

CURRENT LEVELS OF ATTAINMENT

Attainment at Key Stage 1 – percentage attaining Level 2 or higher

In the National Curriculum tests taken at the end of Key Stage 1, the percentage of pupils attaining the expected level of 2 or higher is slightly below the national average. Trends over the last five years are in line with national trends. Liverpool performs well in comparison with Local Education Authorities which are similar in terms of the demographic profile of their population. The relevant performance of boys and girls is in line with the difference observed nationally. (Note that, in 2004, Liverpool participated in the trial for revised assessment of Key Stage 1 attainment.)

Reading	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	82	87	78	82	87	78	82	87	78	81	86	77	83	86	79
National	83	-	-	84	-	-	84	88	80	84	88	80	85	89	81
Writing	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	83	88	78	85	89	80	83	89	79	78	84	72	79	84	74
National	84	-	-	86	-	-	86	90	82	81	86	76	82	87	76
Maths	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	88	90	87	90	91	88	89	91	88	88	89	87	89	89	89
National	90	-	-	91	-	-	90	91	89	90	91	89	90	91	89

Attainment at Key Stage 2 – percentage attaining Level 4 or higher

In the National Curriculum tests taken at the end of Key Stage 2, the percentage of pupils attaining the expected level of 4 or higher is 4% below the national average in English and Maths, but only 1 or 2% less in Science. Trends over the last five years are in line with national trends. In comparison with Local Education Authorities which are similar in terms of the demographic profile of their population, Liverpool performs well in English. Levels of attainment in Maths and Science compare favourably. The relevant performance of boys and girls is in line with the difference observed nationally.

English	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	70	75	65	70	76	65	69	73	65	71	77	65	73	80	67
National	74	-	-	74	-	-	74	79	70	75	80	70	77	83	72

Maths	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	66	67	65	64	64	64	69	69	69	68	66	69	69	70	68
National	71	-	-	70	-	-	73	73	73	72	72	73	73	73	74

Science	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	82	84	81	84	85	84	83	84	83	83	84	82	83	83	82
National	84	-	-	87	-	-	86	86	86	86	97	86	85	86	85

Attainment at Key Stage 3 – percentage attaining Level 5 or higher

In the National Curriculum tests taken at the end of Key Stage 3, the percentage of pupils attaining the expected level of 5 or higher is below the national average. The gap is greater than that seen at Key Stage 2. There is some indication of an increasing difference in English attainment, but relative levels of attainment in Maths are improving slightly. This is supported by a standstill in the percentage attaining Level 5 or higher in English over the last 3 years whilst the national average has increased by 4%. For Maths and Science, Liverpool trends match national patterns. In comparison with Local Education Authorities which are similar in terms of the demographic profile of their population, Liverpool generally performs strongly. The relevant performance of boys and girls is in line with the difference observed nationally for Maths and Science, but is less marked than nationally in English.

English	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	55	64	46	62	66	56	64	72	56	64	70	59	64	72	55
National	64	-	-	65	-	-	67	75	58	68	76	62	71	-	-

Maths	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	54	55	53	55	56	54	57	57	57	62	64	60	65	67	64
National	65	-	-	66	-	-	67	67	66	71	72	70	73	-	-

Science	2000			2001			2002			2003			2004		
	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male	All pupils	Female	Male
LEA	47	47	47	55	55	55	56	56	56	59	60	57	56	57	56
National	59	-	-	66	-	-	67	66	66	68	69	68	66	-	-

Underachievement of Certain Groups

Liverpool analyses all its key stage results in relation to gender and black and racial minority groups. Boys are still underachieving in relation to girls. An analysis of National Curriculum results at the various key stages by black and racial minority groups indicate that Somali and Yemeni children and young people in public care require most support in order to support improvements after leaving. There has been a strong focus on improving levels of support for these groups in liaison with community groups. The support provided covers, for example, extensive after-school support, and the development and use of specific software programmes to support learning together with supporting and engaging parents in the education of their children.

GCSE and Equivalent Attainment

Liverpool has made very good progress at 5+ A*-C relative to national figures, reducing the gap by 6% since 2001. We have exceeded the PSA target, of 38% of pupils achieving 5+ A*-C by 2004, by 7%. We compare well within our benchmark group of 11 Statistical Neighbour Authorities (those found to be statistically similar to Liverpool) maintaining a position in the top 3 for the past 3 years. There is a marked gender gap in GCSE, and equivalent, attainment but this is line with the discrepancy seen nationally.

% 5+ A*-C	2000			2001			2002			2003			2004		
	All	Female	Male	All	Female	Male	All	Female	Male	All	Female	Male	All	Female	Male
LEA	36.0	39.3	32.8	35.9	41.4	30.3	40.2	45.1	35.5	42.2	47.4	37.2	45.2	50.4	40.1
National	49.2	54.6	44.0	50.0	55.4	44.8	51.6	57.0	46.4	52.9	58.2	47.9	53.4	58.5	48.4
% 5+ A*-G*	2000			2001			2002			2003			2004		
	All	Female	Male	All	Female	Male	All	Female	Male	All	Female	Male	All	Female	Male
LEA	82.2	84.2	80.3	82.8	85.4	80.1	83.7	85.5	81.9	83.7	86.9	80.7	82.8	86.1	79.6
National	86.8	89.0	84.7	86.9	89.2	84.7	87.1	89.5	84.9	86.6	89.1	84.2	86.4	89.1	83.9
APS**	2000			2001			2002			2003			2004		
	All	Female	Male	All	Female	Male	All	Female	Male	All	Female	Male	All	Female	Male
LEA	28.9	30.3	27.7	28.9	31.1	26.8	30.2	32.1	28.3	30.4	32.4	28.5	30.8	33.0	28.7
National	34.1	36.3	32.0	34.3	36.6	32.2	34.7	36.9	32.6	34.8	37.1	32.7	35.0	37.3	32.9

Notes to the table:

All LEA figures are based on NCER maintained mainstream only; National figures are based on the Autumn Package

* including English and maths

** capped to best 8 subjects