

**Key Stage
Three
Officer Pack
2006**

KEY STAGE 3 GRAPH PACK

Background

This report provides an overview of School level, Local Authority and National Key Stage 3 attainment data. The purpose of the report is to provide basic attainment comparisons between the local and national situation and to include further analysis of attainment by gender and ethnicity.

The Key Stage 3 Graph Pack includes the following contents:

- Breakdown of 2006 KS3 attainment
- Headline contextual data for the 2006 cohort
- English Test Attainment and Teacher Assessment 5+, 6+ and 7+ 2002 to 2006
- Mathematics Test Attainment and Teacher Assessment 5+, 6+ and 7+ 2002 to 2006
- Science Test Attainment and Teacher Assessment 5+, 6+ and 7+ 2002 to 2006
- ICT Teacher Assessment 5+, 6+ and 7+ 2002 to 2006
- Reading and Writing Test Attainment 5+, 6+ and 7+ 2002 to 2006
- Average Point Scores for boys, girls and all pupils
- Teacher Assessments for all foundation subjects 5+, 6+ and 7+
- Gender Analysis 5+, 6+ and 7+ with APS 2002 to 2006 for English, Maths, Science, ICT, Reading and Writing
- Ethnicity Analysis 5+ 2002 to 2006 for English, Maths and Science
- FFT Type 'A'/'D', Statutory Targets and Actual Attainment comparisons for English, Maths and Science for 5+ and 6+

Technical details

1. Key Stage 3 attainment data is supplied to the LA by the DfES, the latest data supplied was made available on 23rd August 2006. All the School level and Local Authority data are derived from this data set. To allow analysis based on ethnicity, the most recently available School Census data has been matched into the data set. The data for 2006 at this stage of the academic year is classified as provisional.
2. The source of the National data for 2006 is the DfES Statistical First Release SFR34/2006 National Curriculum Assessments at Key Stage 3 in England, 2006 (Provisional). All historic National data has been obtained from a variety of DfES attainment sources.
3. Included in the Graph Pack for the first time are sections on gender and ethnicity analysis. For gender analysis purposes we have highlighted where the gender gap is larger than the national average and for ethnicity analysis purposes we have highlighted where headline performance is greater than or less than average national or local performance. No degree of significance is placed on the differences highlighted.
4. Also included in the analysis are FFT (Fischer Family Trust) Key Stage 3 Type 'A' and 'D' Estimates for 2002 to 2006 based on Key Stage 2 prior attainment (both Test and Teacher Assessment data). FFT Type 'A' estimates are based on historical progress made by students nationally between Key Stage 2 and Key Stage 3, and Type 'D' estimates provide an indication of achievement that would be consistent with the progress made by students in schools with the highest value-added (top 25% of schools nationally) between Key Stage 2 and Key Stage 3.
5. Five Schools did not submit valid Teacher Assessment data to the NAA, therefore the LA Teacher Assessment data is not complete and the schools concerned will have no TA data reported in this pack.

Enquiries

Please contact the following people listed below if you wish to make any comments regarding this report or if you have any queries regarding the analysis.

As this analysis is very much developmental we would welcome any comments so that the product can improve and evolve.

Report contacts:

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<p>Pam Hatfield Lead Consultant - Assessment & AFL School Improvement & Performance Service Children & Young People's Service Leicestershire County Council</p> <p>Tel No: 0116 265 6329 E-Mail: phatfield@leics.gov.uk</p>	<p>Lynda Smith School Development Adviser School Improvement & Performance Service Children & Young People's Service Leicestershire County Council</p> <p>Tel No: 0116 265 6420 E-Mail: lysmith@leics.gov.uk</p>

Headline commentary:

From 2005 to 2006, National Key Stage 3 attainment at 5+ for Maths and Science have shown improvement with Maths rising by 3% from 74% to 77% and Science by 2% from 70% to 72%. Conversely, English attainment has fallen by 2%, from 74% to 72%. Leicestershire's attainment in both Maths and Science has risen by 3% with English falling by 1%. This pattern of improvement and decline in the core subjects follows the National pattern. Leicestershire attainment, as per each of the previous five years, outperforms the National attainment considerably in each of the core subjects, with the gap between National and local attainment remaining constant at 8% in Maths and widening further for English and Science by 1% for both subjects.

Leicestershire's comparable performance against all Local Authorities has been consistent over the previous three years, with 5+ attainment being ranked within the top 5% for English, Maths and Science. 6+ performance has been fairly consistent for Maths and Science over the previous 5 years although English 6+ attainment has been more variable falling from a rank of 11th in 2005 to 23rd in 2006. Leicestershire has been ranked 1st out of its Statistical Neighbours in each core measure since 2003.

Leicestershire's Key Stage 3 Performance (Rankings) against all LAs and Statistical Neighbour LAs (2006 data is provisional) (1 = highest ranked, 149 = lowest ranked)

		5+			6+			APS	VA	LAs
		English	Maths	Science	English	Maths	Science			
National	2006	5	4	4	23	9	13	13	-	149
Stat. N'bours	2006	1	1	1	1	1	1	1	-	11
National	2005	4	5	5	11	10	11	13	3	149
Stat. N'bours	2005	1	1	1	1	1	1	1	1	11
National	2004	6	6	3	23	10	8	12	3	149
Stat. N'bours	2004	1	1	1	1	1	1	1	1	11
National	2003	11	4	3	42	10	8	11	2	149
Stat. N'bours	2003	3	1	1	5	1	1	1	1	11
National	2002	11	9	3	29	10	9	14	2	149
Stat. N'bours	2002	1	1	1	3	1	1	2	1	11
National	2001	14	3	2	34	8	6	-	-	149
Stat. N'bours	2001	1	1	1	3	1	1	-	-	11

While overall attainment for KS3 in Leicestershire remains significantly above the National picture, there are some disparities between the progress in attainment between boys and girls. Reading has the widest gender gap with girls performing 14% better than boys in 2006 at 5+ and 17% better at 6+. The 5+ gender gap remains less than that of the National picture which shows a difference in performance of 15% in 2006. As would be expected girls also exceed boys' attainment in English and Writing, this also follows the National pattern.

The gender gaps for Maths and Science are much smaller with boys matching or outperforming girls' performance at each level of attainment in Maths and attaining better than girls in each level apart from the percentage attaining 5+ in Science, in which girls outperform boys by 2%. The gender gaps for Maths and Science largely reflect the National differences. Despite any concerns regarding gender gaps it should be noted that Leicestershire attainment exceeds the National attainment for boys and girls in English, Maths and Science for all levels apart from Level 7+ English, which is equal.

Comparisons of 2005 attainment for ethnic groups in Leicestershire against the national picture show that the majority of groups in Leicestershire performed better than those nationally with the majority of instances of higher National than LA performance being to the order of 2% or less. One anomaly relates to pupils from the Any Other Black Background, where no Leicestershire pupils attained a level 5+ in Mathematics against 62% nationally. Some caution should be exercised when analysing Ethnic Group attainment in Leicestershire as some cohorts contain very few pupils.

Over the previous five years, Leicestershire has performed above the Fischer Family Trust type 'A' estimates for each core subject at levels 5+ and 6+. Type 'D' estimates are only provided for 2005 and 2006, with Leicestershire assessments being slightly below the estimate for English 5+ in 2006 and exceeding the estimate for 5+ in Maths and Science.

Subject commentary:

English

2006 saw a decline in the percentage of pupils attaining levels 5+, 6+ and 7+. This broadly matches the national pattern, where levels 5+ and 6+ also experienced a decline in attainment. Leicestershire attainment at level 5+ is 10% higher than nationally, a widening of the gap of 1%. The gap between Leicestershire and National attainment at 6+ narrowed from 9% in 2005 to 7% in 2006. English 7+ attainment is equal both locally and Nationally.

The gender gap at 5+ for English attainment has remained very constant at 12% over the previous four years. Girls' 5+ attainment in 2006 has remained at 89% as per 2005, with boys' attainment falling by 1%, to 76%.

Reading

Locally, Reading has experienced a fall in the percentage of pupils attaining levels 5+, 6+ and 7+. Nationally the percentage of pupils attaining level 5+ has fallen, but remained constant for level 6+ and risen by 1% for 7+.

Reading is the subject in which there is the greatest gender gap at level 5+ for both local and National levels. 70% of boys in Leicestershire attained a level 5+ against 84% of girls. The gender gap is even greater at National level being 15%, with 59% of boys and 74% of girls gaining a level 5+.

Writing

Since last year, Leicestershire's performance in Writing has declined for levels 5+, 6+ and 7+. This is against no change in attainment Nationally. Leicestershire results still exceed the National figures at each level with 83% attaining a level 5+ or above against 76% Nationally.

As per English and Reading, a large gender gap exists between boys and girls for Writing. 11% more girls attain a level 5+ than boys, although the gender gap has narrowed by 1% each year over the past three years. At a National level the gender gap is even greater, and has widened since 2005, with 83% of girls attaining a level 5+, against 69% of boys, a difference of 14%.

Mathematics

Locally there have been improvements year on year in the attainment across all levels in Maths. This is a trend has also largely been the case for the National level, apart from in 2004, when 7+ attainment fell by 1%. The difference between Leicestershire and National attainment has remained fairly constant over the past five years. Leicestershire's 5+ attainment has remained at 8% above the National picture for the previous four years. There has been a small widening of the attainment gap for levels 6+ and 7+, both rising by 1% from 2005.

The gap between genders both locally and Nationally is relatively small compared to the English subjects with boys exceeding girls' attainment for many levels of assessment. In 2006 the attainment for girls at 5+ locally exceeded boys' results by 1%, with boys exceeding girls' results at the higher levels, 6+ and 7+. Boys' Average Point Score has been approximately half a point greater than girls' for the last two years.

Science

Science attainment at levels 5+ and 6+ has been at least 10% higher than the National attainment over the previous five years. There is less of a difference for level 7+, with Leicestershire being 3% or 4% higher for the past three years. There has been no evident pattern of a widening or lessening of the local versus National attainment over the previous few years.

Gender differences in attainment are minimal at both the local and National levels. With 2% more Leicestershire girls in 2006 achieving level 5+ than boys. As per Maths, boys outperform girls at levels 6+ and 7+.

ICT

Leicestershire's performance in ICT has increased by a significant 6% at 5+ from 73% in 2005 to 79% in 2006. This is the greatest year on year rise in performance of all the core subjects. Against this, the percentage of pupils being assessed at levels 6+ and 7+ is considerably lower than for any other subject, with 21% of pupils gaining a level 6+ and just 1% a level 7+.

9% more girls attained a level 5+ than boys (84% against 75%), this is an increase of 1% in the gender gap from 2005.

Other Foundation Subjects

Assessments in all foundation subjects at each level have either risen or remained stable since 2005. P.E. experienced the greatest yearly rise in assessment at 5+ (82% to 87%), while assessments for Music remained static for each level of attainment. Leicestershire's attainment in 2005 at 5+ is above the National average for each subject with Languages having the greatest difference in performance with 69% of pupils attaining a level 5+ against 51% Nationally. Languages has also been the weakest area both locally and Nationally over each of the previous four years. In 2006, 71% of Leicestershire pupils attained a level 5+, the highest level of assessment gained so far in the subject. 2006 National data is not currently available for Foundation subjects.

Languages has the largest gender gap in terms of the 2006 level 5+ assessments, with girls performing 16% better than boys (79% against 63%). The narrowest gender gap exists for P.E. with a gap of 1% in favour of boys (87% against 86%) this is the only subject in which boys' performance exceeded girls'.

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Percentage of 14 Year olds in school : Levels of Attainment

Boys	Other	1	2	3	4	5	6	7	8	E	Level 5 & above	Level 6 & above	Level 7 & above
English Teacher Assessment	0	0	1	5	19	42	27	7	0	0	75%	33%	7%
English Test	8	0	0	2	13	44	26	7	0	0	76%	33%	7%
Reading Test	15	0	0	0	15	40	23	7	0	0	70%	30%	7%
Writing Test	9	0	0	0	13	43	24	10	0	0	78%	34%	10%
Mathematics Teacher Assessment	0	0	1	3	12	23	32	24	5	0	85%	61%	30%
Mathematics Test	3	0	0	3	10	17	29	27	11	0	84%	67%	38%
Science Teacher Assessment	0	0	0	2	14	36	35	13	0	0	84%	47%	13%
Science Test	3	0	0	3	13	30	31	20	0	0	82%	51%	20%
ICT Teacher Assessment	0	0	0	2	22	57	17	1	0	0	75%	18%	1%

Girls	Other	1	2	3	4	5	6	7	8	E	Level 5 & above	Level 6 & above	Level 7 & above
English Teacher Assessment	0	0	0	2	10	39	37	10	0	0	87%	48%	11%
English Test	4	0	0	1	7	39	36	13	0	0	89%	49%	13%
Reading Test	7	0	0	0	9	37	33	15	0	0	84%	48%	15%
Writing Test	4	0	0	0	7	40	34	15	0	0	89%	49%	15%
Mathematics Teacher Assessment	0	0	1	3	11	25	34	23	4	0	86%	61%	27%
Mathematics Test	2	0	0	2	11	18	32	26	8	0	85%	66%	34%
Science Teacher Assessment	0	0	0	1	13	38	35	12	0	0	85%	47%	12%
Science Test	2	0	0	2	12	33	33	18	0	0	83%	50%	18%
ICT Teacher Assessment	0	0	0	1	15	60	22	1	0	0	84%	24%	1%

Boys & Girls	Other	1	2	3	4	5	6	7	8	E	Level 5 & above	Level 6 & above	Level 7 & above
English Teacher Assessment	0	0	1	3	15	41	32	8	0	0	81%	40%	9%
English Test	6	0	0	2	10	41	31	10	0	0	82%	41%	10%
Reading Test	11	0	0	0	12	38	28	11	0	0	77%	39%	11%
Writing Test	7	0	0	0	10	42	29	13	0	0	83%	42%	13%
Mathematics Teacher Assessment	0	0	1	3	11	24	33	24	5	0	85%	61%	28%
Mathematics Test	2	0	0	2	11	18	31	27	9	0	85%	67%	36%
Science Teacher Assessment	0	0	0	2	14	37	35	12	0	0	84%	47%	12%
Science Test	2	0	0	2	13	32	32	19	0	0	83%	51%	19%
ICT Teacher Assessment	0	0	0	1	19	59	20	1	0	0	79%	21%	1%

		Average Level	Average Point Score
Boys	English Test	5.6	33.6
	Reading Test	5.5	32.7
	Writing Test	5.7	34.0
	Mathematics Test	6.5	38.9
	Science Test	6.0	36.0
	ICT Teacher Assessment	5.4	32.5
Girls	English Test	6.0	36.0
	Reading Test	5.9	35.6
	Writing Test	5.4	36.2
	Mathematics Test	6.4	38.4
	Science Test	6.0	36.0
	ICT Teacher Assessment	5.6	33.5
Boys & Girls	English Test	5.8	34.8
	Reading Test	5.7	34.1
	Writing Test	5.8	35.1
	Mathematics Test	6.4	38.7
	Science Test	5.7	36.0
	ICT Teacher Assessment	5.5	33.0

Notes:

Core Test/Task data based on DiES datafeed September 2006. Foundation subject data based on NAA TA submission June/July 2006

'Other' refers to pupils who were absent, disapplied, took the statutory tests but failed to register a level and those working at a level below that assessed by the tests.

Pupils achieving a grade "B" or "N" in Maths and Science have been scored as gaining a Level 2 or 15 points.

Pupils achieving a grade "B" or "N" in English have been scored as gaining a Level 3 or 21 points.

Average Level reflects the true fine grading of point scores, e.g. 33 points represents Level 5.5 and 39 points represents Level 6.5 etc.

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Percentage of 14 Year olds in school : Levels of Attainment

Boys	Other	1	2	3	4	5	6	7	8	EP	Level 5 & above	Level 6 & above	Level 7 & above
Art	0	0	0	2	18	55	22	3	0	0	80%	25%	3%
Design	0	0	0	1	17	54	25	3	0	0	81%	27%	3%
Geography	0	0	0	3	18	44	27	7	1	0	79%	35%	8%
History	0	0	0	2	18	44	27	8	0	0	80%	36%	9%
Languages	1	1	3	10	24	40	20	3	0	0	63%	23%	4%
Music	0	0	1	2	21	52	21	3	0	0	76%	24%	4%
P.E.	0	0	0	1	11	51	29	8	1	0	87%	37%	8%

Girls	Other	1	2	3	4	5	6	7	8	EP	Level 5 & above	Level 6 & above	Level 7 & above
Art	0	0	0	0	5	41	40	11	1	0	94%	53%	12%
Design	0	0	0	0	6	41	44	8	0	0	93%	52%	8%
Geography	0	0	0	1	11	41	36	9	1	0	88%	46%	10%
History	0	0	0	1	10	40	36	12	1	0	89%	49%	13%
Languages	0	0	1	4	16	42	31	5	1	0	79%	37%	6%
Music	0	0	0	1	11	50	30	6	1	0	87%	37%	7%
P.E.	0	0	0	1	12	58	23	5	0	0	86%	28%	5%

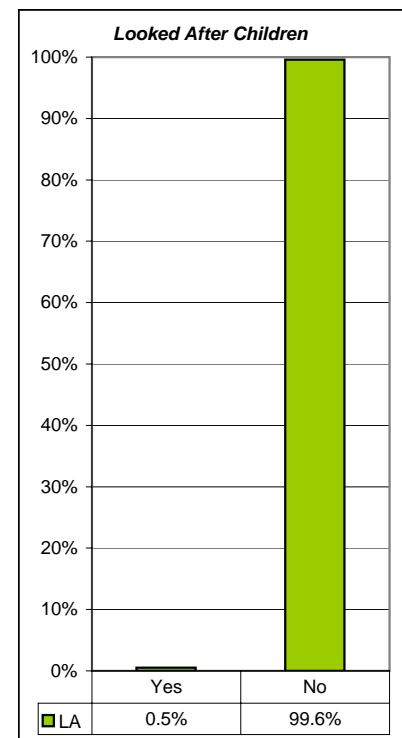
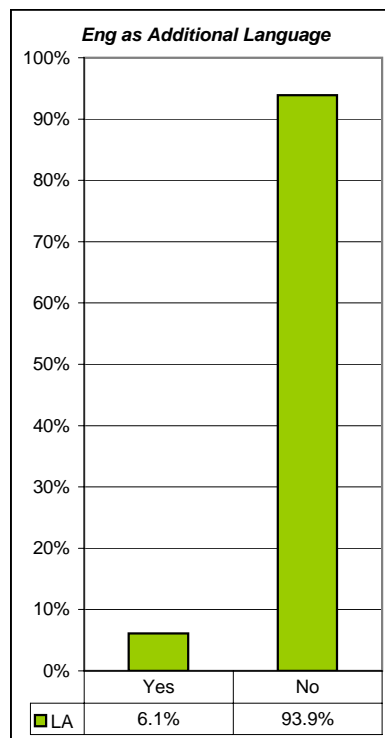
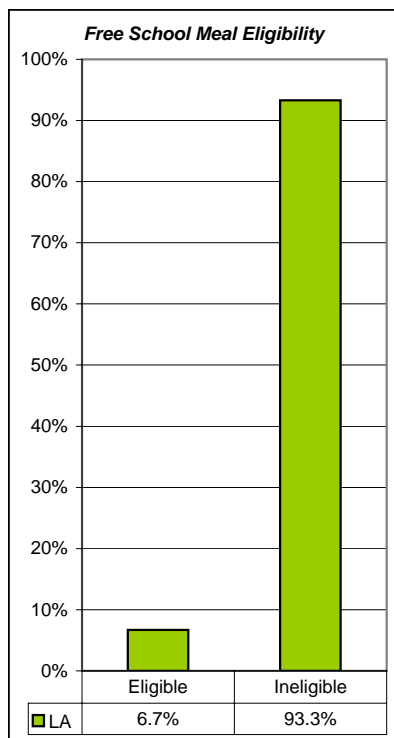
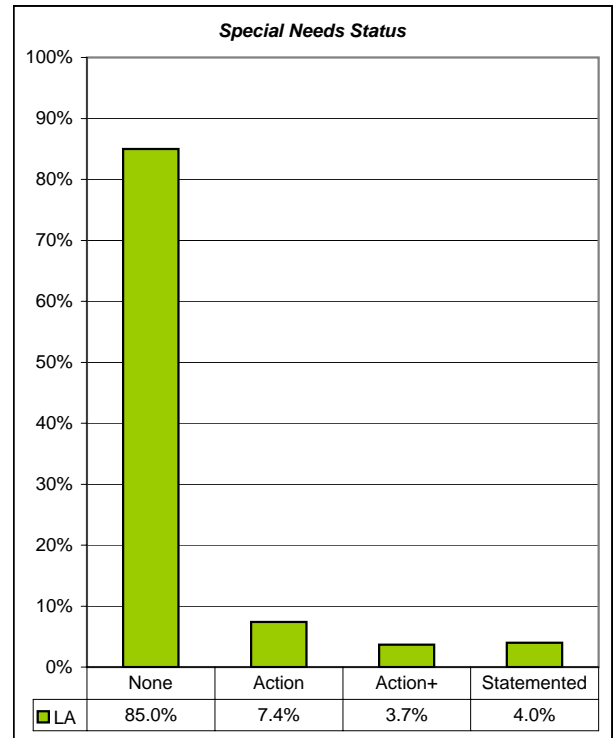
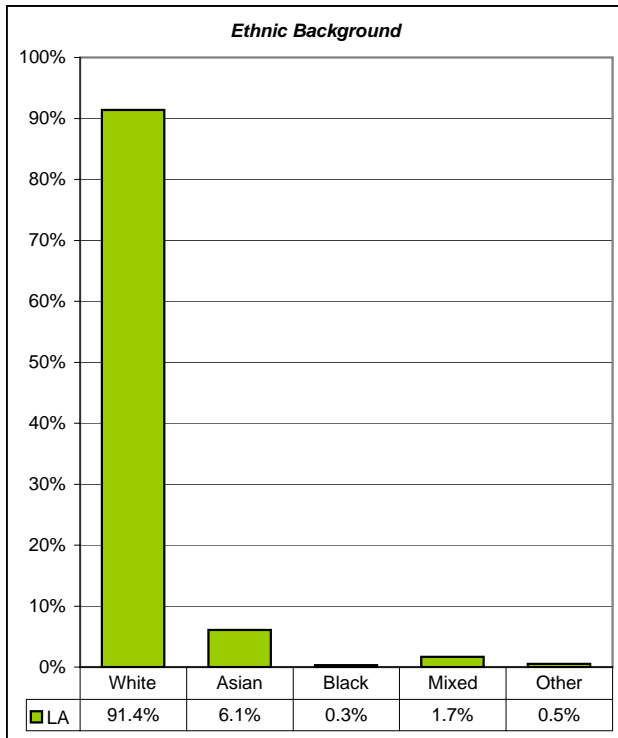
Boys & Girls	Other	1	2	3	4	5	6	7	8	EP	Level 5 & above	Level 6 & above	Level 7 & above
Art	0	0	0	1	12	48	31	7	1	0	87%	38%	8%
Design	0	0	0	1	12	48	34	5	0	0	87%	39%	5%
Geography	0	0	0	2	15	43	32	8	1	0	83%	40%	9%
History	0	0	0	1	14	42	32	10	1	0	84%	43%	11%
Languages	0	0	2	7	20	41	25	4	1	0	71%	30%	5%
Music	0	0	1	1	16	51	25	5	0	0	81%	30%	5%
P.E.	0	0	0	1	12	54	26	6	0	0	87%	33%	7%

		Average Level	Average Point Score
Boys	Art	5.6	33.4
	Design	5.6	33.6
	Geography	5.7	34.2
	History	5.7	34.4
	Languages	5.2	31.4
	Music	5.5	33.0
	P.E.	5.8	34.9
Girls	Art	6.1	36.6
	Design	6.0	36.2
	Geography	5.9	35.6
	History	6.0	36.1
	Languages	5.7	34.0
	Music	5.8	34.8
	P.E.	5.7	34.2
Boys & Girls	Art	5.8	34.9
	Design	5.8	34.9
	Geography	5.8	34.9
	History	5.9	35.2
	Languages	5.4	32.7
	Music	5.7	33.9
	P.E.	5.8	34.6

Foundation subject data based on NAA TA submission June/July 2006

Key Stage Three Results 2006: School Census 2006 Contextual Data

855 Leicestershire [Matched Pupils: 99.9%]



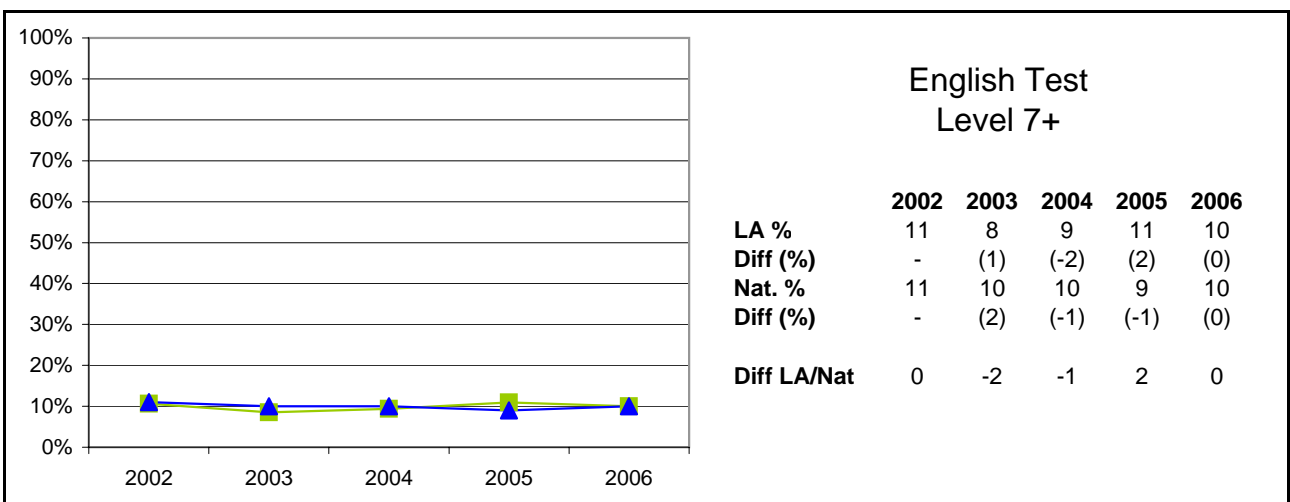
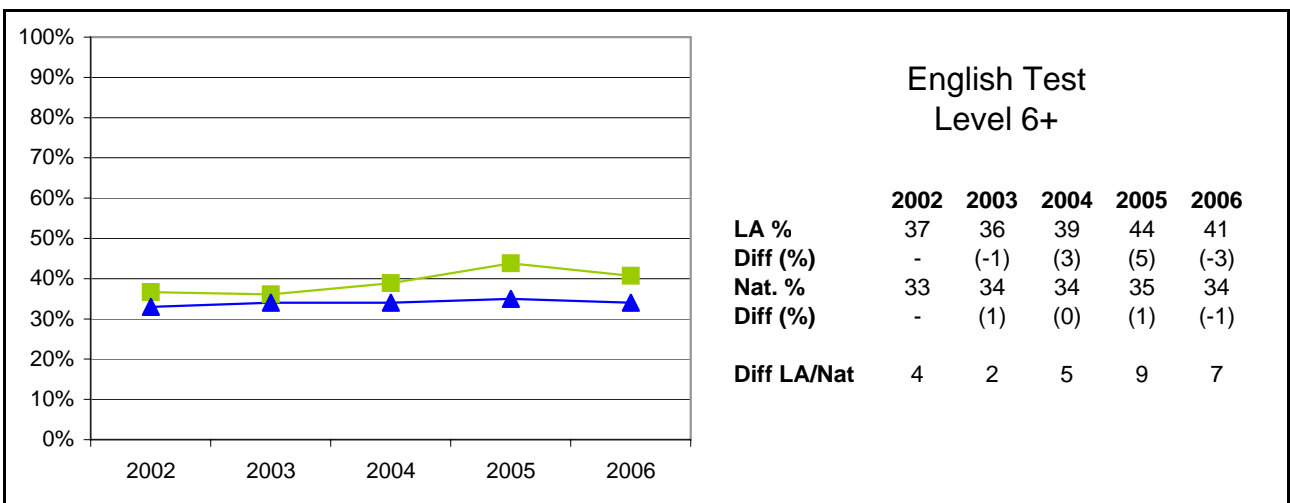
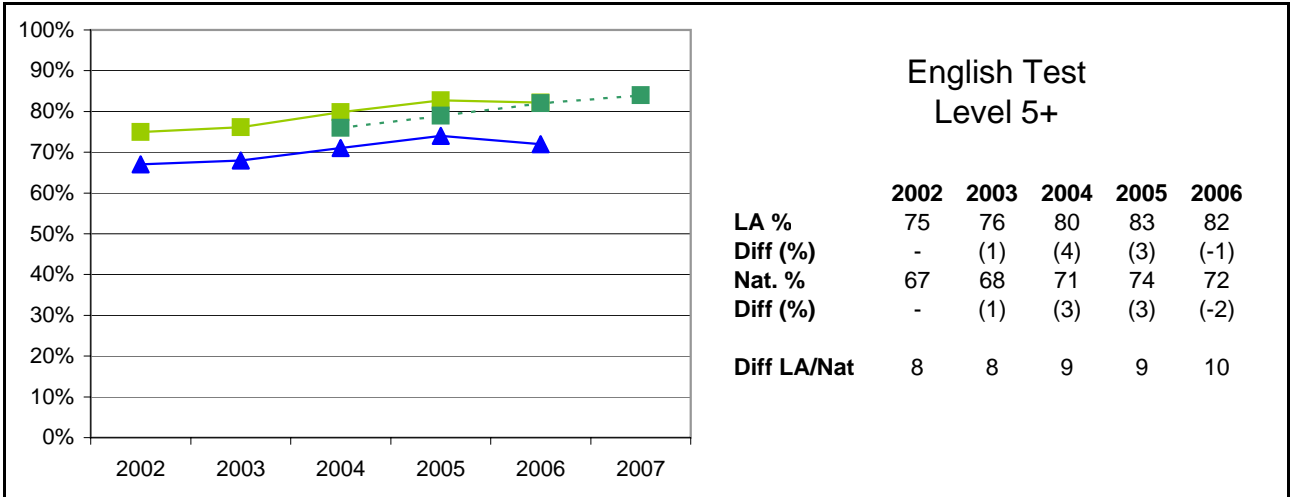
Notes:

The contextual data relates to the Key Stage 3 Cohort only

Ethnic Background does not include Refused and Information Not Obtained Classified pupils

Key Stage Three Results 2002 - 2006

855 Leicestershire

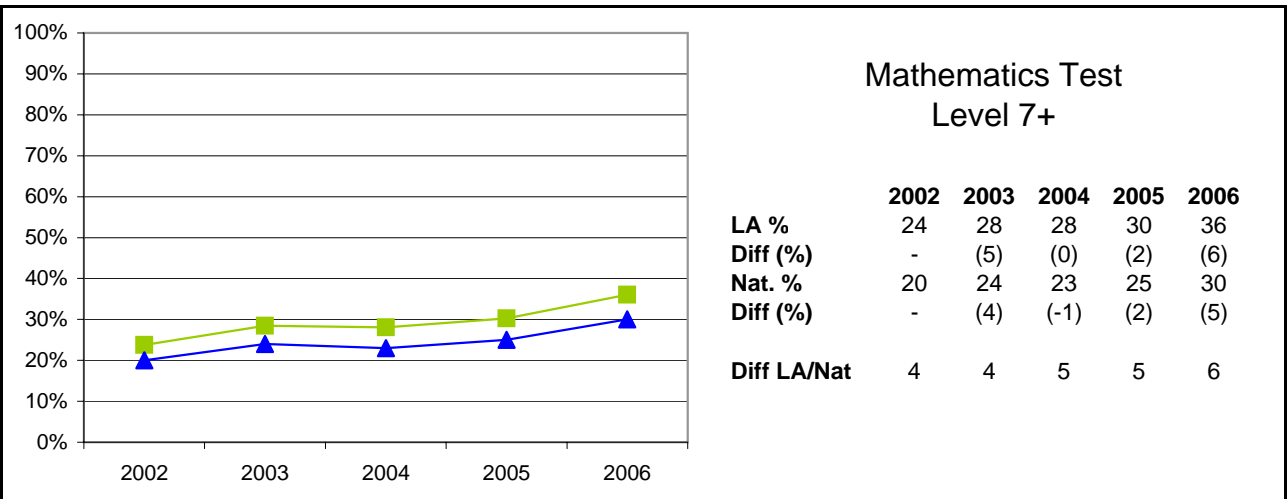
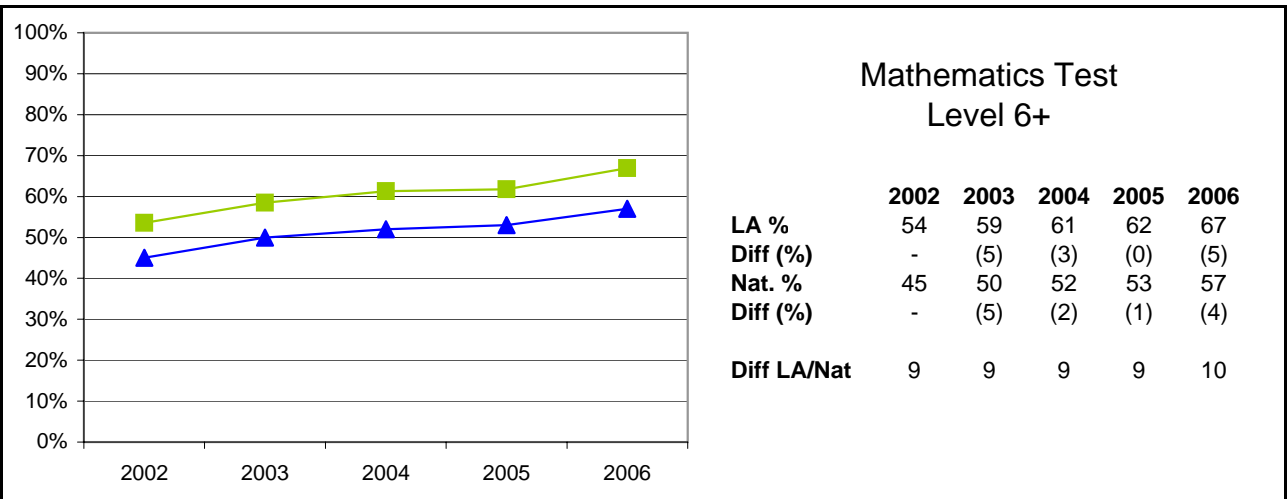
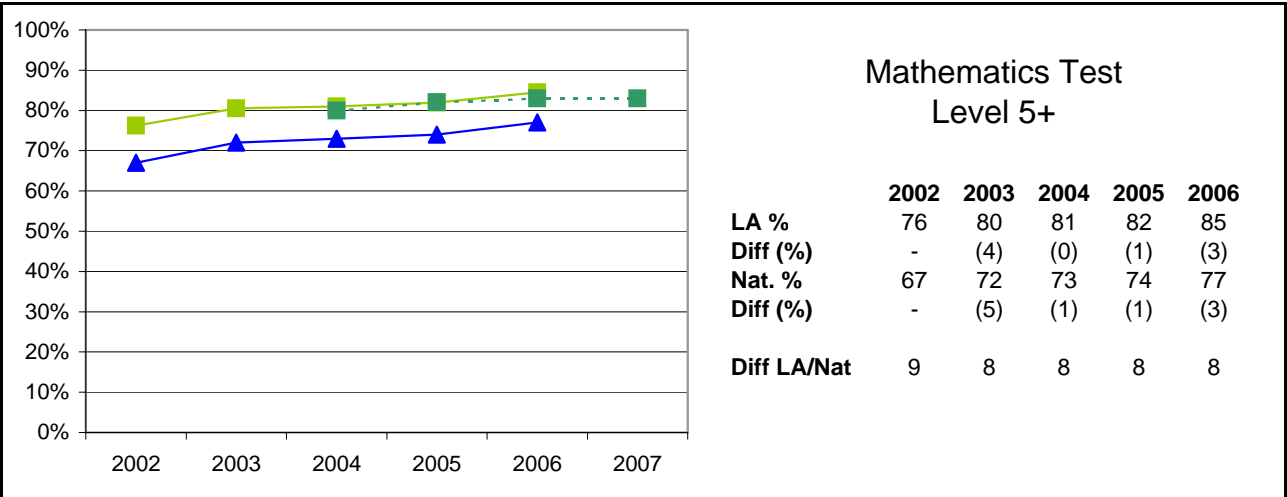


Notes:

LA data for each year relates to all Schools (including Special Schools & the PRU). National data relates to all Schools (including Special Schools) but not PRUs
 2006 data obtained from NAA TA submissions by schools June/July 2006

Key Stage Three Results 2002 - 2006

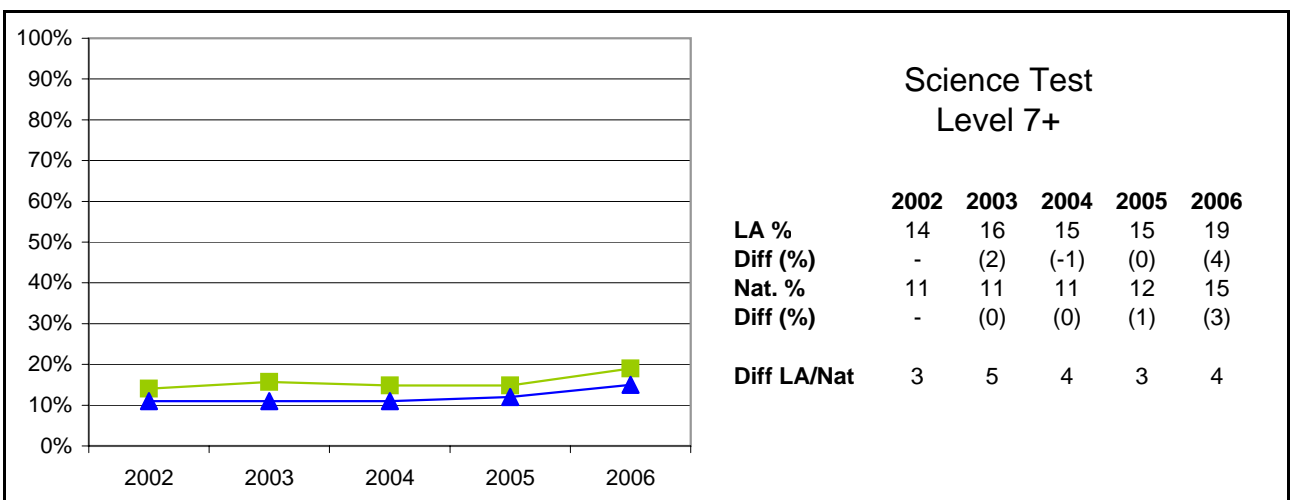
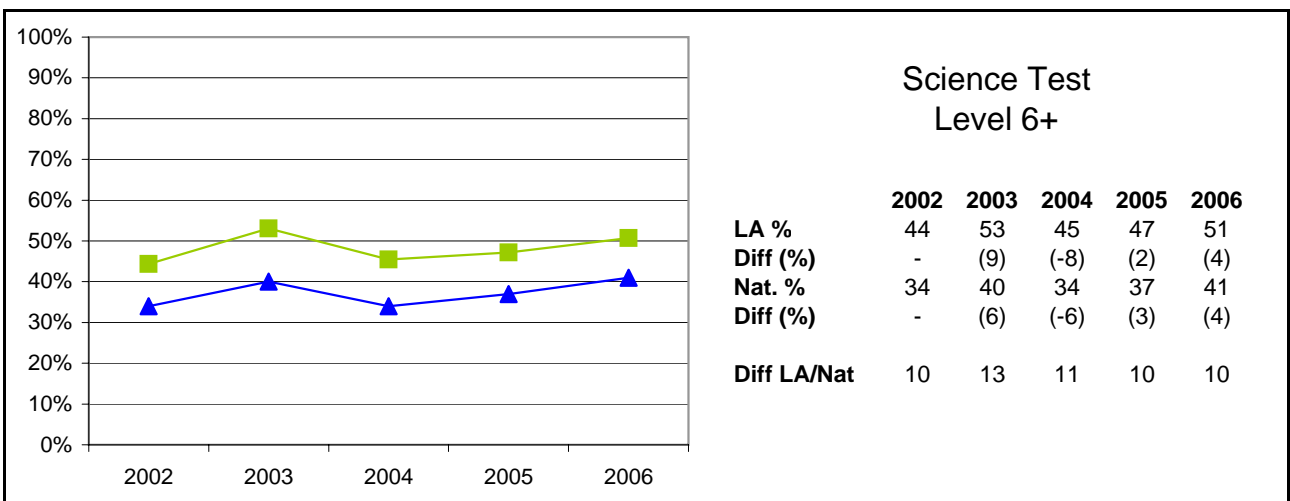
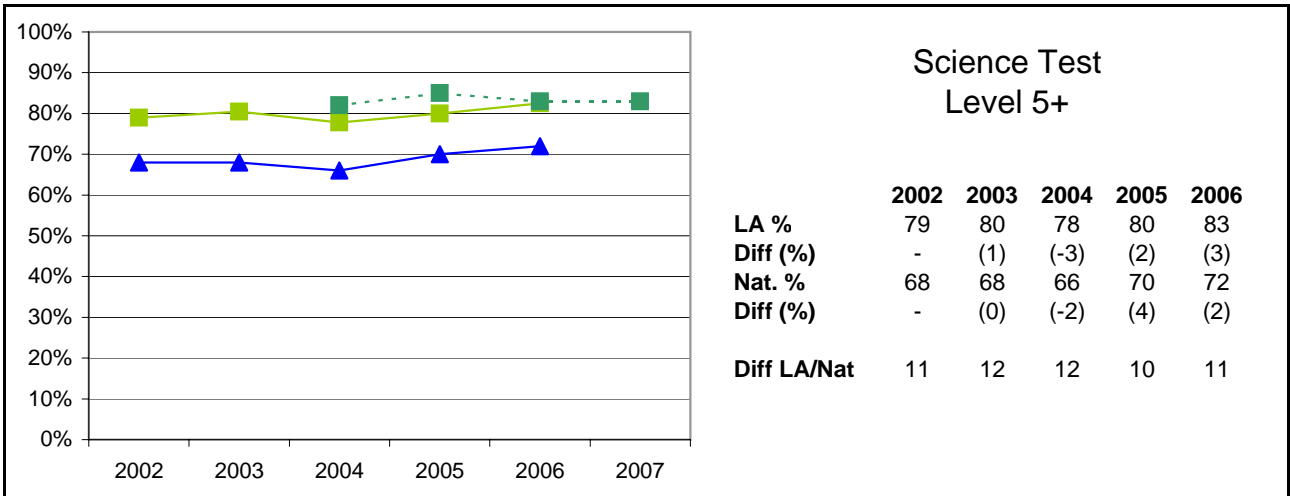
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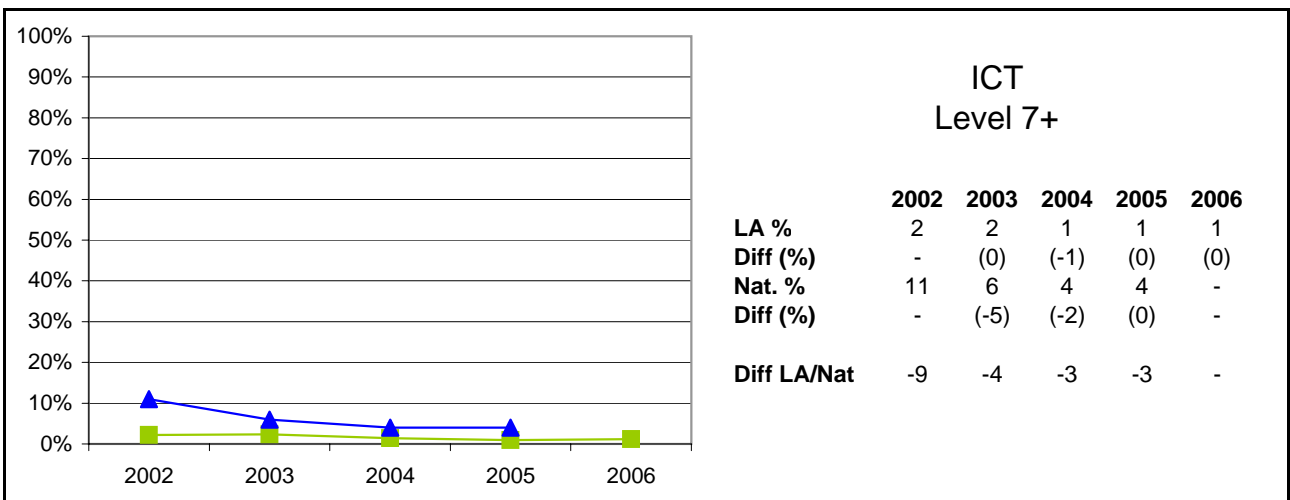
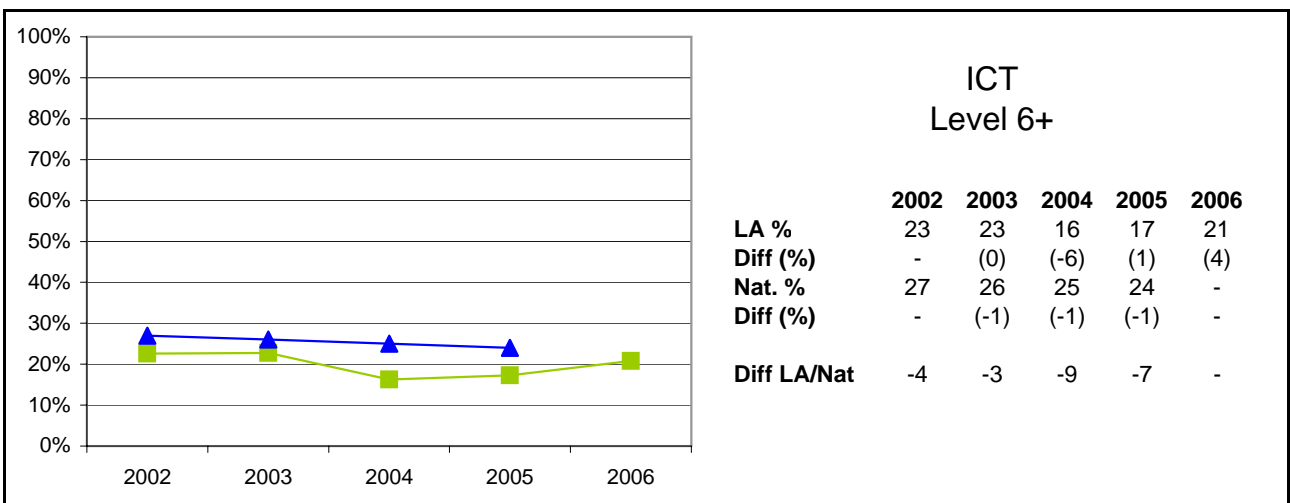
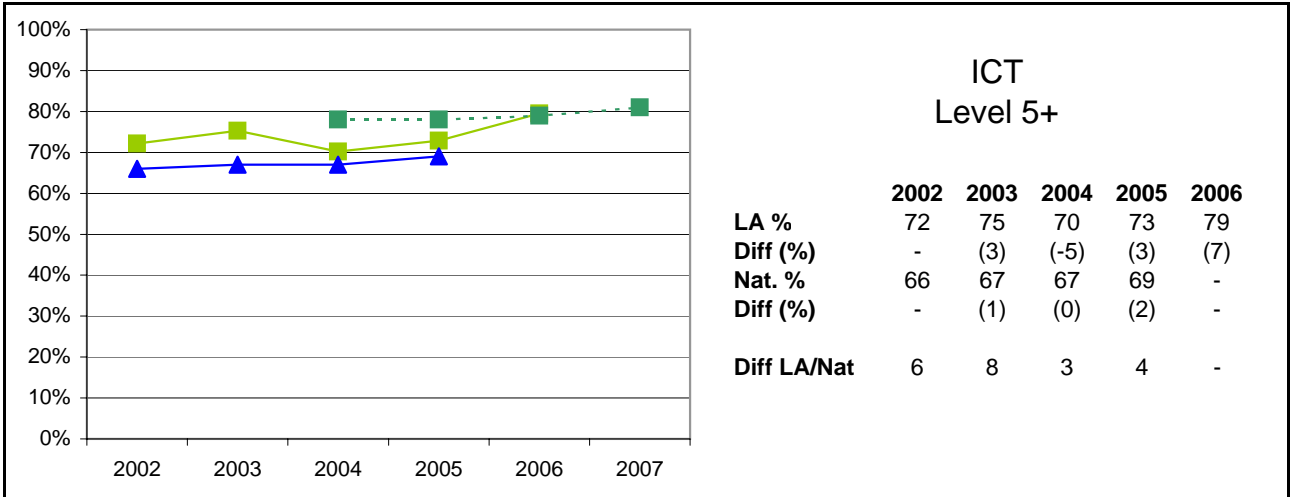


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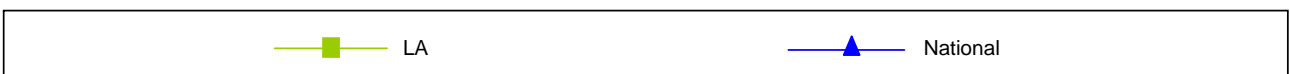
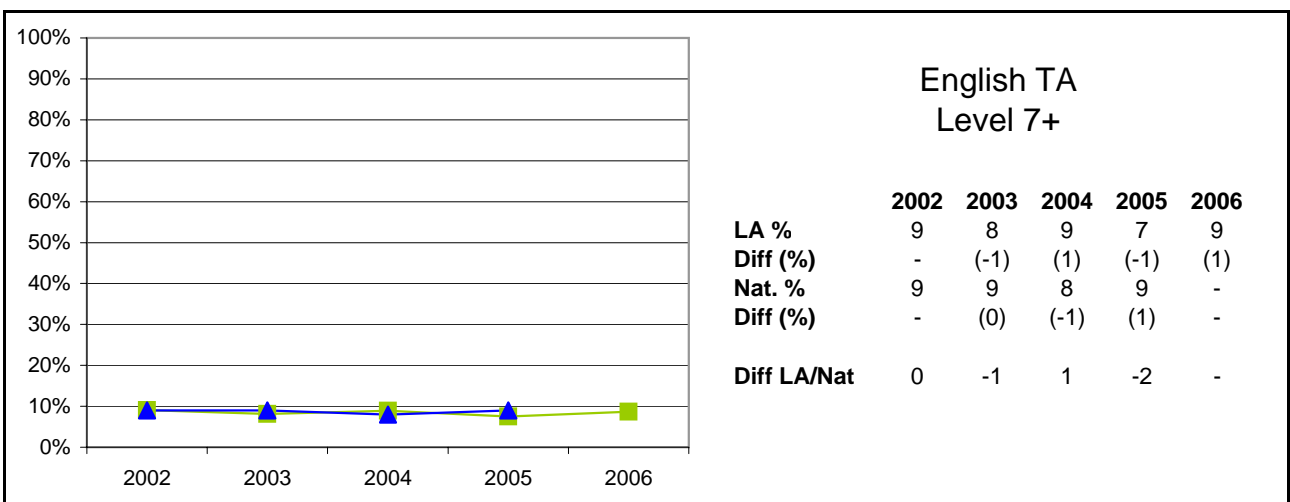
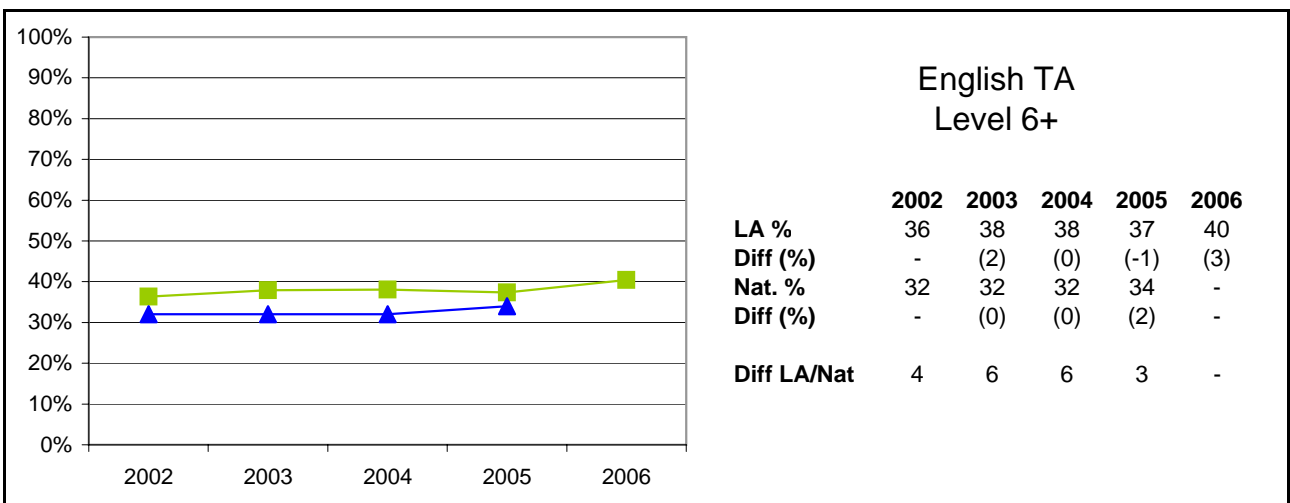
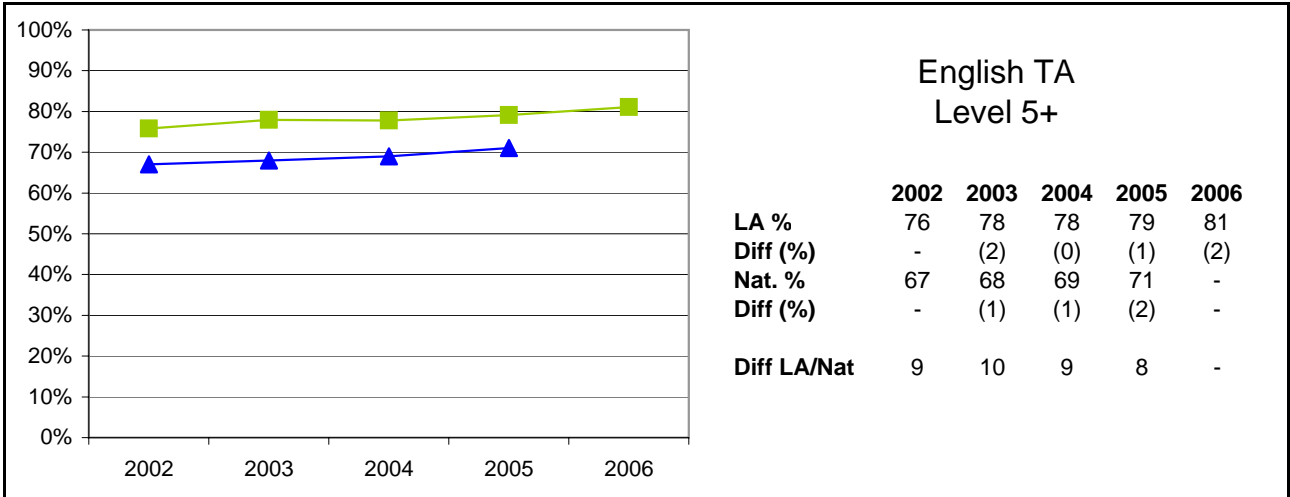


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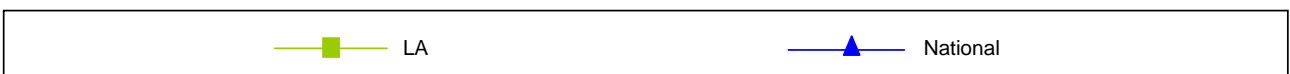
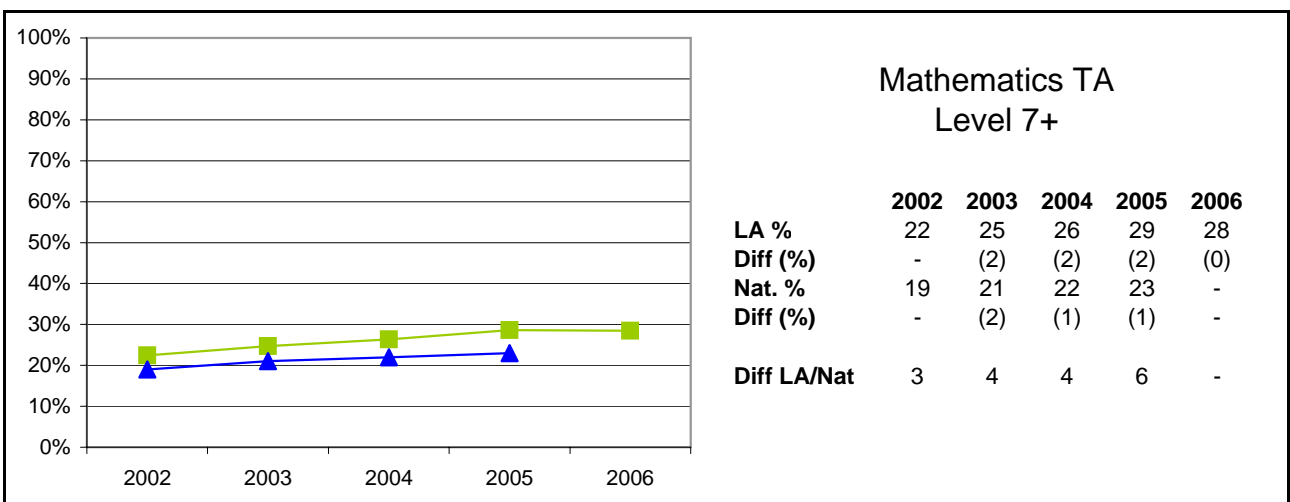
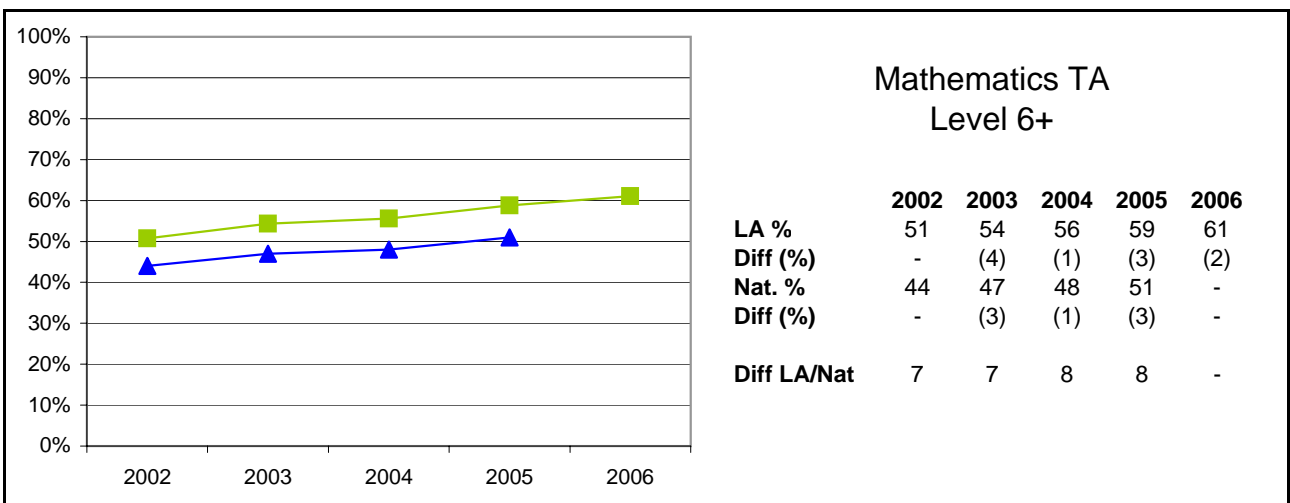
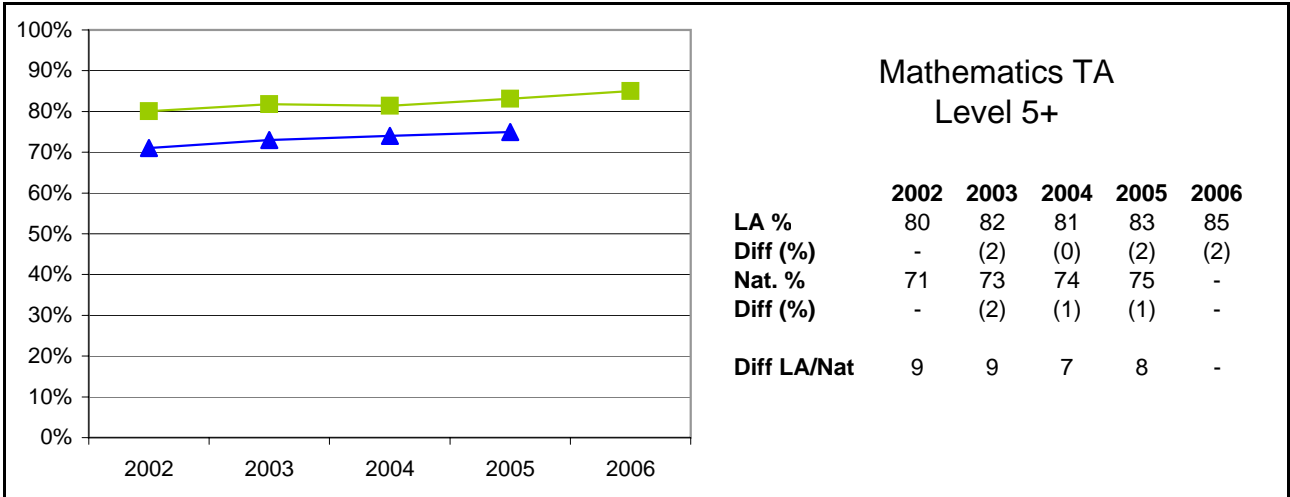


Notes:

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 2006 data obtained from NAA TA submissions by schools June/July 2006

Key Stage Three Results 2002 - 2006

855 Leicestershire

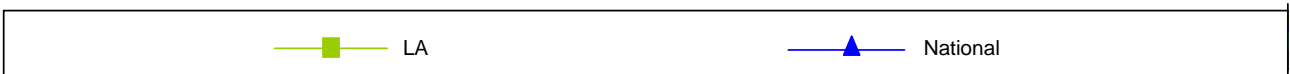
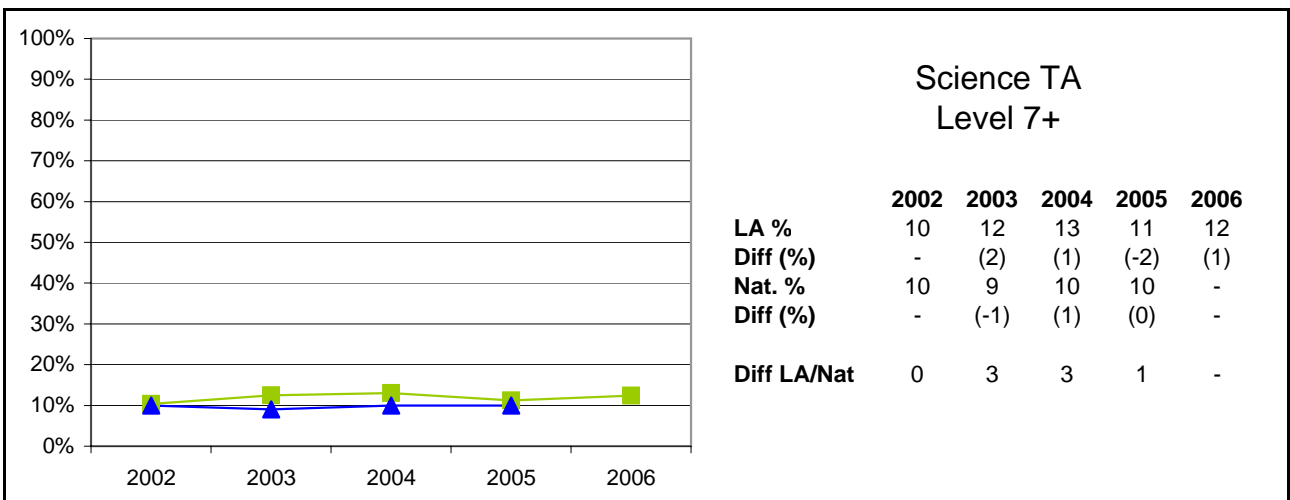
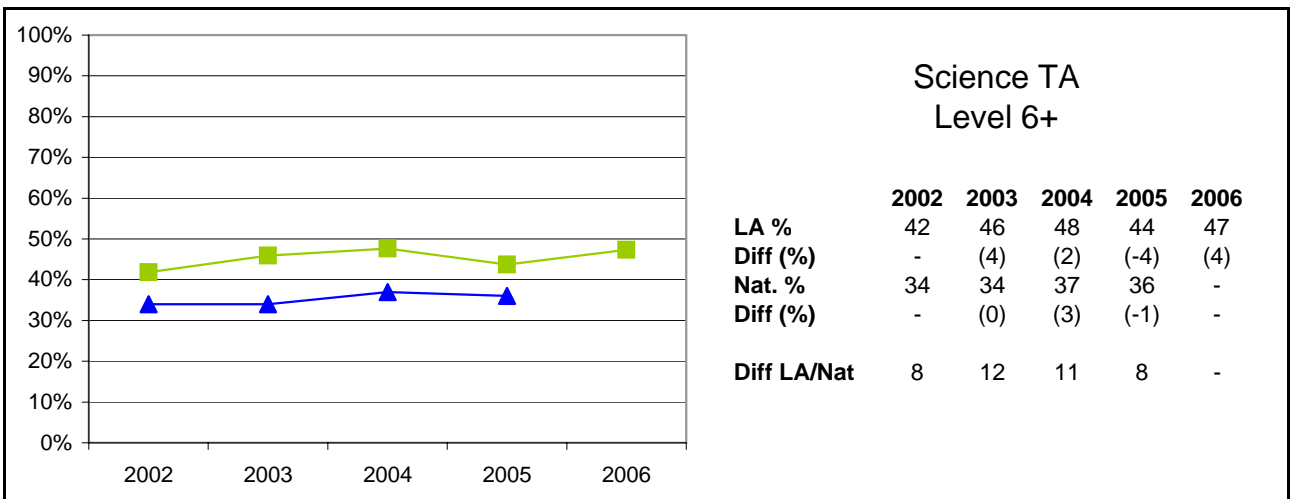
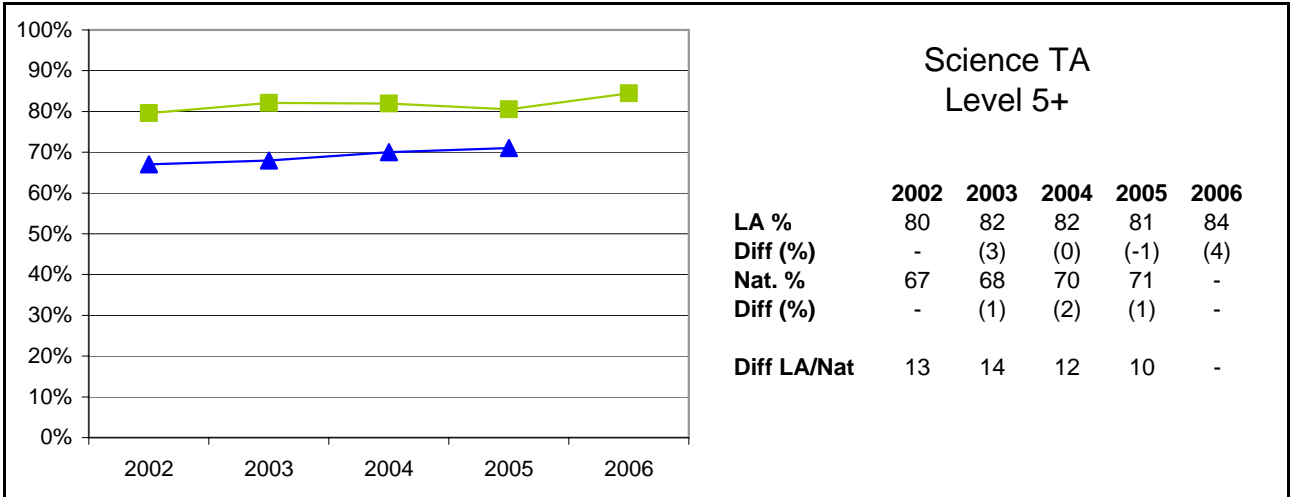


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Key Stage Three Results 2002 - 2006

855 Leicestershire

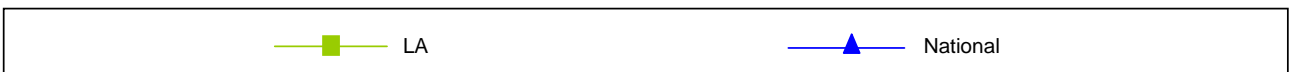
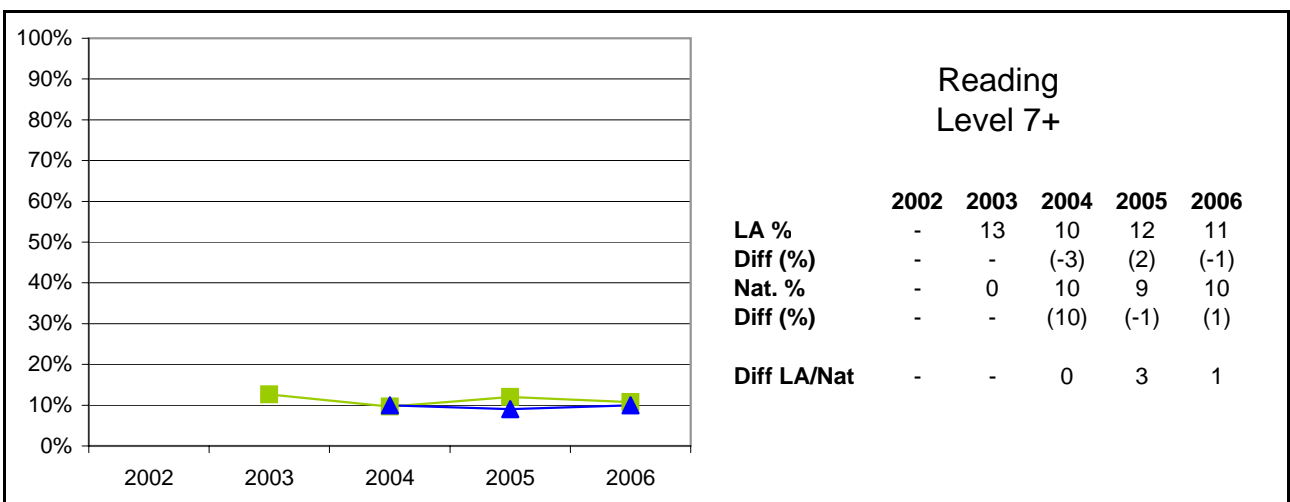
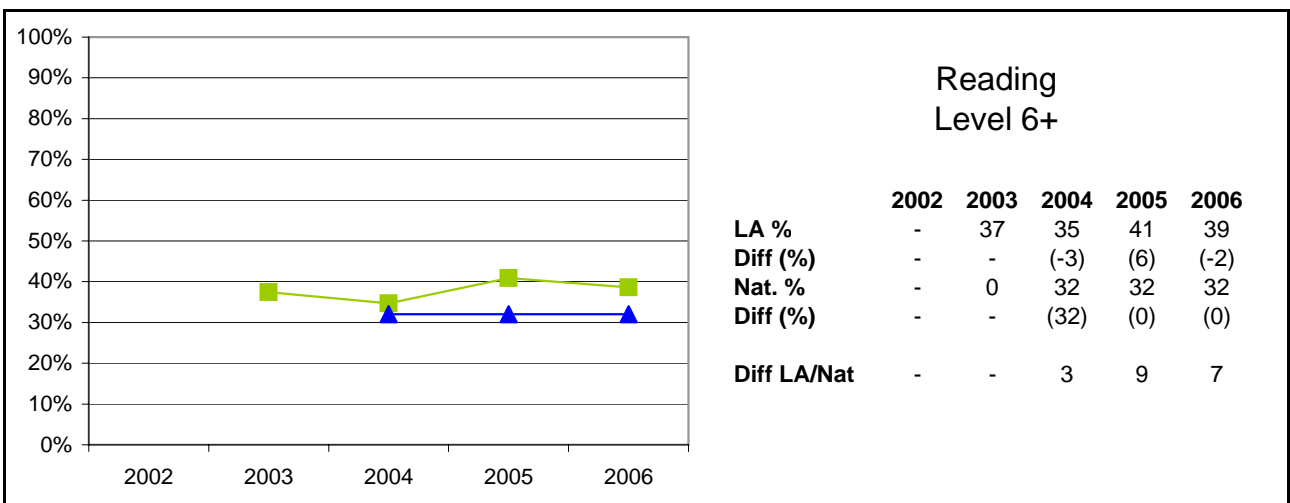
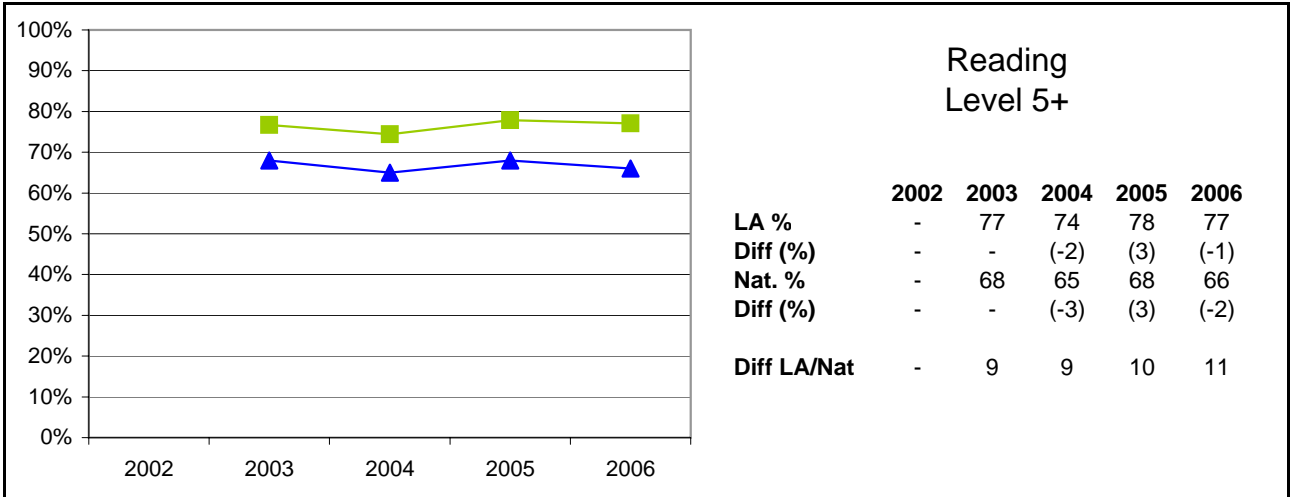


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Key Stage Three Results 2002 - 2006

855 Leicestershire

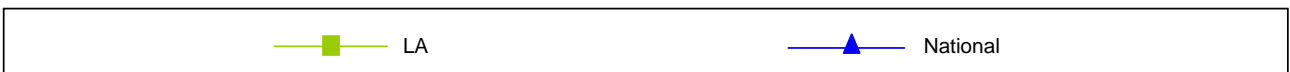
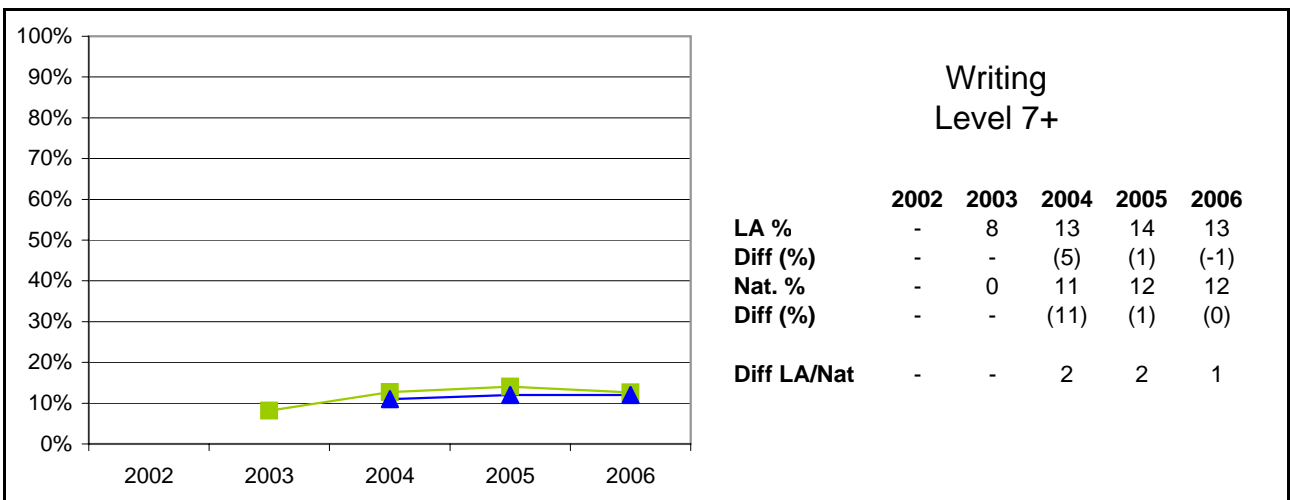
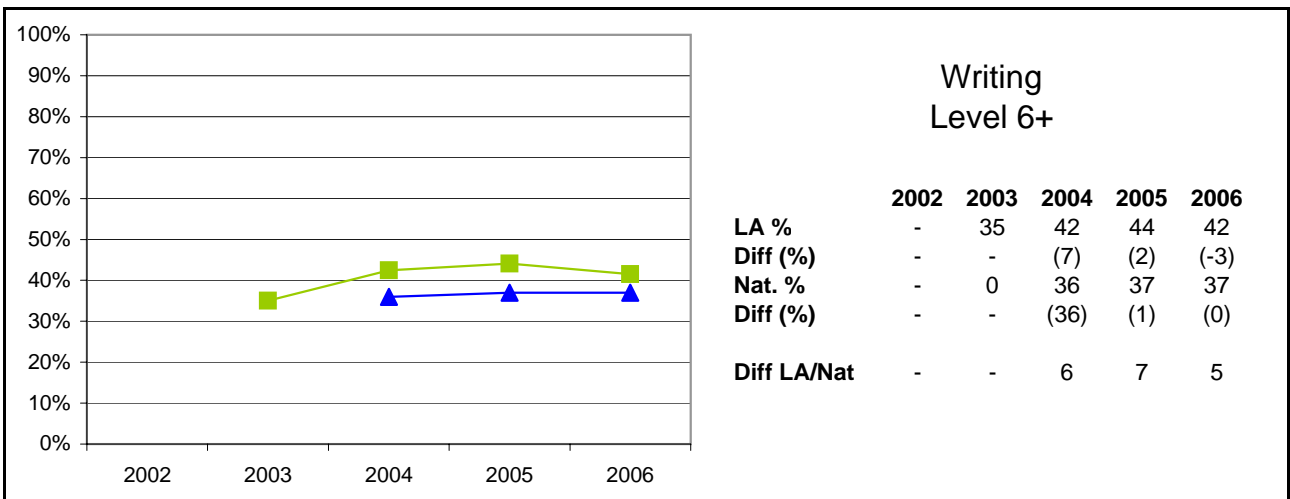
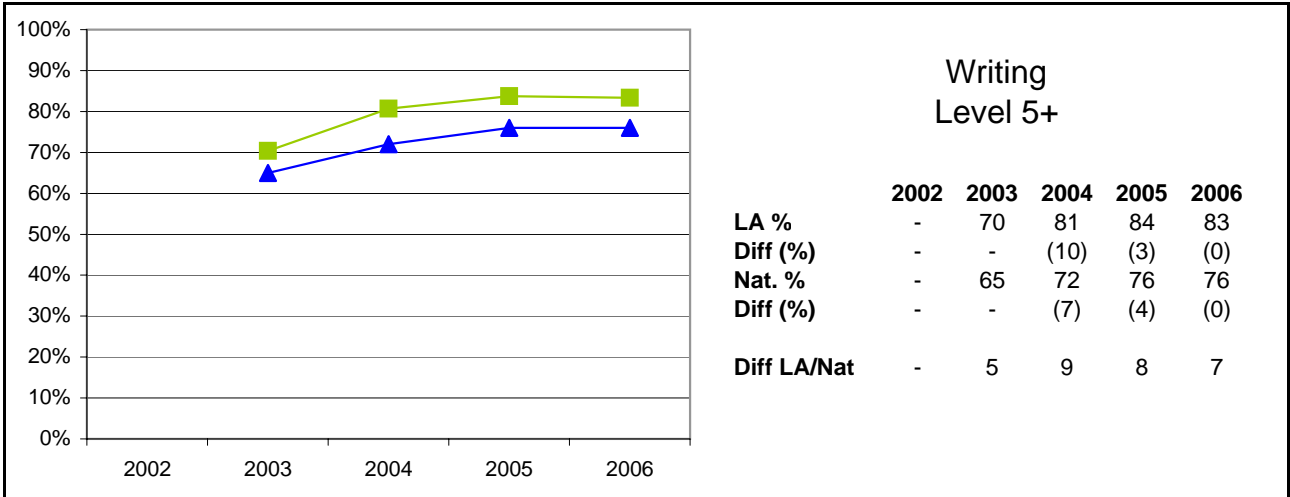


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Key Stage Three Results 2002 - 2006

855 Leicestershire

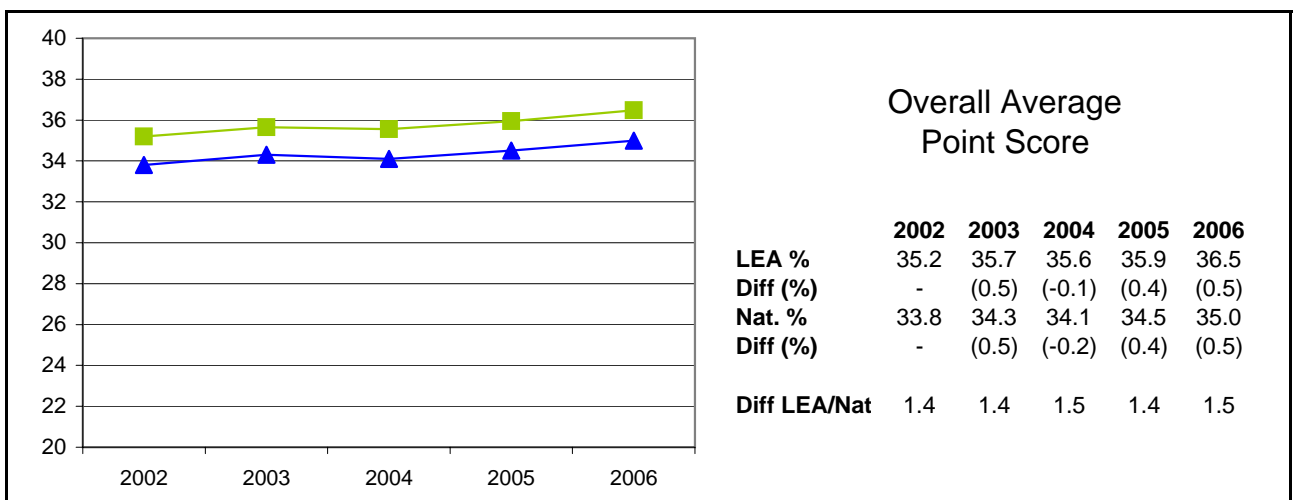
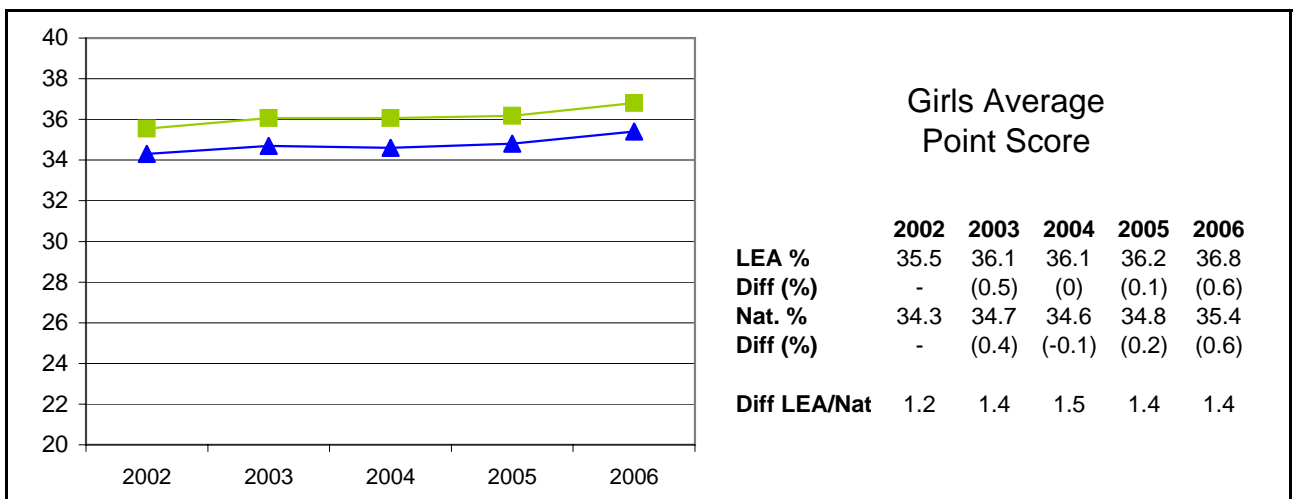
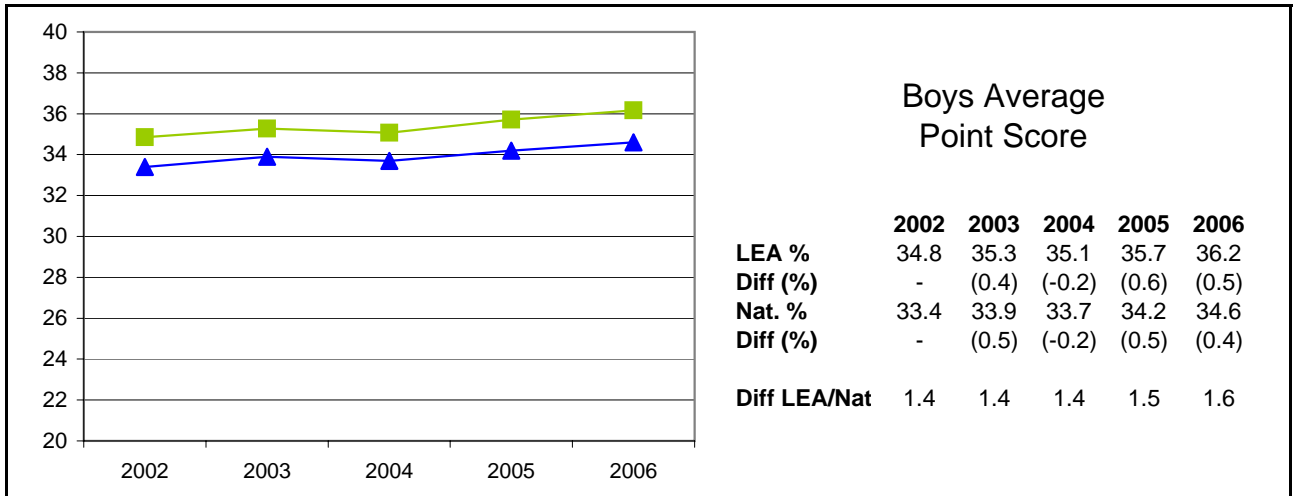


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 2006 data obtained from NAA TA submissions by schools June/July 2006

Key Stage Three Results 2002 - 2006

855 Leicestershire

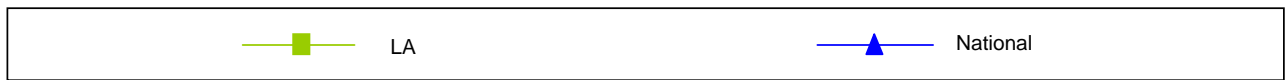
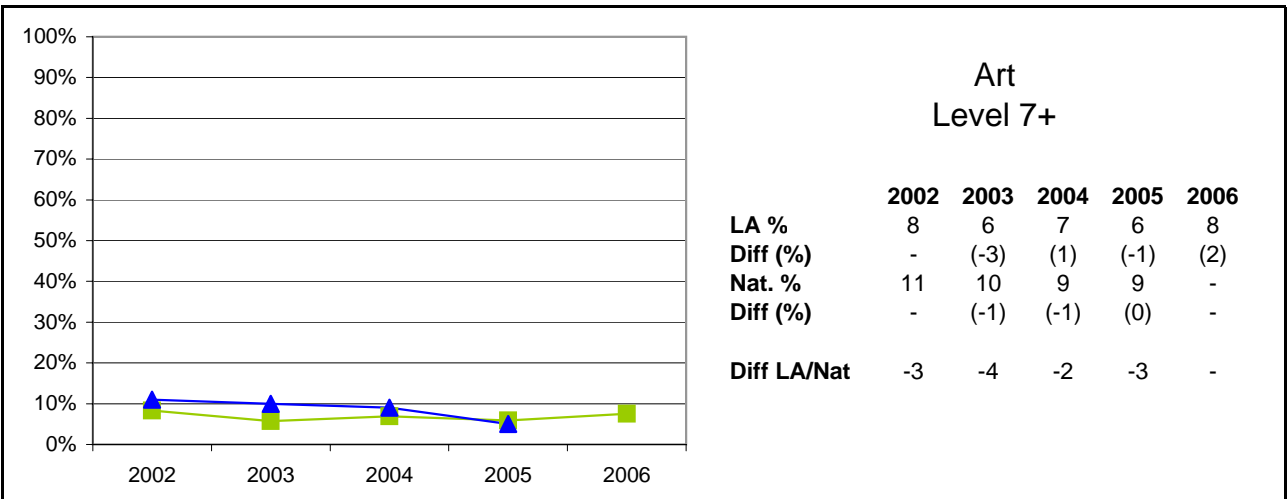
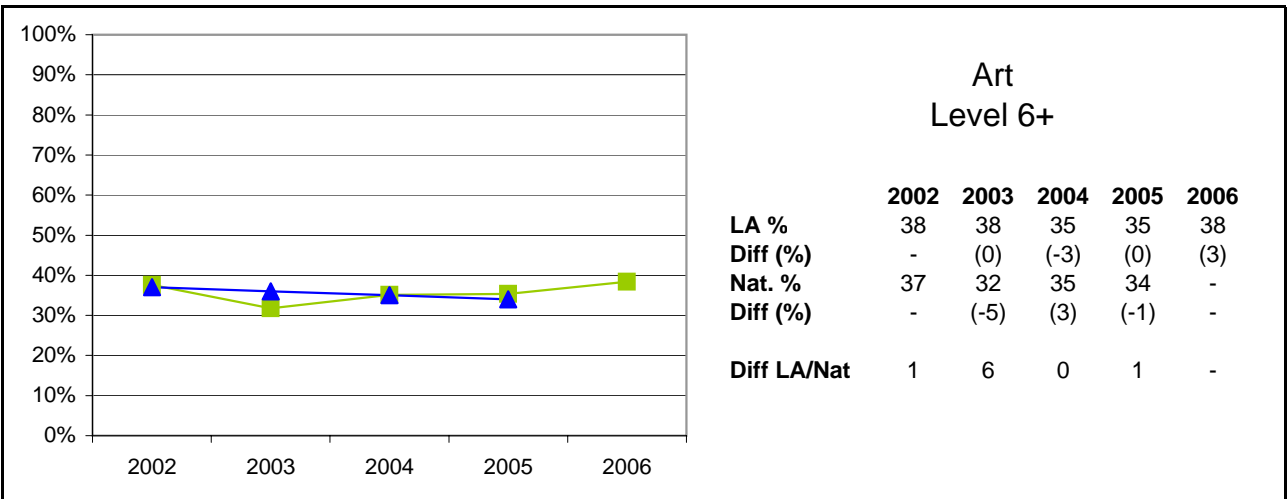
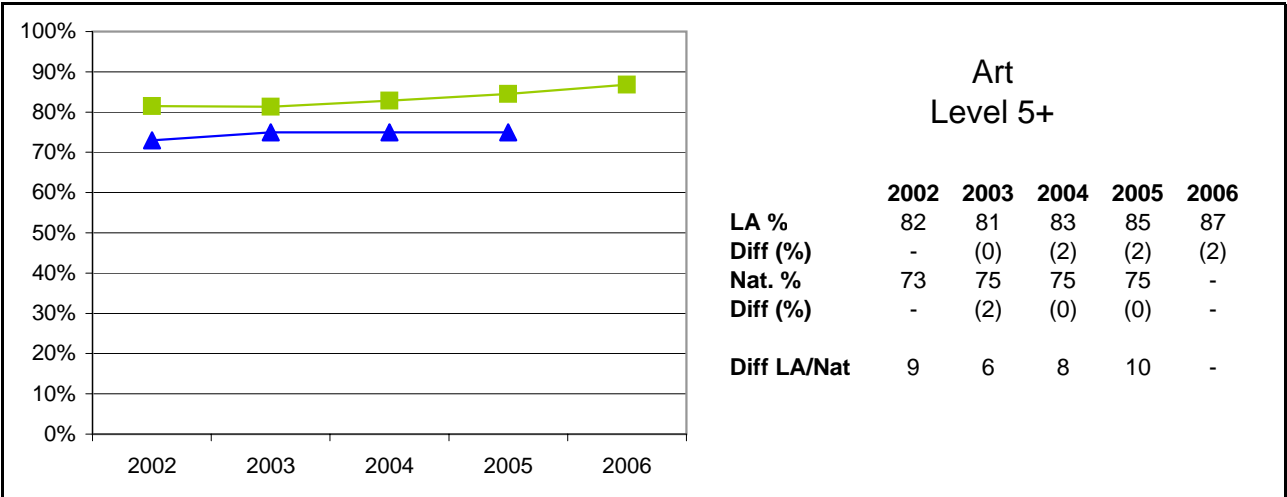


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Key Stage Three Foundation Subjects 2002 - 2006

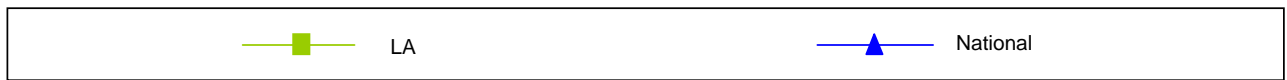
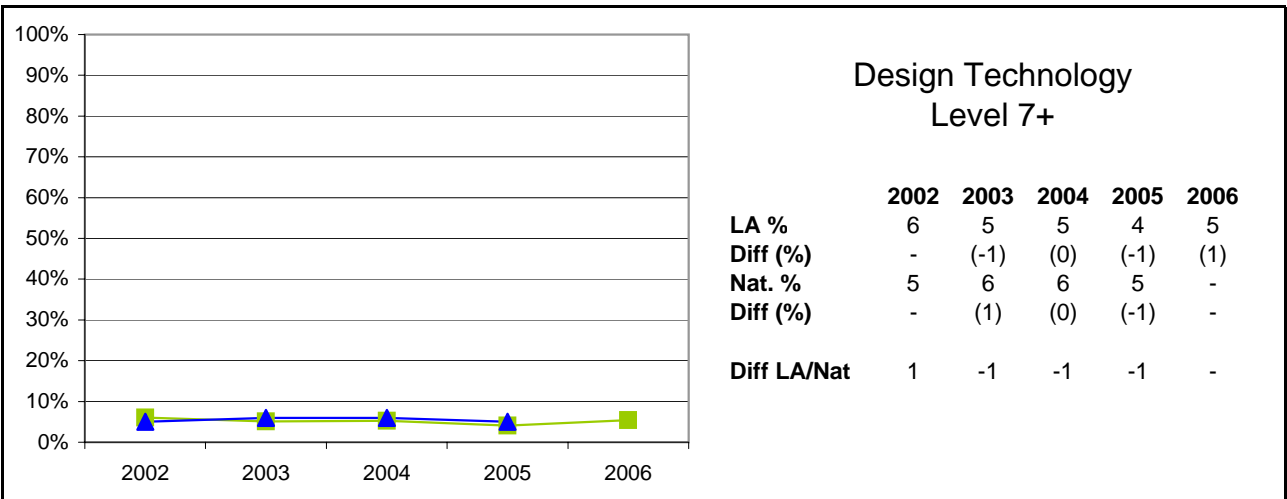
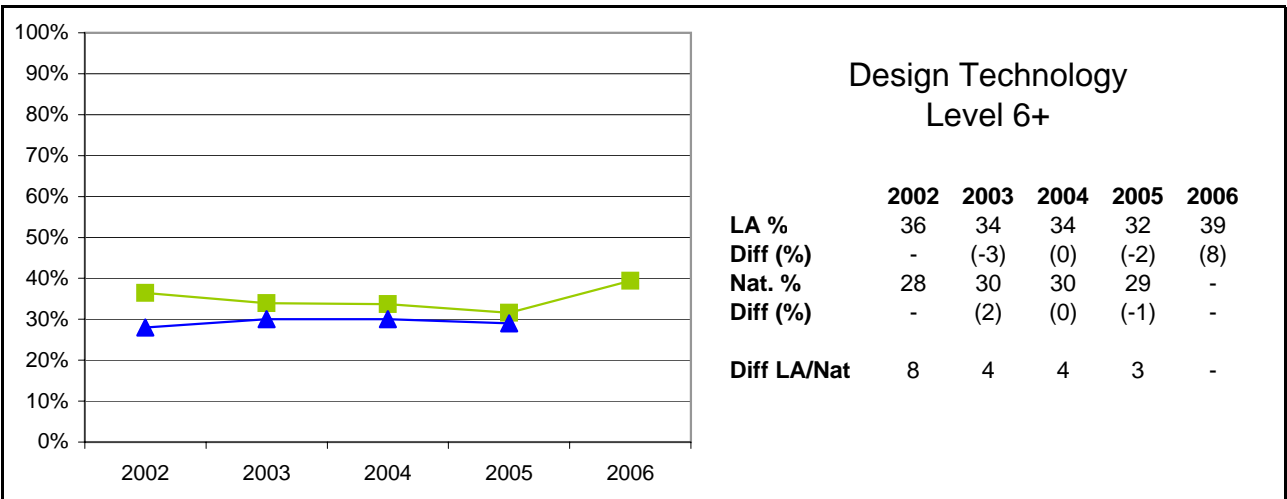
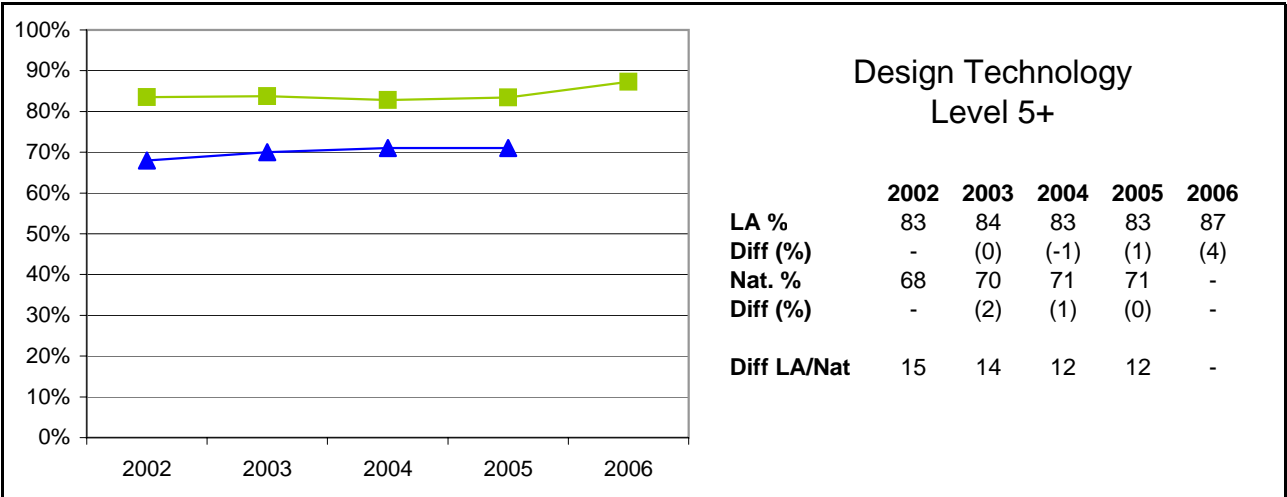
855 Leicestershire



Notes:
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Key Stage Three Foundation Subjects 2002 - 2006

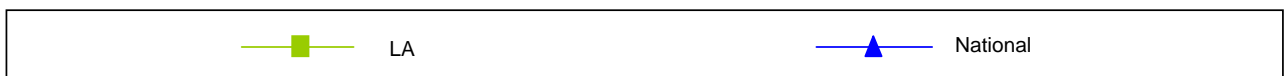
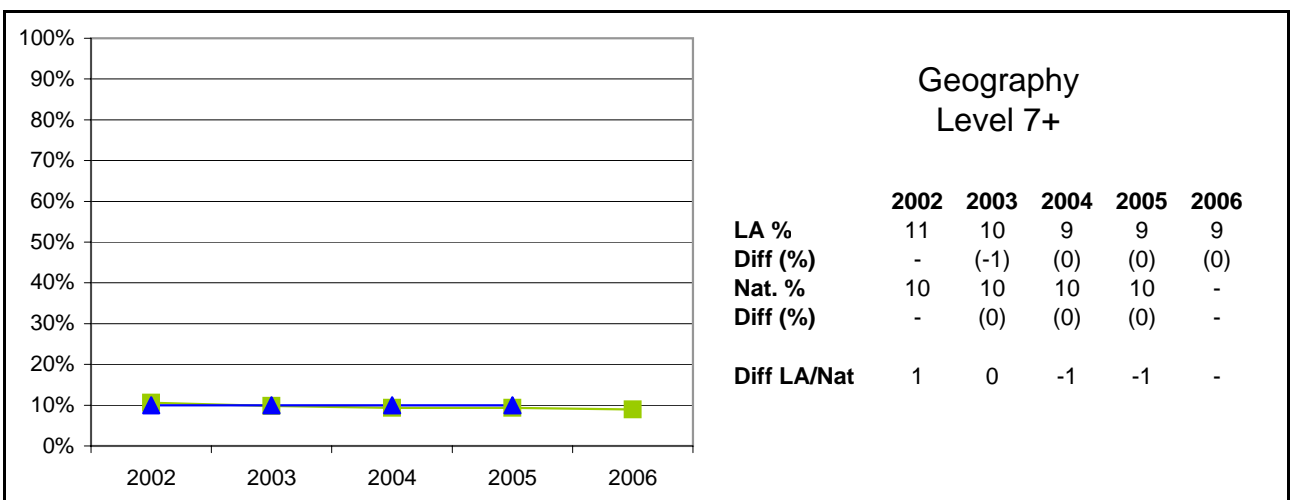
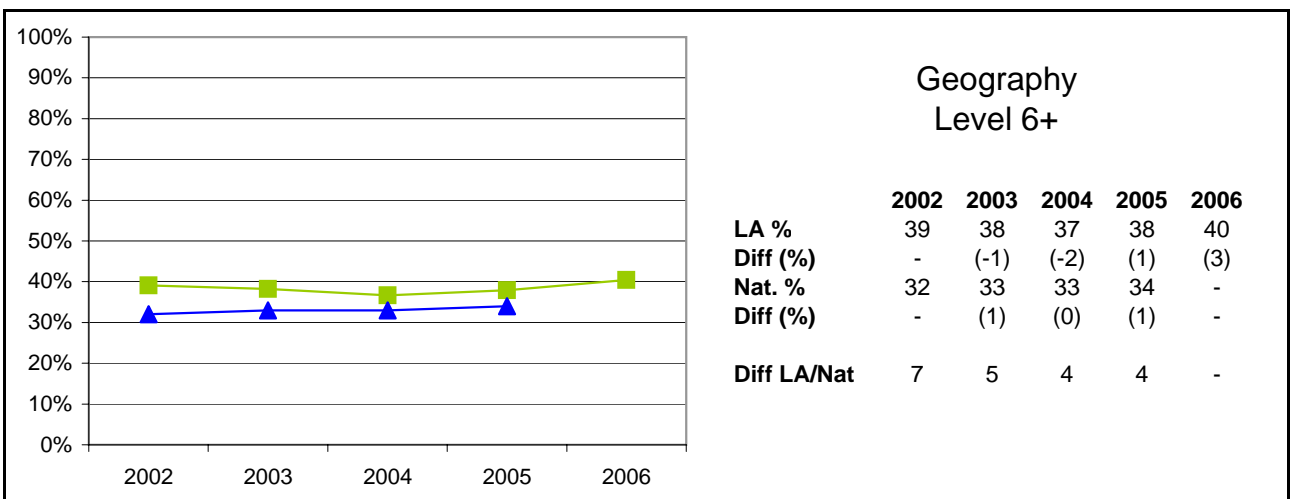
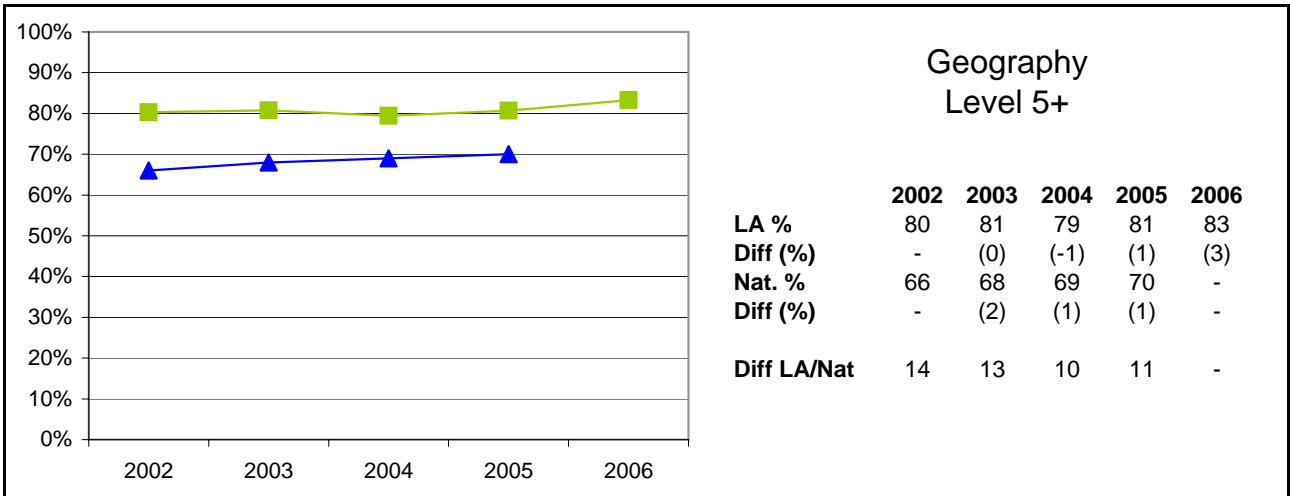
855 Leicestershire



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Key Stage Three Foundation Subjects 2002 - 2006

855 Leicestershire

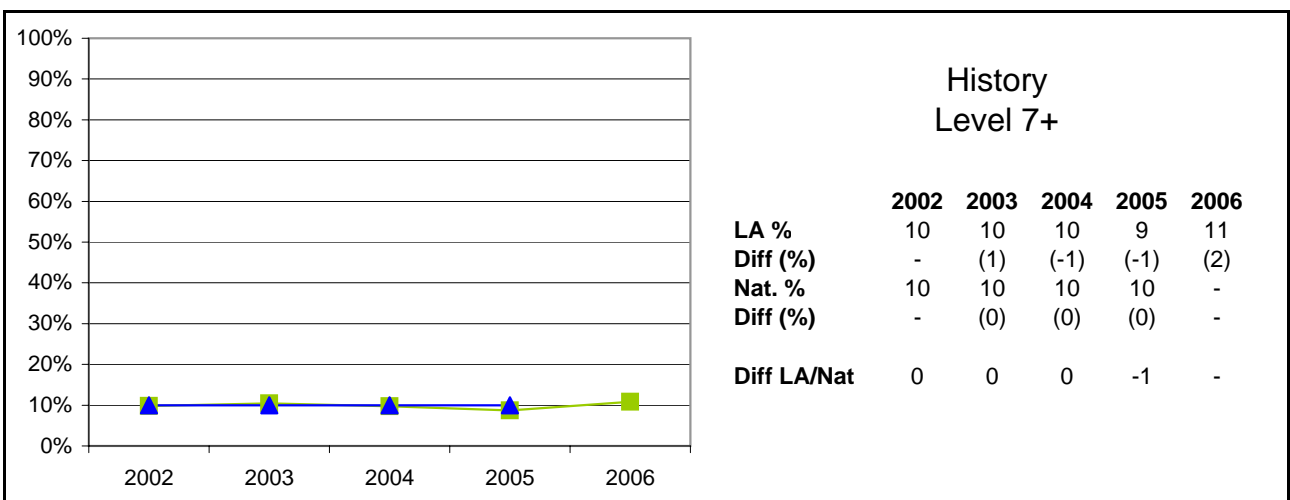
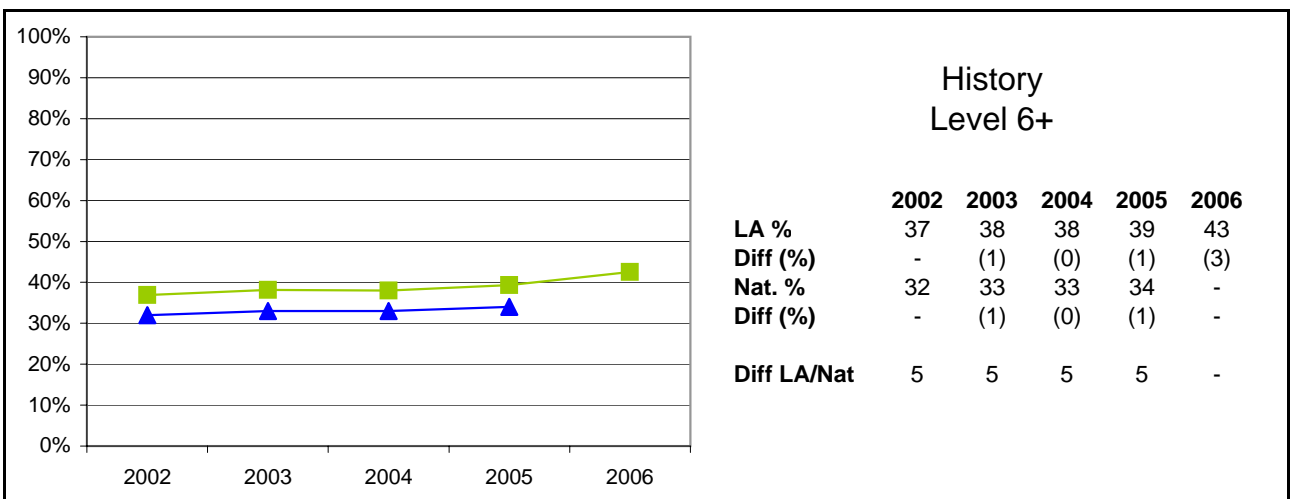
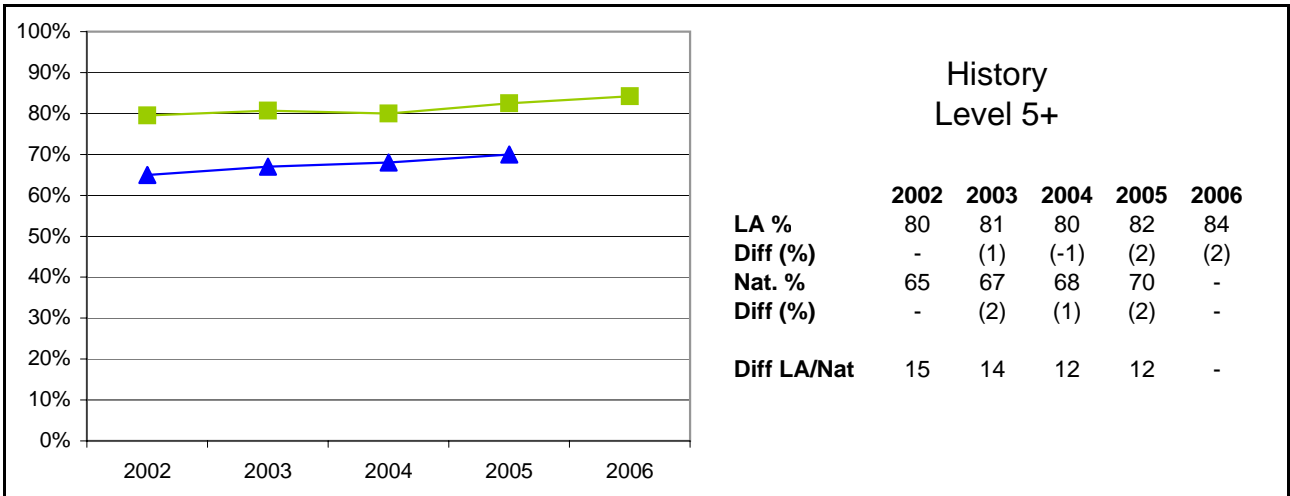


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Key Stage Three Foundation Subjects 2002 - 2006

855 Leicestershire

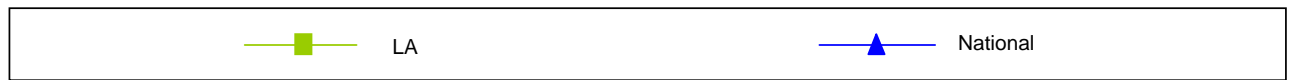
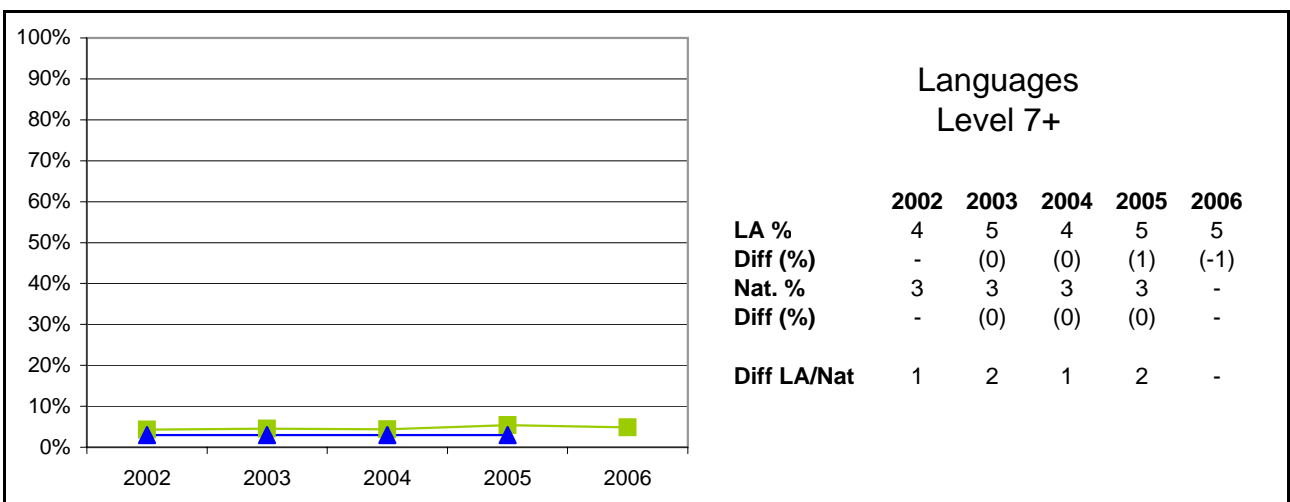
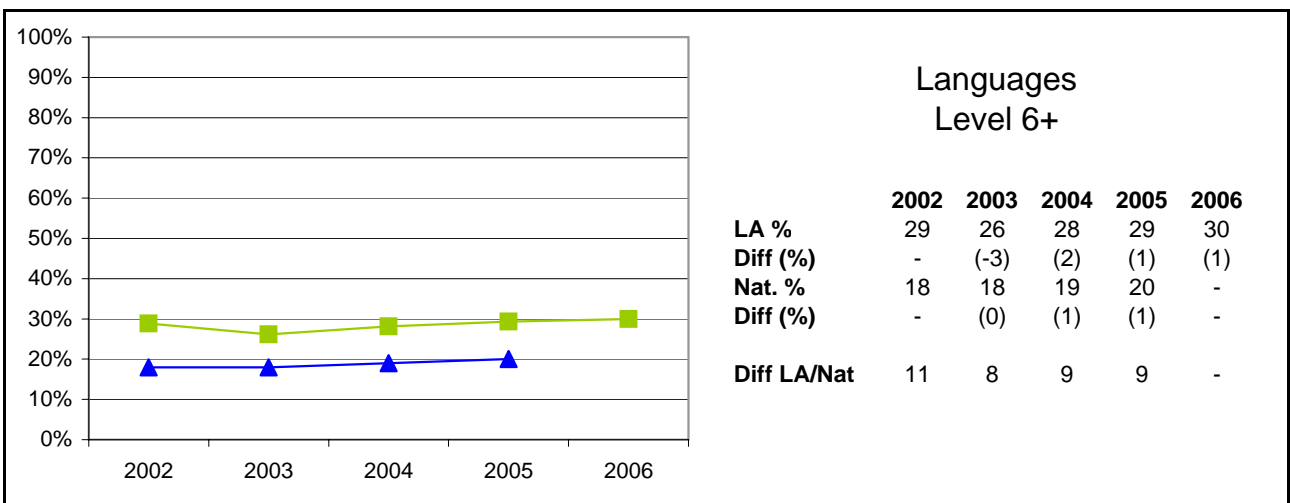
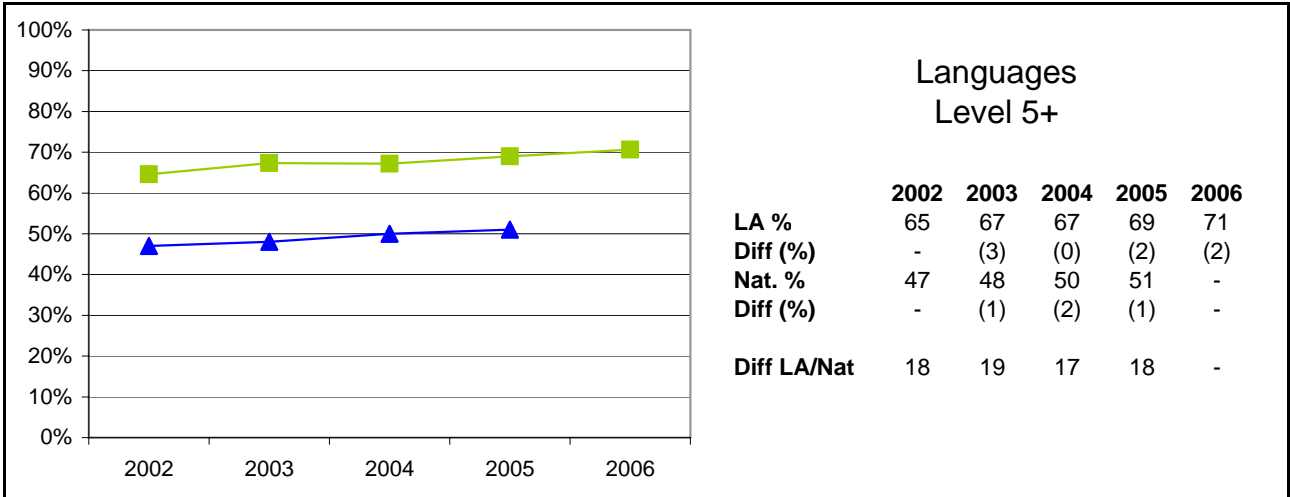


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Key Stage Three Foundation Subjects 2002 - 2006

855 Leicestershire

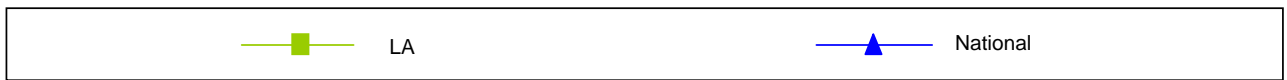
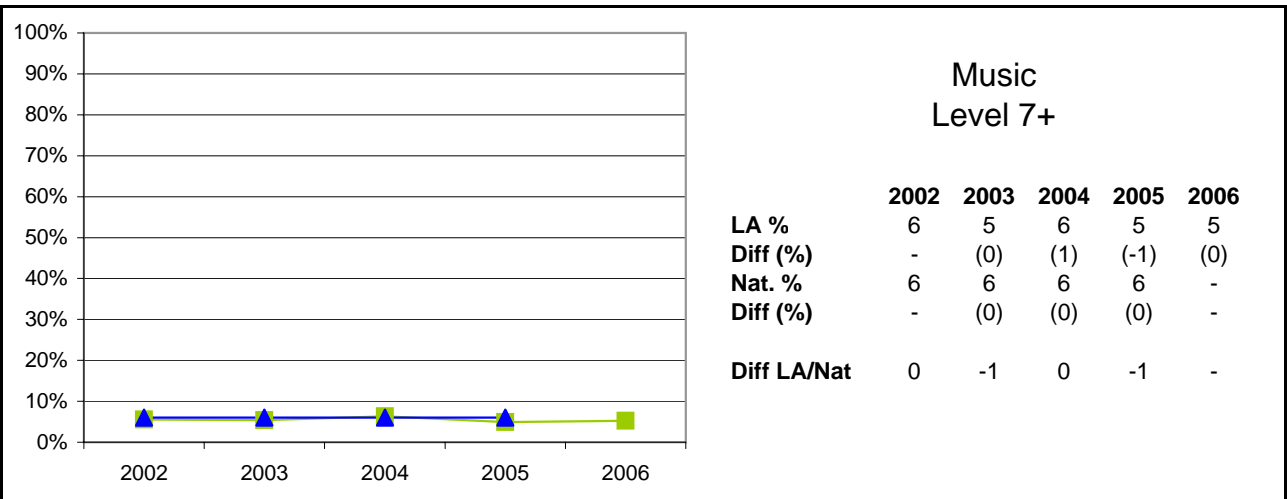
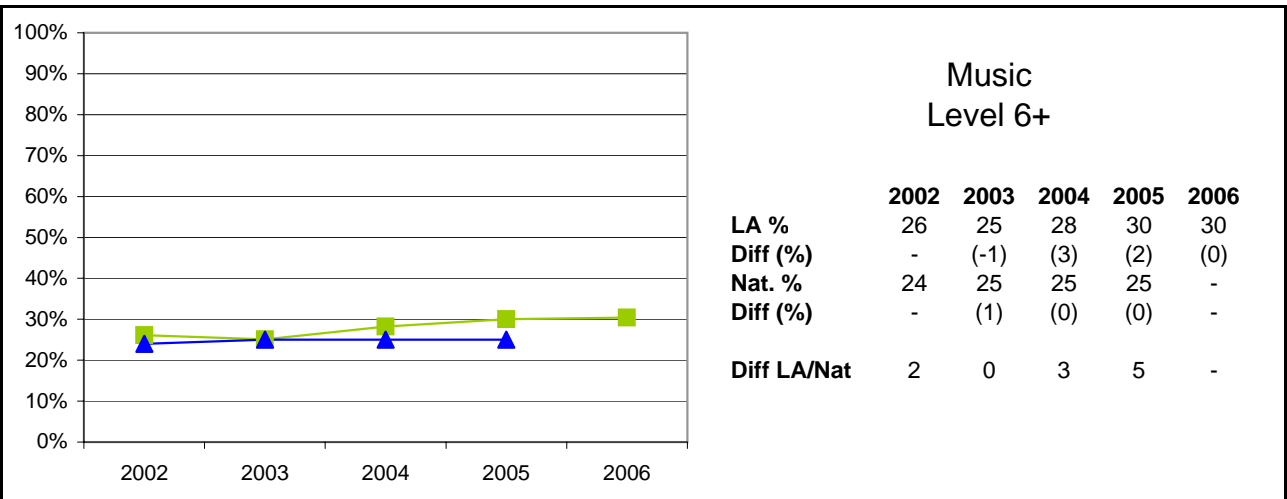
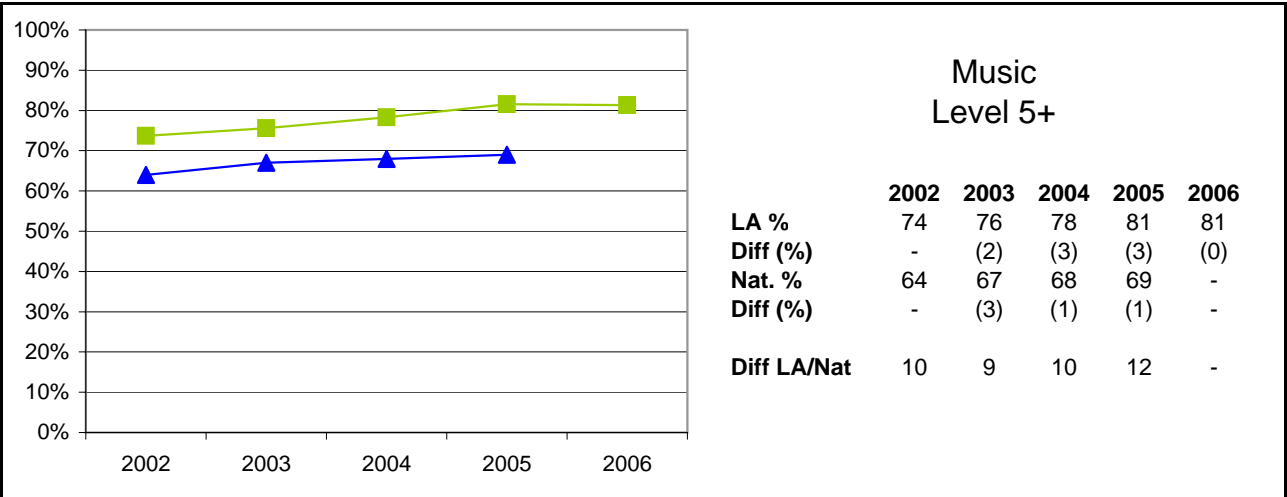


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Key Stage Three Foundation Subjects 2002 - 2006

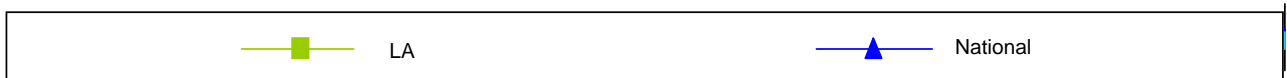
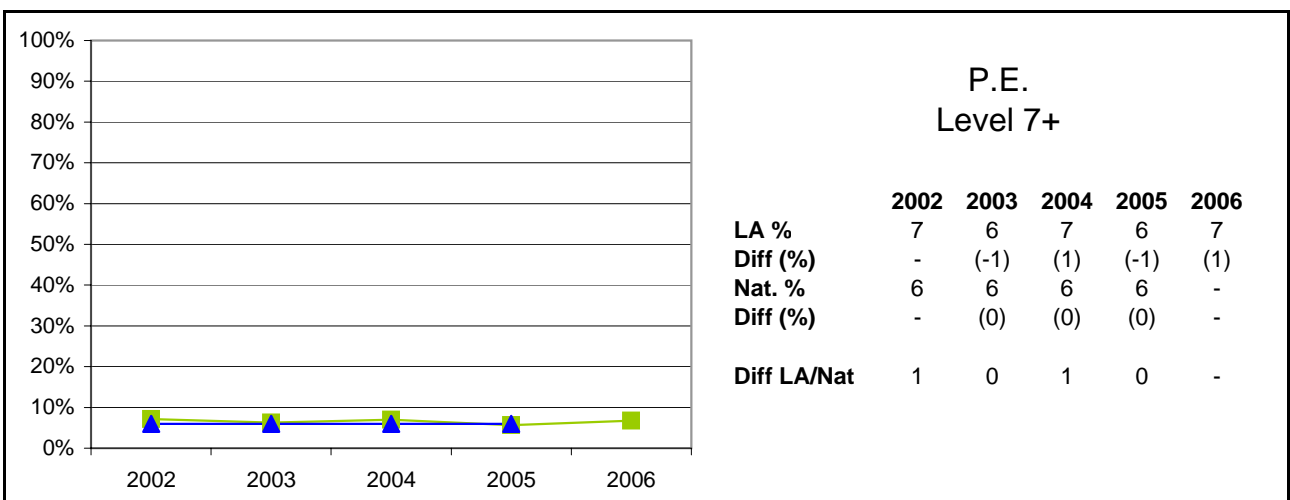
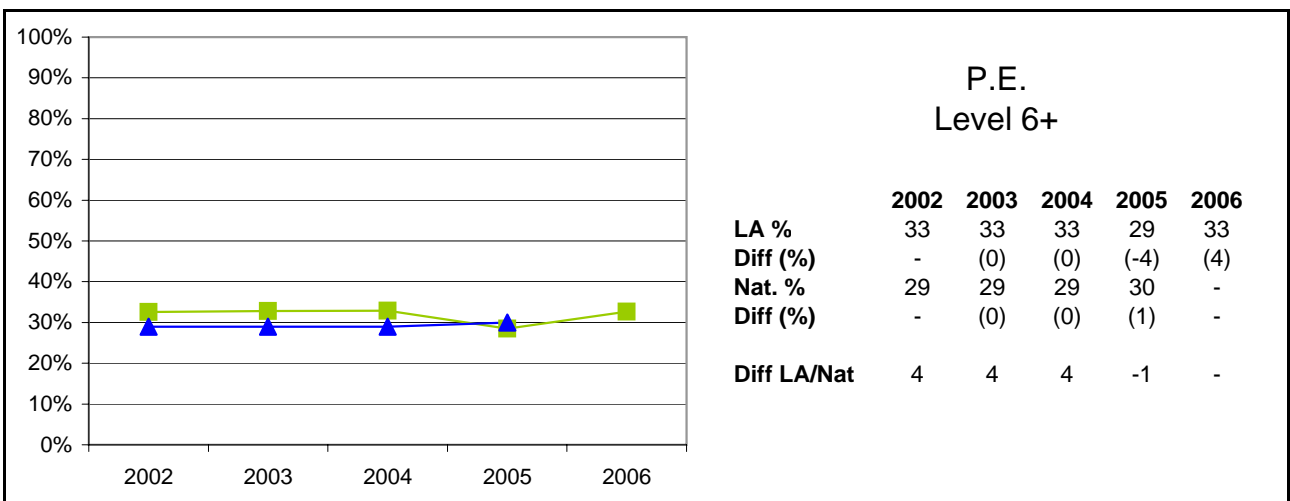
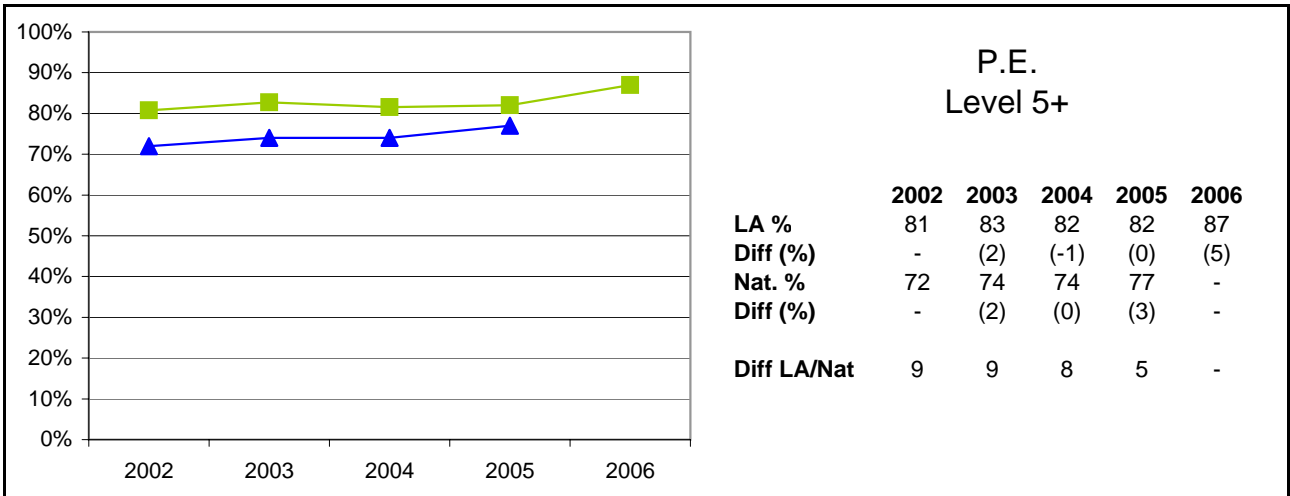
855 Leicestershire



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Key Stage Three Foundation Subjects 2002 - 2006

855 Leicestershire



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Key Stage Three Results 2002 - 2006 Gender Analysis: English & Mathematics

855 Leicestershire Average

English

Boys	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	68%	70%	74%	77%	76%	59%	61%	64%	67%	65%
6+	28%	28%	31%	36%	33%	26%	27%	27%	28%	27%
7+	7%	6%	6%	8%	7%	8%	7%	7%	7%	7%
APS	32.8	32.8	33.3	33.9	33.6	-	32.4	32.3	32.7	32.3

Girls	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	82%	83%	86%	89%	89%	75%	74%	78%	81%	80%
6+	45%	44%	47%	52%	49%	40%	40%	41%	42%	42%
7+	14%	11%	13%	14%	13%	14%	12%	13%	12%	13%
APS	35.5	35.2	35.7	36.2	36.0	-	34.9	34.8	35.0	35.0

Gender Gap	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-15%	-12%	-12%	-12%	-12%	-16%	-13%	-14%	-14%	-15%
6+	-17%	-16%	-17%	-16%	-17%	-14%	-13%	-14%	-14%	-15%
7+	-6%	-5%	-6%	-6%	-6%	-6%	-5%	-6%	-5%	-6%
APS	-2.8	-2.4	-2.4	-2.3	-2.4	-	-2.5	-2.5	-2.3	-2.7

Mathematics

Boys	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	75%	80%	80%	82%	84%	67%	70%	72%	73%	76%
6+	54%	59%	61%	62%	67%	46%	49%	52%	53%	57%
7+	26%	29%	28%	32%	38%	22%	24%	24%	26%	31%
APS	36.3	37.2	37.0	37.7	38.9	-	35.5	35.6	36.1	37.1

Girls	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	77%	81%	82%	82%	85%	68%	72%	74%	74%	77%
6+	53%	58%	62%	61%	66%	45%	50%	52%	53%	57%
7+	22%	28%	28%	29%	34%	19%	23%	22%	25%	29%
APS	36.1	37.2	37.3	37.3	38.4	-	35.6	35.7	36.0	37.0

Gender Gap	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-2%	0%	-2%	1%	0%	-1%	-2%	-2%	-1%	-1%
6+	0%	0%	-1%	1%	1%	1%	-1%	0%	0%	0%
7+	4%	0%	0%	3%	4%	3%	1%	2%	1%	2%
APS	0.3	-0.1	-0.2	0.5	0.4	-	-0.1	-0.1	0.1	0.1

 Gender gap less than national gender gap

 Gender gap greater than national gender gap

Note:

Most figures derived from September 2006 DfES information.

National figures obtained from the DfES First Release information SFR34/2006.

(National Curriculum Assessments at Key Stage 3 in England, 2006 (Provisional) Tables).

LA data for each year relates to all Schools (including Special Schools & the PRU).

National data relates to all Schools (including Special Schools) but not PRUs

Gender gap is the difference between boys' attainment compared to girls' attainment

Key Stage Three Results 2002 - 2006 Gender Analysis: Science & ICT

855 Leicestershire Average

Science

Boys	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	79%	81%	77%	80%	82%	67%	68%	65%	69%	71%
6+	45%	53%	44%	49%	51%	34%	40%	34%	38%	41%
7+	15%	15%	14%	17%	20%	11%	11%	11%	12%	15%
APS	35.5	35.8	34.9	35.5	36.0	-	33.7	33.0	33.7	34.2

Girls	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	79%	80%	79%	80%	83%	66%	69%	67%	70%	73%
6+	43%	53%	47%	45%	50%	32%	40%	35%	36%	41%
7+	13%	16%	15%	13%	18%	10%	11%	11%	11%	14%
APS	35.1	35.7	35.3	35.1	36.0	-	33.7	33.3	33.6	34.3

Gender Gap	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	0%	1%	-2%	0%	-2%	1%	-1%	-2%	-1%	-2%
6+	2%	0%	-2%	3%	1%	2%	0%	-1%	2%	0%
7+	3%	0%	-1%	3%	3%	1%	0%	0%	1%	1%
APS	0.4	0.1	-0.4	0.5	0.1	-	0.0	-0.3	0.1	-0.1

ICT

Boys	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	70%	73%	64%	69%	75%	-	-	-	-	-
6+	21%	21%	15%	16%	18%	-	-	-	-	-
7+	2%	2%	1%	1%	1%	-	-	-	-	-
APS	-	-	-	-	-	-	-	-	-	-

Girls	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	74%	77%	76%	77%	84%	-	-	-	-	-
6+	24%	24%	18%	18%	24%	-	-	-	-	-
7+	2%	2%	1%	1%	1%	-	-	-	-	-
APS	-	-	-	-	-	-	-	-	-	-

Gender Gap	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-4%	-4%	-12%	-8%	-9%	-	-	-	-	-
6+	-3%	-3%	-3%	-2%	-6%	-	-	-	-	-
7+	1%	0%	0%	1%	0%	-	-	-	-	-
APS	-	-	-	-	-	-	-	-	-	-

 Gender gap less than national gender gap

 Gender gap greater than national gender gap

Note:

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Gender gap is the difference between boys' attainment compared to girls' attainment

Key Stage Three Results 2002 - 2006 Gender Analysis: Reading & Writing

855 Leicestershire Average

Reading

Boys	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-	71%	69%	71%	70%	-	61%	60%	61%	59%
6+	-	30%	28%	32%	30%	-	-	26%	25%	25%
7+	-	9%	6%	8%	7%	-	-	7%	6%	7%
APS	-	-	-	-	-	-	-	-	-	-

Girls	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-	83%	80%	84%	84%	-	74%	71%	76%	74%
6+	-	46%	42%	50%	48%	-	-	38%	40%	40%
7+	-	17%	13%	16%	15%	-	-	14%	12%	14%
APS	-	-	-	-	-	-	-	-	-	-

Gender Gap	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-	-11%	-11%	-13%	-14%	-	-13%	-11%	-15%	-15%
6+	-	-16%	-13%	-17%	-17%	-	-	-12%	-15%	-15%
7+	-	-8%	-7%	-8%	-8%	-	-	-7%	-6%	-7%
APS	-	-	-	-	-	-	-	-	-	-

Writing

Boys	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-	64%	74%	78%	78%	-	59%	65%	71%	69%
6+	-	29%	35%	37%	34%	-	-	29%	32%	30%
7+	-	6%	9%	12%	10%	-	-	9%	10%	9%
APS	-	-	-	-	-	-	-	-	-	-

Girls	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-	77%	87%	90%	89%	-	72%	80%	82%	83%
6+	-	42%	50%	51%	49%	-	-	43%	43%	44%
7+	-	10%	16%	16%	15%	-	-	14%	14%	14%
APS	-	-	-	-	-	-	-	-	-	-

Gender Gap	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
Level	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
5+	-	-13%	-13%	-12%	-11%	-	-13%	-15%	-11%	-14%
6+	-	-13%	-15%	-14%	-15%	-	-	-14%	-11%	-14%
7+	-	-4%	-7%	-5%	-5%	-	-	-5%	-4%	-5%
APS	-	-	-	-	-	-	-	-	-	-

 Gender gap less than national gender gap

 Gender gap greater than national gender gap

Note:

Most figures derived from September 2006 DfES information.

National figures obtained from the DfES First Release information SFR34/2006.

(National Curriculum Assessments at Key Stage 3 in England, 2006 (Provisional) Tables).

LA data for each year relates to all Schools (including Special Schools & the PRU).

National data relates to all Schools (including Special Schools) but not PRUs

Gender gap is the difference between boys' attainment compared to girls' attainment

Key Stage Three Results 2002 - 2006 Ethnicity Analysis: English


855 Leicestershire


Percentage achieving Level 5+

Ethnicity	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
White British	75%	76%	80%	83%	82%	-	70%	72%	75%	-
Irish	100%	82%	100%	80%	100%	-	75%	76%	77%	-
Any other White background	75%	68%	77%	81%	82%	-	66%	69%	70%	-
Total White	75%	76%	80%	83%	82%	-	70%	72%	74%	-
White and Black Caribbean	76%	70%	78%	75%	73%	-	70%	77%	68%	-
White and Black African	60%	54%	100%	71%	100%	-	62%	75%	73%	-
White and Asian	76%	84%	83%	87%	89%	-	78%	84%	81%	-
Any other Mixed background	71%	78%	86%	78%	90%	-	71%	80%	77%	-
Total Mixed	73%	75%	83%	80%	85%	-	69%	72%	74%	-
Indian	81%	87%	89%	88%	89%	-	77%	80%	83%	-
Pakistani	83%	85%	86%	76%	77%	-	57%	58%	64%	-
Bangladeshi	62%	73%	72%	69%	71%	-	58%	62%	67%	-
Any other Asian background	79%	90%	81%	85%	88%	-	71%	70%	72%	-
Total Asian	80%	87%	87%	86%	87%	-	66%	68%	72%	-
Black Caribbean	92%	50%	76%	92%	73%	-	56%	61%	67%	-
Black African	90%	63%	86%	93%	67%	-	58%	63%	65%	-
Any other Black background	67%	67%	50%	100%	100%	-	59%	62%	67%	-
Total Black	88%	58%	72%	93%	79%	-	57%	62%	66%	-
Chinese	73%	70%	89%	80%	85%	-	80%	80%	81%	-
Any other ethnic group	70%	89%	57%	73%	79%	-	60%	62%	63%	-
Unclassified	64%	64%	72%	74%	69%	-	63%	65%	67%	-
All pupils	75%	76%	80%	83%	82%	-	69%	71%	74%	-


Differences

Ethnicity	LA vs. National				
	2002	2003	2004	2005	2006
White British	-	6%	8%	8%	-
Irish	-	7%	24%	3%	-
Any other White background	-	2%	8%	11%	-
Total White	-	6%	8%	9%	-
White and Black Caribbean	-	0%	1%	7%	-
White and Black African	-	-8%	25%	-2%	-
White and Asian	-	6%	-1%	6%	-
Any other Mixed background	-	7%	6%	1%	-
Total Mixed	-	6%	11%	6%	-
Indian	-	10%	9%	5%	-
Pakistani	-	28%	28%	12%	-
Bangladeshi	-	15%	10%	2%	-
Any other Asian background	-	19%	11%	13%	-
Total Asian	-	21%	19%	14%	-
Black Caribbean	-	-6%	15%	25%	-
Black African	-	5%	23%	28%	-
Any other Black background	-	8%	-12%	33%	-
Total Black	-	1%	10%	27%	-
Chinese	-	-10%	9%	-1%	-
Any other ethnic group	-	29%	-5%	10%	-
Unclassified	-	1%	7%	7%	-
All pupils	-	7%	9%	9%	-

 Performance greater than the national average for the ethnic group

 Performance less than the national average for the ethnic group

 Attainment greater than the comparator figure

 Attainment less than the comparator figure

Note:

Figures derived from the most recent DfES data sources in all cases.

LA data for each year relates to all Schools (including Special Schools & the PRU).

National data relates to all Schools (including Special Schools) but not PRUs

Key Stage Three Results 2002 - 2006 Ethnicity Analysis: Mathematics


855 Leicestershire


Percentage achieving Level 5+

Ethnicity	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
White British	77%	81%	81%	82%	84%	-	72%	74%	74%	-
Irish	100%	94%	100%	73%	100%	-	75%	76%	74%	-
Any other White background	78%	76%	80%	79%	84%	-	69%	71%	71%	-
Total White	77%	81%	81%	82%	84%	-	72%	74%	74%	-
White and Black Caribbean	69%	70%	83%	73%	80%	-	69%	71%	65%	-
White and Black African	70%	54%	100%	86%	100%	-	62%	65%	70%	-
White and Asian	71%	89%	86%	85%	86%	-	78%	81%	80%	-
Any other Mixed background	66%	80%	77%	80%	89%	-	71%	73%	74%	-
Total Mixed	68%	77%	83%	80%	87%	-	69%	71%	71%	-
Indian	82%	87%	89%	89%	89%	-	79%	81%	82%	-
Pakistani	92%	80%	86%	84%	77%	-	55%	59%	61%	-
Bangladeshi	58%	81%	81%	65%	87%	-	57%	62%	64%	-
Any other Asian background	87%	86%	84%	94%	88%	-	76%	77%	75%	-
Total Asian	81%	87%	88%	88%	88%	-	66%	69%	70%	-
Black Caribbean	75%	88%	82%	92%	82%	-	53%	57%	60%	-
Black African	70%	50%	86%	73%	100%	-	56%	60%	61%	-
Any other Black background	67%	67%	75%	0%	80%	-	55%	61%	62%	-
Total Black	72%	68%	81%	79%	84%	-	55%	59%	61%	-
Chinese	80%	90%	94%	100%	90%	-	90%	90%	92%	-
Any other ethnic group	60%	89%	71%	80%	79%	-	65%	68%	67%	-
Unclassified	68%	69%	76%	79%	76%	-	67%	68%	67%	-
All pupils	76%	80%	81%	82%	85%	-	71%	73%	73%	-


Differences

Ethnicity	LA vs. National				
	2002	2003	2004	2005	2006
White British	-	9%	7%	8%	-
Irish	-	19%	24%	-1%	-
Any other White background	-	7%	9%	8%	-
Total White	-	9%	7%	8%	-
White and Black Caribbean	-	1%	12%	8%	-
White and Black African	-	-8%	35%	16%	-
White and Asian	-	11%	5%	5%	-
Any other Mixed background	-	9%	4%	6%	-
Total Mixed	-	8%	12%	9%	-
Indian	-	8%	8%	7%	-
Pakistani	-	25%	27%	23%	-
Bangladeshi	-	24%	19%	1%	-
Any other Asian background	-	10%	7%	19%	-
Total Asian	-	21%	19%	18%	-
Black Caribbean	-	35%	25%	32%	-
Black African	-	-6%	26%	12%	-
Any other Black background	-	12%	14%	-62%	-
Total Black	-	13%	22%	18%	-
Chinese	-	0%	4%	8%	-
Any other ethnic group	-	24%	3%	13%	-
Unclassified	-	2%	8%	12%	-
All pupils	-	9%	8%	9%	-

 Performance greater than the national average for the ethnic group

 Performance less than the national average for the ethnic group

 Attainment greater than the comparator figure

 Attainment less than the comparator figure

Note:

Figures derived from the most recent DfES data sources in all cases.

LA data for each year relates to all Schools (including Special Schools & the PRU).

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Key Stage Three Results 2002 - 2006 Ethnicity Analysis: Science


855 Leicestershire


Percentage achieving Level 5+

Ethnicity	LA					National				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
White British	80%	81%	78%	80%	82%	-	70%	68%	71%	-
Irish	100%	100%	100%	73%	95%	-	73%	70%	71%	-
Any other White background	78%	78%	78%	77%	84%	-	65%	63%	64%	-
Total White	80%	81%	78%	80%	83%	-	70%	68%	71%	-
White and Black Caribbean	80%	66%	74%	69%	76%	-	68%	64%	61%	-
White and Black African	80%	46%	100%	71%	100%	-	60%	58%	64%	-
White and Asian	81%	84%	86%	83%	86%	-	76%	75%	76%	-
Any other Mixed background	68%	83%	77%	75%	90%	-	68%	66%	70%	-
Total Mixed	76%	74%	79%	75%	85%	-	67%	65%	67%	-
Indian	80%	83%	83%	82%	86%	-	73%	71%	74%	-
Pakistani	83%	85%	71%	68%	62%	-	47%	46%	50%	-
Bangladeshi	69%	54%	58%	58%	58%	-	49%	50%	53%	-
Any other Asian background	84%	95%	81%	94%	88%	-	70%	65%	65%	-
Total Asian	80%	82%	80%	81%	83%	-	59%	58%	61%	-
Black Caribbean	67%	88%	59%	85%	73%	-	51%	48%	54%	-
Black African	80%	50%	71%	67%	100%	-	51%	49%	52%	-
Any other Black background	33%	67%	63%	100%	100%	-	54%	51%	55%	-
Total Black	68%	68%	63%	76%	84%	-	51%	49%	53%	-
Chinese	80%	90%	94%	90%	85%	-	82%	78%	80%	-
Any other ethnic group	60%	78%	62%	80%	74%	-	59%	56%	56%	-
Unclassified	69%	71%	67%	75%	76%	-	65%	60%	63%	-
All pupils	79%	80%	78%	80%	83%	-	68%	66%	69%	-


Differences

Ethnicity	LA vs. National				
	2002	2003	2004	2005	2006
White British	-	11%	10%	9%	-
Irish	-	27%	30%	2%	-
Any other White background	-	13%	15%	13%	-
Total White	-	11%	10%	9%	-
White and Black Caribbean	-	-2%	10%	8%	-
White and Black African	-	-14%	42%	7%	-
White and Asian	-	8%	11%	7%	-
Any other Mixed background	-	15%	11%	5%	-
Total Mixed	-	7%	14%	8%	-
Indian	-	10%	12%	8%	-
Pakistani	-	38%	25%	18%	-
Bangladeshi	-	5%	8%	5%	-
Any other Asian background	-	25%	16%	29%	-
Total Asian	-	23%	22%	20%	-
Black Caribbean	-	37%	11%	31%	-
Black African	-	-1%	22%	15%	-
Any other Black background	-	13%	12%	45%	-
Total Black	-	17%	14%	23%	-
Chinese	-	8%	16%	10%	-
Any other ethnic group	-	19%	6%	24%	-
Unclassified	-	6%	7%	12%	-
All pupils	-	12%	12%	11%	-

 Performance greater than the national average for the ethnic group

 Performance less than the national average for the ethnic group

 Attainment greater than the comparator figure

 Attainment less than the comparator figure

Note:

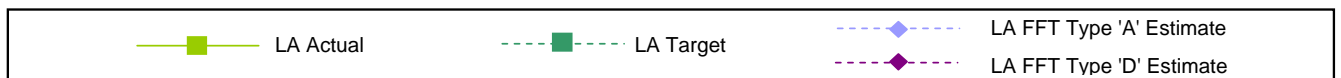
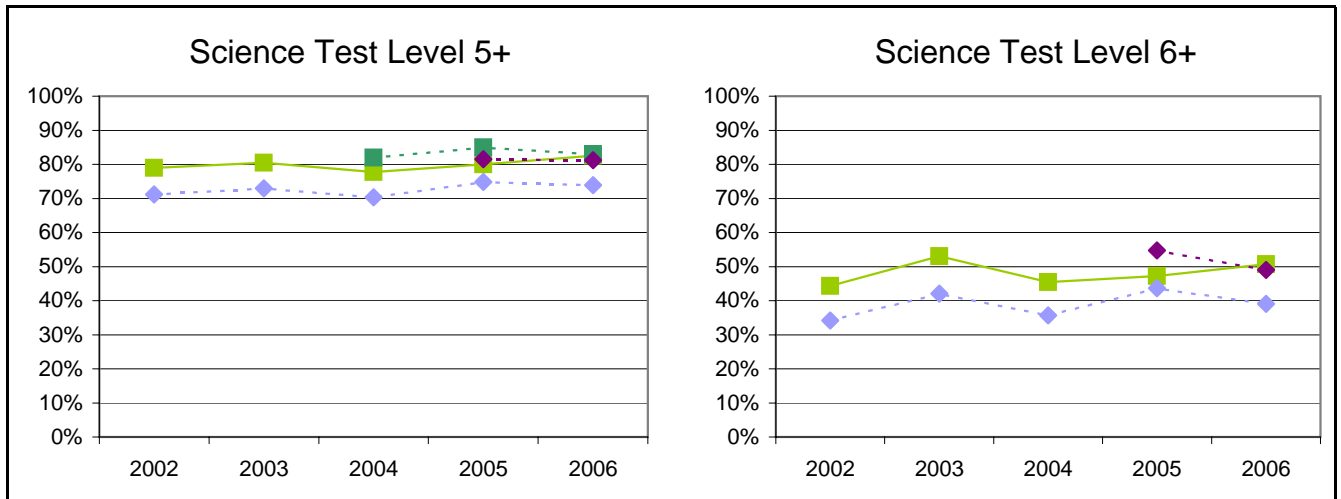
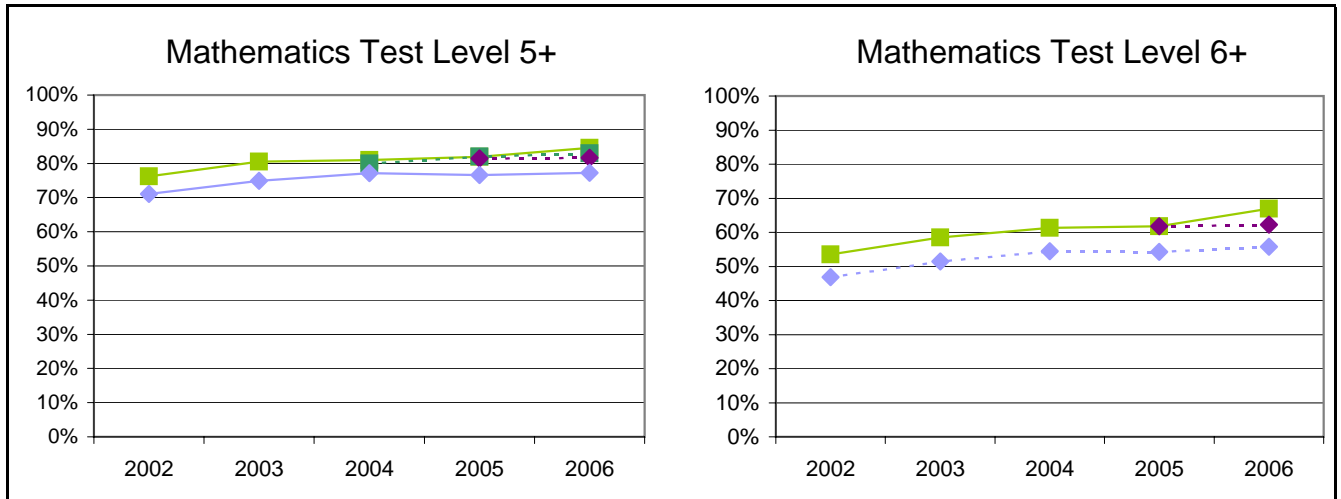
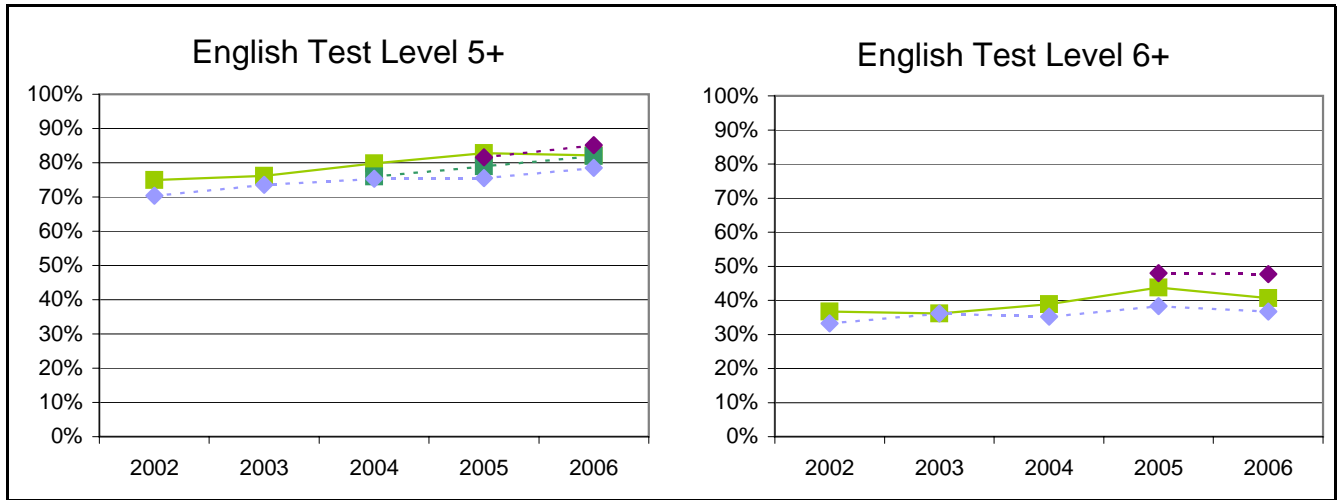
Figures derived from the most recent DfES data sources in all cases.

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National data relates to all Schools (including Special Schools) but not PRUs

Key Stage 3 Results, Targets and FFT Estimates 2001 - 2006 Levels 5+ and 6+ 855 Leicestershire

Graphs display a historical comparison of LA attainment against LA Targets (5+) and FFT Type 'A' & 'D' estimates



Notes:
 LA Targets based on EDP (2001 to 2004) and SaLTS (2005 onwards) submissions.
 FFT Type 'A' & 'D' data based on estimates as at September 2006.