

THE INNER LONDON EDUCATION AUTHORITY  
A Case for Reform  
by  
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The authors of this Report are members of the Centre's Education Study Group. The CPS does not seek to express a corporate view through its publications, the authors of which are chosen for their independence and intellectual rigour.

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## CONTENTS

	Page
A. Introduction	1
B. Composition and Constitution of the ILEA	1
C. Cause for Concern	1
1. Democratic accountability	1
2. Financial accountability	2
3. Standards	3
4. Report by H.M. Inspector on Educational Provision by the ILEA	4
5. Labour's future plans	5
D. Conclusion	6
E. Recommendation	7
ANNEXES	
A. The Marshall and Baker Reports	
B. 1. Unit Cost per pupil 1977/78	
2. Registered Pupils and Net Expenditure	
3. Percentages of National Totals of Pupils and Expenditure	
4. Expenditure on Education as proportion of expenditure on all services	
C. The Institute of Mathematics and its Applications (IMA) Survey	
D. Provisional Results of the DES 10% of school leavers, 1978/79	
E. ILEA grades as a percentage of all entries	
F. Comparison of English and ILEA "O" and "A" level results, Summer 1978	

## A. INTRODUCTION

The Inner London Education Authority was set up under the London Government Act of 1963. Although it is a "special committee" of the Greater London Council, in practice it is autonomous. Its only contact with the GLC is to inform it once a year what sum to 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 vast 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 by 31 March 1970. The Labour government, under pressure from the Labour controlled ILEA, repealed this provision in 1966 and the review never took place.

Two independent reports have been published (see Annexe A):

- 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;
- b) a report by Kenneth Baker MP (1980)

An official Report is now being prepared for the Government by a Committee chaired by the Baroness Young.

## 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 unfilled for several years.

## C. CAUSES FOR CONCERN

### 1. Democratic Accountability

Members of the ILEA are elected to the GLC - which has no education function. Borough members are elected to their own local authorities - which have no education function - and 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 next to impossible for education to be presented and 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 flagrant disregard of public opinion: Parents however, have a right to ensure that their children are educated according to their religious or philosophical principles. They should be able to decide whether their children are educated in an egalitarian ethos with mixed ability teaching, or in a competitive climate associated with setting or streaming. To deny parents the right to make the choice is not just undemocratic; it is anti-democratic.

## 2. Financial accountability

The only limiting factor on expenditure by ILEA is its own sense of restraint. Just how this is exercised can be judged from Tables 1, 2 & 3 in Annexe B. Although the Government proposes to introduce a unitary grant for the ILEA, the authority will retain the right to precept for the sums it decides that it needs in excess of the grant. It will continue to be its own financial master and will not be responsible to any directly elected representatives, neither to the GLC, to the Boroughs nor to individual ratepayers. The higher cost of the education service in inner London may be in part attributed to greater administrative costs or higher salaries. But it cannot be justified when it is compared to other metropolitan authorities and to outer London boroughs. Our view is that neither pupils nor ratepayers are getting 'value for money'. That is borne out by frequent references to 'generous' and 'lavish' provision in the H.M. Inspectors Report on Educational Provision by the ILEA, (Summer 1980) which concludes (para 21.16)

'It frequently pilots imaginative or innovative approaches; but it does not always adequately evaluate the new approaches it introduces, avoid unnecessary duplication of provision or ensure that schools derive the greatest benefit from the additional resources made available. Schools have, in any case, very generous staffing, resources and funding which in HMI's view they do not always deploy wisely. There are disturbing examples of waste and inefficiency.'

### 3. Standards

As 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 and that neither the users nor the paymasters of the service have an adequate means of testing and challenging the authority to show that it is pursuing the best policies and spending money effectively'.

Educational achievement is exceptionally difficult to quantify. But attainment in public examinations must remain one of the principal yardsticks by which the success or failure of a school or an education authority is judged. Whether educationalists like it or not, most parents take the view that a sound examinations policy in a school, and a steady rate of successes tend to go with discipline, low absenteeism and high morale.

Until recently ILEA has been extremely secretive about its schools' attainments in public examinations. To this day an individual school's results are made known to its governors and to parents only on specific request. Individual results are put before neither the Authority, nor its Education Committee, and not even its Schools Sub-Committee - not even in the confidential part of the agendas. But what evidence there is shows that success in public examinations is consistently lower in inner London when London's achievements are compared with the average for England and Wales. 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);
- b) The Report by HM Inspectors on Educational Provision by the ILEA 1980 (see Para. C)

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

All these sources confirm the belief that, no matter how ILEA seeks to conceal or confuse its results or justify them with reference to the allegedly poor socio/economic background of pupils, the Authority is not meeting the needs of its pupils and in no way does it justify its colossal expenditure

4. Report by H.M. Inspectors on Educational Provision by the ILEA: 1980

Despite several weaknesses of methodology and occasional inaccuracies, the recent HMI Report highlights many shortcomings - particularly in ILEA secondary schools. We contend that these stem, in many cases, from the deliberately fostered and encouraged pursuit of social and political objectives at the expense of measurable educational achievement. We believe this to be a direct consequence of the London Labour party's electoral complacency.

Although the main criticisms are directed against secondary schools, there are grounds for concern elsewhere. Of one third of nursery schools, for example, HMI's comment that: 'very mundane work results in children being little more than minded or occupied.' In primary schools they note: 'Apart from language and mathematics there is comparatively little planning for continuity'; 'children receive much help if they are having difficulty with work; those who find the tasks undemanding generally receive much less attention'; '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. Typical comments are '...in many schools the pace of work is too slow and the level of teacher expectation too low...'; 'roughly two-thirds of the classes observed do not show any urgency of approach and the work does not appear to fit in to a logical scheme...'; 'many teachers underrate the capacities of pupils whatever their level of ability'; '...many pupils in ILEA secondary schools are under-achieving. Too few schools are prepared to use their examination results as a management tool...'

The main charges are summed up 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.'

In short, the report is a very serious indictment of the ILEA amounting to the failure of its educational policies. We believe that this failure has occurred because of its egalitarian policies, based on the development of comprehensive schools to the exclusion of all others. This has meant often the neglect of able children, a near fanatical pursuit of mixed ability teaching, and a refusal to admit that standards matter.

5. Labour's Future Plans

The London Labour party's policy document of 6 September 1980 commits the ruling Labour group on 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. They held it responsible for the failure of both the able and less able pupils to realise full potential. In their 1978 report, Mixed Ability Work in Comprehensive Schools, 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 philosophies' 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.'

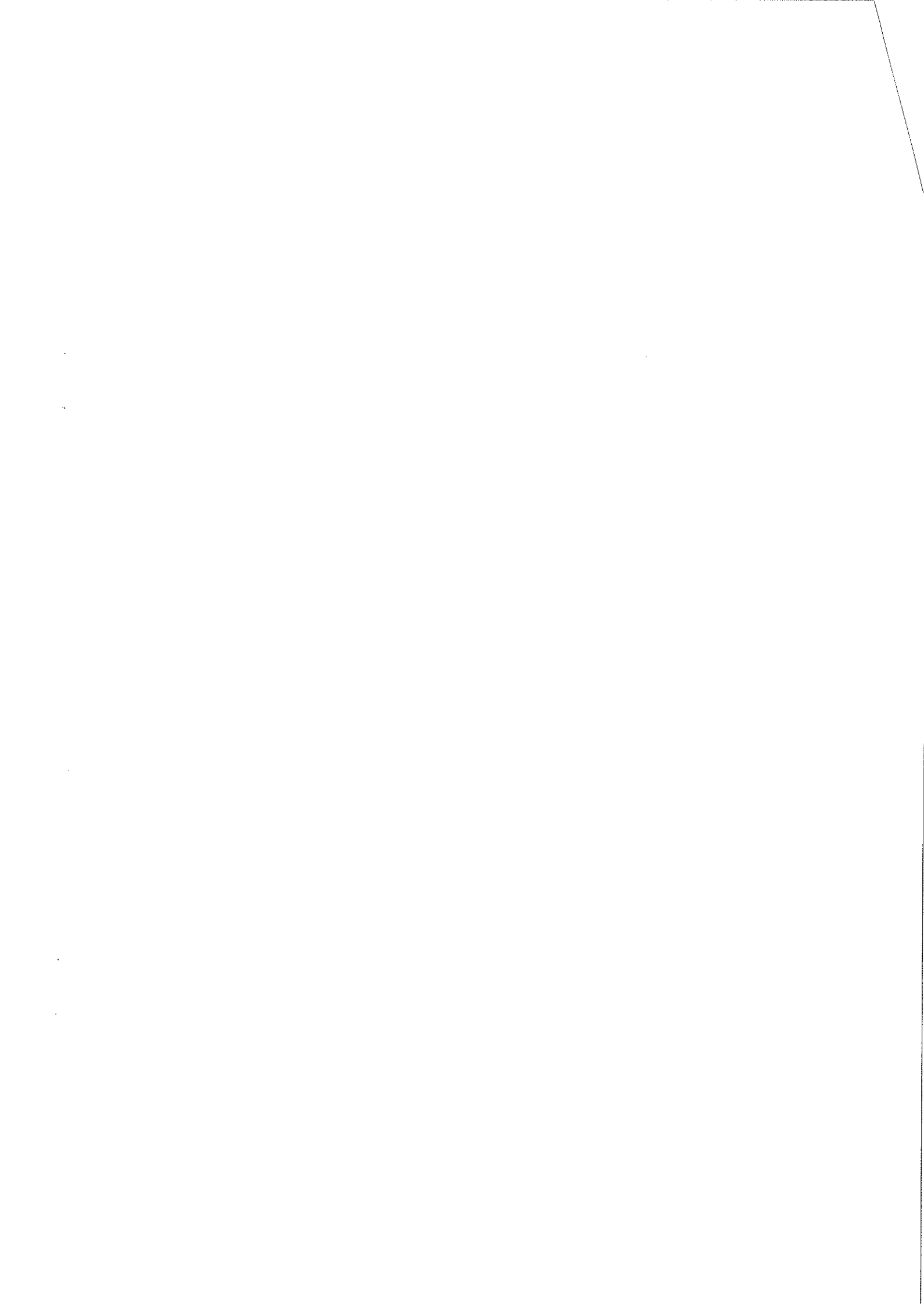
The Labour Party's authoritarian intolerance is evident in its approach to the religious convictions of parents. For example two of its recommendations are:

- 'That no child should be educationally segregated by virtue of his or her sex, religious, ethnic or socio-economic status' and
- 'In order to further the spirit of a fully comprehensive education service, the status, pupil selection system, and the role of the voluntary school sector should be completely reviewed with the aim of ending all "selectivity"'

These foreshadow the end of all schools with a specific religious commitment. Just as each school - and presumably each class within the school - should contain a complete and balanced cross-section of the population in respect of ability, so it should do so with regard to religious denomination. Under Labour, therefore, no school could be a Church school.







Equally under threat are single sex schools: ' the proportion of mixed places in secondary schools should be increased... Where necessary, existing single sex schools will be developed to receive a mixed intake.'

What value is the pledge to promote Parents Associations in all schools as a method of 'involving 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 to immigrant parents - particularly Muslims and Hindus - in the pledges for 'ethnic minorities to have their languages valued and respected' and to 'ensure that there is no racial discrimination' 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. A recent example of this was a successful campaign by the Society of Teachers opposed to Physical Punishment which has resulted in the banning of the use of corporal punishment by ILEA in its secondary schools from February 1981. This decision was taken with no prior consultation with the professional associations, against the subsequent advice of most of those associations, and in clear defiance of public opinion. The specific issue itself is less significant than the manner in which it was resolved which can only give rise to considerable misgivings about other matters relating to school management and policy making which might be the subject of future legislation. Any doubts on this score can be dispelled by the final recommendation in the London Labour Party's programme: '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, in fact, 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 London constituencies are now dominated by the Left.

#### D. CONCLUSION

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 interventionist and 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 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.

E. RECOMMENDATIONS

- 1) 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.
- 2) The separately elected authority should have a duty to bill ratepayers directly so that they would know exactly how much they were being asked to pay for education.
- 3) The Authority should receive its own rate support grant and accord, like other public authorities, with cash limits.
- 4) The reform we are advocating should be subject to review after ten years.
- 5) A Green Paper detailing its operation and seeking the views of interested bodies should be a ministerial priority.

## ANNEXE 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 nominate individuals who would still be expected to play their part in Borough Council affairs.

2 /A

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.

ANNEXE 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

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Table 3 \*

Percentages of National Totals of Pupils and Expenditure

	Pupils on school registers	% on national total	Expdre 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	Edcn as %	Total Regd (mil) pupils	Regd pupils as%	Hd of popln £	Regd Pupil £	
ILEA	835*	439	52.58	2.5 <sup>1</sup>	373870	14.95	175.6	1174.2
Outer London (20)	978	603	61.64	4.49	762896	16.98	134.1	789.9
Met. District (36)	2400	1555	64.79	11.52	2299016	19.96	135.0	676.3
County (47)	5968	3931	65.87	30.63	5622296	18.35	128.3	699.2
All LEAs	10181	6528	64.12	49.14	9098078	18.51	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.  
 † The mid-1977 estimate of the population if 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".



ANNEXE 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 to 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:

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

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

+ The best

/ The worst

// The nearest demographically to Leeds

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. 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.

ANNEXE 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.

ANNEXE 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.

## ANNEXE F

## COMPARISON OF ENGLISH AND ILEA "O" &amp; "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	77.0	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	692	68.6	-	-
Mathematics	8724	53.8	57.7	5247	56.3	1795	44.6
Metalwork	100	40.8	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	62.5
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

Source: ILEA, "Examination Results in the ILEA"  
RS 759 180