

- 5.5.5 In terms of the percentage of Devon primary schools making good or satisfactory progress, compared with statistical neighbours and with England, the position is shown below. In this table a score of -2% would mean that 2% fewer Devon schools were making good or satisfactory progress compared with statistical neighbours' schools, or with the position nationally.

	<b>KS1 cf Statistical neighbours</b>	<b>KS1 cf England</b>	<b>KS2 cf Statistical neighbours</b>	<b>KS2 cf England</b>
English	-3%	=	-2%	+1%
Maths	-2%	+2%	+2%	+4%
Science	-3%	-1%	-2%	=
IT	+4%	+6%	+6%	+12%

- 5.5.6 A similar format is used below to show aspects of the work of Devon primary schools assessed as "good" or "satisfactory" in comparison with statistical neighbours and with schools in England as a whole:

	<b>KS1 cf Statistical neighbours</b>	<b>KS1 cf England</b>	<b>KS2 cf Statistical neighbours</b>	<b>KS2 cf England</b>
Progress	-1%	+1%	+2%	+6%
Teachers' expectations	=	+3%	+3%	+7%
Methods and Organisation	=	+2%	+2%	+3%
Teachers' knowledge and understanding	=	+1%	+2%	+4%
Teachers' Planning	+3%	+5%	+6%	+8%
Management of Pupils	=	=	+2%	+3%

- 5.5.7 The following analysis identifies the new framework inspection grades showing aspects of the work of schools in which the percentage of Devon primary schools classified as "good" or "poor" was 5% or more above the position in statistical neighbours.

<b>A figure in this column means that at least 5% more or 5% fewer Devon schools than in neighbour LEAs were classified as "good" (5% more shown as "+5%"; 5% fewer shown as "-5%")</b>		<b>A figure in this column means that at least 5% more or 5% fewer Devon schools than in neighbour LEAs were classified as "poor" (5% more shown as "+5%"; 5% fewer shown as "-5%")</b>	
Attainment on entry	-5%	Attainment on entry	-7%
Partnership with parents & community	+8%		
Leadership & management	+6%		
Efficiency	+7%		
Provision for extra-curricular activities, including sports	+7%		
Procedures for monitoring & promoting pupils' welfare	-6%		
Quality of information for parents	+9%		
Parental involvement in pupils' learning	+8%		
Enrichment through links with community	+5%		
Leadership: clear educational direction	+7%		
Development planning, monitoring and evaluation	+7%		
Match of number, qualifications and experience of teachers	+8%		
Adequacy of accommodation	-10%	Adequacy of accommodation	+5%
Financial planning	+9%		
Use of teaching and support staff	+8%		
Use of learning resources and accommodation	+5%		
Efficiency of financial control and school administration	+6%		
Progress: Under 5s	-6%		
Quality of teaching - KS1	+8%		
Quality of teaching - KS2	+7%		
		Quality of curriculum - under 5	+5%
Quality of curriculum - KS1	+6%		
Quality of curriculum - KS2	+5%		
Quality of assessment - KS1	+7%		
Quality of assessment - KS2	+7%		
Breadth, satisfactory content - KS1	+5%		
Relevance of whole curriculum - KS2	+5%		
Equality of access and opportunity - KS2	+5%		
Provision for pupils with SEN - KS2	+7%		
		Planning for progression & continuity - under 5	+5%
Procedures for assessing pupils' attainment - KS1	+8%		
Procedures for assessing pupils' attainments - KS2	+8%		
Use of assessment to inform curriculum planning - Under 5s	-6%		
		Use of assessment to inform curriculum planning - KS2	-7%

## 5.6 Assessment of Devon Schools – Secondary Schools

A caveat must be drawn in the following comparisons: the number of Devon Secondary schools (37) means that small percentage differences between Devon schools and either neighbour LEAs or the national figures should be treated with caution.

- 5.6.1 In the **first cycle** of OFSTED inspections of secondary schools there were 23 schools rated good or very good schools in relation to the **standards achieved** (ie 72%); 9 schools required some improvement and there were none that needed to make substantial improvement. The percentage of good and very good schools was 2% below neighbour LEAs and 12% ahead of the national position.

In terms of the **quality of education**, 23 schools out of 31 (74%) were rated good or very good: this was in line with neighbour LEAs and 7% ahead of the national position. There were 8 schools requiring improvement, but no schools where substantial improvement was needed.

Turning to **school climate**, 24 schools out of 33 (73%) were rated good or very good – 13% below neighbour LEAs and 4% below the national position. Nine schools needed to make some improvement but no school needed to make substantial improvement.

In relation to **management and efficiency**, 25 schools out of 33 (76%) were rated good or very good – 4% above neighbour LEAs and 8% above the national position. Eight schools needed some improvement but there was no school where substantial improvement was needed.

In the **overall judgement**, 65% of Devon schools were rated good or very good – 16% below neighbour LEAs and 3% below the national position. Eleven schools required improvement to become good schools, but no school required substantial improvement.

- 5.6.2 In the **last inspection** undertaken by OFSTED 64% of Devon schools were rated good or very good in relation to the **standards achieved**; 30% of schools required some improvement and 6% (2 schools) required substantial improvement. The percentage of good and very good schools was 7% below neighbour LEAs but 7% ahead of the national position.

In terms of **quality of education**, 65% of Devon schools were rated good or very good – 11% below neighbour LEAs and 1% below the national position: 33% of schools required some improvement, but no school required substantial improvement.

Turning to **schools' climate**, 86% of Devon schools were rated good or very good – 1% below neighbour LEAs and 5% below the national position. 14% of Devon schools needed to make some improvement - compared with 9% in neighbour LEAs - but no school needed to make substantial improvement.

In relation to **management and efficiency**, 64% of Devon schools were rated good or very good – 12% below neighbour LEAs and 8% below the national position. 31% of Devon schools needed some improvement, and two schools required substantial improvement.

In the **overall judgement**, 61% of Devon schools were rated good or very good – 20% below neighbour LEA schools and 6% below the national level. Fourteen schools (39%) required some improvement to become good schools, compared with 17% in neighbour LEAs, but no school required to make substantial improvement.

- 5.6.3 Taking those secondary schools which have been inspected twice, the following pattern emerges from comparison of their respective reports:

In relation to **quality of education**, the percentage of Devon schools classified as very good or good schools decreased from 68% to 67%; in statistical neighbours that percentage increased from 70% to 76%; in England the percentage remained at 66%. No Devon school

required much improvement; in neighbour LEAs the percentage of schools requiring much improvement decreased from 8% to 3% while in England the percentage remained at 6%.

In relation to **schools' climate**, the percentage of Devon schools classified as very good or good schools increased from 67% to 86%; in neighbour LEAs that percentage increased from 82% to 89%; in England there was an increase from 74% to 81%. The percentage of Devon schools requiring much improvement remained at 0%; in neighbour LEAs it decreased from 3% to 2%; in England it decreased from 6% to 5%.

In relation to **management and efficiency**, the percentage of Devon schools classified as very good or good schools decreased from 72% to 64%; in neighbour LEAs that percentage increased from 67% to 76%; in England that percentage increased from 66% to 72%. The percentage of Devon schools requiring much improvement increased from 0% to 6%; in neighbour LEAs that percentage reduced from 10% to 5%; in England the reduction was from 12% to 7%.

- 5.6.4 The following table provides an analysis drawn from inspections undertaken from 1996/97 under the new inspection framework, showing the percentage of Devon secondary schools making good, satisfactory or poor progress in aspects of the curriculum:

	<b>% of schools making good progress</b>	<b>% of schools making satisfactory progress</b>	<b>% of schools making poor progress</b>
KS3 English	44	56	0
KS3 Maths	17	83	0
KS3 Science	43	57	0
KS3 IT	29	33	38
KS4 English	63	37	0
KS4 Maths	33	62	4
KS4 Science	26	48	26
KS4 IT	0	33	67

- 5.6.5 In terms of the percentage of Devon secondary schools making good or satisfactory progress compared with statistical neighbours and with England, the position is shown below. In this table a score of -2% would mean that 2% fewer Devon schools made good or satisfactory progress compared with statistical neighbours or schools throughout England:

	<b>KS3 cf Statistical neighbours</b>	<b>KS3 cf England</b>	<b>KS4 cf Statistical neighbours</b>	<b>KS4 cf England</b>
English	+8%	+6%	+9%	+5%
Maths	+4%	+9%	+6%	+6%
Science	+8%	+11%	-18%	-14%
IT	-14%	-9%	-31%	-26%

- 5.6.6 The following analysis identifies the new framework inspection grades showing aspects of the work of schools in which the percentage of Devon secondary schools classified as "good" or "poor" was 10% or more above or below the position in statistical neighbours:

<b>A figure in this column means that at least 10% more or 10% fewer Devon schools than in neighbour LEAs were classified as "good" (10% more shown as "+10%"; 10% fewer shown as "-10%")</b>	<b>A figure in this column means that at least 10% more or 10% fewer Devon schools than in neighbour LEAs were classified as "poor" (10% more shown as "+10%"; 10% fewer shown as "-10%")</b>
Implementation of the school's aims, values and policies	-30%
	Development planning, monitoring and evaluation +16%
The school's ethos	-16%
Match of number, qualifications and experience of teachers	+10%

		Match of number, qualifications and experience of support staff	-12%
Arrangements for professional development of all staff	-26%	Arrangements for professional development of all staff	+19%
Adequacy of accommodation for effective delivery of curriculum	-32%		
Adequacy of resources	-12%		
Financial planning	-14%		
Use of learning resources and accommodation	-18%		
Quality of curriculum - KS4	-27%		
Quality of Assessment - KS3	-17%	Quality of Assessment - KS3	+11%
Quality of Assessment - KS4	-17%	Quality of Assessment - KS4	+12%
Breadth, satisfactory content and relevance of the curriculum - KS4	-19%		
Equality of access and opportunity - KS3	-11%		
- KS4	-11%		
		Attainment on entry	-10%
Behaviour	-16%		
Attendance	-27%		
Provision for pupils' SMSC development	-15%		
Support, guidance and pupils' welfare	-16%		
Management and efficiency: staffing, accommodation and learning resources	-21%		
Efficiency	-16%		
Value for money	-15%		
Provision for pupils' spiritual development	-17%		
		Provision for pupils' cultural development	-10%

Procedures for monitoring progress and personal development	-28%		
		Support and monitoring of teaching and curriculum development	-12%
Provision for pupils with SEN - KS4	-10%		
Planning for progression & continuity - KS4	-15%		
Procedures for assessing pupils' attainment - KS3	-18%		
Procedures for assessing pupils' attainment: KS4	-20%		

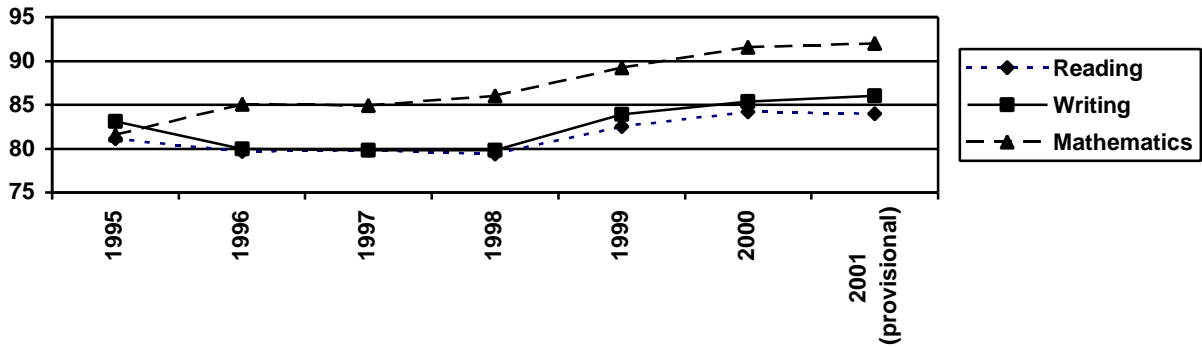
## 5.7 Attainment by Pupils

The PANDA provides comparative data for the period 1995-2000 inclusive. It is supplemented here by (rounded) DfES data for 2001 for KS2 and KS4 and provisional QCA data for KS1 and KS3. This analysis concentrates on recent trends in Devon, using the 1998 and 2001 data as the basis of comparison.

### 5.7.1 KS1 Data

#### ◆ KS1 data: Devon pupils' attainment

In 2001 there was a further modest improvement in the percentage of Devon pupils achieving Level 2 and above in Writing and Mathematics. Final data for Reading may show attainment which is at least as high in 2001 as in 2000.

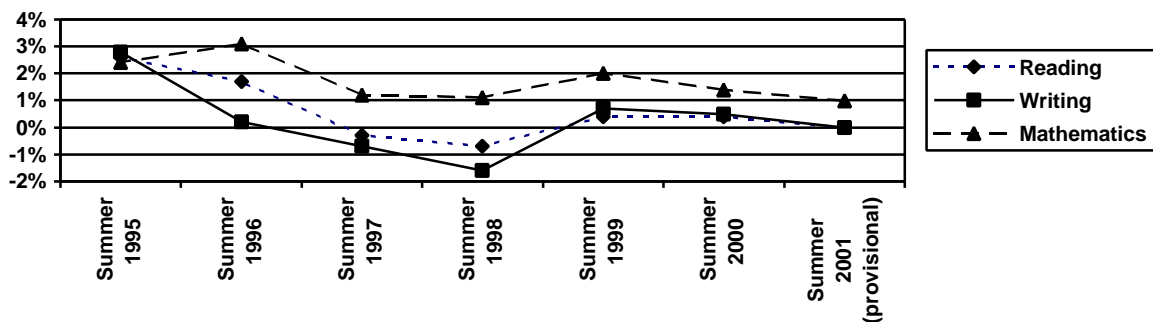


Percentage of Devon KS1 pupils achieving Level 2 or above			
	Reading	Writing	Mathematics
2001 (provisional)	84.0	86.0	92.0
2000	84.2	85.4	91.6
1999	82.5	83.9	89.2
1998	79.4	79.8	86.0
1997	79.8	79.8	84.9
1996	79.7	80.0	85.1
1995	81.1	83.1	81.6

◆ **KS1 data: Devon pupils' attainment relative to national attainments**

[In this and subsequent analyses, Devon attainment is expressed in relation to the national attainment level - thus, if Devon attainment in a particular SATs test in a certain year was 70% and the national attainment level was 68%, that relationship would be shown here as "+2.0%".]

The KS1 analysis indicates that KS1 achievement in Devon continues to be very close to the national average.



Percentage of Devon KS1 pupils achieving Level 2 or above in relation to national achievement			
	Reading	Writing	Mathematics
Summer 2001 (provisional)	0	0	+1.0%
Summer 2000	+0.4%	+0.5%	+1.4%
Summer 1999	+0.4%	+0.7%	+2.0%
Summer 1998	-0.7%	-1.6%	+1.1%
Summer 1997	-0.3%	-0.7%	+1.2%
Summer 1996	+1.7%	+0.2%	+3.1%
Summer 1995	+2.6%	+2.8%	+2.4%

#### ◆ **KS1 data: analysis**

##### **Key Stage 1 reading tests**

At level 2 or above, attainment by Devon pupils in 2000 was 1.0% below statistical neighbours but 0.4% above the national level. However, there was an improvement relative to the national level over the period 1998-2001: the percentage of pupils attaining level 2 and above rose from 0.7% below the national level in the 1998 tests being in line with the national level in 2001. In comparison with neighbour LEAs, Devon improved from being 2.1% below their average in the 1998 tests to 1.0% below their average in the 2000 tests.

The percentage of Devon pupils attaining level 3 or above has remained below both the neighbour LEA and national levels each year during 1998-2000. In the 2000 tests Devon was 2.0% below the neighbour LEA level and 0.7% below the national level. That represents a closing of the gap since 1998, when Devon was 2.8% below the neighbour LEA level and 1.7% below the national level. Between 2000 and 2001 the percentage of Devon pupils attaining Level 3 increased from 27.0% to 27.7%.

##### **Key Stage 1 Writing Tests**

The percentage of Devon pupils attaining level 2 or above has improved from being 1.6% below the national level in the 1998 tests to 0.5% above the national level in 2000. In comparison with neighbour LEAs, Devon pupils have gone from being 3.4% below their average level in the 1998 tests to 0.6% below their average level in the 2000 tests.

The percentage of Devon pupils attaining level 3 or above has remained below the neighbour LEA and national levels each year. In the 2000 tests Devon was 1.9% below the neighbour LEA level and 1.8% below the national level but that represented an improvement since the 1998 tests, when Devon was 2.3% below the neighbour LEA level and 2.5% below the national level. Between 2000 and 2001 the percentage of Devon pupils attaining Level 3 increased from 6.8% to 7.4%.

##### **Key Stage 1 Mathematics Tests**

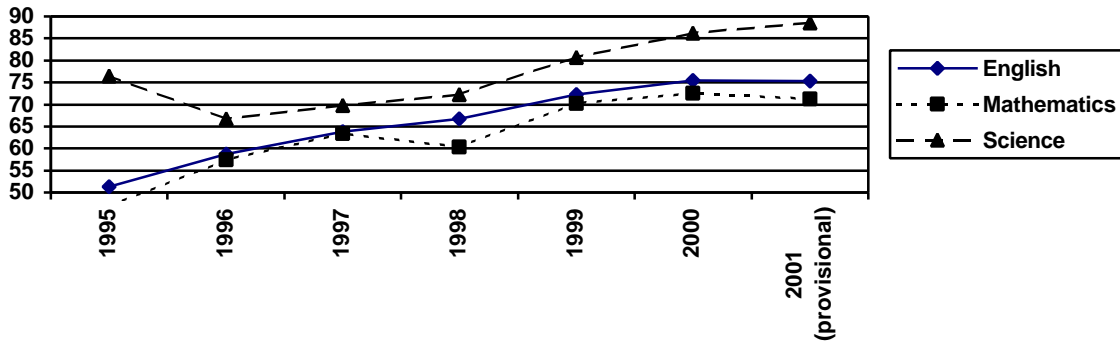
The percentage of Devon pupils achieving level 2 or above has improved from being 1.1% above the national level in the 1998 tests to 1.4% above the national level in 2000. In comparison with neighbour LEAs, also, there was an improvement, from parity in 1998 to 0.6% above their level in 2000.

The percentage of pupils attaining level 3 has moved from being 0.6% below the national level in 1998 to being 0.4% below that level in 2000. In relation to neighbour LEAs, Devon moved from being 0.3% below their average in 1998 to 0.2% below their average in 2000. Between 2000 and 2001 the percentage of Devon pupils attaining Level 3 increased from 24.7% to 27.1%.

#### 5.7.2 **KS2 Data**

##### ◆ **KS2 data: Devon pupils' attainment**

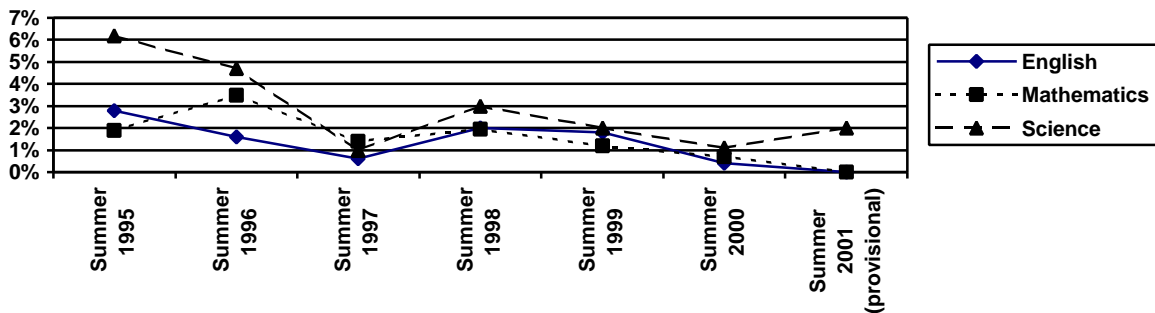
At KS2 the significant advance in English between 1999 and 2000 has been consolidated. The 2001 result in Mathematics was disappointing but in Science there was a further significant improvement.



	Percentage of Devon KS2 pupils achieving Level 4 or above		
	English	Mathematics	Science
2001	75.5	71.1	88.3
2000	75.4	72.5	86.2
1999	72.2	70.2	80.7
1998	66.8	60.4	72.3
1997	63.8	63.4	69.8
1996	58.7	57.4	66.7
1995	51.3	46.8	76.4

The KS2 results in English and Mathematics - although not in Science - show a narrowing of the gap between achievement in Devon and national achievement.

◆ **KS2 data: Devon pupils' attainment relative to national attainment.**



	Percentage of Devon KS2 pupils achieving Level 4 or above in relation to national achievement		
	English	Mathematics	Science
Summer 2001 (provisional)	+0.5%	+0.1%	+1.3%
Summer 2000	+0.4%	+0.7%	+1.1%
Summer 1999	+1.8%	+1.2%	+2.0%
Summer 1998	+2.0%	+1.94%	+3.0%
Summer 1997	+0.6%	+1.4%	+1.0%
Summer 1996	+1.6%	+3.5%	+4.7%
Summer 1995	+2.8%	+1.9%	+6.2%

◆ **KS2 data: analysis**

**Key Stage 2 English Tests**

The percentage of Devon pupils attaining level 4 and above increased from 51.3% to 75.5% over the period 1995-2001. There was relative under-performance between 1998 and 2001: Devon was 2.0% above the national average in 1998 and 0.5% above that average in 2001. In 1998 Devon was 0.2% above the neighbour LEA average: in 2001 Devon was 1.0% below the neighbour LEA average.

The relative percentages of Devon pupils attaining level 5 and above fell during 1998-2000. In 1998 Devon was 1.6% above the average of neighbour LEAs: in 2000 Devon was 0.5% below the neighbour LEA average. In relation to the national average, Devon was 2.0% above that level in 1998, and was 1.7% above in 2000. Between 2000 and 2001 the percentage of Devon pupils attaining Level 5 decreased from 29.8% to 27.9%.

**Key Stage 2 Mathematics Tests**

Devon's lead relative to the national level was eroded in terms of pupils attaining level 4 or above: in 1998 Devon was 1.9% above the national average: in 2000 Devon was 0.7% above the national average. In relation to neighbour LEAs Devon was 0.2% below their average level in 1998 and 0.3% below their average in 2000.

For pupils attaining level 5 and above, Devon moved from being at parity with the neighbour LEA average in 1998 to being 0.1% above their average in 2000. In relation to the national level, Devon moved from being 0.1% above the average in 1998 to 0.5% above the average in 2000. Between 2000 and 2001 the percentage of Devon pupils attaining Level 5 increased from 24.8% to 25.2%.

**Key Stage 2 Science Tests**

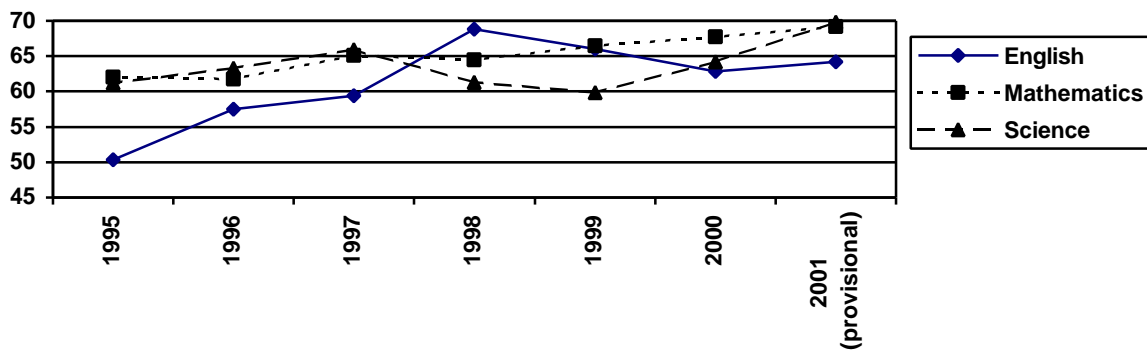
In the 1998 tests the percentage of pupils attaining level 4 and above was 3.0% above the national average: in 2000 it was 1.1% above the national average. Relative to neighbour LEAs, Devon was 0.4% below their average in 1998 and 0.3% below their average in 2000.

In 1998 the percentage of Devon pupils attaining level 5 and above was 1.3% above the national average: in 2000 Devon was 1.3% below the national average. There has been a comparable movement relative to neighbour LEAs – from 0.5% above their average level in 1998 to 0.2% below their average level in 2000. Between 2000 and 2001 the percentage of Devon pupils attaining Level 5 increased from 32.9% to 33.6%.

5.7.3 **KS3 Data**

◆ **KS3 data: Devon pupils' attainment.**

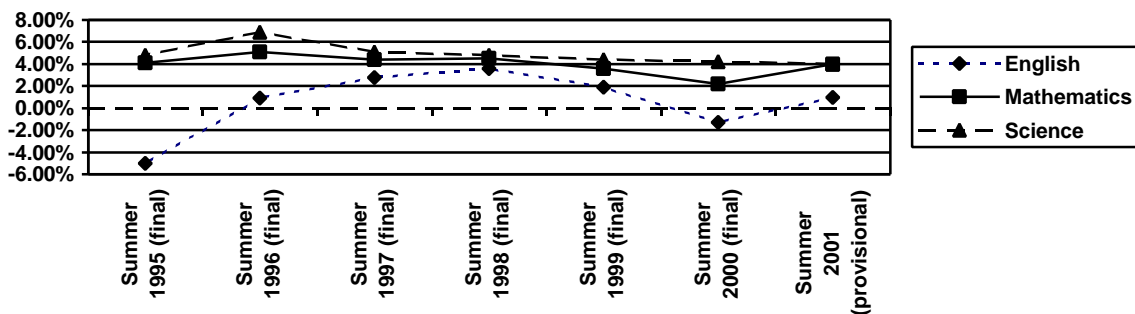
The 2001 results are encouraging, with significant advances in Mathematics and Science. In English, about 50% of the downturn between 1999 and 2000 has been made up this year.



Percentage of Devon KS3 pupils achieving Level 5 or above			
	English	Mathematics	Science
2001 (provisional)	64.2	69.2	69.8
2000	62.8	67.7	64.2
1999	66.0	66.5	59.9
1998	68.8	64.5	61.3
1997	59.4	65.1	65.9
1996	57.5	61.8	63.3
1995	50.3	62.0	61.2

The KS3 results restore Devon's lead in English relative to the national position, and maintain Devon's clear lead in Mathematics and Science.

**KS3 data: Devon pupils' attainment relative to national attainment.**



Percentage of Devon KS3 pupils achieving Level 5 or above, in relation to national achievement			
	English	Mathematics	Science
Summer 2001 (provisional)	+1.0%	+4.0%	+4.0%
Summer 2000 (final)	-1.3%	+2.2%	+4.2%
Summer 1999 (final)	+1.9%	+3.6%	+4.4%
Summer 1998 (final)	+3.6%	+4.5%	+4.8%
Summer 1997 (final)	+2.8%	+4.4%	+5.1%
Summer 1996 (final)	+0.9%	+5.1%	+6.9%
Summer 1995 (final)	-5.0%	+4.1%	+4.8%

◆ **KS3 data: analysis.**

**Key Stage 3 English Tests**

In the percentage of pupils attaining level 5 and above, Devon under-performed relative to the national average – from being 3.6% ahead in 1998 to being 1.0% above the national average in 2001. In relation to neighbour LEAs Devon moved from being at parity in 1998 to being 2.5% below their average in 2001.

For pupils attaining level 6 and above, relative to the national average Devon moved from being 1.0% above the national average in 1998 to being 3.7% below the national average in 2000. In relation to neighbour LEAs, Devon moved from being 1.3% below their average in 1998 to being 5.5% below their average in 2000. Between 2000 and 2001 for percentage of pupils attaining Level 6 increased from 24.5% to 29.3%.

**Key Stage 3 Mathematics Tests**

In terms of pupils attaining level 5 and above, Devon's position has changed from being 4.5% above the national average in 1998 to being 4.0% above that average in 2001. Relative to neighbour LEAs, Devon moved from being 1.6% below their average level in 1998 to being 1.3% below their average in 2001.

In terms of pupils attaining level 6 and above, Devon moved from being 1.9% above the national average in 1998 to being 0.6% above that level in 2000. Devon remained below the neighbour LEA average, being 3.4% below their average level in 1998 and 4.2% below their average level in 2000. Between 2000 and 2001 the percentage of pupils attaining Level 6 increased from 41.7% to 43.3%.

**Key Stage 3 Science Tests**

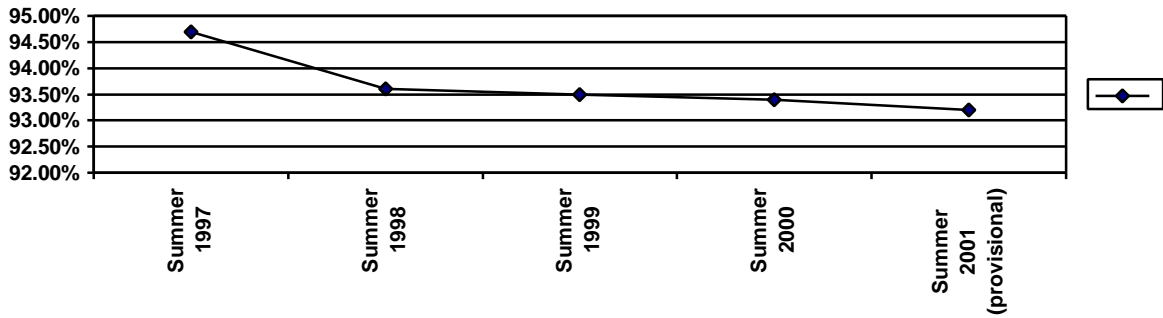
Devon's lead over the national average was maintained: in terms of pupils attaining level 5 and above Devon was 4.8% above the national average in 1998 and 4.0% above the national average in 2001. Devon remained below the neighbour LEA average up to 2000, however, being 2.0% below their average in 1998 and 3.2% below their average in 2000.

In terms of pupils attaining level 6 and above, Devon was 0.7% above the national average in 1998 and 1.6% above the national average in 2000. Relative to neighbour LEAs, Devon was 3.9% below their average level in 1998 and 3.6% below their average level in 2000. Between 2000 and 2001 the percentage of pupils attaining Level 6 increased from 31.2% to 35.1%.

5.7.4 **KS4 Data**

**Entry to public examinations**

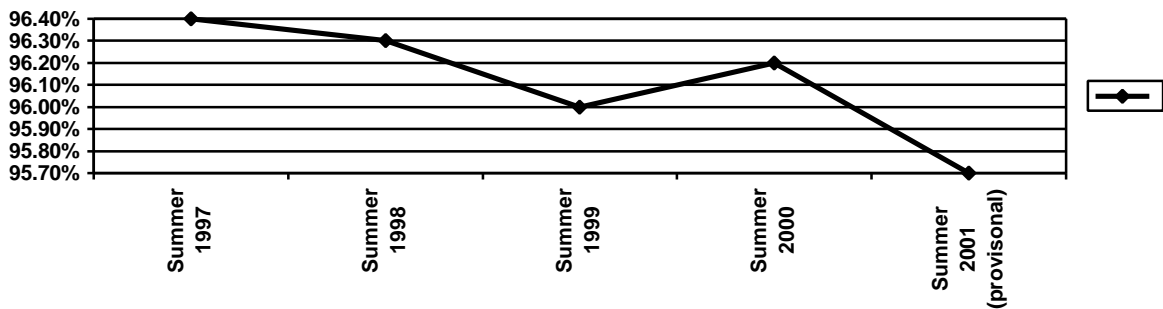
There is a firm indication that any earlier trend towards a higher proportion of secondary pupils being entered for a range of GCSE/GNVQ examinations has stalled in the past few years.



% of secondary pupils aged 15 being entered for 5 or more GCSEs/GNVQS	
Summer 2001 (provisional)	93.2%
Summer 2000	93.4%
Summer 1999	93.5%
Summer 1998	93.6%
Summer 1997	94.7%

### Pupils achieving 1 or more grade A-G

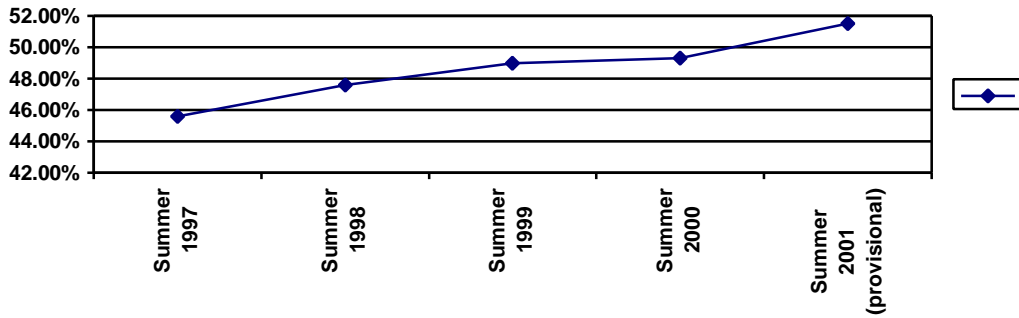
The data confirms the impression given in the data for entry to five or more examinations: there is no indication of further 'reach' in the percentage of pupils leaving secondary schools with an external examination success.



% of secondary pupils aged 15 achieving 1 or more GCSE/GNVQ grade A-G	
Summer 2001	95.7%
Summer 2000	96.2%
Summer 1999	96.0%
Summer 1998	96.3%
Summer 1997	96.4%

### Pupils achieving 5 or more grades A-C

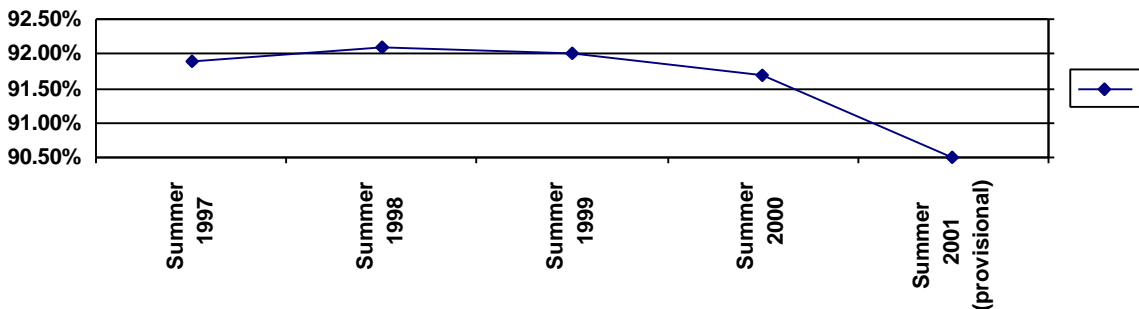
The data shows further firm progress in the proportion of pupils gaining higher grade passes: although the percentage of pupils being entered for and achieving external examination success is not increasing, the percentage of pupils gaining good passes in a range of subject continues to grow strongly.



	% of pupils aged 15 achieving 5 or more grades A-C
Summer 2001	51.3%
Summer 2000	49.3%
Summer 1999	49.0%
Summer 1998	47.6%
Summer 1997	45.6%

### Pupils achieving 5 or more grades A-G

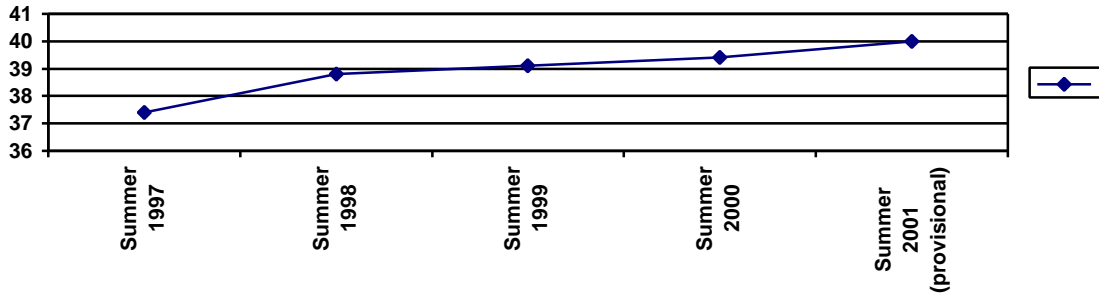
Attainment in this measure - the percentage of pupils leaving their period of compulsory education with a record of achievement in a range of subjects - remains ahead of the national figure but has shown no advance since 1997, even though the percentage of pupils gaining higher grades has increased.



	% of secondary pupils aged 15 achieving 5 or more grades A-G
Summer 2001 (provisional)	90.5%
Summer 2000	91.7%
Summer 1999	92.0%
Summer 1998	92.1%
Summer 1997	91.9%

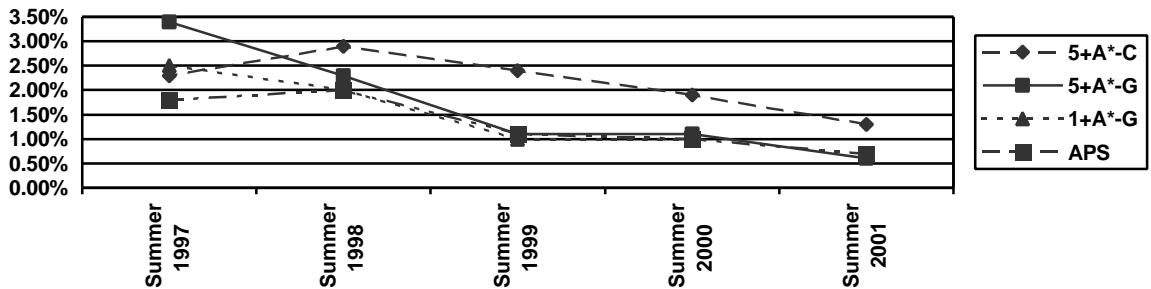
### Average Points Score

This measure of overall GCSE/GNVQ attainment shows a further strong advance: the provisional data indicates that the EDP target for 2001 has been met.



Average GCSE/GNVQ points per pupil aged 15	
Summer 2001 (provisional)	40.0
Summer 2000	39.4
Summer 1999	39.1
Summer 1998	38.8
Summer 1997	37.4

#### Attainment relative to national performance



	Percentage of Devon pupils achieving 5+ A*-C; 5+ A*-G; 1+ A*-G and Average Points Score in relation to national achievement			
	5+A*-C	5+A*-G	1+A*-G	APS
Summer 2001	+1.3%	+0.6%	Awaited	+0.7
Summer 2000	+1.9%	+1.1%	+1.0%	+1.0
Summer 1999	+2.4%	+1.1%	+1.0%	+1.1
Summer 1998	+2.9%	+2.3%	+2.0%	+2.0
Summer 1997	+2.3%	+3.4%	+2.5%	+1.8

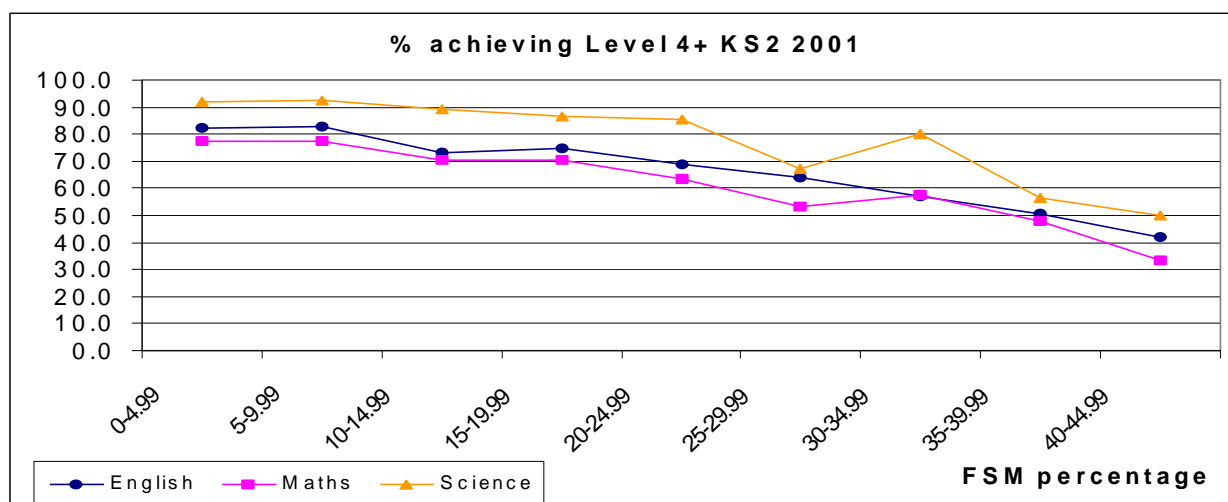
In terms of pupils attaining **5 or more A-C grades** Devon's lead over the national average fell over the period 1998-2001, being 2.9% above the national average in 1998, and 1.3% above that average in 2001. Devon remained below the average level of neighbour LEAs, being 2.9% below their average level in 1998 and 2.2% below their average level in 2001. In terms of absolute figures, the percentage of pupils across the country who gained 5 or more A-C grades increased from 40.7% in 1994 to 50.0% in 2001 – an increase of 9.3%. In Devon the increase was of 7.1% - from 44.2% to 51.3%. Among neighbour LEAs the improvement was of 7.6%, from 45.9% to 53.5%.

### 5.7.5 A Level Results

Among A Level candidates taking two or more subjects Devon fell below the average of neighbour LEAs and national results during the period 1994-2000 although there has been a significant relative improvement in each of the last three years during that period. In relation to neighbour LEAs, Devon was 0.6 point below their average level in 2000 compared with 1.7 points below their level in 1998; in relation to the national level Devon was 0.2 point below the national level in 2000 compared with being 1.4 points below the national level in 1998.

### 5.7.6 Attainment: Social disadvantage

Successive analyses have demonstrated the relationship between the level of achievement by pupils at particular schools and the extent of social disadvantage in the areas which those schools serve. The relationship is demonstrated in the 2001 KS2 SATs data, where the level of achievement at individual Devon schools is strongly related to the extent of free school meals take-up (being a proxy measure of the relative disadvantage of schools' areas).

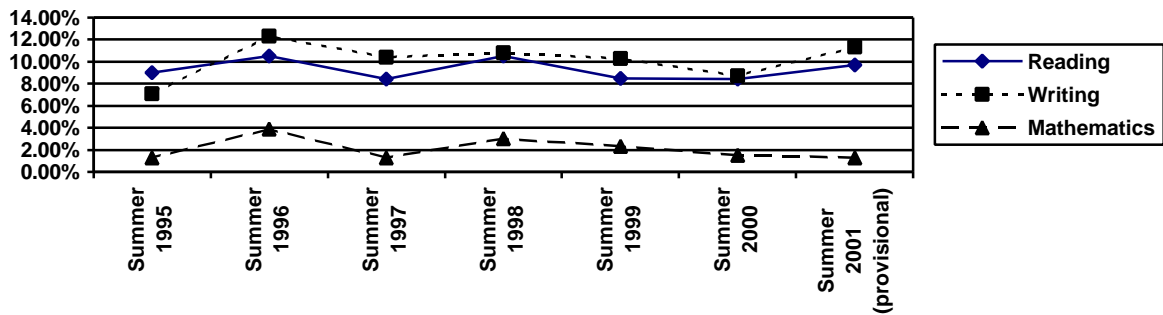


Percentage of Devon KS2 pupils achieving Level 4 or above in 2001 SATs, analysed by the percentage of pupils at each school who have free school meals.			
Percentage of pupils receiving free school meals	Percentage of pupils achieving Level 4 or above		
	English	Maths	Science
< 5%	82.2	77.3	91.7
5% - 9.9%	82.6	77.5	92.6
10% - 14.9%	73.1	70.5	89.2
15% - 19.9%	74.6	70.4	86.7
20% - 24.9%	68.7	63.7	85.7
25% - 29.9%	64.1	53.1	67.3
30% - 34.9%	57.1	57.3	80.2
35% - 39.9%	50.3	48.0	56.7
> 40%	41.7	33.3	50.0

### 5.7.7 Attainment: Gender differences

[In the analysis below the extent of higher performance by girls is analysed. In the tables, a higher level of attainment by girls in a particular subject is shown as a positive percentage figure: if 70% of girls achieved Level 4 and 68% of boys achieved Level 4, the position would appear as "+2%".]

### Gender differences at KS1

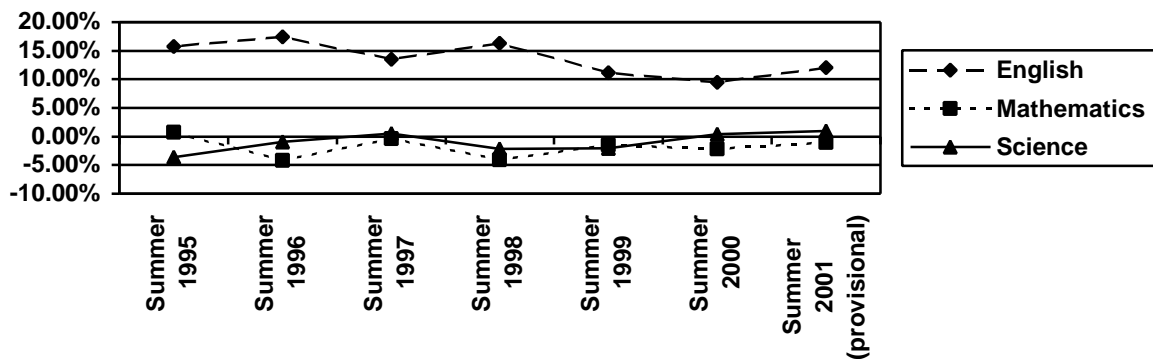


	KS1: Girls' and boys' relative achievement at Level 2 or above		
	Reading	Writing	Mathematics
Summer 2001 (provisional)	+9.7%	+11.3%	+1.3%
Summer 2000	+8.4%	+8.7%	+1.5%
Summer 1999	+8.5%	+10.3%	+2.3%
Summer 1998	+10.5%	+10.8%	+3.0%
Summer 1997	+8.4%	+10.4%	+1.3%
Summer 1996	+10.5%	+12.3%	+3.9%
Summer 1995	+9.0%	+7.1%	+1.3%

### Relative achievement by boys and girls at KS1: 1995-2001

[% figures shows higher achievement by girls]

### Gender differences at KS2

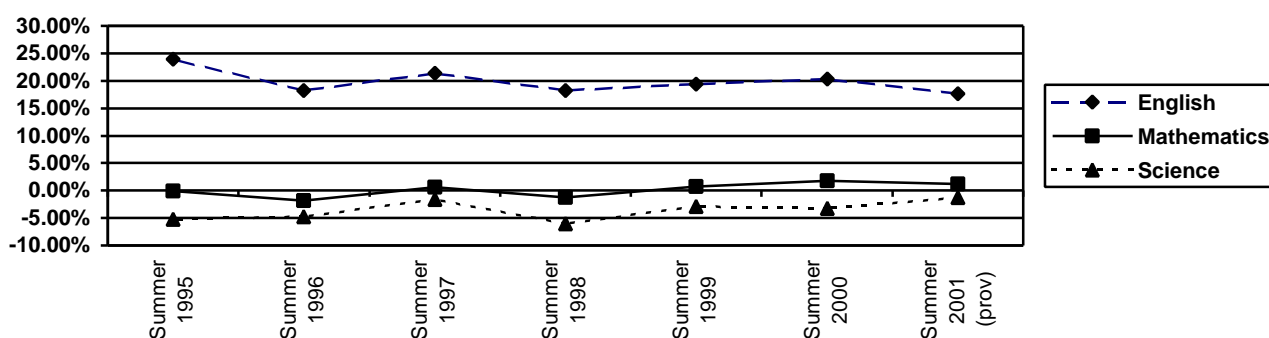


	KS2: Girls' and boys' relative performance in achievement at Level 4 or above		
	English	Mathematics	Science
Summer 2001 (provisional)	+12.1%	-1.1%	+1.0%
Summer 2000	+9.5%	-2.2%	+0.4%
Summer 1999	+11.2%	-1.5%	-2.0%
Summer 1998	+16.3%	-4.1%	-2.2%
Summer 1997	+13.5%	-0.4%	+0.5%
Summer 1996	+17.4%	-4.2%	-0.9%
Summer 1995	+15.8%	+0.7%	-3.6%

### Relative achievement by boys and girls at KS2: 1995-2001

[% figure shows higher achievement by girls: minus % figure shows lower achievement by girls]

### Gender difference at KS3



	KS3: Girls' and boys' relative performance in achievement at Level 5 or above		
	English	Mathematics	Science
Summer 2001 (prov)	+17.6%	+1.2%	-1.2%
Summer 2000	+20.3%	+1.8%	-3.2%
Summer 1999	+19.4%	+0.7%	-2.9%
Summer 1998	+18.2%	-1.3%	-6.0%
Summer 1997	+21.4%	+0.6%	-1.6%
Summer 1996	+18.2%	-1.8%	-4.7%
Summer 1995	+23.9%	-0.1%	-5.2%

### Relative achievement by boys and girls at KS3: 1995-2001

[% figure shows higher achievement by girls: minus % figure shows lower achievement by girls]

### Gender differences at KS4

The following analysis shows subject-by-subject Summer 2001 GCSE results (average points per entry):

	Art*	Drama*	Eng	Eng Lit	French	Geog+	German	Hist*	Maths	RS	Sc A&B
Boys	4.7	5.1	4.5	4.6	3.9	4.7	4.1	4.4	4.3	4.2	4.6
Girls	5.8	5.5	5.1	5.2	4.7	5.2	4.6	4.8	4.4	4.8	4.6

In the case of subjects marked \* the difference between boys' and girls' attainment was less in 2001 than in 2000: in the case of subjects marked + the difference was greater.

## 5.8 Attainment

### 5.8.1 Religious Education

The Standing Advisory Council for Religious Education has urged the LEA to encourage the fuller take up of Religious Education as an examination subject in KS4 and KS5.

In 2001, three schools (out of 37 Devon secondary schools) entered no candidate for the RE GCSE examination and in a further nine schools less than 33% of the cohort were admitted to a full or short course examination. This low take-up at KS4 is reflected in the KS5 data: in 2001 41 students from 7 secondary schools entered A level examinations. There are also concerns about standards in KS4: the statistics which show value added by schools between KS3 and KS4 indicate that 20 schools have negative figures for RE, showing that in these departments, pupils are not reaching their potential in RE examinations as predicted from KS3 results.

### 5.8.2 Attainment of Exeter pupils

In the 2001 SATs and public examination results the position was:

	<b>Devon pupils excluding Exeter</b>	<b>Exeter pupils</b>
KS2 English	76.7	65.4
KS2 Maths	72.8	61.4
KS2 Science (% achieving Level 4)	88.9	82.8
KS3 English	65.4	56.5
KS3 Maths	70.7	61.8
KS3 Science (% achieving Level 5)	72.3	56.8
KS4 5+ A*-C	54.1	40.9
KS4 5+ A*-G	92.3	90.0