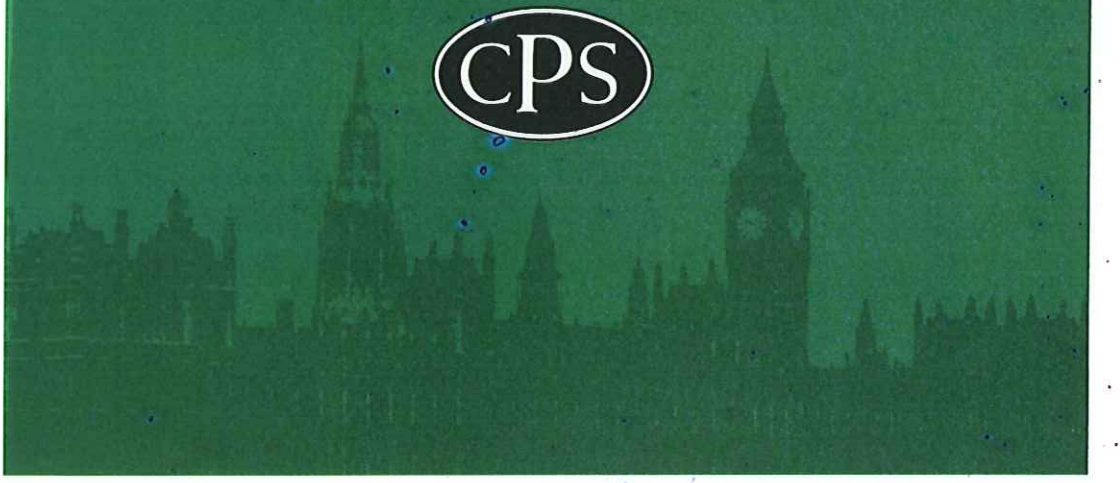
CENTRE FOR POLICY STUDIES

Value for Money in LEA Schools

JOHN MARKS



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CENTRE FOR POLICY STUDIES
57 Tufton Street, London SW1P 3QL
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SUMMARY

Data from the Audit Commission for Local Education Authorities (LEAs) show that, contrary to both general opinion and government policy, spending more on education and reducing class sizes are linked with ***lower*** *rather than higher standards in LEA schools.*

1. Data for LEA schools in all 130 LEAs in England for 1997 were published earlier this year by the Audit Commission.

2. **For the first time ever,** it is now possible to compare, for each LEA, the standards achieved in schools in England with the costs per pupil – thereby generating accurate value for money data in education.

3. This paper focuses on the correlations between:
   - the standards achieved by pupils in each of the LEAs in England;
   - the money spent per pupil in both primary and secondary schools; and,
   - the percentage of primary school classes with more than 30 pupils.

4. **Primary Schools – standards, costs & class sizes.** The best LEAs do about half as well again as the worst LEAs in National Curriculum tests for 11 year olds. The costliest LEA spends nearly twice as much per pupil as the cheapest LEA; the average is about £1,740. One LEA has 54% of classes with more than 30 pupils compared with only 2% for another LEA; the average is about 25%.

% of pupils achieving National Curriculum Level 4 or better (1997)

	% of pupils achieving expected standard
Most successful LEA	77%
Least successful LEA	50%
Average of all LEAs	64%

Cost per pupil in Primary Schools (1997)

	Average cost per pupil per year
Most expensive LEA	£2,619
Least expensive LEA	£1,397
Average of all LEAs	£1,740

Average Class Sizes in Primary Schools (1997)

	% of classrooms with over 30 pupils
LEA with highest %	54%
LEA with lowest %	2%
Average of all LEAs	25%

5. **Secondary Schools – standards & costs.** The percentage of pupils with 5 or more GCSEs at grades A* to C varies from 20% to over 60%; the average is 38%. The costliest LEA spends about 80% more per pupil than the cheapest LEA; the average is about £2,300.

% of pupils with 5 or more GCSEs at grades A* to C (1997)

	% of pupils achieving expected standard
Most successful LEA	60%
Least successful LEA	19%
Average of all LEAs	38%

Cost per pupil in Secondary Schools (1997)

	Average cost per pupil
Most expensive LEA	£3,395
Least expensive LEA	£2,027
Average of all LEAs	£2,300

6. **Some interesting correlations.** Surprisingly, higher standards in both primary and secondary schools are associated with **lower** costs per pupil and with **larger** primary class sizes.

7. **Value for Money.** Value for money indicators can be calculated for both primary schools and secondary schools by dividing the standards achieved by the cost per pupil.

For **primary schools** the best LEAs provide about two and a half times better value than the worst LEAs.

- Sefton, Bury and York LEAs spend an average of just over £1,490 per primary pupil. Over 70% of their pupils achieve National Curriculum Level 4 or better;
- Greenwich, Hammersmith & Fulham and Lambeth LEAs spend an average of over £2,420 per primary pupil. The pass rate is only 58%.

The bottom twenty are all London LEAs with the exception of Birmingham, Newcastle and Sandwell LEAs.

Value for Money indicators for Primary Schools (1997)

	Value (% of pupils achieving expected standard divided by cost per pupil)
Best Value LEA	51.0
Worst Value LEA	20.6
Average Value LEA	34.7

For **secondary schools** the best LEAs perform about five or six times as well as the worst LEAs.

- Buckinghamshire, Kingston and Dorset spend an average of just over £2,100 per secondary pupil. Over 58% of their pupils get 5 or more GCSEs at grades A* to C;
- Islington, Southwark and Lambeth spend an average of over £3,000 per secondary pupil. Their average pass rate is only 22%. Thirteen of the bottom twenty are London LEAs.

Value for Money indicators for Secondary Schools (1997)

	Value (% of pupils achieving expected standard divided by cost per pupil)
Best Value LEA	29.6
Worst Value LEA	5.43
Average Value LEA	18.4

Seven LEAs are in the **top twenty** for both primary and secondary schools – Buckinghamshire, Dorset, North Yorkshire, York, Stockport, Bury and Solihull – and eleven, ten of them London LEAs, are in the **bottom twenty** for both primary and secondary schools – Greenwich, Sandwell, Kensington & Chelsea, Hackney, Hammersmith & Fulham, Lewisham, Haringey, Islington, Tower Hamlets, Southwark and Lambeth.

8. In a recent report, OFSTED has noted that there is a strong association between school performance and eligibility for free school meals. The same report also notes that: **"For schools with the same level of disadvantage, average point scores differ widely." The data in this report confirm that that conclusion also applies at the LEA level.**

9. The link between generous levels of resources in some LEAs and a failure to provide adequate education in the same LEAs is not new. As far back as 1980, HMI issued a report contrasting the low level of standards achieved by schools under the control of the Inner London Education Authority with the over-gernerous levels of funding available to those schools.

10. **The data in this report therefore suggest that the Government's policies** for higher spending and lower class sizes are, at best, over-simplistic. "Resources" (or money) are not *necessarily* the answer to improving standards.

11. The Audit Commission's findings, particularly when expressed in terms of value for money, are especially important given the Government's recent announcement of its plans to reassess the basis of LEA funding. The revision of the formula for calculating Standards Spending Assessments (SSAs) may redistribute money from London LEAs in favour of urban LEAs in other parts of the country. Should London LEAs claim that their level of deprivation requires more, not fewer, "resources", it will, in the light of the findings of this paper, be legitimate to question the effectiveness with which they are using their already generous levels of funding.

CONCLUSIONS

ANALYSIS OF THE DATA leads to the following conclusions:

- The Audit Commission should publish annual tables which show the value for money provided by each LEA.
- The Government should publish new school by school **National Performance Tables** for 7 year olds and include in all National Performance Tables the following data for each school:
  - columns for average class sizes;
  - expenditure per pupil;
  - National Curriculum and GCSE results;
  - the average standard reached by pupils when they enter the school so that proper progress can be seen to take place.

  These tables will enable the effectiveness of individual schools to be evaluated by parents, by LEAs, by the teaching profession and by the Government.

Analysis of the data also suggests that the following questions should be investigated:

- what influence do the prevailing teaching methods in an LEA have on the value for money offered by that LEA? Whole class teaching methods typically require fewer teachers and are now believed to be more effective than the previously fashionable child-centred methods. As the cost of teachers' salaries represents more than 70% of a school's budget, it is possible that teaching methods are at least as important an explanation of the variations in value for money performance as deprivation;
- to what extent is the level of deprivation within an LEA used as an excuse for the poor performance of some schools within that LEA? Pairing studies should be commissioned which examine why one school within an LEA can provide significantly better results than a neighbouring school when both schools have the same intake profile and the same budget per pupil;
- with such wide variations in the value for money being achieved by various LEAs, the Government must consider carefully the appropriate allocation of the £19 billion additional funds available for education over the rest of this Parliament. Will it reward success? Or will it reward failure with additional funds?

THE AUDIT COMMISSION DATA

IT IS GENERALLY AGREED THAT, whatever other outcomes may be desirable for schools to foster – and there are many of them –, the standards achieved are the most important.

It is also accepted that the funds available for education are finite – and that it is essential that what money is available is spent effectively.

Finally, for measurements on the effectiveness of our education policy, reliable data must be available for public analysis.

Fortunately, the necessary data now exist. In March 1998, the Audit Commission[1] published two volumes giving much information about the education services provided by Local Education Authorities (LEAs) and by LEA primary and secondary schools in particular.[2] The data are those for 1997[3] and are for LEA schools only (they exclude independent, voluntary (church) and grant maintained schools). The figures are averages for all LEA schools in an LEA and not for individual LEA schools.

The data for cost per pupil for both primary and secondary schools are, according to the Audit Commission:

> 'classroom costs' – that is, the amount spent directly on pupils, excluding the amount spent by the council on central administration, school meals, school transport and other support services.

This paper considers five sets of data and the correlation between these data sets (the full data are presented in Appendices 1 and 2):

- standards achieved in primary schools;
- the money spent per pupil in primary schools;
- the percentage of primary school classes with more than 30 pupils;
- standards achieved in secondary schools;
- the money spent per pupil in secondary schools.

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1 According to its mission statement, the Audit Commission exists in order 'to promote the best use of public money' by publishing 'value-for-money studies' which 'examine public services objectively'.

2 *Local Authority Performance Indicators 1996-97: Education Services*, Audit Commission, March, 1998; *Local Authority Performance Indicators 1996-97: Council Services Compendium*, Audit Commission, March, 1998; – see in particular, Section K: The provision of an Educational Service.

3 Data for earlier years are not used because, due to local government reorganisation, the number of LEAs increased in 1997 thus making comparisons with earlier years difficult; the new LEAs are clearly not directly responsible for what happened before they were set up.

CHAPTER TWO

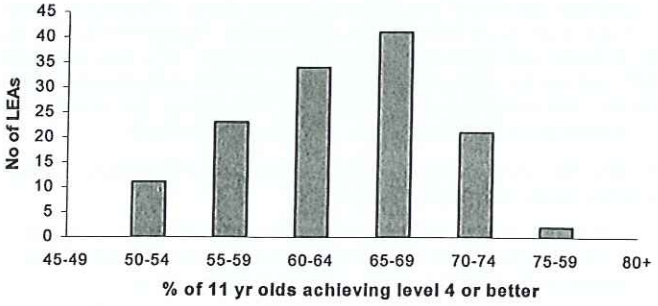
PRIMARY SCHOOLS

Pupil Performance in Primary Schools

THE MEASURE OF EDUCATIONAL ACHIEVEMENT for primary schools chosen by the Audit Commission is the percentage of 11 year olds achieving, on average, level 4 or better in National Curriculum tests and teacher assessments in English, Mathematics and Science.[4]

Figure 1

Percentage of 11 year olds achieving level 4 in 1997



Interpretation: in11 LEAs, between 50% and 54% of children achieved level 4 or better in 1997.

The range of performance between LEAs is substantial: the best LEAs do about half as well again as the worst LEAs (as was pointed out by the Audit Commission in its original report).[5] Note that the average of 64% is low – Level 4 is meant to be the level reached by a typical 11 year old; the Government's targets for are 75% for Mathematics and 80% for English.

The Cost per Pupil in Primary Schools

For primary pupils, the cost per pupil is the average amount spent on 5 to 11 year olds. The distribution for the 130 LEAs is shown in Figure 2.

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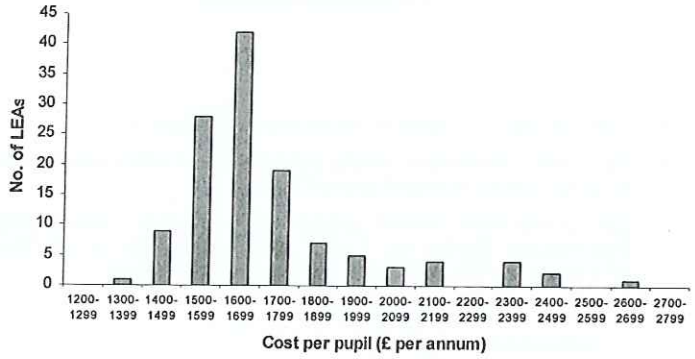
4 According to the Department for Education and Employment (DfEE), a typical pupil advances by one National Curriculum level every two years and reaches level 4 at the age of 11.

5 *Local Authority Performance Indicators 96-97: Education Services*, Audit Commission, March, 1998, p 28.

Figure 2

Cost per pupil in primary schools in 1997



Interpretation: in 42 LEAs, the cost per pupil was between £1,600 and £1,699.

The variation between LEAs in the cost per primary school pupil is substantial: the highest LEA spends nearly twice as much per pupil as the lowest LEA. The distribution is asymmetrical: well over half the LEAs spend less than the average of about £1,740 while a few LEAs spend much more.

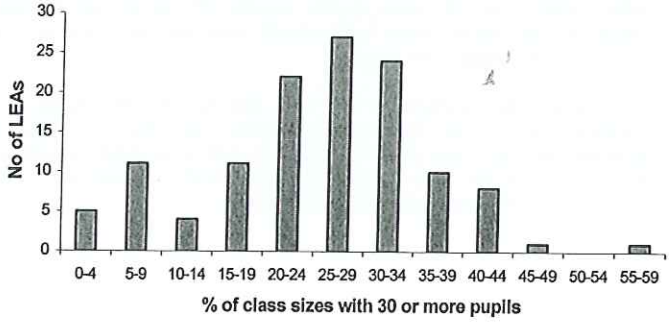
Class Sizes in Primary Schools

The measure of class size considered is the percentage of primary school classes for 5 to 11 year olds with more than 30 pupils. This measure is directly related to the Government's class size pledge (however, the pledge only applies to class sizes for 5 to 7 year olds).

Figure 3 overleaf shows that the variation between LEAs is substantial. One LEA has 54% of its classes with more than 30 pupils compared with only 2% for the lowest LEA. The average is about 25%.

Figure 3

Percentage of classes with more than 30 pupils in 1997



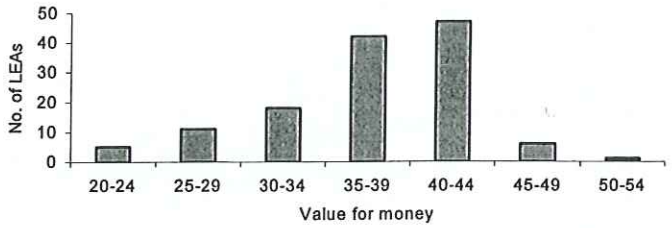
Interpretation: in 11 LEAs, between 5% and 9% of class sizes were over 30 pupils; in 22 LEAs, between 20% and 24% of class sizes were over 30 pupils.

Value for Money in Primary Schools

It is possible to calculate value for money indicators for primary schools by dividing the standards indicator by the cost indicator.[6] Figure 4 shows how the value for money indicators vary from LEA to LEA.

Figure 4

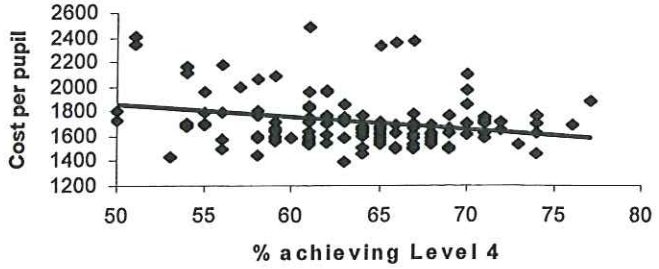
Value for Money in Primary Schools in 1997



Interpretation: 5 LEAs scored a value for money rating of between 20 and 24 points.

The range of performance between LEAs in terms of value for money is substantial: the best LEAs perform about two and a half times better than the worst LEAs. The variation in terms of value for money is substantially greater than for pupil performance. This reflects the fact that the higher spending LEAs tend to be those with lower standards. The distribution is asymmetrical with rather more than half the LEAs above the national average and a substantial number falling well below it.

The same data can be presented as a scattergram. The trendline confirms that the more money is spent per pupil, the lower the results:



[6] For this calculation, this paper uses the formula of the number of pupils per £1,000 spent as this makes the figures more manageable. This is the same calculation that the *Financial Times* used for independent school A-level results and school fees in 1992 & 1993 when Andrew Adonis – now responsible for Education in the No. 10 Downing Street Policy Unit – was their education correspondent.

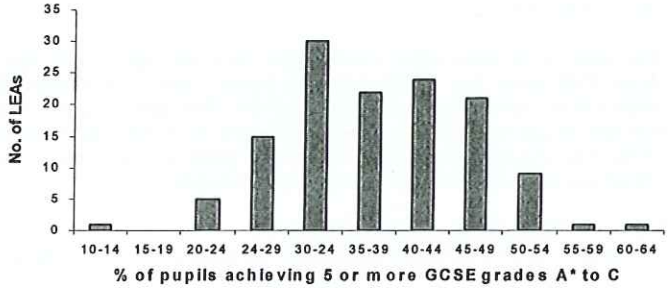
SECONDARY SCHOOLS

Pupil Performance in Secondary Schools

The measure of educational achievement for secondary schools chosen by the Audit Commission is the average percentage of 16 year olds achieving 5 or more GCSE passes at grades A* to C. The distribution of performance for 129 LEAs[7] is shown in Figure 5:

Figure 5

Percentage of 16 year olds achieving 5 or more GCSE grades A* to C in 1997



Interpretation: in 4 LEAs, only between 20% and 24% of pupils achieved 5 GCSE grades between A and C.*

The range of LEA performance in secondary schools is much greater than that of primary schools: the best LEAs do nearly three times better than the worst LEAs (this was pointed out by the Audit Commission in its original report).[8] The average of 38% is lower than the figure for all state schools of 43%[9] and well below the Government's national target of 50%.

The Cost per Pupil in Secondary Schools

For secondary pupils, the cost per pupil is the average amount spent on 11 to 16 year olds in the 129 LEAs.

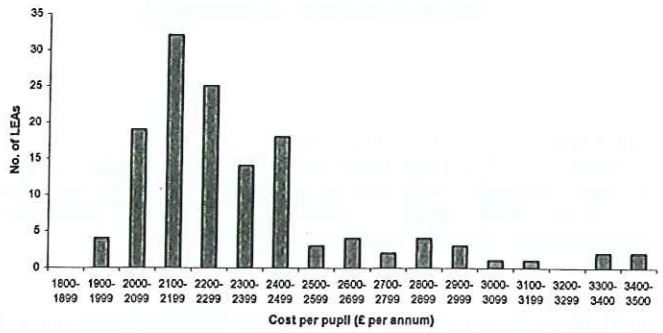
[7] Only 129 LEAs are measured (as opposed to 130 in the Chapter on primary schools) as Rutland LEA has no secondary schools under its control.

[8] *Local Authority Performance Indicators 96-97: Education Services*, Audit Commission, March, 1998, p 28.

[9] Grant maintained and voluntary schools do better on average than those schools under the direct control of LEAs.

Figure 6

Cost per pupil in secondary schools (£/Pup/Sec) in 1997



Interpretation: in 4 LEAs, the average annual cost per pupil was between £1,900 and £1,999 in 1997.

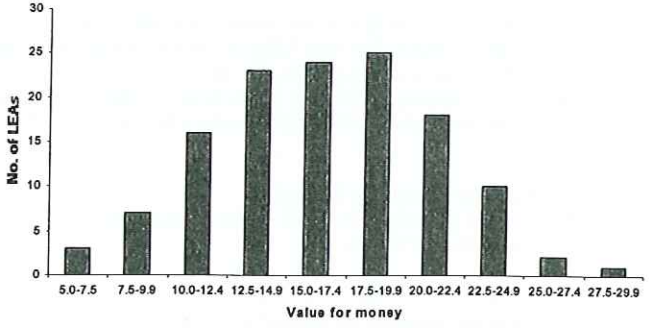
The variation between LEAs is substantial, with the highest LEA spending about 80% more per pupil than the lowest LEA. The distribution is asymmetrical with rather more than half the LEAs spending less than the average of just over £2,300. This is balanced by a few higher spending LEAs. On average, about 30% more per pupil is spent on secondary school pupils compared with primary school pupils.

Value for Money in Secondary Schools[10]

The distribution of value for money for 129 LEAs is shown in Figure 6.

Figure 7

Value for Money in secondary schools in 1997

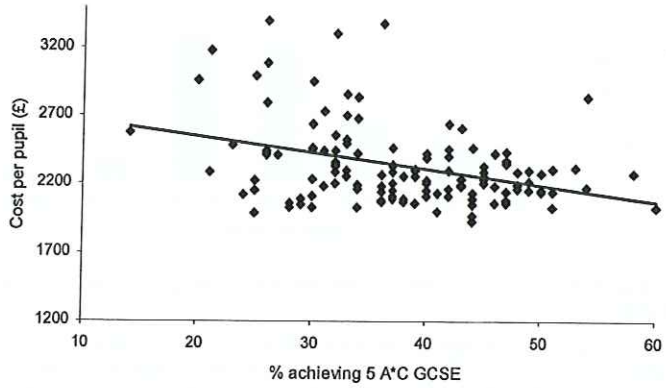


Interpretation: 3 LEAs scored a value for money rating of between 5.0 and 7.4 points.

[10] The Value for Money calculations for secondary schools are made on the same basis as those for primary schools – see footnote 5 above.

The range of performance between LEAs in terms of value for money is substantial. The best LEAs do about five or six times better than the worst LEAs. The variation for value for money is substantially greater than for performance, again reflecting the fact that the higher spending LEAs tend to be those with lower standards.

The same data can be presented as a scattergram. The trendline confirms, once again, that the more money is spent per pupil, the lower the results:



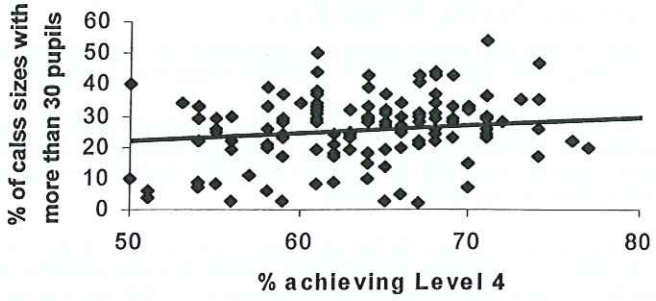
TWO INTERESTING CORRELATIONS

Note: it should, of course, always be remembered that a correlation between two variables does not necessarily imply that either one causes the other.

The correlation between cost per pupil and performance
Better performance in secondary schools is negatively and weakly correlated with the cost per pupil in secondary schools; similarly, better performance in primary schools is negatively and very weakly correlated with the cost per pupil in primary schools.

In other words, higher standards in both primary and secondary schools are associated with **lower** costs per pupil. This is, surely, a very surprising finding: the negative correlations here contradict the popular wisdom on the subject.

The correlation between large class sizes and performance
The trendline in the scattergram below shows that better performance in both primary and secondary schools is both positively and weakly correlated with classroom size.



In other words, higher standards in both primary and secondary schools are associated with **more** primary classes with over 30 pupils and thus with larger primary class sizes.

This is another very surprising finding. Once again this unexpected correlation contradicts the popular wisdom on the subject.

These surprising correlations indicate that the subjects of value for money and of primary class sizes may merit further discussion.

PERFORMANCE CHARTS & TABLES FOR LEAS

Performance Charts – LEA Primary Schools
The first chart in Appendix 1 shows the value for money achieved in primary education for each named LEA arranged in descending order.

One LEA, Sefton, is clearly at the top but the top twenty includes LEAs as diverse as Bury, Dorset, Wigan and Solihull; it also includes four LEAs – Trafford, Buckinghamshire, Bromley and Bournemouth – with some grammar schools amongst their secondary schools. The bottom twenty are all London LEAs with the exception of Birmingham, Newcastle and Sandwell.

Performance Charts – LEA Secondary Schools
The second chart in Appendix 1 shows value for money achieved in secondary education for each named LEA arranged in descending order.

Once again one LEA, Buckinghamshire, is clearly at the top but the top twenty consists largely but not exclusively of rural LEAs; it also includes four LEAs – Kingston upon Thames, Buckinghamshire, Redbridge and Wiltshire – with some grammar schools amongst their secondary schools. Thirteen of the bottom twenty are London LEAs with the others including Knowsley, Liverpool, Manchester and Middlesborough.

Seven LEAs are in the top twenty for both primary and secondary schools – Buckinghamshire, Dorset, North Yorkshire, York, Stockport, Bury and Solihull.

Eleven LEAs, ten of them London LEAs, are in the bottom twenty for both primary and secondary schools – Greenwich, Sandwell, Kensington & Chelsea, Hackney, Hammersmith & Fulham, Lewisham, Haringey, Islington, Tower Hamlets, Southwark and Lambeth.

Performance Table – LEA Primary Schools
Table 1 in Appendix 2 shows the performance of LEA primary schools for the following indicators:

- the percentage of pupils achieving National Curriculum Level 4 or better divided by the cost per pupil (per £1,000). LEAs are listed in the order of this variable **(%4+/£1,000)**;
- the percentage of pupils achieving National Curriculum Level 4 or better **(%4+)**;
- The cost per pupil **(£/Pupil)**;
- the percentage of classes with 30 or more pupils **(%30+)**;

- the rank order of LEAs for school performance **(Rank%4+)**;
- the rank order of LEAs for the cost per pupil **(Rank/£/Pupil)**;
- the rank order of LEAs for classroom sizes of over 30 pupils **(Rank/%30+)**.

Most of the top twenty LEAs rank highly for school performance and yet have a low average cost per pupil. They also have a high proportion of classrooms with over 30 pupils: no less than eighteen out of the top twenty of them have a proportion of classroom size of over 30 pupils at or above the national average.

Conversely, most of the bottom twenty LEAs rank lowly for **school performance** and yet have a high cost per pupil. As many as sixteen of the bottom twenty have the highest cost per pupil. They also rank lowly in terms of classroom size: no less than fifteen of them have the lowest proportion of classroom sizes of over 30 pupils.

Performance Table – LEA Secondary Schools
Table 2 in Appendix 2 shows the performance of LEA secondary schools for the following indicators:

- the percentage of pupils achieving 5 or more GCSEs at grades A* to C or better, divided by the cost per pupil (per £1,000). LEAs are listed in the order of this variable **(%5A*C/£1,000)**;
- the percentage of pupils achieving 5 or more GCSEs at grades A* to C **(%5A*C)**;
- the cost per pupil **(£/Pupil)**;
- the rank order of LEAs for school performance **(Rank/%5A*C)**;
- the rank order of LEAs for the cost per pupil **(Rank/£/Pupil)**;

Most of the top twenty LEAs also rank highly for performance, with sixteen of them amongst the top twenty. They also rank lowly for the cost per pupil: all but one of them are below the national average for cost per pupil. Conversely, most of the bottom twenty LEAs rank lowly for performance with fifteen of them amongst the bottom twenty; and they spend highly: twelve of them are amongst the top twenty for cost per pupil.

DISCUSSION AND INTERPRETATION

THE EVIDENCE PRESENTED IN THIS PAPER contradicts two major assumptions of much education policy:

- that standards are higher when more money is spent per pupil;
- that standards are higher when primary class sizes are smaller.

In fact the evidence suggests exactly the opposite:

- that standards are higher when **less** money is spent per pupil;
- that standards are higher when primary class sizes are **larger.**

The reasons for these counter intuitive results need to be explored.

The Cost per pupil
One possible reason for the first counter-intuitive finding is that for many years extra money has been made available for LEAs with high levels either:

- of social deprivation (originating in the educational priority areas advocated in the Plowden Report); or,
- of problems with pupils whose first language is not English, for whom funding under Section 11 of the Local Government Act is available.

These two factors, together with the generous level of funding formerly provided by the ILEA, have meant that London boroughs, especially in inner London, have for many years received much more generous funding than the rest of the country.

What has not been done is to link generous resources with effective public accountability for achieving respectable standards. It is easy to call for more spending, or investment, in education but much more difficult to make that spending or investment effective in raising standards.[11]

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[11] The link between generous levels of resources in some LEAs and a failure to provide adequate education in the same LEAs is not new. As far back as 1980, an HMI report stated that: "ILEA schools have more money to spend *pro rata* than anywhere else in the country." It went on to say: "in all ILEA schools, staffing is very generous... HMI are not aware of a single school which is poorly staffed in terms of numbers." Yet it concluded that: "these results...make it clear that many pupils in ILEA are underachieving... Overall, the secondary sector needs considerable improvement. ..This improvement certainly does not call for extra resources." *Educational Provision by the Inner London Education Authority*, Her Majesty's Inspectorate, DES, 1980.

Class Sizes

The second counter-intuitive finding – on class sizes – is partly related to the first since LEAs with smaller class sizes must necessarily spend more on teachers, the costliest element in any school's budget.

But that is not the only factor involved. Probably more important is the battle that has been going on, in primary education in particular, since the mid 1960s between widely differing views of the nature of education, of teaching and of the purpose of schools.

The main conflict is between what can be called the "transmission model" of education (in which the teacher is the repository of the knowledge accumulated by society and has the duty to transmit that knowledge to pupils) and the "discovery or developmental model" (in which the individual pupil is the prime mover in the educational process and whose rate of learning is mainly determined by his or her individual development, with the teacher as a facilitator rather than the initiator of the educational process).

This conflict is reflected in different methods of classroom organisation – with teacher-centred whole-class instruction the dominant method for the transmission model and the child-centred individual or group situation the dominant model for the developmental approach.

The consequences of these differences have been graphically described by Melanie Phillips in *All Must have Prizes,* in which she accurately characterises the developmental approach as a retreat from teaching.[12]

Class sizes are central to these two views since it is possible, but not necessarily easy, to use the transmission model with mainly direct whole-class instruction effectively in larger classes. This method used to be prevalent for many years in this country (it is still used abroad in many countries where pupils achieve better results than those in England). Dividing a class into small groups – or even into individual pupils – nearly always requires smaller classes if it is not to become both over-burdensome for teachers and chaotic for pupils.

[12] M Phillips, *All Must have Prizes,* Little Brown, 1997.

POLICY CONCLUSIONS

GIVEN THE DATA PRESENTED ABOVE, the Government should publish more information on the performance of individual schools and LEAs. This will enable the effectiveness of individual schools to be evaluated by parents, by LEAs, by the teaching profession and by the Government. It will also shed light on the wisdom and effectiveness of two of the Government's central education policies – higher spending and smaller class sizes.

At the very least, the Government should:

- introduce properly objective and adequately demanding standardised tests of reading and arithmetic at the age of 7 and publish the results school by school in National Performance Tables;
- include in the National Performance Tables, and for those for 11 and 16 year olds as well, columns for average class sizes and expenditures per pupil alongside each school's National Curriculum and GCSE;
- include in all National Performance Tables a measure of the average standards reached by pupils when they enter the school so that proper progress can be seen to take place.[13]

It is the publication of these results – the informing of parents directly as to how the schools which they might choose are performing – which is the key to giving all our children a sound start to their education.

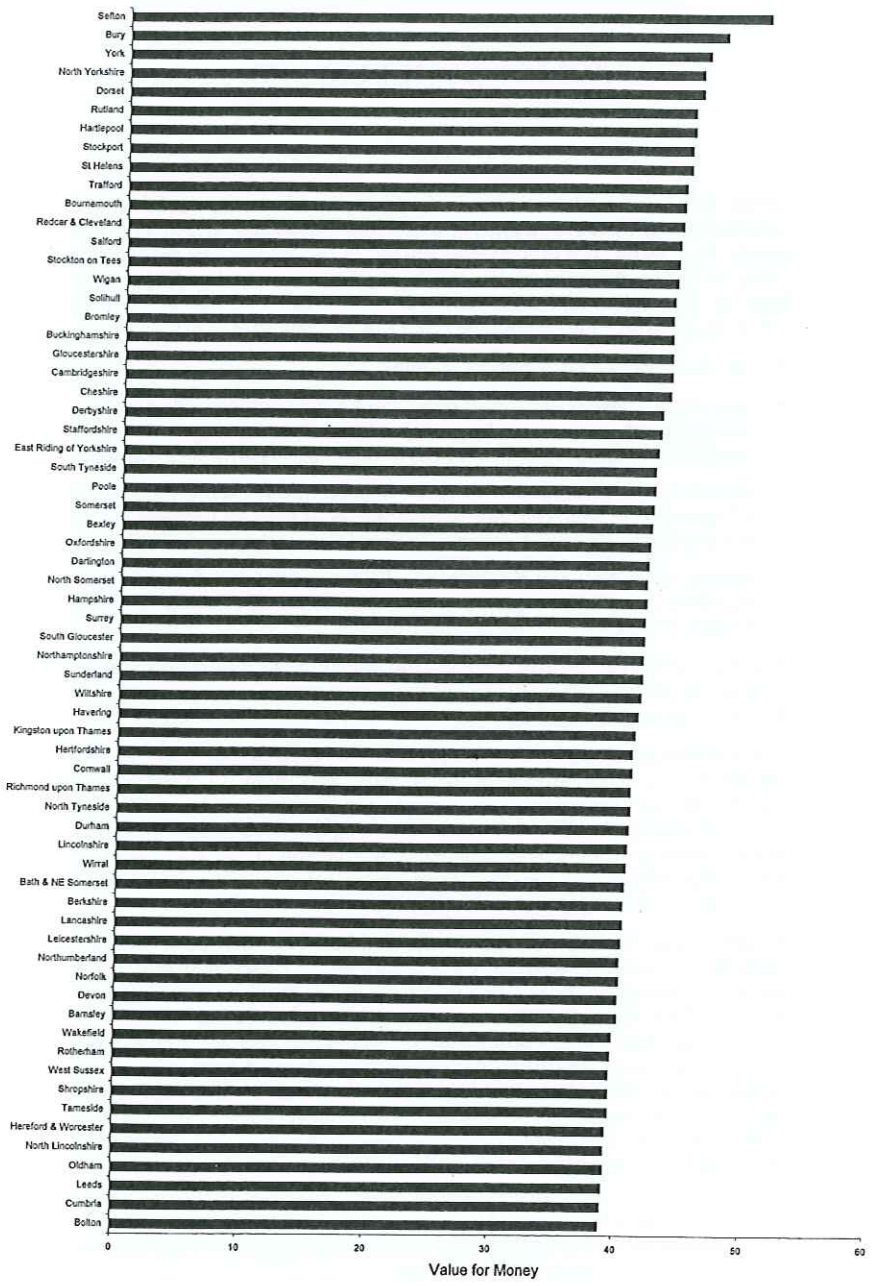
The *combination* of extensive testing with the publication of those test results (on a school-by-school basis) will also help to resolve the arguments over the two different approaches to education. In addition, a series of pairing studies (in which two neighbouring schools, with a similar intake profile and with similar budgets) will clarify the extent to which deprivation can be held responsible for the poor educational performance of too many schools and LEAs.

Finally, these findings of the Audit Commission, particularly when explicitly expressed in terms of value for money, are especially important given the Government's recent announcement of its plans to reassess the basis of LEA funding. The revision of the formula for calculating educational Standards Spending Assessments (SSAs) may well redistribute money from many London LEAs in favour of urban LEAs in other parts of the country. Should London LEAs claim that their level of deprivation requires more, not fewer, "resources", it will, in the light of the findings of this paper, be legitimate to question the effectiveness with which they are using their already generous levels of funding.

[13] The key factor for individual pupils is not their social background (or level of deprivation) but their educational potential and attainments. It is the latter on which the education system should focus.

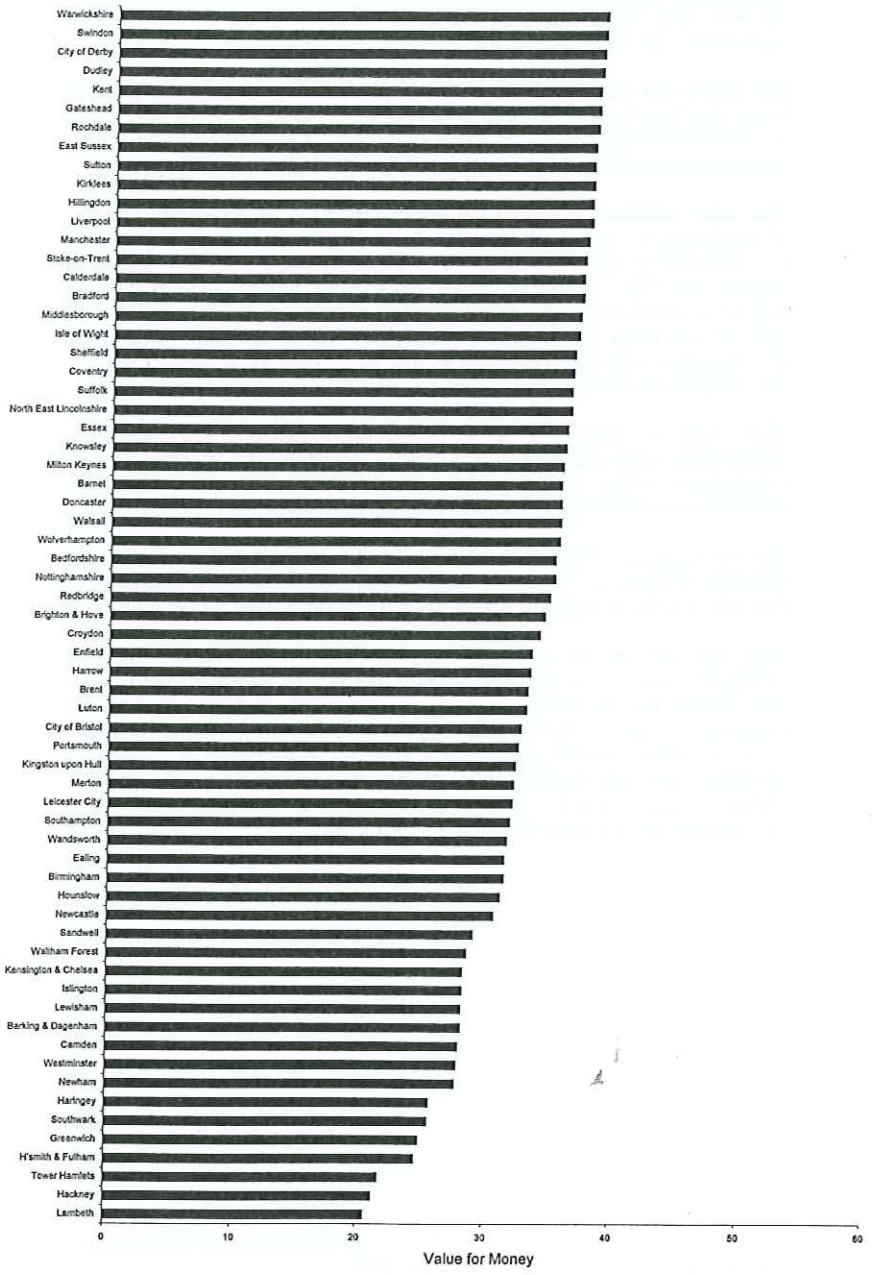
APPENDIX ONE

Value for Money Charts for Primary Schools: the Top LEAs



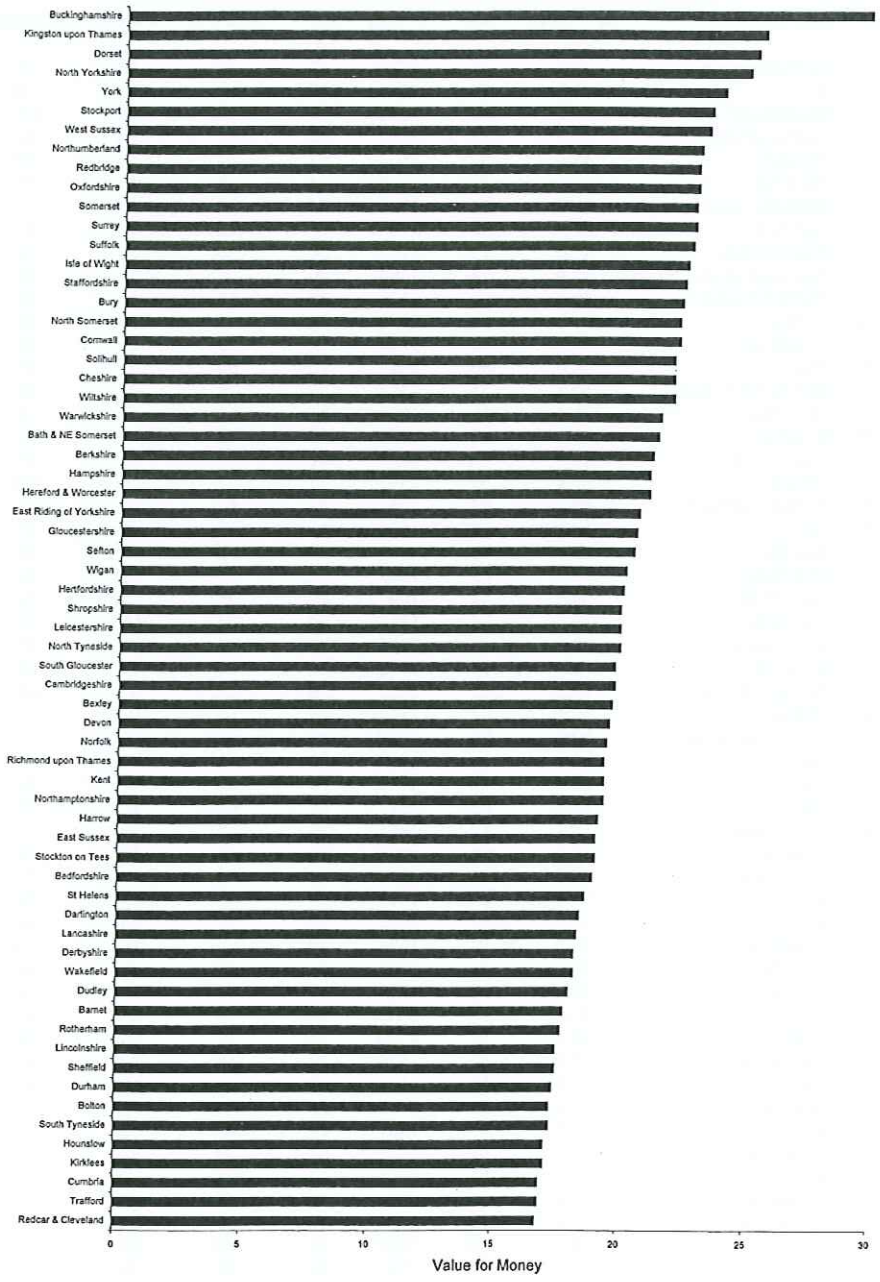
APPENDIX ONE

Value for Money Charts for Primary Schools: the Bottom LEAs



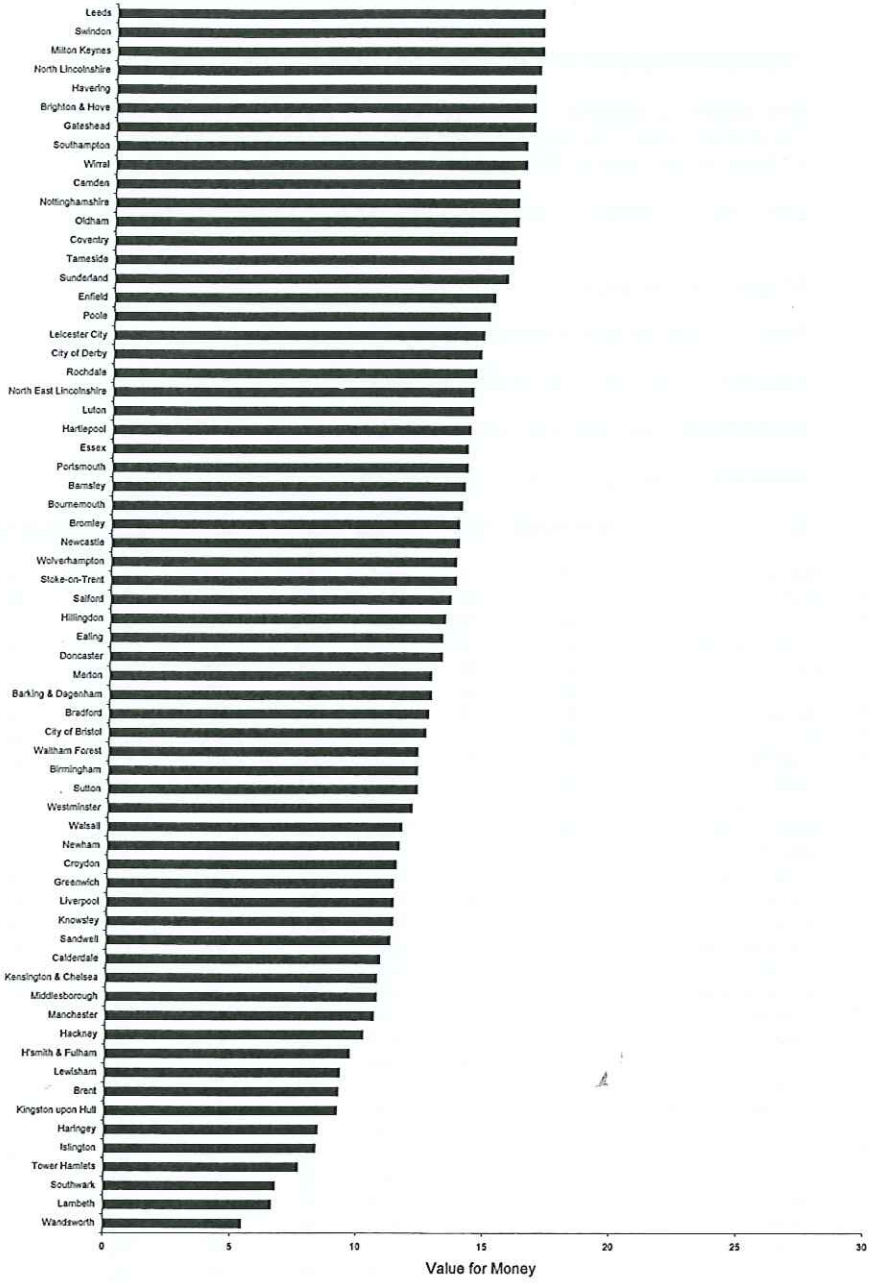
APPENDIX ONE

Value for Money Charts for Secondary Schools: the Top LEAs



APPENDIX ONE

Value for Money Charts for Secondary Schools: the Bottom LEAs



PERFORMANCE OF LEA PRIMARY SCHOOLS

%4+/£1000 or **VfM/Pri** – the percentage of pupils achieving National Curriculum Level 4 or better divided by the cost per pupil (£1000). LEAs are listed in the order of this variable.

%4+ – the percentage of pupils achieving National Curriculum Level 4 or better

£/Pupil – cost per pupil

%30+ – the percentage of classes with 30 or more pupils

Rank/%4+ – the rank order of LEAs for **%4+**

Rank/£/Pupil – the rank order of LEAs for **£/Pupil**

Rank/%30+ – the rank order of LEAs for **%30+**

	LEA	%4+/£1000	%4+	£/Pupil	%30+	Rank/%4+	Rank/£	Rank/%30+
1	Sefton	51.0	74	1451	35	3	127	22
2	Bury	47.6	73	1533	35	7	115	21
3	York	46.2	69	1492	29	22	124	56
4	North Yorkshire	45.7	74	1618	26	4	84	70
5	Dorset	45.7	69	1510	43	23	117	7
6	Hartlepool	45.1	63	1397	25	72	130	75
7	Rutland	45.1	76	1686	22	2	56	88
8	Stockport	44.9	71	1581	30	10	104	44
9	St Helens	44.9	67	1493	30	37	123	47
10	Trafford	44.5	68	1529	43	27	116	6
11	Bournemouth	44.4	67	1510	43	38	118	8
12	Redcar & Cleveland	44.3	66	1491	25	46	125	74
13	Salford	44.1	66	1495	25	47	122	73
14	Stockton on Tees	44.0	64	1456	18	63	126	105
15	Wigan	43.9	66	1504	30	48	120	45
16	Solihull	43.7	71	1625	36.3	11	76	20
17	Cambridgeshire	43.6	67	1535	31	39	113	42
18	Bromley	43.6	74	1697	47	5	50	3
19	Buckinghamshire	43.6	72	1652	28	8	72	62
20	Gloucestershire	43.6	68	1561	26	28	107	71
21	Cheshire	43.5	70	1610	33	17	87	32
22	Derbyshire	42.9	68	1584	44	29	102	4
23	Staffordshire	42.8	68	1587	29	30	99	54
24	E.Riding of Yorkshire	42.6	69	1619	33	24	81	31
25	Poole	42.4	64	1510	43	64	119	9
26	South Tyneside	42.4	65	1534	19	53	114	103
27	Somerset	42.3	68	1607	31	31	88	41
28	Bexley	42.2	67	1589	41	40	96	10
29	Oxfordshire	42.1	68	1616	24	32	85	81
30	Darlington	42.0	68	1619	34	33	82	23
31	North Somerset	41.9	72	1718	28	9	42	57
32	Hampshire	41.9	71	1696	29	12	51	49

	LEA	%4+/£1000	%4+	£/Pupil	%30+	Rank/%4+	Rank/£	Rank/%30+
33	South Gloucester	41.8	68	1625	37	34	77	18
34	Surrey	41.8	74	1771	17	6	30	106
35	Sunderland	41.7	65	1558	14	54	108	111
36	Northamptonshire	41.7	67	1607	21	41	89	95
37	Wiltshire	41.6	69	1658	28	25	67	59
38	Havering	41.4	71	1716	24	13	43	77
39	Kingston-upon-Thames	41.2	71	1722	54	14	41	1
40	Cornwall	41.0	70	1706	33	18	48	29
41	Hertfordshire	41.0	71	1733	26	15	39	69
42	Richmond upon Thames	40.9	77	1883	20	1	20	96
43	North Tyneside	40.9	65	1590	27	55	95	66
44	Durham	40.8	66	1619	34	49	83	24
45	Lincolnshire	40.7	68	1670	24	35	64	79
46	Wirral	40.6	66	1624	20	50	78	97
47	Bath & NE Somerset	40.5	71	1754	23	16	35	84
48	Lancashire	40.4	65	1607	37	56	90	19
49	Berkshire	40.4	67	1657	28	42	69	61
50	Leicestershire	40.3	68	1686	22	36	57	89
51	Norfolk	40.2	62	1542	17	77	111	108
52	Northumberland	40.2	64	1594	33	65	94	34
53	Devon	40.1	65	1620	31	57	80	40
54	Barnsley	40.1	58	1446	39	105	128	13
55	Wakefield	39.7	63	1586	32	73	101	38
56	Rotherham	39.6	61	1540	28	83	112	64
57	Tameside	39.5	61	1543	50	84	110	2
58	West Sussex	39.5	67	1695	22	43	54	87
59	Shropshire	39.5	64	1622	30	66	79	43
60	Hereford & Worcester	39.3	65	1655	19	58	70	102
61	Oldham	39.2	61	1556	38	85	109	14
62	North Lincolnshire	39.2	65	1660	28	59	66	58
63	Leeds	39.1	66	1689	27	51	55	65
64	Cumbria	39.0	69	1768	23	26	31	83
65	Bolton	38.9	65	1673	32	60	63	37
66	Warwickshire	38.7	64	1655	39	67	71	12
67	Swindon	38.6	64	1658	28	68	68	60
68	City of Derby	38.5	61	1584	44	86	103	5
69	Dudley	38.4	62	1615	21	78	86	94
71	Kent	38.2	64	1676	29	70	61	52
70	Gateshead	38.2	64	1676	10	69	60	114
72	Rochdale	38.1	61	1603	34	87	91	25
73	East Sussex	37.9	65	1715	37	61	44	16
74	Sutton	37.8	70	1850	32	19	22	35
75	Kirklees	37.8	60	1589	34	96	97	26
76	Hillingdon	37.7	67	1778	22	44	29	86
77	Liverpool	37.7	59	1566	23	97	106	85
78	Manchester	37.4	56	1498	30	112	121	46
79	Stoke-on-Trent	37.2	59	1587	29	98	100	55
80	Calderdale	37.1	61	1642	31	88	74	39
81	Bradford	37.1	53	1427	34	126	129	27
82	Middlesborough	36.9	59	1601	17	99	92	107
83	Isle of Wight	36.8	63	1710	19	74	47	101
84	Sheffield	36.5	58	1589	20	106	98	98
85	Coventry	36.4	62	1702	24	79	49	78
86	N. E. Lincolnshire	36.3	58	1596	33	107	93	33

APPENDIX TWO: PRIMARY SCHOOLS

	LEA	%4+/£1000	%4+	£/Pupil	%30+	Rank/%4+	Rank/£	Rank/%30+
87	Suffolk	36.3	64	1764	15	71	32	110
88	Essex	36.0	63	1750	24	75	37	76
89	Knowsley	35.9	59	1642	29	100	75	53
90	Milton Keynes	35.7	59	1652	28	101	73	63
91	Doncaster	35.6	61	1712	29	89	46	48
92	Barnet	35.6	70	1967	7	20	16	122
93	Walsall	35.6	56	1575	22	113	105	91
94	Wolverhampton	35.5	59	1662	24	102	65	80
95	Bedfordshire	35.2	62	1759	21	80	33	92
96	Nottinghamshire	35.2	61	1735	37	90	38	15
97	Redbridge	34.8	61	1753	32	91	36	36
98	Brighton & Hove	34.4	59	1715	37	103	45	17
99	Croydon	34.0	63	1855	23	76	21	82
100	Enfield	33.4	61	1828	33	92	24	28
101	Harrow	33.3	70	2105	15	21	11	109
102	Brent	33.1	61	1841	8	93	23	119
103	Luton	33.0	58	1759	21	108	34	93
104	City of Bristol	32.6	55	1685	25	116	59	72
105	Portsmouth	32.4	55	1696	29	117	52	50
106	Kingston upon Hull	32.2	54	1675	33	120	62	30
107	Merton	32.1	58	1809	26	109	25	67
108	Leicester City	32.0	54	1686	22	121	58	90
109	Southampton	31.8	54	1696	29	122	53	51
110	Wandsworth	31.6	62	1959	9	81	19	116
111	Birmingham	31.4	56	1785	19	114	28	100
112	Ealing	31.4	62	1977	18	82	15	104
113	Hounslow	31.1	61	1962	19	94	17	99
114	Newcastle	30.6	55	1797	26	118	27	68
115	Sandwell	29.0	50	1726	40	129	40	11
116	Waltham Forest	28.5	57	2001	11	111	14	112
117	Kensington & Chelsea	28.2	67	2373	2	45	4	130
118	Islington	28.2	59	2090	3	104	12	129
119	Lewisham	28.1	58	2061	6	110	13	124
120	Barking & Dagenham	28.1	55	1960	8	119	18	118
121	Camden	27.9	66	2362	5	52	5	125
122	Westminster	27.8	65	2336	3	62	7	127
123	Newham	27.7	50	1803	10	130	26	113
124	Haringey	25.7	56	2176	3	115	8	128
125	Southwark	25.6	54	2112	7	123	10	121
126	Greenwich	24.9	54	2166	9	124	9	115
127	H'smith & Fulham	24.6	61	2483	8	95	2	117
128	Tower Hamlets	21.7	51	2347	6	127	6	123
129	Hackney	21.2	51	2401	4	128	3	126
130	Lambeth	20.6	54	2619	7	125	1	120

APPENDIX TWO

LEA PERFORMANCE IN SECONDARY SCHOOLS

%5A*C/£1000 or **VfM/Sec** – the percentage of pupils achieving 5 or more GCSEs at grades A* to C divided by the cost per pupil (£1000). LEAs are listed in the order of this variable.

%5A*C – the percentage of pupils achieving 5 or more GCSEs at grades A* to C

£/Pup – the cost per pupil

Rank/%5A*C – the rank order of LEAs for **%5A*C**

Rank/£ – the rank order of LEAs for **£/Pup**

	LEA	%5A*C/£1000	%5A*C	£/Pup	Rank/%5A*C	Rank/£
1	Buckinghamshire	29.6	60	2027	1	124
2	Kingston upon Thames	25.4	58	2282	2	62
3	Dorset	25.1	51	2029	6	121
4	North Yorkshire	24.8	54	2177	3	86
5	York	23.8	51	2140	7	99
6	Stockport	23.3	50	2147	9	96
7	West Sussex	23.2	50	2157	10	91
8	Northumberland	22.9	44	1923	33	129
9	Oxfordshire	22.8	47	2059	19	115
10	Redbridge	22.8	53	2323	5	49
11	Surrey	22.7	49	2155	12	93
12	Somerset	22.7	49	2156	13	92
13	Suffolk	22.6	47	2082	20	111
14	Isle of Wight	22.4	44	1966	34	128
15	Staffordshire	22.3	46	2059	25	116
16	Bury	22.2	48	2163	16	88
17	North Somerset	22.1	51	2307	8	51
18	Cornwall	22.1	49	2219	14	74
19	Solihull	21.9	50	2279	11	63
20	Wiltshire	21.9	47	2146	21	97
21	Cheshire	21.9	48	2193	17	81
22	Warwickshire	21.4	44	2054	35	119
23	Bath & NE Somerset	21.3	49	2298	15	55
24	Berkshire	21.1	46	2182	26	84
25	Hereford & Worcester	21.0	44	2094	36	107
26	Hampshire	21.0	48	2291	18	56
27	E Riding of Yorkshire	20.6	44	2133	37	100
28	Gloucestershire	20.5	41	1998	49	126
29	Sefton	20.4	45	2205	28	75
30	Wigan	20.1	45	2234	29	69
31	Hertfordshire	20.0	47	2355	22	43
32	Leicestershire	19.9	45	2259	30	65
33	North Tyneside	19.9	42	2112	43	105
34	Shropshire	19.9	47	2366	23	41
35	South Gloucester	19.7	45	2287	31	60
36	Cambridgeshire	19.7	43	2188	39	82
37	Bexley	19.6	43	2196	40	80
38	Devon	19.5	42	2159	44	89
39	Norfolk	19.4	45	2325	32	48
40	Richmond upon Thames	19.3	47	2438	24	32

APPENDIX TWO: SECONDARY SCHOOLS

	LEA	%5A*C/£1000	%5A*C	£/Pup	Rank/%5A*C	Rank/£
41	Northamptonshire	19.3	41	2128	50	101
42	Kent	19.3	43	2232	41	71
43	Harrow	19.1	54	2834	4	11
44	Stockton on Tees	19.0	39	2056	57	118
45	East Sussex	19.0	46	2426	27	34
46	Bedfordshire	18.9	40	2113	51	103
47	St Helens	18.6	40	2150	52	95
48	Darlington	18.4	38	2069	61	113
49	Lancashire	18.3	42	2299	45	54
50	Wakefield	18.2	38	2088	62	109
51	Derbyshire	18.2	40	2201	53	77
52	Dudley	18.0	40	2222	54	72
53	Barnet	17.8	44	2466	38	24
54	Rotherham	17.7	37	2090	64	108
55	Sheffield	17.5	37	2110	65	106
56	Lincolnshire	17.5	42	2405	46	39
57	Durham	17.4	36	2069	73	114
58	South Tyneside	17.3	36	2076	74	112
59	Bolton	17.3	39	2257	58	67
60	Kirklees	17.1	37	2158	66	90
61	Hounslow	17.1	42	2452	47	28
62	Trafford	16.9	39	2301	59	52
63	Cumbria	16.9	39	2308	60	50
64	Redcar & Cleveland	16.8	38	2256	63	68
65	Leeds	16.8	37	2203	67	76
66	Swindon	16.8	36	2146	75	98
67	Milton Keynes	16.8	34	2027	79	125
68	North Lincolnshire	16.7	40	2390	55	40
69	Gateshead	16.5	36	2181	76	85
70	Havering	16.5	43	2607	42	18
71	Brighton & Hove	16.5	40	2426	56	35
72	Wirral	16.2	37	2290	68	59
73	Southampton	16.2	37	2291	69	58
74	Camden	15.9	42	2635	48	17
75	Oldham	15.9	36	2266	77	64
76	Nottinghamshire	15.9	37	2332	70	47
77	Coventry	15.8	37	2342	71	44
78	Tameside	15.7	34	2168	80	87
79	Sunderland	15.5	34	2199	81	79
80	Enfield	15.0	37	2465	72	25
81	Poole	14.8	30	2029	102	123
82	Leicester City	14.6	33	2259	85	66
83	City of Derby	14.5	32	2201	91	78
84	Rochdale	14.3	33	2300	86	53
85	Luton	14.2	30	2113	103	104
86	N. E. Lincolnshire	14.2	31	2184	99	83
87	Hartlepool	14.1	29	2052	109	120
88	Essex	14.0	34	2427	82	33
89	Portsmouth	14.0	32	2291	92	57
90	Barnsley	13.9	29	2088	110	110
91	Bournemouth	13.8	28	2029	111	122
92	Newcastle	13.7	32	2333	93	46
93	Bromley	13.7	32	2340	94	45
94	Stoke-on-Trent	13.6	28	2059	112	117
95	Wolverhampton	13.6	32	2361	95	42
96	Salford	13.4	30	2233	104	70

APPENDIX TWO: SECONDARY SCHOOLS

	LEA	%5A*C/£1000	%5A*C	£/Pup	Rank/%5A*C	Rank/£
97	Hillingdon	13.2	33	2491	87	22
98	Doncaster	13.1	32	2442	96	30
99	Ealing	13.1	33	2527	88	21
100	Barking & Dagenham	12.7	31	2441	100	31
101	Merton	12.7	34	2680	83	15
102	Bradford	12.6	25	1991	120	127
103	City of Bristol	12.5	32	2557	97	20
104	Sutton	12.2	30	2455	105	27
105	Waltham Forest	12.2	33	2702	89	14
106	Birmingham	12.2	30	2464	106	26
107	Westminster	12.0	34	2837	84	10
108	Walsall	11.6	25	2154	121	94
109	Newham	11.5	33	2861	90	9
110	Croydon	11.4	30	2639	107	16
111	Greenwich	11.3	31	2735	101	13
112	Knowsley	11.3	24	2124	124	102
113	Liverpool	11.3	25	2222	122	73
114	Sandwell	11.2	27	2413	113	38
115	Calderdale	10.8	26	2414	114	37
116	Middlesborough	10.7	26	2423	115	36
117	Kensington & Chelsea	10.7	36	3380	78	2
118	Manchester	10.6	26	2448	116	29
119	Hackney	10.2	30	2951	108	8
120	H'smith & Fulham	9.68	32	3306	98	3
121	Lewisham	9.29	26	2800	117	12
122	Brent	9.24	23	2489	125	23
123	Kingston upon Hull	9.19	21	2285	126	61
124	Haringey	8.43	26	3086	118	5
125	Islington	8.36	25	2989	123	6
126	Tower Hamlets	7.66	26	3395	119	1
127	Southwark	6.75	20	2963	128	7
128	Lambeth	6.61	21	3177	127	4
129	Wandsworth[14]	5.43	14	2578	129	19

[14] Wandsworth's Secondary School results are anomalous as all but two schools have opted out of LEA control.