

Leicester  
City Council

**WARDS AFFECTED**  
All Wards

**FORWARD TIMETABLE OF CONSULTATION AND MEETINGS:**

**Cabinet**  
**Education & LLL Scrutiny Committee**

**25 February 2002**  
**13 March 2002**

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**LEICESTER CITY EXAMINATION RESULTS 2001**  
**LEA TARGETS 2004**

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**Report of the Director of Education**

**1. Purpose of Report**

To advise Members on the results of pupils in City Schools in the Summer 2001 examination results at KS1, KS2, KS3 and GCSE and the targets set for 2004 examination results.

**2. Summary**

With the exception of Key Stage 2, results for City schools in 2001 were up on last year.. The rate of improvement since 1996 in KS1 and KS3 has been greater than that nationally and the improvement in KS4 GCSE results from 2001 was 7 times the national average.

With regard to Key Stage 2, the improvement in results nationally in the tests for 11 year olds faltered in 2001 with English remaining the same as the previous year and mathematics dropping back by 1 point. In Leicester, results in English fell by one point and those in mathematics by three points. This had to some degree been predicted and the targets for 2001 were lower than those of the previous year, reflecting the generally lower ability of the cohort. Results in exams do go up and down year on year. However, the important question is whether the overall trend over several years is up. And it is. Indeed the trend is up across all key stages.

In addition, when studying the results, a number of factors need to be taken into account:

- Leicester has a rate of mobility – that is the number of pupils moving in and out of school mid-year – that is about twice the national average. There are many reasons for this including social mobility as families move from the city centre to the outer suburbs; pupils arriving from, and departing to, other countries; and movement between schools, often as a result of changed domestic circumstances.

- Over the last 18 months over 800 new pupils of Somali origin have arrived in City schools. Most have come by way of other European countries and have little knowledge of English. The number represents about 2% of the school population which, in terms of test results, makes a significant difference.
- There is also a drift of pupils from some primary schools at the end of year 5 as parents attempt to find places for them in secondary schools outside the City. In some schools this represents about 10% of the cohort and can again have a serious impact on the results of that school and on those of the City as a whole.

In this context, it is encouraging that schools overall have been able to maintain an improvement. A factor that is perhaps significant in this is the general quality of teaching. Teaching in the City has been judged by Ofsted in recent inspections to be generally better than that in similar authorities and, in some phases of education, better than that nationally. For example, the most recent figures available show that the quality of teaching for the 12 primary schools inspected in the Spring and Summer of 2000, 70% of lessons at Key Stage 2 were judged to be good compared with 65% in similar authorities.

This does not mean that there is little more that needs to be done. In spite of the improvements that the following data illustrates, the City still remains below the national average in its results. There remains a need to translate the improvements in teaching into more effective learning by pupils; this in turn will lead to higher standards. More also needs to be done to mitigate the adverse effects of high mobility. Better results will also help to change parents' perceptions and, consequently, to stem the flow of older primary pupils out of the City.

Whilst the focus of this report is examination results, these are only one of the measures of educational success. During the course of this year there have been many other achievements. For example, the successful OFSTED inspection of the LEA, a significant reduction in the number of schools in special measures, Slater Primary school named as one of the 50 most improved in the Country, Crown Hills identified by HMCI as "particularly successful school", a teacher at Babington Community College awarded Teacher of the Year, two hi-tec City Learning Centres opened, the National Healthy Schools Award for the LEA, an award of £3.5 million for Space for Sport in the Arts and international links forged with teachers and schools in Australia and the USA. These are just a few of the many successes.

The supporting information details examination results at all Key Stages in the summer of 2001, as shown in the new EDP for 2002-2007. The new EDP will be available to Members after it has been submitted to the DfES on 31 January 2002. An overall summary is given below.

#### **KS1 LEVEL 2+**

	<b>LEA</b>	<b>NATIONAL</b>
<b>READING</b>	<b>76%</b>	<b>84%</b>
<b>WRITING</b>	<b>79%</b>	<b>86%</b>
<b>SPELLING</b>	<b>66%</b>	<b>75%</b>
<b>MATHS</b>	<b>86%</b>	<b>91%</b>

### KS2 LEVEL 4+

	LEA	NATIONAL
<b>ENGLISH</b>	<b>64%</b>	<b>75%</b>
<b>MATHS</b>	<b>61%</b>	<b>71%</b>
<b>SCIENCE</b>	<b>82%</b>	<b>87%</b>

### KS3 LEVEL 5+

	LEA	NATIONAL
<b>ENGLISH</b>	<b>56%</b>	<b>64%</b>
<b>MATHS</b>	<b>59%</b>	<b>66%</b>
<b>SCIENCE</b>	<b>52%</b>	<b>66%</b>

### KS4/GCSE

	LEA	NATIONAL
<b>1 A*-G</b>	<b>94%</b>	<b>94.5%</b>
<b>5 A*-C</b>	<b>37.4%</b>	<b>49.8%</b>
<b>5 A*-G</b>	<b>83.9%</b>	<b>88.8%</b>

### LEA targets for 2004 as submitted in the Education Development Plan 2002-2007

		2001 results	Summer 2001 targets	Summer 2002 targets	Summer 2003 targets	Summer 2004 targets
KS2	<b>English L4+</b>	64%	70%	76%	74	80%
	<b>English L5+</b>	19%	N/A	N/A	20	28%
KS2	Maths L4+	61%	68%	72%	75	78%
	Maths L5+	18%	N/A	N/A	25	29%
KS3	<b>English L5+</b>	56%	N/A	N/A	<b>61</b>	65%
	Maths L5+	59%	N/A	N/A	<b>64</b>	69%
	Science L5+	52%	N/A	N/A	<b>60</b>	60%
	ICT L5+	N/A	N/A	N/A	<b>N/A</b>	66% *
16+	5+ GCSE A*-C (or equivalent)	37%	40%	41%	<b>44</b>	45% **
16+	5 A*-G including English and maths	80%	N/A	N/A	<b>89</b>	89%
16+	At least 1 GCSE A*-G (or equivalent)	94%	93%	95%	<b>N/A</b>	N/A
16+	Average points score per pupil	32.7	33	34	<b>35.4</b>	37.2

\* provisional until April 2002 \*\* +2% for PSA N/A not applicable

### 3. Recommendations (or OPTIONS)

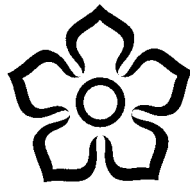
The Cabinet/Education Scrutiny Committee is recommended to note the results for City Schools for Summer 2001 and the targets for 2004.

**4. Headline Financial and legal Implications**  
**NB. Legal implications need to be completed by Legal Services**

There are no financial and legal implications

**5. Report Author/Officer to contact:**

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Leicester  
City Council

**WARDS AFFECTED**  
All Wards

**FORWARD TIMETABLE OF CONSULTATION AND MEETINGS:**

**Cabinet**  
**Education & LLL Scrutiny Committee**

**11 February 2002**  
**6 February 2002**

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**LEICESTER CITY EXAMINATION RESULTS 2001**  
**LEA TARGETS 2004**

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**SUPPORTING INFORMATION**

**1. Report**

**KS1 Reading**

**Key Stage 1 Assessments 1996-2001**

Percentage of pupils achieving Level 2 and above

In the 2001 reading tests, Leicester's results dropped by 1% to 76%. Results nationally remained static at 84%. The gap between Leicester and national performance therefore increased by 1% to 8%

From 1996 to 2001 Leicester results have improved by twice the national rate (12% compared to 6%) closing the gap in performance by 6%.

**Table A2.2.3**

	<b>Leicester</b>	<b>Statistical Neighbours</b>	<b>National</b>
<b>1996</b>	<b>64</b>	<b>74</b>	<b>78</b>
<b>1997</b>	<b>67</b>	<b>76</b>	<b>80</b>
<b>1998</b>	<b>70</b>	<b>75</b>	<b>80</b>
<b>1999</b>	<b>75</b>	<b>78</b>	<b>82</b>
<b>2000</b>	<b>77</b>	<b>80</b>	<b>84</b>
<b>2001</b>	<b>76</b>		<b>84</b>

Percentage gender breakdown of pupils achieving Level 2 and above

In 2001 both girls and boys performance dropped by 1% (to 81% and 71% respectively). Nationally girls results remained static at 88% whilst that of boys increased by 1% to 80%.

From 1996 to 2001 the results of both girls and boys in Leicester have improved by 12% - over double the national improvement for girls (5%) and greater than the 7% achieved nationally by boys. As a result the gap between Leicester and national performance has closed by 5% for boys and 7% for girls.

Table A2.2.4

	<b>Leicester</b>		<b>Statistical Neighbours</b>		<b>National</b>	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>1996</b>	<b>59</b>	<b>69</b>	<b>70</b>	<b>79</b>	<b>73</b>	<b>83</b>
<b>1997</b>	<b>62</b>	<b>71</b>	<b>72</b>	<b>80</b>	<b>76</b>	<b>85</b>
<b>1998</b>	<b>65</b>	<b>75</b>	<b>71</b>	<b>80</b>	<b>75</b>	<b>85</b>
<b>1999</b>	<b>73</b>	<b>78</b>	<b>73</b>	<b>83</b>	<b>78</b>	<b>87</b>
<b>2000</b>	<b>72</b>	<b>82</b>	<b>76</b>	<b>85</b>	<b>79</b>	<b>88</b>
<b>2001</b>	<b>71</b>	<b>81</b>			<b>80</b>	<b>88</b>

## KS1 Writing

### Key Stage 1 Assessments 1996-2001

#### Percentage of pupils achieving Level 2 and above

The writing results for 2001 show that 79% of pupils achieved Level 2 or above an improvement of 1% on 2000. Nationally results also showed a 1% improvement (to 86%). The gap between Leicester and national performance remains static at 7%.

From 1996 to 2001 Leicester results have shown an improvement of 13% - over the same period national results have improved by 6%. The gap in attainment between Leicester and the national figure has therefore narrowed from 14% in 1996 to 7% in 2001.

**Table A2.2.7**

	<b>Leicester</b>	<b>Statistical Neighbours</b>	<b>National</b>
<b>1996</b>	<b>66</b>	<b>76</b>	<b>80</b>
<b>1997</b>	<b>67</b>	<b>77</b>	<b>80</b>
<b>1998</b>	<b>73</b>	<b>77</b>	<b>81</b>
<b>1999</b>	<b>77</b>	<b>79</b>	<b>83</b>
<b>2000</b>	<b>78</b>	<b>82</b>	<b>85</b>
<b>2001</b>	<b>79</b>		<b>86</b>

#### Percentage gender breakdown of pupils achieving Level 2 and above

Boys' performance this year showed an improvement of 2% (to 74%) compared with a national improvement of 3%. Girls' performance however showed a decline of 1% (from 85% to 84%) compared with a 2% gain nationally. Consequently the gap between Leicester and national performance has increased by 1% for boys and now stands at 8%, whilst that for girls increased by 3% to 6%.

From 1996 to 2001 boys' performance has improved by twice the national average (14% compared to 7%). Girls' performance over the same period improved by more than twice the average – 13% compared to 5%. This means that over the 6 years both boys and girls have narrowed the gap with national performance – boys by 7% and girls by 8%

**Table A2.2.8**

	Leicester		Statistical Neighbours		National	
	Boys	Girls	Boys	Girls	Boys	Girls
1996	60	71	71	81	75	85
1997	62	72	72	82	76	85
1998	68	78	72	82	77	86
1999	74	81	74	84	79	88
2000	72	85	77	86	79	88
2001	74	84			82	90

## KS1 Mathematics

### Key Stage 1 Assessments 1996-2001

#### Percentage of pupils achieving Level 2 and above

In the 2001 mathematics tests Leicester's results remained static - 86% achieved Level 2 or above compared with 91% nationally, a gap in performance of 5%.

From 1996 to 2001 Leicester results have improved by 14% compared to 9% nationally. Consequently the gap between Leicester results and the national has halved from 10% to 5%.

**Table A2.2.11**

	Leicester	Statistical Neighbours	National
1996	72	78	82
1997	74	80	84
1998	77	80	85
1999	83	84	87
2000	86	88	90
2001	86		91



## Percentage gender breakdown of pupils achieving Level 2 and above

85% of Leicester boys achieved Level 2 or above and 87% of Leicester girls. Both performed 5% below the national average.

From 1996 to 2001 the gap between Leicester boys and girls and the national has more than halved. In 1996 Leicester girls performed 11% from the national average this has now dropped to 5%. Boys performed at 10% from the national average this has also halved to 5% in 2001. Boys and girls have improved by a total of 14% over the 6 years.

**Table A2.2.12**

	Leicester		Statistical Neighbours		National	
	Boys	Girls	Boys	Girls	Boys	Girls
1996	71	73	77	78	81	84
1997	74	75	79	81	83	85
1998	76	79	79	82	83	86
1999	82	84	82	85	86	88
2000	85	88	87	89	89	91
2001	85	87			90	92

## KS2 English

### Key Stage 2 Assessments 1996-2001

#### Percentage of pupils achieving Level 4 and above

In the national English tests for 2001, the percentage of Leicester pupils achieving Level 4 or above was 64%, compared with 75% nationally – a fall of 1% on our performance in 2000.

An improvement of 19% has been achieved by Leicester pupils since 1996 compared with 18% nationally. However, the gap between Leicester and national performance levels has remained fairly static over the past 5 years at 10-11%

**Table A2.2.15**

	<b>Leicester</b>	<b>Statistical Neighbours</b>	<b>National</b>
<b>1996</b>	<b>45</b>	<b>49</b>	<b>57</b>
<b>1997</b>	<b>53</b>	<b>57</b>	<b>63</b>
<b>1998</b>	<b>55</b>	<b>58</b>	<b>65</b>
<b>1999</b>	<b>60</b>	<b>64</b>	<b>71</b>
<b>2000</b>	<b>65</b>	<b>70</b>	<b>75</b>
<b>2001</b>	<b>64</b>		<b>75</b>

Percentage gender breakdown of pupils achieving Level 4 and above

There has been a significant improvement (23%) by the boys over the past six years which is greater than that achieved nationally (20%). The girls' improvement (16%) is in line with that achieved nationally (15%).

Girls continue to out perform boys. The gap between their performance has narrowed from 16% in 1996 to 9%. Nationally the gap has only narrowed by 5% (from 15% in 1996 to 10% in 2001).

The difference between Leicester girls and girls nationally has remained static over the past 6 years at 10-11%. However the gap between Leicester boys and boys nationally, after narrowing between 1997-9, has since begun to widen and now stands at 10%.

**Table A2.2.16**

	<b>Leicester</b>		<b>Statistical Neighbours</b>		<b>National</b>	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>1996</b>	<b>37</b>	<b>53</b>	<b>42</b>	<b>56</b>	<b>50</b>	<b>65</b>
<b>1997</b>	<b>48</b>	<b>57</b>	<b>51</b>	<b>63</b>	<b>57</b>	<b>69</b>
<b>1998</b>	<b>48</b>	<b>62</b>	<b>51</b>	<b>66</b>	<b>57</b>	<b>73</b>
<b>1999</b>	<b>57</b>	<b>64</b>	<b>59</b>	<b>70</b>	<b>65</b>	<b>76</b>
<b>2000</b>	<b>59</b>	<b>68</b>	<b>66</b>	<b>73</b>	<b>70</b>	<b>79</b>
<b>2001</b>	<b>60</b>	<b>69</b>			<b>70</b>	<b>80</b>

## KS2 Mathematics

### Key Stage 2 Assessments 1996-2001

#### Percentage of pupils achieving Level 4 and above

In the national mathematics tests for 2001, the percentage of Leicester pupils achieving Level 4 or above was 61%. This represents a drop of 4% on the results for 2000. Nationally results dropped by 1%.

An overall improvement of 16% has been achieved since 1996 compared with the 19% achieved nationally. However, since the improvement rates are roughly comparable the gap between Leicester and national performance has been maintained rather than lessened and currently stands at 10%.

**Table A2.2.19**

	Leicester	Statistical Neighbours	National
1996	45	44	54
1997	55	54	62
1998	49	50	59
1999	61	63	69
2000	65	66	72
2001	61		71

#### Percentage gender breakdown of pupils achieving Level 4 and above

Boys have consistently outperformed girls since 1996 by between 1-5%. They have both improved at the same rate from 1996-2001 (16%) this is in line with the improvement over the same period nationally (16% for boys 17% for girls). 9% less of Leicester boys achieve Level 4+ than is the case nationally and 10% of Leicester girls.

**Table A2.2.20**

	Leicester		Statistical Neighbours		National	
	Boys	Girls	Boys	Girls	Boys	Girls
1996	46	44	45	43	55	53
1997	57	52	55	53	63	61
1998	50	47	52	49	59	58
1999	64	59	63	63	69	69
2000	65	64	67	65	72	71
2001	62	60			71	70

# KS2 Science

## Key Stage 2 Assessments 1996-2001

### Percentage of pupils achieving Level 4 and above

The gap in attainment between Leicester pupils and pupils nationally at Level 4 and above continues to close gradually and has more than halved since 1996 (12% to 5% in 2001). Whilst national results have improved by 25% since 1996, Leicester's results have improved by 32% over the same period. This steady rate of progress is in line with our statistical neighbours.

**Table A2.2.23**

	<b>Leicester</b>	<b>Statistical Neighbours</b>	<b>National</b>
<b>1996</b>	<b>50</b>	<b>51</b>	<b>62</b>
<b>1997</b>	<b>60</b>	<b>60</b>	<b>69</b>
<b>1998</b>	<b>61</b>	<b>61</b>	<b>69</b>
<b>1999</b>	<b>71</b>	<b>73</b>	<b>78</b>
<b>2000</b>	<b>80</b>	<b>81</b>	<b>85</b>
<b>2001</b>	<b>82</b>		<b>87</b>

### Percentage gender breakdown of pupils achieving Level 4 and above

The performance of both boys and girls continues to improve but at a slower rate than over the past 2 years. The gap between Leicester boys and boys nationally remains at 5% whilst the gap in girls' performance increased in 2001 from 6 to 7%. This is however the first time in 4 years that the girls have not equalled or exceeded the national growth rate - from 1996 to 2001 girls performance has improved by 31% compared to 25% nationally.

There has also been a significant improvement by the boys over the past six years of 32% compared to 25% nationally.

**Table A2.2.24**

	<b>Leicester</b>		<b>Statistical Neighbours</b>		<b>National</b>	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>1996</b>	<b>50</b>	<b>50</b>	<b>51</b>	<b>52</b>	<b>62</b>	<b>63</b>
<b>1997</b>	<b>61</b>	<b>59</b>	<b>60</b>	<b>61</b>	<b>69</b>	<b>69</b>
<b>1998</b>	<b>62</b>	<b>59</b>	<b>62</b>	<b>60</b>	<b>70</b>	<b>68</b>
<b>1999</b>	<b>73</b>	<b>69</b>	<b>73</b>	<b>73</b>	<b>79</b>	<b>78</b>
<b>2000</b>	<b>79</b>	<b>79</b>	<b>81</b>	<b>81</b>	<b>84</b>	<b>85</b>
<b>2001</b>	<b>82</b>	<b>81</b>			<b>87</b>	<b>88</b>

## KS3 English

### Key Stage 3 Assessments 1996-2001

#### Percentage of pupils achieving Level 5 and above

In the national English tests for 2001, the percentage of Leicester pupils achieving Level 5 and above remained static at 56%. National results also showed no improvement on last year and the gap between Leicester and national performance remains at 8%.

Improvement between 1996 and 2001 was 9% compared to the 7% achieved nationally. This means that over the 6 years the gap in performance between Leicester and national has narrowed by 2%.

**Table A2.2.27**

	<b>Leicester</b>	<b>Statistical Neighbours</b>	<b>National</b>
<b>1996</b>	<b>47</b>	<b>47</b>	<b>57</b>
<b>1997</b>	<b>43</b>	<b>47</b>	<b>57</b>
<b>1998</b>	<b>57</b>	<b>58</b>	<b>65</b>
<b>1999</b>	<b>55</b>	<b>57</b>	<b>64</b>
<b>2000</b>	<b>56</b>	<b>56</b>	<b>64</b>
<b>2001</b>	<b>56</b>		<b>64</b>

#### Percentage gender breakdown of pupils achieving Level 5 and above

In 2001 the results remain static with 63% of girls in Leicester achieving Level 5 and above compared with 49% of boys. Nationally both boys and girls achieved an improvement of 1%. The performance gap between Leicester boys and girls with the national has therefore widened by 1% this year. Girls perform further from the national with a gap of 10%, boys slightly less at 7%.

In the period between 1996 and 2001 boys have improved by 10% compared with 7% nationally – narrowing the performance gap by 3%. By comparison the girls improved by 8% compared to 7% nationally narrowing the gap with the national by only 1%.

Table A2.2.28

	Leicester		Statistical Neighbours		National	
	Boys	Girls	Boys	Girls	Boys	Girls
1996	39	55	39	55	49	66
1997	35	52	39	57	48	66
1998	48	66	49	67	57	74
1999	46	65	48	66	56	73
2000	49	63	47	65	55	72
2001	49	63			56	73

## KS3 Mathematics

### Key Stage 3 Assessments 1996-2001

#### Percentage of pupils achieving Level 5 and above

In the national tests for Mathematics for 2001, the percentage of Leicester pupils achieving Level 5 or above remained static at 59%. Nationally results also showed no improvement. The gap in performance between Leicester and the national therefore remains at 7%.

The improvement achieved by Leicester pupils from 1996 to 2001 was 12% compared with 9% nationally – which means that the gap in performance has narrowed over the 6 years by 3%.

Table A2.2.31

	Leicester	Statistical Neighbours	National
1996	47	47	57
1997	52	50	61
1998	48	50	60
1999	53	53	63
2000	59	56	66
2001	59		66

#### Percentage gender breakdown of pupils achieving Level 5 and above

In 2001 the results of both boys and girls remained static at 60% and 58% respectively. Nationally boys' results also remained static but girls' performance improved by 1%. This means that while the gap between the performance of Leicester boys and boys nationally remains at 5% that between Leicester girls and girls nationally has increased by 1% to 9%.

Nationally girls outperform boys by 2% - in Leicester this is reversed with boys outperforming girls by 2%.

From 1996-2001 Leicester girls have actually narrowed the gap between their performance and the national by 5% - improving their performance by 14% compared with 9% nationally.

Boys have also narrowed the gap that exists between them and boys nationally by 3% achieving an improvement of 11% compared with 8% nationally.

**Table A2.2.32**

	Leicester		Statistical Neighbours		National	
	Boys	Girls	Boys	Girls	Boys	Girls
1996	49	44	47	47	57	58
1997	54	51	50	49	61	60
1998	50	47	50	49	61	59
1999	54	52	53	52	63	63
2000	60	58	55	56	65	66
2001	60	58			65	67

## KS3 Science

### Key Stage 3 Assessments 1996-2001

#### Percentage of pupils achieving Level 5 and above

In the national Science tests for 2001, the percentage of Leicester pupils achieving Level 5 or above was 52%, a 3% improvement on 2000. Nationally the improvement was twice that achieved in Leicester (6%) with 66% of pupils achieving Level 5 or above. The gap between Leicester and national performance has consequently widened and now stands at 14%

From 1996 to 2001 Leicester performance has improved by 12% compared with 10% nationally – this means that over the 6 years the gap between Leicester and national performance has narrowed by 2%.

**Table A2.2.35**

	Leicester	Statistical Neighbours	National
1996	40	44	56
1997	51	49	61
1998	44	46	57
1999	44	44	56
2000	49	49	60

<b>2001</b>	<b>52</b>		<b>66</b>
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### Percentage gender breakdown of pupils achieving Level 5 and above

In 2001 girls' performance improved more than boys – girls by 5% boys by 3% : but this rate of improvement was still below that achieved nationally (4% for boys 8% for girls). The gap between Leicester performance and performance nationally has therefore widened and currently stands at 13% for boys and 14% for girls.

From 1996 to 2001 the percentage of boys achieving Level 5 or above improved by 11% compared with 8% nationally, closing the gap in performance by 4%. Girls improved by 14% during this time compared with 10% nationally, closing the performance gap by 4%.

**Table A2.2.36**

	Leicester		Statistical Neighbours		National	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>1996</b>	<b>42</b>	<b>38</b>	<b>45</b>	<b>43</b>	<b>58</b>	<b>56</b>
<b>1997</b>	<b>53</b>	<b>49</b>	<b>50</b>	<b>48</b>	<b>62</b>	<b>60</b>
<b>1998</b>	<b>45</b>	<b>44</b>	<b>47</b>	<b>45</b>	<b>58</b>	<b>55</b>
<b>1999</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>45</b>	<b>56</b>	<b>55</b>
<b>2000</b>	<b>50</b>	<b>47</b>	<b>50</b>	<b>47</b>	<b>62</b>	<b>58</b>
<b>2001</b>	<b>53</b>	<b>52</b>			<b>66</b>	<b>66</b>

## **KEY STAGE 4**

	5 A*-C		5 A*-G		1 A*-G	
	2000	2001	2000	2001	2000	2001
<b>LEA</b>	<b>34.6</b>	<b>37.4</b>	<b>83</b>	<b>83.9</b>	<b>93</b>	<b>94</b>
<b>Statistical Neigh</b>	<b>38.6</b>		<b>87.4</b>		<b>94.3</b>	
<b>National</b>	<b>47.4</b>	<b>49.8</b>	<b>90.6</b>	<b>88.8</b>	<b>95.6</b>	<b>94.5</b>

### GCSE

At 5A\*-C Leicester City Schools increased their performance this year from 34.6 to 37.4. This is seven times greater than the national increase in results and takes schools back to the performance of City schools in 1999 and maintains our upward trend since 1995. Our performance is slightly behind that of our statistical neighbours.

At 5A\*-G results improved by 0.9% from 83% to 83.9% and at 1A\*-G results improved by 1% from 93% to 94%. Both these measures are below that of our statistical neighbours but maintain an upward trend from 1995.



## **FINANCIAL, LEGAL AND OTHER IMPLICATIONS**

### **1. Financial Implications**

### **2. Legal Implications**

**None**

### **3. Other Implications**

<b>OTHER IMPLICATIONS</b>	<b>YES/NO</b>	<b>Paragraph Within Supporting information</b>	<b>References</b>
Equal Opportunities	<b>Yes</b>	<b>See Education Development Plan 2002-2007</b>	
Policy	<b>No</b>		
Sustainable and Environmental	<b>No</b>		
Crime and Disorder	<b>No</b>		
Human Rights Act	<b>No</b>		
Elderly/People on Low Income	<b>No</b>		

### **4. Background Papers – Local Government Act 1972**

**Report based on the Education Development Plan 2002-2007**

### **5. Consultations**

### **6. Report Author**

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