

THE INNER LONDON EDUCATION AUTHORITY
AFTER THE ABOLITION OF THE GREATER
LONDON COUNCIL

by

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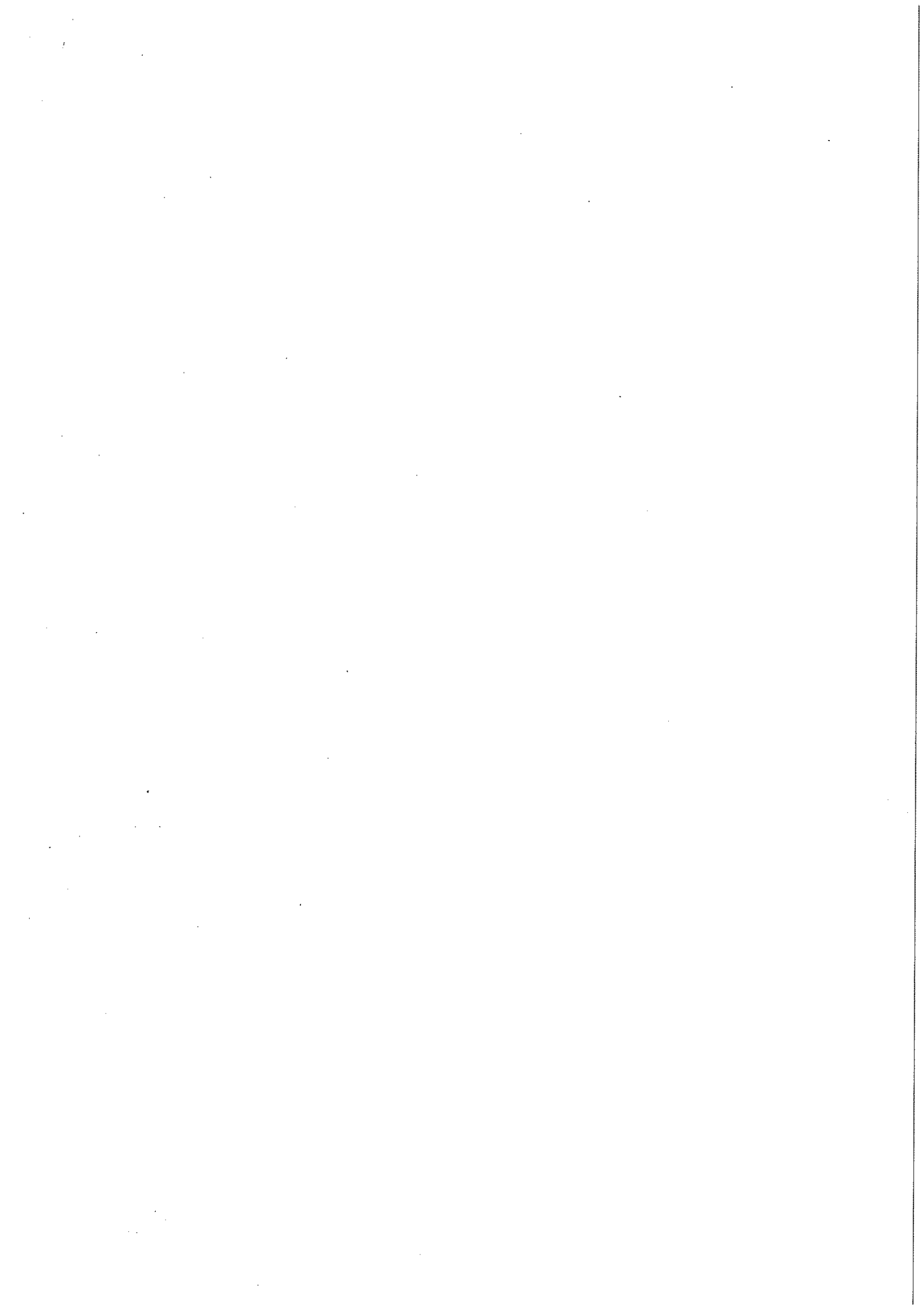
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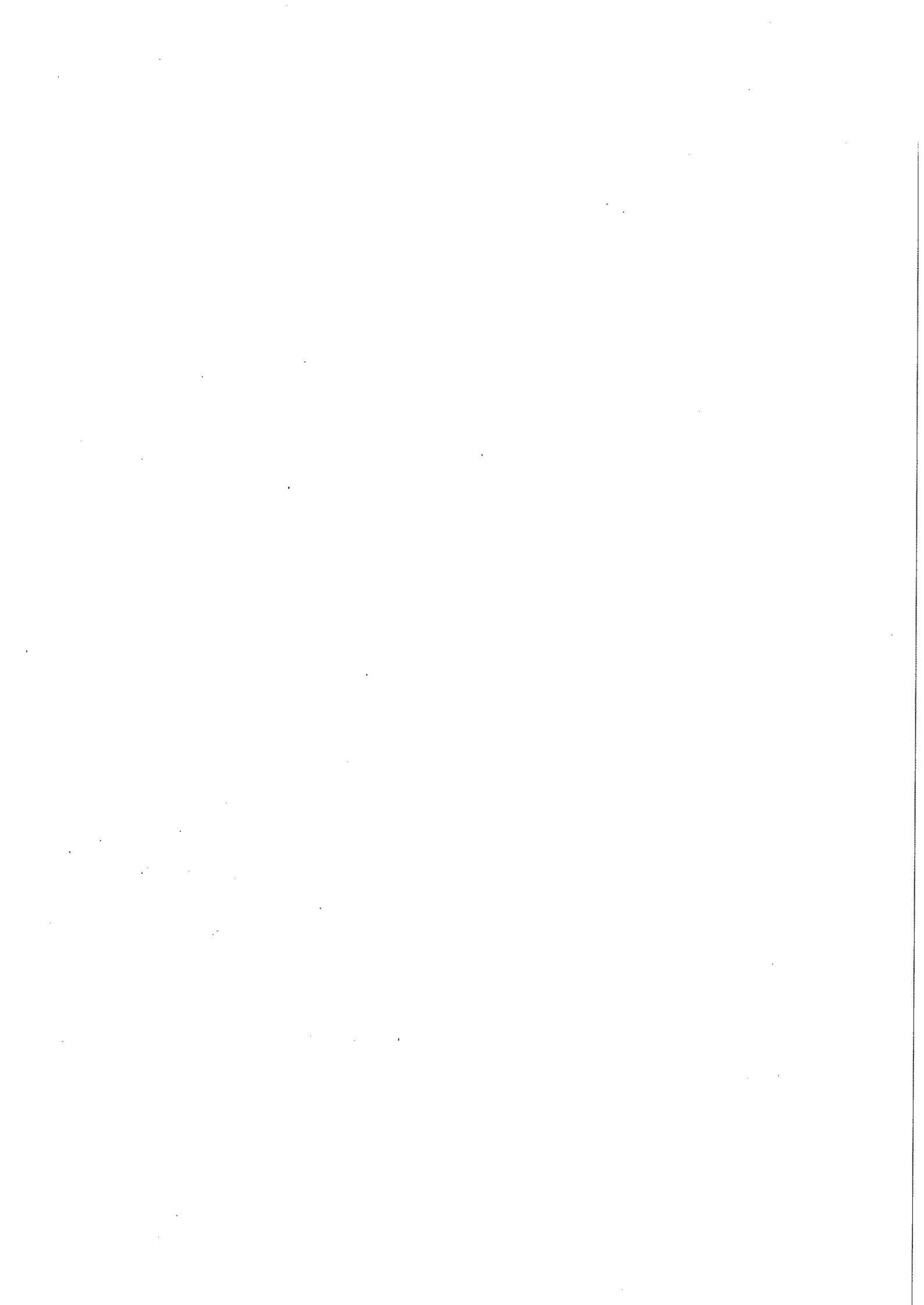


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SECTION I

INTRODUCTION

In January 1981 two of the present authors wrote a Report for the Centre for Policy Studies, THE INNER LONDON EDUCATION AUTHORITY, A Case for Reform. In it they traced the development of the ILEA since it was set up under the London Government Act of 1963, looked at its composition and constitution, drew attention to a number of features which caused concern, concluded that there was need for reform and ended by putting forward recommendations.

Although these recommendations for reform, along with others put forward separately by Mr Kenneth Baker MP, and Sir Frank Marshall¹, were widely discussed at the time, the Government took no action. The situation today is different. In the first place, the present Government made a pledge in the election to abolish the Greater London Council and the Queen's Speech on 22 June 1983 signalled its intention to put this into effect. The abolition of the GLC must lead to the dismantling of the ILEA in its present form and indeed Mr Robert Dunn, the new Under Secretary of State for Education and Science, announced in the House of Commons on 5th July 1983 that this would occur. Secondly, much that has happened within the ILEA in the last two or three years has increased the concern which we express in our first Report. Since the Under Secretary's announcement, the question has been given detailed consideration in a report from the Conservative Group on the Inner London Education Authority (July 1983). We endorse their conclusions and recommendations².

In these changed circumstances we have felt the need to re-examine and revise our own 1981 conclusions and recommendations by writing this new Report. The appendices are those which, first found in the 1981 Report, are necessary for an understanding of Section II. There is no sign that there has been any improvement in the ILEA's performance since then.

1. Appendix A

2. Replacement of the ILEA upon Abolition of the GLC. A Report from the Conservative Group on the GLC. London, July 1983.

SECTION II

RETROSPECT^{1.}

A INTRODUCTION

The ILEA was set up under the London Government Act of 1963. Although it is a "special committee" of the Greater London Council, it is in practice autonomous. Its only link with the GLC is its duty to inform it once a year as to the sum which it should include in the Money Bill to meet estimated capital expenditure, and to advise on the size of the levy to be raised from inner London boroughs to meet estimated expenditure.

Recognising the dangers inherent in the size and unusual constitutional position of the ILEA, the Act of 1963 contained a provision for a review of the Inner London education service to be laid before Parliament before 31 March 1970. The Labour Government, under pressure from the Labour-controlled ILEA, repealed this provision in 1966. The review never took place.

Two independent reports have been published²:

- a) Sir Frank Marshall's Report (1978), reviewing the role and function of the GLC and its relation to other public authorities. The ILEA chose not to give evidence; and,
- b) a report by Mr Kenneth Baker MP (1980).

B COMPOSITION AND CONSTITUTION OF THE ILEA

Constitutionally, the ILEA is unique in the United Kingdom as a single-service local education authority. It has a membership of 48, comprising the 35 elected GLC members for inner London constituencies, plus a councillor from each inner London borough and a representative of the Common Council of the City of London. There are also twelve "additional members" of the Education Committee, appointed in direct proportion to the political composition of the Authority. Five places for representatives of teachers' associations have been allocated - although one place has been left unfilled for several years.

1 A Summary of the INNER LONDON EDUCATION AUTHORITY, a Case for Reform, by Fred Naylor & Laurence Norcross, January 1981.

2 Appendix A.

C CAUSES FOR CONCERN

We described five features of the ILEA which, we believed, caused wide concern:

i) Democratic Accountability

The ILEA draws its main membership from two different sources: the GLC, and the boroughs. Neither has an educational function. Borough members are nominated by their majority party to the ILEA. Thus the Authority draws its membership from two differing sources, each the subject of a different electoral process, on a different representative basis, and with a different tenure of office. In such circumstances, it is very difficult indeed for education to be presented, or treated, in any coherent way as a serious election issue. This has allowed the ruling socialist party to impose a dogmatic system of social engineering on Londoners, often in disregard both of public opinion and parental rights.

ii) Financial Accountability

The ILEA is its own financial master¹. It is not responsible to any directly elected representative - neither to the GLC, to the boroughs nor to individual rate-payers. The ILEA exercises little financial restraint compared with other metropolitan authorities and outer London boroughs². The view that neither pupils nor rate-payers receive "value for money" is borne out by the HM Inspectors' Report on Educational Provision by the ILEA (Summer 1980), in which there are frequent references to "generous" and "lavish" provision as well as "waste" and "inefficiency".

iii) Standards

Sir Frank Marshall said, in his Report, ".... there is a groundswell of opinion that results achieved by the Authority do not match the resources expended"³

1 Section II, paragraph A

2 Appendix B, Tables 1, 2 & 3

3 Appendix A

Although attainment in public examinations is not the only criterion, it must remain one of the principal yardsticks by which the success or failure of a school or education system is judged. Owing to the secrecy of the ILEA - to this day individual schools' results are never put before its Schools Sub-Committee, even in the confidential part of the agendas - little information about the results in public examinations of ILEA schools has been available until recently.

Several pieces of evidence, contained in independent studies, are now available which confirm the conclusion that the ILEA is not adequately meeting the needs of its pupils:

- a) the Institute of Mathematics and its Applications (IMA) Survey (a pilot Test of Basic Numeracy of Fourth and Fifth Year Secondary School Pupils undertaken by the Institute in 1978)¹; and,
- b) the Report by HM Inspectors on Educational Provision by the ILEA, 1980².

In addition, the ILEA's own figures for 1978 make dismal reading. A comparison of O-level grades A to C show that, in 33 out of 36 subjects, the ILEA lagged behind the national average, whilst a similar comparison of A-level results showed the Authority behind the national average in 27 out of 31 subjects³. Overall, ILEA 1978 results were even worse than in 1977 in almost every grade⁴.

iv) Report by HM Inspectors on Educational Provision by the ILEA: 1980

The recent HMI Report highlights many shortcomings - particularly in ILEA secondary schools. We contend that these stem, in many cases, from the deliberately fostered pursuit of social and political objectives at the expense of measured educational achievement. We believe this to be a direct consequence of the London Labour Party's electoral complacency.

1 Appendix C
2 See iv) below
3 Appendix F
4 Appendix E

Thus in primary schools, the Inspectors note: "apart from language and mathematics there is comparatively little planning for continuity Because of lack of challenge many children are allowed to proceed at an unduly slow pace Potential is considerably undervalued and teachers demand too little of them"

HMI's comments on secondary schools give even greater cause for concern. After noting: "roughly two-thirds of the classes observed do not show any urgency of approach and the work does not appear to fit into a logical scheme Too few schools are prepared to use their examination results as a management tool", HMIs sum up their main charge as follows:

"There are, however, many classes and schools where expectations are too low and where, despite the efforts of the Authority's inspectorate, teachers assume that mixed ability classes should be taught at a pace which is right for the pupil of slightly below average ability. These schools frequently blame their pupils' backgrounds for the poor results: this is largely unjustifiable. The fault lies in low teacher expectation perhaps arising from unfamiliarity with the capabilities of the abler children, and from lack of pace, interest and variety in the work in class."

We believe that the failure of the ILEA has occurred because of its egalitarian policies, based on the development of comprehensive schools to the exclusion of all others. This has often meant the neglect of able children, a near obsessive pursuit of mixed ability teaching, and a refusal to admit that standards matter.

v) Labour's Future Plans

The London Labour Party's policy document of 6 September 1980 commits the ruling Labour Group on the ILEA to the most ideological, doctrinaire and egalitarian programme yet published. Its commitment to eliminate streaming "as soon as is practicable in secondary schools and immediately in the first year of secondary schools" flies in the face of all experience. HMIs were highly critical of mixed ability teaching in their report on the ILEA, and in

their national report, Mixed Ability Work in Comprehensive Schools (1978), HMIs claimed that social aims related to the mode of grouping were seen more clearly than the educational aims. They criticised some schools for being "concerned with working for aims which went beyond the broad aim of social integration into what might be called a desire to implement social philosophy" and expressed concern that "some of the principles occasionally put forward - for example, those of eliminating competitiveness or eschewing assessment of pupils - may, if implemented have important educational consequences for the children involved which are extremely difficult to foresee."

The Labour Party's authoritarian intolerance is evident in its approach to the religious convictions of parents. Its recommendation, "that no child should be educationally segregated by virtue of his or her sex, religious, ethnic or socio-economic status" foreshadows the end of all schools with a specific religious commitment. Another recommendation directly threatens single sex schools. What value is there in pledging to involve parents if parents are denied their basic right of determining the principles on which their children's education should be based? What value is there in the pledge to respect the rights of immigrant parents - particularly Muslims and Hindus - if they cannot choose to send their daughters to single sex schools?

The ILEA as at present constituted has shown itself to be particularly susceptible to pressure group influences from the Left. For example, the banning of the use of corporal punishment by the ILEA in its secondary schools from February 1981 was taken without consultation with the professional associations and in defiance of public opinion.

The final recommendation in the London Labour Party's programme was: "The Greater London Regional Council of the Labour Party has agreed that they wish to see a closer relationship between the local Constituency Labour Parties and the ILEA Labour Group in the development and implementation of educational policy."

This means that Labour ILEA members will be no more nor less than pawns of their Constituency Labour Parties who will dictate policies from now on. The political relevance of this decision can be seen from the fact that the vast majority of Labour constituencies are now dominated by the Left.

SECTION III

PROSPECT

The experience of the past two years (since May 1981) indicates that the concerns expressed in our 1981 report were - while they seemed serious enough at the time - insufficiently urgent. Determined attempts by the present administration, in which the relatively 'moderate' leadership of Sir Ashley Bramall and his associates has been supplanted by one of the extreme left, to control the curriculum of schools, and to employ it for purposes of blatant social engineering have led to a number of ILEA 'initiatives' which have far-reaching and very disturbing political implications.

Among the more sinister pressures being applied to schools are those relating to 'political education' (not as an academic subject, but as a means of influencing pupils' attitudes across the entire curriculum). In the autumn of 1982 the ILEA announced the unprecedented step of designating a Member to have general oversight of political education in its schools. The designated Member was subsequently quoted in The Times Educational Supplement as believing that educators are concerned to change society, and as dismissing notions of academic objectivity and of political neutrality for teachers. In the wake of this appointment, secondary school heads were presented with a comprehensive questionnaire intended to elicit information about the extent to which 'political education' permeated the whole area of both the academic and the pastoral curriculum. Again in defiance of precedent, this questionnaire was not delivered through the normal postal channels, but was taken to the schools by the ILEA's inspectors.

ILEA schools are to be required by the Authority to produce multi-ethnic policy statements. It is clear that these statements are to be linked to a reappraisal and revision of subject syllabuses. While there are sound educational reasons for keeping both the curriculum and specific subject syllabuses under constant review, the decision has been taken at a political rather than an educational level, and the outcome has already been pre-judged.

On the 3rd July, 1983, The Sunday Times announced ILEA proposals to eliminate what was described as the "central and pervasive influence of racism in schools". In addition to some reference to the need for curricular reform of a kind which would not command unanimous assent, the story reported the ILEA's intention to require each of its schools to display a 750 word "anti-racist statement". As in the case of multi-ethnic policy statements, the implication appears to be not that schools will be invited to subscribe to the ideological beliefs and share the political perspectives of their ruling authority, but that they will be instructed to do so.

Under the present administration, and with the active encouragement of a number of its leading members, the activities of various 'gay' and lesbian pressure groups have proliferated and intensified. One of these, the Gay Employment Group, is urging the ILEA to accept that "the wearing of gay and lesbian badges, displays of physical affection between members of the same sex, coming out as gay or lesbian to colleagues and/or clients (our stress) and other such self-defining activities shall not, in themselves, be the grounds for disciplinary action.....". If adopted, the implication for schools of such a policy is one which the overwhelming majority of parents would find totally unacceptable- but already a number of influential ILEA members have declared themselves to be in favour of encouraging (through curricular and other avenues) 'gay' pupils to 'come out'.

The evident political bias of the present ruling group has been manifest in administrative and disciplinary decisions, as well as in those affecting curricular matters. On a number of occasions (at least), normal consultative procedures have been ignored, and decisions have been taken at a political level following informal representations made by left wing activists with personal access to influential Members; and decisions of the ILEA's own disciplinary tribunals have been overturned in Committee where the case has appeared to have racial or political overtones.

There is mounting evidence that the "closer relationship between the local constituency Labour Parties and the ILEA Labour Group in the development and implementation of educational policy" has become a reality. To an extent not remarked before May 1981, many Labour-appointed governors of schools appear now to have as one of their primary objectives the implementation within individual schools of policies generated by County Hall. The Labour governor who left his political hat at the door when he entered the school is now an endangered species, and is under frequent pressure to toe the party line on all educational issues affecting the school.

Headteachers are under mounting pressure to adopt policies and follow practices which many feel to be profoundly misguided; the ILEA's inspectorate is increasingly required to act as the professional arm of political rather than educational decision, and this has led to a serious decline in morale among many of the Authority's key personnel. Application for early retirement has now spread from headteachers no longer willing to shoulder the burden of implementing the constant stream of County Hall 'initiatives' to inspectors who feel that they are in danger of being employed almost exclusively as pawns in a political game in which they have an imperfect understanding of the rules.

Serious as our original concerns were, none of these specific developments was foreseen in January 1981. They highlight the urgent need to include, along with plans to abolish the GLC, proposals to reform the government and administration of the ILEA. At present, all that stands between a large number of London schoolchildren and the total politicisation of their education is the determination of a few heads to resist the constant pressures upon them and to retain curricular and other control in their own schools.

Given the incidence of early retirement, and the key role played by the Authority in appointing new heads, the number of those able and committed to defend their schools from political interference is diminishing and will

continue to diminish. The pressures on those remaining will inevitably intensify, especially now that the ILEA inspectorate is increasingly required to act as the professional and executive arm of political decision.

If the trend is to be halted, and the quality of maintained school provision in London improved, it will not be sufficient simply to abolish the GLC: serious consideration will also need to be given to reforming the government of ILEA schools in such a way that they will no longer be subject to the abuse of power at present exercised by political extremists intent on using the education system for political ends.

SECTION IV

CONCLUSIONS

It is clear that the ILEA is now neither democratically nor financially accountable, that it fails to secure a standard of education commensurate in any way with its very high level of expenditure, and that fundamental changes are needed to put these matters right.

In addition, the adoption by the London Labour Party of a set of policy commitments of an unprecedentedly doctrinaire character makes it imperative to introduce reforms which give genuinely democratic control of education to those funding it and dependent upon it.

Although we have considered the solutions put forward by Mr Kenneth Baker and by Sir Frank Marshall, we do believe there are some powerful arguments for retaining broadly the present administrative structure of the ILEA.

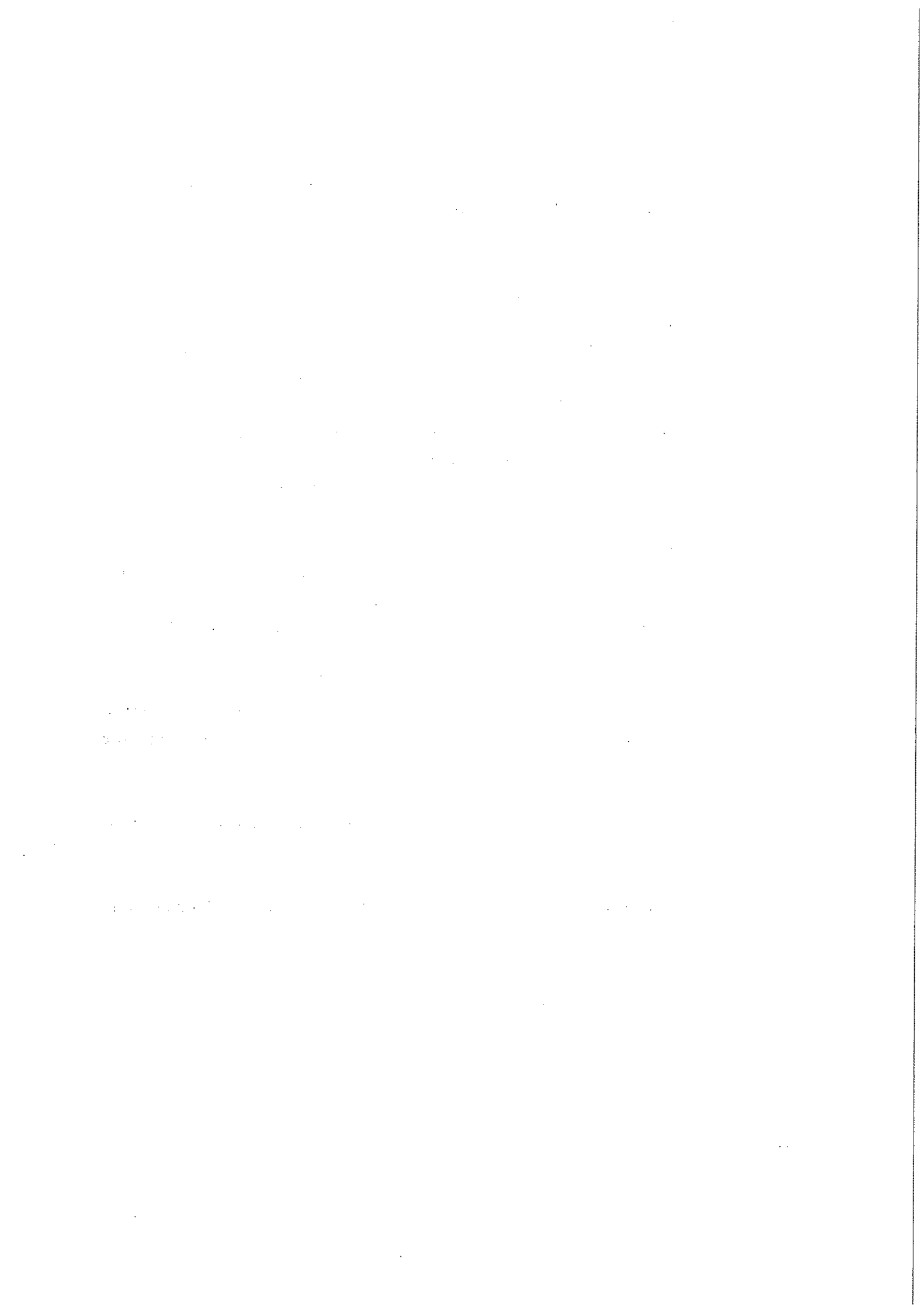
SECTION V

RECOMMENDATIONS

- i) A directly elected authority, removed entirely from the statutory GLC interest, thus making the ILEA more politically responsive and accountable to the inner London electorate. We have already

observed that no single one of the ILEA members is at present elected on the basis of his or her educational views and attitudes. If elections to the ILEA were to be direct, and determined on the basis only of educational policies, an entirely new dimension of political accountability would be introduced. Since the ILEA's function is solely an educational one, it seems perfectly logical that it should be elected on that sole basis. A system of separate and direct elections to the ILEA would have the advantage of freeing electors from the ties of traditional or habitual political loyalties, and would enable them to vote on purely educational grounds. Very many traditional Labour voters espouse educational philosophies which are indistinguishable from those of traditionally Conservative voters. Education is an issue which has more potential for political ecumenicalism than almost any other political issue. Direct elections of the kind we are advocating could also provide opportunities for independent - and possible minority party - representatives to participate in the affairs of the ILEA;

- ii) The separately elected authority should have a duty to bill rate-payers directly so that they would know exactly how much they were being asked to pay for education;
- iii) The authority should receive its own rate support grant and accord, like other public authorities, with cash limits;
- iv) The reform which we are advocating should be subject to review after ten years.



APPENDIX A

THE MARSHALL AND BAKER REPORTS

The Baker Report concluded that the best solution to the problems besetting education in Inner London was to devolve education to the Boroughs. The Marshall Report, on the other hand, considered a range of options and came down in favour of a reconstituted single education authority for the area, chiefly because this was seen as the best mechanism for ensuring that the education policy and budget was formulated collectively by the Boroughs.

Contrary to the proposal in the Baker Report, the Marshall Report saw little merit in the idea of devolving education to the Boroughs. The reasons were, first, that it would make little sense for the successful operation of the service; secondly, that it would greatly add to the financial problems facing local government in London's inner area.

The Baker proposal presented some advantages over the present system in terms of financial and democratic accountability, accessibility of the elected administration to parents and others, and the need for education to compete for resources with other services. However, it raised legitimate doubts about the effectiveness of the educational provision that could be provided by the smaller of the Inner London Boroughs, particularly in the light of the steep fall in school rolls which is now in progress and which is certain to continue for at least the next decade. It would give rise to difficult questions of administering and paying for the massive provision for higher education, which in geographical terms is not evenly spread across London.

The Marshall proposal was for a Statutory Joint Committee composed of 5 members nominated by each Borough and 2 by the City; the nominations to include pro-rata representation from minority parties. This would retain the centralised administration of education in Inner London, which some would consider an advantage in that it would avoid the difficult issues raised by the proposal to break it up. But the proposal appears to

overlook four important points. First, Marshall reported that some Boroughs were experiencing some difficulty in finding suitable persons sufficiently interested to fill the present single nomination. The difficulty in finding five under the Marshall plan could be monumental. Second, in-built inefficiency, inflexibility, even rivalry, would surely result from the conflict between groups of nominees elected specifically as councillors for the separate Boroughs, with prime loyalty to the interests of their Borough. Third, the arrangement would do nothing to ease the load on ~~nominated~~ individuals who would still be expected to play their part in Borough Council affairs. Fourth, it would not overcome the difficulty of raising education as a serious and coherent issue at elections. Borough electors would still not know, even on election day, which of the successful members would serve on the Statutory Joint Committee for Education, and whatever the outcome most electors would feel disenfranchised on the education issue, since they would not have had the opportunity to vote for a Statutory Joint Committee member because of the ward constituency system.

APPENDIX B

Table 1

Unit Cost per Pupil
1977/78

<u>LEA</u>	<u>Primary</u> £	<u>Secondary</u> £	<u>Overall</u> £
ILEA	526	750	632
Outer London Boroughs			
Highest (Brent)	459	671	557
Lowest (Enfield)	318	526	416
Greater Manchester			
Highest (Manchester)	404	603	494
Lowest (Wigan)	303	503	390
Merseyside			
Highest (Liverpool)	380	544	456
Lowest (Sefton)	316	486	394
South Yorkshire			
Highest (Doncaster)	411	493	447
Lowest (Rotherham)	336	500	407
Tyne & Wear			
Highest (Newcastle/Tyne)	424	597	511
Lowest (Sunderland)	340	524	420
West Midlands			
Highest (Wolverhampton)	357	536	436
Lowest (Dudley)	295	502	379
West Yorkshire			
Highest (Bradford)	377	485	436
Lowest (Kirklees)	322	472	390
London average (21 LEAs)	430	641	528
Met. Dist. average (36)	348	515	424
County average (47)	342	520	423
England & Wales average	354	534	436

2/B

Table 2

Registered Pupils and Net Expenditure

	Pupils on School Registers: January 1978	Net education expenditure met from rates and grants: 1977-8
ILEA	373,870	£439m
Combined totals of:		
All 20 Outer London Boroughs	762,896	£603m
All 10 Greater Manchester LEAs	526,184	£362m
All 5 Merseyside LEAs	318,126	£219m
All 4 South Yorks LEAs	268,928	£178m
All 5 Tyne & Wear LEAs	224,913	£161m
All 7 West Midland LEAs	557,213	£363m
All 5 West Yorks LEAs	403,652	£272m

Table 3

Percentages of National Totals of Pupils and Expenditure

	Pupils on school registers	% on national total	Expdure in 1977-78 £m.	% of national total
ILEA	373,870	4.18	439	6.72
Outer London Boroughs	762,896	8.42	603	9.23
Metropolitan Districts	2,299,016	25.38	1,555	23.82
Counties	5,622,296	62.02	3,931	60.22
England and Wales	9,058,078	100.00	6,528	100.00

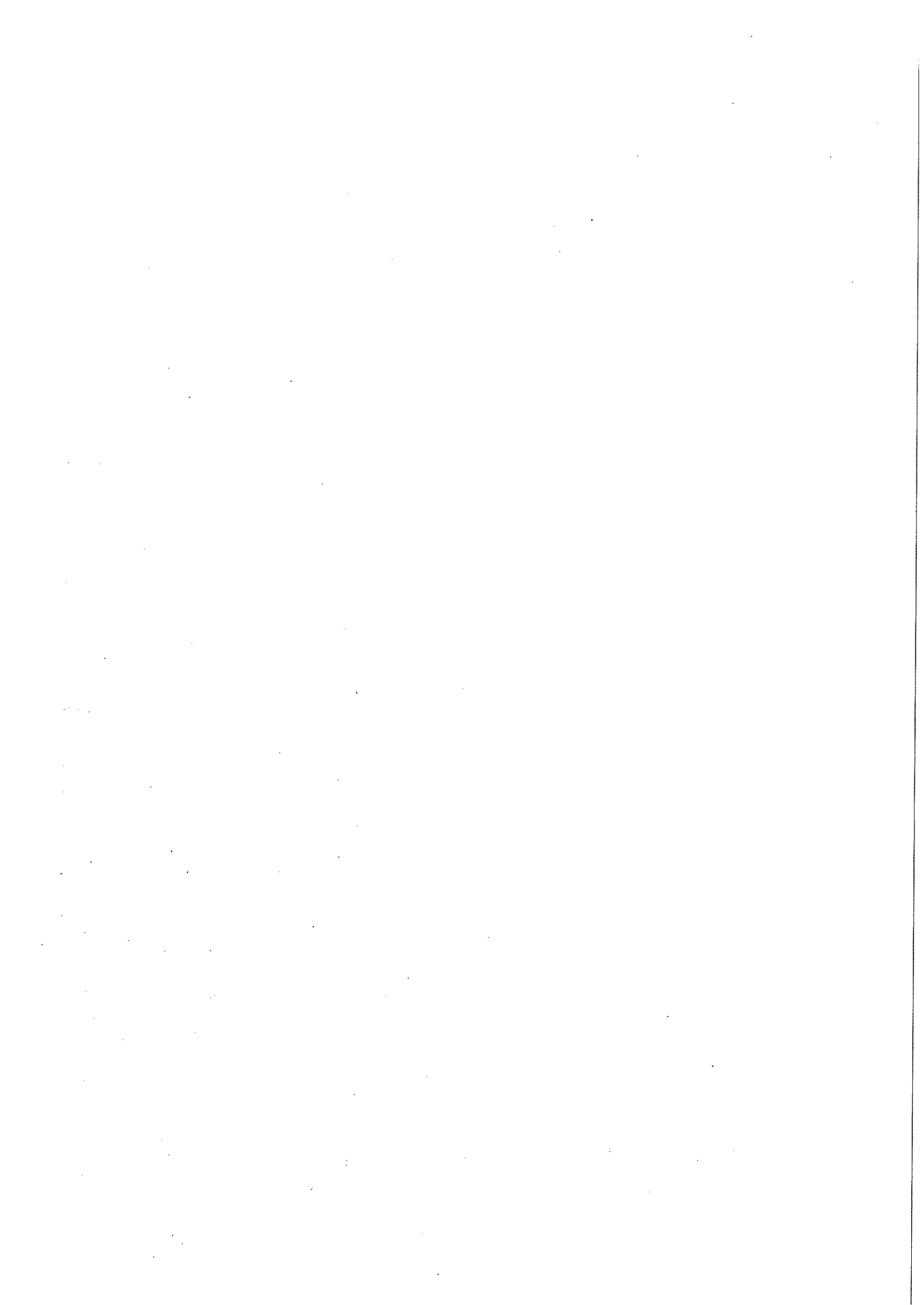
Table 4

Expenditure on Education as proportion of Expenditure on all services:
Cost of Education per head of population and per registered school pupil

Type of LEA	Net expenditure from rates and grants (£ million)		Population		Cost of Education per	
	All S'vces	Edcn s'vce as %	Total Regd (mil) pupils	Regd pupils as%	Hd of popln £	Regd Pupil £
ILEA	835*	439	2.5 ¹	373870	175.6	1174.2
Outer London (20)	978	603	4.49	762896	134.1	789.9
Met. District (36)	2400	1555	11.52	2299016	135.0	676.3
County (47)	5968	3931	30.63	5622296	128.3	699.2
All LEAs	10181	6528	49.14	9098078	132.8	717.5

* £835 million is the total net expenditure from rates and grants on all services provided for Inner London in 1978-9, ie by Boroughs and the City as well as by the ILEA.
 1 The mid-1977 estimate of the population of the ILEA area was not available for the 1977-8 Education Actuals Statistics. The figure of 2.5m is taken from the 1978-9 Education Estimates Statistics.

NB Except as indicated in the note immediately above, the information in Tables 1-4 is taken from CIPFA Education Actuals Statistics 1977/78.



APPENDIX C

THE INSTITUTE OF MATHEMATICS AND ITS APPLICATIONS (IMA) SURVEY*

In November 1977 more than 8,000 pupils in maintained secondary schools in England and Wales sat a test of basic numeracy devised and arranged by the IMA. Its purpose was to provide some qualitative evidence on the level of attainment in simple mathematical skills of pupils eligible to leave school in the summer of 1978. The test paper was devised by a small committee of experienced school teachers of mathematics. The skills demanded were in no sense those which the committee regarded as the final objective of a school education in mathematics. They were simply those which the IMA's team of teachers thought should be in possession of virtually all children, who after eleven years of compulsory education, were about to enter the adult world where they would need to earn a living and become responsible citizens. The first six questions (out of fifteen) contained two parts and involved only the subject of arithmetic, with which most pupils would have been familiar before leaving primary school. The remaining questions were framed so as to apply simple arithmetical skills to everyday situations. Five local authorities accepted invitations to take part, and conformed to the IMA's requirements. The authorities were chosen with some attempt to balance demographically. Each authority nominated ten schools which would give a reasonable cross-section of the children in the area. Although it is reasonable to assume that for all five local authorities the samples are representative groups of pupils from those areas, because the groups are not proportional in size to the total number of pupils within each authority, any figure relating to the overall performance of the whole sample of pupils examined could only be a rough approximation to the likely performance of a sample representative of the country as a whole. The five authorities were: Buckinghamshire, Dyfed, Essex, Inner London and Leeds. Amongst the results reported were the following:

* A Pilot Test of Basic Numeracy of Fourth and Fifth Year Secondary School Pupils undertaken by the Institute. IMA April 1978.

	<u>Full Marks On The Whole Paper</u>	<u>Questions 1-6 All Correct</u>
Bucks *	13.0% of pupils	48.8% of pupils
Leeds ***	5.7% of pupils	36.4% of pupils
ILEA **	1.4% of pupils	25.0% of pupils

Similar results were obtained in respect of pupils scoring 90% or better and 80% or better. The results of 36 tests, or sub-tests, in all are shown. The ILEA was bottom of the list for all. The result obtained from asking the question: "13.5 ÷ 5" is illustrative of this. The percentages of wrong answers to this question were:

<u>Bucks</u>		<u>Leeds</u>		<u>ILEA</u>	
<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
23	24	30	26	41	43

The figures speak for themselves.

Another significant result to come from this survey was the number of absentees (as percentage of number on roll) on the day the test was given. In view of the great difficulty of getting accurate information on this subject, the IMA's evidence is especially valuable. The ILEA absentee figure was 28%, as compared with 16% in Leeds and an overall average of 18% (swelled by the enormous ILEA figure).

There is great difficulty in getting accurate information on this subject because children present at registration cannot be assumed to be present the whole day. The IMA's test, in effect, constituted a spot check, and therefore is especially valuable.

* The best

** The worst

*** The nearest demographically to the ILEA.

APPENDIX D

The provisional results of the DES 10% survey of school leavers in the school year 1978/79 show the following performance by pupils in ILEA schools:

1 or more A-level passes.	10.3% (the national figure was 12.6%.)
No A-level pass but 5 or more higher grade O-levels or CSE.	4.9% (9.1%)
1-4 higher grade O-levels or CSE.	24.5% (27.8%)
No higher grade O-levels or CSE, but one or more lower grade.	36.1% (36.7%)
No graded result.	24.2% (13.8%)

Source: Educational Provision by the ILEA, Summer 1980
Report by HM Inspectors.

APPENDIX E

Grades obtained expressed as a % of all entries;

CSE Results:

Grades	1	2	3	4	5	Ungraded
1978	8.6	15.9	18.6	25.7	17.6	13.9
1977	9	17	19	26	15	15

GCE 'O' level:

Grades	A	B	C	D	E	Ungraded
1978	6.7	16.9	26.7	12.3	15.8	21.6
1977	8	18	27	11	15	21

GCE 'A' level:

Grades	A	B	C	D	E	O	F
1978	5.4	11.6	11.3	14	18.9	18.7	20.1
1977	6	11	12	15	18	18	20

Source: ILEA Reports Examination Results in the ILEA for 1977 and 1978.

APPENDIX F

COMPARISON OF ENGLISH AND ILEA "O" & "A" LEVEL RESULTS

Summer 1978

Subjects at 'O' level	Total Entries	% ILEA Grade A-C	England % Grade A-C	ILEA Entries With London Board		ILEA Entries With AEB Board	
				Entries	% Grade A-C	Entries	% Grade A-C
Ancient History	59	37.9		43	39.6	-	-
Art and Craft	3318	63.7	61.6	2333	61.8	357	61.9
Biology	4020	49.4	52.7	3528	51.7	254	27.2
Botany & Zoology	30	31.3		13	7.7	-	-
Building & Engineering Studies	326	41.2	57.0	12	100.0	276	36.9
Chemistry	2906	54.2	60.4	2537	56.9	194	29.4
Classical Langs.	488	60.4	63.1	467	60.8	-	-
Commerce	1205	34.4	46.3	768	32.8	210	29.5
Computer Science	260	52.9	59.1	-	-	135	45.1
Domestic Subjects	1039	45.8	55.6	637	49.8	212	43.8
Drama	118	53.0		-	-	-	-
Economic & Political Studies	3145	39.1	50.8	1640	41.9	1158	35.6
Economic History	887	48.0	52.5	300	42.3	334	48.6
Electronics	70	54.9		-	-	-	-
English Language	11075	48.1	57.0	6982	54.7	3000	34.4
English Literature	7272	51.2	61.9	5559	56.6	1109	30.8
English (spoken)	1628	62.5		1628	62.5	-	-
French	3971	53.9	60.3	2742	59.5	1037	40.4
General Science	480	40.8	42.4	293	48.1	166	30.7
Geography & Environmental Studies	4465	43.6	54.3	3311	46.7	779	30.2
Geology	202	43.6	60.8	136	40.4	43	46.5
German	907	52.6	60.2	673	58.3	208	32.3
Graphics & Design	1792	42.0	53.9	1383	41.2	275	41.4
Greek	36	77.8	87.9	20	85.0	-	-
History	3665	50.2	57.2	3014	58.5	211	37.4
Italian	300	71.0	71.2	253	72.8	44	61.4
Latin	717	67.6	76.7	682	68.6	-	-
Mathematics	8724	53.8	57.7	5247	56.3	1795	44.6
Metalwork	100	40.0	55.7	-	-	69	40.5
Modern Lang. (Other)	425	66.7	73.6	374	67.6	3	66.7
Music	459	55.7	63.1	289	57.4	89	51.7
Needlework	401	44.1	57.9	232	57.3	91	14.3
Photography	133	33.6		-	-	133	33.6
Physics	3713	50.6	59.3	2917	54.4	501	34.5
Principles of Accounts	230	34.8	56.2	50	40.0	132	28.1
Religious Studies	2752	43.0	43.0	1999	42.0	407	46.0
Russian	34	70.6	74.0	29	65.4	5	100.0
Sociology & Social Studies	2034	38.4	46.9	26	26.9	1849	38.8
Spanish	463	68.7	63.4	385	73.0	46	36.9
Sport/Human Biology	1236	41.5		773	43.9	252	38.9
Woodwork	139	26.0	53.3	-	-	73	19.2
Vocational and Other	79	81.0	63.9	77	83.2	-	-
Social Science							
Other Science	38	65.8	69.1	32	59.4	-	-
General Studies	289	51.5	62.5	-	-	-	-
Total Arts	37820	52.5	58.5				
Total Maths	8984	53.8	57.6				
Total Sci & Tech	14656	48.4	57.3				
Total Soc Sci & Vocn	14170	41.7	53.7				

It is important to note, however, that the results for England include all candidates whether from maintained schools, independent schools, FE colleges or privately entered.

Subjects at 'A' Level	Entries	ILEA % Pass Rate	England %
Ancient History	71	77.5	
Art and Craft	815	62.3	68.9
Biology	792	59.8	67.9
Botany & Zoology	98	64.3	65.7
Building & Engineering Studies	4	50.0	
Business & Office Studies	21	38.1	49.5
Chemistry	826	64.4	70.8
Classical Languages	1	100.0	88.2
Computer Science	48	60.4	65.4
Domestic Subjects	45	57.8	64.0
Drama	5	80.0	
Economic & Political Studies	946	63.6	59.9
Economic History	66	47.1	50.1
Electronics	11	45.5	
English	1503	53.4	71.0
French	589	56.0	72.4
General Science	23	60.7	
General Studies	64	59.4	70.7
Geography & Env. Studies	599	58.9	68.7
Geology	42	69.0	70.2
German	186	63.0	78.7
Graphics & Design	164	53.6	67.5
Greek	10	100.0	96.9
History	999	66.4	70.6
Italian	77	62.4	77.6
Latin	85	80.0	88.9
Mathematics	1414	63.0	69.7
Metalwork	9	55.5	66.0 *
Modern Languages (other)	106	83.9	72.6
Music	80	75.1	76.2
Needlework	23	60.8	
Photography	5	20.0	
Physics	917	65.9	70.9
Principles of Accounts	30	43.2	41.8
Religious Studies	178	58.9	68.5
Russian	20	60.0	80.3
Sociology & Social Studies	362	47.4	47.1
Spanish	82	69.5	76.7
Human Biology/Sport	17	23.5	
Woodwork	6	16.7	66.0 *
Total Arts	4812	60.9	71.9
Total Maths	1462	62.9	68.7
Total Sci & Tech	2894	62.7	69.4
Total Soc Sci & Voc	2171	58.2	61.7

* Woodwork and
Metalwork